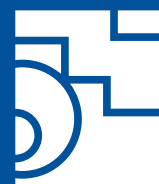


Research report

Variable tuition fees in England: assessing their impact on students and higher education institutions

A third report



Universities UK

Celebrating 90 years

1918–2008

This series of Research reports published by Universities UK will present the results of research we have commissioned in support of our policy development function. The series aims to disseminate project results in an accessible form and there will normally be a discussion of policy options arising from the work.

This report has been prepared for Universities UK by Nigel Brown and Brian Ramsden.

Nigel Brown Associates is an association of freelance consultants and researchers who work with Nigel Brown to bid for and undertake research and consultancy projects for national and institutional clients. The members of the association vary from project to project depending on the range of expertise required.

The copyright for this publication is held by Universities UK. The material may be copied or reproduced provided that the source is acknowledged and the material, wholly or in part, is not used for commercial gain. Use of the material for commercial gain requires the prior written permission of Universities UK.

The opinions in this publication are not necessarily those of Universities UK. Whilst every effort has been made to ensure the completeness and accuracy of this publication, the authors and Universities UK give no warranty in that regard and accept no liability for any loss or damage incurred through the use of, or reliance upon, this report or the information contained within.

4	Preface
5	Summary
1	
6	The demand for higher education
7	Applications to full-time courses through UCAS
2	
11	Widening participation
3	
14	Enrolments in higher education institutions
16	Full-time undergraduate students – cross-border flows
18	Full-time English-domiciled undergraduate students – term-time accommodation
18	Full-time undergraduate students, analysed by subject of study
19	Full-time equivalent enrolments in higher education institutions and further education colleges in England
4	
21	Fees and bursaries
21	Evidence about institutions' intentions on full-time undergraduate fees and bursaries for 2008/09
21	Evidence of outcomes in 2006/07 and 2007/08 for full-time undergraduate fees and bursaries
22	Part-time undergraduate fees from 2006/07
5	
24	Income from full-time undergraduate tuition fees
24	2003/04 baseline income data
24	2004/05 income data
25	2005/06 income data
25	2006/07 income data
26	Year-on-year change in the income of higher education institutions
6	
28	Reflections and conclusions
29	Annexe
29	First-year full-time UK-domiciled undergraduate students by principal subject of study, 2003/04–2006/07
34	Endnotes

- 6 Figure 1 Ratio of UK-domiciled applicants to acceptances through UCAS, 1995 and 2006
- 7 Table 1 Applicants for full-time undergraduate study in the UK through UCAS by source, 2004/05 to 2008/09, as at 15 January
- 8 Table 2 Relationship between applicants and the 17-year-old population, 2004 to 2008
- 9 Figure 2 Percentage change in number of applications to full-time degree courses through UCAS, 2007 to 2008 entry (January application figures)
- 9 Figure 3 Synthetic calculation of percentage change in number of applications to full-time degree courses through UCAS, 2007 to 2008 entry (January application figures) adjusted to common base.
- 11 Table 3 Acceptances of English applicants for full-time undergraduate places by ethnic origin 2004-2007
- 12 Table 4 Acceptances of English applicants for full-time undergraduate places by socio-economic group 2004/07
- 13 Table 5 Acceptances of English applicants for full-time undergraduate places by age range 2004/07
- 14 Table 6 All first-year undergraduate students in UK higher education institutions, 2003/04
- 14 Table 7 All first-year undergraduate students in UK higher education institutions, 2004/05
- 14 Table 8 All first-year undergraduate students in UK higher education institutions, 2005/06
- 15 Table 9 All first-year undergraduate students in UK higher education institutions, 2006/07
- 15 Figure 4 UK enrolments on full-time undergraduate courses compared with 18-year-old population
- 16 Figure 5 Enrolments of non-EU students on full-time undergraduate programmes, 2003/04-2006/07
- 16 Table 10 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2003/04
- 16 Table 11 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2003/04 – percentages by country
- 16 Table 12 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2004/05
- 17 Table 13 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2004/05 – percentages by country
- 17 Table 14 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2005/06
- 17 Table 15 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2005/06 – percentages by country
- 17 Table 16 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2006/07
- 17 Table 17 First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2006/07 – percentages by country
- 18 Figure 6 Percentage of first-year full-time undergraduates studying in their country of domicile, 2003/04-2006/07
- 18 Figure 7 First-year English-domiciled undergraduates by term-time accommodation, 2004/05-2006/07
- 19 Table 18 First-year full-time undergraduate UK-domiciled student enrolments by subject area, 2003/04-2006/07
- 20 Table 19 FTE (full-time equivalent) undergraduate enrolments in higher education institutions and further education colleges in England, 2003/04-2007/08
- 20 Figure 8 Distribution of change in full-time equivalent enrolments of higher education students in further education colleges, 2003/04-2007/08
- 20 Figure 9 Distribution of change in full-time equivalent enrolments of higher education students in higher education institutions, 2003/04-2007/08

- 22 Figure 10 Actual expenditure on financial support for lower income students as a proportion of predicted expenditure
- 24 Figure 11 Full-time undergraduate fees as percentage of total income, 2003/04 in English higher education institutions
- 24 Figure 12 Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2003/04
- 24 Figure 13 Full-time undergraduate fees as percentage of total income of English higher education institutions, 2004/05
- 24 Figure 14 Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2004/05
- 25 Figure 15 Full-time undergraduate fees as percentage of total income of English higher education institutions, 2005/06
- 25 Figure 16 Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2005/06
- 25 Figure 17 Full-time undergraduate fees as percentage of total income of English higher education institutions, 2006/07
- 25 Figure 18 Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2006/07
- 26 Figure 19 Percentage of total income coming from full-time (home and EU) undergraduate fees
- 26 Table 20 Income and real terms percentage change in major income sources of English higher education institutions, 2003/04–2006/07
- 27 Figure 20 Breakdown of income across major heads: English higher education institutions, 2003/04
- 27 Figure 21 Breakdown of income across major heads: English higher education institutions, 2006/07

This is the third annual report on the effects of the introduction of the new higher education fees arrangements for UK and EU-domiciled full-time undergraduates attending higher education institutions in England.

The previous two reports have established baseline information about trends in higher education, both in student enrolments and in the fee and income implications for higher education institutions in England. In this report, for the first time, it is possible to see the impact on student enrolments in the first year (2006/07) in which the new variable fees for full-time undergraduates applied.

This report, like its predecessors, brings together a range of information from publicly accessible sources¹ and the institutions themselves about the demand for higher education, the nature of the student body, the fees and bursary arrangements and the financial situation of institutions.

Although it is primarily concerned with full-time undergraduate students, it also seeks to provide information for measuring any impact of the changes to full-time undergraduate fees on the fees and demand for part-time higher education.

While the major focus of this work relates to England, some statistics have also been presented for the other countries of the United Kingdom, in order to provide a basis for comparative analysis.

July 2008

This is the third report prepared for Universities UK assessing the impact of the introduction of the variable tuition fee regime for full-time undergraduate higher education in England from 2006/07. As in the two previous reports we have relied on publicly available data, in particular from the:

- Universities and Colleges Admissions Service (UCAS) (on applicants, acceptances and application rates);
- Higher Education Statistics Agency (HESA) on enrolments and institutional income;
- Office for Fair Access (OFFA) on expenditure on student bursaries;
- Student Loans Company on the take-up of fee loans.

In making comparisons with earlier years we have had to take account of two significant changes to the UCAS system for 2008 entry. UCAS has incorporated into the admissions service nursing and midwifery diploma courses. UCAS estimates that this accounts for 2.2 per cent of the percentage observed increase in the number of applicants between the 2007 entry and 2008 entry.

The number of choices that each applicant can make has been reduced from six to five with a corresponding reduction in the average number of choices from 5.09 to 4.33. This affects comparisons of the numbers of applications received by institutions and it has been necessary to allow for this by applying a common uplift based on an average figure of around 7 per cent to the number of applications received for degree courses in 2008.

Since last year's report was prepared data has become available on first-year undergraduate enrolments (full-time and part-time) on fee income and on expenditure on financial support for lower-income students.

The key findings in this report are:

- an increase in applicants through UCAS for full-time undergraduate study in 2008 of 9 per cent for the UK and 10 per cent for England (of which 2.2 per cent is attributable to the incorporation of nursery and midwifery diploma courses (NMASS)) based on comparisons of applicant numbers on 15 January in each year;
- an increase in applicants per thousand of the 17-year-old population from 439 to 471 for the UK;
- an increase of 6 per cent in applicants from the EU and 11 per cent in applicants from outside the EU;

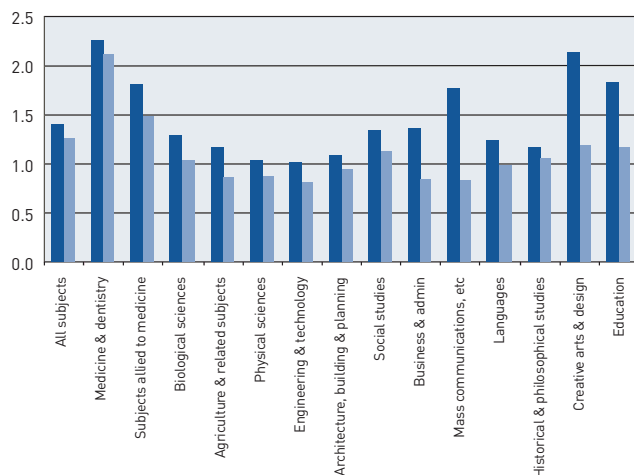
- on an adjusted basis, taking account of the reduced number of choices available to applicants, a median increase of 7.9 per cent in applications to institutions receiving more than 300 applicants for degree programmes;
- no significant change in the ethnic, social class or age profile of accepted applicants across the four years 2004/05–2007/08;
- a 4.3 per cent reduction in UK-domiciled first-year full-time undergraduate enrolments between 2005/06 and 2006/07;
- a 6.8 per cent increase in part-time undergraduate enrolments between 2003/04 and 2006/07;
- a significant increase in the proportion of Welsh-domiciled students choosing to study in Wales between 2005/06 and 2006/07;
- only three subject areas – subjects allied to medicine, computer science and historical and philosophical studies – experienced an above average decline in first year enrolments between 2005/06 and 2006/07;
- the vast majority of higher education institutions deciding to charge the maximum statutory fee of £3,145 in 2008/09 and broadly to maintain their current bursary and scholarship systems;
- a take-up of fee loans of around 75 per cent of English-domiciled students paying the variable tuition fee in 2006/07 and provisionally in 2007/08;
- expenditure on financial support for low-income families lower than institutions had forecast when negotiating their access agreements with OFFA, reflecting in part unfamiliarity on the part of some eligible students with their entitlement under the new system;
- a continuing rise in real terms in part-time undergraduate fees.

Overall there is nothing in the available data that indicates that the introduction of variable fees in England has yet had any lasting impact on the level or pattern of demand for full-time undergraduate education. Nor is there yet any indication of changes in demand for part-time undergraduate education despite the decision by many institutions substantially to increase part-time undergraduate fees from 2005/06. However, because part-time students take significantly longer on average to obtain the qualification they are studying for than full-time undergraduates, it may take longer for any significant changes to emerge.

- 1** A major purpose of this series of publications is to identify the extent to which – if at all – the demand for full-time higher education at undergraduate level in England has been affected by the introduction of variable fees.
- 2** There are three contextual issues here, which should be noted before considering the figures. The first is that the balance between supply and demand has narrowed substantially during the last twelve years. So, for example, while the number of applicants for full-time undergraduate places through the UCAS system² has increased, the proportion of applicants being accepted has increased by a greater degree. There is considerable variability by subject here. The following chart shows the ratio of UK-domiciled applicants to acceptances through the UCAS system for 1995 entry and for 2006 entry.

Figure 1

Ratio of UK-domiciled applicants to acceptances through UCAS, 1995 and 2006



- 3** While it must be recognised that there have been some changes in the definition of subject areas over this twelve-year period from 1995, nonetheless the following changes have been observed. In every comparable subject area, the ratio of applicants to acceptances has diminished (overall from 1.4:1 to 1.3:1).
- 4** The sharpest reductions in the ratios of applicants to acceptances have been in three subject areas – mass communications and documentation, creative arts and design and education. These subjects had amongst the highest ratios of applications to acceptances in 1995, arguably demonstrating a classic market response by institutions.

- 5** The ratio of applicants to acceptances has fallen less sharply in medicine and dentistry and in subjects allied to medicine where there is a significant degree of central control on the places available.
- 6** Only medicine now has a ratio in excess of 1.5:1 and several subjects have a ratio of less than 1:1 – ie supply outstrips demand. This is especially noteworthy in business and administrative studies, in physical sciences, and in engineering and technology, where the ratio was already close to 1:1 in 1995. In these subjects there continue to be concerns about departmental closures often fuelled by the lack of demand for undergraduate places.

It is impossible to predict whether there would be a natural further development of this trend in future years, irrespective of the introduction of variable fees.

- 7** The second contextual issue is related, but slightly different. The demand for higher education depends partly upon how many individuals within the population (and we are concerned particularly with the population of the UK here) might benefit from higher education. This is dependent to a considerable extent on the output of qualified leavers from secondary education.
- 8** The third issue is that while the UCAS system provides an enormous amount of valuable information about applicants, there is a significant minority of applicants who fall outside this system. The full-time undergraduate students who are omitted from the UCAS entrant data are those who are directly admitted to a university. It is understood that these students constitute, in any recent year, some 11 per cent of full-time undergraduate entrants. Analysis reported elsewhere³ suggests that they have significantly different characteristics from UCAS entrants. For example, the non-UCAS entrants to full-time first degree courses:
- are concentrated in the post-1992 universities (especially in the major conurbations);
 - include a significantly higher proportion of minority ethnic groups than the undergraduate population as a whole;
 - are, on average, older than UCAS entrants.

Applications to full-time courses through UCAS

- 9 UCAS publishes an extensive range of statistics that enabled us in our first two reports to set out a baseline for subsequent analysis of the demand for full-time undergraduate education.
- 10 We set out below the relevant information for a five-year period, corresponding with entry to higher education in 2004/05–2008/09. We have deliberately chosen to present five years' data in order to address the issue of the extent to which individuals in a position to do so may have been influenced in their planning by their perceptions of the new variable fee arrangements, for example, by deferring – or not deferring – entry.
- 11 The number of applicants by domicile are summarised in the following table.

Table 1

Applicants for full-time undergraduate study in the UK through UCAS by source, 2004/05 to 2008/09, as at 15 January

Year	England	Wales	Scotland	Northern Ireland	UK sub-total	Other EU	International	Total
2008/09	320,469	16,946	28,108	15,302	380,825	23,493	26,171	430,489
2007/08	291,075	16,110	27,032	15,446	349,663	22,074	23,570	395,307
2006/07	271,663	16,123	26,804	15,930	330,520	19,058	22,105	371,683
2005/06	284,359	15,798	27,404	16,075	343,636	17,892	23,096	384,624
2004/05	259,198	14,666	26,522	15,173	315,559	13,224	24,388	353,171
% change 2007 to 2008	10%	5%	4%	-1%	9%	6%	11%	9%
% change 2006 to 2008	18%	5%	5%	-4%	15%	23%	18%	16%
% change 2005 to 2008	13%	7%	3%	-5%	11%	31%	13%	12%
% change 2004 to 2008	24%	16%	6%	1%	21%	78%	7%	22%

- 12 As noted in our previous reports, UK applicant numbers declined in real terms between 2005 and 2006, following a marked increase between 2004 and 2005. They increased again, especially in England, in 2007. The total number of applicants who applied by 15 January 2006 was 371,683, compared to 384,624 at 15 January 2005, a reduction of 3.4 per cent. However, the total number of applicants was still 5.2 per cent higher than the total of 353,171 on 15 January 2004. By 15 January 2007 however, 395,307 applicants had applied – an increase of 6 per cent over 2006 and of 12 per cent over 2004.

- 13** In the most recent figures, relating to entry in 2008, there has been a further marked increase in applicants, averaging 9 per cent. However, it is important to note that there is a structural factor influencing these figures, in that the admissions service for nursing and midwifery diploma courses, (NMAS), has now been incorporated within UCAS, and applicants for these courses are included in the figures for the first time. UCAS estimates that these additional applicants account for some 2.2 per cent of the overall increase.
- 14** Even allowing for this factor, the applicant figures for 2008 show significant increases in home and overseas applicants. As regards UK-domiciled applicants, the largest increase is again among those living in England, at a level twice as great as the rise in Scotland and Wales, while applicants from Northern Ireland show a slight decline. Factors relevant here may include the different demographic profiles of the four countries, and also, in the case of Northern Ireland, the abolition of tuition fees in the Irish Republic. Analysis by UCAS of the countries to which applicants apply shows also that English institutions show the greatest increase, while there is a reduction in applicants expressing a choice for Welsh institutions⁴.
- 15** The observed marked increase in EU applicants in 2005 and subsequently was significantly influenced by the accession of new members of the EU in 2004 and 2007: there was a partially compensatory reduction in non-EU applicants. However, the decline in applicants from outside the EU was reversed between 2006 and 2007. In the 2008 figures, it is relevant to note that, while EU applicants have increased in numbers generally, there has been a marked decline in applicants from the Republic of Ireland, presumably in response to the abolition of tuition fees in the Republic. Applicants from outside the EU also show a significant increase in 2008, notably in those from China and Singapore.
- 16** While 15 January is an important deadline within the applications cycle, many applications are received after that deadline. It is to be expected that, at times of comparative turbulence in the higher education system, the number of late applications may increase.

- 17** Absolute numbers of applicants are, however, less meaningful than figures adjusted by the overall relevant population. In our previous reports, we presented a simple analysis of the relationship between English applicants and the 17-year-old population (while recognising, of course, that, although young applicants make up the majority of applicants to full-time undergraduate study, older applicants are also relevant). Since we now have both more information about the behaviour of applicants over time and also revised statistical population estimates and projections of the overall population, we set out in the following table a more detailed analysis of the relationship between the numbers of applicants and the young population of the constituent countries of the UK.

Table 2
Relationship between applicants and the 17-year-old population, 2004 to 2008

	England	Wales	Scotland	Northern Ireland	UK
Population aged 17 (thousands)					
2004 (estimated)	647.9	39.4	65.4	27.2	779.9
2005 (estimated)	667.9	40.2	66.1	27.1	801.3
2006 (estimated)	661.2	40.1	64.2	25.7	791.2
2007 (projected)	666.7	39.8	64.4	26.4	797.3
2008 (projected)	675.3	40.7	66.1	26.5	808.6
Applicants (thousands)					
2004	259.2	14.7	26.5	15.2	315.6
2005	284.4	15.8	27.4	16.1	343.6
2006	271.7	16.1	26.8	15.9	330.5
2007	291.1	16.1	27.0	15.4	349.7
2008	320.5	16.9	28.1	15.3	380.8
Applicants per thousand of 17-year-old population					
2004	400	372	406	558	405
2005	426	393	415	593	429
2006	411	402	417	621	418
2007	437	405	420	585	439
2008	475	417	425	577	471
Year on year change in applicants per thousand of 17-year-old population					
<i>Percentage change</i>					
2004 to 2005	6%	6%	2%	6%	6%
2005 to 2006	-3%	2%	1%	5%	-3%
2006 to 2007	6%	1%	1%	-6%	5%
2007 to 2008	9%	3%	1%	-1%	7%
Overall change in applicants per thousand of 17 year old population, 2004 to 2008					
<i>Percentage change</i>					
2004-08	19%	12%	5%	3%	16%

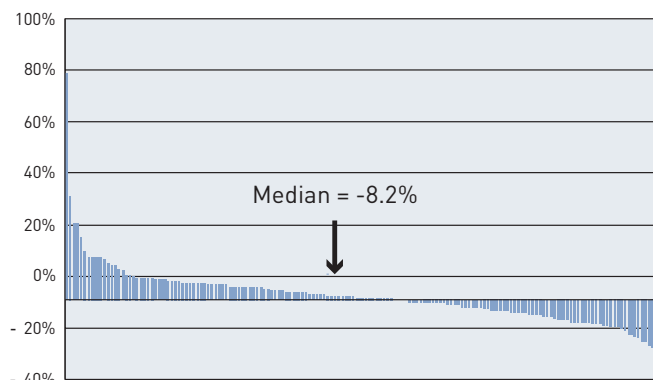
18 This table shows that the number of applicants per thousand of the 17-year-old population has increased over the last five years in all of the constituent countries of the United Kingdom⁵. The increase has been most marked in England, where it has increased by 19 per cent from 400 to 475 applicants per thousand of the 17-year-old population. The other three countries have seen smaller increases over time.

19 It is notable, however, that the increase in the rate of applications among English-domiciled applicants was reversed in the single year 2006/07 (the first year of variable fees) and that this reverse was not reflected in the other countries. (Northern Ireland, on the other hand, has seen negative movement, although from a high base, in both of the last two years.)

20 The previous paragraphs have been concerned with the numbers of **applicants** to full-time undergraduate courses. We now turn to a different measure, which is **applications to institutions**. In our previous reports, we showed the spread of change in applications (rather than applicants) for full-time undergraduate courses by institution over time. This exercise **cannot** be undertaken in a straightforward manner for 2008 applications, because of a change in the UCAS application requirements. In previous years, applicants have been able to make up to six choices: however, in 2008, that number has been reduced to five (except for clinical subjects where it remains at four). It follows that the average number of choices made has reduced from 5.09 to 4.33, and therefore most institutions have seen a reduction in the number of applications they receive. Overall the reduction among institutions with at least 300 applications for first-degree courses (the basis on which comparisons have been made in our previous reports) has been 9.2 per cent. The distribution of change across the institutions is plotted in the following chart.

Figure 2

Percentage change in number of applications to full-time degree courses through UCAS, 2007 to 2008 entry (January application figures)



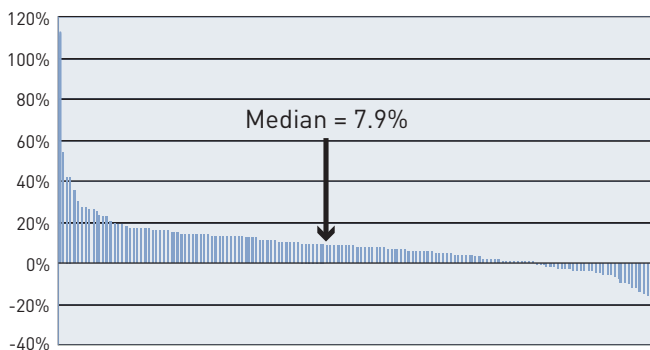
21 The chart shows that roughly half of the institutions show an actual increase in the number of applications received despite the redefinition of the application process.

22 UCAS has calculated that the average number of choices made has reduced from 5.09 to 4.33. If this ratio is applied to the total number of applications made for degree courses in 2008, the 'notional' change in the number of applications would be an increase of approximately 7 per cent.

23 As a purely synthetic exercise, we have applied this adjustment to each institution's applications in order to enable a rough comparison to be made with last year's distribution. This is shown in the following chart.

Figure 3

Synthetic calculation of percentage change in number of applications to full-time degree courses through UCAS, 2007 to 2008 entry (January application figures) adjusted to a common base.



24 Last year we noted that a substantial proportion of institutions had experienced a fall in applications between 2005 and 2006 of 10–20 per cent and a few institutions experienced a significantly larger fall. However, between 2006 and 2007 most institutions showed an increase of between 5 per cent and 15 per cent. These latest synthetically adjusted figures suggest that there continues to be real growth in the number of applications in the system, as is also shown by the applicant numbers quoted above.

2 Widening participation

- 25** The UCAS database also includes data that is especially relevant to the possible impact of variable full-time undergraduate fees on widening participation. This includes data on ethnicity, socio-economic grouping and age. It should be noted, however, that not all minority ethnic groups are under-represented in higher education.
- 26** HESA (Higher Education Statistics Agency) data on students also includes ethnicity and socio-economic grouping, although the latter is often derived unchanged from the data that passes from UCAS to institutions when students are accepted. We have therefore chosen to present data on the ethnicity and socio-economic groupings for acceptances of English-domiciled applicants.
- 27** In our earlier reports, we presented data under these heads for each of the four years up to 2006. In the following paragraphs, we update this information by showing the changes between 2004 and 2007, and comment on any changes in overall trends.
- 28** Within each of these selected student characteristics (except age range) there is a percentage of 'unknowns'. We have excluded these numbers from the total, although it is possible that some sub-groups are more heavily represented within the unknown group because of a reluctance to provide information.
- 29** The table below shows the distribution of acceptances onto full-time undergraduate programmes through UCAS for the years 2004–2007.

Table 3

Acceptances of English applicants for full-time undergraduate places by ethnic origin 2004–2007

Ethnic origin	2004		2005		2006		2007	
	Number	% of Total (1)	Number	% of Total (1)	Number	% of Total (1)	Number	% of Total (1)
Asian Bangladeshi	2,715	1.0	2,794	1.0	3,040	1.1	3,134	1.1
Asian Chinese	3,031	1.2	2,998	1.0	2,935	1.1	3,104	1.1
Asian Indian	13,413	5.2	14,001	4.9	13,802	5.1	13,553	4.7
Asian Other	3,371	1.3	3,899	1.4	3,849	1.4	4,062	1.4
Asian Pakistani	7,999	3.1	8,390	2.9	8,463	3.1	8,728	3.0
Black African	8,201	3.2	10,163	3.6	10,750	3.9	12,204	4.2
Black Caribbean	3,752	1.5	4,400	1.5	4,695	1.7	4,948	1.7
Black Other	870	0.3	1,083	0.4	1,073	0.4	1,121	0.4
Mixed Other Mixed	2,279	0.9	2,869	1.0	2,813	1.0	3,184	1.1
Mixed White and Asian	2,307	0.9	2,865	1.0	2,737	1.0	3,148	1.1
Mixed White and Black African	716	0.3	862	0.3	982	0.4	1,093	0.4
Mixed White and Black Caribbean	1,633	0.6	2,011	0.7	2,102	0.8	2,616	0.9
Other	2,645	1.0	3,418	1.2	3,401	1.2	3,709	1.3
White	205,651	79.5	226,300	79.1	211,691	77.7	225,497	77.7
Total (2)	258,583		286,053		272,333		290,101	
Unknown	18,496	6.7(4)	15,745	5.2(4)	16,896	5.8(4)	16,858	5.8(4)
Total (3)	277,079		301,798		289,229		306,959	

(1) Percentage of total excluding unknowns

(2) Excluding unknowns

(3) Including unknowns

(4) Percentage of total including unknowns

30 In our earlier reports, we noted a fall in the percentage of white accepted applicants across the period from 81 per cent to 78 per cent over four years; that percentage was unchanged in 2007. There is a further modest increase in the acceptances of applicants of black African origin (which may reflect an increase in the relevant population) and there is a further reduction in the proportion of accepted applicants of Asian Indian ethnic origin. Overall, however, the pattern of recruitment by ethnic origin continues to be quite stable.

31 The table below sets out the accepted English applicants for full-time undergraduate programmes by socio-economic grouping.

Table 4

Acceptances of English applicants for full-time undergraduate places by socio-economic group 2004–2007

Socio-economic group	2004		2005		2006		2007	
	Number	Percentage of Total (1)	Number	Percentage of Total (1)	Number	Percentage of Total (1)	Number	Percentage of Total (1)
Higher managerial and professional occupations	50,866	22.8	51,094	22.0	48,529	22.7	51,792	22.7
Lower managerial and professional occupations	70,497	31.6	73,268	31.5	66,823	31.2	70,726	31.0
Intermediate occupations	33,517	15	35,001	15.1	30,649	14.3	32,184	14.1
Small employer and own account workers	15,683	7	16,550	7.1	15,926	7.4	17,065	7.5
Lower supervisory and technical occupations	10,507	4.7	10,958	4.7	10,030	4.7	10,444	4.6
Semi-routine occupations	29,528	13.2	32,556	14	29,309	13.7	32,154	14.1
Routine occupations	12,305	5.5	13,088	5.6	12,577	5.9	13,431	5.9
Total (2)	222,903		232,515		213,843		227,796	
Unknowns	54,176	19.6(4)	69,283	23(4)	75,386	26.1(4)	79,163	25.8(4)
Total (3)	277,079		301,798		289,229		306,959	
(1) Percentage of total excluding unknowns								
(2) Excluding unknowns								
(3) Including unknowns								
(4) Percentage of total including unknowns								

32 The proportions of accepted English applicants from the different socio-economic groups continue to be largely stable. The only significant change (and it is only minor) is an increase in the percentage coming from semi-routine occupations (for example, shop assistants, hairdressers, bus drivers, cooks). The proportion of unknowns continues to exceed 25 per cent.

33 The following table provides the corresponding breakdown of acceptances of English applicants through UCAS for full-time undergraduate programmes by age range in the years 2004–2007.

Table 5

Acceptances of English applicants for full-time undergraduate places by age range 2004–2007

Age range	2004		2005		2006		2007	
	Number	Percentage of total	Number	Percentage of total	Number	Percentage of total	Number	Percentage of total
20 and under	222,357	80.3	242,834	80.5	231,040	79.9	245,120	79.9
21–24	26,543	9.6	28,367	9.4	27,971	9.7	30,234	9.8
25–39	22,306	8.1	23,971	7.9	23,501	8.1	24,484	8.0
40 and over	5,873	2.1	6,626	2.2	6,717	2.3	7,121	2.3
Total	277,079	100.1	301,798	100	289,229	100	306,959	100

34 This table shows a continuing very high degree of stability in the pattern of acceptances of English applicants by age range.

- 35** The Higher Education Statistics Agency (HESA) records the actual enrolments of students in higher education institutions. For this analysis only first-year students are considered, since they provide the most up-to-date information about participation in higher education and are most comparable with UCAS data.
- 36** In our first two reports, we presented data about the actual enrolments in three consecutive years, 2003/04–2005/06, because they provided a baseline for consideration of the effects of the introduction of variable fees, and we were conscious that enrolments in any of those years could conceivably be influenced by the knowledge of the imminent introduction of variable fees. It is now possible for the first time to provide actual information about enrolments in higher education institutions in the first year in which variable fees applied in England.
- 37** Although the major focus of this study is full-time UK-domiciled undergraduate students in England, it is appropriate to set these in context by looking at the enrolment of all undergraduate students – **both full-time and part-time** – throughout the United Kingdom, and this is summarised for the years 2003/04–2006/07 in Tables 6 to 9 below.

Table 6

All first-year undergraduate students in UK higher education institutions, 2003/04

	Full-time	Part-time	Total
Total first-year undergraduates	429,730	319,530	749,260
Qualification aimed for			
First degree	366,750	64,480	431,230
Other undergraduate	62,975	255,050	318,025
Domicile			
First degree			
United Kingdom	320,290	60,915	381,205
Other European Union	15,060	790	15,850
Non-European-Union	31,405	2,780	34,185
Other undergraduate			
United Kingdom	52,545	242,750	295,295
Other European Union	2,360	4,505	6,865
Non-European Union	8,070	7,800	15,870

Table 7

All first-year undergraduate students in UK higher education institutions, 2004/05

	Full-time	Part-time	Total
Total first-year undergraduates	431,860	317,840	749,700
Qualification aimed for			
First degree	369,810	61,670	431,480
Other undergraduate	62,050	256,170	318,220
Domicile			
First degree			
United Kingdom	320,865	58,285	379,150
Other European Union	18,160	890	19,050
Non-European-Union	30,785	2,495	33,280
Other undergraduate			
United Kingdom	53,145	241,485	294,630
Other European Union	2,515	5,740	8,255
Non-European Union	6,390	8,945	15,335

Table 8

All first-year undergraduate students in UK higher education institutions, 2005/06

	Full-time	Part-time	Total
Total first-year undergraduates	450,920	336,490	787,410
Qualification aimed for			
First degree	389,355	69,410	458,765
Other undergraduate	61,565	267,080	328,645
Domicile			
First degree			
United Kingdom	339,930	65,765	405,695
Other European Union	20,255	840	21,095
Non-European-Union	29,170	2,805	31,975
Other undergraduate			
United Kingdom	53,630	252,265	305,895
Other European Union	2,440	6,380	8,820
Non-European Union	5,495	8,435	13,930

Table 9

All first-year undergraduate students in UK higher education institutions, 2006/07

	Full-time	Part-time	Total
Total first-year undergraduates	437,545	341,185	778,730
Qualification aimed for			-
First degree	377,400	66,330	443,730
Other undergraduate	60,145	274,855	335,000
Domicile			-
First degree			-
United Kingdom	325,550	62,640	388,190
Other European Union	20,985	910	21,895
Non-European Union	30,865	2,775	33,640
Other undergraduate			-
United Kingdom	51,055	257,460	308,515
Other European Union	2,730	7,280	10,010
Non-European Union	6,360	10,110	16,470

38 These four tables provide a detailed map of the changes in first-year entrants into higher education over the last four years, the last year of this period being the first year of the implementation of variable fees in England.

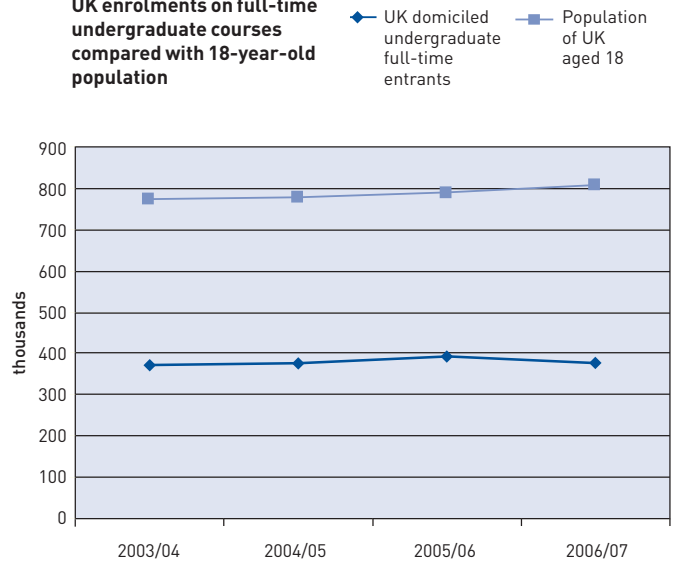
39 Looking first at full-time undergraduate programmes, we see that:

- the total number of new entrants onto full-time undergraduate programmes rose by 4.9 per cent between 2003/04 and 2005/06, with the numbers of UK-domiciled entrants increasing by 5.5 per cent;
- however, the number of entrants onto full-time undergraduate programmes then declined in 2006/07 by 2.9 per cent, with the numbers of UK-domiciled entrants declining by 4.3 per cent. This was the first year in which variable fees applied in England.

40 This finding broadly accords with the direction of trends in applicant numbers over the period. What matters is not only the absolute numbers but also the relationship of full-time first year entrants with the population of the UK within the relevant age range, and this is mapped in the following chart.

Figure 4

UK enrolments on full-time undergraduate courses compared with 18-year-old population



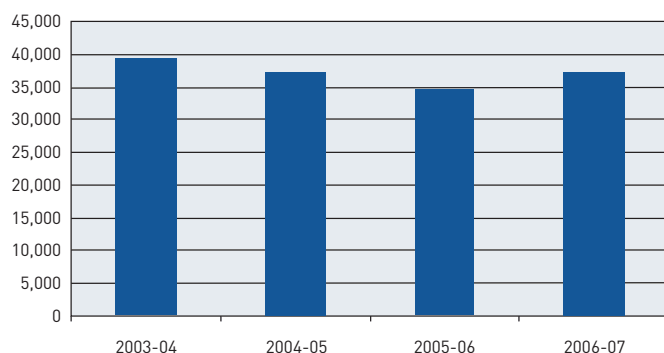
41 It is clear from this chart that there was a decline in enrolments of full-time UK-domiciled undergraduate students in 2006/07, the first year of variable fees, after a period within which the level of enrolments either tracked or exceeded the growth in the 18-year-old population of the UK.

42 Tables 6-9 also show that:

- full-time undergraduate entrants from the rest of the EU rose by 36.1 per cent in 2003/04–2006/07. The increase was consistent from year to year, and it occurred over the period of enlargement of the EU. It would be impossible to relate this change to any issues in connection with the introduction of variable fees;
- full-time undergraduate entrants from outside the EU fell by 5.7 per cent in 2003/04–2006/07. This decline occurred largely in the two years 2004/05 and 2005/06 and has been partially reversed in the latest year, as Figure 5 shows.

Figure 5

Enrolments of non-EU students on full-time undergraduate programmes, 2003/04–2006/07



- 43** There is of course no reason to attribute these changes to the introduction of variable fees because international students from outside the EU pay fees at full cost.
- 44** Tables 6–9 above also show that first-year **part-time** undergraduate enrolments increased by 6.8 per cent between 2003/04 and 2006/07. The increase was steady and consistent across the years, and there is no reason at present to suggest that part-time enrolments have been affected by the fee arrangements for full-time students.
- 45** However, any changes to the balance of first-year full-time and part-time undergraduate enrolments between 2007 and 2009 may show us the relative importance to individuals of the different financial arrangements for full-time and part-time study on their decision about their mode of study and the significant increase in part-time undergraduate fees, which some institutions have introduced in the light of the increase in the full-time fee. This last point is considered further in section 4 of this report.

Full-time undergraduate students – cross-border flows

- 46** Turning now to full-time undergraduates, the following tables show the first-year enrolment of full-time undergraduate students by domicile of student and UK country of institution.

Table 10

First-year full-time UK-domiciled⁶ undergraduate students by country of domicile and country of institution, 2003/04

Country of institution		Country of domicile				Total
Country of domicile	England	Wales	Scotland	Northern Ireland		
England	289,885	9,095	3,810	70	302,860	
Wales	6,410	12,965	125	5	19,505	
Scotland	2,010	80	33,000	15	35,105	
Northern Ireland	2,400	95	1,335	9,560	13,385	
Total	300,705	22,240	38,265	9,650	370,860	

- 47** These enrolment figures are represented as percentages of total enrolments in the following table.

Table 11

First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2003/04 – percentages by country

Country of institution		Country of domicile				Total
Country of domicile	England	Wales	Scotland	Northern Ireland		
England	95.7%	3.0%	1.3%	0.0%	100.0%	
Wales	32.9%	66.5%	0.6%	0.0%	100.0%	
Scotland	5.7%	0.2%	94.0%	0.0%	100.0%	
Northern Ireland	17.9%	0.7%	10.0%	71.4%	100.0%	
Total	81.1%	6.0%	10.3%	2.6%	100.0%	

- 48** The same data for subsequent years are presented in the following tables.

Table 12

First-year full-time UK-domiciled⁷ undergraduate students by country of domicile and country of institution, 2004/05

Country of institution		Country of domicile				Total
Country of domicile	England	Wales	Scotland	Northern Ireland		
England	293,700	9,105	3,935	80	306,820	
Wales	6,190	12,180	120	5	18,500	
Scotland	1,885	60	31,305	20	33,265	
Northern Ireland	2,635	90	1,235	9,730	13,690	
Total	304,410	21,435	36,595	9,835	372,275	

Table 13

First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2004/05 – percentages by country

Country of institution		Northern Ireland				Total
Country of domicile	England	Wales	Scotland	Ireland		
England	95.7%	3.0%	1.3%	0.0%	100.0%	
Wales	33.5%	65.8%	0.6%	0.0%	100.0%	
Scotland	5.7%	0.2%	94.1%	0.1%	100.0%	
Northern Ireland	19.2%	0.7%	9.0%	71.1%	100.0%	
Total	81.8%	5.8%	9.8%	2.6%	100.0%	

Table 14

First-year full-time UK-domiciled^a undergraduate students by country of domicile and country of institution, 2005/06

Country of institution		Northern Ireland				Total
Country of domicile	England	Wales	Scotland	Ireland		
England	312,795	9,815	4,250	90	326,950	
Wales	6,590	11,950	125	5	18,670	
Scotland	1,930	65	31,725	15	33,735	
Northern Ireland	2,825	110	1,275	10,000	14,210	
Total	324,140	21,940	37,375	10,110	393,565	

Table 15

First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2005/06 – percentages by country

Country of institution		Northern Ireland				Total
Country of domicile	England	Wales	Scotland	Ireland		
England	95.7%	3.0%	1.3%	0.0%	100.0%	
Wales	35.3%	64.0%	0.7%	0.0%	100.0%	
Scotland	5.7%	0.2%	94.1%	0.0%	100.0%	
Northern Ireland	19.9%	0.8%	9.0%	70.4%	100.0%	
Total	82.1%	5.6%	9.6%	2.7%	100.0%	

Table 16

First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2006/07

Country of institution		Northern Ireland				Total
Country of domicile	England	Wales	Scotland	Ireland		
England	296,725	8,735	3,525	80	309,060	
Wales	5,460	13,515	100	5	19,080	
Scotland	1,775	70	31,315	10	33,175	
Northern Ireland	2,720	100	1,210	9,035	13,065	
Total	306,685	22,415	36,150	9,130	374,380	

Table 17

First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2006/07 – percentages by country

Country of institution		Northern Ireland				Total
Country of domicile	England	Wales	Scotland	Ireland		
England	96.0%	2.8%	1.1%	0.0%	100.0%	
Wales	28.6%	70.8%	0.5%	0.0%	100.0%	
Scotland	5.4%	0.2%	94.4%	0.0%	100.0%	
Northern Ireland	20.8%	0.8%	9.3%	69.2%	100.0%	
Total	81.9%	6.0%	9.7%	2.4%	100.0%	

49 These figures illustrate the significant cross-border flows of full-time undergraduate students between the different countries of the UK. In our previous reports, we noted that the percentages moving from one country to another were broadly stable, although a modest increase in the proportion of Welsh-domiciled students studying at English institutions was discernible.

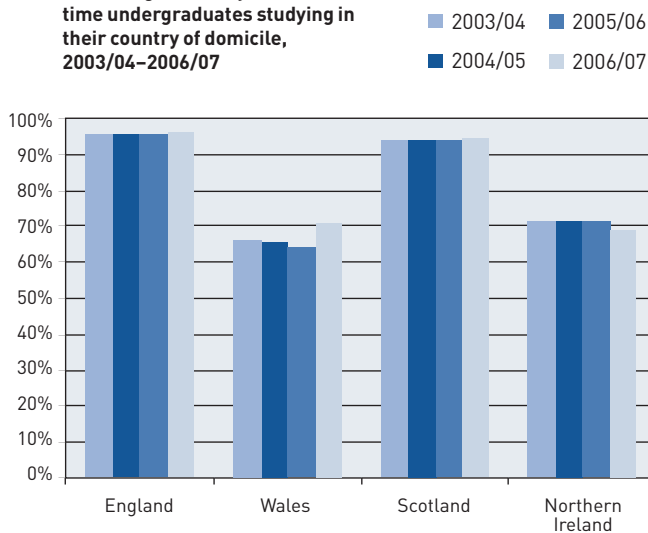
50 We also drew attention to the changing fees arrangements, and to the fact that, in 2006/07, students enrolling as full-time undergraduates at Welsh higher education institutions, whatever their domicile, would incur significantly lower levels of debt than if they had enrolled in English institutions. From 2007, however, the fee regime arrangements in Welsh institutions are broadly similar to those in England with one important exception – that all Welsh-domiciled students enrolling at Welsh institutions will be eligible for a fee remission grant of £1,835.

51 It is therefore notable that, in 2006/07, a significantly greater proportion of Welsh-domiciled students are studying in Wales than in earlier years: 70.8 per cent compared with 64.3 per cent in the previous year. It appears that the flow of English students into Wales has not increased. We also note a small increase in the (already very high) proportion of Scottish students studying within Scotland.

52 The overall position over time is illustrated in the following chart.

Figure 6

Percentage of first-year full-time undergraduates studying in their country of domicile, 2003/04–2006/07

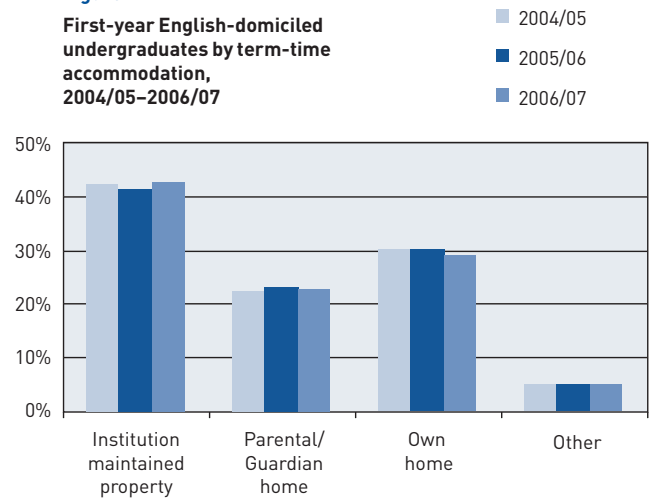


Full-time English-domiciled undergraduate students – term-time accommodation

53 Has there been any notable change in the pattern of term-time accommodation adopted by new undergraduate students, following the introduction of variable fees? The following chart shows the percentage of first-year English-domiciled undergraduate students who opted for institutionally maintained accommodation, their parental home, their own home (purchased or rented) and other accommodation for the last three years.

Figure 7

First-year English-domiciled undergraduates by term-time accommodation, 2004/05–2006/07



54 The chart shows no obvious trend here; although it is possible to detect a slight reduction in students using their own home, this is balanced slightly by a modest increase in the most recent year among those accommodated in institutional accommodation. This shift may be partly the result of an increase in the provision of on-campus accommodation in recent years. The figures provide no evidence to suggest that an increasing number of new undergraduates are opting to remain in the parental home.

Full-time undergraduate students, analysed by subject of study

55 This section analyses new full-time undergraduate students by principal subject of study for the last four years. We present the data at two levels: in the following table we analyse the summary data by broad subject area (apart from the 'combined' subject group); the annexe contains the more detailed analysis at principal subject level.

Table 18

First-year full-time undergraduate UK-domiciled student enrolments by subject area, 2003/04–2006/07

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Medicine and dentistry	8,275	8,615	8,865	8,740	5.6%	-1.4%
Subjects allied to medicine	49,175	51,595	53,095	48,750	-0.9%	-8.2%
Biological sciences	34,035	34,405	37,290	37,115	9.0%	-0.5%
Veterinary science	705	740	745	795	12.8%	6.7%
Agriculture and related subjects	3,765	3,705	3,945	3,810	1.2%	-3.4%
Physical sciences	15,225	14,880	16,480	16,105	5.8%	-2.3%
Mathematical sciences	5,600	6,010	6,330	6,395	14.2%	1.0%
Computer science	25,600	21,545	20,385	18,905	-26.2%	-7.3%
Engineering and technology	20,840	20,700	20,890	20,295	-2.6%	-2.8%
Architecture, building and planning	7,440	7,855	9,690	9,665	29.9%	-0.3%
Social studies	32,980	33,770	35,630	34,050	3.2%	-4.4%
Law	16,090	16,680	16,570	15,690	-2.5%	-5.3%
Business and administrative studies	45,310	43,950	44,595	43,160	-4.7%	-3.2%
Mass communications and documentation	11,855	11,895	12,600	11,875	0.2%	-5.8%
Languages	22,345	22,115	23,455	22,305	-0.2%	-4.9%
Historical and philosophical studies	16,755	16,010	17,845	16,515	-1.4%	-7.5%
Creative arts and design	39,035	41,720	45,825	43,655	11.8%	-4.7%
Education	14,010	15,270	16,620	16,755	19.6%	0.8%
Total	372,835	374,010	393,560	376,605	1.0%	-4.3%

56 Although there is an inevitable degree of volatility in the enrolment figures from year to year, at the level of individual subject codes (see Annexe 1), there are some significant changes. In particular:

- over the four-year period, computer science has seen a reduction of more than a quarter in the actual numbers of new students, while architecture, building and planning has seen an increase of almost a third. These appear to be long-term trends that bear no relation to the tuition fee regime;
- while engineering and physical sciences have been highlighted as difficult to recruit to, first year full-time undergraduate numbers have not in fact declined;

- in 2006/07 (when overall entrants declined by 4.3 per cent), only veterinary sciences, mathematical sciences and education have seen increases over the previous year, while there have been above average declines in subjects allied to medicine, computer science, and historical and philosophical studies.

Full-time equivalent enrolments in higher education institutions and further education colleges in England

57 The early statistics collected by the Higher Education Funding Council for England (HEFCE) yield a further measure of change in higher education enrolments in England. They are collected early in each academic year from both higher education institutions and further education colleges, and describe the total enrolments of institutions funded by the council as well as providing the first real indication of actual numbers in 2007/08 although they are still forecasts.

58 These early statistics are expressed in terms of full-time equivalent students (FTEs). They include all students, whether funded/fundable by HEFCE or not, and are limited in the following table to full-time students at undergraduate level, excluding non-UK-domiciled students.

Table 19
Full-time equivalent undergraduate enrolments in higher education institutions and further education colleges in England, 2003/04–2007/08

	Further education colleges	Percentage change on previous year	Higher education institution	Percentage change on previous year	Total higher education	Percentage change on previous year
2003/04	25,726		801,655		827,381	
2004/05	24,447	-5%	815,327	2%	839,774	1%
2005/06	23,491	-4%	837,514	3%	861,004	3%
2006/07	25,151	7%	851,291	2%	876,442	2%
2007/08	24,302	-3%	863,459	1%	887,760	1%
Percentage change, 2003/04 to 2007/08	-6%		6%		6%	

59 The table shows that total full-time equivalent undergraduate student numbers in further education colleges have declined, while the overall trend in these numbers in higher education institutions has been steadily upwards, albeit with a lower rate of increase in 2006/07 and 2007/08, reflecting the fall in new enrolments in 2006/07, which has been referred to above. The impact of these changes on individual institutions can be seen in the following two charts, which show the distribution of change on individual institutions, where these can be mapped across the period 2003/04–2007/08.

Figure 8
Distribution of change in full-time equivalent enrolments of higher education students in further education colleges, 2003/04–2007/08

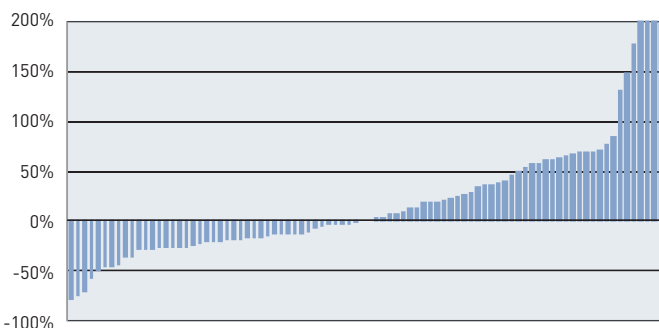
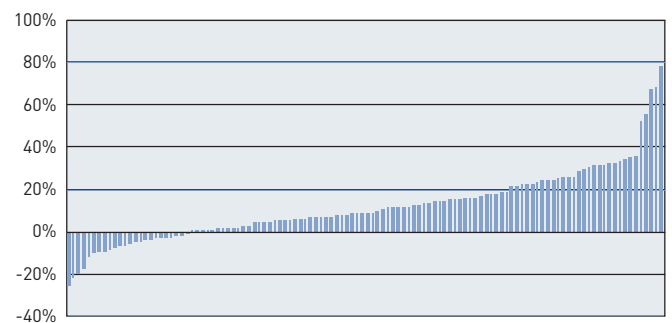


Figure 9
Distribution of change in full-time equivalent enrolments of higher education students in higher education institutions, 2003/04–2007/08



60 We see here that there have been markedly different changes within the institutions in the higher education and further education sectors. There has been much greater volatility in the latter, where half the institutions have seen reductions in numbers over the last five years, while only a fifth of higher education institutions have experienced reductions. Conversely, a few further education colleges have seen major increases, although in all instances these were from a low base. These changes have clearly had different effects on individual institutions, within both sectors.

- 61** In our first two reports we presented the information available about institutions' proposals for full-time undergraduate tuition fees and non-repayable institutional bursaries for 2006/07 and 2007/08, from published agreements approved by the Office for Fair Access (OFFA) and from institutions' websites.
- 62** We also showed the proportion of additional income from tuition fees that institutions expected to spend on bursaries and widening access activities and on changes to part-time undergraduate fee levels.
- 63** The available data confirmed that with very few exceptions most higher education institutions intended to charge the maximum fee of £3,000 in 2006/07 and £3,070 in 2007/08 for first-degree students, with an assumption that there would be an inflation-related increase in subsequent years. Some were intending to charge lower fees to students on Higher National Diplomas (HNDs), Foundation degrees and Foundation years (Year 0). A handful of institutions had decided to charge fees below £3,000 for all undergraduate programmes in 2006/07 and 2007/08. During the first year of the new fee arrangements their impact on the level of part-time undergraduate fees remained unclear.
- 64** Most institutions had undertaken reviews of their part-time fees as the new arrangements for full time variable fees were introduced. Many, but especially the major providers of part-time undergraduate programmes, had decided not to increase in part-time fees by the amount that would have kept them in step with the full-time fee of £3,000. Many said they wished to test out the price sensitivity of the part-time undergraduate market before reaching a final view on the level of part-time undergraduate fees.
- 65** The Higher Education Act 2004 required institutions charging full-time undergraduate fees of more than £2,700 to provide bursaries of at least £300 per annum to students in receipt of the full higher education maintenance grant (£2,700 in 2006/07). The data provided to OFFA by institutions and from their own websites showed that most of both higher education institutions and further education colleges were proposing to provide for students entering in 2006/07 bursaries of more than the statutory minimum of £300, with a median figure of £1,000.
- 66** Most institutions were also intending to provide reduced bursaries to all students receiving a higher education maintenance grant below the maximum. The bursaries were usually either tapered in line with the level of the maintenance grant or in bands. A few institutions had developed schemes that gave more to students receiving a partial maintenance grant or gave bursaries of the same value to all students receiving such grants or in one or two cases to a wider group of students. Some institutions also had specific top-up bursaries for local students or for new entrants achieving a pre-determined UCAS tariff score. Most also had a wide range of scholarship schemes related to academic or other achievement.

Evidence about institutions' intentions on full-time undergraduate fees and bursaries for 2008/09

- 67** The university guide published by the *Guardian* on 13 May 2008 provided information derived from institutions' websites on full-time undergraduate fee levels and bursaries for 2008/09. Analysis of this data indicates that the pattern of fees and bursaries has altered little.
- 68** Almost all institutions propose to charge the statutory maximum fee of £3,145. The minimum statutory bursary level has been increased to £310 for 2008/09 but only just over 10 per cent of institutions are proposing to offer maximum bursaries as low as this and the median figure for the maximum means-tested bursary remains at £1,000.

Evidence of outcomes in 2006/07 and 2007/08 for full-time undergraduate fees and bursaries

- 69** There is now initial evidence available from the Student Loans Company on the take-up of income-contingent fee loans in 2006/07⁹ and 2007/08¹⁰, and from OFFA on institutional data about additional fee income and expenditure on financial support for students as a proportion of additional income compared to institutional forecasts in their original submissions to OFFA¹¹.
- 70** Loans for students who choose to defer the payment of fees are being administered by the Student Loans Company. The fee loans were available from 2006/07 not only for full-time undergraduate students entering from 2006/07 and paying the variable fee, but also for students who entered before 2006/07 and are means-tested to pay a contribution to the lower standard full-time undergraduate fee.

71 In 2006/07 the Student Loans Company data shows that 226,000 English students paying the new variable took out a fee loan with an average value of £2,730. This average figure must reflect the inclusion of a small number of higher education institutions charging a lower fee for all students and a wider number charging lower fees for non-degree programmes and for students on sandwich placements.

72 Taking the total of first-year full-time English-domiciled full-time undergraduates at English higher education institutions in 2006/07 in Table 16 of 296,725, the number taking out loans would represent a take-up level of 76 per cent. However, this figure is a small overestimate since it excludes the new entrants to directly funded full-time undergraduate programmes in further education colleges. This data shows that around a quarter of all English domiciled new entrants to full-time undergraduate programmes at English higher education institutions and further education colleges did not seek a loan and will therefore have had to pay the tuition fee upfront.

73 The provisional data for 2007/08 as at 14 November 2007 showed that 420,000 English-domiciled student had taken out loans towards variable fees at an average loan amount of £2,890. Although data on full-time first- and second-year undergraduate enrolments in 2007/08 are not yet available this figure represents a take-up level of around 75 per cent after allowing for a dropout rate of around 10 per cent for students who entered in 2006/07.

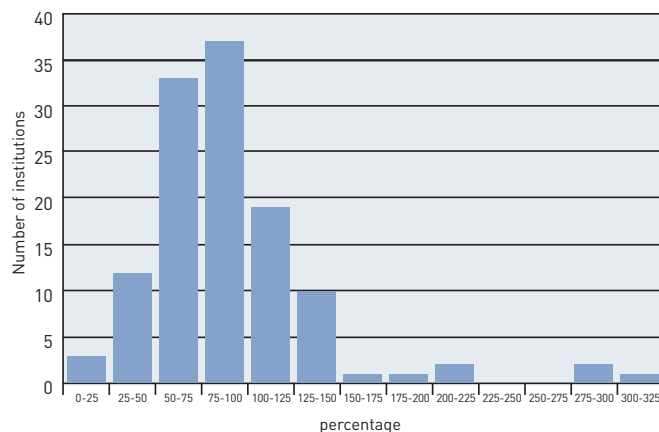
74 The Student Loans Company's provisional data for 2007/08 also showed that in both 2006/07 and 2007/08 a third of those applying for higher education maintenance grants received the full grant and 23 per cent received a partial grant with 44 per cent receiving no grant.

75 The OFFA report shows that in 2006/07 higher education institutions spent just under £96 million on financial support for lower-income students. This represented on average 21.4 per cent of the net additional fee income compared to the estimate of 25.3 per cent made by institutions in their access agreements. Most institutions found that the take-up of bursaries was less than they had predicted [see Figure 10 below reproduced from the OFFA report].

76 This lower than forecast take-up reflects in part the fact that a significant proportion of students did not tick the relevant box to allow the release of information about family income to their institutions for means-testing purposes. However, even some students known to be eligible did not apply for bursary support despite substantial marketing efforts by institutions.

77 It is understandable that in the first year of operation of a new system that not all students applied for benefits to which they were entitled. Efforts are being made to try to increase take-up, for example by requiring individuals from 2009 to opt out if they do not wish their family income details to be released to their institution on the application for means-tested support, rather than having to opt-in as now.

Figure 10
Actual expenditure on financial support for lower income students as a proportion of predicted expenditure



Source: OFFA (January 2008) Annexe B to "Access agreement monitoring – outcomes for 2006/07"

Part-time undergraduate fees from 2006/07

78 The Higher Education Act 2004 did not bring part-time undergraduate fees in England into statutory regulation. Institutions therefore continue to be free to determine their own part-time undergraduate fees based on market and related considerations.

79 Given the substantial increase in funding per student for full-time undergraduates as a result of the new fee arrangements institutions have been exploring the possibility of increasing their part-time undergraduate fees and assessing the risks to demand from such an increase.

80 Most of the major providers of part-time undergraduate education now publish their fees on the internet and we have reviewed the data available from those sites in addition to some survey data. This confirms our earlier conclusion that there is a wide range of policies on part-time undergraduate fee levels, although most institutions surveyed appear to have simplified their approach to part-time fee levels with either a single rate per 15 or 20 credit module or a small range of rates. Some higher education institutions have, however, maintained a degree of variation by subject, based on market demand.

81 Our review of the available data indicates that there are three main approaches to part-time fee setting:

- setting part-time undergraduate fees pro rata to the full-time fees – many institutions adopted this approach with very small numbers of part-time undergraduates infilling on full-time degree programmes;
- part-time undergraduate fees are set by reference to the maximum level of public fee support available (which varies by intensity of study and requires a minimum intensity of study of 50 per cent);
- part-time fees have been kept at the level equivalent to the full-time undergraduate fee before 2006/07. Some providers of adult and community learning have done this, probably because of concerns about the market response to significantly higher fees.

82 The specialist part-time institutions and some other major providers of part-time undergraduate education are being understandably cautious in raising part-time undergraduate fees pro rata to the maximum full-time undergraduate fee. Nevertheless they face the same cost pressures as those providing predominantly full-time programmes so they need to raise fees to increase income.

As noted in Section 3 above, there is not yet a sufficient period of enrolment data to detect any switch between full-time and part-time undergraduate study or vice versa in response to the changed fee regimes for both full-time and part-time undergraduate study.

83 The following charts show, for each of the last four years, the distribution of full-time undergraduate fees as a proportion of income across all English higher education institutions, and also display the relationship between the funding council's teaching grant and full-time undergraduate fee income.

2003/04 baseline income data

Figure 11
Full-time undergraduate fees as percentage of total income, 2003/04 in English higher education institutions

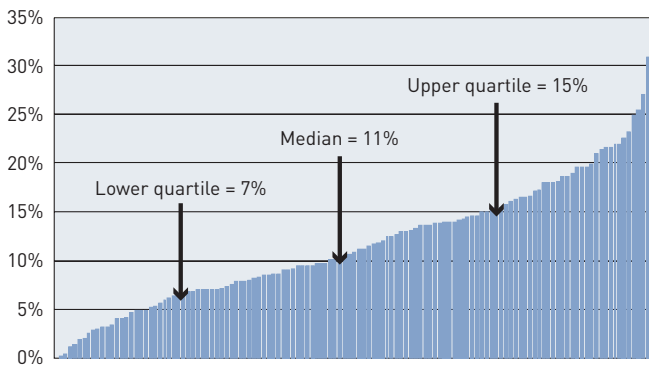
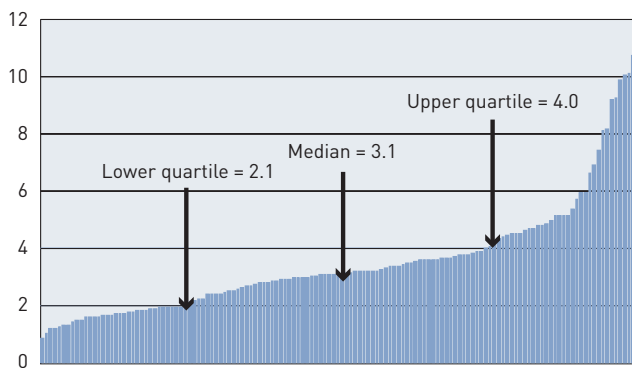


Figure 12
Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2003/04



2004/05 income data

Figure 13
Full-time undergraduate fees as percentage of total income of English higher education institutions, 2004/05

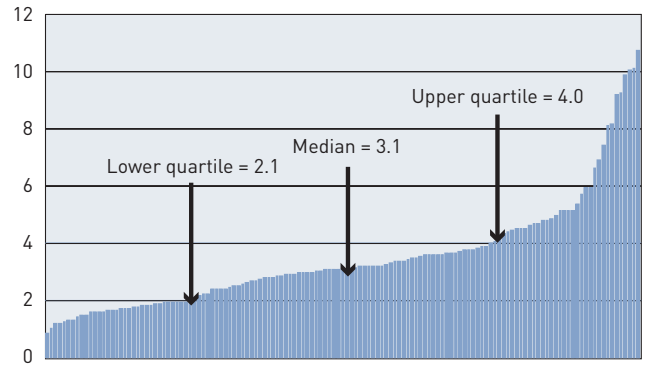
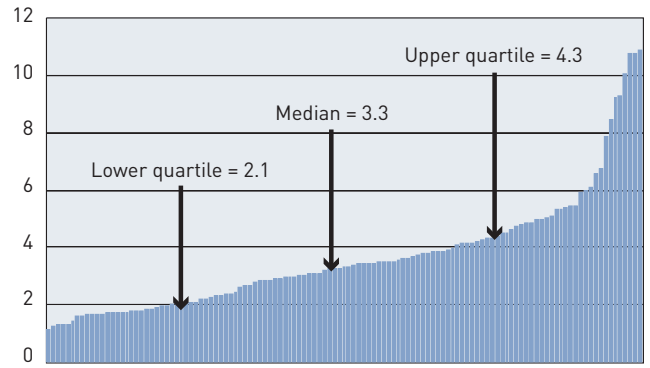


Figure 14
Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2004/05



2005/06 income data

Figure 15

Full-time undergraduate fees as percentage of total income of English higher education institutions, 2005/06

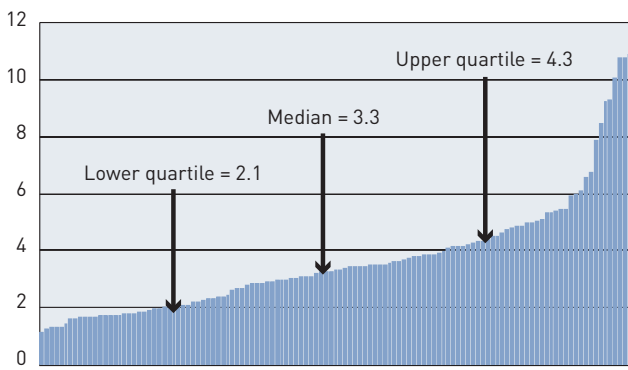
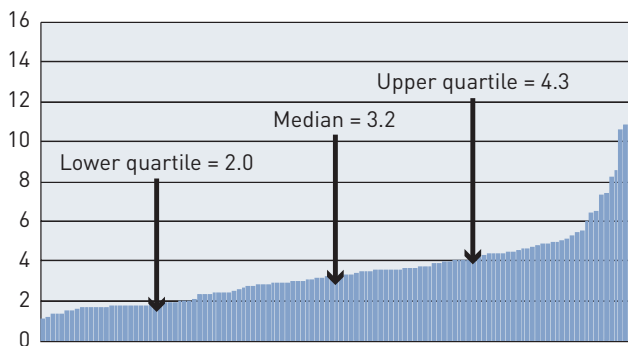


Figure 16

Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2005/06



2006/07 income data

Figure 17

Full-time undergraduate fees as percentage of total income of English higher education institutions, 2006/07

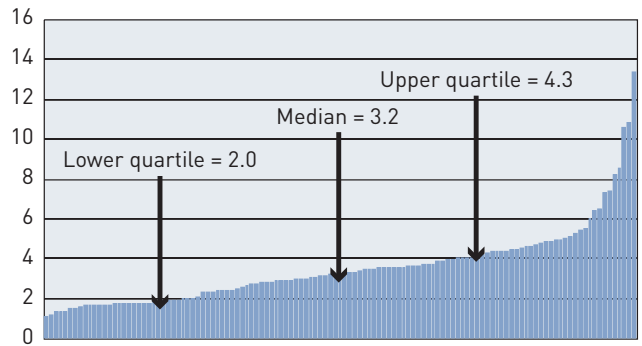
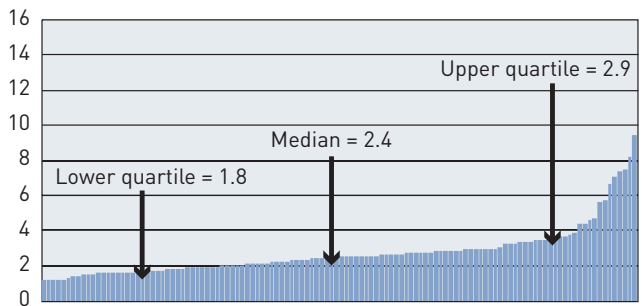


Figure 18

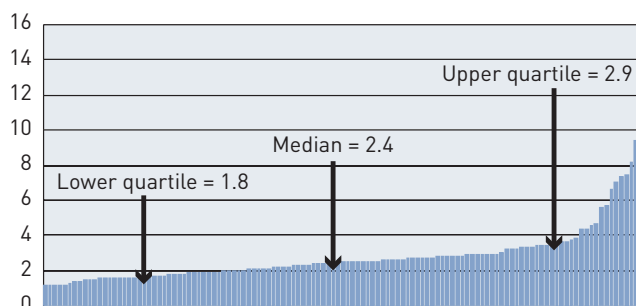
Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English higher education institutions, 2006/07



84 In summary the following chart shows the change in the proportion of total income coming from full-time undergraduate fees.

Figure 19

Percentage of total income coming from full-time (home and EU) undergraduate fees.



85 The figures in the preceding charts show first, that there was a small increase in the significance of full-time undergraduate fees within the overall income of higher education institutions in England, in the two-year before the new fees arrangements came into effect. There was therefore a trend over the short period of time.

86 Secondly, in 2006/07, however, there has been, as would have been expected, a significant increase across the spectrum of institutions in the proportion of income coming from full-time undergraduate fees, with the median reaching 15 per cent, compared with 12 per cent in the previous year. Thirdly, at the same time, the ratio of HEFCE grant for teaching to full-time undergraduate fee income has reduced significantly.

Year-on-year change in the income of higher education institutions

87 The following table updates the table in our previous reports, showing the percentage change, in real terms,¹² in the major sources of income to higher education institutions in England between 2003/04 and 2006/07, in order to provide a basis for future comparisons:

Table 20

Income and real terms percentage change in major income sources of English higher education institutions, 2003/04–2006/07

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
	£K (adjusted to 2004/05 prices)	£K	£K (adjusted to 2004/05 prices)	£K (adjusted to 2004/05 prices)		
Funding council teaching grant	3,576,247	3,835,520	3,944,508	4,115,004	15.1%	4.3%
Funding council research grant	1,059,159	1,078,557	1,226,002	1,280,304	20.9%	4.4%
Total funding council grants	5,355,224	5,618,441	6,001,501	6,149,565	14.8%	2.5%
Tuition fees and education grants and contracts	3,556,347	3,687,006	3,864,197	4,429,497	24.6%	14.6%
of which, full-time undergraduate fees	1,340,520	1,383,570	1,455,129	1,854,903	38.4%	27.5%
Research grants and contracts	2,258,654	2,347,239	2,490,407	2,615,252	15.8%	5.0%
Other services rendered	788,659	822,328	990,058	1,056,163	33.9%	6.7%
Residences and catering operations	900,582	922,764	954,131	985,309	9.4%	3.3%
Other operating income	808,194	818,358	868,449	855,867	5.9%	-1.4%
Endowment and investment income	201,367	253,872	283,274	311,074	54.5%	9.8%
Total income	14,186,852	14,821,360	15,800,243	16,760,766	18.1%	6.1%

88 The following two charts illustrate the percentage breakdown of income across major heads in the base year (2003/04) and the latest year (2006/07).

Figure 20
Breakdown of income across major heads: English higher education institutions, 2003/04

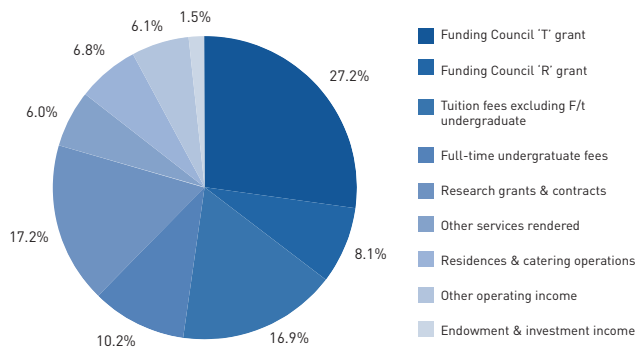
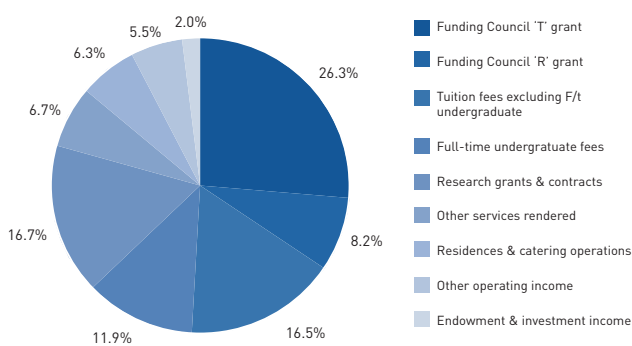


Figure 21
Breakdown of income across major heads: English higher education institutions, 2006/07



89 This data confirms the modest shift away from HEFCE teaching grant towards full-time undergraduate tuition fee income. Other tuition fee income as a proportion of total income has also fallen slightly between 2003/04 and 2006/07 fee income.

- 90** The purpose of this series of reports is to provide a baseline for assessing the impact of the introduction of variable tuition fees for home and EU full-time undergraduate students in England from the academic year 2006/07 and of the introduction of bursary and scholarship schemes by institutions funded out of the additional fee income. It allows us to see if there have been changes that may be attributable to the new undergraduate fees and bursaries policy.
- 91** The impact is expected to be strongest on student demand for full-time undergraduate study and possibly on part-time demand, dependent to an extent on the decisions taken by institutions on setting part-time undergraduate fees in the light of the general increase in full-time undergraduate fees.
- 92** This report is the first in the series in which it has been possible to analyse detailed enrolment data relating to a year when the new fee arrangements were in operation (from HESA) as opposed to lead data on the numbers of applicants and acceptances (from UCAS).
- 93** As signalled by the UCAS data on application rates the number of new UK-domiciled full-time undergraduate enrolments fell by 4.3 per cent in 2006/07 compared to 2005/06. The UCAS data on the number of applicants and acceptances for 2007 entry and applicants for 2008 entry all suggest that year-on-year growth in first year full-time undergraduate enrolments will be restored at least until the projected decline in the number of 18–20-year-olds starts from 2010. The fall in UK-domiciled full-time undergraduate enrolments in 2006/07 is likely to prove to be a blip.
- 94** As we suggested, the 2006/07 first-year enrolment data on cross-border flows within the UK show a marked increase in the proportion of Welsh-domiciled students choosing to study at Welsh higher education institutions between 2005/06 and 2006/07. The introduction of variable fees in Wales was postponed until 2007/08, so that in 2006/07 Welsh domiciled students enrolling on their first year in 2006/07 faced significantly lower fees than if they had chosen to study at an English institution. Even with the introduction of variable fees in Wales from 2007/08, Welsh-domiciled students have a strong incentive in the form of a fee support grant of £1,835 to enrol at Welsh institutions. The trend towards increased numbers of Welsh-domiciled students choosing to study at Welsh institutions may therefore be expected to continue.
- 95** In 2006/07 there were above average declines in the first-year undergraduate enrolments in subjects allied to medicine, computer science and historical and philosophical studies, but some of this decline may reflect longer term trends unrelated to the introduction of variable fees. At the more detailed subject level, year-on-year fluctuations make it difficult to identify any discernible impact of the new fees. Subjects such as physical sciences and engineering subjects have not experienced the significant declines that some feared might result from their introduction.
- 96** The UCAS data on applicants continue to show a very high degree of stability in the ethnicity of applicants and acceptances, the social class mix and the age distribution. The introduction of the variable fee regime in England with deferred payments appears so far to have had no discernible impact on the mix of individuals applying to enter full-time undergraduate programmes.
- 97** Overall there is nothing in the available data to suggest that the introduction of variable fees in England has had any lasting impact on the level or pattern of demand for full-time undergraduate education. Nor is there yet any indication of changes in demand for part-time undergraduate education, despite the decision by many institutions to increase substantially part-time undergraduate fees from 2005/06. However, because part-time students take significantly longer on average to obtain the qualification they are studying for than full-time undergraduates, it may take longer for significant changes to emerge.

The following pages set out in more detail some of the data analysed in the body of this report.

First-year full-time UK-domiciled undergraduate students by principal subject of study, 2003/04, 2004/05, 2005/06 and 2006/07

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Medicine and dentistry	8,275	8,615	8,865	8740	5.6%	-1.4%
Broadly-based programmes within medicine and dentistry	-	-	-	-		
Pre-clinical medicine	5,555	5,640	6,060	5430	-2.3%	-10.4%
Pre-clinical dentistry	735	715	875	670	-8.8%	-23.4%
Clinical medicine	1,720	1,870	1,465	2095	21.8%	43.0%
Clinical dentistry	235	340	370	495	110.6%	33.8%
Others in medicine and dentistry	30	45	85	50	66.7%	-41.2%
Subjects allied to medicine	49,175	51,595	53,095	48750	-0.9%	-8.2%
Broadly-based programmes within subjects allied to medicine	205	170	215	165	-19.5%	-23.3%
Anatomy, physiology and pathology	3,410	3,875	3,985	3710	8.8%	-6.9%
Pharmacology, toxicology and pharmacy	2,370	2,750	3,195	3230	36.3%	1.1%
Complementary medicine	1,085	1,445	1,375	1400	29.0%	1.8%
Nutrition	705	835	985	1060	50.4%	7.6%
Ophthalmics	675	710	695	685	1.5%	-1.4%
Aural and oral sciences	870	790	885	810	-6.9%	-8.5%
Nursing	32,300	33,265	33,330	29860	-7.6%	-10.4%
Medical technology	1,635	1,915	1,935	1755	7.3%	-9.3%
Others in subjects allied to medicine	5,905	5,845	6,495	6075	2.9%	-6.5%
Biological sciences	34,035	34,405	37,290	37115	9.0%	-0.5%
Broadly-based programmes within biological sciences	245	280	275	405	65.3%	47.3%
Biology	5,940	5,840	6,290	5880	-1.0%	-6.5%
Botany	100	80	60	90	-10.0%	50.0%
Zoology	1,065	950	965	1015	-4.7%	5.2%
Genetics	405	350	375	365	-9.9%	-2.7%
Microbiology	595	530	510	515	-13.4%	1.0%
Sports science	7,940	8,530	10,225	10545	32.8%	3.1%
Molecular biology, biophysics and biochemistry	1,815	1,855	2,030	1950	7.4%	-3.9%
Psychology	13,845	14,210	15,120	14485	4.6%	-4.2%
Others in biological sciences	2,085	1,785	1,445	1865	-10.6%	29.1%
Veterinary science	705	740	745	795	12.8%	6.7%
Pre-clinical veterinary medicine	365	385	360	290	-20.5%	-19.4%
Clinical veterinary medicine and dentistry	340	355	385	500	47.1%	29.9%
Agriculture and related subjects	3,765	3,705	3,945	3810	1.2%	-3.4%
Broadly-based programmes within agriculture and related subjects	-	-	-	-		
Animal science	920	940	1,010	1180	28.3%	16.8%
Agriculture	1,945	1,835	1,935	1675	-13.9%	-13.4%
Forestry	155	160	165	180	16.1%	9.1%
Food and beverage studies	495	460	550	470	-5.1%	-14.5%

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Agricultural sciences	55	60	60	45	-18.2%	-25.0%
Others in veterinary sciences, agriculture and related subjects	205	255	225	265	29.3%	17.8%
Physical sciences	15,225	14,880	16,480	16105	5.8%	-2.3%
Broadly-based programmes within physical sciences	375	385	410	215	-42.7%	-47.6%
Chemistry	3,390	3,200	3,620	3640	7.4%	0.6%
Materials science	45	50	50	60	33.3%	20.0%
Physics	2,780	2,660	2,800	2750	-1.1%	-1.8%
Forensic and archaeological science	1,250	1,805	2,255	2430	94.4%	7.8%
Astronomy	345	295	275	255	-26.1%	-7.3%
Geology	1,395	1,285	1,360	1275	-8.6%	-6.3%
Ocean sciences	250	245	270	240	-4.0%	-11.1%
Physical and terrestrial geographical and environmental sciences	4,775	4,365	4,765	4520	-5.3%	-5.1%
Others in physical sciences	615	590	675	725	17.9%	7.4%
Mathematical sciences	5,600	6,010	6,330	6395	14.2%	1.0%
Broadly-based programmes within mathematical sciences	45	25	35	40	-11.1%	14.3%
Mathematics	4,945	5,525	5,865	5920	19.7%	0.9%
Operational research	120	70	50	50	-58.3%	0.0%
Statistics	370	305	285	235	-36.5%	-17.5%
Others in mathematical sciences	5	5	-	-		
Others in mathematical and computing sciences	110	80	100	165	50.0%	65.0%
Computer science	25,600	21,545	20,385	18905	-26.2%	-7.3%
Computer science	18,250	15,285	14,535	13695	-25.0%	-5.8%
Information systems	5,660	4,795	4,345	3790	-33.0%	-12.8%
Software engineering	1,515	1,305	1,315	1260	-16.8%	-4.2%
Artificial intelligence	135	120	115	115	-14.8%	0.0%
Others in computing sciences	40	45	75	55	37.5%	-26.7%
Engineering and technology	20,840	20,700	20,890	20295	-2.6%	-2.8%
Broadly-based programmes within engineering and technology	85	65	90	70	-17.6%	-22.2%
General engineering	3,180	2,855	2,690	2555	-19.7%	-5.0%
Civil engineering	2,175	2,880	2,920	2925	34.5%	0.2%
Mechanical engineering	3,735	3,860	3,985	3695	-1.1%	-7.3%
Aerospace engineering	1,575	1,540	1,625	1610	2.2%	-0.9%
Naval architecture	100	90	90	95	-5.0%	5.6%
Electronic and electrical engineering	5,100	4,680	4,480	4290	-15.9%	-4.2%
Production and manufacturing engineering	1,115	1,010	880	735	-34.1%	-16.5%
Chemical, process and energy engineering	635	655	710	810	27.6%	14.1%
Others in engineering	170	140	160	110	-35.3%	-31.3%
Minerals technology	45	30	15	35	-22.2%	133.3%
Metallurgy	45	30	40	20	-55.6%	-50.0%
Ceramics and glasses	30	10	20	15	-50.0%	-25.0%
Polymers and textiles	700	660	750	635	-9.3%	-15.3%
Materials technology not otherwise specified	420	480	390	380	-9.5%	-2.6%
Maritime technology	180	165	180	295	63.9%	63.9%
Industrial biotechnology	15	10	10	15	0.0%	50.0%
Others in technology	1,535	1,545	1,855	2025	31.9%	9.2%

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Architecture, building and planning	7,440	7,855	9,690	9665	29.9%	-0.3%
Broadly-based programmes within architecture, building and planning	-	-				
Architecture	3,235	3,450	4,340	4210	30.1%	-3.0%
Building	2,565	2,710	3,485	3525	37.4%	1.1%
Landscape design	310	335	325	295	-4.8%	-9.2%
Planning (urban, rural and regional)	1,295	1,295	1,420	1465	13.1%	3.2%
Others in architecture, building and planning	30	70	115	170	466.7%	47.8%
Social studies	32,980	33,770	35,630	34050	3.2%	-4.4%
Broadly-based programmes within social studies	115	100	50	265	130.4%	430.0%
Economics	5,740	5,625	5,695	5105	-11.1%	-10.4%
Politics	5,560	5,695	6,100	5630	1.3%	-7.7%
Sociology	8,280	7,855	8,445	7870	-5.0%	-6.8%
Social policy	1,595	1,995	2,280	2415	51.4%	5.9%
Social work	6,445	7,285	7,790	8040	24.7%	3.2%
Anthropology	815	860	995	895	9.8%	-10.1%
Human and social geography	3,220	3,150	3,115	2625	-18.5%	-15.7%
Others in social studies	1,215	1,200	1,160	1210	-0.4%	4.3%
Law	16,090	16,680	16,570	15690	-2.5%	-5.3%
Broadly-based programmes within law	455	615	405	465	2.2%	14.8%
Law by area	5,935	5,895	5,935	6610	11.4%	11.4%
Law by topic	8,925	9,305	9,520	7950	-10.9%	-16.5%
Others in law	770	865	710	665	-13.6%	-6.3%
Business and administrative studies	45,310	43,950	44,595	43160	-4.7%	-3.2%
Broadly-based programmes within business and administrative studies	375	435	5	20	-94.7%	300.0%
Business studies	20,015	19,020	18,590	17435	-12.9%	-6.2%
Management studies	8,975	9,050	9,615	9270	3.3%	-3.6%
Finance	1,605	1,575	1,820	2010	25.2%	10.4%
Accounting	5,800	6,010	5,815	5845	0.8%	0.5%
Marketing	4,075	3,680	4,080	3920	-3.8%	-3.9%
Human resource management	1,030	955	855	905	-12.1%	5.8%
Office skills	25	25	60	30	20.0%	-50.0%
Tourism, transport and travel	3,145	2,880	3,520	3450	9.7%	-2.0%
Others in business and administrative studies	260	310	230	275	5.8%	19.6%
Mass communications and documentation	11,855	11,895	12,600	11875	0.2%	-5.8%
Broadly-based programmes within mass communications and documentation	10	-	-	5	-50.0%	
Information services	405	335	400	375	-7.4%	-6.3%
Publicity studies	1,005	1,075	1,075	885	-11.9%	-17.7%
Media studies	7,980	7,595	8,020	7755	-2.8%	-3.3%
Publishing	400	410	365	215	-46.3%	-41.1%
Journalism	1,710	2,165	2,385	2390	39.8%	0.2%
Others in mass communications and documentation	350	315	360	255	-27.1%	-29.2%
Languages	22,345	22,115	23,455	22305	-0.2%	-4.9%
Broadly-based programmes within languages	25	5	15	10	-60.0%	-33.3%

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Linguistics	850	840	835	780	-8.2%	-6.6%
Comparative literary studies	250	180	215	150	-40.0%	-30.2%
English studies	11,910	11,830	12,780	12320	3.4%	-3.6%
Ancient language studies	15	35	25	25	66.7%	0.0%
Celtic studies	290	265	280	260	-10.3%	-7.1%
Latin studies	25	25	20	20	-20.0%	0.0%
Classical Greek studies	15	10	5	5	-66.7%	0.0%
Classical studies	860	915	1,095	980	14.0%	-10.5%
Others in linguistics, classics and related subjects	105	140	145	145	38.1%	0.0%
French studies	1,990	2,000	2,060	1990	0.0%	-3.4%
German studies	775	715	730	750	-3.2%	2.7%
Italian studies	370	335	330	325	-12.2%	-1.5%
Spanish studies	1,125	1,195	1,230	1165	3.6%	-5.3%
Portuguese studies	75	80	85	80	6.7%	-5.9%
Scandinavian studies	45	30	25	20	-55.6%	-20.0%
Russian and East European studies	210	210	215	190	-9.5%	-11.6%
Others in European languages, literature and related subjects	1,330	1,265	1,315	1240	-6.8%	-5.7%
Chinese studies	115	125	165	215	87.0%	30.3%
Japanese studies	150	200	185	190	26.7%	2.7%
South Asian studies	50	60	60	50	0.0%	-16.7%
Other Asian studies	5	10	10	15	200.0%	50.0%
African studies	45	40	30	35	-22.2%	16.7%
Modern Middle Eastern studies	190	210	195	190	0.0%	-2.6%
American studies	1,215	1,080	1,055	825	-32.1%	-21.8%
Australasian studies	-	-	5	5		
Others in Eastern, Asiatic, African, American and Australasian languages, literature and related subjects	310	300	340	320	3.2%	-5.9%
Historical and philosophical studies	16,755	16,010	17,845	16515	-1.4%	-7.5%
Broadly-based programmes within historical and philosophical studies	175	125	150	115	-34.3%	-23.3%
History by period	8,670	8,705	9,360	8895	2.6%	-5.0%
History by area	255	260	285	220	-13.7%	-22.8%
History by topic	1,510	1,395	1,950	1530	1.3%	-21.5%
Archaeology	1,070	1,020	1,190	1030	-3.7%	-13.4%
Philosophy	2,460	2,430	2,665	2545	3.5%	-4.5%
Theology and religious studies	1,875	1,685	1,910	1925	2.7%	0.8%
Others in historical and philosophical studies	740	385	330	245	-66.9%	-25.8%
Creative arts and design	39,035	41,720	45,825	43655	11.8%	-4.7%
Broadly-based programmes within creative arts and design	50	10	25	5	-90.0%	-80.0%
Fine art	4,450	4,555	5,030	4515	1.5%	-10.2%
Design studies	16,605	16,955	18,675	16930	2.0%	-9.3%
Music	4,950	5,530	6,200	6530	31.9%	5.3%
Drama	5,505	6,315	6,855	6720	22.1%	-2.0%
Dance	690	920	1,080	1240	79.7%	14.8%
Cinematics and photography	3,780	4,395	4,745	4865	28.7%	2.5%
Crafts	420	510	495	400	-4.8%	-19.2%
Imaginative writing	555	755	960	970	74.8%	1.0%
Others in creative arts and design	2,035	1,770	1,755	1480	-27.3%	-15.7%

	2003/04	2004/05	2005/06	2006/07	Percentage change 2003/04 to 2006/07	Percentage change 2005/06 to 2006/07
Education	14,010	15,270	16,620	16755	19.6%	0.8%
Broadly-based programmes within education	10	20	40	25	150.0%	-37.5%
Training teachers	8,450	8,890	9,100	8860	4.9%	-2.6%
Research and study skills in education	115	100	215	170	47.8%	-20.9%
Academic studies in education	3,740	4,215	5,295	6260	67.4%	18.2%
Others in education	1,695	2,045	1,970	1430	-15.6%	-27.4%
Combined	3,775	2,540	2,700	2020	-46.5%	-25.2%
Total - All subject areas	372,835	374,010	393,560	376605	1.0%	-4.3%

- 1 Unless otherwise identified, the data analysed in this report is derived from six sources:
 - Universities and Colleges Admissions Service (UCAS) for applications/acceptances for full-time undergraduate courses
 - Higher Education Statistics Agency (HESA) for student enrolments and financial data about higher education institutions
 - Higher Education Funding Council for England for Higher Education Students Early Statistics Survey (HESES) data
 - Office of National Statistics for population estimates
 - Office for Fair Access (OFFA) for access agreements, bursaries, etc
 - The institutions which provide higher education courses, and which publish information through their websites.
- 2 The Universities and Colleges Admissions Service (UCAS), provides a central service for applicants to most full-time undergraduate courses in UK higher and further education institutions. See www.ucas.ac.uk
- 3 Ramsden B (2005) *Participation in higher education: A study to determine whether the higher education initial participation rate should be disaggregated*, Research report 676, London: Department for Education and Skills
- 4 UCAS (2008) *Continued rise in university applicants*, media release, 14 February: available at http://www.ucas.ac.uk/website/news/media_releases/2008/2008-02-14
- 5 The figures for 2008 are slightly inflated because of the inclusion of nursing and midwifery applicants for the first time.
- 6 Excluding UK unknown, the Channel Islands and the Isle of Man
- 7 Excluding UK unknown, the Channel Islands and the Isle of Man
- 8 Excluding UK unknown, the Channel Islands and the Isle of Man
- 9 Student Loans Company Statistical First Release 01/2007 June 2007
- 10 Student Loans Company Statistical First Release SFR 04/2007 November 2007
- 11 *Access agreement monitoring outcomes for 2006-07*, Office for Fair Access (January 2008) 2008/01
- 12 Adjusted to 2004/05 prices using the GDP deflator



This product has been manufactured on paper from well managed forests and other controlled sources. It is manufactured using the FSC Chain of Custody and by a company employing the ISO14001 environmental standard.

About Universities UK

This publication has been produced by Universities UK, which is the representative body for the executive heads of UK universities and is recognised as the umbrella group for the university sector. It works to advance the interests of universities and to spread good practice throughout the higher education sector.

Universities UK

Woburn House
20 Tavistock Square
London
WC1H 9HQ

telephone

+44 (0)20 7419 4111

fax

+44 (0)20 7388 8649

email

info@UniversitiesUK.ac.uk

web

www.UniversitiesUK.ac.uk

© Universities UK
ISBN 978 1 84036 181 0
July 2008

