

August 2013/18

**Issues paper**

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This report is for information

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This document is the second publication of widening participation and non-continuation indicators, and the first publication of employment indicators, for higher education provision registered at further education colleges in England. We anticipate this information will be relevant to further education colleges, and to those interested in the participation, retention and employment outcomes of higher education students at such colleges. No action is required in response.

# Higher education indicators for further education colleges

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

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## Higher education indicators for further education colleges:

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

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

### Purpose

1. This document is the second publication giving the widening participation and non-continuation indicators, and the first publication of employment indicators, for higher education (HE) provision registered at HEFCE-funded further education colleges (FECs) in England.

### Key points

2. We anticipate this information will be relevant to FECs and to those interested in the participation, retention and employment of HE students at FECs, and more widely across the higher education sector.

3. The indicators in this report are derived from data submitted to the Data Service's Individualised Learner Record, the Higher Education Statistics Agency (HESA) student record for the academic years 2009-10 and 2010-11 and the Destination of Leavers from Higher Education survey for the academic year 2010-11.

4. Four tables, two of them drawing on successive iterations of the Participation of Local Areas (POLAR) classification, accompany this document as separate files.

**Table 1 – POLAR2** shows the profile of students from low-participation neighbourhoods, for young full-time HE entrants registered at FECs in 2010-11, created using POLAR2.

**Table 1 – POLAR3** shows the profile of students from low-participation neighbourhoods, for young full-time HE entrants registered at FECs in 2010-11, created using POLAR3.

**Table 2** shows the breakdown of non-continuation following year of entry, for full-time entrants registered at FECs in 2009-10.

**Table E1** shows the proportions who progressed to work or further study, for full-time leavers who obtained an HE qualification in 2010-11.

5. Each individual FEC's data are compared with a sector-adjusted average. The methods used to calculate the indicators and sector-adjusted averages are intended to be as consistent as possible with the UK HE Performance Indicators for higher education institutions published by HESA.

### **Action required**

6. This document is for information only.

## Terminology

7. This document and its supporting tables make use of terminology which is defined and explained at Annex F. The annex provides definitions of terms such as ‘registered’, ‘young’, ‘first degree’, ‘sector-adjusted average’, ‘participation’ and ‘non-continuation’, which are used extensively throughout this document.

## Introduction and background

### Development of indicators for further education colleges

8. Performance indicators (PIs) for higher education (HE) provision have been published for higher education institutions (HEIs) since 1999; they have not included HE provision registered at further education colleges (FECs). The publication of HE in FEC indicators in August 2012 was the first step towards filling the information gap that existed for HE provision registered at FECs<sup>1</sup>. The report enabled FECs to compare their performances directly with the equivalent provision at HEIs for the first time.

9. This report provides a second year of data for students registered on a course of prescribed HE at each HEFCE-funded FEC<sup>2</sup>. In developing all of the indicators for HE provision registered at English FECs, we have sought to maintain consistency with the UK HE PIs.

10. We are continuing to develop the methodology to cover part-time students in the HE in FEC indicators, as we recognise that they account for a substantial proportion of HE provision registered at FECs. Because of the flexibility within part-time provision, developing these indicators is much more analytically challenging, and further work will be needed to ensure a fair and consistent methodology.

### Aims of this publication

11. This report provides a second year of data to enable consideration of the participation<sup>3</sup> and non-continuation indicators relating to the entirety of HE provision registered at HEIs and FECs in England, as well as the first opportunity to do the same for the employment indicator. It provides participation, non-continuation and employment indicators for the following categories of full-time HE provision at a sector-wide level:

- a. HE students registered at HEIs.
- b. HE students taught at HEIs.
- c. HE students registered at FECs.
- d. HE students taught at FECs.

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<sup>1</sup> ‘Widening participation and non-continuation indicators for further education colleges: Overview of trends’ (HEFCE 2012/20), available at [www.hefce.ac.uk/pubs/year/2012/201220/](http://www.hefce.ac.uk/pubs/year/2012/201220/)

<sup>2</sup> Of the HE that takes place in FECs, HEFCE is empowered to fund only certain prescribed courses. This is set out in the Further and Higher Education Act 1992 and the Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998, which were amended to apply to England. All the provision for students registered or taught at FECs considered within this report is prescribed HE, delivered by HEFCE-funded FECs. Throughout the remainder of this report, references to FECs relate specifically to HEFCE-funded FECs.

<sup>3</sup> Throughout this publication, ‘participation indicators’ refers to indicators relating to the profile of students in HE with respect to characteristics associated with under-represented groups.

12. Participation and non-continuation indicators for HE students registered at HEIs (category a in paragraph 11) are published for individual institutions by the Higher Education Statistics Agency (HESA) in the UK HE PIs<sup>4</sup>. Indicators for the categories a, b and d are not provided for individual institutions within this document, but this document provides them at a sector-wide level that includes all English HEIs and FECs.

13. Note that category b is likely to be a subset of category a: HE students registered at an HEI may either be taught at that same HEI, or franchised to another institution. Under a franchising arrangement, a student who is registered at an HEI may be taught by a partner HEI or FEC of that registering HEI. It follows that category c is likely to be a subset of category d: HE students taught at an FEC may be those who are registered at that same FEC or franchised from another institution. Note also that all HE students, regardless of where they were taught or registered, would be included in the coverage if categories a and c were combined, or if categories b and d were combined.

### **Institutional feedback and quality assurance**

14. FECs in England previewed the results and reviewed the methods used to generate these participation, non-continuation and employment indicators in early 2013. Contacts at each FEC were provided with an explanation of the method, an indication of overall results for the sector, and data relating to their own institution, to aid their understanding of the methodology. No new problems were found with the underlying data; a previously identified error had an impact on Table 2 for one institution, however, so its data were suppressed from that table.

15. As stated in paragraph 3, Individualised Learner Record (ILR) data were used to produce the HE in FEC indicators. For this publication any approved amendments to an institution's 2009-10 or 2010-11 ILR data were incorporated into the analysis.

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

### **Key findings**

17. Tables 1, 2 and E1 (which accompany this document on the HEFCE web-site) provide data for HE entrants registered at FECs, showing indicators relating to participation, non-continuation and employment respectively.

18. Table 1 is similar to the participation indicators included in table series T1 of the UK HE PIs published by HESA, though the consideration of the participation of under-represented groups in HE has been limited to consider those from low-participation neighbourhoods (LPNs)<sup>5</sup>. Table 1 considers the profile of young, full-time HE entrants from these neighbourhoods registered at FECs among:

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<sup>4</sup> The UK HE performance indicators are published on the HESA web-site, at [www.hesa.ac.uk/content/view/2072/141/](http://www.hesa.ac.uk/content/view/2072/141/)

<sup>5</sup> For the 2010-11 participation indicators referred to in this report LPN has been defined on the basis of the HEFCE POLAR3 methodology. For more information on POLAR3 see [www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/polar3/](http://www.hefce.ac.uk/whatwedo/wp/ourresearch/polar/polar3/)

- full-time first degree entrants in 2010-11 (similar to table T1a of the PIs)
- full-time other undergraduate entrants in 2010-11 (similar to table T1c of the PIs)
- all full-time undergraduate entrants in 2010-11 (similar to table T1b of the PIs).

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

- young full-time entrants to first degree programmes in 2009-10 (similar to the data on young students included within table T3a of the PIs)
- mature full-time entrants to first degree programmes in 2009-10 (similar to the data on mature students included within table T3a of the PIs)
- young full-time entrants to other undergraduate programmes in 2009-10 (similar to the data on young students included within table T3d of the PIs)
- mature full-time entrants to other undergraduate programmes in 2009-10 (similar to the data on mature students included within table T3d of the PIs).

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

- leavers from full-time first degree programmes in 2010-11 (similar to table E1a of the PIs)
- leavers from full-time other undergraduate qualifications in 2010-11 (similar to table E1c of the PIs).

21. The discussion in the remainder of this document includes comparisons between the indicators described above and sector-adjusted averages. The sector-adjusted averages are intended to support interpretation of the indicators. Readers may refer to the definitions and explanations provided at Annex E for further information on such interpretation and its associated implications.

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

### **Percentage from low-participation neighbourhoods**

23. The participation indicators discussed in this document show the proportion of young full-time entrants in 2010-11 who were from low-participation neighbourhoods (LPNs), provided separately for first degree entrants and for other undergraduate entrants.

24. LPNs have been defined using successive iterations of HEFCE's Participation of Local Areas (POLAR) classifications, POLAR2 and POLAR3, which are based on rates of participation in HE by young people. Students whose home postcode falls within those neighbourhoods of the UK with the lowest rates of young participation, POLAR quintile 1, are denoted as being from an

LPN. More information on the POLAR methodologies can be found at paragraphs 19 to 20 of Annex D.

### Sector-level findings

25. As described at paragraph 11, data are provided to enable consideration of the indicators in relation to HE provision registered at HEIs and FECs in England. To this end, Table A provides profile indicators for different categories of HE provision, created using POLAR3 classifications, at a sector-wide level.

**Table A: Comparison of POLAR3 participation indicators for HEIs and FECs in England**

HE students		Young full-time entrants (%)		
		First degree	Other undergraduate	All undergraduate
Registered at HEIs	Indicator	10.0	15.5	10.4
	<i>Sector-adjusted average</i>	10.1	16.7	10.6
Registered at FECs	Indicator	19.7	22.7	21.7
	<i>Sector-adjusted average</i>	14.5	19.0	16.0
Taught at HEIs	Indicator	9.9	15.1	10.2
	<i>Sector-adjusted average</i>	10.0	16.4	10.4
Taught at FECs	Indicator	16.6	19.3	18.4
	<i>Sector-adjusted average</i>	13.7	18.1	15.2

#### Registered and taught entrants

26. Table A shows that in FECs the proportions of registered entrants who were from LPNs were higher than those proportions of taught entrants. Among young full-time undergraduate entrants registered at FECs, 21.7 per cent were from LPNs, while among young full-time undergraduate entrants taught at FECs the proportion was lower at 18.4 per cent.

27. A similar finding is identified in HEIs: a larger proportion of registered entrants were from LPNs compared with taught entrants, though the figures were closer. While 10.4 per cent of young full-time undergraduate entrants registered at HEIs were from LPNs, the proportion was 10.2 per cent among those entrants taught at HEIs. Note that large differences between the indicator and sector-adjusted average for HEIs are relatively unlikely to occur, since HEIs contribute virtually all of the students to the sector-adjusted average.

#### Entrants at HEIs and FECs

28. Table A also shows that, in England in 2010-11, the proportions of young, full-time entrants registered at FECs who were from LPNs were higher than the equivalent proportions among entrants registered at HEIs.

29. While 10.0 per cent of young entrants to full-time first degrees registered at HEIs were from an LPN, this proportion was more than nine percentage points lower than the proportion

observed among equivalent entrants registered at FECs. For young entrants registered to full-time other undergraduate programmes, 15.5 per cent of those registered at HEIs were from LPNs, lower than the 22.7 per cent of those registered at FECs.

### Comparison with sector-adjusted averages

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

31. Among young full-time first degree entrants registered at FECs, Table A shows that the proportion who were from LPNs (19.7 per cent) surpassed the sector-adjusted average of 14.5 per cent by more than five percentage points.

32. Among young full-time other undergraduate entrants registered at FECs, the proportion who were from LPNs (22.7 per cent) exceeded the sector-adjusted average of 19.0 per cent by more than three percentage points. Among equivalent entrants registered at HEIs, the proportion from LPNs (15.5 per cent) was more than one percentage point lower than the sector-adjusted average of 16.7 per cent.

33. Among young full-time undergraduate entrants registered at FECs, it can be seen from Table A that the proportion from LPNs (21.7 per cent) surpassed the sector-adjusted average of 16.0 per cent by more than five percentage points.

### **Institutional-level findings**

34. For 71 of the FECs in England, the proportions of young full-time entrants registered at individual institutions who were from LPNs are published in Table 1. Results for the other FECs have not been published because there were fewer than 23 individual young full-time entrants. Of the 71 institutions whose LPN data are included, eight were not included in the sector-adjusted average calculation because of the high proportion of students with unknown entry qualifications.

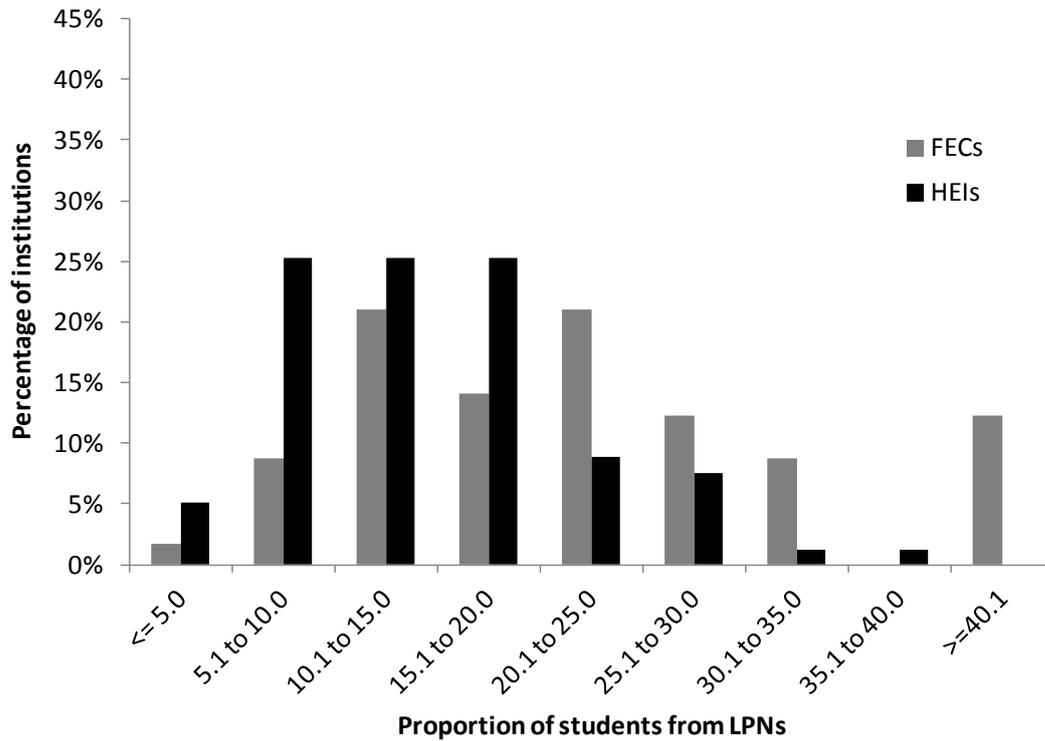
35. Figure 1 illustrates the spread of the LPN indicator proportions across those HEIs and FECs in England whose populations of young full-time other undergraduate entrants totalled 23 students or more, split by the type of institution.

36. The range of indicator proportions for registered entrants from LPNs was larger for FECs than HEIs. Among FECs 88 per cent, compared with 38 per cent of HEIs, recruited more than 10 per cent of their young full-time first degree entrants from LPNs.

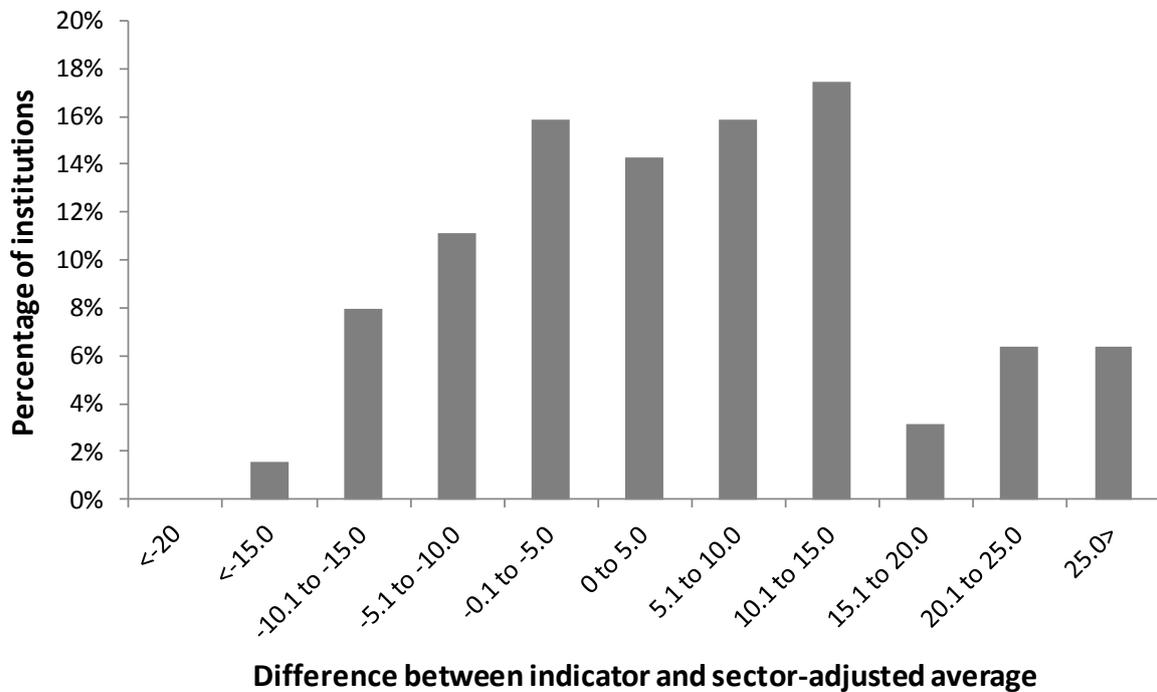
37. From Figure 1 it can be seen that 54 per cent of FECs drew more than 20 per cent of their young full-time other undergraduate entrants from LPNs. By contrast, 81 per cent of HEIs in England drew 20 per cent or less of their young full-time other undergraduate entrants from LPNs.

38. Figure 2 shows the distribution of the differences between each institution's indicator and its sector-adjusted average, for 63 FECs with both a published indicator and a sector-adjusted average. Note that the sector-adjusted averages have been based on provision registered across HEIs and FECs, and any institutions with more than 50 per cent unknown entry qualifications have been excluded from the sector-adjusted average calculation.

**Figure 1: Distribution of LPN indicator proportions across institutions (young full-time other undergraduate entrants)**



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



39. For 23 of the 63 FECs, the sector-adjusted average was greater than or equal to the proportion of entrants from LPNs. These institutions are shown with a difference less than zero in Figure 2. Thus, having allowed for differences in the institutions' student profiles in terms of their qualifications on entry and subject area of study, 37 per cent of these FECs performed worse than their sector-adjusted average, meaning that 63 per cent performed better, having a higher proportion than might have been expected of young full-time students who were from LPNs.

40. Of the 23 FECs with a negative difference between their indicator and their sector-adjusted average, nine had indicators which fell **significantly** below their sector-adjusted average (shown on Table 1c as a significance marker of a minus sign). Conversely from the 40 FECs showing a non-negative difference between their indicator and sector-adjusted average, 11 had indicators **significantly** better than their sector-adjusted average, rendered in Table 1c as a significance marker of a plus sign.

41. Compared with the 63 per cent of FECs, 39 per cent of HEIs in England had a difference between their LPN indicator proportion and their sector-adjusted average that was greater than or equal to zero. The same proportions of HEIs and FECs, 17 per cent, were seen to perform significantly better than their sector-adjusted average.

### **Non-continuation rates after first year at institution**

42. The method used to produce the non-continuation indicator is based on tracking students from the year they enter an institution to the following year. It provides information about where students are in that following year: whether they are continuing at the same institution (on the same course or on another HE course), whether they have transferred to another institution, or whether they are absent from HE completely. The indicator is provided separately for young and mature full-time entrants to first degree and other undergraduate programmes of study in 2009-10.

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

### **Sector-level findings**

#### Registered and taught entrants

44. Among full-time first degree entrants registered at FECs, 13.6 per cent did not continue after their first year. If instead all full-time first degree entrants taught at FECs (regardless of where they were registered) are considered, the proportion was slightly higher at 14.0 per cent.

45. Within HEIs a larger proportion of registered entrants did not continue in HE compared with taught entrants. Among full-time other undergraduate entrants registered at HEIs, 15.2 per cent did not continue after their first year, compared with 14.0 per cent among those entrants taught at HEIs.

#### Entrants at FECs and HEIs

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

47. When considering young full-time first degree entrants, 12.8 per cent among those registered at FECs did not continue into a second year of HE, over five percentage points higher than the proportion of those registered at HEIs (7.1 per cent).

48. Among young full-time entrants to other undergraduate programmes of study registered at FECs, a non-continuation rate of 20.6 per cent was observed, compared with a rate of 17.2 per cent among those registered at HEIs. Similarly, 21.6 per cent of mature entrants registered at FECs did not continue after their first year, which is over seven percentage points higher than the proportion of those registered at HEIs (13.8 per cent).

#### Comparison with sector-adjusted averages

49. Considering the population of full-time first degree entrants registered at FECs, the proportion who were observed not to continue in HE after their first year (13.6 per cent) was slightly lower than the sector-adjusted average (13.9 per cent). Conversely, for the taught population the proportion who did not continue in HE after their first year (14.0 per cent) was slightly higher than the sector-adjusted average (13.3 per cent).

50. For equivalent entrants taught and registered at HEIs, the proportions observed not to continue were below the sector-adjusted average.

51. Among the populations of full-time other undergraduate entrants at FECs, when the sector-adjusted averages are considered a different finding is observed for young entrants from that for mature entrants. The proportions of mature entrants taught and registered at English FECs who were observed not to continue in HE after their first year were higher than the sector-adjusted average. The proportions of young entrants taught and registered at FECs who did not continue were below the sector-adjusted average.

52. Among full-time other undergraduate entrants registered at HEIs, the proportions of both the young and mature populations who were seen to not continue in HE after their first year were lower than the sector-adjusted averages.

**Table B: Comparison of continuation indicators for HEIs and FECs in England**

HE students		Full-time entrants (%)					
		Young first degree	Mature first degree	Total first degree	Young other undergraduate	Mature other undergraduate	Total other undergraduate
<b>Registered at HEIs</b>	Indicator	7.1	13.2	8.4	17.2	13.8	15.2
	<i>Sector-adjusted average</i>	7.3	13.4	8.6	18.0	14.8	16.1
<b>Registered at FECs</b>	Indicator	12.8	14.2	13.6	20.6	21.6	21.0
	<i>Sector-adjusted average</i>	14.1	13.9	13.9	21.2	20.2	20.7
<b>Taught at HEIs</b>	Indicator	7.0	13.2	8.3	15.7	13.0	14.0
	<i>Sector-adjusted average</i>	7.2	13.3	8.5	16.8	13.9	14.9
<b>Taught at FECs</b>	Indicator	14.2	13.9	14.0	20.4	19.8	20.1
	<i>Sector-adjusted average</i>	12.8	13.8	13.3	20.7	19.3	20.0

## Institutional-level findings

53. Non-continuation rates of full-time undergraduate entrants registered at 91 of the individual FECs in England are published in Table 2. One FEC has had its data suppressed due to errors in the underlying data, and the remainder that are not published have fewer than 23 individual full-time undergraduate entrants.

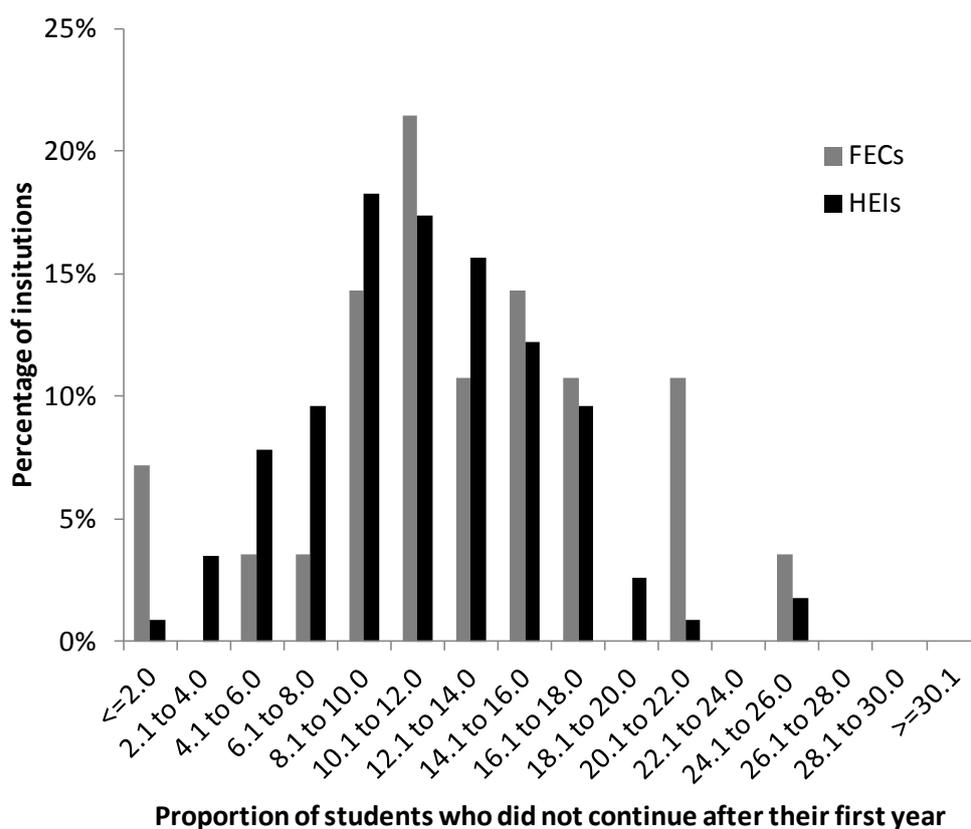
### Non-continuation among full-time first degree entrants

54. In general, a higher proportion of mature than young full-time first degree entrants did not continue in HE after their first year. Table B shows that 14.2 per cent of mature entrants registered at FECs did not continue, compared with 12.8 per cent of young entrants.

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

56. When considering young full-time first degree entrants, HEIs had lower non-continuation rates than FECs. While 76 per cent of HEIs had a non-continuation rate lower than 10.0 per cent for such entrants, this was true of 38 per cent of FECs.

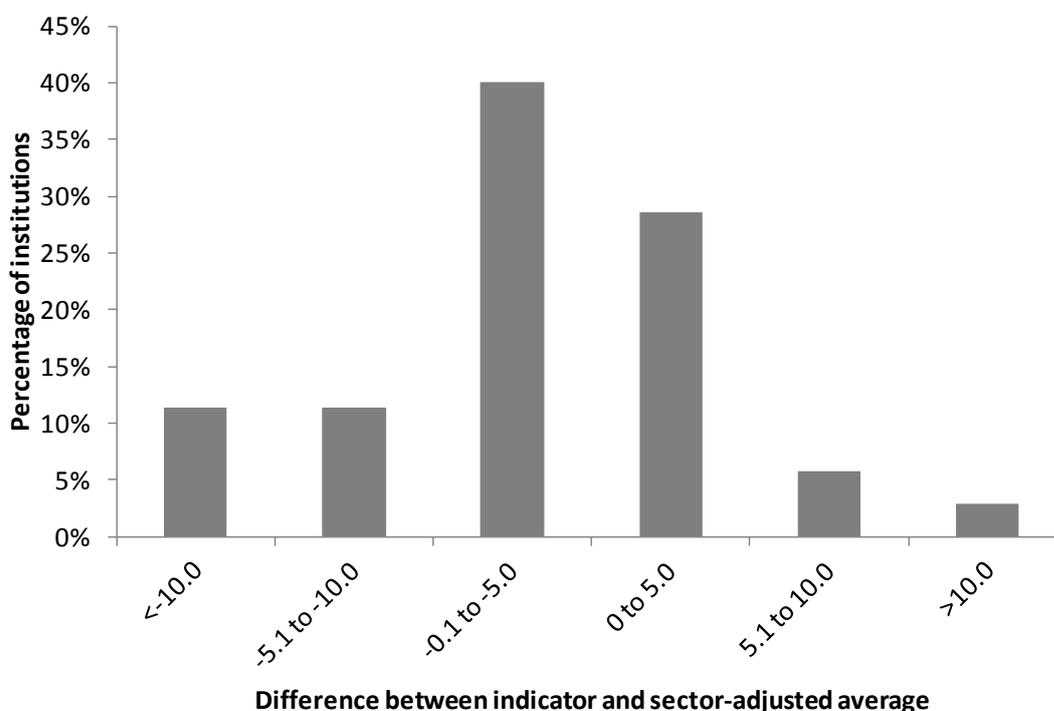
**Figure 3: Distribution of non-continuation indicator proportions across institutions (mature full-time first degree entrants)**



57. Figure 3 shows that while 40 per cent of HEIs had a non-continuation rate of between 0 and 10.0 per cent for mature full-time first degree entrants, this was true of only 29 per cent of FECs.

58. Considering all full-time first degree entrants, for an individual institution the indicator proportion not continuing in HE after their first year can be compared with the sector-adjusted average, and the difference between the two calculated. Figure 4 shows the distribution of these differences.

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



59. For 22 of the 35 FECs in England with published data, the sector-adjusted average was greater than the proportion of entrants not continuing. These institutions are shown with a difference less than zero in Figure 4. This means that, having allowed for differences in the institutions' student profiles in terms of age, qualifications on entry and subject area of study, 63 per cent of FECs performed better than their sector-adjusted average and had a lower proportion than might have been expected of full-time first degree students who did not continue in HE.

60. Of the 22 FECs with a negative difference between their indicator and their sector-adjusted average, two had an indicator **significantly** better than their sector-adjusted average, shown on Table 2a as a significance marker of a plus sign. One FEC had an indicator **significantly** worse than their sector-adjusted average, shown on Table 2a as a minus sign.

61. The proportions of FECs performing better than their sector-adjusted average were broadly similar to those of HEIs. Among HEIs, 66 per cent of institutions had a difference of less than zero between their non-continuation indicator and their sector-adjusted average. The equivalent proportion among FECs was 63 per cent.

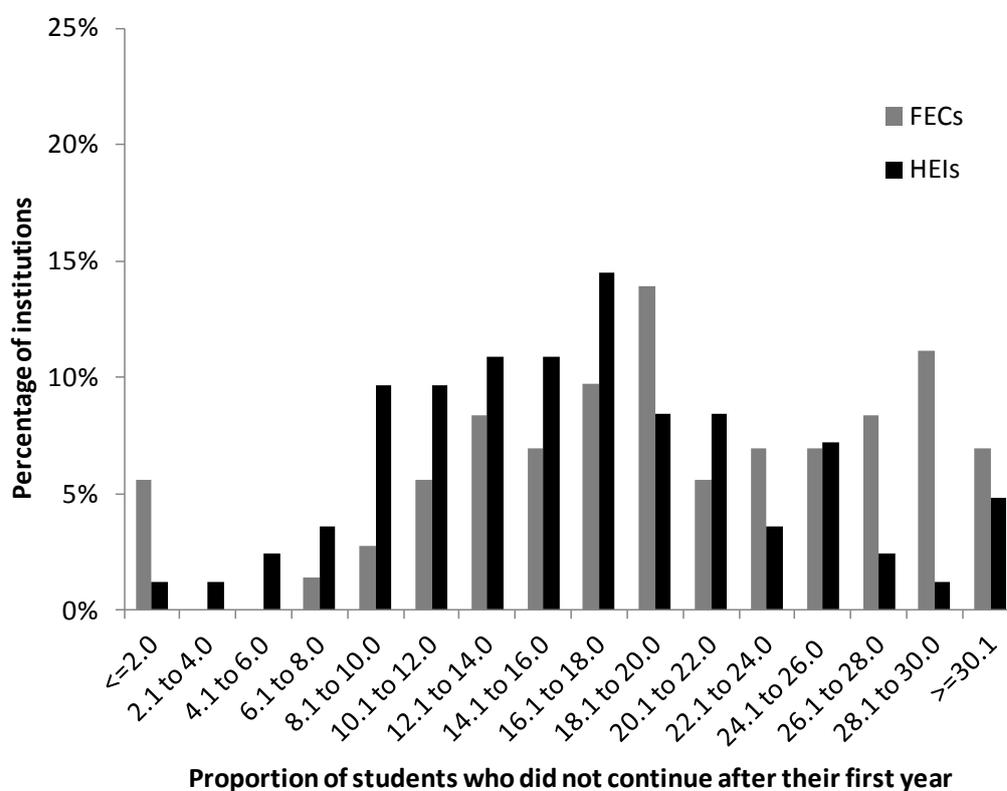
#### Non-continuation among full-time other undergraduate entrants

62. Table 2 shows the proportions of full-time other undergraduate entrants registered at FECs who did not continue in HE beyond the first year. These proportions are again provided separately for young and mature entrants to HE.

63. Among those registered at FECs, 21.6 per cent of mature full-time other undergraduate entrants did not continue in HE after their first year, marginally higher than the 20.6 per cent observed among equivalent young entrants. We note that this is the converse of findings among those registered at HEIs, where a higher proportion of young entrants did not continue. Table B shows that mature full-time other undergraduate entrants registered at HEIs had a non-continuation rate of 13.8 per cent, compared with 17.2 per cent of young entrants.

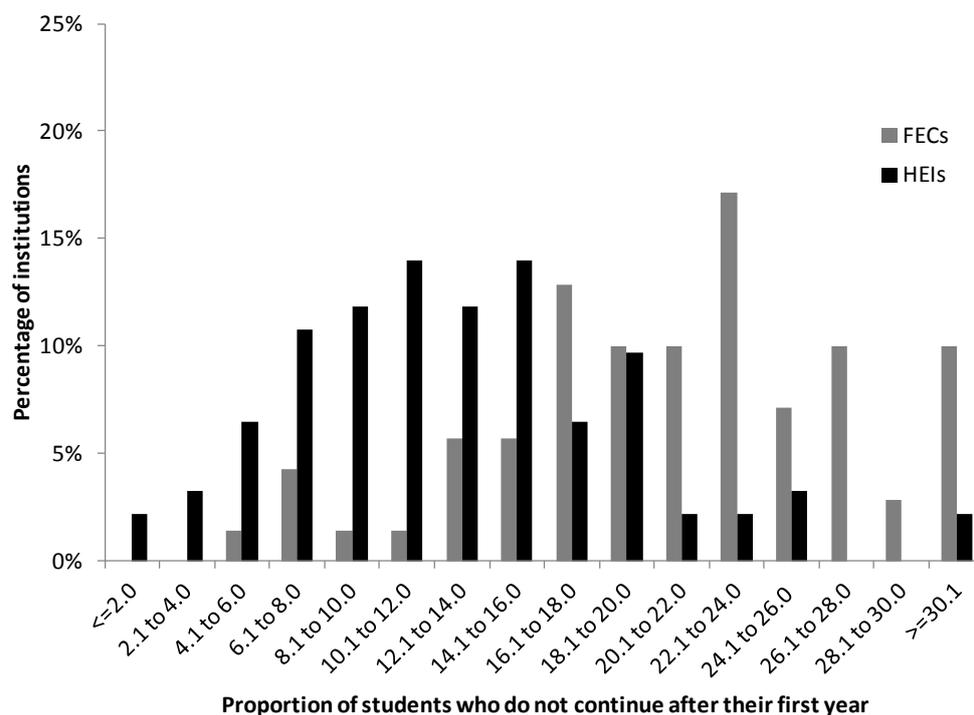
64. Figures 5 and 6 illustrate the spread of the proportions of students who did not continue after their first year, across those HEIs and FECs in England with published data, split by the type of institution. Figure 5 considers this distribution for young, and Figure 6 for mature, entrants.

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



65. Figure 5 shows that while 54 per cent of HEIs had a non-continuation rate of between 10.1 per cent and 20.0 per cent for young full-time other undergraduate entrants, this was true of a smaller proportion of FECs (44 per cent). 18 per cent of FECs had a non-continuation rate of at least 28.1 per cent, compared with 6 per cent of HEIs.

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



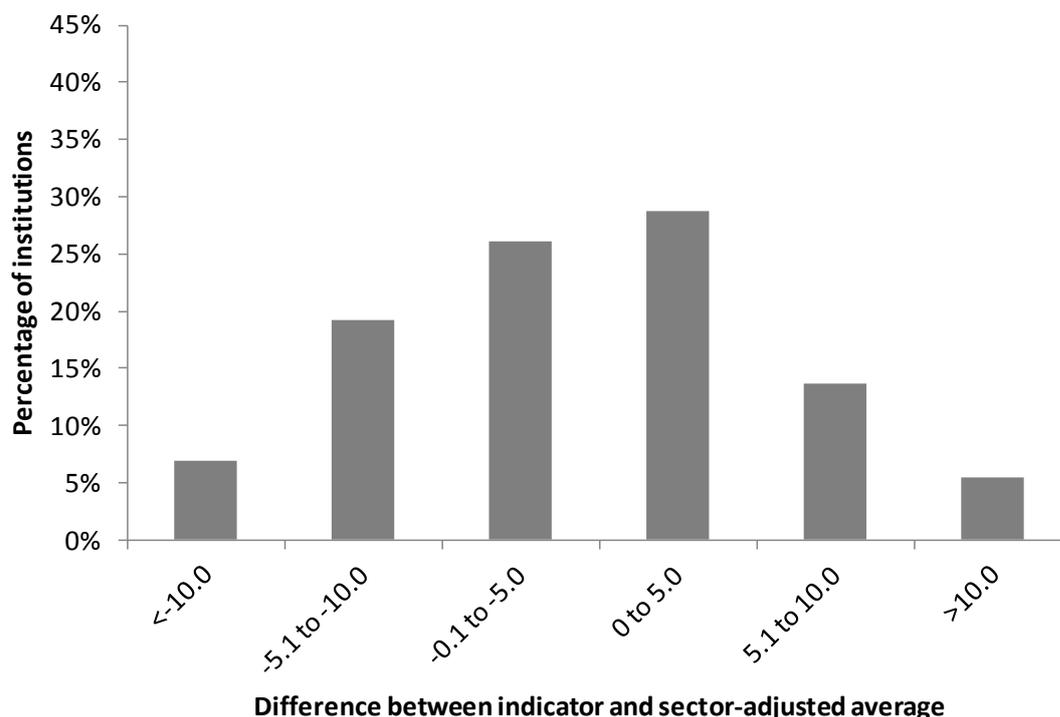
66. Figure 6 shows that just under three-quarters of HEIs (74 per cent) had a non-continuation rate lower than 16.1 per cent among mature full-time other undergraduate entrants, compared with 20 per cent at FECs. 23 per cent of FECs had a non-continuation rate of at least 26.1 per cent compared with 2 per cent of HEIs.

67. Considering all full-time other undergraduate entrants at an individual FEC, the indicator proportion who did not continue in HE after their first year and the sector-adjusted average for that institution can be compared, and the difference between the two calculated. Figure 7 shows the distribution of these differences.

68. The sector-adjusted average was less than the proportion of entrants not continuing for 38 of the 73 FECs in England with published data. Thus, having allowed for differences in the institutions' student profiles of age, qualifications on entry and subject area of study, 52 per cent of FECs performed better than their sector-adjusted average, having a lower proportion than might have been expected of full-time other undergraduate students who did not continue. These institutions are shown with a difference less than zero in Figure 7.

69. Of the 38 FECs with a negative difference between their indicator and their sector-adjusted average, one performed **significantly** better than its sector-adjusted average, and is shown in Table 2b with a significance marker of a plus sign. Four FECs performed **significantly** worse than their sector-adjusted average, and are therefore shown with a minus sign.

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



### **Employment rates of leavers obtaining a higher education qualification**

70. The employment indicators discussed in this document show the proportion of qualifiers from a course of HE in 2010-11 who continued into work or further study after 6 months. This proportion is provided separately for full-time first degree and full-time other undergraduate qualifiers.

71. Employment circumstances have been taken from the Destination of Leavers from Higher Education survey for HEIs and the Higher Education in Further Education Destination of Leavers from Higher Education survey for FECs. More information about which employment circumstances are included in the employment indicator can be found in Annex B.

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

73. These results differ from those published in 'Destination of leavers from higher education in further education college – Key findings: leavers up to academic year 2010-11' (HEFCE 2013/01), due to a difference in the definition of the base populations<sup>6</sup>.

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<sup>6</sup> Available online at [www.hefce.ac.uk/pubs/year/2013/201301/](http://www.hefce.ac.uk/pubs/year/2013/201301/)

**Table C: Comparison of employment indicators for HEIs and FECs in England**

		<b>First degree</b>	<b>Other undergraduate</b>
<b>Registered at HEIs</b>	Indicator	90.0	94.3
	<i>Sector-adjusted average</i>	90.0	94.2
<b>Registered at FECs</b>	Indicator	83.6	92.7
	<i>Sector-adjusted average</i>	86.4	92.8
<b>Taught at HEIs</b>	Indicator	90.0	94.1
	<i>Sector-adjusted average</i>	90.0	94.2
<b>Taught at FECs</b>	Indicator	86.1	94.0
	<i>Sector-adjusted average</i>	87.5	93.5

### **Sector-level findings**

#### Registered and taught qualifiers

74. Table C shows that the proportions of full-time qualifiers registered at FECs who went on to work or further study were consistently lower than those proportions among qualifiers taught at FECs. Among full-time first degree qualifiers registered at FECs, 83.6 per cent continued in to work or further study, which was over two percentage points lower than the proportion of taught qualifiers (86.1 per cent).

#### Qualifiers from HE courses at HEIs and FECs

75. Table C shows that in 2010-11 the proportion of registered qualifiers who went on to work or further study was higher at HEIs than FECs. The proportion of full-time first degree qualifiers from FECs was 83.6 per cent, which is over six percentage points lower than the 90.0 per cent employment proportion observed at HEIs.

76. The proportion of full-time other undergraduate qualifiers registered at FECs who continued in to work or further study was 92.7 per cent, which is over a percentage point lower than those registered at HEIs (94.3 per cent).

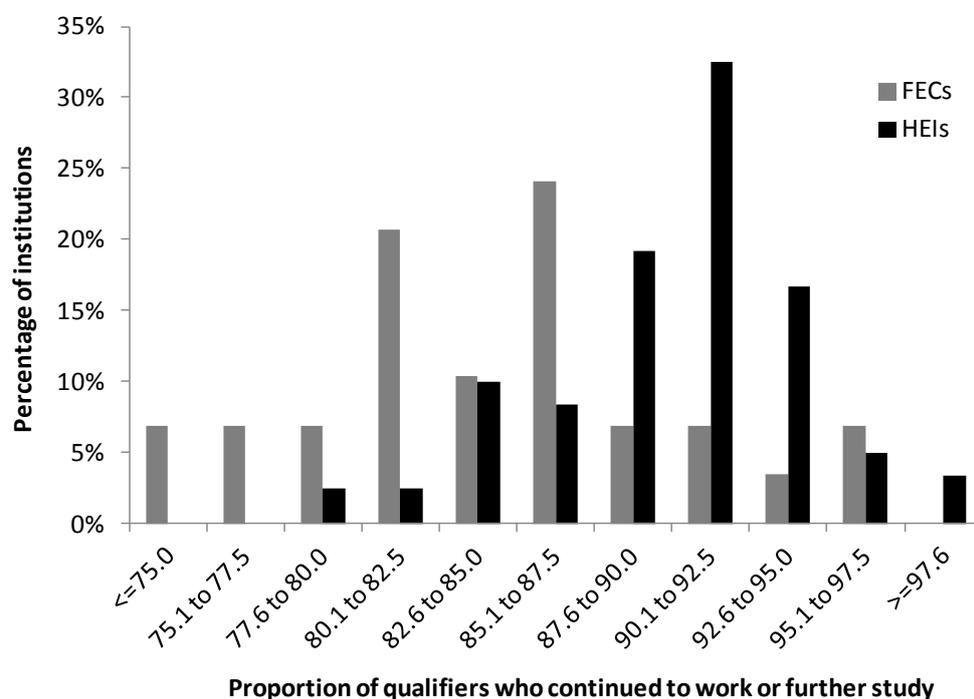
### **Institutional-level findings**

77. Employment indicators for full-time qualifiers from a course of HE have been published for 63 of the FECs in England. The remaining institutions had a population of full-time undergraduate qualifiers lower than the publication threshold of 23 individual students.

78. Figure 8 illustrates the spread of the employment indicator proportions across those HEIs and FECs in England with published data.

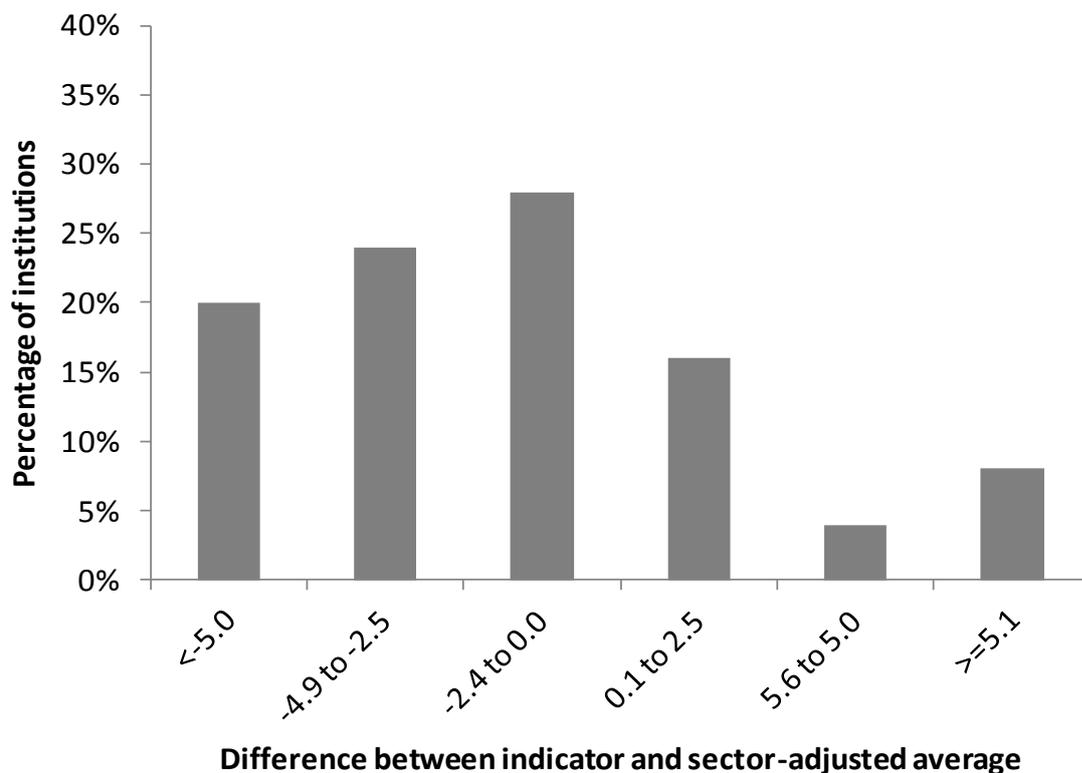
Full-time first degree qualifiers

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



79. It can be seen from Figure 8 that among full-time first degree qualifiers, HEIs had an increased proportion of high employment rates. While 58 per cent of HEIs had an employment indicator greater than 90 per cent, this was only true for 17 per cent of FECs.

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



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

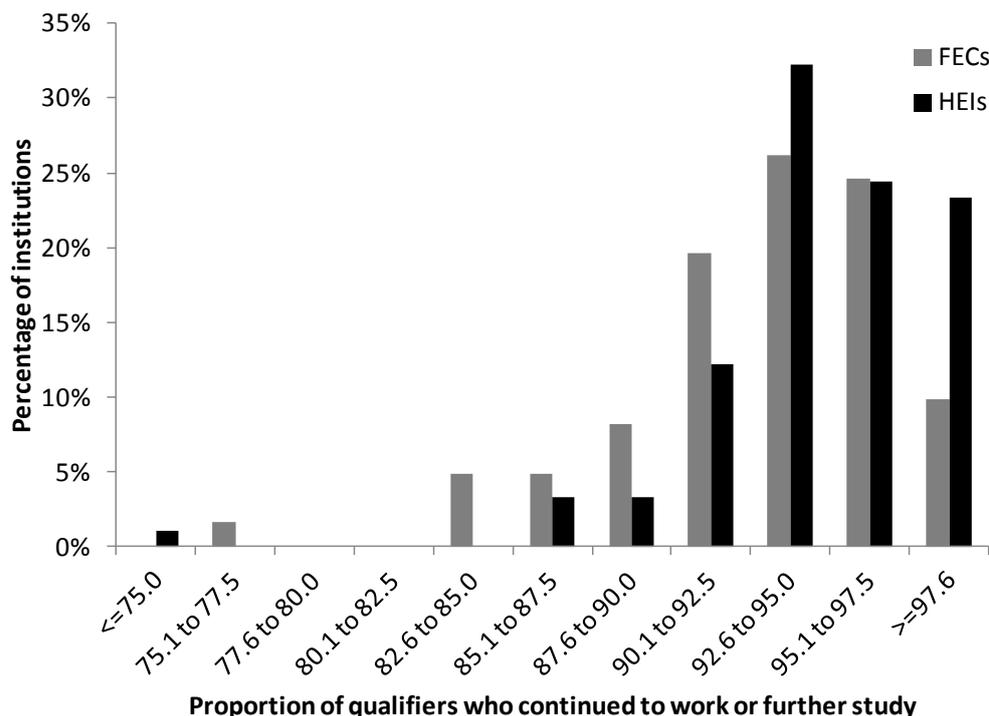
81. Figure 9 shows that 28 per cent of FECs, compared with 48 per cent of HEIs, had an employment indicator that was better than the sector-adjusted average: having allowed for differences in the institutions' student profiles of age, qualifications on entry, gender, ethnicity and subject area of study, 28 per cent of FECs performed better than their sector-adjusted average, with a higher proportion than might have been expected of full-time first degree qualifiers who continued in to work or further study.

82. From Table E1a it can be seen that one FEC performed **significantly** worse than its sector-adjusted average.

#### Full-time other undergraduate qualifiers

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

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



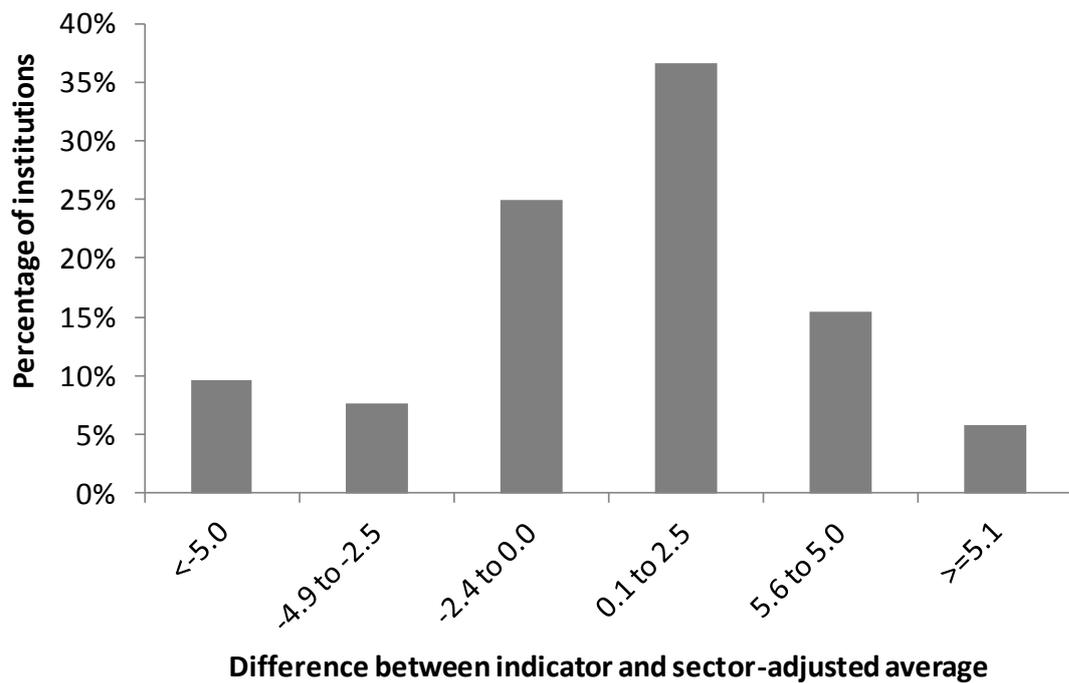
84. Figure 10 shows that when considering full-time other undergraduate qualifiers, 92 per cent of HEIs had an employment indicator greater than 90 per cent; this was true for 80 per cent of FECs. It is evident that the majority of institutions had an employment indicator of greater than 82.5 per cent.

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

86. The sector-adjusted average was greater than the employment indicator for 22 of the 52 FECs who met the population threshold of 23 full-time other undergraduate qualifiers. These institutions are shown with a difference of less than zero in Figure 11. This means that having allowed for differences in the institutions' student profiles of age, qualifications on entry, gender, ethnicity and subject area of study, 58 per cent of FECs performed better than their sector-adjusted average and had a higher proportion than might have been expected of full-time other undergraduate qualifiers who went on to work or further study.

87. Table E1b shows that there are no FECs that performed **significantly** better or worse than their sector-adjusted average.

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



### Next steps

88. It is intended that these indicators be produced regularly, and we are hoping to publish another two sets in early 2014 which will bring the publication of these indicators in line with the HESA PIs. It is also planned that the range of indicators published be broadened; there are several challenges in doing this, however, and it may take some time.

## List of abbreviations

<b>BTEC</b>	Business and Technology Education Council qualification
<b>DLHE</b>	Destinations of Leavers in Higher Education survey
<b>FE</b>	Further education
<b>FEC</b>	Further education college
<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
<b>HNC</b>	Higher National Certificate
<b>HND</b>	Higher National Diploma
<b>ILR</b>	Individualised Learner Record
<b>LDCS</b>	Learn Direct Classification System
<b>LPN</b>	Low-participation neighbourhood
<b>ONC</b>	Ordinary National Certificate
<b>OND</b>	Ordinary National Diploma
<b>PI</b>	Performance indicator
<b>POLAR</b>	Participation of Local Areas
<b>VCE</b>	Vocational Certificates of Education