

Office for  
Students



# Findings from the access and participation data dashboard

Sector summary

Enquiries to [providermetrics@officeforstudents.org.uk](mailto:providermetrics@officeforstudents.org.uk)

Publication date 28 March 2023

# Contents

<b>Purpose</b> .....	<b>3</b>
<b>Access to higher education</b> .....	<b>4</b>
Overall trend .....	4
Figure 1: Number of entrants by mode .....	4
Provider-level patterns .....	4
Figure 2: Percentage change in the number of entrants to full-time higher education in 2021-22 compared with 2020-21 .....	5
Student characteristics.....	5
Table 1: Proportion students entering full-time higher education in England in 2021-22, by mode of study and various characteristics.....	7
Access: Association between characteristics of students.....	9
Figure 3: Difference between the proportion of entrants from ABCS access quintile 5 and quintile 1 .....	9
<b>Continuation</b> .....	<b>10</b>
Overall trend .....	10
Figure 4: Continuation indicators by mode .....	10
Provider-level patterns .....	11
Figure 5: Change in full-time continuation between 2019-20 and 2020-21, across providers ..	11
Student characteristics.....	11
Table 2: Continuation indicators for undergraduate entrants continuing into 2021–22, by characteristic.....	12
Continuation: Age .....	14
Figure 6: Gaps in full-time continuation indicators between young and mature entrants .....	15
<b>Completion</b> .....	<b>16</b>
Overall trend .....	16
Figure 7: Completion indicators by mode .....	16
Provider-level patterns .....	17
Figure 8: Change in full-time completion indicators since previous year, across providers ..	17
Student characteristics.....	17
Table 3: Completion indicators for undergraduate entrants by characteristic.....	18
Completion: ABCS .....	21
Figure 9: Gaps in full-time completion indicators between ABCS completion quintile 1 and quintile 5 .....	22
<b>Degree outcomes (attainment)</b> .....	<b>23</b>
Overall trend .....	23
Figure 10: Degree outcome indicators by mode .....	23
Provider-level patterns .....	23
Figure 11: Change in degree outcome indicators since previous year, across providers.....	24
Student characteristics.....	24
Table 4: Proportion of students receiving a 1st or 2:1 degree (degree outcome indicators), by characteristic.....	25
Degree outcomes: Ethnicity.....	27

Figure 12: Gaps in full-time degree outcome indicators between minority ethnic groups students and white students .....	27
Figure 13: Gaps in full-time degree outcome indicators between black and white students ...	28
<b>Progression .....</b>	<b>29</b>
Overall trend .....	29
Figure 14: Progression indicators by mode .....	29
Provider-level patterns .....	29
Figure 15: Change in full-time progression indicators since previous year, across providers .	30
Student characteristics.....	30
Table 5: Progression indicators for undergraduate entrants by characteristic.....	31
Progression: IMD .....	34
Figure 16: Gaps in full-time progression indicators between students from IMD quintile 1 and IMD quintile 5.....	34
<b>Annex A: Overview of data resources .....</b>	<b>35</b>
Summary of published materials.....	35
Impact of consultations on these data resources.....	35
Related statistics and data sources .....	36
<b>Annex B: Key data concepts .....</b>	<b>37</b>
Population .....	37
Indicators .....	37
Student characteristics.....	37
Gaps .....	38
Technical notes.....	38
<b>Annex C: List of abbreviations .....</b>	<b>39</b>

Enquiries regarding the access and participation data resources should be raised with [providermetrics@officeforstudents.org.uk](mailto:providermetrics@officeforstudents.org.uk), 0117 931 7230.

Any other questions about the role of this data in relation to a provider's access and participation plans should be directed to [app@officeforstudents.org.uk](mailto:app@officeforstudents.org.uk).

Any other questions or complaints about statistics produced by the Office for Students should go to Mark Gittoes, Head of Profession for Statistics, [official.statistics@officeforstudents.org.uk](mailto:official.statistics@officeforstudents.org.uk), 0117 931 7052.

## Purpose

1. This document provides a sector-level analysis of the access and participation open data resources that are available at the Office for Students' (OfS's) access and participation data dashboard.<sup>1</sup> We summarise some key findings in access, continuation, completion, degree outcomes and progression at a sector level, focusing on the gaps between full-time undergraduate UK-domiciled student groups.
2. All the data underlying this report is available through an interactive dashboard. In Annex A we provide an overview of this dashboard and the other access and participation resources we have made available alongside this summary. Annex B provides more explanation of what we mean when we talk about 'gaps'.
3. While other data resources focus primarily on the differences at individual providers, this document highlights the main findings and trends across OfS registered providers.<sup>2</sup>
4. Findings for part-time students and students studying as part of an apprenticeship can be found in the table at the start of each section, but unless otherwise stated the focus throughout this document is on full-time students, which represent a majority of undergraduate students in England.

---

<sup>1</sup> See [Access and participation data dashboard - Office for Students](#)

<sup>2</sup> See [Registration with the OfS - Office for Students](#)

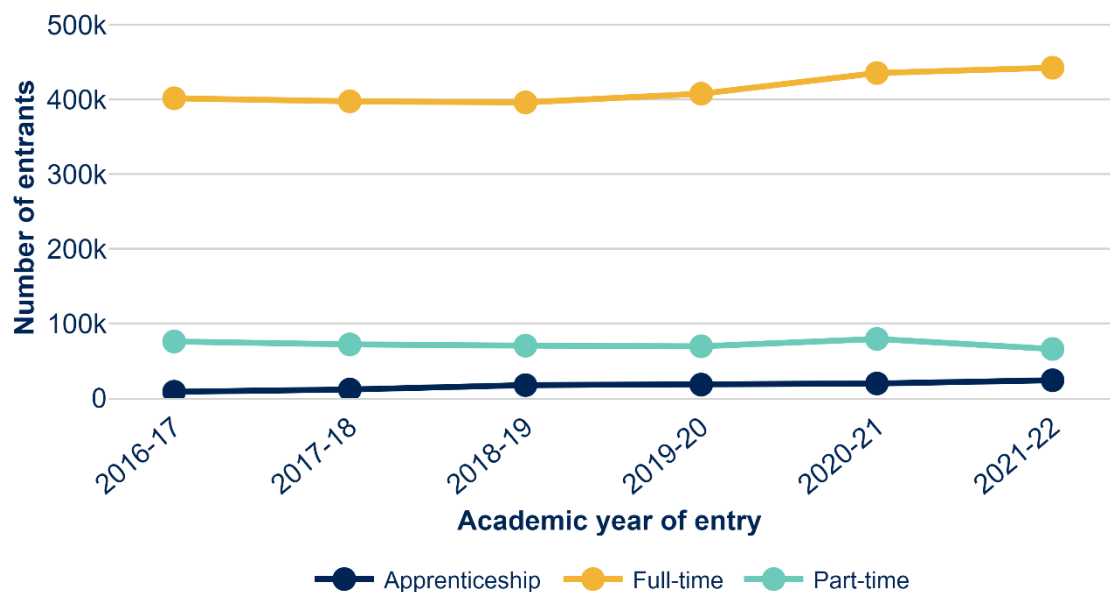
## Access to higher education

5. These measures show the number and profile of students entering higher education at OfS registered providers.

### Overall trend

6. Figure 1 shows how the number of entrants to undergraduate courses changed over the last six years. For those studying full-time, the number of entrants remained broadly the same over the first four years of the period studied, followed by a noticeable increase in entrants between 2019–20 and 2020–21. This was likely due to the coronavirus pandemic and the associated growth in nursing and allied health professions, as well as changes to the A-level examination policies. This rate of increase slowed slightly in 2021-22, to a total of 442,510 entrants.
7. In contrast, there was a decline in entrants studying part-time, from 79,140 in 2020-21 to 65,690 in 2021-22, the lowest number of part-time entrants in the time series.
8. The number of entrants studying as part of an apprenticeship continued the trend of steady increase, rising from 19,480 in 2020-21 to 23,780 in 2021-22.

**Figure 1: Number of entrants by mode**

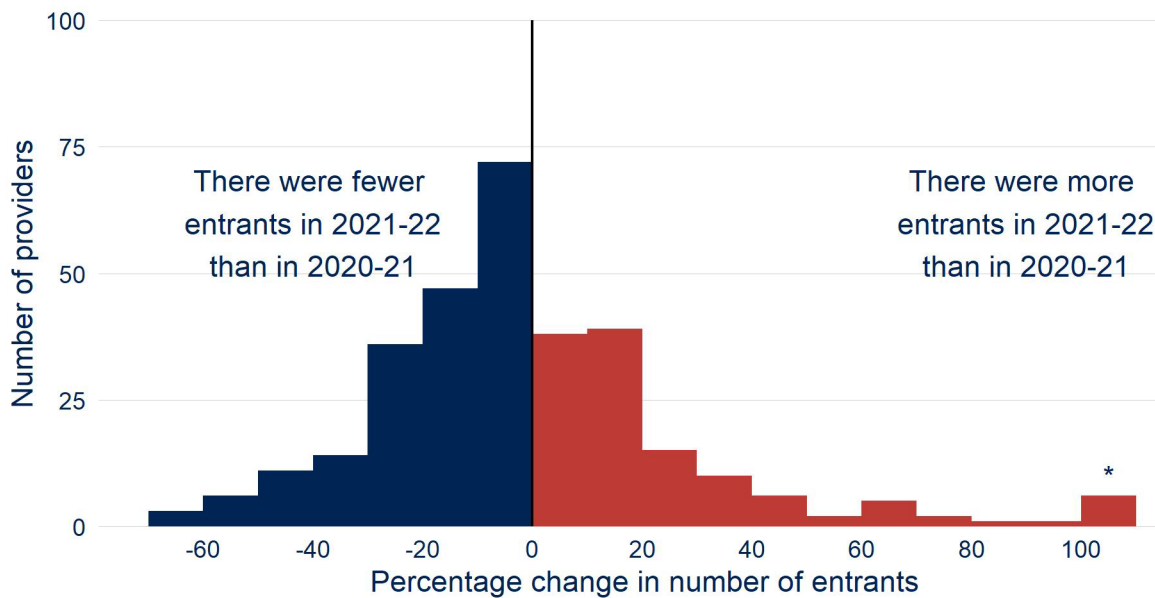


Source: Access and participation dataset (March 2023).

### Provider-level patterns

9. Figure 2 shows how the increase in the total full-time student body was distributed across OfS registered providers. Despite the increase in full-time entrants overall, the most frequent percentage change in the number of entrants was a decrease between 0 and -5 percentage points, highlighting that the increase in the number of entrants was not uniform across providers. There were also a few providers with a significant increase in the number of entrants, indeed there were nine providers who saw an increase of over 80 per cent.

**Figure 2: Percentage change in the number of entrants to full-time higher education in 2021-22 compared with 2020-21**



**Note:** Based on 314 OfS registered providers with more than 25 entrants. Providers with a percentage change of more than 100 have been grouped into a single bar.

**Source:** Access and participation dataset (March 2023).

## Student characteristics

10. In this section we consider access for different groups of the population. To show how this may vary by mode of study, we present the proportion of students with various characteristics.
11. We have previously published population estimate data as part of the access and participation data dashboard, reporting on the proportions of the 18-year-old population with various characteristics. These estimates have been based on published resources from public bodies such as the Office for National Statistics (ONS), derived from the 2011 census.
12. We are aware that the ONS are currently in the process of reviewing and reconciling their published mid-year population estimates methodologies in light of data from the 2021 census.<sup>3</sup> The recent census has also led to changes in the availability and release timelines for population estimate data formats that have previously been used to derive population estimate data within the access and participation data dashboard. For these reasons, population estimates are not included in the access and participation data dashboard released in spring 2023.<sup>4</sup>

<sup>3</sup> See

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/articles/reconciliationofmidyearpopulationestimateswithcensus2021englandandwales/2023-02-28>

<sup>4</sup> See our 'Description and methodology' document for more information: [Description and definition of student outcome and experience measures - Office for Students](#)

13. Table 1 shows the difference between the proportion of students entering higher education in 2021-22 by mode of study for several student characteristics.

**Table 1: Proportion students entering full-time higher education in England in 2021-22, by mode of study and various characteristics**

Characteristic	Category	Proportion of students entering full-time study 2021-22 (%)	Proportion of students entering part-time study 2021-22 (%)	Proportion of entrants studying as part of an apprenticeship 2021-22 (%)
ABCS Access	Quintile 5*	34.9	16.3	25.3
	Quintile 1	7.1	14.2	6.7
Age	Young	71.0	12.1	27.1
	Mature	29	87.9	72.9
Disability	No disability reported	82.6	80.3	87.2
	Disability reported	17.4	19.7	12.8
Disability type	No disability reported	82.6	80.4	87.3
	Cognitive or learning difficulties	5.7	4.6	6.2
	Mental health condition	5.0	5.3	1.8
	Multiple or other impairments	3.2	5.9	1.9
	Sensory, medical or physical impairments	2.3	2.8	2.3
	Social or communication impairment	1.2	0.9	0.6
Ethnicity	White	65.2	85.3	83.1
	Asian	15.7	5.4	7.5
	Black	10.5	4.8	5.2
	Mixed	5.6	3.3	3.2
	Other	3.0	1.1	1.1
FSM	Not eligible for free school meals	81.6	80.2	90.5
	Eligible for free school meals	18.4	19.8	9.5



Characteristic	Category	Proportion of students entering full-time study 2021-22 (%)	Proportion of students entering part-time study 2021-22 (%)	Proportion of entrants studying as part of an apprenticeship 2021-22 (%)
IMD	Quintile 5 *	19.6	17.7	21.0
	Quintile 1	22.8	20.5	17.1
POLAR4	Quintile 5 *	30.3	19.4	26.0
	Quintile 1	12.5	19.1	12.0
Sex	Male	43.2	37.8	43.1
	Female	56.8	62.2	56.9
TUNDRA	Quintile 5*	30.2	16.8	24.0
	Quintile 1	12.3	20.3	12.6

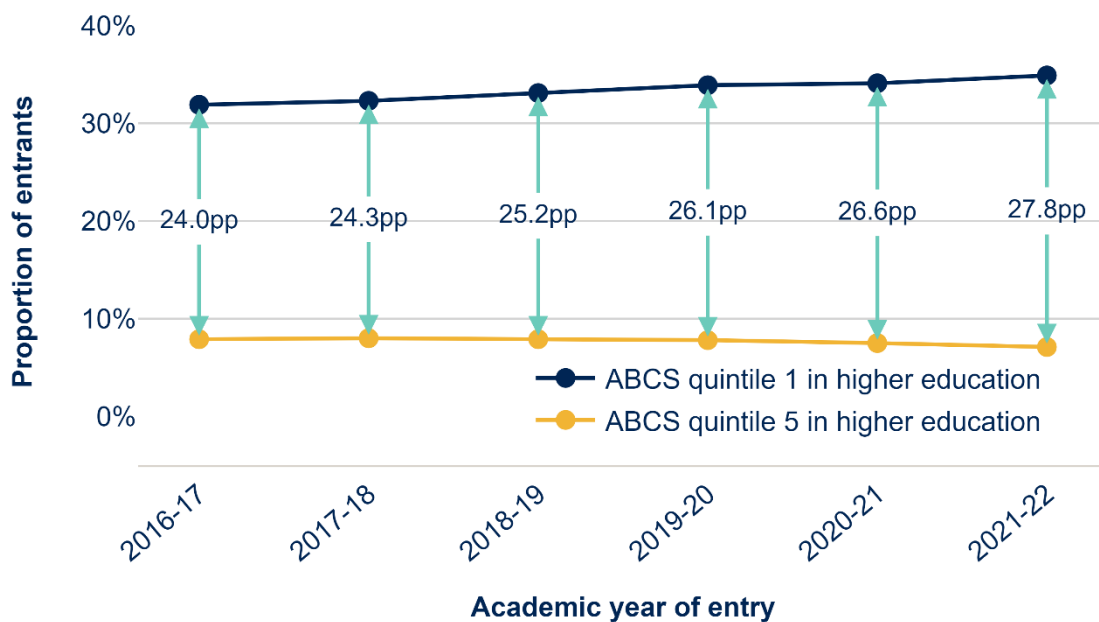
\*IMD (Index of Multiple Deprivation), POLAR (Participation of local areas) and TUNDRA (Tracking underrepresentation by area) are measures based on the area where students lived before their course, categorising the area based on the level of deprivation (IMD) and participation in higher education (POLAR4, TUNDRA). Quintile 1 areas are more deprived or have lower participation. ABCS (Associations between characteristics of Students) Access measures the probability that a student will enter higher education, based on a set of characteristics. Students in quintile 1 are the least likely to enter higher education.

**Source:** Access and participation dataset (March 2023).

## Access: Association between characteristics of students

14. Associations between characteristics of students (ABCS) is a set of measures that seeks a better understanding of how outcomes vary for groups of students with different sets of characteristics (for example, ethnicity, sex and background). For ABCS access, according to a given combination of these characteristics, students were assigned to one of five groups – or quintiles – based on the likelihood of young people with that combination of characteristics accessing higher education.
15. The student characteristics selected when constructing these measures should not have an impact on a student's access to higher education, but the evidence shows that they do.
16. Figure 3 shows the difference between the proportion of entrants from ABCS access quintile 1 and quintile 5 across the last six years. The difference in proportion increased over time, from 24.0 percentage points for 2016-17 entrants to 27.8 percentage points for 2021-22 entrants. This is due to an increase in the proportion of students from ABCS quintile 5 across the time-series, as well as a decrease in the proportion from quintile 1. However, care should be taken when interpreting these changes, as they could reflect changes to the underlying population.

**Figure 3: Difference between the proportion of entrants from ABCS access quintile 5 and quintile 1**



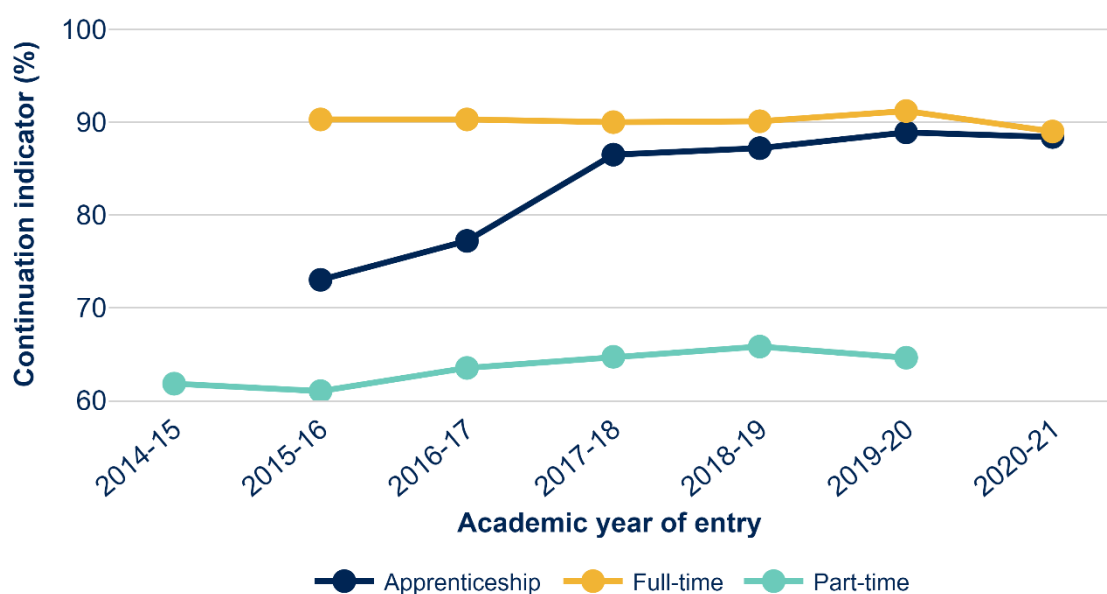
**Source:** Access and participation dataset (March 2023).

# Continuation

## Overall trend

17. These measures show whether students continue with their studies.
18. Figure 4 shows that continuation indicators for full-time entrants remained relatively stable over the first four years of the time series, then increased to 91.2 per cent for 2019-20 entrants. This was followed by a decrease to 89.0 per cent for 2020-21 entrants, the lowest level in the time series. Although full-time students who entered in 2019-20 would have had the second half of their academic year affected by the coronavirus (COVID-19) pandemic, 2020-21 entrants were the first cohort who experienced these changes throughout their whole year.
19. Continuation indicators for part-time entrants in 2019-20 were lower than for 2018-19 entrants. The indicator for part-time students increased gradually from 2015-16, up to 65.8 per cent for 2018-19 entrants, then decreased slightly to 64.6 per cent for entrants in 2019-20. Part-time entrants in 2019-20 were the first cohort in which a significant proportion of the first two years of study would have coincided with the coronavirus pandemic, as only the latter part of the second year of study for 2018-19 entrants would have experienced changes related to the pandemic.
20. The continuation indicator for entrants studying as part of an apprenticeship increased sharply over the first five years, particularly between 2015-16 and 2017-18. In 2020-21, there was a small decrease of 0.5 percentage points to 88.4 per cent. Like full-time students, entrants studying as part of an apprenticeship in 2019-20 would have experienced the coronavirus pandemic in the second half of their first year, whereas 2020-21 entrants would have experienced the pandemic throughout their first year.

**Figure 4: Continuation indicators by mode**



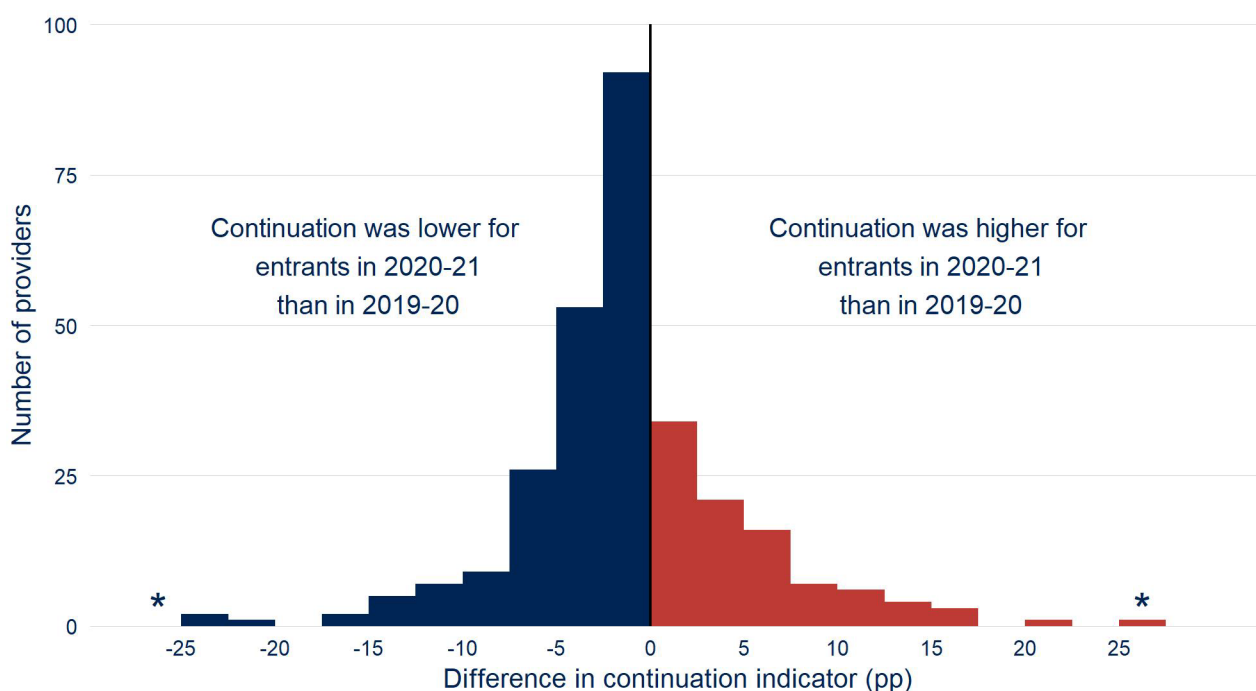
**Note:** 2019-20 is the latest year of entrants shown for part-time students because their continuation is measured over two years.

**Source:** Access and participation dataset (March 2023).

## Provider-level patterns

21. Figure 5 shows how the decrease in full-time continuation indicators was distributed across providers. Although there were significantly more providers where the continuation indicator decreased since last year (67.9 per cent of providers), this decrease was not uniform across the whole sector, and there were providers whose continuation indicators increased since last year (32.1 per cent of providers).

**Figure 5: Change in full-time continuation between 2019-20 and 2020-21, across providers**



**Note:** Based on 290 OfS registered providers with at least 25 entrants in each year. All providers with a change greater than +/- 25 percent have been grouped.

**Source:** Access and participation dataset (March 2023).

## Student characteristics

22. Table 2 shows the continuation indicators for full-time students, part-time students and students studying as part of an apprenticeship, for several student characteristics. It also shows the gaps that existed between the indicators for students with a selected attribute compared with the indicators for students in the reference group for that characteristic. Positive gaps indicate that students with the selected attribute had a lower continuation indicator than the reference group. For example, the continuation indicator for full-time mature students (82.0 per cent) was 9.8 percentage points (calculated on unrounded continuation indicators) below the indicator for full-time young students (91.9 per cent).

**Table 2: Continuation indicators for undergraduate entrants continuing into 2021–22, by characteristic**

Characteristic	Category	Full-time continuation indicator (pp)	Full-time continuation gap (pp)	Part-time continuation indicator (%)	Part-time continuation gap (pp)	Apprenticeship continuation indicator (%)	Apprenticeship continuation gap (pp)
ABCS Continuation	Quintile 5*	95.0	N/A	80.1	N/A	92.9	N/A
	Quintile 1	80.2	14.8	54.0	26.1	86.4	6.5
Age	Young *	91.9	N/A	69.5	N/A	92.6	N/A
	Mature	82.0	9.8	63.9	5.6	87.2	5.3
Disability	No disability reported *	89.0	N/A	65.8	N/A	88.6	N/A
	Disability reported	88.8	0.2	59.6	6.2	86.8	1.8
Disability type	No disability reported *	89.0	N/A	65.8	N/A	88.6	N/A
	Cognitive or learning difficulties	91.2	-2.2	64.6	1.2	88.0	0.7
	Mental health condition	87.0	2.0	55.9	9.9	81.7	7.0
	Multiple or other impairments	88.5	0.5	57.6	8.2	88.6	0.0
	Sensory, medical or physical impairments	88.2	0.7	63.2	2.6	87.9	0.8
	Social or communication impairment	86.9	2.1	60.5	5.3	77.1	11.5
Ethnicity	White *	90.1	N/A	65.2	N/A	88.7	N/A
	Asian	88.7	1.4	65.8	-0.6	86.5	2.2
	Black	84.3	5.8	56.4	8.8	89.1	-0.4
	Mixed	87.0	2.2	61.2	3.9	86.5	2.2
	Other	86.5	3.6	64.3	0.9	86.7	2.0

Characteristic	Category	Full-time continuation indicator (pp)	Full-time continuation gap (pp)	Part-time continuation indicator (%)	Part-time continuation gap (pp)	Apprenticeship continuation indicator (%)	Apprenticeship continuation gap (pp)
FSM	Not eligible for free school meals*	92.6	N/A	75.0	N/A	93.3	N/A
	Eligible for free school meals	87.3	5.2	55.0	20.0	88.1	5.2
IMD	Quintile 5 *	93.4	N/A	71.4	N/A	90.3	N/A
	Quintile 1	84.4	9.1	59.2	12.2	87.0	3.3
POLAR4	Quintile 5 *	94.1	N/A	73.2	N/A	93.7	N/A
	Quintile 1	89.0	5.1	63.5	9.7	90.6	3.1
Sex	Male *	86.9	N/A	65.4	N/A	89.0	N/A
	Female	90.5	-3.6	64.2	1.2	88.0	1.0
TUNDRA	Quintile 5*	93.0	N/A	75.2	N/A	93.9	N/A
	Quintile 1	89.3	3.7	64.5	10.7	90.9	3.0

**Notes:** Full-time and apprenticeship continuation indicators are for 2020-21 full-time or apprenticeship entrants continuing into their second year in 2021-22. Part-time continuation indicators are for 2019–20 entrants continuing into 2021–22.

Attributes with a \* indicate those against which other attributes are compared when deriving gaps. Because of rounding, the gaps shown in the table might not be the same as the difference between two indicators.

There are different versions of ABCS continuation for full-time and part-time students, with different student characteristics being used. Students studying as part of an apprenticeship are assigned to quintiles using the full-time version of ABCS.

**Source:** Access and participation dataset (March 2023).

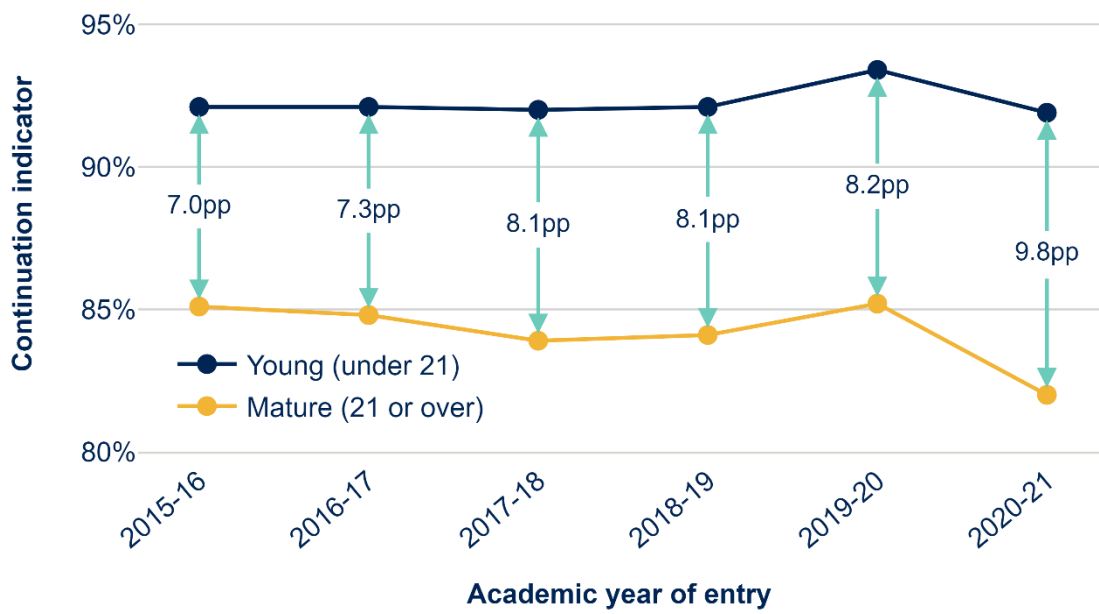
23. Table 2 highlights some gaps between different student groups.

- a. While full-time students with a reported disability had a slightly lower continuation indicator than those with no reported disability, the differences were not uniform across different types of disability. For example, students with a mental health condition had a continuation gap of 2.0 percentage points and students with a social or communication impairment had a continuation gap of 2.1 percentage points, but students with cognitive or learning difficulties had a continuation indicator which was 2.2 percentage points higher than for students with no reported disability.
- b. The gaps in continuation with respect to disability become more pronounced when looking at part-time students. Part-time students with a mental health condition who began their studies in 2019–20 had a continuation indicator of 55.9 per cent, 9.9 percentage points lower than the indicator for part-time students with no reported disability (65.8 per cent). This gap has reduced over the past six years, from 12.1 percentage points for students who began their studies in 2014–15.
- c. Full-time entrants who were eligible for free school meals during their time in key stage 4 had a continuation indicator of 87.3 per cent, 5.2 percentage points lower than entrants who were not eligible. This gap has remained relatively consistent over the past six years.
- d. Full-time entrants from Associations Between Characteristics of Students (ABCS) continuation quintile 1 had a continuation indicator of 80.2 per cent, 14.8 percentage points lower than those from ABCS quintile 5. This gap has increased gradually over the last six years, up from 12.6 percentage points for 2015-16 entrants.
- e. Full-time entrants from the most deprived areas in England (those from IMD quintile 1) had a continuation indicator of 84.4 per cent, 9.1 percentage points lower than students from the least deprived areas (those from IMD quintile 5). This gap has increased over the last six years, up from 7.5 percentage points for entrants in 2015-16. The gap was smaller for students studying as part of an apprenticeship, at 3.3 percentage points for 2020-21 entrants.
- f. Continuation indicators for full-time entrants from minority ethnic backgrounds were lower than those for white students, but this varied by ethnicity. The gap between black and white entrants in 2020-21 was 5.8 percentage points, whereas the gap between white and Asian students was less, at 1.4 percentage points.

### **Continuation: Age**

24. Figure 6 shows the gaps in continuation indicators between young (under 21) and mature (21 years and over) entrants. For entrants in 2020-21, the gap was 9.8 percentage points, up from 7.0 percentage points for 2015-16 entrants. Both groups had a reduction in continuation indicators in the most recent year, but this decrease was larger for mature entrants.

**Figure 6: Gaps in full-time continuation indicators between young and mature entrants**



**Source:** Access and participation dataset (March 2023).

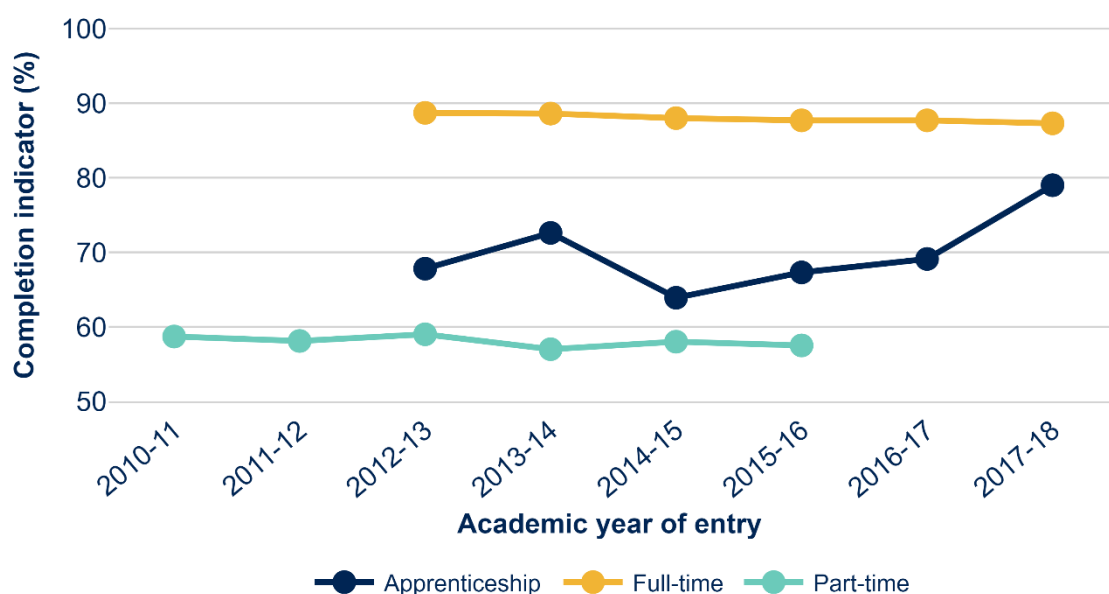


# Completion

## Overall trend

25. Completion measures are created by identifying a cohort of entrants and following them through their course to track how many of them complete their studies or are still active in their studies.
26. The completion indicator is the proportion of students that were observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course (six years and 15 days for part-time students). For this reason, the 2017-18 entrant cohort is the most recently available for full-time students and students studying as part of an apprenticeship, and 2015-16 is the most recent entrant year available for part-time students. In both cases, their completion outcomes will have been assessed in 2021-22 (the most recent year of available data).
27. Figure 7 shows that full-time students had a higher completion indicator than those studying as part of an apprenticeship, and they had a higher completion indicator than part-time students. Completion indicators for full-time students decreased slowly from 88.7 per cent for 2012-13 entrants to 87.3 for 2017-18 entrants.
28. Part-time completion indicators also decreased gradually over the time series, falling from 58.7 per cent for 2010-11 entrants to 57.5 per cent for 2015-16 entrants.
29. The completion indicators for students studying as part of an apprenticeship increased over the time series, particularly in the last year, from 69.1 per cent for entrants in 2016-17 to 79.0 per cent for entrants in 2017-18. This was the same cohort of entrants where the continuation indicator increased by just under 10 percentage points.

**Figure 7: Completion indicators by mode**

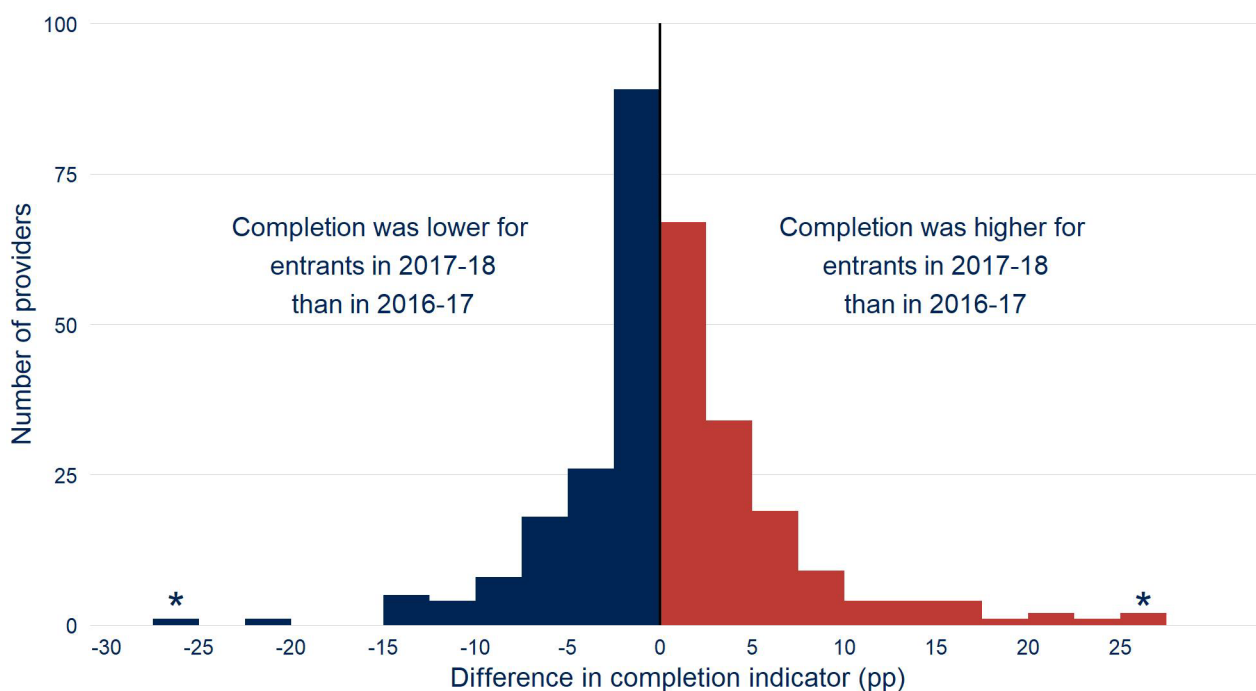


**Source:** Access and participation dataset (March 2023).

## Provider-level patterns

30. Figure 8 shows how the changes observed in completion in full-time students in the most recent year was distributed across providers. The majority of providers had a small increase or decrease of 5 percentage points. However, there were some providers where the change was noticeably larger, indeed, there were 27 providers who had an increase or decrease of 10 percentage points.

**Figure 8: Change in full-time completion indicators since previous year, across providers**



**Note:** Based on 299 OfS-registered providers with at least 25 entrants in each year. All providers with a change greater than +/- 25 per cent have been grouped.

**Source:** Access and participation dataset (March 2023).

## Student characteristics

31. Table 3 shows the completion indicators for full-time students, part-time students and students studying as part of an apprenticeship for several student characteristics. It also shows the gaps that exist between the indicators for students with a selected attribute compared with those for students in the reference group for that characteristic. Positive gaps indicate that students with the selected attribute had a lower completion indicator than the reference group. For example, the completion indicator for full-time mature students (79.5 per cent) was 10.2 percentage points below that for young students (89.7 per cent).

**Table 3: Completion indicators for undergraduate entrants by characteristic**

Characteristic	Category	Full-time completion indicator (%)	Full-time completion gap (pp)	Part-time completion indicator (%)	Part-time completion gap (pp)	Apprenticeship completion indicator (%)	Apprenticeship completion gap (%)
ABCS completion	Quintile 5*	95.9	N/A	79.5	N/A	94.7	N/A
	Quintile 1	72.4	23.5	38.2	41.2	72.0	22.8
Age	Young *	89.7	N/A	70.3	N/A	88.4	N/A
	Mature	79.5	10.2	55.8	14.5	75.4	13.0
Disability	No disability reported *	87.6	N/A	58.8	N/A	79.2	N/A
	Disability reported	85.5	2.1	47.3	11.5	76.6	2.7
Disability type	No disability reported *	87.5	N/A	58.9	N/A	79.1	N/A
	Cognitive or learning difficulties	88.4	-0.9	57.7	1.2	80.8	-1.7
	Mental health condition	82.2	5.3	37.9	20.9	66.7	12.4
	Multiple or other impairments	85.2	2.4	36.7	22.1	79.8	-0.7
	Sensory, medical or physical impairments	85.0	2.6	53.4	5.4	76.3	2.8
	Social or communication impairment	83.3	4.2	50.5	8.4	78.6	0.5

Characteristic	Category	Full-time completion indicator (%)	Full-time completion gap (pp)	Part-time completion indicator (%)	Part-time completion gap (pp)	Apprenticeship completion indicator (%)	Apprenticeship completion gap (%)
Ethnicity	White *	88.5	N/A	58.5	N/A	79.0	N/A
	Asian	87.0	1.5	55.1	3.3	80.8	-1.7
	Black	80.7	7.8	50.3	8.1	73.7	5.4
	Mixed	85.6	2.9	51.6	6.9	81.1	-2.1
	Other	84.0	4.4	57.7	0.8	75.0	4.0
FSM	Not eligible for free school meals*	90.8	N/A	75.3	N/A	89.6	N/A
	Eligible for free school meals	82.5	8.2	56.9	18.4	78.8	10.8
IMD	Quintile 5 *	92.2	N/A	63.5	N/A	82.2	N/A
	Quintile 1	81.6	10.7	54.8	8.7	77.0	5.2
POLAR4	Quintile 5 *	92.6	N/A	72.3	N/A	91.6	N/A
	Quintile 1	85.9	6.7	67.6	4.8	86.5	5.1
Sex	Male *	84.1	N/A	59.1	N/A	79.4	N/A
	Female	89.7	-5.7	56.3	2.8	78.6	0.8
TUNDRA	Quintile 5*	91.3	N/A	72.8	N/A	90.7	N/A
	Quintile 1	86.5	4.9	69.2	3.6	85.5	5.3

**Notes:** Full-time and apprenticeship completion indicators are for 2017-18 entrants completing their study by 2021-22. Part-time completion indicators are for 2015-16 entrants, also completing their study by 2021-22. Attributes with a \* indicate those against which other attributes are compared when deriving gaps. Because of rounding, the gaps shown in the table might not be the same as the difference between two indicators.

There are different versions of ABCS completion for full-time and part-time students, with different student characteristics being used. Students studying as part of an apprenticeship are assigned to quintiles using the full-time version of ABCS.

**Source:** Access and participation dataset (March 2023).

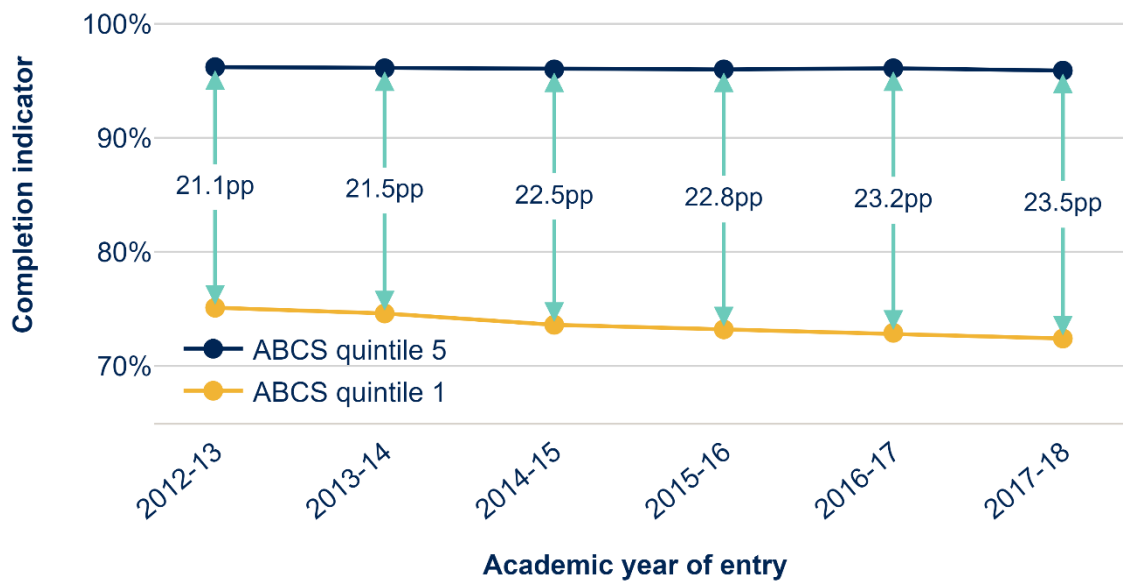
32. Table 3 highlights some gaps between different student groups.

- a. Young full-time students had a completion indicator that was 10.2 percentage points higher than that for mature students. Young part-time students also had a higher completion indicator than mature part-time students, and the gap was wider, at 14.5 percentage points. The difference in completion indicators between young and mature students studying as part of an apprenticeship was 13.0 percentage points.
- b. While full-time students with a reported disability had a 2.1 percentage point lower completion indicator than those with no reported disability, the differences were not uniform across different types of disability. For example, students with a mental health condition had a gap of 5.3 percentage points and students with a social or communication impairment had a gap of 4.2 percentage points, but students with cognitive or learning difficulties had a full-time continuation indicator which was 0.9 percentage points higher than for students with no reported disability.
- c. The gaps in completion with respect to disability become more pronounced when looking at part-time students. Part-time students with a mental health condition who began their studies in 2015-16 had a completion indicator of 37.9 per cent, 20.9 percentage points lower than the completion indicator for part-time students without a disability (58.9 per cent).
- d. Full-time entrants who were eligible for free school meals during their time in key stage 4 had a completion indicator of 82.5 percent, 8.2 percentage points lower than entrants who were not eligible. This gap has increased over the past six years, from 4.5 percentage points for 2012-13 entrants. The difference in completion indicators for part-time entrants is even wider, for entrants in 2015-16 it was 18.4 percentage points.
- e. Full-time entrants from the most deprived areas in England (those from IMD quintile 1) had a completion indicator of 81.6 per cent, 10.7 percentage points lower than students from the least deprived areas (those from IMD quintile 5). This gap has increased over the last six years, up from 8.9 percentage points for entrants in 2012-13.
- f. Full-time entrants from minority ethnic backgrounds had a lower completion indicator than white students, but this varied by ethnicity. The gap between black and white entrants in 2017-18 was 7.8 percentage points, whereas the gap between white and Asian entrants was lower, at 1.5 percentage points.

### **Completion: ABCS**

33. Figure 9 shows the gaps in completion indicators between ABCS completion quintile 1 and quintile 5. For entrants in 2017-18, the gap was 23.5 percentage points, up from 21.1 percentage points for entrants in 2012-13. Whilst the completion indicator for ABCS completion quintile 5 was relatively stable over the time series, the indicator for ABCS quintile 1 decreased steadily, causing a widening of the gap.

**Figure 9: Gaps in full-time completion indicators between ABCS completion quintile 1 and quintile 5**



**Note:** 2017-18 is the most recent year of entry available, as these students would have completed their studies in 2021-22.

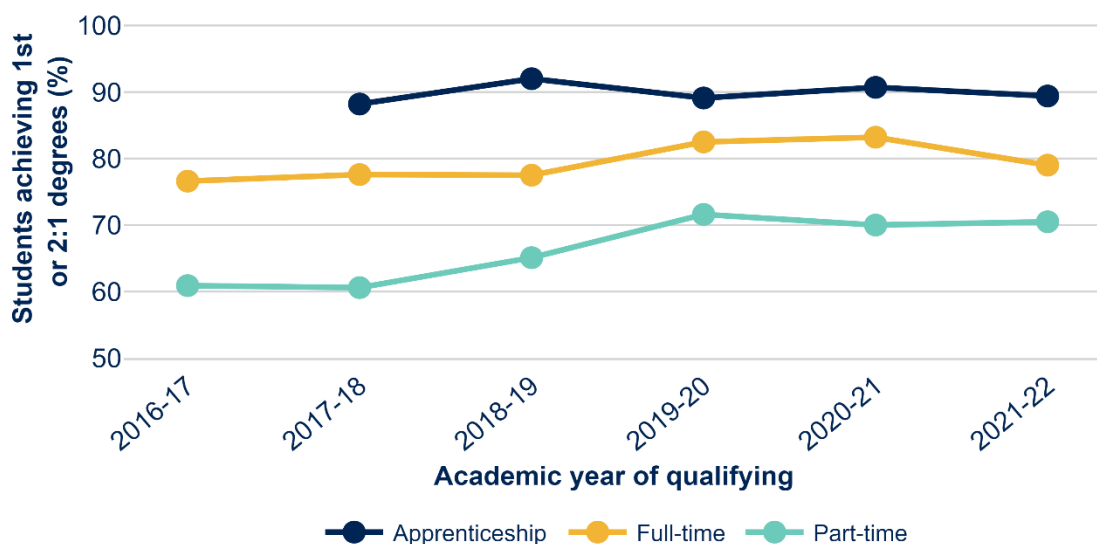
**Source:** Access and participation dataset (March 2023).

## Degree outcomes (attainment)

### Overall trend

34. These measures examine the proportion of level 6+ undergraduate qualifiers awarded 1st or 2:1 degrees.
35. As can be seen in figure 10, the proportion of full-time students who achieved a 1st or 2:1 degree decreased from 83.2 per cent to 79.0 per cent in the most recent year, having increased in the two years prior to this. There were adjustments made to assessments in the previous two years during the course of the pandemic. For example, in 2019-20, there was widespread use of 'no detriment' policies, and other adjustments were made across the two years.
36. The proportion of part-time students who achieved a 1st or 2:1 degree remained similar to the previous year, increasing slightly from 70.0 per cent to 70.5 per cent in 2021-22.
37. The proportion of students studying as part of an apprenticeship who achieved a 1st or 2:1 degree also remained relatively constant, decreasing slightly from 90.7 per cent to 89.4 per cent in 2021-22.

**Figure 10: Degree outcome indicators by mode**



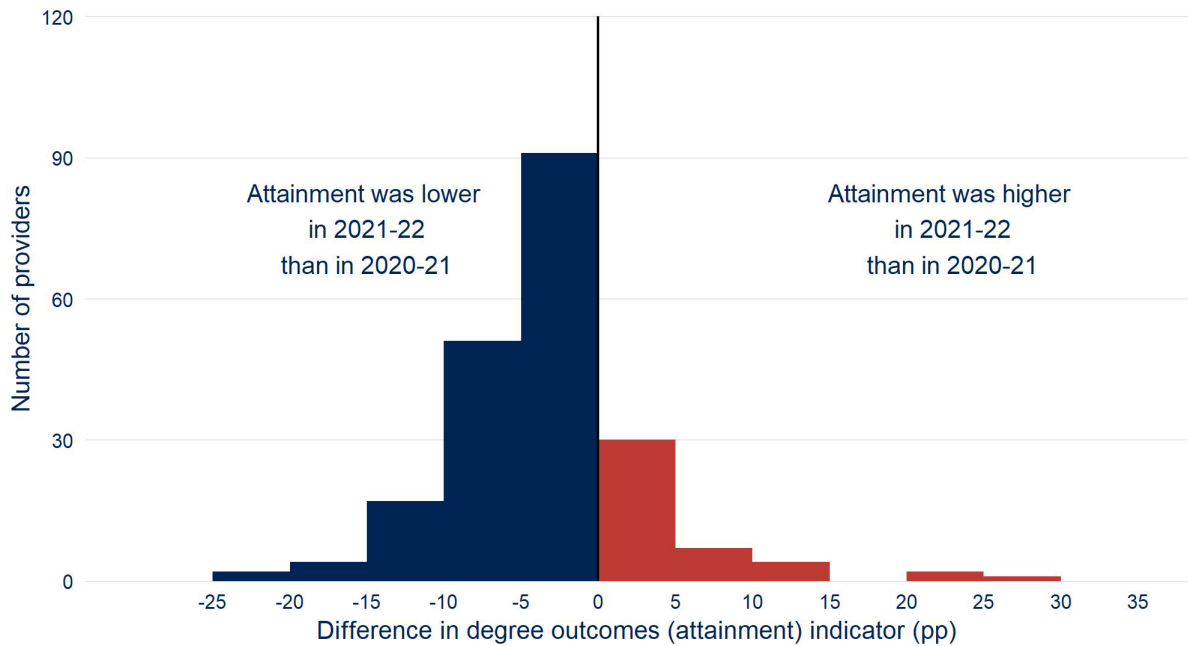
**Source:** Access and participation dataset (March 2023).

### Provider-level patterns

38. Figure 11 shows how the changes observed in degree outcome indicators for full-time students in the most recent year was distributed across providers. As can be seen on the graph, the most frequent change was a decrease of 0 to -5 percentage points, followed by a decrease of between -5 to -10 percentage points.



**Figure 11: Change in degree outcome indicators since previous year, across providers**



**Note:** Based on 210 OfS-registered providers with at least 25 qualifiers in each year.

**Source:** Access and participation dataset (March 2023).

### Student characteristics

39. Table 4 shows the proportion receiving a 1st or 2:1 degree for full-time students, part-time students and students studying as part of an apprenticeship, for several student characteristics. It also shows the gaps (often referred to as ‘awarding gaps’) that exist between these proportions for students with a selected attribute compared to the indicators for students in the reference group.

**Table 4: Proportion of students receiving a 1st or 2:1 degree (degree outcome indicators), by characteristic**

Characteristic	Category	Full-time degree outcome indicator (%)	Full-time degree outcome gap (pp)	Part-time degree outcome indicator (%)	Part-time degree outcome gap (pp)	Apprenticeship degree outcome indicator (%)	Apprenticeship degree outcome gap (pp)
Age	Young *	80.9	N/A	71.6	N/A	91.9	N/A
	Mature	71.5	9.4	70.4	1.2	88.2	3.7
Disability	No disability reported *	78.9	N/A	71.3	N/A	89.9	N/A
	Disability reported	79.4	-0.5	67.3	4.0	85.2	4.6
Disability type	No disability reported *	78.9	N/A	71.3	N/A	89.9	N/A
	Cognitive or learning difficulties	78.6	0.3	65.2	6.1	82.5	7.4
	Mental health condition	81.0	-2.1	70.0	1.3	81.9	8.0
	Multiple or other impairments	79.1	-0.2	65.3	6.0	91.1	-1.2
	Sensory, medical or physical impairments	79.8	-0.9	70.5	0.8	89.5	0.4
	Social or communication impairment	74.5	4.4	71.6	-0.3	[low]	[low]
Ethnicity	White *	83.2	N/A	73.7	N/A	90.0	N/A
	Asian	74.8	8.4	58.1	15.5	88.6	1.4
	Black	63.1	20.0	46.2	27.5	73.0	17
	Mixed	79.7	3.4	67.2	6.5	88.5	1.5
	Other	72.6	10.6	59.4	14.3	[DP]	[DP]

Characteristic	Category	Full-time degree outcome indicator (%)	Full-time degree outcome gap (pp)	Part-time degree outcome indicator (%)	Part-time degree outcome gap (pp)	Apprenticeship degree outcome indicator (%)	Apprenticeship degree outcome gap (pp)
FSM	Not eligible for free school meals *	82.1	N/A	75.7	N/A	92.2	N/A
	Eligible for free school meals	69.7	12.3	56.7	19.0	92.9	-0.6
IMD	Quintile 5 *	86.3	N/A	76.8	N/A	92.9	N/A
	Quintile 1	68.5	17.8	61.2	15.6	85.4	7.5
POLAR4	Quintile 5 *	85.3	N/A	73.3	N/A	91.4	N/A
	Quintile 1	75.0	10.3	64.1	9.2	89.9	1.4
Sex	Male *	76.9	N/A	73.4	N/A	90.9	N/A
	Female	80.5	-3.6	68.6	4.8	87.5	3.4
TUNDRA	Quintile 5*	82.7	N/A	76.3	N/A	90.8	N/A
	Quintile 1	76.3	6.4	67.5	8.8	89.5	1.3

**Note:** Attributes with a \* indicate the reference group against which other attributes are compared against when deriving gaps. Because of rounding, the gaps shown in the table might not be the same as the difference between two indicators.

Some of the values in the table are suppressed, as indicated by [low] and [DP]. [low] indicates that there are more than two but fewer than 23 students in the denominator. [DP] indicates that data has been suppressed for data protection reasons. <sup>5</sup>

**Source:** Access and participation dataset (March 2023).

<sup>5</sup> See our 'Description and methodology' document [Documents describing our measures and definitions - Office for Students](#)

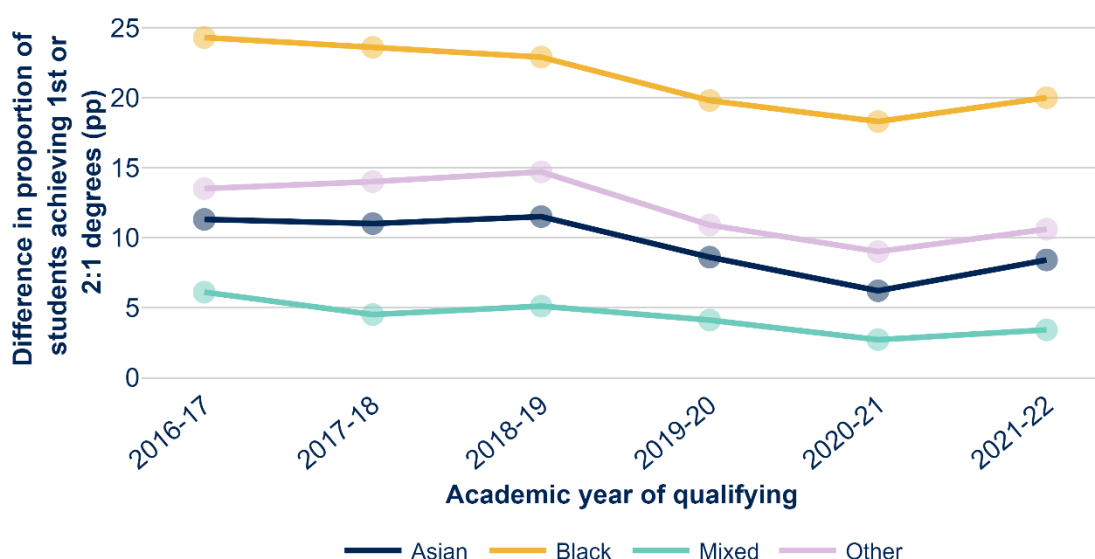
40. Table 4 highlights some differences in degree outcomes.

- a. One of the largest gaps in full-time degree outcome indicators was 17.8 percentage points between students from the most deprived areas (IMD quintile 1) compared to the least deprived areas (IMD quintile 5). This gap reduced over the first five years of the time period, down from 18.4 percentage points in 2016-17, but it increased in the most recent year, up from 15.4 percentage points in 2020-21.
- b. Degree outcome indicators for young full-time students were 9.4 percentage points higher than those for mature students. This gap has varied slightly over the last six years, from 10.7 percentage points for students who qualified in 2016-17. For part-time students, the gap in the most recent year was not as wide, with the indicator for young students being 1.2 percentage points higher than that for mature.
- c. Full-time students with a reported disability had a slightly higher degree outcome indicator than those with no reported disability. However, the differences were not uniform across different types of disability. For example, students with social or communication impairment had a gap of 4.4 percentage points, but students with a mental health condition had an indicator which was 2.1 percentage points higher than for students with no reported disability.
- d. Full-time students who were eligible for free school meals during their time in Key Stage 4 had a degree outcome indicator which was 12.3 percentage points lower than those who were not eligible. This gap increased between the last two years, from 10.2 percentage points in 2020-21.

### Degree outcomes: Ethnicity

41. Figure 12 shows the gap in degree outcome indicators between students from a minority ethnic background and white students. Overall, the gaps decreased for all ethnicities between 2016-17 and 2020-21, but increased between 2020-21 and 2021-22.

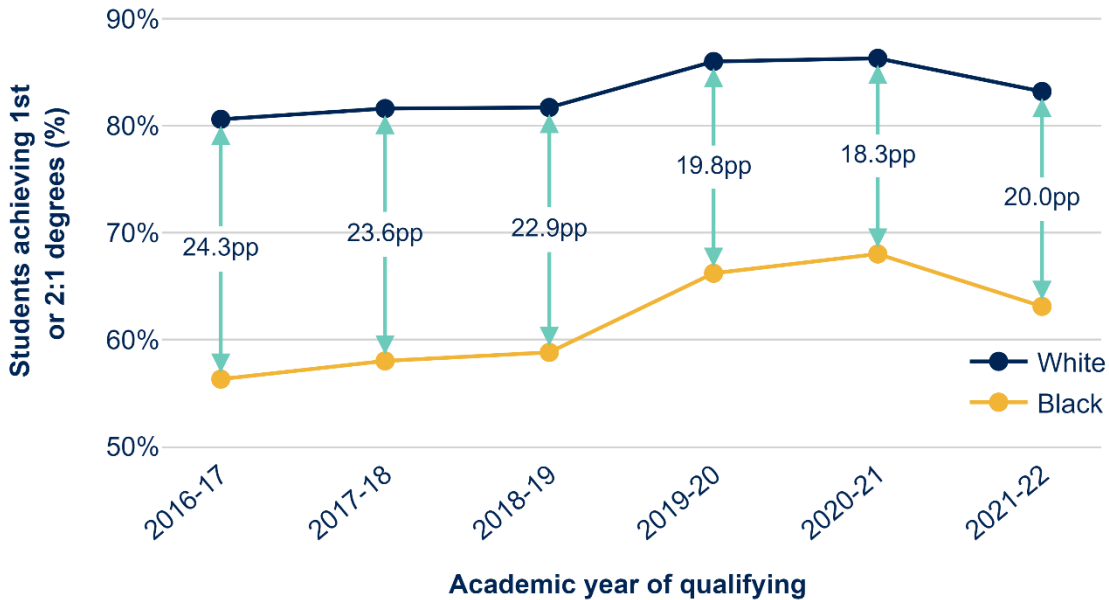
**Figure 12: Gaps in full-time degree outcome indicators between minority ethnic groups students and white students**



Source: Access and participation dataset (March 2023).

42. Figure 13 shows the gap in degree outcome indicators between black and white students. As can be seen on the chart, this gap increased to 20.0 percentage points in 2021-22. The attainment indicators dropped for both groups, but the larger decrease for black students had the effect of increasing the gap.

**Figure 13: Gaps in full-time degree outcome indicators between black and white students**



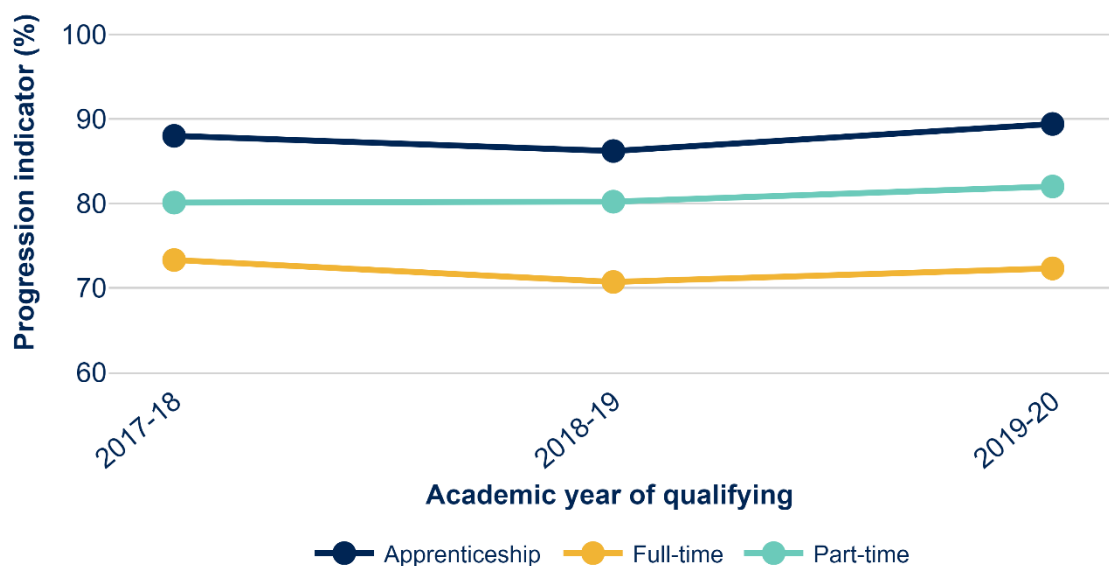
Source: Access and participation dataset (March 2023).

# Progression

## Overall trend

43. Progression measures are constructed from data reported through the Graduate Outcomes survey. They report on the proportion of qualifiers from higher education qualifications who have been included on the Graduate Outcomes target list, responded to the survey, and reported that they had progressed to professional or managerial employment, further study, or other positive outcomes, 15 months after gaining their qualification.<sup>6</sup>
44. Progression indicators have remained relatively constant for all three modes of study across the time series, but all experienced a small increase for qualifiers in 2019-20. Progression indicators were consistently higher for students studying as part of an apprenticeship, followed by students studying part-time, followed in turn by full-time students.

**Figure 14: Progression indicators by mode**



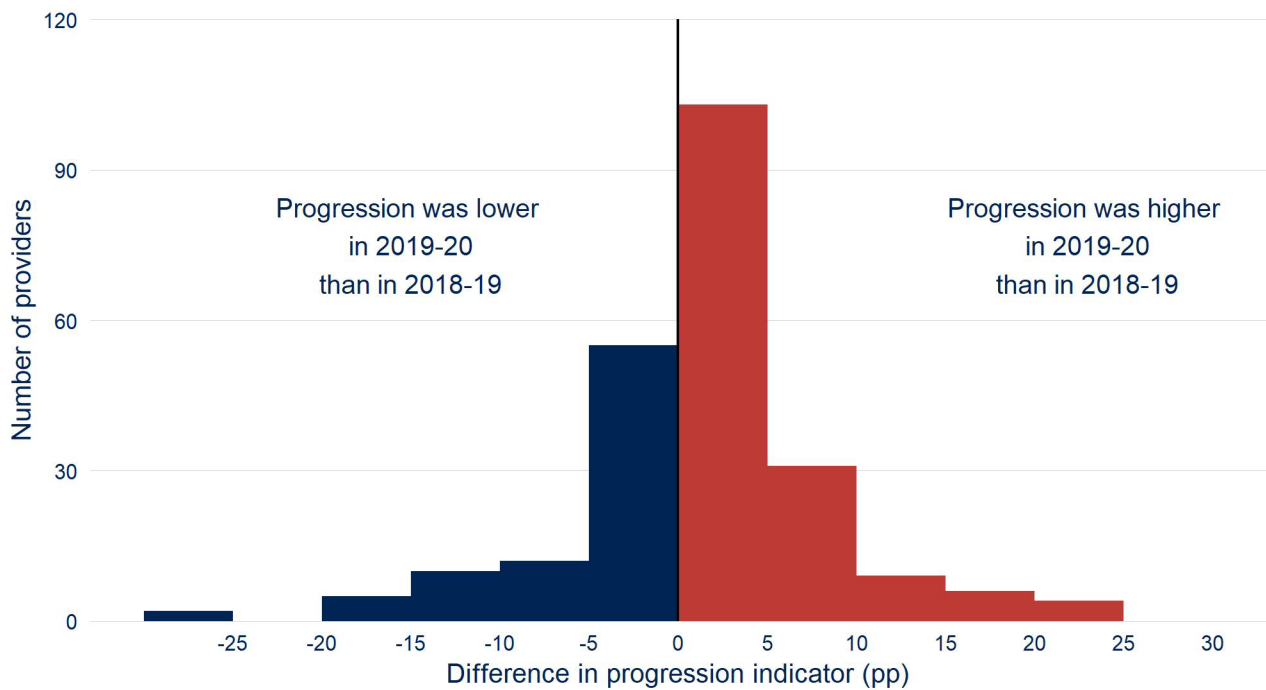
**Source:** Access and participation dataset (March 2023).

## Provider-level patterns

45. Figure 15 shows how the changes observed in progression indicators for full-time students in the most recent year was distributed across providers. The most frequent change was an increase of 0 to 5 percentage points, followed by a decrease of between 0 to -5 percentage points.

<sup>6</sup> See [Graduate Outcomes Contact Details record 2021/22 | HESA](#)

**Figure 15: Change in full-time progression indicators since previous year, across providers**



**Note:** Based on 237 OfS-registered providers with at least 25 qualifiers in each year.

**Source:** Access and participation dataset (March 2023).

## Student characteristics

46. Table 5 shows the progression indicators for full-time students, part-time students and students studying as part of an apprenticeship for several student characteristics. These are the percentages of students within these groups that identified managerial or professional employment, further study or other positive outcomes. It also shows the gaps that existed between the progression indicators for students with a selected attribute compared to students in the reference group.

**Table 5: Progression indicators for undergraduate entrants by characteristic**

Characteristic	Category	Full-time progression indicator (%)	Full-time progression gap (pp)	Part-time progression indicator (%)	Part-time progression gap (pp)	Apprenticeship progression indicator (%)	Apprenticeship progression gap (pp)
ABCS Progression	Quintile 5*	82.7	N/A	85.6	N/A	89.0	N/A
	Quintile 1	60.9	21.9	77.7	7.9	85.5	3.5
Age	Young *	72.3	N/A	77.2	N/A	89.6	N/A
	Mature	72.3	0.0	82.8	-5.6	89.4	0.2
Disability	No disability reported *	72.6	N/A	82.4	N/A	89.5	N/A
	Disability reported	70.9	1.7	79.4	3.0	88.9	0.6
Disability type	No disability reported *	72.6	N/A	82.4	N/A	89.5	N/A
	Cognitive or learning difficulties	74.4	-1.8	81.7	0.7	88.3	1.2
	Mental health condition	68.4	4.2	73.9	8.5	88.0	1.5
	Multiple or other impairments	70.2	2.3	80.3	2.1	84.9	4.6
	Sensory, medical or physical impairments	71.3	1.3	79.5	2.9	91.4	-1.9



Characteristic	Category	Full-time progression indicator (%)	Full-time progression gap (pp)	Part-time progression indicator (%)	Part-time progression gap (pp)	Apprenticeship progression indicator (%)	Apprenticeship progression gap (pp)
	Social or communication impairment	59.8	12.8	75.0	7.4	[low]	[low]
Ethnicity	White *	73.2	N/A	82.8	N/A	89.1	N/A
	Asian	69.4	3.8	77.5	5.3	87.4	1.7
	Black	68.7	4.5	75.9	6.9	93.3	-4.3
	Mixed	73.0	0.2	80.8	2.0	94.2	-5.2
	Other	69.3	3.9	79.3	3.5	[low]	[low]
FSM	Not eligible for free school meals*	71.9	N/A	77.9	N/A	89.8	N/A
	Eligible for free school meals	65.2	6.7	67.5	10.5	87.3	2.5
IMD	Quintile 5 *	76.8	N/A	84.7	N/A	89.0	N/A
	Quintile 1	66.2	10.6	77.2	7.5	90.0	-1.0
POLAR4	Quintile 5 *	76.1	N/A	80.0	N/A	95.1	N/A
	Quintile 1	67.3	8.8	70.6	9.4	81.5	13.6
Sex	Male *	72.8	N/A	82.4	N/A	87.4	N/A
	Female	71.9	1.0	81.7	0.7	91.0	-3.5
TUNDRA	Quintile 5*	74.6	N/A	78.3	N/A	93.9	N/A
	Quintile 1	67.5	7.1	74.2	4.0	85.5	8.5

**Note:** Attributes with a \* indicate the reference group against which other attributes are compared against when deriving gaps. Because of rounding, the gaps shown in the table might not be the same as the difference between two indicators.

ABCS (progression) is calculated separately for full-time and part-time students, with different student characteristics being used. Students studying as part of an apprenticeship are assigned to quintiles using the full-time version of ABCS.

Some of the values in the table are suppressed, marked as [low]. [low] indicates that there are more than 2 but fewer than 23 students in the denominator.

**Source:** Access and participation dataset (March 2023).

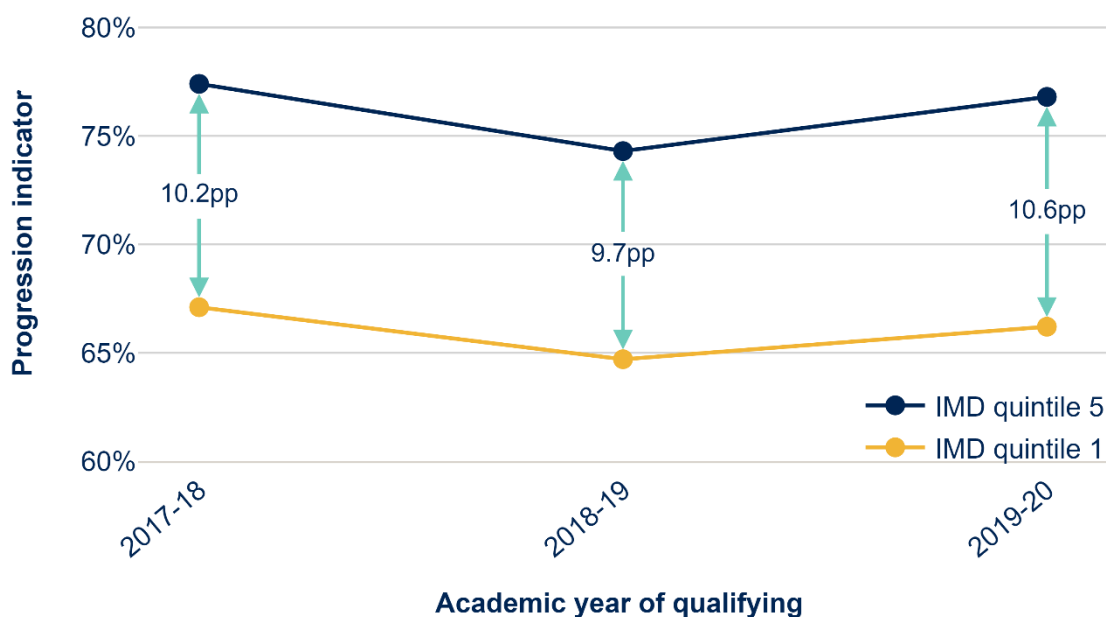
47. Table 5 highlights some differences in progression indicators between different groups.

- a. Young full-time students had an identical progression indicator to mature students. However, for those who studied part-time, young students had an indicator which was 5.6 percentage points lower than for mature students.
- b. While full-time students with a reported disability had a slightly lower progression indicator than those with no reported disability, the differences were not uniform across different types of disability. Students with cognitive or learning difficulties had an indicator which was 1.8 percentage points higher than students with no reported disability, whereas students with a social or communication impairment had an indicator which was 12.8 percentage points lower.
- c. Full-time students who were eligible for free school meals during their time in Key Stage 4 had a progression indicator which was 6.7 percentage points lower than qualifiers who were not eligible. This gap has closed slightly since 2017-18, when it was 7.8 percentage points.
- d. Full-time students from minority ethnic backgrounds had a lower progression indicator than white students, but this varied by ethnicity. Black students had an indicator which was 4.5 percentage points lower than for white students, but the gap was much smaller for mixed ethnicity students, at 0.2 percentage points.

### Progression: IMD

48. Figure 16 shows that the full-time progression indicators for both IMD quintile 1 and quintile 5 qualifiers increased in 2019-20, but the larger increase for qualifiers from quintile 5 caused a widening of the gap.

**Figure 16: Gaps in full-time progression indicators between students from IMD quintile 1 and IMD quintile 5**



Source: Access and participation dataset (March 2023).

## Annex A: Overview of data resources

### Summary of published materials

49. We have published access and participation data resources as Official Statistics. The central part is an interactive data dashboard<sup>1</sup> which allows users to explore and evaluate access and participation at specific universities and colleges registered with the OfS. Comparing different student groups (for example, students from different ethnic backgrounds) for each stage of a student's journey through higher education may reveal gaps in access, continuation, completion, degree outcomes and progression at both a provider and a sector level.
50. In addition to this summary, we have published supplementary information about the access and participation data dashboard and its supporting data resources. The following documents also explain how we have used individualised student data to produce the measures shown in the dashboard.

#### **Access and participation data dashboard: User guide**

#### **Access and participation data resources: User guide**

#### **Technical algorithms for institutional performance measures: Methodology and rebuild instructions for March 2023 access and participation data resources**

#### **Technical algorithms for institutional performance measures: March 2023 core algorithms for access and participation data resources**

These documents provide information about the definitions and methodology we have used in constructing institutional performance measures, including a detailed description of the indicators we currently use for the access and participation data resources.

51. The following related publications supplement this document.

- [An overview of access and participation plans and advice and guidance](#)
- [Access and participation plan guidance \(Regulatory notice 1\)](#)
- [How to prepare your access and participation plan \(Regulatory advice 6\)](#)

52. We are committed to following the Code of Practice for Statistics. Details can be found on the website of the UK Statistics Authority at [www.statisticsauthority.gov.uk/code-of-practice/](http://www.statisticsauthority.gov.uk/code-of-practice/).

### Impact of consultations on these data resources

53. In 2022, we consulted on a proposed future approach to our regulation of quality and standards, the future of the Teaching Excellence Framework (TEF) and how we construct the data underpinning these regulatory functions.<sup>7</sup> As stated in the consultation, these changes

---

<sup>7</sup> See [www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/](http://www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/).

also apply to the data supporting our regulation of access and participation.<sup>8</sup> The new definitions and indicators used are available [here].

54. Progression indicators shown in the current access and participation resources are now based on the Graduate Outcomes survey, whereas they had previously been based on the Destination of Leavers from Higher Education survey (DLHE). Since this data is relatively new, we have fewer years of available data than we do for other lifecycle stages.

## Related statistics and data sources

55. The access and participation data resources draw on nationally collected data, which is used in the construction of related statistics and analysis, including the following:

- Data and analysis about higher education students and providers published by the Higher Education Statistics Agency – [www.hesa.ac.uk/data-and-analysis](http://www.hesa.ac.uk/data-and-analysis)
- Data and analysis about higher education students and providers published by the Office for Students – [www.officeforstudents.org.uk/data-and-analysis/](http://www.officeforstudents.org.uk/data-and-analysis/)
- National Student Survey results data – [www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/get-the-nss-data/](http://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/get-the-nss-data/)
- Higher education graduate employment and earnings data published by the Department for Education – [www.gov.uk/government/collections/statistics-higher-education-graduate-employment-and-earnings](http://www.gov.uk/government/collections/statistics-higher-education-graduate-employment-and-earnings)
- Analysis of degree classifications over time published by the Office for Students – [www.officeforstudents.org.uk/publications/analysis-of-degree-classifications-over-time-changes-in-graduate-attainment/](http://www.officeforstudents.org.uk/publications/analysis-of-degree-classifications-over-time-changes-in-graduate-attainment/)

---

<sup>8</sup> See Proposals 1 and 2 of the consultation at [www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/outcome-and-experience-data/](http://www.officeforstudents.org.uk/publications/student-outcomes-and-teaching-excellence-consultations/outcome-and-experience-data/).

## Annex B: Key data concepts

### Population

56. The access and participation data resources cover UK-domiciled undergraduate entrants at English higher education providers. Some of the characteristics included in these data resources are necessarily limited to coverage of English-domiciled undergraduate entrants.
57. The sector-level indicators include data for all English higher education providers as included in national student data collections by the Higher Education Statistics Agency (HESA) and the Education and Skills Funding Agency's (ESFA) Individualised Learner Record (ILR). The provider-level data is limited to English providers registered with the OfS.

### Indicators

58. The access and participation data resources include indicators for each stage of the student lifecycle:
- a. Access indicators, looking at students entering higher education. For these measures, the most recent data relates to students who started in the 2021-22 academic year.
  - b. Continuation indicators, looking at whether entrants continue their studies in higher education. The most recent data relates to continuation into 2021-22 for full-time students and students studying as part of an apprenticeship who started in 2020-21, and for part-time students who started in 2019-20.
  - c. Completion indicators, looking at whether entrants complete their studies, or are still studying. The most recent data relates to completion by 2021-22 for full-time students and students studying as part of an apprenticeship who started in 2017-18, and for part-time students who started in 2015-16.
  - d. Degree outcome indicators, looking at the proportions of graduates awarded first or upper second class honours degrees. The most recent data for these measures relate to graduates in 2021-22.
  - e. Progression indicators, looking at graduates progressing to highly skilled employment or further study. The most recent data relates to graduates from 2019-20, who completed the Graduate Outcomes survey 15 months after graduating.

### Student characteristics

59. The data dashboard allows users to explore and understand patterns identified by these indicators for a range of different student characteristics: age, ethnicity, disability, disability type, sex, eligibility for free school meals at key stage 4, Associations Between Characteristics

of Students (ABCS), Index of Multiple Deprivation (IMD<sup>9</sup>), Participation of Local Areas (POLAR4<sup>10</sup>) and Tracking underrepresentation by Area (TUNDRA).

60. The student characteristics are reported at both individual provider level and for the sector overall. In each case, they are reported separately for each stage of the student lifecycle and for each mode and level of study. The time series available for each lifecycle stage will depend on the availability of relevant data, up to a maximum of six years.

## Gaps

61. When we refer to 'gaps', we mean the difference between two proportions or indicators, which we express in percentage points. For access indicators, gaps are based on differences in the proportion of entrants to higher education from different groups. For indicators of continuation, completion, degree outcomes and progression, gaps are based on the differences in students' outcomes.
62. Gaps are always calculated as the proportion of the first group being referenced minus the proportion of the second group being referenced. In most cases there will be a 'positive gap', which means that the first group has a higher proportion than the second. A 'negative gap' means that the first group has a lower proportion than the second.
63. For example, the gap between a continuation indicator of 91.9 per cent for full-time students aged under 21 (the reference group) and 82.0 per cent for mature students would be expressed as a positive gap of 9.8 percentage points. Conversely, the negative gap between these male students (86.9 per cent) and female (90.5 per cent) would be expressed as -3.6 percentage points.

## Technical notes

64. For more detail on the coverage of the data resources, the measures, the different student characteristics and the calculation of significance, see the Technical algorithms document.<sup>11</sup>
65. Field naming conventions and valid entries shown in the open data resources are described in the supplementary data resources data definitions file.<sup>12</sup>

---

<sup>9</sup> Index of Multiple Deprivation (2019), as calculated for English students only in these data resources (the rest of the UK use a different methodology). It is calculated from multiple different measures which classify areas in England by the level of deprivation. It is presented here as five quintiles, where quintile 1 areas contain the most deprived 20 per cent of the English population, and quintile 5 areas the least deprived 20 per cent.

<sup>10</sup> An area-based measure, classifying areas according to the likelihood of young people living within them of participating in higher education. Quintile 1 contains the areas with the lowest participation rates covering 20 per cent of the young (18-year-old) population; quintile 5 the highest participating 20 per cent.

<sup>11</sup> Technical algorithms for institutional performance measures: Methodology and rebuild instructions for March 2022 access and participation data resources, available at [www.officeforstudents.org.uk/data-and-analysis/institutional-performance-measures/](http://www.officeforstudents.org.uk/data-and-analysis/institutional-performance-measures/).

<sup>12</sup> See [www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/about-the-dashboard-data/get-the-dashboard-data/](http://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/about-the-dashboard-data/get-the-dashboard-data/).

## **Annex C: List of abbreviations**

<b>DLHE</b>	Destination of Leavers from Higher Education survey
<b>ESFA</b>	Education and Skills Funding Agency
<b>HESA</b>	Higher Education Statistics Agency
<b>ILR</b>	Individualised Learner Record
<b>IMD</b>	Index of Multiple Deprivation
<b>OfS</b>	Office for Students
<b>pp</b>	Percentage point
<b>POLAR4</b>	Participation of local areas
<b>Q1</b>	Quintile 1
<b>Q5</b>	Quintile 5
<b>TUNDRA</b>	Tracking underrepresentation by area





© The Office for Students copyright 2023

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

[www.nationalarchives.gov.uk/doc/open-government-licence/version/3/](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/)