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**Issues paper**

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This report is for information

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This document is the first comprehensive publication of destinations information for higher education provision registered at HEFCE-funded further education colleges (FECs) in England. We anticipate this information will be of relevance to FECs and others interested in the destinations of HE students at FECs. No action is required in response.

# Destinations of leavers from higher education in further education colleges

## **Key findings: leavers up to academic year 2010-11**

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# Destinations of leavers from higher education in further education colleges

## Key findings: leavers up to academic year 2010-11

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

### Purpose

1. This document is the first comprehensive publication of destinations information for higher education (HE) provision registered at HEFCE-funded further education colleges (FECs) in England. It provides information regarding graduates' employment, further study or training, six months after qualifying.

### Key points

2. We anticipate that this information will be of relevance to FECs and others interested in the destinations of HE students at FECs.
3. The data in this report are derived from responses to the Higher Education in Further Education Destinations of Leavers from Higher Education (HE in FE DLHE) survey for the academic years 2008-09 to 2010-11. In particular, the report provides details of the destinations of leavers who obtained qualifications from courses of prescribed HE in HEFCE-funded FECs in England, during the academic year 2010-11<sup>1</sup>.
4. The destinations information provided by this document is intended to be similar to the findings published annually by the Higher Education Statistics Agency (HESA) in relation to the Destinations of Leavers from Higher Education (DLHE) survey, for HE

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<sup>1</sup> Of the HE that takes place in FECs, HEFCE is empowered to fund only certain, prescribed courses. This is set out in the Further and Higher Education Act 1992 and the Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998, which were amended to apply to England. All HE provision for students registered at FECs which is considered within this report is prescribed HE delivered by HEFCE-funded FECs. Throughout the remainder of this report, references to FECs relate specifically to HEFCE-funded FECs.

provision registered at higher education institutions (HEIs)<sup>2</sup>. A number of additional tables and charts supplement this document and are provided at Annex B.

5. The report describes considerable differences in the destinations of leavers who obtained HE qualifications from HEFCE-funded FECs in England (HE in FE qualifiers), depending on the qualifications obtained. This is particularly noticeable for qualifiers entering employment only, six months after leaving: 81 per cent of qualifiers from postgraduate study in 2010-11 were in employment only, compared with 64 per cent of those obtaining first degrees, 26 per cent of those obtaining foundation degrees and 32 per cent of those obtaining other undergraduate qualifications.

6. The proportion of HE in FE qualifiers entering further study only was 3 per cent for qualifiers from postgraduate study, compared with 6 per cent of those obtaining first degrees, 31 per cent of those obtaining foundation degrees and 28 per cent of those obtaining other undergraduate qualifications.

7. Leavers obtaining HE qualifications from study registered at FECs had notably different destinations profiles to equivalent qualifiers from HEIs. The differences observed are likely to relate, at least in part, to the characteristics of both the provision and the students registered at FECs in comparison to HEIs.

8. It is intended that details of the destinations of leavers who obtained HE qualifications in FECs be produced regularly. HEFCE plans to publish details of the destinations of leavers in 2011-12 when the data become available in 2013.

### **Action required**

9. This document is for information only.

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<sup>2</sup>The HE provision considered by the DLHE survey, for students registered at HEIs, consists of relevant HE qualifications provided by publicly-funded UK HEIs and one privately-funded HEI, the University of Buckingham. Relevant qualifications exclude intercalated degrees, awards to visiting students, students on post-registration health and social care courses, and professional qualifications for serving school teachers.

## Introduction

10. The Destinations of Leavers from Higher Education (DLHE) survey of leavers who obtained higher education (HE) qualifications from higher education institutions (HEIs) was established in 2002-03 and replaced the earlier First Destinations Survey. The annual surveys have been administered by individual HEIs using materials provided by the Higher Education Statistics Agency (HESA), and have sought information regarding a qualifier's employment, further study or training, six months after qualifying. Findings relating to the DLHE are published annually by HESA<sup>3</sup>.

11. While franchised provision – that which is delivered by a further education college (FEC) on behalf of a partner HEI – is captured within the DLHE survey on account of the HEI being the registering institution, that survey does not include HE provision registered at further education colleges (FECs). It follows that there has been limited information in this area for FECs. In particular, the facility to compare the destinations of qualifiers from FECs with those of equivalent students registered at HEIs has not existed. The Higher Education in Further Education Destinations of Leavers from Higher Education (HE in FE DLHE) survey was first undertaken with respect to leavers who obtained HE qualifications registered at FECs in 2008-09. On account of the relatively small numbers of HE provision registered at FECs at its inception, the survey has been administered centrally on behalf of HEFCE.

12. The HE in FE DLHE surveys have sought information regarding the destinations of leavers who obtained HE qualifications registered at FECs on the same basis as the DLHE surveys have sought this information regarding leavers who obtained HE qualifications registered at HEIs. In particular, the HE in FE DLHE uses the same timeframe (six months after leaving) and the same questions as the DLHE survey. This helps to ensure that direct comparisons between the HE in FE DLHE and the DLHE surveys are appropriate.

13. Given the increased interest in the role of FECs in the delivery of HE provision, this report aims to go some way towards filling the information gap. It provides details of the destinations of leavers who obtained qualifications from courses of prescribed HE registered at HEFCE-funded FECs in England during the academic year 2010-11<sup>4</sup>. For simplicity, leavers who obtained HE qualifications registered at FECs are referred to as 'HE in FE qualifiers' throughout the remainder of this report.

14. This report also provides a comparison with the findings published by HESA in relation to the DLHE responses of those who obtained HE qualifications in 2010-11 having been registered at HEIs, focussing specifically on those registered at English HEIs. Throughout much of this report, findings relate solely to the registering institution of the student: franchised students are attributed to the registering HEI and as such are not included within findings relating to HE in FE qualifiers or to FECs. Later sections of the report (paragraphs 76 to 92) make specific comparisons between HE in FE qualifiers registered at FECs and both franchised and non-franchised HE qualifiers registered at

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<sup>3</sup> The HESA 2010-11 DLHE Statistical First Release can be viewed at [www.hesa.ac.uk/content/view/2514/393/](http://www.hesa.ac.uk/content/view/2514/393/)

<sup>4</sup> The findings presented within this report relate to the employment, further study or training six months after qualifying for those obtaining HE qualifications registered at an FEC and, as such, are unable to provide detailed information about the long-term careers of HE in FE qualifiers.

English HEIs. Comparisons are also made with qualifiers included in the HE in FE DLHE surveys for 2008-09 and 2009-10.

## **Terminology**

15. This document and its supporting annexes make use of terminology which is defined and explained at Annex A. The annex provides definitions of terms such as ‘first degree’, ‘other undergraduate’ and ‘franchised’ provision, which are used throughout this report.

## **Structure of this report**

16. This document provides a range of tables, charts and statistics relating to HE in FE qualifiers who provided a full response to the HE in FE DLHE surveys in 2008-09, 2009-10 and 2010-11<sup>5</sup>. In particular, it gives:

- a. An overview of HE in FE qualifiers – including information on numbers of qualifiers by qualification obtained, and responses to the HE in FE DLHE survey.
- b. Information about the destinations and salary distributions of HE in FE DLHE respondents obtaining different types of undergraduate qualifications – including leavers obtaining a first degree, a foundation degree, and other undergraduate qualifications.
- c. Other breakdowns relating to the destinations of undergraduate HE in FE DLHE respondents – including destinations of qualifiers from different subject areas of study, and the occupational classifications of qualifiers entering paid employment in the UK.
- d. Information about the destinations of HE in FE DLHE respondents obtaining postgraduate qualifications.
- e. An overview of franchised HE qualifiers (from the DLHE survey) – including information on the destinations and salary distributions of franchised qualifiers obtaining different types of undergraduate and postgraduate qualifications. This overview includes comparisons of franchised HE qualifiers with both HE in FE qualifiers and non-franchised HEI qualifiers.

17. Annexes B and C of this report provide a range of supplementary tables and charts relating to the analysis presented in the main body of this report. The numbering of the supplementary tables and charts derives from the related chart or table in the main body of this report.

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<sup>5</sup> A ‘full response’ to the HE in FE DLHE survey is any reply that is not an indication that the respondent is deceased, or the respondent explicitly refusing to provide information.

## Overview

### Level of qualification

18. Table 1 shows the number of leavers who obtained HE qualifications registered at FECs (HE in FE qualifiers) in 2010-11 split by qualification obtained, and the number of these qualifiers who responded to the HE in FE DLHE survey. It shows that of the 23,275 HE in FE qualifiers in 2010-11, 75 per cent (17,375 qualifiers) responded to the HE in FE DLHE survey. However, note that this overall response rate includes those who did not provide a full response: 3,165 of these responses either indicated that a qualifier was deceased, or comprised a qualifier explicitly refusing to provide information.

19. Considering only those who provided a full response to the HE in FE DLHE survey, Table 1 shows that this response rate was 61 per cent: 14,210 of the 2010-11 HE in FE qualifiers. There were 5,900 qualifiers who did not respond to the survey at all.

20. Of the HE qualifiers registered at HEIs who were eligible to respond<sup>6</sup> to HESA's DLHE survey, 75 per cent provided information about their destinations (a full response) and 79 per cent responded including those whose response was an explicit refusal.

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<sup>6</sup> HE qualifiers who were eligible to respond to HESA's DLHE survey are those who fell within HESA's DLHE target population containing all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for a reporting period 1 August to 31 July as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses).

**Table 1 HE in FE qualifiers by qualification obtained, and response to the HE in FE DLHE**

Qualification obtained	2010-11			Proportion of 2010-11 qualifiers who provided a full response	Proportion of 2009-10 qualifiers who provided a full response	Proportion of 2008-09 qualifiers who provided a full response
	Qualifiers	Proportion of qualifiers who responded	Respondents providing a full response			
Postgraduate Certificate in Education (PGCE)	790	73%	475	60%	64%	81%
Other postgraduate	250	73%	145	59%	48%	16%
First degree	5,900	73%	3,560	60%	56%	57%
Foundation degree	8,450	75%	5,165	61%	59%	60%
Higher National Diploma (HND)	2,595	76%	1,585	61%	59%	53%
Higher National Certificate (HNC)	3,975	78%	2,545	64%	59%	52%
Other undergraduate	1,315	71%	730	56%	58%	71%
<b>Total</b>	<b>23,275</b>	<b>75%</b>	<b>14,210</b>	<b>61%</b>	<b>58%</b>	<b>57%</b>

21. Table 2 shows the 14,210 HE in FE qualifiers in 2010-11 who provided a full response to the HE in FE DLHE survey, split by qualification obtained and mode of study. It also provides the proportional distribution of HE in FE DLHE respondents by qualification obtained, along with the equivalent distribution relating to HE qualifiers responding to the DLHE survey.

**Table 2 HE in FE qualifiers in 2010-11 who responded to the HE in FE DLHE, by qualification obtained and mode of study**

Qualification obtained	Mode of study			Proportion of HE in FE DLHE respondents	Equivalent proportion of DLHE respondents
	Full-time	Part-time	Total		
Postgraduate Certificate in Education (PGCE)	265	210	475	3%	4%
Other postgraduate <sup>7</sup>	5	145	145	1%	20%
First degree	2,895	665	3,560	25%	61%
Foundation degree	3,810	1,350	5,165	36%	6%
Higher National Diploma (HND)	1,110	475	1,585	11%	1%
Higher National Certificate (HNC)	265	2,275	2,545	18%	0%
Other undergraduate	80	655	730	5%	8%
<b>Total</b>	<b>8,430</b>	<b>5,780</b>	<b>14,210</b>	<b>100%</b>	<b>100%</b>
(%)	(59%)	(41%)	(100%)	n/a	n/a
Equivalent proportion of DLHE respondents	80%	20%	100%	n/a	n/a

Note: Numbers of HE in FE qualifiers responding to the HE in FE DLHE survey by qualification obtained and mode of study are shown for 2008-09 to 2010-11 at Table B1 at Annex B.

22. Table 2 shows that 59 per cent (8,430 students) of all qualifiers who responded to the HE in FE DLHE had studied full-time. Of the full-time respondents, as well as across all respondents, Table 2 shows that more students had qualified with a foundation degree in 2010-11 than any other qualification: 5,165 students or 36 per cent of all HE in FE respondents. The qualification aim with the largest number of part-time qualifiers who responded to the survey was the Higher National Certificate (HNC): 2,275 part-time qualifiers, equivalent to 39 per cent of all part-time qualifiers who responded.

23. The proportion of respondents who had qualified from postgraduate provision was four per cent, lower than the 24 per cent of respondents to the DLHE survey. The

<sup>7</sup> With respect to prescribed courses of HE provision registered at HEFCE-funded FECs, 'Other postgraduate' qualifications includes masters qualifications (MA, MSc, MBA or similar) and postgraduate diplomas.

proportion of respondents who had qualified with a HNC or Higher National Diploma (HND), meanwhile, was 29 per cent, compared with 1 per cent in the DLHE survey.

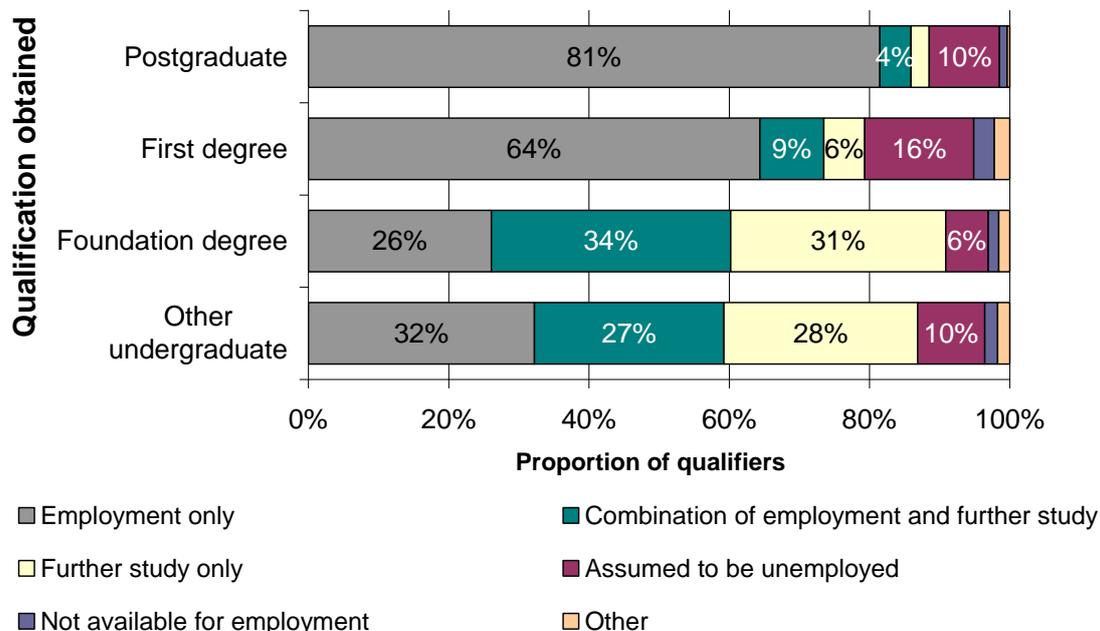
24. Although Postgraduate Certificate in Education (PGCE) is listed separately to 'Other Postgraduate' in Table 2 to demonstrate the nature of the postgraduate students in the population, they will be grouped together as 'Postgraduate' in comparisons throughout the remainder of this report due to the small numbers of qualifiers who responded to the HE in FE DLHE survey. Similarly, although HND, HNC and Other undergraduate are listed separately in Table 2, they will be grouped together as 'Other undergraduate' in future comparisons. This approach has been taken in order to simplify the analysis and to provide consistency with HESA's DLHE publications.

25. Note that throughout the remainder of this document we use the term 'qualifiers' to refer explicitly to students who obtained a qualification from an English FEC or HEI and responded to the HE in FE DLHE or the DLHE survey respectively. Furthermore, note that in comparisons made between qualifiers from FECs and HEIs throughout this report, comparisons are made with qualifiers from English HEIs only.

### **Destination**

26. Figure 1 shows the destinations of full-time qualifiers from HE in FE six months after qualifying, split by the qualification obtained in 2010-11. It shows that there was a considerable difference in the destinations of qualifiers depending on the qualifications they obtained. This is particularly noticeable for qualifiers entering employment only: 81 per cent of qualifiers from postgraduate study in 2010-11 were in employment only, compared with 26 per cent of those obtaining foundation degrees. The proportion entering further study only was 31 per cent for qualifiers with foundation degrees and 3 per cent for those with postgraduate qualifications.

**Figure 1: Destinations of full-time HE in FE qualifiers from English FECs in 2010-11, by qualification obtained**



Notes: Equivalent information for leavers from UK HEIs can be found at Chart 4 of the HESA statistical first release relating to the 2010-11 DLHE survey.

27. Figures 1a and 1b at Annex B show that the distribution of the destinations of full-time qualifiers from HE in FE in 2010-11 was broadly similar to those of qualifiers in 2009-10 and 2008-09 respectively.

### Salary

28. In subsequent sections of this report, information is provided about the salary outcomes of those full-time UK-domiciled qualifiers from HE in FE who obtained first degree, foundation degree and other undergraduate qualifications and entered full-time paid employment in the UK within six months of qualifying. Note that salary information for full-time postgraduate qualifiers is not provided on account of the numbers of such qualifiers being too small for robust analysis.

29. Salary information relating to part-time qualifiers from HE in FE is not provided by this report. This apparent omission is on account of a lack of clarity as to how a part-time qualifier's salary outcome might relate to the course that they have qualified from. It is possible that the part-time student was in the same employment that the salary relates to throughout the duration of their HE course: progression to a position earning a salary commensurate with the qualification that they have newly obtained may be slower than that of a student moving into a new role. Salary outcomes of part-time qualifiers are therefore difficult to relate to the HE provision that they have undertaken.

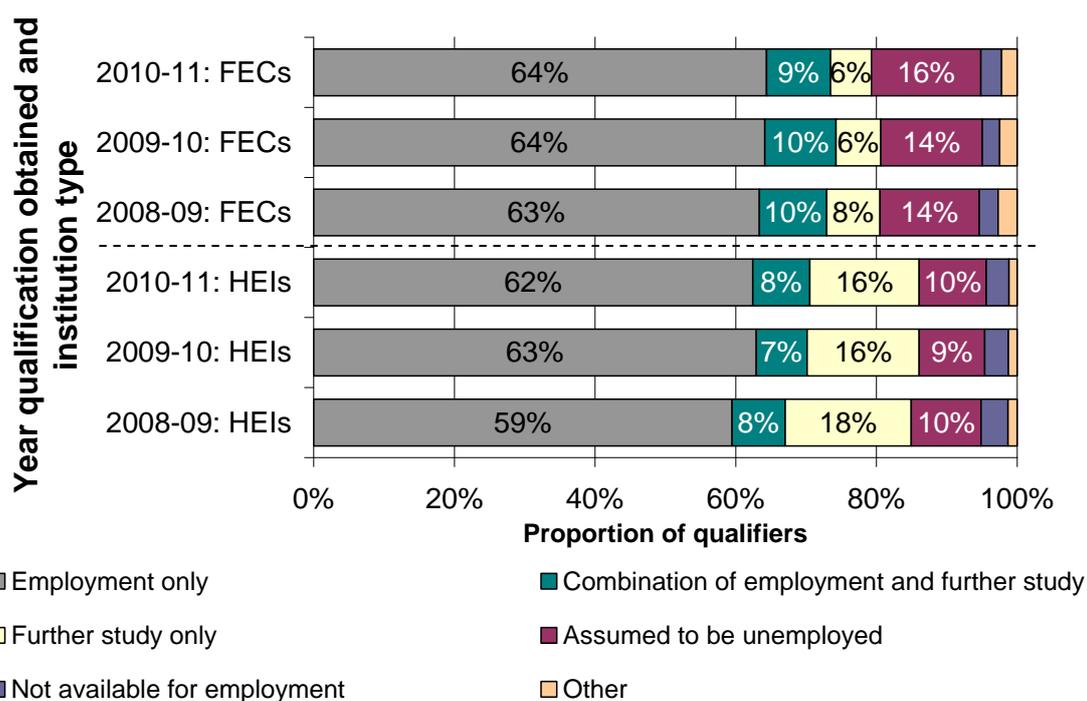
## Leavers obtaining a first degree

### Full-time

#### Destination

30. In 2010-11 there were 5,930 leavers who had obtained first degrees and were eligible to take part in the HE in FE DLHE survey. Of these, 2,895 had studied full-time and responded to the survey. The destinations of these full-time first degree qualifiers are shown in Figure 2 across the time series from 2008-09 to 2010-11. Figure 2 also compares the destinations of qualifiers from HE in FECs with those of qualifiers from HEIs.

**Figure 2: Destinations of full-time first degree qualifiers from English HE providers by academic year and institution type**



31. Figure 2 shows that, within FECs, employment figures have remained broadly similar over the three years, although unemployment did rise from 14 per cent to 16 per cent between 2009-10 and 2010-11. This unemployment figure was six percentage points higher than the 10 per cent observed among equivalent qualifiers from HEIs. Another notable difference between full-time first degree qualifiers at HEIs and FECs was the proportion that went into further study (whether in combination with employment or not): 15 per cent of such qualifiers from FECs in 2010-11 went into further study, compared with 24 per cent of qualifiers from HEIs. It is possible that this finding relates to the availability of postgraduate provision within HEIs compared with FECs (as indicated by Table 2).

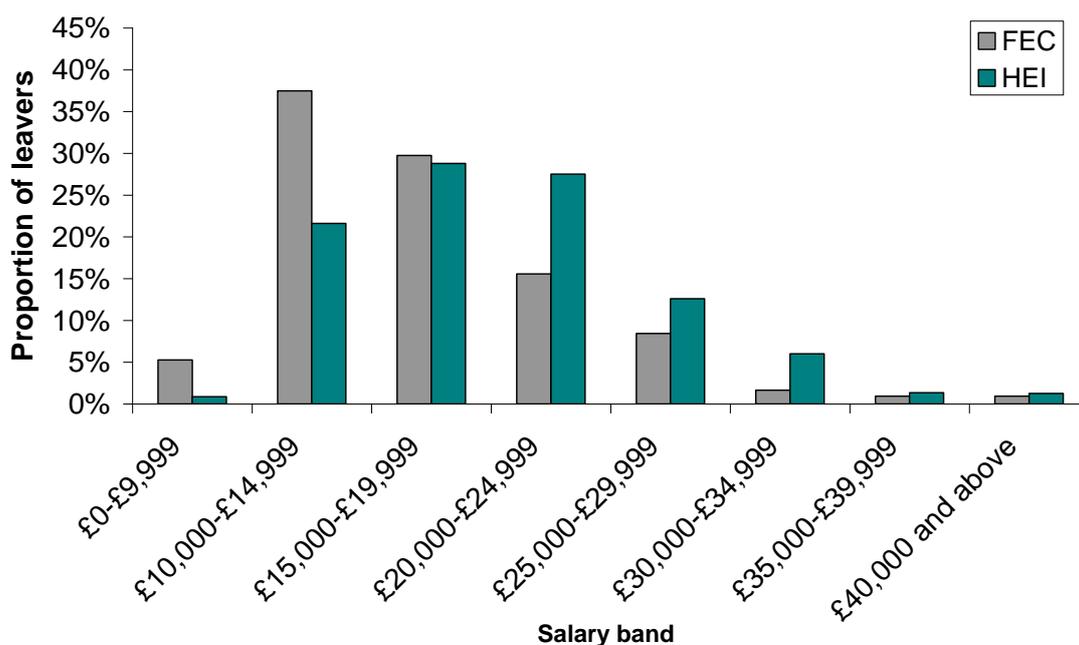
## Salary

32. Of those UK-domiciled full-time first degree qualifiers from FECs reported as being in full-time paid employment in the UK in 2010-11, 88 per cent disclosed their salary. This proportion compared with 87 per cent in 2009-10 and 80 per cent in 2008-09. The median salary reported by this population of first degree qualifiers (to the nearest £500) was £15,000 in each of the three years. The median salary for equivalent qualifiers from HEIs in 2010-11 and 2009-10 was £19,000, and in 2008-09 was £20,000. However, this comparison needs to be considered in context, as described in paragraph 33 and Annex C.

33. Table C11 at Annex C provides further summary measures relating to the distribution of salaries reported by full-time undergraduate qualifiers from FECs across the time series from 2008-09 to 2010-11. Table C12 at Annex C provides salary information by subject area of study, and shows that when this is taken into consideration the differences between qualifiers from HEIs and FECs might be smaller than paragraph 32 would suggest. That is, the subject areas studied by HE in FE qualifiers seem to account for at least some of the difference in average salaries compared to qualifiers registered at HEIs.

34. The salary distribution of UK-domiciled full-time first degree qualifiers in 2010-11, who reported that they were in full-time paid UK employment six months after leaving, is shown in Figure 3 by institution type.

**Figure 3: UK-domiciled full-time first degree qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and institution type**



35. Figure 3 shows differences in the salaries of full-time first degree qualifiers from FECs compared with those equivalent qualifiers from HEIs. In particular, 49 per cent of qualifiers from HEIs were earning more than £20,000, compared with 28 per cent of those who had studied at FECs. However, as noted at paragraph 33, it is likely that at

least some of this difference is accounted for by the subject areas studied by HE in FE qualifiers.

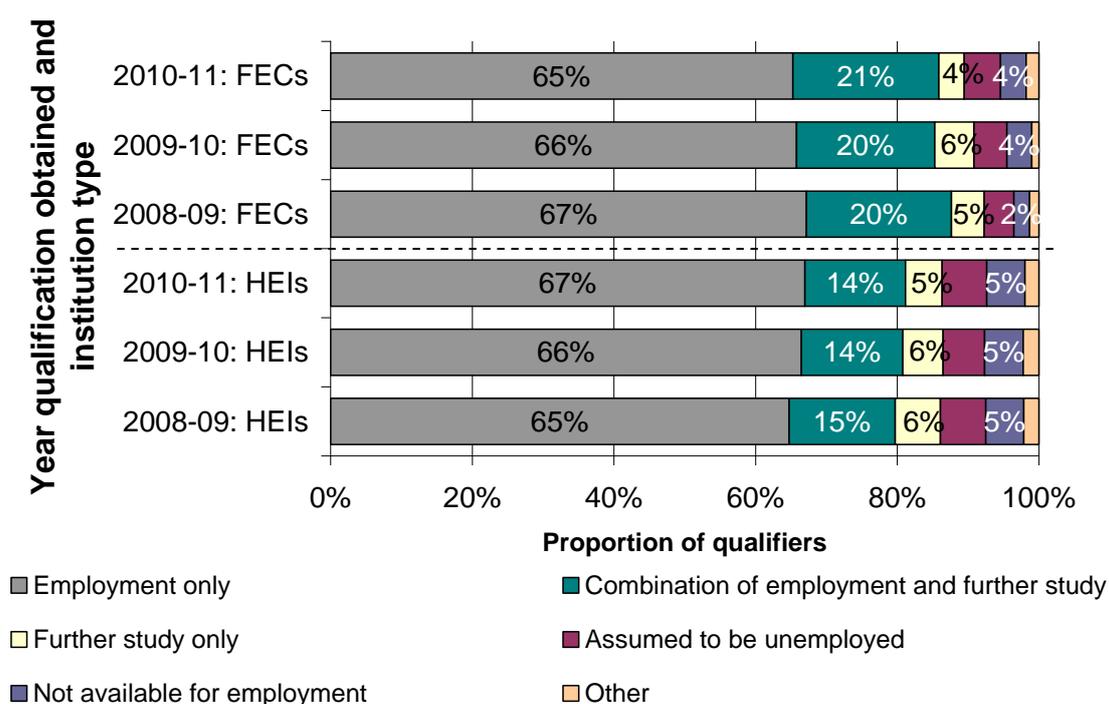
36. Figures 3a and 3b at Annex B show that the distribution of full-time first degree qualifiers by salary band and institution type in 2010-11 was broadly similar to those of qualifiers in 2009-10 and 2008-09 respectively.

## Part-time

### Destination

37. Figure 4 shows the destinations of part-time first degree qualifiers across the time series from 2008-09 to 2010-11, in HEIs and FECs.

**Figure 4: Destinations of part-time first degree qualifiers from English HE providers by academic year and institution type**



38. Figure 4 shows that there was greater consistency within the part-time first degree qualifiers from FECs and HEIs than was observed among the equivalent full-time qualifiers (see Figure 2). In contrast with the full-time population, the proportion of qualifiers in further study (whether in combination with employment or not) was higher at FECs: 25 per cent in 2010-11, compared with 19 per cent of part-time first degree qualifiers from HEIs.

39. The proportion of qualifiers not available for employment was higher among those from HEIs than among those from FECs. It is possible that the consistency within part-time first degree qualifiers from FECs and HEIs would be greater still if those not available for employment were excluded from the calculations. The proportions of part-time first degree qualifiers who were in employment only were similar, both across the time series and across HE provision at FECs and HEIs. Figure 4 shows that six months

after qualifying, around two-thirds of each part-time first degree cohort went into employment only.

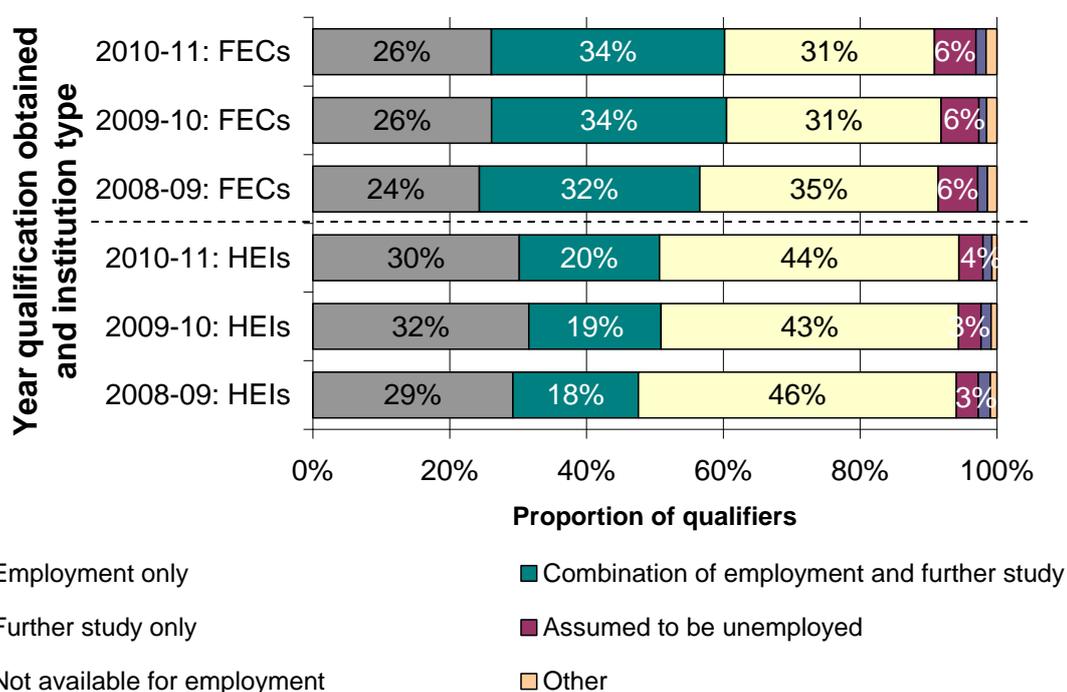
## Leavers obtaining a foundation degree

### Full-time

#### Destination

40. In 2010-11 there were 8,480 leavers who had obtained foundation degrees and were eligible to take part in the HE in FE DLHE survey. Of these, 3,810 responded to the survey and had studied full-time. Figure 5 shows the destinations of these qualifiers, as well as the distribution of equivalent qualifiers from HEIs who responded to the DLHE survey, across the time series from 2008-09 to 2010-11. The distributions for leavers from both FECs and HEIs are seen to be broadly consistent across the time series.

**Figure 5: Destinations of full-time foundation degree qualifiers from English HE providers by academic year and institution type**



41. Figure 5 shows that, while the proportion of full-time foundation degree qualifiers in work or further study was broadly similar for FECs and HEIs (91 per cent and 94 per cent respectively in 2010-11), a larger proportion were in a combination of work and further study at FECs (34 per cent, compared with 20 per cent for HEIs). The proportion of full-time foundation degree qualifiers from FECs in further study only (31 per cent) was 13 percentage points lower than the equivalent proportion at HEIs.

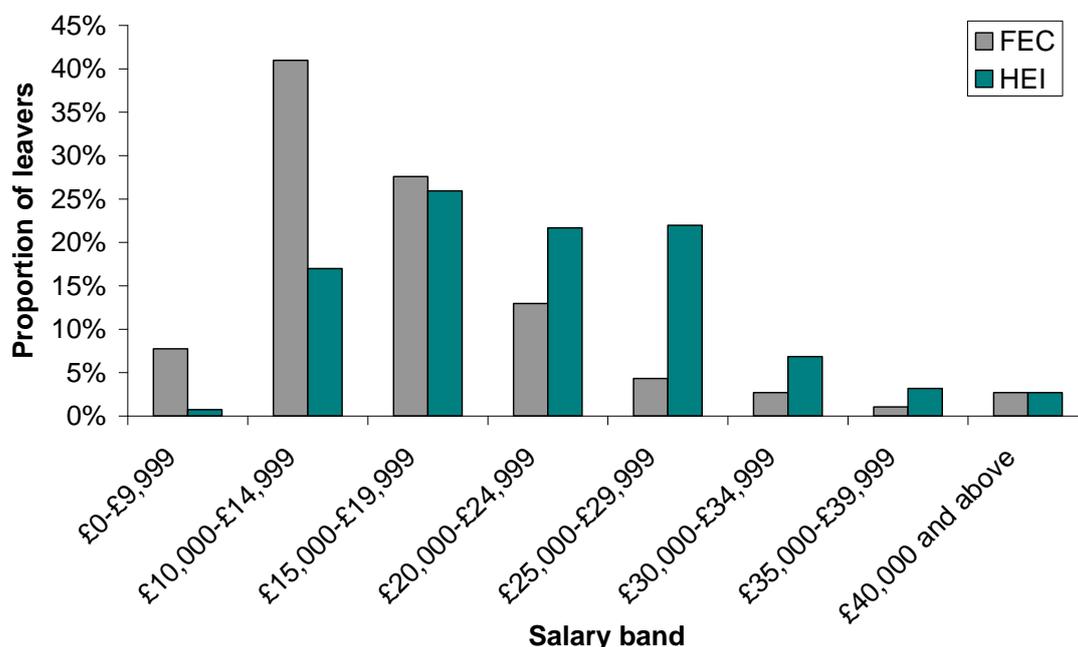
### Salary

42. Of those UK-domiciled full-time foundation degree qualifiers from FECs reported as being in full-time paid employment in the UK in 2010-11, 85 per cent disclosed their salary. This proportion compared with 86 per cent in 2009-10 and 77 per cent in 2008-09. The median salary reported (to the nearest £500) was £15,000 in each of the three years.

The median salary for equivalent qualifiers from HEIs in 2010-11 and 2009-10 was £20,000, and in 2008-09 was £21,000.

43. The salary distribution of UK-domiciled full-time foundation degree qualifiers in 2010-11 who reported that they were in full-time paid employment six months after leaving is shown in Figure 6 by institution type.

**Figure 6: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and institution type**



44. Figure 6 shows differences in the salaries of full-time foundation degree qualifiers from FECs compared with those equivalent qualifiers from HEIs. In particular, 56 per cent of qualifiers from HEIs were earning more than £20,000, compared to 24 per cent of those who had studied at FECs.

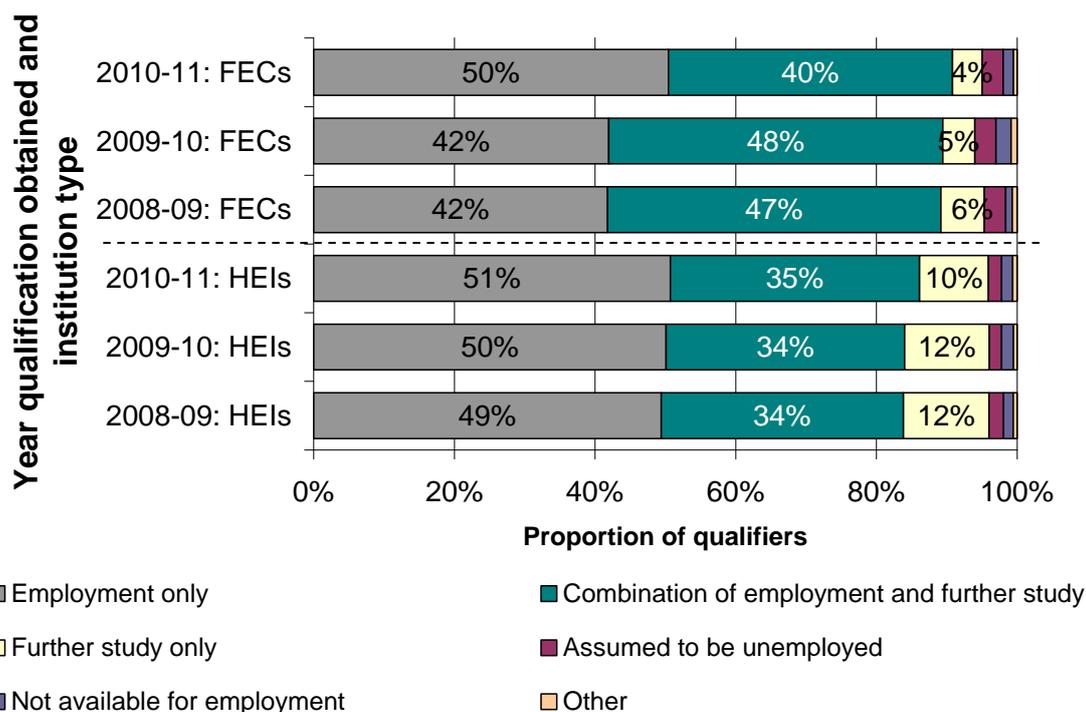
45. Figures 6a and 6b at Annex B show that the distribution of full-time foundation degree qualifiers by salary band and institution type in 2010-11 was broadly similar to that of qualifiers in 2009-10 and 2008-09 respectively.

## Part-time

### Destination

46. Figure 7 shows the destinations of the 1,350 part-time foundation degree qualifiers from HE in FECs along with the destinations of equivalent qualifiers from HEIs, across the time series from 2008-09 to 2010-11.

**Figure 7: Destinations of part-time foundation degree qualifiers from English HE providers by academic year and institution type**



47. Figure 7 shows that the proportion of part-time foundation degree qualifiers from FECs who entered employment only increased by eight percentage points between 2009-10 and 2010-11, from 42 per cent to 50 per cent. This was accompanied by a decrease of similar magnitude in the proportion of part-time foundation degree qualifiers from FECs who went into a combination of employment and further study. As with full-time foundation degree qualifiers, the proportion of students in a combination of employment and further study was higher for qualifiers from FECs than for qualifiers from HEIs: 40 per cent in 2010-11, compared to 35 per cent.

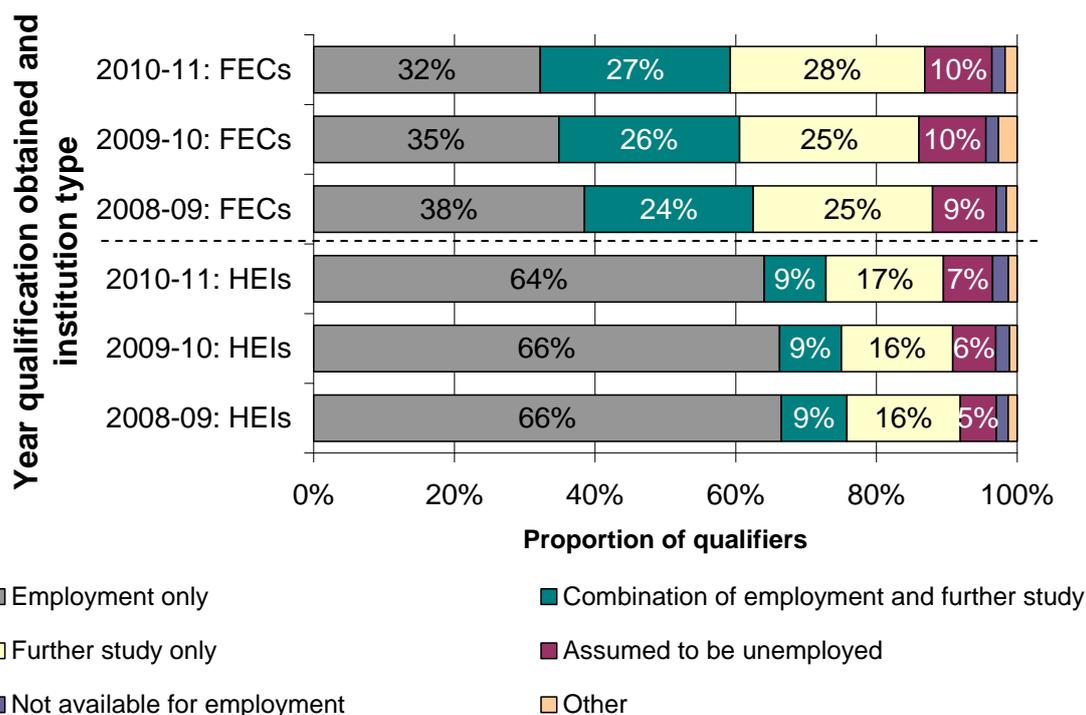
## Leavers obtaining other undergraduate qualifications

### Full-time

#### Destination

48. In 2010-11 there were 7,930 leavers who obtained other undergraduate qualifications and were eligible to take part in the HE in FE DLHE survey. Of these, 4,860 had studied full-time and responded to the survey. The destinations of these full-time other undergraduate qualifiers are shown in Figure 8 across the time series from 2008-09 to 2010-11. Figure 8 compares the destinations of qualifiers from HE in FECs with those of qualifiers from HEIs.

**Figure 8: Destinations of full-time other undergraduate qualifiers from English HE providers by academic year and institution type**



49. Figure 8 shows that the destinations of other undergraduate qualifiers from FECs were markedly different from those of equivalent qualifiers from HEIs. In particular, there was a notable difference in respect of those qualifiers who were in further study only, or a combination of employment and further study. Six months after leaving in 2010-11, 28 per cent of qualifiers from FECs were in further study only: this proportion was 11 percentage points higher than that observed among equivalent qualifiers from HEIs.

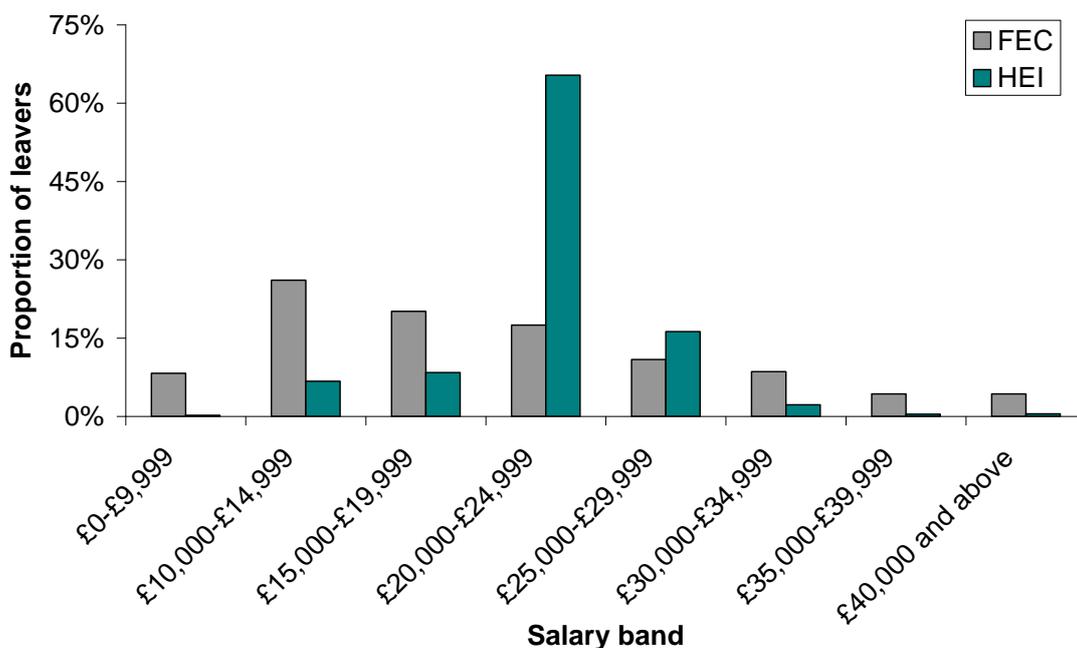
50. At 27 per cent, the proportion of 2010-11 qualifiers from FECs who were in a combination of employment and further study was three times the equivalent proportion of qualifiers from HEIs. It is possible that this finding relates to the composition of other undergraduate provision within HEIs as compared with FECs (as indicated by Table 2). Specifically, the characteristics of the underlying population, as well as their qualifications obtained and subject areas of study, might be quite different among those from FECs compared with those from HEIs.

### Salary

51. Of those UK-domiciled full-time other undergraduate qualifiers from FECs reported as being in full-time paid employment in the UK in 2010-11, 81 per cent disclosed their salary. This proportion compared with 85 per cent in 2009-10 and 80 per cent in 2008-09. The median salary reported (to the nearest £500) was £18,000 in 2010-11, compared with £16,000 in 2009-10 and £19,000 in 2008-09. The median salary for equivalent qualifiers from HEIs was £21,500 in 2010-11, and £21,000 in 2009-10 and 2008-09.

52. The salary distribution of UK-domiciled full-time other undergraduate qualifiers in 2010-11 who reported that they were in full-time paid employment six months after leaving is shown in Figure 9 by institution type.

**Figure 9: UK domiciled full-time other undergraduate qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and institution type**



53. Figure 9 shows differences in the salaries of full-time other undergraduate qualifiers from FECs compared with equivalent qualifiers from HEIs. In particular, 85 per cent of qualifiers from HEIs were earning more than £20,000, compared with 46 per cent of those who had studied at FECs.

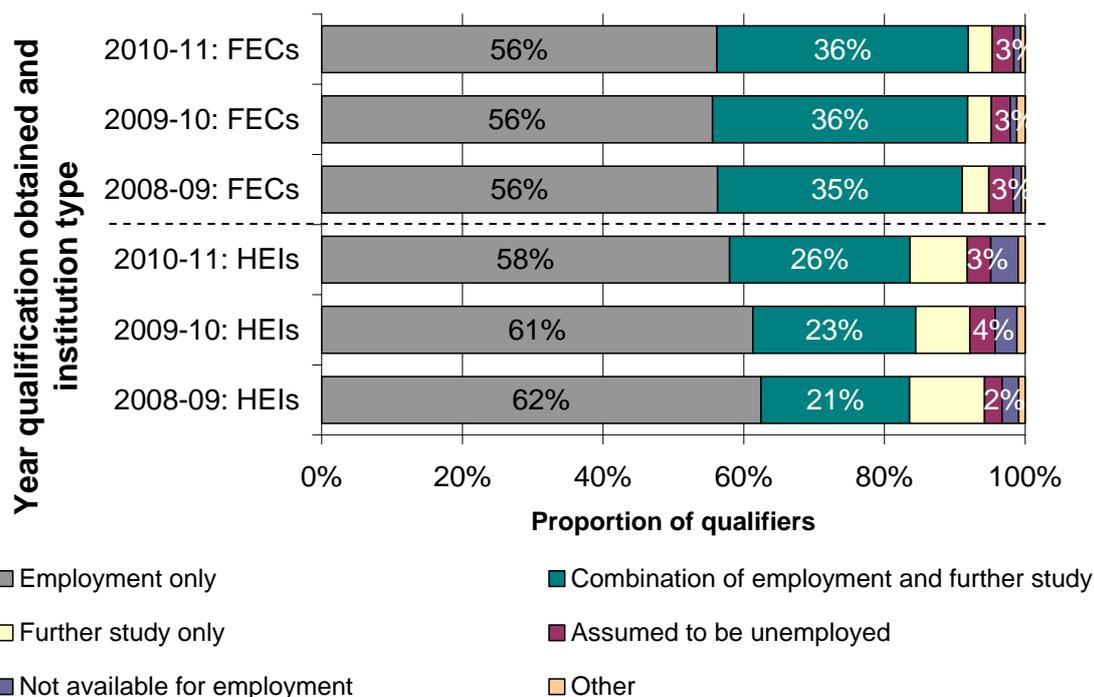
54. Figures 9a and 9b at Annex B show that the distribution of full-time other undergraduate qualifiers by salary band and institution type in 2010-11 was broadly similar to that of qualifiers in 2009-10 and 2008-09 respectively.

### Part-time

#### Destination

55. Figure 10 shows the destinations of part-time other undergraduate qualifiers from both HE in FECs and from HEIs, across the time series from 2008-09 to 2010-11.

**Figure 10: Destinations of part-time other undergraduate qualifiers from English HE providers by academic year and institution type**



56. Reflecting the tendency identified among their full-time counterparts, Figure 10 shows that there was also a notable difference between part-time other undergraduate qualifiers from HEIs and FECs in respect of the proportions who were in a combination of employment and further study six months after leaving. Figure 10 shows that this proportion was 36 per cent among such qualifiers from FECs in 2010-11, compared to 26 per cent among equivalent qualifiers from HEIs.

57. The proportion of part-time other undergraduate qualifiers from FECs who were assumed to be unemployed six months after leaving was consistent across the time series, at 3 per cent. Figure 10 shows that this was broadly in line with the equivalent proportions observed among such qualifiers from HEIs (3 per cent in 2010-11). As noted at paragraph 50, it is possible that such differences relate to the composition of other undergraduate provision within HEIs compared to FECs (as indicated by Table 2).

### Other breakdowns of undergraduate leavers

58. For some analyses, numbers in the populations of first degree, foundation degree and other undergraduate qualifiers were too small to produce rigorous analysis. These related particularly to subject areas of study, occupational classifications, industrial occupations and salaries. The entire undergraduate population has therefore been analysed as a single population in respect of these findings.

59. The distributions of full-time qualifiers by gender, activity, level of qualification obtained and type of institution are shown at Annex C, Tables C1 and C2. Equivalent distributions of part-time qualifiers are shown at Annex C, Tables C3 and C4.

## **Subject areas of study**

60. The proportion of full-time undergraduate qualifiers from FECs in 2010-11 who were in employment or further study varied between subjects. The proportion was seen to range from 77 per cent among those who had obtained a qualification in Languages to 93 per cent among those who had obtained a qualification in Education. The proportions of qualifiers from different subject areas entering employment or further study were similar across HEIs and FECs.

61. The distributions of full-time undergraduate qualifiers by gender, activity, subject area and type of institution are shown at Annex C, Tables C5 and C6.

## **Occupational classifications**

62. Among the full-time undergraduate qualifiers from FECs who responded to the 2010-11 HE in FE DLHE that they were in paid employment in the UK, the largest occupational groups were 'sales and customer service occupations' and 'associate professional and technical occupations'. Sales and customer service occupations accounted for 22 per cent of posts filled by employed full-time undergraduate qualifiers from FECs, and associate professional and technical occupations accounted for 20 per cent. Among equivalent qualifiers from HEIs these proportions were 13 per cent and 35 per cent respectively.

63. Professional occupations accounted for a smaller proportion of employed full-time undergraduate qualifiers from FECs in 2010-11 (8 per cent) than qualifiers from HEIs. Almost a quarter of equivalent qualifiers from HEIs were employed in these occupations (23 per cent).

64. The occupations of UK-domiciled full-time undergraduate qualifiers entering paid employment in the UK by subject area of degree and institution type are shown at Annex C, Tables C7 and C8.

## **Industrial classifications and salaries**

65. Findings relating to the industrial classifications of employed full-time undergraduate qualifiers from FECs and HEIs entering paid employment in the UK are available at Annex C, Tables C9 to C10. Salary information, including by subject area of study, is given at Annex C, Tables C11 to C13.

## **Location of employment**

66. For UK-domiciled undergraduate qualifiers from FECs in 2010-11 whose destinations were known and who were reported as being in employment only, 96 per cent of full-time leavers were employed in England. Among equivalent qualifiers from HEIs this proportion was lower at 94 per cent. These figures remain the same when only first degree qualifiers are considered.

67. The proportion of employed full-time foundation degree qualifiers whose employment was in England was consistent across qualifiers from FECs and HEIs at 96 per cent for 2010-11 qualifiers. Other undergraduate qualifiers had the highest proportions being employed in England: 97 per cent of such full-time qualifiers from FEC were employed in England, as were 96 per cent of equivalent qualifiers from HEIs.

## **Destinations of leavers by sex**

68. Among all qualifiers in 2010-11 who had obtained an undergraduate qualification from an FEC, 50 per cent were female and 50 per cent were male. This distribution compared to 58 per cent of qualifiers from HEIs being female, and 42 per cent being male.

69. Of the undergraduate qualifiers from FECs in 2010-11, 7 per cent of females were assumed to be unemployed, the same as the proportion of males. At HEIs, 7 per cent of females were also assumed to be unemployed, but the proportion of unemployed males was three percentage points higher at 10 per cent.

70. The proportion of females who went on to further study only was 14 per cent among qualifiers from FECs and 15 per cent among qualifiers from HEIs. The proportion of males who went on to further study was higher: 15 per cent among those qualifiers from FECs and 17 per cent among qualifiers from HEIs.

71. Figures B1, B1a and B1b at Annex B show the destinations of undergraduate qualifiers from English HE providers by sex and institution type, for 2010-11, 2009-10 and 2008-09 respectively. The salary distributions by sex are shown at Figures B2, B2a and B2b at Annex B for UK-domiciled full-time first degree qualifiers in 2010-11 and 2009-10 who entered full-time paid UK employment. Distributions for the equivalent population of foundation degree qualifiers are shown at Figures B3 and B3a at Annex B, and for the equivalent population of other undergraduate qualifiers at Figures B4, B4a and B4b at Annex B.

## **Leavers obtaining postgraduate qualifications**

72. Table 2 showed that there were 625 postgraduate qualifiers (both full-time and part-time) from FECs in 2010-11 who responded to the HE in FE DLHE. Of these qualifiers, 475 (76 per cent) had obtained a PGCE. By contrast, 19 per cent of postgraduate qualifiers from HEIs responding to the DLHE survey obtained a PGCE. Given the unique nature of the PGCE qualification, it follows that a comparison between the destinations of all postgraduate qualifiers would not be appropriate. Furthermore, note that the numbers of students qualifying at other levels of postgraduate study from FECs (such as masters degrees, doctorates and similar) were too small for robust analysis.

73. Of the PGCE qualifiers from FECs who responded to the 2010-11 HE in FE DLHE survey, 78 per cent reported that they were in employment only. This proportion compared with 87 per cent of equivalent qualifiers from HEIs. 10 per cent of the PGCE qualifiers from FECs were in a combination of work and further study (compared with 6 per cent at HEIs), and 7 per cent were unemployed (4 per cent at HEIs).

74. Figure B5 at Annex B shows the destinations of PGCE qualifiers from English HE providers by academic year and institution type. Salary information for full-time postgraduate or PGCE qualifiers is not provided as the numbers of such qualifiers are too small for robust analysis.

## **Destinations of leavers by teaching arrangements**

75. Paragraphs 76 to 92 provide an overview of the destinations of HE qualifiers that focuses on the teaching arrangements relating to that HE provision. This section of the report provides information on the destinations and salary distributions of franchised qualifiers obtaining different types of undergraduate and postgraduate qualifications. It compares this information both to information on students registered at FECs (as detailed in earlier sections of this report) and to information on non-franchised students (registered and taught) at HEIs<sup>8</sup>.

### **Level of qualification**

76. In 2010-11, 12,795 of the qualifiers who were registered at HEIs and who responded to HESA's DLHE survey had been taught at FECs under a franchise arrangement. These students are referred to as franchised students.

77. Figure B6 at Annex B provides the distribution of franchised qualifiers by academic year and qualification obtained. Of the 2010-11 franchised leavers, 2,010 (16 per cent) obtained a first degree, 7,090 (55 per cent) qualified with a foundation degree, 3,305 (26 per cent) qualified with other undergraduate qualifications and 390 (3 per cent) qualified with postgraduate qualifications.

### **Destination**

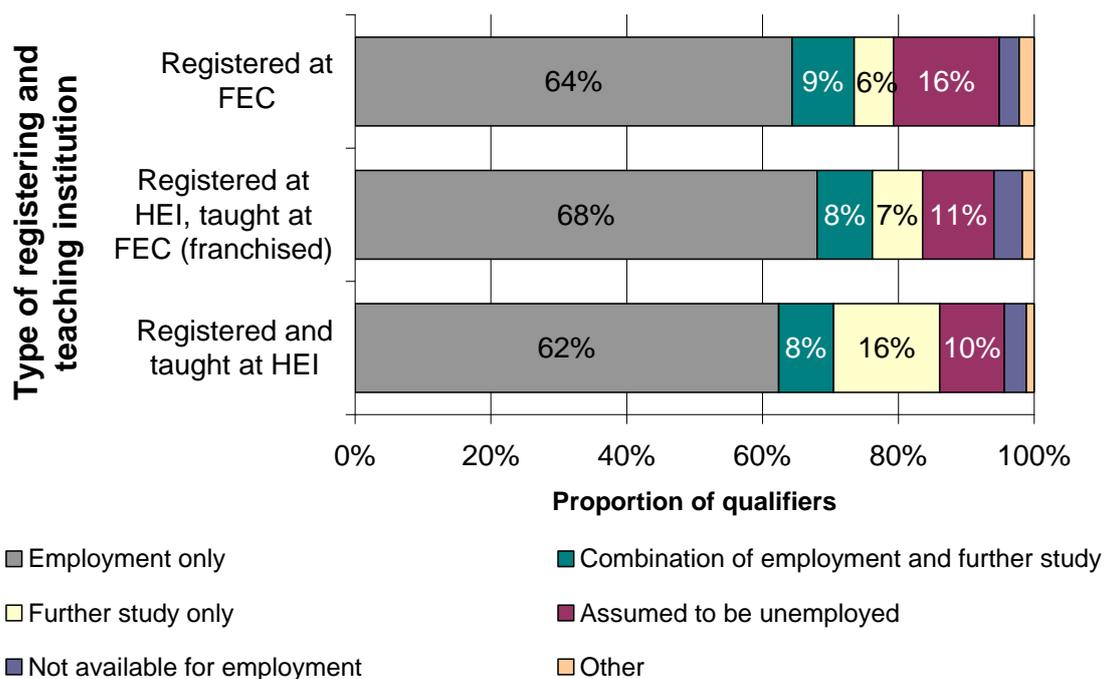
#### **Franchised leavers obtaining a first degree**

78. Figure 11 shows the destinations of franchised full-time first degree qualifiers in 2010-11. The distribution of the destinations is compared with that of qualifiers who were registered at FECs and with that of qualifiers who were both registered and taught at HEIs.

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<sup>8</sup> In other words, leavers registered at HEIs (the destinations of whom are published annually by HESA) have been disaggregated into franchised and non-franchised leavers. In particular, this approach is intended to help identify any similarities or differences between those registered at an FEC and those taught at an FEC but registered at an HEI.

**Figure 11: Destinations of full-time first degree qualifiers (from English HE providers in 2010-11) by teaching arrangements**



79. Figure 11 shows that franchised full-time first degree qualifiers had the highest proportion entering employment only: 68 per cent, compared with 64 per cent of those qualifiers who were registered at FECs, and 62 per cent of non-franchised qualifiers from HEIs.

80. The proportion of franchised full-time first degree qualifiers assumed to be unemployed (11 per cent) was higher than the proportion for non-franchised HEI qualifiers (10 per cent) but lower than that for registered FEC qualifiers (16 per cent). With the exception of those assumed to be unemployed, the distribution of the franchised qualifiers was similar to those registered at FECs: for example, 7 per cent of franchised qualifiers went on to further study only compared with 6 per cent of qualifiers who were registered at FECs.

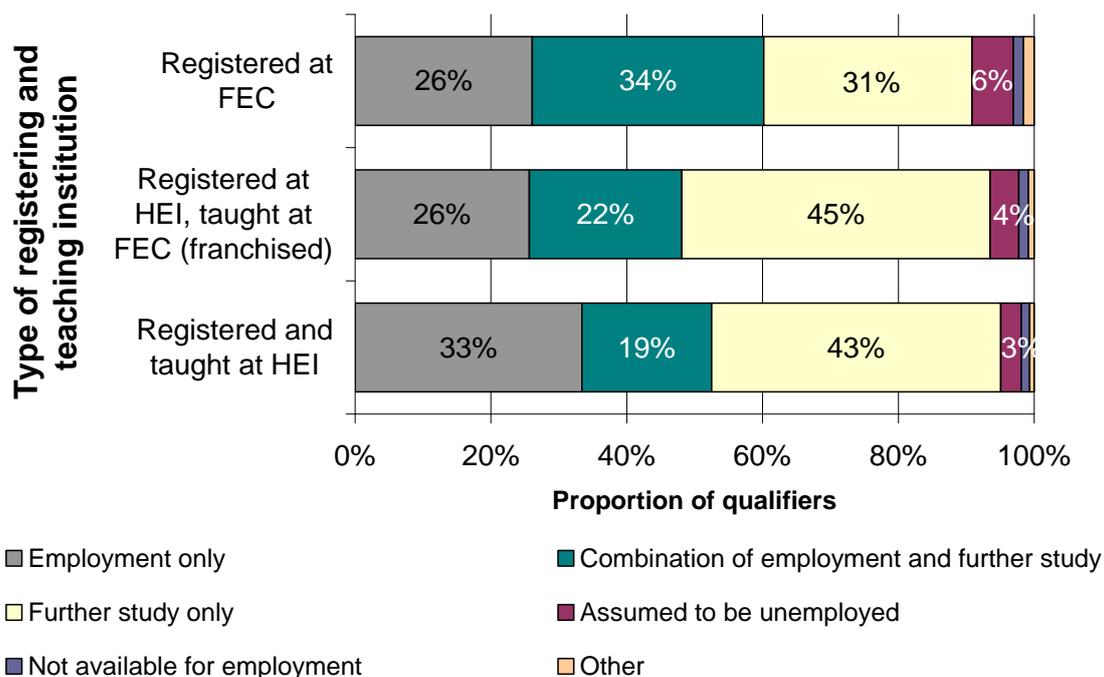
81. Figures 11a and 11b at Annex B show that the destinations of full-time first degree qualifiers by teaching arrangements in 2010-11 were broadly similar to those of qualifiers in 2009-10 and 2008-09 respectively.

82. Figures B7, B8 and B9 at Annex B show the destinations of part-time first degree qualifiers by teaching arrangements for 2010-11, 2009-10 and 2008-09 respectively.

### **Franchised leavers obtaining a foundation degree**

83. Figure 12 shows the destinations of franchised full-time, foundation degree qualifiers in 2010-11. As in Figure 11, the distribution is compared with that of qualifiers who were registered at FECs and to that of qualifiers who were both registered and taught at HEIs.

**Figure 12: Destinations of full-time foundation degree qualifiers (from English HE providers in 2010-11) by teaching arrangements**



84. Figure 12 shows that franchised full-time foundation degree qualifiers had the highest proportion going into further study only: 45 per cent, compared with 31 per cent of those registered at FECs, and 43 per cent of non-franchised HEI qualifiers. They also had the lowest proportion in employment only (26 per cent). As with franchised full-time first degree qualifiers, the proportion of franchised full-time foundation degree qualifiers who were assumed to be unemployed (4 per cent) was higher than non-franchised HEI qualifiers (3 per cent) but lower than registered FEC qualifiers (6 per cent).

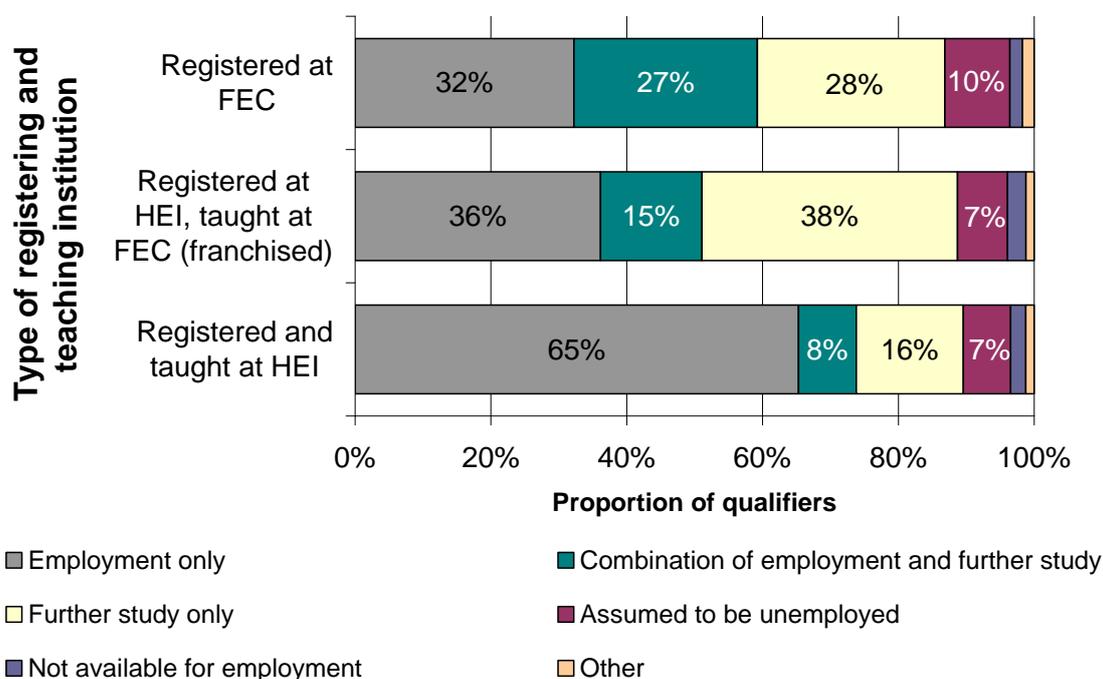
85. Figures 12a and 12b at Annex B show that the destinations of full-time foundation degree qualifiers by teaching arrangements in 2010-11 were broadly similar to those of qualifiers in 2009-10 and 2008-09 respectively.

86. Figures B10, B11 and B12 at Annex B show the destinations of part-time foundation degree qualifiers by teaching arrangements for 2010-11, 2009-10 and 2008-09 respectively.

**Franchised leavers obtaining other undergraduate qualifications**

87. Figure 13 shows the destinations of franchised full-time other undergraduate qualifiers in 2010-11. As in Figures 11 and 12, the distribution is compared with that of qualifiers who were registered at FECs and with that of qualifiers who were both registered and taught at HEIs.

**Figure 13: Destinations of full-time other undergraduate qualifiers (from English HE providers in 2010-11) by teaching arrangements**



88. Figure 13 shows that the destinations of franchised full-time other undergraduate qualifiers were notably different from those of equivalent qualifiers who had been both registered and taught at an HEI. The proportion of franchised full-time other undergraduate qualifiers who went into further study only was 10 percentage points higher than that of equivalent qualifiers who had been registered at FECs (28 per cent), and 22 percentage points higher than those registered and taught at an HEI. The proportion of franchised qualifiers going into employment only was 29 percentage points lower than that of qualifiers registered and taught at an HEI.

89. Figures 13a and 13b at Annex B show that the destinations of full-time other undergraduate qualifiers by teaching arrangements in 2010-11 were broadly similar to those of qualifiers in 2009-10 and 2008-09 respectively.

90. Figures B13, B14 and B15 at Annex B show the destinations of part-time other undergraduate qualifiers by teaching arrangements for 2010-11, 2009-10 and 2008-09 respectively.

### **Franchised leavers obtaining postgraduate qualifications**

91. As described at paragraph 76, the numbers of franchised qualifiers who obtained postgraduate qualifications in 2010-11 were relatively small. Figure B16, B17 and B18 at Annex B show the destinations of franchised PGCE qualifiers from English HE providers by teaching arrangements for 2010-11, 2009-10 and 2008-09 respectively. For the reasons given at paragraph 72, destinations of franchised students qualifying at other levels of postgraduate study are not provided.

## Salary

92. Salary information relating to full-time franchised undergraduate qualifiers is provided in Figures B19 to B21b at Annex B. Salary information for franchised full-time postgraduate qualifiers is not provided as the numbers of such qualifiers are too small for robust analysis. Figures B19 to B21b show that the salary distributions of full-time franchised undergraduate qualifiers were often more similar to those of full-time qualifiers who were registered at FECs than they were to full-time qualifiers who were taught and registered at an HEI.

## Next steps

93. It is intended that details of the destinations of leavers who obtained HE qualifications in FECs will be produced regularly. HEFCE plans to publish details of the destinations of leavers in 2011-12 when the data become available in 2013.

94. HEFCE published 'Widening participation and non-continuation indicators for further education colleges' (HEFCE 2012/20) in August 2012, and noted the intention to publish these data annually<sup>9</sup>. It is likely that the next publication will make available an extended set of indicators, including information on the employment of leavers that is consistent with data published by HESA in the annual UK higher education performance indicators<sup>10</sup>. The sector-adjusted averages that are provided alongside the data in these publications may develop further understanding of differences between the destinations of HE leavers from FECs and those from HEIs.

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<sup>9</sup> Available at [www.hefce.ac.uk/pubs/year/2012/201220/](http://www.hefce.ac.uk/pubs/year/2012/201220/)

<sup>10</sup> The UK HE performance indicators, and more information about these measures, are published on the HESA website, at [www.hesa.ac.uk/content/view/2072/141/](http://www.hesa.ac.uk/content/view/2072/141/)

## List of abbreviations

<b>DLHE</b>	Destination of Leavers from Higher Education
<b>FE</b>	Further education
<b>FEC</b>	Further education college
<b>HE</b>	Higher education
<b>HE in FE DLHE</b>	Higher Education in Further Education Destination of Leavers from Higher Education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEI</b>	Higher education institution
<b>HESA</b>	Higher Education Statistics Agency
<b>HNC</b>	Higher National Certificate
<b>HND</b>	Higher National Diploma
<b>PGCE</b>	Postgraduate Certificate in Education

## **Annex A**

### **Definition of terms**

#### **Purpose**

1. This annex defines and explains the terminology that is used throughout this document and its supporting tables. It provides definitions of terms such as ‘franchised’ provision, ‘first degree’ and ‘other undergraduate’.

#### **Terms relating to characteristics of the course or provision**

##### **Registered and franchised provision**

2. ‘Registered’ provision is that for which a given institution or provider is accountable. All aspects of finance, administration and quality related to the students engaged in this provision are the responsibility of the institution registering the student. Included within these responsibilities is the requirement for the registering institution to return data on the student to the appropriate bodies. For example, for every student registered at a further education college (FEC) the FEC is required to return data to the Data Service in their collection of the Individualised Learner Record (ILR).

3. Under a franchising arrangement, a student undertakes provision that is delivered by one provider on behalf of another. In many cases in higher education (HE) these arrangements involve an FEC delivering provision that has been franchised to them by a partner higher education institution (HEI). The student ‘belongs’ to the HEI as the registering institution: the HEI receives any funding associated with the student (and passes on a proportion to the partner FEC), is ultimately responsible for administration and quality, and is required to return data on the student to the Higher Education Statistics Agency (HESA) student data collection and the appropriate HE funding body. The student is taught by the FEC as the teaching institution. These students respond to the Destination of Leavers from Higher Education (DLHE) survey of leavers who obtained HE qualifications from HEIs.

##### **Levels of study**

4. HE students are those students on courses for which the level of instruction is above that of A-levels or Scottish Highers or Advanced Highers. In other words HE students are those on courses that are above Level 3 of the Framework for Higher Education Qualifications (FHEQ).

5. Within HE, a student’s level of study is defined on the basis of the learning aim recorded for the student. Four categorisations of students studying at undergraduate level are considered:

- i ‘First degree’ – this refers to an honours or ordinary degree programme of study (for example BA, BSc). The coverage of this term includes four-year sandwich courses, extended first degrees (such as integrated masters programmes) and programmes leading towards eligibility to register with a statutory regulatory body (such as the General Teaching Council). Note that

the term 'first' in this context does not imply that it is necessarily an individual learner's first instance of study on a degree programme.

- ii 'Foundation degree'
  - iii 'Other undergraduate' – this refers to qualification aims equivalent to and below first degree level. The coverage of this term includes, but is not limited to, Diplomas and Certificates of Higher Education (Dip HE and CertHE), Higher National Certificates and Diplomas (HNC and HNDs), and Diplomas of Teaching in the Lifelong Learning Sector. It does not include foundation degrees, which are considered separately throughout this report.
  - iv 'Undergraduate' – this refers to the combination of first degree, foundation degree and other undergraduate qualification aims, to provide coverage of the entirety of provision at this level.
6. Students studying at postgraduate level are considered in one categorisation.
- v 'Postgraduate' refers to programmes of study including those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate in Education (PGCE) and professional qualifications). These programmes usually require that entrants are already qualified to first degree level.
7. Note that the Professional Graduate Certificate in Education is a qualification pitched at honours degree level and is included with 'other undergraduate' qualifications. The Professional Graduate Certificate in Education differs to the Postgraduate Certificate in Education, which is pitched beyond honours degree level and has been included with 'postgraduate' qualifications accordingly.

### **Mode of study**

8. Full-time students are those recorded as studying full-time at an institution, or on thick or thin sandwich courses. Students on such courses will be required to study for at least 21 hours a week on average for at least 24 weeks a year.
9. Part-time students are those whose study was recorded as part-time, or studying full-time on courses with less than 24 weeks of study in the year, on block release, or during the evenings.

## Annex B

### Supplementary tables and charts

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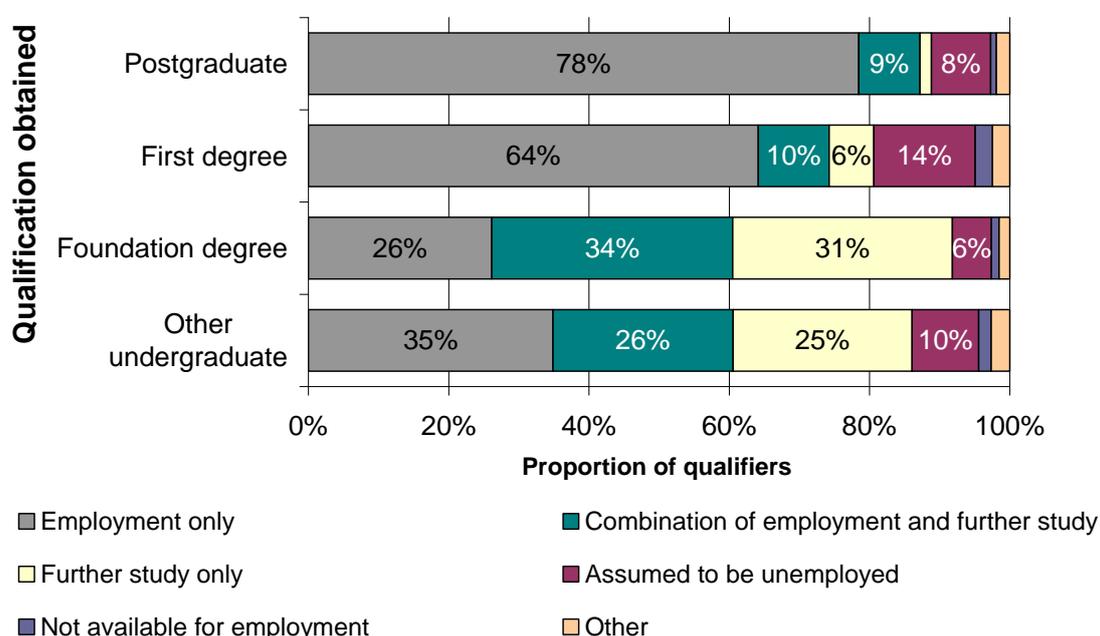
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**Table B1: HE in FE qualifiers who responded to the HE in FE DLHE, by qualification obtained and mode of study, 2008-09 to 2010-11**

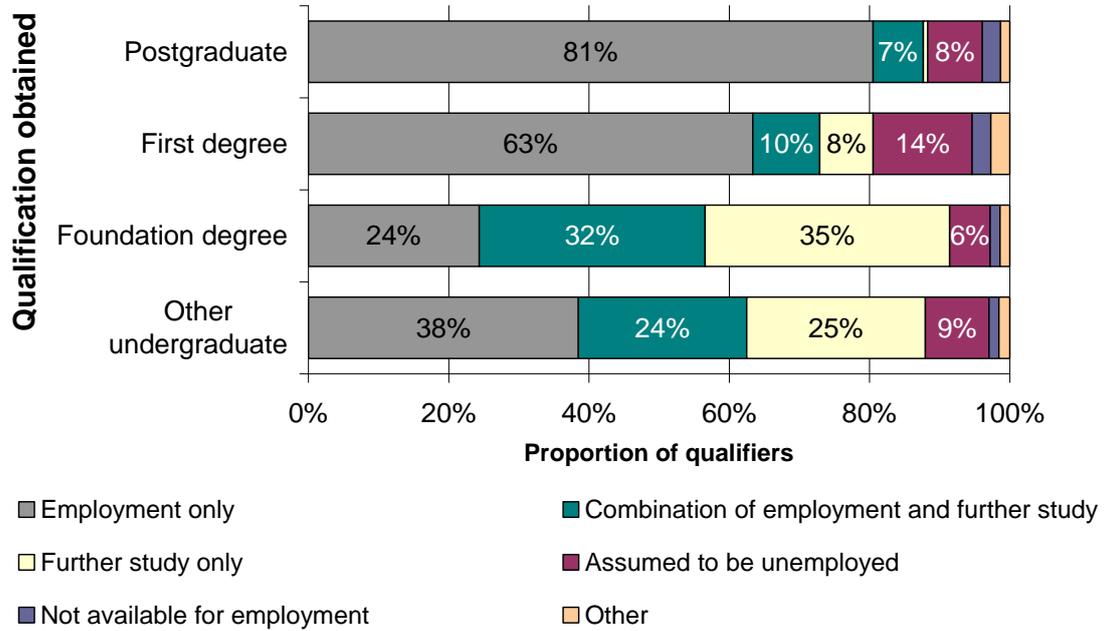
Qualification obtained	Mode of study in 2010-11		2010-11 total	2009-10 total	2008-09 total
	Full-time	Part-time			
Postgraduate Certificate in Education (PGCE)	265	210	475	665	350
Other Postgraduate	5	145	145	135	40
First degree	2,895	665	3,560	3,190	2,820
Foundation degree	3,810	1,350	5,165	4,140	3,070
Higher National Diploma (HND)	1,110	475	1,585	1,675	1,585
Higher National Certificate (HNC)	265	2,275	2,545	2,515	2,160
Other undergraduate	80	655	730	810	955
<b>Total</b>	<b>8,430</b>	<b>5,780</b>	<b>14,210</b>	<b>13,130</b>	<b>10,980</b>

**Figure 1a: Destinations of full-time HE in FE qualifiers from English FECs in 2009-10, by qualification obtained**



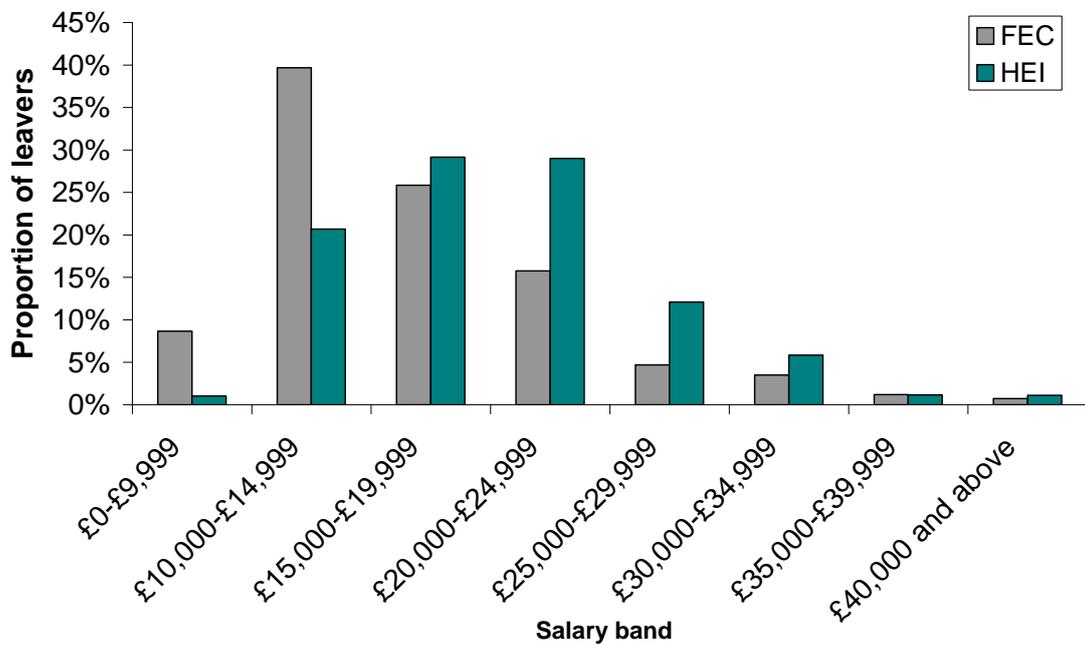
Note: Relates to Figure 1 of the main report

**Figure 1b: Destinations of full-time HE in FE qualifiers from English FECs in 2008-09, by qualification obtained**



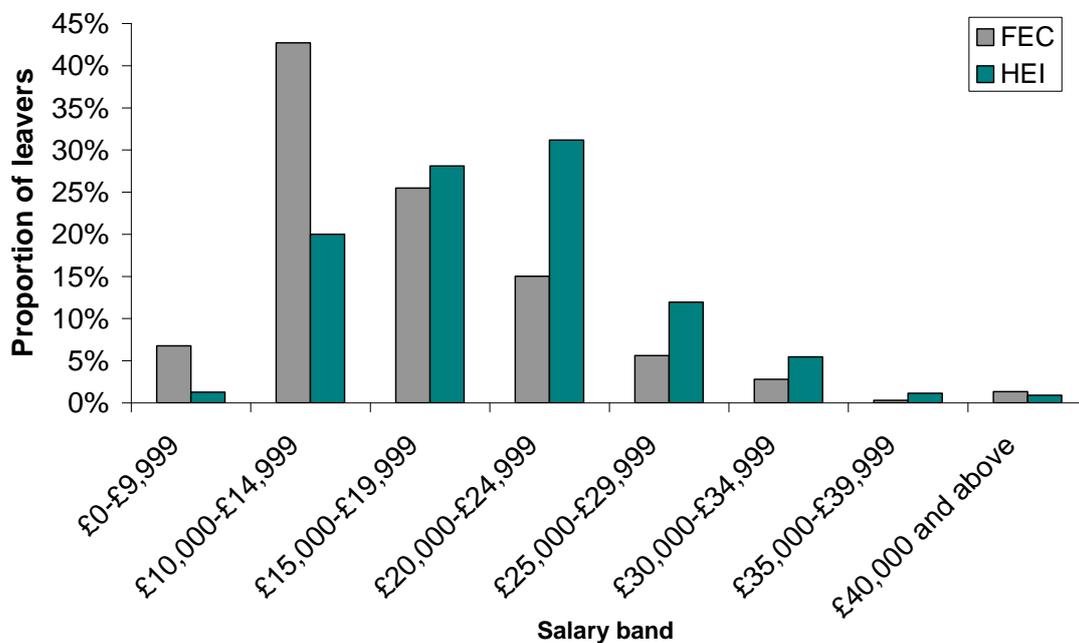
Note: Relates to Figure 1 of the main report

**Figure 3a: UK-domiciled full-time first degree qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and institution type**



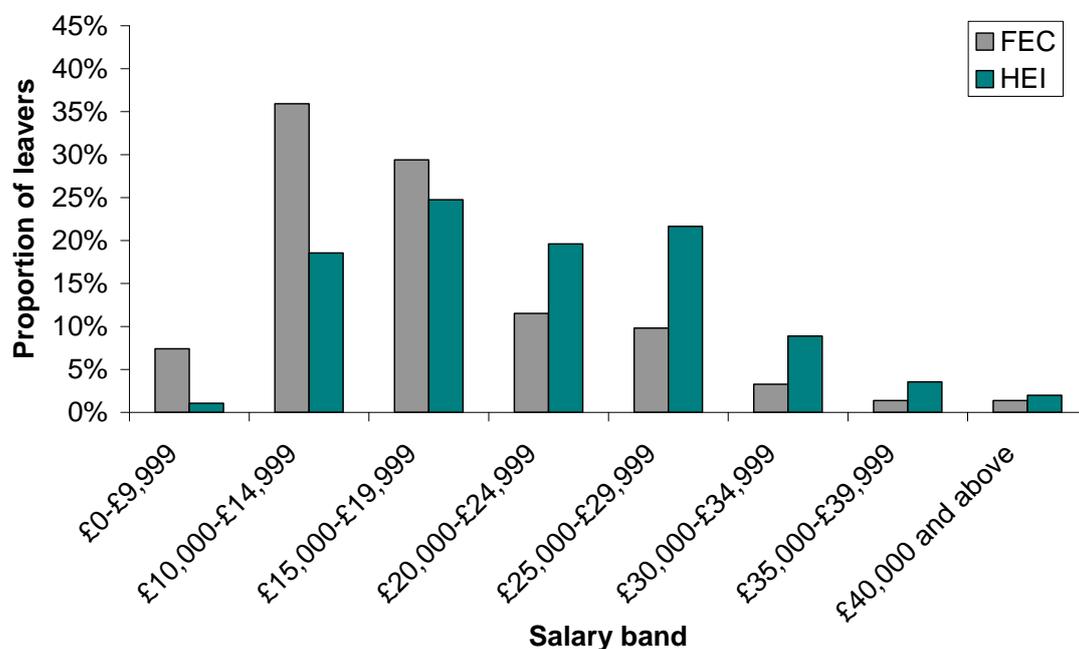
Note: Relates to Figure 3 of the main report

**Figure 3b: UK-domiciled full-time first degree qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and institution type**



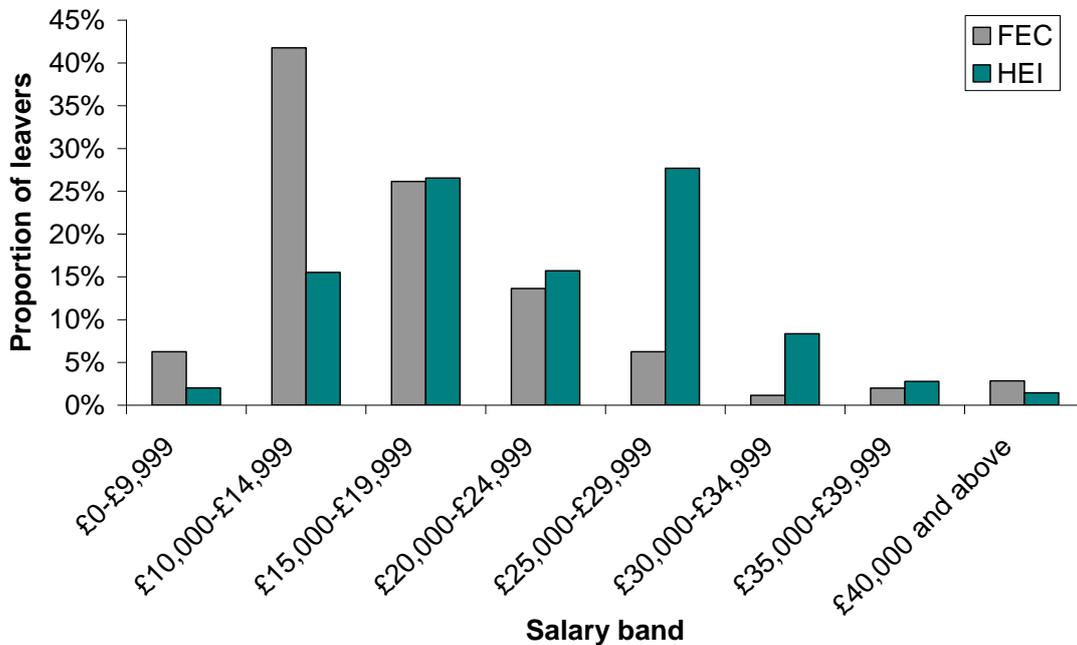
Note: Relates to Figure 3 of the main report

**Figure 6a: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and institution type**



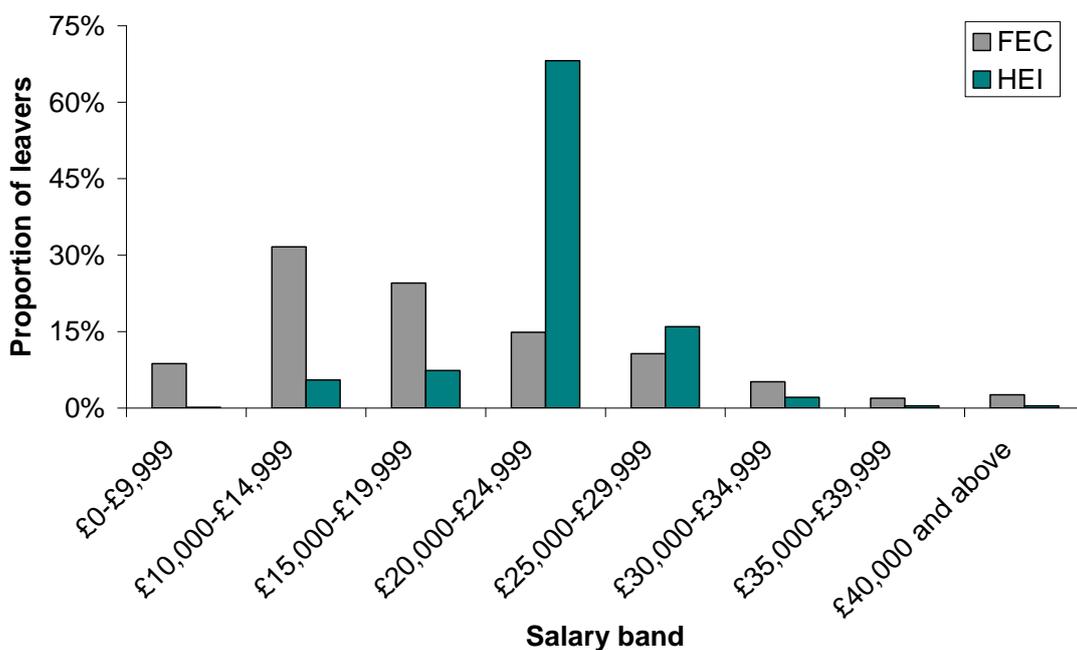
Note: Relates to Figure 6 of the main report

**Figure 6b: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and institution type**



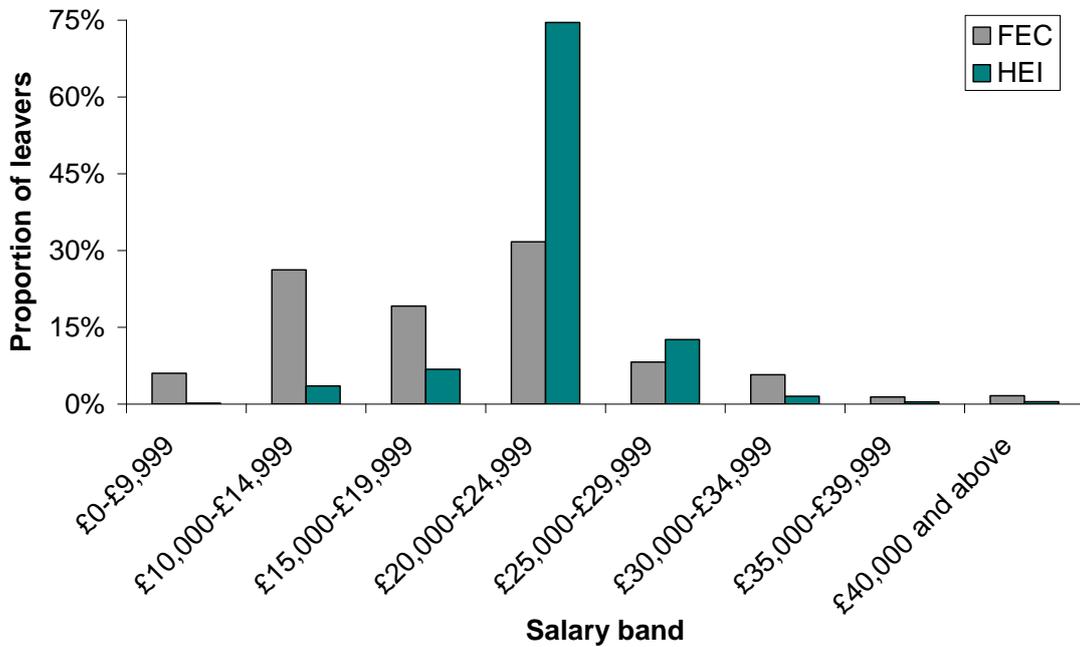
Note: Relates to Figure 6 of the main report

**Figure 9a: UK-domiciled full-time other undergraduate qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and institution type**



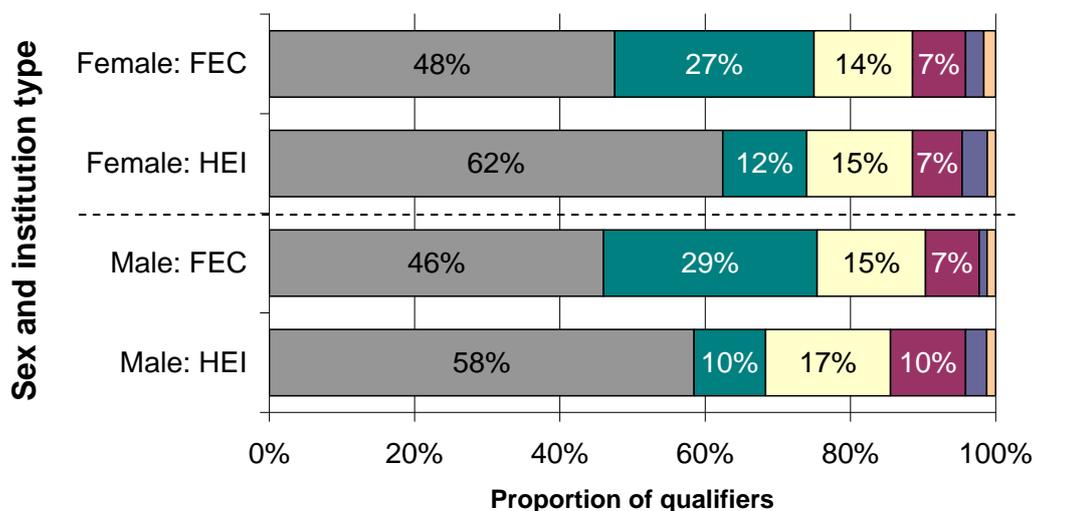
Note: Relates to Figure 9 of the main report

**Figure 9b: UK-domiciled full-time other undergraduate qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and institution type**



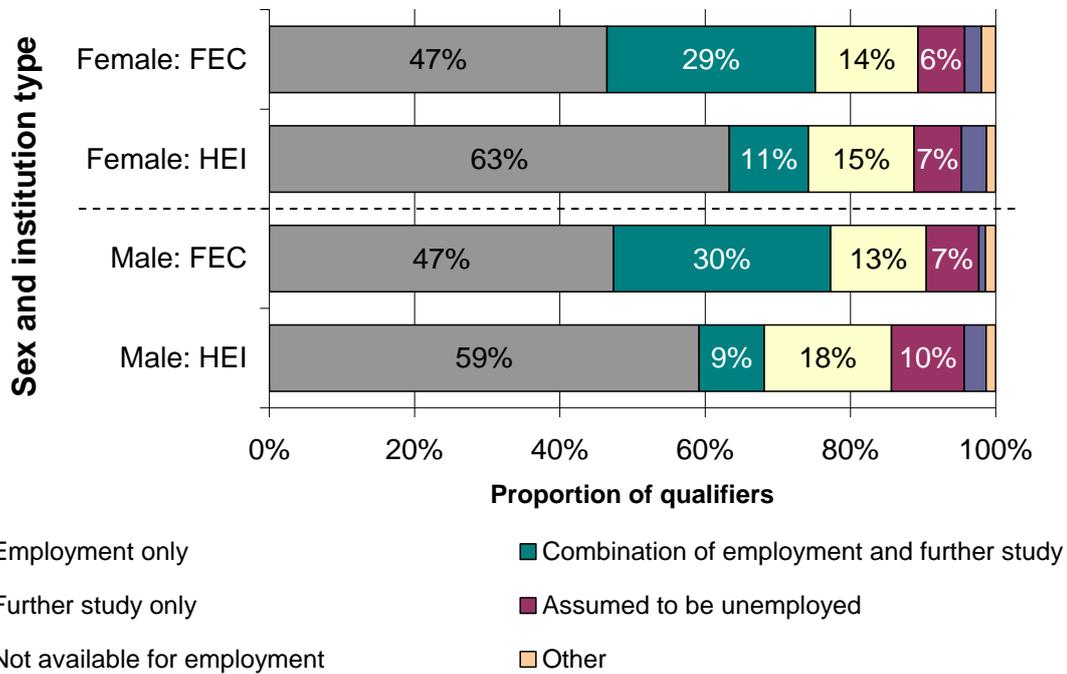
Note: Relates to Figure 9 of the main report

**Figure B1: Destinations of qualifiers from English HE providers (in 2010-11) by sex and institution type**

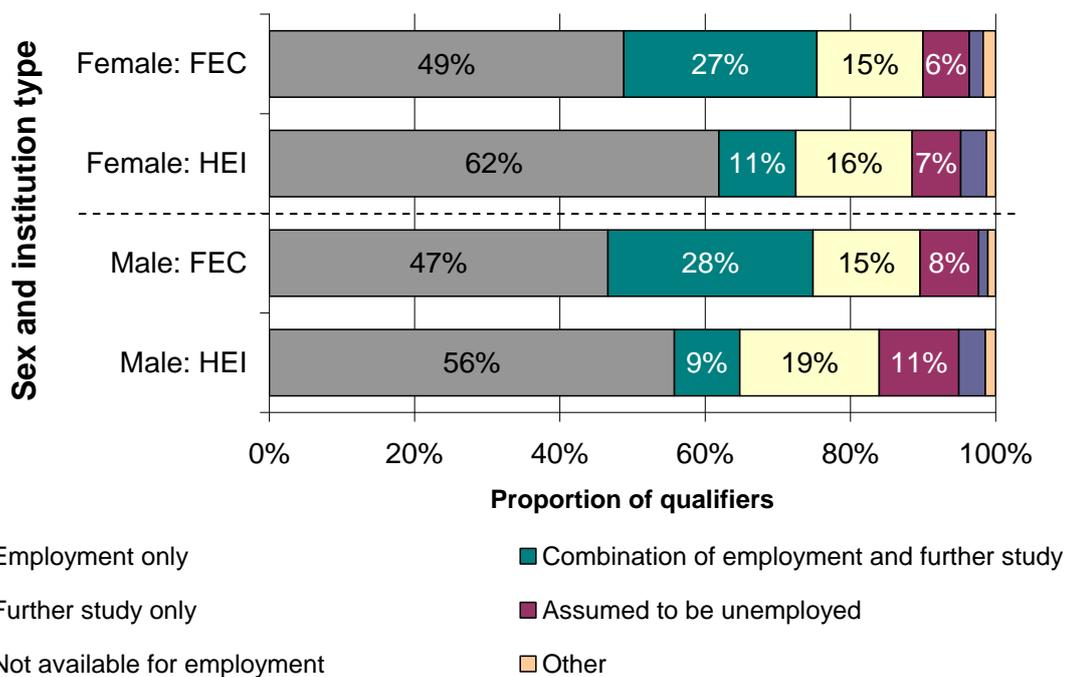


- Employment only
- Combination of employment and further study
- Further study only
- Assumed to be unemployed
- Not available for employment
- Other

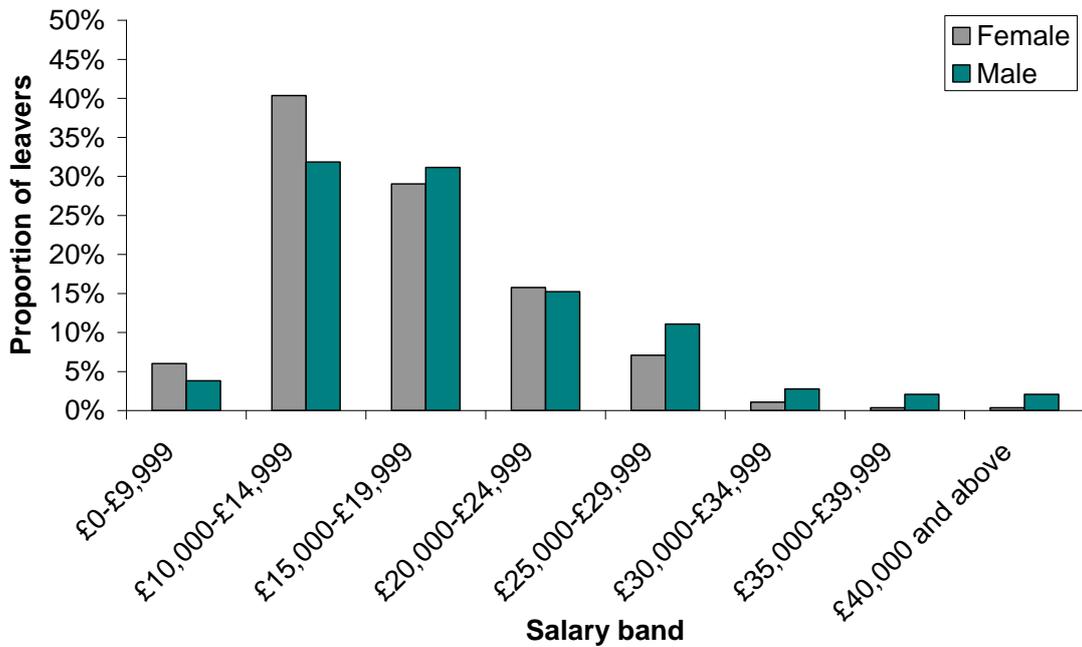
**Figure B1a: Destinations of qualifiers from English HE providers (in 2009-10) by sex and institution type**



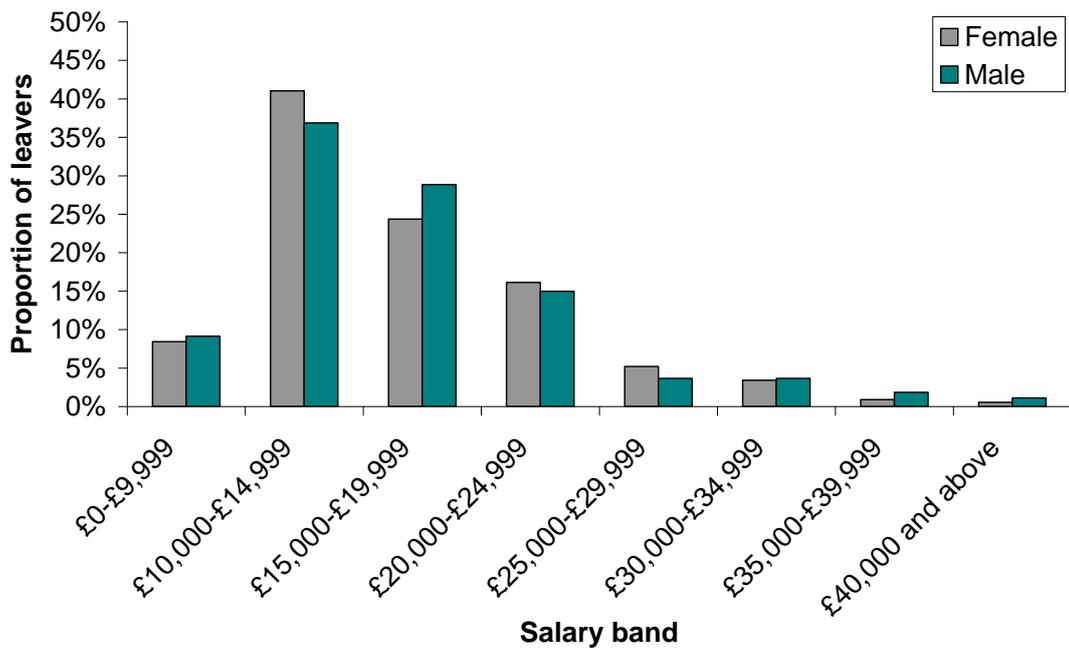
**Figure B1b: Destinations of qualifiers from English HE providers (in 2008-09) by sex and institution type**



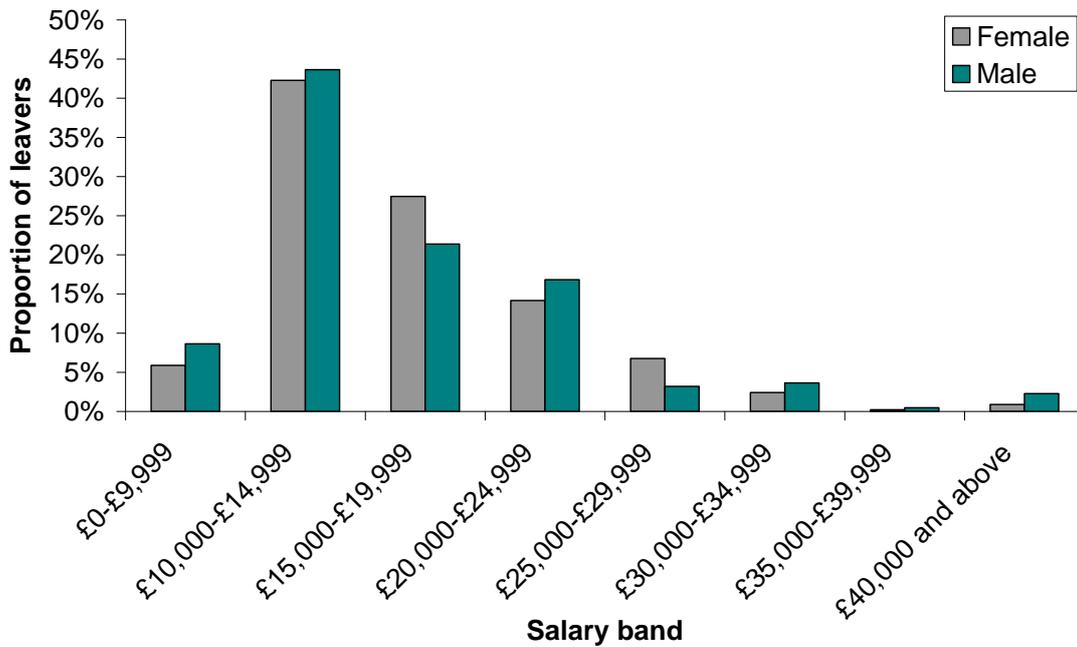
**Figure B2: UK-domiciled full-time first degree qualifiers (from English FECs in 2010-11) in full-time paid UK employment by salary band and sex**



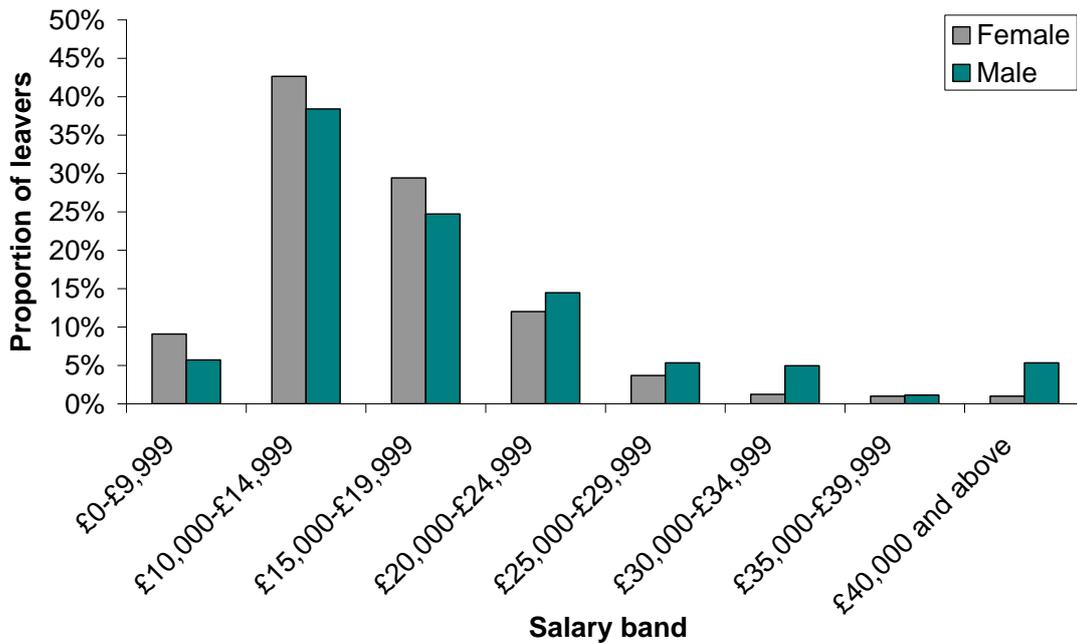
**Figure B2a: UK-domiciled full-time first degree qualifiers (from English FECs in 2009-10) in full-time paid UK employment by salary band and sex**



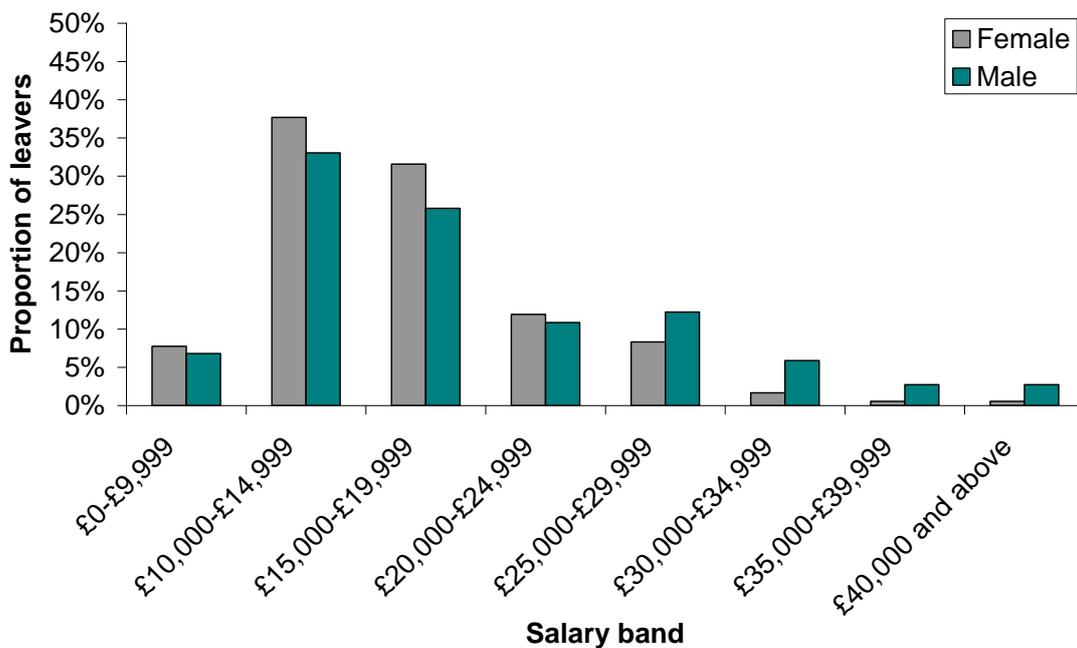
**Figure B2b: UK-domiciled full-time first degree qualifiers (from English FECs in 2008-09) in full-time paid UK employment by salary band and sex**



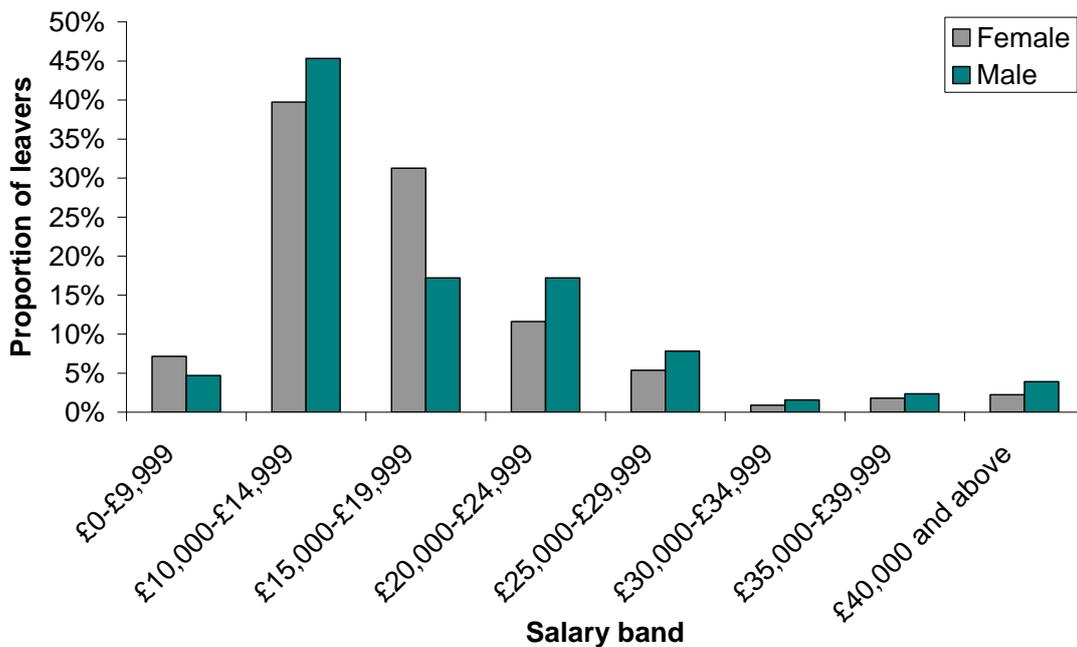
**Figure B3: UK-domiciled full-time foundation degree qualifiers (from English FECs in 2010-11) in full-time paid UK employment by salary band and sex**



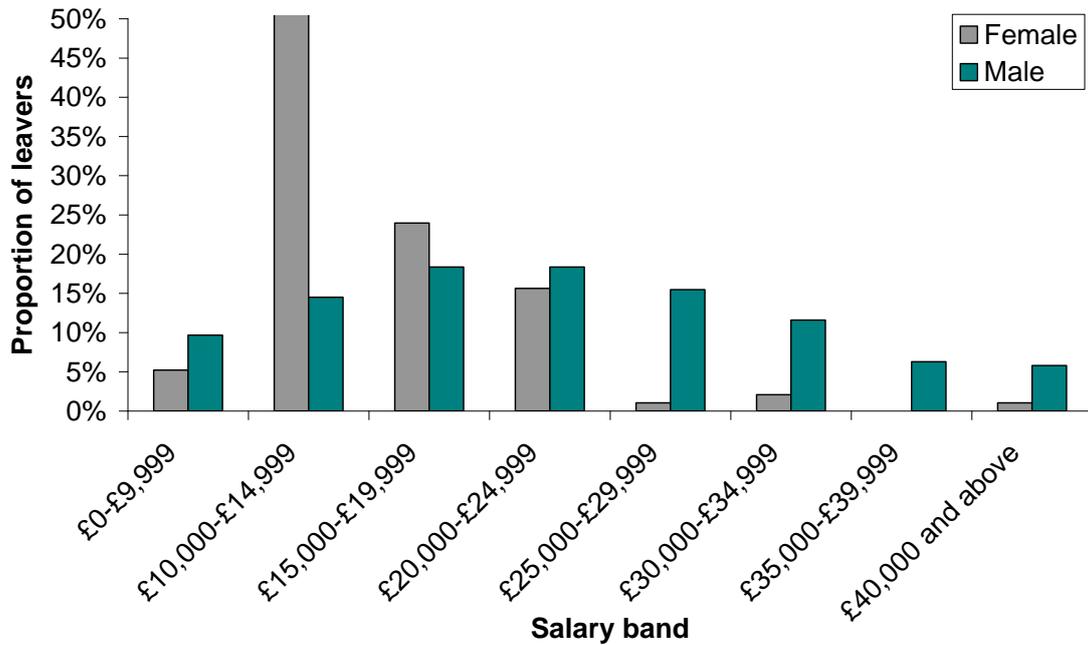
**Figure B3a: UK-domiciled full-time foundation degree qualifiers (from English FECs in 2009-10) in full-time paid UK employment by salary band and sex**



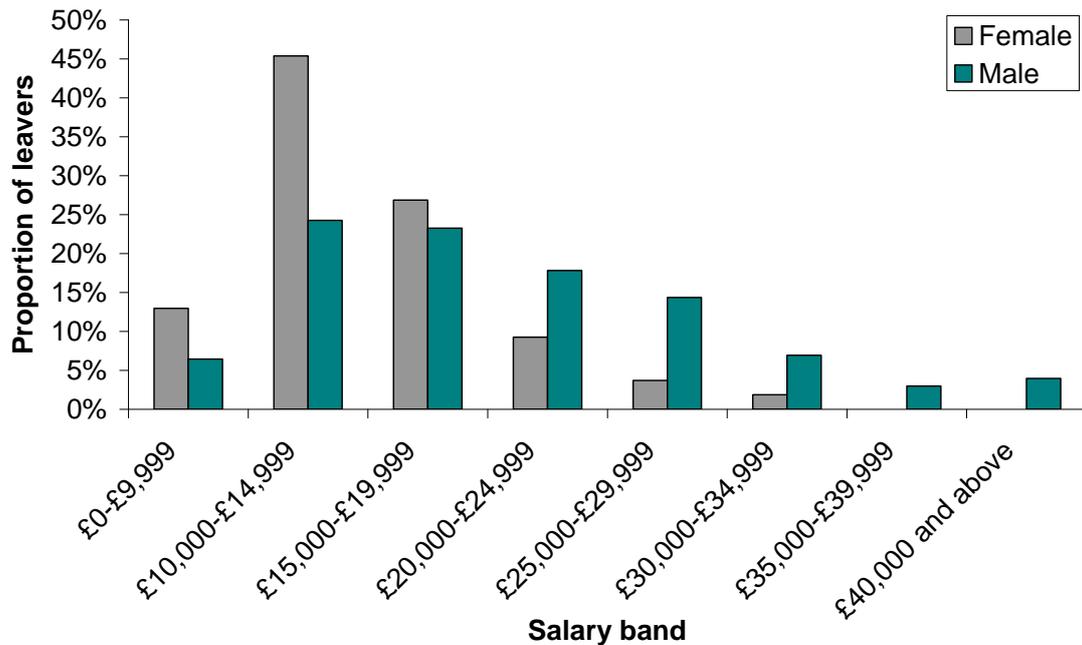
**Figure B3b: UK-domiciled full-time foundation degree qualifiers (from English FECs in 2008-09) in full-time paid UK employment by salary band and sex**



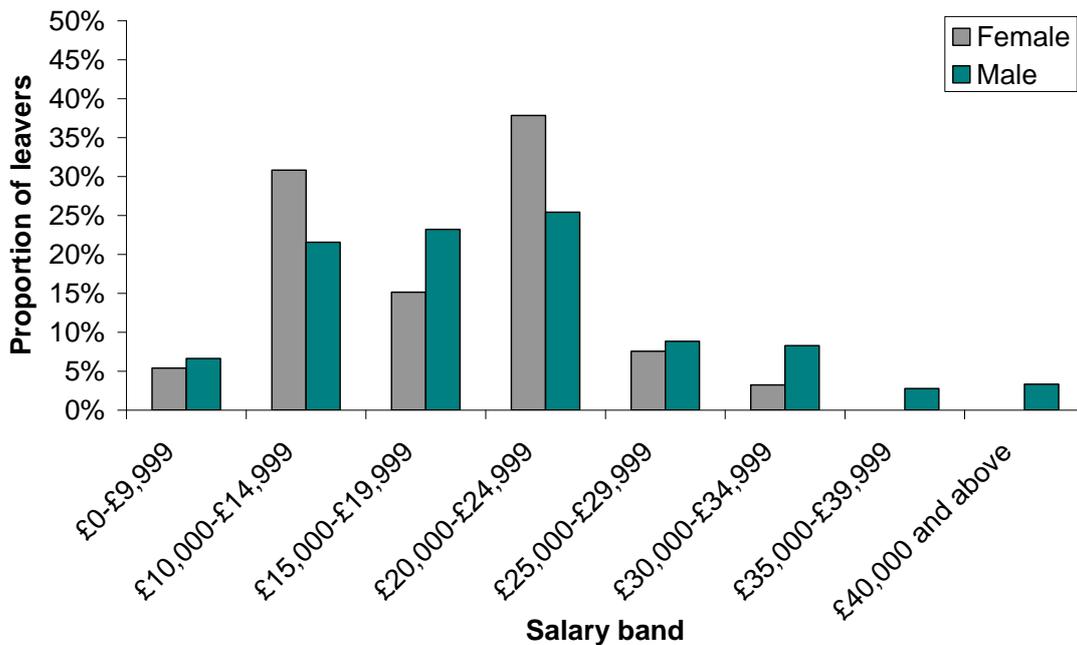
**Figure B4: UK-domiciled full-time other undergraduate qualifiers (from English FECs in 2010-11) in full-time paid UK employment by salary band and sex**



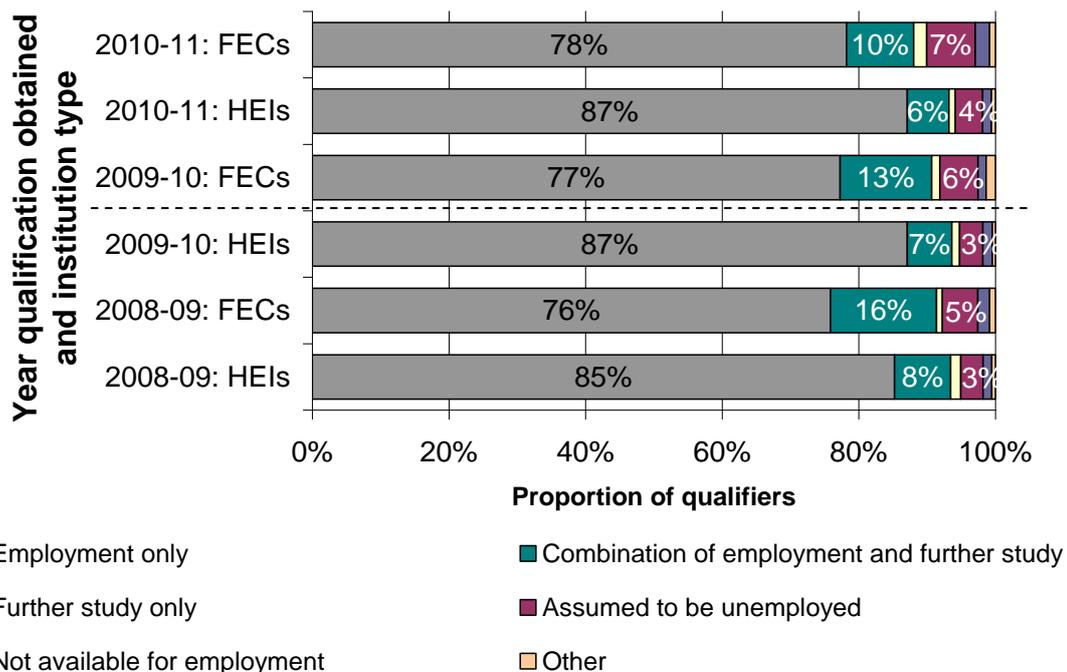
**Figure B4a: UK-domiciled full-time other undergraduate qualifiers (from English FECs in 2009-10) in full-time paid UK employment by salary band and sex**



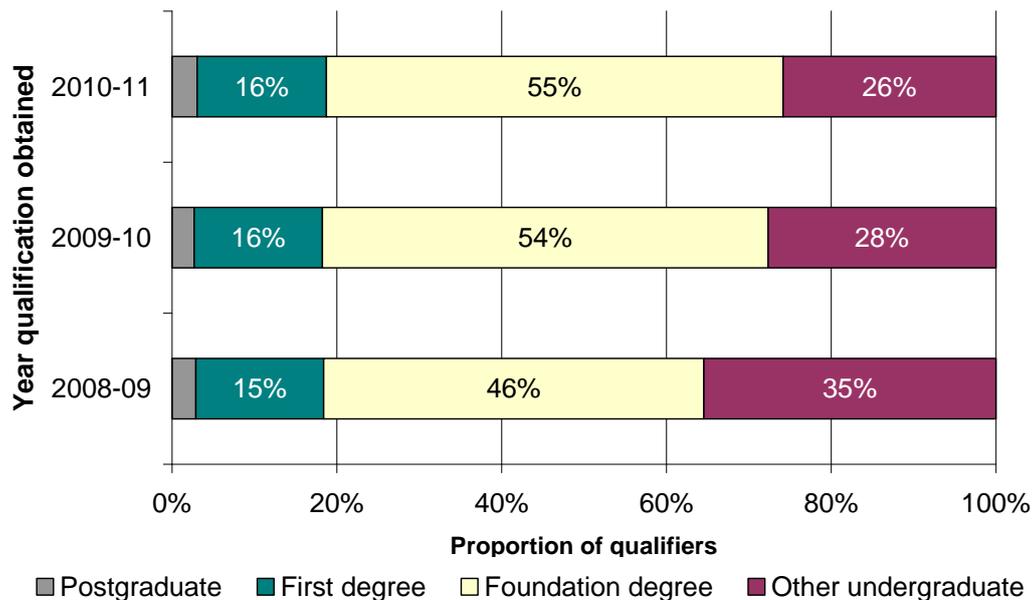
**Figure B4b: UK-domiciled full-time other undergraduate qualifiers (from English FECs in 2008-09) in full-time paid UK employment by salary band and sex**



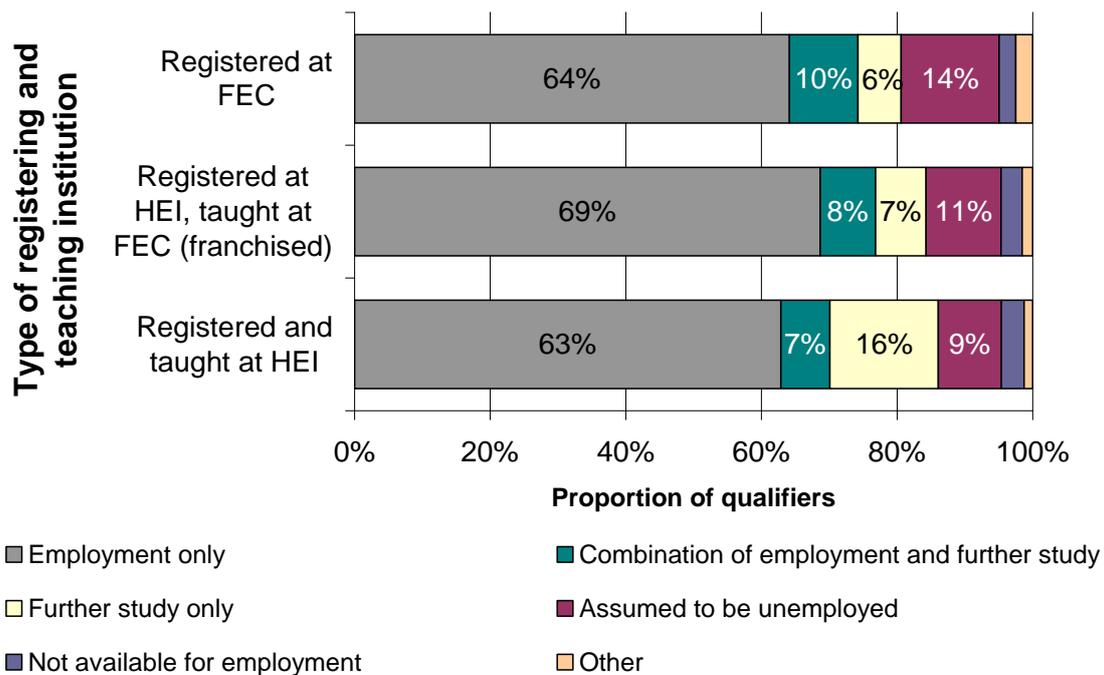
**Figure B5: Destinations of PGCE qualifiers from English HE providers by academic year and institution type**



**Figure B6: Distribution of franchised students by academic year and qualification obtained**

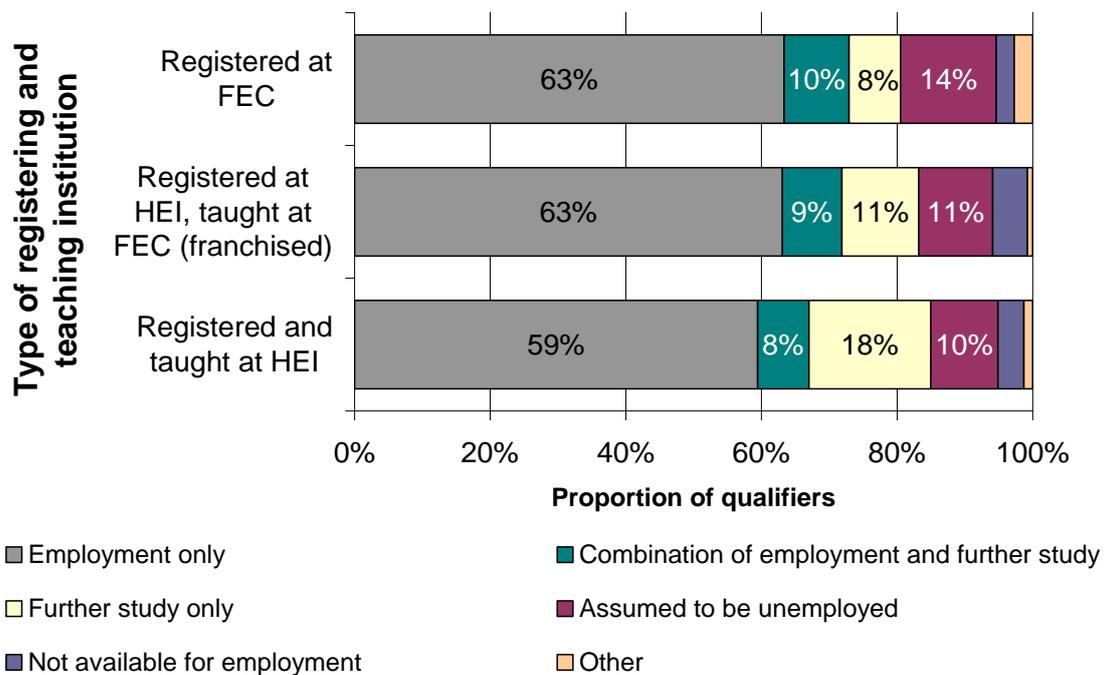


**Figure 11a: Destinations of full-time first degree qualifiers from English HE providers (in 2009-10) by teaching arrangements**



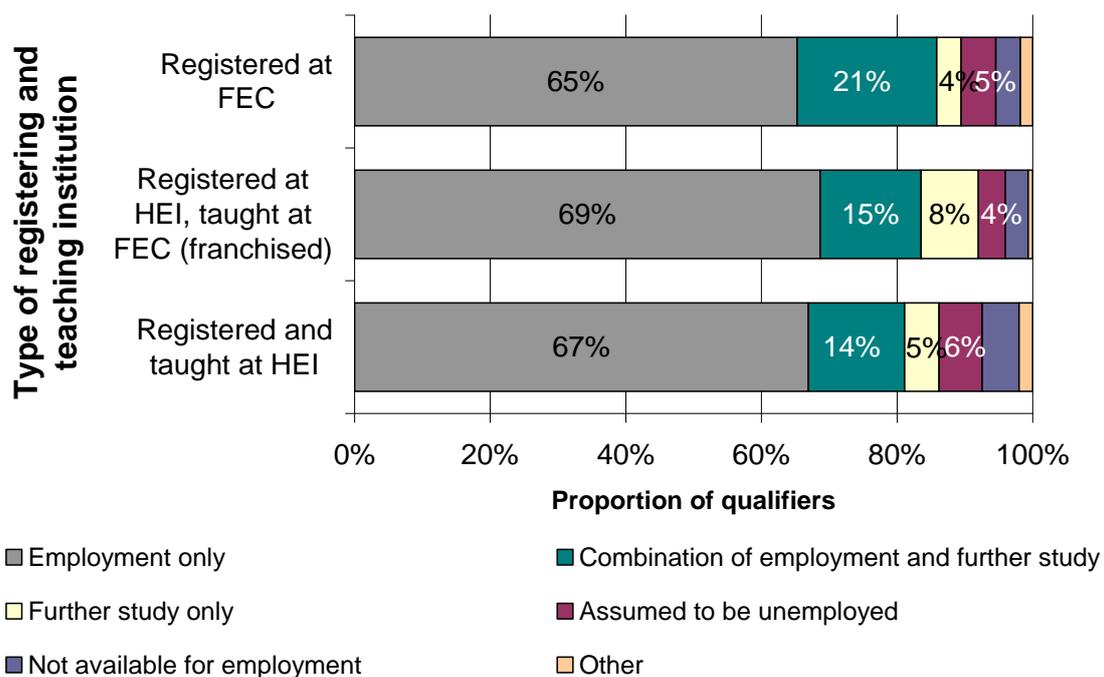
Note: Relates to Figure 11 of the main report

**Figure 11b: Destinations of full-time first degree qualifiers from English HE providers (in 2008-09) by teaching arrangements**



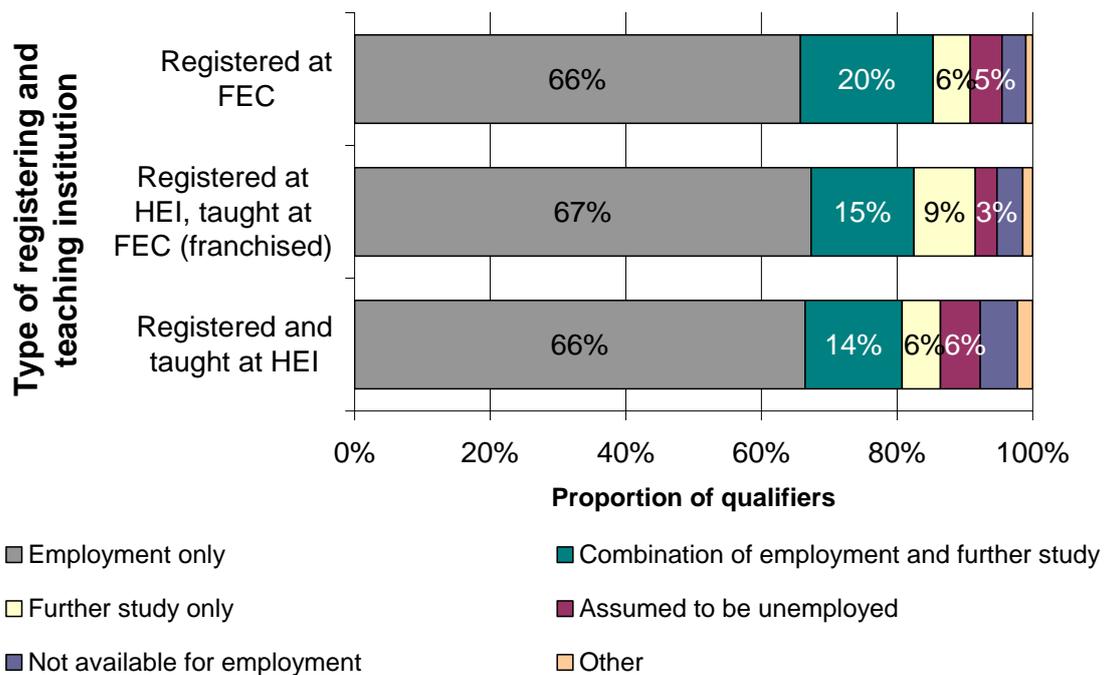
Note: Relates to Figure 11 of the main report

**Figure B7: Destinations of part-time first degree qualifiers from English HE providers (in 2010-11) by teaching arrangements**



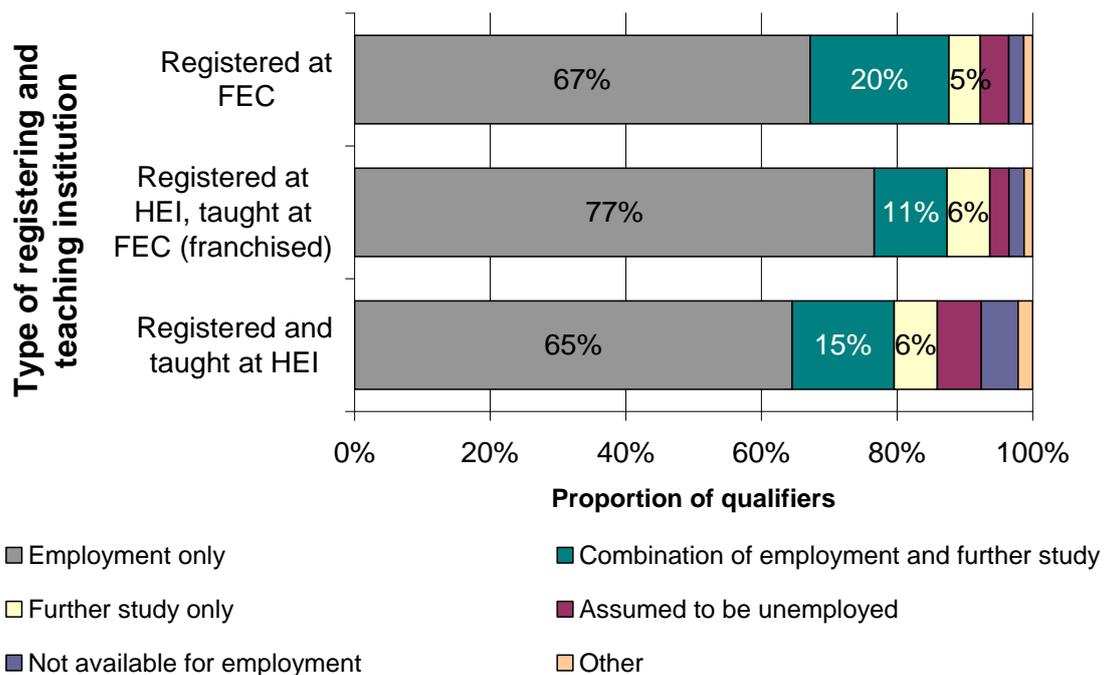
Note: Relates to Figure 11 of the main report

**Figure B8: Destinations of part-time first degree qualifiers from English HE providers (in 2009-10) by teaching arrangements**



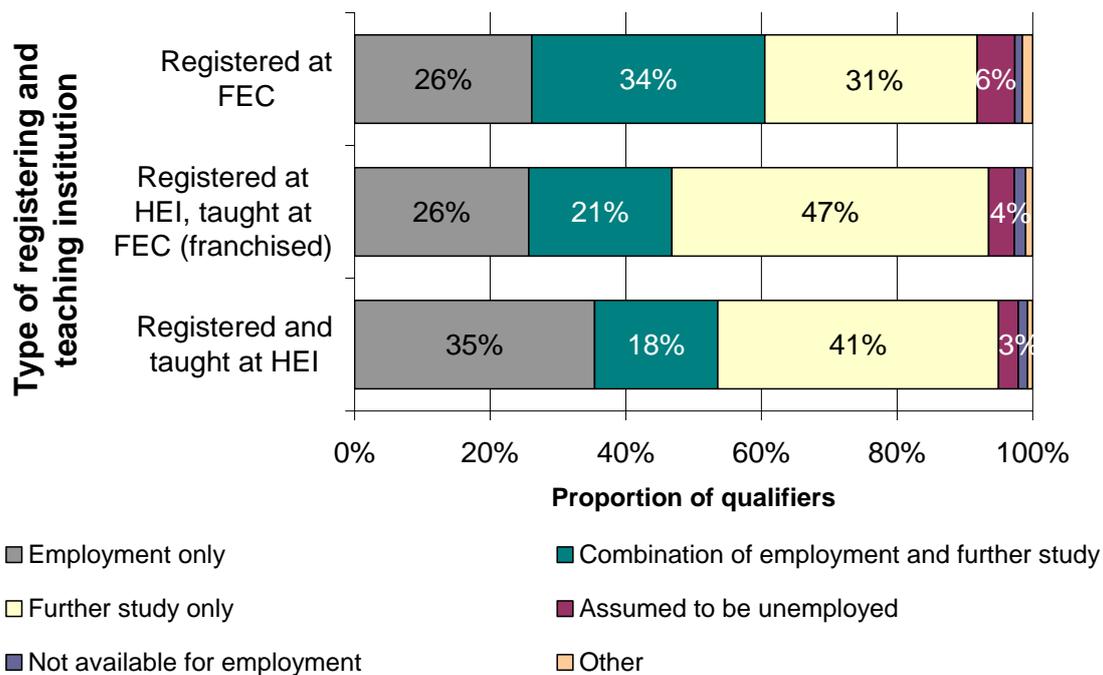
Note: Relates to Figure 11 of the main report

**Figure B9: Destinations of part-time first degree qualifiers from English HE providers (in 2008-09) by teaching arrangements**



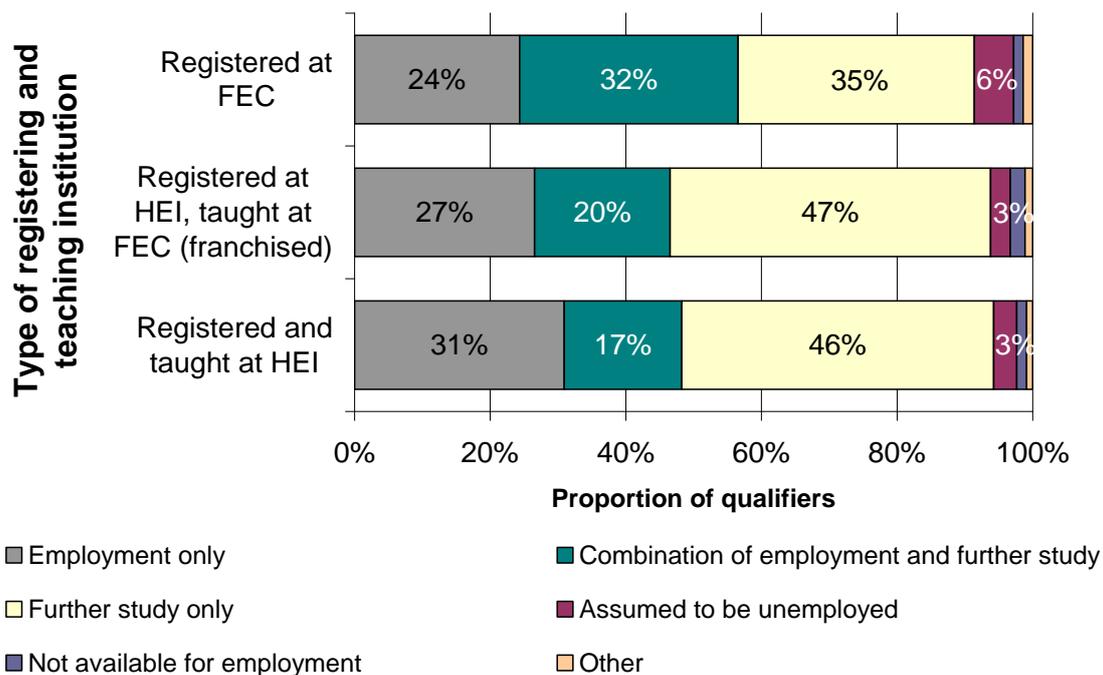
Note: Relates to Figure 11 of the main report

**Figure 12a: Destinations of full-time foundation degree qualifiers from English HE providers (in 2009-10) by teaching arrangements**



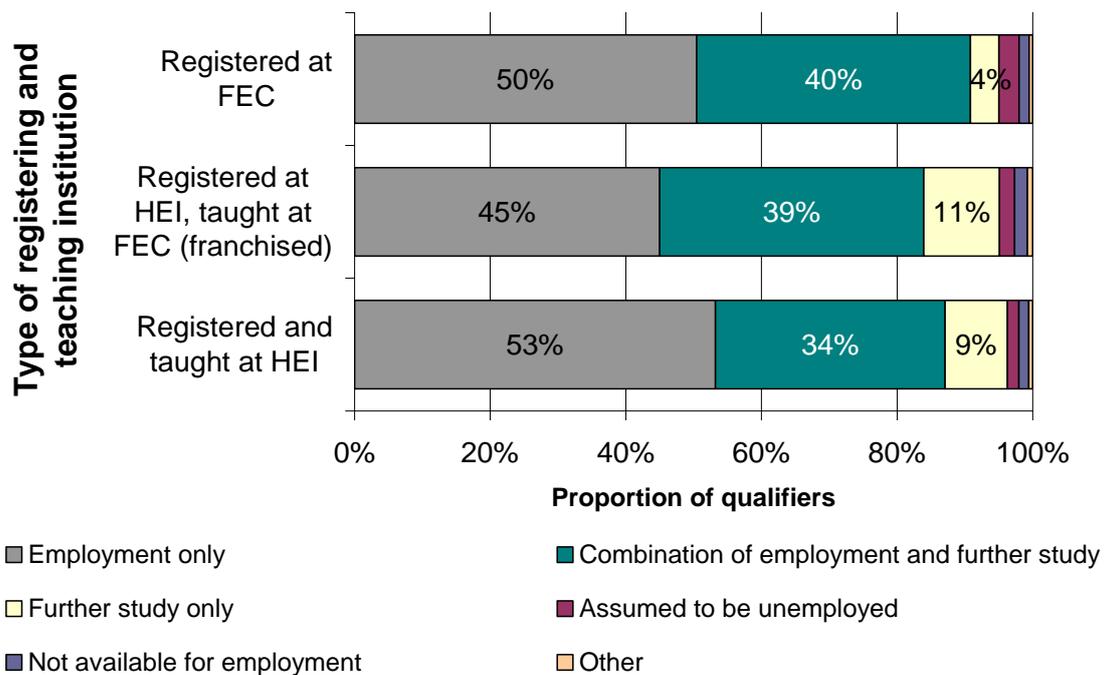
Note: Relates to Figure 12 of the main report

**Figure 12b: Destinations of full-time foundation degree qualifiers from English HE providers (in 2008-09) by teaching arrangements**



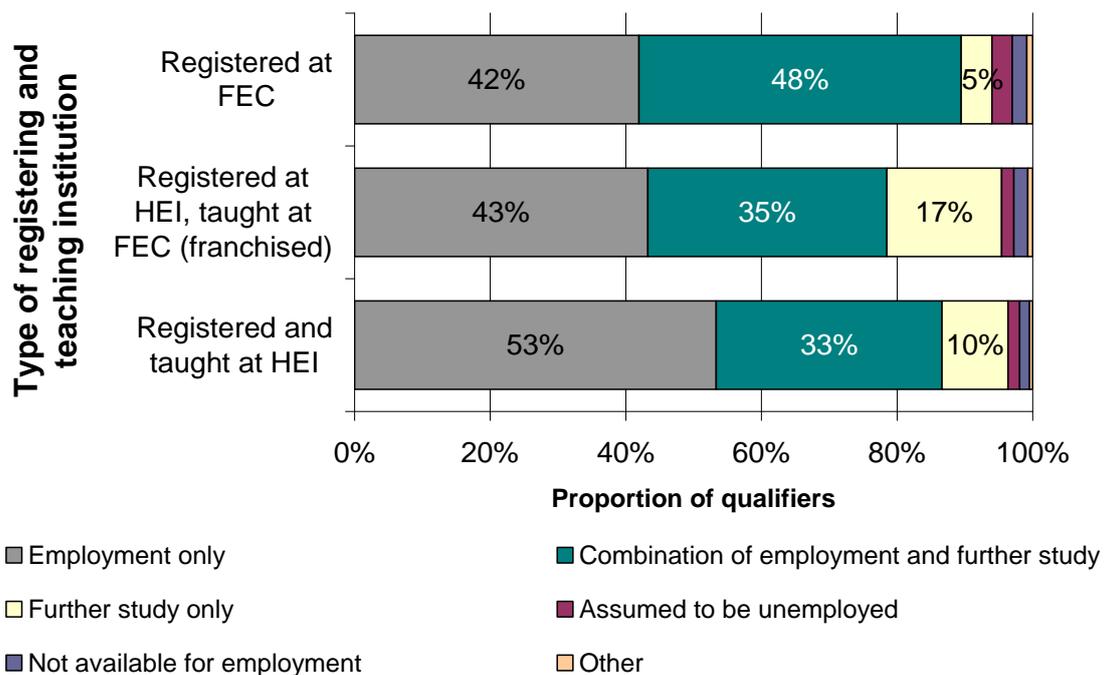
Note: Relates to Figure 12 of the main report

**Figure B10: Destinations of part-time foundation degree qualifiers from English HE providers (in 2010-11) by teaching arrangements**



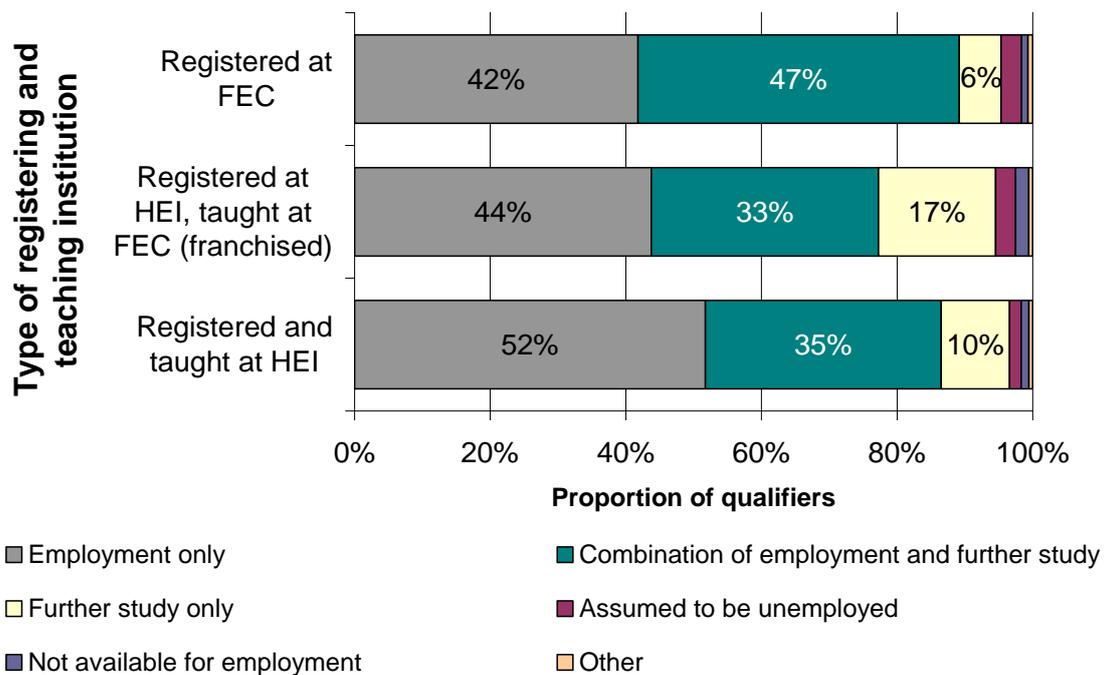
Note: Relates to Figure 12 of the main report

**Figure B11: Destinations of part-time foundation degree qualifiers from English HE providers (in 2009-10) by teaching arrangements**



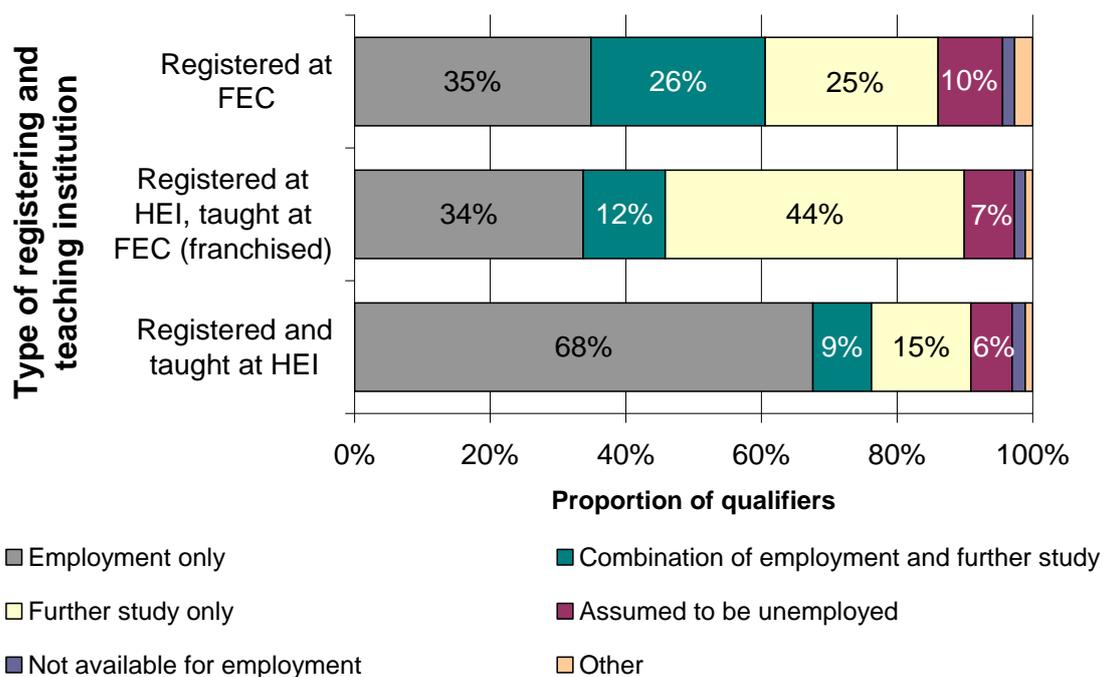
Note: Relates to Figure 12 of the main report

**Figure B12: Destinations of part-time foundation degree qualifiers from English HE providers (in 2008-09) by teaching arrangements**



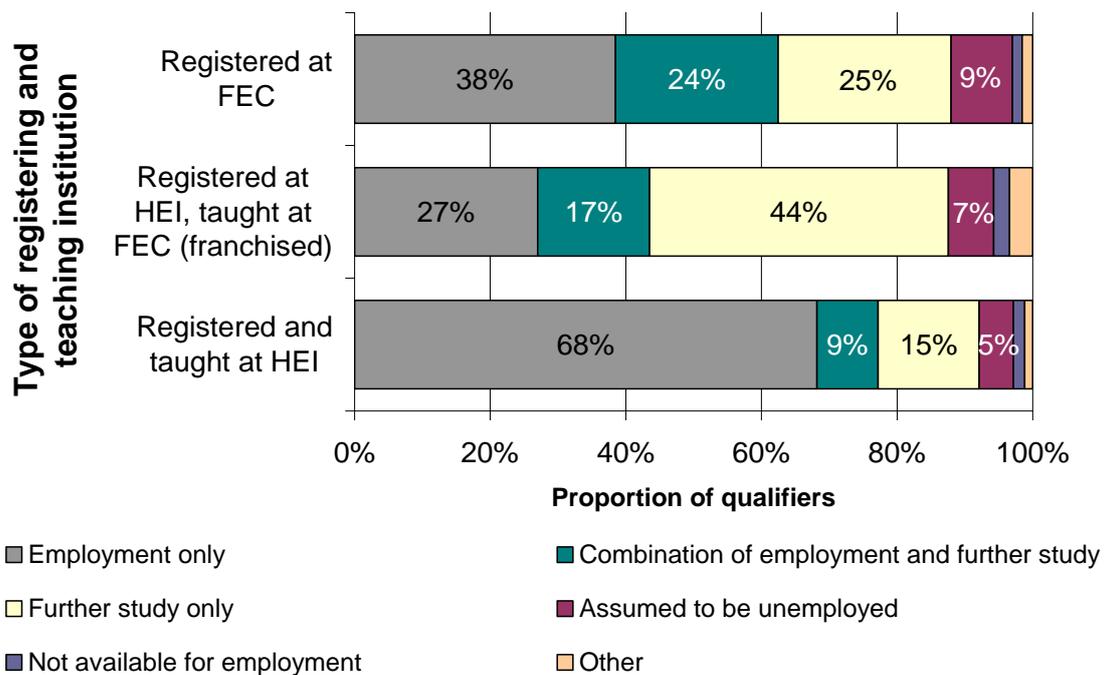
Note: Relates to Figure 12 of the main report

**Figure 13a: Destinations of full-time other undergraduate qualifiers from English HE providers (in 2009-10) by teaching arrangements**



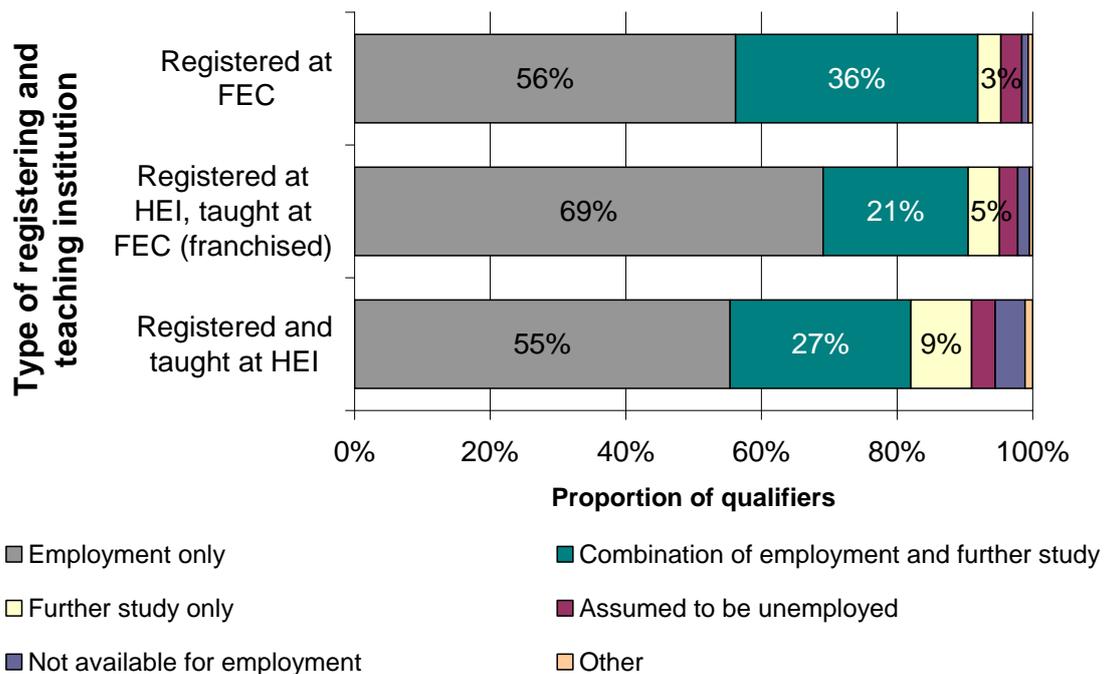
Note: Relates to Figure 13 of the main report

**Figure 13b: Destinations of full-time other undergraduate qualifiers from English HE providers (in 2008-09) by teaching arrangements**



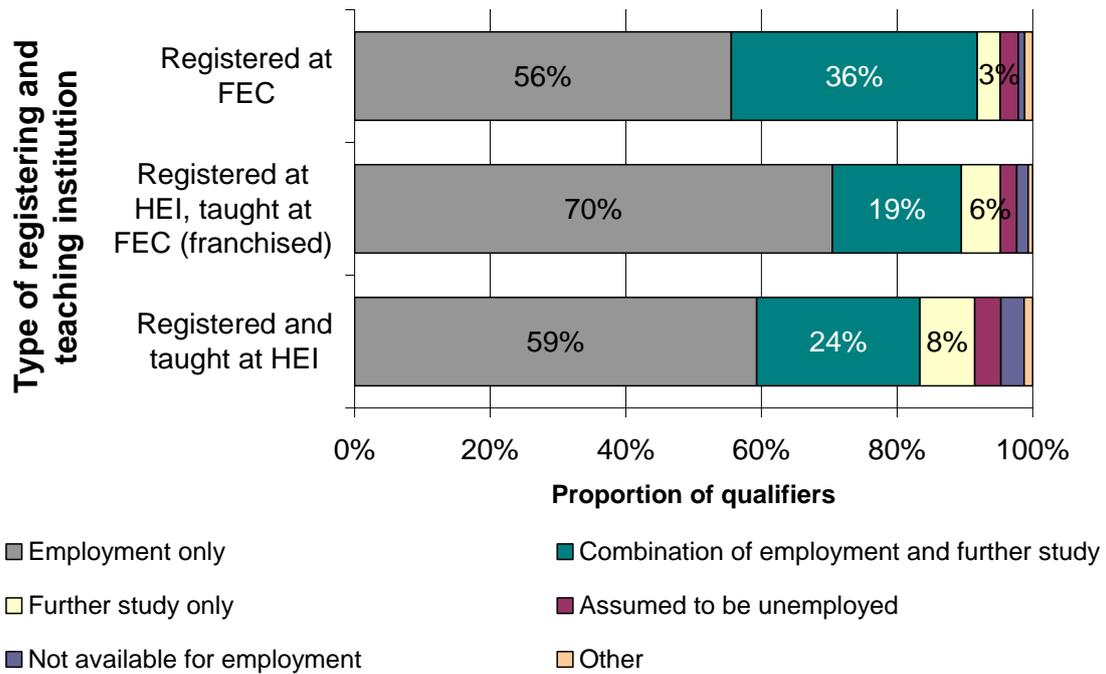
Note: Relates to Figure 13 of the main report

**Figure B13: Destinations of part-time other undergraduate qualifiers from English HE providers (in 2010-11) by teaching arrangements**



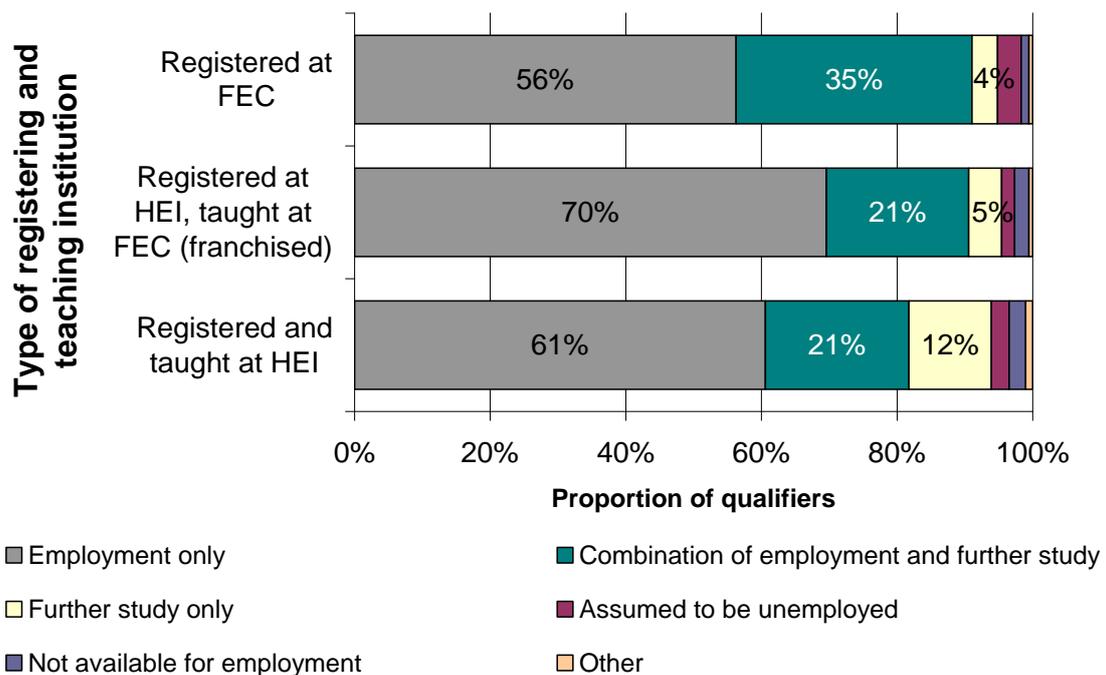
Note: Relates to Figure 13 of the main report

**Figure B14: Destinations of part-time other undergraduate qualifiers from English HE providers (in 2009-10) by teaching arrangements**



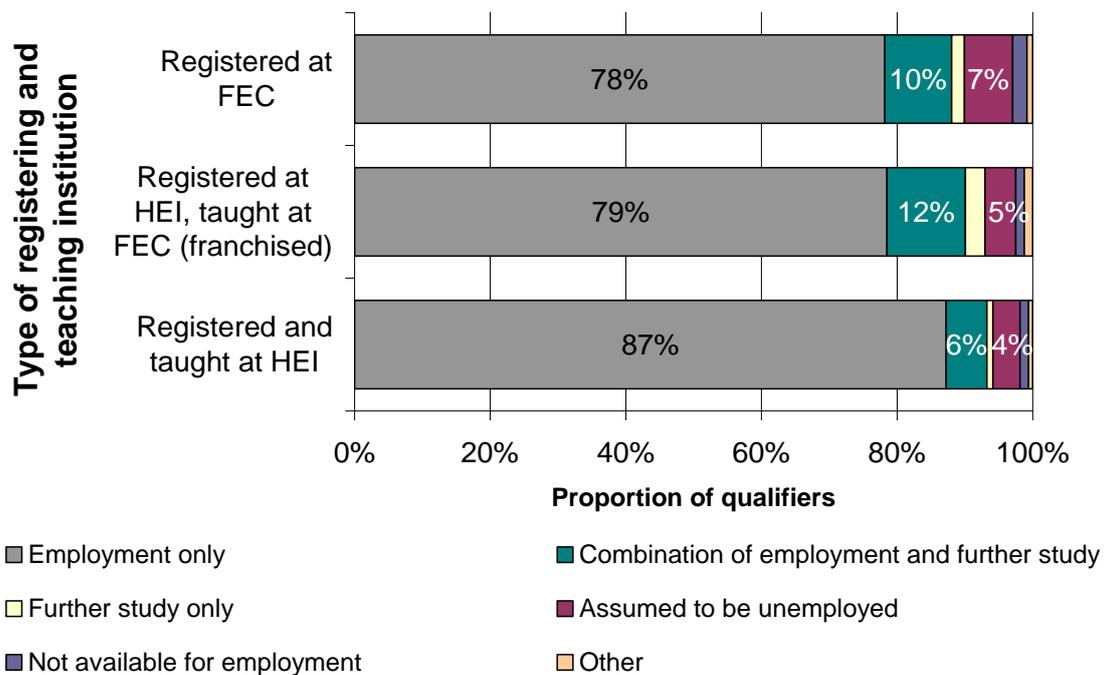
Note: Relates to Figure 13 of the main report

**Figure B15: Destinations of part-time other undergraduate qualifiers from English HE providers (in 2008-09) by teaching arrangements**

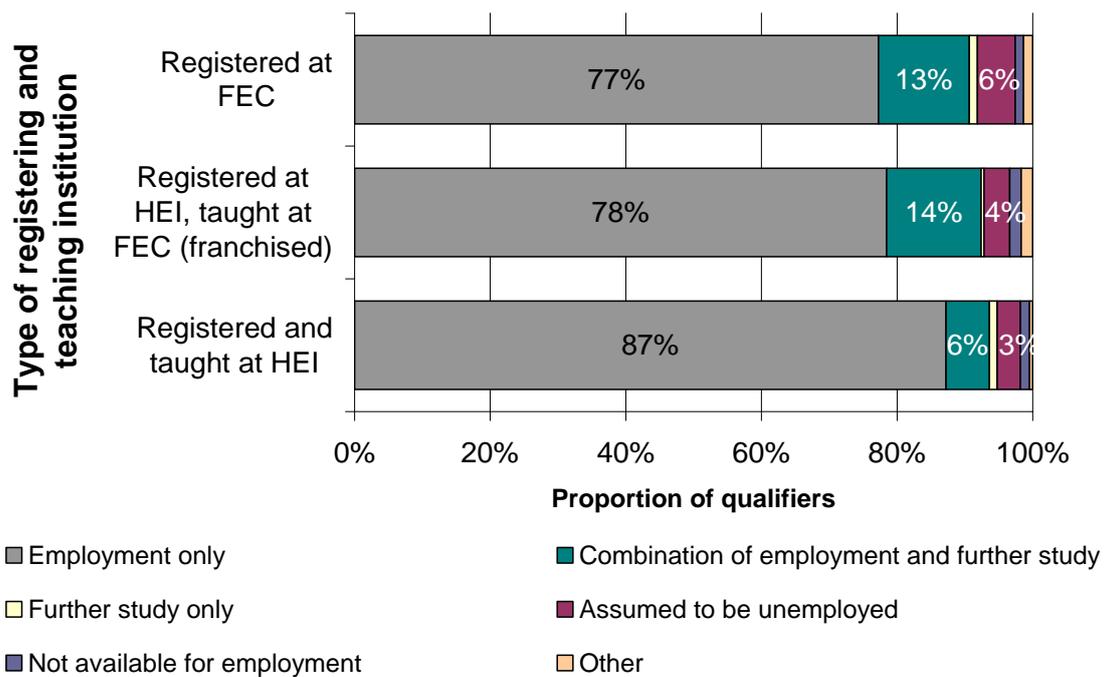


Note: Relates to Figure 13 of the main report

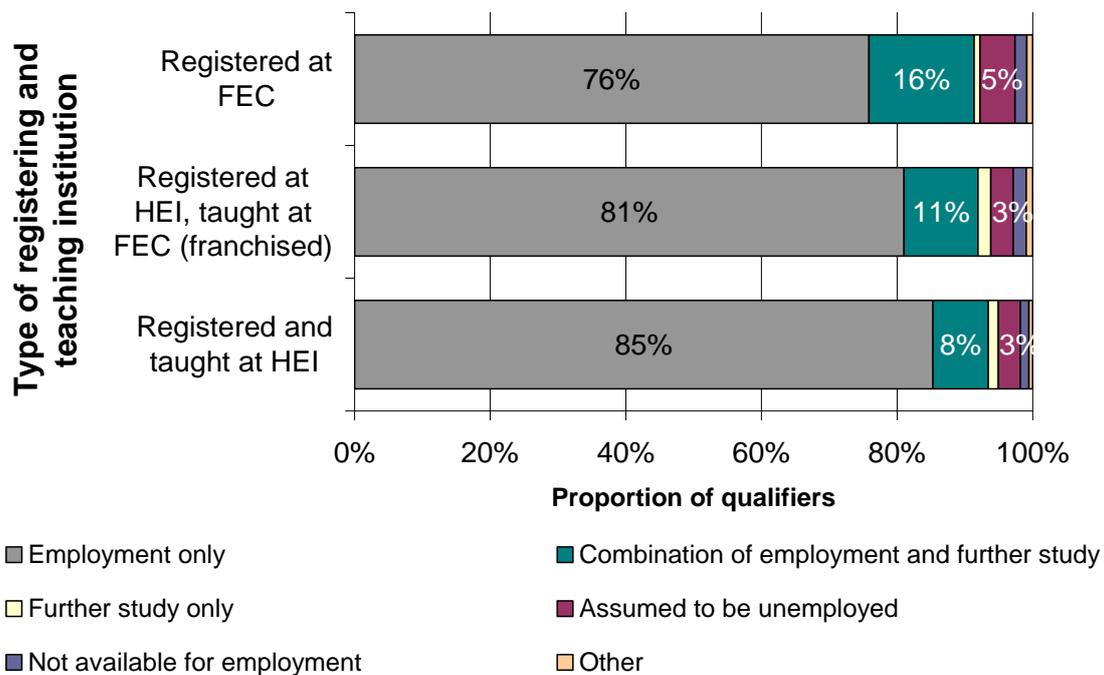
**Figure B16: Destinations of full- and part-time PGCE qualifiers from English HE providers (in 2010-11) by teaching arrangements**



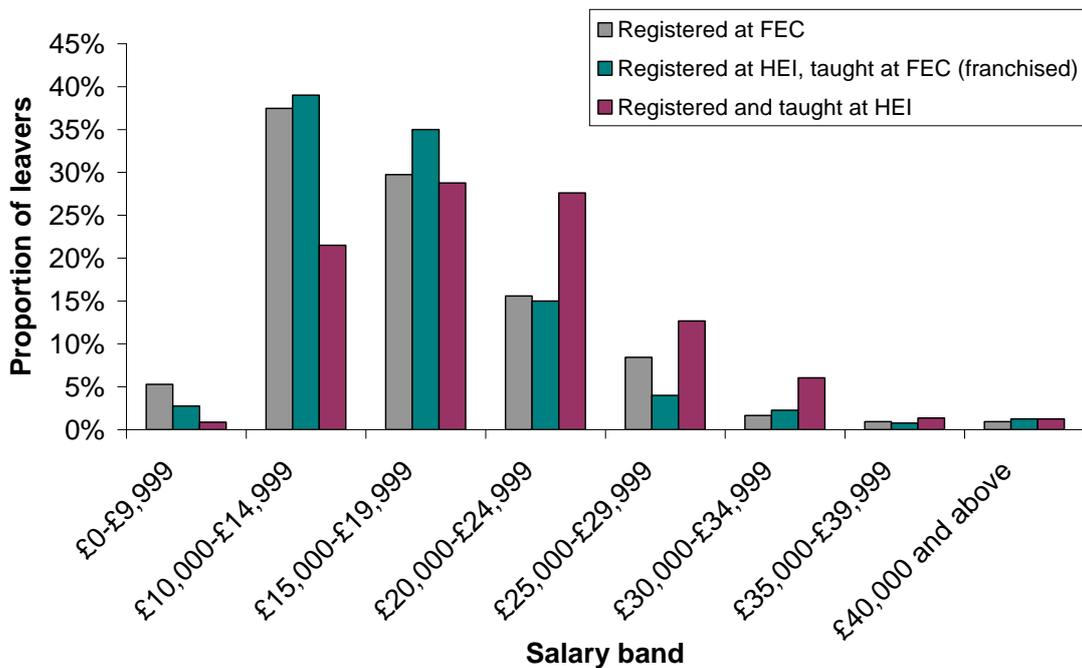
**Figure B17: Destinations of full- and part-time PGCE qualifiers from English HE providers (in 2009-10) by teaching arrangements**



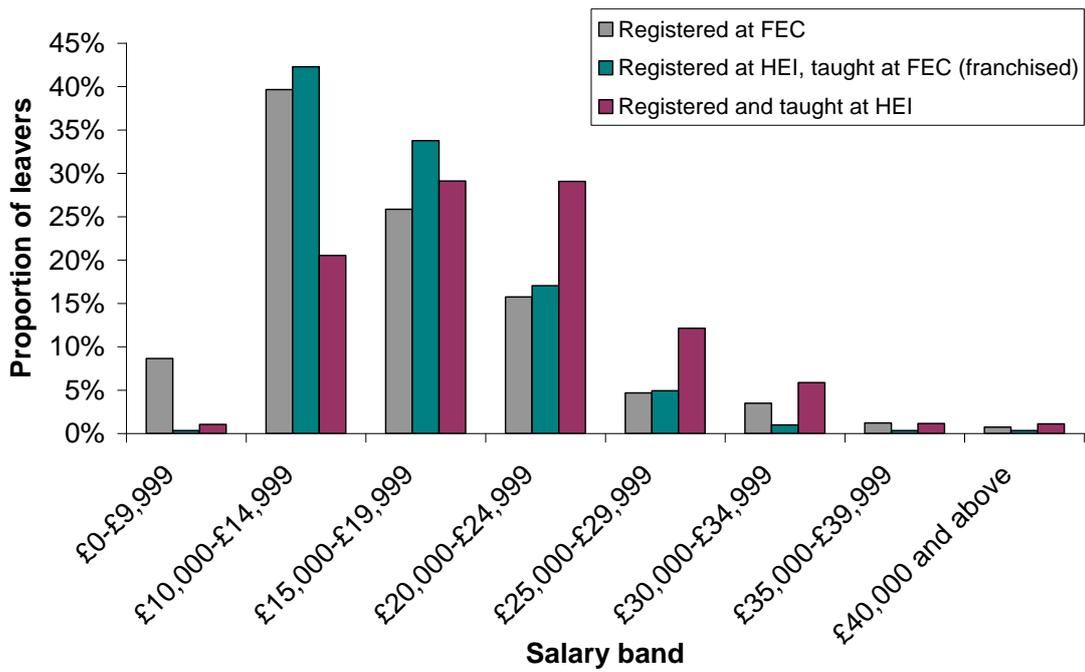
**Figure B18: Destinations of full- and part-time PGCE qualifiers from English HE providers (in 2008-09) by teaching arrangements**



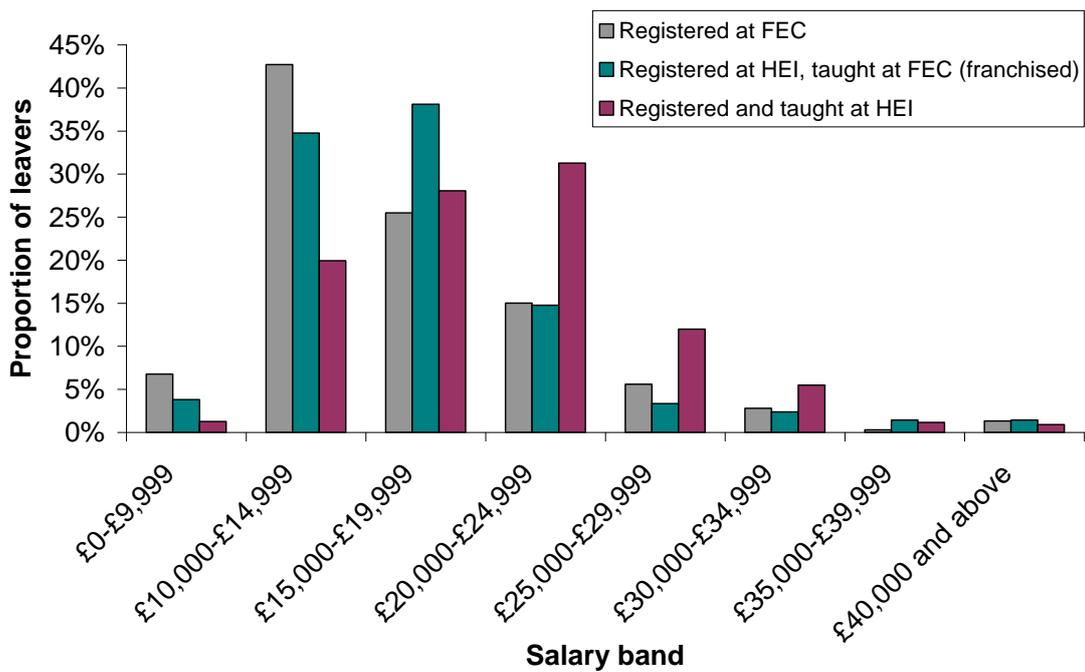
**Figure B19: UK-domiciled full-time first degree qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and teaching arrangements**



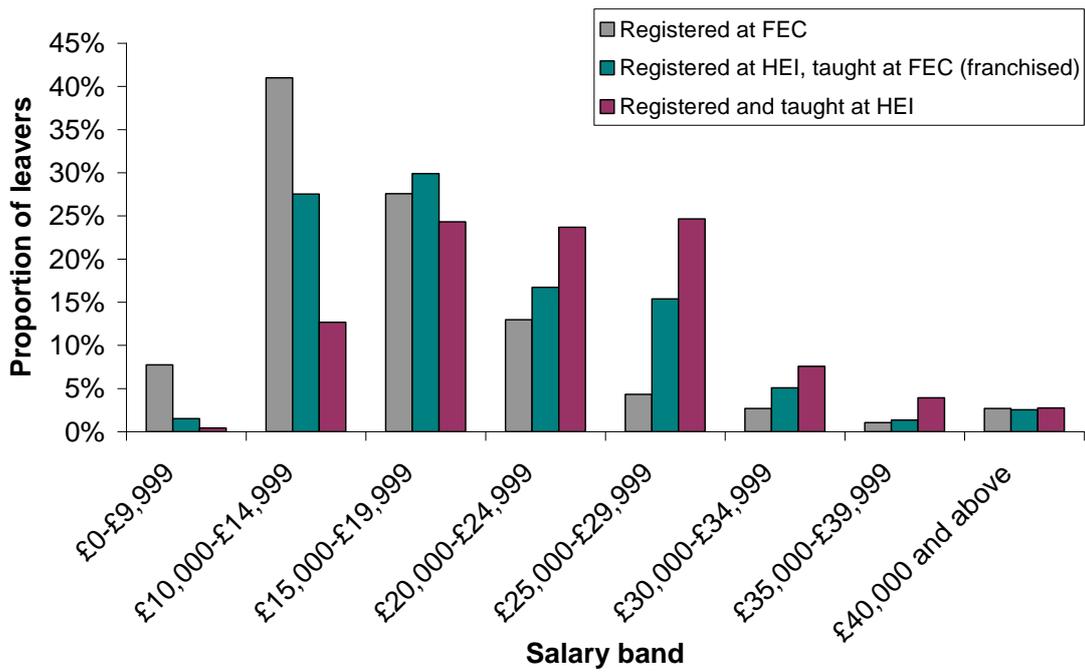
**Figure B19a: UK-domiciled full-time first degree qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and teaching arrangements**



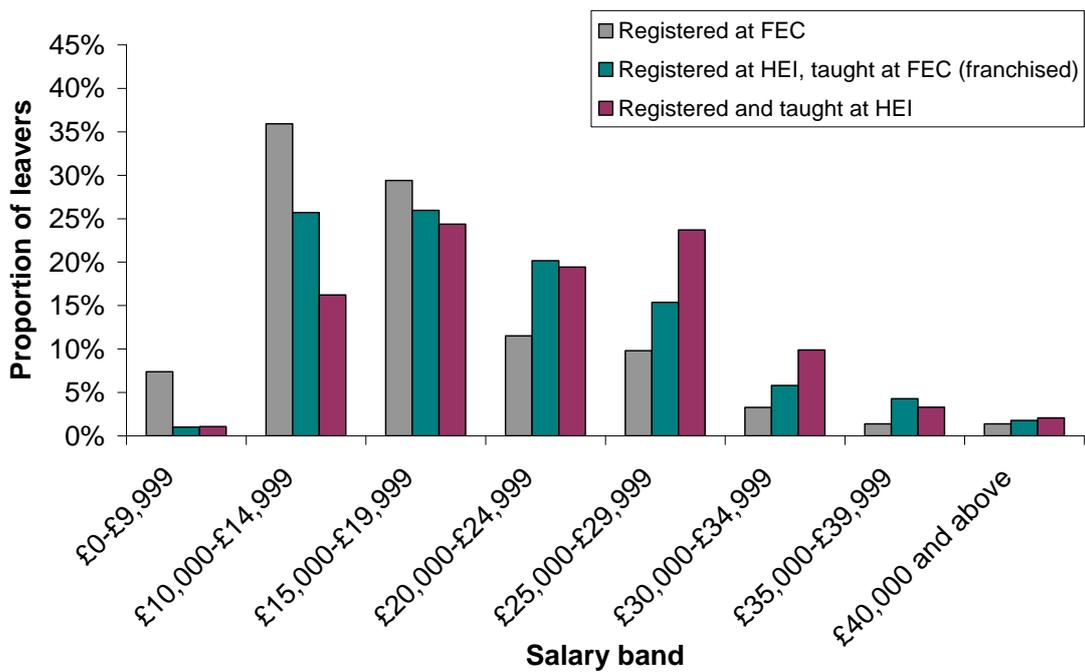
**Figure B19b: UK-domiciled full-time first degree qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and teaching arrangements**



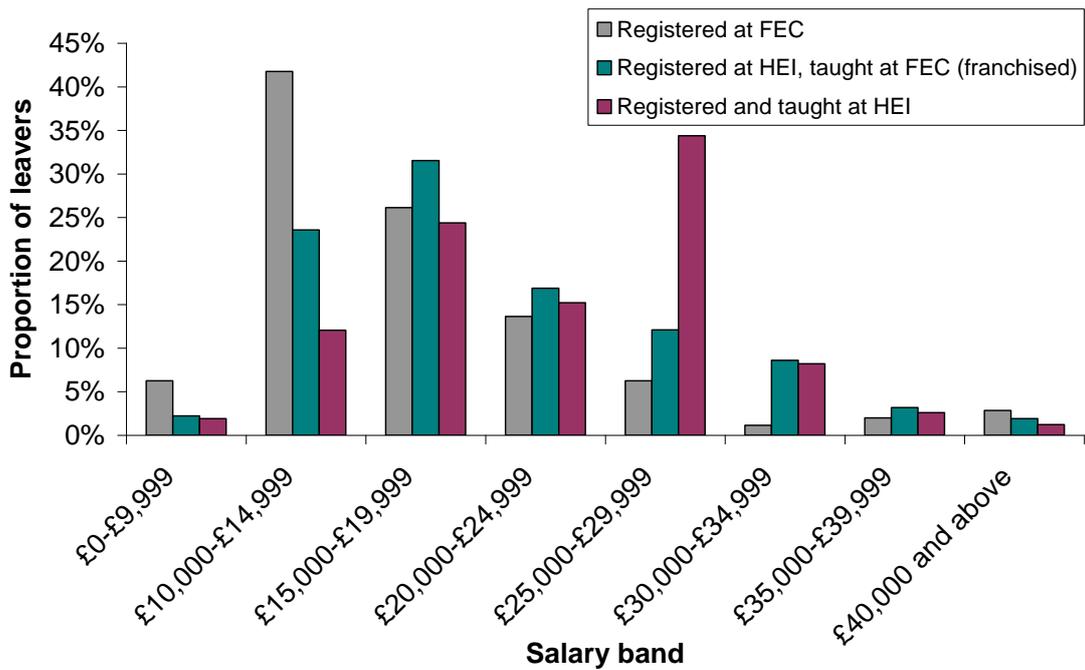
**Figure B20: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and teaching arrangements**



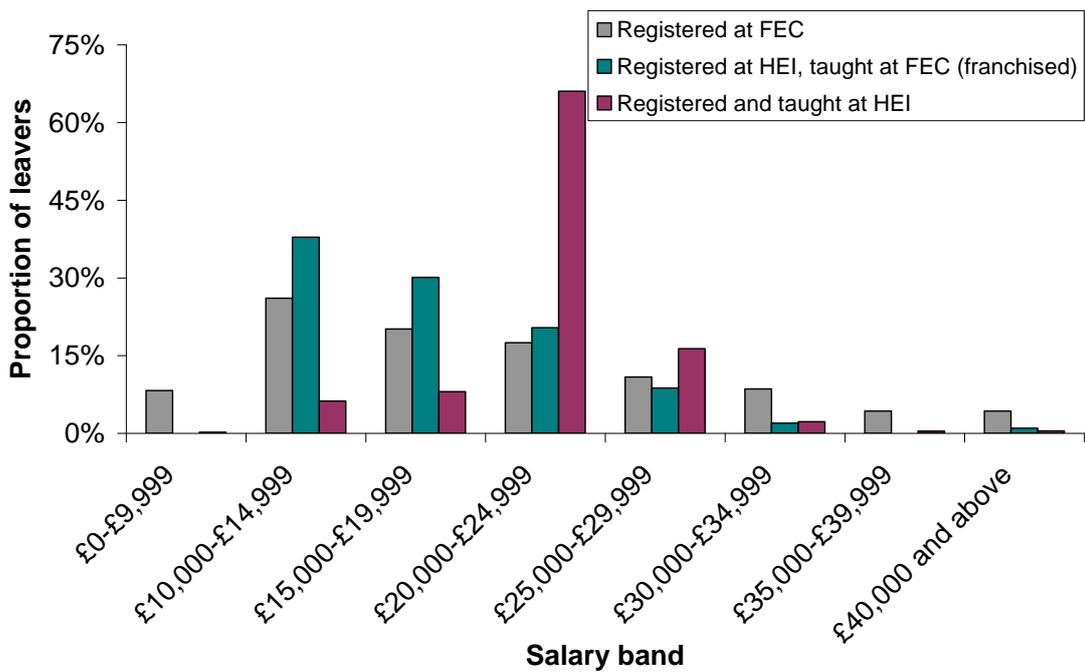
**Figure B20a: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and teaching arrangements**



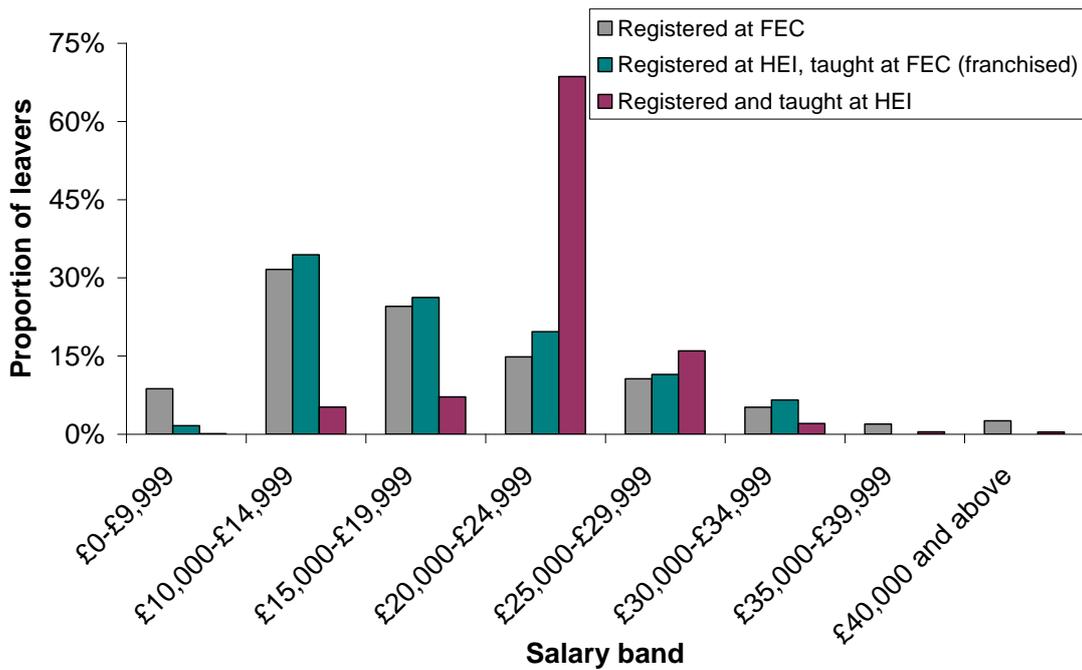
**Figure B20b: UK-domiciled full-time foundation degree qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and teaching arrangements**



**Figure B21: UK-domiciled full-time other undergraduate qualifiers (from English HE providers in 2010-11) in full-time paid UK employment by salary band and teaching arrangements**



**Figure B21a: UK-domiciled full-time other undergraduate qualifiers (from English HE providers in 2009-10) in full-time paid UK employment by salary band and teaching arrangements**



**Figure B21b: UK-domiciled full-time other undergraduate qualifiers (from English HE providers in 2008-09) in full-time paid UK employment by salary band and teaching arrangements**

