

# The Higher Education Journey of Young London Residents December 2017



**LONDON  
COUNCILS**

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# 1. Introduction

This report is the fifth in a series of reports providing analysis of the higher education journey of young London residents as they progress from 16-18 institutions on to their higher education study and beyond. The report also explores achievement at university and graduate employment. Taken together, the five years of reports span a significantly changing period in higher education – starting in the year before the increase in tuition fees to a maximum of £9,000 per year, and the four years after.

Our primary aim in producing these reports is to assist London local authorities to map the whole of the higher education journey of their young people, and the research aims to not only provide an illustration of that journey, but to also evidence the value of higher education to young people in London in terms of their early graduate employment six months after completing their higher education studies.

Information on the numbers of young people progressing to higher education in London has always been of interest to London local authorities, but it has taken on added importance as more and more jobs in London now and in the future will be at graduate levels 4 & 5, with an emphasis on specialist degrees.

Higher education itself is also changing and responding to the new conditions, with more colleges of Further Education and Further & Higher Education directly funded by Higher Education Funding Council to deliver degrees within the last three years; the removal of limits on the number of undergraduates universities can recruit; a decrease in the number of international students choosing to study in the UK, including EU students; the re-launch of apprenticeships and the growing development of Level 4 higher and degree apprenticeships.

These changes in the provision of higher education represent a reordering of higher education opportunities and a range of different pathways for young people in London who want to progress to Level 4 qualifications and above.

In each of our reports, we have included a different focus each year, and this year we have focused on the impact of higher education on social mobility. Government policy has focused on increasing the percentage of people entering higher education and achieving degrees since the 1990s. This has been primarily a policy drive to provide the higher-skilled workforce that the economy needs, but Widening Participation initiatives have also focused on the social mobility that higher education can offer to young people who are able to enter graduate professions.

For the last 20 years, the Higher Education Funding Council for England has provided financial incentives to universities that recruit students from low income postcodes, and who are the first in their families to enter higher education. Higher Education Funding Council for England has also provided universities with substantial funding for outreach work to encourage more and different young people to participate in higher education and access a wider range of Higher Education Institutions. The establishment of the Office for

Fair Access further provided a sector-wide resource in the form of Access Agreements which are soon to be replaced by Access and Participation Plans regulated by the Office for Students.

In October 2015, Universities UK was invited by the Minister of State for Universities and Science, Jo Johnson MP, to provide advice on how universities in England could build on their contribution to social mobility. Universities UK was asked to form an advisory group to focus efforts on improving educational and career outcomes for students from disadvantaged backgrounds, those with a disability, as well as those from black, minority and ethnic backgrounds<sup>1</sup>.

The Universities UK, Social Mobility Advisory Group published their report in October 2016<sup>2</sup>. The report states that there is an overwhelming correlation between a student's experience at school, and their outcomes at university. They also cited the importance of analysing the whole of the student journey through school 16-19 education, higher education and into employment.

An important finding from the Social Mobility Advisory Group report is that "socio-economic disadvantage continues to be the most significant driver of inequality in terms of access to and outcomes from higher education".

The report noted that "eighteen year-olds from the most advantaged groups remain 2.4 times more likely to enter university than their disadvantaged peers, and 6.3 times more likely to attend one of the most selective institutions in the UK. Having graduated from university, students from disadvantaged backgrounds are less likely to go into professional jobs, and if they do they are likely to be paid less".

The findings from the Universities UK report further demonstrate the relevance of the analyses in our reports on the journey of young people in from 16-19 education, through higher education and into employment at London regional and individual borough level.

The Universities UK report cites and draws on our 2015 research in its evidence, and given this theme, our report this year includes a section on social mobility, including latest data from the Index of Multiple Deprivation on progression to higher education by IMD decile; the socio-economic status of young higher education entrants, and previous parental participation in higher education.

The social mobility data further underlines the importance of information about the progression of our young people to higher education, and of understanding the social and economic value of higher education in increased employment, graduate earnings, and in building a highly educated, socially mobile and skilled young population to support London's economic growth and London's future.

Professor John Storan

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1 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/social-mobility-advisory-group-report-1.aspx>

2 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/working-in-partnership-final.pdf>

## Scope of the report

Using data from the Higher Education Statistics Agency (HESA), the report focuses on young people aged 18-24 whose home addresses are in London. The most recent data available is for the academic year 2015/16. Time series data back to 2007/08 is also used to illustrate trends over a nine year period.

The data provides information on the progression to higher education (HE) of young people in their first year of study at a UK Higher Education Institution (HEI) on a full or part-time, first or undergraduate degree. These students are referred to as 'young London residents' throughout this paper.

The report analyses progression using time series data, and examines student characteristics such as age, gender and ethnicity, mode of study, type of HEI attended (institutional group), HE location, and most popular subjects studied as well additional data on student entry qualifications.

This year's report includes a section on social mobility and higher education including time series data from the Index of Multiple Deprivation (IMD) on the socio economic status of young Londoners in HE and parental experiences of higher education. The report also includes 2015/16 data on progression to HE by IMD Decile.

The report then goes on to look at the achievement of young London residents who completed higher education qualifications in 2015/16 in terms of the types of higher education qualification obtained, and the degree classification achieved.

The final section of the report examines the outcomes of higher education. This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, and the most recent detailed data available is for students who completed their higher education studies by the end of the academic year 2014/15. Students who completed in that year will still be aged 18-24, and the data again identifies students who have home postcodes in London. The initial phase of the DLHE survey is conducted 6 months after graduation, so it is an early snapshot, and many students will not have settled into employment 6 months after completing their studies. For those initial non-respondents, a follow-up survey is conducted after a further six months. As it is a survey, the validity of the results are dependent on responses. Nationally, the DLHE response rate is about 75%. One important point is that the DLHE sample is not the same cohort as the progression cohort. This is because the DLHE cohort contains all students who completed their course of study in 2014/15, and students would have had different starting points depending on the length of the qualification they studied.

Using DLHE data enables the report to provide information about student destinations post-completion (employment and/or further study). It further examines employment destinations using the Standard Industrial Classification (SIC), which classifies industries and sectors by type and the Standard Occupational Classification (SOC) which classifies job roles by industry. This enables the report to provide a picture of the employment of young graduates from London. The data does include some information on salaries, but only 62% of respondents return salary information in the DLHE, so

the data only provides a partial picture. Finally, the report provides GIS maps of employment locations by employer postcodes – providing a visual illustration of the early graduate employment destinations in London of the 2014/15 young London resident, UK higher education leavers.

Further information on the Methodology is presented in the Appendix

## 2. Executive Summary

This year's report shows that young HE participation in London rose to its highest ever level in 2015/16, surpassing the previous highest levels in 2009/10 prior to the introduction of student tuition fees.

The pattern of increasing participation is also present across the vast majority of London boroughs.

As in previous years, the largest increases in participation have been in the 18 & 19 year old age group on full-time programmes.

The number of 21-24 year olds increased slightly, however it is important to note that the number of part-time students in London continued to decline in 2015/16 with serious consequences for the future provision of part-time HE opportunities in London and elsewhere.

The gender gap identified in last year's report has continued to widen, with a greater increase in females progressing to HE than males, and ethnicity data shows that participation has increased across most ethnic groups.

The social mobility data in this year's report shows that young HE entrants in London are from a wide range of socio-economic backgrounds, with a quarter from the 20% most deprived postcodes in England.

Between 2014/15 and 2015/16 the number of young London HE entrants whose parents did not go to university overtook those whose parents did go to university for the first time. There has also been a sharper rise in students whose parents did not go to university than in those whose parents did go to university.

The report examines the progression of students from 16-19 institutions in London, and in 2015/16 the greatest increase has been in students progressing to HE from school sixth forms, which continues the pattern of increase seen over the last few years.

The increases in progression have also been primarily to Russell Group and pre-92 HE institutions, although the largest number of students in London still progress to post-1992 institutions. Although London HE institutions are still the most popular with London residents, there has been a gradual increase in the number of students studying at HE institutions outside London.

The degree subjects with the highest numbers of students remain broadly the same as in previous years, with Business Studies, Psychology, and Computer Science the most popular subjects.

The pattern of increases in the number of students progressing to university with non-A Level qualifications has continued in 2015/16, and the pattern of increases in the number of students progressing with higher UCAS tariff points has also continued, with the largest increase in the higher tariff bands.

The percentage of students achieving First or Upper Second Class Degrees has continued to increase, with 72% of students achieving 'good' degrees. As in previous years, there are significant differences between types of HEI and the awarding of 'good degrees'.

HESA Destinations of Leavers survey data also shows an improving employment picture for young London resident students who completed their studies in 2014/15. The data shows that just under 72% were either in employment or due to start work six months after completing their programmes, and just over 67% were employed in senior managerial and directors, professional, associate professional and managerial roles, which would be regarded as graduate jobs.

### 3. Progression to higher education in London

#### 3.1 Number of young London residents progressing to higher education

The numbers of young Londoners progressing to higher education<sup>3</sup> in 2015/16 are the highest ever. In 2015/16, 67,998 young people progressed to higher education, which is higher than the previous highest number recorded in 2009/10, which was 67,387 (Figure 1).

Progression in London had been increasing year on year up to and including 2009/10. It dipped in 2010/11 due to the increase in university tuition fees to £3,250. The Higher Education Funding Council for England (HEFCE, 2013) noted that the increase in initial participation by 18 year olds in 2011/12 was primarily caused by a significant drop in students deferring their studies that year due to the introduction of higher tuition fees of £9,000 from 2012/13.

Numbers progressing to HE dropped significantly in 2012/13 with a reduction of 9,000 young Londoners progressing to HE in that year. This represented a 13% drop compared to the previous year. Numbers began to recover in the following two years, but the London average masked considerable variation in recovery at London borough level.

Figure 1: Young progression to HE 2007/8 - 2015/16

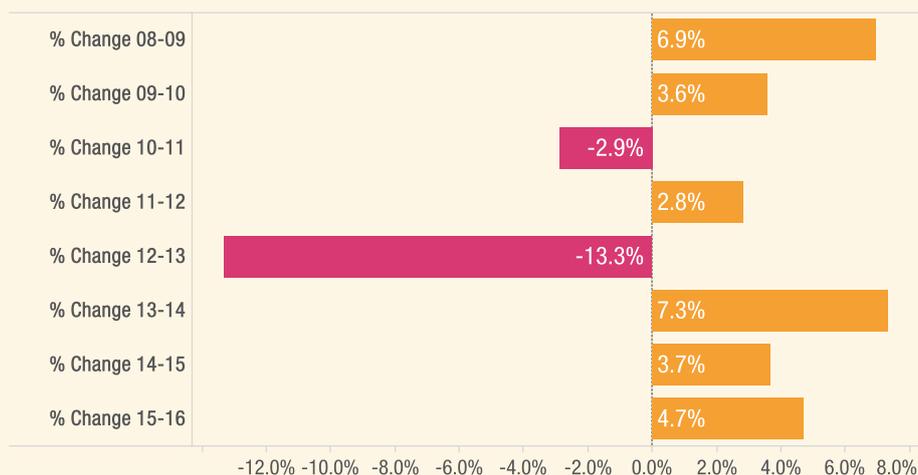


Progression to HE in London has recovered by over 15% since 2012/13 with a higher rate of recovery evident in 2015/16 compared to the previous year resulting in the numbers of young Londoners progressing to HE reaching its highest level ever since this research started. This suggests that the pattern of increased progression prior to 2012/13 has been re-established. The pattern of recovery at London level is also reflected at borough level across London for the first time since the decrease experienced by all London boroughs in 2012/13.

Although young participation numbers in London have increased to

<sup>3</sup> Young people aged 18-24 with home postcodes in London who progressed to their first year of higher education study on a full or part-time, first or undergraduate degree at a UK HEI

Figure 2: Annual % change in progression 2008/09-2015/16



the highest level ever, the percentage increase in London for 2015/16 is only 4.7% (Figure 2) representing a 1% increase on the previous year. The percentage increases over the last three years at London level do however point to a sustained pattern of recovery in London.

### 3.2 Numbers progressing to Higher Education by London borough

The majority of London boroughs have shown an increase in young participation in 2015/16 with only five boroughs showing a very slight decrease. This is the first time that the majority of boroughs have shown an increase since the introduction of higher tuition fees in 2012/13. Small increases and decreases only represent small numbers of students per borough, which can sometimes be due to fluctuations in the cohort size.

The introduction of higher tuition fees in 2012/13 resulted in reductions in the numbers of young people undertaking HE study across all London boroughs. These reductions ranged from almost 5% to 20%.

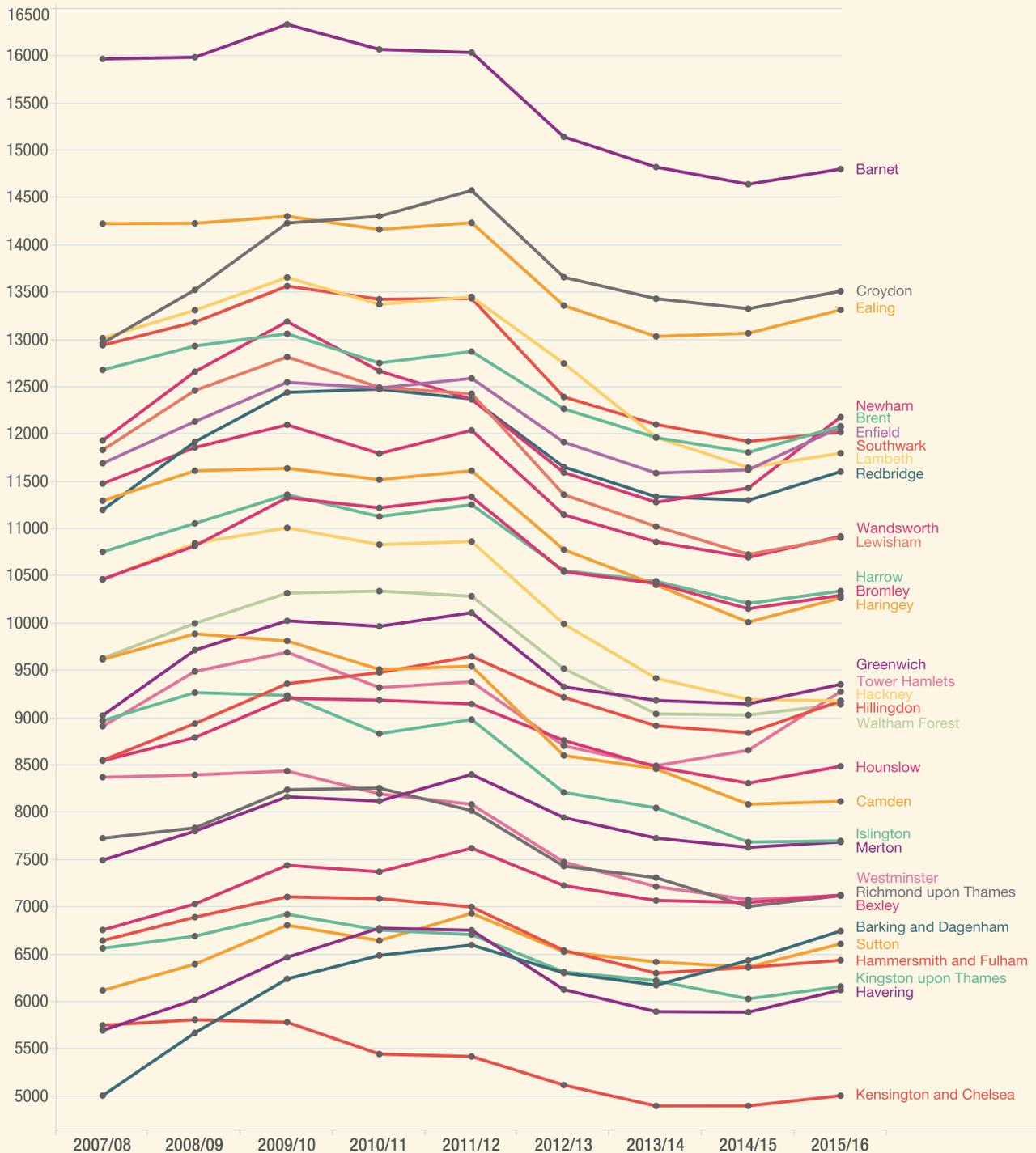
Over the nine-year period from 2007/08, all but two London boroughs have increased the number of young people progressing to study at a UK University or HE College. The largest increase in participation since 2007/08 by far is in Barking & Dagenham (+35%), followed by Enfield (+27%) and Newham (+24%).

The only boroughs with a small decrease since 2007/08 are Richmond upon Thames (-6%) and Harrow (-3%). Sixteen boroughs showed an increase of over 10% in participation since 2007/08; eight boroughs showed an increase of over 15% and only six boroughs showed an increase of 5% or less.

Figure 3 shows the patterns at borough level over the nine year period to 2015/16. The reasons for small increases or small decreases in participation are difficult to disentangle at borough level because of the number of variables involved. One potential reason could be the changing young population numbers in individual boroughs – both increases and decreases which could influence the participation figures significantly, particularly in boroughs with small young populations.

Barking & Dagenham and Newham have rapidly increasing young

Figure 3: Young London residents' progression to HE by London borough 2007/8 - 2015/16



populations, but actual numbers progressing to HE in Barking & Dagenham were 1,029 in 2007/08 and that number had risen to 1,585 by 2015/16 - an increase of over one third. Similarly in Newham, participation has increased by just under a quarter, and in Enfield, by over a quarter.

A further factor in the increase in HE participation at borough level is the increase in the number of new school sixth forms and increases in GCSE performance, which has enabled more young people to progress to Level 3 and A Level provision.

Figure 4: Young London residents' progression to HE in 2015/16 by home borough

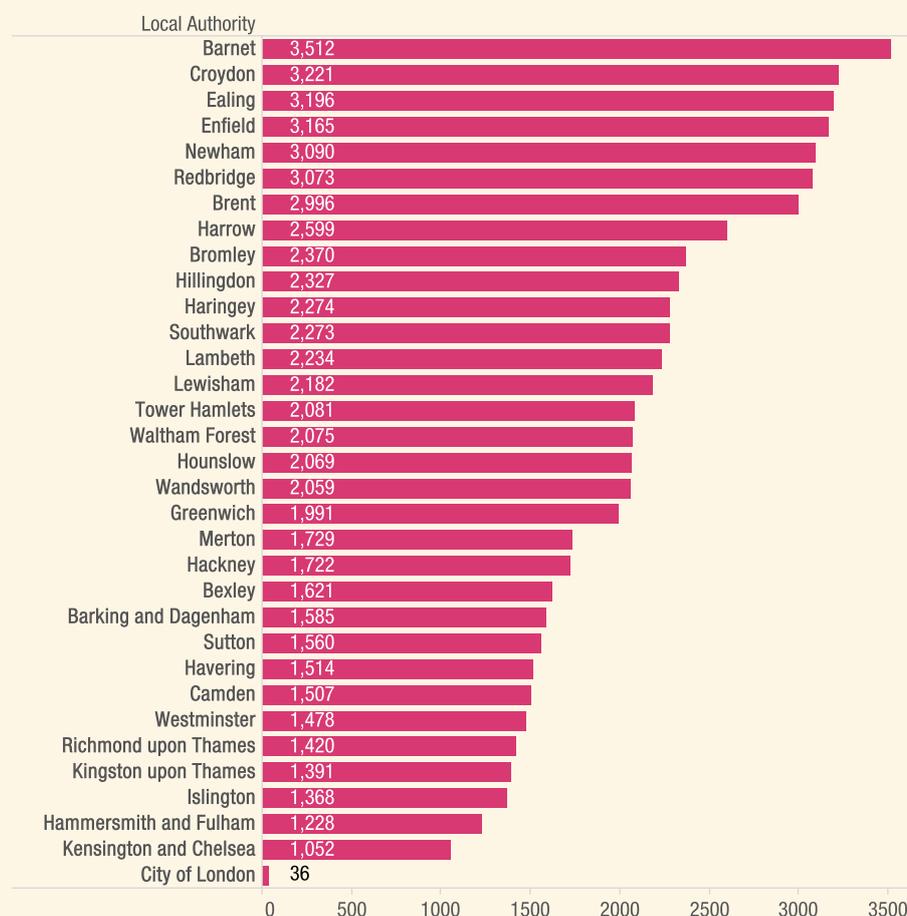


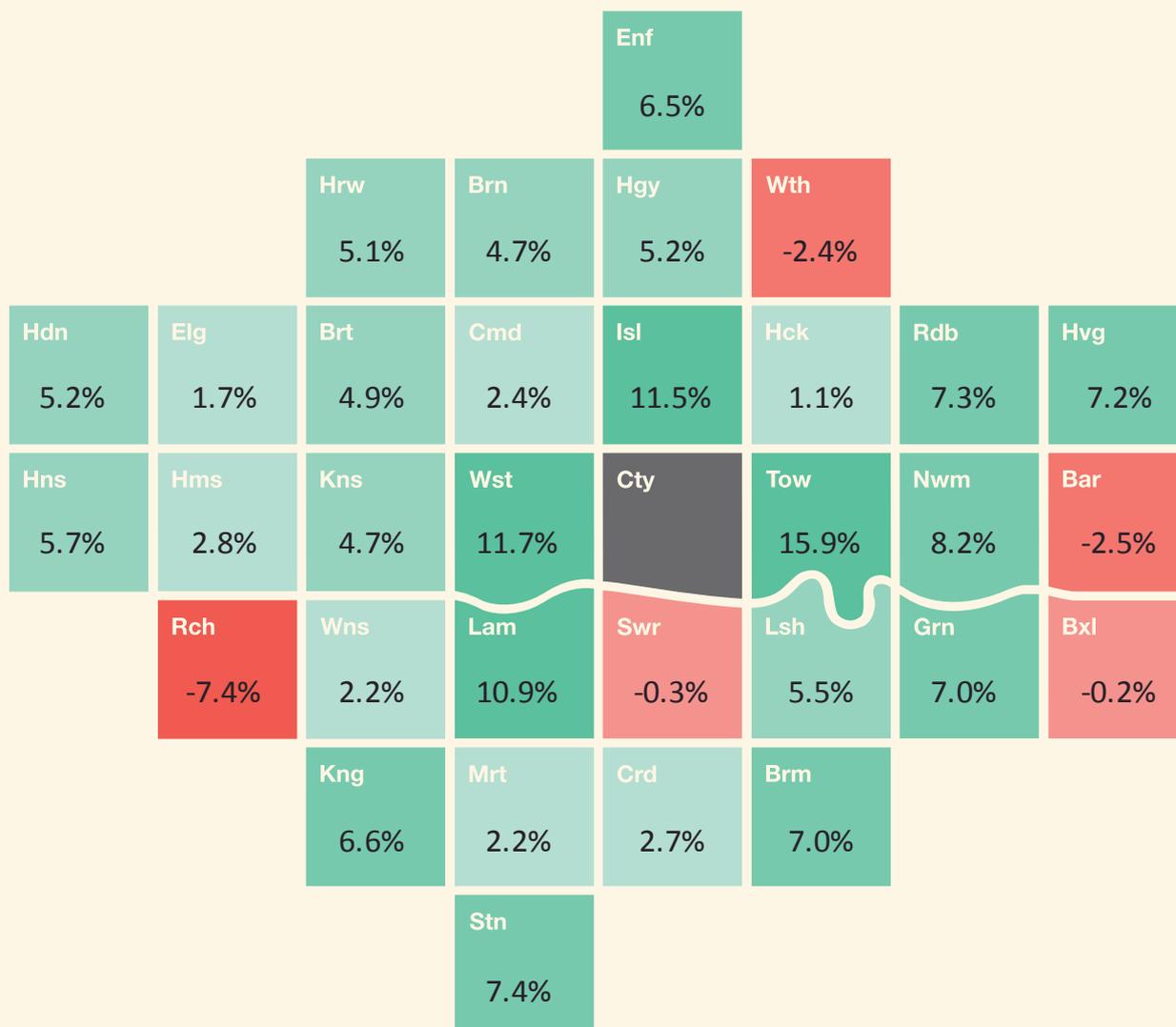
Figure 4 shows the overall HE participation of young domiciled residents by borough for the 2015/16 academic year. The boroughs with the largest young populations are unsurprisingly amongst those with the highest numbers of young people progressing to Higher Education.

Figure 5 represents the annual percentage change in the number of students progressing to Higher Education in 2015/16 compared to the previous year.

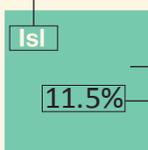
After an average 13% drop across London boroughs in 2012/13 as the result of the new fee arrangements, there was variable recovery at borough level in the following three years. In 2015/16, there is a consistent pattern of growth across the majority of boroughs of between 1.1% and 15.9%. Some of the increases and decreases may represent relatively small numbers of actual students, which can partially be explained by fluctuations in borough year 11 populations.

All but five London boroughs experienced an increase in participation in 2015/16. This is the first time such consistent growth has been present since the years immediately preceding the introduction of higher tuition fees in 2012/13. The largest increases in 2015/16 compared to 2014/15 were in Tower Hamlets (15.9%); Westminster (11.7%), and Islington (11.5%). The data suggests that participation

Figure 5: Young London residents' progression to HE in 2015/16 by home borough



Local Authority name



Annual percentage change of students progressing to HE in 2015/16 compared to 2014/15 academic year

levels across London have recovered from the negative impact of higher tuition fees that resulted in a drop in participation in all London boroughs in 2012/13 and variable recovery at borough level in the two subsequent years.

In Tower Hamlets, the number of students progressing from school sixth forms has increased significantly in 2015/16 compared to the previous year. Numbers progressing from school sixth forms in the borough have almost doubled since 2012/13 with an increase of over 92% over a three-year period. Analysis of the data shows a significant increase in the numbers of students with A Levels and Level 3 Diplomas, and tariff scores have also increased significantly. These have clearly been factors in the increases in higher education

participation of young people in the borough, as more of them met the entry criteria for universities.

In Westminster, progression decreased by 12.5% in 2012/13 compared to the previous year, with a further decline in 2013/14 of 1.2%. However, this trend reversed in 2014/15, with a recovery of 13.3% from 2013/14 to 2014/15, and has continued with a further increase of 11.7% in 2015/16 compared to the previous year. Westminster has experienced the second highest percentage increase in London for the last two years. It is one of the smaller boroughs in terms of its young population, but there is a marked increase in the number of young people progressing to HE from the borough in 2015/16 with A Levels compared to 2014/15.

In Islington, progression from both school sixth forms and FE colleges increased significantly in 2015/16 compared to the previous year, with increases in young people progressing with A Level and Level 3 Diplomas and increases in tariff scores on entry.

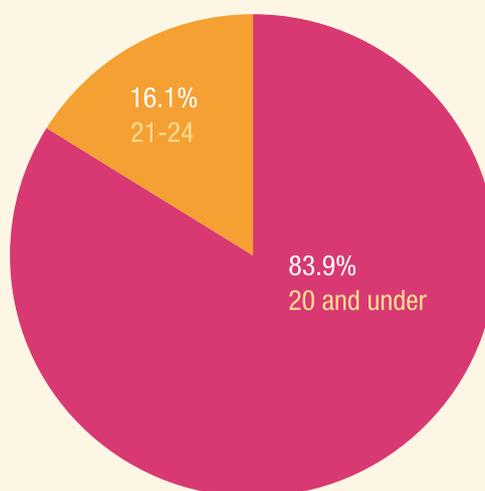
Although Barking & Dagenham experienced a small decrease in participation in 2015/16, they are still the borough with the largest increase in participation over the nine-year period in London by far. The dip in 2015/16 was a reduction of only 40 students, which is not significant. There was a small drop in the numbers of students progressing from FE and Sixth Form Colleges, and a small increase in the numbers progressing from school sixth forms.

### 3.3 Student Profile

This report investigates young London residents in higher education aged 18-24 on entry. However, as Figure 6 indicates, the overwhelming majority of students will be aged 18-20 on entry (84%) as they will have followed a traditional route from Level 3 qualifications at age 18. This pattern has remained consistent throughout the nine-year period 2007/08-2015/16, with small percentage increases in participation year on year for the under 20 age group from 80% in 2012/13 to 83.9% in 2015/16.

The UCAS End of Cycle Report 2015<sup>4</sup>, reports that the increase in entry to HE nationally for the 2015/16 academic year was the highest

Figure 6: Age on entry 2015/16 (%)

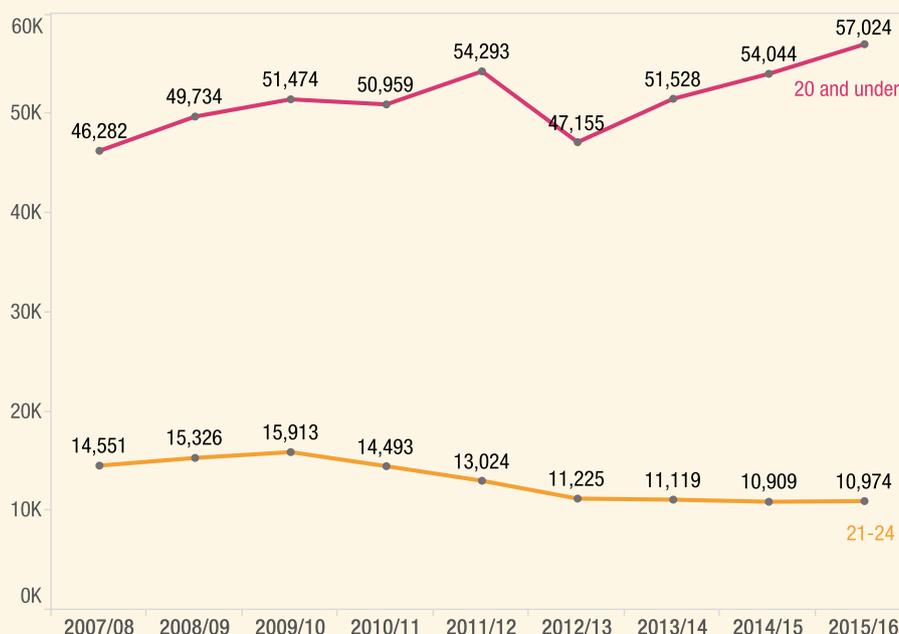


4 UCAS End of Cycle Report 2015 (Dec 2015) <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

ever recorded. The increases are primarily due to increases in entry by 18 year olds, but there are also increases in entry by 19 year olds. The report also states that 18 year olds in London are 40% more likely to enter higher education than 18 year olds in the South West of England (the region with the lowest progression to HE), and that 42% of entries to HE in 2015 were from young people aged 19 and under.

The percentage of 21-24 year olds undertaking HE is still declining marginally, but the actual number of 21-24 year old students progressing to HE in 2015/16 has actually increased slightly.

Figure 7: Age on entry  
2007/08 – 2015/16



Time series data (Figure 7) shows that the number of young Londoners aged 20 and under progressing to HE in 2015/16 is the highest in the nine years of reporting, and UCAS reports that entry was the highest ever for this age group. The young population in London also increased over this period, but UCAS<sup>5</sup> estimate that the percentage increase in participation is only partly due to population increases. Progression by the 21-24 age group has declined by 0.7% in 2015/16 compared to the previous year, but the actual number of students progressing to HE increased slightly after five years of decline.

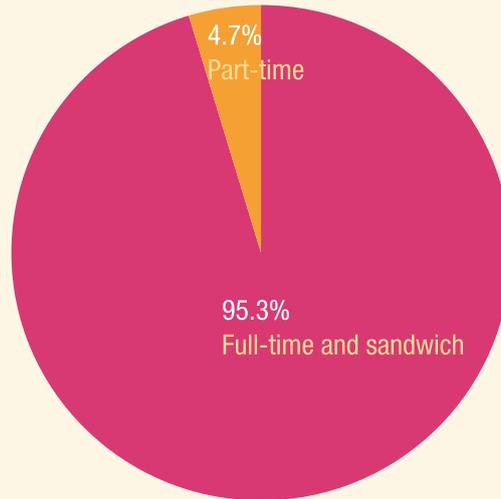
These statistics underline the importance of the decision that young people in London make about progression to higher education at age 18, as they are far less likely to go into higher education after the age of 19.

## Mode of Study

As you would expect, the overwhelming majority of 18-24 year old students' progress onto full-time first or undergraduate degrees, with only a small percentage choosing part-time study (Figure 8). The proportion of young people aged 20 and under choosing full-time study is even higher.

<sup>5</sup> UCAS End of Cycle Report 2015 (Dec 2015) <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

Figure 8: Mode of study for those aged 18-24 years - 2015/16 (%)



In previous years, we have reported a continuing decline in the percentage of young Londoners choosing part-time first-degree study, and the decline continued in 2015/16. Part-time numbers for 18-24 year olds in 2015/16 are now over 60% lower than they were in 2007/08.

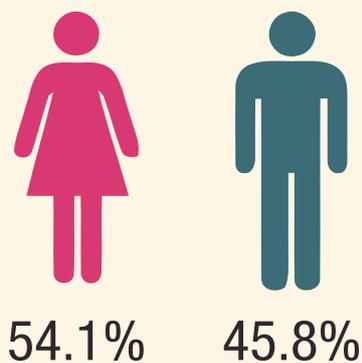
The number of young people studying on part-time courses at the Open University decreased by 60% from their highest number in 2010/11 to 2015/16. Student numbers at Birkbeck also decreased by 80% by 2015/16 compared to their highest numbers in 2011/12, although Birkbeck has seen a substantial increase in full-time young participation, which offsets the decrease in part-time numbers.

The decline in part-time study is very concerning indeed and this has been mirrored nationally, and is in part due to the late introduction of loans for part-time students compared to loans for full-time students, and that loans are only available for part-time courses with a course intensity of over 25% of equivalent full-time courses.

## Gender

In our 2016 report, we noted that after several years of the gender split narrowing, it had started to widen in 2014/15, which was in line with national trends. The widening gap has continued in 2015/16 in London and nationally, with 45.8% male and 54.1% female participation in London (Figure 9).

Figure 9: Gender split for those aged 18-24 years - 2015/16 (%)



UCAS reported that nationally, the HE entry rate in 2015 for 18-year-old women was 9.2 percentage points higher than for men, making them 35 per cent (proportionally) more likely to enter than men. These differences, both proportional and in percentage points, are the highest recorded.

In London, the entry rate for females aged 18-24 is 8.3 percentage points higher compared to males, which is lower than nationally. The gap has increased from 6.6% last year in London. The increase in participation in 15/16 compared to 2014/15 was 3.8% for males and 5.4% for females, which accounts for the widening gap in Figure 10.

The gender imbalance is further compounded when looking at the gap between disadvantaged females and males. UCAS<sup>6</sup> reported that in the most disadvantaged areas across the UK 18-year-old women were 52 per cent more likely to enter higher education than men in 2015.

Figure 10: Gender breakdown of young Londoners – Time-series 2007/08 - 2015/16



Given the widening gender gap in London after a period when the gap narrowed, it is important for local authorities to focus on gaps in gender participation, gender and ethnicity and disadvantage in their local areas to ensure that outreach work targets low or declining participation groups.

## Ethnicity

Almost 38% of young London new entrants to HE identify themselves as White with the next highest proportion being black African students (17%). The time-series data presented in Figure 11 clearly indicate the fluctuation in white students primarily the result of the fee increases in 2012/13 and the steady growth in young students from Black African communities.

All ethnic groups demonstrated increases in participation in 2014/15 of between 1.4% and 10.7% compared to the previous year with the exception of students with Indian ethnicity, which fell slightly. For

6 UCAS End of Cycle Report 2015 (Dec 2015) <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

Figure 11: Ethnic breakdown of young London residents' progression to HE – Time-series

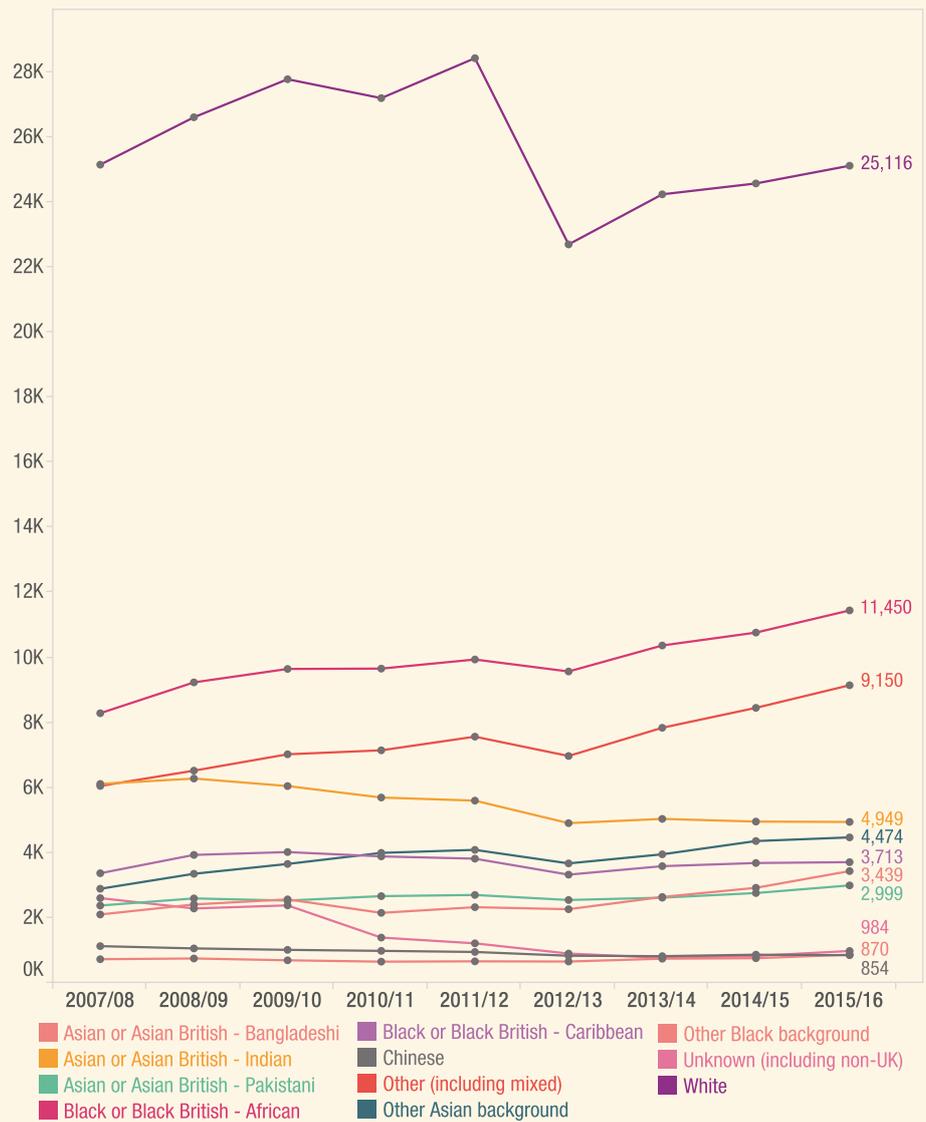
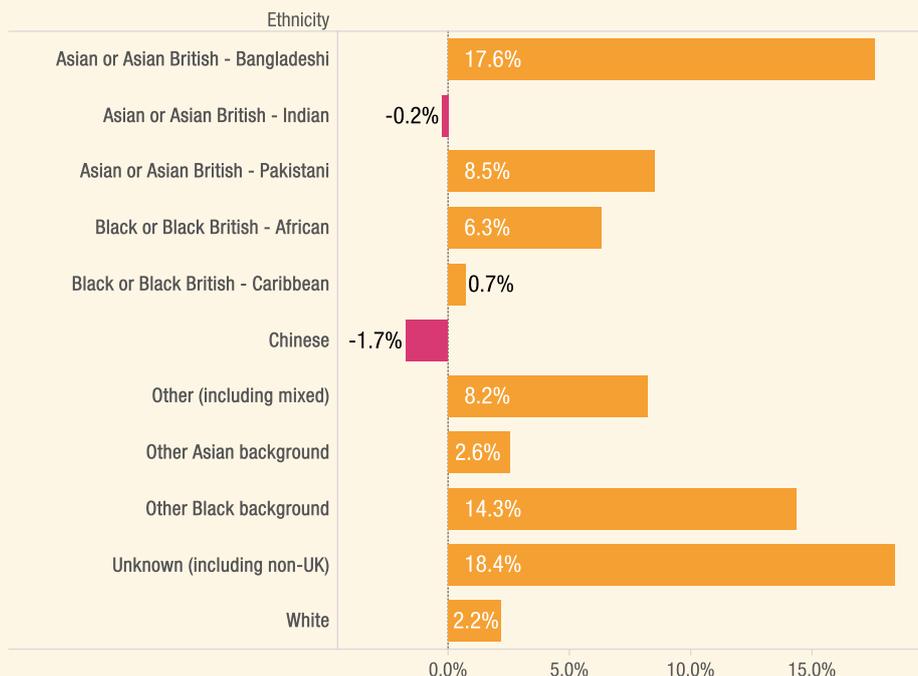


Figure 12: Ethnicity, percentage change 2014/15-2015/16



2015/16, annual growth in the participation of ethnic groups has ranged from relatively small declines for those of Chinese and Indian ethnicities to large increases for those from Bangladeshi, Other Black Backgrounds and those who did record an ethnicity (Figure 12).

### 3.4 Socio-economic background of young entrants to HE

Despite decades of Government widening participation initiatives, social inequality and social mobility are still the subject of reports about the continuing divide between the educational and occupational outcomes for young people from deprived socio-economic backgrounds compared to those from higher socio-economic backgrounds.

This section of the report analyses progression to HE for young people in London by socio-economic group, and seeks to locate the data within the context of a number of recent national reports.

#### Index of Multiple Deprivation (IMD)

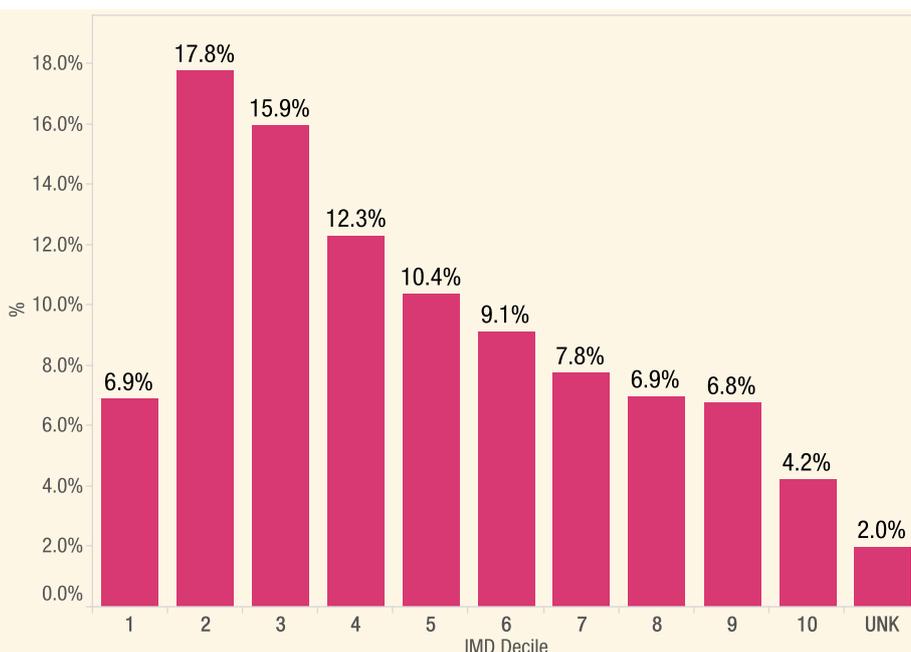
We provided data from the Index of Multiple Deprivation (IMD) 2015 to HESA and asked them to include it in our dataset to enable us to analyse progression to HE by postcode of students. This would provide us with data on the IMD status of students' home postcodes.

The IMD<sup>7</sup> is a more detailed indicator than poverty or Free School Meals indicators, as it measures relative deprivation in local areas against a number of weighted measures. It encompasses seven domains and calculates an overall score based on the following weightings:

Income = 22.5%; Employment = 22.5%; Health deprivation and disability = 13.5%; Education, skills and training = 13.5%; Crime = 9.3%; Barriers to housing and services = 9.3%; Living environment = 9.3%. There are also seven domain-level indices, and two supplementary indices: the Income Deprivation Affecting Children Index (IDACI) and the Income Deprivation Affecting Older People (IDAOP).

The IMD measure is reported in Deciles. The Deciles are calculated by ranking all the neighbourhoods in England from most deprived to least deprived and dividing them into 10 equal groups based on

Figure 13: Progression to HE by IMD Decile 2015/16



7 <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

the overall calculated score. These range from the most deprived 10% of neighbourhoods nationally to the least deprived 10% of neighbourhoods nationally.

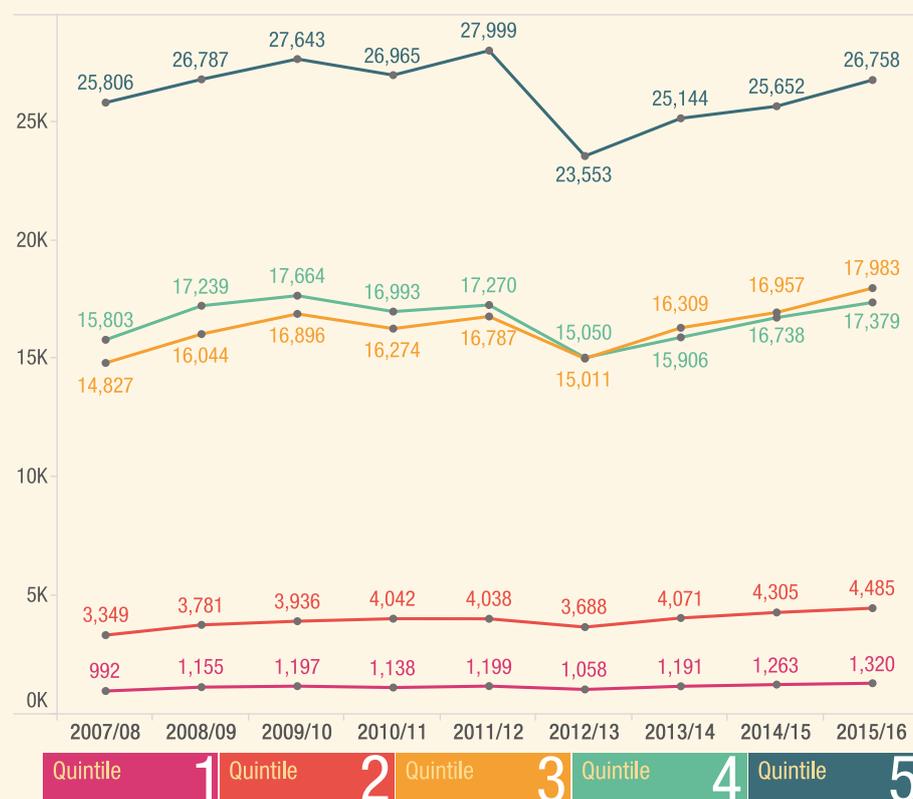
Data for 2015/16 shows that young Londoners entering HE are from a wide range of socio-economic backgrounds, with a quarter of young entrants from families resident in postcodes within Decile 1 & 2 (Figure 13) – within the 20% most deprived wards in England. Typically, the government uses the 20% most deprived neighbourhoods as socially disadvantaged. Over 40% young London-domiciled students are resident in postcodes within Deciles 1-3 representing the 30% most deprived wards in England.

## Participation of Local Areas (POLAR3)

The POLAR classification<sup>8</sup> was developed by HEFCE to determine how likely young people are to participate in HE across the UK and to evaluate the extent to which, this changes by area. POLAR has been used by HEFCE to determine widening participation funding so that institutions can specifically target low participation areas for outreach activity.

The POLAR methodology classifies local areas or wards into five groups based on the proportion of 18-19 year olds entering HE. These groups range from Quintile 1 areas, with the lowest young participation (most disadvantaged), up to Quintile 5 areas with the highest rates (most advantaged). At the time of writing this report the latest iteration was represented by POLAR3, which is based on the aggregated participation rates of 18 year olds who entered HE between 2005-6 and 2010-11. Given that POLAR3 areas was last

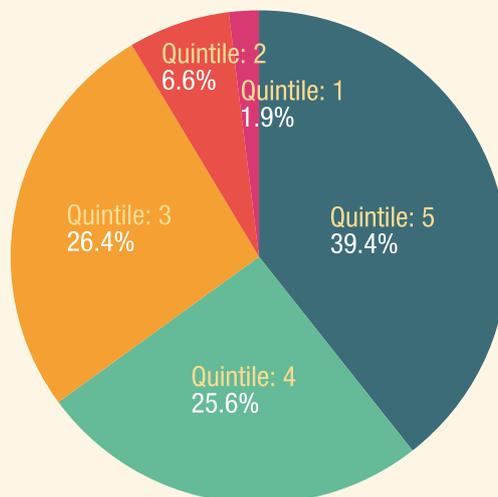
Figure 14: Young London progression by Polar3 Quintile 2007/08-2015/16



<sup>8</sup> <http://www.hefce.ac.uk/analysis/yp/POLAR/>

updated before the introduction of the increased tuition fees, it is interesting to note the significant reduction in the numbers of young students entering HE from the highest participation areas (Quintile 5) in Figure 14. Earlier iterations of this report also identified that those more affluent areas that you would expect to be resilient to changes in funding recorded significant reductions in young entrants.

Figure 15: Young London progression by Polar3 Quintile 2015/16



One of the issues with the use of POLAR is that as London has a very high rate of HE participation, it is not as useful as the IMD as a measure of social mobility. Figure 15 indicates that less than 2% of young London residents entering HE in 2015/16 originate from the lowest participation neighbourhoods in contrast to 39% from the areas with the highest rates of HE participation.

### Parental occupation of young entrants

UCAS collects the socio-economic status of applicants each year, and they have data for just over 80% of entrants. For students aged under 21, the socio-economic status is that of their parents, and for students over 21, it is the socio-economic status of the student themselves. As we have already reported, 84% of young Londoners entering HE in the UK are aged under 21, so the majority of the data below relates to the parental occupation of students entering HE in 2015/16.

Figure 16 excludes those with unknown or gave an occupation that could not be classified and indicates that 45% of young London-domiciled entrants to HE emanated from parents employed in Higher/Lower Managerial and Professional Occupations and a further 10% from small employers and self-employed backgrounds. The remaining categories could be broadly classified as potentially emanating from widening participation backgrounds (Routine, Semi Routine Occupations, Intermediate, Lower Supervisory, etc.) and amount to 45% of young London residents.

Figure 16: Parental occupation of young Londoners progressing to HE 2015/16

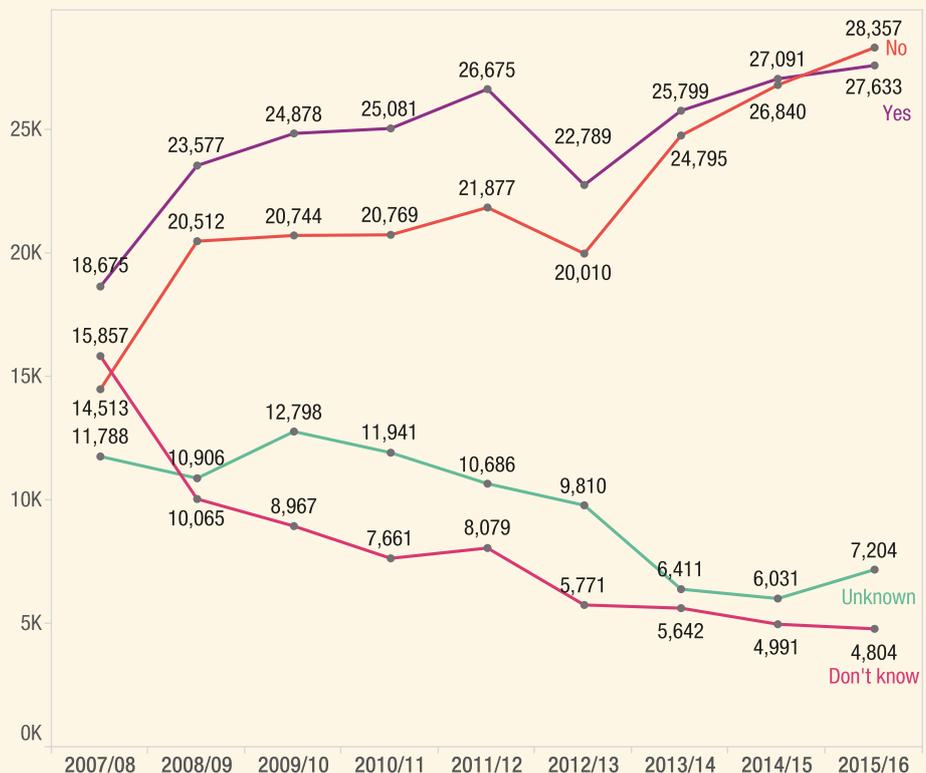


### Prior parental participation in higher education

UCAS also collects data on whether applicants' parents attended university<sup>9</sup>. It is used as a widening participation indicator on which universities are measured in terms of the number of applications and acceptances from students with no parental experience of higher education.

Between 2014/15 and 2015/16 the number of young HE entrants from London whose parents did not go to university overtook those whose parents had been to university (Figure 17). This is the first

Figure 17: Prior parental participation in higher education – time series



<sup>9</sup> UCAS data is received by HESA

time that this has occurred, and it is a very significant indicator of the impact of widening participation initiatives, which have been concentrated in boroughs with traditionally low HE participation and in schools and colleges with low progression to HE.

The data also shows a sharper rise in the number of young people whose parents did not go to university than in those whose parents did go to university. It is even more significant that the sharp rise is from 2013/14 onwards – the year after the introduction of higher tuition fees.

Young HE entrants whose parents had not been to university has risen from 14,513 to 28,357 over the nine-year period – an increase of almost 100%. The group whose parents had been to university also increased significantly from 18,675 to 27,633 – an increase of almost 70%. The 'Don't Know' group has reduced over 9 years from 15,857 to 4,804, and the 'unknown' group has also decreased by 5%.

### 3.5 Higher Education Profile

Figure 18 shows the previous (16-18) institution by type for young London residents who progressed to HE in 2015/6. Over half progressed from school sixth forms (including independent schools) with just under 20% from FE colleges and 10% from sixth form colleges.

‘Unknown’ students are generally those who studied overseas prior to entering university or whose previous institution is not recorded.

Figure 18: Previous Institution (16-18) by type – 2015/16

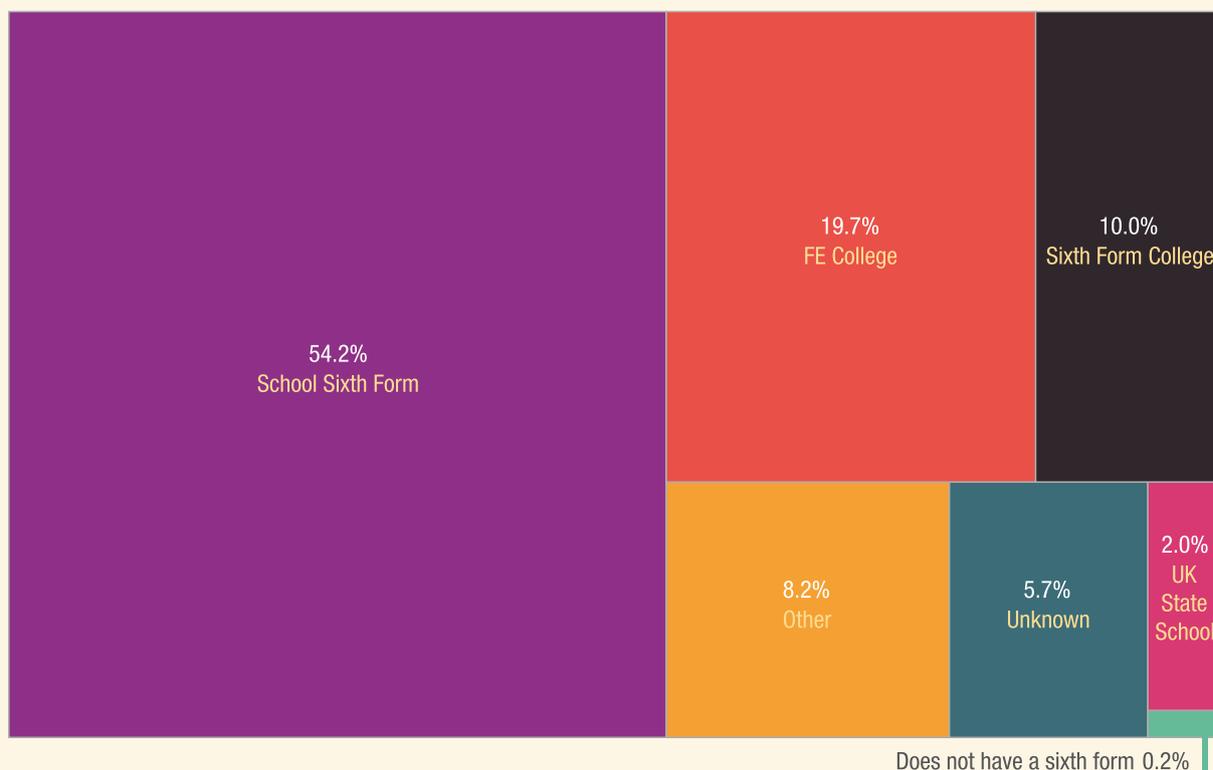
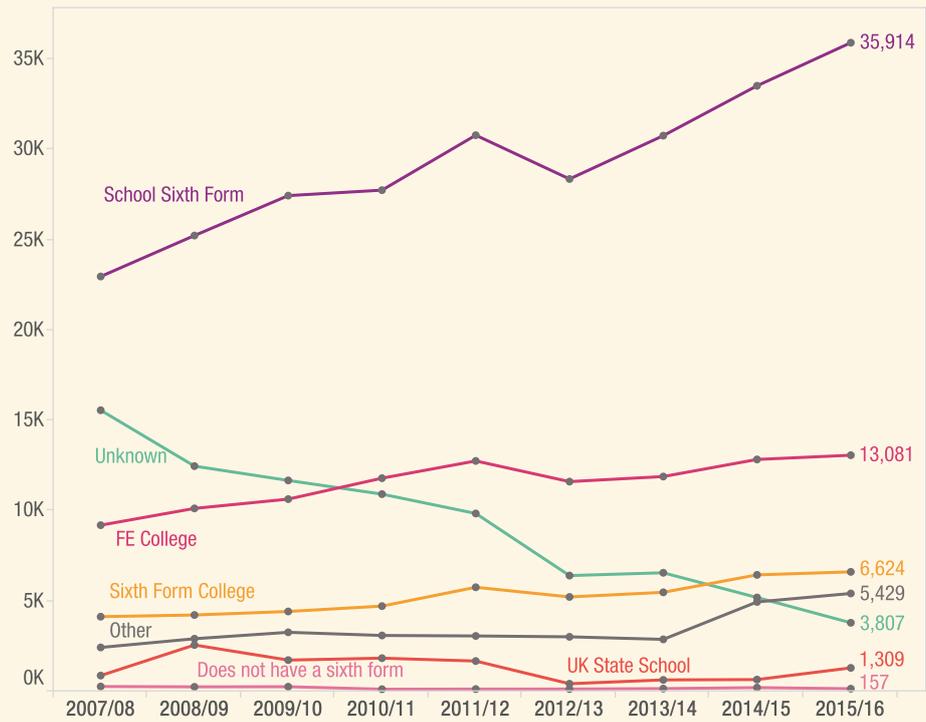


Figure 19 shows that the increases in participation have mainly been from students progressing from school sixth forms, and this is partly due to the increase in the number of school sixth forms in London in recent years, the majority of which offer mainly A Level provision with a focus on progression to HE for their students.

The numbers of young Londoners progressing from school sixth forms has increased by over 5,100 between 2011/12 and 2015/16, whilst the number of students progressing from sixth form colleges has increased by 2,481 over the same period and the number progressing from FE colleges has only increased by 317.

This is in part due to a number of FE colleges withdrawing from A Level provision, and reducing Level 3 provision in recent years. Conversely, a number of large FE colleges are now directly funded by HEFCE for provision of HE. A number of colleges in London are now delivering 3 year degree programmes. Although the data is not available within the HESA dataset, and is not collected in the same

Figure 19: Previous Institution (16-18) by type – 2007/08 - 2015/16



level of detail as the HESA dataset, we hope to obtain the data from HEFCE and include it in future reports.

A number of FE colleges and universities are also planning to offer higher level and degree apprenticeships as an alternative pathway to Level 4 provision and undergraduate degrees, and more higher and degree level apprenticeships are under development. This will inevitably influence participation patterns within the next few years, as new pathways to HE become available to young Londoners.

## Higher Education destinations by University Group

This report uses a common classification of universities by group (see appendix C for explanation)

Universities are grouped by common characteristics such as the Act of Parliament or Charter under which they were established, their mission and entry criteria. The Russell Group of universities is the only self-designated institutional grouping.

Examples of universities in institutional groups include: Kingston, Westminster, Greenwich, and Hertfordshire, which are all Post '92 universities. Essex, Kent, City, Brunel and Birkbeck are all pre-92 universities; University of the Arts, St George's Medical School and Ravensbourne are specialist institutions; Roehampton University and Canterbury Christ Church University are former Colleges of HE; and the Universities of Bristol, Southampton, Manchester and Leeds are Russell Group institutions.

Figure 20 provides a time-series analysis which clearly shows that the introduction of increased tuition fees in 2012/13 had the greatest impact on young Londoners progressing to post-92 institutions.

Whilst there has been recovery across the HE sector in the following three years, post-92 institutions have only experienced very limited recovery compared to the rest of the sector, with the result that

progression of young Londoners to post-92 institutions in 2015/16 is over 3,500 less than it was at the highest level in 2011/12.

Figure 20: Progression to HE institution group 2007/08 - 2015/16

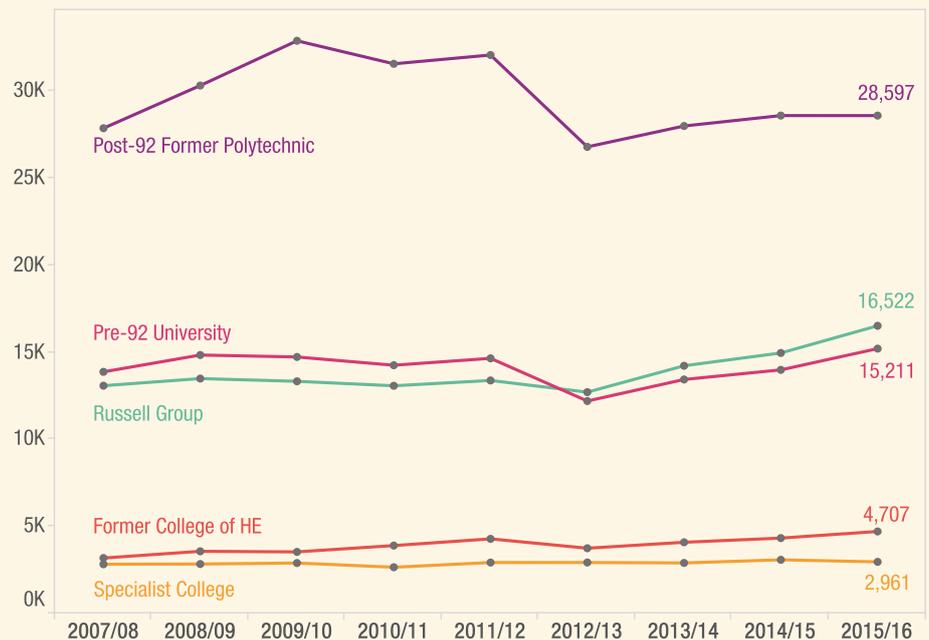
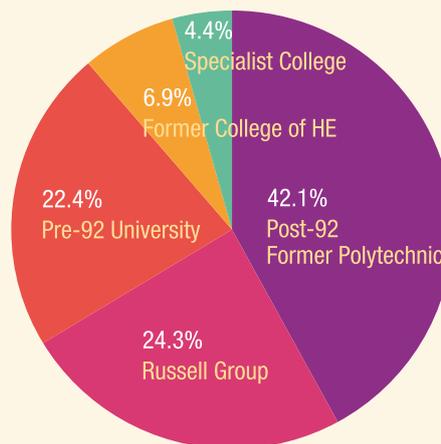


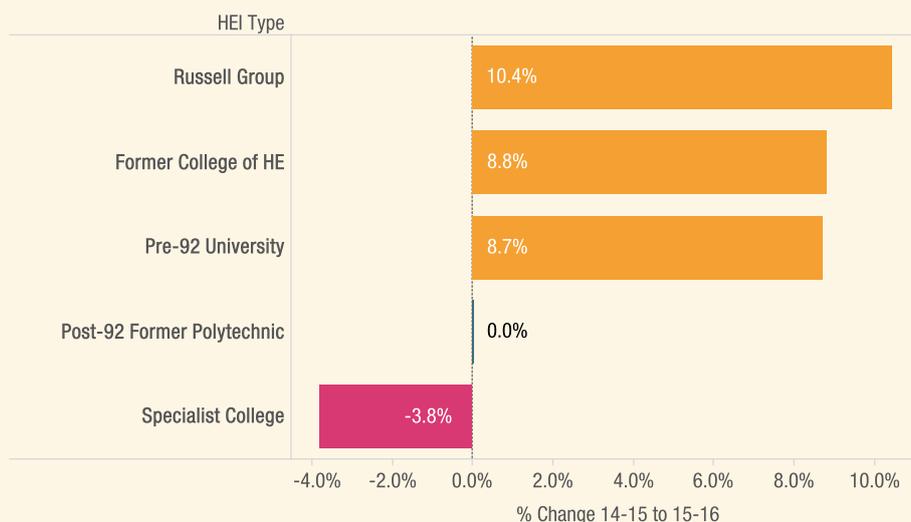
Figure 21 shows that in 2015/16, the largest percentage of young London residents still progress to post-92 universities, but they have not increased their market share at all between 2014/15 and 2015/16 (Figure 20). The Russell Group of Universities, pre-92 universities and former colleges of HE have increased their market share in 2015/6 compared to the previous year, whilst Specialist institutions have decreased by just under 4% (Figure 22).

Figure 21: Progression to HE institution by type 2015/16 (%)



This can be partly explained by the Government removing the cap on the number of students that universities could recruit. This has led to increases in the number of home undergraduate places at a number of Russell Group and pre-92 institutions – particularly those who have the land and space to increase numbers on their campuses, and increased competition for students. The increase in the number of places at institutions requiring higher tariff points for entry has led to an upwards move of students. Pre-92 HEIs have lost the top end

Figure 22: Type of HEI  
- % change 2014/15 -  
2015/16



of their market to Russell Group institutions, and post-92 institutions have lost the top end of their market to pre-92 institutions, which is a key factor in the lower numbers progressing to post-92 institutions.

## Higher Education destinations of young London residents

Figure 23 shows that the HEIs with the highest number of young London-domiciled residents are based in London. This is unsurprising given that there are almost 160 higher education institutions in the UK and over 40 of those are located in London. However, there is a small decline year on year in the proportion of young Londoners progressing to HE in London, and gradual increases in students progressing to universities in other parts of the country. This is reflective of young people progressing to Russell Group universities of which 5 are based in London (UCL, LSE, Kings College, Imperial College, Queen Mary) and the other 19 are based in other regions of the UK.

The largest numbers studying outside London enrol at HEIs based in the South East, East and East Midland regions, comprising over 31% in 2015/16, an increase of 7% compared to the previous year. Both the East Midlands and West Midlands experienced significant increases compared to the previous year.

Figure 24 shows that thirteen of the top fifteen HEIs attended by London residents in 2015/16 are located in London. Eight of the universities recruiting the highest numbers of young Londoners in 2015/16 were post-92 institutions; three were pre-92 institutions, one was a former college of HE and three were Russell Group universities. In 2015/16, Middlesex University recruited the highest number of young London residents, whereas in 2014/15, Kingston University recruited the highest numbers.

In common with other years, the universities with the highest proportions of young Londoners progressing to HE in 2015/16 had similar market shares. Middlesex University had the largest market share followed by University of Westminster and University of Hertfordshire. These universities are also some of the largest institutions in terms of student places, so it is unsurprising that the highest percentages of young Londoners progress to those institutions.

Figure 23: HEIs by geographical location 2015/16 (%)

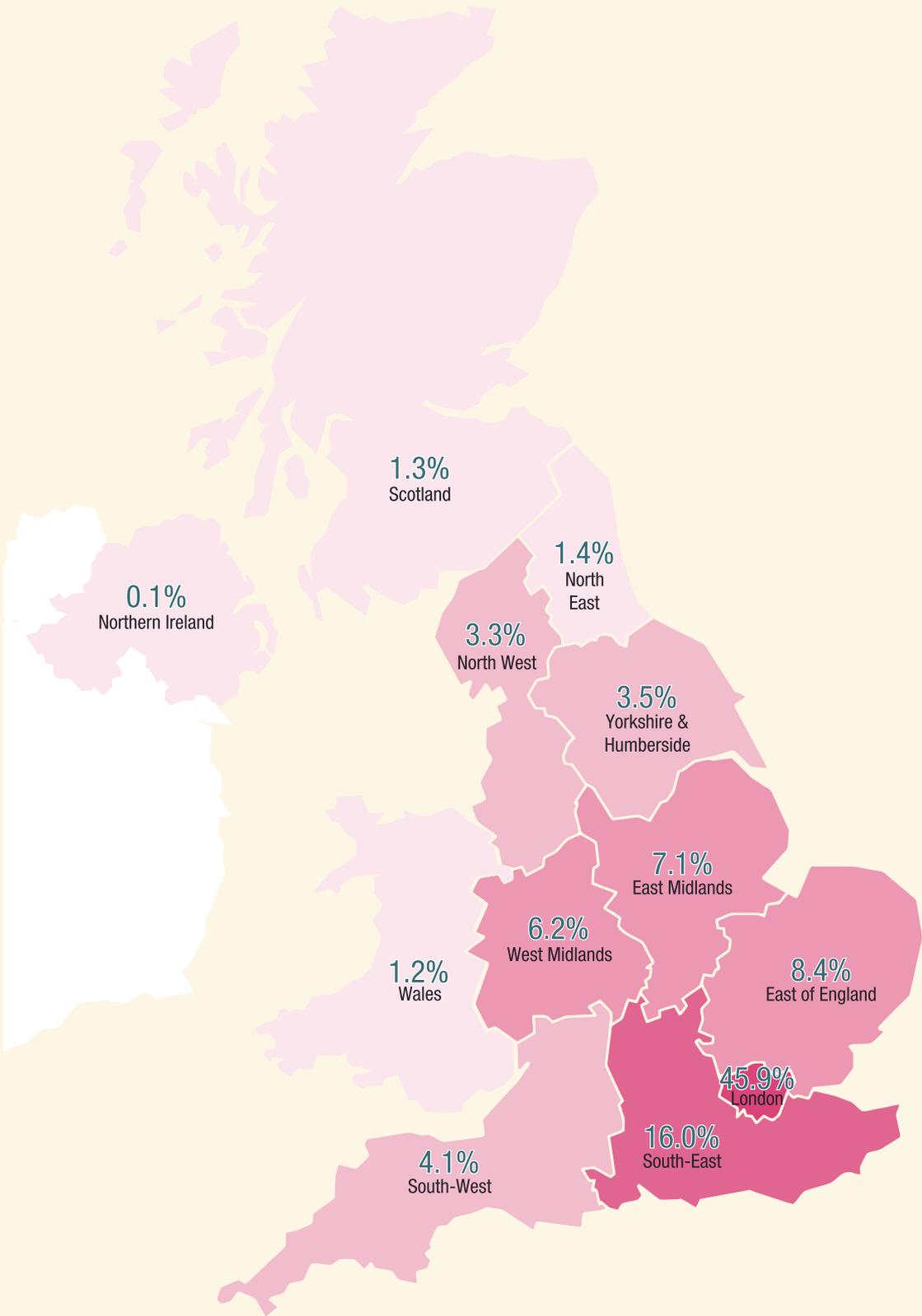


Figure 24: HEIs by highest number of entrants from London in 2015/16



Figure 25: Progression to HEIs by institution 2007/08 - 2015/16

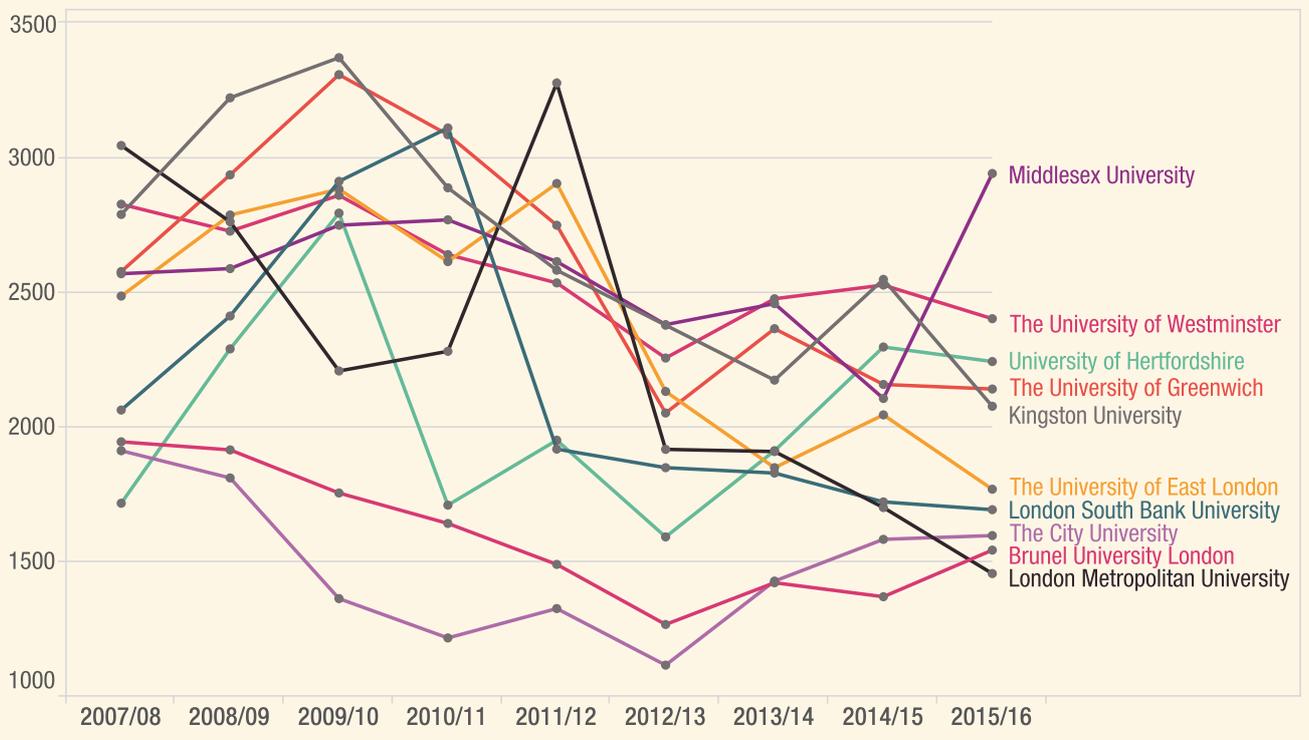
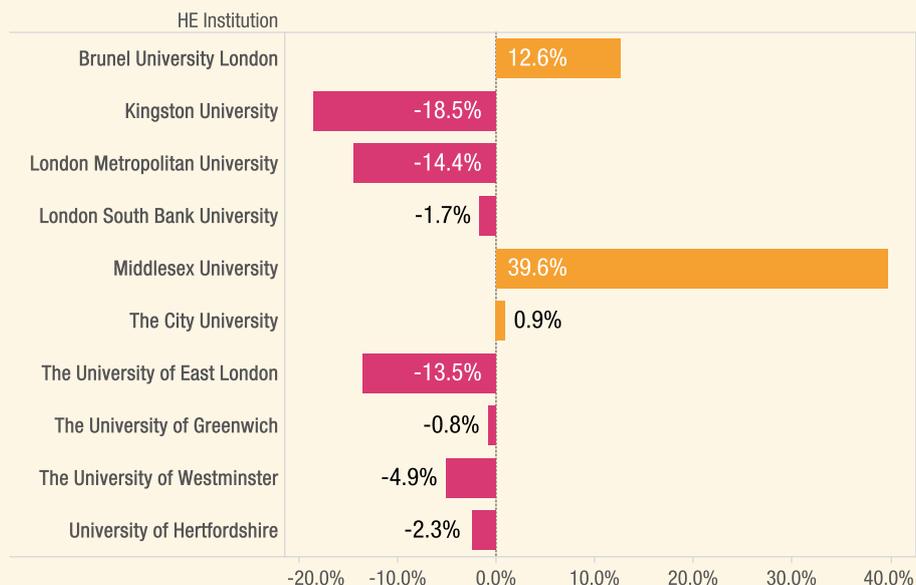


Figure 25 clearly illustrates the fluctuations in university recruitment of young Londoners over a nine-year period at the institutions recruiting the highest numbers of young London residents. For many institutions, student recruitment peaked in 2010/11 and 2011/12 before the introduction of higher tuition fees in 2012/13 resulted in a significant reduction in student numbers.

Figure 26 shows that Middlesex University and to a lesser extent, Brunel University has significantly increased their market share between 2014/15 and 2015/16. In contrast, there have been substantial reductions in student numbers evident at Kingston, London Metropolitan and East London universities.

Figure 26: Progression to HEIs by institution - % Annual Change 2014/15 - 2015/16



### Higher Education subject of study

The preferred choice of degree subjects for young London residents is relatively similar to the subject distribution nationally. Business Studies and Psychology remain the two most popular subjects with over 3400 students studying Business and over 2800 studying Psychology.

Figure 27: Degree subjects with the highest number of entrants 2015/16

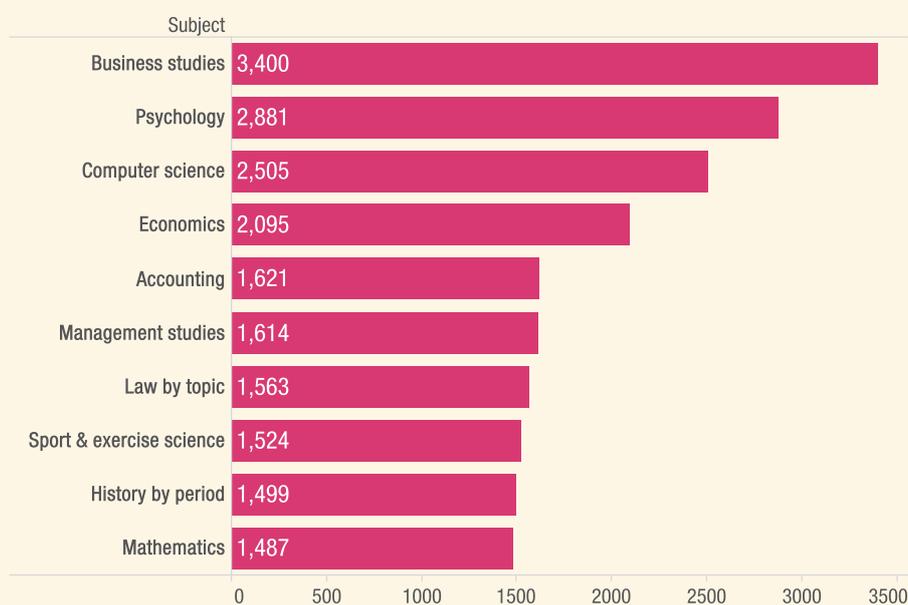


Figure 27 shows the ten most popular degree subjects by broad subject area. The subjects and numbers are similar to 2014/15 with little change in the numbers studying the most popular subjects. It is interesting to note that the total number of different degree subjects studied by London-domiciled new entrants is just over 700. As a consequence, Business Studies and Psychology only account for 5% and 4% of new entrants respectively and Computer Science would only account for just under 4%. The large number of subjects studied by young Londoners illustrates the diversity of available academic disciplines.

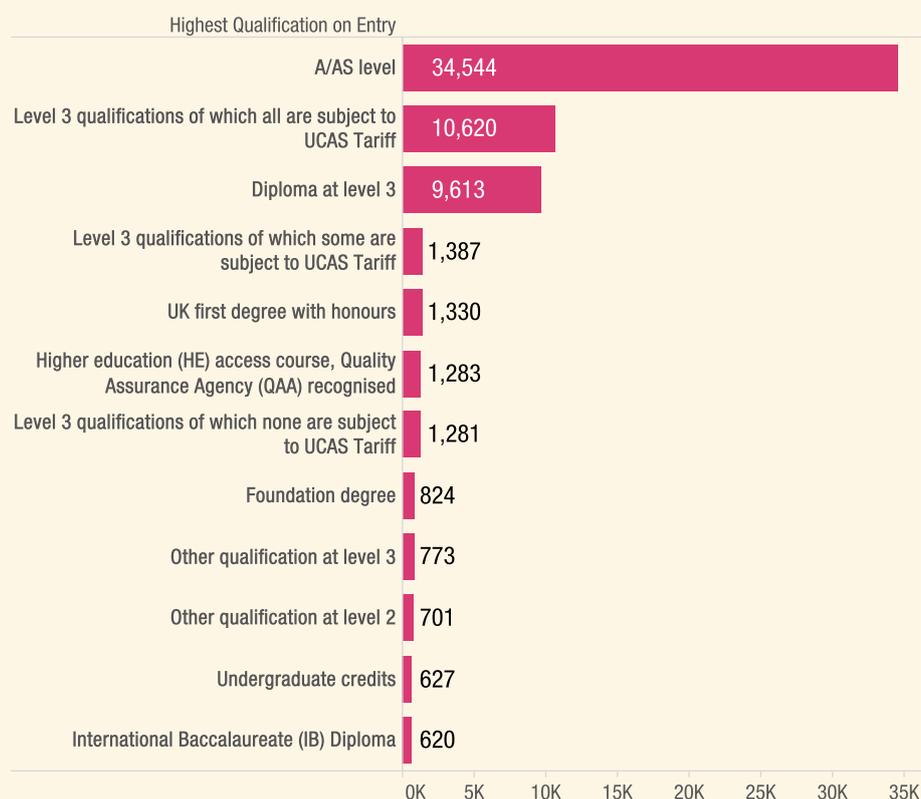
There is evidence of an increase in 2015/16 in the number of young Londoners across most subjects. The top ten subjects in 2015/16 remains broadly similar to the top ten in 2014/15. Sociology has dropped out of the top 10, and the numbers of History students has dropped compared to last year. Accounting has re-entered the top ten in 2015/16, after dropping out in 2014/15.

## Qualifications for entry to Higher Education

Entry qualifications will differ significantly across higher education institutions given their mission, status and size. Figure 28 provides an indication of the highest qualification of new entrants. The pattern of entry qualifications for 2015/16 is similar to the previous year with over 50% of students entering HE with A Levels.

The numbers and percentage of students entering HE with a non-A Level, Level 3 qualification equivalent in size to an A Level is increasing year on year. In 2015/16, 9,613 young Londoners entered HE with a Level 3 Diploma compared to just 3,467 in 2010/11 – a 77% increase. Entrants with A Levels increased by 51% over the same period. This reflects the increase in the number

Figure 28: Highest qualification on entry to HE in 2015/16

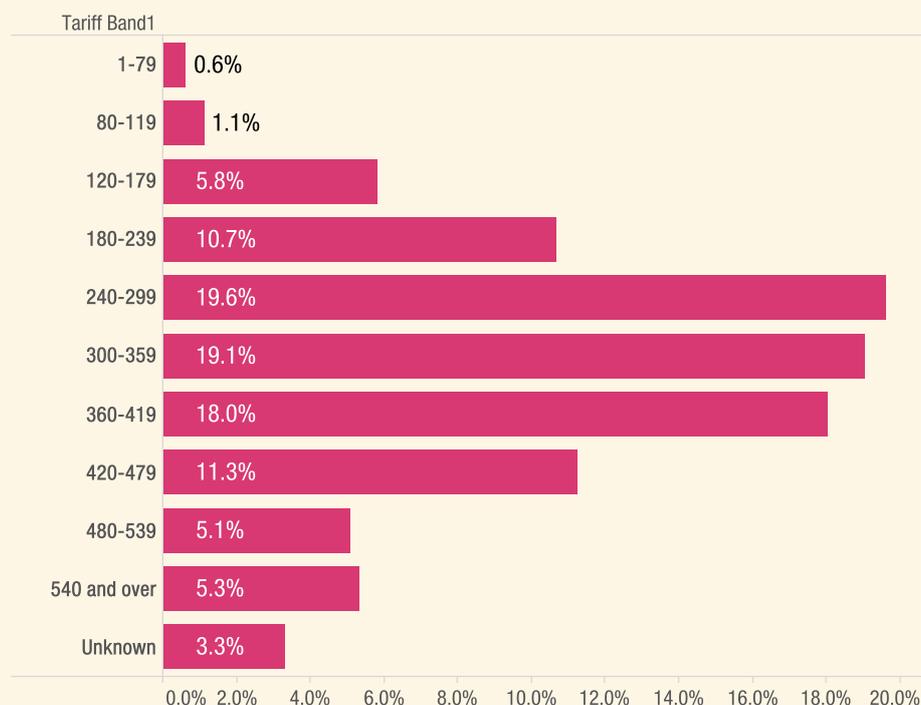


of students studying Level 3 qualifications such as Diplomas and Extended Diplomas, and their increasing acceptance for HE entry by Universities.

Although the name of the highest qualification is a useful guide to the range of qualifications acceptable for entry to a university or college, it does not by itself provide an indication of the grades required.

Figure 29 attempts to remedy this by providing a breakdown of the UCAS tariff scores of young London residents in 2015/16.

Figure 29: Tariff scores of young London residents in 2015/16

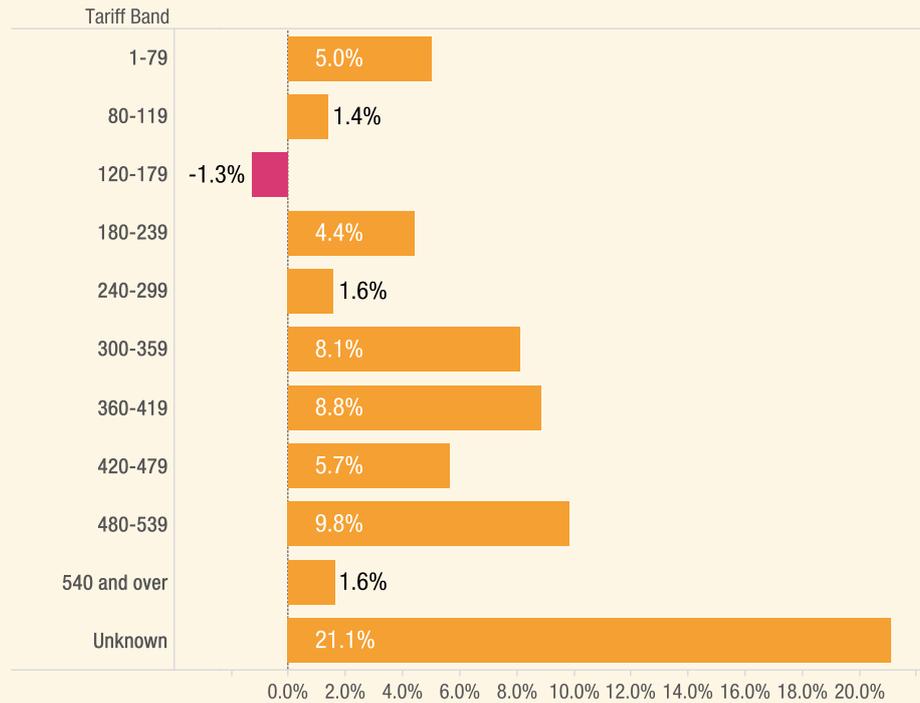


The tariff framework was established to give an equivalent value to a wide range of qualifications, thereby allowing HE institutions to make informed decisions about prospective candidates. The tariff scores for entry in 2015/16 and previous years are based on 140 points for an 'A\*' at GCE A level, 120 points for an 'A', 100 points for a 'B', 80 points for a 'C', 60 points for a 'D' and 40 points for a grade 'E'. These individual A level grades are then aggregated to give an overall tariff score and Figure 29 provides an indication of the range of scores required for entry. The distribution of tariff scores is almost normally distributed with the most frequent scores ranging between 240 and 419 points. For a Russell Group institution, the tariff scores required for entry would usually be in excess of 360 points and depending on subject and institution, may be as high as 540.

Figure 30 shows the annual percentage change in the numbers of young London students progressing to HE with specific tariff scores. The trend in the reduction in students undertaking undergraduate study with comparatively low tariff scores continued in 2015/16. The largest percentage increase are in students progressing to HE with 480-539 tariff points.

This is most certainly due to an increase in students taking more A Levels, (4 rather than 3), but would not necessarily advantage them in terms of entry to the most competitive courses. This is partly due

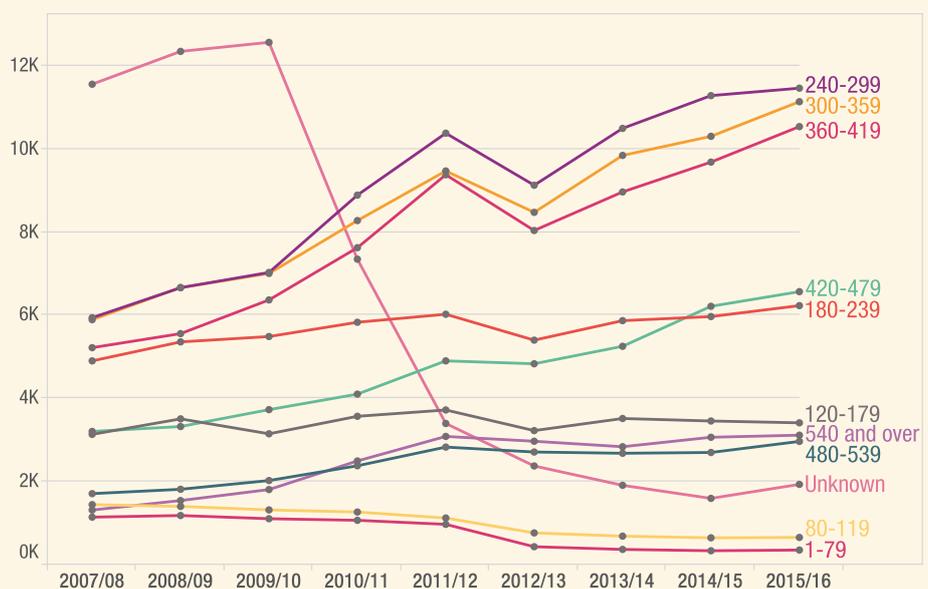
Figure 30: Tariff scores for entry to HE - % Annual Change 2014/15 - 2015/16



to some institutions raising the level of entry qualifications to recruit more students with four A levels with AAAA grades or AAA\*A\* – 480 and 520 points respectively. The largest increase is in higher tariff bands of 480-539, which would generally be required for highly selective courses and by Russell Group universities. The increase in students achieving higher tariff points does however give students a wider choice of universities and courses to choose from.

In actual numbers, the number of entrants progressing to HE in 2015/16 with tariff scores of 360-419 increased by over 850 and those progressing with tariff scores of 300-359 increased by 830. They experienced the largest decrease when higher tuition fees were introduced in 2012/13 and the highest tariff bands 480-540+ were the least affected by the introduction of higher tuition fees in

Figure 31: Tariff scores for entry – time series



2012/13. Despite recording the highest rate of growth for students achieving 480-539, this was partly the result of comparatively lower numbers achieving that very high score and consequently, only increased by 266 students.

Figure 30 shows that the largest percentage increases in tariff bands for students entering HE in 2015/16 compared to 2014/15 are in the higher tariff bands. This shows that the increases in higher education participation in London have been mainly for students who have three A Levels with A & B grades or equivalent qualifications and grades such as Level 3 Diplomas. Three A Levels at Grade A would be equivalent to 360 tariff points, and 3 A Levels at Grade B would be equivalent to 300 tariff points.

## 4. Achievement

### 4.1 Higher Education Qualification Obtained

Table 1 shows the wide range of higher education qualifications achieved by young London residents in 2015/16. The number of qualifications awarded increased by over 1,000 compared to the previous year. Just under 80% achieved honours degrees, a marginal increase on the previous year. The other 20% of students achieved a mixture of undergraduate qualifications, including foundation degrees, combined undergraduate/postgraduate and professional qualifications.

Table 1: Range of higher education qualifications completed by young London residents in 2015/16

Qualifications Obtained	Nos	%
First degree with honours	36189	79.5%
Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	2015	4.40%
Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern	1713	3.80%
Certificate of Higher Education (CertHE)	1690	3.70%
Foundation degree	604	1.30%
Diploma of Higher Education (DipHE)	515	1.10%
Integrated undergraduate/postgraduate taught masters degree on the enhanced/extended pattern leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	420	0.90%
Ordinary (non-honours) first degree	379	0.80%
First degree with honours leading to Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC)	301	0.70%
Certificate at level C	241	0.50%
Pre-registration ordinary (non-honours) first degree leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	207	0.50%
First degree with honours leading towards registration with the Architects Registration Board (Part 1 qualification)	196	0.40%
Higher National Diploma (HND)	116	0.30%
Graduate diploma/certificate at level H	114	0.30%
Graduate diploma/certificate at level H but where a previous qualification at level H is a pre-requisite for course entry	103	0.20%
First degree with honours and diploma	102	0.20%
Professional Graduate Certificate in Education	101	0.20%
Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC) only	91	0.20%
Higher National Certificate (HNC)	75	0.20%
Qualification at level H (where another qualification at level H is a pre-requisite for course entry) leading towards registration with the Architects Registration Board (Part 2 qualification)	56	0.10%
Diploma of Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body	47	0.10%
Certificate at level H	39	0.10%
First degree with honours on the enhanced/extended pattern but at level H	36	0.10%
Diploma at level J	29	0.10%
Diploma at level H	27	0.10%
Other qualifications	106	N/A

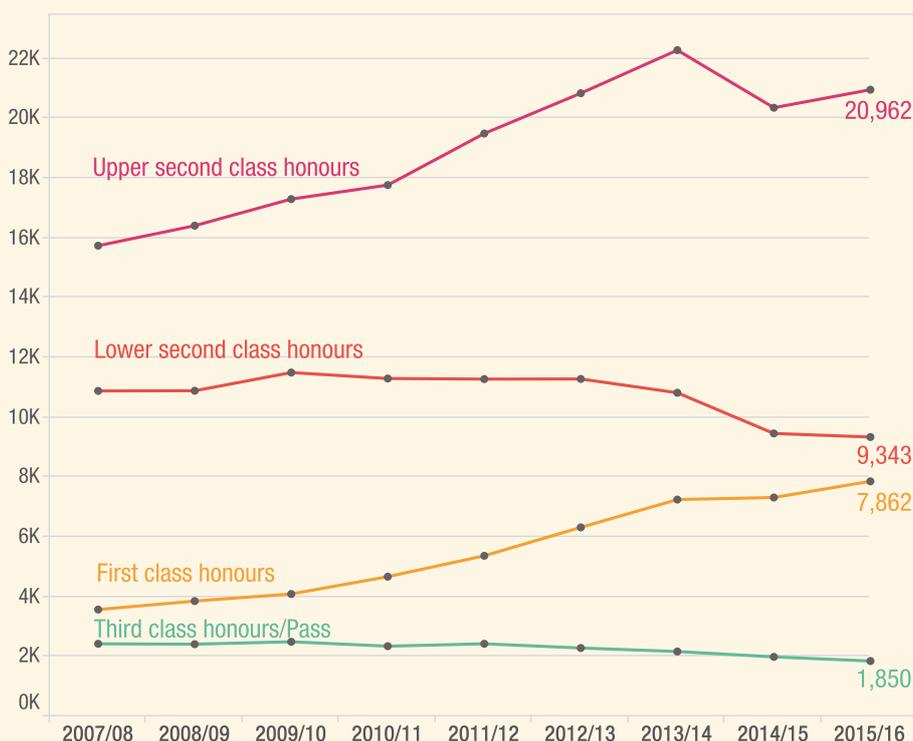
## 4.2 Analysis of Degree Class Achieved

Figure 32 shows that there has been an increase in the awarding of 2:1 degrees in 2015/16 compared to the previous year and that the trends over a nine-year period are for significant increases in first and upper second class degrees and a decrease in lower second class honours and third class honours.

Over 52% of young London residents that completed their courses in 2015/16 achieved an upper second-class degree, and just under 20% achieved a first class degree.

First and upper second-class degrees are commonly defined as 'good degrees' – meeting the application criteria for postgraduate

Figure 32: Degree classes achieved – time series

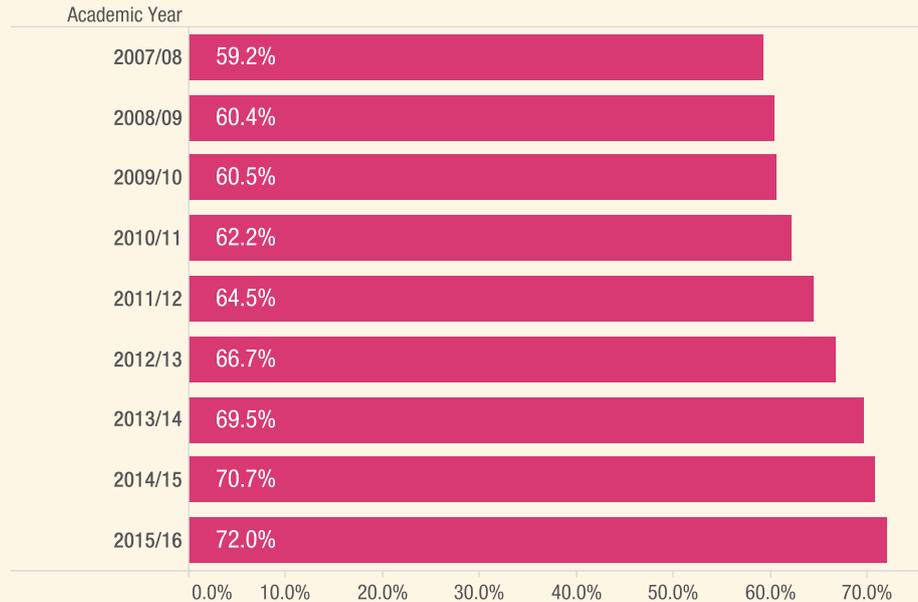


study and for many large graduate employers. A 'good degree' is an important contributor to young graduates gaining employment after completing their undergraduate qualification.

Figure 33 provides a time-series analysis of the proportion of 'good degrees' awarded to young London graduates since 2007/08. The proportion of young Londoners achieving a first or upper second-class degree has continued to increase with 72% of graduates achieving a 'good degree'. One of the consequences of this increase in degree performance is that the proportion of young London graduates gaining full-time employment has increased.

The Government Labour Market Statistics report 2016, which uses data from the Labour Force Survey, shows that the rate of graduate employment continues to improve nationally. In 2016, the employment rate for young working age graduates increased to 87.3% and 88% for postgraduates. This compares to an employment rate of 70% for non-graduates. The unemployment rate for young graduates has dropped to 2.9%, which is half the rate for

Figure 33: Proportion of students obtaining a 'good degree' (First & Upper Second class honours) – Time-Series



non-graduates<sup>10</sup>.

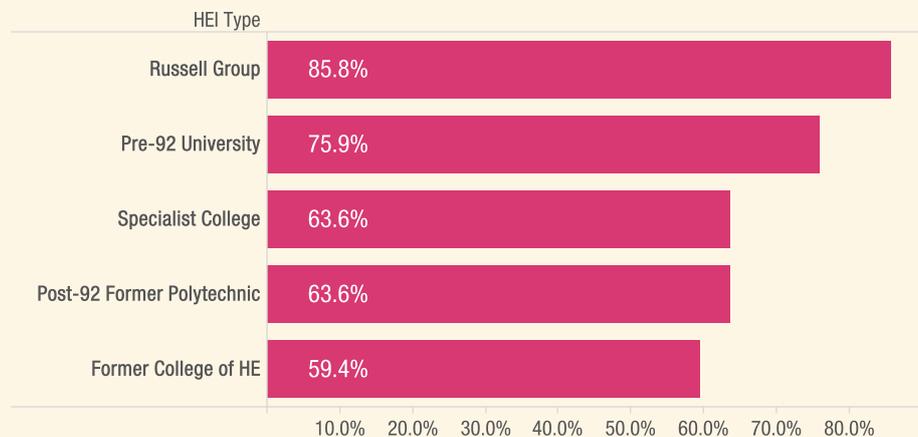
As Figure 34 indicates, when the HEI institutional group is taken into account, almost 86% of young London residents completing higher education qualifications in 2015/16 at Russell Group institutions achieved a first or upper second-class degree classification, which is similar to the previous year.

Just under 76% of young London residents completing HE qualifications at pre-92 universities achieved 'good' degrees, compared to just under 64% at post-92 universities, an increase of 4% for post-92 institutions compared to the previous year.

This is reflective of the higher prior achievement criteria required for entry to Russell Group and Pre-92 universities compared to post-92 institutions and former colleges of HE.

As previously mentioned, students are likely to have entered higher education at Russell Group or pre-92 universities with high tariff points gained from studying 3+ A Levels and achieving A\*-B grades.

Figure 34: Proportion of students obtaining a 'good degree' (First & Upper Second class honours) by Type of HEI – 2015/16



<sup>10</sup> Graduate Labour Market Statistics 2016 (April 2017): <https://www.gov.uk/government/statistics/graduate-labour-market-statistics-2016>

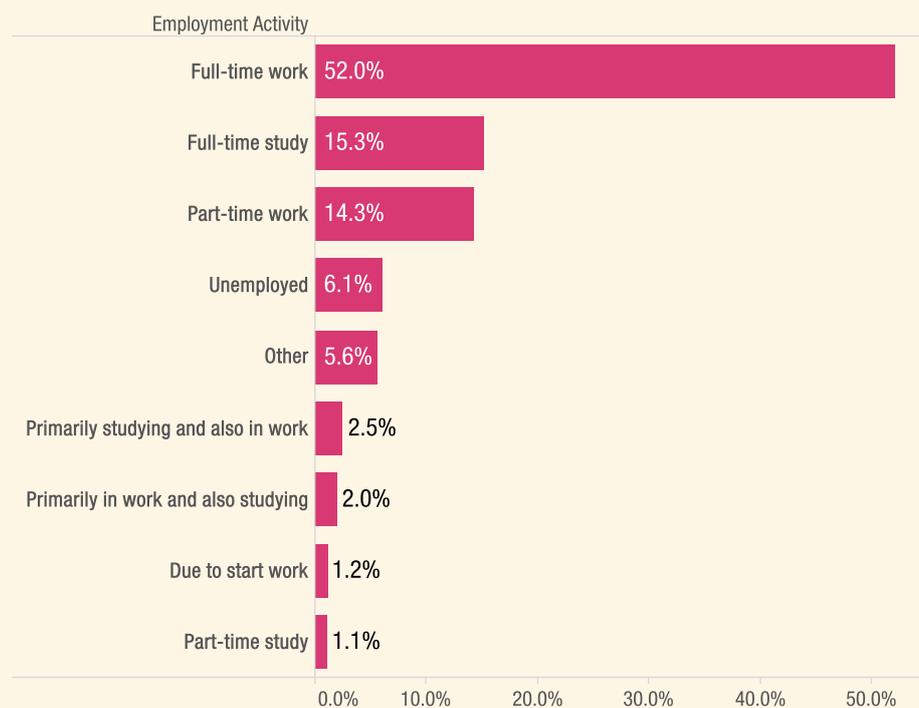
## 5. Post-study destinations

This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, and the most recent data available is for students who completed their higher education studies by the end of the academic year 2014/15<sup>11</sup>. The survey underwent a significant revision in 2011/12 with a number of new questions asked and changes to existing ones. As a consequence, the time-series data is only for four years. Students who completed in 2014/15 will still be aged 18-24, and the data again identifies students who have home postcodes in London. The DLHE survey is initially conducted 6 months after graduation, so it is an early snapshot, and many students will not have settled into employment 6 months after completing their studies. A follow-up survey is conducted after a further six months on those graduates who did not respond on the first occasion. Nationally, the DLHE response rate in 2014/15 was 75%. One important point is that the DLHE sample is not the same cohort as the progression cohort. This is because the DLHE cohort contains all students who completed their course of study in 2014/15, and students would have had different starting points depending on the length of the qualification they studied.

### 5.1 Employment destinations of young London residents 2014/15

The DLHE data (Figure 35) for 2014/15 shows that 52% of students were employed in full-time paid work six months after graduation. If part-time work, primarily in work but also studying and those due to start a job within the next month are taken into account, the employment figure increases to 69%. Graduate unemployment was 6.1%, a 1.5% decrease on the previous year and a significant improvement on the 11% unemployment rate two years ago.

Figure 35: Destinations of young London residents completing higher education qualifications in 2014/15



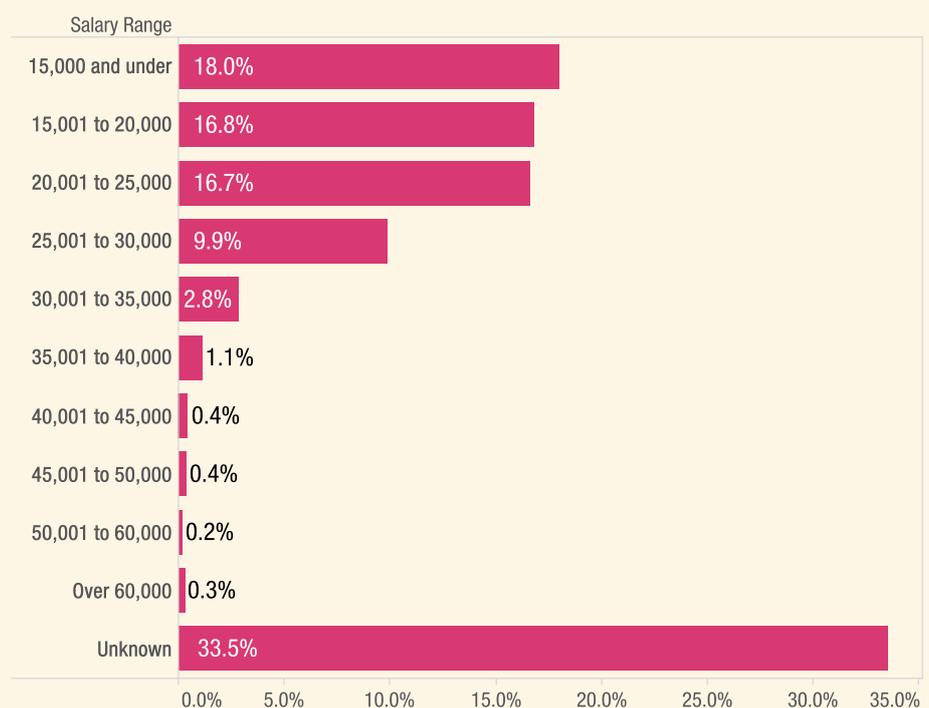
11 <https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2014-15>

Figure 36: The contractual basis of young London residents in employment in 2014/15



One of the questions asked in the DLHE survey since 2012 relates to the contractual basis for those young graduates in employment. In conjunction with the destination data, it provides a far greater level of detail than has previously been available. Figure 36 provides a breakdown of the contractual basis of those in employment. In 2014/15, almost 55% of young London resident graduates were employed on a permanent or open-ended contract and a just under 24% were employed on fixed-term contracts. Those young graduates who are either self-employed or starting up a business equate to just over 6%.

Figure 37: Salary ranges for those in employment in 2014/15



The DLHE destination data also includes some information on starting salaries (Figure 37), with just over 61% disclosing their salary. Although this provides only a partial picture, for young graduates in full-time jobs, the typical starting salary would range between £20,000 and £30,000 annually and for part-time jobs, the salary would typically be less than £15,000.

## 5.2 Employment destinations by Standard Occupational Classification

The Standard Occupational Classification (SOC) is available at different levels, with Level 1 depicted in Figure 38 providing a broad picture of occupational classes, and Level 2 SOC in Table 2 providing a more detailed picture of the employment destinations of the employed cohort of young London domiciled graduates of 2014/15.

Figure 38: Employment Destinations by Standard Occupational Classification (SOC) Level 1 (2014/15)

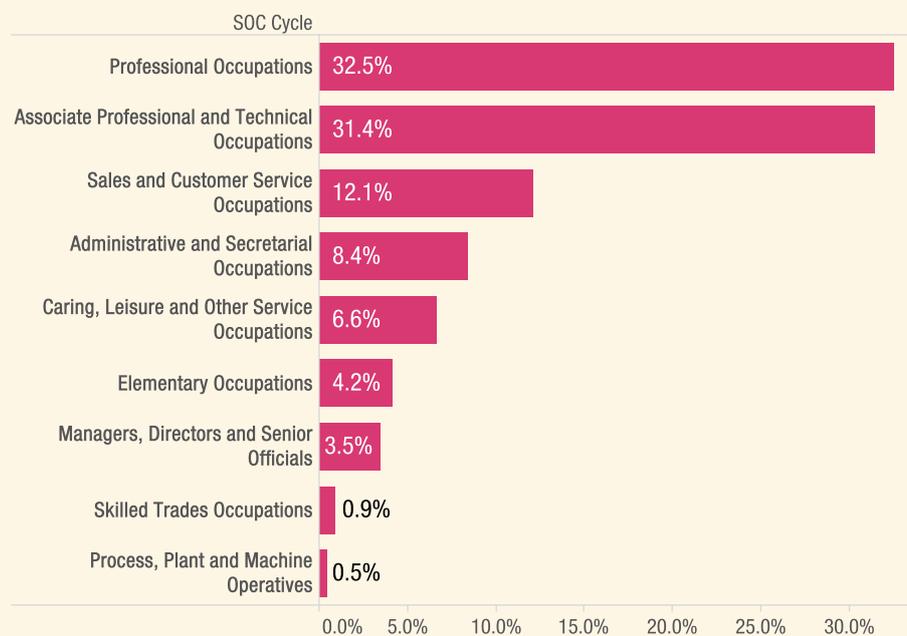


Table 2: Employment Destinations by SOC Level 2 (2014/15)

SOC Cycle	Nos
Business and Public Service Associate Occupations	4515
Health Professionals	2677
Sales Occupations	2427
Business, Media and Public Service Professionals	2111
Culture, Media and Sports Occupations	1708
Science, Research, Engineering and Technology Professionals	1636
Administrative Occupations	1569
Teaching and Educational Professionals	1436
Caring Personal Service Occupations	1329
Elementary Administration and Service Occupations	973
Science, Engineering and Technology Associate Professionals	712
Health and Social Care Associate Professionals	573
Customer Service Occupations	499
Corporate Managers and Directors	493
Secretarial and Related Occupations	460
Other Managers and Proprietors	342
Leisure, Travel and Related Personal Service Occupations	267
Textiles, Printing and Other Skilled Trades	127
Protective Service Occupations	91
Transport and Mobile Machine Drivers and Operatives	82
Skilled Construction and Building Trades	38
Skilled Metal, Electrical and Electronic Trades	35
Elementary Trades and Related Occupations	34
Process, Plant and Machine Operatives	31
Skilled Agricultural and Related Trades	17

There has been little change from the previous year, with just under 64% (+1% on the previous year) of young London resident graduates in 2014/15 who were employed in Professional or Associate Professional & Managerial Occupations 6 months after graduation. These occupations would be classified as 'graduate level' jobs.

Table 2 show that the largest number of graduates are employed in Business and Public Service Associate Professional occupations. There are also a large number of recent graduates employed in Sales Occupations and in Professional and Associate Professional roles associated with Health and Social Welfare, Teaching, Research and Science & Technology. In addition, there are also large numbers employed in Culture, Media and Sports Occupations, which is not entirely surprising as London is a major employment hub for the Cultural and Creative Industries.

## 5.3 Employment destinations by Standard Industrial Classification

Similar to the SOC, the Standard Industrial Classification (SIC) is available at different levels, with Level 1 depicted in Figure 39 providing a broad picture of industrial sectors, and Level 2 SIC in Table 3 providing a more detailed picture of the employment destinations of the employed cohort of young London domiciled graduates of 2014/15.

The largest proportion of young London domiciled graduates from 2014/15 in employment were working in the Wholesale and Retail trade. Approximately one in every six recent graduates were working in this sector (the largest employment sector in the UK), although a proportion of these are likely to be employed in professional or managerial roles. The second largest group were working primarily within the public sector. These jobs were located in Human Health and Social Welfare activities, the education sector and Professional, Scientific and technical industries.

Table 3 provides a detailed breakdown at the second Level of the Standard Industrial Classification (SIC). It clearly reinforces the large numbers employed in the retail trade, human health activities and education. The large numbers employed in health and education reflects the high public sector employment in London.

Figure 39: Employment Destinations by Standard Industrial Classification, Level 1 2014/15

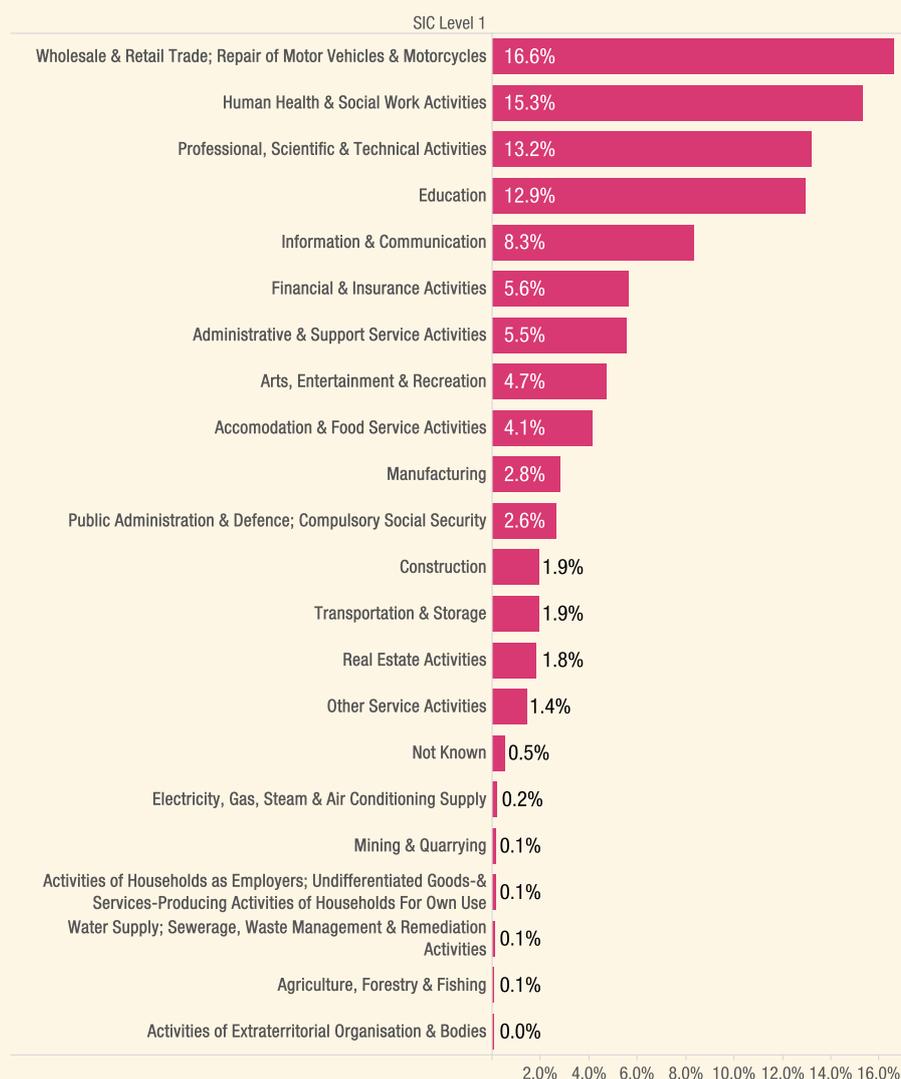


Table 3: Employment Destinations by Standard Industrial Classification, Level 2 2014/15

SIC Level 2	Nos	%
Retail trade, except of motor vehicles and motorcycles	3776	18.3%
Education	3140	15.2%
Human health activities	2885	14.0%
Legal and accounting activities	1025	5.0%
Financial service activities, except insurance and pension funding	998	4.1%
Computer programming, consultancy and related activities	837	4.0%
Food and beverage service activities	806	3.9%
Employment activities	726	3.5%
Social work activities without accommodation	697	3.4%
Public administration and defence; compulsory social security	636	3.1%
Advertising and market research	627	3.0%
Architectural and engineering activities; technical testing and analysis	558	2.7%
Creative, arts and entertainment activities	511	2.5%
Motion picture, video and television programme production, sound recording and music publishing activities	473	2.3%
Other professional, scientific and technical activities	469	2.3%
Real estate activities	432	2.1%
Sports activities and amusement and recreation activities	413	2.0%
Activities of head offices; management consultancy activities	351	1.7%
Publishing activities	348	1.7%
Office administrative, office support and other business support activities	297	1.4%
Construction of buildings	251	1.2%
Activities of membership organisations	221	1.1%
Accommodation	200	1.0%

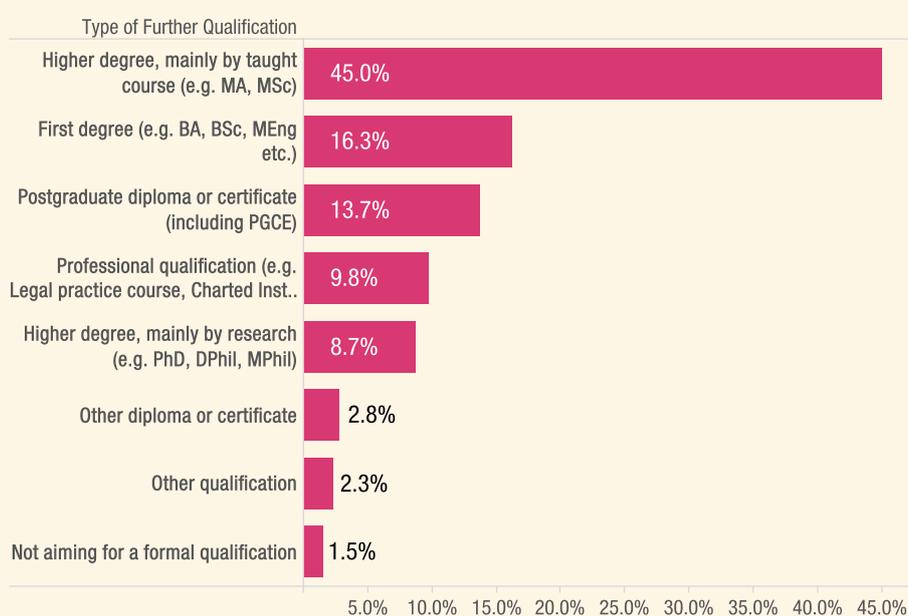
## 5.4 Graduates undertaking further study

In addition to information about graduate employment, the DLHE survey also includes a series of questions relating to graduates opting to undertake further study. The destinations data shown in Figure 35 suggests that just over 21% of young London graduates choose to undertake further study.

Figure 40 provides a breakdown by the type of qualification young London graduates have chosen to study. As you would expect, 77% of young London graduates elect to study for a postgraduate (Masters Degree, MPhil/PhD) degree or a professional qualification, identical to the previous year.

The remaining 23% have opted to study for a first degree or other qualifications. These graduates are most likely to have previously studied on foundation programmes or sub-degrees and are looking to convert their qualification into an honours degree.

Figure 40: Graduates continuing onto further study – 2014/15



## 5.5 GIS Maps of 2014/15 Graduate Employment Locations

The employer heatmaps presented below and on the following pages indicate the employment locations of young London resident graduates who gained their higher education qualifications in 2014/15 and progressed to employment within 6 months of graduating. DLHE data has been overlaid onto Google Maps to show areas with the largest numbers employed.

The heatmap does not work well at London level, as the circles are too large, but the heatmap provides an interesting snapshot at sub-regional level.

The relative size of the circle reflects the number of graduates in employment in each postcode area, so the larger circles denote larger numbers employed.

To give an indication of the number of jobs in each postcode each map as well as Table 4 provides breakdown of young London graduates obtaining employment by the location of their employer. As you would expect, the large employment clusters in the city/central London and Canary Wharf are clearly evident.

Figure 41: London employment map

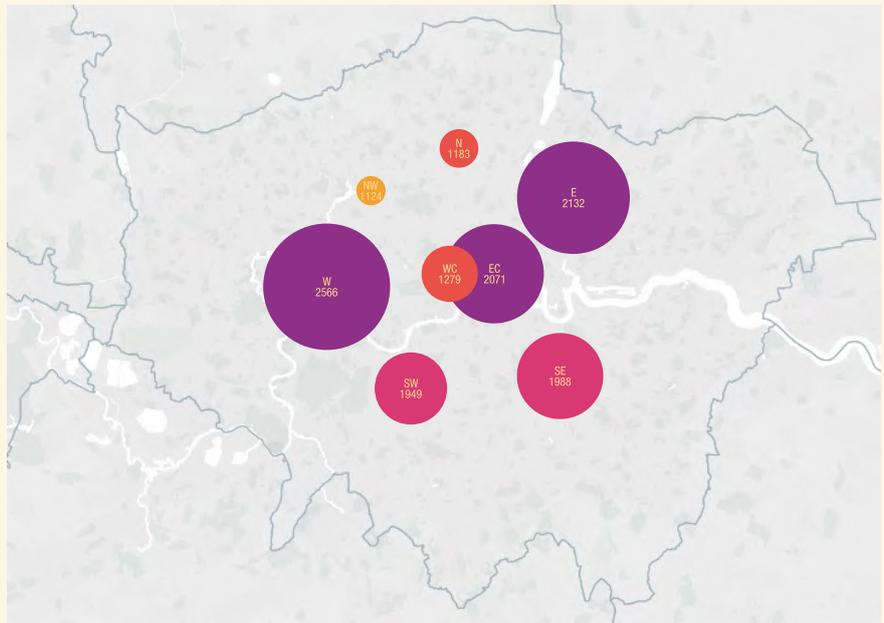


Figure 42: East London postcodes

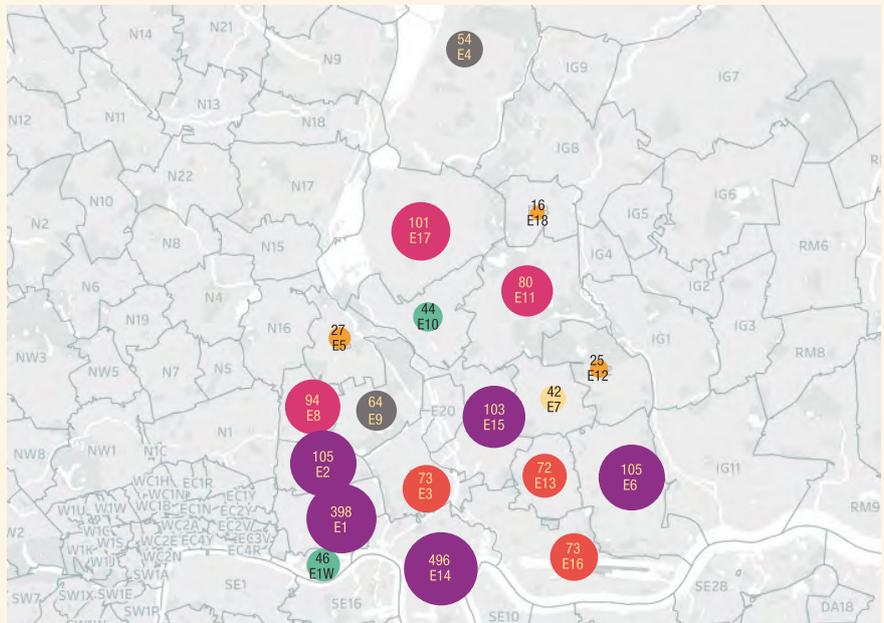


Figure 43: East Central Postcodes

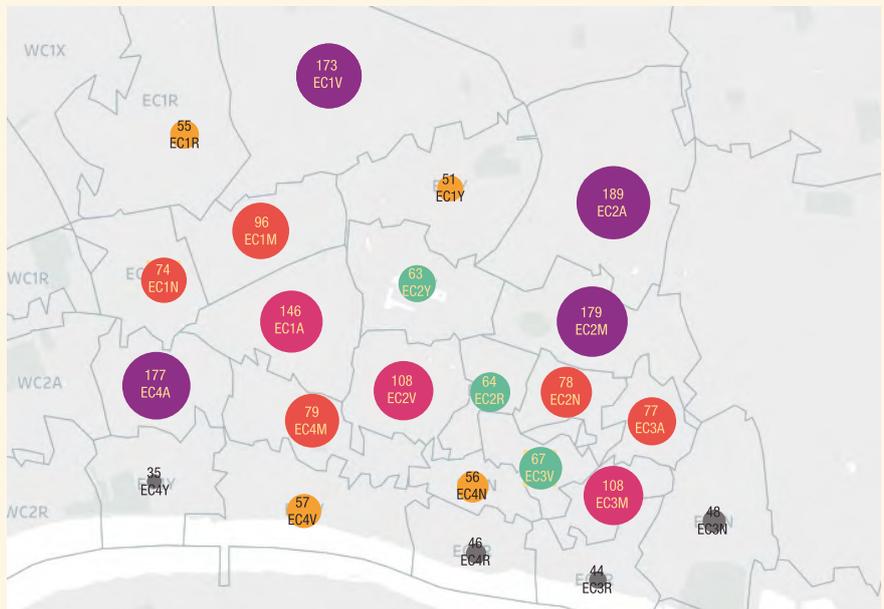




Figure 47: South West London postcodes

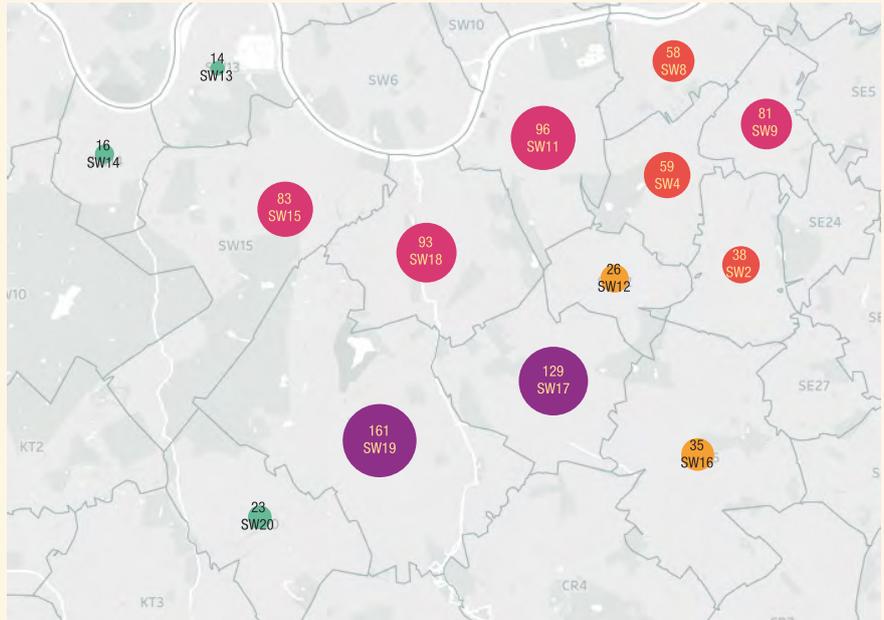


Figure 48: Other South West London postcodes

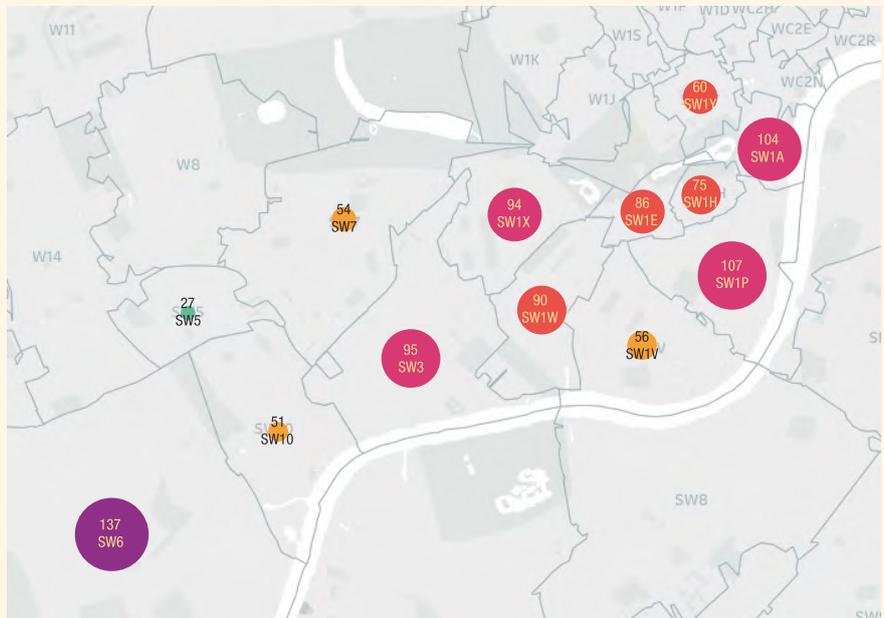


Figure 49: West London postcodes

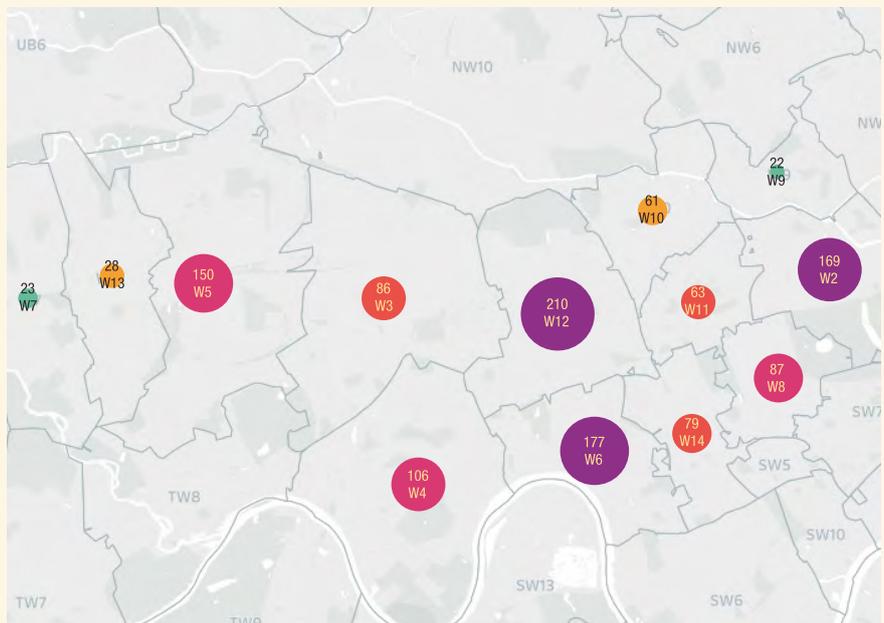


Figure 50: West W1 postcodes

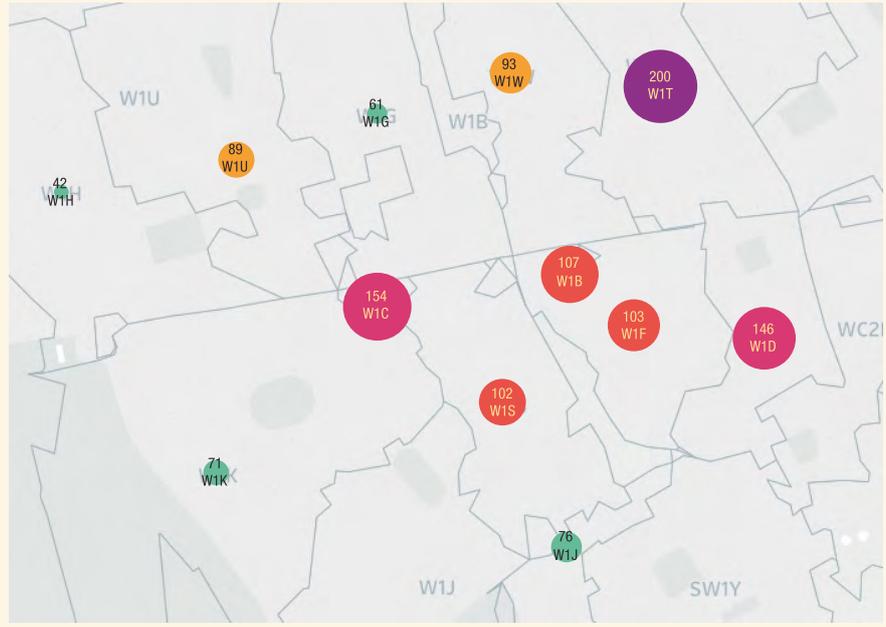


Figure 51: West Central postcodes

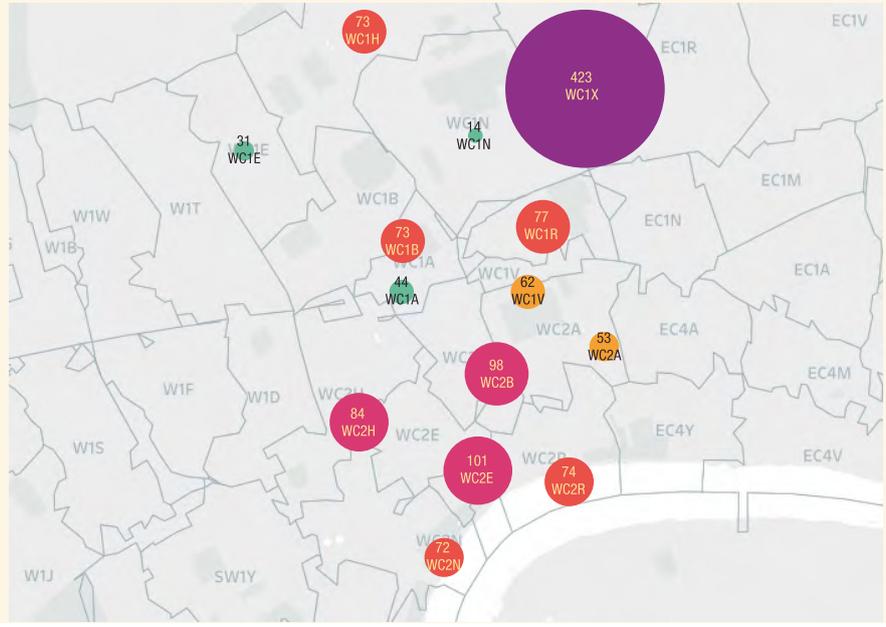


Table 4: Number of young 2014/15 London graduates employment by postcode

London Postcode	Location of employment for young graduates (No.)	London Postcode	Location of employment for young graduates (No.)	London Postcode	Location of employment for young graduates (No.)	London Postcode	Location of employment for young graduates (No.)
E1	398	N1	338	SE13	98	W1	61
E1W	46	N2	22	SE14	38	W1B	107
E2	105	N3	31	SE15	52	W1C	154
E3	73	N4	35	SE16	60	W1D	146
E4	54	N5	30	SE17	23	W1F	103
E5	27	N6	19	SE18	110	W1G	61
E6	105	N7	99	SE19	16	W1H	42
E7	42	N8	33	SE20	11	W1J	76
E8	94	N9	33	SE21	18	W1K	71
E9	64	N10	33	SE22	21	W1S	102
E10	44	N11	32	SE23	20	W1T	200
E11	80	N12	50	SE24	13	W1U	89
E12	25	N13	23	SE25	23	W1W	93
E13	72	N14	38	SE26	23	W2	169
E14	496	N15	33	SE27	7	W3	86
E15	103	N16	55	SE28	22	W4	106
E16	73	N17	52	SW1A	104	W5	150
E17	101	N18	81	SW1E	86	W6	177
E18	16	N19	56	SW1H	75	W7	23
E20	112	N20	16	SW1P	107	W8	87
EC1	2	N21	12	SW1V	56	W9	22
EC1A	146	N22	62	SW1W	90	W10	61
EC1M	96	NW1	442	SW1X	94	W11	63
EC1N	74	NW2	63	SW1Y	60	W12	210
EC1R	55	NW3	120	SW2	38	W13	28
EC1V	173	NW4	75	SW3	95	W14	79
EC1Y	51	NW5	60	SW4	59	WC1	74
EC2A	189	NW6	66	SW5	27	WC1A	44
EC2M	179	NW7	21	SW6	137	WC1B	73
EC2N	78	NW8	30	SW7	54	WC1E	31
EC2R	64	NW9	62	SW8	58	WC1H	73
EC2V	108	NW10	140	SW9	81	WC1N	14
EC2Y	63	NW11	45	SW20	23	WC1R	77
EC3A	77	SE1	966	SW1	1	WC1V	62
EC3M	108	SE2	15	SW10	51	WC1X	423
EC3N	48	SE3	31	SW11	96	WC2A	53
EC3P	1	SE4	12	SW12	26	WC2B	98
EC3R	44	SE5	96	SW13	14	WC2E	101
EC3V	67	SE6	44	SW14	16	WC2H	84
EC4A	177	SE7	25	SW15	83	WC2N	72
EC4M	79	SE8	15	SW16	35	WC2R	74
EC4N	56	SE9	38	SW17	129		
EC4R	46	SE10	128	SW18	93		
EC4V	57	SE11	51	SW19	161		
EC4Y	35	SE12	12				

## 6. Conclusions

The numbers of young Londoners entering higher education has risen to the highest ever figure in 2015/16, surpassing the previous highest number in 2009/10. We can confidently report that the pattern of year-on-year increases in young participation of young Londoners in higher education that had been present up until 2009/10 has been re-established. This pattern of increased participation is also present at borough level across London in 2015/16, where there had previously been fluctuations at borough level over the last three years.

The increases are once again in 18 & 19 year olds on full-time undergraduate degrees, which underlines the importance of young Londoners progressing to HE at age 18, as they are far less likely to go into HE after the age of 19. The widening gender gap that we identified in London in last year's report mirrored a similar change at national level, and we note that the gap in London has continued to widen for the second year running, highlighting the importance of widening participation and HE progression initiatives targeting boys.

The social mobility data in the report showing that 40% of young Londoners progressing to HE are from the 30% most deprived postcodes in England is very encouraging. It evidences both the increasing attainment of young Londoners by age 18, which has enabled progression to higher education for increasing numbers of young people, as well as indicating the relative contribution of widening participation and outreach work in London. This finding is further amplified by evidence that in 2015/16, the number of young HE entrants whose parents did not attend university outnumbered those entrants whose parents had some previous of experience of higher education. One of the measures of evaluating widening participation strategies relates to the proportion of new entrants who may be the first members of their family to undertake higher education study.

This increased attainment by age 18 is evidenced through the increases in UCAS tariff points of young Londoners, particularly at the higher end of the UCAS scale. This in turn has enabled more young Londoners to progress to courses and universities with higher entry requirements, including Russell Group and pre-92 universities. However as we pointed out in last year's report, the increase in the number of undergraduate places available at Russell Group and pre-92 universities is also a factor in the increasing numbers progressing to those institutions. It is also interesting to note that more young Londoners are prepared to study at universities outside London, which may be a result of students being prepared to travel further for places on popular courses, but may also be a result of the higher costs of living in London or near to London.

Previous analysis undertaken at the University of East London reinforces the finding of the UUK Social Mobility Advisory Group. It is not coincidental that educational background of pupils prior to entering HE can play a significant role in obtaining graduate employment. Those graduates entering HE with a high tariff score are more likely to be employed in full time work, undertake further

study or a combination of both. There is a very obvious relationship between the entry tariffs, access to Russell Group HEIs, and subject studied (high proportion of STEM disciplines), and this advantage is further reinforced by the proportion of graduates leaving HE with a First or Upper Second class degree<sup>12</sup>. This provides evidence of the outcomes and benefit of higher education to the young people themselves, as well as to schools, colleges and universities who need to convince young people and their families of the value of investing in higher education. It also provides evidence to local authorities and employers that London has increasing numbers of aspirational, high-achieving young people who achieve good degrees, and are ready to take up the increasing numbers of higher-level jobs in London.

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12 G.Tindell (2016). Factors affecting the employment outcomes of London residents. UEL discussion paper.

## 7. Appendix

### Appendix A. Explanation of terms

**Post-92 HE institutions** – Universities that were established by legislation, and awarded degree awarding powers by the Privy Council under the terms of the Further & Higher Education Act 1992. They are generally known as ‘new’ universities, and the majority developed from former polytechnics.

**Pre-92 HE institutions** - Ancient universities and those established by Royal Charter. This group also contains **Russell Group** institutions – a group of 24 of the top selecting Universities who have styled themselves ‘The Russell Group’

**Specialist colleges of higher education** generally specialise in particular subjects or groups of subjects, often vocationally oriented.

**Former colleges of HE** have primarily been granted their own degree awarding powers since 2000, and now have university titles. They previously taught HE programmes, but their degrees were validated and awarded by partner universities.

**16-18 institutions** are a DfE category of educational institution where students are aged from 16 to 18. Institutions in this category include school sixth forms, 16-18 provision in FE colleges, sixth form colleges, and 16-18 training providers.

**Sixth Form Colleges** are colleges specialising in teaching 16-19 year olds, primarily on full-time, Level 3 A Level & Vocational courses.

**FE colleges** are general further education colleges, which teach across the age ranges from 16 upwards. Colleges generally teach 16-18 year olds separately from adults (aged over 18). FE colleges generally tend to focus more on vocational provision and subjects and less on A Level provision. They generally offer progression routes to Level 3 for students who have not achieved Level 2 qualifications, and often for 19 year olds who wish to study A Levels or full-time Level 3 programmes. Large colleges are increasingly offering Level 4 provision, and some FE colleges are also colleges of F& HE, with directly funded HEFCE contracts

**Level 3** is A Level or equivalent

**The Standard Occupational Classification (SOC) 2012/13** is a common classification of occupational information for the United Kingdom. Within the context of the classification jobs are classified in terms of their skill level and skill content. It is used for career information to labour market entrants, job matching by employment agencies and the development of government labour market policies.

**The Standard Industrial Classification (SIC) 2012/13** is used by Govt and the Office for National Statistics in classifying business establishments and other statistical units by the type of economic activity in which they are engaged. The classification provides a framework for the collection, tabulation, presentation and analysis of data, and its use promotes uniformity. In addition, it can be used for administrative purposes and by non-government bodies as a convenient way of classifying industrial activities into a common structure.

**UG** - Undergraduate

**PG** - Postgraduate

## Appendix B: References

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Department for Education, Graduate Labour Market Statistics 2016 (April 2017) <https://www.gov.uk/government/statistics/graduate-labour-market-statistics-2016>

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Tindell, G (2016). Factors affecting the employment outcomes of London residents. UEL discussion paper.

UCAS (2016) End of Cycle Report 2015 (UCAS) Available at: <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

Universities UK, Social Mobility Advisory Group: Report 1 (March 2016) <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/social-mobility-advisory-group-report-1.aspx>

Universities UK, Social Mobility Advisory Group: Working in Partnership: Enabling Social Mobility in Higher Education (October 2016)

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/working-in-partnership-final.pdf>

## Appendix C: Methodology

### Aims of the research

This research was conducted to develop an understanding of the pattern of progression to higher education of London young residents aged 18-24 and their achievement and progression on completion of higher education qualifications into employment or other destinations, including further study. The report maps trends and patterns in participation over the nine-year period 2007/08 – 2015/16, and graduate employment from 2011/12-2014/15.

This paper is a case study of the participation of London young residents, and the findings are therefore specific to London apart from instances where the findings mirror the findings of national research.

### Methodology

There is no national measure of the HE participation of the 18-24 age group. The two national measurements are 'young participation' which is 18 & 19 year olds (POLAR3)<sup>13</sup>, and the HEIPR<sup>14</sup> which is 17-30 year olds. The most recent published HEIPR data is for the

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<sup>13</sup> HEFCE 2015

<sup>14</sup> Higher Education Initial Participation Rate (HEIPR), BIS 2015

2013/14 academic year.

The paper uses quantitative data purchased from HESA, (Higher Education Statistics Agency). The progression and achievement data is derived from the annual HESA student return supplied to HESA by all UK-based HEIs (Higher Education Institutions). The HESA student return is a complete record of every student engaged in HE study in an academic year. The data is validated by HESA, and subject to rigorous data quality checks.

The full technical data specification is available here: [https://www.hesa.ac.uk/index.php?option=com\\_studrec&Itemid=232&menl=14051](https://www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&menl=14051)

The destinations data is derived from the DLHE – The DLHE survey covers full-time and part-time qualifiers who were of UK and other EU domicile at the point of entry, it excludes those domiciled outside the EU. The survey includes those qualifiers who completed their programmes during the academic year 2013/14, that is, the period 1 August 2014 to 31 July 2015. In 2014/15, 460,100 qualifiers provided information about their destinations.

Further information and the full technical data specification is available at: <https://www.hesa.ac.uk/pr219>

The specification for the data was provided by UEL, and the data purchased by Continuum at UEL. Data analysis and reporting was conducted by UEL and the London Borough of Newham. To assist in analysis, UEL imported the data into their business intelligence reporting tool, QlikView, for data visualisation and analytical purposes.

The data analysed in this report is for young people aged 18-24, studying full or part-time, on undergraduate or first degrees. The latest available data is for students who entered higher education (HE) during the 2015/16 academic year. The data classifies students by their home postcode, and is aggregated at borough level and regional level. Time series data is available from 2007/08, and the report therefore includes time series analysis over a nine-year period. In these instances, the data shows students entering HE in those years.

DLHE data is from the 2014/15 academic year, the most recent survey available.

Where the number of students is 5 or less, it is displayed as <5, as this is a HESA data protection requirement. Where the data is drilled down to look at sub-groups, the numbers are not always statistically relevant due to the small numbers of students involved, so actual student numbers are reported next to the percentage where this occurs.

We have classified the Higher Education Institutions (HEIs) into groups of institutions using commonly used groupings<sup>15</sup>. The institutional groupings are correct for the 2015/16 academic year:

- Russell Group – The Russell Group of 24 research-intensive universities
- Pre-92 – Ancient universities and those established by Royal Charter, excluding the 20 Russell Group institutions

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<sup>15</sup> These groupings are fairly common terminology within the HE sector

- Post-92 – Universities established under the F&HE Act 1992
- Specialist institutions – University Colleges specialising in specific subjects such as Art or music
- Former Colleges of HE – Universities granted degree awarding powers since 2000

A full explanation of terms and a list of the HE institutions in each category are provided in Appendix D

The reason universities are classified in this way is to group universities with similar entry criteria and characteristics.

Data is primarily reported directly from the HESA data, but where appropriate, references have been made to other data to evidence prior attainment when making a case for choice based primarily on prior academic achievement. Other national studies are also referred to, where they have utilised quantitative data in order to place some of the findings related to London students into a national HE context. The report also refers to other qualitative studies on student choice to provide a perspective on potential reasons for student HE choices apart from prior academic attainment.

Students studying on courses in further education colleges (FECs), which are franchised from HEIs, are already included in HESA data and the DLHE survey. But the DLHE survey now includes directly funded HE students at FECs. These results form part of FECs' wider information set published on the Unistats web-site, and have been included in the Key Information Set from September 2012. Data for students from FECs directly funded from the start of the 2012/13 academic year are not included in the HESA data. We will investigate the availability of the data for potential inclusion in future reports. We will also discuss the future inclusion of students studying Higher Level Apprenticeships, if the data is returned to HESA by HEIs or directly-funded FECs.

## Appendix D: List of HEIs by institutional group

### **Pre-92 institutions**

- The Open University
- Brunel University
- The City University
- Birkbeck College
- The University of Kent
- Goldsmiths College
- The University of Sussex
- The University of Essex
- Royal Holloway and Bedford New College
- The University of Surrey
- Loughborough University
- The University of Reading
- The University of East Anglia
- The University of Leicester
- The School of Oriental and African Studies

- The University of Hull
- The University of Bath
- Aston University
- The University of Keele
- Swansea University
- The University of Bradford
- The University of Lancaster
- The University of St Andrews
- The School of Pharmacy (UCL)
- Aberystwyth University
- The University of Aberdeen
- Bangor University
- The University of Salford
- Institute of Education (UCL)
- University of Wales Trinity Saint David
- Heriot-Watt University
- The University of Dundee
- University of Ulster
- The University of Stirling

#### **Post-92 institutions**

- Kingston University
- The University of Greenwich
- The University of Westminster
- Middlesex University
- The University of East London
- London Metropolitan University
- London South Bank University
- University of Hertfordshire
- The University of West London
- The University of Brighton
- The University of Portsmouth
- University of Bedfordshire
- Coventry University
- The Nottingham Trent University
- Anglia Ruskin University
- De Montfort University
- Bournemouth University
- University of the West of England, Bristol
- Oxford Brookes University
- The University of Northampton
- The University of Northampton
- Birmingham City University
- The Manchester Metropolitan University
- The University of Plymouth

- Leeds Metropolitan (Beckett) University
- Staffordshire University
- Bath Spa University
- Sheffield Hallam University
- The University of Lincoln
- University of Derby
- Teesside University
- The University of Wolverhampton
- The University of Central Lancashire
- University of Glamorgan
- University of Gloucestershire
- Liverpool John Moores University
- The University of Northumbria at Newcastle
- The University of Huddersfield
- The University of Sunderland
- The University of Buckingham
- The University of Bolton
- The University of Wales, Newport
- Edinburgh Napier University
- University of Abertay Dundee
- The Robert Gordon University
- Glasgow Caledonian University
- Queen Margaret University, Edinburgh
- Edinburgh Napier University
- University of Abertay Dundee
- The Robert Gordon University
- Queen Margaret University, Edinburgh
- The University of the West of Scotland

### **Specialist HEIs**

- University of the Arts, London
- University for the Creative Arts
- St George's Hospital Medical School
- Ravensbourne
- The Arts University Bournemouth
- Conservatoire for Dance and Drama
- University College Birmingham
- The Royal Veterinary College
- Central School of Speech and Drama
- Heythrop College
- Rose Bruford College
- Trinity Laban Conservatoire of Music and Dance
- Writtle College
- Norwich University of the Arts
- Guildhall School of Music and Drama

- Glasgow School of Art
- Leeds College of Music
- The Liverpool Institute for Performing Arts
- Royal College of Music
- Courtauld Institute of Art
- Leeds College of Art
- Royal Academy of Music
- Royal Northern College of Music
- Royal Agricultural University
- Edinburgh College of Art
- Royal Conservatoire of Scotland
- Dartington College of Arts (University College Falmouth)
- SRUC
- Plymouth College of Art

### **Former Colleges of HE**

- Roehampton University
- St Mary's University College Twickenham
- Canterbury Christchurch University
- Buckinghamshire New University
- Southampton Solent University
- The University of Winchester
- The University of Chichester
- University of Cumbria
- Falmouth University
- University of Chester
- University Campus Suffolk
- The University of Worcester
- Edge Hill University
- York St John University
- Liverpool Hope University
- Harper Adams University
- Leeds Trinity University
- Glyndŵr University
- University of St Mark and St John
- Newman University
- Bishop Grosseteste University
- University of the Highlands and Islands
- Trinity University College

### **Russell Group HEIs**

- Queen Mary University of London
- King's College London
- University College London
- The University of Nottingham

- The University of Southampton
- The University of Bristol
- The University of Manchester
- The University of Warwick
- The University of Birmingham
- The University of Leeds
- The University of Exeter
- The University of Oxford
- The University of Cambridge
- University of Durham
- Imperial College of Science, Technology and Medicine
- The University of Edinburgh
- The University of Sheffield
- The University of York
- The University of Newcastle-upon-Tyne
- London School of Economics and Political Science
- The University of Liverpool
- Cardiff University
- The University of Glasgow
- The Queen's University of Belfast

\* This list includes universities attended by London young residents, grouped according to their HE charter and is not necessarily a full comprehensive list of all UK HEIs

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**Gary Tindell** currently leads on the strategy and development of Business Intelligence applications at the University of East London and has recently acted as a project lead on the national Jisc-HESA HEIDI Lab initiative. He has demonstrated the use of business intelligence applications at national conferences and at user groups in the UK as well as overseas. Research interests include analysing patterns of HE participation aimed at widening participation, the use of learning analytics in higher education and the development of innovative data integration, visualisation and benchmarking tools for use in higher education

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