HEFCE 2015/21 Differences in degree outcomes: The effect of subject and student characteristics

## Annex I: Differences in degree outcomes by young participation rate quintile

## Proportion achieving first or upper second class degrees

Observed results, split by entry qualifications
Table 11: Proportion of 2013-14 graduates achieving a first or upper second class degree, by entry qualifications

|  | Quintile 1 |  | Quintile 2 |  | Quintile 3 |  | Quintile 4 |  | Quintile 5 |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | :---: |
| Entry |  |  |  |  |  |  |  |  |  |  |
| qualifications | Number | $\%$ | Number | $\%$ | Number | $\%$ | Number | $\%$ | Number |  | \%

Figure I1: 2013-14 graduates achieving a first or upper second class degree by entry qualification and degree classification


Modelling results
Table I2: Proportion of graduates achieving a first or upper second class degree in 201314, by entry qualifications

| Entry <br> qualifications | Quintile 1 <br> (actual) | Predicted if <br> Quintile 2 | Predicted if <br> Quintile 3 | Predicted if <br> Quintile 4 | Predicted if <br> Quintile 5 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| AAAA | $94 \%$ | $93 \%$ | $93 \%$ | $92 \%$ | $92 \%$ |
| AAA | $91 \%$ | $92 \%$ | $93 \%$ | $93 \%$ | $92 \%$ |
| AAB | $89 \%$ | $87 \%$ | $88 \%$ | $89 \%$ | $87 \%$ |
| AAC | $86 \%$ | $85 \%$ | $85 \%$ | $84 \%$ | $85 \%$ |
| ABB | $85 \%$ | $85 \%$ | $85 \%$ | $85 \%$ | $82 \%$ |
| ABC | $84 \%$ | $82 \%$ | $82 \%$ | $81 \%$ | $80 \%$ |
| BBB | $83 \%$ | $82 \%$ | $81 \%$ | $79 \%$ | $79 \%$ |
| ACC | $82 \%$ | $78 \%$ | $78 \%$ | $76 \%$ | $78 \%$ |
| BBC | $79 \%$ | $78 \%$ | $77 \%$ | $78 \%$ | $76 \%$ |
| BCC | $77 \%$ | $75 \%$ | $74 \%$ | $73 \%$ | $73 \%$ |
| CCC | $71 \%$ | $68 \%$ | $67 \%$ | $65 \%$ | $66 \%$ |
| 299-999 points | $72 \%$ | $71 \%$ | $69 \%$ | $71 \%$ | $72 \%$ |
| 261-290 points | $69 \%$ | $70 \%$ | $68 \%$ | $68 \%$ | $68 \%$ |
| 231-260 points | $64 \%$ | $66 \%$ | $63 \%$ | $64 \%$ | $64 \%$ |
| 201-230 points | $64 \%$ | $59 \%$ | $60 \%$ | $59 \%$ | $56 \%$ |
| 161-200 points | $58 \%$ | $56 \%$ | $55 \%$ | $55 \%$ | $54 \%$ |
| 101-160 points | $52 \%$ | $55 \%$ | $53 \%$ | $54 \%$ | $52 \%$ |
| Other | $57 \%$ | $57 \%$ | $55 \%$ | $56 \%$ | $58 \%$ |
| None | $59 \%$ | $56 \%$ | $59 \%$ | $59 \%$ | $63 \%$ |
| Unknown | $60 \%$ | $59 \%$ | $58 \%$ | $58 \%$ | $64 \%$ |
| HE | $58 \%$ | $59 \%$ | $58 \%$ | $61 \%$ | $64 \%$ |

Figure I2: The difference between the actual and modelled results for 2013-14 low participation area graduates achieving a first or upper second class degree


## Proportion achieving first class degrees

Observed results, split by entry qualifications
Table I3: Proportion of 2013-14 graduates achieving a first class degree, by entry qualifications

| Entry qualifications | Quintile 1 |  | Quintile 2 |  | Quintile 3 |  | Quintile 4 |  | Quintile 5 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number | \% | Number | \% | Number | \% | Number | \% | Number | \% |
| Overall | 32,660 | 18\% | 45,620 | 19\% | 58,995 | 20\% | 68,825 | 21\% | 88,690 | 23\% |
| AAAA | 445 | 47\% | 910 | 44\% | 1,560 | 46\% | 2,470 | 44\% | 5,090 | 42\% |
| AAA | 1,100 | 37\% | 2,050 | 38\% | 3,345 | 37\% | 5,460 | 36\% | 10,950 | 35\% |
| AAB | 1,230 | 28\% | 2,125 | 31\% | 3,380 | 29\% | 4,985 | 27\% | 8,315 | 24\% |
| AAC | 230 | 30\% | 360 | 29\% | 555 | 28\% | 755 | 25\% | 1,120 | 24\% |
| ABB | 1,175 | 25\% | 2,040 | 26\% | 2,950 | 26\% | 4,270 | 25\% | 6,350 | 20\% |
| ABC | 850 | 26\% | 1,355 | 27\% | 1,745 | 25\% | 2,395 | 24\% | 3,525 | 22\% |
| BBB | 700 | 25\% | 1,225 | 22\% | 1,685 | 22\% | 2,215 | 21\% | 3,090 | 20\% |
| ACC | 270 | 21\% | 445 | 18\% | 605 | 23\% | 735 | 20\% | 1,035 | 23\% |
| BBC | 1,200 | 21\% | 1,875 | 21\% | 2,575 | 19\% | 3,195 | 21\% | 4,235 | 19\% |
| BCC | 1,200 | 19\% | 1,805 | 17\% | 2,510 | 16\% | 2,920 | 17\% | 3,680 | 18\% |
| $\begin{aligned} & \text { CCC } \\ & \text { 299-999 } \end{aligned}$ | 630 | 15\% | 920 | 14\% | 1,180 | 16\% | 1,350 | 16\% | 1,605 | 15\% |
| points 261-290 | 1,555 | 20\% | 2,150 | 19\% | 2,670 | 18\% | 3,250 | 19\% | 3,760 | 19\% |
| $\begin{aligned} & \text { points } \\ & \text { 231-260 } \end{aligned}$ | 890 | 16\% | 1,330 | 18\% | 1,720 | 16\% | 1,955 | 17\% | 2,330 | 15\% |
| points 201-230 | 1,470 | 14\% | 2,230 | 15\% | 2,880 | 15\% | 3,080 | 15\% | 3,630 | 15\% |
| $\begin{aligned} & \text { points } \\ & 161-200 \end{aligned}$ | 1,020 | 12\% | 1,405 | 12\% | 1,830 | 14\% | 1,990 | 14\% | 2,150 | 13\% |
| points 101-160 | 975 | 13\% | 1,465 | 12\% | 1,880 | 13\% | 1,975 | 13\% | 2,230 | 13\% |
| points | 731 | 12\% | 985 | 15\% | 1,375 | 12\% | 1,285 | 14\% | 1,320 | 14\% |
| Other | 9,075 | 14\% | 10,905 | 14\% | 12,255 | 14\% | 12,055 | 15\% | 11,190 | 17\% |
| None | 260 | 20\% | 330 | 17\% | 435 | 21\% | 375 | 21\% | 410 | 21\% |
| Unknown | 1,930 | 15\% | 2,390 | 18\% | 3,135 | 19\% | 3,095 | 19\% | 3,060 | 23\% |
| HE | 5,720 | 17\% | 7,320 | 19\% | 8,730 | 20\% | 9,010 | 22\% | 9,615 | 25\% |

Figure I3: 2013-14 graduates achieving a first class degree by entry qualification and degree classification


Modelling results
Table 14: Proportion of graduates achieving a first class degree in 2013-14, by entry qualifications

| Entry <br> qualifications | Quintile 1 <br> (actual) | Predicted if <br> Quintile 2 | Predicted if <br> Quintile 3 | Predicted if <br> Quintile 4 | Predicted if <br> Quintile 5 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| AAAA | $47 \%$ | $42 \%$ | $43 \%$ | $41 \%$ | $39 \%$ |
| AAA | $37 \%$ | $36 \%$ | $34 \%$ | $33 \%$ | $32 \%$ |
| AAB | $28 \%$ | $30 \%$ | $27 \%$ | $25 \%$ | $22 \%$ |
| AAC | $30 \%$ | $28 \%$ | $26 \%$ | $23 \%$ | $21 \%$ |
| ABB | $25 \%$ | $25 \%$ | $25 \%$ | $22 \%$ | $18 \%$ |
| ABC | $26 \%$ | $26 \%$ | $23 \%$ | $21 \%$ | $20 \%$ |
| BBB | $25 \%$ | $21 \%$ | $20 \%$ | $18 \%$ | $18 \%$ |
| ACC | $21 \%$ | $17 \%$ | $22 \%$ | $19 \%$ | $21 \%$ |
| BBC | $21 \%$ | $20 \%$ | $17 \%$ | $18 \%$ | $17 \%$ |
| BCC | $19 \%$ | $16 \%$ | $15 \%$ | $15 \%$ | $16 \%$ |
| CCC | $15 \%$ | $13 \%$ | $14 \%$ | $14 \%$ | $13 \%$ |
| 299-999 points | $20 \%$ | $18 \%$ | $17 \%$ | $17 \%$ | $18 \%$ |
| 261-290 points | $16 \%$ | $17 \%$ | $15 \%$ | $15 \%$ | $14 \%$ |
| 231-260 points | $14 \%$ | $14 \%$ | $14 \%$ | $14 \%$ | $14 \%$ |
| 201-230 points | $12 \%$ | $11 \%$ | $13 \%$ | $13 \%$ | $11 \%$ |
| 161-200 points | $13 \%$ | $11 \%$ | $12 \%$ | $12 \%$ | $11 \%$ |
| 101-160 points | $12 \%$ | $14 \%$ | $11 \%$ | $12 \%$ | $12 \%$ |
| Other | $14 \%$ | $13 \%$ | $12 \%$ | $14 \%$ | $15 \%$ |
| None | $20 \%$ | $16 \%$ | $20 \%$ | $19 \%$ | $19 \%$ |
| Unknown | $15 \%$ | $17 \%$ | $17 \%$ | $17 \%$ | $21 \%$ |
| HE | $17 \%$ | $18 \%$ | $18 \%$ | $20 \%$ | $23 \%$ |

Figure 14: The difference between the actual and modelled results for 2013-14 graduates from low participation neighbourhoods achieving a first class degree


