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Issues paper

This report is for information

This report examines the degree outcomes and employment circumstances of young UK-domiciled students starting a full-time first degree course in 2006-07 at a higher education institution.

Higher education and beyond

Outcomes from full-time first degree study

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Higher education and beyond:

Outcomes from full-time first degree study

To	Heads of HEFCE-funded further education colleges Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Learning and teaching, Planning, Graduate employability and careers
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Executive summary

Purpose

1. This report examines the degree outcomes and employment circumstances of young UK-domiciled students starting a full-time first degree course in the academic year 2006-07 at a higher education institution (HEI).

Key points

Data

2. The data for the report have been taken from five cohorts of UK-domiciled, young, full-time first degree students (starting in academic years 2002-03 to 2006-07) who have been tracked through higher education (HE) and beyond using administrative data.

3. Four possible outcomes of HE are examined:

- achieving a degree
- achieving a first or upper second class degree
- achieving a degree and continuing to employment or further study
- achieving a degree and continuing to graduate employment (as opposed to any employment) or further study.

Overall time series

4. The percentage who achieved a degree increased from 81.5 per cent of the 2002-03 cohort to 82.3 per cent of the 2006-07 cohort, and the percentage who achieved a first or upper second class degree increased from 49.6 per cent for the 2002-03 cohort to 53.3 per cent for the 2006-07 cohort.

5. There was an overall decrease in the percentage who achieved a degree and continued to employment or further study, from 72.0 per cent of the 2002-03 cohort to 71.4 per cent of the 2006-07 cohort. A similar decrease was seen in the percentage who qualified with a degree and continued to graduate employment or further study, from 48.1 per cent of the 2002-03 cohort to 47.8 per cent of the 2006-07 cohort.

Student characteristics effects for the 2006-07 cohort

6. Focusing on the cohort who started on a full-time first degree in 2006-07, we find that:

a. The percentage of the cohort who achieved each of the four outcomes increases based on the likelihood of participation in HE in their local area.

b. There were more than 21,000 more female students than male students in the cohort, and a greater percentage of the female cohort achieved each of the four outcomes.

c. A lower percentage of black students achieved each of the outcomes than of any other ethnic group, but no single ethnicity held the highest percentage for all four outcomes.

d. Students in receipt of disabled students allowance performed better than those who identify as having a disability but were not in receipt of disabled students allowance.

e. A greater percentage of students who attended an independent school prior to university achieved each of the four outcomes compared with students from state schools.

f. When looking at the entry qualifications of students, there was an increase in the percentage of the students who achieved each of the outcomes corresponding with an increase in their tariff scores from A-levels, AS-levels and Scottish Highers.

Degree subject effects for the 2006-07 cohort

7. Students taking computer science had the lowest percentage of the cohort who achieved each outcome, except that of achieving a degree and continuing to graduate employment or further study. Those studying mass communications and documentation had the lowest percentage in this outcome.

8. Historical and philosophical studies and languages had the greatest percentage of students who achieved a degree, and the greatest percentage who achieved a first or upper second class degree. On the employment outcomes, however, education and medicine and subjects allied to medicine, dentistry and veterinary sciences had the greatest percentage who achieved a degree and continued to employment or further study, and the greatest percentage who achieved a degree and continued to graduate employment or further study.

Institutional type effects for the 2006-07 cohort

9. We see that HEIs with high average tariff scores had the greatest percentage of the cohort who achieved each of the four outcomes, and HEIs with low average tariff

scores had the lowest percentage achieving each of the four outcomes. Specialist HEIs performed better than HEIs with medium average tariff scores and non-HEFCE-funded HEIs, but not as well as HEIs with high average tariff scores.

Action required

10. This document is for information only.

Introduction

11. In this report we take a starting cohort of young, UK-domiciled, full-time first degree students and track their progression through and beyond higher education (HE) to assess their degree attainment and employment outcomes.

12. There are two main sections to this report.

a. In the first section we identify four main outcomes to be analysed: two relating to degree attainment and two to employment circumstances following graduation. Using starting cohorts from 2002-03 to 2006-07 we give the overall trend of each outcome for the HE sector.

b. The second section focuses on the 2006-07 cohort and analyses the outcomes achieved on the basis of different student characteristics, degree subject studied and type of institution. Making use of sector-adjusted averages we will look at how the outcomes achieved by these groups compare with what would be expected for the student profile within the group.

Data sources

13. Data are drawn from the Higher Education Statistics Agency (HESA) individualised student records from the academic years 2001-02 to 2010-11 inclusive.

14. The HESA student record provides information about the individual attributes of each HE student registered at a UK higher education institution (HEI) including the study they are undertaking and the qualification achieved.

15. Data for the early careers of qualifiers are obtained from the destination of leavers from higher education (DLHE) survey for 2002-03 to 2010-11, covering all the years in which the student cohorts may be eligible for the survey.

16. The DLHE survey provides information on a student's employment circumstance six months after graduation and is collected by HESA.

Definition of cohort

17. The basic cohort under consideration in this report consists of young[1], UK-domiciled students starting a full-time first degree[2] course at a UK higher education institution (HEI). Using administrative data the cohort has been tracked through successive years, to see whether the students qualify with a first degree and what their employment circumstances were six months after graduating.

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[1] Young students for this report are those under 21 years of age on 30th September of the starting academic year.

[2] 'First degree' refers to an honours or ordinary degree programme of study (for example BA, BSc). The coverage of this term includes four-year sandwich courses, extended first degrees (such as integrated masters programmes) and programmes leading towards eligibility to register with a statutory regulatory body (such as the General Teaching Council). Note that the term 'first' in this context does not imply that it is necessarily an individual learner's first instance of study on a degree programme. This does not include foundation degree or other undergraduate qualifications, such as Diplomas and Certificates of Higher Education (Dip HE and CertHE), Higher National Certificates and Diplomas (HNC and HNDs).

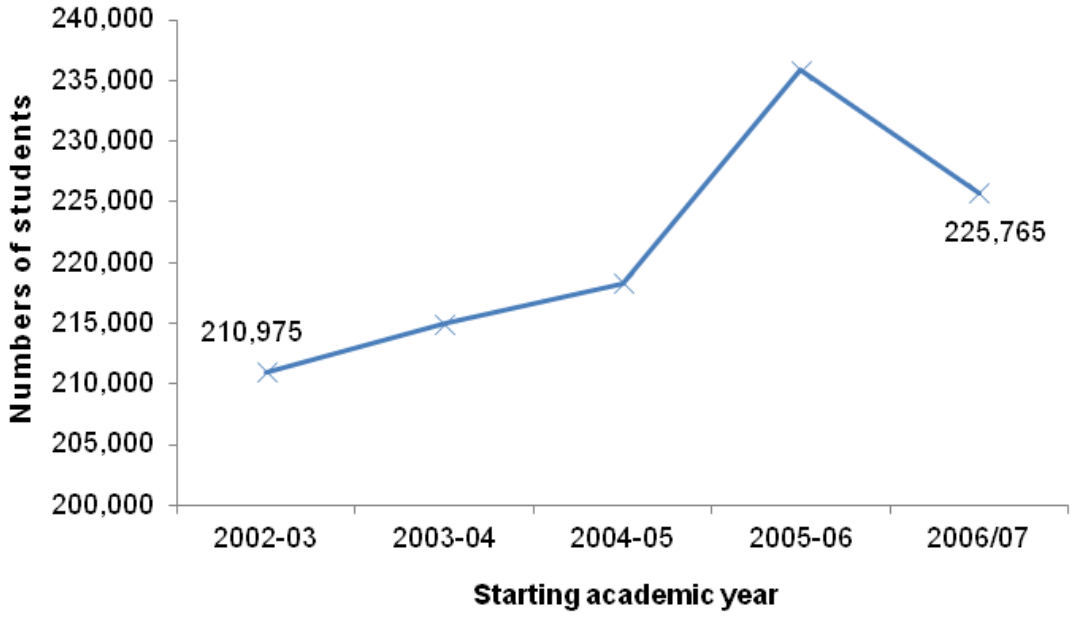
18. A number of exclusions to the cohort have been made due to atypical patterns of study. We will exclude those:

- who were studying towards a degree-level course in the previous academic year
- not starting on year one of the course or an integrated foundation year
- whose expected course length is atypical for a full-time first degree course, (not 3 or 4 years in length)
- who qualified within 2 years of starting
- who had a prior HE qualification at degree level or higher.

19. Focusing on students who started on a full-time first degree in 2006-07, the number of students is 390,515 before applying the exclusions and 225,765 once the exclusions have been applied. A table giving full details of the numbers excluded can be found in Annex A Exclusions to cohort.

20. Figure 1 shows the total starting cohort for the academic years 2002-03 to 2006-07. The starting cohort has increased from 210,975 students in 2002-03 to 225,765 students in 2006-07. The peak in the cohort size for 2005-06 is likely to be due to the change in the tuition fee regime introduced in 2006-07: students who would normally defer for a year may have applied to start in 2005-06 to avoid the increased tuition fees.

Figure 1 Total starting cohort for the academic years 2002-03 to 2006-07, after exclusions are applied



Outcomes

21. By linking a starting cohort through successive years we can determine the details of students' HE experience, including whether they graduate from a degree course, the year in which they qualify, the classification of their award, the awarding institution and their employment circumstances six months after graduation.

22. Using this information, this report focuses on four outcomes.

a. **Achievement of degree qualification:** All the students in the starting cohort are aiming to achieve a degree-level qualification, but some will not complete their course. Some will leave with a qualification below degree level and some will not achieve a qualification.

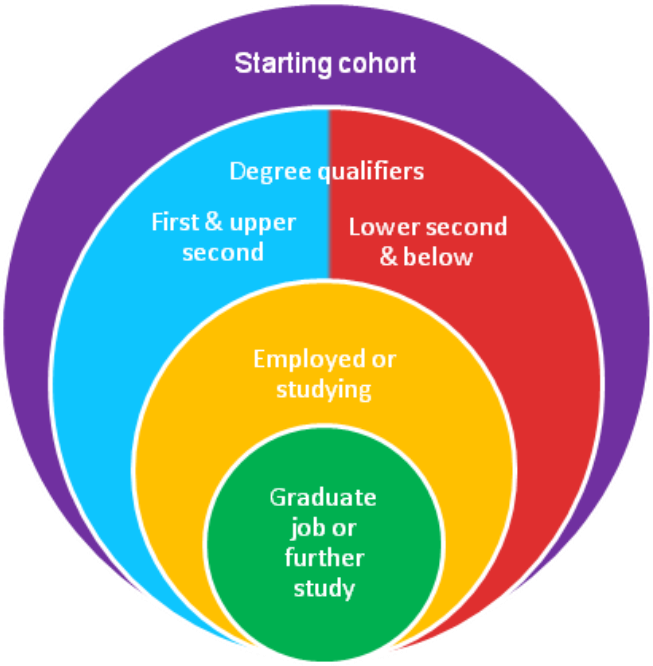
b. **Degree classification:** There are generally five classifications awarded from UK HEIs: a first, an upper second, a lower second, a third class with honours and an ordinary degree.

c. **Employment circumstance:** One of the reasons many people go to university is to improve their job prospects or to start a career in a particular field of work. For some, this might entail post-graduate study following completion of a first degree. The DLHE survey provides information on postgraduate study or employment six months after graduation.

d. **Graduate outcome:** From the DLHE responses we can classify the employment outcomes of graduates into graduate jobs and non-graduate jobs. Having gained a degree, the expectation is that students will progress into graduate employment or continue with further study.

23. Figure 2 demonstrates how the outcomes are related subsets of the overall starting cohort. Those who qualify with a degree form two subsets; those who achieved a first or upper second class degree and those who achieved a lower second class or below. Those who go on to employment or further study are a subset of all degree qualifiers, and those who gain a graduate job or continue to further study are a subset of those graduates in employment or further study. Those who do not qualify with a degree are likely to be in employment but this report is focusing on the outcomes of degree qualifiers.

Figure 2 Relationship of the outcomes from HE



Degree qualification

24. Table 1 shows the percentages of the starting cohort who qualified with a degree or with a non-degree qualification, or who gained no qualification in the tracking period. This is regardless of whether they qualified from their original course and institution or changed to a different course or institution during the tracking period.

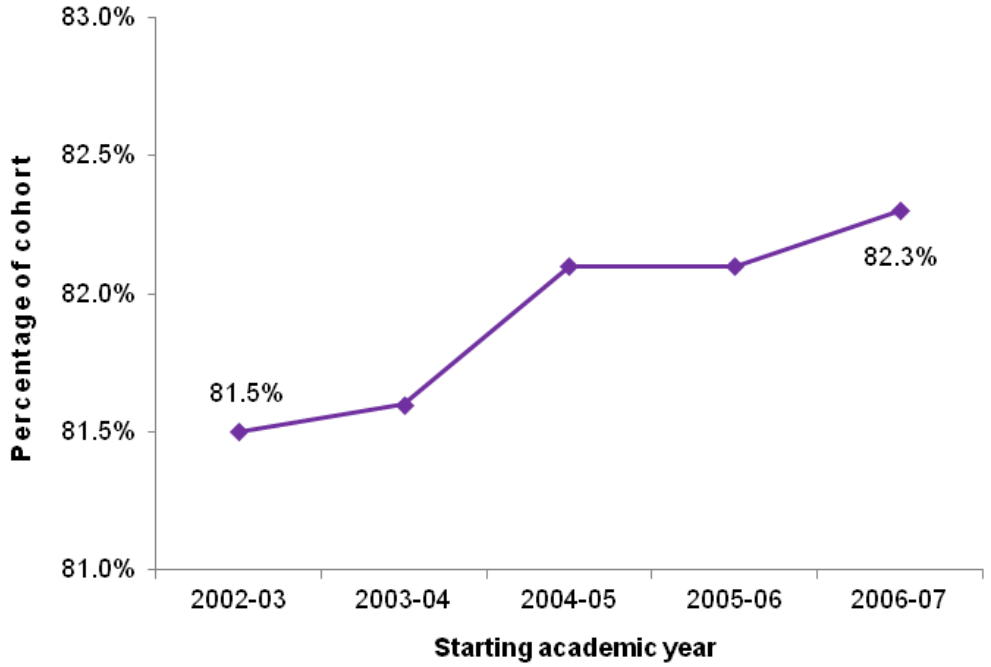
25. There has been a small increase in the percentage who qualified with a degree from 2002-03 to 2006-07. We also see a small increase in the percentage of the cohort who leave with a qualification other than a degree over this period, leading to a reduction of 1.7 percentage points for those who have gained no qualification.

26. Figure 3 displays the percentage of the cohort who achieved a degree for each starting year. For the remainder of this report, when considering the degree outcome, we will focus on those students who qualified with a degree.

Table 1 Degree outcomes as a percentage of the total starting cohort

Starting cohort	2002-03	2003-04	2004-05	2005-06	2006-07
Degree	81.5%	81.6%	82.1%	82.1%	82.3%
Non-degree qualification	3.6%	4.0%	4.0%	4.2%	4.4%
No qualification	14.9%	14.4%	13.9%	13.6%	13.2%

Figure 3 Percentage of each starting cohort who qualified with a degree



Degree classification

27. Table 2 shows the awarded degree classification of those who qualified with a degree, as a percentage of the starting cohort. The percentage of the cohort who

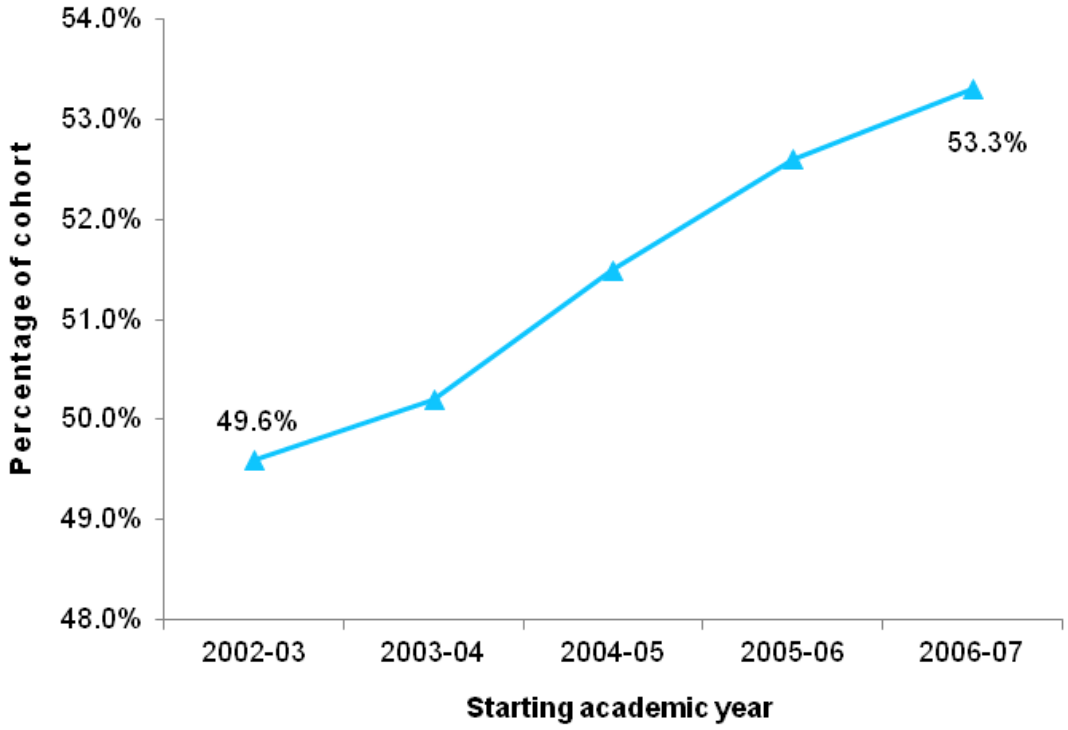
achieved a first or upper second class degree has increased by 3.7 percentage points from 2002-03 to 2006-07. There has also been a reduction in the percentage who achieved a lower second class degree or below, dropping from 31.9 per cent among the 2002-03 cohort to 29.0 per cent of the 2006-07 cohort.

Table 2 Degree classification of degree qualifiers as a percentage of the starting cohort

	2002-03	2003-04	2004-05	2005-06	2006-07
Degree classification:					
First or upper second	**49.6%**	**50.2%**	**51.5%**	**52.6%**	**53.3%**
Lower second and below	**31.9%**	**31.5%**	**30.6%**	**29.5%**	**29.0%**
No degree	**18.5%**	**18.4%**	**17.9%**	**17.9%**	**17.7%**

28. Figure 4 displays the trend in the percentage of the cohort who achieved a first or upper second class degree. For the remainder of the report, when considering the degree classification outcome, we will focus on those who qualified with a first or upper second class degree.

Figure 4 Percentage of each starting cohort who achieved a first or upper second class degree



Employment circumstances

29. Table 3 displays the employment circumstances of degree qualifiers six months after qualifying as well as those who did not respond to the DLHE survey. Percentages used are of the starting cohort.

Table 3 Employment circumstances of degree qualifiers as a percentage of the starting cohort

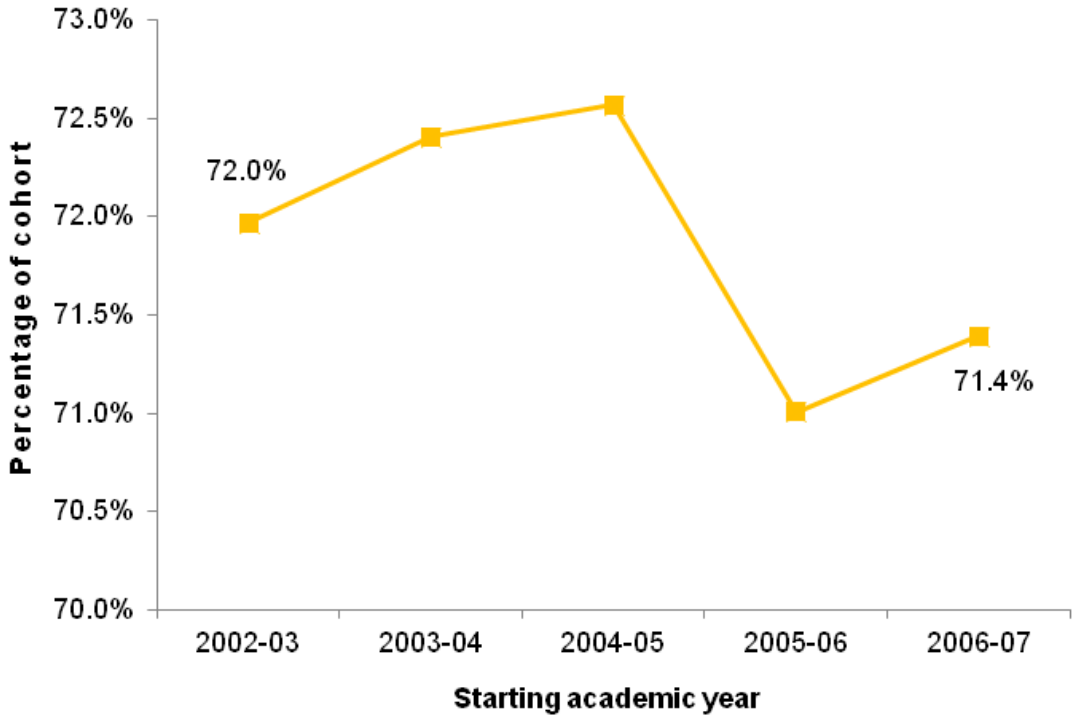
	2002-03	2003-04	2004-05	2005-06	2006-07
Qualified with a degree and:					
Employed or studying	**57.5%**	**55.7%**	**55.6%**	**54.9%**	**56.2%**
Unemployed	**4.2%**	**4.0%**	**4.4%**	**5.8%**	**6.2%**
Unavailable	**3.4%**	**3.1%**	**2.9%**	**2.8%**	**2.4%**
Unknown/Non-response	**14.9%**	**17.4%**	**17.4%**	**17.1%**	**15.8%**
Not surveyed	**1.6%**	**1.5%**	**1.7%**	**1.6%**	**1.7%**
Not qualified with a degree	**18.5%**	**18.4%**	**17.9%**	**17.9%**	**17.7%**

30. The percentage of the cohort who achieved a degree and continued to employment or further study has decreased over the five cohorts, with the 2005-06 cohort having the lowest percentage at 54.9 per cent.

31. There has been an increase in the percentage who achieved a degree and are unemployed, from 4.2 per cent for the 2002-03 cohort to 6.2 per cent for the 2006-07 cohort. This is likely to be a result of the recession, as the biggest increase to this percentage is seen from the 2004-05 cohort (who began to graduate in 2007) to the 2005-06 cohort (who began to graduate in 2008).

32. There is a decrease in the percentage of the cohort that achieved a degree and were unavailable for work or study, decreasing from 3.4 per cent of the 2002-03 cohort to 2.4 per cent of the 2006-07 cohort. This will mostly be a reduction in the percentage of the cohort that take time out to travel once finishing their degree.

Figure 5 Percentage of each starting cohort who achieved a degree and continued to employment or further study



Note: The percentage of the cohort who achieved a degree and continued to employment or further study is calculated to include a proportion of those who gained a degree but whose employment status following graduation is unknown. This is done using the proportion of the population known to be in employment or further study following graduation.

33. Figure 5 displays the percentage of the cohort who achieved a degree and continued to employment or further study[3]. We see a decrease in the percentage from the 2004-05 cohort to 2005-06 cohort, and over the five cohorts there has been a decrease of 0.6 per cent. For the remainder of the report, when looking at the percentage of those who achieved a degree and continued to employment or further study, we will focus on this outcome.

[3] The percentage of the cohort who achieved a degree and continued to employment or further study is calculated to include a proportion of those who gained a degree but whose employment status following graduation is unknown. This is done using the proportion of the population known to be in employment or further study following graduation.

Graduate employment

34. Those students who achieved a degree and then continued to employment or further study have been classified further; those with a graduate job, those with a non-graduate job and those who are in further study. Where a job could not be determined to be a graduate or non-graduate job, these have been marked as unknown. Table 4 shows the percentage of each starting cohort who achieved a degree and their employment classification.

35. Jobs have been coded using the Standard Occupational Classification for the DLHE (SOC(DLHE))[4], and classified[5] as graduate or non-graduate using the responses given to question 12 and question 13 of the DLHE survey[6], as well as any salary information given. For this report, occupations have been classified using 3 consecutive years of DLHE response data, and students have been grouped into graduate or non-graduate occupations using the occupation classification for their year of graduation[7].

Table 4 Employment classification of degree qualifiers in employment or further study as a percentage of the starting cohort

	2002-03	2003-04	2004-05	2005-06	2006-07
Qualified with a degree and:					
Graduate job	**27.4%**	**28.2%**	**28.2%**	**26.3%**	**25.7%**
Studying	**10.6%**	**10.3%**	**10.4%**	**10.9%**	**11.6%**
Non-graduate job	**18.8%**	**16.6%**	**16.4%**	**17.1%**	**18.3%**
Unknown	**0.6%**	**0.6%**	**0.6%**	**0.6%**	**0.7%**
Qualified with a degree and in other employment circumstances	**24.0%**	**26.0%**	**26.5%**	**27.2%**	**26.1%**
Not qualified with a degree	**18.5%**	**18.4%**	**17.9%**	**17.9%**	**17.7%**

36. We see an overall decrease from 2002-03 to 2006-07 in the percentage of the cohort who achieved a degree and continued to a graduate job, but an overall increase in the percentage who achieved a degree and continued to further study, from 10.6 per cent among the 2002-03 starters to 11.6 per cent of the 2006-07 starters.

[4] The current descriptions and guidance notes can be downloaded from the HESA web-site: www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&mnl=11018.

[5] The full method of classification is contained in 'Approaches to measuring employment circumstances of recent graduates' (HEFCE 2011/02), available online at www.hefce.ac.uk/pubs/year/2011/201102/

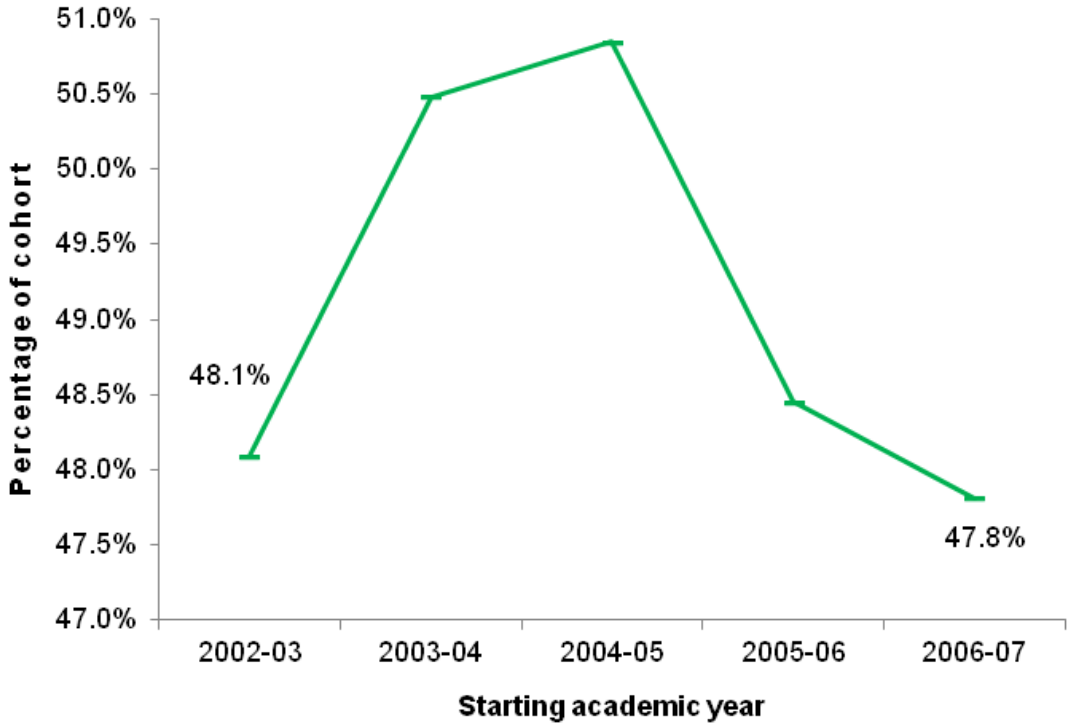
[6] Question 12 of the DLHE survey asks: 'Did you need the qualification you recently obtained to get the job you were doing on [*date*] (the actual qualification not the subject of study)?' Question 13 of the DLHE survey asks: 'As far as you are aware, what was most important to your employer about your qualification?'

[7] A student who graduates in the academic year 2006-07 will have their occupation classified as graduate or non-graduate based on DLHE data from 2004-05 to 2006-07.

37. After an initial decrease, the percentage of the cohort who achieved a degree and continued into a non-graduate job has increased again such that the 2006-07 cohort attains a similar level as the 2002-03 cohort.

38. Figure 6 shows that, after an initial increase, there has been an overall decrease in the percentage of the cohort who achieved a degree and continued to graduate employment or further study[8]. For the remainder of this report, when looking at the percentage of the cohort who achieved a degree and continued to graduate employment or further study, we will consider this outcome.

Figure 6 Percentage of each starting cohort who achieved a degree and continued to graduate employment or further study



Note: The percentage of the cohort who achieved a degree and continued to graduate employment or further study is calculated to include a proportion of those whose job classification is unknown and whose employment circumstance is unknown. This is done using the proportion of the population known to be in graduate employment or further study following graduation.

Variation in outcomes by student, course and institutional characteristics

Characteristics considered

39. Focusing on the 2006-07 starting cohort, we will look at the outcomes of HE for groups with different characteristics, to see if there are differences in the outcomes achieved. The following characteristics will be used to split the cohort into groups.

[8] The percentage of the cohort who achieved a degree and continued to graduate employment or further study is calculated to include a proportion of those whose job classification is unknown and whose employment circumstance is unknown. This is done using the proportion of the population known to be in graduate employment or further study following graduation.

a. Student characteristics:

    i. Participation of local areas (POLAR3) classification of young participation in HE

    ii. Sex

    iii. Ethnicity

    iv. Disability status

    v. School type

    vi. Qualifications on entry

b. Degree subject area

c. Institutional type.

Sector-adjusted average

40. When making comparisons, the difference in performance between characteristic groups could be explained by the student profiles within those groups. Within this report, a sector-adjusted average is used which takes account of the students' entry qualifications, subject area of study, sex and ethnicity to calculate the expected performance outcome (in a statistical sense) for the student profile within each of the characteristic groups i to vi in paragraph 39a.

41. The sector-adjusted averages can tell us about the sort of values that might be expected for the outcome if no factors other than those allowed for were important. Together with the actual performance outcome, we can see if the group has exceeded or fallen short of the expected outcome once these factors are taken into account. There are a variety of reasons why a group may exceed or fall short of the calculated expected outcome, including:

- the student profile not being accurately categorised using the available data (for example, the pre-HE achievement of the student may not be fully captured through their qualification grades and/or level)
- other factors external to the higher education system that impact upon the student groups' performance (for example, the personal or employment circumstances of young and mature students may differ in ways that cannot be captured through a sector-adjusted average)
- variation in the higher education experience for different groups of students.

42. Where the difference between the actual performance outcome and the sector-adjusted average is statistically significant, this will be highlighted. This indicates that there are unexplained factors not taken into consideration which are affecting the performance of these groups.

43. The sector-adjusted averages are generated solely on the basis of the known outcome indicators. Where we have included a proportion of the unknown population to give the actual performance outcome percentage, the sector-adjusted average has been used in the calculation to give a comparable sector-adjusted average.

44. The comparison of the outcome with the sector-adjusted average is shown as a figure in the main report. The associated tables containing the outcomes and sector-adjusted averages can be found in Annex B Outcomes and sector-adjusted averages.

Student characteristics

POLAR3 area classification by young participation in HE

Raw rates

45. POLAR3[9], the area-based measure of young participation rates in HE, is used to classify students into one of five quintiles based on their home postcode prior to commencing their first degree studies. Quintile 1 areas are those where there is low participation in HE by young people, who are therefore less likely to go on to HE than those from a quintile 5 area. Table 5 shows the number of students from the 2006-07 cohort who fall in each participation quintile, along with the percentage of the cohort in each of the four outcome categories.

Table 5 Numbers of starting cohort in each POLAR3 quintile and the percentage of the cohorts achieving each outcome

	Quintile					
	1 (Low)	**2**	**3**	**4**	**5 (High)**	**Unknown**
Starting cohort	19,875	31,545	42,680	54,595	75,855	1,220
Degree-qualified	**77.0%**	**79.5%**	**80.9%**	**83.1%**	**85.3%**	**74.5%**
First or upper second	**45.0%**	**48.7%**	**49.9%**	**54.4%**	**58.6%**	**50.2%**
Degree & employed or studying	**66.7%**	**69.4%**	**70.1%**	**72.0%**	**73.9%**	**64.9%**
Degree & graduate job or study	**41.2%**	**44.3%**	**45.9%**	**48.2%**	**51.8%**	**47.2%**

46. The percentage of the cohort in each quintile who achieved a degree increases from 77.0 per cent for quintile 1 to 85.3 per cent for quintile 5, a difference of 8.3 percentage points. When we look at the degree classification achieved, the gap between quintile 1 and quintile 5 increases; only 45 per cent of those in quintile 1 achieved a first or upper second class degree, while 58.6 per cent of those from quintile 5 areas achieved the same classification.

47. We see the same pattern when we consider the employment circumstances of those who achieved a degree, with the percentage increasing from quintile 1 to quintile 5.

[9] 'POLAR3: Young participation rates in higher education', available online at www.hefce.ac.uk/pubs/year/2012/201226/

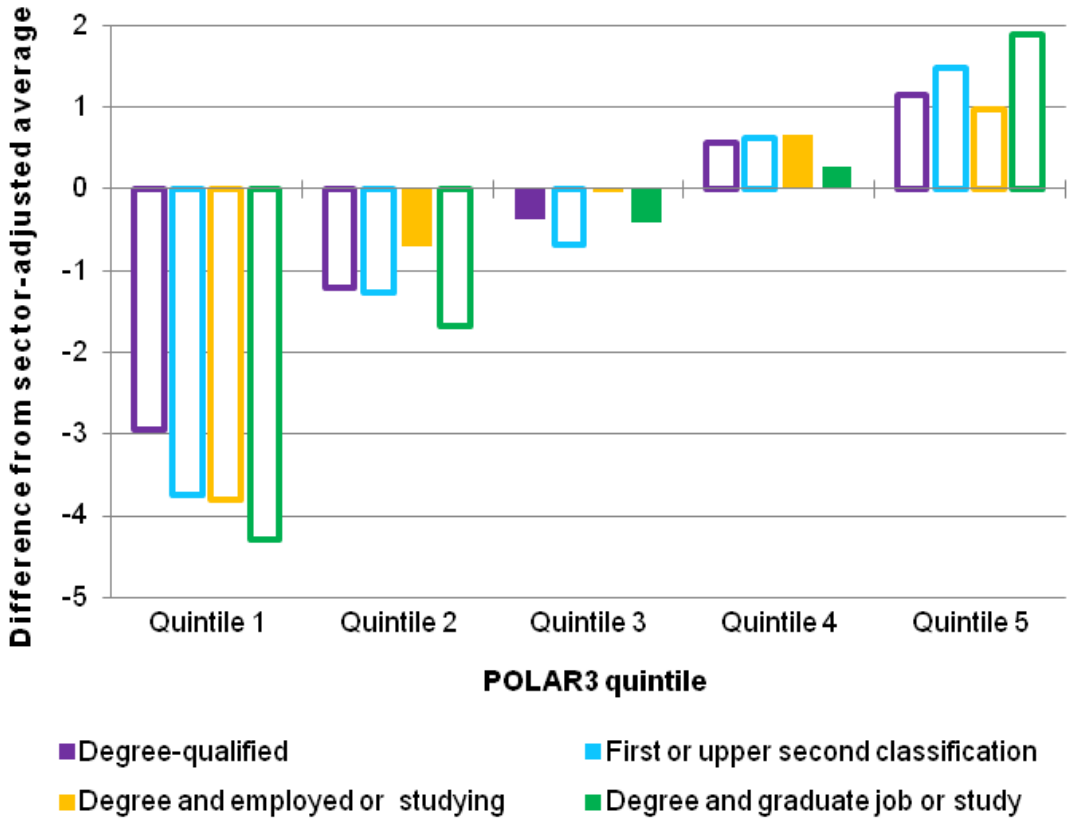
66.7 per cent of those from a quintile 1 area achieved a degree and continued to employment or further study, whereas 73.9 per cent of those from a quintile 5 area achieved the same outcome. The gap widens again when looking at the percentage of the cohort who achieved a degree and continued to graduate employment or further study, increasing from 41.2 per cent for those from a quintile 1 area to 51.8 per cent for those from a quintile 5 area.

48. There is a consistent pattern across all four outcomes, with quintile 1 having the lowest and quintile 5 the highest percentage of the cohort achieving the outcome. The data indicate that those from a quintile 5 area are more likely to achieve these outcomes than those from a quintile 1 area.

Sector-adjusted average

49. The trend seen relative to the sector-adjusted averages is similar, with quintile 5 having a greater percentage of the cohort expected to achieve each outcome. However, we see a smaller difference between the expected percentages for quintiles 1 to 3. Figure 7 shows the difference between the outcome and the sector-adjusted average for each of the five quintiles. Where the bar is filled, this indicates that the difference is not statistically significant.

Figure 7 Percentage point difference of the outcome from the sector-adjusted average for each of the four outcomes, split by POLAR3 quintile



50. We see from Figure 7 that those from quintile 1 areas are significantly below the sector-adjusted average for each outcome, and that the difference from the sector-adjusted average increases with each of the four outcomes being considered. Those

from quintile 2 areas are also significantly below the sector-adjusted averages, except for the percentage of the cohort who achieved a degree and continued to employment or further study, where the difference is not found to be significant.

51. Conversely, those from quintile 5 areas have performed significantly above the sector-adjusted averages, with the greatest difference shown by the percentage of the cohort who achieved a degree and continued to graduate employment or further study.

Sex

Raw rates

52. In recent years, there has been a gap between the number of women and men involved in HE, with women more likely to participate than men. We see in Table 6 that there were 21,135 more female students in the 2006-07 cohort than male students.

53. When we look at degree attainment we see that a greater percentage of the female cohort achieved a degree in the tracking period than of the male cohort. The gap in attainment increases when looking at degree classification, with 57.0 per cent of the female cohort graduating with a first or upper second class degree compared with 48.9 per cent of the male cohort.

54. We also see a large gap between the sexes when we look at the percentage of the cohort who achieved a degree and continued to employment or further study: 75.4 per cent of women, as compared with only 66.6 per cent of men. However, this gap reduces to less than 3 percentage points when we consider the cohort who achieved a degree and continued to graduate employment or further study.

Table 6 Total number of female and male students, and the percentage of the cohorts who achieved each outcome

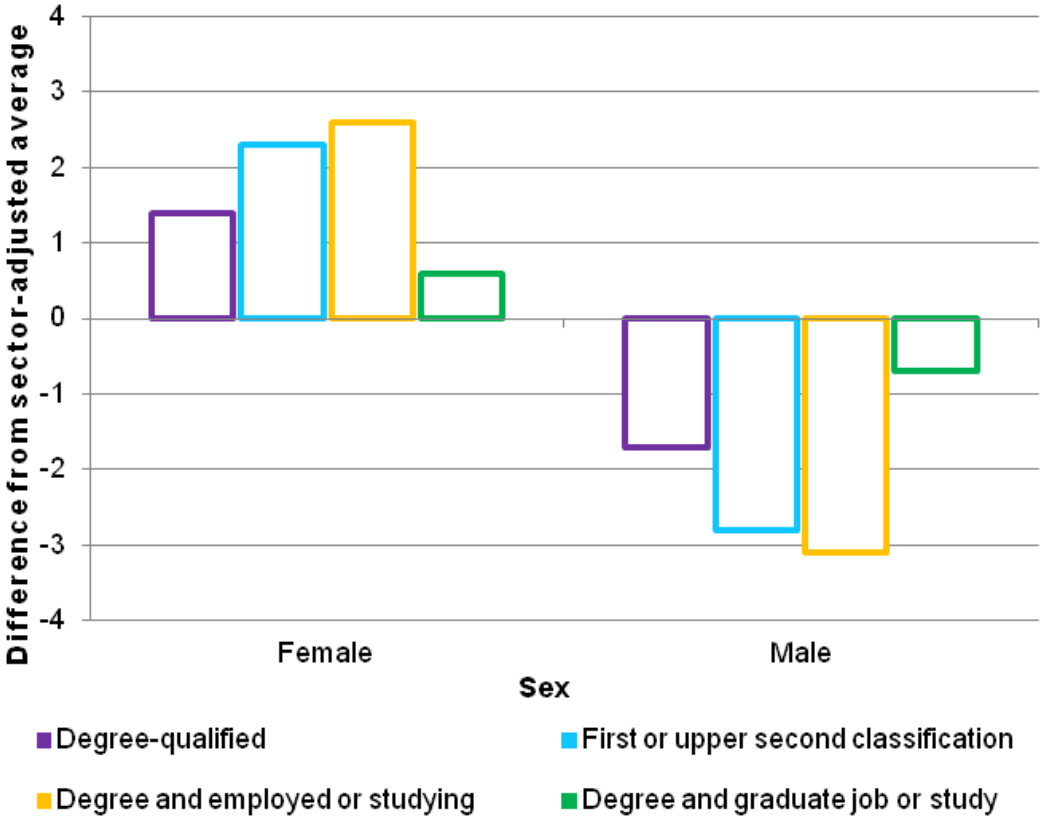
	Women	**Men**
Starting cohort	123,450	102,315
Degree-qualified	**84.9%**	**79.2%**
First or upper second	**57.0%**	**48.9%**
Degree & employed or studying	**75.4%**	**66.6%**
Degree & graduate job or study	**49.0%**	**46.4%**

Sector-adjusted average

55. The sector-adjusted averages also show that women can be expected to perform better than men in each of the four outcomes. Figure 8 displays the differences from the sector-adjusted average in each of the outcomes, split by sex. We see that women have performed significantly above what would be expected for their student profile in each of the four outcomes, whereas men are found to be below the sector-adjusted averages.

56. We see that the difference from the sector-adjusted average is greatest for the percentage of the cohort who achieved a degree and continued to employment or further study. However, the difference from the sector-adjusted average reduces when we look at those who achieved a degree and continued to graduate employment or further study.

Figure 8 Percentage point difference of the outcome from the sector-adjusted average for each of the four outcomes, split by sex



Ethnicity

Raw rates

57. Table 7 displays the number of students within each ethnicity category, and the percentage of these students that achieved each of the four outcomes. After white students, the second largest single ethnicity is Indian students, with 10,325 students identified as Indian in the 2006-07 cohort.

58. No single ethnicity held the highest percentage for all four outcomes. Chinese students had the highest percentage who achieved a degree, 87.2 per cent, but white students had the highest percentage achieving a first or upper second class degree at 56.1 per cent. White students also had the highest percentage of the cohort, 72.8 per cent, to have achieved a degree and continued to employment or further study, but Chinese students had the greatest percentage who gained a degree and continued to graduate employment or further study, 53.2 per cent. However, black students were found to have the lowest percentage to have achieved all four outcomes.

Table 7 Total cohort and percentage of the cohort who achieved each outcome, split by ethnicity

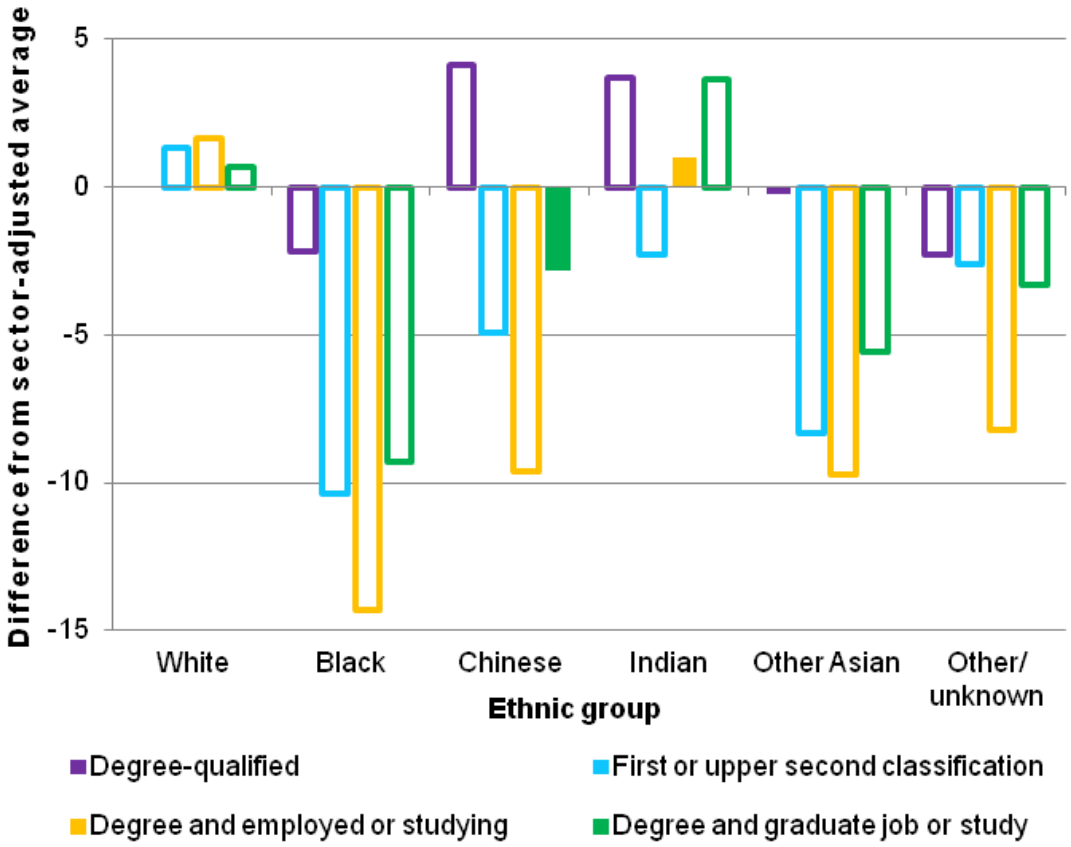
	White	Black	Chinese	Indian	Other Asian	Other / unknown
Starting cohort	181,510	8,465	2,410	10,325	10,835	12,215
Degree-qualified	**83.1%**	**73.8%**	**87.2%**	**84.1%**	**77.7%**	**78.4%**
First or upper second	**56.1%**	**31.3%**	**50.7%**	**45.8%**	**35.9%**	**49.2%**
Degree & employed or studying	**72.8%**	**60.5%**	**68.6%**	**70.3%**	**62.3%**	**65.7%**
Degree & graduate job or study	**48.4%**	**37.7%**	**53.2%**	**51.1%**	**42.6%**	**46.2%**

Sector-adjusted average

59. The sector-adjusted averages show a different pattern of expected outcomes from that seen in the data, based on the student profile within each ethnicity. From Figure 9 we see black students are significantly below the sector-adjusted average for all outcomes, the greatest difference being 14.3 percentage points below the sector-adjusted average for those who achieved a degree and continued to employment or further study.

60. Both Chinese and Indian students have performed significantly above the sector-adjusted average in achieving a degree. However, both of these ethnicities have performed significantly below the sector-adjusted average in terms of the percentage who achieved a first or upper second class degree. When we look at the employment outcomes, we see that Chinese students have performed significantly below the sector-adjusted average in the percentage of the cohort who achieved a degree and continued to employment or further study and also below the sector-adjusted average in the percentage who achieved a degree and continued to graduate employment or further study. This is not the case for Indian students, who performed above or significantly above the sector-adjusted average in these areas.

Figure 9 Percentage point difference of the outcome from the sector-adjusted average for all four outcomes, split by ethnicity



Disability

Raw rates

61. Students have been classified into one of three disability status groups: those in receipt of disabled students allowance, those who identified themselves as having a disability but were not in receipt of disabled students allowance, and those who do not identify as having a disability. We see in Table 8 that there were 6,785 students who were in receipt of disabled students allowance in 2006-07, and a further 9,670 students who identified as having a disability.

Table 8 Total cohort and percentage of the cohort who achieved each outcome, split by disability status

	Disabled students allowance	Declared disability	Not known to be disabled
Starting cohort	6,785	9,670	209,310
Degree-qualified	**82.8%**	**79.5%**	**82.5%**
First or upper second	**50.6%**	**49.5%**	**53.6%**
Degree-qualified and employed or studying	**69.4%**	**67.2%**	**71.7%**
Degree & graduate job or study	**46.8%**	**45.8%**	**47.9%**

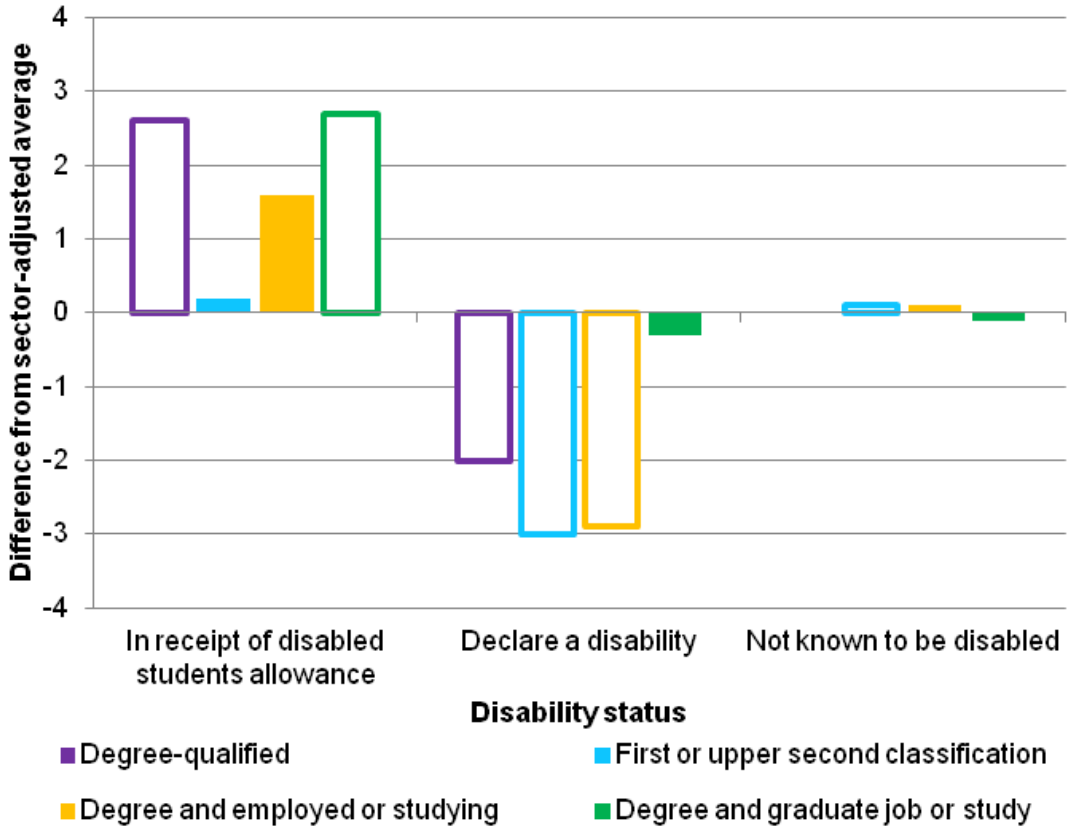
62. We find in Table 8 that a greater percentage of those who are in receipt of disabled students allowance have achieved each of the four outcomes than those who identified as having a disability but were not in receipt of disabled students allowance.

Sector-adjusted average

63. The sector-adjusted averages suggest that a greater percentage of those who identified as having a disability but were not in receipt of disabled students allowance would be expected to have achieved each outcome than those who were in receipt of disabled students allowance.

64. Figure 10 shows that those students in receipt of disabled students allowance performed significantly above the sector-adjusted average for the percentage of the cohort who achieved a degree. The percentage who achieved a degree and continued to graduate employment or further study is also significantly above the sector-adjusted average.

Figure 10 Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by disability status



65. We also see in Figure 10 that those students who identify as having a disability but are not in receipt of disabled students allowance are significantly below the sector-adjusted average for three of the four outcomes.

School type

Raw rates

66. We see in Table 9 that there were 24,360 students in the 2006-07 cohort who attended an independent school prior to starting their first degree studies, and that a greater percentage of students from independent schools achieved each of the four outcomes than of students from state schools.

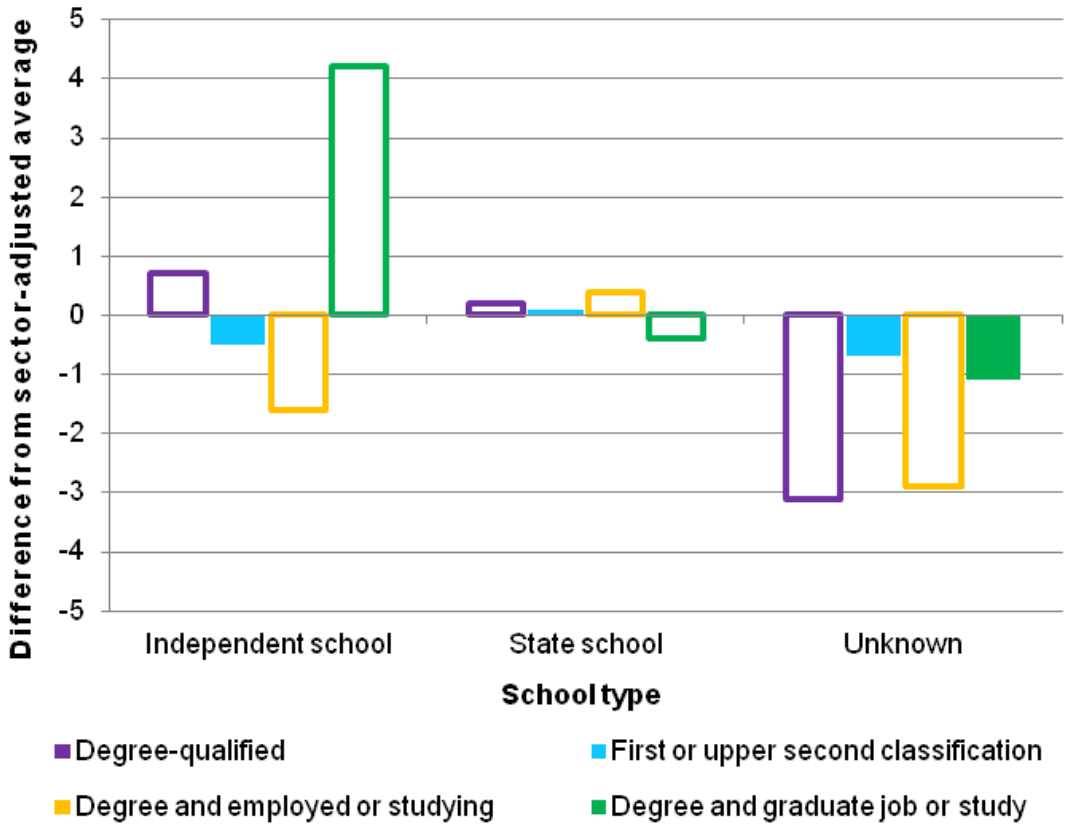
Table 9 Total cohort and percentage of the cohort who achieved each of the four outcomes, split by school type

	Independent school	State school	Unknown
Starting cohort	24,360	184,580	16,830
Degree-qualified	**89.1%**	**82.4%**	**72.3%**
First or upper second	**64.9%**	**52.7%**	**43.2%**
Degree & employed or studying	**76.9%**	**71.5%**	**62.6%**
Degree & graduate job or study	**60.4%**	**46.8%**	**41.1%**

Sector-adjusted average

67. The sector-adjusted averages, like the raw data, show that a greater percentage of students from independent schools can be expected to achieve each of the four outcomes than those from state schools.

Figure 11 Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by school type



68. In Figure 11 we see that the percentage of the cohort who achieved a degree and continued to employment or further study is significantly below the sector-adjusted

average among students from independent schools, but is significantly above the sector-adjusted average among students from state schools. When we then look at the percentage of students who achieved a degree and continued to graduate employment or further study, we see that the percentage from independent schools is significantly above the sector-adjusted average by 4.2 percentage points. However, the percentage of students from state schools is significantly below the sector-adjusted average for the same outcome.

Entry qualifications

Raw rates

69. The entry qualifications of students have been grouped into 10 categories. A-levels, AS-levels and Scottish Highers have been converted into tariff scores and the scores split into 6 tariff point ranges, as seen in Table 10[10]. We see that with an increase in tariff score there is a general increase in the percentage of the cohort who achieved each of the four outcomes and students with over 420 tariff points have the highest percentage to have achieved each of the outcomes.

Table 10 Total cohort and percentage of the cohort who achieved each of the four outcomes, by entry qualification

	Starting cohort	**Degree-qualified**	**First or upper second**	**Degree & employed or studying**	**Degree & graduate job or study**
Up to 160 tariff points	12,260	**66.0%**	**25.9%**	**54.8%**	**30.8%**
161 – 230 tariff points	21,410	**75.1%**	**33.6%**	**63.6%**	**36.5%**
231 – 290 tariff points	30,350	**82.4%**	**47.0%**	**71.1%**	**44.4%**
291 – 350 tariff points	33,870	**87.7%**	**59.6%**	**76.2%**	**51.0%**
351 – 420 tariff points	35,680	**91.6%**	**72.2%**	**80.9%**	**57.9%**
Over 420 tariff points	32,100	**94.4%**	**81.2%**	**83.7%**	**65.5%**
International Baccalaureate	1,325	**89.8%**	**70.7%**	**77.0%**	**60.6%**
Access course, Foundation Degree or other HE credits	9,065	**71.5%**	**38.2%**	**60.0%**	**36.2%**
Vocational Certificate of Education or BTEC	33,600	**74.8%**	**37.9%**	**63.6%**	**38.7%**
Others or unknown	16,105	**69.8%**	**41.2%**	**60.6%**	**39.6%**

[10] The method used for determining the tariff score is the same as that used by HESA to determine entry qualifications as a benchmark factor in performance indicators. More details can be found at: www.hesa.ac.uk/index.php?option=com_content&task=view&id=2377&Itemid=141

70. Students with an International Baccalaureate have the second highest percentage to have achieved a degree and continued to graduate employment or further study, 60.6 per cent. Also, the percentage of students with an International Baccalaureate who achieved each of the other outcomes is greater than for students who enter HE with 291 to 350 A level tariff points.

71. Students entering HE with Access Course, Foundation degree or other HE credit qualifications and those with Vocational Certificate of Education (VCE) or BTEC qualifications, appear to have achieved on a par with those with fewer than 231 A-level tariff points.

Sector-adjusted average

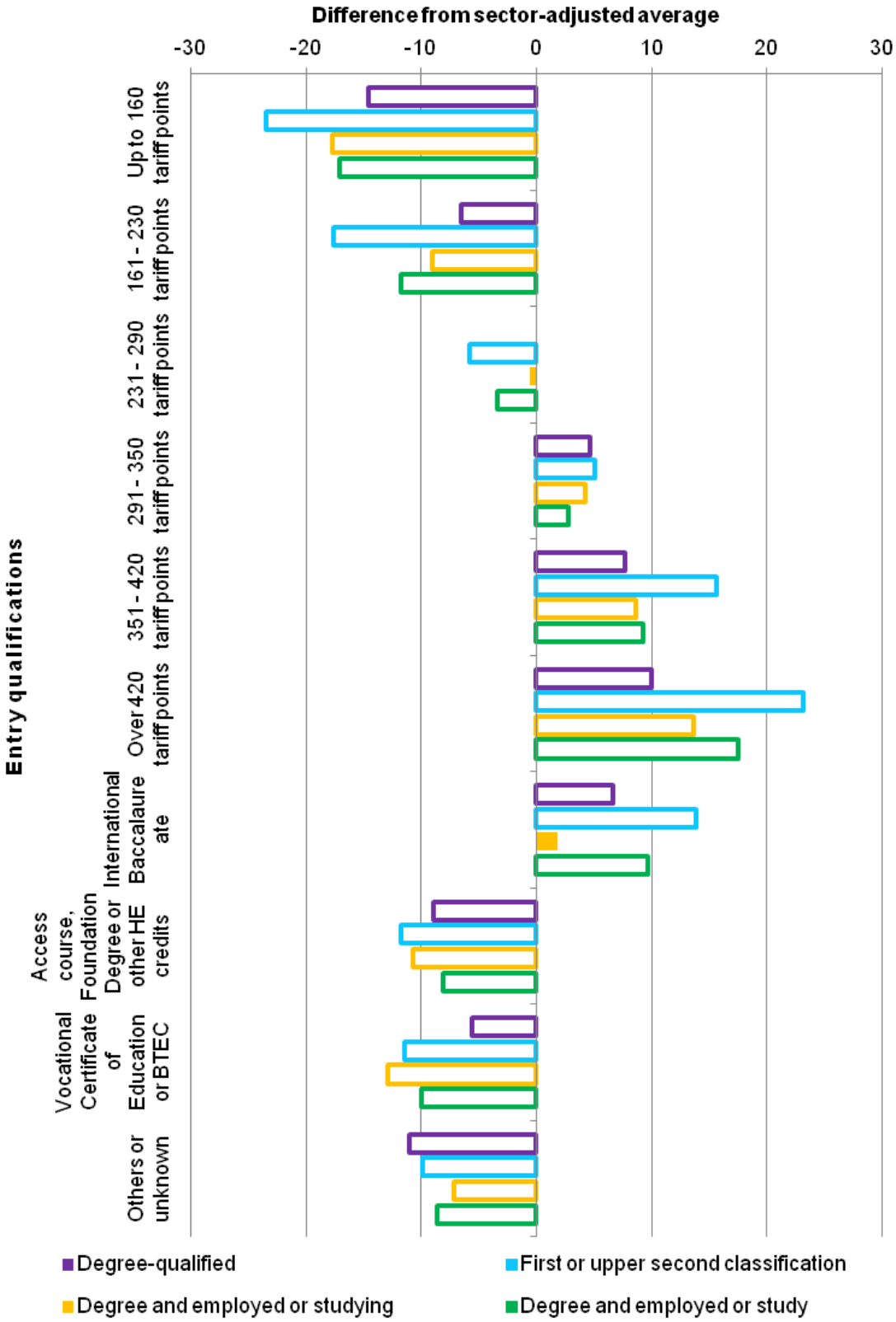
72. The sector-adjusted averages show a similar trend for the percentages of the cohort who achieved a degree and who achieved a first or upper second class degree, although there is a smaller range in the expected percentages across the A-level tariff points range. However, the expected percentages for those who achieved a degree and continued to employment or further study, and for those that achieved a degree and continued to a graduate job or further study, are much more level across the different entry qualifications – except for the International Baccalaureate, which has the highest sector-adjusted average for the student profile.

73. We see in Figure 12 that students in the two lowest A-level tariff groupings have performed significantly below the sector-adjusted average for all four outcomes, as have students with access course, Foundation Degree or other HE credits, and those with VCE or BTEC qualifications.

74. Students in the top three A-level tariff point groupings have performed significantly above the sector-adjusted averages for all four outcomes, with the difference from the sector-adjusted average increasing with a higher level of tariff points.

75. Students with the International Baccalaureate have performed significantly above the sector-adjusted average in terms of the percentages who achieved a degree and who achieve a first or upper second class degree. They also perform significantly above the sector-adjusted average in terms of the percentage who achieved a degree and continued to graduate employment or further study.

Figure 12 Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by entry qualification



Degree subject area

Raw rates

76. The Joint Academic Coding System (JACS)[11] is used for subjects offered at HEIs in the UK. We have used these codes to categorise subjects into 17 main subject areas, and students have been categorised by the course subjects[12] they started in 2006-07.

77. In Table 11 we see that historical and philosophical studies and languages have the greatest percentage of students who achieved a degree, and also the greatest percentage who achieved a first or upper second class degree, whereas computer science has the lowest percentage of students achieving the same two outcomes.

Table 11 Total cohort studying each subject and percentage of the cohort studying each subject who achieved each of the four outcomes

	Starting cohort	**Degree-qualified**	**First or upper second**	**Degree & employed or studying**	**Degree & graduate job or study**
Agriculture and related subjects	1,505	**79.8%**	**47.2%**	**69.6%**	**45.3%**
Architecture, building and planning	5,140	**77.7%**	**47.7%**	**66.0%**	**50.6%**
Biological sciences	26,990	**83.1%**	**52.4%**	**72.6%**	**41.9%**
Business and administrative studies	27,185	**80.6%**	**49.5%**	**69.0%**	**46.5%**
Combined	990	**71.6%**	**41.6%**	**64.2%**	**37.2%**
Computer science	10,270	**70.5%**	**39.9%**	**58.0%**	**43.9%**
Creative arts and design	27,335	**81.6%**	**53.5%**	**69.2%**	**38.8%**

[11] JACS is owned and maintained by UCAS and HESA. More details can be found here: www.hesa.ac.uk/content/view/1776/649/

[12] As some students study joint or multiple subject degree courses, the full person equivalent totals have been used for the cohort numbers studying each subject. For example, a student studying Mathematics would count as 1 towards Mathematical sciences, whereas a student studying Mathematics and Economics would count as 0.5 towards Mathematical sciences and 0.5 towards Social studies. Students studying courses deemed to be truly interdisciplinary come under the subject code Combined.

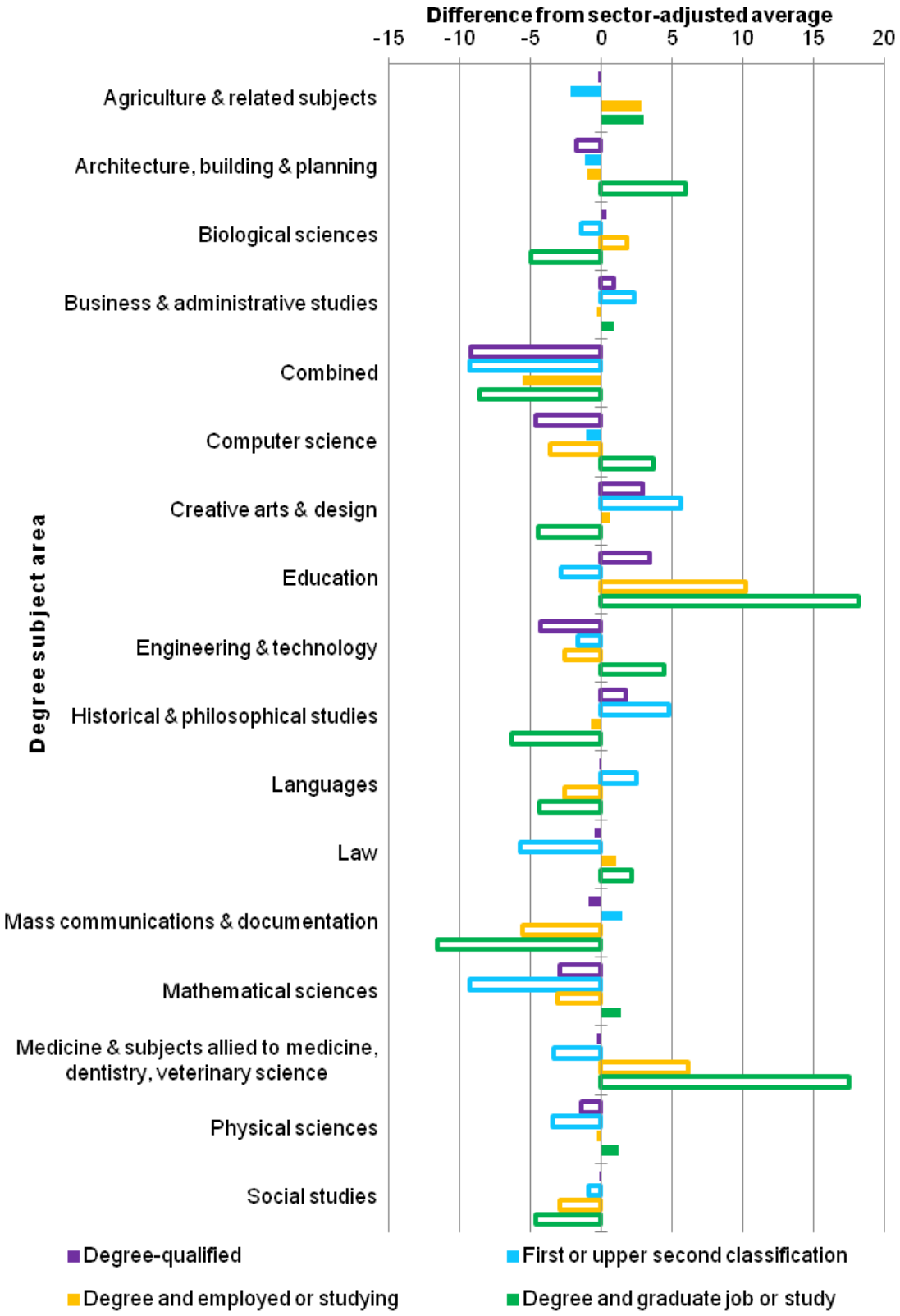
	Starting cohort	**Degree-qualified**	**First or upper second**	**Degree & employed or studying**	**Degree & graduate job or study**
Education	9,425	**84.4%**	**46.6%**	**78.8%**	**61.0%**
Engineering and technology	11,270	**75.5%**	**48.2%**	**63.7%**	**50.3%**
Historical and philosophical studies	13,380	**88.5%**	**67.6%**	**76.2%**	**47.3%**
Languages	18,165	**87.5%**	**66.9%**	**76.5%**	**50.4%**
Law	11,905	**85.0%**	**51.5%**	**76.6%**	**54.4%**
Mass communications and documentation	8,595	**79.4%**	**50.4%**	**64.8%**	**33.4%**
Mathematical sciences	5,350	**85.8%**	**56.9%**	**73.3%**	**58.5%**
Medicine and subjects allied to medicine, dentistry, veterinary science	13,875	**83.8%**	**51.7%**	**78.3%**	**66.1%**
Physical sciences	12,350	**83.3%**	**54.8%**	**71.2%**	**50.8%**
Social studies	22,035	**83.9%**	**54.6%**	**72.1%**	**46.4%**

78. Education and medicine and subjects allied to medicine, dentistry and veterinary science have the greatest percentage of students who achieved a degree and continued to employment or further study, as well as the greatest percentage who achieved a degree and continued to graduate employment or further study. We see that computer science has the lowest percentage of the cohort who achieved a degree and continued to employment or further study, but mass communications and documentation have the lowest percentage who achieved a degree and continued to graduate employment or further study.

Sector-adjusted average

79. The calculated sector-adjusted averages would suggest that mathematical science, languages and historical and philosophical studies would have the greatest percentage to have achieve all four outcomes, and that computer science will have the lowest percentage for all four outcomes.

Figure 13 Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by degree subject



80. Figure 13 shows that those studying mathematical science are significantly below the sector-adjusted average in terms of the percentages who achieved a degree,

achieved a first or upper second class degree, and achieved a degree and continued to employment or further study. However, historical and philosophical studies are significantly above the sector-adjusted average in terms of the percentages who achieved a degree and who achieved a first or upper second class degree, but significantly below the sector-adjusted average for the percentage who achieved a degree and continued to graduate employment or further study.

81. We see that education and medicine and subjects allied to medicine, dentistry and veterinary science are significantly above the sector-adjusted average in terms of the percentage who achieved a degree and continued to employment or further study, and for the percentage who achieved a degree and continued to graduate employment or further study. Of all degree subjects, mass communications and documentation have the greatest significant percentage point difference below the sector-adjusted average in terms of the percentage who achieved a degree and continued to graduate employment or further study.

Institutional type

Raw rates

82. English HEIs have been grouped using the average tariff score of their UK-domiciled undergraduate entrants under 21 in the 2011-12 academic year. Specialist institutions (where at least 60 per cent of provision is concentrated in one or two subjects) were initially identified, and the remaining institutions were ranked by average tariff score, then grouped into thirds. Institutions in the top third are in the high average tariff score group and those in the bottom third are in the low average tariff score group. Non-HEFCE-funded HEIs include the University of Buckingham, HEIs in the UK outside England and any institutions with no students in the population for 2011-12. Table 12 shows that HEIs with a high average tariff point have the largest cohort and specialist institutions have the smallest cohort.

83. We see from Table 12 that HEIs with high average tariff scores have the greatest percentage of the cohort to have achieved each of the outcomes, and that HEIs with low average tariff scores have the lowest percentage of the cohort to have achieved each of the outcomes. Specialist HEIs and non-HEFCE-funded HEIs mostly do better than HEIs with medium average tariff scores.

Table 12 Total cohort and percentage of the cohort who achieved each of the four outcomes, by institutional type

	Specialist HEI	HEIs with high average tariff scores	HEIs with medium average tariff scores	HEIs with low average tariff scores	Non-HEFCE-funded
Starting cohort	9,195	72,055	63,600	43,810	37,105
Degree-qualified	**85.0%**	**91.2%**	**79.7%**	**74.6%**	**78.1%**
First or upper second	**53.8%**	**70.6%**	**46.7%**	**38.6%**	**48.5%**
Degree & employed or studying	**73.4%**	**79.4%**	**68.9%**	**63.1%**	**69.3%**
Degree & graduate job or study	**47.2%**	**60.2%**	**43.0%**	**37.0%**	**44.4%**

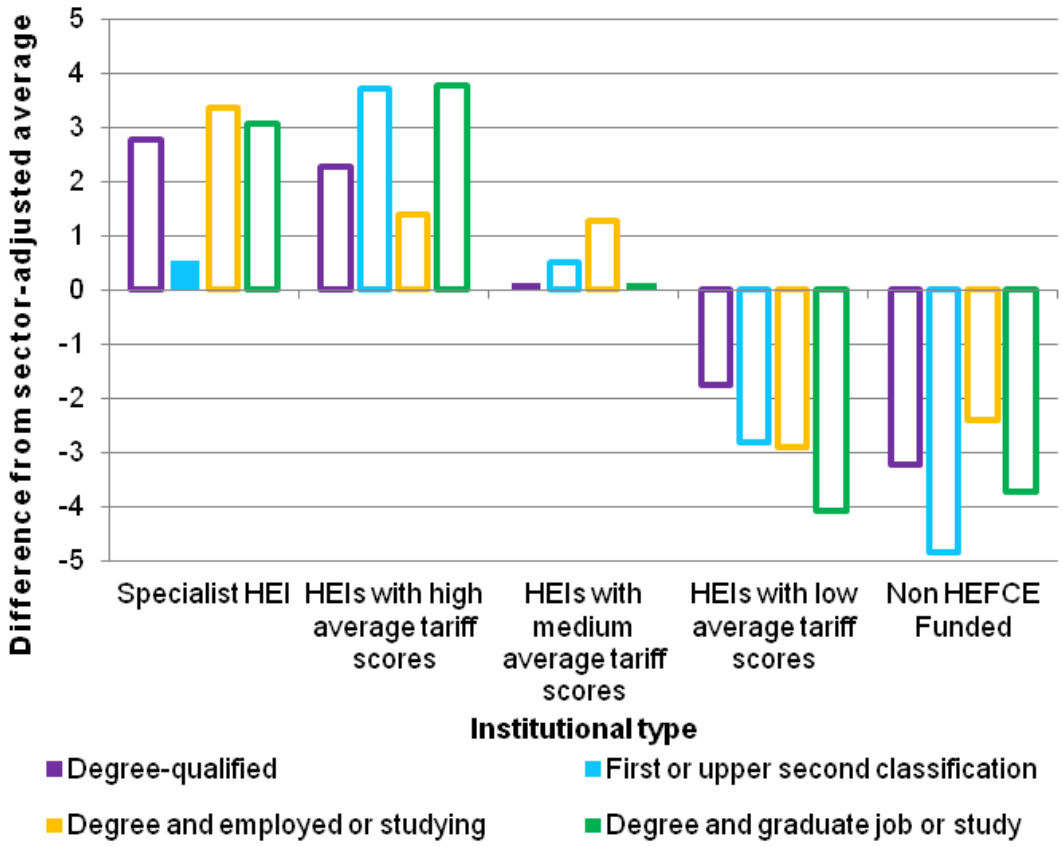
Sector-adjusted average

84. We see the same pattern with the sector-adjusted average as in the data; HEIs with high average tariff scores can be expected to have the greatest percentage of students who achieve each outcome and HEIs with low average tariff scores are expected to have the smallest percentage achieving each outcome.

85. We see from Figure 14 that non-HEFCE-funded HEIs and HEIs with low average tariff scores are significantly below the sector-adjusted average in terms of all four outcomes. HEIs with high average tariff scores, however, are significantly above the sector-adjusted average for all four outcomes.

86. Specialist HEIs are significantly above the sector-adjusted average for all outcomes except the percentage of the cohort who achieved a first or upper second class degree.

Figure 14 Percentage point difference of the outcome from the sector-adjusted average for the four outcomes, by institutional type



Annex A Exclusions to cohort

1. Table 1 shows the number of students excluded from the total cohort for the reasons given, in the order the exclusions were applied.

2. The repeated students removed from the 2004-05, 2005-06 and 2006-07 cohorts have already been picked up and tracked through the 2002-03, 2003-04 or 2004-05 cohorts. They have been removed from the later cohorts so they are not counted twice towards outcome figures.

3. The repeated students are picked up in more than one cohort because they have left their original course then spent at least one year with no record of being in higher education. These students were under 21 years of age when they started their next course, having started the first course aged 18 or younger. This meant that they were not removed under the other exclusions.

Table A1 Exclusions to the starting cohort for each academic year

	Start year				
	2002-03	**2003-04**	**2004-05**	**2005-06**	**2006-07**
Total cohort	**365,535**	**376,245**	**381,375**	**400,425**	**390,515**
Degree-level study in previous year	22,875	23,410	22,335	21,840	21,170
Not starting in first year	28,870	30,810	31,665	30,525	31,470
Unusual planned course length	28,810	26,985	25,775	24,550	24,880
Quick qualification	950	1,225	1,530	2,055	1,150
Non-home student	28,760	32,340	34,905	37,100	39,775
Previous higher education qualification	2,435	3,360	3,615	4,220	3,955
Mature student	41,870	43,150	42,235	43,185	41,325
Cohort	**210,975**	**214,960**	**219,320**	**236,945**	**226,785**
Repeated students			1,040	1,110	1,020
Final cohort	**210,975**	**214,960**	**218,275**	**235,835**	**225,765**

Annex B Outcomes and sector-adjusted averages

1. The tables in this Annex contain the percentage of the cohort who achieved each of the outcomes, the sector-adjusted average for the outcome and the percentage point difference between the two. Where the cell is highlighted the difference was found to be significant.

Table B13 Outcomes and sector-adjusted averages for the 2006-07 cohort split by POLAR3 quintile groups

	Quintile					
	1	**2**	**3**	**4**	**5**	**Unknown**
Degree-qualified	**77.0%**	**79.5%**	**80.9%**	**83.1%**	**85.3%**	**74.5%**
Sector-adjusted average	79.9%	80.7%	81.2%	82.6%	84.2%	78.3%
Difference	*-2.9%*	*-1.2%*	*-0.4%*	*0.6%*	*1.1%*	*-3.8%*
First or upper second	**45.0%**	**48.7%**	**49.9%**	**54.4%**	**58.6%**	**50.2%**
Sector-adjusted average	48.7%	50.0%	50.6%	53.8%	57.1%	50.9%
Difference	*-3.8%*	*-1.3%*	*-0.7%*	*0.6%*	*1.5%*	*-0.7%*
Degree & employed or studying	**66.7%**	**69.4%**	**70.1%**	**72.0%**	**73.9%**	**64.9%**
Sector-adjusted average	70.5%	70.1%	70.1%	71.3%	72.9%	76.4%
Difference	*-3.8%*	*-0.7%*	*0.0%*	*0.7%*	*1.0%*	*-11.5%*
Degree & graduate job or study	**41.2%**	**44.3%**	**45.9%**	**48.2%**	**51.8%**	**47.2%**
Sector-adjusted average	45.5%	46.0%	46.3%	47.9%	49.9%	53.2%
Difference	*-4.3%*	*-1.7%*	*-0.4%*	*0.3%*	*1.9%*	*-5.9%*

Table B14 Outcomes and sector-adjusted averages for the 2006-07 cohort split by sex

	Female	Male
Degree-qualified	**84.9%**	**79.2%**
Sector-adjusted average	83.6%	80.9%
Difference	*1.4%*	*-1.7%*
First or upper second	**57.0%**	**48.9%**
Sector-adjusted average	54.6%	51.8%
Difference	*2.3%*	*-2.8%*
Degree & employed or studying	**75.4%**	**66.6%**
Sector-adjusted average	72.8%	69.7%
Difference	*2.6%*	*-3.1%*
Degree & graduate job or study	**49.0%**	**46.4%**
Sector-adjusted average	48.4%	47.1%
Difference	*0.6%*	*-0.7%*

Table B15 Outcomes and sector-adjusted averages for the 2006-07 cohort split by ethnicity

	White	Black	Chinese	Indian	Other Asian	Other (inc mixed and unknown)
Degree-qualified	**83.1%**	**73.8%**	**87.2%**	**84.1%**	**77.7%**	**78.4%**
Sector-adjusted average	83.1%	76.0%	83.1%	80.5%	77.9%	80.7%
Difference	*0.0%*	*-2.2%*	*4.1%*	*3.7%*	*-0.3%*	*-2.3%*
First or upper second	**56.1%**	**31.3%**	**50.7%**	**45.8%**	**35.9%**	**49.2%**
Sector-adjusted average	54.8%	41.7%	55.7%	48.1%	44.2%	51.8%
Difference	*1.4%*	*-10.4%*	*-4.9%*	*-2.3%*	*-8.3%*	*-2.6%*
Degree & employed or studying	**72.8%**	**60.5%**	**68.6%**	**70.3%**	**62.3%**	**65.7%**
Sector-adjusted average	71.2%	74.8%	78.2%	69.3%	72.1%	73.9%
Difference	*1.7%*	*-14.3%*	*-9.6%*	*1.0%*	*-9.7%*	*-8.2%*
Degree & graduate job or study	**48.4%**	**37.7%**	**53.2%**	**51.1%**	**42.6%**	**46.2%**
Sector-adjusted average	47.7%	47.0%	56.0%	47.4%	48.2%	49.5%
Difference	*0.7%*	*-9.3%*	*-2.8%*	*3.6%*	*-5.6%*	*-3.3%*

Table B16 Outcomes and sector-adjusted averages for the 2006-07 cohort split by disability status

	Disability allowance	Disabled	Not disabled
Degree-qualified	**82.8%**	**79.5%**	**82.5%**
Sector-adjusted average	80.2%	81.6%	82.4%
Difference	*2.6%*	*-2.0%*	*0.0%*
First or upper second	**50.6%**	**49.5%**	**53.6%**
Sector-adjusted average	50.4%	52.5%	53.5%
Difference	*0.2%*	*-3.0%*	*0.1%*
Degree & employed or studying	**69.4%**	**67.2%**	**71.7%**
Sector-adjusted average	67.8%	70.2%	71.6%
Difference	*1.6%*	*-2.9%*	*0.1%*
Degree & graduate job or study	**46.8%**	**45.8%**	**47.9%**
Sector-adjusted average	44.0%	46.1%	48.0%
Difference	*2.7%*	*-0.3%*	*-0.1%*

Table B17 Outcomes and sector-adjusted averages for the 2006-07 cohort split by school type

	Independent school	State school	Unknown
Degree-qualified	**89.1%**	**82.4%**	**72.3%**
Sector-adjusted average	88.3%	82.2%	75.3%
Difference	*0.7%*	*0.2%*	*-3.1%*
First or upper second	**64.9%**	**52.7%**	**43.2%**
Sector-adjusted average	65.4%	52.6%	43.9%
Difference	*-0.5%*	*0.1%*	*-0.7%*
Degree & employed or studying	**76.9%**	**71.5%**	**62.6%**
Sector-adjusted average	78.5%	71.0%	65.5%
Difference	*-1.6%*	*0.4%*	*-2.9%*
Degree & graduate job or study	**60.4%**	**46.8%**	**41.1%**
Sector-adjusted average	56.2%	47.2%	42.2%
Difference	*4.2%*	*-0.4%*	*-1.1%*

Table B18 Outcomes and sector-adjusted averages for the 2006-07 cohort split by entry qualification

	Up to 160 tariff points	161 to 230 tariff points	231 to 290 tariff points	291 to 350 tariff points	351 to 420 tariff points	Over 420 tariff points	International Baccalaureate	Access course, Foundation Degree or other HE credits	Vocational Certificate of Education or BTEC	Others or unknown
Degree-qualified	**66.0%**	**75.1%**	**82.4%**	**87.7%**	**91.6%**	**94.4%**	**89.8%**	**71.5%**	**74.8%**	**69.8%**
Sector-adjusted average	80.6%	81.6%	82.3%	83.1%	83.9%	84.4%	83.2%	80.4%	80.4%	80.7%
Difference	*-14.6%*	*-6.5%*	*0.0%*	*4.7%*	*7.7%*	*10.0%*	*6.6%*	*-8.9%*	*-5.6%*	*-11.0%*
First or upper second	**25.9%**	**33.6%**	**47.0%**	**59.6%**	**72.2%**	**81.2%**	**70.7%**	**38.2%**	**37.9%**	**41.2%**
Sector-adjusted average	49.4%	51.2%	52.8%	54.5%	56.6%	58.0%	56.9%	49.9%	49.3%	51.1%
Difference	*-23.5%*	*-17.6%*	*-5.8%*	*5.1%*	*15.6%*	*23.1%*	*13.8%*	*-11.7%*	*-11.4%*	*-9.9%*
Degree & employed or studying	**54.8%**	**63.6%**	**71.1%**	**76.2%**	**80.9%**	**83.7%**	**77.0%**	**60.0%**	**63.6%**	**60.6%**
Sector-adjusted average	72.6%	72.6%	71.7%	72.0%	72.2%	70.1%	75.2%	70.7%	70.8%	73.5%
Difference	*-17.7%*	*-9.0%*	*-0.6%*	*4.2%*	*8.6%*	*13.6%*	*1.8%*	*-10.7%*	*-7.2%*	*-12.9%*
Degree & graduate job or study	**30.8%**	**36.5%**	**44.4%**	**51.0%**	**57.9%**	**65.5%**	**60.6%**	**36.2%**	**38.7%**	**39.6%**
Sector-adjusted average	47.9%	48.3%	47.8%	48.2%	48.6%	48.1%	50.9%	44.3%	47.3%	49.5%
Difference	*-17.1%*	*-11.8%*	*-3.4%*	*2.8%*	*9.3%*	*17.5%*	*9.7%*	*-8.1%*	*-8.6%*	*-10.0%*

Table B19 Outcomes and sector-adjusted averages for the 2006-07 cohort split by degree subject

	Degree-qualified	Sector-adjusted average	*Difference*	**First or upper second**	Sector-adjusted average	*Difference*	**Degree & employed or studying**	Sector-adjusted average	*Difference*	**Degree & graduate job or study**	Sector -adjusted average	*Difference*
Agriculture and related subjects	**79.8%**	80.0%	*-0.2%*	**47.2%**	49.4%	*-2.2%*	**69.6%**	66.7%	*2.9%*	**45.3%**	42.3%	*3.0%*
Architecture, building and planning	**77.7%**	79.5%	*-1.8%*	**47.7%**	48.9%	*-1.1%*	**66.0%**	67.0%	*-1.0%*	**50.6%**	44.6%	*6.0%*
Biological sciences	**83.1%**	82.7%	*0.4%*	**52.4%**	53.8%	*-1.4%*	**72.6%**	70.8%	*1.8%*	**41.9%**	46.8%	*-4.9%*
Business and administrative studies	**80.6%**	79.8%	*0.9%*	**49.5%**	47.2%	*2.3%*	**69.0%**	69.3%	*-0.3%*	**46.5%**	45.6%	*0.9%*
Combined	**71.6%**	80.8%	*-9.2%*	**41.6%**	50.9%	*-9.3%*	**64.2%**	69.8%	*-5.6%*	**37.2%**	45.9%	*-8.7%*
Computer science	**70.5%**	75.1%	*-4.6%*	**39.9%**	41.0%	*-1.1%*	**58.0%**	61.6%	*-3.6%*	**43.9%**	40.3%	*3.7%*
Creative arts and design	**81.6%**	78.6%	*2.9%*	**53.5%**	47.9%	*5.6%*	**69.2%**	68.5%	*0.6%*	**38.8%**	43.3%	*-4.5%*
Education	**84.4%**	80.9%	*3.5%*	**46.6%**	49.4%	*-2.8%*	**78.8%**	68.6%	*10.2%*	**61.0%**	42.8%	*18.25*
Engineering and technology	**75.5%**	79.8%	*-4.3%*	**48.2%**	49.8%	*-1.7%*	**63.7%**	66.2%	*-2.6%*	**50.3%**	45.8%	*4.4%*

	Degree-qualified	Sector-adjusted average	*Difference*	**First or upper second**	Sector-adjusted average	*Difference*	**Degree & employed or studying**	Sector-adjusted average	*Difference*	**Degree & graduate job or study**	Sector -adjusted average	*Difference*
Historical and philosophical studies	**88.5%**	86.8%	*1.7%*	**67.6%**	62.8%	*4.8%*	**76.2%**	76.9%	*-0.7%*	**47.3%**	53.6%	*-6.3%*
Languages	**87.5%**	87.6%	*-0.2%*	**66.9%**	64.3%	*2.5%*	**76.5%**	79.1%	*-2.6%*	**50.4%**	54.7%	*-4.4%*
Law	**85.0%**	85.4%	*-0.5%*	**51.5%**	57.3%	*-5.7%*	**76.6%**	75.5%	*1.0%*	**54.4%**	52.2%	*2.2%*
Mass communications and documentation	**79.4%**	80.3%	*-0.9%*	**50.4%**	48.9%	*1.5%*	**64.8%**	70.4%	*-5.6%*	**33.4%**	45.1%	*-11.6%*
Mathematical sciences	**85.8%**	88.7%	*-3.0%*	**56.9%**	66.2%	*-9.3%*	**73.3%**	76.4%	*-3.1%*	**58.5%**	57.0%	*1.4%*
Medicine and subjects allied to Medicine, dentistry, and veterinary sciences	**83.8%**	84.1%	*-0.3%*	**51.7%**	55.0%	*-3.3%*	**78.3%**	72.1%	*6.2%*	**66.1%**	48.6%	*17.5%*
Physical sciences	**83.3%**	84.7%	*-1.4%*	**54.8%**	58.2%	*-3.4%*	**71.2%**	71.4%	*-0.3%*	**50.8%**	49.6%	*1.2%*
Social studies	**83.9%**	84.0%	*-0.1%*	**54.6%**	55.5%	*-0.9%*	**72.1%**	75.0%	*-2.9%*	**46.4%**	51.0%	*-4.6%*

Table B20 Outcomes and sector-adjusted averages for the 2006-07 cohort split by institution type

	Specialist HEI	HEIs with high average tariffs	HEIs with medium average tariffs	HEIs with low average tariffs	Non-HEFCE-funded
Degree-qualified	**85.0%**	**91.2%**	**79.7%**	**74.6%**	**78.1%**
Sector-adjusted average	82.3%	88.9%	79.6%	76.3%	81.3%
Difference	*2.8%*	*2.3%*	*0.1%*	*-1.8%*	*-3.2%*
First or upper second	**53.8%**	**70.6%**	**46.7%**	**38.6%**	**48.5%**
Sector-adjusted average	53.2%	66.9%	46.2%	41.4%	53.3%
Difference	*0.5%*	*3.7%*	*0.5%*	*-2.8%*	*-4.9%*
Degree & employed or studying	**73.4%**	**79.4%**	**68.9%**	**63.1%**	**69.3%**
Sector-adjusted average	70.1%	78.1%	67.6%	66.0%	71.7%
Difference	*3.4%*	*1.4%*	*1.3%*	*-2.9%*	*-2.4%*
Degree & graduate job or study	**47.2%**	**60.2%**	**43.0%**	**37.0%**	**44.4%**
Sector-adjusted average	44.1%	56.5%	42.9%	41.1%	48.1%
Difference	*3.1%*	*3.8%*	*0.1%*	*-4.1%*	*-3.7%*