

# *The Higher Education Journey of Young London Residents*



**LONDON  
COUNCILS**

This report has been developed in partnership with London Councils, Young People's Education and Skills

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# Table of Contents

1. Introduction .....	2
1.1 Scope of the report.....	4
2. Executive Summary .....	6
<i>Progression to higher education</i> .....	6
<i>Student retention, achievement and graduate destination</i> .....	7
<i>Ethnicity</i> .....	8
3. Progression to higher education in London.....	9
3.1 Number of young London residents progressing to higher education .....	9
3.2 Numbers progressing to higher education by London borough.....	12
3.3 Student profile .....	14
<i>Age on entry to higher education</i> .....	14
<i>Gender</i> .....	17
<i>Ethnicity</i> .....	18
3.4 Socio-economic background of young entrants to higher education .....	22
<i>Parental occupation of young entrants</i> .....	24
<i>Prior parental participation in higher education</i> .....	24
3.5 Higher education profile.....	25
<i>Higher education destinations by university group</i> .....	27
<i>Higher education destinations of young London residents</i> .....	30
<i>Higher education subject of study</i> .....	32
<i>Qualifications for entry to higher education</i> .....	34
4. Student retention and achievement .....	35
4.1 Student retention .....	35
<i>Continuation after entry</i> .....	35
4.2 Student achievement .....	38
<i>Higher education qualifications obtained</i> .....	38
<i>Analysis of degree class achieved</i> .....	39
5. Post-study destinations .....	43
5.1 Employment destinations of young London residents.....	43
5.2 Employment destinations by Standard Occupational Classification .....	47
5.3 Employment destinations by Standard Industrial Classification .....	50
5.4 Graduates undertaking further study.....	52
6. Conclusions.....	53
7. Appendix.....	55
<i>Appendix A. Explanation of terms</i> .....	55
<i>Appendix B: References</i> .....	57
<i>Appendix C: Methodology</i> .....	59
<i>Appendix D: List of HEIs by institutional group</i> .....	61
<i>Authors</i> .....	63

# 1. Introduction

A warm welcome to this the seventh report in the series providing analysis and insight into the higher education journey of young London residents as they progress from 16 to 18 institutions and into higher education and beyond. As with its predecessors this report explores and discusses not only various aspects of achievement in higher education, but also provides a commentary on graduate employment in the context of higher education and employment opportunities in London.

Our report is launched amidst the impact of COVID-19 and the consequences of lockdown. This year, young people's journey to higher education has been a difficult one. Alongside personal tragedies, the effects of school closures, unique assessment arrangements, deferred university starts, and the weight of the exceptional circumstances we are living through will remain with us for some time. Even though the world in which we are publishing this report is truly different, we continued the job we started seven years ago so the evidence this report presents can contribute, in a small way, to the vital work of recovery and renewal.

As far as possible we have tried to keep the structure and layout of this year's report consistent with previous reports to encourage on-going dialogue and an exploration of both the data and commentary across the series of reports.

The two ever present features of "The Higher Education Journey of Young London Residents" are first, the extensive use of a number of different quantitative data sources notably the Higher Education Statistics Agency and the Destinations of Leavers from Higher Education data and second, the data commentary provided by the report's authors which are included in all sections of the report. Together these two aspects provide the main structure for the report. The data presentation also incorporates a range of tables and graphics to highlight and inform the report's main arguments and findings.

Data on the numbers of young residents, and their characteristics, progressing to



higher education from London has always been of significant interest to London local authorities. One important reason for this is the watching brief boroughs have on widening participation and ensuring access to higher education is a reality for all young Londoners.

London has long been recognised as an area of high graduate employment in comparison to other regions. The projection of growth in the number of professional, managerial, associate professional and technical jobs, and the move towards a knowledge-based service economy can be seen in the employment figures explored in the “Post study destinations” section of this report. When reflecting on the uncertainties facing the global labour market and the London economy, this section of the report, unlike its predecessor reports, is now a baseline rather than a predictor of trends.

As in previous years, this research was undertaken to develop and contribute towards a better understanding of the pattern of progression to higher education of young London residents and their achievement and progression on completion of higher education qualifications into employment or other destinations. Our hope is that the rich seam of data this report presents will also support the work of reimagining and renewing our city, making it a home for all the people of London.

A handwritten signature in black ink, appearing to read 'John Storan', with a stylized, flowing script.

Professor John Storan

## *1.1 Scope of the report*

Using data from the Higher Education Statistics Agency (HESA), this report focuses on young people aged 18-24 whose home addresses are in London. The most recent data available is for the academic year 2018/19. Time series data is also used to illustrate trends over a twelve-year period. In addition, the data from 2017/18 is highlighted in the analyses as the last report in this series concentrated on 2016/17, so there is two years' worth of new data to examine.

The data provides information on the progression to higher education (HE) of young people in their first year of study at a UK Higher Education Institution (HEI) on a full or part-time, first or undergraduate degree. These students are referred to as young London residents throughout.

For each report, we examine a particular aspect of the data in more detail and for this year, we are looking at inequalities in the HE participation, achievement and graduate employment by ethnicity. We presented some initial findings at the 2016 report launch event and this section builds on this and provides more detail and insight for these cohorts.

The report analyses progression and examines student characteristics such as age, gender and ethnicity, mode of study, type of HEI attended (institutional group), HEI location, and most popular subjects studied as well additional data on student entry qualifications. In addition, some of the analyses focus on the local authority level. Through the report we have excluded the City of London as there are too few learners coming from the borough which can skew the analysis and may lead to the identification of individuals.

There is a section on social mobility, including time series data from the Index of Multiple Deprivation (IMD) on the socio-economic status of young Londoners in HE and parental experiences of higher education. The report also includes 2018/19 data on progression to HE by IMD Decile.

The report goes on to look at the retention and achievement of young London residents who completed higher education qualifications in 2018/19 in terms of continuation rates following entry, types of higher education qualification obtained, and the degree classification achieved.

The final section of the report examines the outcomes of higher education. This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, and the most recent detailed data available is for students who completed their higher education studies by the end of the academic year 2016/17. The initial phase of the DLHE survey is conducted six months after graduation, so it is an early snapshot, and many students will not have settled into employment six months after completing their studies.

For those initial non-respondents, a follow-up survey is conducted after a further six months. As it is a survey, the validity of the results are dependent on responses. Nationally, the DLHE response rate is approximately 78%. One important point is that the DLHE sample is not the same cohort as the progression cohort. This is because the DLHE cohort contains all students who completed their course of study in 2016/17, and students would have had different starting points depending on the length of the qualification they studied.

Using DLHE data enables the report to provide information about student destinations post-completion (employment and/or further study). It further examines employment destinations which enables the report to provide a picture of the employment of young graduates from London.

This is the final year of the DLHE survey as it stands now, and it will be replaced by The Graduate Outcomes survey, which will look at the picture of graduates 15 months after graduating. This will be a more robust measure, as graduates will have most likely settled

into employment more in line with their degree course. However, this will mean that for future reports, time series data regarding employment outcomes will not be comparable. Further detailed information about the methodologies used is presented in Appendix C.

## 2. Executive Summary

### **Progression to higher education**

We continue to see a growing number of young London residents progressing to HE, as the figures for 2017/18 are the highest since reporting began. However, although there was a small dip in numbers in 2018/19, this still represents the second highest figure recorded over the twelve year period.

This year we also matched the HESA data with underlying population data from the GLA so that we could see the proportions of young London residents attending HE for the first time out of the potential pool of those aged 18 to 24. This shows an interesting pattern and that the proportions of young London residents entering HE are increasing also, from 8.25% in 2011/12, peaking at 9.14% in 2017/18 and decreasing slightly in 2018/19 with 9.02%. The London averages however mask considerable variations at borough level. Here, when we look at the proportions of young London residents entering HE we can see that over the last five years 4.64% of young Londoners from Islington go into HE, compared with 13.69% from Harrow.

The largest increases in participation have been in the 18-year-old age group studying full-time programmes, which is a longstanding trend. Conversely there are slightly fewer aged 19 entering HE in the last two years of data. This is a new trend, and it reinforces that most young Londoners enter full time HE at 18. It is important to recognise that related to this is the decline in the number of part-time learners, which we have seen since reporting began in 2007/08.

The gender gap remains steady over time and stands at 53.7% female and 46.24% male entrants for 2018/19. This however masks gender differences at subject area level.

Analysis of socio-economic data indicates that young HE entrants in London are from

a wide range of socio-economic backgrounds, and when looking at the time series of young London residents entering HE by the Index of Multiple Deprivation (IMD) we can see very little change over time. Our previous report looking at data from 2015/16 noted that for the first-time young London residents whose parents had not gone to HE outnumbered those whose parents had. Since then the numbers of those who go to HE with parents who have also done so has increased, although the gap remains very small.

The report examines the progression of students from 16-19 institutions in London, and in 2018/19 the greatest increase has been for students progressing to HE from school sixth forms with 56.5% doing so, which continues the trend seen over the last few years. There has been a corresponding downward trend of those entering HE from FE colleges. Increases in HE progression continue to be primarily to Russell Group and pre-92 HE institutions, although the largest number of students in London still progress to post 1992 institutions.

The largest proportion of young London residents stay in London for their studies, with 46.6% doing so in 2018/19. When we examine this by age, we find that those over 21 are more likely to stay in London for their university studies, with 60.5% remaining in the capital.

There has been little change in the degree subjects with the highest numbers of students opting to study Business Studies, Psychology, and Computer Science, which has remained the same since 2015/16. Most learners studying Business Studies do so at a post-92, with 50.56%.

This is the first report with learners who are now on the reformed UCAS tariff points system. While the tariff scores of young London residents are in line with the national picture, the differences between the old and new system means we have been unable to conduct a time series for this metric.

## **Student retention, achievement and graduate destination**

Although it has not been possible to calculate the completion rates of students, we have included continuation rates – students who are still on their HE course one year after entry - which is regarded as a strong indicator of the likelihood of students completing their HE course. The data shows that in 2018/19 86.6% of young Londoners who started a course of HE study in 2017/18 were still on their courses one year later, at the same institution.

There has been an increase in the awarding of 2:1 degrees in 2018/19 with just over 2,200 being awarded, an increase of 4.5% compared with the previous year. Trends over a ten-year period indicate significant increases in students achieving first and upper second-class degrees with a consequent decrease in lower second class honours and third-class honours.

When we examine the data of those obtaining a good degree in the 2018/19 academic year, we can see that those learners with an International Baccalaureate Diploma (IB) are the most likely to obtain a good degree with 86.8% of them doing so. The next largest category are those with A/AS levels with 81.3%. Conversely, those learners with a level 3 diploma are the least likely to get a good degree with 52.4% doing so.

The HESA Destinations of Leavers (DLHE) survey data also shows an improving employment picture for young London resident students six months after they completed their studies in 2016/17. This year's data will be the last year of the DLHE and has been replaced by the Graduate Outcomes Survey. The data shows that over 68.1% were in employment or due to start work six months after completing their programmes, and just under 70% were employed in senior managerial and directors, professional, associate professional and managerial roles, which would be regarded as graduate jobs.

In addition, the 2016/17 data allows us to examine salary ranges for those in employment. For young graduates in full-time jobs, the typical starting salary would range between £20,000 and £30,000 annually and for part-time jobs, the salary would typically be less than £15,000.

In terms of job roles, there has been an increase of 3% on the previous year, with just under 71% on the previous year of young London resident graduates in 2016/17 subsequently employed in Professional or Associate Professional & Managerial Occupations six months after graduation.

The largest number of young London graduates are employed in Business and Public Service Associate Professional occupations. There are also many recent graduates employed as Health Professionals, Sales Occupations and in Professional and Associate Professional roles associated with Health and Social Welfare, Teaching, Research and Science & Technology.

Finally, we found that just over 23% of young London residents continued their HE journey and progressed into further study, an increase of 1% on the previous reporting period.

## **Ethnicity**

This year, our special focus has been a concentration on ethnicity data to drill down into some of the main analyses throughout the report. The ethnicity data shows that participation has increased across most ethnic groups, but the largest group – White students – has decreased over the reporting period with 43.19% in 2007/08 compared with 36.29% in 2018/19.

When we used the underlying population data to examine the ethnicity of young London residents going into HE, we found that over a seven year period of combined data (2011/12 to 2018/19) that the largest group of young Londoners who enter HE identify as Black British (African) with just over 20% doing so. This is followed by 12.5% of young Londoners who identify as Black Caribbean, 11.6% Bangladeshis, roughly 10.6% of Asian (Indian), 10.3% of other Asian backgrounds, the same of Asian (Pakistani), 9.5% of mixed race, 6% of White learners and 3.2% of Chinese.

However, high levels of engagement aren't uniform with regards to type of institution. We found that those from BAME backgrounds are less likely to attend Russell group institutions (53%) and specialist colleges (51%), instead these groups are more likely to attend a post-92 former polytechnic with over 71% doing so.

When we look at the ethnicity of young Londoners and their previous institutions, we can see that Indian, Chinese and White learners are much more likely to come from school sixth forms, and that those who are Black British, African, Caribbean or from other Black backgrounds, are less likely to come from a school sixth form, and more likely to enter HE from an FE College or other setting.

With regards to participation rates and socio-economic status, we see that there are far more white learners coming from the least deprived areas, and those that come from the most deprived areas are majority BAME learners.

There are differences too with continuation rates and those graduating with a good degree as 83.7% of white learners do so, compared with 60.8% of Black British (African) learners.

When we examine the graduate destinations by ethnicity, we found that the proportion of graduates obtaining full-time work ranges from 55% for White and Indian students through to 44% to those identifying their ethnicity as 'Other'. Conversely, the variation in unemployment rates is more marked in that the rate for Pakistani graduates (9.2%) is double that of White students (4.4%).



# 3. Progression to higher education in London

## *3.1 Number of young London residents progressing to higher education*

The numbers of young Londoners progressing to higher education<sup>1</sup> in 2017/18 are the highest since this research began, with 69,845 young Londoners progressing to HE. However, in 2018/19 there was a small dip in numbers, with 69,480 entering higher education for the first time, although this figure is still higher than the 2016/17 numbers which were the basis for the last report.

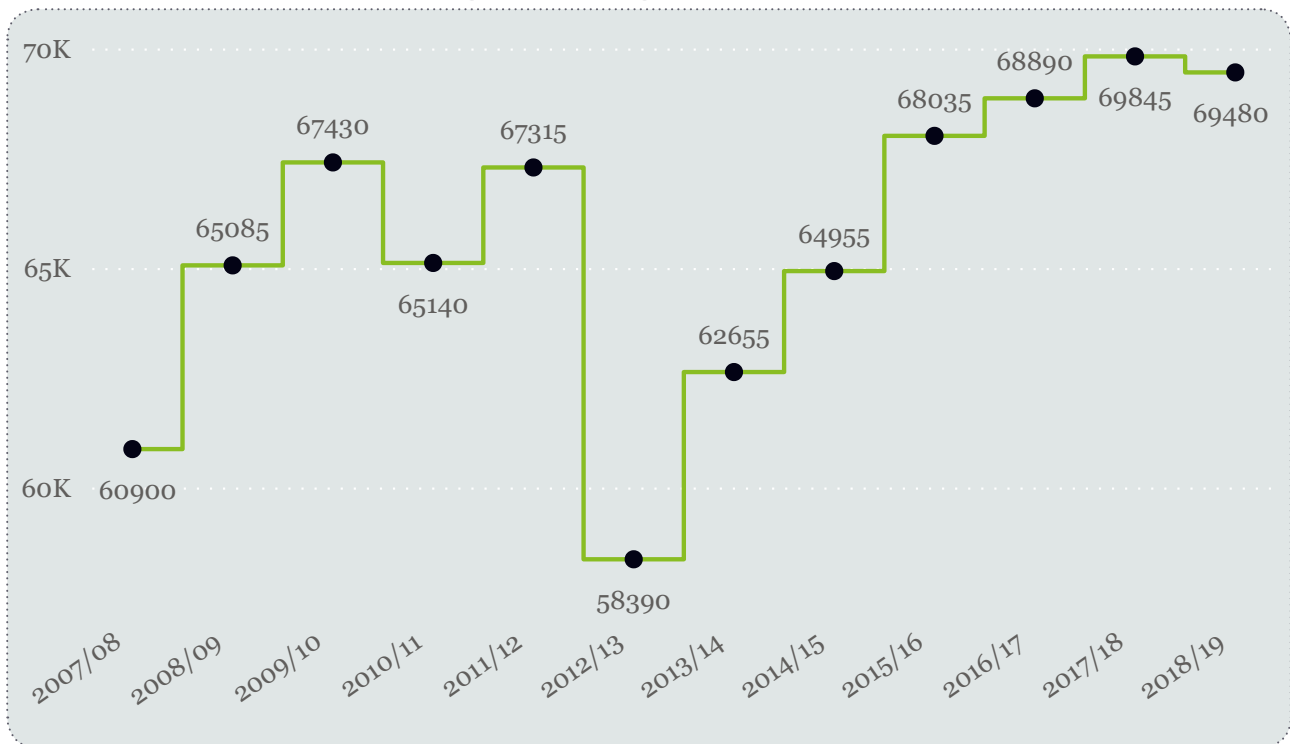
Progression in London had been generally increasing year on year up to and including 2009/10. There are two historical drops in the student numbers progressing, firstly in 2010/11 due to the introduction of tuition fees of £3,250 p.a. Numbers progressing to HE dropped significantly in 2012/13 with a reduction of 9,000 young Londoners progressing to HE in that year, when fees went up to £9,000 per year. This represented a 13% drop in raw numbers compared with the previous year. Numbers began to recover over the following four years, but the London average masked considerable variation in recovery at London borough level.

The increase in young London entry rates for 2017/18 is in line with the national trend, which has seen year on year increases into HE since 2012/13, as is the slight dip in numbers for the 2018/19 year. Nationally, there was a dip of 0.6% of applicants (of all ages) and the fact that since 2016 there has been a fall in the numbers of those 18 years

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<sup>1</sup> Young people aged 18-24 with home postcodes in London who progressed to their first year of higher education study on a full or part-time, first or undergraduate degree at a UK HEI

**Figure 1:** Young London Progression to HE 2007/8 - 2018/19



old (by 3.6%) has been cited as the probable cause of this overall reduction.<sup>2</sup>

Of course, these trends in Figure 1 simply show the raw numbers of learners entering HE, which is often heavily affected by the numbers of 18-24 years olds in London. That is to say without understanding how many potential learners there are in London it is difficult to examine whether these raw numbers are a good indication of progression into HE, or not.

For the first time in this series of reports we have underpinned some of the analyses with underlying population details to create a more thorough understanding of young London residents participation in HE as well as a more detailed look at the characteristics of these learners. The following analysis takes census based population projections that have been developed by the Greater London Authority (GLA) using census and other data from the Office for National Statistics (ONS). These population data sets also break down the population by age, gender and ethnicity. We then use these figures as a baseline so we can work out what proportion of young London residents are going into HE as opposed to a simple head count. From the following Figure 2 we can see that the proportion of 18-24 year olds changes considerably throughout the years under investigation. Due to the availability of underlying data regarding the population estimates of young London residents, this time series begins in 2011/12 and contains eight years of data.<sup>3</sup>

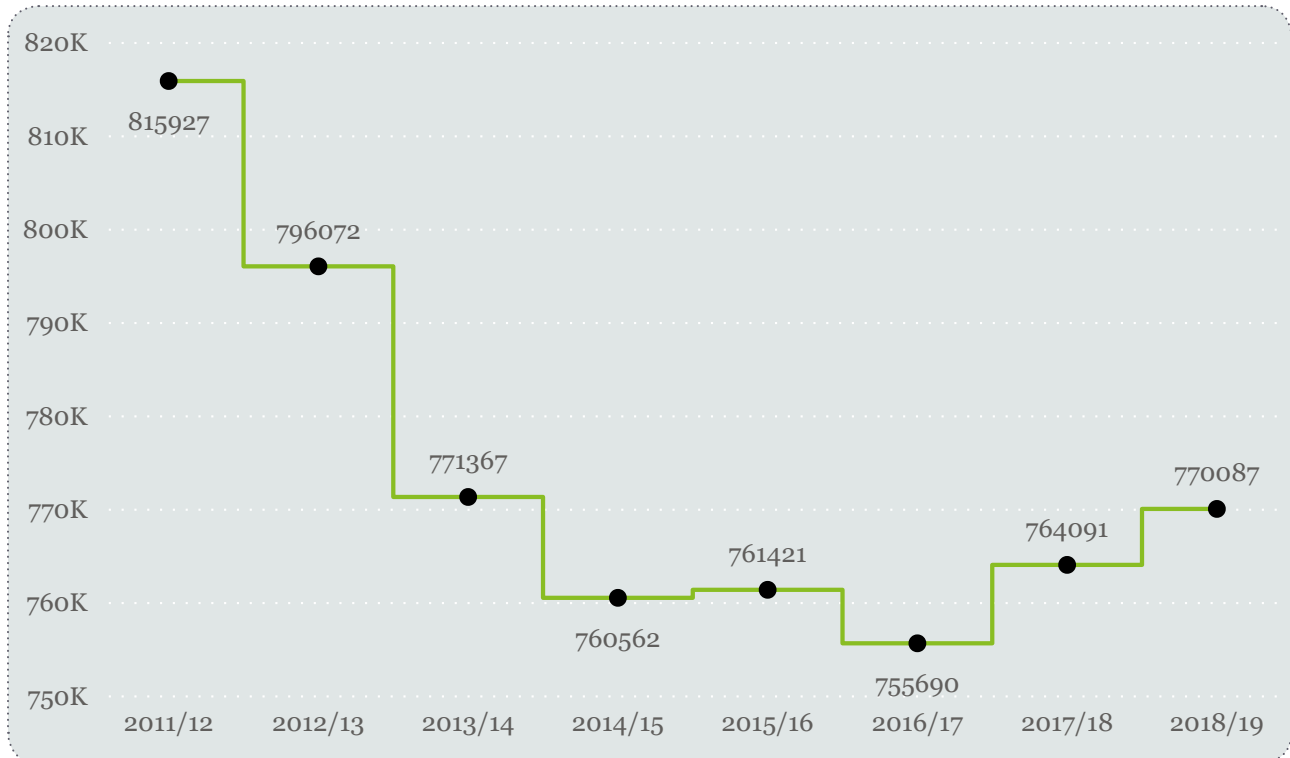
The following Figure 2 shows the variance in the underlying numbers of 18-24 year olds in London, which we are using as the baseline to calculate the percentage of young London residents moving into HE. Since 2011 there have been significantly decreasing numbers of those aged between 18 and 24 in London, with a reduction of 46,000 young Londoners between 2011 and 2018.

When we examine the percentages of those young Londoners going into HE (presented as a proportion of the total number of those aged 18-24) we can see the relative overall pattern of HE entry increasing year on year, despite there being fewer young people

<sup>2</sup> UCAS. 2020. 2018 End Of Cycle Report. [online] Available at: <<https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-reports/2018-end-cycle-report>>

<sup>3</sup> For more detail about this dataset and how it was used, please see the methodology chapter of this report

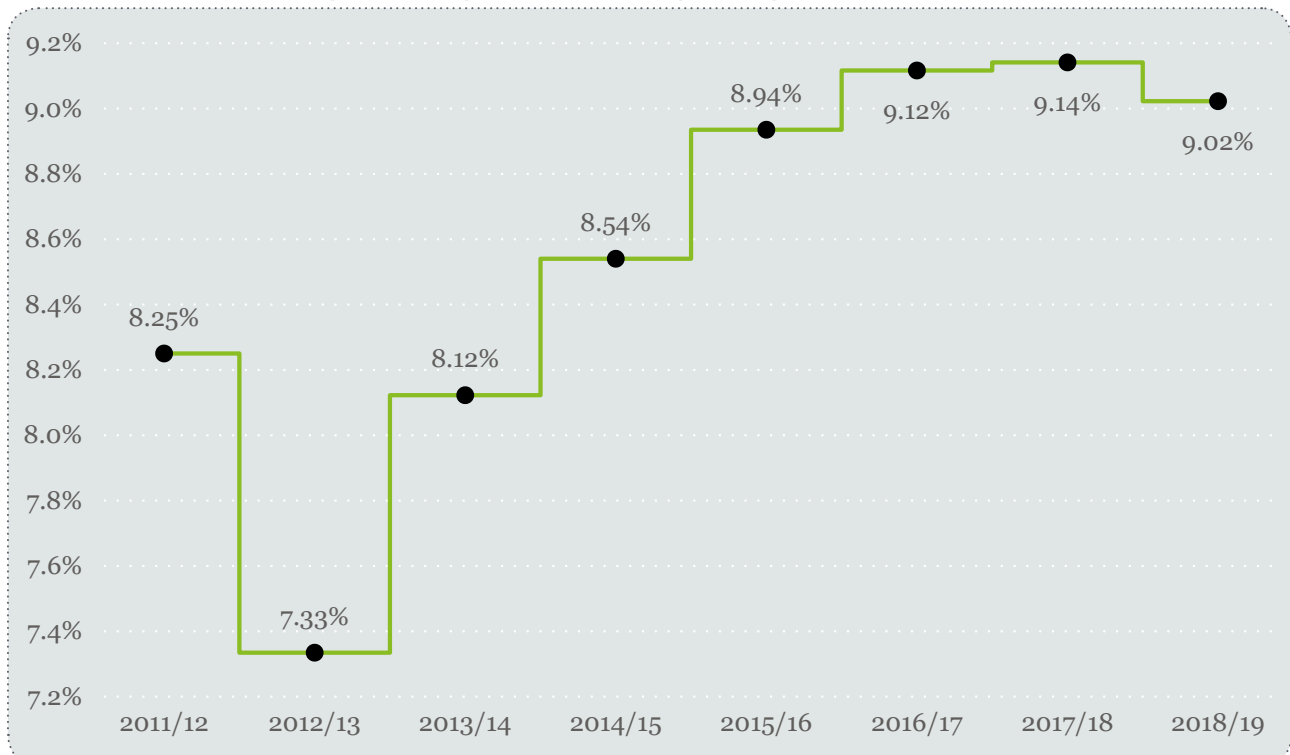
**Figure 2:** Numbers of 18-24 year olds in London time series 2011-2018



in London. This indicates that HE entry of young Londoners has been increasing significantly over the reporting period.

We can also establish with this baselining that the dip in 2012/13 was even more severe than in the examination of the raw numbers, as there were significantly more 18-24 Londoners that year than subsequent years. While the numbers of this cohort are rising again, the latest dip in numbers entering HE in 2018/19 represents a proportional dip of just over 0.1%.

**Figure 3:** Percentage of young Londoners progressing into HE time series 2011/12 - 2018/19

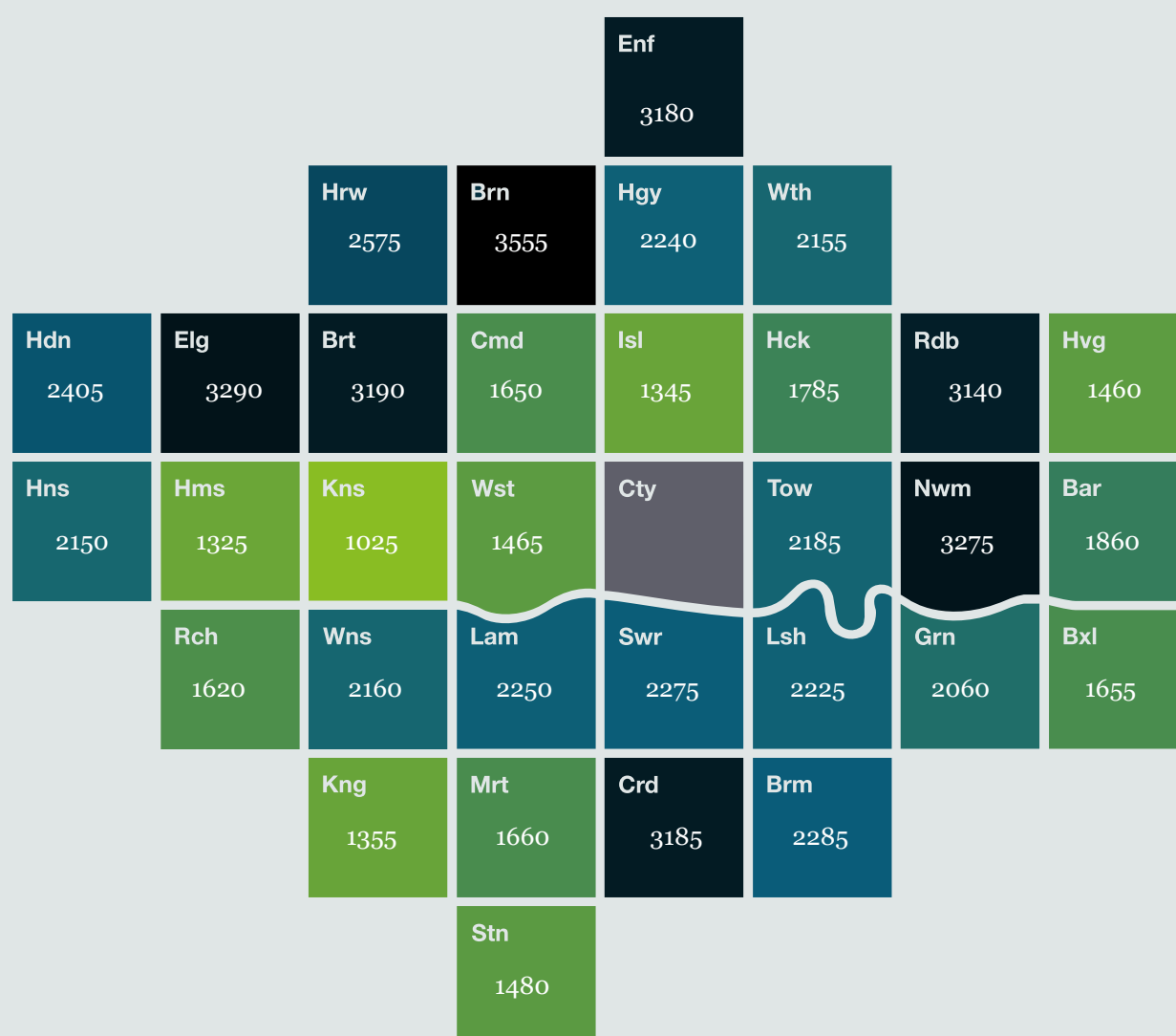


## 3.2 Numbers progressing to higher education by London borough

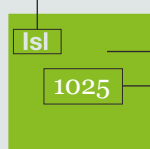
Although the overall numbers of young London residents progressing into HE was at an all-time high in 2017/18 (with a slight dip in 2018/19), there is considerable variation at borough level. Small increases and decreases only represent small numbers of students per borough, which can sometimes be due to fluctuations in the underlying cohort size. The next figure (Figure 4) shows the overall raw numbers of young Londoners progressing by borough.

In fact, the numbers of learners progressing into HE has been highest for Barnet, Croydon and Ealing for the last three academic years, and historically have always had the largest number of learners going on to university. Similarly, Kingston upon Thames,

**Figure 4:** Numbers of young Londoners progressing into HE by Borough 2018/19



Local Authority name



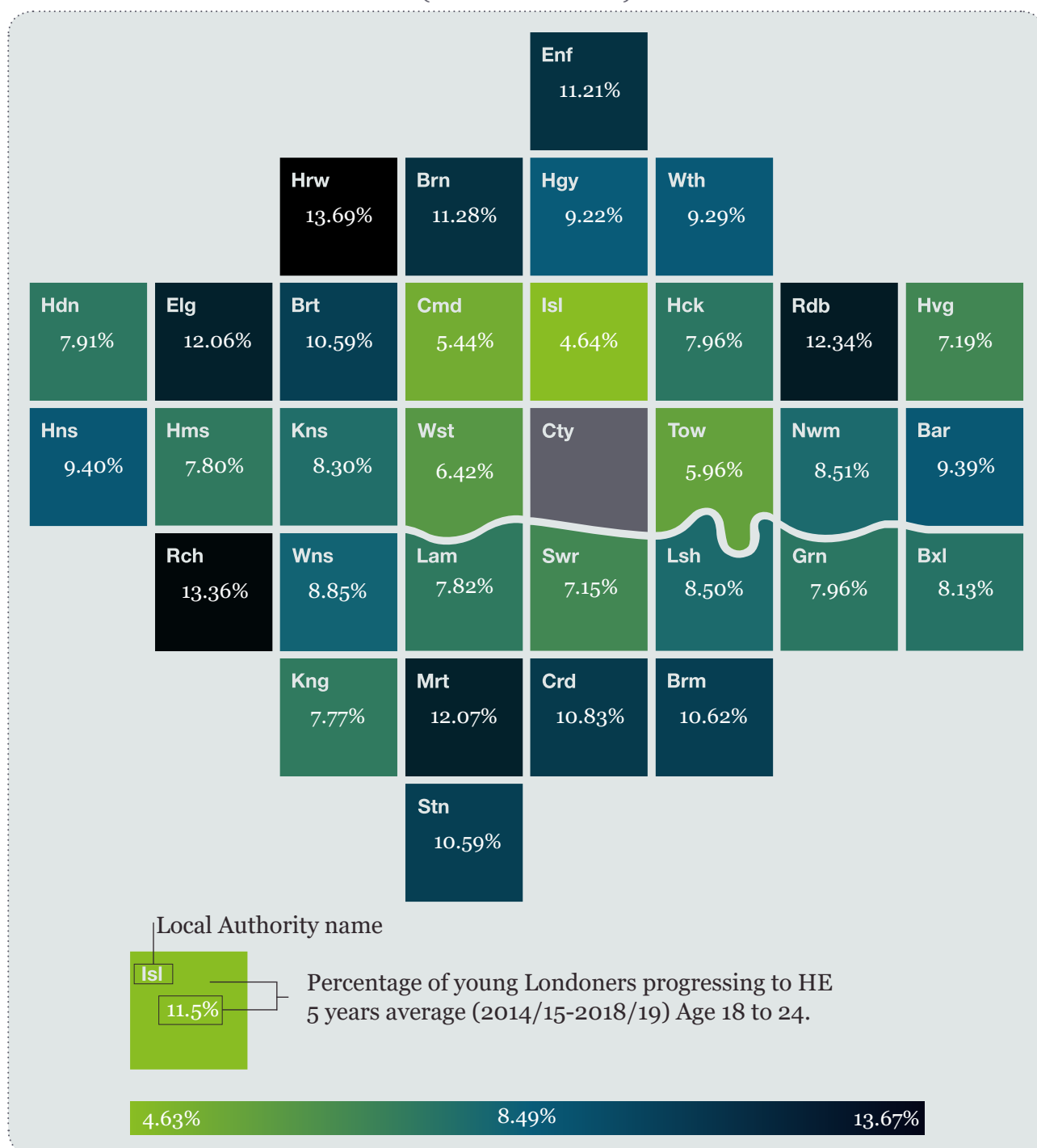
Number of young London residents progressing to HE 2018/19

Hammersmith and Fulham and Kensington and Chelsea have occupied the bottom three places over the same time.

Of course, this could merely be due to the relatively youthful populations of Barnet, Ealing and Croydon, compared with relatively older populations in other boroughs. In addition, the overall size of the borough (in terms of population) will heavily affect these figures.

To fully understand the proportion of young London residents who are moving into HE, we used the underlying population data to calculate the percentages of those aged 18-24 from each borough. As the population data is projected from census data, we conducted this analysis using five years' worth of participation data to make the analysis more robust. The following Figure 5 shows the combined progression percentages by borough from 2014/15 academic year through to the latest available data for 2018/19.

**Figure 5:** Five year average of the percentage of young London residents progressing into HE (2014/15 to 2018/19)



Here, we can see the varying percentages of young Londoners progressing into HE from each borough, which shows a completely different story to the raw numbers.

The top three boroughs are Harrow (with 13.68% progression rates) followed by Richmond upon Thames (13.36%) and Redbridge (12.34%). At the other end of the scale, 5.96% of learners from Tower Hamlets progress to HE, followed by Camden with 5.44% and Islington where 4.64% of young learners are progressing.

This shows that learners from the boroughs with the highest progression rates are nearly three times more likely to enter HE than those from the boroughs with the lowest progression rates, as well as the importance of calculating the proportion of young learner progression as opposed to relying on raw numbers only.

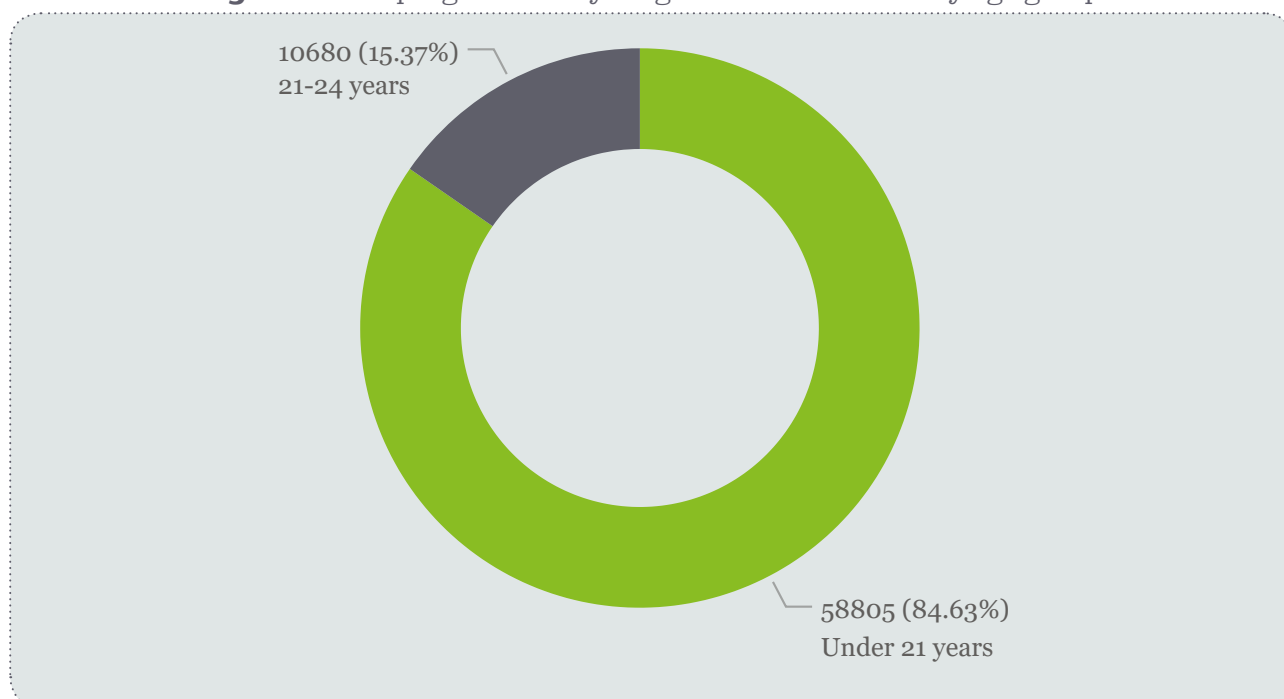
### 3.3 Student profile

#### Age on entry to higher education

This report investigates young London residents in higher education aged 18-24 on entry. However, as the following Figure 6 shows, most students will be aged 18-20 on entry (85%) as they will have followed a traditional route from Level 3. This has been an ongoing trend since the 2013 entry cycle.

When we drill down even further to examine progression patterns by age, progression to HE is fueled by those aged 18, a trend that has become even more pronounced over

**Figure 6:** HE progression of young Londoners 2018/19 by age group



the last ten years. The second largest cohort here are those aged 19 when entering HE, followed by decreases in numbers for every year of age. This has implications for widening participation work across London to support those learners who are over 20 who may need further support to enter HE.

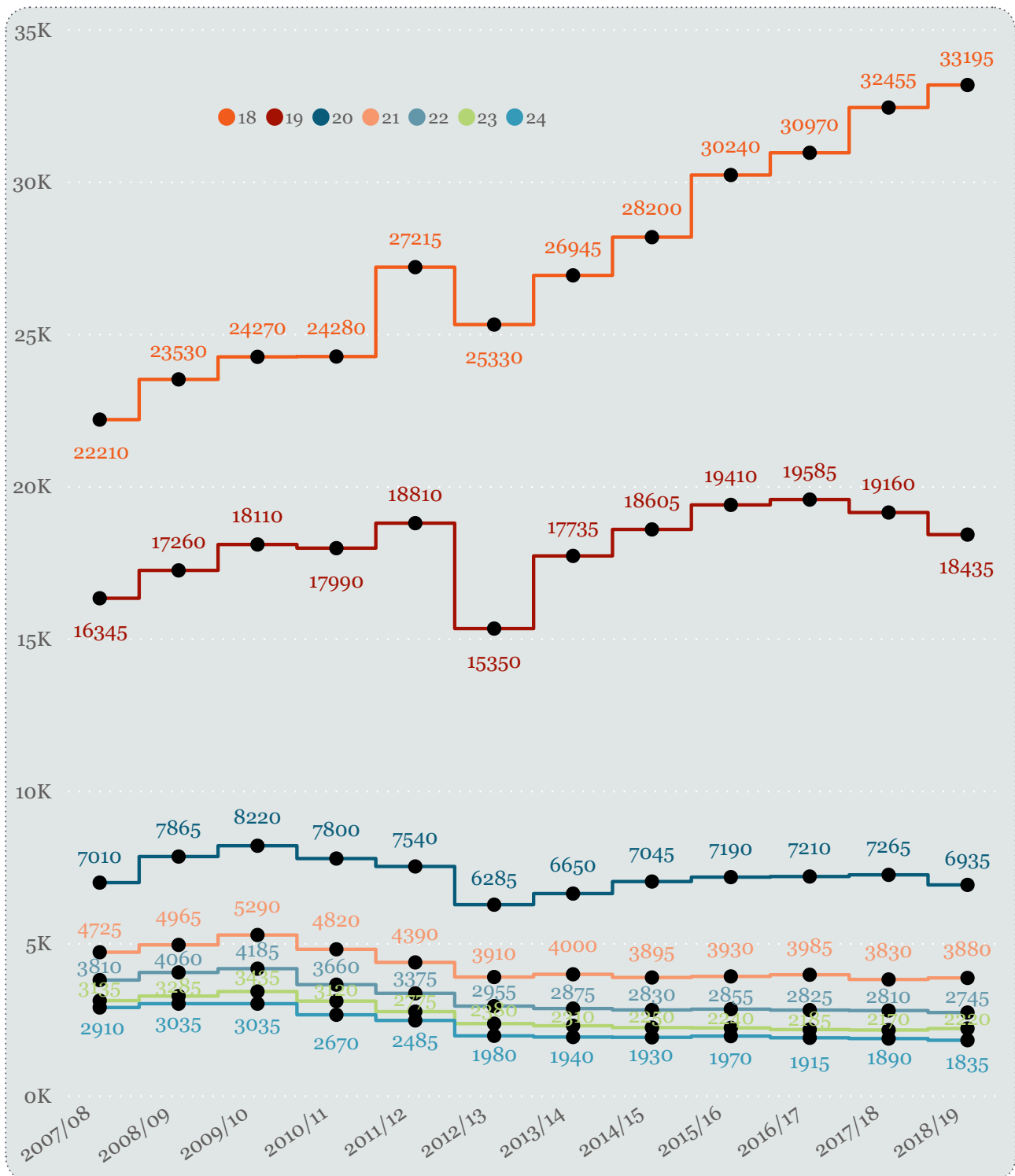
The UCAS End of Cycle report for 2018 finds that all ages showed an increase in participation over the previous years. However, they found that the largest increase nationally was for those aged over 26. This contrasts with the London picture where we had a slight dip in numbers of those aged 19 and 20, with those young Londoners aged



21-24 showing very little change over the previous years.<sup>4</sup>

The London picture establishes a clear trend that HE progression is becoming more “standardized” with a more specific model of a “typical” student finishing level 3 qualifications at aged 18, before moving into full time HE the next year.

**Figure 7:** HE progression by age of young London residents time series 2007/08 to 2018/19

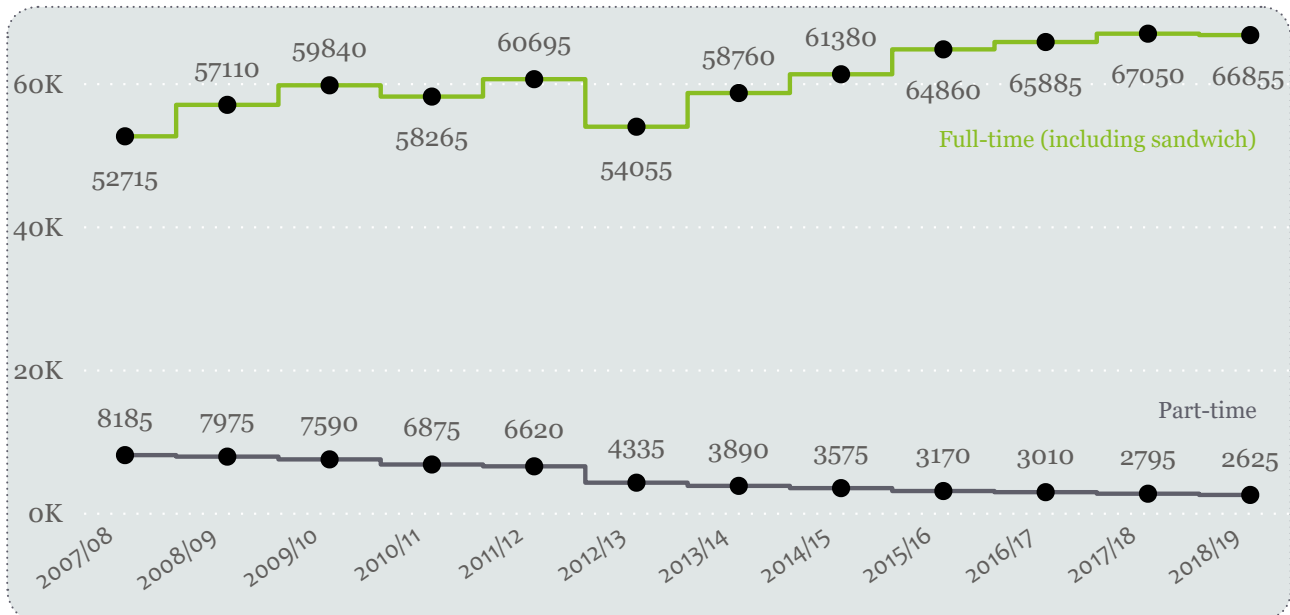


<sup>4</sup> END OF CYCLE REPORT 2018. (2018). [online] UCAS. Available at: <https://www.ucas.com/file/198486/download?token=oyUlhP9R>.

## Mode of Study

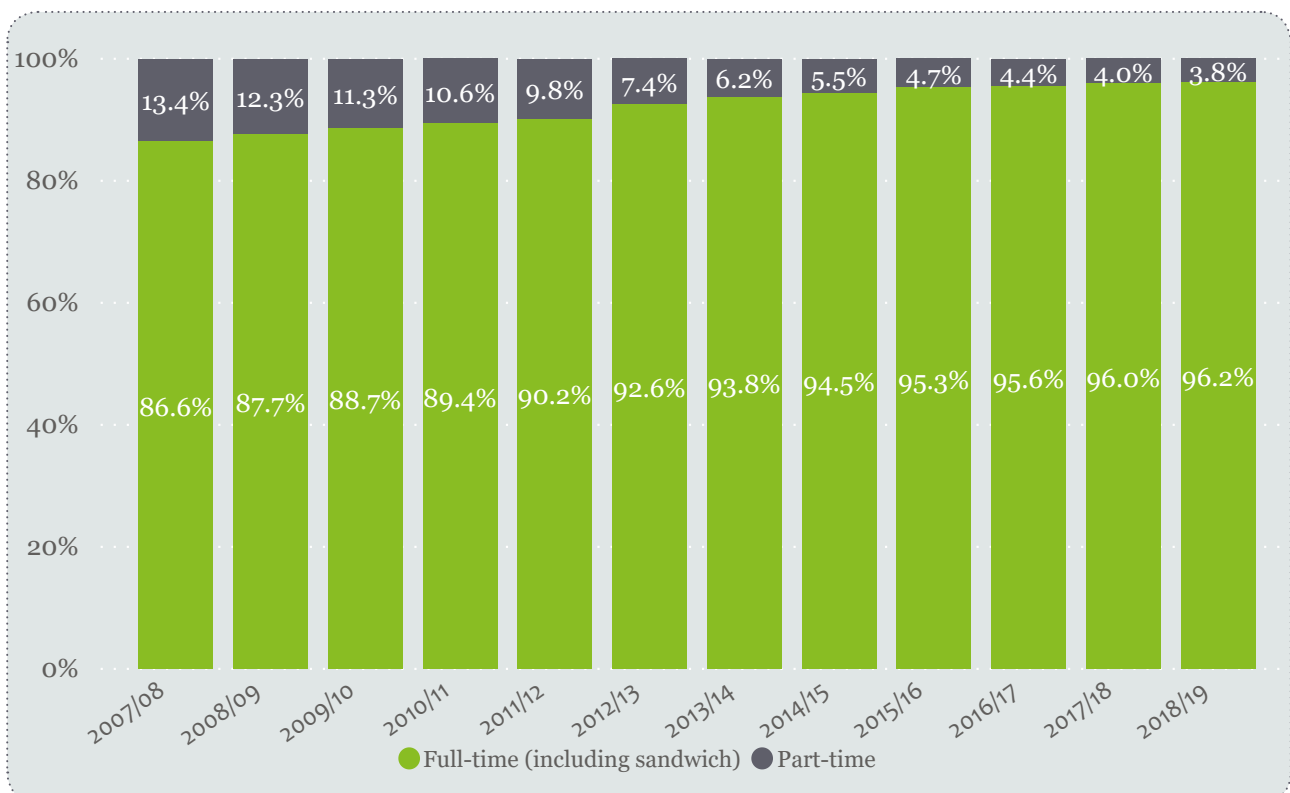
The overwhelming majority of young London students progress onto full-time first or undergraduate degrees, with only a small percentage choosing part-time study. The proportion of young people aged 20 and under choosing full-time study is even higher. This again reinforces that most London residents move into a full-time degree course at age 18. This can be seen in Figures 8.

**Figure 8:** Time series of mode of study of young Londoners 2007/08 to 2018/19



As can be seen in Figure 9 below, the trend toward studying full time (being driven largely by those under 21) has been continuing since reporting began.

**Figure 9:** Time series of percentages of learners by mode of study of young Londoners 2007/08 to 2018/19



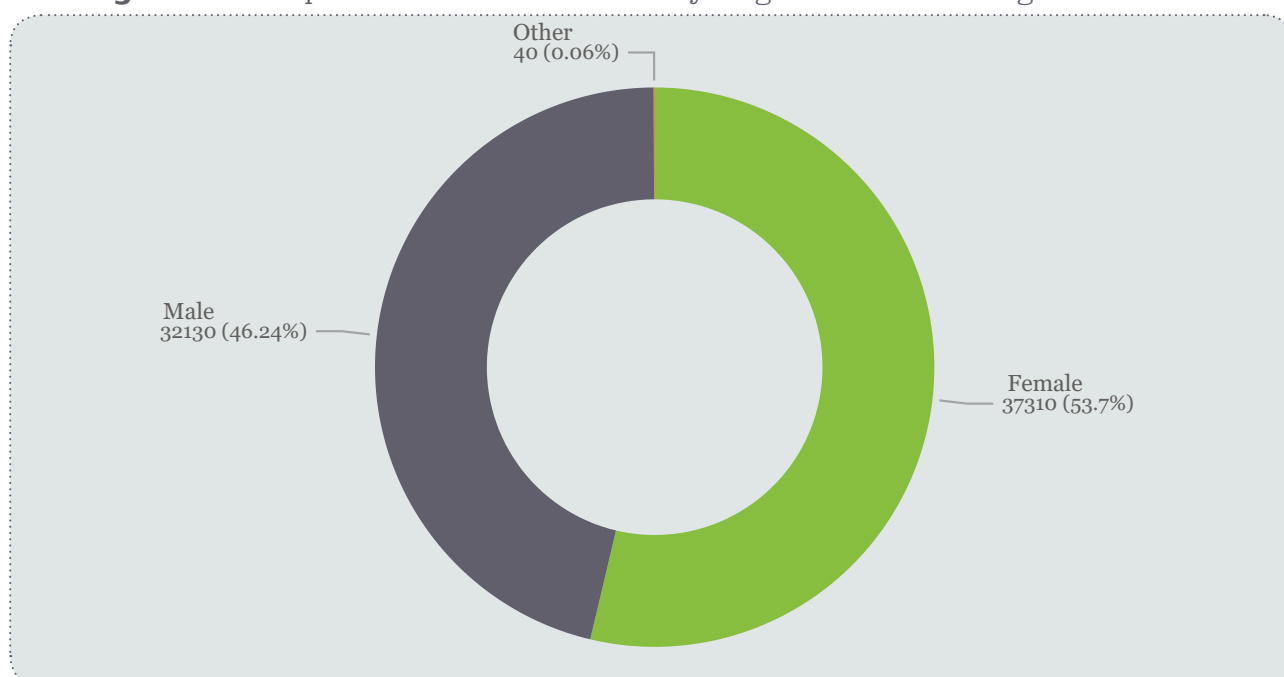
In 2018/19 there were over 96% of young London residents moving into full time study, compared with 86.6% in 2007/08.

This is entirely in keeping with the national trend, which shows a consistent rise in full time entry to a degree course, for all ages. According to HESA in 2007/08 58% of first year entrants (of all ages) chose to study full time. By 2018/19 this figure had increased to 81%.<sup>5</sup>

## Gender

In previous reports, we noted that after several years of the gender split narrowing, it had started to widen in London in 2014/15, which was in line with national trends. However most recently the gender gap has narrowed slightly in London, and in 2018/19 the proportion of females to males is 53.7% to 46.2% as can be seen in Figure 10.

**Figure 10:** Proportion of males to females of young Londoners entering HE in 2018/19



When looking at the time series data, the gap narrowed slightly in 2016/17 in London to 46.2% male and 53.8% female participation, and while there was a slight uptick in female participation in 2017/18, by 2018/19 this has flattened a little.

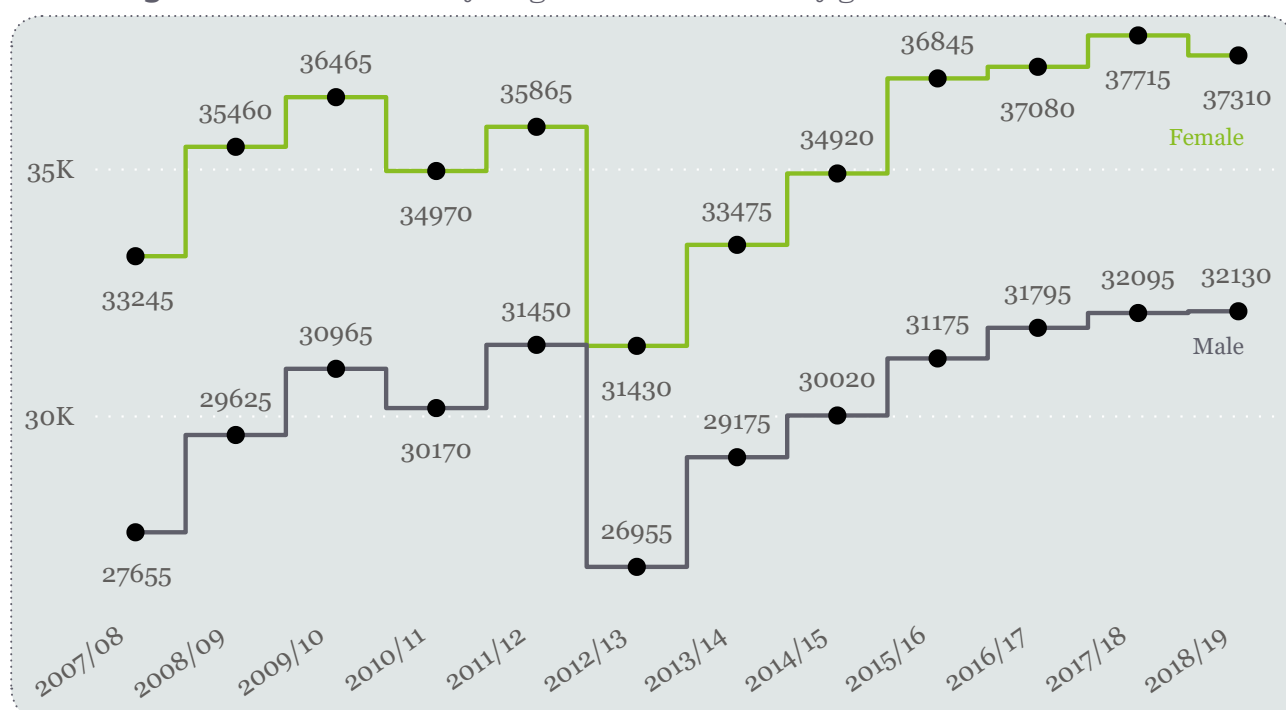
While these rates have not changed much over the last 12 years, the overall entry rates mask the differentials between genders within subject areas. For example, in England in 2018/19 the proportion of learners (of all ages) going into Engineering and Technology was 81% male and 19% female. Conversely the proportions going into Subjects Allied to Medicine were 79% female and 21% male. In fact, most subject areas continue to be proportionately dominated by one gender, aside from Business Studies, which in 2018/19 was 49% female and 51% male.<sup>6</sup>

Although the overall proportions of females and males amongst young London residents entering HE has changed very little over time, the links between gender, ethnicity, and disadvantage in local areas means gender still should be a focus for widening participation at borough level to encourage young Londoners into a wider variety of subject areas in HE.

<sup>5</sup> HESA. (2017). *Who's studying in HE?* [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>.

<sup>6</sup> *ibid*

**Figure 11:** Time series of young Londoners into HE by gender 2007/08 to 2018/19



## Ethnicity

As highlighted in the Introduction, each report features a focus on a specific issue and for this report given the impact on BAME communities of COVID-19 and the Black Lives Matter movement, we have analysed HE participation, achievement and graduate outcomes by ethnicity. The Office for Students (OfS) are monitoring as one of their key performance measures, the ‘Gap in degree outcomes (first or 2:1s) between White students and Black students’<sup>7</sup>. Each HEI is required to report on this as part of their Access and Participation Plan and the strategies they have out in place to close that gap.

From Figure 12, just over 36% of young London new entrants into HE identify themselves as White with the next highest proportions being Black or Black British-African students (17.3%). The time-series data presented in the following figure clearly indicates a small decrease in White student numbers - and the slow, but steady growth in young students from Black or Black British-African ethnicities.

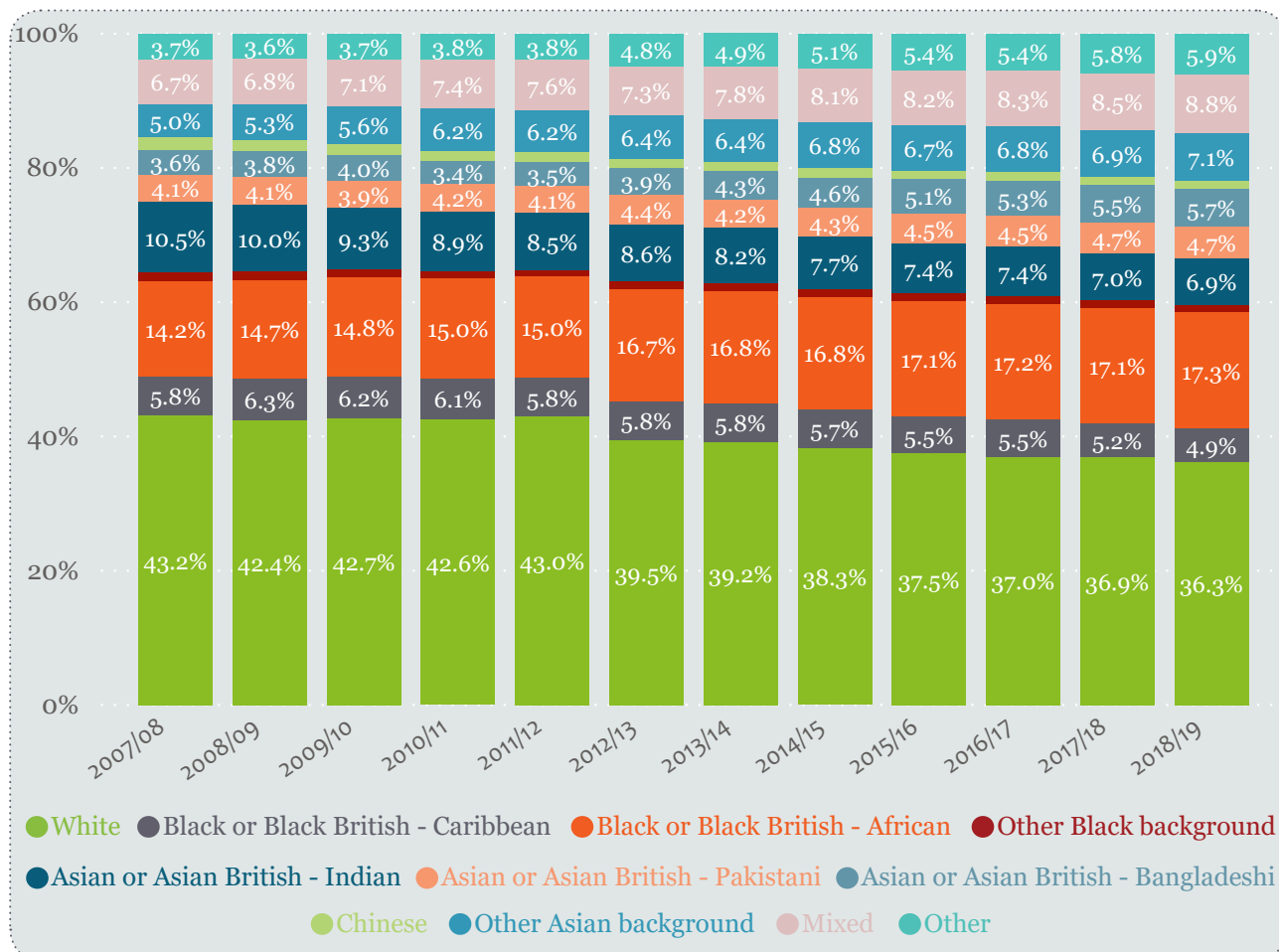
Over the years of reporting there has been a slight decrease in the proportion of Black Caribbean learners with 4.9% in the latest year. Similarly, Asian British learners from an Indian background have seen decreases year on year since 2007/8 when 10.5% of young Londoners came from this demographic, which in 2018/19 had decreased to 6.8%.

Other ethnicities have gradually increased as a proportion of HE entrants in London: those who identify as Bangladeshi made up 3.6% of the HE entrants in 2007/8 and in 2018/19 account for 5.7%. Other Asian learners have seen an increase from 5% in 2007/8 to 7% in 2018/19. Learners who identify as mixed were 6.7% in 2007/8 and are now at 9%, and finally those who are in the Other category have gone from 3.7% to 5.9% over these same years.

<sup>7</sup> Office for Students. (2018). Participation performance measures. [online] Available at: <https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/>

The time series data shows consistent proportions over time of Pakistani (in 2007/08 4% and in 2018/19 4.7%), Other Black (in both 2007/8 and 2018/19 1.2%), and Chinese learners (in 2007/8 1.9% and in 2018/19 1.2%).

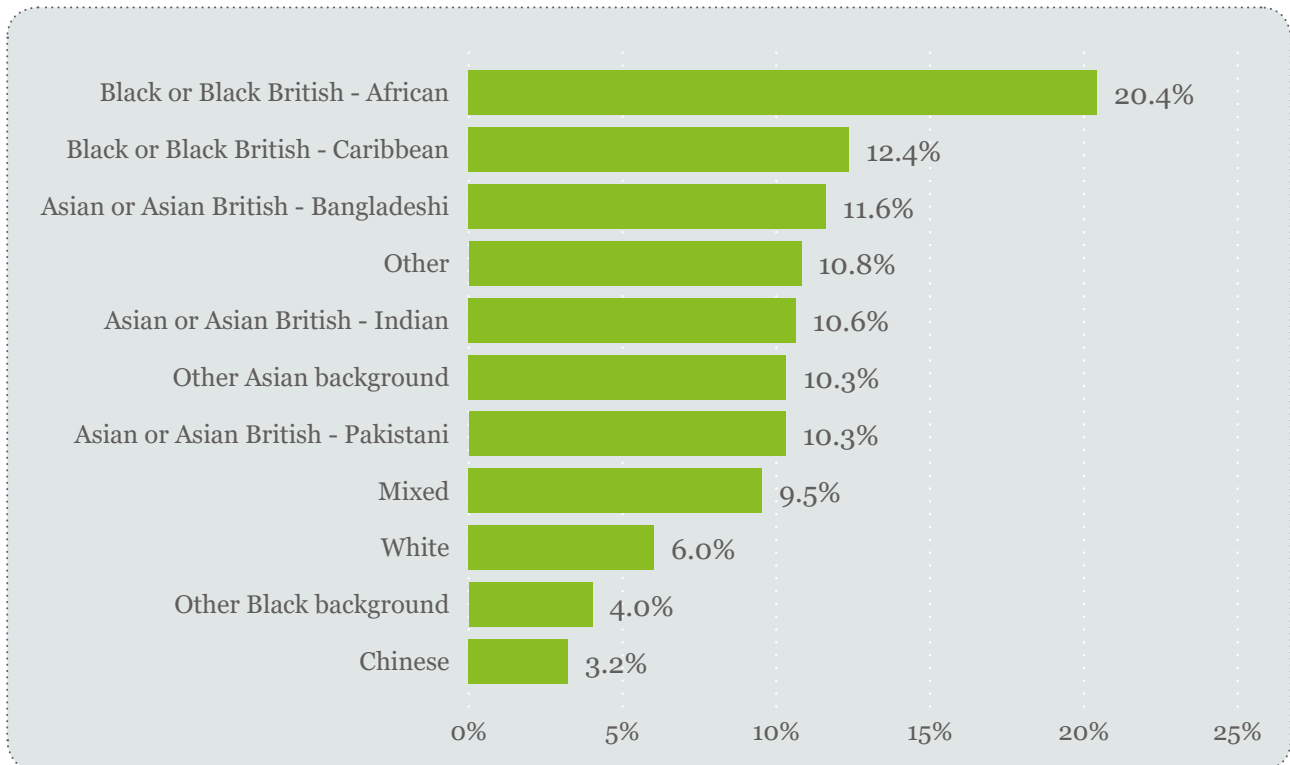
**Figure 12:** Time series of young Londoners into HE by ethnicity 2007/08 to 2018/19 percentage of overall cohort



For the next analysis shown in Figure 13 we used the ONS/GLA underlying population data. Again, due to this data being classed as experimental, we followed ONS guidelines and combined seven years' worth of data – from 2011/12 to 2018/19 to see what percentage of the underlying population from each ethnic group of young Londoners entered HE over this time period.

We found that over 20% of those young Londoners aged 18 to 24, who identify as Black British (African) progressed into HE over these years. This is followed by 12.5% of young Londoners who identify as Black Caribbean, 11.6% Bangladeshis, roughly 10.6% of Asian (Indian), 10.3% of other Asian backgrounds, the same of Asian (Pakistani), 9.5% of mixed race, 6% of White learners and 3.2% of Chinese. Those from Black British African backgrounds are three times as likely to enter HE as their white counterparts.

**Figure 13:** Percentage of young Londoners entering HE by ethnicity combined years 2011/12 to 2018/19



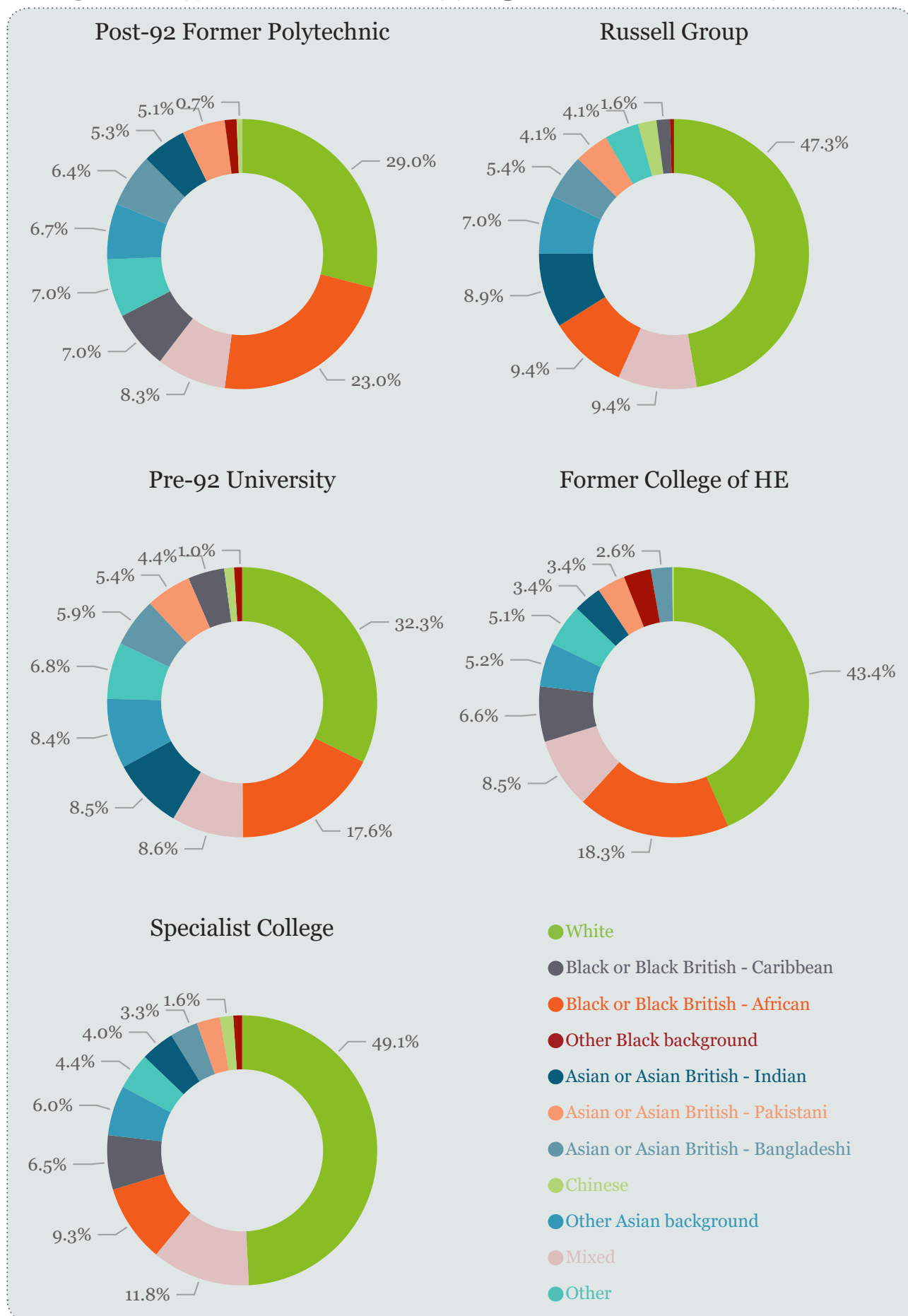
The previous analyses have shown an increase in the numbers of some ethnic groups entering HE, however the types of institutions that different ethnicities attend do not necessarily reflect the proportions shown. That is to say that some types of institutions are whiter than other types, as can be seen below where we have broken down ethnicity and institutional group.

Here, in Figure 14 specialist colleges have the highest proportion of White learners, with 49%. This is followed by Russel Group institutions with 47% White learners. The lowest proportion of White learners attend Post-92 institutions where 29% of learners identify as White.

While there have been increases over the years by young learners of colour in London entering into a degree course in HE – they are by and large not entering the high tariff institutions, which has ramifications for widening participation policy in how to best address this problem.



**Figure 14:** Type of institution attended by young London residents 2018/19 by ethnicity

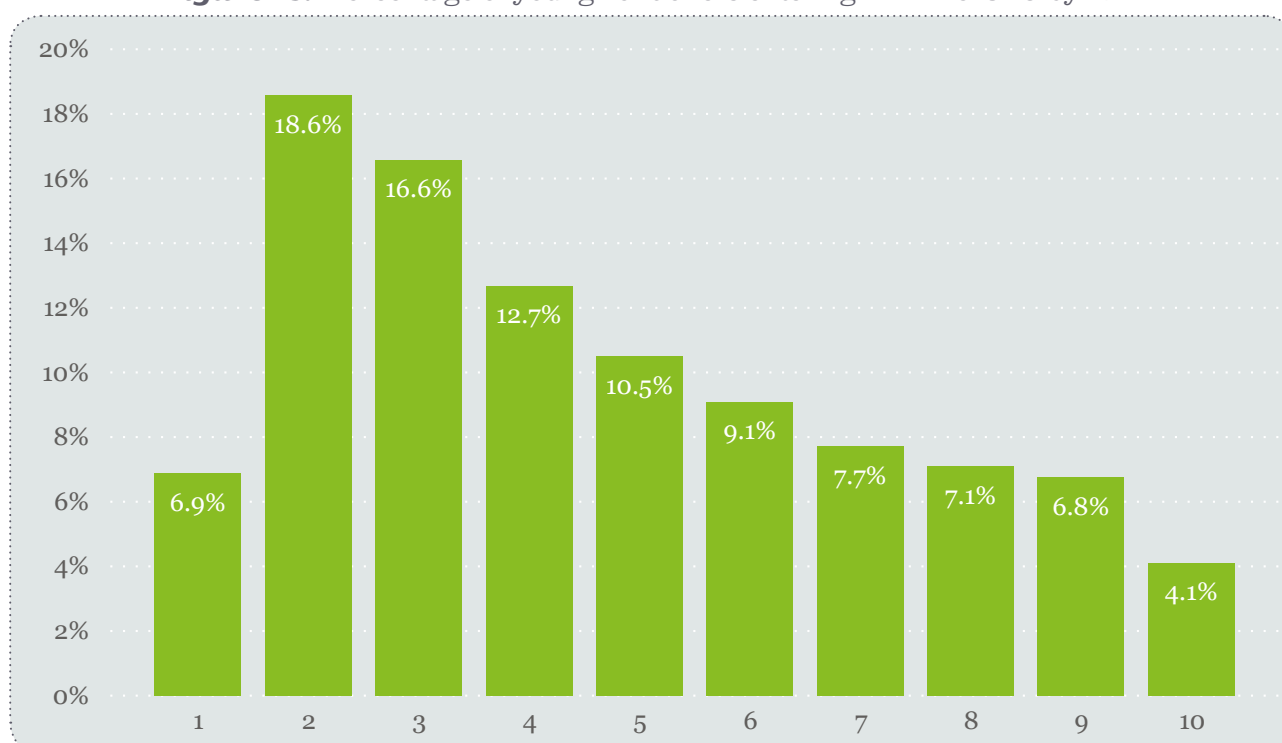


### 3.4 Socio-economic background of young entrants to higher education

This section of the report analyses progression to HE for young people in London by socio-economic groupings. Firstly, the IMD is a bundle of measures that are geographically based and are calculated by ranking the Lower Super Output Areas (small areas of between 1,000 and 3,000 population) from the most to the least deprived and then dividing them into ten equal groups. The 10% most deprived neighbourhoods are Decile 1, the least are Decile 10. For this analysis we have used the IMD 2015 classification, as the newer version (2019) would not capture the year groups we are analyzing.

Data from 2018/19 in Figure 15, shows that for London, young residents enter HE from a wide range of backgrounds, however the most deprived areas see a 7% entry rate. Although the least deprived areas send 4% to HE, it must be noted that the IMD is of course a national classification, and London has far more deprived areas than many other parts of the country. In addition to this, these figures are entirely in line with the national picture.<sup>8</sup>

**Figure 15:** Percentage of young Londoners entering HE in 2018/19 by IMD

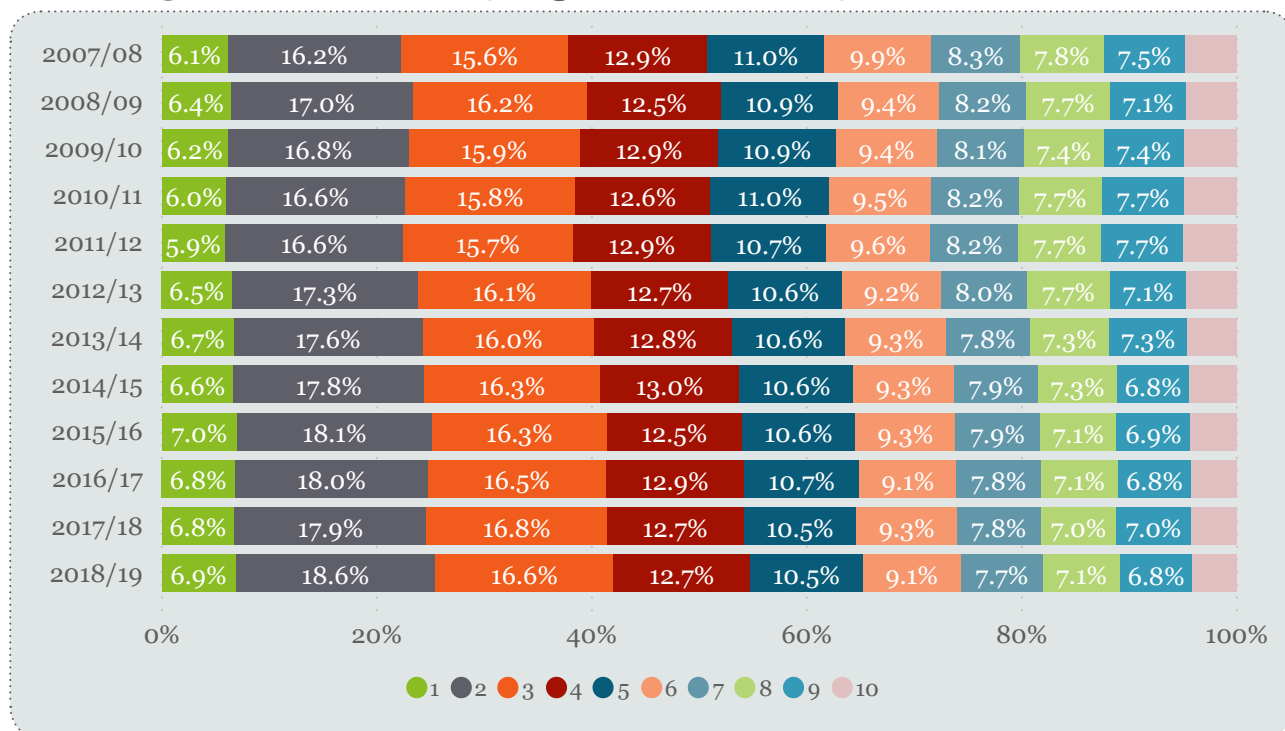


As can be seen in the following Figure 16, these proportions of young London residents from IMD areas have not changed significantly over the years of reporting. However, this masks very real differences within the IMD groupings of young Londoners. When we drill down to examine the IMD group by ethnicity – a very uneven picture emerges. Figure 17 shows the ethnic breakdown of young Londoners split into their IMD group which shows that learners of colour are far more likely to come from the more deprived parts of London, and conversely white learners come from the least deprived. Research published by the government in 2020 shows that “in 2019, people from all ethnic minority groups except the Indian, Chinese, White Irish and White Other groups were more likely than White British people to live in the most overall deprived 10% of neighbourhoods in England.”<sup>9</sup>

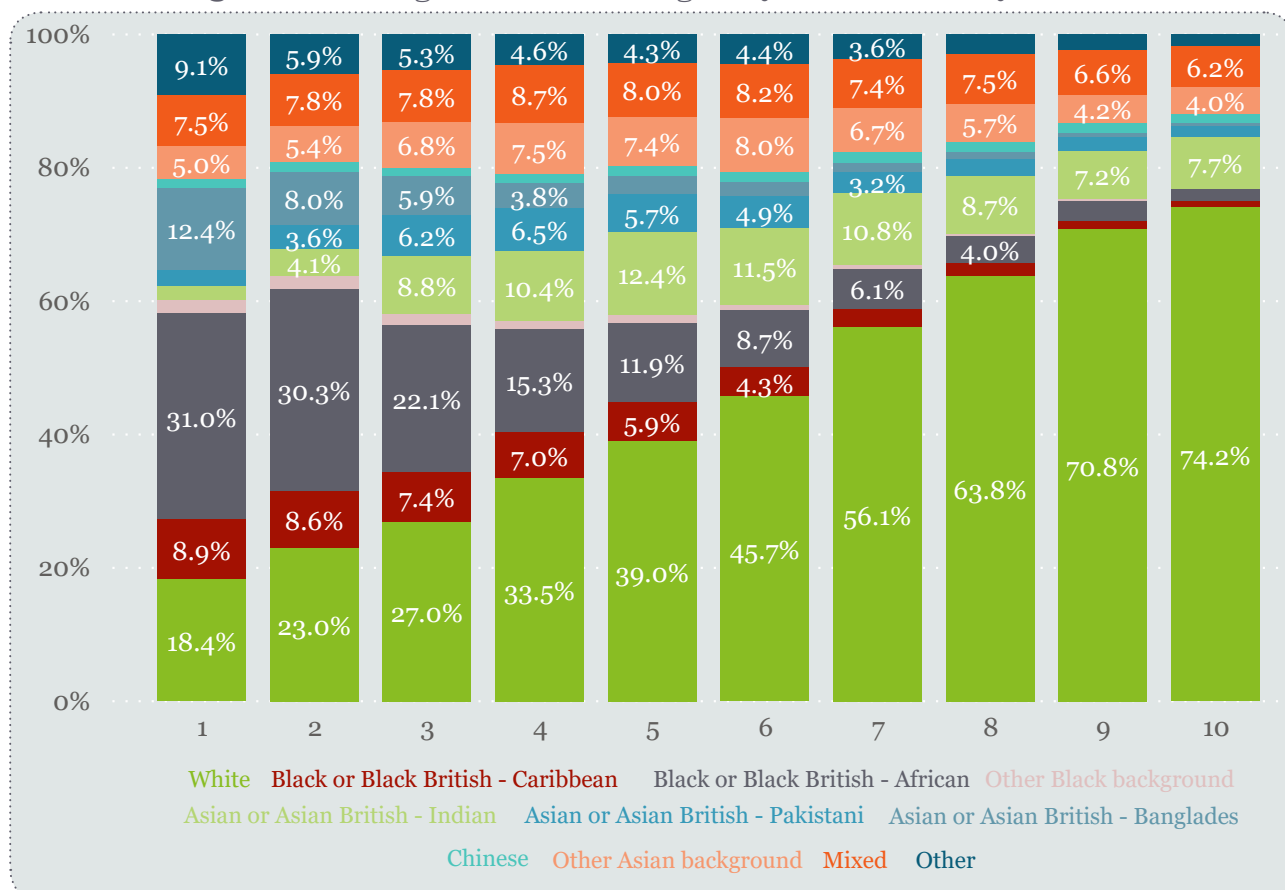
<sup>8</sup> HESA. (2017). *Who's studying in HE?* [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he>.

<sup>9</sup> Ministry of Housing, Communities and Local Government (2019). *People living in deprived neighbourhoods.* [online] GOV.UK. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/people-living-in-deprived-neighbourhoods/latest>.

**Figure 16:** Time series of young Londoners into HE by IMD 2007/08 to 2018/19



**Figure 17:** Young Londoners entering HE by IMD and ethnicity 2018/19

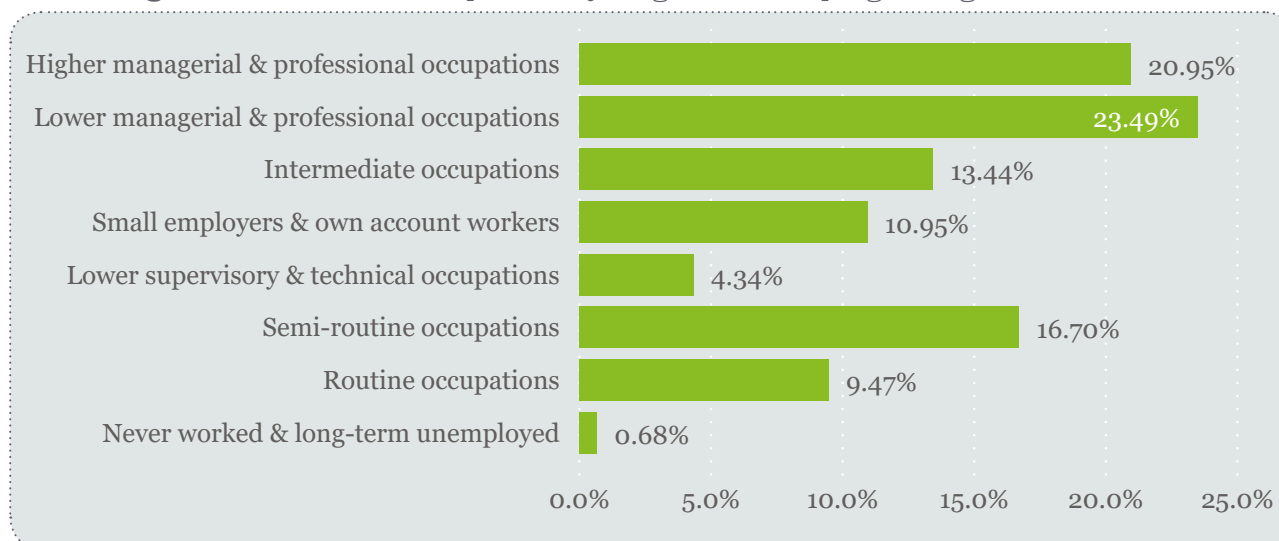


## Parental occupation of young entrants

UCAS collects the socio-economic status of applicants each year. For students aged under 21, the socio-economic status is that of their parents, and for students over 21, it is the socio-economic status of the student themselves. Given the relative youth of the cohort (85% entering HE in 2018/19 are under 21) the following relates mostly to parental occupation and not the occupation of the learners themselves.

We have removed the unclassified learners and those who didn't provide information, so the following Figure 18 is the socio-economic data for just over 70% of entrants for the 2018/19 year.

**Figure 18:** Parental Occupation of young Londoners progressing into HE 2018/19



This shows that 45% of young London-domiciled entrants to HE came from parents employed in higher/lower managerial and professional occupations. There are a further 11% from small employers and self-employed. The remaining categories – intermediate, lower supervisory, semi-routine, routine occupations, as well as those long term unemployed, would be coming from a widening participation background – and these learners account for approximately 43% of learners for which we have data. This is broadly in line with previous years, the last reporting (2016/17) showed 45% in this category.

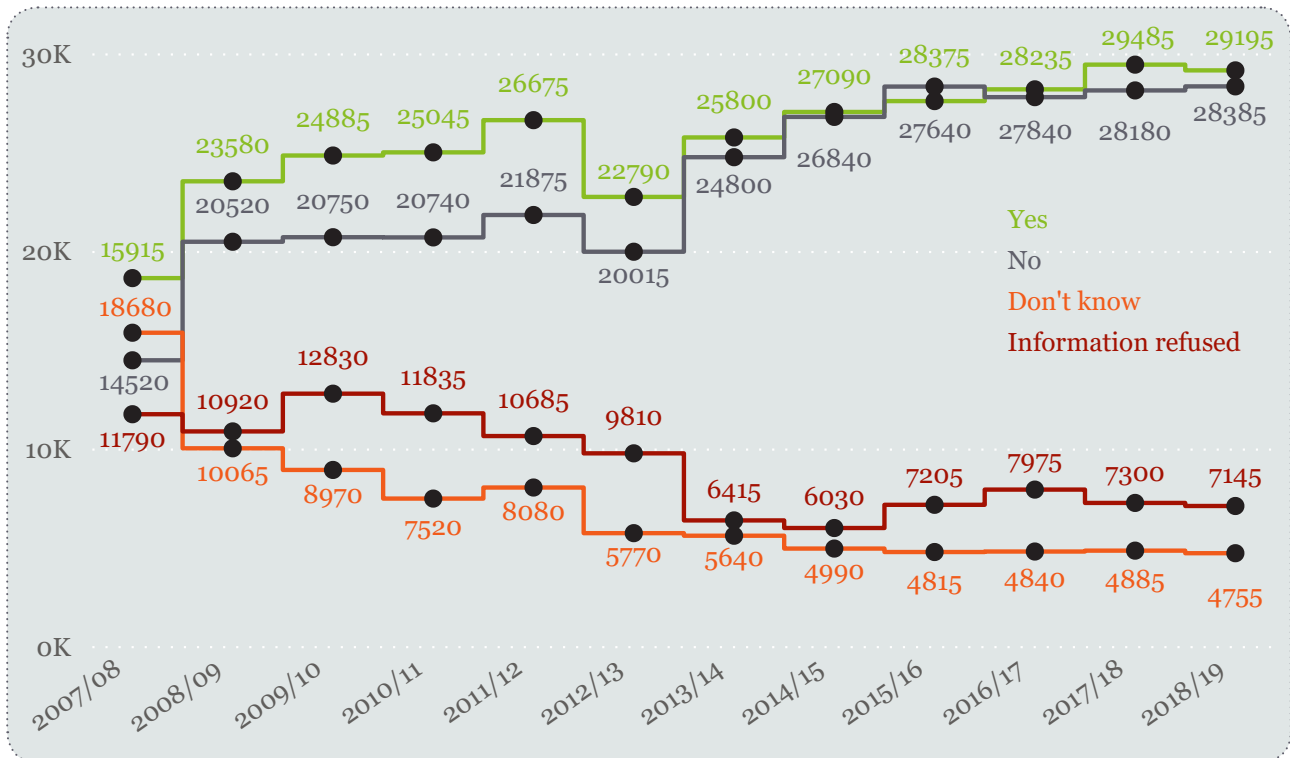
## Prior parental participation in higher education

Alongside socio-economic markers, data regarding parental higher education levels is also collected and used as a measure for widening participation. The following time series analysis shows the numbers of young London residents' parental engagement with university.

The trend from 2007/08 has been a higher number of entrants whose parents had been to university than those whose parents had not. The gap began to narrow from 2012/13, and in 2015/16 the number of young HE entrants from London whose parents did not go to university overtook those whose parents had been to university. However, since then slightly more learners whose parents went to university are also going to higher education, however the gap is very small, as can be seen in Figure 19.

Young HE entrants whose parents had not been to university has risen from 14,520 to 28,385 over the reporting period. The group whose parents had been to university also increased significantly from 18,675 to 29,195.

**Figure 19:** Time series of prior parental participation if young Londoners progressing into HE

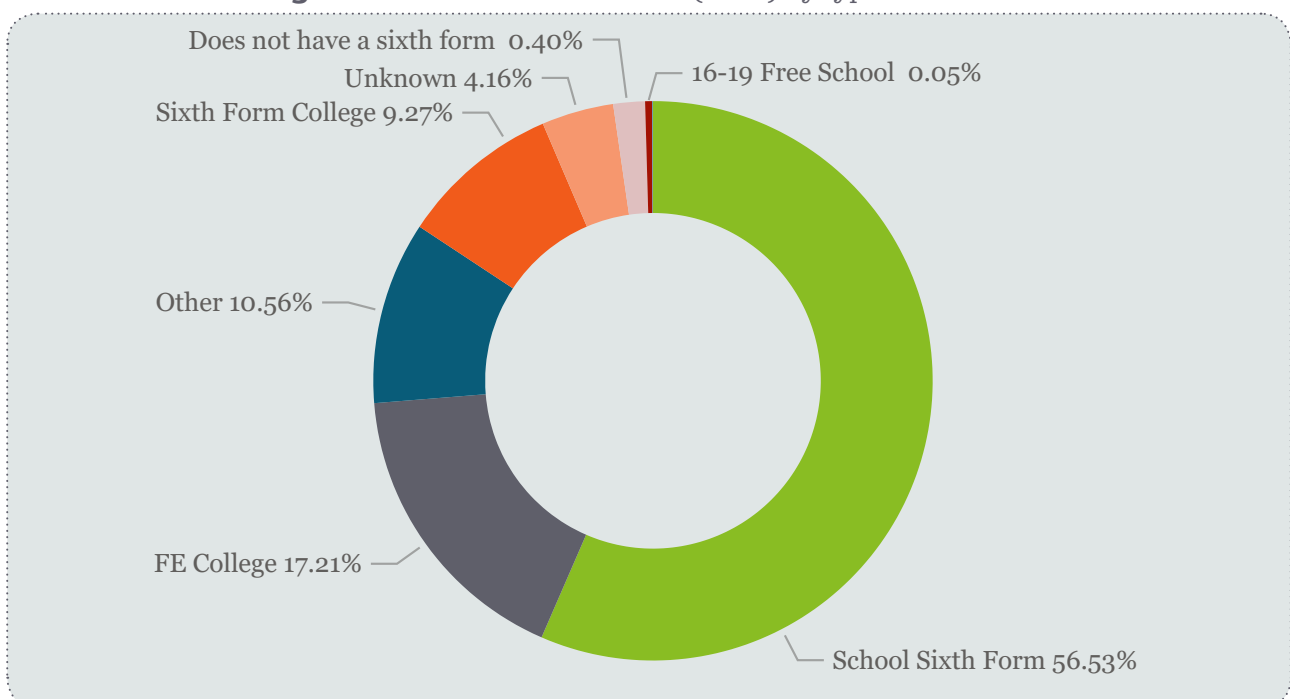


### 3.5 Higher education profile

The higher education profile of young London residents who progressed into HE in 2018/19 shows that over half (56.5%) progressed from school sixth forms (which includes independent schools) with 17.2% from FE colleges and 9% from sixth form colleges, as can be seen in Figure 20.

The “unknown” category of students are generally those who studied overseas prior to entering university or whose previous institution are not recorded.

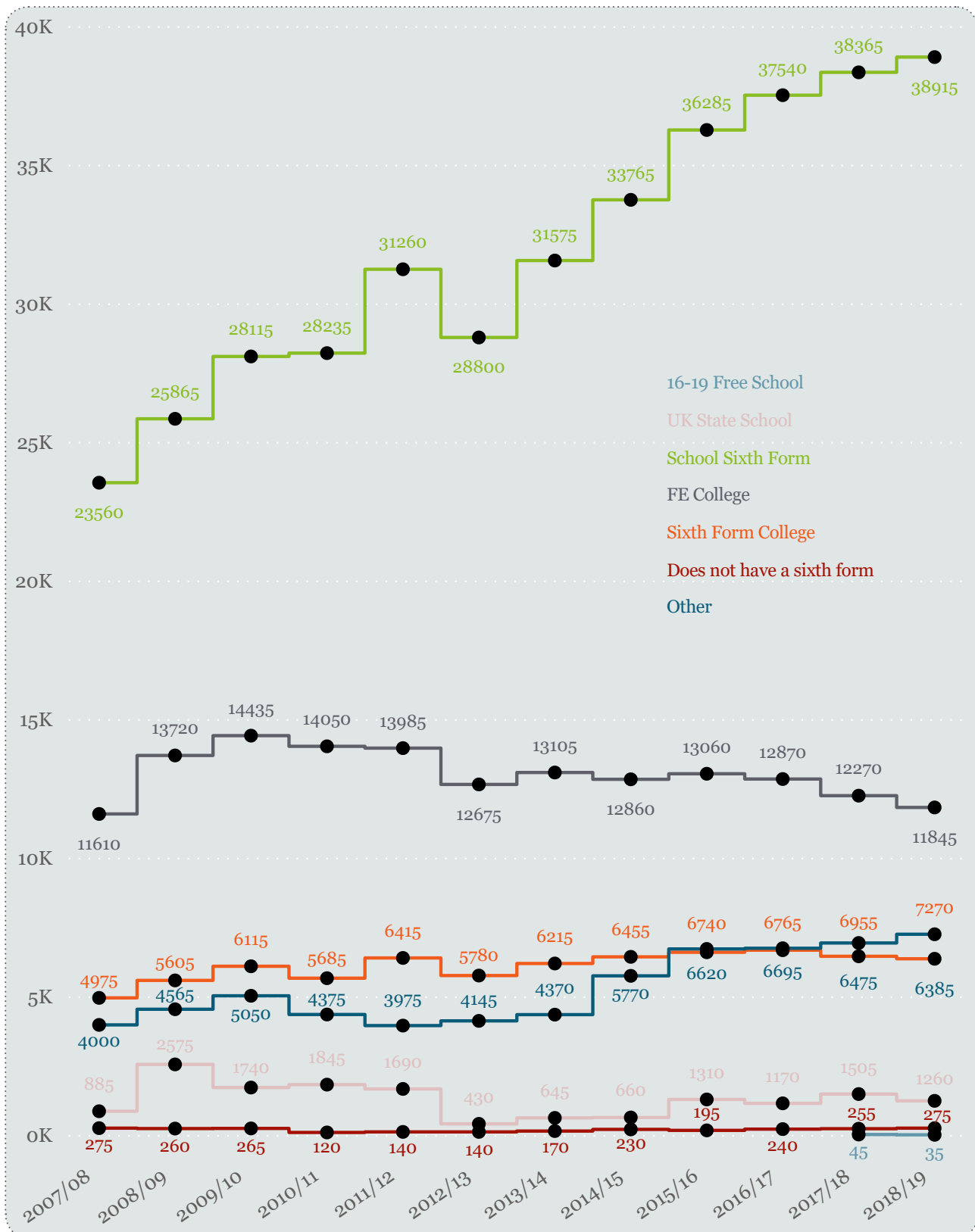
**Figure 20:** Previous Institution (16-18) by type for 2018/19



As in previous years, the numbers progressing to HE from school sixth forms has continued to increase in 2018/19, by 2% since the last reporting (2016/17). The numbers progressing from sixth form colleges has remained the same, whilst the numbers progressing from FE colleges has continued to decrease by 1.5% since the last report.

The next graph (Figure 21) shows that the largest increases in the numbers of young Londoners progressing to HE has been from students progressing from school sixth

**Figure 21:** Previous institution by type time series 2007/08 to 2018/19





forms, and this is partly due to the increase in the number of school sixth forms in London in recent years, the majority of which offer mainly A Level provision with a focus on progression to HE for their students.

This has been a constant trend over the entire reporting period, the only dip reflects the dip in overall numbers applying for the 2012/13 academic year that the £9,000 fees were introduced.

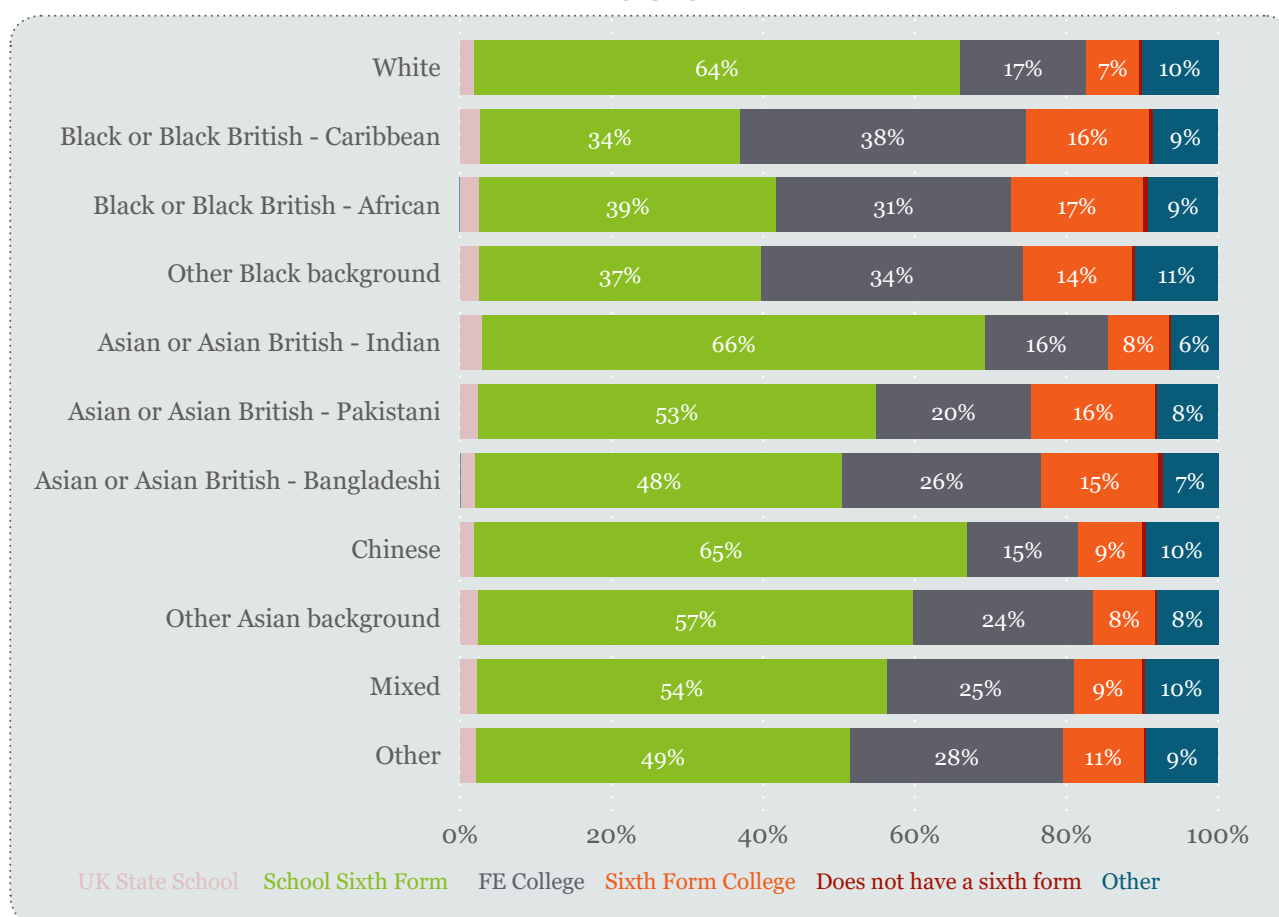
Since 2015/16 there has been a downward trend in numbers entering HE from FE colleges.

However, when we drill down further and examine the ethnicity of learners and where they have come from, there is a slightly more complex pattern.

While 56.5% of all learners progress to HE from school sixth forms, we can see from the next analysis (Figure 22) that this is driven by white learners (with 64% coming from sixth forms), Indian learners (66%), and Chinese learners (65%).

Conversely, while 17% of all young London learners come from FE colleges, we find that some groups are more likely to come from this type of institution. These are Black Caribbean (38%), Black African (31%), other Black (34%), Bangladeshi (26%), Mixed race (25%), and other (28%).

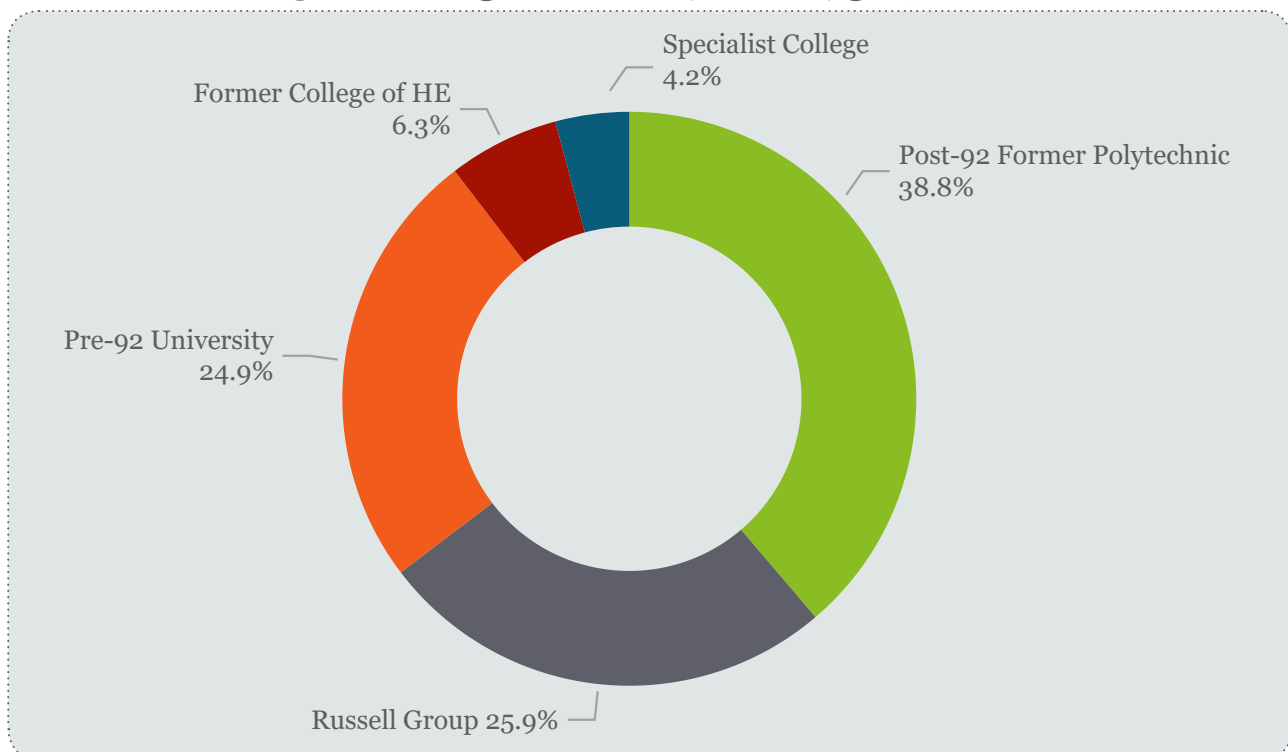
**Figure 22:** Young London learners progressing into HE by prior institution and ethnicity 2018/19



## Higher education destinations by university group

This report uses a common classification of universities by group: Specialist Colleges (for example music conservatoires) Former Colleges of HE, Post-92 former polytechnical colleges, Pre-92 universities, and Russell Group institutions. We can see from Figure 23 that similarly to the last reporting period, the largest proportion of young London residents entered university at post-92 institutions in 2018/19 with 39%, a 2% decrease from 2016/17. The next largest group are those attending Russell Group institutions, which saw a slight increase of 1% since the last report – with 26% of young London residents attending these institutions. Then there are 25% attending pre-92 universities, slightly up (1%) from the last reporting cycle. Former Colleges of HE is relatively the same with 6.2% as are specialist colleges with 4.1%.

**Figure 23:** Progression to HE by university group 2018/19



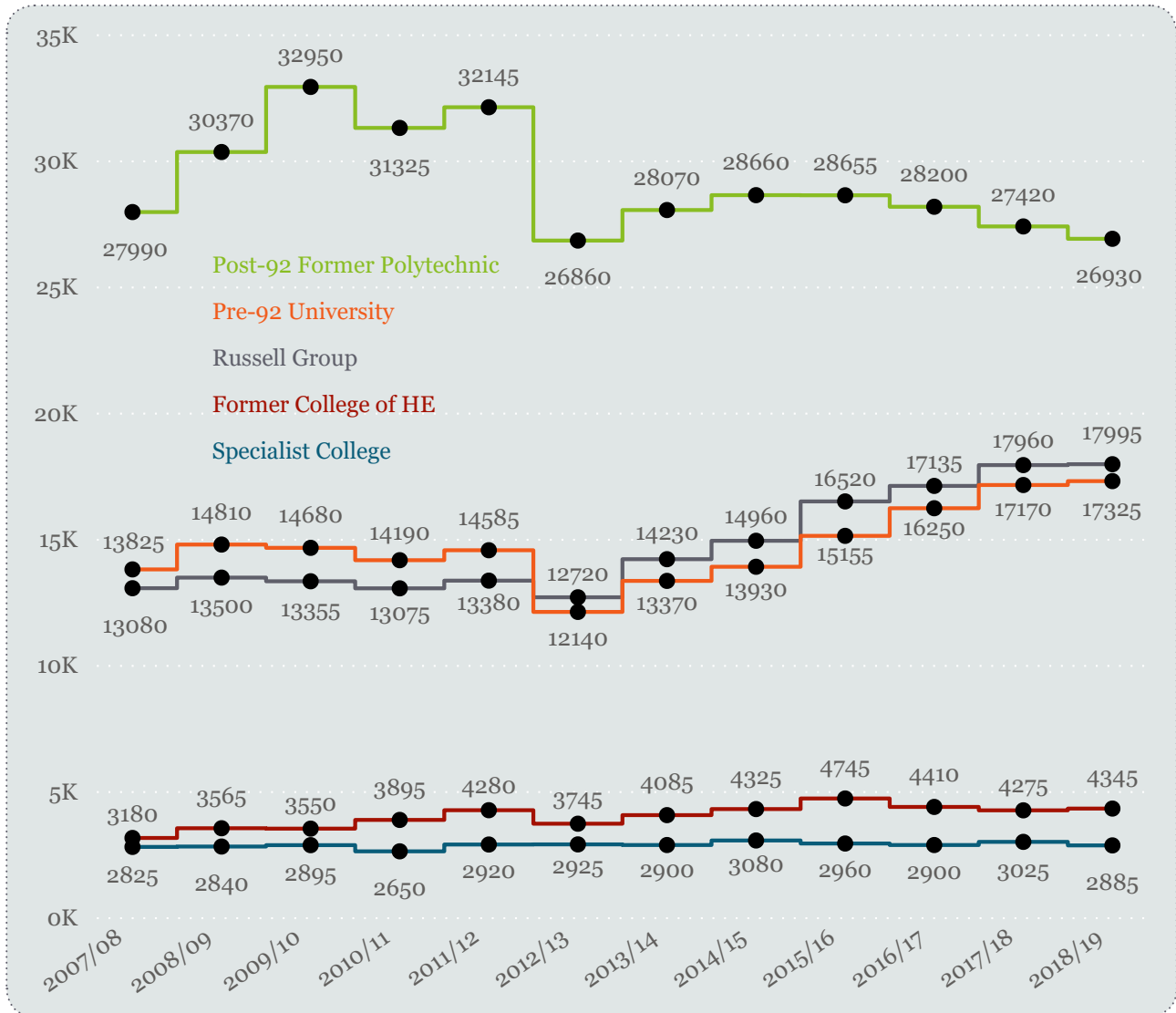
When we examine these proportions over time (Figure 24) we can see that these small changes are part of the trend going back to the 2013/14 academic year. The following time-series analysis clearly shows the slight decrease in London residents attending post-92s, with the difference being made up by Russell Group and pre-92 institutions. Given that there are fewer 18 and 19 year old Londoners over this time, this may be the result of these higher tariff institutions taking more learners as the cap on student numbers was removed which led to more competition for fewer overall learners over this time frame.

Of course, we can also contextualise this by looking at other trends previously shown in this report. For example, the increase in learners coming from school sixth forms which are geared towards A-level delivery and university preparedness may also account for higher tariff scores that enable learners to enter the higher tariff institutions.

While these overall trends are obvious, when we drill down and look at the ethnicity of learners and which institutions they attend, the picture is again very different, as shown in Figure 25.

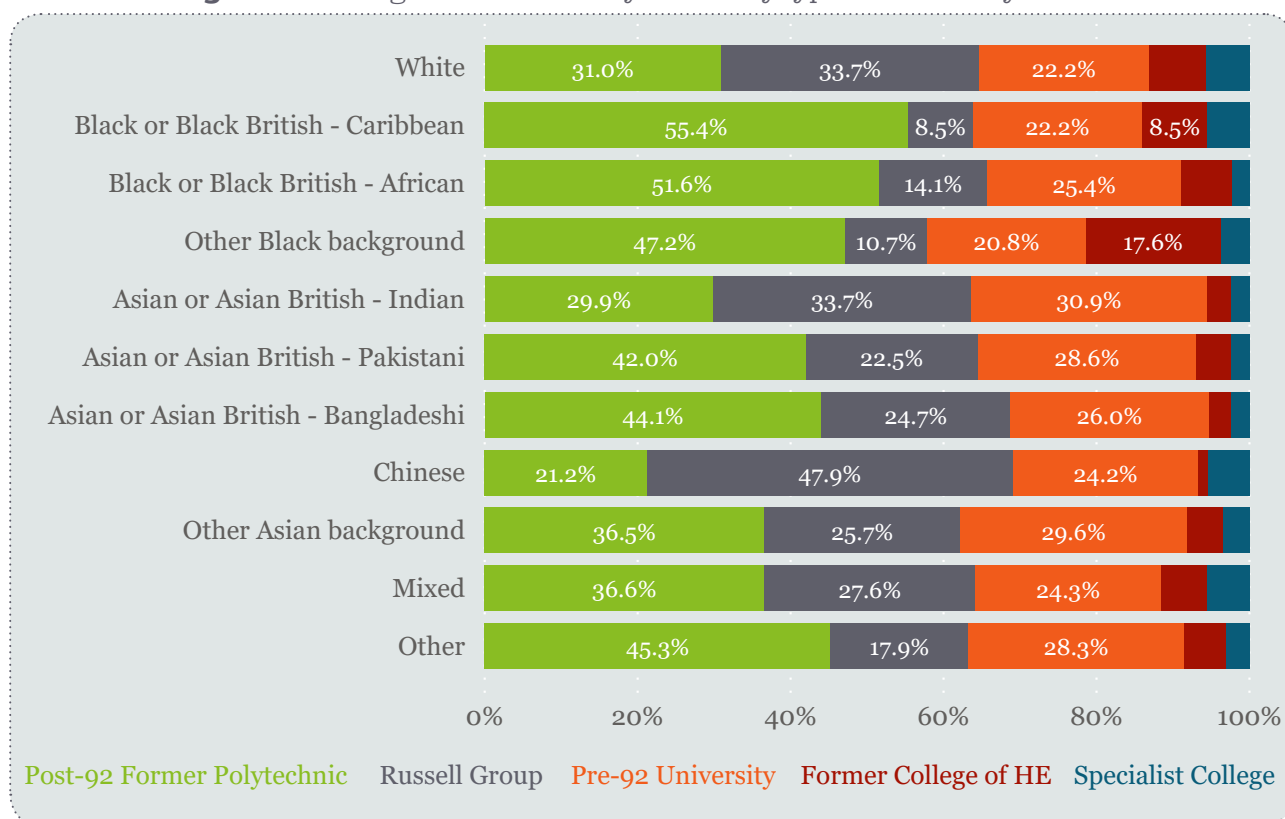
Here, we can see that the highest proportions of learners to enter Russell group institutions are Chinese learners (48% of which attend Russell group), and both White and Indian learners with (34%).

**Figure 24:** Time series of progression into HE by university group 2007/08 to 2018/19



Conversely those groups who are more likely to attend post-92 universities are Black Caribbean, with over half this group attending post-92s (55%) and just over half of Black African learners (52%) going to these institutions. Other groups, Bangladeshi learners and those from other Black backgrounds are also over-represented at post-92 institutions and under-represented at Russell group universities. This is particularly true for Black Caribbean learners, with 8.5% going on to Russell Group institutions (compared with 26% of the overall cohort).

**Figure 25:** Progression into HE by university type and ethnicity 2018/19



## Higher education destinations of young London residents

Figure 26 shows that 46.6% of young London residents remained in London for their higher education in 2018/19, slightly up on the last report, by 0.04%. Of course, this is facilitated by the number of HEIs in the capital, alongside more personal decisions. The trend for the last few reports had been that fewer London residents were remaining in London, so although the latest data shows more learners remaining in the capital, the rise is by such a small amount that we should wait for future reports to see if this continues.

The next largest group are those studying in the South-East region, with 14.5% of learners doing so, a slight decrease from the last reporting period. It is clear by these figures that proximity to London is a key factor for many London based young residents.

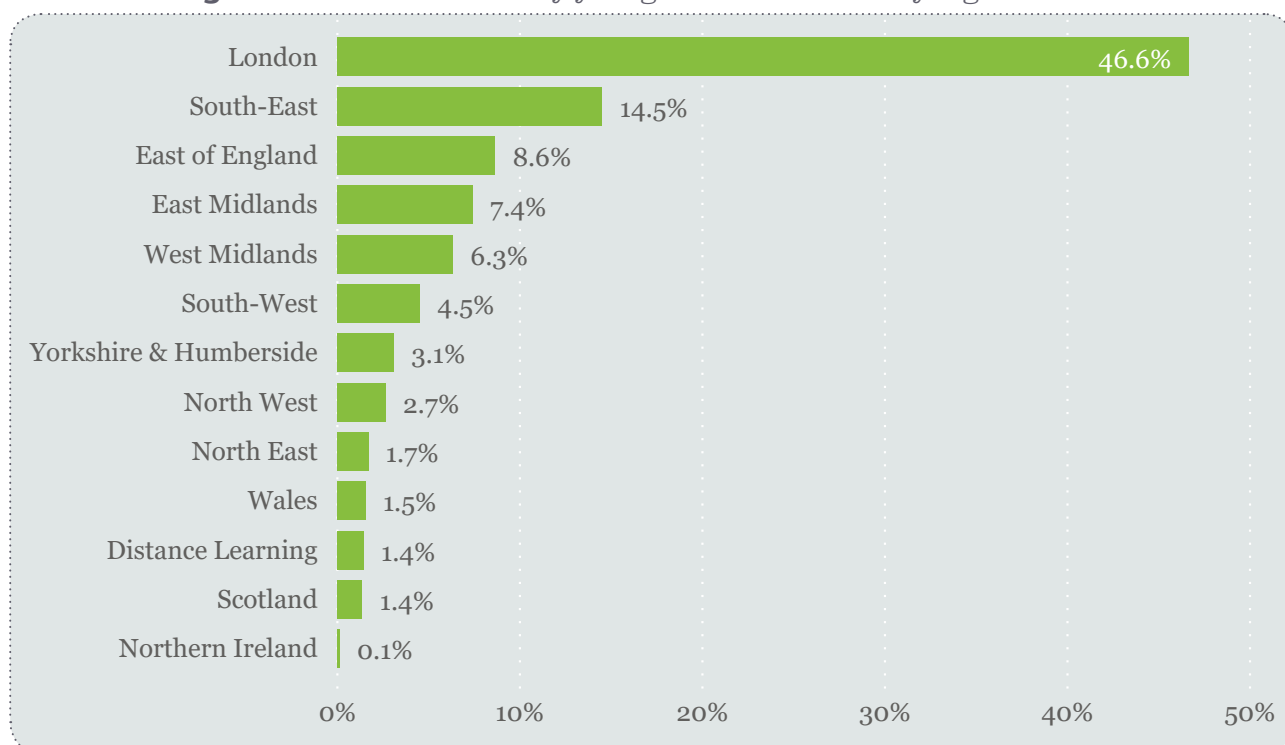
Interestingly, when we drill down by age in Figure 27, we can see differences between the under 21s and those aged 21-24, with most of the older cohort (60.3%) attending HEIs in London, compared with only 44.1% of under 21s doing so.

When we examine the specific institutions that young London residents are attending in Figure 28, we can see that the majority of institutions young Londoners attend are in London, with 14 of the top 20 located in the capital.

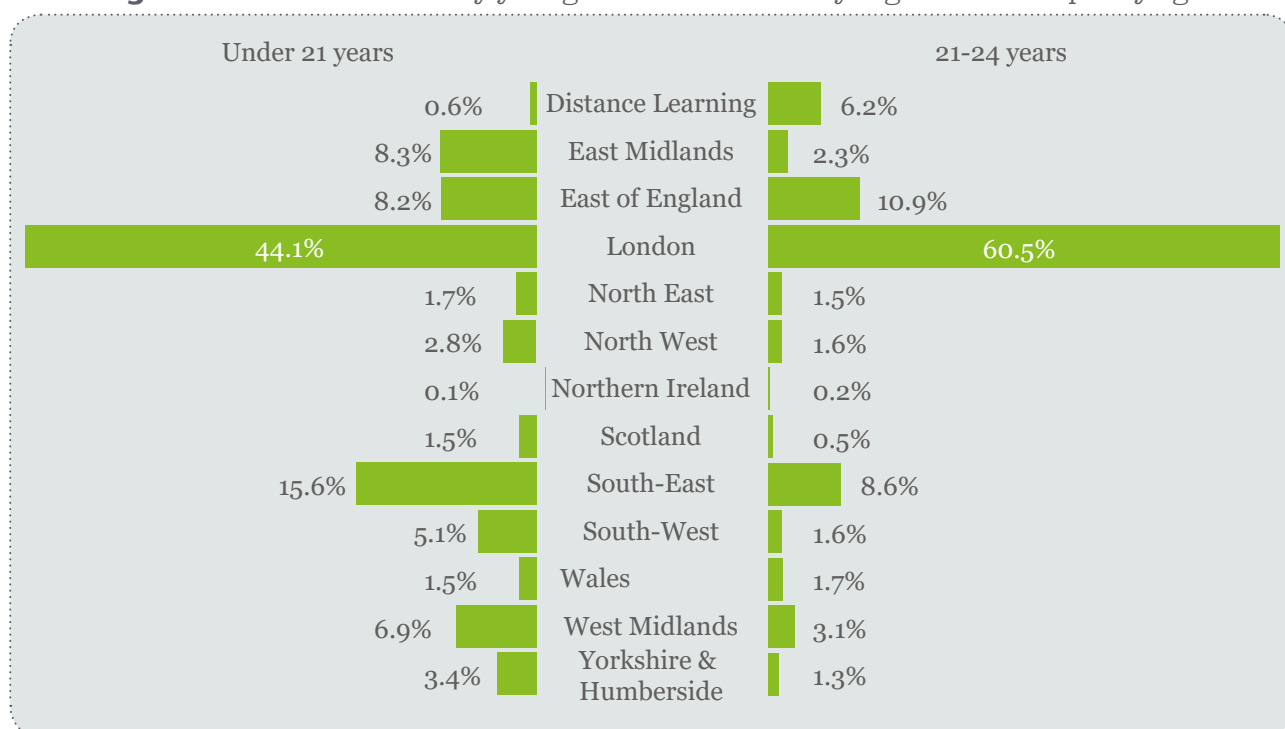
The top 15 universities that young London residents attended in the last reporting cycle (2016/17) remain in this report's top 20 (2018/19), although the University of Westminster rose from 5th most popular to first, which had been held by Middlesex University for the last two reporting cycles.

What we have seen for the 2018/19 year in comparison with the last reporting period is more of a spread across institutions with a slight decrease in numbers going to each of the top five.

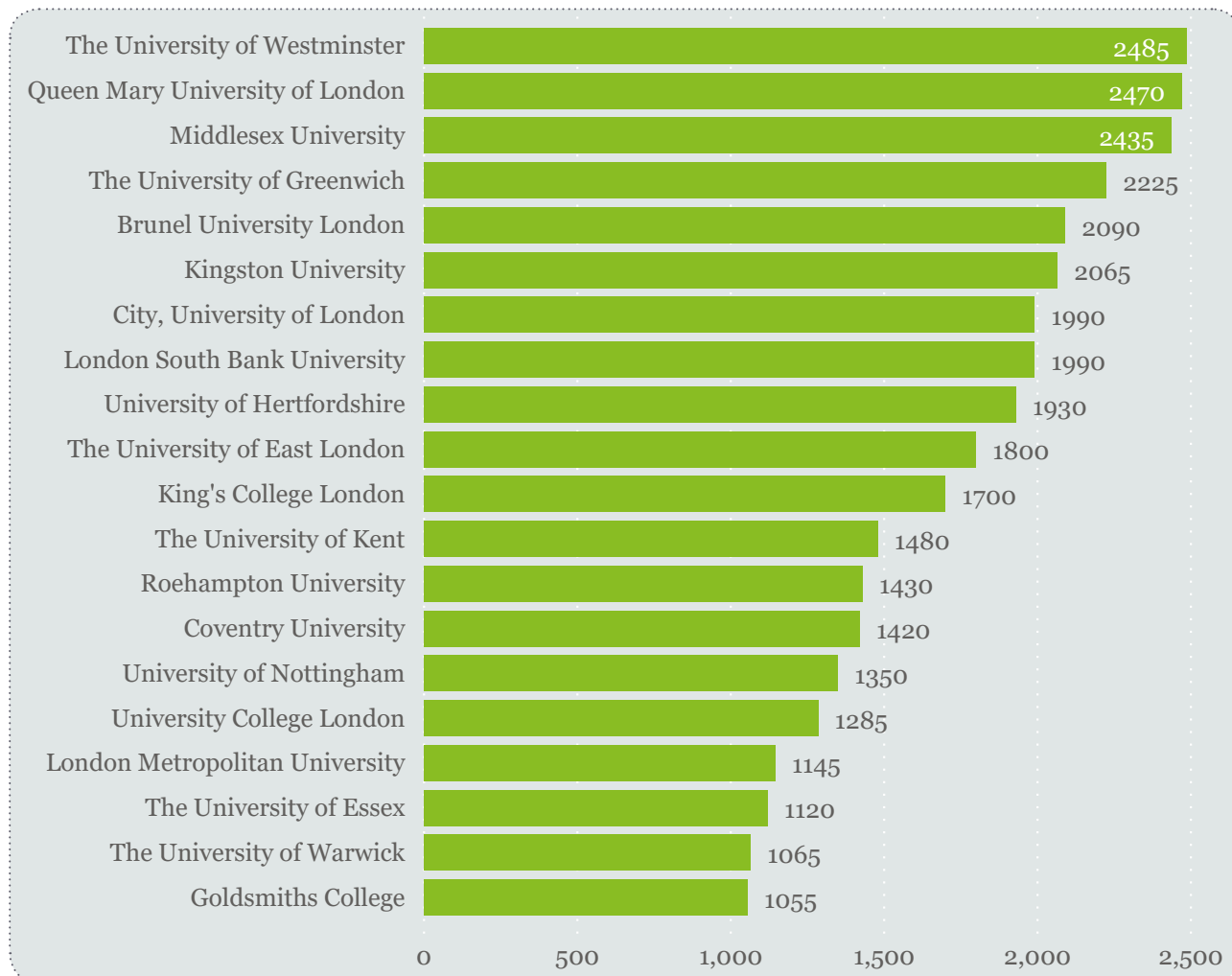
**Figure 26:** HEIs attended by young London residents by region 2018/19



**Figure 27:** HEIs attended by young London residents by region 2018/19 split by age



**Figure 28:** HEIs with the highest numbers of young London residents 2018/19



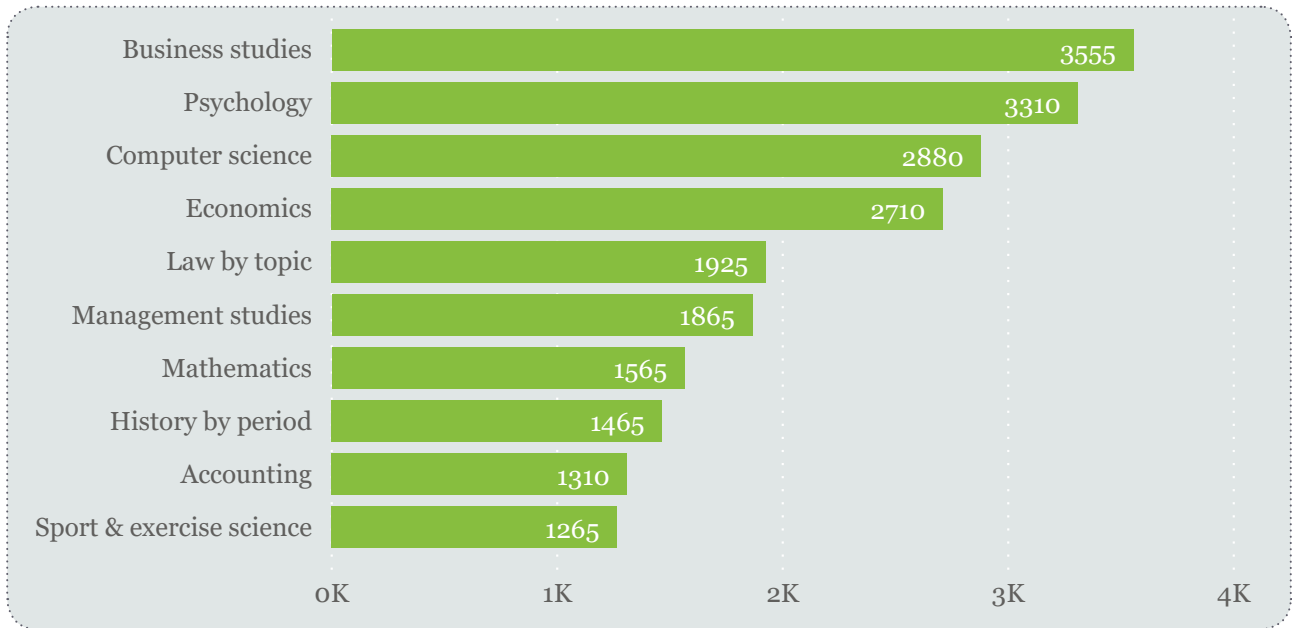
## Higher education subject of study

The preferred choice of degree subjects for young London residents is relatively similar to the subject distribution nationally. Business Studies and Psychology remain the two most popular subjects (as they have done for the last two reports) with over 3,500 students studying Business and over 3,300 studying Psychology.

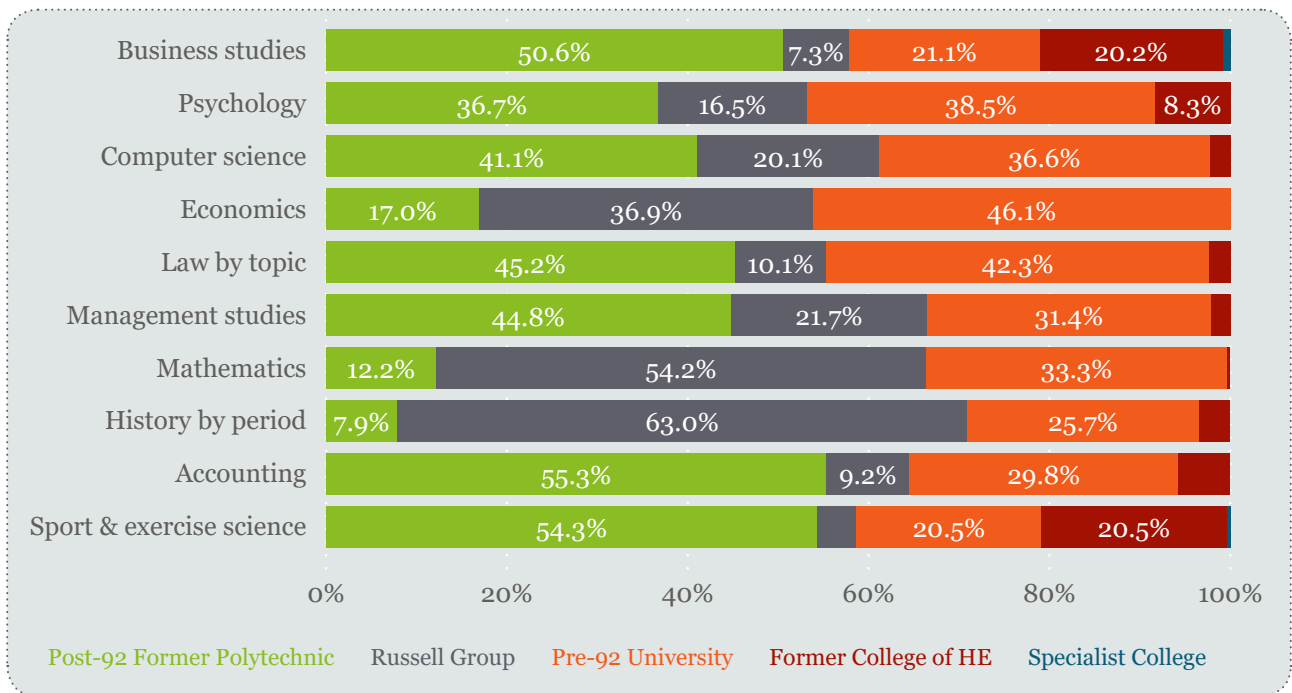
Figure 29 shows the ten most popular degree subjects by broad subject area for 2018/19. These subjects have been broadly the same since 2015/16. There has been an increase in the numbers of students studying most of these subjects; only two subjects, Management Studies and Sport & Exercise Science saw a small decrease in numbers compared with the previous report.

When we examine the most popular subjects being studied, we can see that these subjects are being taken up by different institutions. We combined the data for subjects studied from 2012/13 to the current year and then looked at what type of institutions these subjects were being studied at. Most of these subjects are being studied at post-92 institutions, with over 50% of learners taking Business Studies, Accounting and Sports Science at this type of institution. Conversely, most of those young Londoners studying mathematics and history by period are attending Russell Group institutions with 54% and 63% respectively. Computer Science, Economics and Psychology have most learners coming from Pre-92 institutions.

**Figure 29:** Degree subjects with the highest number of young London entrants in 2018/19



**Figure 30:** Degree subjects with the highest number of entrants by university group 2018/19





## Qualifications for entry to higher education

The UCAS tariff framework was established to give an equivalent value to a wide range of qualifications, thereby allowing HE institutions to make informed decisions about prospective candidates. This framework was overhauled in 2017 and the new framework has been used for the 2017/18 academic year onwards. This means that the previous tariff framework cannot be compared, so we are unable to provide a time series analysis for this metric.

It must be noted that not all institutions use a point system, and even within an institution which does use this system, some particular subjects may not. In addition, some institutions may have additional requirements over and above a point score (portfolio, for example) and some subjects studied that may count towards a learner's point score may not be eligible to be included for a particular subject area.

The new system assigns a lower point score than the previous – an A\* since 2017 is now worth 56 points (the older system assigned 140 points for the same grade). The following Figure 31 shows the distribution of point scores of young London residents for 2018/19, which is in line with the national picture.

**Figure 31:** Point scores of young London residents entering HE in 2018/19



# 4. Student retention and achievement

## 4.1 Student retention

At the launch event for our 2017 report, one of the questions to emerge from the floor related to whether we could analyse student retention and completion outcomes for inclusion in future reports.<sup>10</sup> HEFCE had been publishing national performance indicators dating back to 1999 focusing on non-continuation rates and projected degree completion rates. After discussions with HESA, the projection of degree completion rates was not feasible but the calculation of continuation after entry was possible and we subsequently included continuation rates in the 2018 report.<sup>11</sup>

### Continuation after entry

In this context, ‘Continuation’ refers to whether full-time students are still on their HE courses one year following the year of entry to HE. It is regarded as a strong indicator in the likelihood of students completing their course.

The calculation of continuation rates for young Londoners was based on a methodology adapted for Unistats and although similar in the approach taken in calculating the national performance indicators published by HESA<sup>12</sup> (the PI methodology), there are different categorisations so that we cannot conduct a time series for the most recent data

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<sup>10</sup> Tindell, G., Weeden, S. and Storan, J. (2017). *The Higher Education Journey of Young London Residents*. [online] London Councils. Available at: <https://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/14-19-young-peoples-education-and-skills/types-o>

<sup>11</sup> Tindell, G., Weeden, S. and Storan, J. (2018). *The Higher Education Journey of Young London Residents*. [online] Available at: <https://www.londoncouncils.gov.uk/higher-education-journey-young-london-residents-2018>.

<sup>12</sup> HESA. (n.d.). *About the UK Performance Indicators*. [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/guide>.

(i.e. those learners who entered HE in 2017/18 and continued in 2018/19). We can see, however, in Figure 32 the time series analysis of continuation rates under the Unistats methodology from 2010/11 through to 2016/17 have remained consistent throughout this period ranging from 84% to 85%.

Since 2017/18 the new methodology is based on HESAs (PI) of non-continuation. There are three categories of learners under this indicator – those who continued or qualified at the same HEI, those no longer in HE, and those who have transferred to a different HEI.

**Figure 32:** Continuation rates following year of entry 2010/11-2016/17

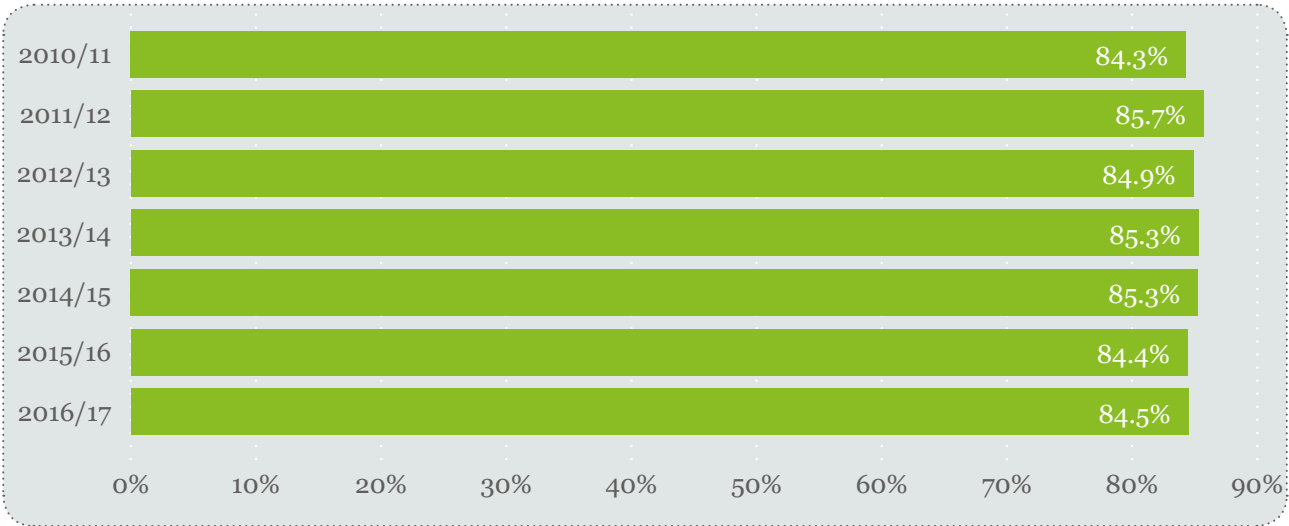


Figure 33 shows that 86.6% of young Londoners who started a course of HE studies in 2017/18 were still on their courses one year later, in 2018/19 at the same institution they enrolled in. A further 4.6% also continued their studies in 2018/19, albeit at a different institution. The remaining 8.7% of young London residents were no longer in HE in 2018/19. Compared with the national picture for this year, there were 6.9% of young learners (under 21 as defined by HESA) who were no longer in HE, and a total of 8.4% of learners of all ages who did not continue their studies.

**Figure 33:** Continuation rates following year of entry – 2017/18 entrants continuing into the 2018/19 academic year

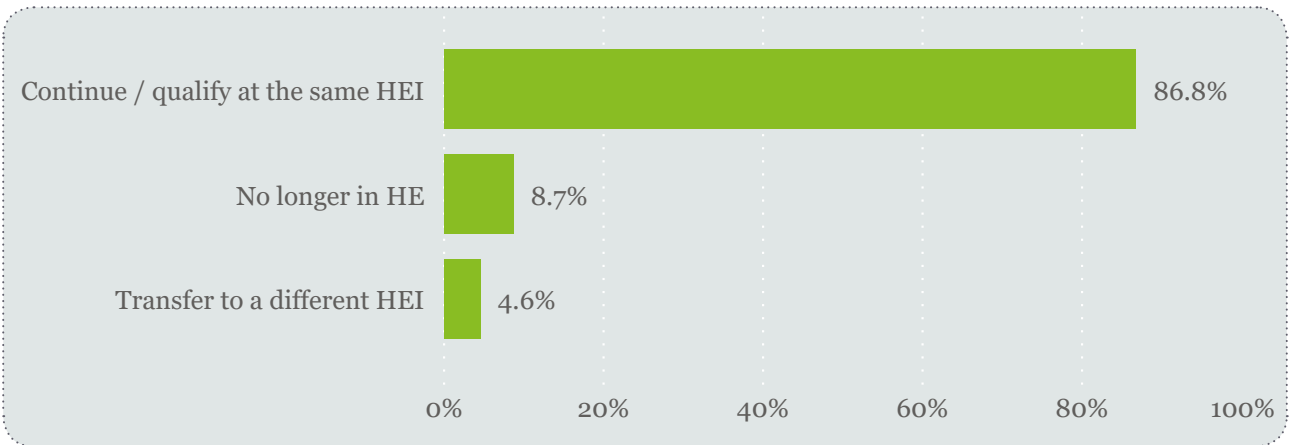


Figure 34 shows that students who attend Russell Group universities have a much higher continuation rate (93.2%) than those who attend post-92 institutions (82.4%). Woodfield (2014) found that there are a complex mix of factors involved in non-continuation, and a range of characteristics, are linked to increased rates of non-continuation, including gender, ethnicity, UCAS points on entry, subject of study, and distance of HEI from home.<sup>13</sup>

**Figure 34:** Continuation rates by type of HEI – 2017/18 entrants continuing into the 2018/19 academic year (red line indicates the average)

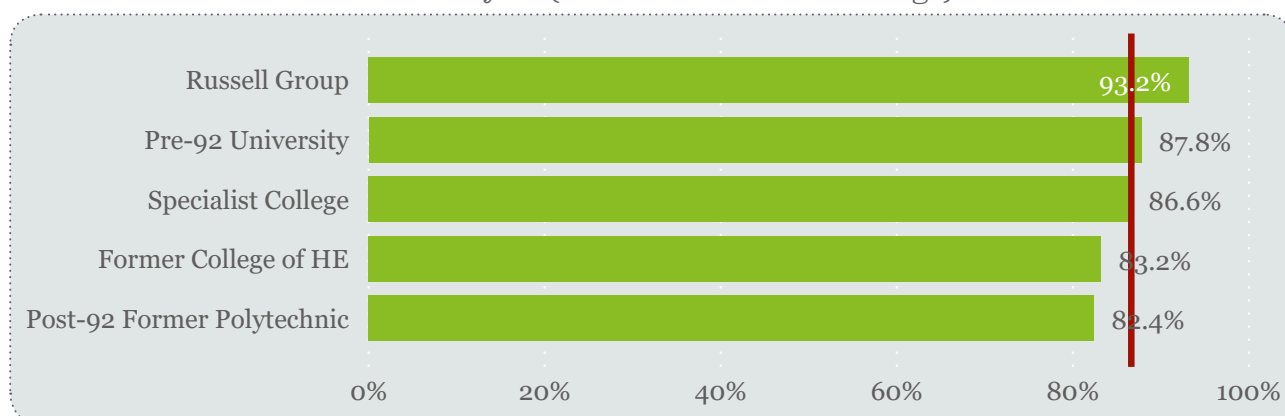
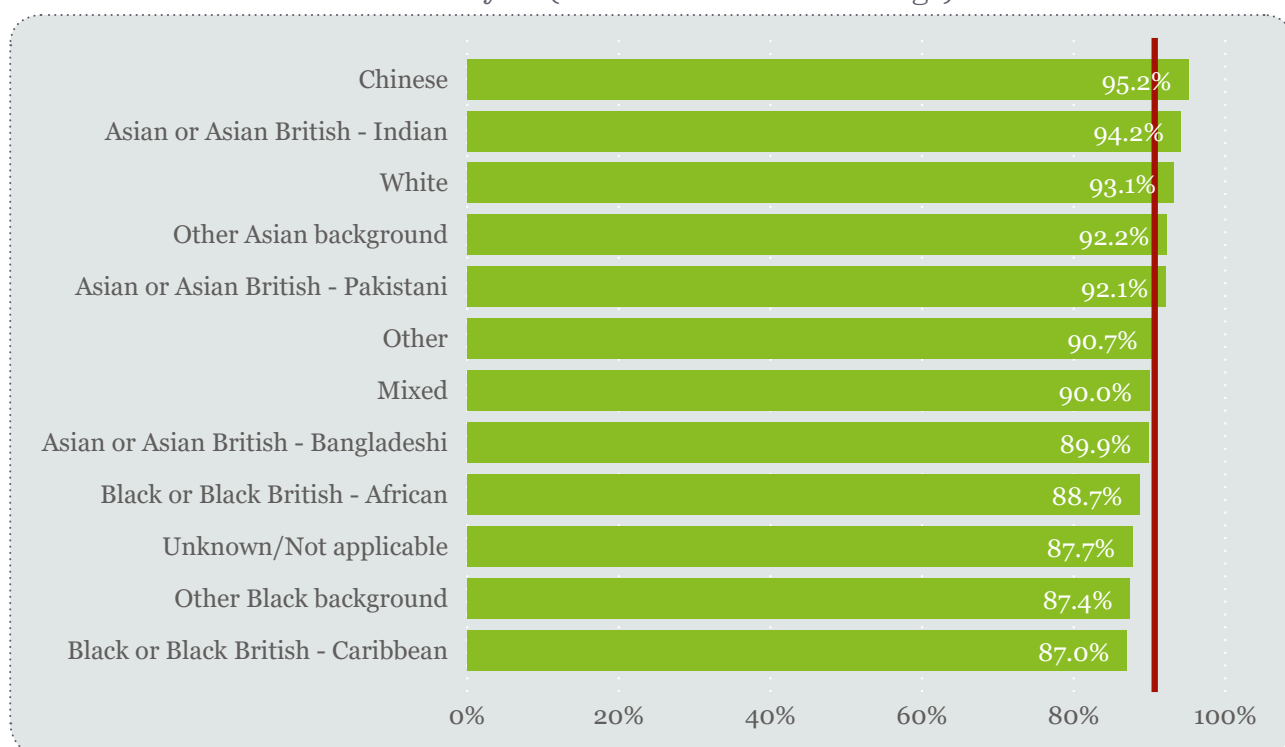


Figure 35 looks at continuation rates broken down by ethnicity. It clearly shows the variance between the high continuation rates for Chinese, White and Indian students compared with those from a Black African or Caribbean background. Again, there are complex factors and characteristics involved in continuation as highlighted in the Woodward report and in our last report in this series, we highlighted that students who attended school sixth forms or independent schools have a much higher continuation rate than those who attended FE colleges.

**Figure 35:** Continuation rates by Ethnicity for 2016/17 HE entrants continuing into the 2018/19 academic year (red line indicates the average)



<sup>13</sup> Woodfield, R. (2014). Undergraduate retention and attainment across the disciplines. [online] Available at: [https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/undergraduate\\_retention\\_and\\_attainment\\_across\\_the\\_disciplines\\_1568037254.pdf](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/undergraduate_retention_and_attainment_across_the_disciplines_1568037254.pdf)

## 4.2 Student achievement

### Higher education qualifications obtained

Figure 36 shows the wide range of higher education qualifications achieved by young London residents in 2018/19. The number of qualifications awarded increased by over 2,200 (+4.5%) compared with the two years previously (2016/17) highlighted in the previous report. Just over 80% achieved an honours degree, a marginal increase of 0.5% on the 2016/17 academic year. The other 20% of students achieved a mixture of undergraduate qualifications, including foundation degrees, combined undergraduate/postgraduate and professional qualifications.

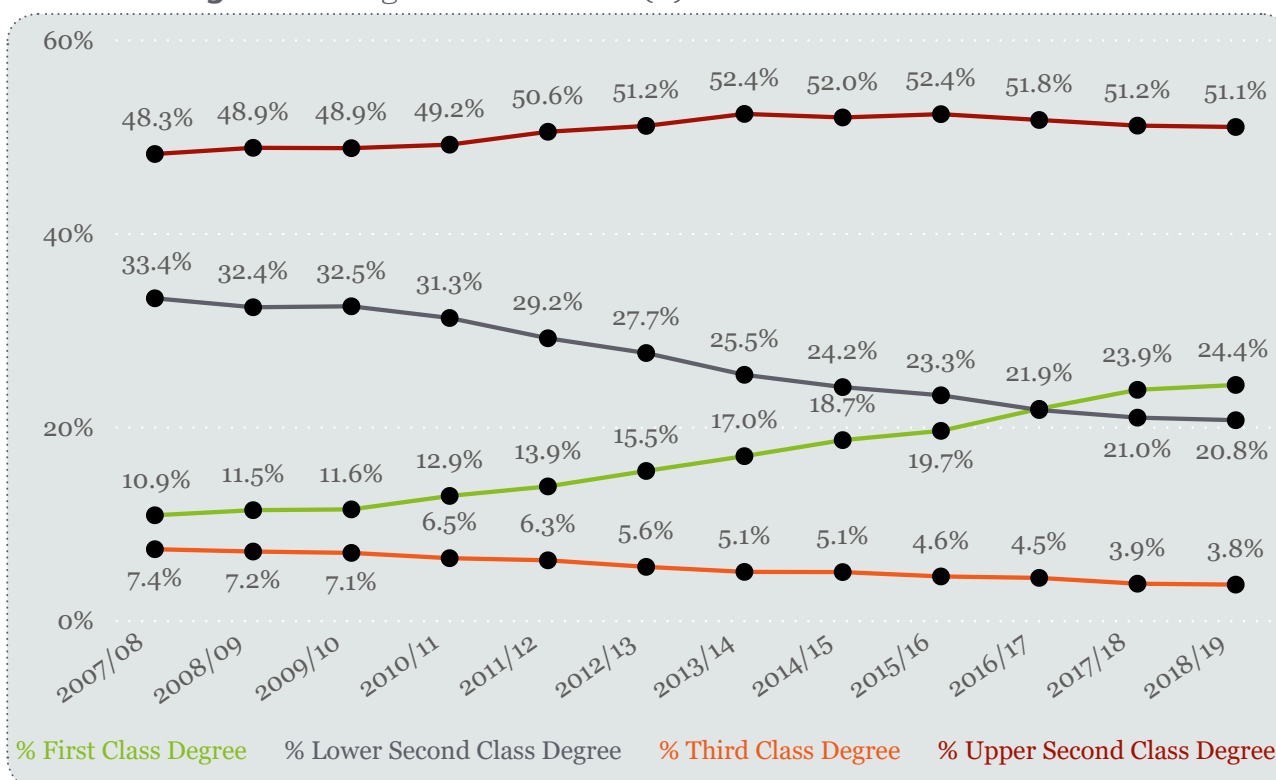
**Figure 36:** Range of higher education qualifications obtained in 2018/19

Qualification Obtained	No. of Awards	%
First degree with honours	40,052	80.36%
Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	2,421	4.86%
Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern	2,082	4.18%
Certificate of Higher Education (CertHE)	1,942	3.90%
Diploma of Higher Education (DipHE)	574	1.15%
Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	437	0.88%
Foundation degree	420	0.84%
Ordinary (non-honours) first degree	359	0.72%
First degree with honours leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)	296	0.59%
Certificate at level C	181	0.36%
First degree with honours leading towards registration with the Architects Registration Board (Part 1 qualification)	177	0.36%
Pre-registration ordinary (non-honours) first degree leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	161	0.32%
First degree with honours and diploma	116	0.23%
Graduate Diploma/Certificate at level H but where a previous qualification at level H is a pre-requisite for course entry	83	0.17%
Graduate diploma/certificate at level H	73	0.15%
Other qualification at level C	70	0.14%
Certificate at level H	66	0.13%
First degree with honours on the enhanced/extended pattern but at level H	57	0.11%
Higher National Certificate (HNC)	55	0.11%
Qualification at level H (where another qualification at level H is a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 2 qualification)	54	0.11%
Professional Graduate Certificate in Education	49	0.10%
Higher National Diploma (HND)	47	0.09%
Diploma at level H	35	0.07%
Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC) only	34	0.07%
<b>Total</b>	<b>49,841</b>	<b>100.00%</b>

## Analysis of degree class achieved

Figure 37 shows the proportion of Upper Second-class degrees has remained over 50% since 2011/12 and that the trends over a twelve-year period indicate a significant increase in First-class honours at the expense of Lower Second-class honours. Over the twelve years, the number of First-class honours has increased by 7,295 (+199%) and upper second class by 6,980 (+44%). Conversely, the decline in the awarding of Lower Second and Third-class honours degrees is clear with reductions of 1,640 (-15%) and 745 (-30%) respectively.

**Figure 37:** Degree class achieved (%) - Time-Series 2007/08 to 2018/19



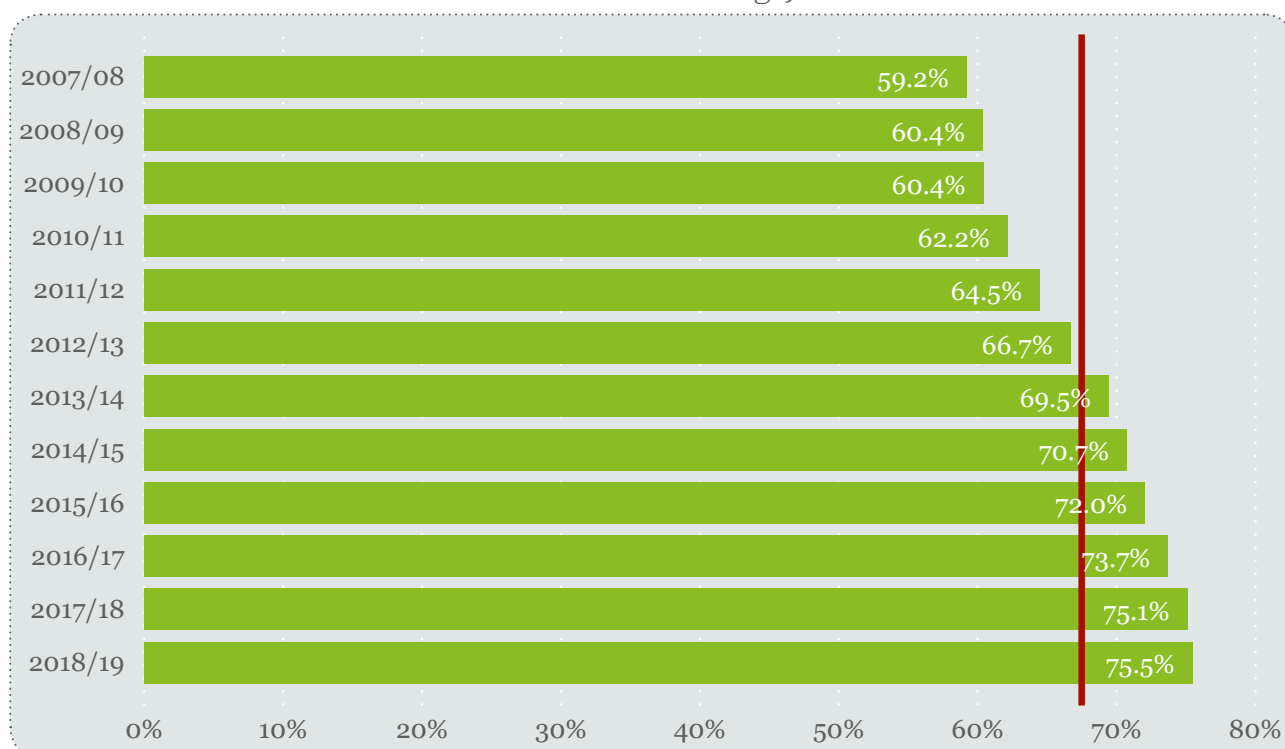
Over 51% of young London residents that completed their courses in 2018/19 achieved an Upper Second-class degree, and in excess of 24% achieved a First-class degree representing a 2.5% increase from two years previously. Analysis on UK degree outcomes for 2016/17 published by the Office for Students indicates 27% of graduates gained a first class degree with a further 49% awarded an upper second class degree.<sup>14</sup>

First and upper second-class degrees are commonly defined as ‘good degrees’ – meeting the application criteria for postgraduate study and for many large graduate employers. A ‘good degree’ is an important contributor to young graduates gaining employment after completing their undergraduate qualification.

Figure 38 provides a time-series analysis of the proportion of ‘good degrees’ awarded to young London graduates since 2007/08. The proportion of young Londoners achieving a first or upper second-class degree has continued to increase with over 75% of graduates achieving a ‘good degree’ in 2018/19. This is just below the national average of 76% during the same period. Over twelve years, the proportion of young Londoners achieving a ‘good degree’ has increased by 16.3%. One of the consequences of this increase in degree performance is that the proportion of young London graduates gaining full-time employment or undertaking further study has increased.

<sup>14</sup> Office for Students. (2018a). Degree outcomes: overall results. [online] Available at: <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/degree-outcomes-overview/>.

**Figure 38:** Proportion of students obtaining a ‘good degree’ 2007/08 to 2018/19 (red line indicates the average)



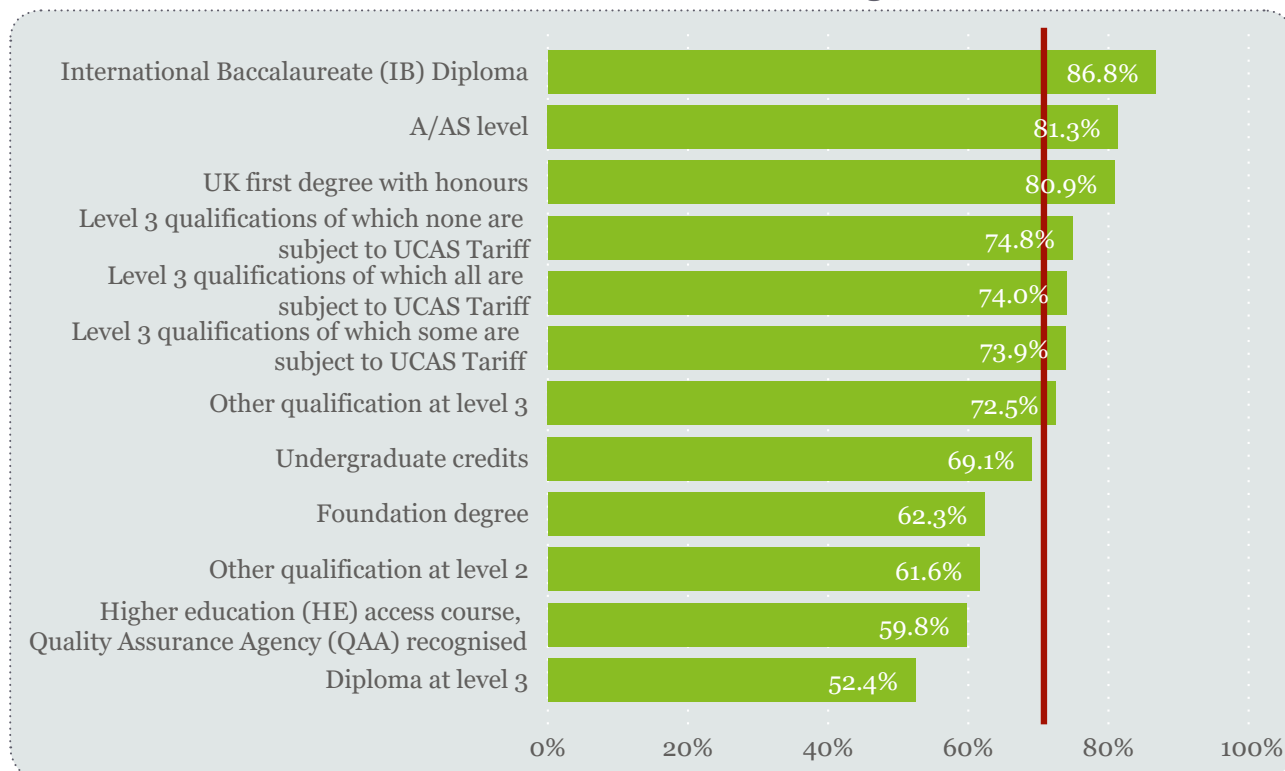
One of the most accurate predictors of student success in achieving a ‘good degree’ is the entry qualification of the student. Analysis by HEFCE published in March 2018 on the difference in student outcomes explicitly showed the clear relationship between the level of entry qualification and subsequent degree classification<sup>15</sup> and internal analyses carried out at the University of East London (UEL) has demonstrated similar findings<sup>16</sup>. Figure 39 shows this is also true for young London residents. These findings show that young London graduates earning a ‘good degree’ ranges from 86.8% for IB Diploma students to 52% for Level 3 Diploma entrants. There are obvious relationships between the entry qualification, tariff score, type of HEI attended, subject, previous institution and student demographic characteristics such as age, gender, ethnicity and socio-economic background.

<sup>15</sup> Office for Students. (2018b). Differences in student outcomes. [online] Available at: <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/>.

<sup>16</sup> G.Tindell (2017). The relationship between entry qualifications and student achievement. UEL internal discussion paper.



**Figure 39:** Proportion of students obtaining a 'good degree' by highest qualification on entry 2018/19 (red line indicates the average)



As Figure 40 indicates, when the HEI institutional group is considered, 88% of young London residents completing higher education qualifications in 2018/19 at Russell Group institutions achieved a first or upper second-class degree classification, a small increase on the previous year. In contrast, just over 75% of young London residents completing HE qualifications at pre-92 universities achieved 'good' degrees, compared to just over 67% at post-92 universities. The difference between institutions is largely reflective of the higher prior achievement criteria required for entry to Russell Group and pre-92 universities compared to post-92 institutions and former colleges of HE. Students are likely to have entered higher education at Russell Group or pre-92 universities with high tariff points gained from studying 3+ A Levels and achieving A\*-B grades.

**Figure 40:** Proportion of students obtaining a good degree by type of HEI 2018/19 (red line indicates the average)

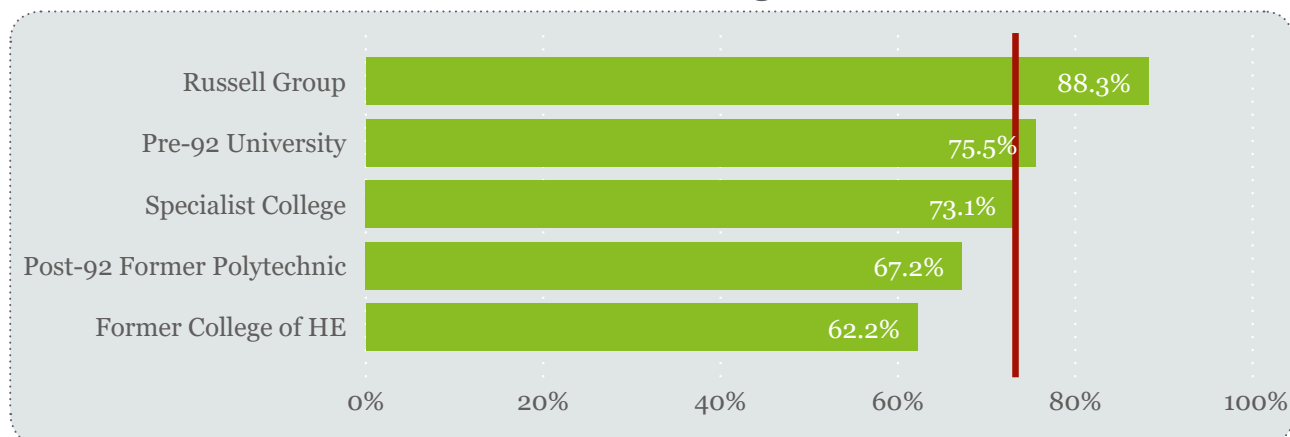
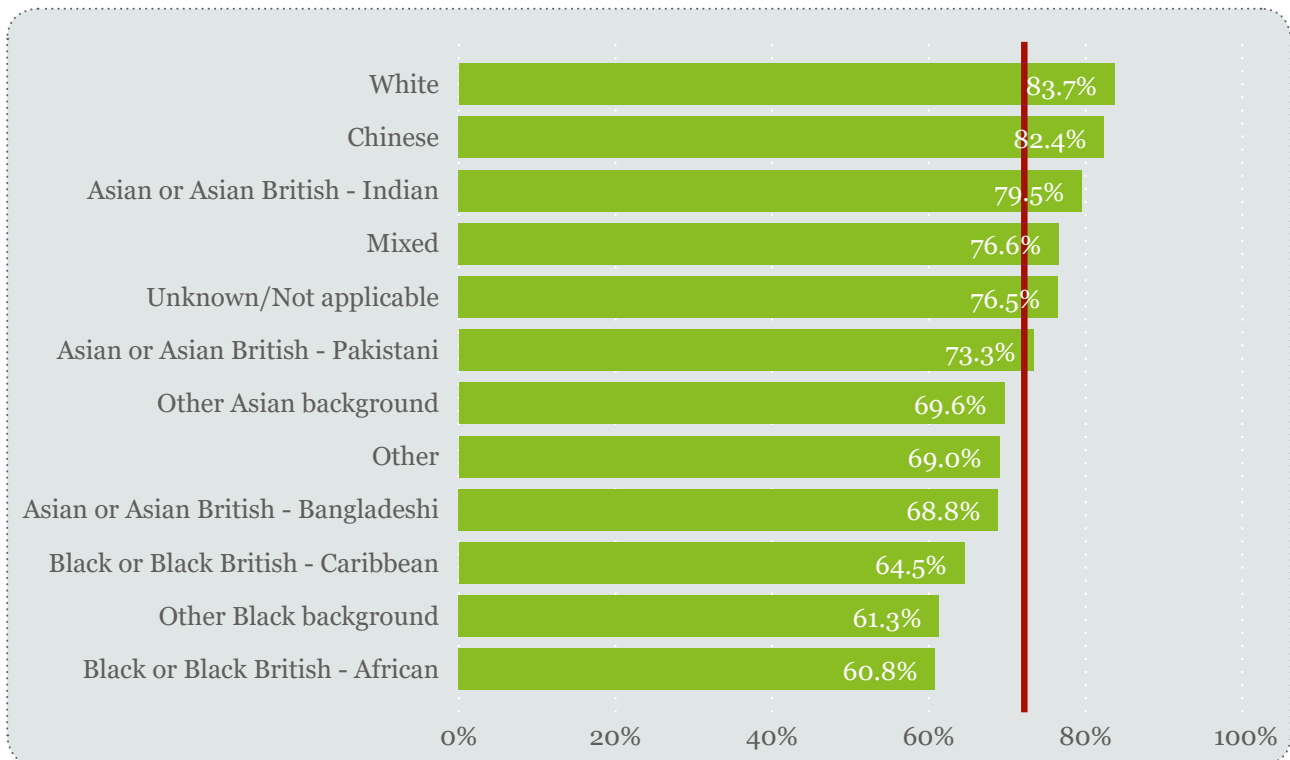


Figure 41 provides a breakdown of the proportion of students obtaining a 'good degree' by ethnicity and shows a similar pattern to continuation rates in terms of variance between ethnicities. The proportion of White, Chinese and Indian students is significantly above the average compared to those from a Black African or Caribbean background. There are a number of potential multivariate factors affecting the awarding of 'good honours' degrees and in particular, the type of HEI attended and its location, relative levels of local deprivation, the type of school or college attended, entry qualifications as well as student profile characteristics such as age and gender.

**Figure 41:** Proportion of students obtaining a good degree by Ethnicity 2018/19 (red line indicates the average)



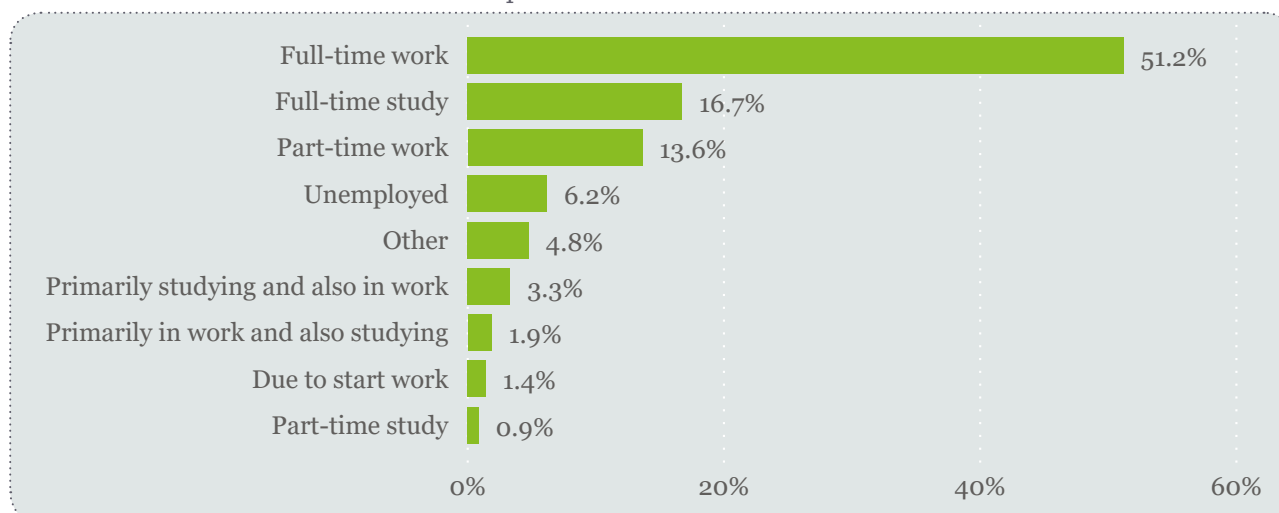
## 5. Post-study destinations

This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, and the most recent data is for students who completed their HE studies by the end of the academic year 2016/17. The DLHE survey was not conducted in 2017/18 and from 2018/19 onwards, will be replaced by the Graduate Outcomes Survey. The DLHE survey is conducted six months after graduation, so it is an early snapshot, and many students will not have yet settled into employment. A follow-up survey is conducted after a further six months. Nationally, the DLHE response rate in 2016/17 was 78%. One important point is that the DLHE sample is not the same cohort as the progression cohort. This is because the DLHE cohort contains all students who completed their course of study in 2016/17, and students would have had different starting points depending on the length of the qualification they studied.

### *5.1 Employment destinations of young London residents*

The DLHE data for 2016/17 shows that 51.3% of Undergraduate students were employed in full-time paid work six months after graduation, a small increase of 0.4% on the previous year (Figure 42). If part-time work, primarily in work but also studying and those due to start a job within the next month are taken into account, the employment figure increases to 68.1%. Graduate unemployment was 6.2%, almost identical to the previous year and a significant improvement on the 11% unemployment rate five years previously. Over the same period, full-time employment has increased from 47% to 51% and engagement in further study has marginally increased. If we examine young graduates with a postgraduate qualification, the proportion in full-time work increases to almost 70% and unemployment drops to 3.6%.

**Figure 42:** Graduate destinations of young London residents completing higher education qualifications in 2016/17



For contextual purposes, overall analysis of the 2016/17 DLHE outcomes found that 58.8% of UK domiciled full-time leavers were employed in full-time paid work with a further 11.5% working on a part-time basis. An additional 20.7% opted for further study or a combination of both and 4.7% were unemployed at the time of the survey.<sup>17</sup>

The DLHE survey provides an early and detailed snapshot of new graduates entering the labour market in terms of job roles, employment sectors and starting salary. However, it doesn't take account of longitudinal patterns of graduate employment which government Labour Market Statistics reports can provide. Making use of data from the Labour Force Survey, it indicates that in 2017 the rate of graduate employment is relatively stable. The employment rate for young working age undergraduates and postgraduates were almost identical at 88.7% and 88.3% respectively. This compares favourably to an employment rate of 75% for non-graduates. The unemployment rate for young graduates has marginally dropped to 4.1%, which is almost half the rate for non-graduates (7.1%)<sup>18</sup>.

If we examine young graduates with a postgraduate qualification, the proportion in full-time work increases to almost 70%.

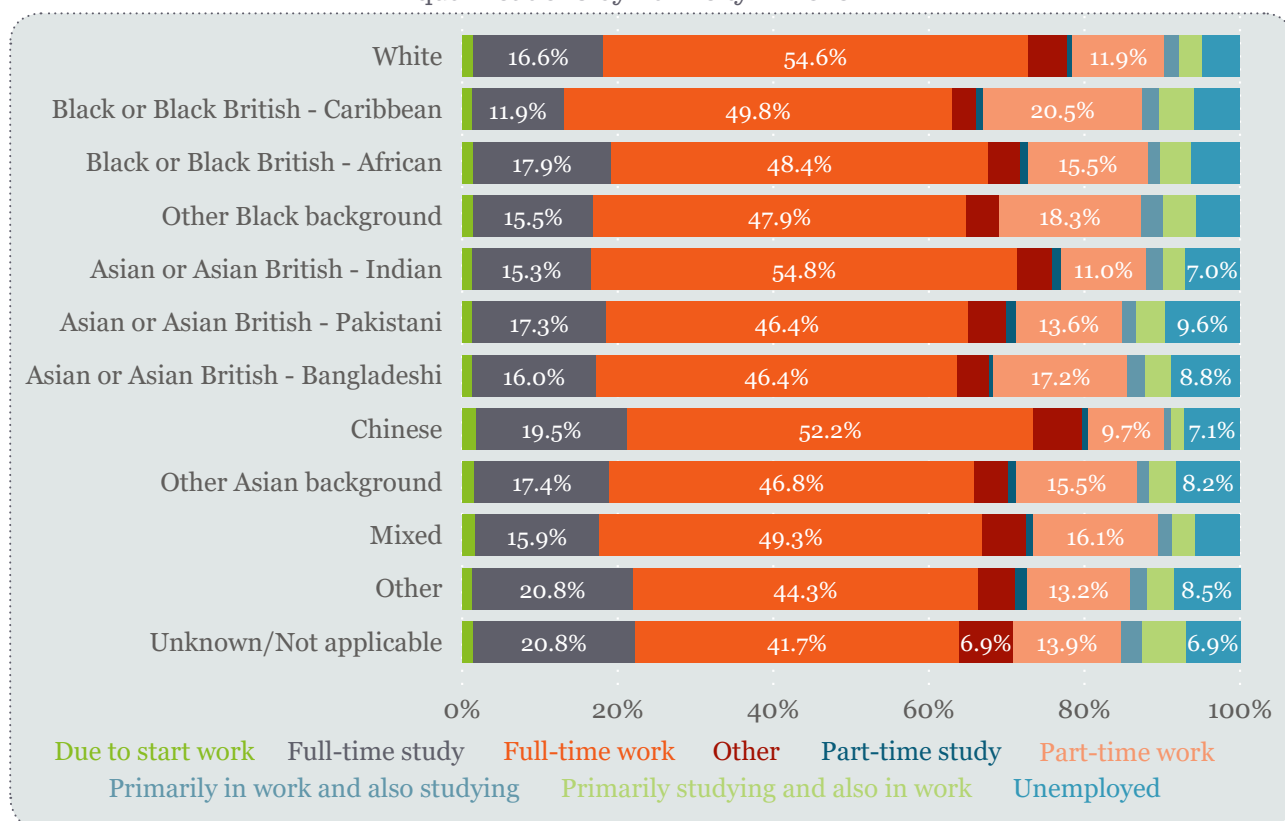
Figure 43 provides a breakdown of graduate destinations by ethnicity with the orange bar indicating the proportion of young graduates in full-time work and the blue bar, the proportion of graduates who were unemployed at the time of the survey. The proportion of graduates obtaining full-time work ranges from 55% for White and Indian students through to 44% to those identifying their ethnicity as 'Other'. Conversely, the variation in unemployment rates is more marked in that the rate for Pakistani graduates (9.2%) is double that of White students (4.4%).

One of the questions asked in the DLHE survey since 2012 relates to the contractual basis for those young graduates in employment. In conjunction with the destination data, it provides a far greater level of detail than has previously been available. Figure 44 provides a breakdown of the contractual basis of those in employment. In 2016/17, 56% of young London resident graduates were employed on a permanent or open-ended contract and 23% were employed on fixed-term contracts. Those young graduates who are either self-employed or starting up a business equate to 6.4%. There has been relatively little change in the contractual status of graduates compared to the previous year.

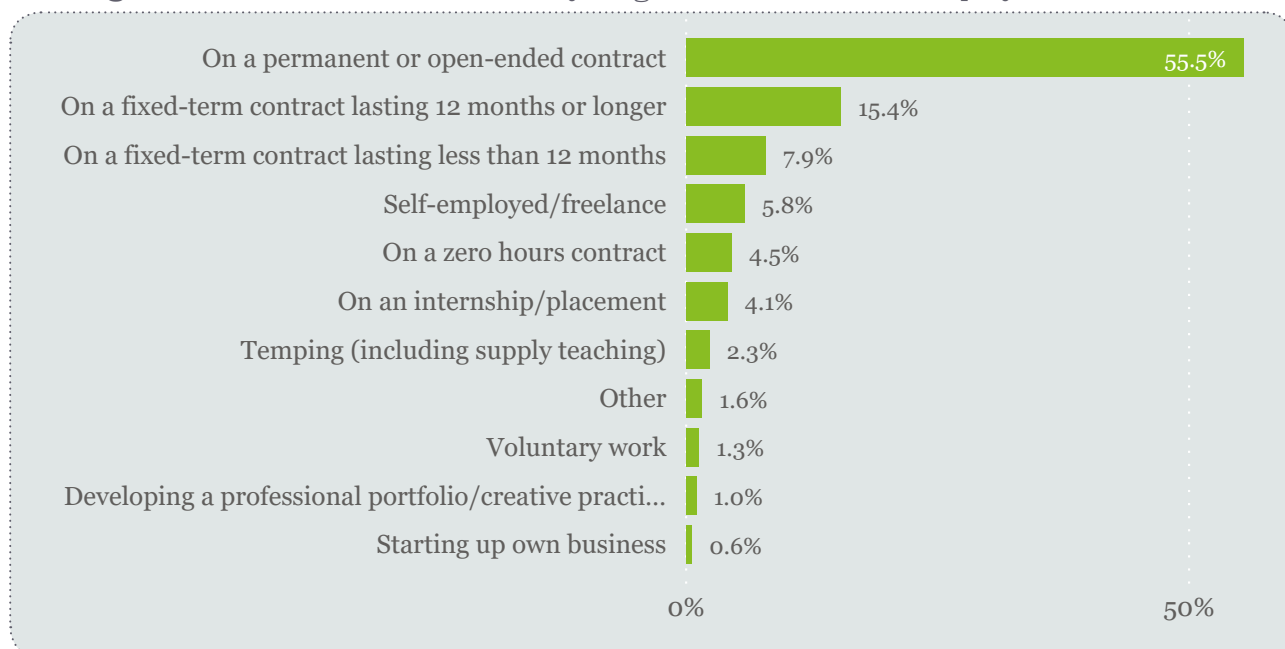
<sup>17</sup> HESA. (2017a). *Destinations of Leavers from Higher Education 2015/16*. [online] Available at: <https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2015-16> [Accessed 13 Oct. 2020].

<sup>18</sup> Graduate labour market statistics. (2017). [online] Department for Education, Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/701720/GLMS\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/701720/GLMS_2017.pdf).

**Figure 43:** Graduate destinations of young London residents completing higher education qualifications by Ethnicity in 2016/17

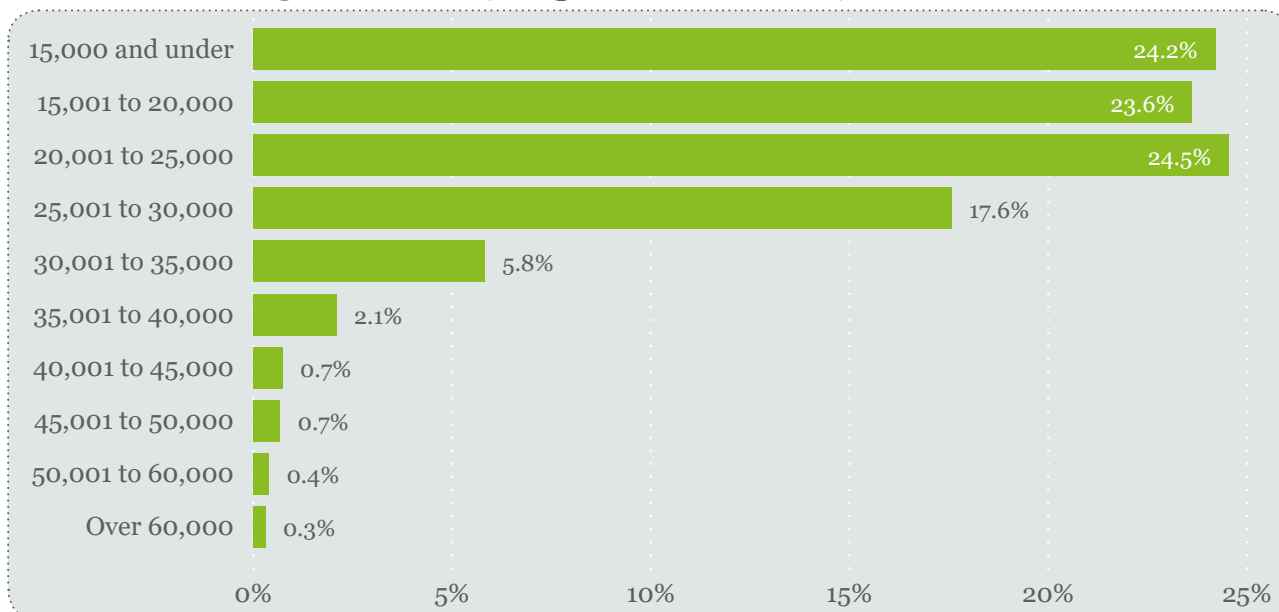


**Figure 44:** The contractual basis of young London residents in employment in 2016/17



The 2016/17 DLHE destination data also includes information on graduate starting salaries, with two-thirds of respondents disclosing their salary and those responding as 'Unknown' have been excluded from this chart (Figure 45). Although this provides only a partial picture, for young graduates in full-time jobs, the typical starting salary would range between £20,000 and £30,000 annually and for part-time jobs, the salary would typically be less than £15,000.

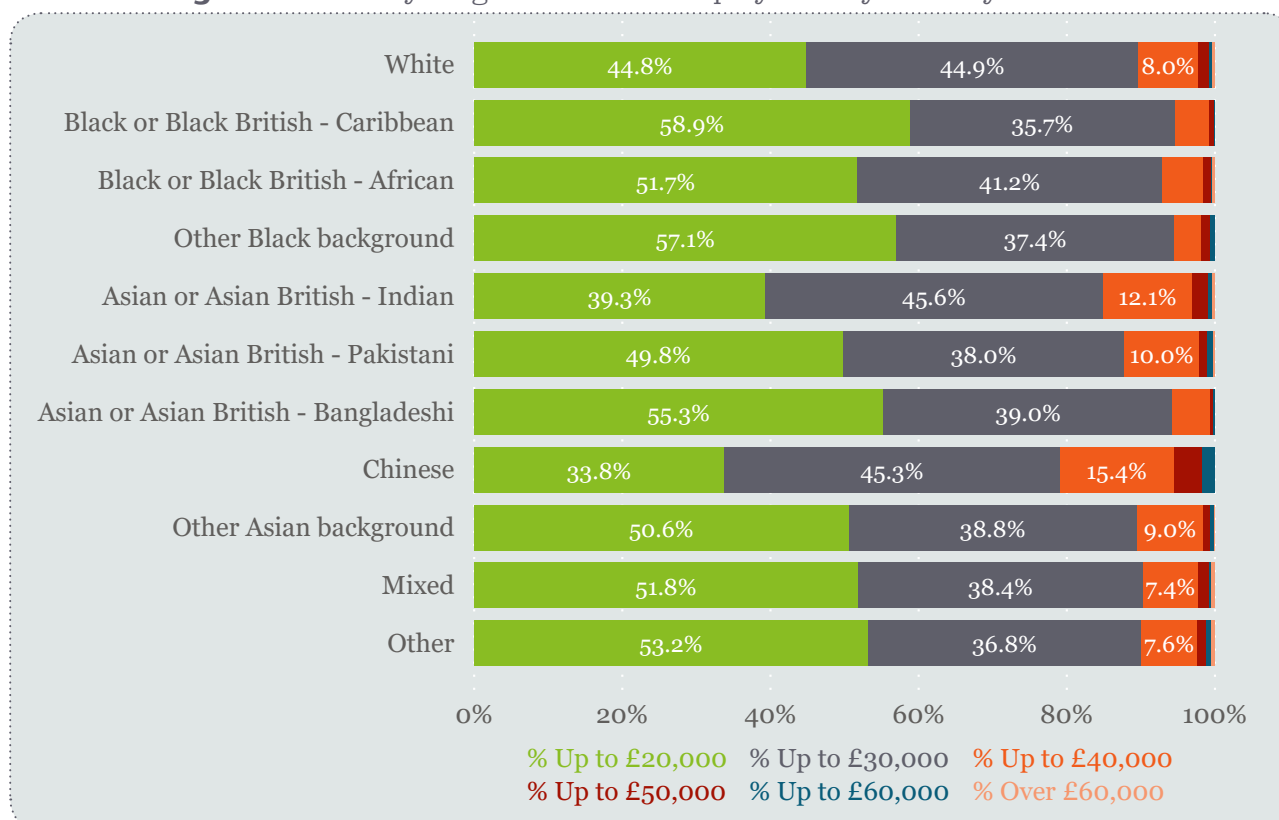
**Figure 45:** Salary ranges for those in employment in 2016/17



Following a similar theme, Figure 46 displays graduate starting salaries by ethnicity. To make the data easier to visualise, we have grouped the starting salaries into larger categories and for the lowest grouping of up to £20,000, there are clear differences in particular, between Chinese (33.8%) and Black Caribbean (58.9%). The middle starting salaries of up to £30,000 tend to exhibit less variation between ethnicities.

Although the DLHE survey provides an indication of graduate starting salaries, it does not indicate the longer-term value of possessing a higher education qualification. To rectify this, the Department for Education has produced a series of experimental statistics that provides an initial analysis on the employment and earnings of higher education

**Figure 46:** Salary ranges for those in employment by Ethnicity in 2016/17



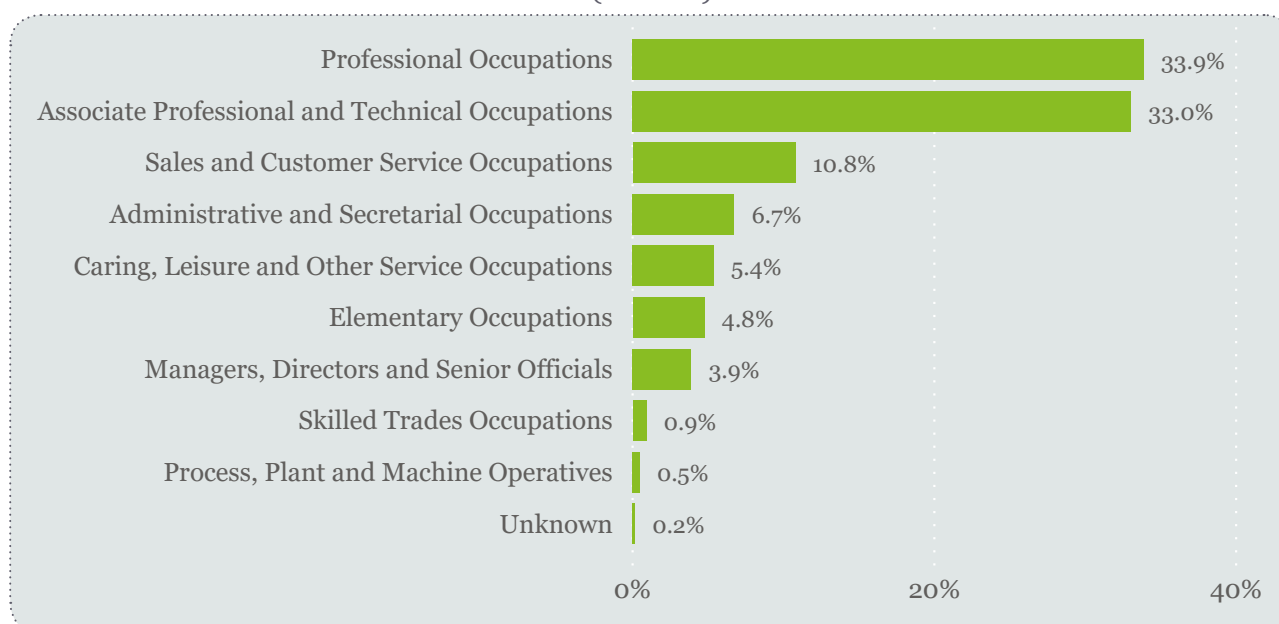
graduates by subject and institution. This project has been referred to as the ‘Longitudinal Education Outcomes’ dataset and the second iteration of the model was released in March 2019 focusing on employment and earnings outcomes in the 2016/17 tax year for those who graduated between 2008/9 and 2014/15<sup>19</sup>. Analysis of median annual earnings five years after graduation reveal significant differences between subjects. Students graduating with a Medicine or Dentistry qualification typically earn a median salary of £49,300 five years after graduation compared to £23,000 for those graduating with a HE qualification in Creative Arts and Design. Other high earning subjects include graduates from Mathematical Sciences (£34,300), Veterinary Science (£32,800) and Economics (£41,600)<sup>20</sup>.

Complementing the publication of Longitudinal Education Outcomes data, analysis of the 2018 Graduate Labour Market Statistics indicates that a median salary for young graduates (aged 21-30) working in London is £30,000 and for those with a postgraduate qualification regardless of age and location, this figure rises to £40,000<sup>21</sup>.

## 5.2 Employment destinations by Standard Occupational Classification

The Standard Occupational Classification (SOC) is available at different levels, with Level 1 depicted in Figure 47 providing a broad picture of occupational classes, and Level 2 SOC in Figure 48 providing a more detailed picture of the employment destinations of the employed cohort of young London domiciled graduates of 2016/17.

**Figure 47:** Employment Destinations by Standard Occupational Classification (SOC) Level 1 (2016/17)



There has been an increase of 3% on the previous year, with just under 71% (+0.4% on the previous year) of young London resident graduates in 2016/17 subsequently employed in Professional or Associate Professional & Managerial Occupations six months after graduation. These occupations would typically be classified as ‘graduate level’ or ‘highly skilled’ jobs and analysis for all UK domiciled full-time leavers suggests an overall benchmark of 70%.

<sup>19</sup> Graduate outcomes (LEO). (2019). [online] Department for Education. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/790223/Main\\_text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790223/Main_text.pdf).

<sup>20</sup> GOV.UK. (2019). Graduate outcomes (LEO): 2017 to 2018. [online] Available at: <https://www.gov.uk/government/statistics/graduate-outcomes-leo-2017-to-2018>.

<sup>21</sup> Department for Education (2019). Graduate labour market statistics: 2018. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/graduate-labour-market-statistics-2018>.



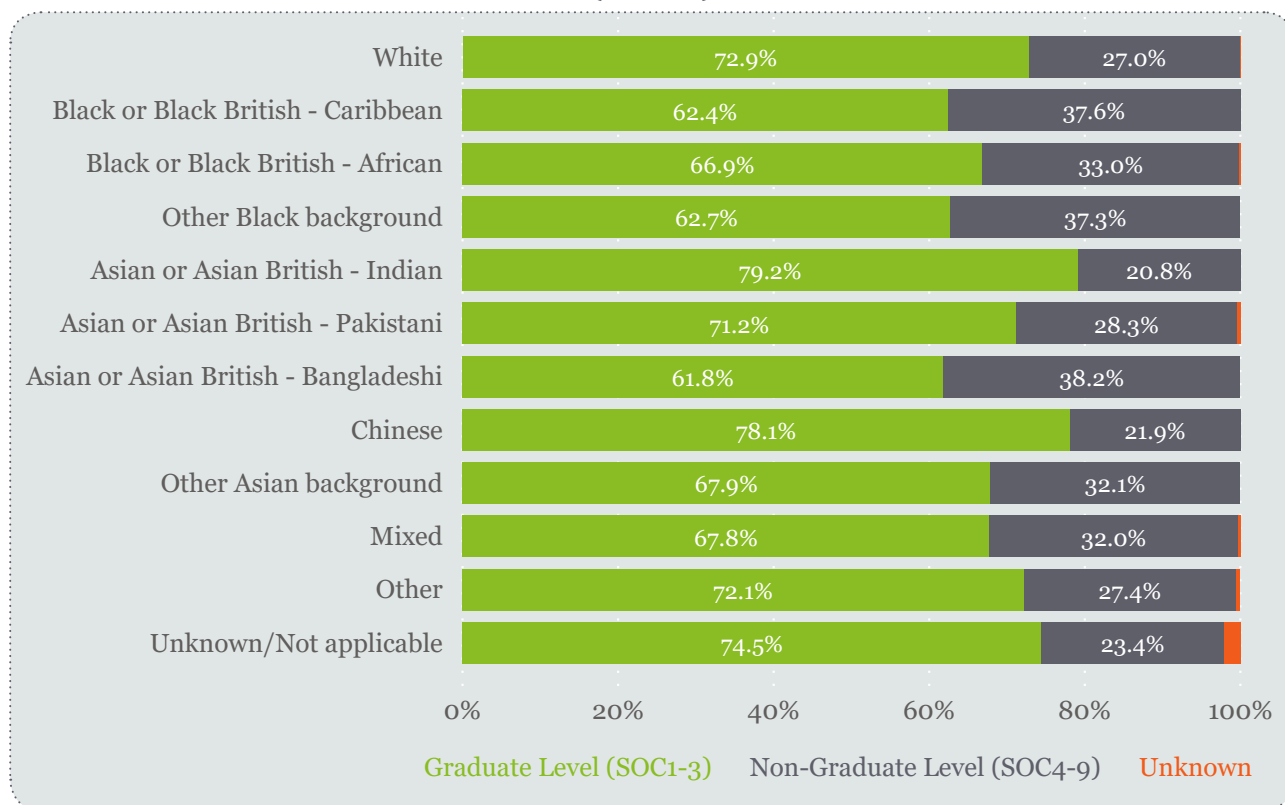
Figure 48 shows that the largest number of graduates are employed in Business and Public Service Associate Professional occupations. There are also many recent graduates employed as Health Professionals, Sales Occupations and in Professional and Associate Professional roles associated with Health and Social Welfare, Teaching, Research, and Science and Technology. In addition, there are also large numbers employed in Culture, Media and Sports Occupations, which is not entirely surprising as London is a major employment hub for the Cultural and Creative Industries. The top 6 most popular occupations remain the same from the previous year although the order has slightly changed. There is evidence of increased employment in Culture, Media and Sports Occupations and Science, Research, Engineering and Technology Professionals but a reduction in Sales Occupations.

**Figure 48:** Employment Destinations by SOC Level 2 (2016/17)

SOC Level 2	Numbers	%
Business and Public Service Associate Occupations	4,665	18.99%
Health Professionals	2,660	10.83%
Business, Media and Public Service Professionals	2,250	9.16%
Sales Occupations	2,170	8.84%
Culture, Media and Sports Occupations	2,025	8.25%
Science, Research, Engineering and Technology Professionals	1,835	7.47%
Teaching and Educational Professionals	1,575	6.41%
Administrative Occupations	1,280	5.21%
Elementary Administration and Service Occupations	1,140	4.64%
Caring Personal Service Occupations	1,085	4.42%
Science, Engineering and Technology Associate Professionals	720	2.93%
Health and Social Care Associate Professionals	605	2.46%
Corporate Managers and Directors	585	2.38%
Customer Service Occupations	480	1.95%
Secretarial and Related Occupations	375	1.53%
Other Managers and Proprietors	370	1.51%
Leisure, Travel and Related Personal Service Occupations	235	0.96%
Textiles, Printing and Other Skilled Trades	120	0.49%
Protective Service Occupations	100	0.41%
Transport and Mobile Machine Drivers and Operatives	90	0.37%
Skilled Metal, Electrical and Electronic Trades	50	0.20%
Unknown	40	0.16%
Skilled Construction and Building Trades	35	0.14%
Elementary Trades and Related Occupations	30	0.12%
Process, Plant and Machine Operatives	25	0.10%
Skilled Agricultural and Related Trades	15	0.06%

Figure 49 examines a breakdown of what are considered 'Graduate Occupations' (SOC 1-3) and non-Graduate Occupations (SOC 4-7) by ethnicity. This definition of 'Graduate Occupations' is often used by newspaper league table compilers as well as the government in estimating the value of higher education to the UK economy. The relative proportions of Indian and Chinese graduates in 'Graduate Occupations' is significantly high at 79% and 78% respectively compared to 62% from Bangladeshi and Black Caribbean backgrounds.

**Figure 49:** Employment Destinations by Graduate/ Non-Graduate level jobs 1 and Ethnicity (2016/17)



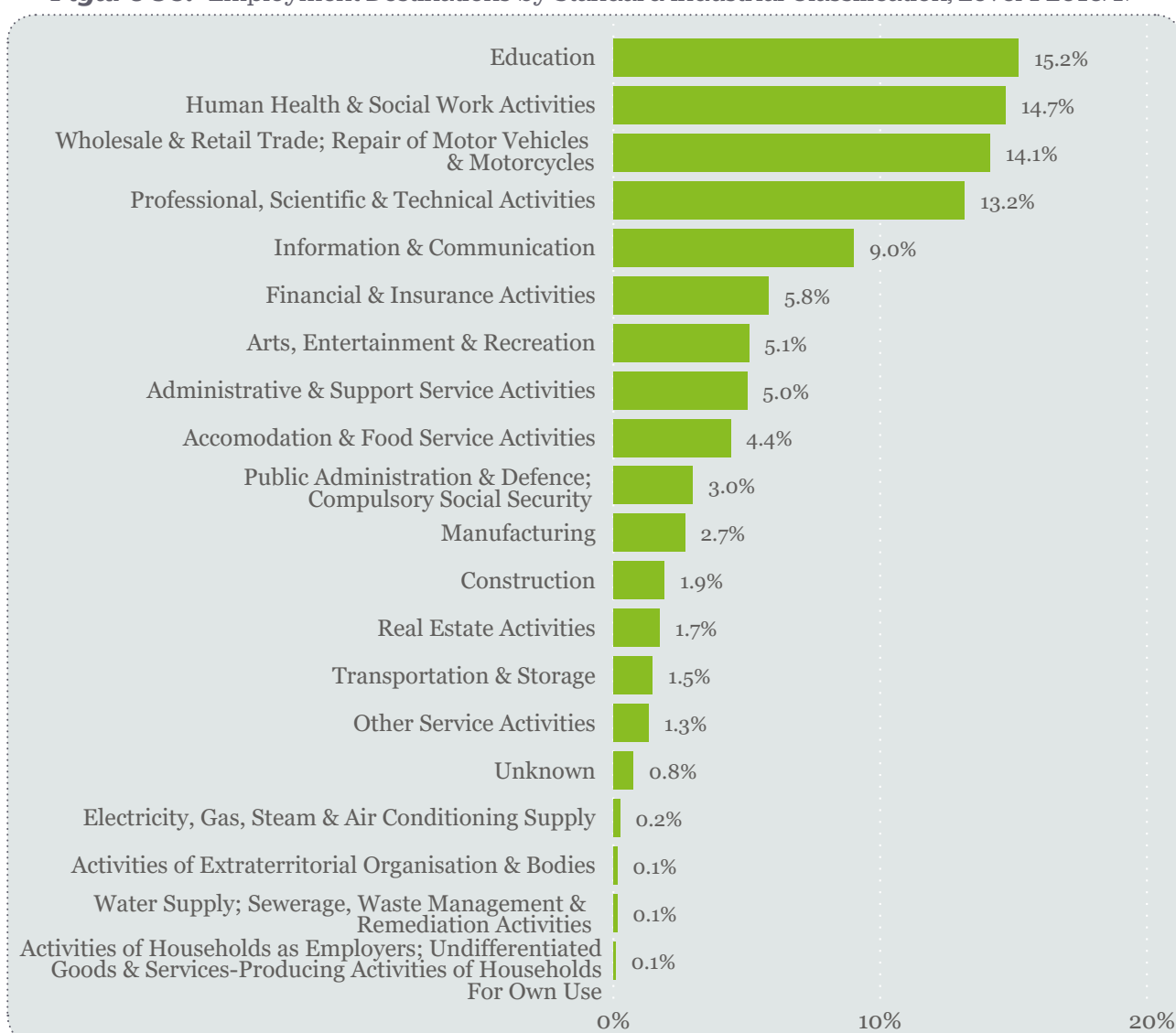
### 5.3 Employment destinations by Standard Industrial Classification

Similar to the SOC, the Standard Industrial Classification (SIC) is available at different levels, with Level 1 depicted in Figure 50 providing a broad picture of industrial sectors, and Level 2 SIC in Figure 51 providing a more detailed picture of the employment destinations of the employed cohort of young London domiciled graduates of 2016/17.

The largest proportion of young London domiciled graduates from 2016/17 in employment, were working in Education and Human Health and Social Work activities. Just under 30% of young London graduates are working in these mostly public sectors. Previously, employment in Wholesale and Retail trades appeared to be the most popular sector but 2016/17 shows a 2% reduction. The proportion of young London graduates working in Education has increased by 2.3% whereas Human Health & Social Work jobs has remained largely the same.

Table 51 provides a more detailed breakdown at the second Level of the Standard Industrial Classification (SIC). It clearly reinforces the large numbers employed in the retail trade, human health activities and education. The large numbers employed in health and education reflects the high public sector employment in London.

**Figure 50:** Employment Destinations by Standard Industrial Classification, Level 1 2016/17



**Figure 51:** Employment Destinations by Standard Industrial Classification, Level 2 2016/17

SIC Level 2	Numbers	%
Retail trade, except of motor vehicles and motorcycles	3,515	16.43%
Education	3,160	14.77%
Human health activities	2,945	13.76%
Financial service activities, except insurance and pension funding	1,010	4.72%
Food and beverage service activities	990	4.63%
Computer programming, consultancy and related activities	950	4.44%
Legal and accounting activities	930	4.35%
Employment activities	795	3.71%
Advertising and market research	630	2.94%
Public administration and defence; compulsory social security	630	2.94%
Social work activities without accommodation	615	2.87%
Creative, arts and entertainment activities	585	2.73%
Architectural and engineering activities; technical testing and analysis	565	2.64%
Other professional, scientific and technical activities	535	2.50%
Motion picture, video and television programme production, sound recording and music publishing activities	475	2.22%
Sports activities and amusement and recreation activities	445	2.08%
Real estate activities	400	1.87%
Publishing activities	320	1.50%
Activities of head offices; management consultancy activities	310	1.45%
Construction of buildings	260	1.21%
Wholesale trade, except of motor vehicles and motorcycles	250	1.17%
Activities auxiliary to financial services and insurance activities	245	1.14%
Activities of membership organisations	225	1.05%
Accommodation	210	0.98%
Office administrative, office support and other business support activities	210	0.98%
Unknown	210	0.98%

## 5.4 Graduates undertaking further study

In addition to information about graduate employment, the DLHE survey also includes a series of questions relating to graduates opting to undertake further study. The destinations data shown in Figure 42 suggests that just over 23% of young London graduates choose to undertake further study, a small increase of 1% on the previous year.

Figure 52 provides a breakdown by the type of qualification young London graduates have chosen to study. Most (65%) of young London graduates elect to study for a postgraduate (Masters degree, PGCE, MPhil/PhD) degree or a professional qualification, a reduction of 8% on the previous year. This reduction has mostly occurred for those graduates opting to study for a 'Higher degree, mainly by research' and a smaller decline in those for a taught Masters.

The remaining 35% have opted to study for a first degree or other qualifications representing a 8% increase on the 2014/15 DLHE survey. These graduates are most likely to have previously studied on foundation programmes or sub-degrees and are looking to convert their qualification into an Honours degree.

**Figure 52:** Graduates continuing onto further study - 2016/17



## 6. Conclusions

This year's report shows a continuation of the trends we have seen over the last decade. Young London residents are progressing into HE in high numbers, and the proportion of young London residents entering a first degree course has also been increasing (despite there being fewer Londoners aged 18-14 over this period).

Those Londoners entering HE are usually aged 18 or 19, have come from a school sixth form and are undertaking full time study. As we found in the last reporting cycle, there is a decline in the numbers of those aged 20 to 24 and those choosing part time study. While it is true that this is a result of higher tuition fees, and fewer employees supporting part-time study<sup>22</sup> this needs to be considered by widening participation policy in London. Given that age is correlated with participation, future reports should examine the 18 and 19-year-old cohort separately from those aged 20+ to examine the situation in boroughs more closely.

When we examined the ethnicity of learners this report, we found that many BAME learners, particularly from Black British cohorts, are more likely to enter HE later and to study part time. Encouraging part time learning for those groups aged 20+ would help to raise participation rates among these groups.

As noted before, while the overall figures for London show high participation rates, this masks somewhat what is happening at borough level. When we looked at data combined from 2014/15 to 2018/19 and took the proportions of young London residents entering HE we found that rates vary from 4.64% in Islington, to 13.69% in Harrow.

Other trends which have continued into this reporting cycle include the gender participation gap – where more females enter HE. However, we must note that this

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<sup>22</sup> Callender, C. (2018). Widening participation, social justice and injustice: part-time students in higher education in England. *International Journal of Lifelong Education*, [online] 30(4). Available at: <https://www.suttontrust.com/wp-content/uploads/2019/12/The-Lost-Part-Timers-Final.pdf>.

changes significantly when examining the gender of young London residents by subject of study.

The concentration on ethnicity in this report, is both timely and has shown marked differences between ethnic groups in terms of previous institution, type of HEI attended, location of HEI attended, and subject area studied. However, we have also found that young Londoners coming from BAME backgrounds are more likely to enter HE than their White counterparts. This has serious implications for WP policy across London. Future analysis could focus on the relationship between ethnicity and levels of deprivation and how that affects progression into, and continuation within higher education.

In terms of socio-economic background, we have found that roughly 43% of learners (for which we have data) come from what would be considered WP backgrounds, which is similar to the last reporting period.

In terms of continuation and progression through their degrees, 91.2% of young Londoners continued into their second year of studies in 2018/19, whether it was at the same HEI or a different one. In addition, 75% of young London learners achieved a good degree outcome. With both these metrics there is considerable variance when examining the type of institution attended as well as variance between ethnic groups.

The HESA Destinations of Leavers (DLHE) survey data also shows an improving employment picture for young London residents six months after they completed their studies in 2016/17. The data shows that over 68.1% were in employment or due to start work six months after completing their programmes, and just under 70% were employed in senior managerial and directors, professional, associate professional and managerial roles, which would be regarded as graduate jobs.

Finally, we found that just over 23% of young London residents continued their HE journey and progressed into further study, an increase of 1% on the previous reporting period.

In writing this report through the time of COVID-19 we realise that the latest data we are using (2018/19) will be the final “pre-Covid” year for young London learners. The decisions that young Londoners will make in terms of entering HE, the subjects chosen and the universities they attend may well change in subsequent years. There has been a shift in the understanding of what it is to be a “key worker” and the employment landscape has been affected by COVID-19 so that the trends we have seen over the last ten years may well change. While it is impossible to predict what the likely impact of new modes of teaching at HEIs in an age of social distancing and online delivery, we hope that this report will establish baseline position of trends and analysis as we move forward.



# 7. Appendix

## Appendix A. Explanation of terms

**Post-92 HE institutions:** universities that were established by legislation and awarded degree awarding powers by the Privy Council under the terms of the Further & Higher Education Act 1992. They are generally known as ‘new’ universities, and the majority developed from former polytechnical colleges.

**Pre-92 HE institutions:** Ancient universities and those established by Royal Charter. This group also contains Russell Group institutions – a group of 24 of the top selecting universities who have styled themselves ‘The Russell Group’

**Specialist colleges of higher education:** generally specialise in particular subjects or groups of subjects, often vocationally oriented.

**Former colleges of HE:** have primarily been granted their own degree awarding powers since 2000, and now have university titles. They previously taught HE programmes, but their degrees were validated and awarded by partner universities.

**16-18 institutions:** are a DfE category of educational institution where students are aged from 16 to 18. Institutions in this category include school sixth forms, 16-18 provision in FE colleges, sixth form colleges, and 16-18 training providers.

**Sixth Form Colleges:** are colleges specialising in teaching 16-19 year olds, primarily on full-time, Level 3 A Level, vocational and technical courses.

**FE colleges:** are general further education colleges, which teach across the age ranges from 16 upwards. Colleges generally teach 16-18 year olds separately from adults (aged over 18). FE colleges generally tend to focus more on vocational provision and subjects and less on A Level provision. They generally offer progression routes to Level 3 for

students who have not achieved Level 2 qualifications, and often for 19 year olds who wish to study A Levels or full-time Level 3 programmes. Large colleges are increasingly offering Level 4 provision, and some FE colleges are also colleges of FE & HE, with directly funded higher education contracts from the DfE via the Office for Students.

**Level 3:** is A Level or a qualification of equivalent size at Level 3 on the National Qualifications Framework.

**The Standard Occupational Classification (SOC):** 2012/13 is a common classification of occupational information for the United Kingdom. Within the context of the classification jobs are classified in terms of their skill level and skill content. It is used for career information to labour market entrants, job matching by employment agencies and the development of government labour market policies.

**The Standard Industrial Classification (SIC):** 2012/13 is used by government and the Office for National Statistics in classifying business establishments and other statistical units by the type of economic activity in which they are engaged. The classification provides a framework for the collection, tabulation, presentation and analysis of data, and its use promotes uniformity. In addition, it can be used for administrative purposes and by non-government bodies as a convenient way of classifying industrial activities into a common structure.

**UG:** Undergraduate

**PG:** Postgraduate

## Appendix B: References

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## **Appendix C: Methodology**

### **Aims of the research**

This research was conducted to develop an understanding of the pattern of progression to higher education of London young residents aged 18-24 and their achievement and progression on completion of higher education qualifications into employment or other destinations, including further study. The report maps trends and patterns in participation over the eleven-year period 2007/08 – 2018/19, and graduate employment from 2011/12-2016/17.

This report is a case study of the participation of London young residents, and the findings are therefore specific to London apart from instances where the findings mirror the findings of national research.

### **Methodology**

There is no national measure of the HE participation of the 18-24 age group. The two national measurements are 'young participation' which is 18 and 19 year olds (POLAR4) and the Higher Education Initial Participation Rate (HEIPR) which includes those aged 17 to 30.

The report uses quantitative data purchased from HESA (the Higher Education Statistics Agency). The progression and achievement data is derived from the annual HESA student return supplied to HESA by all UK-based HEIs. The HESA student return is a complete record of every student engaged in HE study in an academic year. The data is validated by HESA, and subject to rigorous data quality checks.

The full technical data specification is available here: <https://www.hesa.ac.uk/collection/c18051>

All HESA figures quoted in the report have been rounded to the nearest five in accordance with HESA data protection protocols. All percentages have been calculated using raw figures and rounded, and therefore rounded figures may not sum precisely.

Throughout the report we have excluded data from the City of London. Too few learners live there so these data must be suppressed to prevent individual identification.

This year we also used population data from the GLA (Greater London Authority) to provide a baseline of population data against which we could derive percentages of populations as well as the raw numbers of learners progressing into HE. These are housing-led population projections for London which are produced by GLA Demography estimate the future trajectory of London's population at local authority (borough), ward and MSOA (Middle Layer Super Output Area) level. This data provides population estimates broken down by gender, age and ethnicity. The data goes back to 2011/12 so when we have used these data in time series analyses it is over a seven-year period rather than the eleven years.

As this data set is considered experimental, we did not use the data in an unaggregated form. Instead, to add to the robustness of the figures we combined years and areas as advised by the GLA when using this data set.

The destinations data is derived from the DLHE survey and covers full-time and part-time qualifiers who were of UK and other EU domicile at the point of entry, it excludes those domiciled outside the EU. The survey includes those qualifiers who completed their programmes during the academic year 2016/17, that is, the period 1 August 2016 to 31 July 2017.

Further information and the full technical data specification is available at: <https://www.hesa.ac.uk/news/19-07-2018/DLHE-publication-201617>

The specification for the data was provided by UEL and the data purchased by London Councils. Data analysis and reporting was conducted by UEL. To assist in analysis, we imported the data into Microsoft Power BI, for data visualisation and analytical purposes. The data was initially error checked using R.

The data analysed in this report is for young people aged 18-24, studying full or part-time on undergraduate or first degrees. The latest available data is for students who entered higher education (HE) during the 2018/19 academic year. The data classifies students by their home postcode and is aggregated at borough level and regional level.

We have classified the Higher Education Institutions (HEIs) into groups of institutions using commonly used groupings. The institutional groupings are correct for the 2018/19 academic year:

- Russell Group – The Russell Group of 24 research-intensive universities

- Pre-92 – Ancient universities and those established by Royal Charter, excluding the 20 Russell Group institutions

- Post-92 – universities established under the F&HE Act 1992

- Specialist institutions – University Colleges specialising in specific subjects such as Art or music

- Former Colleges of HE – Universities granted degree awarding powers since 2000

A full explanation of terms and a list of the HE institutions in each category are provided in Appendix D

For more specific methodological queries, please feel free to contact the authors.

## Appendix D: List of HEIs by institutional group

### Pre-92 institutions:

The Open University  
Brunel University  
The City University  
Birkbeck College  
The University of Kent  
Goldsmiths College  
The University of Sussex  
The University of Essex  
Royal Holloway and Bedford New College  
The University of Surrey  
Loughborough University  
The University of Reading  
The University of East Anglia  
The University of Leicester  
The School of Oriental and African Studies  
The University of Hull  
The University of Bath  
Aston University  
The University of Keele  
Swansea University  
The University of Bradford  
The University of Lancaster  
The University of St Andrews  
The School of Pharmacy (UCL)  
Aberystwyth University  
The University of Aberdeen  
Bangor University  
The University of Salford  
Institute of Education (UCL)  
University of Wales Trinity Saint David  
Heriot-Watt University  
The University of Dundee  
University of Ulster  
The University of Stirling

### Post-92 institutions

Kingston University  
The University of Greenwich  
The University of Westminster  
Middlesex University  
The University of East London  
London Metropolitan University  
London South Bank University  
University of Hertfordshire  
The University of West London  
The University of Brighton  
The University of Portsmouth  
University of Bedfordshire  
Coventry University

The Nottingham Trent University  
Anglia Ruskin University  
De Montfort University  
Bournemouth University  
University of the West of England, Bristol  
Oxford Brookes University  
The University of Northampton  
Birmingham City University  
The Manchester Metropolitan University  
The University of Plymouth  
Leeds Metropolitan (Beckett) University  
Staffordshire University  
Bath Spa University  
Sheffield Hallam University  
The University of Lincoln  
University of Derby  
Teesside University  
The University of Wolverhampton  
The University of Central Lancashire  
University of Glamorgan  
University of Gloucestershire  
Liverpool John Moores University  
The University of Northumbria at Newcastle  
The University of Huddersfield  
The University of Sunderland  
The University of Buckingham  
The University of Bolton  
The University of Wales, Newport  
Edinburgh Napier University  
University of Abertay Dundee  
The Robert Gordon University  
Glasgow Caledonian University  
Queen Margaret University, Edinburgh  
Edinburgh Napier University  
University of Abertay Dundee  
The Robert Gordon University  
Queen Margaret University, Edinburgh  
The University of the West of Scotland

### Specialist HEIs

University of the Arts, London  
University for the Creative Arts  
St George's Hospital Medical School  
Ravensbourne University London  
The Arts University Bournemouth  
Conservatoire for Dance and Drama  
University College Birmingham  
The Royal Veterinary College  
Central School of Speech and Drama  
Heythrop College



Rose Bruford College  
 Trinity Laban Conservatoire of Music  
 and Dance  
 Writtle University College  
 Norwich University of the Arts  
 Guildhall School of Music and Drama  
 Glasgow School of Art  
 Leeds College of Music  
 The Liverpool Institute for Performing  
 Arts  
 Royal College of Music  
 Courtauld Institute of Art  
 Leeds College of Art  
 Royal Academy of Music  
 Royal Northern College of Music  
 Royal Agricultural University  
 Edinburgh College of Art  
 Royal Conservatoire of Scotland  
 Dartington College of Arts (University  
 College Falmouth)  
 SRUC  
 Plymouth College of Art

### **Former Colleges of HE**

Roehampton University  
 St Mary's University College  
 Twickenham  
 Canterbury Christchurch University  
 Buckinghamshire New University  
 Southampton Solent University  
 The University of Winchester  
 The University of Chichester  
 University of Cumbria  
 Falmouth University  
 University of Chester  
 University Campus Suffolk  
 The University of Worcester  
 Edge Hill University  
 York St John University  
 Liverpool Hope University  
 Harper Adams University  
 Leeds Trinity University  
 Glyndŵr University  
 University of St Mark and St John  
 Newman University  
 Bishop Grosseteste University  
 University of the Highlands and Islands  
 Trinity University College

### **Russell Group HEIs**

Queen Mary University of London  
 King's College London  
 University College London  
 The University of Nottingham  
 The University of Southampton

The University of Bristol  
 The University of Manchester  
 The University of Warwick  
 The University of Birmingham  
 The University of Leeds  
 The University of Exeter  
 The University of Oxford  
 The University of Cambridge  
 University of Durham  
 Imperial College of Science, Technology  
 and Medicine  
 The University of Edinburgh  
 The University of Sheffield  
 The University of York  
 The University of Newcastle-upon-Tyne  
 London School of Economics and  
 Political Science  
 The University of Liverpool  
 Cardiff University  
 The University of Glasgow  
 The Queen's University of Belfast

\* This list includes universities attended  
 by London young residents, grouped  
 according to their HE charter and is not  
 necessarily a full comprehensive list of  
 all UK HEIs

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As an academic and data analyst her specialisms include widening participation in education, the use of contextual data, outreach evaluation, school level and school census data, learner data and data wrangling. She is also a certified Safe Researcher with the Office for National Statistics and is on the Data panel for the QAA.

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Aga is passionate about big data, analytics, data visualisation and mapping with a high level of proficiency in R, SQL, PowerBI, Salesforce as well as design software Illustrator and InDesign. During her time at the University of East London, she developed several data dashboards for external clients; she also designed complex data models used to analyse Higher Education Statistics Agency HE progression data.

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