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Issues paper

This report is for information only

This report describes the attributes and progression to higher education of students who have undertaken BTEC courses at further education level.

Pathways to higher education

BTEC courses

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Pathways to higher education: BTEC courses

To	Heds of publicly funded higher education institutions in the UK Heds of publicly funded further education colleges in the UK
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Enquiries to	Mark Gittoes tel 0117 931 7052 e-mail m.gittoes@hefce.ac.uk

Executive summary

Purpose

1. To describe the attributes and progression to higher education (HE) of students who have undertaken BTEC courses at further education (FE) level.

Key points

2. Since their development in the 1970s and 1980s, BTEC programmes have become valued and respected qualifications that remain a popular option within further education. In recent years there has been a steady growth in the number of students starting on BTEC courses. More than 180,000 students started an FE-level BTEC course in 2005-06, equating to a 131 per cent increase over the four years from 2002-03 to 2005-06.
3. We have taken the cohort of students who started a Level 3 BTEC course in 2002-03. This was the most recent and relevant cohort for which we were able to describe patterns of progression into higher education.¹ Of these 61,684 students, 98 per cent were registered at a further education college and 76 per cent started on a BTEC National Diploma.
4. We found that a 'typical' BTEC student is aged 16-19; this age group accounts for 81 per cent of the population of BTEC starters. In addition, the proportion of male BTEC students is higher than that of female students, particularly in the case of BTEC National Certificate programmes where 72 per cent of students are male.
5. While 29 per cent of BTEC students study just for their BTEC qualification, 10 per cent also study concurrently for A-level qualifications. Of the other qualifications studied concurrently with a BTEC programme, the most popular is a key skills qualification, which

¹ See 'Defining the cohorts for analysis' (paragraphs 29 to 36) for further discussion of our cohort selection.

45 per cent of BTEC students also undertake. Only 7 per cent of students are still actively studying a concurrent qualification by the end of their BTEC course.

6. Of the cohort of students looked at for this study, 56 per cent qualified from their BTEC course, and the majority (88 per cent) did so in the 2003-04 academic year. In addition, 83 per cent of those qualifying from a BTEC course continued with some formal study, with 41 per cent on degree or other undergraduate programmes. Around a quarter of students who started a BTEC National Diploma in 2002-03 had progressed into higher education by the end of the 2004-05 academic year.

7. Typically, progression from BTEC courses to higher education involves a move from a further education college to a higher education institution (HEI). Though BTEC students tend to choose an HEI near to their home, this does not mean that students on the same BTEC course programme go on to the same HEI. The average BTEC National Diploma group will have students going to about 17 different institutions to study at HE level.

8. Of those qualifying students who go on to higher education from BTEC courses, most go on to full-time courses. Although they study a wide range of subjects at HE level, half of them study in the same subject area as they did for their BTEC, with 'creative arts and design' being the most popular.

Action required

9. No action is required in response to this document.

Introduction

10. This is the second of a series of reports providing information on pathways into higher education (HE); the first was 'Pathways to higher education: access courses' (HEFCE 2006/16). The series describes the alternatives to the historically 'standard' pathway of progression from school or college at age 18 or 19, having acquired A-level qualifications, to the first year of an undergraduate programme of study.

11. This report describes the attributes and progression to higher education of students who have undertaken BTEC qualifications studied at the level prior to HE (Level 3): BTEC National qualifications. Within the context of this report, the term BTEC refers to this selection of BTEC qualifications.

12. The introduction of the General Certificate of Education (GCE) in 1951 encouraged the development of both academic and vocational qualifications. In 1973, the creation of the Technician Education Council (TEC) unified the area of vocational education for the first time. With a small number of exceptions, the TEC assumed responsibilities for vocational qualifications from the individual professional bodies that had held them previously. The TEC developed existing qualifications and created Ordinary National Certificates and Diplomas (ONC/Ds) and Higher National Certificates and Diplomas (HNC/Ds).

13. The Business Education Council (BEC) took responsibility for a variety of vocational qualifications in 1976, including ONC/Ds and HNC/Ds. The BEC was established in 1974 with the objective of improving vocational education below degree level in terms of its relevance and rationale.

14. In 1984, the Business & Technology Education Council (BTEC) was formed from the merger of BEC and TEC. As a result, ONC/Ds and HNC/Ds were now BTEC qualifications. In 1996, BTEC merged with London Examinations to form Edexcel, which continues to offer and develop a range of BTEC qualifications. In particular, BTEC National and BTEC Higher National qualifications are still widely studied and recognised today.

15. By 2013, a total of 14 new Diploma qualifications will have been introduced, encompassing study up to Level 3. The teaching of five of these Diplomas begins in September 2008 and their relationship with existing qualifications is currently unclear. A number of existing qualifications 'can be included in a Diploma as part of additional and specialist learning',² and it is possible that this may lead to redevelopment of some existing qualifications. Others will simply sit alongside the Diplomas and remain distinct and important in their own right.

² '14 to 19 Education and Skills Curriculum Reform: Informing Higher Education. The HE Newsletter Summer term 2007', 20 July 2007, Department for Children, Schools and Families. See www.dfes.gov.uk/14-19/index.cfm?sid=1 for further information.

16. We believe that, of qualifications currently available to learners, BTEC National Diplomas are probably the closest to the new Diplomas. It is also possible that the profiles of students taking the new Diplomas and BTEC National qualifications could be similar. In considering pathways to higher education, BTEC National qualifications are of interest in their own right, particularly as the number of students embarking on these qualifications is expanding. Given that information concerning Diploma students will not be available for some time, the analysis in this report may also provide some indication of the patterns of progression to HE that may be found with the new Diplomas.

17. At present, there is a lack of detailed information on what students do after a BTEC course – whether they progress to higher education and, if they do, where and what they study. This report aims to fill this information gap by providing details of progression from BTEC courses to higher education. It also gives further information about students on and those progressing from BTEC courses. This is possible by linking the Learning and Skills Council's (LSC) individualised learner records³ (ILRs) and the Higher Education Statistics Agency's (HESA) student records. Creating a longitudinal record enables us to trace the individual student's transition from further to higher education.

Data sources and definition of the cohort

Data sources

18. Data have been drawn from HESA student records and LSC individualised learner records from 2001-02 through to 2005-06.

19. Individual students were tracked within and through each annual student dataset using a number of personal characteristics. For exact data definitions and further explanation of how students are tracked, see Annex B of 'Pathways to higher education: access courses' (HEFCE 2006/16).

BTEC courses

20. A BTEC can be seen as a vocational qualification that focuses on the application of knowledge and understanding within a particular occupational sector. Most BTECs have been devised through consultation with the relevant industries as well as the education sector.

21. A variety of BTEC qualifications are available to students. The BTEC suite of qualifications ranges from entry level to postgraduate level. The BTEC National Certificates/Diplomas and BTEC Higher National Certificates/Diplomas are most widely known, and are available in around 20 different subject areas.

22. In 2001, the introduction of the National Qualification Framework (NQF) had an impact on the structure and organisation of all BTEC qualifications. Edexcel redesigned

³ In 2001-02 the main LSC dataset was the individualised student record (ISR). For this report we refer to both the ISR and ILR as the ILR.

its BTEC National qualifications in line with the introduction of the NQF. The remodelled qualifications were available for teaching in September 2002.

23. The remodelled BTEC National qualifications consist of units the same size as A-level and Vocational Certificate of Education (VCE) modules.⁴ The qualification is available in three sizes, all at Level 3. Each qualification is graded pass, merit or distinction, with the individual units and the qualification as a whole being graded. Table 1 shows the UCAS tariff points awarded to students at each level of achievement for each of the three qualifications.

Table 1 UCAS⁵ tariff points awarded to BTEC qualifications

Type of BTEC	UCAS tariff points								
	40	80	120	160	200	240	280	320	360
BTEC National Award	P	M	D						
BTEC National Certificate		PP	MP	MM	DM	DD			
BTEC National Diploma			PPP	MPP	MMP	MMM	DMM	DDM	DDD

P = PASS M = MERIT D = DISTINCTION

24. The BTEC National Award consists of six units, and is equivalent to one GCE A-level. UCAS⁶ describes it as ‘a specialist qualification that focuses on particular aspects of employment within a sector’.

25. Equivalent to two GCE A-levels, the BTEC National Certificate consists of 12 units. UCAS⁷ say that it ‘provides a specialist work-related qualification that covers the key knowledge and skills required in the vocational sector’.

26. The BTEC National Diploma, consisting of 18 units and equivalent to three A-levels, provides a high level of specialism in the chosen subject area. UCAS⁸ describe it as a qualification that ‘deepens the focus of the 12-unit Certificate’.

27. It is reported⁹ by Edexcel that most BTEC National qualifications are studied on a full-time basis. BTEC Nationals provide a progression route for students into employment

⁴ VCEs replaced advanced General National Vocational Qualifications (GNVQs) in September 2000. They were restructured in September 2005 and now have an AS/A2 structure. See the Qualifications and Curriculum Authority’s web-site for further details (www.qca.org.uk/qca_4111.aspx).

^{5/6/7/8} From the UCAS web-site’s guide to qualifications and curriculum, see www.ucas.ac.uk/candq/btec.html

⁶ ‘The Vocational Landscape in 2006 and Beyond’, 16/10/2006, see www.edexcel.org.uk/about/media/news/2006/vocational_landscape.htm

in specific sectors or to further study in higher education, most commonly BTEC HNDs or undergraduate degrees.

28. Edexcel states that approximately 500,000 learners study for BTEC qualifications every year, making them the fastest growing qualifications in schools. Edexcel speculates that the smaller qualifications (i.e. National Awards and Certificates) are likely to be needed 'particularly by adult, "widening-participation" students and those in employment'. According to Edexcel, the BTEC National Diploma is said to be in demand among full-time, 16-18 year old students wanting to study a vocational sector in breadth and depth.

Defining the cohorts for analysis

29. We selected students starting on BTEC courses using the LSC and HESA individualised learner records. Unless a centre is funded through a further education college (FEC) or higher education institution (HEI), any provision at adult/community education centres is excluded. The presence or proportion of BTEC provision within adult/community education centres is unknown.

30. The BTEC courses returned on these records vary in length, intensity and content. For this study, we looked at English-domiciled students with no recent higher education experience starting on BTEC courses of a particular length registered at FECs and HEIs in England.

31. Most of the analysis reported here is for the cohort of students starting on Level 3 BTEC courses in 2002-03 which were between six months and two years in length. BTEC qualifications were remodelled and made available for teaching in September 2002. As such, it was desirable to look at a cohort that was as recent as possible and hence relevant, while allowing their progression to be traced in successive years.

32. Analysis of an earlier cohort would likely have presented findings no longer relevant to the current BTEC qualifications, as the change in design may have led to changes in the BTEC courses and the students undertaking them. It would also have been difficult to examine a cohort from a later year. Although this may have allowed time for the newly designed qualifications to become more established, and for students' and the BTEC courses' characteristics and attributes to stabilise, it would have compromised our ability to trace students' progression to higher education.

33. The main difficulty in carrying out this analysis has been to identify accurately which students are on BTEC courses. For example, the ILR typically has about 8-10 million records, of which only around 1.5 per cent relate to BTEC courses. Further, BTEC courses recorded on the ILR have to be identified via a qualifications database containing around 90,000 qualifications, of which only 1,300 (1.5 per cent) are BTEC courses. Clearly, there is a significant risk of misidentification. The approach we have therefore taken for this analysis has been to ensure, as far as possible, that all the records used refer to students on BTEC courses, at the cost of probably missing some provision.

34. A number of courses are recorded as BTEC courses, but their level is not given as Level 3 (those courses one level below HE). For the purposes of this report, we have only examined courses equivalent to Level 3. Students returned on courses whose level is given as not equivalent to Level 3 were not selected for our original population.¹⁰ Note also that we refer to the BTEC National group of qualifications as BTECs.

35. To ensure that, as far as possible, only records relating to BTEC courses were included, we have excluded the following:

Not English domiciled

- a. Small in number, these students could have different characteristics from the rest of the cohort, particularly in terms of progression patterns.

Short and long courses

- b. The way in which data are presented on the ILR and HESA records suggests that BTEC programmes vary in length. However, BTEC National Diplomas are invariably two-year courses, while BTEC National Awards and Certificates can be completed within a year, although units can also be spread over two academic years if desired.

We found a substantial number of courses returned with a short course length (six months or less) compared with what would normally be expected for a BTEC course. A smaller number of long courses (more than two years) were also identified. Analysis showed that a high proportion of these courses are not BTEC courses as we understand them. They may include students taking discrete modules to supplement other study, or may simply result from inadequacies in collecting and recording data. All records that do not indicate a conventional BTEC course programme length have therefore been excluded.

Students with experience of higher education

- c. Students who have been or are already in HE may produce misleading progression rates. For this reason, we have excluded students who experienced higher education in the academic years 2001-02 and/or 2002-03.

Further, students embarking on a higher education qualification while still actively studying a BTEC qualification have also been excluded from our cohort. The BTEC qualification is clearly not serving as a progression route to higher education for these students (which is what is of interest to this report), and it is likely that they will have different profiles in terms of characteristics and progression patterns to the rest of the cohort.

36. Table 2 shows how these exclusions affected our initial count of students starting on BTEC courses in 2002-03.

¹⁰ Annex A provides further details of the criteria used to identify level 3 BTEC starters from the ILR and HESA student records.

Table 2 Counts of BTEC course starters: exclusions

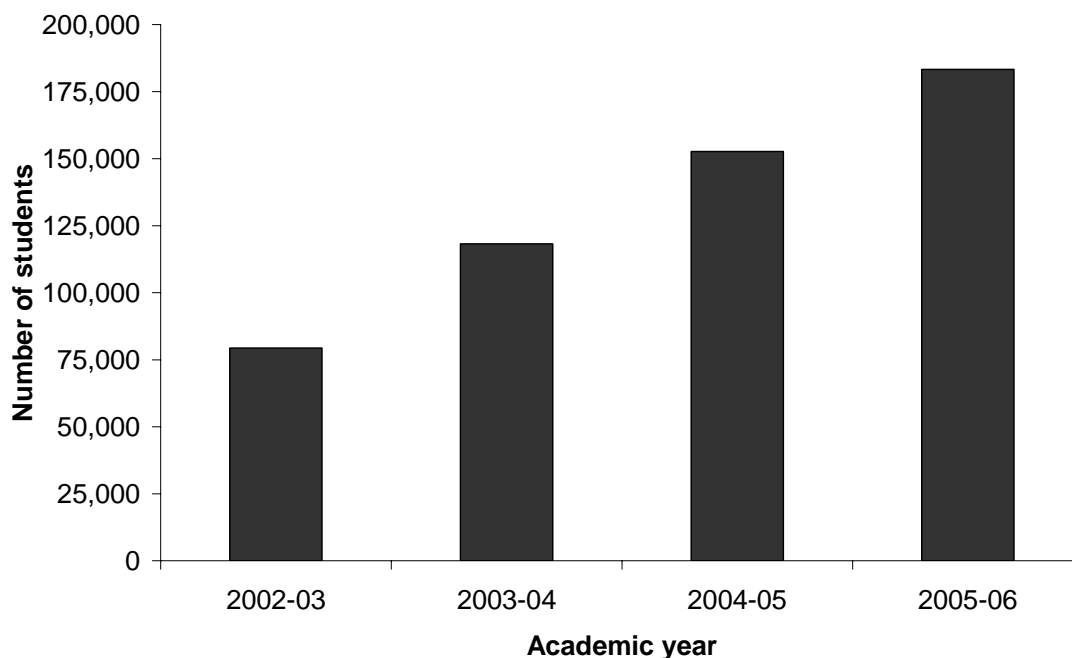
Original population	79,399
Non-English domiciled	1,111
Short (<= 6 months)	15,216
Long (>2 years)	756
HE provision in 2001 or 2002	632
Final population	61,684

Trends in student numbers

37. Difficulties in identifying and defining BTEC courses mean that it is hard to produce an accurate time series of students starting on BTEC courses. Edexcel does not publish figures relating to the breakdown of BTEC student populations, and for students starting BTEC courses in 2005-06 there is currently insufficient data to allow us to create the required links to accurately identify any concurrent or previous HE provision.

The time series given in Figure 1 has been created to give an impression of the trend in BTEC student numbers in the recent past. The original BTEC starter populations, without the exclusions shown in Table 2, have been derived from our analysis of starters on BTEC courses using student data returned to the LSC and HESA in individualised learner records. Annex A shows the criteria used to identify BTEC starters.

Figure 1 Numbers of students on BTEC courses



38. The numbers in Figure 1 clearly show a steady growth in starters on BTEC courses, equating to a 131 per cent increase over the four years from 2002-03 to 2005-06. It should be noted that these figures do not include students who may be taught at adult/community education centres which are not funded through an FEC.

Attributes of BTEC courses, course providers and students

Introduction

39. We now move on to examine particular characteristics of BTEC courses and the students on those courses. We look at three groups of characteristics, which are then further categorised:

- a. Course attributes
 - i. subject
 - ii. concurrent study
 - iii. comparative end dates of concurrent study
 - iv. method of delivery.
- b. Location and type of BTEC course provider attributes
 - i. institution type
 - ii. region of institution.
- c. Student attributes
 - i. sex
 - ii. age at start of course
 - iii. ethnicity
 - iv. disability status.

40. For analysis of students within higher education, one of the most common distinctions used is whether the student's studies are full-time or part-time. However, this distinction is less meaningful when considering further education (FE). For the purposes of this assessment of characteristics, we identify the manner of study on the BTEC course through the expected length of the course.

41. Most of the analysis reported looks at two lengths of BTEC course:

- a. Those that are expected to last between six and 12 months, invariably BTEC National Awards and BTEC National Certificates.
- b. Those lasting between a year and two years, i.e. BTEC National Diplomas, or BTEC National Certificates whose units are spread over two academic years.

It is doubtful that courses outside this range are BTEC courses as conventionally understood. Table 3 shows the numbers of BTEC students by course length according to the above definitions.

Table 3 Counts of BTEC course students by course length

Course length	Number	%
> 6 months & <= 1 year	23,145	38%
> 1 year & <= 2 years	38,539	62%
Total	61,684	100%

42. The focus of our analysis in this report is to examine the characteristics and progression of BTEC students split by the type of BTEC course.¹¹

43. Table 4 shows the distribution of the type of BTEC courses taken by the students in our cohort, as described above (Paragraphs 24 to 26).

Table 4 Counts of BTEC students by type of BTEC course

Type of BTEC course	Number	%
BTEC National Award	2,309	4%
BTEC National Certificate	12,492	20%
BTEC National Diploma	46,883	76%
Total	61,684	100%

44. The following results are based on English-domiciled students with no recent higher education experience who began on BTEC courses at FECs and HEIs in 2002-03. This cohort contains 2,309 students on BTEC National Award courses, 12,492 on BTEC National Certificate courses and 46,883 on BTEC National Diploma courses (Table 5).

Table 5 BTEC students by type and length of course

Course length	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
> 6 months & <= 1 year	1,972	85%	6,412	51%	14,761	31%	23,145	38%
> 1 year & <= 2 years	337	15%	6,080	49%	32,122	69%	38,539	62%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

45. The distribution of the type and length of BTEC courses is also shown in Table 5. It indicates that shorter length courses are more common among those studying a BTEC National Award or National Certificate, at 85 and 51 per cent respectively. In contrast, a greater proportion of BTEC National Diploma students study on courses of between one and two years in length (69 per cent).

Course attributes

Subject

46. Table 6 gives the number of students on BTEC courses by subject group. It shows that 96 per cent of BTEC students start on single subject courses, with the most popular subject areas being creative arts and design, engineering and technology, and computer science. This trend towards single subject courses highlights that BTECs are designed to provide specialised knowledge and insight into particular sectors or industries.

¹¹ Here arises a disparity with the report on access courses ('Pathways to higher education: access courses' HEFCE 2006/16). The access course report focused on characteristics and progression split by the length of the access course, but analysis has shown that for BTEC students the more appropriate split is by the type of BTEC course.

Table 6 BTEC students by subject group

Subject group	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Single subject areas								
Creative arts & design	848	37%	1,053	8%	20,073	43%	21,974	36%
Engineering & technology	0	0%	5,072	41%	2,969	6%	8,041	13%
Computer science	466	20%	888	7%	4,406	9%	5,760	9%
Sports science	327	14%	810	6%	4,272	9%	5,409	9%
Agriculture & related subjects	366	16%	874	7%	3,357	7%	4,597	7%
Business & administrative studies	252	11%	758	6%	3,170	7%	4,180	7%
Education	0	0%	172	1%	3,705	8%	3,877	6%
Architecture, building & planning	0	0%	1,788	14%	668	1%	2,456	4%
Subjects allied to medicine	0	0%	312	2%	1,659	4%	1,971	3%
Social, economic & political studies	0	0%	192	2%	813	2%	1,005	2%
Biological sciences	0	0%	10	0%	0	0%	10	0%
Combined subject areas				0%				
Combined: science	39	2%	508	4%	1,223	3%	1,770	3%
Combined: social science	0	0%	1	0%	99	0%	100	0%
Combined: other	11	0%	54	0%	469	1%	534	1%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

Concurrent study

47. From Table 7 it can be seen that 71 per cent of BTEC students (43,557 students) are studying concurrently for other qualifications. A variety of other qualifications are being studied. However, by far the most common is key skills,¹² which 28 per cent of BTEC National Award students, 18 per cent of BTEC National Certificate students and 53 per cent of BTEC National Diploma students are also aiming for.

48. The 'other qualifications' classification used in Table 7 includes a wide range of qualifications being studied concurrently with a BTEC course, and encompasses various levels of study. Qualifications that do not belong to the alternative classifications have been assigned to this categorisation, from access to higher education courses to first aid awards. Note that while the overall numbers of students concurrently studying 'other

¹² Key skills qualifications enable learners to gain recognised qualifications in those skills that are considered fundamental to activities in education, work and life in general:

- communication
- application of number
- information and communication technology
- working with others
- improving own learning and performance
- problem-solving.

With no minimum entry requirements, key skills qualifications can be studied by anyone in any approved centre, and alongside any other type of qualification. Further information can be found at www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039028

qualifications' are relatively high, the numbers of students studying any particular individual qualification in this classification are small. A breakdown of the 10 most popular 'other qualifications' is given in Annex C, Table C1.

Table 7 BTEC students by other qualifications being studied concurrently

Concurrent qualification	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
No concurrent study	740	32%	7,367	59%	10,020	21%	18,127	29%
A-levels	371	16%	466	4%	5,303	11%	6,140	10%
Key skills	654	28%	2,236	18%	25,077	53%	27,967	45%
NVQ/GNVQ	105	5%	966	8%	1,786	4%	2,857	5%
Other qualifications	323	14%	1,282	10%	4,478	10%	6,083	10%
VCE ¹³	116	5%	175	1%	219	0%	510	1%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

Comparative end dates of concurrent study

49. Given the high proportion of BTEC students also studying towards a key skills qualification, GNVQ or NVQ, we are led to consider the possibility of apprenticeships.¹⁴

50. Apprenticeships enable students to combine study with paid work, and provide the opportunity to gain a selection of qualifications. Different types of apprenticeships are available to students aged between 16 and 24, in many different occupations and typically between one and two years in length. Most apprenticeships require students to study for key skills and NVQs (Level 2 or 3) as well as a Technical Certificate¹⁵ such as a BTEC, City & Guilds or occupation-specific qualification.

51. For BTEC students concurrently studying other qualifications, we now consider how the end date of their BTEC course compares with the end date of the concurrent study, concentrating on the main concurrent qualifications of A-levels, key skills and NVQ/GNVQ. Table 8 shows the proportions of students completing their concurrent qualifications in the same academic year as their BTEC, or earlier.

52. Table 8 shows that 93 per cent of those BTEC students who are also studying other qualifications concurrently will have finished that study by the end of the academic year in which they complete their BTEC course. This indicates that most of the 2002-03 BTEC cohort have no other commitments in terms of academic study that may prevent or delay their progression into HE.

¹³ Vocational Certificate of Education A-levels are studied in a range of work-related subjects. See www.qca.org.uk/14-19/6th-form-schools/68_265.htm for further information.

¹⁴ 'Apprenticeship' is used here to refer to the situation where a student combines work and study. Gaining skills and knowledge 'on the job', the student earns a wage while also working towards a recognised qualification. See www.direct.gov.uk/en/EducationAndLearning/14To19/OptionsAt16/DG_4001327

¹⁵ Technical Certificates are qualifications that assess specific occupational knowledge and understanding.

Table 8 Proportions of students completing concurrent qualifications in the same academic year as their BTEC, or earlier (aggregated)

Concurrent study	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
A-levels	355	96%	443	95%	5,012	95%	5,810	95%
Key skills qualifications	583	89%	1,907	85%	23,618	94%	26,108	93%
GNVQ/NVQ	82	78%	811	84%	1,557	87%	2,450	86%
Other qualifications	351	80%	1,337	92%	4,623	98%	6,311	96%
Total	1,371	87%	4,498	88%	34,810	94%	40,679	93%

Method of delivery

53. Table 9 gives the method of delivery of BTEC courses. Standard delivery describes study provided on a basis similar to that of school timetabling: in a continuous manner and typically Monday to Friday between 9am and 5pm. Other delivery methods include night/evening classes, or a work/study basis on which a student may spend, for example, two days each week in a work environment and three days receiving tuition.

Table 9 BTEC students by method of delivery

Delivery method	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Standard	2,109	91%	11,065	89%	45,811	98%	58,985	96%
Other	194	8%	1,395	11%	418	1%	2,007	3%
Unknown	6	0%	32	0%	654	1%	692	1%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

54. The table shows that 96 per cent of BTEC students are on courses that involve standard delivery. This is the most common method of delivery for each type of BTEC National qualification; the highest proportion is among BTEC National Diploma students, where 98 per cent receive their course on this basis. For students on BTEC National Award or BTEC National Certificate courses, receiving the course on another basis is slightly more common. The percentage of students receiving their course through standard delivery falls slightly to 91 and 89 per cent respectively.

Location and type of BTEC course provider attributes

Institution type

55. Table 10 shows that the majority of BTEC students are registered at further education colleges (98 per cent). In the case of students starting a BTEC National Award or a BTEC National Certificate, 99 per cent were registered at a FEC. The corresponding figure for BTEC National Diploma students was one percentage point lower at 98 per cent.

Table 10 BTEC students by type of institution

Institution registered at	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
FEC	2,288	99%	12,413	99%	45,984	98%	60,685	98%
HEI	21	1%	79	1%	899	2%	999	2%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

Region of institution

56. Table 11 shows that the spread of students on BTEC courses across the regions varies between 6 per cent and 15 per cent.

Table 11 BTEC students by region of institution

Region	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
East Midlands	223	10%	984	8%	4,146	9%	5,353	9%
East of England	66	3%	1,360	11%	5,060	11%	6,486	11%
London	290	13%	1,447	12%	5,307	11%	7,044	11%
North East	201	9%	1,199	10%	2,355	5%	3,755	6%
North West	393	17%	1,820	15%	6,414	14%	8,627	14%
South East	495	21%	1,463	12%	7,346	16%	9,304	15%
South West	206	9%	1,108	9%	5,813	12%	7,127	12%
West Midlands	232	10%	1,705	14%	5,664	12%	7,601	12%
Yorkshire/Humberside	203	9%	1,406	11%	4,778	10%	6,387	10%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

57. The populations of BTEC students by region of institution are generally in proportion to the regional populations of 15 to 24 year olds, as shown in Table 12. The London and the South West regions could be considered exceptions to this generalisation. In the South West the proportion of BTEC students is three percentage points higher than the equivalent regional population, whereas in London it is five percentage points lower.

58. It should be noted that the London region generally has high rates of young participation in further and higher education.¹⁶ The first report in this series ('Pathways to higher education: access courses' HEFCE 2006/16) showed that in terms of students on access to higher education courses, London has much higher participation rates than the other English regions. The lower proportion of BTEC students in this region is therefore not necessarily reflective of overall participation trends.

¹⁶ See 'Young participation in higher education', HEFCE 2005/03.

Table 12 BTEC students by region of institution, in comparison to regional populations

Region	BTEC students		Population (15-24) ¹⁷	
	Number	%	Number	%
East Midlands	6,399	9%	522,800	8%
East of England	7,390	10%	625,100	10%
London	8,433	11%	970,500	16%
North East	4,492	6%	328,800	5%
North West	10,361	14%	857,400	14%
South East	11,100	15%	961,900	16%
South West	8,531	12%	572,600	9%
West Midlands	9,181	12%	668,500	11%
Yorkshire/Humberside	7,684	10%	647,200	11%
Total	73,571	100%	6,154,800	100%

Student attributes

59. This section describes the attributes of students on BTEC courses in terms of their sex, age and ethnicity. We are aware of the wide interest in the socio-economic background of students and the policy objectives to increase participation by those from disadvantaged backgrounds. However, we have no reliable measures of these attributes owing to a number of factors, including the difficulties of consistent collection of such information for further education learners.

Sex

60. Table 13 shows that, overall, the proportion of male students is 14 per cent higher than that of female students. For each of the qualification types, the proportion of men is higher than that of women.

Table 13 BTEC students by sex

Sex	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Female	1,020	42%	3,342	28%	22,283	47%	26,645	43%
Male	1,289	58%	9,150	72%	24,600	53%	35,039	57%
Total	2,309	100%	12,492	100%	46,883	100%	61,684	100%

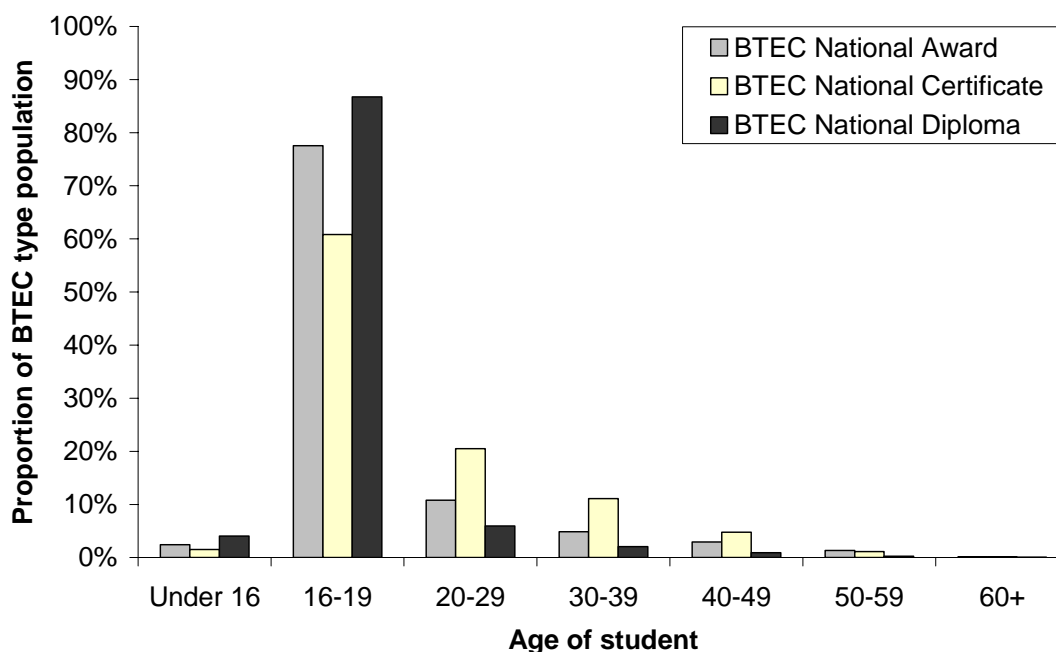
61. The difference in the proportions is most significant in the case of BTEC National Certificates, where 72 per cent of students are men. Considering Table 13 in relation to Table 6 (which shows BTEC students by subject area), we note that over half of BTEC National Certificate students are studying either engineering and technology or architecture, building and planning.

¹⁷ Population figures are from the Office for National Statistics, see www.statistics.gov.uk/STATBASE/ssdataset.asp?vlnk=8546&More=Y for further details.

Age at start of course

62. Figure 2 and Table 14 show the different age profiles of BTEC course students. On the basis of this data, the 'typical' BTEC student is aged 16-19. This age group accounts for 81 per cent of the population of BTEC starter students.

Figure 2 BTEC students by age and type of BTEC



63. For all three types of BTEC qualification there is a high proportion of young students; Table 14 shows that 91 per cent of BTEC National Diploma students are aged below 20. The largest proportion of mature students is registered on BTEC National Certificate courses, where 38 per cent of students are aged 20 or over.

Table 14 BTEC students by sex and age

Age	Sex	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
		Number	%	Number	%	Number	%	Number	%
Young (below 20)	Female	780	34%	1,637	13%	20,208	43%	22,625	37%
	Male	1,066	46%	6,149	49%	22,349	48%	29,564	48%
Mature (20 and over)	Female	240	10%	1,705	14%	2,075	4%	4,020	7%
	Male	223	10%	3,001	24%	2,251	5%	5,475	9%
Total		2,309	100%	12,492	100%	46,883	100%	61,684	100%

Ethnicity

64. Table 15 gives the ethnicity profile of the 2002-03 cohort of BTEC students, by the type of BTEC course being studied. The data indicate that 13 per cent of BTEC National Award and BTEC National Diploma students with known ethnicity came from an ethnic minority. For BTEC National Certificates, this figure is reduced to 11 per cent.

Table 15 BTEC students by ethnicity

Ethnicity	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Asian/Asian British	108	5%	526	4%	2,585	6%	3,219	6%
Black/Black British	120	6%	575	5%	2,116	5%	2,811	5%
Chinese	9	0%	18	0%	183	0%	210	0%
Mixed and any other	44	2%	172	1%	946	2%	1,162	2%
White	1,852	87%	10,624	89%	38,602	87%	51,078	87%
Total known	2,133	100%	11,915	100%	44,432	100%	58,480	100%
Not known/not given	176		577		2,451		3,204	
Total	2,309		12,492		46,883		61,684	

65. The populations of BTEC students by ethnicity are generally in proportion to population estimates by ethnicity, as shown in Table 16. Ethnic minorities appear to be well represented in terms of students on BTEC courses; the proportion is three percentage points higher than the proportion of minority ethnic people in England in 2002 (13 per cent compared with 10 per cent).

Table 16 BTEC students by ethnicity, in comparison with population estimates by ethnicity

Ethnicity	BTEC students		Population (2002 estimate) ¹⁸	
	Number	%	Number	%
Asian/Asian British	3,219	6%	2,374,600	5%
Black/Black British	2,811	5%	1,209,100	2%
Chinese	210	0%	258,600	1%
Mixed and any other	1,162	2%	941,200	2%
White	51,078	87%	44,863,300	90%
Total	58,480	100%	49,646,800	100%

Disability status

66. Table 17 shows the disability profile of the 2002-03 cohort of BTEC students, by the type of BTEC course being studied. It indicates that the proportion of students returned as having a disability is lowest among BTEC National Certificate students.

Table 17 BTEC students by disability

Disability status	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Disability	243	12%	691	6%	4,259	11%	5,193	10%
No disability	1,750	88%	10,271	94%	35,537	89%	47,558	90%
Total known	1,993	100%	10,962	100%	39,796	100%	52,751	100%
Unknown	316		1,530		7,087		8,933	
Total	2,309		12,492		46,883		61,684	

¹⁸ Population figures are from the Office of National Statistics, see www.statistics.gov.uk/StatBase/Product.asp?vlnk=14238 for further details.

67. Table 17 shows that 6 per cent of BTEC National Certificate students with known disability status are returned as having a disability. The proportion is around twice this figure for BTEC National Award and BTEC National Diploma students, with equivalent proportions of 12 per cent and 11 per cent respectively.

Progression from BTEC courses to higher education

Introduction

68. This section of the report looks to fill the information gap concerning what students do after a BTEC course. Details on whether BTEC students qualify from their courses and progress to higher education and, if they do, where and what they study have not previously been easily accessible. We have followed the movements within further and higher education of those students who started a BTEC course in the academic year 2002-03 in order to provide this information.

69. The term 'progression' implies more than just one episode of study following another. It implies stages of study, where the former (the BTEC course) provides the preparation or groundwork for the subsequent (higher education) study. We do not have independent evidence that this is the case, but for BTEC courses specifically designed and marketed to prepare students for higher education it is a reasonable assumption.

Qualifying from a BTEC course

70. After starting a BTEC course, it is logical to view the first stage in progressing to higher education to be completing that course and gaining a BTEC qualification.

71. Having identified a student as starting a BTEC course, we have been able to link consecutive ILRs to trace the life of a student's course.¹⁹ Recording the most recent, and hence relevant, data returned to the LSC as the 'qualification outcome', we have identified those students whom we consider to have qualified from their BTEC course.

72. The numbers of students identified as qualifying from their BTEC are likely to be an underestimate. Information on whether individual students have gained a BTEC qualification is not complete. Cases have been identified where qualification outcome data are not returned, most likely because a student's result is not yet known at the time data is returned to the LSC. Further, a student can be returned as 'awaiting results' or having made 'partial achievement'. Use of these classifications is at the discretion of individual institutions, and interpretation of the information can be unclear. In these cases the qualification status of the student is recorded as 'unknown'.

73. Table 18 shows the profile of the 2002-03 cohort of BTEC starters in terms of their qualification outcome.

¹⁹ This report looks at students starting on level 3 BTEC courses in 2002-03. We have excluded courses longer than two years in length and therefore all courses undertaken will have ended before the end of the 2004-05 academic year.

Table 18 Proportions of students qualifying from their BTEC course

Type of BTEC	Number of registered students	Number of students reported qualifying	Number of students reported not qualifying	Number of students with unknown qualification status	% qualifying
BTEC National Award	2,309	1,174	604	531	51%
BTEC National Certificate	12,492	6,323	3,078	3,091	51%
BTEC National Diploma	46,883	27,128	10,995	8,760	58%
Total	61,684	34,625	14,677	12,382	56%

74. From Table 18 we see that 34,625 registered BTEC students are returned as having qualified from their BTEC course (56 per cent). We do not claim to have identified all of the qualifying students; where there is any doubt concerning qualification status, the student has not been included in the population of qualifiers. However, we are confident that those identified as qualifying students are indeed qualifying students.

75. We can see from Table 19 that 88 per cent of students qualifying from their BTEC course did so in the academic year 2003-04. When we consider students qualifying from a BTEC National Diploma course, this percentage rises to 94 per cent.

Table 19 Time to qualification for those students in the 2002-03 cohort qualifying from their BTEC course, by type of BTEC

Type of BTEC	Number of students reported qualifying	Number of students reported qualifying in 2002-03	Number of students reported qualifying in 2003-04	Number of students reported qualifying in 2004-05	% of students reported qualifying in 2003-04
BTEC National Award	1,174	951	222	1	19%
BTEC National Certificate	6,323	1,728	4,569	26	72%
BTEC National Diploma	27,128	1511	25,606	11	94%
Total	34,625	4,190	30,397	38	88%

Progression to higher education

76. Following completion of the BTEC course, and gaining a qualification, we have classified a BTEC student's progression into one of four groups:

- a. Registered on a first degree-level course, or above, at a UK HEI or English FEC. These are referred to simply as 'degree level'.
- b. Registered on another undergraduate-level course at a UK HEI or English FEC. This includes students on programmes leading to certificates or diplomas in higher education, HNDs, HNCs, foundation degrees or institutional undergraduate credits. These are referred to as 'other undergraduate' (OUG) level.
- c. Registered on a further education course at a UK HEI or English FEC in a later year. These are referred to as 'FE level'.

d. Not registered on an undergraduate or FE-level course at a UK HEI or English FEC, described as 'no HE or FE'.

We refer to both 'degree level' (a) and 'OUG level' (b) taken together as 'undergraduate level' (UG). References to 'No HE' represent students who fall into levels below b.

77. On leaving a BTEC course a student could progress onto another FE course (c), then to, say, an HND (b) and finally onto a degree programme (a). We do not present such details, but only show the highest level of study. The focus of this analysis is progression to higher education – levels a. and b. above – though we provide summary statistics on numbers of students who have studied further at FE level (c. above) but no higher.

78. In cases where progression is identified, that student will have been registered on a course of higher education before 1 August 2006. If we consider a typical student who started a BTEC course in September 2002 and completed it in July 2004, progression would involve starting an HE course in September/October 2004.

Progression by qualification outcome

79. Table 20 shows the progression routes of all students in the 2002-03 cohort of BTEC course starters, split by the nature of their qualification outcome.

Table 20 Progression of all registered BTEC students by qualification outcome

Qualification status	Degree	OUG	FE	No FE or HE	Total	% Degree	% all UG	% FE
Reported as qualifying	8,341	5,711	14,380	6,193	34,625	24%	41%	42%
Reported as not qualifying	597	647	6,653	6,780	14,677	4%	8%	45%
Unknown	1,463	1,278	6,759	2,882	12,382	12%	22%	55%
Total	10,401	7,636	27,792	15,855	61,684	17%	29%	45%

80. In terms of students reported as having gained a BTEC qualification, the table shows that similar proportions progress to both undergraduate and FE-level study: 41 per cent and 42 per cent respectively. When we consider students reported as not qualifying from their BTEC course, or whose qualification outcome is unknown, we see that progression to FE-level study is prevalent: 45 per cent of non-qualifiers progress to FE-level study, while the equivalent figure for unknown qualification status is 55 per cent. The table also shows that the proportion of non-qualifiers who progress to study at undergraduate level is 8 per cent, and that among students with unknown qualification outcome, 22 per cent progress to higher education.

81. The number of students progressing to FE-level study is substantial. Almost a quarter of these students (6,697) progress to study other BTEC qualifications; this includes 1,807 students who failed to gain the BTEC qualification they started in 2002-03. In terms of students going on to study other qualifications at FE level, the most popular qualification embarked upon is a key skills qualification; 60 per cent of the remaining

21,095 students going on to FE study are registered on key skills courses. The subject areas of computer science, languages and combined subjects prove the most popular.

Achievement in higher education

82. For the reasons defined earlier, this report analyses the cohort of students starting on BTEC courses in 2002-03 which are between six months and two years in length. As such, it is not possible to accurately examine the achievement in higher education of any students within this cohort progressing into HE.

83. Table 19 showed that most students in our cohort qualifying from their BTEC course did so in the academic year 2003-04. The earliest opportunity for these students to then progress into higher education would have been in the academic year 2004-05. Given that a 'typical' undergraduate course requires three or four years of full-time study, they would be expected to complete their higher education course in 2006-07 or 2007-08. Since HESA student record data for these academic years are not yet available, we are unable to accurately trace their achievements within higher education.

84. The number of students completing their BTEC prior to the academic year 2003-04 and so providing an opportunity to trace any progression to, and achievement within, higher education is relatively small, particularly when split by type of BTEC course. We are therefore unable to report any findings in this respect.

85. However, information regarding achievement within higher education for a variety of different cohorts and entry qualifications is provided in HESA's publication of 'Performance Indicators in Higher Education in the UK'.²⁰

Reporting procedures

86. For all the analysis reported below, we show the numbers progressing to HE of those registered as starting a BTEC course in 2002-03 and identified as having gained a BTEC qualification within the period examined. The focus of this report is the progression of those who have gained a Level 3 BTEC qualification but for completeness but where appropriate, the number of all registered BTEC students progressing to HE is shown in the main body of the report. Otherwise, tables and charts equivalent to those reported are shown in Annexes B and C for all registered BTEC students.

²⁰ For further information on performance indicators for 2002-03 through to 2005-06, see www.hesa.ac.uk/pi/home.htm. HESA took over responsibility for publishing the performance indicators from HEFCE in 2004.

For publications on years prior to 2002-03 see www.hefce.ac.uk/pi. For 1996-97 through to 2002-03, Annex B, Tables B3 to B11 provide information on achievement in higher education by entry qualifications. In later years the references are Tables SP1 to SP7, and Table SD1.

87. Our analysis of progression from a BTEC course is split by a number of characteristics of the progression:

- a. Overall progression characteristics.
- b. Relationship between the BTEC course provider and institution of HE study.
- c. Characteristics of BTEC course providers.
- d. Characteristics of BTEC courses.
- e. Characteristics of BTEC students.

88. For characteristics c., d. and e. listed above we focus on BTEC National Diploma students. Equivalent tables and charts for BTEC National Award and BTEC National Certificate students are not reported in the main text because of the small numbers involved; many tables involve cells detailing fewer than 50 students, which may cause progression rates to be highly sensitive to random variation and be potentially misleading. These data are given in Annex C.

Overall progression characteristics

89. Table 21 shows the progression to higher education of qualifying BTEC students by the type of BTEC course they started in 2002-03. The highest proportion of students continuing with some kind of formal study is found among those with a BTEC National Diploma qualification: 86 per cent. Of the 27,128 qualifying BTEC National Diploma students, 7,596 (28 per cent) progressed to register on a degree-level course before 1 August 2006. A further 3,456 (13 per cent) progressed to other undergraduate-level courses, while 12,365 (46 per cent) registered on an FE-level course.

Table 21 Progression of qualifying BTEC students by type of BTEC course

Type of BTEC	Degree	OUG	FE	No FE or HE	Total	% Degree	% all UG
BTEC National Award	226	117	486	345	1,174	19%	29%
BTEC National Certificate	519	2,138	1,529	2,137	6,323	8%	42%
BTEC National Diploma	7,596	3,456	12,365	3,711	27,128	28%	41%
Total	8,341	5,711	14,380	6,193	34,625	24%	41%

Notes: Equivalent table for all registered BTEC students is shown in Annex B, Table B1.

90. For those 14,052 BTEC students progressing into higher education, the mode of HE study is detailed in Table 22. The majority of students moving into higher education from a BTEC course study on full-time HE courses (78 per cent).

Table 22 Mode of HE study for those qualifying BTEC students who move into HE

Type of BTEC	HE study mode		Total	% to full-time HE study
	Full-time	Part-time		
BTEC National Award	294	49	343	86%
BTEC National Certificate	689	1,968	2,657	26%
BTEC National Diploma	9,927	1,125	11,052	90%
Total	10,910	3,142	14,052	78%

Notes: Annex B, Table B2 shows the equivalent table for all registered BTEC students.

91. We can see from Table 21 that 17 per cent (41 per cent less 24 per cent) of those students progressing to HE study take a programme at non-degree level. Table 23 shows what this 'other undergraduate study' includes.

Table 23 Other undergraduate programmes taken by students qualifying from BTEC courses

Type of other undergraduate course	No. students	%
Diploma in Higher Education courses	269	5%
Foundation degrees	782	14%
BTEC Higher National Certificates/Diplomas	3,085	54%
Other	1,575	28%
Total	5,711	100%

Notes: Annex B, Table B3 shows the equivalent table for all registered BTEC students.

92. The table shows that 54 per cent of students progressing to OUG level, and 22 per cent²¹ of all those qualifying BTEC students who move into, progress to a higher level BTEC qualification.

93. It should be noted that not all qualifying BTEC students who progress to undergraduate-level study are recorded on entry to higher education with a BTEC qualification as the highest qualification they have achieved. Explanations for this include another qualification being studied concurrently with a BTEC qualification, or a prior qualification being recorded.

94. Further analysis of BTEC students' progression to higher education by the highest qualification recorded on entry is provided at Annex B. Information regarding qualifications on entry to HE is also available from a variety of other sources within the public domain. Given the restricted nature of our cohort, it is clear that the different sources will not necessarily provide analogous information.

Time to progress from BTEC course to HE course

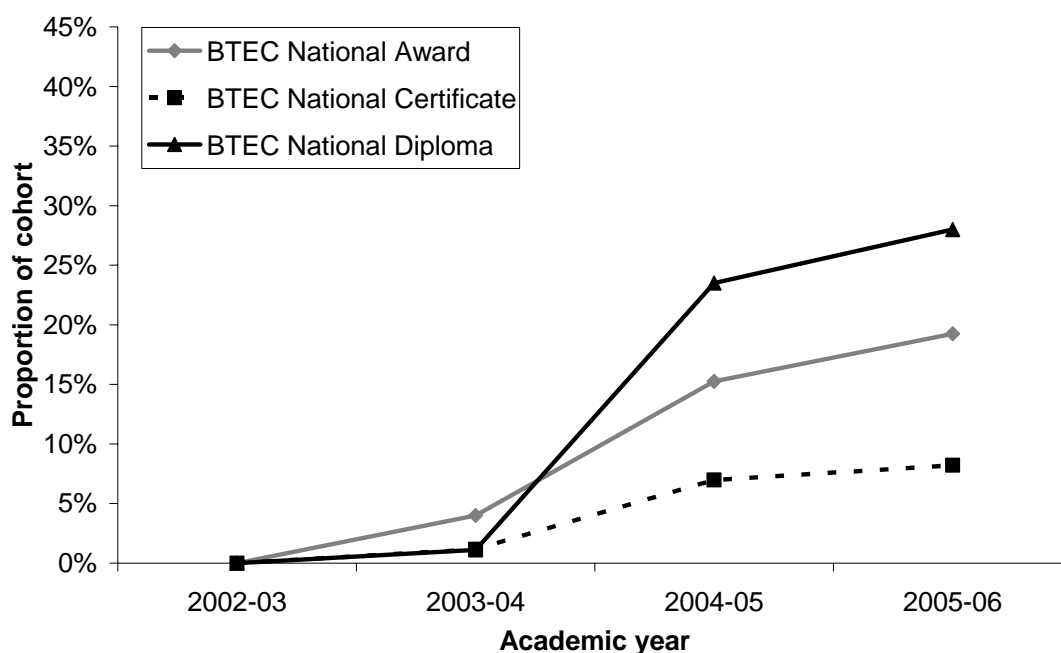
95. Depending on students' start date on their BTEC course, and the length of that course, our BTEC cohort could finish at any point in the academic years 2002-03, 2003-04 or 2004-05.²² For example, students starting a two-year BTEC course on 1 July 2003 and experiencing no significant delay in their studies would finish that course on 1 July 2005. Given that our cohort started their BTEC studies in 2002-03, and courses over two years in length are excluded from this analysis, we anticipate that the majority of students would have completed their BTEC course by the end of the academic year 2003-04. Table 19 showed that the majority of our qualifying students completed their BTEC course by the end of the academic year 2003-04 (88 per cent).

²¹ 22 per cent equates to 3,085 progress to a higher level BTEC qualification (Table 23) from a population of 14,052 progressors to HE (=8,341 progressors to degree level + 5,711 progressors to OUG)(Table 21).

²² An academic year runs from August to July. For example, the 2002-03 academic year runs from 1 August 2002 to 31 July 2003.

96. Figure 3 shows the proportion of qualifying BTEC students moving into higher education at degree level by academic year of HE entry and type of BTEC course. We can see that a significant number of those who started a BTEC course in 2002-03 progressed to degree-level study by the end of the 2004-05 academic year. Figure 3 shows that around a quarter of those who began a BTEC National Diploma in 2002-03 progressed to degree-level study in 2004-05.

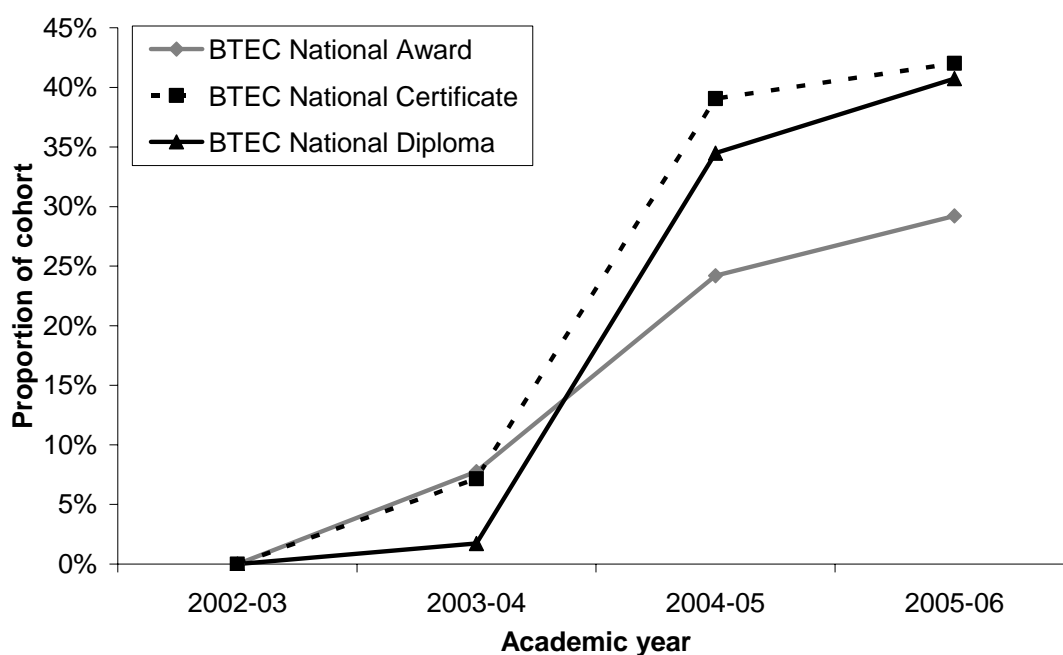
Figure 3 Time to progress from BTEC to degree-level study



97. Figure 4 shows the proportion of qualifying BTEC students progressing to study any undergraduate programme by academic year of higher education entry and type of BTEC course. As with degree-level study, the majority of progression occurred in the academic year 2004-05. The proportion of BTEC National Diploma students progressing rises to around 35 per cent.

98. It is possible, or even likely, that some students within our BTEC cohort will enter higher education after the 2005-06 academic year. However, given that the majority of progression has been seen to occur in the 2004-05 academic year, progressions occurring after 2005-06 are anticipated to be small in number.

Figure 4 Time to progress from BTEC to any undergraduate-level study



Relationship between BTEC course provider and institution of HE study

From college to university

99. As stated earlier, 98 per cent of students study their Level 3 BTEC course at a further education college (Paragraph 56). Table 24 shows that progression from a BTEC course to higher education in many cases involves a move from a further education college to a university. For the 14,052 qualifying BTEC students who progressed to HE before 1 August 2006, 86 per cent did so in this manner.

100. The table shows only 18 students progressing to be registered and taught higher education at a FEC; none of these students remained at the institution in which they studied for their BTEC. A further 1,949 (14 per cent) of students were undertaking a franchised programme. Here, the student is registered on a programme at an HEI, but the HEI franchises the course to a FEC which provides the teaching.

Table 24 Institution type for HE study for those qualifying BTEC students who move into HE, by type of institution for BTEC study

Institution type for BTEC	Institution type for HE study			Total	% HEI
	Registered and taught at a FEC	Registered and taught at an HEI	Registered at an HEI, taught at a FEC		
FEC	18	11,982	1,947	13,947	86%
HEI	0	103	2	105	98%
Total	18	12,085	1,949	14,052	86%

Notes: Annex B, Table B8 shows the equivalent table for all registered BTEC students.

Region of BTEC provider and region of institution of HE study

101. Table 25 shows that, of qualifying BTEC students who progress to HE study, 68 per cent move to an institution within the same region as that of their BTEC provider. This percentage is even higher when we consider BTEC National Certificate students, 89 per cent of whom remain in the same region for their HE study. The number of cross-border movements is particularly small among BTEC students, with only 319 (2 per cent) registering on undergraduate courses at institutions in Scotland or Wales.

Table 25 Regional movement of BTEC students to institutions of HE study, for those qualifying students who move into HE

Region of institution of HE study	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Same as BTEC	217	63%	2,374	89%	7,003	63%	9,594	68%
Other English region	106	31%	253	10%	3,715	34%	4,074	29%
Wales	14	4%	12	0%	252	2%	278	2%
Scotland	1	0%	3	0%	37	0%	41	0%
OU	5	1%	15	1%	45	0%	65	0%
Total	343	100%	2,657	100%	11,052	100%	14,052	100%

Notes: Annex B, Table B9 shows the equivalent table for all registered BTEC students.

102. There was no instance where the most popular region of the institution of HE study was different to the region of the BTEC provider.

Characteristics of BTEC course providers

103. In this section we focus on the characteristics and attributes of qualifying BTEC National Diploma students. We compare the different types of BTEC course providers and the progression of their students into HE. Owing to the small numbers involved for BTEC National Award and BTEC National Certificate students, data relating to these students is reported in Annex C.

Progression of BTEC students to HE by region of provider

104. Table 26 details the rates of progression to higher education, split by the region of the student's BTEC course provider, for those students who began BTEC National Diploma courses in 2002-03. It shows that the London and North East regions have the highest rates of progression to higher education: almost half (48 per cent) of their BTEC National Diploma students progress to an undergraduate course.

Table 26 Progression of qualifying BTEC National Diploma students, by region of BTEC provider

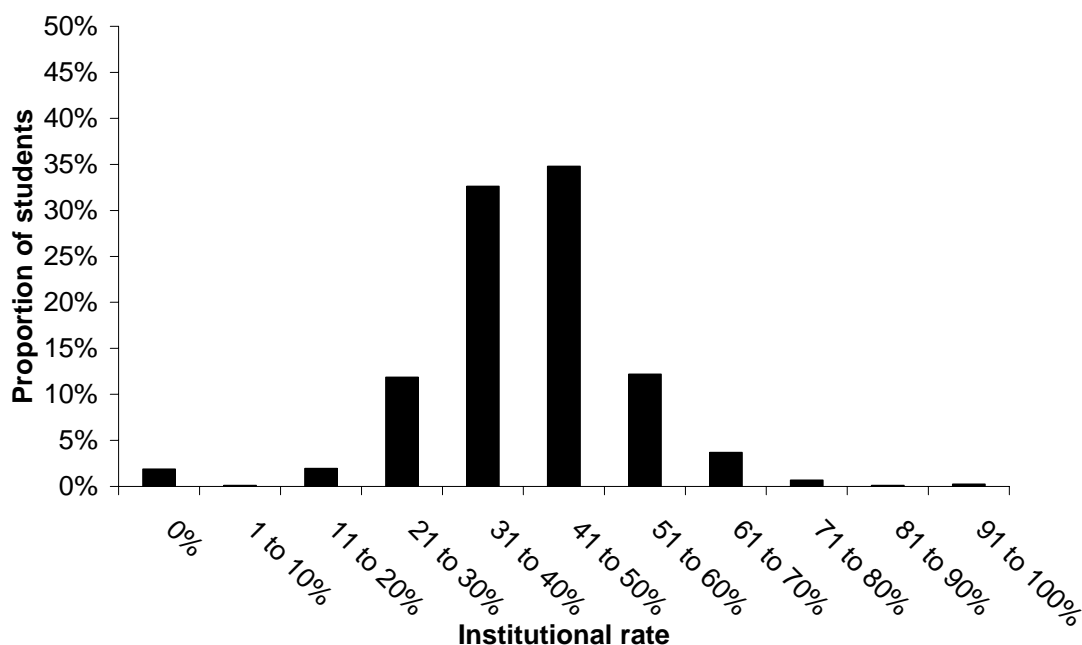
Region of BTEC provider	Degree	OUG	No HE	Total	% Degree	% all UG
East Midlands	613	304	1,525	2,442	25%	38%
East of England	778	385	1,879	3,042	26%	38%
London	1,042	312	1,468	2,822	37%	48%
North East	388	259	700	1,347	29%	48%
North West	1,211	461	2,033	3,705	33%	45%
South East	997	530	2,583	4,110	24%	37%
South West	782	548	2,417	3,747	21%	35%
West Midlands	1,032	298	1,867	3,197	32%	42%
Yorkshire/Humberside	753	359	1,604	2,716	28%	41%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C2 and C3 are the equivalent tables for BTEC National Award and Certificate courses. Annex C, Tables C4, C5 and C6 are the equivalent tables for all BTEC registered students.

Progression rates of BTEC students to HE for individual providers

105. Figure 5 shows institutional progression rates to higher education, before 1 August 2005, for qualifying BTEC National Diploma students. The institutional rates are spread relatively evenly between 0 per cent and 100 per cent, with the majority between 21 and 60 per cent.

Figure 5 Institutional progression rates for qualifying BTEC National Diploma students



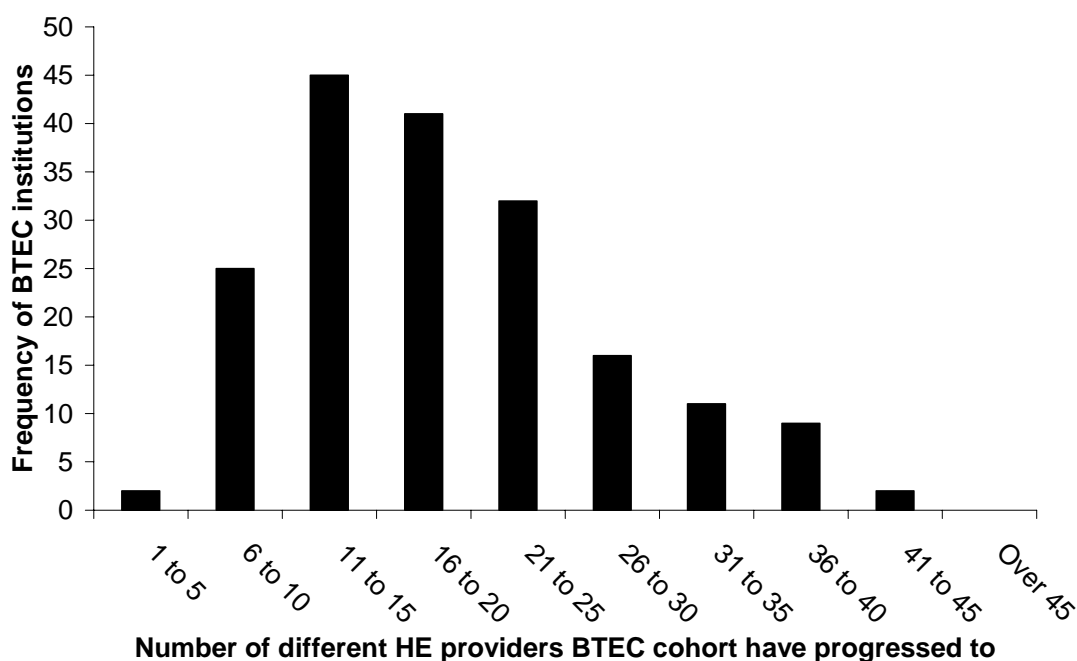
106. We would not expect progression rates to be the same among different institutions, or from year to year, partly because of chance variation and partly because of differing characteristics of students and courses.

Where do students progress to?

107. We have seen that students usually change institutions in progressing from a BTEC course to higher education, typically moving from college to university (see Table 24). The question then arises as to whether students from a particular college tend to progress to the same university, perhaps reflecting a relationship between a provider and a particular institution.

108. Figure 6 shows the distribution of the number of different HEIs/FECs that those progressing from BTEC National Diploma courses attend, grouping students by their BTEC provider. (Note that only institutions with 20 or more qualifying BTEC students progressing to HE are included.)

Figure 6 Distribution of the number of HEIs/FECs attended (qualifying BTEC National Diploma progressors)



Notes: Annex C, Figures C1 and C2 show the equivalent distributions for qualifying students progressing from BTEC National Award and BTEC National Certificate courses.

109. The median number of HEIs attended is 17, representing those BTEC institutions where qualifying students from their 2002-03 cohort went on to one of 17 different HEIs/FECs upon HE progression. The modal number of HEIs attended is 15. No FECs had their entire BTEC cohort progressing to the same HEI/FEC.

Characteristics of BTEC courses

110. Table 6 showed the distribution of subjects that BTEC students study, with a majority of students taking only a single subject. In this section we look at progression rates to HE for students on BTEC courses in particular subjects, and then consider the relationship between the subject of study for the BTEC course and the subject studied at

HE level. Finally, we examine the progression characteristics of BTEC courses when they are studied concurrently with other FE-level study.

Progression to HE and BTEC course subject of study

111. Table 27 shows the rates of progression to higher education, split by BTEC programme subject area, for those qualifying students who started a BTEC National Diploma course in 2002-03.

Table 27 Progression of qualifying BTEC National Diploma students by BTEC course subject area

Subject area	Degree	OUG	No HE	Total	% Degree	% all UG
Creative arts & design	4,044	1,509	6,472	12,025	34%	46%
Engineering & technology	381	256	689	1,326	29%	48%
Computer science	707	345	1,174	2,226	32%	47%
Sports science	894	296	1,484	2,674	33%	45%
Agriculture & related subjects	231	319	1,678	2,228	10%	25%
Business & administrative studies	238	104	1,408	1,750	14%	20%
Education	445	156	1,741	2,342	19%	26%
Architecture, building & planning	92	103	130	325	28%	60%
Subjects allied to medicine	193	255	423	871	22%	51%
Social, economic & political studies	129	74	246	449	29%	45%
Combined subjects	242	39	631	912	27%	31%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C7 and C8 show the equivalent tables for BTEC National Award and BTEC National Certificate courses. Annex C, Tables C9, C10 and C11 show the equivalent tables for all BTEC registered students.

112. The lowest rates of progression to degree programmes are in agriculture and related subjects (10 per cent). The lowest rates of progression to any undergraduate programme are in business and administrative studies (20 per cent).

Subject of study at HE level

113. Table 28 details the subjects studied by qualifying BTEC students who move into HE study. It shows that 28 per cent of them go on to study an HE course related to creative arts and design.

Table 28 HE subjects studied by qualifying BTEC students who move into higher education

HE subject	Total	%
Creative arts & design	3,945	28%
Engineering & technology	1,770	13%
Biological sciences	1,175	8%
Mathematical sciences	829	6%
Subjects allied to medicine	828	6%
Architecture, building & planning	533	4%
Business & administrative studies	501	4%
Education	604	4%
Librarianship & information science	475	3%

Social, economic & political studies	368	3%
Agriculture & related subjects	370	3%
Computer science	268	2%
Physical sciences	127	1%
Languages	52	0%
Humanities	40	0%
Veterinary science	4	0%
Medicine & dentistry	2	0%
Sports science	1	0%
Combined subjects	2,160	15%
Total	14,052	100%

Notes: Annex B, Table B10 shows the equivalent table for all registered BTEC students.

The relationship between subjects studied on a BTEC course and subjects studied at HE level

114. The most popular HE subject areas, split by BTEC course subject area, are shown in Table 29. For nearly all the single subjects identified, the most favoured HE course is the one that relates directly to the student's original BTEC course subject area. For example, of those moving into HE from a BTEC course based around subjects allied to medicine, 81 per cent go on to study a subject allied to medicine at HE level.

115. Of the 14,052 qualifying students progressing to study at HE level, 50 per cent of them went on to study in the same subject area as that of their BTEC course.

Table 29 Most popular HE subjects studied for qualifying BTEC students who move into HE

BTEC subject	No. students	Most popular HE subject	No. students	% of progressors
Creative arts & design	5,966	Creative arts & design	3,850	65%
Engineering & technology	1,909	Engineering & technology	1,266	66%
Computer science	1,300	Mathematical sciences	610	47%
Sports science	1,391	Biological sciences	816	59%
Agriculture & related subjects	642	Agriculture & related	348	54%
Business & admin studies	413	Combined: other	120	29%
Education	609	Education	363	60%
Architecture, building & planning	729	Architecture, building & planning	440	60%
Subjects allied to medicine	489	Subjects allied to medicine	396	81%
Social, economic & political studies	232	Subjects allied to medicine	114	49%
Combined: science	366	Biological sciences	135	37%
Combined: social science	6	Social, economic & political studies	2	33%
Total	14,052	Same subject	7,044	50%

Notes: Annex B, Table B11 shows the equivalent table for all registered BTEC students.

Progression to HE from BTEC courses with other FE-level study

116. Table 7 showed that 79 per cent of all BTEC National Diploma students starting courses in 2002-03 were also concurrently studying some other FE-level qualification.

Here we look at progression to higher education in terms of its relationship with such concurrent study.

117. Table 30 shows the rates of progression to higher education for qualifying BTEC National Diploma students, split by the other qualifications they were studying in 2002-03 as well as their BTEC. In considering this table it is important to note that students' qualification status in terms of their concurrent FE-level study is not known. The table shows that those studying on a BTEC course and for one or more A-levels in 2002-03 have the highest rates of progression to higher education, with 43 per cent moving on to a degree course and a further 11 per cent to another level of undergraduate study.

Table 30 Progression of qualifying BTEC National Diploma students, by other qualifications being studied concurrently

Concurrent qualification	Degree	OUG	No HE	Total	% degree	% all UG
No concurrent study	1,220	613	3,500	5,333	23%	34%
A-levels	1,415	370	1,531	3,316	43%	54%
Key skills	4,011	1,924	8,866	14,801	27%	40%
NVQ/GNVQ	188	185	596	969	19%	38%
Other qualifications	726	342	1,528	2,596	28%	41%
VCE	36	22	55	113	32%	51%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C12 and C13 are the equivalent tables for BTEC National Award and Certificate courses. Annex C, Tables C14 to C16 show the equivalent tables for all BTEC registered students.

Characteristics of BTEC students

118. Tables 13, 14 and 15 showed the profile of students on BTEC courses by age, sex and ethnicity. This section sets out the rates of progression of BTEC students for each of these attributes. It should be noted that we are not implying that any differences are due to these attributes. We are not attempting to make 'like for like' comparisons taking account of other differences such as, for example, the subject mix.

Progression by sex

119. Table 31 details the rates of progression to higher education, split by sex, for those qualifying BTEC National Diploma students who started their course in 2002-03. It shows that there is little difference in progression rates between the sexes. The proportion of men progressing to any undergraduate-level study by 1 August 2006 is 4 per cent higher than that of women, while the proportions progressing to degree-level study are the same for both sexes (28 per cent).

Table 31 Progression of qualifying BTEC National Diploma students by sex

Sex	Degree	OUG	No HE	Total	% degree	% all UG
Female	3,826	1,556	8,473	13,855	28%	39%
Male	3,770	1,900	7,603	13,273	28%	43%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C17 and C18 are the equivalent tables for BTEC National Award and Certificate courses. Annex C, Tables C19 to C21 show the equivalent tables for all BTEC registered students.

Progression by age at start of course

120. Table 32 shows the progression rates to higher education split by young and mature students when considering qualifying BTEC National Diploma students. It shows that young students have higher rates of progression to both degree and other undergraduate courses.

Table 32 Progression of qualifying BTEC National Diploma students by age

Age	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	7,235	3,227	14,398	24,860	29%	42%
Mature (20 and over)	361	229	1,678	2,268	16%	26%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C22 and C23 are the equivalent tables for BTEC National Award and Certificate courses. Annex, Tables C24, C25 and C26 show the equivalent tables for all BTEC registered students.

121. For qualifying BTEC National Diploma students, Table 33 further breaks down the progression to HE for the cohort into age group and sex of student. It shows that for young students, the highest rates of progression to HE are among young men; however, progression rates to degree-level study are the same for both sexes. In terms of mature students, the men in this age group again have the higher rates of progression.

Table 33 Progression of qualifying BTEC National Diploma students by age and sex

Age	Sex	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	Female	3,658	1,459	7,596	12,713	29%	40%
	Male	3,577	1,768	6,802	12,147	29%	44%
Mature (20 and over)	Female	168	97	877	1,142	15%	23%
	Male	193	132	801	1,126	17%	29%
Total		7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C27 and C28 show the equivalent versions of Table 33 for BTEC National Award and Certificate courses.

122. The effect of age on progression rates is shown in finer detail in Figures 7 and 8. These two figures show how rates vary depending on students' age at the start of their BTEC course and the type of BTEC qualification.

Figure 7 Progression to degree-level study of qualifying BTEC students by age at start of course

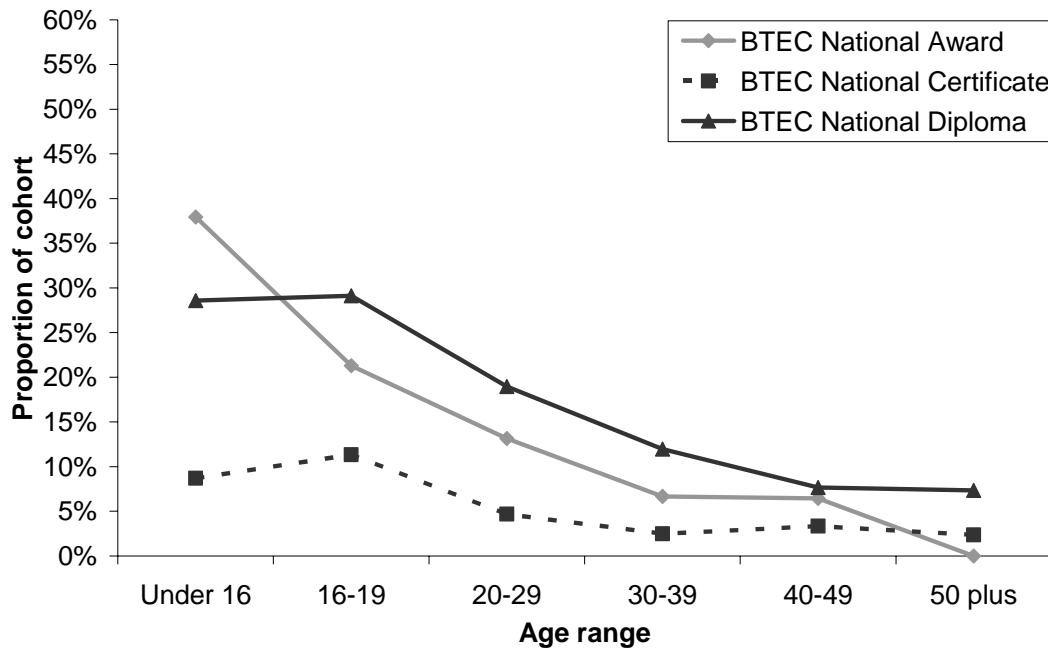
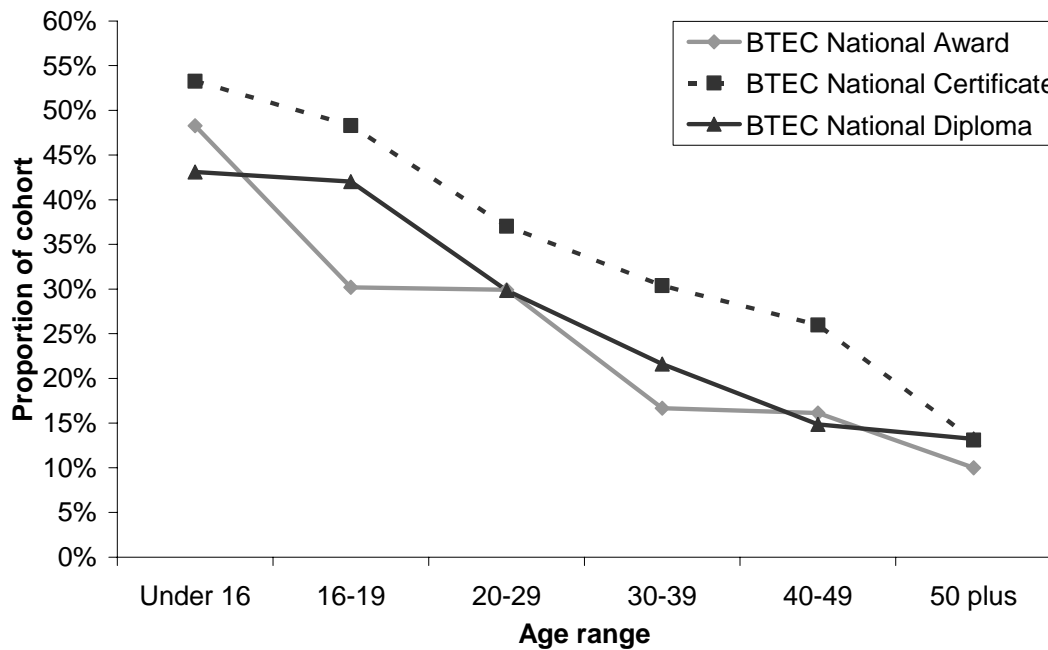


Figure 8 Progression to any undergraduate-level study of qualifying BTEC students by age at start of course



123. Annex B, Figures B3 and B4 show the equivalent charts for all registered BTEC students.

Progression by ethnicity

124. Table 34 gives the rates of progression to higher education, split by ethnicity, for students who began a BTEC National Diploma course in 2002-03 and are known to have qualified from that course. It shows that students registered as having white ethnicity have somewhat lower rates of progression to higher education than other ethnic groups.

Table 34 Progression of qualifying BTEC National Diploma students by ethnicity

Ethnicity	Degree	OUG	No HE	Total	% Degree	% all UG
Asian/Asian British	540	138	786	1,464	37%	46%
Black/Black British	398	113	499	1,010	39%	51%
Chinese	37	13	53	103	36%	49%
Mixed/other	157	48	292	497	32%	41%
White	5,994	2,991	13,683	22,668	26%	40%
Unknown	470	153	763	1,386	34%	45%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C29 and C30 are the equivalent tables for BTEC National Award and Certificate courses. Annex C, Tables C31 to C33 show the equivalent tables for all BTEC registered students.

Progression by disability status

125. Table 35 shows the rates of progression to higher education, split by disability status, for qualifying students who began a BTEC National Diploma course in 2002-03. The rate of progression to higher education is the same for students returned as having a disability and for those returned with no disability, at 41 per cent.

Table 35 Progression of qualifying BTEC National Diploma students by disability status

Disability status	Degree	OUG	No HE	Total	% degree	% all UG
Disability	653	381	1,460	2,494	26%	41%
No disability	5,911	2,605	12,055	20,571	29%	41%
Unknown	1,032	470	2,561	4,063	25%	37%
Total	7,596	3,456	16,076	27,128	28%	41%

Notes: Annex C, Tables C34 and C35 are the equivalent tables for qualifying BTEC National Award and Certificate students. Annex C, Tables C36, C37 and C38 show the equivalent tables for all BTEC registered students.

List of abbreviations

AVCE	Advanced Vocational Certificate of Education
BEC	Business Education Council
BTEC	Business & Technology Education Council
FE	Further education
FEC	Further education college
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HESA	Higher Education Statistics Agency
HNC/D	Higher National Certificate/Diploma
ILR	Individualised learner record
ISR	Individualised student record
LSC	Learning and Skills Council
NQF	National Qualification Framework
NVQ	National Vocational Qualification
ONC/D	Ordinary National Certificate/Diploma
OUG	Other undergraduate
TEC	Technology Education Council
UG	Undergraduate
VCE	Vocational Certificate of Education

Annex A

Cohort definitions

Original population

1. The original population, for year X, is made up of students who fit one of the following sets of criteria.

Recorded on the LSC's individualised learner record and:

- a. Started between 1 August year X and 31 July year X+1
(ILR field: LEARNING START DATE between dates specified).
- b. Studying for a BTEC qualification at FE level
(ILR field: NVQ LEVEL is '3' and either
QUALIFICATION TYPE is one of '0017', '0030', '1421', '1424', '1425' or
QUALIFICATION TITLE contains any variation on 'BTEC National Award',
'BTEC National Certificate', 'BTEC National Diploma')

Or recorded on HESA's individualised student record and:

- c. Started between 1 August year X and 31 July year X+1
(HESA field: COMDATE between dates specified).
- d. Studying for a BTEC qualification at FE level
(HESA field: FESTUMK in ('1','4') and
PTITLE contains any variation on 'BTEC National Award', 'BTEC National
Certificate', 'BTEC National Diploma' and does not contain 'Advanced National
Certificate in Horticulture' or 'Barpersons National Certificate')

2. Where there are multiple instances of the same student, only a single record is selected, with LSC's ILR records favoured over HESA records.

Cohort for analysis

3. To be included in our final cohort for analysis, students had to fulfil the following additional criteria:

- a. Not on a higher education course in year X or X-1 and not starting a higher education course prior to completion of the BTEC course.
- b. On a course that lasts between six months and two years.
- c. English domiciled.

Annex B Extended tables – all registered BTEC students

Table B1 Progression of all registered BTEC students by type of BTEC course

Type of BTEC	Degree level	OUG level	FE level	No FE or HE	Total	% degree level	% UG level
BTEC National Award	373	167	986	783	2,309	16%	23%
BTEC National Certificate	729	3,055	3,980	4,728	12,492	6%	30%
BTEC National Diploma	9,299	4,414	22,826	10,344	46,883	20%	29%
Total	10,401	7,636	27,792	15,855	61,684	17%	29%

Table B2 Mode of HE study for all registered BTEC students who move into HE

Type of BTEC	HE study mode		% to full-time HE study	
	Full-time	Part-time	Total	
BTEC National Award	457	83	540	85%
BTEC National Certificate	944	2,840	3,784	25%
BTEC National Diploma	12,153	1,560	13,713	89%
Total	13,554	4,483	18,037	75%

Table B3 Other undergraduate programmes taken by all registered BTEC students

Type of other undergraduate course	No. students	%
Diploma in Higher Education courses	357	5%
Foundation degrees	955	13%
BTEC Higher National Certificates/Diplomas	4,174	55%
Other	2,150	28%
Total	7,636	100%

1. Table B4 details the highest qualifications stated by qualifying BTEC students on entry to HE. For 44 per cent of them, the BTEC for which they were studying in this cohort is recorded as the highest qualification achieved. In the cases where HE-level qualifications are recorded, this HE experience occurred prior to the 2001-02 academic year.

Table B4 Highest qualifications stated by qualifying BTEC students on entry to HE

Highest qualification	No. of qualifying students	%
No formal qualification	79	1%
Access to HE course	33	0%
A-level or equivalents	2,303	16%
FE-level BTEC	6,248	44%
GCSE or equivalents	310	2%
HE	1,650	12%
Other qualifications	31	0%
Unknown	3,398	24%
Total	14,052	100%

Table B4 notes

- a. 'HE' – all HE-level qualifications or HE institutional credits, including first and higher degrees, HNC/Ds, HE-level NVQs and GNVQs.
- b. 'A-level or equivalent' – Level 3 qualification(s), including A-levels, AS-levels, GNVQs, VCEs, AVCEs, NVQs and Scottish equivalents.
- c. 'BTEC Level 3' – BTEC National Award, Certificate or Diploma, or earlier ONC/D awards.
- d. 'Access to HE course' – designed for mature entrants, usually one-year full-time study.
- e. 'GCSE' – General Certificate of Secondary Education; also includes earlier O-levels and Scottish equivalents.

2. The equivalent table for all registered BTEC students is shown in Table B5.

Table B5 Highest qualifications stated on entry to HE by all registered students

Highest qualification	No. of registered students	%
No formal qualification	122	1%
Access to HE course	77	0%
A-level or equivalents	3,092	17%
FE-level BTEC	7,491	42%
GCSE or equivalents	523	3%
HE	2,099	12%
Other qualifications	40	0%
Unknown	4,593	25%
Total	18,037	100%

3. Table B6 gives the highest qualifications recorded for BTEC students on entry to HE, by the other qualifications being studied concurrently with their BTEC. For 37 per cent of students studying only a BTEC qualification in 2002-03, their BTEC is the highest qualification they are recorded as having achieved.

4. For those concurrently studying for A-levels or key skills qualifications, 33 per cent and 53 per cent respectively are recorded with the BTEC as their highest qualification. It is understandable that 40 per cent of students concurrently studying A-levels state this qualification as the highest they have achieved.

Table B6 Highest qualifications recorded on entry to HE, by other qualifications studied concurrently

Highest qualification	No concurrent study		A-levels		Key skills		Other	
	Number	%	Number	%	Number	%	Number	%
No formal qualification	25	1%	5	0%	41	1%	8	0%
Access to HE course	15	0%	0	0%	16	0%	2	0%
A-level or equivalents	343	10%	806	40%	881	14%	273	13%
FE-level BTEC	1,347	37%	678	33%	3,362	53%	861	42%
GCSE or equivalents	66	2%	39	2%	153	2%	52	3%
HE	356	10%	220	11%	830	13%	244	12%
Other qualifications	18	1%	2	0%	10	0%	1	0%
Unknown	1,424	40%	285	14%	1,060	17%	629	30%
Total	3,594	100%	2,035	100%	6,353	100%	2,070	100%

5. Table B7 details the highest qualifications recorded on entry to HE for all registered BTEC students, by other qualifications studied concurrently.

Table B7 Highest qualifications recorded on entry to HE by all registered students, by other qualifications studied concurrently

Highest qualification	No concurrent study		A-levels		Key skills qualifications		Other	
	Number	%	Number	%	Number	%	Number	%
No formal qualification	48	1%	9	0%	56	1%	9	0%
Access to HE course	35	1%	1	0%	32	0%	9	0%
A-level or equivalents	515	11%	1,026	40%	1,140	15%	411	14%
FE-level BTEC	1,672	34%	814	32%	3,925	50%	1,080	38%
GCSE or equivalents	124	3%	68	3%	242	3%	89	3%
HE	476	10%	269	10%	1,049	13%	305	11%
Other qualifications	22	0%	4	0%	11	0%	3	0%
Unknown	1,965	40%	374	15%	1,324	17%	930	33%
Total	4,857	100%	2,565	100%	7,779	100%	2,836	100%

Figure B1 Time to progress from BTEC to degree-level study; all registered students

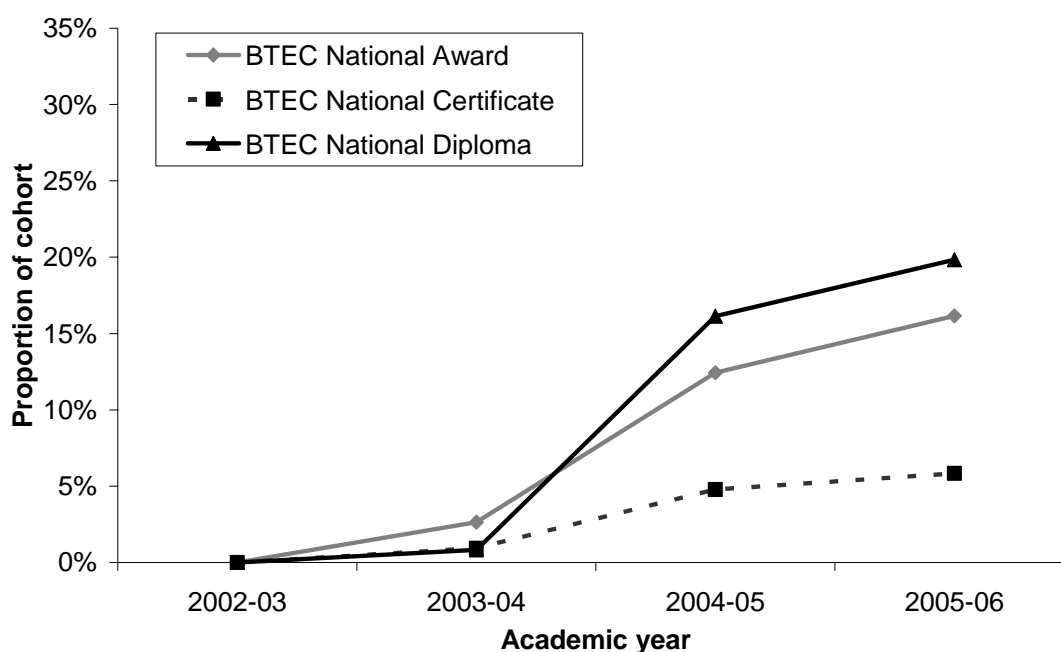


Figure B2 Time to progress from BTEC to any undergraduate-level study; all registered students

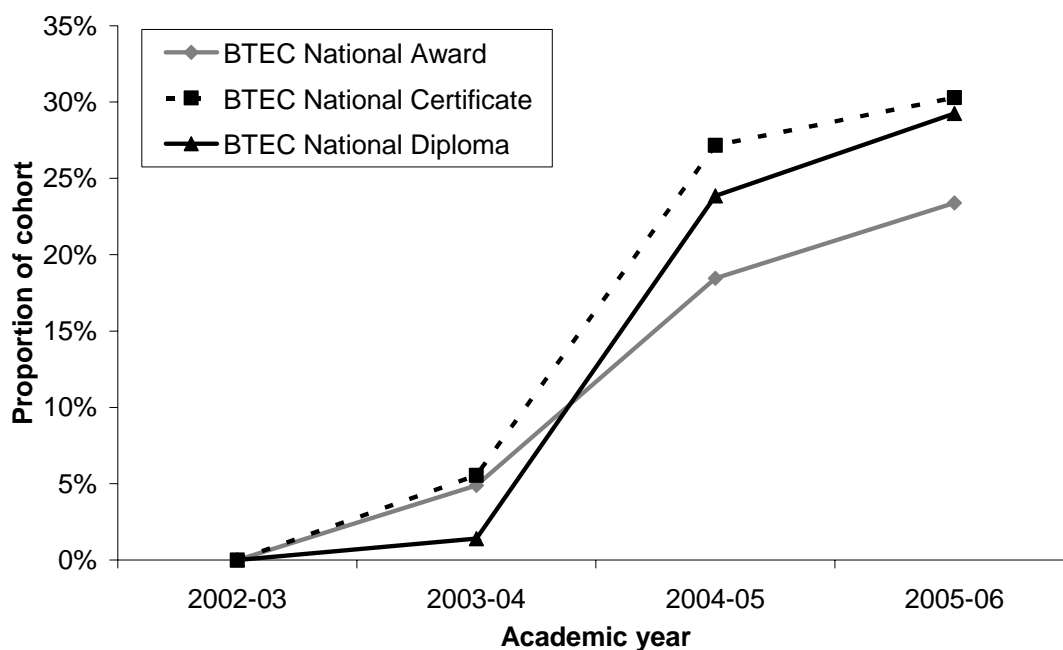


Table B8 Institution type for HE study for all registered BTEC students who move into HE, by type of institution for BTEC study

Institution type for BTEC	Institution type for HE study			Total	% HEI
	Registered and taught at a FEC	Registered and taught at an HEI	Registered at an HEI, taught at a FEC		
FEC	22	15,512	2,374	17,908	87%
HEI	0	124	5	129	96%
Total	22	15,636	2,379	18,037	87%

Table B9 Regional movement of BTEC students to institutions of HE study, for all registered BTEC students who move into HE

Region of institution of HE study	BTEC National Award		BTEC National Certificate		BTEC National Diploma		Total	
	Number	%	Number	%	Number	%	Number	%
Same as BTEC	328	61%	3,338	88%	8,683	63%	12,349	68%
Other English region	183	34%	393	10%	4,559	33%	5,135	28%
Wales	19	4%	22	1%	320	2%	361	2%
Scotland	2	0%	3	0%	44	0%	49	0%
OU	8	1%	28	1%	107	1%	143	1%
Total	540	100%	3,784	100%	13,713	100%	18,037	100%

Table B10 HE subjects studied by all registered BTEC students who move into higher education

HE subject	Total	%
Creative arts & design	4,864	27%
Engineering & technology	2,306	13%
Biological sciences	1,425	8%
Mathematical sciences	1,098	6%
Subjects allied to medicine	1,055	6%
Architecture, building & planning	775	4%
Business & administrative studies	701	4%
Education	681	4%
Librarianship & information science	623	3%
Social, economic & political studies	450	2%
Agriculture & related subjects	403	2%
Computer science	363	2%
Physical sciences	174	1%
Languages	88	0%
Humanities	74	0%
Veterinary science	4	0%
Medicine & dentistry	2	0%
Sports science	1	0%
Combined subjects	2,950	16%
Total	18,037	100%

Table B11 Most popular HE subjects studied for all registered BTEC students who move into HE

BTEC subject	No. students	Most popular HE subject	No. students	% of progressors
Creative arts & design	7,437	Creative arts & design	4,700	63%
Engineering & technology	2,714	Engineering & technology	1,655	61%
Computer science	1,795	Mathematical sciences	806	45%
Sports science	1,583	Biological sciences	913	58%
Agriculture & related subjects	729	Agriculture & related	369	51%
Business & administrative studies	521	Combined: other	144	28%
Education	704	Education	396	56%
Architecture, building & planning	1,077	Architecture, building & planning	633	59%
Subjects allied to medicine	581	Subjects allied to medicine	463	80%
Social, economic & political studies	306	Subjects allied to medicine	160	52%
Biological sciences	4	Biological sciences	1	25%
Combined: science	570	Biological sciences	212	37%
Combined: social science	11	Social, economic & political studies	3	27%
Combined: other	5	Agriculture & related	2	40%
Total	18,037	Same subject	8,706	48%

Annex C Extended tables – qualifiers from BTEC National Awards and BTEC National Certificates, and progression by qualification outcome

Table C1 Ten most popular qualifications classified as ‘other’ being studied concurrently by all registered BTEC students

Qualification title	No. students
First aid at work certificate	431
GCSE mathematics A	283
Basic health and safety certificate	262
GCSE English	243
GCSE mathematics B	240
Food hygiene certificate	172
C&G 9383 horticulture skills test	120
Intermediate certificate in art and design	120
Basic food hygiene certificate	109
Certificate in adult numeracy	102

Table C2 Progression of qualifying BTEC National Award students, by region of BTEC provider

Region of BTEC provider	Degree	OUG	No HE	Total	% degree	% all UG
East Midlands	14	9	92	115	12%	20%
East of England	3	2	32	37	8%	14%
London	30	6	80	116	26%	31%
North East	29	32	63	124	23%	49%
North West	35	23	130	188	19%	31%
South East	62	16	190	268	23%	29%
South West	18	10	93	121	15%	23%
West Midlands	18	10	98	126	14%	22%
Yorkshire/Humberside	17	9	53	79	22%	33%
Total	226	117	831	1,174	19%	29%

Table C3 Progression of qualifying BTEC National Certificate students, by region of BTEC provider

Region of BTEC provider	Degree	OUG	No HE	Total	% degree	% all UG
East Midlands	26	199	278	503	5%	45%
East of England	54	191	380	625	9%	39%
London	93	173	520	786	12%	34%
North East	24	256	270	550	4%	51%
North West	102	393	550	1,045	10%	47%
South East	50	187	488	725	7%	33%
South West	26	191	367	584	4%	37%
West Midlands	68	201	444	713	10%	38%
Yorkshire/Humberside	76	347	369	792	10%	53%
Total	519	2,138	3,666	6,323	8%	42%

Table C4 Progression of BTEC National Diploma students by region of BTEC provider and qualification outcome

Region of BTEC provider	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
East Midlands	2,442	25%	38%	1,179	3%	7%	525	6%	14%
East of England	3,042	26%	38%	1,145	4%	6%	873	16%	22%
London	2,822	37%	48%	1,357	6%	11%	1,128	21%	27%
North East	1,347	29%	48%	538	4%	9%	470	12%	22%
North West	3,705	33%	45%	1,460	3%	7%	1,249	17%	25%
South East	4,110	24%	37%	1,515	3%	5%	1,721	15%	20%
South West	3,747	21%	35%	1,128	3%	6%	938	9%	15%
West Midlands	3,197	32%	42%	1,505	4%	7%	962	13%	21%
Yorkshire/Humberside	2,716	28%	41%	1,168	5%	8%	894	14%	20%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C5 Progression of BTEC National Award students by region of BTEC provider and qualification outcome

Region of BTEC provider	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
East Midlands	115	12%	20%	77	6%	6%	31	3%	10%
East of England	37	8%	14%	25	0%	0%	4	0%	25%
London	116	26%	31%	61	11%	15%	113	29%	35%
North East	124	23%	49%	47	6%	15%	30	13%	33%
North West	188	19%	31%	88	3%	5%	117	19%	23%
South East	268	23%	29%	127	9%	13%	100	20%	26%
South West	121	15%	23%	48	0%	4%	37	3%	5%
West Midlands	126	14%	22%	63	8%	11%	43	21%	28%
Yorkshire/Humberside	79	22%	33%	68	22%	22%	56	14%	20%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C6 Progression of BTEC National Certificate students by region of BTEC provider and qualification outcome

Region of BTEC provider	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
East Midlands	503	5%	45%	225	3%	14%	256	1%	16%
East of England	625	9%	39%	390	6%	14%	345	4%	21%
London	786	12%	34%	386	4%	10%	275	6%	25%
North East	550	4%	51%	364	3%	13%	285	1%	28%
North West	1,045	10%	47%	380	2%	15%	395	3%	29%
South East	725	7%	33%	295	2%	8%	443	3%	19%
South West	584	4%	37%	260	2%	11%	264	3%	19%
West Midlands	713	10%	38%	450	4%	12%	542	4%	33%
Yorkshire/Humberside	792	10%	53%	328	2%	12%	286	6%	23%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Figure C1 Distribution of the number of HEIs/FECs attended (qualifying BTEC National Award progressors)

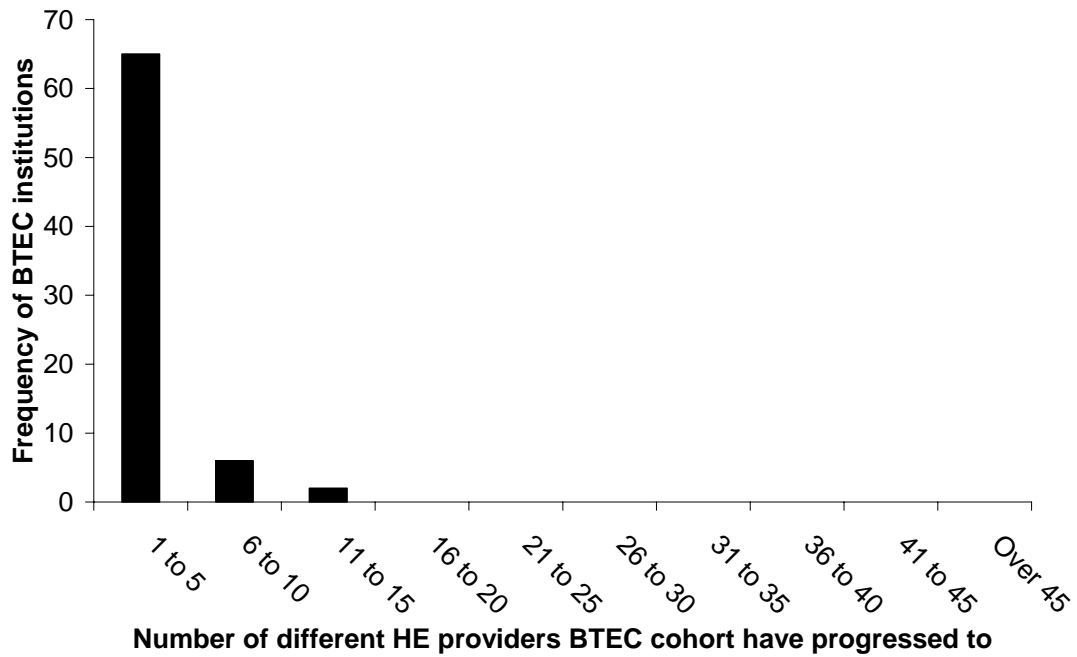


Figure C2 Distribution of the number of HEIs/FECs attended (qualifying BTEC National Certificate progressors)

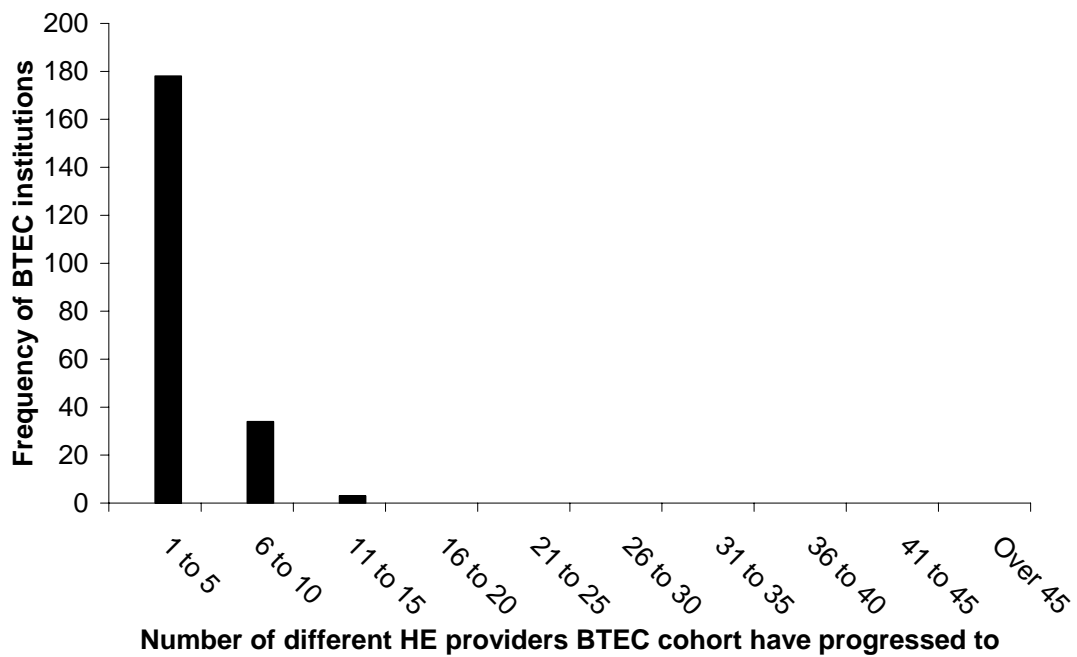


Table C7 Progression of qualifying BTEC National Award students by BTEC course subject area

Subject area	Degree	OUG	No HE	Total	% degree	% all UG
Creative arts & design	134	37	245	416	32%	41%
Computer science	39	46	128	213	18%	40%
Sports science	38	19	130	187	20%	30%
Agriculture & related subjects	5	12	197	214	2%	8%
Business & administrative studies	5	3	114	122	4%	7%
Combined subjects	5	0	17	22	23%	23%
Total	226	117	831	1,174	19%	29%

Table C8 Progression of qualifying BTEC National Certificate students by BTEC course subject area

Subject area	Degree	OUG	No HE	Total	% degree	% all UG
Creative arts & design	145	97	344	586	25%	41%
Engineering & technology	48	1,224	1,153	2,425	2%	52%
Computer science	103	60	240	403	26%	40%
Sports science	92	52	308	452	20%	32%
Agriculture & related subjects	16	59	436	511	3%	15%
Business & administrative studies	28	35	313	376	7%	17%
Education	4	4	65	73	5%	11%
Architecture, building & planning	31	503	355	889	3%	60%
Subjects allied to medicine	6	35	183	224	3%	18%
Social, economic & political studies	11	18	48	77	14%	38%
Combined subjects	35	51	221	307	11%	28%
Total	519	2,138	3,666	6,323	8%	42%

Table C9 Progression of BTEC National Diploma students by BTEC course subject area and qualification outcome

Subject area	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Creative arts & design	12,025	34%	46%	4,355	5%	8%	3,693	19%	25%
Engineering & technology	1,326	29%	48%	940	3%	8%	703	15%	25%
Computer science	2,226	32%	47%	1,272	6%	10%	908	16%	25%
Sports science	2,674	33%	45%	928	3%	5%	670	13%	16%
Agriculture & related subjects	2,228	10%	25%	600	2%	4%	529	4%	8%
Business & administrative studies	1,750	14%	20%	812	2%	3%	608	4%	7%
Education	2,342	19%	26%	787	2%	4%	576	6%	9%
Architecture, building & planning	325	28%	60%	195	4%	14%	148	12%	35%
Subjects allied to medicine	871	22%	51%	463	3%	8%	325	5%	14%
Social, economic & political studies	449	29%	45%	255	3%	9%	109	7%	26%
Combined subjects	912	27%	31%	388	0%	0%	491	21%	29%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C10 Progression of BTEC National Award students by BTEC course subject area and qualification outcome

Subject area	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Creative arts & design	416	32%	41%	227	16%	19%	205	28%	36%
Computer science	213	18%	40%	126	6%	10%	127	23%	29%
Sports science	187	20%	30%	100	1%	2%	40	10%	20%
Agriculture & related subjects	214	2%	8%	64	0%	5%	88	1%	6%
Business & administrative studies	122	4%	7%	82	5%	5%	48	4%	4%
Combined subjects	22	23%	23%	5	0%	0%	23	17%	30%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C11 Progression of BTEC National Certificate students by BTEC course subject area and qualification outcome

Subject area	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Creative arts & design	586	25%	41%	258	5%	8%	209	11%	19%
Engineering & technology	2,425	2%	52%	1,202	2%	13%	1,445	1%	28%
Computer science	403	26%	40%	283	10%	17%	202	12%	19%
Sports science	452	20%	32%	217	2%	6%	141	7%	10%
Agriculture & related subjects	511	3%	15%	123	1%	4%	240	0%	2%
Business & administrative studies	376	7%	17%	231	3%	9%	151	3%	8%
Education	73	5%	11%	46	2%	9%	53	4%	11%
Architecture, building & planning	889	3%	60%	508	4%	19%	391	3%	45%
Subjects allied to medicine	224	3%	18%	52	2%	8%	36	3%	11%
Social, economic & political studies	77	14%	38%	63	2%	10%	52	10%	33%
Biological sciences	0	N/A	N/A	2	0%	0%	8	13%	50%
Combined subjects	307	11%	28%	93	0%	0%	163	4%	20%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Table C12 Progression of qualifying BTEC National Award students, by other qualifications being studied concurrently

Concurrent qualification	Degree	OUG	No HE	Total	% degree	% all UG
BTEC course only	46	50	292	388	12%	25%
A-levels	95	10	99	204	47%	51%
Key skills	59	36	233	328	18%	29%
NVQ/GNVQ	1	4	64	69	1%	7%
Other qualifications	12	15	118	145	8%	19%
VCE	13	2	25	40	33%	38%
Total	226	117	831	1,174	19%	29%

Table C13 Progression of qualifying BTEC National Certificate students, by other qualifications being studied concurrently

Concurrent qualification	Degree	OUG	No HE	Total	% degree	% all UG
No concurrent study	179	1,486	2,119	3,784	5%	44%
A-levels	104	41	132	277	38%	52%
Key skills	141	182	739	1,062	13%	30%
NVQ/GNVQ	21	202	212	435	5%	51%
Other qualifications	62	218	429	709	9%	39%
VCE	12	9	35	56	21%	38%
Total	519	2,138	3,666	6,323	8%	42%

Table C14 Progression of BTEC National Diploma students by other qualifications being studied concurrently and qualification outcome

Concurrent qualification	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
No concurrent study	5,333	23%	34%	2,672	4%	8%	2,015	11%	17%
A-levels	3,316	43%	54%	967	7%	9%	1,020	28%	35%
Key skills	14,801	27%	40%	5,860	4%	7%	4,416	12%	19%
NVQ/GNVQ	969	19%	38%	437	3%	8%	380	13%	21%
Other qualifications	2,596	28%	41%	997	4%	9%	885	15%	24%
VCE	113	32%	51%	62	3%	8%	44	18%	30%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C15 Progression of BTEC National Award students by other qualifications being studied concurrently and qualification outcome

Concurrent qualification	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
No concurrent study	388	12%	25%	195	3%	6%	157	15%	19%
A-levels	204	47%	51%	113	19%	20%	54	33%	44%
Key skills	328	18%	29%	147	6%	8%	179	22%	30%
NVQ/GNVQ	69	1%	7%	20	0%	5%	16	0%	0%
Other qualifications	145	8%	19%	91	14%	16%	87	11%	18%
VCE	40	33%	38%	38	0%	5%	38	18%	21%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C16 Progression of BTEC National Certificate students by other qualifications being studied concurrently and qualification outcome

Concurrent qualification	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
No concurrent study	3,784	5%	44%	1,782	3%	12%	1,801	2%	25%
A-levels	277	38%	52%	110	12%	16%	79	15%	23%
Key skills	1,062	13%	30%	537	2%	7%	638	5%	15%
NVQ/GNVQ	435	5%	51%	260	1%	15%	270	2%	42%
Other qualifications	709	9%	39%	299	3%	12%	274	3%	25%
VCE	56	21%	38%	90	21%	28%	29	24%	34%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Table C17 Progression of qualifying BTEC National Award students by sex

Sex	Degree	OUG	No HE	Total	% degree	% all UG
Female	116	44	408	568	20%	28%
Male	110	73	423	606	18%	30%
Total	226	117	831	1,174	19%	29%

Table C18 Progression of qualifying BTEC National Certificate students by sex

Sex	Degree	OUG	No HE	Total	% degree	% all UG
Female	215	372	1,365	1,952	11%	30%
Male	304	1,766	2,301	4,371	7%	47%
Total	519	2,138	3,666	6,323	8%	42%

Table C19 Progression of BTEC National Diploma students by sex and qualification outcome

Sex	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Female	13,855	28%	39%	4,614	4%	7%	3,814	15%	21%
Male	13,273	28%	43%	6,381	4%	8%	4,946	14%	21%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C20 Progression of BTEC National Award students by sex and qualification outcome

Sex	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Female	568	20%	28%	204	11%	12%	248	21%	28%
Male	606	18%	30%	400	7%	10%	283	16%	22%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C21 Progression of BTEC National Certificate students by sex and qualification outcome

Sex	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Female	1,952	11%	30%	697	3%	8%	693	6%	19%
Male	4,371	7%	47%	2,381	3%	13%	2,398	3%	26%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Table C22 Progression of qualifying BTEC National Award students by age

Age	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	202	83	641	926	22%	31%
Mature (20 and over)	24	34	190	248	10%	23%
Total	226	117	831	1,174	19%	29%

Table C23 Progression of qualifying BTEC National Certificate students by age

Age	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	421	1,388	1,927	3,736	11%	48%
Mature (20 and over)	98	750	1,739	2,587	4%	33%
Total	519	2,138	3,666	6,323	8%	42%

Table C24 Progression of BTEC National Diploma students by age and qualification outcome

Age	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Young (below 20)	24,860	29%	42%	9,819	4%	7%	7,878	15%	22%
Mature (20 and over)	2,268	16%	26%	1,176	5%	9%	882	10%	15%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C25 Progression of BTEC National Award students by age and qualification outcome

Age	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Young (below 20)	926	22%	31%	495	9%	12%	425	22%	28%
Mature (20 and over)	248	10%	23%	109	4%	6%	106	6%	13%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C26 Progression of BTEC National Certificate students by age and qualification outcome

Age	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Young (below 20)	3,736	11%	48%	2,001	4%	12%	2,049	4%	26%
Mature (20 and over)	2,587	4%	33%	1,077	2%	12%	1,042	3%	21%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Table C27 Progression of qualifying BTEC National Award students by age and sex

Age	Sex	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	Female	107	28	301	436	25%	31%
	Male	95	55	340	490	19%	31%
Mature (20 and over)	Female	9	16	107	132	7%	19%
	Male	15	18	83	116	13%	28%
Total		226	117	831	1,174	19%	29%

Table C28 Progression of qualifying BTEC National Certificate students by age and sex

Age	Sex	Degree	OUG	No HE	Total	% degree	% all UG
Young (below 20)	Female	168	187	598	953	18%	37%
	Male	253	1,201	1,329	2,783	9%	52%
Mature (20 and over)	Female	47	185	767	999	5%	23%
	Male	51	565	972	1,588	3%	39%
Total		519	2,138	3,666	6,323	8%	42%

Table C29 Progression of qualifying BTEC National Award students by ethnicity

Ethnicity	Degree	OUG	No HE	Total	% degree	% all UG
Asian/Asian British	13	10	23	46	28%	50%
Black/Black British	8	6	24	38	21%	37%
Chinese	0	1	4	5	0%	20%
Mixed/other	6		13	19	32%	32%
White	18	2	62	82	22%	24%
Unknown	181	98	705	984	18%	28%
Total	226	117	831	1,174	19%	29%

Table C30 Progression of qualifying BTEC National Certificate students by ethnicity

Ethnicity	Degree	OUG	No HE	Total	% degree	% all UG
Asian/Asian British	77	43	129	249	31%	48%
Black/Black British	44	44	195	283	16%	31%
Chinese	0	1	4	5	0%	20%
Mixed/other	17	15	55	87	20%	37%
White	24	94	179	297	8%	40%
Unknown	357	1,941	3,104	5,402	7%	43%
Total	519	2,138	3,666	6,323	8%	42%

Table C31 Progression of BTEC National Diploma students by ethnicity and qualification outcome

Ethnicity	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Asian/Asian British	1,464	37%	46%	646	8%	14%	475	24%	32%
Black/Black British	1,010	39%	51%	627	7%	12%	479	21%	29%
Chinese	103	36%	49%	38	13%	16%	42	36%	48%
Mixed/other	497	32%	41%	241	5%	7%	208	17%	23%
White	22,668	26%	40%	8,855	3%	6%	7,079	13%	20%
Unknown	1,386	34%	45%	588	5%	9%	477	18%	22%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C32 Progression of BTEC National Award students by ethnicity and qualification outcome

Ethnicity	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Asian/Asian British	46	28%	50%	35	9%	11%	27	22%	26%
Black/Black British	38	21%	37%	35	11%	17%	47	36%	45%
Chinese	5	0%	20%	2	0%	50%	2	0%	50%
Mixed/other	19	32%	32%	13	8%	8%	12	8%	8%
White	984	18%	28%	470	8%	10%	398	16%	22%
Unknown	82	22%	24%	49	8%	10%	45	24%	29%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C33 Progression of BTEC National Certificate students by ethnicity and qualification outcome

Ethnicity	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Asian/Asian British	249	31%	48%	153	15%	20%	124	14%	27%
Black/Black British	283	16%	31%	183	4%	12%	109	8%	24%
Chinese	5	0%	20%	6	17%	17%	7	43%	86%
Mixed/other	87	20%	37%	45	4%	16%	40	5%	33%
White	5,402	7%	43%	2,538	3%	12%	2,684	3%	24%
Unknown	297	8%	40%	153	3%	11%	127	6%	16%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%

Table C34 Progression of qualifying BTEC National Award students by disability status

Disability status	Degree	OUG	No HE	Total	% degree	% all UG
Disability	15	12	98	125	12%	22%
No disability	188	91	630	909	21%	31%
Unknown	23	14	103	140	16%	26%
Total	226	117	831	1,174	19%	29%

Table C35 Progression of qualifying BTEC National Certificate students by disability status

Disability status	Degree	OUG	No HE	Total	% degree	% all UG
Disability	36	94	237	367	10%	35%
No disability	412	1,807	3,006	5,225	8%	42%
Unknown	71	237	423	731	10%	42%
Total	519	2,138	3,666	6,323	8%	42%

Table C36 Progression of BTEC National Diploma students by disability status and qualification outcome

Disability status	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Disability	2,494	26%	41%	928	4%	6%	837	12%	19%
No disability	20,571	29%	41%	8,368	4%	8%	6,598	15%	22%
Unknown	4,063	25%	37%	1,699	4%	7%	1,325	14%	20%
Total	27,128	28%	41%	10,995	4%	7%	8,760	14%	21%

Table C37 Progression of BTEC National Award students by disability status and qualification outcome

Disability status	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Disability	125	12%	22%	60	5%	7%	58	10%	14%
No disability	909	21%	31%	444	8%	11%	397	18%	25%
Unknown	140	16%	26%	100	10%	13%	76	25%	30%
Total	1,174	19%	29%	604	8%	11%	531	18%	25%

Table C38 Progression of BTEC National Certificate students by disability status and qualification outcome

Disability status	Reported as qualifying			Reported as not qualifying			Unknown qualification outcome		
	Number	% degree	% all UG	Number	% degree	% all UG	Number	% degree	% all UG
Disability	367	10%	35%	164	5%	11%	160	4%	18%
No disability	5,225	8%	42%	2,482	4%	13%	2,564	3%	24%
Unknown	731	10%	42%	432	2%	9%	367	5%	29%
Total	6,323	8%	42%	3,078	3%	12%	3,091	3%	24%