The Widening Access Scorecard – measuring progress in HE

Dr. Graeme Atherton, Director, National Education Opportunities Network (NEON)

'I will be looking for all providers to improve their use of evidence and evaluation so that we can make sure the investment is being focussed on the activities that are most effective. A key issue here will be the availability and use of data and evidence and the sharing of innovative and effective practice.'

Chris Millward, Director for Fair Access and Participation, Office for Students (OfS)

Drawing the Global Access Map

- Assessment of data on HE participation by social background in over 100 countries

- Survey of 50 countries

- Case study of 6 countries

'England (and UK) produces more and better data on who participates in higher education (HE) by social background than virtually any other country in the world'.

'Charting Equity in Higher Education: Drawing the Global Access Map' (2016) – Atherton, G, Dumangane, C & Whitty, G.

Why the report?

- More and better data has to be good

- BUT data is produced by different agencies, at different times and the volume is increasing which can lead to:

➢ excessive politicisation

➢ pressure and confusion for practitioners

➢ challenges to capacity to use the data

➢ crowding out of other forms of inequality by socio-economic background

➢ difficulties in understanding whether and what progress is being made and at what level

What does the report do?

- Outlines a way of organising this data to enable a more comprehensive picture of the progress being made in increasing participation/success in HE by under-represented groups.

- Act as a resource that signposts readers to the data produced by different bodies.

- Identifies where additional data may be available and gaps in data provision may exist.

The Data Landscape

Produced by	Produced when
DfE: Destinations of key stage 4 and key stage 5 students	January
HESA - HESA Performance Indicators	Between February – March
HESA – Students in higher education	Between February – March
HESA UK Performance Indicators: Non-Continuation rates	Between February – March
HESA UK Performance Indicators: Employment of leavers	Between February – March
DfE: Widening Participation in HE FSM at 15	Between July - August
DfE: Participation Rates In Higher Education: Academic Years 2006/2007 – 2015/2016 (Provisional)	September
DfE – Children looked after in England including adoption	Between September – March

Managing data in Asutralia

TIER 1
Educational attainment and outcomes (measured at university, jurisdiction, population levels)

Pre-entry

1.01 Year 12 applications
1.02 Applications
1.03 Application pathways

Offers, acceptances, enrolments

1.04 Offers
1.05 Offers by process
1.06 Rejected offers
1.07 Deferments
1.08 Offers and enrolments
1.09 Enrolments
1.10 Meeting low SES targets
1.11 Meeting other equity group targets

University experience

1.12 Students who pass
1.13 Re-enrolments within a year
1.14 Completed courses in a given year
1.15 Completed courses within 5 years
1.16 Satisfaction with quality of teaching
1.17 Satisfaction with student support

Graduate outcomes

Employment – any job:
1.18 within 4 months
1.20 within 3 years
Employment – in a job related to course:
1.19 within 4 months
1.21 within 3 years
Further study after completion:
1.22 within 4 months
1.23 within 3 years

TIER 2
Precursors of higher educational attainment

Pre-entry

2.01 Influence of university representatives
2.02 Intention to apply for university
2.03 Parental intent for students to apply for university
2.04 Expectation to complete university

2.05 Vulnerability across developmental domains
2.06 Literacy and numeracy
2.07 School attendance
2.08 Year 12 completions
2.09 ATAR scores

TIER 3
Education system performance

Pre-entry

3.01 Funding by program type
3.02 Equity-focussed interventions by funding source and equity group
3.10 Number of partnership activities
3.11 Number of participants in activities
3.12 Information session attendance
3.13 Alternate pathway types

Offers, acceptances and enrolments

3.03 Funding by program type
3.04 Equity-focussed interventions by funding source and equity group
3.05 University target for low SES and other selected equity groups
3.14 Policies and practices
3.15 Scholarships

University experience

3.06 Funding by program type
3.07 Equity-focussed interventions by funding source and equity group
3.16 Number of support and participation activities
3.17 Number of students using services
3.18 Scholarships by source
3.19 Number of equity scholarships awarded
3.20 Austudy
3.21 ABSTUDY
3.22 Youth allowance
3.23 Part-time enrolments
3.24 External/multi-modal study

Post graduate outcomes

3.08 Funding by program type
3.09 Equity-focussed interventions by funding source and equity group
3.26 Activities by type of program and target group
3.27 Number of participants in programs/activities
3.28 Use of university career services
3.29 Attendance at careers fairs or information sessions

Notes:

Where possible indicators to be measured by Indigenous status, socioeconomic disadvantage, regional/remoteness, disability, non-English speaking background, year at university, and calendar year. The numbering system for potential indicators within each tier is as follows: input indicators are numbered first, followed by output indicators, then outcome indicators. See Table 4.16 for full descriptions and data sources for each indicator.

Figure 1: Potential measurement framework for equity in higher education

The Widening Access and Participation Scorecard

- Gives equal weight to each piece of data in it to counter the potential 'crowding out' effect that socio-economic group has on other dimensions of inequality in access to HE.

- Includes only data produced annually

- Covers last 2 years data available (not the same years)

- Does not look at progression to particular types of HEI

- There are 48 measures of progress in access/participation to HE included in the scorecard. Across these measures there has been progress in 35 of the measures over the last 2 years for which data is available.
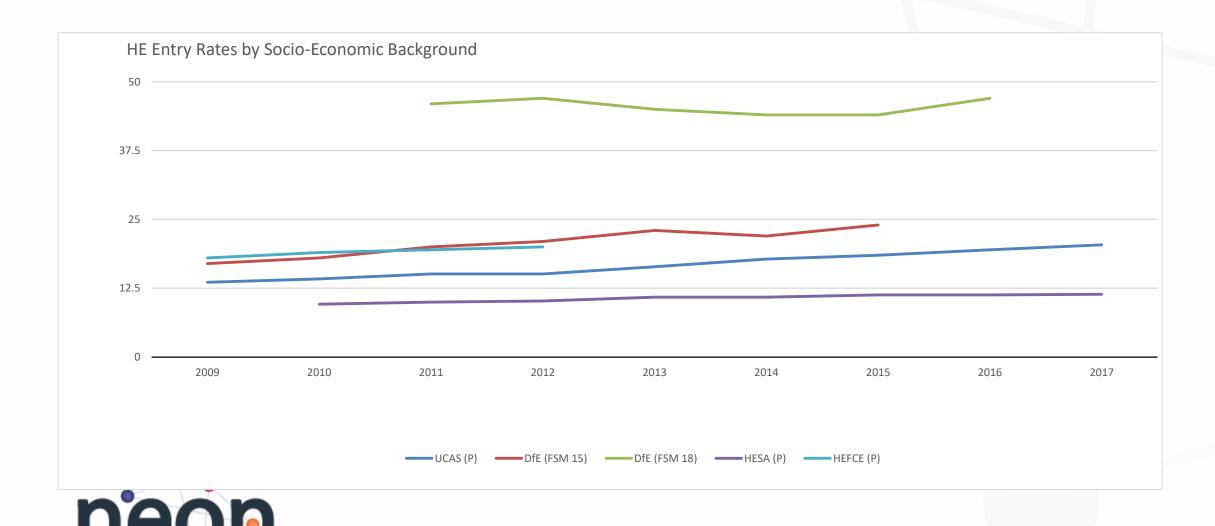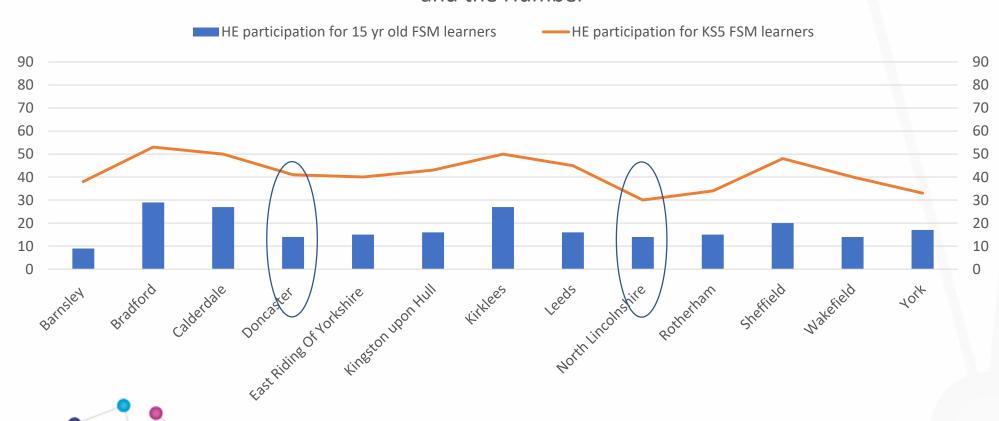
NEON WIDENING ACCESS SCORECARD – DRAFT

Participation

Sex (gap)	Higher Education Initial Participation Rate (HEIPR): +0.7					
Socio-Economic Group	FSM at 15 entering HE by 18: +2	Disadvantage at KS5: +3	UCAS entrants POLAR 3 Q1: +.03	FSM at 15 entering HE by 19:+.03	HESA: POLAR 3 Q1:+ .09	HESA FT entrants with no parental HE:=+.005
Socio-Economic Group (gap)	FSM/non FSM at 15 entering HE by 18:+1		Disadvantage/non-disadvantage at KS5: 0		UCAS entrants POLAR 3 Q1 & Q5: -.01	FSM at 15 entering HE by 19: +1.1

BAME	KS5 Entry Asian:3	KS5 Entry Black:+3	KS5 Entry Mixed:+3	KS5 Entry White:+2	KS5 Entry Other: +2	HE Entry Asian: +3.8	HE Entry Black: +3.2	HE Entry Mixed: +2	HE Entry White: +1.5	HE Entry Other: +5.7	HESA FT Ethnic minorities: +1

Disability	HESA entrants with Disabled Students Allowance: -.03	KS5 special educational needs (schools): +2	KS5 Learners with learning difficulties and disabilities (colleges):+ 4
LAC	Care leaver destinations: 19-21: -.006		
MEM	HE entry for MEM group least likely to enter HE:+.02	Gap in HE entry most/least likely MEM group:+.08	
Age	HESA FT Students in HE Age 21-24: 0	HESA FT Students in HE Age 25-29: 0	HESA FT Students in HE Age 30+: - 1
Part-time	HESA Part-time students: +.04		

Performance

SEG	HESA Performance Indicators non-continuation (NC) rates FT by POLAR 3 Q1: -.01	OfS NC POLAR Q1: 0	
Status	HESA Performance Indicators: NC rate (PT): +.01	HESA Performance Indicators: Non-continuation rate (FT): -3.2	
BAME	OfS White NC: 0	OfS Asian NC: +0.3	OfS Mixed NC: +0.6	OfS Black NC: +1.1
Disability	OfS DSA; +0.3		

Progression

Sex	HESA Employment of Leavers: Male +0.3		HESA Employment of Leavers: +0.6		
BAME	HE leavers Employment rate Asian:+.03	HE leavers Employment rate Black: +1	HE leavers Employment rate other: +.04	HESA Employment Leavers White: +0.5	HESA Employment Leavers Unknown: +1.1
SEG	Students from SOC 4-9 backgrounds progressing to SOC 1-3 level jobs: +1				

Participation by socio-economic background

HE Entry Rates by Socio-Economic Background

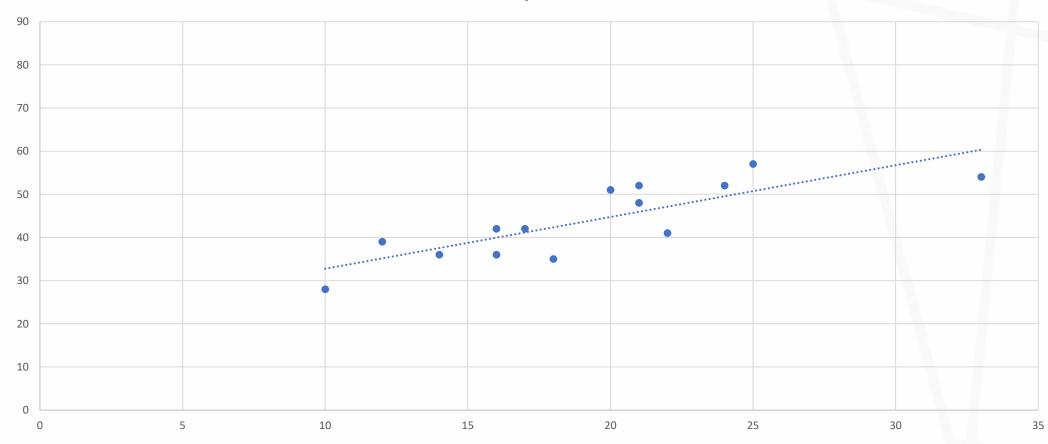UCAS (P) — DfE (FSM 15) — DfE (FSM 18) — HESA (P) — HEFCE (P)

Beyond the scorecard 1: Local progression over time

HE participation for 15 yr old FSM learners and KS5 FSM learners in Yorkshire and the Humber

■ HE participation for 15 yr old FSM learners　　— HE participation for KS5 FSM learners

Midlands Scatter Graph FSM 15 and FSM 19

Beyond the scorecard 1: Local progression over time

HE participation for 15 yr old FSM learners and KS5 FSM learners in the Midlands

Local differences in progression

Local authorities with the highest and lowest percentage increase of 15 year old pupils from state-funded and special schools by Free School Meal status who entered HE by age 19 (From 2006/07 to 2014/15)

1.	Westminster	24%		
2.	Haringey	23%		
3.	Southwark	22%		
4.	Wandsworth	21%		
5.	Hounslow	21%		

1.	Staffordshire	2%
2.	Suffolk	2%
3.	Portsmouth	1%
4.	Northumberland	0%
5.	West Berkshire	0%

Beyond the scorecard 2: Care Leavers

- 28.9% of local authorities have 0% of care leavers in higher education i.e. studies beyond A level
- Top 5 Local authorities with the highest percentage of care leavers in higher education are (%):
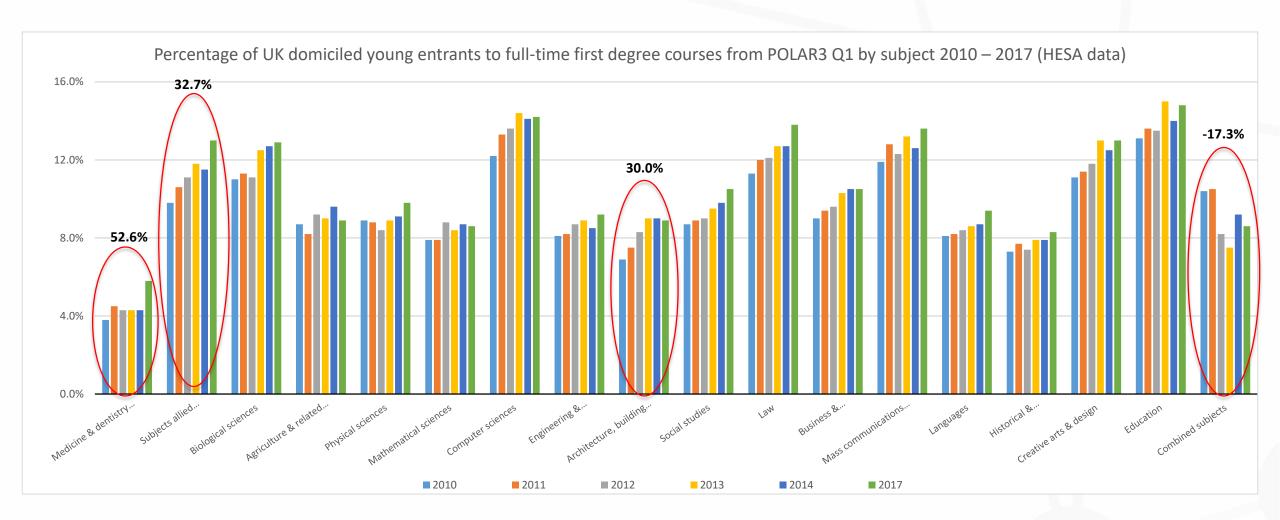
➢Reading   27
➢York   15
➢Calderdale 14
➢Newham   14
➢Haringey   13

Beyond the Scorecard 3: Subjects

Percentage of UK domiciled young entrants to full-time first degree courses from POLAR3 Q1 by subject 2010 – 2017 (HESA data)
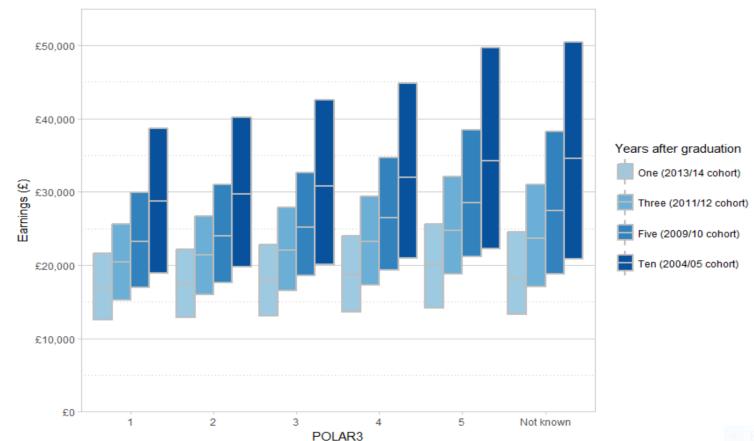
Beyond the scorecard 4: Post HE destinations

Figure 18: Earnings of graduates by POLAR quintile one, three, five and ten years after graduation
Coverage: Young (under 21 at start of course) UK domiciled male and female first degree graduates from English HEIs and FECs
Cohorts: 2004/05 (10 years after graduation), 2009/10 (5 years), 2011/12 (3 years), 2013/14 (1 year)
Tax year: 2015/16

For discussion

- Do we need a 'widening access and participation data strategy' – (that engages with those using the data)? If so what should it look like?

- How do we organise & interpret the data that is produced – what should be in/not in the 'scorecard'? And who should do this?

- How do we understand the 'weight' what is produced and how does that shape policy/practice?