

NEON summit – Data and widening access to higher education

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Office for
Students



Good use of data is central to protecting student interests



Richard Puttock,
Head of Data,
Foresight,
Analysis, Office
for Students

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What approach will the OfS take to data and analysis?

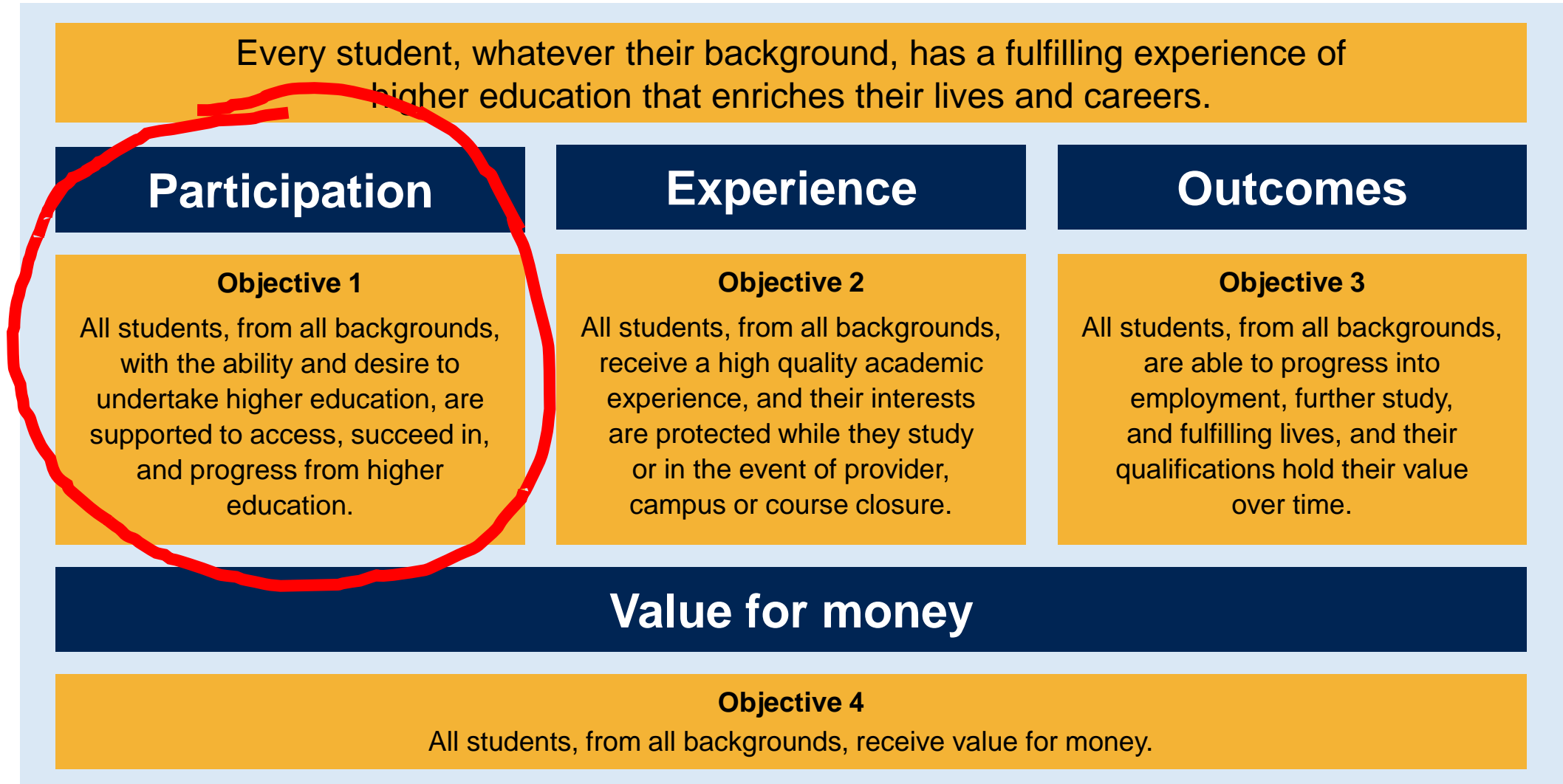


Over the coming weeks and months we will develop our data strategy, which will be published in September.

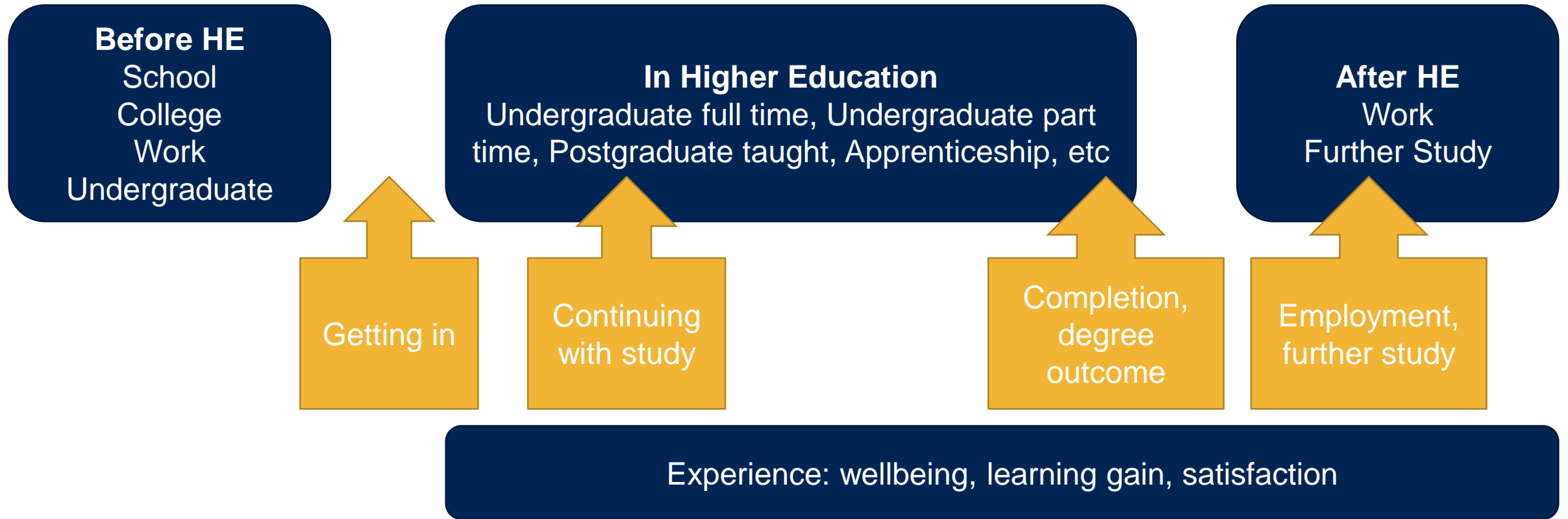
Office for Students mission statement

We aim to ensure that every student,
whatever their background,
has a fulfilling experience of
higher education that enriches
their lives and careers.

The regulatory framework aims to ensure that...



Student pathways



Data and analysis

Data, analysis, insight and key indicators

[Statistics release schedule](#) →

Differences in student outcomes

The effect of student characteristics on degree and employment outcomes

Non-continuation rates and transfers

The latest continuation, non-continuation and transfer rates

Intentions After Graduation Survey

Key results of the 2016-17 survey

The effect of postgraduate loans

Investigating the increase in the number of entrants to postgraduate courses

Objective 1: Access, success and progression

All students, from **all backgrounds**, with the ability and desire to undertake higher education, are supported to **access**, **succeed** in, and **progress** from higher education.

Identify measures of access, success and progression

- population referenced entry rates and participation rates,
- non-continuation rates,
- completion rates,
- chances of getting a first / upper second,
- chances of highly skilled work or further study

Identify groups with different experiences

- Underrepresented groups
- Protected equality and diversity characteristics
- Measures based on higher education participation (POLAR, GAPS),
- Intersectionality, multiple measures (MEM)

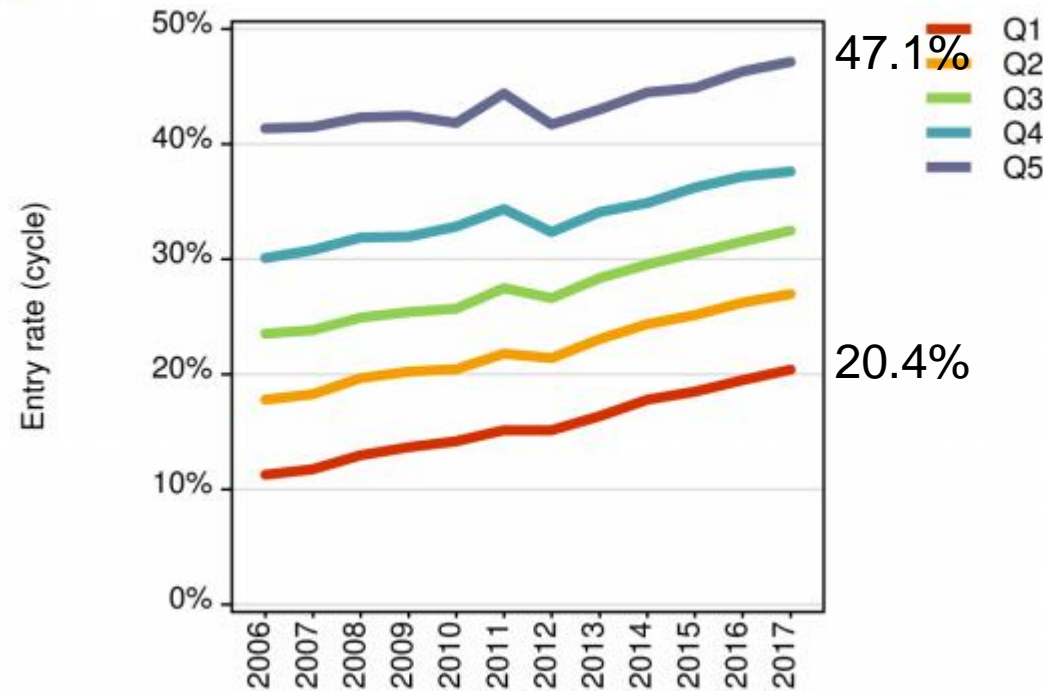
Measure gaps between different groups

- Differences in rates
- Relative chance,
- Difference from expected,
- And then is the gap reducing through time

Where you live - POLAR

Access

Figure 5.7 18 year olds in England, entry rates by POLAR3 groups (Q5 = advantaged areas)



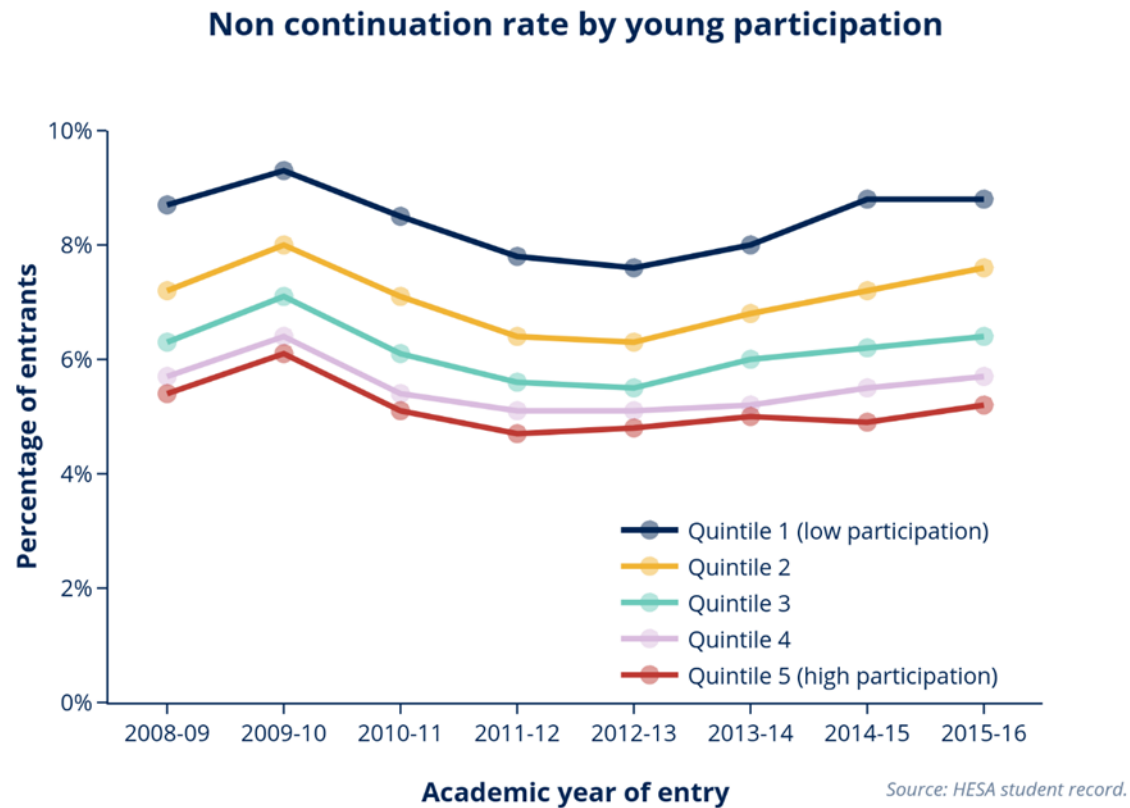
In 2017, 18 year olds from quintile 5 were 2.3 x more likely to enter higher education than those from quintile 1.

This relative likelihood had reduced slightly from 2.4 in 2016.

When looking at entry rates at providers this ratio is more meaningful than the gap.

Where you live - POLAR

Success: non-continuation



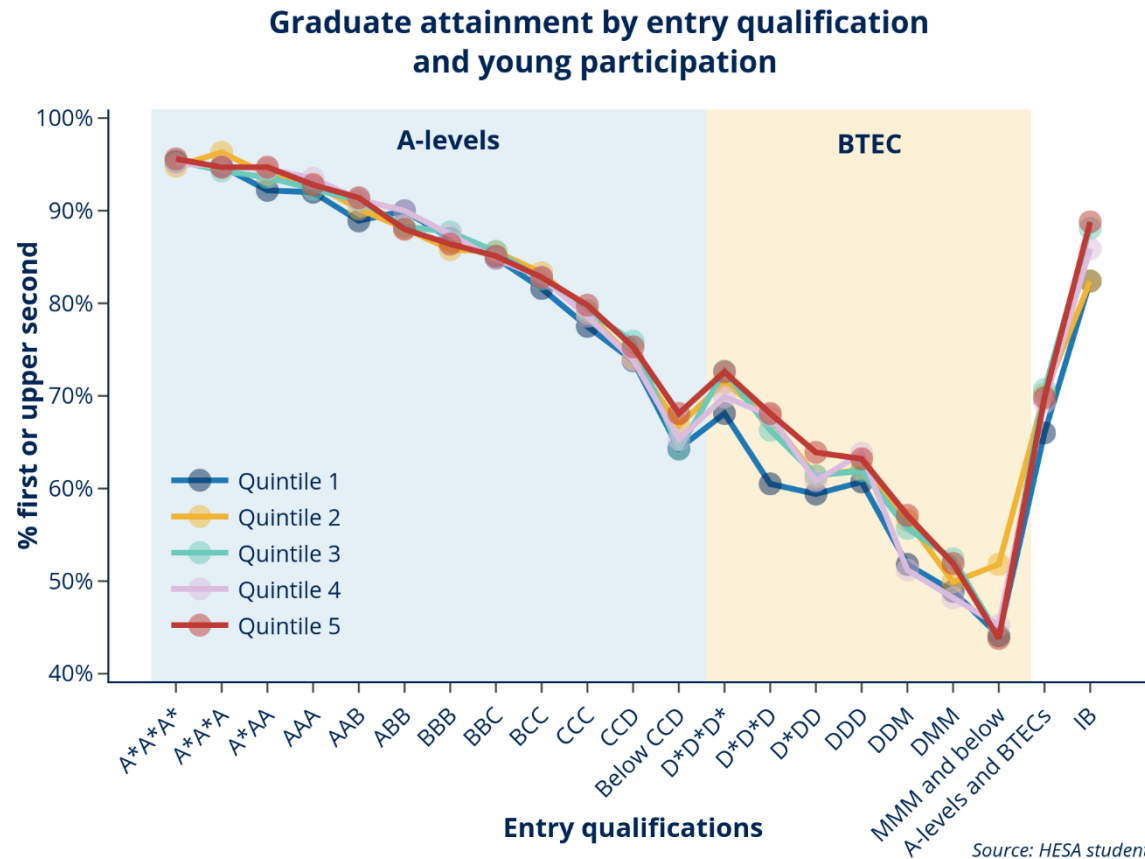
The gaps in access grow when continuation into second year is measured.

Those from the lowest participation areas are 0.7 x more likely to not continue studies.

Equates to those from highest participation areas being around 2.4 x more likely to enter and continue

Where you live - POLAR

Success: degree outcomes – attainment gaps



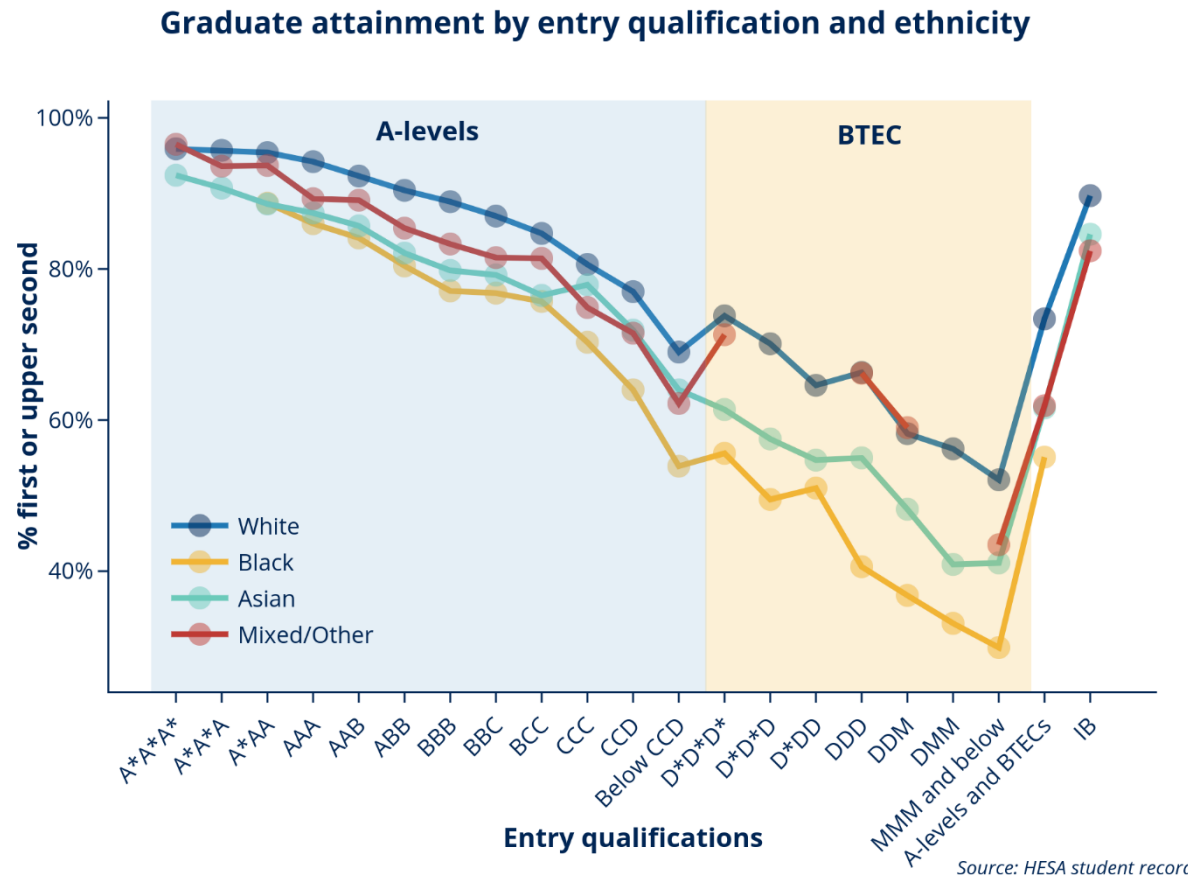
Amongst those who graduated in 2016-17, 83.0% of those from the highest participation areas (Q5) attained a first or upper second class degree.

This is 10 percentage points higher than those from the lowest participation areas (Q1) – 73%.

However, when attainment is modelled based on a range of factors including prior attainment, and where and what the student studied this gap reduces to 2.3 percentage points.

Ethnicity

Success: degree outcomes – attainment gaps

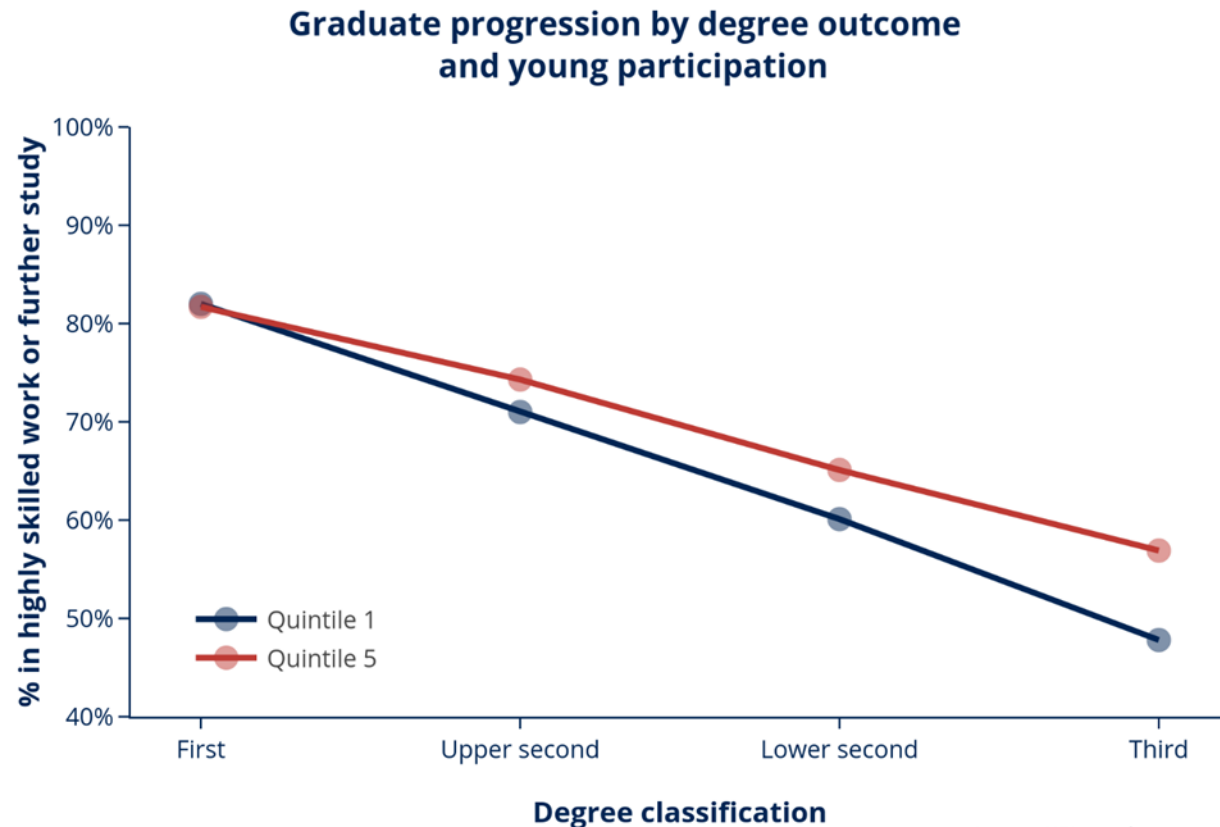


A very different picture is seen comparing ethnic groups.

For example, the 22 percentage point gap between the black and the white group is only reduced to 17 percentage points when other factors are considered.

Where you live - POLAR

Progression: employment outcomes



Proportion of 2015-16 graduates in highly-skilled employment or further study is greatest for those with a first class degree.

Although there is no difference between POLAR Q5 and Q1 for those with a first, the gap grows as the degree classification changes.

However, when a wide range of factors are considered the gap between Q5 and Q1 reduces from 4 percentage points to 1 percentage point.

Identifying underrepresented groups

Representation and equality of outcomes are inherently multi-dimensional

Ignoring this could mean we are underestimating the size of differences

Includes the possibility of missing important groups when targeting interventions

OfS Business Plan:

Develop a more standardised set of measures for access and participation to track the performance of the sector. Develop standardised measures, including intersectional measures of disadvantage for all students

Not everyone has the same chances to go into higher education, succeed, and reach their potential. We want this to change.

We want to make higher education:

- more representative of wider society
- and reduce the attainment gaps between groups.

Access and Participation Plans will be used to ensure **continuous improvement**

We also want to support the sector to improve its use of evidence so we can be confident that investment is effective

We will be developing an **Evidence and Impact Exchange**, to be launched in spring 2019

NCOP Week of Action 4 – 8 June #WeAreNCOP



The Office for Students (OfS) @officestudents · Jun 1

What happens at a local level to discourage young people from accessing higher education? Understanding and addressing these barriers is vital. That's why we're funding another year of NCOP activities. Find out what our partners have achieved: bit.ly/2xtBh1f #WeAreNCOP



'As this report shows, NCOP's first year of operation is already showing signs of success.'

There are three key reasons: it is targeted; it is collaborative; and it is local.'

Chris Millward
Director for Fair Access and Participation

Author



Jenny Allen

Jenny Allen is Programme Manager for the National Collaborative Outreach Programme (NCOP) at the Office for Students.

Tags

[Access & WP](#)

Where a young person lives in England can have a significant impact on their chances of entering higher education (HE).

We know that HE participation of young people aged 18 and 19 has increased over the last decade, but levels vary significantly between local areas.

So, how is it possible to get to the heart of this issue at the local level and provide outreach that is genuinely defined by the specific barriers being faced by young people? One-size does not fit all.

Action stations

This week (4 – 8 June) 29 consortia funded by the National Collaborative Outreach Programme (NCOP) will shine a spotlight on how their bespoke activities make an impact. Activities are happening across England, to highlight

- Nationally developed, locally focused – data led identification of areas
- A strong focus on evidence and impact

How to find out more

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Twitter @officestudents

Website www.officeforstudents.org.uk

monthly e-newsletter

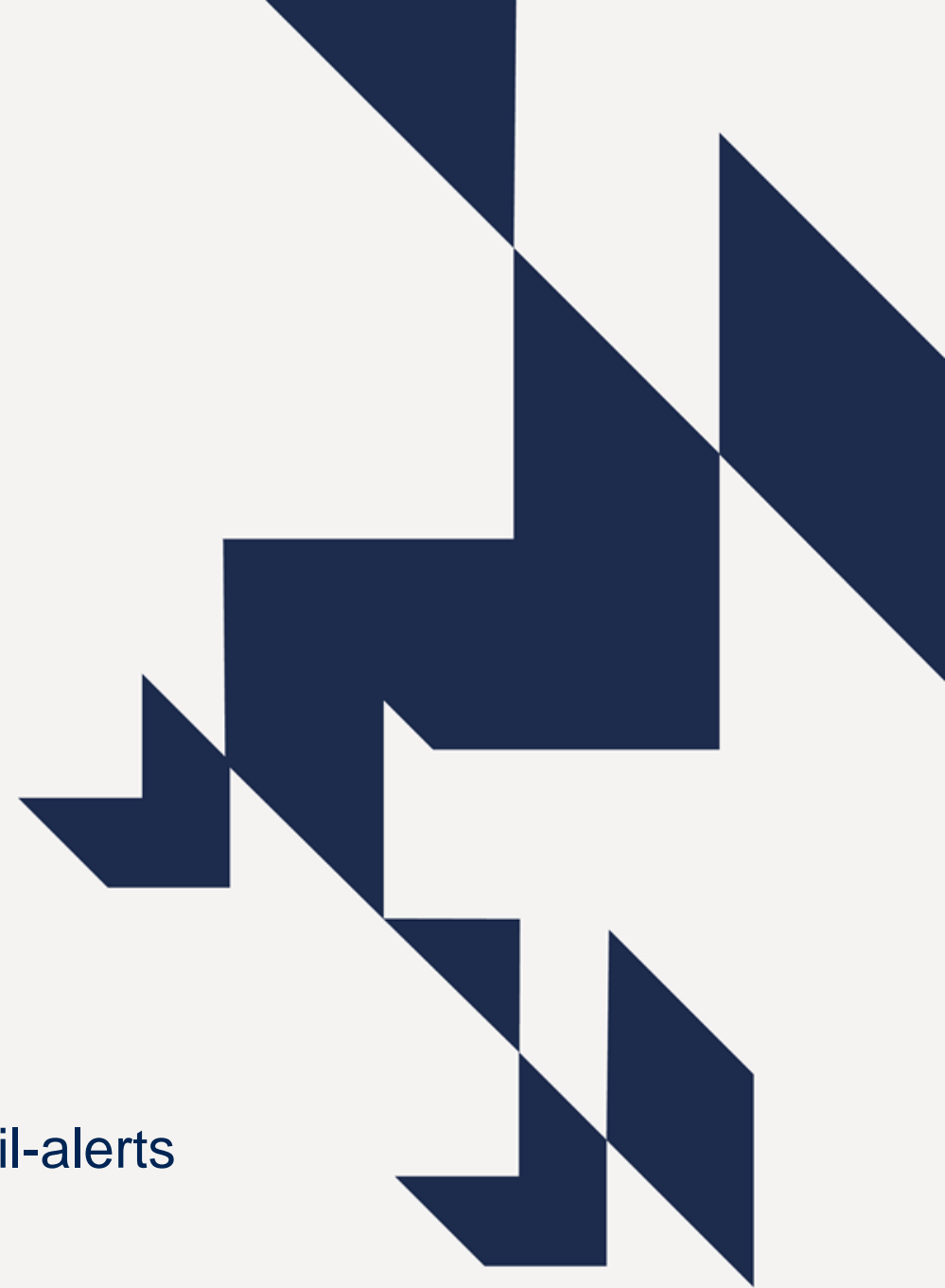
OfS alerts

OfS alerts for the Prevent duty

OfS alerts for charity regulation

You can join these at;

<https://www.officeforstudents.org.uk/sign-up-for-email-alerts>



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