



ASSOCIATION  
OF COLLEGES

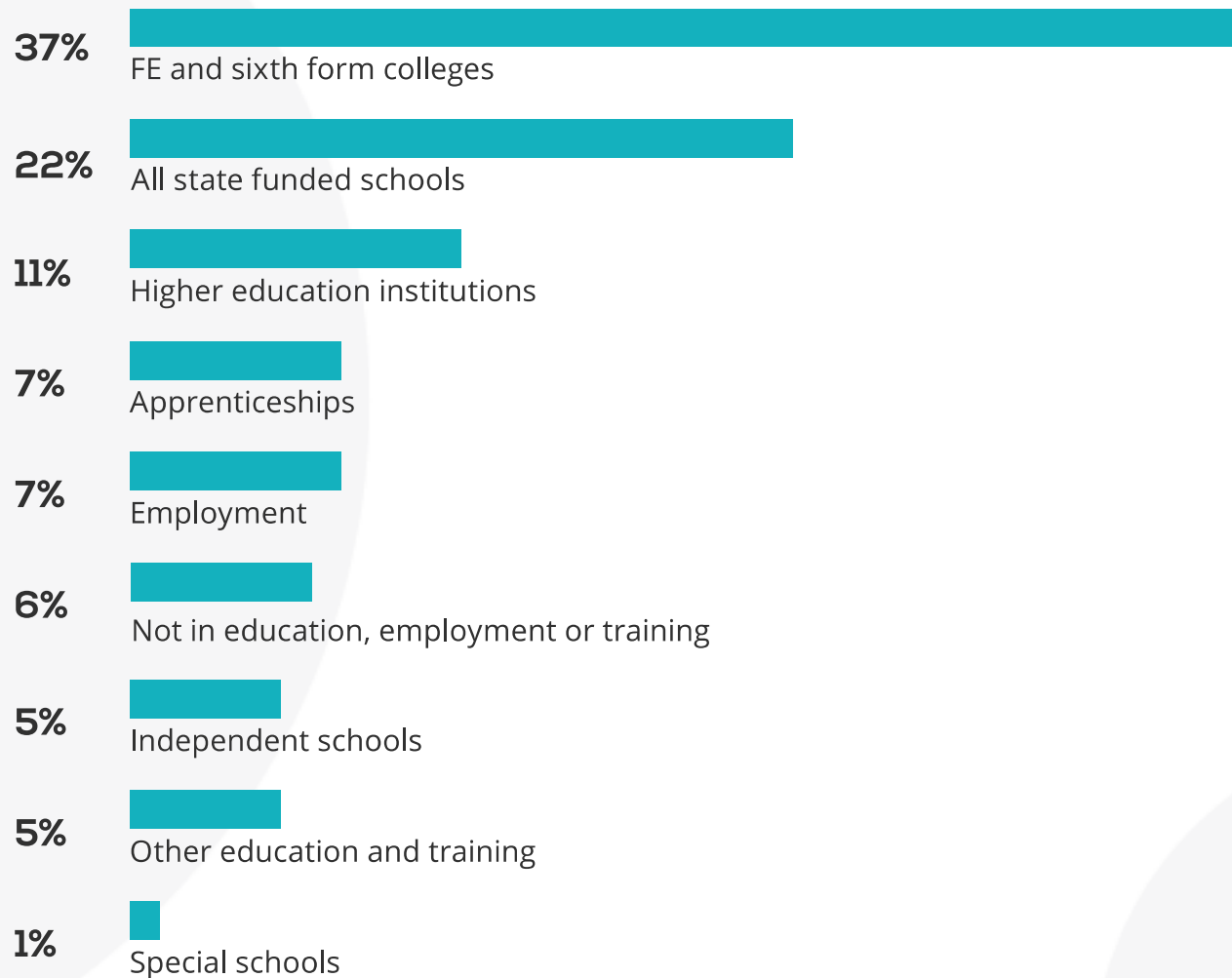
# The FE to HE Progression Challenge

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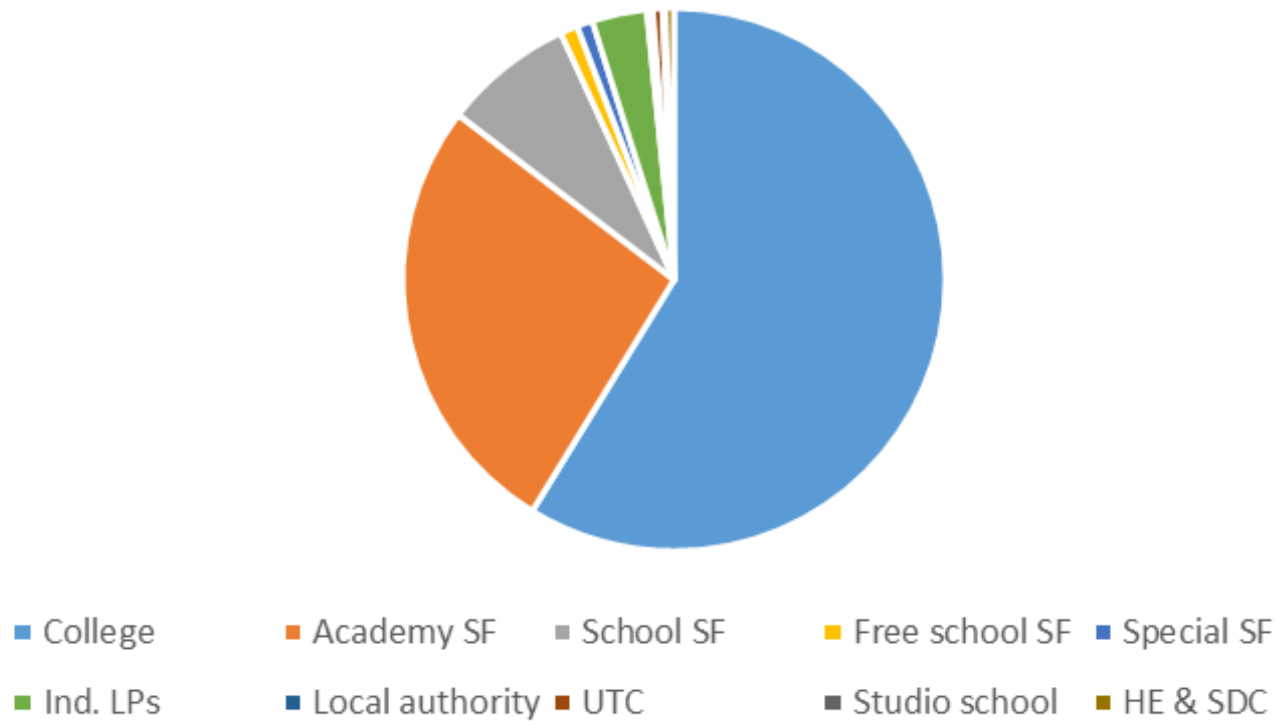
# Colleges and college students

# Where 16 to 18-year-olds are studying or working



# Funded 16-18 year-olds 2018/19

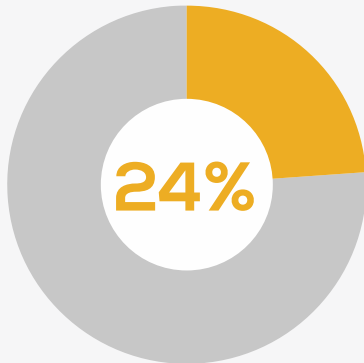
Funded 16-18 year olds 2018/19



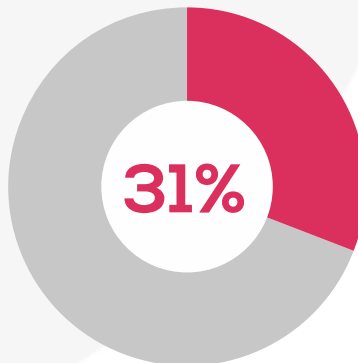
# Diversity

Ethnic minority background of college students

16 to 18-year-olds



Adults



16 to 18-year-olds claiming free school meals at age 15

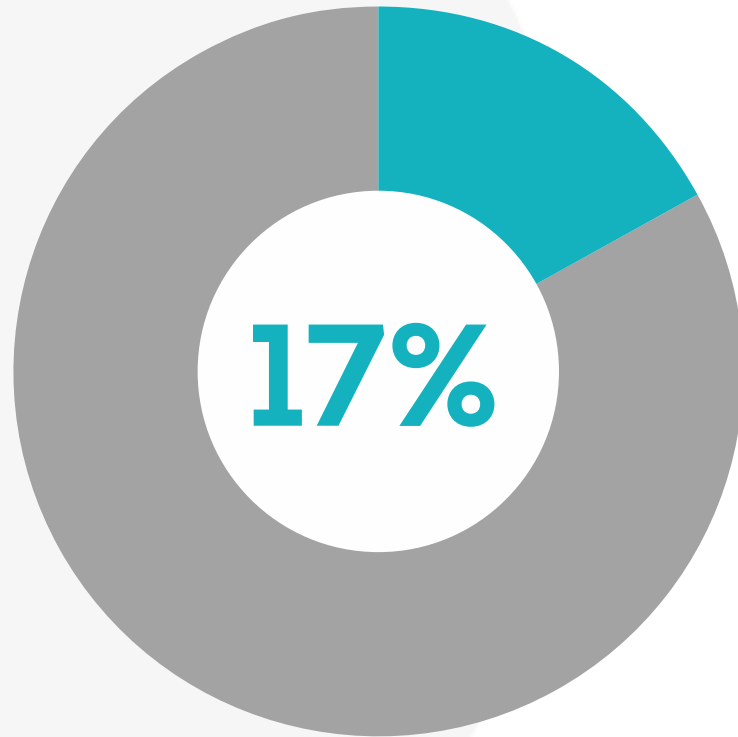
Colleges

17%

Maintained school and academy sixth forms

9%

# Diversity



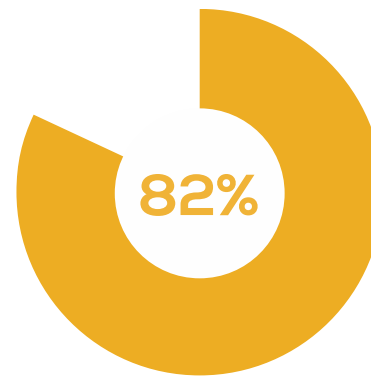
of students on FE and skills provision have a learning difficulty and/or disability

# Higher Education

## Colleges deliver



HNCs

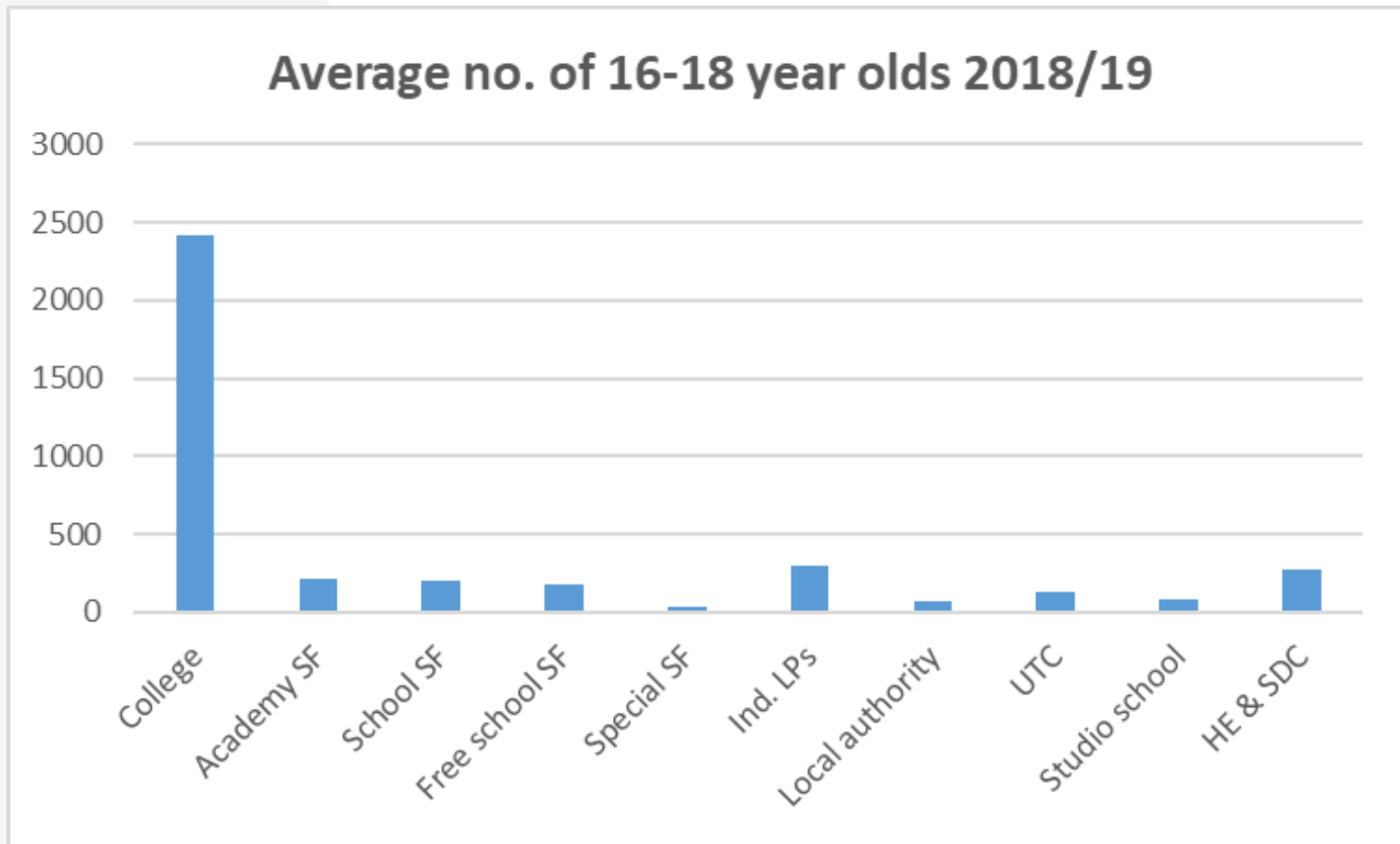


HNDs



foundation degrees

# Provider size





# Small providers

1,613 providers have fewer than 200 students (part of the DfE's 2016 definition of a viable new sixth form).

This is roughly double the number in 2009.

These include:

- 801 academy and free school sixth forms out of 1,512 (53%)
- 266 school sixth forms out of 445 (60%)
- 41 UTCs out of 51 (80%)
- 23 studio schools out of 24 (96%)

# Progression and disadvantage

# Disadvantage

## All students

### Level 3 students in 2015-16

Total in publicly-funded schools and colleges: 372,255

- Colleges: 180,330 (48% of total)
- Schools: 191,925 (52% of total)

## Disadvantaged students

More than half of all disadvantaged students at KS5 are in colleges.

### Level 3 disadvantaged students in 2015/16

Total in publicly-funded schools and colleges: 68,785

- Colleges: 38,385 (56% of total)
- Schools: 30,400 (44% of total)

## Progression to HE

More disadvantaged students progress to university from colleges than from schools

- Colleges: 13,816 (50.3% of total)
- Schools: 13,660 (49.7% of total)

# Widening Participation

# Widening participation 1

- Work with/via colleges (proportion / scale)
- Genuine pre-requisite entry requirements
- Don't rely on GCSE profile
- Beyond the personal statement
- Interview applicants
- Unconditional offers are generally unhelpful
- Question the product as well as the process

# Widening participation 2

- No lack of ‘aspiration’ or ‘talent’.
- Deepening progression.
- Invest in building skills / motivation.
- Support for transition.
- Understand the FE offer
  - eg: QCF / RQF difference / T levels...
- Offer long-term curriculum interventions

# Looking to the future

- The civic university: a hub of democratic knowledge creation & community development.
- The comprehensive university?
- The comprehensive post-16 system.
- Articulation v. application.
- PQA: so many moving parts to change all at once...



**Thank you**