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Issues paper

This report is for information

This report examines the proportion and characteristics of young, full-time, first degree entrants to higher education from England and Wales, whose term-time accommodation in their first year of study is identified as living at home.

Patterns in higher education: living at home

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Patterns in higher education: living at home

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Of interest to those responsible for	Student data, Research, Planning
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Executive summary

Purpose

1. This report is concerned with the term-time accommodation of young, full-time, first degree entrants to higher education (HE) from England and Wales. Of particular interest is the proportion of entrants living at home (that is, living at their parental or guardian's home) in their first year of study.
2. This report examines a time series of this trend over 11 academic years, from 1996-97 to 2006-07. Further, it provides information on student and course characteristics that may potentially be associated with a student living at home.

Key points

Overview

3. Three out of five young entrants to full-time first degree programmes in 2006-07 live in institution-maintained accommodation in their first year of study. A fifth of entrants live at home. The remaining fifth live in their own owned or rented accommodation or other types of accommodation.

Trend in proportion living at home

4. In 1984-85, around 8 per cent of young first degree entrants were living at home. This proportion remained relatively static for each cohort of entrants up to 1990-91. During the 1990s, the proportion of entrants living at home in their first year of study rose steadily to around 20 per cent by 2000-01. The proportion levels at around 20 per cent between the years 2001-02 and 2006-07.

Factors associated with living at home

5. Students differ from one another in a variety of ways. Different groups of students have different qualification on entry profiles for example, and differences in the range of subjects they study. These and other variables described below interact with each other in complex ways that are often difficult to interpret.

6. The associations we observe between the rates of living at home and the following groups of students cannot be described as causation. The interaction between variables ensures that it is difficult to ascribe a difference in the rates of living at home to one particular variable as opposed to the combination of interacting variables. For the following groups we do not consider causation, simply the variable's relationship with the proportion of students living at home in their first year of study:

- female students are more likely to live at home in their first year of study than their male counterparts
- students from particular ethnic groups: the likelihood of Bangladeshi and Pakistani students to live at home is higher than that among students from other ethnic groups
- students in receipt of Disabled Students' Allowance have a lower rate of living at home (compared to all other students not receiving this allowance)
- students whose parents are from higher socio-economic groups are less likely to live at home in their first year of study
- students recorded with A levels (or Scottish Highers) as their highest qualification on entry, and with a low UCAS tariff score, have higher rates of living at home than students with other entry profiles
- those studying particular subjects: entrants to first degree programmes in education and computer science have a higher likelihood of living at home in their first year of study than entrants to other subject areas
- those studying at institutions in Greater London are more likely to live at home in their first year of study than those studying at institutions in other regions of the UK
- students who, prior to commencement of their first degree programme in 2006-07, were domiciled in the North East have a higher observed rate of living at home than students domiciled in other regions of the UK
- students whose pre-course domicile was in a ward with a high higher education participation rate are less likely to live at home
- students whose pre-course home was in close proximity to first degree provision (in an appropriate subject) have a higher rate of living at home in their first year of study.

Non-continuation into the second year of higher education

7. By examining entrants to first degree courses in 2005-06, we can analyse whether they continue into a second year of higher education in 2006-07. We find that:

- a. Entrants living at home have the highest non-continuation rate of those for whom term-time accommodation is known, with 10 per cent not in higher education in the following year.
- b. Students living in institution-maintained accommodation have the lowest non-continuation rate (4 per cent).

Action required

8. No action is required in response to this document.

Introduction

9. The questions of who participates in higher education (HE), as well as how and why have long been asked and remain difficult to answer. A number of analyses have attempted to address some of these issues, including the 'Young participation in higher education' report (HEFCE 2005/03) published in January 2005¹.

10. When deciding whether or not (and indeed how) they will participate in HE, a student will no doubt pay some consideration to the term-time accommodation options that are available to them. Depending on individual students, some of these options may be more attractive or appropriate than others. The importance of term-time accommodation preferences, and the weight that these play in the participation decision, will be different for different students and are difficult, if not impossible, to quantify.

11. The inclination or ability of a student to live at home (that is, to live at their parental or guardian's home) during their HE studies may well be an important factor in making such decisions. Many students will have preconceptions concerning the expenses incurred in undertaking HE and may believe that living at home during term-time will help to lessen the financial burden. Others may have family responsibilities or existing commitments such that living at home enables the student to manage these obligations while pursuing their HE ambitions at the same time.

12. For a student to live at home, or consider the possibility of doing so, it would seem reasonable to assume that there would need to be appropriate local HE provision available to them. Appropriate provision might be relatively straightforward to define and identify: provision in a desired subject area with entry requirements that are attainable to the student (although factors relating to personal choices are also likely to deem provision to be appropriate at an individual student level). Local provision is harder to define: provision may be deemed local to a student if it is located in a particular geographical area, or if it is within a reasonable commute by car, train etc. The recent publication 'A new 'University Challenge': Proposals for higher education centres' (HEFCE 2009/07) presents analysis focussing on the relationship between participation and local provision.

13. This report is concerned with the term-time accommodation of young, full-time, first degree entrants to HE from England and Wales. We make no attempt to make a qualitative analysis of the propensity to live at home, or draw inferences regarding the role of term-time accommodation preferences in decisions relating to participation in HE.

14. We do however provide a quantitative analysis of the numbers and proportions of entrants living at home in their first year of study. This report examines a time series of this trend over 11 academic years, from 1996-97 to 2006-07 and further, it provides information on student and course characteristics that may potentially be associated with a student living at home. It is intended to inform discussion about the role of local HE provision (that that would enable students wishing to live at home to do so) and students living at home in general.

¹ This analysis is due to be updated by HEFCE in 2009.

Data source and definition of the cohort

15. The emphasis of the analysis reported here is on English and Welsh-domiciled young (18 or 19 year-old) entrants to full-time, first degree courses in UK higher education institutions (HEIs). Annex A explains this choice of population and gives some contextual results relating to other students.

16. Data are drawn from the Higher Education Statistics Agency (HESA) individualised student records from 1995-96 through to 2006-07 (the most recent data presently available). The data definitions used in defining these cohorts are given at Annex A.

17. In all cases in this report, all counts of entrants are given in terms of headcount, rounded up or down to the nearest five².

18. Table 1 shows the populations of young, full-time, first degree entrants in each of the 11 years examined. It should be noted that those students whose domicile is not known to be either England or Wales have been excluded from all further analysis.

Table 1 Populations of young, full-time, first degree entrants, 1996-97 to 2006-07

Academic year	Initial population	Not known to be domiciled in England or Wales	Population of interest
1996-97	153,540	5,305	148,235
1997-98	163,660	7,750	155,910
1998-99	166,135	2,625	163,510
1999-2000	168,455	2,135	166,325
2000-01	169,485	1,955	167,530
2001-02	176,835	1,515	175,320
2002-03	183,700	3,360	180,340
2003-04	186,215	1,240	184,975
2004-05	190,015	1,130	188,890
2005-06	205,645	905	204,740
2006-07	197,115	545	196,570

19. We see from Table 1 that the populations of entrants (both initial and of interest) increased at a steady rate over the period from 1996-97 to 2004-05. In 2005-06 we see a significant increase: the population of interest increases by almost 16,000 from 2004-05 to 2005-06. The 2006-07 populations then return to a level that is less anomalous; one that is in line with the populations observed between 1996-97 and 2004-05, and might be expected given the increasing trend identified.

² Totals are calculated based on un-rounded values, and then rounded to the nearest five accordingly. For this reason, the sum of the values given in a table may not be equal to the total shown in that table.

20. We note here that in January 2004, the House of Commons passed a bill allowing universities to set their own tuition fees, up to a cap of £3,000. The tuition fees came into effect in the 2006-07 academic year.

21. While it is not possible to give a definite cause of the population increase observed in 2005-06, we now consider one plausible explanation. It is possible, even likely, that those students who may have otherwise deferred entry by a year, until 2006-07, opted not to do so but to commence their courses in 2005-06 in order to gain exemption from the forthcoming fee regime.

22. This explanation is given some weight when we consider the number of entrants in academic years 2003-04 to 2006-07 split by school-aligned age³, in Table 2. While we would not expect the number of 19 year-old entrants to rise significantly (students entering at age 19 are likely to have already deferred entry by a year if this was a preferred route of theirs), Table 2 shows a significant increase in the number of 18 year-old entrants in 2005-06.

Table 2 Number of young, full-time, first degree entrants, by school-aligned age

School-aligned age	2003-04	2004-05	2005-06	2006-07
18	127,945	129,575	143,700	141,340
19	57,030	59,315	61,035	55,235
Total	184,975	188,890	204,740	196,570

23. Table 2 shows that, if we were to follow the rising trend in the number of 18 year-old entrants and ignore the 'blip' in 2005-06, we might expect there to be around 135,000 such entrants in 2005-06. The observed figure is around 8,000 higher, at 143,702. Similarly, if we were to follow the rising trend in the number of 19 year-old entrants, we might expect around 63,000 entrants in 2006-07 at age 19. Here the observed figure is around 8,000 lower. These findings suggest that there may have been around 8,000 students who were prompted not to defer entry until 2006-07 (when they would be age 19), but instead began their course in 2005-06 (at age 18).

Structure of the report

24. This report has the following parts:

- a. **An overview of the types of term-time accommodation.** The cohort of young, first degree entrants in 2006-07 is shown by the type of term-time accommodation utilised during this academic year.

³ For this cohort, school-aligned age gives the age of a student at 31 August in the year in which students commenced their first degree: for an entrant in academic year 2006-07, their age at 31 August 2006 is their school-aligned age.

b. **Living at home: time series.** A time series shows the proportion of students from cohorts in 1996-97 through to 2006-07 that are reported as living at home in their first year of study.

c. **Living at home: factors associated with living at home.** The 2006-07 cohort is examined in order to determine whether or not, and to what extent, a variety of factors relating to the student, course, institution and pre-higher education domicile are associated with the propensity of a student to live at home.

d. **The second year of higher education (HE).** For this section we consider an equivalent cohort of young, first degree entrants in 2005-06, in order to examine differences in next-year progression by type of term-time accommodation.

25. The focus of this report is the cohort of young, full-time, first degree entrants in 2006-07, this being the most recent cohort available to us. In most cases this document reports the results relating to these students alongside the equivalent proportions for the cohorts in 2003-04, 2004-05 and 2005-06. This is intended to provide an indication of any patterns or changes that may become apparent over this period. When other cohorts are used, this is clearly stated.

An overview of the types of term-time accommodation

26. Using the HESA data we can identify three main types of term-time accommodation for young, full-time, first degree entrants⁴. They are: the parental home; institution-maintained accommodation; and accommodation owned or rented by the student.

27. Table 3 shows that the majority of the 2006-07 cohort of entrants (59 per cent) live in institution-maintained accommodation in their first year of study. A fifth of students live at home. The remaining fifth live in their own owned or rented accommodation or other types of accommodation. This profile is seen to be relatively consistent throughout the period 2003-04 to 2006-07.

⁴ See Annex A for the data definitions used to identify the types of term-time accommodation.

Table 3 Young, full-time, first degree entrants by type of term-time accommodation

Accommodation	2006-07		2005-06	2004-05	2003-04
	Number	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Parental or guardian home	40,205	21%	22%	20%	20%
Institution-maintained accommodation	113,135	59%	58%	59%	60%
Own accommodation (owned or rented)	29,440	15%	18%	17%	15%
Other accommodation	7,380	4%	3%	3%	4%
Total known	190,150	100%	100%	100%	100%
Not known	6,420	n/a	8,005	8,345	11,500
Total	196,570	n/a	204,740	188,890	184,975

Notes: Other accommodation may include lodgings with home-owners, hostels, bed-sits and religious communities. An equivalent table showing entrants to other undergraduate courses in 2006-07 by type of term-time accommodation is shown at Table A11 of Annex A.

28. Table 3 shows that in each year there are a relatively small number of students whose term-time accommodation is unknown⁵. For these students we have used their drive time from home to HEI to impute the proportion living at home in their first year of study. Details of the model used to do this can be found at Annex B. We have taken this approach because the proportion of students whose term-time accommodation is unknown varies across the years. Modelling based on drive times enables us to assess best the proportion of such students we might expect to be living at home.

29. For the remainder of this report we focus on those students who are defined as living at their parental or guardian's home in their first year of study, which we refer to as 'living at home'. In doing so we consider two groups of such students:

- a. The 'full population' consists of all young, full-time first degree students described in Table 2. In this case, 'living at home' includes students whose term-time accommodation is unknown but has been imputed to be living at home.
- b. The 'model population' is a subset of the 'full population' consisting of those students with known term-time accommodation reported. Here, 'living at home' does not include students whose term-time accommodation has been imputed to be living at home.

30. Further information on where these populations are used is given in paragraph 36.

⁵ The term-time accommodation of all students returned by one institution was either 'institution-maintained accommodation' or 'own accommodation'. Since this was judged to be an inaccurate recording of this data, all students at this particular institution not returned as being in 'institution-maintained accommodation' were set to 'not known' term-time accommodation.

Living at home

Introduction

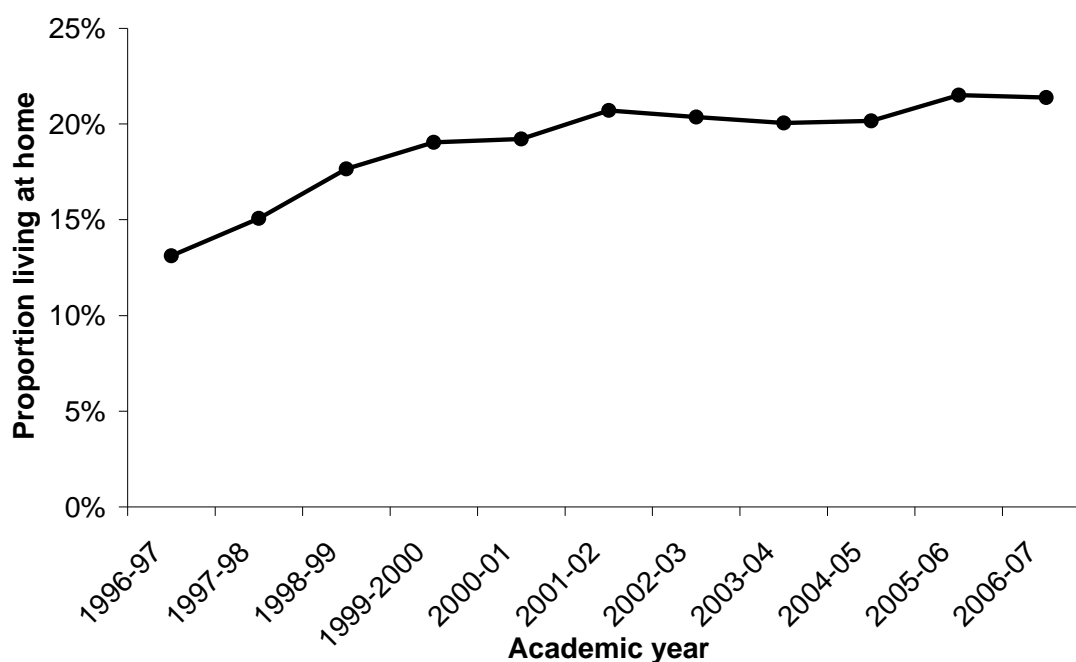
31. When looking at those identified as living at home in their first year of study, we will firstly examine how the proportion of young, full-time, first degree entrants who are living at home⁶ has varied over a number of years.

32. Secondly we will take the data for the most recent available years and look at the breakdown of the population by a number of characteristics of the student, institution, course and the student's pre-HE domicile. We look at these breakdowns for the years 2003-04 through to 2006-07 to provide some indication of any patterns or trends in these profiles. We also look at how the proportion of those living at home in academic year 2006-07 varies by the characteristics examined.

Time series

33. Figure 1 shows the proportion of young first degree students who are living at home in their first year of study between 1996-97 and 2006-07. The proportion levels at around 20 per cent between the years 2001-02 and 2006-07, following continued increases between 1996-97 and 2000-01.

Figure 1 Proportion of students living at home, 1996-97 to 2006-07

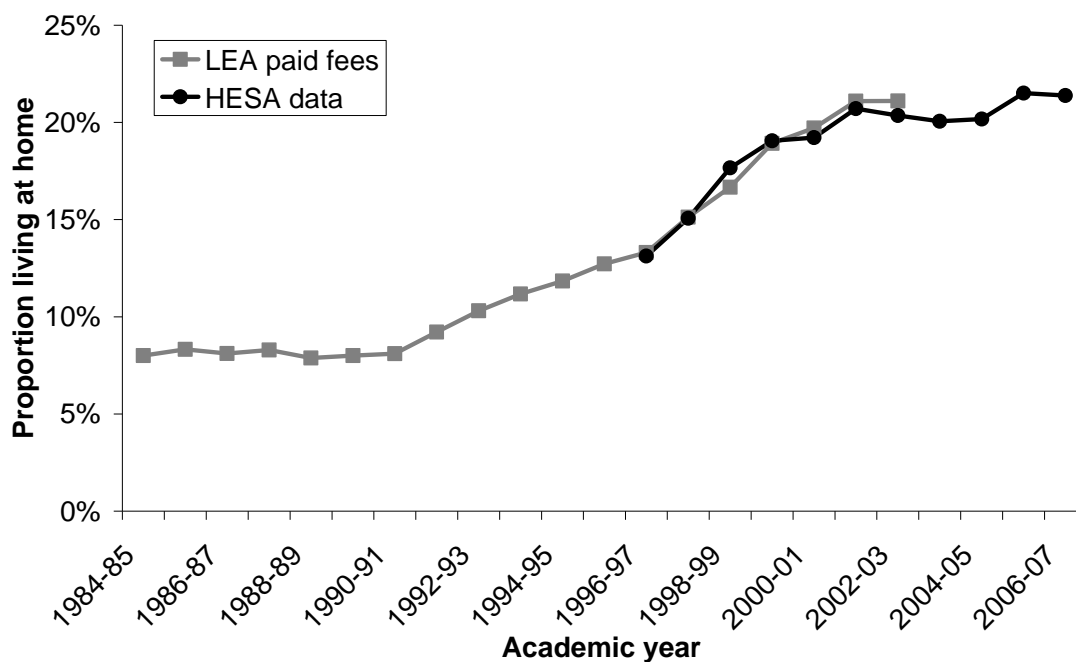


Notes: The students' drive time from home to HEI has been used to impute the proportion living at home of those students with unknown term-time accommodation. Details of the model used to do this can be found in Annex B.

⁶ This proportion includes those students whose term-time accommodation is unknown but has been imputed to be living at home.

34. Data for future years will help to confirm whether or not this marks the end of the rising trend. We can however look at some historical data collected by Local Education Authorities (LEAs) for the period 1984-85 to 2002-03⁷. Figure 2 shows the LEA-collected data alongside our HESA-derived data. It shows that the proportion of students living at home continually increased in each year between 1990-91 and 2001-02, which corresponds with our own findings. Prior to this period the proportion appears to have been relatively stable at around 8 per cent.

Figure 2 Proportion of students living at home according to data collected from LEAs, 1984-85 to 2006-07



Factors associated with living at home

35. In this section of the report we concentrate on the effects of particular factors on the propensity to live at home in their first year of study. The factors that are examined are separated into four groups relating to the:

- student
 - sex
 - age
 - ethnicity
 - disability status
 - socio-economic background
 - qualifications on entry
- HE course

⁷ Department for Education and Skills surveys of LEAs. These were carried out until 2002-03.

- subject of study
- HEI
 - region of institution
- pre-entry domicile
 - region of domicile
 - HE participation of ward
 - proximity to appropriate HE provision.

36. For each factor, we present two summaries showing information for each academic year, 2003-04 to 2006-07:

	Information shown	Population used
Summary one	The numbers in each category of the factors above.	Full population: includes those students whose term-time accommodation is unknown but has been imputed using the model shown at Annex B.
Summary two	The number and proportion from each category of the factors above that live at home in their first year of study.	Model population: includes only those students whose term-time accommodation is known; those with imputed term-time accommodation are excluded from this population.

37. In addition to these summaries, the propensity to live at home has been modelled (for the 2006-07 model population), allowing the effect of different factors to be isolated and identified. Using this approach we can see, for example, if any of the differences between males and females can be explained through the varying qualifications on entry between the sexes.

38. Although this analysis has been undertaken, it is not reported fully in the main body of this report. Rather, the results of this propensity modelling are given at Annex C. Where appropriate we discuss any key findings of the modelling in our examination of the attributes detailed above. The propensity modelling methodology is described more fully in paragraphs 39 and 40 below, and in paragraphs 8 to 13 of Annex C.

Propensity model

39. When considering the attributes of students and programmes of interest to this report, propensity modelling allows the 'living at home' proportions for students with different characteristics to be isolated and identified. For each characteristic we have derived a living at home proportion relative to that of a reference category. For example, to examine the effect of sex, we change the sex of all students in the data set to female (which is the reference category in this case) and then calculate what the proportions living at home would have been if all students had been female.

40. This example, and the calculation and reporting of the relative living at home proportion, is discussed further in paragraphs 8 to 13 of Annex C. Along with full

Student

Sex

41. Table 4 shows that there are more females than males in the populations of young first degree entrants in each year. Between 2005-06 and 2006-07 the proportion of females has increased by one percentage point, to 55 per cent in 2006-07.

Table 4 Young first degree entrants, by sex

Sex	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Female	107,515	55%	54%	54%	54%
Male	89,055	45%	46%	46%	46%
Total	196,570	100%	100%	100%	100%

Notes: Full population. Results for the model population are similar and are shown at Table E1 of Annex E.

42. Table 5 shows the actual proportions of male and female entrants living at home. The rise of one percentage point in the overall proportion living at home between 2003-04 and 2006-07 is seen to be consistent for both male and female students.

Table 5 Young first degree entrants living at home, by sex

Sex	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Female	23,340	22%	23%	21%	21%
Male	16,855	20%	21%	19%	19%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown at Table D1 of Annex D.

43. Table 5 shows that there is an observed difference by sex in the proportions of young first degree entrants living at home, with 22 per cent of females living at home in 2006-07, compared with 20 per cent of males.

44. Further, the model results reported at Tables C1 and C2 of Annex C indicate that there is a statistically significant difference in the proportions of males and females living at home, but that that difference is relatively small in practical terms (4 per cent), with males less likely to live at home.

Age

45. The age profile of the entrants is shown in Table 6 for the academic years 2003-04 through to 2006-07. It shows that over this period the proportion of entrants who were 18 years old on 31 August⁸ has increased to nearly three-quarters (72 per cent). Much of this increase is observed between 2005-06 and 2006-07 where the proportion rises by two percentage points from 70 per cent to 72 per cent. See paragraphs 19 to 23 for further discussion.

Table 6 Young first degree entrants, by school-aligned age

School-aligned age	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
18	141,340	72%	70%	69%	69%
19	55,235	28%	30%	31%	31%
Total	196,570	100%	100%	100%	100%

Notes: Full population. Results for the model population are similar and are shown at Table E2 of Annex E.

46. Table 7 shows the actual proportions living at home of 18 and 19 year-olds. The table shows that we observe a small difference in the proportion living at home in the later two years of the period examined: 22 per cent of 19 year-olds live at home in 2006-07 compared with 21 per cent of 18 year-olds.

Table 7 Young first degree entrants living at home, by school-aligned age

School-aligned age	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
18	28,445	21%	21%	20%	20%
19	11,755	22%	22%	20%	20%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown at Table D2 of Annex D.

47. The results of the model, shown at Table C3 of Annex C, confirm that there is a statistically significant difference between the proportions of 18 and 19 year-olds living at home. However the direction of this difference gives rise to conflict between the actual and model results; the model results indicate that a smaller proportion of 19 year-olds are likely to live at home than 18 year-olds. Indeed, 19 year-old entrants are six percentage points less likely to live at home than equivalent 18 year-olds.

⁸ 31 August is the school year age boundary in England and Wales.

Ethnicity

48. Table 8 shows that 80 per cent of entrants in 2006-07 with known ethnicity are white. While the proportions of all other ethnic groups remain relatively consistent over the period, this proportion of white entrants decreases by three percentage points since 2003-04.

49. The next largest ethnic group is Indian, at 6 per cent. Table 8 also shows that the number of students with unknown ethnicity has decreased over the four-year period, to around 3,200 in 2006-07.

Table 8 Young first degree entrants, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
White	154,970	80%	81%	82%	83%
African	4,455	2%	2%	2%	2%
Caribbean	2,435	1%	1%	1%	1%
Other black background	485	0%	0%	0%	0%
Bangladeshi	2,365	1%	1%	1%	1%
Chinese	2,175	1%	1%	1%	1%
Indian	10,710	6%	5%	6%	6%
Pakistani	5,595	3%	3%	3%	3%
Other Asian background	2,530	1%	1%	1%	1%
Other (including mixed)	7,640	4%	4%	3%	3%
Total known	193,360	100%	100%	100%	100%
Unknown	3,215	n/a	3,835	3,350	4,470
Total	196,570	n/a	204,740	188,890	184,975

Notes: Full population. Results for the model population are similar and are shown at Table E3 of Annex E.

50. The actual proportions living at home by ethnicity are shown in Table 9 for academic years 2003-04 to 2006-07. It shows that this proportion is consistently found to be lowest among white students, where it has risen by one percentage point over the four-year period to 17 per cent in 2006-07. Further, there are large observed differences between the ethnic groups in terms of the actual proportions living at home.

51. The highest proportion is observed among Bangladeshi entrants. However, the table shows that there is greater variation among these entrants over the period, with the proportion living at home ranging between 63 and 69 per cent. In 2006-07, 66 per cent of such students were found to be living at home.

Table 9 Young first degree entrants living at home, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
White	25,495	17%	17%	16%	16%
African	1,245	29%	32%	28%	27%
Caribbean	970	41%	43%	39%	40%
Other black background	160	34%	31%	36%	30%
Bangladeshi	1,490	66%	69%	63%	68%
Chinese	445	21%	22%	20%	19%
Indian	3,610	35%	38%	35%	35%
Pakistani	3,270	61%	62%	57%	60%
Other Asian background	915	38%	38%	32%	32%
Other (including mixed)	1,980	27%	27%	25%	24%
Unknown	610	20%	21%	24%	26%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown at Table D3 of Annex D.

52. Table 10 shows that the proportion of students from ethnic minority students is the same for both male and female entrants in 2006-07, at 80 per cent. Females outnumber males in every ethnic group.

Table 10 Young first degree entrants in 2006-07, by ethnicity and sex

Ethnicity	Females		Males		All students	
	No. of entrants	Proportion of known	No. of entrants	Proportion of known	No. of entrants	Proportion of known
White	85,240	80%	69,730	80%	154,970	80%
African	2,610	2%	1,845	2%	4,455	2%
Caribbean	1,515	1%	920	1%	2,435	1%
Other black background	295	0%	190	0%	485	0%
Bangladeshi	1,285	1%	1,075	1%	2,365	1%
Chinese	1,095	1%	1,080	1%	2,175	1%
Indian	5,570	5%	5,140	6%	10,710	6%
Pakistani	2,910	3%	2,685	3%	5,595	3%

Ethnicity	Females		Males		All students	
	No. of entrants	Proportion of known	No. of entrants	Proportion of known	No. of entrants	Proportion of known
Other Asian background	1,320	1%	1,210	1%	2,530	1%
Other (including mixed)	4,260	4%	3,380	4%	7,640	4%
Total known	106,100	100%	87,260	100%	193,360	100%
Unknown	1,415	n/a	1,800	n/a	3,215	n/a
Total	107,515	n/a	89,055	n/a	196,570	n/a

Notes: Full population. Results for academic years 2005-06, 2004-05 and 2003-04 are shown in Tables D4, D5 and D6 of Annex D. Results for the model population are similar and are shown in Tables E4 to E7 of Annex E.

53. Tables 11 and 12 show the actual proportions living at home by ethnicity for male and female students respectively, for academic years 2003-04 through to 2006-07.

54. It should be noted that, although we focus on the overall change between 2003-04 and 2006-07, the tables show some substantial year-on-year fluctuations in the proportions living at home. This is particularly evident in the case of Bangladeshi entrants: the proportion fluctuates by six and five percentage points for females and males respectively.

55. For female entrants, Table 11 shows that the proportion living at home in 2006-07 has increased from (or stayed the same as) that seen in 2003-04 for all ethnic groups other than Bangladeshi and 'unknown'. For Bangladeshi entrants, this proportion falls from 71 per cent in 2003-04 to 70 per cent in 2006-07.

56. The greatest increase in the proportion living at home is observed among entrants whose ethnic group is 'Other Asian background': Table 11 shows a rise of five percentage points from 34 per cent in 2003-04 to 39 per cent in 2006-07.

Table 11 Young first degree female entrants living at home in 2006-07, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home
White	15,195	18%	19%	18%	17%
African	690	27%	29%	27%	26%
Caribbean	595	41%	42%	39%	39%
Other black background	95	33%	30%	33%	31%
Bangladeshi	875	70%	71%	65%	71%
Chinese	230	22%	22%	20%	18%

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home
Indian	1,925	36%	39%	36%	35%
Pakistani	1,785	64%	67%	62%	64%
Other Asian background	490	39%	38%	33%	34%
Other (including mixed)	1,160	28%	29%	26%	26%
Unknown	305	22%	22%	27%	27%
Total	23,340	22%	23%	21%	21%

Notes: Model population. Results for the full population are similar and are shown in Table D7 of Annex D.

57. Table 12 shows that the proportion of male entrants living at home falls over the four-year period for the Caribbean, Bangladeshi, Indian and 'unknown' ethnic groups. For all other groups the proportion increases or stays the same.

58. As with females, the greatest increase in the proportion of male entrants living at home is seen among those from 'Other Asian background', where the proportion rises from 31 per cent in 2003-04 to 37 per cent in 2006-07.

Table 12 Young first degree male entrants living at home in 2006-07, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home
White	10,300	15%	16%	15%	15%
African	555	31%	35%	30%	29%
Caribbean	375	42%	44%	39%	43%
Other black background	65	37%	33%	42%	27%
Bangladeshi	620	61%	66%	61%	65%
Chinese	220	21%	21%	20%	20%
Indian	1,685	34%	37%	35%	35%
Pakistani	1,485	58%	57%	53%	57%
Other Asian background	425	37%	38%	31%	31%

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home
Other (including mixed)	820	25%	25%	24%	22%
Unknown	310	18%	20%	23%	24%
Total	16,855	20%	21%	19%	19%

Notes: Model population. Results for the full population are similar and are shown in Table D8 of Annex D.

59. The model results detailed at Table C4 of Annex C show statistically and practically significant differences for Pakistani and Bangladeshi students; these ethnicities seem to be strongly associated with the propensity to live at home. Further, the modelling results given in tables C5 and C6 of Annex C show that the effect on living at home of being Pakistani or Bangladeshi is greater for female students than for males. Such students are 23 and 21 per cent respectively more likely to live at home than equivalent white students when we consider female entrants. This compares to being 19 and 15 per cent more likely to live at home for male Pakistani and Bangladeshi entrants.

Disability

60. For the purposes of this section, we measure disability by whether or not a student is in receipt of Disabled Students' Allowance which applies to 3 per cent of entrants in 2006-07, as shown in Table 13.

Table 13 Young first degree entrants, by disability status

Disability	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
In receipt of disability allowance	5,720	3%	3%	3%	2%
Not in receipt	190,850	97%	97%	97%	98%
Total	196,570	100%	100%	100%	100%

Notes: Full population. Results for the model population are similar and are shown at Table E8 of Annex E.

61. Table 14 shows the observed proportions living at home for the period 2003-04 through to 2006-07. The proportion of entrants in receipt of disability allowance living at home is seen to have increased by two percentage points between 2003-04 and 2006-07: from 12 to 14 per cent.

Table 14 Young first degree entrants living at home, by disability status

Disability	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
In receipt of disability allowance	800	14%	13%	14%	12%
Not in receipt	39,400	21%	22%	20%	20%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D9 of Annex D.

62. Students in receipt of disability allowance have a lower observed proportion living at home, at 14 per cent compared with 21 per cent of other students. The model results shown at Table C7 of Annex C show that this difference cannot be accounted for by other factors; the modelling predicts that 21 per cent of a comparable group of students 'not in receipt of disability allowance' would live at home.

Socio-economic background

63. Table 15 shows the population of entrants by the National Statistics Socio-economic Classification (NS-SEC)⁹ of their parents' employment. Combining the first two, middle two, and last three groups gives three super-groups which can be considered to have a hierarchical structure, which we will refer to as professional, intermediate and manual.

64. The table shows little change in the profile of entrants with respect to NS-SEC over the period 2003-04 to 2006-07. In each year around one-third are classified as 'lower managerial/professional occupations'. The smallest groups are 'routine occupations' and 'lower supervisory/technical occupations', each with 5 per cent.

Table 15 Young first degree entrants, by NS-SEC of parents' employment

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Higher managerial/professional occupations	40,635	25%	25%	26%	26%
Lower managerial/professional occupations	51,215	32%	32%	33%	32%
Intermediate occupations	21,865	14%	14%	14%	14%

⁹ For further details, see the National Statistics web-site, www.ons.gov.uk, under About statistics/Classifications/Current standard classifications.

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Small employers and own account workers	12,365	8%	7%	7%	7%
Lower supervisory/ technical occupations	8,115	5%	5%	5%	5%
Semi-routine occupations	18,060	11%	11%	10%	10%
Routine occupations	8,335	5%	5%	5%	5%
Total known	160,590	100%	100%	100%	100%
Not classified	35,985	n/a	39,755	28,435	26,580
Total	196,570	n/a	204,740	188,890	184,975

Notes: Full population. Results for the model population are similar and are shown at Table E9 of Annex E.

65. The actual proportion of entrants living at home in each year are shown in Table 16, split by NS-SEC of their parents' employment. 'Higher managerial/ professional occupations' consistently have the lowest proportion (at 11 per cent in 2006-07). The highest proportion of entrants living at home is observed among those with parents in 'routine occupations'. This is consistent across all years when we consider those who have been classified, and stands at 35 per cent in 2006-07.

Table 16 Young first degree entrants living at home, by NS-SEC of parents' employment

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Higher managerial/ professional occupations	4,221	11%	12%	10%	10%
Lower managerial/ professional occupations	7,987	20%	20%	18%	18%
Subtotal	12,208	14%	14%	13%	13%
Intermediate occupations	4,150	16%	17%	15%	15%
Small employers and own account workers	3,124	26%	28%	26%	26%
Subtotal	7,274	22%	22%	20%	20%
Lower supervisory/ technical occupations	2,103	27%	28%	26%	26%

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Semi-routine occupations	5,255	30%	30%	29%	28%
Routine occupations	2,856	35%	36%	34%	34%
Subtotal	10,214	31%	31%	29%	29%
Not classified	10,501	30%	31%	35%	34%
Total	40,197	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D10 of Annex D.

Qualifications on entry

66. In the following tables we consider the highest qualifications held by our cohort of entrants upon entry to their first degree programmes. A number of qualification groups at further education level are shown in the tables, and to further distinguish between students we split those entering with A-levels and Scottish Highers by their tariff score¹⁰.

67. Tariff scores were introduced in 2002-03 to enable comparability between different types and volumes of achievements¹¹. A student recorded as 'A-levels and Highers: 421-480 points' will have gained a combination of A-levels or Scottish Highers that enables them to accrue between 421 and 480 tariff points; three As and one B at A-level would give them 460 tariff points, for example.

68. Table 17 shows that the highest qualifications held by most young entrants (around 90 per cent) are A-levels. Because we are looking at new young entrants to HEIs only, we would expect only low levels of entrants with any HE qualifications; the small numbers that do occur (2 per cent of our population) may be representative of HE qualifications attained in further education colleges or of errors in the data collection process.

Table 17 Young first degree entrants, by highest qualification on entry

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	No. of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
A-levels & Highers: <=100 points	2,965	2%	2%	2%	2%
A-levels & Highers: 101-160 points	7,245	4%	4%	4%	5%

¹⁰ Note that the 'A-levels & Highers' groupings used in this section of the report include AS-levels.

¹¹ Further details are available from the UCAS web-site, www.ucas.ac.uk, under HE staff/Curriculum and qualifications/UCAS Tariff.

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	No. of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
A-levels & Highers: 161-200 points	10,135	5%	5%	5%	6%
A-levels & Highers: 201-230 points	8,375	4%	4%	4%	5%
A-levels & Highers: 231-260 points	14,430	7%	7%	7%	7%
A-levels & Highers: 261-290 points	11,680	6%	6%	6%	6%
A-levels & Highers: 291-320 points	16,075	8%	8%	8%	8%
A-levels & Highers: 321-350 points	13,030	7%	7%	7%	7%
A-levels & Highers: 351-380 points	14,550	7%	8%	8%	7%
A-levels & Highers: 381-420 points	17,930	9%	10%	10%	9%
A-levels & Highers: 421-480 points	16,915	9%	9%	9%	9%
A-levels & Highers: >=481 points	14,370	7%	8%	8%	8%
A-levels & Highers: Tariff unknown	9,770	5%	4%	3%	5%
VCE or GNVQ & A-levels or Highers	17,885	9%	9%	9%	8%
VCE or GNVQ only	3,365	2%	2%	2%	2%
BTEC, ONC, SCOTVEC or equivalent	7,810	4%	4%	3%	3%
Foundation or Access course	2,665	1%	2%	2%	2%
HE qualification	3,145	2%	1%	1%	2%
No formal advanced qualification	2,020	1%	1%	1%	1%
Total known	194,370	100%	100%	100%	100%
Qualification unknown	2,200	n/a	885	1,250	2,470
Total	196,570	n/a	204,740	188,890	184,975

Notes: Full population. Results for the model population are similar and are shown at Table E10 of Annex E.

69. Table 18 shows the actual proportions living at home in 2006-07, split by their highest qualification on entry. For students entering with A-levels, the proportion living at home is seen to decrease as tariff score increases, from 37 per cent of those with 100 points or below to 4 per cent of those with 481 points or more. For students entering with other qualifications, the proportion living at home is lowest for those with a Foundation or Access course (27 per cent) and greatest for those with a Vocational Certificate of Education (VCE) or General National Vocational Qualification (GNVQ) only (54 per cent).

Table 18 Young first degree entrants living at home, by highest qualification on entry

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	No. living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
A-levels & Highers: <=100 points	1,065	37%	38%	34%	39%
A-levels & Highers: 101-160 points	2,505	35%	37%	33%	34%
A-levels & Highers: 161-200 points	3,100	31%	32%	29%	28%
A-levels & Highers: 201-230 points	2,280	28%	29%	26%	25%
A-levels & Highers: 231-260 points	3,470	25%	25%	24%	22%
A-levels & Highers: 261-290 points	2,405	21%	22%	20%	19%
A-levels & Highers: 291-320 points	2,785	18%	19%	17%	17%
A-levels & Highers: 321-350 points	1,895	15%	15%	14%	14%
A-levels & Highers: 351-380 points	1,750	12%	13%	11%	11%
A-levels & Highers: 381-420 points	1,550	9%	9%	8%	8%
A-levels & Highers: 421-480 points	1,115	7%	8%	7%	7%
A-levels & Highers: >=481 points	625	4%	5%	5%	6%
A-levels & Highers: Tariff unknown	2,585	28%	32%	32%	28%
VCE or GNVQ & A-levels or Highers	5,595	32%	33%	33%	31%
VCE or GNVQ only	1,745	54%	57%	52%	51%
BTEC, ONC, SCOTVEC or equivalent	2,780	37%	36%	34%	34%
Foundation or Access course	695	27%	25%	24%	20%
HE qualification	1,205	40%	41%	42%	38%
No formal advanced qualification	775	40%	40%	44%	38%
Qualification unknown	270	13%	33%	34%	36%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D11 of Annex D.

HE course

Subject area of study¹²

70. The profile of entrants split by their subject area of study is seen in Table 19 to be relatively consistent throughout the period 2003-04 through to 2006-07.

71. Table 19 shows that in 2006-07 the largest subject groups are 'biological sciences' and 'creative arts and design' (both with 11 per cent). Other large subject groups include 'combined and unknown' and 'business and administrative studies', each accounting for 10 per cent of entrants. In comparison, students of 'veterinary science and agriculture' only make up 1 per cent of entrants.

Table 19 Young first degree entrants, by subject area of study

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Architecture, building and planning	4,115	2%	2%	2%	2%
Biological sciences	20,645	11%	10%	10%	10%
Business and administrative studies	20,210	10%	10%	10%	10%
Combined and unknown	20,375	10%	11%	11%	12%
Computer science	7,710	4%	4%	4%	5%
Creative arts and design	21,345	11%	11%	10%	10%
Education	9,510	5%	5%	5%	4%
Engineering and technology	9,585	5%	5%	5%	5%
Humanities	9,390	5%	5%	5%	5%
Languages	12,920	7%	7%	7%	6%
Law	9,225	5%	5%	5%	5%
Librarianship and information science	5,975	3%	3%	3%	3%
Mathematical sciences	3,875	2%	2%	2%	2%
Medicine and dentistry	4,945	3%	2%	3%	3%
Physical sciences	9,910	5%	5%	5%	5%
Social, economic and political studies	14,845	8%	8%	8%	8%

¹² In 2002-03 the Joint Academic Coding System replaced the HESA code system for recording subject of study in the HESA record. Although we have sought to map the subject groups equivalently, this may affect the continuity of the time series.

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Subjects allied to medicine	10,410	5%	5%	5%	4%
Veterinary science and agriculture	1,585	1%	1%	1%	1%
Total	196,570	100%	100%	100%	100%

Notes: Full population. Results for the model population are similar and are shown at Table E11 of Annex E.

72. Table 20 shows the actual proportions of entrants living at home, split by their subject area of study. It shows that the observed proportion living at home differs between subject areas. In 2006-07 the proportion ranges from 6 per cent in 'medicine and dentistry' to 38 per cent in computer science.

Table 20 Young first degree entrants living at home, by subject area of study

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Architecture, building and planning	755	19%	20%	18%	18%
Biological sciences	4,370	22%	21%	19%	18%
Business and administrative studies	5,660	29%	31%	29%	28%
Combined and unknown	3,930	20%	20%	19%	18%
Computer science	2,820	38%	40%	39%	38%
Creative arts and design	4,420	21%	22%	21%	20%
Education	3,390	36%	34%	32%	34%
Engineering and technology	1,645	18%	19%	17%	17%
Humanities	920	10%	10%	9%	10%
Languages	1,495	12%	12%	11%	11%
Law	2,400	27%	30%	24%	23%
Librarianship and information science	1,315	22%	24%	21%	21%
Mathematical sciences	475	13%	14%	14%	12%
Medicine and dentistry	285	6%	8%	7%	8%
Physical sciences	1,000	11%	13%	11%	12%

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Social, economic and political studies	2,685	19%	19%	17%	17%
Subjects allied to medicine	2,475	25%	25%	24%	25%
Veterinary science and agriculture	150	10%	11%	11%	11%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D12 of Annex D.

Higher education institution

Region of institution

73. In the following tables we consider the region of the institution at which students within our cohort are studying. Figures are not reported for Northern Ireland due to the small numbers of students in attendance at institutions in this region (fewer than 100 in each year, 2003-04 to 2006-07). An asterisk (*) indicates where this occurs.

74. The profile of entrants by region of the institution at which they are studying is shown in Table 21 for the academic years 2003-04 to 2006-07. It shows that the greatest proportions of entrants are to HEIs in Greater London and the South East (each accounting for 14 per cent of entrants in 2006-07).

Table 21 Young first degree entrants, by region of institution

Region of institution	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
East Midlands	18,525	9%	10%	10%	11%
East of England	10,060	5%	5%	5%	5%
Greater London	27,690	14%	14%	13%	13%
North East	11,325	6%	6%	6%	6%
North West	26,520	13%	14%	14%	14%
South East	26,590	14%	13%	13%	13%
South West	17,200	9%	9%	9%	9%
West Midlands	17,600	9%	9%	9%	9%
Yorkshire and Humberside	24,900	13%	13%	13%	12%
Northern Ireland	70	0%	0%	0%	0%

Region of institution	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Scotland	2,940	1%	2%	2%	2%
Wales	13,140	7%	6%	7%	7%
Total known	196,560	100%	100%	100%	100%
Unknown	10	n/a	20	20	55
Total	196,570	n/a	204,740	188,890	184,975

Notes: Full population. Results for the model population are similar and are shown at Table E12 of Annex E.

75. Table 22 shows the actual proportions of entrants living at home, split by region of institution. It shows that there is considerable variation across the regions in the proportions living at home. Among those entrants whose region of institution is known, the greatest proportion living at home occurs in the West Midlands region (28 per cent).

Table 22 Young first degree entrants living at home, by region of institution

Region of institution	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
East Midlands	2,615	14%	15%	13%	13%
East of England	1,830	22%	23%	22%	22%
Greater London	10,845	40%	41%	38%	38%
North East	2,815	26%	24%	22%	21%
North West	6,510	26%	27%	26%	26%
South East	3,900	13%	12%	12%	13%
South West	1,100	7%	7%	7%	7%
West Midlands	4,960	28%	29%	28%	30%
Yorkshire and Humberside	3,715	15%	17%	15%	15%
Northern Ireland	0	0%	0%	5%	0%
Scotland	100	4%	2%	3%	1%
Wales	2,405	18%	18%	16%	15%
Unknown	10	82%	65%	56%	55%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D13 of Annex D.

Pre-course domicile

Region of domicile

76. Table 23 shows the profile of entrants split by region of domicile prior to entry to the full-time first degree programme. The greatest proportions of entrants come from the areas of Greater London and the South East, with 17 and 16 per cent respectively. In contrast, the North/North East area is recorded as the region of domicile for 4 per cent of entrants.

Table 23 Young first degree entrants, by region of domicile

Region of student's home	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
East Midlands	14,840	8%	8%	7%	8%
East of England	19,445	10%	10%	10%	10%
Greater London	33,575	17%	16%	16%	16%
North West	25,470	13%	13%	13%	13%
North/North East	8,150	4%	4%	4%	4%
South East	31,560	16%	17%	16%	16%
South West	16,525	8%	9%	9%	9%
West Midlands	19,500	10%	10%	10%	10%
Yorkshire and Humberside	16,765	9%	8%	8%	8%
Wales	10,740	5%	5%	5%	6%
Total	196,570	100%	100%	100%	100%

Notes: Full population. Results for the model population are similar and are shown at Table E13 of Annex E.

77. The actual proportion of students living at home is shown in Table 24 split by region of domicile. Table 24 shows that the North/North East area has the greatest proportion of entrants living at home in 2006-07 (35 per cent), while the smallest proportion is observed in the South West region (7 per cent in 2006-07).

Table 24 Young first degree entrants living at home, by region of domicile

Region of student's home	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
East Midlands	2,690	19%	20%	18%	18%
East of England	2,070	11%	11%	11%	10%
Greater London	10,300	32%	33%	31%	30%
North West	6,520	27%	29%	26%	26%
North/North East	2,780	35%	35%	31%	29%
South East	3,795	12%	12%	11%	11%
South West	1,110	7%	7%	7%	7%
West Midlands	5,050	26%	27%	26%	28%
Yorkshire and Humberside	3,440	21%	23%	22%	22%
Wales	2,440	23%	22%	21%	18%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D14 of Annex D.

HE participation of home ward

78. Table 25 shows the breakdown by quintiles of young participation on 1991 Census wards, as determined by 'Young participation in higher education' (HEFCE 2005/03)¹³. Wards in the first quintile have an average HE participation rate of around 10 per cent, while the fifth quintile averages around 50 per cent. We see from Table 25 that the profile of entrants by young participation ward quintile remains relatively consistent throughout the period 2003-04 to 2006-07.

¹³ HEFCE 2005/03, page 59

Table 25 Young first degree entrants, by young participation ward quintile

Young participation quintile	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
1	19,245	10%	9%	9%	9%
2	33,290	17%	17%	16%	16%
3	36,875	19%	19%	19%	19%
4	47,500	24%	25%	25%	25%
5	59,585	30%	31%	31%	31%
Total known	196,495	100%	100%	100%	100%
Unknown	75	n/a	45	45	165
Total	196,570	n/a	204,740	188,890	184,975

Notes: Full population. Results for the model population are similar and are shown at Table E14 of Annex E.

79. The actual proportion of entrants living at home is shown in Table 26, split by young participation ward quintiles. These proportions are seen to be relatively consistent across the period examined: the first quintile has the highest proportion of students living at home (34 per cent in 2006-07); the lowest is observed in the fifth quintile (14 per cent in 2006-07).

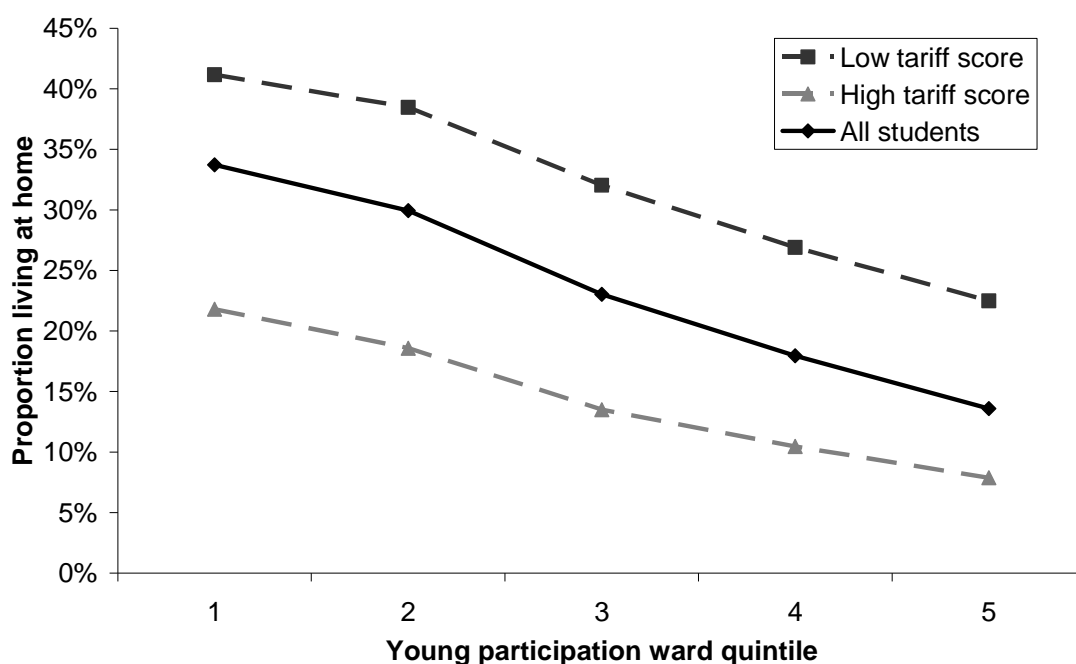
Table 26 Young first degree entrants living at home, by young participation ward quintile

Young participation quintile	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
1	6,285	34%	35%	32%	33%
2	9,610	30%	30%	29%	29%
3	8,190	23%	23%	22%	22%
4	8,250	18%	19%	17%	17%
5	7,860	14%	14%	13%	13%
Total	40,195	21%	22%	20%	20%

Notes: Model population. Results for the full population are similar and are shown in Table D15 of Annex D.

80. Figure 4 shows that the proportion living at home in 2006-07 is highest in the first quintile and lowest in the fifth. However, we expect variation within the quintiles; for example, there is a higher proportion of students with low tariff scores in the fifth quintile living at home than there is of students with high tariff scores in the first quintile.

Figure 4 Proportion living at home by young participation ward quintile



Notes: The median tariff score is 300 points. 'Low tariff' refers to students with below-median tariff score, 'High tariff' refers to those with median tariff score and above. Data in the figure relate only to the model population, although results for the full population are similar and can be found at Figure D1 of Annex D.

Proximity to appropriate HE provision

81. A key question that arises when thinking about term-time accommodation is whether a student has the opportunity to live at home – is there local HE provision which is appropriate to their subject choice and accessible according to their currently held qualifications? A young person wishing to live at home and enter HE, but finding there is no local course appropriate to their requirements, may take one of the following courses of action:

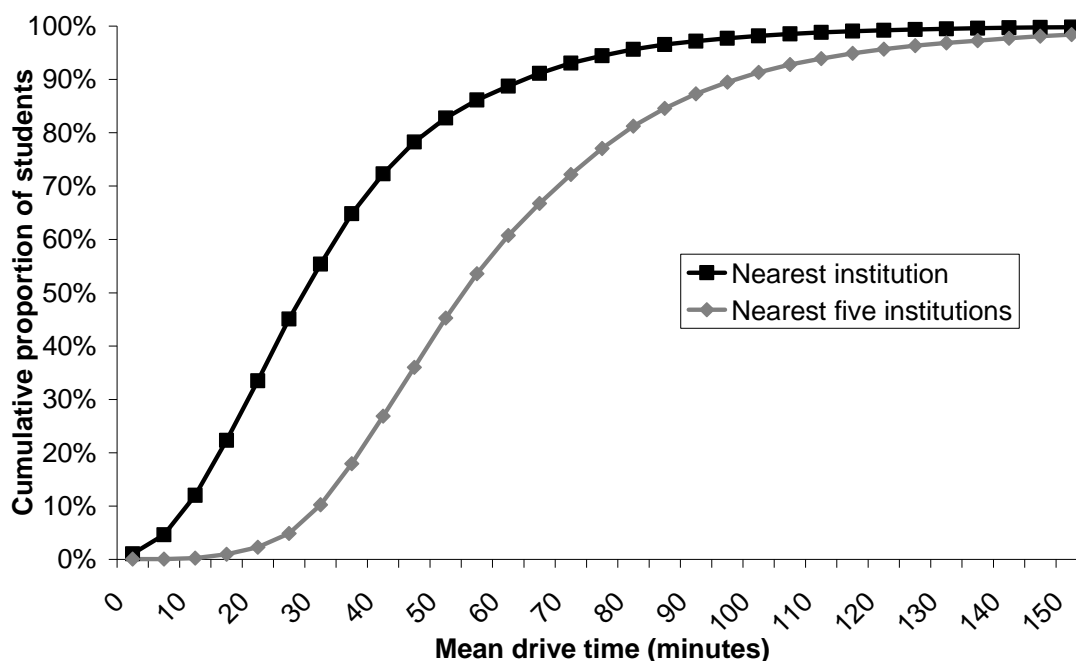
- a. Move away to university when they would have preferred to stay at home.
- b. Pursue HE study in a subject area or to a level that isn't their preferred choice but enables them to stay at home (this may not apply to all, for example, if there is no HE provision within a reasonable travelling distance).
- c. Commence an HE course with entry requirements significantly below the qualifications held, or pursue further entry-level qualifications in order to get onto a local course (again, this may not apply to all cases).
- d. Suspend or abandon plans to enter HE.

82. This report attempts to deal with case 'a' to some extent, by identifying the five nearest locations of appropriate first degree provision for each student in the entrant population, and the mean drive time to those locations. This provides an indicator of whether or not the student had the opportunity to live at home. Of course, we cannot rigorously identify whether or not a course is appropriate; for example, the subject requirements may be a lot more specific than the measures we have used. Annex F outlines the methods we have used.

83. However, this report does not attempt to deal with cases 'b', 'c' and 'd'. In particular, a thorough analysis of non-participants as well as participants will be necessary to answer the important question of whether or not there are young people who would have participated in HE had there been appropriate local provision. This report is restricted to young participants in first degrees, and seeks to identify some of the student, course and regional characteristics that may be associated with living at home. HEFCE analysis focussing on the relationship between participation and local provision is presented in 'A new 'University Challenge': Proposals for higher education centres' (HEFCE 2009/07).

84. Figure 5 shows that the mean drive time from a student's pre-course home ward to the nearest five locations of appropriate HE provision is within 100 minutes for around 90 per cent of students. Note that it is below 20 minutes for only very few students. The median drive time is 53 minutes.

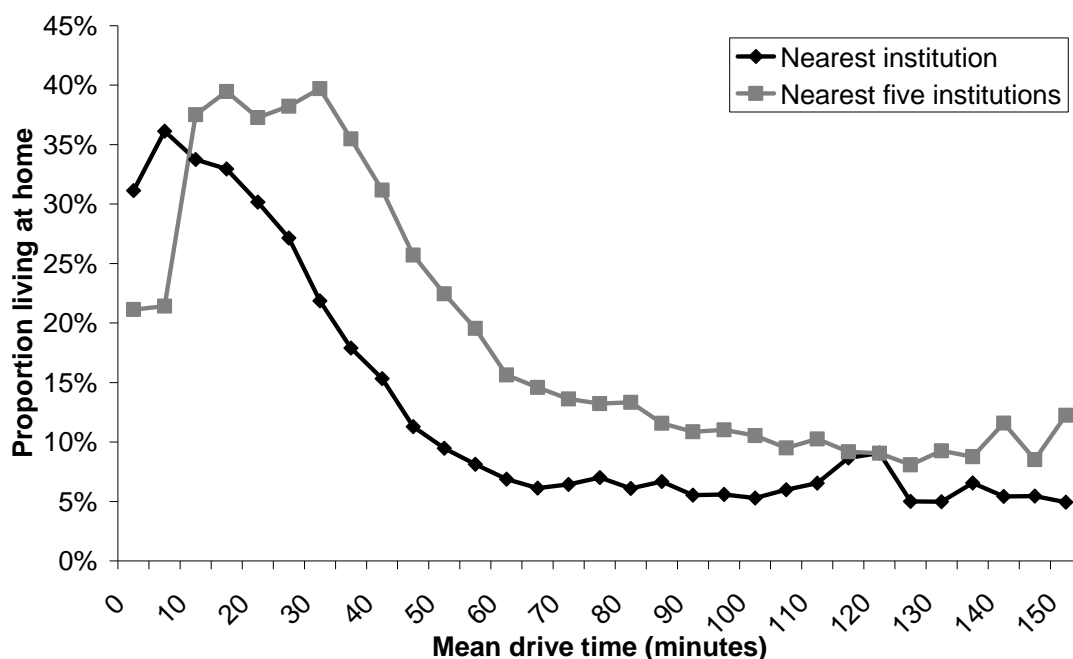
Figure 5 Mean drive time to nearest 5 locations of appropriate HE provision



Note: Model population.

85. Figure 6 shows that the proportion living at home decreases with drive time to appropriate HE provision. Note that, for students apparently living very close to appropriate provision, the proportion drops. This is believed to be due to institutions occasionally returning term-time postcode where they should be returning home postcode. We have allowed for this inconsistency in the model although, as Figure 5 indicates, it affects very few students.

Figure 6 Proportion living at home by mean drive time to locations of appropriate HE provision



Note: Model population.

86. The results shown in Figure C1 at Annex C suggest that distance from their pre-course, home ward to appropriate provision is associated with whether or not a student lives at home; students whose actual drive time to HE provision was less than 53 minutes were, having accounted for other measured factors, more likely to live at home than if they had lived 53 minutes drive time from HE provision. However, it should be remembered at this point that there may also be non-participating young people who would have been more likely to attend HE if they lived nearer to appropriate provision.

Moving into the second year of HE

87. For this section we consider an equivalent population of young, first degree entrants in 2005-06, in order to examine differences in continuation into a second year of HE by type of term-time accommodation. There are many factors by which continuation is observed to differ, and there are plans for future HEFCE analysis to identify those which affect it. The findings reported here make no account of other factors. For the purposes of this report we give the observed results only, and make no assumptions about any effect that term-time accommodation may have on continuation in HE.

88. Table 27 shows that the 2005-06 term-time accommodation distribution is comparable to that of 2006-07, with 22 per cent living at home and the majority of students (58 per cent compared with 59 per cent in 2006-07) living in institution-maintained accommodation.

Table 27 Young first degree entrants by type of term-time accommodation, 2005-06

Accommodation	Number	Proportion of known
Parental or guardian home	42,525	22%
Institution-maintained accommodation	113,360	58%
Own accommodation (owned or rented)	34,590	18%
Other accommodation	6,255	3%
Total known	196,735	100%
Not known	8,005	n/a
Total	204,740	n/a

Notes: Full population. Other accommodation may include lodgings with home-owners, hostels, bed-sits and religious communities.

89. Table 28 shows that students living at home have the highest non-continuation rate of those for whom term-time accommodation is known, with 10 per cent inactive in the following year. Students living in institution-maintained accommodation have both the lowest non-continuation and the lowest transfer rates, each at 4 per cent.

Table 28 Next-year continuation in higher education of young first degree entrants, by term-time accommodation, 2005-06

Accommodation	Same institution		Transferred		Inactive		Total
	Number	Proportion	Number	Proportion	Number	Proportion	
Parental or guardian home	35,550	19%	2,590	28%	4,390	34%	42,525
Institution-maintained accommodation	103,895	57%	4,415	48%	5,050	39%	113,360
Own accommodation (owned or rented)	31,030	17%	1,390	15%	2,170	17%	34,590
Other accommodation	5,315	3%	450	5%	490	4%	6,255
Not known	6,870	4%	440	5%	700	5%	8,005
Total	182,660	100%	9,285	100%	12,795	100%	204,740

Notes: Full population. Other accommodation may include lodgings with home-owners, hostels, bed-sits and religious communities.

90. Table 29 shows that 15 per cent of entrants who live at home live in other types of accommodation in the following year, the most popular type being 'own accommodation (owned or rented)'. Only a small number of entrants not living at home appear to move back home in the following year. The majority (69 per cent) of entrants living in institution-

Table 29 Accommodation in the following year, 2005-06

Accommodation in 2005-06	Accommodation in 2006-07					Total students active in 2006-07	Total students inactive in 2006-07
	Parental home	Institution-maintained	Own home	Other	Not known		
Parental or guardian home	32,560	850	3,380	730	615	38,135	4,390
Proportion	85%	2%	9%	2%	2%	100%	
Institution-maintained accommodation	3,975	33,415	58,680	9,185	3,060	108,310	5,050
Proportion	4%	31%	54%	8%	3%	100%	
Own accommodation (owned or rented)	1,795	1,655	27,720	735	520	32,420	2,170
Proportion	6%	5%	86%	2%	2%	100%	
Other accommodation	400	270	905	3,945	245	5,765	490
Proportion	7%	5%	16%	68%	4%	100%	
Not known	930	740	1,200	910	3,530	7,305	700
Proportion	13%	10%	16%	12%	48%	100%	
Total	39,655	36,930	91,890	15,500	7,970	191,945	12,795
Proportion	21%	19%	48%	8%	4%	100%	

Annex A Population choice and contextual results

Explanation of the population

1. The population is made up of students recorded in the Higher Education Statistics Agency (HESA) individualised student record who fulfil the following:
 - a. Entrant in the appropriate academic year. This is determined using HESA field 26: COMDATE.
 - b. English or Welsh domiciled. This is derived from HESA field 12: DOMICILE, as follows:
 - i. DOMICILE = '5826' (England) or
 - ii. DOMICILE = '6826' (Wales) or
 - iii. DOMICILE = '2826' (UK unknown) and attending an English institution.
 - c. On a first degree course. This is identified using HESA field 41: QUALAIM (entries '18', '20', '21', '22', '23', and '24').
 - d. Studying full-time. This is determined using HESA fields 70, 49 and 50: MODE, SPLNGTH, UNITLGTH (modes '01', '12', '52', '53', '23', '24', and '69', or modes '02', '13', and '25' with expected length of study of at least five weeks).
 - e. Aged 18 or 19. This is derived from HESA field 10: BIRTHDTE.
 - f. In attendance at the institution, that is, not on placement or year abroad. This is determined using HESA field 31: TTACCOM.
2. We also refine the definition of 'entrants' by linking to the previous HESA record and removing from our population anyone who was active on an undergraduate course in the year before.

Choice of population

3. Earlier work undertaken by HEFCE for internal purposes examined the proportions of students living in the home of parents or guardians while studying at a higher education institution (HEI), and how those proportions changed the period 1998-99 to 2002-03. Here we highlight some of the key findings of that earlier work; those that have informed the choice of population used in this report.
4. The earlier work restricted its examination of term-time accommodation to UK domiciled entrants aged 18 to 21, studying full-time at undergraduate level at English and Welsh HEIs (excluding students domiciled in the Channel Islands and the Isle of Man).
5. It should be noted that all counts of entrants are given in terms of headcount, rounded up or down to the nearest five¹⁴.

¹⁴ Totals are calculated based on un-rounded values, and then rounded to the nearest five accordingly. For this reason, the sum of the values given in a table may not be equal to the total shown in that table.

6. Table A1 shows the proportions of students with term-time accommodation 'unknown' in the HESA record. The figures suggest that the problem is less acute for first degree students than for other undergraduates, and for 18 to 19 year-olds than for 20 to 21 year-olds. We can also see that field entries seem to have improved significantly since 1999-2000.

Table A1 Proportions of students recorded with TTACCOM unknown, 1998-99 to 2002-03.

	1998-99	1999-00	2000-01	2001-02	2002-03
Total	7.2%	10.4%	6.4%	6.2%	6.4%
By level:					
First degree	6.4%	9.5%	5.7%	5.6%	5.8%
Other	14.3%	17.8%	11.9%	10.9%	12.6%
By age:					
18-19 year-olds	6.9%	9.9%	6.0%	5.9%	6.1%
20-21 year-olds	10.1%	14.3%	9.3%	8.5%	8.9%

7. Table A2 suggests that living at home while studying is less common among 18 to 19 year-olds than 20 to 21 year-olds, and among first degree students than those on other undergraduate programs. We also note an increasing trend from 1998-99 to 2001-02 which has perhaps levelled off by 2002-03.

Table A2 Proportion of students recorded as living at home (for students in attendance, with TTACCOM known), 1998-99 to 2002-03

	1998-99	1999-00	2000-01	2001-02	2002-03
Total	20.7%	22.1%	22.8%	24.5%	23.9%
By level:					
First degree	18.5%	19.7%	20.2%	22.1%	21.7%
Other	40.7%	44.1%	45.7%	46.3%	47.3%
By age:					
18-19 year-olds	19.6%	20.9%	21.3%	23.2%	22.6%
20-21 year-olds	30.1%	32.0%	33.4%	34.2%	33.8%

8. Table A3 shows the proportions of students recorded as living at home, broken down by age within level. We see that in our population overall (and when restricted to first degrees) the proportion of 20 to 21 year-olds living at home is higher than that of the 18 to 19 year-olds. However, within other undergraduate studies this is reversed. We also notice for 18 to 19 year-olds on other undergraduate courses that there is a continued

Table A3 Proportion of students recorded as living at home, by level and age (for TTACCOM known), 1998-99 to 2002-03

Level	Age	1998-99	1999-00	2000-01	2001-02	2002-03
First degree	18-19 year-olds	17.6%	18.7%	19.1%	21.0%	20.6%
	20-21 year-olds	27.6%	29.5%	30.3%	31.9%	31.6%
Other	18-19 year-olds	41.2%	45.0%	46.1%	47.4%	49.0%
	20-21 year-olds	39.1%	41.2%	44.6%	43.0%	42.7%

9. It may be that the older students (20 to 21 year-olds) are recording themselves as 'living at home', meaning their own home, in the sense that they are now independent of their parents. This would be one explanation for the significant difference in the two age groups. However, this would depend heavily on the way in which the data was being collected, and the available evidence indicates that the category explicitly specifies 'Parental/guardian home'.

10. Table A4 shows the breakdown by region of our population. Notice the high numbers of students from Greater London and the South East. As we would expect when looking at HEIs in England and Wales only, there are significantly lower numbers from Scotland and Northern Ireland.

Table A4 Students in attendance, with TTACCOM known, by region, 1998-99 to 2002-03

Region	1998-99	1999-00	2000-01	2001-02	2002-03
East Anglia	6,830	6,695	6,665	7,045	7,065
East Midlands	14,700	13,435	14,275	15,815	16,760
Greater London	27,615	27,850	31,085	32,200	33,755
North	9,065	9,180	9,095	9,795	9,610
North West	22,600	21,275	22,945	24,555	24,020
Northern Ireland	1,890	1,660	1,620	1,625	1,565
Scotland	1,150	1,185	1,240	1,210	1,185
South East	41,020	41,500	42,885	44,130	46,160
South West	16,205	16,075	17,790	18,500	19,260
Wales	11,070	10,970	11,455	12,065	11,910
West Midlands	19,070	18,900	20,250	21,320	21,465

Region	1998-99	1999-00	2000-01	2001-02	2002-03
Yorkshire and Humberside	15,440	15,200	15,805	16,745	16,875
Region unknown	3,310	2,520	2,690	2,000	3,185
Total	189,965	186,450	197,800	207,010	212,815

11. Table A5 shows proportions of students living at home, by region.

Table A5 Time series showing proportion of students living at home within each region (for TTACCOM known), 1998-99 to 2002-03

Region	1998-99	1999-00	2000-01	2001-02	2002-03
East Anglia	5.7%	6.4%	7.0%	8.7%	8.5%
East Midlands	18.1%	16.2%	18.1%	20.9%	19.4%
Greater London	35.2%	38.5%	38.3%	39.7%	38.4%
North	31.7%	33.6%	32.0%	33.4%	32.6%
North West	27.8%	26.9%	29.4%	31.5%	30.4%
Northern Ireland	0.7%	0.7%	0.9%	1.2%	0.8%
Scotland	2.1%	1.4%	1.5%	1.8%	2.4%
South East	12.4%	13.4%	13.6%	16.0%	15.6%
South West	8.2%	9.2%	10.3%	10.1%	11.6%
Wales	16.2%	22.7%	22.1%	25.2%	24.7%
West Midlands	28.7%	29.8%	30.5%	30.8%	28.8%
Yorkshire and Humberside	20.9%	23.0%	22.4%	24.7%	25.4%
Region unknown	15.7%	14.4%	17.9%	17.2%	25.9%
Total	20.7%	22.1%	22.8%	24.5%	23.9%

12. Unusual results include the small but significant numbers of students living at home in Northern Ireland, and, to a lesser extent, Scotland. It seems unlikely that a full-time student would travel daily from Northern Ireland, and we conjecture that this is more probably a data error, either in the TTACCOM field or in the fields containing information about region (DOMICILE and POSTCODE). The apparent inconsistency in these regions is unsurprising given that we are dealing with small numbers and with data that may not be completely reliable.

13. The tables and findings described above provide some evidence that the appropriate population of interest excludes those domiciled outside of England and Wales (unless UK domiciled and in attendance at an English or Welsh HEI), those not included in the 18 to 19 age group; and those studying on other undergraduate courses.

Data definitions

Drive time

14. The drive time is based on the distance between the ward in which the student lives and the ward the university campus is in. These are derived from HESA field 75: POSTCODE, and the postcode of the university campus (identified using HESA field 3: CAMPID) respectively.

Subject

15. This is derived from HESA fields 43 to 45: SBJQA1, SBJQA2 and SBJQA3.

Region of domicile

16. This is derived from HESA field 75: POSTCODE.

Term-time accommodation

17. This is obtained from HESA field 31: TTACCOM with valid entries:

- '1' Institution-maintained property;
- '2' Parental or guardian home
- '3' Own home (owned or rented)
- '4' Other accommodation
- '5' Not known
- '6' Not in attendance at the institution.

Context analysis

18. Table A6 shows that young, home domiciled full-time, first degree entrants make up 36 per cent of all undergraduate entrants in 2006-07. In this section we give an overview of the term-time accommodation patterns of groups of entrants in 2006-07 which aren't included in the main analysis.

Table A6 UK-domiciled, full-time first degree entrants aged 18 to 19, compared with all undergraduate entrants

Domicile	Mode	Age	Level	Total	% of undergraduate entrants
UK	Full-time	18-19 years	First degree	223,060	36%
			Other undergraduate	16,495	3%
	20 and over			99,620	16%
	Part-time			169,865	27%
Overseas				111,980	18%
All undergraduate entrants				621,025	100%

19. In Table A7 we consider the term-time accommodation of overseas undergraduate entrants. Overseas entrants have been excluded from our population; this group of students are likely to have different priorities in choosing how and where to study and can be considered atypical. The main reason for this exclusion is that, for the vast majority of such students, living at home is simply not an option by the nature of their overseas domicile. Table A7 also shows that there is a substantial number of overseas students for whom term-time accommodation is returned as 'not known', providing further argument for the exclusion of these students.

Table A7 Overseas undergraduate entrants, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	4,265	5%
Institution-maintained accommodation	38,025	49%
Own accommodation (owned or rented)	27,055	35%
Other accommodation	8,955	11%
Total known	78,300	100%
Not known	33,680	n/a
Total	111,980	n/a

20. We have excluded part-time entrants from our population for two reasons. Firstly, the term-time accommodation data is not a compulsory part of the HESA return for part-time study, and as such there is a lot of missing data. Secondly, part-time students are likely to have different priorities in choosing how and where to study. They are more likely to prefer provision which fits in with things already in place in their lives, such as jobs and family responsibilities, and thus to remain in the area (and accommodation) in which they were living prior to entering higher education (HE).

21. Table A8 shows the large number of part-time students (over half) for whom term-time accommodation is unknown. Of the remaining students, the majority live in 'own accommodation (owned or rented)', with only 2 per cent in institution-maintained accommodation. This would seem to support the assumption that they usually do not move when entering HE.

Table A8 Part-time entrants from the UK, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	10,205	13%
Institution-maintained accommodation	1,385	2%
Own accommodation (owned or rented)	63,765	80%
Other accommodation	4,645	6%
Total known	80,000	100%
Not known	89,865	n/a
Total	169,865	n/a

22. The term-time accommodation of UK domiciled, mature entrants to full-time undergraduate courses is shown in Table A9. We see that the majority (53 per cent) of those for whom term-time accommodation is known live in 'own accommodation (owned or rented)'. However, as with overseas and part-time students, mature students are likely to have different priorities in choosing how and where to study. Again, they are more likely to prefer provision which fits in with, for example, family responsibilities and existing commitments; proximity of the provision may well be a key factor. These students are excluded from our population.

Table A9 Mature full-time entrants from the UK, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	21,205	23%
Institution-maintained accommodation	14,040	15%
Own accommodation (owned or rented)	48,960	53%
Other accommodation	7,715	8%
Total known	91,920	100%
Not known	7,700	n/a
Total	99,620	n/a

23. Our population of interest focuses on entrants to first degree-level courses; we have excluded other undergraduate entrants. Table A10 shows the profile of young full-time other undergraduate entrants from the UK by their term-time accommodation. It shows that the term-time accommodation of more than half (52 per cent) of such entrants in 2006-07 was returned as 'parental or guardian home'. That such a substantial proportion of these students live at home suggests differences between first degree and

Table A10 Young full-time other undergraduate entrants from the UK, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	7,785	52%
Institution-maintained accommodation	2,955	20%
Own accommodation (owned or rented)	3,490	23%
Other accommodation	750	5%
Total known	14,980	100%
Not known	1,515	n/a
Total	16,495	n/a

24. In Table A11 we consider students aged 18-19, domiciled in England and Wales and commencing a full-time undergraduate course other than a first degree in 2006-07. It shows that around 50 per cent of such entrants (whose term-time accommodation is known) are found to be living at home for each type of other undergraduate study considered.

Table A11 Young, full-time, undergraduate entrants (non-first degree) in 2006-07 by type of term-time accommodation

Accommodation	Diploma/Certificate of HE		Foundation degree		HNC/HND		Other undergraduate	
	No.	Proportion of known	No.	Proportion of known	No.	Proportion of known	No.	Proportion of known
Parental or guardian home	395	44%	2,375	49%	1,830	53%	1,875	50%
Institution-maintained accommodation	190	21%	780	16%	835	24%	865	23%
Own accommodation (owned or rented)	265	30%	1,425	30%	670	19%	810	22%
Other accommodation	40	5%	240	5%	100	3%	170	5%

Accommodation	Diploma/Certificate of HE		Foundation degree		HNC/HND		Other undergraduate	
	No.	Proportion of known	No.	Proportion of known	No.	Proportion of known	No.	Proportion of known
Total known	895	100%	4,820	100%	3,430	100%	3,720	100%
Not known	225	n/a	480	n/a	170	n/a	500	n/a
Total	1,120	n/a	5,300	n/a	3,600	n/a	4,220	n/a

25. Table A6 showed that young, full-time first degree entrants from the UK accounted for 36 per cent of all undergraduate entrants in 2006-07. In Table A12 we consider this group of entrants, split by country of domicile.

Table A12 Young full-time first degree entrants from the UK, by country of domicile

Domicile	Number of students	Proportion
England	186,395	84%
Wales	10,740	5%
Scotland	15,800	7%
Northern Ireland	9,225	4%
Channel Islands/Isle of Man	900	0%
Total	223,060	100%

26. We see from Table A12 that 89 per cent of the young full-time first degree entrants that are of interest to this analysis are domiciled in England and Wales.

27. Tables A13 and A14 look at the term-time accommodation patterns of the relatively small numbers of students domiciled in the Channel Islands, Isle of Man, Northern Ireland and Scotland. The tables that follow show that students domiciled in these areas of the UK exhibit different patterns and preferences in terms of term-time accommodation compared to those domiciled in England and Wales (see Table 3 of the main report). This difference may be due to issues regarding the distance and accessibility of higher education institutions for students domiciled in these areas of the UK. The differences between entrants domiciled elsewhere in the UK, and those domiciled in England and Wales cause us to focus our analysis upon the latter group of students.

Table A13 Young, full-time first degree entrants from the Channel Islands, Isle of Man and Northern Ireland, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	2,670	27%
Institution-maintained accommodation	4,710	47%
Own accommodation (owned or rented)	1,625	16%
Other accommodation	1,015	10%
Total known	10,020	100%
Not known	100	n/a
Total	10,125	n/a

Table A14 Young, full-time first degree entrants from Scotland, by term-time accommodation

Accommodation	Number of students	% of known
Parental or guardian home	4,990	37%
Institution-maintained accommodation	5,335	39%
Own accommodation (owned or rented)	2,350	17%
Other accommodation	950	7%
Total known	13,625	100%
Not known	2,175	n/a
Total	15,800	n/a

Annex B Drive time model

1. The following model was used to impute whether or not a student was living at home when their term-time accommodation was not known (HESA field 31: TTACCOM returned with entry '6' – 'Not known').
2. Data was fed into the model in instances where both the student's drive time and term-time accommodation were known. Combining the estimates for the parameters in the model, and the institutional residuals computed by the modelling, we were able to compute the predicted likelihood of living at home for all students whose drive time was known. This prediction was then used in instances where term-time accommodation was not known.
3. Where drive time and accommodation were both unknown the likelihood of a student living at home was calculated based on the institutional average proportion of students living at home.

The screenshot shows the MLwiN software interface with the following model equations displayed:

$$\text{Home}_{ij} \sim \text{Binomial}(\text{Denom}_{ij}, \pi_{ij})$$

$$\text{logit}(\pi_{ij}) = \beta_{0j} \text{Cons} + -0.053(0.001) \text{DriveT}_{ij} + 0.000(0.000) \text{DriveT2}_{ij} + 0.000(0.000) \text{DriveT3}_{ij}$$

$$\beta_{0j} = 1.409(0.085) + \mu_{0j}$$

$$[\mu_{0j}] \sim N(0, \Omega_u) : \Omega_u = [0.960(0.117)]$$

$$\text{var}(\text{Home}_{ij} | \pi_{ij}) = \pi_{ij}(1 - \pi_{ij}) / \text{Denom}_{ij}$$

4. The variables entered into the model are described in the following table:

Variable	Description
Cons	Constant
DriveT	Drive time The number of minutes drive time from a student's home to HEI.
DriveT2	Drive time x Drive time Inclusion of a quadratic term allows for the possibility that the model is non-linear
DriveT3	Drive time x Drive time x Drive time Inclusion of terms to higher powers allows for the possibility of a more complex modelling of 'living at home'.

Annex C Model variable definitions

Type	Variable	Description
Average distance to nearest five locations of appropriate provision	AvD01	Average distance is known and is less than 15 minutes
	AvD02	Average distance is known and is more than 15 minutes
SexF		Sex
Sch19		School-aligned age
Ethnicity	BASELINE	White
	Eth02	Caribbean
	Eth03	African
	Eth04	Other Black background
	Eth05	Indian
	Eth06	Pakistani
	Eth07	Bangladeshi
	Eth08	Chinese
	Eth09	Other Asian background
	Eth10	Other ethnic background (including mixed)
	Eth11	Unknown ethnic background
Subject area	Sbj01	Medicine and dentistry
	Sbj02	Subjects allied to medicine
	Sbj03	Biological sciences
	Sbj04	Veterinary science and agriculture
	Sbj05	Physical sciences
	Sbj06	Mathematical sciences
	Sbj07	Computer sciences
	Sbj08	Engineering and technology
	Sbj09	Architecture, building and planning
	Sbj10	Social, economic and political studies
	Sbj11	Law
	Sbj12	Business and administrative studies
	Sbj13	Librarianship and information science
	Sbj14	Languages

Type	Variable	Description
	Sbj15 BASELINE Sbj17 Sbj18	Humanities Creative arts and design Education Combined and unknown
National Statistics Socio-economic Classification	SEC01 SEC02 BASELINE SEC04 SEC05 SEC06 SEC07 SECXX	Higher managerial/professional occupations Lower managerial/professional occupations Intermediate occupations Small employers and own account workers Lower supervisory/technical occupations Semi-routine occupations Routine occupations Not classified
Highest qualifications on entry	EntAH EntAU EntBT BASELINE EntHE EntNO EntOQ EntUN EntVA EntVO	A-levels or Highers Baccalaureate BTEC Foundation or access course Higher education qualification No formal advanced qualification Other qualifications not given elsewhere Unknown VCE or GNVQ and A-levels or Highers VCE or GNVQ only
Tariff		Number of tariff points held on entry

Propensity model used to calculate predicted proportions living at home

$$\begin{aligned}
 & \text{Home}_{ijk} \sim \text{Binomial}(\text{Denom}_{ijk}, \pi_{ijk}) \\
 & \text{logit}(\pi_{ijk}) = \beta_{0k} \text{Cons} + \beta_1 \text{AvD01}_{ijk} + \beta_2 \text{AvD02}_{ijk} + \beta_3 \text{SexF}_{ijk} + \beta_4 \text{Sch19}_{ijk} + \beta_5 \text{Dis03}_{ijk} + \beta_6 \text{Eth02}_{ijk} + \beta_7 \text{Eth03}_{ijk} + \beta_8 \text{Eth04}_{ijk} + \beta_9 \text{Eth05}_{ijk} + \beta_{10} \text{Eth06}_{ijk} + \\
 & \quad \beta_{11} \text{Eth07}_{ijk} + \beta_{12} \text{Eth08}_{ijk} + \beta_{13} \text{Eth09}_{ijk} + \beta_{14} \text{Eth10}_{ijk} + \beta_{15} \text{Eth11}_{ijk} + \beta_{16} \text{Sbj01}_{ijk} + \beta_{17} \text{Sbj02}_{ijk} + \beta_{18} \text{Sbj03}_{ijk} + \beta_{19} \text{Sbj04}_{ijk} + \beta_{20} \text{Sbj05}_{ijk} + \beta_{21} \text{Sbj06}_{ijk} + \\
 & \quad \beta_{22} \text{Sbj07}_{ijk} + \beta_{23} \text{Sbj08}_{ijk} + \beta_{24} \text{Sbj09}_{ijk} + \beta_{25} \text{Sbj10}_{ijk} + \beta_{26} \text{Sbj11}_{ijk} + \beta_{27} \text{Sbj12}_{ijk} + \beta_{28} \text{Sbj13}_{ijk} + \beta_{29} \text{Sbj14}_{ijk} + \beta_{30} \text{Sbj15}_{ijk} + \beta_{31} \text{Sbj17}_{ijk} + \\
 & \quad \beta_{32} \text{Sbj18}_{ijk} + \beta_{33} \text{SEC01}_{ijk} + \beta_{34} \text{SEC02}_{ijk} + \beta_{35} \text{SEC04}_{ijk} + \beta_{36} \text{SEC05}_{ijk} + \beta_{37} \text{SEC06}_{ijk} + \beta_{38} \text{SEC07}_{ijk} + \beta_{39} \text{SECXX}_{ijk} + \beta_{40} \text{EntAH}_{ijk} + \beta_{41} \text{EntAU}_{ijk} + \\
 & \quad \beta_{42} \text{EntBT}_{ijk} + \beta_{43} \text{EntHE}_{ijk} + \beta_{44} \text{EntNO}_{ijk} + \beta_{45} \text{EntOO}_{ijk} + \beta_{46} \text{EntUN}_{ijk} + \beta_{47} \text{EntVA}_{ijk} + \beta_{48} \text{EntVO}_{ijk} + \beta_{49} \text{Tariff}_{ijk} + \beta_{50} \text{EntAH.Tariff}_{ijk} + \\
 & \quad \beta_{51} \text{AvD02.Dist}_{ijk} + \beta_{52} \text{AvD02.Dist2}_{ijk} + \beta_{53} \text{AvD02.Dist3}_{ijk} + \beta_{54} \text{SexF.Sch19}_{ijk} + \beta_{55} \text{SexF.Sbj02}_{ijk} + \beta_{56} \text{SexF.Sbj03}_{ijk} + \beta_{57} \text{SexF.Sbj05}_{ijk} + \\
 & \quad \beta_{58} \text{SexF.Sbj06}_{ijk} + \beta_{59} \text{SexF.Sbj07}_{ijk} + \beta_{60} \text{SexF.Sbj08}_{ijk} + \beta_{61} \text{SexF.Sbj10}_{ijk} + \beta_{62} \text{SexF.Sbj11}_{ijk} + \beta_{63} \text{SexF.Sbj12}_{ijk} + \beta_{64} \text{SexF.Sbj14}_{ijk} + \\
 & \quad \beta_{65} \text{SexF.Sbj15}_{ijk} + \beta_{66} \text{SexF.Sbj17}_{ijk} + \beta_{67} \text{SexF.Sbj18}_{ijk} + \beta_{68} \text{SexF.Eth03}_{ijk} + \beta_{69} \text{SexF.Eth05}_{ijk} + \beta_{70} \text{SexF.Eth06}_{ijk} + \beta_{71} \text{SexF.Eth07}_{ijk} \\
 & \beta_{0k} = \beta_0 + v_{0k} + u_{0k} \\
 & \begin{bmatrix} v_{0k} \end{bmatrix} \sim N(0, \Omega_v) : \Omega_v = \begin{bmatrix} \sigma^2_{v0} \end{bmatrix} \\
 & \begin{bmatrix} u_{0k} \end{bmatrix} \sim N(0, \Omega_u) : \Omega_u = \begin{bmatrix} \sigma^2_{u0} \end{bmatrix} \\
 & \text{var}(\text{Home}_{ijk} | \pi_{ijk}) = \pi_{ijk}(1 - \pi_{ijk}) / \text{Denom}_{ijk}
 \end{aligned}$$

Notes: Interactions between two variables are observed in the form VARIABLE1.VARIABLE2. For example, SexF.Eth05 indicates an interaction between the sex and ethnicity factors, in this case the effect of being female and from an Indian ethnic background.

Propensity modelling – methodology and results

1. In the following paragraphs, tables and charts we discuss the results of the modelling undertaken to determine the propensity of our students to be living at home. The model described above allows the effect of different factors to be isolated and identified. Using this approach we can see, for example, if any of the differences between males and females can be explained through the varying qualifications on entry between the sexes.
2. When considering the attributes of students and programmes of interest to this report, propensity modelling allows the ‘living at home’ proportions for students with different characteristics to be isolated and identified. For each characteristic we have derived a living at home proportion relative to that of a reference category. For example, to examine the effect of sex, we change the sex of all students in the data set to female (which is the reference category in this case) and then calculate what the proportions living at home would have been if all students had been female.
3. This relative living at home proportion can be said to describe the effect of a particular characteristic once the other factors in the model have been taken into account. For example, a relative living at home proportion of -4 per cent for male students shows that, taking into account all the other factors in the model, these students are still four percentage points less likely to be living at home than female students. This example, and the calculation and reporting of the relative living at home proportion, is discussed further in our examination of the student attribute of sex, in paragraphs 8 to 13 of this annex.
4. As shown in the above presentation of the propensity model, the following factors are taken into account in the model, and form the basis for the modelling for each of the attributes discussed here.

- average distance from a student's home ward of domicile to the nearest five locations of appropriate provision
- age
- sex
- ethnicity
- highest qualification held on entry
- number of tariff points held by the student
- National Statistics Socio-economic Classification of the student's parents
- subject area of study.

5. There is no particular significance as to which group is allocated as the reference category, but for ease, we choose the group with the largest number of students when the whole cohort is considered. The reference category used for each characteristic can be identified by the label 'Ref.' in the model column of the appropriate table.

6. Note that this approach to presenting model results can produce combinations of personal characteristics that rarely or never appeared in the original data. Care therefore needs to be taken when interpreting the model results.

7. In terms of the propensity modelling results reported we here, we consider each of the student, course, institution and domicile attributes discussed at paragraph 35 of the main report:

- student
 - sex
 - age
 - ethnicity
 - disability
 - socio-economic background
 - qualifications on entry
- Higher education (HE) course
 - subject of study
- Higher education institution
 - region of institution
- pre-entry domicile
 - region of domicile
 - HE participation of ward
 - proximity to appropriate HE provision.

Student

Sex

8. Table 5 of the main report showed that there is an observed difference by sex in the proportions of young first degree entrants living at home; 22 per cent of females live at home in 2006-07, compared with 20 per cent of males.

9. We consider the actual proportion of students living at home alongside the model results for entrants in 2006-07. This is shown in Table C1 split by sex.

Table C1 Actual and model proportion living at home in 2006-07, by sex

Sex	Actual	Model	Relative proportion living at home
Female	22%	Ref.	Ref.
Male	20%	24%	-4%

Note: Model population.

10. The characteristics of female students differ from males in a variety of ways, for example a different qualification on entry profile and a difference in the range of HE subjects being studied. The relative proportion living at home of -4 per cent for male students shows that, after taking into account factors such as these in the model, there is an unexplained reduction of four percentage points in the proportion of males living at home that cannot be accounted for through other measured factors.

11. The relative rates are calculated as follows. The sex of all students in the population is changed to female and the expected proportion living at home is calculated and summarised. For male students, this gives an expected proportion living at home of 24 per cent. Female students are, of course, unchanged with 22 per cent. The difference of two percentage points between the actual rates of female and male students (22 per cent to 20 per cent) can now be divided into two parts. Part of this difference (22 per cent to 24 per cent) is due to the differing profiles of male and female students. The remaining difference of 4 per cent (24 per cent to 20 per cent) is due to other differences between the two sexes. This could be other factors we have not measured, or the direct result of being male. This is what is referred to as the 'relative proportion living at home'.

12. A summary of this example is shown in Table C2.

Table C2 Calculation of example 'relative % living at home'

Sex	Observed proportion living at home	Expected proportion living at home, accounting for factors measured by the modelling	Relative proportion living at home = Observed difference – Expected difference
Female	22%	22%	
Male	20%	24%	
Difference	-2%	2%	-4%

13. The model results indicate that there is a statistically significant difference in the proportions of males and females living at home, but that that difference is relatively small in practical terms (4 per cent), with males less likely to live at home.

Age

14. In Table C3 the actual proportion of entrants in 2006-07 living at home is compared with the model prediction for a group of 18 year-old students with the same characteristics as the 19 year-olds.

15. There is an observed difference in the proportion living at home of one percentage point; a larger proportion of 19 year-olds live at home compared to 18 year-olds (22 per cent compared to 21 per cent). The results of the model confirm that there is a statistically significant difference. However the direction of this difference gives rise to conflict between the actual and model results; the model results indicate that a smaller proportion of 19 year-olds are likely to live at home than 18 year-olds. Indeed, 19 year-old entrants are six percentage points less likely to live at home than equivalent 18 year-olds.

Table C3 Actual and model proportion living at home in 2006-07, by school-aligned age

School-aligned age	Actual	Model	Relative proportion living at home
18	21%	Ref.	Ref.
19	22%	28%	-6%

Note: Model population.

Ethnicity

16. Table 8 of the main report showed that there are large observed differences between the ethnic groups in terms of the actual proportions living at home. In Table C4 we compare these proportions for 2006-07 to the proportions given by the modelling results.

17. In the same way as previous attributes, the propensity to live at home has been modelled with respect to ethnicity. In this case white students are used as the reference category. The model results show that, for some minority ethnic groups, differences in the proportion living at home can be largely explained by other factors. For example, the observed proportion of Caribbean students living at home is 41 per cent; the model predicts that in an equivalent group of white students, approximately the same proportion would live at home (allowing for rounding error), and suggests that when other factors are taken into account, Caribbean students are only slightly (one percentage point) more likely to live at home than white students. Further, although the observed proportion living at home of, for example, African students is higher than that of white students, the model results suggest that when other factors have been accounted for, African students are less likely to live at home than white students.

18. However, the model results also show statistically and practically significant differences for Pakistani and Bangladeshi students, with proportions living at home 21 and 18 per cent higher (respectively) than those expected for comparable groups of white students. These ethnicities seem to be strongly associated with the propensity to live at

Table C4 Actual and model proportion living at home in 2006-07, by ethnicity

Ethnicity	Actual	Model	Relative proportion living at home
White	17%	Ref.	Ref.
African	29%	38%	-9%
Caribbean	41%	41%	1%
Other black background	34%	38%	-4%
Bangladeshi	66%	48%	18%
Chinese	21%	24%	-2%
Indian	35%	33%	2%
Pakistani	61%	40%	21%
Other Asian background	38%	33%	5%
Other (including mixed)	27%	28%	-1%
Unknown	20%	21%	-1%

Note: Model population.

19. In Tables C5 and C6 we compare the actual proportions living at home in 2006-07 to the model results, for female and male entrants respectively. This modelling has been conducted in the same manner as previously, and is once again takes into account the factors described in paragraph 4 above.

Table C5 Actual and model proportion of females living at home in 2006-07, by ethnicity

Ethnicity	Actual	Model	Relative proportion living at home
White	18%	Ref.	Ref.
African	27%	38%	-11%
Caribbean	41%	41%	-1%
Other black background	33%	40%	-8%
Bangladeshi	70%	50%	21%
Chinese	22%	25%	-3%
Indian	36%	35%	1%
Pakistani	64%	41%	23%
Other Asian background	39%	33%	5%
Other (including mixed)	28%	29%	-1%
Unknown	22%	23%	-1%

Note: Model population.

Table C6 Actual and model proportion of males living at home in 2006-07, by ethnicity

Ethnicity	Actual	Model	Relative proportion living at home
White	15%	Ref.	Ref.
African	31%	38%	-7%
Caribbean	42%	39%	3%
Other black background	37%	35%	1%
Bangladeshi	61%	46%	15%
Chinese	21%	23%	-2%
Indian	34%	31%	3%
Pakistani	58%	38%	19%
Other Asian background	37%	32%	4%
Other (including mixed)	25%	26%	-1%
Unknown	18%	19%	-2%

Note: Model population.

20. The tables above show that the observed proportion of females living at home is higher than that of males in each ethnic group except Caribbean, African and 'other

21. The modelling results given in the tables above also show that the effect on living at home of being Pakistani or Bangladeshi is greater for female students than for males. Such students are 23 and 21 per cent respectively more likely to live at home than equivalent white students when we consider female entrants. This compares to being 19 and 15 per cent more likely to live at home for male Pakistani and Bangladeshi entrants.

Disability status

22. In Table C7 the actual proportions living at home are compared with the model predictions for a group of students 'not in receipt of disability allowance' with the characteristics of students 'in receipt of disability allowance'.

23. Students in receipt of disability allowance have a lower observed proportion living at home, at 14 per cent compared with 21 per cent of other students. The model results show that this difference cannot be accounted for by other factors; the modelling predicts that 21 per cent of a comparable group of students 'not in receipt of disability allowance' would live at home.

Table C7 Actual and model proportion living at home in 2006-07, by disability

Disability	Actual	Model	Relative proportion living at home
In receipt of disability allowance	14%	21%	-7%
Not in receipt of disability allowance	21%	Ref.	Ref.

Note: Model population.

Socio-economic background

24. Table C8 shows the actual proportions living at home alongside the model predictions with 'intermediate occupations' as the reference category.

25. According to the model, the proportion living at home of 'higher managerial/professional occupations' is lower by 6 per cent, and that of 'routine occupations' is higher by 4 per cent, than would be expected in equivalent groups of students where the National Statistics Socio-economic Classification (NS-SEC) of their parents' employment is classed as 'intermediate occupations'. These results suggest that the proportion living at home does differ by NS-SEC groups after other factors have been taken into account; it is lower in professional groups and higher in routine groups.

Table C8 Actual and model proportion living at home in 2006-07, by NS-SEC of parents' employment

Socio-economic classification	Actual	Model	Relative proportion living at home
Higher managerial/professional occupations	11%	17%	-6%
Lower managerial/professional occupations	16%	21%	-4%
Intermediate occupations	20%	Ref.	Ref.
Small employers and own account workers	26%	26%	0%
Lower supervisory/technical occupations	27%	25%	2%
Semi-routine occupations	30%	29%	1%
Routine occupations	35%	31%	4%
Not classified	30%	30%	0%

Note: Model population.

Qualifications on entry

26. The model predictions living at home are shown in Table C9 split by the type of qualification held on entry alongside the actual proportions. The model results show that, for the vast majority of qualifications held on entry to HE, the factors in the modelling do not completely explain the differences in the proportion living at home. There is no qualification for which a student is more likely to live at home compared to a student entering HE with 300 A-level tariff points.

Table C9 Actual and model proportion living at home, by highest qualification on entry

Qualification on entry	Actual	Model	Relative proportion living at home
A-levels & Highers: <=100 points	37%	37%	0%
A-levels & Highers: 101-160 points	35%	36%	-1%
A-levels & Highers: 161-200 points	31%	33%	-2%
A-levels & Highers: 201-230 points	28%	30%	-2%
A-levels & Highers: 231-260 points	25%	27%	-2%
A-levels & Highers: 261-290 points	21%	25%	-3%
A-levels & Highers: 291-320 points	18%	21%	-4%
A-levels & Highers: 321-350 points	15%	18%	-3%
A-levels & Highers: 351-380 points	12%	16%	-3%
A-levels & Highers: 381-420 points	9%	12%	-3%
A-levels & Highers: 421-480 points	7%	10%	-3%

Qualification on entry	Actual	Model	Relative proportion living at home
A-levels & Highers: >=481 points	4%	8%	-3%
A-levels & Highers: Tariff unknown	28%	31%	-3%
VCE or GNVQ & A-levels or Highers	32%	34%	-2%
VCE or GNVQ only	54%	54%	0%
BTEC, ONC, SCOTVEC or equivalent	37%	38%	-2%
Foundation or access course	27%	30%	-3%
HE qualification	40%	43%	-2%
No formal advanced qualification	40%	42%	-2%
Qualification unknown	13%	17%	-4%

Note: Model population.

HE course

Subject area of study

27. In Table C10 we compare the observed proportions living at home in each subject area with model predictions for comparable groups of 'creative arts and design' students. We have selected this as the reference category because it is the largest group in 2006-07 and the proportion living at home is comparable with the overall average.

28. The model results show that for many subject areas, the differences can largely be accounted for by other factors. Examples of this include 'humanities', 'librarianship and information science' and 'physical sciences' since there is no difference between the actual proportion living at home and that predicted for a comparable group of 'creative arts and design' students. The largest practical differences are for students in 'education' and 'computer science'.

Table C10 Actual and model proportion living at home, by subject area of study

Subject area of study	Actual	Model	Relative proportion living at home
Architecture, building and planning	19%	16%	3%
Biological sciences	22%	18%	4%
Business and administrative studies	29%	23%	6%
Combined and unknown	20%	17%	2%
Computer science	38%	28%	10%
Creative arts and design	21%	Ref.	Ref.
Education	36%	23%	13%
Engineering and technology	18%	17%	1%
Humanities	10%	10%	0%

Subject area of study	Actual	Model	Relative proportion living at home
Languages	12%	11%	1%
Law	27%	21%	7%
Librarianship and information science	22%	22%	0%
Mathematical sciences	13%	9%	4%
Medicine and dentistry	6%	8%	-1%
Physical sciences	11%	11%	0%
Social, economic and political studies	19%	15%	3%
Subjects allied to medicine	25%	22%	3%
Veterinary science and agriculture	10%	8%	2%

Note: Model population.

Higher education institution

Region of institution

29. In Table C11 we compare the actual proportions living at home with the model predictions, split by the region of the institution. The variation observed across the regions cannot be explained through other factors included in the modelling; only in Scotland does the modelling account for the variation in the proportion living at home. Table C11 shows that students attending institutions in Greater London are most likely (16 per cent) to live at home compared to those attending institutions in Yorkshire and Humberside.

Table C11 Actual and model proportion living at home, by region of institution

Region of institution	Actual	Model	Relative proportion living at home
East Midlands	14%	6%	8%
East of England	22%	11%	11%
Greater London	40%	24%	16%
North East	26%	15%	11%
North West	26%	15%	11%
South East	13%	5%	8%
South West	7%	4%	2%
West Midlands	28%	19%	10%
Yorkshire and Humberside	15%	Ref.	Ref.
Northern Ireland	*	*	*

Region of institution	Actual	Model	Relative proportion living at home
Scotland	4%	3%	0%
Wales	18%	11%	7%
Unknown	82%	63%	19%

Notes: Model population. * indicates that figures have not been reported for Northern Ireland due to the small numbers of students in attendance at institutions in this region (see paragraph 73 of the main report).

Pre-course domicile

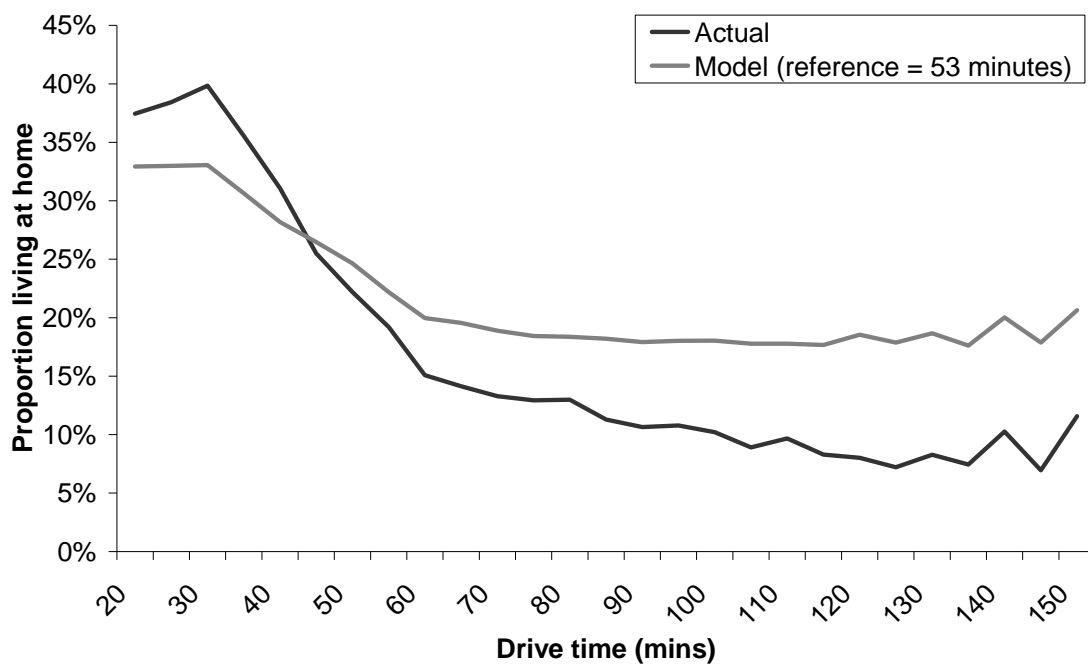
Proximity to appropriate HE provision

30. Analysis has shown that the median distance a student in our 2006-07 cohort lives from the nearest five locations of appropriate HE provision is 53 minutes. Figure C1 shows the variation in the proportion of students living at home that is due to the differing profile of students. The predicted proportion living at home if all entrants in our population lived an average 53 minutes drive time from five locations of appropriate HE provision is shown by actual drive time.

31. Figure C1 shows that students whose actual drive time to HE provision was less than 53 minutes were, having accounted for other measured factors, more likely to live at home than if they had lived 53 minutes drive time from HE provision; the actual proportion living at home is higher than the proportion expected by the modelling results. Conversely, those living more than 53 minutes from HE provision were less likely to live at home than equivalent students living 53 minutes from HE provision, when other factors were taken into account.

32. The results shown in Figure C1 suggest that distance to appropriate provision is associated with whether or not a student lives at home. However, it should be remembered at this point that there may also be non-participating young people who would have been more likely to attend HE if they lived nearer to appropriate provision.

Figure 7 Actual and model proportion living at home, by drive time



Note: Model population

33. While the median drive time from the nearest five locations of appropriate HE is known to be 53 minutes, Table C12 considers the effect of setting a maximum drive time; it shows what happens to the model predictions when you set to X any average drive time which is greater than X.

34. Setting no maximum drive time, the model predicts that the 'model percentage living at home' is 21 per cent. If no student lived further than an average 50 minutes away from five locations, we would expect 23 per cent of the students to live at home. If no student lived further than 20 minutes away, we would expect 31 per cent of them to live at home.

Table C12 The effect of setting a maximum drive time on the predicted proportion living at home¹⁵

Average drive time to nearest five locations	Predicted proportion living at home
No maximum	21%
Maximum of 50 minutes	23%
Maximum of 45 minutes	24%
Maximum of 40 minutes	25%
Maximum of 35 minutes	26%
Maximum of 30 minutes	27%
Maximum of 25 minutes	29%
Maximum of 20 minutes	31%

Note: Model population.

¹⁵ Adjusted model results

Annex D Extended charts and tables – full population¹⁶

Table D1 Young first degree entrants living at home, by sex

Sex	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Female	24,355	23%	22%	21%	21%
Male	17,685	20%	20%	19%	19%
Total	42,040	21%	22%	20%	20%

Table D2 Young first degree entrants living at home, by school-aligned age

School-aligned age	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
18	29,715	21%	21%	20%	20%
19	12,325	22%	22%	20%	20%
Total	42,040	21%	22%	20%	20%

Table D3 Young first degree entrants living at home, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
White	26,815	17%	17%	16%	16%
African	1,285	29%	31%	28%	28%
Caribbean	995	41%	42%	38%	40%
Other black background	165	35%	31%	35%	30%
Bangladeshi	1,545	65%	68%	62%	66%
Chinese	470	22%	22%	20%	20%
Indian	3,720	35%	38%	35%	35%

¹⁶ The full population includes those students whose term-time accommodation is unknown but has been imputed using the model shown at Annex X

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Pakistani	3,385	60%	61%	56%	59%
Other Asian background	955	38%	37%	32%	32%
Other (including mixed)	2,065	27%	27%	25%	24%
Unknown	645	20%	21%	24%	26%
Total	42,040	21%	22%	20%	20%

Table D4 Young first degree entrants in 2005-06, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	89,705	82%	73,880	81%	163,590	81%
African	2,335	2%	1,735	2%	4,070	2%
Caribbean	1,405	1%	795	1%	2,200	1%
Other black background	290	0%	160	0%	445	0%
Bangladeshi	1,210	1%	1,030	1%	2,240	1%
Chinese	1,135	1%	1,110	1%	2,245	1%
Indian	5,495	5%	5,165	6%	10,660	5%
Pakistani	2,705	2%	2,750	3%	5,460	3%
Other Asian background	1,185	1%	1,250	1%	2,435	1%
Other (including mixed)	4,290	4%	3,270	4%	7,555	4%
Total known	109,755	100%	91,150	100%	200,900	100%
Unknown	1,680	n/a	2,155	n/a	3,835	n/a
Total	111,435	n/a	93,305	n/a	204,740	n/a

Table D5 Young first degree entrants in 2004-05, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	83,350	82%	68,535	81%	151,890	82%
African	1,860	2%	1,400	2%	3,260	2%
Caribbean	1,215	1%	660	1%	1,870	1%
Other black background	260	0%	135	0%	395	0%
Bangladeshi	1,045	1%	1,060	1%	2,105	1%
Chinese	1,115	1%	1,075	1%	2,190	1%
Indian	5,355	5%	4,925	6%	10,280	6%
Pakistani	2,555	3%	2,650	3%	5,200	3%
Other Asian background	1,080	1%	1,080	1%	2,160	1%
Other (including mixed)	3,480	3%	2,710	3%	6,190	3%
Total known	101,310	100%	84,225	100%	185,540	100%
Unknown	1,565	n/a	1,785	n/a	3,350	n/a
Total	102,875	n/a	86,015	n/a	188,890	n/a

Table D6 Young first degree entrants in 2003-04, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	81,675	83%	67,595	82%	149,270	83%
African	1,660	2%	1,155	1%	2,815	2%
Caribbean	1,095	1%	610	1%	1,705	1%
Other black background	315	0%	145	0%	465	0%
Bangladeshi	890	1%	800	1%	1,690	1%
Chinese	1,080	1%	980	1%	2,060	1%
Indian	5,300	5%	4,885	6%	10,190	6%
Pakistani	2,425	2%	2,545	3%	4,970	3%
Other Asian background	1,035	1%	990	1%	2,020	1%
Other (including mixed)	2,940	3%	2,380	3%	5,320	3%

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
Total known	98,420	100%	82,085	100%	180,505	100%
Unknown	2,105	n/a	2,365	n/a	4,470	n/a
Total	100,520	n/a	84,455	n/a	184,975	n/a

Table D7 Young first degree female entrants living at home, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home	Proportion of females living at home
White	15,930	19%	18%	18%	17%
African	715	27%	29%	27%	26%
Caribbean	610	40%	41%	38%	38%
Other black background	95	33%	30%	32%	31%
Bangladeshi	895	69%	71%	64%	70%
Chinese	235	22%	22%	21%	19%
Indian	1,985	36%	38%	35%	35%
Pakistani	1,850	64%	66%	61%	62%
Other Asian background	510	39%	37%	33%	34%
Other (including mixed)	1,205	28%	28%	26%	26%
Unknown	315	22%	22%	26%	28%
Total	24,355	23%	22%	21%	21%

Table D8 Young first degree male entrants living at home, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home
White	10,885	16%	16%	15%	15%
African	570	31%	34%	29%	29%

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home	Proportion of males living at home
Caribbean	385	42%	44%	38%	42%
Other black background	70	37%	32%	40%	27%
Bangladeshi	650	60%	66%	60%	63%
Chinese	230	22%	21%	20%	21%
Indian	1,735	34%	37%	34%	34%
Pakistani	1,530	57%	56%	52%	55%
Other Asian background	440	36%	38%	31%	31%
Other (including mixed)	860	25%	25%	24%	22%
Unknown	330	18%	20%	22%	25%
Total	17,685	20%	20%	19%	19%

Table D9 Young first degree entrants living at home, by disability

Disability	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
In receipt of disability allowance	835	15%	13%	14%	12%
Not disabled	41,200	22%	22%	20%	20%
Total	42,040	21%	22%	20%	20%

Table D10 Young first degree entrants living at home, by NS-SEC

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Higher managerial/professional occupations	4,480	11%	12%	11%	11%
Lower managerial/professional occupations	8,410	20%	20%	18%	18%
Intermediate occupations	4,320	16%	17%	15%	15%
Small employers and own account workers	3,255	27%	28%	26%	26%
Lower supervisory/technical occupations	2,185	35%	35%	34%	34%
Semi-routine occupations	5,490	30%	30%	28%	28%
Routine occupations	2,950	26%	25%	23%	23%
Not classified	10,950	30%	30%	34%	34%
Total	42,040	21%	22%	20%	20%

Table D11 Young first degree entrants living at home, by highest qualification on entry

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
A-levels & Highers: <=100 points	1,100	37%	37%	34%	37%
A-levels & Highers: 101-160 points	2,575	36%	36%	33%	33%
A-levels & Highers: 161-200 points	3,220	32%	31%	28%	28%
A-levels & Highers: 201-230 points	2,370	28%	28%	26%	25%
A-levels & Highers: 231-260 points	3,610	25%	24%	24%	22%
A-levels & Highers: 261-290 points	2,520	22%	22%	20%	19%
A-levels & Highers: 291-320 points	2,940	18%	18%	17%	17%
A-levels & Highers: 321-350 points	2,000	15%	15%	14%	14%
A-levels & Highers: 351-380 points	1,860	13%	13%	12%	12%
A-levels & Highers: 381-420 points	1,675	9%	9%	9%	9%

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
A-levels & Highers: 421-480 points	1,255	7%	8%	7%	7%
A-levels & Highers: >=481 points	700	5%	6%	5%	6%
A-levels & Highers: Tariff unknown	2,680	27%	31%	31%	27%
VCE or GNVQ & A-levels or Highers	5,775	32%	33%	32%	31%
VCE or GNVQ only	1,800	53%	56%	51%	49%
BTEC, ONC, SCOTVEC or equivalent	2,860	37%	36%	34%	34%
Foundation or access course	725	27%	25%	24%	20%
HE qualification	1,250	40%	40%	41%	37%
No formal advanced qualification	805	40%	40%	44%	38%
Qualification unknown	320	15%	32%	33%	35%
Total	42,040	21%	22%	20%	20%

Table D12 Young first degree entrants living at home, by subject area of study

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Architecture, building and planning	810	20%	20%	18%	18%
Biological sciences	4,555	22%	21%	19%	18%
Business and administrative studies	5,900	29%	30%	29%	28%
Combined and unknown	4,105	20%	19%	19%	19%
Computer science	2,945	38%	39%	38%	38%
Creative arts and design	4,545	21%	22%	21%	20%
Education	3,455	36%	34%	32%	34%
Engineering and technology	1,725	18%	19%	17%	18%
Humanities	980	10%	10%	9%	10%
Languages	1,570	12%	12%	11%	11%
Law	2,500	27%	29%	24%	23%
Librarianship and information science	1,340	22%	24%	21%	21%

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
Mathematical sciences	515	13%	14%	14%	12%
Medicine and dentistry	330	7%	8%	8%	8%
Physical sciences	1,100	11%	13%	11%	12%
Social, economic and political studies	2,820	19%	19%	18%	17%
Subjects allied to medicine	2,680	26%	25%	24%	25%
Veterinary science and agriculture	160	10%	11%	11%	11%
Total	42,040	21%	22%	20%	20%

Table D13 Young first degree entrants living at home, by region of institution

Region of institution	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
East Midlands	2,660	14%	15%	14%	13%
East of England	2,055	20%	21%	20%	20%
Greater London	11,100	40%	41%	38%	37%
North East	2,905	26%	25%	22%	23%
North West	7,025	26%	27%	26%	25%
South East	3,425	13%	13%	13%	13%
South West	1,575	9%	7%	7%	8%
West Midlands	4,995	28%	28%	28%	30%
Yorkshire and Humberside	3,745	15%	16%	15%	15%
Northern Ireland	0	0%	0%	5%	0%
Scotland	100	3%	2%	3%	1%
Wales	2,440	19%	18%	17%	16%
Unknown	10	82%	61%	54%	55%
Total	42,040	21%	22%	20%	20%

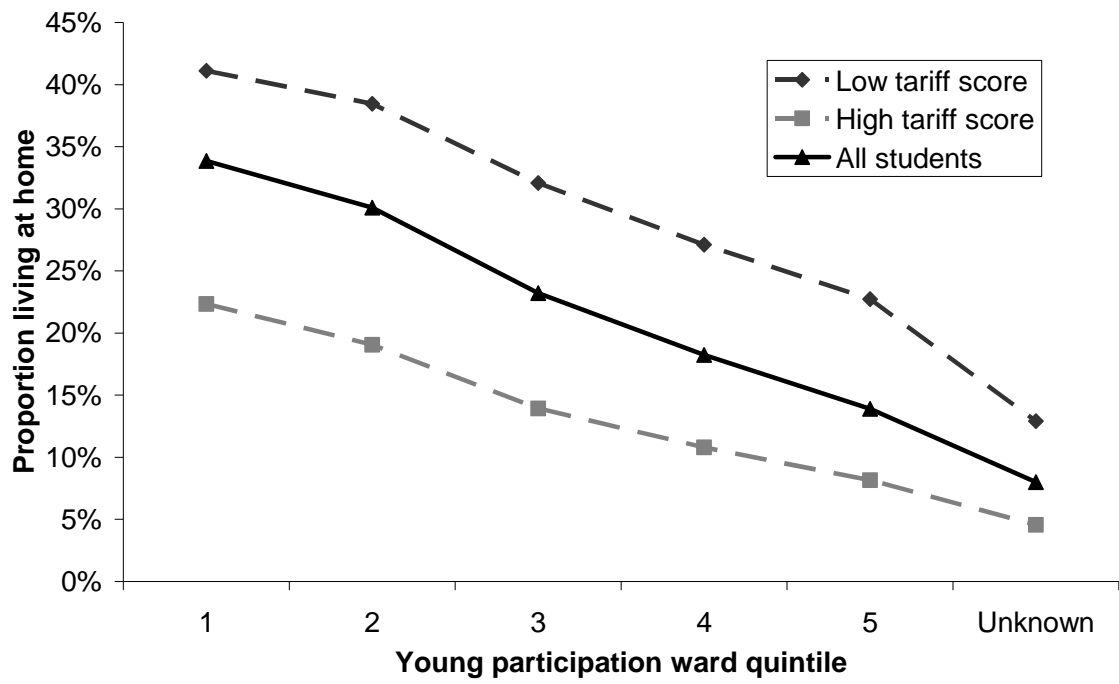
Table D14 Young first degree entrants living at home, by region of domicile

Region of student's home	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
East Midlands	2,745	18%	19%	17%	18%
East of England	2,300	12%	11%	11%	10%
Greater London	10,580	32%	33%	30%	30%
North West	7,010	28%	29%	27%	27%
North/North East	2,870	35%	35%	31%	31%
South East	3,965	13%	12%	12%	12%
South West	1,430	9%	7%	7%	8%
West Midlands	5,125	26%	27%	26%	27%
Yorkshire and Humberside	3,485	21%	23%	21%	21%
Wales	2,525	23%	23%	21%	19%
Total	42,040	21%	22%	20%	20%

Table D15 Young first degree entrants living at home, by young participation ward quintile

Young participation quintile	2006-07		2005-06	2004-05	2003-04
	Number living at home	Proportion living at home	Proportion living at home	Proportion living at home	Proportion living at home
1	6,515	34%	34%	32%	33%
2	10,015	30%	30%	29%	28%
3	8,565	23%	23%	22%	22%
4	8,660	18%	19%	17%	17%
5	8,275	14%	14%	13%	13%
Unknown	5	8%	11%	5%	12%
Total	42,040	21%	22%	20%	20%

Figure D1 Proportion living at home by young participation ward quintile



Annex E Extended charts and tables – model population¹⁷

Table E1 Young first degree entrants, by sex

Sex	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Female	104,025	55%	55%	55%	54%
Male	86,050	45%	45%	45%	46%
Total	190,075	100%	100%	100%	100%

Table E2 Young first degree entrants, by school-aligned age

School-aligned age	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
18	136,740	72%	70%	69%	69%
19	53,335	28%	30%	31%	31%
Total	190,075	100%	100%	100%	100%

Table E3 Young first degree entrants, by ethnicity

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
White	149,955	80%	81%	82%	83%
African	4,310	2%	2%	2%	2%
Caribbean	2,360	1%	1%	1%	1%
Other black background	470	0%	0%	0%	0%
Bangladeshi	2,265	1%	1%	1%	1%
Chinese	2,100	1%	1%	1%	1%
Indian	10,370	6%	5%	6%	6%
Pakistani	5,350	3%	3%	3%	3%
Other Asian background	2,435	1%	1%	1%	1%
Other (including mixed)	7,370	4%	4%	3%	3%

¹⁷ The model population includes only those students whose term-time accommodation is known; those with imputed term-time accommodation are excluded from this population.

Ethnicity	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Total known	186,980	100%	100%	100%	100%
Unknown	3,095	n/a	n/a	n/a	n/a
Total	190,075	n/a	n/a	n/a	n/a

Table E4 Young first degree entrants living at home in 2006-07, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	82,515	80%	67,440	80%	154,970	80%
African	2,530	2%	1,780	2%	4,455	2%
Caribbean	1,475	1%	885	1%	2,435	1%
Other black background	285	0%	185	0%	485	0%
Bangladeshi	1,245	1%	1,020	1%	2,365	1%
Chinese	1,055	1%	1,045	1%	2,175	1%
Indian	5,395	5%	4,975	6%	10,710	6%
Pakistani	2,775	3%	2,575	3%	5,595	3%
Other Asian background	1,270	1%	1,170	1%	2,530	1%
Other (including mixed)	4,110	4%	3,260	4%	7,640	4%
Total known	102,655	100%	84,325	100%	186,980	100%
Unknown	1,370	n/a	1,730	n/a	3,215	n/a
Total	104,025	n/a	86,050	n/a	190,075	n/a

Table E5 Young first degree entrants living at home in 2005-06, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	86,275	82%	70,690	81%	156,965	81%
African	2,240	2%	1,650	2%	3,890	2%
Caribbean	1,360	1%	765	1%	2,120	1%

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
Other black background	275	0%	150	0%	425	0%
Bangladeshi	1,180	1%	990	1%	2,165	1%
Chinese	1,105	1%	1,075	1%	2,185	1%
Indian	5,370	5%	5,015	6%	10,385	5%
Pakistani	2,635	2%	2,660	3%	5,300	3%
Other Asian background	1,140	1%	1,210	1%	2,350	1%
Other (including mixed)	4,140	4%	3,135	4%	7,275	4%
Total known	105,715	100%	87,345	100%	193,060	100%
Unknown	1,600	n/a	2,030	n/a	3,630	n/a
Total	107,320	n/a	89,370	n/a	196,690	n/a

Table E6 Young first degree entrants living at home in 2004-05, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	79,905	82%	65,410	81%	145,315	82%
African	1,750	2%	1,305	2%	3,060	2%
Caribbean	1,150	1%	620	1%	1,770	1%
Other black background	245	0%	125	0%	370	0%
Bangladeshi	1,005	1%	995	1%	2,000	1%
Chinese	1,070	1%	1,030	1%	2,095	1%
Indian	5,160	5%	4,745	6%	9,905	6%
Pakistani	2,465	3%	2,535	3%	5,000	3%
Other Asian background	1,045	1%	1,035	1%	2,085	1%
Other (including mixed)	3,345	3%	2,585	3%	5,930	3%
Total known	97,140	100%	80,385	100%	177,525	100%
Unknown	1,395	n/a	1,580	n/a	2,980	n/a
Total	98,535	n/a	81,970	n/a	180,505	n/a

Table E7 Young first degree entrants living at home in 2003-04, by ethnicity and sex

Ethnicity	Females		Males		All students	
	Number	Proportion of known	Number	Proportion of known	Number	Proportion of known
White	76,730	83%	63,225	82%	139,955	83%
African	1,545	2%	1,065	1%	2,610	2%
Caribbean	1,030	1%	560	1%	1,590	1%
Other black background	295	0%	135	0%	430	0%
Bangladeshi	840	1%	720	1%	1,560	1%
Chinese	1,020	1%	905	1%	1,925	1%
Indian	5,055	5%	4,655	6%	9,710	6%
Pakistani	2,310	2%	2,400	3%	4,705	3%
Other Asian background	985	1%	930	1%	1,920	1%
Other (including mixed)	2,785	3%	2,235	3%	5,020	3%
Total known	92,595	100%	76,825	100%	169,420	100%
Unknown	1,840	n/a	2,060	n/a	3,900	n/a
Total	94,435	n/a	78,885	n/a	173,320	n/a

Table E8 Young first degree entrants, by disability

Disability	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
In receipt of disability allowance	5,540	3%	3%	3%	2%
Not disabled	184,540	97%	97%	97%	98%
Total	190,075	100%	100%	100%	100%

Table E9 Young first degree entrants, by NS-SEC

Socio-economic classification	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
Higher managerial/ professional occupations	39,375	25%	25%	26%	26%
Lower managerial/ professional occupations	49,555	32%	32%	33%	32%
Intermediate occupations	21,230	14%	14%	14%	14%
Small employers and own account workers	11,960	8%	7%	7%	7%
Lower supervisory/technical occupations	7,855	5%	5%	5%	5%
Semi-routine occupations	17,370	11%	11%	10%	10%
Routine occupations	8,070	5%	5%	5%	5%
Total known	155,415	100%	100%	100%	100%
Not classified	34,660	n/a	n/a	n/a	n/a
Total	190,075	n/a	n/a	n/a	n/a

Table E10 Young first degree entrants, by highest qualification on entry

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
A-levels & Highers: <=100 points	2,880	2%	2%	2%	2%
A-levels & Highers: 101-160 points	7,075	4%	4%	4%	4%
A-levels & Highers: 161-200 points	9,855	5%	5%	5%	5%
A-levels & Highers: 201-230 points	8,145	4%	4%	4%	5%
A-levels & Highers: 231-260 points	14,030	7%	7%	7%	7%
A-levels & Highers: 261-290 points	11,315	6%	6%	6%	6%
A-levels & Highers: 291-320 points	15,545	8%	8%	8%	8%
A-levels & Highers: 321-350 points	12,585	7%	7%	7%	7%
A-levels & Highers: 351-380 points	14,025	7%	8%	8%	8%
A-levels & Highers: 381-420 points	17,350	9%	10%	10%	9%
A-levels & Highers: 421-480 points	16,305	9%	9%	9%	9%

Qualification on entry	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
A-levels & Highers: >=481 points	13,970	7%	8%	9%	8%
A-levels & Highers: Tariff unknown	9,280	5%	4%	3%	4%
VCE or GNVQ & A-levels or Highers	17,365	9%	9%	9%	8%
VCE or GNVQ only	3,235	2%	2%	2%	2%
BTEC, ONC, SCOTVEC or equivalent	7,605	4%	4%	3%	3%
Foundation or access course	2,580	1%	2%	2%	2%
Higher education qualification	2,975	2%	1%	1%	2%
No formal advanced qualification	1,930	1%	1%	1%	1%
Total known	188,050	100%	100%	100%	100%
Qualification unknown	2,030	n/a	n/a	n/a	n/a
Total	190,075	n/a	n/a	n/a	n/a

Table E11 Young first degree entrants, by subject area of study

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Architecture, building and planning	3,995	2%	2%	2%	2%
Biological sciences	20,050	11%	10%	10%	10%
Business/administrative studies	19,475	10%	10%	10%	10%
Combined and unknown	19,740	10%	11%	11%	12%
Computer science	7,405	4%	4%	4%	5%
Creative arts and design	20,855	11%	11%	10%	10%
Education	9,370	5%	5%	5%	4%
Engineering and technology	9,340	5%	5%	5%	5%
Humanities	9,040	5%	5%	5%	5%
Languages	12,495	7%	7%	7%	7%
Law	8,880	5%	5%	5%	5%
Librarianship/information science	5,865	3%	3%	3%	3%

Subject area of study	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
Mathematical sciences	3,725	2%	2%	2%	2%
Medicine and dentistry	4,700	2%	2%	3%	3%
Physical sciences	9,485	5%	5%	5%	5%
Social, economic, political studies	14,315	8%	8%	8%	8%
Subjects allied to medicine	9,795	5%	5%	5%	4%
Veterinary science and agriculture	1,545	1%	1%	1%	1%
Total	190,075	100%	100%	100%	100%

Table E12 Young first degree entrants, by region of institution

Region of institution	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
East Midlands	18,370	10%	10%	10%	11%
East of England	8,380	4%	4%	5%	5%
Greater London	26,880	14%	14%	13%	13%
North East	10,985	6%	6%	6%	6%
North West	24,840	13%	14%	14%	13%
South East	26,085	14%	13%	13%	14%
South West	16,360	9%	9%	8%	8%
West Midlands	17,485	9%	9%	9%	9%
Yorkshire and Humberside	24,710	13%	13%	13%	13%
Northern Ireland	70	0%	0%	0%	0%
Scotland	2,855	2%	2%	2%	2%
Wales	13,045	7%	6%	7%	7%
Total known	190,065	100%	100%	100%	100%
Unknown	10	n/a	n/a	n/a	n/a
Total	190,075	n/a	n/a	n/a	n/a

Table E13 Young first degree entrants, by region of domicile

Region of student's home	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants	Proportion of entrants
East Midlands	14,495	8%	8%	8%	8%
East of England	18,310	10%	10%	10%	10%
Greater London	32,515	17%	16%	16%	15%
North West	24,305	13%	13%	13%	13%
North/North East	7,835	4%	4%	4%	4%
South East	30,635	16%	17%	16%	16%
South West	15,930	8%	9%	9%	9%
West Midlands	19,100	10%	10%	10%	10%
Yorkshire and Humberside	16,435	9%	8%	9%	9%
Wales	10,510	6%	5%	5%	6%
Total	190,075	100%	100%	100%	100%

Table E14 Young first degree entrants, by young participation ward quintile

Young participation quintile	2006-07		2005-06	2004-05	2003-04
	Number of entrants	Proportion of known	Proportion of known	Proportion of known	Proportion of known
1	18,630	10%	9%	9%	9%
2	32,100	17%	17%	16%	16%
3	35,570	19%	19%	19%	19%
4	45,965	24%	25%	25%	25%
5	57,815	30%	31%	32%	31%
Total	190,075	100%	100%	100%	100%

Annex F Identification of the five nearest locations of appropriate first degree provision, and the mean drive times to these locations

The method used to identify the five nearest locations of appropriate first degree provision involved the following stages:

1. All appropriate courses were determined for the academic year of interest; 2006-07. A course was deemed appropriate if it met all the following criteria:
 - a. The course was offered in a higher education institution in England, Scotland or Wales (courses offered by the Open University were excluded).
 - b. The course was at first degree level.
 - c. Students commenced the course in the academic year 2006-07.
 - d. Students commencing the course were 18 or 19 years old at 31 August in the reporting year.
 - e. The mode of study for students commencing on the course was recorded as either full-time or sandwich.
2. For each student identified as being on an appropriate course the following information was recorded:
 - a. The institution that offered the course.
 - b. The institution that provided the teaching of the course.
 - c. The region and ward of the institution at which the course was provided.
 - d. The student's highest qualification on entry.
 - e. The student's tariff points on entry (related to their highest qualification on entry).
 - f. The subject area of the course.
3. Using the information recorded above, the median, as well as upper and lower quartile, tariff scores were determined for each appropriate course identified that was attended by 10 or more students. In addition, the number and proportion of students commencing that course recording further education or vocational level as their highest qualifications on entry were calculated. These measures were used to assess the entry requirements of appropriate courses for each administrative institution offering the course.
4. The qualifications, and ward of home domicile, were summarised for each student in our population.
5. For each ward in which a student within our population was domiciled, the drive time to each institution was calculated.
6. For each student a course was deemed appropriate if the course was in the same subject area as the one they were studying, and the student was able to fulfil the entry requirements of the course.

7. For each course appropriate to a student, the drive time (from that student's ward of domicile) to the institution providing that course was added to the information already held on that individual student. Details of the appropriate provision (its location and drive time) were then limited to the five nearest provisions for each student, as determined by the drive times.

Annex G List of abbreviations

BTEC	Business and Technology Education Council (1993)
GNVQ	General National Vocational Qualification
HE	Higher education
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HESA	Higher Education Statistics Agency
LEA	Local Education Authority
NS-SEC	National Statistics Socio-economic Classification
ONC	Ordinary National Certificate
SCOTVEC	Scottish Vocational Education Council
VCE	Vocational Certificate of Education