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**PROGRESSION OF COLLEGE** **STUDENTS**

**IN LONDON** **TO HIGHER EDUCATION**

**2007 to 2012**

Sharon Smith, Hugh Joslin and Jill Jameson

[](http://www.google.co.uk/url?sa=i&source=imgres&cd=&cad=rja&uact=8&ved=0CAgQjRwwAGoVChMI-87rk-fuxgIVgfJyCh2jMgql&url=http://contentmine.org/events/event/ross-mounce-talks-about-open-scholarship-at-kings-college-london/kings-college-london-logo-2/&ei=eJWvVfuyEoHlywOj5aioCg&psig=AFQjCNGgo-pfGCgPdDZWidF0K3uK5leiJA&ust=1437656824415550)

Prepared for Linking London partners by the Centre for Leadership and Enterprise in the Faculty of Education and Health at the University of Greenwich



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# Foreword

I am delighted to introduce this report to you, and after some delay due to forces beyond any of our control, I recommend this report to you. This is the second report[[1]](#footnote-1) on the progression of college students in London to Higher Education (2007 – 12) that Linking London has commissioned from Sharon Smith, Hugh Joslin and Jill Jameson at the University of Greenwich.

This report takes our understanding of London college learner progression another step further. In tracking nearly a quarter of a million level three students it allows us to see the work that colleges are doing to support progression. The addition of the Key Stage 4 data illustrates the work colleges have to do to compensate for lack of earlier achievement.

For our universities it shows those institutions who receive college learners, some in considerable numbers, who are from some of the most economically deprived areas of London.

For our Awarding Body partners it provides a snapshot of qualification achievement over time and its ability to support progression to higher study.

There are lessons to be learnt for future planning: a focus on success and achievement and in some areas retention are things we all need to address, including how progression into the most appropriate higher level learning might be improved. This chimes with our partners desire to work collaboratively on a higher level skills policy for London.

I commend this report to our partners, with thanks to Hugh, Sharon and Jill and with special thanks to the partners who funded this research: Yolande Burgess at London Councils Young People Education and Skills, Anne-Marie Canning at Kings College London and Marva Coudray at SOAS.

As we plan our dissemination strategy for this important piece of research I look forward to working with others who are looking at complimentary aspects of progression work in the capital.

Sue Betts

Director of Linking London

August 2015.

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# 1. Executive summary

This report presents the findings of research undertaken for Linking London and sponsors into the progression to higher education of students from London Further Education (FE) and Sixth Form Colleges between 2007-08 and 2012-13. The report is based on data derived from a national study funded by BIS into the progression to higher education of students from all FE and Sixth Form Colleges in England (Smith, Joslin, & Jameson, 2015).

It should be noted that figures in this report will not necessarily match data for the same years shown in the previous London report (Joslin & Smith, 2013). This is because of differences in the ILR dataset when run two years later, minor improvements to the methodology and changes to the classification of qualifications. Further differences include the inclusion in this report of more detailed information about achievement and through linkage with the DfE’s Key Stage 4 dataset, information about the prior GCSE attainment of London’s FE cohorts.

These research findings are based on the matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency) datasets between the years 2007-08 and 2012-13. They provide a detailed analysis of the nature of the progression of students from the London colleges, trends in progression rates over time and they highlight the progression to higher education in both FE colleges and universities. The matched records contain demographic information about the students such as gender, age, ethnicity and domicile, and also data about where they progressed from and where they progressed to, hence there are a wide set of variables that can be compared and this report provides a selection. Where relevant, the data for London has been compared to the national data.

## 1.1 Terminology

Certain terms have been used in this report that might require clarification:

| **Levels** | Qualifications |
| --- | --- |
| **FE College or**  **Sixth Form College**  **Level 3 qualifications** | **A Levels; International Baccalaureate** (IB)[[2]](#footnote-2); **BTEC**; **Access to HE**; **AS Level** and **Other Vocational** qualifications (which include other qualifications like Art Foundation and Cache Diploma as well as other vocational full and part-time Certificate and Diploma programmes). |
| **Higher education**  **qualifications in**  **Universities and FE**  **Colleges** | **Prescribed higher education** – Delivered in universities and FE Colleges with funding directed by the Higher Education Funding Council for England (HEFCE). The following qualifications are included: **First degrees** (Level 6) and **Other Undergraduate** (OUG) qualifications including **Higher National Certificates** (HNC) and **Certificates of Higher Education** at Level 4; **Higher National Diplomas** (HND), **Diplomas of Higher Education** and **Foundation degrees** at Level 5. |
| **Non-prescribed higher education** – Delivered in FE Colleges with funding directed by the Learning and Skills Council (LSC) up to 2010 and since then by the Skills Funding Agency (SFA). Qualifications include **NVQ** programmes and **Professional Certificates** and **Diplomas** at Levels 4 and 5. |

## 

## Key Results

The key results emerging from the research are presented here. The first section looks at the characteristics of the Level 3 student cohorts as a whole looking at both demographic and programme factors. The second part analyses progression trends over the period studied and also looks at HE achievement and prior attainment of students at Key Stage 4 in school.

### 1.2.1 Characteristics of the London college cohorts

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#### The tracked cohorts

* In total across five year cohorts, a total of 221,500 Level 3 achievers were tracked. Between the first cohort in 2007-08 and the last cohort in 2011-12, there was a 10% growth in numbers.

#### Gender

* There was a higher growth in male student numbers compared to females, growing by 14% between the tracked cohorts 2007 and 2011 compared to an 8% growth in females.

#### Age

* The population of **young** Level 3 students tracked (17-19) grew considerably, increasing by **+33%** between 2007-08 and 2011-12.
* In contrast, the population of Level 3 students aged **25+** fell by **-20%.**
* By 2011-12, **62%** of the tracked cohort were between **17-19** years old.

#### Qualification Type

* Access to HE numbers were up **24%** between the first and last tracked cohort and BTEC numbers nearly doubled with a **93%** growth in numbers. Meanwhile the numbers of A Level/IB students in the tracked cohorts fell by 11% as did vocational subjects including NVQ which saw a significant decline (-24%).
* In the latest cohort year 2011-12, BTEC students made up a third of the total tracked cohort and there were double the number of BTEC students than there were A Level students.

#### Subject Area

* Arts, Media and Publishing, Health, Public Services and Care and Business Administration and Law saw increases in the population of the tracked cohort between 2007 and 2011. Education and Training, Science and Mathematics and Agriculture, Horticulture and Animal Care saw decreases.

#### Ethnic grouping

* **61%** of students were classified as from Black and Minority Ethnic (BME) groups in the tracked cohort and BME students have seen a larger increase in numbers across the cohorts (+19%) compared to +3% in White students.
* Some ethnic groups have seen larger increases than others e.g. Black African and Asian Pakistani ethnic groups.
* Ethnic groups have different age profiles. For example, there are proportionally more mature White students in the cohort age 25+ years whereas Asian groups are made up of more young students (17-19).
* Different Level 3 qualification types dominate at ethnic group level. Asian students are more likely to be studying A Level qualifications than Black or White students for example. However, BTEC student numbers have grown in all ethnic groups.
* Similarly, subject areas are represented at different rates at ethnic group level. For example, 28% of White students are studying subjects related to Arts, Media and Publishing while only 11% of Asian Pakistani students are studying in this sector area.
* Ethnic diversity varies significantly at borough level and this is likely to contribute to differences in progression patterns within boroughs.

#### Disadvantage

* London colleges are delivering Level 3 programmes to large numbers of students classified as living in deprived areas. Using Income Deprivation Affecting Children Index (IDACI) as a metric for disadvantage, around **three in four** of the FE students in this study were classified as living in the top 40% most deprived neighbourhoods. Furthermore, the numbers classified as living in IDACI Q1, the most deprived areas, have increased from 20,990 in 2007-08 to 24,785 in 2011-12. Meanwhile, the numbers classified as Q5 (least deprived) have gone down, from 2,490 to 2,165 over the same period.

### 1.2.2 Higher education progression trends

#### Overall

* The immediate HE progression rate of Level 3 students in FE and Sixth Form Colleges is between **38% and 43%.** The highest rate of 43% was in 2010 for the cohort who entered HE in 2011 and the lower rate of 38% for the 2011 cohort who entered in 2012, the year higher fees were introduced. Average progression rates are affected by the cohort composition, including age, ethnicity and qualifications being studied.

#### Age

* Progression for young students (17-19) is considerably higher than for mature students. The young London college cohort saw progression rates as high as 75% in the earlier cohorts (2007 and 2008) but in later years rates have declined, this is due to an increasing population, especially of BTEC students and it worsened in 2012 when fees were increased when it dropped to an all-time low of 45%.
* Against a backdrop of significantly reduced numbers, the progression rate of mature students aged 25+ years actually increased from 15% for the 2007-08 cohort to 23% for the later cohort in 2011-12 progressing to higher education in 2012-13.

#### Gender

* Progression rates for females and males are not significantly different although the dip in rates seen for the 2011-12 cohort who entered HE in 2012-13 was more pronounced for young males than young females.

#### Level 3 Qualification Type

* Progression rates vary by Level 3 qualification type. A Level and Access to HE students have the highest rates of progression to HE and these groups of students did not see a dip in rates to the same extent as BTEC students.
* BTEC students, whose numbers nearly doubled across the tracked cohort, saw a significant decrease in progression **rates** across the cohort years. In 2007-08, **58%** of the BTEC cohort progressed to HE but by the 2011-12 cohort this had declined to **34%.** Even so, the **number** of London college Level 3 entrants moving on to HE with a BTEC has increased and now exceeds the number of entrants with an A Level.
* A progression map by FE qualification type is provided for easy reference (see Section 8.1)

#### HE qualification Type

* The majority of young London students progress onto a First degree whereas older students aged 25+ years are more likely to study a range of programmes including Other Undergraduate (including Foundation degrees, HNCs and HNDs).
* BTEC, Access to HE and A Level students are all more likely to be studying for a First Degree in HE whereas NVQ and Vocational students are just as likely to be studying for a Other Undergraduate programme as a First Degree.

#### Delivery

* FE colleges are delivering HE to an increasing number of students from the tracked cohort. 14% of those students who entered HE in 2012-13 were studying HE delivered in FE and this compares to 7% in 2008-09.
* FE colleges are delivering HE to more students in all age bands.

#### London boroughs

* The immediate progression rates to HE at borough level are presented in this report and show varying degrees of progression.
* Comparisons of progression rates at borough level are complex and best understood in context of the characteristics of the students domiciled in that borough. For example, Harrow has the highest progression rates to HE but Harrow also tends to have predominantly young students in the cohort and young students studying A Levels. These two factors probably contribute a lot to their high progression rates.
* Ethnicity will also impact upon a borough’s progression rate.

#### Ethnic groups

* The progression rates of White students are lower than students from BME groups (even when age is taken into consideration). Asian students generally have the highest progression rates.
* All ethnic groups saw a dip in rates in 2012-13 (the 2011-12 Level 3 cohort) but the dip was more pronounced with Asian Bangladeshi, Asian Pakistani and Mixed White and Black Caribbean students.
* White students were much more likely to progress to HE in FE than BME students where proportionally more study HE in a University (this may have something to do with age as White students tend to be older).
* White students were more likely to be studying an HE programme in the Creative Arts than their BME peers.
* Business and Administrative studies in HE was the most popular HE subject area for Asian Students.

#### Disadvantage

* Not surprisingly, there are higher progression rates for students classified as living in a POLAR3 Q5 (most educationally advantaged) area than those living in a POLAR3 Q1 (most educationally disadvantaged) area.
* However, using the Income Deprivation Affecting Children Index (IDACI) which we propose to be a more effective classification system for economic disadvantage for London students, we find that progression rates for IDACI Q1 students is higher than Q5 students . This may be explained by the fact that there are more **young** students living in disadvantaged areas and more students from **BME groups**, both characteristics that lead to higher progression.

#### Higher education success

* 66% of the full-time first degree cohort from London FE and Sixth Form Colleges who were tracked through the HE datasets were found to have achieved their first degree.
* A further 11% achieved a lower degree (having initially started their First Degree). This is lower than the overall England achievement rate of 77% (and 3% lower award).
* However, it is unreliable to compare the FE London cohort with the whole England cohort, they differ in composition in terms of BME, disadvantage and age profile. Moreover, only a third of students in the London tracking study were studying A Level students before HE entry whereas the majority of entrants to HE in England are normally A Level students.
* The achievement rate varies at entry qualification level with A Level students from London colleges seeing significantly higher achievement rates than their peers studying Access to HE and BTEC.
* Students who study for a First Degree delivered in FE also have lower achievement rates than their peers who study in a University.
* Attainment of a good degree (1st or 2:1) is lower for non A Level students who complete their First Degree.
* A success rate map by qualification type is provided for easy reference in Section 8.1.

#### Prior attainment of KS4 at School

* **47%** of the young London college cohort linked to KS4 attainment datasets were recorded as not attaining a Level 2 including English and Maths in secondary school.
* HE progression rates for the cohort who did not achieve their 5 GCSEs A\*-C including English and Maths were lower than their higher attaining peers who did achieve at this level (**71%** compared to **52%**), evidence of the significance of prior attainment before FE entry.
* However, FE colleges in London play a key role in helping students with lower prior attainment at school to continue their studies to achieve at Level 3 and then for a proportion of these students, FE study enables them to further progress onto HE study. At least one in two students (52%) who achieved their Level 3 qualification in FE, and who had left school with low attainment at KS2, went onto HE study.
* BTEC programmes play a significant part in the Level 3 studies of the low attaining KS4 group where **69%** of students who were classified as low attaining, that is not achieving Level 2 including English and Maths, were studying for a BTEC qualification. This may also help to explain lower success rates in HE for BTEC entrants.

# Introduction

This report presents the findings of research undertaken for Linking London and sponsors into the progression to higher education of students from London Further Education (FE) and Sixth Form Colleges between 2007-08 and 2012-13. The report is based on data derived from a national study funded by BIS into the progression to higher education of students from all FE and Sixth Form Colleges in England (Smith, Joslin, & Jameson, 2015).

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These research findings are based on the matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency) datasets between the years 2007-08 and 2012-13. They provide a detailed analysis of the nature of the progression of students from the London colleges, trends in progression rates over time and highlight the progression to higher education in both FE colleges and universities. The matched records contain demographic information about the students such as gender, age, ethnicity and domicile, and also data about where they progressed from and where they progressed to, hence there are a wide set of variables that can be compared and this report provides a selection. Where relevant, the data for London has been compared to the national data.

The research explores progression longitudinally, so as well as examining immediate progression (the year after Level 3 qualification), the data also looks at longer term progression. This helps to explore the extent to which students are entering HE at different times in their life cycle and raises some questions regarding provision. Analysing patterns of progression for Level 3 students in the London FE and Sixth Form Colleges over time also enables inquiry into the achievement of these students showing their HE achievement rates and degree classifications. Finally, the research also considers the importance of prior attainment at KS4 (GCSEs) in secondary schools. Here, prior attainment at Level 2 is explored comparing the progression to higher education of students who achieve at least 5 GCSEs or equivalent at grades A\*-C (full Level 2) those with 5 GCSEs (A\*-C) including English and Maths and those who achieve less than 5 GCSEs at these grades. This level of attainment is important as it signals a currency for progression where a full Level 2 is often a requisite for entering a Level 3 qualification, and, more so, for entering HE study. The research aims to identify groups of students with lower prior attainment, who achieved at Level 3 in FE, and who then successfully entered and achieved in higher education - an indication of the important role that the FE sector plays for this group of students.

## 2.1 Terminology

The English qualification system is complex and as this report is based on tracking college students completing certain types of qualification into different qualifications in higher education institutions, the following is presented again as a clarification of terms used throughout the report.

| **Levels** | Qualifications |
| --- | --- |
| **FE College or**  **Sixth Form College**  **level three qualifications** | **A levels; International Baccalaureate** (IB)[[3]](#footnote-3); **BTEC**; **Access to HE**; **AS level** and **Other Vocational** qualifications (which include other qualifications like Art Foundation and Cache Diploma as well as other vocational full and part-time Certificate and Diploma programmes). |
| **Higher education**  **qualifications in**  **Universities and FE**  **Colleges** | **Prescribed higher education** – Delivered in universities and FE Colleges with funding directed by the Higher Education Funding Council for England (HEFCE)[[4]](#footnote-4). The following qualifications are included: **First degrees** (level 6) and **Other Undergraduate** (OUG) qualifications including **Higher National Certificates** (HNC) and **Certificates of Higher Education** at level 4; **Higher National Diplomas** (HND), **Diplomas of Higher Education** and **Foundation degrees** at level 5. |
| **Non-prescribed higher education** – Delivered in FE Colleges with funding directed by the Learning and Skills Council (LSC) up to 2010 and since then by the Skills Funding Agency (SFA). Qualifications include **NVQ** programmes and **Professional Certificates** and **Diplomas** at Levels 4 and 5. |

## 2.2 Policy context

It is useful when looking at historic data to remember some of the policy changes that were happening over the period to provide a context for understanding some of the trends. In one sense much of the period was characterised by the widening participation agenda with major investment in both Aimhigher (2004 -2011) and Lifelong Learning Networks (2005 – 2010), expansion of student numbers and the introduction and growth of Foundation degrees. In this period, especially latterly, London has also seen a major expansion in apprenticeship numbers from a very low starting point.

One of the most significant developments that has impacted on the numbers of students in London progressing to HE has been the introduction of higher fees in 2012, and the effects of this on London students can be seen in this report.

To provide a reference for the findings in this report, the following timeline has been compiled:

| Year | Policy developments |
| --- | --- |
| 1997 | Dearing Report published (Dearing, 1997) recommending the development of Other Undergraduate programmes in FE Colleges |
| 2003 | Foundation Degree Forward (FdF) established to promote Foundation degrees set up in 2001/2 |
| 2004 | University fees rise to £3,000 pa  Aimhigher set up to increase widening participation  Office for Fair Access (OFFA) set up to monitor fair access to higher education |
| 2005 | First Lifelong Learning Networks (LLNs) set up to improve progression to higher education for vocational students  National Student Survey begins |
| 2006 | Higher Education Funding Council for England (HEFCE) Consultation on HE in FE Colleges published (HEFCE, 2006)  Train to Gain starts  Advanced Vocational Certificate of Education (AVCE) qualifications end  Leitch Report published (Leitch, 2006)  Supporting Professionalism in Admissions (SPA) set up |
| 2007 | Department for Innovation Universities and Skills set up  World Class Skills – Implementing the Leitch Review of Skills published (DIUS, 2007) |
| 2008 | Equivalent or Lower Qualifications (ELQ) policy introduced  Qualifications and Credit Framework (QCF) established  Connexions services transferred to Local Authorities  14-19 Diplomas start  Start of economic recession  Start of decline in part-time HE numbers |
| 2009 | Department for Business, Innovation and Skills (BIS) set up  National Apprenticeship Service set up  Many LLNs close  HEFCE request for HE Strategies from FE Colleges  Unleashing Aspiration report published (Panel on Fair Access to the Professions, 2009)  Higher Ambitions published (BIS, 2009a)  Skills for Growth published (BIS, 2009b)  Unemployment rate peaks (Oxford Economics, 2014, p. V) |
| 2010 | Coalition government comes to power  Learning and Skills Council (LSC) closes  Young People’s Learning Agency (YPLA) and Skills Funding Agency (SfA) set up  Train to Gain closes  14-19 Diplomas end  Brown Review of higher education published (Browne, 2010) |
| 2011 | Aimhigher programme closes  Foundation Degree Forward closes  New Challenges, New Chances published (BIS, 2011)  Students at the Heart of the System - the Higher Education White Paper published (BIS, 2011a)  First Specification of Apprenticeship Standards in England (SASE) including higher apprenticeship standards published (BIS, 2011b)  Educational Maintenance Allowance(EMA) ends  Introduction of 16-19 bursaries |
| 2012 | Higher Education fees rise to up to £9,000 pa and student number controls include Level 3 AAB grade exclusion and core and margin numbers, the majority of which go to FE Colleges  Part-time higher education loans start with no student number controls on part-time numbers  National Careers Service formed - statutory responsibility for impartial careers advice passes to schools  YPLA replaced by the Education Funding Agency (EFA)  Richard Review of Apprenticeships published (Richard, 2012)  Higher Apprenticeship Fund projects start  Employer Ownership Pilots start  Marked decline in part-time HE numbers down 42% from 2008 figures (Oxford Economics, 2014, p. 10) |
| 2013 | 24+ Advanced Learning Loans start for Access courses and non-prescribed HE  New SASE document setting out new standards for higher apprenticeships at Levels 4, 5, 6 and 7 published (BIS, 2013)  Participation age raised to 17  Study Programmes introduced for all 16-19 year olds |
| 2014 | Participation age raised to 18 |

## 2.3 Longitudinal perspective

A recent report from the Higher Education Funding Council for England (HEFCE, 2012) found that the average higher education participation rate for young people in England was 34.7%. This means that around one in three 18 year olds progressed to higher education by the age of 19. In the BIS Research report for England (Smith, Joslin, & Jameson, 2015), **49%** of young FE and Sixth Form College students were found to have progressed to HE in 2007-08, but this dropped to **37%** for those progressing to HE in 2012-13. The comparative figures for London students in this report show that in 2007-08 the progression rate for young (17-19) college students was **62%**, dropping to **42%** for 2012 entry.

This means that London FE and Sixth Form College students are progressing at impressively higher levels than the national average for England and were similarly affected by the increase in HE fees in 2012. Immediate London progression rates for older students are also higher than the national average for England.

This study of Level 3 students studying in London colleges provides a picture of Level 3 progression rates for five cohorts of students who achieved their Level 3 qualification during 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12 and who subsequently progressed to higher education. This is a longitudinal study so each Level 3 cohort has been tracked for a varying number of years as illustrated below. The 2007-08 cohort has been tracked through to higher education datasets for five years to 2012-13 whilst the last FE cohort tracked, 2011-12, has been tracked for only one year to 2012-13.

When tracked over time, London FE and Sixth Form College rates of progression are seen to be significantly higher than the national average, **75%** of the young 2007-08 and 2008-09 cohorts progressed when tracked over up to **five years**. And the progression rates of students 25+ have increased despite a reduction in numbers of this age group in the cohorts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **London**  **FE Level 3 student cohorts** | **Higher education** | | | | |
| **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| 2007-08 |  |  |  |  |  |
| 2008-09 |  |  |  |  |  |
| 2009-10 |  |  |  |  |  |
| 2010-11 |  |  |  |  |  |
| 2011-12 |  |  |  |  |  |

By mining the data by qualification types, we can explore in detail progression for different types of students, comparing for example vocational and non-vocational students, and at qualification level, BTEC, A Level and Access to HE students. Furthermore, higher education progression trends are presented for London college students to show factors behind these changes in progression patterns for each of the five cohorts. The research also explores higher education progression rates alongside student characteristics such as domicile, age, gender, disadvantage profile and ethnicity. Finally, the longitudinal nature of the study allows for an exploration of higher education achievement.

## 2.4 London educational context

The London educational context is complex and this complexity has increased over the period of our study. There is a wide variety in the 879 secondary schools in London (London Councils, 2014) including comprehensives, academies, faith schools, studio schools, free schools, university technology colleges and private schools. There are just under 50 FE and Sixth Form Colleges and over forty universities. During the time period of this report there have been college mergers such as Barnet and Southgate colleges and Lewisham and Southwark colleges. **50%** of post 16 students in London in 2012 were in the FE and Sixth Form College sector (40% FE College and 10% Sixth Form College) (Hodgson & Spours, 2014)

A significant contextual factor is the performance of London schools. London has the best GCSE results in England (Ofsted, 2014, p. 3); in 2012, **60.8%** of London pupils achieved 5 GCSEs (A\*-C) including English and Maths compared to 57.4% nationally (Ofsted, 2013). The pattern of tertiary provision in London varies borough to borough and so it is impossible to compare colleges across the piece. In some boroughs FE Colleges co-exist with large Sixth Form Colleges and in others there are large school sixth forms.

The complex demography across the London boroughs plays an important role in participation and our research reveals that 61% of the Level 3 cohort between 2007-08 and 2011-12 are from BME groups. In their report on 17+ participation, attainment and progression in colleges in London, Hodgson and Spours state that London FE and Sixth Forms College have a higher proportion of BME students than schools. They also add that they have a higher proportion of students with lower GCSE attainment than those in school sixth forms.

Using the Income Deprivation Affecting Children Index (IDACI) as a metric for disadvantage, around three in four of the London college students in this study were classified as living in the top 40% quantiles of deprivation and it is important to note geographical variations, as deprivation is higher in some boroughs (Hackney, Newham and Tower Hamlets) than others (London Councils, 2014).

These factors play into progression in various ways including choice of Level 3 programme and progression destination and mean that it is important to keep in mind the distinctiveness of the London FE and Sixth Form College student body when making comparisons with the school sector generally and with other regions and national averages for England.

A recent report published by London Councils Young People’s Education and Skills (Tindell, Weeden, & Storan, 2014) looks at progression into higher education for all young London domiciles (school and college) over the same period as this report (2007-2012). Although the methodology is different, and the age bands do not exactly align, it provides a useful general reference for the findings in our report. The drop in numbers of young FE and Sixth Form College Learners progressing in 2012-13 from the previous year was 665 compared to the figure of 8,936 for all London students (Tindell, Weeden, & Storan, 2014, p. 7), a much smaller percentage decrease for the college sector. It reports high HE achievement rates for all young London students progressing to HE (**67%** achieving a First or 2:1) (Tindell, Weeden, & Storan, 2014, p. 5). This compares to **52%** of FE and Sixth Form College students of all ages who achieved a first degree in our study attaining a first class or 2:1 degree. The national rate is 62% for FE college students across England (Smith, Joslin, & Jameson, 2015) but these differences must be set in the context of the very high 16-19 participation rates in London (89% 16-17 year olds in 2012 compared to 81% for England) (London Councils, 2014). A Level students are more likely to attain a good degree than BTEC students and the differential proportion of students taking A Levels in schools compared to colleges will have an influence on these findings.

## 2.5 Structure of the report

This report is structured simply. The executive summary provides a digest of the key findings of the report. This introduction provides some contextual detail within which the findings can be set. The methodology is outlined in the next section including the matching of ILR and HESA datasets and the linking with the DfE Key Stage 4 dataset. The first section of the results analyses the Level 3 FE and Sixth Form College cohorts between 2007-08 and 2011-12, looking at underlying trends in the make-up of the student populations and the demographic, programme and institutional factors behind them. The section on progression identifies longitudinally, patterns of movement into higher education over time and analyses these in relation to demographics. This leads to analysis of the HE achievement of two cohorts and prior attainment at Key Stage 4 in school.

# Methodology

## 3.1 Who is the tracked cohort?

Data for Level 3 students studying in a London FE College or Sixth Form College, for academic years 2007-08 to 2012-13, was mined to identify a Level 3 achiever cohort. Learners were grouped using their last year of Level 3 study. There were five cohorts of students: 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12. Where students were found in the dataset studying more than one Level 3 programme, a classification system was used to decide a primary Level 3 qualification for each student, based on type of programme and duration of study. For example, if a student studied both a BTEC Diploma and an AS qualification, they were classified as BTEC. If a student studied a Vocational Certificate programme and 2 A Levels, they were classified as A Level. Those Level 3 students who completed and achieved their primary Level 3 aim were tracked. In the report, the cohort will be referred to as the FE Level 3 cohort although this includes students who achieved their qualification in either an FE College or a Sixth Form College.

Two matching exercises were undertaken to obtain the total number of students who entered higher education study:

* ILR Level 3 student data was linked to HESA student data to identify FE Level 3 Students progressing to prescribed higher education study
* ILR Level 3 student data was linked to ILR Level 4 student data to identify FE Level 3 students progressing to higher education study in FE (non-prescribed and directly funded prescribed).

The absence of a unique student number attached to students moving from one provider to another, means that individual students were tracked using a number of personal characteristics. A fuzzy matching exercise was undertaken by HESA to identify students on the first year of their HE programme and a second match was undertaken for the tracked cohort to FE Level 4 and above student data using either the ILR student unique reference or through fuzzy matching.

Longitudinal tracking was undertaken, so the first Level 3 cohort in 2007-08 was tracked into HE for 5 years, whilst the last Level 3 cohort in 2011-12 was only tracked for one year. Progression trends are available by examining immediate progression rates for each of the five cohorts, reflecting the progression of students in the year following their Level 3 study on a like for like basis.

## 3.2 The ILR – changes over time, classification and coding

Changes to the way data is recorded for different academic years requires data cleaning to ensure standardisation of coding and classifications systems. For example, ethnic group classifications changed in 2011 and a decision was taken to map ethnic groups for 2011 to reflect the previous classification system.

Learning aim references in the ILR map to over 1,300 learning aim type descriptors and so to enable a meaningful analysis, a ‘programme type’ classification was developed to re-categorise ILR types into 4 main categories: A Level, Access to HE, BTEC and Other Vocational (this enabled BTEC qualifications to be distinguished from other certificate and diploma qualifications).

## 3.3 Linking to the Department for Education Key Stage 4 dataset

A linked dataset was obtained for the FE Level 3 cohort from the Department for Education to enable analysis of KS4 attainment in secondary schools. It was expected that KS4 data would not be available for all students in the Level 3 cohort, for example, non-England students as well as those students who did not attend an institution that is required to report attainment data through the Department for Education. Due to changes in KS4 data across years, a decision was made to restrict the analysis of the linked set and explore prior attainment for young students (aged 17-19) in the latest three FE Level 3 cohorts: 2009-10, 2010-11 and 2011-12. This ensured optimisation of the attainment records available for the cohort and ensured that the same KS4 indicators were available across the years.

## 

## 3.4 Tracking HE achievement

HESA provided indicators of prescribed HE qualification achievement for those HE programmes funded through universities only. These flags allow an interrogation of achievement rates in terms of students who enrolled and completed their intended qualification and their attainment (classification). Achievement rates take into consideration those students who do not achieve their First degree in HE and who complete instead with an Other Undergraduate qualification (e.g. Foundation degree). Attainment classification is restricted to those students who start and finish their First degree.

**NB**: Achievement for the cohort who undertake HE qualifications in FE has not been included in this report.

# Characteristics of the London college cohorts

London college Level 3 students can be described as a diverse group of students studying programmes leading to a range of qualifications from traditional academic programmes such as A Levels to vocational programmes. Students in London colleges have a range of characteristics: across all age groups: young students who entered straight from school, students who worked and studied part-time, as well as those who returned to study after some time. Before examining patterns of progression to higher education, it is helpful to describe the tracked population of Level 3 London college students. It is interesting to see how the profile of students has changed across academic years and this helps set a context from which to interpret trends in patterns of progression.

## 4.1 Age

The student population increased by 10% between the earliest Level 3 cohort and the last cohort, from around 42,060 in 2007-08, to around 46,380 in 2011-12. The age composition of the cohort changed considerably, the numbers of Level 3 students aged 25+ fell by -20%. This fall mirrors that found nationally although the decrease is lower than that found across England where the age 25+ population fell by -39%. Meanwhile, the number of students under 19 increased by +33% (this is a lower increase than that found nationally at +46%). Nevertheless, by 2011-12, this age group represented 62% of the total compared to 52% in 2007-08. There were around 7,230 more young Level 3 students in the 2011-12 cohort than the 2007-08 cohort and over 3,000 less mature students age 25+.

**Table 1: Breakdown of the Level 3 cohorts by age**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Age** | **FE Level 3 cohort - population tracked** | | | | | | |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **Difference 2007 to 2011** | **% growth** |
| 17-19 | 21665 | 21105 | 22415 | 23855 | 28900 | 7235 | 33% |
| 20-24 | 4910 | 5180 | 5545 | 5055 | 5055 | 145 | 3% |
| 25+ | 15485 | 17855 | 18125 | 13925 | 12430 | -3055 | -20% |
| Total | 42060 | 44140 | 46085 | 42835 | 46385 | 4325 | 10% |

## 

## 4.2 Qualifications

Figures in Table 2 show that there were dips in tracked students in 2011-12 studying A Level, NVQ and Other Vocational qualifications. NVQ and Other Vocational in particular saw a decrease in the population of the cohort tracked. In 2007-08 students studying Other Vocational programmes made up the highest proportion of Level 3 students but by 2011-12 numbers had dropped by -17%. This might in part be explainable by numbers on Train to Gain which operated from 2006 until it was discontinued in 2011.

The numbers of London Level 3 BTEC students increased substantially across the tracked cohorts: in 2007-08 their population was 9,650 and this nearly doubled to 18,660 in 2011-12. A Level and BTEC student numbers were similar for the 2007-08 cohort just under 10,000 each but by 2011-12, BTEC student numbers in the tracked cohort were more than double the A Level group. This picture mirrors that found nationally. BTEC subject areas Health, Public Services and Care, Science and Mathematics and Business and Administration all saw particularly high growth where numbers more than doubled over the five cohorts.

**Table 2: Breakdown of the Level 3 cohorts by qualification type**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Qualification Type** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | | **% growth between 2007 and 2012** |
| **Cohort Number** | **% of Total Cohort** | **Cohort Number** | **% of Total Cohort** | **Cohort Number** | **% of Total Cohort** | **Cohort Number** | **% of Total Cohort** | **Cohort Number** | **% of Total Cohort** |
| Access | 3995 | 10 | 4125 | 9 | 4845 | 11 | 5080 | 11 | 4935 | 12 | 24% |
| BTEC | 9650 | 23 | 10000 | 23 | 11615 | 25 | 14095 | 25 | 18660 | 33 | 93% |
| GCE A2 /IB | 9550 | 23 | 8950 | 20 | 8850 | 19 | 8945 | 19 | 8485 | 21 | -11% |
| GCE AS | 1170 | 3 | 930 | 2 | 815 | 2 | 1005 | 2 | 905 | 2 | -23% |
| NVQ | 4965 | 12 | 8980 | 20 | 9725 | 21 | 6715 | 21 | 2775 | 16 | -44% |
| Other Vocational | 12730 | 30 | 11160 | 25 | 10235 | 22 | 6995 | 22 | 10625 | 16 | -17% |
| Total | 42060 | \* | 44145 |  | 46085 |  | 42835 |  | 46385 |  | 10% |

\* Percentages have been rounded

## 4.3 Age and Level 3 qualification type

Across the five cohorts, the majority of Level 3 students on GCE A Level and BTEC programmes were aged 17-19 whereas the majority of Other Vocational students were over 25 as illustrated in Table 3. However, this group of students has changed in terms of age, with the proportion in the young age bracket, 17-19, growing from 17% (2007-08 cohort) to 32% (2011-12 cohort). A similar picture was found nationally.

**Table 3: Age and Level 3 qualification type**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 3 Qualification** | **Age group** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| **Access to HE** | Less 20 | 18% | 19% | 16% | 16% | 17% |
| 20-24 | 34% | 35% | 34% | 34% | 33% |
| 25 plus | 49% | 47% | 50% | 50% | 50% |
|  | | | | | | |
| **BTEC** | Less 20 | 83% | 82% | 82% | 79% | 81% |
| 20-24 | 12% | 12% | 12% | 11% | 9% |
| 25 plus | 6% | 7% | 6% | 10% | 10% |
|  | | | | | | |
| **A Level** | Less 20 | 98% | 98% | 98% | 98% | 98% |
| 20-24 | 2% | 2% | 2% | 2% | 2% |
| 25 plus | 0% | 0% | 0% | 0% | 0% |
|  |  |  |  |  |  |  |
| **NVQ** | Less 20 | 13% | 8% | 8% | 9% | 17% |
| 20-24 | 12% | 11% | 11% | 10% | 12% |
| 25 plus | 76% | 81% | 81% | 82% | 70% |
|  | | | | | | |
| **Other Vocational** | Less 20 | 17% | 18% | 21% | 26% | 32% |
| 20-24 | 12% | 12% | 12% | 12% | 11% |
| 25 plus | 71% | 69% | 67% | 62% | 56% |

\* Percentages have been rounded

## 4.4 Gender

Table 4 shows that in 2007-08 females made up 57% of the Level 3 tracked cohort compared to 43% of males and this was similar for the last tracked cohort in 2011-12 (56% female, 44% males) although there was a +14% growth in the number of males across the period compared to just +8% of females.

**Table 4: Breakdown of the Level 3 cohorts by gender**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | | **Growth in numbers** |
| **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** | **2007-2011** |
| Female | 24000 | 57% | 25040 | 57% | 25470 | 55% | 23715 | 55% | 25875 | 56% | 8% |
| Male | 18065 | 43% | 19100 | 43% | 20615 | 45% | 19115 | 45% | 20510 | 44% | 14% |

## 4.5 Gender and Level 3 qualification type

Table 5 demonstrates that across the Level 3 tracked cohorts, many more females were likely to study Access to HE, A Level and Other Vocational programmes than males. Males, however, were more likely to study BTEC qualifications but by 2010-12 this had changed and females were more likely than males to study a BTEC qualification.

**Table 5: Cohort breakdown by gender and Level 3 qualification type**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 3 qualification** | **Gender** | **FE Level 3 cohort** | | | | |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| Access to HE | Female | 69% | 68% | 66% | 68% | 69% |
| Male | 31% | 32% | 34% | 32% | 31% |
|  | | | | | | |
| BTEC | Female | 47% | 46% | 47% | 50% | 52% |
| Male | 53% | 54% | 53% | 50% | 48% |
|  | | | | | | |
| A Level | Female | 58% | 59% | 60% | 61% | 60% |
| Male | 42% | 41% | 40% | 39% | 40% |
|  |  |  |  |  |  |  |
| NVQ | Female | 76% | 71% | 61% | 60% | 56% |
| Male | 24% | 29% | 39% | 40% | 44% |
|  | | | | | | |
| **Other Vocational** | Female | 53% | 49% | 49% | 47% | 54% |
| Male | 47% | 51% | 51% | 53% | 46% |

## 4.6 FE Institution Type

Table 6 shows that students in London FE Colleges and Sixth Form Colleges grew at a similar rate with Sixth Form Colleges seeing slightly higher growth in numbers.

**Table 6: Share of the cohorts coming from FE Colleges and Sixth Form Colleges**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Provider type** | **Level 3 cohort population** | | | | | **% growth 2007-2011** |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| FE College | 35305 | 37370 | 39290 | 35245 | 38810 | 10% |
| Sixth Form College | 6755 | 6770 | 6795 | 7590 | 7575 | 12% |
| Total | 42060 | 44140 | 46085 | 42835 | 46385 | 10% |

Figure 1 illustrates the Level 3 course breakdown by institution type, showing that tracked cohorts in London colleges were studying a whole range of Level 3 courses whilst students in Sixth Form Colleges were studying mainly BTEC and A Level. It is also notable that BTEC numbers in both institution types grew considerably between the earliest and latest cohorts.

**Figure 1: Chart showing breakdown of the cohorts by institution type and Level 3 qualification studied**

## 4.7 Breakdown of the cohort figures by individual college

Table 7 provides a breakdown of the tracked cohort by institution. During the period this report spans, some colleges have merged. The college listings give the data for colleges reported in the ILRs for the cohort years.

**Table 7: Cohort breakdown by institution**

| **Institution** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** | **Number** | **% of Total** |
| Barking College | 1065 | 3% | 1135 | 3% | 1210 | 3% | 1055 | 2% | 1715 | 4% |
| Barnet College | 1750 | 4% | 2155 | 5% | 2280 | 5% | 2110 | 5% | 1425 | 3% |
| Bexley College | 525 | 1% | 495 | 1% | 655 | 1% | 380 | 1% | 395 | 1% |
| Bromley College | 780 | 2% | 735 | 2% | 1100 | 2% | 800 | 2% | 1640 | 4% |
| Capel Manor College | 440 | 1% | 270 | 1% | 205 | 1% | 255 | 1% | 330 | 1% |
| Carshalton College | 755 | 2% | 685 | 2% | 725 | 1% | 645 | 2% | 610 | 1% |
| Christ the King Sixth Form College | 700 | 2% | 660 | 1% | 800 | 2% | 1225 | 3% | 690 | 1% |
| City and Islington College | 2015 | 5% | 1815 | 4% | 2015 | 4% | 2025 | 5% | 2435 | 5% |
| City of Westminster College | 1100 | 3% | 1485 | 3% | 1415 | 3% | 1140 | 3% | 1585 | 3% |
| College of Haringey, Enfield and North East London | 890 | 2% | 920 | 2% | 1445 | 3% | 1390 | 3% | 1340 | 3% |
| College of North West London | 1165 | 3% | 1155 | 3% | 1085 | 2% | 970 | 2% | 1135 | 2% |
| Croydon College | 1590 | 4% | 1650 | 4% | 1785 | 4% | 1180 | 3% | 1200 | 3% |
| Ealing, Hammersmith and West London College | 1585 | 4% | 1535 | 3% | 1740 | 4% | 1880 | 4% | 1770 | 4% |
| Greenwich Community College | 655 | 2% | 665 | 2% | 675 | 1% | 700 | 2% | 580 | 1% |
| Hackney Community College | 715 | 2% | 520 | 1% | 575 | 1% | 505 | 1% | 815 | 2% |
| Harrow College | 1190 | 3% | 620 | 1% | 595 | 1% | 600 | 1% | 925 | 2% |
| Havering College of Further And Higher Education | 1165 | 3% | 1355 | 3% | 1405 | 3% | 1295 | 3% | 1595 | 3% |
| Havering Sixth Form College | 855 | 2% | 910 | 2% | 895 | 2% | 850 | 2% | 975 | 2% |
| Hillcroft College | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 0% |
| John Ruskin College | 525 | 1% | 450 | 1% | 370 | 1% | 315 | 1% | 230 | 1% |
| Kensington and Chelsea College | 440 | 1% | 520 | 1% | 590 | 1% | 540 | 1% | 340 | 1% |
| Kingston College | 1740 | 4% | 2200 | 5% | 1595 | 3% | 1590 | 4% | 1570 | 3% |
| Lambeth College | 1505 | 4% | 1285 | 3% | 1485 | 3% | 1280 | 3% | 1460 | 3% |
| Lewisham College | 1470 | 3% | 1700 | 4% | 1885 | 4% | 1245 | 3% | 1340 | 3% |
| Leyton Sixth Form College | 715 | 2% | 770 | 2% | 755 | 2% | 765 | 2% | 825 | 2% |
| Mary Ward Centre | 165 | 0% | 75 | 0% | 135 | 0% | 160 | 0% | 110 | 0% |
| Morley College | 250 | 1% | 480 | 1% | 510 | 1% | 290 | 1% | 510 | 1% |
| Newham College of Further Education | 865 | 2% | 1125 | 3% | 1205 | 3% | 970 | 2% | 1035 | 2% |
| Newham Sixth Form College | 900 | 2% | 860 | 2% | 895 | 2% | 985 | 2% | 1060 | 2% |
| Redbridge College | 630 | 2% | 495 | 1% | 495 | 1% | 485 | 1% | 545 | 1% |
| Richmond Adult Community College | 785 | 2% | 730 | 2% | 375 | 1% | 275 | 1% | 475 | 1% |
| Richmond upon Thames College | 1805 | 4% | 1805 | 4% | 1900 | 4% | 1780 | 4% | 1990 | 4% |
| Sir George Monoux College | 750 | 2% | 740 | 2% | 765 | 2% | 840 | 2% | 975 | 2% |
| South Thames College | 885 | 2% | 835 | 2% | 1710 | 4% | 1715 | 4% | 1540 | 3% |
| Southgate College | 495 | 1% | 445 | 1% | 590 | 1% | 600 | 1% | 345 | 1% |
| Southwark College | 720 | 2% | 1425 | 3% | 930 | 2% | 620 | 1% | 375 | 1% |
| St Charles Catholic Sixth Form College | 385 | 1% | 355 | 1% | 315 | 1% | 320 | 1% | 510 | 1% |
| St Dominic's Sixth Form College | 475 | 1% | 510 | 1% | 485 | 1% | 535 | 1% | 505 | 1% |
| St Francis Xavier Sixth Form College | 555 | 1% | 610 | 1% | 630 | 1% | 615 | 1% | 610 | 1% |
| Stanmore College | 690 | 2% | 860 | 2% | 800 | 2% | 875 | 2% | 890 | 2% |
| The Brooke House Sixth Form College | 340 | 1% | 255 | 1% | 295 | 1% | 495 | 1% | 600 | 1% |
| The City Literary Institute | 485 | 1% | 435 | 1% | 325 | 1% | 250 | 1% | 225 | 0% |
| Tower Hamlets College | 880 | 2% | 965 | 2% | 910 | 2% | 980 | 2% | 895 | 2% |
| Uxbridge College | 1270 | 3% | 1720 | 4% | 1700 | 4% | 1700 | 4% | 1405 | 3% |
| Waltham Forest College | 790 | 2% | 1010 | 2% | 880 | 2% | 845 | 2% | 1020 | 2% |
| West Thames College | 605 | 1% | 575 | 1% | 755 | 2% | 640 | 1% | 1090 | 2% |
| Westminster Kingsway College | 1340 | 3% | 1350 | 3% | 1560 | 3% | 1415 | 3% | 2070 | 4% |
| Woodhouse College | 555 | 1% | 650 | 1% | 580 | 1% | 635 | 1% | 605 | 1% |
| Working Men's College | 100 | 0% | 135 | 0% | 115 | 0% | 65 | 0% | 90 | 0% |
| Total | 42060 |  | 44140 |  | 46085 |  | 42835 |  | 46380 |  |

## 4.8 Breakdown of the cohorts by London borough

Table 8 provides a breakdown of the tracked cohort by London borough. There are some fluctuations in the cohort population across the five years and the difference in numbers between the earliest cohort and the latest cohort is provided.

**Table 8: Cohort breakdown by London borough**

| **Borough where student**  **domiciled** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | | **Difference**  **2007-2011** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cohort** | **% of Total** | **Cohort** | **% of Total** | **Cohort** | **% of Total** | **Cohort** | **% of Total** | **Cohort** | **% of total** |
| Barking and Dagenham | 920 | 2% | 1080 | 3% | 1110 | 3% | 1030 | 3% | 1420 | 3% | 500 |
| Barnet | 1505 | 4% | 1590 | 4% | 1430 | 4% | 1545 | 4% | 1580 | 4% | 75 |
| Bexley | 640 | 2% | 645 | 2% | 600 | 1% | 680 | 2% | 695 | 2% | 55 |
| Brent | 1655 | 4% | 1675 | 4% | 1645 | 4% | 1705 | 4% | 2035 | 5% | 380 |
| Bromley | 660 | 2% | 740 | 2% | 875 | 2% | 675 | 2% | 920 | 2% | 260 |
| Camden | 775 | 2% | 710 | 2% | 735 | 2% | 600 | 2% | 755 | 2% | -20 |
| City of London | 20 | 0% | 20 | 0% | 25 | 0% | 20 | 0% | 20 | 0% | 0 |
| Croydon | 1845 | 5% | 1870 | 5% | 2085 | 5% | 1695 | 4% | 1710 | 4% | -135 |
| Ealing | 1645 | 4% | 1685 | 4% | 1695 | 4% | 1650 | 4% | 1745 | 4% | 100 |
| Enfield | 1190 | 3% | 1335 | 3% | 1735 | 4% | 1790 | 5% | 1965 | 5% | 775 |
| Greenwich | 1055 | 3% | 1105 | 3% | 1090 | 3% | 1125 | 3% | 1075 | 3% | 20 |
| Hackney | 1745 | 5% | 1585 | 4% | 1600 | 4% | 1530 | 4% | 1800 | 4% | 55 |
| Hammersmith and Fulham | 685 | 2% | 695 | 2% | 695 | 2% | 670 | 2% | 705 | 2% | 20 |
| Haringey | 1430 | 4% | 1555 | 4% | 1545 | 4% | 1600 | 4% | 1710 | 4% | 280 |
| Harrow | 1755 | 5% | 1365 | 3% | 1385 | 3% | 1395 | 4% | 1465 | 3% | -290 |
| Havering | 1635 | 4% | 1615 | 4% | 1630 | 4% | 1535 | 4% | 1835 | 4% | 200 |
| Hillingdon | 955 | 3% | 1040 | 3% | 1150 | 3% | 1030 | 3% | 1015 | 2% | 60 |
| Hounslow | 1025 | 3% | 1065 | 3% | 1115 | 3% | 1140 | 3% | 1355 | 3% | 330 |
| Islington | 1025 | 3% | 1005 | 3% | 1030 | 3% | 1035 | 3% | 1165 | 3% | 140 |
| Kensington and Chelsea | 500 | 1% | 460 | 1% | 475 | 1% | 450 | 1% | 510 | 1% | 10 |
| Kingston upon Thames | 515 | 1% | 570 | 1% | 475 | 1% | 485 | 1% | 440 | 1% | -75 |
| Lambeth | 1825 | 5% | 1890 | 5% | 2135 | 5% | 1895 | 5% | 1985 | 5% | 160 |
| Lewisham | 1465 | 4% | 1620 | 4% | 1630 | 4% | 1510 | 4% | 1660 | 4% | 195 |
| Merton | 690 | 2% | 785 | 2% | 975 | 2% | 910 | 2% | 910 | 2% | 220 |
| Newham | 2340 | 6% | 2460 | 6% | 2315 | 6% | 2420 | 6% | 2790 | 7% | 450 |
| Redbridge | 960 | 3% | 1100 | 3% | 1065 | 3% | 1030 | 3% | 1130 | 3% | 170 |
| Richmond upon Thames | 1050 | 3% | 1115 | 3% | 865 | 2% | 790 | 2% | 900 | 2% | -150 |
| Southwark | 1620 | 4% | 1755 | 4% | 1755 | 4% | 1770 | 5% | 1775 | 4% | 155 |
| Sutton | 570 | 1% | 520 | 1% | 665 | 2% | 675 | 2% | 610 | 1% | 40 |
| Tower Hamlets | 1245 | 3% | 1300 | 3% | 1250 | 3% | 1205 | 3% | 1280 | 3% | 35 |
| Waltham Forest | 1580 | 4% | 1690 | 4% | 1725 | 4% | 1795 | 5% | 1995 | 5% | 415 |
| Wandsworth | 1035 | 3% | 1100 | 3% | 1140 | 3% | 1035 | 3% | 965 | 2% | -70 |
| Westminster | 665 | 2% | 610 | 2% | 620 | 2% | 575 | 1% | 740 | 2% | 75 |

## 4.9 London borough and age breakdown

There are clear differences in the age profile of students at borough level. For example, Sutton, Kingston on Thames, Bromley and Bexley all have more mature students than say Waltham Forest or Tower Hamlets. Time series data also shows changes and these boroughs have seen a change in their age profile reflecting the general decline in mature students. The latest cohort in 2011-12 shows higher numbers of younger students than the earliest cohort in 2007-08 and this affects some boroughs more than others.

**Table 9: Cohort breakdown by age and London borough**

| **London borough** | | **2007-08** | | | **2008-09** | | | **2009-10** | | | **2010-11** | | | **2011-12** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Less than 20** | **20-24** | **25 plus** | **Less than 20** | **20-24** | **25 plus** | **Less than 20** | **20-24** | **25 plus** | **Less than 20** | **20-24** | **25 plus** | **Less than 20** | **20-24** | **25 plus** |
| Barking and Dagenham | 54% | | 12% | 34% | 49% | 12% | 38% | 50% | 12% | 38% | 57% | 15% | 28% | 68% | 9% | 23% |
| Barnet | 51% | | 13% | 36% | 52% | 12% | 36% | 54% | 12% | 34% | 57% | 10% | 32% | 62% | 11% | 27% |
| Bexley | 37% | | 15% | 48% | 29% | 11% | 59% | 39% | 15% | 46% | 47% | 12% | 41% | 52% | 13% | 35% |
| Brent | 54% | | 12% | 34% | 53% | 12% | 35% | 55% | 13% | 32% | 58% | 13% | 29% | 66% | 11% | 23% |
| Bromley | 32% | | 16% | 52% | 28% | 15% | 57% | 28% | 15% | 56% | 42% | 14% | 44% | 53% | 13% | 33% |
| Camden | 39% | | 11% | 49% | 38% | 12% | 50% | 42% | 14% | 44% | 52% | 15% | 33% | 62% | 11% | 27% |
| City of London | 40% | | 5% | 55% | 57% | 0% | 43% | 57% | 13% | 30% | 56% | 11% | 33% | 45% | 15% | 40% |
| Croydon | 52% | | 12% | 36% | 45% | 14% | 41% | 47% | 13% | 39% | 56% | 14% | 30% | 59% | 13% | 28% |
| Ealing | 63% | | 11% | 25% | 58% | 12% | 30% | 61% | 11% | 28% | 58% | 13% | 29% | 65% | 12% | 24% |
| Enfield | 55% | | 15% | 30% | 54% | 12% | 33% | 57% | 12% | 31% | 60% | 14% | 26% | 67% | 10% | 23% |
| Greenwich | 42% | | 15% | 43% | 38% | 15% | 47% | 45% | 13% | 42% | 48% | 14% | 38% | 49% | 16% | 35% |
| Hackney | 60% | | 10% | 31% | 55% | 12% | 33% | 57% | 11% | 32% | 61% | 11% | 28% | 66% | 10% | 24% |
| Hammer-smith and Fulham | 51% | | 17% | 32% | 52% | 13% | 35% | 50% | 14% | 36% | 53% | 16% | 31% | 61% | 13% | 26% |
| Haringey | 53% | | 13% | 34% | 52% | 13% | 35% | 54% | 16% | 30% | 60% | 11% | 29% | 66% | 10% | 24% |
| Harrow | 74% | | 7% | 19% | 67% | 7% | 26% | 62% | 9% | 29% | 66% | 9% | 25% | 71% | 10% | 19% |
| Havering | 70% | | 7% | 23% | 66% | 8% | 26% | 68% | 9% | 23% | 72% | 7% | 21% | 80% | 6% | 13% |
| Hillingdon | 54% | | 14% | 32% | 49% | 15% | 36% | 50% | 15% | 34% | 58% | 16% | 27% | 67% | 14% | 20% |
| Hounslow | 56% | | 11% | 33% | 50% | 12% | 38% | 55% | 16% | 30% | 59% | 15% | 26% | 64% | 14% | 22% |
| Islington | 48% | | 11% | 41% | 51% | 13% | 35% | 49% | 11% | 40% | 56% | 12% | 32% | 61% | 11% | 28% |
| Kensington and Chelsea | 43% | | 14% | 43% | 42% | 14% | 44% | 50% | 12% | 38% | 47% | 15% | 38% | 63% | 11% | 26% |
| Kingston upon Thames | 32% | | 13% | 55% | 40% | 15% | 45% | 46% | 12% | 42% | 48% | 13% | 39% | 55% | 14% | 32% |
| Lambeth | 49% | | 13% | 38% | 47% | 12% | 41% | 49% | 11% | 40% | 54% | 10% | 36% | 57% | 11% | 32% |
| Lewisham | 50% | | 12% | 39% | 45% | 13% | 42% | 48% | 12% | 40% | 59% | 9% | 32% | 60% | 9% | 31% |
| Merton | 54% | | 10% | 36% | 53% | 13% | 34% | 51% | 11% | 38% | 58% | 12% | 30% | 63% | 12% | 25% |
| Newham | 73% | | 9% | 19% | 64% | 10% | 26% | 67% | 10% | 22% | 74% | 8% | 17% | 78% | 7% | 14% |
| Redbridge | 52% | | 14% | 34% | 51% | 14% | 35% | 51% | 14% | 35% | 63% | 14% | 24% | 69% | 13% | 18% |
| Richmond upon Thames | 44% | | 7% | 50% | 51% | 7% | 43% | 58% | 8% | 35% | 64% | 7% | 29% | 64% | 7% | 29% |
| Southwark | 59% | | 10% | 31% | 54% | 11% | 35% | 55% | 11% | 34% | 60% | 10% | 30% | 62% | 12% | 27% |
| Sutton | 32% | | 13% | 56% | 31% | 15% | 54% | 33% | 15% | 52% | 47% | 12% | 41% | 53% | 14% | 33% |
| Tower Hamlets | 61% | | 12% | 27% | 58% | 11% | 31% | 56% | 13% | 31% | 57% | 12% | 31% | 66% | 10% | 24% |
| Waltham Forest | 63% | | 11% | 27% | 63% | 9% | 28% | 67% | 10% | 23% | 69% | 10% | 21% | 74% | 7% | 19% |
| Wands-worth | 39% | | 13% | 48% | 42% | 11% | 47% | 43% | 13% | 44% | 44% | 15% | 41% | 53% | 14% | 33% |
| West-minster | 47% | | 12% | 41% | 47% | 18% | 35% | 42% | 16% | 42% | 47% | 16% | 37% | 63% | 9% | 28% |
| Total | 54% | | 11% | 34% | 52% | 12% | 37% | 53% | 12% | 35% | 59% | 12% | 29% | 65% | 11% | 25% |

\* Percentages have been rounded

## 4.10 London borough and Level 3 qualification breakdown

At borough level, there are differences in the qualifications being studied at Level 3 for the London college cohort and this probably reflects the age profile of students in the borough. For example, we saw in Table 9 that Sutton had a higher proportion of mature students and so it is not surprising to see that they have a higher proportion of students studying Other Vocational programmes in Table 10.

**Table 10: Cohort breakdown by age and London borough (combined cohorts)**

| **Borough** | **Access** | **BTEC** | **A Level/**  **AS/IB** | **NVQ** | **Other Vocational** |
| --- | --- | --- | --- | --- | --- |
| Barking and Dagenham | 14% | 34% | 15% | 17% | 20% |
| Barnet | 10% | 25% | 29% | 16% | 20% |
| Bexley | 12% | 18% | 18% | 22% | 30% |
| Brent | 11% | 29% | 26% | 14% | 20% |
| Bromley | 11% | 28% | 7% | 16% | 39% |
| Camden | 15% | 28% | 18% | 11% | 27% |
| City of London | 17% | 10% | 38% | 11% | 25% |
| Croydon | 13% | 38% | 15% | 15% | 19% |
| Ealing | 7% | 37% | 25% | 10% | 21% |
| Enfield | 10% | 34% | 23% | 12% | 21% |
| Greenwich | 15% | 20% | 23% | 18% | 24% |
| Hackney | 11% | 33% | 25% | 11% | 19% |
| Hammersmith and Fulham | 12% | 31% | 24% | 11% | 22% |
| Haringey | 12% | 32% | 24% | 11% | 20% |
| Harrow | 6% | 26% | 42% | 12% | 15% |
| Havering | 4% | 27% | 34% | 13% | 23% |
| Hillingdon | 7% | 39% | 13% | 17% | 24% |
| Hounslow | 8% | 36% | 23% | 11% | 23% |
| Islington | 13% | 29% | 26% | 11% | 22% |
| Kensington and Chelsea | 15% | 30% | 24% | 11% | 20% |
| Kingston upon Thames | 11% | 26% | 17% | 15% | 31% |
| Lambeth | 12% | 32% | 19% | 12% | 25% |
| Lewisham | 13% | 28% | 24% | 14% | 22% |
| Merton | 11% | 33% | 20% | 15% | 21% |
| Newham | 11% | 33% | 33% | 8% | 14% |
| Redbridge | 12% | 36% | 17% | 14% | 21% |
| Richmond upon Thames | 7% | 20% | 33% | 7% | 33% |
| Southwark | 12% | 30% | 27% | 11% | 20% |
| Sutton | 9% | 29% | 8% | 23% | 31% |
| Tower Hamlets | 13% | 26% | 31% | 9% | 21% |
| Waltham Forest | 10% | 32% | 30% | 9% | 18% |
| Wandsworth | 15% | 28% | 15% | 16% | 25% |
| Westminster | 15% | 29% | 20% | 12% | 24% |

\* Percentages have been rounded

## 4.11 Breakdown of the cohorts by educational disadvantage

Two measures of disadvantage are used in this report. Firstly, educational disadvantage is explored using HEFCE’s POLAR3 indicator (HEFCE, 2014b) where the tracked cohorts are profiled according to HE participation in their home neighbourhood. POLAR3 data estimates how likely young people are to go into HE according to where they live at the age of 15. Students living in an area classified as POLAR3 Quintiles 1 and 2 (Q1-Q2) are in the lowest 40% in the country in terms of HE participation rates and educational disadvantage. HEFCE research shows that young participation rates in London are the highest in the country and therefore, students with economic disadvantage living in London may still have higher HE participation rates than their non-London peers. This means that many disadvantaged students in London will not be classified as living in POLAR3 Q1 or Q2 area. Nevertheless, POLAR3 data is still a valid classification system in the sense that it classifies according to HE progression and London students living in Q1 and Q2 areas are much less likely to progress than their London peers in Q4 and 5 areas.

A second measure is also used, the IDACI metric provides an indicator of Income Deprivation Affecting Children. By examining IDACI and POLAR3 data together HEFCE showed that 42% of children affected by income deprivation were classified as POLAR3 quintile 3. This measure provides a better indication of overall disadvantage for London students.

Table 11 shows that the proportion of London FE and Sixth Form College Level 3 cohort classified as living in the most educationally disadvantaged areas in England using POLAR3 (Q1-Q2) is around 13-14%, while students classified as living in an educationally advantaged area (Q5) is between 27%-29%. This compares to a national profile of FE college students where around 41% are classified as Q1-Q2 and 17%-19% are classified as Q5 in the same period.

**Table 11: Breakdown of the college cohorts by educational disadvantage (POLAR3)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **POLAR3 quintiles** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | |
| **Population** | **% of population** | **Population** | **% of population** | **Population** | **% of population** | **Population** | **% of population** | **Population** | **% of population** |
| **Q1 - most disadvantaged** | 1635 | 4% | 1925 | 4% | 2225 | 5% | 1810 | 4% | 1935 | 4% |
| **Q2** | 3630 | 9% | 4025 | 9% | 4400 | 10% | 3850 | 9% | 4450 | 10% |
| **Q3** | 12280 | 29% | 13065 | 30% | 13750 | 30% | 13215 | 31% | 14270 | 31% |
| **Q4** | 11990 | 29% | 12430 | 28% | 12955 | 28% | 12025 | 28% | 13115 | 28% |
| **Q5 - most advantaged** | 12395 | 29% | 12590 | 29% | 12640 | 27% | 11845 | 28% | 12540 | 27% |
| **Unknown** | 130 | 0% | 110 | 0% | 115 | 0% | 90 | 0% | 70 | 0% |
| **Total** | 42060 | 100% | 44145 | 100% | 46085 | 100% | 42835 | 100% | 46380 | 100% |

Table 12 shows that the proportion of the London FE and Sixth Form College Level 3 cohort classified as living in disadvantage using the IDACI metric (Q1-Q2) was **73-77%**. This means that seven out of ten students studying in FE colleges were classified as disadvantaged.

**Table 12: Breakdown of the college cohorts by the Income Deprivation Affecting Children (IDACI)**

| **IDACI quintiles** | **2007-08** | | **2008-09** | | **2009-10** | | **2010-11** | | **2011-12** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Population** | **% of Population** | **Population** | **% of Population** | **Population** | **% of Population** | **Population** | **% of Population** | **Population** | **% of Population** |
| **Q1- most disadvantaged** | 20990 | 50% | 21805 | 49% | 22635 | 49% | 22065 | 52% | 24785 | 53% |
| **Q2** | 9800 | 23% | 10455 | 24% | 10940 | 24% | 10290 | 24% | 10905 | 24% |
| **Q3** | 5150 | 12% | 5420 | 12% | 5745 | 12% | 5070 | 12% | 5135 | 11% |
| **Q4** | 3460 | 8% | 3680 | 8% | 3910 | 8% | 3120 | 7% | 3315 | 7% |
| **Q5 – most advantaged** | 2490 | 6% | 2650 | 6% | 2660 | 6% | 2195 | 5% | 2165 | 5% |
| **Unknown** | 170 | 0% | 135 | 0% | 195 | 0% | 95 | 0% | 75 | 0% |
| **Total** | 42060 | 100% | 44145 | 100% | 46085 | 100% | 42835 | 100% | 46380 | 100% |

\* Percentages have been rounded

## 4.12 Disadvantage and qualifications studied

In London colleges, over 80% of students who studied **Access to HE** qualifications live in an area classified as disadvantaged using IDACI,

**Table 13: Disadvantage and qualification type**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 3 Qualification Type** | **% classified as disadvantaged IDACI Q1 and Q2** | | | | |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| Access | 82% | 82% | 81% | 82% | 83% |
| BTEC | 80% | 79% | 79% | 79% | 79% |
| GCE A Level | 77% | 77% | 76% | 78% | 79% |
| NVQ | 70% | 70% | 67% | 66% | 67% |
| Other Vocational | 64% | 64% | 65% | 69% | 72% |

\* Percentages have been rounded

## 4.13 Disadvantage and London borough

In Table 14, the IDACI profile of Level 3 students is provided by borough. 97% of students in Newham are classified as living in the most deprived area using IDACI compared to only 11% in Kingston upon Thames.

**Table 14: Breakdown of the London college cohorts by disadvantage and London borough**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Borough** | **IDACI** | | | | |
| **Quintile 1**  **- most disadvantaged** | **Q2** | **Q3** | **Q4** | **Quintile 5**  **- least disadvantaged** |
| Barking and Dagenham | 67% | 29% | 3% | 0% | 0% |
| Barnet | 31% | 26% | 25% | 12% | 6% |
| Bexley | 22% | 30% | 18% | 22% | 8% |
| Brent | 60% | 32% | 7% | 1% | 0% |
| Bromley | 23% | 16% | 19% | 24% | 17% |
| Camden | 72% | 16% | 7% | 3% | 3% |
| City of London | 0% | 30% | 26% | 0% | 43% |
| Croydon | 38% | 39% | 12% | 6% | 4% |
| Ealing | 48% | 29% | 14% | 4% | 4% |
| Enfield | 66% | 16% | 10% | 5% | 3% |
| Greenwich | 59% | 30% | 7% | 4% | 0% |
| Hackney | 86% | 13% | 2% | 0% | 0% |
| Hammersmith & Fulham | 68% | 16% | 9% | 4% | 3% |
| Haringey | 81% | 11% | 3% | 4% | 1% |
| Harrow | 22% | 45% | 19% | 10% | 3% |
| Havering | 12% | 23% | 27% | 26% | 12% |
| Hillingdon | 34% | 34% | 14% | 12% | 6% |
| Hounslow | 38% | 38% | 20% | 3% | 2% |
| Islington | 87% | 8% | 4% | 0% | 0% |
| Kensington and Chelsea | 53% | 19% | 11% | 4% | 13% |
| Kingston upon Thames | 11% | 26% | 25% | 20% | 19% |
| Lambeth | 72% | 22% | 4% | 2% | 0% |
| Lewisham | 57% | 34% | 7% | 1% | 0% |
| Merton | 30% | 31% | 21% | 11% | 8% |
| Newham | 97% | 3% | 0% | 0% | 0% |
| Redbridge | 37% | 41% | 15% | 3% | 3% |
| Richmond upon Thames | 4% | 14% | 22% | 31% | 29% |
| Southwark | 74% | 19% | 5% | 1% | 1% |
| Sutton | 12% | 29% | 23% | 23% | 13% |
| Tower Hamlets | 97% | 2% | 1% | 0% | 0% |
| Waltham Forest | 62% | 32% | 5% | 1% | 0% |
| Wandsworth | 54% | 22% | 12% | 6% | 5% |
| Westminster | 62% | 17% | 12% | 5% | 4% |

## 

## 4.14 Level 3 sector skills areas

Arts, Media and Publishing saw the highest growth in numbers of the tracked cohort between 2007 and 2011. Health, Public Services and Care and Business Administration and Law also saw increases. Education and Training also saw a significant decrease in numbers. Further investigation revealed a fall in the numbers of students studying NVQ in Learning and Development, NVQ in Supporting Teaching and Learning in Schools and Certificate in Personnel Practice. Science and Mathematics and Agriculture, Horticulture and Animal Care all saw small decreases.

**Table 15: Cohort population by Sector Skills area of Level 3 qualification**

| **Sector skills** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **Change 2007-2011** |
| --- | --- | --- | --- | --- | --- | --- |
| Health, Public Services and Care | 7530 | 9045 | 9275 | 8360 | 8840 | 1310 |
| Science and Mathematics | 3945 | 3320 | 3410 | 3935 | 3725 | -220 |
| Agriculture, Hort. and Animal Care | 500 | 280 | 305 | 300 | 365 | -130 |
| Engineering and Manu. Techs. | 2740 | 3385 | 3405 | 2725 | 2805 | 65 |
| Const., Planning and Built Environ. | 1435 | 1250 | 1100 | 1235 | 1240 | 195 |
| Info. and Communication Tech. | 2670 | 2390 | 2470 | 2700 | 3155 | 485 |
| Retail and Commercial Enterprise | 1320 | 2145 | 2505 | 2385 | 1775 | 455 |
| Leisure, Travel and Tourism | 1985 | 1995 | 2165 | 2110 | 2665 | 680 |
| Arts, Media and Publishing | 5935 | 6030 | 6315 | 6070 | 7685 | 1750 |
| History, Philosophy and Theology | 810 | 1285 | 1385 | 1385 | 895 | 85 |
| Social Sciences | 1495 | 1515 | 1795 | 1750 | 1525 | 30 |
| Languages, Literature and Culture | 2120 | 2140 | 1855 | 1740 | 2365 | 245 |
| Education and Training | 1730 | 1500 | 1885 | 1270 | 915 | -815 |
| Preparation for Life and Work | 1330 | 710 | 775 | 465 | 730 | -600 |
| Business, Administration and Law | 6520 | 6985 | 7190 | 6385 | 7680 | 1160 |

## 4.15 Ethnic breakdown of the tracked cohorts

Table 16 provides an ethnic breakdown of the tracked cohort between 2007-11 and shows there are more students from Black and Minority ethnic groups (BME) groups than White groups; between **57-61%** of the cohort are classified as coming from ethnic minority backgrounds and moreover, the population of BME students has increased more than that of their White peers. Further ethnic breakdowns reveal further differences at ethnic group level. For example, Black or Black British African students made up 18% of the total population in 2011-12 and this group has seen a growth in numbers since 2007-08 of +25%.

**Table 16: Cohort breakdown by ethnic group**

| **Ethnic group** | **% of total by cohort year** | | | | | **Population number change** | **% change** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
|
| Asian or Asian British - any other Asian background | 3% | 4% | 4% | 4% | 5% | 867 | 59% |
| Asian or Asian British –Bangladeshi | 4% | 4% | 3% | 4% | 4% | 226 | 14% |
| Asian or Asian British –Indian | 6% | 5% | 5% | 5% | 5% | -465 | -18% |
| Asian or Asian British –Pakistani | 3% | 3% | 3% | 4% | 4% | 328 | 24% |
| Black or Black British - any other Black background | 2% | 2% | 2% | 3% | 4% | 878 | 87% |
| Black or Black British –African | 16% | 16% | 16% | 17% | 18% | 1649 | 25% |
| Black or Black British –Caribbean | 9% | 9% | 9% | 9% | 9% | 166 | 4% |
| Chinese | 1% | 1% | 1% | 1% | 1% | -102 | -22% |
| Mixed - White and Asian | 1% | 1% | 1% | 1% | 1% | 127 | 34% |
| Mixed - White and Black African | 1% | 1% | 1% | 1% | 1% | 158 | 33% |
| Mixed - White and Black Caribbean | 2% | 2% | 2% | 2% | 2% | 294 | 36% |
| Not known/not provided | 3% | 3% | 2% | 1% | 1% | -598 | -55% |
| White - any other White background | 8% | 9% | 9% | 10% | 11% | 1439 | 41% |
| White –British | 33% | 34% | 35% | 31% | 28% | -919 | -7% |
| Other ethnic group | 5% | 5% | 5% | 5% | 4% | -16 | -1% |
| Other Mixed / multiple ethnic background | 2% | 2% | 2% | 2% | 2% | 289 | 41% |
| Total | 42060 | 44140 | 46085 | 42830 | 46380 | 4321 | 10% |
| White | 43% | 44% | 44% | 41% | 39% | 39% | 3% |
| BME | 57% | 56% | 56% | 59% | 61% | 61% | 19% |

\* Percentages have been rounded

## 4.16 Ethnic group and age breakdown

The age profile of London Level 3 students varies according to ethnic background as shown in Table 17. For example, there is a much higher proportion of young students from the Bangladeshi and Pakistani ethnic groups than, say, from African and Caribbean groups who are more likely to be older. Similarly, White Level 3 students in London colleges are much more likely to be older, there are just as many aged 25+ as there are 17-19. Clearly, age profiles will explain variances in the HE progression behaviour of ethnic group cohorts, explored in Section 5.

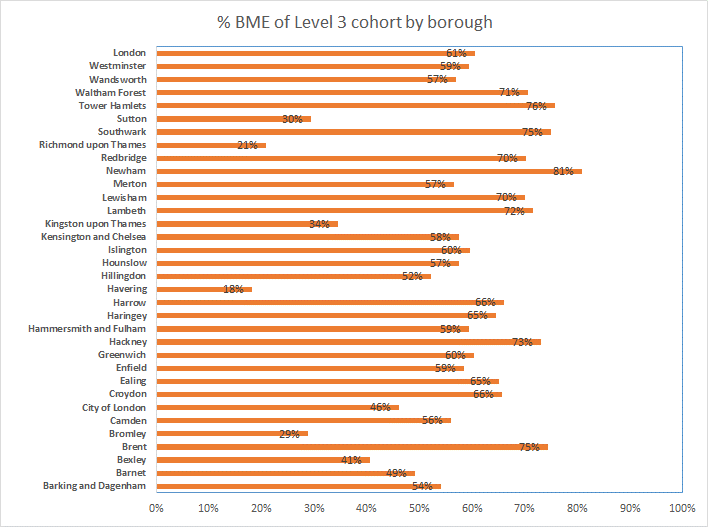
**Table 17: Cohort breakdown by ethnic group and age**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ethnic group** | **Cohort population** | **17-19** | **20-24** | **25 plus** |
| Asian or Asian British - any other Asian background | 9255 | 61% | 15% | 24% |
| Asian or Asian British –Bangladeshi | 8245 | 78% | 8% | 14% |
| Asian or Asian British –Indian | 11365 | 69% | 8% | 23% |
| Asian or Asian British –Pakistani | 7570 | 76% | 10% | 14% |
| Black or Black British - any other Black background | 6235 | 53% | 14% | 33% |
| Black or Black British –African | 36510 | 60% | 12% | 28% |
| Black or Black British –Caribbean | 19820 | 57% | 11% | 32% |
| Chinese | 2005 | 65% | 11% | 24% |
| Mixed - White and Asian | 2010 | 64% | 13% | 22% |
| Mixed - White and Black African | 2675 | 55% | 14% | 31% |
| Mixed - White and Black Caribbean | 4685 | 65% | 14% | 20% |
| not known/not provided | 4550 | 33% | 10% | 57% |
| White - any other White background | 20475 | 39% | 13% | 48% |
| White –British | 71405 | 43% | 11% | 45% |
| Other ethnic group | 10510 | 53% | 13% | 34% |
| Other Mixed / multiple ethnic background | 4190 | 66% | 12% | 21% |
| Total | 221500 | 53% | 12% | 35% |

## 4.17 Ethnic group and London borough breakdown

Figure 2 looks at borough level differences in the BME make-up of the cohort 2007-11. Whilst 81% of London college students domiciled in Newham are classified as BME there are only 18% of students domiciled in Havering are classified as BME. We would expect the progression rates in boroughs to reflect the behaviour of dominant ethnic groups in that area and borough level progression data is presented Section 5.

**Figure 2: BME breakdown of the Level 3 cohort by London borough**



## 4.18 Ethnic group and Level 3 qualification type

Time series data in Table 18 also shows a change in the composition of FE Level 3 qualifications studied by different ethnic group across the five cohorts, particularly in relation to BTEC and A Level. Where BTEC numbers have increased for most ethnic groups, there has been a decrease in the proportion of A Level students. Access to HE is most popular with the students from Black groups. In general, NVQ and Other Vocational programmes have seen a decline in numbers in most groups but especially White students who are more likely to study these programmes than BME students.

**Table 18: Breakdown of the London college cohorts by ethnic group and qualification type**

| **Ethnic Group** | **Qualification type** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| --- | --- | --- | --- | --- | --- | --- |
| Asian or Asian British - any other Asian background | Access | 9% | 9% | 10% | 12% | 10% |
| BTEC | 26% | 26% | 31% | 39% | 44% |
| GCE A2 Level/IB | 35% | 30% | 28% | 26% | 21% |
| GCE AS | 4% | 4% | 2% | 3% | 2% |
| NVQ | 8% | 17% | 15% | 10% | 4% |
| Other Vocational | 18% | 14% | 14% | 11% | 18% |
| Asian or Asian British –Bangladeshi | Access | 5% | 6% | 8% | 7% | 7% |
| BTEC | 24% | 21% | 24% | 33% | 41% |
| GCE A2 Level/IB | 46% | 46% | 39% | 39% | 34% |
| GCE AS | 4% | 3% | 3% | 3% | 3% |
| NVQ | 4% | 9% | 12% | 6% | 2% |
| Other Vocational | 16% | 16% | 15% | 13% | 14% |
| Asian or Asian British –Indian | Access | 3% | 4% | 4% | 5% | 5% |
| BTEC | 25% | 25% | 29% | 37% | 43% |
| GCE A2 Level/IB | 42% | 34% | 32% | 31% | 28% |
| GCE AS | 2% | 2% | 2% | 2% | 2% |
| NVQ | 8% | 17% | 17% | 11% | 4% |
| Other Vocational | 20% | 18% | 16% | 14% | 19% |
| Asian or Asian British –Pakistani | Access | 5% | 7% | 7% | 7% | 7% |
| BTEC | 29% | 28% | 33% | 41% | 48% |
| GCE A2 Level/IB | 40% | 36% | 33% | 34% | 27% |
| GCE AS | 3% | 2% | 3% | 2% | 2% |
| NVQ | 8% | 9% | 11% | 5% | 2% |
| Other Vocational | 16% | 18% | 14% | 11% | 15% |
| Black or Black British - any other Black background | Access | 16% | 17% | 19% | 20% | 17% |
| BTEC | 27% | 29% | 30% | 38% | 41% |
| GCE A2 Level/IB | 19% | 17% | 16% | 16% | 14% |
| GCE AS | 4% | 2% | 2% | 2% | 2% |
| NVQ | 12% | 17% | 16% | 11% | 3% |
| Other Vocational | 22% | 19% | 18% | 12% | 22% |
| Black or Black British –African | Access | 17% | 16% | 17% | 19% | 18% |
| BTEC | 30% | 29% | 31% | 35% | 41% |
| GCE A2 Level/IB | 28% | 25% | 25% | 26% | 22% |
| GCE AS | 3% | 2% | 1% | 3% | 1% |
| NVQ | 8% | 16% | 16% | 8% | 2% |
| Other Vocational | 15% | 12% | 10% | 8% | 15% |
| Black or Black British –Caribbean | Access | 13% | 12% | 13% | 15% | 13% |
| BTEC | 32% | 30% | 34% | 37% | 46% |
| GCE A2 Level/IB | 20% | 19% | 18% | 19% | 15% |
| GCE AS | 2% | 2% | 1% | 2% | 1% |
| NVQ | 10% | 16% | 15% | 13% | 5% |
| Other Vocational | 23% | 21% | 19% | 15% | 19% |
| Chinese | Access | 4% | 5% | 9% | 9% | 7% |
| BTEC | 20% | 23% | 21% | 27% | 32% |
| GCE A2 Level/IB | 42% | 44% | 41% | 45% | 34% |
| GCE AS | 4% | 1% | 3% | 4% | 4% |
| NVQ | 10% | 13% | 12% | 6% | 3% |
| Other Vocational | 21% | 15% | 14% | 9% | 20% |
| Mixed - White and Asian | Access | 13% | 10% | 10% | 10% | 8% |
| BTEC | 22% | 25% | 28% | 33% | 42% |
| GCE A2 Level/IB | 33% | 31% | 31% | 30% | 25% |
| GCE AS | 5% | 3% | 3% | 3% | 1% |
| NVQ | 5% | 10% | 11% | 10% | 6% |
| Other Vocational | 22% | 22% | 17% | 15% | 18% |
| Mixed - White and Black African | Access | 19% | 15% | 17% | 17% | 14% |
| BTEC | 31% | 30% | 30% | 37% | 44% |
| GCE A2 Level/IB | 17% | 20% | 21% | 19% | 16% |
| GCE AS | 2% | 1% | 2% | 2% | 2% |
| NVQ | 8% | 15% | 16% | 10% | 6% |
| Other Vocational | 23% | 19% | 14% | 15% | 18% |
| Mixed - White and Black Caribbean | Access | 13% | 14% | 13% | 17% | 10% |
| BTEC | 34% | 33% | 35% | 39% | 48% |
| GCE A2 Level/IB | 21% | 24% | 20% | 21% | 16% |
| GCE AS | 2% | 1% | 1% | 1% | 2% |
| NVQ | 8% | 10% | 13% | 10% | 6% |
| Other Vocational | 23% | 18% | 17% | 13% | 19% |
| Not known/not provided | Access | 11% | 7% | 9% | 9% | 10% |
| BTEC | 15% | 15% | 21% | 24% | 31% |
| GCE A2 Level/IB | 19% | 12% | 13% | 18% | 13% |
| GCE AS | 3% | 2% | 2% | 4% | 2% |
| NVQ | 16% | 32% | 27% | 16% | 6% |
| Other Vocational | 36% | 33% | 29% | 29% | 38% |
| Other ethnic group | Access | 11% | 13% | 12% | 12% | 8% |
| BTEC | 26% | 26% | 25% | 37% | 46% |
| GCE A2 Level/IB | 21% | 19% | 20% | 20% | 19% |
| GCE AS | 4% | 3% | 3% | 2% | 2% |
| NVQ | 12% | 22% | 21% | 13% | 5% |
| Other Vocational | 28% | 18% | 20% | 16% | 19% |
| Other Mixed / multiple ethnic background | Access | 12% | 11% | 12% | 13% | 10% |
| BTEC | 26% | 28% | 31% | 37% | 44% |
| GCE A2 Level/IB | 31% | 29% | 29% | 28% | 22% |
| GCE AS | 3% | 3% | 2% | 2% | 2% |
| NVQ | 8% | 11% | 11% | 8% | 3% |
| Other Vocational | 20% | 18% | 15% | 12% | 18% |
| White - any other White background | Access | 11% | 10% | 11% | 10% | 9% |
| BTEC | 16% | 21% | 23% | 36% | 40% |
| GCE A2 Level/IB | 13% | 14% | 14% | 15% | 14% |
| GCE AS | 3% | 2% | 2% | 2% | 2% |
| NVQ | 16% | 22% | 24% | 17% | 8% |
| Other Vocational | 40% | 31% | 25% | 20% | 27% |
| White –British | Access | 6% | 7% | 9% | 9% | 7% |
| BTEC | 18% | 19% | 22% | 29% | 38% |
| GCE A2 Level/IB | 18% | 17% | 16% | 17% | 16% |
| GCE AS | 3% | 2% | 2% | 2% | 2% |
| NVQ | 14% | 21% | 20% | 18% | 8% |
| Other Vocational | 40% | 34% | 30% | 24% | 29% |

## 4.19 Ethnic group and Level 3 subject area

Table 19 shows distinct differences in the subject areas studied by young people with different ethnic backgrounds

**Table 19: Ethnic group and subject area studied at Level 3 (17-19 only) - percentages**

| **Ethnic group** | **Health, Public Services and Care** | **Science and Mathematics** | **Agriculture, Horticulture and Animal Care** | **Engineering and Manufacturing Technologies** | **Construction, Planning and the Built Environment** | **Information and Communication Technology** | **Retail and Commercial Enterprise** | **Leisure, Travel and Tourism** | **Arts, Media and Publishing** | **History, Philosophy and Theology** | **Social Sciences** | **Languages, Literature and Culture** | **Education and Training** | **Preparation for Life and Work** | **Business, Administration and Law** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian or Asian British - any other Asian background | 5 | 24 | 0 | 5 | 1 | 13 | 1 | 4 | 13 | 2 | 6 | 5 | 0 | 2 | 20 |
| Asian or Asian British –Bangladeshi | 9 | 18 | 0 | 2 | 0 | 9 | 0 | 2 | 11 | 2 | 11 | 9 | 0 | 1 | 24 |
| Asian or Asian British –Indian | 5 | 24 | 0 | 4 | 1 | 12 | 1 | 4 | 11 | 1 | 7 | 4 | 0 | 1 | 24 |
| Asian or Asian British –Pakistani | 6 | 21 | 0 | 4 | 1 | 12 | 1 | 3 | 9 | 2 | 7 | 6 | 0 | 2 | 28 |
| Black or Black British - any other Black background | 11 | 11 | 0 | 3 | 1 | 7 | 1 | 8 | 24 | 3 | 6 | 7 | 0 | 2 | 16 |
| Black or Black British –African | 10 | 17 | 0 | 3 | 0 | 7 | 0 | 5 | 16 | 3 | 8 | 7 | 0 | 2 | 21 |
| Black or Black British –Caribbean | 11 | 7 | 0 | 3 | 1 | 6 | 2 | 9 | 28 | 2 | 6 | 7 | 0 | 1 | 16 |
| Chinese | 1 | 28 | 0 | 3 | 0 | 10 | 1 | 3 | 19 | 2 | 8 | 4 | 0 | 1 | 18 |
| Mixed - White and Asian | 5 | 14 | 0 | 4 | 1 | 8 | 3 | 6 | 25 | 5 | 7 | 8 | 0 | 3 | 13 |
| Mixed - White and Black African | 9 | 11 | 0 | 3 | 1 | 8 | 2 | 8 | 26 | 3 | 5 | 7 | 0 | 2 | 16 |
| Mixed - White and Black Caribbean | 11 | 7 | 0 | 3 | 1 | 4 | 4 | 10 | 31 | 3 | 5 | 7 | 0 | 2 | 11 |
| not known/not provided | 6 | 13 | 0 | 4 | 1 | 7 | 2 | 7 | 23 | 3 | 6 | 6 | 1 | 2 | 18 |
| Other ethnic group | 7 | 15 | 0 | 4 | 1 | 9 | 2 | 6 | 19 | 2 | 6 | 9 | 0 | 2 | 18 |
| Other Mixed / multiple ethnic background | 7 | 11 | 0 | 3 | 1 | 6 | 2 | 7 | 28 | 3 | 6 | 9 | 1 | 2 | 13 |
| White - any other White background | 6 | 11 | 0 | 3 | 1 | 10 | 2 | 8 | 23 | 3 | 5 | 8 | 0 | 3 | 17 |
| White –British | 10 | 7 | 1 | 6 | 3 | 5 | 5 | 8 | 26 | 4 | 4 | 7 | 0 | 2 | 10 |
| Total | 9 | 13 | 0 | 4 | 1 | 8 | 2 | 6 | 20 | 3 | 6 | 7 | 0 | 2 | 17 |

Percentages have been rounded

# 5. Progression to higher education

An examination of progression trends follows analysing patterns of progression to HE over time for each of the five tracked London college Level 3 cohorts. In Section 4, student characteristics for individual cohort years were examined to illustrate differences in population composition. It is important that progression trends are considered in the context of such population changes in addition to other changes to the FE and HE landscape discussed in Section 2. It is worth noting that rates for the latest cohort tracked in the study, 2011-12, reflect progression into higher education in 2012-13, the year that higher fees were introduced.

## 5.1 Overall longitudinal progression across the cohorts

Immediate progression (in the academic year following completion of Level 3 qualification), patterns of progression and the final rates of progression for each cohort are provided in Table 20. Overall, for all ages and across all qualification types, the immediate HE progression rate of Level 3 students in FE and Sixth Form Colleges has remained fairly stable fluctuating between 38%-43%. The highest rate was in 2010 for the cohort who entered HE in 2011 and this may be due to the increase in students seen nationally who entered HE in the year before fees increased in 2012. This may also explain the lower rate of 38% for the 2011 cohort who entered in 2012. Overall, progression rates will also be affected by the cohort composition, such as the fact there are many more BTEC students than ever before, there are less mature students and a significant decrease in the number of students with Other Vocational qualifications. All of these factors will have an impact on the overall progression rate and further analysis will help examine patterns of progression in more depth and in the context of the changing population.

Longitudinal progression is also shown in Table 20, where the last column shows the number of years the FE Level 3 cohort is tracked into HE. The first cohort in 2007-08 is tracked for 5 years into HE datasets and the analysis shows that the progression rate of this cohort, for example, increases from an immediate rate of 42% to a rate of 55% when tracked over time. This data shows the extent to which the cohort progresses to HE, one to five years following the completion of their entry qualification.

The figures show that there were 221,500 London students tracked in the study, with 89,810 of them progressing to higher education the year following attainment of their Level 3 qualifications and 108,050, or an average of 49% of them progressing when tracked for the maximum number of years in this study. Given the diverse make-up of the FE student body, these progression patterns reflect the different journeys that people take to higher education and can be explained by a range of social factors behind these statistics – people in work holding down jobs, people whose employment has been affected by the recession, people having babies or with school age children, people being made redundant who are seeking a new start and young people heading straight for university for example.

**Table 20: Time series progression data for five London college Level 3 cohorts**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FE Cohort Year** | **Population** | **Into HE 2008-09** | **Into HE 2009-10** | **Into HE 2010-11** | **Into HE 2011-12** | **Into HE 2012-13** | **Immediate entry to HE (following year)** | | **Progression to HE all tracked to date** | | |
|
| **Number progressing** | | | | | **Number** | **%** | **Number** | **%** | **Years tracked** |
| 2007 | 42,060 | **17,715** | 3,365 | 1,175 | 565 | 505 | 17,715 | 42% | 23,325 | 55% | 5 |
| 2008 | 44,140 |  | **17,720** | 3,270 | 1,085 | 675 | 17,720 | 40% | 22,745 | 52% | 4 |
| 2009 | 46,085 |  | **18,115** | 3,300 | 1,285 | 18,115 | 39% | 22,700 | 49% | 3 |
| 2010 | 42,835 |  | **18,490** | 3,015 | 18,490 | 43% | 21,515 | 50% | 2 |
| 2011 | 46,380 |  | **17,770** | 17,770 | 38% | 17,770 | 38% | 1 |
| Total | 221,500 |  |  | **89,810** | 41% | 108,055 | 49% |  |

## 5.2 Longitudinal progression by age

Age breakdowns are provided next to examine progression for differing age groups. Table 21 shows the significant decrease in immediate progression of the young Level 3 cohort, aged 17-19 in 2012-13 where progression was the lowest ever for this group at 45% (for earlier cohorts this reached as high as 62%). This age group appears to have been most impacted by higher fees but it may also be due to the fact that the young Level 3 population in this year is significantly higher than any other year. Further, the composition of the 2011 young cohort is not the same as the 2007 young cohort and this may explain why progression rates have not been sustained. In 2011, there were double the number of BTEC students in London colleges than traditional A Level students for example, whilst in 2007 there was around the same number studying each programme type.

**Table 21: Longitudinal progression of five FE Level 3 cohorts to higher education by age**

| **FE Level 3 cohorts** | **Age group** | **Population** | **2007-08**  **into HE 2088-09** | **2008-09 into HE 2009-10** | **2009-10**  **into HE 2010-11** | **2010-11**  **into HE 2011-12** | **2011-12**  **into HE 2012-13** | **Immediate entry to HE (following year)** | | **Progression to HE** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All tracked to date** | | |
| **Numbers** | | | | | **HE immediate progression** | **% Immediate**  **HE progression** | **Total number**  **to HE** | **% Total 5 year**  **HE progression** | **Years tracked** |
| **2007/08** | 17-19 | 21665 | 13425 | 2070 | 490 | 195 | 140 | 13425 | 62% | 16320 | 75% | **5** |
| 20-24 | 4910 | 1970 | 335 | 160 | 75 | 55 | 1970 | 40% | 2595 | 53% |
| 25+ | 15485 | 2315 | 955 | 525 | 295 | 310 | 2315 | 15% | 4400 | 28% |
| Total | 42060 | 17715 | 3365 | 1175 | 565 | 505 | 17715 | 42% | 23325 | 55% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2008/09** | 17-19 | 21105 | 13010 | 2105 | 500 | 205 | 13010 | 62% | 15820 | 75% | **4** |
| 20-24 | 5180 | 2005 | 360 | 145 | 75 | 2005 | 39% | 2585 | 50% |
| 25+ | 17855 | 2705 | 800 | 435 | 400 | 2705 | 15% | 4340 | 24% |
| Total | 44140 | 17720 | 3270 | 1085 | 675 | 17720 | 40% | 22750 | 52% |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **2009/10** | 17-19 | 22415 | 13100 | 2195 | 515 | 13100 | 58% | 15810 | 71% | **3** |
| 20-24 | 5545 | 2165 | 380 | 210 | 2165 | 39% | 2755 | 50% |
| 25+ | 18125 | 2850 | 725 | 560 | 2850 | 16% | 4135 | 23% |
| Total | 46085 | 18115 | 3300 | 1285 | 18115 | 39% | 22700 | 49% |
|  |  |  |  |  |  |  |  |  |  |  |
| **2010/11** | 17-19 | 23855 | 13610 | 1880 | 13610 | 57% | 15490 | 65% | **2** |
| 20-24 | 5055 | 2135 | 340 | 2135 | 42% | 2475 | 49% |
| 25+ | 13925 | 2745 | 795 | 2745 | 20% | 3540 | 25% |
| Total | 42835 | 18490 | 3015 | 18490 | 43% | 21510 | 50% |
|  |  |  |  |  |  |  |  |  |  |
| **2011/12** | 17-19 | 28900 | 12950 | 12950 | 45% | 12950 | 45% | **1** |
| 20-24 | 5055 | 1985 | 1985 | 39% | 1985 | 39% |
| 25+ | 12430 | 2835 | 2835 | 23% | 2835 | 23% |
| Total | 46380 | 17770 | 17770 | 38% | 17770 | 38% |

## 5.3 Progression into prescribed and non-prescribed HE[[5]](#footnote-5)

Table 22 shows the progression rate broken down by funding type and the figures illustrate that the majority of progression for London college students is to prescribed HE. However, although starting from a low rate, non-prescribed HE saw a significant increase in progression rates for the 2011-12 cohort (who progressed in 2012-13) and this was across all age groups. The dip in progression rates was with prescribed HE and centres on young student progression rather than mature student progression.

**Table 22: Time series progression data for five London college Level 3 cohorts**

| **Age Group** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **% point**  **difference**  **2007-08 to 2011-12 5.4** |
| --- | --- | --- | --- | --- | --- | --- |
| **Non-prescribed higher education** | | | | | | |
| Less than 20 | 0% | 1% | 1% | 1% | 3% | 3% |
| 20-24 years | 1% | 2% | 2% | 2% | 5% | 4% |
| 25 years+ | 2% | 4% | 3% | 4% | 8% | 6% |
| Total | 1% | 2% | 2% | 2% | 4% | 3% |
| **Prescribed higher education** | | | | | | |
| Less than 20 | 62% | 61% | 58% | 56% | 42% | -20% |
| 20-24 years | 39% | 37% | 37% | 40% | 35% | -4% |
| 25 years+ | 13% | 12% | 12% | 16% | 15% | 1% |
| Total | 41% | 38% | 37% | 41% | 34% | -7% |
| **All higher education progression** | | | | | | |
| Less than 20 | 62% | 62% | 58% | 57% | 45% | -17% |
| 20-24 years | 40% | 39% | 39% | 42% | 39% | -1% |
| 25 years+ | 15% | 15% | 16% | 20% | 23% | 8% |
| Total | 42% | 40% | 39% | 43% | 38% | -4% |

## 5.4 Immediate progression by age and gender

The progression rate dip seen for the 2011-12 cohort who entered HE in 2012-13 was higher for young male students than young female students (-19% points for males, -16% points for females). Progression for young females is similar to that of a young males but rates for mature females aged 25+ are considerably higher than that of mature males.

**Table 23: Immediate HE progression by gender and age comparing the 2007 and 2011 cohorts**

| **Gender** | **2007-08 into HE 2008-09** | | | **2011-12 into HE 2012-13** | | | **Difference HE progression** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|
| **Population** | **%** | **% HE progression rate** | **Population** | **%** | **% HE progression rate** | **% points** |
| **Female** | 24000 | 100% | 42% | 25875 | 100% | 39% |  |
| 17-19 | 11635 | 48% | 61% | 15295 | 59% | 46% | -16% |
| 20-24 | 2675 | 11% | 41% | 2730 | 11% | 39% | -2% |
| 25+ | 9690 | 40% | 18% | 7850 | 30% | 25% | 7% |
| **Male** | 18065 | 100% | 43% | 20510 | 100% | 38% |  |
| 17-19 | 10035 | 56% | 63% | 13605 | 66% | 44% | -19% |
| 20-24 | 2240 | 12% | 39% | 2325 | 11% | 39% | 0% |
| 25+ | 5790 | 32% | 10% | 4580 | 22% | 18% | 9% |

## 5.5 Progression rates by qualification type

Not surprisingly, the progression rates of students studying A Level qualifications in London colleges are higher than students in any other group, where up until 2011, around three in four students progressed. The rate dropped for the 2011 cohort who entered in 2012-13 to its lowest rate of 68% (-7%points). Access to HE students had the next highest progression rate and also saw a dip for 2011 students entering HE in 2012-13 (-5% points). BTEC student progression ranged between 37% and 58% for the latest cohort in 2011. This significant dip is likely due to a combination of factors, the fee increase for 2012 HE entrants and the fact that the BTEC population was much larger in this year resulting in progression not being sustained at the same rate as for earlier cohorts.

**Table 24: Immediate HE progression by FE college Level 3 qualification type**

| **FE Level 3 cohort** |  | **Access** | **BTEC** | **GCE A Level /IB** | **GCE AS** | **NVQ** | **Other Vocational** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2007-08 | Cohort Number | 3995 | 9650 | 9550 | 1170 | 4965 | 12730 |
| HE entrants | 2755 | 5600 | 7190 | 575 | 455 | 1140 |
| % Total HE | 69% | 58% | 75% | 49% | 9% | 9% |
| 2008-09 | Cohort Number | 4125 | 10000 | 8950 | 930 | 8980 | 6995 |
| HE entrants | 2935 | 5745 | 6565 | 430 | 740 | 785 |
| % Total HE | 71% | 57% | 73% | 46% | 8% | 11% |
| 2009-10 | Cohort Number | 4845 | 11615 | 8850 | 815 | 9725 | 10235 |
| HE entrants | 3335 | 6245 | 6325 | 330 | 785 | 1095 |
| % Total HE | 69% | 54% | 71% | 40% | 8% | 11% |
| 2010-11 | Cohort Number | 5080 | 14095 | 8945 | 1005 | 6715 | 6995 |
| HE entrants | 3535 | 6860 | 6755 | 310 | 250 | 785 |
| % Total HE | 70% | 49% | 75% | 31% | 4% | 11% |
| 2011-12 | Cohort Number | 4935 | 18660 | 8485 | 905 | 2775 | 10625 |
| HE entrants | 3230 | 6955 | 5795 | 230 | 155 | 1405 |
| % Total HE | 65% | 37% | 68% | 25% | 6% | 13% |

## 5.6 Breakdown of delivery of HE in FE Colleges and universities

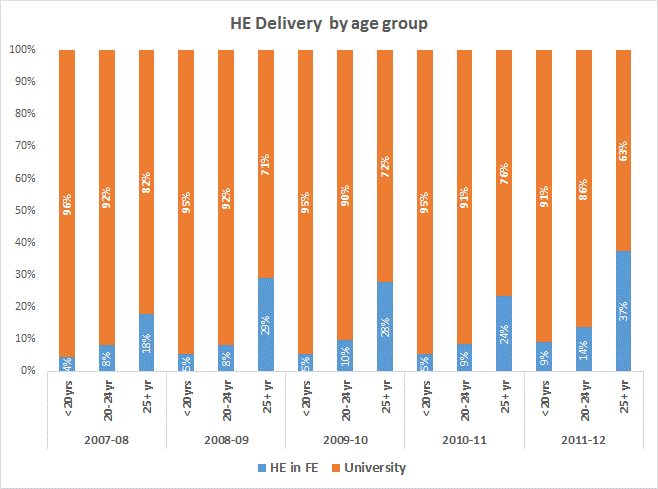
Although the majority progress to university, more London students who progress to HE are continuing their HE studies in FE colleges than ever before. Around 14% of total HE entrants in the latest cohort studied HE in FE and this is double that of the earlier cohort (although still less than the England average for this cohort which was 20%).

**Figure 3: Share of HE delivery**

## 5.7 HE delivery breakdown and by age

Figure 3 showed that FE colleges are now delivering more HE to the London Level 3 cohort than ever before. The chart below examines HE delivery by age group and illustrates that universities continue to deliver the majority of HE to young students (although there was a drop in 2011-12 of students who entered HE in 2012-13). There has been a marked difference in delivery to mature students however, where the university share has dropped considerably. In 2007-08, 82% of older students aged 25+ who progressed, progressed to university and by the 2011-12 cohort this share had dropped to 63%.

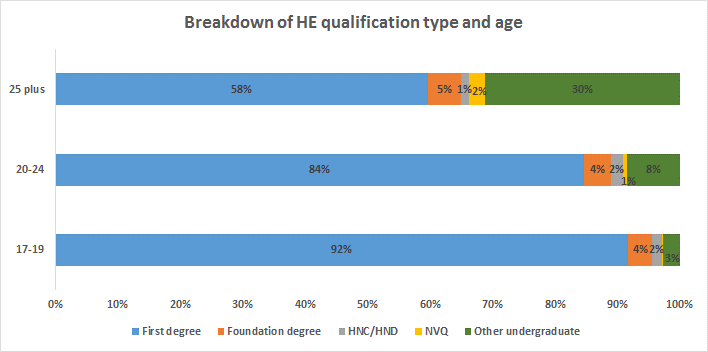
**Figure 4: Share of HE delivery**



## 5.8 HE qualification breakdown and age

Not surprisingly, young students are more likely to study at First degree level while older students are entering HE to study a range of levels; 30% of students age 25+ years were studying Other Undergraduate programmes. Percentages have been rounded

**Figure 5: Share of HE delivery**



## 5.9 HE subject area breakdown and by age

**Table 25: HE subject area and age group**

|  | **First degree** | **Other Undergraduate** |
| --- | --- | --- |
| **Less than 20 years** | Business studies | Nursing |
| Psychology | Building |
| Design studies | Combined |
| Computer science | General engineering |
| Sociology | Others in subjects allied to medicine |
| Accounting | Music |
| Law | Design studies |
| Media studies | Social work |
| Management studies | Civil engineering |
| Economics | Electronic & electrical engineering |
|  |  |  |
| **20-24 years** | Business studies | Nursing |
| Nursing | Accounting |
| Psychology | Combined |
| Computer science | Building |
| Design studies | Training teachers |
| Sociology | Others in education |
| Social work | Civil engineering |
| Management studies | Academic studies in education |
| Accounting | Electronic & electrical engineering |
| Law | Others in subjects allied to medicine |
|  |  | 1 |
| **25+ years** | Nursing | Nursing |
| Social work | Training teachers |
| Psychology | Combined |
| Academic studies in education | Accounting |
| Sociology | Others in education |
| Others in subjects allied to medicine | Social work |
| Training teachers | Academic studies in education |
| Law | Others in subjects allied to medicine |
| Business studies | Design studies |
| Design studies | Psychology |

## 5.10 HE progression rates by sector skills area

FE qualifications are classified in terms of Sector Skills areas and allow an exploration of subject progression. The table below shows rates for each of the five cohorts. In section 2, we saw high growth areas in Arts, Media and Publishing, Health, Public Services and Care and Business Administration and Law. Health, Public Services and Care do not appear to have been affected by the dip in 2012 and progression has actually gone up. Business Administration and Law has seen a small dip but it is not significant. However, the Arts, Media and Publishing sector which saw the highest growth in cohort population also saw the highest decrease in progression rates where entry rates have not been sustained against the higher Level 3 population numbers (although this is against backdrop of higher fees in 2012). Education and Training which saw a significant decrease in Level 3 numbers has in fact seen an increase in progression. Science and Mathematics and Agriculture, Horticulture and Animal Care, both sectors that saw small population decreases across the cohorts also had a decrease in rates of progression.

**Table 26: Immediate HE progression rates by Sector Skills area**

| **Sector Skills Tier 1** | **Immediate Progression Rates** | | | | |
| --- | --- | --- | --- | --- | --- |
| **2007-08**  **into HE 2088-09** | **2008-09**  **into HE 2009-10** | **2009-10**  **into HE 2010-11** | **2010-11**  **into HE 2011-12** | **2011-12**  **into HE 2012-13** |
| Health, Public Services and Care | 25% | 24% | 25% | 29% | 29% |
| Science and Mathematics | 76% | 74% | 71% | 74% | 59% |
| Agriculture, Horticulture and Animal Care | 12% | 10% | 14% | 15% | 8% |
| Engineering and Manufacturing Technologies | 16% | 15% | 17% | 20% | 18% |
| Construction, Planning and the Built Environment | 8% | 12% | 12% | 10% | 15% |
| Information and Communication Technology | 52% | 50% | 53% | 49% | 40% |
| Retail and Commercial Enterprise | 6% | 7% | 4% | 5% | 8% |
| Leisure, Travel and Tourism | 38% | 36% | 38% | 38% | 26% |
| Arts, Media and Publishing | 47% | 51% | 50% | 50% | 39% |
| History, Philosophy and Theology | 70% | 70% | 74% | 77% | 73% |
| Social Sciences | 78% | 78% | 71% | 75% | 72% |
| Languages, Literature and Culture | 55% | 57% | 57% | 60% | 63% |
| Education and Training | 25% | 24% | 22% | 32% | 31% |
| Business, Administration and Law | 48% | 47% | 45% | 49% | 46% |

\* Percentages have been rounded

## 5.11 HE qualification studied by Level 3 qualification type

Table 27 examines what HE qualifications London college students progress to, broken down by the different types of FE qualification they studied.

The majority of A Level and Access to HE students who enter HE, progress onto First degrees. The drop in Access to HE students studying OUG programmes is likely due to the shift of Nursing Diploma (categorised as OUG) to a Degree level.

87% of the BTEC cohort in 2010-11 who entered HE, went onto a First degree, but this dropped to 71% for the 2011-12 cohort entering HE in 2012-13. A higher proportion of HE entrants with a BTEC went onto Other Undergraduate programmes than in previous years: this may be due to the introduction of higher fees and a shift in provision to FE Colleges that are delivering more Other Undergraduate programmes than universities. It may also be explained by the large rise in numbers of BTEC Level 3 students in specific pathways where OUG programmes are seen as a route into higher education.

**Table 27: HE qualification level by FE college Level 3 qualification type**

| **FE course Type** | **HE qualification level** | **FE Level 3 cohort - % breakdown of HE level** | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| **Access** | First degree | 84% | 85% | 86% | 95% | 95% |
| Foundation degree | 2% | 2% | 1% | 2% | 2% |
| HNC/HND | 1% | 0% | 0% | 0% | 1% |
| Other undergraduate | 13% | 13% | 12% | 3% | 2% |
| Postgraduate | 1% | 0% | 0% | 0% | 0% |
| **BTEC** | First degree | 87% | 87% | 87% | 85% | 81% |
| Foundation degree | 6% | 7% | 7% | 6% | 4% |
| HNC/HND | 3% | 2% | 2% | 2% | 4% |
| NVQ | 0% | 0% | 0% | 0% | 0% |
| Other undergraduate | 4% | 4% | 4% | 7% | 10% |
| Postgraduate | 0% | 0% | 0% | 0% | 0% |
| **GCE A Level/IB** | First degree | 97% | 97% | 96% | 96% | 96% |
| Foundation degree | 1% | 1% | 2% | 2% | 2% |
| HNC/HND | 0% | 0% | 0% | 0% | 1% |
| NVQ | 0% | 0% | 0% | 0% | 0% |
| Other undergraduate | 1% | 1% | 1% | 1% | 2% |
| Postgraduate | 0% | 0% | 0% | 0% | 0% |
| **NVQ** | First degree | 19% | 17% | 18% | 24% | 16% |
| Foundation degree | 10% | 10% | 11% | 24% | 15% |
| HNC/HND | 2% | 1% | 1% | 1% | 8% |
| NVQ | 43% | 30% | 2% | 2% | 5% |
| Other undergraduate | 22% | 38% | 66% | 43% | 52% |
| Postgraduate | 4% | 3% | 3% | 7% | 3% |
| **Other**  **Vocational** | First degree | 52% | 44% | 45% | 47% | 43% |
| Foundation degree | 10% | 8% | 9% | 13% | 10% |
| HNC/HND | 4% | 3% | 3% | 4% | 12% |
| NVQ | 0% | 1% | 0% | 0% | 0% |
| Other undergraduate | 23% | 37% | 36% | 31% | 33% |
| Postgraduate | 10% | 8% | 7% | 5% | 2% |

## 5.12 HE qualification, delivery and Level 3 qualification type

The numbers of OUG programmes being delivered by universities to the London Level 3 cohort has seen a fall, although this is mostly due to the change in Nursing Diploma to Degree level. In contrast, the number of HNC/HNDs delivered by HE in FE have increased, as has OUG programmes which have increased considerably. Further investigation revealed that this increase was mainly due to progression of students to Accountancy at Level 4.

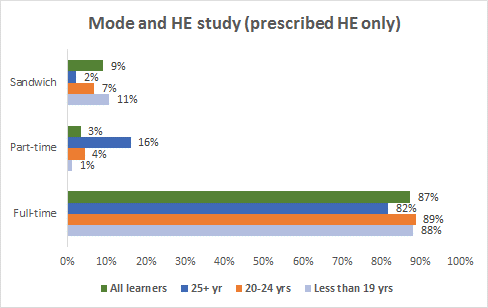
**Table 28: HE qualification level by FE college Level 3 qualification type**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Delivery** | **HE qualification Type** | **FE Level 3 cohort, numbers of HE entrants** | | | | | **Change 2007-11** |
| **2007-08 into HE 2008-09** | **2008-09 into HE 2009-10** | **2009-10 into HE 2010-11** | **2010-11 into HE 2011-12** | **2011-12 into HE 2012/13** |
| **All** | First degree | 15350 | 14890 | 15310 | 16360 | 15060 | -290 |
| Foundation degree | 650 | 750 | 835 | 825 | 635 | -15 |
| HNC/HND | 275 | 190 | 175 | 210 | 550 | 275 |
| NVQ | 200 | 245 | 15 | 5 | 10 | -190 |
| Other Undergraduate | 1075 | 1490 | 1660 | 1025 | 1450 | 375 |
| **HE in FE** | First degree | 335 | 305 | 255 | 245 | 380 | 45 |
| Foundation degree | 310 | 320 | 390 | 435 | 340 | 30 |
| HNC/HND | 120 | 100 | 90 | 120 | 490 | 370 |
| NVQ | 200 | 245 | 15 | 5 | 10 | -190 |
| Other Undergraduate | 180 | 650 | 965 | 760 | 1280 | 1100 |
| **University** | First degree | 15015 | 14585 | 15055 | 16115 | 14685 | -330 |
| Foundation degree | 340 | 435 | 450 | 390 | 290 | -50 |
| HNC/HND | 155 | 85 | 85 | 90 | 60 | -95 |
| Other undergraduate | 895 | 840 | 695 | 265 | 170 | -725 |

## 5.13 HE progression and mode of study

Around 3% of students who progress to prescribed HE study on a part-time basis although the chart below shows that a much higher proportion of mature students study on a part-time basis. Most students studying non-prescribed HE will be studying on a part-time basis.

**Figure 6: Mode and HE study**



The chart above illustrates the small proportion of the London college cohort who progress onto part-time HE where only 3% of entrants of HE entrants are studying on a part-time basis and in Table 29 we can see in number terms the decline in part-time entrants to prescribed HE across the cohorts.

**Table 29: showing numbers entering prescribed HE by mode for five FE Level 3 cohorts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 3 cohort year** | **Prescribed HE entrants** | | |
| **Full-time** | **Part-time** | **Sandwich** |
| 2007-08 into HE 2008-09 | 14920 | 790 | 1620 |
| 2008-09 into HE 2009-10 | 14530 | 700 | 1605 |
| 2009-10 into HE 2010-11 | 15120 | 585 | 1490 |
| 2010-11 into HE 2011-12 | 15500 | 570 | 1610 |
| 2011-12 into HE 2012-13 | 13975 | 255 | 1475 |
| **Total** | **74045** | **2900** | **7800** |

\* Percentages have been rounded

Students studying at First Degree level are more likely to be studying full-time whereas students at other undergraduate level are nearly as likely to be studying part-time as full-time.

**Table 30: HE level and mode of study in HE (prescribed HE only)**

| **HE level** | **Mode** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2011-12** |
| --- | --- | --- | --- | --- | --- | --- |
| **First degree** | Full-time | 87% | 87% | 89% | 89% | 90% |
| Part-time | 3% | 3% | 2% | 2% | 1% |
| Sandwich | 10% | 10% | 9% | 9% | 10% |
| **Foundation degree** | Full-time | 82% | 83% | 85% | 86% | 84% |
| Part-time | 18% | 15% | 14% | 13% | 13% |
| Sandwich | 0% | 2% | 1% | 1% | 3% |
| **HNC/HND** | Full-time | 84% | 95% | 91% | 96% | 93% |
| Part-time | 5% | 3% | 8% | 3% | 7% |
| Sandwich | 11% | 1% | 1% | 1% | 0% |
| **Other Undergraduate** | Full-time | 52% | 56% | 58% | 43% | 57% |
| Part-time | 47% | 44% | 41% | 55% | 43% |
| Sandwich | 1% | 1% | 2% | 2% | 0% |

The next table looks at mode of HE study (prescribed) and the sector skills area of the Level 3 FE qualification of entrants. Clearly, students entering HE from specific FE subject areas are more likely to progress to part-time study in HE than from other subject areas. Where only 1% of HE entrants who were studying an FE subject related to Social Sciences were in part-time study, 41% of entrants from Construction, Planning and Built Environment were studying higher education on a part-time basis. Students in FE studying a subject related to Retail and Commercial Enterprise are also more likely than average to study HE part-time.

**Table 31: Sector Skills area and mode of HE study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sector Skills Area of Level 3 Qualification** | **Prescribed HE** | | |
| **Full-time** | **Part-time** | **Sandwich** |
| Health, Public Services and Care | 92% | 6% | 2% |
| Science and Mathematics | 89% | 1% | 10% |
| Agriculture, Horticulture and Animal Care | 79% | 18% | 4% |
| Engineering and Manufacturing Technologies | 69% | 8% | 23% |
| Construction, Planning and the Built Environment | 52% | 41% | 7% |
| Information and Communication Technology | 80% | 2% | 18% |
| Retail and Commercial Enterprise | 56% | 29% | 15% |
| Leisure, Travel and Tourism | 85% | 2% | 13% |
| Arts, Media and Publishing | 93% | 2% | 5% |
| History, Philosophy and Theology | 93% | 3% | 5% |
| Social Sciences | 90% | 1% | 9% |
| Languages, Literature and Culture | 91% | 3% | 6% |
| Education and Training | 84% | 16% | 0% |
| Preparation for Life and Work | 89% | 4% | 7% |
| Business, Administration and Law | 81% | 3% | 16% |

## 5.14 HE progression by London borough

The immediate progression rates to HE at borough level are presented in Table 32. Harrow has the highest progression rates at over 50% whilst Sutton and Richmond have the lowest but Sutton has seen an increase in progression rates across the five cohorts. Varying rates are explained by population differences in each borough. In Section 4, tables describing student characteristics showed that boroughs have different age profiles, disadvantage profiles and there are differences in the qualifications being studied. All of these variations will have an impact on the progression rates at borough level; student age is a key factor where you would expect to see higher progression rates in boroughs that have higher numbers of young students studying at Level 3 in FE colleges. Sutton’s progression rate increase is therefore explained by the fact that the population of older students in this borough decreased (were mature students have much lower progression rates).

**Table 32: Immediate HE progression by Borough**

| **London borough** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| --- | --- | --- | --- | --- | --- |
| Barking and Dagenham | 40% | 36% | 36% | 43% | 34% |
| Barnet | 45% | 43% | 43% | 45% | 37% |
| Bexley | 29% | 24% | 31% | 34% | 37% |
| Brent | 46% | 46% | 45% | 48% | 44% |
| Bromley | 28% | 24% | 21% | 28% | 28% |
| Camden | 40% | 42% | 43% | 45% | 40% |
| City of London | 25% | 29% | 52% | 33% | 30% |
| Croydon | 42% | 38% | 39% | 41% | 41% |
| Ealing | 51% | 49% | 47% | 43% | 39% |
| Enfield | 47% | 47% | 44% | 48% | 41% |
| Greenwich | 38% | 40% | 39% | 39% | 38% |
| Hackney | 53% | 47% | 47% | 51% | 40% |
| Hammersmith and Fulham | 43% | 43% | 41% | 43% | 42% |
| Haringey | 47% | 44% | 49% | 50% | 42% |
| Harrow | 58% | 55% | 47% | 56% | 52% |
| Havering | 35% | 36% | 38% | 37% | 32% |
| Hillingdon | 43% | 40% | 38% | 39% | 38% |
| Hounslow | 43% | 41% | 43% | 44% | 35% |
| Islington | 44% | 48% | 46% | 49% | 41% |
| Kensington and Chelsea | 42% | 40% | 44% | 41% | 42% |
| Kingston upon Thames | 30% | 33% | 36% | 33% | 36% |
| Lambeth | 45% | 44% | 44% | 44% | 40% |
| Lewisham | 44% | 41% | 42% | 45% | 37% |
| Merton | 39% | 40% | 39% | 43% | 41% |
| Newham | 57% | 52% | 55% | 57% | 47% |
| Redbridge | 43% | 44% | 43% | 46% | 38% |
| Richmond upon Thames | 32% | 34% | 42% | 44% | 31% |
| Southwark | 48% | 49% | 46% | 51% | 43% |
| Sutton | 21% | 28% | 29% | 33% | 31% |
| Tower Hamlets | 54% | 52% | 48% | 51% | 40% |
| Waltham Forest | 50% | 49% | 51% | 50% | 44% |
| Wandsworth | 37% | 39% | 42% | 41% | 40% |
| Westminster | 44% | 42% | 40% | 44% | 37% |

## 5.15. Breakdown of HE progression by ethnic grouping

HE progression varies by ethnic group. Table 33 reveals differences in progression between White students in London colleges and other ethnic groups. White students have lower progression rates. Asian students have the higher progression rates to HE but it is noted that Asian Bangladeshi students saw a higher than average decline in rates in 2012. Progression, age and ethnicity are explored in Table 34.

**Table 33: Immediate HE progression by London borough**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ethnic Groups** | **Immediate HE progression rate trends** | | | | |
| **2007-08 into HE 2008-09** | **2008-09 into HE 2009-10** | **2009-10 into HE 2010-11** | **2010-11 into HE 2011-12** | **2011-12 into HE 2012-13** |
| Asian or Asian British - any other Asian background | 55% | 51% | 52% | 52% | 45% |
| Asian or Asian British –Bangladeshi | 69% | 63% | 57% | 58% | 51% |
| Asian or Asian British –Indian | 58% | 55% | 53% | 54% | 51% |
| Asian or Asian British –Pakistani | 62% | 60% | 59% | 59% | 49% |
| Black or Black British - any other Black background | 51% | 48% | 49% | 50% | 42% |
| Black or Black British –African | 59% | 56% | 54% | 57% | 50% |
| Black or Black British –Caribbean | 47% | 45% | 44% | 44% | 39% |
| Chinese | 55% | 53% | 59% | 58% | 45% |
| Mixed - White and Asian | 46% | 46% | 50% | 50% | 41% |
| Mixed - White and Black African | 47% | 46% | 46% | 45% | 38% |
| Mixed - White and Black Caribbean | 44% | 46% | 39% | 43% | 32% |
| not known/not provided | 33% | 25% | 25% | 32% | 31% |
| Other ethnic group | 46% | 42% | 41% | 46% | 43% |
| Other Mixed / multiple ethnic background | 50% | 48% | 44% | 48% | 38% |
| White - any other White background | 32% | 35% | 36% | 38% | 34% |
| White –British | 25% | 24% | 24% | 28% | 26% |
| Total | 42% | 40% | 39% | 43% | 38% |

## 5.16 HE progression by ethnic background and age

Two cohorts of students are presented in Table 34, the earliest and latest tracked cohort. By examining progression at ethnic group level and age, it can be seen that White students in London colleges have lower progression rates than other ethnic groups at all age levels. In section 4, ethnic breakdowns revealed that White students were more likely to be older and studying different qualifications and subjects than other ethnic groups and this may explain differences in patterns of progression. Asian Bangladeshi and Indian young students have the highest rates. Meanwhile, Black students aged 25+ had the highest progression rates.

**Table 34: Immediate HE progression by ethnicity and age**

| **Ethnic Group** | **2007-08** | | | **2011-12** | | |
| --- | --- | --- | --- | --- | --- | --- |
| **17-19** | **20-24** | **25+** | **17-19** | **20-24** | **25+** |
| Asian or Asian British - any other Asian background | 70% | 56% | 16% | 51% | 46% | 26% |
| Asian or Asian British –Bangladeshi | 79% | 40% | 20% | 56% | 35% | 22% |
| Asian or Asian British –Indian | 76% | 37% | 8% | 60% | 44% | 19% |
| Asian or Asian British –Pakistani | 74% | 45% | 9% | 54% | 43% | 16% |
| Black or Black British - any other Black background | 69% | 54% | 23% | 46% | 46% | 31% |
| Black or Black British –African | 73% | 55% | 28% | 57% | 44% | 34% |
| Black or Black British –Caribbean | 60% | 47% | 24% | 41% | 48% | 27% |
| Chinese | 76% | 53% | 12% | 53% | 42% | 21% |
| Mixed - White and Asian | 56% | 56% | 21% | 44% | 51% | 20% |
| Mixed - White and Black African | 58% | 45% | 33% | 39% | 48% | 28% |
| Mixed - White and Black Caribbean | 51% | 50% | 22% | 32% | 36% | 25% |
| not known/not provided | 62% | 41% | 11% | 43% | 34% | 18% |
| Other ethnic group | 68% | 48% | 17% | 52% | 38% | 18% |
| Other Mixed / multiple ethnic background | 60% | 54% | 22% | 40% | 51% | 23% |
| White - any other White background | 62% | 40% | 14% | 42% | 39% | 22% |
| White –British | 43% | 23% | 10% | 30% | 29% | 16% |
| *Black and Minority Ethnic group sub total* | *70%* | *50%* | *21%* | *51%* | *44%* | *28%* |
| *White groups sub total* | *46%* | *27%* | *11%* | *33%* | *32%* | *18%* |

## 5.17 HE progression by ethnic group, age and qualification

The lower rates of progression for White British students are explored further in Table 35 where qualification type is also examined for the two young cohorts, 2007-08 and 2011-12. Lower rates of progression for White students are found across all qualification types for young students except for Access students.

**Table 35: Immediate HE progression for young students by ethnicity and FE qualification type**

| **Ethnic group** | **2007-08 into HE 2008-09** | | | | | **2011-12 into HE 2012-13** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **17-19** | | | | | **17-19** | | | | |
| **Access** | **BTEC** | **GCE A Level/IB** | **NVQ** | **Other Vocational** | **Access** | **BTEC** | **GCE A Level/IB** | **NVQ** | **Other Vocational** |
| Asian or Asian British - any other Asian background | 73% | 72% | 76% | 33% | 8% | 67% | 44% | 29% | 8% | 32% |
| Asian or Asian British –Bangladeshi | 84% | 74% | 87% | 50% | 38% | 74% | 48% | 27% | 0% | 31% |
| Asian or Asian British –Indian | 72% | 74% | 82% | 31% | 28% | 83% | 55% | 33% | 20% | 26% |
| Asian or Asian British –Pakistani | 85% | 70% | 84% | 16% | 43% | 69% | 50% | 25% | 0% | 34% |
| Black or Black British - any other Black background | 58% | 67% | 83% | 0% | 50% | 75% | 37% | 20% | 15% | 33% |
| Black or Black British –African | 71% | 70% | 81% | 30% | 45% | 63% | 49% | 39% | 30% | 34% |
| Black or Black British –Caribbean | 63% | 58% | 76% | 20% | 20% | 77% | 36% | 18% | 15% | 18% |
| Chinese | 0% | 72% | 83% | 67% | 20% | 71% | 52% | 21% | 0% | 37% |
| Mixed - White and Asian | 60% | 44% | 69% | 0% | 29% | 63% | 33% | 20% | 0% | 35% |
| Mixed - White and Black African | 57% | 57% | 72% | 20% | 23% | 56% | 33% | 33% | 33% | 21% |
| Mixed - White and Black Caribbean | 64% | 49% | 70% | 14% | 15% | 76% | 25% | 28% | 10% | 10% |
| not known/not provided | 75% | 62% | 73% | 13% | 26% | 60% | 40% | 22% | 0% | 16% |
| Other ethnic group | 80% | 72% | 78% | 5% | 29% | 69% | 47% | 21% | 0% | 24% |
| Other Mixed / multiple ethnic background | 73% | 58% | 70% | 29% | 22% | 79% | 33% | 28% | 0% | 21% |
| White - any other White background | 75% | 60% | 71% | 9% | 27% | 60% | 37% | 15% | 7% | 18% |
| White –British | 68% | 44% | 61% | 9% | 9% | 79% | 26% | 58% | 3% | 8% |

## 5.18 HE progression rates by POLAR3 quintile

Progression rates for two groups of students classified as most advantaged (Q5) and most disadvantaged (Q1) using POLAR3 are shown in the chart in Figure 7. Not surprisingly, rates are considerably higher for the advantaged group of students from Q5. Both groups saw a decrease in rates in 2011-12 (entering HE in 2012-13).

**Figure 7: Chart showing progression rates for POLAR 3 Q1 and Q5 students**

## 5.19 HE progression rates by IDACI quintile

In section 2 we saw that three in four students in the tracked cohort were classified as living in the top 40% of England in terms of disadvantage using IDACI. Table 36 shows higher progression rates for IDACI Q1 students than Q5 students which is not what you would expect, but when we explore these quintiles further we find that more **young students** live in disadvantaged areas as do more students from **BME groups**: both characteristics that lead to higher progression. It is significant that the IDACI Q1 group has seen a decline in progression rates but the Q5 group saw an increase and this is probably due to the fact that fees appear have to have had a higher impact on young students from specific ethnic groups who are also now just as likely to be studying BTEC than A Level.

**Table 36: Progression rates by IDACI quintile**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IDACI quintiles** | **Immediate HE progression rate** | | | | |
| **Into HE**  **2008-09** | **Into HE 2009-10** | **Into HE 2010-11** | **Into HE 2011-12** | **Into HE 2012/13** |
| **Q1 - disadvantaged** | 48% | 46% | 45% | 47% | 41% |
| **Q2** | 42% | 39% | 38% | 44% | 39% |
| **Q3** | 35% | 33% | 33% | 38% | 34% |
| **Q4** | 30% | 28% | 28% | 33% | 31% |
| **Q5 - advantaged** | 25% | 28% | 28% | 32% | 30% |
| **Unknown** | 15% | 16% | 11% | 26% | 19% |
| **Average progression rates** | 42% | 40% | 39% | 43% | 38% |

## 5.20 HE providers

Table 37, the top 35 providers of prescribed HE study are detailed with numbers of entrants for each of the five tracked cohorts.

**Table 37: Top 35 providers of prescribed HE level by FE cohort year**

| **Provider** | **2007-08 into HE 2008-09** | **2008-09 into HE 2009-10** | **2009-10 into HE 2010-11** | **2010-11 into HE 2011-12** | **2011-12 into HE 2012-13** |
| --- | --- | --- | --- | --- | --- |
| Middlesex University | 1200 | 1240 | 1485 | 1490 | 1230 |
| Kingston University | 1300 | 1290 | 1235 | 1120 | 935 |
| University of Westminster | 1095 | 980 | 945 | 930 | 880 |
| University of Greenwich | 830 | 1015 | 1105 | 940 | 710 |
| University of East London | 885 | 790 | 955 | 1065 | 790 |
| University of Hertfordshire | 910 | 1100 | 755 | 740 | 645 |
| London Metropolitan University | 795 | 590 | 745 | 1245 | 725 |
| London South Bank University | 795 | 735 | 855 | 755 | 780 |
| Brunel University | 780 | 570 | 560 | 450 | 385 |
| Roehampton University | 595 | 445 | 545 | 420 | 405 |
| Queen Mary University of London | 705 | 490 | 395 | 320 | 310 |
| City University | 525 | 475 | 400 | 405 | 270 |
| University of Bedfordshire | 175 | 285 | 435 | 525 | 455 |
| University of West London | 320 | 330 | 345 | 340 | 325 |
| University of Kent | 285 | 325 | 295 | 320 | 285 |
| University of the Arts, London | 260 | 285 | 225 | 235 | 265 |
| King's College London | 285 | 285 | 230 | 180 | 210 |
| De Montfort University | 190 | 305 | 230 | 190 | 220 |
| Goldsmiths College | 260 | 230 | 200 | 185 | 220 |
| Coventry University | 100 | 155 | 205 | 265 | 370 |
| St Mary's University, Twickenham | 185 | 200 | 265 | 240 | 200 |
| University of Portsmouth | 220 | 185 | 200 | 210 | 195 |
| University of Essex | 175 | 260 | 185 | 165 | 160 |
| University of Brighton | 180 | 145 | 185 | 195 | 210 |
| Anglia Ruskin University | 130 | 135 | 160 | 240 | 230 |
| Buckinghamshire New University | 145 | 175 | 140 | 200 | 215 |
| Canterbury Christ Church University | 95 | 125 | 135 | 210 | 220 |
| University of Northampton | 120 | 150 | 165 | 130 | 165 |
| Nottingham Trent University | 130 | 125 | 140 | 165 | 155 |
| Southampton Solent University | 150 | 100 | 125 | 155 | 150 |
| Royal Holloway College | 130 | 130 | 160 | 135 | 125 |
| University of Surrey | 145 | 125 | 125 | 120 | 115 |
| University for the Creative Arts | 130 | 140 | 110 | 120 | 125 |
| Birkbeck College | 130 | 75 | 90 | 145 | 125 |
| University College London | 155 | 125 | 115 | 75 | 100 |

The next table looks at the top non-prescribed HE providers in terms of entrant numbers.

**Table 38: Top providers of non-prescribed HE by FE cohort year**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Non-prescribed HE provider** | **2007-08 into HE 2008-09** | **2008-09 into HE 2009-10** | **2009-10 into HE 2010-11** | **2010-11 into HE 2011-12** | **2011-12 into HE 2012-13** |
| Havering College of Further and Higher Education | 40 | 75 | 75 | 35 | 110 |
| Barking College | 25 | 35 | 60 | 50 | 140 |
| South Thames College | 10 | 30 | 60 | 70 | 115 |
| The City Literary Institute | 0 | 50 | 55 | 50 | 105 |
| College of North West London | 35 | 25 | 25 | 25 | 90 |
| Richmond upon Thames College | 10 | 15 | 35 | 35 | 95 |
| Lambeth College | 10 | 20 | 40 | 35 | 85 |
| Croydon College | 20 | 45 | 20 | 10 | 80 |
| Uxbridge College | 25 | 35 | 25 | 20 | 70 |
| Carshalton College | 20 | 50 | 50 | 25 | 30 |
| Morley College | 0 | 40 | 50 | 10 | 75 |
| Greenwich Community College | 0 | 35 | 35 | 40 | 50 |
| Ealing, Hammersmith and West London College | 0 | 25 | 15 | 20 | 95 |
| College of Haringey, Enfield and North East London | 0 | 15 | 30 | 45 | 60 |
| Barnet College | 30 | 60 | 30 | 15 | 25 |
| Kingston College | 35 | 30 | 15 | 20 | 50 |
| Waltham Forest College | 0 | 20 | 20 | 30 | 70 |
| Newham College of Further Education | 15 | 40 | 20 | 10 | 40 |
| City And Islington College | 5 | 25 | 30 | 15 | 50 |
| Hackney Community College | 10 | 10 | 20 | 30 | 50 |
| Harrow College | 20 | 5 | 5 | 20 | 65 |
| Richmond Adult Community College | 10 | 20 | 5 | 10 | 60 |
| Bromley College of Further And Higher Education | 0 | 0 | 10 | 25 | 55 |
| Lewisham College | 5 | 40 | 20 | 10 | 25 |
| Westminster Kingsway College | 5 | 10 | 10 | 15 | 40 |
| West Thames College | 5 | 10 | 10 | 20 | 35 |
| Havering Sixth Form College | 0 | 5 | 10 | 10 | 50 |
| Tower Hamlets College | 0 | 5 | 20 | 20 | 20 |
| City of Westminster College | 0 | 15 | 10 | 5 | 30 |
| Redbridge College | 5 | 10 | 10 | 10 | 25 |
| Kensington and Chelsea College | 0 | 5 | 15 | 15 | 25 |
| Southgate College | 0 | 10 | 15 | 15 | 10 |
| Stanmore College | 0 | 0 | 0 | 10 | 25 |
| Southwark College | 0 | 15 | 15 | 0 | 0 |

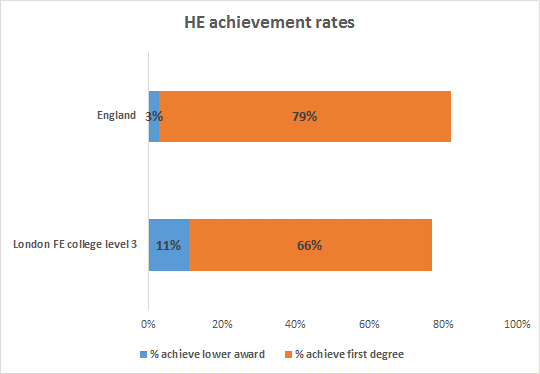
# 6. HE success rates of London FE and Sixth Form College students

## 6.1 HE achievement of first degrees

Achievement measures the proportion of students who started their first degree and subsequently qualified. In Figure 8, two thirds (**66%**) of HE entrants from London colleges achieved their First degree. An additional **11%** achieved a lower award such as a Foundation degree which means a total of **77%** achieved an HE qualification. This compares to national rates of 75% for England FE College students (and **7%** achieving a lower award).

Achievement rates at FE qualification level are shown in Table 39 and show distinct differences where students entering HE with A Levels have considerably higher achievement rates at 80% compared to Access to HE students at 52%. Students entering with non-A Level qualifications were more likely to start a first degree and finish with a lower qualification. This table also shows that students studying HE in FE colleges had lower achievement than their peers studying in universities.

**Figure 8: Chart showing achievement for 2008-09 and 2009-10 entrants to full-time first degrees**



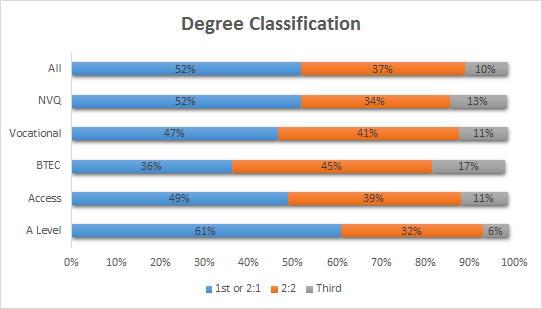
**Table 39: Achievement of 2008-09 and 2009-10 full-time first degree entrants**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement** | **Total First Degree Entrants** | **% Achieve First Degree** | **% Achieve Lower Award** | **% Achieve an HE award** | **% Achieve no Award** |
| **All FE Level 3** | 29175 | 66% | 11% | 77% | 23% |
|  |  |  |  |  |  |
| **By Delivery:** |  |  |  |  |  |
| FE College | 685 | 41% | 11% | 52% | 48% |
| University | 28490 | 66% | 11% | 77% | 22% |
|  |  |  |  |  |  |
| **By FE Programme:** |  |  |  |  |  |
| Access to HE | 5090 | 52% | 14% | 66% | 34% |
| BTEC | 9160 | 56% | 14% | 70% | 30% |
| GCE A Level | 12760 | 80% | 7% | 87% | 13% |
| NVQ | 305 | 59% | 14% | 73% | 27% |
| Vocational | 1310 | 57% | 15% | 72% | 27% |
| National comparison - HEFCE Performance Indicators, Projected Outcomes of FT First Degree entrants (2008-09) | | | | | |
| **All England** |  | **79%** | **3%** | **82%** | **14%** |

## 6.2 Classification of first degrees

52% of those who achieved a first degree attained a good degree, either a first class or 2:1. This compares to a national rate of 62% for FE college students across England. A Level students were more likely to attain a good degree than BTEC students.

**Figure 9: Degree classification of full-time first degree entrants from London colleges**



# 7. Prior Attainment at Key Stage 4 in School

Key stage 4 (KS4) is measured by pupils in schools gaining GCSE qualifications. GCSEs are at Level 2 and the main performance measure adopted by the DfE is determined by the achievement of 5 GCSEs graded between A\* to C including English and Maths (DfE, 2014 a). However the strict definition of a “full Level 2” is through the achievement of qualifications “equivalent to 5 or more GCSEs at grade A\* to C (BIS, 2015). In this study we refer to both but differentiate according to the DfE definition which by including English and Maths, describes the group most likely to progress through Level 3 qualifications to higher education.

Pupils without the 5 GCSEs A\*-C including English and Maths are considered to be “low attainers” at Key Stage 4. Many without 5 GCSEs progress from school to colleges and undertake further Level 2 vocational programmes. Others, often those who may have nearly achieved a full Level 2, are accepted on to vocational programmes at Level 3 including those who have not achieved A\*-C grades in English and Maths. The Government, following recommendations in the Wolf Report (Wolf, 2011), has now introduced “Study Programmes” (DfE, 2014 ) for all 16-19 students where English and Maths is compulsory for students yet to achieve an A\*-C grade.

## The significance of Key Stage 4 for progression

Prior attainment at KS4 is the most important predictor of successful progression to HE: underachievement in secondary school is a key barrier to progression (Chowdry, 2010). In order to understand Level 3 college student progression to higher education, it is helpful to examine prior attainment (KS4) of the Level 3 cohort, especially in English and Maths, which are requisite qualifications for entry to many HE programmes.

Progression through qualification levels is not straightforward and vertical for many students for a number of reasons; assumptions are often made that students who have achieved a Level 3 qualification have achieved a minimum standard at GCSE or equivalent (Level 2) but this is not necessarily the case for many students who are studying vocational programmes in FE. Indeed, it is estimated that around 20% of adult students on a Level 3 programme in FE did not have full Level 2 qualifications (5 A\*-C) at GCSE. (IFF Research, 2014).

FE colleges play a key part in providing a second chance for many students who did not achieve Level 2 qualifications at age 16 in secondary schools. In addition, some students who have already achieved at Level 2 will go on to an FE programme at this level because they are happier to do so and/or they wish to study a new subject.

There is also group of students who may have completed and achieved a Level 3 programme successfully but still lack their English and Maths at Level 2 and this can be a barrier to HE entry. Many FE programmes at Level 3 enable individuals to develop specific vocational skills and are not based on attainment of specific subjects at GCSE or Level 2. The value of the Level 3 programme studied in FE may be related to their job role or intended career path.

Contextualising prior attainment at age 16 for the Level 3 cohort will show the important role that colleges play in the progression of students with low attainment on entry; illustrating the extent to which colleges prepare students who underachieve in school to subsequently achieve their FE Level 3 qualification and then progress onto HE. Furthermore, the analysis will be able to show the extent to which HE programmes delivered by FE Colleges enable progression for this group of students (as well as the extent to which such students progress to universities).

## Key Stage 4 attainment of the London college Level 3 cohort

In 2010-11, 20% of students eligible for free school meals (FSM) at age 15 progressed to HE at age 19 and this is 18 percentage points lower than non FSM students. Within the Level 3 cohort, there is a group of students who are identified as being eligible for Free School Meals and thus most disadvantaged. Prior attainment at 16 for students from the most disadvantaged neighbourhoods will be examined and their progression compared to less disadvantaged peers.

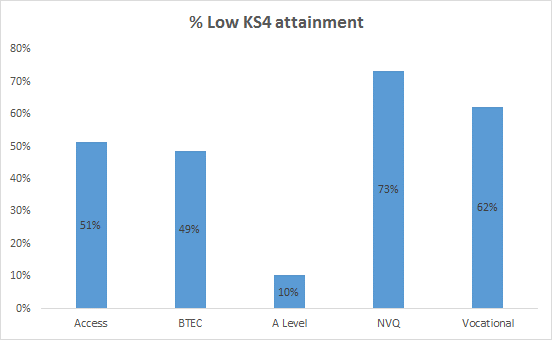
In order to link KS4 attainment data to as many of the Level 3 cohort as possible and to ensure that the same KS4 metrics were available, the linked cohort was restricted to young students under 20 and three years of cohorts were linked back to school attainment datasets (2008, 2009 and 2010). Table 40 shows that 82% of KS4 records were obtained and 25% of this cohort were classified as FSM. 60% of the cohort attained Level 2 at KS4 in secondary school and 53% had achieved Level 2 with English and Maths. This means that 47% of the Level 3 cohort had not attained Level 2 KS4 with English and Maths when they left school.

**Table 40: Linked KS4 data to three cohorts of young Level 3 London college students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009-2011 London Level 3 cohort** | **London cohort with linked KS4 data** | **KS4 attainment captured** | **% of cohort eligible for free school meals** | **KS4 Level 2 (5 A\*-C)** | **% KS4 Level 2 (5 A\*-C)** | **KS4 Level 2 with English and Maths** | **% KS4 Level 2 with English and Maths** | **% KS4 Level 2 without English and Maths** |
| 77200 | 63215 | 82% | 25% | 38175 | 60% | 33455 | 53% | 47% |
|

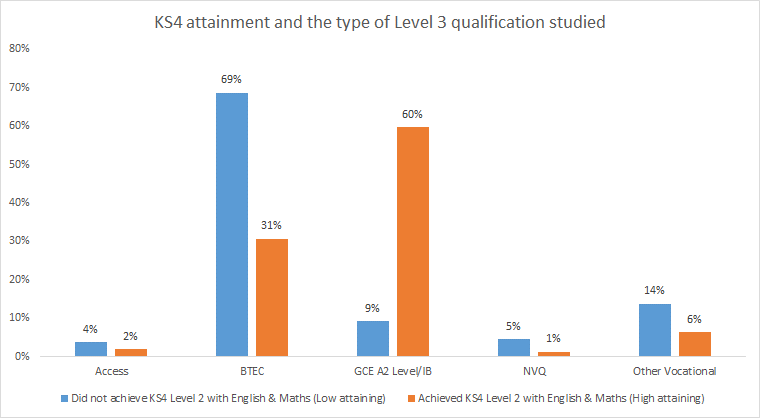
Not surprisingly, most of those students who studied A Levels in FE colleges had attained Level 2 including English and Maths but the chart in Figure 10 shows that a considerable proportion of students studying other FE qualifications had not attained this level, for example, 62% of vocational Level 3 students were low attainers at KS4 in secondary school.

**Figure 10: FE level qualification type for the cohort who did not achieve KS4 Level 2 at KS4 with English and Maths (low attaining)**



A different lens on FE Level 3 qualifications and prior attainment in Figure 11 allows us to see that a large proportion of low attaining students studied BTEC in FE at Level 3, 69%. In contrast only 31% of high attaining students studied BTEC and the majority of this group studied A Level.

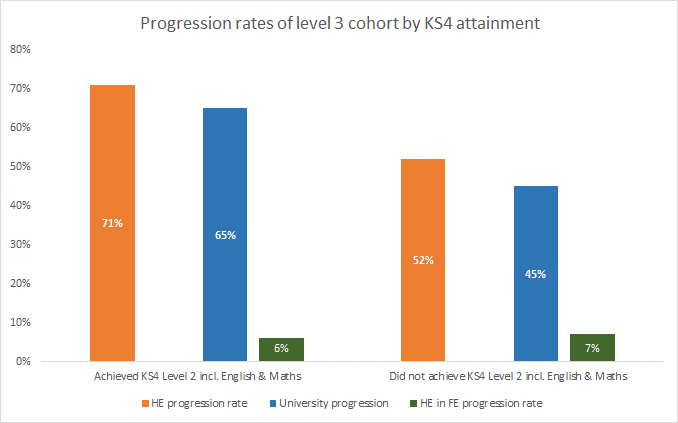
**Figure 11: FE qualification breakdown by KS4 attainment group**



## Key Stage 4 attainment and HE progression

Progression to HE is explored in Figure 12 and shows that HE progression rates are considerably higher for the young cohort who achieved Level 2 with English & Maths where 71% of the cohort progressed. A lower rate of 52% is seen for those who did not achieve Level 2 with English and Maths but nevertheless given the fact that this group were low attainers at 16, it still shows that following study of their Level 3 FE qualification in London colleges, one in two progressed to HE. The chart also shows the progression rate to HE in FE and university for both groups.

**Figure 12: Progression rates of the linked KS4 cohort by KS4 attainment**



The fact that so many vocational Level 3 students had not attained KS4 Level 2 with English and Maths at 16 may contribute to lower HE progression rates and those that do progress are more likely to continue to HE in FE than university. Table 41 shows that despite low attainment at KS4, progressing onto A Level study still increases your chances of entering HE as do Access to HE programmes. The role of BTEC programmes as currency for HE is also evident. Even though around 50% of the BTEC cohort were low attainers at 16, 43% of this group still progressed onto HE and 71% of these to university, evidence of the role that FE colleges have to play in helping students with low attainment at 16, move onto higher level study.

**Table 41: Progression breakdown by Level 3 qualification type and KS4 attainment group**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Qualification** | **Low attaining KS4** | | | **High attaining KS4** | | |
| **% HE rate** | **HE in FE** | **University** | **% HE rate** | **HE in FE** | **University** |
| **Access** | 77% | 7% | 93% | 81% | 7% | 93% |
| **BTEC** | 43% | 29% | 71% | 53% | 23% | 77% |
| **A Level** | 69% | 10% | 90% | 78% | 6% | 94% |
| **NVQ** | 11% | 76% | 24% | 21% | 65% | 35% |
| **Other Vocational** | 18% | 63% | 42% | 30% | 32% | 68% |

## HE achievement related to Key Stage 4 attainment

Clearly attainment at KS4 is a predictor of progression to HE and Table 42 also shows its importance in relation to achievement in HE for entrants. The figures show much higher success rates for the group who achieved Level 2 at KS4 including English and Maths at 16, where 76% achieved their first degree and 61% attained a good degree classification. In contrast, 59% of the low attaining KS4 group achieved their first degree and just 34% attained a good degree. Nevertheless, it could be argued that this comparison between attainment groups should not detract from the journey that the group of low attainers have made, having left school at 16 without their English and Maths GCSE, they eventually leave FE with a Level 3 qualification which enables them to progress onto higher level study having travelled a further distance than their high attaining peers at KS4. This provides further evidence of the role that FE played in the educational trajectory of this group of students.

**Table 42: Progression breakdown by Level 3 qualification type and KS4 attainment group**

|  |  |  |  |
| --- | --- | --- | --- |
| **KS4 attainment group of entrants** | **% achieve First Degree** | **% achieve lower award** | **% attainment of Good Degree (1st or 2:1)** |
|
| Achieved Level 2 KS4 including English & Maths | 76% | 14% | 61% |
| Did not achieve Level 2 KS4 including English & Maths | 59% | 8% | 34% |

# 8. London progression summaries

In this section, summary charts are provided to pick out the main progression flows, achievements and key factors relating to the progression of FE and Sixth Form College students in London.

## Progression map by FE qualification type

In Figure 13, universities are categorised as follows: **Russell Group** – Universities that are current members of the “Russell Group”; **Old Universities** – Universities established pre 1992 that are not members of the Russell Group and **New Universities** – Universities that have been established since 1992. England progression figures for college students are given in brackets for reference.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Figure 13: 2008 and 2009 First Degree entrant progression flow**  Percentages have been rounded | | | | | | | | Russell Group | 4% |
| PROGRESSION | |  |  |  |  |  |  | Old University | 11% |
|  |  |  |  |  | First degree | 59% |  | New University | 44% |
|  |  |  |  |  | Foundation Degree | 1% |  | HE in FE | 11% |
| **Access** |  | To HE | **70%** (68%) |  | HNC/HND/NVQ | 0% |  |  |  |
|  |  |  |  |  | Other undergraduate | 9% |  |  |  |
|  |  | Not to HE | 30% |  |  |  |  | Russell Group | 1% |
|  |  |  |  |  | First degree | 50% |  | Old University | 6% |
|  |  |  |  |  | Foundation degree | 4% |  | New University | 39% |
| **BTEC** |  | To HE | **58%** (39%) |  | HNC/HND/NVQ | 2% |  | HE in FE | 12% |
|  |  |  |  |  | Other undergraduate | 2% |  |  |  |
|  |  | Not to HE | 42% |  |  |  |  | Russell Group | 9% |
|  |  |  |  |  | First degree | 72% |  | Old University | 22% |
|  |  |  |  |  | Foundation degree | 1% |  | New University | 38% |
| **A Level** |  | To HE | **74%** (67%) |  | HNC/HND/NVQ | 0% |  | HE in FE | 5% |
|  |  |  |  |  | Other undergraduate | 1% |  |  |  |
|  |  | Not to HE | 26% |  |  |  |  | Russell Group | 0% |
|  |  |  |  |  | First degree | 2% |  | Old University | 0% |
| **NVQ** |  | To HE | 9% |  | Foundation degree | 1% |  | New University | 2% |
|  |  |  |  |  | HNC/HND/NVQ | 3% |  | HE in FE | 7% |
|  |  | Not to HE | 91% |  | Other undergraduate | 1% |  |  |  |
|  |  |  |  |  |  |  |  | Russell Group | 5% |
|  |  |  |  |  | First degree | 5% |  | Old University | 1% |
| **Other Vocational** |  | To HE | 10% |  | Foundation degree | 1% |  | New University | 0% |
|  |  |  |  |  | HNC/HND/NVQ | 1% |  | HE in FE | 4% |
|  |  | Not to HE | 90% |  | Other undergraduate | 3% |  |  |  |

## HE success mapped by FE qualification type

Despite the higher rates of progression of London FE and Sixth Form College students, their HE achievement rates are lower than the average for England. The England average figures for Access, BTEC and A Level appear in red and in brackets below the London percentages for reference.

**Figure 14: Success rate mapped by Level 3 qualification (2008 and 2009 FT First degree entrants)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACHIEVEMENT** | | |  |  |  |
|  |  |  |  |  | |  | | --- | |  | | Attained  1st or 2:1 | 49%  (57%) |
|  |  | Achieved First Degree | | 52%  (62%) |  |
| **Access** | Achieved Lower Award | | 14% |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Attained  1st or 2:1 | 36%  (50%) |
|  |  | Achieved First Degree | | 56%  (67%) |
| **BTEC** | Achieved Lower Award | | 14% |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Attained  1st or 2:1 | 61%  (70%) |
|  |  | Achieved First Degree | | 80%  (83%) |
| **A Level** | Achieved Lower Award | | 7% |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Attained  1st or 2:1 | 42% |
| **NVQ** |  | Achieved First Degree | | 59% |  |
|  |  | Achieved Lower Award | | 14% |  |  |  |
|  |  |  |  |  |  | Attained  1st or 2:1 | 47% |
|  |  | Achieved First Degree | | 57% |
| **Other Vocational** | Achieved Lower Award | | 14% |  |  |  |

## Age and HE progression summary

Table 43 is provided to enable easier comparisons of the Level 3 cohort and their HE progression by age group.

**Table 43: Age summary: characteristics of the London cohorts and HE progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 3 characteristics** | **17-19** | **20-24** | **25+** |
| Combined Level 3 tracked cohort 2007-2011 | 117,940 | 25,745 | 77,820 |
| Change in achiever population 2007-2011 | 7,235 (+33%) | 145  (+3%) | -3,055  (-20%) |
| % studying Access to HE | 3% | 30% | 15% |
| % studying BTEC | 44% | 27% | 7% |
| % studying A Level | 37% | 4% | 0% |
| % studying NVQ | 3% | 14% | 34% |
| % studying Other voc. | 10% | 24% | 44% |
| % Female | 53% | 54% | 61% |
| % Male | 47% | 46% | 39% |
| % White | 57% | 9% | 34% |
| % Black and Minority Ethnic (BME) | 66% | 57% | 42% |
| **Progression** | | | |
| Combined number of HE entrants of tracked cohort 2007-2011 | 76,396 | 12,394 | 19,258 |
| % immediate progression rate to HE | 56% | 40% | 17% |
| % progression rate for Access to HE | 72% | 69% | 67% |
| % progression rate for A Level | 73% | 64% | 63% |
| % progression rate for BTEC | 52% | 45% | 27% |
| % progression rate for Other Vocational | 21% | 11% | 8% |
| % of 2007-08 cohort who enter HE within 3 years of Level 3 study | 95% | 92% | 81% |
| % of 2007-08 cohort who enter HE 4-5 years on from Level 3 study | 4% | 9% | 14% |
| % of HE entrants who study First degree | 92% | 83% | 56% |
| % of HE entrants who study sub degree | 8% | 17% | 44% |
| % of total HE entrants studying in University | 94% | 90% | 73% |
| % of total HE entrants studying HE in FE | 6% | 10% | 27% |

# 9. Conclusions

This report tracks patterns of progression to higher education of five cohorts of students who have achieved level 3 qualifications in London’s FE and Sixth Form Colleges. It provides a detailed analysis of the changing demographic characteristics of the students who progressed to HE over the period and looks at the relationships between the different qualifications students study in FE and their destinations. It also links Key Stage 4 attainment with success at level 3, with progression to higher education and with achievement at degree level including proportions of students gaining Firsts or Upper Second class degrees.

Findings in this report show that FE and Sixth Form Colleges in London provide an important route into higher education. A total of **221,500** London college students were tracked between 2007 and 2011 and **108,055** (49%) of these progressed to higher education between 2008 and 2012. The London colleges provided an important opportunity for social mobility for students from deprived neighbourhoods in the capital as well as for those with low attainment at school. 15,450 of young students who were low attainers at school entered higher education by virtue of the second chance provided by London colleges. Of these, 60% got First degrees and 34% of them got First or Upper second class honours.

Between 2007-08 and 2011-12 the cohort size of level 3 achievers in London colleges increased in size by 10% representing a 33% increase in young students offset by a fall of 25% of students over the age of 25.

FE and Sixth Form Colleges in London are seen to cater for an increasingly deprived cohort. The findings show that of the cohorts of London college students, 77% come from deprived neighbourhoods and 61% are from BME groups. Coupled with the fact that the London colleges provide Level 3 opportunities for students who were low KS4 achievers at school, many of whom go on to progress to HE, this report reveals a significant role the sector has in the capital as a mechanism for social mobility

Rates of progression for London college students are higher than the all-England figures. Longitudinal tracking is able to trace the patterns of progression of FE and Sixth Form College students as they enter higher education one, two, three, four or five years later. For the first 2007-08 cohort tracked over 5 years, the final progression rate was **55%** compared to an all-England college rate of **48%**. Young London college students were progressing in the year immediately following gaining their qualifications at rates between **57% - 62%** until 2012-13 entry when it dropped to **45%** (compared to an all-England college rate for young students in 2012-13 of **37%**). Interestingly, the progression rate for London college students progressing to higher education in the year following achievement of their level 3 qualification increased from 15% in 2007-08 to 23% in 2011-12 entering HE in 2012-13.

The period studied in this report saw a 93% increase in the cohort size of Level 3 BTEC students in London colleges and by 2011-12, there were more BTEC students than A level students in the London FE and Sixth Form College cohorts. However, this increase in numbers also saw a decrease in the progression rates of BTEC students which dropped from **58%** in 2008-09 to **37%** in 2012-13. Of the cohorts of BTEC college students in London who progressed, 56% achieved a First degree (compared to 67% for all-England college student cohorts) and 14% achieved a lower HE award (compared to 10% for all-England college student cohorts). In addition, 36% of London college BTEC students in the study achieved a First or Upper Second class honours degree compared to 50% of all-England college students. It is clear from this that the issue of London BTEC college student progression to higher education is an important one for London universities and colleges, especially given the fact that a large proportion of BTEC achievers in the cohorts had been low KS4 achievers in school.

Entry to higher education in 2012-13, the year HE fees were increased, saw a doubling in all-England colleges of progression to HE in FE to 20%. In London, this figure only increased 6 percentage points to 14%, representing 2,500 students progressing from London colleges to HE in FE. There was also a 4% increase in progression to non-prescribed HE. Given the drop in progression in 2012-13 more needs to be known about this different behaviour by London college students, faced as they now are in the capital by increasing choice from competing higher education providers including FE Colleges, private HE providers, post ’92 universities and increasingly, corporate higher apprenticeships.

This London report is derived from a research project funded by BIS into the progression of students to higher education from all English FE and Sixth Form Colleges.

# 10. References

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1. The first report we commissioned was entitled the ‘Progression of ‘College Learners to Higher Education In London 2005 – 2010’, supported by another report on the ‘Progression of Apprentices to Higher Education in London 20014 – 10’. These are available on our website [www.linkinglondon.ac.uk](http://www.linkinglondon.ac.uk) [↑](#footnote-ref-1)
2. In this report the International Baccalaureate (IB) is grouped with A levels [↑](#footnote-ref-2)
3. In this report the International Baccalaureate (IB) is grouped with A levels [↑](#footnote-ref-3)
4. Technically, the SFA can fund prescribed HE and it plans to when specified as part of a higher apprenticeship [↑](#footnote-ref-4)
5. For an explanation of the difference between prescribed and non-prescribed HE please see page 14. [↑](#footnote-ref-5)