



# PROGRESSION

**2022 Destination Report**

**Richard Huish College**

## **1) Introduction**

This report examines the destination data of our 2022 leavers. The diversity of destinations presented in this report reflects the extensive and comprehensive provision of advice and guidance that is offered to students throughout their time at Huish. The sources of student destination information include UCAS data, apprenticeship providers, progress reviews, and personal contact with students and parents. This is the ninth year this report has been produced, which allows us to meaningfully analyse the year-on-year trends and comment on changes seen between groups of leavers.

Level 2 student destinations have been included with a separate summary due to the range of different options available to Level 2 students.

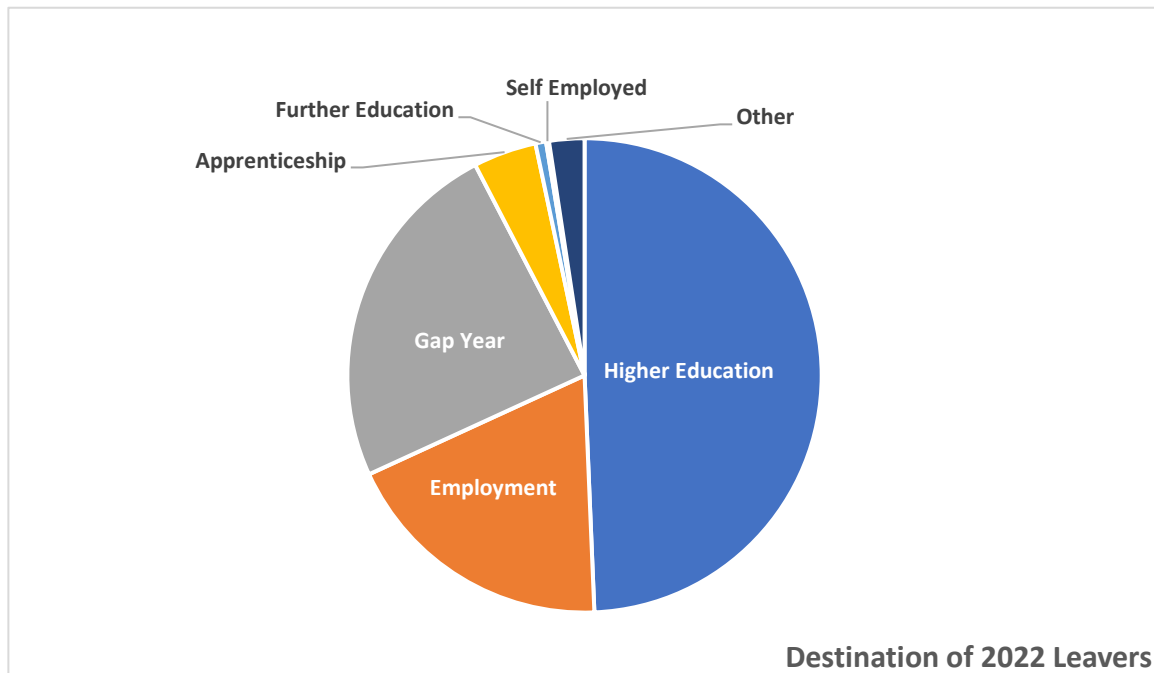
## 2) Destinations of 2022 leavers

In accordance with last year's destination figures, there has been a 1.6% increase in students progressing into higher education. Due to a higher percentage of students opting to continue into Higher Education, whether that is directly after leaving college or following a gap year, there has been a slight decrease in students entering employment. This data becoming apparent following the 2020 and 2021 academic years, where the nature of delivery of higher education was uncertain, could suggest that there is a correlation between the two. Students starting their Higher Education during the academic year of 2022 may have had a clearer understanding of how their course would be delivered - with a greater proportion of Higher Education settings moving to more face-to-face delivery of their courses, it has offered prospective students a more "typical" and therefore appealing University experience. The number of students undertaking apprenticeships has remained consistent with 2020 and 2021 levels but is lower than in previous years. Apprenticeship opportunities are still, arguably, not as available for our 2022 leavers pushing them towards full-time employment - which could explain the higher percentage of students in employment as opposed to an apprenticeship.

<b>Destination</b>	<b>No. students (2022)</b>	<b>% of students (2022)*2</b>	<b>No. students (2021)</b>	<b>% of students (2021)*2</b>	<b>No. students (2020)</b>	<b>% of students (2020)</b>	<b>No. students (2019)</b>	<b>% of students (2019)</b>	<b>No. students (2018)</b>	<b>% of students (2018)</b>
<b>Higher Education</b>	414	49.3	399	47.7	375	48.0	368	48.4	351	44.0
<b>Employment</b>	158	18.8	186	22.2	134	17.2	93	12.2	84	10.5
<b>Gap Year</b>	203	24.2	182	21.8	183	23.4	205	26.9	242	30.5
<b>Apprenticeship</b>	36	4.3	36	4.3	32	4.1	48	6.3	51	6.4
<b>Further Education</b>	6	0.7	10	1.2	10	1.3	15	2.0	33	4.1
<b>Self Employed</b>	2	0.2	5	0.6	4	0.5	3	0.4	1	0.1
<b>Other*</b>	20	2.4	18	2.2	43	5.5	29	3.8	35	4.4
<b>Total number of leavers</b>	<b>839</b>		<b>836</b>	<b>100</b>	<b>781</b>		<b>761</b>		<b>797</b>	

\*Other includes not known, other outcome, voluntary work, unemployed, unable to contact learner, learner returned home.

\*2 Percentages are rounded to 1d.p.



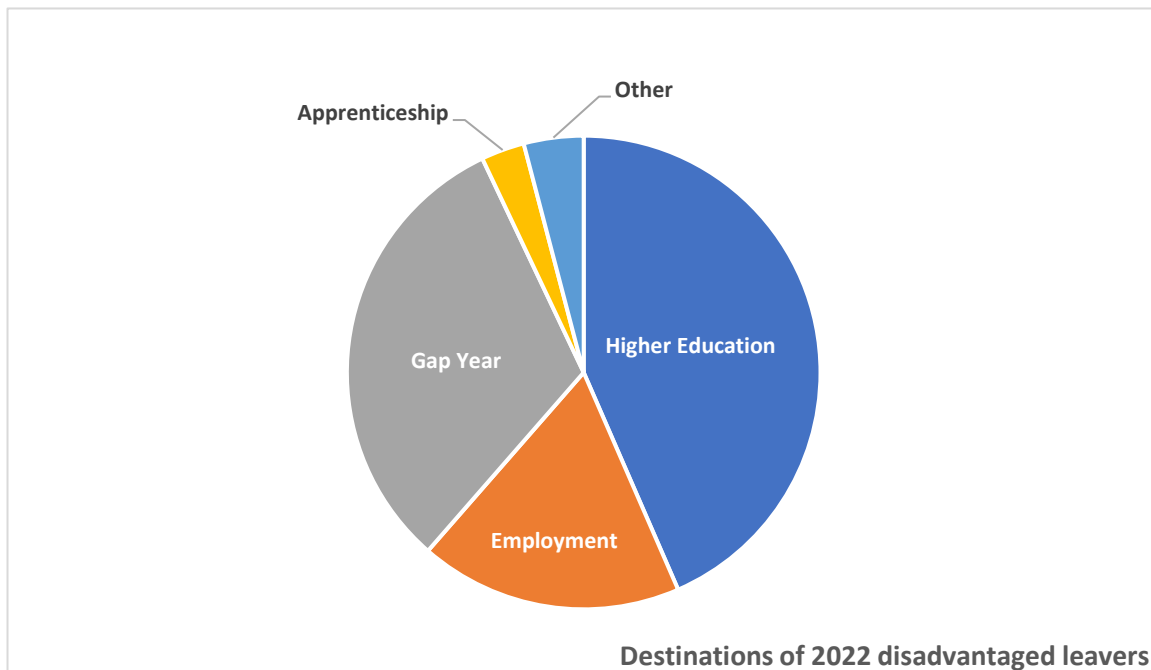
### 3) Destinations of 2022 disadvantaged learners

'Disadvantaged' is defined by Ofsted as those students who have been classified as Pupil Premium and/or claimed free school meals in the past six years. The below statistics illustrate the little significant discrepancy between the destinations of the 2022 disadvantaged learner and the 2022 student populous at large. In comparison to the overall student body in 2022 and last year's data for disadvantaged learners, the percentage of disadvantaged students going directly into employment has decreased in comparison to 2021 – reflecting the trend of the overall student body. Interestingly, the number of disadvantaged students opting to take a gap year has increased, both in comparison to last year's disadvantaged students and the wider student cohort of 2022 leavers. This could be because of the need for students to raise funds before attending University, due in part to the cost of living crisis.

<u>Destination</u>	<u>No of disadvantaged learners (2022)</u>	<u>&amp; of students (2022) *<sup>2</sup></u>	<u>No of disadvantaged learners (2021)</u>	<u>% of students (2021)*<sup>2</sup></u>
Higher Education	29	42.6	26	38.8
Employment	12	17.6	22	32.8
Gap Year	21	30.9	14	20.9
Apprenticeship	2	2.9	0	0
Further Education	0	0	1	1.5
Self Employed	0	0	0	0
Other*	4	5.9	4	6.0
<b>Total number of leavers</b>	<b>68</b>		<b>67</b>	

\*Other includes not known, other outcome, voluntary work, unemployed, unable to contact learner, learner returned home.

\*<sup>2</sup> Percentages are rounded to 1d.p.



#### 4) Destination breakdown by programme of study

Breaking down the data by programme of study means that we are able to compare destination statistics between A Level, vocational, and mixed programme students. 'A Level' refers to students with a programme comprising solely of A Level qualifications; 'vocational' refers to students undertaking a BTEC or Cambridge National Extended Diploma or equivalent; 'mixed programme' refers to students with a programme comprising a combination of A Level and vocational qualifications.

<u>Destination</u>	<u>No of students (2022)</u>	<u>% of students (2022)*<sup>2</sup></u>	<u>No of A Level students (2022)</u>	<u>% of A Level students (2022)*</u>	<u>No of vocational students (2022)</u>	<u>% of vocational students (2022)*</u>	<u>No of mixed programme students (2022)</u>	<u>% of mixed programme students (2022)*</u>
Higher Education	414	49.3	268	54.9	92	41.6	54	41.5
Employment	158	18.8	58	11.9	72	32.6	28	21.5
Gap Year	203	24.2	133	27.3	35	15.8	35	26.9
Apprenticeship	36	4.3	18	3.7	12	5.4	6	4.6
Further Education	6	0.7	5	1.0	0	0	1	0.8
Self Employed	2	0.2	1	0.2	1	0.5	0	0
Other*	20	2.4	5	1.0	9	4.1	6	4.6
<b>Total number of leavers</b>	<b>839</b>		<b>488</b>		<b>221</b>		<b>130</b>	

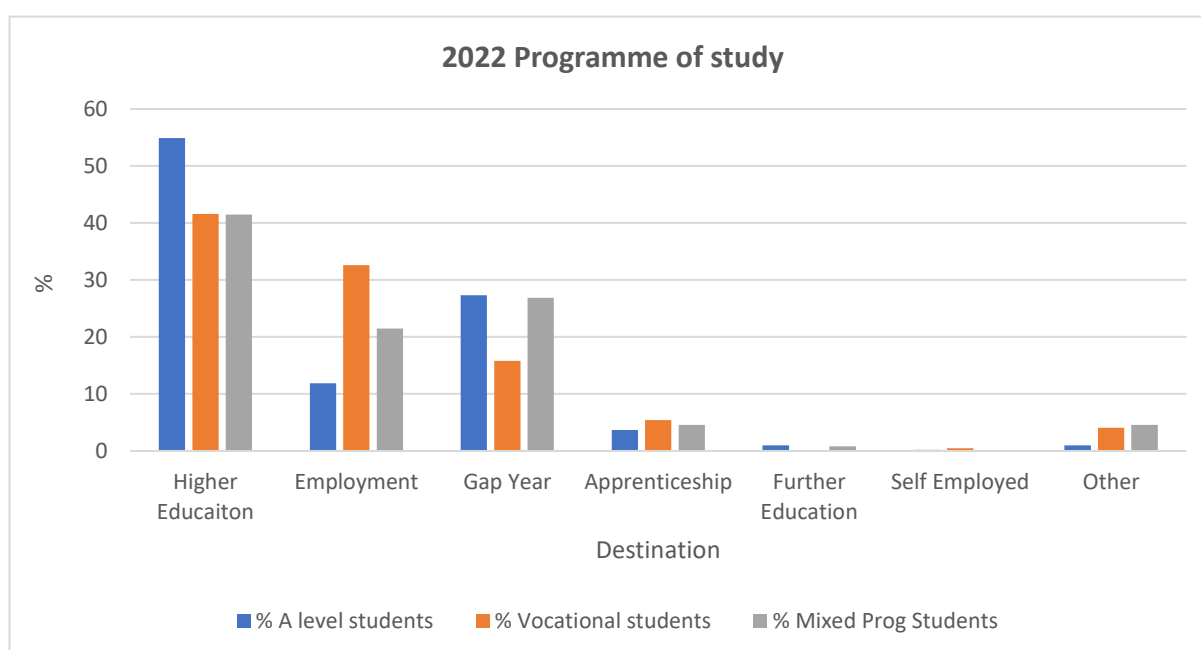
\*Other includes not known, other outcome, voluntary work, unemployed, unable to contact learner, learner returned home.

\*<sup>2</sup> Percentages are rounded to 1d.p.

The above data shows, a higher proportion of A level students progressed directly into higher education than vocational and mixed programme students.

The number of vocational students progressing to Higher Education has increased by 7% from 2021 making the percentage equal to those studying mixed programmes.

It is still evident that mixed programme and A level students rely more heavily on gap years to decide on their future plans whilst vocational students have more definite progression plans.



## 5) Higher Education

### Methodology

Data for this report has been broken down into three parts: number of completers, deferred entry leavers and 2021 leavers applying in their gap year. This allows us to 'count' the students who have, for example, secured places at Oxford or Cambridge and deferred or applied in their gap year. This means we are able to track students beyond their gap year.

#### a) Higher Education Destinations by Top Ten Subjects

Law, Psychology and Business remain the top 3 subjects for the fourth year in a row, with Criminology also holding the same position as last year – the 6<sup>th</sup> most popular subject to study at degree level. Business and Sport continue to rank highly, 2<sup>nd</sup> and 4<sup>th</sup>, this appears in line with our most popular vocational subjects. The continued presence of Nursing shows Huish is preparing students to make decisions about career-led university pathways. Interestingly, Biomedical Science has appeared as the 7<sup>th</sup> most popular subject to study at University this year, having never appeared in the top 10 over the last 5 years. This may be due to the fact that Medicine remains a heavily oversubscribed subject to study at university – the number of students applying is significantly greater than the number of places available on the course. As it is such a competitive subject, studying Biomedical Science can be an alternative route into this field. Another contributing factor could be the increased coverage Biomedical Scientists received during the pandemic. The increase in students choosing a Music related degree is encouraging given the Music related provision at Huish, with 2 students progressing to Oxford to read Music.

#### Number in bold is the total number progressing to the course specified

(Number in brackets are number of leavers going directly to university)

[Number in square brackets are number of 2022 leavers that deferred their entry]

{Number in other braces are number of gap year students that applied with grades in hand}

	<u>No of 2022 Leavers</u>	<u>No of 2021 Leavers</u>	<u>No of 2020 Leavers</u>	<u>No of 2019 Leavers</u>	<u>No of 2018 Leavers</u>	<u>No of 2017 Leavers</u>
<b>1</b>	Psychology <b>39</b> (30) [5] {4}	Business and Management <b>52</b> (34) [10] {8}	Business and Management <b>41</b> (33) [4] {4}	Law <b>36</b> (30) [2] {4}	Business and Management (31) [11] {7}	Sport (44)
<b>2</b>	Business and Management <b>37</b> (29) [6] {2}	Law <b>41</b> (36) [3] {2}	Law <b>30</b> (25) [3] {2}	Business and Management <b>35</b> (26) [2] {7}	Engineering (26) [2] {0}	Business and Management (41)
<b>3</b>	Law <b>34</b> (29) [4] {1}	Psychology <b>31</b> (25) [3] {3}	Psychology <b>30</b> (18) [9] {3}	Psychology <b>29</b> (22) [2] {5}	Sport (20) [1] {3}	Law (22)
<b>4</b>	Sport and Sport Science <b>25</b> (20) [3] {2}	Environmental Science <b>31</b> (19) [9] {3}	Sport <b>23</b> (18) [5] {0}	Sport <b>27</b> (20) [4] {3}	Computer Sciences (17) [2] {4}	Psychology (20)
<b>5</b>	Music <b>23</b> (23) [0] {0}	Sport <b>29</b> (22) [6] {1}	History <b>21</b> (18) [1] {2}	Computer Sciences <b>23</b> (18) [2] {3}	Law (17) [4] {4}	Music (19)
<b>6</b>	Criminology <b>23</b> (20) [3] {0}	Criminology <b>23</b> (15) [7] {1}	Nursing <b>19</b> (15) [2] {2}	Engineering <b>19</b> (13) [4] {2}	Nursing (16) [0] {2}	Education (18)
<b>7</b>	Biomedical Science <b>22</b> (15) [0] {7}	History <b>20</b> (16) [2] {2}	Engineering <b>18</b> (13) [0] {5}	History <b>18</b> (13) [0] {5}	Education (15) [3] {0}	English (18)
<b>8</b>	Nursing <b>21</b> (19) [1] {1}	Education <b>19</b> (15) [2] {2}	Media <b>17</b> (15) [1] {1}	Mathematics <b>16</b> (9) [1] {6}	History (13) [1] {2}	Engineering (17)
<b>9</b>	Computer Science <b>19</b> (14) [3] {2}	Nursing <b>19</b> (13) [5] {1}	Music <b>14</b> (8) [2] {4}	Biology <b>14</b> (8) [4] {2}	Music (12) [1] {2}	Computer Science (14)
<b>10</b>	Film and Media <b>19</b> (10) [8] {1}	English <b>18</b> (15) [2] {1}	Criminology <b>13</b> (9) [3] {1}	Geography <b>14</b> (9) [4] {1}	Psychology (12) [3] {5}	Nursing (14)
			English <b>13</b> (11) [1] {1}			
			Medicine <b>13</b> (8) [2] {3}			

## b) Higher Education Destinations by Institution

### Top Ten Institutions

There continues to be a response to the contextual offer Huish students receive from the University of Bristol, with it remaining in the Top 5 every year since implementation in 2018. In contrast to the 2020 and 2021 top 10, in 2022 there is a broader range of universities in terms of their relative distance to Taunton. This may be as a result of the uncertainty in delivery of degree courses during 2020 and 2021. With many universities continuing to deliver their courses as a blend of online and in-person, students may have opted to study at a university closer to home. Nottingham Trent appearing in the top 10 for the first time is curious. On closer reflection, the subjects chosen here are broadly in line with our popular subjects i.e. Music, Sport and Business.

### Number in bold is the total number progressing to the university specified

(Number in brackets are number of leavers going directly to university)

[Number in square brackets are number of 2022 leavers that deferred their entry]

{Number in braces are number of gap year students that applied with grades in hand}

	2022 Students	2021 Students	2020 Students	2019 Students	2018 Students
1	Bristol, UWE <b>50</b> (45) [1] {4}	Plymouth University <b>51</b> (32) [10] {9}	Plymouth University <b>55</b> (46) [2] {7}	Bristol, UWE <b>45</b> (34) [3] {8}	Plymouth University (40) [5] {2}
2	Cardiff University <b>48</b> (39) [5] {4}	Cardiff University <b>44</b> (34) [4] {6}	Bristol, UWE <b>36</b> (26) [2] {8}	Cardiff University <b>41</b> (26) [2] {13}	Cardiff University (30) [12] {4}
3	Plymouth University <b>28</b> (23) [1] {4}	Bristol, UWE <b>43</b> (30) [8] {5}	University of Bristol <b>34</b> (25) [1] {8}	Plymouth University <b>38</b> (30) [5] {3}	Bristol, UWE (25) [4] {4}
3=	University of Bristol <b>28</b> (19) [4] {5}				
4	Bournemouth University <b>25</b> (18) [5] {2}	University of Exeter <b>36</b> (28) [5] {3}	Cardiff University <b>33</b> (18) [5] {10}	University of Exeter <b>32</b> (21) [5] {6}	University of Exeter (23) [3] {2}
5	Cardiff Met <b>20</b> (18) [2] {0}	University of Bristol <b>34</b> (24) [5] {5}	University of Exeter <b>27</b> (18) [6] {3}	University of Bristol <b>28</b> (20) [2] {6}	University of Bristol (20) [4] {4}
6	University of Southampton <b>18</b> (14) [1] {3}	Bath Spa <b>17</b> (13) [3] {1}	Bournemouth University <b>15</b> (12) [2] {1}	Cardiff Metropolitan University <b>16</b> (15) [0] {1}	University of Gloucestershire (15) [1] {0}
7	Bath Spa University <b>16</b> (13) [2] {1}	Swansea University <b>15</b> (15) [0] {0}	Falmouth University <b>15</b> (11) [3] {1}	University of Gloucestershire <b>14</b> (13) [0] {1}	Swansea University (10) [2] {2}
8	Nottingham Trent University <b>15</b> (13) [2] {0}	Bournemouth University <b>13</b> (9) [2] {2}	UCP Marjon <b>13</b> (11) [2] {0}	University of Birmingham <b>11</b> (10) [1] {0}	Cardiff Metropolitan University (9) [2] {4}
8=	Falmouth University <b>15</b> (10) [4] {1}				
9	University of Exeter <b>13</b> (10) [1] {2}	Cardiff Met <b>12</b> (10) [2] {0}	Bath Spa <b>12</b> (10) [1] {1}	Bournemouth University <b>11</b> (7) [1] {3}	Bournemouth University (8) [2] {2}
9=	University of Birmingham <b>13</b> (11) [1] {1}				
9=	University of Gloucestershire <b>13</b> (11) [2] {0}				
10	University of Reading <b>12</b> (10) [0] {2}	Falmouth University <b>12</b> (9) [3] {0}	University of Reading <b>12</b> (8) [4] {0}	Swansea University <b>10</b> (10) [0] {0}	Oxford Brookes University (7) [5] {0}
10=	Oxford Brookes University <b>12</b> (10) [1] {1}		Swansea <b>12</b> (11) [1] {0}	Bath Spa <b>10</b> (5) [4] {1}	

**c) Degree classification results of Richard Huish College alumni**

The above data, provided by the Sixth Form Colleges Association, outlines the degree performance of Richard Huish College alumni who graduated in 2020/2021. When looking at all Higher Education Institutions, the proportion of Richard Huish students who achieve a first class or upper second class honours is more than 5 percentage points higher than the Sixth Form College sector and the percentage of students achieving first class honours is higher than all other sectors. Students from Russell Group universities and those from backgrounds where parents don't have any HE qualifications have achieved more first class honours than any other sector. All 4 of these degree classification groups have shown clearly that Huish is preparing students extremely well for higher education. Further to this, Huish is evidently supporting students from disadvantaged backgrounds to achieve highly in their next steps in life.

All UK HEIs	Provider	Cohort size	First	Upper Second	First class and upper second class honours	Lower Second	Third	Unclassified
	Richard Huish College	360	44.1%	46.7%	90.8%	7.0%	0.6%	1.7%
	Sixth Form College sector	30065	37.4%	48.0%	85.4%	12.1%	2.0%	0.6%
	State sector	164375	37.0%	47.9%	84.9%	11.8%	1.8%	1.4%
	Independent sector	26535	40.7%	50.9%	91.6%	6.4%	0.8%	1.2%

Students from areas with lowest HE participation rate	Provider	Cohort size	First	Upper Second	First class and upper second class honours	Lower Second	Third	Unclassified
	Richard Huish College	35	35.1%	45.9%	81.1%	13.5%	0.0%	5.4%
	Sixth Form College sector	3820	32.5%	48.7%	81.2%	15.5%	2.6%	0.7%
	State sector	17045	31.5%	49.3%	80.8%	15.6%	2.5%	1.1%
	Independent sector	570	39.1%	48.3%	87.4%	10.2%	1.6%	0.7%

Russell Group	Provider	Cohort size	First	Upper Second	First class and upper second class honours	Lower Second	Third	Unclassified
	Richard Huish College	135	45.3%	50.9%	96.3%	3.7%	0.0%	0.0%
	Sixth Form College sector	8345	42.8%	49.7%	92.5%	6.0%	1.0%	0.5%
	State sector	43480	43.7%	48.4%	92.1%	6.2%	0.9%	0.9%
	Independent sector	16070	43.5%	50.8%	94.3%	4.1%	0.5%	1.1%

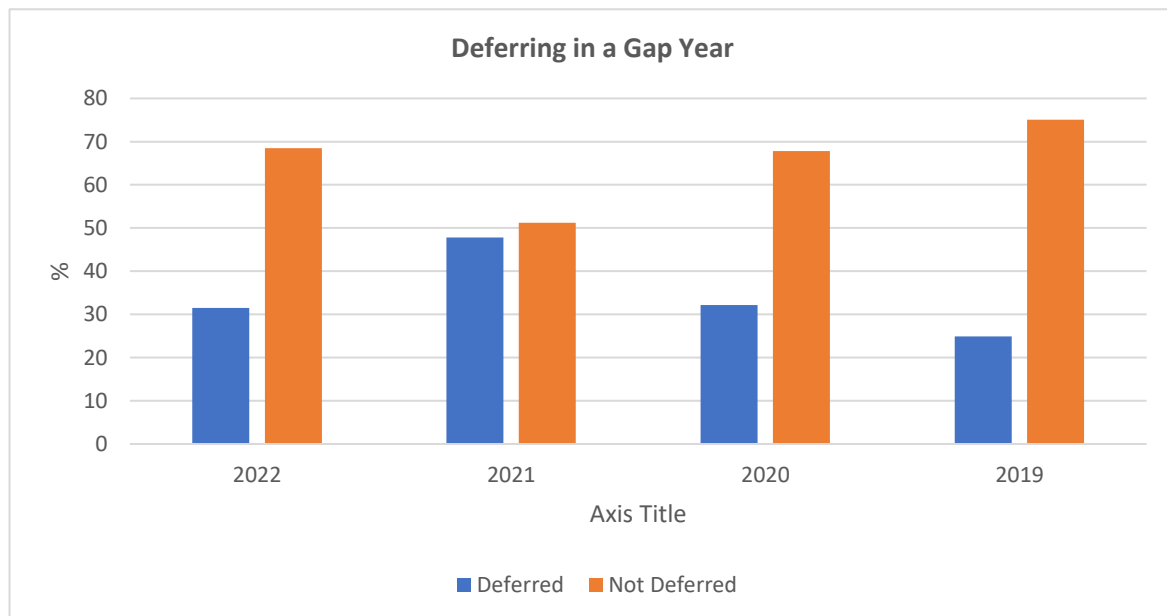
Students whose parents do not have higher education qualifications	Provider	Cohort size	First	Upper Second	First class and upper second class honours	Lower Second	Third	Unclassified
	Richard Huish College	110	39.3%	49.1%	88.4%	9.8%	0.0%	1.8%
	Sixth Form College sector	12845	35.1%	48.5%	83.6%	13.5%	2.5%	0.5%
	State sector	64935	34.7%	48.9%	83.6%	13.2%	2.0%	1.2%
	Independent sector	3885	36.6%	53.0%	89.6%	8.7%	2.0%	0.7%



## 6) Gap Year

This year, students opting to take a gap year has increased from 21.8% in 2021 to 24.2% in 2022. Interestingly, the proportion of students taking a gap year after deferring vs not deferring their university place (and applying in their gap year) reflects the figures of 2020. The proportion of students opting to defer has dropped from 47.8% of gap year students in 2021 to 31.5% this year, meaning that the proportions have returned to a similar ratio to that of 2020. This therefore suggests that the 2021 figures were an anomaly to the trend. Understandably, this may have been in response to the different university experience students were facing in the 2021 cycle due to the Covid-19 pandemic.

Type of Gap Year	No of Students 2022	% of Gap Year Students 2022	No of Students 2021	% of Gap Year Students 2021	No of Students 2020	% of Gap Year Students 2020	No of Students 2019	% of Gap Year Students 2019
Deferred (University Place 2022)	64	31.5	87	47.8%	59	32.2%	51	24.9%
Not Deferred (applying in gap year)	139	68.5	95	51.2%	124	67.8%	154	75.1%
<b>Total</b>	<b>203</b>		<b>182</b>	<b>100%</b>	<b>183</b>	100.0%	<b>205</b>	100.0%



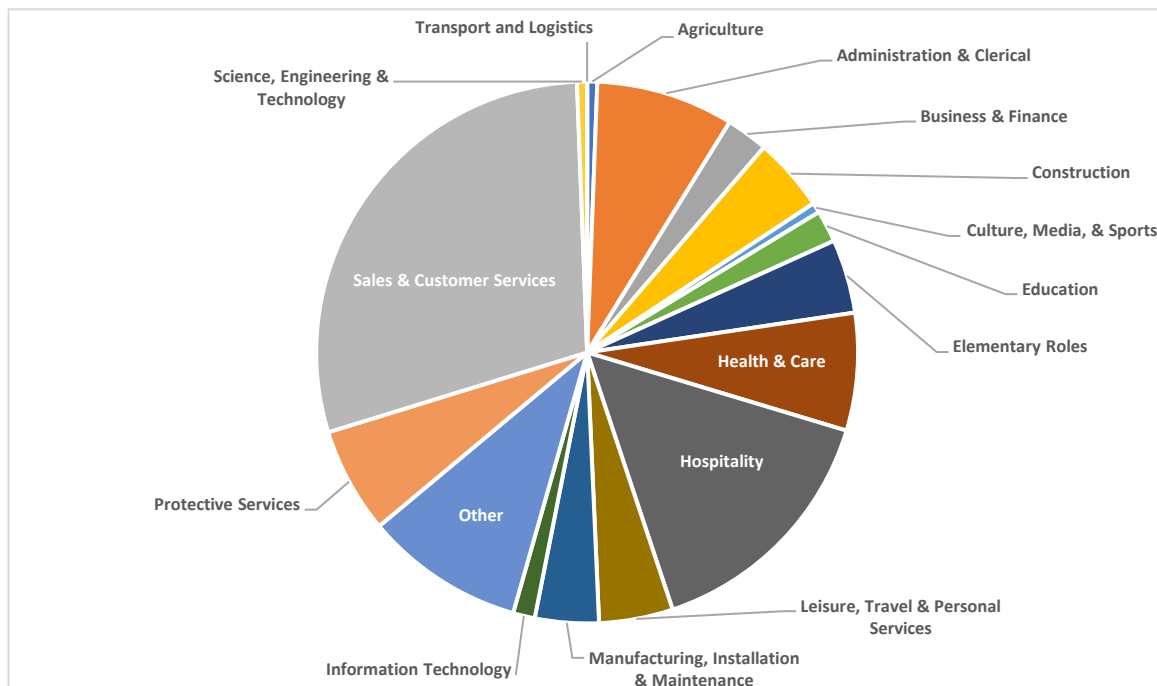
## 7) Employment

The number of students entering employment, following the completion of their college study programme, has dropped slightly in comparison to last year – from 22.2% to 18.8%. This may be due to the rise in students looking to enter higher education, either from taking a gap year or by going directly to University. Of the students who are employed, many have continued working in their part-time jobs (gained during their studies at college) whilst deciding what to do next. This accounts for the high percentage employed in Customer Service and Hospitality and is similar to previous years. ‘Protective Services’ is a category that has seen a significant rise, this may be related to the opportunities for pathways into professional careers such as the Police. ‘Health & Care’ has consistently been a high occupation category for Huish students, testament to the strength of our health-related courses.

Occupation	Number of Students	% of Total*
Agriculture	1	0.6
Administration & Clerical	13	8.2
Business & Finance	4	2.5
Construction	7	4.4
Culture, Media, & Sports	1	0.6
Education	3	1.9
Elementary Roles	7	4.4
Health & Care	11	7.0
Hospitality	24	15.2
Leisure, Travel & Personal Services	7	4.4
Manufacturing, Installation & Maintenance	6	3.8
Information Technology	2	1.3
Other	15	9.5
Protective Services	10	6.3
Sales & Customer Services	46	29.1
Science, Engineering & Technology	1	0.6
Transport and Logistics	0	0.0
<b>Total</b>	<b>158</b>	

\* Percentages are rounded to 1d.p. and data does not include L2 destination (found in L2)

Sectors where 2022 leavers are in Employment



## 8) Apprenticeships

'Business & Finance' apprenticeships remain the most popular sector of apprenticeships. 'Education' has risen in comparison to the 2020 data, from 9.4% to 19.4% in 2021 and the same in 2022 - this rise could be a consequence of education being a relatively stable workplace through the past 12 months. The rise may also be due to the national shortage of Teaching Assistants, meaning that more apprenticeships are available as a result. A notable sector seeing a rise in apprenticeships is 'Protective Services' going from 3.1% in 2020 to 13.8% in 2021 and 13.9% this year. This was a trend previously seen in the student employment destinations for this year. It could be that students are opting to progress their education in a more stable environment than Universities have been able to offer during the years of the Covid-19 pandemic.

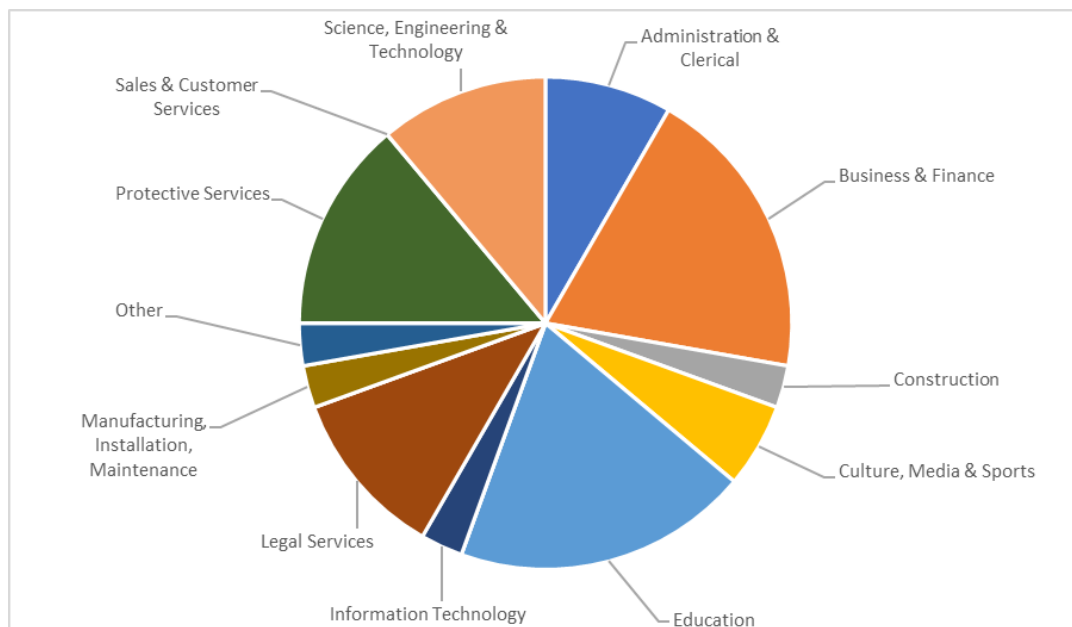
Higher and Degree apprenticeships are appealing to students, but the lack of local opportunities has always previously limited the number of successful applications. However, of the 36 leavers in 2022 who went on to gain an apprenticeship, 14 out of 36 were Higher or Degree apprenticeships, showing that opportunities are becoming more available, particularly with Avon and Somerset Police. 'Legal Services' is a new category this year, with 4 out of the 36 students securing an apprenticeship in this field. This figure may be due to the increasing number of links formed between Huish and the legal firms within the local area.

There is a proportion of students who leave Huish early to switch to apprenticeships however, these leavers are not included in the following statistics. The following numbers do not include the Level 2 students that progressed on to an apprenticeship, as these are included in the Level 2 destination summary.

<b>Occupation</b>	<b>Number of Students</b>	<b>% of Total*</b>
<b>Administration &amp; Clerical</b>	3	8.3
<b>Business &amp; Finance</b>	7	19.4
<b>Construction</b>	1	2.8
<b>Culture, Media &amp; Sports</b>	2	5.6
<b>Education</b>	7	19.4
<b>Health &amp; Care</b>	0	0
<b>Information Technology</b>	1	2.8
<b>Legal Services</b>	4	11.1
<b>Leisure, Travel &amp; Personal Services</b>	0	0
<b>Manufacturing, Installation, Maintenance</b>	1	2.8
<b>Other</b>	1	2.8
<b>Protective Services</b>	5	13.9
<b>Sales &amp; Customer Services</b>	0	0
<b>Science, Engineering &amp; Technology</b>	4	11.1
<b>Total</b>	<b>36</b>	

\*Percentages are rounded to 1d.p.

Sectors where 2022 leavers are in Apprenticeships



## 9) (Destinations of 2022 Level 2 Leavers)

The percentage of students continuing to study at Huish for their Level 3 programme has increased by 6.2 percentage points from last year, a similar figure to those in 2019. Apprenticeships, whilst rising, remain low in comparison to previous years, similar to the wider destination data, supporting the suggestion that apprenticeship opportunities are not as readily available. Our data shows that 89.3% of L2 students have successfully continued into employment, further education or training.

<u>Destination</u>	<u>Number of Students (2022)</u>	<u>% of Total (2022)</u>	<u>Number of Students (2021)</u>	<u>% of Total (2021)*<sup>2</sup></u>	<u>Number of Students (2020)</u>	<u>% of Total (2020)*<sup>2</sup></u>	<u>Number of Students (2019)</u>	<u>% of Total (2019)*<sup>2</sup></u>
Level 3 at Richard Huish College	14	50	21	43.8	44	77.2	37	52.9
Level 1/2/3 at another FE provider	5	17.9	11	22.9	4	7	8	11.4
Apprenticeship	3	10.7	5	10.4	3	5.3	13	18.6
Employment	3	10.7	3	6.3	2	3.5	6	8.6
Traineeship	0		1	2.1	1	1.8	3	4.3
Voluntary Work	0		0	0	0	0	1	1.4
Other*	3	10.7	7	14.6	3	5.3	2	2.9
<b>Total</b>	<b>28</b>		<b>48</b>		<b>57</b>		<b>70</b>	

\* Other includes learner returning home, unable to contact learner, unknown destination

\*<sup>2</sup>Percentages are rounded to 1d.p.

\*<sup>3</sup> Note that progression to FE figures from this year did not distinguish between FE courses at Richard Huish Colleges and FE courses at other providers.

Destinations of 2022 Level 2 Leavers

