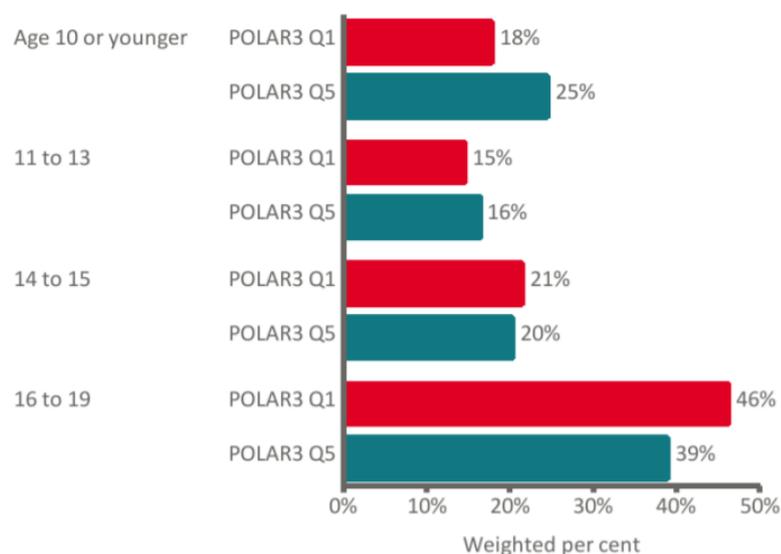


RESPONDING TO THE POST 18 FUNDING REVIEW – SUPPORTING INFORMATION

ITEM 1: UCAS (2016) *Through the lens of students: how perceptions of higher education influence applicants' choices*. Available from: <https://www.ucas.com/sites/default/files/through-the-lens-of-students.pdf>

1A: Age when potential applicants first consider higher education

Figure 4: Proportion of respondents (weighted) indicating the age at which they felt sure they would apply to university



1B: The importance of early access to information and advice

Quotes from the report:

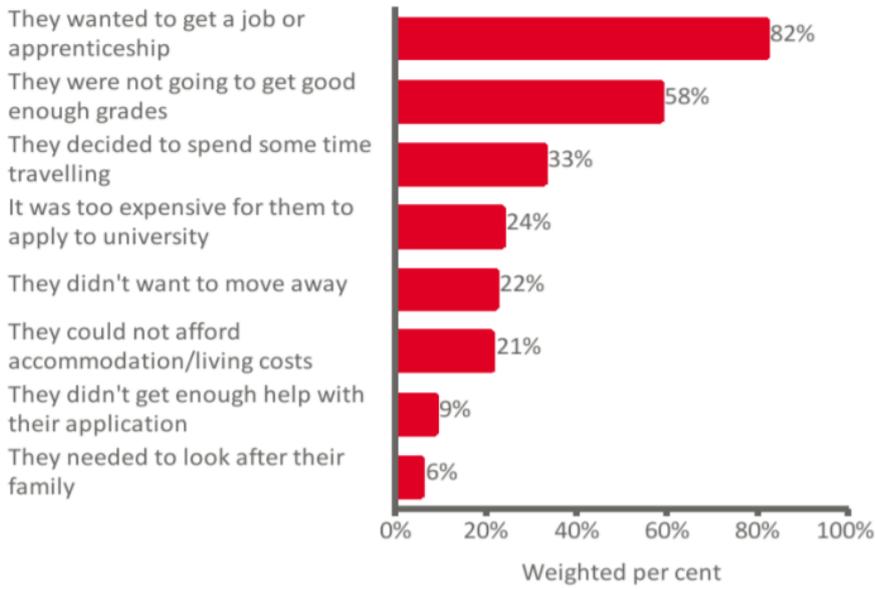
“... if children are thinking about university by the time they enter secondary school, it has a fundamental effect on their attitudes and motivations... many respondents talked about being immature at the age of 14 or 15, not knowing what they wanted to do in the future, and not working to their full potential because of this. They also mentioned not finding out what options are available until it was too late. They said that they had never heard of many courses or potential careers at age 14 or 15, and since they had nothing to aim for, did not work hard enough.”

“This is often reflected in both the options young people choose at GCSE, and the quality of GCSE results. Both strongly impact a learner’s chances of studying at university ... As they approach university applications, some find themselves without GCSEs in ‘those subjects that universities want’ ... [or] that their GCSE grades were not good enough for the course they wanted to pursue.”

“If most of the information about university is not given until students are in sixth form, many people have already left to pursue other options by then. This is particularly true in schools without a strong tradition of university progression.”

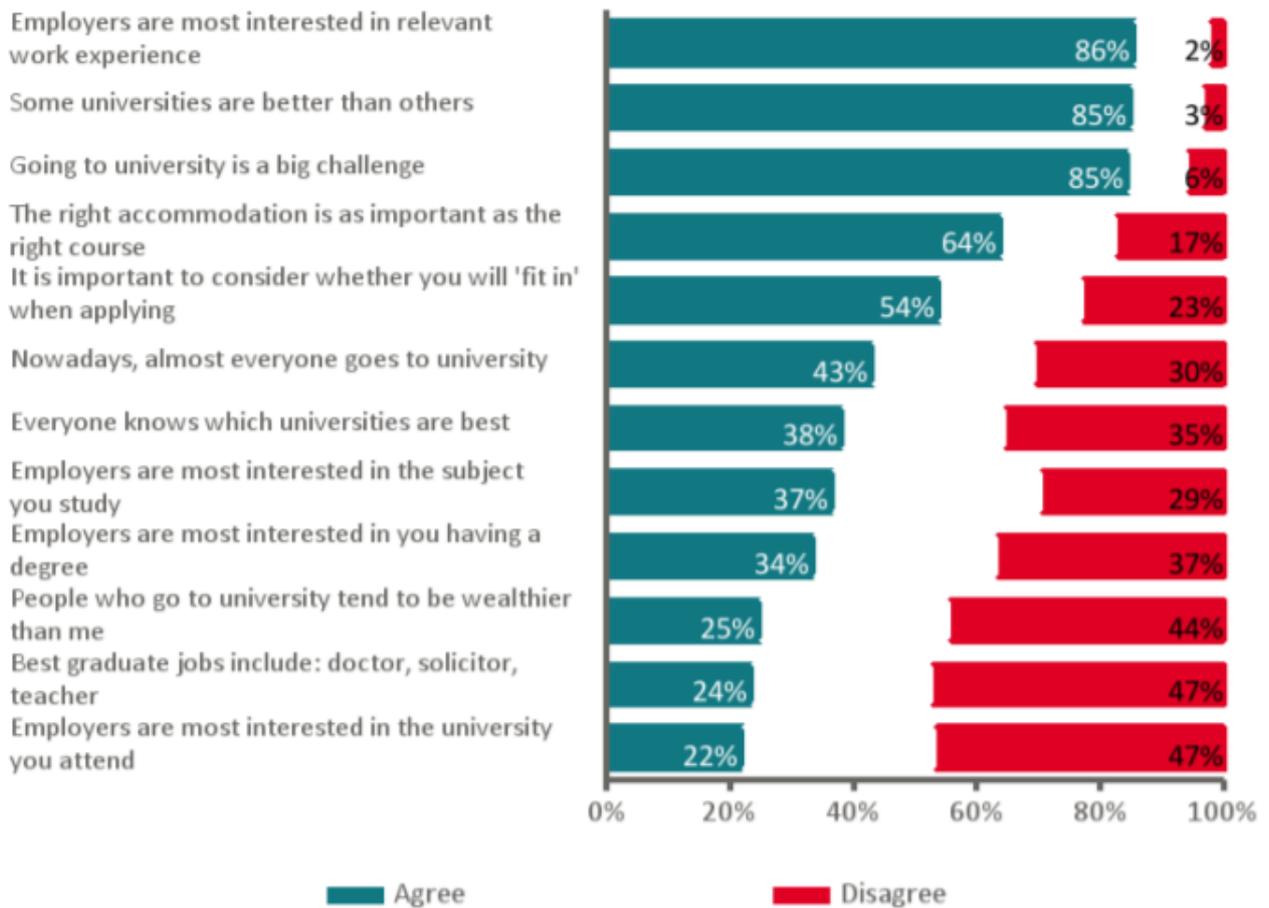
1C: Students' concerns about going to university

Figure 3: Proportion of respondents (weighted) reporting why they think those who did not apply to university chose not to apply



1D: Potential applicants' perceptions of higher education

Figure 1: Proportion of respondents (weighted) indicating to what extent they agree with each of these statements



1E: Geographical location as a barrier

Quotes from the report:

“The geographical locations of the higher tariff universities listed in the survey were found to pose a number of issues for respondents. First, there was a general perception that they were all located in big cities and that it would be expensive to live there.”

“Applicants pointed out that there are a relatively small number of Russell Group universities located across the four countries of the UK, so for many there is not one accessible to where they live or that they can relate to. This is particularly so for those who live in more isolated rural communities, some disadvantaged. Where applicants have to take the cost of living and studying seriously into account, the necessity for long distance travel is a deterrent. For some, that begins with a decision to not even attend an open day.”

“Some respondents said that the locations of these universities meant that the applicant could not live at home, a factor for some in disadvantaged groups.”

1F: Open day attendance (actual and preferred)

Figure 1: Proportion of respondents (weighted) indicating how many universities or colleges they visited in the year or two before applying to, or starting, a course

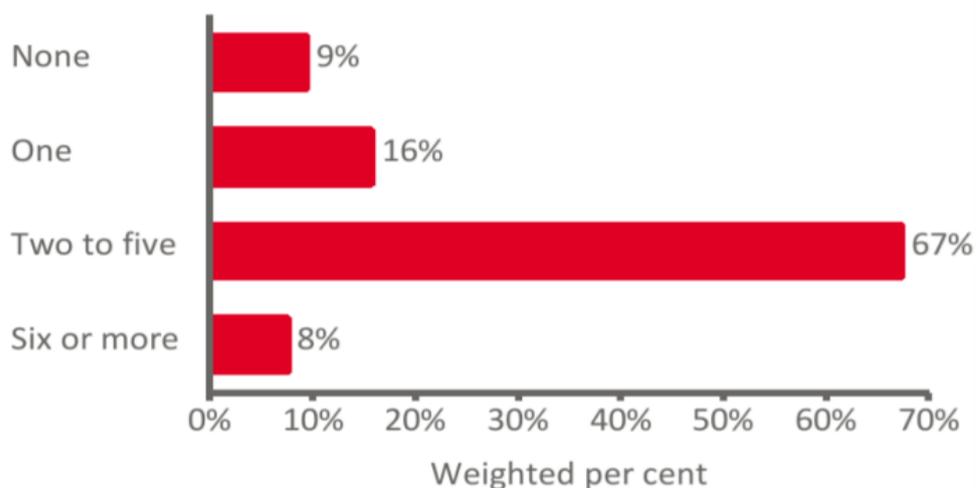
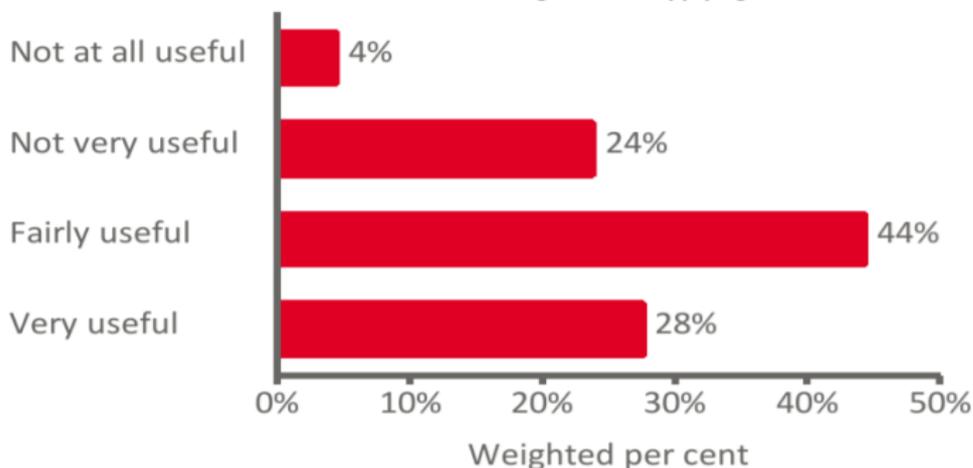
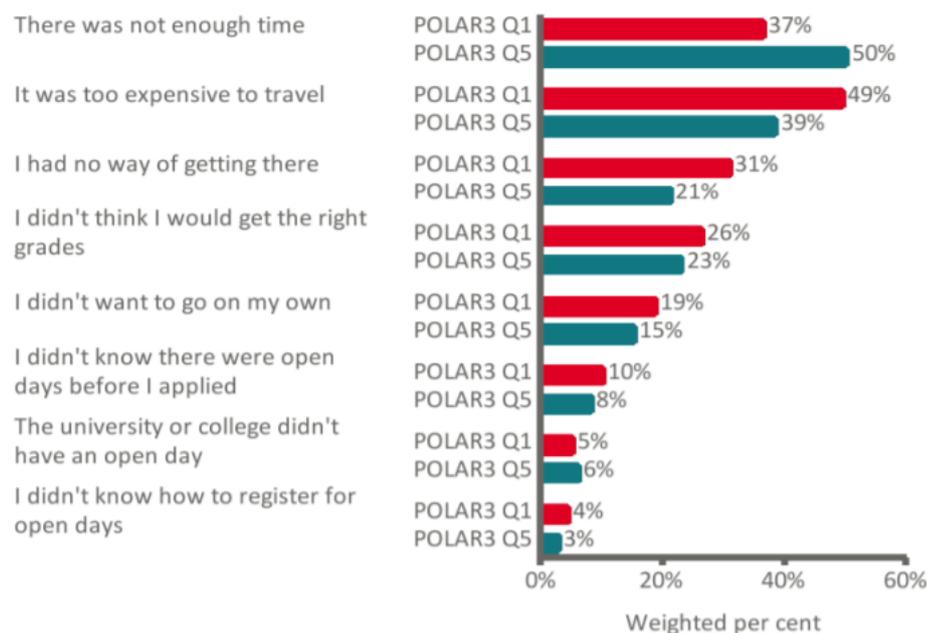


Figure 2: Proportion of respondents (weighted) indicating how useful it would have been to have visited some or more universities or colleges before applying



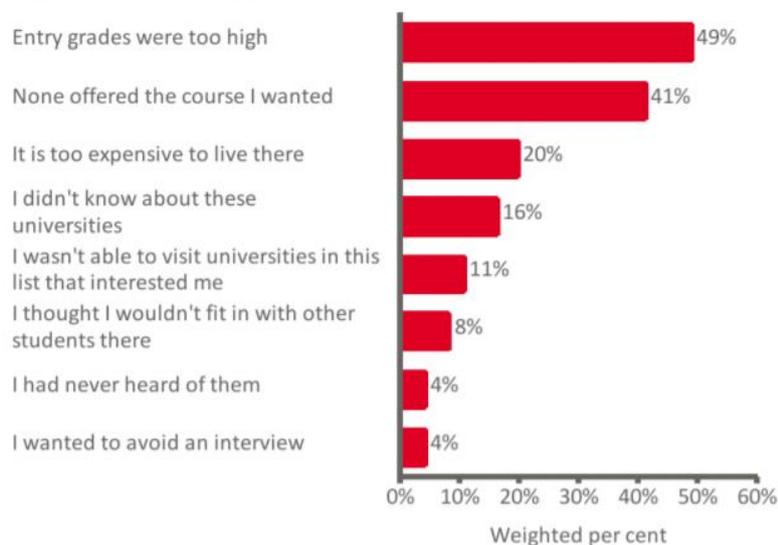
1G: Challenges of attending open days (by POLAR group)

Figure 9: Proportion of respondents (weighted) reporting reasons for not visiting more universities before applying



1H: Reasons for not applying to high tariff providers

Figure 6: Proportion of respondents (weighted) reporting their reasons for not applying for a course at any of these (higher tariff) universities



ITEM 2: UCAS (2016) Progression Pathways. Available from:

<https://www.ucas.com/file/53616/download?token=vUSPEhh6>

Quotes from the report:

“... success at university does depend on which subject a student has studied at Level 3 and which type of subject they're going into.”

“The trickiest of the issues for HE progression is that of the mandatory and optional units; the precise units studied can affect the ease with which a student progresses to HE ... Sometimes, the choice of units may mean that a student will not have the required content to progress on to certain courses.”

“In terms of progression, the aim is to enable students to select the HE courses that are right for them, and to help them understand what those are ... In the best schools and colleges, applied and technical students are being encouraged to understand their qualifications, engage in early research, and be prepared to promote what they can offer in their dealings with university staff.”

ITEM 3: UCAS (2017) Progression Pathways 2017: Pathways through higher education. Available from: <https://www.ucas.com/file/110596/download?token=aVG758ND>

3A: Provision of information and advice

Quotes from the report related to the provision of information and advice:

“... the proliferation of different courses and pathways is confusing for students, advisers, and employers. In addition, whilst a great deal of effort has been expended on tracking the outcomes and destinations of undergraduate students, there is very little comparable evidence about the study and subsequent employment destinations and salaries of those people taking foundation years, foundation degrees, Higher National qualifications, or degree apprenticeships. This also makes it difficult to determine the value and utility of these pathways.”

“... there is a lack of comprehensive information and advice about these pathways, particularly in comparison to information available about full-time degrees. Even basic information which makes it easy to compare the different learning approaches, modes of study, time commitment, fees and financial support, and qualification and progression opportunities is absent. This contributes to a lack of awareness of these pathways amongst advisers and students.”

3B: Challenges arising from flexible study

From the report:

Each of the pathways has progression challenges which may not be apparent to students or apprentices before they embark on their studies: our study found that students and apprentices may find challenges with the portability and subsequent recognition of their qualification, which may limit choices for progression to further study and employment. The introduction of the apprenticeship levy and the likelihood that some employers will wrap support for foundation degrees and Higher National qualifications into apprenticeships is a further complication. The main issues identified were as follows:

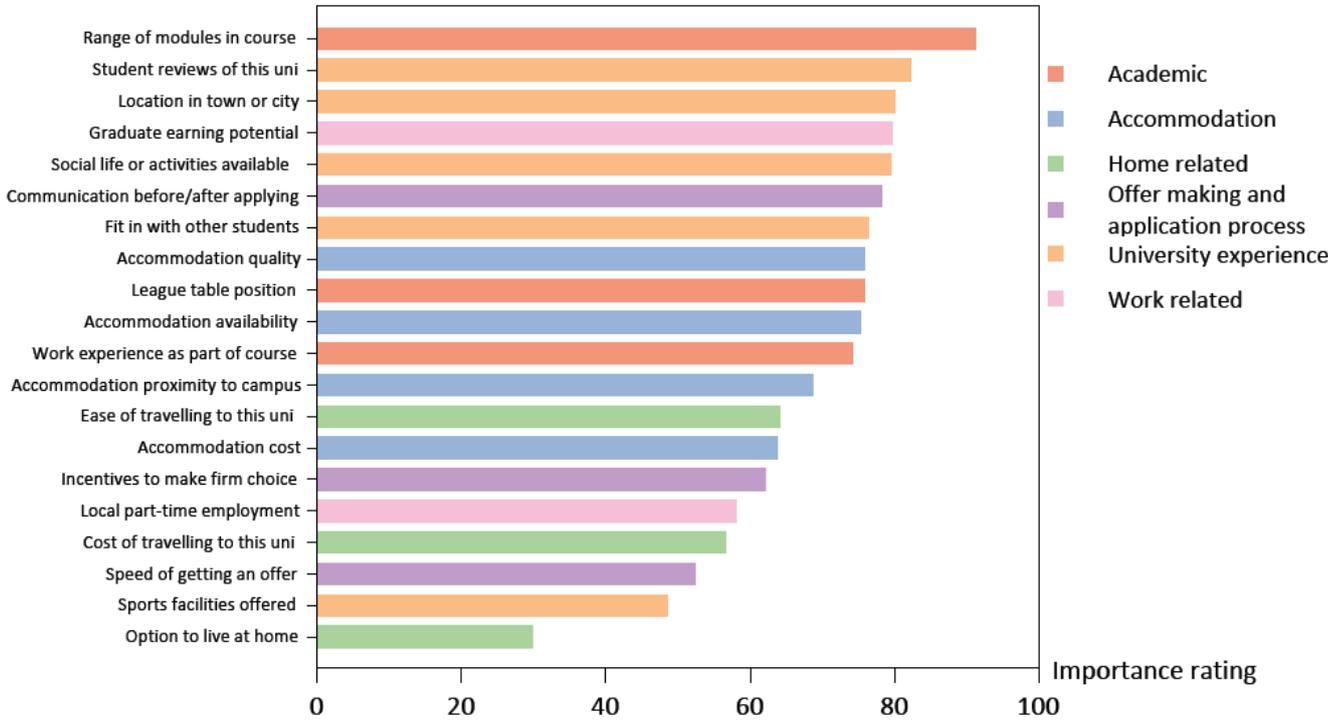
- *Foundation years: whether or not an individual secures a recognised qualification or credit at the end of a foundation year. This is important where an individual decides not to progress to a full degree after having completed their foundation year, or if they wish to move to another provider.*
- *Foundation degrees: when validated by a university, foundation degrees are often delivered by a partner college, which may not always be clear to students when they apply. In addition, our study found that some students experience difficulties in progressing to a one--year top--up, in terms of availability of options and support for transition.*
- *Higher National qualifications: progression from an HNC to an HND is normally a smooth process, but transition from an HND to a degree can be more difficult in terms of the recognition of prior learning and credit, and therefore availability of study choices.*
- *Higher and degree apprenticeships: apprenticeships are designed to provide skills and professional qualifications for a specific role, or within a specific sector. Apprentices therefore need to be confident about their career goals before they start. Mature learners are likely to be more confident about their goals than 17 or 18 year olds considering a degree apprenticeship as an alternative to a degree. Young learners may also not fully realise, or be prepared for, the challenges of working and studying under an apprenticeship model.*

ITEM 4: UCAS (2017) 2017 Student decisions report

T.1 Which factors did offer holders consider important when replying to offers?

This chart shows which factors were most and least important when replying to offers. The larger the importance rating, the more important that factor is to offer holders.

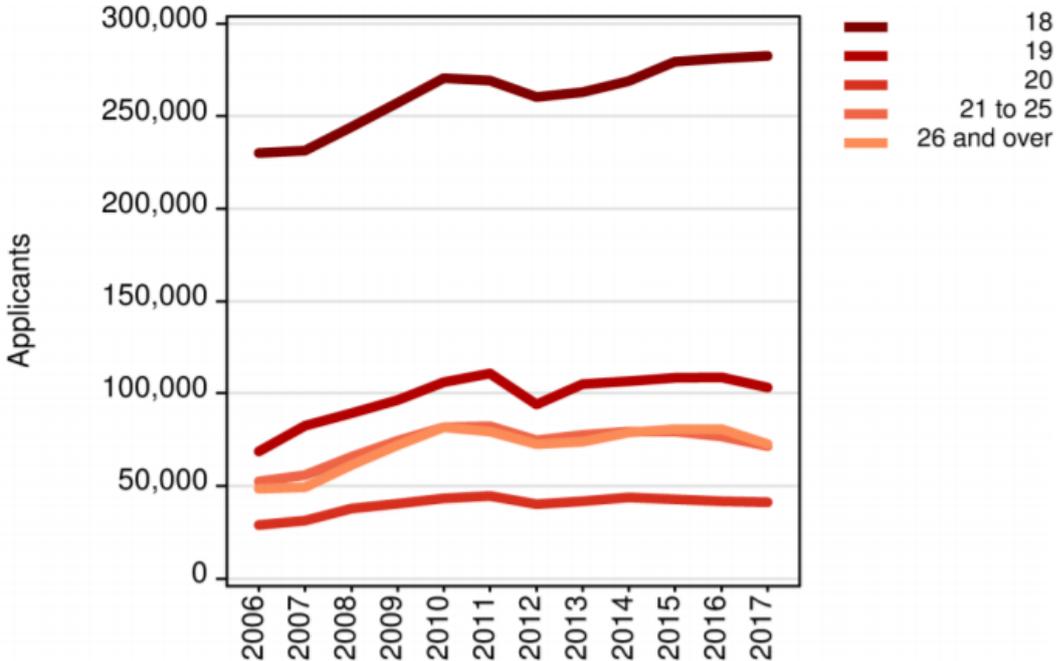
199,070 responses (1,728,520 after weighting)



ITEM 5: UCAS (2017) End of Cycle report 2017. Available from: <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/2017-end-cycle-report>

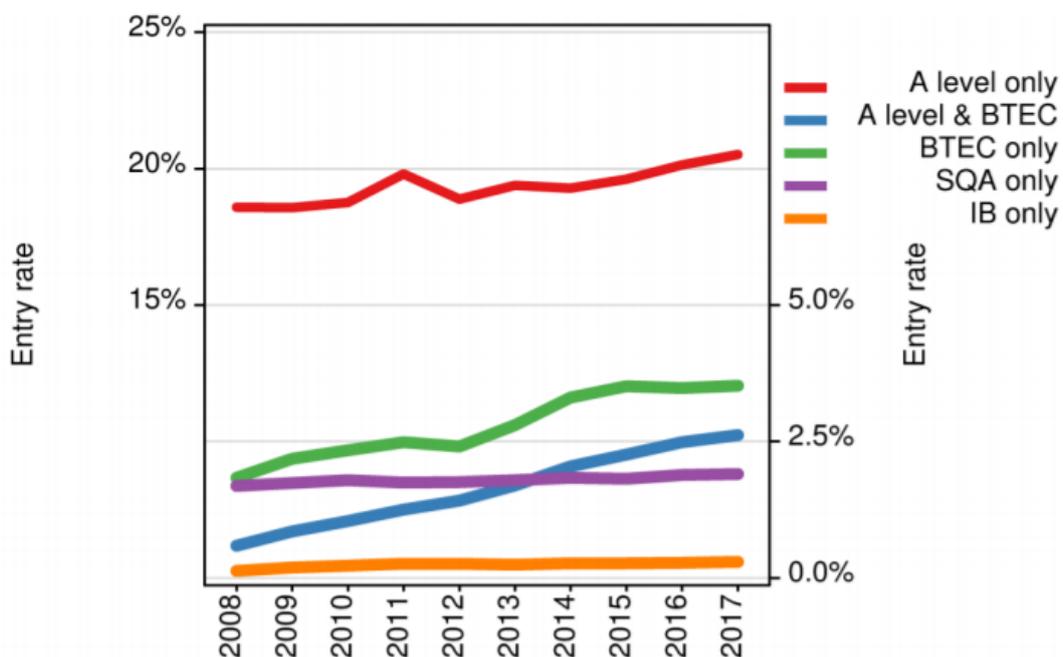
5A: Applicants by age (2017)

Figure 2.1 UK applicants by age group



5B: Entry rates by qualification type

Figure 7.1 UK 18 year old entry rates by qualification type



5C: Entry rates by POLAR group

POLAR3 Quintile, Applicant Domicile (High Level)		Number of Acceptances by Cycle Year									
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
POLAR3 Quintile 1	England	16,310	17,660	18,235	18,875	18,710	19,790	21,425	22,495	22,785	23,515
	Northern Ireland	425	455	510	455	490	500	515	520	525	525
	Scotland	425	415	560	470	530	545	600	605	600	700
	Wales	1,175	1,275	1,285	1,235	1,330	1,305	1,515	1,500	1,580	1,525
POLAR3 Quintile 2	England	24,975	26,475	26,425	27,540	27,030	28,580	30,010	31,525	32,005	32,335
	Northern Ireland	775	840	775	835	765	805	845	760	890	835
	Scotland	1,225	1,325	1,435	1,395	1,330	1,380	1,390	1,505	1,530	1,580
	Wales	1,910	2,160	1,965	1,885	1,995	2,025	1,995	2,170	2,220	2,120
POLAR3 Quintile 3	England	32,905	34,840	34,840	35,955	34,975	36,810	37,850	40,105	40,555	41,440
	Northern Ireland	1,275	1,340	1,340	1,230	1,245	1,345	1,295	1,300	1,350	1,260
	Scotland	2,060	2,115	2,290	2,085	2,255	2,230	2,185	2,235	2,345	2,330
	Wales	1,655	1,830	1,690	1,625	1,690	1,625	1,765	1,800	1,785	1,830
POLAR3 Quintile 4	England	41,290	42,515	42,620	43,810	41,995	43,635	43,910	46,470	47,200	47,270
	Northern Ireland	2,635	2,835	2,690	2,590	2,540	2,610	2,545	2,480	2,560	2,550
	Scotland	3,405	3,565	3,750	3,355	3,405	3,415	3,370	3,550	3,530	3,490
	Wales	2,290	2,430	2,300	2,195	2,180	2,175	2,215	2,420	2,255	2,265
POLAR3 Quintile 5	England	55,630	57,255	56,590	58,745	56,335	57,135	58,140	60,710	61,880	62,795
	Northern Ireland	3,590	3,765	3,395	3,455	3,370	3,480	3,235	3,245	3,185	3,160
	Scotland	7,120	7,270	7,300	6,905	6,900	6,905	6,700	6,810	6,845	6,735
	Wales	2,690	2,850	2,665	2,590	2,650	2,655	2,640	2,725	2,845	2,680
Not assigned	England	2,715	595	385	350	325	310	340	380	420	565
	Northern Ireland	245	45	20	20	10	20	15	10	10	20
	Scotland	285	370	35	40	35	25	35	35	25	40
	Wales	200	35	20	15	20	20	15	20	15	20
Total		207,215	214,260	213,120	217,655	212,105	219,320	224,555	235,360	238,940	241,585

5D: Entry rate by MEM group

Figure 5.1 Entry rates for English 18 year olds by multiple equality measure groups (group 5 = most likely to enter to HE)

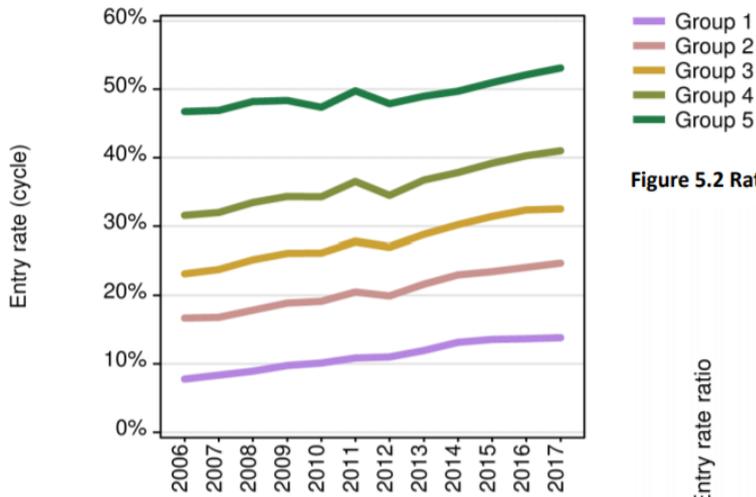
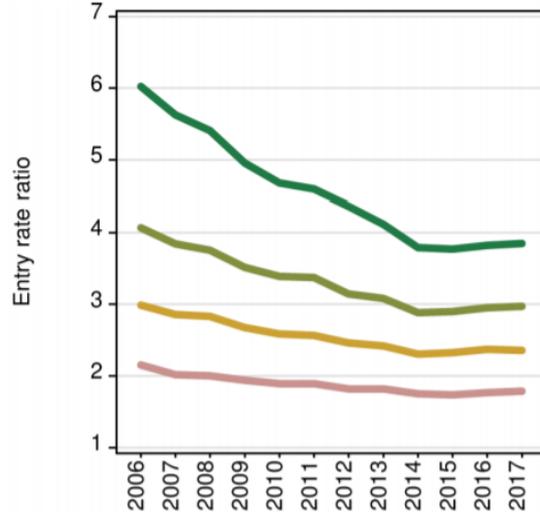
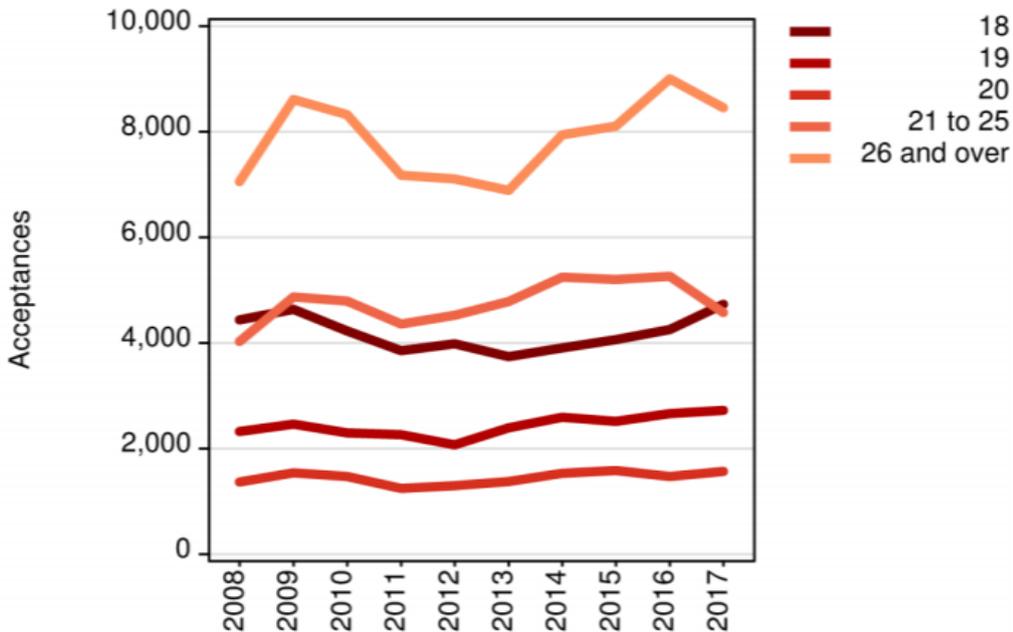


Figure 5.2 Ratio of 18 year old entry rate for MEM groups 2 to 5 vs MEM group 1



5E: Nursing applicants by age

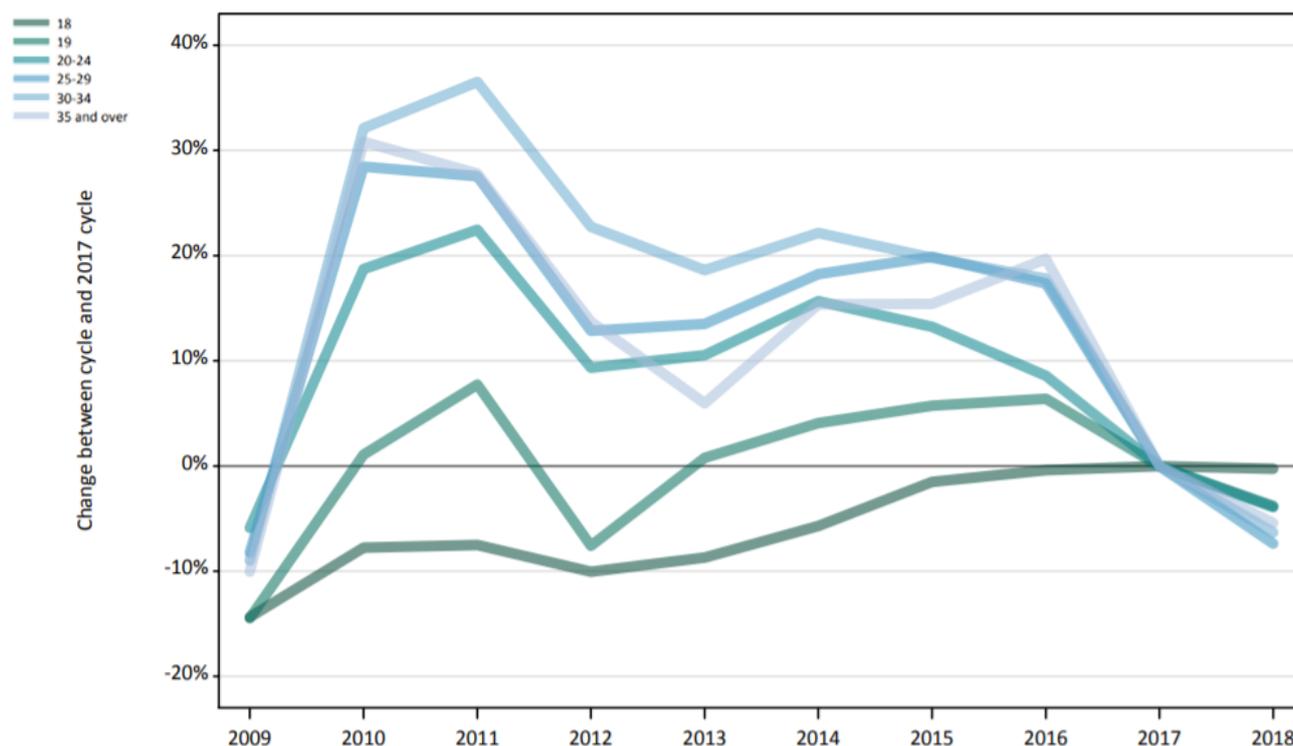
Figure 3.9 English nursing acceptances by age group



ITEM 6: UCAS (2018) 2018 cycle applicant figures – March deadline. Available from:
<https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/2018-cycle-applicant-figures-march-deadline>

6A: Applicants by age (2018)

F.2.33 Applicants by age: All domiciles
 Difference between cycle and 2017 cycle



F.2.40 Applicants by age: England

Domicile and age group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
England										
Under 18	1,280	1,300	1,120	880	830	880	930	920	840	820
18	208,720	222,790	222,390	213,220	215,180	221,370	230,160	232,340	233,830	230,320
19	74,470	86,650	90,970	73,570	82,410	84,320	84,950	84,100	77,910	72,920
20-24	61,250	76,880	78,400	67,360	67,190	70,700	67,120	63,180	57,130	54,140
25-29	16,100	22,640	22,330	19,670	19,680	20,560	19,590	19,060	15,420	13,780
30-34	8,890	12,880	13,260	11,820	11,330	11,640	10,870	10,610	8,430	7,610
35 and over	14,880	21,470	21,120	18,590	17,190	18,790	18,080	18,730	14,950	13,410
All ages	385,600	444,620	449,580	405,110	413,820	428,250	431,700	428,940	408,500	392,990

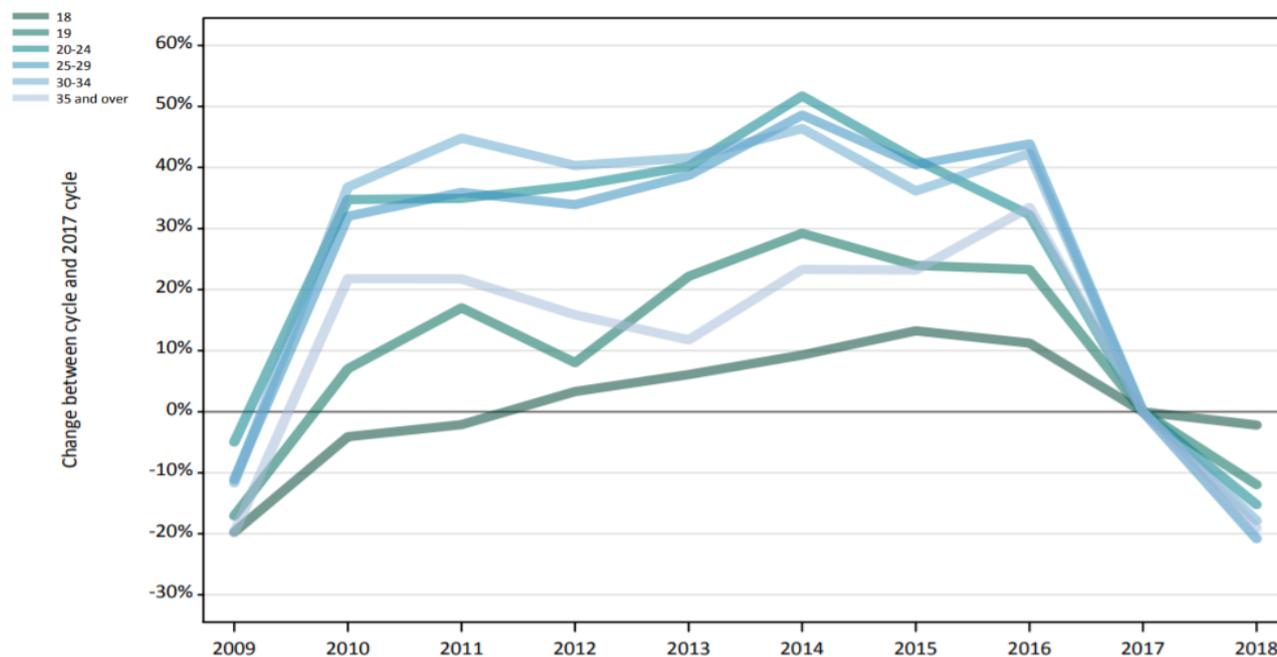
F.2.41 Applicants by age: England
 Difference between cycle and 2017 cycle

Domicile and age group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
England										
Under 18	53%	55%	34%	5%	-0%	5%	11%	9%	0%	-2%
18	-11%	-5%	-5%	-9%	-8%	-5%	-2%	-1%	0%	-2%
19	-4%	11%	17%	-6%	6%	8%	9%	8%	0%	-6%
20-24	7%	35%	37%	18%	18%	24%	17%	11%	0%	-5%
25-29	4%	47%	45%	28%	28%	33%	27%	24%	0%	-11%
30-34	5%	53%	57%	40%	34%	38%	29%	26%	0%	-10%
35 and over	-0%	44%	41%	24%	15%	26%	21%	25%	0%	-10%
All ages	-6%	9%	10%	-1%	1%	5%	6%	5%	0%	-4%

Note: The percentage change is not recorded in the above table for groups with fewer than 10 applicants in that cycle or in the 2017 cycle.

6B: Nursing applicants by age (2018 – 24 March deadline data)

FB.2.39 Nursing applicants by age: England
Difference between cycle and 2017 cycle



FB.2.40 Nursing applicants by age: England

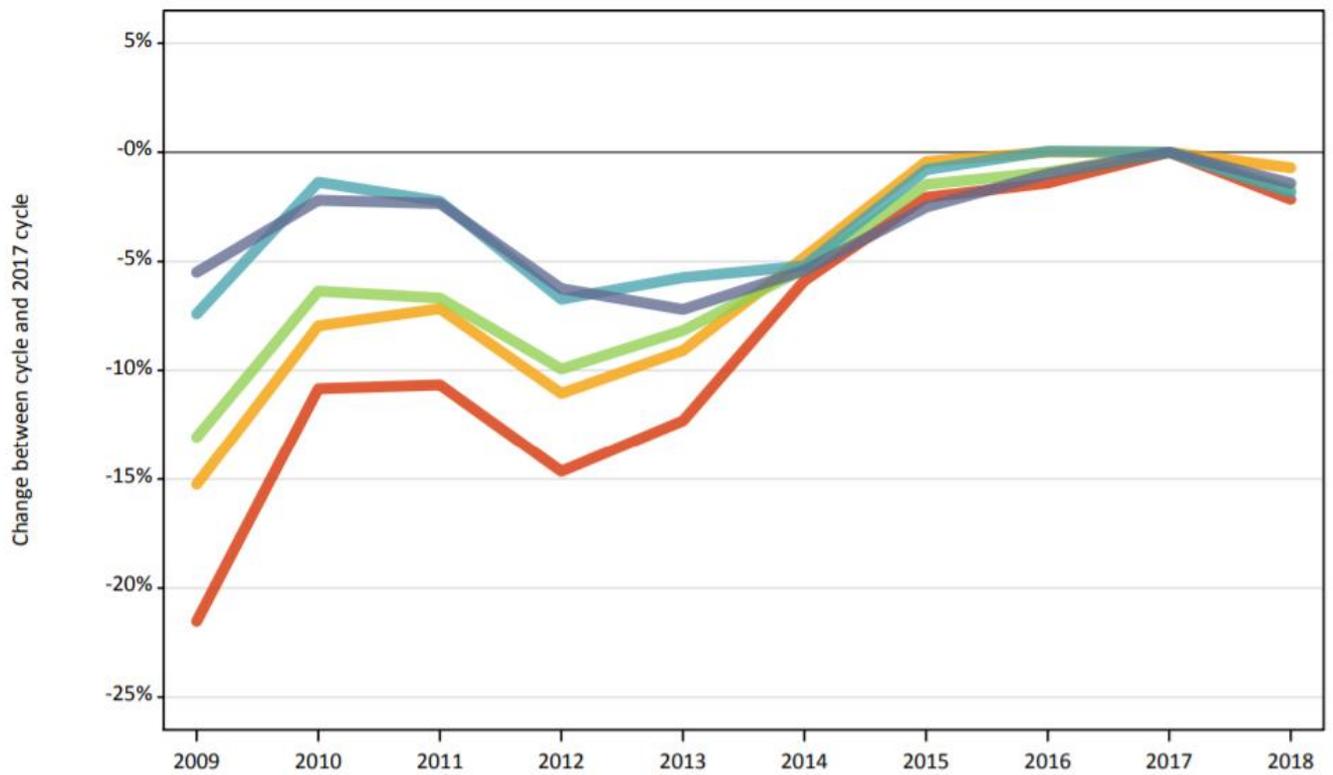
Domicile and age group		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
England	Under 18	170	220	100	20	20	20	20	10	20	20
	18	6,790	8,120	8,280	8,740	8,980	9,250	9,590	9,410	8,460	8,280
	19	3,640	4,700	5,140	4,740	5,360	5,670	5,440	5,410	4,390	3,860
	20-24	8,260	11,720	11,740	11,920	12,190	13,190	12,290	11,500	8,700	7,370
	25-29	4,510	6,700	6,900	6,800	7,040	7,550	7,130	7,310	5,080	4,020
	30-34	3,030	4,680	4,960	4,810	4,850	5,010	4,660	4,870	3,420	2,810
	35 and over	5,340	8,100	8,100	7,710	7,440	8,210	8,200	8,880	6,650	5,380
	All ages	31,750	44,240	45,210	44,730	45,880	48,890	47,320	47,390	36,720	31,750

FB.2.41 Nursing applicants by age: England
Difference between cycle and 2017 cycle

Domicile and age group		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
England	Under 18	1060%	1353%	547%	13%	27%	13%	7%	-27%	0%	0%
	18	-20%	-4%	-2%	3%	6%	9%	13%	11%	0%	-2%
	19	-17%	7%	17%	8%	22%	29%	24%	23%	0%	-12%
	20-24	-5%	35%	35%	37%	40%	52%	41%	32%	0%	-15%
	25-29	-11%	32%	36%	34%	39%	49%	40%	44%	0%	-21%
	30-34	-12%	37%	45%	40%	42%	46%	36%	42%	0%	-18%
	35 and over	-20%	22%	22%	16%	12%	23%	23%	33%	0%	-19%
	All ages	-14%	20%	23%	22%	25%	33%	29%	29%	0%	-14%

Note: The percentage change is not recorded in the above table for groups with fewer than 10 applicants in that cycle or in the 2017 cycle.

6C: Applicants by POLAR group



References

University Alliance (2017) *Technical & Professional Excellence*. Available from: <https://www.unialliance.ac.uk/wp-content/uploads/2017/11/UA-Technical-and-professional-excellence-FINAL-for-web-Nove-2017.pdf>