



# Changing education landscapes and (in)equality in Wales: An exploration of barriers to tertiary education using linked UK Census and education data

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# A CHANGING TERTIARY LANDSCAPE

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## **Tertiary Education and Research Act 2022:**

- Established new organisation *Medr (Skill)* to oversee, fund and regulate a complex system of training and education for adults and young people after compulsory schooling
- A strategic duty to promote equality of opportunity for under-represented groups in tertiary education

## **WG Commissioned Research:**

- Policy review for 4 nations of the UK
- Expert 'think pieces'
- Quantitative analysis of proportions of learners across tertiary education with protected or supported characteristics





# A GAP IN EVIDENCE?

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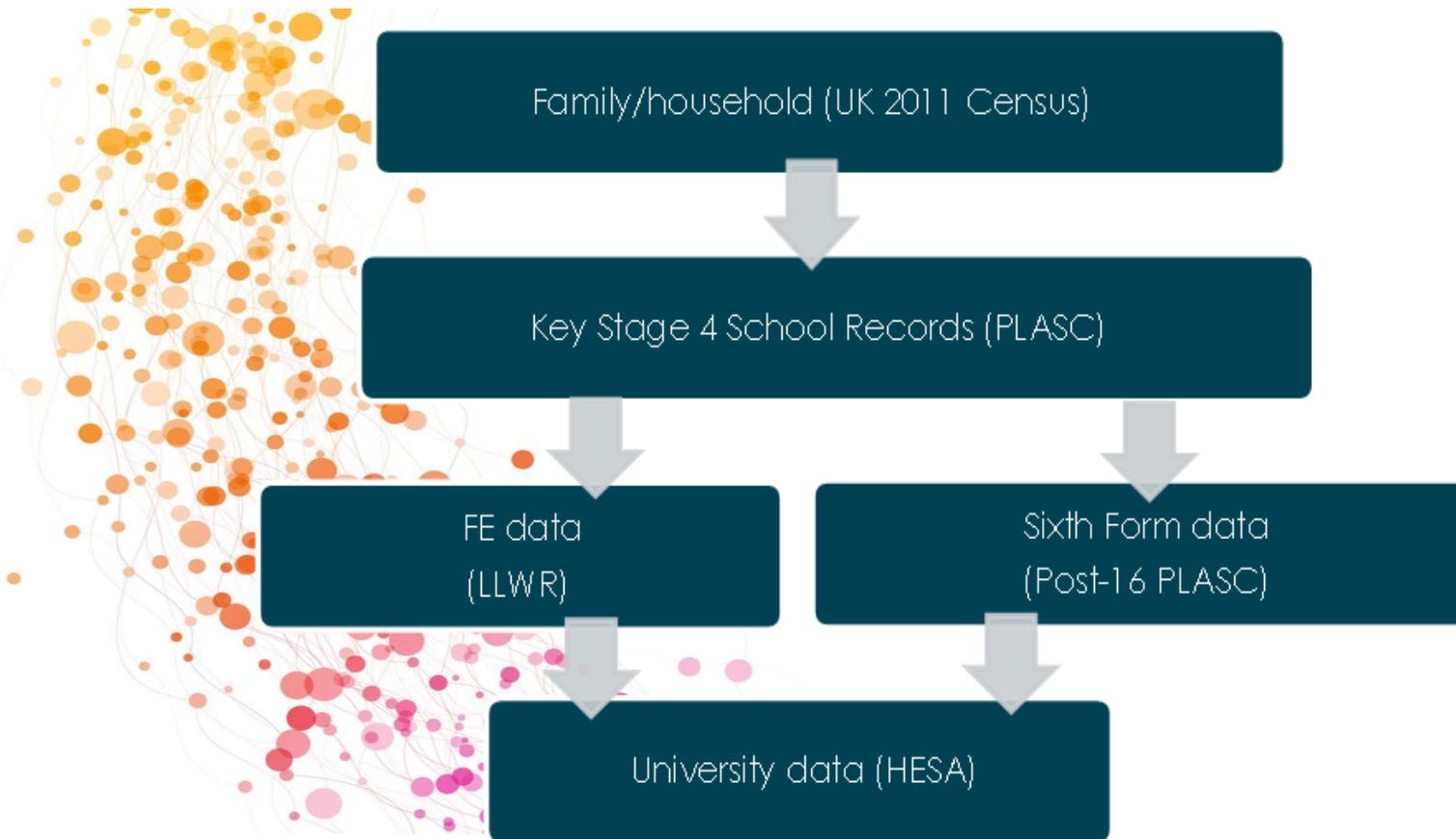
- FE population
- Consistent Performance Measures for Post-16 Learning (Achievement and Destinations)
- Destinations survey
  
- Criticism of FSM

**Our aim:** to combine multiple sources of administrative data on learners to examine participation in education and training in Wales in totality across the tertiary population, by a wide range of individual and household characteristics

# COHORT ANALYSIS

Five pupil cohorts (196,240 KS4, 2011/12-2015/16), following them HE

- Proportion of learners who did or did not progress to tertiary settings (Sixth Form, FE and HE) by characteristics
- Type of courses studied – AS-levels, A-levels, Vocational, or Work-based learning courses
- Transitions to HE



# CHARACTERISTICS

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## School data:

- Gender
- FSM status
- Welsh language ability
- Ethnicity
- SEN status

## Census data:

- Religion
- Disability
- Country of birth



## Census data:

- Deprivation indicators (count)
- Socio-Economic Classification
- Standard Occupation Classification
- Highest education qualification
- Welsh language



# OVERALL PICTURE

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## **Progression:**

7% were not in education or training (NEET)

33% enrolled in Sixth Form

50% enrolled in FE (including Work-based learning)

10% enrolled in Sixth Form and FE

40% enrolled in HE

## **Sixth Form and FE Programmes:**

43% AS level

30% A level

52% Vocational

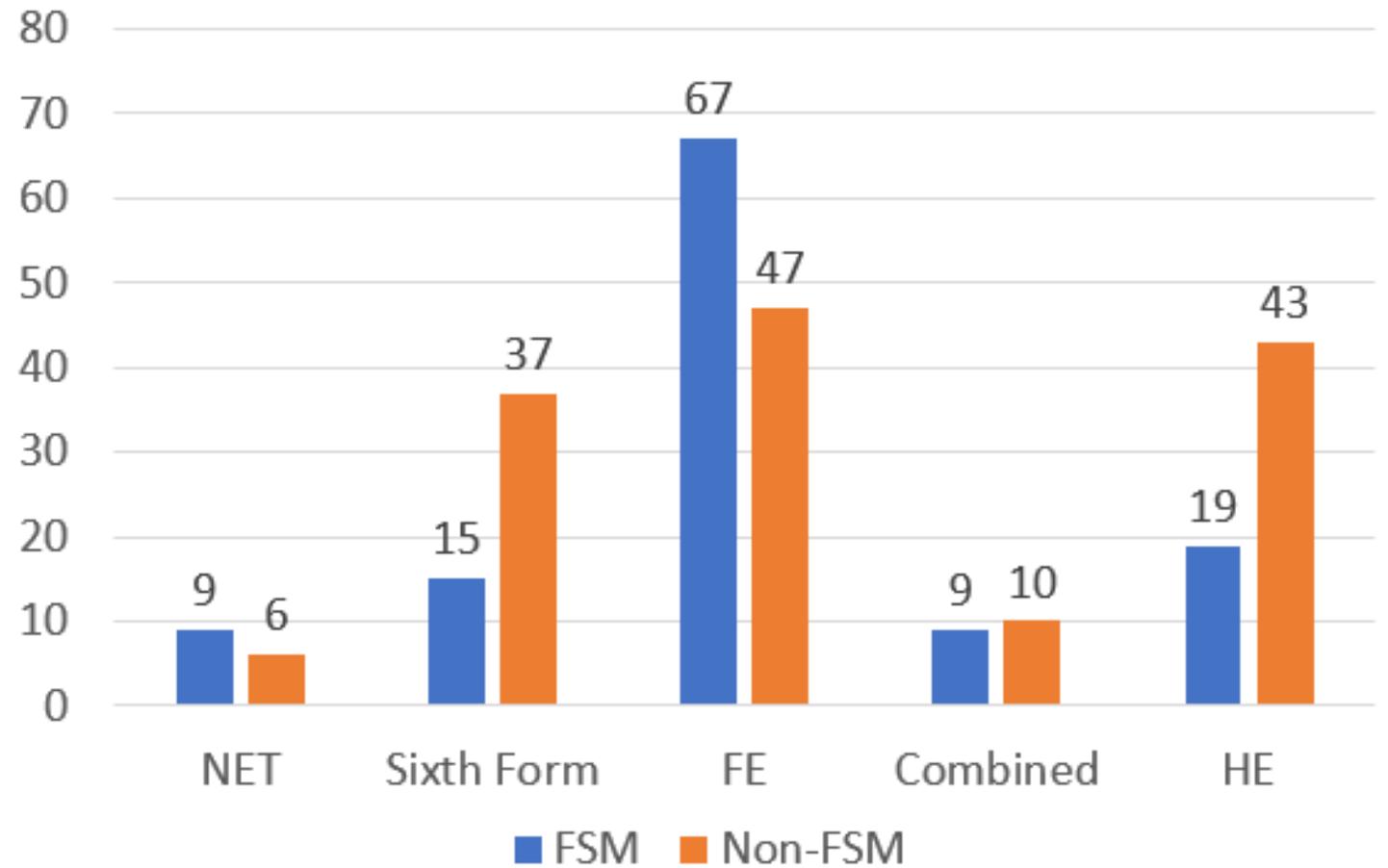
20% WBL

## **Withdrawal:**

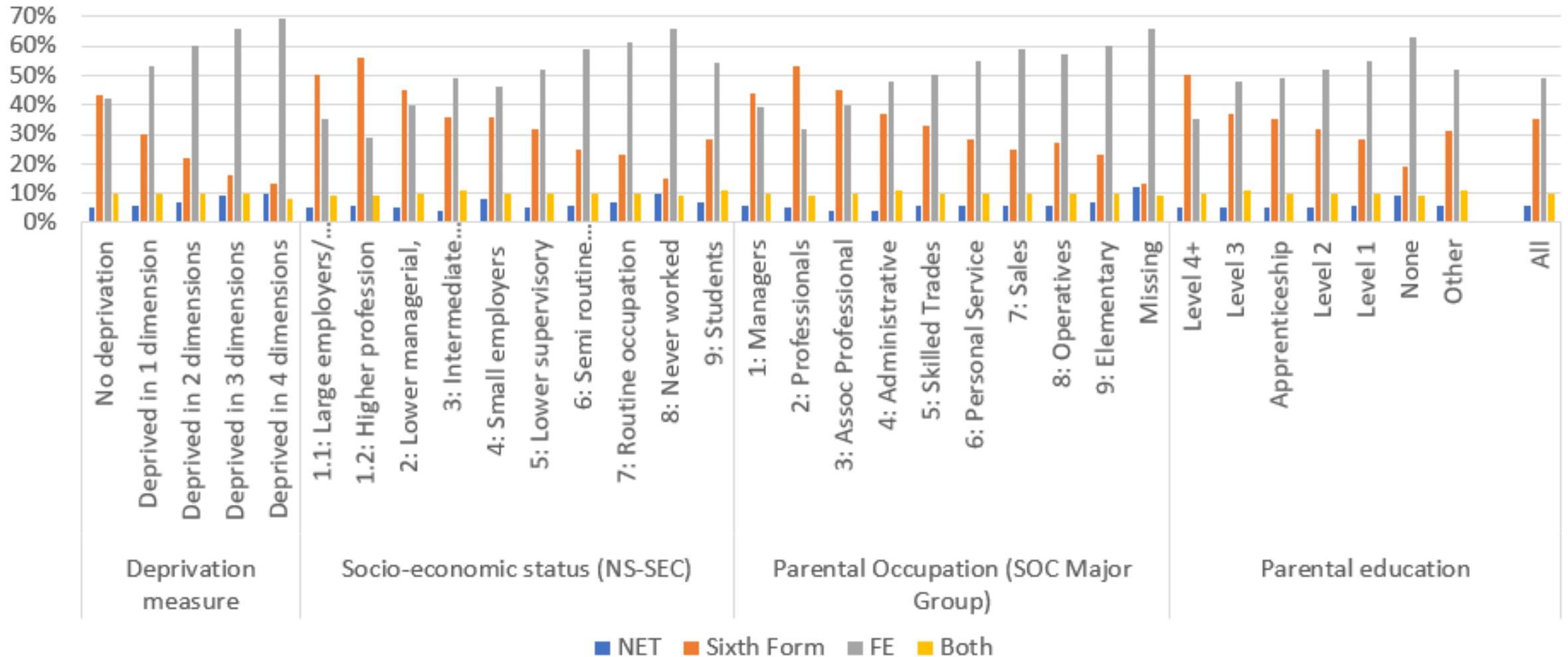
6% withdraw in Year 12

5% withdraw in Year 13

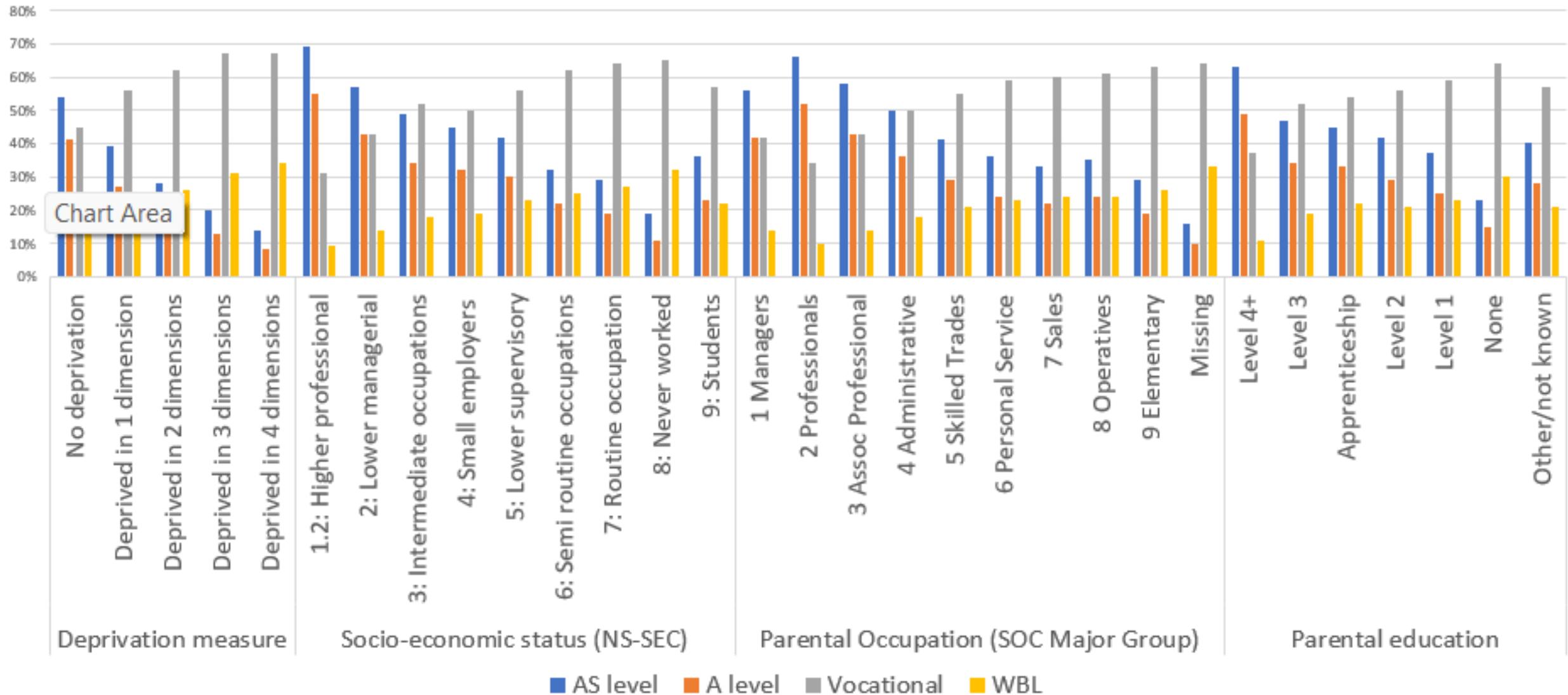
# Progression: FSM



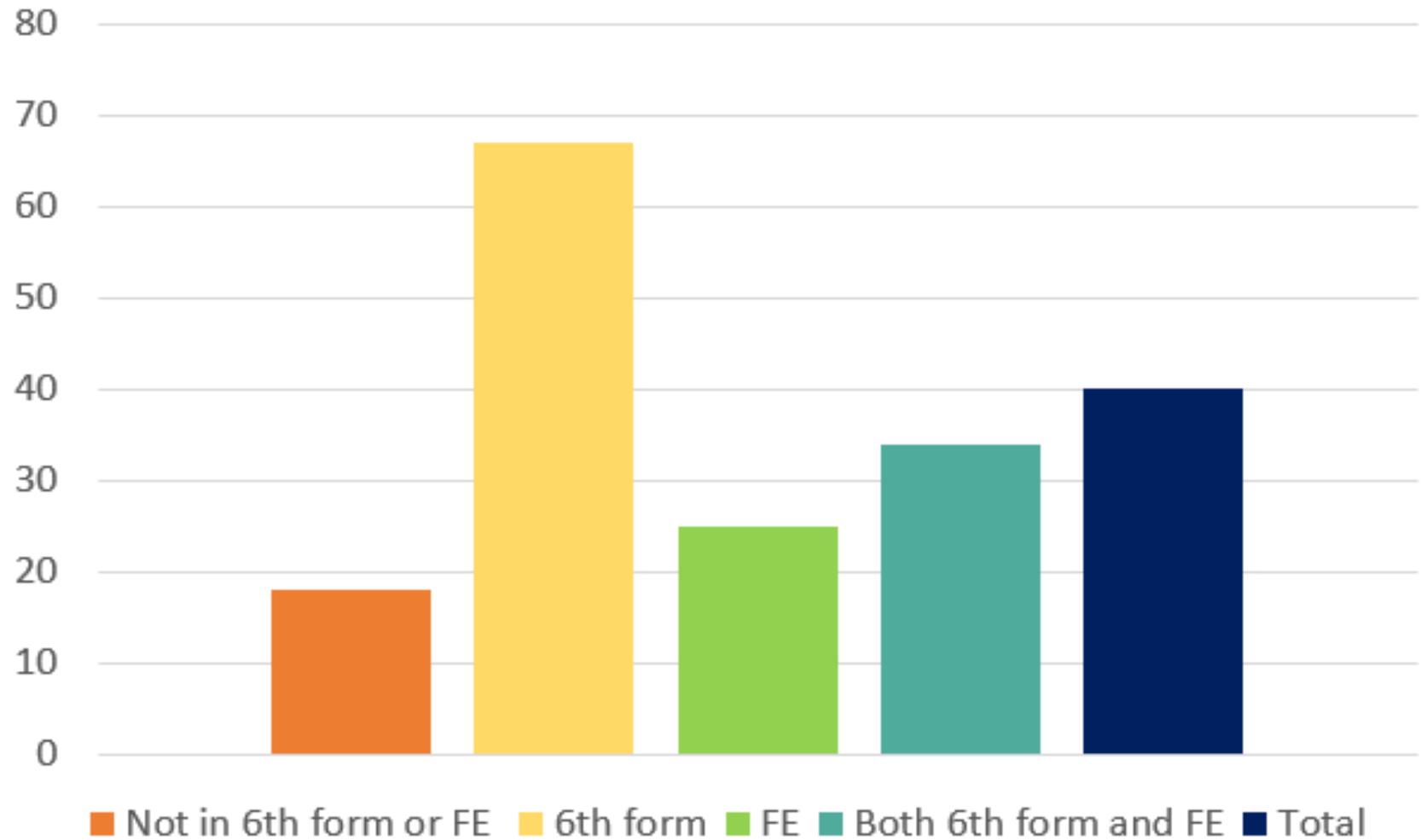
# Progression: Census SE indicators



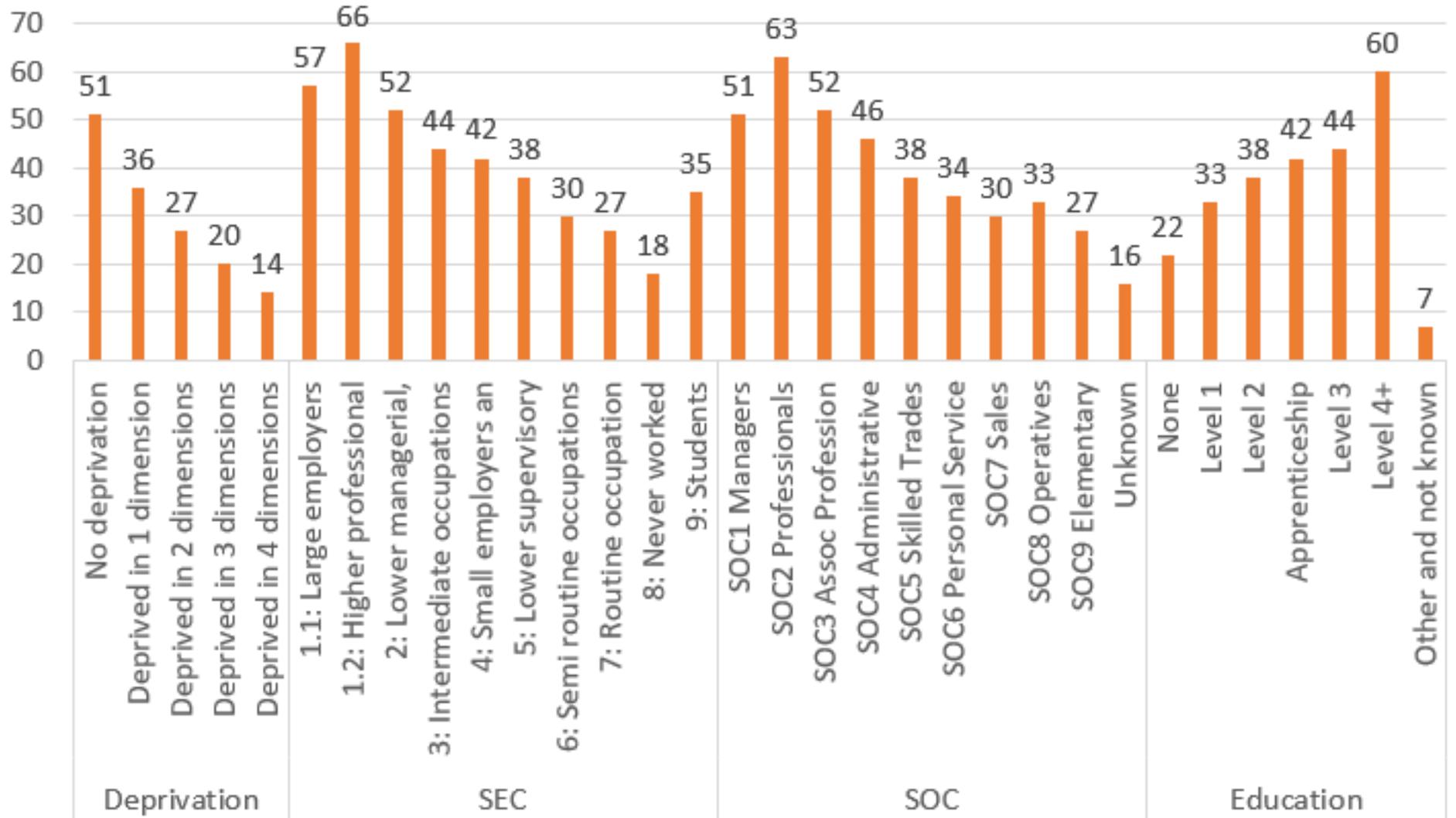
# Type of Programme

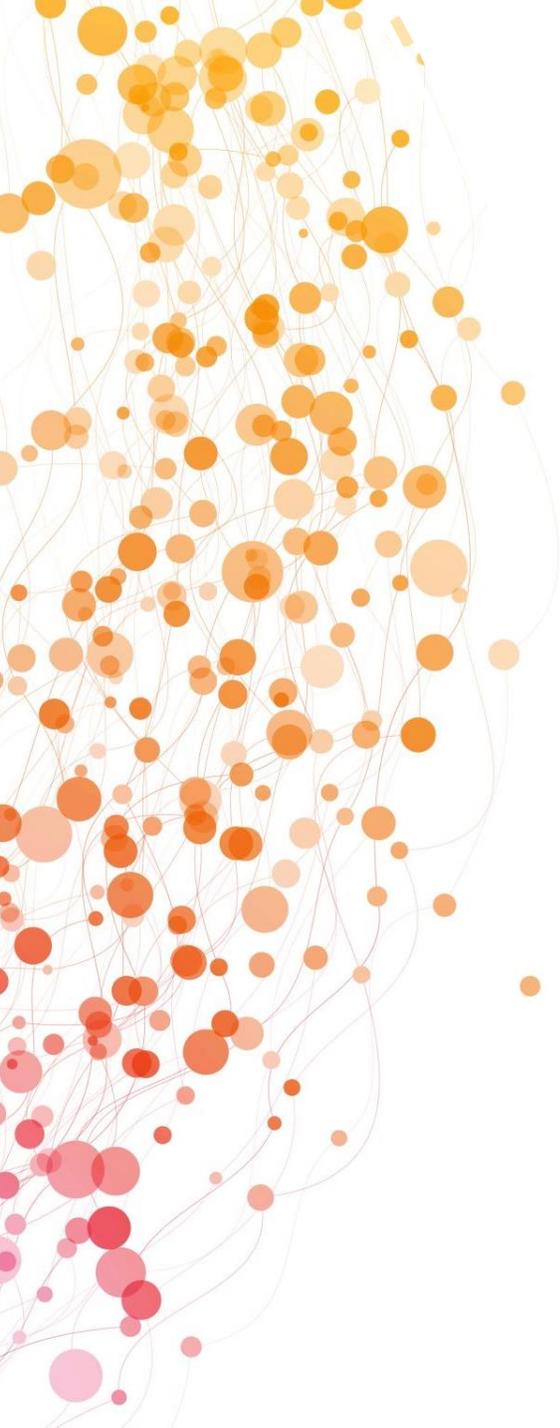


# Routes to HE



# Progression: HE





# Other Characteristics:

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- A slightly higher proportion of male learners (8%) had not progressed to Sixth Form or FE in Wales compared to females (5%).
- Higher proportions of SEN Statement learners (21%) and Action Plus learners (12%) did not progress into Sixth Form or FE
- Learners with limiting disabilities had higher rates of non-progression to HE (19%).

# Next steps...

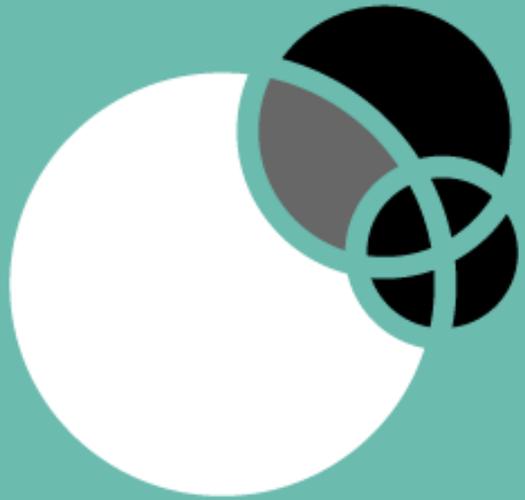
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Do these results hold when controlling for characteristics?

What about 'late entrants'? (those who have gaps in their education journey)

What is the situation post pandemic?





# ADR UK

*Data-driven change*

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