

PROGRESSION OF COLLEGE STUDENTS IN LONDON TO HIGHER EDUCATION 2011 - 2014

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Prepared for Linking London by the HIVE-PED Research Team, Centre for Leadership and Enterprise in the Faculty of Education and Health at the University of Greenwich



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January 2017

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Foreword

It gives me great pleasure to introduce this report to you on the progression of college students in London to higher education for the years 2011 - 2014. This is the third report on the progression of college students in London that we have commissioned from Hugh, Sharon and Jill at the University of Greenwich. The second one, you will remember, covered the years 2007 -2012. With our first report, we are now getting to the point of having almost a decade worth of data to explore. This is important as it allows us to see what is happening both to the students in further education and their destinations.

We apologise for the delay in getting this report to you but there have been circumstances beyond our control which meant a slight delay.

I would like to thank our sponsors for funding this report: Birkbeck, University of London, Goldsmiths, University of London, King's College London and Kingston University London. I also need to thank the HEFCE National Networks for Collaborative Outreach (NNCO) project for supporting this important data work.

The headline findings of this report are in the executive summary but I encourage you to read the whole report to understand the changing picture of college progression in London. The disappearing adult learner is a theme Further Education shares with some of Higher Education. Perhaps Higher and Degree Apprenticeships, which can be undertaken at a level at, or below, one's current qualification, might start to address this deficit. Significantly the decline in the number of eighteen year-olds in the system does not bottom out until 2020. All this suggests more flexible models of higher level study are needed to reach those millions of learners already in work whose highest qualification is a level 3. Increasing our productivity and improving social mobility can go hand in hand.

We will continue working with our partners to support the success of college students as they progress through the system during this time of great changes in education. Working together to create pathways for progression, supported by good data, has to be the way forward. Thank you to Hugh, Sharon and Jill, I commend this report to you.

Sue Betts
Director - Linking London
January 2017

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Acknowledgements

The authors would like to thank Sue Betts, Director of Linking London and the following sponsors: Birkbeck, University of London, Goldsmiths, University of London, King's College London and Kingston University London. We would like to thank Dr Suzie Dent, Analytical Services Manager at HESA for her work on developing the methodology for this research and also David MacKay, Head of Stakeholder Relationships (HE) at Pearson UK for assistance with the changes to BTEC qualifications over the period of the study. We also want to acknowledge and thank Rachel Thompson for her work on the databases and tables.

1. Executive summary

This report is the third in a series of reports commissioned by Linking London into the progression of college students in the capital to higher education. Here, we have analysed the progression to Higher Education of three cohorts of London college students starting with the 2011-2012 cohort and culminating in the 2013-2014 cohort progressing to HE in 2014-2015. In response to requests for more detail about the progression of BTEC and Access students particularly, subject breakdowns are included.

This report follows on from the previous two reports and taken together, they provide an overview of the progression of London college student cohorts between 2005 and 2014, a span of nine years. Although figures in this report will not necessarily exactly match data for the same years shown in the previous London reports, mainly due to differences in the ILR dataset when run one, two or three years later, each of the matched databases have been frozen and so it is possible to establish an overview of trends over the nine years, extracting key data from each of them.

Based on matching of ILR (Individualised Learner Record) datasets with HESA (Higher Education Statistics Agency), this report provides a detailed analysis of the progression of students from all the London Further Education and Sixth Form Colleges and analyses the results looking at demographic information including sex, age, ethnicity and domicile.

1.1 Key Results

The key results emerging from the research are presented here.

Key characteristics of the London College cohorts 2011-2013

The first section looks at the characteristics of the Level 3 student cohorts looking at both demographic and programme factors.

Progression trends into higher education between 2006 and 2014

The second part looks at top level data about progression with results taken from the three Linking London reports looking at progression over a nine year period.

Progression to higher education between 2012-12 and 2014-2015

The third part analyses progression trends over the period studied, it includes more details about the progression of BTEC and Access students particularly and, for the 2011 cohort, entering university in 2012 on a full-time Degree programme, it looks at achievement.

Key characteristics of the London college cohorts 2011-2013

Population of all three cohorts 2011-2013

A total of **120,625** students studying Level 3 qualifications are included in this breakdown of the three tracked cohorts. Each of the three cohorts are made up of London domiciled college students who achieved their Level 3 qualifications.

Population changes 2011-13

The overall population declined by **-7%**.

- Under 20s increased by **1%**
- 25+ decreased by **19%**
- Between 2011 and 2013, the proportion of students **under 20** increased from **60% to 65%** of the whole tracked cohort.

Female students made up **57%** of the total cohort and their numbers declined by 4% compared to a 10% decline in male student numbers.

Type of qualification studied

Access to HE numbers decreased by **-12%** and **A Level** student numbers saw a drop of **-10%**.

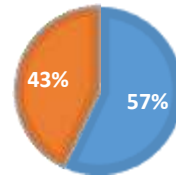
The **NVQ L3** student population declined by **-31%**; this followed highs of nearly 9,000 NVQ students each year in 2008-2009 and 2009-2010.

Other Vocational learners also fell by **-16%**.

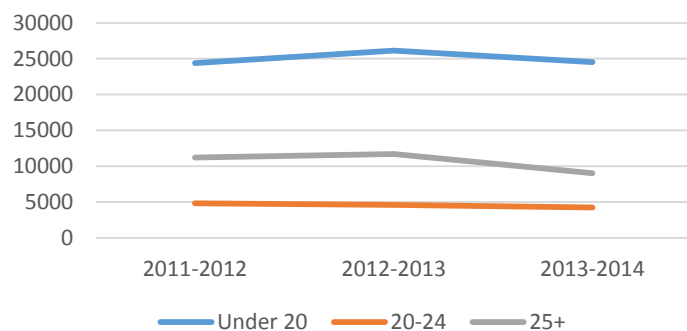
BTEC student numbers increased by **9%** from 13,685 in 2011-2012 to 14,935 in 2013-2014. BTEC students comprise the largest group of students in London FE and Sixth Form Colleges, double the number of A Level students. In the latest cohort year 2013-2014, BTEC students made up of just under half of the entire tracked cohort, with **40%** of the total.

Combined cohort 2011-2013

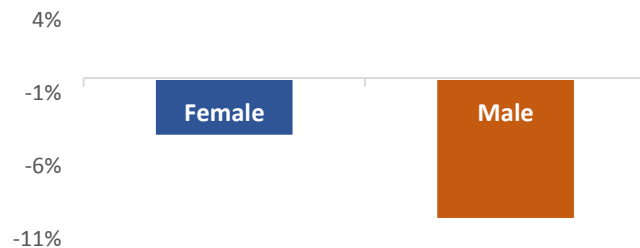
■ Female ■ Male



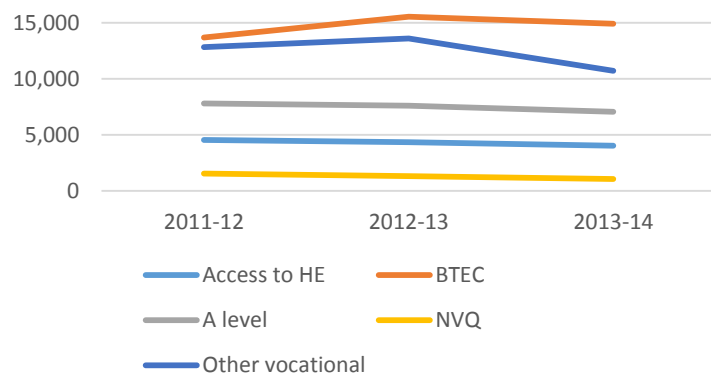
Declining population



Change in Level 3 students by sex 2011-2013



Numbers by Level 3 qualifications



The **BTEC L3 90-Credit Diploma** was introduced in 2012 and by 2013 had **1,940** students. The numbers of students on **BTEC L3 Diplomas** dropped from 2,595 in 2011-12 to 1,590 in 2013. **BTEC L3 Extended Diploma** student numbers also grew by 4% to **9,295** in 2013-14.

Demographic breakdowns of the L3 cohorts 2011-2013

In 2013-2014 **64%** of students in the Level 3 cohorts were from BME groups. The overall decline in numbers has hit all ethnic groups with White student numbers in the cohorts dropping by 11%.

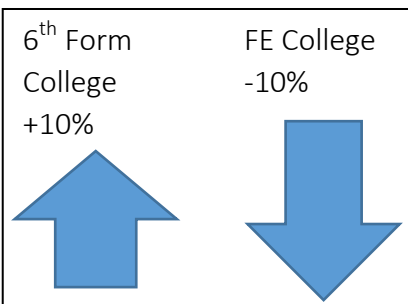
Disadvantage

Using the Income Deprivation Affecting Children Index (**IDACI**) as a metric for disadvantage, **74%** of the students in this study were classified as living in the top 40% most deprived neighbourhoods.

Numbers of students living in IDACI Q1, the most deprived areas, have decreased less (-4%) than students from Q5, where there was a -25% drop.

FE and Sixth Form Colleges

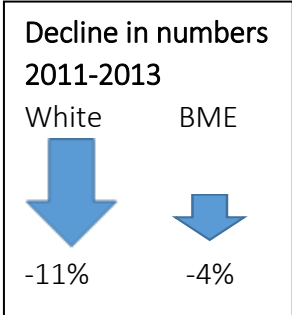
FE college students make up **80%** of the Level 3 tracked cohort in 2013-2014, but Sixth Form Colleges have seen a **growth of 10%** in the number of Level 3 students tracked between 2011 and 2013, while FE Colleges saw a **-10% decrease in the cohort**.



40% of the cohort are BTEC students

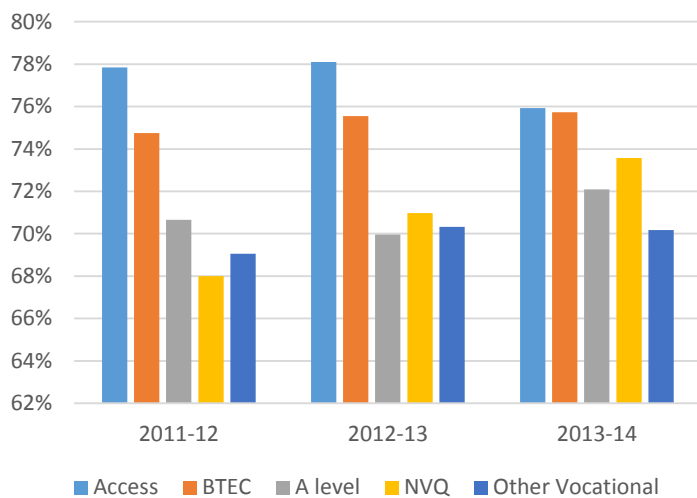


2013-2014
64% of students are from BME groups



3 in 4 Level 3 London college students live in the top 40% most deprived neighbourhoods in London

Percentage of London L3 College students from most IDACI deprived neighbourhoods (Q1 & Q2) by subject studied



Progression trends into higher education between 2006 and 2014

Overall higher education progression trends into HE 2005-2006 to 2014-2015

Over the period covered by all three of the Linking London reports, a total of 146,060 London Level 3 college students were tracked into higher education.

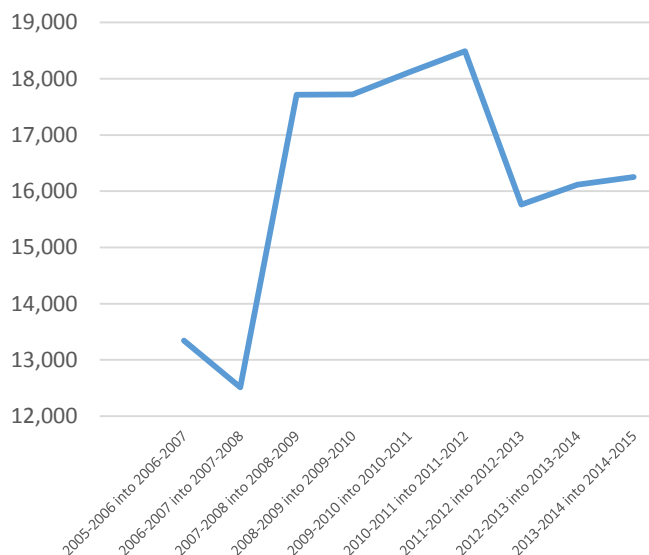
The Level 3 population in the cohorts varied over the period and in 2013-2014, it dropped to below 2005-2006 levels. 2009-2010 saw the high point with over **46,000** Level 3 college students in the cohort which included peak numbers of older students 20+ as well as peak numbers on NVQ3 programmes (2009-2010 was the penultimate year of Train to Gain where employees were funded to gain NVQ qualifications).

There was a significant increase in BTEC Level 3 numbers over the period, rising from **5,565** in 2005-2006 to **14,935** in 2013-2014. This was accompanied by an increase in numbers of students under 20 years old.

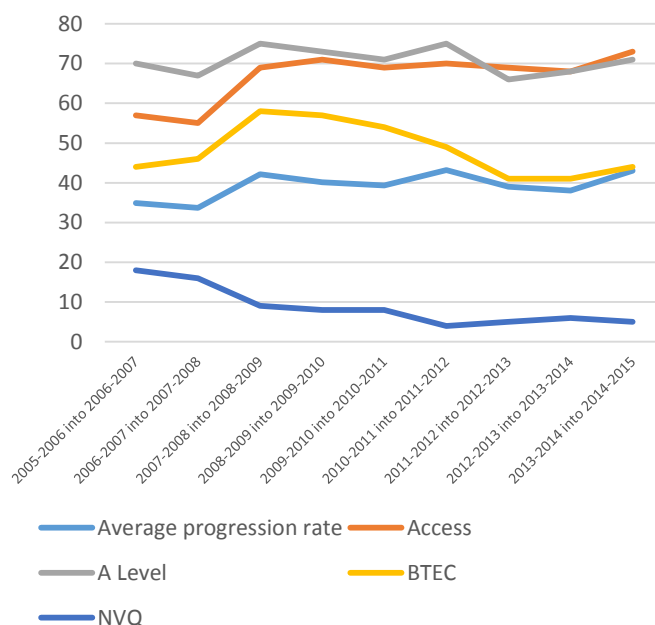
Progression rates fluctuated over the period and the graphs show the extent of the fall in progression for London college students in the years following 2012-2013 when tuition fees were increased.

The fall in the progression rate of BTEC students can be explained in part by the increasing size of the cohorts since 2007-2008.

Trends in progression for Level 3 London college students 2005-2013



Trends in progression rates by Level 3 qualification London college cohorts 2005-2013



Progression to higher education between 2012-2013 and 2014-2015

Overall

The immediate HE progression rate of Level 3 students in FE and Sixth Form Colleges over the period ranges between **36%** in 2011-2012 and **43%** in 2013-2014. Tracked over 3 years, the numbers of the 2011-2012 cohort progressing to HE increased by 3,600.

Age

Progression for young students (under 20) is considerably higher than for older students

Against a backdrop of significantly reduced numbers, the progression rate of 25+ students increased from **12%** for the 2011-2012 cohort to **24%** for the 2013-2014 cohort.

Type of Level 3 qualification

Progression rates vary by different Level 3 qualifications. A Level and Access to HE students have the highest rates of progression to HE at **71%** and **73%** respectively in 2013-2014.

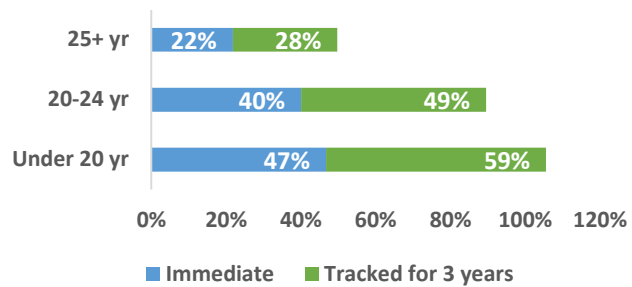
BTEC students have progression rates of **44%** for the 2013-2014 cohort, but this increases to **59%** for students on a BTEC L3 Extended Diploma.

Type of HE qualification

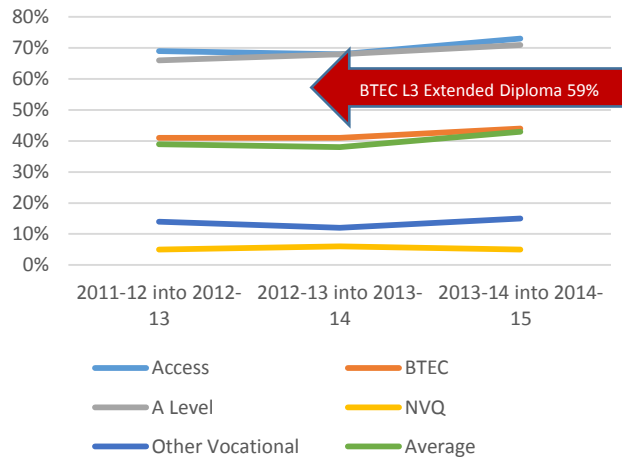
Most young London students progress onto a Degree, whereas older students aged 25+ are more likely to study a range of programmes including Foundation degrees, HNCs and HNDs.

At qualification level, BTEC, Access to HE and A Level students are all more likely to be studying for a Degree in HE. Other Vocational students are just as likely to be studying for a sub Degree programme as a Degree.

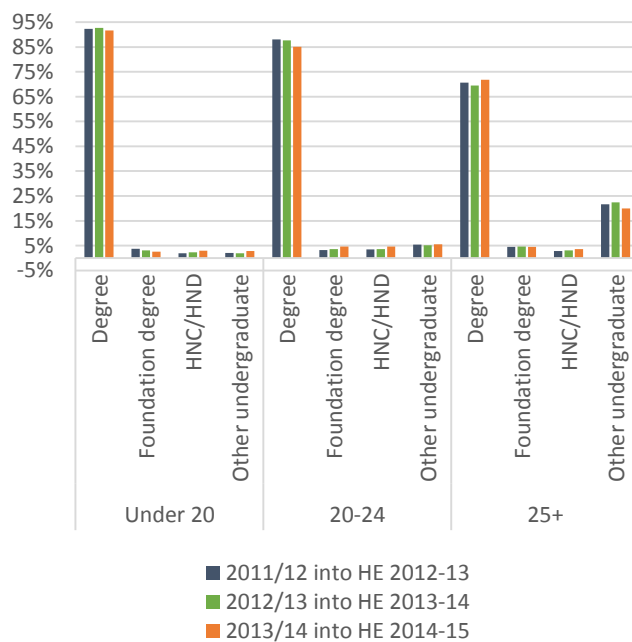
Longitudinal tracking 2011-12 cohort



Immediate progression trends by qualification 2011-12 to 2014-15



Immediate progression into different HE qualifications



HE in FE

12% of those students who entered HE over the whole period progressed to HE in FE with 88% progressing to universities and the proportions have remained stable over the period.

London boroughs

Comparisons of progression rates at borough level are complex and best understood in context of the characteristics of the students domiciled in that borough. For example, Sutton has the lowest progression rates to HE but Sutton also has a lower proportion of young students in the cohort compared to other boroughs and more students studying Other Vocational qualifications.

Ethnicity also impacts upon a borough's progression rate. Black and Minority Ethnic (BME) students have higher progression than their White peers and boroughs with a higher BME cohort tend to have higher progression rates.

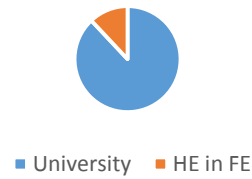
Ethnic groups

The progression rates of White students are lower than students from BME groups (even when age is taken into consideration). Chinese, Asian and Black students generally have the highest progression rates.

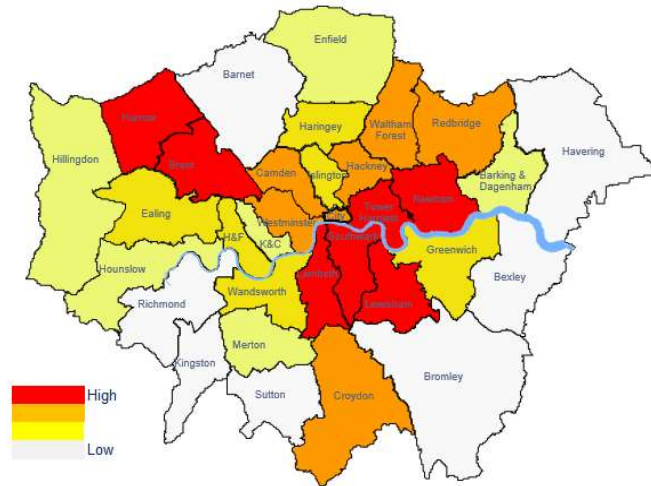
White students were much more likely to progress to HE in FE than BME students where proportionally more study HE in a University and this may have something to do with age, as White students tend to be older.

Business and Administrative studies was the most popular HE subject area for Asian Students.

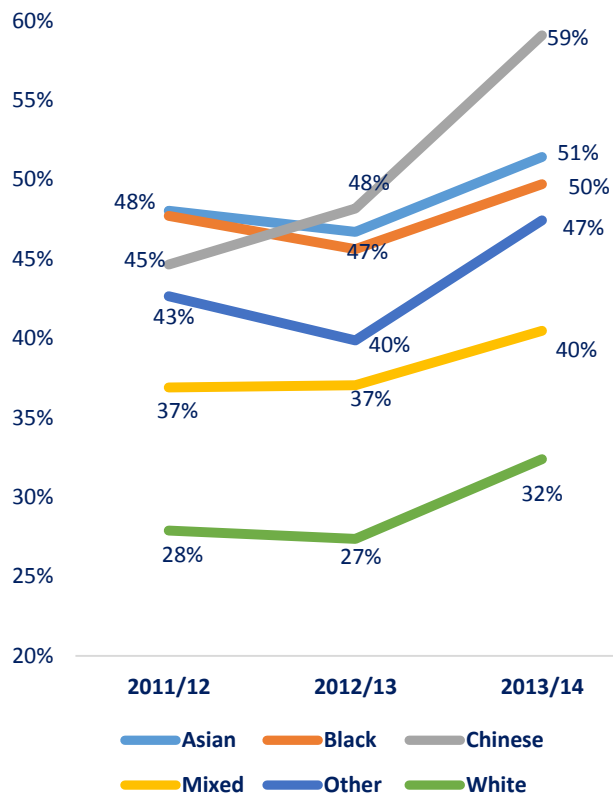
Share of students progressing to HE each year 2011-2012 to 2013-2014



Map showing BME breakdown of the L3 cohort



Immediate HE progression by ethnic group



Disadvantage

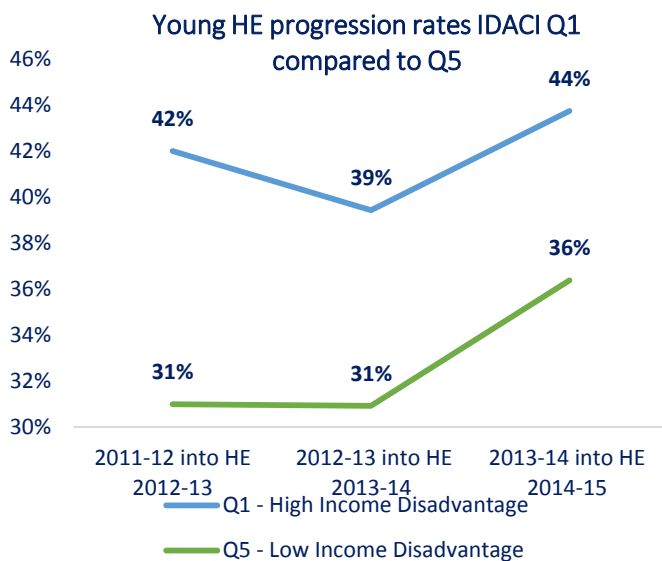
Using the Income Deprivation Affecting Children Index (IDACI) to categorise the cohort in terms of economic disadvantage, we find that progression rates for IDACI Q1 students is higher than Q5 students. This may be explained by the fact that there are more **young** students living in disadvantaged areas and more students from **BME groups**, both characteristics that lead to higher progression.

Tariff of universities progressed to

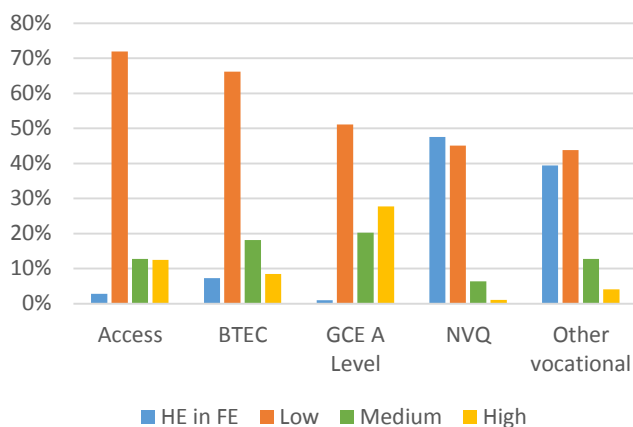
60% of the cohort entered a low tariff university, 17% to medium tariff and 15% to high tariff with the remainder, 8% entering HE in FE. There are differences based on FE qualification and ethnic group. A Level students are more likely to enter a high tariff university with a higher proportion of Asian, White and Chinese compared to Black A Level students.

Higher education success

Tracking over 3 years only, means that success rates cannot be compared with the 2015 figures or with HEFCE analysis because these were tracked over 4 or 5 years. Over 3 years, we have found for 2012 London college student cohort enrolled on Degree programmes in universities, 65% achieved, with 57% achieving their Degree and 8% getting a lower award. Within the 3 years though, 30% of the cohort were recorded as not completed and of these, 20% were with a different provider, 22% were on a different course and the rest were on the same course but had not yet achieved. Looking solely at those who did achieve within 3 years, we get higher rates which vary by FE qualification. This data suggests there is a need for more focus on pre-entry and continuing advice and guidance.



Tariff of HEI entered by Level 3 qualification



Entrants to 3 year FT Degree Programme	Access to HE	BTEC	Ext. Diploma BTEC only	GCE A Level	Other Vocational	All entrants
Had 3 years of study	60%	67%	67%	79%	78%	70%
*and stayed on FT programme	93%	92%	92%	98%	93%	95%
*and achieved a Degree	70%	68%	68%	90%	75%	77%
*or achieved a lower award (OUG)	10%	11%	11%	5%	9%	8%
* did not achieve an award within three years	20%	21%	21%	6%	16%	15%
* gained a First or 2:1	61%	49%	48%	73%	57%	63%
Continuing after 3 years of study:	40%	33%	33%	21%	22%	30%
*on same course	87%	74%	74%	72%	78%	78%
*on different course	13%	26%	26%	28%	22%	22%
*at different provider	11%	24%	25%	26%	20%	20%

2. Introduction

This report is the third in a series of reports commissioned by Linking London into the progression of college students in the capital to higher education. The first report focused on five cohorts of London college students between the years 2005 and 2010 (Joslin & Smith, 2013). The second report updated the study to include the years 2007 to HE entry in the year 2012 which was the year that tuition fees were raised to current levels (Smith, et al., 2015a). The second report was based on data derived from a BIS study into progression to HE from students from all the colleges in England and it included achievement data as well as data derived from linking with the DfE's Key Stage 4 datasets (Smith, et al., 2015).

This third report analyses the progression to higher education of three cohorts of London college students starting with the 2011 cohort and culminating in the 2013-2014 cohort progressing to HE in 2014-2015. In response to requests for more focus on the progression of BTEC and Access students particularly, detailed subject breakdowns are included.

It should be noted that figures in this report will not necessarily match data for the same years shown in the previous London reports. This is because of differences in the ILR dataset when run one or two years later, minor improvements to the methodology, changes to external reference data sets and changes to the classification of qualifications.

These research findings are based on the matching of ILR (Individualised Learner Record) datasets for the years 2011 to 2013 with HESA (Higher Education Statistics Agency) and ILR datasets for entrants between the years 2012 and 2014. The report provides a detailed analysis of the progression of students from all the London Further Education and Sixth Form Colleges; it highlights trends in progression rates and identifies progression to both HE in FE and to universities. Once matched, the records include demographic information including sex, age, ethnicity and domicile. They also include the courses that students progressed from and those they progressed to and for the 2011-2012 cohort, they include HE achievement data.

2.1 Longitudinal research

Previous reports in this series have looked at progression longitudinally over 5 year periods. They have shown that for London college students, most progress immediately after obtaining their Level 3 qualification, but significant numbers also progress a year and two years later. There are also important differences by age, with significant numbers of adult students aged 25+ still progressing three, four and five years later (Smith, et al., 2015a). Longitudinal research can provide more accurate overall progression rates when cohorts of students can be tracked over a period of, say, five years. For example, in the previous report in this series, the 2007 cohort was matched to HESA and ILR datasets each year for five years and this meant that while the immediate progression to HE rate was found to be 42%, the cumulative figure over the five years was 55% (75% for under 20 year-olds) (2015a, p. 45 &

46). This use of longitudinal research in studying the progression patterns of vocational students was found to be particularly useful in analysing the progression of Advanced Level Apprentices to higher education, for example (Smith, et al., 2015b). Here, apprentices were tracked over seven years and a completely different pattern of progression was evident; there was a more level pattern of progression over the first four years with an immediate rate for the 2006-2007 cohort of 11.2% which rose to 19.3% after seven years. A further benefit of longitudinal tracking is when cohorts entering higher education can be tracked through to the achievement of their HE qualification. It was decided that this report take less of a historic longitudinal view and concentrate instead on looking in more detail at recent patterns of progression and achievement data for the most recent three cohorts available for analysis, from 2011 to 2013, entering higher education between 2012 and 2014.

Table A: The cohorts in the study being tracked into HE by academic year

London college Level 3 student cohorts	Higher education			Years tracked
	2012-2013	2013-2014	2014-2015	
2011-2012				3
2012-2013				2
2013-2014				1

The 2011-2012 cohort undertaking full-time three year Degrees has been tracked through to achievement in 2015 and the report shows their achievement rates and their Degree classification. For the purposes of putting the overall figures into context, in Section 7, progression trends between the years 2005 and 2014 are included with headline data only, put together from the 2013 report, the 2015 report and from this one. It was felt this was important because of the effect on London students generally, from both school sixth forms and colleges of the raising of tuition fees in 2012, see Tindell, et al (2016) and Smith, et al (2015a) and (Joslin & Smith, 2013).

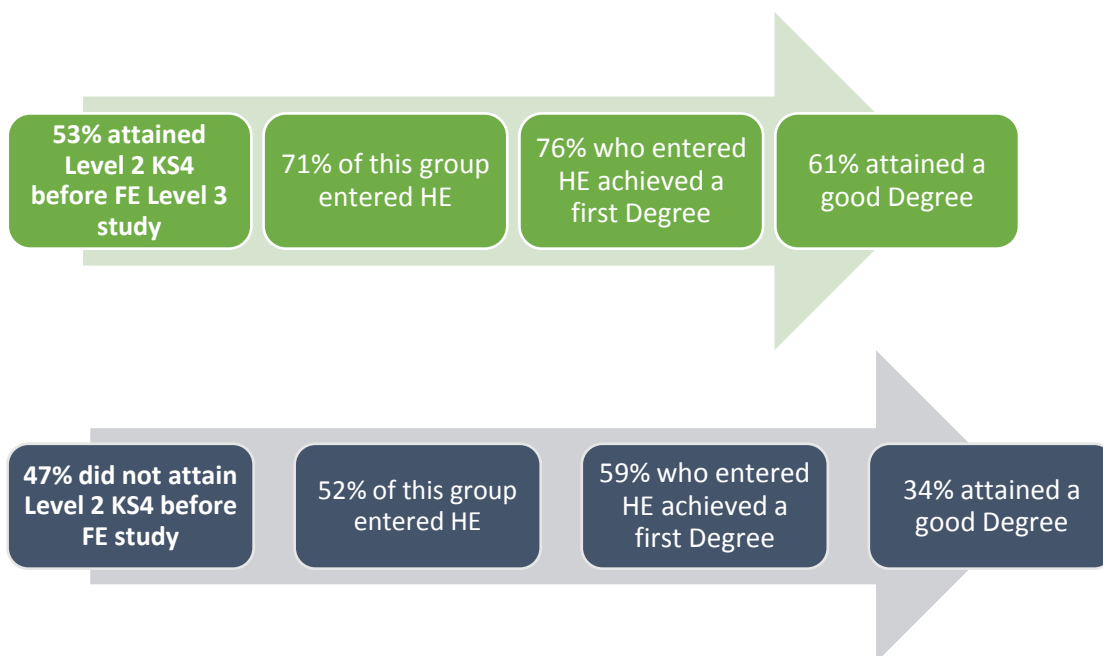
2.2 London educational context and prior attainment at age 16

There is wide variety in the 1,035 secondary schools in London (DfE, 2016) that include comprehensives, academies, faith schools, studio schools, free schools, university technology colleges and independent schools. A significant contextual factor is the performance of London schools. London has the best GCSE results in England (Ofsted, 2014, p. 3); in 2012, 60.8% of London pupils achieved 5 GCSEs (A*-C) including English and Maths compared to 57.4% nationally (Ofsted, 2013). In 2016, London still outperforms the rest of the country with 70.1% of London students achieving 5 GCSEs (A*-C) in 2016. Although in common with the national picture, there was a 2% drop from 2015 (JCQ, 2016). During the period covered by this report, London also had the highest rate of participation to post-16 education. 92.3% of pupils participated in education following Key Stage 4 where the national average was 90.3% (Hodgson & Spours, 2014).

The pattern of tertiary provision in London varies borough to borough. In some boroughs FE Colleges co-exist with large Sixth Form Colleges and in others they co-exist with large school sixth forms. Tertiary institutions are also able to attract students from neighbouring boroughs including from outside London. There are 50 Further Education and Sixth Form Colleges in London and over 40 universities. Over 500,000 students are enrolled in the London colleges of whom around 400,000 are aged 19+. College enrolments of 16-18 year-olds have now overtaken numbers entering London school sixth forms with 66%, or 100,000, 16-19 year-olds enrolled at the London FE or Sixth Form Colleges in 2015, compared to the 78,000, or 44%, on the rolls of school sixth forms (AOC, 2016).

We know from our previous study that the FE sector plays an important role for students who leave school with low prior attainment at age 16 (2015a). By linking FE Level 3 data to Key Stage 4 (KS4) data for the London FE cohort, we were able to identify a significant proportion of FE Level 3 achievers who had *not* achieved 5 GCSEs A*-C including English & Maths, but then went onto FE Level 3 (47%) showing the distance travelled and the key role that FE plays in the educational progression of this group. Furthermore, the previous report also showed patterns of HE progression and success by attainment group; although low attainers at age 16 who go onto FE Level 3 study were less likely to progress to HE, there are still a number of students who successfully enter HE and achieve a Degree despite their low attainment at age 16.

Figure A: Key Stage 4 progression and achievement statistics 2009-2011 cohorts



2.3 Demographic context

The complex demography across the London boroughs plays an important role in participation and our research reveals that **64%** of the Level 3 cohorts in 2013-2014 are from BME groups. In Hodgson and Spours report on 17+ participation, attainment and progression in colleges in London, they state that London FE and Sixth Form Colleges have a higher

proportion of BME students than schools. They also add that they have a higher proportion of students with lower GCSE attainment than those in school sixth forms (Hodgson & Spours, 2014a).

Using the Income Deprivation Affecting Children Index (IDACI) (National Statistics, 2015) as a metric for disadvantage, around **three in four** of the London college students in this study were classified as living in the top 40% most deprived neighbourhoods. It is important to note geographical variations, as deprivation is higher in some boroughs (Hackney, Newham and Tower Hamlets) than others, for example (London Councils, 2014). This study has found some seemingly paradoxical evidence of higher progression rates of college students from the most deprived neighbourhoods in London which may be explained by higher proportions of younger students and of BME students living in IDACI Quartile 1 (Q1) neighbourhoods where younger and BME students have higher progression rates. These factors play into progression in various ways including choice of Level 3 programme and progression destination and mean that it is important to keep in mind the distinctiveness of the London FE and Sixth Form College student body when making comparisons with the school sector generally and with other regions and national averages for England.

2.4 Progression to higher education in London

In their latest report in the series looking at the progression of all young Londoners (Tindell, et al., 2016), the authors look at progression into higher education for all young London domiciles (school and college) over the same period as this report (up to 2014 entry). There are differences in methodology and the age bands do not exactly align, but it provides a useful general reference for the findings in our report. It highlights, for example, the significant and lasting effect that increased fees in 2012 had on progression rates of young London school and college students showing that even by 2014-2015 entry, rates of progression had not yet recovered. In our report, the progression rate for young London college students shows a dip in 2012 to **45%** followed by a rate of **44%** in 2013. The latest rate however shows a recovery to **47%** for young London college students. However, lower progression rates should be considered against a backdrop of many more of the younger cohort now studying BTEC qualifications than A Level. In 2009-2010, when the HE progression of young college students in London was at its highest at 58%, there were similar numbers of A Level and BTEC students. Since then, BTEC numbers are far higher than those on A Levels and furthermore, the BTEC growth has not been to BTEC L3 Extended Diplomas, but to BTEC L3 90-Credit Diplomas and BTEC L3 Diplomas, which have lower progression rates to HE. We found, however, that if all age groups of college leavers are put together, the effect of increased fees on the all-age progression rate is lessened, as it affected older students' progression rates less.

A recent report from the Higher Education Funding Council for England found that the average immediate higher education participation rate for young people in England was **58%** and in London, it was **69%** (HEFCE, 2015). The comparative figures for London students in the 2015 report and quoted in this report show that for the 2010-2011 cohort of young

(under 20) college students, the progression rate was **57%**, but this is for all Level 3 qualifications. In the 2015 study of progression to higher education from all colleges in England, it was found that the national average rate for young college students in 2010-2011 cohorts was **56%** (2015, p. 37). Given the fact that the London college cohort is made up of a large proportion classified as disadvantaged and that a high proportion also had low prior attainment (47% had not achieved 5 GCSEs (A*-C) including English and Maths) (2015a), we might expect a lower young progression rate for the college cohort, compared to the entire young population in London who attend school sixth forms in both the state and independent sectors and also Sixth Form colleges and FE colleges.

2.5 Spotlight on Access to HE and BTEC

In this report, the analysis focuses in more detail on BTEC and Access to HE qualifications at subject level and looks at their currency for students in London progressing to higher education. Sections 6 and 10 shine a “spotlight” on the characteristics of Access to HE students in the cohorts and their progression. Access to HE Diplomas are locally validated by Access Validating Agencies (AVAs) which are licensed by the QAA and developed in conjunction with HEIs and their currency as a route to higher education for adults is well established. Sections 5 and 9 of this report focus on BTEC students in the London colleges in the study, looking in detail at the different BTEC Level 3 qualifications, subjects studied and progression breakdowns. BTEC qualifications over the period of this report came under the Qualifications and Credit Framework (QCF) which operated from September 2011 until 2015. During that period, BTEC Level 3 qualifications ranged in size related to their equivalence to A Levels, as follows:

BTEC Level 3 Certificate equivalent to 0.5 A Level or AS Level

BTEC Level 3 Subsidiary Diploma equivalent to 1 A Level

BTEC Level 3 90-credit Diploma equivalent to 1.5 A Levels (introduced in 2012-2013)

BTEC Level 3 Diploma equivalent to 2 A Levels

BTEC Level 3 Extended Diploma equivalent to 3 A Levels

BTEC qualifications, like the Level 3 Diplomas and Extended Diplomas, were studied on their own or sometimes in combination where a Diploma may be studied in combination with an A Level, a BTEC Subsidiary Diploma, or another qualification on the QCF. The following Table taken from the Pearson website identifies the currency of the different Level 3 BTEC qualifications with their grades alongside A and AS Levels and UCAS Tariff points (Pearson, 2016).

Table B: BTEC qualifications by size and grades, equivalence to A Level and UCAS tariff

BTEC Extended Diploma	BTEC Diploma	BTEC 90-credit Diploma	BTEC Subsidiary Diploma	BTEC Certificate	AS level	A Level	UCAS tariff points
D*D*D*							420
D*D*D							400
D*DD							380
DDD							360
DDM							320
DMM	D*D*						280
	D*D						260
MMM	DD						240
		D*D*					210
MMP	DM						200
		D*D					195
		DD					180
MPP	MM						160
		DM					150
			D*			A*	140
PPP	MP	MM	D			A	120
						B	100
		MP					90
	PP		M			C	80
				D*			70
		PP		D	A	D	60
					B		50
			P	M	C	E	40
					D		30
				P	E		20

2.6 Terminology

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

Table C: Clarification of terms used to describe qualifications in the report

Levels	Qualifications
<p>FE College or Sixth Form College Level three qualifications</p>	<p>A Level; International Baccalaureate (IB)¹; BTEC²; Access to HE; AS Level and Other Vocational qualifications (which include here, other qualifications like Art Foundation, AAT and NCFE/CACHE Diplomas as well as other vocational full and part-time Certificate and Diploma programmes). See above for details of BTEC qualifications.</p>
<p>Higher education qualifications in Universities and FE Colleges</p>	<p>Prescribed higher education – Delivered in universities and FE Colleges with funding directed by the Higher Education Funding Council for England (HEFCE)³. The following qualifications are included: Degrees at Level 6 and Other Undergraduate (OUG) qualifications including: Higher National Diplomas (HNDs), Diplomas of Higher Education and Foundation degrees at Level 5 and Higher National Certificates (HNCs) and Certificates of Higher Education at Level 4.</p>
	<p>Non-prescribed higher education – Delivered in FE Colleges with funding directed by the Skills Funding Agency (SFA). Qualifications include NVQ programmes and Professional Certificates and Diplomas at Levels 4 and 5.</p>

¹ In this report the International Baccalaureate (IB) is grouped with A Levels

² As discussed in Section .5, BTEC qualifications at Level 3 are further broken down by size

³ The SFA is responsible for funding prescribed HE when it is part of a higher or Degree apprenticeship

3. Methodology

3.1 Tracking cohorts of students

Individualised Learner Record (ILR) data for Level 3 students studying in London FE College or Sixth Form Colleges, between the academic years 2011-2012 to 2013-2014, was mined to identify three Level 3 achiever cohorts to track into higher education in the years 2012-2013, 2013-2014, 2014-2015. The cohorts were identified by using their last year of Level 3 study. Where students were found in the dataset studying more than one Level 3 programme, a classification system was used to decide a primary Level 3 qualification for each student, based on the type of programme and duration of study. For example, if a student studied both a BTEC Diploma and an AS qualification, they were classified as BTEC. If a student studied a Vocational Certificate programme and 2 A Levels, they were classified as A Level.

Those Level 3 students who completed and achieved their primary Level 3 learning aim were tracked. In the report, the cohorts are referred to as Level 3 cohorts which are made up of students who **achieved** their qualification in either a London FE College or Sixth Form College.

In this update, BTEC and Access to HE students have been further contextualised. BTEC students are examined in terms of their qualification studied. In some reporting of BTEC progression, the term “Grade” is used for comparison across qualifications, for example, by HEFCE (2015). This use of grading relates to the grade of the final qualification, so, for example, a BTEC Level 3 Extended Diploma’s grades might be expressed as D,D,D, or “3-grade” and equivalent to 3 A Levels. A BTEC Level 3 Diploma’s grades might be expressed as D, D, or “2-grade” and equivalent to 2 A Levels. In this report, to maintain clarity, we use the names of the qualifications and assume the grade equivalence. More information is available in the Table B on p.20.

For both Access to HE and BTEC, the subject area is classified using a standard subject classification system.

For each of the cohorts, two matching exercises were undertaken to obtain the total number of students who entered higher education:

- ILR Level 3 student data was linked by HESA to student data to identify Level 3 students from London colleges progressing to prescribed higher education study in both universities and FE colleges.
- ILR Level 3 student data was linked to ILR Level 4 student data to identify Level 3 students progressing to higher education in FE (both non-prescribed and directly funded prescribed).

The absence of a unique student number for these cohorts of students, means that individual students were tracked using personal characteristics. HESA undertook a sophisticated fuzzy matching process to identify students on the first year of their HE programme and a second

match was undertaken for the tracked cohorts to Level 4 and above on the ILR, using either the ILR student unique reference, or through fuzzy matching.

The matching was done on a longitudinal basis, so the first Level 3 cohort in 2011-2012 was tracked into HE for 3 years, whilst the last Level 3 cohort (2013-2014) was only tracked for one year, into 2014-2015. Progression trends on a like-for-like basis can be identified by examining “immediate” progression rates for each of the cohorts, that is, those who progress to higher education in the next academic year after qualifying.

3.2 The ILR

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

3.3 Tracking HE achievement

HESA provide achievement indicators for those HE programmes funded through universities for students who are studying three year Degree programmes only. They allow the tracking of cohorts of these students through the three years of their Degree qualification, through enrolment to completion and their attainment, including Degree classification. Achievement rates take into consideration those students who do not achieve their Degree in HE and who instead complete with an Other Undergraduate qualification (e.g. Foundation degree). Attainment classification is restricted to those students who start and finish their Degree. Unlike previous reports where cohorts have been tracked over 4 to 5 years, in this report, the 2011 cohort was tracked for only 3 years which meant that a higher proportion of students had not yet achieved. The implications of this are explored in Section 11.

3.4 Statistical note

Rounding of numbers has taken place at last point of analysis to reduce rounding errors. Totals and percentage differences are not calculated on rounded numbers but on actuals (totals are rounded). As a result there may be a slight discrepancy between the sum of individual items and the totals in the tables owing to rounding. For the same reason, percentages may not always add to 100% to rounding.

4. Characteristics of the London college student cohorts

London college students at Level 3 are a diverse group of people studying programmes leading to a wide range of qualifications from traditional academic programmes such as A Levels to full and part-time vocational programmes. Students in London colleges have a range of characteristics across all age groups including: young students who have entered straight from school, students who work and study part-time and those who have returned to study after some time. Before examining patterns of progression to higher education, it is helpful to describe the tracked population of Level 3 London college students. In the last report published by Linking London which examined cohorts from as early as 2007, it was clear that the make-up of the cohorts over the years had changed considerably (2015a). In this report, we continue to monitor changes over three more recent academic cohorts.

4.1 Age

Between the 2011-2012 and 2013-2014 cohorts the population decreased overall by -7%, but the decrease was mainly concentrated in the 25+ age group, where numbers dropped by -19%. In 2011-2012, young people under 20 years old comprised 60% of the total London FE and Sixth Form population and by 2013-2014, this had increased to over 65%.

Table 1: Breakdown of the Level 3 cohorts by age

Age	Level 3 cohort				
	2011-2012	2012-2013	2013-2014	Difference 2011-2013	% Change
Under 20	24,395	26,140	24,520	125	1%
20-24	4,825	4,590	4,245	-575	-12%
Over 25	11,205	11,685	9,025	-2,180	-19%
Total	40,420	42,415	37,790	-2,630	-7%

4.2 Qualifications

BTEC students made up 40% of the total London Level 3 FE and Sixth Form cohort in 2013-2014 and this compares to 34% of the 2011-2012 total. The BTEC population has grown while the number of tracked students in other qualification groups have dropped. Figures in Table 2 present both numbers and percentages for all three cohort years. BTEC students are contextualised further in Sections 5 and 9, where this group of students and their progression patterns are examined in much more detail in terms of different BTEC Level 3 qualifications.

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

Qualification Type	2011-2012		2012-2013		2013-2014		% growth
	Cohort number	% of total cohort	cohort number	% of total cohort	cohort number	% of total cohort	
Access to HE	4,550	11%	4,350	10%	4,015	11%	-12%
BTEC	13,685	34%	15,550	37%	14,935	40%	9%
A Level	7,800	19%	7,595	18%	7,045	19%	-10%
NVQ	1,535	4%	1,305	3%	1,065	3%	-31%
Other Vocational	12,845	32%	13,610	32%	10,730	28%	-16%
Total	40,420	100%	42,415	100%	37,790	100%	-7%

* Percentages have been rounded

Table 3 shows the breakdown of the top six main qualifications in the “Other Vocational” group taken by students in the London cohorts. The “other vocational qualifications” under this category are Awards, Certificates and specialist Diplomas offered by a variety of awarding bodies.

Table 3: Breakdown of the main “Other Vocational” qualifications taken by students in the London college cohorts

Other Vocational qualifications	2011-2012	2012-2013	2013-2014	Grand Total
Diploma for The Children and Young People's Workforce (QCF)	840	1,160	1,110	3,110
Diploma in Accounting (QCF)	960	795	735	2,490
Foundation Diploma in Art and Design (QCF)	430	375	540	1,345
Diploma in Child Care and Education	510	465	315	1,290
Certificate in supporting teaching and learning in schools	275	305	310	885
<i>Other Vocational qualifications</i>	<i>9835</i>	<i>10510</i>	<i>7720</i>	<i>28065</i>
Totals	12,845	13,610	10,730	37,185

4.3 Age and Level 3 qualification type

Across the three cohorts, most Level 3 students on GCE A Level and BTEC programmes were aged under 20. The age composition of NVQ and Other Vocational groups has changed, where more young people are seen in these groups in 2013-2014 than in the earlier cohort in 2011-2012. This reflects the significant decrease in older students in London colleges overall where the population fell by nearly -20% and the increasing take up by younger students on Diplomas in Child Care, Foundation Art and AAT.

Table 4: Age and Level 3 qualification type

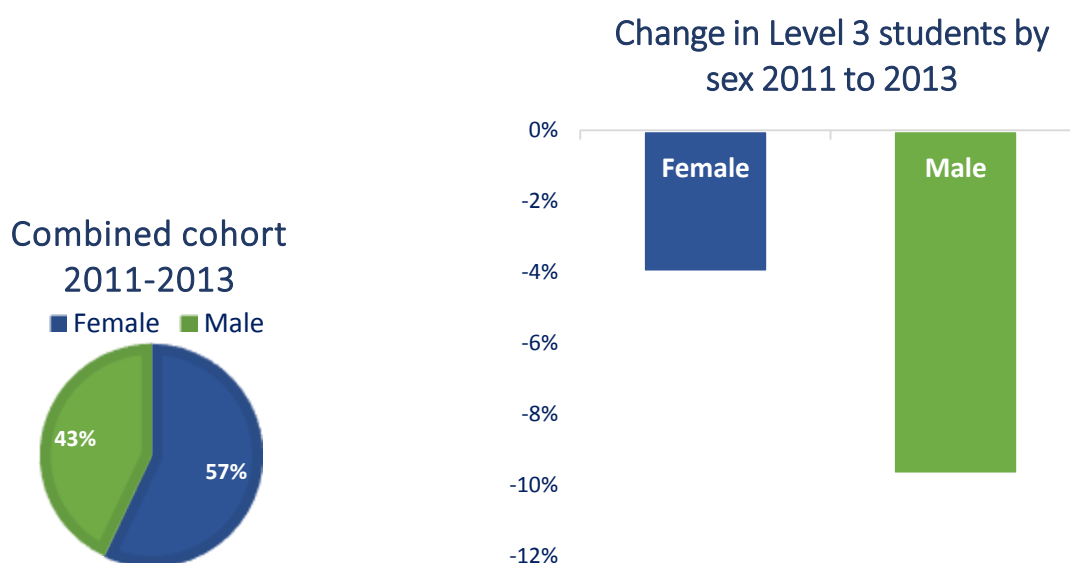
Level 3 Qualification	Age group	2011-2012	2012-2013	2013-2014
Access to HE	Under 20	15%	15%	15%
	20-24	34%	32%	32%
	25 plus	51%	54%	53%
BTEC	Under 20	86%	86%	87%
	20-24	9%	9%	8%
	25 plus	5%	5%	4%
A Level	Under 20	96%	97%	97%
	20-24	2%	2%	2%
	25 plus	1%	2%	1%
NVQ	Under 20	29%	34%	34%
	20-24	13%	13%	15%
	25 plus	58%	53%	51%
Other Vocational	Under 20	31%	31%	34%
	20-24	13%	11%	13%
	25 plus	56%	57%	53%

* Percentages have been rounded

4.4 Breakdown by sex

The charts in Figure 1 show breakdowns by sex and the change in the tracked population by sex across the 3 cohort years. 57% of the overall Level 3 population was female but the population of males dropped by -10% while female numbers declined by -4%.

Figure 1: Breakdown of the tracked cohorts by sex



4.5 Sex and Level 3 qualification type

Table 5 demonstrates that across the Level 3 tracked cohorts, many more females were likely to study Access to HE, A Level, NVQ and Other Vocational programmes than males. Males, however, were more likely to study BTEC qualifications.

Table 5: Cohort breakdown by sex and Level 3 qualification type

Level 3 qualification	Sex	FE Year		
		2011-2012	2012-2013	2013-2014
Access to HE	Female	69%	70%	70%
	Male	31%	30%	30%
BTEC	Female	46%	47%	47%
	Male	54%	53%	53%
A Level	Female	59%	59%	60%
	Male	41%	41%	40%
NVQ	Female	69%	76%	74%
	Male	31%	24%	26%
Other Vocational	Female	58%	62%	64%
	Male	42%	38%	36%

4.6 FE and Sixth Form Colleges

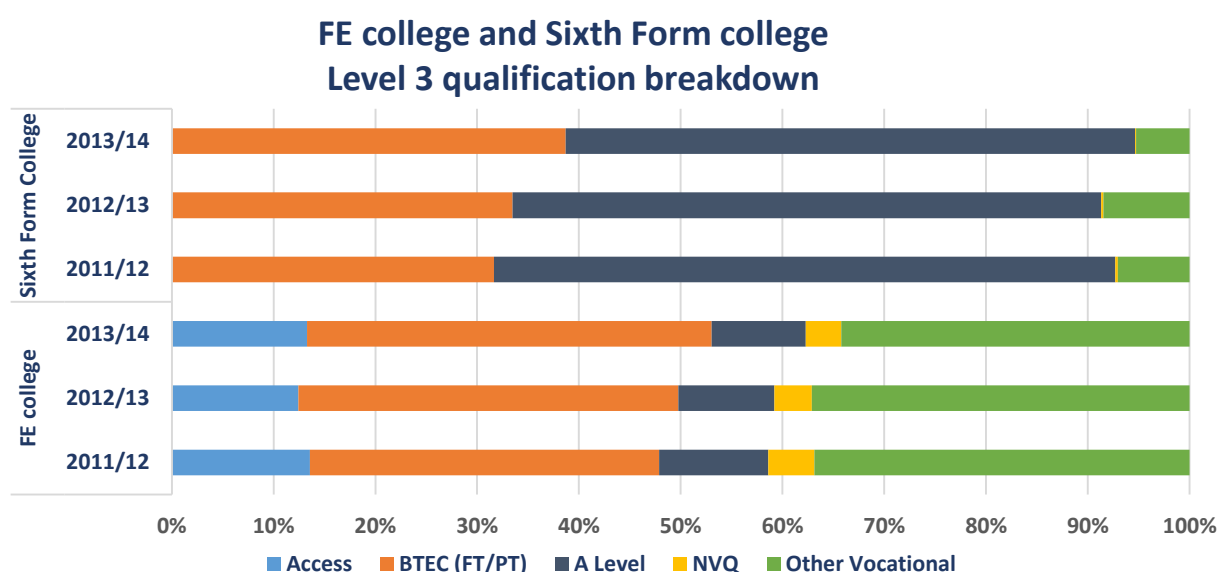
The population of the Level 3 cohorts of students in Sixth Form Colleges in London has grown considerably, up by 10% to 7,600 students in 2013-2014. Meanwhile, the FE College population fell by -10%, reflecting the fall in numbers of older students.

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

Provider type	Level 3 cohort			% Change 2011-2013
	2011-2012	2012-2013	2013-2014	
FE College	33,540	34,980	30,190	-10%
Sixth Form College	6,880	7,435	7,600	10%
Total	40,420	42,415	37,790	-7%

Figure 2 illustrates the Level 3 course breakdown by institution type, showing that tracked cohorts in London colleges were studying a whole range of Level 3 courses whilst students in Sixth Form Colleges were studying mainly BTEC or A Level. It is also notable that BTEC numbers in both types of institution grew over the period.

Figure 2: Breakdown of the cohorts by institution type and Level 3 qualification studied



4.7 Breakdown of the cohort figures by individual college

Table 7 provides a breakdown of the tracked cohort by institution. During the period this report spans, some colleges have merged. The college list provides data for colleges reported in the Individual Learner Record dataset. The table charts changes in the population by institution and the proportional representation in each institution by cohort year.

Table 7: Cohort breakdown by institution

Institution	2011-2012		2012-2013		2013-2014	
	Number	% of total	Number	% of total	Number	% of total
Barking and Dagenham College	1,385	3%	1,345	3%	1,210	3%
Barnet and Southgate College	1,215	3%	1,685	4%	1,440	4%
Bexley College	360	1%	550	1%	350	1%
Bromley College of Further & Higher Education	1,330	3%	1,275	3%	1,090	3%
Capel Manor College	275	1%	290	1%	295	1%
Carshalton College	600	1%	535	1%	385	1%
Christ the King Sixth Form College	920	2%	950	2%	1,275	3%
City and Islington College	2,200	5%	2,330	5%	1,950	5%
City Lit	510	1%	335	1%	130	0%
City of Westminster College	975	2%	1,270	3%	960	3%
College of Haringey, Enfield North East London	1,215	3%	1,205	3%	955	3%
The College of North West London	1,040	3%	840	2%	850	2%
Croydon College	1,010	2%	1,115	3%	1,025	3%

Institution	2011-2012		2012-2013		2013-2014	
	Number	% of total	Number	% of total	Number	% of total
Ealing, Hammersmith and West London College	1,610	4%	1,600	4%	1,565	4%
Fashion Retail Academy	75	0%	105	0%	75	0%
Greenwich Community College	640	2%	625	1%	580	2%
Hackney Community College	805	2%	645	2%	665	2%
Harrow College	790	2%	835	2%	830	2%
Havering College of Further & Higher Education	1,180	3%	1,130	3%	1,230	3%
Havering Sixth Form College	940	2%	1,165	3%	1,045	3%
Hillcroft College	65	0%	35	0%	10	0%
John Ruskin College	205	1%	165	0%	180	0%
Kensington and Chelsea College	520	1%	475	1%	365	1%
Kingston College	1,275	3%	1,365	3%	1,285	3%
Lambeth College	1,405	3%	1,515	4%	830	2%
Lewisham Southwark College	855	2%	1,175	3%	965	3%
Leyton Sixth Form College	715	2%	685	2%	815	2%
Mary Ward Centre	140	0%	95	0%	75	0%
Morley College	405	1%	615	1%	145	0%
Newham College of Further Education	1,320	3%	1,350	3%	1,200	3%
Newham Sixth Form College	945	2%	1,050	2%	910	2%
Redbridge College	605	1%	725	2%	630	2%
Richmond Adult Community College	475	1%	550	1%	340	1%
Richmond-upon-Thames College	1440	4%	1,320	3%	1,160	3%
Sir George Monoux College	775	2%	855	2%	785	2%
South Thames College	1,530	4%	1,505	4%	1,305	3%
St Charles Catholic Sixth Form College	425	1%	420	1%	410	1%
St Dominic's Sixth Form College	400	1%	460	1%	465	1%
St Francis Xavier Sixth Form College	530	1%	635	1%	630	2%
Stanmore College	760	2%	835	2%	675	2%
The Brooke House Sixth Form College	500	1%	505	1%	495	1%
Tower Hamlets College	905	2%	930	2%	730	2%
Uxbridge College	1,305	3%	1,460	3%	1,295	3%
Waltham Forest College	840	2%	790	2%	675	2%
West Thames College	725	2%	685	2%	760	2%
Westminster Kingsway College	1,380	3%	1,580	4%	1,650	4%
Woodhouse College	520	1%	545	1%	580	2%
Workers' Educational Association	275	1%	145	0%	385	1%
Working Men's College	95	0%	125	0%	135	0%
Total	40,420	100%	42,415	100%	37,790	100%

4.8 Breakdown of the cohorts by London borough

Table 8 provides a breakdown of the tracked cohort by London borough. There are some fluctuations in the cohort population across the three years and the percentage difference in numbers between the earliest cohort and the latest cohort is provided. The numbers in some boroughs such as Islington, Kensington and Chelsea, Lambeth, Richmond upon Thames and Westminster have dropped by as much as -25% over the period.

Table 8: Cohort breakdown by London borough

Student home borough	2011-2012		2012-2013		2013-2014		2011-2013 difference
	Cohort	% of total	Cohort	% of total	Cohort	% of total	
Barking and Dagenham	1,295	3%	1,430	3%	1,300	3%	0%
Barnet	1,450	4%	1,595	4%	1,495	4%	3%
Bexley	730	2%	745	2%	640	2%	-13%
Brent	1,835	5%	1,820	4%	1,805	5%	-2%
Bromley	960	2%	915	2%	895	2%	-6%
Camden	755	2%	750	2%	715	2%	-5%
City of London	15	0%	15	0%	10	0%	-23%
Croydon	1,650	4%	1,685	4%	1,520	4%	-8%
Ealing	1,640	4%	1,655	4%	1,530	4%	-7%
Enfield	1,635	4%	1,915	5%	1,650	4%	1%
Greenwich	1,205	3%	1,170	3%	1,115	3%	-8%
Hackney	1,635	4%	1,655	4%	1,435	4%	-12%
Hammersmith and Fulham	690	2%	640	2%	580	2%	-16%
Haringey	1,515	4%	1,700	4%	1,560	4%	3%
Harrow	1,395	3%	1,475	3%	1,270	3%	-9%
Havering	1,765	4%	1,840	4%	1,790	5%	1%
Hillingdon	1,045	3%	1,135	3%	1,010	3%	-3%
Hounslow	1,175	3%	1,155	3%	975	3%	-17%
Islington	1,140	3%	1,085	3%	895	2%	-21%
Kensington and Chelsea	465	1%	475	1%	350	1%	-25%
Kingston upon Thames	450	1%	505	1%	445	1%	-1%
Lambeth	1,905	5%	2,010	5%	1,490	4%	-22%
Lewisham	1,540	4%	1,650	4%	1,585	4%	3%
Merton	880	2%	880	2%	790	2%	-10%
Newham	2,745	7%	3,120	7%	2,770	7%	1%
Redbridge	1,160	3%	1,180	3%	1,085	3%	-6%
Richmond upon Thames	880	2%	830	2%	650	2%	-26%

Student home borough	2011-2012		2012-2013		2013-2014		2011-2013 difference
	Cohort	% of total	Cohort	% of total	Cohort	% of total	
Southwark	1,500	4%	1,870	4%	1,620	4%	8%
Sutton	635	2%	695	2%	515	1%	-19%
Tower Hamlets	1,305	3%	1,375	3%	1,210	3%	-7%
Waltham Forest	1,790	4%	1,750	4%	1,680	4%	-6%
Wandsworth	1,000	2%	1,040	2%	910	2%	-9%
Westminster	640	2%	655	2%	510	1%	-21%

4.9 London borough and age breakdown

There are clear differences in the age profile of students at borough level. For example, Camden, Sutton, Kingston on Thames, Bromley and Bexley all have more older students than say Ealing or Waltham Forest. Time series data also shows changes and these boroughs have been more affected the general decline in older students. In most boroughs, the latest cohort in 2013-2014 shows the increased numbers of younger students (compared to the 2011-2012 cohort) but this increase is higher in some boroughs than others.

Table 9: Cohort breakdown by age and London borough

London borough	2011-2012			2012-2013			2013-2014		
	Under 20	20-24	25+	Under 20	20-24	25+	Under 20	20-24	25 +
Barking and Dagenham	64%	12%	24%	60%	10%	30%	66%	11%	23%
Barnet	57%	11%	31%	58%	11%	30%	59%	12%	29%
Bexley	58%	13%	30%	59%	12%	29%	60%	12%	28%
Brent	60%	13%	26%	64%	13%	23%	66%	13%	21%
Bromley	53%	12%	35%	57%	12%	31%	52%	14%	34%
Camden	48%	12%	41%	55%	10%	35%	54%	12%	34%
City of London	31%	23%	46%	46%	0%	54%	30%	10%	60%
Croydon	56%	15%	29%	61%	13%	26%	62%	14%	24%
Ealing	60%	14%	26%	61%	13%	27%	66%	14%	19%
Enfield	63%	12%	25%	60%	11%	28%	62%	11%	27%
Greenwich	51%	16%	33%	54%	11%	35%	57%	13%	30%
Hackney	62%	11%	27%	62%	9%	29%	68%	9%	23%
Hammersmith and Fulham	55%	13%	32%	52%	15%	33%	56%	13%	31%
Haringey	61%	11%	28%	58%	11%	31%	66%	11%	23%
Harrow	65%	11%	24%	72%	9%	18%	76%	9%	15%

London borough	2011-2012			2012-2013			2013-2014		
	Under 20	20-24	25+	Under 20	20-24	25+	Under 20	20-24	25 +
Havering	80%	7%	12%	77%	6%	16%	74%	8%	18%
Hillingdon	59%	14%	27%	68%	13%	19%	68%	15%	17%
Hounslow	58%	16%	26%	61%	14%	25%	64%	14%	22%
Islington	55%	13%	32%	57%	11%	32%	63%	12%	25%
Kensington and Chelsea	53%	12%	35%	50%	8%	42%	59%	13%	28%
Kingston upon Thames	47%	15%	38%	48%	14%	39%	53%	14%	33%
Lambeth	54%	11%	35%	54%	11%	35%	60%	11%	29%
Lewisham	62%	9%	29%	64%	11%	26%	67%	8%	24%
Merton	60%	12%	28%	59%	14%	27%	63%	11%	26%
Newham	73%	10%	17%	72%	9%	19%	74%	8%	18%
Redbridge	61%	14%	25%	60%	12%	27%	58%	15%	26%
Richmond upon Thames	53%	9%	37%	56%	7%	37%	59%	10%	31%
Southwark	62%	10%	28%	63%	9%	28%	69%	9%	21%
Sutton	50%	16%	34%	51%	14%	35%	52%	14%	34%
Tower Hamlets	63%	11%	26%	65%	10%	26%	71%	7%	22%
Waltham Forest	70%	10%	21%	69%	9%	22%	73%	10%	17%
Wandsworth	45%	15%	41%	48%	12%	40%	56%	11%	33%
Westminster	52%	12%	37%	54%	13%	33%	60%	13%	27%

* Percentages have been rounded

4.10 London borough and Level 3 qualification breakdown

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

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

Borough	Access	BTEC	A Level	NVQ	Other Vocational
Barking and Dagenham	13%	38%	12%	5%	32%
Barnet	9%	29%	23%	6%	34%
Bexley	18%	30%	18%	5%	29%
Brent	9%	38%	21%	3%	28%

Borough	Access	BTEC	A Level	NVQ	Other Vocational
Bromley	12%	36%	7%	2%	44%
Camden	12%	32%	13%	2%	41%
City of London	14%	22%	19%	0%	44%
Croydon	16%	48%	9%	3%	24%
Ealing	7%	43%	18%	3%	29%
Enfield	9%	38%	17%	3%	32%
Greenwich	16%	28%	20%	3%	34%
Hackney	9%	39%	18%	4%	30%
Hammersmith and Fulham	12%	38%	16%	2%	32%
Haringey	10%	37%	21%	3%	29%
Harrow	5%	36%	31%	4%	24%
Havering	5%	32%	26%	4%	33%
Hillingdon	6%	51%	11%	5%	28%
Hounslow	9%	43%	14%	2%	32%
Islington	10%	33%	18%	4%	35%
Kensington and Chelsea	12%	34%	19%	3%	32%
Kingston upon Thames	14%	30%	12%	5%	39%
Lambeth	13%	36%	14%	2%	34%
Lewisham	12%	37%	21%	3%	28%
Merton	13%	40%	15%	3%	29%
Newham	10%	36%	25%	2%	27%
Redbridge	12%	39%	12%	6%	32%
Richmond upon Thames	8%	25%	25%	2%	41%
Southwark	12%	37%	22%	2%	27%
Sutton	14%	34%	6%	5%	41%
Tower Hamlets	10%	31%	24%	1%	34%
Waltham Forest	11%	38%	25%	3%	22%
Wandsworth	15%	34%	11%	4%	36%
Westminster	14%	34%	16%	2%	34%

* Percentages have been rounded

4.11 Breakdown of the cohorts by educational disadvantage

Two measures of disadvantage are used in this report. Firstly, educational disadvantage is explored using HEFCE's POLAR3 indicator (HEFCE, 2014b), where the tracked cohorts are profiled according to HE participation in their home neighbourhood. POLAR3 data estimates how likely young people are to go into HE according to where they live at the age of 15. Students living in an area classified as POLAR3 Quintiles 1 and 2 (Q1-Q2) are in the lowest 40% in the country in terms of HE participation rates and educational disadvantage. HEFCE

research shows that young participation rates in London are the highest in the country and therefore, students with economic disadvantage living in London may still have higher HE participation rates than their non-London peers. A second measure is also used: the IDACI metric provides an indicator of Income Deprivation Affecting Children. By examining IDACI and POLAR3 data together, HEFCE showed that 42% of children affected by income deprivation were classified as POLAR3 quintile 3. This measure provides an indication of economic disadvantage for London students. Table 11 shows that the proportion of the London FE and Sixth Form College Level 3 cohort classified as living in the most educationally disadvantaged areas in England using POLAR3 (Q1-Q2) is 12%, while students classified as living in an educationally advantaged area (Q5) is 28%. The Q1 cohort of most disadvantaged students has in fact grown, by 11%, whilst population in the most advantaged areas has declined by -9%.

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

POLAR3 quintiles	2011-2012		2012-2013		2013-2014		Growth 2011-2013
	Population	% of population	Population	% of population	Population	% of population	
Q1 - Most disadvantaged	1,140	3%	1,290	3%	1,270	3%	11%
Q2	3,645	9%	3,880	9%	3,560	9%	-2%
Q3	12,490	31%	13,215	31%	11,560	31%	-7%
Q4	11,700	29%	12,300	29%	11,000	29%	-6%
Q5 - Most advantaged	11,445	28%	11,730	28%	10,400	28%	-9%
Total	40,420	100%	42,415	100%	37,790	100%	-7%

Table 12 shows that the proportion of the London FE and Sixth Form College Level 3 cohort classified as living in disadvantaged neighbourhoods using the IDACI metric (Q1-Q2) is over **70%** and in 2013-2014 it was **74%**. This means that three in four students in the Level 3 cohorts studying in London colleges were classified as disadvantaged using an income measure. There has been a slight decrease in the proportion of students classified as most disadvantaged over the cohort years, by **-4%** in Q1, but the largest decrease was seen in Q5 (most advantaged) which dropped by **-23%**.

Table 12: Breakdown of the college cohorts using IDACI

IDACI quintiles	2011-2012		2012-2013		2013-2014		Difference 2011-2013
	Population	% of Population	Population	% of Population	Population	% of Population	
Q1- Most disadvantaged	16,945	42%	18,090	43%	16,210	43%	-4%
Q2	12,255	30%	12,870	30%	11,540	31%	-6%
Q3	6,340	16%	6,630	16%	5,925	16%	-7%
Q4	3,045	8%	3,055	7%	2,700	7%	-11%
Q5 – Most advantaged	1,835	5%	1,770	4%	1,415	4%	-23%
Total	40,420	100%	42,415	100%	37,790	100%	-7%

* Percentages have been rounded

4.12 Disadvantage and qualifications studied

A higher proportion of Access to HE and BTEC students are classified as living in disadvantaged areas than A Level and Other Vocational students.

Table 13: Disadvantage and qualification type

Level 3 Qualification Type	% classified as disadvantaged IDACI Q1 and Q2		
	2011-2012	2012-2013	2013-2014
Access	78%	78%	76%
BTEC	75%	76%	76%
GCE A Level	71%	70%	72%
NVQ	68%	71%	74%
Other Vocational	69%	70%	70%

* Percentages have been rounded

4.13 Disadvantage and London borough

In Table 14, the IDACI profile of Level 3 students is provided by borough. 92% of students in Tower Hamlets are classified as living in the most deprived neighbourhoods using IDACI compared to only 3% in Kingston upon Thames.

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

Borough	IDACI				
	Quintile 1 Most disadvantaged	Q2	Q3	Q4	Quintile 5 Least disadvantaged
Barking and Dagenham	57%	39%	4%	0%	0%
Barnet	24%	25%	29%	13%	9%
Bexley	23%	30%	22%	18%	8%
Brent	42%	28%	25%	6%	0%
Bromley	23%	17%	19%	21%	20%
Camden	60%	24%	7%	4%	4%
City of London	0%	39%	25%	0%	36%
Croydon	32%	42%	18%	5%	3%
Ealing	31%	36%	23%	8%	3%
Enfield	60%	20%	11%	5%	3%
Greenwich	43%	39%	14%	4%	0%
Hackney	67%	23%	7%	2%	0%
Hammersmith and Fulham	56%	22%	11%	7%	3%
Haringey	68%	17%	6%	6%	2%
Harrow	8%	30%	41%	16%	4%
Havering	19%	29%	26%	17%	9%
Hillingdon	20%	42%	20%	14%	5%
Hounslow	23%	41%	27%	7%	2%
Islington	77%	15%	6%	1%	0%
Kensington and Chelsea	49%	19%	14%	5%	13%
Kingston upon Thames	3%	19%	34%	27%	17%
Lambeth	65%	24%	10%	1%	0%
Lewisham	51%	36%	10%	3%	0%
Merton	21%	37%	21%	14%	6%
Newham	42%	54%	4%	0%	0%
Redbridge	12%	43%	31%	11%	4%
Richmond upon Thames	1%	15%	19%	20%	45%
Southwark	73%	17%	6%	3%	1%
Sutton	12%	25%	24%	27%	12%
Tower Hamlets	92%	6%	2%	1%	0%
Waltham Forest	36%	48%	14%	2%	0%
Wandsworth	39%	35%	12%	8%	7%
Westminster	66%	15%	10%	5%	3%

4.14 Level 3 sector subject areas

Science and Mathematics saw the highest growth in numbers of the tracked cohort between 2011 and 2013. Construction, Planning and Built Environment and History, Philosophy and Theology also saw a rise in populations. Arts, Media and Publishing, Business, Administration and Law, Engineering and Manufacturing Technologies and Health, Public Services and Care all saw drops in numbers.

Table 15: Cohort population by sector subjects

Sector subject area	2011-2012	2012-2013	2013-2014	%Change 2011-2013
Agric., Hort. and Animal Care	275	335	325	18%
Arts, Media and Publishing	6,130	6,505	5,640	-8%
Business, Administration and Law	6,080	5,995	5,735	-6%
Constr., Planning & Built Environ.	1,230	1,705	1,410	15%
Education and Training	1,130	1,125	1,060	-7%
Eng. and Manufacturing Techs.	2,395	1,670	1,485	-38%
Health, Public Services and Care	7,815	8,920	7,145	-9%
History, Philosophy and Theology	975	970	1,110	14%
Information and Comms. Tech.	2,855	3,040	2,450	-14%
Languages, Literature and Culture	1,655	1,565	1,265	-24%
Leisure, Travel and Tourism	2,155	2,250	2,160	0%
Retail and Commercial Enterprise	2,075	2,085	1,890	-9%
Science and Mathematics	3,360	3,785	4,045	20%
Social Sciences	1,400	1,510	1,290	-8%

Table 16 shows the change by sector subject area and Level 3 qualification type. Arts, Media and Publishing saw significant drops in numbers of Access to HE, A Level and Other Vocational students. This was similar for Business, Administration and Law, but some of the drop was offset by an increase in BTEC students in these areas. Significant decreases in numbers of Other Vocational qualifications were also seen in Engineering and Manufacturing Technologies, Health Public Services and Care and Languages, Literature and Culture

Table 16: Cohort population change 2011-2013 by sector subject area by qualification

Sector Subject Area	Access to HE	BTEC	A Level	NVQ	Other Vocational
Agriculture, Horticulture and Animal Care	0	-30	0	0	80
Arts, Media and Publishing	-135	90	-340	0	-110
Business, Administration and Law	-103	242	-210	25	-300
Construction, Planning and the Built Environ.	-10	-20	0	-65	270
Education and Training	-70	15	0	^	^
Engineering and Manufacturing Technologies	15	30	-15	-55	-890
Health, Public Services and Care	-180	270	-30	-120	-615

Sector Subject Area	Access to HE	BTEC	A Level	NVQ	Other Vocational
History, Philosophy and Theology	-20	0	120	0	40
Information and Communication Technology	-30	10	-25	0	-370
Languages, Literature and Culture	0	0	-270	-10	-110
Leisure, Travel and Tourism	^	225	^	-50	-165
Retail and Commercial Enterprise	^	^	0	-205	20
Science and Mathematics	75	580	150		-20
Social Sciences	-85	0	-30		^
Grand Total	-545	1,250	-755	-480	-2115

4.15 Ethnic breakdown of the tracked cohorts

Table 17 provides an ethnic breakdown of the tracked cohort between 2011 and 2013 showing that between **62-64%** of the cohort are classified as coming from BME backgrounds and moreover, the population of White students has decreased more than that of their BME peers. More detailed breakdowns reveal further differences at ethnic group level.

Table 17: Cohort breakdown by ethnic group

Ethnic group	% of total by cohort year			Population change	% change
	2011-2012	2012-2013	2013-2014		
Asian or Asian British - any other Asian background	5%	5%	6%	80	4%
Asian or Asian British –Bangladeshi	4%	5%	5%	15	1%
Asian or Asian British –Indian	5%	4%	4%	-235	-12%
Asian or Asian British –Pakistani	4%	4%	4%	-80	-5%
Black or Black British - any other Black background	3%	4%	3%	15	1%
Black or Black British –African	18%	18%	18%	-240	-3%
Black or Black British –Caribbean	9%	9%	9%	-335	-9%
Chinese	1%	1%	1%	-65	-19%
Mixed - White and Asian	1%	1%	1%	5	1%
Mixed - White and Black African	1%	1%	1%	-90	-15%
Mixed - White and Black Caribbean	3%	3%	3%	30	3%
not known/not provided	1%	1%	1%	0	0%
Other ethnic group	6%	5%	5%	-185	-8%
Other Mixed / multiple ethnic background	2%	2%	2%	50	6%
White - any other White background	11%	11%	11%	-215	-5%
White –British	26%	25%	24%	-1,380	-13%
Total	40,420	42,415	37,790	-2,630	-7%
BME	62%	63%	64%	-1,035	-4%
White	38%	37%	36%	-1,595	-11%

4.16 Ethnic group and age breakdown

The age profile of the latest tracked cohort of London Level 3 students is presented in Table 18. In a previous study, we found that the age profiles varied by ethnic group where the Black African and White group of students tended to be older (2015a). This is still the case. The data shows that age profiles continue to vary by ethnic background although the proportion of young students has increased overall (from previous cohorts). For example, there is a much higher proportion of young students from the Bangladeshi and Pakistani ethnic groups than, say, from the African and White groups who are more likely to be older. Clearly, age profiles will explain variances in the HE progression behaviour of different ethnic group cohorts and this is explored in Section 8.

Table 18: Cohort breakdown by ethnic group and age, combined cohort

Ethnic group	Cohort population	Under 20	20-24	25 plus
Asian or Asian British - any other Asian background	6,405	62%	17%	21%
Asian or Asian British –Bangladeshi	5,465	82%	7%	12%
Asian or Asian British –Indian	5,495	70%	9%	21%
Asian or Asian British –Pakistani	4,640	75%	10%	14%
Black or Black British - any other Black background	4,170	61%	11%	28%
Black or Black British –African	21,765	61%	12%	27%
Black or Black British –Caribbean	10,840	64%	10%	26%
Chinese	920	65%	10%	24%
Mixed - White and Asian	1,355	69%	12%	19%
Mixed - White and Black African	1,685	63%	13%	24%
Mixed - White and Black Caribbean	3,205	71%	13%	16%
Not provided	1,585	46%	11%	44%
Other ethnic group	6,550	60%	13%	27%
Other Mixed / multiple ethnic background	2,775	69%	13%	18%
White - any other White background	13,200	49%	11%	40%
White –British	30,580	61%	11%	28%
Total	120,625	62%	11%	26%

4.17 London borough breakdown of BME students

Figure 3 looks at borough level differences in the Black and Minority Ethnic make-up of the latest cohort in 2013-2014 compared to the overall percentage of BME residents in borough populations. In the main, the Level 3 London college student population reflects the overall representation of the population in the borough.

The chart in Figure 4 plots both the London Level 3 population in FE and Sixth Form Colleges against the BME population average of the borough. There are some boroughs that appear to have very high BME college populations compared to the borough average, such as Hammersmith and Fulham and Wandsworth. We would expect the progression rates in

boroughs to reflect the behaviour of dominant ethnic groups in that area and borough level progression data is presented in Section 8.

Figure 3: Map illustrating BME breakdown of the Level 3 London college cohort by London borough

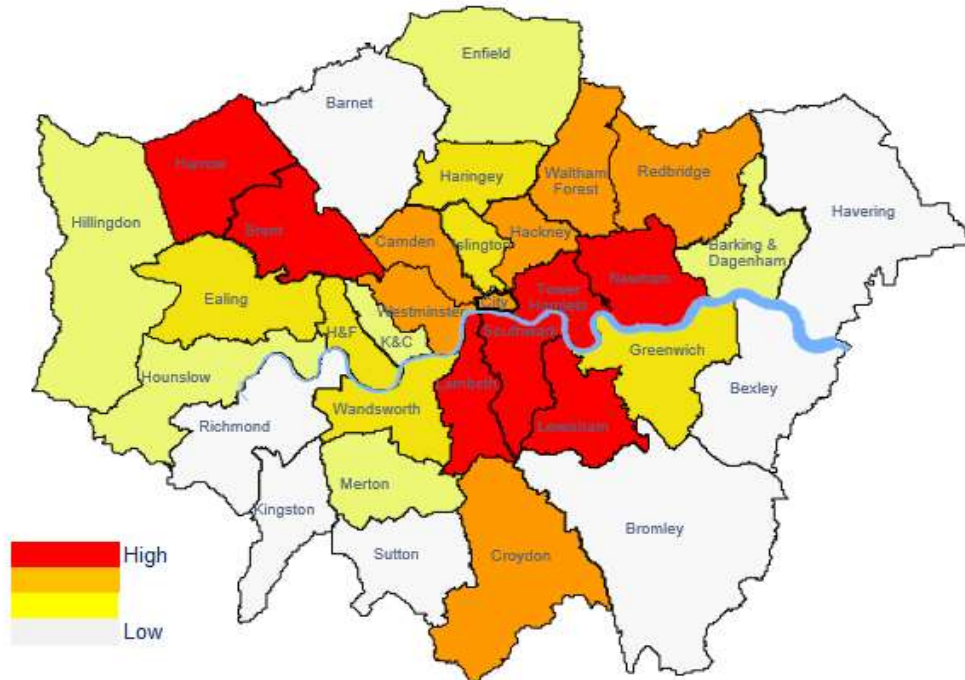
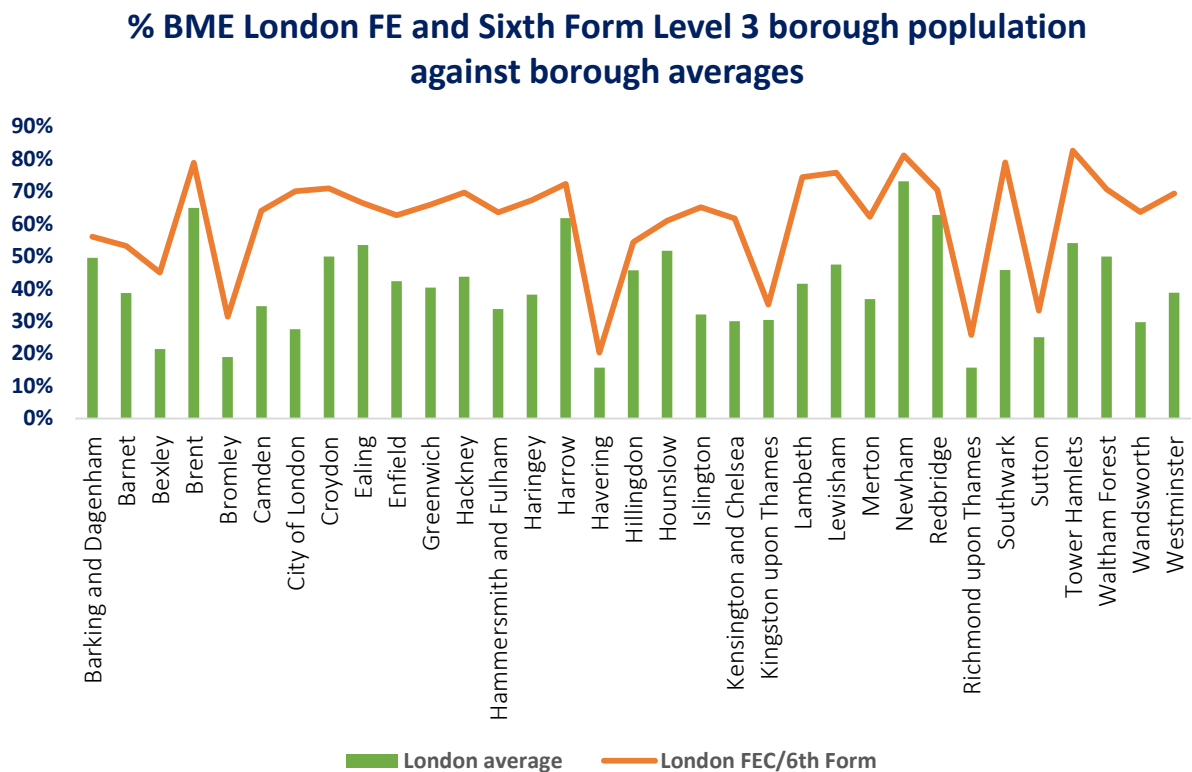


Figure 4: Chart showing the percentage BME Level 3 London college population by borough (2013-2014) compared to borough averages



4.18 Ethnic group and Level 3 qualification type

Time series data in Table 19 shows a change in the composition of Level 3 qualifications studied by different ethnic groups across the three cohorts, reflecting the prominence of BTEC qualifications across most ethnic groups. Although Access to HE continues to be most popular with the students from Black groups, the proportions have decreased over the period. Take up of Other Vocational programmes was particularly high with non-British White students and there was a tiny take-up of NVQs at Level 3 by Asian/Asian British – Indian students.

Table 19: Breakdown of the London college cohorts by ethnic group and qualification type

Ethnic group	FE qualification	2011-2012	2012-2013	2013-2014
Asian or Asian British - any other Asian background	Access	12%	10%	10%
	BTEC	37%	42%	45%
	A Level	22%	20%	21%
	NVQ	4%	3%	2%
	Other Vocational	26%	25%	22%
Asian or Asian British – Bangladeshi	Access	12%	10%	10%
	BTEC	37%	42%	45%
	A Level	22%	20%	21%
	NVQ	4%	3%	2%
	Other Vocational	26%	25%	22%
Asian or Asian British –Indian	Access	7%	5%	4%
	BTEC	35%	36%	40%
	A Level	32%	32%	32%
	NVQ	0%	0%	1%
	Other Vocational	26%	27%	24%
Asian or Asian British –Pakistani	Access	5%	3%	5%
	BTEC	35%	38%	38%
	A Level	26%	26%	30%
	NVQ	3%	3%	3%
	Other Vocational	31%	30%	25%
Black or Black British - any other Black background	Access	7%	6%	7%
	BTEC	43%	42%	46%
	A Level	25%	26%	25%
	NVQ	2%	1%	2%
	Other Vocational	23%	25%	20%
Black or Black British –African	Access	18%	15%	13%
	BTEC	38%	45%	45%
	A Level	14%	12%	16%
	NVQ	3%	2%	3%
	Other Vocational	27%	26%	23%

Ethnic group	FE qualification	2011-2012	2012-2013	2013-2014
Black or Black British –Caribbean	Access	20%	18%	17%
	BTEC	35%	37%	43%
	A Level	23%	20%	20%
	NVQ	2%	1%	1%
	Other Vocational	21%	23%	18%
Chinese	Access	14%	12%	13%
	BTEC	38%	43%	44%
	A Level	16%	15%	15%
	NVQ	3%	3%	3%
	Other Vocational	29%	27%	25%
Mixed - White and Asian	Access	7%	7%	4%
	BTEC	25%	24%	25%
	A Level	37%	35%	44%
	NVQ	2%	4%	2%
	Other Vocational	29%	31%	26%
Mixed - White and Black African	Access	9%	8%	8%
	BTEC	34%	39%	40%
	A Level	25%	23%	24%
	NVQ	7%	3%	3%
	Other Vocational	26%	27%	25%
Mixed - White and Black Caribbean	Access	15%	16%	13%
	BTEC	37%	42%	40%
	A Level	17%	15%	21%
	NVQ	5%	4%	2%
	Other Vocational	26%	23%	23%
Other ethnic group	Access	15%	16%	13%
	BTEC	37%	42%	40%
	A Level	17%	15%	21%
	NVQ	5%	4%	2%
	Other Vocational	26%	23%	23%
Other Mixed/multiple ethnic background	Access	10%	11%	11%
	BTEC	40%	40%	42%
	A Level	15%	15%	16%
	NVQ	5%	5%	3%
	Other Vocational	29%	29%	27%
White - any other White background	Access	8%	14%	10%
	BTEC	21%	27%	31%
	A Level	11%	9%	15%
	NVQ	4%	4%	3%

Ethnic group	FE qualification	2011-2012	2012-2013	2013-2014
	Other Vocational	56%	45%	41%
White –British	Access	10%	10%	10%
	BTEC	37%	38%	41%
	A Level	19%	16%	18%
	NVQ	5%	4%	4%
	Other Vocational	30%	32%	27%

4.19 Ethnic group and Level 3 subject area studied by under 20s

Table 20 shows distinct differences in the subject areas studied by young people with different ethnic backgrounds. Ethnic groups have been aggregated here into six groups Asian, Black, Chinese, Mixed, White and Other and only young students in the combined 2011-2014 are examined. The table illustrates differences in subject choice by ethnic group. For example, it shows the propensity for Mixed and White FE and Sixth form students to study Arts, Media and Publishing with around one in four students studying a qualification related to this subject area compared to one in ten Asian students.

Table 20: Subject areas broken down by ethnic group for under 20 year-olds in the combined 2011-2013 cohorts

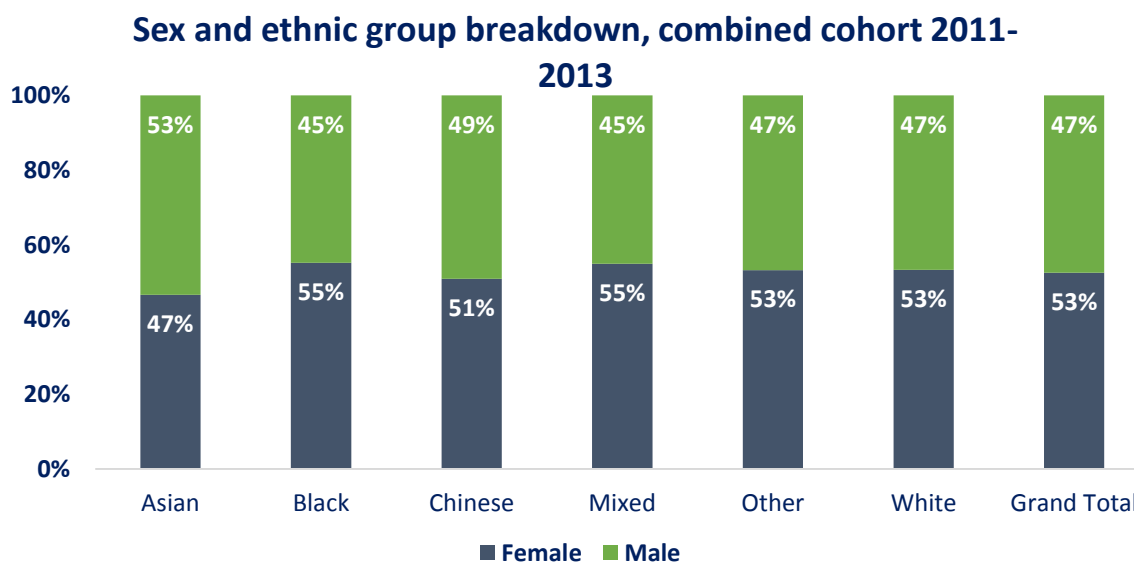
Sector Subject Area	Asian	Black	Chinese	Mixed	Other	White	Not provided	Total
Agriculture, Horticulture and Animal Care	0%	0%	0%	1%	0%	1%	0%	1%
Arts, Media and Publishing	10%	20%	18%	27%	18%	24%	21%	19%
Business, Administration and Law	21%	18%	18%	12%	17%	11%	15%	16%
Construction, Planning and the Built Environ.	1%	1%	0%	2%	1%	3%	2%	2%
Education and Training	0%	0%	0%	0%	0%	0%	1%	0%
Engineering and Manufacturing Technologies	5%	3%	3%	3%	4%	5%	8%	4%
Health, Public Services and Care	11%	14%	4%	12%	12%	14%	11%	13%
History, Philosophy and Theology	2%	2%	1%	2%	2%	3%	1%	2%
Information and Communication Technology	12%	6%	8%	6%	8%	7%	7%	8%
Languages, Literature and Culture	4%	5%	4%	5%	5%	5%	4%	5%
Leisure, Travel and Tourism	3%	8%	4%	9%	6%	8%	12%	7%
Preparation for Life and Work	3%	2%	1%	3%	2%	2%	2%	2%
Retail and Commercial Enterprise	1%	2%	2%	4%	3%	6%	3%	3%
Science and Mathematics	21%	13%	27%	10%	16%	7%	11%	13%
Social Sciences	6%	6%	7%	4%	5%	3%	3%	5%

*Percentages have been rounded

4.20 Ethnic group and sex breakdown

Overall, there are more young females than young males in the tracked cohort with the exception of the Asian group of students, which has a proportion of 53% males and 47% females. The Chinese student group is more equal but females are over represented in all other groups.

Figure 5: Chart showing sex and ethnic group breakdown for young students in the combined cohort 2011-2013



4.21 Ethnic group and provider type

Table 21 shows the breakdown of the ethnic group cohorts broken down into FE and Sixth Form College.

Table 21: Ethnic group and Level 3 provider type

Ethnic group	2011-2012		2012-2013		2013-2014	
	FE college	Sixth Form college	FE college	Sixth Form college	FE college	Sixth Form college
Asian	66%	34%	65%	35%	63%	37%
Black	67%	33%	65%	35%	62%	38%
Chinese	63%	37%	60%	40%	55%	45%
Mixed	79%	21%	80%	20%	75%	25%
Other	80%	20%	79%	21%	75%	25%
White	78%	22%	79%	21%	78%	22%
Total	72%	28%	72%	28%	69%	31%

4.22 Ethnic group and disadvantage

It is clear from Table 22 that a significantly lower proportion of White students are classified as disadvantaged using IDACI. 61% of White students live in a Q1-Q2 area compared to 87% of Black students or 73% of Asian students.

Table 22: Ethnic group disadvantage for the combined 2011-2013 cohort

IDACI Quintile	Asian	Black	Chinese	Mixed	Other	White
1 - High income disadvantage	36%	57%	48%	45%	49%	33%
2	37%	30%	28%	29%	28%	28%
3	19%	10%	14%	16%	15%	19%
4	6%	3%	6%	6%	5%	12%
5 - Low income disadvantage	2%	1%	5%	3%	2%	8%

5. Spotlight on BTEC student characteristics

In this section, we look more closely at BTEC students and the BTEC qualifications they are studying for the three cohorts of BTEC students in London FE and Sixth Form Colleges, 2011-2013. This will help increase our understanding of the impact of the significant rise in BTEC population and specifically how this might relate to changes in HE progression rates of the BTEC cohorts.

HEFCE looked at the participation rates of young people by Level 3 qualification and their results provide a meaningful comparison for the results in this report for London FE providers (HEFCE, 2015). They examined participation in HE in relation to BTEC grades for purposes of comparison across qualifications but this report uses BTEC Level 3 qualification titles. It should be remembered that there will be some students who have studied a BTEC in combination with an A Level or AS Level and these students are included in this BTEC group.

5.1 BTEC Level 3 students by BTEC grade, 2011-2013

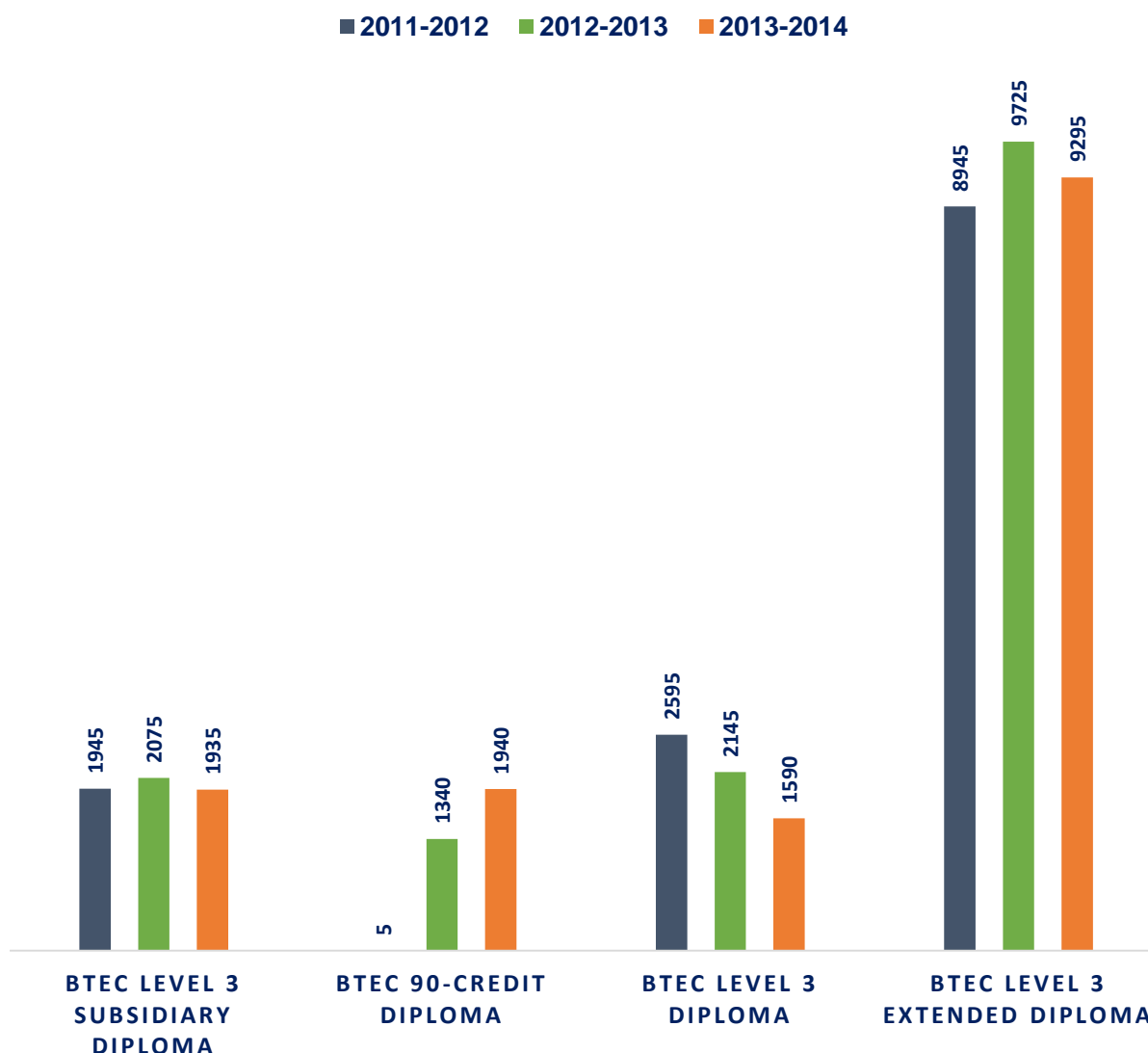
The growth in BTEC students between 2011 and 2013 is concentrated in the BTEC Level 3 90-Credit Diploma which was launched in 2012. It is important to provide more detailed data relating to BTEC Level 3 students so that we can examine their patterns of progression in the context of the qualification they obtain and the currency that this qualification may have for entry to HE. Most universities will accept the BTEC Level 3 Extended Diploma as entry to HE and many universities will accept the BTEC Level 3 Diploma, while others will if in combination with an A Level, or other qualification such as an AS or BTEC L3 Subsidiary Diploma. The population of the BTEC Level 3 Extended Diplomas has grown by 4% across the three cohorts.

Table 23: Breakdown of BTEC students by Level 3 cohort year

Grade and BTEC qualification	2011-2012	2012-2013	2013-2014	Change 2011-2013
BTEC Level 3 Subsidiary Diploma	1,945	2,075	1,935	0%
BTEC Level 3 90-Credit Diploma	5	1,340	1,940	27686%
BTEC Level 3 Diploma	2,595	2,145	1,590	-39%
BTEC Level 3 Extended Diploma	8,945	9,725	9,295	4%
Grand Total	13,685	15,550	14,935	9%

We can also look at the population increase of Level 3 BTECs for the three cohorts by qualification. The chart in Figure 6 illustrates the introduction of the BTEC Level 3 90-Credit Diploma for the 2012-2013 cohort and the corresponding fall in BTEC Level 3 Diploma numbers.

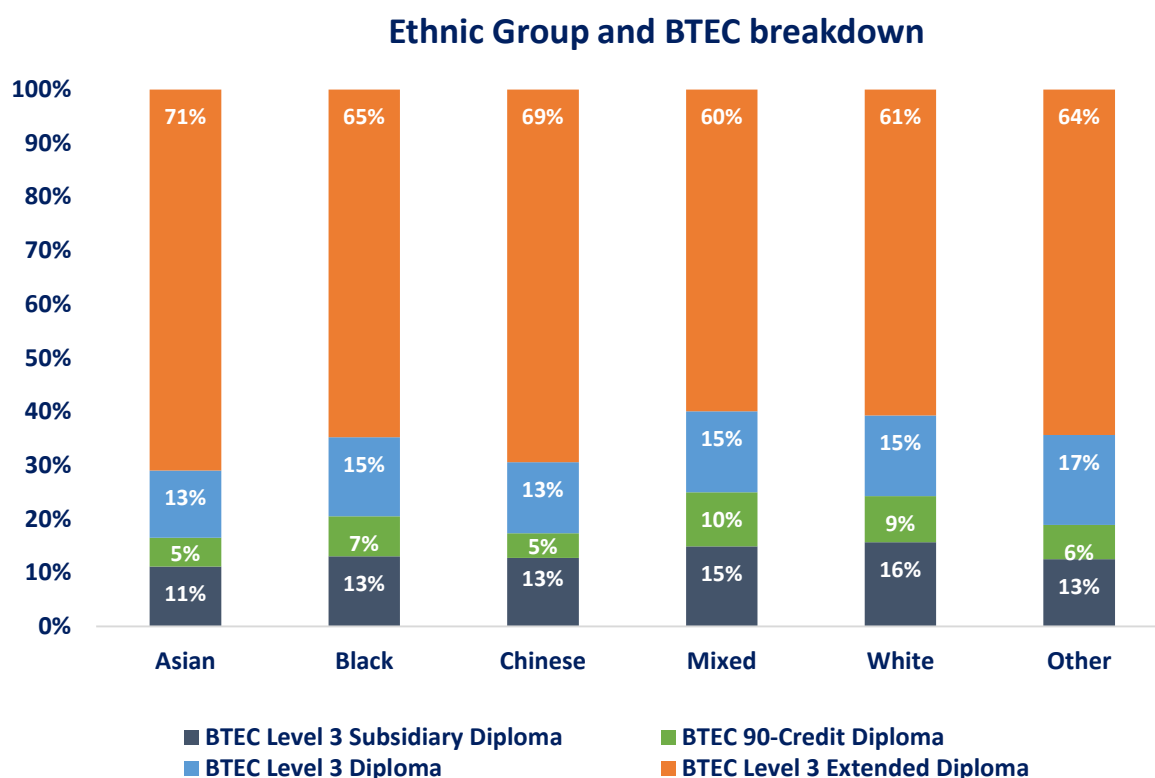
Figure 6: Chart showing populations of BTEC students in the cohorts in 2011, 2012 and 2013



5.2 BTEC qualification breakdown by ethnic group

A higher proportion of Asian and Chinese students study BTEC L3 Extended Diplomas than other ethnic groups at around 70%. Mixed and White ethnic groups had the lowest proportion of students studying BTEC L3 Extended Diploma at 59-60%. White and Mixed students are more likely to study the BTEC Level 3 90-Credit Diploma introduced in 2012-2013. 8% of White students studied this level of BTEC compared to 4% of Chinese and 5% of Asian students.

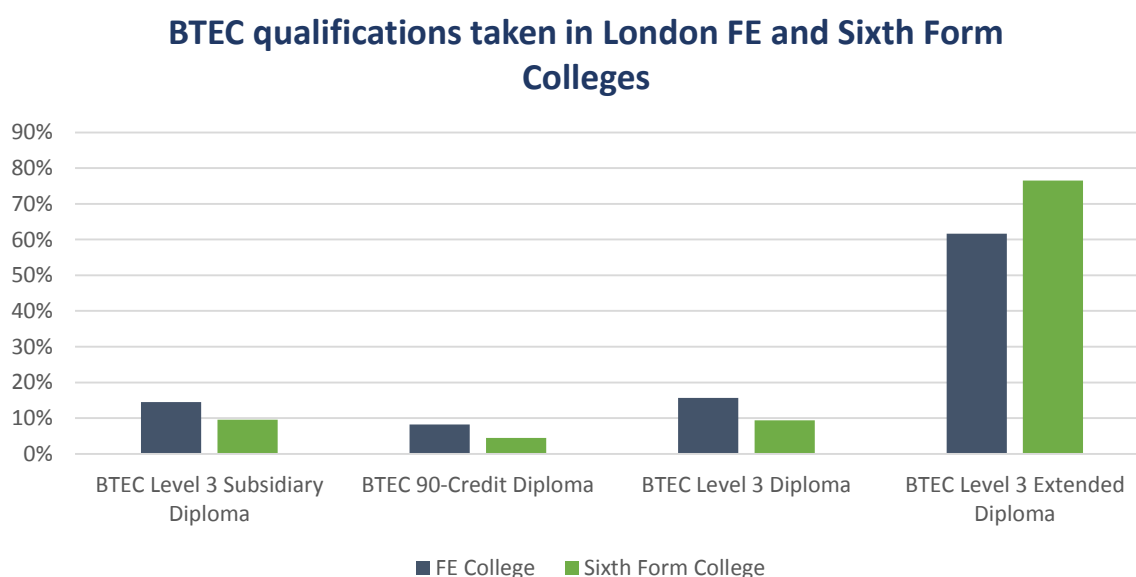
Figure 7: Chart showing BTEC grade by ethnic breakdown, 2013-2014



5.3 BTEC population by qualification and provider type

The chart in Figure 8 shows that students in Sixth Form College are more likely to be studying BTEC L3 Extended Diplomas than their FE College peers. Many of the students on a BTEC L3 Subsidiary Diploma or BTEC L3 Diploma in both providers may also have studied an A Level or further BTEC L3 Subsidiary Diploma.

Figure 8: Chart showing 2013-2014 BTEC qualifications studied in FE and Sixth Form Colleges



5.4 BTEC population breakdown by qualification and sex

Table 24 shows a proportional breakdown of BTEC qualifications by sex. 66% of females were studying BTEC L3 Extended Diplomas compared to 63% of males with slightly more males studying BTEC L3 Diplomas. The BTEC L3 90-Credit Diploma was studied equally by females and males.

Table 24: BTEC students by qualification 2013-2014

Sex	BTEC Level 3 Subsidiary Diploma	BTEC Level 3 90-Credit Diploma	BTEC Level 3 Diploma	BTEC Level 3 Extended Diploma	Grand Total
Female	14%	8%	13%	66%	100%
Male	14%	8%	16%	63%	100%
Total	14%	8%	15%	64%	100%

5.5 BTEC population by qualification and subject area

Table 25 looks at BTEC qualification by subject for the 2013-2014 cohort. 93% of students studying a BTEC in Agriculture and related were studying a BTEC L3 Extended Diploma and this compares to 57% of those on a Business, Management, Law and related pathway. Higher proportions of students in Creative Arts and Design, Health & Social Care and Public Services were studying the BTEC L3 90-Credit Diploma.

Table 25: BTEC percentage breakdown by subject area, 2013-2014

BTEC Subject Area	BTEC grade and A Level Size				Total
	BTEC L3 Subsidiary Diploma	BTEC L3 90-Credit Diploma	BTEC L3 Diploma	BTEC L3 Extended Diploma	
Agriculture and related	1%	0%	6%	93%	100%
Business, Management, Law and related	16%	10%	16%	58%	100%
Children's Care, Learning and Development	0%	7%	0%	93%	100%
Computing and IT	11%	11%	12%	66%	100%
Construction, Planning and the Built Environment	40%	0%	14%	47%	100%
Creative Arts and Design	13%	19%	5%	64%	100%
Engineering and Technology	11%	13%	12%	64%	100%
Health and Social Care	12%	15%	6%	68%	100%
Public Services	12%	22%	7%	60%	100%
Retail, Beauty, Hospitality and Tourism	20%	6%	22%	52%	100%
Science and Mathematics	9%	8%	10%	73%	100%
Sports Sciences	13%	15%	21%	51%	100%

5.6 BTEC population by qualification and borough

A borough breakdown is presented in Table 26 and shows the differences at borough level where college populations are studying BTEC L3 Diplomas and BTEC L3 Extended Diplomas to varying extents, this is likely to be influenced both by provision and prior attainment.

Table 26: BTEC qualification breakdown for each borough for the 2013-2014 cohort

Borough	BTEC L3 Subsidiary Diploma	BTEC L3 90-Credit Diploma	BTEC L3 Diploma	BTEC L3 Extended Diploma	Cohort
Barking and Dagenham	27%	8%	10%	52%	535
Barnet	15%	13%	15%	54%	470
Bexley	2%	7%	8%	82%	190
Brent	10%	12%	17%	60%	745
Bromley	10%	22%	9%	54%	345
Camden	14%	9%	12%	64%	245
Croydon	12%	19%	6%	62%	790
Ealing	3%	15%	12%	69%	740
Enfield	16%	7%	15%	61%	640
Greenwich	6%	16%	5%	70%	320
Hackney	13%	10%	10%	63%	585
Hammersmith and Fulham	8%	18%	24%	48%	235
Haringey	10%	8%	13%	66%	590
Harrow	5%	10%	16%	67%	490
Havering	18%	13%	18%	45%	635
Hillingdon	3%	18%	5%	74%	555
Hounslow	7%	13%	10%	65%	440
Islington	14%	12%	8%	64%	350
Kensington and Chelsea	12%	12%	21%	51%	120
Kingston upon Thames	14%	10%	11%	63%	150
Lambeth	8%	18%	8%	64%	610
Lewisham	13%	20%	8%	58%	625
Merton	8%	16%	9%	65%	345
Newham	17%	6%	6%	67%	1,045
Redbridge	15%	11%	12%	56%	425
Richmond upon Thames	8%	9%	14%	64%	190
Southwark	12%	17%	7%	62%	665
Sutton	6%	16%	9%	67%	180
Tower Hamlets	8%	17%	5%	67%	430
Waltham Forest	14%	8%	9%	66%	720
Wandsworth	7%	17%	14%	61%	360
Westminster	19%	12%	17%	50%	180
Grand Total	12%	13%	11%	62%	14,935

6. Spotlight on Access to HE student characteristics

More than double the number of females are studying Access to HE than males. Table 27 also shows that Nursing and Healthcare Professions, Humanities, Language and Social Sciences, Business, Management and related and Health Sciences, Medicine, Pharmacy are the most popular subjects. Access to HE qualifications are most popular with Black students. Intersections of these characteristics are explored later.

Table 27: Access to HE – key characteristics

Characteristic of Access to HE students	2011-2012	2012-2013	2013-2014
All Level 3 cohort	4,550	4,350	4,015
Sex:			
Female	3,135	3,055	2,790
Male	1,415	1,295	1,220
Subject Area:			
Business, Management and related	565	485	465
Computing and IT	210	195	180
Construction, Planning and the Built Environment	25	20	20
Education and Training	255	225	185
Engineering and Technology	80	105	90
Humanities, Language and Social Sciences	600	605	495
Retail, Beauty, Hospitality and Tourism	35	30	35
Science and Mathematics	270	305	345
Sports Sciences	50	60	45
Creative Arts and Design: Media Studies	120	65	85
Creative Arts and Design: Performing Arts	90	60	55
Creative Arts and Design: Art & Design	90	50	25
Health and Social Care: Nursing & Healthcare Professions	1,340	1,420	1,360
Health and Social Care: Social Work	385	305	260
Health and Social Care: Health Sciences/Med/Pharma	435	415	360
Ethnic Group:			
Asian	555	490	460
Black	2,175	2,045	1,765
Chinese	20	25	10
Mixed	335	380	305
Not provided	230	225	205
Other	1,195	1,105	1,225
White	4,515	4,265	3,965

6.1 Access to HE: Top 20 FE colleges (tracked student population)

Table 28 lists the top 20 institutions and their share of the total London FE College Access cohorts for each of the three Level 3 cohort years.

Table 28: Top 20 FE colleges, percentage of total students studying Access to HE

FE Provider	2011-2012	2012-2013	2013-2014
South Thames College	8%	9%	8%
Westminster Kingsway College	5%	5%	6%
Newham College of Further Education	7%	7%	6%
Waltham Forest College	5%	6%	6%
City and Islington College	6%	5%	6%
Barking and Dagenham College	4%	4%	5%
Kingston College	3%	3%	5%
Croydon College	5%	5%	4%
Bexley College	3%	4%	4%
Bromley College of Further and Higher Education	3%	3%	4%
Greenwich Community College	3%	3%	4%
Lewisham Southwark College	1%	4%	4%
Lambeth College	7%	6%	4%
Kensington and Chelsea College	3%	4%	4%
Ealing, Hammersmith and West London College	3%	3%	4%
The College of Haringey, Enfield and North East London	5%	4%	3%
City of Westminster College	2%	3%	3%
The College of North West London	3%	3%	3%
Tower Hamlets College	5%	5%	3%
Redbridge College	2%	2%	2%

6.2 Access to HE: Ethnic groups and sex

The proportion of both White females and White males studying Access to HE has increased, but the proportion of Black females and Black males has dropped.

Table 29: Access to HE – sex and ethnic group breakdown

Ethnic group	Female			Male		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Asian	10%	9%	10%	18%	17%	15%
Black	50%	51%	47%	44%	41%	39%
Chinese	0%	0%	0%	1%	1%	0%
Mixed	8%	9%	8%	7%	8%	7%
Other	4%	4%	5%	6%	8%	6%
White	27%	26%	31%	25%	27%	31%

6.3 Access to HE: breakdown by sex and subject area

Nursing is the most popular subject area for female Access to HE students and the proportion studying this subject area increased from 39% in 2011-2012, to 43% in 2013-2014. For males, Business, Management and related subjects were most popular although the proportion studying these decreased slightly from 21% in 2011 to 18% in 2013.

Table 30: Sex and subject area for Access to HE students

Subject area	Female			Male		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Business, Management and related	9%	8%	9%	21%	19%	18%
Computing and IT	1%	1%	1%	12%	12%	12%
Construction, Planning and the Built Environment	0%	0%	0%	2%	2%	1%
Education and Training	6%	6%	6%	4%	3%	2%
Engineering and Technology	0%	0%	0%	5%	7%	7%
Humanities, Language and Social Sciences	13%	14%	11%	14%	15%	15%
Retail, Beauty, Hospitality and Tourism	1%	1%	1%	0%	1%	1%
Science and Mathematics	5%	6%	7%	8%	10%	12%
Sports Sciences	0%	0%	0%	3%	3%	3%
Creative Arts and Design: Media Studies	2%	1%	2%	4%	3%	3%
Creative Arts and Design: Performing Arts	2%	1%	1%	2%	2%	2%
Creative Arts and Design: Art & Design	2%	1%	1%	3%	2%	1%
Health & Social Care: Nursing & Healthcare profs.	39%	42%	43%	8%	10%	12%
Health & Social Care: Social Work	10%	8%	8%	4%	4%	2%
Health & Social Care: Sciences/Medicine/Pharmacy	10%	10%	10%	9%	8%	8%
Grand Total	100%	100%	100%	100%	100%	100%

6.4 Access to HE: Breakdown by ethnic group and subject area

There have been clear shifts in the Access to HE subjects studied by different ethnic groups. A high proportion of Black students (who are highly represented in the Access to HE qualification group) study Nursing and this has grown over the three cohorts.

Table 31: Access to HE students - ethnic group and subject area

Subject area		Subject area															
		Business, Management and related	Computing and IT	Construction, Planning and the Built Environment	Education and Training	Engineering and Technology	Humanities, Language and Social Sciences	Retail, Beauty, Hospitality and Tourism	Science and Mathematics	Sports Sciences	Creative Arts and Design: Media Studies	Creative Arts and Design: Performing Arts	Creative Arts and Design: Art & Design	Health and Social Care: Nursing & Healthcare Prof.	Health and Social Care: Social Work	Health and Social Care/Health Sciences/Medicine/Pharmacy	Total
Asian	2011-2012	22%	11%	1%	6%	2%	14%	1%	8%	0%	1%	1%	3%	19%	3%	7%	100%
	2012-2013	17%	10%	0%	5%	4%	15%	1%	12%	0%	1%	1%	2%	20%	1%	9%	100%
	2013-2014	13%	12%	0%	4%	3%	15%	1%	16%	1%	1%	1%	0%	23%	2%	7%	100%
Black	2011-2012	12%	4%	1%	4%	2%	12%	1%	5%	1%	2%	1%	1%	33%	11%	11%	100%
	2012-2013	11%	4%	1%	4%	2%	12%	0%	5%	1%	1%	1%	0%	39%	9%	11%	100%
	2013-2014	11%	3%	1%	4%	2%	10%	1%	6%	1%	1%	1%	0%	40%	9%	10%	100%
Chinese	2011-2012	32%	0%	0%	0%	0%	5%	5%	9%	0%	5%	0%	0%	23%	5%	18%	100%
	2012-2013	30%	13%	0%	0%	4%	0%	4%	4%	0%	4%	0%	0%	26%	0%	13%	100%
	2013-2014	27%	9%	0%	0%	0%	0%	0%	27%	0%	0%	0%	0%	18%	0%	18%	100%
Mixed	2011-2012	11%	5%	0%	9%	2%	14%	0%	5%	2%	4%	4%	3%	27%	9%	6%	100%
	2012-2013	9%	4%	1%	6%	3%	16%	0%	7%	2%	1%	3%	1%	34%	7%	7%	100%
	2013-2014	13%	3%	1%	6%	1%	15%	0%	9%	2%	2%	3%	0%	29%	8%	8%	100%
Other	2011-2012	19%	5%	1%	5%	3%	14%	0%	14%	1%	4%	1%	1%	18%	5%	9%	100%
	2012-2013	15%	8%	0%	5%	5%	18%	2%	12%	1%	3%	1%	0%	15%	4%	9%	100%
	2013-2014	20%	5%	0%	4%	4%	14%	3%	13%	1%	4%	0%	2%	19%	4%	6%	100%
White	2011-2012	7%	3%	1%	8%	1%	15%	1%	6%	1%	3%	4%	4%	30%	6%	9%	100%
	2012-2013	8%	3%	0%	7%	2%	17%	1%	7%	2%	2%	3%	2%	30%	7%	9%	100%
	2013-2014	9%	4%	0%	6%	2%	14%	1%	9%	1%	3%	3%	1%	33%	5%	9%	100%

6.5 Access to HE students: by borough

Table 10 earlier in the report showed Access to HE in relation to other Level 3 qualifications at borough level but in Table 32, borough level numbers of Access to HE students are presented for the three cohort years. The table shows that Croydon, Newham and Lambeth all have significant numbers of learners studying this qualification. The table also shows some

fluctuations, e.g. Tower Hamlets saw a significant drop in Access to HE learners across the three cohorts.

Table 32: Access to HE students – borough breakdown

Borough	2011-2012	2012-2013	2013-2014
Barking and Dagenham	195	175	170
Barnet	145	125	140
Bexley	120	120	135
Brent	190	155	165
Bromley	110	95	115
Camden	90	85	90
City of London	0	0	0
Croydon	290	255	220
Ealing	125	130	100
Enfield	180	170	135
Greenwich	170	175	205
Hackney	180	145	105
Hammersmith and Fulham	85	75	75
Haringey	165	195	135
Harrow	95	75	50
Havering	60	85	100
Hillingdon	60	70	70
Hounslow	120	85	95
Islington	125	95	75
Kensington and Chelsea	65	50	40
Kingston upon Thames	55	65	75
Lambeth	250	255	200
Lewisham	180	185	195
Merton	105	115	115
Newham	290	310	250
Redbridge	130	120	165
Richmond upon Thames	65	60	65
Southwark	185	230	180
Sutton	95	85	80
Tower Hamlets	165	125	95
Waltham Forest	205	205	175
Wandsworth	160	150	135
Westminster	85	90	75

7. Outline progression trends over five years 2005-2006 to 2014-2015

This report follows on from two previous reports and taken together, they provide an overview of the progression of London college student cohorts between 2005-2006 and 2013-2014, a span of nine years. Combining headline data from the previous studies in this series of research reports provides a useful way of looking at progression trends over time. In this section, headline data from our 2013 and 2015 studies has been combined to give an overall picture of trends in the progression of London college students between the years 2005 and 2014 (2013) (2015a).

It should be noted that figures in this report will not necessarily exactly match data for the same years shown in the previous London reports due to differences in the ILR dataset when run one, two or three years later and also due to minor improvements to the methodology, changes to external reference data sets (like POLAR and IDACI) and changes to the classification of qualifications. However, as each of the matched databases have been frozen, it is possible to establish an overview of trends over the nine years extracting key data from each of them. Where cohort years overlap, the figures have been taken from the later study.

7.1 Immediate progression trends across the cohorts

Table 33 presents populations and progression data for the nine cohorts between 2005-2006 and 2013-2014. The combined cohorts totalled **371,115** Level 3 students in London FE and Sixth Form Colleges who were linked to HE datasets. A total of **146,060** were found in higher education the year immediately after they finished their qualification. This equates to an average immediate progression rate of **39%** for all nine Level 3 cohorts.

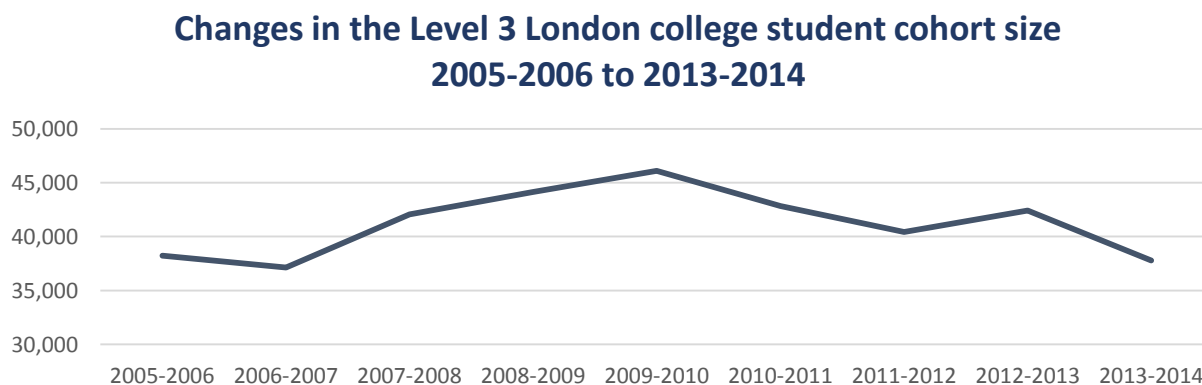
Table 33: Headline population and progression figures

Cohorts	Population	Immediate progression	Progression rate
2005-2006	38,220	13,345	35%
2006-2007	37,150	12,510	34%
2007-2008	42,060	17,715	42%
2008-2009	44,140	17,720	40%
2009-2010	46,085	18,115	39%
2010-2011	42,835	18,490	43%
2011-2012	40,420	15,795	39%
2012-2013	42,415	16,150	38%
2013-2014	37,790	16,220	43%
Total	371,115	146,060	39%

7.2 Overall numbers 2005-2006 to 2013-2014

Figure 9 illustrates the fluctuations in the Level 3 population in the London colleges over the period with the population of Level 3 London college students in the cohorts dropping in 2013-2014 to below 2005-2006 levels. 2009-2010 saw the high point of over 46,000 Level 3 student achievers in the cohort which included peak numbers of 20-24 year-olds and 25+ students and a peak in Level 3 NVQ students in the penultimate year of the Train to Gain programme, a flagship skills programme of the Labour government which had high targets for funding employees to undertake NVQ programmes. The nine-year period also saw a steady increase in Level 3 BTEC student numbers, from 5,565 in 2005-2006 to 14,935 in 2013-2014, accompanied by an increase in the numbers of students aged under 20. Adult students 25+ declined in numbers over the period.

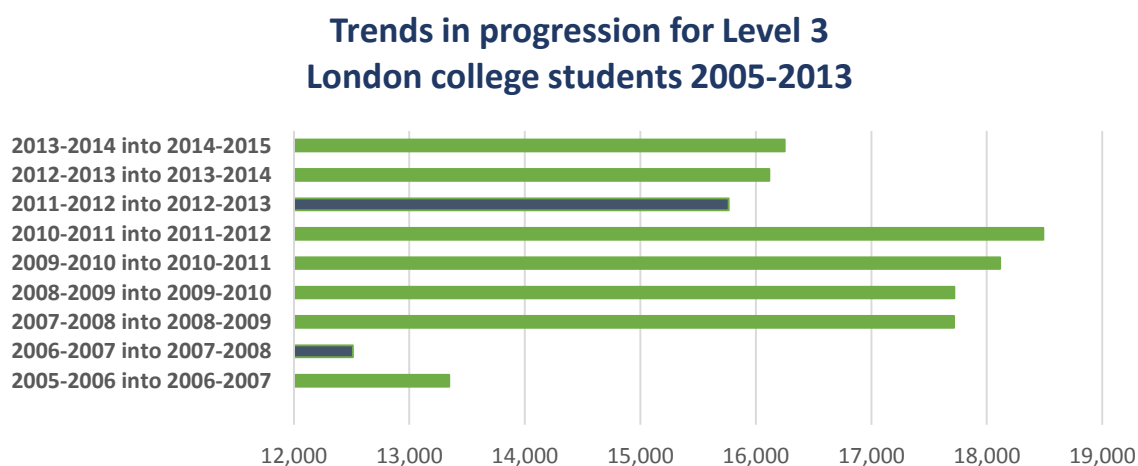
Figure 9: Trends in the cohort populations



7.3 Progression into higher education

The graph in Figure 10 shows the extent of the fall in student numbers progressing to higher education in the years following the rise in tuition fees to up to £9,000 per annum in 2012-2013. Interestingly 2006 was the year that tuition fees increased from £1,000 to £3,000 per annum.

Figure 10: Trends in progression for Level 3 London college cohorts between 2005 and 2013

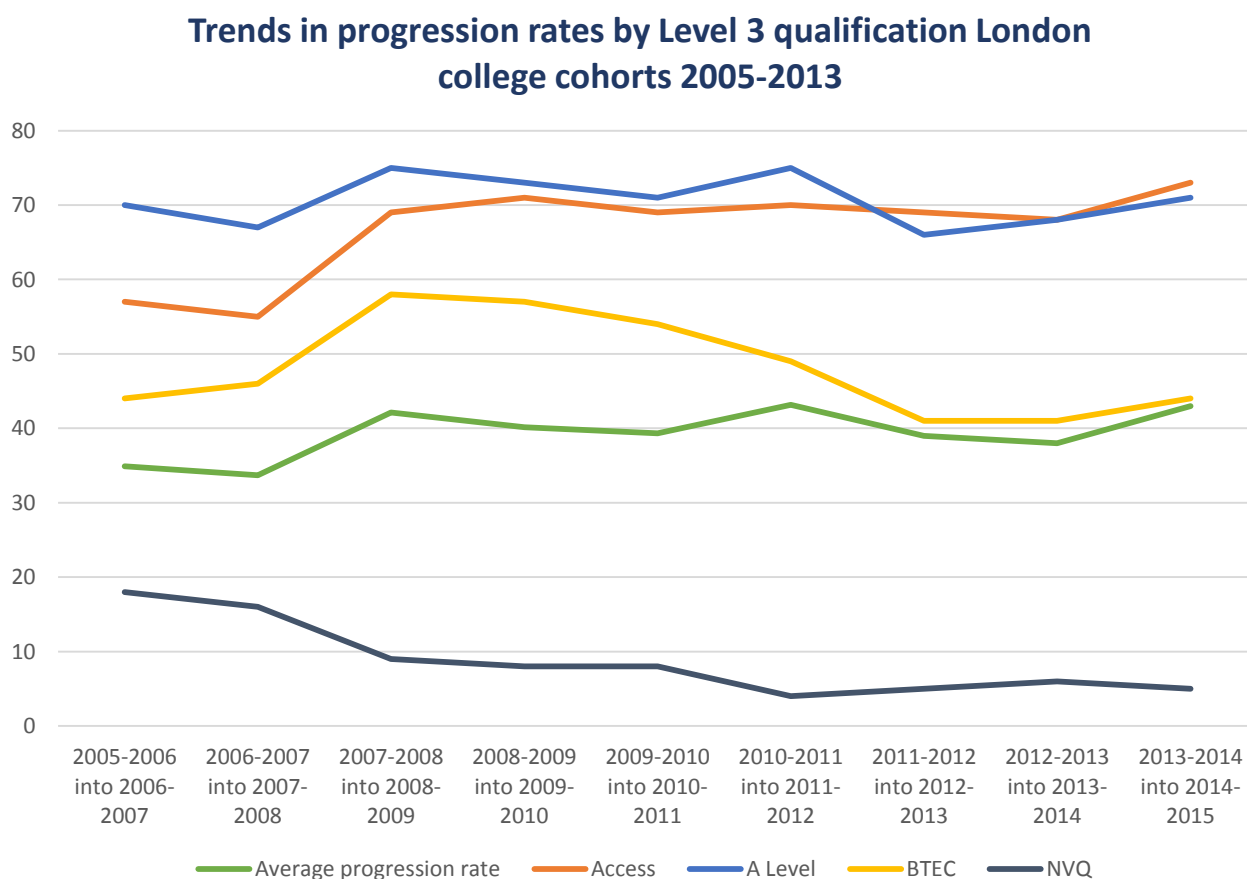


It is also important to note that the recovery shown in the years after 2012-2013 entry is not uniform across the age ranges. Our findings show similar results to the latest London Councils' report on the progression of all young Londoners (Tindell, et al., 2016), where they show a slow recovery in progression rates for under 20 year-olds. In our study, looking at overall all-age progression rate trends, this recovery is somewhat masked by the fact that the rise in tuition fees in 2012-2013 impacted less on the progression of older college students.

7.4 Progression trends by qualification type

Figure 11 shows the percentage progression rates for different FE qualifications. The average rate has not fluctuated much but there has been a decline in the rate for BTEC, which can be explained in part by the increasing size of the cohorts since 2007 and between 2011-2012 and 2013-2014 there was an increase in numbers on the BTEC L3 90-Credit Diploma and BTEC L3 Diploma rather than on the BTEC L3 Extended Diploma.

Figure 11: Trends in progression rates by qualification



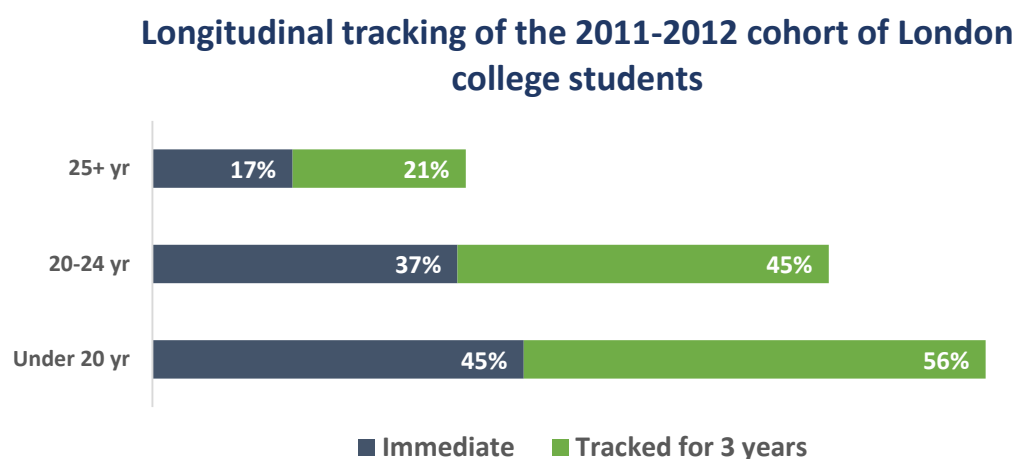
8. Progression to HE between 2011 and 2014

The focus for this section is the analysis of progression for the latest cohorts studied, those who progressed to both prescribed and non-prescribed higher education in the years 2012, 2013 and 2014⁴.

8.1 Longitudinal tracking of the 2011-2012 cohort

Figure 12 shows the breakdown of progression rates of the 2011-2012 cohort of London college students who progressed to higher education immediately compared to three years later. The greatest increase is in the under 20 age group where nearly 60% of them progressed to HE within the three year period of completing their college Level 3 qualification.

Figure 12: Progression rates into HE over time



8.2 Immediate progression by all age groups

In order to compare like-with-like data across the cohorts, immediate progression figures are used. Table 34 shows a significant decrease in immediate progression of the young Level 3 under 20 cohort in 2011-2012: the cohort that progressed to HE in 2012-2013. Figures for the years 2009-2010 and 2010-2011 have been included to contextualise this. It is important though, to also examine changes in progression rates in relation to other factors like the change in composition of the college student body across cohorts, particularly the increase in

⁴ It should be noted that the 2012 figures differ from those in the 2015 report due to differences in the ILR dataset when run one or two years later, minor improvements to the methodology, changes to the classification of qualifications and changes to external reference datasets like IDACI.

younger students studying BTEC L3 90-Credit Diplomas and BTEC L3 Diplomas rather than BTEC L3 Extended Diplomas and the decrease in take up of A Levels by students in the younger age group. We examine progression rates for other qualification types later to establish where exactly progression has dipped for young students. It is noted that HE progression rates for 20-24 and 25+ year-olds have not decreased and in fact the 25+ progression rate has increased for the 2013-2014 cohort. Again, this may be explained by the reduced population of this age group which in earlier years was more than double and included many more NVQ students who had lower rates of progression. The 25+ cohort in 2013-2014 comprises mainly Access to HE and Other Vocational students.

Table 34: Immediate and longitudinal progression of Level 3 college cohorts to higher education by age group

Level 3 cohorts	Age group	Population	Immediate entry to HE (following year)		Progression to HE		
			HE immediate progression	% HE progression	All tracked to date		
					Total number to HE	% HE progression	Number of years tracked
2009-2010	Under 20	22,415	13,100	58%	15,810	71%	5
	20-24	5,545	2,165	39%	2,755	50%	
	25 plus	18,125	2,850	16%	4,135	23%	
	Total	46,085	18,115	39%	22,700	49%	
2010-2011	Under 20	23,855	13,610	57%	15,490	65%	4
	20-24	5,055	2,135	42%	2,475	49%	
	25 plus	13,925	2,745	20%	3,540	25%	
	Total	42,835	18,490	43%	21,505	50%	
2011-2012	Under 20	24,395	11,020	45%	13,725	56%	3
	20-24	4,825	1,765	37%	2,150	45%	
	25 plus	11,205	1,855	17%	2,365	21%	
	Total	40,420	14,640	36%	18,240	45%	
2012-2013	Under 20	26,140	11,465	44%	13,670	52%	2
	20-24	4,590	1,705	37%	1,965	43%	
	25 plus	11,685	1,720	15%	2,055	18%	
	Total	42,415	14,890	35%	17,685	42%	
2013-2014	Under 20	24,520	11,585	47%	11,585	47%	1
	20-24	4,245	1,800	42%	1,800	42%	
	25 plus	9,025	2,275	25%	2,275	25%	
	Total	37,790	16,220	43%	16,220	43%	

8.3 Progression into prescribed and non-prescribed HE

Table 35 shows the progression rate broken down into prescribed and non-prescribed HE⁵ and the figures illustrate that most London college students progress to prescribed HE. Progression rates to non-prescribed HE for the 2013-2014 cohort (entering HE in 2014-2015) were 8% compared to 39% for the cohort who entered prescribed HE. Rates for both non-prescribed and prescribed HE increased over this period, but particularly for students aged 25+ going on to prescribed HE.

Table 35: Trends in progression rates by age and funding type

Age Group	2011-2012 into HE 2012-2013		2012-2013 into HE 2013-2014		2013-2014 into HE 2014-2015	
Non-prescribed higher education:						
Under 20	385	3%	465	4%	560	5%
20-24	170	9%	170	9%	210	12%
25+	595	24%	620	27%	575	25%
Grand Total	1,150	7%	1,260	8%	1,340	8%
Prescribed higher education:						
Under 20	11,020	45%	11,465	44%	11,585	47%
20-24	1,765	37%	1,705	37%	1,590	37%
25+	1,855	17%	1,720	15%	1,700	19%
Grand Total	14,640	36%	14,890	35%	14,880	39%
All higher education progression:						
Under 20	11,410	47%	11,935	46%	12,145	50%
20-24	1,935	40%	1,875	41%	1,800	42%
25+	2,450	22%	2,340	20%	2,275	25%
Grand Total	15,795	39%	16,150	38%	16,220	43%

8.4 Progression rates by qualification type and age

Not surprisingly, the progression rates of students studying Access to HE and A Level qualifications in London colleges are higher than students in other groups, such as BTEC and Other Vocational.

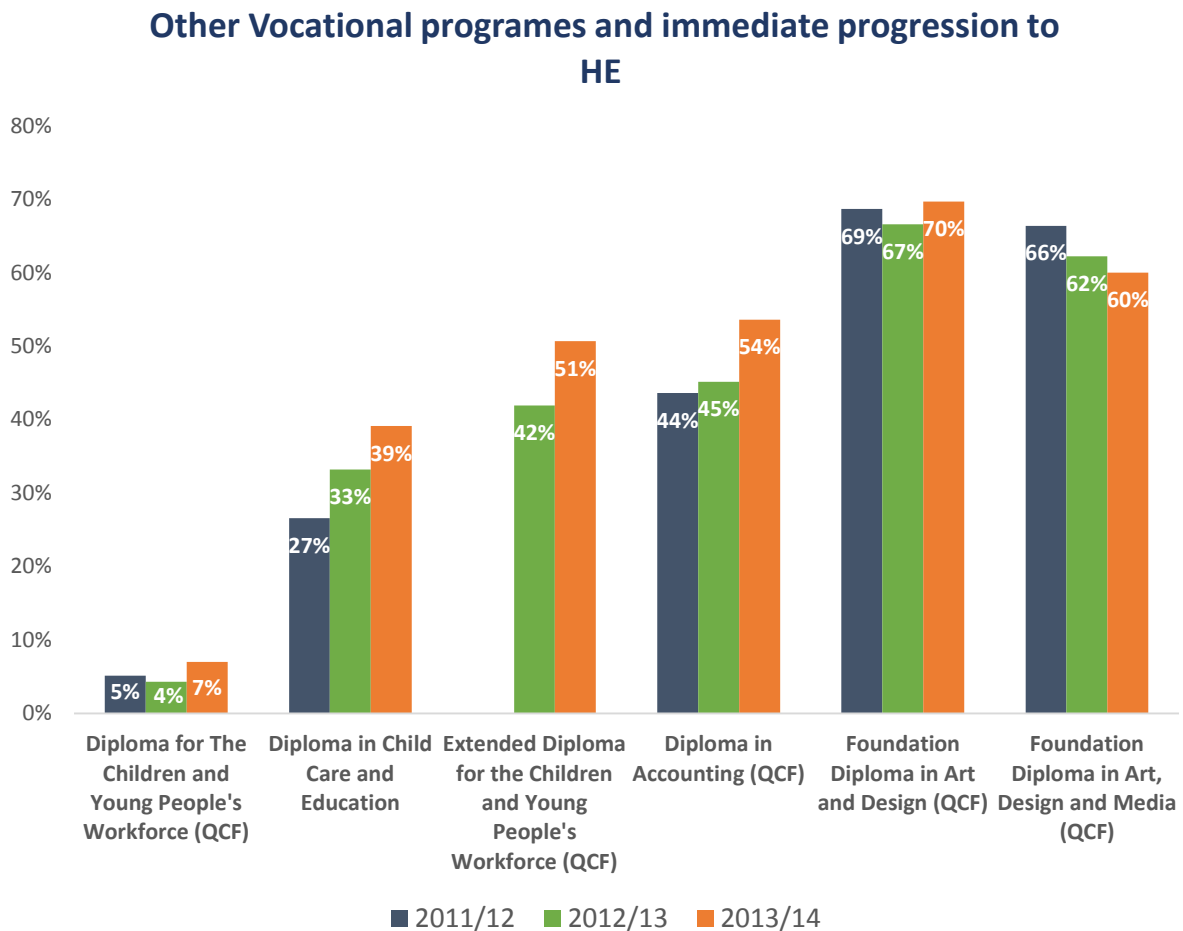
⁵ For an explanation of the difference between prescribed and non-prescribed HE please see Table C in the Introduction.

Table 36: Immediate HE progression by FE college Level 3 qualification type

Qualification	Age group	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Access	Under 20	75%	73%	78%
	20-24	69%	74%	74%
	25 plus	67%	63%	70%
Access Totals		69%	68%	73%
BTEC	Under 20	43%	42%	46%
	20-24	40%	40%	43%
	25 plus	15%	19%	20%
BTEC Totals		41%	41%	44%
GCE A Level	Under 20	67%	69%	71%
	20-24	61%	62%	58%
	25 plus	28%	13%	24%
GCE A Level Totals		66%	68%	71%
NVQ	Under 20	6%	6%	6%
	20-24	6%	7%	6%
	25 plus	4%	5%	4%
NVQ Totals		5%	6%	5%
Other Vocational	Under 20	20%	16%	21%
	20-24	15%	13%	15%
	25 plus	10%	9%	11%
Other Vocational Totals		14%	12%	15%
Grand Total		39%	38%	43%

Progression from three subject pathways in the “Other Vocational” group: Children and Young People, Accounting and Art and Design, are explored in Figure 13. The chart shows the high rates of progression from Art and Design Foundation Diploma at over 60%, although it should be noted that most students will already have Level 3 qualifications when studying this qualification. Accounting also has high progression rates.

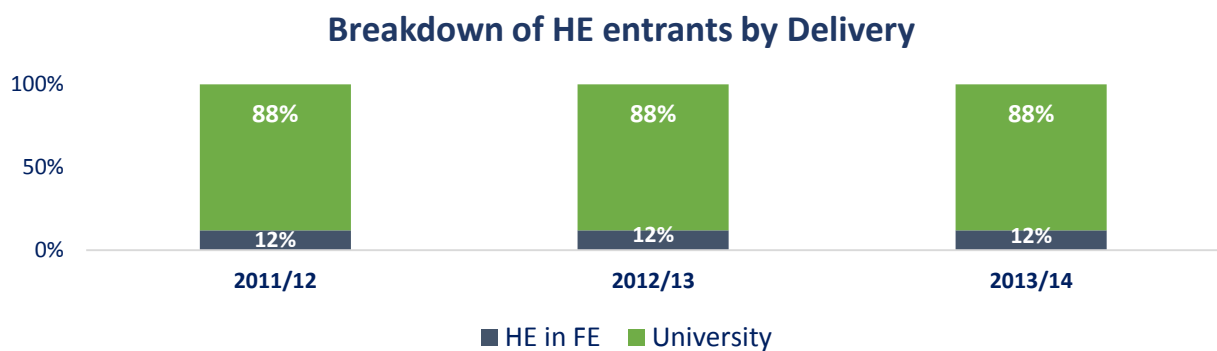
Figure 13: Other Vocational programmes and immediate progression rates



8.5 Breakdown of delivery to HE in FE and universities

The majority of the London Level 3 cohort who progressed to HE studied in universities (88%). In the previous tracking study published by Linking London it was noted that the HE in Level 3 cohort had grown considerably from a low level of 7% in 2007-2008 but the proportion studying HE in FE in London colleges appears to have stabilised.

Figure 14: Share of HE delivery



8.6 HE qualification breakdown and age

Table 37 illustrates that young students are more likely to study at Degree level while older students are entering higher education to study a range of levels, especially Other Undergraduate which includes Certificates and Diplomas in Higher Education and also NVQ and other qualifications at Levels 4 and 5.

Table 37: Changes in HE qualification level by age group

Age	HE Level	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Under 20	Degree	92%	93%	92%
	Foundation degree	4%	3%	3%
	HNC/HND	2%	2%	3%
	Other undergraduate	2%	2%	3%
20-24	Degree	88%	88%	85%
	Foundation degree	3%	4%	5%
	HNC/HND	3%	4%	5%
	Other undergraduate	5%	5%	6%
25+	Degree	71%	70%	72%
	Foundation degree	5%	5%	5%
	HNC/HND	3%	3%	4%
	Other undergraduate	22%	22%	20%

8.7 HE subject area breakdown and by age

The top ten subject areas for Degree entrants from London FE and Sixth Form Colleges are presented in Table 38, by age group. HE subjects related to Business Studies are the most popular for young students under 20. Computer Science and Design Studies subject areas are in the top 3 for the young age group.

Table 38: HE Degree subject area and age

Age	Degree subject area
Under 20	(N1) Business studies
	(I1) Computer science
	(W2) Design studies
	(C8) Psychology
	(L3) Sociology
	(M2) Law by topic
	(C6) Sport & exercise science
	(N4) Accounting

Age	Degree subject area
	(X3) Academic studies in education
	(N2) Management studies
20-24 years	(B7) Nursing
	(N1) Business studies
	(I1) Computer science
	(C8) Psychology
	(X3) Academic studies in education
	(W2) Design studies
	(L5) Social work
	(L3) Sociology
	(B9) Others in subjects allied to medicine
	(M2) Law by topic
25+ years	(B7) Nursing
	(L5) Social work
	(B9) Others in subjects allied to medicine
	(C8) Psychology
	(X3) Academic studies in education
	(L3) Sociology
	(B8) Medical technology
	(L4) Social policy
	(M2) Law by topic
	(N1) Business studies

8.8 HE progression rates by sector subject area

FE qualifications are classified in terms of sector subject areas and allow an exploration of HE progression by subject categories. Table 39 below shows rates for each of the three cohorts. Engineering and Manufacturing Technologies progression has increased significantly but this is against a backdrop of a decrease in the Level 3 cohort where the numbers tracked in this subject area fell by -38%. Further data mining showed that this was due to a drop in the numbers studying Other Vocational certificate programmes such as the specialist Certificate in Electrotechnical Technology, a professional qualification where students do not normally seek to progress to HE. Meanwhile progression rates for subject areas like Information and Communication Technology increased. Social Sciences, Science and Mathematics and History, Philosophy and Theology have higher progression rates and this is related to the fact that Access to HE and A Level qualifications make up most of the qualifications in these subject areas.

Table 39: Immediate HE progression rates by sector subject area

Sector Subject Area	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Agriculture, Horticulture and Animal Care	7%	11%	16%
Arts, Media and Publishing	43%	40%	45%
Business, Administration and Law	47%	45%	48%
Construction, Planning and the Built Environment	12%	10%	10%
Education and Training	23%	20%	20%
Engineering and Manufacturing Technologies	19%	31%	35%
Health, Public Services and Care	32%	29%	37%
History, Philosophy and Theology	69%	73%	66%
Information and Communication Technology	40%	38%	47%
Languages, Literature and Culture	51%	52%	58%
Leisure, Travel and Tourism	29%	30%	33%
Retail and Commercial Enterprise	6%	7%	8%
Science and Mathematics	67%	66%	68%
Social Sciences	74%	76%	76%
Grand Total	39%	38%	43%

* Percentages have been rounded

8.9 HE qualification studied by Level 3 qualification type

Table 40 examines what HE qualifications London college students progress to, broken down by the different types of FE qualification they studied. Most A Level, Access to HE students and BTEC students who enter HE, progress onto Degrees. 89% of the BTEC cohort in 2013-2014 who entered HE in 2014-2015, went onto a Degree and breakdowns by the different BTEC qualifications will be explored later. Around 50% of Level 3 students on Other Vocational programmes who progressed, went onto Degrees, but a significant proportion (c. 38%) studied Other Undergraduate HE pathways such as Diploma programmes.

Table 40: HE qualification level by Level 3 qualification type

FE Course Type	HE qualification level	Level 3 cohort - % breakdown of HE Level		
		2011-2012	2012-2013	2013-2014
Access	Degree	96%	96%	96%
	Foundation degree	2%	2%	2%
	HNC/HND	1%	1%	2%
	Other undergraduate	1%	1%	1%
BTEC	Degree	88%	88%	89%
	Foundation degree	6%	5%	4%
	HNC/HND	5%	5%	5%

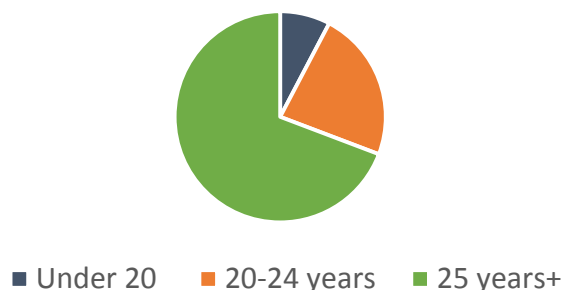
FE Course Type	HE qualification level	Level 3 cohort - % breakdown of HE Level		
		2011-2012	2012-2013	2013-2014
	NVQ	0%	0%	0%
	Other undergraduate	2%	1%	2%
A Level	Degree	96%	97%	97%
	Foundation degree	2%	2%	1%
	HNC/HND	1%	1%	1%
	NVQ	0%	0%	0%
	Other undergraduate	1%	1%	1%
NVQ	Degree	29%	32%	29%
	Foundation degree	24%	27%	20%
	HNC/HND	14%	10%	20%
	NVQ	8%	6%	0%
	Other undergraduate	25%	25%	32%
Other Vocational	Degree	52%	50%	51%
	Foundation degree	9%	7%	7%
	HNC/HND	6%	5%	4%
	NVQ	0%	0%	0%
	Other undergraduate	34%	38%	38%

8.10 HE progression and mode of study

Only 3% of the cohort who went onto prescribed HE studied part-time and this equates to around 225 students in 2013-2014 who entered HE in 2014-2015. The chart in Figure 15 below shows that part-time entrants are mainly in the 25+ age group.

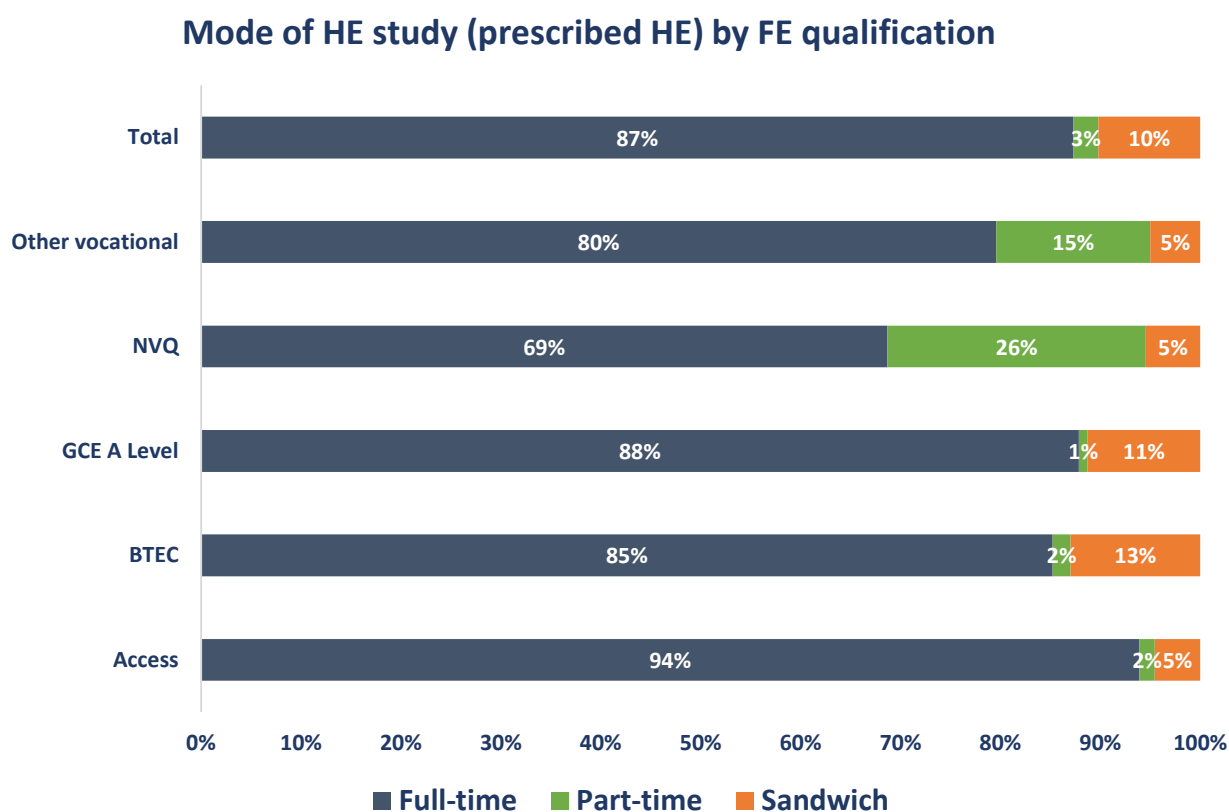
Figure 15: Part-time HE study by age group

Part-time HE study by age



The majority of Access to HE, A Level and BTEC students progress to full-time HE study. 15% of the Other Vocational and 26% of the Access group studied part-time prescribed HE, this was much higher than for the other qualification groups.

Figure 16: Mode of HE study and FE qualification



8.11 HE progression by London borough

Immediate progression rates to HE at borough level are presented in Table 41. Harrow has the highest progression rates at 55% whilst Sutton and Havering have the lowest. Varying rates are explained by population differences in each borough. In Section 4, tables describing student characteristics showed that boroughs have different demographic profiles including age, ethnicity, disadvantage and qualifications studied. These variables will have an impact on the progression rates at borough level, for example, age is a key factor where you would expect to see higher progression rates in boroughs that have higher numbers of young students studying at Level 3 in FE colleges.

Table 41: Immediate HE progression by London borough

London borough	2011-2012	2012-2013	2013-2014
Barking and Dagenham	36%	33%	39%
Barnet	37%	34%	42%
Bexley	39%	34%	41%
Brent	44%	44%	49%
Bromley	27%	26%	33%
Camden	34%	36%	40%

London borough	2011-2012	2012-2013	2013-2014
City of London	31%	23%	40%
Croydon	39%	38%	40%
Ealing	38%	40%	45%
Enfield	42%	36%	44%
Greenwich	36%	39%	45%
Hackney	42%	37%	39%
Hammersmith and Fulham	40%	39%	37%
Haringey	42%	41%	48%
Harrow	49%	53%	55%
Havering	28%	29%	31%
Hillingdon	34%	37%	42%
Hounslow	38%	38%	41%
Islington	38%	35%	41%
Kensington and Chelsea	39%	32%	41%
Kingston upon Thames	35%	30%	40%
Lambeth	39%	34%	40%
Lewisham	38%	42%	44%
Merton	38%	39%	44%
Newham	46%	45%	47%
Redbridge	36%	34%	43%
Richmond upon Thames	30%	34%	38%
Southwark	45%	44%	48%
Sutton	30%	24%	31%
Tower Hamlets	40%	40%	43%
Waltham Forest	44%	44%	49%
Wandsworth	36%	34%	42%
Westminster	41%	36%	42%

8.12 Breakdown of HE progression by ethnic group

HE progression varies by ethnic group. White students have significantly lower HE progression rates than their Level 3 peers from other ethnic groups. Increases in progression rates for all ethnic groups are seen over the period and some groups such as Chinese and Mixed ethnic groups have seen significant increases. Breakdowns by ethnicity and age are explored next.

Figure 17: Chart showing immediate HE progression by ethnic group

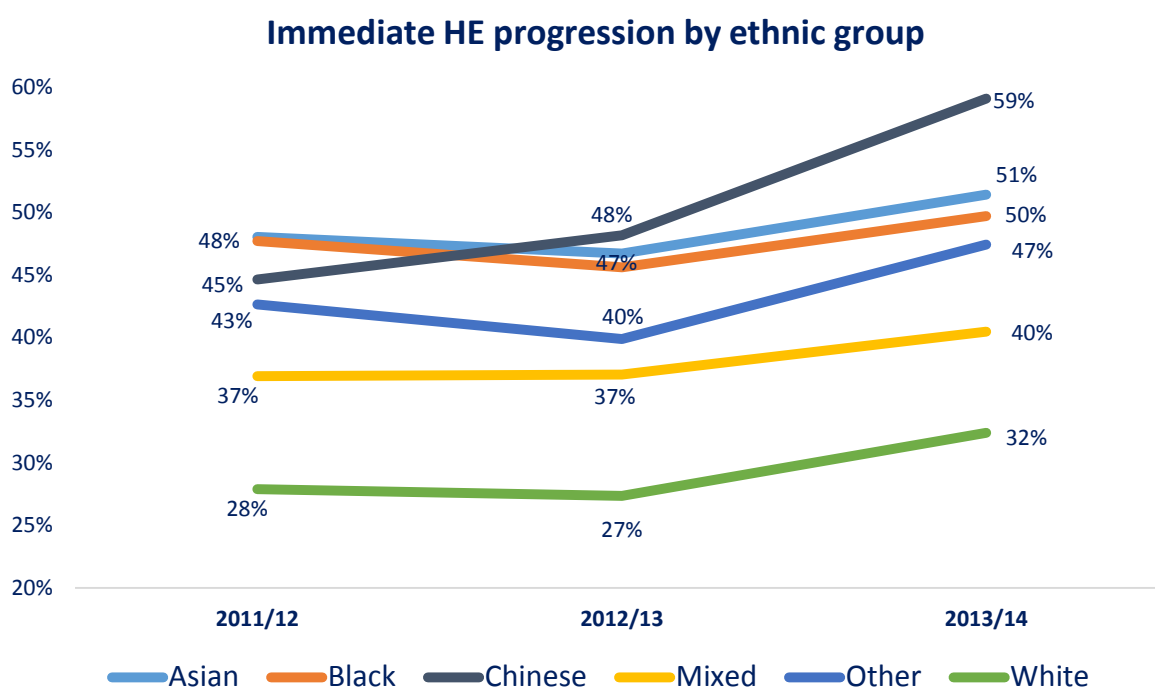


Table 42 shows progression trends by detailed ethnic group. The White British progression rate is significantly lower than other groups and a further breakdown will examine differences in progression by age and qualification to make comparisons more reliable.

Table 42: Immediate HE progression by detailed ethnic groups

Ethnic Groups	Immediate HE		
	2011-12 into HE 2010-11	2012-13 into HE 2011-12	2013-14 into HE 2012/13
Asian or Asian British - any other Asian background	46%	46%	51%
Asian or Asian British –Bangladeshi	51%	47%	51%
Asian or Asian British –Indian	48%	46%	53%
Asian or Asian British –Pakistani	48%	48%	51%
Black or Black British - any other Black background	42%	42%	47%
Black or Black British –African	54%	50%	54%
Black or Black British –Caribbean	38%	39%	41%
Chinese	45%	48%	59%
Mixed - White and Asian	42%	38%	42%
Mixed - White and Black African	38%	39%	44%
Mixed - White and Black Caribbean	32%	34%	36%
Not known/not provided	26%	32%	35%
Other ethnic group	43%	40%	47%
Other Mixed / multiple ethnic background	40%	39%	43%

Ethnic Groups	Immediate HE		
	2011-12 into HE 2010-11	2012-13 into HE 2011-12	2013-14 into HE 2012/13
White - any other White background	33%	34%	39%
White –British	26%	25%	30%
Total	39%	38%	43%

8.13 HE progression by ethnic background and age

Young White students in London colleges progress to HE at a rate of 37% (2013-2014 into HE 2014-2015), considerably lower than their young peers from other ethnic backgrounds. Asian and Chinese young students have the highest rates. Meanwhile, Black students aged 25+ had the highest progression rates for this age group.

Table 43: Immediate HE progression by ethnicity and age

Ethnic group	Age group	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Asian	Under 20	57%	55%	60%
	20-24	41%	43%	43%
	25 plus	18%	14%	18%
Black	Under 20	56%	54%	56%
	20-24	46%	45%	46%
	25 plus	31%	27%	34%
Chinese	Under 20	56%	62%	72%
	20-24	43%	44%	35%
	25 plus	18%	17%	24%
Mixed	Under 20	40%	38%	43%
	20-24	43%	47%	41%
	25 plus	24%	27%	30%
Other	Under 20	55%	50%	56%
	20-24	40%	44%	50%
	25 plus	17%	17%	25%
White	Under 20	33%	33%	37%
	20-24	34%	33%	39%
	25 plus	17%	16%	21%
Grand Total		39%	38%	43%

8.14 HE progression by ethnic group, age and qualification

Lower rates of HE progression for White British students are explored further in Table 44 where qualification type is also examined for the under 20 year-old cohorts. Lower rates of

progression for White students are found across all qualification types for young students except for Access students. The young White 2013-2014 cohort on an A Level programme progressed at a rate of 54% compared to young Black A Level students who had a 75% progression rate.

Table 44: Immediate HE progression for young students by ethnicity and FE qualification

Ethnic group	FE Year	Access	BTEC	A Level	NVQ	Other Vocational
Asian	2011-2012	73%	54%	73%	^	26%
	2012-2013	77%	52%	72%	^	22%
	2013-2014	83%	55%	75%	^	31%
Black	2011-2012	74%	50%	75%	17%	26%
	2012-2013	70%	49%	77%	12%	19%
	2013-2014	73%	52%	77%	11%	24%
Chinese	2011-2012	^	63%	56%	^	^
	2012-2013	^	52%	76%	^	^
	2013-2014	^	62%	84%	^	^
Mixed	2011-2012	72%	35%	59%	^	19%
	2012-2013	72%	33%	62%	^	17%
	2013-2014	^	38%	66%	^	18%
Other	2011-2012	80%	51%	73%	^	28%
	2012-2013	92%	49%	68%	^	18%
	2013-2014	^	54%	71%	^	31%
White	2011-2012	78%	30%	54%	3%	15%
	2012-2013	68%	31%	59%	4%	12%
	2013-2014	78%	34%	62%	5%	16%

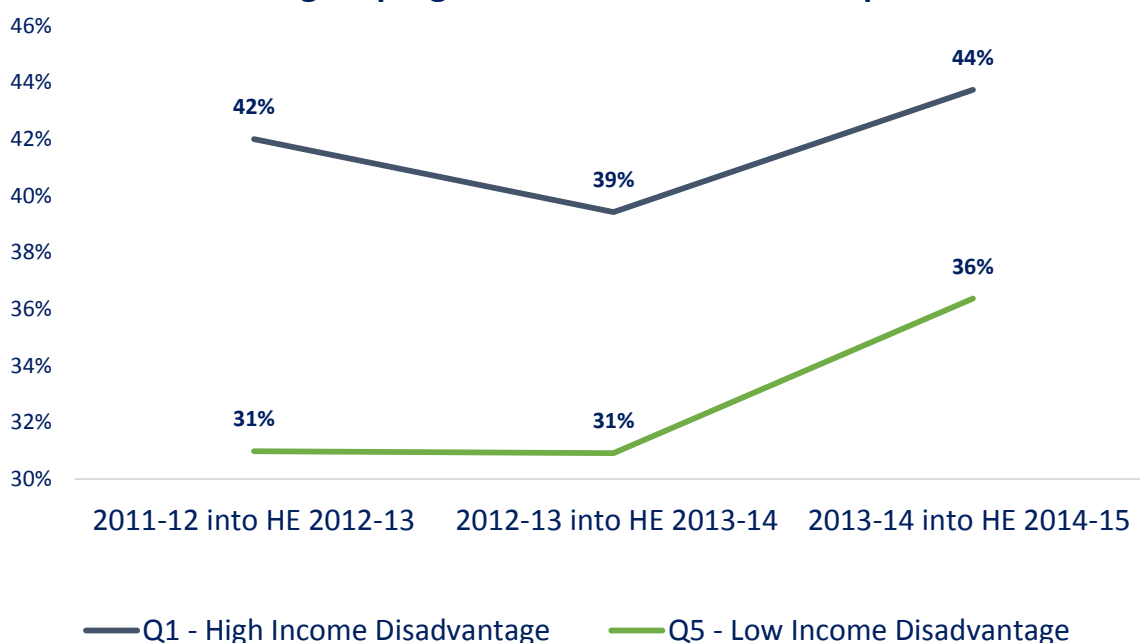
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8.15 HE progression rates by IDACI quintile

Progression rates for two groups of students classified as the most advantaged (Q5) and the most disadvantaged (Q1) using IDACI are shown in the chart in Figure 18. The progression rate is actually higher for the group classified as most disadvantaged (36% for the latest cohort of Q5 students compared to 44% for Q1 students). This is probably influenced by the ethnic mix in each quintile. In Section 4, we saw that a higher proportion of BME students live in a Q1 area and BME students have higher HE progression rates. Both groups saw an increase in rates across the three cohorts and the Q5 group has a higher increase than the Q1 group.

Figure 18: Chart showing progression rates for IDACI Q1 and Q5 students

Young HE progression rates IDACI Q1 compared to Q5



Nationally, there is a focus on the lower progression rates of White working class boys. In Table 45, we examine the young progression rates of White male students domiciled in high income deprived neighbourhoods using IDACI (Quintiles 1 and 2). The table shows no significant difference between male and female rates, but does show the difference between disadvantaged BME students and disadvantaged White students where BME progression rates are considerably higher than for their White peers.

Table 45: Progression rates of young disadvantaged college cohorts by sex

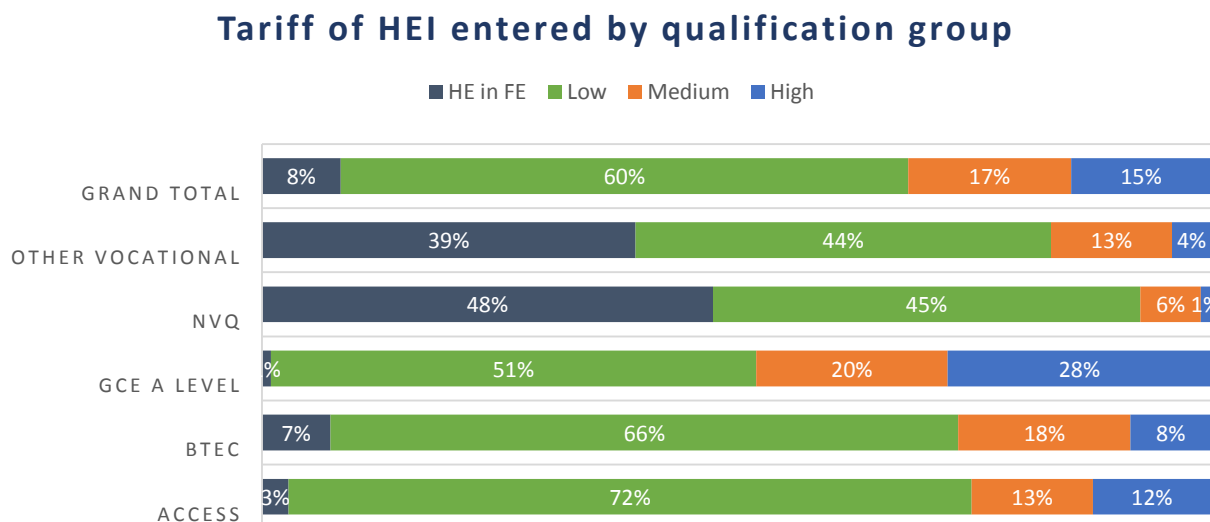
Ethnic group	Cohorts and Sex					
	2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male
Asian	58%	54%	56%	52%	60%	56%
Black	59%	52%	56%	51%	58%	54%
Chinese	55%	54%	60%	64%	74%	68%
Mixed	40%	37%	40%	35%	45%	38%
White	32%	34%	33%	31%	37%	35%
Other	56%	54%	52%	47%	60%	51%
Total	49%	46%	48%	44%	51%	48%

8.16 FE Qualification group and tariff group of HEI

In this report, the more recent convention of grouping universities by the entry tariffs they adopt has been used. This replaces groupings based on “mission”, like “Russell Group” and date of incorporation, such as “Pre-1992”. Universities are divided into high, medium and low tariff groups with HE in FE as an additional destination. On average, 60% of the Level 3

college leavers went onto study in HE in a low tariff university. Tariff profiles vary by Level 3 qualification group though. For example, 72% of Access to HE students studied at a low tariff institution compared to 51% of A Level students.

Figure 19: Chart showing tariff of HEI progressed to broken down by Level 3 qualification



8.17 Tariff, Level 3 qualification and ethnic group

Table 46 explores tariff further, examining progression to the different tariff groups of HEIs broken down by ethnic group and Level 3 qualification. In the chart in Figure 19, we saw that A Level college students were more likely to go on to a high tariff university and in Table 45, we see that there are further differences by ethnic group. Black students studying A Levels are less likely than their Asian and White peers to progress to a high tariff university.

Table 46: Tariff group of HEIs by Level 3 qualification and ethnic group (excludes NVQ)

Qualification Group	Ethnic group	HEI Tariff Band			
		HE in FE	Low	Medium	High
Access	Asian	2%	70%	14%	15%
	Black	3%	78%	12%	7%
	Chinese	^	^	^	^
	Mixed	1%	71%	12%	15%
	White	2%	64%	15%	20%
	Other	2%	70%	14%	14%
BTEC	Asian	4%	68%	16%	13%
	Black	5%	71%	18%	6%
	Chinese	3%	60%	21%	16%
	Mixed	8%	63%	23%	7%
	White	12%	58%	21%	9%
	Other	5%	67%	18%	10%
GCE A Level	Asian	1%	52%	14%	33%

Qualification Group	Ethnic group	HEI Tariff Band			
		HE in FE	Low	Medium	High
	Black	0%	60%	21%	18%
	Chinese	0%	35%	18%	46%
	Mixed	1%	47%	22%	30%
	White	1%	44%	21%	33%
	Other	1%	51%	22%	27%
Other Vocational	Asian	37%	47%	11%	5%
	Black	34%	51%	13%	2%
	Chinese	^	^	^	^
	Mixed	35%	46%	17%	2%
	White	53%	29%	13%	4%
	Other	36%	52%	10%	3%
Grand Total		8%	60%	17%	15%

8.18 Progression to universities

Table 47 lists those universities that had at least 100 students entering them from the 2013-2014 Level 3 cohort in 2014-2015.

Table 47: Universities, 100 entrants + (prescribed HE level by Level 3 cohort year)

University	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Middlesex University	1,090	1,315	1,165
University of Westminster	860	1010	960
University of East London	810	875	1035
London South Bank University	730	840	890
University of Greenwich	655	805	805
Kingston University, London	645	690	870
London Metropolitan University	625	695	660
University of Hertfordshire	565	570	735
University of Bedfordshire	485	455	405
University of West London	355	460	505
Brunel University London	390	435	410
Roehampton University	335	380	450
Coventry University	315	410	425
University of the Arts, London	310	350	465
City University	255	425	440
Queen Mary, University of London	300	335	355
University of Kent	245	325	350

University	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Anglia Ruskin University	230	250	325
University of Portsmouth	185	270	340
University of Brighton	175	225	255
Canterbury Christ Church University	195	190	265
King's College London	215	195	235
Buckinghamshire New University	205	240	190
De Montfort University	185	205	235
St Mary's University, Twickenham	180	240	200
Goldsmiths, University of London	190	195	210
Birkbeck, University of London	120	190	205
University of Northampton	140	160	195
University of Essex	120	155	210
Southampton Solent University	130	155	160
Nottingham Trent University	125	140	165
University for the Creative Arts	120	145	140
University of Surrey	100	145	160
Ravensbourne	100	150	135
Birmingham City University	90	140	115
University College London	90	115	130
University of Sussex	90	125	100
Royal Holloway, University of London	95	100	125
University of Nottingham	80	100	110
Bournemouth University	75	100	115
Open University	55	100	130
University of Leicester	65	90	100

8.19 Progression to colleges for non-prescribed HE

The next table looks at the top 20 non-prescribed HE providers in terms of entrant numbers.

Table 48: Top 20 providers of non-prescribed HE by Level 3 cohort year

College	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Barnet and Southgate College	45	115	110
Havering College of Further and Higher Education	120	100	90
Croydon College	90	80	75
Barking and Dagenham College	110	110	75
Waltham Forest College	70	95	65
Kingston College	65	65	65
Uxbridge College	60	55	55
Bromley College of Further and Higher Education	55	55	55
Ealing, Hammersmith and West London College	70	65	55
Lambeth College	70	50	50
The College of North West London	80	45	50
South Thames College	80	60	45
The College of Haringey, Enfield and North East London	40	40	40
West Thames College	55	30	40
Greenwich Community College	45	25	35
Richmond Adult Community College	40	55	35
Richmond-upon-Thames College	50	25	35
Redbridge College	5	15	30
City and Islington College	50	55	30
City of Westminster College	25	35	25

9. Spotlight on BTEC student progression

It is expected that we will see differentials in progression rates when we examine progression by BTEC qualification, also recognising that some students in the BTEC group may also have studied an A Level or an additional vocational qualification.

9.1 Immediate and Longitudinal progression rates by BTEC grade

The progression rate for students on a BTEC L3 Extended Diploma was 59% for the latest Level 3 cohort in 2013-2014 entering HE in 2014-2015. Table 49 also shows that the progression rate for students on all BTECs has increased across the three-year period.

Table 49: Immediate HE Progression by all BTEC Level 3 qualifications

Level 3 cohort Year	BTEC qualification	Cohort	Immediate % into HE
2011-2012 into HE 2012-2013	BTEC L3 Specialist qualifications	200	6%
	BTEC Level 3 Certificate	140	13%
	BTEC Level 3 Subsidiary Diploma	1,805	8%
	BTEC Level 3 90-Credit Diploma	5	0%
	BTEC Level 3 Diploma	2,595	34%
	BTEC Level 3 Extended Diploma	8,945	51%
2011-2012 Total		13,685	41%
2012-2013 into HE 2013-2014	BTEC L3 Specialist qualifications	270	4%
	BTEC Level 3 Certificate	180	13%
	BTEC Level 3 Subsidiary Diploma	1,895	8%
	BTEC Level 3 90-Credit Diploma	1,340	8%
	BTEC Level 3 Diploma	2,145	37%
	BTEC Level 3 Extended Diploma	9,725	54%
2012-2013 Total		15,550	41%
2013-2014 into HE 2014-2015	BTEC L3 Specialist qualifications	180	4%
	BTEC Level 3 Certificate	210	10%
	BTEC Level 3 Subsidiary Diploma	1,720	14%
	BTEC Level 3 90-Credit Diploma	1,940	9%
	BTEC Level 3 Diploma	1,590	42%
	BTEC Level 3 Extended Diploma	9,295	59%
2013-2014 Total		14,935	44%
Grand Total		44,176	42%

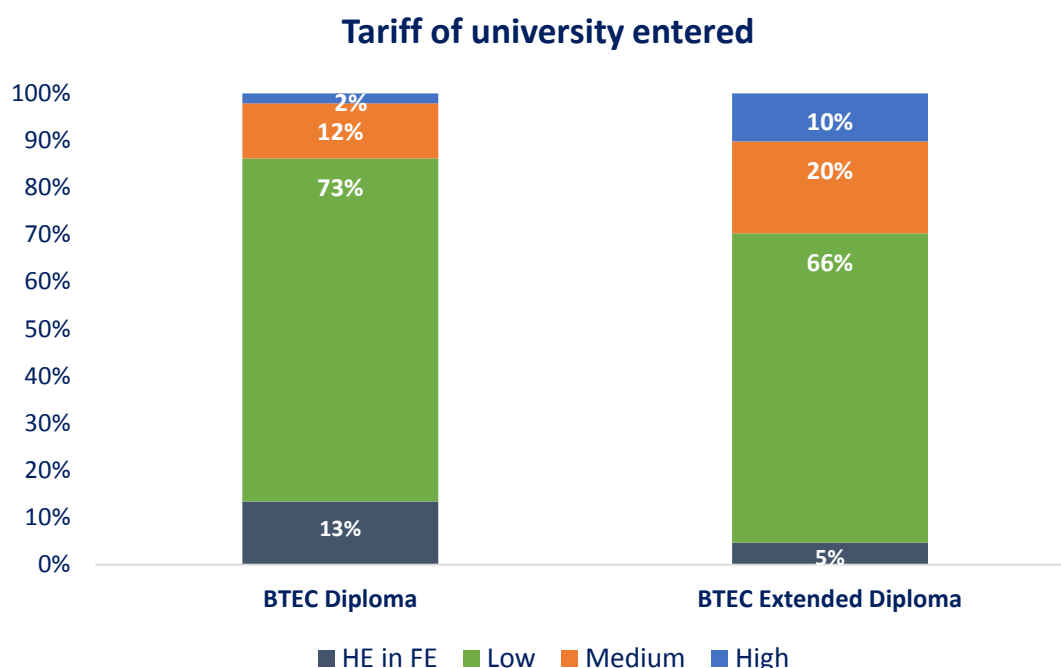
In a HEFCE study (2015) examining young participation for A Level and other qualifications, they found that the young progression rate for a 2010-11 BTEC cohort was 48%, but they further contextualise progression by examining HE participation in terms of the grades achieved (e.g. DDD), showing a range of rates from 66% for DDD achievers to 13% for PPP.

BTEC grade achievement has not been explored in this study but it is acknowledged that, like A Levels, progression rates will be nuanced depending on the grades achieved in BTEC qualifications.

9.2 BTEC qualification and tariff of university entered

66% of BTEC L3 Extended Diploma students go onto a low tariff university compared to 73% of those on BTEC L3 Diplomas (who may also have studied an A Level or a BTEC Subsidiary Diploma). 20% of the BTEC Extended Diploma cohort progressed to a medium tariff university and 10% to a high tariff institution.

Figure 20: BTEC students (combined cohort) and tariff of university entered



9.3 Top 20 Universities entered by London college BTEC students

The top 20 universities entered by BTEC students from the London colleges across the three cohorts are presented in Table 50.

Table 50: Top 20 universities entered by London college BTEC students

HE Institution	Into HE (Immediate)		
	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Middlesex University	545	565	490
University of Westminster	365	400	395
University of East London	325	300	365
London South Bank University	305	305	255

HE Institution	Into HE (Immediate)		
	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Kingston University	265	270	315
University of Greenwich	265	290	275
University of Hertfordshire	240	270	285
London Metropolitan University	270	265	235
University of Bedfordshire	260	260	240
University of West London	160	205	180
Brunel University London	170	170	160
University of the Arts, London	140	145	160
City University	100	160	160
Coventry University	110	135	170
Roehampton University	110	130	150
University of Portsmouth	85	95	145
University of Kent	80	105	115
Buckinghamshire New University	70	100	100
Anglia Ruskin University	75	75	110
Southampton Solent University	75	90	80

9.4 HE in FE in London colleges studied by BTEC students

Colleges with more than 50 BTEC entrants studying on an HE programme in FE are shown in Table 51.

Table 51: Colleges with more than 50 combined BTEC entrants studying HE in FE

FE provider of HE	Into HE (Immediate)		
	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Barking and Dagenham College	40	55	50
Kingston College	35	45	45
Havering College of Further and Higher Education	30	25	45
Croydon College	35	25	35
Uxbridge College	20	25	40
Waltham Forest College	10	25	30
South Thames College	20	15	25
The College of North West London	15	25	10

9.5 Immediate progression by BTEC qualification and ethnic group

Progression rates for White students on all BTEC qualifications are lower than students from other ethnic groups. For students on a BTEC L3 Extended Diploma, the rate for White students was over 20% points lower than their peers from other groups, apart from the Mixed group where there was a difference of 6% points.

Table 52: BTEC Immediate progression rates to HE by ethnic group and BTEC qualification

BTEC qualification	% HE immediate progression rates						Total
	Asian	Black	Chinese	Mixed	Other	White	
BTEC Level 3 Subsidiary Diploma	18%	11%	^	7%	10%	7%	10%
BTEC Level 3 90-Credit Diploma	12%	11%	^	6%	8%	7%	9%
BTEC Level 3 Diploma (BTEC Diploma)	45%	45%	^	34%	45%	25%	37%
BTEC Level 3 Extended Diploma	63%	62%	70%	48%	63%	42%	55%
Total Level 3 cohort number	8,715	14,635	225	3,570	2,535	14,075	43755

9.6 BTEC subjects

In Table 53, immediate progression rates are given by subject for each of the different BTEC qualifications. BTEC L3 Subsidiary Diplomas are shown; this does not mean that they, individually, have progression potential, their currency is in combination, often together (2 or 3 BTEC Subsidiary Diplomas taken together), or in combination with an A Level or a BTEC Diploma, for example.

Table 53: Immediate progression rates to HE by subject area and BTEC qualification

BTEC Level 3 Qualification	BTEC subject area	Level 3 Cohort			Into HE (Immediate)		
		2011-2012	2012-2013	2013-2014	2011-12 into HE 2012-2013	2012-13 into HE 2013-2014	2013-14 into HE 2014-2015
BTEC Level 3 Subsidiary Diploma	Agriculture and related	35	55	0	^	4%	^
	Business, Management and related	345	315	370	16%	22%	28%
	Children's Care, Learning and Development	10	0	0	^	^	^
	Computing and IT	245	260	190	6%	5%	10%
	Construction, Planning and the Built Environment	20	65	70	^	21%	25%
	Creative Arts and Design	440	450	390	7%	6%	11%
	Engineering and Technology	75	105	70	13%	3%	12%
	Health and Social Care	235	205	210	5%	5%	8%

BTEC Level 3 Qualification	BTEC subject area	Level 3 Cohort			Into HE (Immediate)		
		2011-2012	2012-2013	2013-2014	2011-12 into HE 2012-2013	2012-13 into HE 2013-2014	2013-14 into HE 2014-2015
	Public Services	75	55	35	1%	0%	^
	Retail, Beauty, Hospitality and Tourism	110	115	135	0%	4%	4%
	Science and Mathematics	50	105	120	17%	8%	13%
	Sports Sciences	160	160	145	4%	4%	7%
BTEC Level 3 90-Credit Diploma	Business, Management and related	0	220	275	^	11%	12%
	Children's Care, Learning and Development	0	5	5	^	^	^
	Computing and IT	0	185	185	^	9%	11%
	Creative Arts and Design	5	390	690	^	6%	11%
	Engineering and Technology	0	65	105	^	14%	4%
	Health and Social Care	0	170	285	^	7%	8%
	Public Services	0	65	65	^	6%	5%
	Retail, Beauty, Hospitality and Tourism	0	45	40	^	^	^
	Science and Mathematics	0	90	115	^	15%	9%
	Sports Sciences	5	100	175	^	4%	3%
BTEC Level 3 Diploma	Agriculture and related	30	25	5	^	^	^
	Business, Management and related	665	580	440	48%	49%	56%
	Computing and IT	270	215	195	38%	44%	48%
	Construction, Planning and the Built Environment	95	75	25	37%	72%	^
	Creative Arts and Design	385	335	175	26%	21%	39%
	Engineering and Technology	180	80	90	20%	34%	30%
	Health and Social Care	240	225	105	32%	31%	36%
	Public Services	120	75	20	13%	19%	^
	Retail, Beauty, Hospitality and Tourism	165	135	145	37%	32%	30%
	Science and Mathematics	105	105	140	51%	40%	39%
Sports Sciences	350	295	240	27%	28%	32%	
	Agriculture and related	85	80	110	13%	38%	40%
	Business, Management and related	1,510	1,590	1,600	63%	63%	69%
	Children's Care, Learning and Development	170	125	55	33%	18%	24%
	Computing and IT	1,175	1,195	1,130	56%	59%	61%
	Construction, Planning and	75	85	80	61%	66%	83%

BTEC Level 3 Qualification	BTEC subject area	Level 3 Cohort			Into HE (Immediate)		
		2011-2012	2012-2013	2013-2014	2011-12 into HE 2012-2013	2012-13 into HE 2013-2014	2013-14 into HE 2014-2015
BTEC L3 Extended Diploma	the Built Environment						
	Creative Arts and Design	2,685	2,800	2,340	47%	49%	55%
	Engineering and Technology	480	555	495	54%	59%	66%
	Health and Social Care	990	1,165	1,315	47%	50%	56%
	Public Services	185	140	175	27%	32%	22%
	Retail, Beauty, Hospitality and Tourism	245	370	345	36%	43%	53%
	Science and Mathematics	775	1,030	1,050	66%	68%	70%
	Sports Sciences	570	585	605	42%	49%	51%
Grand Total	13,360	15,090	14,555	42%	42%	46%	

9.7 BTEC subjects and HE level of study - BTEC L3 Dip & Ext Dip

Although most BTEC L3 Extended Diploma and L3 Diploma students go on to study at Degree level, a higher proportion of those on Extended Diplomas study at this level. There are differences across subject groups where students on pathways such as Agriculture and related, Creative Arts and Design and Retail, Beauty, Hospitality and Tourism are more likely than their peers on other subjects to be studying at sub-Degree level.

The highest take-up of HNDs and HNCs was in Engineering and Construction, sectors where employers have had long standing regard for these qualifications and higher technician job roles these students can progress to.

Table 54: Progression to different HE qualifications by BTEC subject (BTEC L3 Dip and Ext Dip.)

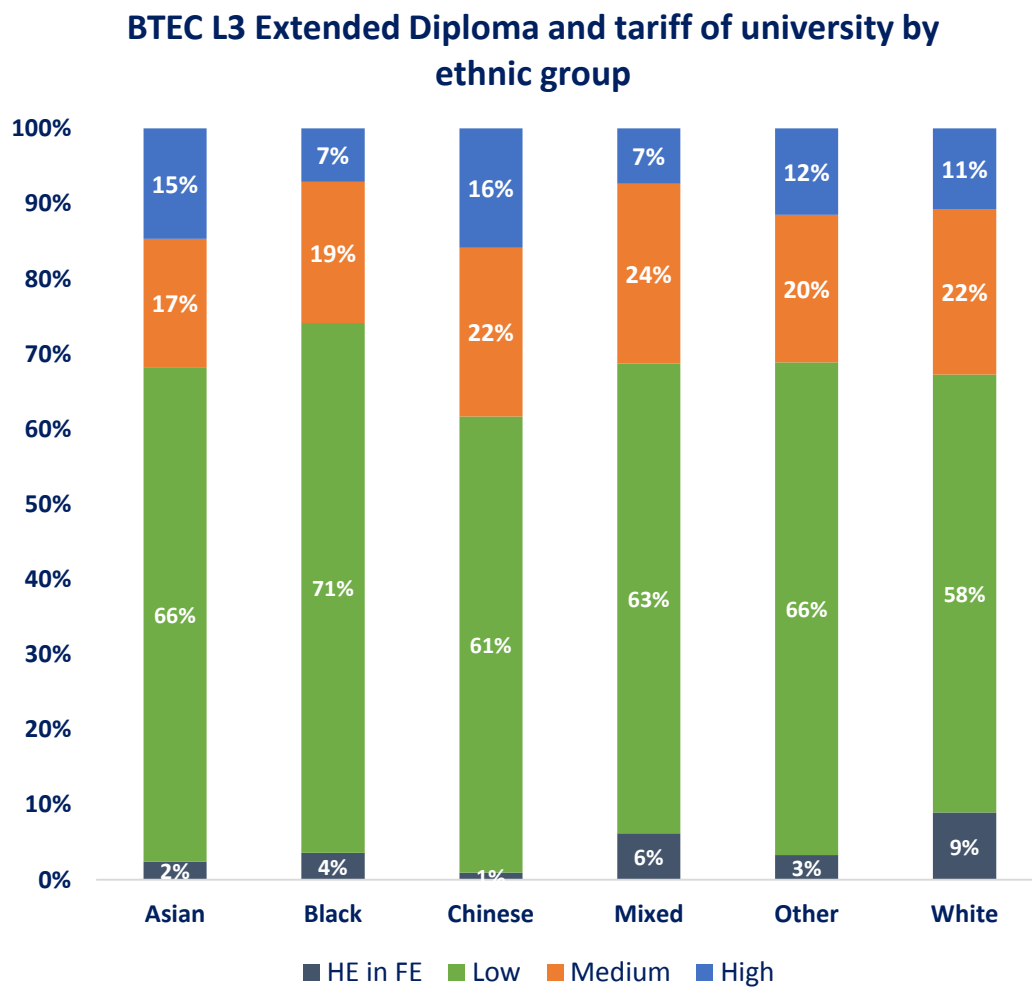
BTEC	Subject Area	Degree	Foundation degree	HNC/HND	Other undergraduate
BTEC Level 3 Diploma	Agriculture and related	^	^	^	^
	Business, Management and related	84%	5%	9%	2%
	Children's Care, Learning and Development	90%	9%	0%	1%
	Computing and IT	71%	9%	14%	5%
	Construction, Planning and the Built Environment	33%	2%	52%	12%
	Creative Arts and Design	89%	3%	6%	2%
	Engineering and Technology	33%	9%	50%	8%
	Health and Social Care	85%	9%	3%	2%
	Public Services	^	^	^	^
	Retail, Beauty, Hospitality and Tourism	70%	16%	12%	2%
	Science and Mathematics	83%	5%	8%	5%
	Sports Sciences	79%	13%	6%	2%
BTEC L3 Diploma Total		81%	6%	10%	3%
BTEC Level 3 Extended Diploma	Agriculture and related	86%	11%	0%	3%
	Business, Management and related	96%	2%	2%	1%
	Children's Care, Learning and Development	92%	7%	0%	1%
	Computing and IT	91%	3%	5%	1%
	Construction, Planning and the Built Environment	88%	2%	9%	2%
	Creative Arts and Design	87%	6%	5%	2%
	Engineering and Technology	89%	2%	8%	1%
	Health and Social Care	93%	3%	2%	2%
	Public Services	91%	7%	2%	1%
	Retail, Beauty, Hospitality and Tourism	86%	6%	7%	1%
	Science and Mathematics	94%	3%	1%	2%
	Sports Sciences	93%	6%	1%	1%
BTEC L 3 Extended Diploma Total		91%	4%	3%	2%
Grand Total		89%	4%	5%	2%

9.8 BTEC and tariff of university entered by ethnic group

The chart in Figure 21 illustrates the differences in the tariff group of the university entered by students from different ethnic groups studying a BTEC Level 3 Extended Diploma. Where in Table 43, we found significantly higher progression rates for non-White ethnic group students, and in Table 45, we found that there were differences in university tariff group

according to Level 3 qualification studied and ethnic group, we can see from the chart here that a similar proportion of White students with BTEC L3 Extended Diplomas go on to study in a medium or high tariff university compared to Asian students (both 33%). Meanwhile, only 26% of Black students enter a medium or high tariff university, this group had the highest proportion of students studying at a low tariff university. A higher proportion of White students who were on a BTEC L3 Extended Diploma stayed on in an FE College to study at higher level. The grades gained in the BTEC qualifications will have influenced these differences, but this is not examined in this study.

Figure 21: Tariff of university entered by ethnic group BTEC Level 3 Extended Diplomas only



10. Spotlight on Access to HE progression

10.1 Top universities for Access to HE students by numbers

A list of universities with numbers of Access to HE entrants from London FE colleges is presented in Table 55. Only universities with a combined cohort of 50+ between 2012-2014 are shown.

Table 55: Universities with a combined cohort of 50+ Access to HE students

University	2011-2012 into HE 2012-2013	2012-2013 into HE 2013- 2014	2013-2014 into HE 2014- 2015
Middlesex University	365	350	255
London South Bank University	315	300	255
University of East London	305	280	240
University of Greenwich	235	235	235
Kingston University, London	230	215	220
London Metropolitan University	195	165	135
University of Westminster	165	170	135
University of West London	100	135	140
University of Hertfordshire	170	95	90
King's College London	110	55	55
Roehampton University	90	60	60
Buckinghamshire New University	100	80	25
Goldsmiths College	75	60	70
City University	65	60	75
Anglia Ruskin University	50	60	75
St Mary's University, Twickenham	60	65	55
Canterbury Christ Church University	60	55	55
Brunel University London	75	45	35
Birkbeck College	50	60	40
University of Brighton	60	45	45
Queen Mary University of London	40	45	35
University of Bedfordshire	30	45	20
University of Surrey	30	40	20
University of Kent	35	25	20
School of Oriental and African Studies	35	25	15
Royal Holloway, University of London	20	30	25
De Montfort University	20	25	20
University of Portsmouth	20	20	20
University of Essex	15	15	20

10.2 Immediate progression of Access students by subject taken

In Table 56, immediate progression is broken down by subject for the three cohorts of Access students.

Table 56: Access subject cohort numbers and immediate progression rates 2011 -2013

Access to HE subject area	Level 3 Cohort			Into HE (Immediate)		
	2011-2012	2012-2013	2013-2014	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
Business, Management and related	565	485	465	74%	78%	81%
Computing and IT	210	195	180	71%	70%	83%
Construction, Planning and the Built Environment	^	^	^	^	^	^
Creative Arts and Design: Art & Design	90	50	^	51%	^	^
Creative Arts and Design: Media Studies	120	65	85	73%	91%	84%
Creative Arts and Design: Performing Arts	90	60	55	33%	25%	49%
Education and Training	255	225	185	81%	80%	86%
Engineering and Technology	80	105	90	69%	80%	86%
Health and Social Care: Nursing & Healthcare Professions	1,340	1,420	1,360	60%	59%	61%
Health and Social Care: Social Work	385	305	260	74%	72%	81%
Health and Social Care: Health Sciences/Medicine/Pharmacy	435	415	360	64%	61%	68%
Humanities, Language and Social Sciences	600	605	495	81%	77%	81%
Retail, Beauty, Hospitality and Tourism	^	^	^	^	^	^
Science and Mathematics	270	305	345	71%	70%	76%
Sports Sciences	50	60	^	^	90%	^
Grand Total	4,545	4,345	4,000	69%	68%	73%

96% of Access to HE students go on to Degree study and Table 57 shows a breakdown at subject area level. The two areas that have less than 90% of students studying Degrees are Art and Design and Retail, Beauty, Hospitality and Tourism.

Table 57: Access to HE – HE level of study by subject area

Subject area	Degree	Foundation degree	HNC/HND	Other undergraduate	Grand Total
Business, Management and related	96%	1%	3%	0%	100%
Computing and IT	94%	1%	4%	1%	100%
Constr., Planning and the Built Environment	97%	0%	2%	2%	100%
Creative Arts and Design: Art & Design	87%	6%	5%	2%	100%
Creative Arts and Design: Media Studies	98%	2%	0%	0%	100%
Creative Arts and Design: Performing Arts	93%	1%	0%	5%	100%
Education and Training	99%	1%	0%	0%	100%
Engineering and Technology	93%	1%	5%	1%	100%
Health and Social Care: Nursing & Healthcare Professions.	95%	3%	1%	1%	100%
Health and Social Care: Social Work	97%	2%	0%	0%	100%
Health and Social Care: Health Sciences/Medicine/Pharmacy	96%	2%	0%	2%	100%
Humanities, Language and Social Sciences	98%	1%	0%	1%	100%
Retail, Beauty, Hospitality and Tourism	83%	16%	1%	0%	100%
Science and Mathematics	95%	3%	1%	1%	100%
Sports Sciences	96%	4%	0%	0%	100%
Grand Total	96%	2%	1%	1%	100%

10.3 HE in FE in London colleges studied by Access to HE students

Nearly all Access to HE students progressed to a University rather than HE in FE, where only a handful of students across the three tracked cohorts were found studying HE in FE in subsequent years.

10.4 HE Subject progressed to by Access to HE students

Nursing, Social Work, Psychology and subjects allied to Medicine are in the top five subjects studied by Access to HE students from London FE colleges.

Table 58: Top HE subjects studied by Access to HE students (combined cohorts of 50+)

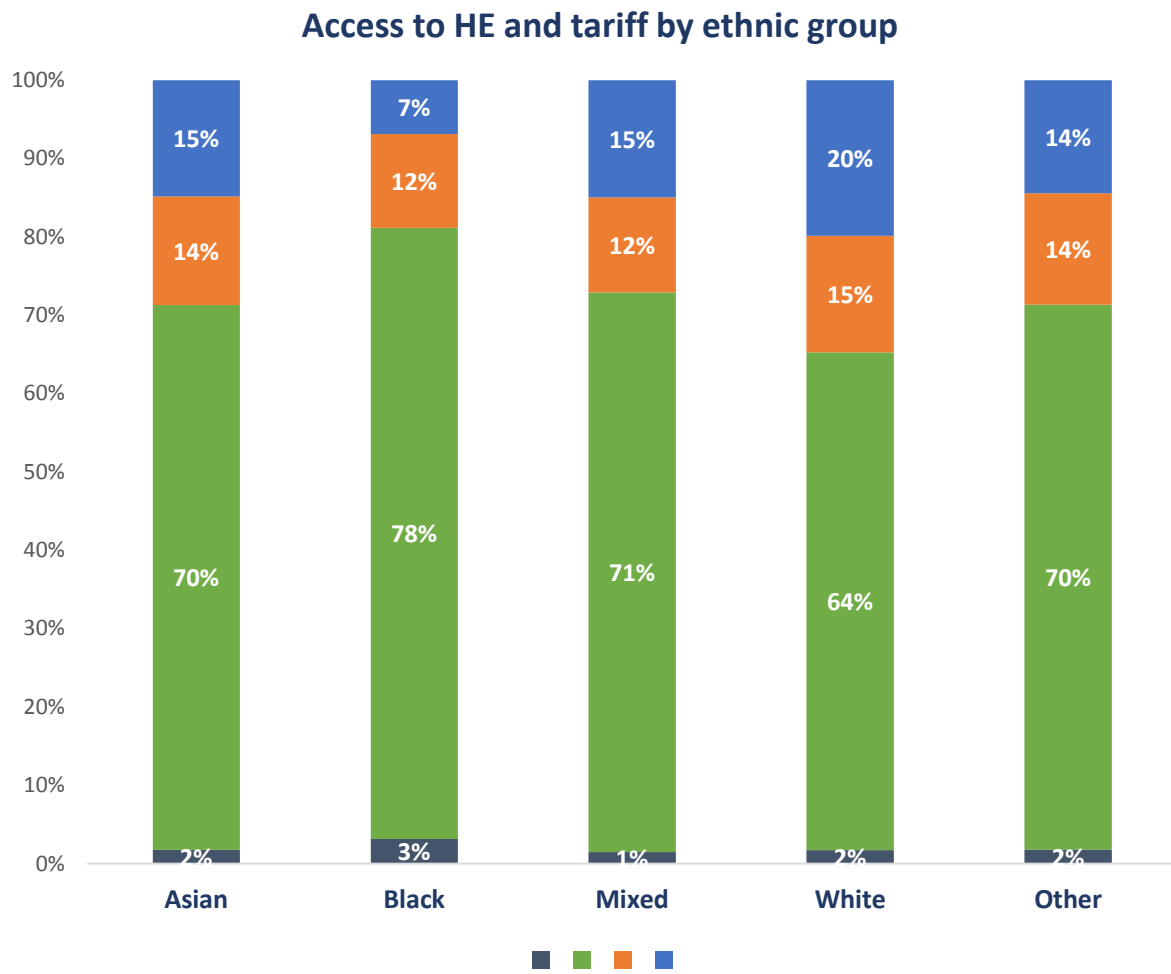
Subject (JACS2)	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
B7 Nursing	900	815	705
L5 Social work	235	195	180
C8 Psychology	170	170	150
B9 Others in subjects allied to medicine	120	145	135

Subject (JACS2)	2011-2012 into HE 2012-2013	2012-2013 into HE 2013-2014	2013-2014 into HE 2014-2015
X3 Academic studies in education	110	150	110
L3 Sociology	150	115	100
N1 Business studies	140	125	80
M2 Law by topic	95	100	90
I1 Computer science	90	85	80
N2 Management studies	70	60	55
X1 Training teachers	90	50	40
N4 Accounting	70	60	40
C6 Sport & exercise science	55	60	55
B8 Medical technology	75	40	50
C1 Biology	40	60	50
M1 Law by area	50	60	45
B2 Pharmacology, toxicology & pharmacy	60	50	35
N8 Hospitality, leisure, sport, tourism & transport	55	35	40
L4 Social policy	45	45	35
L2 Politics	40	45	40
P3 Media studies	45	50	25
B4 Nutrition	30	40	40
Q3 English studies	40	30	40
H6 Electronic & electrical engineering	40	35	30
B1 Anatomy, physiology & pathology	40	40	25
I2 Information systems	45	25	30
H2 Civil engineering	40	30	30
C7 Molecular biology, biophysics & biochemistry	35	35	25
W6 Cinematics & photography	45	20	25
V1 History by period	25	25	30
L1 Economics	30	25	25
N3 Finance	15	30	20
N5 Marketing	25	20	20
W2 Design studies	30	15	10

10.5 Access to HE and tariff of university progressed to by ethnic group

The chart in Figure 22 illustrates the differences in the tariff group of universities entered by students studying Access to HE from different ethnic groups. It shows that White Access to HE students are more likely to progress to a high tariff university than other ethnic groups and many more Black Access students progress to a low tariff university.

Figure 22: Access to HE by ethnic group and tariff progressed to



11. HE success rates for London FE and Sixth Form College students

In previous reports, we have tracked cohorts for four years of study which allowed the achievement rates of students on both three and four year programmes to be calculated; this period also allowed the inclusion of those who changed course, took a sandwich or placement year or had to re-sit. Although students enter for specific programme of study, they can change courses, transfer providers and take longer than initially expected due to a range of circumstances.

In this report, we examine achievement rates only for those 2011-2012 students who entered a full-time three-year Degree (expected length of study is 3 years) at a university. This means that it is not possible to compare achievement rates with those reported previously (Smith, et al., 2015a), but this methodology will allow us to contextualise what happens to students who **intended** to study a three-year Degree programme, including those who did not complete at the end of the expected period. We were also able to contextualise achievement in terms of the FE programme on entry.

Nationally, HEFCE have reported on Degree achievement rates, although the figures in their report are for a cohort of learners who entered in 2006-2007 and who were tracked through HE for up to five years - a longer time period than in this study (HEFCE, 2013). They found that 82% of starts had achieved a Degree over this period but reported differences by entrant characteristics, including lower rates for Access to HE students (72%) and for BTEC and Other Vocational entrants (75%). The HESA performance indicators also report projected outcomes for entrants. These figures estimate outcomes for starters if progression patterns were to remain the same over the next few years, and report Degree achievement rates of 81% for the 2013-2014 entrant cohort. HESA's projected outcome data does not provide any breakdown by entrant characteristics.

Before exploring the rates of achievement for London FE college entrants in 2012-2013, it is important to emphasise that there are no reliable comparators available at this time. The HEFCE report in 2013 examined success rates in detail, but the students were tracked for longer, including students who were still on a programme after a three-year period.

11.1 HE achievement of Degrees

The overall achievement rate of all London college students who started on a three-year Degree programme at the end of the three-year period was 65%, where 57% attained a Degree and 8% ended with a lower award (Other Undergraduate level). Students who entered with an Access to HE programme had the lowest achievement rates at 51% and A Level students had the highest at 77%. BTEC students achieved at a rate of 55%.

Table 59: Achievement of 2012 3-year full-time university Degree entrants

Achievement	Total cohort	% achieve Degree	% achieve lower award	% achieve an HE award
All Level 3	10,165	57%	8%	65%
By FE Programme:				
Access to HE	2,460	43%	8%	51%
BTEC	3,580	45%	10%	55%
GCE A Level	3,485	71%	6%	77%
Other Vocational	625	58%	8%	66%

At subject level, there are also differences. Table 60 explores differentials at subject area level for BTEC entrants and Access to HE entrants. Social Work Access to HE learners had the highest achievement rates and Nursing & Healthcare related subjects had the lowest rates. For BTEC entrants, the highest achievement rates were for Retail, Beauty, Hospitality and Tourism while Engineering & Technology had the lowest rates. (NB not all subject areas are included due to small populations)

Table 60: Achievement of 2012 3-year full-time university Degree entrants – BTEC and Access to HE only with subject area breakdown

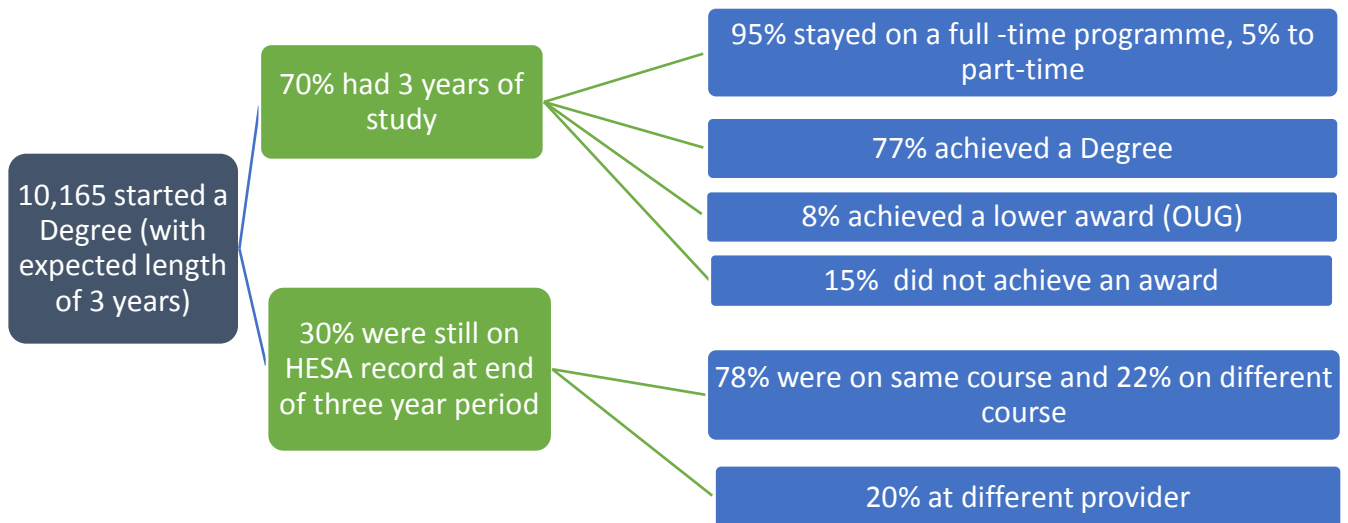
Access to HE or BTEC - Subject Area	% HE achievement rates for 3-year Degree	% lower award	% Total HE
Access to HE	43%	8%	50%
Business, Management, Law and related	43%	9%	52%
Computing and IT	46%	11%	57%
Education and Training	52%	1%	53%
Health Sciences/Medicine/Pharmacy - Health & Soc. Care	44%	10%	54%
Humanities, Language and Social Sciences	42%	9%	51%
Media Studies - Creative Arts and Design	47%	6%	53%
Nursing & Healthcare Professions - Health and Social Care	33%	7%	40%
Science and Mathematics	44%	8%	52%
Social Work - Health and Social Care	58%	6%	64%
BTEC:	45%	10%	55%
Business, Management and related	47%	9%	57%
Computing and IT	42%	10%	52%
Creative Arts and Design	50%	10%	61%
Engineering and Technology	28%	13%	40%
Health and Social Care	43%	8%	51%
Public Services	39%	18%	57%

Access to HE or BTEC - Subject Area	% HE achievement rates for 3-year Degree	% lower award	% Total HE
Retail, Beauty, Hospitality and Tourism	58%	11%	69%
Science and Mathematics	38%	11%	49%
Sports Sciences	49%	7%	56%

In Figure 23, we look further at what happens to the starting cohort. Although only 65% of the starting cohort achieved an award at the end of the three years, the chart shows that 30% of the cohort were still on record as having not “left” at the end of this period. 20% of this group were recorded at a different provider and 22% of the group were on a different course. Although the majority were still on the same course, they had not achieved their Degree in the expected period of study.

If we calculate achievement rates for those students who had 3 years or less of study, then 77% achieved a Degree and 8% had a lower award, a total of 85%. This leaves 15% who did not achieve an award and who were recorded as having “left” HE in this time period.

Figure 23: Further examination of achievement rates



Next, we can look at the differentials in achievement rates by FE programme. We know from Table 59 that achievement rates of the starting cohort are lower for non-A Level students. Table 61 looks at rates of those who had three years of study or less. Again, lower rates are found for Access to HE and BTEC entrants. Where 95% of A Level entrants who had left at the end of the three-year period achieved a qualification, only 79% of BTEC and 80% of Access to HE achieved a qualification. 84% Other Vocational entrants from FE achieved. Examination of the cohort who did not have a leave date at the end of the three-year period also reveals differences at FE programme level:

- **ACCESS:** 40% of Access to HE students were in this group, the majority of whom were on the same course. 11% of this group had transferred to a different provider and 13% were on a different course.
- **BTEC:** 33% of entrants with a BTEC qualification were in this group, 24% had transferred to a different provider and 26% were on a different course. There was no difference for students entering with a BTEC Level 3 Extended Diploma.
- **A LEVEL:** A Level entrants had the lowest proportion of students still on record after their expected length of study. 28% were on a different course and 26% at a different provider. A Level entrants had the lowest proportion of students on the same course (than their other FE programme peers).
- **OTHER VOCATIONAL:** Of the 22% of Other Vocational entrants who were still on record after three years of study, 78% were on the same course and 20% had transferred to another provider.

Table 61: Further examination of achievement by FE Programme

Entrants to 3 year FT Degree Programme	Access to HE	BTEC	Ext. Diploma BTEC only	GCE A Level	Other Vocational	All entrants
Had 3 years of study or less of study:	60%	67%	67%	79%	78%	70%
*and stayed on FT programme	93%	92%	92%	98%	93%	95%
*and achieved a Degree	70%	68%	68%	90%	75%	77%
*or achieved a lower award (OUG)	10%	11%	11%	5%	9%	8%
*and did not achieve an award in the three-year period	20%	21%	21%	6%	16%	15%
Continuing after 3 years of study:	40%	33%	33%	21%	22%	30%
*on same course	87%	74%	74%	72%	78%	78%
*on different course	13%	26%	26%	28%	22%	22%
*at different provider	11%	24%	25%	26%	20%	20%

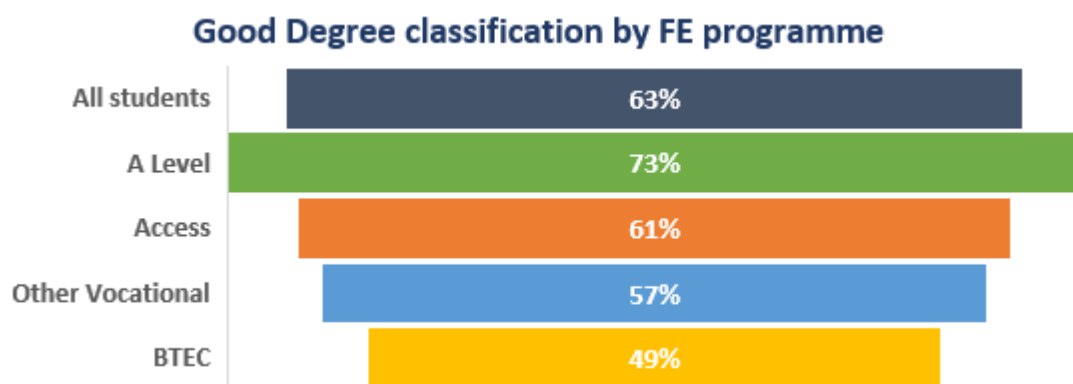
The data in this section reveals complex patterns of study for London FE college entrants to Degree programmes and although there are no comparators available nationally, the figures illustrate the differing behaviours of students entering from the range of FE programmes. With 22% of students who were continuing beyond their intended three-year study period on a different course from the one they started on, it suggests that students need further advice and guidance pre-entry which may help them to make better decisions. It also signals to universities the need for continued advice and guidance once students are on their Degree programme and suggests that early intervention might help student success rates, especially for those students on non-A Level programmes.

11.2 Classification of Degrees

Overall, 63% of those who achieved their Degree in the three-year period achieved a good Degree (First class or 2:1). There are differences at FE programme level though: 73% of A

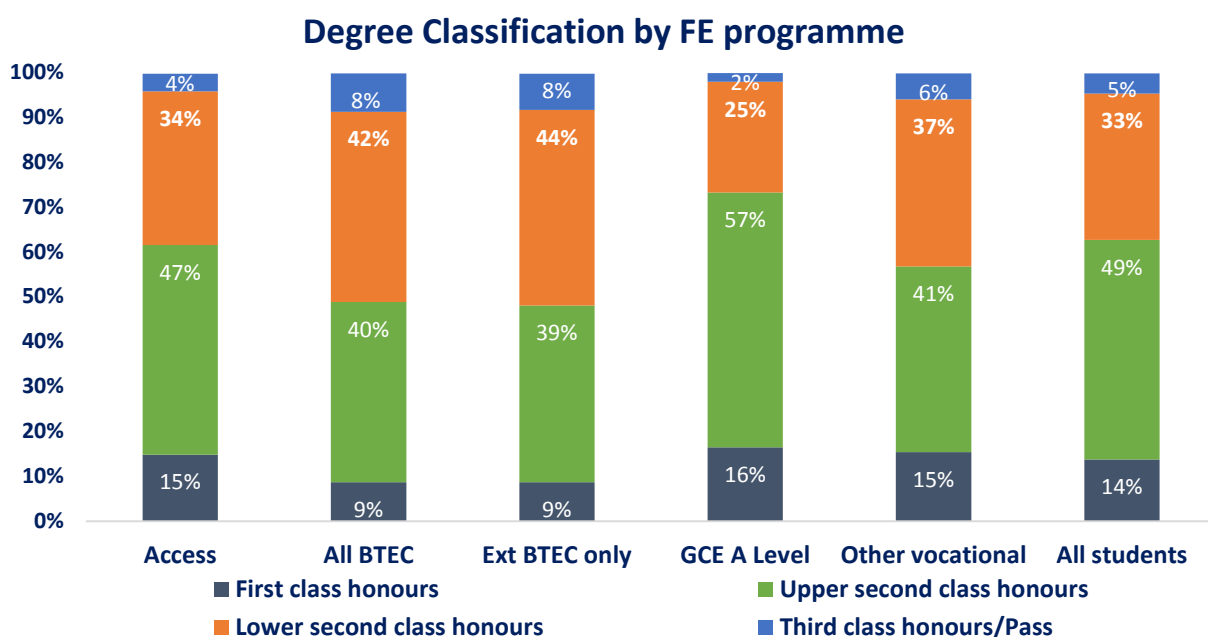
Level students achieved a good Degree and a lower proportion of students from non-A Level FE programmes achieved a First or 2:1 while BTEC entrants had the lowest rate at 49%.

Figure 24: Good Degree classification of full-time Degree entrants from London colleges



The chart in Figure 25 provides further detail on the classification of Degree finishers by FE programme level and additionally includes results for BTEC L3 Extended Diploma entrants only. It is noted that a similar proportion of students on Access to HE, A Level and Other Vocational programmes achieved First Class Degrees.

Figure 25: Degree classification of full-time Degree entrants from London colleges



Subject area level degree classification is explored in Table 62 for Access to HE and BTEC Degree finishers. The data highlights clear differences in good degree attainment at subject area level although not all subjects are included due to population sizes. Access to HE students studying Health related areas in FE are less likely to attain a good Degree than say their peers who enter with an Access to HE in Humanities, Languages and Social Sciences. Similarly, BTEC subject level data also shows differentials in good degree attainment where

Science and Maths and Sports Science BTEC students are much less likely to attain a good degree than their peers who enter with a BTEC in Retail, Beauty, Hospitality and Tourism.

Table 62: Degree Classification by Subject Area of Access to HE and BTEC entrants

FE Qualification and Subject Area	First	Upper second	Lower second	Third	Good Degree
Access to HE:	15%	47%	34%	4%	62%
Business, Management, Law and related	15%	42%	39%	2%	58%
Education and Training	15%	51%	32%	3%	65%
Health Sciences/Medicine/Pharmacy - Health and Social Care	10%	45%	40%	5%	55%
Humanities, Language and Social Sciences	11%	55%	31%	3%	66%
Nursing & Healthcare Professions. - Health and Social Care	21%	41%	35%	4%	62%
Science and Mathematics	20%	35%	35%	7%	56%
Social Work - Health and Social Care	11%	55%	30%	3%	66%
BTEC:	9%	40%	42%	8%	49%
Business, Management and related	9%	41%	43%	6%	50%
Computing and IT	15%	33%	42%	10%	48%
Creative Arts and Design	8%	44%	40%	8%	52%
Health and Social Care	6%	40%	43%	11%	45%
Retail, Beauty, Hospitality and Tourism	9%	49%	34%	9%	57%
Science and Mathematics	9%	34%	44%	11%	44%
Sports Sciences	6%	36%	50%	8%	42%

In table 63, we take the analysis of Degree starts further by exploring patterns of progression in HE by student characteristic. Three equality groups are analysed: economic disadvantage (using IDACI), sex and ethnic group. The results show:

DISADVANTAGE:

- Students living in a highly deprived area are less likely to achieve their Degree or attain a good Degree compared to their less deprived peers.
- A higher proportion of deprived students were still on record after their expected 3 years of study (than less deprived students). Less deprived students were more likely not to be on same course or at the same provider.

SEX:

- Females out-perform males.
- More males than females were not on same course nor at the same provider.

ETHNIC GROUP:

- Chinese and White students are more likely to achieve than students from other ethnic groups and Black students had the lowest achievement rate as well as the lowest good Degree attainment rate.
- White students had the highest good Degree attainment rate.
- More Black and Mixed students were still on record after the 3 years of expected study (than other ethnic groups).
- A higher proportion of Chinese and Asian students were not on the same course nor were they at the same provider.

It is acknowledged that further intersections of equality characteristics will explain differentials. For example, we know that more BME students are classified as living in a high deprivation area using IDACI than their White peers. These results indicate that specific groups of students are more likely to make the wrong choice on entry.

Table 63: Summary of outcomes by characteristics for three-year Degree starts

Characteristic	Achieved Degree (of those who left HE in three-year period including finishers)	Attained good Degree	Still on record after 3 years of study	Not on same course	Not at same provider
IDACI Q1 - Most Deprived	76%	59%	31%	22%	21%
Q2	76%	64%	31%	23%	21%
Q3	79%	66%	28%	20%	17%
Q4	80%	70%	24%	21%	19%
IDACI Q5 - Least Deprived	84%	69%	24%	28%	24%
Female	81%	64%	30%	20%	18%
Male	72%	61%	29%	25%	23%
Asian	79%	63%	27%	28%	26%
Black	75%	56%	36%	23%	21%
Chinese	88%	68%	19%	35%	35%
Mixed	77%	63%	33%	18%	16%
Other	74%	64%	30%	21%	19%
White	80%	69%	23%	15%	14%

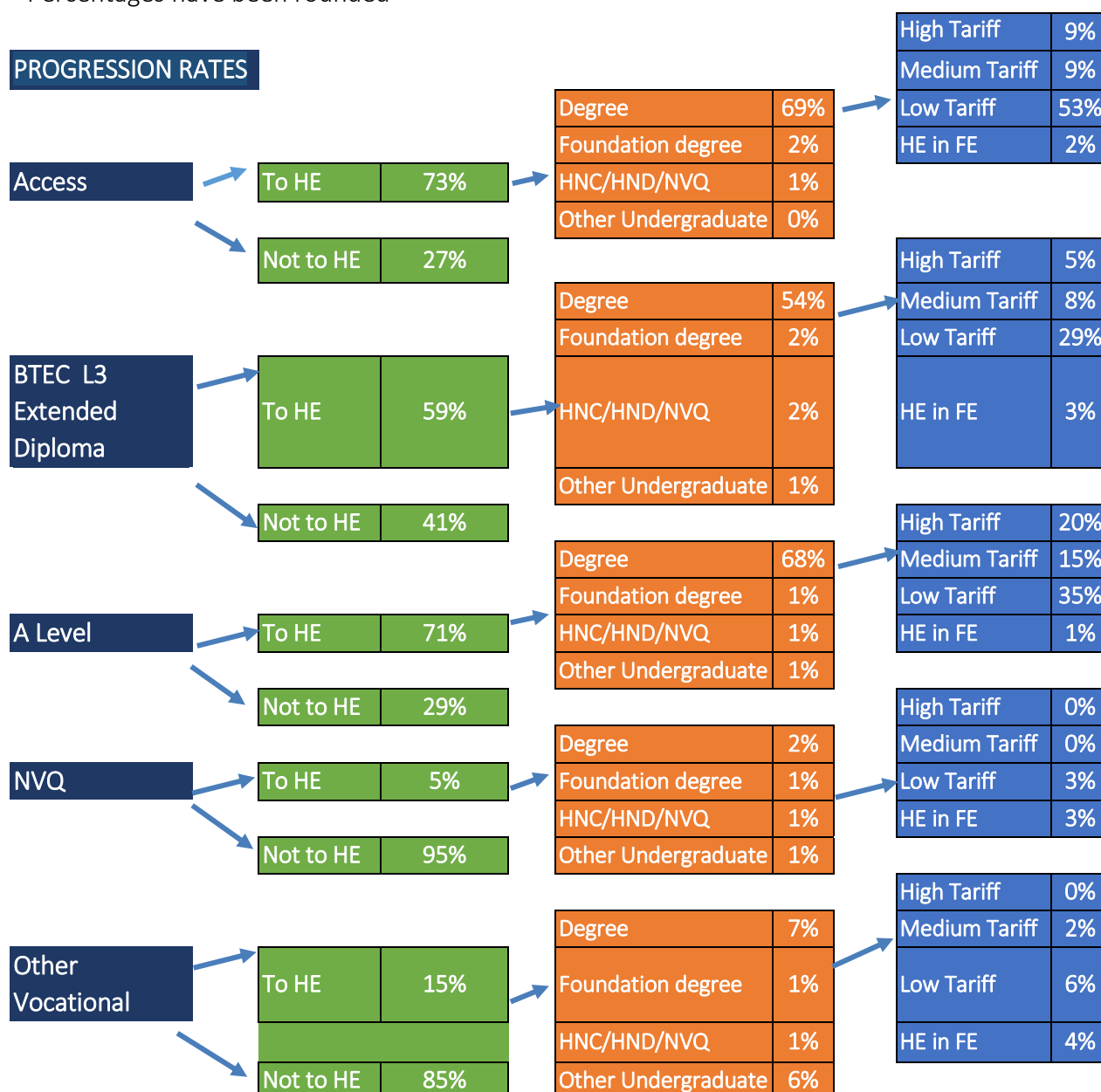
12. London progression summaries

Summary charts are provided to pick out the main progression flows and key factors relating to the progression of FE and Sixth Form College students in London.

12.1 Progression map by FE qualification type

Figure 26: 2014-2015 Degree entrant progression flow

*Percentages have been rounded



12.2 Age and HE progression summary

Table 64 is provided to enable easier comparisons of the Level 3 cohort and their HE progression by age group.

Table 64: Age summary and characteristics of the London cohorts and HE progression

Level 3 characteristics	Under 20	20-24	25+
Combined Level 3 tracked cohort 2011-2013	75,055	13,660	31,915
Change in achiever population 2013-2011	125 (1%)	-580 (-12%)	-2,180 (-19%)
% studying Access to HE	15%	33%	52%
% studying BTEC	87%	9%	5%
% studying A Level	97%	2%	1%
% studying NVQ	32%	14%	54%
% studying Other Vocational	32%	12%	56%
% Female	58%	11%	32%
% Male	68%	12%	20%
% White	57%	11%	32%
% Black and Minority Ethnic (BME)	65%	12%	23%
Progression			
Combined number of HE entrants of tracked cohort 2011-2013	30,270	4,395	5,240
% immediate progression rate to HE	47%	21%	22%
% progression rate for Access to HE	82%	78%	73%
% progression rate for A Level	79%	69%	28%
% progression rate for BTEC	50%	48%	22%
% progression rate for Other Vocational	24%	19%	12%
% of 2011-2012 cohort who enter HE within 3 years	59%	49%	28%
% of HE entrants who study Degree	91%	85%	69%
% of HE entrants who study sub Degree	9%	15%	31%
% of the total of HE entrants studying in University	93%	87%	72%
% of the total of HE entrants studying HE in FE	7%	13%	29%

13. Conclusions

The findings in this report show that FE and Sixth Form Colleges in London provide an important route into higher education. A total of **120,625** London college students were tracked between 2011 and 2013 and **52,145 (43%)** of these progressed to higher education between 2012 and 2014; 39% of these, immediately following their Level 3 qualification. In the last report, we provided strong evidence of the important role that London colleges play in improving the academic capital of students from deprived neighbourhoods as well as for those with low attainment at school. The results in this report continue to provide evidence of this role. The data shows the effect that changes to the composition of the cohort has on Level 3 progression. Contextualising the cohort is important if we want to understand patterns of HE progression for London students. In this update, we introduce further breakdowns of Access to HE students and of BTEC students looking at the different BTEC Level 3 qualifications. The BTEC Level 3 cohort makes up 40% of the total Level 3 cohort, and is now double the A Level cohort. Understanding BTEC progression in relation to the entry value for HE helps us understand the varying rates at which this large cohort is progressing to HE and how this may be changing over time.

This report is an update to our previous studies (2013) (2015a), which together, trace the progression of London college students over nine years since 2005-2006. This study also looks at overall progression figures since 2005 and this clearly illustrates the effect that increased fees in 2012 had on the progression rates of London college students, especially for the younger cohorts aged under 20. Further analysis following 2012 entry, shows that the dip in progression rates and slow recovery was also affected by changes in the composition of the cohorts by age, FE qualification studied and, in the case of BTEC, the qualification and its relative currency for HE entry.

In this research, we tracked the 2011-2012 cohort progressing to university to undertake a Degree programme through to what would normally be their final year in 2015. Within this period, we found that 65% achieved, with 57% achieving their Degree and 8% getting a lower award. However, a large percentage, 30% of the cohort, were recorded as not completed and of these, 20% were with a different provider, 22% were on a different course and the rest were on the same course but had not yet achieved. It is clear that, in order to pick up more accurate achievement rates, cohorts need to be tracked over a longer time frame as in the previous Linking London report (2015a) and HEFCE (2016). However, looking at a three-year span, gives the opportunity to examine demographic and programme factors for this high proportion of non-completers. The incidence of non-completion within three years varies depending on both the London college students' ethnic group and level of deprivation and that those entering HE with different Level 3 qualifications also fare differently. With a third of London college students continuing beyond their intended three-year study period, 22% of them ending up on a different course than the one they embarked on and 20% with a different provider, more needs to be learned. Qualitative research with non-completing students, particularly with those identified as having the characteristics that puts them at

higher risk of non-completion within three years, might provide very useful feedback to London colleges and universities. This could also feed into more focused advice and guidance pre-entry, which may help students make better decisions and additionally articulate the kind of continuing advice and guidance and possibly the kind of academic support required once students enter on their Degree programmes, where early intervention might help enhance student success, especially for non-A Level students and others identified as in the groups with a higher risk of non-completion.

FE and Sixth Form Colleges in London educate an economically deprived cohort where around three in four students come from deprived neighbourhoods. Furthermore, the high percentage of Level 3 students who progress to higher education, do so with varying academic capital with a range of entry qualifications and sometimes low prior school attainment. There are also key differences in cultural capital, where 65% are from BME groups and many are from working class backgrounds with little familial experience of higher education.

Our research shows that the London FE and Sixth Form Colleges provide an important function that supports large numbers of young and adult students in the capital to realise their potential, progress to university and to go on and gain higher education qualifications. It also shows that these transitions are not smooth, especially for students from more deprived neighbourhoods and from some ethnic groups and it is clear from the most recent research that transitions from university into work are also problematic for them (Bridge Group, 2016), (Social Mobility Commission, 2016). The Bridge Group research suggests that specific interventions around employability skills and encouraging changes to employers' recruitment practices might help these students to go on further to achieve their potential in the workplace.

The new vocational qualifications, including Applied General qualifications and Tech Levels, to be rolled out under the Post-16 Skills Plan (DfE, 2016), provide an opportunity for colleges in London to address some of the issues raised by this research. As awarding bodies establish the new content for their Level 3 Applied General qualifications and Tech Levels, colleges might wish to take the opportunity to integrate more targeted and personalised pre-entry IAG into their schemes of work, taking cognisance of the evidence relating to their students' demographic backgrounds and the types of Level 3 qualifications they are studying. Similarly, as universities prepare to admit students with these new vocational qualifications, they can also consider building in targeted academic support and guidance, especially for groups of college students that can be identified as having a higher potential risk of non-completion.

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