

Office for
Students



Student characteristics data: student outcomes – key findings

Students at English higher education
providers between 2010-11 and 2021-22

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Overview

This document summarises some of the sector-level trends in our student characteristics outcomes data. It sits alongside an interactive data dashboard, datafiles, webpages and a technical document detailing methodology and data definitions.¹

For full definitions of each of the student characteristics and the methodology used to construct the statistics reported in this publication, please see the technical document that accompanies this report.

Student outcomes measures

1. There are a number of ways of measuring student outcomes in higher education. These measures usually involve assessing the extent to which students continue their studies and how well they do in those studies. This student outcomes data in this publication includes the following measures:

- **Continuation rate** – the proportion of entrants that were continuing in the study of a higher education qualification (or that have gained a qualification) one year and 15 days after they started their course (two years and 15 days for part-time students).

- **Completion rate** – the proportion of entrants that 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).

- **Attainment rate** – the proportion of undergraduate qualifiers that achieve a first or upper-second for their first degree.

- **Progression rate** – the proportion of qualifiers that identify managerial or professional employment, further study, or other positive outcomes among the activities that they were undertaking at the Graduate Outcomes survey census date, 15 months after they left higher education.

2. The definitions of continuation, completion and progression measures used throughout this publication are consistent with those used by the Office for Students (OfS) in our regulation of student outcomes and access and participation and in the Teaching Excellence Framework.²

¹ See www.officeforstudents.org.uk/data-and-analysis/student-characteristics-data/.

² These definitions can be found in the 'Description and definition of student outcome and experience measures' document, available at: www.officeforstudents.org.uk/publications/description-and-definition-of-student-outcome-and-experience-measures/.

3. This report and associated dashboards include unadjusted rates of continuation, completion, attainment and progression between different student groups.³ It does not examine the relationship between different characteristics and students' outcomes after taking other factors into account.
4. It follows that some of these characteristics included in this release apply to small populations and it is important to note that we have not performed significance or sensitivity analysis on the raw rates included here. Small differences in rates may not represent statistically significant differences in outcomes for students with those characteristics.

We are keen to receive feedback on these statistics. If you have any queries or suggestions, please contact official.statistics@officeforstudents.org.uk.

³ The student outcomes data dashboard can be viewed at www.officeforstudents.org.uk/data-and-analysis/student-characteristics-data/outcomes-data-dashboard/ and the entry qualifications and subjects data dashboard can be viewed at www.officeforstudents.org.uk/data-and-analysis/student-characteristics-data/entry-qualification-and-subject-data-dashboard/.

Key findings

The key findings focus on differences in outcomes across student characteristics in the most recent years of data. Unless otherwise stated, findings are for full-time first degree students who are either taught or registered by an OfS-registered provider.

5. These findings relate to the years covered by the data and should not be assumed to reflect future performance. Outcomes may be interpreted differently in the different circumstances of the individual students, qualifications and providers involved at any given point in time.
6. Where students have not provided information, or the data is not applicable or is otherwise unknown, these students are excluded from the calculation of outcomes.

COVID-19 pandemic impact

7. The sector-level trends reported in the student characteristics dashboards and key findings include data up to the 2021-22 academic year. There may be some expectation that these statistics will reflect changes due to the coronavirus (COVID-19) pandemic, particularly given that the UK entered three national lockdowns throughout the period March 2020 to July 2021.⁴ For example:
 - a. The impact of the pandemic and the consequent changes to the structure of learning and assessment could have affected students' decisions in terms of whether and how they might choose to register on higher education courses, and subsequently continue with their studies.
 - b. The introduction by many OfS-registered providers in the 2019-20 and 2020-21 academic years of a 'no detriment' policy typically ensured no student would be awarded a final grade lower than the most recent provider assessment of their attainment.⁵ This may have affected attainment rates in the 2019-20 and 2020-21 academic years.
8. However, users should not automatically interpret changes seen in the data since 2019-20 to have been caused by the pandemic. It is often not possible to attribute cause without further knowledge of the motivations and experiences of the students involved.

⁴ For more information, see www.instituteforgovernment.org.uk/sites/default/files/2022-12/timeline-coronavirus-lockdown-december-2021.pdf.

⁵ See www.hesa.ac.uk/news/25-01-2022/sb262-higher-education-student-statistics/qualifications.

Official statistics⁶

Age⁷

9. Students who were over 21 years old in the year they began their studies had lower continuation, completion and attainment rates than students who were under 21 years old:
 - a. Continuation rates for 2020-21 entrants aged 21 and over were 9.0 percentage points lower than for students aged under 21, compared with 7.1 percentage points for the previous year of entrants.
 - b. Completion rates for 2017-18 entrants aged 21 and over were 8.1 percentage points lower than for students aged under 21, compared with 7.2 percentage points for the previous year of entrants.
 - c. Attainment rates for 2021-22 qualifiers aged 21 and over on entry were 8.6 percentage points lower than for young qualifiers, compared with 10.0 percentage points in the previous year of entrants. This represents the smallest gap in attainment outcomes since 2012-13.
10. In contrast to the other measures, the progression rate of qualifiers aged 21 or over on entry in 2020-21 was 0.2 percentage points higher than that of qualifiers aged under 21 on entry, compared with 3.4 percentage points for the previous year of qualifiers.

Disability⁸

11. Students who report having a disability have historically tended to have poorer outcomes than students who report having no disability. However, the latest year of data shows the opposite trend for continuation and attainment outcomes:
 - a. Entrants who reported having a disability in 2020-21 had continuation rates 0.2 percentage points higher than students who did not report having a disability. For the previous year of entrants, rates were 0.6 percentage points lower for disabled entrants.
 - b. Qualifiers in 2021-22 who reported having a disability had attainment rates 0.7 percentage points higher than students who did not report having a disability. For the previous year of qualifiers, rates were 0.8 percentage points lower for disabled qualifiers.
12. Completion rates remain higher for students not reporting as disabled. Completion rates of entrants who reported having a disability in 2017-18 were 2.7 percentage points lower than entrants who did not report having a disability.
13. Progression rates remain higher for students not reporting as disabled. Progression rates of qualifiers in 2020-21 who reported having a disability were 2.1 percentage points lower than

⁶ The statistics cover both protected characteristics under the Equality Act 2010 alongside a broader range of other characteristics. For further information on the protected characteristics, see www.officeforstudents.org.uk/about/equality-and-diversity/what-does-the-law-say/.

⁷ Age is a protected characteristic under the Equality Act 2010.

⁸ Disability is a protected characteristic under the Equality Act 2010.

qualifiers who did not report having a disability, compared with 1.5 percentage points for 2019-20 qualifiers.

Ethnicity⁹

14. Students from minority ethnic groups have consistently poorer outcomes than white students. For continuation, completion and attainment outcomes, the gap is largest for black students:
 - a. Black entrants in 2020-21 had continuation rates 5.7 percentage points lower than white entrants. Continuation rates for black entrants in 2019-20 were 5.0 percentage points lower than white entrants.
 - b. Black entrants in 2017-18 had completion rates 7.5 percentage points lower than white entrants. In 2016-17 black entrants had completion rates 6.9 percentage points lower than white entrants.
 - c. Black qualifiers in 2021-22 had attainment rates 20.0 percentage points lower than white qualifiers. Black qualifiers in 2020-21 had attainment rates 18.4 percentage points lower than white qualifiers.
 - d. Black qualifiers in 2020-21 had progression rates 2.7 percentage points lower than white qualifiers. In 2019-20 black qualifiers had progression rates 3.5 percentage points lower than white qualifiers. This is the only lifecycle stage where the gap has reduced in the most recent year.
15. The observed gap in outcomes between white and minority ethnic groups has persisted across the time series. However, recent years of continuation and attainment outcomes have shown notable variation:
 - a. Gaps in continuation for entrants from minority ethnic groups in 2019-20 fell to 2.3 percentage points, the lowest since 2014-15. For the most recent year of entrants (2020-21), the gap widened to 3.3 percentage points, an all-time high.
 - b. Gaps in attainment for qualifiers from minority ethnic groups in 2020-21 fell to an all-time low of 9.7 percentage points. For the most recent year of qualifiers (2021-22), the gap widened to 11.4 percentage points.

Sex¹⁰

16. In general, male students had lower continuation, completion and attainment rates compared with female students. Gaps in continuation and completion rates have widened in the three most recent years of data:
 - a. Female entrants in 2020-21 had continuation rates 4.5 percentage points higher than male entrants, a gap that has grown from 2.8 percentage points for 2018-19 entrants.

⁹ Ethnicity is a protected characteristic under the Equality Act 2010.

¹⁰ Sex is a protected characteristic under the Equality Act 2010.

- b. Female entrants in 2017-18 had completion rates 5.7 percentage points higher than male entrants, a gap that has grown from 4.7 percentage points for 2015-16 entrants.
17. The gaps in continuation in the latest years of data appear to be driven by gaps between non-UK domiciled students. In 2020-21, non-UK domiciled female entrants had continuation rates 6.6 percentage points higher than non-UK domiciled male entrants, and in 2019-20 6.0 percentage points higher.
18. Gaps in attainment rates have widened in the latest year of data, following a contraction in the previous two years of data. Female qualifiers in 2021-22 had attainment rates 4.6 percentage points higher than male qualifiers.
19. In contrast to other lifecycle stages, male students have shown consistently higher progression rates than females over the available four-year time series. In 2020-21, male progression rates were 1.4 percentage points higher than for female qualifiers.

Gender identity

20. Students who reported a different gender to their sex registered at birth had lower continuation, attainment and progression rates than students who reported the same gender as their sex registered at birth (completion data is not yet available given the years covered by this student characteristic):
 - a. The continuation rate of entrants in 2020-21 who reported a different gender to their sex registered at birth was 7.8 percentage points lower than students who reported the same gender as their sex registered at birth, a gap that has increased from 2.8 percentage points in 2018-19.
 - b. The attainment rate of qualifiers in 2021-22 who reported a different gender to their sex registered at birth was 5.4 percentage points lower than students who reported the same gender as their sex registered at birth, a gap that has increased from 5.1 percentage points in 2020-21.
 - c. The progression rate of qualifiers in 2021-22 who reported a different gender to their sex registered at birth was 5.3 percentage points lower than students who reported the same gender as their sex registered at birth, a gap that has increased from 2.4 percentage points in 2019-20.

Religion or belief¹¹

21. Gaps in continuation, completion, attainment and progression rates all varied by religion or belief. Note that for this characteristic, groups of students tend to be small and interpretation of gaps should be made with caution. Jewish students had consistently stronger outcomes compared with students reporting other religions or beliefs:
 - a. For the progression lifecycle stage, Jewish qualifiers had the strongest rates of progression (80.4 per cent in 2020-21). Muslim qualifiers had the poorest rates of progression (67.8 per cent in 2020-21).

¹¹ Religion or belief is a protected characteristic under the Equality Act 2010.

- b. For the attainment lifecycle stage, Jewish qualifiers had the strongest rates of attainment (88.8 per cent in 2021-22). Muslim qualifiers had the poorest rates of attainment (67.8 per cent in 2021-22).
- c. For the completion lifecycle stage, Jewish entrants had the strongest rates of completion (92.7 per cent for 2017-18). 'Spiritual' students had the poorest completion rate of 83.0 per cent.¹²
- d. For the continuation lifecycle stage, Jewish entrants had the strongest rates across the sector (94.5 per cent in 2020-21). Sikh students had the poorest continuation rate of 74.2 per cent, a difference of over 10 percentage points from the next worst-performing group.

Sexual orientation¹³

22. Students who reported as heterosexual had higher continuation, completion and progression rates than students who reported as lesbian, gay or bisexual:
- a. Entrants in 2020-21 who reported as being lesbian, gay or bisexual had continuation rates 0.3 percentage points lower than heterosexual entrants.
 - b. Entrants in 2017-18 who reported as being lesbian, gay or bisexual had continuation rates 2.4 percentage points lower than heterosexual entrants.
 - c. Qualifiers in 2020-21 who reported as being lesbian, gay or bisexual had progression rates 5.2 percentage points lower than heterosexual qualifiers.
23. In contrast to other lifecycle stages, heterosexual students did not have higher attainment outcomes than students who reported as lesbian, gay or bisexual. Students who reported as lesbian, gay or bisexual had attainment rates 4.7 percentage points higher in 2021-22 than those who reported as heterosexual.

Parental higher education

24. Students who reported that their parent(s) did not hold a higher education qualification had lower continuation, completion, attainment and progression rates than students whose parent(s) held a higher education qualification. In most cases, the gap has widened to an all-time high:
- a. The continuation rate of entrants in 2020-21 whose parent(s) did not hold a higher education qualification was 4.3 percentage points lower than for entrants whose parent(s) had a higher education qualification. This is the widest observed gap across the available time series.
 - b. The completion rate of entrants in 2017-18 whose parent(s) did not hold a higher education qualification was 4.5 percentage points lower than for entrants whose parent(s) had a higher education qualification. This is the widest observed gap across the available time series.

¹² 'Spiritual' is defined in the DDB student record as 'belief in the spiritual dimension of all life, which can be experienced directly and without the assistance of conventional religion'.

¹³ Sexual orientation is a protected characteristic under the Equality Act 2010

- c. The attainment rate of 2021-22 qualifiers whose parent(s) did not hold a higher education qualification was 6.5 percentage points lower than for qualifiers whose parent(s) had a higher education qualification. This is the widest observed gap across the available time series.
- d. The progression rate of 2020-21 qualifiers whose parent(s) did not hold a higher education qualification was 4.2 percentage points lower than for qualifiers whose parent(s) had a higher education qualification.

Care experience

25. Students who had experienced being in care had lower continuation, completion, attainment and progression rates than students who had not experienced being in care:
- a. The continuation rate for 2020-21 entrants who were care experienced was 5.3 percentage points lower than those who had not experienced being in care, a gap that has not changed from the previous year.
 - b. The completion rates of 2017-18 entrants who were care experienced was 9.7 percentage points lower than those who had not experienced being in care.
 - c. The attainment rate of 2020-21 qualifiers who were care experienced was 13.0 percentage points lower than those who had not experienced being in care.
 - d. The progression rate of 2020-21 qualifiers who were care experienced was 3.6 percentage points lower than those who had not experienced being in care.

Estrangement

26. Students who were estranged from their parents had lower continuation, completion, attainment and progression rates than students who were not estranged:
- a. The continuation rate of 2020-21 entrants who were estranged from their parents was 5.9 percentage points lower than for entrants who were not estranged from their parents.
 - b. The completion rate of 2017-18 entrants who were estranged from their parents was 11.4 percentage points lower than for entrants who were not estranged from their parents.
 - c. The attainment rate of qualifiers in 2021-22 who were estranged from their parents was 11.0 percentage points lower than for students who were not estranged from their parents.
 - d. The progression rate of qualifiers in 2020-21 who were estranged from their parents was 3.6 percentage points lower than for students who were not estranged from their parents.

Eligibility for free school meals

27. Students who were eligible for free school meals in key stage 4 had lower continuation, completion, attainment and progression rates than students who were not:
- a. The continuation rate of 2020-21 entrants who were eligible for free school meals was 4.9 percentage points lower than for entrants who were not. This gap has widened from a dip in 2019-20, when it was 3.6 percentage points.

- b. The completion rate of 2017-18 entrants who were eligible for free school meals was 7.8 percentage points lower than for entrants who were not. This represents the largest observed gap across the available time series.
- c. The attainment rate of qualifiers in 2021-22 who were eligible for free school meals was 12.3 percentage points lower than for students who were not. This gap has widened from a two year dip, where the gap fell to 10.2 percentage points in 2019-20 and 10.3 percentage points in 2020-21.
- d. The progression rate of qualifiers in 2020-21 who were eligible for free school meals was 6.2 percentage points lower than for students who were not.

Household residual income

28. For students listed as being dependent on their parents, outcomes were strongest for students with a household income of £42,601 or above. Outcomes were poorest for students with a reported income of £0:

- a. The continuation rate of 2020-21 entrants with a reported household income of £0 was 7.1 percentage points lower than those with a reported household income of £42,601 or above.
- b. The completion rate of 2017-18 entrants with a reported household income of £0 was 9.8 percentage points lower than those with a reported household income of £42,601 or above.
- c. The attainment rate of 2021-22 qualifiers with a reported household income of £0 was 13.4 percentage points lower than those with a reported household income of £42,601 or above.
- d. The progression rate of 2020-21 qualifiers with a reported household income of £0 was 5.4 percentage points lower than those with a reported household income of £42,601 or above.

Socioeconomic background

29. Students whose parents worked in higher managerial, administrative and professional occupations had higher continuation, completion, attainment and progression rates than students whose parents had never worked or were long-term unemployed:

- a. The continuation rate of entrants in 2020-21 whose parents had never worked or were long-term unemployed was 13.2 percentage points lower than for students whose parents worked in higher managerial, administrative and professional occupations. This gap has widened from 8.9 percentage points in 2019-20, and is the largest observed gap across the time series.
- b. The completion rate of entrants in 2020-21 whose parents had never worked or were long-term unemployed was 10.5 percentage points lower than for students whose parents worked in higher managerial, administrative and professional occupations.

- c. The progression rate of qualifiers in 2021-22 whose parents had never worked or were long-term unemployed was 18.8 percentage points lower than for students whose parents worked in higher managerial, administrative and professional occupations.
- d. The progression rate of qualifiers in 2020-21 whose parents had never worked or were long-term unemployed was 10.2 percentage points lower than for students whose parents worked in higher managerial, administrative and professional occupations.

Participation of local areas (POLAR4)

30. Young students from POLAR4 quintile 1 areas (the areas with the lowest rates of participation in higher education among 18 and 19 year olds) had lower continuation, completion, attainment and progression rates than students from higher quintiles:
- a. The continuation rate for 2020-21 entrants from POLAR4 quintile 1 areas was 4.6 percentage points lower than for students from POLAR4 quintile 5 areas. This gap has widened from a dip in 2019-20, when the gap was 3.3 percentage points.
 - b. The completion rate for 2017-18 entrants from POLAR4 quintile 1 areas was 6.1 percentage points lower than for those from POLAR4 quintile 5 areas. This gap has not changed since 2016-17.
 - c. The attainment rate for 2021-22 qualifiers from POLAR4 quintile 1 areas was 10.3 percentage points lower than for those from POLAR4 quintile 5 areas. This gap has widened from an all-time low of 9.0 percentage points for 2020-21 qualifiers.
 - d. The progression rate for qualifiers from POLAR4 quintile 1 areas in 2020-21 was 8.0 percentage points lower than for students from POLAR4 quintile 5 areas. This gap has widened from 7.7 percentage points for 2019-20 qualifiers.

Deprivation quintiles

31. Across all four lifecycle stages, outcomes were poorest for students from quintile 1 areas (containing the most deprived areas of England):
- a. The continuation rate for 2020-21 entrants from IMD quintile 1 areas was 8.7 percentage points lower than for students from IMD quintile 5 areas. This gap has widened from a dip in 2019-20, when the gap was 6.3 percentage points.
 - b. The completion rate for 2017-18 entrants from IMD quintile 1 areas was 9.9 percentage points lower than for those from IMD quintile 5 areas.
 - c. The attainment rate for 2021-22 qualifiers from IMD quintile 1 areas was 18.0 percentage points lower than for those from IMD quintile 5 areas. This gap has widened from a two year dip in 2019-20 and 2020-21, where the gap fell to 16.3 percentage points in 2019-20 and 15.6 percentage points in 2020-21.
 - d. The progression rate for qualifiers from IMD quintile 1 areas in 2020-21 was 9.0 percentage points lower than for students from IMD quintile 5 areas.

Tracking underrepresentation by MSOA (TUNDRA)

32. Across all four lifecycle stages, outcomes were poorest for students from quintile 1 areas (containing the most underrepresented areas of England):
- The continuation rate for 2020-21 entrants from TUNDRA quintile 1 areas was 3.3 percentage points lower than for students from TUNDRA quintile 5 areas. This gap has widened from a dip in 2019-20, when the gap was 2.2 percentage points.
 - The completion rate for 2017-18 entrants from TUNDRA quintile 1 areas was 4.2 percentage points lower than for those from TUNDRA quintile 5 areas.
 - The attainment rate for 2021-22 qualifiers from TUNDRA quintile 1 areas was 6.4 percentage points lower than for those from TUNDRA quintile 5 areas. This represents the largest observed gap in outcomes across the available time series.
 - The progression rate for qualifiers from TUNDRA quintile 1 areas in 2020-21 was 5.2 percentage points lower than for students from TUNDRA quintile 5 areas.

Association between characteristics of students (ABCS)

33. ABCS quintiles measure the likelihood of a student achieving a certain outcome in higher education, based on combinations of their characteristics. For example, a student in ABCS continuation quintile 1 would have a lower likelihood of achieving a positive continuation outcome, based on their characteristics, than a student in ABCS quintile 5. This is what was observed:
- The continuation rate of entrants from ABCS continuation quintile 1 in 2020-21 was 13.9 percentage points lower than for students from ABCS continuation quintile 5. This gap represents the largest observed gap across the time series and has widened from a dip in 2019-20 (11.8 percentage points).
 - The completion rate of 2017-18 entrants from ABCS completion quintile 1 was 22.9 percentage points lower than for students from ABCS completion quintile 5. This represents the largest observed gap across the time series.
 - The progression rate of qualifiers from ABCS progression quintile 1 in 2020-21 was 16.0 percentage points lower than for students from ABCS progression quintile 5. This represents the smallest observed gap across the time series.

Entry qualifications (Entry qualifications and subject of study dashboard)

34. Outcomes by entry qualifications for UK domiciled students on undergraduate courses are published in the entry qualifications and subject of study dashboard.¹⁴ Continuation, completion, attainment and progression rates were seen to vary by level of entry qualifications.
35. The attainment rate of full-time undergraduate qualifiers in 2021-22 who achieved three 'C' grades at A-level was 13.0 percentage points lower than students who achieved three 'A'

¹⁴ See www.officeforstudents.org.uk/data-and-analysis/student-characteristics-data/entry-qualification-and-subject-data-dashboard/.

grades at A-level (96.0 per cent compared with 83.0 per cent). This represents a larger percentage point gap compared with 2020-21 qualifiers (9.3 percentage points).

Broad subject of study (Entry qualifications and subject of study dashboard)

36. Outcomes by broad subject of study for UK-domiciled students on undergraduate courses are published in the entry qualifications and subject of study dashboard. Continuation, completion, attainment and progression rates were seen to vary by subject of study.
37. Students studying subjects related to medicine, dentistry and veterinary sciences had the strongest outcomes across the sector. For the latest year of data, this group had a continuation rate of 97.6 per cent (2020-21 entrants), a completion rate of 96.8 per cent, an attainment rate of 89.5 per cent (2021-22 qualifiers) and a progression rate of 96.1 per cent (2020-21 qualifiers).
38. Students studying subjects related to business and management had some of the poorest outcomes across the sector. For the latest year of data, this group had a continuation rate of 83.0 per cent (2020-21 entrants), a completion rate of 80.7 per cent (2017-18 entrants), an attainment rate of 74.9 per cent (2021-22 qualifiers) and a progression rate of 66.4 per cent (2020-21 qualifiers).

Experimental statistics

Service child status (at key stage 4)

39. Students who were recorded as a child of service personnel when they were in key stage 4 had broadly similar rates of continuation, completion, attainment and progression to those who were not. For the latest year of data:
 - a. Across the completion, attainment and progression lifecycle stages, the gap in rates between students recorded as children of service personnel when they were in key stage 4 and those not recorded as children of service personnel was within 1 percentage point.
 - b. Continuation rates for entrants recorded as children of service personnel when they were in key stage 4 were 1.6 percentage points higher than students not recorded as children of service personnel.

Adult higher education

40. Adult higher education quintiles are reported for students aged 25 or over on entry to higher education and are therefore more applicable to postgraduate levels of study (where mature students are more commonplace). For this reason, key findings for this characteristic focus on full-time postgraduate students.
41. Full-time postgraduate students from lower adult higher education quintiles had lower continuation, completion and progression rates than students from higher adult higher education quintiles:
 - a. The continuation rate for 2020-21 full-time entrants from adult higher education quintile 1 (containing the areas with the lowest proportions of adult higher education participation) was 5.8 percentage points lower than for those from quintile 5. This represents the largest observed gap across the time series.

b. The completion rate for 2017-18 full-time entrants from adult higher education quintile 1 was 3.6 percentage points lower than for those from quintile 5. This represents the largest observed gap across the time series.

42. The progression rate for 2020-21 full-time qualifiers from adult higher education quintile 1 was 4.4 percentage points lower than for those from quintile 5. In contrast to the other lifecycle stages, this represents the smallest observed gap across the time series.

Geography of employment quintile

43. Progression outcomes remained consistently highest for graduates in quintile 5 (travel to work areas containing the highest rates of progression), with a 10.1 percentage point gap between the highest and lowest quintiles. This gap has not changed from the previous year.

Local or distance learner

44. For full-time students, outcomes were consistently highest among students who were not local to the address of their provider prior to entry. In the most recent year of data, there was a gap of 4.4 percentage points for continuation outcomes, 7.1 percentage points for completion outcomes, 7.3 percentage points for attainment rates and 5.1 percentage points for progression rates, between local students and those not local to the address of their provider prior to entry.

45. For part-time students, there is a substantial distance learning population whose outcomes were consistently poorer than students who were not distance learners. In the most recent year of data, there was a gap of 15.3 percentage points for continuation outcomes, 32.9 percentage points for completion outcomes, 6.7 percentage points for attainment outcomes and 10.1 percentage points for progression outcomes, between local students and those students not local to the address of their provider prior to entry.



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