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Issues paper

This report is for information

This document is the third publication providing widening participation and non-continuation indicators, and the second publication of employment indicators, for higher education provision registered at HEFCE-funded further education colleges in England.

Higher education indicators for further education colleges

Overview of trends for the widening participation, non-continuation and employment indicators

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To	Heads of HEFCE-funded further education colleges Heads of HEFCE-funded higher education institutions All other higher education providers in England
Of interest to those responsible for	Student management, Quality assurance, Widening participation, Student outcomes and success
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Executive summary

Purpose

1. This document is the third publication providing widening participation (WP) and non-continuation indicators, and the second publication of employment indicators, for higher education (HE) provision registered at HEFCE-funded further education colleges (FECs) in England.
2. Interactive graphs accompany this document, and provide more detailed data relating to some of the trends and indicators discussed here. They can be accessed on the HEFCE website at www.hefce.ac.uk/pubs/year/2015/201601/.

Key points

3. We anticipate that this information will be relevant to FECs and to those interested in the participation, retention and employment of HE students at FECs, and of interest more widely across the higher education sector.
4. This report and the accompanying data provide information regarding HE students in two academic years (**2011-12 and 2012-13** for the WP and employment indicators, and **2010-11 and 2011-12** for the non-continuation indicators), with the aim of bringing these publications closer to alignment with the UK Performance Indicators in Higher Education (UKPIs), published by the Higher Education Statistics Agency (HESA) at www.hesa.ac.uk/pis.
5. At the time of publication, HESA's publication of UKPIs includes WP and employment indicators for the 2013-14 cohort, and non-continuation indicators for the 2012-13 cohort: HEFCE intends to publish higher education indicators for further education colleges for these more recent cohorts during 2016.
6. The indicators in this report are derived from data submitted to the Data Service's Individualised Learner Record and the HESA student record for the academic years 2010-11, 2011-12 and 2012-13, and to the Destination of Leavers from Higher Education survey for the academic years 2011-12 and 2012-13.

7. Four tables, two of them drawing on successive iterations of the Participation of Local Areas (POLAR) classification, accompany this document as separate files. There are two sets of each table, one for each academic year.

- **Table 1 – POLAR2** shows the profile of young full-time HE entrants from low-participation neighbourhoods (LPNs) registered at FECs in 2011-12 and 2012-13, based on the POLAR2 classification
- **Table 1 – POLAR3** shows the profile of young full-time HE entrants from low-participation neighbourhoods registered at FECs in 2011-12 and 2012-13, based on the POLAR3 classification
- **Table 2** shows the breakdown of non-continuation following year of entry, for full-time entrants registered at FECs in 2010-11 and 2011-12
- **Table E1** shows the proportions of full-time leavers obtaining an HE qualification in 2011-12 and 2012-13 who progressed to work or further study.

8. Each individual FEC's data is compared with a sector-adjusted average. The methods used to calculate the indicators and sector-adjusted averages are intended to be as consistent as possible with the UKPIs published by HESA.

9. FECs continue to achieve higher rates in performance indicators relating to the proportion of their entrants who are from LPNs, when compared to HEIs. They also have improved performance indicators related to non-continuation and employment compared to the previous two years, although their rates are still lower than HEIs.

10. Four annexes accompany this document, and a further two accompany the data tables.

- **Annex A1:** Technical definitions (2012-13 for Tables 1 and E1, 2011-12 for Table 2)
- **Annex B1:** Full specification for Table 1, Table 2 and Table E1 (2012-13 for Tables 1 and E1, 2011-12 for Table 2)
- **Annex C:** Outline of overall linking process
- **Annex D:** Definition of terms
- **Annex A2:** Technical definitions (2011-12 for Tables 1 and E1, 2010-11 for Table 2)
- **Annex B2:** Full specification for Table 1, Table 2 and Table E1 (2011-12 for Tables 1 and E1, 2010-11 for Table 2).

Action required

11. This document is for information only.

Terminology

12. This document and its supporting tables make use of terminology which is defined and explained in Annex D. This includes terms such as ‘registered’, ‘young’, ‘first degree’, ‘sector-adjusted average’, ‘participation’ and ‘non-continuation’, which are used frequently in this document.

Introduction and background

Development of indicators for further education colleges

13. UK Performance Indicators (UKPIs) for higher education (HE) provision have been published for higher education institutions (HEIs) since 1999, but to date they have not included HE provision registered at further education colleges (FECs)¹. The publication of HE in FEC indicators in August 2012 was the first step towards filling the information gap for HE provision registered at FECs². The report enabled FECs to compare their performance directly with the equivalent provision at HEIs for the first time.

14. This report provides the third and fourth years of data for the widening participation (WP) and non-continuation indicators, for students registered on courses of prescribed HE at each HEFCE-funded FEC. In developing the indicators for HE provision registered at English FECs, we have sought to maintain consistency with the UKPIs.

15. The second publication of HE in FEC indicators in August 2013 introduced the employment indicator for the first time³, and this report provides the second and third years of this data.

Institutional feedback and quality assurance

16. FECs in England previewed the results and reviewed the methods used to generate these WP, non-continuation and employment indicators in early 2015. Contacts at each FEC were provided with an explanation of the method used to create each indicator, an indication of overall results for the sector and the data relating to their own institution, to aid their understanding of the methodology. A previously unidentified error was discovered through this process, leading to a reissuing of the preview data.

17. As stated in paragraph 6, Individualised Learner Record (ILR) data was used to produce the HE in FEC indicators. For this publication any approved amendments to an institution’s 2010-11 or 2011-12 data were incorporated into the analysis.

18. Note that some institutions had their sector-adjusted averages suppressed because of a high proportion of unknown entries in a benchmarking factor. These institutions have been removed from any analysis that uses a sector-adjusted average.

¹ ‘Invitation to comment on future changes to the UK Performance Indicators’ (HEFCE Circular letter 17/2015, www.hefce.ac.uk/pubs/year/2015/CL.172015/) outlines an agreement reached by the UK Performance Indicators Steering Group that ‘higher education registered at further education colleges, sixth form colleges and alternative providers will be incorporated into existing UK Performance Indicator measures at the earliest opportunities’.

² ‘Widening participation and non-continuation indicators for further education colleges: Overview of trends’, HEFCE 2012/20, available at www.hefce.ac.uk/pubs/year/2012/201220/.

³ ‘Higher education indicators for further education colleges: Overview of trends for the widening participation, non-continuation and employment indicators’, HEFCE 2013/18, available at www.hefce.ac.uk/pubs/year/2013/201318/.

Key findings

19. Tables 1, 2 and E1 (which accompany this document on the HEFCE website at www.hefce.ac.uk/pubs/year/2016/201601/) provide data for HE entrants registered at FECs, showing indicators relating to WP, non-continuation and employment respectively. Interactive graphs also accompany this document, and provide more detailed data relating to some of the trends and indicators discussed here. They can be accessed on the HEFCE website at www.hefce.ac.uk/pubs/year/2015/201601/.

20. Table 1 is similar to the WP indicators included in the table series T1 of the UKPIs published by the Higher Education Statistics Agency (HESA), though the consideration of participation of under-represented groups in HE has been limited to those from low-participation neighbourhoods (LPNs). Table 1 considers the profile of young HE entrants from these neighbourhoods registered at FECs among:

- full-time first degree entrants in 2011-12 and 2012-13 (similar to table T1a of the UKPIs)
- full-time other undergraduate entrants in 2011-12 and 2012-13 (similar to table T1c of the UKPIs)
- all full-time undergraduate entrants in 2011-12 and 2012-13 (similar to table T1b of the UKPIs).

21. Table 2 is largely consistent with the non-continuation indicators included in the table series T3 of the UKPIs published by HESA. Table 2 considers the non-continuation of the following HE entrants registered at FECs:

- young full-time entrants to first degree programmes in 2010-11 and 2011-12 (similar to the data on young students included within table T3a of the UKPIs)
- mature full-time entrants to first degree programmes in 2010-11 and 2011-12 (similar to the data on mature students included within table T3a of the UKPIs)
- young full-time entrants to other undergraduate programmes in 2010-11 and 2011-12 (similar to the data on young students included within table T3d of the UKPIs)
- mature full-time entrants to other undergraduate programmes in 2010-11 and 2011-12 (similar to the data on mature students included within table T3d of the UKPIs).

22. Table E1 has been produced similarly to the employment indicators included in the table series E1 of the UKPIs published by HESA. Table E1 considers the employment of leavers from the following courses of HE registered at FECs:

- full-time first degree programmes in 2011-12 and 2012-13 (similar to table E1a of the UKPIs)
- full-time other undergraduate programmes in 2011-12 and 2012-13 (similar to table E1c of the UKPIs).

23. The discussion throughout the remainder of this document includes comparisons between these indicators and their associated sector-adjusted averages. In each case this is done for the more recent of the two years of data that we have published, meaning that this report describes trends observed in relation to: the **2012-13** entrant cohort examined in the WP indicators; the **2011-12** entrant cohort examined in the non-continuation indicators; and the **2012-13** qualifying cohort examined in the employment indicators. Trends observed in relation to the previous cohorts (2011-12, 2010-11 and 2011-12 respectively) are accessible in the interactive graphs that accompany this document at www.hefce.ac.uk/pubs/year/2015/201601/.

24. At the time of publication, HESA's publication of UKPIs includes WP and employment indicators for the 2013-14 cohort, and non-continuation indicators for the 2012-13 cohort: HEFCE intends to publish higher education indicators for further education colleges for these more recent cohorts during 2016.

25. The sector-adjusted averages provided in relation to these measures are intended to support interpretation of the indicators. Readers may refer to the definitions and explanations provided in Annex D for further information on such interpretation and its associated implications.

26. Sector-adjusted averages for registered entrants have been calculated on the basis of provision registered at UK HEIs and HEFCE-funded FECs. For each indicator, the same approach enables us to calculate sector-adjusted averages covering all HE students registered at English HEIs and FECs respectively. Similar, sector-adjusted averages for taught entrants have been calculated on the basis of taught provision at both HEIs and FECs.

Percentage from low-participation neighbourhoods

27. The participation indicators discussed in this document show the proportion of young full-time entrants in 2012-13 who were from LPNs, provided separately for first degree entrants and for other undergraduate entrants.

28. LPNs have been defined using successive iterations of HEFCE's Participation of Local Areas (POLAR) classifications, POLAR2 and POLAR3, which are based on rates of participation in HE by young people. Students whose home postcodes fall within those neighbourhoods of the UK with the lowest rates of young participation, POLAR quintile 1, are denoted as being from an LPN. More information on the POLAR methodologies can be found in paragraphs 3 to 28 of Annex B1.

Sector-level findings

29. Data is provided to enable consideration of the indicators in relation to HE provision registered at HEIs and FECs in England. Table A provides an overview of the participation indicators for different categories of registering and teaching institution, created using POLAR3 classifications, at a sector-wide level.

Table A: Comparison of POLAR3 participation indicators – 2012-13 entrants by type of registering and teaching institution and level of study

Teaching arrangements	First degree entrants		Other undergraduate entrants		All undergraduate entrants	
	Indicator	Benchmark	Indicator	Benchmark	Indicator	Benchmark
Registered at HEIs	10.9%	11.0%	16.0%	16.8%	11.1%	11.3%
Registered at FECs	21.8%	15.4%	21.5%	20.4%	21.5%	17.9%
Taught at HEIs	10.9%	11.0%	13.6%	15.6%	11.0%	11.1%
Taught at FECs	19.5%	14.8%	20.5%	19.5%	20.1%	17.0%

Registered and taught entrants

30. Table A shows that for FECs the proportions of registered entrants who were from LPNs were higher than those proportions of taught entrants. Among young full-time undergraduate entrants registered at FECs, 21.5 per cent were from LPNs, while among young full-time undergraduate entrants taught at FECs the proportion was lower, at 20.1 per cent.

31. A similar finding is identified in HEIs: a larger proportion of registered entrants were from LPNs compared with taught entrants, though the figures were closer. While 11.1 per cent of those entrants registered at HEIs were from LPNs, the proportion was 11.0 per cent among those entrants taught at HEIs.

32. Note that large differences between the indicator and sector-adjusted average for HEIs are relatively unlikely to occur in examining results at the sector-wide level, since HEIs contribute virtually all of the students to the sector-adjusted average.

Entrants at HEIs and FECs

33. Table A shows that in 2012-13 the proportions of young full-time entrants registered at English FECs who were from LPNs were higher than the equivalent proportions among entrants registered at HEIs.

34. While 10.9 per cent of young entrants to full-time first degrees registered at HEIs were from an LPN, this proportion was nearly 11 percentage points lower than the proportion observed among equivalent entrants registered at FECs. For young entrants registered on other undergraduate programmes, 16.0 per cent of those registered at HEIs were from LPNs, compared with 21.5 of those registered at FECs.

Comparison with sector-adjusted averages

35. Among both the taught and registered populations of HE students at English FECs, the proportion who came from LPNs exceeded the sector-adjusted average. That is, higher proportions of HE students at FECs were from LPNs than might be expected having allowed for the students' ages, the subject areas they were studying and their highest qualifications on entry.

36. Among full-time first degree entrants registered at FECs, Table A shows that the proportion who were from LPNs (21.8 per cent) surpassed the sector-adjusted average of 15.4 per cent by more than six percentage points.

37. Among full-time other undergraduate entrants registered at FECs, the proportion who were from LPNs (21.5 per cent) exceeded the sector-adjusted average of 20.4 by just over one percentage point.

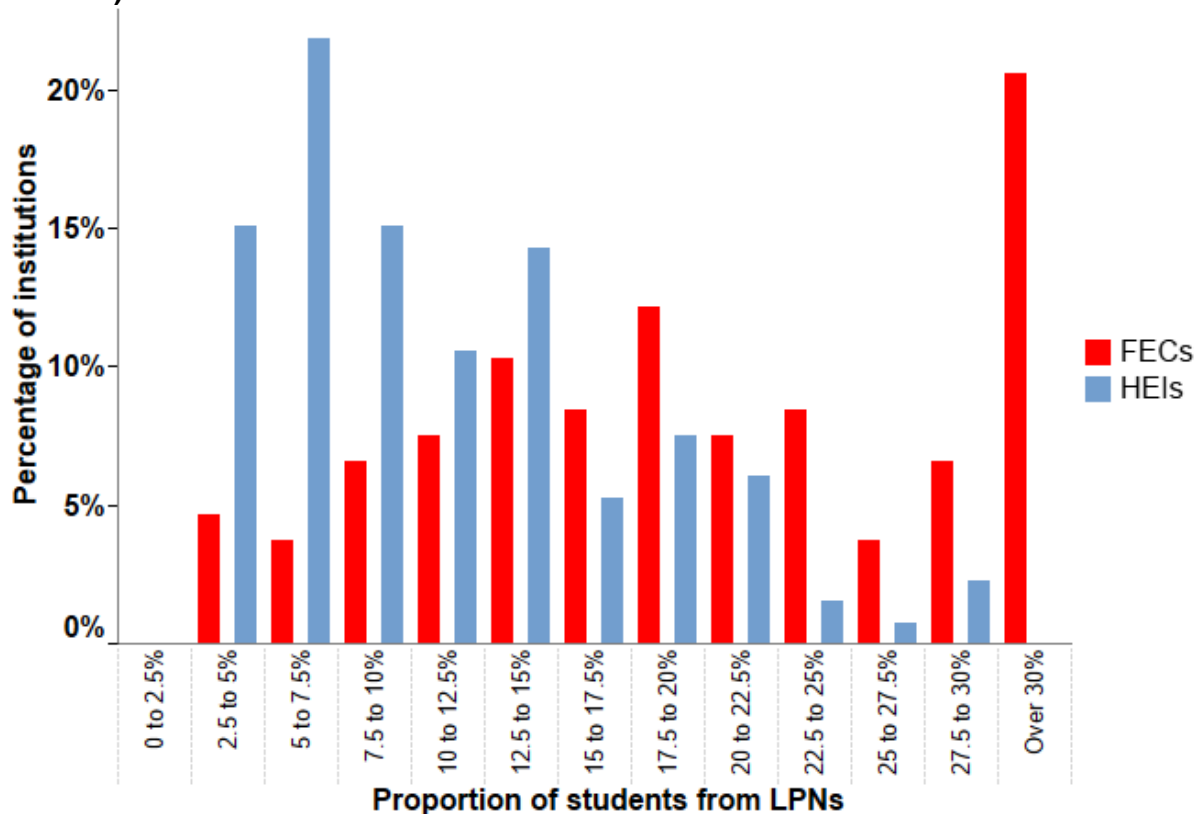
38. Overall, 21.5 per cent of young full-time undergraduate entrants registered at FECs were from LPNs, a proportion that is three percentage points higher than the sector-adjusted average of 17.9 per cent.

Institutional-level findings

39. Table 1 of the accompanying spreadsheet publishes the proportions of young full-time entrants registered at 115 of the individual FECs in England in 2012-13 who were from LPNs. Results for the other FECs have not been published because there were fewer than 23 individual young full-time entrants. Of the 115 institutions whose LPN data is included, 12 were not included in the sector-adjusted average calculation because of the high proportion of students with unknown entry qualifications.

40. Figure 1 illustrates the spread of LPN indicator proportions across those HEIs and FECs whose populations of young full-time undergraduate entrants totalled 23 students or more in 2012-13, split by the type of institution.

Figure1: Distribution of LPN indicator proportions across institutions (young full-time undergraduate entrants)

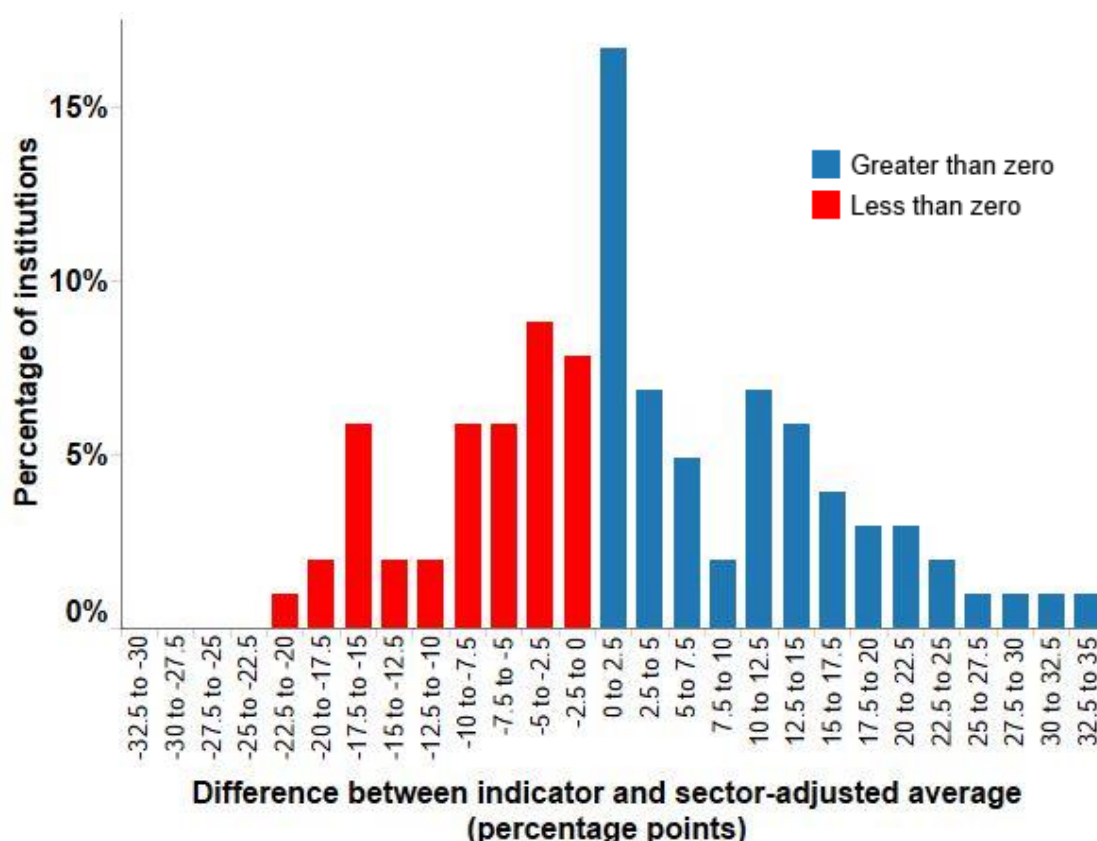


41. The range of indicator proportions for registered entrants from LPNs was larger for FECs than HEIs. Among FECs in 2012-13, 84 per cent recruited more than 10 per cent of their young full-time undergraduate entrants from LPNs. This compares with 46 per cent of HEIs. However, this gap is smaller than it was among 2011-12 entrants, where 86 per cent of FECs and 41 per cent of HEIs recruited more than 10 per cent of their young full-time undergraduate entrants from LPNs.

42. From Figure 1 it can be seen that in 2012-13, 49 per cent of FECs drew more than 20 per cent of their young full-time undergraduate entrants from LPNs, compared with just 9 per cent for HEIs.

43. Figure 2 shows the distribution of the differences between each institution's indicator and its sector-adjusted average, for 103 FECs with both a published indicator and a sector-adjusted average for 2012-13. Note that the sector-adjusted averages have been based on provision registered across HEIs and FECs, and any institutions where more than 50 per cent of entry qualifications were unknown have been excluded from the sector-adjusted average calculation.

Figure 2: Distribution of differences between LPN indicator proportion and sector-adjusted average across FECs (young full-time undergraduate entrants)



44. Having allowed for differences in the institutions' student profiles in terms of their qualifications on entry and subject area of study, 59 per cent of the 103 FECs in 2012-13 performed better than their sector-adjusted average, meaning the proportion of entrants from LPNs was greater than the sector-adjusted average. These institutions are shown

with a difference greater than zero in Figure 2. This compares with 63 per cent in 2011-12.

45. Of the 42 FECs in 2012-13 with a negative difference between their indicator and their sector-adjusted average, 16 had indicators which fell significantly below their sector-adjusted average (shown on Table 1c of the accompanying spreadsheet with a minus sign as their significance marker)⁴. This compares with five FECs in 2011-12 performing significantly better than their benchmark. Conversely, from the 61 FECs showing a positive difference between their indicator and sector-adjusted average, 16 had indicators significantly better than their sector-adjusted average (shown as a plus sign in Table 1c). This compares with 14 FECs in 2011-12.

Non-continuation rates after first year at institution (2011-12 entrants)

46. The method used to produce the non-continuation indicator is based on tracking students from the year they enter an institution to the following year. It provides information about where students are in that following year: whether they are continuing at the same institution (on the same course or on another HE course), whether they have transferred to another institution, or whether they are absent from HE completely. The indicator is provided separately for young and mature full-time entrants to first degree and other undergraduate programmes of study in 2011-12.

Sector-level findings

47. Table B provides the non-continuation indicators for different categories of HE provision in HE and FECs at sector level. Table 2 provides the non-continuation indicators for HE provision registered at FECs at an institutional level.

Table B: Comparison of continuation indicators – 2011-12 entrants by type of registering and teaching institution and level of study

Teaching arrangements	First degree entrants			Other undergraduate entrants		
	Young	Mature	All	Young	Mature	All
Registered at HEIs	5.7%	10.3%	6.7%	13.7%	11.2%	12.4%
Registered at FECs	9.3%	12.3%	10.9%	15.2%	16.8%	15.9%
Taught at HEIs	5.6%	10.3%	7.0%	12.6%	10.2%	11.2%
Taught at FECs	9.8%	11.4%	10.6%	14.8%	15.7%	15.2%

Registered and taught entrants

48. Among full-time first degree entrants registered at FECs, 10.9 per cent did not continue after their first year. This compares with 10.6 per cent of all full-time first degree entrants taught at FECs.

⁴ Use of the term 'significant' in this report refers to statistical significance, which is defined in Annex D.

49. In HEIs a larger proportion of taught entrants did not continue in HE compared with registered entrants. Among full-time other undergraduate entrants registered at HEIs, 12.4 per cent did not continue after their first year, compared with 11.2 per cent among those entrants taught at HEIs.

Entrants at FECs and HEIs

50. Table B shows that all non-continuation rates of full-time undergraduate entrants registered at FECs were higher than the rates among equivalent undergraduate entrants registered at HEIs.

51. Among those young full-time first degree entrants registered at FECs, 9.3 per cent did not continue into a second year of HE, over three percentage points higher than the proportion among those registered at HEIs (5.7 per cent).

52. Among young full-time entrants to other undergraduate programmes of study registered at FECs, a non-continuation rate of 15.2 per cent was observed, compared with a rate of 13.7 per cent among those registered at HEIs. Similarly, 16.8 per cent of mature entrants registered at FECs did not continue after their first year, which is over five percentage points higher than the proportion of those registered at HEIs (11.2 per cent).

Institutional-level findings

53. Non-continuation rates of full-time undergraduate entrants registered at individual FECs are published in Table 2 of the accompanying spreadsheet. FECs with fewer than 23 individual full-time undergraduate entrants have had their non-continuation rates suppressed.

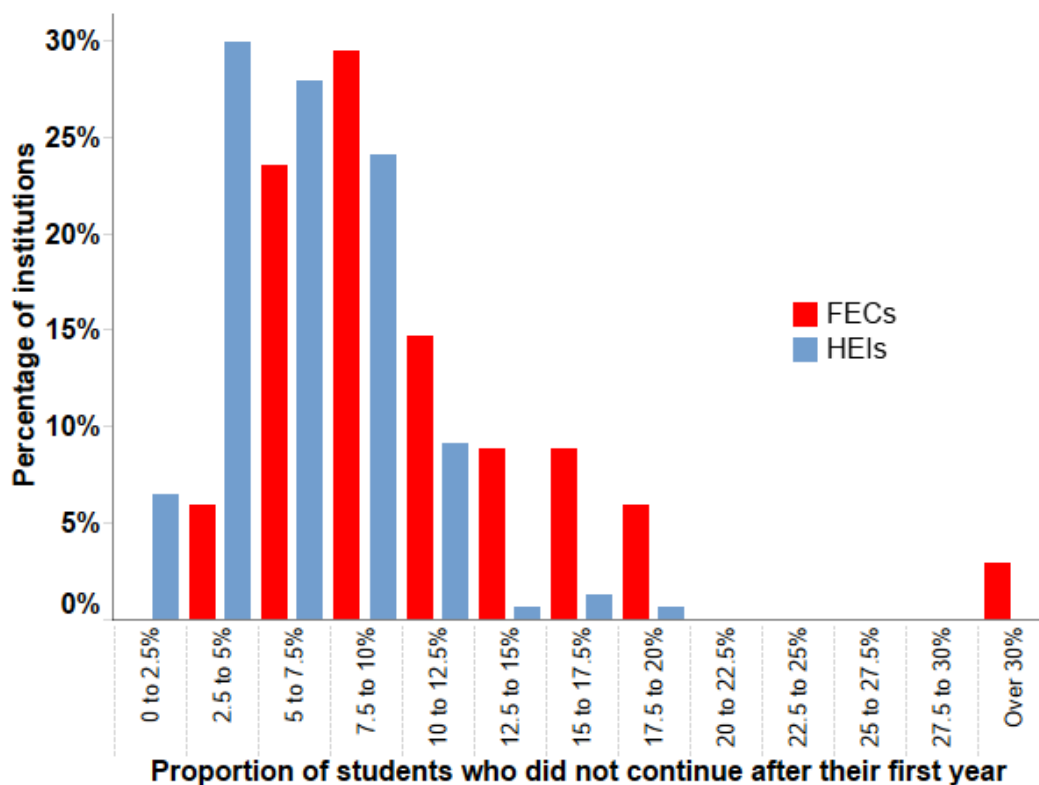
Non-continuation among full-time first degree entrants

54. In general, a higher proportion of mature than young full-time first degree entrants did not continue in HE after their first year. Table 2 of the accompanying spreadsheet shows that 12.3 per cent of mature entrants registered at FECs did not continue, compared with 9.3 per cent of young entrants.

55. Figure 3 illustrates the spread of the proportions of students who did not continue after their first year, across those HEIs and FECs in England with 23 or more mature full-time first degree entrants, split by type of institution.

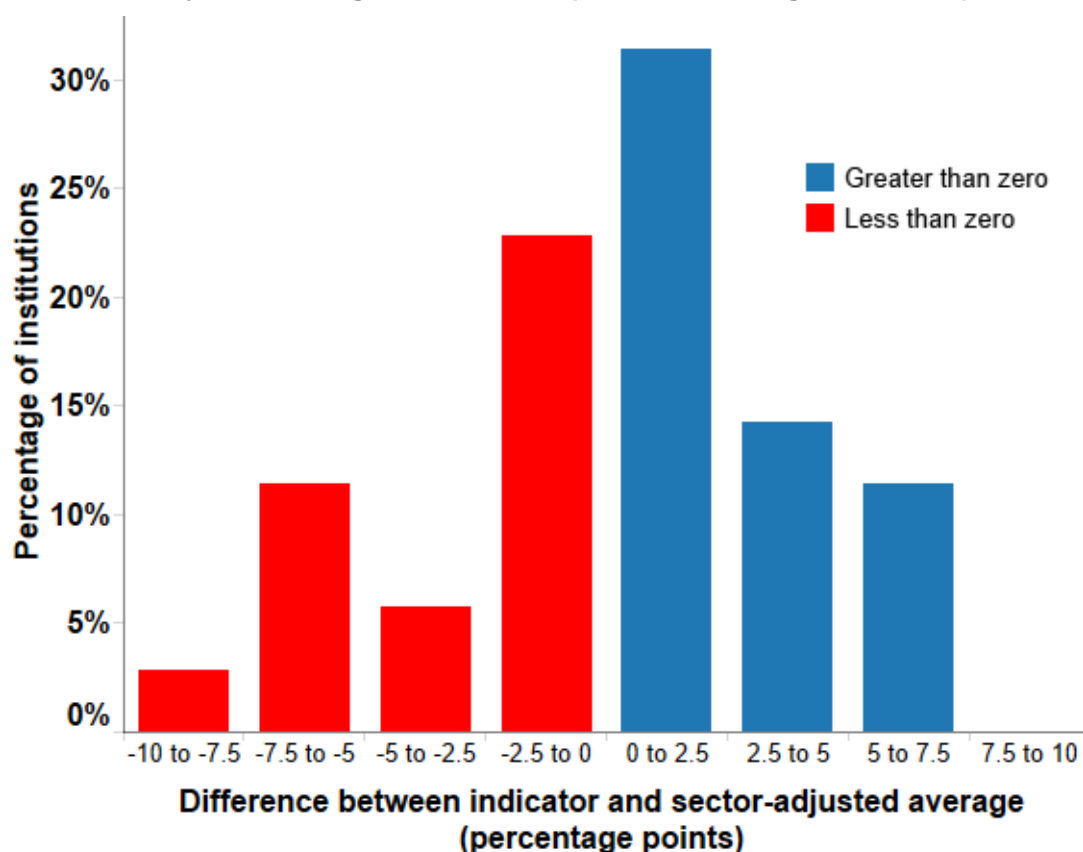
56. Among full-time first degree entrants, Figure 3 shows that HEIs had lower non-continuation rates than FECs. While 89 per cent of HEIs had a non-continuation rate lower than 10 per cent, this was true of 57 per cent of FECs.

Figure 3: Distribution of non-continuation indicator proportions across institutions (full-time first degree entrants)



57. Again considering all full-time first degree entrants, for an individual institution the indicator proportion not continuing in HE after their first year can be compared with the sector-adjusted average, and the difference between the two calculated. Figure 4 shows the distribution of these differences. Note that, for consistency with the other indicators, the calculation shown is the indicator subtracted from the benchmark, so a positive number shows a positive outcome.

Figure 4: Distribution of differences between non-continuation indicator proportion and sector-adjusted average across FECs (full-time first degree entrants)



58. For 23 of the 36 FECs in England with published data, the sector-adjusted average was greater than or equal to the proportion of entrants not continuing. These institutions are shown with a difference greater than zero in Figure 4. This means that, having allowed for differences in the institutions' student profiles in terms of age, qualifications on entry and subject area of study, 64 per cent of FECs performed better than or equal to their sector-adjusted average, and had a lower proportion than might have been expected of full-time first degree students who did not continue in HE.

59. Of these 23 FECs, three had an indicator significantly better than their sector-adjusted average (shown on Table 2a of the accompanying spreadsheet with a plus sign as their significance marker). This compares with four FECs in 2010-11 who performed significantly better than their benchmark.

60. One FEC had an indicator significantly worse than its sector-adjusted average (shown on Table 2a as a minus sign). This compares with four FECs in 2010-11.

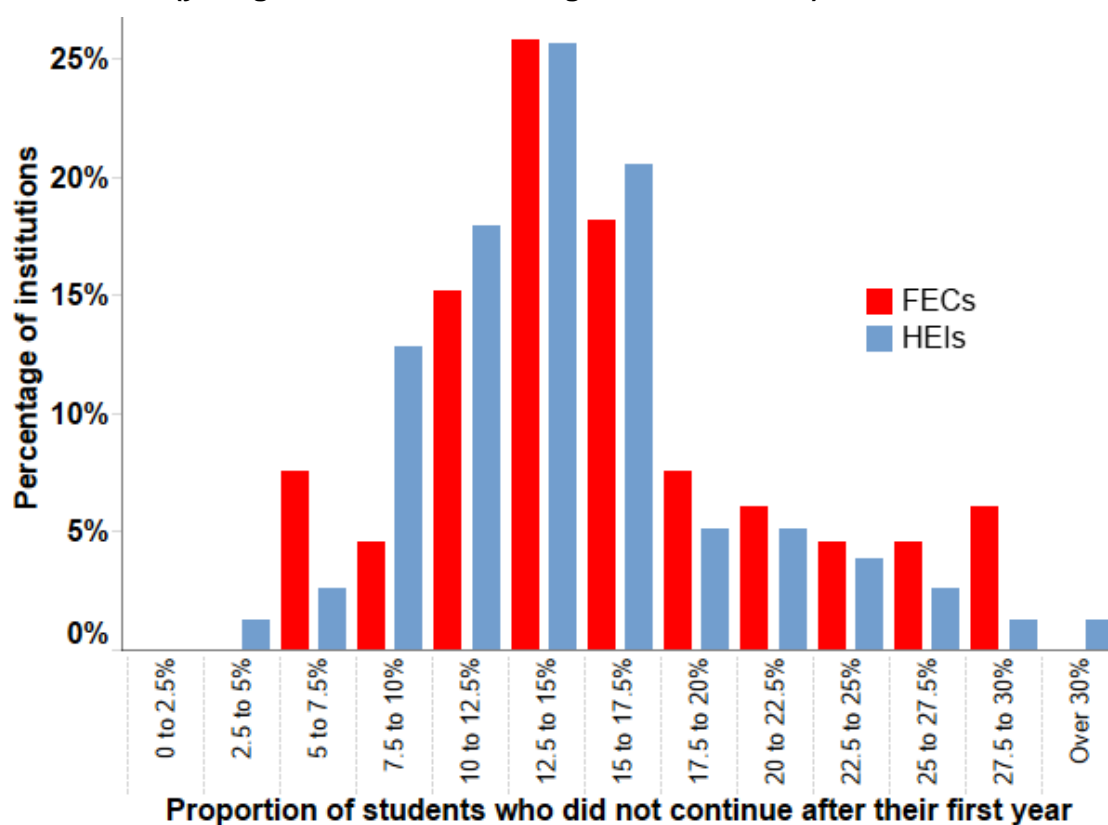
61. The proportions of FECs performing better than their sector-adjusted average were broadly similar to those of HEIs. Among HEIs, 62 per cent of institutions had a difference greater than or equal to zero, compared to 64 per cent within FECs.

Non-continuation among full-time other undergraduate entrants

62. Among those registered at FECs, 16.8 per cent of mature full-time other undergraduate entrants did not continue in HE after their first year, marginally higher than the 15.2 per cent observed among equivalent young entrants. This is the converse of findings among those registered at HEIs, where a higher proportion of young entrants did not continue. Table B shows that mature full-time other undergraduate entrants registered at HEIs had a non-continuation rate of 11.2 per cent, compared with 13.7 per cent of young entrants.

63. Figures 5 and 6 illustrate the spread of the proportions of students who did not continue after their first year, across those HEIs and FECs in England with published data, split by the type of institution. Figure 5 considers the distribution for young entrants, and Figure 6 for mature entrants⁵.

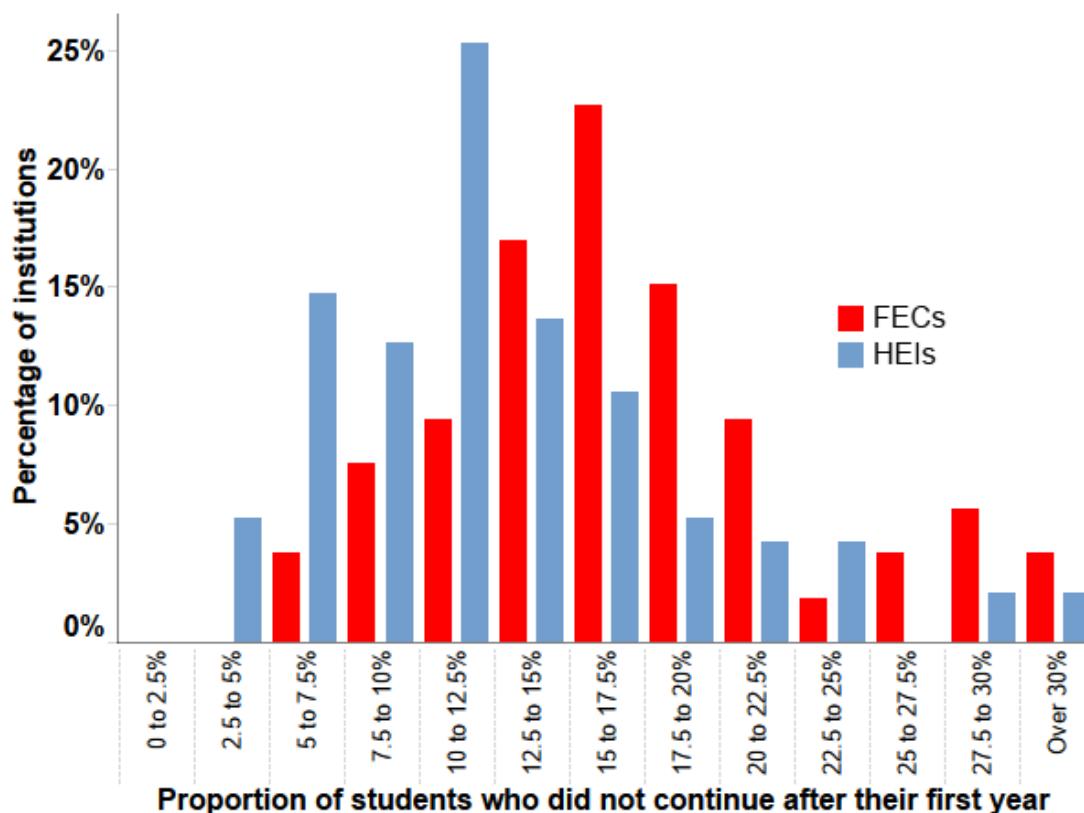
Figure 5: Distribution of non-continuation indicator proportions across institutions (young full-time other undergraduate entrants)



64. Figure 5 shows that, while 69 per cent of HEIs had a non-continuation rate of between 10 and 20 per cent for young full-time other undergraduate entrants, this was true of a smaller proportion of FECs (67 per cent). 21 per cent of FECs had a non-continuation rate of at least 20 per cent, compared with 14 per cent of HEIs.

⁵ These graphs compare young and mature entrants studying full-time other undergraduate courses. The same comparisons for full-time first degree entrants are available in the interactive visualisations at www.hefce.ac.uk/pubs/year/2015/201601/.

Figure 6: Distribution of non-continuation indicator proportions across institutions (mature full-time other undergraduate entrants)



65. Figure 6 shows that 33 per cent of HEIs had a non-continuation rate lower than 10 per cent among mature full-time other undergraduate entrants, compared with 21 per cent at FECs. Of FECs, 25 per cent had a non-continuation rate of at least 20 per cent, compared with 13 per cent of HEIs.

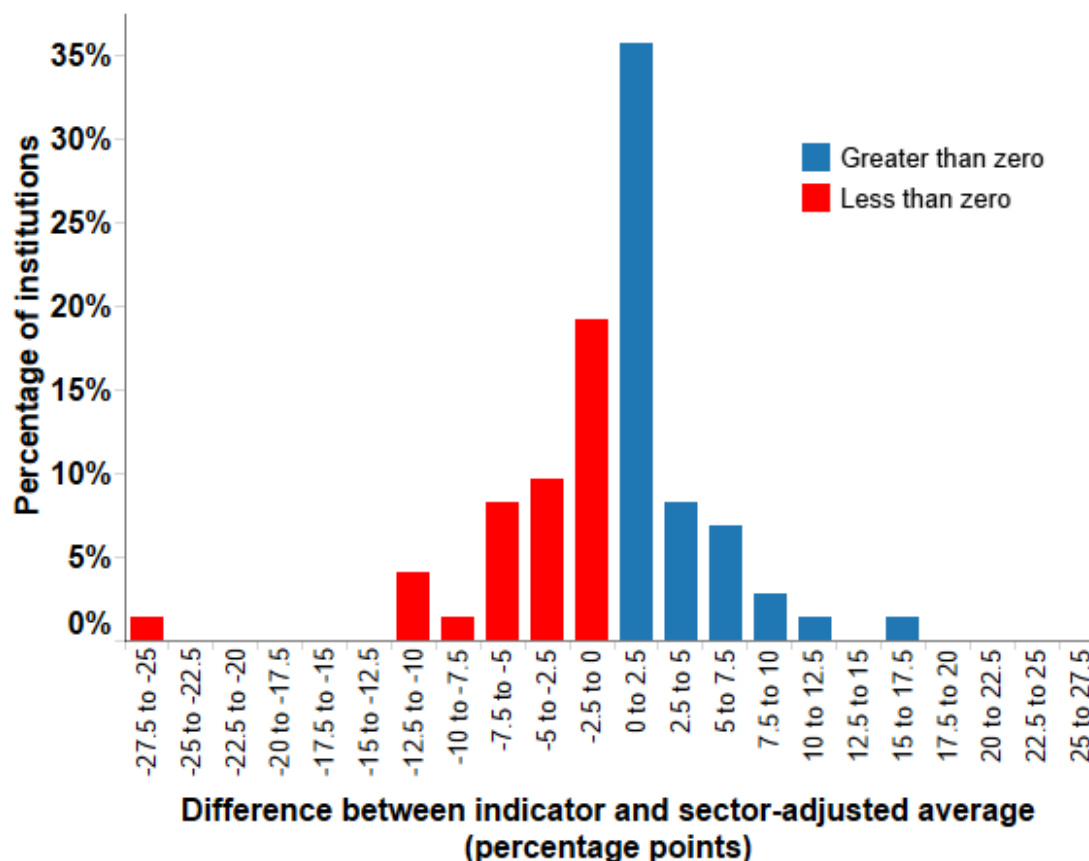
66. Considering all full-time other undergraduate entrants at an individual FEC, the indicator proportion who did not continue in HE after their first year can be compared with the sector-adjusted average for that institution, and the difference calculated. Figure 7 shows the distribution of these differences. Note that, for consistency with the other indicators, the calculation shown is the indicator subtracted from the benchmark, so that a positive number shows a positive outcome.

67. The sector-adjusted average was greater than or equal to the proportion of entrants not continuing for 44 of the 75 FECs in England with published data. Thus, having allowed for differences in the institutions' profiles of age, qualifications on entry and subject area of study, 59 per cent of FECs performed better than or equal to their sector-adjusted average, having a greater or equal proportion of full-time other undergraduate students continuing than might have been expected. These institutions are shown with a difference greater than or equal to zero in Figure 7.

68. Of these 44 FECs, two performed significantly better than their sector-adjusted average, and are shown in Table 2b of the accompanying spreadsheet with a plus sign as their significance marker. This compares with three FECs performing significantly

better than their benchmark in 2010-11. Four FECs performed significantly worse than their sector-adjusted average, and are therefore shown with a minus sign. This compares with five FECs in 2010-11.

Figure 7: Distribution of differences between non-continuation indicator proportion and sector-adjusted average across FECs (full-time other undergraduate entrants)



Employment rates of leavers obtaining a higher education qualification

69. The employment indicators discussed in this document show the proportion of qualifiers from a course of HE in 2012-13 who continued into work or further study after six months. This proportion is provided separately for full-time first degree and full-time other undergraduate qualifiers.

70. Employment circumstances have been taken from the Destination of Leavers from Higher Education survey. More information about which employment circumstances are included in the employment indicator can be found in Annex B1.

71. The data enables consideration of the indicators in relation to HE provision registered at HEIs and FECs. Table C below provides indicators for various categorisations of HE provision at sector-wide level.

Table C: Comparison of employment indicators – 2012-13 HE leavers by type of registering and teaching institution and level of study

Teaching arrangements	First degree leavers	Other undergraduate leavers
Registered at HEIs	91.9%	95.5%
Registered at FECs	84.5%	93.2%
Taught at HEIs	91.9%	95.2%
Taught at FECs	86.4%	94.9%

Sector-level findings

Registered and taught qualifiers

72. Table C shows that the proportions of full-time qualifiers registered at FECs who went on to work or further study were consistently lower than of those taught at FECs. Among full-time first degree qualifiers registered at FECs, 84.5 per cent continued into work or further study, which was nearly two percentage points lower than the proportion of taught qualifiers (86.4 per cent).

Qualifiers from HE courses at HEIs and FECs

73. Table C shows that in 2012-13 the proportion of registered qualifiers who went on to work or further study was higher at HEIs than FECs. Among full-time first degree qualifiers from FECs this proportion was 84.5 per cent, which is over five percentage points lower than the 91.9 per cent observed at HEIs.

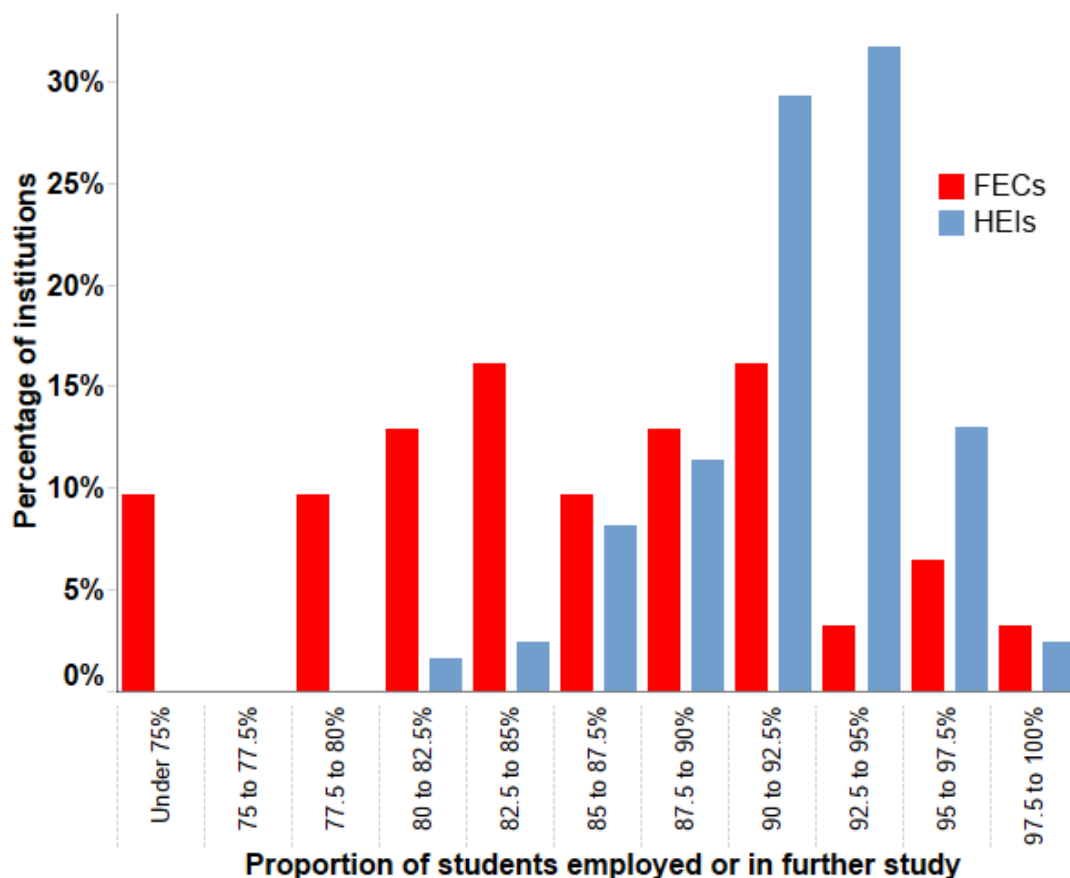
74. The proportion of full-time other undergraduate qualifiers registered at FECs who continued in to work or further study was 93.2 per cent, which is over two percentage points lower than those registered at HEIs (95.5 per cent).

Institutional-level findings

75. Employment indicators for full-time qualifiers from other undergraduate and first degree courses have been published respectively for 69 and 32 of the FECs in England. The remaining institutions had a population lower than the publication threshold of 23 individual students.

76. Figure 8 illustrates the spread of employment indicator proportions across those HEIs and FECs in England with published data for first degree courses.

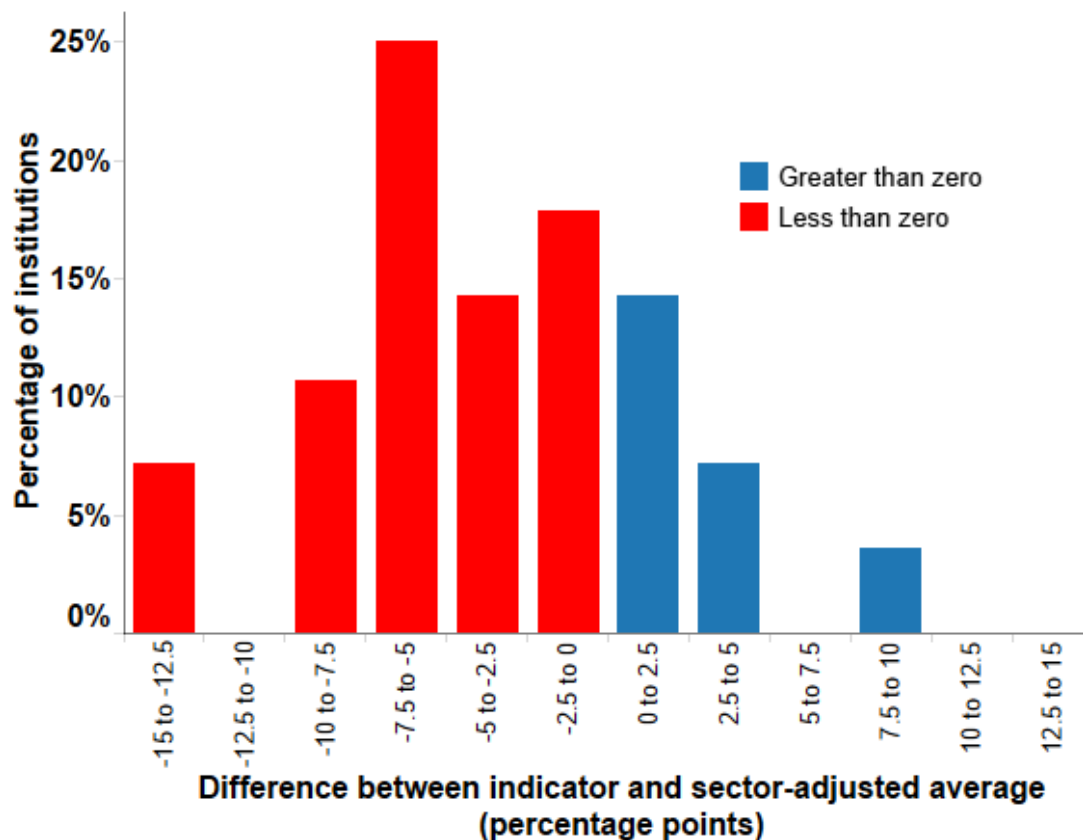
Figure 8: Distribution of employment indicator proportions across institutions (full-time first degree qualifiers)



77. It can be seen from Figure 8 that among full-time first degree qualifiers, HEIs had a higher level of employment rates. While 76 per cent of HEIs had an employment indicator greater than 90 per cent, this was true of 29 per cent of FECs. However, these figures are much higher than in 2010-11, when 58 per cent of HEIs and 17 per cent of FECs reached the same threshold (HEFCE 2013/18).

78. Considering all full-time first degree qualifiers at an individual FEC, the employment indicator can be compared with the sector-adjusted average for that institution, and the difference calculated. Figure 9 shows the distribution of these differences.

Figure 9: Distribution of the difference between employment indicator and sector-adjusted average across FECs (full-time first degree qualifiers)



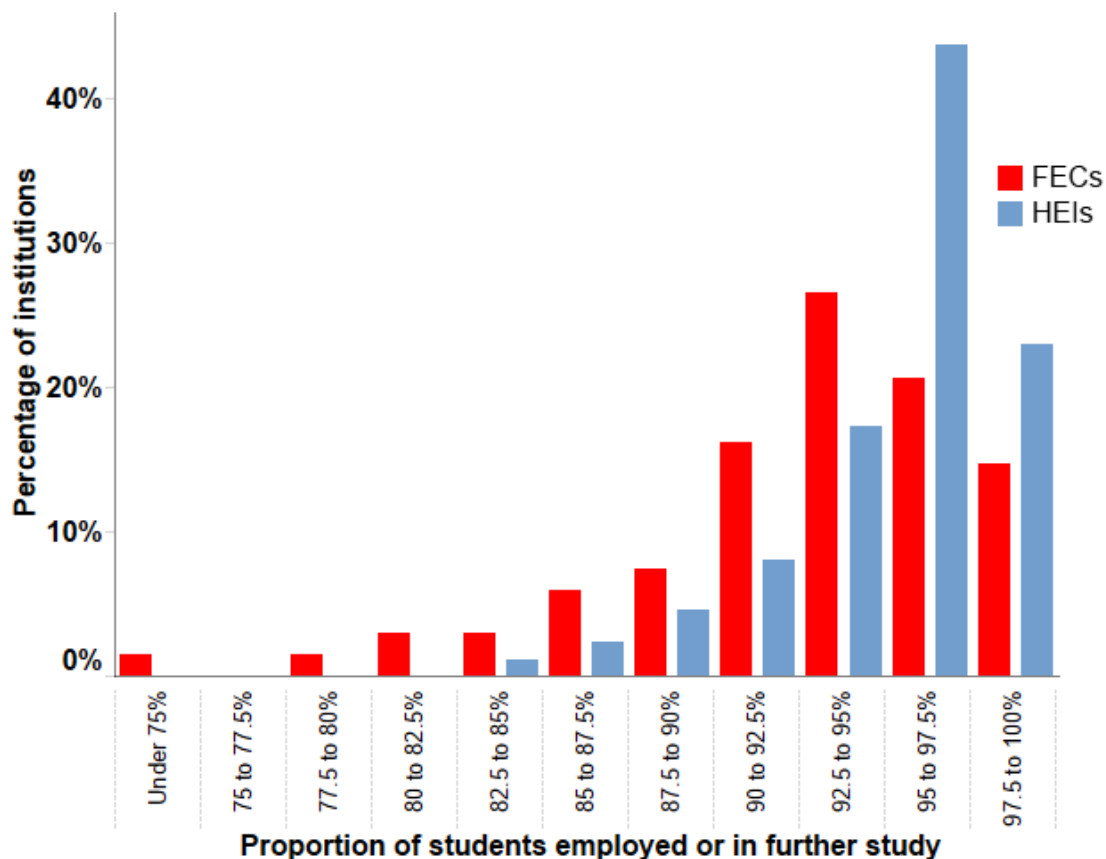
79. Figure 9 shows that 25 per cent of FECs in 2012-13 had an employment indicator better than or equal to the sector-adjusted average for full-time first degree students. This is lower than the 2011-12 value of 32 per cent. Having allowed for differences in the institutions' student profiles of age, qualifications on entry, gender, ethnicity and subject area of study, 25 per cent of FECs performed better than or equal to their sector-adjusted average, with a higher proportion than might be expected of full-time first degree qualifiers who continued in to work or further study.

80. From Table E1a of the accompanying spreadsheet it can be seen that five FECs performed significantly worse than their sector-adjusted average. This compares to only one FEC in 2010-11 and four in 2011-12.

Full-time other undergraduate qualifiers

81. Figure 10 illustrates the spread of the employment indicator proportions across those HEIs and FECs in England with published data.

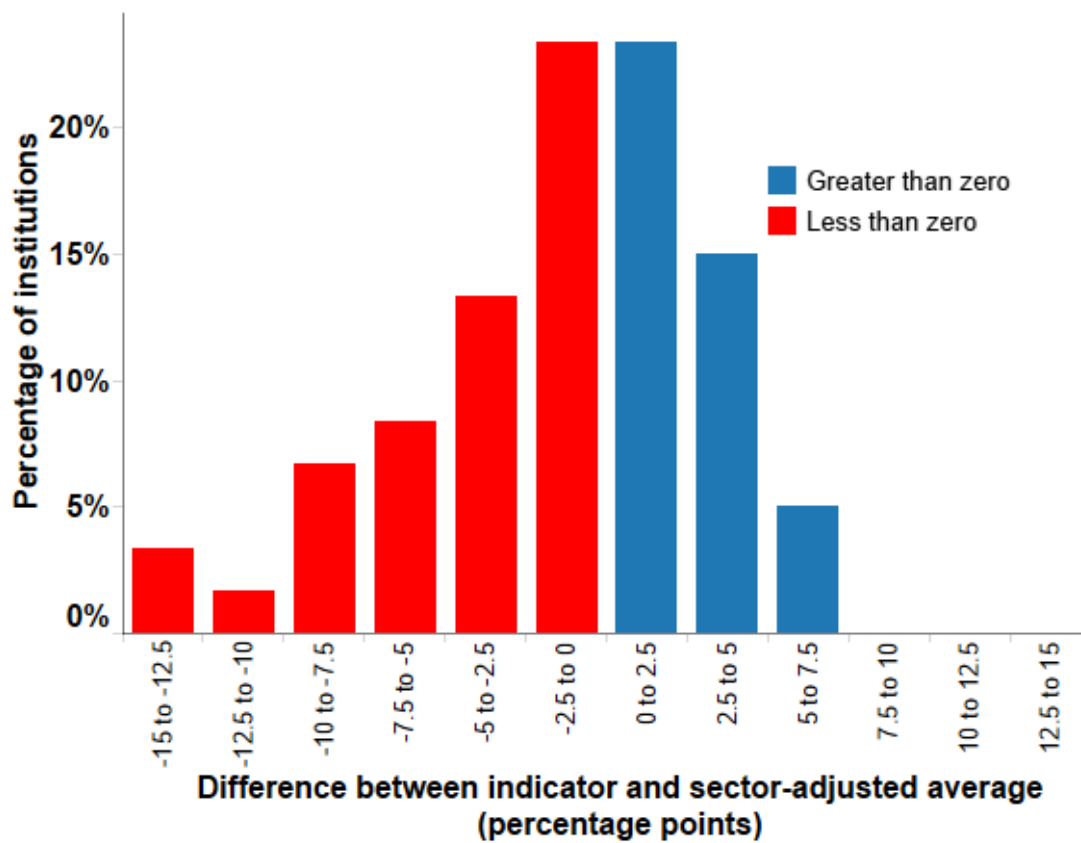
Figure 10: Distribution of employment indicator proportions across institutions (full-time other undergraduate qualifiers)



82. Figure 10 shows that among full-time other undergraduate qualifiers, 92 per cent of HEIs had an employment indicator greater than 90 per cent; this was true for 78 per cent of FECs.

83. As with the full-time first degree qualifiers at an individual FEC, the employment indicator and the sector-adjusted average for an institution can be compared, and the difference between the two calculated. Figure 11 shows the distribution of these differences.

Figure 11: Distribution of the difference between employment indicator and sector-adjusted average across FECs (full-time other undergraduate qualifiers)



84. The sector-adjusted average was greater than the employment indicator for 34 of the 61 FECs that met the population threshold of 23 full-time other undergraduate qualifiers. These institutions are shown with a difference of less than zero in Figure 11. This means that having allowed for differences in the institutions' student profiles of age, qualifications on entry, gender, ethnicity and subject area of study, 44 per cent of FECs performed better than their sector-adjusted average, and thus had a higher proportion than might be expected of full-time other undergraduate qualifiers who went on to work or further study. This is a decrease from 57 per cent in 2011-12 and 58 per cent in 2010-11.

85. Table E1b of the accompanying spreadsheet shows that one FEC performed significantly better, and one significantly worse, than their sector-adjusted averages.

List of abbreviations

BTEC	Business and Technology Education Council qualification
DLHE	Destinations of Leavers in Higher Education survey
FE	Further education
FEC	Further education college
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HEIFES	Higher Education in Further Education: Students survey
HESA	Higher Education Statistics Agency
HNC	Higher National Certificate
HND	Higher National Diploma
ILR	Individualised Learner Record
JACS	Joint Academic Coding System
LDCS	Learn Direct Classification System
LPN	Low-participation neighbourhood
ONC	Ordinary National Certificate
OND	Ordinary National Diploma
POLAR	Participation of Local Areas
UKPI	UK Performance Indicator
VCE	Vocational Certificates of Education
WP	Widening participation