



**Universal Access and Dual Regimes of Further and Higher Education
(The FurtherHigher Project)**

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Programme
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**WORKING PAPER 3
STATISTICAL STUDIES**

Sammy Rashid and Greg Brooks

Contact:

Karen Kitchen
Project Secretary
School of Education
University of Sheffield
Sheffield S10 2JA

0114 222 8093
k.kitchen@sheffield.ac.uk

Project Website: www.sheffield.ac.uk/furtherhigher



Universal Access and Dual Regimes of Further and Higher Education

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Our working papers

This is one of a series of working papers reporting the methods, findings and implications of a study of *Universal Access and Dual Regimes of Further and Higher Education* (The FurtherHigher Project). Each is authored by one or more individuals on behalf of the project team. The working papers, along with copies of presentations and publications, can be downloaded from the project website at www.sheffield.ac.uk/furtherhigher

Our project

The research was one of seven projects on widening participation in higher education funded by the Economic and Social Research Council (ESRC) through its Teaching and Learning Research Programme (TLRP). Information about each study, including Research Briefings on our own and other projects, can be accessed at www.tlrp.org The FurtherHigher Project was based at the University of Sheffield and undertaken between February 2006 and July 2008.

Our objective

We investigated the influence of a division between further and higher education on strategies to widen participation in English undergraduate education. Such a division was intended to concentrate higher education in one sector and further education in another sector, each with their own institutions and separate funding and regulatory bodies. However, government policy in recent years has looked to expand higher education in the further education sector. We examined whether sector separation advanced or inhibited a broadening of participation.

Our approach

We looked at policy and practice at three levels. At the system level, policy interviews and statistical studies were combined with international and contextual commentaries. At the institutional level, we employed case studies to develop a typology of further-higher organisational forms. At the level of courses and students, detailed fieldwork was carried out in four partner further-higher establishments to elucidate features of progression.

Our project team

Ann-Marie Bathmaker (Director), Greg Brooks (Director), Diane Burns, Maxine Burton, David Dale, Cate Goodlad, Liz Halford, Karen Kitchen, Sammy Rashid, Andy Roberts, Gareth Parry (Director), David Smith (Director), Will Thomas, Anne Thompson, Val Thompson.

Statistical Studies in the FurtherHigher Project

Sammy Rashid and Professor Greg Brooks
University of Sheffield

Headline finding

General further education colleges make a distinctive contribution to widening participation, both in qualifying individuals for entry to undergraduate education and in providing programmes of higher education.

Context

The overall aim of the FurtherHigher Project was:

To examine the impact of the division between further and higher education on strategies to widen participation in undergraduate education in England.

Within this, the role of the statistical studies was two-fold:

1. To describe and analyse the overall background characteristics of students domiciled in England and entering higher education in both further education colleges (FECs) and higher education institutions (HEIs).
2. To describe and analyse the movement of students domiciled in England within and between FECs and HEIs as they moved from level 3 to higher education at any level from level 4 upwards.

This enabled us to identify both what kinds of students entered different locations of higher education, and what kinds of students used what types of further education as a basis for access, progression or transfer to the different locations of higher education.

In particular, these studies provided a statistical base for assessing the contribution to widening participation of FECs both in qualifying individuals for entry to undergraduate education and as providers of higher education.

Objectives

1. To produce summaries of certain background characteristics of the students domiciled in England who entered higher education in 2004/05 and 2005/06.
2. Using the year 2003/04 as a baseline, to establish the numbers of students completing one or more Level 3 aims in that academic year (in FECs and HEIs) and investigate whether they started an HE qualification (Level 4 or higher) in the years 2004/05 or 2005/06, in either FECs or HEIs.
3. To show transfer rates and patterns from FE to HE by HEIs and by type of FEC.

The background characteristics covered were ethnicity, gender, age, mode of study (full- or part-time), type of HE course, and two aspects of home neighbourhood used as proxies for social class: index of deprivation, and rate of participation in higher education. The first of these is presented in the main text, the second in Appendix 2.

Brief account of methods

For a full account of the methods used, see Working Paper 7.

Data sources

For our main analyses we used:

- the national Learning and Skills Council (LSC) dataset of Individual Learner Records (ILRs) for 2003/04; this provided details of all students completing a L3 learning aim in FECs in that academic year
- the ILR datasets for 2004/05 and 2005/06; these provided details of all students starting a higher education course in FECs in those academic years
- data from the Higher Education Statistics Agency (HESA); these were obtained from the Higher Education Funding Council for England (HEFCE) and provided details of:
 - all students completing a L3 learning aim in HEIs in academic year 2003/04
 - all students starting a higher education course in HEIs in academic years 2004/05 and 2005/06
- a file created by HEFCE which provided Unique Student IDs; this was needed to track individual students through the other datasets, and without it this aspect of the project could not have been completed. Material help with the use of this file, and in understanding others, was received from HEFCE
- two sets of files allowing classification of proxies for social class backgrounds via census information, one provided by a specialist analyst at Sheffield, the other by HEFCE. In both cases, the classification was at neighbourhood level – there were no reliable sources of individual-level social class information.

The first proxy for social class was the official ‘Index of Multiple Deprivation 2004’ (IMD 2004 – see <http://www.communities.gov.uk/documents/communities/pdf/131209.pdf>); the second was ‘percentage of adults in the area who have participated in higher education’ (POLAR2). Both were subdivided into quintiles, that is, they ranged from the 20% of areas with the most deprivation/lowest HE participation rate to those with the least deprivation/highest HE participation rate.

Assumptions/Decisions

Given the objectives stated above, certain assumptions and decisions needed to be made regarding different aspects of the data:

- We included in the base L3 population all people with a L3 learning aim ending, or due to end, in the academic year 2003/04, regardless of outcome, of whether any had already completed an HE course in the past, and of length of L3 course.
- Where people appeared in both the HESA and ILR datasets at L3 we decided to leave them in the HESA data and eliminate them from the ILR data. At HE level we also decided to pay attention to their location of study (including partly franchised) in our analyses.
- We allocated each Further Education College to one of the following four categories:
 1. General FE + Tertiary
 2. Specialist colleges (Art & Design and Performing Arts, Land Based, Adult Education) – grouped together and separately; where the subcategories are shown in tables they are abbreviated as ADPA, LB and AE respectively
 3. Sixth Form Colleges
 4. Other.

- We allocated each student to one of the following six age-group categories:
 - 13 to 20
 - 21 to 30
 - 31 to 40
 - 41 to 50
 - 51 to 59
 - 60 to 90

- We needed to decide which courses in HEIs and FECs counted as higher education. For details see Working Paper 7.

- We kept the OU separate in many of the analyses.

- Franchised HE students: We mainly defined these as students who received more than 50% of their teaching at an institution other than the one at which they were registered, but the data shown in Figure 1 are an exception.

Findings/Results

1. The student classes of 2004/05 and 2005/06

Students who entered HE in those two years could find themselves in any one of the following nine situations:

- registered at an HEI other than the Open University and being taught at the same HEI for at least half of the time
- registered at an FEC and being taught at the same FEC for at least half of the time
- registered at and being taught by the Open University
- registered at an HEI other than the Open University and being taught at a different HEI for at least half of the time
- registered at an HEI other than the Open University and being taught at an FEC for at least half of the time
- registered at an HEI other than the Open University and being taught at ‘another’ (unknown) institution for at least half of the time
- registered at an FEC and being taught at an HEI for at least half of the time
- registered at an FEC and being taught at a different FEC for at least half of the time
- registered at an FEC and being taught at ‘another’ (unknown) institution for at least half of the time.

For simplicity, in what follows ‘HEI’ (except where stated) implies ‘other than the Open University’, ‘franchised’ means ‘being taught at an institution other than the registering institution for at least half of the time’, and ‘non-franchised’ means ‘being taught at the registering institution for at least half of the time’. Also, ‘unknown’ here means just that: the information was not recorded in the relevant database.

The numbers of students in the nine categories defined above differed markedly, as shown in Table 1.

Table 1: Numbers and percentages of students entering different forms of HE in 2004/05 and 2005/06

| Category | | N | % | |
|----------------------|-----------------|------------------------|-------------|-----|
| HEI, non-franchised | | 1,129,407 | 76% | |
| FEC, non-franchised | | 171,057 | 11% | |
| OU | | 117,437 | 8% | |
| Franchised: | from an HEI to: | a different HEI | 839 | <1% |
| | | an FEC | 55,497 | 4% |
| | | an unknown institution | 9,484 | <1% |
| | from an FEC to: | an HEI | 248 | <1% |
| | | a different FEC | 146 | <1% |
| | | an unknown institution | 3,608 | <1% |
| Total franchised | | 69,822 | 5% | |
| Overall total | | 1,487,723 | 100% | |

For each of the nine categories we assembled tables describing the students against the eight background characteristics listed under the first objective above. The tables for the four categories which represented more than 1% of the student population are given in Appendix 1 to this working paper, and the further analysis and discussion in this section are based on them. The tables for the five small categories are not reproduced, or discussed, but are available on request to the project secretary.

A summary of the findings for the four main categories is given in Table 2.

Table 2: Background characteristics of the student classes of 2004/05 and 2005/06, by main categories of HE registration

| Background characteristic | HE registration | | | |
|-------------------------------|--|--|--|--|
| | HEI, non-franchised | FEC, non-franchised | OU | Franchised from an HEI to an FEC |
| Ethnicity (% white) | 74% | 84% | 73% | 80% |
| Gender (% female) | 61% | 59% | 60% | 55% |
| Age (largest group(s)) | 13-20 | 21-50 | 21-50 | 13-20 & 21-30 |
| Mode of study (% full-time) | 55% | 21% | <1% | 44% |
| % starting Foundation degree* | 2% | 6% | 1% | 26% |
| % starting Bachelor's degree* | 48% | 7% | 41% | 18% |
| Deprivation index quintiles | Higher proportions from less deprived areas | Broadly equal proportions from all areas | Higher proportions from less deprived areas | Lowest proportions from least and most deprived areas |
| Participation in HE quintiles | Higher proportions from high-participation areas | Broadly equal proportions from all areas | Higher proportions from high-participation areas | Lowest proportions from highest and lowest participation areas |

* Numbers and percentages of those starting all other forms of HE qualification are given in Appendix 1.

The estimated 2006 national figure for persons of white ethnicity (all ages) in England was 84% (source: calculated from <http://www.erpho.org.uk/viewResource.aspx?id=17859> accessed 19/11/08), so all sectors were recruiting at least a representative percentage of students from ethnic minorities, and some were doing more than this. The tendency for more women than men to enter HE, first visible several years before, continued in all sectors. The age pattern was as expected, given that it is known that many mature students prefer to study very locally or by distance education; and this in turn is known to interact with the preference, or need, for part-time study. The preferred locus of students starting a Foundation degree seems from these figures to have been a course franchised from an HEI to an FEC, while that of students starting a Bachelor's degree was an HEI (here including the Open University). The two proxies for social class show the expected trend towards higher proportions entering from more middle-class areas in HEIs (again including the OU), but the FECs showed no such trend and were recruiting roughly equally from all areas: this we interpret as showing that the FECs were making a detectable contribution to widening participation. (No obvious explanation for the U-shaped distribution of franchised students suggests itself.)

2. Overall movement of students from FE to HE

The previous section was based on all students entering HE in 2004/05 and 2005/06, regardless of the type of educational institution at which they had acquired their L3 qualifications and credits, or how long before entering HE they had acquired them. Here we focus more specifically on the subset of students who acquired their L3 qualifications in FECs or HEIs in academic year 2003/04: the two main exclusions are that students completing Level 3 in earlier years, and those who completed Level 3 in state and independent school sixth forms, are not included.

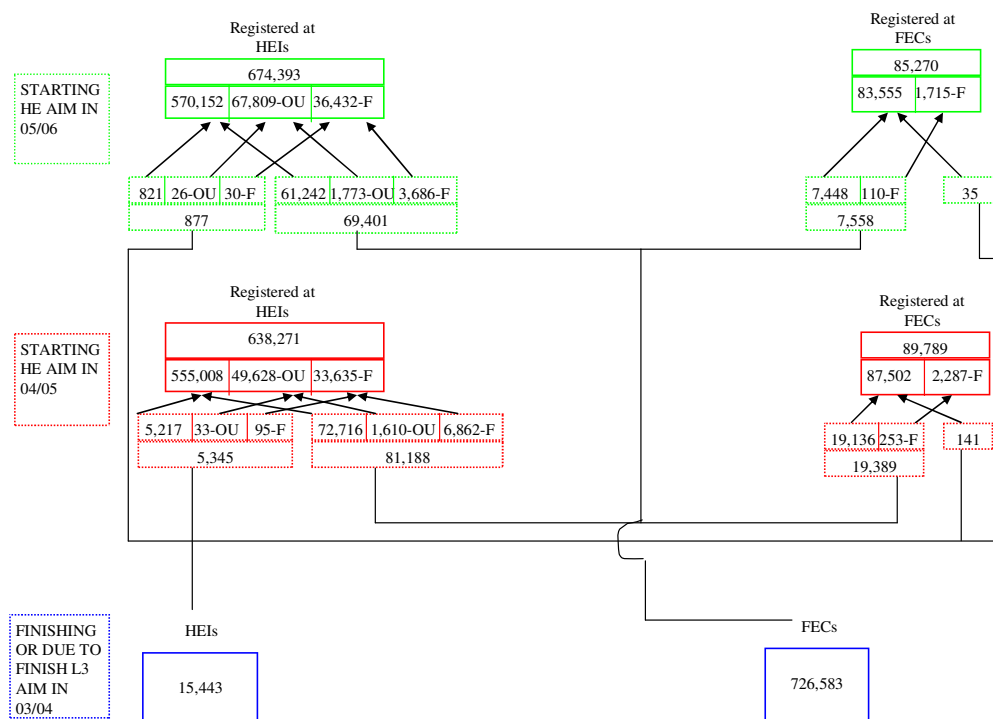
Given that the students in the population so defined could have completed a L3 learning aim in either an FEC or an HEI in 2003/04, and that they could have started an HE course in either an FEC or an HEI in either 2004/05 or 2005/06, each student could have followed any one of eight 'routes':

- FE in FECs (03/04) to HE in FECs (04/05)
- FE in FECs (03/04) to HE in HEIs (04/05)
- FE in HEIs (03/04) to HE in FECs (04/05)
- FE in HEIs (03/04) to HE in HEIs (04/05)
- FE in FECs (03/04) to HE in FECs (05/06)
- FE in FECs (03/04) to HE in HEIs (05/06)
- FE in HEIs (03/04) to HE in FECs (05/06)
- FE in HEIs (03/04) to HE in HEIs (05/06).

Figure 1 on the next page shows the movement of students from our base population of people completing or due to complete one or more Level 3 learning aims in 2003/04 to starting HE in 2004/05 and 2005/06. The chart also shows the numbers of **all** those who registered to start an HE course in 2004/05 and 2005/06 at either type of institution (note that the sum of the HEI figures for the two years corresponds to the sum of those in the previous section for HEIs (non-franchised and franchised, to any of the three possibilities) plus the OU; and that the sum of the FEC figures for the two years corresponds to the sum of those in the previous section for franchised and non-franchised FEC students). As implied above, the differences between the numbers moving up through this chart and the overall numbers represent students who entered HE by other routes, principally from school sixth forms in both the state and independent sectors.

Figure 1: Numbers of students moving from Level 3 in 2003/04 to HE in 2004/05 and 2005/06, by place of registration

Transfer of students from L3 to HE: 03/04 to 04/05 and 05/06: place of registration



Key: “F” = (1) for those registered at HEIs there is some element of franchising; (2) for those registered at FECs more than 50% of the course is taught at another institution. “OU” = Open University.

Table 3 below summarises the principal findings from Figure 1.

Table 3: Summary of overall movement by where students registered for HE

| Institution registered at for L3: | FEC | HEI | TOTAL |
|--|---|--|--------------------|
| No. finishing/due to finish a L3 course in 03/04 | 726,583 | 15,443 | 742,026 |
| No. found starting an HE course in 04/05 | 100,577 (13.8%) (81,188 HEIs + 19,389 FECs) | 5,486 (37.5%) (5,345 HEIs + 141 FECs) | 106,063 (14.3%) |
| No. found starting an HE course in 05/06 | 76,959 (10.6%) (69,401 HEIs + 7,558 FECs) | 912 (5.6%) (877 HEIs + 35 FECs) | 77,871 (10.5%) |
| Total starting an HE course (04/05 and 05/06) | 177,536 (24.4%) (150,589 HEIs + 26,947 FECs) | 6,398 (43.1%) (6,222 HEIs + 176 FECs) | 183,934 (24.8%) |

Thus approximately a quarter of those finishing or due to finish a level 3 aim in 2003/04 went on to start an HE aim in 2004/05 or 2005/06. A larger proportion of those who took their level 3 qualification in an HEI went on (43%) than of those who took their level 3 qualification in an FEC (24%), and those who took their level 3 qualification in an HEI were more likely to proceed directly into HE in 2004/05 (86% v.14% who entered HE in 2005/06) than those who took their level 3 qualification in an FEC (57% v. 43%).

Large numbers of students started their HE courses in 2005/06 rather than 2004/05. In some cases this was because the L3 qualification taken in 2003/04 was an AS level and they were going to be completing their A-Levels (by sitting A2 exams) the following year. Others would be taking “AS” as a top-up (having taken A2s in 2002/03 but not gained enough ‘points’). We could not distinguish between these two groups, so have included all L3 qualifications. Obviously, having a gap year is another reason for students only reappearing in 2005/06.

Another way of displaying the data (see Figure 2) is by the institution which was the students’ main place of HE study: as already noted, for franchised students we defined the main place of study as that where they received more than 50% of their teaching. “F-FE” means the registering institution was an FEC, “F-HE” means that it was an HEI. “Other” institution means that the type is not clear or unknown.

Figure 2: Numbers of students moving from Level 3 in 2003/04 to HE in 2004/05 and 2005/06, by main place of study

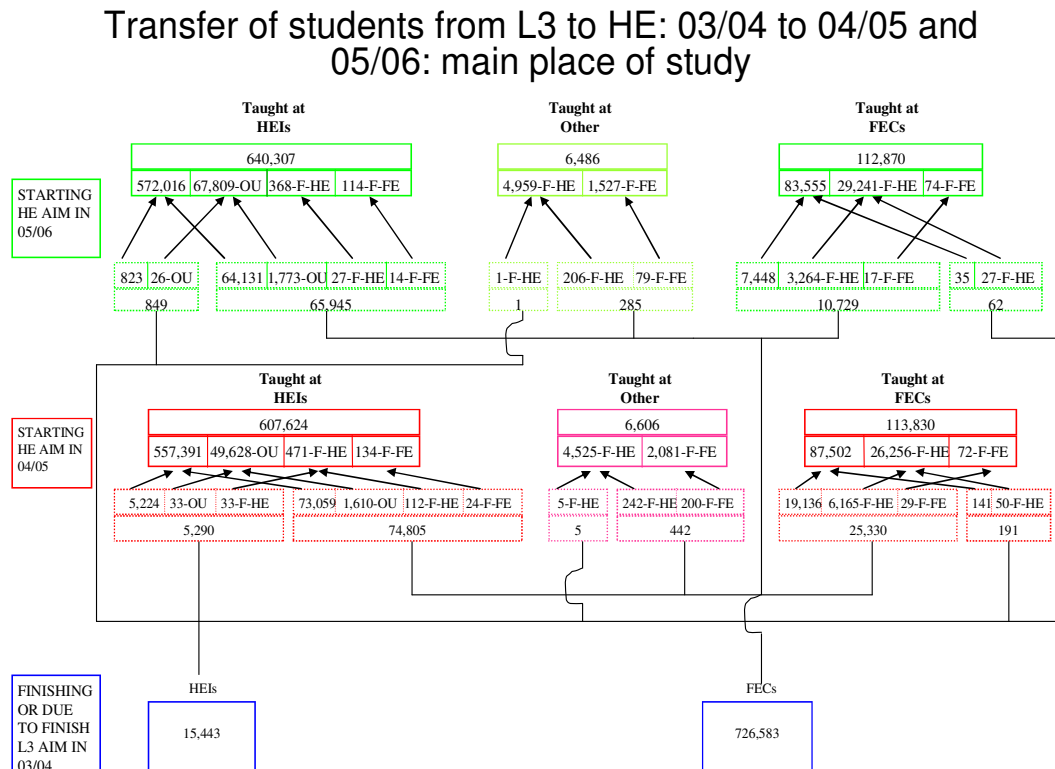


Figure 2 confirms that, for this subset of this cohort, the vast majority of franchised students were franchised from an HEI to an FEC; also the fairly substantial numbers for whom the franchisee institution was not known. Table 4 summarises the principal findings from Figure 2.

Table 4: Summary of overall movement by students' main place of study

| Institution registered at for L3: | FEC | HEI | TOTAL |
|--|---|--|-----------------|
| No. finishing/due to finish a L3 course in 03/04 | 726,583 | 15,443 | 742,026 |
| No. found starting an HE Course in 04/05 | 100,577 (13.8%) (74,805 HEIs + 25,330 FECs + 442 Other) | 5,486 (37.5%) (5,290 HEIs + 191 FECs + 5 Other) | 106,063 (14.3%) |
| No. found starting an HE Course in 05/06 | 76,959 (10.6%) (65,945 HEIs + 10,729 FECs + 285 Other) | 912 (5.6%) (849 HEIs + 62 FECs + 1 Other) | 77,871 (10.5%) |
| Total starting an HE Course (04/05 and 05/06) | 177,536 (24.4%) (140,750 HEIs + 36,059 FECs + 727 Other) | 6,398 (43.1%) (6,139 HEIs + 253 FECs + 6 Other) | 183,934 (24.8%) |

3. Transfer numbers and rates

The numbers and percentages of students transferring from L3 to HE are presented below in various further ways:

- Tables 5 and 6 are a slightly different look at the data in Table 3
- Tables 7 and 8 examine institution type transfer (by registration institution)
- Tables 9 and 10 look at franchising and collaboration
- Table 11 breaks the L3 numbers down by type of FEC.

Table 8 is perhaps of particular interest since it shows (among other things) the **internal** transfer rate, i.e. the percentage of students who stayed at the same institution to do their HE: this was much higher for HEIs (48%) than for FECs (11%), though the absolute numbers (Table 7) were much smaller in HEIs.

Table 11 shows that general FECs provided for the great majority of L3 FE students. It also shows interesting differences between types of FEC in transfer rates. Of the four main categories (sixth form, specialist, general, other), sixth form colleges had by far the highest transfer rate (46%), and this was higher even than the transfer rate from FE in HEIs to HE (41%). And within the three categories of specialist college (Art & Design and Performing Arts, Land Based, Adult Education) the Art & Design and Performing Arts group (though their student numbers were small) also had a high transfer rate – 42% – almost identical to that of HEIs, while the other categories sent rather few students on to HE. General FECs had a lower but not inconsiderable transfer rate of 20%.

Table 5: Numbers of students transferring from FE to HE

| Type of establishment studying L3 | Number of students finishing or due to finish L3 in 03/04 | Number of students found starting HE 04/05 at an HEI | Number of students found starting HE 04/05 at an FEC | Number of students found starting HE 04/05 | Number of students found starting HE 05/06 at an HEI | Number of students found starting HE 05/06 at an FEC | Number of students found starting HE 05/06 | Number of students found starting HE in 04/05 and 05/06 |
|-----------------------------------|---|--|--|--|--|--|--|---|
| HEI | 15,433 | 5,345 | 141 | 5,486 | 877 | 35 | 912 | 6,398 |
| FEC | 726,583 | 81,188 | 19,389 | 100,577 | 69,401 | 7,558 | 76,959 | 177,536 |
| TOTAL | 742,016 | 86,533 | 19,530 | 106,063 | 70,278 | 7,593 | 77,871 | 183,934 |

Table 6: Percentage of students transferring from FE to HE (base is numbers finishing L3)

| Type of establishment studying L3 | Number of students finishing or due to finish L3 in 03/04 | Percentage of students found starting HE 04/05 at an HEI | Percentage of students found starting HE 04/05 at an FEC | Percentage of students found starting HE 04/05 | Percentage of students found starting HE 05/06 at an HEI | Percentage of students found starting HE 05/06 at an FEC | Percentage of students found starting HE 05/06 | Percentage of students found starting HE in 04/05 and 05/06 |
|-----------------------------------|---|--|--|--|--|--|--|---|
| HEI | 15,433 | 34.63% | 0.91% | 35.55% | 5.68% | 0.23% | 5.91% | 41.46% |
| FEC | 726,583 | 11.17% | 2.67% | 13.84% | 9.55% | 1.04% | 10.59% | 24.43% |
| TOTAL | 742,016 | 11.66% | 2.63% | 14.29% | 9.47% | 1.02% | 10.49% | 24.79% |

Table 7: Numbers of students transferring from FE to HE staying in same institution type (or same institution) for both FE and HE

| Type of establishment studying L3 | Number of students found starting HE 04/05 | Number of students found starting HE in 04/05 after studying L3 in same establishment type | Number of students found starting HE in 04/05 in same institution as L3 | Number of students found starting HE 05/06 | Number of students found starting HE in 05/06 after studying L3 in same establishment type | Number of students found starting HE in 05/06 in same institution as for their L3 | Number of students found starting HE 04/05 and 05/06 | Number of students found starting HE in 04/05 and 05/06 after studying L3 in same establishment type | Number of students found starting HE in 04/05 and 05/06 in same institution as L3 |
|-----------------------------------|--|--|---|--|--|---|--|--|---|
| HEI | 5,486 | 5,345 | 2,709 | 912 | 877 | 355 | 6,398 | 6,222 | 3,064 |
| FEC | 100,577 | 19,389 | 15,420 | 76,959 | 7,558 | 4,649 | 177,536 | 26,947 | 20,069 |
| TOTAL | 106,063 | 24,734 | 18,129 | 77,871 | 8,435 | 5,004 | 183,934 | 33,169 | 23,133 |

Table 8: Percentage of students transferring from FE to HE staying in same institution type (or same institution) for both FE and HE (base is numbers starting HE)

| Type of establishment studying L3 | Number of students found starting HE 04/05 | Percentage of students found starting HE in 04/05 after studying L3 in same establishment type | Percentage of students found starting HE in 04/05 in same institution as L3 | Number of students found starting HE 05/06 | Percentage of students found starting HE in 05/06 after studying L3 in same establishment type | Percentage of students found starting HE in 05/06 in same institution as for their L3 | Number of students found starting HE 04/05 and 05/06 | Percentage of students found starting HE in 04/05 and 05/06 after studying L3 in same establishment type | Percentage of students found starting HE in 04/05 and 05/06 in same institution as L3 |
|-----------------------------------|--|--|---|--|--|---|--|--|---|
| HEI | 5,486 | 97.43% | 49.38% | 912 | 96.16% | 38.93% | 6,398 | 97.25% | 47.89% |
| FEC | 100,577 | 19.28% | 15.33% | 76,959 | 9.82% | 6.04% | 177,536 | 15.18% | 11.30% |
| TOTAL | 106,063 | 23.32% | 17.09% | 77,871 | 10.83% | 6.43% | 183,934 | 18.03% | 12.58% |

Table 9: Number of students transferring from FE to HE with franchising/collaborating numbers

| Moving from L3 to HE | Number of students found starting HE 04/05 | Number of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 | Number of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 | Number of students found starting HE 05/06 | Number of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 05/06 | Number of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 05/06 | Number of students found starting HE 04/05 and 05/06 | Number of students franchising/collaborating from HE registering institution 04/05 and 05/06 | Number of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 and 05/06 |
|----------------------|--|---|---|--|---|---|--|--|---|
| HEI to HEI | 5,345 | 95 | 11 | 877 | 30 | 3 | 6,222 | 125 | 14 |
| HEI to FEC | 141 | 0 | 0 | 35 | 0 | 0 | 176 | 0 | 0 |
| FEC to HEI | 81,188 | 6,862 | 0 | 69,401 | 3,686 | 0 | 150,589 | 10,548 | 0 |
| FEC to FEC | 19,389 | 253 | 147 | 7,558 | 110 | 38 | 26,947 | 363 | 185 |
| TOTAL | 106,063 | 7,210 | 158 | 77,871 | 3,826 | 41 | 183,934 | 11,036 | 199 |

Table 10: Number of students transferring from FE to HE with franchising/collaborating percentages (base is numbers starting HE)

| Moving from L3 to HE | Number of students found starting HE 04/05 | Percentage of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 | Percentage of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 | Number of students found starting HE 05/06 | Percentage of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 05/06 | Percentage of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 05/06 | Number of students found starting HE 04/05 and 05/06 | Percentage of students franchising/collaborating from HE registering institution 04/05 and 05/06 | Percentage of students franchising/collaborating from HE registering institution (same institution as the L3 institution) 04/05 and 05/06 |
|----------------------|--|---|---|--|---|---|--|--|---|
| HEI to HEI | 5,345 | 1.78% | 0.21% | 877 | 3.42% | 0.34% | 6,222 | 2.01% | 0.23% |
| HEI to FEC | 141 | 0.00% | 0.00% | 35 | 0.00% | 0.00% | 176 | 0.00% | 0.00% |
| FEC to HEI | 81,188 | 8.45% | 0.00% | 69,401 | 5.31% | 0.00% | 150,589 | 7.00% | 0.00% |
| FEC to FEC | 19,389 | 1.30% | 0.76% | 7,558 | 1.46% | 0.50% | 26,947 | 1.35% | 0.69% |
| TOTAL | 106,063 | 6.80% | 0.15% | 77,871 | 4.91% | 0.05% | 183,934 | 6.00% | 0.11% |

Table 11: Numbers of students transferring from FE to HE by L3 institution type

| Type of establishment studying L3 | Number of students finishing or due to finish L3 in 03/04 | Number of students found starting HE 04/05 at an HEI | Number of students found starting HE 04/05 at an FEC | Number of students found starting HE 04/05 | Number of students found starting HE 05/06 at an HEI | Number of students found starting HE 05/06 at an FEC | Number of students found starting HE 05/06 | Number of students found starting HE in 04/05 and 05/06 | "Transfer" Percentage |
|-----------------------------------|---|--|--|--|--|--|--|---|-----------------------|
| HEI | 15,433 | 5,345 | 141 | 5,486 | 877 | 35 | 912 | 6,398 | 41.46% |
| FEC:SFC | 128,043 | 25,026 | 665 | 25,691 | 32,824 | 741 | 33,565 | 59,256 | 46.28% |
| FEC:AE | 4,233 | 282 | 46 | 328 | 155 | 30 | 185 | 513 | 12.12% |
| FEC:LB | 9,807 | 569 | 191 | 760 | 275 | 86 | 361 | 1,121 | 11.43% |
| FEC:ADPA | 2,419 | 481 | 195 | 676 | 208 | 120 | 328 | 1,004 | 41.50% |
| FEC:SPEC TOT | 16,459 | 1,332 | 432 | 1,764 | 638 | 236 | 874 | 2,638 | 16.03% |
| FEC:GFEC | 556,633 | 53,748 | 17,947 | 71,695 | 35,046 | 6,403 | 41,449 | 113,144 | 20.33% |
| FEC:OTHER | 25,448 | 1,082 | 345 | 1,427 | 893 | 178 | 1,071 | 2,498 | 9.82% |
| FEC:TOTAL | 726,583 | 81,188 | 19,389 | 100,577 | 69,401 | 7,558 | 76,959 | 177,536 | 24.43% |
| TOTAL | 742,016 | 86,533 | 19,530 | 106,063 | 70,278 | 7,593 | 77,871 | 183,934 | 24.79% |

Key: SFC = Sixth form colleges; AE = specialist adult education FECs; LB= specialist land-based FECs; ADPA = specialist Art & Design and Performing Arts FECs; SPEC TOT = total of specialist FECs; GFEC = general FECs

4. Proxy for social class: Index of Multiple Deprivation

(For the other such proxy, neighbourhood rate of participation in HE, see Appendix 2.)

The first set of Tables below shows summaries by one of the proxy variables for “class” which we obtained, ‘deprivation index quintiles’.

Tables 12-15 show the total numbers (and percentages) of students who started HE in 2004/05 and 2005/06 by “Multiple Deprivation” quintile and whether they completed (or were due to complete) a L3 qualification in HEIs or FECs in 2003/04 (‘sending’ institutions, i.e. as qualifying students for entry to HE).

Table 12: Table to show number of students by deprivation index quintiles by where and when starting HE for the 15,443 students finishing an L3 aim at HEIs in 03/04

| Destination | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|------------|--------------|
| Found in HEI 04/05 or 05/06 | 789 | 939 | 1229 | 1312 | 1836 | 117 | 6222 |
| Found in FEC 04/05 or 05/06 | 14 | 26 | 33 | 36 | 65 | 2 | 176 |
| Not Found | 1401 | 1487 | 1881 | 1832 | 1856 | 588 | 9045 |
| TOTAL | 2204 | 2452 | 3143 | 3180 | 3757 | 707 | 15443 |
| Percentage Found (Transfer Rate) | 36% | 39% | 40% | 42% | 51% | 17% | 41% |

Table 13: Table to show percentage of students by deprivation index quintiles for where and when starting HE for the 15,443 students finishing an L3 aim at HEIs in 03/04

| Destination | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|-----------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| Found in HEI 04/05 or 05/06 | 13% | 15% | 20% | 21% | 30% | 2% | 100% |
| Found in FEC 04/05 or 05/06 | 8% | 15% | 19% | 20% | 37% | 1% | 100% |
| Not Found | 15% | 16% | 21% | 20% | 21% | 7% | 100% |
| TOTAL | 14% | 16% | 20% | 21% | 24% | 5% | 100% |

Tables 12 and 13 show a clear upward trend across categories. Those taking L3 courses in HEIs tended to come from less deprived areas, and if they went on to HE this effect was more marked.

Table 14: Table to show number of students by deprivation index quintiles by where and when starting HE for the 726,583 students finishing an L3 aim at FECs in 03/04

| Destination | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-------------|---------------|
| Found in HEI 04/05 or 05/06 | 30530 | 28491 | 28684 | 30001 | 32745 | 138 | 150589 |
| Found in FEC 04/05 or 05/06 | 5416 | 5515 | 5442 | 5379 | 5018 | 177 | 26947 |
| Not Found | 114376 | 111503 | 108117 | 106070 | 103218 | 5763 | 549047 |
| TOTAL | 150322 | 145509 | 142243 | 141450 | 140981 | 6078 | 726583 |
| Percentage Found (Transfer Rate) | 24% | 23% | 24% | 25% | 27% | 5% | 24% |

Table 15: Table to show percentage of students by deprivation index quintiles for where and when starting HE for the 726,583 students finishing an L3 aim at FECs in 03/04

| Destination | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|-----------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| Found in HEI 04/05 or 05/06 | 20% | 19% | 19% | 20% | 22% | 0% | 100% |
| Found in FEC 04/05 or 05/06 | 20% | 20% | 20% | 20% | 19% | 1% | 100% |
| Not Found | 21% | 20% | 20% | 19% | 19% | 1% | 100% |
| TOTAL | 21% | 20% | 20% | 19% | 19% | 1% | 100% |

Tables 14 and 15 show a fairly flat trend for all categories, but the proportion of those found taking HE courses in HEIs was slightly higher for the least deprived areas than for other areas.

We can examine the same data by looking at them in terms of the populations ‘received’ into HE (as opposed to the L3 ‘sending’ populations above). Tables 16 and 17 show the numbers and percentages for those starting HE in HEIs, and the colours in the tables match those in the tables above.

Table 16: Table to show number of students by deprivation index quintiles by where studied L3 for those starting HE at HEIs in 04/05 and 05/06

| Where found doing L3 | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|--------------|----------------|
| From FEC 03/04 | 30530 | 28491 | 28684 | 30001 | 32745 | 138 | 150589 |
| From HEI 03/04 | 789 | 939 | 1229 | 1312 | 1836 | 117 | 6222 |
| Not Found | 176833 | 206459 | 223852 | 241641 | 266596 | 40472 | 1155853 |
| TOTAL | 208152 | 235889 | 253765 | 272954 | 301177 | 40727 | 1312664 |
| Percentage Found (Transfer Rate) | 15% | 12% | 12% | 11% | 11% | 1% | 12% |

Table 17: Table to show percentage of students by deprivation index quintiles for where studied L3 for those starting HE at HEIs in 04/05 and 05/06

| Where found doing L3 | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| From FEC 03/04 | 20% | 19% | 19% | 20% | 22% | 0% | 100% |
| From HEI 03/04 | 13% | 15% | 20% | 21% | 30% | 2% | 100% |
| Not Found | 15% | 18% | 19% | 21% | 23% | 4% | 100% |
| TOTAL | 16% | 18% | 19% | 21% | 23% | 3% | 100% |

Table 16 shows numbers of students transferring to start an HE course in an HEI and a “transfer rate” by quintile. It shows that the largest numbers of students transferring to HE came from the least deprived areas. However, across the other four types of area the numbers were broadly equal. However, within the smaller number transferring from the most deprived areas a higher proportion transferred (15%).

From Table 17, the general trend (except for those studying L3 at FECs) is that higher proportions of students starting HE came from the least deprived areas.

Tables 18 and 19 show the same information as above, but for those starting an HE aim in FECs in 2004/05 and 2005/06.

Table 18: Table to show number of students by deprivation index quintiles by where studied L3 for those starting HE at FECs in 04/05 and 05/06

| Where found doing L3 | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-------------|---------------|
| From FEC 03/04 | 5416 | 5515 | 5442 | 5379 | 5018 | 177 | 26947 |
| From HEI 03/04 | 14 | 26 | 33 | 36 | 65 | 2 | 176 |
| Not Found | 27058 | 29172 | 30330 | 30315 | 28658 | 2403 | 147936 |
| TOTAL | 32488 | 34713 | 35805 | 35730 | 33741 | 2582 | 175059 |
| Percentage Found (Transfer Rate) | 17% | 16% | 15% | 15% | 15% | 7% | 15% |

Table 19: Table to show percentage of students by deprivation index quintiles for where studied L3 for those starting HE at FECs in 04/05 and 05/06

| Where found doing L3 | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|----------------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| From FEC 03/04 | 20% | 20% | 20% | 20% | 19% | 1% | 100% |
| From HEI 03/04 | 8% | 15% | 19% | 20% | 37% | 1% | 100% |
| Not Found | 18% | 20% | 21% | 20% | 19% | 2% | 100% |
| TOTAL | 19% | 20% | 20% | 20% | 19% | 1% | 100% |

Table 18 shows numbers of students transferring to start an HE course in an FEC and a “transfer rate” by quintile. Again we find a slightly higher proportion of students transferring in the most deprived quintile.

Table 19 shows the distribution of the numbers in Table 18. We can see that for people taking L3 at FECs there is no trend by deprivation quintile. For those taking L3 in HEIs higher proportions transferred from the least deprived areas (but the absolute numbers were very small).

From the above tables we can see that, in general terms, those starting HE at an HEI were more likely to be from the least deprived areas. For those taking HE qualifications at an FEC there seems to be no real distinction, i.e. people came from any background. This confirms for this population that the FECs were making a contribution to widening participation.

5. *Transfer numbers and rates by type of FEC and deprivation index*

We are also interested in the breakdown of the students transferring by the type of FEC in which L3 qualifications were obtained. Tables 20-25 show this analysis.

Tables 20 and 21 indicate that, for general FECs, those doing L3 were more likely to come from more deprived areas. Every other category had some degree of increase towards the least deprived areas. Tables 22 and 23 (colour coded to match tables above) show that this trend was more pronounced when looking at those taking their HE in HEIs. Tables 24 and 25 (again colour coded) show the breakdown for those taking HE at FECs. The trend was slightly different here. The GFEC and Other categories show slightly larger proportions in the more deprived areas, but for the sixth form college and specialist categories there was a slight trend in favour of the least deprived areas.

Table 20: Table to show number of students by deprivation index quintiles for the 726,583 students finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-------------|---------------|
| SFC | 23723 | 22311 | 24084 | 25835 | 31558 | 532 | 128043 |
| GFEC | 119587 | 115407 | 109463 | 106621 | 100576 | 4979 | 556633 |
| Specialist | 2544 | 2647 | 3538 | 3874 | 3588 | 268 | 16459 |
| Other | 4468 | 5144 | 5158 | 5120 | 5259 | 299 | 25448 |
| TOTAL | 150322 | 145509 | 142243 | 141450 | 140981 | 6078 | 726583 |

Table 21: Table to show percentage of students by deprivation index quintiles for the 726,583 students finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| SFC | 19% | 17% | 19% | 20% | 25% | 0% | 100% |
| GFEC | 21% | 21% | 20% | 19% | 18% | 1% | 100% |
| Specialist | 15% | 16% | 21% | 24% | 22% | 2% | 100% |
| Other | 18% | 20% | 20% | 20% | 21% | 1% | 100% |
| TOTAL | 21% | 20% | 20% | 19% | 19% | 1% | 100% |

Table 22: Table to show number of students by deprivation index quintiles for those starting HE at an HEI in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|------------|---------------|
| SFC | 10043 | 9894 | 10662 | 12142 | 15075 | 34 | 57850 |
| GFEC | 19878 | 17866 | 17156 | 16969 | 16832 | 93 | 88794 |
| Specialist | 298 | 320 | 456 | 469 | 421 | 6 | 1970 |
| Other | 311 | 411 | 410 | 421 | 417 | 5 | 1975 |
| TOTAL | 30530 | 28491 | 28684 | 30001 | 32745 | 138 | 150589 |

Table 23: Table to show percentage of students by deprivation index quintiles for those starting HE at an HEI in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| SFC | 17% | 17% | 18% | 21% | 26% | 0% | 100% |
| GFEC | 22% | 20% | 19% | 19% | 19% | 0% | 100% |
| Specialist | 15% | 16% | 23% | 24% | 21% | 0% | 100% |
| Other | 16% | 21% | 21% | 21% | 21% | 0% | 100% |
| TOTAL | 20% | 19% | 19% | 20% | 22% | 0% | 100% |

Table 24: Table to show number of students by deprivation index quintiles for those starting HE at an FEC in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|------------|--------------|
| SFC | 262 | 237 | 273 | 298 | 331 | 5 | 1406 |
| GFEC | 4922 | 5065 | 4910 | 4835 | 4459 | 159 | 24350 |
| Specialist | 117 | 111 | 150 | 144 | 135 | 11 | 668 |
| Other | 115 | 102 | 109 | 102 | 93 | 2 | 523 |
| TOTAL | 5416 | 5515 | 5442 | 5379 | 5018 | 177 | 26947 |

Table 25: Table to show percentage of students by deprivation index quintiles for those starting HE at an FEC in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From the 6496 most deprived areas | From the 6496 2nd most deprived areas | From the 6496 3rd most/least deprived areas | From the 6496 2nd least deprived areas | From the 6496 least deprived areas | Missing | Total |
|--------------|-----------------------------------|---------------------------------------|---|--|------------------------------------|-----------|-------------|
| SFC | 19% | 17% | 19% | 21% | 24% | 0% | 100% |
| GFEC | 20% | 21% | 20% | 20% | 18% | 1% | 100% |
| Specialist | 18% | 17% | 22% | 22% | 20% | 2% | 100% |
| Other | 22% | 20% | 21% | 20% | 18% | 0% | 100% |
| TOTAL | 20% | 20% | 20% | 20% | 19% | 1% | 100% |

Conclusions

General further education colleges make a distinctive contribution to widening participation, both in qualifying individuals for entry to undergraduate education and in providing programmes of higher education. Compared to those transferring to higher education institutions, a larger proportion of students staying in further education colleges for their undergraduate education come from areas of deprivation and low participation neighbourhoods. The same is the case for the one in nine of all higher education students taught in further education colleges, compared to those studying in higher education establishments.

Rates and patterns of progression vary considerably within and between institutions, with students who completed their further education in a higher education establishment more likely to remain in the same institution for their higher education than those who completed their further education in a college.

Only a minority of higher education students in further education colleges enter with qualifications gained from the same establishment, at the least in the previous year.

Appendix 1: Tables of background characteristics for students in the four main HE registration categories

1. HEI students, non-franchised

Ethnicity

| | Frequency Percent | |
|---------------------------------------|-------------------|---------|
| White. | 2199 | 0.19% |
| White - British. | 789779 | 69.93% |
| White - Irish. | 9923 | 0.88% |
| White Scottish. | 3155 | 0.28% |
| Irish Traveller. | 60 | 0.01% |
| Other White background. | 35801 | 3.17% |
| Black or Black British - Caribbean. | 19602 | 1.74% |
| Black or Black British - African. | 41941 | 3.71% |
| Other Black background. | 4854 | 0.43% |
| Asian or Asian British - Indian. | 42990 | 3.81% |
| Asian or Asian British - Pakistani. | 23916 | 2.12% |
| Asian or Asian British - Bangladeshi. | 8357 | 0.74% |
| Chinese. | 10828 | 0.96% |
| Other Asian background. | 16259 | 1.44% |
| Mixed - White and Black Caribbean. | 5116 | 0.45% |
| Mixed - White and Black African. | 2996 | 0.27% |
| Mixed - White and Asian. | 6803 | 0.60% |
| Other Mixed background. | 7995 | 0.71% |
| Other Ethnic background. | 11316 | 1.00% |
| Not known. | 37064 | 3.28% |
| Information refused. | 37992 | 3.36% |
| Missing | 10461 | 0.93% |
| Total | 1129407 | 100.00% |

Gender

| | Frequency Percent | |
|-------|-------------------|---------|
| F | 685666 | 60.71% |
| M | 443741 | 39.29% |
| Total | 1129407 | 100.00% |

Age Group

| | Frequency Percent | |
|----------|-------------------|---------|
| 13 to 20 | 427239 | 37.83% |
| 21 to 30 | 322725 | 28.57% |
| 31 to 40 | 176380 | 15.62% |
| 41 to 50 | 123223 | 10.91% |
| 51 to 59 | 44755 | 3.96% |
| 60 to 90 | 23821 | 2.11% |
| Missing | 11264 | 1.00% |
| Total | 1129407 | 100.00% |

Mode of study

| | Frequency | Percent |
|--|-----------|---------|
| Full-time according to Funding Council definitions. | 620921 | 54.98% |
| Other full-time. | 3059 | 0.27% |
| Sandwich (thick) according to Funding Council definitions. | 49135 | 4.35% |
| Sandwich (thin) according to Funding Council definitions. | 3608 | 0.32% |
| Part-time. | 452161 | 40.04% |
| FE students, Part-time, released from employment. | 3 | 0.00% |
| FE students, Part-time, not released from employment. | 35 | 0.00% |
| Writing-up - previously full-time. | 100 | 0.01% |
| Writing-up - previously part-time. | 108 | 0.01% |
| Sabbatical. | 47 | 0.00% |
| Optional year out - study related | 9 | 0.00% |
| Compulsory year out - study related | 221 | 0.02% |
| Total | 1129407 | 100.00% |

HESA Qualification Groupings

| | Frequency | Percent |
|--|-----------|---------|
| PG Degree | 129754 | 11.49% |
| PGD/C | 54754 | 4.85% |
| PGCE | 44870 | 3.97% |
| PG Professional (institutional credits) | 66536 | 5.89% |
| UG Bachelors | 541848 | 47.98% |
| Foundation Degree | 18838 | 1.67% |
| HND | 12290 | 1.09% |
| HNC | 3874 | 0.34% |
| DipHE | 11372 | 1.01% |
| CertHE | 15546 | 1.38% |
| UG Professional (institutional credits) | 229714 | 20.34% |
| Non-accredited and non-approved HE qualification | 11 | 0.00% |
| Total | 1129407 | 100.00% |

Participation Quintiles

| | Frequency | Percent |
|--|-----------|---------|
| From area with lowest proportions of HE-qualified adults | 135746 | 12.02% |
| From area with 2nd lowest proportions of HE-qualified adults | 177738 | 15.74% |
| From area with 3rd lowest/highest proportions of HE-qualified adults | 213850 | 18.93% |
| From area with 2nd highest proportions of HE-qualified adults | 255039 | 22.58% |
| From area with highest proportions of HE-qualified adults | 307312 | 27.21% |
| Missing | 39722 | 3.52% |
| Total | 1129407 | 100.00% |

Groups For Deprivation Index

| | Frequency | Percent |
|--|-----------|---------|
| Ranking 1-6496 (1st 20% of postcodes) | 176959 | 15.67% |
| Ranking 6497-12993 (2nd 20% of postcodes) | 200677 | 17.77% |
| Ranking 12994-19489 (3rd 20% of postcodes) | 217178 | 19.23% |
| Ranking 19490-25986 (4th 20% of postcodes) | 236062 | 20.90% |
| Ranking 25987-32482 (5th 20% of postcodes) | 260478 | 23.06% |
| Missing | 38053 | 3.37% |
| Total | 1129407 | 100.00% |

2. FEC students, non-franchised

L12 Ethnicity

| | Frequency | Percent |
|---|-----------|---------|
| White - Irish | 1453 | 0.85% |
| White - British | 136898 | 80.03% |
| White - Any Other White Background | 6016 | 3.52% |
| Not Known/Not Provided | 4637 | 2.71% |
| Mixed - White And Black Caribbean | 716 | 0.42% |
| Mixed - White And Black African | 438 | 0.26% |
| Mixed - White And Asian | 500 | 0.29% |
| Mixed - Any Other Mixed Background | 765 | 0.45% |
| Chinese | 772 | 0.45% |
| Black Or Black British - Caribbean | 3268 | 1.91% |
| Black Or Black British - Any Other Black Background | 833 | 0.49% |
| Black Or Black British - African | 3606 | 2.11% |
| Asian Or Asian British - Pakistani | 3284 | 1.92% |
| Asian Or Asian British - Indian | 3543 | 2.07% |
| Asian Or Asian British - Bangladeshi | 731 | 0.43% |
| Asian Or Asian British - Any Other Asian Background | 1409 | 0.82% |
| Any Other | 2188 | 1.28% |
| Total | 171057 | 100.00% |

L13 Gender

| | Frequency | Percent |
|--------|-----------|---------|
| Female | 100954 | 59.02% |
| Male | 70103 | 40.98% |
| Total | 171057 | 100.00% |

Age Group

| | Frequency | Percent |
|----------|-----------|---------|
| 13 to 20 | 26683 | 15.60% |
| 21 to 30 | 53194 | 31.10% |
| 31 to 40 | 44682 | 26.12% |
| 41 to 50 | 33158 | 19.38% |
| 51 to 59 | 11507 | 6.73% |
| 60 to 90 | 1600 | 0.94% |
| Missing | 233 | 0.14% |
| Total | 171057 | 100.00% |

DV - Learners Mode Of Attendance

| | Frequency | Percent |
|--|-----------|---------|
| Missing | 5474 | 3.20% |
| Full-Time Full-Year | 31980 | 18.70% |
| Full-Time Part-Year | 4423 | 2.59% |
| Part-Time - Other Including E-Learning | 85686 | 50.09% |
| Part-Time - Open | 1968 | 1.15% |
| Part-Time - Distance Learning | 6633 | 3.88% |
| Part-Time - Evening | 34893 | 20.40% |
| Total | 171057 | 100.00% |

course_type

| | Frequency Percent | |
|-------------------|-------------------|---------|
| PG Degree | 519 | 0.30% |
| PGD/C | 1722 | 1.01% |
| PGCE | 3935 | 2.30% |
| UG Bachelors | 12781 | 7.47% |
| Foundation Degree | 10633 | 6.22% |
| HND | 15262 | 8.92% |
| HNC | 17118 | 10.01% |
| DipHE | 1742 | 1.02% |
| CertHE | 3024 | 1.77% |
| Other HE | 74313 | 43.44% |
| NVQ | 30008 | 17.54% |
| Total | 171057 | 100.00% |

Participation Quintiles

| | Frequency Percent | |
|--|-------------------|---------|
| From area with lowest proportions of HE-qualified adults | 32891 | 19.23% |
| From area with 2nd lowest proportions of HE-qualified adults | 36058 | 21.08% |
| From area with 3rd lowest/highest proportions of HE-qualified adults | 35276 | 20.62% |
| From area with 2nd highest proportions of HE-qualified adults | 33758 | 19.73% |
| From area with highest proportions of HE-qualified adults | 30301 | 17.71% |
| Missing | 2773 | 1.62% |
| Total | 171057 | 100.00% |

Groups For Deprivation Index

| | Frequency Percent | |
|--|-------------------|---------|
| Ranking 1-6496 (1st 20% of postcodes) | 31764 | 18.57% |
| Ranking 6497-12993 (2nd 20% of postcodes) | 33881 | 19.81% |
| Ranking 12994-19489 (3rd 20% of postcodes) | 35010 | 20.47% |
| Ranking 19490-25986 (4th 20% of postcodes) | 34995 | 20.46% |
| Ranking 25987-32482 (5th 20% of postcodes) | 32938 | 19.26% |
| Missing | 2469 | 1.44% |
| Total | 171057 | 100.00% |

3. Open University
(overleaf)

Ethnicity

| | Frequency | Percent |
|---------------------------------------|-----------|---------|
| White. | 0 | 0.00% |
| White - British. | 76988 | 65.56% |
| White - Irish. | 1392 | 1.19% |
| White Scottish. | 957 | 0.81% |
| Irish Traveller. | 3 | 0.00% |
| Other White background. | 5815 | 4.95% |
| Black or Black British - Caribbean. | 1639 | 1.40% |
| Black or Black British - African. | 2916 | 2.48% |
| Other Black background. | 578 | 0.49% |
| Asian or Asian British - Indian. | 1268 | 1.08% |
| Asian or Asian British - Pakistani. | 747 | 0.64% |
| Asian or Asian British - Bangladeshi. | 218 | 0.19% |
| Chinese. | 383 | 0.33% |
| Other Asian background. | 1003 | 0.85% |
| Mixed - White and Black Caribbean. | 357 | 0.30% |
| Mixed - White and Black African. | 245 | 0.21% |
| Mixed - White and Asian. | 340 | 0.29% |
| Other Mixed background. | 583 | 0.50% |
| Other Ethnic background. | 659 | 0.56% |
| Not known. | 19291 | 16.43% |
| Information refused. | 2055 | 1.75% |
| Missing | 0 | 0.00% |
| Total | 117437 | 100.00% |

Gender

| | Frequency | Percent |
|-------|-----------|---------|
| F | 71797 | 61.14% |
| M | 45640 | 38.86% |
| Total | 117437 | 100.00% |

Age Group

| | Frequency | Percent |
|----------|-----------|---------|
| 13 to 20 | 8640 | 7.36% |
| 21 to 30 | 38708 | 32.96% |
| 31 to 40 | 37392 | 31.84% |
| 41 to 50 | 20925 | 17.82% |
| 51 to 59 | 7891 | 6.72% |
| 60 to 90 | 3833 | 3.26% |
| Missing | 48 | 0.04% |
| Total | 117437 | 100.00% |

Mode of study

| | Frequency | Percent |
|---|-----------|---------|
| Full-time according to Funding Council definitions. | 147 | 0.13% |
| Part-time. | 117290 | 99.87% |
| Total | 117437 | 100.00% |

HESA Qualification Groupings

| | Frequency | Percent |
|---|-----------|---------|
| PG Degree | 4904 | 4.18% |
| PGD/C | 3260 | 2.78% |
| PGCE | 432 | 0.37% |
| PG Professional (institutional credits) | 1400 | 1.19% |
| UG Bachelors | 47760 | 40.67% |
| Foundation Degree | 1039 | 0.88% |
| UG Professional (institutional credits) | 58642 | 49.93% |
| Total | 117437 | 100.00% |

Participation Quintiles

| | Frequency | Percent |
|--|-----------|---------|
| From area with lowest proportions of HE-qualified adults | 16737 | 14.25% |
| From area with 2nd lowest proportions of HE-qualified adults | 21142 | 18.00% |
| From area with 3rd lowest/highest proportions of HE-qualified adults | 23154 | 19.72% |
| From area with 2nd highest proportions of HE-qualified adults | 26254 | 22.36% |
| From area with highest proportions of HE-qualified adults | 28571 | 24.33% |
| Missing | 1579 | 1.34% |
| Total | 117437 | 100.00% |

Groups For Deprivation Index

| | Frequency | Percent |
|--|-----------|---------|
| Ranking 1-6496 (1st 20% of postcodes) | 17990 | 15.32% |
| Ranking 6497-12993 (2nd 20% of postcodes) | 22565 | 19.21% |
| Ranking 12994-19489 (3rd 20% of postcodes) | 24315 | 20.70% |
| Ranking 19490-25986 (4th 20% of postcodes) | 24478 | 20.84% |

4. Students franchised from an HEI to an FEC

Ethnicity

| | Frequency | Percent |
|---------------------------------------|-----------|---------|
| White. | 68 | 0.12% |
| White - British. | 42410 | 76.42% |
| White - Irish. | 357 | 0.64% |
| White Scottish. | 157 | 0.28% |
| Irish Traveller. | 8 | 0.01% |
| Other White background. | 1255 | 2.26% |
| Black or Black British - Caribbean. | 1076 | 1.94% |
| Black or Black British - African. | 1398 | 2.52% |
| Other Black background. | 228 | 0.41% |
| Asian or Asian British - Indian. | 1285 | 2.32% |
| Asian or Asian British - Pakistani. | 915 | 1.65% |
| Asian or Asian British - Bangladeshi. | 789 | 1.42% |
| Chinese. | 250 | 0.45% |
| Other Asian background. | 495 | 0.89% |
| Mixed - White and Black Caribbean. | 261 | 0.47% |
| Mixed - White and Black African. | 114 | 0.21% |
| Mixed - White and Asian. | 188 | 0.34% |
| Other Mixed background. | 298 | 0.54% |
| Other Ethnic background. | 435 | 0.78% |
| Not known. | 1562 | 2.81% |
| Information refused. | 1941 | 3.50% |
| Missing | 7 | 0.01% |
| Total | 55497 | 100.00% |

Gender

| | Frequency | Percent |
|-------|-----------|---------|
| F | 30354 | 54.69% |
| M | 25143 | 45.31% |
| Total | 55497 | 100.00% |

Age Group

| | Frequency | Percent |
|----------|-----------|---------|
| 13 to 20 | 16163 | 29.12% |
| 21 to 30 | 14915 | 26.88% |
| 31 to 40 | 11748 | 21.17% |
| 41 to 50 | 9143 | 16.47% |
| 51 to 59 | 2776 | 5.00% |
| 60 to 90 | 400 | 0.72% |
| Missing | 352 | 0.63% |
| Total | 55497 | 100.00% |

| Mode of study | Frequency | Percent |
|--|------------------|----------------|
| Full-time according to Funding Council definitions. | 24559 | 44.25% |
| Other full-time. | 24 | 0.04% |
| Sandwich (thick) according to Funding Council definitions. | 440 | 0.79% |
| Sandwich (thin) according to Funding Council definitions. | 31 | 0.06% |
| Part-time. | 30439 | 54.85% |
| FE students, Part-time, released from employment. | 0 | 0.00% |
| FE students, Part-time, not released from employment. | 0 | 0.00% |
| Writing-up - previously full-time. | 0 | 0.00% |
| Writing-up - previously part-time. | 4 | 0.01% |
| Sabbatical. | 0 | 0.00% |
| Optional year out - study related | 0 | 0.00% |
| Compulsory year out - study related | 0 | 0.00% |
| Total | 55497 | 100.00% |

HESA Qualification Groupings

| | Frequency | Percent |
|--|------------------|----------------|
| PG Degree | 83 | 0.15% |
| PGD/C | 1903 | 3.43% |
| PGCE | 3233 | 5.83% |
| PG Professional (institutional credits) | 248 | 0.45% |
| UG Bachelors | 9842 | 17.73% |
| Foundation Degree | 14174 | 25.54% |
| HND | 7106 | 12.80% |
| HNC | 5459 | 9.84% |
| DipHE | 324 | 0.58% |
| CertHE | 1826 | 3.29% |
| UG Professional (institutional credits) | 11299 | 20.36% |
| Non-accredited and non-approved HE qualification | 0 | 0.00% |
| Total | 55497 | 100.00% |

Participation Quintiles

| | Frequency | Percent |
|--|------------------|----------------|
| From area with lowest proportions of HE-qualified adults | 9473 | 17.07% |
| From area with 2nd lowest proportions of HE-qualified adults | 12157 | 21.91% |
| From area with 3rd lowest/highest proportions of HE-qualified adults | 12956 | 23.35% |
| From area with 2nd highest proportions of HE-qualified adults | 11244 | 20.26% |
| From area with highest proportions of HE-qualified adults | 8621 | 15.53% |
| Missing | 1046 | 1.88% |
| Total | 55497 | 100.00% |

Groups For Deprivation Index

| | Frequency | Percent |
|--|------------------|----------------|
| Ranking 1-6496 (1st 20% of postcodes) | 8930 | 16.09% |
| Ranking 6497-12993 (2nd 20% of postcodes) | 11424 | 20.58% |
| Ranking 12994-19489 (3rd 20% of postcodes) | 11716 | 21.11% |
| Ranking 19490-25986 (4th 20% of postcodes) | 11819 | 21.30% |
| Ranking 25987-32482 (5th 20% of postcodes) | 10636 | 19.16% |
| Missing | 972 | 1.75% |
| Total | 55497 | 100.00% |

Appendix 2: Alternative proxy for social class: HE participation rates

The tables below show the complete ‘social class’ analysis again but using as the proxy the HEFCE POLAR2 measure of areas with high/low participation in HE (see Working Paper 7) instead of the deprivation index quintiles shown above in the main text. We have placed these Tables here because there might be considered to be an element of circularity in using neighbourhood rates of participation in HE to analyse rates of transfer of young people to HE. However, in most cases the trends are very similar, so here we comment mainly on any differences.

A2.1 General analysis against numbers transferring

Table 26: Table to show number of students by adult HE participation quintiles by where and when starting HE for the 15,443 students finishing an L3 aim at HEIs in 03/04

| Destination | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------------------|--|--|--|---|---|------------|--------------|
| Found in HEI 04/05 or 05/06 | 442 | 807 | 1101 | 1509 | 2237 | 126 | 6222 |
| Found in FEC 04/05 or 05/06 | 10 | 21 | 32 | 43 | 68 | 2 | 176 |
| Not Found | 1054 | 1275 | 1756 | 1994 | 2349 | 617 | 9045 |
| TOTAL | 1506 | 2103 | 2889 | 3546 | 4654 | 745 | 15443 |
| Percentage Found (Transfer Rate) | 30% | 39% | 39% | 44% | 50% | 17% | 41% |

Table 27: Table to show percentage of students by adult HE participation quintiles for where and when starting HE for the 15,443 students finishing an L3 aim at HEIs in 03/04

| Destination | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|-----------------------------|--|--|--|---|---|-----------|-------------|
| Found in HEI 04/05 or 05/06 | 7% | 13% | 18% | 24% | 36% | 2% | 100% |
| Found in FEC 04/05 or 05/06 | 6% | 12% | 18% | 24% | 39% | 1% | 100% |
| Not Found | 12% | 14% | 19% | 22% | 26% | 7% | 100% |
| TOTAL | 10% | 14% | 19% | 23% | 30% | 5% | 100% |

The trends in Tables 26 and 27 are the same as for the deprivation index (Tables 12 and 13).

Table 28: Table to show number of students by adult HE participation quintiles by where and when starting HE for the 726,583 students finishing an L3 aim at FECs in 03/04

| Destination | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------------------|--|--|--|---|---|-------------|---------------|
| Found in HEI 04/05 or 05/06 | 26203 | 29686 | 31432 | 32923 | 30175 | 170 | 150589 |
| Found in FEC 04/05 or 05/06 | 6141 | 6287 | 5594 | 4997 | 3775 | 153 | 26947 |
| Not Found | 113689 | 116456 | 112358 | 107194 | 94398 | 4952 | 549047 |
| TOTAL | 146033 | 152429 | 149384 | 145114 | 128348 | 5275 | 726583 |
| Percentage Found (Transfer Rate) | 22% | 24% | 25% | 26% | 26% | 6% | 24% |

Table 29: Table to show percentage of students by adult HE participation quintiles for where and when starting HE for the 726,583 students finishing an L3 aim at FECs in 03/04

| Destination | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|-----------------------------|--|--|--|---|---|-----------|-------------|
| Found in HEI 04/05 or 05/06 | 17% | 20% | 21% | 22% | 20% | 0% | 100% |
| Found in FEC 04/05 or 05/06 | 23% | 23% | 21% | 19% | 14% | 1% | 100% |
| Not Found | 21% | 21% | 20% | 20% | 17% | 1% | 100% |
| TOTAL | 20% | 21% | 21% | 20% | 18% | 1% | 100% |

Those found starting HE in FECs seem to have come more from areas with low participation; in the deprivation index data (Tables 14 and 15) the proportion of those found taking HE courses in HEIs was slightly higher for the least deprived areas than for other areas.

Table 30: Table to show number of students by adult HE participation quintiles by where studied L3 for those starting HE at HEIs in 04/05 and 05/06

| Where found doing L3 | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------------------|--|--|--|---|---|--------------|----------------|
| From FEC 03/04 | 26203 | 29686 | 31432 | 32923 | 30175 | 170 | 150589 |
| From HEI 03/04 | 442 | 807 | 1101 | 1509 | 2237 | 126 | 6222 |
| Not Found | 136196 | 181973 | 219353 | 260540 | 315325 | 42466 | 1155853 |
| TOTAL | 162841 | 212466 | 251886 | 294972 | 347737 | 42762 | 1312664 |
| Percentage Found (Transfer Rate) | 16% | 14% | 13% | 12% | 9% | 1% | 12% |

Table 31: Table to show percentage of students by adult HE participation quintiles for where studied L3 for those starting HE at HEIs in 04/05 and 05/06

| Where found doing L3 | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------|--|--|--|---|---|-----------|-------------|
| From FEC 03/04 | 17% | 20% | 21% | 22% | 20% | 0% | 100% |
| From HEI 03/04 | 7% | 13% | 18% | 24% | 36% | 2% | 100% |
| Not Found | 12% | 16% | 19% | 23% | 27% | 4% | 100% |
| TOTAL | 12% | 16% | 19% | 22% | 26% | 3% | 100% |

There was no real difference in trend for Tables 30 and 31 compared with the deprivation index Tables 16 and 17.

Table 32: Table to show number of students by adult HE participation quintiles by where studied L3 for those starting HE at FECs in 04/05 and 05/06

| Where found doing L3 | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------------------|--|--|--|---|---|-------------|---------------|
| From FEC 03/04 | 6141 | 6287 | 5594 | 4997 | 3775 | 153 | 26947 |
| From HEI 03/04 | 10 | 21 | 32 | 43 | 68 | 2 | 176 |
| Not Found | 27333 | 30530 | 30449 | 29531 | 27355 | 2738 | 147936 |
| TOTAL | 33484 | 36838 | 36075 | 34571 | 31198 | 2893 | 175059 |
| Percentage Found (Transfer Rate) | 18% | 17% | 16% | 15% | 12% | 5% | 15% |

Table 33: Table to show percentage of students by adult HE participation quintiles for where studied L3 for those starting HE at FECs in 04/05 and 05/06

| Where found doing L3 | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|----------------------|--|--|--|---|---|-----------|-------------|
| From FEC 03/04 | 23% | 23% | 21% | 19% | 14% | 1% | 100% |
| From HEI 03/04 | 6% | 12% | 18% | 24% | 39% | 1% | 100% |
| Not Found | 18% | 21% | 21% | 20% | 18% | 2% | 100% |
| TOTAL | 19% | 21% | 21% | 20% | 18% | 2% | 100% |

Tables 32 and 33 show that, for those who studied L3 at FECs and then registered for HE at an FEC, more people came from low-participation areas than from high-participation ones, and the proportions starting an HE course were also higher for those coming from low-participation areas.

A2.2 Transfer numbers and rates by type of FEC and HE participation rates

In Tables 34-39 below, most of the trends are the same as or similar to those in Tables 20-25, except that in Table 39 those finishing L3 in sixth form colleges and starting HE in FECs

tended to come from areas with low participation, whereas in Table 25 they tended to come from the least deprived areas. There is no obvious explanation for this discrepancy.

Table 34: Table to show number of students by adult HE participation quintiles for the 726,583 students finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|-------------|---------------|
| SFC | 23675 | 24317 | 26462 | 28111 | 24986 | 492 | 128043 |
| GFEC | 116037 | 120351 | 114426 | 107321 | 94235 | 4263 | 556633 |
| Specialist | 2096 | 2669 | 3393 | 4144 | 3940 | 217 | 16459 |
| Other | 4225 | 5092 | 5103 | 5538 | 5187 | 303 | 25448 |
| TOTAL | 146033 | 152429 | 149384 | 145114 | 128348 | 5275 | 726583 |

Table 35: Table to show percentage of students by adult HE participation quintiles for the 726,583 students finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|-----------|-------------|
| SFC | 18% | 19% | 21% | 22% | 20% | 0% | 100% |
| GFEC | 21% | 22% | 21% | 19% | 17% | 1% | 100% |
| Specialist | 13% | 16% | 21% | 25% | 24% | 1% | 100% |
| Other | 17% | 20% | 20% | 22% | 20% | 1% | 100% |
| TOTAL | 20% | 21% | 21% | 20% | 18% | 1% | 100% |

Table 36: Table to show number of students by adult HE participation quintiles for those starting HE at an HEI in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|------------|---------------|
| SFC | 9598 | 11033 | 12189 | 13149 | 11837 | 44 | 57850 |
| GFEC | 16068 | 17891 | 18374 | 18831 | 17516 | 114 | 88794 |
| Specialist | 239 | 336 | 427 | 513 | 448 | 7 | 1970 |
| Other | 298 | 426 | 442 | 430 | 374 | 5 | 1975 |
| TOTAL | 26203 | 29686 | 31432 | 32923 | 30175 | 170 | 150589 |

Table 37: Table to show percentage of students by adult HE participation quintiles for those starting HE at an HEI in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|-----------|-------------|
| SFC | 17% | 19% | 21% | 23% | 20% | 0% | 100% |
| GFEC | 18% | 20% | 21% | 21% | 20% | 0% | 100% |
| Specialist | 12% | 17% | 22% | 26% | 23% | 0% | 100% |
| Other | 15% | 22% | 22% | 22% | 19% | 0% | 100% |
| TOTAL | 17% | 20% | 21% | 22% | 20% | 0% | 100% |

Table 38: Table to show number of students by adult HE participation quintiles for those starting HE at an FEC in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|------------|--------------|
| SFC | 336 | 282 | 255 | 307 | 221 | 5 | 1406 |
| GFEC | 5579 | 5771 | 5121 | 4429 | 3310 | 140 | 24350 |
| Specialist | 118 | 124 | 127 | 156 | 137 | 6 | 668 |
| Other | 108 | 110 | 91 | 105 | 107 | 2 | 523 |
| TOTAL | 6141 | 6287 | 5594 | 4997 | 3775 | 153 | 26947 |

Table 39: Table to show percentage of students by adult HE participation quintiles for those starting HE at an FEC in 04/05 and 05/06 for those finishing an L3 aim at FECs by type of FEC in 03/04

| College Type | From area with lowest proportions of HE-qualified adults | From area with 2nd lowest proportions of HE-qualified adults | From area with 3rd lowest/highest proportions of HE-qualified adults | From area with 2nd highest proportions of HE-qualified adults | From area with highest proportions of HE-qualified adults | Missing | Total |
|--------------|--|--|--|---|---|-----------|-------------|
| SFC | 24% | 20% | 18% | 22% | 16% | 0% | 100% |
| GFEC | 23% | 24% | 21% | 18% | 14% | 1% | 100% |
| Specialist | 18% | 19% | 19% | 23% | 21% | 1% | 100% |
| Other | 21% | 21% | 17% | 20% | 20% | 0% | 100% |
| TOTAL | 23% | 23% | 21% | 19% | 14% | 1% | 100% |