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Issues paper

This report is for information

This report provides the first national analysis of the Aimhigher Associates scheme focussing specifically on the background characteristics of those who participated, either as learners or as Associates (mentors). The analysis covers activity during the 2009-10 academic year, the first year the scheme was launched nationally.

Aimhigher Associates scheme

Patterns of participation during the first year

Aimhigher Associates scheme: Patterns of participation during the first year

To	Heads of HEFCE-funded higher education institutions Heads of HEFCE-funded further education colleges Heads of universities in Northern Ireland Chairs and managers of area Aimhigher partnerships
Of interest to those responsible for	Widening access and participation in higher education, including staff in higher and further education institutions, schools and local authorities
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Executive summary

Purpose

1. This report provides the first national analysis of the Aimhigher Associates scheme and specifically the background characteristics of those who participated, either as learners or as Associates (mentors). The analysis covers activity during the 2009-10 academic year, the first year the scheme was launched nationally.
2. Understanding learners' characteristics allows assessment of the scheme's success at targeting the young people for whom it was designed: those from backgrounds under-represented in higher education. Understanding Associates' characteristics provides insight into the type of higher education (HE) students who were most likely to become Associates and the kind of HE experience they had.
3. The Aimhigher Associates scheme was delivered as part of the main Aimhigher programme. It supported the aims of the main Aimhigher programme, which were to help ensure that young people from widening participation backgrounds had the opportunity to progress to the full range of available higher education. The Associates scheme began with a pilot year in the academic year 2008-09, and was launched throughout England in the following two years.
4. The scheme employed undergraduates as 'Associates' who delivered a sustained programme of mentoring in schools, colleges and academies to small groups of pupils and one-to-one. They offered information about higher education, and aimed to encourage and increase the motivation of pupils to realise their full educational potential.

Key points

5. During 2009-10 just under 16,000 pupils from more than 750 schools, academies and colleges took part in the Aimhigher Associates scheme, and 3,400 HE students from over 120 higher education institutions (HEIs) participated as Associates. That is, roughly one in every 150 13 to 18 year-olds in English schools, and one in every 650 HE students at publicly funded English HEIs, were involved. There were 140,000 exchanges between learners and Associates.

6. In 2009-10 the total expenditure in the scheme was £6.66 million, which gives an average cost of £420 per learner, and £50 for every exchange each learner had with an Associate. The average payment made to Associates was around £700.

7. The scheme succeeded in engaging pupils for whom it was intended: those from groups or with backgrounds that are under-represented in HE. Pupils eligible for free school meals (FSM), looked after by a local authority, attending schools with high proportions of pupils eligible for FSM or living in the most deprived areas were more likely to participate than their more advantaged counterparts.

8. The scheme focused on pupils with mid to high levels of prior academic attainment measured at Key Stage 3. Among pupils in Year 11, those who were disadvantaged and with low attainment were only slightly more likely to participate than advantaged pupils with similarly low attainment. But disadvantaged pupils with average to high attainment were between five and 12 times more likely to participate than advantaged pupils with equivalent attainment.

9. There were some groups that engaged less than the scheme may have hoped. For example, boys were less likely to participate than girls, and pupils with learning difficulties and disabilities were less likely to participate than those without. However, these patterns vary with prior attainment, and the Associates scheme shows greater equality in participation across these groups than does the Aimhigher summer school programme.

10. The scheme also succeeded in encouraging students across a diverse range of HE provision to become Associates. Most Associates were studying full-time on first degree courses in either their second or third year, but some were postgraduate students, part-time students, or from overseas.

11. Associates did not typically have the same kinds of disadvantaged backgrounds as the learners they helped: there were more Associates from relatively more advantaged backgrounds. However students from disadvantaged backgrounds were more likely to become Associates.

Action required

12. No action is required.

Introduction

Background

13. Aimhigher was a national programme that began in 2004 with the integration of two pre-existing programmes: Excellence Challenge and Partnerships for Progression. Aimhigher aimed to widen participation in higher education (HE) by raising the aspirations and developing the abilities of young people from groups under-represented in HE. Aimhigher partnerships built cross-sector relationships that helped break down the barriers that institutions and systems can unwittingly create for learners.

14. These aims were reflected in targeting guidelines for outreach activity delivered through Aimhigher. Accordingly the Aimhigher Associates scheme's target groups were young people from communities and/or backgrounds that are under-represented in HE¹.

15. As well as the Associates scheme, Aimhigher encompassed a range of activities to engage and motivate learners who had the potential to enter HE but who were under-achieving, undecided or lacking confidence: summer schools; campus visits; mentoring; facilitating information, advice and guidance; and other interventions directed through schools and post-16 colleges.

16. In November 2010 the Government announced that funding of Aimhigher would cease on 31 July 2011.

Aimhigher Associates scheme

17. The Aimhigher Associates scheme was designed to help ensure that young people from disadvantaged backgrounds had the opportunity to progress to the full range of available HE by encouraging targeted pupils between Year 9 and Year 13 (that is, aged 13 to 18) to realise their full educational potential, and providing information, advice and guidance on the full range of HE available to them.

18. Launched throughout England in September 2009 following a successful pilot phase during 2008-09, the scheme provided mentoring support for these pupils by current university undergraduates known as 'Associates'. The mentoring relationships were long-term, involving around 15 regular exchanges across an academic year to support learners as they made important decisions about their futures. The scheme aimed to recruit, as far as possible, Associates from similar backgrounds to the pupils they supported.

19. The Department for Business, Innovation and Skills (BIS) allocated £21 million to Aimhigher partnerships to deliver the scheme over three years, helping to make it one of the largest national schemes of its kind in the world.

¹ For more information see 'Higher education outreach: targeting disadvantaged learners' (HEFCE 2007/12). All HEFCE publications are available at www.hefce.ac.uk/pubs

20. Unlike the main Aimhigher scheme, where partnerships decided how they would allocate funding between different activities, the costs of the Aimhigher Associates scheme were largely non-negotiable so the ratio of target output to funding was fixed. Funding allocations for the Aimhigher Associates scheme were accompanied with a minimum target number of learners to be achieved by each partnership. Precise targets for Associates were not given because this number was flexible, depending on how many learners each Associate engaged with (usually between four and six).

21. Fixed pricing was used for certain aspects of the scheme to enable national operation and comparability. For example: £150 per Associate was apportioned to facilitate a national training scheme (this rose to £200 in 2010-11) and, to ensure that all Associates were paid at similar levels, a price was fixed for payment per exchange with learners. Advice to Aimhigher partnerships stated that the payment of £50 per exchange to Associates should cover; their attendance at initial training sessions; preparation time for the exchanges with learners; the exchanges themselves; time to complete follow-up (for example sending additional information); travelling expenses; attendance at further training events; and time to fulfil monitoring and evaluation requirements for the scheme. Taken together, it was expected that the above would average out at between six and seven hours spent per exchange. The maximum payment to schools was also specified and the cost of carrying out Criminal Records Bureau checks included within the overall allocation. Table 1 gives indicative prices for elements of the scheme.

Table 1 Indicative prices for key elements in the Aimhigher Associates scheme

Description of item	Cost per unit (£)
Training costs per Associate, based on a two-day session	150
Payment to Aimhigher Associates per exchange to a maximum number of 20 exchanges per year	50
Maximum payment to schools, academies or colleges for co-ordination of the scheme (based on 10 Associates working in the school)	2,500
Payment to meet the cost of Criminal Records Bureau checks and registration with the Independent Safeguarding Authority	64

Note on terminology

22. The following terms have been used in this report:

- a. Pupils studying at schools, academies and colleges in Years 9 to 13 (typically aged 13 to 18) who participated in the scheme are described as ‘learners’.

- b. Students, predominantly studying for HE-level courses, who were paired with and supported the learners are the 'Associates'.
- c. Interactions between learners and Associates are measured using 'exchanges': an exchange is defined as a meeting between a learner and an Associate (either in person or electronically) lasting anywhere between half an hour up to two or three hours.
- d. Because Associates could be responsible for multiple learners and may have chosen to conduct exchanges with more than one learner at the same time, we can count the number of exchanges from either the perspective of the learners or that of the Associates. For example where an Associate meets with two learners at the same time, this is counted as two 'learner exchanges' but only one 'Associate exchange'. The way in which exchanges were recorded in the data allows for easy reporting of learner exchanges, but not for Associate exchanges, which are not reported (see paragraph 106 for further information on this).

Aims of this report

- 23. This report focuses on the Aimhigher Associates scheme during the 2009-10 academic year, the first year after being rolled out nationally.
- 24. The report establishes the size of the scheme according to how many learners, Associates, schools, academies, colleges and higher education institutions (HEIs) participated. It uses information on expenditure to quantify how much was spent on certain elements of the scheme. It examines the backgrounds and characteristics of learners and Associates, and how likely pupils and HE students with different characteristics were to participate. This leads to an assessment of how well targeted the scheme was, and whether pupils from disadvantaged backgrounds were more likely to participate than pupils from other backgrounds.
- 25. This report will contribute towards the legacy of Aimhigher, which will help HE providers that, beyond 2010-11, will be responsible for co-ordinating outreach activity. Many of those institutions requiring an access agreement approved by the Office for Fair Access² will need to demonstrate how they intend to improve access to and/or retention within their institutions and achieve a diverse student body. This is likely to include undertaking outreach activity, for which the good practice developed under the Aimhigher programme will be useful.

Data sources

- 26. HEFCE asked Aimhigher partnerships to record and return information on all learners and Associates participating in the Aimhigher Associates scheme. The information returned included:

² See www.offa.org.uk/wp-content/uploads/2011/03/2011-01-OFFA-How-to-produce-access-agreement-2012-13.pdf

a. For learners: name, sex, date of birth, school year, ethnicity and whether they had a disability; details about their background such as home and school postcode and whether one or more of their parents/guardians held an HE qualification; and details about their engagement with the scheme such as when they first started and the number of exchanges they had with their Associate.

b. For Associates: name; sex; date of birth; whether one or more of their parents/guardians held an HE qualification; and their HUSID³, a number assigned by HE providers and unique to each of their students.

The Associates' HUSIDs were also returned with the learner data, to indicate which learners each Associate had worked with. All information on learners and Associates was collected, stored and processed in accordance with the Data Protection Act 1998.

27. In this report, information on learners has been linked to an extract from the 2009-10 National Pupil Database (NPD) School Census, which contains information on all pupils between Years 9 and 13 studying in maintained schools in England⁴. The School Census records information about characteristics such as gender, ethnicity, whether a child is eligible for free school meals, or has special educational needs. Also linked to the School Census is information about prior academic attainment and whether a child is looked after⁵. Because it contains a record for every maintained school pupil, it provides an estimate of the size of the school population. We used this population estimate and our data on the number of learners on the Aimhigher Associates scheme, to calculate participation rates (the probability of participating) in the scheme for pupils with different backgrounds and characteristics. There is further information on how participation rates are calculated in Annex A.

28. Similarly, we linked information on Associates to the 2009-10 Higher Education Statistics Agency (HESA) student record, which contains information on every enrolment, and every student, on an HE-level course across all publicly funded higher education institutions in the UK⁶. Linking Associate data to the HESA student record allows analysis of those students who became Associates and how likely HE students were to participate in the scheme as Associates.

³ Higher Education Statistics Agency Unique Student Identifier.

⁴ Pupils studying at further education colleges or at independent schools are not included in the School Census and therefore are not included in the analyses contained in this report.

⁵ The Children Looked After SSDA903 annual statistical return records all children who were looked after during the year ending 31 March 2010. Further details can be found at www.education.gov.uk/childrenandyoungpeople/strategy/research/a0063867/general-guidance-about-children-looked-after-ssda903-return-2009-10

⁶ In this report we only consider enrolments on HE courses registered at English HEIs.

29. We also used the National Statistics Postcode Directory and the 2001 Census: Standard Area Statistics (England and Wales)⁷, which were linked into the School Census and HESA data.

Summary and conclusions

30. The scheme engaged young people studying in schools, academies and colleges, especially those from the target groups who were more likely to participate than those not in the target groups. Targeting of learners focused on disadvantage (measured according to where they lived, the school, college or academy at which they studied, and individual level characteristics) and prior attainment.

31. Targeting of schools, colleges and academies was particularly effective: those attending schools with high proportions of disadvantaged learners were up to 17 times more likely to participate than those attending schools with the lowest proportions. This reflects the way in which Aimhigher partnerships typically operated, identifying schools first, before selecting individuals within them.

32. There were also higher participation rates for those eligible for free school meals compared to those who were not eligible, and for those who were looked after compared to those who were not, indicating that targeting of individuals within schools was successful for these groups.

33. However, as in a similar study of Aimhigher-funded summer schools⁸, lower participation rates were found for boys compared to girls, and for those with learning difficulties compared to those without. For both of these groups the differences in participation appear to be linked to prior attainment, with participation being more similar among those with moderate to high attainment. Also, for both groups the gap in participation is smaller for the Associates scheme than for summer schools, possibly reflecting that the two activities were each more amenable and/or attractive to different groups of young people.

34. Analysis of learners' attainment profiles was limited to those in Year 11 (the final year of compulsory secondary education), which accounted for one in six of all learners in the scheme. Among Year 11 pupils, participation was greatest for those with average Key Stage 3 attainment, suggesting that attainment was used to target these learners. Such pupils were six times more likely to participate than those with the lowest attainment, and three times more likely to participate than those with the highest attainment.

35. This focus on those with average attainment could indicate that practitioners felt this was where the scheme would have the greatest impact. For example, improving the attainment of those whose results at Key Stage 3 were slightly lower than those who would typically progress to HE without intervention, might be seen as a way to maximise HE progression rates.

⁷ Census output is Crown copyright and is reproduced with the permission of the Controller of HMSO and the Queen's Printer for Scotland.

⁸ See 'Aimhigher summer schools: Participants and progression to higher education' (HEFCE 2010/32).

36. When attainment and disadvantage are taken together, participation was greatest for those with average attainment living in the most disadvantaged areas. In contrast, participation among the least disadvantaged was low regardless of prior attainment.

37. The scheme was also successful in deploying students from across the HE sector as Associates. Most Associates (85 per cent) were studying full-time on a first degree course and most were in their second or third years of study. However, some were studying part-time or for postgraduate or other undergraduate qualifications, and some were from overseas.

38. Female Associates outnumbered males by more than two to one, indicating that female HE students were twice as likely to become Associates than males. This pattern does not vary substantially across the diverse range of backgrounds from which Associates were drawn nor across the types of HE course on which they were enrolled.

39. One of the scheme's stated aims was to encourage HE students with backgrounds similar to the learners they would be supporting to become Associates. Most Associates were not from disadvantaged backgrounds. However, HE students from disadvantaged backgrounds were more likely to become Associates than those from other backgrounds: for example students who, prior to HE study, lived in areas with the lowest young HE participation rates were nearly twice as likely to become Associates compared to those living in areas with the highest young HE participation rates.

40. Differences in the level of funding, and thus expenditure, across Aimhigher partnerships (owing to the way that funding was calculated) appear to have resulted in strong geographical variations in the chances of learner participation. Areas with greater amounts of expenditure per head of population, such as the North East, tended to have higher rates of participation than areas which had lower levels of expenditure, such as London and the South West.

Detailed findings

41. This section reports the analysis of the individual-level participant data returned to HEFCE by Aimhigher partnerships for the Aimhigher Associates scheme during 2009-10, linked to the NPD School Census and HESA student administrative data sets.

42. It begins by reporting the size and scale of the scheme according to: the total number of participating learners and Associates; the number of schools, academies, colleges and HEIs from which they were drawn; and the total expenditure. Average costs per learner and learner exchange are also provided.

43. The section then reports on the characteristics of learners and Associates and the chances of participating in the scheme for school pupils and HE students with different characteristics.

44. Finally, a breakdown of the expenditure of different aspects of the scheme is reported. By combining participation rates and costs at the regional Aimhigher level, the relationship between expenditure and participation is examined.

Size and scale

45. During 2009-10 around 15,900 learners from over 750 schools, colleges and academies, and 3,400 Associates from over 120 HEIs, participated in the scheme. The national participation rate of 0.7 per cent⁹ is equivalent to around one in every 150 pupils in school Years 9 to 13 participating as a learner. Among HE students, the participation rate was 0.2 per cent, equivalent to one in every 650 HE students studying at publicly funded English HEIs.

46. In total there were 140,000 learner exchanges, and the majority of learners had between five and 15 learner exchanges.

47. The total expenditure during 2009-10 was £6.66 million, which equates to average costs of £420 per learner and £50 per learner exchange.

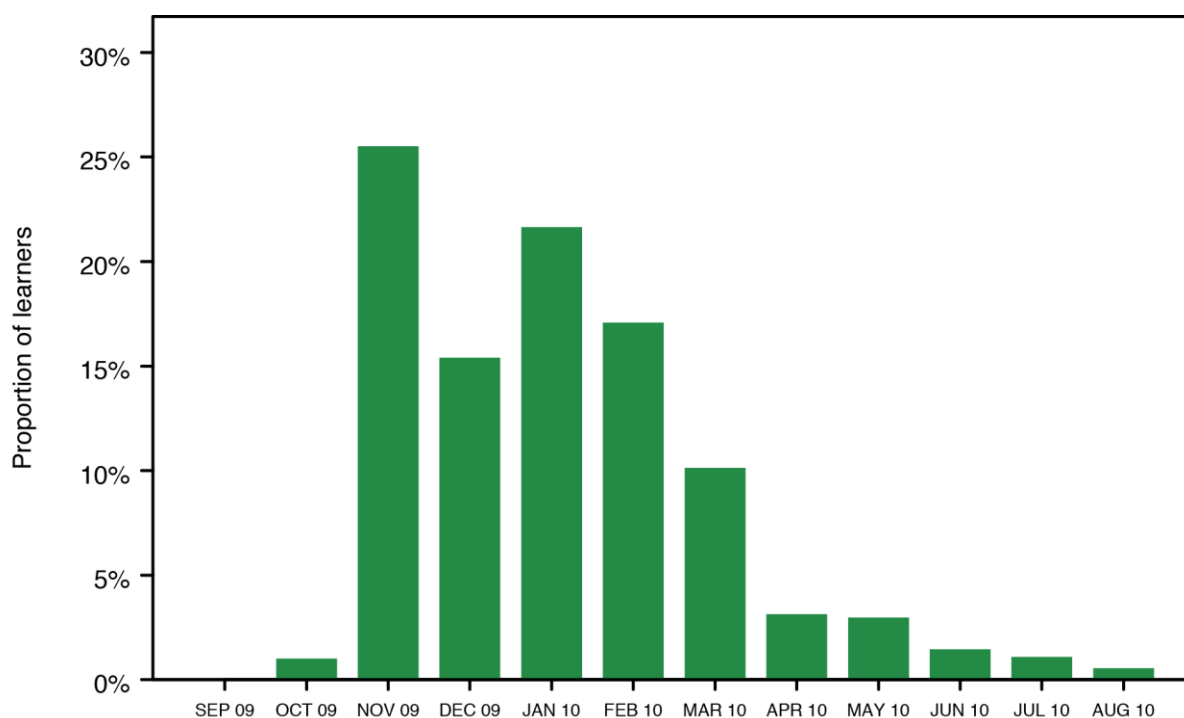
48. The average payment made to each Associate was £700. It is important however to note the fixed price elements of the scheme as outlined in paragraphs 20 to 21.

49. Data quality issues meant only 37 per cent of Associates could be matched to the learners they had supported, so a robust indication of the typical number of learners supported by an Associate is not possible. However the average (mean) number learners supported by each Associate was between four and five, estimated by dividing the total number of learners by the total number of Associates.

50. Figure 1 shows the start date of learners in the scheme across the academic year. Learners typically first engaged in the scheme between November 2009 and March 2010, with more learners starting in November than during any other month. The majority of learners (62 per cent) had started on the scheme by the end of January 2010. Around one in 10 learners started on the scheme after March 2010.

⁹ Around 1,500 learners studying at further education colleges are not included in the calculation of this rate as the School Census does not cover further education colleges.

Figure 1 The distribution of learner start dates



Characteristics

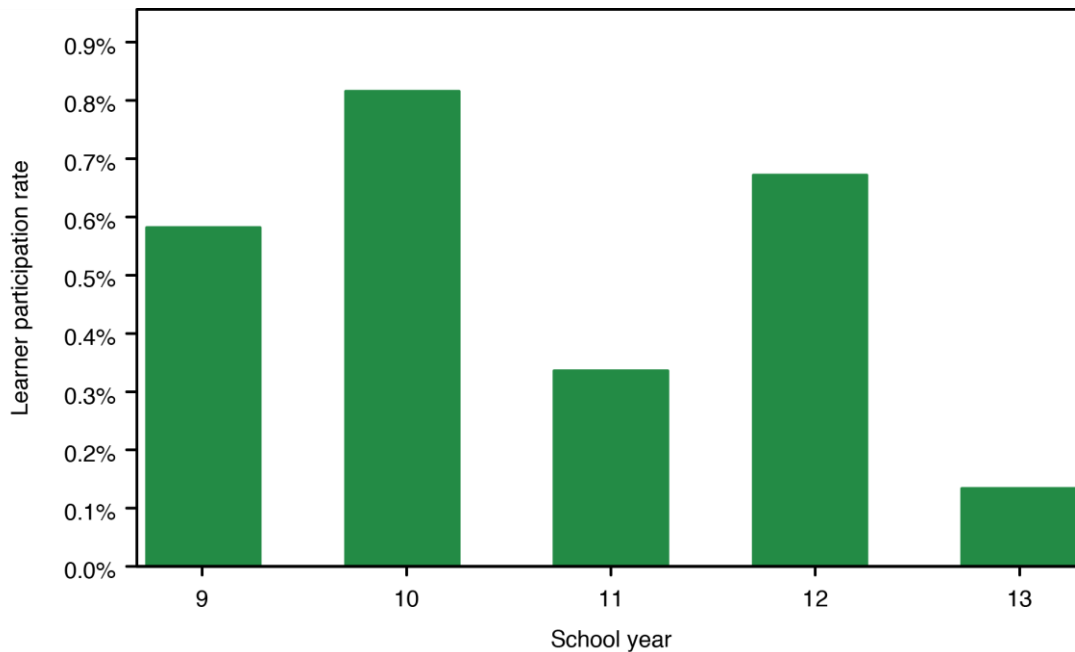
Age

51. Most learners in the scheme (85 per cent) were in secondary education¹⁰, studying at either Key Stage 3 or Key Stage 4 (GCSE and equivalent) level. Among learners in secondary education, there were fewer in their final year (Year 11) than in other years. A similar pattern is found for learners studying at post-16 level; fewer learners were studying in their final year (Year 13) than were studying in Year 12.

52. Figure 2 shows how likely pupils in each school year were to participate as learners. Pupils who were studying in their final years of secondary and post-16 education were less likely to participate in the scheme than pupils studying in other years. Although fewer learners were in Year 12 than in Year 11, pupils in Year 12 are twice as likely to have participated in the scheme compared to those in Year 11.

¹⁰ Secondary education covers learners in school Years 7 to 11. Further education typically covers Years 12 to 13.

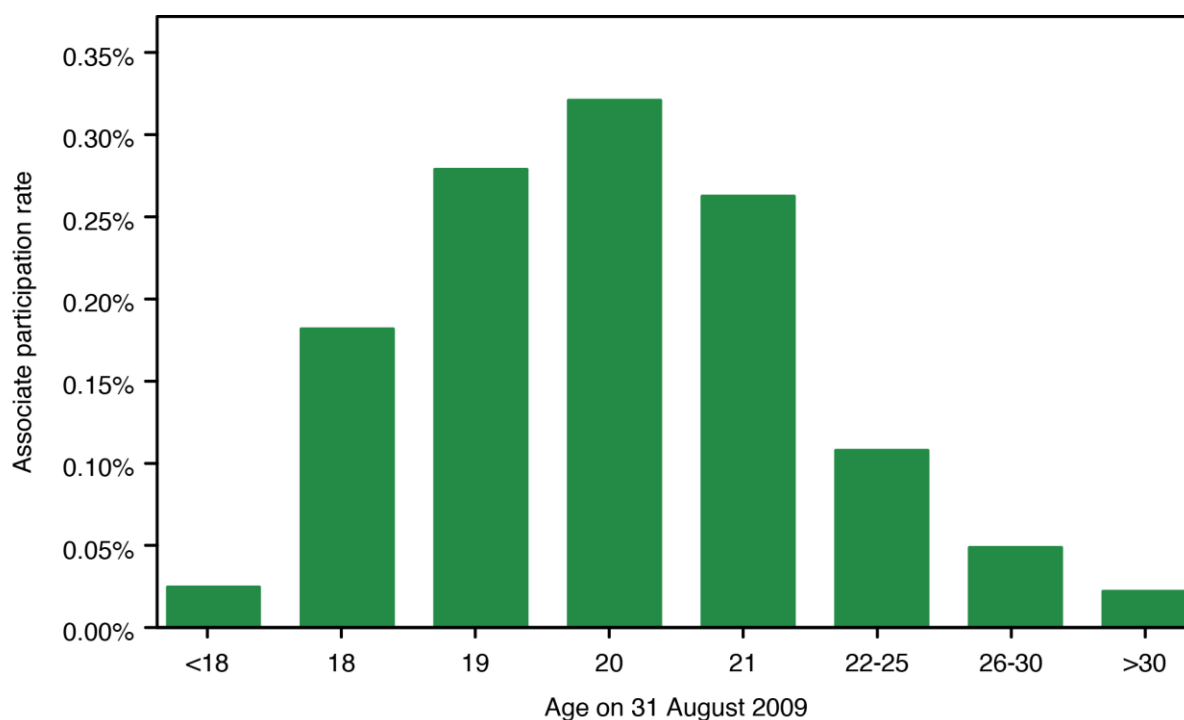
Figure 2 Learner participation rates by school year



53. The majority of Associates (77 per cent) were aged between 18 and 21 at the start of the 2009-10 academic year. Of these, more were aged 20 than any other age. In addition one in seven Associates were aged 22 to 25; one in 25 were aged 26 to 30; and one in 20 were over 30.

54. Figure 3 shows how likely students of different ages were to participate in the scheme as Associates. The pattern is similar to the age distribution of Associates; students aged between 18 and 21 were more likely to participate, those aged 20 being the most likely. Students aged 18 were twice as likely to participate as students aged between 22 and 25, and four times more likely as those aged between 26 and 30. Students younger than 18 and older than 30 were least likely to become Associates.

Figure 3 Associate participation rate by HE student age



Sex

55. Table 2 shows how participation varied by sex. Female learners outnumbered males, with females 20 per cent more likely to participate. In Aimhigher-funded summer schools (see 'Aimhigher summer schools: Participants and progression to higher education', HEFCE 2010/32), females were twice as likely to participate than males, so it seems there is a smaller difference in the propensity of male and female learners to participate in the Aimhigher Associates scheme than in summer schools.

56. Table 2 also shows that the majority of Associates were female: the participation rates show how female HE students were twice as likely to become Associates than males. Female students remained more likely to become Associates when the results were split by factors such as ethnic group, disability type, region of domicile and subject of study.

Table 2 Participation in the Aimhigher Associate scheme by sex

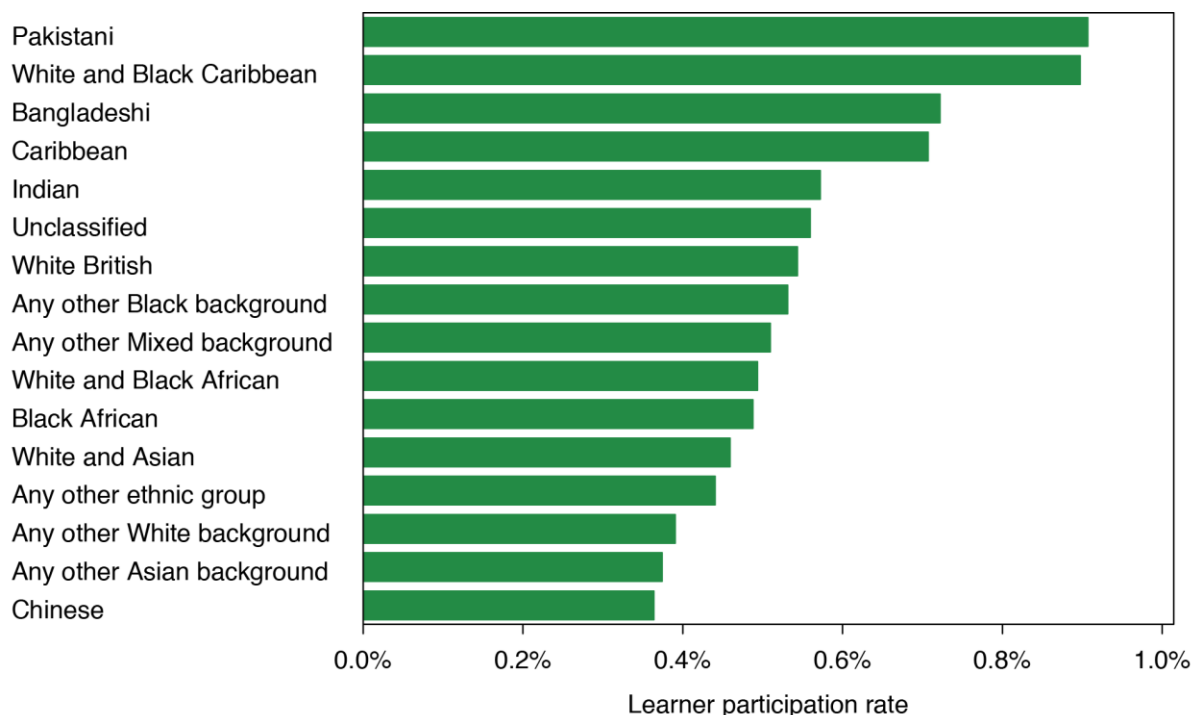
	Learners		Associates	
	Participants (%)	Participation rate (%)	Participants (%)	Participation rate (%)
Male	46	0.5	29	0.1
Female	54	0.6	71	0.2

Ethnicity

57. Most learners in the scheme (77 per cent) were White British. Five per cent of learners were of Pakistani ethnicity, the ethnic group accounting for the largest proportion of ethnic minority learners. Three per cent of learners were of Indian ethnicity while three per cent were classified as from an Other White background.

58. Despite accounting for the minority of learners, pupils from Pakistani, Bangladeshi, Caribbean, and Mixed White and Black Caribbean ethnic groups were the most likely to participate as learners. Pakistani and Mixed White and Black Caribbean pupils had participation rates of 0.9 per cent, while Bangladeshi and Caribbean pupils had rates of 0.7 per cent. Pupils with Indian ethnicity had a participation rate of 0.6 per cent; those of Black African ethnicity had a participation rate of 0.5 per cent, and those of Chinese ethnicity were the least likely to participate, with a rate of less than 0.4 per cent. The range of participation rates is given in Figure 4.

Figure 4 Learner participation rates by ethnicity

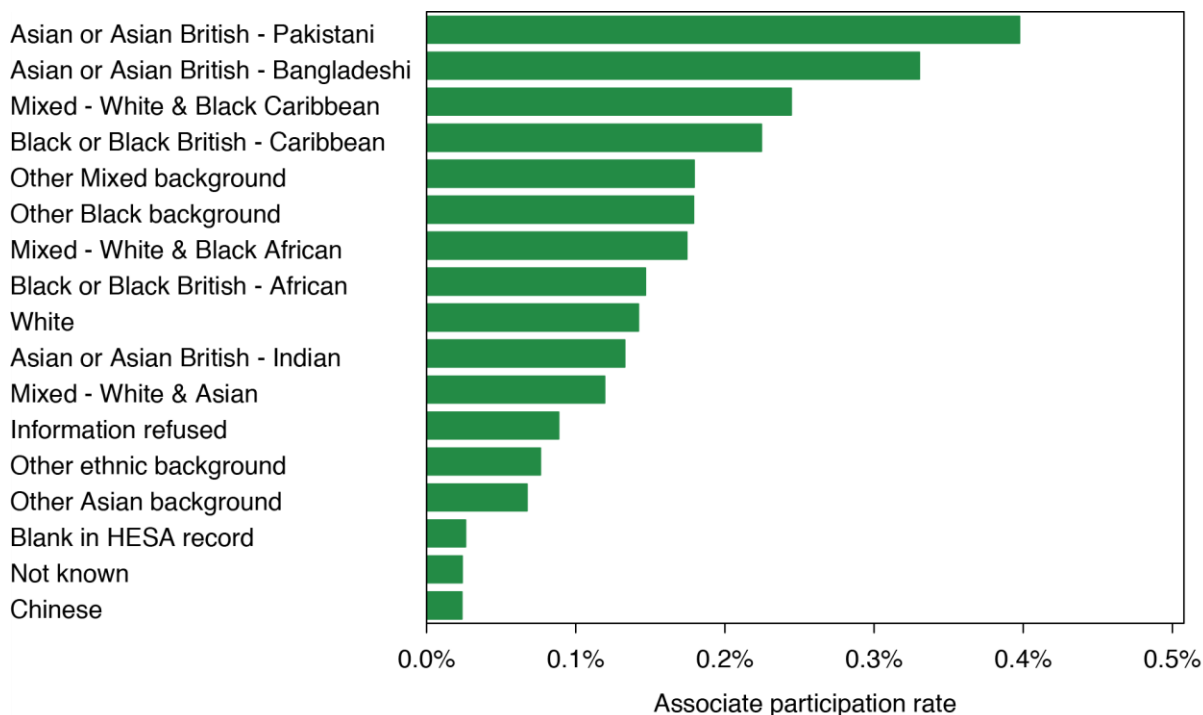


59. There was a similar distribution among Associates. In terms of overall headcount, the majority (70 per cent) of Associates were White, but many ethnic minority groups had higher participation rates than the White group. Furthermore the pattern of participation rates found for Associates is similar to that found for learners, with the Pakistani, Bangladeshi, Caribbean and Mixed White and Black Caribbean groups having the highest rates, and students of Chinese ethnicity having the lowest.

60. The pattern of participation among ethnic groups varies geographically. For example the majority of Associates from Black ethnic groups were studying at HEIs in London and the North

West. Likewise 80 per cent of Associates from Asian ethnic groups were studying at HEIs located in the West Midlands, Yorkshire and the Humber, the North West, and London.

Figure 5 Associate participation rates by ethnicity



Disability and learning difficulty

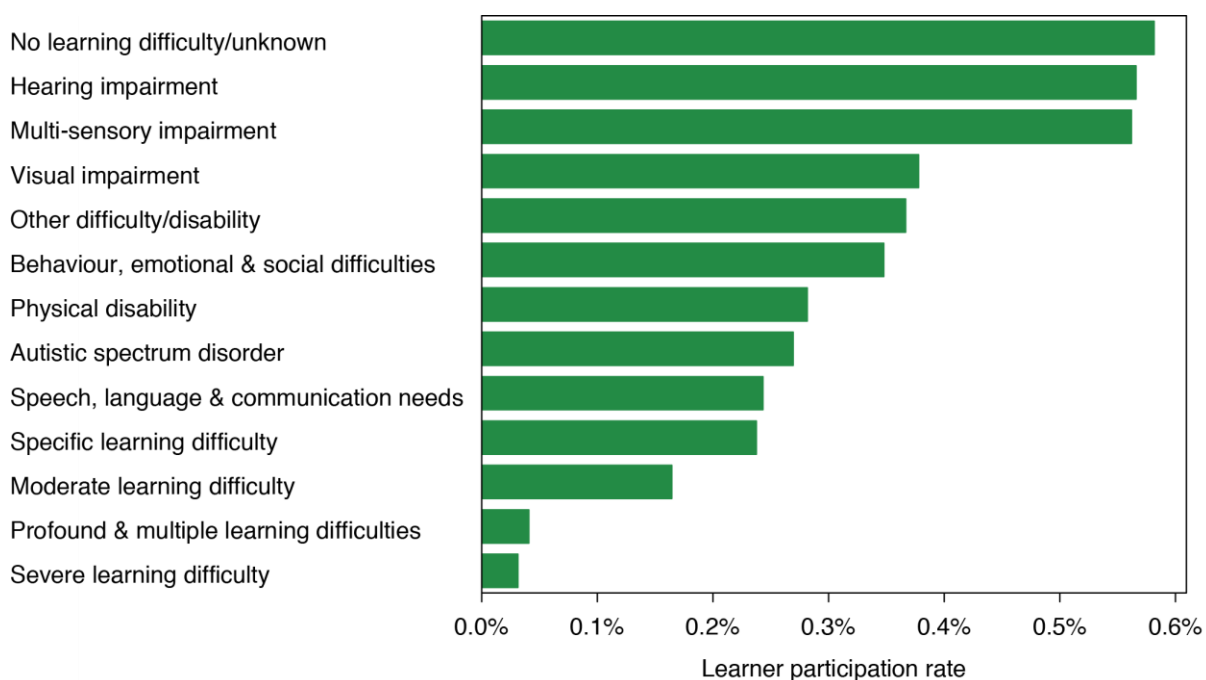
61. Children with special educational provision, either at School Action Plus¹¹ or within a statement of provision, have their type of special educational need (SEN) recorded in the School Census. This allows investigation of participation in the Aimhigher Associates scheme of school pupils with different forms of learning difficulty. The School Census records both primary (that is, principal) and secondary SEN types but only the primary SEN type is considered here.

62. Pupils with a recorded SEN accounted for 5 per cent of learners and were half as likely to participate as learners than pupils without a SEN. However, as Figure 6 shows, the type of SEN is important: in general, pupils with physical impairments were more likely to participate than pupils with severe learning difficulties.

63. Previous work on Aimhigher summer schools (HEFCE 2010/32) has shown how participation rates by SEN vary with attainment and this is also considered in paragraph 91 of this report.

¹¹ School Action Plus involves providing support to the pupil from a source external to the school, for example a specialist teacher, or a speech or language therapist.

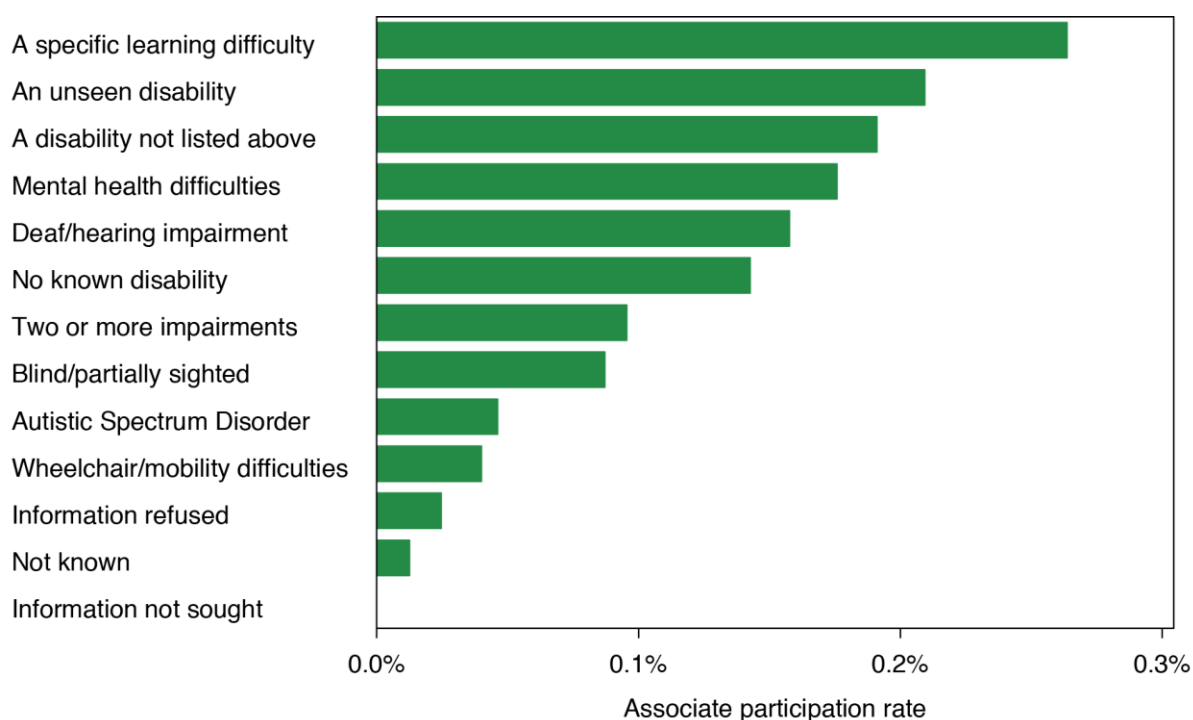
Figure 6 Learner participation rates by type of primary special educational need



64. Information about any learning difficulties or disabilities that an HE student has is recorded in the HESA data. This information is based upon self-assessment by the student. Students who did not indicate that they had a disability accounted for 88 per cent of all Associates. However, students who did report having a disability were more likely to become Associates, with a participation rate of 0.2 per cent, compared to 0.1 per cent for students with no self-reported disability.

65. Figure 7 shows the distribution of participation rates by the type of disability students reported having. Students with unseen disabilities such as epilepsy, diabetes and asthma, and specific learning difficulties such as dyslexia, were more likely to participate than students with physical disabilities or impairments.

Figure 7 Associate participation rate by self-reported disability



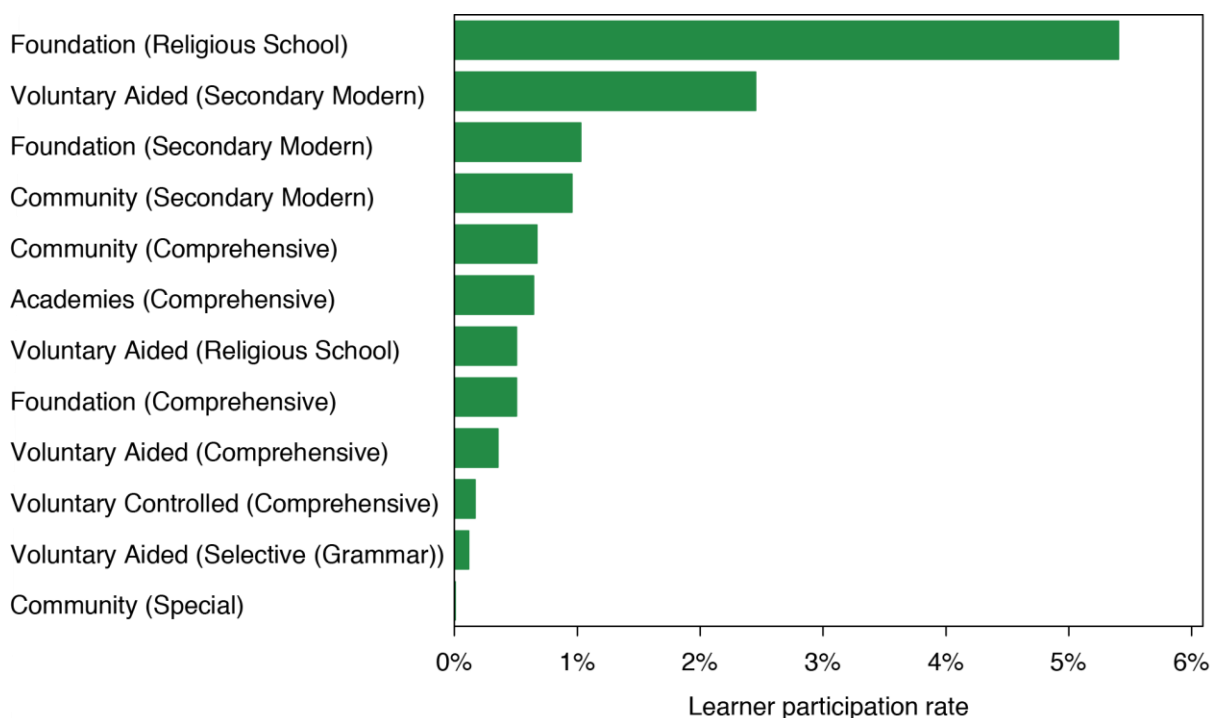
Note: The category 'Personal care support' is excluded due to the low number of HE students reporting having this disability.

School type

66. The kinds of schools, academies and colleges attended by learners are grouped using combinations of school type and school admissions policy. Figure 8 shows the participation rates across these different groups.

67. Foundation religious schools and voluntary aided secondary modern schools had by far the highest participation rates, but only a very small proportion of the secondary school population attend these kinds of schools (less than 0.2 per cent in 2009-10). Community comprehensive schools, which account for almost half of the school population, had a relatively high participation rate of 0.7 per cent. Academies had a participation rate of 0.6 per cent. Schools types with selective admissions policies had very low (and in most cases zero) participation rates.

Figure 8 Learner participation rates by secondary school type and admission policy



Notes: Only groups that had one or more learner are included. As with all findings in this report, only pupils studying at maintained schools are included.

68. We are unable to assess the type of secondary schools that Associates attended. Instead we look at the institution they attended immediately prior to entry into HE. This may have been a secondary school sixth form, a further education college or even a higher education institution. Such information is recorded in the HESA student record, and we are able to categorise previous institutions according to whether they are state schools or colleges.

69. Table 3 breaks down HE students' participation by whether or not their previous institution was a state school or college. We have not included groups of students for whom classification of their previous institution into state school/non-state school is not possible (for example overseas students, and students studying at postgraduate level or part-time). The majority of those Associates included in the analysis came from state school backgrounds, and HE students with state school backgrounds were four times more likely to become Associates.

Table 3 Associate participation by school or college background

	Participants (%)	Participation rate (%)
Previous institution was a state school or college	87	0.4
Previous institution was not a state school or college	4	0.1
Unknown	9	0.2

Note: Only home HE students studying full-time for an undergraduate qualification are included. This accounts for roughly 80 per cent of Associates.

Attainment

70. The NPD records attainment at different stages of the schooling process¹². This enables analysis of the academic attainment of learners in the scheme, and in turn an assessment of targeting according to attainment.

71. We focus on attainment at Key Stage 3, since this represents the most recent attainment for the majority of learners on the scheme. Since Key Stage 3 exams ceased in 2008-09, data on Key Stage 3 exams are only available for learners in school Years 11, 12 and 13. Due to differences in the size and composition of the Year 11 population compared to the population in Years 12 and 13, we focus solely on Key Stage 3 attainment for learners in Year 11.

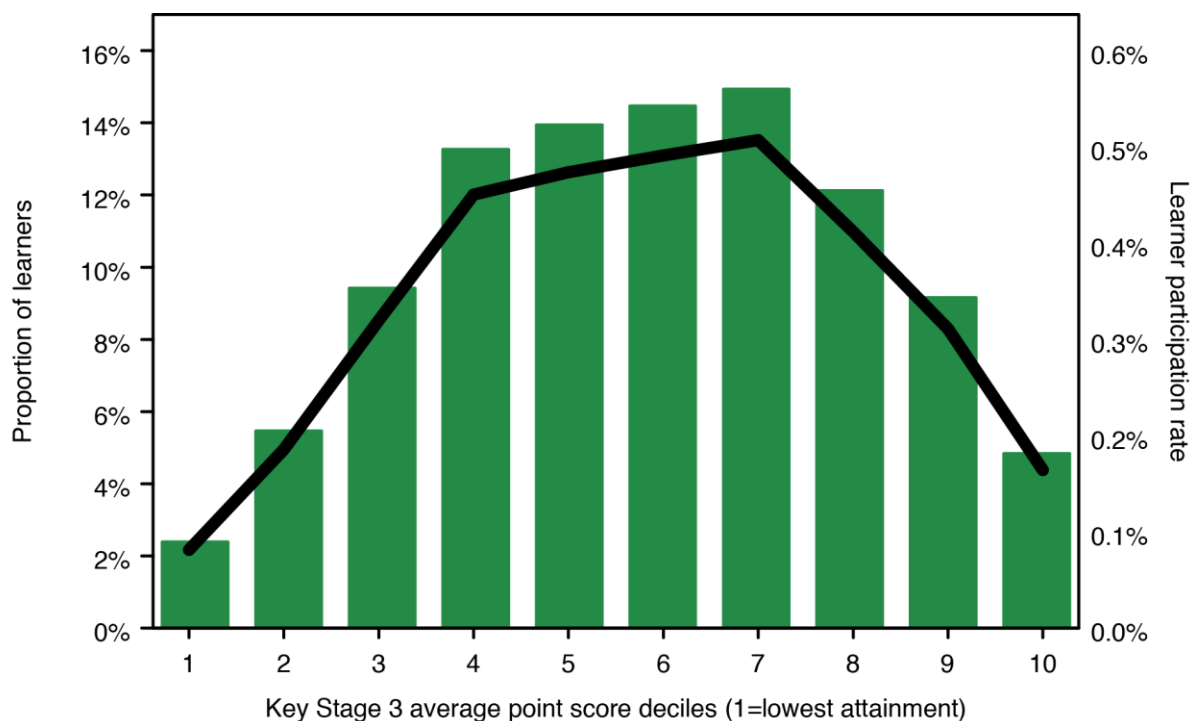
72. The measure of Key Stage 3 attainment we use is the finely graded average point score, which incorporates the marks and difficulty of the exam papers sat (defined according to the tier) for English, Mathematics and Science. The scores for all pupils are ranked in order and used to divide the Year 11 school population into 10 equally sized groups ('deciles'), such that each decile contains pupils with similar Key Stage 3 attainment (the point scores covered by each decile are given in Annex B).

73. Figure 9 shows the proportion of learners from each attainment decile, along with each decile's participation rate. We find that the majority of learners had moderate levels of attainment, with only small proportions of learners having either very low or very high attainment. Due to the deciles containing equal numbers of pupils, the participation rates follow the same pattern: pupils

¹² Compulsory education in maintained schools in England is divided into four periods of learning called key stages: Key Stage 1 covers pupils aged five to seven; Key Stage 2 covers pupils aged seven to 11; Key Stage 3 covers pupils aged 11 to 14; Key Stage 4 covers pupils aged 14 to 16 and includes GCSE and equivalent qualifications. An additional period – Key Stage 5 – covers pupils typically aged 16 to 18, but study at this level is not compulsory.

with average attainment were more likely to participate in the scheme than were pupils with either very low or very high attainment.

Figure 9 Learner participation by Key Stage 3 attainment for Year 11 pupils



74. For Associates' attainment we look at the highest qualification held on entry to the HE courses they were studying. Because people hold many different qualifications on entry to HE, it is difficult to classify students into groups of equal attainment; instead, we group them according to the type of qualifications they hold¹³.

75. Figure 10 shows participation in the scheme for HE students, broken down by their highest qualification type. It shows that Associates had a wide range of highest qualifications, from none through to HE-level qualifications. Three-quarters had A-levels, Scottish Highers, or another A-level equivalent qualification, as their highest qualification and these students were the most likely to become Associates. Students holding no qualifications, or an HE-level qualification, were least likely to become Associates.

76. Figure 11 shows participation rates for students whose highest qualifications were A-levels or Scottish Highers according to the combination of their best three or four grades. Students with at least three or four A grades at A-level (or the equivalent Scottish Highers) had participation rates of 0.3 and 0.2 per cent respectively. Students with lower grade combinations, ranging from

¹³ This is the same grouping method used to create the widening participation performance indicator benchmarks. See www.hesa.ac.uk/index.php/content/view/2072/141/

AAB through to BBC/CCC, have roughly equal participation rates, ranging between 0.3 and 0.4 per cent, about 50 per cent higher than those with three or four A grades.

77. This shows how, among this particular group of HE students, those with the best A-level or Scottish Higher grades were less likely to become Associates. Such a pattern may be due to different participation rates among students at different HEIs, perhaps due to the funding variations across Aimhigher partnerships (see Table 8 in Annex B).

Figure 10 Associate participation rate by highest qualification upon entry to HE

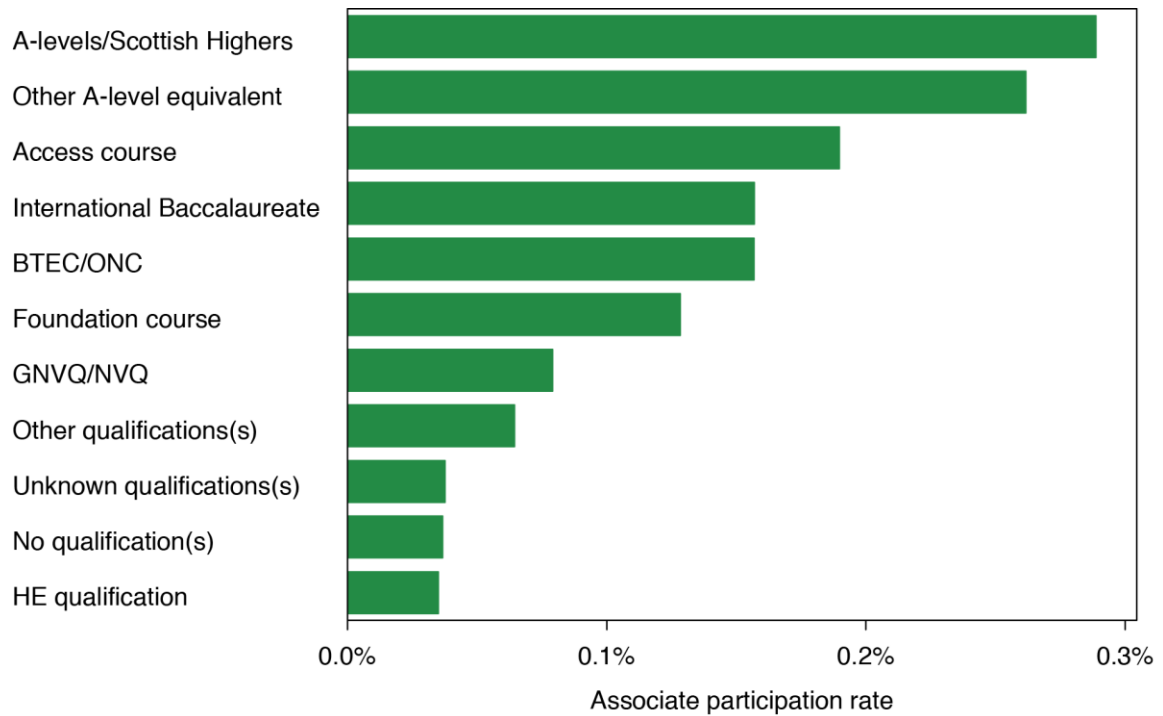
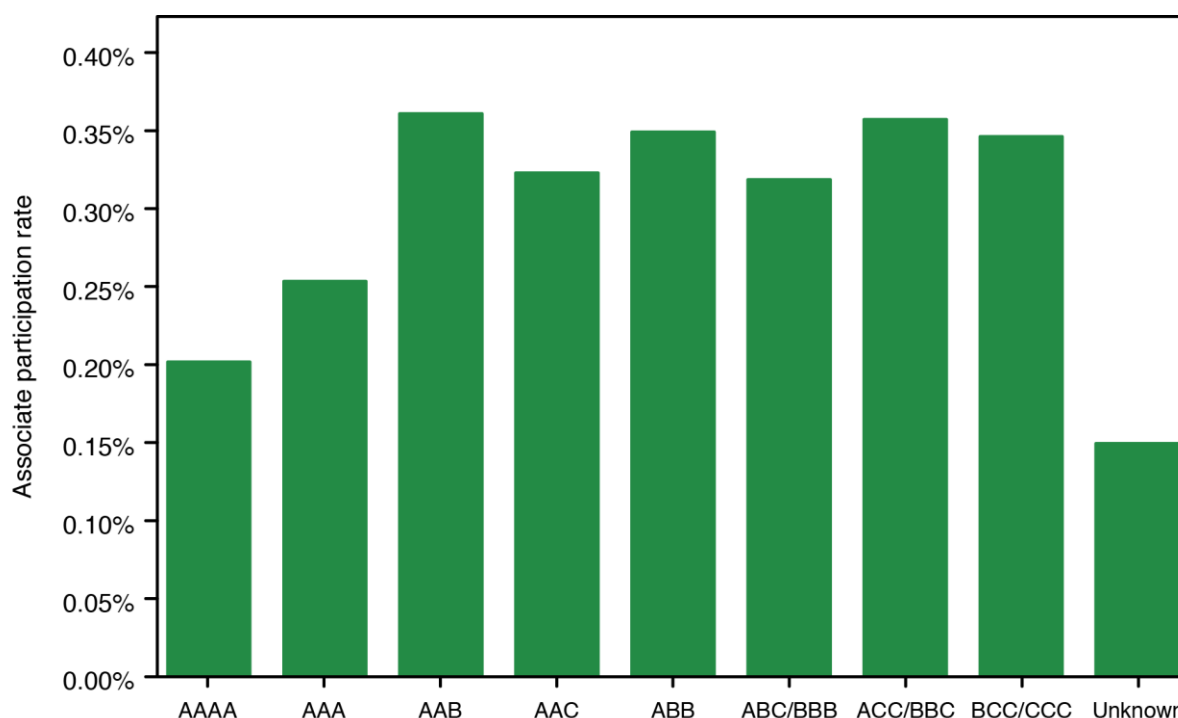


Figure 11 Associate participation rates by grade combinations for those with A-levels or Scottish Highers as their highest qualification



Notes: Grade combination groups are in terms of A-level qualifications. Those with Scottish Highers have had their grade combinations converted to the equivalent A-level combinations.

Disadvantage

Learners

78. The Aimhigher Associates scheme was intended to benefit young people from groups under-represented in HE. Many of these groups comprise people from disadvantaged backgrounds. Therefore this section focuses on patterns of participation according to levels of disadvantage, considering a range of measures covering disadvantage at individual, school and local area levels. Such analysis allows assessment of how well the scheme has targeted disadvantaged young people.

79. Two measures of disadvantage recorded in the School Census were available for analysis, and are therefore available at the individual level. These were: whether a pupil was eligible for free school meals (FSM); and whether or not they were looked after by a local authority on the School Census date (31 March 2010). Participation in the scheme for these measures is given in Table 4 and Table 5 respectively.

80. For a child to qualify for free school meals their parents or carers must be in receipt of other benefits, such as Income Support or Income-based Jobseeker's Allowance. This means that pupils who are eligible for free school meals tend to come from poorer families than those

who are not eligible. Table 4 shows how the majority of learners were not eligible for free school meals, but that those who were eligible were 60 per cent more likely to participate in the scheme.

Table 4 Learner participation by free school meal eligibility

	Participants (%)	Participation rate (%)
Not eligible for FSM	81	0.5
Eligible for FSM	19	0.8

81. Table 5 shows participation in the scheme among young people who were looked after at some point during the year to 31 March 2010. Although very few learners (0.8 per cent) were looked after, young people who were looked after were 25 per cent more likely to participate in the scheme than those who were not looked after.

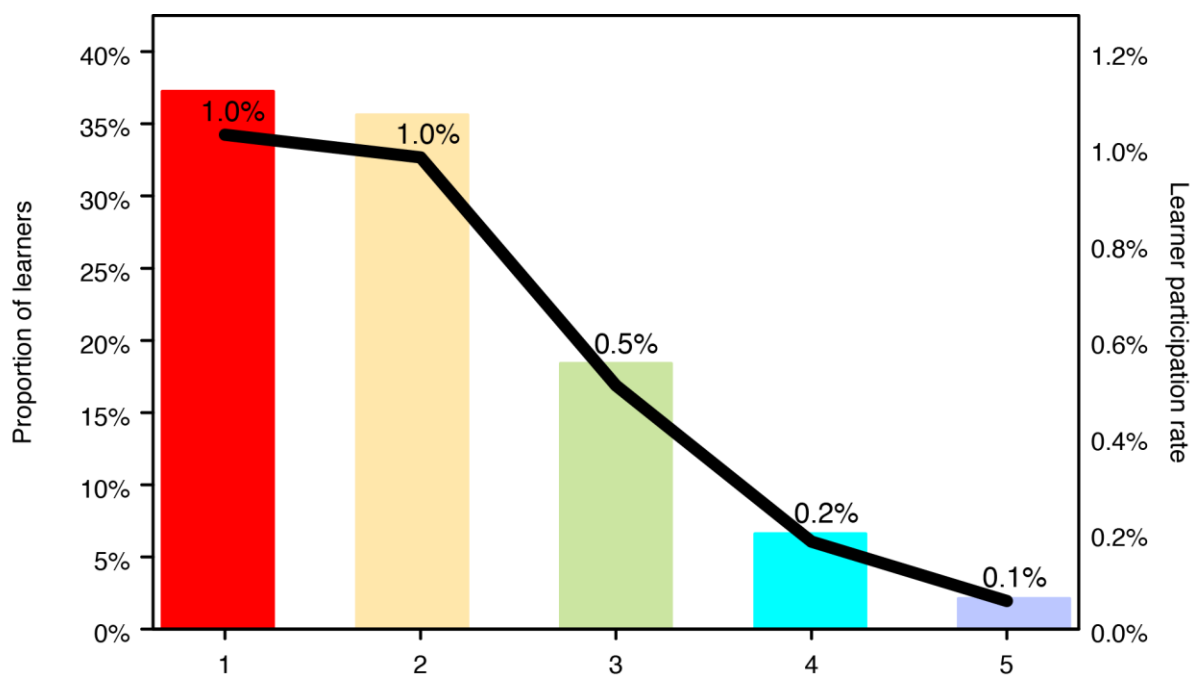
Table 5 Learner participation by looked after children

	Participants (%)	Participation rate (%)
Not looked after in the year to 31 March 2010	99.2	0.6
Looked after in the year to 31 March 2010	0.8	0.7

82. Aimhigher partnerships were encouraged to target pupils in schools and colleges where disadvantage was most concentrated, so patterns of participation at school level are also included in our analysis. Here disadvantage within schools is measured using the proportion of enrolled children who are eligible for free school meals. Schools are then ranked according to these proportions and grouped into five quintiles containing approximately equal numbers of pupils. These quintiles are labelled 1 to 5, where quintile 1 contains schools which have the highest proportion of FSM-eligible pupils and quintile 5 contains schools with the lowest proportions.

83. Figure 12 shows participation in the scheme by pupils across these five quintiles. The bars represent the proportion of learners from each quintile, while the line represents the likelihood (rate) of participation among those from each quintile. The majority of learners attended schools in quintiles 1 and 2. Pupils who attended these schools were also much more likely to participate than pupils of other schools. For example those attending schools in quintile 1 were 17 times more likely to participate than those attending schools in quintile 5.

Figure 12 Learner participation by school level disadvantage



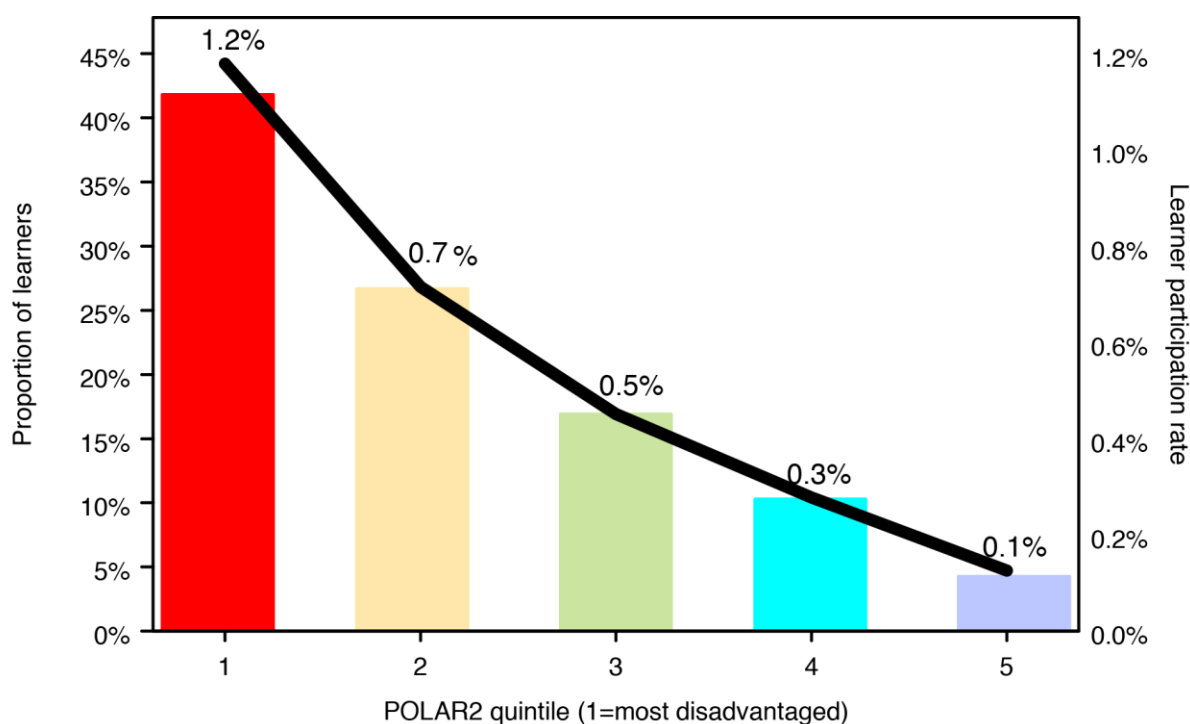
Quintiles: Proportion of year 9-13 pupils in schools claiming free school meals (1=highest proportion)

84. Using a similar method we compare participation across areas with different levels of disadvantage. Four measures of area-level disadvantage are considered: income disadvantage, socio-economic grouping, proportion of graduate parents and level of young HE participation. Since the aim of the Associates scheme is to encourage HE participation, the last of these measures is perhaps the most relevant. To measure disadvantage according to the level of young HE participation we use the HEFCE POLAR2¹⁴ classification which assigns areas into five quintiles.

85. Figure 13 shows participation across the five POLAR2 quintiles. The pattern is similar to that seen for school-level disadvantage with more learners coming from the most disadvantaged areas, and young people living in those areas being more likely to participate than those in the least disadvantaged areas.

¹⁴ See www.hefce.ac.uk/widen/polar for more information.

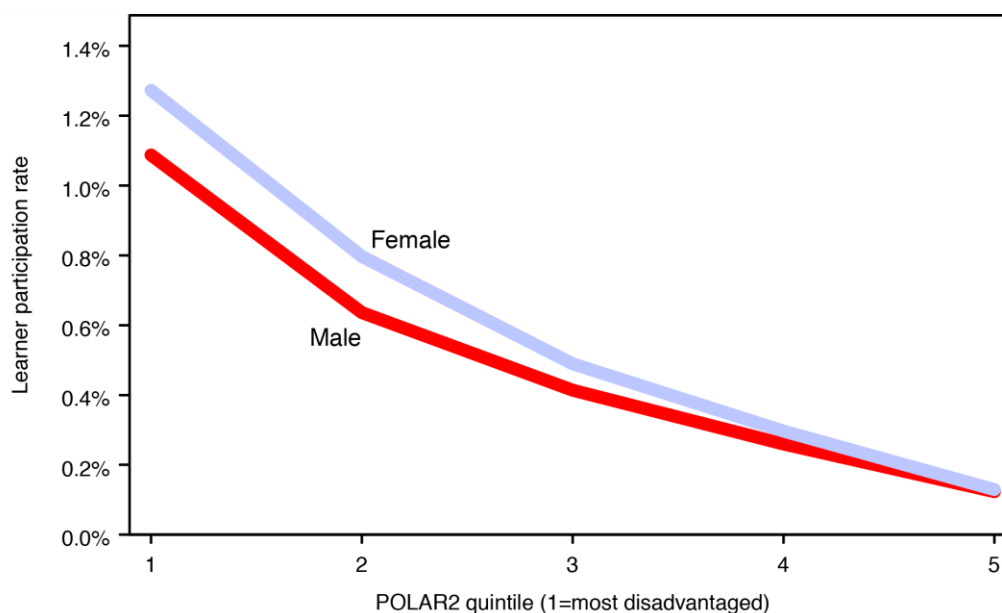
Figure 13 Learner participation by young HE participation rates (POLAR2 classification)



86. Similar patterns of participation are found for the other area-level measures of disadvantage mentioned in paragraph 84 (see Annex B).

87. As shown in Table 2, female pupils were more likely to participate than males. Figure 14 shows the difference in participation rates between male and female pupils across quintiles of disadvantage as given by the POLAR2 measure. We find that among the most disadvantaged, females were more likely to participate than males, but this gap steadily narrows as we move towards the less disadvantaged and almost disappears when we consider the least disadvantaged. It must be borne in mind, however, that only one in 25 learners live in the least disadvantaged areas, because the scheme targeted those in the most disadvantaged areas. Similar patterns exist for the other area groupings used (see Annex B).

Figure 14 Participation rates by sex and disadvantage (POLAR2 classification)



88. The above findings show that the most disadvantaged pupils were more likely to participate than those who are less disadvantaged. We now seek to understand whether the most disadvantaged remain more likely to participate once their prior attainment is accounted for.

89. Figure 15 plots the participation rates for the most and least disadvantaged groups across the Key Stage 3 deciles for Year 11 pupils¹⁵. In general those from the most disadvantaged areas were more likely to participate than those from the least disadvantaged areas, regardless of attainment. Among those with the lowest attainment there is little difference, but for those with higher attainment the difference in participation is greater. The biggest absolute difference in participation occurs for those in decile 7. The largest proportional difference is found for those in decile 8, where the most disadvantaged are over 12 times more likely to participate.

90. A similar pattern is seen in Figure 16 which shows how the difference in participation between those in Year 11 who are eligible for school meals and those who are not increases with attainment. Those with the lowest attainment have equal participation rates, however among those with the highest attainment, people who are eligible for free school meals were nearly three times more likely to participate than those who were not eligible.

¹⁵ The most disadvantaged are defined to be those in POLAR2 quintiles 1 and 2 since this most accurately reflects the way that funding for the scheme was calculated.

Figure 15 Year 11 learner participation rates by disadvantage and Key Stage 3 attainment

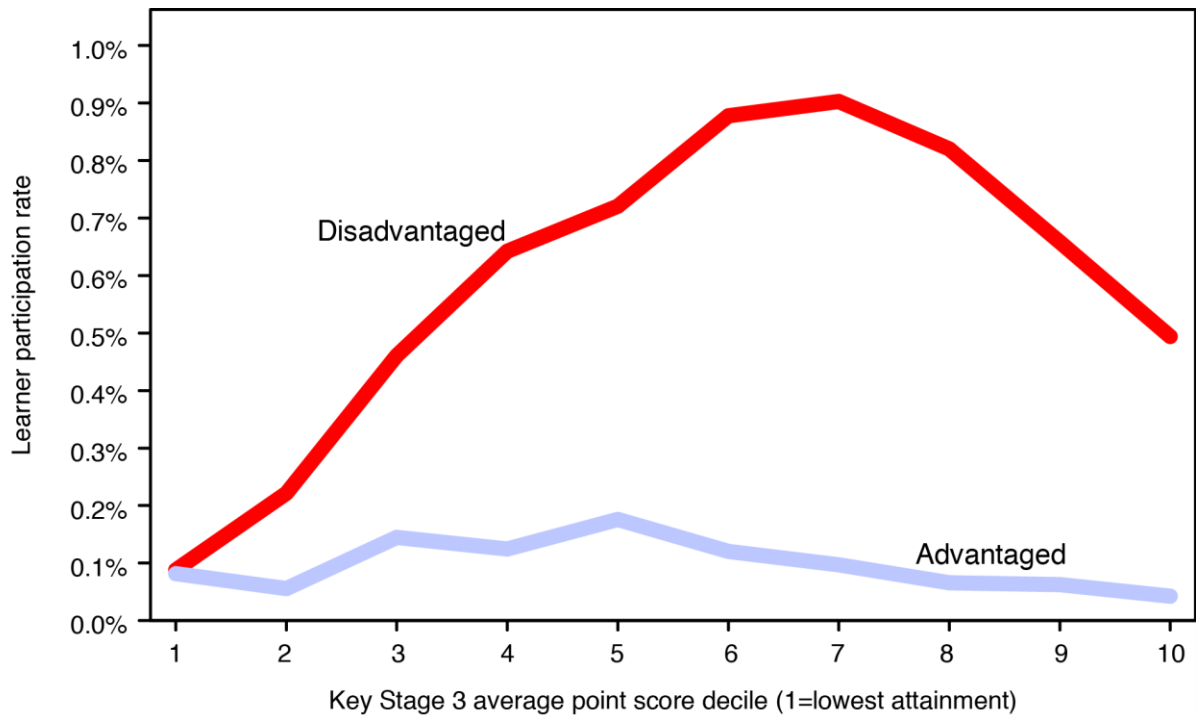
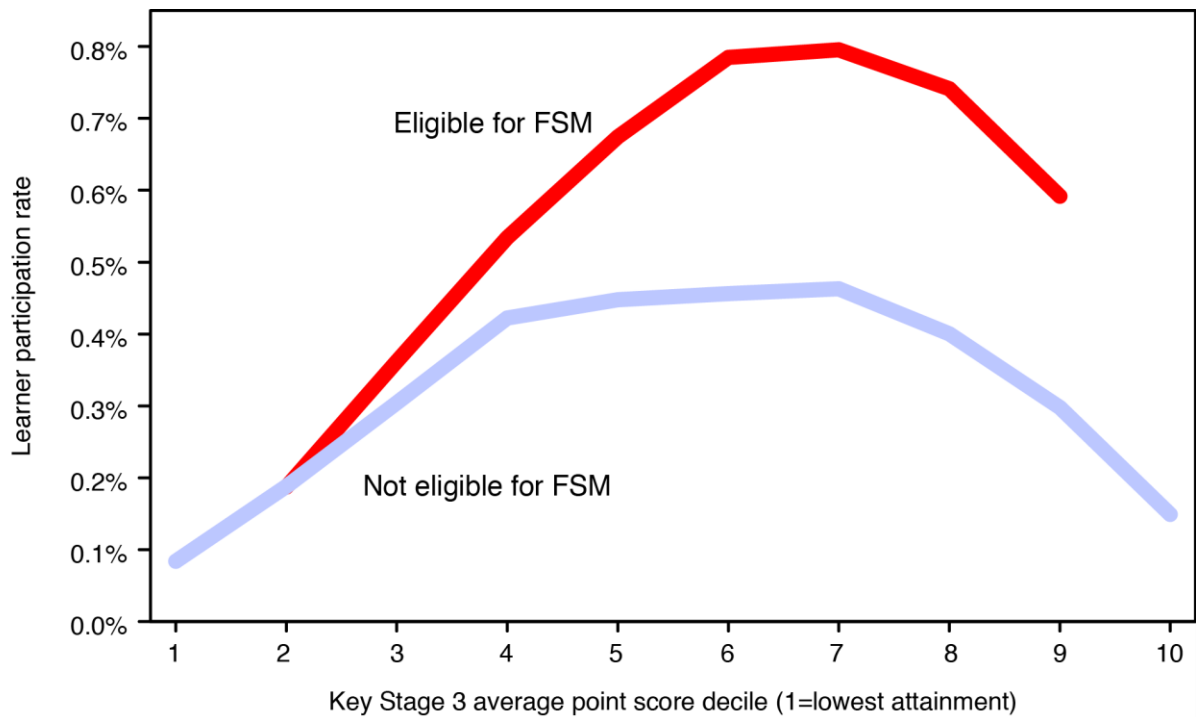


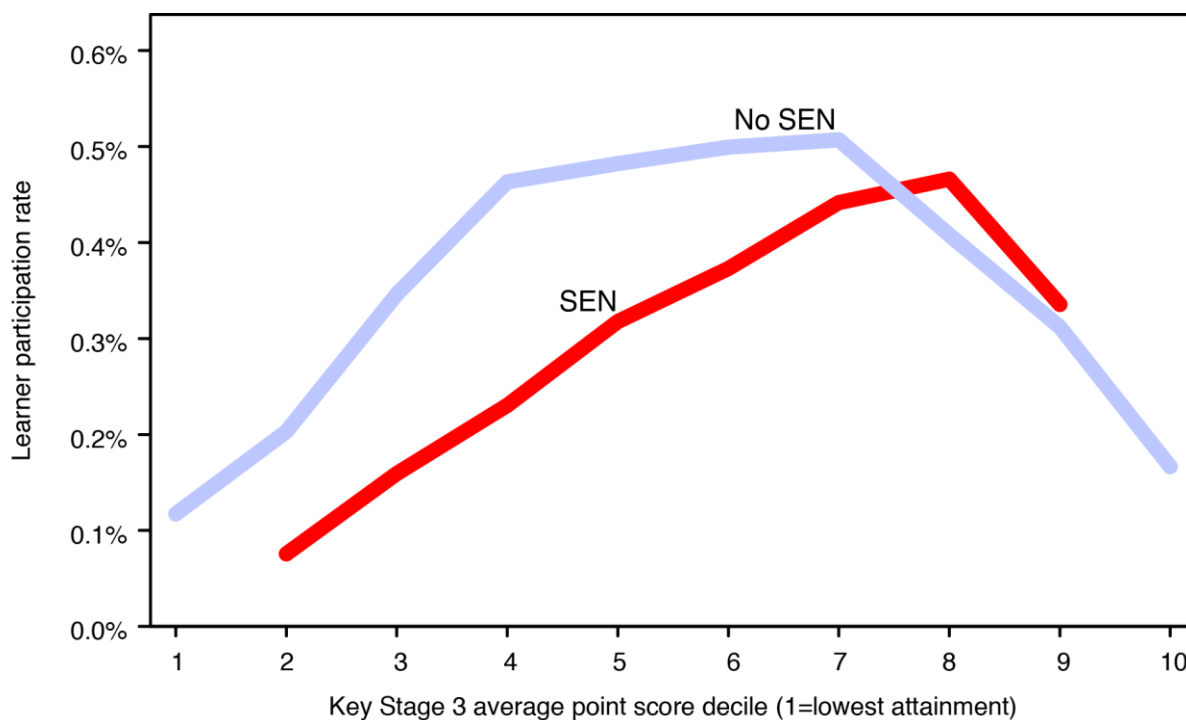
Figure 16 Year 11 learner participation rates by free school meal eligibility and Key Stage 3 attainment



Note: The 'Eligible for FSM' line is averaged across each three-decile interval.

91. Figure 6 showed that participation rates for pupils with a SEN were half that of those without a SEN. Figure 17 shows how this gap diminishes with increasing attainment. Despite this, less than one in four learners with a SEN are in the top 40 per cent of attainers (deciles 7 to 10), meaning that most pupils in Year 11 with a SEN remain less likely to participate, even when their attainment is accounted for.

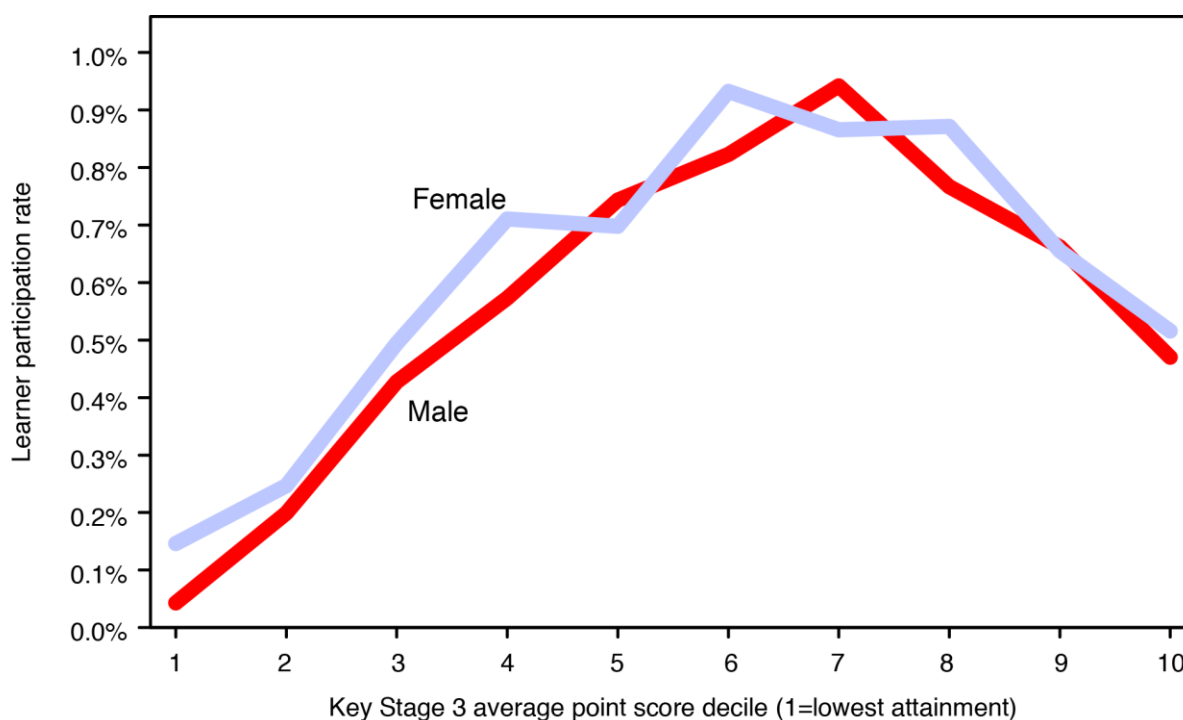
Figure 17 Year 11 learner participation rates by SEN and Key Stage 3 attainment



Note: The 'SEN' line is averaged across each three-decile interval.

92. We have also seen how participation rates among females were higher than for males, with the exception of those living in the least disadvantaged areas. Figure 18 shows participation rates by sex and attainment for Year 11 pupils living in the most disadvantaged areas (which account for around 70 per cent of Year 11 learners). Rates among females were higher in the lowest 40 per cent of attainers, but are roughly equal among those with higher attainment. Therefore it appears that the higher participation rates among females from the most disadvantaged areas is driven by higher rates of female participation among those with lower attainment; males and females with moderate to high attainment from the most disadvantaged areas had roughly equal chances of participating.

Figure 18 Year 11 participation rates by sex and Key Stage 3 attainment for those living in the most disadvantaged areas (POLAR2 quintiles 1 and 2)



Associates

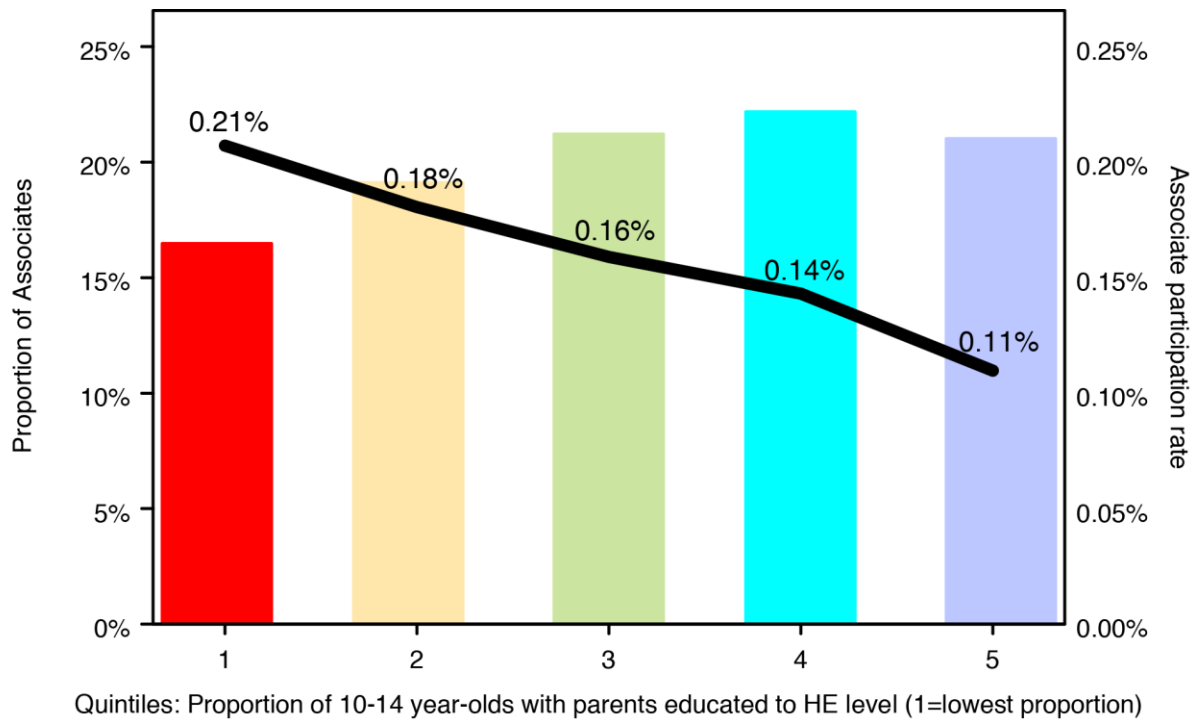
93. The bars in Figure 19 show the proportion of Associates who, prior to entering HE, lived in areas grouped by the proportion of children with graduate parents¹⁶, and the line shows the associated participation rates. There were fewer Associates from the most disadvantaged areas than the least disadvantaged areas. However the groups from the most disadvantaged areas had the highest Associate participation rates, being 90 per cent more likely to become Associates than those from the least disadvantaged areas.

94. The pattern in Figure 19 reflects the general under-representation within HE of those from the most disadvantaged areas. This may partly explain why more Associates came from less disadvantaged areas – because there are more of them in HE (for every student from quintile 1 there were two students from quintile 5). Despite this, the scheme has been particularly effective in attracting students from the most disadvantaged areas to become Associates.

95. Similar patterns of participation are found for the other area measures of disadvantage (see Annex B).

¹⁶ 2001 Census commissioned table C0821. Ranking measure is the proportion of 10 to 14 year-olds in 2001 living in families with a parent holding a higher education qualification.

Figure 19 Associate participation for areas grouped by the proportion of children with graduate parents



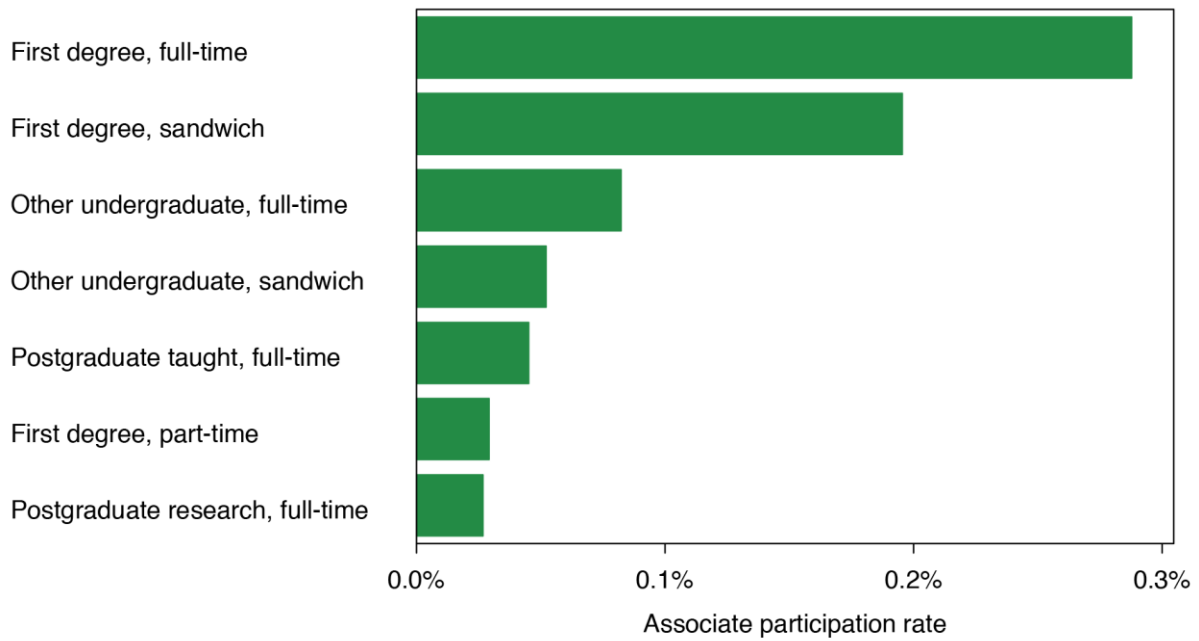
HE experience of Associates

96. The linked data structure allows us to look at the type of HE experience that Associates had while studying. This provides insight into the type of students that were most likely to participate in this kind of outreach activity.

97. The majority of Associates, 91 per cent, were studying for a first degree. Four per cent were studying other undergraduate courses and 5 per cent were studying for a postgraduate qualification. Also, 90 per cent of Associates were studying full-time, 6 per cent were studying a sandwich course and 4 per cent were studying part-time.

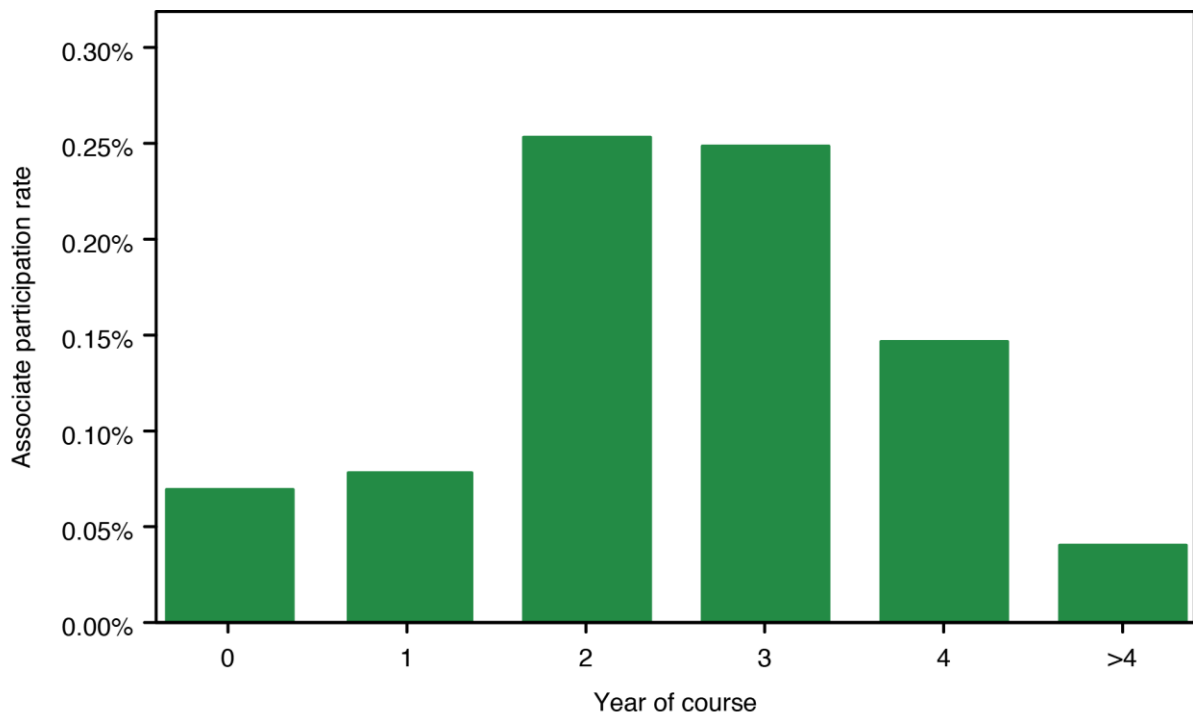
98. Figure 20 gives the participation rates for students by their mode and level of study. Students who studied full-time for first degrees were the most likely to become Associates, with roughly one in every 300 doing so. Roughly one in every 500 full-time sandwich students also became an Associate.

Figure 20 Associate participation by level and mode of study



99. The likelihood of students becoming Associates also varied with the year of study they were in. The majority of Associates (70 per cent) were in the second or third year of their course, with a further quarter in their first year. Figure 21 shows how students in their second and third years were more likely than those in other years to participate as Associates.

Figure 21 Associate participation rates by year of course



100. Roughly 7 per cent of all Associates were domiciled outside of the UK prior to entering HE. Such students were less likely to participate than UK domiciled students, as shown in Table 6.

Table 6 Associate participation by domicile prior to entering HE

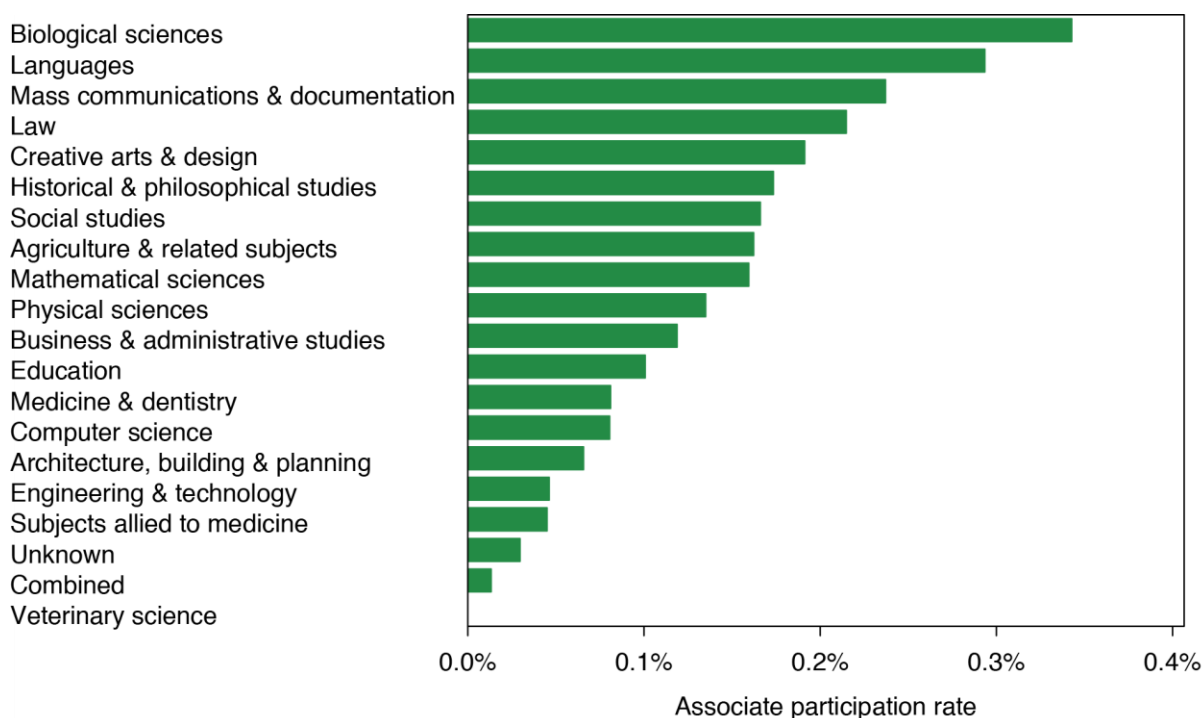
	Participants (%)	Participation rate (%)
UK domiciled	93	0.2
Non-UK domiciled	7	0.1

101. Figure 22 shows the participation rates of students by the subject group in which they were studying. Participation varied greatly across different subject groups. Students studying biological sciences were the most likely to become Associates (and account for the highest proportion, 19 per cent of Associates) with one in every 300 doing so. In contrast only one in every 2,500 students studying a subject allied to medicine became Associates.

102. The reason for this variation in participation across subject groups is unclear. It is partly explained by the proportion of the student population that study in subject areas at particular levels, or in particular modes. For example, the majority of students studying biological sciences were studying for a first degree, and we have seen that students studying for a first degree were more likely to become Associates. In contrast, the majority of students studying courses in subject groups with low Associate participation rates (education, subjects allied to medicine, agriculture and related subjects, combined subjects, and business and administrative studies) were not studying for a first degree.

103. There does not appear to be a similar correlation with the gender effect seen earlier (Table 2), since the participation rate for males studying biological sciences is high in comparison to the overall rates for most other subject areas. The same applies to participation by students from the most and least disadvantaged areas.

Figure 22 Associate participation rates by subject area



Funding and expenditure

Breakdown of costs

104. We have already looked at the overall cost of the scheme during its first year along with some average costs for learners and learner exchanges. We now extend the analysis of expenditure to look at the costs for different aspects of the scheme, how the expenditure varied geographically, and how different levels of expenditure affected participation. Again, it is important to note the fixed price elements of the scheme as outlined in paragraphs 20 to 21.

105. As well as individual level data on learners and Associates, partnerships reported expenditure against various aspects of the scheme. Table 7 provides a breakdown of total expenditure. The most expensive element of the scheme was the payments made to Associates, which totalled just under £2.4 million. Partnership co-ordination costs were the second most expensive element, running to just over £1.6 million.

Table 7 Breakdown of total Aimhigher Partnership expenditure during 2009-10

Area of expenditure	Expenditure
Payments to Aimhigher Associates	2,389,994
Partnership co-ordination costs	1,632,686
School, college or academy co-ordination fee	1,047,813
Other costs	844,720
Training of Associates	540,348
Independent Safeguarding Authority/Criminal Records Bureau checks	203,137
Total	6,658,699

Note: Common examples of other costs include software licences, marketing materials, and continuing professional development sessions for Associates.

106. The average total payment received by Associates was around £700, calculated as the total payments made to Associates divided by the total number of Associates. This is less than the £1,000 maximum total payment for Associates suggested in the guidance document, which was based on a payment of £50 per Associate exchange up to a maximum of 20 (see paragraph 21 for a breakdown of duties and hours worked per exchange). This could be because a large number of Associates conducted fewer than 20 exchanges, or because the average payment per Associate exchange was less than £50. It is impossible to calculate an average payment per Associate exchange because the number of exchanges per Associate was not collected.

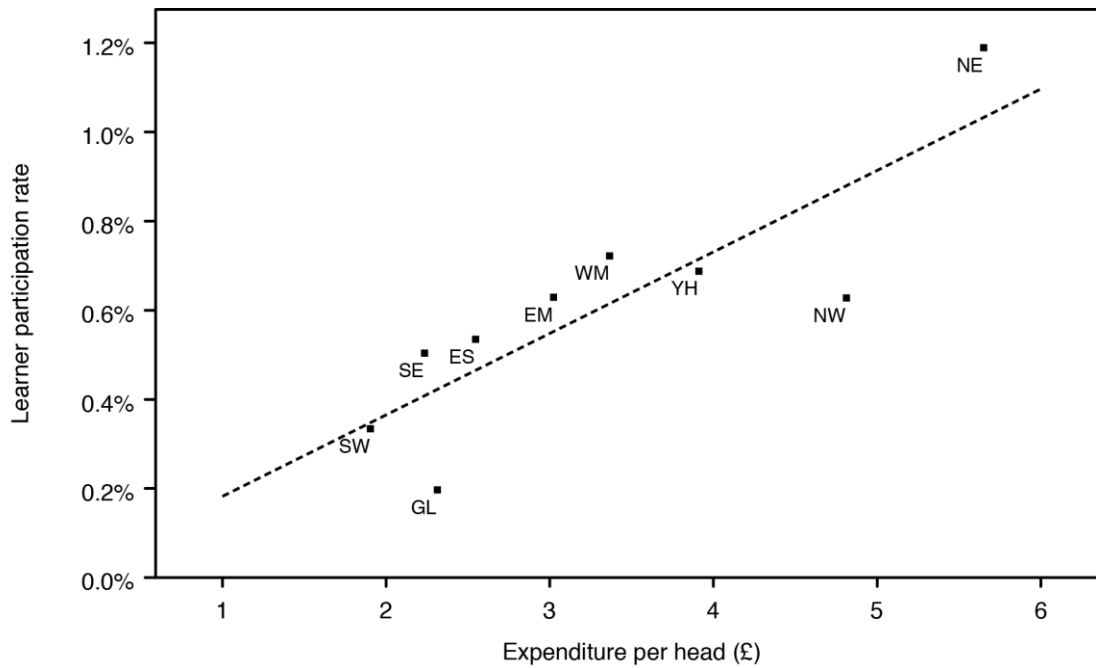
107. The average cost of mounting training events for groups of Associates came to £150 per Associate for a two-day training session, calculated by dividing the total training cost by the total number of Associates. This matches the suggested cost given in the guidance.

Expenditure and learner participation rates

108. The Aimhigher Associates scheme was funded at the partnership level, with funding allocations made to partnerships based on the funding allocation method used for the rest of the Aimhigher programme. Due to the multifaceted funding history of the Aimhigher programme, there is a legacy of different funding rates across the partnerships (funding allocations made to each partnership are given in Annex B).

109. Figure 23 shows the overall participation rate for learners against the average expenditure per head of school population (school Years 9 to 13) for each Aimhigher region. Funding per head of population varied across the regions, ranging from £2 per head in the South West to over £5 per head in the North East. Figure 23 shows clearly that higher rates of expenditure are generally associated with higher participation rates.

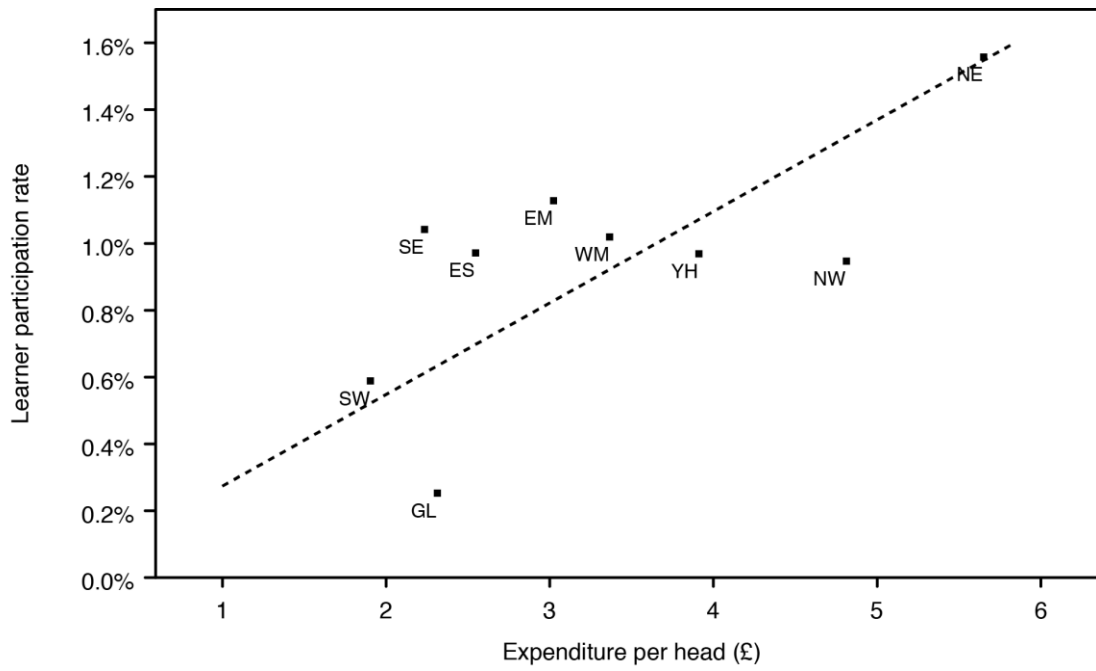
Figure 23 Learner participation rate versus average expenditure per head of pupil population by Aimhigher region



Note: Region abbreviations are: NE – North East; NW – North West; YH – Yorkshire & Humberside; EM – East Midlands; WM – West Midlands; ES – East of England; GL – London; SE – South East; SW – South West.

110. Figure 24 shows the participation rate for those living in disadvantaged areas (quintiles 1 and 2 of the POLAR2 measure) plotted against the expenditure per head of population. The relationship between participation and expenditure remains. These results suggest that regional participation rates, both overall and among the most disadvantaged, are associated with the level of expenditure for each region.

Figure 24 Learner participation rate for those living in POLAR2 quintiles 1 and 2 versus average expenditure per head of pupil population by Aimhigher region



Note: Region abbreviations are defined in the note to Figure 23.

Annex A Calculation of participation rates

1. By necessity, the majority of participation rates reported here are calculated using linked data. The accuracy of such rates depends on the accuracy and number of links found. Just over 80 per cent of learners (studying in maintained schools) were linked to the School Census, while 90 per cent of Associates were linked to the HESA data. Although the number of links is reasonably high, the participation rates will tend to underestimate the true likelihood of participation, since not all learner and Associate data are being used.

2. This problem of underestimation can be avoided if we do not limit ourselves to using learner records that have been linked into the School Census, or Associate records linked to the HESA data. However this is only possible when calculating the overall participation rates. Calculation of rates by various factors requires linked data, since it is the School Census and HESA data that contain information on the majority of these factors.

3. As such the overall participation rates for learners (0.7 per cent) and Associates (0.2 per cent) given in paragraph 45 of this report make use of all learner records (excluding those studying at further education colleges) and Associate records, and are not based on linked data. All other participation rates reported are those that, by necessity, only use linked records, and as such will slightly underestimate true participation.

4. Although this means that the overall participation rates are calculated in a different way to the other participation rates, the greater accuracy of the resultant findings compensate for this slight lack of consistency.

Annex B Further tables

Table 8 Funding and expenditure in 2009-10 by Aimhigher partnership

Partnership	Funding (£)	Expenditure (£)
Aimhigher LIFE	81,217	63,975
Aimhigher West	314,005	225,225
Aspire Aimhigher South East London	253,682	162,665
Bedfordshire & Luton	216,661	182,533
Berkshire	50,992	35,890
Birmingham & Solihull	353,465	282,909
Cambridgeshire	92,964	79,525
Cheshire & Warrington	100,194	97,266
County Durham	101,594	108,977
Coventry & Warwickshire	135,795	135,369
Cumbria	73,428	71,527
Derbyshire	167,955	148,959
Essex	243,402	144,790
Greater Manchester	538,899	489,722
Greater Merseyside	478,555	478,555
Hampshire & Isle Of Wight	239,336	213,152
Herefordshire & Worcestershire	91,806	43,028
Hertfordshire	72,989	52,073
Humberside	204,531	66,939
Kent and Medway	229,277	225,095
Lancashire	234,314	214,407
Leicestershire	126,773	88,021
Lincolnshire & Rutland	73,337	66,594
London East Thames Gateway partnership	260,775	178,353
London South	94,455	85,584
London, West Central and North	389,075	275,703
Milton Keynes, Oxfordshire and Buckinghamshire	176,076	115,879

Norfolk	125,357	122,961
North Yorkshire	138,934	116,946
Northamptonshire	102,423	84,927
Nottinghamshire	243,509	196,913
Peninsula	184,269	111,546
Shropshire	72,131	41,799
South Yorkshire	372,754	286,756
Staffordshire & Stoke-on-Trent	190,410	112,819
Suffolk	74,958	42,956
Surrey	50,859	50,858
Sussex	164,242	108,112
Tees Valley	203,440	154,657
The Black Country	250,077	175,633
Tyne & Wear & Northumberland	362,567	336,727
West Yorkshire	498,411	382,371
All	8,429,893	6,658,696

Note: Partnerships were permitted to carry forward 10 per cent of the total underspend (for example, if underspend was £25,000, £2,500 could be carried forward into the following year to support the programme).

The remaining underspend was used to fund a number of special projects under the Aimhigher Associates scheme or returned to the Department for Business, Innovation and Skills. Partnerships that experienced difficulties or delays during the initial setting up of the scheme tended to have a larger underspend.

Table 9 Categorisation of Key Stage 3 attainment into deciles

Decile	Minimum	10th percentile	Median	Mean	90th percentile	Maximum	Range
1	0	17	21.4	19.4	24.2	24.8	24.8
2	24.8	25.3	27.0	27.0	28.5	28.8	4.0
3	28.8	29.1	30.3	30.2	31.3	31.5	2.7
4	31.5	31.7	32.6	32.6	33.4	33.5	2.0
5	33.5	33.7	34.4	34.4	35.1	35.3	1.7
6	35.3	35.4	36.1	36.1	36.8	37.0	1.7
7	37.0	37.1	37.8	37.8	38.6	38.7	1.8
8	38.7	38.9	39.7	39.7	40.5	40.7	2.0
9	40.7	40.9	41.8	41.8	42.8	43.1	2.4
10	43.1	43.3	44.6	44.8	46.0	52.3	9.2

Table 10 Participation by income deprivation using the Income Deprivation Affecting Children Index (IDACI)¹⁷

Quintile (1 is most disadvantaged)		Proportion (%)			Participation rate (%)		
		Female	Male	All	Female	Male	All
Learners	1	35.1	34.8	34.9	1.14	0.97	1.05
	2	30.5	30.3	30.4	0.94	0.78	0.86
	3	20.1	20.1	20.0	0.59	0.50	0.55
	4	10.0	9.6	9.8	0.29	0.23	0.26
	5	4.3	5.2	4.7	0.12	0.13	0.12
Associates	1	20.7	17.9	20.5	0.24	0.13	0.19
	2	19.0	16.9	19.0	0.21	0.13	0.18
	3	19.4	17.5	19.5	0.20	0.12	0.16
	4	21.7	18.4	21.4	0.20	0.11	0.16
	5	19.1	17.9	19.4	0.16	0.09	0.13

¹⁷ IDACI is one of the English Indices of Deprivation. For more information see www.communities.gov.uk/archived/publications/communities/indicesdeprivation.

Table 11 Participation by POLAR2 quintiles

Quintile (1 is most disadvantaged)		Proportion (%)			Participation rate (%)		
		Female	Male	All	Female	Male	All
Learners	1	41.6	42.0	41.8	1.27	1.09	1.18
	2	27.4	25.9	26.7	0.80	0.64	0.72
	3	16.9	16.9	16.9	0.49	0.41	0.45
	4	10.1	10.6	10.3	0.30	0.26	0.28
	5	4.0	4.6	4.3	0.13	0.12	0.13
Associates	1	14.8	15.4	14.9	0.22	0.15	0.19
	2	21.4	18.3	20.5	0.24	0.12	0.19
	3	22.8	23.4	22.9	0.21	0.12	0.18
	4	21.2	22.7	21.7	0.19	0.11	0.15
	5	19.8	20.3	20.0	0.15	0.08	0.12

Table 12 Participation by proportion of children with graduate parent quintiles

Quintile (1 is most disadvantaged)		Proportion (%)			Participation rate (%)		
		Female	Male	All	Female	Male	All
Learners	1	40.1	39.1	39.6	1.28	1.05	1.17
	2	29.1	29.9	29.4	0.87	0.76	0.81
	3	17.2	16.2	16.7	0.50	0.40	0.45
	4	9.1	9.5	9.2	0.26	0.23	0.24
	5	4.5	5.3	4.9	0.14	0.14	0.14
Associates	1	16.5	16.4	16.5	0.25	0.15	0.21
	2	19.9	17.1	19.1	0.23	0.11	0.18
	3	21.7	19.9	21.2	0.20	0.10	0.16
	4	21.3	24.6	22.2	0.17	0.11	0.14
	5	20.6	22.1	21.0	0.14	0.07	0.11

Table 13 Participation by proportion of children living in NS-SEC 1-3 households quintiles¹⁸

Quintile (1 is most disadvantaged)		Proportion (%)			Participation rate (%)		
		Female	Male	All	Female	Male	All
Learners	1	40.5	39.7	40.1	1.32	1.09	1.2
	2	28.3	27.2	27.8	0.86	0.70	0.78
	3	17.0	18.4	17.6	0.50	0.45	0.47
	4	10.0	9.7	9.9	0.29	0.23	0.26
	5	4.2	5.0	4.6	0.13	0.12	0.12
Associates	1	18.7	18.8	18.7	0.26	0.15	0.21
	2	20.3	17.2	19.5	0.21	0.11	0.17
	3	20.3	19.0	19.9	0.18	0.10	0.15
	4	21.5	21.5	21.5	0.17	0.09	0.14
	5	19.3	23.5	20.0	0.14	0.08	0.11

¹⁸ Distribution of dependent children aged 0 to 15 in 2001 by NS-SEC of household reference person, from 2001 Census Area Statistics Theme Table CT001.

List of abbreviations

BIS	Department for Business, Innovation and Skills
FSM	Free school meals
HE	Higher education
HESA	Higher Education Statistics Agency
HUSID	Higher Education Statistics Agency Unique Student Identifier
NPD	National Pupil Database
SEN	Special educational need