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

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

A first report

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Distinction and Diversity  
in Higher Education



# Preface

This is the first in what is intended to be a regular series of short publications. It will enable the effects of the new variable fees arrangements for UK and EU domiciled full-time undergraduates attending Higher Education Funding Council for England (HEFCE) funded higher education institutions (HEIs) in England to be monitored.

It brings together a range of information from publicly accessible sources<sup>1</sup> 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. The report's purpose is to provide a baseline for considering the effects of the changes introduced in England in the autumn of 2006.

Although it is primarily concerned with full-time undergraduate students, it also seeks to provide a baseline for measuring any impact of the changes to full-time undergraduate fees on the 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.

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<sup>1</sup> Unless otherwise identified, the data analysed in this report is derived from five sources:

- The Universities and Colleges Admissions Service (UCAS), for applications/acceptances for full-time undergraduate courses.
- The Higher Education Statistics Agency (HESA), for student enrolment and financial data about HE institutions.
- The Government Actuary's Department (GAD), for population estimates.
- The Office for Fair Access (OFFA) for Access Agreements, bursaries, etc.
- The institutions which provide higher education courses, and which publish information through their websites.

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# Executive summary

The data presented in this report allow some preliminary reflections on the impact of the implementation of the variable fees policy:

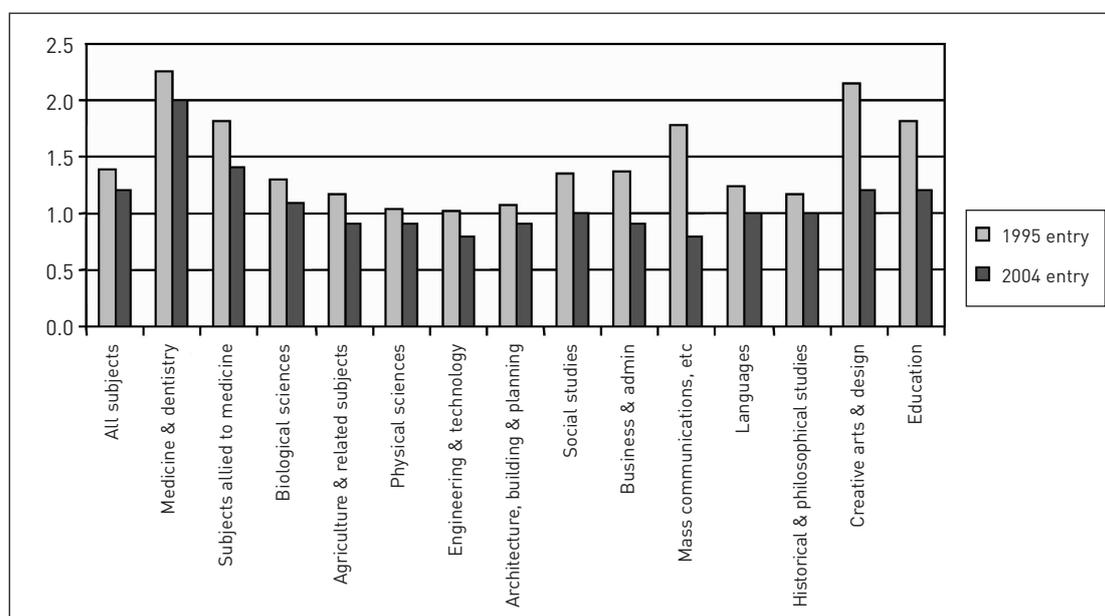
- As would be expected with the implementation of any policy change with significant financial implications for individuals the level of applications in both 2005 and 2006 as measured by UCAS has been significantly distorted. In 2005 there was an above trend increase in applicants where some applicants brought forward their applications. For 2006 entry the level of applicants has fallen modestly. However, across the two years 2005 and 2006 institutions have experienced a median increase of 10 per cent in the level of applicants compared to 2004. Furthermore, the ratio of applicants to the size of the 17-year-old population was higher in 2006 than in 2004 although it fell slightly between 2005 and 2006.
- Between 2002 and 2005 the proportion of acceptances through UCAS from minority ethnic groups and from the lower socio-economic groups was quite stable. There was a very modest increase in the proportion from minority ethnic and mixed groups and a similarly modest increase in the proportion from the two lowest socio-economic groups.
- Full-time UK domiciled undergraduate enrolments rose by 0.3% between 2003/04 and 2004/05. It will be of particular interest to see how far the strong increase in applicants for entry in 2005 was matched by increased first-year full-time undergraduate enrolments in 2005/06 when the figures become available.
- Part-time undergraduate enrolments fell between 2003/04 and 2004/05 with a fall of over 5 per cent in those entering part-time first degree programmes. This data is consistent with what sample institutions have reported in the Universities UK study of part-time provision and probably reflects the increased proportion of the 18-21-year-old age group entering higher education over the last 15 years. Any increase in part-time undergraduate demand would require investigation to see whether or not it was related to introduction of variable fees.
- There was a wide variation in the change in first-year enrolments by subject area between 2003/04 and 2004/05 with significant falls in computer science and business studies. Enrolments in creative arts and design and in social work and professional areas such as nursing, teaching and social work all showed significant increases.
- Although the vast majority of institutions have decided to charge the maximum tuition fee of £3,000 for all or most of their full-time undergraduate programmes for new entrants from 2006/07, there is a wide variation in the bursary and scholarship schemes that institutions are establishing. The variation is in both the minimum level of bursary provided for the poorest students, the availability of bursary support for others from low-income backgrounds receiving less than the maximum level of state funding and the range of family incomes for which support is available.

- There is no evidence of a correlation in the change in the level of applications for full-time undergraduate places by institution and the relative generosity of their proposed student support arrangements. Indeed some of those offering the most generous support have seen substantial falls in the number of applications between 2005 and 2006.
- The analysis of present levels of fee income from full-time undergraduate fees by institution makes clear that the importance of this income in terms of its contribution to total institutional income varies very considerably by institution. Some institutions are a lot less dependent on this income than others. While they are less vulnerable to any major change in undergraduate enrolments they will also have a relatively smaller increase in income from the higher fees.

# A: The demand for higher education

- 1 A major purpose of this publication and its intended successors 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 issue is that the balance between supply and demand has narrowed substantially during the period from 1995-2004. So, for example, while the number of applicants for full-time undergraduate places through the UCAS system<sup>2</sup> 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 2004 entry.

**Figure 1: Ratio of UK-domiciled applicants to acceptances through UCAS, 1995 and 2004**



Source: *Patterns of Higher Education Institutions in the United Kingdom*, Sixth Report, Universities UK, 2006

- 3 While it must be recognised that there have been some changes in the definition of subject areas over this ten-year period from 1994, it is nonetheless the case that:

In every comparable subject area, the ratio of applicants to acceptances has diminished (overall from 1.4:1 to 1.2:1).

<sup>2</sup> 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](http://www.ucas.ac.uk).

The sharpest reductions in the ratios of applicants to acceptances have been in three subject areas – mass communication 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.

The ratio 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.

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 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.

- 4 The data underlying this analysis is contained in Annex 1.
- 5 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.
- 6 The second contextual issue is related, but slightly different. The demand for higher education depends partly upon the number of individuals within the population (and we are concerned particularly with the population of the UK here) who might benefit from higher education. This is dependent to a considerable extent on the output of qualified leavers from secondary education.
- 7 The third issue is that while the UCAS system provides an enormous amount of valuable information about applicants there is a significant minority which falls 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 15 per cent of full-time undergraduate entrants. Analysis reported elsewhere<sup>3</sup> 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).

They include a significantly higher proportion of minority ethnic groups than the undergraduate population as a whole.

They are, on average, older than UCAS entrants.

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<sup>3</sup> Ramsden, B. (2005) *DfES Research report 676*. Department for Education and Skills, London.

## Applications to full-time courses through UCAS

- 8 UCAS publishes an extensive range of statistics which enable us to set out a baseline for subsequent analysis of the demand for full-time undergraduate education.
- 9 In the following paragraphs, we set out the relevant information in respect of three baseline years, corresponding with entry to HE in 2004, 2005 and 2006 respectively. We have deliberately chosen to present three years' data in order to address the issue of the extent to which individuals in a position to do so may have brought forward their year of entry to higher education from 2006 to 2005 to avoid the new variable fees .
- 10 In overall terms 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. It should be noted, while 15 January is an important deadline within the applications cycle, many applications are received after that deadline: in 2005, 138,000 were received after 15 January. It is to be expected that, at times of comparative turbulence in the higher education system, the number of late applications may increase.
- 11 The applications by domicile are summarised in the following table.

**Table 1: Applicants for full-time undergraduate study through UCAS by source, 2004, 2005 and 2006, as at 15 January**

Year	England	Wales	Scotland	Northern Ireland	Rep. of Ireland	Other EU	International	Total
2006	271,663	16,123	26,804	15,930	5,062	13,996	22,105	371,683
2005	284,359	15,798	27,404	16,075	5,612	12,280	23,096	384,624
2004	259,198	14,666	26,522	15,173	5,368	7,856	24,388	353,171
% change 2005 to 2006	-4.50%	2.10%	-2.20%	-0.90%	-9.80%	14.00%	-4.30%	-3.40%
% change 2004 to 2006	4.81%	9.93%	1.06%	4.99%	-5.70%	78.16%	-9.36%	5.24%

- 12 Table 1 indicates that UK applicant numbers reduced between 2005 and 2006, after a marked increase between 2004 and 2005. However absolute numbers of applicants are less meaningful than figures adjusted by the overall population, and therefore it is important to note that UK-domiciled applicants were at the rate of 404 per 1,000 of the population aged 17 in 2004. This figure rose to 429 per 1,000 in 2005 and slipped back only slightly to 420 per 1,000 in 2006, as the population aged 17 declined.

13 The raw data is shown in the following table:

**Table 2: Relationship between applicants and the 17-year-old population**

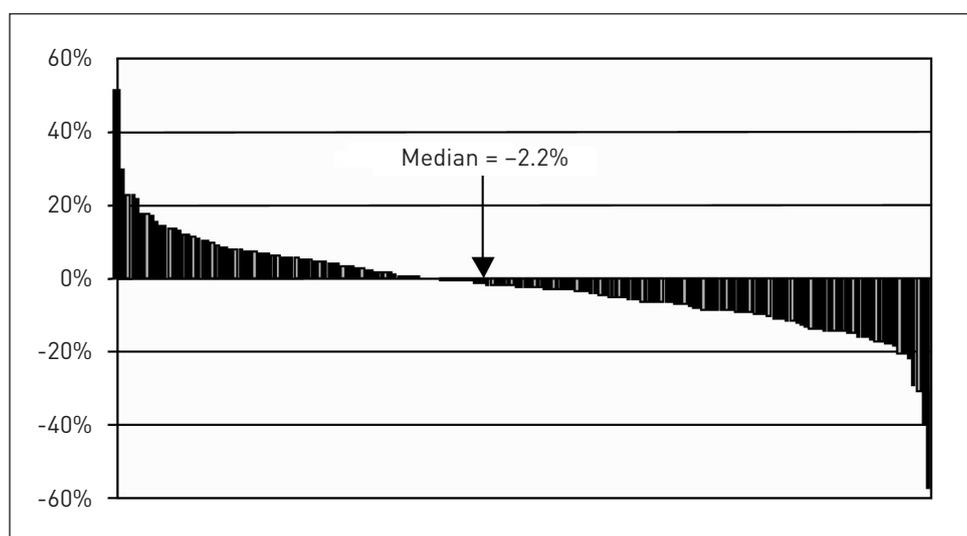
	2004	2005	2006
Population of England, age 17	781,180	800,752	787,608
UCAS applicants to HE	315,559	343,636	330,520
Ratio	2.48	2.33	2.38
UCAS applicants per thousand of the population aged 17	404	429	420

14 It should be noted that the marked increase in EU applicants in 2005 is significantly influenced by the accession of new members of the EU: there is a partially compensatory reduction in non-EU applicants.

15 We have noted that, at 15 January 2006, overall applicants through UCAS to full-time study reduced by 3.4 per cent as compared with 2005.

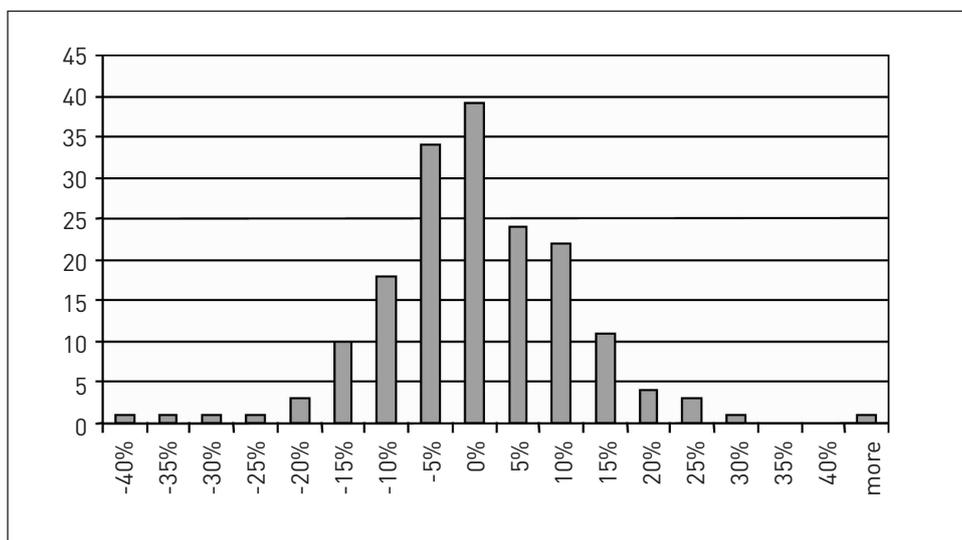
The following figure shows the spread of change in applications (rather than applicants) for full-time undergraduate courses by institutions which had at least 300 applications for entry in 2006).

**Figure 2: Percentage change in number of applications to full-time degree courses through UCAS, 2005 to 2006 entry (January application figures)**



16 The figure demonstrates that most institutions experienced a reduction in the number of applications to full-time courses in 2006. The frequency distribution of the changes, by institution can be seen in the following histogram.

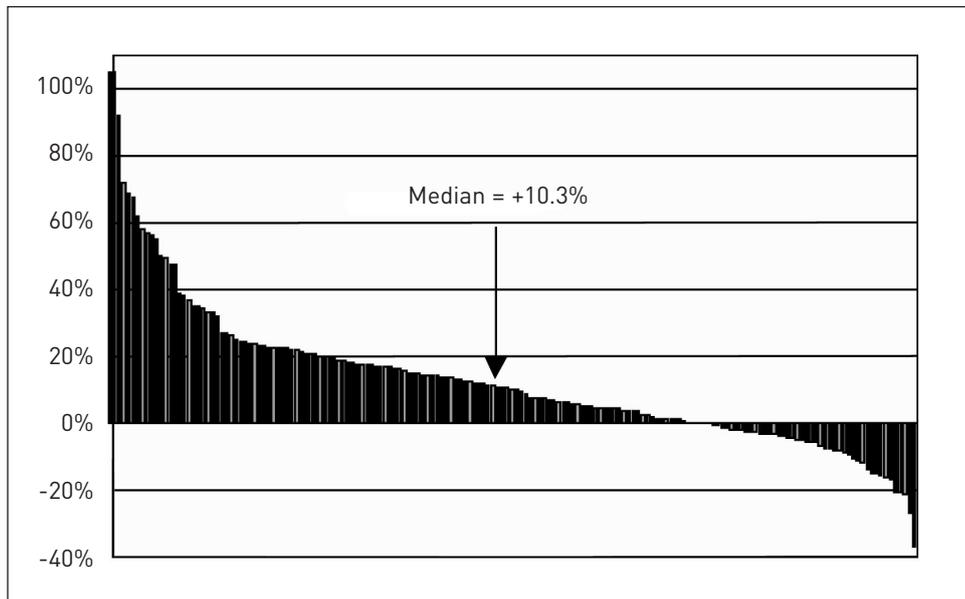
**Figure 3: Histogram showing frequency distribution of percentage change in applications to full-time degree courses, by institution, through UCAS, 2005 to 2006 entry (January application figures) (5 per cent intervals)**



17 The apparent differential in the change in demand is noteworthy with a substantial proportion of institutions experiencing a fall in applications of between 10 and 20 per cent and a few institutions experiencing a significantly larger fall. It does not appear that this variation in demand for individual institutions reflects the generosity of the approach adopted to fees and bursaries (considered further below). Equally plausible factors that may help to explain some of the differential changes are variations in demand for different subject areas (examined in more detail below) and longer term changes in the popularity of different institutions.

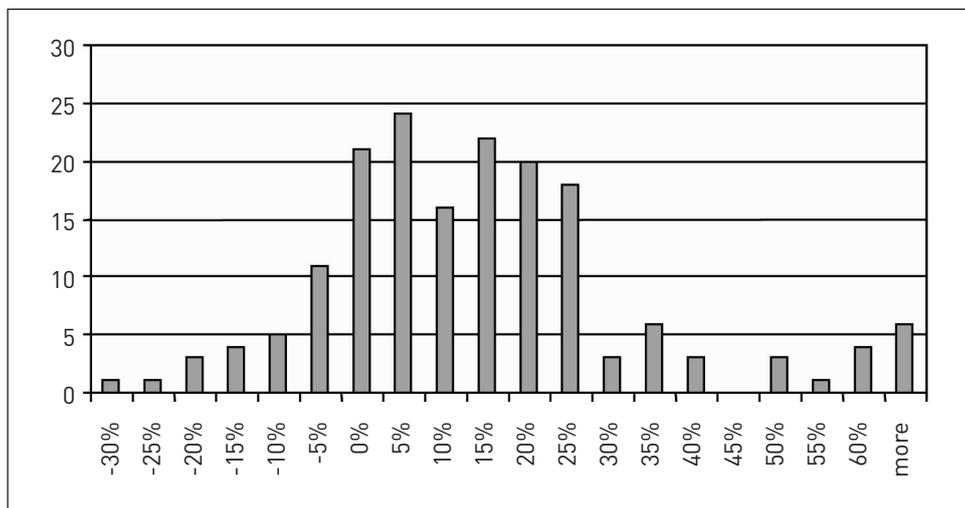
18 However, these falls have to be seen in the context of the significant increase in applications between 2004 and 2005, which has been noted above. The following chart shows the institutional spread of the percentage change in full-time applications between 2004 and 2006.

**Figure 4: Percentage change in number of applications to full-time degree courses, through UCAS, 2004 to 2006 entry (January application figures) (5 per cent intervals)**



19 Again, the frequency distribution is presented in the following histogram:

**Figure 5: Histogram showing frequency distribution of percentage change in applications to full-time degree courses, by institution, through UCAS, 2004 to 2006 entry (January application figures) (5 per cent intervals)**



- 20 It will be seen that most institutions have seen an increase in the number of applications over this two-year period.
- 21 However, detailed examination of the figures shows that a small number of universities experienced either a sharp fall in demand in both 2005 and 2006 (compared to 2004) or a very small rise in 2005, followed by a substantial fall in 2005-06. A plausible explanation for this finding is that these universities are no longer perceived as attractive as they once were. There are also some interesting regional variations with most of the institutions in London experiencing substantial growth over the two-year period from 2004 to 2006 while applications to universities in the East Midlands have fallen quite sharply over the same period.
- 22 The detailed data concerning applications by region is given in Annex 3.

# B: Widening participation

- 23 The UCAS database also includes data of particular relevance to the possible impact of variable full-time undergraduate fees on widening participation. This includes data on ethnicity, socio-economic grouping and age.
- 24 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.
- 25 Since the share of accepted applicants from different ethnic, socio-economic and age groups tends to change only slowly over time we present below data for each of the last four years. This should provide a better indication of the significance of any observed change than simply comparing the characteristics of 2006 acceptances with those of 2005.
- 26 Within each of these selected student characteristics there is a percentage of 'unknowns'. In presenting the data we have chosen to exclude 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 the information.
- 27 Table 3 below shows the distribution of acceptances onto full-time undergraduate programmes through UCAS for the years 2002 to 2005.

**Table 3: Acceptances of English applicants for full-time undergraduate places by ethnic origin 2002 to 2005**

Ethnic origin	2002		2003		2004		2005	
	Number	% of Total (1)	Number	% of Total (1)	Number	% of Total (1)	Number	% of Total (1)
Asian Bangladeshi	2,369	0.9	2,460	1.0	2,715	1.0	2,794	1.0
Asian Chinese	2,849	1.1	2,881	1.1	3,031	1.2	2,998	1.0
Asian Indian	13,544	5.4	13,685	5.4	13,413	5.2	14,001	4.9
Asian Other	3,478	1.4	3,491	1.4	3,371	1.3	3,899	1.4
Asian Pakistani	7,564	3.0	7,832	3.1	7,999	3.1	8,390	2.9
Black African	6,276	2.5	7,616	3.0	8,201	3.2	10,163	3.6
Black Caribbean	3,457	1.4	3,631	1.4	3,752	1.5	4,400	1.5
Black Other	790	0.3	916	0.4	870	0.3	1,083	0.4
Mixed Other	1,780	0.7	1,992	0.8	2,279	0.9	2,869	1.0
Mixed White and Asian	2,108	0.8	2,251	0.9	2,307	0.9	2,865	1.0
Mixed White and Black African	608	0.2	649	0.3	716	0.3	862	0.3
Mixed White and Black Caribbean	1,214	0.5	1,353	0.5	1,633	0.6	2,011	0.7
Other	1,986	0.8	2,130	1.0	2,645	1.0	3,418	1.2
White	203,048	80.9	204,590	80.1	205,651	79.5	226,300	79.1
Total (2)	251,081		255,477		258,583		286,053	
Unknown	24,502	8.9(4)	21,453	7.7(4)	18,496	6.7(4)	15,745	5.2(4)
<b>Total (3)</b>	<b>275,583</b>		<b>276,930</b>		<b>277,079</b>		<b>301798</b>	
(1) Percentage of total excluding unknowns								
(2) Excluding unknowns								
(3) Including unknowns								
(4) Percentage of total including unknowns								

28 The biggest shift has been in the drop in the percentages of unknowns over this period and this may have increased reporting by individuals whose ethnic origin is other than white and this is supported by the fall in the percentage of white students across the period from 81 to 79 per cent. However the increased numbers of acceptances of applicants of black Caribbean origin and especially of black African origin are noteworthy as is the steady fall in the proportion of Asian Indian acceptances. Overall, however, the pattern of recruitment by ethnic origin has been quite stable.

29 Table 4 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 2002 to 2005**

	2002		2003		2004		2005	
	Number	% of Total (1)						
Higher managerial and professional occupations	52,509	23.4	50,614	22.9	50,866	22.8	51,094	22.0
Lower managerial and professional occupations	69,544	30.9	69,251	31.3	70,497	31.6	73,268	31.5
Intermediate occupations	34,850	15.5	33,465	15.1	33,517	15.0	35,001	15.1
Small employer and own account workers	15,784	7.0	15,714	7.1	15,683	7.0	16,550	7.1
Lower supervisory and technical occupations	10,316	4.6	10,783	4.9	10,507	4.7	10,958	4.7
Semi-routine occupations	28,863	12.8	29,279	13.2	29,528	13.2	32,556	14.0
Routine occupations	12,860	5.7	12,308	5.6	12,305	5.5	13,088	5.6
Total (2)	224,726		221,414		222,903		232,515	
Unknowns	50,857	18.4(4)	55,516	20.0(4)	54,176	19.6(4)	69,283	23.0(4)
<b>Total (3)</b>	<b>275,583</b>		<b>276,930</b>		<b>277,079</b>		<b>301,798</b>	
(1) Percentage of total excluding unknowns								
(2) Excluding unknowns								
(3) Including unknowns								
(4) Percentage of total including unknowns								

30 Table 4 illustrates that the proportions of accepted English applicants from the different socio-economic groups has also been largely stable. There has been a continuing fall in the proportion of accepted applicants from the highest socio-economic group matched by a significant increase in the proportions from those from families in lower managerial and professional occupations and from families in semi-routine occupations. However, overall there was a decline in the proportion from the two highest socio-economic groups from 54.3 to 53.5 per cent of total acceptances of English applicants with a corresponding increase from 18.5 to 19.6 per cent of accepted applicants from the two lowest socio-economic groups. The substantial increase in unknowns in the 2005 cohort is also noteworthy, but it is not clear how this might have arisen or what the implications might be.

31 Table 5, below, provides the corresponding breakdown of acceptances of English applicants for full-time undergraduate places, by age range, from 2002 to 2005.

**Table 5: Acceptances of English applicants for full-time undergraduate places by age range 2002 to 2005**

Age range	2002		2003		2004		2005	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
20 and under	219,617	79.7	220,527	79.6	222,357	80.3	242,834	80.5
21 to 24	27,643	10.0	27,458	9.9	26,543	9.6	28,367	9.4
25-39	22,550	8.2	22,908	8.3	22,306	8.1	23,971	7.9
40 and over	5,773	2.1	6,037	2.2	5,873	2.1	6,626	2.2
<b>Total</b>	<b>275,583</b>	<b>100</b>	<b>276,930</b>	<b>100</b>	<b>277,079</b>	<b>100.1</b>	<b>301,798</b>	<b>100</b>

32 Table 5 also demonstrates a high degree of stability in the pattern of acceptances of English applicants by age range, with a modest increase in the proportion of the youngest applicants at the expense of older entrants between 20 and 40.

33 These tables suggest that it should be noticeable over a period of two or three years whether the introduction of variable fees has had a significant impact on the main indicators of widening participation in undergraduate higher education.

# C: Enrolments in higher education institutions

- 34 HESA records the actual enrolments of students in HEIs. For this analysis only first-year students are considered, since they provide the most up-to-date information about participation in higher education.
- 35 In this initial baseline report, we present data about the actual enrolments in two consecutive years, 2003/04 and 2004/05, since we are conscious that enrolments in the more recent of those two years could be influenced by the knowledge of the imminent introduction of variable fees.
- 36 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 throughout the United Kingdom, and this is summarised for 2003/04 and 2004/05 in the following tables.

**Table 6: All first-year undergraduate students in UK HE 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 HE 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

37 Tables 6 and 7 together show that:

- The total number of new entrants onto full-time undergraduate programmes rose by 0.5 per cent between 2003/04 and 2004/05 with the numbers of UK domiciled entrants increasing by 0.3 per cent.
- Full-time undergraduate entrants from the rest of the EU rose by 19 per cent between 2003/04 and 2004/05 reflecting the impact of the demand from students from the new EU accession states.
- Full-time undergraduate entrants from outside the EU fell by 5.8 per cent between 2003/04 and 2004/05.
- First-year part-time undergraduate enrolments fell by 0.5 per cent between 2003/04 and 2004/05. The fall in the number of first-year students studying a first degree part-time was closer to 5 per cent. This finding is consistent with what individual institutions in the sample of institutions selected for the Universities UK/Guild HE study of part-time provision<sup>4</sup> have told us about their experience of demand for part-time undergraduate study.

38 Any changes to the balance of first-year full-time and first-year part-time undergraduate enrolments between 2006 to 2009 may provide an indication of the relative importance of the financial factors influencing the decision about how to study. Is the amount of debt incurred with deferred fee payments in full-time study the main factor or is it the level of fee paid up front (as it will continue to be for part-time undergraduates)?

## Full-time undergraduate students

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

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<sup>4</sup> Boorman, S., Brown, N., Payne, P., and Ramsden, R., (Nigel Brown Associates) (2006) *Part-time students and part-time study in higher education in the UK. Strand 2: a survey of the issues facing institutions*, Universities UK, London.

**Table 8: First-year full-time UK-domiciled<sup>5</sup> undergraduate students by country of domicile and country of institution, 2003/04**

Country of domicile	Country of institution				Total
	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
<b>Total</b>	<b>300,705</b>	<b>22,240</b>	<b>38,265</b>	<b>9,650</b>	<b>370,860</b>

40 These enrolment figures are represented as percentages of total enrolments in the following table.

**Table 9: First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2003/04 – percentages by country**

Student domicile	Country of institution				Total
	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%
<b>Total</b>	<b>81.1%</b>	<b>6.0%</b>	<b>10.3%</b>	<b>2.6%</b>	<b>100.0%</b>

41 The same data for 2004/05 is presented in the following charts.

**Table 10: First-year full-time UK-domiciled<sup>6</sup> undergraduate students by country of domicile and country of institution, 2004/05**

Country of domicile	Country of institution				Total
	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
<b>Total</b>	<b>304,410</b>	<b>21,435</b>	<b>36,595</b>	<b>9,835</b>	<b>372,275</b>

<sup>5</sup> Excluding UK unknown, the Channel Islands and the Isle of Man.

<sup>6</sup> Excluding UK unknown, the Channel Islands and the Isle of Man.

**Table 11: First-year full-time UK-domiciled undergraduate students by country of domicile and country of institution, 2004/05 – percentages by country**

Country of domicile	Country of institution				Total
	England	Wales	Scotland	Northern Ireland	
England	95.72%	2.97%	1.28%	0.03%	100.00%
Wales	33.46%	65.84%	0.65%	0.03%	100.00%
Scotland	5.67%	0.18%	94.11%	0.06%	100.00%
Northern Ireland	19.25%	0.66%	9.02%	71.07%	100.00%
<b>Total</b>	<b>81.77%</b>	<b>5.76%</b>	<b>9.83%</b>	<b>2.64%</b>	<b>100.00%</b>

42 These figures illustrate the significant cross-border flows of full-time undergraduate students between the different countries of the UK. The flows between England and Wales are especially significant since the introduction of variable fees in Welsh HEIs will take place in the academic year 2007/08, a year later than in England. Students enrolling in 2006 as full-time undergraduates at Welsh HEIs, whatever their domicile will incur significantly lower levels of debt than if they had enrolled in English HEIs. This goes some way to explaining the growth in applications for Welsh HEIs in 2006 over 2005 shown in Figure 2 above. However, from 2007 the fee arrangements in Welsh HEIs will be broadly similar to that in English HEIs with one important exception that all Welsh domiciled students enrolling at Welsh HEIs will be eligible for a fee remission grant of £1500. This may serve to reduce the flow of Welsh domiciled undergraduates to English HEIs.

### **Full-time undergraduate students, analysed by subject of study**

43 This section provides an analysis of new full-time undergraduate students by principal subject of study for 2003/04 and 2004/05. We present this data at two levels: the summary data by broad subject area (apart from the 'combined' subject group) is within the following table, and the more detailed data at principal subject level is contained in Annex 2.

**Table 12: First-year student enrolments by subject area, 2003/04 and 2004/05**

	2003/04	2004/05	% change 2003/04 to 2004/05
Medicine and dentistry	8,275	8,615	4.10%
Subjects allied to medicine	49,175	51,595	4.90%
Biological sciences	34,035	34,405	1.10%
Veterinary science	705	740	5.00%
Agriculture and related subjects	3,765	3,705	-1.60%
Physical sciences	15,225	14,880	-2.30%
Mathematical sciences	5,600	6,010	7.30%
Computer science	25,600	21,545	-15.80%
Engineering and technology	20,840	20,700	-0.70%
Architecture, building & planning	7,440	7,855	5.60%
Social studies	32,980	33,770	2.40%
Law	16,090	16,680	3.70%
Business and administrative studies	45,310	43,950	-3.00%
Mass communications and documentation	11,855	11,895	0.30%
Languages	22,345	22,115	-1.00%
Historical & philosophical studies	16,755	16,010	-4.40%
Creative arts & design	39,035	41,720	6.90%
Education	14,010	15,270	9.00%

44 Although enrolment figures are bound to go up and down from year to year at the level of individual subject codes (which were introduced by HESA in 2002/03), there are some changes that can be related back to longer term trends. In particular:

- The significant decline in computer science enrolments reflecting the drying up of jobs (now reversed) in IT at the start of the 21st century.
- The smaller but significant decline in enrolments to business and administrative studies, which has been the second largest subject group after subjects allied to medicine
- Continuing falls in enrolments to the core physical sciences of physics and chemistry.
- The stabilisation of engineering numbers overall but with significant shifts between different types of engineering especially away from electrical and electronic engineering towards civil and mechanical engineering.
- Continuing growth in professional subjects – medicine, nursing and other subjects allied to medicine, architecture, social work, and education.
- Buoyant enrolments in most of the disciplines within creative arts and design.

- 45 In order to try to isolate any effects that the new fee and student support régime may have on subject choices, we shall focus on future first-year enrolments. We will examine – as much as changes in subject definitions and general volatility at subject code level allow – how far any longer term trends may have been affected by the introduction of fees.

## Higher education enrolments in further education colleges in England

- 46 Although further education colleges are an important part of the national higher education provision in England, the separate collection of data from these institutions by the Learning and Skills Council makes it difficult to establish a baseline of enrolment data on a common basis with that available from HESA for HEIs. Part of this difficulty stems from the potential double counting of students on programmes franchised out to further education colleges from HEIs, because these students already count as part of the HEI's total enrolments. Similarly the access agreements for further education colleges approved by Office for Fair Access (OFFA) do not always distinguish between directly and indirectly funded students.
- 47 HEFCE includes within its annual publication *Public resources for teaching and student numbers in HEFCE funded institutions*<sup>7</sup> details of the directly funded student numbers in further education colleges. The data for 2003/04 and 2004/05 is summarised in Table 13 below.

**Table 13: HEFCE funded undergraduate places (full-time equivalent) in further education colleges 2003/04 and 2004/05**

Year	Full-time	Part-time
2003/04	24,360	14,545
2004/05	23,057	12,269
Percentage change	-5%	-16%

- 48 This shows a reduction of more than 5 per cent in the HEFCE funded full-time undergraduate places between 2003/04 and 2004/05 with a larger fall in part-time funded numbers.

<sup>7</sup> HEFCE Circular 2004/41 and 2005/44 available at [www.hefce.ac.uk](http://www.hefce.ac.uk).

# D: Fees and bursaries

## Full-time undergraduate fees for home and EU students

- 49 Almost all higher education institutions have charged new full-time undergraduate students the maximum fee of £3,000 per annum in the academic year 2006/07 and assume that it will be adjusted for inflation in subsequent years.
- 50 Exceptions generally relate to particular kinds and levels of programmes, including year zero/foundation year access programmes, higher national diplomas (HNDs), foundation degrees, some programmes based in partner institutions, PGCEs (Postgraduate Certificate of Education), and study years out in sandwich and similar programmes. In many of these cases the fee has been set at the current standard rate of £1,200 or at half the maximum fee of £1,500. The range of fees set for years out is much more varied and in some cases the fee will be waived entirely
- 51 Exceptions to this pattern at institutional level include:
- The University of Greenwich charged £2,500 per annum for its undergraduate degree programmes, with the exception of a programme offered jointly with another university and £1,500 for its HND programmes.
  - The University of Northampton charged £2,500 for degree programmes and £1,200 for HND and foundation degree programmes.
  - Leeds Metropolitan University has limited its full-time undergraduate student fees to £2,000.
  - Thames Valley University charged a fee of £2,700.
  - The College of St Mark and St John, Plymouth has charged fees of either £2,200 or £2,700, depending on the HEFCE price band of the course in question.
  - Trinity and All Saints College, Leeds has set a fee of £2,250 for 2006 entrants.
  - Writtle College, Essex is charging £2,700 for bachelor's degree programmes and £2,500 for foundation degree programmes.
  - York St John University is charging a 'maximum fee' of £2,500.
- 52 In a small number of instances, institutions have indicated in their access agreements that they may in practice reduce the fee below the £3,000 quoted, in the light of experience during the admissions process.

- 53 Of the 43 further education colleges which provide full-time undergraduate programmes and have access agreements with OFFA, nearly two-thirds have charged £3,000, although in some cases with exceptions for certain programmes. Five of the further education colleges had plans to charge fees between £2,500 and £3,000 and the remaining ten institutions fees below £2,500.

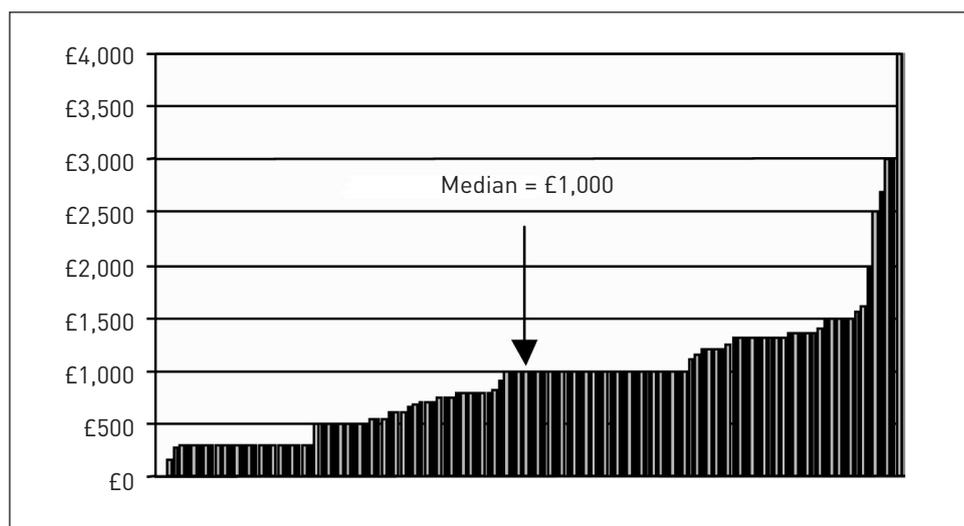
## **Fees for part-time undergraduate courses**

- 54 Part-time undergraduate fees were not covered by the requirements of the Higher Education Act 2004. However, in their submissions to OFFA, about 10 per cent of institutions included information about their intentions on part-time undergraduate fees and in some instances also their intentions to offer bursaries to part-time undergraduate students.
- 55 We tried to establish additional baseline information about part-time undergraduate fees through a questionnaire to institutions circulated for us by the British Universities Finance Directors Group (BUFDG). However, the response rate was low and we have therefore supplemented the questionnaire responses with information collected in the study of part-time provision we undertook for Universities UK and Guild HE.
- 56 These sources indicate that the large majority of HEIs have set part-time undergraduate fees either largely on a pro rata basis to the regulated full-time fee or a combination of the pro rata approach, together with some assessment of what the market will bear. Of those institutions that have decided to change their part-time fee policy the most common revision is to cut the link with the full-time fee, and to replace it with fees based on an assessment of what the market will bear. It is interesting that this has always been the approach adopted by the Open University.
- 57 The work we have undertaken for Universities UK shows that institutions are concerned about the relative funding implications for part-time undergraduate programmes of the substantial increase in full-time undergraduate fees, if the market will not bear a pro rata increase in part-time undergraduate fees.
- 58 We intend to explore more fully in our next report the impact of the increase in full-time undergraduate fees on part-time undergraduate fees and on the demand for part-time undergraduate study.

## Bursaries and other expenditure from variable fees

- 59 The higher education institutions in England are predicting that they will receive additional fee income in 2006/07 of some £520 million as a direct consequence of the introduction of variable fees rising to £1.55 billion<sup>8</sup> by 2008/09.
- 60 OFFA<sup>9</sup> estimated in March 2005 that institutions would be spending some £330 million of the additional fee income on bursaries and other support for students from low-income backgrounds by 2008/09. They would spend a further £35 million per annum on increased outreach and other activities aimed at widening participation. The total of £365 million is slightly below the median figure of 29 per cent of total additional fee income set out in Figure 7 below, but the OFFA estimate was based on incomplete data and some institutions have revised their OFFA agreements since March 2005.
- 61 The range of bursaries that institutions will provide to first-year students (enrolling on an undergraduate course in 2006 whose residual family income is less than £15,000) is shown in Figure 6<sup>10</sup>. The four institutions showing zero or below £300 are institutions that have decided to charge fees of £2,700 or less.

**Figure 6: Minimum bursaries for students in greatest financial need, 2006/07**



<sup>8</sup> HEFCE estimate based on HEIs' OFFA access agreements and HEIs' 2005 Financial Forecasts. See HEFCE January 2006/01.

<sup>9</sup> OFFA Press Release (2005) 17 March.

<sup>10</sup> The data in this chart has been derived from the OFFA access agreements available at [www.offa.org.uk](http://www.offa.org.uk) checked against the latest available information on institutions' websites and the recently published Guardian institutional league tables.

- 62 In further education colleges there is a similarly large range in minimum bursaries for those eligible for the full higher education maintenance grant. More than half the colleges with access agreements are offering more than the minimum bursary of £300, including some of those charging fees of less than £2,700.
- 63 Apart from the statutory requirement on institutions charging fees above £2,700 to make available minimum bursaries of £300 for students entitled to the full higher education maintenance grant of £2,700, there is a huge variety of bursary and scholarship schemes being offered by institutions<sup>11</sup>. The principal issue is the approach adopted by institutions to provide bursaries to individuals beyond those meeting the statutory criteria for receiving a minimum bursary.
- 64 Five different approaches have been adopted to determining who will be eligible for bursaries and the amounts available (with variations within some of them):
- Bursaries of a fixed amount (£300 or more) are available only to those eligible for the maximum higher education maintenance grant of £2,700 with nothing for those receiving a lower maintenance grant; (around 10 per cent of institutions have adopted this approach).
  - Bursaries are available to all students receiving a higher education maintenance grant, on a sliding scale in proportion to the level of that grant; (about one-third of institutions have adopted this approach).
  - Bursaries are available to all students receiving a maintenance grant, with the amounts determined on a stepped basis rather than proportional to the level of the maintenance grant. (A further third of institutions have adopted this approach, of which five have extended the income scale beyond the current maximum for eligibility for a higher education maintenance grant.)
  - All students in receipt of a higher education maintenance grant receive the same full bursary; (around 10 per cent of institutions have adopted this approach).

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<sup>11</sup> In general the distinction between bursaries and scholarships is that bursaries are offered on a means-tested basis and scholarships are based on achievement either before entry or on the course. In practice this distinction is not always so clear cut with some bursaries being available to all students, and some scholarship schemes targeted at students from low-income families or from under-represented groups.

- Six institutions have offered a minimum bursary ranging from £300 to £1,000 to all full-time students paying a fee of £3,000. In effect these institutions are reducing the fee charged. In some of these cases the institutions are also offering mean-tested top-up bursaries to those on low incomes. A further institution is offering a flat rate bursary of £1,000 to all its full-time undergraduate students with family incomes of less than £60,000 (estimated as 91 per cent of its full-time undergraduate population).

65 Where institutions are charging lower fees for some students such as those on placement years, in most cases they are also making bursaries available on a pro rata basis for those who meet the criteria to receive a higher education maintenance grant.

66 We have looked for a relationship between the generosity of the bursary schemes offered by institutions and the change in the level of applications between 2005 and 2006. The simple answer is that there is no such relationship. For example, some of the institutions that are offering bursary support to all or nearly all their full-time undergraduate students have experienced amongst the largest percentage fall in applicants between 2005 and 2006 while others have seen an increase in applicants. The impact of charging a fee below £3,000 is also similarly diverse, with some of the institutions seeing increased numbers of applicants while others have experienced falls.

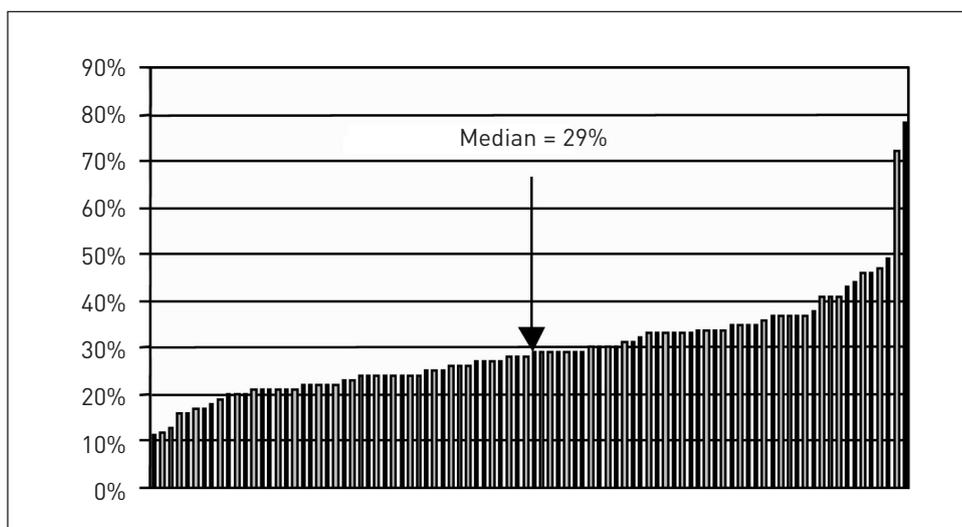
67 As we noted earlier other factors appear to have had a much larger impact on the pattern of changes in numbers of applicants. Some but not all of those institutions that achieved university status in the last year have received increased numbers of applicants and most institutions in London have been similarly favoured.

68 Institutions are also offering a wide range of scholarships, some of which are new and developed in response to the new fee arrangements and others are existing schemes that may have been modified in the light of the availability of additional income from tuition fees. The scholarship schemes are of four main types:

- schemes aimed at giving substantial additional support for students eligible for higher education maintenance grants with excellent A-levels;
- schemes aimed at giving additional financial support to those from particular (local) geographical areas, particular schools and colleges, or from particular under-represented groups such as minority ethnic students or disabled students. Students meeting the criteria are offered substantial, usually means-tested support beyond the statutory minimum;
- schemes to reward excellence in academic work, work in the community, sporting excellence, or in some cases vocational excellence;
- schemes aimed at driving up or sustaining recruitment in shortage subjects such as physical sciences, engineering and languages.

- 69 The academic scholarship schemes are often based on A-level performance and require performance to be maintained for the continued eligibility for the scholarship.
- 70 A few institutions have established schemes clearly aimed at improving retention under which students will be entitled to grants paid when they successfully complete a year of study in good standing.
- 71 The institutional distribution of additional tuition fee income earmarked for bursaries and widening access (as percentage of total fee income) is given in the following figure.

**Figure 7: Institutional distribution of additional income in support of access as a percentage of total fee income, 2006/07<sup>12</sup>**



- 72 The large majority of institutions fall between 20 per cent and 40 per cent, but there is a small number who clearly have identified support for their students as the key element of their expenditure from the increased fee income. However, this data should be treated with a degree of caution because of the very considerable uncertainties about actual demand and the application of the eligibility criteria for student financial support from 2006. Also, some of the planned use of the additional fee income will support improved services for all students, but will have a very significant pay-off for students from under-represented groups. This includes, for example, the use of additional funds to improve student support services.

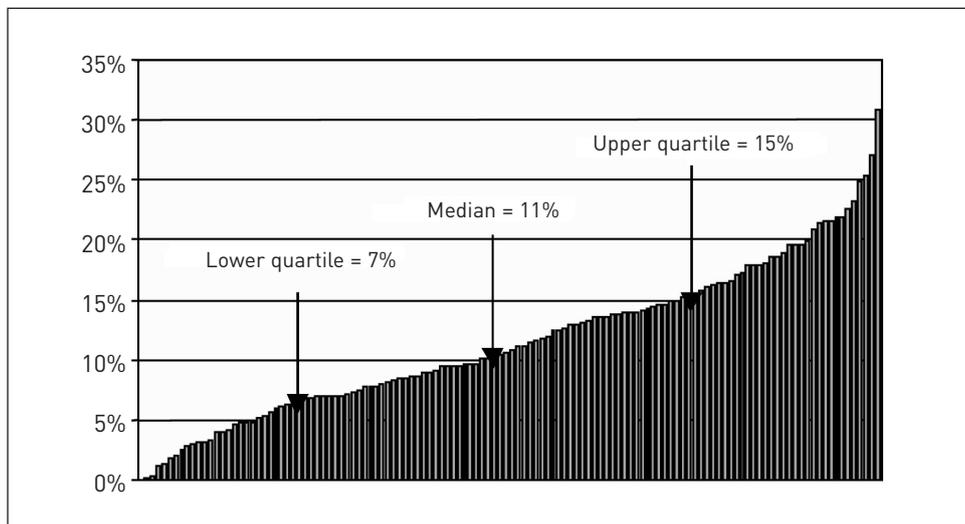
<sup>12</sup> Taken from the data published in *The Times Higher Education Supplement* 18 March 2005.

# E: Income from full-time undergraduate tuition fees

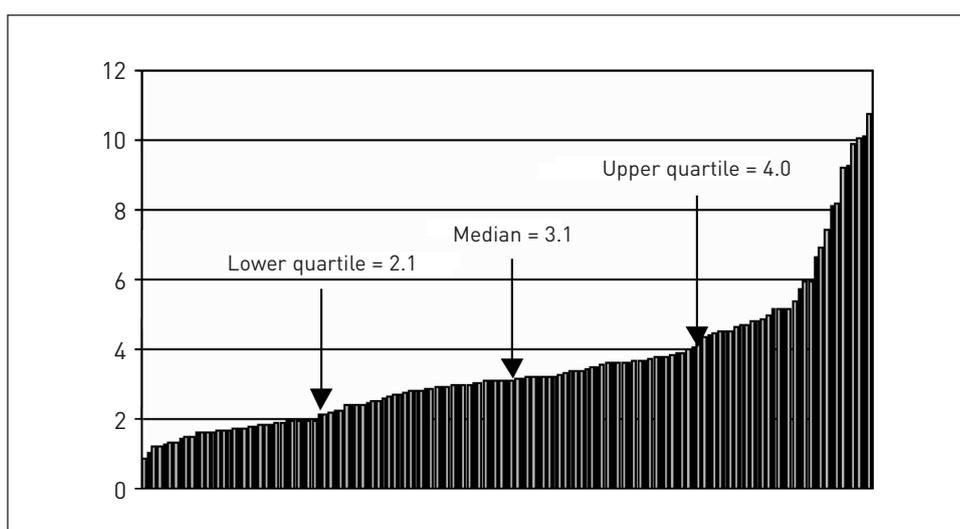
## 2003/04 baseline income data

- 73 In 2003/04, the fee income from full-time undergraduates across all UK HEIs amounted to a little over £1.6 billion, and represented 9.5 per cent of the total income of the sector. The ratio of funding council teaching grant to fee income was 2.74:1.
- 74 Among HEIs in England, the income from full-time undergraduate fees was just over £1.3 billion, and represented 9.4 per cent of total income. The ratio of funding council teaching grant to fee income was 2.67:1.
- 75 The following figures show the relationship between full-time undergraduate fee income and other related sources of income for teaching, across English HEIs.

**Figure 8: Full-time undergraduate fees as percentage of total HEI income for teaching, 2003/04 – English HEIs**



**Figure 9: Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English HEIs, 2003/04**



76 Because in some institutions budgets do not depend too heavily on income from full-time undergraduate fees these institutions have less to gain from the introduction of variable tuition fees for full-time undergraduates. They are also less vulnerable to any fluctuations in full-time undergraduate demand.

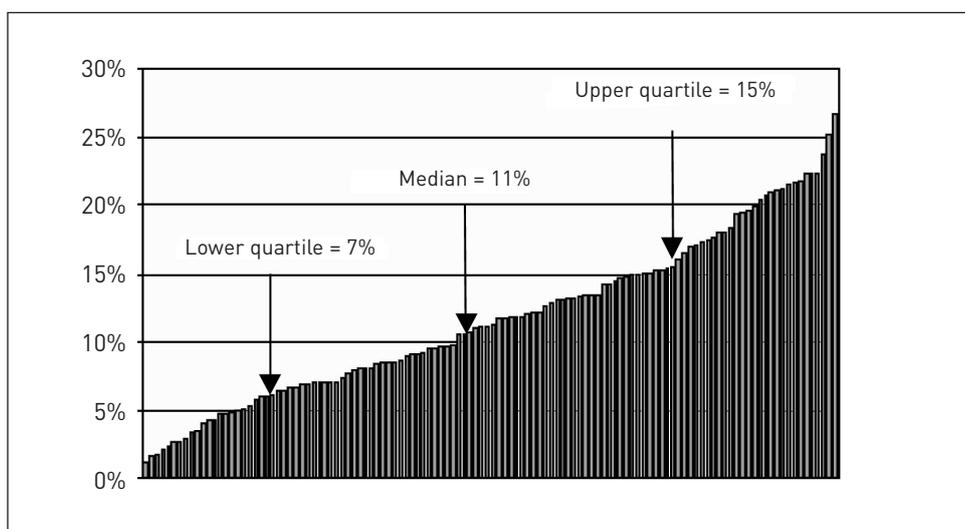
## 2004/05 income data

77 In 2004/05, the fee income from full-time undergraduates across all UK HEIs amounted to almost £1.7 billion (an increase of 5.5 per cent over the previous year in cash terms and 3.2 per cent in real terms), and represented 9.4 per cent of the total income of the sector – a marginal decrease compared with 2003/04. The ratio of HEFCE teaching grant to fee income was 2.82:1, an increase in the ratio.

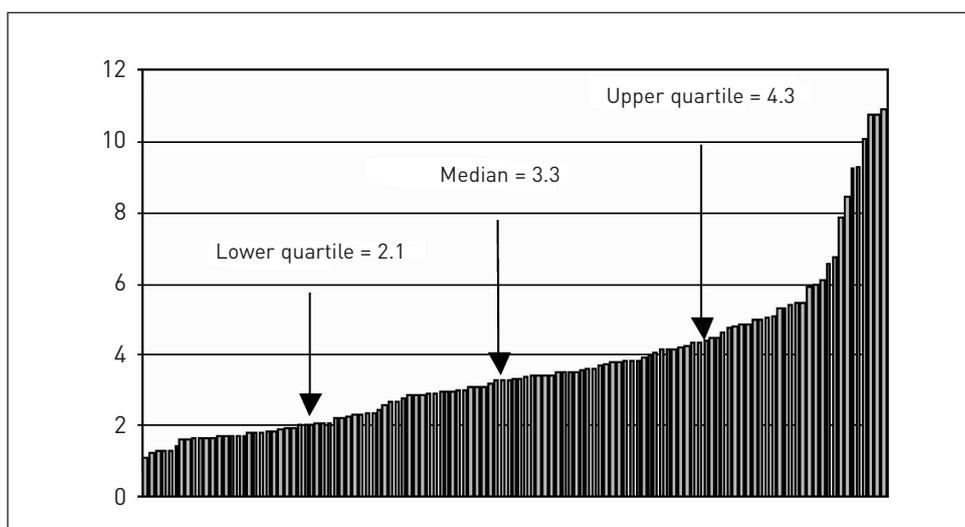
78 Among HEIs in England, the income from full-time undergraduate fees was £1.38 billion in 2004/05, (an increase of 5.4 per cent over 2003/04 in cash terms, and 3.2 per cent in real terms) and represented 9.3 per cent of total income – also a marginal decrease compared to 2003/04. The ratio of HEFCE teaching grant to fee income was 2.77:1, an increase in the ratio compared to 2003/04.

79 The following figures show the relationship between full-time undergraduate fee income and other related sources of income, across English HEIs.

**Figure 10: Full-time undergraduate fees as percentage of total income of English HEIs, 2004/05**



**Figure 11: Ratio of HEFCE grant for teaching to full-time undergraduate fee income of English HEIs, 2004/05**



## Year on year change in HEI income

80 Table 14 show the percentage change, in real terms<sup>13</sup>, in the major sources of income to HEIs in England between 2003/04 and 2004/05, in order to provide a basis for future comparisons. The increase in HEFCE grant for teaching is particularly noteworthy, although it is not clear how much of this reflects the introduction or extension of specific initiatives or changes to funding premiums. The level of investment and endowment income is small overall and tends to fluctuate significantly from year to year. The data is as follows:

**Table 14: Real terms percentage change in major income sources of English HEIs, 2003/04 to 2004/05**

	2003/04	2004/05	
	£K (adjusted to 2004/05 prices)	£K	Percentage change, 2003/04 to 2004/05
HEFCE grant for teaching	3,576,247	3,835,520	7.2%
HEFCE grant for research	1,059,159	1,078,557	1.8%
Total HEFCE grants	5,355,224	5,618,441	4.9%
Tuition fees & education grants and contracts	3,556,347	3,687,006	3.7%
of which, full-time undergraduate fees	1,340,520	1,383,570	3.2%
Research grants and contracts	2,258,654	2,347,239	3.9%
Other services rendered	788,659	822,328	4.3%
Residences and catering operations	900,582	922,764	2.5%
Other operating income	808,194	818,358	1.3%
Endowment and investment income	201,367	253,872	26.1%
<b>Total income</b>	<b>14,186,852</b>	<b>14,821,360</b>	<b>4.5%</b>

<sup>13</sup> Adjusted to 2004/05 prices using the GDP deflator.

# F: Preliminary reflections

- 81 The purpose of this report 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 from the additional fee income. The impact is expected to be strongest on student demand for full-time undergraduate study but it may also affect part-time demand. This will depend to some extent on how institutions set part-time undergraduate fees in the light of the general increase in full-time undergraduate fees. Within this we will seek to identify any impact on demand from and participation by under-represented groups, particularly from minority ethnic groups and from the lower socio-economic groups.
- 82 It will also be important to monitor the proportion of additional fee income that institutions spend on financial support for students from poorer families. At present the expenditure data collected by HESA does not separately identify expenditure on student financial support and the only data available is institutions' own forecasts included with their access agreements with OFFA.
- 83 The data presented in this report allows some preliminary reflections on the impact of the implementation of the variable fees policy:
- As would be expected with the implementation of any policy change with significant financial implications for individuals the level of applications in both 2005 and 2006 as measured by UCAS has been significantly distorted. In 2005 there was an above trend increase in applicants as those who could bring forward their applications did so. For 2006 entry the level of applicants has fallen modestly. However, across the two years 2005 and 2006 institutions have experienced a median increase of 10 per cent in the level of applicants compared to 2004. Also, the ratio of applicants to the size of the 17-year-old population was higher in 2006 than in 2004 although it fell slightly between 2005 and 2006.
  - Between 2002 and 2005 the proportion of acceptances through UCAS from minority ethnic groups and from the lower socio-economic groups was quite stable. There was a very modest increase in the proportion from minority ethnic and mixed groups and a similarly modest increase in the proportion from the two lowest socio-economic groups.
  - Full-time UK domiciled undergraduate enrolments rose by 0.3 per cent between 2003/04 and 2004/05. It will be of particular interest to see how far the strong increase in applicants for entry in 2005 was matched by increased first-year full-time undergraduate enrolments in 2005/06 when the figures become available.

- Part-time undergraduate enrolments fell between 2003/04 and 2004/05 with a fall of over 5 per cent in those entering part-time first-degree programmes. This data is consistent with what sample institutions have reported in the Universities UK study of part-time provision and probably reflects the increased proportion of the 18 to 21-year-old age group entering higher education over the last 15 years. Any increase in part-time undergraduate demand would require investigation to see whether or not it was related to the introduction of variable fees.
- There was a wide variation in the change in first-year enrolments by subject area between 2003/04 and 2004/05 with significant falls in computer science and business studies. Enrolments in creative arts and design and in social work and professional areas such as nursing, teaching, and social work all showed significant increases.
- Although almost all institutions have decided to charge the maximum tuition fee of £3,000 for all or most of their full-time undergraduate programmes for new entrants from 2006/07, there is a wide variation in the bursary and scholarship schemes that institutions are establishing. The variation is in both the minimum level of bursary provided for the poorest students, the availability of bursary support for others from low-income backgrounds receiving less than the maximum level of state funding and the range of family incomes for which support is available.
- There is no evidence of a correlation in the change in the level of applications for full-time undergraduate places by institution and the relative generosity of their proposed student support arrangements. Indeed some of those offering the most generous support have seen substantial falls in the number of applications between 2005 and 2006.
- The analysis of present levels of fee income from full-time undergraduate fees by institution makes clear that the importance of this income in terms of its contribution to total institutional income varies very considerably by institution. Some institutions are a lot less dependent on this income than others. While they are less vulnerable to any major change in undergraduate enrolments they will also have a relatively smaller increase in income from the higher fees.

# G: Annexes

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

The Annexes are:

- Annex 1** Applications and acceptances, 1995 and 2004 entry
- Annex 2** First-year full-time UK-domiciled undergraduate students by principal subject of study, 2003/04 and 2004/05
- Annex 3** Undergraduate applications by region, 2004, 2005 and 2006

# Annex 1

## Applications and acceptances, 1995 and 2004 entry

The following tables set out the data underlying Figure 1 in the main body of this report. It should be noted that changes in subject definitions make some time series comparisons unreliable, and these are marked with shading in the tables below. It is therefore not appropriate to present the two years side by side in the same table.

1995 entry		
	Applicants	Acceptances
All Subjects	369,701	265,536
Medicine/dentistry	11,414	5,045
Subjects allied to medicine	21,369	12,766
Biological sciences	19,449	15,040
Agriculture & related subjects	4,252	3,645
Physical sciences	15,359	14,872
Mathematical sciences & informatics	18,839	19,236
Engineering & technology	20,462	20,248
Architecture, building & planning	6,677	6,195
Social studies	44,253	32,781
Business & administrative studies	45,260	33,251
Mass communications & documentation	11,472	6,465
Languages & related disciplines	20,730	16,802
Humanities	12,457	10,612
Creative arts	18,309	8,553
Education	37,696	206,937
Combined sciences	1,824	5,297
Combined social studies	1,298	2,700
Combined arts	6,370	6,841
Science combined with social studies or arts	3,591	6,771
Social studies combined with arts	6,579	7,436
Other general & combined studies	5,393	112,593

<b>2004 entry</b>		
	<b>Applicants</b>	<b>Acceptances</b>
All subjects	413,335	334,295
Medicine & dentistry	16,115	8,180
Subjects allied to medicine	29,955	22,160
Biological sciences	29,480	27,735
Veterinary science	1,180	830
Agriculture & related subjects	2,510	2,905
Physical sciences	11,305	13,005
Mathematical sciences	4,475	5,440
Computer sciences	15,355	16,725
Engineering & technology	14,235	17,605
Architecture, building & planning	5,705	6,515
Social studies	24,380	23,725
Law	17,900	16,455
Business & administrative studies	31,895	36,820
Mass communications & documentation	6,960	8,350
Languages	15,520	16,015
Historical & philosophical studies	12,635	12,385
Creative arts & design	45,190	37,980
Education	14,140	11,860
Combined	26,575	49,425

	Percentage change in applicants 1995 to 2004	Percentage change in acceptances 1995 to 2004
All subjects	13%	25%
Medicine and dentistry	38%	53%
Subjects allied to medicine	40%	74%
Biological sciences	44%	76%
Veterinary science		
Agriculture and related subjects		
Physical sciences	-20%	-9%
Mathematical sciences		
Computer sciences		
Engineering and technology	-26%	-7%
Architecture, building and planning	-2%	16%
Social studies		
Law		
Business and administrative studies	-27%	11%
Mass communications and documentation	-34%	27%
Languages	-22%	-5%
Historical and philosophical studies	8%	18%
Creative arts and design	135%	292%
Education	-60%	-43%

# Annex 2

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

	2003/04	2004/05	% change
Medicine and dentistry	8,275	8,615	4.1%
Broadly-based programmes within medicine and dentistry	0	0	
Pre-clinical medicine	5,555	5,640	1.5%
Pre-clinical dentistry	735	715	-2.7%
Clinical medicine	1,720	1,870	8.7%
Clinical dentistry	235	340	44.7%
Others in medicine and dentistry	30	45	50.0%
Subjects allied to medicine	49,175	51,595	4.9%
Broadly-based programmes within subjects allied to medicine	205	170	-17.1%
Anatomy, physiology and pathology	3,410	3,875	13.6%
Pharmacology, toxicology and pharmacy	2,370	2,750	16.0%
Complementary medicine	1,085	1,445	33.2%
Nutrition	705	835	18.4%
Ophthalmics	675	710	5.2%
Aural and oral sciences	870	790	-9.2%
Nursing	32,300	33,265	3.0%
Medical technology	1,635	1,915	17.1%
Others in subjects allied to medicine	5,905	5,845	-1.0%
Biological sciences	34,035	34,405	1.1%
Broadly-based programmes within biological sciences	245	280	14.3%
Biology	5,940	5,840	-1.7%
Botany	100	80	-20.0%
Zoology	1,065	950	-10.8%
Genetics	405	350	-13.6%
Microbiology	595	530	-10.9%
Sports science	7,940	8,530	7.4%
Molecular biology, biophysics and biochemistry	1,815	1,855	2.2%
Psychology	13,845	14,210	2.6%
Others in biological sciences	2,085	1,785	-14.4%
Veterinary science	705	740	5.0%
Pre-clinical veterinary medicine	365	385	5.5%
Clinical veterinary medicine and dentistry	340	355	4.4%

	2003/04	2004/05	% change
Agriculture and related subjects	3,765	3,705	-1.6%
Broadly-based programmes within agriculture and related subjects	0	0	
Animal science	920	940	2.2%
Agriculture	1,945	1,835	-5.7%
Forestry	155	160	3.2%
Food and beverage studies	495	460	-7.1%
Agricultural sciences	55	60	9.1%
Others in veterinary sciences, agriculture and related subjects	205	255	24.4%
Physical sciences	15,225	14,880	-2.3%
Broadly-based programmes within physical sciences	375	385	2.7%
Chemistry	3,390	3,200	-5.6%
Materials science	45	50	11.1%
Physics	2,780	2,660	-4.3%
Forensic and archaeological science	1,250	1,805	44.4%
Astronomy	345	295	-14.5%
Geology	1,395	1,285	-7.9%
Ocean sciences	250	245	-2.0%
Physical and terrestrial geographical and environmental sciences	4,775	4,365	-8.6%
Others in physical sciences	615	590	-4.1%
Mathematical sciences	5,600	6,010	7.3%
Broadly-based programmes within mathematical sciences	45	25	-44.4%
Mathematics	4,945	5,525	11.7%
Operational research	120	70	-41.7%
Statistics	370	305	-17.6%
Others in mathematical sciences	5	5	0.0%
Others in mathematical and computing sciences	110	80	-27.3%
Computer science	25,600	21,545	-15.8%
Computer science	18,250	15,285	-16.2%
Information systems	5,660	4,795	-15.3%
Software engineering	1,515	1,305	-13.9%
Artificial intelligence	135	120	-11.1%
Others in computing sciences	40	45	12.5%

	2003/04	2004/05	% change
Engineering and technology	20,840	20,700	-0.7%
Broadly-based programmes within engineering and technology	85	65	-23.5%
General engineering	3,180	2,855	-10.2%
Civil engineering	2,175	2,880	32.4%
Mechanical engineering	3,735	3,860	3.3%
Aerospace engineering	1,575	1,540	-2.2%
Naval architecture	100	90	-10.0%
Electronic and electrical engineering	5,100	4,680	-8.2%
Production and manufacturing engineering	1,115	1,010	-9.4%
Chemical, process and energy engineering	635	655	3.1%
Others in engineering	170	140	-17.6%
Minerals technology	45	30	-33.3%
Metallurgy	45	30	-33.3%
Ceramics and glasses	30	10	-66.7%
Polymers and textiles	700	660	-5.7%
Materials technology not otherwise specified	420	480	14.3%
Maritime technology	180	165	-8.3%
Industrial biotechnology	15	10	-33.3%
Others in technology	1,535	1,545	0.7%
Architecture, building and planning	7,440	7,855	5.6%
Broadly-based programmes within architecture, building and planning	0	0	
Architecture	3,235	3,450	6.6%
Building	2,565	2,710	5.7%
Landscape design	310	335	8.1%
Planning (urban, rural and regional)	1,295	1,295	0.0%
Others in architecture, building and planning	30	70	133.3%
Social studies	32,980	33,770	2.4%
Broadly-based programmes within social studies	115	100	-13.0%
Economics	5,740	5,625	-2.0%
Politics	5,560	5,695	2.4%
Sociology	8,280	7,855	-5.1%
Social policy	1,595	1,995	25.1%
Social work	6,445	7,285	13.0%
Anthropology	815	860	5.5%
Human and social geography	3,220	3,150	-2.2%
Others in social studies	1,215	1,200	-1.2%

	2003/04	2004/05	% change
Law	16,090	16,680	3.7%
Broadly-based programmes within law	455	615	35.2%
Law by area	5,935	5,895	-0.7%
Law by topic	8,925	9,305	4.3%
Others in law	770	865	12.3%
Business and administrative studies	45,310	43,950	-3.0%
Broadly-based programmes within business and administrative studies	375	435	16.0%
Business studies	20,015	19,020	-5.0%
Management studies	8,975	9,050	0.8%
Finance	1,605	1,575	-1.9%
Accounting	5,800	6,010	3.6%
Marketing	4,075	3,680	-9.7%
Human resource management	1,030	955	-7.3%
Office skills	25	25	0.0%
Tourism, transport and travel	3,145	2,880	-8.4%
Others in business and administrative studies	260	310	19.2%
Mass communications and documentation	11,855	11,895	0.3%
Broadly-based programmes within mass communications and documentation	10	0	-100.0%
Information services	405	335	-17.3%
Publicity studies	1,005	1,075	7.0%
Media studies	7,980	7,595	-4.8%
Publishing	400	410	2.5%
Journalism	1,710	2,165	26.6%
Others in mass communications and documentation	350	315	-10.0%

	2003/04	2004/05	% change
Languages	22,345	22,115	-1.0%
Broadly-based programmes within languages	25	5	-80.0%
Linguistics	850	840	-1.2%
Comparative literary studies	250	180	-28.0%
English studies	11,910	11,830	-0.7%
Ancient language studies	15	35	133.3%
Celtic studies	290	265	-8.6%
Latin studies	25	25	0.0%
Classical Greek studies	15	10	-33.3%
Classical studies	860	915	6.4%
Others in linguistics, classics and related subjects	105	140	33.3%
French studies	1,990	2,000	0.5%
German studies	775	715	-7.7%
Italian studies	370	335	-9.5%
Spanish studies	1,125	1,195	6.2%
Portuguese studies	75	80	6.7%
Scandinavian studies	45	30	-33.3%
Russian and East European studies	210	210	0.0%
Others in European languages, literature and related subjects	1,330	1,265	-4.9%
Chinese studies	115	125	8.7%
Japanese studies	150	200	33.3%
South Asian studies	50	60	20.0%
Other Asian studies	5	10	100.0%
African studies	45	40	-11.1%
Modern Middle Eastern studies	190	210	10.5%
American studies	1,215	1,080	-11.1%
Australasian studies	0	0	
Others in Eastern, Asiatic, African, American and Australasian languages, literature and related subjects	310	300	-3.2%
Historical and philosophical studies	16,755	16,010	-4.4%
Broadly-based programmes within historical and philosophical studies	175	125	-28.6%
History by period	8,670	8,705	0.4%
History by area	255	260	2.0%
History by topic	1,510	1,395	-7.6%
Archaeology	1,070	1,020	-4.7%
Philosophy	2,460	2,430	-1.2%
Theology and religious studies	1,875	1,685	-10.1%
Others in historical and philosophical studies	740	385	-48.0%

	2003/04	2004/05	% change
Creative arts and design	39,035	41,720	6.9%
Broadly-based programmes within creative arts and design	50	10	-80.0%
Fine art	4,450	4,555	2.4%
Design studies	16,605	16,955	2.1%
Music	4,950	5,530	11.7%
Drama	5,505	6,315	14.7%
Dance	690	920	33.3%
Cinematics and photography	3,780	4,395	16.3%
Crafts	420	510	21.4%
Imaginative writing	555	755	36.0%
Others in creative arts and design	2,035	1,770	-13.0%
Education	14,010	15,270	9.0%
Broadly-based programmes within education	10	20	100.0%
Training teachers	8,450	8,890	5.2%
Research and study skills in education	115	100	-13.0%
Academic studies in education	3,740	4,215	12.7%
Others in education	1,695	2,045	20.6%
Combined	3,775	2,540	-32.7%
Total - All subject areas	372,835	374,010	0.3%

# Annex 3

## Applications by region, 2004, 2005 and 2006

Region	2004 Degree	Data not available	2004 HND	2004 Total
A North East	84,440		1,198	85,638
B Yorkshire and The Humber	191,581		4,590	196,171
C Merseyside	57,440		410	57,850
C North West	156,523		3,636	160,159
D East Midlands	151,018		2,578	153,596
E West Midlands	140,706		3,169	143,875
F Eastern	67,630		1,392	69,022
G Greater London	256,261		3,657	259,918
H South East	192,915		3,733	196,648
I South West	145,706		2,447	148,153
J Wales	78,324		2,019	80,343
K Northern Ireland	55,833		645	56,478
L Scotland	165,908		799	166,707
<b>Total applications</b>	<b>1,744,285</b>		<b>30,273</b>	<b>1,774,558</b>

Region	2005 Degree	2005 FDG	2005 HND	2005 Total
A North East	87,577	1,454	703	89,734
B Yorkshire and The Humber	204,779	1,856	4,053	210,688
C Merseyside	61,869	4	444	62,317
C North West	169,199	1,119	2,560	172,878
D East Midlands	154,376	1,265	2,363	158,004
E West Midlands	159,169	1,090	2,666	162,925
F Eastern	71,517	1,488	875	73,880
G Greater London	290,152	2,585	3,760	296,497
H South East	207,924	1,946	2,948	212,818
I South West	156,054	4,273	1,728	162,055
J Wales	87,307	344	1,862	89,513
K Northern Ireland	62,840	1,131	475	64,446
L Scotland	178,230	2	697	178,929
<b>Total applications</b>	<b>1,890,993</b>	<b>18,557</b>	<b>25,134</b>	<b>1,934,684</b>

Region	2006 Degree	2006 FDG	2006 HND	2006 Total
A North East	86,395	1648	390	88,433
B Yorks & The Humber	194,101	3076	2245	199,422
C Merseyside	61,279	81	349	61,709
C North West	164,908	1522	2317	168,747
D East Midlands	135,640	1352	1874	138,866
E West Midlands	155,587	1428	2376	159,391
F Eastern	67,073	1913	476	69,462
G Greater London	298,079	2934	3037	304,050
H South East	194,421	2868	1719	199,008
I South West	147,510	5204	752	153,466
J Wales	91,183	466	1752	93,401
K Northern Ireland	61,679	1411	326	63,416
L Scotland	182,351	0	594	182,945
<b>Total applications</b>	<b>1,840,206</b>	<b>23903</b>	<b>18207</b>	<b>1,882,316</b>

#### Percentage change in applications by region, 2005/06

Region	% change		% change		% change		% change	
	2006 Degree	over 2005	2006 FDG	over 2005	2006 HND	over 2005	2006 Total	over 2005
A North East	86,395	-1.3%	1,648	13.3%	390	-44.5%	88,433	-1.4%
B Yorks & The Humber	194,101	-5.2%	3,076	65.7%	2245	-44.6%	199,422	-5.3%
C Merseyside	61,279	-1.0%	81	1925.0%	349	-21.4%	61,709	-1.0%
C North West	164,908	-2.5%	1,522	36.0%	2317	-9.5%	168,747	-2.4%
D East Midlands	135,640	-12.1%	1,352	6.9%	1874	-20.7%	138,866	-12.1%
E West Midlands	155,587	-2.3%	1,428	31.0%	2376	-10.9%	159,391	-2.2%
F Eastern	67,073	-6.2%	1,913	28.6%	476	-45.6%	69,462	-6.0%
G Greater London	298,079	2.7%	2,934	13.5%	3037	-19.2%	304,050	2.5%
H South East	194,421	-6.5%	2,868	47.4%	1719	-41.7%	199,008	-6.5%
I South West	147,510	-5.5%	5,204	21.8%	752	-56.5%	153,466	-5.3%
J Wales	91,183	4.4%	466	35.5%	1752	-5.9%	93,401	4.3%
K Northern Ireland	61,679	-1.8%	1,411	24.8%	326	-31.4%	63,416	-1.6%
L Scotland	182,351	2.3%	0	-100.0%	594	-14.8%	182,945	2.2%
<b>Total</b>	<b>1,840,206</b>	<b>-2.7%</b>	<b>23,903</b>	<b>28.8%</b>	<b>18207</b>	<b>-27.6%</b>	<b>1,882,316</b>	<b>-2.7%</b>

Percentage change in applications by region, 2004/06

Region	% change		% change		% change	
	2006 Degree	over 2004	2006 HND	over 2004	2006 Total	over 2004
A North East	86,395	2.3%	390	-67.4%	88,433	3.3%
B Yorks & The Humber	194,101	1.3%	2,245	-51.1%	199,422	1.7%
C Merseyside	61,279	6.7%	349	-14.9%	61,709	6.7%
C North West	164,908	5.4%	2,317	-36.3%	168,747	5.4%
D East Midlands	135,640	-10.2%	1,874	-27.3%	138,866	-9.6%
E West Midlands	155,587	10.6%	2,376	-25.0%	159,391	10.8%
F Eastern	67,073	-0.8%	476	-65.8%	69,462	0.6%
G Greater London	298,079	16.3%	3,037	-17.0%	304,050	17.0%
H South East	194,421	0.8%	1,719	-54.0%	199,008	1.2%
I South West	147,510	1.2%	752	-69.3%	153,466	3.6%
J Wales	91,183	16.4%	1,752	-13.2%	93,401	16.3%
K Northern Ireland	61,679	10.5%	326	-49.5%	63,416	12.3%
L Scotland	182,351	9.9%	594	-25.7%	182,945	9.7%
<b>Total</b>	<b>1,840,206</b>	<b>5.5%</b>	<b>18,207</b>	<b>-39.9%</b>	<b>1,882,316</b>	<b>6.1%</b>

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