

Shaping higher education fifty years after Robbins

Tuesday 22 October 2013

London School of Economics and Political Science
Shaw Library, 6th floor, Old Building, Houghton Street, London, WC2A 2AE



The event is supported by The LSE Annual Fund



#LSERobbins

Widening participation: what does the evidence show?

Anna Vignoles

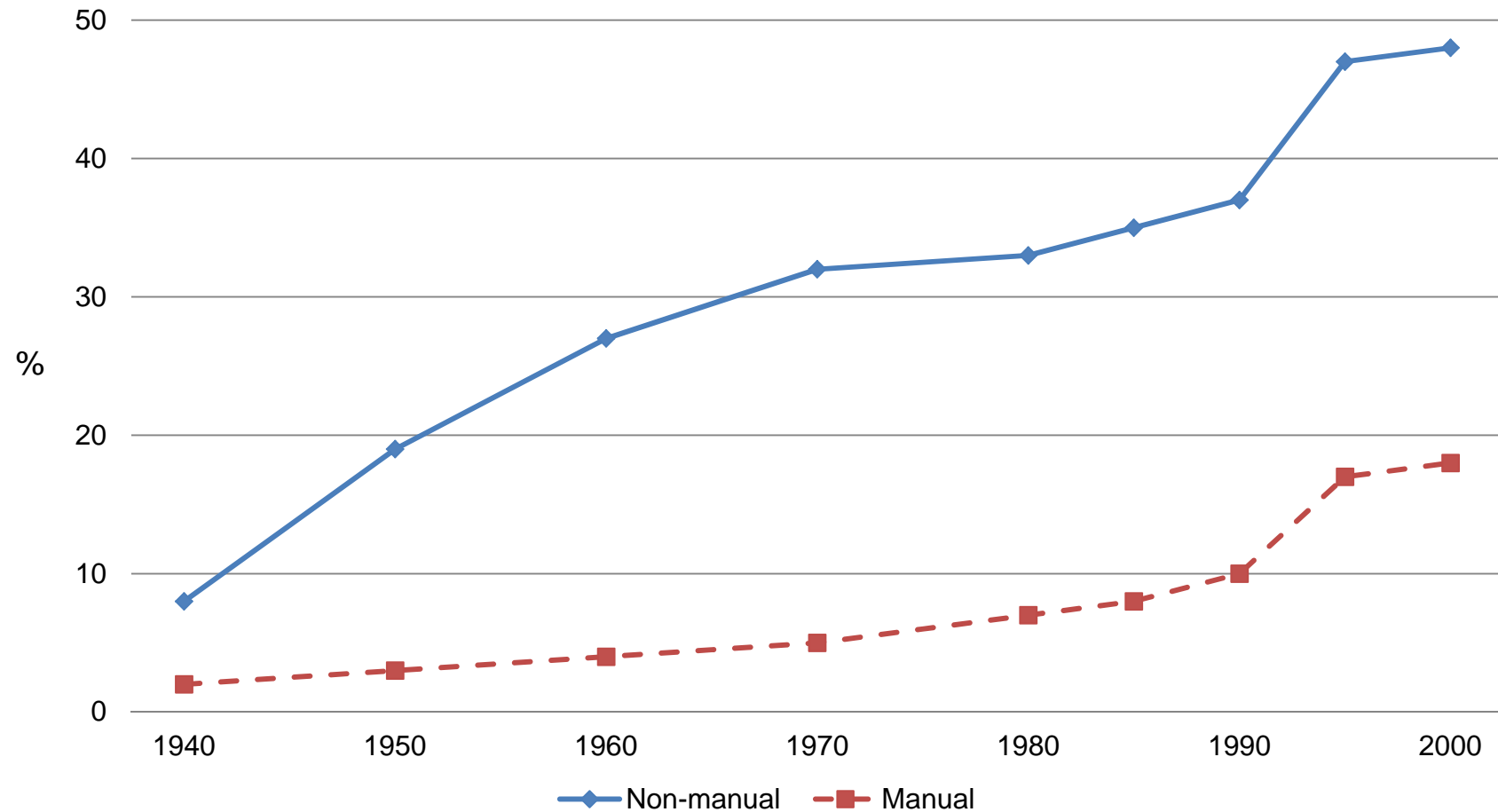
University of Cambridge
Institute for Fiscal Studies

October 2013

Robbins

“...increased attention should be given to the problems of introducing young men and women from families with scanty educational background to the atmosphere of higher education.”

Long run trends in the HE participation rate



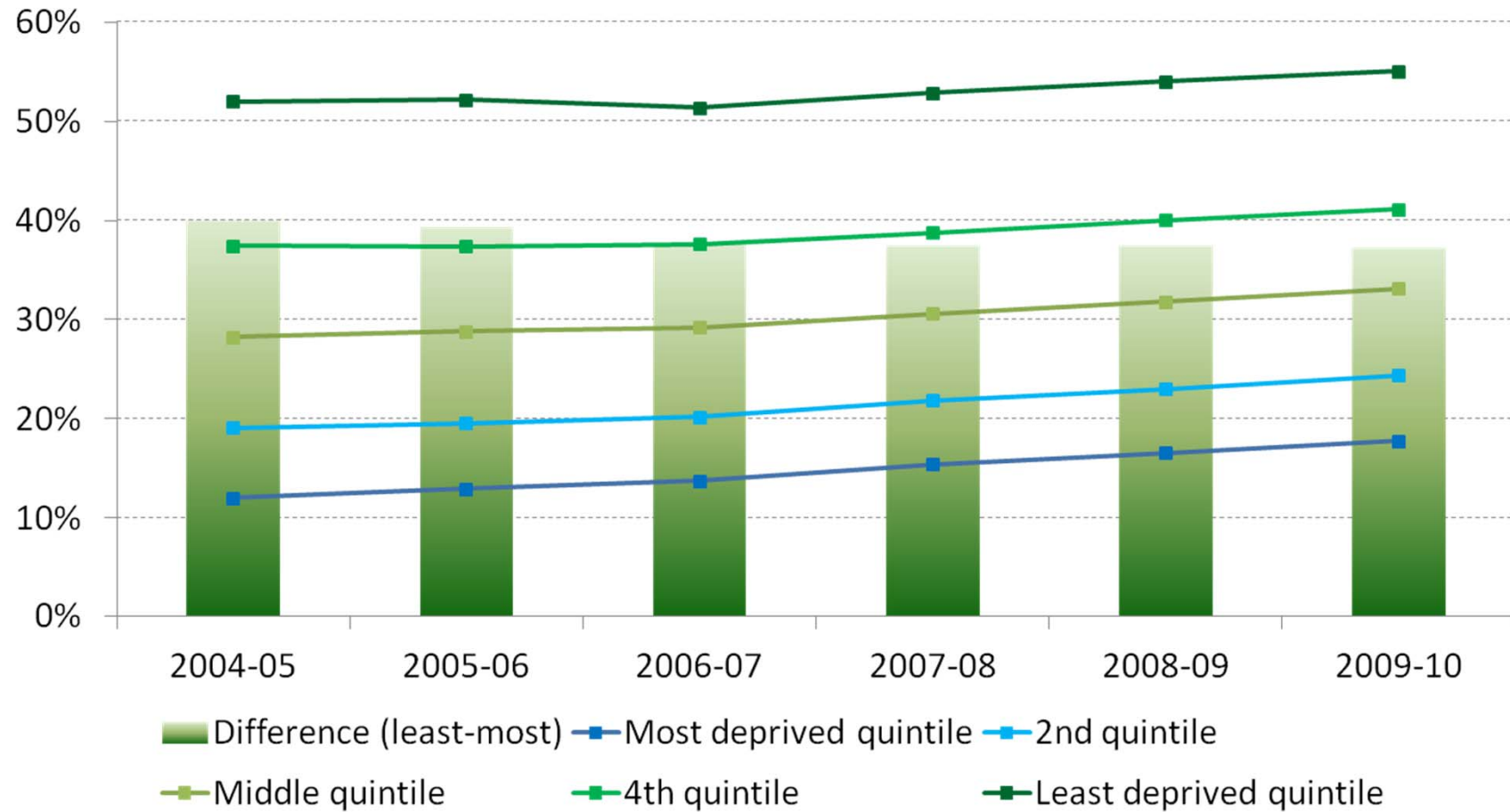
Source: S Gorard (2008): Who is missing from higher education?, Cambridge Journal of Education, 38:3, 421-437, Table 8

Education and social mobility

- Education is not the great leveller that people once hoped it would be
- Increase in the demand for skill – so no doubt that education and skills are critical for success
- BUT... family background continues to be the key determinant of educational achievement

(Goldin & Katz, 2008; Machin, 2011)

HE participation at age 18/19 amongst state school students by deprivation quintile group

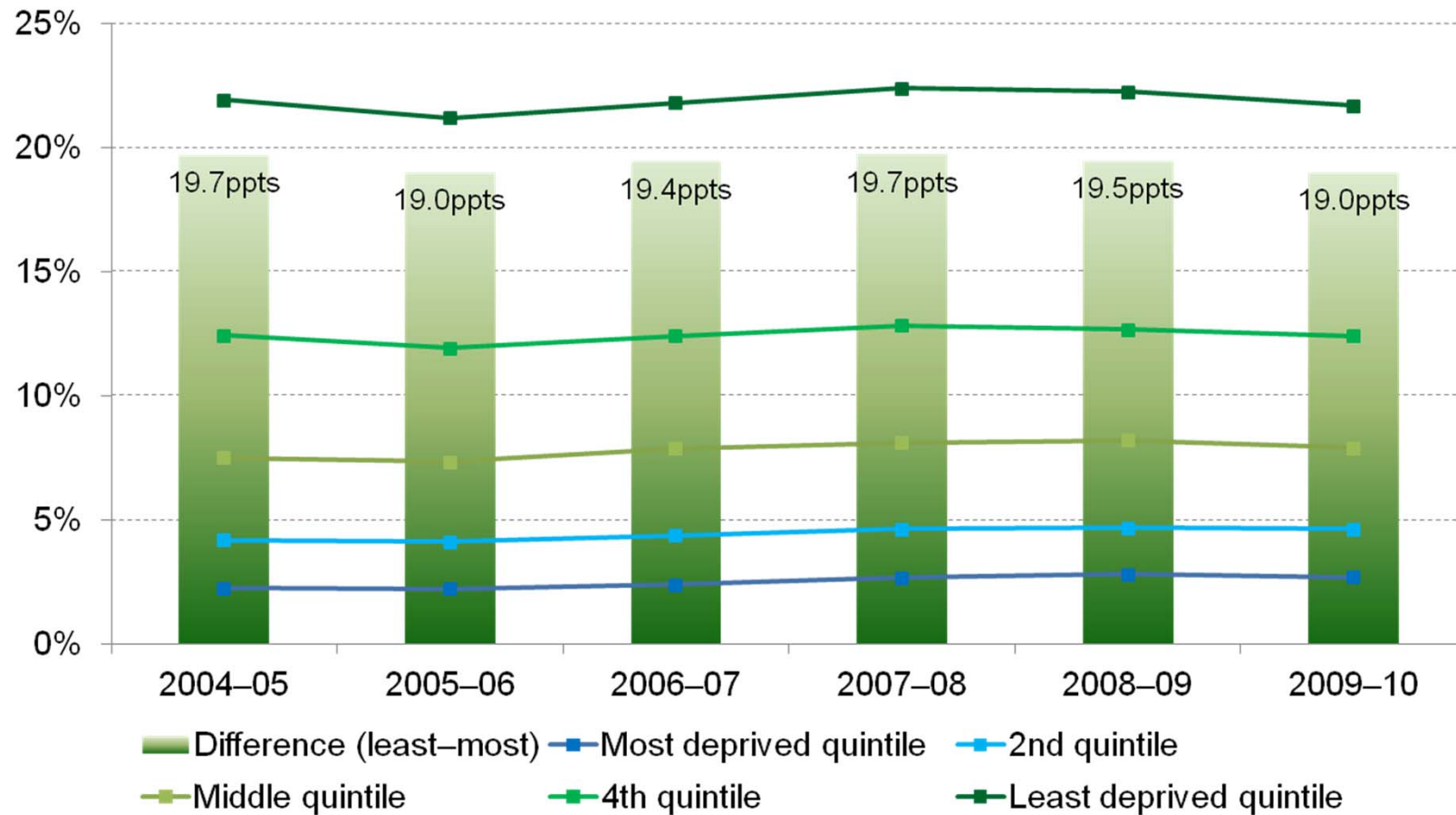


Crawford (2013)

Robbins

“It is not a good thing that Oxford and Cambridge should attract too high a proportion of the country's best brains and become more and more exclusively composed of a certain kind of intellectual elite.....what is needed is not only greater equality of opportunity to enter Oxford and Cambridge but also rather more equality of attraction between them and at least some other institutions.”

High status HE participation at age 18/19 amongst state school students by deprivation quintile group



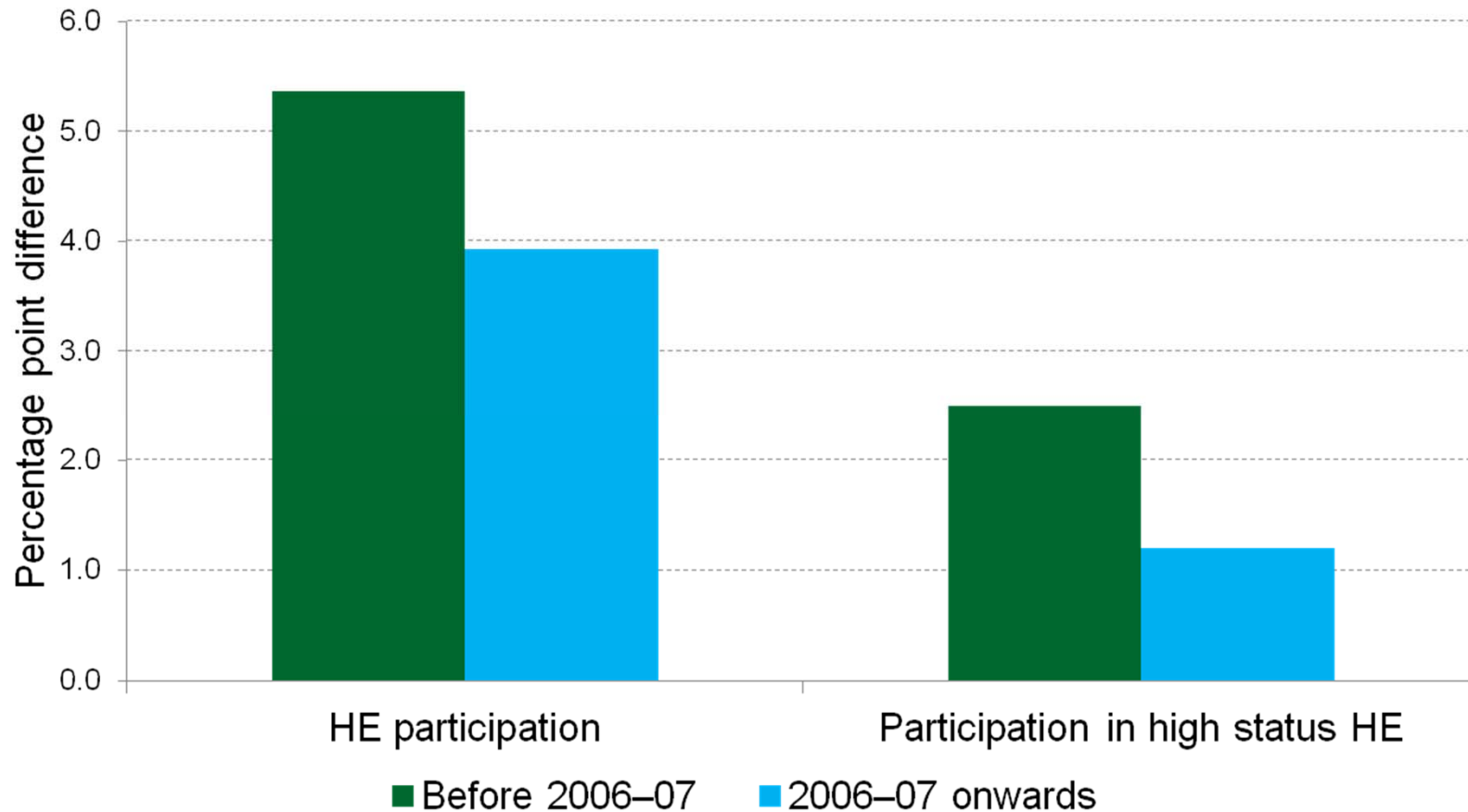
Crawford (2013)

Role of prior achievement

- Large SES gaps persist and access to elite institutions is an issue
- BUT SES gaps are largely down to prior achievement differences though gaps in aspirations do emerge during their teens
- Still true despite increase in tuition fees in 2006/7.....

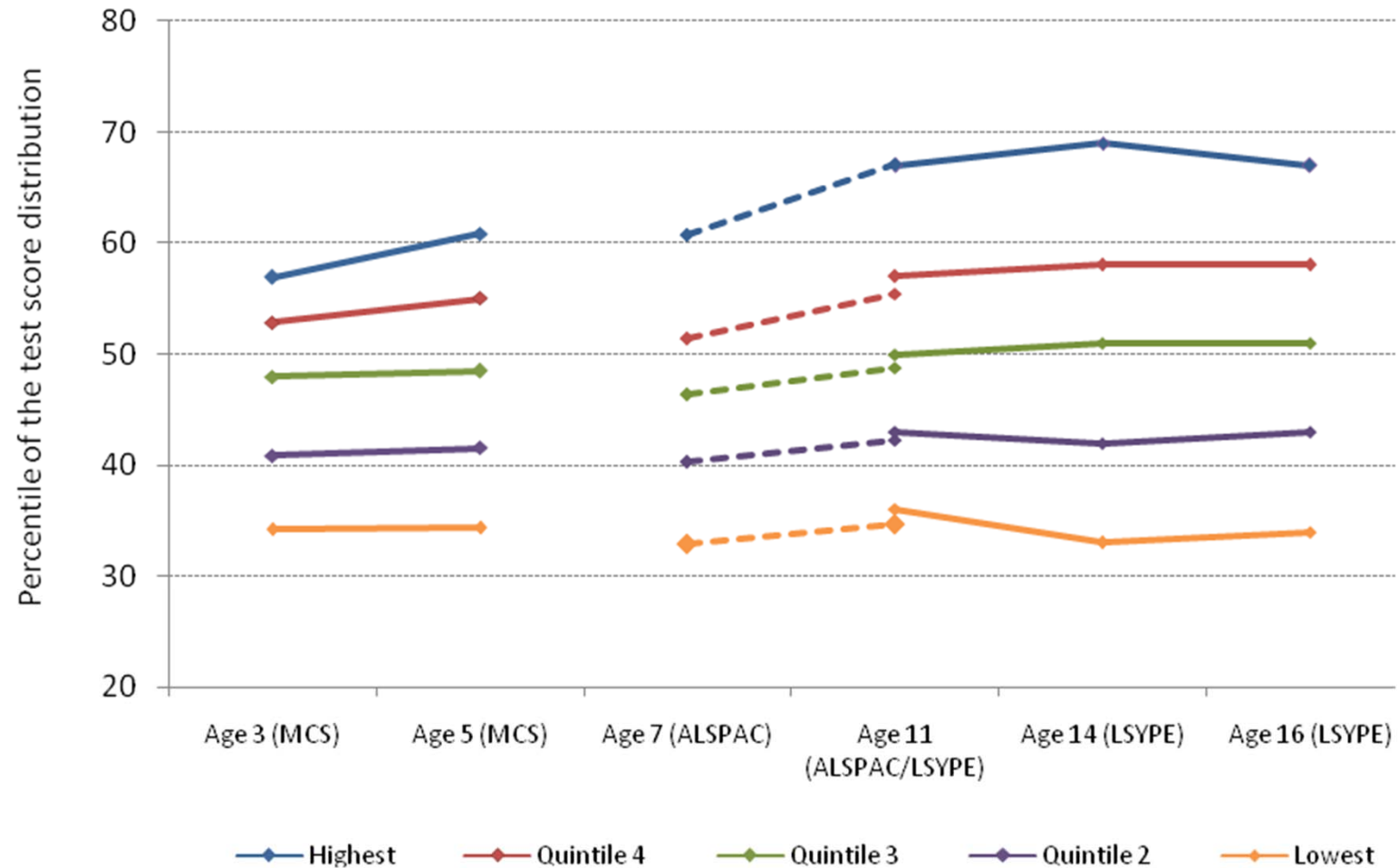
**Anders and Micklewright (2013), Bekhradnia (2003),
Chowdry, C., Crawford, C., Dearden, L., Goodman, A. and
Vignoles, A. (2012); Crawford (2013)**

SES gaps - allowing for A level performance before and after 2006-07



Crawford (2013)

And this is why. Gaps emerge early....



Gregg and Goodman (2010)

Other under represented groups

- Concern about declining mature and part time students, many of whom are widening participation students

(Thompson and Bekhradnia, 2013)

Other under represented groups

- Female participation rate now exceeds that of males at many institutions
- Gender disparities remain in some subject areas
- Increasing proportion of HE entrants from minority groups and they have become less concentrated in particular institutions
- Variation across different minority groups

Where next?

- Increased fees (at least up to the 2012 reforms) did not reduce access to HE for poorer students.
 - In fact SES gaps narrowed somewhat
- Largely attributable to narrowing of SES gap at GCSE

Where next?

- Heavily underwritten subsidised scheme
- Has shielded students from risk
- High state subsidy may reduce investment earlier in the school system with negative impact on widening participation

Where next?

- Social segregation across institutions, largely due to prior achievement differences
- Concentration of independent school students at “elite” institutions
- How does a market operate if there are strong stable institutional hierarchies based on SES/achievement of the student intake?
- What is the role for “value added”?

Beyond HE

- By 3 years after graduation, high SES students are more likely to work in a “top job” (2-4ppt)
- Privately educated graduates more likely to get a “top job” (3ppt) and have higher earnings (5% higher)
- Results hold even when controlling for
 - where the person went to university
 - what they studied
 - how well they did
 - whether they studies for a post-graduate qualification

Macmillan and Vignoles 2013; Chowdry, Crawford and Vignoles 2013

Sources

- Drawing on work funded by The Nuffield Foundation, led by Professor John Micklewright and Dr Claire Crawford. Full details of the project are: <http://www.ifs.org.uk/projects/5/358>
- Anders, J. and Micklewright, J. (2013) Teenagers' expectations of applying to university: how do they change?, Department of Quantitative Social Science Working Paper No. 13-13, Institute of Education.
- Bahram Bekhradnia (2003), *Widening Participation and Fair Access: Overview of the evidence*, Higher Education Policy Institute.
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- Crawford, C., Johnson, P., Machin, S. and Vignoles, A. (2011) 'Social Mobility: A Literature Review', <http://www.bis.gov.uk/assets/biscore/economics-and-statistics/docs/s/11-750-social-mobility-literature-review>.
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- Goldin, C. and Katz, L. (2008) *The Race between Education and Technology*.
- Gregg, P. and Goodman, A. (2011) *Poorer children's educational attainment: how important are attitudes and behaviour?*, Joseph Rowntree Foundation report.
- Machin, S. (2011), 'Changes in UK Wage Inequality Over the Last Forty Years', in P. Gregg and J. Wadsworth (eds.) *The Labour Market in Winter: State of Working Britain 2010*, Oxford University Press.
- Thompson, J. and Bekhradnia, B. (2013) The first evidence on part-time demand and an update on full-time [http://www.hepi.ac.uk/files/1.HEPI%20Report%20\(62\)%20Summary%20Report.pdf](http://www.hepi.ac.uk/files/1.HEPI%20Report%20(62)%20Summary%20Report.pdf)

Data for Gorard (2008)

- 'Non-manual' classes are Registrar General's social classes I, II, and IIIN, 'Manual' are IIIM, IV, and V
- Graph shows the API: the number of persons living in the UK aged under 21 years who are initial entrants to full-time and sandwich undergraduate courses of higher education in Britain expressed as a proportion of the averaged 18 to 19 year old British population

Data for Crawford (2013)

- National Pupil Database (NPD)
 - Census of pupils in Year 11 in England: 2001-02 to 2006-07
 - Key Stage test results at ages 11, 16 and 18
 - Limited background characteristics for those in state schools
 - e.g. gender, ethnicity, FSM eligibility, home postcode
- Higher Education Statistics Agency (HESA) data
 - Census of students attending UK universities: 2004-05 to 2010-11
- Linked NPD-HESA data:
 - Provides us with the population of state school students taking (or eligible to take) GCSEs in England between 2001-02 and 2006-07
 - Enables us to follow individuals from the end of primary school through to potential HE participation at age 18 or 19
- Measure of deprivation
 - Combine FSM eligibility at age 16 with measures of local area deprivation based on pupils' home postcode at age 16 using PCA
 - Index of Multiple Deprivation score (SOA level; approx. 700 HHs)
 - ACORN group (postcode level; approx. 15 HHs)
 - % of population from 2001 census (OA level; approx. 150 HHs):
 - Who work in higher or lower managerial/professional occupations
 - Whose highest educational qualification is NQF Level 3 or above
 - Who own (either outright or through a mortgage) their home
- Split state school population into quintile groups based on this index

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