RESEARCH

Evaluation of Aimhigher:Excellence Challenge

Aspirations to Higher Education: One Year on

Marian Morris and Simon Rutt
National Foundation for Educational Research

department for
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Contents

		page
EXECUTIVE SUMMARY		**i**
1.	**INTRODUCTION**	**1**
	1.1 The data sources used	1
2.	**CHARACTERISTICS OF THE COHORT**	**3**
3.	**DESTINATIONS AT 16/17**	**7**
4.	**INTENDED DESTINATIONS AT 18**	**11**
	4.1 Attitudes and Aspirations of the 2001 Year 11 cohort: One Year On	12
	4.2 A Comparison of the Attitudes and Aspirations of the 2001 and 2002 Year 11 cohorts: One Year On	13
	4.3 Differences Between the 'Treatment' and Comparison Cohorts	14
	4.4 Overcoming Barriers to Higher Education?	16
5.	**DESTINATIONS POST-18**	**19**
6.	**POLICY ISSUES**	**21**
APPENDIX 1:	**List of variables**	**23**
APPENDIX 2:	**Probability tables**	**25**

EXECUTIVE SUMMARY

The briefing paper upon which this summary is based is the fourth in a series looking at the higher education and other learning aspirations and intentions of young people in their post-16 destinations, following the implementation of two major Government policy initiatives. The first of these is the Excellence in Cities (EiC) policy (announced by the then Department for Employment and Education in 1999) and the second is Aimhigher: Excellence Challenge (launched by DfES in 2001 and now integrated with Partnerships for Progression and known as Aimhigher). The former seeks to address and overcome young people's barriers to learning and so to have an impact on young people's transitions into education, training and employment at 16. The second seeks to raise young people's aspirations towards higher education through funded activities implemented in partnerships between schools, colleges of further education and higher education institutions.

The evidence presented in the paper is based on information relating to two different cohorts of young people: those who completed Year 11 in 2000/01 and those who completed Year 11 in 2001/02. These young people completed questionnaires when they were in Year 11 in schools that were in Phase 1, 2 or 3 of EiC, or were in schools in non-EiC Education Action Zones. Using questionnaires sent (by agreement) to their home addresses, each of these cohorts was subsequently surveyed in the spring following their completion of compulsory education. The older cohort (those who completed Year 11 in 2000/01) were also sent a second survey in September 2003, when they would have completed Year 13 (or equivalent).

Key Findings

Participation in Aimhigher: Excellence Challenge activities (pre- and post-16) was associated with:

- A greater likelihood of a successful transition at 16
- Positive attitudes to higher education
- A greater likelihood of stating an intention to go to university.

However, for some young people, policy-related awareness-raising and aspiration-raising activities were insufficient to overcome barriers to aspiring to a university education that appeared to result from a lack of motivation on their post-16 course and a concern about incurring debt.

About the cohorts

In spring 2001/02, 2,318 young people from the 2000/01 Year 11 cohort responded to a follow-up survey (a 49% response), while in spring 2002/03 there were 1,854 respondents (a 45% response) from the 2001/02 Year 11

cohort. These response rates reflect the percentage of those who, when completing Year 11 questionnaires in the previous academic year, had indicated that they would be willing to participate in future surveys sent to their home addresses. On average, the respondents to the post-16 surveys represent just under one-third of the young people who responded to the original Year 11 surveys.

The Year 11 cohorts had been broadly representative of their EiC age cohort in terms of sex, ethnicity, socio-economic circumstances and prior attainment. By contrast, the sub-set of 4,172 young people who completed the first follow-up surveys, and for whom there was matched attainment data from Year 11, were more likely to be white, to be female, to have few socio-economic problems, to be identified as gifted and talented as part of the EiC programme and to be higher attaining than the EiC or EAZ non-respondents (they achieved an average of 46 GCSE points, compared to a mean of 40 points).

The profile of the further sub-set (1,248 young people), who responded to both a Year 11 survey in 2001 and a follow-up survey two years later (when they were in Year 13 or equivalent), was similar, although skewed even more towards the higher attainers (a mean of 49 GCSE points).

These response biases have, of necessity, limited some of the analyses that could be undertaken (particularly with respect to any gender issues). The analysis that was conducted, drawing on a number of statistical techniques, including analyses of variance and logistic modelling, focused primarily, therefore, on the apparent impact of pre- and post-16 interventions on young people's aspirations towards, or intended entry into, higher education.

Destinations at 16/17

- The majority of the respondents to the follow-up surveys (91% of the 2000/01 Year 11 cohort and 90% of the 2001/02 Year 11 cohort) had made a positive transition at 16.
- Young people appeared more likely to have made a successful transition at 16 when they had taken part in targeted educational interventions (including Aimhigher: Excellence Challenge-related pre-16 summer schools and residential activities) and had access to good careers education and guidance provision.
- While there was relatively little drop-out amongst the respondents from either cohort during the first year of post-compulsory education, there was clear evidence of switching between destinations, primarily amongst those who had made negative transitions at 16.
- Few of the young people who dropped out during the first year returned to education or training within that year. Only one third of the young people who dropped out of their post-16 destinations within the first six months (some eight per cent of the cohort) moved into further learning after leaving their first post-16 destination.

Intended destinations at 18

- There were no significant differences between the 2000/01 and 2001/02 Year 11 EiC cohorts in terms of the probability of indicating either a positive attitude to higher education or an aspiration to follow a higher education course.
- In addition to such key predictors as level of study and prior attainment, level of parental education and lack of financial concerns, the apparent importance of pre-16 interventions in raising aspirations and motivating young people was evident. The most influential interventions appeared to be:
  - discussions with teachers about higher education
  - the opportunity to visit universities or higher education institutions
  - lessons on transition skills such as writing curriculum vitae and preparing job or course applications.
- Young people were more likely to state an aspiration towards university education when they:
  - found their post-16 course enjoyable and interesting
  - believed the post-16 course provided both valuable experience and useful skills for the future
  - had taken part in awareness and aspiration raising activities (including attendance at a summer school).
- In addition to the predictive factors of high attainment, level of post-16 study and lack of disaffection, pre-16, young people were more likely to have a positive attitude to high education:
  - when they had access to Personal Advisers to discuss higher education
  - where they felt that they had received helpful information and advice about their choices for the future.
- Although young people in school sixth forms were more likely to have stated an intention towards higher education than those who attended a further education college after leaving 11-18 schools or 11-16 schools, those who had gone to college from an 11-16 school were more likely to express a positive attitude to higher education than young people in other educational institutions, including those in school sixth forms.
- For some young people, policy-related awareness-raising and aspiration-raising activities were insufficient to overcome barriers to aspiring to a university education that appeared to result from a lack of motivation on their post-16 course and a concern about incurring debt.

Destinations post-18

- In addition to attainment and parental background, the main predictors of taking up a university place were a positive attitude to higher education, post-16, and a lack of disaffection, pre-16.
- Once young people's experiences in post-compulsory education were included in the analysis, however, it became clear that some of the

educational interventions that they had encountered during Years 12 and 13 (or equivalent) may have contributed to their decisions. Young people who had successfully applied for an Opportunity Bursary (81 respondents), for example, were more likely than other young people (who had either been unsuccessful, or who had not applied) to be taking up a university place.[1] It should be recognised, however, that young people would not have applied for such a bursary without having at least a clear intention to go to university in the first place.

- Other less tangible factors that appeared to be associated with the expressed intention to take up a confirmed university place included taking part in post-16 work experience, undertaking a post-16 school or college course that they felt had provided them with helpful information about higher education and talking to teachers, tutors higher education staff or family and friends about higher education.

Policy Issues

While there appear to be some significant associations between post-16 transitions and post-18 intentions and the policy-related interventions in which young people have taken part, it should be noted that we cannot be certain, from the existing data, whether or not some of the young people (those for whom we do not have data prior to Year 11) may have had a preference for going to university prior to taking up opportunities to take part in awareness-raising and aspiration-raising activities (such as pre-16 summer schools, residential activities and out-of-hours activities).

Nonetheless, it would appear that the policy-related interventions introduced or encouraged by both EiC and Aimhigher: Excellence Challenge may be playing a part both in promoting more successful transitions at 16 and in increasing the likelihood of young people intending to go to, or entering higher education. However, there appears to be a significant group of young people for whom the educational interventions that have taken place so far have proved insufficient to promote an intention to stay in learning. This group, who appear to have higher levels of qualification at Key Stage 4 and who were working to Level 3 qualifications post-16, appeared to differ from their academic peers primarily in terms of the extent of their financial concerns.

These issues will continue to be explored in the analysis of subsequent sweeps of the post-16 surveys of young people from Aimhigher: Excellence Challenge and non-Aimhigher: Excellence Challenge areas.

[1] Of the 416 young people who had heard of Opportunity Bursaries, 38% (158) had applied for one and over half (51% or 81 young people) knew that they had been successful in their application at the time that the survey was conducted. Thirty five (22%) had been unsuccessful and a further 35 were still waiting to hear (eight young people indicated that they preferred not to say whether or not they had received the offer of a Bursary).

1. INTRODUCTION

This briefing paper is the fourth in a series looking at the higher education and other learning aspirations and intentions of young people in their post-16 destinations, following the implementation of two major Government policy initiatives. The first of these is the Excellence in Cities (EiC) policy (announced by the then Department for Employment and Education in 1999[2]) and the second is Aimhigher: Excellence Challenge (launched by DfES in 2001 and now integrated with Partnerships for Progression and known as Aimhigher). The former seeks to address and overcome young people's barriers to learning and so to have an impact on young people's transitions into education, training and employment at 16. The second seeks to raise young people's aspirations towards higher education through funded activities implemented in partnerships between schools, colleges of further education and higher education institutions.[3]

1.1 The data sources used

The evidence presented in this paper draws on a number of sources. The first of these is information supplied by two different cohorts of young people.

- Data from the first cohort included information obtained from:
  - **2,280** young people who responded to the EiC cohort study in 2000/01 (hereafter known as the 2001 Year 11 cohort), when they were in Year 11, and again in spring 2002 when they had left compulsory education.[4]

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2 GREAT BRITAIN. DEPARTMENT FOR EDUCATION AND EMPLOYMENT (1999). *Excellence in Cities*. London. DfEE. EiC has adopted a multi-strand approach to extend learning opportunities and tackle barriers to learning amongst young people in the most deprived urban areas of England. Aimhigher: Excellence Challenge, launched initially in EIC Phase 1 and 2 areas and in non-EiC Education Action Zones (EAZs), aims to raise young people's aspirations towards higher education.

3 Aimhigher: Excellence Challenge was initially launched in 2001 in Excellence in Cities (EIC) Phase 1 and 2 areas and in non-EiC Education Action Zones (EAZs). It has been extended to 2006 and has been expanded to include 10 Phase 3 EiC areas and 76 Excellence Clusters. This extension has been accompanied by re-branding; all new areas have used the label 'Aimhigher' (the brand initially adopted by Strand 3 of the Excellence Challenge policy) from September 2003 and existing areas replaced the Excellence Challenge logo with the Aimhigher logo by September 2004. Since April 2003, the Aimhigher logo was also used to brand Partnership for Progression (P4P) activities, under the auspices of HEFCE and the LSC. Aimhigher: Excellence Challenge and Partnerships for Progression were integrated in August 2004. GREAT BRITAIN. PARLIAMENT. HOUSE OF COMMONS (2003). *The Future of Higher Education* (Cm. 5735). London: The Stationery Office.

4 More than 8,000 responded to the original Year 11 survey. Around half of these (just over 4,000) agreed to receive a post-16 questionnaire at their home addresses and 2,318 of these subsequently responded. However, matched attainment data were only available for 2,280 and these were incorporated into the full post-16 analysis.

- **1,248** young people who responded to the EiC cohort study in 2001/02 when they were in Year 11, and again in September 2003, when they would have completed Year 13 (or equivalent).[5] It should be noted that this paper provides only a limited analysis of the data in this survey. A further paper will be produced exploring the differences between this cohort and an earlier baseline cohort (young people who were in Year 13 in schools and colleges in 2001/02).

- Data from the second cohort included information obtained from:
  - **1,799 Phase 1, 2 and 3 EiC students[6] and 55 EAZ students (1,854)** young people who responded to the cohort study in 2001/02 (designated the 2002 Year 11 cohort), when they were in Year 11, and again in spring 2003 when they had left compulsory education.

The second source of information was supplied by schools when the pupils were in Year 11. This data indicated, amongst other things, whether or not the young person was identified as gifted and talented under the EiC programme or as part of the widening participation cohort under Aimhigher: Excellence Challenge. Information as to whether the young person was in receipt of free school meals or had any individual learning needs, for example, was also obtained from the schools, or, in the case of the Year 11 2002 cohort, was obtained from the DfES's Pupil Level Annual School Census (PLASC). The third source of data was also the DfES, which supplied, for each young person, information about their levels of attainment at key stages 3 and 4. This came from the DfES value-added dataset for the 2001 Year 11 cohort and from the National Pupil Database for the 2002 Year 11 cohort.

It should be noted that some of these young people would have had only a limited exposure to Aimhigher: Excellence Challenge at school while a minority would have had a limited or no exposure to EiC. The 2001 Year 11 cohort, for instance, was drawn from young people in schools that were in Phases 1 and 2 of EiC. For this group, the educational interventions that were introduced into their schools for EiC were still at a relatively early stage when they were in Year 11, while the Aimhigher: Excellence Challenge activities that they encountered in school or college (25% were in locations other than school or college) would have been primarily during their post-16, rather than pre-16, course. For the 2002 Year 11 EiC cohort, both programmes would have been further advanced though, in the case of Aimhigher: Excellence Challenge, not yet fully operational in all schools or colleges. In the case of those young people who were based in EAZ schools outwith EiC areas, their only related policy exposure would have been to the Aimhigher: Excellence Challenge programme.

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5 A proportion of these young people responded to all three sweeps of the survey, 2001, 2002 and 2003, but the longitudinal analysis for this cohort that is presented in this paper draws primarily on the data from Year 11 and Year 13 (or equivalent).

6 Of these 1,799 EiC students, 1,628 were from Phase 1 and 2 areas and 17 were in EAZ schools in Phase 3 areas. All of these students were in schools involved in Aimhigher: Excellence Challenge. The remainder (154) were from Phase 3 areas that had not yet been incorporated into Aimhigher: Excellence Challenge.

2. CHARACTERISTICS OF THE COHORT

- Respondents to the post-16 surveys were more likely than the non-respondents to be white, female and to have been higher attainers at the end of Key Stage 4.
- The profile of respondents to each of the post-16 surveys, and to the different sweeps of the post-16 surveys, was broadly similar. The mean level of attainment amongst the post-16 respondents from the 2001/02 Year 11 cohort, however, tended to be lower than amongst respondents from the 2000/01 Year 11 cohort.

This initial analysis suggests that the profiles of the young people in the various cohorts, and in the various sweeps of the cohorts, are relatively similar in many respects. However, the proportion of high achievers, or of young people studying at Level 3 post-16, appears to be lower amongst post-16 respondents from the 2001/02 Year 11 cohort, particularly amongst those from schools in the Aimhigher: Excellence Challenge cohort (which includes Phase 1 and 2 EiC schools and non-EiC EAZ schools, but not other phase 3 EiC schools). The 2001/02 cohort also appears to include more young people with financial concerns, more who switched post-16 destinations (or who dropped out of education) and fewer with parents who had been educated to degree level.

The more than 16,000 young people who responded to the 2000/2001 and 2001/2002 Year 11 surveys were significantly more likely than other young people in their age cohort, nationally, to be from schools with low levels of attainment at key stages 3 and 4, with high proportions of pupils with English as an additional language and with high proportions of young people entitled to free school meals. However, they were broadly representative of their EiC age cohort in terms of sex, ethnicity, socio-economic circumstances and prior attainment. By contrast, the sub-set of 4,172 young people who completed the Year 12 follow-up surveys,[7] and for whom there was matched attainment data from Year 11, were more likely to be white, female, with few socio-economic problems, to be identified as gifted and talented as part of the EiC programme and to be higher attaining than the EiC or EAZ non-respondents (an average of 46 GCSE points, compared to a mean of 40 points). The profile of the further sub-set (1,248 young people), who responded to both a Year 11 survey in 2001 and a follow-up survey two years later (when they were in Year 13 or equivalent), was similar, although skewed even more towards higher attainers (a mean of 49 GCSE points). These response biases have, of necessity,

7 Responses to the various follow-up surveys were as follows: in 2001, 2,318 young people responded to the follow-up survey (a 49% response) while in 2002 there were 1,854 respondents (a 45% response). These response rates reflect the percentage of those who, when completing Year 11 questionnaires in the previous academic year, had indicated that they would be willing to participate in future surveys sent to their home addresses.

limited some of the analyses that could be undertaken (particularly with respect to any gender issues). This paper, therefore, focuses primarily on the apparent impact of pre- and post-16 interventions on young people's aspirations towards, or intended entry into, higher education.

As reported in Morris and Rutt (2003),[8] an earlier analysis of participation data presented by the DfES in June 2003, suggested that the 15 percentage points increase in participation in the decade from 1991 to 2001 (from 35% to 50%) amongst social class groups I, II and III (non-manual) was nearly double the eight percentage points increase that took place amongst groups III (manual), IV and V (from 11% to 19%). However, the changes that have been made to the measurement of participation rates since that date mean that it is not possible, as yet, to examine any further changes to participation by social class or minority ethnic group since those pertaining to 2001. Following a review of the IER (Initial Entry Rates) in November 2002, the basis for the calculation of higher education participation rates changed from those used previously (IER) to a calculation based on Higher Education Initial Participation Rates (HEIPR). These new figures include only those courses that last at least six months and only those students who remain on course for at least six months. The HEIPR figures show a gradual increase from 41% of English domiciled 17-30 year olds entering full- or part-time higher education courses in the academic year 1999/2000 to 44% (provisional) in 2002/2003 and suggest that rates of participation have been rising more quickly amongst females than amongst males.

Apart from the apparent increase in female participation, therefore, there is no indication, as yet, that initiatives focused on higher education have succeeded in *widening* participation even though they appear to have been successful in *increasing* participation. Reflecting this, it was decided, in this research, to maintain and develop the analytical strategy that had been used in exploring pupil aspirations in 2003.[9] This involved:

- exploring the factors that appeared to be associated with young people aspiring to, and having positive attitudes towards, higher education;
- examining the relative probability of such factors raising the aspirations of those young people who are less likely to aspire to higher education, even though their levels of attainment (or potential attainment) are sufficiently high at key stages 4 and 5.

Using information collected from their schools, from their Year 11 and post-16 surveys and from the DfES value-added dataset and NPD, young people were identified according to a series of background variables (including their sex and ethnicity) and were then categorised according to:

- their level of prior attainment at GCSE

8 MORRIS, M. and RUTT, S. (2003). Aspirations to Higher Education: a Baseline Analysis. [online] *http://www.nfer.ac.uk/research/documents/EIC/04-2004.doc*. Accessed 11-08-04.

9 Ibid.

- the level to which they were studying, post-16 (for the purposes of this study young people following AS/A2, AVCE and NVQ level 3 qualifications were all regarded as studying towards Level 3)
- their socio-economic status (as indicated by proxies such as owner-occupation and number of books in the home)[10] and any financial concerns, post-16
- their levels of disaffection pre-16, expressed as their attitudes towards education and school and as reflected in their self-reported behaviour in school
- whether or not they had switched or dropped out of courses post-16
- the extent to which they felt motivated by their current (or recently completed) course
- their parental history of higher education.

The proportion of young people in each of the different categories is given below:

		Percentage in category			
		Cohort 1 (2000/01 Year 11 cohort)		Cohort 2 (2001/02 Year 11 cohort)	
		Year 12*	Year 13*	Year 12* (EiC)	Year 12* (EC/ AH)
Category 1	Achieved at least 5 GCSEs at grades A* to C	60	67	61	56
Category 2	Studying at Level 3	58	65	54	51
Category 3	Living in owner-occupied housing	66	73	66	64
Category 4	At least 51 books in the home	61	55	59	58
Category 5	No financial concerns expressed	27	35	22	22
Category 6	No disaffection with school (pre-16)	60	64	60	58
Category 7	No post-16 switching or drop-out	92	82	84	84
Category 8	Motivated by current (or completed) post-16 course	43	69	43	43
Category 9	One or more parents had completed a higher education degree	24	28	21	20
Total		**2,280**	**1,248**	**1,799**	**1,700**

** Year 12 and Year 13 are used here as a means of representing the stage at which young people returned their questionnaires and is not meant to imply that all young people were in post-16 education*

[10] Information on young people in receipt of free school meals while in compulsory education was also available from their Year 11 data.

This initial analysis suggests that the profiles of the young people in the various cohorts, and in the various sweeps of the cohorts, are relatively similar in many respects. However, the proportion of high achievers, or of young people studying at Level 3 post-16, appears to be lower amongst post-16 respondents from the 2001/02 Year 11 cohort, particularly amongst those from schools in the Aimhigher: Excellence Challenge cohort (which includes Phase 1 and 2 EiC schools and non-EiC EAZ schools, but not other phase 3 EiC schools). The 2001/02 Year 11 cohort also appears to include more young people with financial concerns, more who switched post-16 destinations (or who dropped out of education) and fewer with parents who had been educated to degree level.

Young people were also characterised according to:

- their attitudes towards higher education (68% of the 2001 Year 11 cohort and 65% of the 2002 Year 11 cohort expressed a positive attitude in terms, for instance, of their perceptions of life at university and their potential enjoyment of a university course)
- their experiences of EiC curriculum and personal support mechanisms such as access to a Learning Mentor, City Learning Centre or Learning Support Unit
- their experiences of Aimhigher: Excellence Challenge and other widening-participation aspiration-raising activities such as participation in summer schools, residential courses and visits to colleges of further and/or higher education institutions
- their experiences of careers education and guidance activities and awareness-raising activities and of one-to-one discussions, focused on further or higher education, with teachers, tutors, university staff and students and their own families.

As in 2003, the research team were particularly interested in exploring four questions:

- the extent to which young people's aspirations to towards higher education could be predicted from their background characteristics
- the extent to which these aspirations varied according to the attitudes young people expressed towards higher education
- the extent to which these attitudes appeared to have been influenced by any school or other professional interventions
- the extent to which young people's aspirations had been influenced by their involvement in EiC and Aimhigher: Excellence Challenge activities.

3. DESTINATIONS AT 16/17

- The majority of the respondents to the follow-up surveys (91% of the 2001 Year 11 cohort and 90% of the 2002 Year 11 cohort) had made a positive transition at 16.
- Young people appeared more likely to have made a successful transition at 16 when they had taken part in targeted educational interventions (including Aimhigher: Excellence Challenge-related pre-16 summer schools and residential activities) and had access to good careers education and guidance provision.
- While there was relatively little drop-out amongst the respondents from either cohort during the first year of post-compulsory education, there was clear evidence of switching between destinations in that year, primarily amongst those who had made negative transitions at 16
- Few of the young people who dropped out during the first year returned to education or training within that year. Only one third of the young people who dropped out of their post-16 destinations within the first six months (some eight per cent of the cohort) moved into further learning after leaving their first post-16 destination.

As identified in O'Donnell and Ireland (2002 and 2003),[11] the post-16 destination outcomes for this group of young people were divided into those that could be regarded as broadly positive or negative in terms of continuing in learning:

- **Positive transitions** were defined as to those where the young person had continued in further education (whether in school or college) or was following a training course or had entered a job with accredited training.
- **Negative transitions** were defined as those where a young person was not in education, training or employment post-16 (the so-called NEET group) or had taken up a job (full- or part-time) without any accredited training. While such jobs may provide an income, ongoing research using data from the Labour Force survey suggests that some of these young people, particularly the girls, may find that their career or employment options become restricted throughout their working lives unless they can access accredited training, or further or higher education at a later date.[12]

11 O'DONNELL, L. and IRELAND, E. (2002). *Analysing Post-16 Outcomes*. http://www.nfer.ac.uk/research/documents/EIC/10-2002.doc (sourced September 2003).

12 This research, being conducted at the London School of Economics (LSE), is ongoing and is, as yet, unpublished. From the findings to date, for example, it would appear that just over one third of young women who leave school with no qualifications and who have not undertaken any subsequent education or training are employed at age 25. More than two thirds of young men in this situation are in employment at this age. Personal communication from Steve McIntosh (Centre for Economic Performance at LSE), 2003.

The majority of the respondents to the follow-up surveys (91% of the 2001 Year 11 cohort and 90% of the 2002 Year 11 cohort) had made a positive transition at 16, with most participating in full-time courses in school or college and a small proportion (four per cent of the 2001 Year 11 cohort and around six per cent of the 2002 Year 11 cohort) following Modern Apprenticeships. Across both cohorts, there were some clear associations between young people's background characteristics and the likelihood of making a positive (and sustained) transition: not surprisingly, those who were high attainers at GCSE were more likely to have made such transitions at 16.

However, it was also evident that there was a strong and positive association with specific educational interventions, a number of which reflect the current emphases of the two policy initiatives, EiC and Aimhigher: Excellence Challenge. In particular, young people appeared more likely to have made a successful transition at 16 when they had taken part in particular targeted activities (such as pre-16 summer schools, residential activities and out-of-hours activities) or longer-term interventions (such as a programme of careers education and guidance)[13] and had followed a pre-16 curriculum that they perceived as promoting useful skills and knowledge. Those young people who had made a negative transition at 16 (eight per cent of the 2001 cohort and ten per cent of the 2002 cohort), by contrast, were significantly more likely to have indicated, in their response to their respective Year 11 surveys, that they felt that their schools should focus more on preparation for examinations, had wanted more help from their schools and were concerned about their futures.

This concern and uncertainty was sometimes reflected in their behaviour. While there was relatively little drop-out amongst the respondents from either cohort during the first year of post-compulsory education, there was clear evidence of switching between destinations in that year, primarily amongst those who had made negative transitions at 16. Just under one third (32%) of such young people from the 2001 Year 11 cohort (and 31% of the 2002 Year 11 cohort) left their initial post-16 destination within the first six months, by comparison with 13% per cent of the 2001 Year 11 cohort and 15% of the 2002 Year 11 cohort who had made a positive transition. Overall, eight per cent of the 2001 Year 11 cohort and 16% of the 2002 Year 11 cohort left their initial post-16 destination before completing the first six months of their course or job, indicating lack of enjoyment, failure of the job or course to live up to expectations, boredom, or the high level of difficulty of the job or

[13] The full nature and extent of the programme provided by the school was not established from young people's responses to the surveys. The surveys ascertained whether or not young people had taken part in a limited list of activities such as the use of careers databases, lessons on writing curriculum vitae and job applications, the provision of information (on further and higher education etc.), visits, discussions with teachers, careers advisers and other professionals and mock interviews with employers or other adults. They also sought young people's perceptions of the usefulness of the programme in which they had taken part. However, where young people indicated that they had taken part in most or all of these activities, there was a positive association with making a successful transition post-16.

course, as their primary reasons.[14] It is of some concern that only a minority of such young people (around one third) moved into further learning (whether education courses or training programmes) after leaving their first post-16 destination.

[14] From the second sweep of the 2001 cohort, it was evident that the figure for those who switched courses or dropped out of courses prior to there completion was probably greater than this, with at least 13% of those who responded to this later sweep indicating that they had not remained in their initial post-16 destination.

4. INTENDED DESTINATIONS AT 18

- There were no significant differences between the 2001 and 2002 Year 11 EiC cohorts in terms of the probability of indicating either a positive attitude to higher education or an aspiration to follow a higher education course.
- In addition to such key predictors as level of study and prior attainment, level of parental education and lack of financial concerns, the apparent importance of pre-16 interventions in raising aspirations and motivating young people was evident. The most influential interventions appeared to be:
  - discussions with teachers about higher education
  - the opportunity to visit universities or higher education institutions
  - lessons on transition skills such as writing curriculum vitae and preparing job or course applications.
- Young people were more likely to state an aspiration towards university education when they:
  - found their post-16 course enjoyable and interesting
  - believed the post-16 course provided both valuable experience and useful skills for the future
  - had taken part in awareness and aspiration raising activities (including attendance at a summer school).
- In addition to the predictive factors of high attainment, level of post-16 study and lack of disaffection, pre-16, young people were more likely to have a positive attitude to high education:
  - when they had access to Personal Advisers to discuss higher education
  - where they felt that they had received helpful information and advice about their choices for the future.
- Although young people in school sixth forms were more likely to have stated an *intention* towards higher education than those who had left 11-18 schools or 11-16 schools to attend college, those who had gone to college from an 11-16 school were more likely to express a *positive attitude* to higher education than young people in other educational institutions, including those in school sixth forms.
- For some young people, policy-related awareness-raising and aspiration-raising activities were insufficient to overcome barriers to aspiring to a university education that appeared to result from a lack of motivation on their post-16 course and a concern about incurring debt.

4.1 Attitudes and Aspirations of the 2001 Year 11 cohort: One Year On

The logistic regression analysis of the follow-up survey to the 2001 Year 11 cohort suggested that, in addition to identifying links between background, attitude and transition behaviour at 16, it was also possible to identify links between background characteristics, educational interventions and post-18 aspirations.[15] Not surprisingly, young people who came from groups from which most entrants to higher education had been drawn traditionally (that is, young people who were not-disaffected, were high achievers studying at Level 3 post-16, were living in owner-occupied housing, were not aware of any money worries and had at least one parent who had been through higher education) had a higher basic probability of stating an intention to go to university. However, that analysis also demonstrated that a range of policy-related and targeted interventions may have played a role in raising such aspirations amongst young people from non-traditional backgrounds.[16] In particular, these were:

- discussions in Year 11 with teachers about higher education
- the opportunity to take part in a residential activity[17]
- a programme of careers education and guidance activities during Year 11.

Moreover, such aspirations were also more likely amongst young people with positive attitudes to higher education. A range of factors, both pre- and post-16, most of which are within the remit of schools or colleges, appeared to play a statistically significant part in promoting a positive attitude amongst the respondents from the 2001 Year 11 cohort, post-16.[18] Many of these factors were linked to the provision, in Year 11, of information, advice and guidance related to higher education and to higher education courses. Of particular import were the opportunities that young people had to visit a university or HEI during their time in compulsory education and the chances they had to talk with staff in school and colleges about further education and to staff from universities about higher education. Post-16, it was clear that there was also scope for the provision of information (about possible financial support, about the range of courses open to them and about student life) that would allay fears and encourage participation. To what extent has this story been reflected amongst the post-16 respondents from the 2002 Year 11 cohort?

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15 MORRIS, M. and RUTT, S. (2003). Aspirations to Higher Education: a Baseline Analysis. [online] *http://www.nfer.ac.uk/research/documents/EIC/04-2004.doc*. Accessed 11-08-04.

16 Ibid.

17 Note that these were activities were organised – though not necessarily planned, implemented or delivered – for the young person by their school. They may not all have been related to higher education.

18 The predictive power of the model, in terms of the level of accuracy of prediction against observation, was 73%, suggesting a relatively close relationship between the modelled outcomes and reality. The model was more accurate with respect to positive rather than negative attitudes.

4.2 A Comparison of the Attitudes and Aspirations of the 2001 and 2002 Year 11 cohorts: One Year On

When the post-16 responses from the 2001 and 2002 Year 11 EiC cohorts were examined together, there was no indication of any significant differences between the cohorts in terms of the probability of indicating either a positive attitude to higher education or an aspiration to follow a higher education course.[19] In addition to such key predictors as level of study and prior attainment, level of parental education and lack of financial concerns, the combined data showed that the factors that had emerged as significant in motivating young people in the 2001 Year 11 cohort towards higher education were also significant for their peers in 2002. **The apparent importance of pre-16 interventions in raising aspirations and motivating young people was evident across both cohorts**. These interventions included discussions with teachers about higher education (26% of the 2001 Year 11 cohort and 28% of the 2002 Year 11 cohort recorded such discussions), the opportunity to visit universities or higher education institutions (taken up by 20% of the 2001 Year 11 cohort and 21% of the 2002 Year 11 cohort), and lessons on transition skills such as writing curriculum vitae and preparing job or course applications (available to 79% of the 2001 Year 11 cohort and 75% of the 2002 Year 11 cohort).

A number of additional factors emerged from this analysis, however, suggesting the growing importance and influence of other activities that reflected the strategies adopted by Aimhigher: Excellence Challenge. In particular, discussions with undergraduate mentors (23% of the 2001 and 2002 Year 11 cohorts reported such discussions) and the opportunity to take part in summer schools (taken up by 12% of the 2001 Year 11 cohort and nine per cent of the 2002 Year 11 cohort) were associated with an increased likelihood of stating an intention to enter higher education.

Connexions Personal Advisers appeared to be significant both in helping young people develop a positive attitude to higher education and in promoting a desire to take up such further study. One quarter of the young people in each cohort said they had spoken to a Personal Adviser during Year 11, with around two-thirds of these indicating that such discussions had been useful. Of note, however, is that the level of parental education did not emerge as a significant factor in promoting positive attitudes to higher education in these two EiC cohorts. This is not to say that it is not an important factor (the probability of a young person saying that they intended to go to university was greater amongst the group of young people who had at least one parent educated to degree level – over one fifth of both cohorts – than amongst those whose parents were not educated to this level) but that the range of strategies (including relevant curricula, access to student mentors, Personal Advisers and teachers to discuss higher education and visits to higher education institutions) that have been put in place by schools and colleges may be able to assist

[19] See Appendices 1 and 2 for a list of the variables included in the analyses, along with the final models for the 2001 and 2002 Year 11 survey cohorts in Year 12 (or equivalent).

young people in developing such positive attitudes whether or not their parents have been to university.

For both cohorts, there was a significant association with their current post-16 destination: young people in schools or colleges full-time were, perhaps not surprisingly, more likely to have stated an intention towards higher education than were young people in the workplace, on Modern Apprenticeships, or in some other form of occupation. This intention was more evident amongst those in school sixth forms than amongst those who had left 11-18 schools or 11-16 schools to attend college. Young people in sixth forms in schools were more than three times as likely (and those in colleges were more than twice as likely) as other young people not on full-time education courses to indicate an intention to go to university. However, attitudes towards higher education were as positive amongst young people who had left 11-16 schools to attend college as amongst those who were in school sixth forms, suggesting that, amongst young people in colleges, there may be a need to focus more on raising aspirations to higher education than on simply raising awareness of such opportunities.

Those who were on courses that they found enjoyable and interesting *and* which they believed provided both valuable experience and useful skills for the future were significantly more motivated towards a university course than those who felt they were biding their time, were not enjoying their course or were not learning new skills. Indeed, young people who had switched courses or post-16 destinations within the first year (and many within the first months) were significantly less likely than other young people to state an intention of going to university. Those who had switched courses during their first year of post-compulsory education (eight per cent of the 2001 Year 11 cohort and 16% of the 2002 Year 11 cohort) were only half as likely as other young people to have reported an aspiration to higher education. The extent of on-course motivation and lack of switching does not preclude undertaking part-time work. Indeed, those young people who had some part-time employment, though for no more than 15 hours a week (28% of the 2002 Year 11 cohort, for example), appeared to be more likely than those who were not in such employment (63%), or who worked for more than 15 hours a week (nine per cent), to state an intention to go to university. This may suggest, perhaps, that either or both the experience of work or the power to earn money while studying might contribute to a young person's belief in their ability to cope with a university education. However, since we do not have any data on the nature of the work undertaken, nor on the reasons for undertaking it, it is not possible to identify the relationship between such part-time employment and its role in raising young people's aspirations.

4.3 Differences Between the 'Treatment' and Comparison Cohorts

An investigation of the first Aimhigher: Excellence Challenge Year 11 cohort, the young people who had been in EiC Phase 1 and 2 schools or non-EiC EAZ schools in 2002, suggests that there may be some differences between the EiC cohort (which includes Phase 3 EiC schools, but excludes non-EiC EAZ

schools) and the Aimhigher: Excellence Challenge cohort, however. While a lack of disaffection in Year 11[20] and no financial concerns[21] were apparent predictors of a stated intention to take part in higher education amongst the EiC cohorts, they did not emerge as significant indicators in an analysis of the Aimhigher: Excellence Challenge cohort alone. Instead, it appeared that stability during their post-16 courses, the opportunity to take part in specific Aimhigher: Excellence Challenge activities and attitudinal factors were more important.

As with the EiC cohorts, the extent to which young people felt motivated by their current course and a lack of post-16 switching appear to be significant predictive factors related to aspirations related to higher education. Specific awareness and aspiration raising activities, moreover, appeared to be associated with an increased likelihood of stating an intention to go to university. As highlighted in the discussion of the EiC cohorts, attendance at a summer school (nine per cent of the Aimhigher: Excellence Challenge cohort) was a significant factor. However, an examination of the 2002 Year 11 Aimhigher: Excellence Challenge cohort also suggested that young people who reported attending an Aimhigher Roadshow while at school (nine per cent of the cohort) were more likely to say they hoped to go to university than those who had not. It should be noted that the pre-16 Roadshow was targeted primarily at Year 9 pupils, but, given that this was the first year that the Roadshow was in operation, schools may have decided to enable some Year 11 pupils to attend, or liaised with the local college to secure access to the post-16 Roadshow.

Those who had a positive attitude towards higher education were four times more likely to say they aspired to a university course than those whose attitude was ambivalent or negative. The importance of this attitudinal factor (which included measures of young people's belief in their ability to undertake and enjoy studying for a degree and the extent to which they felt they would be able to cope with a university environment) was even more evident than it had been amongst the EiC cohort, where young people with a positive attitude to higher education were three times more likely than others to have said they hoped to go on to university. What promoted such positive attitudes?

Many of the factors identified from the combined EiC cohorts were reflected amongst the young people in the Aimhigher: Excellence Challenge cohort. Positive attitudes were more probable amongst the higher attainers, those who were studying at level 3 and those who had not been disaffected pre-16. Young people who had access to Personal Advisers to discuss higher education (24% of the cohort) were more likely to express a positive outlook on university life and their potential to benefit from it, as were those who felt that they had received helpful information and advice about their choices for the future. Those who had gone to college from an 11-16 school were even

[20] Sixty per cent of the 2001 and 2002 Year 11 EiC cohorts were among the young people who could be described as not demonstrating any element of disaffection with school, pre-16.

[21] This included 27% of the 2001 cohort and 22% of the 2002 cohort.

more likely to express a positive attitude to higher education than young people in other educational institutions, including those in school sixth forms. However, there was one significant difference between the two EiC cohorts and the Aimhigher: Excellence Challenge cohort. Unlike the young people in the combined EiC cohorts, the level of parental education still emerged as important as a factor associated with the probability of a respondent having a positive attitude to higher education. This may suggest that, in non-EiC EAZ areas in particular, more work may still need to be done to raise awareness of higher education amongst non-traditional entrants to higher education.

4.4 Overcoming Barriers to Higher Education?

On the whole, it would seem that some of the strategies that have been implemented to raise awareness of and aspirations towards higher education have met with some measure of success. One year into their post-16 courses, half of the 2001 Year 11 cohort respondents and 47% of the 2002 Year 11 cohort respondents reported that they hoped to go on to higher education. However, given that 60% of the 2001 Year 11 cohort and 61% of the 2002 Year 11 cohort had achieved five or more GCSEs at grades A* to C, and that 58% of the 2001 Year 11 cohort and 54% of the 2002 Year 11 cohort were working towards Level 3 qualifications post-16, this might suggest that there are other young people in the cohort who may have the capacity to benefit from a higher education course. Who are these young people and is there anything that might be done to motivate them to consider a higher education course?

An investigation of the 11% of the 2002 Year 11 Aimhigher: Excellence Challenge cohort who had achieved five or more GCSEs at grades A* to C and were working towards Level 3 qualifications, but who had not expressed an intention to go to university suggests that the only way in which they varied from the profile of other students in this cohort (in terms of the nine categories summarised on page 5) was in terms of the extent to which they expressed financial concerns. Although around 70% of these young people reported that they lived in owner-occupied accommodation and one quarter of them were from homes in which at least one parent had been educated to degree level, they expressed a greater degree of concern about debt than the cohort as a whole.

Two specific groups of young people were then identified. The first consisted of these 185 young people who appeared to be academically able to aspire to a university place,[22] but did not do so, while the second group consisted of those who were equally able yet, despite having identified some financial concerns, suggested that they were considering the higher education option. Following a series of statistical tests (primarily Chi square and analysis of variance), it appeared that the factors that were preventing the former group from thinking about following a university course were primarily related to concerns about

[22] This group was comprised of those who had achieved a five or more GCSEs at A8 to C grades (or a level 2 qualification) pre-16, and were studying at level 3, post-16.

debt and dissatisfaction with their current course (only four per cent, it should be noted, suggested that nothing would encourage them to think about higher education).

The young people in this group were less likely to have demonstrated elements of disaffection in Year 11 than others in their cohort (35% compared with 43% had been disaffected to some extent). Even so, they were more likely to have indicated a lack of motivation on their current course, whether in terms of the skills they were learning, their level of interest and enjoyment or their view of its value for their future: only 30% of this group compared with 45% of the other students felt that the course they were following was both interesting and worthwhile. This did not appear to be linked to specific post-16 destinations: these views were expressed equally by young people in school sixth forms and by those who had left 11-16 schools or 11-18 schools to attend further education or sixth form colleges. The young people also appeared to lack confidence in the potential outcomes from their current courses: 60% of them were unsure whether or not their examination results would be good enough to get into university, compared with 46% of the young people in the second group. Yet they were no less confident in their ability to cope with the work at university than other young people, nor were they any less sure of their ability to fit in to a university setting. They were, however, unconvinced that they would enjoy studying for a degree. Only one third of this group, compared with over half of the second group, believed that they would take pleasure in such work.

Their views were not based on a lack of awareness of university life. Indeed, this group were more likely than others to have taken up the opportunity to visit a university (29% compared with 20%) or to have spoken to a teacher (35% compared with 27%) or a member of university staff (17% compared with 11%) about higher education. Moreover, their lack of interest in university did not appear to have any strong social foundation. They were less likely than young people in the second group, for instance, to think that their friends would think them a snob if they went to university (2% compared with 6%) and they were no different from other students in terms of the level of parental interest and support (including support for higher education) that they identified. They were more likely, however, to believe that most people who went to university ended up in debt (76% compared with 63%). Indeed, 81% of them (compared with 72% of other students) suggested that not having to worry about getting into debt would motivate them to consider university. More than half of them also suggested that obtaining a place at a local university (which, it could be argued, would reduce the level of debt they incurred) would also encourage them to think about higher education.

For this group of young people in the Aimhigher: Excellence Challenge cohort, therefore, it would appear that awareness-raising and aspiration-raising activities are unlikely to prove motivating unless they can be accompanied by some alleviation of their fears about incurring debt. Moreover, given their lack of motivation on their current post-16 course, there may be implications for enhanced levels of advice and guidance, pre-16, in order to enable young people to make better informed decisions about their post-16 choices.

5. DESTINATIONS POST-18

An initial analysis of the data from the third sweep of the 2001 Year 11 cohort (1,248 young people) suggested that, as might be anticipated, those who indicated that they were going to take up a place in higher education were primarily high attaining young people from families where at least one parent had been educated to at least degree level.[23] From the basic logistic regression models it became evident that, in addition to attainment and parental background, the main predictors of taking up a university place were a positive attitude to higher education, post-16, and a lack of disaffection, pre-16. Amongst the respondents to the survey, young people from white UK backgrounds were only one fifth as likely as other respondents to have indicated that they were going to study at this level.

Once young people's experiences in post-compulsory education were included in the models, however, it became clear that some of the educational interventions that they had encountered during Years 12 and 13 (or equivalent) may have contributed to their decisions. Young people who had successfully applied for an Opportunity Bursary (81), for example, were more than 12 times as likely as other young people (who had either been unsuccessful, or who had not applied) to be taking up a university place.[24] It should be recognised, however, that young people would not have applied for such a bursary without having at least a clear intention to go to university in the first place.

Other less tangible factors that appeared to be associated with the expressed intention to take up a confirmed university place included taking part in post-16 work experience, undertaking a post-16 school or college course that they felt had provided them with helpful information about higher education and talking to teachers, tutors higher education staff or family and friends about higher education.

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23 See IRELAND, E. and O'DONNELL, L. (2004) *Post-16 and Post-18 Transitions: Initial Findings* [online] http://www.nfer.ac.uk/research/documents/EIC/05-2004.doc Accessed 12-08-04.

24 Of the 416 young people who had heard of Opportunity Bursaries, 38% (158) had applied for one and over half (51% or 81 young people) knew that they had been successful in their application at the time that the survey was conducted. Thirty five (22%) had been unsuccessful and a further 35 were still waiting to hear (eight young people indicated that they preferred not to say whether or not they had received the offer of a Bursary).

6. POLICY ISSUES

It should be remembered that the data used in this paper, as in the paper produced in 2003, was drawn from a non-representative sample of post-16 respondents who, in Year 11, had attended schools in EiC Phase 1, 2 and 3 areas and were in schools in EAZ areas that were involved in Aimhigher: Excellence Challenge. Moreover, while there appear to be some significant associations between post-16 transitions and post-18 intentions and the policy-related interventions in which young people have taken part, it should be noted that we cannot be certain, from the existing data, whether or not some of the young people (those for whom we do not have data prior to Year 11) may have had a preference for going to university prior to taking up opportunities to take part in awareness-raising and aspiration-raising activities (such as pre-16 summer schools, residential activities and out-of-hours activities).

Nonetheless, it would appear that the policy-related interventions introduced or encouraged by both EiC and Aimhigher: Excellence Challenge may be playing a part both in promoting more successful transitions at 16 and in increasing the likelihood of young people intending to go to, or entering higher education. However, there appears to be a significant group of young people for whom the educational interventions that have taken place so far have proved insufficient to promote an intention to stay in learning. This group, who appear to have higher levels of qualification at Key Stage 4 and who were working to Level 3 qualifications post-16, appeared to differ from their academic peers primarily in terms of the extent of their financial concerns.

Appendix 1: List of variables

Variable Name	Variable Label
gender	Boy or Girl
booknew	Number of books in the home
whiteuk	Ethnicity is White UK
parented	At least one parent has had a university education
five	Student attained 5+ A to C Grades at GCSE
money	Student does not have money worries
ypq25a	Owner Occupier
level3	Is studying for Level 3
notdiss	Student is not dissatisfied
posatt	Student has positive attitude
ypq10a1	Spoke to a Learning Mentor
ypq10b1	Made use of a CLC
ypq10c1	Took part in a Summer school
ypq10d1	Took part in a residential activity
ypq10e1	Made use of an in-school support centre
ypq10f1	Spoke to a mentor from university/HE
ypq11a	Y11 covered a wide range of subjects
ypq11b	Y11 equipped me with useful skills and knowledge
ypq11c	Y11 prepared me for adult and working life
ypq11d	Y11 gave me usefual information about choices
ypq14a1	I talked about FE with teachers
ypq14b1	I talked about FE with careers advisor
ypq14c1	I talked about FE with learning mentor
ypq14d1	I talked about FE with college staff
ypq14e1	I talked about HE with teachers
ypq14f1	I talked about HE with careers advisor
ypq14g1	I talked about HE with learning mentor
ypq14h1	I talked about HE with university staff
ypq19a	I would be encoraged to go to uni if I didn't have to worry about debt
ypq19b	I would be encoraged to go to uni if it was a local university
ypq19c	I would be encoraged to go to uni if I knew more about university life
ypq19d	I would be encoraged to go to uni if I could find an interesting course.
ypq13a1	In Y11 I used compute databases for career ideas
ypq13b1	In Y11 I had lessons on CV writing
ypq13c1	In Y11 I had mock interviews
ypq13d1	In Y11 I had information on FE
ypq13e1	In Y11 I visited and FE or sixth form college
ypq13f1	In Y11 I had information about going to university
ypq13g1	In Y11 I visited a university
ypq13h1	In Y11 I went on an Aimhigher roadshow
ptle15	I work part time, less than 15 hours a week
ptmt15	I work part time, more than 15 hours a week
ypq2a_3	I have not stooped or changed a course
motiv	Student motivation
coll16	Student went to a school without a sixth form
coll18	Student went to a school with a sixth form
ph1	Phase 1
eaz	EAZ School
logo	Student has seen Aimhigher Logo

Appendix 2: Probability tables

Table 1. Year 12 probability of a positive attitude to higher education

	B	S.E.	Wald	Sig.	Exp(B)
Constant	-2.43	0.24	98.78	0.00	0.09
BOOKNEW	0.24	0.12	3.95	0.05	1.27
WHITEUK	-0.45	0.15	8.69	0.00	0.64
PARENTED	0.30	0.16	3.72	0.05	1.35
FIVE	0.65	0.15	19.16	0.00	1.91
LEVEL3	0.34	0.16	4.42	0.04	1.41
NOTDISS	0.39	0.12	10.37	0.00	1.48
YPQ11D	0.27	0.12	5.11	0.02	1.31
YPQ14F1	0.64	0.15	18.78	0.00	1.90
YPQ19A	0.50	0.14	13.21	0.00	1.65
YPQ19C	0.31	0.13	5.26	0.02	1.36
YPQ19D	1.08	0.18	34.54	0.00	2.93
MOTIV	0.39	0.12	10.00	0.00	1.47
COLL16	0.79	0.17	21.18	0.00	2.20
COLL18	0.62	0.19	10.85	0.00	1.87
SCHSIX	0.66	0.18	12.73	0.00	1.93

Table 2. Year 12 probability of expressing an intention of going to higher education

	B	S.E.	Wald	Sig.	Exp(B)	Exp(B)
Constant	-3.87	0.33	141.43	0.00	0.02	0.02
WHITEUK	-0.66	0.18	14.07	0.00	0.52	0.52
FIVE	1.21	0.17	52.01	0.00	3.37	3.37
LEVEL3	1.04	0.17	38.20	0.00	2.83	2.83
POSATT	1.41	0.15	89.41	0.00	4.11	4.11
YPQ10B1	0.48	0.22	4.57	0.03	1.61	1.61
YPQ10C1	0.48	0.24	4.09	0.04	1.61	1.61
YPQ14D1	0.34	0.14	5.80	0.02	1.40	1.40
YPQ14F1	0.47	0.16	8.71	0.00	1.59	1.59
YPQ19B	-0.61	0.14	19.67	0.00	0.54	0.54
YPQ19C	0.48	0.16	9.64	0.00	1.62	1.62
YPQ19D	0.73	0.23	10.14	0.00	2.07	2.07
YPQ13H1	0.50	0.23	4.55	0.03	1.65	1.65
PTLE15	0.29	0.15	3.93	0.05	1.33	1.33
YPQ2A_3	-0.66	0.20	11.07	0.00	0.52	0.52
COLL16	0.90	0.25	13.17	0.00	2.45	2.45
COLL18	1.09	0.27	16.80	0.00	2.98	2.98
SCHSIX	1.37	0.25	29.91	0.00	3.93	3.93

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