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Issues paper

This report is for information

This report describes the attributes and attainment within higher education of students who studied on full-time first degree courses and participated in the Erasmus programme, other periods of study abroad, or a work placement, comparing them to other groups of students.

Attainment in higher education

Erasmus and placement students

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Attainment in higher education: Erasmus and placement students

To	Heads of publicly funded higher education institutions in the UK
Of interest to those responsible for	Student data, planning, employer engagement, international offices
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Executive summary

Purpose

1. This report describes the attributes and attainment within UK higher education of students who studied on full-time first degree courses and who participated in the Erasmus programme, other periods of study abroad, or a work placement, comparing them to other groups of students.

Key points

Trend in numbers

2. All of these figures have been drawn from the cohort of first degree entrants to full-time courses in 2002-03 who gained a first degree within five years (referred to as 'graduating entrants'). When students and entrants are referred to, it is this cohort of graduating entrants that is being discussed.

3. The number of full-time first-degree entrants at UK HEIs who went on to graduate increased from 185,190 (entrants in 1998-99) to 203,275 (entrants in 2002-03). However the number of graduating entrants whose first degree involved a placement year fell by around 1,000 across the same period (15,955 for 1998-99 entrants to 14,825 for 2002-03 entrants). The equivalent figures for Erasmus or study abroad have been relatively stable.

Profile of courses

4. Of the 203,275 students who started a full-time first degree course in 2002-03 and went on to gain a first degree within five years, 4 per cent did a period of study abroad, whereas 8 per cent did a placement.

5. Just over half (55 per cent) of the entrants who participated in the Erasmus programme in their first degree studied abroad for a whole academic year. The

overwhelming majority of entrants who did other forms of study abroad (96 per cent) or who did a placement in the UK (92 per cent) did so for a whole academic year.

6. Two out of every five entrants who were Erasmus students studied foreign languages as the subject of their first degree. Another 16 per cent of Erasmus students studied business. For students on other periods of study abroad, nearly three out of every five studied foreign languages. Of those who undertook a placement year, four out of five studied business, science or engineering.

7. The majority of Erasmus and other study-abroad students studied at an institution with a high qualification on entry profile relative to the rest of the sector. The distribution of those who undertook a placement during their first degree is more even across the whole sector.

Profile of students

8. The degree entrants who studied abroad or did a placement had different characteristics from those entrants who undertook neither study abroad nor a placement:

a. Students who studied abroad were more likely to be female; placement students were more likely to be male. Sixty-eight per cent of the Erasmus students were female, compared to 61 per cent for students on other periods of study abroad, 45 per cent of the placement year students, and an average for all entrants in the cohort of 56 per cent.

b. They tended to be younger. Around 6 per cent of the students who studied abroad through Erasmus or other periods of study, and 7 per cent of those who did a year placement, were aged over 20 when they started their course, compared to the average (14 per cent) of all entrants in the cohort.

c. They were less likely to be from an ethnic minority. The proportion of UK domiciled students who came from non-White ethnic groups was lower for students who studied abroad (around 10 per cent) than for placement year students (17 per cent) compared to an average of 14 per cent across all students in the cohort.

d. They were less likely to have a declared disability: 3 per cent of Erasmus students were known to have a disability, compared to 5 per cent of placement students and 5 or 6 per cent of other types of students.

e. The proportion of students who were domiciled in the UK before their course was lower for students who studied abroad (88-90 per cent) than for placement year students (94 per cent) compared to an average of 91 per cent across all students in the cohort.

f. The students who studied abroad were more likely to be from higher socio-economic classes. Eighty-two per cent of young Erasmus students and 83 per cent of others who studied abroad came from socio-economic classes 1-3 (managerial, professional and intermediate occupations), compared to 70 per cent of the placement year students. The proportion across all young students in the cohort was 74 per cent.

g. Students who studied abroad were less likely to come from low participation neighbourhoods. Fourteen per cent of the students who studied abroad were from

areas of low participation in higher education, compared to 22 per cent of placement year students and an average of 22 per cent.

h. They had a different profile of entry qualification from the average for the cohort. Students who studied abroad had higher than average entry qualifications, whereas students who did a placement had lower than average entry qualifications.

Degree outcomes

9. They had a better profile of degree results. Seventy-five per cent of the Erasmus students received a first or an upper second-class degree, compared to 81 per cent for students on other periods of study abroad, 71 per cent of placement students and 60 per cent of other students from four-year courses.

Graduate destinations

10. Placement students were more likely to be employed six months after graduating and to have higher salaries than the average. Erasmus students were more likely to be engaged in further study but those in employment were substantially more likely to be employed abroad and had above-average salaries.

Action required

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

Introduction

12. This report describes the attributes and attainment within higher education (HE) of students on full-time first degree courses who participated in the Erasmus programme, other periods of study abroad or a work placement, as part of their course. It also compares those students' attributes and attainment with those of other groups of full-time first degree students.

13. In 2004, we published a report on international student mobility¹ which looked at the range and type of international student mobility available to UK students and ascertained trends at that time. It defined international student mobility as 'any form of international mobility which takes place within a student's programme of study in higher education'.

14. This included students who studied abroad for the whole of their programme of study, but in this report we do not consider this form of international student mobility.

15. Part of that 2004 report examined data from the Higher Education Statistics Agency (HESA) in order to examine trends and attributes of students on Erasmus programmes². In this paper, we revisit and build on the analysis carried out in the 2004 paper. We also consider students who did a work placement in the UK or abroad as a comparator group.

Erasmus

16. Erasmus is the European Commission's flagship educational programme for higher education students, teachers and institutions. It was introduced with the aim of increasing student mobility within Europe. Erasmus forms part of the EU Lifelong Learning Programme (2007-2013)³.

17. Students who join the Erasmus programme study for a period of between three months and a whole academic year in another European country. The Erasmus programme guarantees that the period spent abroad is recognised by their HE institution in their qualification.

18. In terms of studying on full-time first degrees, students can take part in Erasmus study mobility at any time except during the first year. Typically students will be involved in Erasmus during the third year of their degree studies.

19. There are other opportunities for study abroad which are not part of the Erasmus programme. These will typically be similar to Erasmus study in many ways, but are not limited to Europe.

Placement

20. First degree placement courses (sometimes referred to as 'sandwich' courses) also involve a component where the student spends some time away from solely academic

¹ 'International student mobility: Report by the Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee' (HEFCE 2004/30).

² See Annex D of HEFCE 2004/30 for further details.

³ For more information on Erasmus, see www.britishcouncil.org/erasmus-about-erasmus.htm

work. Like the Erasmus programme, they typically involve an extra period of work experience that falls between two periods of academic study. During this placement, the student goes on work experience with an employer in an industry relevant to their degree studies, whether in the UK or abroad. As with the Erasmus programme, the work experience normally takes place in the third year of their degree studies, and is recognised in their qualification.

21. There are also placement courses that involve one or more periods of work experience lasting less than a year. There will often be more than one period during the course, in different years.

Data sources and definition of cohort

Data sources

22. Data are drawn from HESA which has the responsibility of integrating statistical data collection across all publicly funded UK higher education institutions. One of its annual data collections relates to individualised information on students and the analysis within this paper is based HESA data collections from 1998-99 through to 2007-08.

23. This student record contains data on: individual students, such as their age and ethnicity; courses, such as subject area and title; institutions, such as their name and region; and any qualifications gained by the student each year. Note that the HESA data covers students registered at UK higher education institutions but does not cover students registered at UK further education colleges.

Other data sources for international mobility

24. In addition to the HESA data, there are other sources of data relating to students who studied abroad as part of their course. These can be compared to the HESA data to examine reliability.

25. Each year, the British Council collects from institutions the number of occurrences of Erasmus study and the number of students involved. This generates the official Erasmus statistics for each year.

26. Also, a recent report from Kingston University⁴ collected some information from 59 institutions about non-European study abroad. From this and the British Council statistics it estimated the total worldwide mobility, excluding any non-Erasmus European study.

27. Comparing these sources, it appears that HESA records fewer Erasmus students each year than the other collections. However direct comparisons are difficult because the Kingston report only counts Erasmus study and non-European study, and HESA only started recording the destination of study abroad in 2007-08. In addition sources vary in the way in which multiple instances of study abroad or placement are reported. HESA, the British Council, HEFCE and others are continuing to work together to further understand the differences in sources of study abroad and placement information.

⁴ 'UK student mobility, an update in figures (from 2003-04 to 2007-08)', by Joan-Anton Carbonell, January 2009.

Definition of cohort

28. The basic cohort considered consists of the students in higher education that started their course studying full-time and aiming for a first degree. This includes UK and non-UK domiciled students, from HE institutions throughout the UK. This report does not cover students who studied outside the UK for the whole of their course.

29. This report focuses on students whom we can identify as those who undertook an Erasmus programme, other study abroad or a work placement. Due to the recording system we are unable to identify these students until the year the additional activity actually takes place.

30. Placements and periods of study abroad are generally towards the end of the course (see Table 7). Therefore if we limit the group of entrants to those who did a placement or studied abroad, the cohort will be limited to those close to the end of their course, and so very likely to graduate. However, the group of the students who did not do a placement or study abroad is not limited in this way. This means we do not make direct comparisons in terms of completion and retention between the various groups of students.

31. For this reason we focus on the cohort of students who started their course in 2002-03 and then went on to complete their course, here referred to as 'graduating entrants'. This is the most recent group of entrants we can use for this cohort because they must be given five years to see if they complete their course.

Exclusions

32. In this report we seek to identify typical first degree entrants to the first year of a full-time course. Therefore we exclude any students on patterns that are considered atypical, as follows:

- a. We exclude those who were studying for a degree qualification in the previous year.
- b. We exclude those who did not start on year one of their course.
- c. We exclude those whose expected length of course (at the start of their programme) was atypical for a full-time first degree: in other words not three or four years.
- d. We exclude those who qualified within two years; three for those who did a placement or studied abroad.

33. Table 1 shows the starting population, the final cohort of graduating entrants, and the number of students excluded for each reason.

Table 1 Exclusions from the 2002-03 cohort of entrants

Initial population	350,310
Degree-level study in previous year	21,075
Not starting in year one	30,670
Expected course length not three or four years	23,360
Qualified within two years (not placement nor studied abroad)	740
Qualified within three years (placement or studied abroad)	1,640
No degree award in period	69,550
Graduating entrants population	203,275

Cohort groups

34. The populations are then broken into six groups of students:
- 'Placement year': students who did a placement as part of their course for at least one academic year.
 - 'Shorter placement': students who did a placement as part of their course for less than one academic year.
 - 'Erasmus': students who did some Erasmus study abroad as part of their course.
 - 'Other abroad': students who did some non-Erasmus study abroad as part of their course.
 - 'Other, three-year course': students who did neither a placement nor study abroad, and who planned to do a three-year course.
 - 'Other, four-year course': students who did neither a placement nor study abroad, and who planned to do a four-year course.
35. If a student did two periods of study abroad or work experience then the earliest one is taken. If a student falls into two categories in the same year then the category closest to (a) in the list above is favoured. For example if a student undertook a work placement abroad one year and an Erasmus year the next year, then they would be counted as a placement student.
36. Table 2 shows the exclusions for each of these groups. Note that few students who studied abroad or did a placement were excluded because they did not achieve a degree (due to the way in which study abroad and placement students were identified).

Table 2 Exclusions from the 2002-03 cohort of entrants

	Erasmus	Other abroad	Placement year	Shorter placement	Other	Total
Initial population	5,590	4,760	19,095	1,935	318,935	350,310
Degree-level study in previous year	160	125	880	95	19,820	21,075
Not starting in year one	70	120	910	85	29,485	30,670
Expected course length not three or four years	220	195	995	115	21,835	23,360
Qualified within two (or three) years	630	450	420	140	740	2,380
No degree award in period	195	220	1,065	230	67,835	69,550
Graduating entrants population	4,315	3,650	14,825	1,265	179,220	203,275

Note: Students who did a placement or studied abroad were excluded if they qualified within three years; other students were excluded if they qualified within two years.

Student numbers

37. Table 3 shows the number and proportion of each type of student in the 2002-03 graduating entrants.

Table 3 Breakdown of 2002-03 graduating entrants

	Students	Of total
Erasmus	4,315	2%
Other abroad	3,650	2%
Placement year	14,825	7%
Shorter placement	1,265	1%
Other, three-year course	142,715	70%
Other, four-year course	36,505	18%
Total	203,275	100%

38. Table 3 shows that a large majority of graduating entrants, 88 per cent, did neither a year abroad nor a placement. Some did a work placement (8 per cent) and 4 per cent of students who started at a UK institution in 2002-03 studied abroad for part of their course.

Trends over time in student numbers

39. Table 4 shows the change to the number of graduating entrants who started from 1998-99 to 2002-03.

Table 4 Number of graduating entrants by starting year, 1998-99 to 2002-03

Starting year	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
1998-99	8,025		15,955	1,225	124,340	35,650	185,190
1999-2000	7,790		16,410	1,315	123,865	36,000	185,380
2000-01	3,905	3,935	15,595	1,260	127,290	36,785	188,770
2001-02	4,370	3,740	14,965	1,160	134,610	36,580	195,420
2002-03	4,315	3,650	14,825	1,265	142,715	36,505	203,275

Note: The Erasmus and other abroad entrants for 1998-99 and 1999-2000 were indistinguishable, so a combined figure is given.

40. Table 5 shows the same as Table 4 for 1998-99 and 2002-03, but shows the proportion of entrants each year that were in each group.

Table 5 Proportions of graduating entrants by starting year, 1998-99 and 2002-03

Starting year	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
1998-99	4%		9%	1%	67%	19%	100%
2002-03	2%	2%	7%	1%	70%	18%	100%

Note: The Erasmus and other abroad entrants for 1998-99 were indistinguishable, so a combined figure is given.

41. Table 5 shows that the proportion of students who studied abroad stayed constant over the period while the proportion that did a placement decreased.

Profile of courses/institutions

Introduction

42. In this section we look in more detail at the course/institutional characteristics of the 2002-03 graduating entrants (203,275) to full-time first degree courses, especially those that involved a period of study abroad or a placement. The characteristics examined are:

- length of placement or period of study abroad
- year of degree studies in which placement or study abroad occurred
- course subject
- country of institution
- entry profile of institution
- distribution of students by institution.

Length of placement or period of study abroad

43. Of the students who studied abroad or did a placement, some did a whole year, some less than a year. Table 6 shows the number in each group and whether they did a year or shorter.

Table 6 Length of time spent studying abroad or on placement for 2002-03 graduating entrants

Length of work or study abroad	Other			Overall
	Erasmus	abroad	Placement	
One year	2,370	3,505	14,825	20,700
Less than a year	1,945	145	1,265	3,355
Total	4,315	3,650	16,095	24,055
% one year	55%	96%	92%	86%

44. Table 6 shows that 55 per cent of Erasmus students studied abroad for at least one academic year, compared to those who did some non-Erasmus study abroad, of whom 96 per cent did a whole year. A large majority of placement students did a whole year (92 per cent).

Year of course of study abroad or placement

45. Table 7 shows the year of study of the period of study abroad or placement. If students did more than one year or one year spread over different years, only the first year is recorded. So 3,715 Erasmus students had their first period of studying abroad in the third year of their course, which is 86 per cent of the Erasmus students in the cohort.

Table 7 Year of study abroad or placement for 2002-03 graduating entrants

Year of placement or study abroad	Erasmus	Other abroad	Placement year	Shorter placement	Overall
First or second year	340	300	300	960	1,900
Third year	3,715	3,140	13,750	275	20,875
Fourth or fifth year	265	210	775	30	1,280
Total	4,315	3,650	14,825	1,265	24,055
% in third year	86%	86%	93%	22%	87%

46. Table 7 shows that in every group except the group of shorter placement students, a large majority were in their third year. This majority was largest for placement year students, of whom 93 per cent did their placement in the third year of their course. For those who did a shorter placement, most did it in their first or second year, 76 per cent.

Course subject

47. There were certain subjects from which a greater proportion of students did a placement or studied abroad. Table 8 splits students into broad subject groups.

Table 8 Subject groups of 2002-03 graduating entrants⁵

Subject group	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
Foreign languages	1,810	2,055	495	35	1,675	990	7,065
Business	705	435	5,630	410	25,465	5,525	38,175
Humanities	550	405	245	85	33,180	3,255	37,725
Engineering	130	115	1,545	60	4,040	5,115	11,015
Science	260	380	4,970	280	32,845	11,715	50,450
Creative arts	100	75	695	145	19,365	2,745	23,125
Other	755	180	1,245	250	26,145	7,155	35,720
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275

48. Table 8 shows that most students who studied abroad did foreign languages, business or humanities. A large majority of students who did a placement studied business, science or engineering. Overall, most students did science, business or humanities.

⁵ In this report we only consider the first subject associated with the course being studied.

49. Table 9 shows the subject of students on each type of course.

Table 9 Subject groups of 2002-03 graduating entrants

Subject group	% of graduating entrants					
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course
Foreign languages	42	56	3	3	1	3
Business	16	12	38	32	18	15
Humanities	13	11	2	7	23	9
Engineering	3	3	10	5	3	14
Science	6	10	34	22	23	32
Creative arts	2	2	5	11	14	8
Other	18	5	8	20	18	20
Total	100	100	100	100	100	100

50. Table 9 shows that around half of the students who studied abroad as part of their course studied foreign languages: 42 per cent of Erasmus students and 56 per cent of other study-abroad students. Another 17 per cent of Erasmus students studied business, but only 2 per cent studied creative arts.

51. We can also see that 81 per cent of students who did a placement year studied business, science or engineering. Only 2 per cent studied humanities.

Country of institution

52. Table 10 shows the number of 2002-03 graduating entrants on each type of course by the country of their institution.

Table 10 Country of institution for 2002-03 graduating entrants

Country of institution	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
England	3,375	2,740	13,130	1,125	126,490	23,490	170,350
Northern Ireland	125	265	1,195	0	2,885	1,080	5,550
Scotland	540	480	195	105	3,570	10,560	15,455
Wales	280	160	305	35	9,770	1,370	11,925
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275

53. Table 11 shows the same, but with the percentage of students studying in each country.

Table 11 Country of institution for 2002-03 graduating entrants

Country of institution	% of graduating entrants						
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
England	78	75	89	89	89	64	84
Northern Ireland	3	7	8	0	2	3	3
Scotland	12	13	1	8	3	29	8
Wales	6	4	2	3	7	4	6
Total	100	100	100	100	100	100	100

54. Table 11 shows that 84 per cent of students studying in the UK attended an institution within England. In comparison, 89 per cent of students who did a placement and 78 per cent of Erasmus students were at institutions in England. This shows that a smaller proportion of students at institutions in England studied abroad, and a greater proportion did a placement.

55. In contrast, 12 per cent of Erasmus students and 1 per cent of placement year students attended Scottish institutions, compared to 8 per cent of students overall. This shows that a smaller proportion of students at institutions in Scotland did a placement year, and a larger proportion studied abroad.

Entry profile of institution

56. In this section we group institutions by the qualifications held by students before they started their course. Institutions with over 100 students who entered with A-levels were sorted into five groups based on the average number of A-level points for those students (see paragraph 97 for more information on A-level points and how they are calculated). We did not do the calculation for smaller institutions because it would be less reliable, but few students are discounted as a result of this.

57. Table 12 shows the number of students in each group of institutions. Group 1 is the group of institutions with the highest entry profiles, and Group 5 is the group with the lowest. The groups were chosen so that there were a similar number of students in each institutional group.

Table 12 Entry profile of institution for 2002-03 graduating entrants

Entry profile of institution	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
1 Highest	1,525	1,605	1,095	270	23,840	8,925	37,265
2	1,315	1,150	1,375	30	29,455	5,040	38,360
3	420	435	1,865	360	12,250	5,635	20,965
4	345	215	4,600	215	18,245	5,710	29,325
5 Lowest	120	60	1,475	235	15,550	3,105	20,550
Total at these institutions	3,730	3,465	10,405	1,105	99,340	28,415	146,465
Smaller institutions	585	180	4420	160	43,375	8,090	56,810
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% in groups 1 or 2	76%	80%	24%	27%	54%	49%	52%

Note: The percentages are based on the total at the grouped institutions, not the total that includes the smaller institutions.

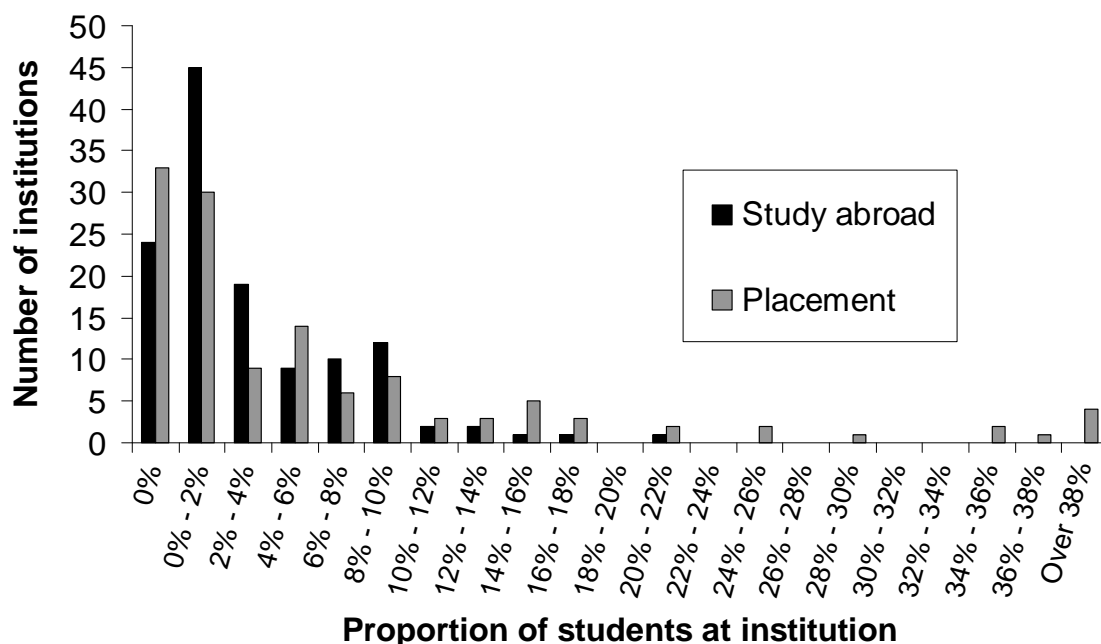
58. Table 12 shows that while there are similar numbers of students in each group overall, there are differences when looking at those who studied abroad or did a placement. A majority of students who studied abroad were concentrated in the highest two groups of institutions: 76 per cent of Erasmus students and 80 per cent of other students who studied abroad.

59. In contrast, only 24 per cent of placement year students and 27 per cent of shorter placement students attended an institution in the two groups with the highest entry profile.

Distribution of students by institution

60. In this section we look at how the students who studied abroad or did a placement were distributed between different institutions. In Figure 1 institutions are grouped based on the number of students that studied abroad or did a placement. For example, there were 17 institutions with between 51 and 100 students who studied abroad for part of their course.

Figure 1 Percentage of 2002-03 graduating entrants that studied abroad or did a placement by institution



Note: This figure only shows institutions with a total of at least 200 students.

61. Figure 1 shows that there were 33 institutions from which no students did a work placement, and 24 from which no students studied abroad. So although many more students did a placement than studied abroad (16,015 did a placement compared to 8,030 who studied abroad), more institutions ran study-abroad schemes than work placements.

62. There were 58 institutions from which between one and 50 students studied abroad, compared to 38 for placement students. There were 10 institutions that sent over 400 placement students, compared to two that sent over 400 study-abroad students.

63. There were 12 institutions at which more than 20 per cent of students did a placement, compared to just one institution for study-abroad students. There were three institutions at which more than half of the students did a placement.

Profile of students

Introduction

64. In this section we look in more detail at the characteristics of the students who fall into the graduating entrants cohort in 2002-03. The student characteristics examined are:

- sex (including sex and subject)
- age group
- ethnicity
- disability
- domicile

- socio-economic classification (including socio-economic classification and sex)
- local area participation in HE
- entry qualifications.

Sex

65. Table 13 shows the sex of the graduating entrants who started in 2002-03.

Table 13 Sex of 2002-03 graduating entrants

Gender	Other		Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
	Erasmus	abroad					
Female	2,920	2,240	6,605	805	83,135	18,630	114,340
Male	1,395	1,410	8,220	460	59,580	17,875	88,935
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% female	68%	61%	45%	64%	58%	51%	56%

66. Table 13 shows that there was a clear difference in the distribution of males and females among the groups. Over 60 per cent of students who studied abroad or did a shorter placement were female, compared to 45 per cent of those who did a placement year. For the other students, most were female, especially for those on three-year courses.

Sex and subject

67. Now we consider whether the difference between the students who studied abroad and other students was driven by the subject profile of the associated courses (see Tables 8 and 9). For simplicity we only compare Erasmus students, placement year students, and other students on a four-year course.

68. Table 14 shows the proportion of the 2002-03 graduating entrants who were female, split by whether they studied a language course or not. For example, of the Erasmus students who studied languages, 75 per cent were female.

Table 14 Percentage of 2002-03 graduating entrants that were female

	% of graduating entrants		
	Erasmus	Placement year	Other, four-year course
Language courses	75	76	70
Non-language courses	63	43	50

69. Table 14 shows that the difference in the proportion who were female between Erasmus students and others can not be explained entirely by subject area: for both language and non-language courses, the proportion who were female was higher for Erasmus than for other four-year courses.

Age group

70. Students are counted as mature if they were at least 21 when they started their course. Table 15 shows the proportion of students in each group who were mature.

Table 15 Age group of 2002-03 graduating entrants

Age group	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
Young	4,060	3,470	13,720	1,125	121,295	31,700	175,370
Mature	255	180	1,105	145	21,420	4,800	27,905
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% mature	6%	5%	7%	11%	15%	13%	14%

71. Table 15 shows that the groups of students who studied abroad or did a placement year tended to be younger. Around 6 per cent of the students who studied abroad through Erasmus or other periods of study, and 7 per cent of those who did a year placement, were aged over 20 when they started their course, compared to the average (14 per cent) of all entrants in the cohort.

72. The proportion of shorter placement students who were mature was lower than the average, but greater than for placement year students.

Ethnicity

73. In this section we consider how the ethnic background of students is related to placement or study abroad. Table 16 shows the 2002-03 graduating entrants by ethnicity, limited to entrants domiciled in the UK because non-UK students had a different profile from UK students. Without this restriction an apparent relationship between study abroad and ethnicity could in fact be a relationship between study abroad and domicile.

Table 16 Ethnicity of 2002-03 graduating entrants

Ethnicity	Erasmus	Other abroad	Placement year	Shorter placement	Other, three- year course	Other, four-year course	Total
White	3,365	2,925	11,295	910	107,865	27,345	153,700
Non-white	340	315	2,285	215	18,100	4,555	25,810
Unknown	90	50	340	10	3,860	865	5,215
Total UK domiciled	3,795	3,295	13,915	1,130	129,825	32,765	184,725
Non-UK	520	355	910	135	12,890	3,740	18,550
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% non-White	9%	10%	17%	19%	14%	14%	14%

Note: The percentages are based on the UK students with known ethnicity, not the total.

74. Table 16 shows that 9 per cent of the UK Erasmus students were non-White, compared to 17 per cent of placement year students and 14 per cent of the cohort.

Disability

75. In this section we consider how student disability is related to the proportion of students that did a placement or studied abroad. Table 17 shows the 2002-03 graduating entrants by their disability status.

Table 17 Disability status of 2002-03 graduating entrants

Disability status	Erasmus	Other abroad	Placement year	Shorter placement	Other, three- year course	Other, four-year course	Total
Known disability	150	150	770	60	8,335	1,865	11,330
No known disability	4,165	3,500	14,055	1,205	134,380	34,640	191,945
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% known disability	3%	4%	5%	5%	6%	5%	6%

76. Table 17 shows that 3 per cent of Erasmus students were known to have a disability, compared to 5 per cent of placement students and 5 or 6 per cent of other types of students.

Domicile

77. The domicile of a student is the country they were living in before they started their course. Table 18 shows the domicile group for students who started in 2002-03.

Table 18 Domicile of 2002-03 graduating entrants

Domicile	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
UK	3,795	3,295	13,915	1,130	129,825	32,765	184,725
Other EU	425	210	355	60	4,290	1,300	6,640
Not EU	100	145	555	75	8,595	2,440	11,905
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% UK	88%	90%	94%	89%	91%	90%	91%

78. Table 18 shows that the group with the largest proportion of students from the UK was the group of students who did a placement year, where 94 per cent of graduating entrants came from the UK.

Socio-economic classification

79. In this section we consider whether the proportion of students who did a placement or studied abroad varied by their National Statistics Socio-economic Classification (NS-SEC). This measure divides individuals into different categories based on their parental occupation, or their own occupation if they are over 21. As a result, we consider young students separately from mature students. NS-SEC 1-3 represents managerial, professional and intermediate occupations, whereas NS-SEC 4-7 represents small employers, technical, semi-routine and routine occupations⁶.

80. Table 19 shows the NS-SEC of the young graduating entrants from 2002-03 and the proportion coming from managerial, professional and intermediate occupational groups.

Table 19 NS-SEC of young 2002-03 graduating entrants

Socio-economic group	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
NS-SEC 1-3	2,580	2,220	7,685	615	69,700	17,585	100,385
NS-SEC 4-7	550	440	3,280	255	24,280	6,715	35,520
Unknown	930	810	2,760	255	27,315	7,405	39,465
Total	4,060	3,470	13,720	1,125	121,295	31,700	175,370
% NS-SEC 1-3	82%	83%	70%	71%	74%	72%	74%

Note: The percentages are based on the number of students with a known socio-economic group, not the total.

⁶ See www.ons.gov.uk/about-statistics/classifications/current/ns-sec/index.html for further details.

81. Table 19 shows that most young students in every group were from NS-SEC groups 1-3. It also shows that students who studied abroad were more likely to come from NS-SEC groups 1-3 was greater for students who studied abroad than for other students, and smallest for those who did a placement.

82. Table 20 shows the same, but for mature students.

Table 20 Socio-economic group of mature 2002-03 graduating entrants

Socio-economic group	Erasmus	Other abroad	Sandwich year	Shorter placement	Other, three-year course	Other, four-year course	Total
NS-SEC 1-3	105	70	340	45	6,990	1,580	9,125
NS-SEC 4-7	55	45	260	30	4,420	1,030	5,840
Unknown	100	60	505	70	10,015	2,190	12,940
Total	255	180	1,105	145	21,420	4,800	27,905
% NS-SEC 1-3	66%	61%	56%	57%	61%	61%	61%

Note: The percentages are based on the number of students with a known socio-economic group, not the total.

83. Table 20 shows that the proportion of Erasmus students from NS-SEC groups 1-3 was greater than for other students, and the proportion of placement students from NS-SEC groups 1-3 was lower.

84. While young non-Erasmus students who studied abroad had the highest proportion of students from NS-SEC groups 1-3, the proportion of mature non-Erasmus students who studied abroad that were from NS-SEC groups 1-3 was the same as the overall proportion.

Socio-economic group and sex

85. Table 21 shows the number of graduating entrants from 2002-03 in each NS-SEC group, also split by sex. Due to small numbers of mature students we only consider young students for this breakdown.

Table 21 Socio-economic group and sex of young 2002-03 graduating entrants

Sex	Socio-economic group	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-	Other, four-	Total
						year course	year course	
Female	NS-SEC 1-3	1,770	1,410	3,510	395	40,230	8,745	56,060
	NS-SEC 4-7	400	275	1,515	170	15,040	3,595	20,990
Male	NS-SEC 1-3	810	810	4,175	220	29,470	8,835	44,325
	NS-SEC 4-7	150	165	1,765	90	9,240	3,120	14,530
Total known		3,130	2,660	10,960	870	93,980	24,300	135,905
Unknown		930	810	2,760	255	27,315	7,405	39,465
Total		4,060	3,470	13,720	1,125	121,295	31,700	175,370
% female and NS-SEC 1-3		57%	53%	32%	45%	43%	36%	41%

86. Table 21 shows that over half of the young 2002-03 graduating entrants who studied abroad were female and from NS-SEC groups 1-3, compared to 32 per cent of placement year students and a 41 per cent overall average.

Local area HE participation

87. In this section we consider Participation Of Local Areas (POLAR⁷), a measure of the level of young participation in HE for the areas in which the students lived before they started their course. Put simply, young participation is the proportion of young people in an area (the 'cohort') who go on to enter higher education aged 18 or 19. Note that this measure can only be used for students from the UK, the rest are shown separately.

88. The POLAR classification is formed by ranking 2001 Census Area Statistics wards by their young participation rates for the combined 2000 to 2004 cohorts. This gives five quintiles of areas ordered from '1' (those wards with the lowest participation) to '5' (those wards with the highest participation), each representing 20 per cent of the UK young cohort.

89. We use the students' home postcodes to put them into one of the five POLAR quintiles. Although POLAR is a measure based on young HE participation there is little difference when considering areas by adult education rates. Therefore, because of the small number of mature students who studied abroad or did a placement we will use POLAR as an indicator of a student's social background, whether young or mature.

90. Table 22 shows the number of 2002-03 graduating entrants from each of the POLAR quintiles.

⁷ POLAR in this report refers to the updated measure POLAR2, for more information see www.hefce.ac.uk/widen/polar/polar2

Table 22 HE participation of local area for 2002-03 graduating entrants

POLAR	Erasmus	Other abroad	Placement year	Shorter placement	Other, three- year course	Other, four- year course	Total
Lowest participation 1	160	150	1,010	60	10,685	2,250	14,320
2	365	310	1,880	140	17,805	3,925	24,430
3	550	495	2,485	205	24,185	5,650	33,570
4	970	770	3,480	265	31,030	7,785	44,305
Highest participation 5	1,665	1,510	4,505	450	42,070	12,110	62,310
Total known	3,710	3,240	13,360	1,125	125,775	31,720	178,935
UK unknown	85	50	560	5	4,050	1,040	5,795
Not UK	520	355	910	135	12,890	3,740	18,550
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% in quintiles 1 and 2	14%	14%	22%	18%	23%	19%	22%

Note: The percentages are based on the subtotal – students with a known POLAR quintile, not the overall total.

91. Table 22 shows that 14 per cent of the UK students who studied abroad came from areas of low HE participation, compared to 22 per cent of those who did a placement year and 19 per cent of other students on a four-year course.

Entry qualifications

92. Here we consider the highest qualification a student had before they started their course. For many of the students, their best entry qualifications were A-levels, which can be measured using a scale of tariff points, referred to as 'UCAS Tariff points' in this report. This awards points for every AS, A-level, Scottish Higher qualification or other HE entry qualification based on the grade: so an A grade at A-level equates to 120 points and an A at AS-level equates to 60 points, with an E grade being worth 40 points at A-level and 20 at AS-level⁸.

93. All the points are then added to give a student their total UCAS tariff points. Note that a student who did five A-levels and received a C grade in each of them would have 400 tariff points, whereas a student who achieved three A grades would have 360 points.

94. Table 23 shows the entry qualifications of students from each group. So of the 4,315 students who did some Erasmus study, 1,860 students entered with over 480 A-level points. This 1,860 is 49 per cent of the 3,770 Erasmus students with a known entry qualification.

⁸ See www.ucas.com under Students/UCAS Tariff for further details.

Table 23 Entry qualifications of 2002-03 graduating entrants

Entry qualification group	Erasmus	Other abroad	Placement year	Shorter placement	Other,	Other,	Total
					three- year course	four- year course	
1-240 UCAS tariff points	300	160	2,340	165	20,750	4,660	28,375
241-360 UCAS tariff points	1,010	940	4,165	350	35,040	8,735	50,240
Over 360 UCAS tariff points	1,860	1,685	2,570	270	34,790	10,175	51,350
Vocational A-levels	70	60	1,975	110	6,715	1,920	10,850
Access course	40	40	475	85	9,860	1,515	12,015
Baccalaureate	215	110	125	20	1,465	485	2,425
BTEC	20	10	345	20	3,890	585	4,865
HE: below degree level	80	65	545	25	4,640	1,670	7,025
HE: degree or above	20	10	95	10	1,545	430	2,105
Others	155	125	440	65	6,315	1,580	8,675
Total known	3,770	3,210	13,070	1,125	125,010	31,745	177,930
Unknown	545	440	1,755	145	17,705	4,755	25,345
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% over 360 tariff points	49%	53%	20%	24%	28%	32%	29%

Note: The percentages are based on the subtotal – students with a known entry qualification, not the overall total.

95. Table 23 shows that students who studied abroad for part of their course entered with higher qualifications than other students, and placement students entered with lower qualifications than other students. The group with the greatest proportion of students who entered with over 360 A-level points was the non-Erasmus students who studied abroad, with 53 per cent. The group with the smallest proportion was those who did a placement year, with 20 per cent.

96. Students with fewer than 241 points made up only 5 per cent of other abroad students but 18 per cent of placement year students.

Trends over time

97. Annex A provides information on the student profile for graduating entrants from 1998-99 to 2002-03. We are unable to consider cohorts beyond 2002-03 because more recent entrants would not have the allotted five years to complete their course. Note that we do not show a time series for socio-economic group or for entry qualifications, because the way these were recorded on the HESA data changed during this period.

Degree outcomes

Overall degree classifications

98. In this section we look at the outcome of the students' degree courses. Table 24 shows the degree classifications achieved by the graduating entrants who started in 2002-03. Note that some courses, for example some medicine courses, do not award classified degrees. We therefore exclude unclassified students from any percentages.

Table 24 Degree classifications for 2002-03 graduating entrants

Degree classification	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
First	640	695	2,560	190	14,310	4,905	23,295
Upper second	2,570	2,240	7,870	675	70,500	15,645	99,500
Other	1,070	675	4,250	370	55,445	13,605	75,415
Total classified	3945	3345	13605	1200	132870	33755	188710
Unclassified	35	35	145	30	2,465	2,355	5,065
Total	4,315	3,650	14,825	1,265	142,715	36,505	203,275
% first	15%	19%	17%	15%	10%	14%	12%
% first or upper second	75%	81%	71%	70%	60%	60%	62%

Note: The percentages are based on the students with a classified degree, not the total.

99. Table 24 shows that a greater proportion of the qualifiers who studied abroad or did a placement were awarded a first-class degree than those who did not. Students who did some non-Erasmus study abroad were awarded the greatest proportion of first-class degrees, with 19 per cent, compared to 10 per cent of those who did a three-year course without a placement or studying abroad.

100. Erasmus students received four percentage points fewer first-class degrees than students who did non-Erasmus study abroad: 15 per cent compared to 19 per cent.

101. There is a similar pattern looking at those awarded a first or an upper second-class degree. Again, a greater proportion of high-classification degrees were awarded to each group of those who did a placement or studied abroad than were awarded to those who did not. Seventy-five per cent of Erasmus students and 81 per cent of non-Erasmus students who studied abroad got a first or upper second, compared to 60 per cent for other students on three- and four-year courses respectively.

102. Even though a greater proportion of placement year students received a first-class degree than Erasmus students, the proportion of Erasmus students awarded either a first or an upper second was greater than for placement year students.

Degree outcomes by entry qualification

103. In this section we consider the relationship between entry qualifications and degree outcomes. It is useful to define the proportion of classified qualifiers that achieved a first or upper second-class degree as the 'rate of high classification'.

104. Previous analysis has shown that entry qualifications are strongly related to degree outcomes. That is, students entering with high entry qualifications are expected to have a greater rate of high classification than those with lower entry qualifications.

105. For this reason, it is useful to consider degree outcomes with students split into groups of those with similar entry qualifications. We define entry qualifications of A-levels where the student has between one and 240 A-level points as 'lower A-levels', and those where the student has over 240 A-level points as 'higher A-levels'. There is a group of other entry qualifications that includes vocational A-levels. See Table 23 in the student profiles section for the number of students in each group.

106. Table 25 shows the rate of high classification for students who achieved a classified degree after starting in 2002-03. For simplicity we only compare Erasmus and placement year students and other students who were on a four-year course.

Table 25 Percentage of classified qualifiers who achieved a first or upper second-class degree

Entry qualification	% of classified qualifiers		
	Erasmus	Placement year	Other, four-year course
Lower A-levels	51	59	41
Higher A-levels	77	80	68
Others	76	66	56

107. Table 25 shows that Erasmus and placement year students had a higher rate of high classification than other students in each group of entry qualifications. For example, in the groups of those with higher A-levels, 77 per cent of Erasmus students and 80 per cent of placement year students were highly classified, compared to 68 per cent of other students who did a four-year course.

108. This shows that the higher overall rate for those who studied abroad or did a placement can not be entirely explained by differences in entry qualifications.

Degree outcomes and language courses

109. Now we consider whether the difference between the students who studied abroad and others was driven by the difference in the proportion that studied languages.

110. Table 26 shows the proportion of classified qualifiers who started in 2002-03 who were awarded a first or upper second-class degree. For example, the Erasmus language students had a rate of high classification of 71 per cent.

Table 26 Percentage of classified qualifiers who were awarded a first or upper second-class degree

	% of classified qualifiers		
	Erasmus	Placement	Other, four-year
		year	course
Language courses	71	73	71
Non-language courses	78	71	60

111. Table 26 shows that Erasmus language students had a similar rate of high classification to other students who did a four-year course, and that the Erasmus non-language students had a higher rate than the other non-language students. This shows that the difference in the overall rate between Erasmus students and the other students cannot be completely explained by the differences in subjects.

112. It is also interesting to note that Erasmus language students had a lower rate of high classification than other Erasmus students: 71 per cent compared to 78 per cent. However, for other students who did a four-year course, language students had a higher rate than those who studied other subjects: 71 per cent compared to 60 per cent.

Trends over time

113. In this part we consider the degree classifications in different years, to see if the pattern is the same in each year. Table 27 shows the proportion of classified qualifiers who were awarded a first or an upper second, split by starting year.

Table 27 Proportion of classified qualifiers awarded a first or an upper second-class degree by starting year

Starting year	% of classified qualifiers						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	75		66	68	57	58	59
1999-2000	77		67	65	60	59	61
2000-01	75	79	69	69	60	59	61
2001-02	76	80	71	73	59	59	61
2002-03	75	81	71	70	60	60	62

Note: The Erasmus and other abroad qualifiers for 1998-99 and 1999-2000 were indistinguishable, so a combined figure is given.

114. Table 27 shows that the high classification rate increased in all groups from 1998-99 to 2002-03. The group with the largest increase was the group of placement year students, with an increase of five percentage points over the period.

Graduate destinations

115. In this section of the report we look at the results from the Destination of Leavers from Higher Education survey, which is a survey of all graduates six months after they qualified. As in previous sections, we examine the cohort who entered full-time first degree study in 2002-03 and qualified with a first degree before the end of academic year 2006-07.

Employed or still studying

116. Table 28 shows the number of graduating entrants who responded to the survey who were employed or studying. Note that we exclude from the percentages those who explicitly refused to answer the question or were categorised as in 'other' activity (which includes those who are taking time out in order to travel or who are due to start a job within the next month).

Table 28 Activity six months after qualifying for 2006-07 graduates

Activity after six months	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
Employed	2,955	2,510	11,735	985	102,770	26,815	147,765
Study only	740	580	990	125	18,675	4,095	25,205
Assumed unemployed	155	155	545	45	7,300	1,725	9,930
Other	225	210	710	40	6,950	1,375	9,510
Total answers	4,080	3,450	13,980	1195	135,690	34,015	192,410
Explicit refusal	45	40	210	10	2,050	440	2,795
No response to DLHE	190	155	635	65	4,970	2050	8,070
Total	4,315	3,650	14,825	1265	142,715	36,505	203,275
% employed or studying	96%	95%	96%	96%	94%	95%	95%
% employed	77%	77%	88%	85%	80%	82%	81%

Notes: The category 'Employed' includes those students that are employed and still studying, and those who are doing unpaid work. All percentages are based on the total who answered and not categorised as 'other', not the total who responded.

117. Table 28 shows that around 95 per cent of students were employed or studying six months after graduating. Although the proportion of students who were employed or studying were almost equal, there were differences in how they were divided between employment and study. A greater proportion of placement students were employed, whereas a greater proportion of students who studied abroad were still studying.

Location of employment

118. Another question on the survey asked for the country of their employment. Table 29 shows the number of graduating entrants that were employed inside and outside of the UK, six months after graduating.

Table 29 Location of employment six months after qualifying for 2006-07 graduates

Location of employment	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	Total
UK	2,510	2,175	100,545	26,080	940	11,330	143,580
EU, not UK	325	160	1,070	360	20	240	2,180
Not EU	115	165	1,085	345	25	160	1,895
Unknown	0	5	70	30	0	0	110
Total employed	2,955	2,510	102,770	26,815	985	11,735	147,765
% outside UK	15%	13%	2%	3%	4%	3%	3%

Note: The percentages are based on those with a known destination of employment, not the total.

119. Table 29 shows that a greater proportion of employed graduates who did some study abroad worked outside the UK than other employed graduates. Fifteen per cent of the employed graduates who had done some Erasmus study abroad were working outside the UK, compared to 2 per cent of students who did a placement year and 3 or 4 per cent of other students. These estimates of the proportions working outside the UK are likely to be a lower limit as the contact details six months after qualifying for these graduates are harder to capture accurately and thus will create a non-response bias in the survey of destinations.

Salary

120. The survey also asked graduates to state their annual salary. Table 30 shows the number of graduates who answered the question, the mean and median salaries earned, and the proportion of 2006-07 graduates with a salary of over £20,000.

Table 30 Salary six months after qualifying for 2006-07 graduates

	Erasmus	Other abroad	Placement year	Placement other	Other, three-year course	Other, four-year course
Students	950	770	5,305	430	32,075	9,040
Median salary	£18,000	£17,000	£19,000	£19,000	£15,000	£18,000
Mean salary	£17,915	£18,050	£19,530	£19,490	£16,075	£17,950
% with over £20,000	29%	29%	37%	31%	15%	25%

Note: The percentages, means and medians are based on those employed with a known, non-zero salary.

121. Table 30 shows that of the graduates with a recorded salary, a greater proportion of placement students had a salary of at least £20,000. For example 37 per cent of placement year students had a salary at least £20,000, compared to 29 per cent of those who did some Erasmus study abroad and 15 per cent of other students who did a three-year course.

122. In addition to this, the mean and median salaries for placement year students were higher than for other students, and students who did a three-year course with neither a placement nor a year abroad had the lowest mean and median salary. The median salary for placement year students was £4,000 higher than that for three-year other students and the mean salary was £3,415 higher.

123. There are some interesting variations when students are split by whether or not they studied languages, as in previous sections. Table 31 shows the average (the mean) salary for three of the groups from the graduating entrant cohort.

Table 31 Average salary for graduates, by subject studied

	Erasmus	Placement year	Other, four-year course
Language courses	£17,175	£16,855	£16,925
Non-language courses	£18,485	£19,595	£17,975

Note: The averages are based on the students who were employed with a known, non-zero salary.

124. Table 31 shows that for all three types of graduates, those who studied on a language course had lower average salaries than those who studied on a non-language course.

Annex A

125. Note that in all the tables Erasmus and other abroad entrants for 1998-99 and 1999-2000 were indistinguishable, so a combined figure is given.

Table A1 Percentage of graduating entrants who were female, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	67		46	57	57	53	56
1999-2000	65		46	61	58	53	56
2000-01	70	62	47	59	58	52	56
2001-02	68	61	47	63	58	51	56
2002-03	68	61	44	63	58	51	56

Table A2 Percentage of graduating entrants who were mature, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	5		8	12	16	13	14
1999-2000	5		7	12	14	12	13
2000-01	5	5	7	8	14	12	13
2001-02	5	5	7	9	15	13	13
2002-03	6	5	7	11	15	13	14

Table A3 Percentage of UK graduating entrants with a known ethnicity who were non-White, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	7		14	18	12	12	12
1999-2000	8		13	19	12	12	12
2000-01	8	7	16	19	13	14	13
2001-02	9	8	16	16	14	15	14
2002-03	9	10	17	19	14	14	14

Table A4 Percentage of graduating entrants with a known disability, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	4		5	3	5	5	5
1999-2000	3		5	4	5	4	5
2000-01	3	4	5	6	5	4	5
2001-02	4	5	5	5	6	5	5
2002-03	3	4	5	5	6	5	6

Table A5 Percentage of graduating entrants who were from the UK, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	90		95	88	91	91	91
1999-2000	89		95	88	91	91	92
2000-01	89	91	95	90	91	92	91
2001-02	90	92	95	91	91	91	91
2002-03	88	90	94	90	91	90	91

Table A6 Percentage of UK graduating entrants who were from POLAR quintiles 1 and 2, 1998-99 to 2002-03

Starting year	% of graduating entrants						Overall
	Erasmus	Other abroad	Placement year	Shorter placement	Other, three-year course	Other, four-year course	
1998-99	14		22	16	22	19	21
1999-2000	14		22	20	22	20	21
2000-01	14	13	21	17	22	20	21
2001-02	15	14	22	16	23	19	22
2002-03	15	15	22	18	23	19	22

List of abbreviations

HE	Higher education
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
NS-SEC	National Statistics Socio-economic Classification
POLAR	Participation Of Local Areas