



PROGRESSION OF COLLEGE STUDENTS IN LONDON TO HIGHER EDUCATION 2007 to 2012

Sharon Smith, Hugh Joslin and Jill Jameson

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



Authors: Sharon Smith, Hugh Joslin and Professor Jill Jameson
Centre for Leadership and Enterprise, Faculty of Education and Health
University of Greenwich
h.d.joslin@greenwich.ac.uk
++44(0)20 8331 9487

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Linking London
Birkbeck, University of London
Egmont House,
25-31 Tavistock Place
London WC1H 9SF
<http://www.linkinglondon.ac.uk>

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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 report¹ 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.

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

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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; 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	<i>Prescribed higher education</i> – 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.

² In this report the International Baccalaureate (IB) is grouped with A levels

Levels	Qualifications
	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.

1.2 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

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.

2. 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).

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 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; 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 . 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

³ In this report the International Baccalaureate (IB) is grouped with A levels

⁴ Technically, the SFA can fund prescribed HE and it plans to when specified as part of a higher apprenticeship

Year	Policy developments
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)

Year	Policy developments
2011	<p>Aimhigher programme closes</p> <p>Foundation Degree Forward closes</p> <p>New Challenges, New Chances published (BIS, 2011)</p> <p>Students at the Heart of the System - the Higher Education White Paper published (BIS, 2011a)</p> <p>First Specification of Apprenticeship Standards in England (SASE) including higher apprenticeship standards published (BIS, 2011b)</p> <p>Educational Maintenance Allowance(EMA) ends</p> <p>Introduction of 16-19 bursaries</p>
2012	<p>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</p> <p>Part-time higher education loans start with no student number controls on part-time numbers</p> <p>National Careers Service formed - statutory responsibility for impartial careers advice passes to schools</p> <p>YPLA replaced by the Education Funding Agency (EFA)</p> <p>Richard Review of Apprenticeships published (Richard, 2012)</p> <p>Higher Apprenticeship Fund projects start</p> <p>Employer Ownership Pilots start</p> <p>Marked decline in part-time HE numbers down 42% from 2008 figures (Oxford Economics, 2014, p. 10)</p>
2013	<p>24+ Advanced Learning Loans start for Access courses and non-prescribed HE</p> <p>New SASE document setting out new standards for higher apprenticeships at Levels 4, 5, 6 and 7 published (BIS, 2013)</p> <p>Participation age raised to 17</p> <p>Study Programmes introduced for all 16-19 year olds</p>
2014	<p>Participation age raised to 18</p>

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.

3. 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

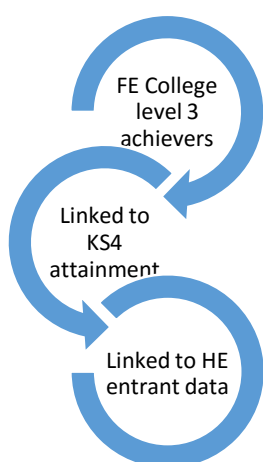
Changes to the way data is recorded for different academic years requires data cleaning to ensure standardisation of coding and classifications systems. For example, ethnic group classifications changed in 2011 and a decision was taken to map ethnic groups for 2011 to reflect the previous classification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

4. 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

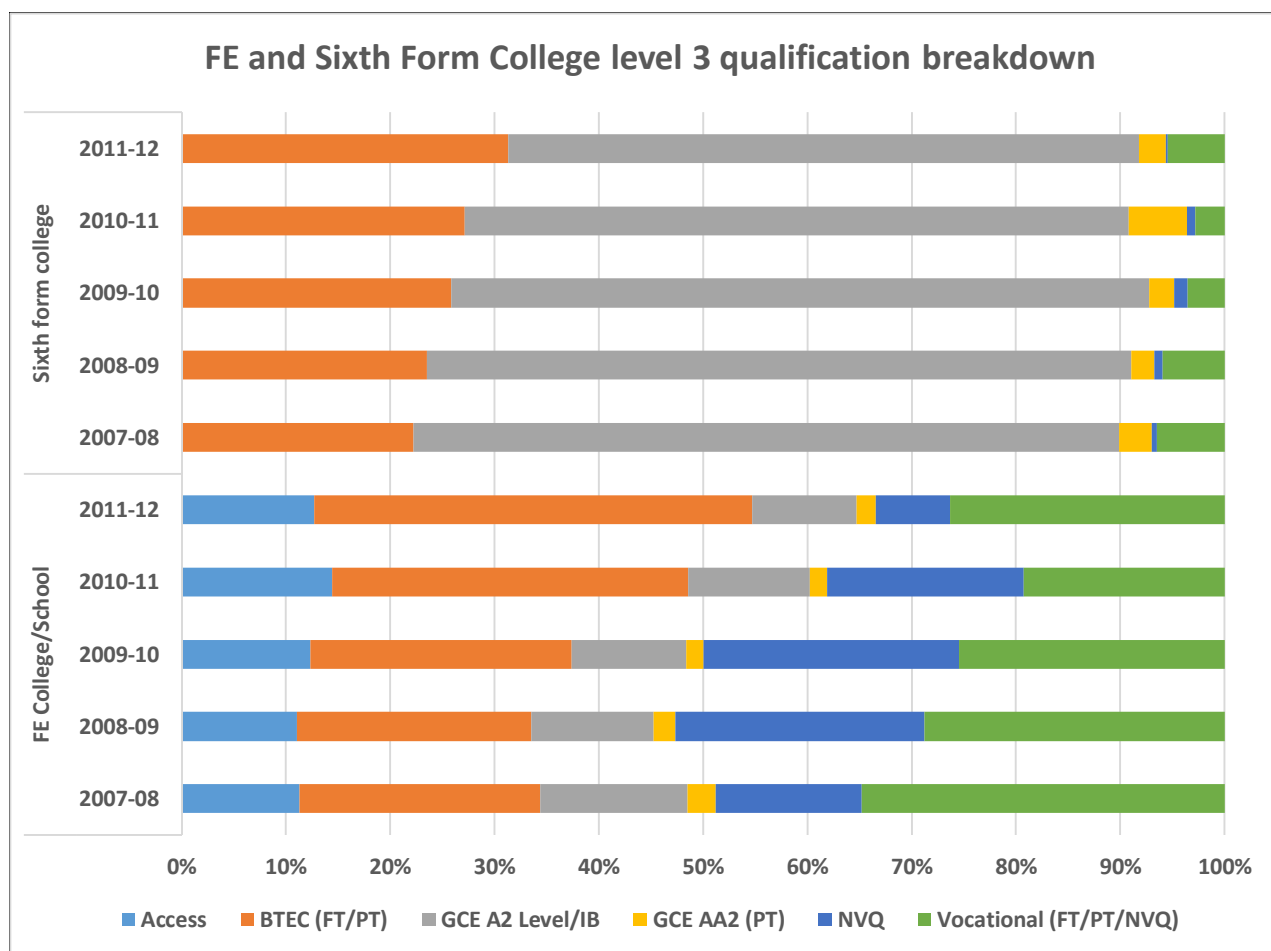
Table 6 shows that students in London FE Colleges and Sixth Form Colleges grew at a similar rate with Sixth Form Colleges seeing slightly higher growth in numbers.

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%

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
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%

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
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

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	
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%

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
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%

Borough	Access	BTEC	A Level/ AS/IB	NVQ	Other Vocational
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

Sector skills	2007-08	2008-09	2009-10	2010-11	2011-12	Change 2007-2011
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%

Ethnic group	% of total by cohort year					Population number change	% change
	2007-08	2008-09	2009-10	2010-11	2011-12		
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

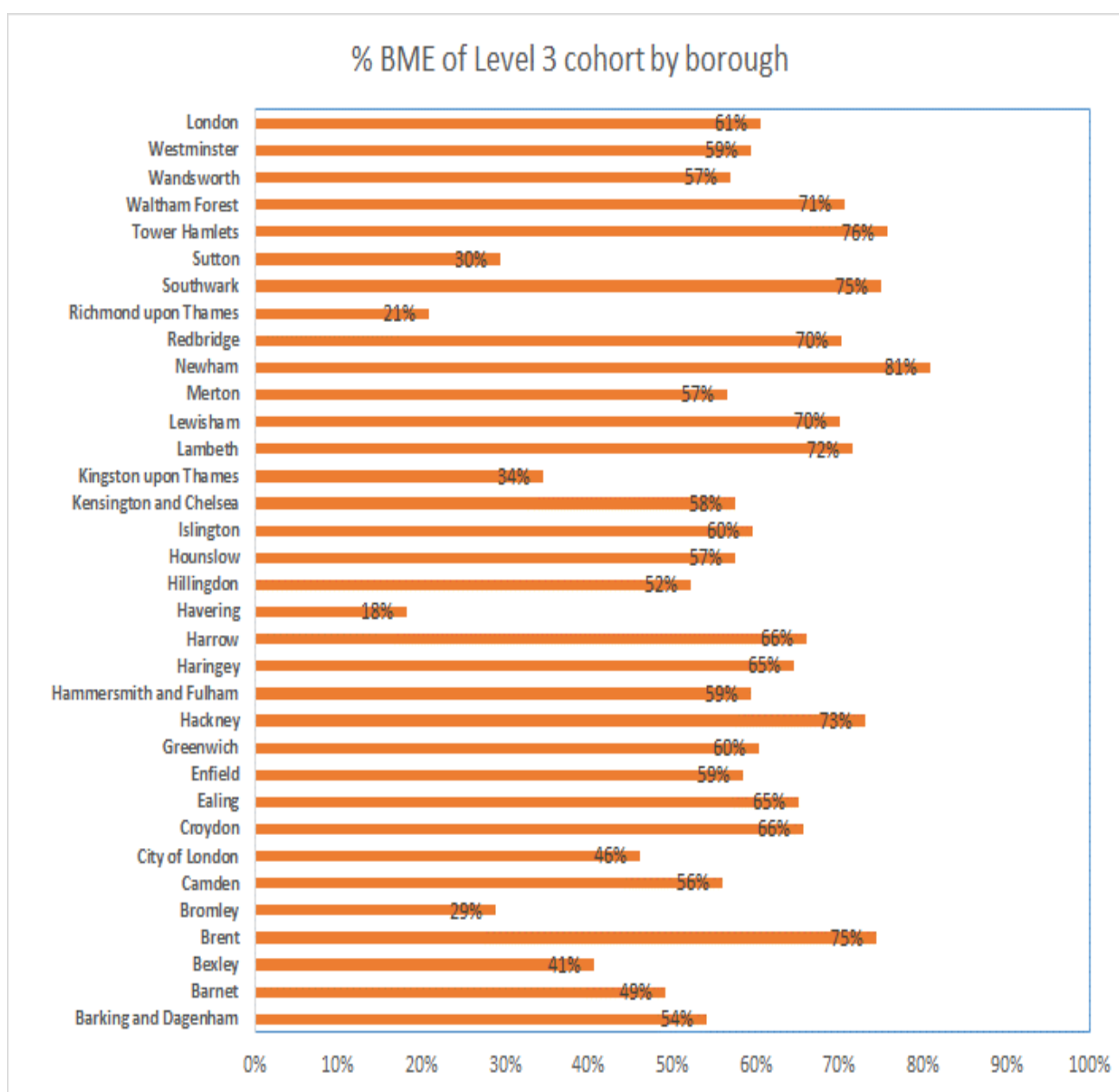
Ethnic group	Cohort population	17-19	20-24	25 plus
Asian or Asian British - any other Asian background	9255	61%	15%	24%
Asian or Asian British –Bangladeshi	8245	78%	8%	14%
Asian or Asian British –Indian	11365	69%	8%	23%
Asian or Asian British –Pakistani	7570	76%	10%	14%
Black or Black British - any other 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%

Ethnic Group	Qualification type	2007-08	2008-09	2009-10	2010-11	2011-12
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%

Ethnic Group	Qualification type	2007-08	2008-09	2009-10	2010-11	2011-12
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

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
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				
			Numbers							HE immediate progression	% Immediate HE progression	All tracked to date		
												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 HE⁵

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.

⁵ For an explanation of the difference between prescribed and non-prescribed HE please see page 14.

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%

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
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.

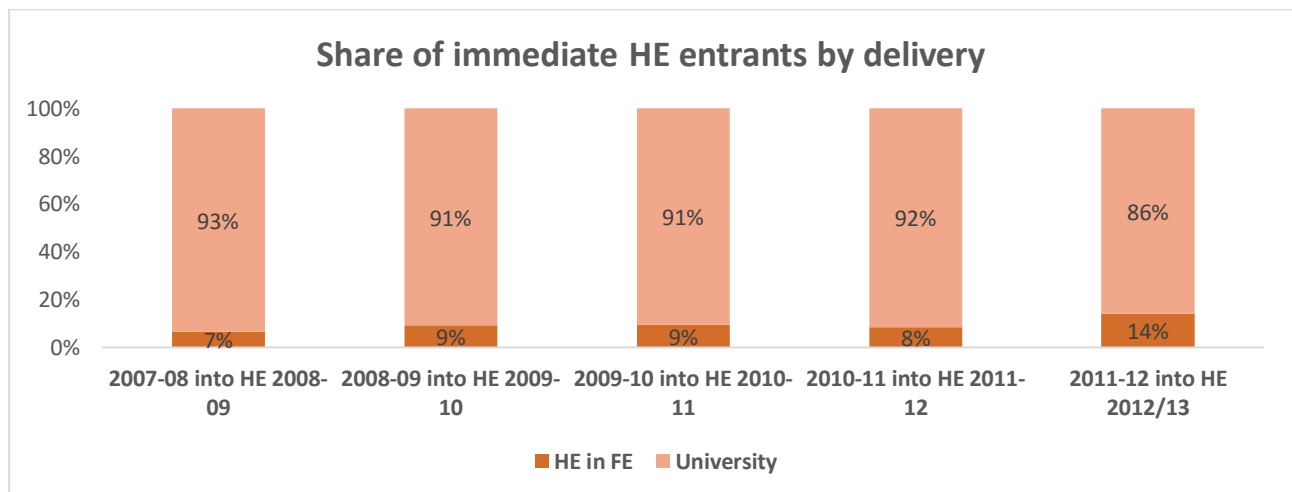
Table 24: Immediate HE progression by FE college Level 3 qualification type

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%).

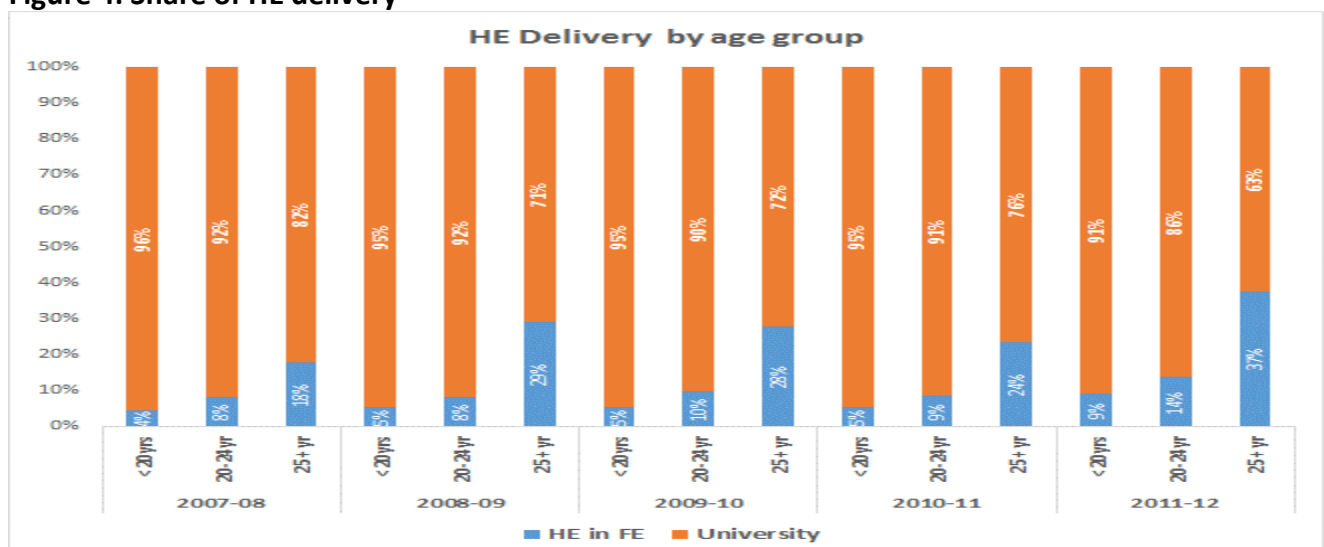
Figure 3: Share of HE delivery



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%.

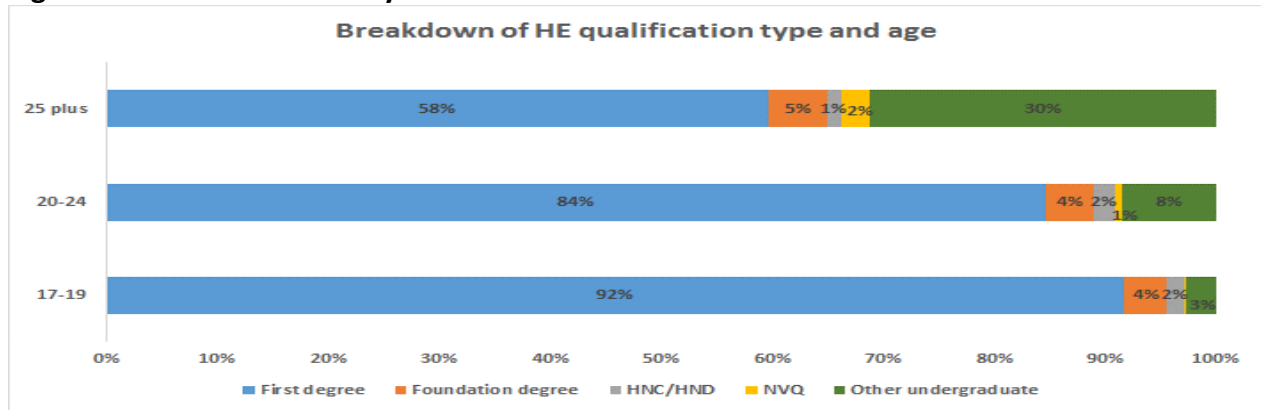
Figure 4: Share of HE delivery



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
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 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
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	First degree	52%	44%	45%	47%	43%

FE course Type	HE qualification level	FE Level 3 cohort - % breakdown of HE level				
		2007-08	2008-09	2009-10	2010-11	2011-12
Vocational	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.

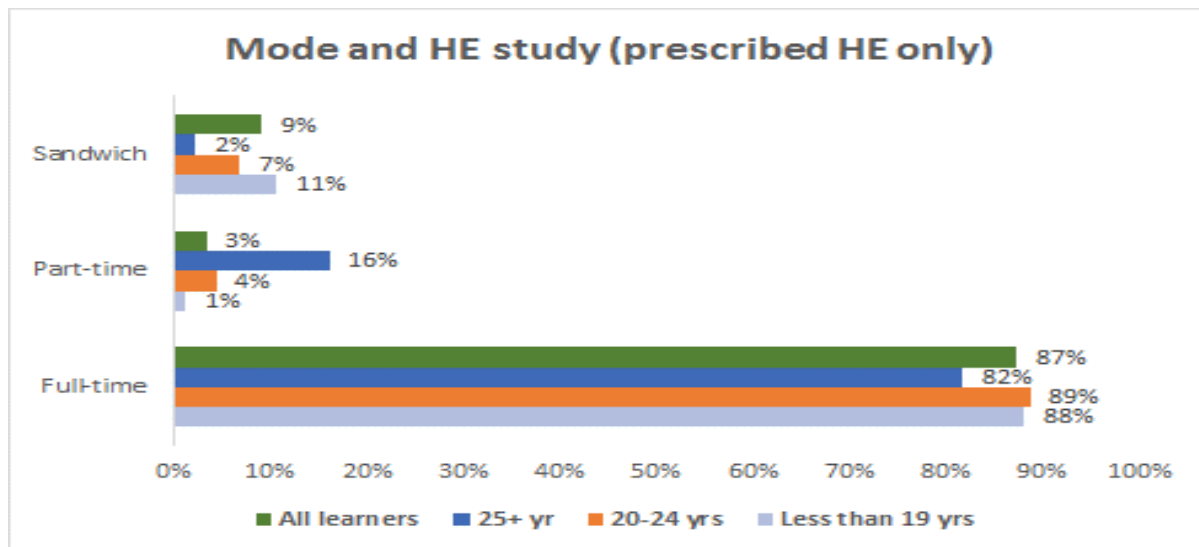
Table 28: HE qualification level by FE college Level 3 qualification type

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%

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

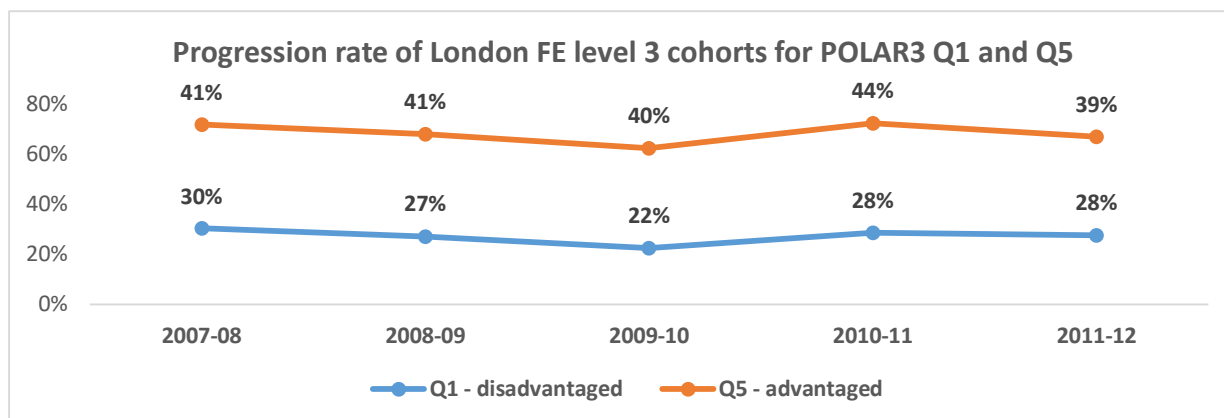
Ethnic group	2007-08 into HE 2008-09					2011-12 into HE 2012-13				
	17-19					17-19				
	Access	BTEC	GCE A Level/IB	NVQ	Other Vocational	Access	BTEC	GCE A Level/IB	NVQ	Other Vocational
Asian or Asian British - any other Asian background	73%	72%	76%	33%	8%	67%	44%	29%	8%	32%
Asian or Asian British – 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%

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 – 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

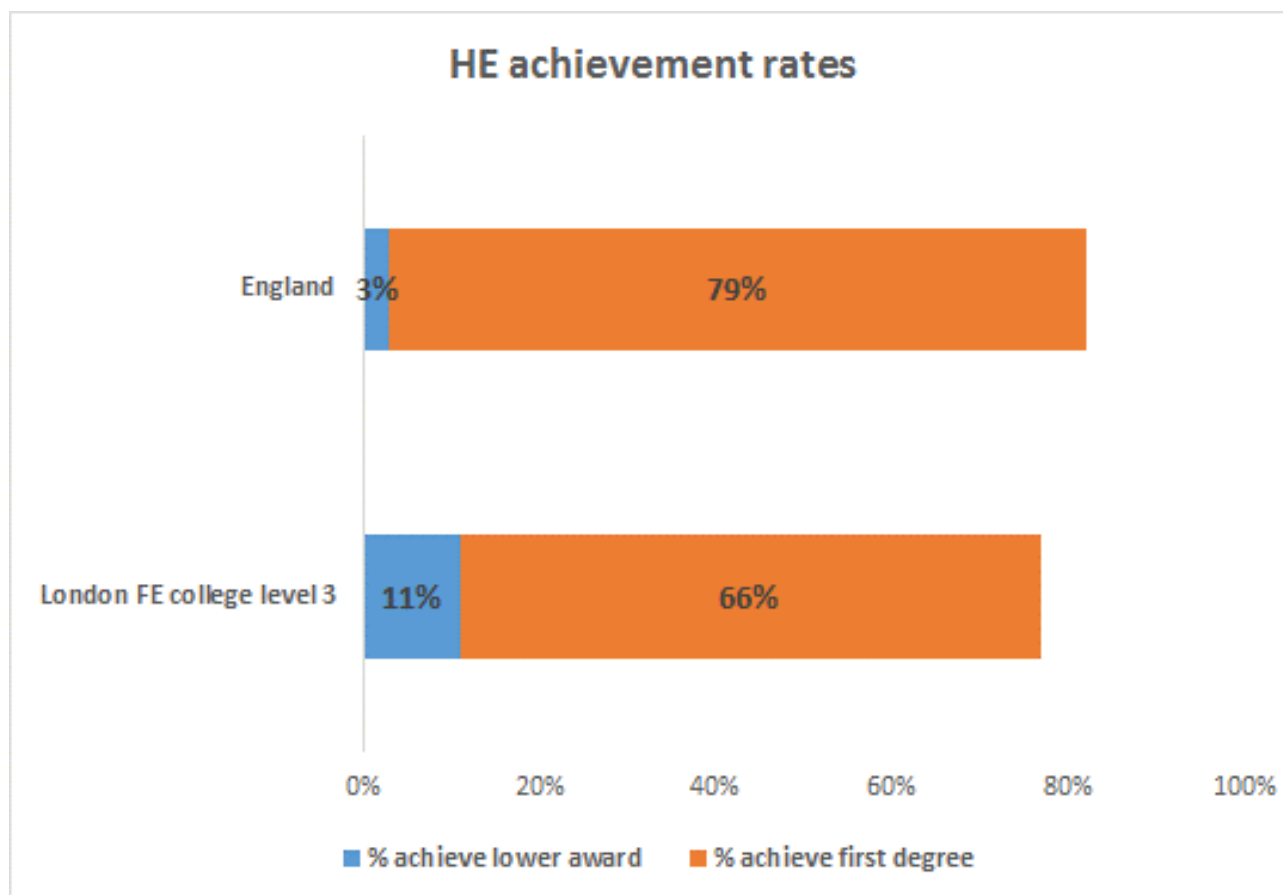


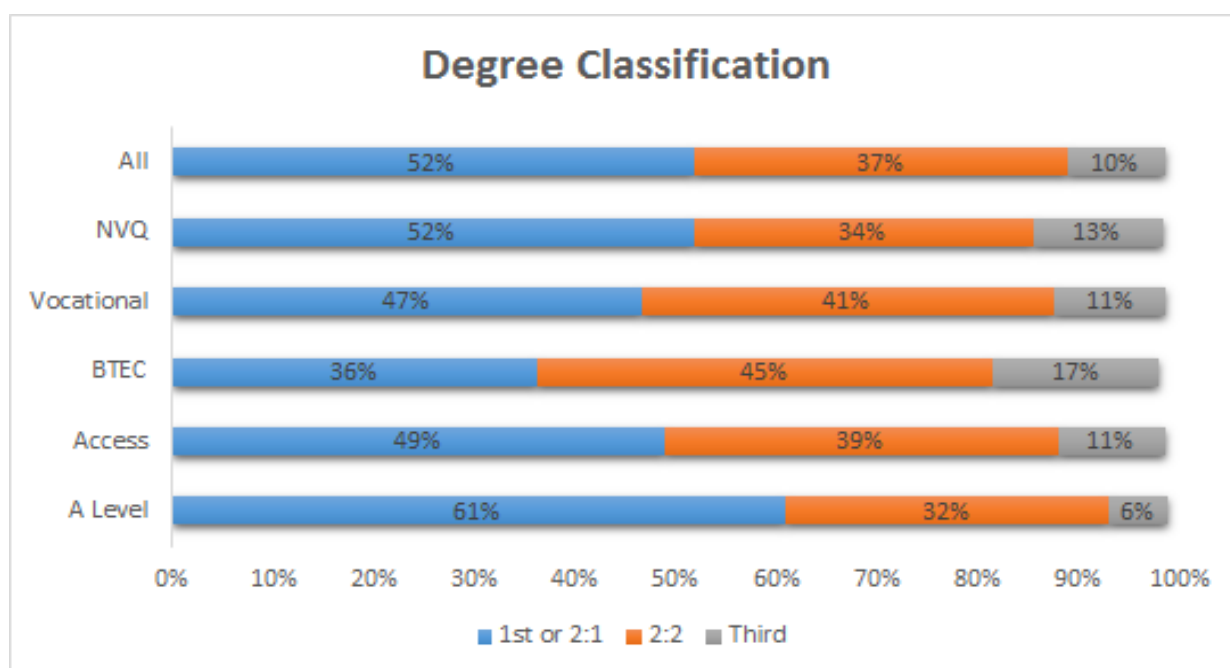
Table 39: Achievement of 2008-09 and 2009-10 full-time first degree entrants

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.

7.1 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).

7.2 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.

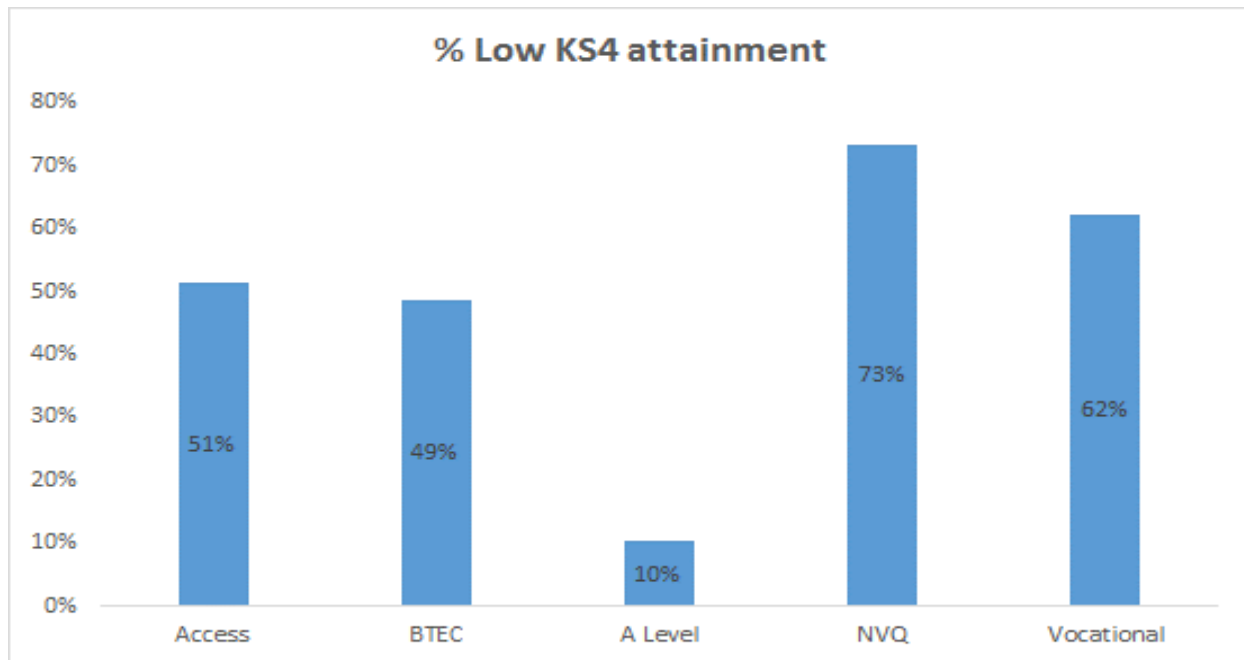
In order to link KS4 attainment data to as many of the Level 3 cohort as possible and to ensure that the same KS4 metrics were available, the linked cohort was restricted to young students under 20 and three years of cohorts were linked back to school attainment datasets (2008, 2009 and 2010). Table 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%

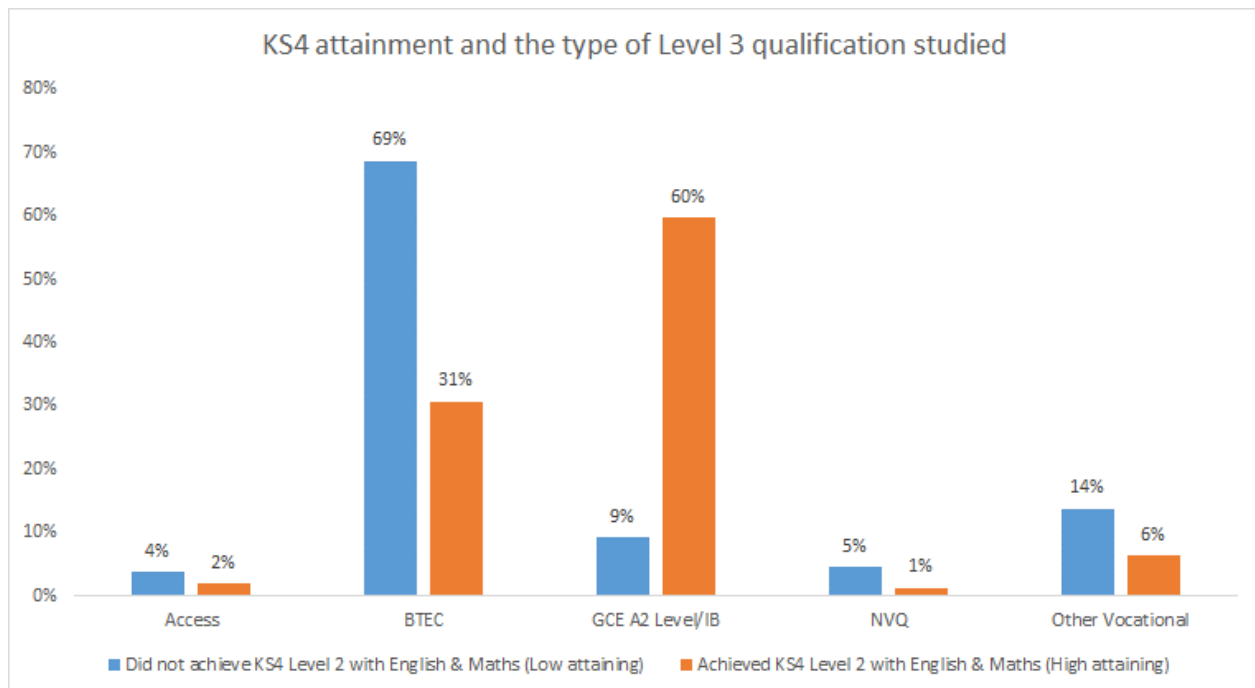
Not surprisingly, most of those students who studied A Levels in FE colleges had attained Level 2 including English and Maths but the chart in Figure 10 shows that a considerable proportion of students studying other FE qualifications had not attained this level, for example, 62% of vocational Level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

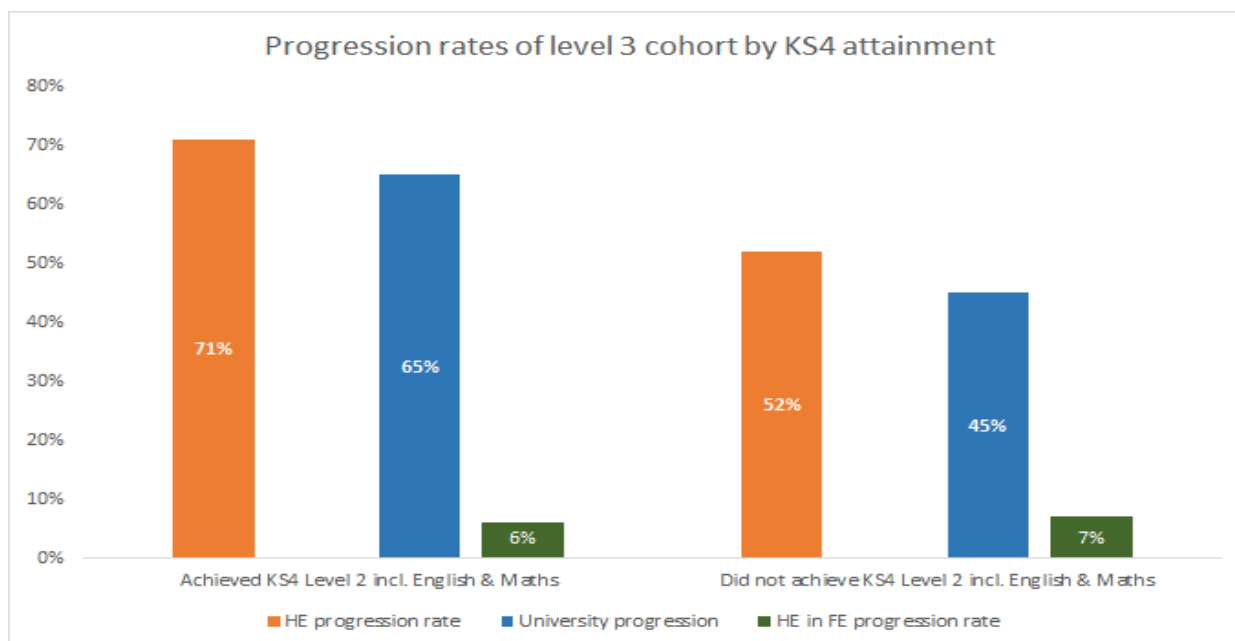
Figure 11: FE qualification breakdown by KS4 attainment group



7.3 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%

7.4 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%

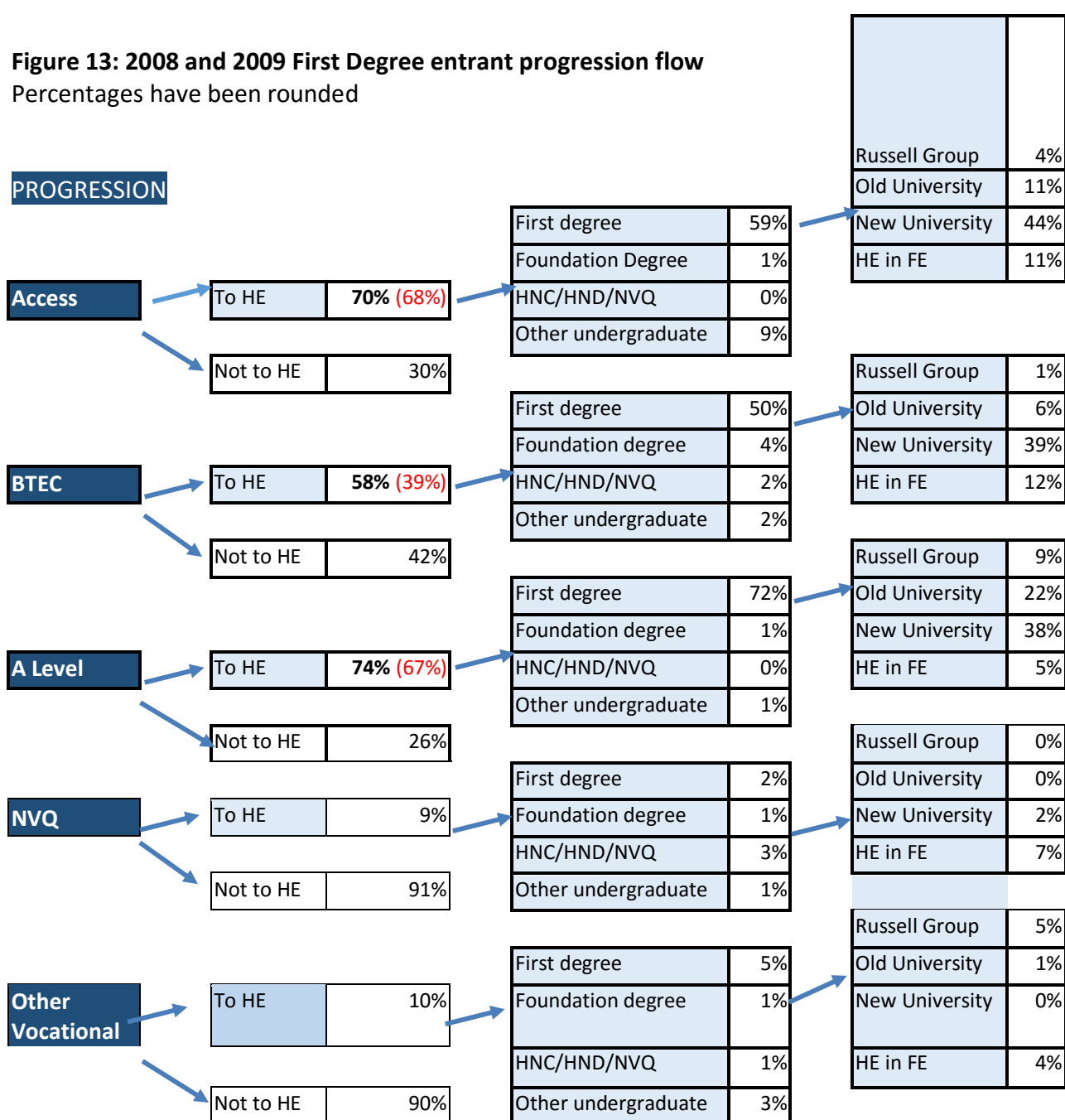
8. London progression summaries

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.

8.1 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.

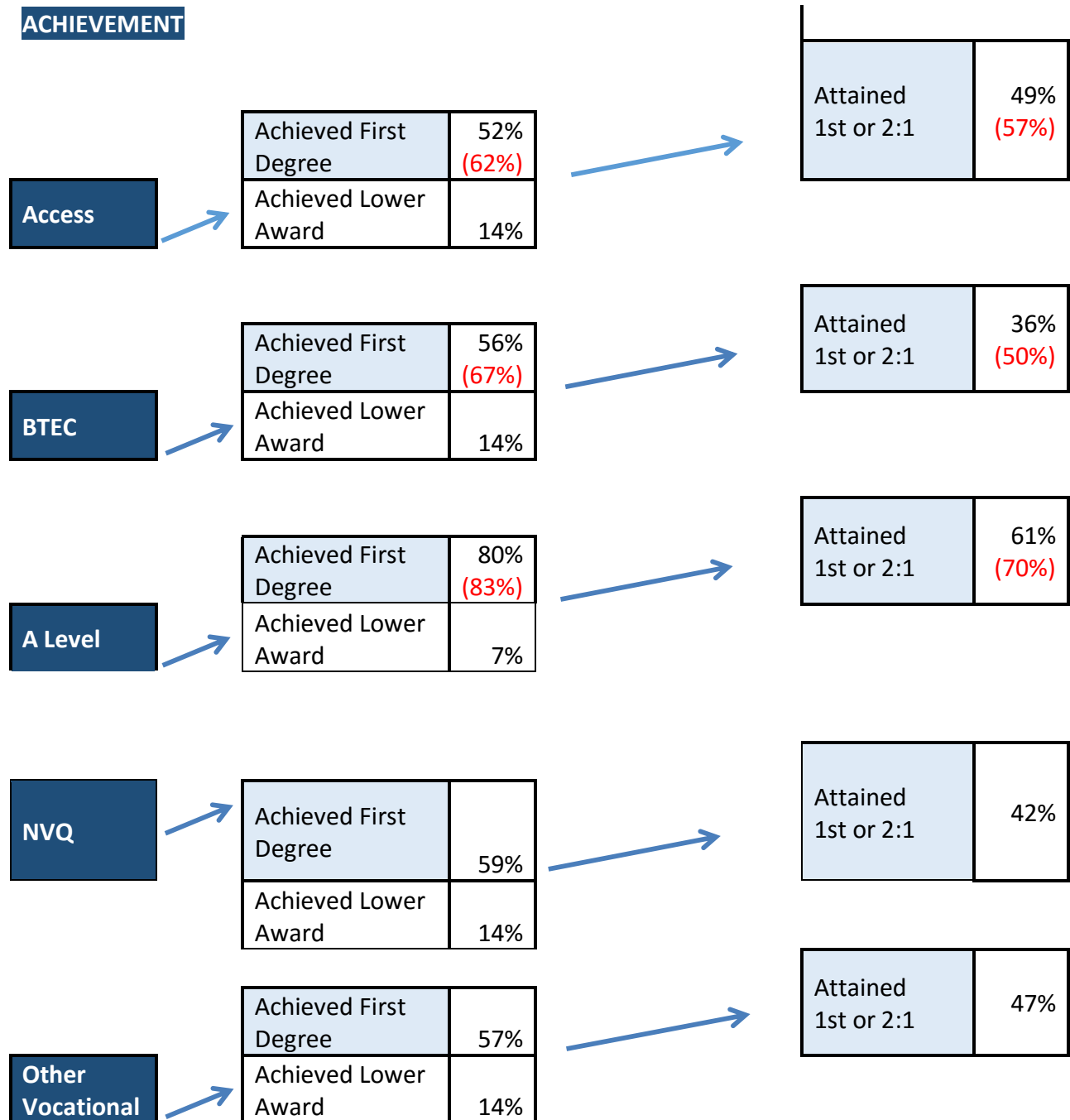
Figure 13: 2008 and 2009 First Degree entrant progression flow
Percentages have been rounded



8.2 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)



8.3 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.

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