

Enrolments at UK Higher Education Institutions: Northern Ireland Analysis 2018/19



This statistical bulletin provides information on the number of Northern Ireland (NI) students enrolled at UK Higher Education Institutions (HEIs) and the number of students enrolled at NI HEIs.

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READER INFORMATION

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Copyright	This publication is Crown copyright and may be reproduced free of charge in any format or medium, under the terms of the Open Government Licence v.3. Any material used must be acknowledged, and the title of the publication specified.
Feedback	As we want to engage with users of our statistics, we invite you to feedback your comments on this publication to: Michael MacNeill – (Tel: 028 90 2 57897) Kerry McColgan – (Tel: 028 90 2 57753) Conor Gallagher – (Tel: 028 90 2 57825)

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STATISTICS AND RESEARCH BRANCH (TERTIARY EDUCATION)

Statistics and Research Branch (Tertiary Education) is responsible for the collection, quality assurance, analysis and publication of timely and accurate information derived from a wide range of statistical information returns supplied by the Higher Education Institutions (HEIs) and Further Education (FE) colleges across Northern Ireland (NI) and the Higher Education Statistics Agency (HESA), focused on NI HEIs and NI domiciled students in attendance at any UK HEI. Statistical information is collected routinely from a variety of electronic individual level administrative systems.

The Head of Branch is the Principal Statistician, Brian French. The Branch aims to present information in a meaningful way and provide advice on its uses to customers in the Economy Committee, FE colleges, universities, Professional Advisory Groups, policy branches within the DfE, other educational organisations, academia, private sector organisations, charity/voluntary organisations, as well as the general public.

The statistical information collected is used to contribute to major exercises such as reporting on the performance of the Higher Education (HE) and FE sectors, other comparative performance exercises, target setting and monitoring, departmental research projects, development of service frameworks, as well as policy formulation and evaluation. In addition, the information is used in response to a high volume of Assembly questions and ad hoc queries each year.

Information is disseminated through a number of key statistical publications, including: HE enrolments; HE qualifications; Destinations of Leavers from Higher Education (DLHE); FE activity; and Essential Skills enrolments and outcomes.

A detailed list of these publications is available from:

Website: <https://www.economy-ni.gov.uk/topics/statistics-and-economic-research/higher-and-further-education-and-training-statistics>

KEY STATISTICS FOR NORTHERN IRELAND DOMICILED ENROLMENTS AT UK HEIs

First increase in enrolments since 2013/14, though still lower than 2009/10...	In 2018/19, 63,535 NI students were enrolled at UK HEIs. This represents a net 1.7% (1,100) decrease from 2009/10. Notably, the 1.0% (605) increase in the number of enrolments between 2017/18 (62,930) and 2018/19 (63,535), marks the end of a downward trend in enrolments that began in 2013/14 (64,570) (Tables 1a and 1b).
Most NI students study full-time...	In 2018/19, 74.1% of enrolments were full-time. In comparison with 2017/18, full-time enrolments have decreased by 1.2% (from 47,665 to 47,105) and part-time enrolments have increased by 7.6% (from 15,265 to 16,430). In contrast, since 2009/10, full-time enrolments have risen by a net 3.4% (from 45,540), whereas part-time enrolments have decreased by a net 14.0% (from 19,100) (Tables 1a, 1b and 1e).
Most NI students study in NI, although the proportion studying in GB has been increasing...	Of the 63,535 NI domiciled students enrolled at UK HEIs in 2018/19, 72.6% were enrolled at NI HEIs (including 6.2% studying locally at the Open University); the proportion studying in GB (27.4%) was marginally lower than the 2017/18 peak (27.7%) (Table 1a).
Outside of Northern Ireland, the North West of England and Scotland are the most popular regions for NI students...	The most popular regions for NI students who studied in GB were the North West of England and Scotland, with 5,520 and 4,050 NI students enrolled at HEIs in each region respectively (Table 5a).
Among NI students, more NI females than males have been progressing into higher education...	Females accounted for 58.0% of NI students enrolled at UK HEIs in 2018/19. A higher proportion of males (75.6%) than females (73.0%) were studying full-time (Tables 3a and 3b).
Fewer NI students are enrolling on undergraduate courses at UK HEIs, but more are enrolling on postgraduate courses...	The number of NI students enrolled on first year undergraduate courses at UK HEIs decreased by 2.8%, from 19,445 in 2017/18 to 18,895 in 2018/19; in contrast, first year postgraduate enrolments increased by 6.5% (from 6,005 to 6,395), in part due to the uptake of recently introduced postgraduate loans (Tables 2d and 2f).
Over a quarter of NI students are enrolled on Narrow STEM courses...	In 2018/19, 26.7% of NI students at UK HEIs were studying a Narrow STEM related subject and 50.3% a Broad STEM related subject (Table 7a).

KEY STATISTICS FOR ENROLMENTS AT NORTHERN IRELAND HEIs

Student enrolments have increased by a net 0.3% over the decade...	While there has been a 2.4% (1,295) increase between 2017/18 (54,460) and 2018/19 (55,755), student enrolments at NI HEIs are near the same level they were 10 years ago, having increased by a net 0.3% (155) over the decade (from 55,600 in 2009/10) (Tables 8f and 8g).
Most students enrolled at NI HEIs were studying full-time...	In 2018/19, over two thirds (68.0%) of enrolments at NI HEIs were full-time. In comparison with 2017/18, full-time enrolments have decreased by 0.2% (from 38,005 to 37,935) and part time enrolments have increased by 8.3% (from 16,455 to 17,820) (Tables 8j and 8k).
Most students at NI HEIs are from NI...	Of the 55,755 students enrolled at NI HEIs in 2018/19, 82.7% were from NI, 6.2% from GB, 4.0% from the Republic of Ireland, 0.7% from other EU countries and 6.3% from non-EU countries (Table 8a).
...however, we have students from a wide range of countries...	In 2018/19, students from 117 different countries throughout the world were enrolled at NI HEIs. The non-EU countries with the most students at NI HEIs were China (1,330) and Malaysia (365) (Tables 8d and 8e).
More females than males are enrolling in NI HEIs...	Females accounted for 58.3% of students enrolled at NI HEIs in 2018/19. A higher proportion of males (70.8%) than females (66.0%) were studying full-time (Tables 10a and 10b).
Fewer students are enrolling on undergraduate courses at NI HEIs, but more are enrolling on postgraduate courses...	Between 2017/18 and 2018/19, the number of <u>first year undergraduates</u> enrolling at NI HEIs decreased by 1.2%, from 16,590 to 16,400; however, the number of <u>first year postgraduate</u> enrolments at NI HEIs increased by 9.7% during this time period (from 6,930 to 7,600), partly due to the continued uptake of postgraduate loans, introduced in 2017/18 (Table 9e).
Over a quarter of students at NI HEIs are enrolled on Narrow STEM courses...	In 2018/19, 25.9% of students at NI HEIs were studying a Narrow STEM related subject and 50.5% a Broad STEM related subject (Table 12a).

INTRODUCTION

Coverage

This statistical bulletin has been produced by the Department for the Economy (DfE) and presents information on students enrolled at Higher Education Institutions (HEIs) in the UK in the 2018/19 academic year. The statistics presented in this bulletin cover a range of topics, including changes over the last ten years, breakdowns of the most recent enrolments, subject of study and where Northern Ireland (NI) students go to study.

National Statistics

The United Kingdom Statistics Authority (the Authority) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice](#) for statistics.

National Statistics status means that Official Statistics meet the highest standards of trustworthiness, quality and public value.

All Official Statistics should comply with all aspects of the Code of Practice. They are awarded National Statistics status following an assessment by the Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate. Designation can be broadly interpreted to mean that the statistics: meet identified user needs; are well explained and readily accessible; are produced according to sound methods; and are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics, it is a statutory requirement that the Code of Practice shall continue to be observed. It is DfE's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

Policy and Operational Context

There continues to be a lot of media interest in the HE sector and HE statistics. With changes in fee regimes throughout the UK, the effect of the economic recession and the potential impact of EU exit, the demand for HE is often in the spotlight. DfE is responsible for formulating policy and administering funding to support education, research and related activities in the Northern Ireland higher education sector. This bulletin forms part of the evidence base used to shape and evaluate DfE strategies and policies.

Draft Programme for Government (PfG) Framework 2016-2021

The work of the Department is shaped by the draft Programme for Government (2016-2021), which sets the strategic direction of travel for the work of the Executive, expressed in terms of wellbeing-focused outcomes. The document identifies innovation, research and development, and skills and employability as the key drivers of achieving a strong, competitive, regionally balanced economy. Higher education has a pivotal role in supporting this aspiration, especially with regard to increasing the skills levels of the

Northern Ireland workforce and increasing the proportion of local graduates from local institutions in professional and management occupations, or indeed further study. The PfG consultation document and its related Outcomes Delivery Plan can be found at the link below:

<https://www.executiveoffice-ni.gov.uk/topics/programme-governmentoutcomes-delivery-plan>

Maximum Student Number (MaSN)

Before higher education became a devolved matter, the UK Government introduced an annual cap on the number of students each UK HEI could enrol. Following devolution in 1998, the cap (known as the Maximum Student Number (MaSN)) was maintained in Northern Ireland and is still in use today.

The MaSN applies primarily to full-time home and EU domiciled undergraduates enrolled in Northern Ireland. It does not curtail the recruitment of part-time or postgraduate students (with the exception of PGCE students). Nor does it curtail the recruitment of GB or international (non-EU) students.

Queen's University Belfast and Ulster University, both approved to deliver full-time undergraduate provision, receive an annual MaSN allocation from the Department. St Mary's University College and Stranmillis University College are not subject to MaSN as the Department of Education sets the numbers required for initial teacher training. The OU is also not subject to MaSN given its wholly part-time offering.

Part-Time and Postgraduate Student Loans

From the beginning of the 2017/18 academic year, DfE extended its student support package, with tuition fee loans being made available for part-time undergraduate and full-time distance learning study students, and postgraduate students studying certain courses.

Northern Ireland students studying part time undergraduate (or full time distance learning) courses in Northern Ireland, England, Wales or Scotland could apply for a tuition fee loan of up to £3,120 for the 2018/19 academic year. Those starting Postgraduate Certificate, Postgraduate Diploma, or Taught or Research Master's courses in Northern Ireland, England, Wales or Scotland could apply for a loan of up to £5,500 per course to help with fee costs. For both types of loans, the fees are paid direct to the university to cover tuition fees.

Data Collection

The information presented in this statistical bulletin is based on data supplied by the Higher Education Statistics Agency (HESA). HESA is the official agency for the collection of information on publicly funded HEIs in the UK. It was set up in 1993 following the White Paper *Higher Education: a new framework*, which called for more coherence in HE statistics. In this context, HEIs include all publicly-funded universities. The HESA statistics presented in this bulletin relate to students at HEIs in the UK and therefore do not include HE enrolments at FE colleges in NI or GB, or at institutions in the Republic of Ireland (RoI).

Rounding Strategy

To prevent the identification of individuals, figures throughout the report are rounded to the nearest 5, with 0, 1, and 2 rounded to 0. Due to rounding, the sum of numbers in each row or column may not match the total shown. Percentages are based on unrounded figures. Percentages have also been rounded to one decimal place. More information on the rounding strategy can be found in the [notes and definitions](#) section.

Data Quality

All information presented in this bulletin has been validated and quality assured by HEIs prior to publication. HEIs are given a set period of time to submit the information to HESA. Following submission, both HESA and DfE perform a series of validation checks to ensure that information is consistent both within and across returns. Trend analyses are used to monitor annual variations and emerging trends. Queries arising from validation checks are presented to HEIs for clarification and, if required, returns may be amended and/or re-submitted. Finally, prior to publication, the data are presented to HEIs for a final sign-off. More detail is available via the link: [Quality of Higher Education Statistics](#).

Who will be interested in this bulletin?

The information presented in this statistical bulletin will be of interest to a wide variety of people. For example, the statistics within and those derived from this bulletin are currently used by: DfE policy officials in their role of assisting and advising the Minister for the Economy to discharge his or her duties; by the NI Assembly and its Committee for the Economy to scrutinise the HE sector; by other government departments such as DoF as a key indicator in the education domain of the NI Multiple Deprivation Measure (MDM); by prospective students to inform their choices around HE; by local businesses to quantify the supply of graduates in their business area; and by researchers and academics to try and understand the underlying trends in HE. Further details about the uses made of HE statistics can be found in the [notes and definitions](#) section.

Main Uses of HE statistics

The main uses of these statistics are to monitor HE enrolments and the characteristics of students enrolling both from NI and to NI HEIs. This helps in assessing HEI performance, corporate monitoring, informing and monitoring related policy, and responding to parliamentary/assembly questions and ad hoc queries from the public.

DfE is responsible for the policy, strategic development and financing of the statutory HE sector. Analysis of data trends against key strategic priorities remains a crucial component of data development within DfE.

2019 Readership Survey – Acknowledgements, Analysis and Next Steps

Alongside this bulletin, we are publishing an analysis of the HEI Enrolments and Qualifications statistical bulletins readership survey we conducted in September 2019. We want to thank our readers for taking time to give constructive feedback and helpful suggestions. We will give careful consideration to each response as we seek to improve the coverage and quality of our Higher Education statistics. We will discuss the feasibility of possible options with DfE policy colleagues, before drawing up an action plan for the 2019/20 editions.

HE Activity Elsewhere in the UK

Summary figures for the four UK administrations were published by HESA in their Higher Education Student Statistics bulletin on 16th January 2020.

This statistical bulletin can be viewed at the following page –

<https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics>

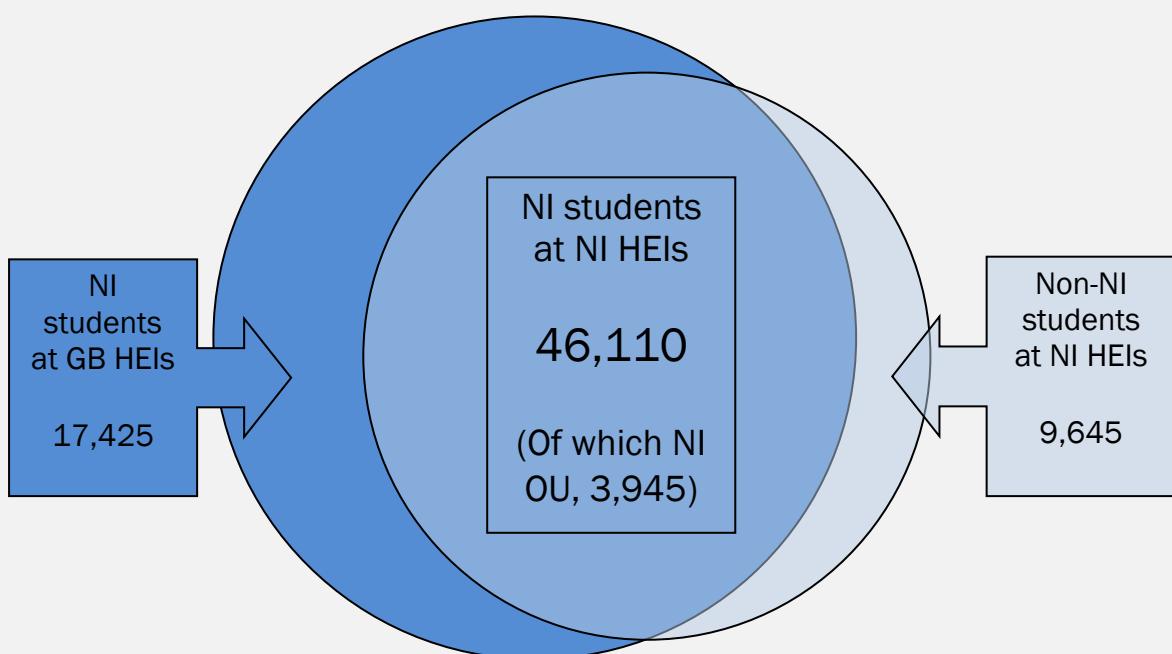
HESA's [Higher Education Student Data 2018/19](#) open data release was published by HESA on 5th February 2020. This provides more detailed information about students in higher education in the UK.

STRUCTURE OF REPORT

The bulletin is divided into two sections. Section 1 focuses on NI domiciled students enrolled at HEIs in NI, England, Scotland or Wales. Section 2 concentrates on all students enrolled at NI HEIs. This division into two sections reflects the two distinct policy and operational responsibilities of the Minister and the Department. Furthermore, it is clear from customer feedback, the nature of questions on HE asked in the NI Assembly, and coverage of HE issues in the local media, that these two aspects are of key interest to readers.

It is worth noting that there is a large overlap between Section 1 and Section 2, namely NI students enrolled at NI HEIs are included in both sections. See the diagram below for details:

Diagram summarising the structure of the bulletin: Enrolments 2018/19

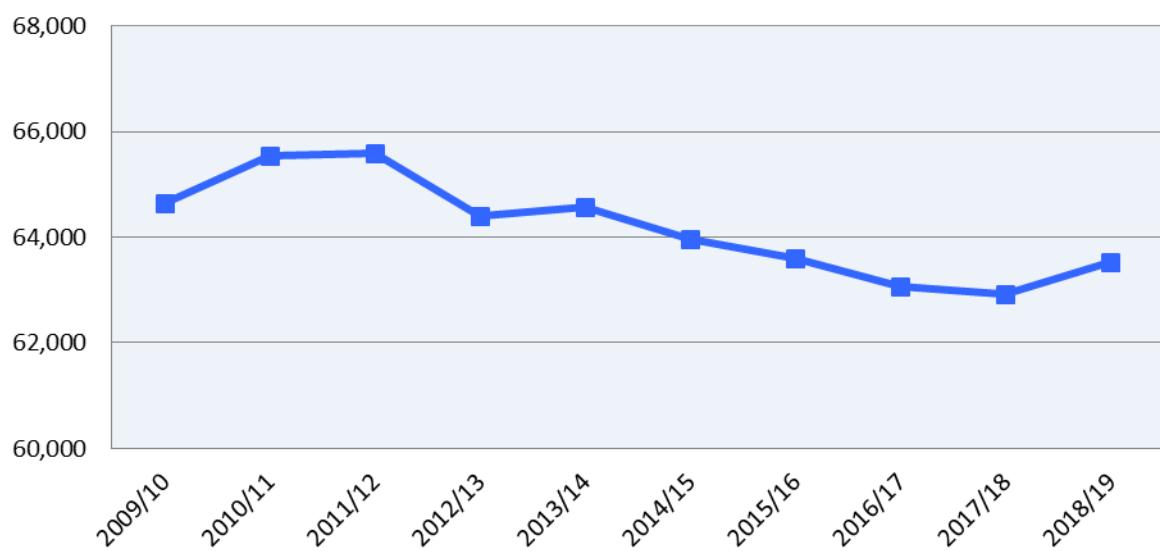


SECTION 1: Northern Ireland domiciled students enrolled at UK Higher Education Institutions (Tables 1 to 7)

1.1 Change over the last 10 years – 2009/10 to 2018/19 (Tables 1 and 2, Figure 1)

In 2018/19, 63,535 NI students were enrolled at UK HEIs. This represents a net 1.7% (1,100) decrease from 2009/10. Notably, the 1.0% (605) increase in the number of enrolments between 2017/18 (62,930) and 2018/19 (63,535) marks the end of a downward trend in enrolments that began in 2013/14 (64,570) (Tables 1a, 1b and 1d, Figure 1).

Figure 1 - NI domiciled students enrolled at UK HEIs - 2009/10 to 2018/19



Over the 10-year period covered by this bulletin (2009/10 to 2018/19), the number of NI domiciled students going to GB to study increased by a net 6.6%, from 16,345 to 17,425; those studying through the Open University (OU) decreased by a net 14.6%, from 4,625 to 3,950 over the same period; while NI enrolments at NI HEIs (excluding the OU) decreased by a net 3.4%, from 43,670 in 2009/10 to 42,165 in 2018/19 (Tables 1a and 1b).

While the proportion of NI domiciled students studying in GB in 2018/19 (27.4%) is marginally lower than the peak of 2017/18 (27.7%), it demonstrates the continued tendency of many students from NI to study at GB HEIs. Such migration is likely to have increased as a result of interaction between a number of factors, including changes to tuition fees, the gradual lifting of the MaSN cap in England, increased application and offer activity during clearing, widening participation and a prolonged ‘demographic dip’ among 18-year-olds in both NI and GB. The net effect has been increased competition between providers for a smaller pool of students, increased scope to make ‘lower tariff’ offers and increased opportunities to attend university. A reduction in part-time enrolments (in both absolute and relative terms) may also have been a contributory factor.

In terms of level of study, ‘first degree’ courses have experienced the largest percentage increase of NI domiciled students, rising by 4.0% over the last 10 years, from 46,320 to 48,185. The number of ‘postgraduate’ enrolments have also increased, by 3.8% over the same period, from 10,155 to 10,535. However, the number of students enrolled on ‘other undergraduate’ courses (such as foundation degrees, diplomas, HNDs and HNCs) has fallen by 41.0%, from 8,165 in 2009/10 to 4,815 in 2018/19 (Table 1c).

Full-time enrolments rose by 3.4% over the decade (from 45,540 in 2009/10 to 47,105 in 2018/19), compared with a 14.0% decrease in part-time enrolments (from 19,100 to 16,430). The drop in part-time enrolments is mainly related to the drop in the number doing part-time ‘other undergraduate’ courses (Table 1c).

1.2 Breakdown of enrolments – 2018/19 (Tables 1 to 4, Figure 2)

In 2018/19, 63,535 NI students were enrolled at UK HEIs, showing an increase of 1.0% from 62,930 in 2017/18 (Table 1d).

Mode of study – In 2018/19, 74.1% of enrolments were full-time. Between 2017/18 and 2018/19, full-time enrolments decreased by 1.2%, from 47,665 to 47,105, whereas part-time enrolments increased by 7.6%, from 15,265 to 16,430. (Tables 1e).

Level of study – Around three-quarters (75.8%) of NI students were enrolled on a ‘first degree’ course, 7.6% on ‘other undergraduate’ courses and 16.6% on a ‘postgraduate’ course in 2018/19. ‘First degree’ enrolments increased by 0.3%, from 48,060 in 2017/18 to 48,185 in 2018/19, while ‘postgraduate’ enrolments increased by 7.7%, from 9,780 to 10,535, and ‘other undergraduate’ enrolments decreased by 5.4%, from 5,090 to 4,815 (Table 1f).

The number of NI domiciled first year undergraduate enrolments at UK HEIs decreased by 2.8%, from 19,445 in 2017/18 to 18,895 in 2018/19. Contrary to this, the number of first year postgraduate enrolments increased by 6.5% during this time period (from 6,005 to 6,395) (Table 2f). Part of this increase is due to the continued uptake of postgraduate loans for master’s students, which were introduced in 2017/18.

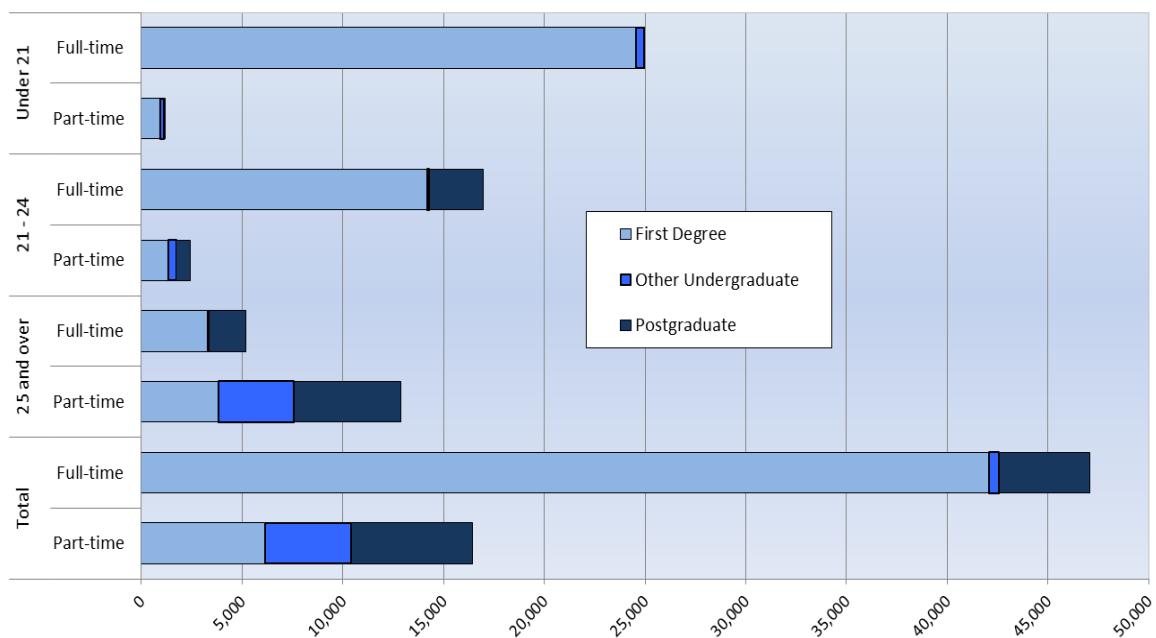
Sex – In recent history, more females than males have been progressing into higher education. This gap between the sexes does not begin at the point of entry to HE but can be observed early on in the educational system. In NI, females are more likely than males to stay on in full-time education at age 16. They are also more likely than males to be entered for A levels, more likely to pass them, and also more likely to do better (achieve an A grade, including A*) (Source: [DENI Statistical Press Release: Year 12 and Year 14 Examination Performance at Post Primary Schools in 2018/19](#)).

Over the past ten years, the female share of the NI domiciled student population enrolled at UK HEIs has varied little, 58.3% in 2009/10 compared with 58.0% in 2018/19. A slightly higher proportion of males (75.6%) than females (73.0%) were studying full-time in 2018/19 (Tables 3a and 3b).

A higher proportion of males than females were enrolled on ‘first degree’ courses in 2018/19 (78.6% compared with 73.9%), whereas females were more likely than males to be undertaking an ‘other undergraduate’ course (8.6% compared with 6.2%) or a ‘postgraduate’ course (17.5% compared with 15.3%) (Table 3c).

Age – In 2018/19, 41.0% of NI domiciled students enrolled at UK HEIs were aged ‘under 21’, 30.6% were aged ‘21 to 24’ and 28.4% were aged ‘25 and over’ (Table 4a).

Figure 2 : NI domiciled students enrolled at UK HEIs by age group, mode and level of study -
2018/19



The majority of younger students (those aged under 21) tend to enter HE straight from school and continue to study on a full-time basis. Older students (aged 25 and over) are more likely to study part-time. Many older students are combining work with part-time study and see HE as a way to develop their career, or to enable them to change to a different career. The majority (95.6%) of NI students aged ‘under 21’ were enrolled on a full-time course, as were 87.4% of those aged ‘21 to 24’. In contrast, the majority (71.3%) of those aged ‘25+’ were enrolled on part-time courses (Table 4c, Figure 2).

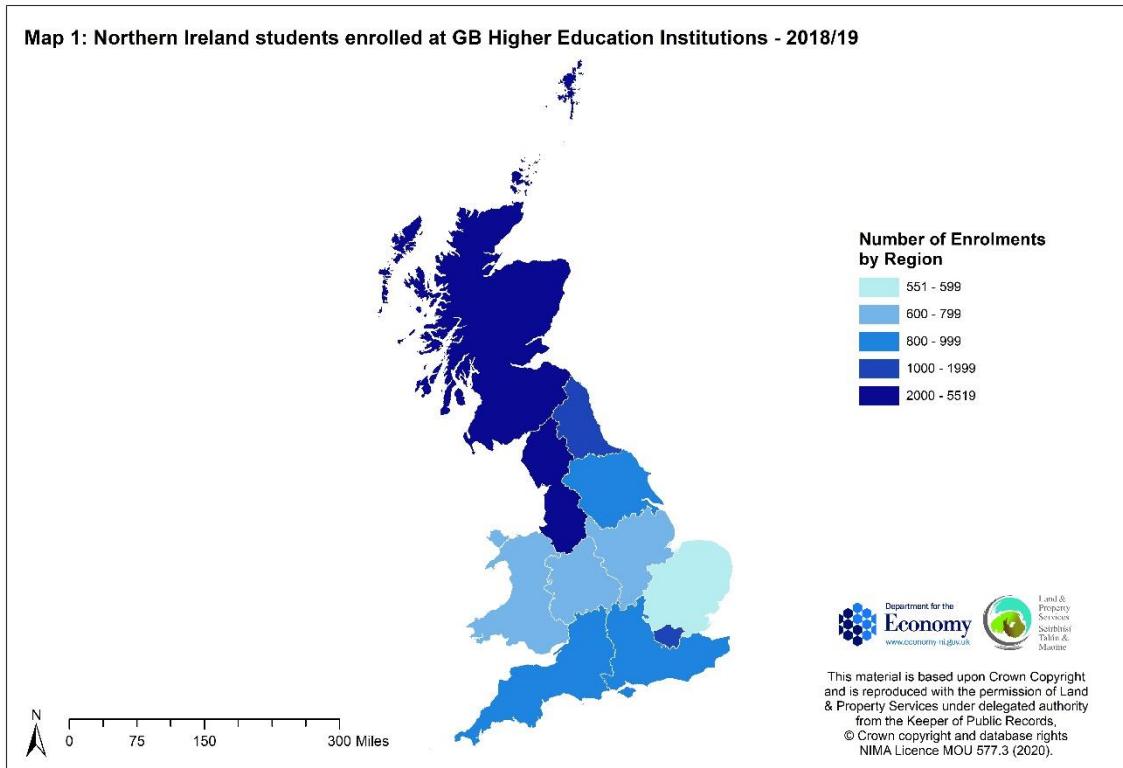
1.3 Location of Study (Tables 1 to 3 & 5)

There are various reasons why students leave NI to study, including their choice of subject, for example, some courses such as veterinary science are not supplied in Northern Ireland. However, available research¹ suggests that the majority of those who plan to leave NI to study do so out of choice. Indeed, figures from the last Destinations of Leavers from Higher Education survey² show that around 66.0% of full-time students who left NI to study in GB did not return to NI to work approximately six months after qualifying.

¹<https://www.economy-ni.gov.uk/publications/after-school-attitudes-and-perceptions-northern-ireland-school-leavers-towards-higher>

²<https://www.economy-ni.gov.uk/publications/destination-leavers-uk-higher-education-institutions-northern-ireland-analysis-201617>

Map 1: Northern Ireland students enrolled at GB Higher Education Institutions - 2018/19



Of the 63,535 NI students enrolled at UK HEIs in 2018/19, 72.6% (46,110) were enrolled at NI HEIs (including 6.2% (3,950) studying at the OU) and 27.4% (17,425) at HEIs in GB (Table 1a).

The map above illustrates how many NI students were studying in each region of GB. The darker the shade of blue, the higher the number of NI students enrolled at HEIs in that region.

The most popular regions for NI students who were studying in GB were the North West of England and Scotland, with 5,520 and 4,050 NI students enrolled at HEIs in these regions respectively. Other popular regions were the North East of England, with 1,495 NI students, and London, with 1,050 (Table 5a).

In the North West, Liverpool John Moores University alone had 2,075 NI student enrolments, making it the most popular HEI in GB for NI students. Liverpool Hope University (765) also had a substantial number of NI domiciled enrolments. In Scotland, the HEIs with the most NI students in 2018/19 were the University of Glasgow, the University of Dundee (both with 660) and the University of Edinburgh (535). In the North East, the University of Northumbria at Newcastle had 630 students from NI. It is worth noting that NI students were enrolled at 165 of the publicly funded HEIs in the UK (Table 5b).

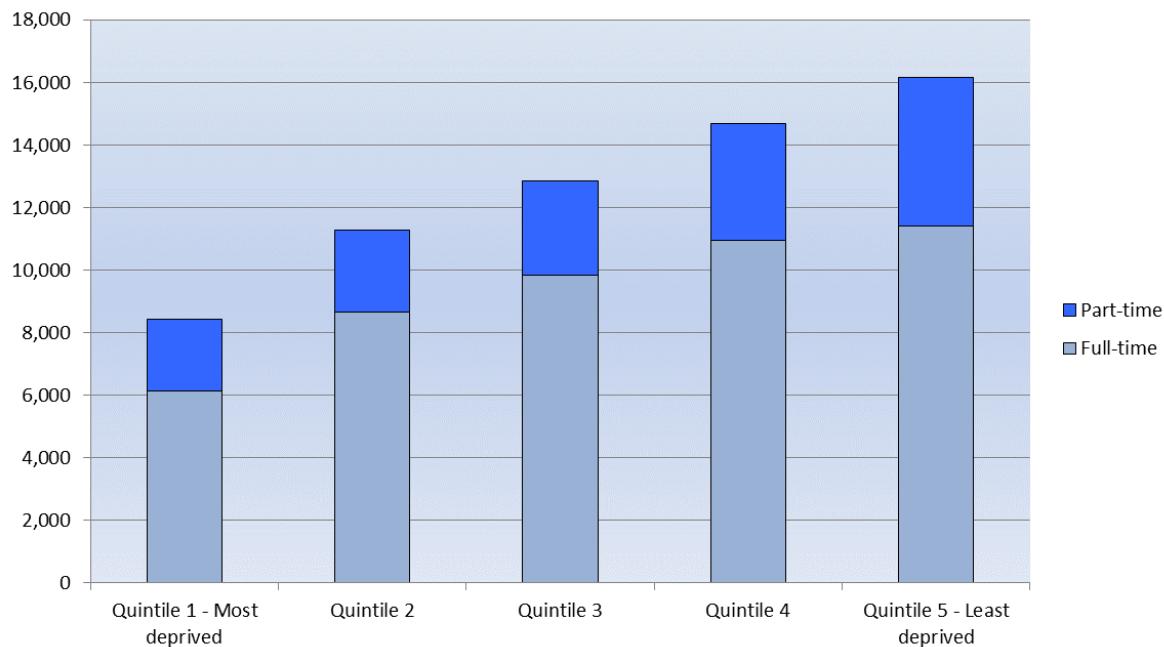
Similar proportions of NI domiciled males (27.5%) and females (27.3%) were studying at GB HEIs in 2018/19 (Table 3d).

Of the 13,215 NI domiciled full-time first year undergraduate enrolments at UK HEIs in 2018/19, 66.1% were enrolled at NI HEIs and 33.9% were enrolled at HEIs in GB. This is similar to the proportions in 2017/18 (65.4% and 34.6% respectively) (Table 2a).

1.4 Multiple Deprivation Measure (MDM) quintiles (Table 6, Figure 3)

Of the 63,400 NI domiciled students enrolled at UK HEIs in 2018/19 whose postcodes were known, the highest proportion (25.5%) were from the least deprived MDM areas in NI (Quintile 5), almost double the proportion (13.3%) from the most deprived MDM areas (Quintile 1) (Table 6a, Figure 3).

Figure 3: NI domiciled students enrolled at UK HEIs by mode of study and multiple deprivation measure quintile - 2018/19

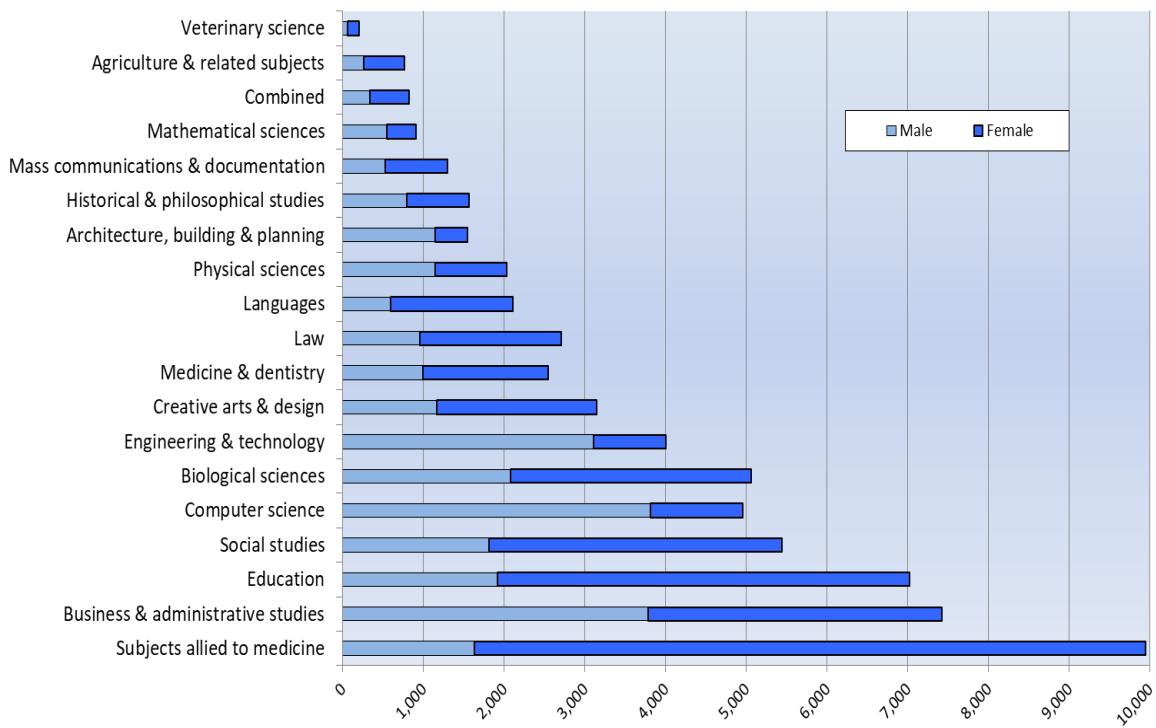


1.5 Subject of Study (Table 7, Figure 4)

In 2018/19, the most popular subject areas for NI students studying at UK HEIs were: ‘Subjects allied to medicine’ (which includes subjects such as nursing, pharmacy, occupational therapy and physiotherapy), with 9,945 (15.7%) enrolments; ‘Business and administrative studies’ (which includes subjects such as business studies, management studies, accounting, marketing and finance), with 7,425 (11.7%) enrolments; and ‘Education’ (which includes subjects such as training teachers, research study skills in education and academic studies in education), with 7,025 (11.1%) enrolments (Table 7c).

Females accounted for 83.6% of 2018/19 enrolments in ‘Subjects allied to medicine’, 72.7% of those studying ‘Education’ and 71.9% of those studying ‘Languages’. In contrast, males accounted for 77.6% of those studying ‘Engineering and technology’, 77.0% of ‘Computer science’ enrolments and 73.9% of ‘Architecture, building and planning’ enrolments (Table 7c, Figure 4).

Figure 4 : NI domiciled students enrolled at UK HEIs by sex and subject area - 2018/19



In 2018/19, 50.3% of NI students at UK HEIs were studying a Broad STEM³ related subject. A higher proportion of males (55.4%) than females (46.7%) were studying Broad STEM subjects. Full-time students (53.5%) were more likely to be studying Broad STEM subjects than part-time students (41.3%) (Tables 7a and 7b).

In 2018/19, 26.7% of NI students at UK HEIs were studying a Narrow STEM related subject. A higher proportion of males (40.1%) than females (17.0%) were studying Narrow STEM subjects. Full-time students (29.5%) were more likely than part-time students (18.8%) to be studying Narrow STEM subjects (Tables 7a and 7b).

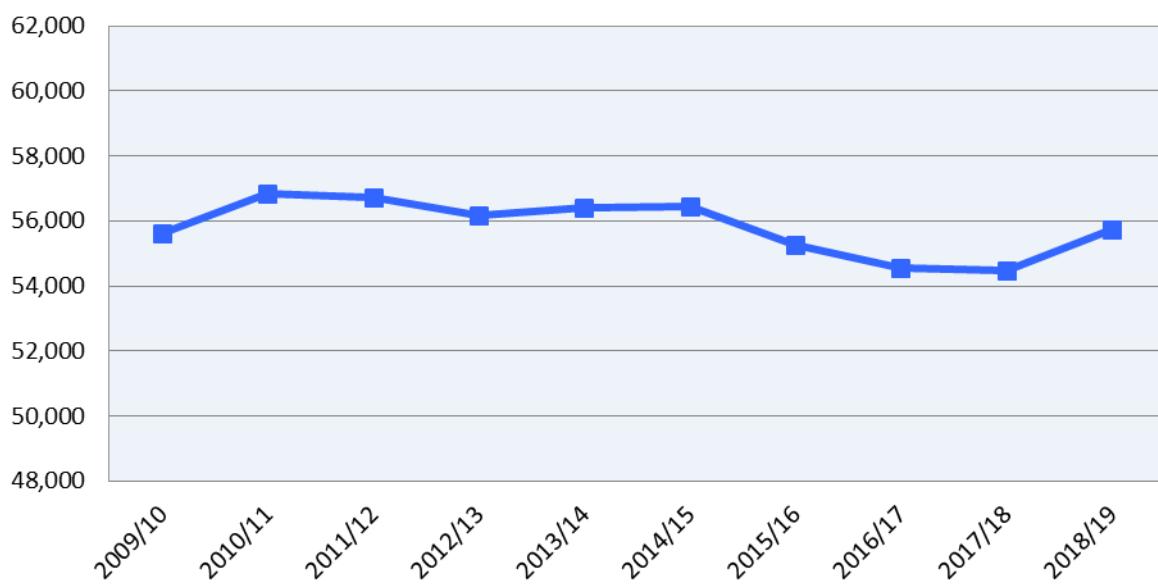
³ Science, Technology, Engineering and Mathematics – see notes to readers for description.

SECTION 2: Enrolments at Northern Ireland Higher Education Institutions (Tables 8 to 14)

2.1 Change over the last 10 years – 2009/10 to 2018/19 (Tables 8 & 9, Figure 5)

While there has been a 2.4% (1,295) increase between 2017/18 (54,460) and 2018/19 (55,755), student enrolments at NI HEIs are near the same level they were 10 years ago, having increased by a net 0.3% (155) over the decade (from 55,600 in 2009/10) (Tables 8, 8f and 8g, Figure 5).

Figure 5 - Enrolments at NI HEIs - 2009/10 to 2018/19



Students from NI now account for a smaller proportion of the total population of students at NI HEIs than they did 10 years ago. In 2009/10, students from NI accounted for 86.8% (42,285) of the total population of students at NI HEIs. However, by 2018/19 this proportion has decreased to 82.7% (46,110) (Table 8a).

Over this period, NI HEIs have seen an increase in students from outside NI, particularly from non-EU and GB students. The proportion of non-EU domiciled students enrolled at NI HEIs in 2018/19 (3,510; 6.3%) is the highest over the last ten years, with a 119.0% increase from 2009/10 (1,605). There has also been more than a twofold increase in the number of GB students over this time period, from 1,510 in 2009/10 to 3,470 in 2018/19, also a 10-year high. In contrast, the number of students from RoI has fallen by 40.9% (from 3,800 to 2,245), while enrolments from other EU countries were around the same level in both 2009/10 (410) and 2018/19 (420) (Tables 8a and 8f).

Since 2011/12, Ulster University has run courses in partnership with QA Higher Education. Although these students are based in Birmingham or London (mainly the latter in recent years), they are registered as Ulster University students. In previous years, this has included large numbers of students domiciled outside the UK and RoI (peaking at 1,470 in 2012/13). However, the number of such enrolments has been falling in recent years, with 265 of these in 2018/19 (Table 8e).

In terms of level of study, ‘first degree’ enrolments have experienced an increase of 5.2% (from 35,800 to 37,670) over the 10-year period. Enrolments on ‘postgraduate’ courses have also shown an increase of 10.7% (from 11,425 to 12,655), while those for ‘other undergraduate’ courses (such as foundation degrees, diplomas, HNDs and HNCs) have fallen by 35.1% (from 8,375 to 5,430) over the same time period (Table 8h).

The number of full-time enrolments increased by 6.8%, from 35,520 in 2009/10 to 37,935 in 2018/19, whereas there was an 11.3% decrease in part-time enrolments over the same period, from 20,080 to 17,820 (Table 8i).

2.2 Breakdown of enrolments – 2018/19 (Tables 8 to 11, Figure 6)

In 2018/19, 55,755 students were enrolled at NI HEIs, showing an increase of 2.4% from 54,460 in 2017/18 (Table 8g).

Mode of study – In 2018/19, over two-thirds (68.0%) of enrolments at NI HEIs were full-time. In comparison with 2017/18, full-time enrolments have decreased by 0.2% (from 38,005 to 37,935) and part-time enrolments have increased by 8.3% (from 16,455 to 17,820) (Tables 8j and 8k).

Level of study – In 2018/19, 67.6% of students at NI HEIs were enrolled on a ‘first degree’ course, 9.7% on ‘other undergraduate’ courses and 22.7% on a ‘postgraduate’ course. Between 2017/18 and 2018/19, ‘first degree’ enrolments increased by 1.2% (from 37,235 to 37,670), while ‘other undergraduates’ decreased by 2.5% (from 5,570 to 5,430) and ‘postgraduates’ increased by 8.6% (from 11,650 to 12,655) (Tables 8l and 8m).

Between 2017/18 and 2018/19, the number of first year undergraduates enrolling at NI HEIs decreased by 1.2%, from 16,590 to 16,400; this reflects small decreases in both full-time enrolments (0.9%, 10,375 to 10,280) and part-time enrolments (1.6%, 6,215 to 6,120) (Table 9b).

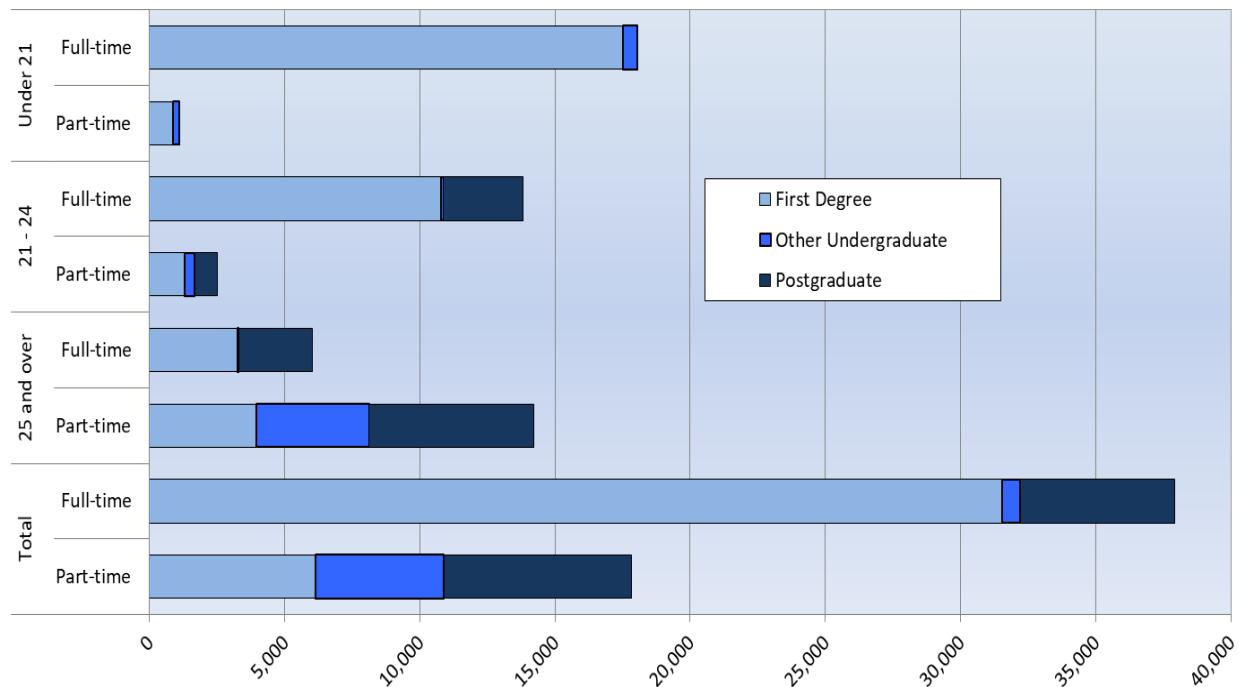
The number of first year postgraduate enrolments at NI HEIs increased by 9.7% during this time period (from 6,930 to 7,600). This was primarily due to a 9.8% increase in the number of first year Higher degree (taught) enrolments (from 3,460 to 3,800), along with a 15.1% increase in ‘Other postgraduate’ courses (from 2,740 to 3,155). This may be partly due to the continued uptake of postgraduate loans introduced in 2017/18 (Tables 9e).

Sex – Females accounted for 58.3% of students enrolled at NI HEIs in 2018/19. A higher proportion of males (70.8%) than females (66.0%) were studying full-time. Over the past ten years, the female share of the student population at NI HEIs has remained relatively stable, with 58.9% in 2009/10, compared with 58.3% in 2018/19 (Tables 10a and 10b).

In 2018/19, males (71.3%) were more likely than females (64.9%) to be undertaking ‘first degree’ courses, while a higher proportion of females (10.8%) than males (8.2%) were enrolled on ‘other undergraduate’ courses or on ‘postgraduate’ courses (24.3% of females and 20.4% of males) (Table 10d).

Age – In 2018/19, 34.4% of students enrolled at NI HEIs were aged ‘under 21’, 29.3% were aged ‘21 to 24’ and 36.3% were ‘25 and over’ (Table 11a).

Figure 6: Enrolments at NI HEIs by age group, mode and level of study - 2018/19



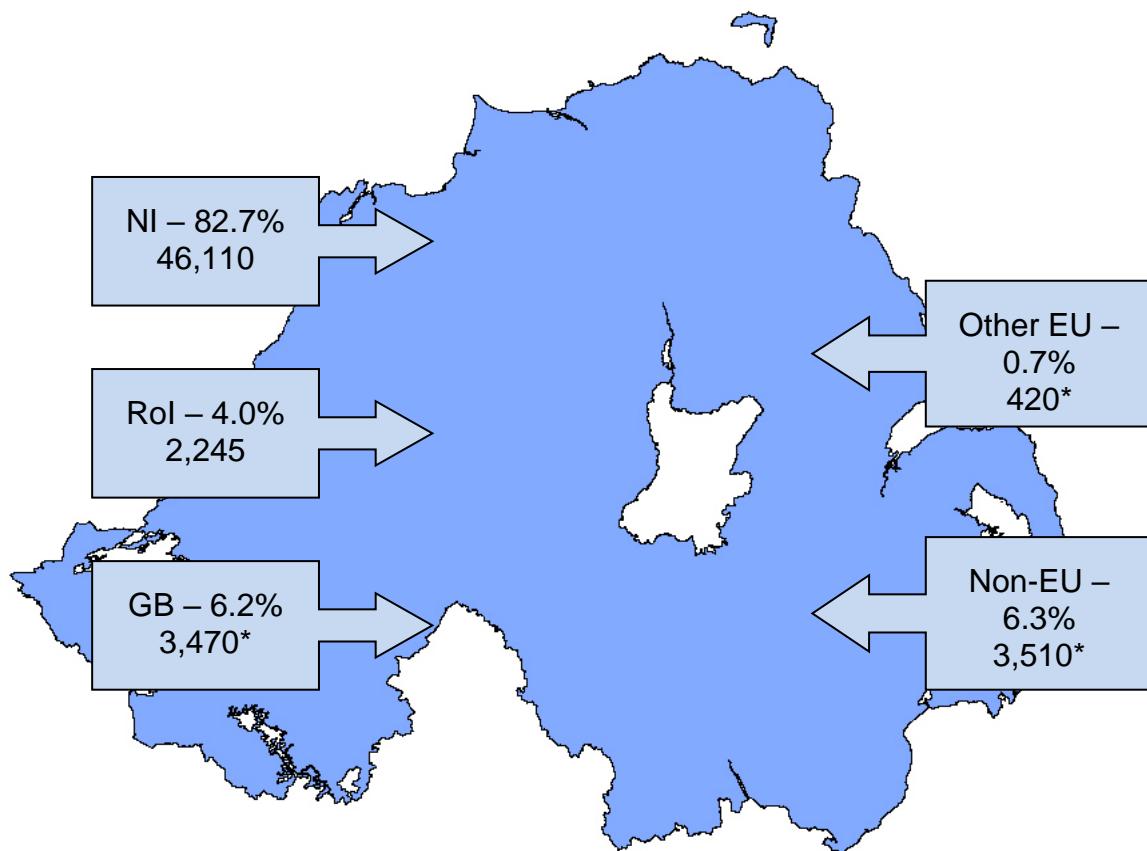
In 2018/19, the majority (94.3%) of students aged ‘under 21’ at NI HEIs were enrolled on full-time courses, as were 84.6% of those aged ‘21 to 24’. In contrast, the majority (70.2%) of those aged ‘25 and over’ were enrolled on part-time courses (Table 11d, Figure 6).

2.3 Country of Domicile (Tables 8 to 10, Figure 7)

Of the 55,755 students enrolled at NI HEIs in 2018/19, 82.7% were from NI, 6.2% from GB, 4.0% from the Republic of Ireland (RoI), 0.7% from other EU countries and 6.3% from non-EU countries (Table 8a, Map 2).

The largest percentage increase in the number of enrolments at NI HEIs between 2017/18 and 2018/19 related to those from non-EU countries (9.8%; from 3,200 to 3,510). This is related mainly to an increase in ‘first degree’ enrolments (up 12.7%, from 1,250 to 1,405) and ‘postgraduate’ enrolments (up 10.9%, from 1,605 to 1,780) (Tables 8, 8a and 8g).

Map 2: HE Enrolments at campuses in NI by country of domicile – 2018/19



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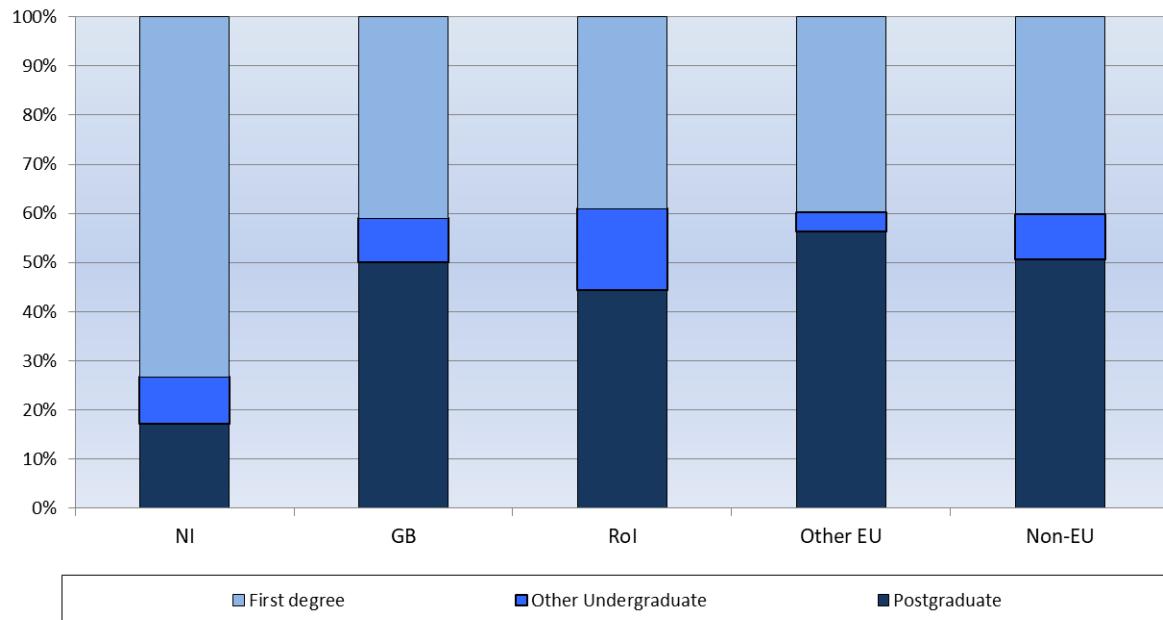
*Of the GB, other EU and non-EU enrolments, 550 enrolled on courses that have been jointly developed by the Ulster University and QA Higher Education in Birmingham and London. Although these students were based in Birmingham or London they were registered as Ulster University students.

In 2018/19, students from 117 different countries throughout the world were enrolled at NI HEIs. The countries outside NI, GB and the ROI with the most students enrolled at NI campuses (not including those registered to Ulster University but based in Birmingham or London) were China (1,305), Malaysia (365), India (230), United States (205) and Canada (125) (Table 8d).

The 265 enrolments of students domiciled outside the UK and ROI, registered to Ulster University, were all based in the London campus. These were made up of students from 29 different countries, including India (65 students), Bangladesh (35), Pakistan (30) and China (25) (Table 8e).

Figure 7 below illustrates the contrast in level of study for NI students and those from other countries in 2018/19. Around half of students at NI HEIs from outside NI were enrolled on ‘postgraduate’ courses, whereas 73.3% of students from NI are enrolled on ‘first degree’ courses (Table 8).

Figure 7 : Enrolments at NI HEIs by domicile and level of study - 2018/19

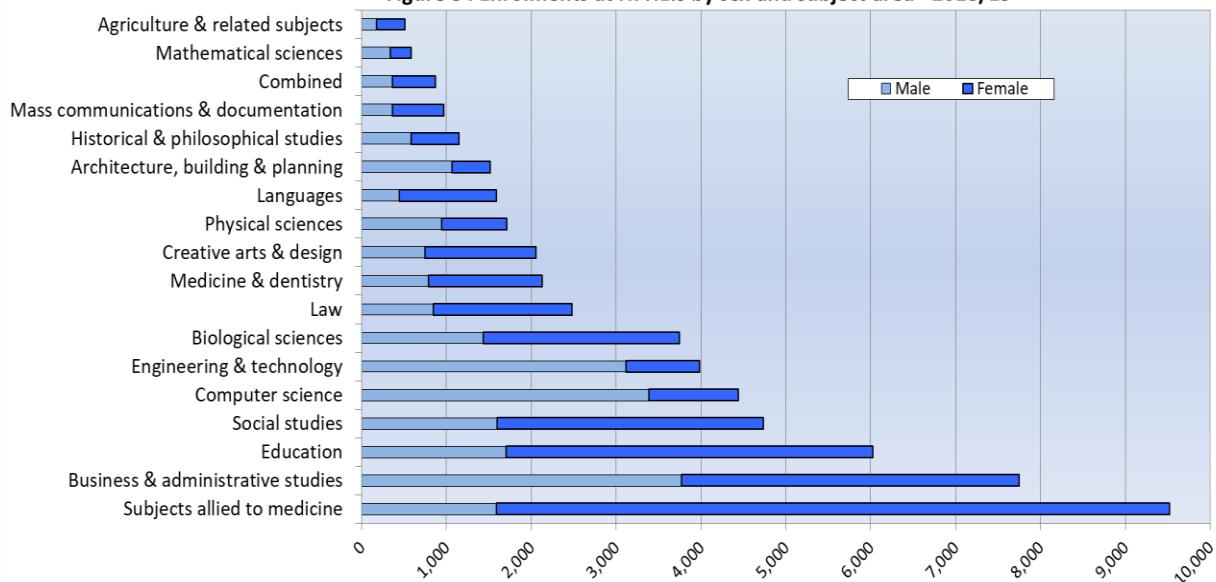


2.4 Subject of Study (Table 12, Figure 8)

In 2018/19, the most popular subject areas students were studying at NI HEIs were: ‘Subjects allied to medicine’, with 9,525 (17.1%) enrolments; ‘Business and administrative studies’, with 7,745 (13.9%) enrolments; and ‘Education’, with 6,025 (10.8%) enrolments (Table 12c).

Females accounted for 83.3% of 2018/19 enrolments at NI HEIs in ‘Subjects allied to medicine’, 71.9% of those studying ‘Languages’ and 71.8% of those studying ‘Education’. In contrast, males accounted for 78.2% of those studying ‘Engineering and technology’, 76.3% of ‘Computer science’ enrolments and 70.6% of ‘Architecture, building and planning’ enrolments (Table 12c, Figure 8).

Figure 8 : Enrolments at NI HEIs by sex and subject area - 2018/19



In 2018/19, 50.5% of students at NI HEIs were studying a Broad STEM⁴ related subject. A higher proportion of males (55.2%) than females (47.1%) were studying Broad STEM subjects. Full-time students (54.7%) were more likely than part-time students (41.4%) to be studying Broad STEM subjects (Tables 12a and 12b).

In 2018/19, 25.9% of students at NI HEIs were studying a Narrow STEM related subject. A higher proportion of males (39.6%) than females (16.1%) were studying Narrow STEM subjects. Full-time students (29.8%) were more likely than part-time students (17.7%) to be studying Narrow STEM subjects (Tables 12a and 12b).

2.5 Institutional breakdown (Table 13, Figure 9)

Of all students enrolled at NI HEIs in 2018/19, 44.3% were enrolled at Queen's University Belfast, 44.0% at Ulster University, 2.8% at Stranmillis University College, 1.9% at St Mary's University College and 7.1% at the Open University (Table 13b).

Queen's University Belfast

Enrolments at Queen's University Belfast increased by 0.9% between 2017/18 and 2018/19, from 24,490 to 24,695. Full-time enrolments increased by 2.0% (from 18,720 to 19,095), while part-time enrolments decreased by 2.9% (from 5,770 to 5,600) (Table 13d).

'First degree' enrolments increased by 2.4% (from 15,100 to 15,460) between 2017/18 and 2018/19, while 'other undergraduates' decreased by 7.4% (from 3,530 to 3,270). 'Postgraduate' enrolments, meanwhile, increased by 1.8% (from 5,855 to 5,965) (Table 13e).

⁴ Science, Technology, Engineering and Mathematics – see notes to readers for full description.

Ulster University

Ulster University enrolments increased by 3.4% between 2017/18 and 2018/19 (from 23,715 to 24,530). Full-time enrolments decreased by 2.8% (from 17,315 to 16,830), while part-time enrolments increased by 20.3% (from 6,400 to 7,700) (Table 13a).

The number of students enrolled on courses jointly developed by Ulster University and QA Higher Education, increased by 24.2%, from 445 in 2017/18 to 550 in 2018/19, with these enrolments being almost exclusively in London (Table 13c).

The number of full-time enrolments at Ulster University campuses based in NI (therefore not including UU Birmingham or London) decreased by 3.0%, from 16,875 in 2017/18 to 16,360 in 2018/19, whereas part-time enrolments based in NI increased by 19.1%, from 6,400 to 7,620 (Table 13d).

Between 2017/18 and 2018/19, ‘first degree’ enrolments at Ulster University (all campuses) showed a decrease of 1.1% (from 17,315 to 17,120), while ‘other undergraduate’ enrolments increased by 14.5% (from 1,055 to 1,205) and ‘postgraduate’ enrolments increased by 16.0% (from 5,350 to 6,205) (Table 13e).

Open University

Enrolments at the Open University (where the national centre is located in NI) increased by 5.6% between 2017/18 and 2018/19, from 3,735 to 3,945. All OU enrolments were part-time (Table 13d).

‘First degree’ enrolments increased by 8.6% (from 2,930 to 3,185) between 2017/18 and 2018/19, while ‘other undergraduate’ enrolments decreased by 7.1% (from 635 to 590) and ‘postgraduate’ enrolments remained largely unchanged (from 170 to 175) (Table 13e).

Stranmillis University College

There was a slight increase (1.2%) in the number of students enrolled at Stranmillis University College, from 1,520 in 2017/18 to 1,535 in 2018/19. Full-time enrolments increased by 2.2% (from 1,095 to 1,120), whereas there was little change in part-time enrolments (from 420 to 415) (Table 13d).

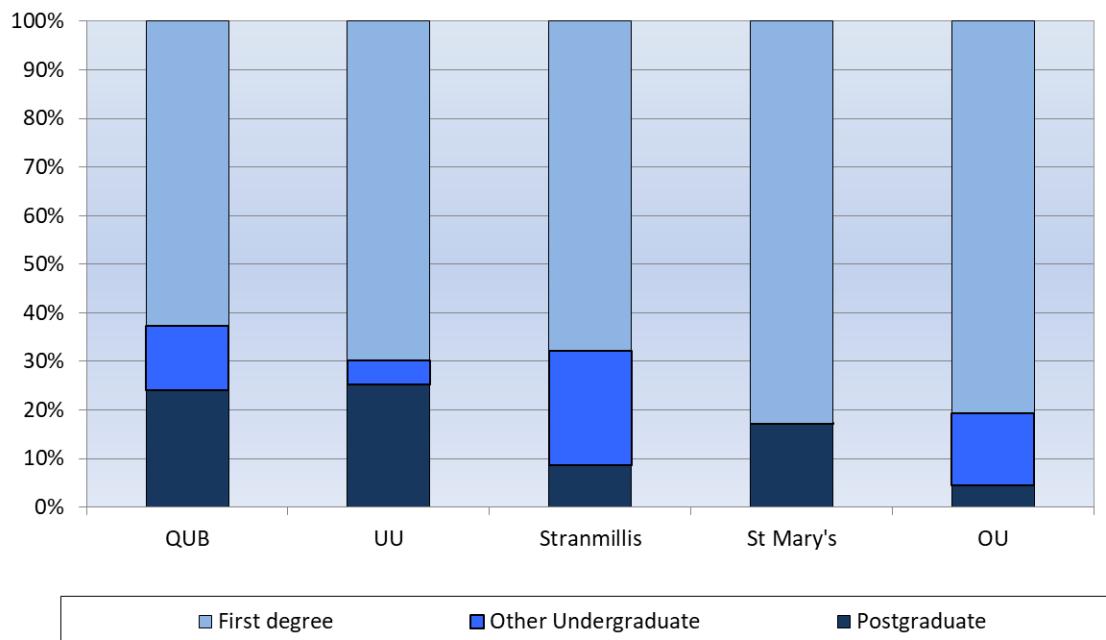
‘First degree’ enrolments increased by 10 (from 1,030 to 1,040) over this period and ‘other undergraduate’ enrolments increased by 10 (from 350 to 360), with no change in ‘postgraduate’ enrolments (135) (Table 13e).

St Mary’s University College

Enrolments at St Mary’s University College increased by 4.5% (from 1,000 to 1,045) between 2017/18 and 2018/19. Full-time enrolments increased by 10 (from 875 to 885), while part-time enrolments increased by around 30 (from 130 to 160) (Table 13d).

The overall increase can be mainly explained by a rise in ‘postgraduate’ enrolments (from 140 to 180) (Table 13e).

Figure 9 : Enrolments at NI HEIs by Institution and level of study - 2018/19



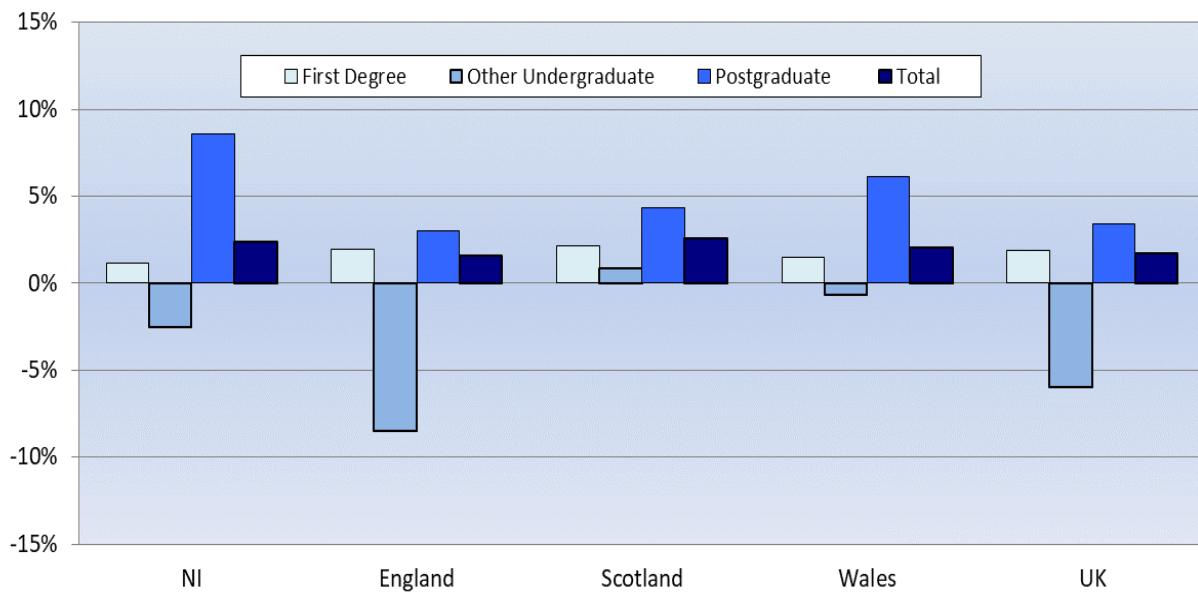
2.6 UK Comparison (Table 14, Chart 10)

In 2018/19, 2,383,970 students were enrolled at HEIs throughout the UK. In comparison with 2017/18, student numbers have increased by 1.7% (from 2,343,095) (Table 14a).

Over this period, all locations of the UK showed an increase in the number of total enrolments - Scottish HEIs by 2.6% (from 247,110 to 253,475), NI HEIs by 2.4% (from 54,460 to 55,755), Welsh HEIs by 2.0% (from 129,585 to 132,205) and English HEIs by 1.6% (from 1,911,940 to 1,942,535) (Table 14a).

Between 2017/18 and 2018/19, the number of ‘first degree’ enrolments increased at all UK locations, with an overall UK increase of 1.9% (from 1,621,725 to 1,652,675). The number of ‘other undergraduate’ enrolments decreased at all locations, except in Scotland, where there was a small increase of 0.9%, from 20,415 in 2017/18 to 20,590 in 2018/19. ‘Postgraduate’ enrolments rose between 2017/18 and 2018/19 in all locations, with increases ranging from 3.0% in England (from 468,060 to 482,000) to 8.6% in NI (from 11,650 to 12,655) (Table 14b, Figure 10).

Figure 10 : Percentage change in Enrolments at UK HEIs by level of study and location of institution - 2017/18 to 2018/19



Between 2017/18 and 2018/19, full-time enrolments at NI HEIs decreased by 0.2% (from 38,005 to 37,935), while those in English, Scottish and Welsh HEIs rose by 2.1% (from 1,520,950 to 1,552,500), 3.0% (from 189,960 to 195,705) and 1.5% (from 95,630 to 97,020) respectively (Table 14a).

Over the same period, the number of part-time enrolments decreased in England by 0.2%, from 390,990 to 390,035, but increased in all other locations; increasing by 8.3% in NI (from 16,455 to 17,820), 1.1% in Scotland (from 57,150 to 57,770) and 3.6% in Wales (from 33,955 to 35,185) (Table 14a).

NOTES

1. The statistics presented in this bulletin are based on data supplied by the Higher Education Statistics Agency (HESA). HESA is the official agency for the collection of information on publicly funded UK Higher Education Institutions (HEIs). It was set up in 1993 following the White Paper 'Higher Education: a new framework', which called for more coherence in HE statistics. HEIs include all publicly-funded universities. The HESA data presented in this bulletin relate to students at UK HEIs and, therefore, do not include HE enrolments at FE colleges in NI or GB, the College of Agriculture, Food and Rural Enterprise (CAFRE) or at institutions in the Republic of Ireland.
2. The Department for the Economy (DfE) also publishes information on HE enrolments at FE colleges in NI in its Further Education Activity statistical bulletin:
<https://www.economy-ni.gov.uk/articles/further-education-college-statistics>
3. Information on enrolments on HE courses at NI and GB FE colleges, CAFRE and RoI institutions is available via a separate statistical fact sheet, which is published on the Department's website:
<https://www.economy-ni.gov.uk/articles/higher-education-statistical-fact-sheets>
4. Further statistics on the Northern Ireland HE sector, including qualifications gained, graduate destinations and various higher education fact sheets can be downloaded from the Department's website:
<https://www.economy-ni.gov.uk/topics/statistics-and-economic-research/higher-education-statistics>
5. HESA releases separate publications providing information on HE Student Enrolments and Qualifications obtained at HEIs for the whole of the UK. A notable difference in the HESA publications and those released by DfE is that, from 2014/15, HESA uses revised data returns for the time series figures, whereas DfE does not. Consequently, historical figures for the number of enrolments and qualifications at UK HEIs published by DfE may differ from those in HESA's publications. Further information on this can be found in the '[Notes](#)' section of HESA's Student Statistics bulletin 2018/19.
6. **Change to HESA Methodology** - From 2013/14, HESA has changed the allocation of Open University (OU) students to England, Wales, Scotland and Northern Ireland. Previously, all OU enrolments and qualifications were counted as being within England, where the OU has its administrative centre. HESA has decided from its 2013/14 release onwards that enrolments and qualifications registered at one of the OU's national centres in Wales, Scotland and Northern Ireland will contribute to the totals of those countries where statistics are shown by country of provider. Please note that all non-UK domicile OU students and those who study at postgraduate research level are registered to the OU administrative centre in England.

A full public consultation of NI users of HEI statistics was undertaken by DfE (formerly DEL) in 2015 on this change to the method for allocating OU students, which showed full support. This new allocation method for OU was adopted for all NI HEI statistics publications going forward from 2014/15.

7. **Guidance on the production of HEI statistics** - Information on methods for collecting and analysing HEI data, the quality of HEI statistics, and links to the quality guidance used in managing the production of HEI statistics can be accessed on our statistics guidance page:

<https://www.economy-ni.gov.uk/articles/quality-higher-education-statistics>

8. **Uses made of HE statistics** - This bulletin is disseminated direct to approximately 50 users. In addition, it is published on the Department's website and can be accessed through a link on the UK National Statistics [GOV.UK](#) publication hub using a filter of 'higher education' as the policy area and 'Department for the Economy' as the department. Users include policy colleagues in DfE, academics, researchers, members of the public, the NI Assembly, other government departments and other interested parties and individuals.

The bulletin and further analysis of the data provide an evidence base that is used in a number of DfE policies, strategies and reviews. Some of the most recent examples are:

- DfE's Higher Education Strategy
- DfE's Widening Participation Strategy

Further details on these strategies are available from the DfE website:

<https://www.economy-ni.gov.uk/articles/higher-education-strategies-northern-ireland>

In addition, HE statistics are used within other NI departments and their agencies. Some of the most recent examples are:

- DoF - as a key indicator in the Education Domain of the Northern Ireland Multiple Deprivation Measure (NI MDM).
- DE – teacher demand model
- Invest NI – to quantify the supply of graduates for potential inward investment to NI

Around 100 HEI statistical enquiries per year are received by the Department from various sources. These include requests for further breakdowns of enrolments, qualifications and destinations data.

9. Departmental Targets

Statistics from this bulletin are used in the measurement of the following key commitment as set in the Department's Northern Ireland 'Higher Education Strategy - Graduating to Success':

<https://www.economy-ni.gov.uk/sites/default/files/publications/del/graduating-to-success-he-strategy-for-ni.pdf>

"Increase the proportion of Higher Education graduates qualifying in STEM subjects to 22%."

10. **Rounding Strategy** – DfE conforms to the HESA rounding strategy. Due to the provisions of the Data Protection Act (1998) and the Human Rights Act (1998), HESA (and therefore DfE) implements a strategy, in published and released tabulations,

designed to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest 5, and suppressing percentages and averages based on small populations.

A full list of the rounding strategy includes:

- 0, 1 and 2 are rounded to 0;
- all other numbers are rounded to the nearest multiple of 5;
- percentages based on fewer than 22.5 individuals are suppressed;
- averages based on fewer individuals are also suppressed;
- percentages and averages are based on unrounded figures;
- percentages are rounded to one decimal place;
- full-time equivalent (FTE) data are not rounded; and
- financial data are not rounded

Total figures are also subject to this rounding methodology; so the sum of numbers in each row or column may not match the total shown.

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DEFINITIONS

Higher Education

13. HE students for the purpose of HESA's data collection are those students on courses for which the level of instruction is above that of Level 3 of the Qualifications and Curriculum Authority (QCA) National Qualifications Framework (NQF) (for example, courses at the level of Certificate of HE and above).

Count of Students

14.The HESA Student Record contains information about individual enrolments which, because a student can be enrolled on more than one programme of study, will exceed the number of students.

15.HESA data are a count of enrolments across the entire academic year.

Academic year

16.The academic year runs from 1st August to 31st July.

First year students

17.First year students are based on the HESA standard registration population who commenced their instance in the reporting period relevant to the data collection year. The term 'instance' is used to describe a student's engagement with the institution aiming towards the award of a qualification(s) or credit.

Domicile

18.Domicile refers to a student's permanent place of residence prior to enrolment on a course.

19.Student enrolments recorded with domicile UK region unknown, Channel Islands and Isle of Man are included in the GB category for the purposes of this statistical bulletin.

Level of course

20.Level of study

- I. *Postgraduate* programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education (PGCE) and professional qualifications) and usually require that entrants are already qualified to degree level (that is, already qualified at Level 6 of the QCA NQF).
 - Higher degree (research) includes doctorate and master's degrees studied primarily through research
 - Higher degree (taught) includes doctorate and master's degrees not studied primarily through research, and postgraduate bachelor's degrees at level M
 - Other postgraduate includes postgraduate diplomas, certificates and professional qualifications, PGCE at Level M, institutional postgraduate credits and no formal postgraduate qualifications.
- II. *First degrees* include: first degrees with or without eligibility to register to practice with a health or social care or veterinary statutory regulatory body; first degrees with Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC); enhanced first degrees; first degrees obtained concurrently with a diploma; and intercalated first degrees.

- III. *Foundation degrees* are vocational higher education qualifications and are at Level 5 of the QCA NQF. Foundation degrees offered by QUB and Stranmillis are part of a validated collaborative arrangement with Further Education Colleges in NI, whereby the university judges that a programme developed and delivered by another institution is of an appropriate quality and standard to lead to an award by that university.
- IV. *Other undergraduate* includes qualification aims equivalent to and below first degree level, such as: Professional Graduate Certificate in Education; foundation degrees; diplomas in HE with eligibility to register to practice with a Health or Social Care or veterinary statutory regulatory body; Higher National Diploma (HND); Higher National Certificate (HNC); Diploma of Higher Education (DipHE); Certificate of Higher Education (CertHE); foundation courses at HE level; NVQ/SVQ Levels 4 and 5; post-degree diplomas and certificates at undergraduate level; professional qualifications at undergraduate level; other undergraduate diplomas and certificates including post registration health and social care courses; other formal HE qualifications of less than degree standard; institutional undergraduate credit; and no formal undergraduate qualifications.

Mode of study

21. Mode of attendance distinguishes students studying full-time or part-time:

- I. *Full-time* students are those normally required to attend an Institution for periods amounting to at least 24 weeks within the year of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time, students are normally expected to undertake periods of study, tuition or work experience, which amount to an average of at least 21 hours per week.
- II. *Part-time* students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

Age

22. Age is as at 31st August within the relevant academic year.

STEM – Science, Technology, Engineering and Maths Enrolments

23. Broad STEM includes the following subject areas: Medicine and Dentistry; Subjects allied to Medicine; Biological Sciences; Veterinary Sciences; Agriculture and related subjects; Physical Sciences; Mathematical Sciences; Computer Science; Engineering and Technology; and Architecture, Building and Planning.

Narrow STEM is a subset of Broad STEM and includes the following subject areas: Biological Sciences; Physical Sciences; Mathematical Sciences; Computer Science; and Engineering and Technology.

Multiple Deprivation Measure (MDM)

24. The analysis presented in section 1.4 utilises five groups (quintiles) of Super Output Areas (SOAs) across Northern Ireland. These five groups are determined based on level of deprivation using the NIMDM.

SOAs ranked 1 to 178 are the most deprived quintile relative to all other SOAs. Those ranked 713 to 890 are the most affluent relative to all other SOAs. SOA is determined using the postcode provided on the enrolment record.

NIMDM 2017 is a weighted combination of the seven domains of deprivation. The Income and Employment Deprivation domains combined account for nearly 50% of the MDM. The Health and Disability Domain, and Education Skills and Training Domain combined account for a further 30%, and the remainder is made up of the Access to Services, Living Environment and Crime and Disorder Domains.

For further details on deprivation measurement in Northern Ireland, please follow this link: <https://www.nisra.gov.uk/statistics/deprivation/northern-ireland-multiple-deprivation-measure-2017-nimdm2017>

**Media enquiries should be made to the Department's Press Office:
Tel: (028) 9052 9604, Email: pressoffice@economy-ni.gov.uk**

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