

May 2010/13

**Issues paper**

This report is for information

This report compares, by ethnicity, the characteristics of the UK-domiciled entrants to full-time, first degree courses in 2002-03 as well as their progression routes through their first degree studies.

# Student ethnicity

## **Profile and progression of entrants to full-time, first degree study**

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# Student ethnicity: experiences in full-time, first degree study

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Of interest to those responsible for	Equalities, Student data, Planning, Teaching, Learning, Student experience
Reference	2010/13
Publication date	May 2010
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## Executive summary

### Purpose

1. This report compares, by ethnicity, the characteristics of the UK-domiciled entrants to full-time, first degree courses in 2002-03 and their progression routes through their first degree studies.
2. We do not try to examine the significant body of work that has already been done on ethnicity issues within higher education but aim to build on it by presenting new data via tracking a cohort of first degree entrants through their studies.

### Key points

#### Note

3. Unless otherwise referenced, the cohort of entrants discussed in this summary section consists of UK-domiciled entrants to full-time, first degree study in 2002-03.

### Entrant profiling

4. The percentage of young<sup>1</sup> UK entrants who were from a minority ethnic background increased steadily from 1996-97 to 2002-03 and this trend continued to 2006-07, with an overall increase of seven percentage points. A similar trend was seen for mature entrants.
5. In 2002-03, at least 20 per cent of young entrants in each minority ethnic group came from London and studied in London, compared to just 3 per cent of White entrants.
6. Black entrants were older on average on entry in 2002-03: 43 per cent of Black entrants were 21 or over in 2002-03 compared with rates of around 20 per cent or under for all other ethnic groups.

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<sup>1</sup> 'Young' students are those aged under 21 on entry; 'mature' students are those aged 21 and over.

7. Black, Chinese, Pakistani and Bangladeshi young entrants were found to be more likely to come from low-participation areas compared to White entrants and those from other minority ethnic backgrounds.
8. Of students with known entry qualifications, a lower proportion of Black students entered with A-levels compared to entrants from other ethnic groups: 81 per cent for young students and 10 per cent for mature.
9. More White young entrants stay in institution-maintained accommodation in their year of entry than entrants from other ethnicities.
10. More Black, Pakistani and Bangladeshi entrants study at institutions with lower entry qualification profiles than White and other minority ethnic entrants.
11. Minority ethnic entrants are concentrated in a smaller number of institutions compare to White entrants, who are distributed more evenly across the sector.

### **First year continuation**

12. For both mature and young entrants, the first-year continuation rates varied between the different ethnic groups. For example, among young entrants, 88 per cent of Chinese entrants continued into their second year, compared to 86 per cent of White entrants, 82 per cent of Black entrants and 79 per cent of Pakistani and Bangladeshi entrants.
13. However the varying student profiles (in terms of subject area of study, the qualifications of the student on entry and whether they were studying at a London institution) of the different ethnic groups account for many of the differences seen.

### **First degree qualification**

14. The analysis found that young, minority ethnic students take longer to complete their studies. This was driven by two main factors:
  - a. A greater proportion of young White students qualified in their expected final year (based on course length on commencement) than young finalists from other ethnic groups.
  - b. However, despite differences in the proportion of finalists that qualified in their expected final year, there were only small differences in the proportion of finalists who left higher education eventually without a first degree award. This was because the rates of students who continued on the same course or changed to another course were much higher for many of the minority ethnic groups than the White group.
15. Among mature students, White finalists were more likely to qualify with a degree than finalists from other ethnic groups: 89 per cent of mature White final-year students qualified, compared to 81 per cent of mature Indian, Chinese and other Asian finalists, and 75 per cent of mature Black finalists.
16. The variations in these rates are not entirely accounted for through the variation in different student profiles for the different ethnic groups.

### **Degree classification**

17. There was a large difference between the different ethnic groups in the proportion of young final-year students awarded a first or upper second class degree. White finalists had a rate 25 percentage points higher than the rate for Black finalists, and 20 percentage points higher than Pakistani and Bangladeshi finalists. Some, but not all, of these differences can be explained by the differing profiles of the students.

18. In terms of mature students, 25 per cent of Black final-year students were awarded a first or upper second class degree, compared to 29 per cent of Pakistani and Bangladeshi finalists and 61 per cent of White finalists. As with the young students, even when the profile is taken into account, there are substantial differences between the ethnic groups.

### **Action required**

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

## Introduction

20. In this report we bring together, for the first time, a range of quantitative information on the profile in, and progression through higher education (HE) of a cohort of UK-domiciled, full-time, first degree entrants split by their ethnicity. We examine the characteristics of the entrants to full-time, first degree courses in 2002-03, and their progression routes through, and attainment in, their first degree studies.

21. There are three main sections in this report:

- entrant profiling: is there a difference between students from different ethnic groups when they first enter HE?
- student progression within higher education: is there a difference in first-year continuation rates?
- attainment: is there a difference in the number and classification of degrees awarded?

22. There has been a wide range of other work reporting on issues surrounding ethnicity and higher education including:

- a. 'Why the difference? A closer look at higher education minority ethnic students and graduates' (Department for Education and Skills, 2004)<sup>2</sup>
- b. 'Gender gaps in higher education participation' (Department for Innovation, Universities and Skills, 2008)<sup>3</sup>
- c. 'Ethnicity, gender and degree attainment: final report' (Equality Challenge Unit, 2008)<sup>4</sup>
- d. 'What do minority ethnic graduates do?' (Prospects, 2008)<sup>5</sup>
- e. 'The National Student Survey 2005-07: Findings and trends' (HEFCE, 2008)<sup>6</sup>.

23. We do not examine this body of work in this report but aim to build on it by presenting new data, particularly in the area of student progression.

## Data sources and definition of cohort

### Data sources

24. The main data in this report are drawn from the Higher Education Statistics Agency (HESA) individualised student records from 2002-03 to 2006-07 inclusive. The HESA student record provides information about the individual attributes of each student

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<sup>2</sup> Available at [www.dcsf.gov.uk/research/data/uploadfiles/RR552.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RR552.pdf)

<sup>3</sup> Available at [www.dcsf.gov.uk/research/data/uploadfiles/DIUS-RR-08-14.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/DIUS-RR-08-14.pdf)

<sup>4</sup> Available at [www.ecu.ac.uk](http://www.ecu.ac.uk) under Publications.

<sup>5</sup> Available at [www.prospectsnet.com](http://www.prospectsnet.com) under News and information/Graduate Market Trends.

<sup>6</sup> Available at [www.hefce.ac.uk](http://www.hefce.ac.uk) under Learning & teaching/Assuring quality/National Student Survey.

registered at a UK higher education institution (HEI) and the study they are undertaking<sup>7</sup>. It also provides information on the progression through and attainment in higher education.

### **Main cohort of study**

25. The basic cohort we primarily consider comprises the entire group of UK-domiciled students at UK higher education institutions who began a full-time, first degree course in 2002-03. Via administrative data, this cohort of students have been followed through their study in higher education for five years to see whether they graduate with a first degree.

26. Due to variations in data collection approaches, it should be noted that only students registered at higher education institutions (including those on franchised courses) are included in the study. The small proportion of full-time, first degree students registered at further education colleges are therefore not reported here.

### **Ethnicity**

27. Ethnicity in this report is based on the students' responses when asked their ethnicity. Students have 'unknown' ethnicity if their institution does not ask their ethnicity or if the student chooses not to answer.

28. In most of this report we split students into seven main ethnic groups:

- White (which includes those who classify themselves as: White – British; White – Irish; White – Scottish; Irish traveller and other White backgrounds)
- Black (which includes those who classify themselves as: Black or Black British Caribbean; Black or Black British African; and other Black backgrounds )
- Pakistani & Bangladeshi
- Chinese
- Indian & other Asian
- Mixed & other (which includes those who classify themselves as: Mixed – White and Black Caribbean; White and Black African; White and Asian; other mixed backgrounds; and any other ethnic background not already listed)
- unknown (which includes entrants who refused to provide ethnic background information or where the information was not known)<sup>8</sup>.

29. These groups are based on the ethnicity coding in the 2001 Census<sup>9</sup>.

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<sup>7</sup> For more details see [www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=469&Itemid=233](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=469&Itemid=233)

<sup>8</sup> Where two or more ethnic groups have been considered together, a '&' is used to show that these groups have been analysed as a single entity. Where two or more separately analysed groups show the same characteristic, rate or trend, the groups are separated by 'and' and/or comma(s).

<sup>9</sup> For more details see [www.hesa.ac.uk/index.php?option=com\\_collns&task=show\\_manuals&Itemid=233&r=02011&f=01](http://www.hesa.ac.uk/index.php?option=com_collns&task=show_manuals&Itemid=233&r=02011&f=01)

30. There are differences within these broad groups, so where appropriate we show the results by more specific ethnic groups. However, for simplicity and due to the small size of some groups, we mainly report on the broad ethnic groups.

31. We are unable to draw any conclusions about students with unknown ethnicity, so these students will generally not be considered.

## Exclusions

32. For the cohort examined, we have made a number of exclusions due to atypical patterns of study. We therefore exclude those:

- who studied for a degree-level qualification in the previous year (that is, 2001-02 in the case of the main cohort of interest)
- who did not start on year one of their course
- who qualified within two years (three for those who did a placement or studied abroad)
- whose expected length of course (at the start of their programme) was atypical for a full-time, first degree: that is to say not three or four years.

33. In addition to this, we only consider students domiciled in the UK. For context, in paragraphs 41 to 44 we briefly discuss non UK-domiciled entrants.

34. Table 1 shows the initial starting population and the effect on the population size of each exclusion listed in paragraph 32.

**Table 1 Exclusions to the group of students who started in 2002-03**

Starting population	White	Minority ethnic	Unknown	Total
	<b>255,650</b>	<b>66,900</b>	<b>27,765</b>	<b>350,310</b>
Degree-level study in previous year	13,020	4,675	1,975	19,670
Not starting in first year	11,780	6,670	3,220	21,675
Qualify more quickly	9,455	4,270	2480	16,210
Atypical planned course length	13,875	4,625	1,435	19,935
<b>Typical population</b>	<b>207,510</b>	<b>46,660</b>	<b>18,655</b>	<b>272,830</b>
Not UK-domiciled	7,220	8,805	9,720	25,745
<b>Final population</b>	<b>200,290</b>	<b>37,855</b>	<b>8,935</b>	<b>247,085</b>

## Trends over time in cohorts

35. Table 2 shows how the number of young<sup>10</sup>, full-time, first degree UK entrants varies in different years, from 1996-97 to 2005-06. These figures are equivalent to the

<sup>10</sup> See paragraph 54 for a definition of 'young' and 'mature' as used in this report.



final population given in Table 1<sup>11</sup>: this 2002-03 cohort is highlighted in bold in Tables 2 and 3.

**Table 2 Number of young UK students starting in HE 1996-97 to 2005-06**

Starting year	White	Minority ethnic	Unknown	Total	Minority ethnic
1996-97	144,625	18,335	9,540	172,495	11%
1997-98	155,245	21,555	10,945	187,745	12%
1998-99	153,305	22,385	11,545	187,235	13%
1999-00	157,925	23,775	7,760	189,465	13%
2000-01	159,585	26,390	6,885	192,860	14%
2001-02	163,375	28,310	8,385	200,065	15%
<b>2002-03</b>	<b>171,965</b>	<b>30,095</b>	<b>5,655</b>	<b>207,715</b>	<b>15%</b>
2003-04	173,025	31,945	6,750	211,720	16%
2004-05	176,775	34,545	4,340	215,655	16%
2005-06	190,260	38,360	4,815	233,435	17%
2006-07	180,200	39,295	3,970	223,470	18%

Table 2 notes: There are fewer exclusions of students who started in 2003-04 or later. The percentages are based on students with known ethnicity.

36. From Table 2 we can see that the percentage of young UK entrants who were from a minority ethnic background increased steadily from 1996-97 to 2006-07, with an overall increase of seven percentage points.

37. Table 3 shows the same breakdown as Table 2, but for mature students.

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<sup>11</sup> That is, 247,085 = 207,715 young + 39,370 mature.

**Table 3 Number of mature UK students starting in HE 1996-97 to 2005-06**

Year	White	Minority ethnic	Unknown	Total	Minority ethnic
1996-97	33,435	7,000	4,415	44,850	17%
1997-98	31,235	7,095	4,105	42,435	19%
1998-99	26,150	6,745	3,540	36,440	21%
1999-00	24,630	5,810	2,995	33,430	19%
2000-01	24,540	6,270	2,955	33,760	20%
2001-02	27,050	6,895	3,355	37,300	20%
<b>2002-03</b>	<b>28,325</b>	<b>7,760</b>	<b>3,280</b>	<b>39,370</b>	<b>22%</b>
2003-04	29,635	8,345	3,185	41,170	22%
2004-05	29,605	9,085	2,225	40,915	23%
2005-06	30,630	9,725	1,975	42,325	24%
2006-07	29,230	9,365	2,070	40,665	24%

Table 3 notes: There are fewer exclusions of students who started in 2003-04 or later. The percentages are based on students with known ethnicity.

38. Table 3 shows that there was an increase in the proportion of mature entrants who were from minority ethnic backgrounds, from 17 per cent in 1996-97 to 22 percent in 2002-03 and 24 per cent in 2006-07.

## **Entrant profiling**

39. In this section we look at the students who entered higher education in 2002-03, comparing students from different ethnic groups with regard to:

- student characteristics:
  - domicile
  - age of student on entry
  - specific ethnic group
  - sex
  - disability
  - background of students
  - entry qualifications
- course characteristics:
  - subject group
  - placement or study abroad
- institution-related characteristics
  - first-year accommodation

- region of institution
- entry profile of institutions
- distribution of students by institution.

40. We consider young and mature students separately: for more information, see the section on age (paragraphs 54 and 55).

## Student characteristics

### Domicile

#### Country

41. In this section we consider where students lived before they started their course, that is, their domicile. Table 4 shows the country of domicile for young 2002-03 entrants.

**Table 4 Country of domicile for young 2002-03 entrants**

Student domicile	Ethnic groups					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
UK	171,965	4,945	6,245	2,350	11,395	5,155
Other EU	3,740	45	15	30	80	190
Not EU	1390	525	245	3,200	1,385	585
Total	177,095	5,515	6,505	5,580	12,860	5,930
UK	97%	90%	96%	42%	89%	87%

42. Table 4 shows that there were differences between the ethnic groups in the country of domicile. The proportion of entrants from the UK ranged from 97 per cent of White students to 42 per cent of Chinese students.

43. Table 5 shows the same as Table 4, but for mature students.

**Table 5 Country of domicile for mature 2002-03 entrants**

Student domicile	Ethnic groups					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
UK	28,325	3,730	1,015	320	1,350	1,345
Other EU	1,540	65	5	5	30	115
Not EU	550	515	95	805	670	205
Total	30,415	4,310	1,120	1,130	2,050	1,665
UK	93%	87%	91%	28%	66%	81%

44. Table 5 shows that for mature students, just as for young students, the White ethnic group had the highest proportion of UK-domiciled entrants. Ninety-three per cent

of mature White entrants were UK domiciled, compared to 66 per cent of mature Indian & other Asian entrants, and 28 per cent of mature Chinese students.

### Region

45. In this section we consider the UK region in which a student was domiciled before they started their course. Only UK-domiciled students are considered. Table 6 shows the number of young 2002-03 entrants in each region.

**Table 6 Region of domicile for young 2002-03 UK entrants**

<b>Region of domicile</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
South	42,290	300	540	425	1,130	980
London	13,960	3,555	2,120	730	5,265	2,085
Midlands or East	41,515	655	1,450	480	3,530	1,040
North or Yorkshire	38,960	310	1,765	425	1,145	665
Scotland, Northern Ireland or Wales	32,575	70	315	220	210	295
Unknown	2,660	60	55	70	115	90
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
London	8%	73%	34%	32%	47%	41%

Table 6 note: The percentages are based on students with a known domicile, not the total.

46. Table 6 shows that there were large differences in the region of student domicile between different ethnic groups. Seventy-three per cent of young Black entrants were from London, compared to 47 per cent of Indian & other Asian entrants and 8 per cent of White entrants.

47. Nineteen per cent of young White entrants came from Scotland, Northern Ireland or Wales, compared to 10 per cent of Chinese entrants and 1 per cent of Black entrants.

48. Table 7 shows the same as Table 6, for mature students.

**Table 7 Percentage of mature 2002-03 UK entrants from each region**

Region of domicile	Pakistani & Indian & Mixed &					other
	White	Black	Bangladeshi	Chinese	other Asian	
South	6,405	190	105	55	110	175
London	3,220	2,670	295	105	665	640
Midlands or East	5,940	460	250	55	375	215
North or Yorkshire	6,940	305	320	60	135	215
Scotland, Northern Ireland or Wales	5,280	50	40	25	40	70
Unknown	540	60	5	20	25	25
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
London	12%	73%	29%	35%	50%	49%

Table 7 note: The percentages are based on students with a known domicile, not the total.

49. Table 7 shows that for mature students, 73 per cent of Black entrants were from London, compared to 50 per cent of Indian & other Asian entrants, 29 per cent of Pakistani & Bangladeshi entrants and 12 per cent of White entrants.

50. Thirty-two per cent of mature Pakistani & Bangladeshi entrants were from the North or Yorkshire, compared to 10 per cent of mature Indian & other Asian entrants and 25 per cent of mature White entrants.

#### Comparison to national average

51. Here we compare the region of the student domicile to the overall demography of ethnic groups in the UK. We use the 2001 UK Census data<sup>12</sup>, which gives the ethnic group and region for people in the Census.

52. Table 8 compares the proportion of young and mature 2002-03 entrants who lived in London to the proportion of the UK population who lived there in 2001.

**Table 8 Proportion of population living in London**

Population	Pakistani & Indian & Mixed &					other
	White	Black	Bangladeshi	Chinese	other Asian	
UK population	9%	68%	29%	32%	44%	37%
Young HE entrants	8%	73%	34%	32%	47%	41%
Mature HE entrants	12%	73%	29%	35%	50%	49%

<sup>12</sup> For more details see [www.statistics.gov.uk/STATBASE/ssdataset.asp?vlnk=6589](http://www.statistics.gov.uk/STATBASE/ssdataset.asp?vlnk=6589)

53. Table 8 shows, for example, that the proportions of entrants closely reflects the proportions of the UK population living in London.

#### **Age of student on entry**

54. A student is referred to as 'mature' if they are aged 21 or over when they start their course, otherwise they are referred to as 'young' for the purposes of this report. Table 9 shows the age group of 2002-03 UK entrants.

**Table 9 Age group of 2002-03 UK entrants**

<b>Age group</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian or other Asian</b>	<b>Mixed &amp; other</b>
Young	171,965	4,945	6,245	2,350	11,395	5,155
Mature	28,325	3,730	1,015	320	1,350	1,345
<b>Total</b>	<b>200,290</b>	<b>8,675</b>	<b>7,265</b>	<b>2,670</b>	<b>12,745</b>	<b>6,500</b>
Mature	14%	43%	14%	12%	11%	21%

55. Table 9 shows that the proportion of Black students who were 21 or over was significantly higher than for any other ethnic group. Of the 43 per cent of Black students who were mature, 20 per cent were under 26 when they started their course, and a further 19 per cent were between 26 and 40. Only 4 per cent were over 40 when they started their course.

#### **Specific ethnic group**

56. In this section we consider the more specific ethnic groups within the broad groups. Table 10 shows the number of young UK entrants from each ethnic group.

**Table 10 Ethnic group of 2002-03 UK entrants**

Ethnic group	Young		Mature	
	Entrants	% of entrants	Entrants	% of entrants
White	171,965	85%	28,325	78%
Black African	2,735	1%	2,325	6%
Black Caribbean	1,730	1%	1,040	3%
Black Other	485	0%	365	1%
Pakistani	4,650	2%	780	2%
Bangladeshi	1,600	1%	235	1%
Chinese	2,350	1%	320	1%
Indian	9,355	5%	760	2%
Other Asian	2,045	1%	590	2%
Mixed & other	5,155	3%	1,345	4%
<b>Total known</b>	<b>202,060</b>	<b>100%</b>	<b>36,085</b>	<b>100%</b>

57. Table 10 shows that over half of the young Black group was made up of Black African students. The Indian group made up over 80 per cent of the young Indian & other Asian group, and was the largest young minority ethnic group. There were almost three times as many Pakistani students as Bangladeshi.

58. Looking at the mature entrants, Table 10 shows that: just under half of the mature Black group were Black African; there were more Indian students than other Asian; and there were about three times as many Pakistani students as Bangladeshi students. For mature students the largest minority ethnic group was Black African.

### Sex

59. Table 11 shows the sex of the UK entrants in 2002-03.

**Table 11 Sex of young 2002-03 UK entrants**

Sex	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
	Female	93,700	2,990	3,055	1,155	5,860
Male	78,265	1,955	3,195	1,200	5,535	2,280
Total	171,965	4,945	6,245	2,350	11,395	5,155
Female	54%	60%	49%	49%	51%	56%

60. Table 11 shows that in most ethnic groups there were more females than males in the 2002-03 cohort, especially for the group of Black students, of which 60 per cent were female. For Pakistani & Bangladeshi and Chinese students, slightly more students were male than female.

61. Table 12 shows the figures for mature students.

**Table 12 Sex of mature 2002-03 UK entrants**

Sex	Pakistani & Bangladeshi		Chinese	Indian & other Asian		Mixed & other
	White	Black		other	Asian	
Female	16,540	1,920	420	140	605	745
Male	11,785	1,810	600	180	745	600
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,015</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Female	58%	51%	41%	44%	45%	56%

62. Table 12 shows that for mature students in the White, Black, and Mixed & other groups there were more females than males: up to 58 per cent females in the White groups. For the other ethnic groups there were more males than females, especially for Pakistani & Bangladeshi students, of whom just 41 per cent were female.

### Disability

63. In this section we consider students' disability status. This is based on whether or not the student themselves declared a disability. Table 13 shows the disability status of young 2002-03 UK entrants.

**Table 13 Disability status of young 2003-03 UK entrants**

Disability status	Pakistani & Bangladeshi		Chinese	Indian & other Asian		Mixed & other
	White	Black		other	Asian	
No known disability	161,730	4,745	6,075	2,315	11,085	4,910
Known disability	10,235	200	170	40	310	245
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Known disability	6%	4%	3%	2%	3%	5%

64. Table 13 shows that a greater proportion of White and Mixed & other students had a known disability than students in the other ethnic groups. Six per cent of White students had a disability, compared to 3 per cent of Indian & other Asian students and 2 per cent of Chinese students.

65. Further examination of the figures shows that over half (55 per cent) of young White students with a known disability had dyslexia compared with percentages ranging from 31 to 48 per cent for young students from other ethnicities.



66. Table 14 shows the same for mature students.

**Table 14 Disability status of mature 2002-03 UK entrants**

Disability status	Pakistani &		Chinese	Indian &	Mixed &	
	White	Black				Bangladeshi
No known disability	25,415	3,460	960	305	1,275	1,215
Known disability	2,905	270	60	15	75	130
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Known disability	10%	7%	6%	4%	6%	10%

67. Table 14 shows that, as with young entrants, the groups with the greatest proportion of students with a known disability were White and Mixed & other. Ten per cent of White students had a disability, compared to 6 per cent of Indian & other Asian students and 4 per cent of Chinese students.

68. Further examination of the mature figures shows that 43 per cent of White students with a known disability had dyslexia compared with percentages ranging from 21 to 48 per cent for students from other ethnicities.

### Background of students

69. In many reports the socio-economic class of individuals is reported using the National Statistics Socio-economic Classification (NS-SEC) measure<sup>13</sup>. However for this cohort of entrants, a significant proportion have unknown NS-SEC and this proportion varies across the ethnic groups. Table 15 shows the proportion of unknown NS-SEC group split by age and ethnic group.

**Table 15 Proportion of entrants with unknown NS-SEC group**

Age	Pakistani &		Chinese	Indian &	Mixed &	
	White	Black				Bangladeshi
Young	20%	33%	37%	25%	23%	25%
Mature	43%	64%	61%	66%	58%	54%

70. Robust conclusions could not be drawn from the data, so we do not report on the NS-SEC profile in this report. Instead we consider measures of the level of education for the area in which students were domiciled before they started their course. We use different measures for young and mature students. For these measures, the level and variation in the proportion with unknown values is much lower (varying between 1 and 7 per cent) than for NS-SEC.

<sup>13</sup> For further details, see [www.ons.gov.uk](http://www.ons.gov.uk) under About ONS/About statistics/Classifications/Current standard classifications.

71. For young students we use Participation Of Local Areas (POLAR<sup>14</sup>), a measure of the level of young participation in higher education for the areas in which the students lived before they started their course. Put simply, 'young participation' is the proportion of young people in an area who go on to enter higher education aged 18 or 19.

72. The POLAR classification is formed by ranking 2001 Census Area Statistics wards by their young participation rates for the combined 2000-2004 cohorts. This gives five quintiles of areas ordered from '1' (those wards with the lowest participation) to '5' (those wards with the highest participation), each representing 20 per cent of the UK young cohort.

73. We use the students' home postcodes to assign them to one of the five POLAR quintiles. Table 16 shows the number of 2002-03 entrants from each of these quintiles.

**Table 16 Participation of local area for young 2002-03 UK entrants**

POLAR quintile	Pakistani & Bangladeshi		Chinese	Indian & Mixed & other	
	White	Black		other Asian	other
1 Lowest	12,995	400	240	595	400
2	21,460	1,070	375	1,475	730
3	29,640	1,495	475	2,060	1,015
4	42,855	945	465	2,375	1,035
5 Highest	59,615	920	670	4,660	1,820
Unknown	5,400	120	125	230	160
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Quintiles 1 or 2	21%	30%	28%	19%	23%

Table 16 note: The percentages are based on the subtotal – students with a known POLAR quintile, not the total.

74. Table 16 shows that a greater proportion of Pakistani & Bangladeshi, Black and Chinese students came from an area of low higher education participation than the other groups. Thirty-two per cent of Pakistani & Bangladeshi students came from POLAR quintiles 1 or 2, compared to 21 per cent of White students and 19 per cent of Indian & other Asian students.

75. For mature students we calculate the proportion of 16-74 year-olds with a higher education qualification for UK 2001 Census small area statistics wards. These wards are then ranked by this proportion to give the adult higher education qualification quintiles, with each quintile covering 20 per cent of the English 16-74 year-old population.

76. As for young students, postcodes are used to assign the mature students to one of these quintiles. Table 17 shows the number of mature 2002-03 entrants in each.

<sup>14</sup> POLAR in this report refers to the updated measure POLAR2. For more information see [www.hefce.ac.uk](http://www.hefce.ac.uk) under Widening participation/POLAR and participation rates/POLAR2.

**Table 17 Adult HE qualification of local area for mature 2002-03 UK entrants**

Adult HE qualification quintile	Ethnicity					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
1 Lowest	4,095	260	175	20	130	105
2	4,890	355	195	45	230	165
3	5,525	510	190	50	215	195
4	5,715	875	205	65	305	265
5 Highest	7,170	1,620	240	120	420	570
Unknown	925	105	10	20	45	40
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,015</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Quintiles 1 or 2	33%	17%	36%	22%	27%	21%

Table 17 note: The percentages are based on the subtotal: students with a known quintile, not the total.

77. Table 17 shows that for mature students, a greater proportion of Pakistani & Bangladeshi and White entrants came from an area with a low higher education qualification rate than entrants in other ethnic groups. Thirty-six per cent of Pakistani & Bangladeshi entrants came from quintiles 1 or 2, compared to 27 per cent of Indian & other Asian entrants and 17 per cent of Black entrants.

### Entry qualifications

78. Table 18 shows the qualifications on entry for the young UK 2002-03 entrants, the proportion of students with A-level qualifications (vocational and non-vocational) and the proportion of non-vocational A-level students with over 240 UCAS tariff points<sup>15</sup>.

<sup>15</sup> The UCAS tariff is a system for allocating points to qualifications used for entry to higher education. For more details see [www.ucas.com](http://www.ucas.com) under Students/UCAS Tariff.

**Table 18 Entry qualifications for young 2002-03 UK entrants**

Entry qualifications	Ethnicity					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
1-120 tariff points	3,195	240	270	55	385	155
121-240 tariff points	25,750	1,105	1,470	335	2,380	900
241-360 tariff points	50,625	1,075	1,495	585	3,015	1,430
Over 360 tariff points	48,220	435	710	750	2,230	1,195
Vocational A-levels	10,620	600	1,100	175	1,650	350
Access course	3,885	165	60	130	210	185
Others	6,555	455	290	105	450	305
HE	4,200	180	225	55	275	130
Unknown	18,920	690	625	160	805	505
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
A-level qualification	90%	81%	90%	87%	91%	87%
Over 240 tariff points	77%	53%	56%	77%	66%	71%

Table 18 notes: The 'over 240 tariff points' percentage is based on the number of students who entered with non-vocational A-levels, not the total. Both percentages exclude students with unknown entry qualifications.

79. Table 18 shows that among young students, a lower proportion of Black students (with known entry qualification) entered with A-level qualifications (81 per cent) compared to entrants from other ethnic groups. When only non-vocational A-level entrants are considered, the table shows that White and Chinese students had the highest proportion with over 240 tariff points (77 per cent). The lowest was for Black students (53 per cent).

80. Table 19 shows the qualifications on entry for mature 2002-03 UK entrants to higher education.

**Table 19 Entry qualifications for mature 2002-03 UK entrants**

Entry qualifications	Ethnicity					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
1-120 tariff points	1,285	65	50	10	45	40
121-240 tariff points	1,865	105	55	20	80	75
241-360 tariff points	1,095	60	45	10	45	55
Over 360 tariff points	390	10	5	5	20	15
Vocational A-levels	240	45	30	5	45	15
Access course	7,095	1,000	170	80	290	335
HE	4,705	905	190	70	245	270
Others	4,825	660	170	65	230	195
Unknown	6,820	880	300	50	360	350
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
A-level qualification	23%	10%	26%	20%	23%	20%

Table 19 note: Percentages exclude students with unknown entry qualifications.

81. Table 19 shows that, as with young entrants, a lower proportion of Black students (10 per cent) entered with an A-level qualification compared to other ethnic groups.

82. It is interesting to note that a sizeable proportion of mature students entered with an Access course<sup>16</sup> as their main qualification – from 24 per cent of Pakistani & Bangladeshi students to 35 per cent of Black students.

### Course characteristics

83. Now we move on from characteristics of the students themselves to look at characteristics of their course and their institution.

#### Subject group

84. In this section we look at the relationship between the first degree subject studied and ethnicity. Table 20 shows the ethnicity of the young 2002-03 UK entrants in each subject group.

<sup>16</sup> Access courses are qualifications that are specifically designed to prepare students for study at university. They are designed for people who would like to study in HE but who left school without the usual qualifications, such as A-levels.

**Table 20 Subject group for young 2002-03 UK entrants**

Subject group	Ethnic Group					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
Creative arts	20,160	515	175	225	550	635
Foreign languages	6,695	95	65	50	155	280
Humanities	34,430	610	665	135	900	930
Business	30,275	1,345	1,340	645	3,115	1,030
Science	44,830	1,105	2,225	710	3,655	1,235
Engineering and architecture	11,745	365	410	310	865	335
Other	23,835	915	1,365	280	2,160	710
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Engineering, architecture or science	33%	30%	42%	43%	40%	30%

85. Table 20 shows that a greater proportion of Pakistani & Bangladeshi, Chinese and Indian & other Asian students studied an engineering, architecture or science subject than students in the other groups. Forty-three per cent of Chinese students studied one of these subjects, compared to 33 per cent of White students and 30 per cent of Black students.

86. Looking in more detail at the subject groups, there are some notable differences between the ethnic groups. For example, 23 per cent of Pakistani & Bangladeshi students studied computer science, compared to 18 per cent of Indian & other Asian students and 6 per cent of White students. Nine per cent of White students and 10 per cent of Mixed & other students studied languages, compared to less than 5 per cent of the other groups.

87. Ten per cent of Black students and 10 per cent of Pakistani & Bangladeshi students studied law, compared to 5 per cent of White students and 5 per cent of Chinese students.

88. Table 21 shows the same as Table 20, but for mature entrants.

**Table 21 Subject group for mature 2002-03 UK entrants**

<b>Subject group</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
Creative arts	4,165	245	40	55	115	190
Foreign languages	510	50	10	5	15	45
Humanities	6,235	485	140	10	120	195
Business	2,820	935	205	105	245	230
Science	5,600	790	280	80	440	295
Engineering and architecture	1,545	295	90	35	130	105
Other	7,450	920	250	35	295	280
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Engineering, architecture or science	25%	29%	36%	35%	42%	30%

89. Table 21 shows that the proportion of mature students who studied an engineering, architecture or science subject was greater for every minority ethnic group than for White students. Twenty-five per cent of White students studied one of these subjects, compared to 29 per cent of Black students and 42 per cent of Indian & other Asian students.

90. As for young students, a greater proportion of minority ethnic mature students studied computer science than White students: 23 per cent of Indian & other Asian students compared to 6 per cent of White students.

91. Twenty-four per cent of Chinese students studied business and administrative studies, compared to 19 per cent of Black students and 6 per cent of White students. Seventeen per cent of Chinese students studied creative arts and design, compared to 14 per cent of White students and 4 per cent of Pakistani & Bangladeshi students.

#### **Placement or study abroad**

92. Some students did a period of study abroad or a UK work placement during their course. Note that these students cannot be identified until the year the placement or study abroad takes place, due to the recording method. This means this we can only look at students who actually undertook one of these, rather than those who intended to but left their course before doing so.

93. Table 22 shows the ethnicity of the young 2002-03 UK entrants who studied abroad or did a placement as part of their course.

**Table 22 Study abroad or placement for young 2002-03 UK entrants**

Placement or study abroad	Ethnicity					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
Placement	12,220	335	420	195	1,250	305
Study abroad	6,275	105	45	60	200	255
Neither	153,470	4,505	5,780	2,100	9,945	4,595
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Placement	7%	7%	7%	8%	11%	6%
Study abroad	4%	2%	1%	3%	2%	5%

94. Table 22 shows that 7 per cent of young White students did a UK work placement, compared to 11 per cent of young Indian & other Asian students. Four per cent of young White students studied abroad for part of their course, compared to 2 per cent of young Black students and 1 per cent of young Pakistani & Bangladeshi students.

95. Table 23 shows the same breakdown as Table 22, but for mature students.

**Table 23 Study abroad or placement for mature 2002-03 UK entrants**

Placement or study abroad	Ethnicity					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
Placement	890	100	25	20	65	35
Study abroad	290	20	5	0	5	15
Neither	27,145	3,610	990	300	1,285	1,295
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,015</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Placement	3%	3%	2%	6%	5%	3%
Study abroad	1%	1%	0%	1%	0%	1%

96. Table 23 shows that among mature students, 3 per cent of White and 3 per cent of Black students did a placement, compared to 6 per cent of Chinese students. One per cent of mature White students studied abroad during their course, compared to 1 per cent of Black students and 0 per cent of Indian & other Asian students.

## **Institution-related characteristics**

### **First-year accommodation**

97. Table 24 shows the differences between the ethnic groups in first-year accommodation for young entrants.



**Table 24 First-year accommodation for young 2002-03 UK entrants**

<b>First-year accommodation</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
Own home	26,755	865	860	450	1,675	775
Parental or guardian home	30,010	1,710	3,675	515	4,095	1,275
Institution-maintained	98,475	1,915	1,200	1,160	4,715	2,660
Other	5,340	185	185	105	320	180
Unknown	11,390	270	325	125	595	265
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Institution-maintained	61%	41%	20%	52%	44%	54%

Table 24 note: The percentages are based on the total excluding unknown, not the overall total.

98. Table 24 shows that there were significant differences between the different groups in terms of their first-year accommodation. Sixty-one per cent of young White students lived in institution-maintained accommodation, compared to 41 per cent of Black students, 44 per cent of Indian & other Asian students and just 20 per cent of Pakistani & Bangladeshi students.

99. Sixty-two per cent of young Pakistani & Bangladeshi entrants lived at a parental home in their first year, compared to 19 per cent of young White students.

100. Table 25 shows the same as Table 24, but for mature entrants.

**Table 25 First-year accommodation for mature 2002-03 UK entrants**

<b>First-year accommodation</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
Own home	15,170	2,210	335	130	495	695
Parental or Guardian home	4,515	600	460	60	475	255
Institution-maintained	4,215	265	100	75	165	160
Other	1,785	390	60	20	110	140
Unknown	2,640	265	65	35	105	100
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Institution-maintained	16%	8%	10%	26%	13%	13%

Table 25 note: The percentages are based on the total excluding unknown, not the overall total.

101. Table 25 shows that 8 per cent of mature Black students lived in institution-maintained accommodation in their first year, compared to 16 per cent of White students and 26 per cent of Chinese students.

### Region of institution

102. In this section we look at the number of students at institutions in different areas of the UK. Table 26 shows the ethnic breakdown of young 2002-03 UK entrants to institutions in each region.

**Table 26 Region of institution for young 2002-03 UK entrants**

Region of institution	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
South	37,015	645	375	370	1,155	990
London	12,925	2,495	2,330	760	4,405	1,645
Midlands and East	36,130	1,055	1,435	485	3,895	1,100
North	51,480	630	1,805	525	1,695	1,075
Other UK	34,415	115	300	210	240	345
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
London	8%	50%	37%	32%	39%	32%

103. Table 26 shows that a much smaller proportion of young White students studied in London than young students in the other ethnic groups. Eight per cent of young White students studied in London, compared to 39 per cent of young Indian & other Asian students and 50 per cent of young Black students.

104. Twenty per cent of young White students studied outside England, compared to less than 10 per cent of young students in the other ethnic groups and 2 per cent of young Black and young Indian & other Asian students.

105. Table 27 shows the same breakdown as Table 26, but for mature students.

**Table 27 Number and percentage of mature 2002-03 UK entrants in each region, split by broad ethnic group**

Region of institution	% of					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
South	5,860	250	65	40	115	180
London	4,035	2,510	330	115	665	630
Midlands and East	5,425	535	255	55	355	205
North	7,770	360	325	85	185	250
Other UK	5,310	75	45	25	40	75
<b>Total</b>	<b>28,400</b>	<b>3,735</b>	<b>1,015</b>	<b>320</b>	<b>1,355</b>	<b>1,345</b>
London	14%	67%	33%	36%	49%	47%

106. Table 27 shows that 67 per cent of mature Black students attended an institution in London, compared to 33 per cent of mature Pakistani & Bangladeshi students, 49 per cent of mature Indian & other Asian students and 14 per cent of mature White students.

107. As with the young cohort, few minority ethnic students studied outside England: 8 per cent of Chinese students and 2 per cent of Black students.

#### Comparison to student domicile

108. Here we compare the relationship between students' domicile and the region of the institution they attended. For simplicity we only consider London or non-London regions in these comparisons.

109. Table 28 shows the percentage of young 2002-03 UK entrants in each ethnic group, split by the region of their domicile and by the region of their institution.

**Table 28 Percentage of young 2002-03 UK entrants, split by region of domicile and region of institution**

Student region	Institution region	% of					
		White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
London	London	3	46	30	20	30	24
	Other	5	26	4	11	16	17
Other	London	5	4	8	13	9	8
	Other	87	24	59	56	45	51
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

110. Table 28 shows that at least 20 per cent of young students in each minority ethnic group came from London and studied in London, compared to 3 per cent of young White students. For young Black students, the percentage that were domiciled in London and studied there was almost half: 46 per cent.

111. In each minority ethnic group, a greater proportion of the young students who had lived in London also studied there. For young Black students, 46 per cent came from London and studied there, compared to 26 per cent who came from London but studied elsewhere. Thirty per cent of young Pakistani & Bangladeshi students came from London and studied there, compared to 4 per cent who came from London but studied elsewhere. In contrast, 3 per cent of young White students came from London and studied there, but 5 per cent came from London and studied elsewhere.

112. Just 24 per cent of young Black students did not live or study in London, compared to 87 per cent of young White students.

113. Table 29 shows the same as Table 28, but for mature entrants.

**Table 29 Percentage of mature 2002-03 UK entrants, split by region of domicile and region of institution**

Student region	Institution region	% of					
		White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
London	London	9	64	26	27	42	42
	Other	2	8	3	7	7	6
Other	London	5	3	6	9	7	5
	Other	84	25	65	58	44	47
<b>Total</b>		<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

114. Table 29 shows that at least 25 per cent of mature entrants from each minority ethnic group came from London and studied in London, compared to 9 per cent of mature White entrants. Sixty-four per cent of mature Black entrants both came from London and studied there, compared to 8 per cent of came from London and studied elsewhere.

### **Entry profile of institutions**

115. In this section we group institutions by the qualifications held by students when they started. Institutions were included if over 100 students entered with A-levels and the A-level students made up at least 50 per cent of the total number of students at that institution. Using these criteria, 68 institutions were excluded and 87 were included. These 87 institutions were sorted into five groups based on the average number of UCAS tariff points for those students<sup>17</sup>.

<sup>17</sup> See footnote 18 for more information on tariff points.

116. Table 30 shows the number of young students in each group of institutions. Group 1 is the group of institutions with the highest entry profiles, and Group 5 is the group with the lowest. Institutions that did not meet both criteria were included in the group of other institutions, and are excluded from the percentages.

**Table 30 Entry profile of institution for young 2002-03 UK entrants**

Institution entry profile			Pakistani &		Indian &	Mixed &
	White	Black	Bangladeshi	Chinese	other Asian	other
1 Highest	29,940	375	540	2,415	970	970
2	35,595	385	535	1,515	820	820
3	16,835	620	705	1,975	570	570
4	26,920	420	945	1,585	545	545
5 Lowest	17,625	745	845	2,240	685	685
Other institutions	45,050	2,400	2,680	4,020	1,560	1,565
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>13,750</b>	<b>5,155</b>	<b>5,155</b>
Groups 1 or 2	52%	30%	30%	40%	50%	50%
Groups 4 or 5	35%	46%	50%	39%	34%	34%

117. Table 30 shows that the proportion of young Black, Pakistani & Bangladeshi, and Chinese entrants from an institution in the lowest two entry profile groups was higher than for White entrants. Fifty per cent of young Pakistani & Bangladeshi entrants were in institutions from the fourth or fifth group, compared to 35 per cent of young White entrants.

118. Table 31 shows the same for mature students. Note that fewer mature students entered with A-levels, so splitting institutions by A-level points may give an inaccurate view of the entry profile for mature students, but there is no other straightforward method for ranking institutions on, for example, Access courses or previous higher education.

**Table 31 Entry profile of institution for mature 2002-03 UK entrants**

<b>Institution entry profile</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Indian, Chinese &amp; other Asian</b>	<b>Mixed &amp; other</b>
1 Highest	1,260	65	35	55	55
2	2,845	115	35	90	105
3	2,360	305	85	180	130
4	4,880	255	145	170	140
5 Lowest	4,145	455	130	275	180
Other institutions	12,835	2,535	590	900	730
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>1,670</b>	<b>1,345</b>
Groups 1 or 2	27%	15%	16%	19%	26%
Groups 4 or 5	58%	59%	64%	58%	52%

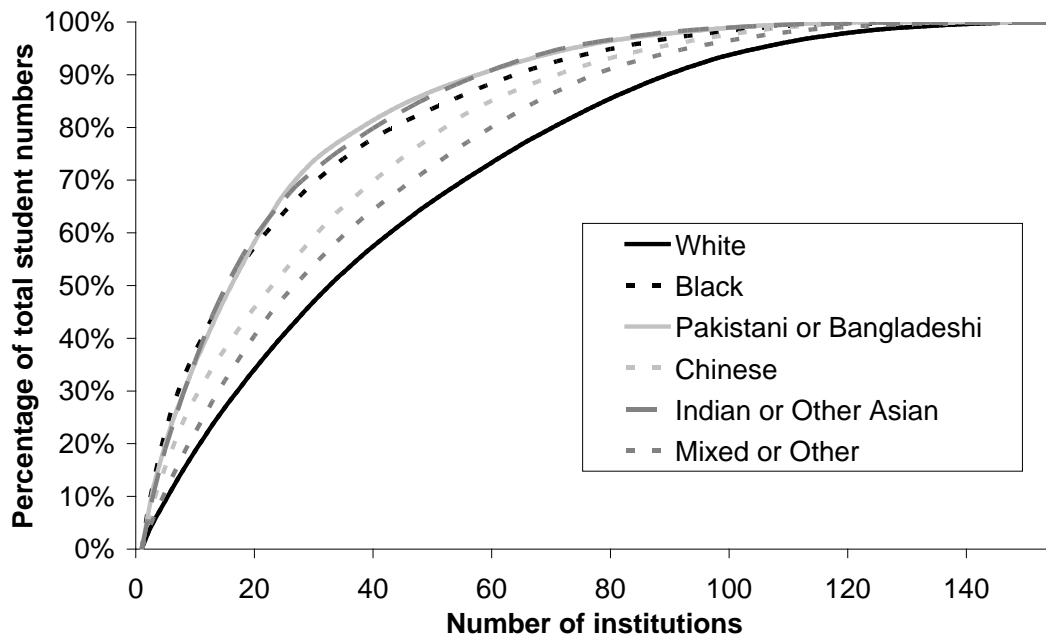
119. Table 31 shows that the proportion of mature students from the lower entry profile groups was greater than for young students. As before, it was much greater for minority ethnic than for mature White students: 67 per cent compared with 47 per cent were from the lower two groups.

#### **Distribution of students by institution**

120. In this section we look at how students from different ethnic groups were distributed across various institutions.

121. Figure 1 shows how the young students of each ethnic group were spread across different institutions. For example, 61 per cent of young Indian & other Asian students were to be found in only 20 institutions. The comparable figure for young White students was 35 per cent.

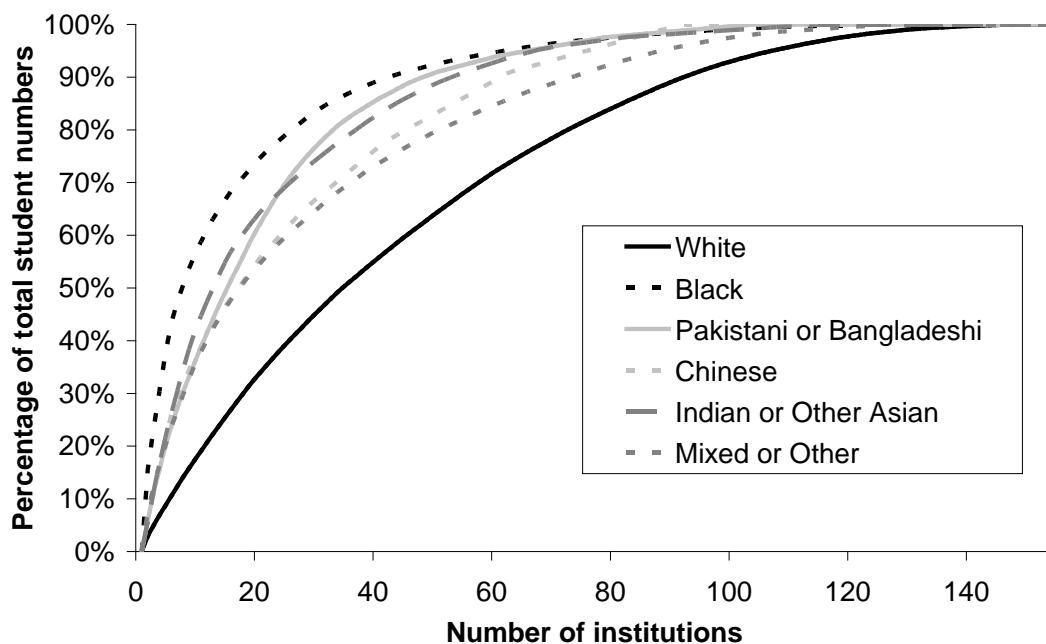
**Figure 1 Distribution of young 2002-03 UK entrants by institution**



122. Figure 1 shows that young minority ethnic students were concentrated at fewer institutions than young White students: the line representing White students is below all the other lines. Half of the young Black, Pakistani & Bangladeshi and Indian & other Asian entrants were at 15 institutions, whereas half of the young White students were at 32 institutions.

123. Figure 2 shows the same analysis as Figure 1, but for mature entrants.

**Figure 2 Distribution of mature 2002-03 UK entrants by institution**



124. Figure 2 shows that mature minority ethnic students were concentrated at fewer institutions than mature White students. Half of the mature Black entrants were at seven

institutions, compared to 12 institutions for mature Indian & other Asian entrants and 34 for mature White entrants.

## **Student progression within higher education**

### **Introduction**

125. Having examined the characteristics of the cohort of full-time, first degree entrants in 2002-03, we focus in this section on the first degree progression patterns for the cohort.

126. We do this initially by presenting broad, year-by-year progression summaries through flow charts. Figure 3 shows the year-on-year position of all the young White 2002-03 entrants from the cohort for each year up to academic year 2006-07.

127. Equivalent flow charts for the other age and ethnic groups are given in Annex A.



**Figure 3 Flow chart showing progression and completion for young White 2002-03 entrants**

**Details of changing course**

End point	Different level	Changed institution	Part-time	Interrupted study
(A)	1,100	5,205	1,690	1,875
(C)	450	1,015	1,600	535
(F)	140	55	1,040	170
(I)	215	240	965	120

**Overall:**

Degree within 5 yrs	141,930
No degree	30,035
% with degree	83%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	6,000	3,865	61%
(B)	1,610	12,185	12%
(C)	1,840	1,765	51%
(D)	1,140	5,840	16%
(E)	2,780	405	87%
(F)	1,035	375	73%

**4th year**

Qualified previous year	88,890	93%
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Continuing course (E)	3,185	3%
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Different course (F)	1,405	1%
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No HE (G)	1,625	2%
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Final year	36,410	85%
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Continuing, not final year (H)	2,520	6%
--------------------------------	-------	----

Different course (I)	1,540	4%
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No HE (J)	2,145	5%
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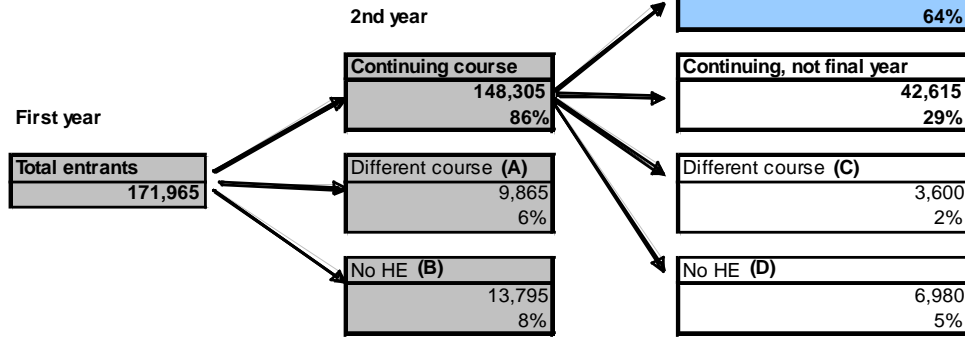
**5th year**

Qualified previous year	35,190	97%
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Continuing course (K)	680	2%
-----------------------	-----	----

Different course (L)	30	0%
----------------------	----	----

No HE (M)	515	1%
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**Degree outcomes at end points (G-M)**

End point	Degree	No Degree	% Degree
(G)	140	1,490	9%
(H)	1,705	815	68%
(I)	805	735	52%
(J)	235	1,910	11%
(K)	525	150	78%
(L)	15	15	50%
(M)	25	490	5%

128. Figure 3 shows that of the 171,965 young White entrants to first degrees in 2002-02, 148,305 (86 per cent) continued on the same course at the same institution in 2003-04. Figure 3 also shows that of these 148,305 continuers in 2003-04, 95,110 (64 per cent of the continuers) were in their final year of first degree studies in the following year (2004-05).

129. Where a student does not follow the typical three- or four-year first degree route, we report the proportion of those students who achieved a first degree within the five-year period examined (August 2002 to July 2006), regardless of which institution awarded them their first degree. For example, if an entrant in 2002-03 did not complete their first year at a particular institution, took a year break, returned in 2004-05 to study a first degree at a different institution, and was awarded a first degree in 2006-07, they would have been one of the 8 per cent reported as being awarded a first degree under end point B.

### **Particular areas of focus**

130. In the remaining sections, we examine in detail the two coloured areas of Figure 3 for students from all ethnic backgrounds. In the 'first-year continuation' section, we look at the patterns of first-year continuation rates for full-time, first degree students (grey boxes).

131. In the second 'attainment' section, we consider only those students who reached the final year of their course; we look at how many of them qualified and what degree classifications were awarded (light blue boxes).

132. In addition to simple summaries of rates of continuation or attainment, where appropriate, we also provide modelling results that allow for differences in rates attributed to particular differences in the profiles of ethnic groups to be isolated and identified. This process is described more fully in paragraphs 149 to 159.

### **First-year continuation**

133. Now we consider the outcome of the first year of a student's full-time, first degree studies. The possible outcomes are:

- a. The student continued into the second year of their full-time, first degree.
- b. The student changed higher education course: that is, they changed institution, stopped studying for a first degree, stopped studying full-time or they were recorded by their institution as leaving<sup>18</sup>.
- c. The student left higher education altogether<sup>19</sup>.

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<sup>18</sup> The student is generally reported as changing course in the administrative data if they either change institution, mode of study and/or level of study. Minor changes in subject area would not trigger the student to be marked as changing course.

<sup>19</sup> Note that if a student is recorded as continuing on the same course but leaving before December in their second year we count them as leaving HE after their first year, not continuing. This is the same approach as taken by HESA when creating performance indicators for institutions. The reason is that if a student intends to continue at the end of their first year but does not return to start their second year, their institution may record them as continuing and leaving soon after, whereas in fact they did not

134. The percentage of students who continued is referred to here as the first-year continuation rate. Table 32 shows this rate for the young UK students who started in 2002-03.

**Table 32 First-year continuation rate for young 2002-03 UK entrants**

<b>Result of first year</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
Continued to second year	148,310	4,070	4,950	2,075	9,555	4,325
Changed course	9,875	525	740	155	1,170	435
Left HE	13,780	350	560	120	675	395
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Continued	86%	82%	79%	88%	84%	84%
Left HE	8%	7%	9%	5%	6%	8%

135. Table 32 shows that the first-year continuation rates for young students varied between the different ethnic groups. Eighty-eight per cent of young Chinese entrants continued into their second year, compared to 86 per cent of young White entrants, 82 per cent of young Black entrants and 79 per cent of young Pakistani & Bangladeshi entrants.

136. Of students who did not continue on the same course, most young White students left higher education, whereas most young students from the other ethnic groups changed to a different course. The proportion of young White entrants who left higher education was the highest, 8 per cent, compared to 7 per cent of young Black entrants and 6 per cent of young Indian & other Asian entrants.

137. Table 33 gives more detail on the students who moved to a different course. 'Interrupted study' refers to students recorded as leaving their course in their first year who are studying full-time at the same institution for a first degree the next year.

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continue. This exclusion is only made for students continuing to their second year; the differences are less significant in other years.

**Table 33 Result of first year for young 2002-03 UK entrants**

Further details of first year	Pakistani & Bangladeshi				Indian & other Asian	Mixed & other
	White	Black	Chinese			
Changed course:						
Not aiming for first degree	1,100	55	100	10	105	30
Changed institution	5,210	200	335	80	530	220
Part-time	1,690	180	195	45	345	115
Interrupted study	1,875	85	110	25	190	70
<b>Total changed course</b>	<b>9,875</b>	<b>525</b>	<b>740</b>	<b>155</b>	<b>1,170</b>	<b>435</b>
Continued course	148,310	4,070	4,950	2,075	9,555	4,325
Left HE	13,780	350	560	120	675	395
<b>Total</b>	<b>171,965</b>	<b>4,945</b>	<b>6,245</b>	<b>2,350</b>	<b>11,395</b>	<b>5,155</b>
Changed institution	3%	4%	5%	3%	5%	4%
Part-time	1%	4%	3%	2%	3%	2%

Table 33 note: The percentages are based on the overall total, not the subtotal of students who changed course.

138. Table 33 shows that most young students who were on a different course after their first year either changed institution or stopped studying full-time. Five per cent of Pakistani & Bangladeshi, and Indian & other Asian, young entrants changed institution by the start of their second year, compared to 4 per cent of young Black students and 3 per cent of young White students. Three per cent of young Indian & other Asian entrants started studying part-time, compared to 4 per cent of young Black students and 1 per cent of young White students.

139. Table 34 shows the result of the first year for mature entrants.

**Table 34 First-year continuation rate for mature 2002-03 UK entrants**

Result of first year	Pakistani & Bangladeshi				Indian & other Asian	Mixed & other
	White	Black	Chinese			
Continued to second year	22,335	2,515	640	230	910	935
Changed course	1,645	440	115	25	135	145
Left HE	4,345	775	260	65	305	260
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Continued	79%	67%	63%	71%	67%	70%
Left HE	15%	21%	25%	20%	23%	19%

140. Table 34 shows that mature White entrants had a first-year continuation rate of 79 per cent, the highest of all the ethnic groups. In comparison, mature Black, Indian & other Asian entrants had a first-year continuation rate of 67 per cent, and mature Pakistani & Bangladeshi entrants had the lowest continuation rate: 63 per cent.

141. In every group most of those who did not continue left higher education. Mature White entrants had the lowest proportion of mature entrants who left higher education: 15 per cent, compared to 25 per cent of mature Pakistani & Bangladeshi entrants and 21 per cent of mature Black entrants.

142. Table 35 shows more detail on the students that changed course.

**Table 35 Result of first year for mature 2002-03 UK entrants**

<b>Result of first year</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
Changed course:						
Not aiming for first degree	440	65	20	5	25	30
Changed institution	430	95	30	5	45	50
Part-time	520	220	40	15	50	50
Interrupted study	255	65	25	0	15	20
<b>Total changed course</b>	<b>1,645</b>	<b>440</b>	<b>115</b>	<b>25</b>	<b>135</b>	<b>145</b>
Continued course	22,335	2,515	640	230	910	935
Left HE	4,345	775	260	65	305	260
<b>Total</b>	<b>28,325</b>	<b>3,730</b>	<b>1,020</b>	<b>320</b>	<b>1,350</b>	<b>1,345</b>
Changed institution	2%	2%	3%	1%	3%	4%
Part-time	2%	6%	4%	5%	4%	4%

Table 35 note: The percentages are based on the overall total, not the subtotal of students that changed course.

143. Table 35 shows that a greater proportion of mature entrants than young entrants started studying part-time by the start of their second year. Six per cent of mature Black entrants stopped studying full-time, compared to 4 per cent of mature Indian, Chinese & other Asian entrants and 2 per cent of mature White entrants.

### **Trends over time**

144. Table 36 shows the changes to the first-year continuation rate for young UK entrants from 1996-97 to 2005-06, and the average for all students in each group over the period.

**Table 36 First-year continuation rate for young UK entrants 1996-97 to 2005-06**

Starting year	Pakistani & Bangladeshi				Indian & other Asian	Mixed & other
	White	Black	Chinese			
1996-97	87%	82%	78%	89%	82%	84%
1997-98	87%	79%	77%	90%	84%	84%
1998-99	87%	79%	78%	87%	83%	83%
1999-00	87%	80%	79%	87%	83%	82%
2000-01	87%	81%	79%	89%	84%	83%
2001-02	87%	81%	80%	90%	85%	85%
<b>2002-03</b>	<b>86%</b>	<b>82%</b>	<b>79%</b>	<b>88%</b>	<b>84%</b>	<b>84%</b>
2003-04	87%	83%	81%	88%	86%	84%
2004-05	87%	83%	83%	89%	86%	86%
2005-06	87%	82%	82%	89%	85%	85%

Table 36 note: There were fewer exclusions made to students who started in 2003-04 or later. Main cohort of focus marked in bold.

145. Table 36 shows that there was little systematic change in the first-year continuation rate for young students starting from 1996-97 to 2005-06.

146. Table 37 shows the same as Table 36, but for mature students.

**Table 37 First-year continuation rate for mature UK entrants 1996-97 to 2005-06**

Starting year	Pakistani & Bangladeshi				Indian & other Asian	Mixed & other
	White	Black	Chinese			
1996-97	79%	69%	65%	73%	69%	69%
1997-98	79%	67%	63%	74%	66%	72%
1998-99	78%	68%	61%	73%	67%	71%
1999-00	78%	66%	63%	70%	66%	70%
2000-01	79%	70%	65%	67%	69%	75%
2001-02	79%	71%	66%	79%	73%	74%
<b>2002-03</b>	<b>79%</b>	<b>67%</b>	<b>63%</b>	<b>71%</b>	<b>67%</b>	<b>70%</b>
2003-04	79%	68%	69%	72%	69%	73%
2004-05	80%	68%	69%	72%	71%	75%
2005-06	80%	69%	66%	68%	71%	73%

Table 37 note: There were fewer exclusions made to the students who started in 2003-04 or later. Main cohort of focus marked in bold.

147. Table 37 shows that for mature entrants, as for young entrants, there was little systematic change over the period.

## Modelling

148. We have seen in the earlier part of this report that students of different ethnic groups tend to have different profiles in a number of characteristics. As a result of this, it is difficult to make a straightforward comparison between students of different ethnic groups: any apparent difference between the groups could be driven by the difference in their profile.

149. Therefore, in addition to the simple summaries, we have done some basic modelling to find the expected progression rate for a group of students in the same age group, with the same entry qualifications and studying in the same subject area. We also account for whether or not they studied in London. This provides us with a 'benchmark', which is the sector average for students of that profile.

150. A similar benchmark approach is used in the HESA performance indicators which attempted to account for an institution's student profile when reporting institutional performance. HESA describes the performance indicator benchmark as follows:

'Because there are such differences between institutions, the average values for the whole of the higher education sector are not necessarily helpful when comparing HEIs. A sector average has therefore been calculated which is then adjusted for each institution to take into account some of the factors which contribute to the differences between them. The factors allowed for are subject of study, qualifications on entry and age on entry (young or mature).'<sup>20</sup>

151. In this report, rather than reporting the performance of institutions, we are attempting to take some account of the subject of study, qualifications on entry, age profile and location of study for the various ethnic groups. This modelling approach allows us to see what unexplained differences remain between ethnic groups once these factors have been accounted for. This approach can only take these factors into account from a quantitative point of view and is restricted by the data available for these factors. For example, we do not attempt to classify a student's entry qualifications in fine detail but are able to categorise the qualifications into one of around 20 groups.

152. Therefore we can compare students in different ethnic groups to the sector average (or benchmark), to see if there is a statistically significant unexplained difference between the observed rates and expected rates based on the profile (with regard to subject, qualification on entry, age and location of study) of the ethnic group<sup>21</sup>.

153. Table 38 shows the actual continuation rates and the benchmarks (expected continuation rates based on profile) for young 2002-03 UK entrants.

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<sup>20</sup> Taken from 'PIs 2007/08: Guide to PIs' which may be read in full at [www.hesa.ac.uk/index.php/content/view/1703/141](http://www.hesa.ac.uk/index.php/content/view/1703/141).

<sup>21</sup> This modelling uses the same method as HESA's performance indicators. For more information see [www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1690&Itemid=141](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1690&Itemid=141).

**Table 38 Actual and expected first-year continuation rates for young 2002-03 UK entrants**

<b>Ethnic group</b>	<b>Entrants</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	171,965	86%	86%	0%
Black	4,945	82%	79%	3%
Pakistani & Bangladeshi	6,245	79%	78%	[1%]
Chinese	2,350	88%	87%	2%
Indian & other Asian	11,395	84%	83%	[1%]
Mixed & other	5,155	84%	83%	[1%]

Table 38 note: If the difference is not statistically significant, it is shown in brackets.

154. Table 38 shows that in the case of young Black students, the expected rate of continuation (the 'benchmark' figure) based on the profile of young Black students in the cohort was 79 per cent. This was three percentage points lower than the actual observed continuation rate (82 per cent) implying that there was an unexplained higher continuation rate for young Black entrants compared to their profile (based on subject, qualification on entry, age and location).

155. Figure 4 shows this more clearly. Figure 4 shows that the young Black, Pakistani & Bangladeshi, and Indian & other Asian, ethnic groups all have statistically significant higher continuation rates relative to their profiles. The figure also shows that young White continuation rates are slightly lower than would be expected based on these students' profile.

156. When reporting modelling results in this report, the figure rather than the table is shown. The associated tables can be found in Annex B.



**Figure 4 Difference between actual and benchmarked first-year continuation rates for young 2002-03 UK entrants**

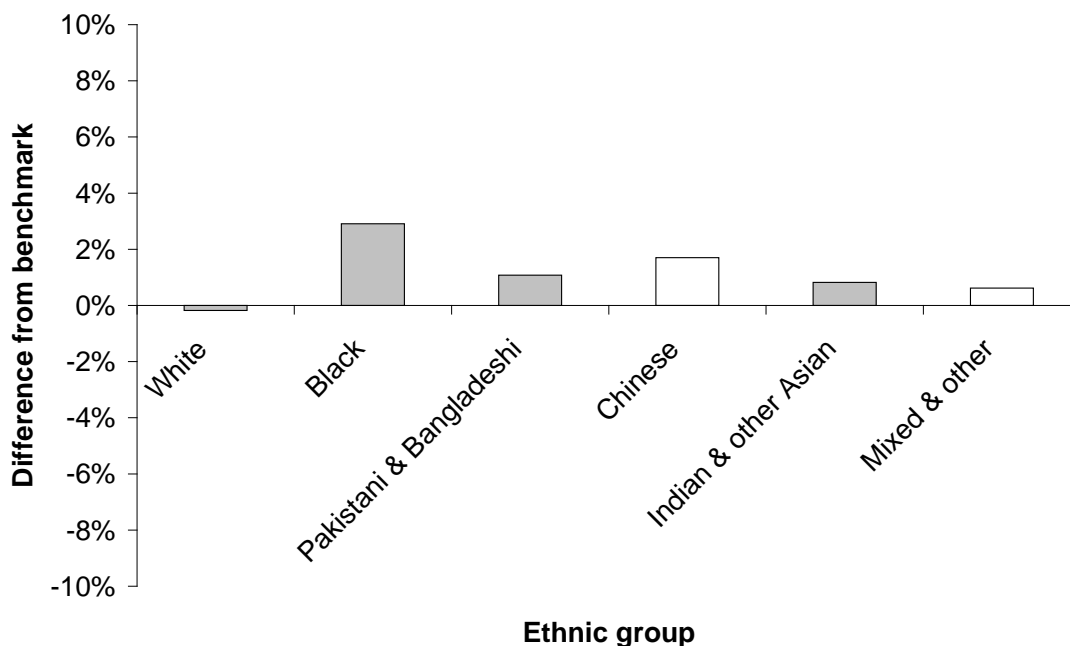


Figure 4 note: Statistically insignificant differences are shown in white and significant differences in grey.  
 157. Figure 5 shows the same as Figure 4, but for mature entrants.

**Figure 5 Difference between actual and benchmarked first-year continuation rates for mature 2002-03 UK entrants**

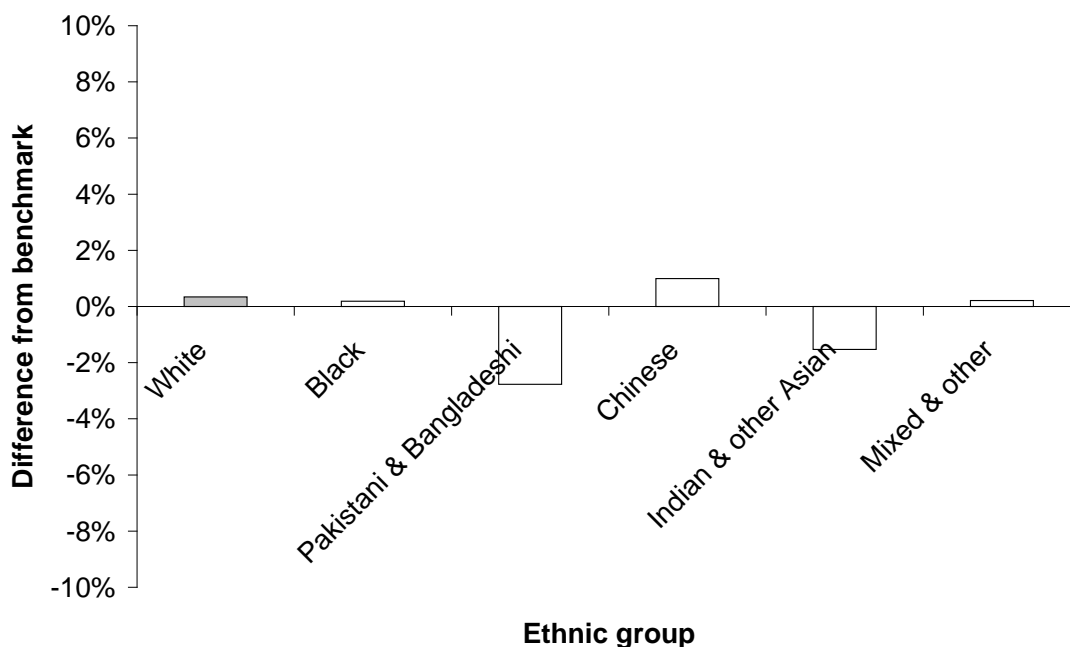


Figure 5 note: See Annex C Table C1 for further details. Statistically insignificant differences are shown in white and significant differences in grey.

158. For mature entrants all minority ethnic groups had a continuation rate that was not significantly different from their benchmark, whereas mature White entrants had a rate that was slightly above their benchmark. This shows that even though there were substantial differences in the continuation rate between mature White and minority ethnic groups, most of this could be explained by the profile of the students.

## Attainment

159. In this section we consider only those students who reached the final year of their course, looking at how many of them qualified and what degree classifications were awarded. As before we consider the cohort of 2002-03 entrants, so here we look at those who reached their final year in 2004-05 or 2005-06. These students are within the shaded boxes of the third, fourth and fifth years in Figure 3. Among young White students, 95,110 reached their final year in 2004-05 (that is, the third year of a three-year course) and 36,410 reached their final year in 2005-06 (fourth year of a four-year course). Both sets of finalists had no breaks in full-time, first degree study.

160. Table 39 shows the number of young finalists and the proportion who qualified from each ethnic group. It shows that of the 131,550 young White 2002-03 entrants who reached their final year in the third or fourth year of their course, 94 per cent qualified with a first degree in that final year.

**Table 39 Result of final year for young UK finalists**

Result of final year	Ethnic Group					
	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
Qualified	124,105	2,795	3,345	1,655	7,270	3,380
Continued course	3,865	205	220	75	365	145
Changed course	1,435	150	205	35	265	95
Left HE	2,140	100	105	30	135	85
<b>Total</b>	<b>131,550</b>	<b>3,250</b>	<b>3,875</b>	<b>1,795</b>	<b>8,040</b>	<b>3,705</b>
Qualified	94%	86%	86%	92%	90%	91%
Left HE	2%	3%	3%	2%	2%	2%

161. Table 39 shows that a greater proportion of young White finalists qualified than young finalists from other ethnic groups. Ninety-four per cent of young White final-year students achieved a degree, compared to 92 per cent of young Chinese finalists, 86 per cent of young Black, Pakistani & Bangladeshi finalists.

162. However, despite substantial differences in the proportion of finalists who qualified, there were only small differences in the proportion of finalists who left higher education without a first degree award: 3 per cent of young Pakistani & Bangladeshi finalists, compared to 3 per cent of young Black finalists and 2 per cent of young White finalists. This is explained because the rates of students who continued on the same course or

changed to another course are much higher for Black (11 per cent), and Pakistani & Bangladeshi (11 per cent) groups in compared to the White group (4 per cent).

163. Table 40 shows the same as Table 39, but for mature students.

**Table 40 Result of final year for mature UK finalists**

Result of final year	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
Qualified	16,380	1,305	355	145	540	560
Continued course	855	150	35	5	50	40
Changed course	410	180	35	10	45	50
Left HE	735	120	35	5	30	30
<b>Total</b>	<b>18,380</b>	<b>1,750</b>	<b>460</b>	<b>170</b>	<b>665</b>	<b>675</b>
Qualified	89%	75%	78%	86%	81%	83%
Left HE	4%	7%	8%	3%	5%	4%

164. Table 40 shows that mature White finalists had a substantially higher qualification rate than mature finalists from other ethnic groups. Eighty-nine per cent of mature White final-year students qualified, compared to 81 per cent of mature Indian, Chinese & other Asian finalists, and 75 per cent of mature Black finalists.

165. Seven per cent of mature Black finalists left higher education, compared to 8 per cent of mature Pakistani & Bangladeshi finalists and 4 per cent of mature White finalists.

### Trends over time

166. Table 41 shows the changes over time to the qualification rate for students who reached the final year of their course in their third or fourth year of study, for entrants from 1996-97 to 2003-04.

**Table 41 Final-year qualification rate for young UK finalists, 1996-97 to 2003-04**

Starting year	White	Black	Pakistani & Bangladeshi	Chinese	Indian & other Asian	Mixed & other
1996-97	95%	89%	89%	94%	92%	93%
1997-98	94%	87%	87%	93%	91%	91%
1998-99	94%	86%	85%	93%	89%	92%
1999-00	94%	86%	86%	93%	89%	91%
2000-01	94%	86%	85%	93%	89%	91%
2001-02	94%	86%	84%	93%	89%	92%
<b>2002-03</b>	<b>94%</b>	<b>86%</b>	<b>86%</b>	<b>92%</b>	<b>90%</b>	<b>91%</b>

Table 41 note: Main cohort of focus marked in bold.

167. Table 41 shows that the qualification rates changed from year to year, but every year young White finalists had the highest rate.

168. Table 42 shows the same as Table 41, but for mature finalists.

**Table 42 Final-year qualification rate for mature UK finalists, 1996-97 to 2004-05**

Starting year	Pakistani & Bangladeshi				Chinese	Indian & other Asian	Mixed & other
	White	Black					
1996-97	91%	77%	84%	90%	86%	84%	
1997-98	90%	77%	77%	89%	86%	84%	
1998-99	90%	76%	80%	85%	80%	83%	
1999-00	89%	77%	79%	86%	82%	83%	
2000-01	90%	73%	80%	89%	81%	82%	
2001-02	89%	73%	77%	88%	80%	84%	
<b>2002-03</b>	<b>89%</b>	<b>75%</b>	<b>78%</b>	<b>86%</b>	<b>81%</b>	<b>83%</b>	

Table 42 note: Main cohort of focus marked in bold.

169. Table 42 shows that, as with the young finalists, mature White finalists have the highest qualification rates in every year.

## Modelling

170. Age group, entry qualification, subject group and whether or not the student studied in London have a high impact when considering the proportion of final-year students that achieve their degree, as was the case for first-year progression. Therefore, we will use a similar benchmarking approach as we used for first-year progression to take account of differences in the student profile. In this case, we also take into account the year that a student reached their final year (in other words the third or fourth year). This will provide a benchmark with which to compare the actual completion rate. See the modelling section in first-year continuation (paragraphs 149 to 159) for more details.

171. Figure 6 shows the difference between actual completion rate and the benchmarked rate based on the profile of the students at the start of their course.

**Figure 6 Difference between actual and expected final-year completion rates for young UK finalists**

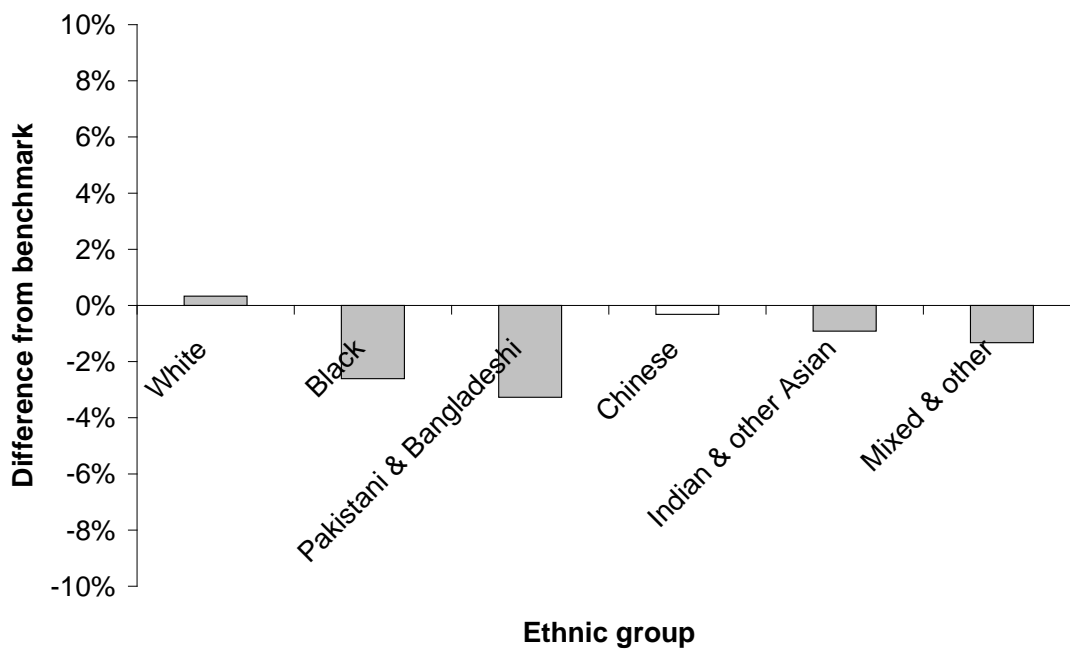


Figure 6 note: See Annex C Table C2 for further details. Statistically insignificant differences are shown in white and significant differences in grey.

172. Figure 6 shows that in all minority ethnic groups except Chinese, fewer young students qualified than expected from their profile, especially for young Pakistani & Bangladeshi students, where the proportion that qualified was three percentage points less than expected.

173. Figure 7 shows the same as Figure 6, but for mature students.

**Figure 7 Difference between actual and expected final-year completion rates for mature UK finalists**

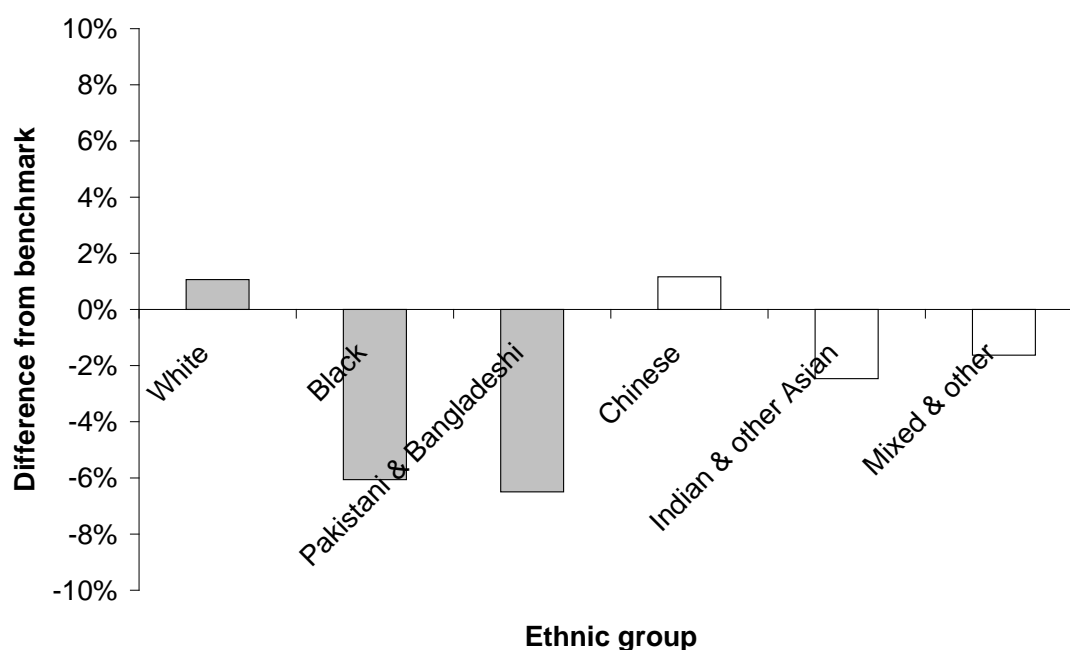


Figure 7 note: See Annex C Table C3 for further details. Statistically insignificant differences are shown in white and significant differences in grey.

174. Figure 7 shows that mature Black, Pakistani and Bangladeshi finalists had a qualification rate six percentage points below their benchmark, compared to mature White finalists whose rate was one point above the benchmark.

## Degree classification

175. In this section, we consider the classifications that students were awarded when they completed their degree. We define the rate of 'high classification' as the proportion of final-year students awarded a first or upper second class degree.

176. Note that some courses, for example some medicine courses, do not classify the degrees they award. Hence in the rate of high classification and in all percentages shown in this section, we exclude the final-year students who were awarded an unclassified degree.

177. It is important to note that this is a different approach for reporting degree classification from those used in other studies on ethnicity (such as 'Ethnicity and degree attainment' (Department for Education and Skills, 2007)<sup>22</sup>). Here we assess the degree classifications of a cohort of students who began their studies in the same year, rather than the classifications of a cohort of students who completed in the same year.

<sup>22</sup> Available at [www.dcsf.gov.uk/research/data/uploadfiles/RW92.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RW92.pdf).

178. Table 43 shows the degree classifications for the students who entered higher education in 2002-03 and reached their final year in 2004-05 or 2005-06.

**Table 43 Degree classifications for young UK finalists**

<b>Degree classification</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
First	14,505	115	200	155	625	320
Upper second	66,040	1,090	1,385	775	3,290	1,750
Other	41,415	1,560	1,675	710	3,260	1,275
Unclassified	2,150	30	80	15	95	35
No degree	7,445	455	530	140	765	325
<b>Total</b>	<b>131,550</b>	<b>3,250</b>	<b>3,875</b>	<b>1,795</b>	<b>8,040</b>	<b>3,705</b>
High classification	62%	37%	42%	52%	49%	56%

Table 43 note: The percentages are based on the total number of final-year students excluding those who were awarded an unclassified degree but including those not awarded a first degree.

179. Table 43 shows that there was a large difference in the rate of high classification between the different ethnic groups. Young White finalists had a rate 25 percentage points higher than for young Black finalists, and 20 percentage points higher than young Pakistani & Bangladeshi finalists. Of the minority ethnic groups, young Mixed & other finalists had the highest rate with 56 per cent but this was six percentage points lower than for young White students.

180. Table 44 shows the same as Table 43, but for mature students.

**Table 44 Degree classifications for mature UK finalists**

<b>Degree classification</b>	<b>White</b>	<b>Black</b>	<b>Pakistani &amp; Bangladeshi</b>	<b>Chinese</b>	<b>Indian &amp; other Asian</b>	<b>Mixed &amp; other</b>
First	2,775	40	15	5	40	65
Upper second	8,130	400	115	60	200	245
Other	4,850	845	215	75	290	240
Unclassified	630	20	10	5	10	10
No degree	1,995	445	100	25	125	115
<b>Total</b>	<b>18,380</b>	<b>1,750</b>	<b>460</b>	<b>170</b>	<b>665</b>	<b>675</b>
High classification	61%	25%	29%	40%	36%	47%

181. Table 44 shows that 25 per cent of mature Black final-year students were awarded a first or upper second class degree, compared to 29 per cent of mature Pakistani & Bangladeshi finalists and 61 per cent of mature White finalists.

## Trends over time

182. Table 45 shows the changes over time to the rate of high classification for 1996-97 to 2004-05 entrants who reached their final year (finalists).

**Table 45 Proportion of young UK finalists awarded a first or an upper second class degree, 1996-97 to 2004-05**

Starting year	Pakistani &		Chinese	Indian &	Mixed &
	White	Black			
1996-97	56%	35%	37%	49%	49%
1997-98	57%	37%	37%	49%	49%
1998-99	59%	38%	37%	50%	54%
1999-00	60%	41%	43%	49%	54%
2000-01	61%	41%	40%	51%	55%
2001-02	61%	39%	39%	48%	59%
<b>2002-03</b>	<b>62%</b>	<b>37%</b>	<b>42%</b>	<b>52%</b>	<b>56%</b>

Table 45 note: Main cohort of focus marked in bold.

183. Table 45 shows that the high classification rate increased from 1996-97 to 2003-04 for all groups. The increase was different for the various groups: the rate of high classification for young Mixed & other finalists increased by seven percentage points over the period, compared to six points for young White finalists, five points for young Indian & other Asian entrants, and two points for young Black and Pakistani & Bangladeshi finalists.

184. Table 46 shows the same as Table 45, but for mature students.

**Table 46 Proportion of mature UK finalists awarded a first or an upper second**

Starting year	Pakistani &		Chinese	Indian &	Mixed &
	White	Black			
1996-97	58%	22%	26%	32%	43%
1997-98	58%	25%	32%	41%	44%
1998-99	59%	25%	36%	34%	44%
1999-00	60%	27%	34%	34%	44%
2000-01	61%	27%	35%	45%	44%
2001-02	60%	27%	30%	46%	49%
<b>2002-03</b>	<b>61%</b>	<b>25%</b>	<b>29%</b>	<b>40%</b>	<b>47%</b>

Table 46 note: Main cohort of focus marked in bold.



185. Table 46 shows that there was significant year-to-year fluctuation in the high classification rates, mainly due to the small number of mature finalists.

## Modelling

186. As in the previous sections, we use a model based on students' entry qualifications, subject group and age group, the year they finished and the location of their institution to determine how much of the differences in high classification rates can be explained by the profile of the students. Note that the benchmarks are based on a population of final-year students excluding any with an unclassified degree.

187. Figure 8 shows the difference between the actual proportions of young UK finalists who achieved a first or upper second class degree compared to the benchmark.

**Figure 8 Difference between actual and expected high classification rates for young UK finalists**

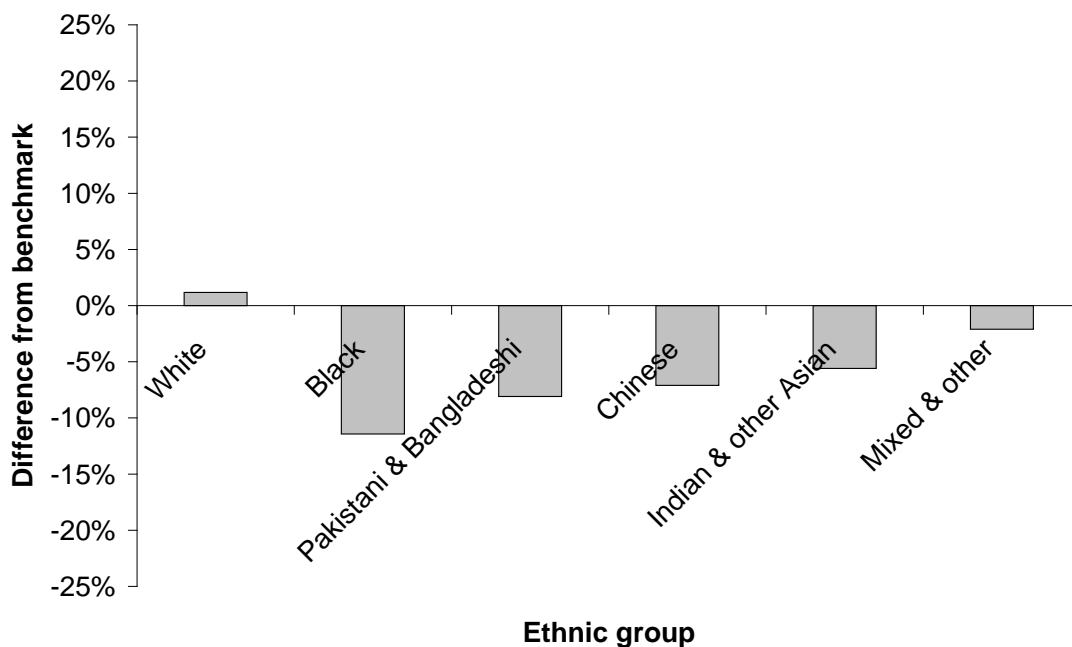


Figure 8 notes: Y axis runs from -25 to +25 per cent. For model figures in other sections, the Y axis runs from -10 to +10 per cent. See Annex C Table C4 for further details. Statistically insignificant differences are shown in white and significant differences in grey.

188. Figure 8 shows that there was an unexplained 11 percentage point difference between the young White and Black finalists, compared to the absolute difference of 25 percentage points. In other words, over half of the difference in the rate between young Black and White finalists can be explained by the profile of the students.

189. There was a difference of nine percentage points between young White and Pakistani & Bangladeshi finalists that can not be explained by their profile, compared to the absolute difference of 21 percentage points.

190. Figure 9 shows the same as Figure 8, but for mature finalists.

**Figure 9 Difference between actual and expected high classification rates for mature UK finalists**

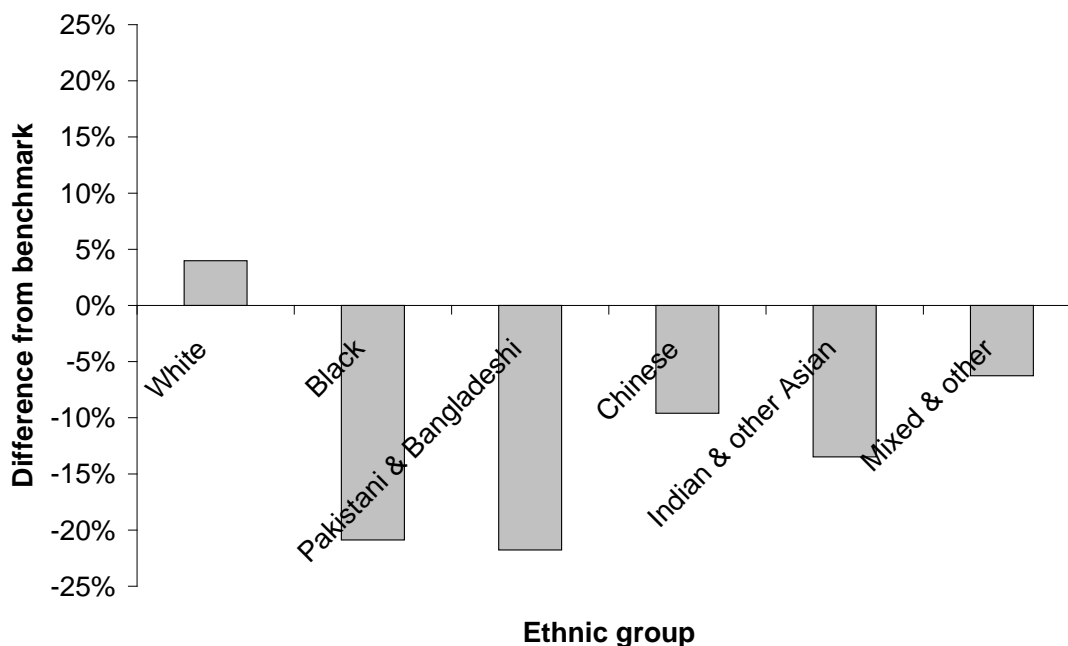


Figure 9 notes: Y axis runs from -25 to +25 per cent. For model figures in other sections, the Y axis runs from -10 to +10 per cent. See Annex C Table C5 for further details. Statistically insignificant differences are shown in white and significant differences in grey.

191. Figure 9 shows that even when the profile is taken into account, there were substantial differences between the different ethnic groups. Mature Pakistani & Bangladeshi finalists had a rate of high classification that was 22 percentage points below their benchmark, compared to mature Black finalists (21 percentage points below) and mature Indian & other Asian finalists (13 percentage points below). In contrast, the rate for mature White finalists was four percentage points above their benchmark.

192. This suggests that the differences between the groups can not be wholly explained by the differences in the student profile. In fact, comparing mature White and Black finalists, less than one third of the difference can be explained by the profile.

# Annex A Flow charts split by ethnicity

Figure A1 Flow chart showing progression and completion for young Black 2002-03 entrants

**Details of changing course**

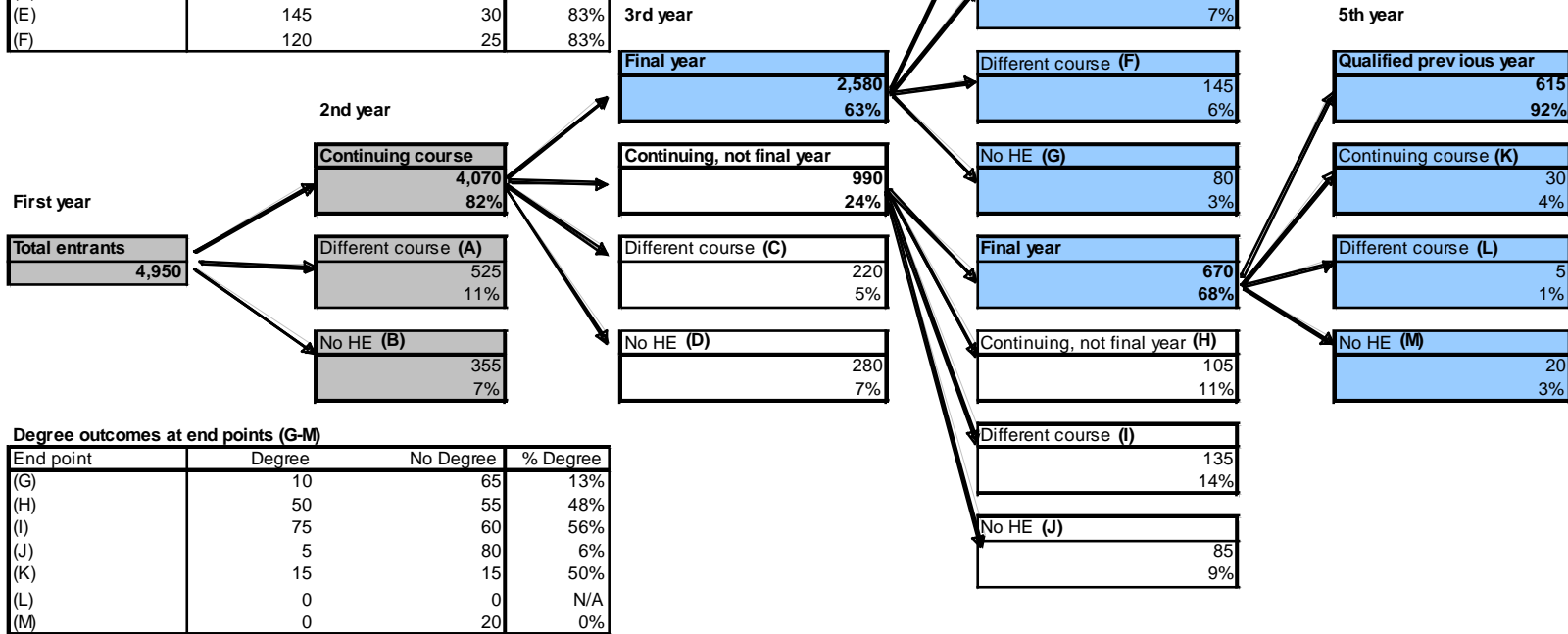
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	55	200	180	90
(C)	15	65	115	25
(F)	5	10	125	5
(I)	0	20	100	10

**Overall:**

Degree within 5 yrs	3,670
No degree	1,275
% with degree	74%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	235	290	45%
(B)	60	295	17%
(C)	105	115	48%
(D)	60	220	21%
(E)	145	30	83%
(F)	120	25	83%



**Figure A2 Flow chart showing progression and completion for young Pakistani & Bangladeshi 2002-03 entrants**

**Details of changing course**

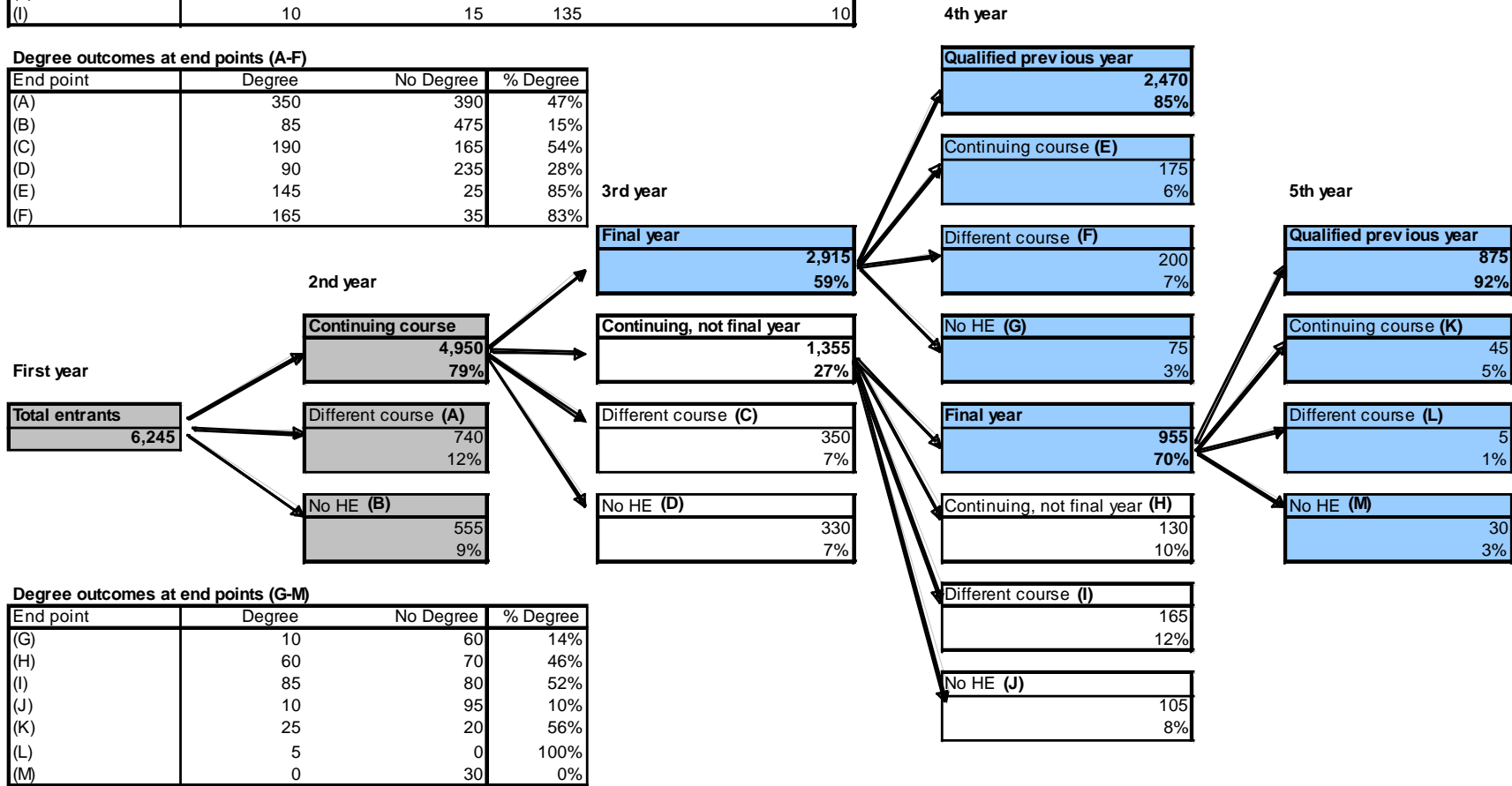
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	100	335	195	110
(C)	30	100	190	35
(F)	10	10	175	10
(I)	10	15	135	10

**Overall:**

Degree within 5 yrs	4,565
No degree	1,680
% with degree	73%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	350	390	47%
(B)	85	475	15%
(C)	190	165	54%
(D)	90	235	28%
(E)	145	25	85%
(F)	165	35	83%



**Degree outcomes at end points (G-M)**

End point	Degree	No Degree	% Degree
(G)	10	60	14%
(H)	60	70	46%
(I)	85	80	52%
(J)	10	95	10%
(K)	25	20	56%
(L)	5	0	100%
(M)	0	30	0%

**Figure A3 Flow chart showing progression and completion for young Chinese 2002-03 entrants**

**Details of changing course**

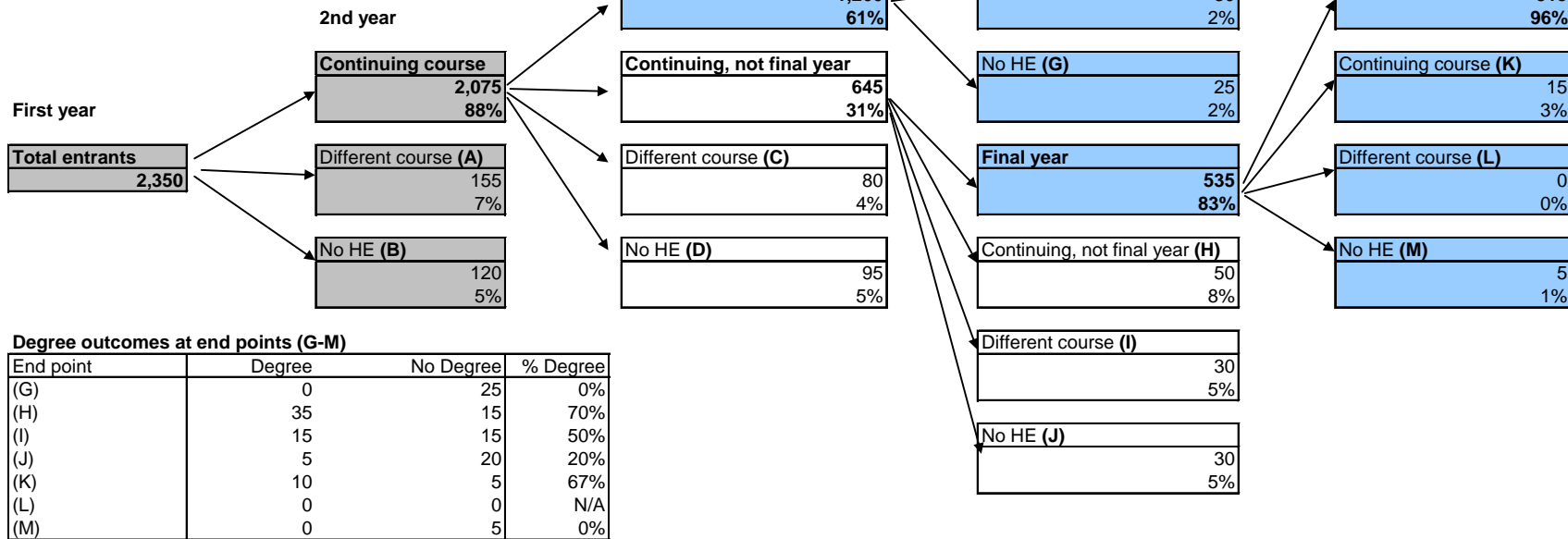
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	10	80	45	25
(C)	5	20	45	15
(F)	0	0	25	5
(I)	5	5	20	0

**Overall:**

Degree within 5 yrs	2,000
No degree	350
% with degree	85%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	95	60	61%
(B)	20	100	17%
(C)	50	30	63%
(D)	30	60	33%
(E)	50	5	91%
(F)	25	5	83%



**Figure A4 Flow chart showing progression and completion for young Indian & other Asian 2002-03 entrants**

**Details of changing course**

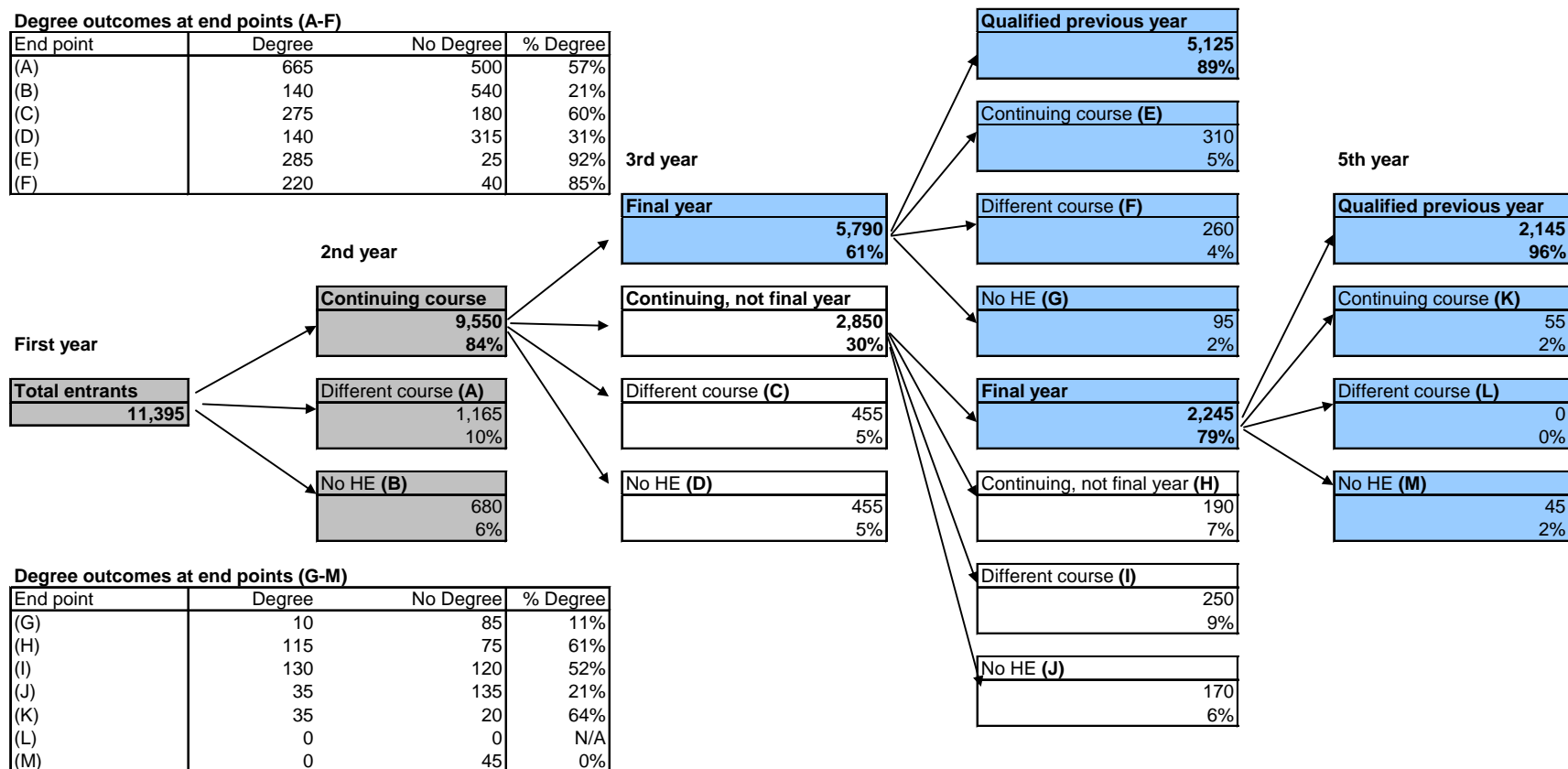
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	105	530	345	190
(C)	40	110	235	75
(F)	15	15	220	10
(I)	25	30	175	20

**Overall:**

Degree within 5 yrs	9,320
No degree	2,075
% with degree	82%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	665	500	57%
(B)	140	540	21%
(C)	275	180	60%
(D)	140	315	31%
(E)	285	25	92%
(F)	220	40	85%



**Figure A5 Flow chart showing progression and completion for young Mixed & other ethnic background 2002-03 entrants**

**Details of changing course**

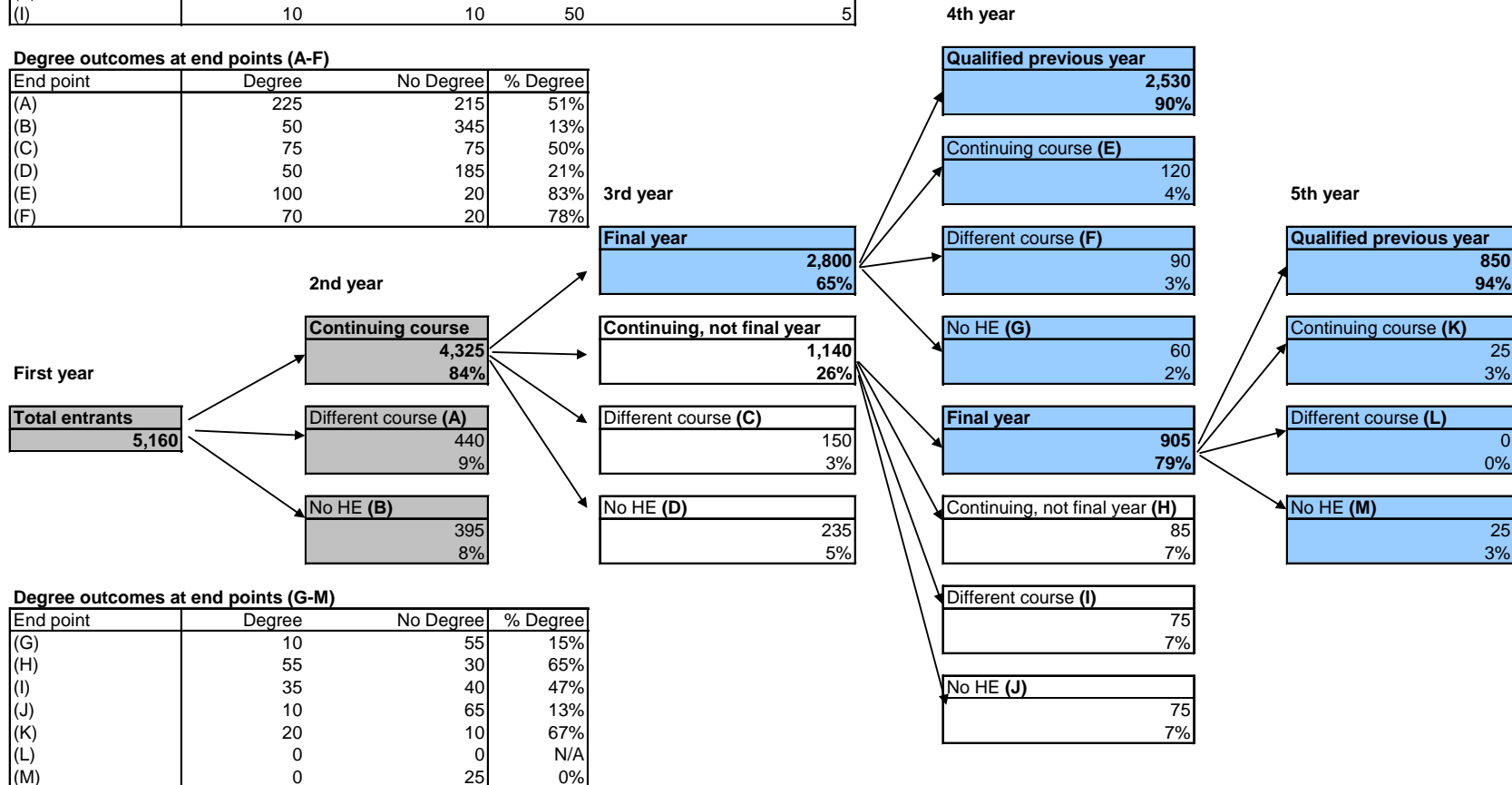
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	30	220	115	70
(C)	10	55	70	20
(F)	5	5	70	5
(I)	10	10	50	5

**Overall:**

Degree within 5 yrs	4,075
No degree	1,080
% with degree	79%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	225	215	51%
(B)	50	345	13%
(C)	75	75	50%
(D)	50	185	21%
(E)	100	20	83%
(F)	70	20	78%



**Degree outcomes at end points (G-M)**

End point	Degree	No Degree	% Degree
(G)	10	55	15%
(H)	55	30	65%
(I)	35	40	47%
(J)	10	65	13%
(K)	20	10	67%
(L)	0	0	N/A
(M)	0	25	0%

**Figure A6 Flow chart showing progression and completion for mature White 2002-03 entrants**

**Details of changing course**

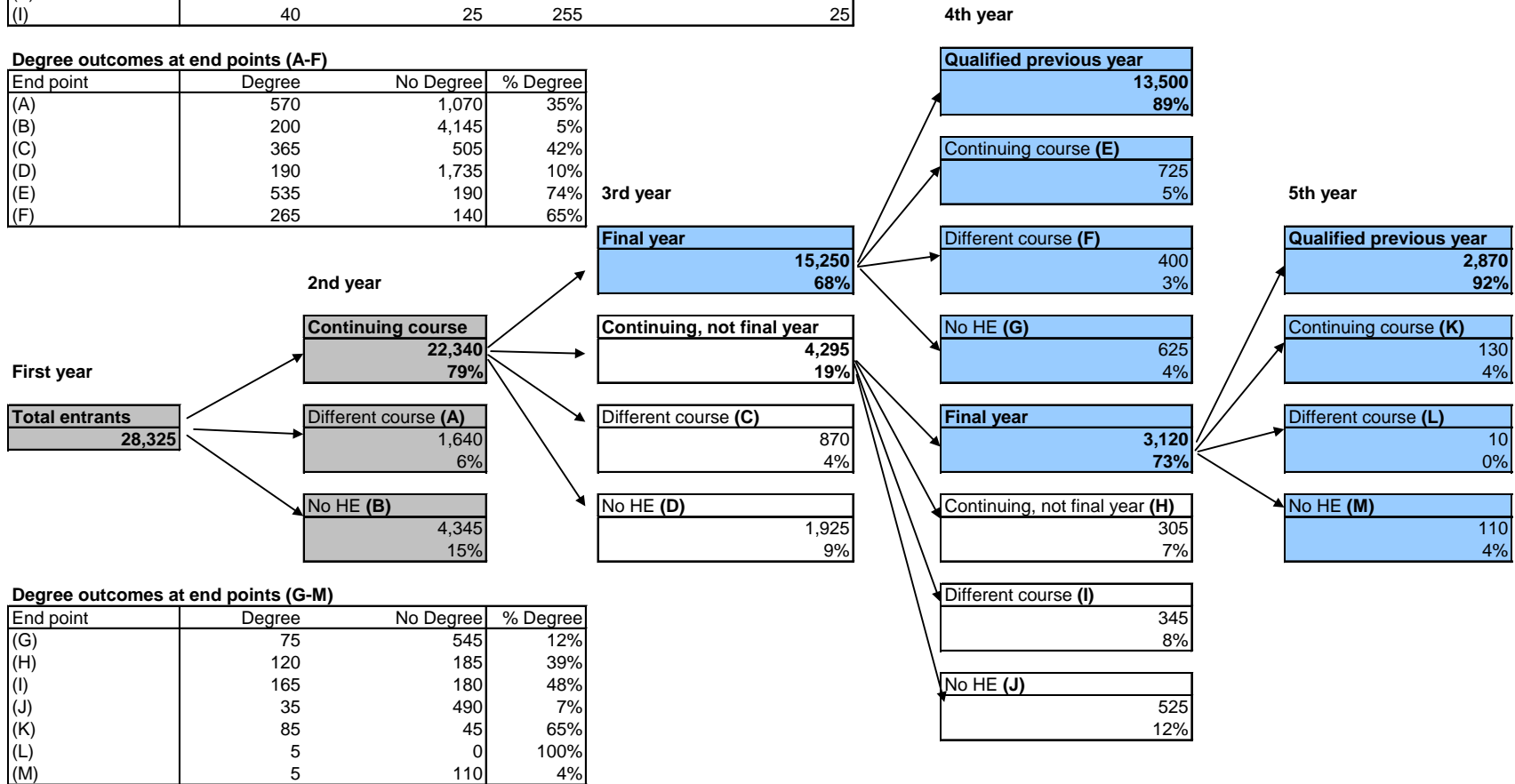
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	440	425	520	255
(C)	190	115	445	125
(F)	60	10	285	45
(I)	40	25	255	25

**Overall:**

Degree within 5 yrs	18,985
No degree	9,340
% with degree	67%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	570	1,070	35%
(B)	200	4,145	5%
(C)	365	505	42%
(D)	190	1,735	10%
(E)	535	190	74%
(F)	265	140	65%





**Figure A7 Flow chart showing progression and completion for mature Black 2002-03 entrants**

**Details of changing course**

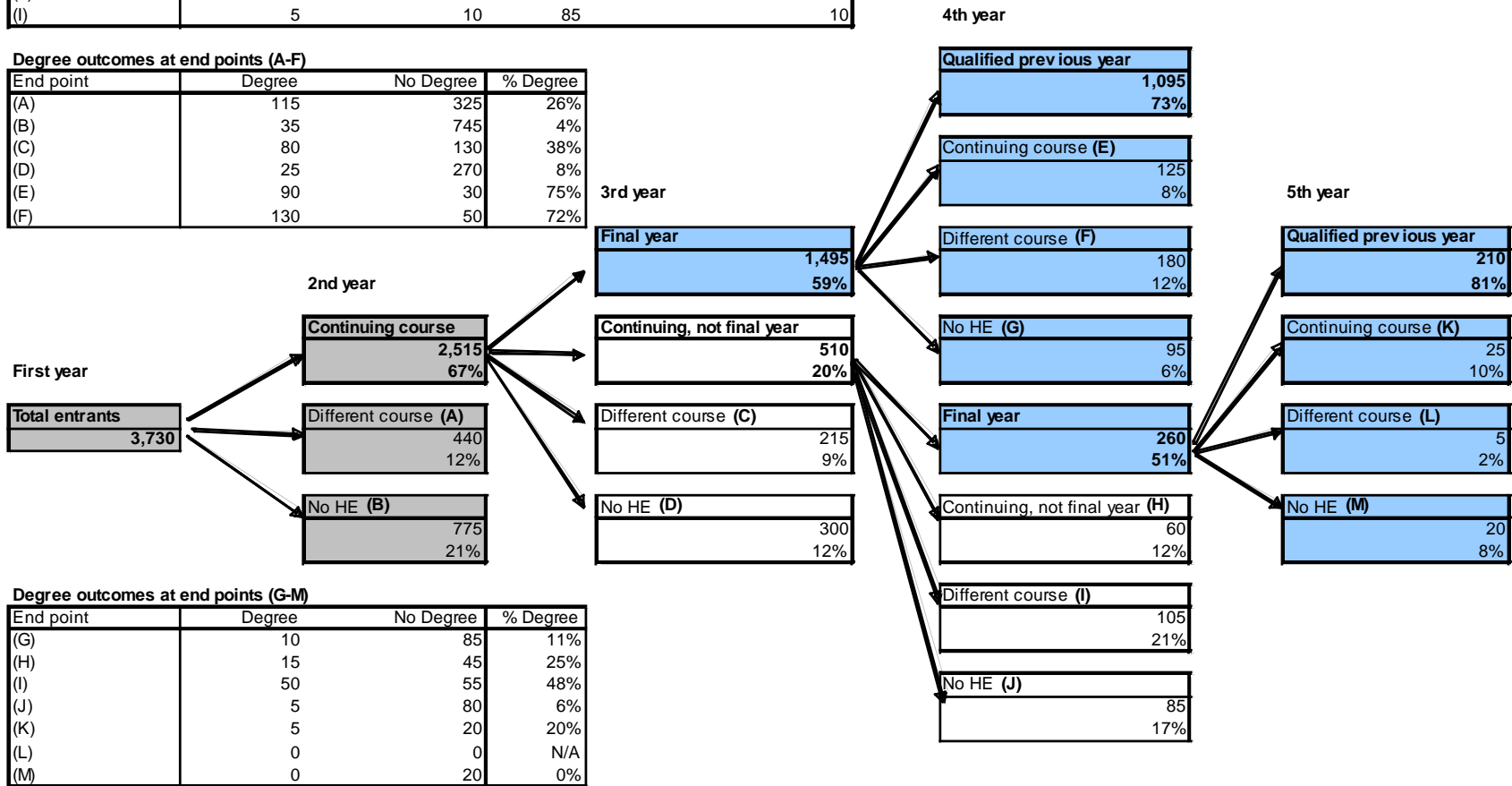
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	65	95	215	65
(C)	15	35	135	30
(F)	10	5	160	5
(I)	5	10	85	10

**Overall:**

Degree within 5 yrs	1,870
No degree	1,860
% with degree	50%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	115	325	26%
(B)	35	745	4%
(C)	80	130	38%
(D)	25	270	8%
(E)	90	30	75%
(F)	130	50	72%



**Degree outcomes at end points (G-M)**

End point	Degree	No Degree	% Degree
(G)	10	85	11%
(H)	15	45	25%
(I)	50	55	48%
(J)	5	80	6%
(K)	5	20	20%
(L)	0	0	N/A
(M)	0	20	0%

**Figure A8 Flow chart showing progression and completion for mature Pakistani & Bangladeshi 2002-03 entrants**

**Details of changing course**

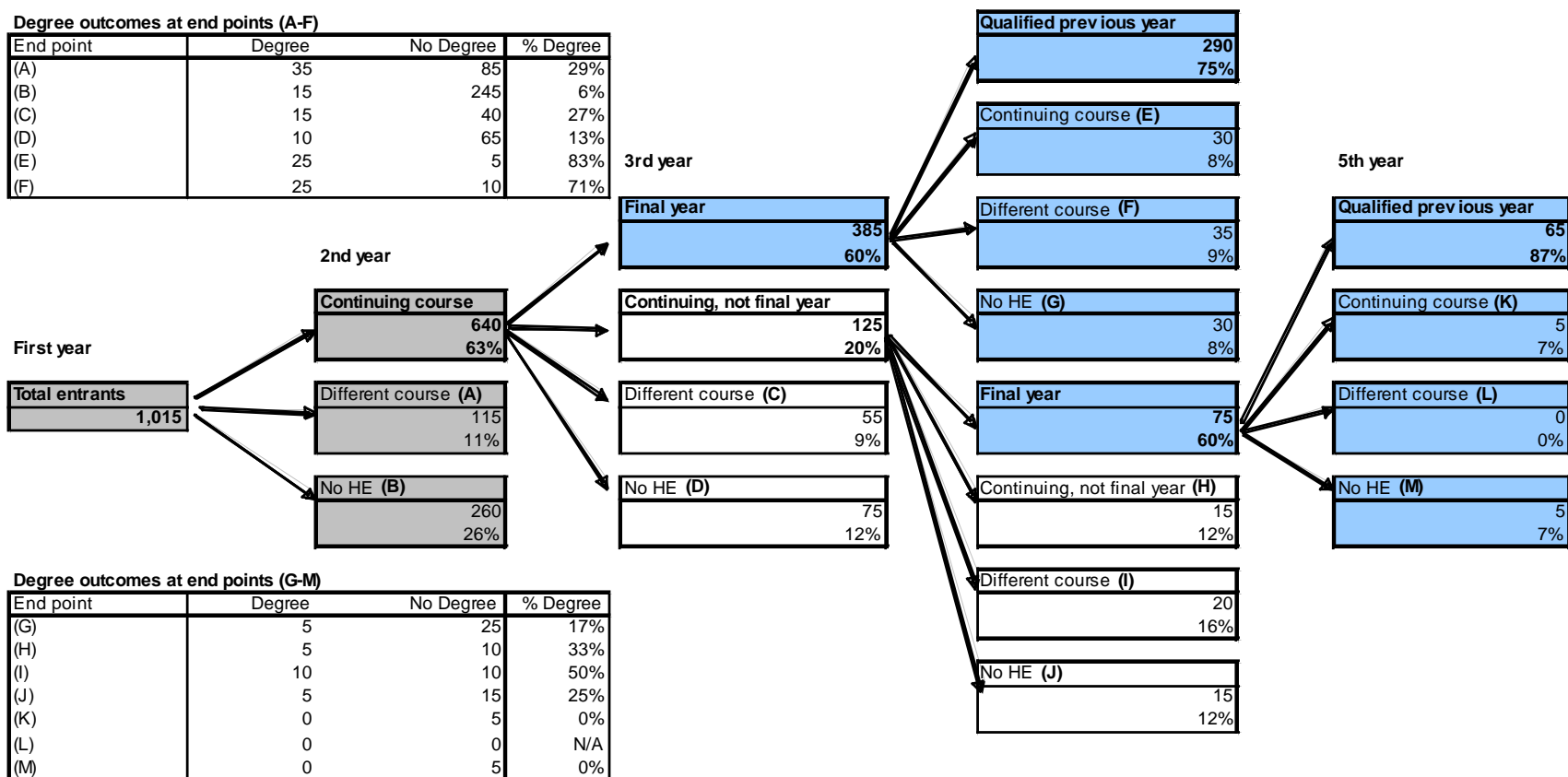
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	20	30	40	25
(C)	5	5	40	5
(F)	0	0	30	5
(I)	0	0	15	0

**Overall:**

Degree within 5 yrs	500
No degree	520
% with degree	49%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	35	85	29%
(B)	15	245	6%
(C)	15	40	27%
(D)	10	65	13%
(E)	25	5	83%
(F)	25	10	71%



**Degree outcomes at end points (G-M)**

End point	Degree	No Degree	% Degree
(G)	5	25	17%
(H)	5	10	33%
(I)	10	10	50%
(J)	5	15	25%
(K)	0	5	0%
(L)	0	0	N/A
(M)	0	5	0%

**Figure A9 Flow chart showing progression and completion for mature Chinese 2002-03 entrants**

**Details of changing course**

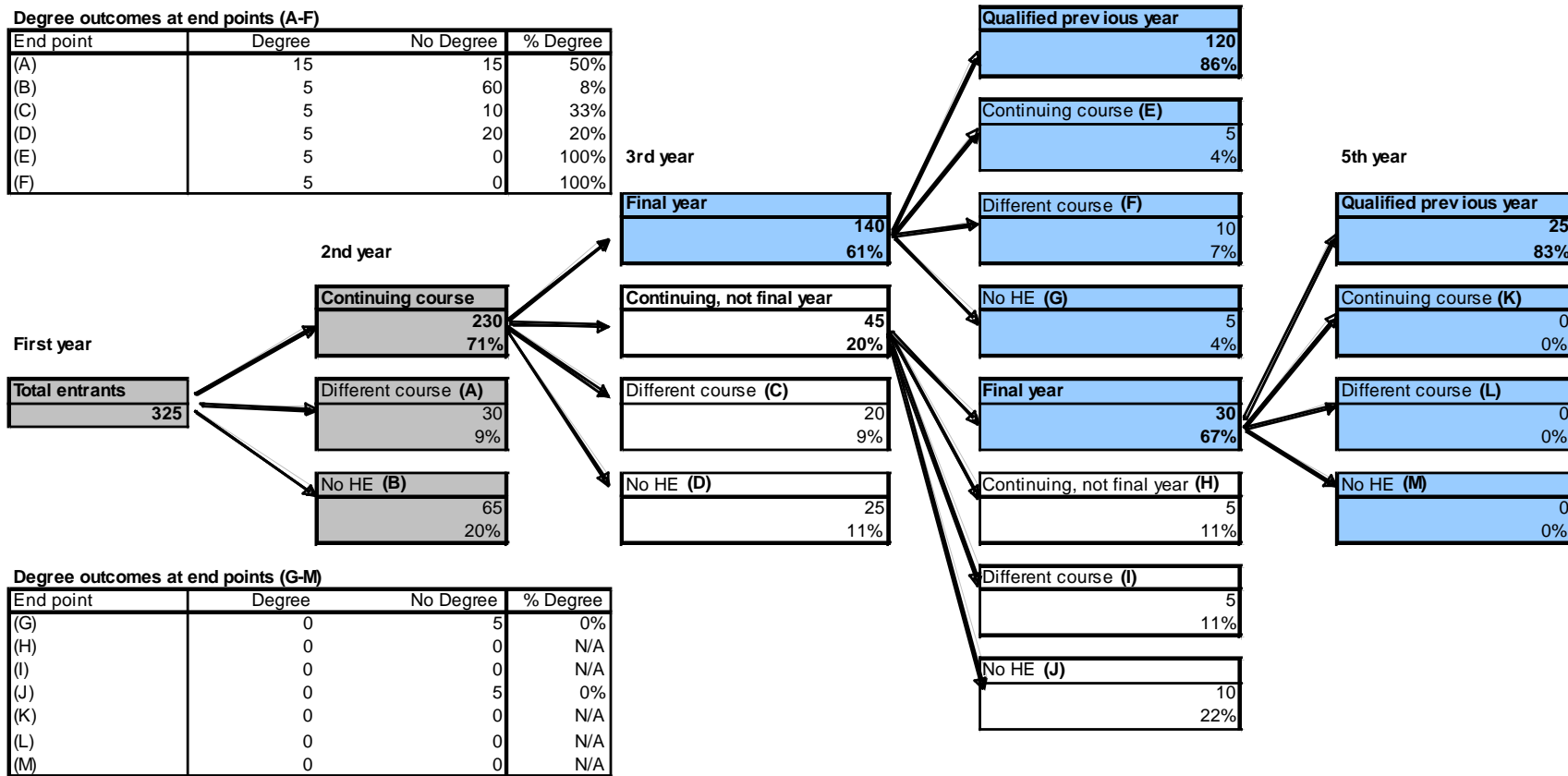
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	5	5	15	0
(C)	5	5	10	5
(F)	0	0	5	0
(I)	0	0	5	0

**Overall:**

Degree within 5 yrs	190
No degree	130
% with degree	59%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	15	15	50%
(B)	5	60	8%
(C)	5	10	33%
(D)	5	20	20%
(E)	5	0	100%
(F)	5	0	100%



**Figure A10 Flow chart showing progression and completion for mature Indian & other Asian 2002-03 entrants**

**Details of changing course**

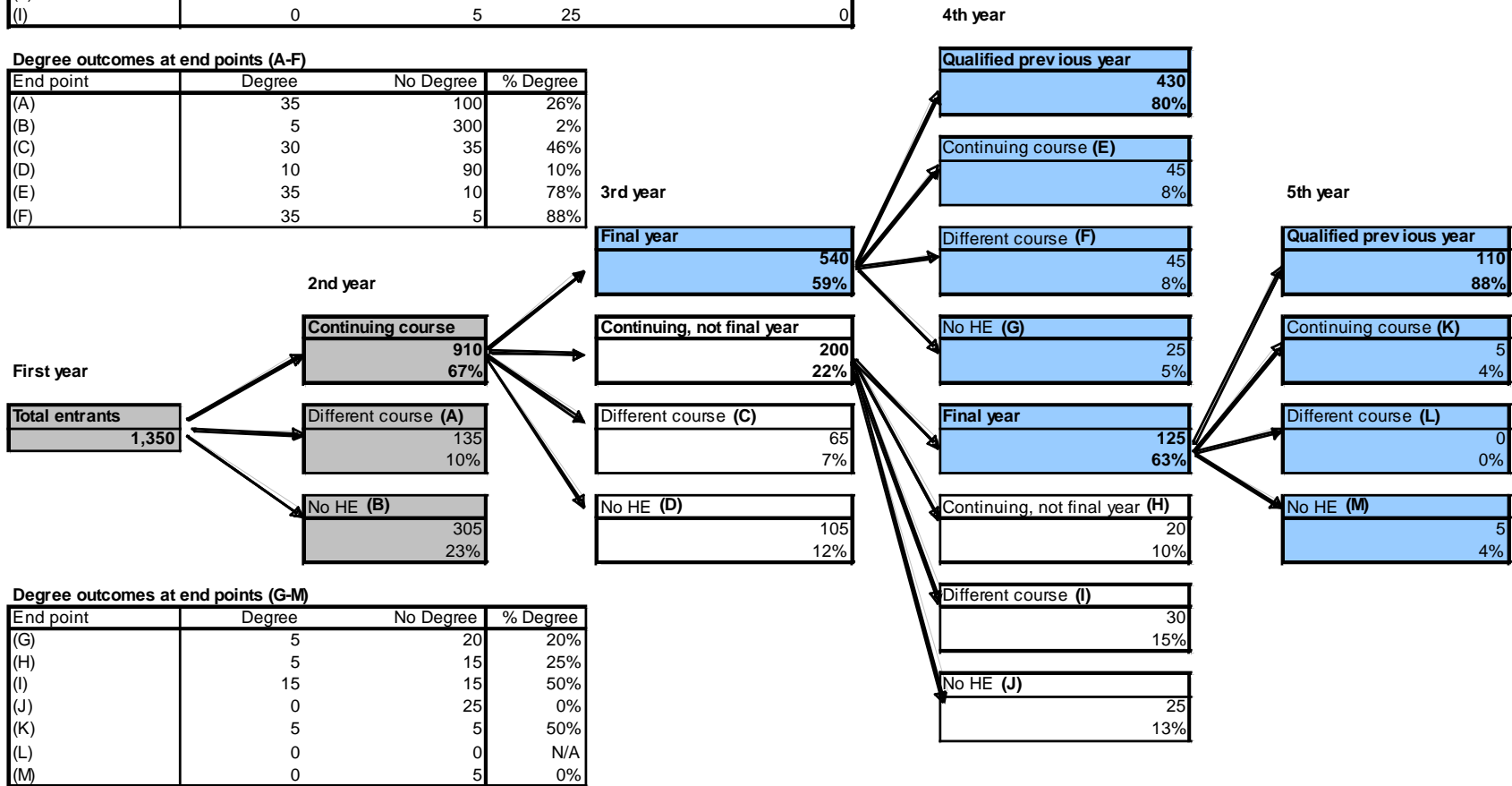
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	25	45	50	15
(C)	0	5	45	10
(F)	0	0	40	5
(I)	0	5	25	0

**Overall:**

Degree within 5 yrs	720
No degree	630
% with degree	53%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	35	100	26%
(B)	5	300	2%
(C)	30	35	46%
(D)	10	90	10%
(E)	35	10	78%
(F)	35	5	88%



**Figure A11 Flow chart showing progression and completion for mature Mixed & other ethnic background 2002-03 entrants**

**Details of changing course**

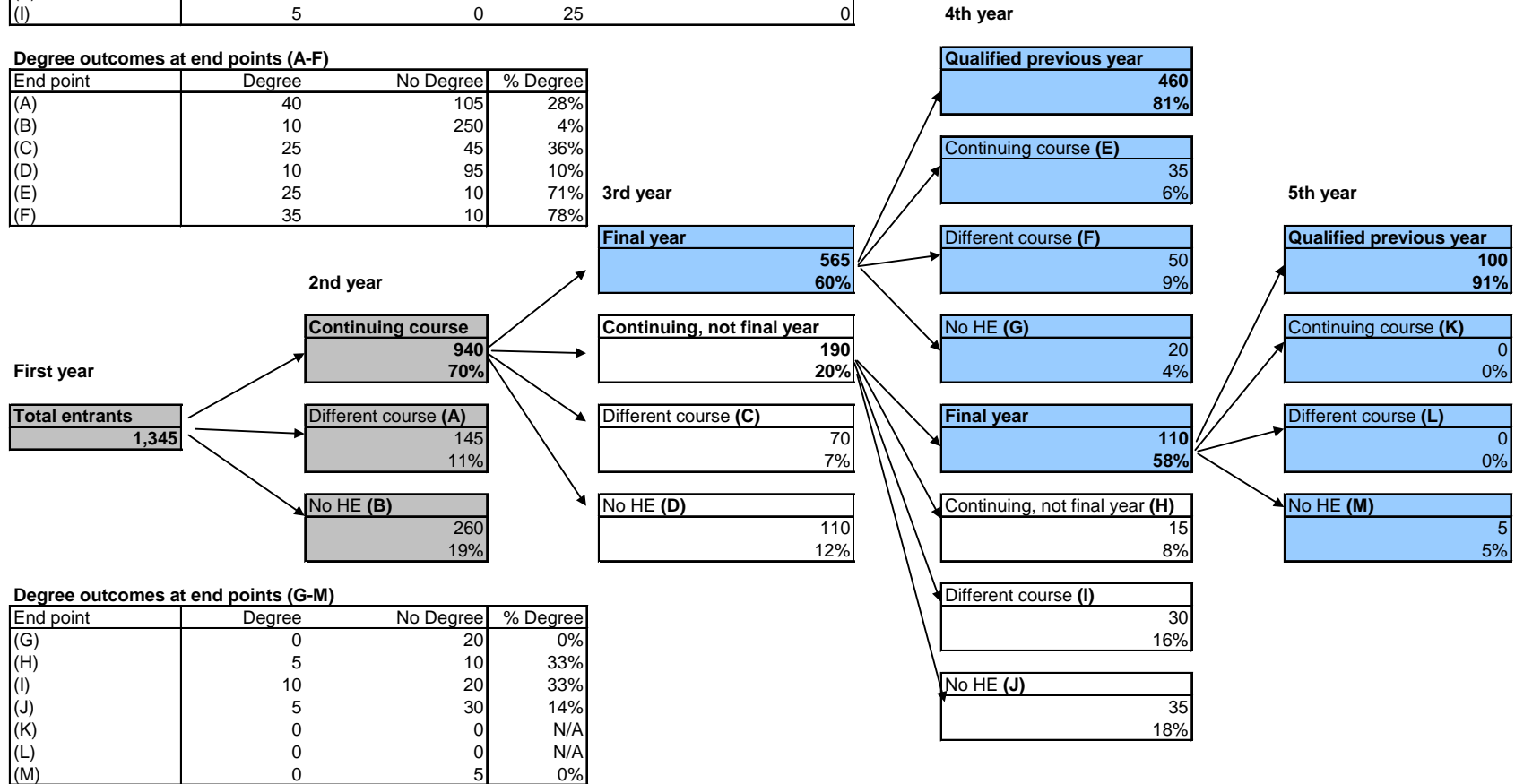
End point	Different level	Changed institution	Part-time	Interrupted study
(A)	30	45	50	20
(C)	10	15	35	10
(F)	5	5	35	0
(I)	5	0	25	0

**Overall:**

Degree within 5 yrs	735
No degree	610
% with degree	55%

**Degree outcomes at end points (A-F)**

End point	Degree	No Degree	% Degree
(A)	40	105	28%
(B)	10	250	4%
(C)	25	45	36%
(D)	10	95	10%
(E)	25	10	71%
(F)	35	10	78%



## Annex B Modelling results

For all tables, if the difference is not statistically significant, it is shown in brackets.

**Table B1 Actual and expected first-year continuation rates for mature 2002-03 UK entrants**

Ethnic group	Entrants	Actual	Benchmark	Difference
White	28,325	79%	79%	0%
Black	3,730	67%	67%	[0%]
Pakistani & Bangladeshi	1,020	63%	66%	[-3%]
Chinese	320	71%	70%	[1%]
Indian & other Asian	1,350	67%	69%	[-2%]
Mixed & other	1,345	70%	69%	[0%]

Table B1 note: Corresponds to Figure 5 of main report.

**Table B2 Actual and expected qualification rates for young UK 2004-05 finalists**

Ethnic group	Finalists	Actual	Benchmark	Difference
White	131,550	94%	94%	0%
Black	3,250	86%	89%	-3%
Pakistani & Bangladeshi	3,875	86%	90%	-3%
Chinese	1,795	92%	93%	[0%]
Indian & other Asian	8,040	90%	91%	-1%
Mixed & other	3,705	91%	93%	-1%

Table B2 note: Corresponds to Figure 6 of main report.

**Table B3 Actual and expected qualification rates for mature UK 2004-05 finalists**

Ethnic group	Finalists	Actual	Benchmark	Difference
White	18,380	89%	88%	1%
Black	1,750	75%	81%	-6%
Pakistani & Bangladeshi	460	78%	84%	-6%
Chinese	170	86%	85%	[1%]
Indian & other Asian	665	81%	83%	[-2%]
Mixed & other	675	83%	84%	[-2%]

Table B3 note: Corresponds to Figure 7 of main report.

**Table B4 Actual and expected rates of high classification for young UK finalists**

<b>Ethnic group</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	62%	61%	1%
Black	37%	49%	-11%
Pakistani & Bangladeshi	42%	50%	-8%
Chinese	52%	60%	-7%
Indian & other Asian	49%	55%	-6%
Mixed & other	56%	58%	-2%

Table B4 note: Corresponds to Figure 8 of main report.

**Table B5 Difference between actual and benchmarked high classification rates for mature UK finalists**

<b>Ethnic group</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	61%	57%	4%
Black	25%	46%	-21%
Pakistani & Bangladeshi	29%	51%	-22%
Chinese	40%	50%	-10%
Indian & other Asian	36%	50%	-13%
Mixed & other	47%	53%	-6%

Table B5 note: Corresponds to Figure 9 of main report.

**Table B6 Actual and benchmarked satisfaction rates for young UK finalists**

<b>Ethnic group</b>	<b>Students</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	73,990	83%	83%	0%
Black African	910	77%	79%	[-1%]
Black – Caribbean or Other	800	71%	77%	-6%
Pakistani & Bangladeshi	1,955	79%	80%	[-1%]
Chinese	975	76%	81%	-4%
Indian & other Asian	4,315	77%	80%	-3%
Mixed & other	2,045	77%	81%	-4%

Table B6 note: Corresponds to Figure 10 of main report.

**Table B7 Actual and benchmarked satisfaction rates for mature UK finalists**

<b>Ethnic group</b>	<b>Students</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	8,625	81%	80%	[0%]
Black African	490	84%	78%	6%
Black - Caribbean or Other	305	70%	77%	-6%
Pakistani & Bangladeshi	215	81%	81%	[1%]
Chinese	75	80%	78%	[2%]
Indian & other Asian	325	77%	78%	[-1%]
Mixed & other	300	71%	78%	-7%

Table B7 note: Corresponds to Figure 11 of main report.

**Table B8 Actual and benchmarked rate of employment or study for young UK graduates**

<b>Ethnic group</b>	<b>Finalists</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	103,145	88%	87%	0%
Black	2,035	86%	86%	[0%]
Pakistani & Bangladeshi	2,510	83%	87%	-4%
Chinese	1,225	82%	87%	-5%
Indian & other Asian	5,760	86%	87%	-1%
Mixed & other	2,625	85%	87%	[-1%]

Table B8 note: Corresponds to Figure 14 of main report.

**Table B9 Actual and benchmarked rate of employment or study for mature UK graduates**

<b>Ethnic group</b>	<b>Finalists</b>	<b>Actual</b>	<b>Benchmark</b>	<b>Difference</b>
White	12,260	86%	85%	1%
Black	835	77%	81%	-5%
Pakistani & Bangladeshi	260	75%	84%	-10%
Chinese	80	75%	79%	[-4%]
Indian & other Asian	370	80%	83%	[-3%]
Mixed & other	410	81%	83%	[-2%]

Table B9 note: Corresponds to Figure 15 of main report.



## List of abbreviations

<b>HE</b>	Higher education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEI</b>	Higher education institution
<b>HESA</b>	Higher Education Statistics Agency