

# **Youth Cohort Study & Longitudinal Study of Young People in England:**

## **The Activities and Experiences of 18 year olds: England 2009**

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# 1. Introduction

## 1.1. Background to the data

This Statistical Bulletin is based on the responses of young people to two studies: the Youth Cohort Study (YCS) and the Longitudinal Study of Young People in England (LSYPE). The responses to both surveys come from the same “cohort” of young people, that is, they refer to young people who were in Year 11 (academic age 15) in 2005/06. Both surveys are longitudinal and the same person is interviewed annually over several years. This means that if the same question is asked more than once, it is possible to track changes in response over time. Similarly, one can look at a behaviour or attitude in one year and observe whether it predicts behaviour or outcomes in later years.

The main focus of this Bulletin is YCS and LSYPE data examining activities during the 2008/09 academic year, at the start of which respondents were aged 18. For some of the cohort this will have been their first year in Higher Education (HE), whilst some were in Further Education (FE) or jobs with training such as Apprenticeships. For others, this was the third full year since leaving education and may have been their third year in full-time work. More detail on the age of the cohort is provided in the Notes to Editors section in Annex B.

LSYPE respondents were first interviewed in the spring of 2004 (at age 13) and have been interviewed annually since then, resulting in a total of six ‘waves’. For the first four waves the young person’s parents or guardians were also interviewed. YCS respondents were first interviewed in the spring/summer of 2007 (at age 16) and have been interviewed twice since (in 2008 and 2009) giving a total of three ‘sweeps’.

Since many questions are shared by both YCS and LSYPE, it is possible to combine the responses that young people gave at age 16 (in spring/summer 2007), age 17 (in spring/summer 2008) and age 18 (in spring/summer 2009). The benefit for analyses based on combined responses is the increased precision and the ability to disaggregate further, brought about by having a larger sample size.

There are two main purposes of this Bulletin which are as follows:

- To illustrate some of the ways in which the surveys can be used to provide detailed descriptions of the behaviours, experiences, attitudes and outcomes of young people and their families in order to best inform and influence evidence-based policy development through the use of appropriate statistics.
- To continue the analyses published previously from YCS and LSYPE. These include the two previous YCS and LSYPE Statistical Bulletins: [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 16 year olds: England 2007](#) and [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008](#) and a YCS Statistical First Release (SFR) on the attainment and activities of 18 year olds last updated in 2006: [Youth Cohort Study: The Activities and Experiences of 18 Year Olds: England and Wales 2006](#).

Whilst this publication is largely focused on Wave 6 of LSYPE and Sweep 3 of YCS Cohort 13, responses from previous YCS and LSYPE surveys are also used in some analysis. A summary of the surveys used can be seen in the following table:

Experiences at age (year interviewed)	LSYPE Surveys	YCS Surveys
13 (2004)	Wave 1	n/a
14 (2005)	Wave 2	n/a
15 (2006)	Wave 3	n/a
16 (2007)	Wave 4	Cohort 13 Sweep 1
17 (2008)	Wave 5	Cohort 13 Sweep 2
18 (2009)	Wave 6	Cohort 13 Sweep 3

The longitudinal data from both surveys tracks individual young people through their adolescence, a feature which is rare amongst other studies. Unlike administrative or cross-sectional data, longitudinal datasets allow a focus on how the lives of young people change over time. By following individuals and controlling for many background characteristics and influences, sequences of activity and processes of causation can be much better understood – for example when examining the relationships of socio-economic factors, attitudes and behaviours to attainment and post-16 outcomes.

Longitudinal research is particularly valuable when the focus is directly on change and the factors being studied are inherently longitudinal, for example, employment stability, social mobility and changing social attitudes over time. Transitions between particular activities and experiences are also accurately tracked as they occur, improving on cross-sectional analyses which would have to look retrospectively increasing the likelihood of respondent error.

These advantages have been exploited for a wide range of important research findings, for example, disentangling the effects of school and family background in order to understand social mobility and the effectiveness of educational interventions and to identify the key points for intervention.

In the spirit of openness and transparency, datasets from YCS and LSYPE are routinely made available to the public through the [UK Data Archive](#). At the time of publication Waves 1 to 5 of LSYPE were available with Wave 6 expected to be added by the end of October 2010. For YCS, data from Cohorts 1 to 12 were available at the time of publication as well as Sweep 1 of Cohort 13. The Department for Education expect to make Sweeps 2 and 3 of this cohort available in October 2010 once actions to improve user-friendliness and documentation have been completed. For more information on accessing the underlying data for this publication see Section B.5 of Annex B.

Further details about the YCS and LSYPE studies are given in the Notes to Editors section in Annex B.

## 1.2. Bulletin structure

The main body of the Bulletin can be found in Chapters 2 to 9. Each chapter aims to show what the surveys can contribute to our understanding of cross-government issues. At the end of the core content of this Bulletin three annexes are provided for further information. These include an additional table concerning attainment at age 19 in Annex A, comprehensive notes to editors including details of how to contact the publication team in Annex B and a glossary in Annex C.

This Bulletin is an initial description of some of the data from YCS and LSYPE, and does not represent the entirety of analysis possible. A research framework that crosses both surveys leads a detailed programme of analytical work, both in the Department and externally, focussing on bespoke pieces of multivariate analysis on particular issues<sup>1</sup>. Whilst much of the analysis here is intended to provide context to current issues impacting on young people, particular analyses for which this publication is the only source include the following:

- Table 2.1.1: Main activity at age 18 by characteristics
- Table 2.1.3: Main activity at age 18 – 1993 to 2009
- Table 2.2.1: Level 2 achievement at age 18 by characteristics (including parental and background information)
- Table 2.2.2: Level 3 achievement at age 18 by characteristics (including parental and background information)
- Table 2.2.3: Level 2 and Level 3 achievement at age 18 – 1993 to 2009
- Table 4.1.1: Status of HE application by characteristics
- Table 5.1.1: Months NEET since compulsory education by characteristics

## 1.3. Educational attainment in this Bulletin

All of the academic attainment data reported in this Bulletin are obtained from administrative data collected separately to YCS and LSYPE by the Department for Education. This administrative data is the primary source that underpins National Statistics on the achievements of young people. It combines information from multiple sources including that which is used to create published Achievement and Attainment Tables. More information on this data is given in the Notes to Editors section in Annex B.

Whilst this publication is not the primary source of information on educational attainment, matching in attainment data to the survey data allows this publication to provide a much greater understanding of the factors around attainment, thus adding to the understanding of the drivers of attainment and its outcomes. If information purely on attainment is required, the following publications should be regarded as the authoritative source of young people at age 18:

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<sup>1</sup> The most recent publications from the YCS and LSYPE Research Framework include the reports [The Characteristics of Bullying Victims in Schools](#) and [Young People's Alcohol Consumption and its Relationship to Other Outcomes and Behaviour](#). More detailed information regarding the Research Framework is available on request.

- [Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2009 \(Provisional\)](#)
- [GCE/VCE A/AS and Equivalent Examination Results in England, 2008/09 \(Revised\)](#)
- [GCSE Attainment by Pupil Characteristics, in England 2008/09](#)

#### 1.4. Post-16 participation and main activity in this Bulletin

Since 2007, YCS and LSYPE respondents have been asked a series of questions to determine their main activity at each age such as full-time education, employment or Government Supported Training. The cohort were also asked when these activities started and what activities had preceded them enabling the build up of a full picture of what each young person had been doing since their compulsory education ended.

Based on this data, a series of analyses have been produced in relation to a young person's main activity defined as one of five possible categories as described in Box 1.4.1.

##### **Box 1.4.1: Explanation of main activity definitions**

<b>FTED</b>	Full-time education
<b>Job With Training</b>	In paid employment and has participated in some training in the four weeks preceding the interview, either at a college, training centre, or at the employer's premises
<b>Job Without Training</b>	In paid employment and has not participated in training in the four weeks preceding the interview, either at a college, training centre, or at the employer's premises
<b>GST</b>	Government Supported Training - this consists mainly of Apprenticeships, but also Entry to Employment and other training courses
<b>NEET</b>	Not in Education, Employment or Training

More detail on how these activities were derived is provided in the Notes to Editors section in Annex B.

This publication is able to add value through a detailed understanding of the background characteristics and attitudes of young people in these activities, however it is not the primary source of information on post-16 participation. If that is the only information required, the lead publication is the National Statistics SFR; [Participation in Education, Training and Employment by 16-18 Year Olds in England](#).



## 2. Achievement, Attainment and Outcomes

### 2.1. Main activity

At age 18, the most common main activity<sup>2</sup> for young people was full-time education (in which 45% were engaged), followed by some form of employment (33%), Government Supported Training (GST) (7%) and the remaining 15% Not in Education, Employment or Training (NEET). Of those in employment, twice the proportion were in jobs without training (22%) as were in jobs with training (11%).

Table 2.1.1 shows these main activities in which young people were engaged at age 18 by a range of characteristics<sup>3</sup>.

There are big differences in the main activity at age 18 between young people with different Year 11 qualification levels, where 62% of the highest qualified (eight or more GCSEs at Grades A\* to C) were in full-time education at age 18. This proportion decreases with lower attainment to just 18% of those who achieved between one and four GCSEs at Grades D to G. The latter group, and those with no qualifications at Year 11, were the most likely to be NEET at age 18 (42% and 51% respectively) as well as those that had been permanently excluded from school by Year 11 (47%).

Differences were also evident in main activity at age 18 by ethnic groups. White respondents were the least likely to be in full-time education (41%) and Black African respondents the most likely (85%). Young people in the Bangladeshi and Other groups were the most likely to be NEET, whilst the White and Mixed groups were the most likely to be employed or in GST at age 18. Similar differences by ethnic group were also seen at age 17<sup>4</sup>.

Differences can also be seen by living arrangements in Year 11, with those who lived with two parents more likely to be in full-time education at age 18 than those who did not. Those who lived with neither a mother nor father were most likely to be NEET.

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<sup>2</sup> A respondent's main activity is the activity in which they were primarily participating at a particular age. Please see Section B.9 in Annex B for more information.

<sup>3</sup> Definitions of disability for this Bulletin have changed from the previous publication. For information on these changes please see Section B.9 in Annex B.

<sup>4</sup> See Table 5.1.1 in [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008](#)

**Table 2.1.1: Main activity at age 18 by characteristics**

	<i>Weighted base</i>	<b>FTED (%)</b>	<b>Job With Training (%)</b>	<b>Job Without Training (%)</b>	<b>GST (%)</b>	<b>NEET (%)</b>
<b>All</b>	14,786	45	11	22	7	15
<b>Gender</b>						
Male	7,543	42	11	22	9	16
Female	7,243	48	11	22	5	14
<b>Ethnic Origin</b>						
White	12,615	41	12	24	7	16
Mixed	329	48	11	21	4	16
Indian	350	78	5	8	1	9
Pakistani	354	67	5	10	3	16
Bangladeshi	149	63	3	13	3	18
Other Asian	178	79	2	8	3	8
Black African	263	85	2	5	2	7
Black Caribbean	214	57	8	15	4	16
Other	158	62	3	16	1	18
<b>Parental Occupation</b>						
Higher professional	1,006	56	12	17	6	10
Lower professional	5,593	52	11	20	6	11
Intermediate	2,774	42	12	24	8	14
Lower supervisory	1,174	34	15	28	9	14
Routine	2,484	34	12	25	8	21
Other/not classified	1,735	42	8	18	5	28
<b>Parental Education</b>						
Degree	3,231	62	8	15	4	11
At least 1 A Level	3,200	45	13	21	8	12
Below A Level / Not sure	8,335	38	12	25	7	18
<b>Free School Meals (Year 11)</b>						
No	11,929	44	12	23	7	13
Yes	1,703	41	7	18	6	29
<b>Disability</b>						
Yes	1,164	45	9	17	6	22
No	13,381	44	12	23	7	15
Don't know	199	51	10	13	5	21
<b>Year 11 GCSE qualifications</b>						
8+ A*-C	6,858	62	9	17	4	8
5-7 A*-C	2,073	39	15	27	8	11
1-4 A*-C	3,009	31	14	28	11	16
5+D-G	1,552	22	14	29	9	26
1-4 D-G	715	18	9	25	6	42
None reported	560	23	6	15	5	51
<b>Ever been excluded from school (by Year 11)</b>						
Permanently excluded	156	16	12	19	6	47
Suspended	1,012	24	12	26	10	28
Not excluded	12,985	47	11	22	7	14
<b>Living arrangements in Year 11</b>						
Both parents	10,689	47	12	22	7	13
Mother only	3,050	41	11	21	6	20
Father only	388	34	13	24	6	23
Neither parent	347	27	7	24	4	37

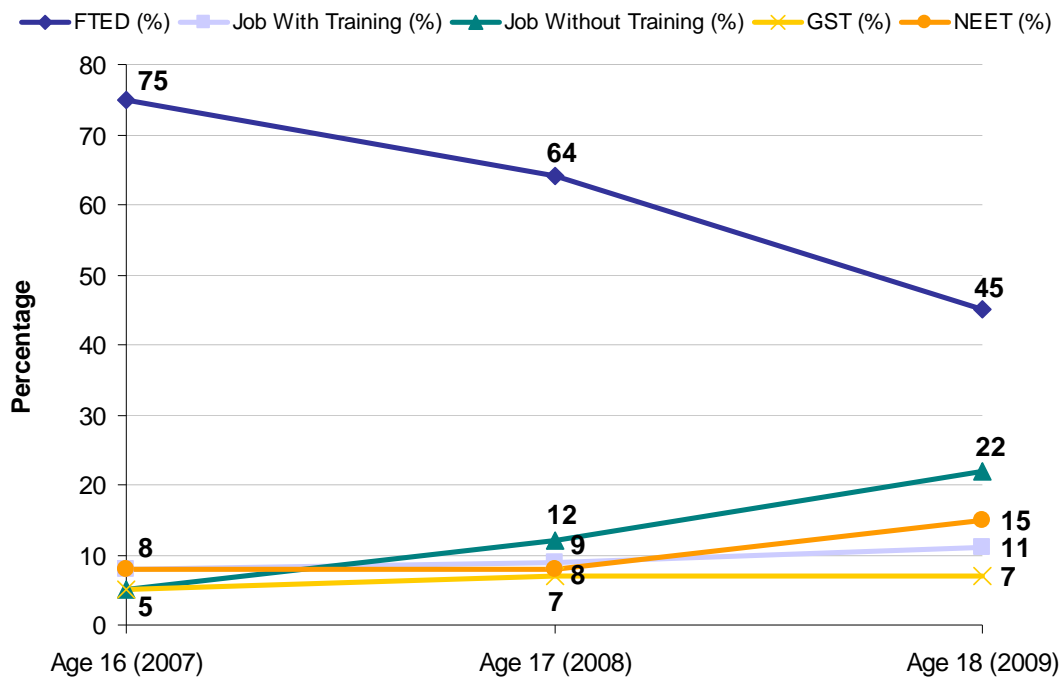
Percentages calculated in rows

Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

Having seen what proportions of the cohort were in each main activity at age 18, it is possible to examine how these proportions have changed over time,

as seen in Chart 2.1.2.

**Chart 2.1.2: Main activity at ages 16, 17 and 18**



Source: LSYPE Waves 4, 5 & 6 and YCS cohort 13, sweeps 1, 2 & 3

Full-time education saw a large decline, from three quarters (75%) of the cohort at age 16 to less than half (45%) at age 18. All other activities showed some increase, with the largest being in the job without training group which increased from 5% of the cohort at age 16 (the joint smallest group) to 22% of the cohort at age 18 (the second largest group). The second largest increase from age 17 was seen in the NEET group which almost doubled in size between the ages of 17 and 18 to 15%. Both this increase and that of the job without training group will include a number of young people on gap years, aiming to start Higher Education (HE) at age 19.

It is possible to compare the activities at age 18 of this cohort with past YCS cohorts. This time series can be seen in both Table 2.1.3 from 1993 and Chart 2.1.4 from 2000.

**Table 2.1.3: Main activity at age 18 – 1993 to 2009**

	1993 <sup>1</sup>	1994 <sup>1</sup>	1996 <sup>1</sup>	1998 <sup>1</sup>	2000 <sup>2</sup>	2002 <sup>2</sup>	2004 <sup>2</sup>	2006 <sup>2</sup>	2009 <sup>2</sup>
YCS Cohort	5	6	7	8	9	10	11	12	13 & LSYPE
<b>Main Activity at age 18</b>									
Full-time education	39	40	43	42	42	40	43	47	45
Full-time Higher Education <sup>3</sup>	20	19	23	22	23	25	26	30	30
Government Supported Training	7	7	7	8	11	8	8	8	7
Full-time job	34	33	29	31	29	32	30	23	} 33
Part-time job	4	5	6	7	7	6	6	8	
Out of work	14	11	11	7	6	6	6	8	} 15
Other	4	4	4	5	5	7	7	6	

Percentages calculated in columns

Source: YCS Cohorts 5-13 and LSYPE

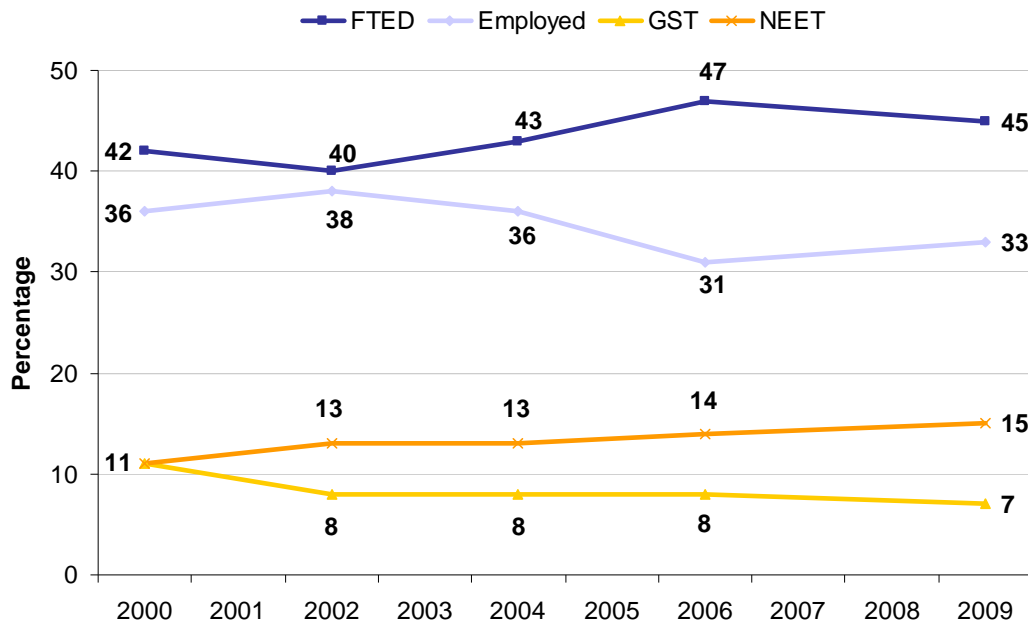
<sup>1</sup> England & Wales

<sup>2</sup> England Only

<sup>3</sup> Full-time Higher Education figures included in full-time education total

For this table the naming for activities is consistent with that used in previous YCS publications. To make comparisons with groups defined elsewhere in this Bulletin (including Section 1.4) for 2009, the 'Out of work' and 'Other' groups are equivalent to the 'NEET' group, the 'full-time job' and 'part-time job' groups are equivalent to the total of the 'job with training' and 'job without training' groups, the 'Government Supported Training' group is equivalent to the 'GST' group and the 'full-time education' group is equivalent to the 'FTED' group.

**Chart 2.1.4: Main activity at age 18 – 2000 to 2009**



Source: YCS cohorts 9-13 and LSYPE

There has been little change in the main activity of 18 year olds since 2006. The gradual increase that had been occurring in full-time education since 2002 appears to have ended, as has the decline in the proportion of young people in employment. The only group to continually increase in size since 2000 was the NEET group which increased from 11% of 18 year olds in 2000 to 15% in 2009.

## 2.2. Level 2 and Level 3 achievement

Administrative data has been used to examine achievement of Level 2 (equivalent to five GCSEs at grades A\* to C) qualifications by age 18. This is reported by characteristics in Table 2.2.1.

**Table 2.2.1: Level 2 achievement by age 18 by characteristics**

	Weighted base	With Level 2 by age 18				Without Level 2 by age 18 (%)
		Total (%)	Attained by age 16 (%)	Without by age 16 but attained by age 17 (%)	Without by age 17 but attained by age 18 (%)	
<b>All</b>	14,708	78	61	9	8	22
<b>Gender</b>						
Male	7,512	74	57	9	9	26
Female	7,195	82	66	9	7	18
<b>Ethnic Origin</b>						
White	12,553	77	61	8	8	23
Mixed	329	76	58	11	7	24
Indian	349	91	74	11	6	9
Pakistani	348	77	55	13	9	23
Bangladeshi	148	77	62	10	5	23
Other Asian	177	87	79	5	3	13
Black African	260	86	58	19	9	14
Black Caribbean	214	80	50	17	13	20
Other	158	86	63	11	11	14
<b>Parental Occupation</b>						
Higher professional	1,004	91	82	6	3	9
Lower professional	5,555	88	75	7	6	12
Intermediate	2,757	80	62	10	8	20
Lower supervisory	1,173	71	50	11	10	29
Routine	2,474	65	44	11	10	35
Other/not classified	1,725	56	36	11	9	44
<b>Parental Education</b>						
Degree	3,199	93	85	5	3	7
At least 1 A Level	3,191	84	69	8	8	16
Below A Level / Not sure	8,297	69	49	11	9	31
<b>Free School Meals (Year 11)</b>						
No	11,924	80	63	9	8	20
Yes	1,704	55	32	11	12	45
<b>Disability</b>						
Yes	1,152	65	50	8	7	35
No	13,319	79	62	9	8	21
Don't know	195	77	62	11	4	23
<b>Ever been excluded from school (by Year 11)</b>						
Permanently excluded	154	21	7	9	5	79
Suspended	1,006	45	24	10	11	55
Not excluded	12,919	82	66	8	7	18
<b>Living arrangements in Year 11</b>						
Both parents	10,636	82	66	8	7	18
Mother only	3,030	69	49	11	9	31
Father only	390	63	46	9	8	37
Neither parent	345	50	36	8	6	50

Source: LSYPE Waves 4, 5 and 6 and YCS Cohort 13, Sweeps 1, 2 and 3

Percentages calculated in rows

By gender, females (82%) were more likely to have achieved Level 2 at age

18 than males (74%), although the gap had closed slightly since age 16. The Black Caribbean group had the largest proportion of young people who gained Level 2 between the ages of 17 and 18 (13%) and the second largest proportion to do so between the ages of 16 and 17 (17%) when the Black African group had the largest proportion gaining Level 2 (19%). Both groups appear to take longer than other ethnic groups to reach particular attainment levels.

There is a relationship between parental occupation and attainment of Level 2 by age 18. Just over nine in ten (91%) of those with parents in higher professional occupations had attained Level 2 by age 18, compared with less than two thirds (65%) of those with parents in routine occupations and only 56% of those with parents in 'other' occupations. Other factors that were associated with a reduced likelihood of attaining Level 2 by age 18 were lower levels of parental education (69% below degree level compared with 93% with a degree), and exclusion from school by Year 11, with only 21% of those permanently excluded holding a Level 2 by age 18, compared to 45% of those who had been suspended and 82% of those who were never excluded.

Table 2.2.2 examines the same characteristics for Level 3 attainment (equivalent to two A Levels) by age 18.

For achievement of Level 3 at age 18, it was again the case that a higher proportion of females (58%) had attained than males (47%) and that the gender gap had increased since age 17. Young people in the Indian and Other Asian groups were more likely than those from other ethnic groups to have achieved Level 3 at age 17 and 18. Typically, the patterns for other characteristics at age 17 persisted at age 18, with young people whose parents had a degree or were in professional occupations most likely to have attained Level 3 at age 18.

As with Level 2 qualifications, the parental occupation of the young person increases the likelihood of having attained Level 3 by age 18, with young people with parents in higher professional occupations almost three times more likely to have attained Level 3 compared with those with parents in routine and other occupations (70% compared with 28% and 25% respectively). Young people whose parents with degree level qualification are more than twice as likely (75% compared with 35%) to attain Level 3 by age 18 as young people whose parents education level is below A Level. Of those who were permanently excluded from school by Year 11, only 3% had attained Level 3 by age 18, showing that those permanently excluded by age 16 very rarely go on to attain Level 3 by age 18.

**Table 2.2.2: Level 3 achievement by age 18 by characteristics**

	Weighted base	With Level 3 by age 18			Without Level 3 by age 18 (%)
		Total (%)	Attained by age 17 (%)	Without by age 17 but attained by age 18 (%)	
<b>All</b>	14,708	48	19	29	52
<b>Gender</b>					
Male	7,512	42	16	27	58
Female	7,195	53	22	31	47
<b>Ethnic Origin</b>					
White	12,553	47	19	28	53
Mixed	329	46	18	28	54
Indian	349	68	27	41	32
Pakistani	348	43	16	27	57
Bangladeshi	148	44	15	29	56
Other Asian	177	70	31	39	30
Black African	260	47	17	30	53
Black Caribbean	214	37	10	27	63
Other	158	51	19	31	49
<b>Parental Occupation</b>					
Higher professional	1,004	70	33	37	30
Lower professional	5,555	62	28	34	38
Intermediate	2,757	47	15	32	53
Lower supervisory	1,173	35	11	24	65
Routine	2,474	28	8	20	72
Other/not classified	1,725	25	8	17	75
<b>Parental Education</b>					
Degree	3,199	75	36	38	25
At least 1 A Level	3,191	54	21	33	46
Below A Level / Not sure	8,297	35	11	24	65
<b>Free School Meals (Year 11)</b>					
No	11,924	49	19	30	51
Yes	1,704	21	6	15	79
<b>Disability</b>					
Yes	1,152	36	15	21	64
No	13,319	49	19	29	51
Don't know	195	47	18	29	53
<b>Ever been excluded from school (by Year 11)</b>					
Permanently excluded	154	3	*	2	97
Suspended	1,006	12	3	9	88
Not excluded	12,919	52	21	31	48
<b>Living arrangements in Year 11</b>					
Both parents	10,636	53	22	31	47
Mother only	3,030	37	12	24	63
Father only	390	34	11	23	66
Neither parent	345	16	5	11	84

Source: LSYPE Waves 5 and 6 and YCS Cohort 13, Sweeps 2 and 3

Percentages calculated in rows

\* indicates cell/row suppression due to small sample size

Comparisons can be made with past YCS cohorts with comparable figures for young people at age 18 shown in Table 2.2.3 (from 1993) and Chart 2.2.4 (from 2000).



**Table 2.2.3: Level 2 and Level 3 achievement by age 18 – 1993 to 2009**

	1993 <sup>2</sup>	1994 <sup>2</sup>	1996 <sup>3,4</sup>	1998 <sup>2</sup>	2000 <sup>3</sup>	2002 <sup>3</sup>	2004 <sup>3</sup>	2006 <sup>3</sup>	2009 <sup>3,4</sup>
YCS Cohort	5	6	7	8	9	10	11	12	13 & LSYPE
<b>Qualified to at least Level 2</b>									
Total <sup>1</sup>	56	55	66	68	71	71	72	74	78
Academic	40	44	48	49	52	53	56	58	64
Vocational	19	15	23	26	29	28	28	24 <sup>5</sup>	25 <sup>5</sup>
<b>Qualified to at least Level 3</b>									
Total <sup>1</sup>	30	35	39	37	37	41	43	46	48
Academic	22	26	30	28	28	32	36	36	40
Vocational	8	9	9	9	10	10	9	10	8

Percentages calculated in rows

Source: YCS Cohorts 5-13 and LSYPE

<sup>1</sup> Some students may have both academic and vocational qualifications at these levels and therefore the sum of the parts may exceed the total

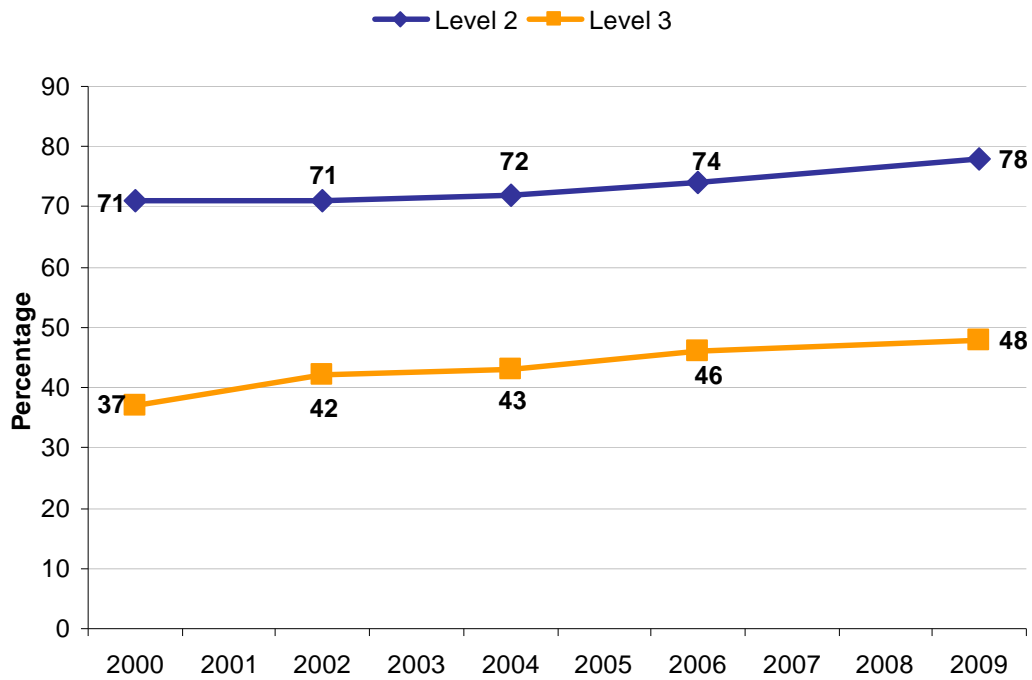
<sup>2</sup> Data for England and Wales

<sup>3</sup> Data for England only

<sup>4</sup> Includes some administrative data - not directly comparable with data for other years

<sup>5</sup> Not strictly comparable with earlier years as a single Intermediate GNVQ not counted as full Level 2 from 2006

**Chart 2.2.4: Level 2 and Level 3 achievement at age 18 – 2000 to 2009**



Source: YCS cohorts 9-13 and LSYPE

There has been a long-term trend of increase in the proportions of young people achieving Level 2 and Level 3 by age 18<sup>5</sup>. The rate of increase since 2000 has been greater for Level 3 achievement at age 18 (from 37% to 48% in 2009) than for Level 2 achievement (71% to 78%), but since 2006, the proportion of young people achieving Level 2 has increased at a greater rate than the proportion achieving Level 3.

### 2.3. Common activity pathways and transitions

The activity history of the cohort can be used to examine the relationships between activities at age 18 and those that preceded at ages 16 and 17.

Looking at the whole period since the cohort left compulsory education, 86% of young people participated in full-time education for at least one month, including a third (33%) of young people who have spent the entirety of that time in full-time education. By contrast, other activities were much less common with 53% spending at least one month in employment and 15% participating in GST at some point. It was much less common for these activities to account for the whole time between age 16 and 18 with 3% of young people continually in employment and 1% continually in GST. These figures may be affected by some young people completing particular jobs or GST that were not intended to last for three years at their commencement.

It is important to understand the nature and extent the main activities in which young people are participating change in the period after compulsory education. Table 2.3.1 and 2.3.2 compare the main activities at age 18 and age 17 respectively with the main activity at age 16.

<sup>5</sup> YCS and LSYPE figures slightly over-estimate attainment at both levels; however the trends are broadly similar to those seen in the authoritative National Statistics Publication. Please see Section 1.3 for more information.

**Table 2.3.1: Main activity transitions between ages 16 and 18**

	Main Activity at age 18 (2009)					
	Weighted base	FTED (%)	Job With Training (%)	Job Without Training (%)	GST (%)	NEET (%)
<b>All</b>	14,747	45	11	22	7	15
<b>Main Activity at age 16 (2007)</b>						
FTED	11,126	56	10	19	4	11
Job With Training	1,111	10	23	37	16	13
Job Without Training	688	13	16	43	8	20
GST	694	12	14	26	30	18
NEET	1,128	11	10	21	6	52

Percentages calculated in rows Source: LSYPE Waves 4 and 6 and YCS Cohort 13, Sweeps 1 and 3

Young people in full-time education or jobs with training at age 16 were less likely to become NEET at age 18, with 11% of those who were in full-time education at age 16 becoming NEET at age 18. Over half (56%) of young people who were in full-time education at age 16 were still in full-time education at age 18. The most common destination for those leaving full-time education was a job without training (19%).

Over half (52%) of those NEET at age 16 were also NEET at age 18, whilst over a fifth (21%) moved into a job without training.

**Table 2.3.2: Main activity transitions between ages 17 and 18**

	Main Activity at age 18 (2009)					
	Weighted base	FTED (%)	Job With Training (%)	Job Without Training (%)	GST (%)	NEET (%)
<b>All</b>	14,768	45	11	22	7	15
<b>Main Activity at age 17 (2008)</b>						
FTED	9,453	64	8	15	3	10
Job With Training	1,281	12	32	37	6	13
Job Without Training	1,786	12	17	51	4	16
GST	1,068	7	14	20	49	11
NEET	1,180	13	6	16	5	60

Percentages calculated in rows Source: LSYPE Waves 5 and 6 and YCS Cohort 13, Sweeps 2 and 3

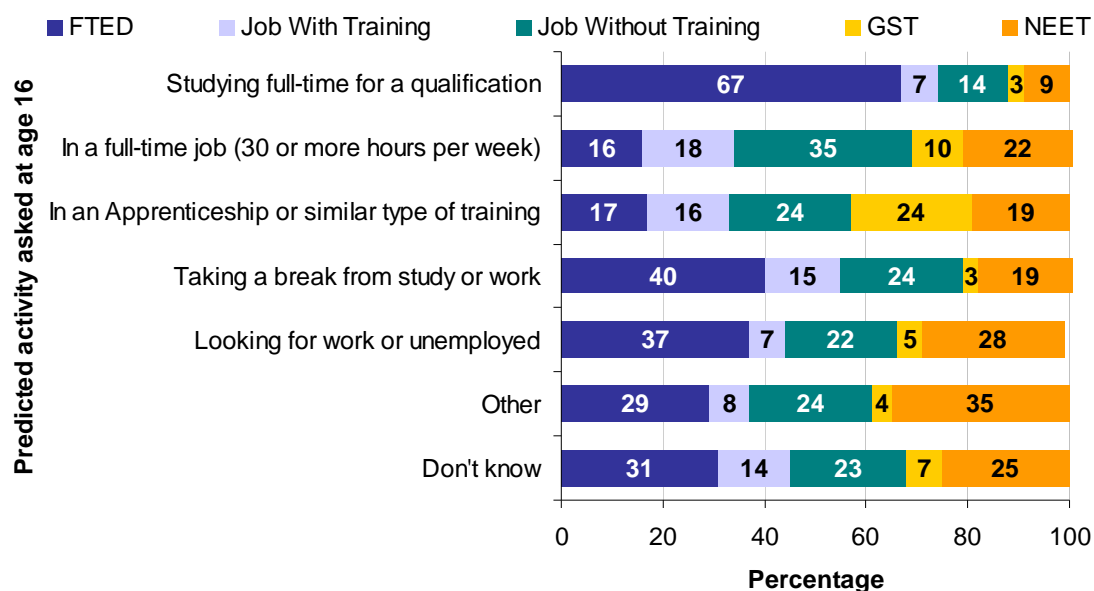
As would be expected, looking over one year shows a good degree of commonality between main activities at ages 17 and 18. Young people in jobs with training are the most likely to change their main activity between age 17 and 18, with just under a third (32%) remaining in the same activity between the ages of 17 and 18.

Of those who were working at both age 16 and age 17, most were still working at age 18, with a great deal of movement between jobs with and without training apparent in both cases. This is likely to be in part because the definition of a job with training relies on whether any training has taken place in the last four weeks, therefore changing categories from 'job with training' to 'job without training' does not necessarily imply a change of job.

## 2.4. Expectations at age 16

Having asked at age 16 where young people expected to be two years later, it is possible to compare their expected outcomes with their actual outcomes in Chart 2.4.1.

**Chart 2.4.1: Main activity at age 18 by predicted activity when asked at age 16**



Source: LSYPE Waves 4 & 6 and YCS cohort 13, sweeps 1 & 3

Two thirds (67%) of those who expected to be studying full-time were actually in full-time education at age 18, whilst 53% of young people who expected to be in full-time employment were in some form of employment. Young people's expectation of being in an Apprenticeship or similar training was less likely to be borne out at age 18, with less than a quarter (24%) with that expectation at age 16 being in GST at age 18. Expectations of taking a break from study or work were also often not realised, with 81% of young people who expected to be taking a break actually in education, employment or training at age 18.

The predicted outcomes that most often lead to being NEET at age 18 were expecting to be doing something other than the core activities suggested (35%), thinking that unemployment was likely (28%) and not knowing at all (25%). It may be that challenging some of these ways of thinking may help to prevent certain young people from becoming NEET at age 18.

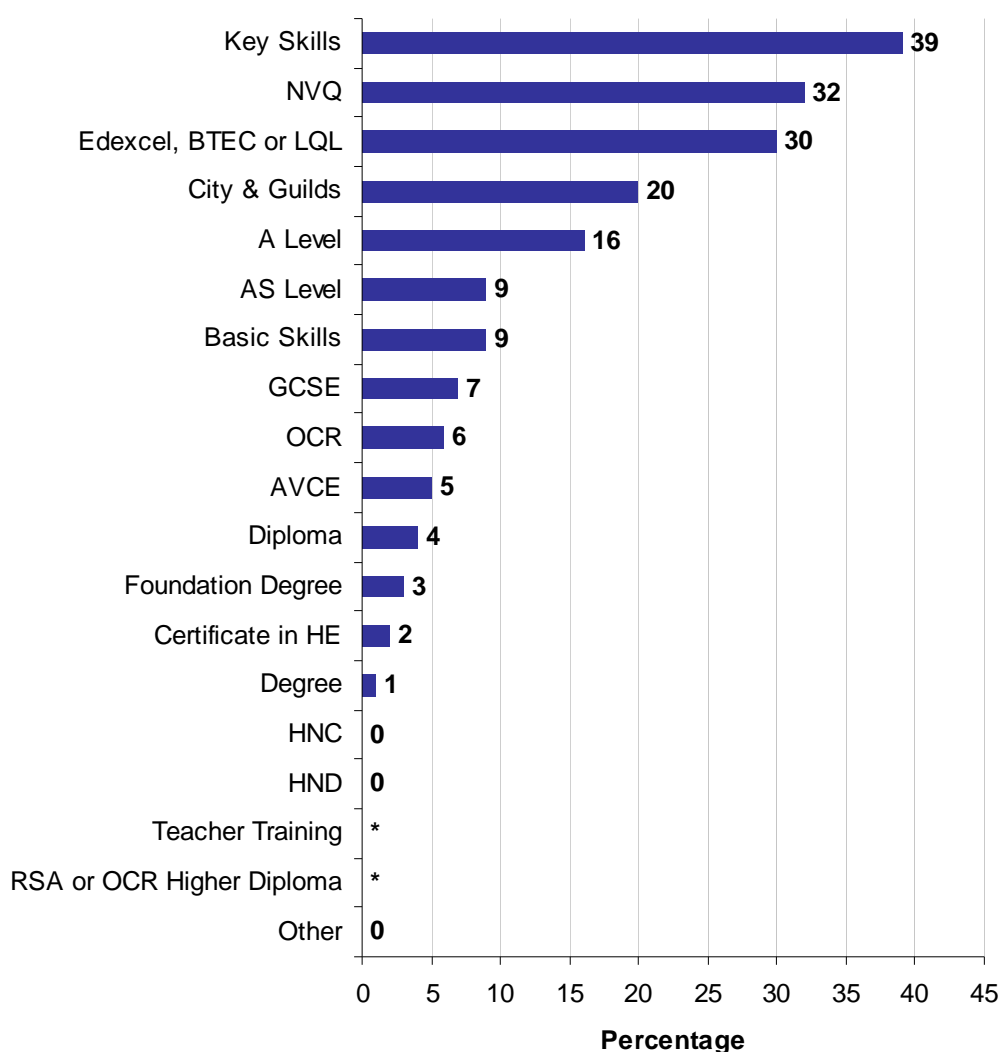
### 3. Further Education (FE) and Employment

#### 3.1. FE Participation

At age 18, 22% of young people were doing some form of course or training in Further Education (FE). In this context FE has been defined as respondents who identified themselves as participating in some form of education or training where this course did not take place at a school, or university. This group may include some young people doing courses more typically associated with Higher Education (HE) at FE institutions and may not include those studying FE courses in HE institutions. It will also include some young people whose main activity was not full-time education.

Chart 3.1.1 examines the qualifications that were studied by young people in FE at age 18.

**Chart 3.1.1: Qualifications studied by participants in FE institutions at age 18**



Source: LSYPE Wave 6 and YCS Cohort 13 Sweep 3

\* indicates suppression due to small sample size

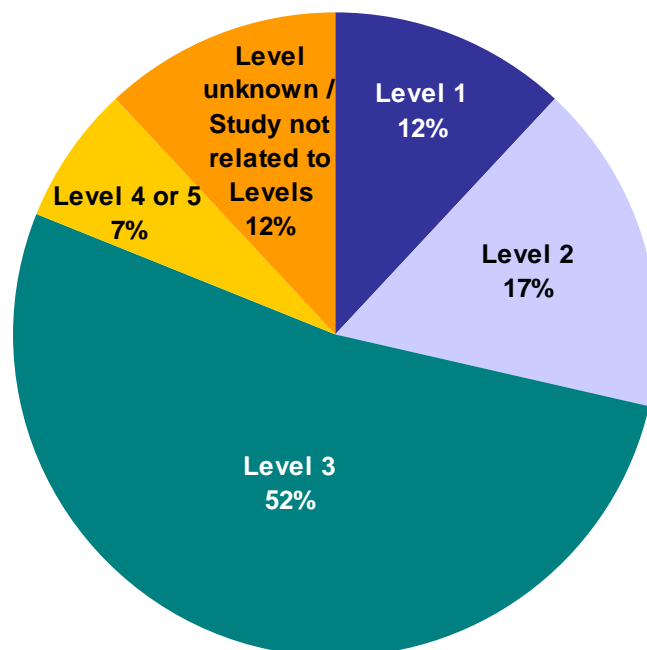
Totals do not sum to 100% as respondents could select multiple qualifications

The most common type of qualification (regardless of level and subject) for FE participants at age 18 was Key Skills (39%), with NVQ (32%) and Edexcel, BTEC or LQL (30%) qualifications the next most common. Qualifications that

are typically of a higher level were the least likely to be studied by those in FE institutions, with Table 4.2.1 later in this Bulletin suggesting some of these were more popular amongst participants in HE institutions.

Chart 3.1.2 shows the highest education level for which young people participating in FE at age 18 were studying.

**Chart 3.1.2: Level of qualifications studied by participants in FE institutions at age 18**



Source: LSYPE Wave 6 and YCS Cohort 13 Sweep 3

Over half (52%) of FE participants were working towards Level 3 qualifications, with most of the remainder studying at a lower level. A small proportion (7%) of young people were studying at degree level or above (Level 4 or 5). Not all these qualification aims will represent progression as some of the participants had already achieved at these levels.

The characteristics of young people in FE are examined in Table 3.1.3. It can be seen that male respondents were more likely to be attending FE institutions than female respondents (24% compared to 20%), as were young people from the Black African or Black Caribbean ethnic groups (39% and 36% respectively) when compared with other ethnic backgrounds. Table 2.2.2 also showed that these particular ethnic groups tended to attain Level 3 later than other groups. Young people with parents from intermediate and lower occupational backgrounds and parents educated to below degree level were more likely to be in FE.

Other characteristics that increased the likelihood of participating in FE at age 18 were having a disability (28% compared with 22% without a disability) and attaining between one and four GCSEs at grades A\* to C in Year 11 (36% compared to 13% attaining eight or more GCSEs at grades A\* to C and 22% attaining between one and four GCSEs at grades D to G).

**Table 3.1.3: Participation in FE at age 18 by characteristics**

	<i>Weighted base</i>	<i>In FE (%)</i>	<i>Not in FE (%)</i>
<b>All</b>	14,770	22	77
<b>Gender</b>			
Male	7,536	24	76
Female	7,234	20	80
<b>Ethnic Origin</b>			
White	12,603	21	79
Mixed	330	25	74
Indian	348	19	81
Pakistani	353	33	67
Bangladeshi	148	25	75
Other Asian	178	23	77
Black African	261	39	60
Black Caribbean	215	36	64
Other	160	23	77
<b>Parental Occupation</b>			
Higher professional	1,000	18	82
Lower professional	5,586	19	81
Intermediate	2,771	23	77
Lower supervisory	1,178	25	75
Routine	2,483	25	75
Other/not classified	1,732	28	72
<b>Parental Education</b>			
Degree	3,227	16	83
At least 1 A Level	3,194	21	78
Below A Level / Not sure	8,328	25	75
<b>Free School Meals (Year 11)</b>			
No	11,912	22	77
Yes	1,700	30	70
<b>Disability</b>			
Yes	1,168	28	72
No	13,360	22	78
Don't know	201	25	74
<b>Year 11 GCSE qualifications</b>			
8+ A*-C	6,842	13	86
5-7 A*-C	2,071	27	73
1-4 A*-C	3,001	36	64
5+D-G	1,555	29	71
1-4 D-G	715	22	78
None reported	566	21	78
<b>Ever been excluded from school (by Year 11)</b>			
Permanently excluded	155	21	78
Suspended	1,011	24	75
Not excluded	12,972	22	78
<b>Living arrangements in Year 11</b>			
Both parents	10,675	21	78
Mother only	3,041	25	75
Father only	390	23	76
Neither parent	353	22	78

Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

Percentages calculated in rows

\* indicates cell/row suppression due to small sample size

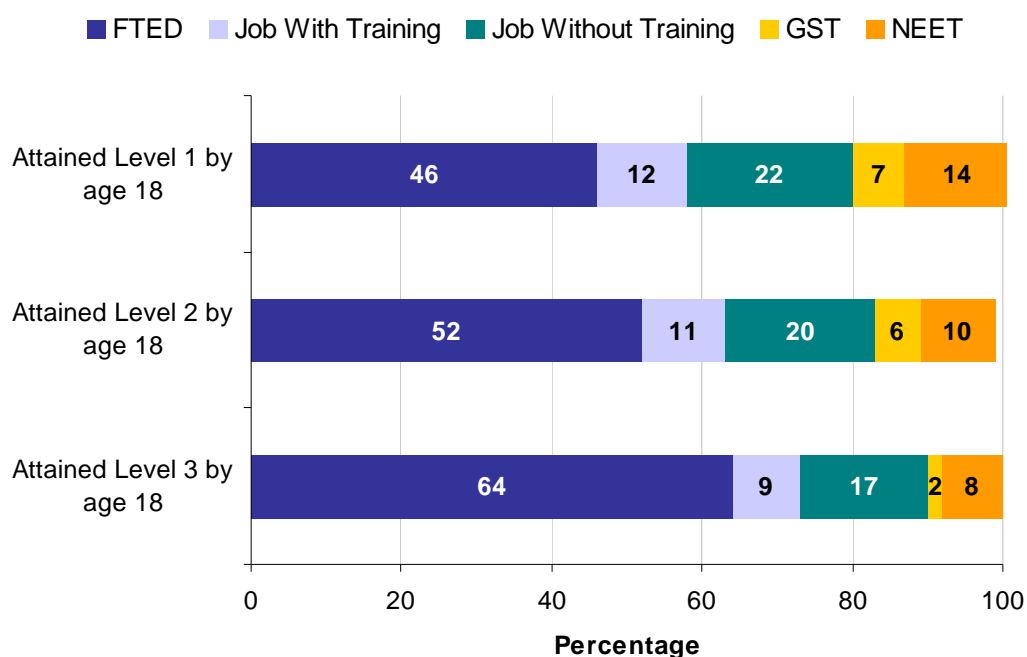
Totals may not sum to 100% as 'Don't know' response removed from FE participation status due to small sample size

## 3.2. Employment

At age 18, a third (33%) of young people were in employment, of which a third were in jobs with training and two thirds in jobs without training.

Table 2.1.1 has shown that young people in employment at age 18 were more likely to be White (36% were in employment compared with 33% overall), from lower supervisory (43%) or routine backgrounds (37%), have parents qualified to below A Level standard (37%) and were less likely to have attained higher level qualifications themselves. Further detail of the attainment of young people by main activity can be seen in Chart 3.2.1.

**Chart 3.2.1: Prior attainment by main activity at age 18**



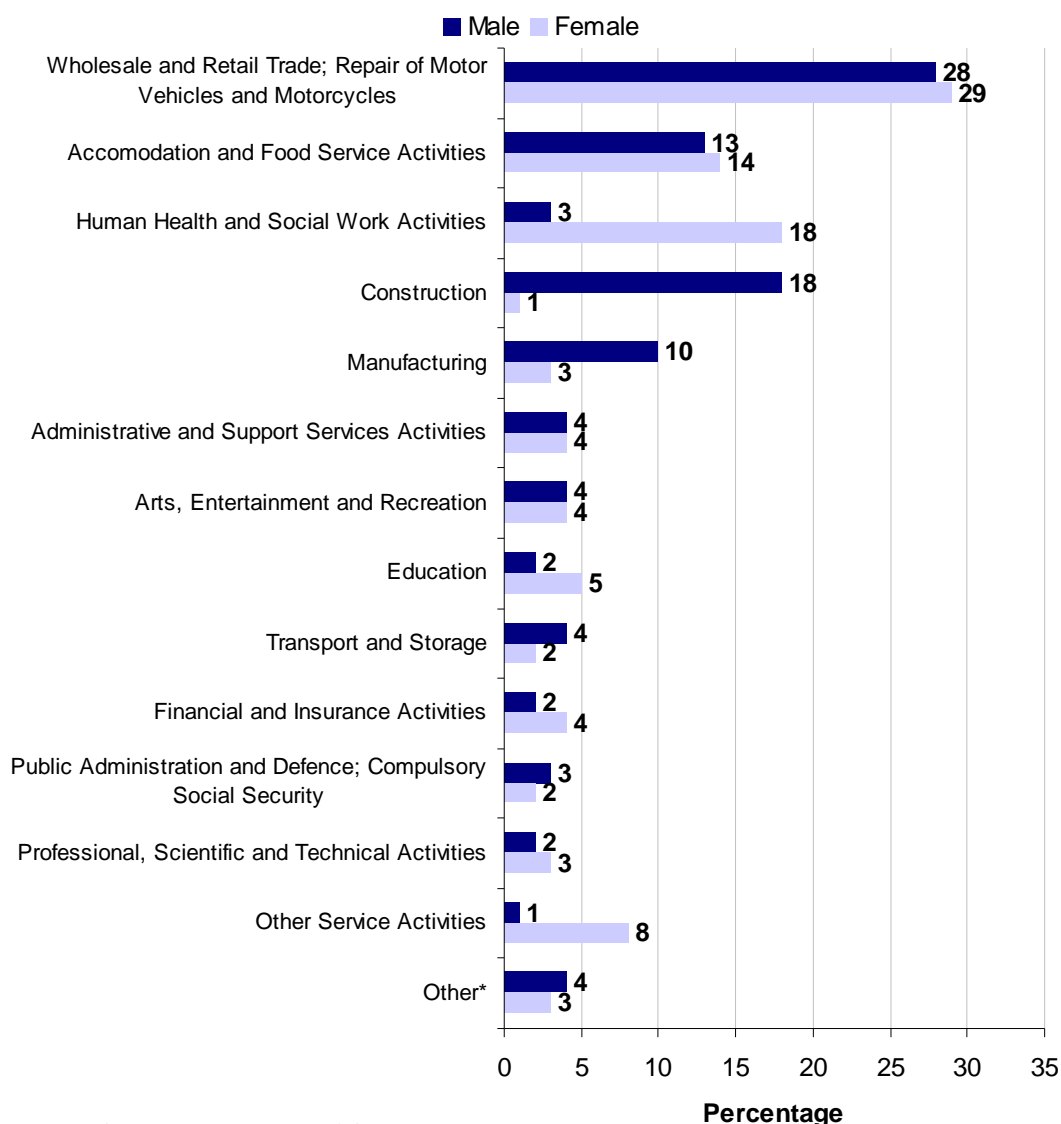
Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

Prior attainment was an important determinant of outcomes at age 18, with those who had achieved higher qualifications more likely to be continuing in full-time education (64% of those with Level 3 qualifications at age 18). Young people who had attained lower level qualifications were more likely to be in the labour market at age 18, either in a job with training (12%), in a job without training (22%) or through participating in GST (7%).

All young people who were spending most of their time either in employment or GST at the time of interview were asked questions to determine the broad sector of their employer. Chart 3.2.2 shows the distribution of industries being worked in by gender.



**Chart 3.2.2: Industry of employment at age 18 by gender**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

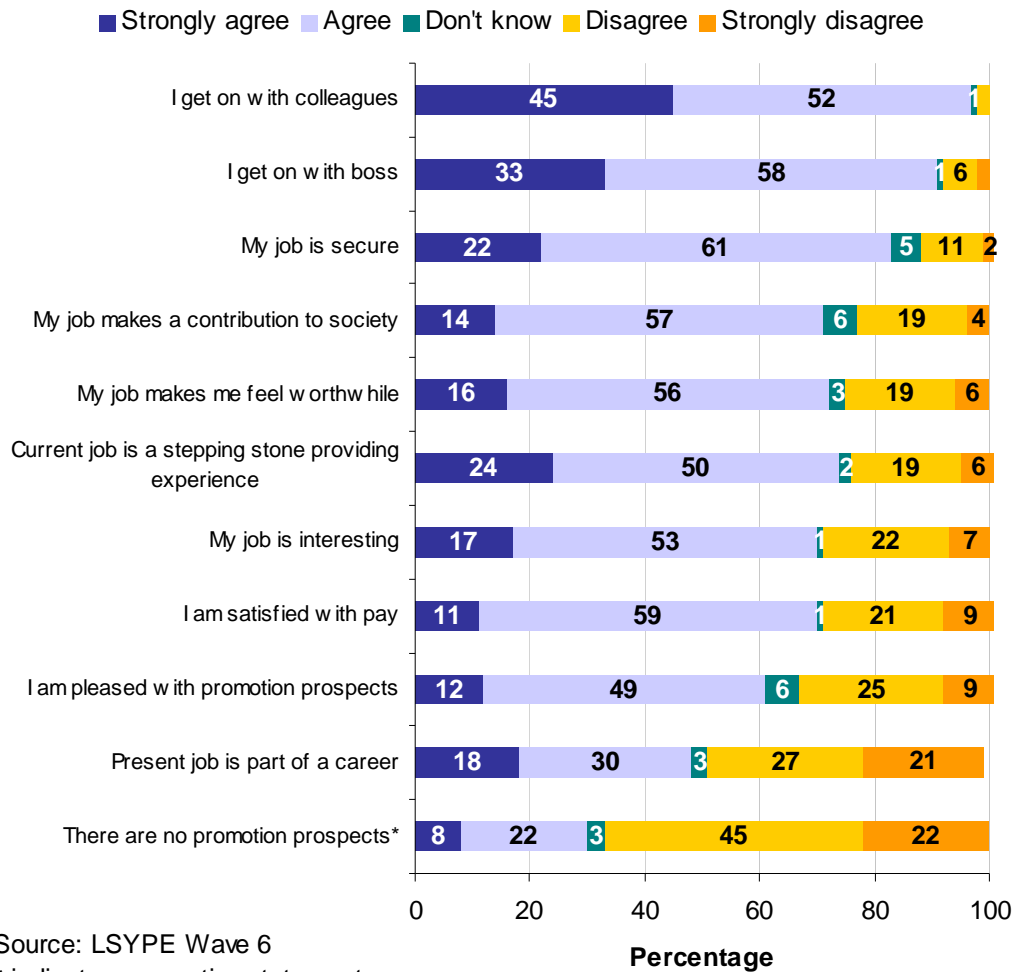
\* 'Other' group includes Activities of Households as Employers; Undifferentiated Goods-and Services-Producing Activities of Households for Own Use, Real estate activities, Electricity, Gas, Steam and Air Conditioning Supply, Water Supply: Sewerage, Waste Management and Remediation Activities, Agriculture, Forestry and Fishing, Mining and Quarrying, and Information and Communication

The most common area of employment for both males and females was 'Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles' which comprised just under 30% of young people in employment or GST for both genders, however it should be noted that gender differences may exist between particular jobs within this group. The second most common industry for males was 'Construction' (18%), differing from the second most common for females which was 'Human Health and Social Work Activities' (18%). Both these areas of employment show differences by gender with much smaller proportions of females in 'Construction' and males in 'Human Health and Social Work Activities' in comparison. Other sectors of employment showing differences by gender were 'Manufacturing' (10% males, 3% females) and 'Other Service Activities' (8% females, 1% males).

LSYPE respondents in employment were asked how strongly they agreed

with a series of statements about their current job and career, the results from which are shown in Chart 3.2.3.

**Chart 3.2.3: Opinions of current job and career**



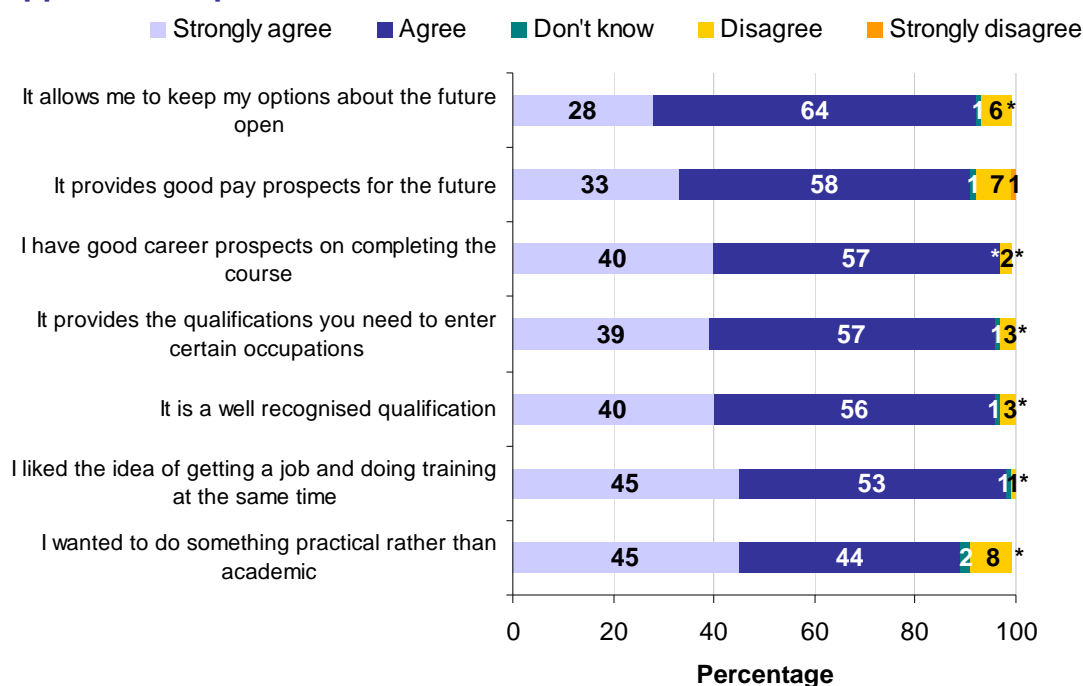
The majority of LSYPE respondents were positive about their current job and career. Almost all strongly agreed or agreed that they got on well with their colleagues (97%) and 83% agreed or strongly agreed that their job was secure. When asked about career and promotion prospects, 74% agreed or strongly agreed that their current job was a stepping stone providing experience. However, just under a third were negative about promotion prospects with 30% agreeing or strongly agreeing that there were no promotion prospects in their current job.

### 3.3. Apprenticeships

Apprenticeships are a work based route open to anyone aged over 16 living in England and not in full-time education. Apprentices receive off-the-job training towards nationally recognised qualifications, usually on a day release basis.

At age 18, 6% of young people were in Apprenticeships. There are many reasons why young people choose to do an Apprenticeship with Chart 3.3.1 showing levels of agreement with a number of statements about why YCS and LSYPE respondents choose this option.

**Chart 3.3.1: Agreement with reasons for choosing to do an Apprenticeship**



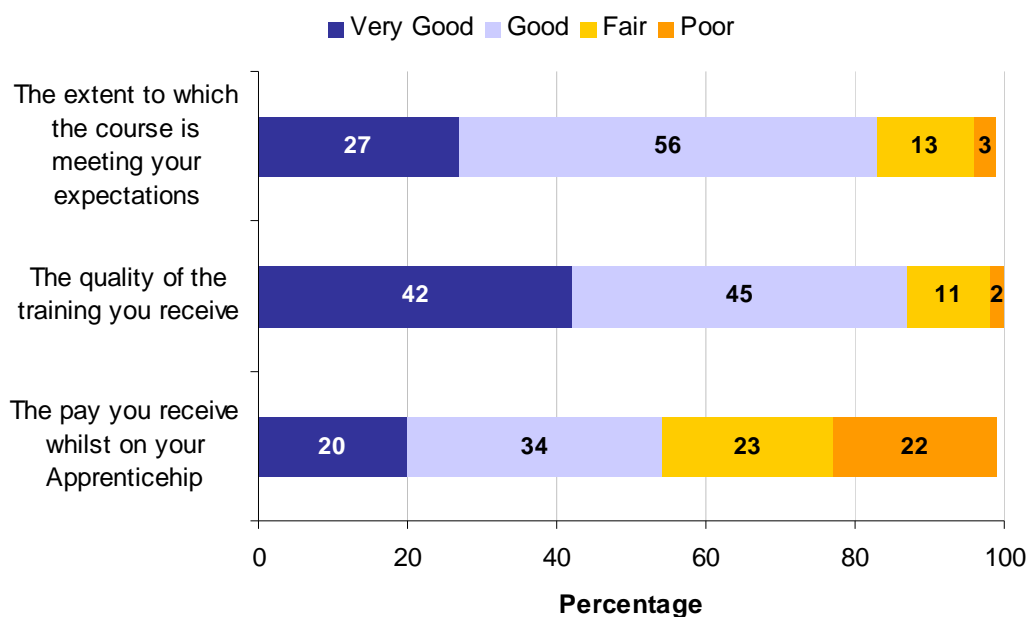
Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

\* indicates suppression due to small sample size

The majority of apprentices were very positive about all aspects of their Apprenticeship. For example, 45% strongly agreed with the statement 'I wanted to do something practical rather than academic' and 45% strongly agreed with the statement 'I like the idea of getting a job and doing training at the same time'. A third (33%) of apprentices strongly agreed that their Apprenticeship provides good pay prospects for the future.

Respondents were also asked their views about their Apprenticeship experience as a whole so far. The results from this can be seen in Chart 3.3.2.

**Chart 3.3.2: Opinions on Apprenticeships**



Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

At age 18, 87% of apprentices thought that the quality of training they received was either very good or good. A smaller proportion of apprentices (54%) were happy with the pay they received, whilst 83% thought the extent to which the course was meeting their expectations was very good or good.

When apprentices were asked about what improvements could be made to their Apprenticeship<sup>6</sup>, 30% stated their pay. Further suggested improvements included more intensive or challenging training, with 10% of apprentices desiring this in the workplace, 4% in the classroom and 14% in other parts of their Apprenticeship. Only small minorities cited other improvements. More information on the pay of apprentices can be found in Section 9.1.

<sup>6</sup> Note, respondents could state more than one improvement.

## 4. Higher Education (HE)

### 4.1. HE participants and applicants

Table 4.1.1 shows the proportion of the cohort who were either participating in or applying to attend HE at age 18.

**Table 4.1.1: Status of HE application by characteristics**

	<i>Weighted base</i>	<i>In HE (%)</i>	<i>Accepted HE offer to start in 2009 or 2010 (%)</i>	<i>Applied for HE to start in 2009 or 2010 but awaiting offer (%)</i>	<i>Not applying to HE (%)</i>
<b>All</b>	14,811	30	13	4	54
<b>Gender</b>					
Male	7,554	26	12	3	58
Female	7,257	33	13	4	49
<b>Parental Occupation</b>					
Higher professional	1,006	46	18	1	34
Lower professional	5,597	39	16	3	41
Intermediate	2,776	28	12	4	56
Lower supervisory	1,179	19	10	4	67
Routine	2,488	17	8	4	70
Other/not classified	1,743	16	11	5	67
<b>Free School Meals (Year 11)</b>					
No	11,942	30	13	3	54
Yes	1,708	14	10	6	71
<b>Disability</b>					
Yes	1,168	24	9	4	62
No	13,400	30	13	4	53
Don't know	201	30	13	3	52
<b>Year 11 GCSE qualifications</b>					
8+ A*-C	6,860	53	19	3	25
5-7 A*-C	2,077	22	12	4	61
1-4 A*-C	3,013	7	9	5	79
5+D-G	1,556	1	2	4	91
1-4 D-G	718	1	2	3	94
None reported	566	5	4	3	88
<b>Ever been excluded from school (by Year 11)</b>					
Permanently excluded	156	1	2	2	91
Suspended	1,013	7	6	2	84
Not excluded	13,008	32	14	4	50
<b>Living arrangements in Year 11</b>					
Both parents	10,702	33	13	3	50
Mother only	3,053	22	12	4	61
Father only	390	15	12	4	69
Neither parent	354	10	6	4	80

Percentages calculated in rows

Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

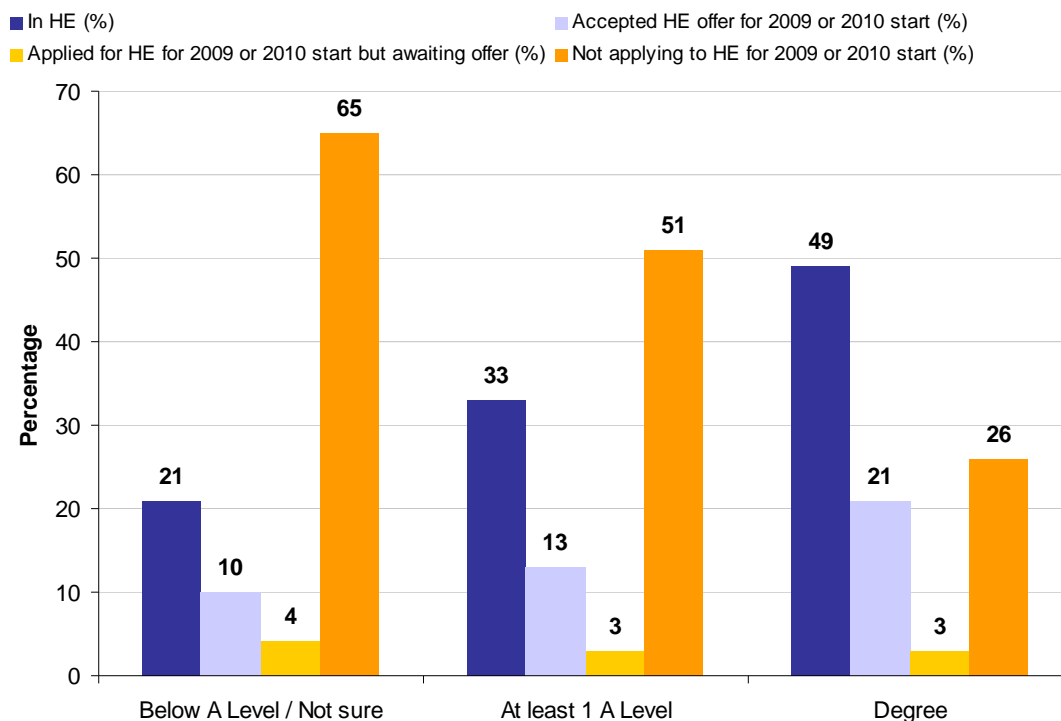
Totals may not sum to 100% as 'Don't know' response removed from HE application status due to small sample size

Characteristics that differentiate participation in HE at age 18 include gender, where a third of females (33%) were participating compared with just over a quarter of males (26%). Other groups with a high proportion of young people in HE included those who attained eight or more GCSEs at grades A\* to C (53%), those with parents in higher professional occupations (46%), those

who were living with both parents in Year 11 (33%) and those not eligible for free school meals (30%).

Chart 4.1.2 examines differences in applying for or participating in HE by parental education.

**Chart 4.1.2: Status of HE application by parental education**



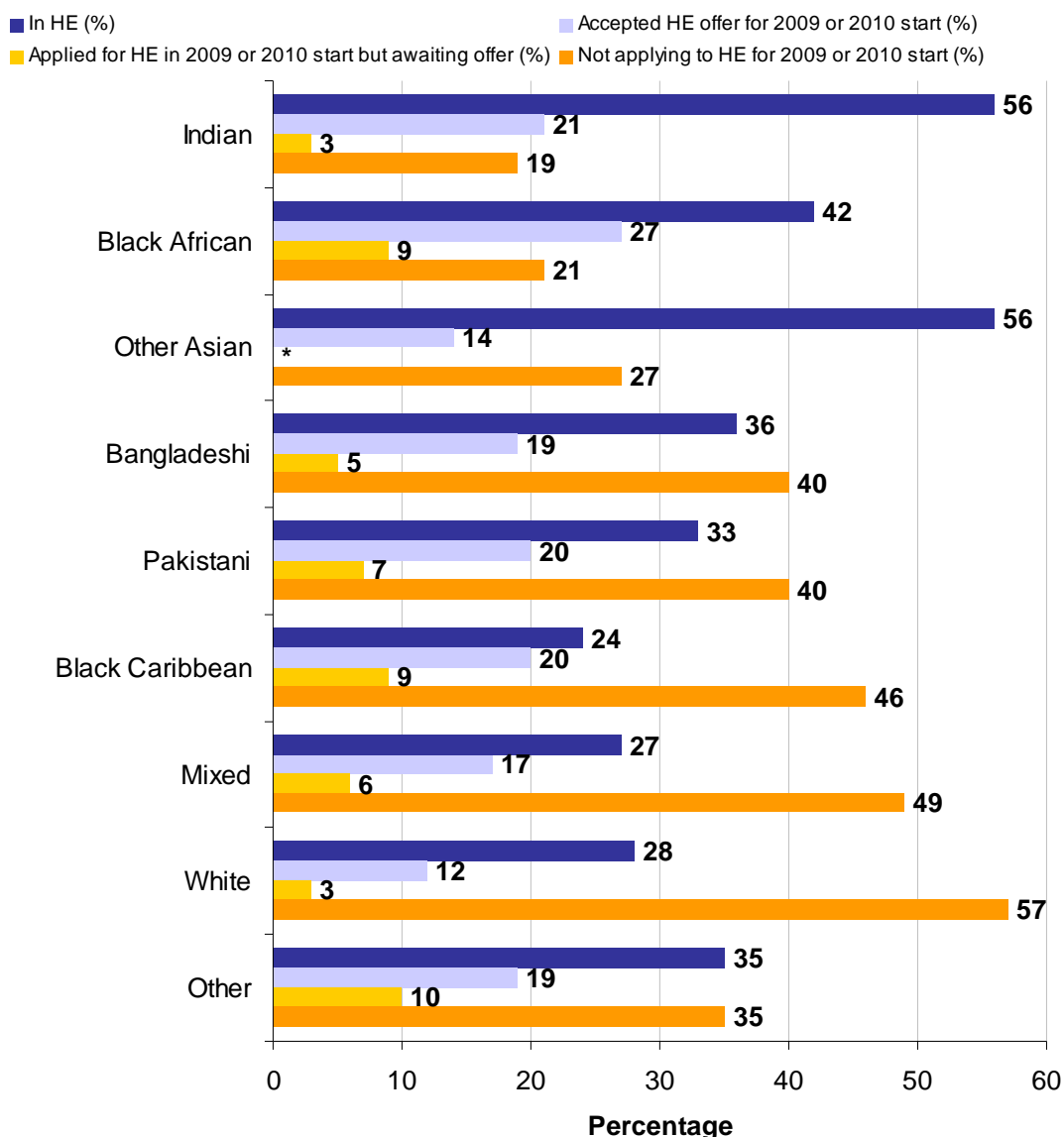
Source: LSYPE Wave 6 and YCS cohort 13, sweep 3  
 Totals may not sum to 100% as 'Don't know' response removed from HE application status due to small sample size

Just under half (49%) of young people whose parents have degrees were in HE at age 18 and a further 21% had accepted an offer at that age. Young people with parents who achieved below A Level or were not sure of their attainment were least likely to apply to HE at all (65% not applying).

Chart 4.1.3 shows differences in HE participation at age 18 by ethnic group.

At age 18, the ethnic groups with the highest levels of participation in HE were the Indian (56%) and Other Asian (56%) groups. The lowest level of participation can be seen in the Black Caribbean group (24%), although this group also had the joint third highest proportion of young people with an HE offer for a future year accepted (20%). The highest proportion seen for an offer being accepted is in the Black African group (27%) suggesting the proportion in HE will grow by the greatest amount at age 19 and/or 20 in this group. This is in line with evidence seen in Section 2.2 that some ethnic groups take longer to reach higher levels of attainment than others. Young people from the White ethnic group are least likely to apply for HE (57% not applying).

**Chart 4.1.3: Status of HE application by ethnic group**



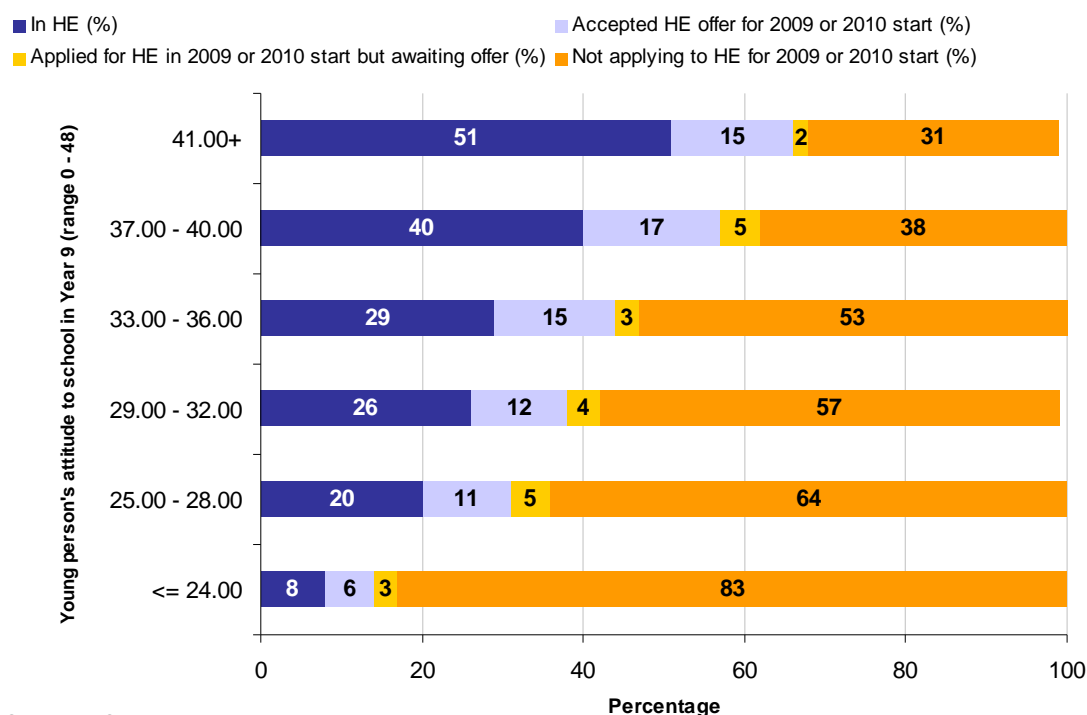
Source: LSYPE Wave 6 and YCS cohort 13, sweep 3  
 \* indicates suppression due to small sample size  
 Totals may not sum to 100% as 'Don't know' response removed from HE application status due to small sample size  
 'Unknown / not stated' ethnic origin removed due to small sample size

Chart 4.1.4 examines the relationship between attitudes to school of young people in Year 9 and whether the young person was in HE at age 18. The scale for attitude can range from 0-48, higher scores showing more positive attitudes, with scores higher than 24 representing a net positive attitude.

There is a clear positive relationship between positive attitudes to school in Year 9 and whether a young person was in HE at age 18. Just over half (51%) of those who showed the most positive attitudes towards school were in HE at age 18 compared with 8% of young people who showed the least positive attitudes towards school. This result is comparable with findings of the previous publication examining the activities and experiences of this cohort at age 16 where it was seen that attitude to school shared a positive relationship with GCSE attainment<sup>7</sup>.

<sup>7</sup> See Chart 4.2.2 in [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 16 year olds: England 2007](#)

**Chart 4.1.4: HE participation at age 18 by attitude to school in Year 9**



Source: LSYPE Waves 1 and 6  
Totals may not sum to 100% as 'Don't know' response removed from HE application status due to small sample size

## 4.2. HE study area and institution

Table 4.2.1 shows the types of qualification studied by those who were participating in HE.

**Table 4.2.1: Type of HE qualification studied at age 18 by characteristics**

	Weighted base	Degree (%)	Foundation Degree (%)	Teacher Training <sup>1</sup> (%)	Diploma in HE (%)	Other <sup>2</sup> (%)
<b>All</b>	4,379	83	6	2	4	4
<b>Gender</b>						
Male	1,954	85	6	1	2	5
Female	2,425	82	6	3	6	3
<b>Parental Occupation</b>						
Higher professional	462	87	6	3	2	2
Lower professional	2,200	86	5	2	4	3
Intermediate	776	79	9	3	5	5
Lower supervisory	227	76	6	4	6	8
Routine	425	76	7	3	8	7
Other/not classified	285	83	7	1	4	4
<b>Parental Education</b>						
Degree	1,595	88	5	2	3	2
At least 1 A Level	1,053	82	5	4	5	4
Below A Level / Not sure	1,727	79	8	2	5	5

Percentages calculated in rows

Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

<sup>1</sup> Includes BED or BA/BSc with QTS

<sup>2</sup> Includes HND, HNC, RSA or OCR Higher Diploma, NVQ Level 4 or 5, Certificate in HE or other HE qualification

Totals may not sum to 100% as 'Don't know' response removed from HE qualification type due to small sample size



At age 18, most young people participating in HE were studying for a degree (83%). All other qualifications were being studied by much smaller groups. The greatest differences were seen by parental occupation where those from higher professional backgrounds were most likely to be studying a degree (87%), whilst those from routine backgrounds were most likely to be studying a diploma in HE (8%) or other HE qualifications (7%).

By gender, there were a slightly smaller proportion of females in HE studying degrees and other qualifications than males, whilst the opposite was true for teacher training and the diploma in HE.

Whilst differences by gender in the qualifications studied at HE appear to be small, Table 4.2.2 examines whether this characteristic appears to lead to differences in subject studied.

A clear gender bias is evident in some HE subjects, with the subjects showing the largest differences in participation by gender being education (11% males, 89% females), engineering and technologies (84% males, 16% females) and architecture, building and planning (80% males, 20% females). Most of these gender differences by subject were also seen in applications for HE at age 17 described in the previous Statistical Bulletin<sup>8</sup>.

**Table 4.2.2: HE subject studied by gender**

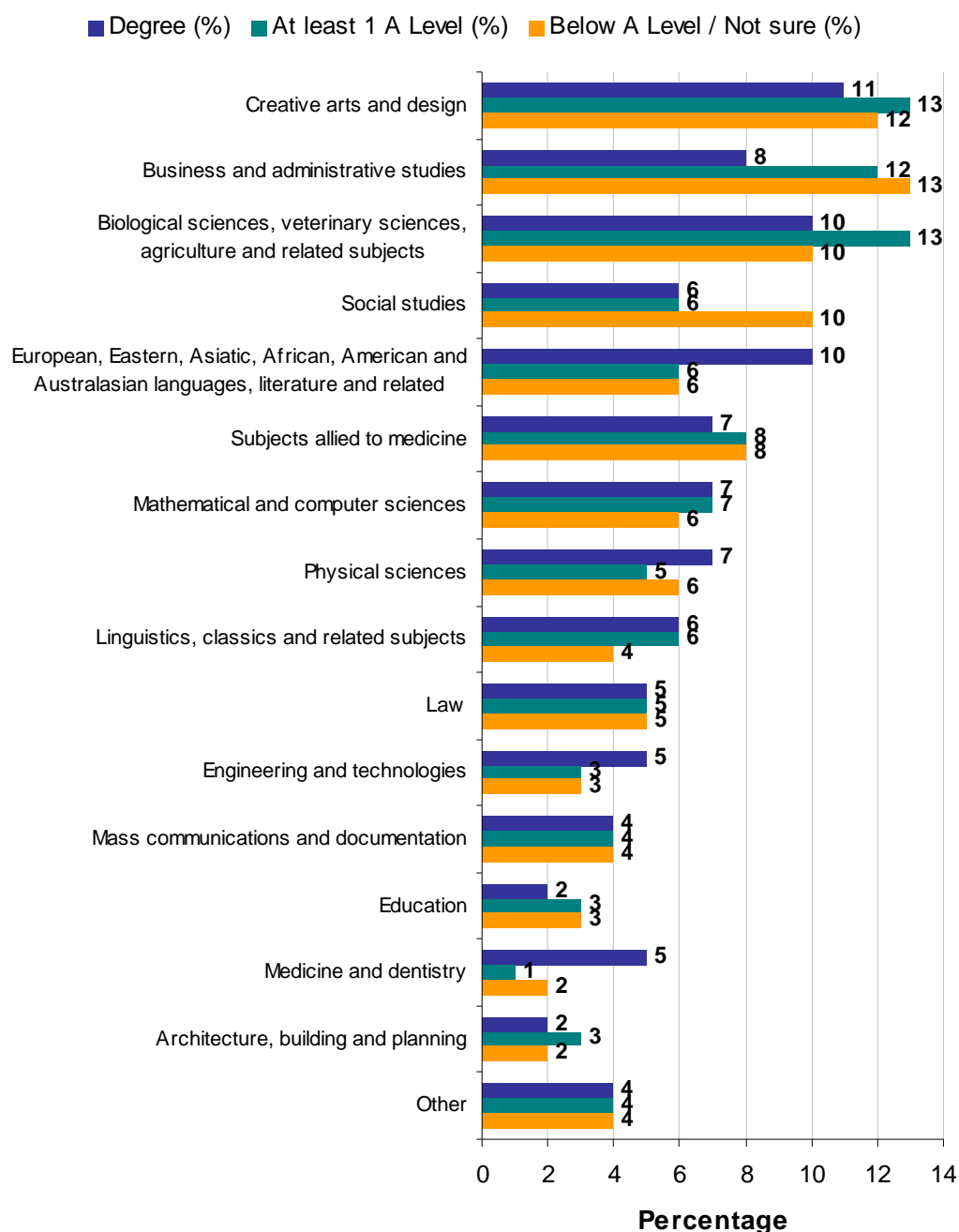
	<i>Weighted base</i>	<b>Male (%)</b>	<b>Female (%)</b>
<b>All</b>	4,379	45	55
<b>HE Subject Studied</b>			
Creative arts and design	522	35	65
Business and administrative studies	487	51	49
Biological sciences, veterinary sciences, agriculture and related subjects	470	36	64
Social studies	340	40	60
European, Eastern, Asiatic, African, American and Australasian languages, literature and related subjects	326	40	60
Subjects allied to medicine	325	24	76
Mathematical and computer sciences	287	71	29
Physical sciences	268	66	34
Linguistics, classics and related subjects	228	24	76
Law	226	35	65
Engineering and technologies	184	84	16
Mass communications and documentation	175	47	53
Education	124	11	89
Medicine and dentistry	116	38	62
Architecture, building and planning	109	80	20
Other	169	58	42

Percentages calculated in rows Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3  
Totals may not sum to weighted base as 'Don't know' response removed from HE subject studied due to small sample size

In addition to gender, the parental education of those in HE can be examined to see if it influences subject choice. This relationship can be seen in Chart 4.2.3.

<sup>8</sup> See Chart 6.2.3 in [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008](#)

**Chart 4.2.3: HE subject studied by parental education**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

Totals may not sum to 100% due to removal of 'Don't know' response due to small sample size

For young people whose parents' have a degree, the subjects of medicine and dentistry, languages and literature and physical sciences were more common than with young people whose parents attained a lower level of education. In contrast, a greater proportion of those whose parents have no A Levels reported taking courses in social studies and business and administrative studies than those with higher attaining parents.

By institution, 3% of young people who were participating in HE at age 18 were attending University of Oxford or University of Cambridge (Oxbridge), 22% were attending other Russell Group universities and 75% were studying at other HE institutions. Table 4.2.4 reports the characteristics of young people who attended each of these institutional groups.

**Table 4.2.4: HE institution attended at age 18 by characteristics**

	All	Attending Oxbridge <sup>1</sup>	Attending Russell Group (excluding Oxbridge) <sup>2</sup>	Other HE institution
<b>Weighted base</b>	4,379	124	947	3,289
<b>Gender</b>				
Male (%)	45	48	46	44
Female (%)	55	52	54	56
<b>Ethnic Origin</b>				
White (%)	82	84	83	81
Mixed (%)	2	5	2	2
Indian (%)	4	3	4	5
Pakistani (%)	3	*	2	3
Bangladeshi (%)	1	*	1	1
Other Asian (%)	2	*	3	2
Black African (%)	3	*	2	3
Black Caribbean (%)	1	*	1	1
Other (%)	1	*	2	1
Unknown / not stated (%)	1	*	*	1
<b>Parental Occupation</b>				
Higher professional (%)	11	22	13	10
Lower professional (%)	50	63	58	47
Intermediate (%)	18	8	13	20
Lower supervisory (%)	5	*	3	6
Routine (%)	10	5	7	11
Other/not classified (%)	7	*	5	7
<b>Parental Education</b>				
Degree (%)	36	68	53	31
At least 1 A Level (%)	24	16	21	25
Below A Level / Not sure (%)	39	16	26	44

Percentages calculated in columns Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

<sup>1</sup> Includes University of Oxford and University of Cambridge

<sup>2</sup> Includes University of Birmingham, University of Bristol, Cardiff University, University of Edinburgh, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics & Political Science, University of Manchester, Newcastle University, University of Nottingham, Queen's University Belfast, University of Sheffield, University of Southampton, University College London, University of Warwick

\* indicates cell suppression due to small sample size

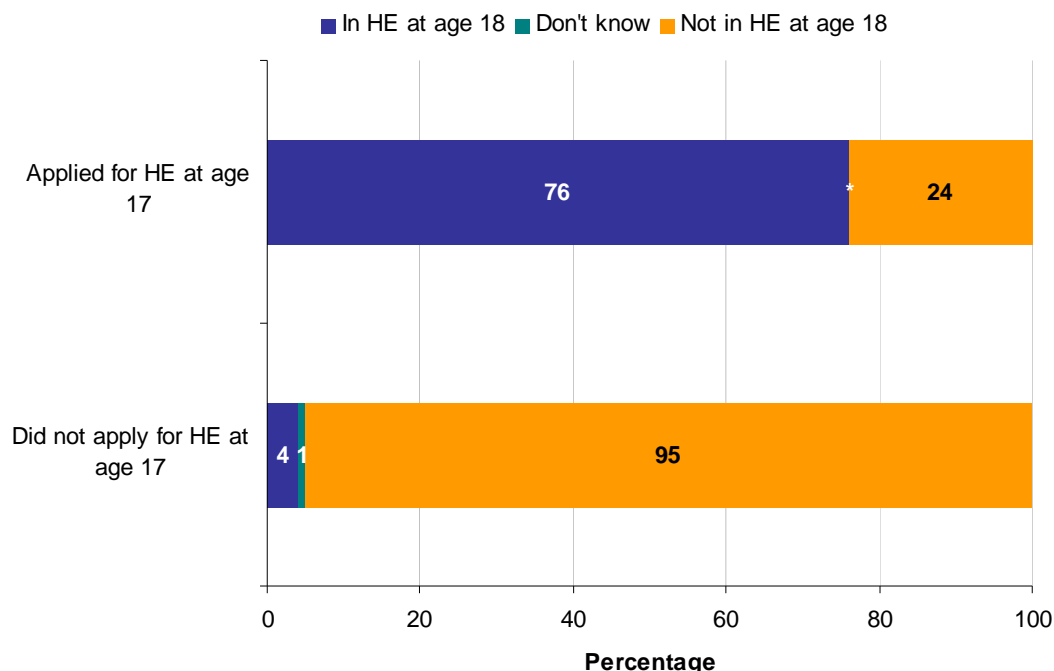
Totals may not sum to weighted base as 'Don't know' response removed from HE institution due to small sample size

The parents of young people attending Oxbridge institutions were four times more likely to have a degree than to hold a qualification below A Level (68% compared to 16% respectively). In contrast, those in non-Russell Group institutions were the most likely to have parents with lower level qualifications (44% below A Level). A similar pattern can be seen for young people in HE by parental occupation with young people whose parents were in higher and lower professional occupations more likely to attend Oxbridge and other Russell Group universities.

### 4.3. Outcomes at age 18 for HE applicants at age 17

In the previous Statistical Bulletin those who were applying to HE at age 17 were identified<sup>9</sup>. Chart 4.3.1 identifies how many of these young people went on to participate in HE.

**Chart 4.3.1: HE attendance at age 18 by application status at age 17**



Source: LSYPE Waves 5 and 6 and YCS cohort 13, sweeps 2 and 3

\* indicates suppression due to small sample size

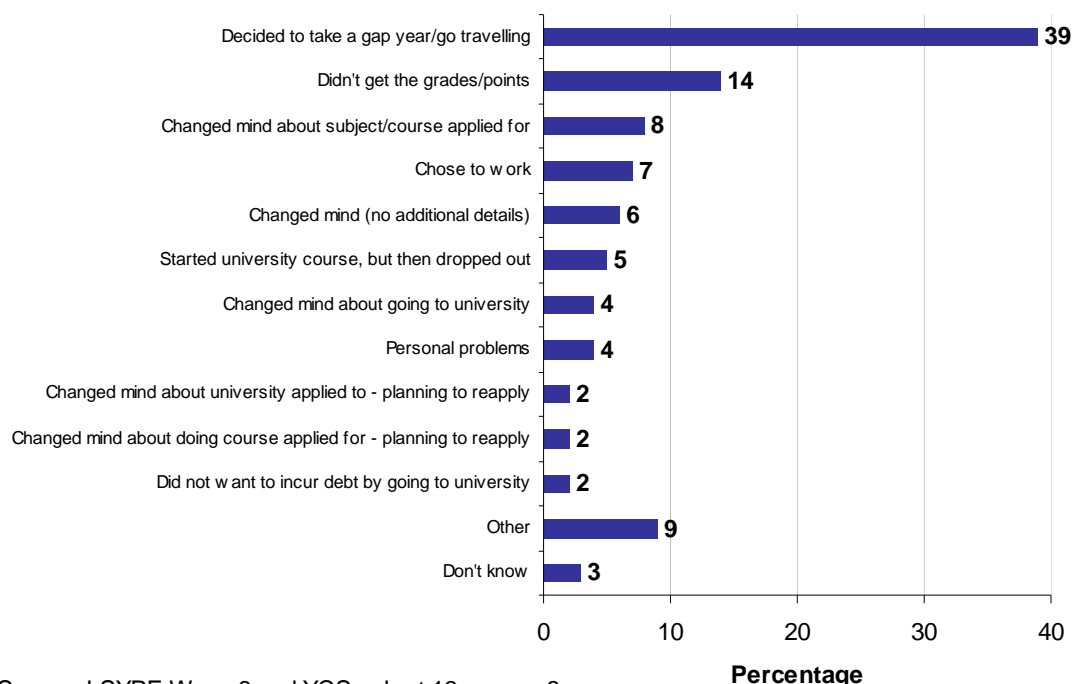
Of the young people who stated that they were applying for HE at age 17, 76% were in HE at age 18, with 24% doing another activity. The majority (95%) of those who did not apply for HE at age 17 were not in HE at age 18, however, 4% of this group were in HE at age 18.

Young people who said that they accepted an offer at age 17 to enter HE but were not then in HE when next interviewed were asked their reasons for not being in HE. The results are examined in Chart 4.3.2.

The most common reason for not participating in HE despite previously applying was to take a gap year or go travelling (39%), followed by not achieving the grades or points needed to attend (14%). A further 8% of young people said they changed their mind on the subject or course.

<sup>9</sup> See Section 6.2 in [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 17 year olds: England 2008](#)

**Chart 4.3.2: Reasons for not participating in HE despite accepting a place**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3  
 Percentages do not sum to 100% as respondents could state more than one reason

#### 4.4. Gap years

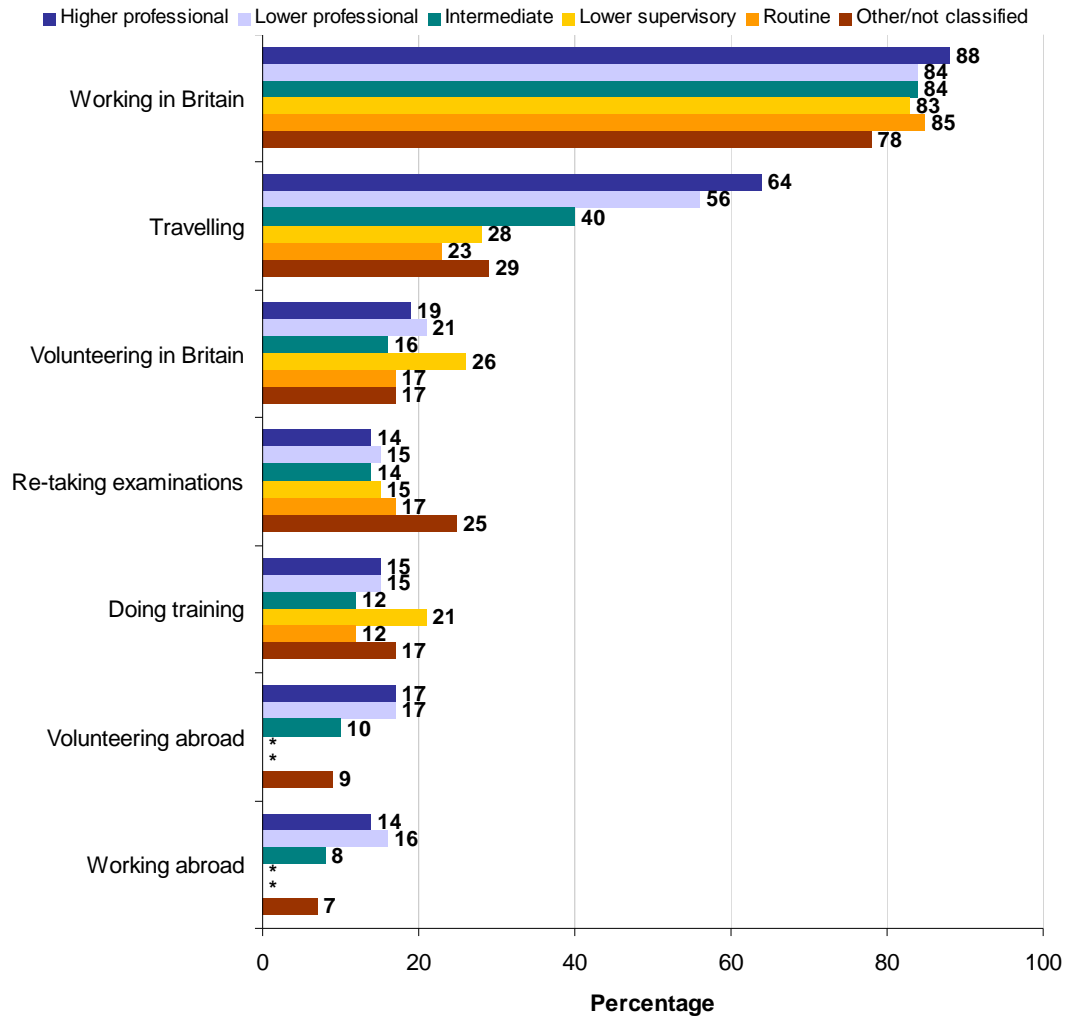
Young people who had accepted offers from universities to start in a future year were asked if they considered themselves to be on a gap year. Two thirds (67%) of those who considered themselves to be taking a gap year stated they had planned to do so prior to finding out their examination results rather than deciding once results were known. A variety of activities were undertaken by young people who took gap years, with Chart 4.4.1 examining these by parental occupation.

Of those who took a gap year, over three quarters of young people worked in Britain at some point regardless of the occupation of their parents (88% higher professional, 85% routine). Volunteering in Britain was much less common than working, undertaken by around a fifth of those taking a gap year. Working or volunteering abroad were both relatively uncommon

Activities that show the most variation in their uptake by parental occupation include travelling, which was done by over half of those with parents in professional occupations (64% of higher professional, 56% of lower professional) but only by around a quarter of those in lower supervisory (28%) or routine (23%) roles. Young people with parents in lower supervisory occupations were more likely than others to have volunteered in Britain (26%) and have done training (21%), whilst the re-taking of examinations was more common amongst those with parents in routine professions (17%) or unclassified occupations (25%).

This suggests that, for most young people, gap years are a genuine break from education where other experiences can be gained, although many include at least some employment to presumably fund other activities.

**Chart 4.4.1: Activities undertaken whilst on a gap year at age 18**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

\* indicates suppression due to small sample size

Percentages do not sum to 100% as respondents could state more than one activity

## 5. Young People Not in Education, Employment or Training (NEET)

### 5.1. Time spent NEET

After completing compulsory education, some young people spent time not in education, employment or training (NEET), despite government encouragement and support to move into one of these activities. In Chapter 2, Chart 2.1.2 showed that at age 18, 15% of young people were NEET, an increase from 8% at both ages 16 and 17.

The respondents' activity history can be used to examine the number of months for which a young person was NEET since leaving compulsory education<sup>10</sup>. Table 5.1.1 shows the characteristics of young people who were NEET in this period for more than a year, less than or equal to a year and not at all.

Examining the entire cohort, 23% were NEET for between 1 and 12 months since leaving compulsory education with a further 8% having been NEET for over 12 months. The remaining 69% were in some form of education, employment or training throughout the entire period.

Young people of Pakistani (10%) and White (9%) origin were more likely to be NEET for longer than 12 months compared with other ethnic groups, whilst those of Indian (2%) and Black African (2%) ethnicity were least likely to be NEET for these longer spells. Young people in the Bangladeshi (26%) or Other (26%) groups were most likely to have experienced a spell of between 1 and 12 months NEET, whilst the Black African group was again least likely to have been NEET at all. Disabled young people were also more likely to be NEET for more than 12 months with 15% experiencing long spells NEET.

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<sup>10</sup> This period includes the months from September 2006 to May 2009. Figures are therefore presented out of a total of 33 months.

**Table 5.1.1: Months NEET since compulsory education by characteristics**

	<i>Weighted base</i>	0 months NEET (%)	1 to 12 months NEET (%)	Greater than 12 months NEET (%)
<b>All</b>	14,713	69	23	8
<b>Gender</b>				
Male	7,521	66	25	9
Female	7,192	73	20	8
<b>Ethnic Origin</b>				
White	12,558	69	23	9
Mixed	327	70	25	6
Indian	350	79	19	2
Pakistani	354	67	23	10
Bangladeshi	149	66	26	8
Other Asian	178	79	18	*
Black African	262	83	15	2
Black Caribbean	214	69	23	8
Other	158	69	26	6
<b>Parental Occupation</b>				
Higher professional	1,006	79	19	2
Lower professional	5,579	76	21	3
Intermediate	2,765	71	22	7
Lower supervisory	1,170	67	23	10
Routine	2,479	59	27	14
Other/not classified	1,706	54	25	21
<b>Parental Education</b>				
Degree	3,220	76	22	2
At least 1 A Level	3,187	75	20	5
Below A Level / Not sure	8,297	64	24	12
<b>Free School Meals (Year 11)</b>				
No	11,899	72	22	7
Yes	1,685	51	29	20
<b>Disability</b>				
Yes	1,160	59	25	15
No	13,312	70	22	8
Don't know	199	69	18	13
<b>Year 11 GCSE qualifications</b>				
8+ A*-C	6,847	82	17	1
5-7 A*-C	2,065	72	23	4
1-4 A*-C	2,998	64	28	9
5+D-G	1,541	50	32	18
1-4 D-G	711	31	30	39
None reported	543	27	28	45
<b>Ever been excluded from school (by Year 11)</b>				
Permanently excluded	156	24	35	40
Suspended	1,007	44	33	23
Not excluded	12,941	72	21	6
<b>Truancy in Year 11</b>				
Persistent truancy	544	38	29	33
Occasional truancy	3,640	59	30	11
No truancy	9,874	76	20	5

Source: LSYPE Waves 4, 5 and 6 and YCS Cohort 13, Sweeps 1, 2 and 3

Percentages calculated in rows

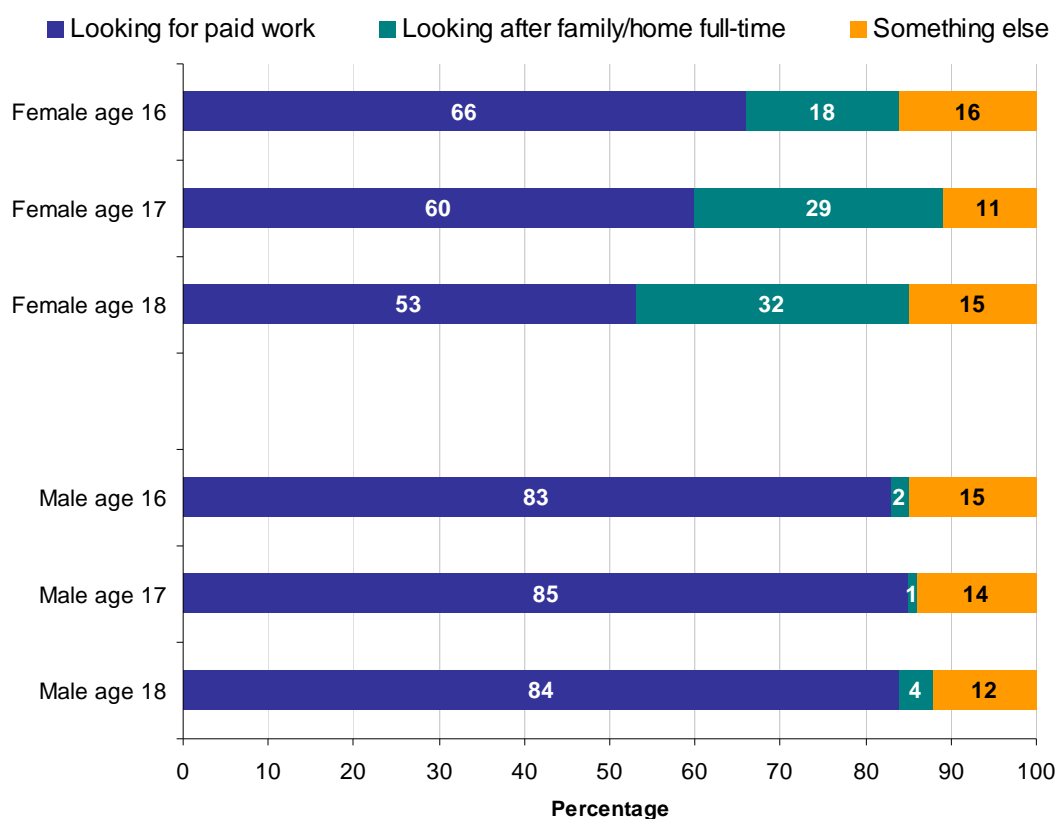
\* indicates cell/row suppression due to small sample size



## 5.2. Activities of young people who were NEET

The young people who were NEET at ages 16, 17 and 18 were asked what they were doing whilst NEET, the results from which can be seen in Chart 5.2.1.

**Chart 5.2.1: Current activities of young people who were NEET by age and gender**



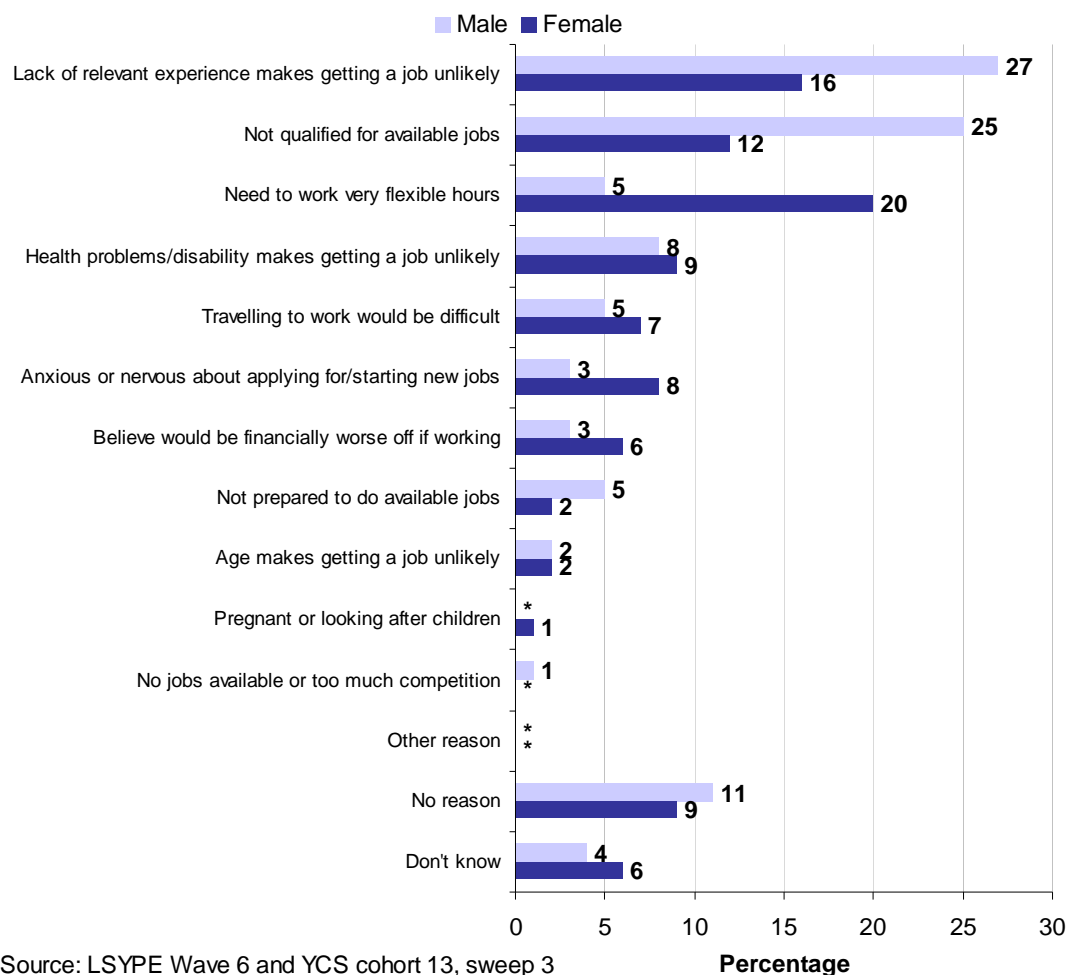
Source: LSYPE Waves 4, 5, and 6 and YCS cohort 13, sweeps 1, 2, and 3

There are clear differences by gender when looking at the current activities of young people who were NEET. The proportion of females who were NEET who said that they were looking for work slowly declined each year from age 16, with 66% reporting that they were looking for work at age 16 dropping to 53% at age 18. This drop off is largely due to an increase in the proportion who report looking after the home and family full-time, from 18% at age 16 to almost a third (32%) at age 18. Conversely, the proportion of males who were NEET who said they were looking for work remained relatively stable between age 16 and 18, with only a small proportion looking after the family/home full-time at age 18 (4%).

### 5.3. Perceived barriers to education, employment and training

Respondents who identified themselves as NEET at the time of interview were asked the main reason they were not in employment with the most common responses varying by gender as shown in Chart 5.3.1.

**Chart 5.3.1: Main reason for young people who are NEET not finding employment at age 18**



For males who were NEET the most frequently cited reason for not finding employment was a lack of relevant experience (27%), followed by a lack of qualifications (25%). In contrast, females who were NEET identified the biggest concern to be the need to work very flexible hours (20%) followed by a lack of relevant experience (16%). Health problems or a disability were the main reason for 8% of males and 9% of females, whilst 11% of males and 9% of females stated that there was no reason for their lack of employment.

Those who were NEET were also asked to identify barriers to full-time education at age 18. The majority said there was nothing making it difficult to return to full-time education, with three quarters (75%) of males and just under two thirds (62%) of females holding this view. Similarly, the majority of respondents who were NEET said there was nothing making it difficult to find a training place, with 74% of males and 69% of females holding this view. Where a reason for not being in full-time education or training was stated, it was most commonly related to disability, pregnancy or childcare.

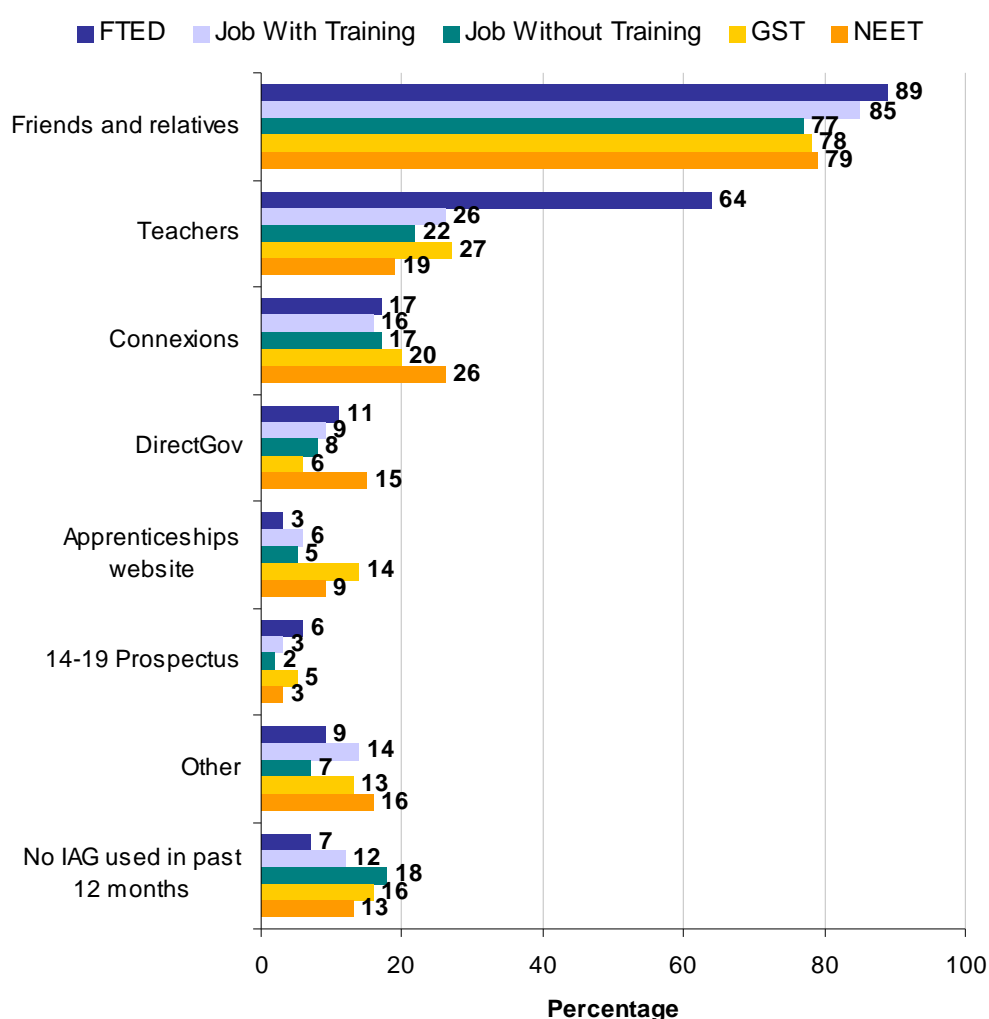
## 6. Information, Advice and Guidance (IAG)

### 6.1. Sources of IAG

Information, Advice and Guidance (IAG) refers to sources of help used by young people whilst gaining awareness and making decisions about learning, careers and a range of personal, health and social issues that confront them. This can range from informal advice from family and friends, through to specialist provision from schools, the Connexions service and other providers.

The YCS and LSYPE cohort were specifically asked to recall the use of IAG in relation to decisions about their futures. Chart 6.1.1 shows the sources of IAG used by young people by main activity at age 18.

**Chart 6.1.1: Sources of IAG used in the last 12 months by main activity at age 18**



Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

Percentages do not sum to 100% as respondents could state using multiple IAG sources

The majority of young people had used friends and relatives as a source of IAG in the last 12 months regardless of their main activity at age 18. The next most commonly used source was teachers, with almost two thirds (64%) of those in full-time education at age 18 having sought advice from this source. IAG sources that are targeted at particular groups were typically used most by those groups, with the Apprenticeships website most used by those in GST (14%) and the Connexions services most used by young people who were

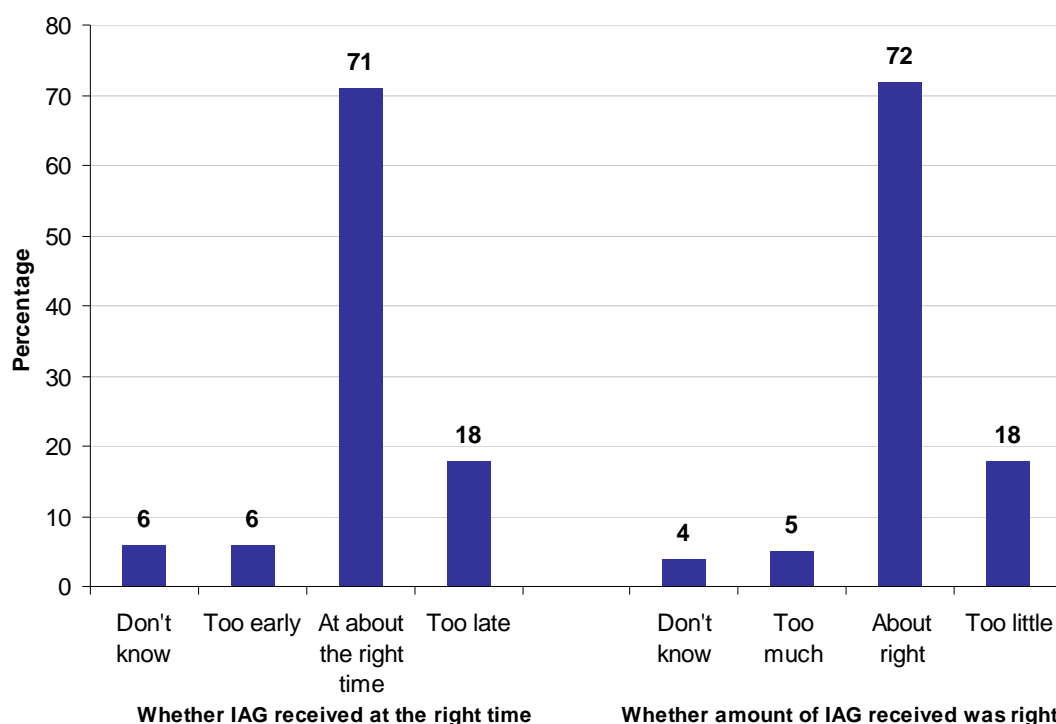
NEET at age 18 (26%). Respondents who were NEET at age 18 were also the most likely to have used DirectGov (15%) or other sources of IAG (16%), whilst those in jobs without training were the group most likely to state that they had not used any IAG in the past 12 months (18%).

When asked about the IAG source that was most useful, friends and relatives were again the most commonly cited regardless of the main activity of the young person. This suggests that despite many other sources being available to young people, informal assistance is found to be the most useful and the most used. It may therefore be important to ensure family and friends have accurate, up-to-date information about options for young people on which to base their advice.

## 6.2. Amount and timing of IAG

Respondents who said they had spoken at all with teachers or Connexions were asked their views about the amount and timing of IAG they received as well as its suitability. The results from this can be seen in Chart 6.2.1.

**Chart 6.2.1: Opinions on the amount and timing of IAG received from teachers and Connexions**



Source: LSYPE Wave 6

Respondents who sought IAG from teachers and Connexions were mostly positive about the amount and timing of the IAG they received, with 71% of respondents stating that the IAG was received at about the right time and 72% reporting that the amount of IAG they received was about right. This finding may reflect that the IAG received from both teachers and Connexions is often demand-led so the young person will have influence over the amount of IAG received and when it is sought.

### 6.3. IAG providers for young people who are NEET

There are particular sources of IAG that were made available to, or targeted on, the young people who were NEET with the aim of helping to re-engage them in learning and employment. Whilst some of this contact will have been mandatory for entitlement to particular benefits, some would also have been voluntary. Table 6.3.1 shows the different sources of IAG the young people who were NEET were in contact with at both age 17 and 18.

**Table 6.3.1: Who the NEET group have spoken to in the four weeks prior to interview at age 17 and 18**

	Age	
	17	18
<b>Weighted base</b>	913	1,320
<b>Spoken to in last four weeks</b>		
Jobcentre Plus adviser (%)	45	56
Connexions personal adviser (%)	29	17
Careers adviser/tutor (%)	7	9
Youth worker (%)	7	5

Source: LSYPE Waves 5 and 6 and YCS Cohort 13, Sweeps 2 and 3  
 Percentages calculated by columns  
 Respondents could report speaking to more than one source of IAG

The IAG source that young people who were NEET had most commonly spoken with at both ages 17 and 18 was Jobcentre Plus advisers. This contact was reported by 45% of young people NEET at age 17, increasing to 56% of those NEET at age 18. The second most commonly reported source was a Connexions personal adviser, with whom contact was reported by 29% of 17 year olds who were NEET, falling to 17% of 18 year olds. Contact with careers advisers or tutors and youth workers was less common.

## 7. Personal Relationships and Caring

### 7.1. Relationships and children

Respondents to LSYPE were asked about their personal relationships, including (where applicable) those with their partners and with children of their own. Some were in the early stages of relationships and family formation and it is important to understand more about them and how these processes relate to other aspects of their lives.

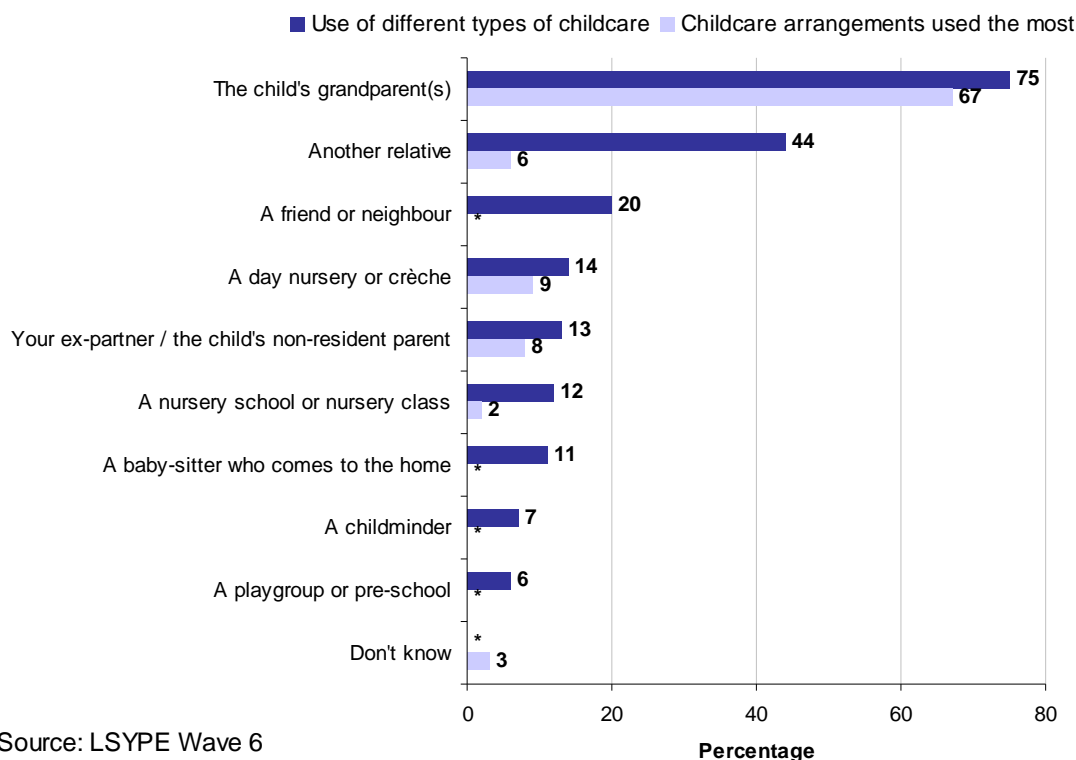
By relationship status, 1% of young people were married by age 18 and a further 46% were in a relationship. Of these two groups, 16% lived in the same household as their spouse or partner.

In addition to these relationships, by age 18, 4% of LSYPE and YCS respondents had children of their own, compared with 1% at age 16, and 3% at age 17. Splitting this by gender, female respondents were twice as likely to report becoming parents by the time they were age 18 as male respondents (6% compared with 3%). This may suggest some under-reporting from young fathers who may not be aware or may not be willing to acknowledge that they have fathered a child or could suggest that young females are having children with males of a different age to themselves.

Just over half of all young fathers had their child or children living with them at time of interview (57%) compared with almost all young mothers (99%). These young people were also asked about the different types of childcare they used with the results shown in Chart 7.1.1.

Grandparents were the most frequently cited source of childcare (75%), as well as being the source of childcare most used for 67% of young parents. Other relatives were used by 44% of young parents, but only 6% reported them as their most used source. Playgroups and play schools were used least (6%) with other formal childcare providers such as nurseries also proving to be less commonly used.

**Chart 7.1.1: Most popular childcare usage where child lives with young parent**



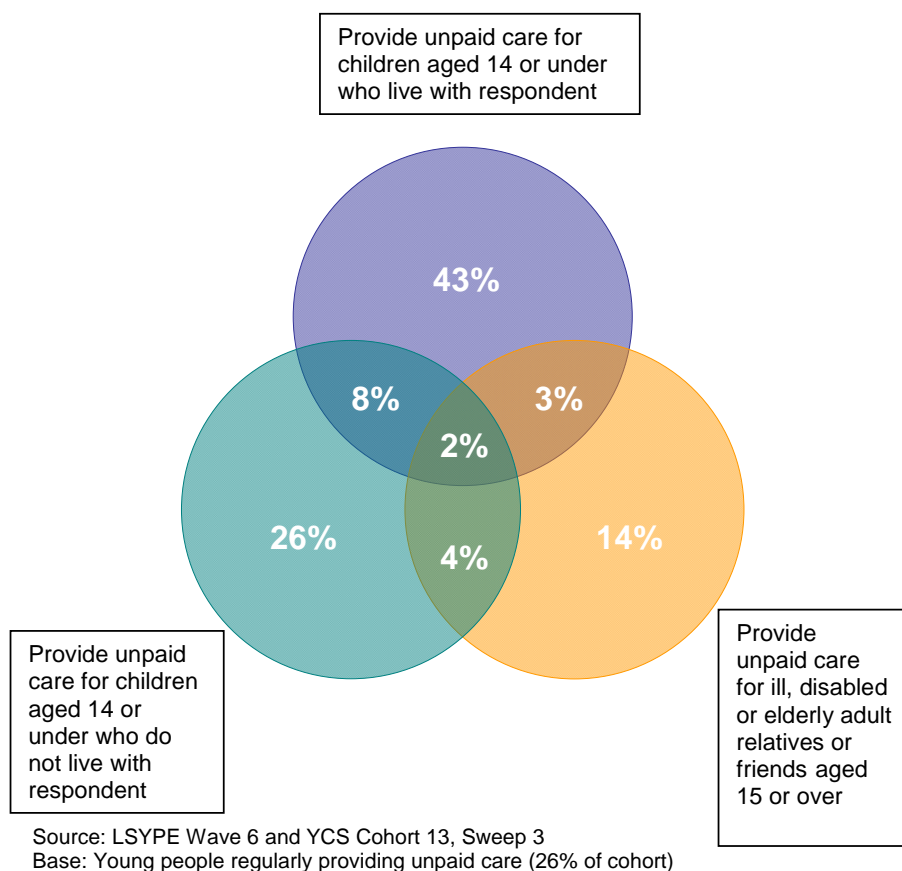
## 7.2. Unpaid care provision

At age 18, 26% of respondents regularly provided unpaid care for either their own child, another child (to whom they may or may not have been related) or another person aged 15 or over for an unspecified amount of time. Approximately one in seven (14%) respondents reported taking care of children aged up to 14 with whom they live (whether their own children or not) compared with one in ten (10%) respondents providing unpaid care for children aged up to 14 with whom they do not live. A further 6% provided unpaid care for an ill, disabled or elderly relative or friend aged 15 or over.

A caveat to this information is that it is not known from the responses how many hours of care young people provided and how intense this care was. Therefore whilst the following charts suggest a link between regularly providing unpaid care and particular activities and attainment, the effect of providing different amounts of care is not known.

In some cases respondents regularly provided unpaid care for more than one type of person, as can be seen in Chart 7.2.1.

**Chart 7.2.1: Respondents regularly providing unpaid care by types of care provided**



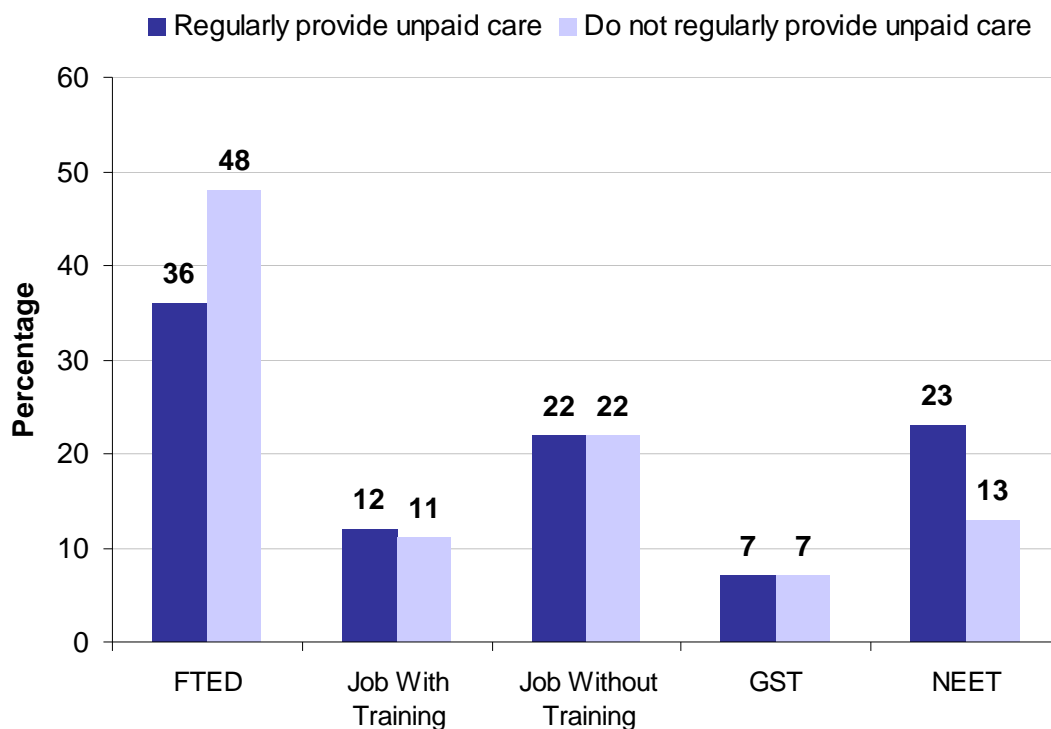
Of the young people who regularly provided unpaid care, 43% exclusively provided care for a child or children aged 14 or under with whom they live, whilst 26% provided care exclusively for a child or children aged 14 or under with whom they do not live. A further 14% provided care exclusively for an ill, disabled or elderly relative or friend aged 15 or older. Just over one in seven (15%) young people provided unpaid care for two of the groups considered, with 2% providing unpaid care for all three groups asked about.

It is important to understand whether regularly providing unpaid care impacts on the activities and attainment of young people at age 18. Chart 7.2.2 shows main activity at age 18 for young people who provided unpaid care compared to those who did not.

Those who provided unpaid care were less likely to be in full-time education at age 18 than young people who did not (36% compared with 48%) and more likely to be NEET (23% compared with 13%).



**Chart 7.2.2: Main activity at age 18 by whether respondent regularly provided unpaid care**

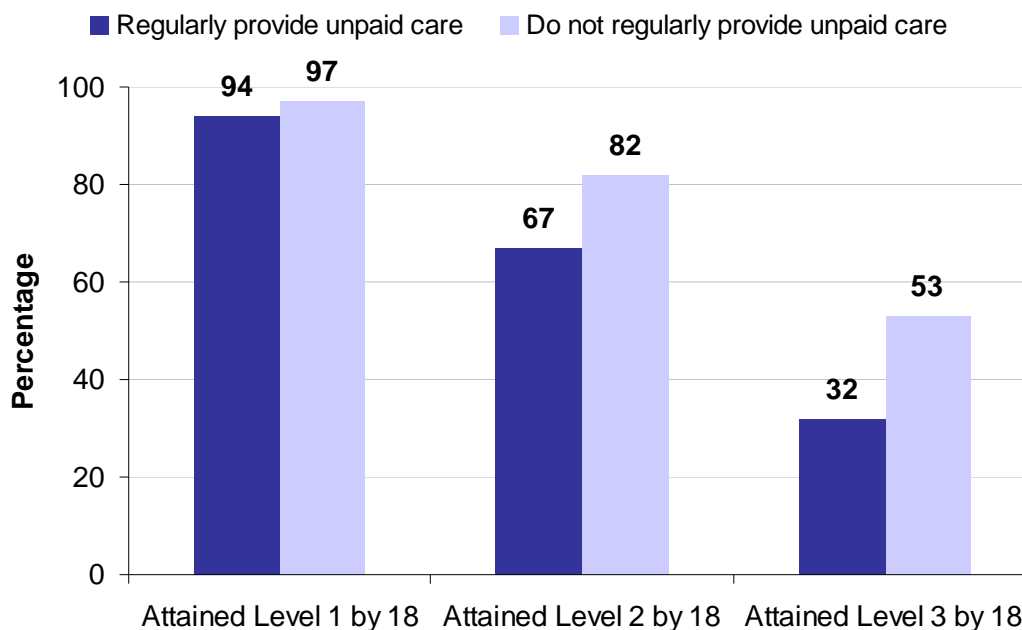


Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

Chart 7.2.3 compares young people who regularly provided unpaid care with those who did not, by the attainment levels achieved by age 18.

A lower proportion of those who provided unpaid care had attained each of Levels 1, 2 and 3 by age 18 compared with those who did not regularly provide care. The disparity increases from a small gap at Level 1 to a much larger gap at Level 3. It is possible that this reflects differences in the amount learning time required to attain higher qualification levels which may be difficult to reconcile with maintaining regular caring roles.

**Chart 7.2.3: Attainment by age 18 by whether respondent regularly provided unpaid care**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

### 7.3. Sexual activity

For the first time in the study, LSYPE Wave 6 respondents were asked about their sexual history and practices before and at age 18. Information on why such questions were not asked before this point can be found in the Notes to Editors in Appendix B.

By age 18, the majority (83%) of respondents were sexually active. Table 7.3.1 examines the characteristics of those who were sexually active including the age at which they were first sexually active.

The biggest differences in sexual activity at age 18 arise when looking at ethnic group, with just less than one in seven (13%) of those from White backgrounds not sexually active by age 18, compared to over two thirds of those from Pakistani and Bangladeshi backgrounds (69% and 70%) and over half (57%) of those from an Indian background.

The groups most likely to become sexually active at younger ages were those living with neither parent in Year 11 (24% active at age 14 or under) and those who were NEET at age 18 (19% active at age 14 or under). Sexual activity at a younger age was particularly unlikely for those in full-time education at age 18 (6% active at age 14 or under) and those with parents educated to degree level (6% active at age 14 or under). These groups had higher than average proportions of young people that did not become sexually active until ages 17 and 18. No differences in sexual activity by gender were evident.

**Table 7.3.1: Age became sexually active by characteristics**

	Weighted base <sup>1</sup>	Age became sexually active <sup>1</sup>						18 or older <sup>2</sup>	Never had sexual intercourse (%)
		Total (%)	Don't know (%)	14 or under (%)	15 (%)	16 (%)	17 (%)		
<b>All</b>	8,593	83	2	11	16	26	17	11	17
<b>Gender</b>									
Male	4,295	83	2	12	16	25	17	10	17
Female	4,298	83	1	10	17	27	16	11	17
<b>Ethnic Origin</b>									
White	7,402	87	2	11	18	28	17	11	13
Mixed	192	79	2	13	18	21	12	12	21
Indian	184	43	*	2	4	11	9	15	57
Pakistani	165	30	*	3	2	8	8	7	69
Bangladeshi	73	30	*	*	6	7	9	4	70
Other Asian	*	*	*	*	*	*	*	*	*
Black African	139	61	*	5	11	17	13	13	38
Black Caribbean	123	83	3	14	13	23	18	11	17
Other	*	*	*	*	*	*	*	*	*
<b>Parental Occupation</b>									
Higher professional	591	82	2	8	14	25	20	13	18
Lower professional	3,264	83	1	9	16	26	18	12	17
Intermediate	1,440	83	2	10	19	27	16	9	17
Lower supervisory	668	86	1	13	18	30	15	9	14
Routine	1,420	85	3	15	16	24	15	12	15
Other/not classified	1,190	78	2	13	15	26	13	8	21
<b>Parental Education</b>									
Degree	1,583	77	1	6	14	22	19	14	23
At least 1 A Level	2,109	86	1	10	17	29	19	10	14
Below A Level / Not sure	4,880	83	2	13	17	26	15	10	16
<b>Free School Meals (Year 11)</b>									
No	6,863	84	2	10	17	26	17	11	16
Yes	975	79	2	15	14	26	12	8	21
<b>Living arrangements in Year 11</b>									
Both parents	6,082	82	2	9	16	26	18	11	18
Mother only	1,809	86	3	13	17	27	15	10	14
Father only	203	87	*	18	23	23	10	12	13
Neither parent	225	91	*	24	22	28	8	7	8
<b>Main Activity at age 18</b>									
FTED	3,801	74	1	6	13	23	18	13	26
Job With Training	953	92	2	13	21	31	16	10	8
Job Without Training	1,937	91	2	14	19	28	18	9	9
GST	553	92	*	14	22	34	13	7	8
NEET	1,328	86	3	19	17	26	12	7	14

Percentages calculated in rows

Source: LSYPE Wave 6

\* indicates cell/row suppression due to small sample size

<sup>1</sup> Percentages for age became sexually active may slightly underestimate actual figures as they are calculated on a smaller weighted base excluding approximately 210 respondents who stated they had been sexually active but refused to respond to age became sexually active.

<sup>2</sup> Due to the timing of the study a small number of respondents were older than 18 years old at time of interview. Totals may not sum to 100% as 'Don't know' response removed from indicator of sexual intercourse due to small sample size

Where respondents had indicated they were sexually active, they were also asked about which forms of contraception or precautions they used most regularly. Table 7.3.2 shows the most common forms of contraception and precautions by gender.

**Table 7.3.2: Forms of contraception and precautions used by those who are sexually active by gender<sup>11</sup>**

	All	Male	Female
<b>Weighted base<sup>1</sup></b>	7,118	3,568	3,550
<b>Contraception and precautions regularly used by sexually active young people</b>			
Condoms (%)	78	86	71
Oral contraceptive pill (%)	57	50	65
Emergency contraception (%)	12	11	12
Injected / depo contraception / implants (%)	6	3	10
Safe period / rhythm method / persona (%)	2	1	2
Withdrawal (%)	1	1	1
Other <sup>2</sup> (%)	2	2	2

Percentages calculated individually

Source: LSYPE Wave 6

<sup>1</sup> This is the maximum weighted base i.e. all respondents who answered 'yes' to ever having had sexual intercourse. Respondents could refuse to answer on each option and these refusals have been removed.

<sup>2</sup> 'Other' includes cap/diaphragm, UID/coil, female condom and any other.

Both males and females reported using all types of contraception, with those most regularly used by both genders being condoms (86% males, 71% females) and the oral contraceptive pill (50% males, 65% females). Alternative types of contraception were much less commonly used, with emergency contraception used by 12% of sexually active young people and all other types used by less than 10% of both genders.

Sexually active respondents were also asked about times when they had not used precautions or contraception (excluding times when they were trying for a child). Characteristics of those regularly engaging in sexual activity without precautions or contraception can be seen in Table 7.3.3.

Just over half (54%) of sexually active young people reported never having sex without precautions or contraception, whilst 2% reported that they always had unprotected sex. Males were more likely than females to report unprotected sex at least some of the time, whilst other groups most likely to report at least some unprotected sex were those who were living with neither parent in Year 11, those who were NEET at age 18, and those in receipt of free school meals in Year 11.

<sup>11</sup> Respondents were able to answer either from an individual perspective or report their usage as part of a couple, therefore contraceptive methods not available to their gender may be stated (e.g. males cannot use oral contraceptive pill).

**Table 7.3.3: Instances of sexual activity without precautions or contraception by frequency and characteristics**

	<i>Weighted base<sup>1</sup></i>	Never (%)	Rarely (%)	Less than half the time (%)	Around half the time (%)	Most times (%)	Always (%)	Don't know (%)
<b>All</b>	7,067	54	28	5	4	5	2	1
<b>Gender</b>								
Male	3,543	52	28	6	4	7	2	1
Female	3,524	55	29	5	4	4	2	1
<b>Parental Occupation</b>								
Higher professional	483	59	31	4	3	2	*	*
Lower professional	2,677	57	29	4	4	4	2	1
Intermediate	1,189	54	30	6	2	5	2	*
Lower supervisory	575	50	29	4	6	7	3	*
Routine	1,203	52	26	6	3	7	3	2
Other/not classified	925	46	28	7	6	8	3	1
<b>Parental Education</b>								
Degree	1,211	59	30	3	3	3	1	1
At least 1 A Level	1,807	56	29	5	3	4	2	1
Below A Level / Not sure	4,033	51	28	6	5	7	3	1
<b>Free School Meals (Year 11)</b>								
No	5,723	55	28	5	4	5	2	1
Yes	762	47	27	6	6	9	3	2
<b>Disability</b>								
Yes	508	49	26	8	5	5	5	*
No	6,461	54	29	5	4	5	2	1
Don't know	*	*	*	*	*	*	*	*
<b>Living arrangements in Year 11</b>								
Both parents	4,922	56	28	5	4	5	2	1
Mother only	1,543	50	28	6	5	7	3	1
Father only	176	50	30	8	*	4	*	*
Neither parent	202	33	37	5	6	10	7	*
<b>Main Activity at age 18</b>								
FTED	2,778	61	27	4	3	3	1	1
Job With Training	878	51	29	5	5	5	3	*
Job Without Training	1,751	52	29	5	4	7	2	1
GST	505	50	30	6	4	6	3	*
NEET	1,135	42	29	7	6	9	5	2

Percentages calculated in rows

Source: LSYPE Wave 6

\* indicates cell/row suppression due to small sample size

<sup>1</sup> Excludes a small number who refused to answer whether had sexual activity without precaution and/or how often.

Those respondents who had identified themselves as having engaged in sexual activity were also asked about whether they believed they had contracted any sexually transmitted infections (STIs). By age 18, 5% of sexually active young people were aware that they had ever contracted a sexually transmitted infection, of which 97% had received treatment for it. Gender differences were also noticeable with more than double the number of females reporting ever contracting an STI than males (7% compared with 3%). It should be noted that some STIs have few immediate symptoms so under-reporting by young people is a possibility.

Whilst overall reporting of contracting STIs is low, there is an increased proportion of young people reporting contracting STIs who also report engaging in sexual activity without precautions or contraception compared with those who report always using precautions or contraception (8%

compared with 2%). This suggests that although overall likelihood of contracting an STI is low, continually using precautions and contraception lowers this likelihood even further with 98% of young people in this group not contracting an STI by age 18.

#### 7.4. Pregnancy

All female LSYPE respondents who answered the sexual activity and history questions were asked if they had ever been pregnant and, if so, the outcomes of those pregnancies.

Analysis shows that 18% of sexually active female respondents had been pregnant at least once by age 18. Of this group, 78% had been pregnant on one occasion, 18% had been pregnant twice and 4% had been pregnant at least three times.

Just under half (46%) of females who had been pregnant at least once went on to have the baby from their first (or only) pregnancy, with 35% having an abortion and 19% having a miscarriage.

Table 7.4.1 examines the characteristics of those who have been pregnant.

There is a noticeable trend between attainment at Year 11 and instances of pregnancy by age 18. A third (33%) of those with between one and four GCSEs at grades D to G had been pregnant at least once, compared with 6% of those with eight or more GCSEs at grades A\* to C. Young females attaining between one and four GCSEs at grades D to G were also the group most likely to have been pregnant two or more times (10%).

Other factors which appear to be associated with increased likelihood of pregnancy were being eligible for free school meals at age 16, having parents who are in more routine occupations and having parents who had lower educational attainment.

**Table 7.4.1: Instance of pregnancy by age 18 by characteristics**

	<i>Weighted base<sup>1</sup></i>	Not sexually active (%)	Sexually active but never pregnant (%)	Sexually active and pregnant once (%)	Sexually active and pregnant two or more times (%)
<b>All</b>	4,283	17	68	12	3
<b>Parental Occupation</b>					
Higher professional	272	20	73	6	*
Lower professional	1,660	17	74	8	1
Intermediate	728	17	68	11	4
Lower supervisory	329	13	71	11	4
Routine	690	14	65	16	4
Other/not classified	597	23	49	20	6
<b>Parental Education</b>					
Degree	782	22	72	5	1
At least 1 A Level	1,056	14	75	9	2
Below A Level / Not sure	2,437	17	63	15	5
<b>Free School Meals (Year 11)</b>					
No	3,402	16	71	11	2
Yes	488	24	47	21	7
<b>Disability</b>					
Yes	327	20	65	9	6
No	3,872	17	68	12	3
Don't know	*	*	*	*	*
<b>Year 11 GCSE qualifications</b>					
8+ A*-C	2,166	21	73	6	0
5-7 A*-C	605	14	70	14	1
1-4 A*-C	824	12	64	17	6
5+ D-G	376	12	63	18	6
1-4 D-G	170	16	48	23	10
None reported	*	*	*	*	*

Percentages calculated in rows

Source: LSYPE Wave 6

\* indicates cell/row suppression due to small sample size

<sup>1</sup> Excludes a small number who refused to answer whether been pregnant and/or how many times. Totals may not sum to 100% as 'Don't know' response removed from indicator of pregnancy due to small sample size

## 8. Risky Behaviours

### 8.1. Alcohol and drug use

LSYPE respondents were asked at Waves 1, 2, 3, 4 and 6 if they have ever tried Cannabis and if they have ever had had a proper alcoholic drink<sup>12</sup>. Table 8.1.1 below shows the reported prevalence of these behaviours over that time period.

**Table 8.1.1: Alcohol and drug use over time<sup>13</sup>**

	Age 13	Age 14	Age 15	Age 16	Age 18
<b>Ever tried Cannabis<sup>14</sup> (%)</b>	10	21	31	41	46
<b>Ever had an alcoholic drink (%)</b>	55	69	77	86	93

Percentages calculated individually

Source: LSYPE Waves 1, 2, 3, 4 and 6

By age 18, 46% of respondents had reported trying cannabis, compared with 41% at age 16 and 10% at age 13. The proportion of young people who reported trying Cannabis for the first time slows from age 16, when compared with the annual increases seen at younger ages.

Over nine in ten (93%) young people reported ever having an alcoholic drink by age 18. The legal age for purchase of alcohol is age 18 and so it is perhaps unsurprising that by this age the majority of the sample had tried alcohol.

Those respondents who reported having an alcoholic drink were asked, thinking about the last 12 months, how often they had done so. At age 18, 43% reported drinking once or twice a week, 15% reported drinking three or four times a week, and 7% reported drinking almost every day or five or six times a week. There were also 2% who reported that they had not drunk at all the last 12 months.

Respondents were also asked how often their drinking led to them getting drunk, which can be seen in Chart 8.1.2.

Young people who reported drinking regularly during the week were more likely to get drunk every time, most times or around half the time. Those who drank once or twice a year were more likely to report that they never got drunk (50%).

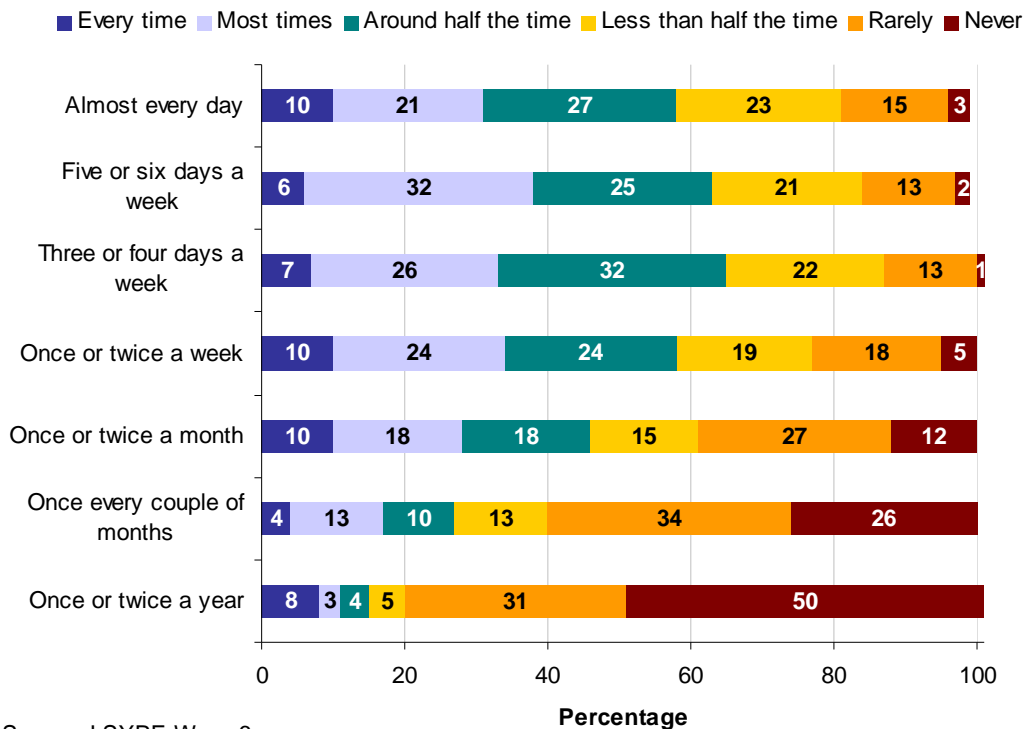
<sup>12</sup> In both YCS and LSYPE respondents were asked to recall ever having a 'proper alcoholic drink' defined as a 'whole drink, not just a sip'.

<sup>13</sup> Respondents were not asked about these topics at Wave 5 (age 17).

<sup>14</sup> Figures from age 14 to 16 are different to those reported in [Youth Cohort Study and the Longitudinal Study of Young People in England: The Activities and Experiences of 16 year olds: England 2007](#) due to re-calculation using a different methodology. This was introduced in response to concerns over data quality for this question in more recent waves. There was also a change of interview mode between Wave 4 and Wave 6 which means that respondents may have felt less comfortable answering this question at Wave 6.



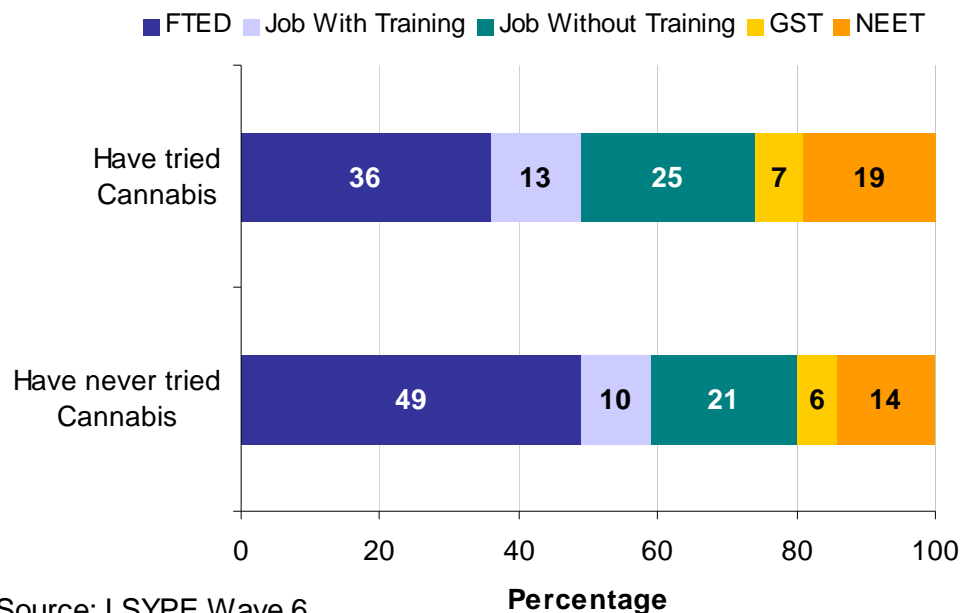
**Chart 8.1.2: How often young people got drunk, by frequency of drinking in last 12 months**



Source: LSYPE Wave 6  
 Percentages may not sum to 100% due to rounding and 'Don't know' response being removed from frequency of getting drunk due to small sample size.

The main activity of young people who reported trying Cannabis is examined in Chart 8.1.3.

**Chart 8.1.3: If young person has ever tried Cannabis by main activity at age 18**



Source: LSYPE Wave 6

By main activity, 36% of those who had ever tried Cannabis were in full-time education at age 18, compared with 49% of those who had not. Young people who had tried Cannabis were more likely to be NEET than those who had not (19% who had tried Cannabis compared with 14% who had not), but were in GST in similar proportions (7% compared with 6%).

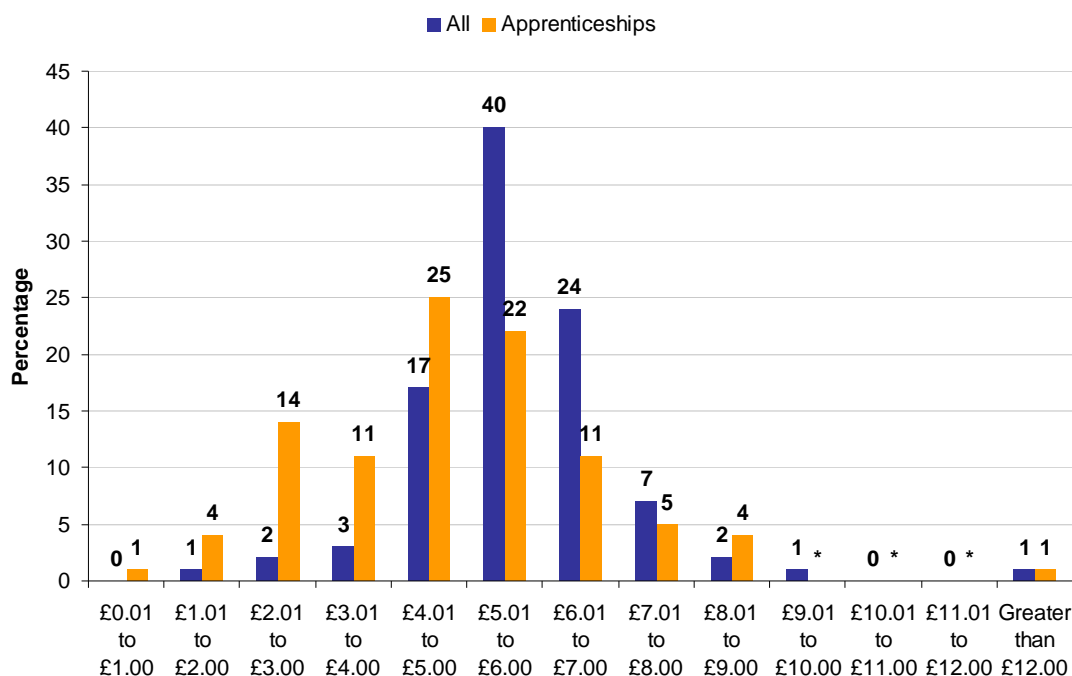
## 9. Income and Benefits

### 9.1. Earnings from employment

A total of 56% of YCS and LSYPE respondents were earning a wage at the time of interview either through their main activity (job with training, job without training, GST) or through part-time work to accompany full-time studies. One in ten young people (10%) who were in work, or 6% of all respondents, had more than one job.

Chart 9.1.1 examines the distribution of hourly earnings for all young people in employment compared with those on Apprenticeships at age 18. Where respondents had more than one job at the time of interview figures will be representative of the employment in which they spent the most hours.

**Chart 9.1.1: Hourly earnings for all in employment and those on Apprenticeships at age 18**



Source: LSYPE Wave 6 and YCS cohort 13, sweep 3

\* indicates suppression due to small sample size

Young people on Apprenticeships were more likely to earn a lower hourly wage, with 77% of those in Apprenticeships earning £6.00 or less. This is a noticeably higher proportion than the average for all employment, with 63% earning £6.00 or less.

The National Minimum Wage (NMW) for 18-21 year olds up to 1<sup>st</sup> October 2009 was £4.77 per hour but apprentices aged under 19 (or 19 or over and in the first year of their Apprenticeship) were not entitled to NMW. The chart above suggests that many employers of young people in Apprenticeships take advantage of the opportunity to pay them below the NMW, whilst even where NMW should apply there are still some young people who do not receive what they are legally entitled to.

## 9.2. Benefits

Once the respondents were aged 18, they will have been able to claim benefits in their own right for the first time. At the time of interview the most frequently claimed benefits were Jobseeker's Allowance (JSA) or National Insurance Credits (NI Credits) (claimed by 9%), Child Benefit (3%) and Housing Benefit (HB) or Council Tax Benefit (CTB) (3%). Other family related benefits were claimed by 2% of young people, the same proportion as were claiming sickness or disability related benefits. Income Support (IS) was being claimed by a negligible proportion of young people whilst 83% were claiming no benefit at all.

Further detail on the characteristics of the young people who claim benefits can be found below in Table 9.2.1.

By gender, males were more likely to claim JSA or NI Credits, however females were more likely to claim all other types of benefits with the exception of sickness or disability benefits. Respondents from Black Caribbean and Bangladeshi ethnic groups and respondents with parents whose occupation was either routine or unclassified were more likely to claim JSA or NI credits.

Disabled respondents were more likely to be claiming HB or CTB and sickness or disability benefits than non-disabled respondents. There were no differences found between disabled and non-disabled respondents in claiming JSA or NI Credits.

**Table 9.2.1: Type of benefit claimed at age 18 by characteristics**

	<i>Weighted base</i>	JSA or NI Credits (%)	HB or CTB (%)	Child Benefit (%)	Family Related Benefits <sup>1</sup> (%)	Any sickness / disability benefits <sup>2</sup> (%)	No benefits claimed (%)
<b>All</b>	9,400	9	3	3	2	2	83
<b>Gender</b>							
Male	4,764	11	2	1	1	2	83
Female	4,636	7	5	5	3	2	83
<b>Ethnicity</b>							
White	7,980	9	3	3	2	2	83
Mixed	215	9	5	4	1	*	81
Indian	221	4	*	*	*	*	93
Pakistani	220	9	1	2	2	3	82
Bangladeshi	93	11	2	*	2	*	79
Other Asian	103	5	*	*	*	*	91
Black African	166	3	*	*	2	*	90
Black Caribbean	137	11	5	6	4	*	75
Other	93	*	7	*	*	*	88
<b>Parental Occupation</b>							
Higher professional	621	4	*	0	*	2	93
Lower professional	3,518	5	1	1	1	2	90
Intermediate	1,599	8	3	3	1	2	85
Lower supervisory	712	10	3	3	2	2	82
Routine	1,559	13	6	5	2	3	76
Other/not classified	1,370	16	7	8	4	3	67
<b>Disability</b>							
Yes	735	11	7	2	1	21	62
No	8,506	8	3	3	2	0	85
Don't know	132	16	*	*	7	13	67
<b>Attainment at age 18</b>							
Achieved Level 1	8,942	8	2	3	1	2	85
Achieved Level 2	7,183	5	1	1	1	1	90
Achieved Level 3	4,433	3	1	1	1	1	94

Percentages calculated individually

Source: LSYPE Wave 6

\* indicates cell/row suppression due to small sample size

<sup>1</sup> Excludes Child Benefit and Tax Credits

<sup>2</sup> Claimants of IS illness or disability element are included in 'Any sickness / disability benefits'

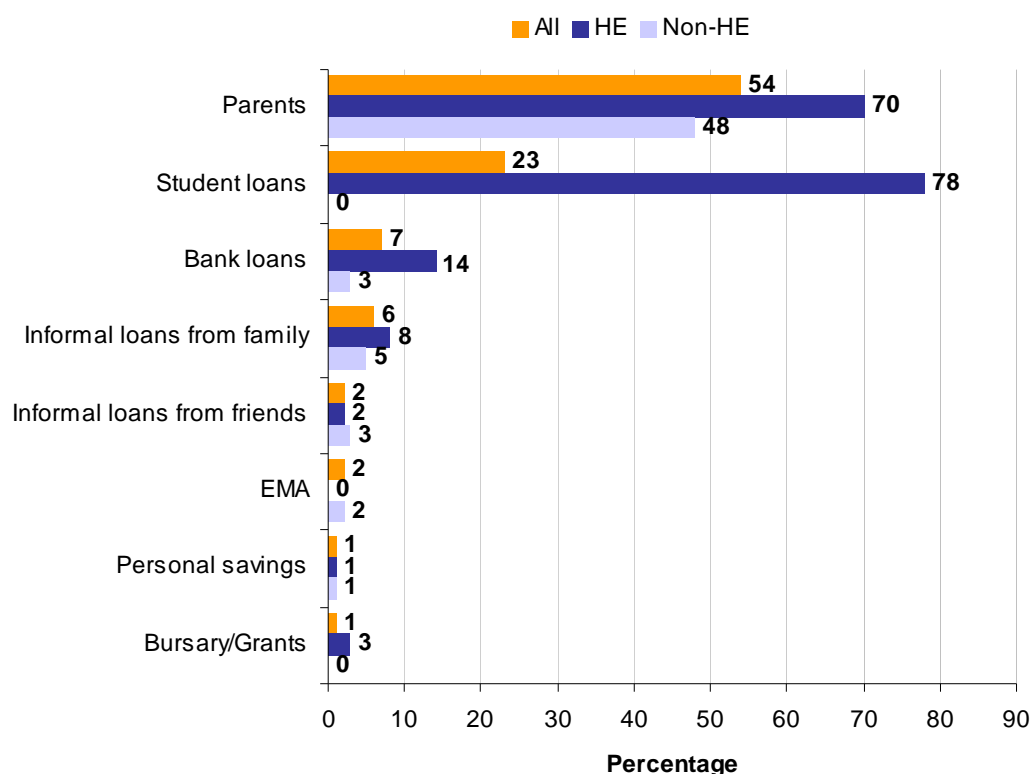
Totals do not sum to 100% as respondents can claim multiple benefits

IS (non-illness or disability elements) and Carers Allowance benefit types not included due to small sample size

### 9.3. Other sources of income

In addition to information on their benefits and wages, all LSYPE respondents were asked about their other sources of income, the results of which can be seen in Chart 9.3.1.

**Chart 9.3.1: Sources of income for young people at age 18 (excluding state benefits and wages) by HE participation**



Source: LSYPE Wave 6

'Don't know' response to HE participation status removed due to small sample size

Totals do not sum to 100% as respondents could state multiple income sources

The most commonly reported income source (excluding benefits or wages) for respondents was from their parents, with over half (54%) having reported this. Just under a quarter of all LSYPE respondents used a student loan (23%), 7% used bank loans and 6% used informal loans from family.

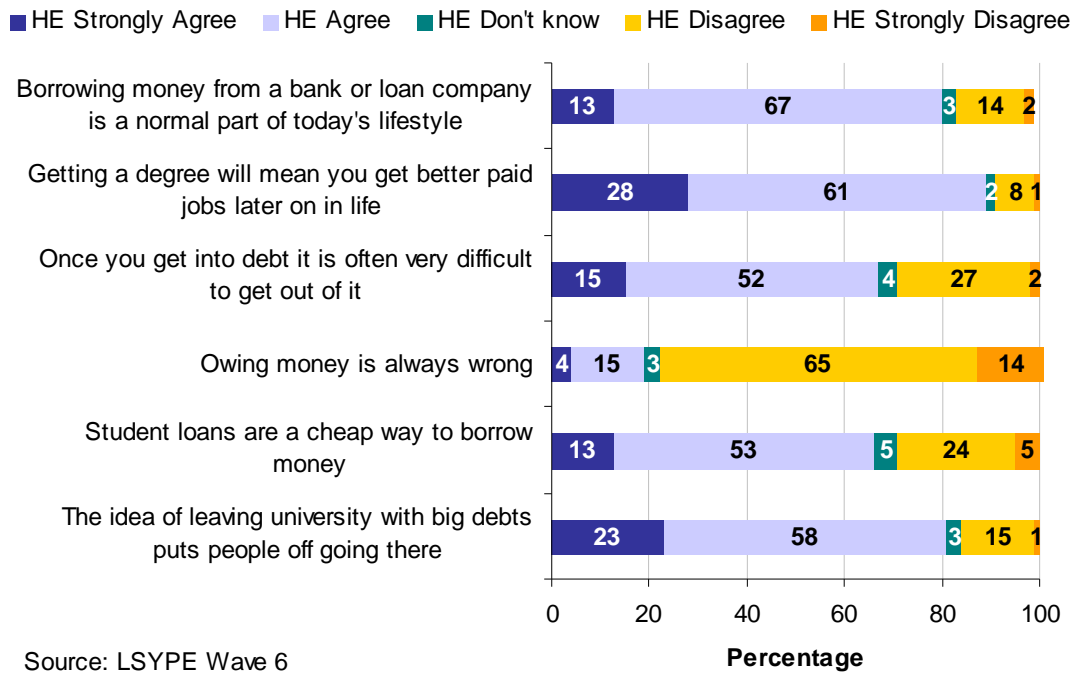
HE participants were more likely to use student loans (78%) and parents (70%) than any other forms of income, with bank loans (14%) also more common in this group than among non-HE participants.

#### 9.4. Attitudes to working and debt

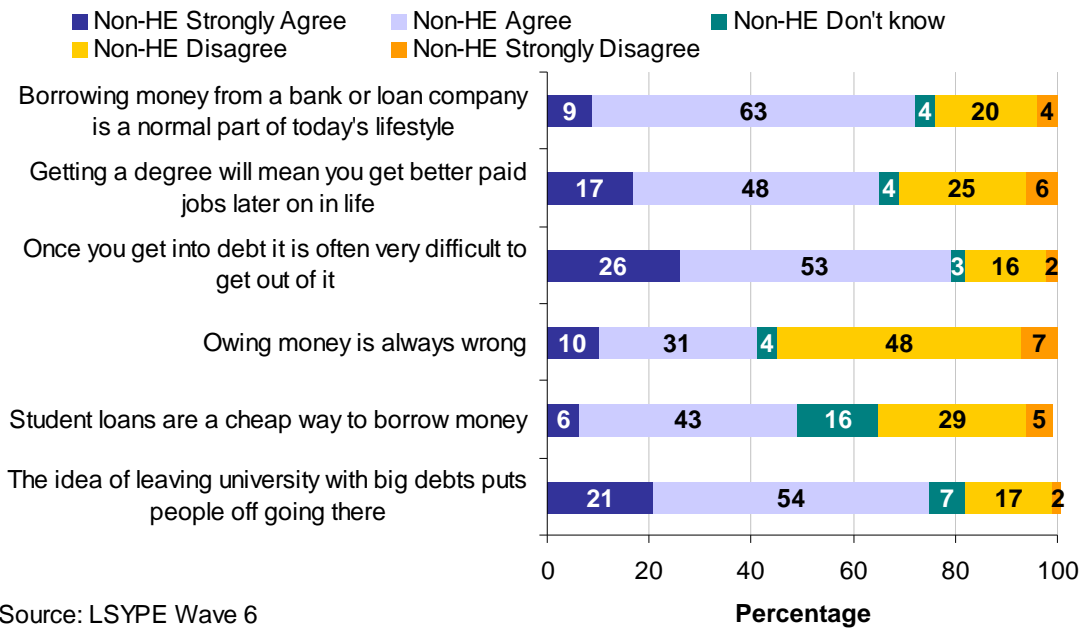
LSYPE respondents were asked the extent to which they agreed with a number of statements about working and debt. Results are presented below, separately for those who were in HE (Chart 9.4.1) and those who were not (Chart 9.4.2).

HE participants were more likely to be positive about the benefits of HE in terms of getting a better paid job in the future, as well as student loans being a cheap way to borrow money compared with non-HE participants. However, large proportions (81% HE participants, 75% non-HE participants) felt that leaving university with large debts can act as a barrier to put people off entering HE.

**Chart 9.4.1: HE-participants and attitudes to debt**



**Chart 9.4.2: Non-HE participants and attitudes to debt**



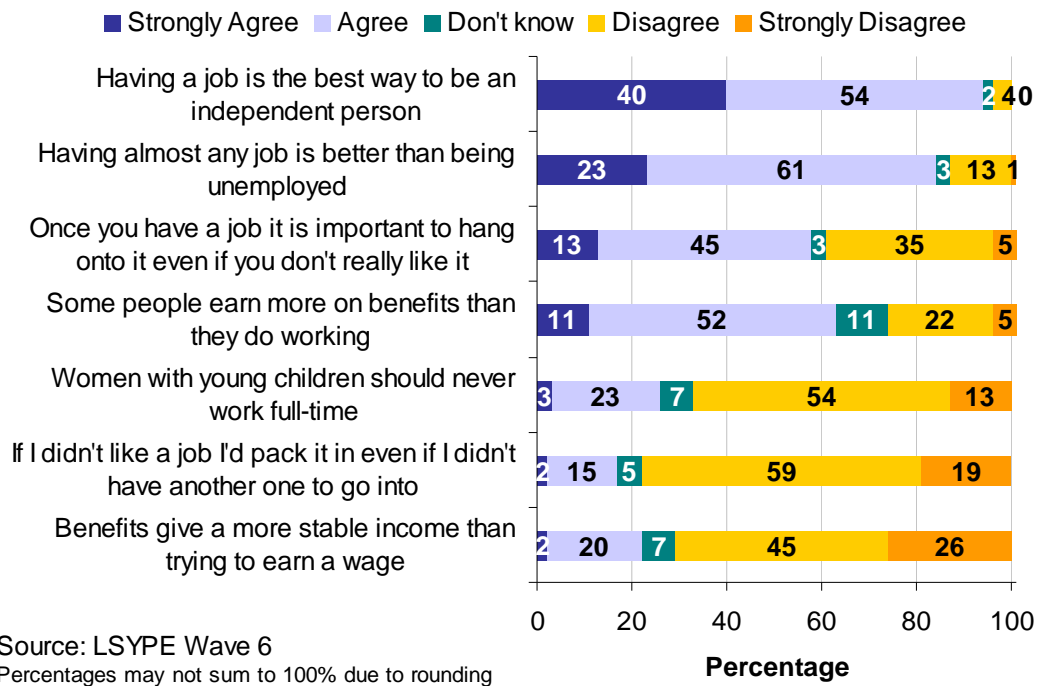
All respondents were also given a small set of attitudinal statements based around work and benefits. The results are presented in Chart 9.4.3.

Almost all respondents (94%) agreed that working was the best way for a person to be independent and 84% agreed that having almost any job is better than being unemployed. Also on this subject, 17% agreed that they would leave a job that they didn't like, even if they didn't have another job to go into, whilst 58% agreed that it was important to stay in a job even if they didn't like it.

Less than a quarter (22%) of respondents agreed that benefits provide a more stable income than a wage, despite 63% of respondents agreeing that some

people earn more on benefits than they do working.

**Chart 9.4.3: Attitudes to working and benefits**



## Annex A. Additional Table

### A.1. Attainment at age 19

Information on a young person's qualifications in the main part of this Statistical Bulletin is derived from administrative sources, and includes qualifications achieved in the academic year 2007/08. This shows attainment up to and including the academic year before the most recent YCS and LSYPE interviews took place from June 2009 to October 2009. This means that all the attainment data presented in the main part of this Bulletin refers to qualifications that the young person will have known about at time of their YCS or LSYPE interview.

Attainment data for the academic year 2008/09 are also available for analysis, however for some young people it may refer to examinations that had not been taken at time of interview and/or qualifications that had not yet been awarded. This data has not been used in the main part of this Bulletin because some responses might have been different if the young person had known these examination results. The main focus of this Bulletin is the academic year that led up to these examinations.

In the interest of publishing data as soon as it is available, Table A uses the 2008/09 administrative data to show the highest qualifications achieved by the end of that academic year, using the earlier 2009 YCS and LSYPE interview data to break down those data by various characteristics such as gender, ethnicity and parental education.

By age 19, 56% of the cohort had achieved Level 3 and 81% had achieved at least Level 2. There is a gap in Level 3 attainment between the genders with 62% of females attaining the level compared with 50% of males.

Differences could also be seen by ethnic group with the Indian (79%) and Other Asian (77%) groups showing the highest rates of achievement at Level 3. The ethnicities with the highest proportions of young people with below Level 2 attainment were White, Pakistani and Bangladeshi with 20% of young people in these groups at that level.

Parental occupation and education appear to be associated with Level 3 attainment with young people whose parents were of professional occupations and who were better educated showing higher levels of achievement. There was also a gap in Level 3 attainment by age 19 for those who received free school meals in Year 11 (30% attained) compared with those who did not (57% attained).

More detailed analyses using the 2008/09 qualifications data will appear in the next Statistical Bulletin based on YCS and LSYPE data.



**Table A.1.1: Highest qualification achieved by age 19 by characteristics**

	<i>Weighted base</i>	<i>Level 3 (%)</i>	<i>Level 2 (%)</i>	<i>Below Level 2 (%)</i>
<b>All</b>	14,708	56	25	19
<b>Gender</b>				
Male	7,512	50	27	22
Female	7,195	62	23	16
<b>Ethnic Origin</b>				
White	12,553	55	25	20
Mixed	329	55	27	18
Indian	349	79	13	7
Pakistani	348	58	23	20
Bangladeshi	148	56	24	20
Other Asian	177	77	12	11
Black African	260	67	23	10
Black Caribbean	214	51	31	18
Other	158	62	25	12
<b>Parental Occupation</b>				
Higher professional	1,004	77	15	8
Lower professional	5,555	70	20	10
Intermediate	2,757	55	28	17
Lower supervisory	1,173	43	32	25
Routine	2,474	38	31	31
Other/not classified	1,725	34	28	38
<b>Parental Education</b>				
Degree	3,199	81	13	6
At least 1 A Level	3,191	62	25	14
Below A Level / Not sure	8,297	44	30	26
<b>Free School Meals (Year 11)</b>				
No	11,924	57	26	17
Yes	1,704	30	30	40
<b>Disability</b>				
Yes	1,152	43	26	31
No	13,319	57	25	18
Don't Know	195	56	22	23
<b>Ever been excluded from school (by Year 11)</b>				
Permanently excluded	154	8	20	73
Suspended	1,006	18	33	48
Not excluded	12,919	60	25	16
<b>Living arrangements in Year 11</b>				
Both parents	10,636	61	24	15
Mother only	3,030	45	27	28
Father only	390	44	25	32
Neither parent	345	21	33	46

Percentages calculated in rows Source: LSYPE Wave 6 and YCS Cohort 13, Sweep 3

\* indicates cell/row suppression due to small sample size

## Annex B. Notes to Editors

### B.1. LSYPE

The Longitudinal Study of Young People in England (LSYPE), also known as *Next Steps*, is a major innovative panel study of young people which brings together data from several sources, including annual interviews with young people and their parents and administrative sources.

LSYPE started in 2004. The initial sample comprised of 21,000 young people aged 13 and 14 sampled from Year 9 records at schools throughout England (both maintained and independent schools). The sample contains boost elements<sup>15</sup> for pupils from an ethnic minority background and those attending schools in areas subject to high levels of deprivation. Both young people and their parents were initially interviewed at home about a range of experiences and views, however more recent surveys have been completed solely by the young person, usually over the telephone or on the internet. Each survey is referred to as a 'wave' of which there have been six to date, with the seventh taking place during summer 2010.

The main role of the study is to provide evidence on the key factors affecting educational progress and attainment and the transition following the end of compulsory education. Data from the study has been used to monitor the progress of the cohort group, evaluate the success (or otherwise) of policies aimed at this group and provide an evidence base for future policy development.

### B.2. YCS

The Youth Cohort Study (YCS), also known as *Pathways*, is a series of longitudinal surveys that initially contacts a sample of an academic year group or 'cohort' of young people in the spring following compulsory education. The study then typically interviews them annually for around three years thereafter. Each survey of a particular cohort is referred to as a 'sweep'. The study focuses on young people's education and labour market experience, their training and qualifications and a range of other issues, including socio-demographic variables.

The longitudinal nature of the YCS enables the Department to establish the education and employment paths that young people take and explore how their lives develop over time. As with the LSYPE, finding out about the different routes that young people take enables the Department to establish appropriate points in the lives of young people where policy intervention can help improve educational and employment outcomes.

The YCS series dates back to 1985 when Sweep 1 of Cohort 1 took place. The most recent YCS cohort was selected by taking a random sample of pupils from the Pupil Level Annual School Census (PLASC) which contains details of young people in Year 11 in schools<sup>16</sup>. The first survey (sweep) takes place around six months to one year after the pupils have finished Year 11,

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<sup>15</sup> These occurred in Wave 4 of LSYPE.

<sup>16</sup> Previous cohorts were selected by writing to schools and asking for names of pupils on register born on the 5<sup>th</sup>, 15<sup>th</sup> and 25<sup>th</sup> of each month.

with subsequent sweeps taking place annually. To date there have been 13 YCS cohorts comprising 44 sweeps with the fourth sweep of Cohort 13 taking place during summer 2010.

### B.3. Linking YCS and LSYPE

Samples for Cohort 13 of YCS and LSYPE were taken from the same academic cohort and their questionnaires and methodology were harmonised to facilitate analysis. The larger sample from the combined surveys enables more refined analyses, for example to show gender differences within a breakdown by ethnic origin.

### B.4. Response rates and sample size

Both YCS and LSYPE have consistently met target response rates. Sweep 1 of YCS Cohort 13 achieved a response rate of 68%, with Sweeps 2 and 3 achieving response rates of 84% and 86% respectively. Meanwhile, LSYPE has achieved response rates of 74%, 86%, 92%, 92%, 89% and 87% through Waves 1 to 6 respectively. This leaves the combined sample size of the two studies in the latest surveys as just under 14,800.

### B.5. Accessing the underlying data

In order to make data from the YCS and LSYPE surveys available to all, datasets are routinely deposited with the UK Data Archive operated by the University of Essex. At the time of publication (July 2010) the available data included:

YCS – Cohorts 1 to 12 (all sweeps) and Cohort 13 Sweep 1  
<http://www.esds.ac.uk/findingData/ycsTitles.asp>

LSYPE – Waves 1 to 5  
<http://www.esds.ac.uk/findingData/snDescription.asp?sn=5545>

Whilst all datasets are made publically available, historically the availability of data does not coincide with the publication of National Statistics that are derived from them. National Statistics protocols state that statistics should be published in a timely manner and as such these datasets are typically available after the publication. This delay is to allow for work documenting and improving the user-friendliness of the data to be completed, which typically takes longer than the time required to produce the accompanying publications. Data from Wave 6 of LSYPE are expected to be made available in October 2010, with data from YCS Cohort 13 Sweeps 2 and 3 also being released at this time.

In addition to making data available through the UK Data Archive, the Department for Education also has a purpose-built interactive tool for LSYPE known as iLSYPE (<https://ilsype.guide.net>). This tool is a user-friendly portal for new and established users to learn more about LSYPE, through which users can access the data as well as detailed information for each variable in the datasets. Users can search for variables by topic and create their own bespoke datasets from all data that are available. Questionnaires from the surveys are also available along with functionality to create basic tables

without the need to download any files.

Detailed documentation and further instructions on how to access the YCS and LSYPE data can be found both at the UK Data Archive (for YCS and LSYPE) and through iLSYPE (for LSYPE only).

## B.6. Weighting

Surveys rarely obtain information from everyone within the population of interest. In a survey that achieves less than a 100 percent response rate there is a risk that respondents may be systematically different from non-respondents and as such the estimates produced may be subject to bias. As a result, it is necessary to differentially weight survey respondents to eliminate this bias.

For YCS and LSYPE the weighting procedure was twofold, with pupils from maintained schools and those from non-maintained schools weighted separately. There were three stages to the weighting. Firstly design weights were applied to account for the probability of being selected to take part. Secondly, non response weights were applied to account for varying levels of non response among particular groups, and finally population weights were applied to ensure that the profile of those taking part was similar to that of the overall population for this age group.

When creating the weights for YCS Cohort 13 Sweep 3 and LSYPE Wave 6, no population weights were applied. This is because it is no longer possible to identify the up-to-date characteristics of the eligible population.

Further detailed information on weighting LSYPE can be found at: <https://ilsype.gide.net/workspaces/public/wiki/UserGuide/Weighting>

Further detailed information on weighting YCS estimates and combined YCS and LSYPE estimates are available on request.

## B.7. Making statistical comparisons

Narrative is used in this Bulletin to highlight interesting aspects of the data. Assertions of difference have only been included in the narrative if they meet a test of statistical significance at the standard, 5% level. Conversely, statements that there are no discernible differences indicate no statistical significance even at the 10% level.

Testing for statistical significance for this Bulletin has been completed through the use of Cramér's V test statistic which is derived from the standard chi-square test statistic. This particular method has been chosen above normal chi-squared testing as it provides more detailed information on the relationships between the factors being considered beyond the standard test for significance. This additional detail has been used to increase understanding of the data.

As well as making comparisons between factors this Bulletin also looks at the precision of individual estimates and assesses whether there has been any change over time in a number of situations. When this is required 95%

confidence intervals have been used to check similarity with comparable figures and to ensure that a significant difference between figures is observed when comment is included in the narrative.

Calculations of confidence intervals in any situation are subject to sampling error which accounts for the likelihood of specific findings simply arising by chance. The complex design of the YCS and LSYPE surveys mean that these sampling errors are calculated with consideration for specific design effects to ensure that any conclusions drawn are accurate and robust.

More detailed information on the statistical techniques used in the creation of this publication is available on request.

## B.8. Reporting thresholds and the weighted base

As with any survey the accuracy of the findings of this Bulletin are reliant on the sample size of the YCS and LSYPE surveys, with larger samples generally leading to more accurate results. Even though the sample size of the current cohort is much greater than that of previous cohorts, results dependent on small sub-groups of the young people need to be treated with caution. Consequently in this publication any results relating to groups of less than or equal to 100 unweighted responses and any individual figures based on less than or equal to 5 unweighted responses have been suppressed. This also controls the risk that information about specific individuals can be identified from amongst statistical summary results.

Many of the tables included in this Bulletin include a weighted base either for each row or each column. The weighted base shown is the sample base for the figures presented which has been weighted to allow for non-response, survey design effects and to bring them into line as far as possible with population estimates.

## B.9. Definitions

### Post-16 participation and main activity

Analyses reporting the post-16 (i.e. post-compulsory schooling) activities in the Bulletin are all based on YCS and LSYPE survey responses to questions asking young people about their current and past activities. From this information, the main activity of each young person has been calculated for each month since September 2006. In doing this the following assumptions and rules were applied:

- The 2007 survey was used to calculate all activities from September 2006 until the month of the 2007 survey. Occasionally the information given in the following 2008 survey contradicted that given in 2007; in these cases the 2007 response was always preferred due to its closer proximity to the activity in question. In addition, when similar scenarios arose with information from the 2009 survey the same assumptions for previously collected data were assumed.
- In a minority of cases where the activities collected from consecutive surveys do not meet (resulting in gaps in the history), the point at which

the two meet (and thus the point at which the two activities either side of the gap start and finish) is randomly generated to enable a continuous timeline to be created.

- Due to limitations in the survey there are a small number of young people for whom it was not known whether a particular spell in employment was accompanied by training. In these cases a combination of CHAID analysis and randomisation has been used to systematically assign training to appropriate spells of employment where there was no other way of determining training. This process was based on a number of factors found to be significant in predicting training where its presence was confirmed. These factors included whether the young person reported sitting any exams, whether the young person reported they were on a gap year and whether the young person had applied to higher education.

It should be noted that any analyses referring to a young person's main activity at a particular age refers to their activity in May of the year in which they were being surveyed. This distinction is necessary as surveys for both YCS and LSYPE are typically carried out across a period five months crossing two distinct academic years. It is therefore necessary to base main activity on a single point in time to counter any possible seasonal effects throughout the survey period and to avoid giving a misleading view of the activities of young people of a particular age.

The [Participation in Education, Training and Employment by 16-18 Year Olds in England](#) Statistical First Release (SFR) should be regarded as the authoritative source of information on the activity status of the cohort represented in this Bulletin – the relevant figures being those for age (academic) 18 in 2008. These figures will differ from those in this Bulletin by being based on administrative data collating the enrolments of young people recorded on a number of separate databases for Schools, Further Education institutions, Work-Based Learning providers and Higher Education institutions. This is coupled with data on employment from the Labour Force Survey (LFS).

Aggregate statistics in the SFR referred to above should be expected, on average, to record higher rates of participation in full-time education than comparable figures in this Bulletin. Whilst different data sources will produce slightly different estimates, we would expect a systematic difference as the participation SFR records activity at the end of 2008 whereas this Bulletin asks about main activity circa May 2009. It is expected that more young people leave full-time education in the intervening five months than enrol on courses and so estimates of those in full-time education will tend to be lower here than the participation SFR National Statistics.

### Educational attainment

Due to the wide variety of qualifications that a young person can complete throughout their educational career, information on attainment is presented in the form of educational 'levels'. These levels represent attainment of equivalent qualifications, the most common of which are summarised in the table below.

Qualification Level	Equivalent Qualifications
Level 1	NVQ Level 1
Level 2	Five or more GCSEs at grades A* to C
Level 3	Two or more A Levels
Level 4	First Degree
Level 5	Higher Degree

Respondents to YCS Cohort 13 and LSYPE completed compulsory education in 2006 but as many are still working towards increasing their attainment the proportions that have subsequently reached Level 2 and Level 3 are included in this publication. Relevant figures for attainment at age 18 were initially published in the last Statistical Bulletin although these were not contextualised fully as some respondents would have answered without knowledge of these results due to the timing of the survey.

In this publication, attainment at age 18 has been examined in greater detail throughout the main body of the Bulletin, whilst high level figures for attainment at age 19 are also included in Annex A similar to the information at age 18 in the previous publication. This approach allows the publication to meet best practice in making statistics available as soon as possible whilst ensuring information on attainment is only used in an ethical and correct manner.

Where for previous YCS cohorts attainment information was derived from responses to the questionnaire, for this most recent cohort matched administrative data has been used instead. To achieve this several data sources are matched together at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available:

- PLASC database containing information on the participation and personal characteristics of pupils in maintained schools, collected by Department for Education.
- Awarding Body data collected as part of the Achievement and Attainment Tables exercise.
- National Information System for Vocational Qualifications (NISVQ) database containing information on people’s vocational achievements at all institutions, collected by Department for Education from awarding bodies.
- Individualised Learner Record (ILR) database covering participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL), collected by the Adult Funding Agency (AFA) from learning providers.

The attainment analyses produced in this Bulletin are based on this combined data which has been linked to survey data from YCS and LSYPE.

Although the YCS and LSYPE combined sample is relatively large (see B.4), and was selected to be representative of the cohort of young people as a whole, one should expect small differences between aggregate statistics produced here and those based on results from the entire cohort as per the authoritative National Statistics publications listed in Section 1.3.

## Parental occupational classifications

This Bulletin includes analyses based on Office for National Statistics (ONS) socio-economic classifications (NS-SEC) to define the broad group into which the parent's occupation falls. This family NS-SEC has been derived using the information collected on parents' occupations and employment status in earlier waves/sweeps of the surveys. The groupings given in this Bulletin differ slightly from the published ONS classifications. This is to keep the new classifications broadly comparable with previous classifications used in previous Statistical Bulletins and to have sufficiently large numbers within each class to provide statistically reliable results.

## Truancy

Truancy information reported in this Bulletin is provided by the respondent in answer to a survey question. Official estimates on unauthorised absence are collected from administrative data sources and are not comparable to YCS or LSYPE information on truancy. The authoritative source for unauthorised absence figures is the Statistical First Release [Department for Education: Pupil Absence in Schools in England, Including Pupil Characteristics: 2008/09](#).

## Ethnic Groups

Ethnic group information reported in this Bulletin is provided by the respondent in answer to a survey question at an earlier wave or sweep. Other official publications may use similar information drawn from the National Pupil Database. Where this has been done it is known that there are differences between respondents self reported ethnic groups and those which are recorded in administrative data. As a result, estimates of attainment for different ethnic groups do not always match administrative measures.

## Disability

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The YCS and LSYPE interviews conducted in 2009 used questions previously recommended by the Office of Disability Issues<sup>17</sup> to more accurately capture disability than in previous interviews where a different definition of disability has been used.

## Age

The following table shows how to convert between the different ways time is recorded in this Bulletin. The school year shows the young person's year group appropriate for their age. The year interviewed shows the year in which responses for that academic age were collected which will also coincide with the year examinations took place. The actual age is reflective of the fact that the birthdays of the young people fall throughout academic year despite this

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<sup>17</sup> Please see <http://officefordisability.gov.uk/research/definitions.php> . Please note that a new suite of questions have since been developed by ODI, but were not ready prior to the Wave 7/Sweep 4 surveys going live.



publication referring to them by a single age (academic age). All sample members were born between 1<sup>st</sup> September 1989 and 31<sup>st</sup> August 1990, thus the academic age shows the age of the young person on the 31<sup>st</sup> August of the year prior to being interviewed.

School year	Academic year	Year interviewed	Actual age	Academic age
Year 9	2003/04	2004	13/14	13
Year 10	2004/05	2005	14/15	14
Year 11	2005/06	2006	15/16	15
Post-compulsory (Year 12)	2006/07	2007	16/17	16
Post-compulsory (Year 13)	2007/08	2008	17/18	17
Post-compulsory (1 <sup>st</sup> Year HE)	2008/09	2009	18/19	18

## Relationships

During LSYPE Wave 6, respondents were asked for the first time about personal relationships, sexual history and practices. The timing of asking this section of questions was chosen carefully with 18 years old being seen as the most appropriate age to start asking such questions, despite the likelihood that many respondents would have had such experiences at a younger age. This timing allowed respondents to become more mature and allowed a rapport to be developed between interviewers and respondents through the multiple interviews, so they would feel more at ease to answer the potentially sensitive questions.

## B.10. Further enquiries and information

Public enquiries about the information in this Statistical First Release should be directed through one of the following channels:

Named Statistician:

John Wilkins

Email:

[Team.Longitudinal@education.gsi.gov.uk](mailto:Team.Longitudinal@education.gsi.gov.uk)

Postal Address:

Young People Analysis,  
Department for Education,  
Area Q/R, Level 5, 2 St Paul's Place,  
125 Norfolk Street,  
Sheffield,  
S1 2FJ

Telephone:

0114 274 2487.

Press enquiries should be addressed to:

020 7925 6789.

This Bulletin and associated tables are available in PDF format on the Department for Education website:

<http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000937/index.shtml>

## B.11. A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from political interference.

## Annex C. Glossary

A Level	Advanced Level
AFA	Adult Funding Agency
AS Level	Advanced Subsidiary Level
AVCE	Advanced Vocational Certificate of Education
BA	Bachelor of Arts
BEd	Bachelor of Education
BSc	Bachelor of Science
BTEC	Business and Technology Education Council
CHAID	Chi-squared Automatic Interaction Detector
CTB	Council Tax Benefit
DDA	Disability Discrimination Act
EMA	Education Maintenance Allowance
ESRC	Economic and Social Research Council
FE	Further Education
FTED	Full-Time Education
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualifications
GST	Government Supported Training
HB	Housing Benefit
HE	Higher Education
HNC	Higher National Certificate
HND	Higher National Diploma
IAG	Information, Advice and Guidance
ILR	Individualised Learner Record
IS	Income Support
JSA	Jobseeker's Allowance
LFS	Labour Force Survey
LQL	London Qualifications Limited
LSYPE	Longitudinal Study of Young People in England
NEET	Not in Education, Employment or Training
NI Credits	National Insurance Credits
NISVQ	National Information System for Vocational Qualifications
NMW	National Minimum Wage
NS-SEC	National Statistics Socio-Economic Class
NVQ	National Vocational Qualifications
OCR	Oxford, Cambridge and RSA Examinations
ODI	Office for Disability Issues
ONS	Office for National Statistics
Oxbridge	University of Oxford and University of Cambridge
PLASC	Pupil Level Annual Schools Census
QTS	Qualified Teacher Status
RSA	Royal Society of Arts
SFR	Statistical First Release
STI	Sexually Transmitted Infection
VCE	Vocational Certificate of Education
WBL	Work Based Learning
YCS	Youth Cohort Study