



**Report on:
Distance to HE**

**Prepared for:
Participation Research Group**

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Date: 24-01-08

Distance to Higher Education

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1. Introduction

Note: Current data analysis is performed on a dataset looking at all UK applicants to degree level courses at HE. The year of application is 2006.

Results suggests that the distance travelled to higher education is correlated to membership of certain socio-cultural characteristics. This is a trend that is re-examined with 2006 data by examining distance travelled by the following socio-cultural characteristics of applicants: school type, socio economic group, gender, qualifications and region of domicile. The demographics examined include the performance indicators as specified by HESA in measuring widening access to higher education. The results will allow a better understanding of access and changes over the last few years.

The information presented will describe where applicants choose to apply and where they are accepted. The level of information will include the range of distances for which applicants apply and will include subject choices in order to note whether certain more popular subjects present a different trend in distance travelled.

This paper will examine the current regional choices of applicants in terms of own and neighbouring regions. Within this examination distance will be used to provide an effective measure of applicants who study locally rather than move away to pursue higher education. As research suggests that risk is felt inversely to socio economic classification the results can examine whether there is corresponding information to suggest advantages to applicants by increasing their distance travelled to HE.

2. Key findings

2.1 Comparing School Types

- There is a relationship between distance travelled and school type attended.
- Applicants to HE from the local area (within 12 miles of home) tend to be from Further Education or from older applicants who do not attend a school prior to application.
- Grammar School and Independent School applicants are least likely to apply to local HEIs.
- Grammar School and Independent School applicants are most likely to apply furthest from home.
- Grammar and Independent Schools have the highest acceptance rates to HE.
- Nearly all school types have the lowest acceptance rates at distances within 6 miles from home.
- Nearly all school types have the highest acceptance rates at mean distances of application between 85 to 105 miles from home.
- Applicants from unknown school types have higher acceptance rates closer to home in contrast to all other school types.
- Local applicants tend to make a smaller number of applications which could be a reason for lower acceptance rates at local institutions.

2.2 Comparing Socio-Economic Groups

- There is a relationship between distance travelled and socio-economic group, however it is not as distinct as the trend that is displayed by school types.
- Applicants from the Higher Managerial Socio-Economic Group (SEG) have the lowest rate of local applications at 8%.
- Applicants from the Routine Occupations Socio-Economic Group have the highest rate of local applications at 24%.
- The Higher Managerial SEG has the greatest proportion of applicants applying the furthest from home.
- The Higher Managerial SEG has the greatest acceptance rates of all SEGs.
- There is a 10% difference between the lowest and highest acceptance rates (78% and 88% respectively) for the Higher Managerial group and an 8% difference for the Lower Managerial group (78% to 86% respectively) when comparing by mean distances applied.
- There does not appear to be any trend according evidence by applicants from the Intermediate and Small Employers SEG and they do not display any evidence of differing behaviour from the average.
- The acceptance rates for the Lower Supervisory SEG are greater at the local level than are those for the Higher Managerial group.
- The Semi-Routine SEG displays a greater amount of applicants staying close to home.
- The distribution for the Routine Occupations SEG shows the highest acceptance rate at the distance closest to home (80%).
- Acceptance rates by SEGs are generally lowest at distances closer to home. The exceptions are Routine Occupations and Lower Supervisory SEGs.

2.3 Comparing School Types and Socio-Economic Groups

- The Higher Managerial SEG follows a similar distribution to Grammar and Independent Schools with most applicants applying further away from home.
- School types are better at distinguishing variation in mean distances than SEGs and some SEGs show little variation.
- The large number of Unclassified applicants may limit the usage of this variable.

2.4 Comparison by Gender

- There is very slight variation in the numbers applying at various distances by Males and Females.
- Females tend to apply locally to a greater extent than Males.
- Males tend to apply further from home than Females.
- There is a greater proportion of Females accepted at the furthest distance from home even though there is a greater proportion of Males that applied at that distance.
- Males have a greater acceptance rate than Females at all distances.
- There is a distinct difference in acceptance rate for Males and Females at the closest distances with Males having up to 6% greater acceptance rates.

2.5 Comparisons by Qualifications

- The distribution of the VCE applicants has a negative skew with a greater proportion of applicants choosing to apply further away from home.
- The proportion of students who do not take Vocational A Levels, qualifications from the SQA or the Welsh Baccalaureate tend to apply closer to home.
- SQA applicants apply in greater number to the furthest distances.
- A majority of Welsh Baccalaureate applicants apply further away from home although this drops off to 4% of applicants at the furthest distances.

2.6 Comparison by JACS groups

- Allied to Medicine applicants choose to apply closer to home and applicants to Medicine apply to a greater extent further away from home.
- Maths and Computer Science applicants choose to apply closer to home and the Engineering applicants apply further away in a greater number.

2.7 Comparison by Region

- Applicants from Northern Ireland tend to cluster furthest from home with over 30% applying to locations over 137 miles.
- London Applicants have the greatest number in any one category applying close to home.

1. Methodology

The information presented will describe where applicants choose to apply and where they are accepted. The level of information will include the range of distances for which applicants apply and will include subject choices in order to note whether certain more popular subjects present a different trend in distance travelled.

The distance was calculated for each applicant choice. Distance was calculated from the home postcode and to the institution postcode. At the first instance the distance to the individual campus was not calculated. The distance was created and is stated in miles. The distance of all applications was summed and then averaged over the number of applications. The distance used is the mean distance over all applications.

For the purposes of analysis the distances of all applicants were divided into ranks of 10. For example, the lowest 10 per cent of miles between home and institution is between 0 to 6 miles.

Rank	Distance
10	599 to 137
9	136 to 105
8	105 to 85
7	85 to 67
6	67 to 50.7
5	50.7 to 35
4	35 to 21.8
3	21.8 to 12.1
2	12 to 6.1
1	6 to 0

Issues to be aware of are applications to campus parts of institutions. Approximately 11% of the applications were to a campus location. The coordinates used to measure the distance are taken from the institution location and there may be some slight variation in actual figures. Further research would be needed to identify more precise distances.

3. Findings

This research report examines the differences in behaviour of applicants by the distance of the applications they make to higher education. The work examines whether there is a relationship between socio-cultural characteristics such as school type, gender, socio-economic group and region of domicile and the distance of application to higher education.

3.1 School Types

The first group examined is the applicants' school type which is identified as falling into one of the following categories: Sixth form, Comprehensive, Further/Higher Education, Grammar School, Independent, Grant Maintained, Other and Unknown.

The 'Other' category includes centre types such as technical colleges, prison schools and other specialist categories. 'Other' school types account for less than 1% of all applicants (see Fig.3.1).

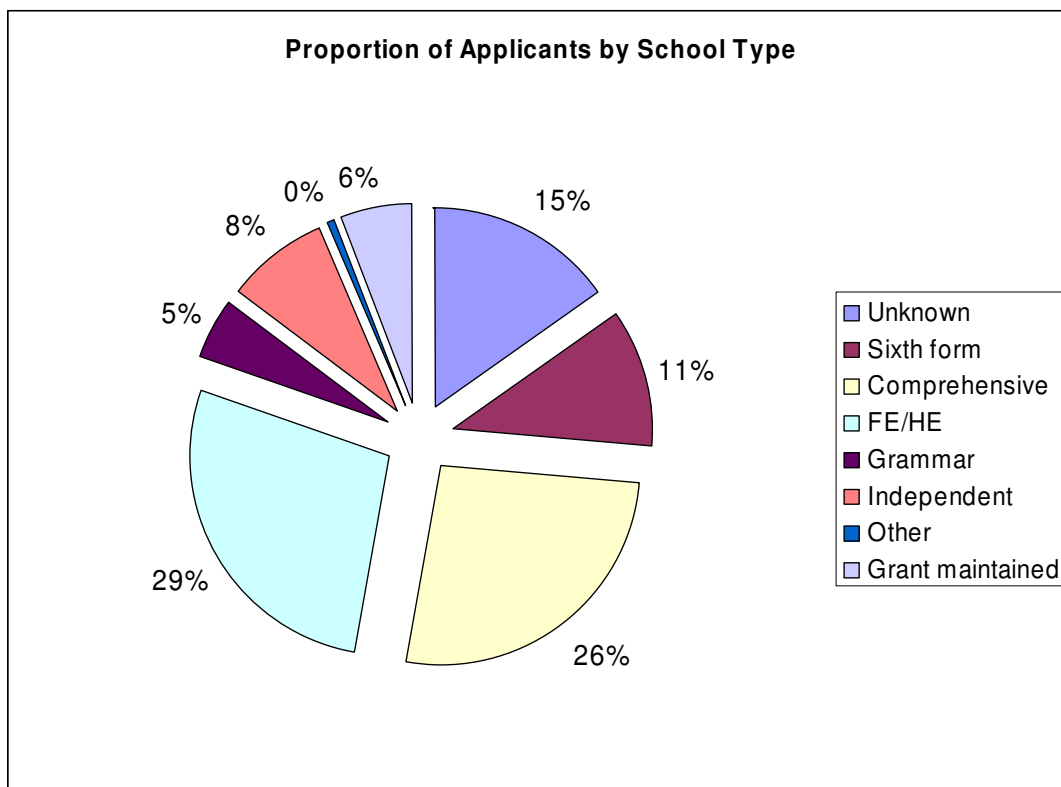


Figure 3.1 Proportion of Applicants by School Types (number of applicants: 424,065)

The greatest number of applicants attended Further Education (FE) (29%) and the second greatest number attended Comprehensive schools (26%). Applicants from Sixth Form comprised 11%, Independent schools had 8% and Grant Maintained had 6% whereas Grammar schools comprised 5%. The lowest amount was from Other schools which include technical schools and they were less than 1%. The data contained unknown or no centre type information for 15% of the applicants considered.

The Unknown school type is classified as such from a lack of information provided by the applicant. In many cases there is no school type because the applicant may be reapplying or may not be attending a centre when applying. Age can account for much of the category and 89% of 'unknown' school type applicants are over 18 years of age

(see Table 3.1 and 3.2). The age group of over 18 years old is 89% of the unknown school type group. This compares to an average of 47% for all school types and 23% at Comprehensive schools.

Table 3.1 Unknown school types for accepted applicants

Age	Unknown	%
<=17	321	1%
18	4993	10%
19-20	14992	30%
21 and over	29346	59%
Grand Total	49652	100%

Table 3.2 School types by age for accepted applicants

Age	Comp	FE/HE	Grammar	Grant maintained	Independent	Other	Sixth Form	Unknown	Average
<=17	6%	0%	0%	0%	3%	1%	0%	1%	2%
18	71%	26%	75%	76%	70%	60%	68%	10%	51%
19-20	19%	39%	23%	21%	24%	21%	27%	30%	27%
21 and over	4%	35%	2%	3%	3%	18%	5%	59%	20%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

3.2 Comparison by School Types

The next section describes the distribution of applicants by distance travelled and compares school types. Tables that display the number of applicants by school type and mean distance of application, the percentage of applications by mean distance and school type and mean distance of applicants who are accepted by school type are found in the appendix.

3.2.1 Local Applicants

Local applicants, in this paper, are categorised by applications whose mean distance is 12 miles or less. Local applicants can fall under the remit of students whose characteristics conform to the widening participation category of students. For example, the University of Bristol mentions local students in its Access Agreement as targeted for special attention (Bristol 2007) .

When looking at the percentage of local applicants by school type there is an evident difference in behaviour and mean distance of applications as seen in Table 3.2.1.

Table 3.2.1 Percentage of local applicants by school type (0 to 12 miles)

School Type	% Local Applicants	Frequency	% Over 12 miles	Frequency
Grammar	2.8%	595	97.2%	20,343
Independent	3.8%	1,344	96.2%	34,151
Grant Maintained	7.7%	1,947	92.3%	23,313
Sixth form	12.2%	5,766	87.8%	41,370
Comprehensive	13.4%	14,835	85.6%	96,023
Other	20.8%	431	79.2%	1,642
FE/HE	27.9%	32,606	72.1%	84,401
Unknown	43.3%	28,261	56.7%	37,037
Total	20.0%	85,785	80.0%	338,280

Grammar school applicants have the lowest rate of local applications at less than 3% applying within 12 miles. Independent schools have the second lowest rate at 3.8%. Grant Maintained school are at 7.7% of local applicants while Sixth Form and Comprehensive schools have almost twice the rate of Grant Maintained schools four times the amount of Grammar and Independent schools at 12.2% and 13.4% respectively. The highest number of local applicants in proportion and in absolute terms are from FE and from the unknown school type at 27.9% (32,606) and 43.3% (28,261) respectively.

Out of 85,785 applicants who applied within 12 miles from home, 60,867 were from FE and Unknown. Less than 4000 applicants were from Grammar, Independent and Grant Maintained schools. The acceptance figures are in line with those of applicants (see Appendix). The figures show a tendency for local applicants to be composed of FE students (27%) and of unknown applicants (43.3%) who have already been established as older. Of the Grammar and Independent Schools – only 2.5% and 3.4% of the accepted applicants remained at a local HEI.

3.2.2 Comparison of School Distribution by Distance

The following section examines and displays a comparison of school distribution by distance. The Comprehensive school type is used as a comparison with the distribution of the rest of the school types. This is due to the fact it provides the second largest category for the applicants and because it is the state school system which is available to all on a non-selective basis. In line with comparison of school types is the idea of trying to identify trends in behaviour that may be due to attendance at a certain type of school and whether it can be associated with HE achievement or participation (HEFCE 2003/32).

Figure 3.2.1 displays a comparison between the distribution of Unknown school type applicants and those from Comprehensive schools.

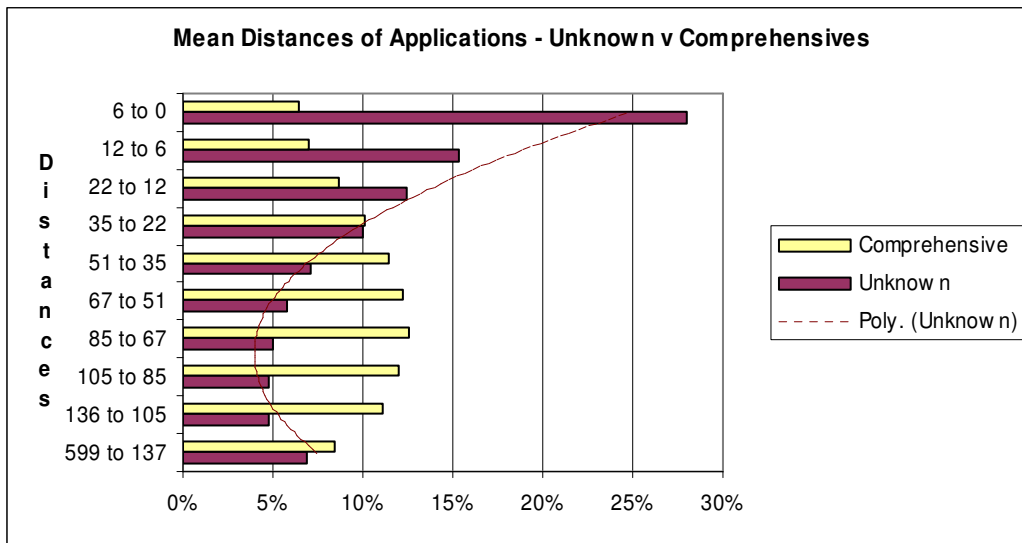


Figure 3.2.1 Mean distances of applications for Unknown and Comprehensive Schools

The Unknown school type displays a positive skew in its distribution with most applicants choosing to study closer to home. This could be in line with mature entrants to HE that choose to remain at home and close to established families. Applicants from Comprehensive schools display a more gradual distribution with the modal distance (the most frequent) being '67 to 85 miles' away from home. The median distance is slightly lower at the '50.7 to 67 mile' category. Figure 3.2.2 examines the acceptance rate by distance rank in order to see if any trends can be identified.

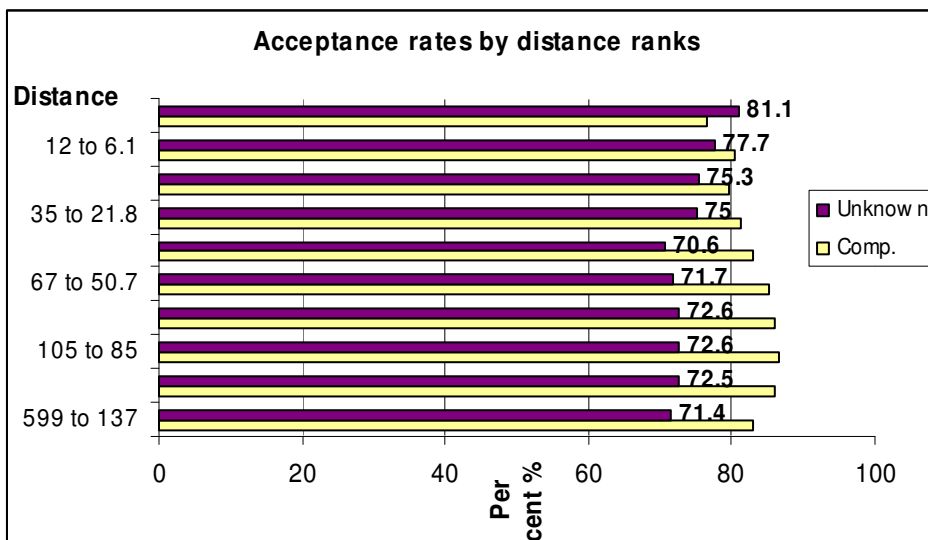


Figure 3.2.2 Mean distances of acceptance rates for Unknown and Comprehensive Schools

The unknown school type category displays a higher acceptance rate at the distances closer to home (0 to 6 miles) and indicates that this is one type of applicant who may not find disadvantage from local application to HE (see Fig 3.2.2). There is a 10% difference at acceptance rates between the closest to and furthest from home with a

gradual decline between the two extremes. This could indicate some pattern in the relationship between distance travelled and acceptance rate.

When looking at Comprehensive schools, the acceptance rate is at its lowest at the local level and tends to be higher at a greater distance from home. The acceptance rate for Comprehensive schools is higher than the Unknown category at all points apart from local applications where it is slightly lower.

Figure 3.2.3 shows a comparison between the mean distance of applications for FE and Comprehensive school applicants.

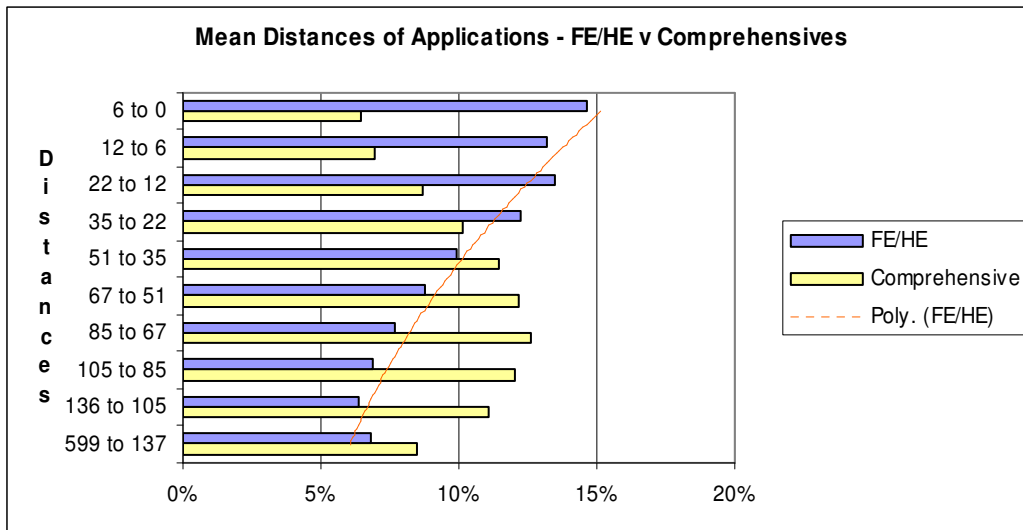


Figure 3.2.3 Mean distances of applications for FE/HE and Comprehensive Schools

FE applicants have a positively skewed distribution (similar but not as clustered as the Unknown distribution - Fig.3.2.1) with a greater percentage of applicants choosing to apply locally. The mode of applicants is at '0 to 6 miles' while the median is at between '21.8 and 35 miles'. This means that the largest category of applicants is at the local level and that half the applicants have applied to study at, or less than, '21.8 to 35 miles' from home. When looking at acceptance rates there is a distinct difference between the acceptance rates at FE and at Comprehensive Schools.

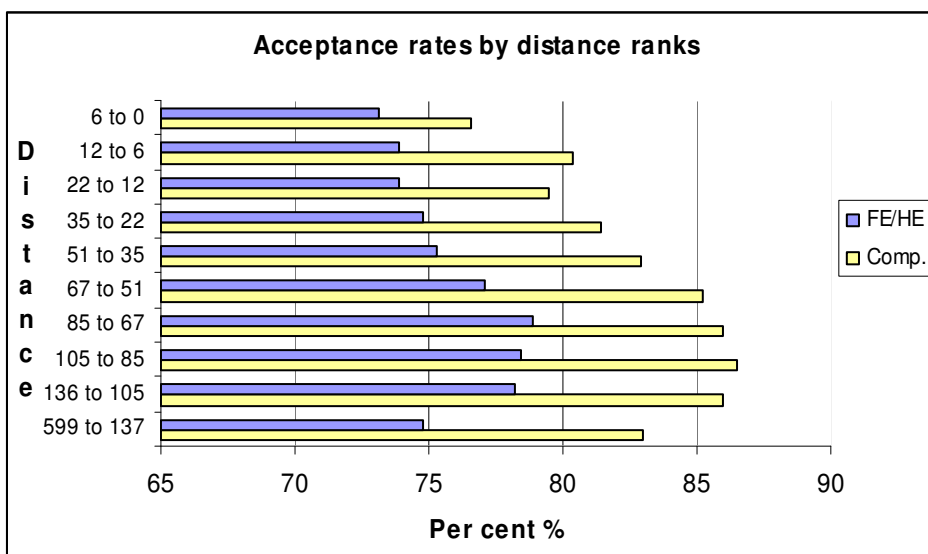


Figure 3.2.4 Mean distance by acceptance rate for FE/HE and Comprehensive Schools

Comprehensive schools have a higher acceptance rate than FE school types at all distances of application.

The highest acceptance rates for FE are found between '85 to 105 miles' from home while the lowest (73%) are at the distance of '0 to 6 miles' from home (see Figure 3.2.4). The lowest acceptance rate for FE applicants corresponds with the group with the highest number of applicants (32,606). A greater amount of applicants from Comprehensive Schools apply to further distances from home than do FE applicants (Fig. 3.2.3).

Figure 3.2.5 shows that the distribution of the Sixth Form applicants corresponds to the pattern seen in the Comprehensive Schools.

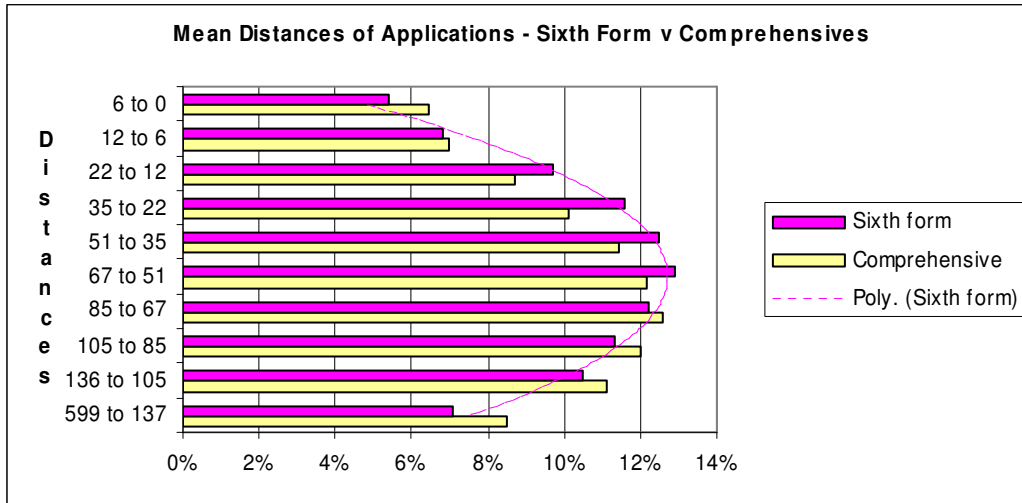


Figure 3.2.5 Mean distances of applications for Sixth Form and Comprehensive Schools

The greatest number of Sixth Form applicants choose to apply over 20 miles away from home. The modal category is '50.7 to 67 miles' away with 13% of the applicants and that is also the median category (the half-way point) (see Fig 3.2.5).

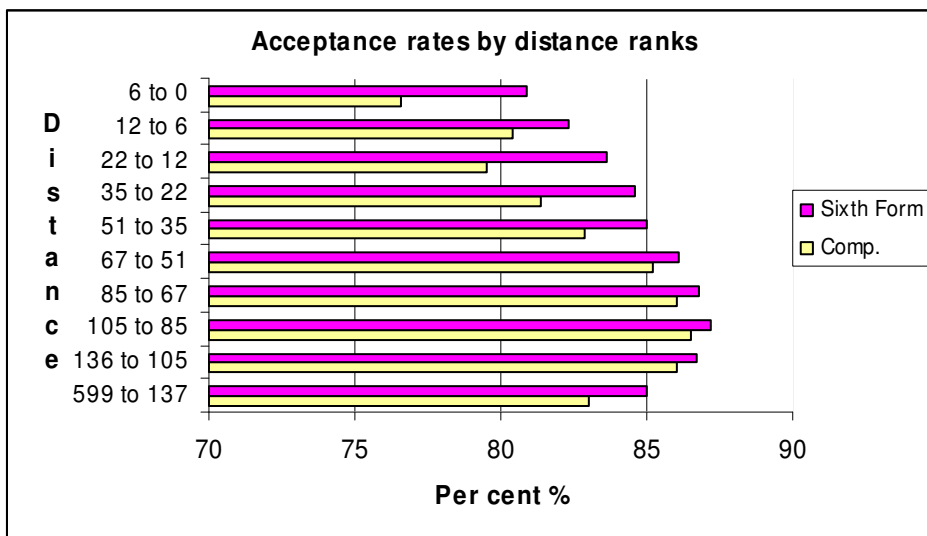


Figure 3.2.6 Acceptance rates by mean distance for Sixth Form and Comprehensive Schools

The acceptance rates for Sixth Form applicants display a correspondence to the mean distance away from home. The lowest rates are at the local level while the acceptance rates tend to increase the further away from home an applicant applies. The greatest acceptance rate is at 85 to 105 miles from home.

Fewer Sixth Form applicants (11.7%) apply locally when compared to those from Comprehensive schools (12.6%). Of those who do, however, a greater amount are accepted, at 81.7% for Sixth Form and 78.5% for Comprehensive Schools.

Figure 3.2.7 examines the distributions for the mean distances and applications of Grammar Schools compared to Comprehensive Schools.

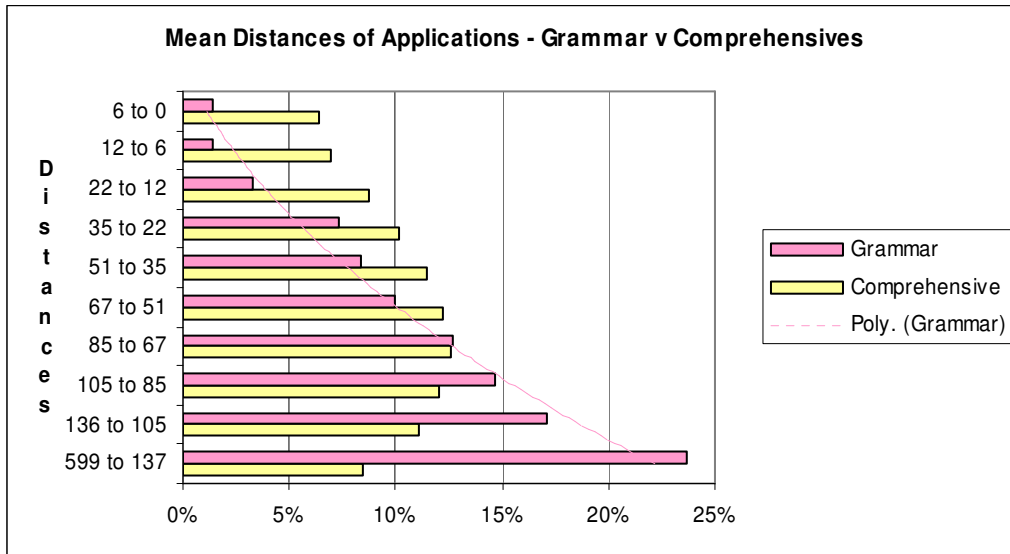


Figure 3.2.7 Mean distances of applications for Grammar and Comprehensive Schools

The distribution of applicants from Grammar schools is negatively skewed with the greatest cluster of applicants (24%) applying to the highest decile of distances 137 to 599 miles. The median category is '85 to 105 miles' which comprises the 7th decile and indicates that most applications are made to institutions that are at a greater distance from home. The acceptance rates for Grammar Schools are displayed in Figure 3.2.8.

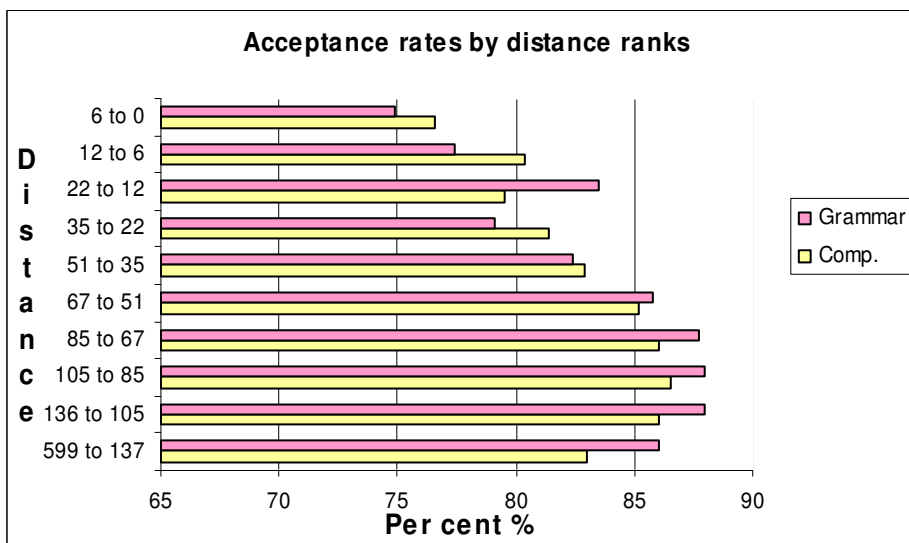


Figure 3.2.8 Acceptance rates by mean distance for Grammar Form and Comprehensive Schools

The acceptance rates for Grammar Schools are highest at the furthest distances although with an exception at the 10th decile which shows a slight drop.

The distribution shown by the 'Other' category of schools is in Figure 3.2.9.

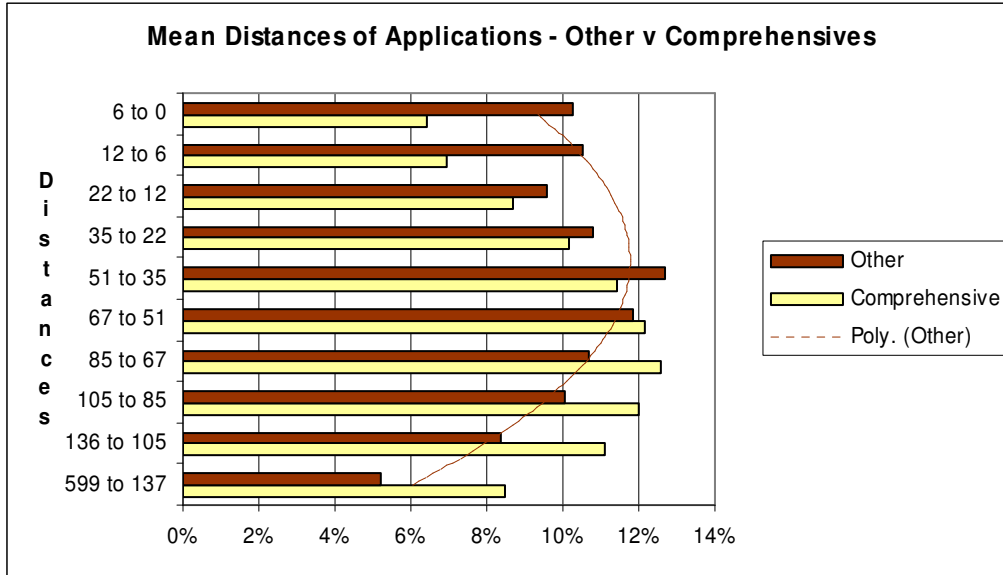


Figure 3.2.9 Mean distances of applications for Other and Comprehensive Schools

The 'Other' category of schools shows a distribution with no evident trend apart from a smaller amount of applicants choosing to apply to the furthest distance away from home. The median and modal category is 35 to 50.7 miles with half the applicants choosing to apply above and below this decile. The smaller number of applicants and the diverse range of schools that are covered in this category may also seek to explain the results which also show an uneven pattern in acceptance rates (Fig. 3.2.10).

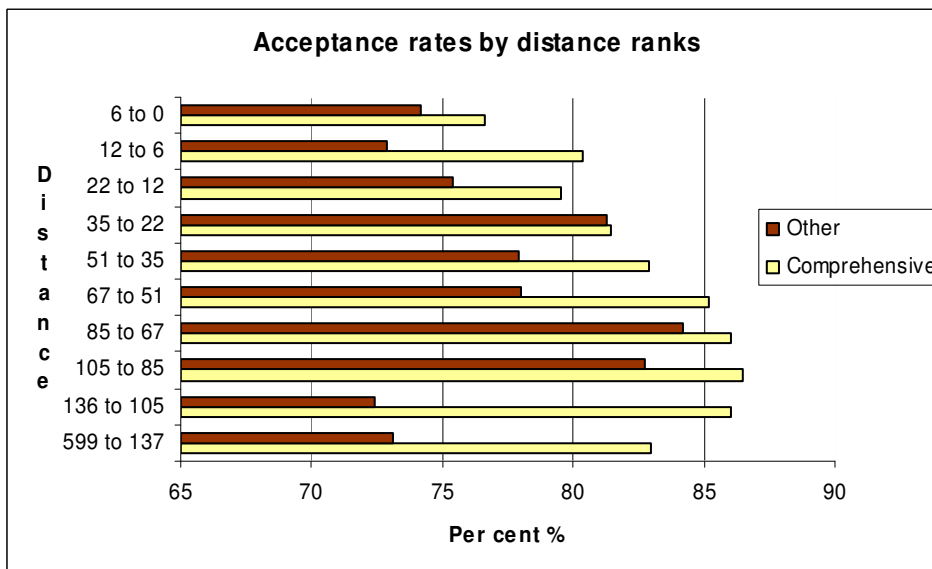


Figure 3.2.10 Acceptance rates by mean distance for 'Other' and Comprehensive Schools

The lowest acceptance rates are at the furthest distances from home and the closest distances as well. There is a pattern of greater acceptance rates between the fourth and eighth decile but there appears to be no distinct trend across all distances.

Applicants from Grant Maintained schools are examined in Figure 3.2.11 and show a similar distribution to Comprehensive Schools.

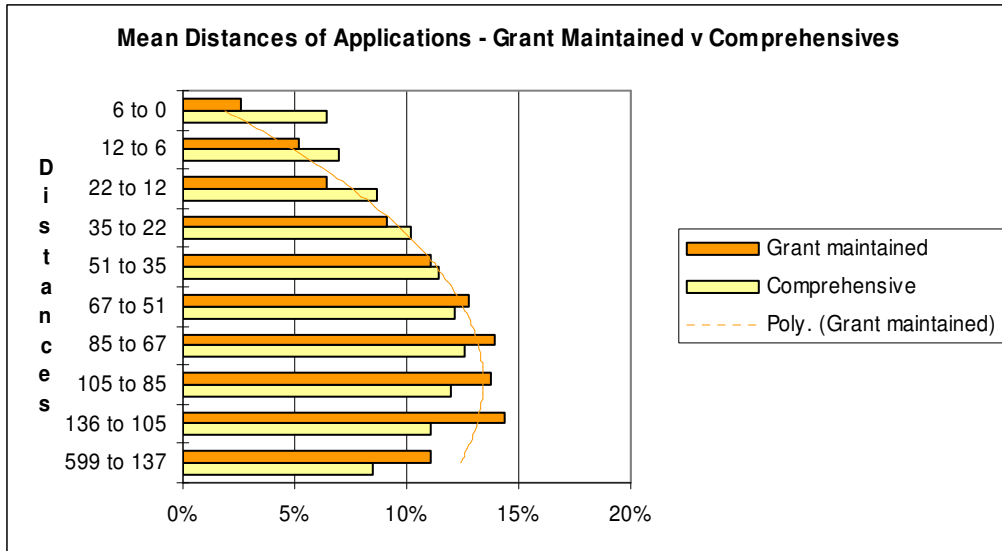


Figure 3.2.11 Mean distances of applications for Grant Maintained and Comprehensive Schools

The Grant Maintained distribution has a slight negative skew with a greater number of applicants that apply further away from home than those who apply locally. The median category is '67 to 85 miles' which means that half of the applicants are at and above the 7th decile and half are below it. The distance of 105 to 136 is the modal category with the greatest number choosing to apply at that distance range.

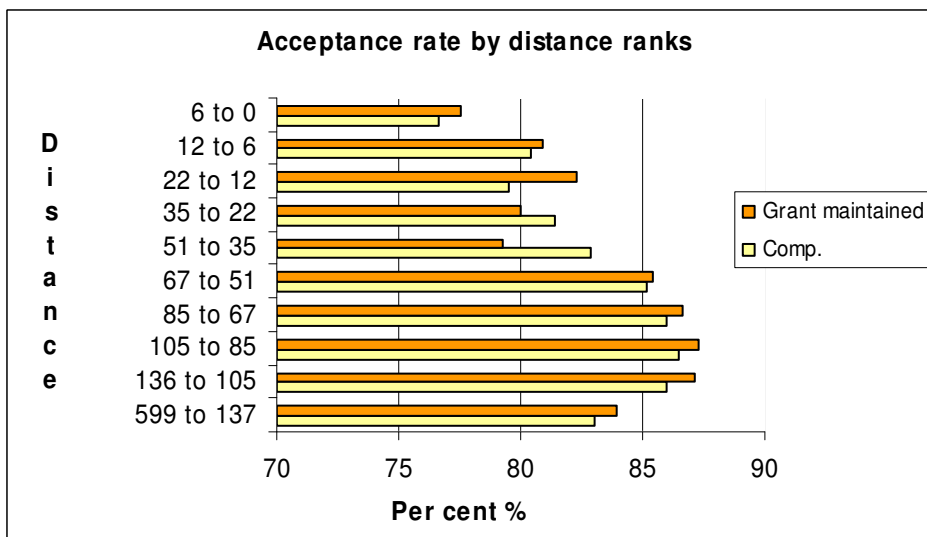


Figure 3.2.12 Acceptance rates by mean distance for Grant Maintained and Comprehensive Schools

The lowest acceptance rates are at the shortest distance from home which contains the smallest number of applicants from Grant Maintained schools. There is a pattern of greater acceptance rates between the sixth and ninth decile. The greater acceptance rates tend to be at the further distances from home. Coinciding with other school types, the greatest distances show a drop in acceptance rates.

Nearly all school types show evidence of a lower acceptance rate for local applications and in many occasions there is a substantial difference between local and non-local acceptance rates. Comprehensive Schools show a difference of 10% and Grammar schools have the greatest difference at 13.1% (see Table 3.2.2).

Table 3.2.2 Difference between Lowest and highest acceptance rates by distance

Distance	Comprehensive	FE/HE	Grammar	Grant maintained	Independent	Other	Sixth Form	Unknown	Total
0 to 6	76.6	73.1	74.9	77.5	77.1	74.2	80.9	81.1	77.3
105 to 85	86.5	78.4	88	87.3	87.3	82.7	87.2	72.6	84.3
Difference	9.9	5.3	13.1	9.8	10.2	8.5	6.3	-8.5	7

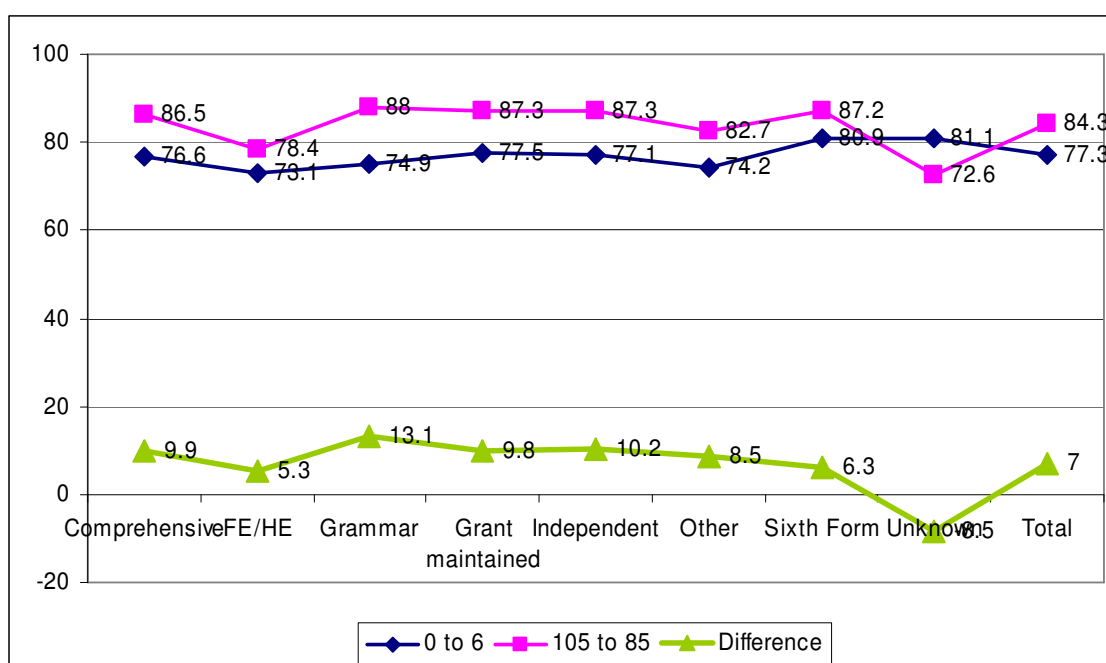


Figure 3.2.12 Difference between Lowest and highest acceptance rates by distance

The lower local acceptance rate may be evidence of application behaviour by applicants in relation to the amount of applications made. Applicants in 2006 had the option to make up to 6 applications unless they were applying for Medicine and then they were allowed up to 4 applications. It seems logically consistent that a greater number of applications could provide a greater chance of acceptance. As Table 3.2.3 indicates there is an apparent correlation between distance travelled and number of applications made.

Table 3.2.3 Mean distance of applications by number of applications made to HE

Distance (miles)	1	2	3	4	5	6	7	Total
599 to 137	5%	5%	7%	10%	9%	13%	9%	10%
136 to 105	2%	4%	6%	10%	10%	14%	11%	10%
105 to 85	2%	4%	6%	9%	11%	14%	12%	10%
85 to 67	2%	4%	7%	10%	11%	14%	13%	10%
67 to 50.7	4%	6%	9%	11%	12%	12%	12%	10%
50.7 to 35	6%	7%	10%	11%	12%	11%	12%	10%
35 to 21.8	10%	13%	14%	11%	12%	9%	10%	10%
21.8 to 12.1	14%	17%	15%	12%	11%	6%	8%	9%
12 to 6.1	17%	16%	12%	9%	8%	5%	8%	9%
6 to 0	38%	24%	14%	7%	6%	3%	4%	11%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Evidence indicates that applicants who make a fewer amount of applications tend to apply locally. Of those who made one application, 38% choose to apply to an institution 0 to 6 miles from home. Of those who made one application 79% of applicants applied to HEIs no further than 35 miles away from home. Of those who made 6 applications only 23% applied to stay within 35 miles from home.

The low acceptance rate for local applicants and the link between fewer choices and local study may have implications in terms of Information, advice and guidance (IAG). This could point to a part of the population who do not make full use of the application choices and may not be aware of all their options.

3.3 Socio Economic Group

The second group examined is the applicants' socio-economic group and, as shown in Figure 3.3.1, it contains the following categories: Higher managerial and Professional Occupations, Lower Managerial and Professional Occupations, Intermediate occupations, Small Employers and Own Account Workers, Lower supervisory and technical occupations, Semi-routine occupations, Routine occupations and Unclassified.

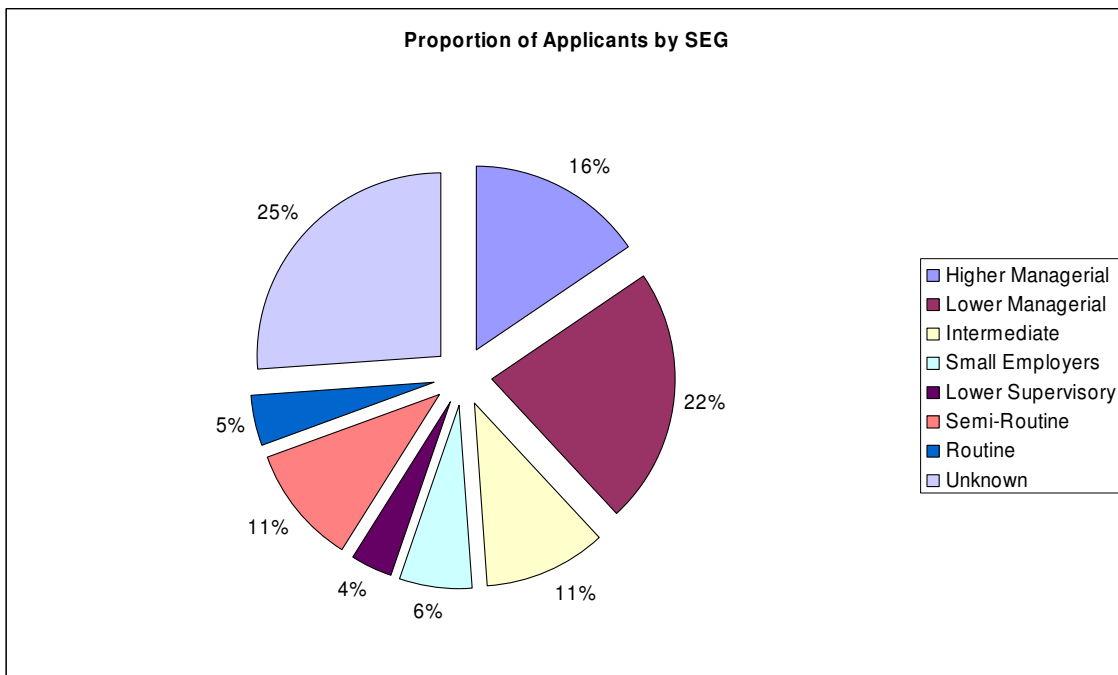


Figure 3.3.1 Proportion of Applicants by Socio-Economic Group

The highest number of applicants is from the 'Unclassified' category and comprises 25% of the applicant population. These are applicants who have chosen not to disclose their parents occupation (if under 21) or their own (if 21 and over). While there is a limited amount of information that can be inferred on this category it is kept in the analysis because it comprises such a large proportion of the data.

Comparison by Socio-Economic Groups

The next section examines the mean distance of applications by SEG. Similar to the school type comparison, the first examination looks at the proportion of applicants choosing to apply locally. Local applicants are defined as applying to an institution that is located at a distance between 0 and 12 miles from home.

Comparing applicants by socio-economic group (SEG) is an attempt to identify whether there is a relationship between parental occupation and behaviours towards HE. The first examination is of tendencies to apply and stay locally. The data is presented in Table 3.3.1 and examines the patterns in local applications by the different SEG categories.

Table 3.3.1 Percentage of Local applications by socio-economic group (0 to 12 miles)

SEG	% Local Applicants	Frequency	% Over 12 miles	Frequency
Higher Managerial	8%	5,330	92%	61,102
Lower Managerial	14%	13,032	86%	83,145
Intermediate	17%	7,955	83%	37,724
Small Employers	15%	3,895	85%	20,301
Lower Supervisory	15%	2,316	85%	12,607
Semi-Routine	24%	10,747	76%	34,105
Routine	24%	4,468	76%	14,722
Unclassified	34%	37,721	66%	73,627
Total	20%	85,464	80%	337,333

Higher Managerial SEGs have the lowest rate of local applications at 8% applying within 12 miles. Lower Managerial SEGs have the second lowest rate at 14% and Small Employers and Lower Supervisory Groups are both at 15% of local application. Semi-Routine and Routine SEGs have three times the local application of Higher Managerial groups at 24%. The highest rate is for the Unclassified category at 34%.

Of the 85,464 applicants who applied to local institutions 17,531 are from the lower SEGs while an additional 37,721 are Unclassified. The results from Table 4.4.1 show a pattern of local applications that is in inverse relationship to the category of SEGs. The higher the SEG, the lower the percentage of applicants who apply locally. The only exception is the category of Intermediate SEG which at 17% is higher than the following two categories.

Comparison of SEG Distributions by Distance

The following section examines and displays a comparison of SEG distribution by distance. The Higher Managerial group is used as a comparison due to being one of the largest categories and because it presents a distinct pattern according to distance travelled. Lower SEGs are deemed to be under-represented in HE (DfES 2006) and an examination of these groups behaviour could be useful in identifying trends in application to HE.

Figure 3.3.1 displays a comparison between the distribution of Higher Managerial applicants and those from Lower Managerial SEGs.

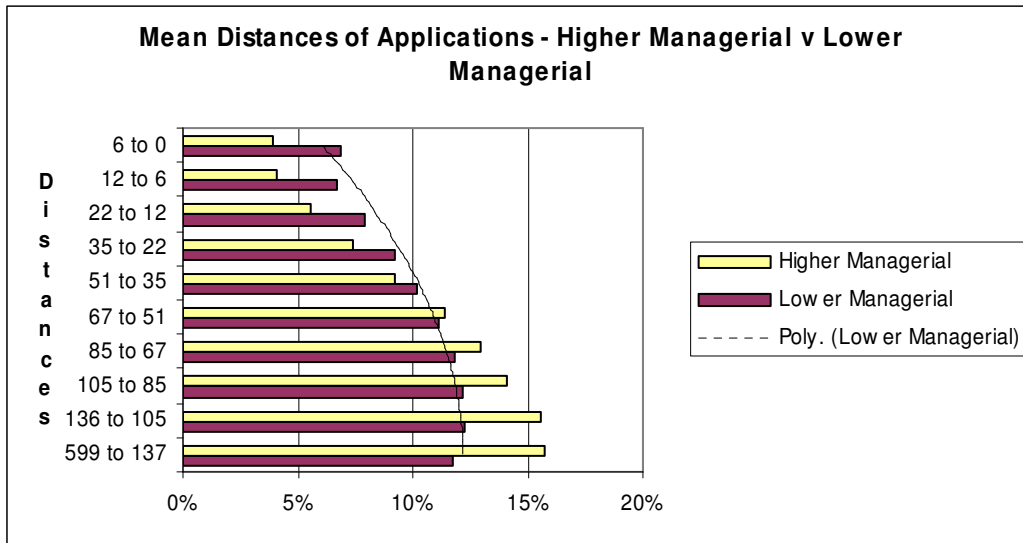


Figure 3.3.1 Mean distance of application by Higher Managerial and Lower Managerial Groups

Both Higher and Lower Managerial groups display a negative skew in their distribution with a greater proportion of applicants choosing to apply further away from home. A greater number of Higher Managerial applicants apply to the furthest distances with 32% applying at institutions over 105 miles away. The corresponding number for Lower Managerial applicants is 24%. The modal categories are the 9th and 10th percentiles (105 miles and over) while the median category is at '67 to 85 miles' from home.

Half the Lower Managerial applicants have a mean distance below the median category at 35 to 51 miles and half above it. Figure 3.3.2 examines the acceptance rate by distance rank in order to see if any trends can be identified.

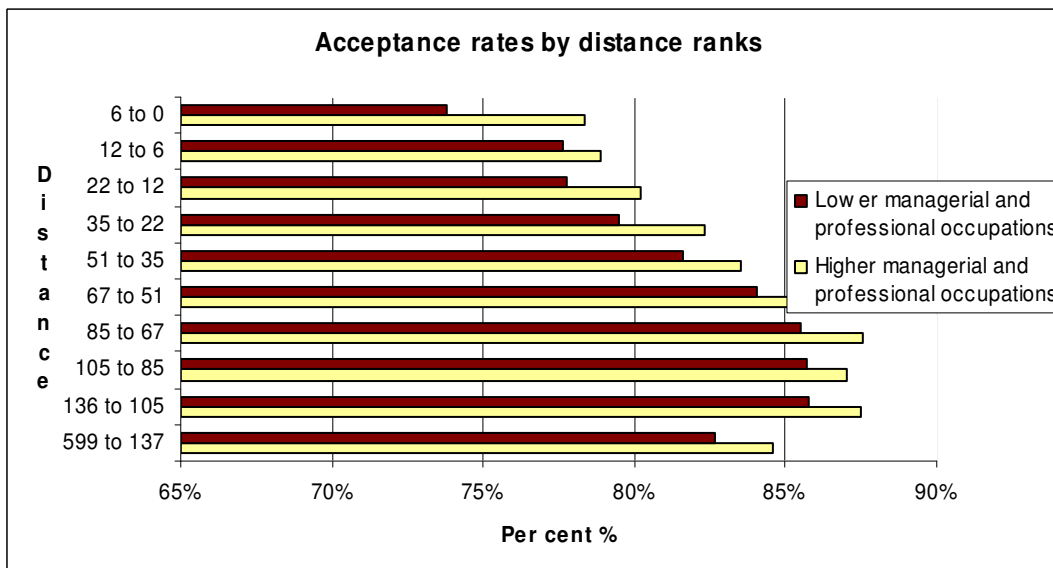


Figure 3.3.2 Mean distances of acceptance rates for Higher and Lower Managerial SEGs

Both categories show a trend of a higher acceptance rate at the distances further away from home. This acceptance rate peaks at 86% for Lower Managerial groups that are between 85 and 136 miles from home. For the Higher Managerial group the acceptance rate is at its highest at 88% at 67 to 85 miles from home.

There is a 10% difference between the lowest and highest acceptance rates (78% and 88% respectively) for the Higher Managerial group and an 8% difference for the Lower Managerial group (78% to 86% respectively). The acceptance rate is at its lowest at the local area and tends to be higher at a greater distance from home. The exception being at the furthest distance from home which shows a small drop in acceptance rate. Figure 3.3.3 shows a comparison between the mean distance of applications for Higher Managerial and Intermediate groups.

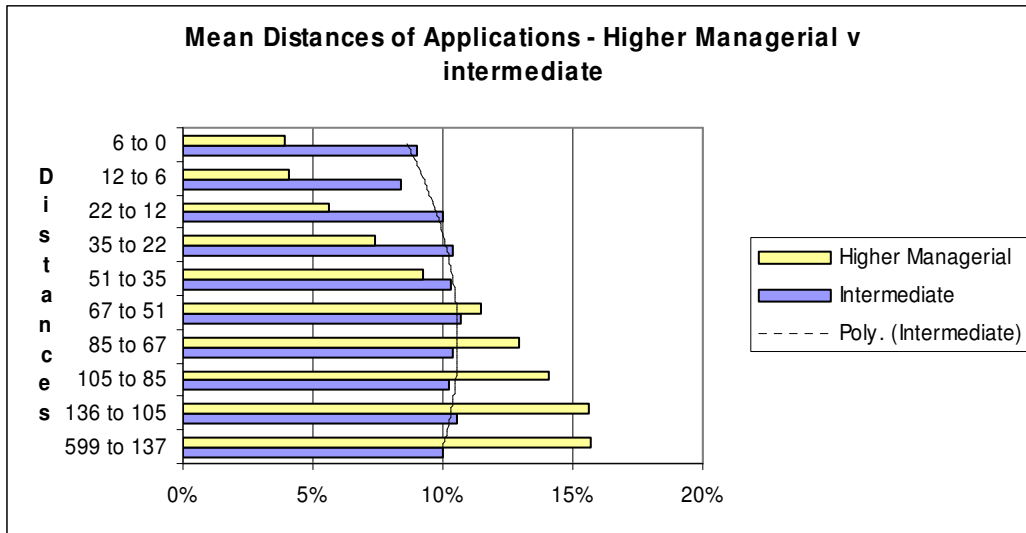


Figure 3.3.3 Mean distance of application by Higher Managerial and Intermediate Groups

Applicants from the Intermediate SEG have a flat distribution that is evenly spaced out among the deciles of distance. There is a slight drop in applications at the local level but only by 1 to 2 per cent. There does not appear to be any trend according to this SEG and it doesn't display any evidence of differing behaviour from the average. Figure 3.3.4 shows acceptance rates by distance ranks and the variations are not immediately explained by a varying number of applications.

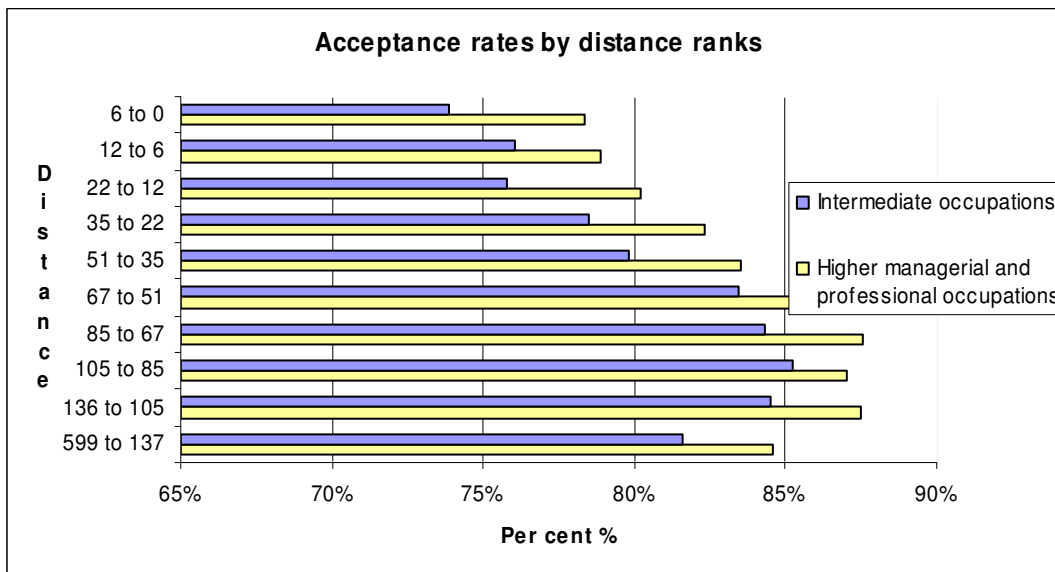


Figure 3.3.4 Mean distances by Acceptance rates for Higher Managerial and Intermediate SEGs

The Intermediate SEG displays very little variation in numbers applying to different ranges of distance. There is a stronger indication, therefore, that the differing acceptance rates can be attributed to the role of distance to which applicants applied.

As mentioned in the discussion on school types, local applicants tend to under-utilise their applications in terms of number of institutions for which applications are made. Higher Managerial applicants have higher acceptance rates at all distance ranges. The highest acceptance rates are at the 85 to 105 miles away from home and this holds true for both Intermediate and Higher Managerial groups.

Figure 3.3.5 shows the distribution of Small Employers and Higher Managerial groups by distance.

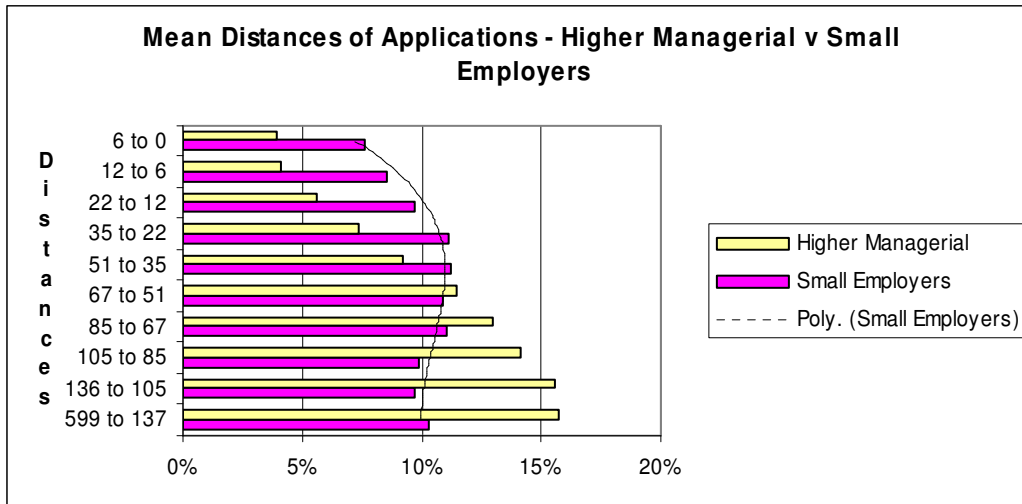


Figure 3.3.5 Mean distance of application by Higher Managerial and Small Employers Groups

The Small Employers SEG shows a tendency for lower rates of application to local distances but only by 2-3%. There is a more even distribution for distances over 22 miles from home. The Small Employers' distribution seen in Fig. 3.3.6 corresponds to the pattern of the Higher Managerial group but at lower rates of acceptance.

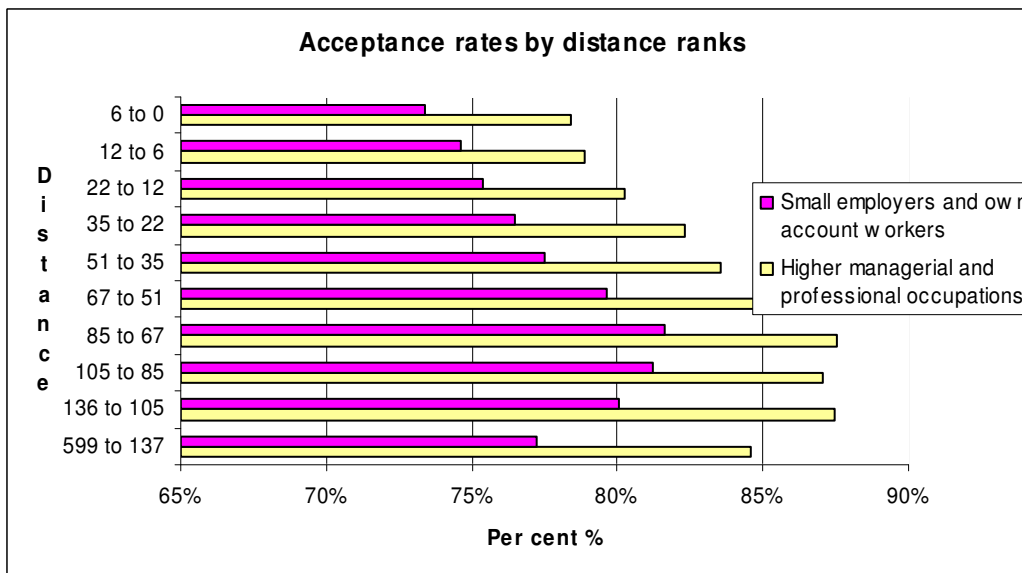


Figure 3.3.6 Mean distances by Acceptance rates for Higher Managerial and Small Employers SEGs

The acceptance rates for the Small Employers SEG are lowest at the local area and highest at the 67 to 85 mile category. The acceptance rate of the Higher Managerial SEG is highest at every distance category.

The distribution of Lower Supervisory SEGs is displayed in Figure 3.3.7 and there is evidence of some relationship to distance of institution.

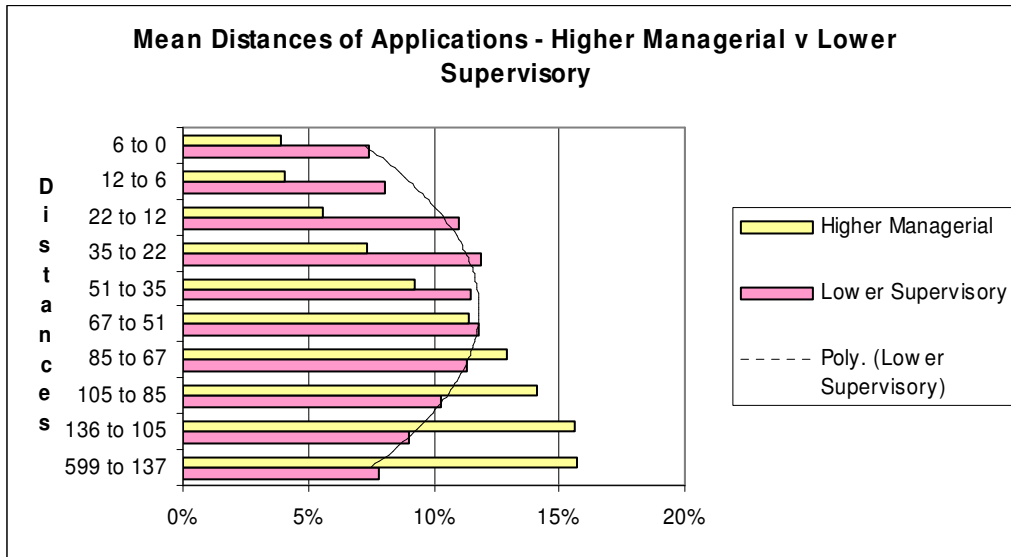


Figure 3.3.7 Mean distances of applications for Higher and Lower Managerial SEGs

The Lower Supervisory SEG displays a smaller amount of applicants at the closest and furthest distances while the bulk of applicants is between the 3rd and 8th decile. The acceptance rates are examined in Figure 3.3.8.

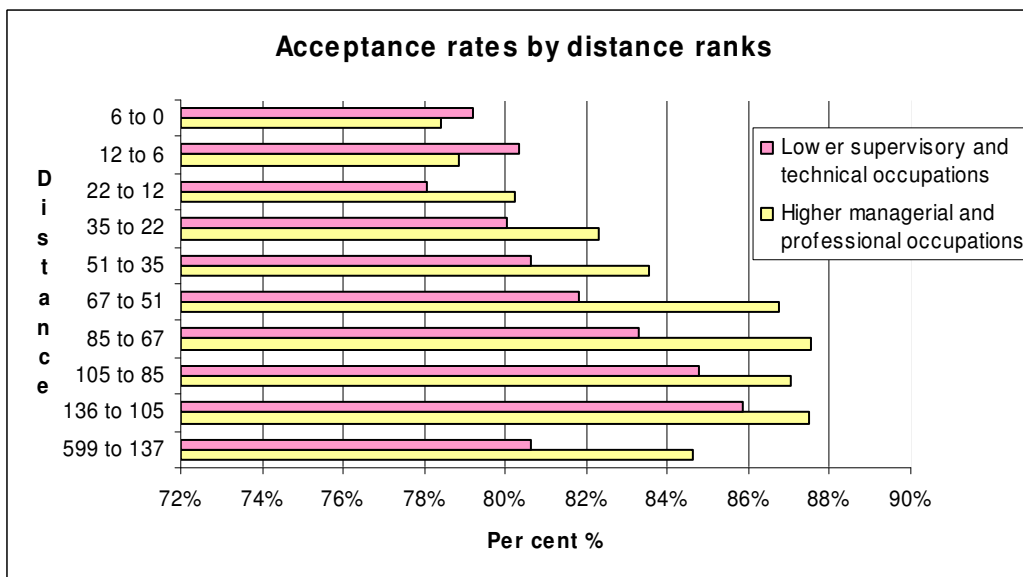


Figure 3.3.8 Mean distances by Acceptance rates for Higher Managerial and Lower Supervisory SEGs

The acceptance rates for the Lower Supervisory SEG are greater at the local level than are those for the Higher Managerial group. This could indicate that local choices for these applicants are a positive choice and to their advantage. The trend for the further distances is similar in both groups with higher acceptance rates being found at distances further from home. The exception being the 10th decile which shows a slight drop for the Higher Managerial group and a larger decline for the Lower Supervisory group.

The distribution of the Semi-Routine SEG is shown in Figure 3.3.9.

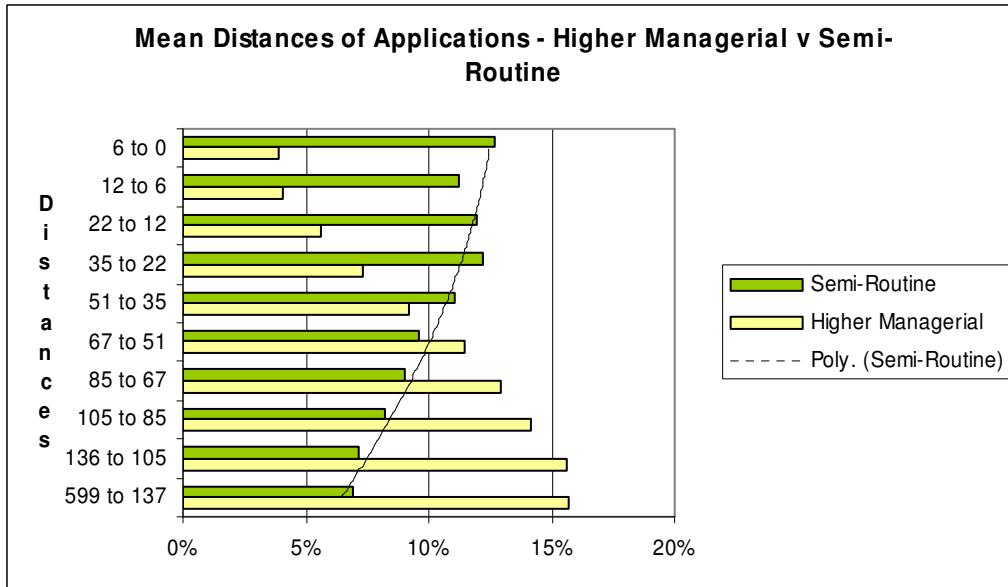


Figure 3.3.8 Mean distance of applications by Higher Managerial and Semi-Routine SEGs

The Semi-Routine and Higher Managerial SEGs display proportionally inverse distributions according to distance from home. The Semi-Routine SEG displays a greater amount of applicants staying close to home while the Higher Managerial SEG has most of the applicants applying away from home. The proportion of Semi-Routine applicants who apply to 22 miles or less is 36% while for Higher Managerial applicants the corresponding figure is 14%. The modal category for Higher Managerial applicants is 137 to 599 miles while for the Semi-Routine applicants it is '0 to 6 miles'.

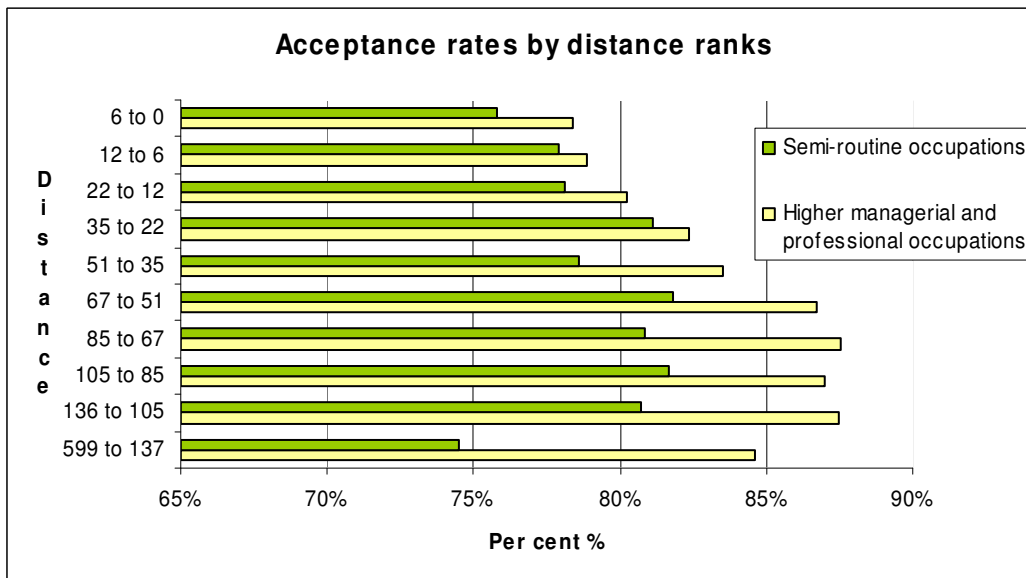


Figure 3.3.9 Acceptance rate by mean distance for Higher Managerial and Semi-Routine SEGs

The acceptance rates are consistently low at the local level apart from the Lower Supervisory SEG which does not have the lowest acceptance rate closest to home. The distribution of the Routine category is shown in Figure 3.3.10.

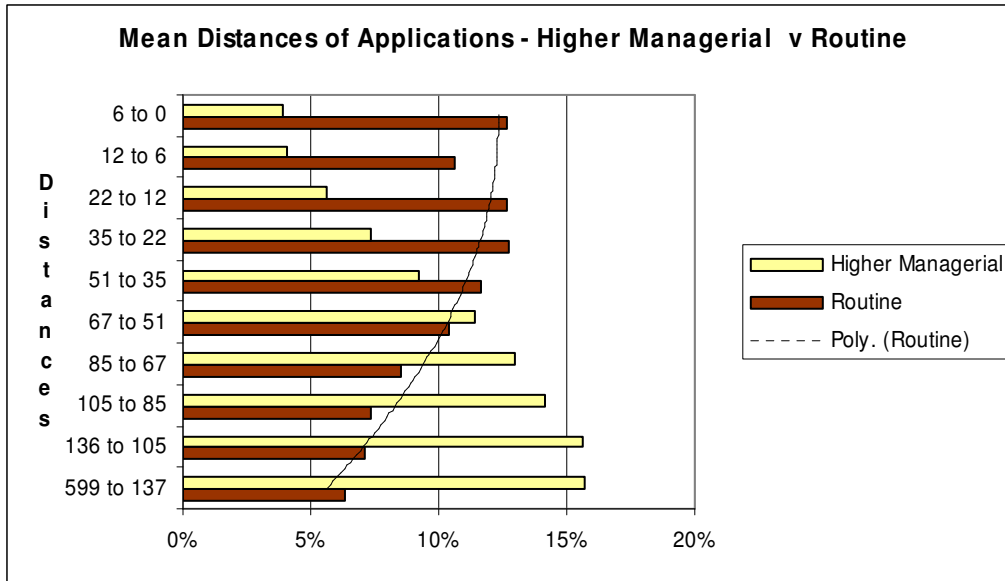


Figure 3.3.10 Mean distances of applications for Routine and Higher Managerial SEGs

The Routine SEG shows a similar distribution to the Semi-Routine SEG. The majority of applications are made closer to home (less than 35 miles) and there is a gradual decline in the number of applicants applying to further distances. This is in direct inverse relationship to the Higher Managerial SEG. The acceptance rates are shown in Figure 3.3.11.

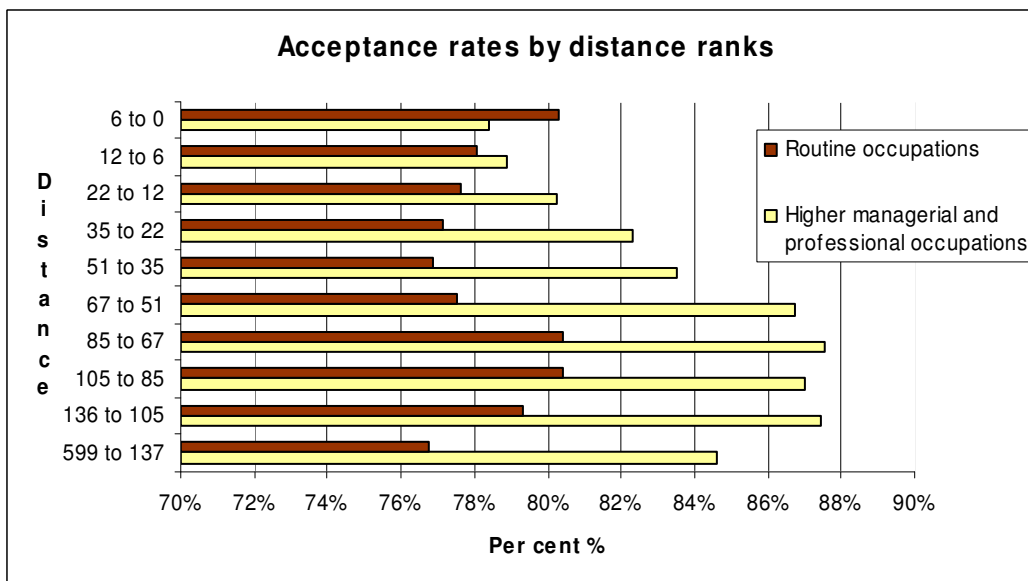


Figure 3.3.11 Acceptance rates by mean distance for Routine and Higher Managerial SEGs

The distribution for the Routine Occupations SEG shows the highest acceptance rate at the distance closest to home (80%). There does not appear to be a distinct trend in the acceptance rates by distance. There is a drop in acceptance rates between 12 and 50 miles but only by 3 percentage points at the most.

For all SEGs there is a consistent drop in acceptance rates at the furthest distance from home. The data on acceptance rates does not indicate whether the applicant were rejected or whether they declined the application. The drop in acceptance rates therefore could indicate a refusal of a place by the applicants rather than by the HEIs. For semi-routine and routine applicants this may be an even bigger explanatory factor as a smaller number of applicants apply at those distances.

The distribution of applicants from Unclassified SEGs is shown in Figure 3.3.12.

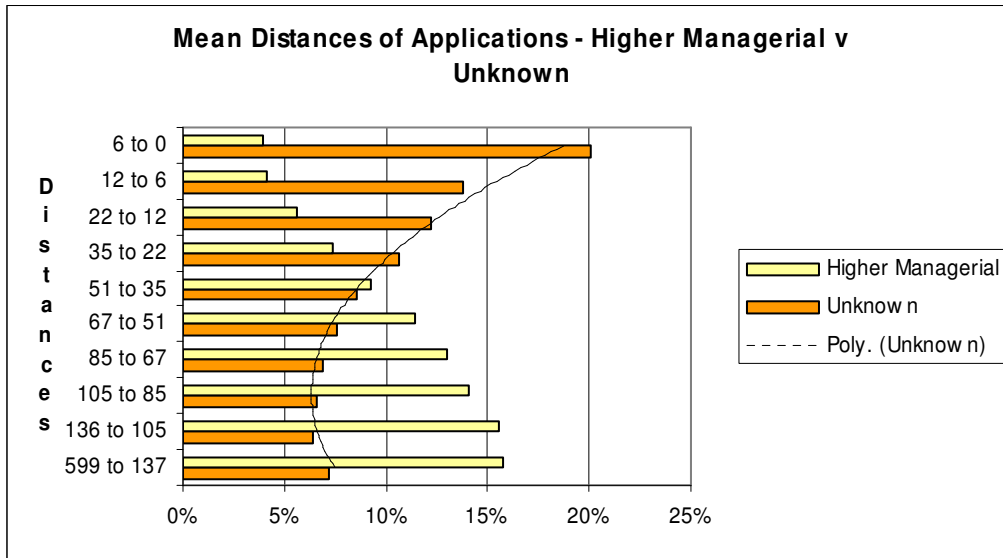


Figure 3.3.12 Mean distances of applications for Unknown and Higher Managerial SEGs

The distribution of applicants has a negative skew with most applicants in the categories closest to home. There is an inverse relationship to the Higher Managerial SEG which has most applicants choosing to apply to further distances. The modal category is 0 to 6 miles and the median category is 22 to 35 miles. The acceptance rate is shown in Figure 3.3.13.

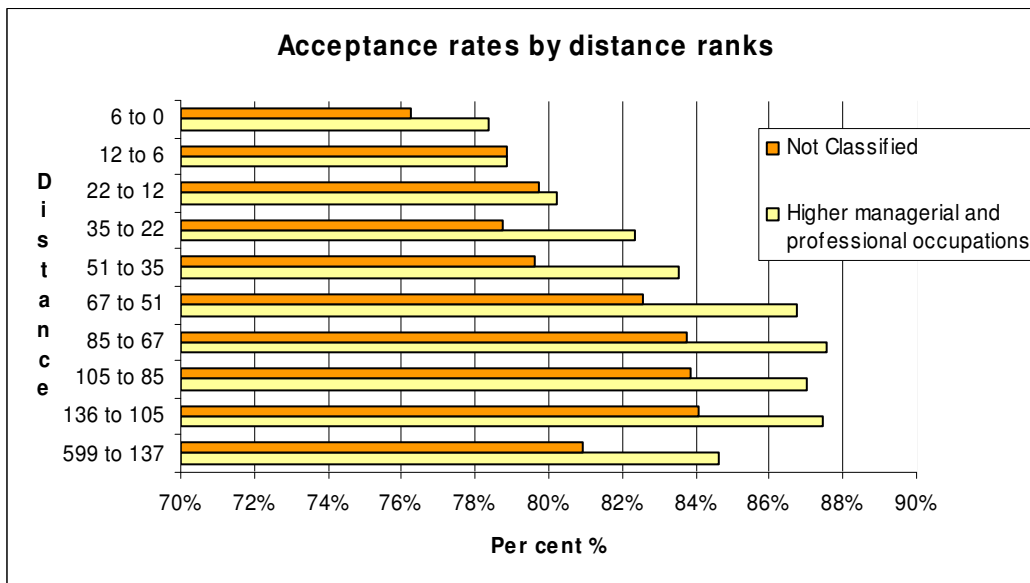


Figure 3.3.13 Acceptance rates by mean distance for Unclassified and Higher Managerial SEGs

The lowest acceptance rates are at the shortest distance from home which also contains the greatest number of applicants. The greatest acceptance rates for both Unclassified and Higher Managerial SEGs are at the 6th to 9th deciles (between 51 and 136 miles). There is a drop in the applicant numbers at the greatest distance from home.

The greatest acceptance rates are usually found at the distance of 85 to 105 miles from home. Figure 3.3.14 shows that apart from the Routine SEG all other SEGs display a difference between local and non-local applications between 6% and 12%. The greatest difference is at the Lower Managerial applicants' category.

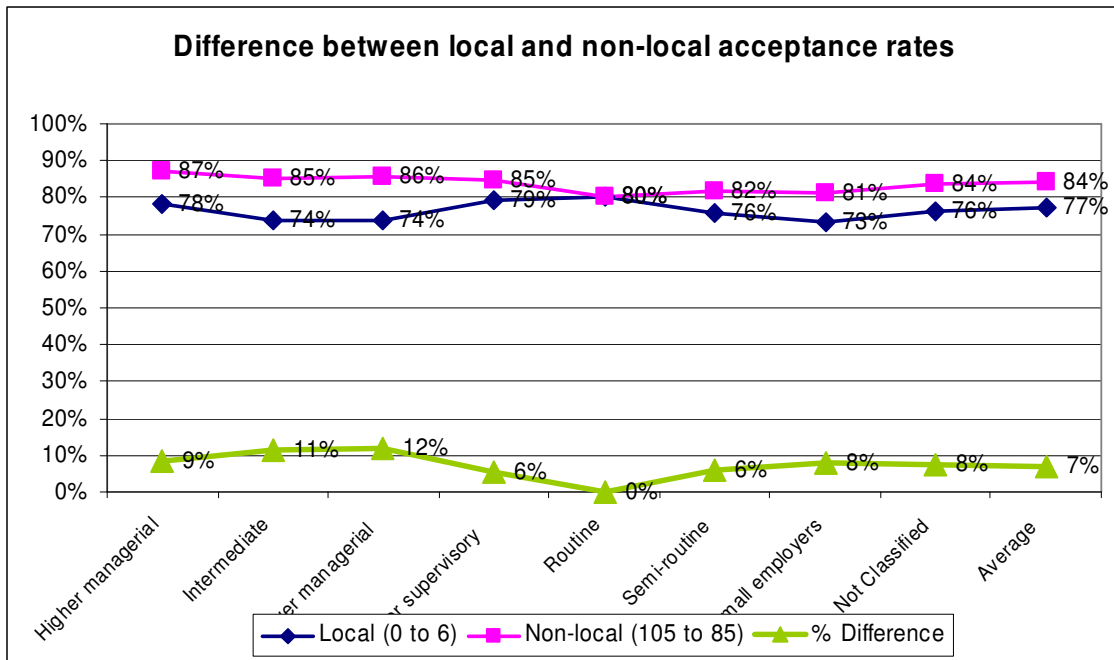


Figure 3.3.14 The difference between local and non-local acceptance rates by SEG

Routine SEG applicants had a high acceptance rate at the lower level, in contrast to the other SEGs.

3.4 School Types and Socio Economic Differences

A trend of differing behaviour by socio-economic groups and school types is evident in the previous analysis. With SEGs there is a pattern that can be identified according to a rank ordering. By definition of the classification, Higher Managerial is the highest in the rank and Routine Occupations is the lowest. The highest category, Higher Managerial, has the highest acceptance rates and the lowest number of applicants that apply and remain at the smallest distance from home.

The two criteria of acceptance rate and local applications can be used to distinguish an ordering in the school type categories as well. Ordering school types by these two criteria produces an order that shows Grammar, Independent and Grant Maintained schools at the top and FE/HE and unknown school type at the bottom. FE/HE is consistently at the bottom and Grammar and Independent schools are at the top.

Figures 3.4.1 and 3.4.2 examine the distributions between Grammar Schools, Independent Schools and the Higher Managerial SEG.

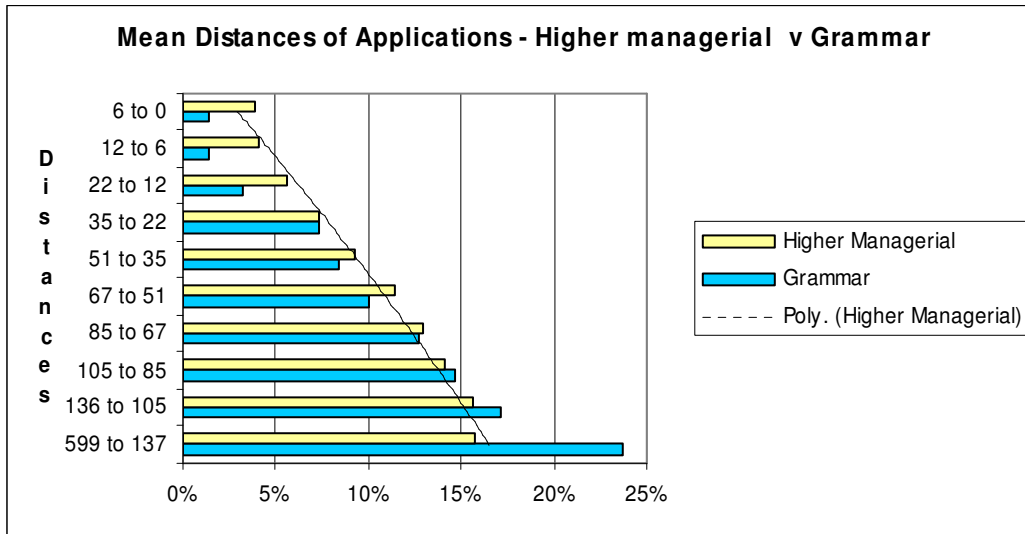


Figure 3.4.1 Comparison of distributions between Grammar School and Higher Managerial SEG

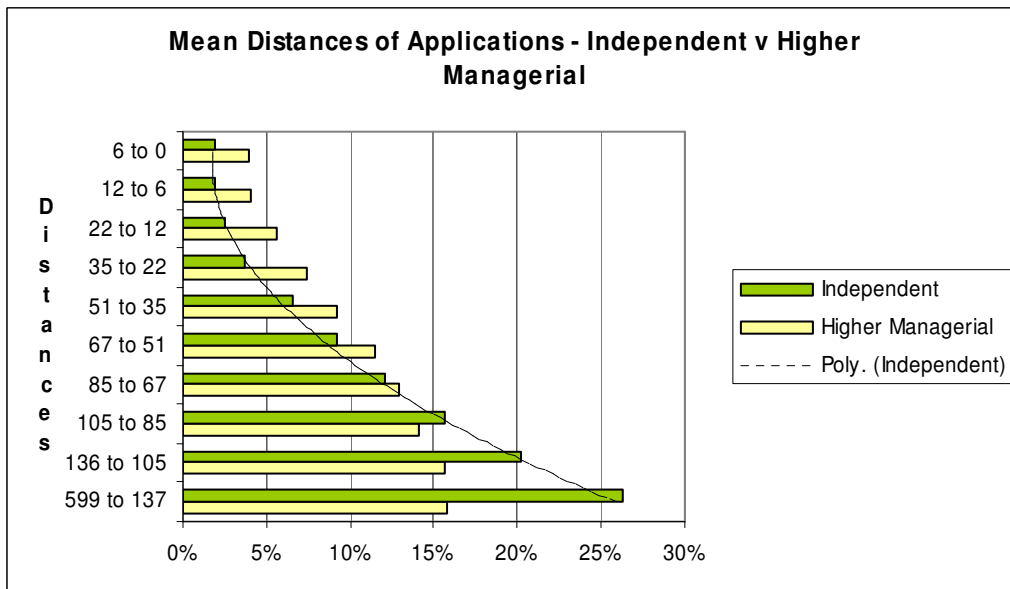


Figure 3.4.2 Comparison of distributions between Independent School and Higher Managerial SEG

Both Grammar and Independent schools have distributions that are negatively skewed as does the Higher Managerial SEG. However the Independent school has a greater proportion of applicants applying at the furthest distances (over 45%) while the Grammar School has slightly less at around 40% and the Higher Managerial SEG has about 30%. The median distance for Grammar and Independent Schools is at 85 to 105 miles while for Higher Managerial groups it is slightly lower at the 67 to 85 miles. The Higher Managerial SEG applicants have a greater tendency to apply locally at 8% compared to 2.8% for Grammar Schools and 3.8% for Independent Schools.

The effect of school type in this instance can be seen to behave in a different way than Social Class. There could also be an effect from the large Unclassified portion of applicants. Further research would need to be done for greater clarification. School type in this instance would be a more useful way of identifying variation.

Figure 3.4.3 presents a comparison of the distributions of the Routine Occupations and the FE/HE school type.

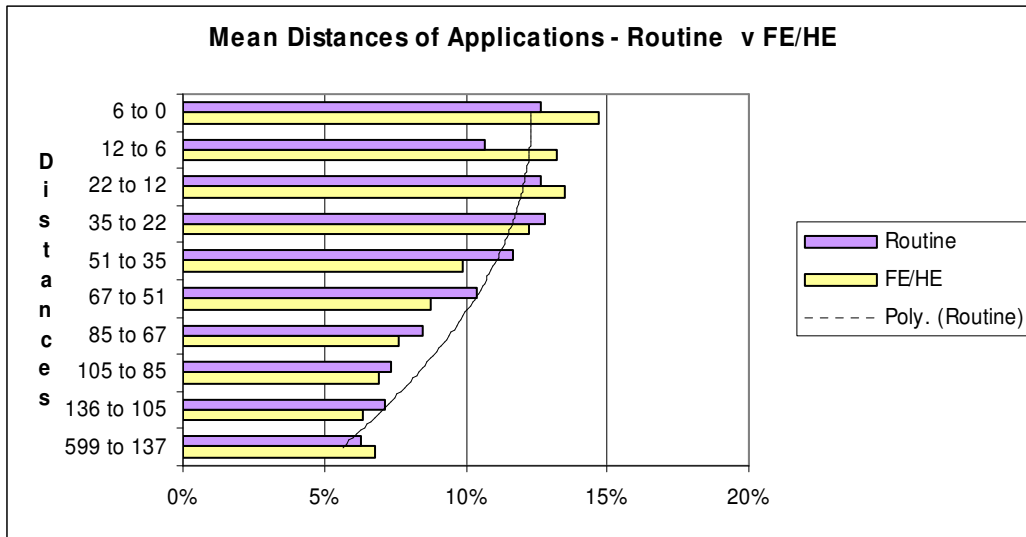


Figure 3.4.3 Comparison of distributions between FE/HE and Routine Occupations SEG

The distribution of applicants tends to follow the same pattern in both groups. Half the applicants are contained within the first four deciles for the Routine SEG and 52% of the applicants from the FE/HE school type. The acceptance rate is between 73% and 78% for FE/HE while for Routine it is between 77% and 80%. Applicants from Intermediate and Small Employers SEGs show little variation by distance this implies that SEGs may not be as useful a category for indicating differences by distance. Figure 3.4.4 may indicate why this is as it shows a comparison of SEGs by School Type.

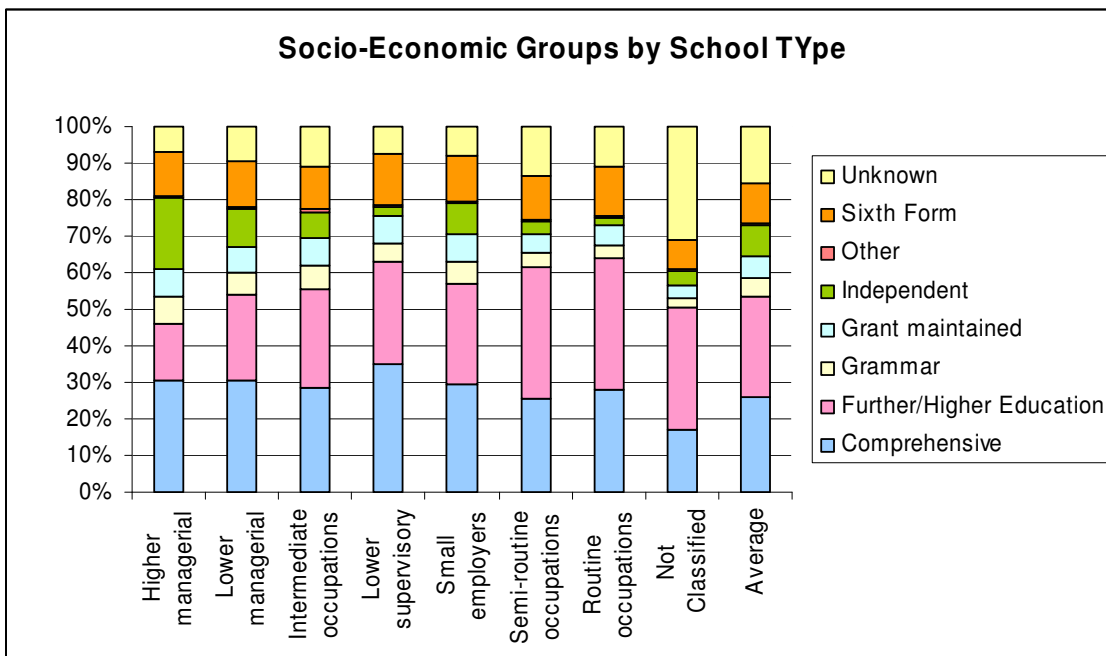


Figure 3.4.4 Comparison of School Type by Socio-Economic Groups

The large number of pupils who attend FE/HE and Comprehensive schools is evident from the fact that they comprise between 45 and over 60% of all SEGs. Independent

Schools are at their greatest proportion in Higher Managerial Groups and at their smallest in Routine Occupations.

This comparison is a useful way of raising questions about possible areas for further examination. The small amount of school types used for comparison cannot account for the variations found in the over 3500 schools that fall into these categories and there are necessarily more effects than have been accounted for by this simple look. Understanding the trends that are being identified however is helpful in realising that distance does play a role in the behaviour of applicants even if it is as a way of uncovering other effects for which it may be a proxy.

3.5 Applicants by Gender

The next section describes the distribution of applicants by distance travelled and compared by Gender. There is some variation but to a small extent between males and females (see Table 3.5.1).

Table 3.5.1 Frequency and Percentage of Male and Female Applications by Distance

Distance	Female	Male	Female	Male
599 to 137	22463	19848	9%	11%
136 to 105	22112	20322	9%	11%
105 to 85	22123	20046	9%	11%
85 to 67	22641	19939	10%	11%
67 to 50.7	23226	19180	10%	10%
50.7 to 35	24041	17876	10%	10%
35 to 21.8	25427	17510	11%	9%
21.8 to 12.1	25036	16490	11%	9%
12 to 6.1	22797	16059	10%	9%
6 to 0	26723	20206	11%	11%
Total	236589	187476	100%	100%

The differences are small and are at most 2% between lowest and highest number of applications in each category. Figure 3.5.1 examines the frequency of applications by distance.

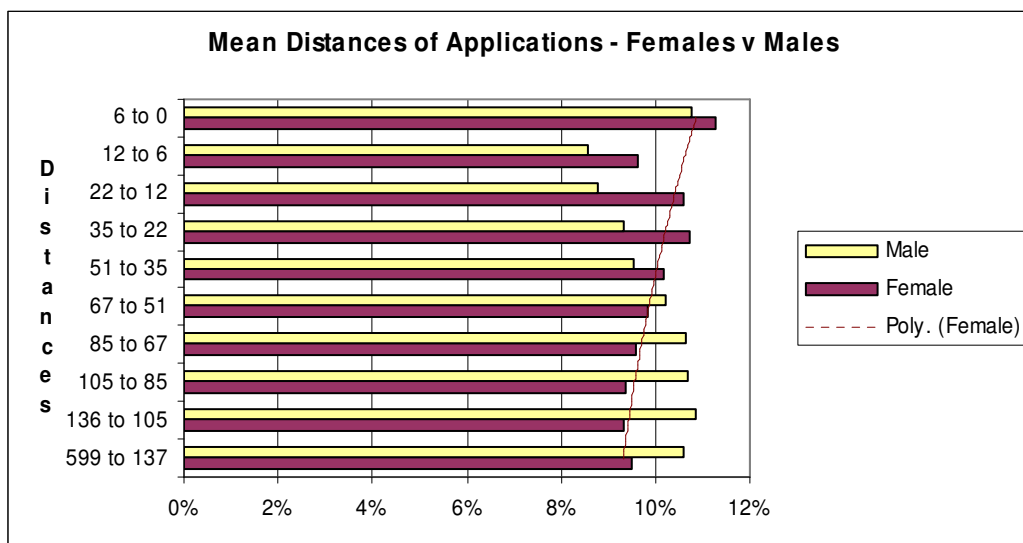


Figure 3.5.1 Mean distance of applications by Females and Males

Females tend to apply locally to a greater extent than males. At the '0 to 6 miles' distance, both males and females are at 11%. Males have a slightly greater frequency at over 85 miles while females have a greater frequency at below 67 miles.

Figure 3.5.2 examines the frequency of acceptances.

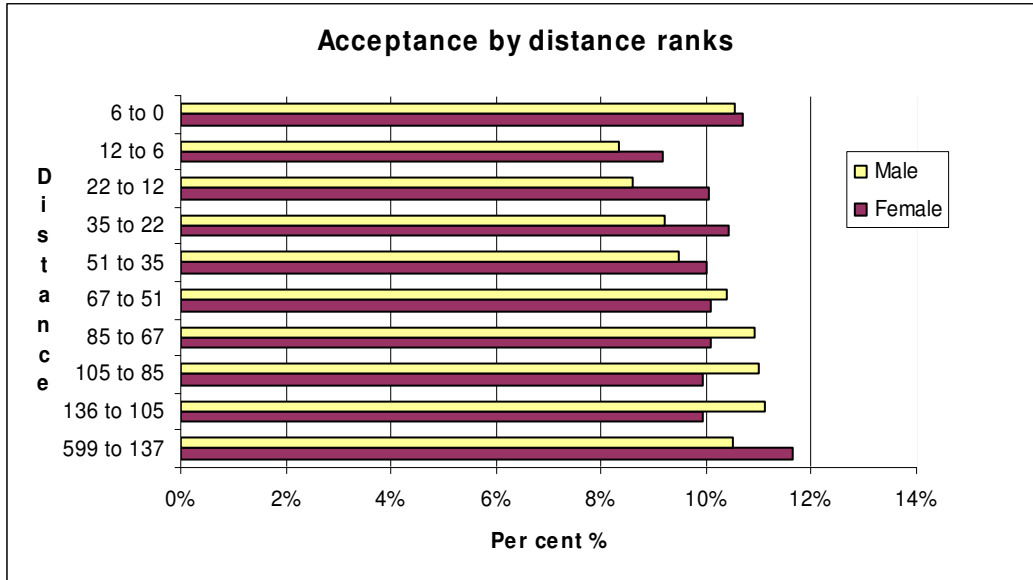


Figure 3.5.2 Mean distance of acceptances by Females and Males

For the most part the trends are consistent with the mean distance of applications. The one difference is in the furthest distance from home where a greater frequency of acceptances by females even though there were a greater number of applications by males.

Figure 3.5.3 examines the acceptance rate and the differences between males and females.

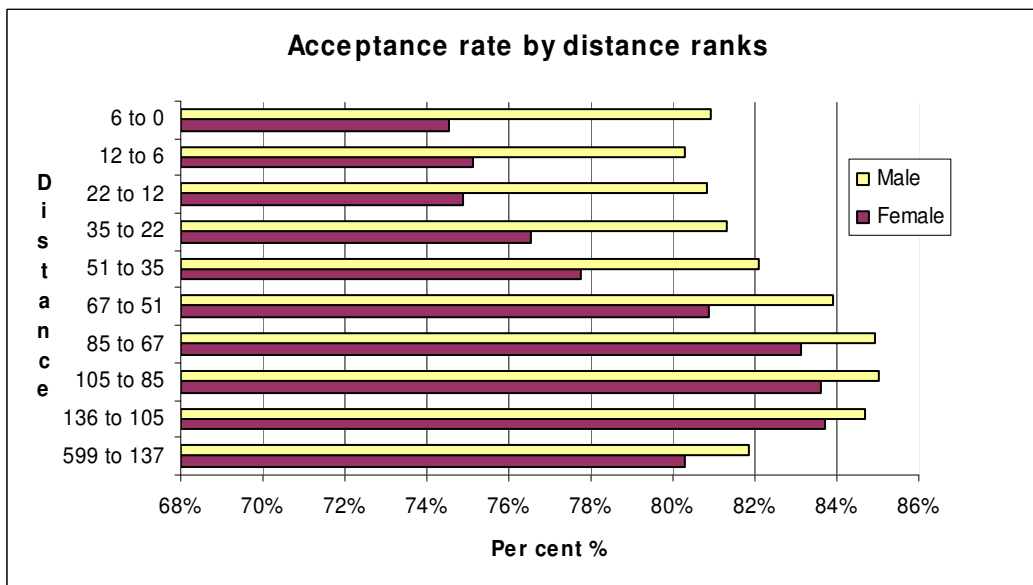


Figure 3.5.4 Acceptance rates by mean distance for Males and Females

Males have higher acceptance rates at all categories of distance. The points of greatest distances (over 67 miles away from home) the acceptance rates are within 2% of each other. The differences at distances below 67 miles become much greater. At the first 3 deciles of 0 to 22 miles from home, the acceptance rates have their greater difference. At the local level the acceptance rate is approximately 75% for females and at 81% for males.

The lowest acceptance rates for females are closest to home and the greatest acceptance rates are at over 67 miles from home except for the drop at the greatest distance from home.

3.6 Qualifications

The following section examines and displays a comparison of distributions by different types of qualifications. The qualifications were selected due to their being evidently representative of different routes to HE than A Levels and graduate qualifications. The three qualification types of Vocational A Levels, Qualifications by the SQA and the Welsh Baccalaureate are each compared against all the 'Other' applicants who have not been registered with any of these three qualifications. These are primarily A Level students.

Figure 3.6.1 displays a comparison between the distribution of applicants who have chosen VCE qualifications as any or all of their qualifications and applicants from Other qualifications.

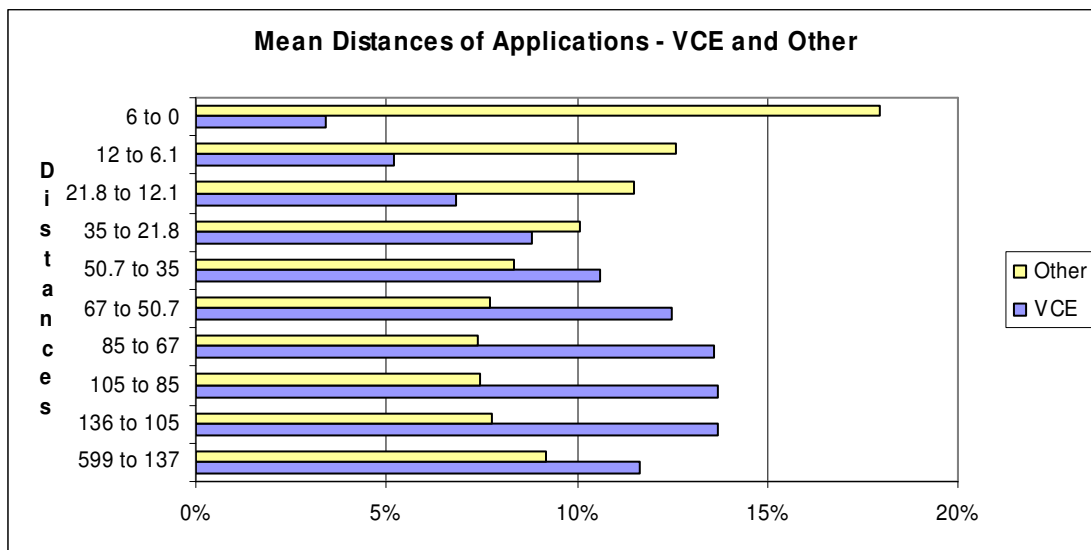


Figure 3.6.1 Mean Distances of Application by VCE and Other

VCE Qualifications are distinguished as being of vocational nature and can include any of the following subjects: Art and Design, Business, Construction and the Built Environment, Engineering, Health and Social Care, Hospitality and Catering, Information and Communication Technology, Leisure and Recreation, Manufacturing, Media: Communication and Production, Performing Arts, Retail and Distributive Services, Science, Travel and Tourism.

The distribution of the VCE applicants has a negative skew with a greater proportion of applicants choosing to apply further away from home. The distribution is opposite to those with 'Other' (including none) qualifications who tend to apply closer to home. The categories with the greatest number of applicants in the VCE category are between 67 and 105 miles and the median category is 67 to 85 miles. The median category for the 'Other' group is much closer to home at 21.8 to 35 miles and the

modal category is 0 to 6 miles'. This may indicate an evident preference or behaviour of applying locally.

Figure 3.6.2 examines the mean distance of application by the SQA applicants.

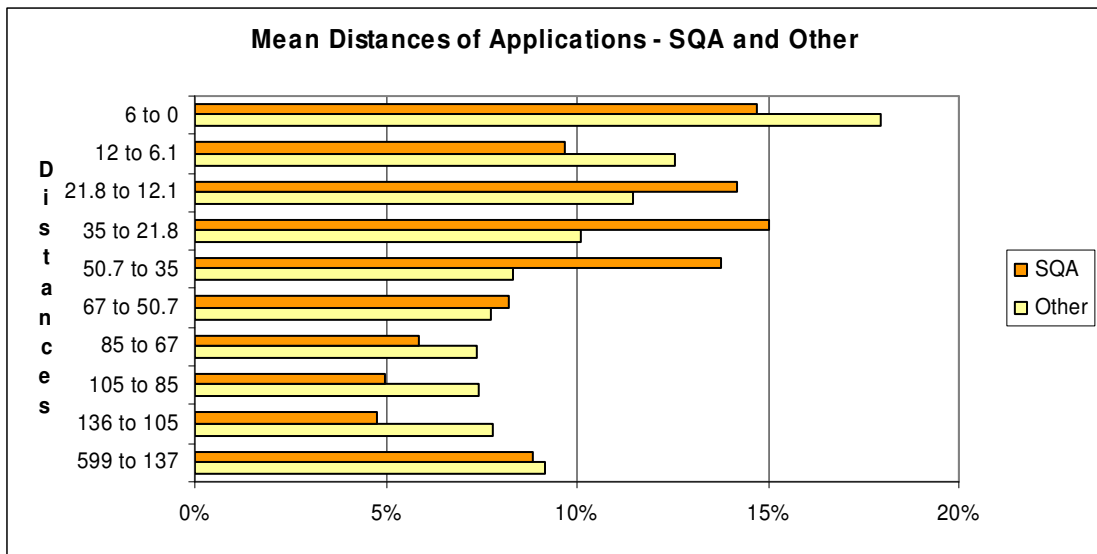


Figure 3.6.2 Mean Distances of Application by SQA and Other

SQA qualifications are taught in Scotland and are added as qualification category to see if there is any evident difference in behaviour as there is a distinct regional difference in the applicants.

The distributions of both categories are positively skewed with a greater number applying at the furthest distances for SQA applicants. The median and modal category for SQA applicants is 21.8 to 35 miles.

Figure 3.6.3 displays a comparison between applicants who have applied with the Welsh Baccalaureate and applicants with 'Other' qualifications.

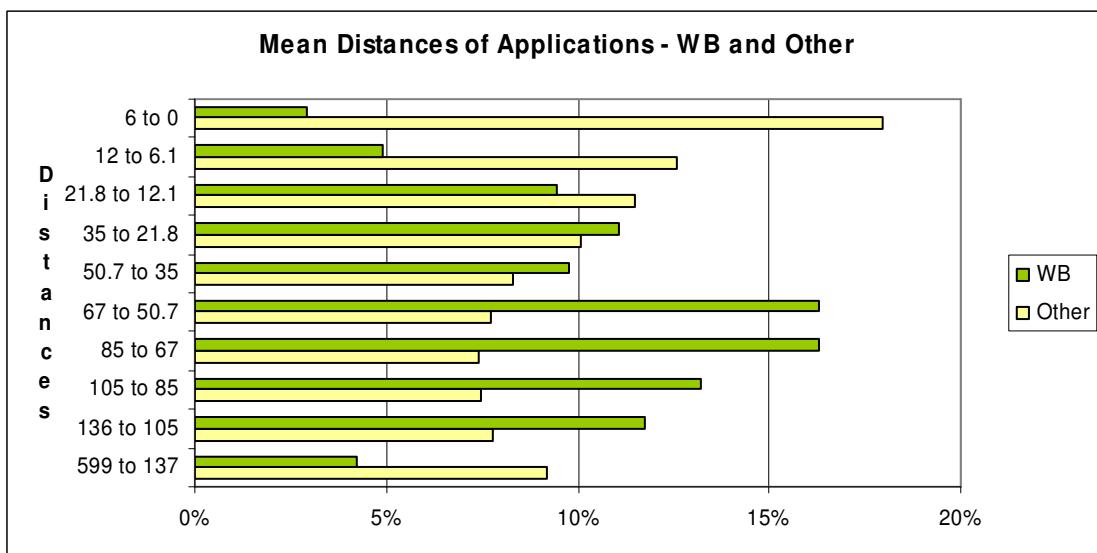


Figure 3.6.3 Mean Distances of Application by WB and Other

The Welsh Baccalaureate was piloted in 31 schools and colleges between 2003/4 and 2006/7 and has now begun to be offered to students at a further 45 centres from September 2007. The Welsh Baccalaureate is a new qualification, available in English or Welsh medium, being introduced by the Welsh Joint Education Committee (WJEC).

There were just over 400 applicants in 2006 and while it is overwhelmingly based in Wales there was one applicant from Scotland.

The median category is 50.7 to 67 miles and 50.7 to 67 and 67 to 85 both have 16% of applicants applying at that distance. While a majority of applicants apply further away from home this drops off to 4% of applicants at the furthest distances.

3.7 JACS Groups

The next section provides a limited examination of differences by distance among JACS groups that may be related but show evidence of differing behaviour.

Figure 3.7.1 compares the distributions of the subject groups Medicine and Subjects Allied to Medicine.

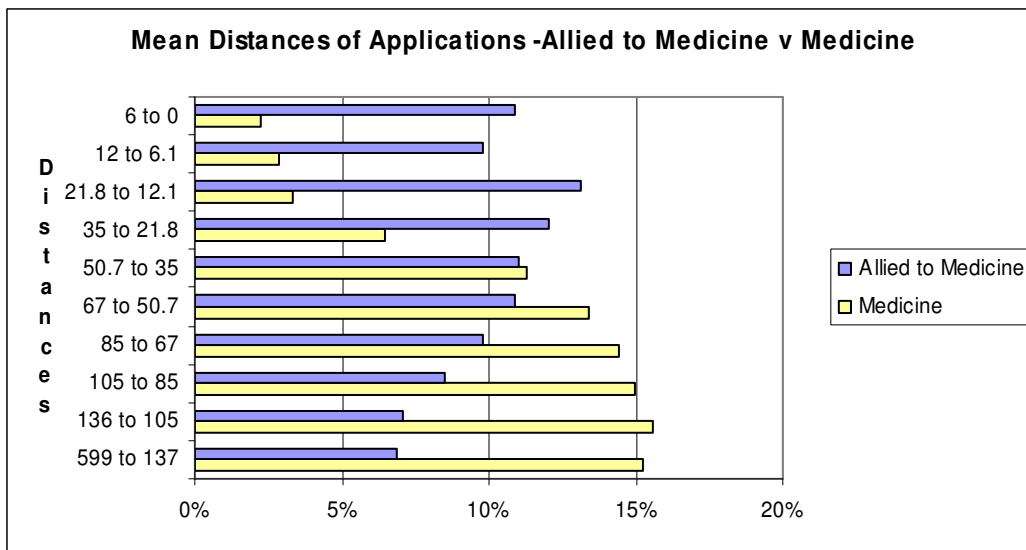


Figure 3.7.1 Mean distances of applications by Medicine and Subject Allied to Medicine

These two categories have opposite distributions with the Allied to Medicine applicants choosing to apply closer to home and the Medicine applicants applying to a greater extent further away. Only 32 universities teach Medicine and this may limit the places and define, in certain instances, the distance necessary for application to these subjects. Subjects Allied to Medicine have different levels of entry requirements and may have greater availability in the local areas.

Figure 3.7.2 examines the distribution of Engineering and Maths and Computer Science applicants.

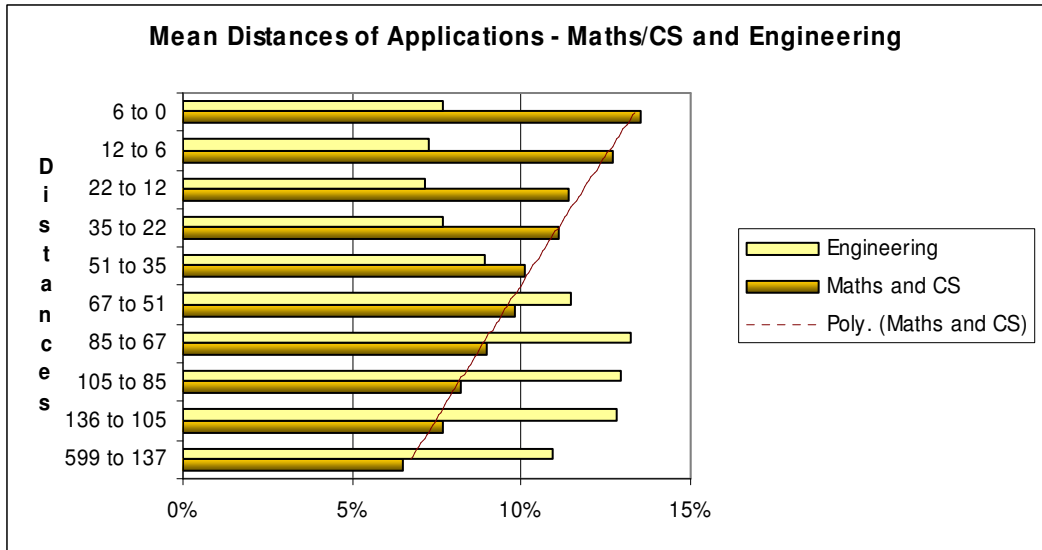


Figure 3.7.2 Mean distances of applications by Engineering and Maths and Computer Science

These two categories have opposite distributions with the Maths and Computer Science applicants choosing to apply closer to home and the Engineering applicants applying further away in a greater number. The different entry requirements for these courses may indicate the school type from which applicants are directed to these courses.

3.8 Distance of Applicants by Region

Different behaviour by applicants, in reference to distance travelled, may be as much a product of their regional location as it is of other factors such as socio-economic group classification, school type and other socio-cultural characteristics. In fact the relationship between these variables must be and is interwoven to such an extent that it is not always easy to distinguish which effect provides the strongest outcome. Variations by regions can point to limited or greater availability of resources available to applicants. Applicants from Comprehensive schools for example demonstrate behaviour of applying closer to home than Independent or Grammar School applicants. When local provision of higher education is not as prevalent in local areas then the chances to participate in the preferred mode or topic of study may be limited.

Figure 3.8.1 examines the distance of application by applicants in the regions on Wales, England, Scotland and Northern Ireland.

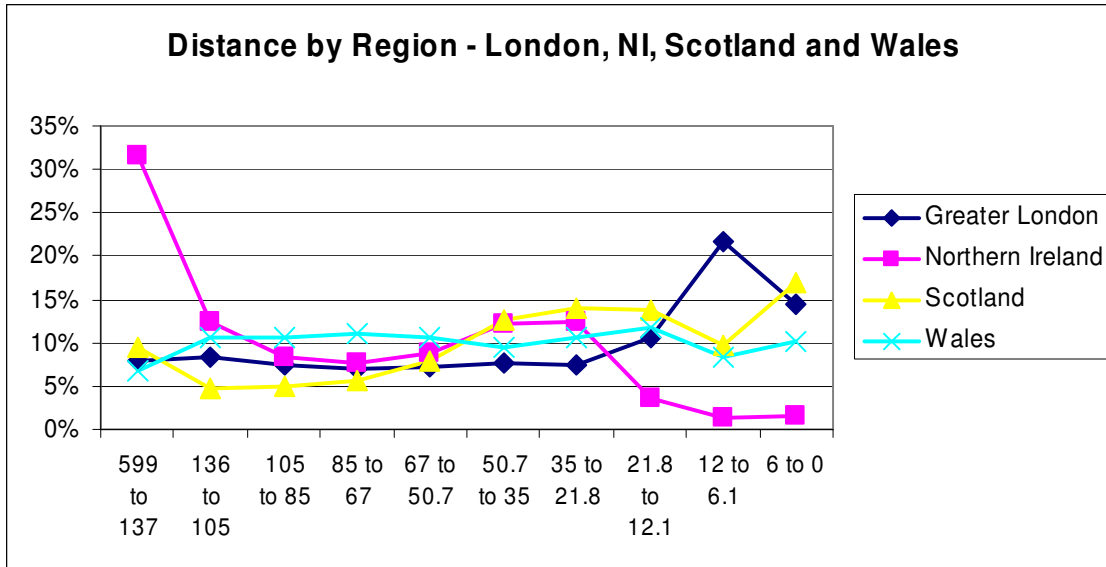


Figure 3.8.1 Mean distances of applications for London, Northern Ireland, Scotland and Wales

Applicants from Northern Ireland tend to cluster furthest from home with over 30% applying to locations over 137 miles. London Applicants have the greatest number in any one category applying close to home. This could be due to the availability of Higher Education within London as opposed to the smaller number of HEIs in Northern Ireland. Different behaviour by region is evident even when just looking at these four locations.

Figure 3.8.2 examines the furthest and closest distances in order to examine the local behaviour of all the regions.

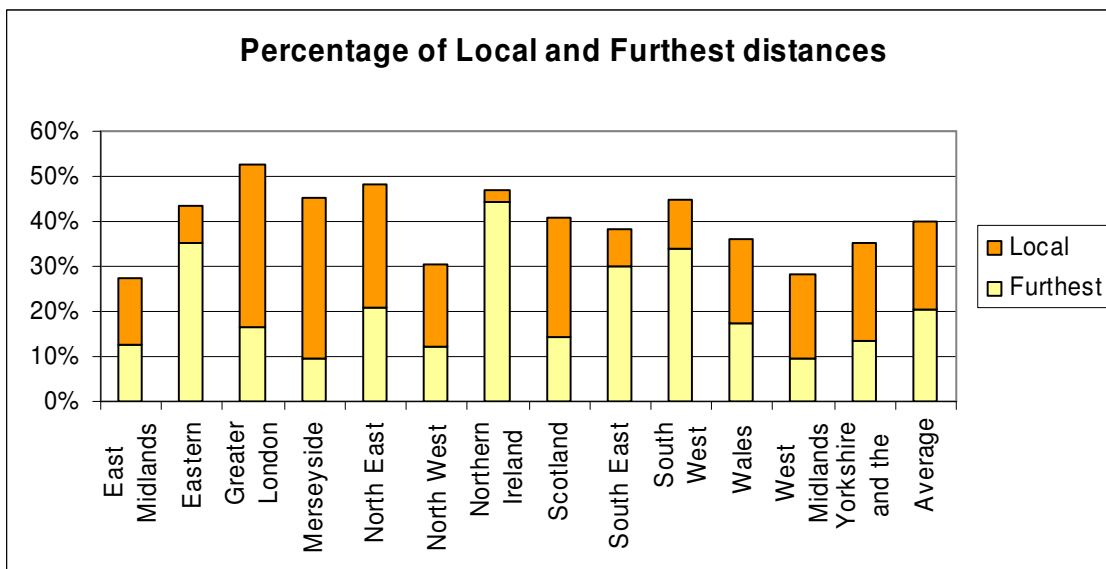


Figure 3.8.1 Percentage of applicants by mean distance and regions

The greatest frequency of applicants at the furthest distances is at the Eastern, South East, South West regions and Northern Ireland. Merseyside, London and Scotland have the lowest numbers applying to greater distances. London has the greatest number of Local applicants. Table 8 in the Appendix provides percentages for all the regions at all distance ranks.

4. Conclusions

The aim of this paper has been to examine whether there is any variation in distance of applications by socio-cultural characteristics. This is especially useful when considering that certain school types and socio-economic groups are regarded as targets for Widening Participation interventions. Answers that have been produced by this research provide some interesting findings and invariably provide even more questions that would benefit from further research.

The research set out to describe where applicants applied and where they are accepted. This was done by looking at the mean distance of applicants' applications from home. Most of the distances of acceptances could be and were accounted for by the distance of original application. A significant affect that became apparent in the analysis was the correlation between local applications and low acceptance rates. While applying locally in itself should not necessarily mean that there will be a lower possibility of acceptance, it does identify certain behaviour and characteristics of local applicants such as the primary origin of school type as Further Education and the smaller number of applications made.

A surprising result of the analysis was that socio-economic classifications were not as effective at identifying differences by distance travelled. Primarily this was due to the classification and the data itself being problematic. Over a quarter of the socio-economic group classification was unclassified and this indicates that a better measure could produce more effective results. Suggestions for improvements in this area include postcode based measures such as the POLAR index.

The results do produce consistent information as to higher acceptance rates with greater mean distances of application. Further research would be beneficial in this area and in many of the areas that were examined. Some of the areas that would benefit from greater exploration are the following: Differing behaviour by gender could be due to course and institution choice and this would be interesting to explore; Regional variation in distances travelled by school type; Course choice by school type of applicant; Further analysis of types of qualifications could be more useful at a finer detail; and many more subjects.

This paper has hopefully demonstrated that distance considered and travelled by applicants can add great value to social research on participation and increase the understanding of issues facing applicants.

5. Appendix

Table 1 Frequency of Mean Distance of Applications by School Type

Distance (miles)	Comprehensive	Sixth form	FE/HE	Grammar	Independent	Other	Grant maintained	Unknown
599 to 137	9,388	3,331	7,948	4,956	9,330	108	2,786	4,464
136 to 105	12,307	4,954	7,462	3,588	7,166	174	3,628	3,155
105 to 85	13,307	5,334	8,095	3,074	5,573	208	3,463	3,115
85 to 67	13,939	5,763	8,958	2,654	4,298	221	3,511	3,236
67 to 50.7	13,506	6,089	10,228	2,090	3,266	245	3,216	3,766
50.7 to 35	12,687	5,877	11,612	1,759	2,325	263	2,786	4,608
35 to 21.8	11,246	5,458	14,310	1,538	1,323	224	2,297	6,541
21.8 to 12.1	9,643	4,564	15,788	684	870	199	1,626	8,152
12 to 6.1	7,708	3,220	15,446	296	659	218	1,303	10,006
6 to 0	7,127	2,546	17,160	299	685	213	644	18,255
Total	110,858	47,136	117,007	20,938	35,495	2,073	25,260	65,298

Table 2 Percentage of Mean Distance of Applications by School Type

Distance (miles)	Comprehensive	Sixth form	FE/HE	Grammar	Independent	Other	Grant maintained	Unknown
599 to 137	8%	7%	7%	24%	26%	5%	11%	7%
136 to 105	11%	11%	6%	17%	20%	8%	14%	5%
105 to 85	12%	11%	7%	15%	16%	10%	14%	5%
85 to 67	13%	12%	8%	13%	12%	11%	14%	5%
67 to 50.7	12%	13%	9%	10%	9%	12%	13%	6%
50.7 to 35	11%	12%	10%	8%	7%	13%	11%	7%
35 to 21.8	10%	12%	12%	7%	4%	11%	9%	10%
21.8 to 12.1	9%	10%	13%	3%	2%	10%	6%	12%
12 to 6.1	7%	7%	13%	1%	2%	11%	5%	15%
6 to 0	6%	5%	15%	1%	2%	10%	3%	28%

Table 3 Mean distance of applicants who were accepted by school type

Distance	Comp.	Further/Higher Education	Grammar	Grant maintained	Independent	Other	Sixth Form	Unknown	Total
599 to 137	8.4	6.7	23.8	11.0	25.8	4.9	7.0	6.4	10.0
136 to 105	11.5	6.6	17.6	14.9	20.6	7.8	10.7	4.6	10.5
105 to 85	12.5	7.2	15.1	14.2	16.0	10.7	11.6	4.6	10.4
85 to 67	13.0	8.0	13.0	14.3	12.5	11.6	12.4	4.7	10.5
67 to 50.7	12.5	8.9	10.0	12.9	9.2	11.9	13.1	5.4	10.2
50.7 to 35	11.4	9.9	8.1	10.4	6.6	12.7	12.4	6.5	9.8
35 to 21.8	9.9	12.1	6.8	8.7	3.6	11.3	11.5	9.9	9.9
21.8 to 12.1	8.3	13.2	3.2	6.3	2.4	9.3	9.5	12.4	9.4
12 to 6.1	6.7	13.0	1.3	5.0	1.7	9.9	6.6	15.7	8.8
6 to 0	5.9	14.2	1.2	2.3	1.7	9.8	5.1	29.8	10.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4 Acceptance rates by school types

Distance	Comp.	FE/HE	Grammar	Grant maintained	Independent	Other	Sixth Form	Unknown	Total
599 to 137	83.0	74.8	86.0	83.9	84.2	73.1	85.0	71.4	81.0
136 to 105	86.0	78.2	88.0	87.1	87.7	72.4	86.7	72.5	84.2
105 to 85	86.5	78.4	88.0	87.3	87.3	82.7	87.2	72.6	84.3
85 to 67	86.0	78.9	87.7	86.6	88.4	84.2	86.8	72.6	84.0
67 to 50.7	85.2	77.1	85.8	85.4	86.2	78.0	86.1	71.7	82.3
50.7 to 35	82.9	75.3	82.4	79.3	85.9	77.9	85.0	70.6	79.6
35 to 21.8	81.4	74.8	79.1	80.0	82.1	81.3	84.6	75.0	78.5
21.8 to 12.1	79.5	73.9	83.5	82.3	83.0	75.4	83.6	75.3	77.2
12 to 6.1	80.4	73.9	77.4	80.9	80.7	72.9	82.3	77.7	77.2
6 to 0	76.6	73.1	74.9	77.5	77.1	74.2	80.9	81.1	77.3
Total	83.3	75.3	85.7	84.1	85.9	77.6	85.2	76.0	80.6

Table 5 Frequency and Percentage of Socio Economic Groups by Distance

Distance	Higher Managerial	Lower Managerial	Intermediate	Small Employers	Lower Supervisory	Semi-Routine	Routine	Unknown
599 to 137	10,445	11,261	4,552	2,495	1,168	3,095	1,208	8,035
136 to 105	10,362	11,802	4,812	2,349	1,345	3,201	1,368	7,130
105 to 85	9,376	11,699	4,689	2,396	1,531	3,668	1,409	7,334
85 to 67	8,601	11,372	4,738	2,674	1,684	4,063	1,629	7,724
67 to 50.7	7,595	10,703	4,896	2,623	1,754	4,296	1,992	8,429
50.7 to 35	6,128	9,821	4,726	5,720	1,710	4,947	2,234	9,495
35 to 21.8	4,884	8,875	4,743	2,689	1,772	5,485	2,449	11,859
21.8 to 12.1	3,711	7,612	4,568	2,355	1,643	5,350	2,433	13,621
12 to 6.1	2,720	6,424	3,838	2,060	1,205	5,044	2,042	15,360
6 to 0	2,610	6,608	4,117	1,835	1,111	5,703	2,426	22,361
Total	66,432	96,177	45,679	27,196	14,923	44,852	19,190	111,348

Distance	Higher Managerial	Lower Managerial	Intermediate	Small Employers	Lower Supervisory	Semi-Routine	Routine	Unknown
599 to 137	16%	12%	10%	9%	8%	7%	6%	7%
136 to 105	16%	12%	11%	9%	9%	7%	7%	6%
105 to 85	14%	12%	10%	9%	10%	8%	7%	7%
85 to 67	13%	12%	10%	10%	11%	9%	8%	7%
67 to 50.7	11%	11%	11%	10%	12%	10%	10%	8%
50.7 to 35	9%	10%	10%	21%	11%	11%	12%	9%
35 to 21.8	7%	9%	10%	10%	12%	12%	13%	11%
21.8 to 12.1	6%	8%	10%	9%	11%	12%	13%	12%
12 to 6.1	4%	7%	8%	8%	8%	11%	11%	14%
6 to 0	4%	7%	9%	7%	7%	13%	13%	20%

Table 6 Acceptance rates by distance socio economic group

Distance	HM	Intermediate	LM	LS	Routine	Semi-routine occupations	Small employers	Not Classified	Total
599 to 137	85%	82%	83%	81%	77%	75%	77%	81%	81%
136 to 105	87%	85%	86%	86%	79%	81%	80%	84%	84%
105 to 85	87%	85%	86%	85%	80%	82%	81%	84%	84%
85 to 67	88%	84%	86%	83%	80%	81%	82%	84%	84%
67 to 50.7	87%	83%	84%	82%	77%	82%	80%	83%	82%
50.7 to 35	84%	80%	82%	81%	77%	79%	78%	80%	80%
35 to 21.8	82%	78%	80%	80%	77%	81%	76%	79%	79%
21.8 to 12.1	80%	76%	78%	78%	78%	78%	75%	80%	78%
12 to 6.1	79%	76%	78%	80%	78%	78%	75%	79%	78%
6 to 0	78%	74%	74%	79%	80%	76%	73%	76%	77%
Average	85%	81%	82%	81%	79%	79%	77%	81%	81%

Table 7 Mean Distances of Application by types of Qualification

Distance	VCE		WB		SQA		Other	
	Count	%	Count	%	Count	%	Count	%
599 to 137	20,655	12%	26	4%	2,677	9%	16,526	9%
136 to 105	24,346	14%	72	12%	1,440	5%	14,043	8%
105 to 85	24,372	14%	81	13%	1,508	5%	13,423	7%
85 to 67	24,115	14%	100	16%	1,766	6%	13,321	7%
67 to 50.7	22,231	13%	100	16%	2,485	8%	13,952	8%
50.7 to 35	18,798	11%	60	10%	4,155	14%	15,007	8%
35 to 21.8	15,682	9%	68	11%	4,537	15%	18,179	10%
21.8 to 12.1	12,103	7%	58	9%	4,284	14%	20,693	11%
12 to 6.1	9,210	5%	30	5%	2,921	10%	22,681	13%
6 to 0	6,101	3%	18	3%	4,450	15%	32,393	18%
Total	177,613	100%	613	100%	30223	100%	180218	100%

Table 8 Percentage of Applicants by Regions and Mean Distance of Applications

Distance	East Midlands	Eastern	Greater London	Merseyside	North East	North West	Northern Ireland	Scotland
599 to 137	3%	16%	8%	3%	10%	4%	32%	9%
136 to 105	9%	20%	8%	6%	10%	8%	12%	5%
105 to 85	13%	15%	7%	7%	10%	9%	8%	5%
85 to 67	15%	12%	7%	8%	9%	9%	8%	6%
67 to 50.7	14%	9%	7%	8%	9%	10%	9%	8%
50.7 to 35	12%	7%	8%	9%	7%	12%	12%	13%
35 to 21.8	11%	7%	8%	11%	7%	15%	12%	14%
21.8 to 12.1	8%	6%	11%	12%	9%	15%	4%	14%
12 to 6.1	5%	3%	22%	14%	12%	8%	1%	10%
6 to 0	10%	5%	15%	22%	16%	11%	2%	17%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 8 (continued) Percentage of Applicants by Regions and Mean Distance of Applications

Distance	South East	South West	Wales	West Midlands	Yorkshire and the Humber	Average
599 to 137	16%	20%	7%	2%	5%	10%
136 to 105	14%	14%	11%	7%	8%	10%
105 to 85	13%	14%	11%	12%	9%	10%
85 to 67	13%	13%	11%	15%	10%	10%
67 to 50.7	11%	11%	11%	13%	12%	10%
50.7 to 35	9%	8%	9%	11%	12%	10%
35 to 21.8	9%	6%	11%	10%	11%	10%
21.8 to 12.1	7%	4%	12%	10%	10%	9%
12 to 6.1	3%	3%	8%	9%	8%	9%
6 to 0	5%	8%	10%	10%	14%	11%
Total	100%	100%	100%	100%	100%	100%

6. References

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