BIS | **Department for Business Innovation & Skills**

HIGHER EDUCATION

Students at the Heart of the System: Equality Impact Assessment

JUNE 2011

Contents

Introduction

The Department, as a public authority, is legally obliged to give due regard to equality issues when making policy decisions. Developing an equality impact assessment to inform the decision making process is one method of ensuring that thinking about equality issues is built into the policy process. However, this document is only the start of a process. Embedding equality considerations into policy making is an ongoing activity and the Department will continue examining the impacts of the White Paper proposal at appropriate points.

We welcome evidence from stakeholders to help us appraise the equality impacts of our proposals. The effects of our proposals will only be clear once they begin to take effect in the sector. We will undertake further analysis of the equality impacts of our reforms in 2015, although it should be noted we will not see the impacts of some of our reforms until much later.

Any queries and comments about this equality impact assessment should be addressed to:

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Scope

1. On 5 April 2011 the new public sector Equality Duty came into force. The Equality Duty replaces the three previous duties on race, disability and gender, bringing them together into a single duty, and extends it to cover age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment (as a whole these are called protected characteristics or protected groups). Based on the evidence available we will outline the possible impact of our key proposals on protected groups. Due to limited evidence in some areas we will have to focus this impact assessment on: age, disability, gender, and race. For the future, we will also consider how best to understand the impact of our policies on other protected groups with more limited availability of evidence and data. As disadvantage in higher education is still apparent in connection to family income and economic status we will also look at the impact on individuals from lower socio-economic classifications/groups. Our polices in the future will focus more closely on those individuals eligible for free school meals, as a proxy for lower socio-economic classification but our evidence to date mainly looks at socio-economic classification. We will use the terms protected and disadvantaged groups in this equality impact assessment to include the protected characteristics outlined above and socio-economic classification[1].

2. The responsibility for institutional staffing matters does not rest with the Department. Although the potential effects of proposals that will affect the higher education landscape will be explored in this impact assessment, any impact specifically on the workforce will not be. This impact assessment excludes BIS' own staff.

3. This is a White Paper with a number of significant policy proposals open to consultation, with operational details not yet fully determined. We are taking a proportional approach in this impact assessment. We have articulated our understanding of the impact on protected and disadvantaged groups of our major policy areas and key proposals – and concentrated on the areas we feel have most significance for equality. There are many areas of this impact assessment where we are unable to quantify impacts but we will look to provide impact assessments in future versions, where evidence emerges to enable this. As we further develop our proposals and policies we will give serious consideration to the feedback received about equality impacts through the consultation. We will also undertake further impact analysis as policy proposals develop more into firm policy positions and are implemented.

4. An equality impact assessment has already been undertaken on the Government's higher education funding and student finance reforms, see http://www.bis.gov.uk/assets/biscore/higher-education/docs/i/10-1310-interim-equality-impact-assessment-he-funding-and-student-finance.pdf. Amendments to our original proposals were made in Parliament but these changes do not alter the conclusions reached in the interim impact assessment. This document does not repeat the earlier

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[1] Socio-economic classification is an occupationally based classification and has been used for all official statistics and surveys since 2001 when it replaced Social Class. The version of the classification used for analysis has eight classes which can be further subdivided.

The eight categories are: 1 - Higher managerial and professional occupations; 2 - Lower managerial and professional occupational; 3 - Intermediate occupations; 4 - Small employers and own account workers; 5 - Lower supervisory and technical occupations; 6 - Semi-routine occupations; 7 - Routine occupations; and 8 - Never worked and long-term unemployed. The term "higher" is defined as groups 1-3 and "lower" as groups 4-7. Group 8 is excluded.

equality impact analysis already undertaken on the student finance reforms announced in November 2010.

5. The main driver for understanding and articulating the impact of our reforms in terms of equality is not simply compliance with the Equality Act 2010. Beyond this, the Department is clear that we have a moral and ethical responsibility to ensure that our reforms as a whole have the potential to either positively benefit protected and disadvantaged groups or as a minimum do no harm to equality of opportunity.

6. Students are at the heart of the reforms we are proposing for higher education. We want to see a fundamental shift in the position of students in higher education, so they rightly take their place as integral to the purposes of higher education. We are putting power in the hands of students and their choices and engagement will drive a more flexible, responsive and personalised higher education system. We believe that the reforms we are putting in place will benefit students as a whole and have the potential to help the sector address areas of existing disadvantage.

Description of the policy

7. Education should not stop when a person leaves school. The opportunities and enjoyment it offers should be available to people throughout their lives in different forms: full-time and part-time; academic and vocational, whatever will help them achieve their goals at that stage of their life. Our education and skills systems must make this possible. We published our reforms to the skills system in *Skills for Sustainable Growth* in November 2010. This White Paper now sets out our policies for the reform of higher education. It builds on strong foundations.

8. Higher-education has a fundamental value in itself and our universities are, in many ways, world-class: in research; in attracting international students; and in contributing to the economy. But the challenge they face is putting the undergraduate experience at the heart of the system: that is the key issue addressed in this White Paper. We will publish our strategy for innovation and research later this year.

9. Our reforms tackle three challenges. First, putting higher education on a sustainable footing. We inherited the largest budget deficit in post-war history, requiring spending cuts across government. By shifting public spending away from teaching grants and towards repayable tuition loans, we have ensured that higher education receives the funding it needs even as substantial savings are made to public expenditure. Secondly, institutions must deliver a better student experience; improving teaching, assessment, feedback and preparation for the world of work. Thirdly, they must take more responsibility for increasing social mobility.

Financing students

10. It fell to the Coalition to receive the report by the Independent Review of Higher Education Funding and Student Finance (the "Browne Review"), which was established by the previous Government. We were given the report in an environment when public funding had to be reduced and we accepted the main thrust - that the beneficiaries of higher education would need to make a larger contribution towards its costs. We proposed a new system for higher education funding which gives more support to students for their living costs, ensures that no first-time undergraduate student will have to pay fees up-front and ensures graduates will only be expected to pay a portion of their salary towards the cost of their education once they are earning over £21,000. Many part-time and distance-learning students will become entitled to tuition loans to cover full tuition costs for the first time. In short, we proposed a "pay as you earn" system, with many of the best features of a graduate tax but without its defects, which ensures that people are only ever asked to contribute towards the cost of their education, once they can afford to do so.

11. We inherited an enormous deficit which required difficult decisions. The changes to student finance have been controversial. We could have reduced student numbers or investment per student or introduced a less progressive graduate repayment mechanism. But these would all have been unfair to students, higher education institutions and the country. Instead our proposals for graduate contributions ensure good universities will be well funded for the long term. We estimate there will be a cash increase in funding for higher education institutions of around 10 per cent by 2014-15 but more of the expenditure will eventually be recouped from graduates' contributions.

Improving the student experience

12. The changes we are making to higher education funding will in turn drive a more responsive system. To be successful, institutions will have to appeal to prospective students and be respected by employers. Putting financial power into the hands of learners makes student choice meaningful.

13. We will move away from the tight number controls that constrain individual higher education institutions, so that there is a more dynamic sector in which popular institutions can grow and where all universities must offer a good student experience to remain competitive. We will manage this transition carefully to avoid unnecessary instability and keep within the overall budget.

14. We will make around 85,000 student places contestable between institutions in 2012/13. We will allow unconstrained recruitment of the roughly 65,000 high-achieving students, scoring the equivalent of AAB or above at A-Level and will create a flexible margin of about 20,000 places to reward universities and colleges who combine good quality with value for money and whose average tuition charge (after waivers) is at or below £7,500 per year. We will also expand the flexibility for employers and charities to offer sponsorship for individual places outside of student number controls, provided they do not create a cost liability for Government.

15. We will remove the regulatory barriers that are preventing a level playing field for higher education providers of all types, including further education colleges and other alternative providers. This will further improve student choice by supporting a more diverse sector, with more opportunities for part-time or accelerated courses, sandwich courses, distance learning and higher-level vocational study. It will also lead to higher education institutions concentrating on high-quality teaching, and staff earning promotion for teaching ability rather than research alone.

16. We will make it easier for new providers to enter the sector. We will simplify the regime for obtaining and renewing degree-awarding powers so that it is proportionate in all cases. We will review the use of the title "university" so there are no artificial barriers against smaller institutions. It used to be possible to set up a new teaching institution, teaching to an external degree. Similarly, it was possible to set exams for a degree without teaching for it as well. We will once more decouple degree-awarding powers from teaching in order to facilitate externally-assessed degrees by trusted awarding bodies.

17. We will radically improve and expand the information available to prospective students, making available much more information about individual courses at individual institutions and graduate employment prospects. We are asking UCAS and higher education institutions to make available, course by course, new data showing the type and subjects of the actual qualifications held by previously successful applicants. We will ask the main organisations that hold student data to make detailed data available publicly, including on employment and earnings outcomes, so it can be analysed and presented by private organisations in a variety of formats to meet the needs of students, their parents and other advisors. The consumer organisation *Which?* and independent not-for-profit organisation bestcourse4me are among those interested in doing this.

18. Student charters and student feedback will take on a new importance to empower students whilst at university. Universities will be expected to publish online summary

reports of student surveys of lecture courses, aiding choice and stimulating competition between the best academics. We will protect the independence of the Office of the Independent Adjudicator (OIA) so students continue to have recourse to a formal independent mechanism for unresolved complaints.

19. We also want our universities to look again at how they work with business across their teaching and research activities, to promote better teaching, employer sponsorship, innovation and enterprise. We have asked Professor Sir Tim Wilson, former vice-chancellor of the University of Hertfordshire, to undertake a review into how we make the UK the best place in the world for university-industry collaboration.

20. We will put in place a new regulatory system that protects standards and quality, gives power to students to trigger quality reviews where there are grounds for concern, yet cuts back the burden of review for high performing institutions. The new funding environment also provides an opportunity to introduce a simple, transparent regime for all types of provider, with the Higher Education Funding Council for England (HEFCE) taking on a new role as consumer champion for students and promoter of a competitive system. We will strip back excessive regulation on providers wherever it is possible including: reducing burdens from information collection; exploring whether it is possible to reduce the costs associated with corporation tax returns; and adopting a risk-based approach to quality assurance.

Increasing social mobility

21. Despite the successes of our universities in recent years, applicants with real potential are not making it through to our most selective institutions. The most disadvantaged young people are seven times less likely than the most advantaged to attend the most selective institutions. This is not good enough. Individuals with the highest academic potential should have a route into higher education, and the most selective institutions in particular.

22. Our student funding reforms recognise the problems faced by people from poorer backgrounds with no history of participating in higher education. We are increasing maintenance grants and loans for nearly all students. We are introducing a National Scholarship Programme. And, through the Office for Fair Access (OFFA), we are making sure institutions fulfil their outreach and retention obligations: for the foreseeable future, Access Agreements will be reviewed annually.

23. In order to achieve this, OFFA will remain independent and be strengthened with a long overdue increase in resources. That way, it will be better equipped to monitor and review the implementation of institutions' Access Agreements; act if institutions are not meeting their commitments; commission research and spread best practice. The Director of Fair Access will continue to have a duty to protect academic freedom, including an institution's right to decide who to admit and on what basis. We will ask the new Director to advise us on whether OFFA's powers need clarification or extension in order to deliver the Director's statutory objectives.

24. This White Paper also considers whether we should move to a new system of Post-Qualification Applications (PQA), which could mean the main university application round occurs after exam results rather than before. There are some potential advantages from PQA in terms of helping students from disadvantaged backgrounds

and those who do better than expected and we will await the conclusion of the UCAS review of admissions processes before considering further.

25. Ultimately, the best way to widen participation is to ensure there are sufficient higher education places available for those qualified. Subject to expenditure constraints we endorse the principle enunciated in the Robbins report that "courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so".[2] The number of unsuccessful applicants has risen sharply in recent years. However, despite the funding changes, each undergraduate place has a substantial cost to taxpayers and we need a more cost-effective sector if we are to spread opportunity more widely.

26. We will be looking for real efficiencies on campus on the back of the Diamond review.[3] We expect new courses to offer increased value for money, as they will be delivered by a range of providers with different business models. And we expect traditional higher education providers to respond to this with changes of their own. To support them, we will consult on whether it is possible to remove some of the VAT barriers which currently deter institutions from sharing costs. The more efficiently that higher education can be provided, the less it will cost the graduates of the future, the more people will be able to benefit and the greater the national economic gain.

Research and innovation

27. This reform focuses on higher education teaching but our universities have a much wider role. The quality of research in UK universities is a national asset. Despite growing international competition, the UK research base is second in the world for excellence and the UK is the most productive country for research in the G8, producing more publications and citations per pound of public funding than any other major country. This reflects the contribution of the higher education sector to developing a research infrastructure, and a culture of excellence, that have made the UK a place where many of the most talented researchers in the world want to work.

28. We are rolling out a programme of Technology Innovation Centres and, later this year, we will publish an innovation and research strategy which will explore the roles of knowledge creation, business investment, skills and training, and the public sector in innovation and growth performance.

Conclusion

29. Our reforms are designed to deliver a more responsive higher education sector in which funding follows the decisions of learners and successful institutions are freed to thrive; in which there is a new focus on the student experience and the quality of teaching; and in which further education colleges and other alternative providers are encouraged to offer a diverse range of higher education provision.

30. The overall goal is higher education that is more responsive to student choice, that provides a better student experience and that helps improve social mobility.

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[2] Robbins (1963), *Report of the Committee on Higher Education*
[3] Professor Ian Diamond of the University of Aberdeen is leading a review of efficiency in the higher education sector.

Summary of policies

31. The table below summarises our main policies for higher education:

Financing students	
Over the period of the Spending Review, the proportion of funding for teaching provided by direct grant from HEFCE will decline and the proportion from graduate contributions, supported by subsidised loans from Government, will increase.	Chapter 1
HEFCE will remain responsible for allocating the remaining teaching grant to support priorities such as covering the additional costs of subjects, such as Medicine, Science and Engineering, which cannot be covered through income from graduate contributions alone. We will invite HEFCE to consult on the method for allocating teaching grant from 2012/13, informed by the priorities we have set out for this funding.	Chapter 1
From autumn 2012, all higher education institutions will be able to charge a basic threshold of £6,000 a year for undergraduate courses. The maximum charge will be £9,000 a year.	Chapter 1
No first-time undergraduate student will be asked to pay for tuition up-front. Loans will be available to cover both course and living costs for all first-time undergraduate full-time students. Many part-time and distance learning students will also be able to access loans to cover the full tuition costs for the first time.	Chapter 1
These loans will only be repaid at a rate of nine per cent of earnings over £21,000. Repayment will be based on a variable rate of interest related to income. However, with this "pay as you earn" scheme, all graduates will pay less per month than under the old system, making higher education more affordable for everyone.	Chapter 1
We will consult on early repayment mechanisms.	Chapter 1
We will consult on whether to remove the VAT barriers which currently deter institutions from sharing costs.	Chapter 1
We will investigate options for the management of loans owed by graduates to seek early financial benefit for the taxpayer.	Chapter 1
Improving the student experience	
We will expect higher education institutions to provide a standard set of information about their courses and we will make it easier for prospective students to find and compare this information.	Chapter 2
We encourage higher education institutions to publish anonymised information for prospective and existing students about the teaching qualifications, fellowships and expertise of their teaching staff at all levels.	Chapter 2
We invite the Higher Education Public Information Steering Group (HEPISG) to consider whether a National Student Survey of taught postgraduates should be introduced, and whether to encourage institutions to provide a standard set of information for each of their taught postgraduate courses.	Chapter 2
We are asking HEFCE to improve Unistats, so prospective students can make more useful comparisons between subjects at	Chapter 2

different institutions. From summer 2012, graduate salary information will be added onto Unistats.	
We will ask the main organisations that hold student data to make detailed data available publicly, including on employment and earnings outcomes, so it can be analysed and presented in a variety of formats to meet the needs of students, parents and advisors.	Chapter 2
We are asking UCAS and higher education institutions to make available, course by course, new data showing the type and subjects of actual qualifications held by previously successful applicants. This should help young people choose which subjects and qualifications to study at school.	Chapter 2
We have asked the Student Loans Company and UCAS to develop a single application portal for both higher education and student finance applications.	Chapter 2
We consider the publication of a student charter to be best practice and we will review the extent to which they are adopted and in light of this consider whether they should be made mandatory in the future.	Chapter 3
We expect all universities to publish summary reports of their student evaluation surveys on their websites by 2013/14. Before this, we will work with HEFCE, National Union of Students (NUS) and others, to agree the information and format that will be most helpful to students.	Chapter 3
We will introduce a risk-based quality regime that focuses regulatory effort where it will have most impact and gives power to students to hold universities to account. All institutions will continue to be monitored through a single framework but the need for, and frequency of, scheduled institutional reviews will depend on an objective set of criteria and triggers, including student satisfaction, and the recent track record of each institution.	Chapter 3
We want the Office of the Independent Adjudicator (OIA) to help higher education institutions resolve student complaints at the earliest possible stage. We are therefore asking the OIA to consult the sector on ways to promote and deliver early resolution.	Chapter 3
We have asked Professor Sir Tim Wilson to undertake a review into how we make the UK the best place in the world for university-industry collaboration.	Chapter 3
We will continue to support the Graduate Talent Pool in 2011 for another year, helping graduates to identify internship opportunities.	Chapter 3
We will work with the National Consortium of University Entrepreneurs, the National Council for Graduate Entrepreneurship and the Quality Assurance Agency to encourage higher education institutions to support students to develop enterprise skills.	Chapter 3
We are committed to opening up the higher education market, including to further education colleges and alternative providers, to meet the changing needs of employers, individuals and their	Chapter 4

communities.	
We will free around 85,000 student numbers from current controls in 2012/13 by allowing unrestrained recruitment of the roughly 65,000 high achieving students, scoring the equivalent of AAB or above at A-Level; and creating a flexible margin of 20,000 places to reward universities and colleges who combine good quality with value for money and whose average charge (including waivers) is at or below £7,500.	Chapter 4
We will expand the flexibility for employers and charities to offer sponsorship for individual places outside of student number controls, provided they do not create a cost liability for Government.	Chapter 4
We will consult on removing barriers to entry to the higher education sector. This includes changes to the criteria and the process for the award and renewal of taught degree awarding powers, including allowing non-teaching institutions to award degrees, and changes to criteria and process for determining which organisations are allowed to call themselves a "university".	Chapter 4
Increasing social mobility	
The Government will establish a new careers service in England by April 2012, built on the principles of independence and professionalism.	Chapter 5
We will establish a strong quality assurance framework for careers guidance, including a national quality standard for the new careers service and measures to ensure consistency in the 'quality awards' that schools and colleges can work towards.	Chapter 5
All institutions which charge more than £6,000 must agree Access Agreements with the Director of Fair Access setting out what they will do to attract students from disadvantaged backgrounds.	Chapter 5
We will strengthen the Office for Fair Access, increasing capacity to up to around four times its original level, so that it can provide more active and energetic challenge and support to universities and colleges, and we will ask the new Director to advise on whether OFFA's current powers are the right ones to achieve its statutory goals. The Director will continue to have a duty to protect academic freedom, including an institution's right to decide who to admit and on what basis.	Chapter 5
We have asked the Director of Fair Access to provide advice in the autumn following the first round of approval of Access Agreements, on what further steps might be needed to ensure the delivery of commitments made in Access Agreements.	Chapter 5
We will provide more generous support for low income full-time students. Students from families earning £25,000 or less will be entitled to a full grant for living costs of £3,250 a year and many students starting part-time courses in 2012/13, many of whom are from backgrounds that are under-represented at universities, will be entitled to an up-front loan to meet their tuition costs so long as they are studying at an intensity of at least 25 per cent, in each academic year, of a full-time course.	Chapter 5

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A new National Scholarship Programme will begin in 2012. By 2014, it will provide £150 million to help improve access to higher education amongst the least well-off young people and adults. All higher education institutions that participate in the National Scholarship Programme will contribute additional funds. We will encourage them to attract charitable and philanthropic donations, potentially more than doubling the overall size of the programme.	Chapter 5
UCAS are reviewing the applications process, including the scope for introducing Post-Qualification Application (PQA). We will await the outcome of the UCAS review. Then, working with the sector and the Department for Education, we will determine the extent to which the introduction of a hybrid or other PQA model promotes access and benefits potential students.	Chapter 5
A new, fit-for-purpose regulatory framework	
We will consult on our proposals for a single, transparent regulatory framework that covers all institutions that want to be part of the English higher education system.	Chapter 6
We will legislate to allow HEFCE the power to attach conditions to the receipt of grant and access to student loan funding. HEFCE will, as now, monitor institutions to ensure financial stability, and intervene if necessary.	Chapter 6
As part of HEFCE's revised remit as the sector regulator, it will be given an explicit remit to protect the interests of students, including by promoting competition where appropriate in the higher education sector.	Chapter 6
In addition to deregulatory policies such as freeing up student number controls, introducing a risk-based approach to quality assurance and reviewing the process and criteria for granting degree-awarding powers, university title and university college title (described above), we will: o ask the Higher Education Better Regulation Group (HEBRG) to look across the complex legislative landscape to identify areas for deregulation whilst safeguarding students and the taxpayer. We are particularly keen to ease the burden of data collection on academic staff; o explore how to reduce the costs to institutions currently incurred in completing corporation tax returns; and o exempt higher education institutions from the "accommodation offset" provisions in the National Minimum Wage rules for full-time students.	Chapter 6
We will invite HEFCE, the Higher Education Statistics Agency (HESA) and HEBRG, in collaboration with the Information Standards Board for Education to reduce the number of data requests that ask for the same information from higher education institutions.	Chapter 6

The evidence base

Summary

32. The evidence base of this impact assessment shows that there has been major progress over the years for individuals in protected and disadvantaged groups in many areas of higher education. There are high levels of participation in higher education from people of all ages and especially young people, women and minority ethnic (ME) groups. In fact the position of women in higher education is an overwhelming success story with women now accounting for just over half of the student population and reaching well into the majority of the subject areas, generally lower drop-out rates and better degree outcomes (see Charts 6, 8 and 9 on degree attainment and non-continuation). Evidence also positively indicates that minority ethnic students have higher representation in higher education than in the working population (see paragraphs 37-38). The proportions of applicants, accepted applicants and students enrolled in higher education who declare a disability or are in receipt of Disabled Students' Allowances (DSAs) have increased over time (although it isn't clear if this due to more students declaring / institutions recording a disability, or to an actual increase in the number of disabled students). Although as Chart 1 shows numbers of disabled students in higher education are still low. Higher education is not simply the preserve of the young and Chart 1 below shows that mature students (aged 21 and over) make up a large part of the undergraduate entrant population. Our reforms aim to benefit all students in higher education, and are not just targeted at young undergraduates.

33. Despite this progress and years of significant investment there is more to do: in terms of higher education's reach to all those with talent and ability and potential to succeed and in higher education's ability to help all students transform access into success, academically and beyond their academic career. There remain gaps in participation patterns into higher education, although these are linked closely to prior education attainment e.g. the gap between male and female participation in higher education, with male under-representation, is intimately connected to gaps evident earlier in the education system. This is also true for the participation gaps for those individuals eligible for free school meals. There remain differing expressions of satisfaction with the teaching experience, with disabled students tending to be less positive about the quality of their course (see paragraph 41). There remain degree attainment gaps between students from White groups and students from minority ethnic groups (with lower degree attainment in the latter), see paragraph 39 and associated charts.

Key facts and findings

34. The charts below provide a snapshot of higher education and the position of protected and disadvantaged groups at key points in the student 'journey' (underpinning tables are available in Annex A).

35. **Enrolments** – the raw numbers below show enrolments broken down by protected characteristics and disadvantaged groups (see Charts 1-3).

**Chart 1 - UK Domiciled Undergraduate Enrolments
English HEIs 2009/10**
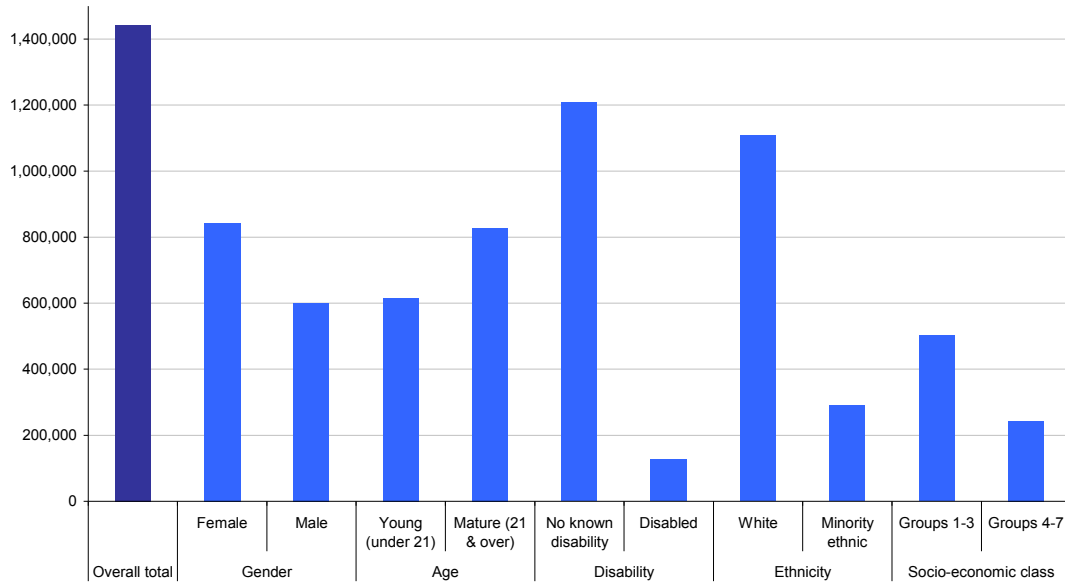
**Chart 2 - UK Domiciled Undergraduate Enrolments by Age Group
English HEIs 2009/10**

**Chart 3 - UK Domiciled Ethnic Minority Undergraduate Enrolments
English HEIs 2009/10**
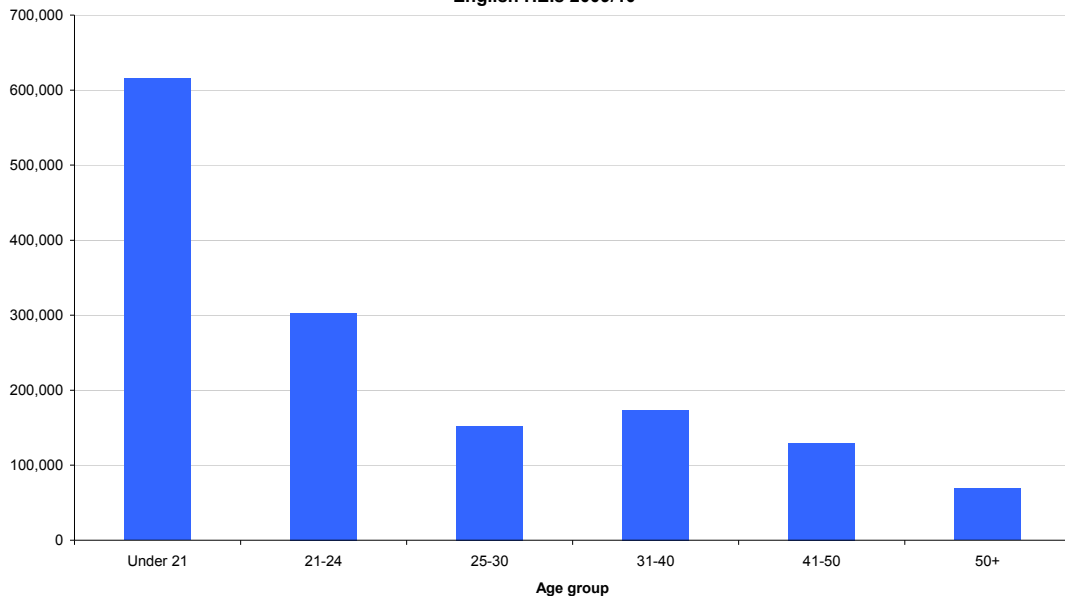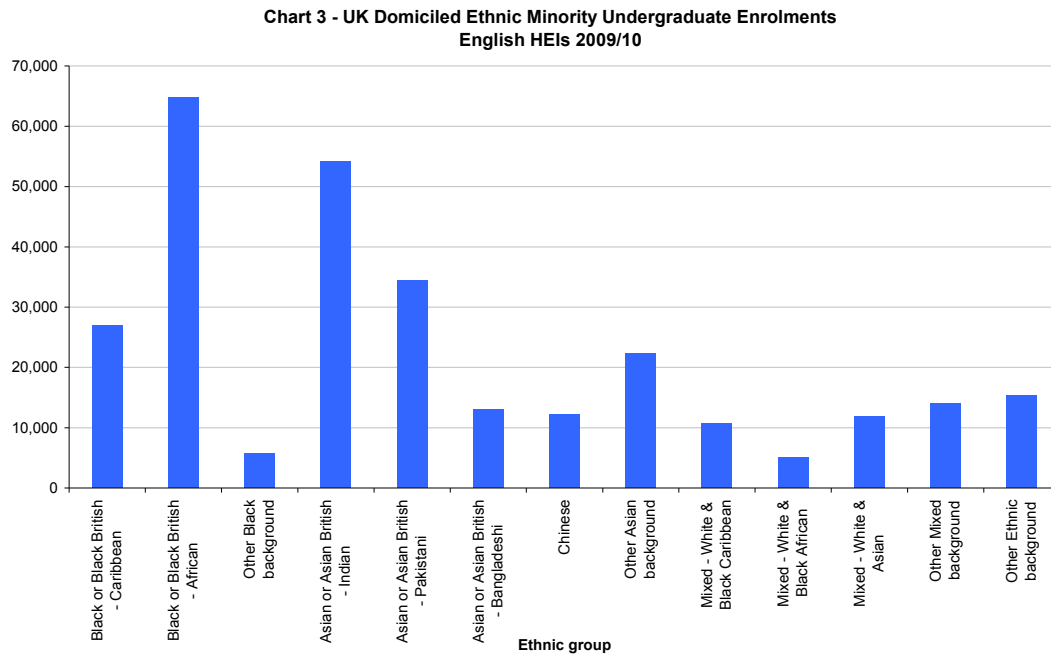
36. Raw enrolment figures show one aspect of participation in higher education. In 'Why the Difference' Conor et al[4] provided a breakdown of higher education initial participation rates by ethnicity (see Table 1).

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[4] https://www.education.gov.uk/publications/RSG/publicationDetail/Page1/RR552

Table 1: Higher Education Initial Participation Rates (HEIPRs) for English domiciled first-time entrants (full- and part-time) to HE courses (in universities and colleges), by individual ethnic/gender group, 2001/02

Ethnic group	Female			Male			All		
	Est. pop.	HE entrants	HEIPR %	Est. pop.	HE entrants	HEIPR %	Est. pop.	HE entrants	HEIPR %
White	3,838,120	105,470	41	3,898,230	90,410	34	7,736,360	195,880	38
All minority ethnic groups	541,350	22,230	58	524,580	21,120	55	1,065,930	43,360	56
Black Caribbean	52,330	1,870	52	45,210	1,160	36	97,540	3,100	45
Black African	64,020	3,100	75	56,650	2,660	71	120,670	5,800	73
Black Other	11,480	610	72	10,320	440	56	21,800	1,050	64
Indian	131,670	6,470	72	129,630	6,390	70	261,310	12,900	71
Pakistani	102,460	3,330	44	102,020	4,090	54	204,480	7,420	49
Bangladeshi	44,300	1,030	33	39,000	1,220	43	83,300	2,310	39
Chinese	35,700	1,370	50	36,940	1,420	47	72,640	2,840	49
Asian Other	26,710	1,600	94	35,140	1,630	74	60,850	3,230	83
Mixed ethnic	73,700	2,580	44	69,680	2,040	35	143,350	4,610	40
All (known ethnicity)	4,379,470	127,700	43	4,422,810	111,530	37	8,802,290	239,240	40

Source: Census April 2001, HESA and ILR records 2001/02
Notes:
1) The 'estimated population' and 'HE entrants' columns show the total numbers in the relevant populations. The HEIPR is calculated as a sum of percentages participating in each age group year (17-30).
2) The overall HEIPR has been adjusted to exclude ethnicity unknowns, so is lower (at 40 per cent) than the published overall HEIPR (43.5 per cent) for 2001/02.
3) The HEIPR figures for all ethnic groups should be treated with caution because of some unreliability and uncertainty inherent in the data sources. For further details, see DfES report 552 Why the Difference, page 150.

37. Combining recent Labour Force Survey (LFS) data with Higher Education Statistics Agency (HESA) estimates of higher education entrants we can attempt to provide an updated snapshot of participation rates of people from minority ethnic backgrounds compared with their representation in the working population. Although the LFS cannot produce as accurate population estimates as the census, and may in itself under or over represent certain ethnic groups in the working population, it will still provide relatively robust estimates. The charts below show that as a whole all minority ethnic groups (apart from the 'other' group) are represented in higher proportions in higher education than in the working population (in the general or under 30s working populations). As a proportion of the higher education population it is students from the 'White' group who are under-represented, in relation to their proportion in the working population. (See Charts 4 and 5.)

Chart 4 - Representation of ethnic groups in the undergraduate population compared to overall population (aged under 30)
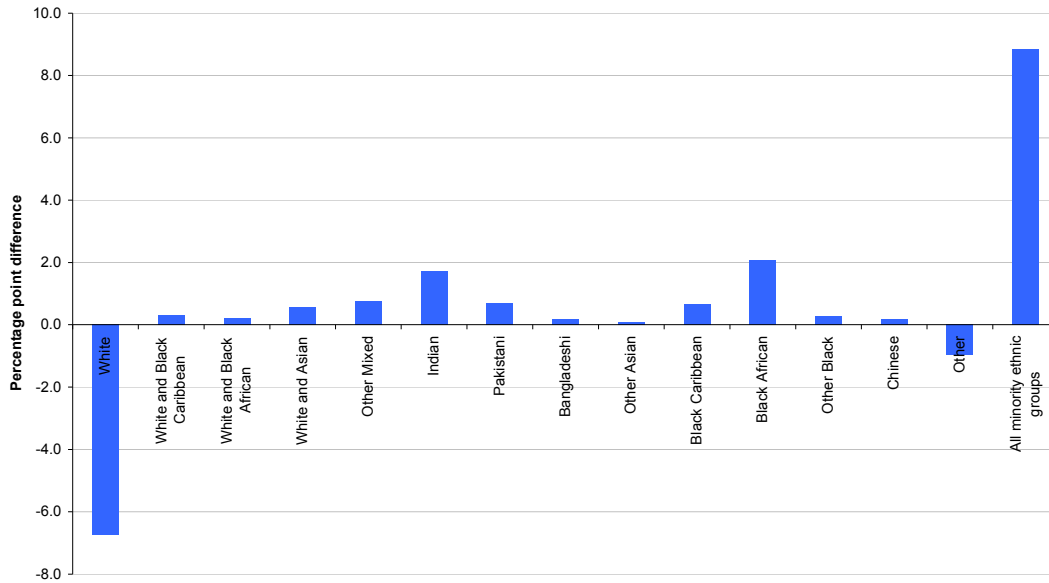
Chart 5 - Representation of ethnic groups in undergraduate population compared to overall population (working age)
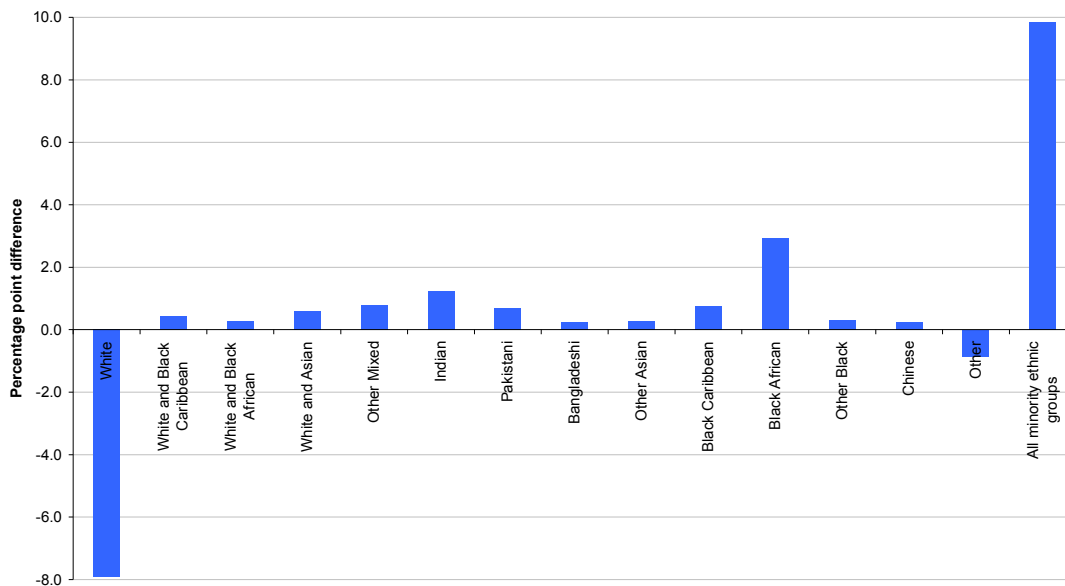
38. Other research also shows that young people from minority ethnic backgrounds are overwhelmingly more likely to enter higher education compared to White people with the same prior attainment[5]. Those from minority ethnic groups are also more likely to attend the most selective universities, compared with people from White groups with the same prior attainment. Apart from Black Caribbean young people who are almost as likely as the White group to attend such universities[6].

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[5] http://www.education.gov.uk/research/data/uploadfiles/DIUS-RR-08-14.pdf

[6] http://www.ifs.org.uk/publications/4234

39. **Degree attainment** – the degree attainment tables below also reflect wider research. Research published by the former Department for Education and Skills in 2007[7] indicated that there was an unexplained degree attainment gap between minority ethnic and white students. Coming from a minority ethnic community was found to have a statistically significant and negative effect on degree attainment, although the gap was smaller after controlling for factors that might explain attainment differences. The degree attainment gap was largest for Black Caribbean, Black African and Chinese students. The research also showed that women are more likely to obtain a higher degree classification than men, except when it comes to attaining a first. Further work has been undertaken by the higher education sector to look at the implications of this research[8][9]. (See Charts 6 and 7.)

Chart 6 - Classification Distribution for UK Domiciled First Degree Qualifiers English HEIs 2009/10

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[7] https://www.education.gov.uk/publications/standard/publicationdetail/page1/RW92
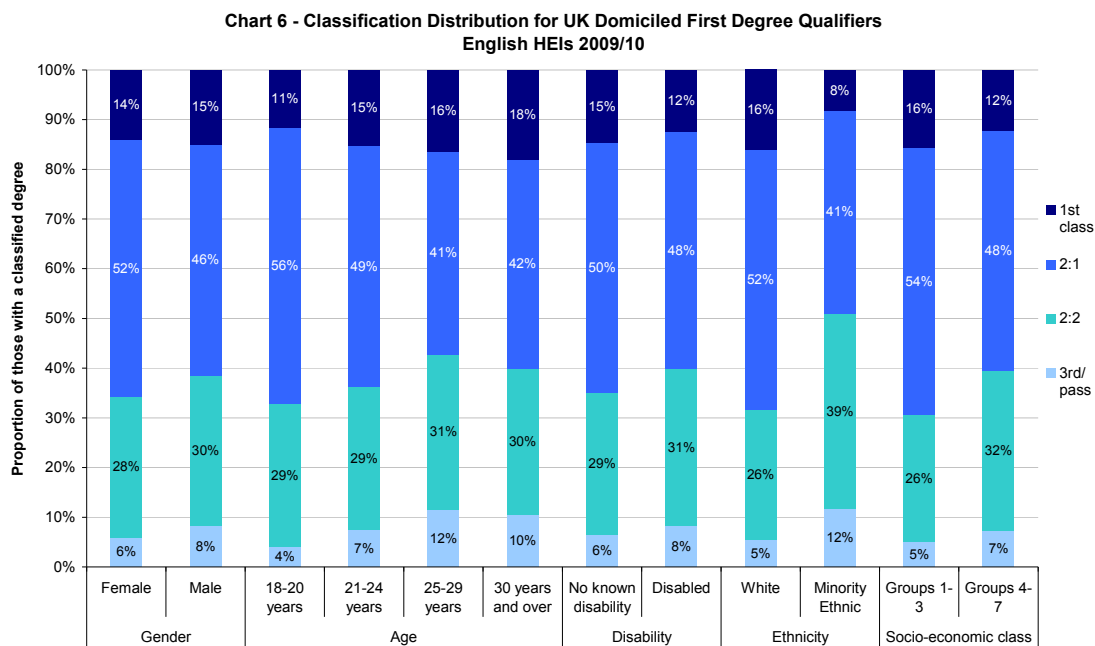
[8] http://www.heacademy.ac.uk/projects/detail/inclusion/Ethnicity_Degree_Attainment_project

[9] http://www.heacademy.ac.uk/resources/detail/ourwork/inclusion/Ethnicity/BMEProgramme_FinalReport

Chart 7 - Classification Distribution for UK Domiciled First Degree Qualifiers by Ethnicity English HEIs 2009/10
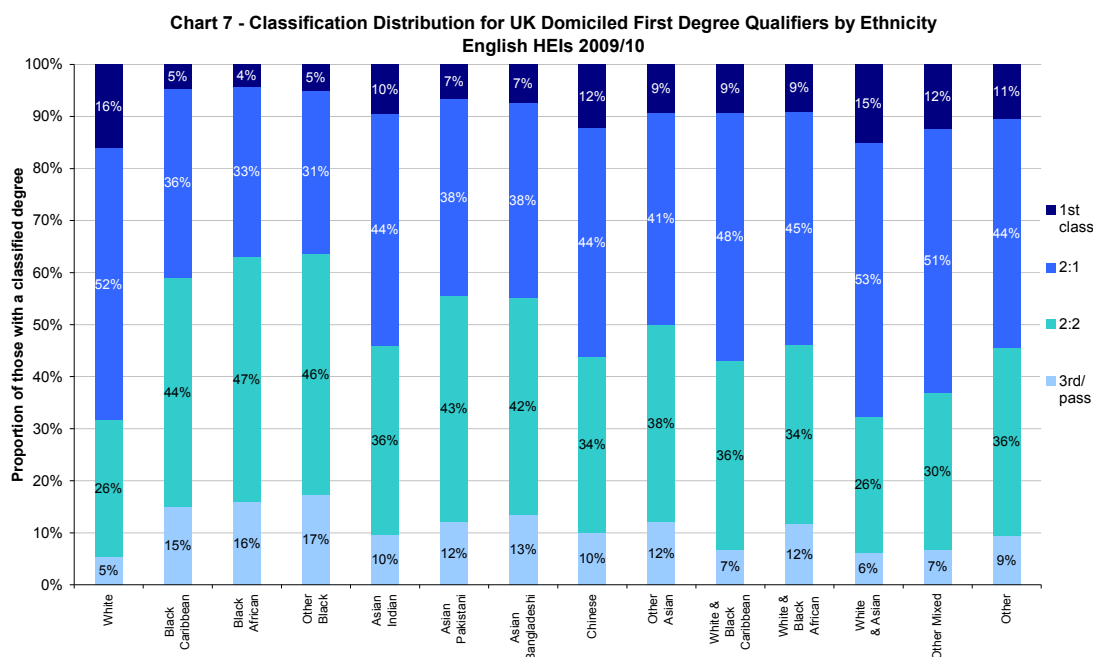
40. **Non-continuation** – Women in higher education have lower non-continuation rates than men in both the young, under 21, and all age groups – 5.9% compared with 7.0% (young) and 7.0% compared with 8.8% (all ages) . Disabled students in receipt of Disabled Students' Allowances (DSAs) have lower non-continuation rates than students who are not disabled or are disabled and not in receipt of DSAs – 5.1% compared with 6.4% non- disabled students, and 7.7% disabled students not in receipt of DSAs (young group figures) . Although the non-continuation rate for students from the White group and all minority ethnic groups is very similar, breaking down the average by ethnicity highlights the variations between ethnic groups. For both young and all ages the non-continuation rate for students from Indian and Chinese groups are either nearly the same as students from the White group or lower – 6.1% White, 5.8% Indian and 5.6% Chinese (young group figures); 7.0% White, 7.1% Indian and 6.2% Chinese (all ages group figures). The highest non-continuation rates were amongst Black Caribbean students, 9.5% (young group figures) and Black African students, 14.0% (all ages group figures). (See Charts 8 and 9.)

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**Chart 8 - Non-continuation rates for entrants to full-time first degree courses
English HEIs 2008/09**
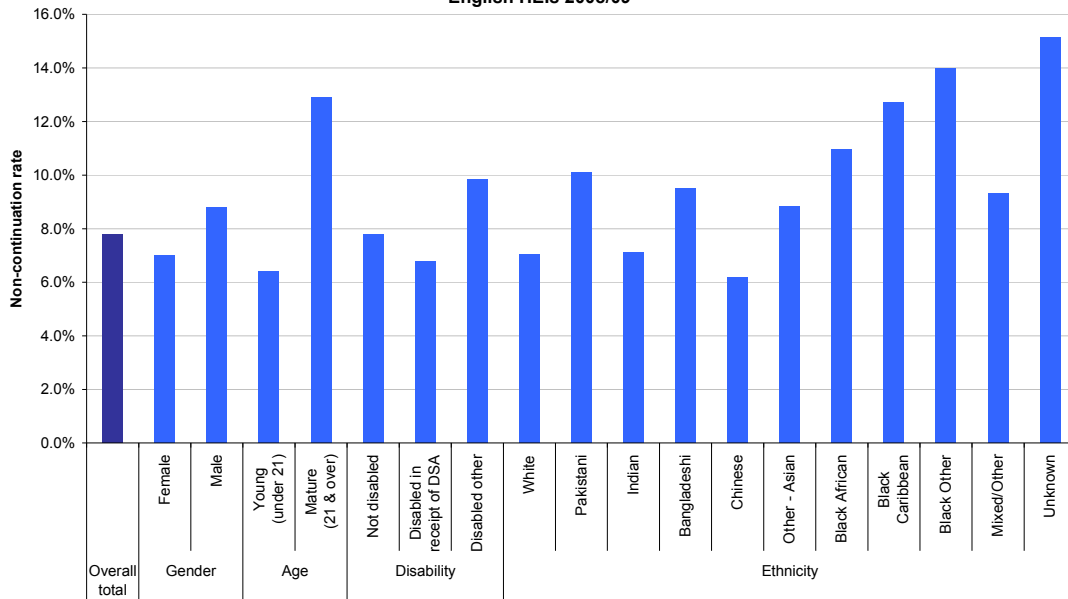
**Chart 9 - Non-continuation rates for young (aged under 21) entrants to full-time first degree courses
English HEIs 2008/09**
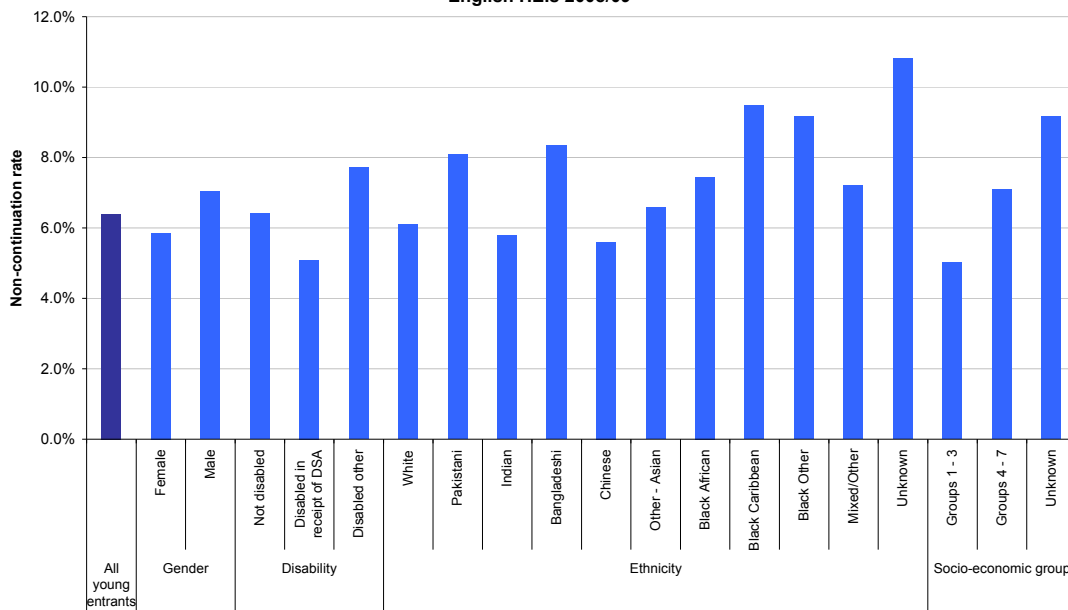
41. **Student satisfaction** – the National Student Survey (NSS) provides information about students' satisfaction with their teaching and learning experience. The Higher Education Funding Council for England's analysis of the NSS[10] draws out different student groups' views on the various aspects of the NSS[11] (please see report for fuller analysis):

- The 2006 to 2010 time series showed that differences in Overall satisfaction had decreased over time and that in 2010 female respondents were less satisfied than male respondents for the first time since 2006.

- Students in the age groups 21-24 and over 25 were significantly less satisfied than students aged under 21, in the categories of Academic support, Organisation and management, Learning resources and Overall satisfaction. However, students aged over 25 were significantly more satisfied than the 'global' score (satisfaction score reported for the overall population) in the question categories Assessment and feedback and Teaching and learning.

- NSS 2010 showed that disabled students were significantly less satisfied than the global scores in all question categories; the categories with the largest difference in satisfaction were Organisation and management and Overall satisfaction. Overall satisfaction for disabled respondents between 2006 and 2010 was consistently lower than the global score.

- In 2010, satisfaction profiles varied significantly for UK-domiciled students depending on their ethnic background. Differences in satisfaction score were significant in two categories: Teaching and learning and Academic support. In both cases students from a White ethnic background were significantly more satisfied than the global score, and students from all other ethnic backgrounds were significantly less satisfied than the global score.

- Looking at the 2006 to 2010 time series for Overall satisfaction, the difference in satisfaction from the global score has reduced for most UK-domiciled ethnic groups; however this is not the case for respondents with Mixed or Unknown ethnicity.

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[10] http://www.hefce.ac.uk/pubs/hefce/2011/11_11/

[11] The National Student Survey asks final year students questions about various aspects of their teaching and learning experience in the following categories: Teaching and learning, Assessment and feedback, Academic support, Organisation and management, Learning resources, Personal development and Overall satisfaction. In 2010 around 252,000 students participated in the Survey.

Policy areas and proposals – impact assessments

42. The key chapters of the higher education White Paper this impact assessment will cover, which we feel have the most significance for equality, are:

   o Chapter 1 – Sustainable and fair funding

   o Chapter 2 – Well-informed students driving teaching excellence and
     Chapter 3 – A better student experience and better-qualified graduates

   o Chapter 4 – A diverse and responsive sector

   o Chapter 5 – Improved social mobility through fairer access

   o Chapter 6 – A new, fit-for-purpose regulatory framework

43. An initial screening has been undertaken on material not included in this document which has resulted in an assessment that a full EQIA is not required either because there are not specific equality impacts arising from those other proposals or because equality impact assessments have already been undertaken on existing proposals. This is a proportionate approach.

Chapter 1 – Sustainable and fair funding

Key proposals assessed

- We recognise that some people may want to pay off their loans early. They will be able to do so. We are consulting on the introduction of an early repayment mechanism that would allow this without undermining the progressive nature of the system overall.

- We will ask HEFCE to hold a consultation on the future of teaching grant funding to support the priorities identified in the White Paper. HEFCE will hold this consultation, from June 2011 on 2012/13 funding priorities; and, in winter 2011-12, it will consult on the longer-term future of grant funding to support the priorities such as:

  - The additional costs of higher-cost subjects at undergraduate and postgraduate levels such as Medicine, Science and Engineering, that cannot be recovered through income from graduate contributions;

  - Those subjects which are strategically important and vulnerable and require support to avoid undesirable reductions in the scale of provision;

  - The additional costs associated with particular groups of students, notably those from non-traditional backgrounds, and disabled students, who need extra support through to completion;

  - The additional costs of high-cost specialist institutions such as music and arts conservatoires;

  - Services which support the whole higher education sector, such as those provided by the Joint Information Systems Committee, the Higher Education Academy and the Quality Assurance Agency; and

  - Costs associated with the transition to the new funding arrangements.

- We will ask HEFCE to review participation in postgraduate study, following the changes to undergraduate funding, as part of a longer term assessment and evaluation of the impact of the funding changes. We will also invite HEFCE to consider what additional data should be collected about postgraduates to better inform our understanding of this area.

Overall impact: Neutral

Early repayment mechanism

44. Our proposals for an early repayment mechanism will be subject to consultation. We do not anticipate any adverse impact on protected and disadvantaged groups from the current suggestions. If we were to introduce a charge for early repayment it would affect only those individuals who voluntarily repay their loans early. The interim EQIA (referenced in paragraph 4) showed that although some graduates will be expected to contribute more towards the cost of their higher education, we have estimated that up to 25% of graduates will repay less under the new system than they would have under the old system. The graduates who are likely to repay less are more likely to be female, disabled, and from an ethnic minority background. Because the mechanism would only be triggered by a voluntary action by the graduate, including members of these groups, any early repayment mechanism introduced, or the status quo, would not affect this.

HEFCE teaching grant

45. HEFCE will consult on the future of its grant funding. However, we clearly signal in the White Paper that funding support will remain to help those students who might need extra support in higher education to ensure they are offered a fair chance to both participate and succeed (in terms of staying the course and achieving their potential). These students will fall under protected groups e.g. disabled students or disadvantaged groups e.g. from lower socio-economic groups. Disabled students also have access to additional financial support through the higher education student support system. We cannot pre-judge the consultation but we would expect, with this steer from Government, a positive impact in terms of supporting participation and retention will remain for those groups supported by HEFCE grant funding.

Postgraduate study

46. We have asked HEFCE to include equality considerations within its review of the impact of higher education reforms on postgraduate study.

Chapter 2 – Well-informed students driving teaching excellence and
Chapter 3 – A better student experience and better-qualified graduates

Key proposals assessed

o Each university will make the most requested information items available on its website, on an easily comparable basis. These items, together with information about course charges, are called the Key Information Set (KIS) and will be available on a course by course basis, by September 2012, although many of the items of information are already being made available prior to their incorporation in the KIS.

o A further way in which higher education institutions can demonstrate their recognition of the importance of teaching is to publish anonymised information for prospective and existing students about the teaching qualifications, fellowships and expertise of their teaching staff at all levels. We will ask HEFCE, working with the higher education sector, to advise on how best this can be delivered. We think students should also be able to access information about the size of the different kinds of class (lecture, seminar etc) that they can expect.

o We would like the Higher Education Public Information Steering Group (HEPISG) to consider whether data about how graduate contributions are being spent should form part of the wider set of information we ask institutions to provide for prospective students.

o We also recognise that students applying for taught postgraduate courses, such as master's degrees, would benefit from being able to access standard, comparable information about the range of courses on offer, including satisfaction rates of previous students. We invite the Higher Education Public Information Steering Group to consider whether a National Student Survey of taught postgraduates should be introduced, and whether to encourage institutions to provide a standard set of information similar to the KIS for each of their taught postgraduate courses. We have asked HEFCE to liaise with UUK and GuildHE, to prepare proposals which will then be considered by HEPISG.

o In response to feedback from students we have asked HEFCE to improve the presentation of Unistats, so prospective students can make more useful comparisons between subjects at different institutions. This should draw on the best practice of external websites and applications.

o We are asking the major holders of student data – the Higher Education Statistics Agency (HESA), UCAS, HEFCE and the SLC –

to make more data available on their websites in a re-usable format, and at more detailed levels (such as by institution and course).

o We are also asking UCAS and higher education institutions to make available, course by course, new data showing the type and subjects of the actual qualifications held by previously successful applicants. This should help young people choose which subjects and qualifications to study at school.

o We endorse the work of the Student Charter Group, which was jointly chaired by Janet Beer (Vice-Chancellor of Oxford Brookes University) and Aaron Porter (NUS), and the Group's recommendation that each institution should have a student charter, or similar high level statement, to set out the mutual expectations of universities and students.[12] We will review the extent to which charters are adopted and, in light of this, consider whether they should be made mandatory in the future.

o We want to ensure that English universities are at the forefront of improvements in formal and informal feedback from students on their learning experience. We believe that allowing students and lecturers within a university to see this feedback at individual module level will help students to choose the best course for them and drive an improvement in the quality of teaching. So we expect all universities to publish summary reports of their student evaluation surveys on their websites by 13/14. Before this, we will work with HEFCE, the National Union of Students (NUS) and others, to agree the information and format that will be most helpful to students.

o To help students' unions monitor their improvement we will include an additional question in the 2012 National Student Survey about what students think of the impact of their students' union. This information will be included in the Key Information Set.

o We propose a genuinely risk-based approach, focusing Quality assurance Agency (QAA) effort where it will have most impact and giving students power to hold universities to account. All providers must continue to be part of a single assurance framework. But we would explore options in which the frequency – and perhaps need – for a full, scheduled institutional review will depend on an objective assessment of a basket of data, monitored continually but at arms length. For new providers, with an inevitably shorter track record of quality, a more regular and in-depth review is appropriate than has previously been applied. Conversely, for those providers with a sustained, demonstrable track record of high quality provision, we would expect to see significantly less use of full institutional reviews.

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[12] Student Charter Group, Final Report, January 2011
http://www.bis.gov.uk/assets/biscore/higher-education/docs/s/11-736-student-charter-group.pdf

o We will ask HEFCE to consult on the criteria against which overall risk should be assessed and the frequency of review, with a view to achieving very substantial deregulatory change for institutions that can demonstrate low risk. We will explore how the need for and frequency of scheduled institutional reviews will depend on an objective set of criteria. HEFCE will also consult on a set of ad hoc triggers which would prompt QAA to carry out a full or partial review when this was not otherwise expected.

o In our consultation on a new regulatory framework we will ask whether HEFCE, as part of its changing role in the new system, would need additional legislative powers to introduce or to operate a risk based quality assurance system.

o We are asking the Office of the Independent Adjudicator (OIA) to consult the sector on future developments that will promote and deliver early resolution of student complaints. These could include approaches that will minimise the number of complaints reaching the OIA, for example:

   o Whether each higher education institution could provide access to a mediator, or campus ombudsman, to resolve complaints at an early stage. These could work with the OIA through regional networks;

   o Whether higher education institutions should set time targets for resolution of cases and/or provide information to students on the average time taken for formal appeals and complaints; and

   o Whether higher education institutions should adopt standards around the handling of complaints and keeping students updated on progress. This could be based on a best practice framework produced by OIA, who could then introduce a kite-marking scheme for university complaint processes.

Overall impact: Neutral or positive

47. The proposals relating to the academic student experience in these two chapters of the White Paper, such as providing better information, supporting student engagement with their teaching and learning experience and improving teaching excellence, have the potential to benefit students in protected and disadvantaged groups as they are aimed at improving the higher education academic experience of all students. By lifting the bar for all there can be scope for specific improvement for particular groups as the focus will be on students themselves and what they need from a responsive and dynamic higher education system. We would not anticipate that these proposals will have an adverse impact on any particular group of students or negative consequences for protected and disadvantaged groups.

48. As the proposals and expectations will apply to all higher education providers who receive public funding there will be parity of treatment across different forms of higher education provision. Students in both alternative and mainstream provision will benefit from the greater focus provided to teaching encouraged in these chapters, and the increased focus on student engagement. An increase in competition for students will help institutions focus attention on the most important aspect of the student experience – their academic experience.

49. Improving the information applicants can access is a reform that sits alongside the focus we are providing on a better teaching and learning experience and better complaints systems for when things do go wrong. We do not believe there will be any adverse consequences for protected and disadvantaged groups from the academic experience proposals in these chapters. Higher education institutions are required to provide information in accessible formats.

50. We would expect the reforms in these two chapters could have a positive impact on continuation and attainment in institutions, by providing better information that can help students choose the best course for them and then a dedicated focus on teaching and learning, and active engagement of the student to help them get the most from their academic experience.

Improving information for applicants – Key Information Set, Unistats and institutional publication of expenditure of graduate contributions

51. Providing better comparable information benefits all students. Our reforms place students at the heart of the higher education system. A key part of enabling students to have real choice in higher education is to give them useful information that will help them make their institutional and course choices. The Key Information Set (KIS), the proposals to make more data available to innovative information providers and via institutions on spend support this aim.

52. Research commissioned by the Higher Education Funding Council for England[13] indicates that providing the top ten items students were most interested in will meet the preferences of most sub-groups of prospective students. (These sub-groups included people in protected and disadvantaged groups although sample sizes in the research were small.) The research also indicated that some groups were more likely to look for information, for example females, and those identifying themselves as 'Asian/Asian British'. The report recommended that any new approach to providing information should take account of a possible risk of increasing gaps between students. The KIS will be provided on institutions' own websites and we expect that there will also be a link to the UCAS course search. The research indicates that the majority of students surveyed looked at course websites and UCAS to find information. This mitigates any risk of some students being more likely to look for information.

53. All providers who wish to access public funding will be required to provide a KIS for their courses, so there will be equal treatment across different forms of higher education provider.

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[13] http://www.hefce.ac.uk/pubs/rdreports/2010/rd12_10/

Improving information for applicants - Stimulating a wealth of imaginatively presented information about higher education

54. We are actively encouraging the major holders of student related data to make as much of this publicly available, whilst respecting restrictions on personal data which could lead to the identification of individuals (without their permission). We are supporting the release of more data to enable much wider and potentially even better tailored information provision to prospective and existing students. We believe this would have a positive impact for protected and disadvantaged groups. It could help prospective students from these groups to understand what the qualification requirements are for specific courses, information which is not as transparent as it could be, and what the social and job-related returns might be.

Student Charters

55. Encouraging institutions to provide a clear 'front-page' of information, in the form of the student charter, about the higher education course they are embarking on would benefit all students, including those from protected and disadvantaged groups.

Publication of student evaluation surveys

56. Feedback from students is already embedded in higher education through the National Student Survey (NSS) and this information is publicly available. The views of final year students provided through the NSS are available to all prospective students, and act as an aid to student choice. Many institutions combine the NSS with other types of student surveys and share outcomes and actions resulting from these surveys with their students. This is good practice and building on this by publishing more granular student evaluation of teaching surveys will provide students with even more useful information, and could help capture any specific views or trends emerging from students in protected or disadvantaged groups. We will seek advice from the sector about how best this information can be provided to ensure it is robust and useful.

Additional question in the National Student Survey about students' unions

57. At present there is a gap in information about students' views on the impact of their students' unions. This question will address that gap. The NSS provides a rich data source that can be interrogated on a national and institutional basis and can show the views of students in certain protected groups (age, ethnicity, gender and disability). The results from this additional question should help improve practice in students' unions, including addressing any specific issues for protected groups.

Teaching Excellence and Quality Assurance

58. We want teaching excellence to be firmly embedded in higher education. The over-riding interest of students is to participate in a high quality teaching and learning experience in order to develop their knowledge and skills. Teaching must be a key part of any higher education institution's mission. Our proposals will ensure that there is an equal approach to quality assurance and teaching excellence wherever there is public funding to higher education. This will bring new providers into a system which will require that they demonstrate they are providing the highest quality academic experience to all students. All providers who wish to access public funding will need to

meet quality assurance requirements, for instance be subject to external review by the Quality Assurance Agency.

59. The proposal for a more risk-based quality assurance process would be subject to further equality impact work as initial thoughts developed into firmer proposals. At this stage we cannot see the suggestion would have an adverse equality impact. The underpinning idea is to make the quality assurance system even more responsive – both in recognising high quality and addressing areas where improvements are needed; no student groups should lose out by having a system that is driven more forcefully by a range of quality indicators and information. The academic interest of the student would be paramount. We recognise that care would be needed in the selection and use of the criteria for a risk based approach. Context for the data, for instance benchmarking, would be needed to ensure that there were no perverse consequences with a system established that might be seen to 'reward' certain types of institution, possibly with very traditional student intakes.

60. Fundamental to the proposals in the White Paper is the concept of an 'engaged' student and this is truly reflective of the participatory nature of higher education. To succeed in higher education a student must have the tools to develop their own understanding of their subject area. Although in the evidence we see that student satisfaction with the quality of the teaching and learning experience is very high, there are differences across and within institutions, and some differences in terms of protected groups (see paragraph 41). Developing a greater focus on teaching as a profession, for instance the proposal for publishing information about teaching qualifications, could help address some of the differences in students' experiences of higher education. This would encourage students to engage with their academic experience and institutions to reflect more closely on different students' learning needs. The work on understanding why student satisfaction differs and why there are degree attainment gaps must be undertaken by institutions themselves. Our proposals seek to establish a framework for improving teaching and learning in the sector.

Student complaints

61. We are asking the OIA to consult with the sector on proposals to improve approaches on student complaints. As detail is determined we will ask the OIA to look again at any possible equality impacts. At this stage we see no adverse consequences for protected and disadvantaged groups. If the proposals for a higher education institution based internal mediator, agreeing time targets and adopting standards on complaints processes were agreed in consultation and implemented it could be of help to all students. Mediation may lead to a swifter resolution of complaints within the higher education institution. As noted in the Office of the Independent Adjudicator's annual reports the time taken to deal with complaints is often criticised by complainants. It could also offer students independent and impartial assistance at a vulnerable time.

Chapter 4 – A diverse and responsive sector

Key proposals assessed

- o We are proposing a package of reforms to free up around 85,000 student numbers in 2012/13. We will do this by introducing a flexible 'core and margin' model to be administered by HEFCE. From year to year, every institution will have to compete for the student numbers outside its core allocation and the core will reduce every year.

- o In 2012/13 there will be two elements in this new approach. We propose to allow unrestrained recruitment of high achieving students, scoring the equivalent of AAB or above at A-Level. Core allocations for all institutions will be adjusted to remove these students. Institutions will then be free to recruit as many of these students as wish to come. Under the new funding arrangements, institutions may be eligible for HEFCE teaching grant for these students, for example those on high cost courses, and the students will be able to access loans and grants. This should allow greater competition for places on the more selective courses and create the opportunity for more students to go to their first choice institution if that university wishes to take them. We estimate this will cover around 65,000 students in 2012/13. AAB will represent a starting point, but our ambition is to widen the threshold over this parliament, ensuring that the share of places liberated from number controls altogether rises year on year.

- o The second element is the creation of a flexible margin of about 20,000 places in 2012/13 to support expansion by providers who combine good quality with value for money and whose average charge (after waivers have been taken into account) is at or below £7,500. Places will be removed from institutions' 'core' allocation on a pro rata basis, once AAB places have also been removed. This will create a 'margin' of places, which will then be competed for on the basis of agreed criteria. This will make it easier for further education colleges, new entrants and other non-traditional providers that can attract students, to be able to expand to meet demand.

- o As part of its wider consultation on funding for 12/13, we have asked HEFCE to consult the sector on how the two elements of this new core and margin model will be delivered.

- o We will expand the flexibility available in terms of 'closed courses' i.e. bespoke provision agreed between a provider and an employer, for their employees alone, to all courses so that there are more opportunities to attract employer or charity sponsorship for extra places outside of the quota system.

> - o As part of establishing a new regulatory framework, we will consult on changes to the criteria and process for the granting and renewal of degree-awarding powers at undergraduate level, with a view to making this more flexible. We are confident we can accelerate the process while maintaining standards.
>
> - o We will propose legislation to allow institutions that do not themselves teach to award degrees.
>
> - o As part of our consultation on a new regulatory framework, we will consult on changes to the criteria and process for determining which organisations are allowed to call themselves a "university" or "university college".

Overall impact: Neutral or positive

Student number controls

62. The White Paper sets out several proposals for increasing flexibility in some of the restrictions imposed by budgetary constraints on student number controls. We do not anticipate that any changes that we make to help meet some of the significant demand for higher education will have an adverse affect on protected or disadvantaged groups. This is because any changes during 2012/13 will work within existing entrant control systems, so will not affect the number of places available to students. In terms of the proposal to lift institutional level controls on the recruitment of high achieving students (those with A-level grades of AAB or equivalent), analysis shows that the progression rate (by age 20) of students achieving those grade equivalents to UK universities is already 95%[14], and is unlikely to be affected by whether number controls are implemented at sector or institutional level. Therefore high achieving students will gain no greater advantage than they have currently, so the impact on the availability of places for students with lower grades (and any groups associated with the attainment of lower grades) would be neutral. The introduction of these measures will take place in a context of increased responsibility on higher education institutions to ensure fair access. Institutions are required to publish their own targets for increasing participation from disadvantaged groups in their Access Agreements, or to articulate what support they provide in their Widening Participation Strategic Assessments. Any loosening of number controls would take place in this context.

Reviewing the criteria and process for Degree Awarding Powers and University Title

63. Our proposals for reviewing the criteria and process for Degree Awarding Powers and University Title with a view to expanding access to alternative providers including non-teaching bodies are aimed at creating a more transparent system that allows more diversity of provision and results in greater choice for the student. This could be beneficial in widening the reach of higher education to many more students, potentially

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[14] HEFCE analysis of linked HESA-NPD data for year group 13 entrants in Summer 2007

geographically, but also widening the range of provision, and potentially reaching a wider range of students.

64. At the same time we propose to strengthen the regulatory regime to protect the student interest. We believe extending protections, in terms of equity of access, information provision, quality assurance, focus on teaching and student complaints will clearly be of benefit to all students, and put the majority of students on an equal footing in terms of their treatment in higher education.

Chapter 5 – Improved social mobility through fairer access

Key proposals assessed

o   All institutions that intend to charge more than the basic £6,000 annual tuition charge have to demonstrate to the satisfaction of the independent Director of Fair Access what more they will do to attract students from under-represented and disadvantaged groups. Ministers at the Department for Business, Innovation and Skills wrote to the Director of Fair Access on 10 February 2011 setting out the Government's expectations about how he should approach the approval and monitoring of new Access Agreements.

o   We will strengthen the Office for Fair Access (OFFA), so that it can provide more active and energetic challenge and support to universities and colleges. We will ask the new Director of Fair Access to advise on whether OFFA's current powers are the right ones to achieve its statutory goals, or whether some clarification or extension is required.

o   A new National Scholarship Programme will begin in 2012. By 2014, it will provide £150 million to help improve access to higher education amongst the least well off young people and adults. All higher education institutions charging over £6,000 will be required to participate in the Programme, and we will expect them to contribute additional funds from their own resources.

o   An area we want to examine further is whether a system of Post-Qualification Application (PQA) would promote fairer access. PQA involves students applying to higher education once their exam results are known, rather than relying on predicted grades. We will await the outcome of the UCAS review of their admissions processes. Then, working with the new Director of Fair Access, the sector and the Department for Education, we will determine the extent to which the introduction of a hybrid or other PQA model might promote fair access and benefit potential students as well as any efficiencies and cost savings. We will look carefully at the impact of different models on schools, colleges and universities, including the implications for examination timetables and term times, and the potential impact on the quality of education for 16-18 year olds.

Overall impact: Positive

65. The Government announced in November 2010 changes to the higher education funding system and to the system of financial student support. The impact of these reforms was assessed here http://www.bis.gov.uk/assets/biscore/higher-education/docs/i/10-1310-interim-equality-impact-assessment-he-funding-and-student-finance.pdf. We are fundamentally changing the flow of funding to higher education institutions and moving from a static to a more dynamic funding system by reducing the amount of government subsidy for university tuition that is given directly to universities

and colleges. Instead, we will pass the subsidy to students, in the form of an up-front loan.

66. We also believe it is right that graduates who benefit from university courses by earning higher salaries, should contribute more to the costs of higher education. In exchange, they, and indeed all students, should expect more influence over the higher education system. Our analysis indicates that our funding reforms may benefit lower earners, including women, disabled people and minority ethnic groups (reference and weblink in paragraph 66). However, a key challenge that will remain for the Government and the higher education sector is to ensure all potential students understand the package of support that is available. No-one eligible for support needs to pay upfront. Loans to cover both tuition and living costs are available for all full-time first-degree students which only need to be repaid once they are earning more than £21,000 per year. And one of the biggest changes we are making is that many part-time students will also be able to access tuition fee loans.

67. Access to higher education remains a priority for the Coalition Government and we are clear that finance should not act as a barrier to bright and talented individuals seeking entry to higher education. Although there has been much speculation that the higher rates of graduate contribution we are introducing have the potential to deter students, especially from low income backgrounds, the evidence available does not support this, as discussed below.

68. A number of studies in the UK and abroad indicate that tuition fees do have an impact on higher education participation, however, the effect can be ameliorated by the availability of loans and grants. Research by the Institute of Fiscal Studies (IFS)[15] concluded that a £1,000 increase in fees results in a 4.4ppt decrease in university participation, while a £1,000 increase in loans results in a 3.2ppt increase in participation, and a £1,000 increase in grants results in a 2.1ppt increase in participation. These findings are comparable, but of a slightly lower magnitude to those reported in US literature. Linked research concluded that the 2006 changes to student support had no impact of higher education participation. Although it should be noted that this research was conducted under the previous fees regime.

69. In contrast, other research points towards a deterrent effect for debt aversion among those from lower income families not taking A levels. Also debt aversion was a factor in prospective students' decisions regarding their choice of university[16]. However, there is no clear evidence to say how this translates into either a propensity to incur debt or actual decisions to enter higher education.

70. The evidence itself does not unambiguously demonstrate that an adverse impact on access to higher education for students from protected or disadvantaged groups would occur due to our changes to the higher education funding system. We believe that our

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[15] Dearden, Fitzsimons & Wyness, 2010, The Impact of Higher Education Finance on University Participation in the UK, BIS 2010/11. Available at: http://www.bis.gov.uk/assets/biscore/corporate/docs/i/10-1188-impact-finance-on-university-participation.pdf

[16] C. Callender and J. Jackson, (2005), "Does the fear of debt deter students from higher education?", *Journal of Social Policy*, Vol 34, No 4

policies to support disadvantaged groups will mitigate any possible adverse impacts of our decision to ask graduates to share the cost of their higher education more fairly.

71. We are establishing a new framework, with increased responsibility on universities to widen participation and we are providing greater investment in improving attainment and access for young people from disadvantaged backgrounds. Alongside this is the vital work that will be undertaken in schools as outlined in the schools White Paper 2010 *The Importance of Teaching*[17]. As access to higher education is clearly linked to progression and attainment earlier in the education system we need swifter progress to close the attainment gaps that manifest in mandatory education, which will help to close the gaps in progression to higher education. We also recognise that universities should play a role in supporting such attainment and in raising aspirations to enter higher education.

Access Agreements and the National Scholarship Programme

72. The new arrangements mean that more funding will flow to universities as a result of the choices that students themselves make. It is therefore right that universities take greater responsibility for achieving a student population that is more representative of the population more widely. The Government's guidance to the Director of Fair Access says that the Government believes that Access Agreements should include a quantified assessment of the improvement the institution intends to make against appropriate benchmarks. The larger the gap between current performance and such benchmarks for a given institution, the more ambitious should be its access plans. Universities will use either the HESA benchmarks, or their own benchmarks, or a combination thereof. Disadvantaged groups, including protected groups, will be affected if they are disproportionately represented in the categories to which the benchmarks pertain.

73. We have made it clear that those universities that charge the most should make the most significant contribution towards assisting students from disadvantaged backgrounds to access and succeed at university, and for the most prestigious institutions to make more progress in attracting students from disadvantaged backgrounds. That is why Access Agreements will include a requirement to match the funding of the Government's contribution to the new National Scholarship Programme (NSP). All institutions charging more than £6,000 must agree and renew their Access Agreements with OFFA annually – setting out plans and targets to attract students from disadvantaged backgrounds.

74. The new Access Agreement arrangements, and the National Scholarship Programme, will help to improve fair access for people from disadvantaged backgrounds. Specifically, the NSP will be available only to people with a declared family income of no more than £25,000 per annum. Beyond that, institutions will decide their own particular NSP eligibility criteria, based on their own circumstances.

75. The NSP will be available to students studying higher education part-time as well as full-time, and mature students as well as young students. In this respect it supports equality for people irrespective of their age; and should also benefit women (mature students and women make up a higher proportion of part-time entrants). We do not see a rolling

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[17] http://www.education.gov.uk/b0068570/the-importance-of-teaching/

back of the high representation of women in higher education as a result of our changes.

76. The NSP will help other disadvantaged groups, including protected groups, if they are disproportionately represented in families where income is below £25,000 per annum. This may apply to disabled people and people from minority ethnic groups. Again minority ethnic groups have high representation in higher education and our changes should not be detrimental. Disabled students, if they fall within the income criteria, would receive the NSP in addition to other support they are eligible for to help them overcome barriers to entering higher education.

Post-qualification applications

77. In the White Paper we have laid out our intention to further explore the introduction of a system of post-qualification applications (PQA) to higher education. Under such a system applications to higher education are not formally made until after exam results are known. We will await the outcome of the UCAS review of applications to higher education which is considering aspects of the benefits and barriers to the introduction of PQA. Then, working with the new Director of Fair Access, the sector and the Department for Education, we will determine the extent to which the introduction of a hybrid or other PQA model might promote fair access and benefit potential students as well as any efficiencies and cost savings. We will look carefully at the impact of different models on schools, colleges and universities, including the implications for examination timetables and term times, and the potential impact on the quality of education for 16-18 year olds.

78. Applying on known grades may be fairer as applications would be made on actual rather than predicted grades and this would remove any subjective element that is inevitably a part of the current arrangements. However we will carefully consider the full impact of any proposed model.

Chapter 6 – A new, fit-for-purpose regulatory framework

Key proposals assessed

o   There will be a major change of emphasis in HEFCE's role as the reforms take hold, requiring different powers and appropriate remodelling as it evolves from being primarily a funding council to also being the lead regulator for one of our most important sectors. This will include a new, explicit remit to promote the interests of students, including as consumers, with a duty to take competition implications into account when making decisions on funding.

o   We propose a single, transparent regulatory framework for *all* providers in the higher education system, including further education colleges and other alternative providers. The new framework will comprise three broad categories:

   o   As now, all institutions offering a 'recognised' degree (i.e. having degree-awarding powers in England) will need to satisfy a quality threshold, administered by the QAA. This assures the quality of an English degree and will apply whether or not the institution receives public funding. They will also need to give students access to dispute resolution.

   o   Institutions that want their students to access the increased levels of student support funding (loans and grants) will need to meet further conditions: publishing much more detailed information about their courses and outcomes; giving students access to dispute resolution via the OIA; complying with the quality framework; and, if they intend to charge above £6,000, having an Access Agreement approved by the Director of Fair Access. Their provision will fall within liberated student number controls and the tuition charge cap. HEFCE, as primary regulator, will be expected to monitor providers, address signs of failure and agree recovery arrangements. Should an institution fail to meet any of these requirements, despite having been given time to take remedial action, their access to student support finance could be suspended or stopped. At the same time, a far more light-touch approach to monitoring will be applied to high-performing institutions.[18]

   o   Not for profit institutions will, additionally, be able to access grants from HEFCE to fund those additional costs and public policy priorities that cannot be met by graduate contributions alone.

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[18] Detail will be in a revised financial memorandum for higher education organisations in England, setting out the reporting and monitoring framework for financial sustainability and use of funds.

- o We intend to bring forward the necessary legislation to create this new regulatory framework and give HEFCE the powers it needs. Subject to Parliament, we expect to introduce the new regime from 2013/14. Before we bring forward legislation we will consult this summer on our detailed proposals for the future regulatory framework.

- o We will ask the Higher Education Better Regulation Group (HEBRG) to look across the complex legislative landscape covering higher education to identify areas for deregulation whilst still safeguarding students and taxpayers.

- o We will ask HEFCE, Higher Education Statistics Agency and HEBRG, in collaboration with the Information Standards Board for Education (ISB), to redesign the information landscape for higher education in order to arrive at a new system that meets the needs of a wider group of users; reduces the duplication that currently exists, and results in timelier and more relevant data.

Overall impact: Neutral

79. The proposals in this chapter will be subject to consultation and we welcome input to our understanding of the possible impacts of the changes to the regulatory framework in relation to equality considerations.

80. The principal aim of the regulatory framework will be to protect the interests of students and the wider public. This is signalled by reforming HEFCE's remit to include acting as a 'consumer champion' for students. The focus will be on the protection of students as consumers, with a duty to take competition implications into account in making decisions on funding. We see the development of a dedicated 'consumer champion' for students as a positive proposal for all students, and a strengthening of their interests in higher education. HEFCE is subject to the public sector equality duty and would have to comply with the duty in its functions.

81. For existing providers there will not be substantial change to the requirements they currently need to meet to safeguard the interest of students and the public investment into HE. For new providers our aim is to ensure that they, their students and the public are able to easily understand what requirements they must meet to ensure students', and the public's, interests are paramount, particularly if they wish to access public funds.

82. The work of the Higher Education Better Regulation Group and the work on the feasibility of redesigning the information landscape for HE could result in a reduction of unnecessary information and regulatory burdens on HE providers. This could help ensure their resources are used to benefit core services, such as teaching and learning for students. These workstreams will ensure equality considerations are built in to their thinking and development of proposals for change.

Summary and conclusions

83. The higher education White Paper builds on the Government's initial reforms to the funding of higher education. The changes already made and the proposals in the White Paper signal a fundamental change to the higher education system; for the first time students will be at the heart of higher education. Our proposals as a whole aim to empower students and their choices.

84. Our overall assessment is that our proposals will have a positive or neutral equality impact, based on the evidence we have. We do not anticipate adverse impacts on protected and disadvantaged groups.

85. However, many of our proposals will be subject to consultation and to inform our thinking and understanding further we will particularly welcome evidence and input about the equality impacts of our reforms as we move along to implementation.

86. As we further develop our proposals and policies we will give serious consideration to the feedback received about equality impacts through the consultation. As appropriate we will seek to act on this information in a proportional manner particularly to mitigate any adverse impacts where necessary. We will undertake further analysis of the equality impacts of our reforms in 2015, although it should be noted we will not see the impacts of some of our reforms until much later.

Monitoring and review

As for the changes implemented following the 2006/07 reforms, we shall continue to monitor (on an annual basis):

The proportion of students who are:
· Female
· From an ethnic minority background
· Disabled
· Mature (using HESA data)

The proportion of applicants/accepted applicants who are:
· Female
· From an ethnic minority background
· Disabled
· Mature (using UCAS data)

The proportion of English-domiciled state school pupils who progress to Higher Education by:
· Gender
· Ethnicity
· Special Educational Needs status (using matched NPD-HESA data)

The income and expenditure of students by:
· Gender
· Ethnicity
· Disability (sample sizes permitting)
· Age (using the Student Income and Expenditure Survey)

Student satisfaction by:
· Gender
· Ethnicity
· Disability
· Age (using the National Student Survey)

The proportion of students on full/partial/nil grants who are:
· Female
· From an ethnic minority background
· Disabled
· Mature (using linked ILR-HESA data)

Where possible, part-time study shall be separated out from full-time study.

Changes will be implemented from Academic Year 2012/13 onwards. As in 2006/07, we may expect an anticipation effect in 2011/12 so the baseline for monitoring the changes will be Academic Year 2010/11. Any possible impacts on participation and the composition of the student body will be picked up from 2012/13 onwards. Impacts on the student experience and outcomes will become available much later.

Annex A – Data tables underpinning charts in 'Key Facts and Findings'

Table 1 for Charts 1, 2 and 3

UK Domiciled Undergraduate Enrolments, English HEIs 2009/10

Detailed table

		Enrolments
Gender	Female	842,815
	Male	599,885
	Total	1,442,700
Age	Under 21	615,140
	21-24	302,660
	25-30	152,300
	31-40	174,060
	41-50	129,435
	50+	69,105
	Total	1,442,700
Disability	No known disability	1,208,685
	Disabled	126,090

Summary table

Overall total		1,442,700
Gender	Female	842,815
	Male	599,885
Age	Young (under 21)	615,140
	Mature (21 & over)	827,560
Disability	No known disability	1,208,685
	Disabled	126,090
Ethnicity	White	1,108,190
	Minority ethnic	290,660
Socio-economic class	Groups 1-3	502,635
	Groups 4-7	242,095

	Unknown	107,925
	Total	1,442,700
Ethnicity	White	1,108,190
	Black or Black British - Caribbean	27,020
	Black or Black British - African	64,790
	Other Black background	5,730
	Asian or Asian British - Indian	54,095
	Asian or Asian British - Pakistani	34,370
	Asian or Asian British - Bangladeshi	13,050
	Chinese	12,145
	Other Asian background	22,340
	Mixed - White & Black Caribbean	10,740
	Mixed - White & Black African	5,085
	Mixed - White & Asian	11,835
	Other Mixed background	14,045
	Other Ethnic background	15,420
	Total with known ethnicity	1,398,850
	Unknown	43,855

Age group table

Age group	Enrolments
Under 21	615,140
21-24	302,660
25-30	152,300
31-40	174,060
41-50	129,435
50+	69,105

	Total	1,442,700
Socio-economic class	Groups 1-3	502,635
	Groups 4-7	242,095
	Long-term unemployed/unknown	697,970
	Total	1,442,700

Table 2 for Charts 4 and 5

Distribution of Ethnic Groups in Overall Population and Undergraduate Population (Aged Under 30)									
	Male			Female			Total		
	Population (%)	Undergraduate population (%)	%pt difference	Population (%)	Undergraduate population (%)	%pt difference	Population (%)	Undergraduate population (%)	%pt difference
White	85.3	77.2	-8.1	83.8	78.3	-5.5	84.6	77.8	-6.8
White and Black Caribbean	0.6	0.8	0.1	0.6	1.0	0.4	0.6	0.9	0.3
White and Black African	0.2	0.4	0.2	0.2	0.4	0.2	0.2	0.4	0.2
White and Asian	0.4	1.1	0.7	0.5	1.0	0.5	0.5	1.0	0.6
Other Mixed	0.3	1.0	0.8	0.5	1.2	0.7	0.4	1.1	0.8
Indian	2.8	5.1	2.3	3.1	4.3	1.2	3.0	4.7	1.7
Pakistani	2.3	3.4	1.1	2.5	2.8	0.3	2.4	3.1	0.7
Bangladeshi	1.1	1.3	0.2	1.0	1.1	0.2	1.0	1.2	0.2
Other Asian	1.5	1.8	0.4	1.6	1.5	-0.1	1.5	1.6	0.1
Black Caribbean	1.0	1.4	0.4	1.1	2.0	0.9	1.0	1.7	0.7
Black African	1.6	3.9	2.3	2.1	4.0	1.9	1.9	4.0	2.1
Other Black	0.1	0.3	0.2	0.1	0.4	0.3	0.1	0.4	0.3
Chinese	0.8	1.2	0.4	1.0	1.0	0.0	0.9	1.1	0.2

	Male			Female			Total		
Other	2.2	1.1	-1.1	1.9	1.1	-0.8	2.1	1.1	-1.0
All minority ethnic groups	12.5	22.8	10.3	14.2	21.7	7.5	13.4	22.2	8.8

Source: Labour Force Survey - Q4 2010 data and Higher Education Statistics Agency (HESA) Student Record 2009/10.

Distribution of Ethnic Groups in Overall Population and Undergraduate Population (Working Age 16-59/64)

	Male			Female			Total		
	Population (%)	Undergraduate population (%)	%pt difference	Population (%)	Undergraduate population (%)	%pt difference	Population (%)	Undergraduate population (%)	%pt difference
White	87.5	78.2	-9.4	86.3	79.6	-6.7	86.9	79.0	-7.9
White and Black Caribbean	0.3	0.7	0.4	0.4	0.8	0.5	0.3	0.8	0.4
White and Black African	0.1	0.4	0.3	0.1	0.4	0.3	0.1	0.4	0.3
White and Asian	0.2	1.0	0.7	0.3	0.8	0.5	0.3	0.9	0.6
Other Mixed	0.2	1.0	0.8	0.3	1.1	0.7	0.2	1.0	0.8
Indian	2.7	4.4	1.7	2.7	3.6	0.9	2.7	3.9	1.2
Pakistani	1.8	2.9	1.1	1.8	2.2	0.4	1.8	2.5	0.7
Bangladeshi	0.7	1.1	0.3	0.6	0.8	0.2	0.7	0.9	0.2
Other Asian	1.3	1.8	0.5	1.4	1.5	0.1	1.3	1.6	0.3
Black Caribbean	1.0	1.5	0.5	1.4	2.3	0.9	1.2	2.0	0.8

Black African	1.6	4.8	3.1	1.9	4.6	2.7	1.8	4.7	2.9
Other Black	0.1	0.4	0.3	0.1	0.4	0.3	0.1	0.4	0.3
Chinese	0.5	1.0	0.5	0.7	0.8	0.1	0.6	0.9	0.2
Other	1.9	1.1	-0.8	2.0	1.0	-0.9	1.9	1.1	-0.9
All minority ethnic groups	10.6	21.8	11.3	11.7	20.4	8.7	11.1	21.0	9.9

Source: Labour Force Survey - Q4 2010 data and Higher Education Statistics Agency (HESA) Student Record 2009/10.

Table 3 for Charts 6 and 7

UK Domiciled First Degree Qualifiers by Degree Classification, English HEIs 2009/10

Detailed table

		1st class	2:1	2:2	3rd/pass
Gender	Female	18,890	69,985	38,040	8,115
	Male	15,110	46,870	30,450	8,380
	Total	34,000	116,860	68,495	16,500
Age	Under 18 years	0	0	0	0
	18-20 years	8,900	43,175	22,250	3,190
	21-24 years	17,040	54,440	32,345	8,330
	25-29 years	2,590	6,440	4,925	1,815
	30 years and over	5,470	12,800	8,975	3,165
	Total	34,000	116,860	68,495	16,500
Disability	No known disability	30,125	102,980	58,810	13,105
	Disabled	2,900	11,230	7,380	1,930
	Unknown	975	2,650	2,305	1,465
	Total	34,000	116,860	68,495	16,500
Ethnicity	White	29,180	94,460	47,505	9,775

Black or Black British - Caribbean	165	1,290	1,570	530
Black or Black British - African	375	2,895	4,155	1,400
Other Black background	40	245	365	135
Asian or Asian British - Indian	1,030	4,795	3,940	1,030
Asian or Asian British - Pakistani	390	2,210	2,540	705
Asian or Asian British - Bangladeshi	180	925	1,025	330
Chinese	315	1,140	875	260
Other Asian background	290	1,260	1,175	375
Mixed - White & Black Caribbean	150	775	590	110
Mixed - White & Black African	70	345	265	90
Mixed - White & Asian	335	1,170	585	135
Other Mixed background	300	1,235	730	165
Other Ethnic background	250	1,045	860	225
Total with known ethnicity	33,080	113,795	66,185	15,270
Unknown	925	3,060	2,310	1,230
Total	34,000	116,860	68,495	16,500
Socio-economic class	Groups 1-3	17,845	61,205	29,135	5,735
	Groups 4-7	6,070	23,940	15,935	3,605
	Long-term unemployed/unknown	10,085	31,710	23,425	7,155

	1st class		2:1	2:2	3rd/pass	Total classified
Total			34,000	116,860	68,495	16,500

Ethnicity table

	1st class		2:1	2:2	3rd/pass	Total classified
White		29,180	94,460	47,505	9,775	180,920
Black or Black British - Caribbean		165	1,290	1,570	530	3,555
Black or Black British - African		375	2,895	4,155	1,400	8,825
Other Black background		40	245	365	135	785
Asian or Asian British - Indian		1,030	4,795	3,940	1,030	10,795
Asian or Asian British - Pakistani		390	2,210	2,540	705	5,845
Asian or Asian British - Bangladeshi		180	925	1,025	330	2,460
Chinese		315	1,140	875	260	2,590
Other Asian background		290	1,260	1,175	375	3,100
Mixed - White & Black Caribbean		150	775	590	110	1,625
Mixed - White & Black African		70	345	265	90	770
Mixed - White & Asian		335	1,170	585	135	2,225
Other Mixed background		300	1,235	730	165	2,430

Other Ethnic background	250	1,045	860	225	2,380
Total with known ethnicity	33,080	113,795	66,185	15,270	228,330

	1st class	2:1	2:2	3rd/pass
White	16%	52%	26%	5%
Black or Black British - Caribbean	5%	36%	44%	15%
Black or Black British - African	4%	33%	47%	16%
Other Black background	5%	31%	46%	17%
Asian or Asian British - Indian	10%	44%	36%	10%
Asian or Asian British - Pakistani	7%	38%	43%	12%
Asian or Asian British - Bangladeshi	7%	38%	42%	13%
Chinese	12%	44%	34%	10%
Other Asian background	9%	41%	38%	12%
Mixed - White & Black Caribbean	9%	48%	36%	7%
Mixed - White & Black African	9%	45%	34%	12%
Mixed - White & Asian	15%	53%	26%	6%
Other Mixed background	12%	51%	30%	7%

	3rd/ pass	2:2	2:1	1st class
Other Ethnic background	11%	44%	36%	9%
Total with known ethnicity	14%	50%	29%	7%
White	5%	26%	52%	16%
Black Caribbean	15%	44%	36%	5%
Black African	16%	47%	33%	4%
Other Black	17%	46%	31%	5%
Asian Indian	10%	36%	44%	10%
Asian Pakistani	12%	43%	38%	7%
Asian Bangladeshi	13%	42%	38%	7%
Chinese	10%	34%	44%	12%
Other Asian	12%	38%	41%	9%
White & Black Caribbean	7%	36%	48%	9%

White & Black African		12%	34%	45%	9%
White & Asian		6%	26%	53%	15%
Other Mixed		7%	30%	51%	12%
Other		9%	36%	44%	11%

Summary table

		1st class	2:1	2:2	3rd/pass	Total classified
Gender	Female	18,890	69,985	38,040	8,115	135,035
	Male	15,110	46,870	30,450	8,380	100,815
Age	Under 18 years	0	0	0	0	0
	18-20 years	8,900	43,175	22,250	3,190	77,520
	21-24 years	17,040	54,440	32,345	8,330	112,150
	25-29 years	2,590	6,440	4,925	1,815	15,770
	30 years and over	5,470	12,800	8,975	3,165	30,405
Disability	No known disability	30,125	102,980	58,810	13,105	205,020
	Disabled	2,900	11,230	7,380	1,930	23,440
Ethnicity	White	29,180	94,460	47,505	9,775	180,920

	Minority Ethnic	3,895	19,335	18,680	5,495	47,410
Socio-economic class	Groups 1-3	17,845	61,205	29,135	5,735	113,925
	Groups 4-7	6,070	23,940	15,935	3,605	49,550

Summary table (reverse order for chart)

		3rd/pass	2:2	2:1	1st class	Total classified
Gender	Female	8,115	38,040	69,985	18,890	135,035
	Male	8,380	30,450	46,870	15,110	100,815
Age	18-20 years	3,190	22,250	43,175	8,900	77,520
	21-24 years	8,330	32,345	54,440	17,040	112,150
	25-29 years	1,815	4,925	6,440	2,590	15,770
	30 years and over	3,165	8,975	12,800	5,470	30,405
Disability	No known disability	13,105	58,810	102,980	30,125	205,020
	Disabled	1,930	7,380	11,230	2,900	23,440
Ethnicity	White	9,775	47,505	94,460	29,180	180,920
	Minority Ethnic	5,495	18,680	19,335	3,895	47,410
Socio-economic class	Groups 1-3	5,735	29,135	61,205	17,845	113,925

		3rd/ pass	2:2	2:1	1st class	
	Groups 4-7	3,605	15,935	23,940	6,070	49,550

Distribution table for chart

		3rd/ pass	2:2	2:1	1st class
Gender	Female	6%	28%	52%	14%
	Male	8%	30%	46%	15%
Age	18-20 years	4%	29%	56%	11%
	21-24 years	7%	29%	49%	15%
	25-29 years	12%	31%	41%	16%
	30 years and over	10%	30%	42%	18%
Disability	No known disability	6%	29%	50%	15%
	Disabled	8%	31%	48%	12%
Ethnicity	White	5%	26%	52%	16%
	Minority Ethnic	12%	39%	41%	8%
Socio-economic class	Groups 1-3	5%	26%	54%	16%
	Groups 4-7	7%	32%	48%	12%

Table 4 for Charts 8 and 9

Non-continuation rates for entrants to full-time first degree courses, English HEIs 2008/09

Detailed table (all ages)			**Detailed table (young only)**		
Overall total		7.8%	All young entrants		6.4%
Gender	Female	7.0%	Gender	Female	5.9%
	Male	8.8%		Male	7.0%
Age	Young (under 21)	6.4%	Disability	Not disabled	6.4%
	Mature (21 & over)	12.9%		Disabled in receipt of DSA	5.1%
Disability	Not disabled	7.8%		Disabled other	7.7%
	Disabled in receipt of DSA	6.8%	Ethnicity	White	6.1%
	Disabled other	9.8%		Pakistani	8.1%
Ethnicity	White	7.0%		Indian	5.8%
	Pakistani	10.1%		Bangladeshi	8.3%
	Indian	7.1%		Chinese	5.6%
	Bangladeshi	9.5%		Other - Asian	6.6%
	Chinese	6.2%		Black African	7.5%

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	Other - Asian	8.8%		Black Caribbean	9.5%
	Black African	11.0%		Black Other	9.2%
	Black Caribbean	12.7%		Mixed/Other	7.2%
	Black Other	14.0%		Unknown	10.8%
	Mixed/Other	9.3%	Socio-economic group	Groups 1 - 3	5.0%
	Unknown	15.1%		Groups 4 - 7	7.1%
Socio-economic group	Groups 1 - 3	n.a.		Unknown	9.2%
	Groups 4 - 7	n.a.			
	Unknown	n.a.			

n.a. = not available. SEC information is only available for young (aged under 21) entrants.