



Higher education and social class

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The evidence, as far as it goes, suggests that over the latter half of the 20th century there was little change in the proportion of university students from lower social classes. Their participation in higher education increased, but so did participation from all social classes and the gap that was apparent in the middle of the last century was broadly maintained to the end. Even the rapid expansion of higher education in the early 1990s had little impact on this. There now exists a wide range of indicators of disadvantage and looking across these over the past five years or so there is some evidence that this gap has started to close. Students from disadvantaged backgrounds have increased their participation in higher education at a faster absolute rate than those from more advantaged backgrounds. However, the gaps in participation remain very large and the rate of change is slow.

This note largely consists of data on the social class of students attending university. Latterly a wider range of data has been published to measure how wide participation is in higher education and the success of attempts to increase this. Such information is also summarised in this note, alongside the longer-term data. General trends in entrants to higher education are included in the note [Entrants to Higher Education](#)

UCAS data on socio-economics is available at:

http://www.ucas.ac.uk/about_us/stat_services/stats_online/data_tables/socioeconomics

The latest widening participation performance indicators from the Higher Education Statistics Agency can be found at:

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1684&Itemid=141

The Sutton Trust has commissioned a large number of research projects looking at various aspects of the educational opportunities of young people from less privileged backgrounds. These publications are available from: <http://www.suttontrust.com/annualreports.asp>

The National Audit Office's 2008 report on widening participation in higher education can be found at: http://www.nao.org.uk/publications/0708/widening_participation_in_high.aspx

2009 data on socio-economic classifications

UCAS has decided not to publish any data on the socio-economic classification of applicants to higher education. Instead it has looked at postcode based classifications of applicants into areas with different levels of historical participation in higher education

As data in this note points out the coverage of the socio-economic data had been falling for some years.

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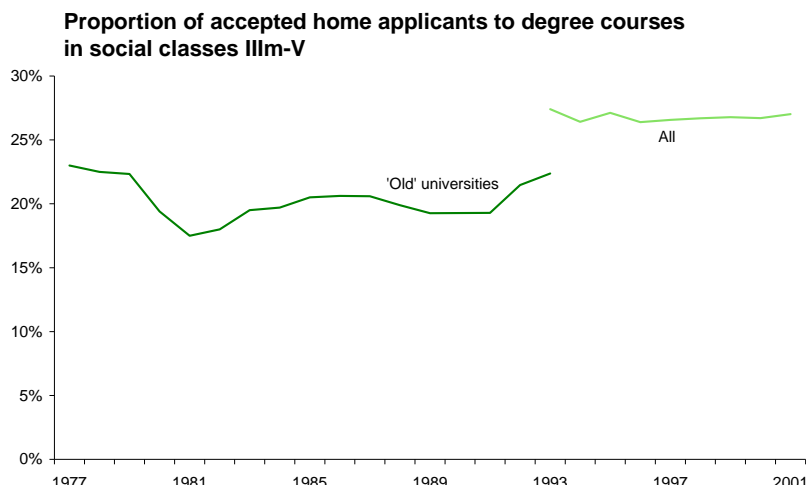
A. Trends in the social make up of entrants to higher education

1. Social class

Since 1977 the Universities Central Council on Admissions (UCCA), and more recently the University and Colleges Admission Service (UCAS), has collected information about the social class of home university applicants. Applicants were asked to give details of either their parental occupation (formerly father's occupation) or in the case of mature students, the occupation of the highest income earner in their household own occupation. This information was then coded and a social class (opposite) assigned to each applicant. This information is voluntary and a relatively large number of 'unknowns' each year. It is possible that these applicants are disproportionately represented across the different social class groups and hence there would be some bias in the 'known' data. UCAS only deals with applications for full-time and sandwich undergraduate courses.

I	Professional
II	Intermediate
III _n	Skilled non-manual
III _m	Skilled manual
IV	Partly skilled
V	Unskilled

Table 1 at the end of this note gives the social class breakdown of accepted applicants to degree courses from 1977 to 2001. This is also summarised for classes III-V in the chart opposite. Given the large number of students whose social class was not known or recorded this note concentrates on percentages rather than absolute numbers.



Due to the re-organisation of the higher education applications system in 1993 it is not possible to compare data before and after this year. The figures for 1977 to 1992 refer to applicant accepted to 'old' universities, while from 1993 onwards the data are for applicants to all universities. There tended to be relatively fewer students from social classes I and II accepted to polytechnics this meant that the combining of the applications data since 1993 has resulted in a fall in the proportion of students from professional families. Ignoring the step in the data due this change in coverage, the social class profile of students accepted for degree courses has remained relatively steady. For instance the proportion of acceptances from classes III-V was 22% in 1977 and 22% in 1993 and remained in the range 18-22% for the whole period.¹ After the reorganisation of the sector the variation was even smaller from, 26.4-27.4% with no obvious trend.

2. Socio-economic classification

Following a major review of government social classification by the Office for National Statistics a new socio-economic classification - National Statistician' Socio-Economic Classification (NS-SEC)- was introduced from 2001 onwards to official statistics. From 2002 UCAS has used a simplified version of this (opposite) instead of social class. Applicants are assigned to a particular group using a similar method as with social class although the actual groups are not directly comparable from published data.

1	Higher managerial and professional
2	Lower managerial and professional
3	Intermediate
4	Small employers and own account workers
5	Lower supervisory and technical
6	Semi-routine
7	Routine

Trends by group are summarised in Table 2 at the end of this note. These data show relatively little change up to 2007 and no noticeable impact in 2006 when variable fees were introduced in England. 2008 saw a more marked change following on from the earlier more gradual widening of participation. There were clear falls in the proportion from groups 1 and 2 in 2008 to their lowest levels. There were also and clear increases in the proportion from groups 6 and 7 to their highest levels. The overall proportion of accepted applicants from groups 4-7 increased from 30.0% in 2002 to 31.6% in 2007 and 35.3% in 2008. It should be noted however that there were large and increasing numbers classified as 'unknown'. There

¹ Some of the relative volatility in the late 1970s may be due to the introduction of this new data collection and relatively high proportions of acceptances being classed as 'unknown'.

numbers were just over 101,000 in 2007, more than one quarter of the total and larger than any single NS-SEC group.² This large number of ‘unknowns’ raises questions about the accuracy of such data. If these unknowns are not distributed in the same way as students with a known NS-SEC then the true proportions from each group could be very different. Similarly they may also distort the real trends in acceptances from each group.

B. Applicants before 1977

Although directly comparable figures for earlier years are not available, some details of the social class of undergraduates in Britain³ were published in the 1963 Robbins Report⁴. In 1961/62, 71% of students were from non-manual backgrounds (of whom 18% were classified as ‘higher professional’, 41% as ‘other professional and managerial’ and 12% as clerical). 18% of students were classified as ‘skilled manual’, 6% as ‘semi-skilled manual’, 1% as ‘unskilled’ and the remaining 4% as ‘not known’. These figures were all within a few percentage points of the figures seen in 1977 (Table 1).

The proportion of students coming from manual backgrounds has remained remarkably unchanged over time as the figures below, also taken from the Robbins Report⁵, shows.

Percentage of undergraduates with fathers in manual occupation

1928-47	23%
1955	25%
1961	25%

A survey of students at university in 1961/62 carried out for the Robbins Report found that the parents of 73% had not attended a selective school, 29% had parents who had a degree or teaching qualification (at a time when just under 7% of the then current cohort studied at this level), 61% of entrants came from maintained schools and an estimated 5% had attended a non-selective school at some time.⁶

A report by the Committee of Vice Chancellors and Principals of Universities in the UK gave a manual total of 24.6% for 1955-56 entry. This was given in more detail and found rates as low as 9% for entry to Cambridge. The very large majority of manual entrants to university at the time were from the skilled-manual class; only 3.4% of entrants were in the semiskilled manual class and 0.9% from the unskilled class. This compares to population totals for the 20-64 age group from the 1951 Census of 15.6% (semi-skilled) and 12.8% (unskilled).⁷

The UCAS intake given in the first table suggests that in 2001 a broadly similar proportion (27%) of entrants to degree courses at university were from skilled manual, partly skilled or unskilled backgrounds. It should be noted that there are major difficulties in comparing this

² UCAS annual datasets

³ Assigned by occupation of father

⁴ Committee on Higher Education: Cm 2154 II-I p4

⁵ *ibid* p5

⁶ *ibid.* p1-6; Cm 2154-I p14-15

⁷ R Kelsall *Applications for Admissions to Universities. Report on an Inquiry commissions by the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom* (1957). Tables F, 15 and 16

type of data over such a long period. These are due to changes in social classification and in the social structure of the population over this time.

1. Variations

a. Course

The data in Tables 1 and 2 is based on applicants accepted to degree courses only to help comparability over time. In the past the distribution of entrants to other undergraduate courses has been more even hence that for all undergraduate courses is also slightly more even. In 2008 35.3% of acceptances for degree courses were from NS-SEC groups 4-7, while they made up 48.8% of other undergraduate acceptances. There was a small difference between the socio-economic breakdown of applicants and acceptances. In 2007 across all courses those from groups 4-7 made up 36.5% of applicants and 35.5% of acceptances.⁸

b. Age

The table below shows the NS-SEC social class breakdown for the four age bands of applicants. When comparing the data in the table, one should bear in mind that the NS-SEC of an applicant is assigned based on data they give in their application form. Older applicants will have entered their own occupation and younger applicants will give that of their head of household. From the table, mature students (aged 21 and over) were less likely to come from groups 1 and 2 and more likely to come from groups 3 and 6.

NS-SEC of applicants accepted to degree courses by age, 2008

as a percentage of applicants whose social class is known

	1	2	3	4	5	6	7
	Higher managerial and professional	Lower managerial and professional	Intermediate	Small employers and own account workers	Lower supervisory and technical	Semi-routine	Routine
Under 21	22.5%	30.4%	13.9%	7.8%	4.6%	14.7%	6.1%
21 to 24	10.3%	24.7%	17.8%	5.8%	3.4%	28.2%	9.8%
25 -39	8.5%	25.9%	20.3%	5.5%	3.0%	29.5%	7.4%
40+	11.0%	27.4%	19.3%	5.8%	2.7%	29.0%	4.9%
Total	20.4%	29.6%	14.7%	7.4%	4.4%	17.0%	6.5%

Source: UCAS annual datasets 2008

It should be noted that as these data are based on applications via UCAS they exclude part-time entrants who are more likely to be mature students

c. Subject

Table 3 at the end of this note breaks down accepted applicants by subject. Accepted applicants from group 1 (Higher managerial and professional) were over represented to the greatest degree in acceptances to medicine/dentistry and to a lesser extent in languages

⁸ UCAS annual datasets 2008

and history/philosophy. Those in group 4 (Small employers and own account workers) were over represented in the veterinary science, agriculture and related group and in architecture, building and planning. Group 6 (semi-routine) had relatively higher proportions in subjects allied to medicine and education. There was less variation in the other socio-economic groups. These patterns have remained broadly consistent over time.

d. *Non-continuation rates*

The Higher Education Statistics Agency (HESA) has produced different indicators of non-continuation or drop out. Their data on young (under 21) full-time first degree entrants who do not continue in higher education after their first year can be broken down by NS-SEC groups. This showed higher levels of drop out among those from groups 4-7 at 8.1% in 2002-03, falling to 7.6% in 2004-05. The rate for those in groups 1-3 was consistently lower at 6.3% in 2002-03, falling to 5.6% in 2004-05.⁹ Subsequent analyses have not included NS-SEC.

C. Alternative sources and measures

a. *HESA performance indicators*

The main source of data other than the UCAS figures are the annual performance indicators produced by the Higher Education Funding Council for England and more recently by HESA. The latest HESA figures are for 2007/08 and their widening participation of under-represented groups indicators look at:

- the percentage of entrants who attended a school or college in the state sector
- the percentage of entrants who were returned with National Statistics Socio-economic Classification (NS-SEC) categories 4 to 7
- the percentage of entrants whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in higher education.

All these indicators are produced separately young full-time entrants and the last indicator only for mature and part-time students. The performance indicators are published for each higher education institution and broken down nationally by subject and qualification. To make like-for-like comparisons between institutions each one is compared against a benchmark figure which is adjusted for subject of study and entry qualifications of an institution's students. Therefore the benchmark gives what the expected figure would be (based on national totals) for any individual institution given the range of subjects they offer and entry qualifications of their intake. The latest widening participation performance indicators can be found on the [HESA website](#).

The table below summarises trends in the low participation neighborhood indicator for different types of entrants. The advantage of this indicator is that it is easily collectable for all entrants. A new data source was used from 2006/07 to classify wards by the participation of their residents in higher education over the years 2000 to 2004. This means that the data from 2006/07 not directly comparable to earlier figures.

⁹ HC Deb 2 April 2008 c995-8W

Percentage of entrants to undergraduate courses from low participation neighbourhoods

	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Young entrants												
Full-time	12.6	12.9	13.0	13.1	13.7	13.9	14.6	14.4	14.6	9.4	10.2	10.5
Part-time	16.4	16.4	16.3	16.4	19.8	20.5	18.5	19.2	18.1	12.2	12.4	13.3
Mature entrants												
Full-time	14.9	14.2	14.8	15.3	15.7	15.4	16.0	16.2	16.8	11.0	11.6	11.8
Part-time	7.2	7.2	7.5	7.4	7.7	7.6	8.0	8.3	8.6	6.4	6.7	6.8

Notes: A new calculation method was introduced in 2006/07 which gives results that are not directly comparable to earlier years .
Mature entrants are those aged 21 or over

The indicators for mature entrants and part-time young entrants are based on those who also had no previous higher education qualification

Sources: *HC Deb 20 February 2007 c697-700w*
Performance Indicators 2008/09, HESA and earlier versions

Participation from each group generally increased over the period to 2005/06. The part-time rates for young and mature entrants differed by more than a factor of two. This does not mean that younger people from such neighbourhoods were more likely to study part-time than their mature neighbours, but among young part-time entrants a greater proportion were from low participation neighbourhoods. The proportion in each group from low participation neighbourhoods increased under the new methods in 2007/08 and 2008/09.

Patterns of young entrants from NS-SEC classes 4-7 by subject were very similar to those described earlier and contained in Table 2 at the end of this note. Students from these groups were also more likely to have non-A-Level qualifications than other young entrants, and those with A-Levels were less likely to have higher grades.¹⁰

b. Other

Data on participation by the socio-demographic 'type' of area people live in has been produced over the past ten years, but only as infrequent one-off exercises. This therefore gives us little indication of trends by type of area. The latest snapshot analysis of participation by Acorn category of area was published in the [Education Guardian](#) in February 2009. This showed a marked variation between area types, especially for 'high ranking' institutions.

D. Participation rates

Earlier figures show the proportion of accepted applicants from each group only. This would be perfectly adequate as an indicator of widening participation if we were certain that the population of each group (at the relevant ages) was fixed. However, there have been fundamental industrial and economic changes over this time so we can be certain that the underlying populations have changed over time. Therefore the earlier figures do not give us the whole picture. The ideal is a statistic that shows the proportion of each group going to higher education so that like for like comparisons can be made. Official statistics of this kind were produced until relatively recently.

¹⁰ Performance Indicators 2007/08: *Widening participation of under-represented groups*, HESA. Table SP5

a. Long-term trends

Data produced in the Dearing Report looked at participation rates by class. This showed that participation rates¹¹ in groups I-IIIIn increased from 8.4% in 1940 to 45% in 1995. Rates for classes IIIIm-V went from 1.5% to 15.1% over the same period.¹² Therefore, taking these figures with the earlier historical statistics suggests that the expansion of higher education increased the likelihood that those from all social classes would go to higher education, but the social make up of those at university had changed little and although the gap in participation has closed (on some measures) participation rates of classes IIIIm-V in 1995 were still below those of classes I-IIIIn in 1950.

b. Age Participation Index

The statistic used for many years by the Department for Education and Skills (and its predecessors) to measure participation by young people in higher education was the Age Participation Index (API). This expressed the number of entrants aged under 21 as a proportion of the average 18 and 19 year olds population. It effectively measured the entry rate of school leavers. The API was not routinely published by social class before the 1990s, but in a written answer the DfES stated that the rate for classes IIIIm-V had increased from 5% in 1970 to 7% in 1980, 10% in 1990 and 18% in 2000.¹³ In comparison rates in the 'upper' classes I-IIIIn were 37% in 1990 and 48% in 2000. In 2000 the API for individual social classes varied from 14% in class V to 76% in class I.¹⁴

c. Higher Education Initial Participation Rate

The Higher Education Initial Participation Rate (HEIPR) has replaced the API as the official measure of participation in the sector. There are a number of differences in the calculation, but the main ones are age (it covers entrants up to 30) and geographical coverage (it is for England only). The HEIPR was developed to measure the Government's 50% participation target. This measure took some time to define and in 2004 the Department for Education and Skills commissioned a report into whether this indicator could be disaggregated by ethnicity, social class and disability.¹⁵ On the subject of social class/socio-economic classification the author of the report raised a number of serious objections to disaggregating the rate by the NS-SEC:

- The classification is obtained using a mix of either the student's or their parents' occupations (depending on age). 'The amalgamation of these two very different fields is contentious in the extreme'
- Analysis of occupation classifications is subject to a margin of error and the author was advised that it was 'considerable'

¹¹ Percentage of the 18+ cohort entering higher education

¹² National Committee of Inquiry into Higher Education (Dearing Report) *Report 6 Widening participation in higher education for students from lower socio-economic groups and students with disabilities*. Table 1.1

¹³ HL Deb 18 June 2003 c117wa

¹⁴ Parliamentary Review No. 33 Session 2001-02 8-12 July 2002

¹⁵ B Ramsden *Participation in Higher Education: A Study to Determine Whether the Higher Education Initial Participation Rate Should be Disaggregated*. DfES Research Report RR676
<http://www.dfes.gov.uk/research/data/uploadfiles/RR676.pdf>

- UCAS data excludes some 10-15% of full-time and all part-time students whose characteristics 'are significantly different from the UCAS entrants'. Other attempts to get more complete information have not been successful.
- The difficulty of generating data on the denominator (total population in each group in the relevant age groups) outside Census years

On the use of the NS-SEC the author concluded:¹⁶

Therefore, given the currently available data in respect of HE students, it is simply not possible to disaggregate the HEIPR using the NS-SEC classification to relate the entrants to higher education to the population at large, and so, if there is a policy imperative to report on this area, some other methodology must be considered.

Other proxy indicators were considered, of which the use of the Indices of Multiple Deprivation was seen as the one with the most advantages and preferable to improvements in data collection to plug the holes in the NS-SEC data highlighted above. This would only be a short-term option and the author recommended the development of a new measure that focused on young entrants only if the Government wanted to monitor the social composition of entrants.¹⁷

d. Full-time Young Participation by Socio-Economic Class

Following on from the review of disaggregating the HEIPR statisticians at the DfES have developed a new measure based on the HEIPR –the Full-time Young Participation by Socio-Economic Class or FYPSEC. This is an attempt to fill the gap left by the discontinuation of the API by social class. The FYPSEC is defined as:

18, 19 and 20 year old English-domiciled first time participants in full-time higher education in the UK, expressed as a proportion of the 18, 19 and 20 year old population of England, split into participation rates for the upper (1, 2 & 3) and lower (4, 5, 6 & 7) National Statistics Socio-Economic Classes.

While this measure was created to address some of the problems with the API it is not a perfect measure. The authors caution when interpreting the findings and suggest looked at the results in aggregate (ie. groups of classes over several rather than individual years). Its main limitations are that it uses the student's views of their highest earning parent's occupation, it is based on young full-time students only and the socio-economic group data are incomplete.¹⁸

It has been calculated for 2002/03 to 2007/08. The latest revisions improve the accuracy of earlier data back to 2005/06. The results given below also adjust for those with an unknown NS-SEC by using their postcode as a proxy. This shows an overall narrowing of the participation gap; although the rate in classes 1-3 was nearly double that in 4-7 at the end of this period.

¹⁶ *ibid.* para 186

¹⁷ *ibid.* para3 123-191

¹⁸ *Full-time Young Participation by Socio-Economic Class: A New Widening Participation Measure in Higher Education*, DfES Research Report RR806

FYPSEC 2002/03 to 2007/08

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
NS-SEC 1-3	45.2	42.0	42.4	43.8	40.6	41.2
NS-SEC 4-7	18.1	18.3	18.0	20.3	19.5	21.0

Note: Data before 2005/06 are thought to be less accurate than later figures

Source: Full-time Young Participation by Socio-Economic Class (FYPSEC) 2009 Update, BIS

e. HEFCE young participation rates

A publication from the Higher Education Funding Council for England in early 2010 looked at trends in young participation¹⁹ in higher education among different groups in England. To overcome gaps in the data on disadvantage at an individual level this study looked at levels of disadvantage in the local areas (around 8,000 Census wards across England) where they live. Disadvantage was defined in three ways education, occupation and economic. Local areas were grouped into one of five quintiles from lowest to highest levels of disadvantage. The findings are summarized below, more detail can be found in the [report](#) itself:²⁰

- Participation among those from areas with the lowest historical participation increased slightly from 13% to 15% in the decade to 2004/05, before increasing more rapidly to an estimated 19% in 2009/10. The gap with the top quintile has fallen slightly in recent years, but remained at 38 percentage points in 2009/10.
- Participation in the most disadvantaged areas by parental education followed a similar trends increasing from 13% in 1994/95 to 16% in 2004/05 to a provisional 20% in 2009/10. The gaps between each group have fallen, but only slightly in recent years.
- Participation by in areas where parents are least likely to be in NS-SEC groups 1-3 increased from 14% in 1994/95 to 17% in 2004/05 and 21% in 2009/10. Again the gap between the top and bottom quintiles on this measure has fallen slightly since 2004/05
- The pattern by income quintile (based on receipt of certain benefits or tax-credits) is less strong than on the other measures of advantage/disadvantage. Participation in the lowest income quintile increased consistently from 15% in 1994/95 to 20% in 2004/05 and 25% in 2009/10. The gap between the top and bottom quintiles has fallen from 28 to 26 percentage points since 2004/05.

Looking across these indicators the authors concluded that since the mid-2000s; young people from disadvantaged areas are 'substantially' more likely to enter higher education; most measures of the gap in participation between most and least disadvantaged areas have fallen and the majority of additional entrants to higher education have come from more disadvantaged areas.

¹⁹ Entrants aged 18 or 19

²⁰ Trends in young participation in higher education: core results for England, HEFCE issues paper 2010/03.

Reference tables

Table 1

Social class of home candidates accepted to higher education degree courses

% of accepted applicants from social class:

	I	II	III	III	IV	V	
	Professional	Intermediate	Skilled non -manual	Skilled manual	Partly skilled	Unskilled	
1977	21%	41%	15%	17%	5%	1%	
1978	22%	42%	14%	16%	5%	1%	
1979	22%	42%	13%	16%	5%	1%	
1980	22%	48%	10%	14%	4%	1%	
1981	25%	49%	9%	12%	4%	1%	
1982	24%	49%	9%	12%	5%	1%	
1983	24%	48%	9%	12%	6%	1%	
1984	22%	48%	10%	12%	6%	1%	
1985	21%	48%	10%	13%	7%	1%	
1986	20%	48%	11%	13%	7%	1%	
1987	20%	48%	11%	13%	7%	1%	
1988	21%	48%	11%	13%	6%	1%	
1989	21%	49%	11%	12%	6%	1%	
1990	20%	50%	11%	12%	6%	1%	
1991	19%	50%	11%	12%	6%	1%	
1992	21%	46%	12%	14%	6%	1%	
1993	UCCA	20%	45%	12%	15%	6%	1%
	PCAS	12%	41%	13%	21%	10%	3%
	Combined	17%	43%	13%	18%	8%	2%
1994	UCAS	17%	44%	13%	17%	8%	2%
1995		17%	44%	13%	17%	8%	2%
1996		17%	44%	13%	16%	8%	2%
1997		15%	44%	14%	16%	8%	2%
1998		15%	45%	13%	16%	8%	2%
1999		15%	44%	14%	16%	8%	2%
2000		15%	44%	14%	16%	9%	2%
2001		15%	44%	14%	17%	8%	2%

Notes: 1977-93 candidate accepted to 'old' universities through UCCA, 1994-2000 candidates accepted through UCAS
Percentages based on the proportion of accepted applicants from known social classes

Sources: Statistical Supplements to UCCA and PCAS Annual Reports, UCAS Annual Reports, UCAS annual datasets

Table 2

Socio-economic classification of candidates accepted to higher education degree courses

% of accepted applicants from socio-economic group:

	1	2	3	4	5	6	7
	Higher managerial and professional	Lower managerial and professional	Intermediate	Small employers and own account workers	Lower supervisory and technical	Semi-routine	Routine
2002	23.3%	31.2%	15.6%	7.3%	4.6%	12.5%	5.6%
2003	22.7%	31.3%	15.2%	7.4%	5.0%	12.9%	5.5%
2004	22.5%	31.6%	15.2%	7.3%	4.8%	13.0%	5.5%
2005	21.7%	31.4%	15.2%	7.4%	4.8%	13.9%	5.6%
2006	22.4%	31.2%	14.5%	7.7%	4.8%	13.5%	5.9%
2007	22.9%	31.1%	14.3%	7.6%	4.7%	13.6%	5.8%
2008	20.4%	29.6%	14.7%	7.4%	4.4%	17.0%	6.5%

Note: Proportion based on home accepted applicants with a known classification

Source: UCAS annual datasets

Table 3

Social class of UK applicants accepted to degree courses by subject, 2008

% of accepted applicants from social class:

	1	2	3	4	5	6	7
	Higher managerial and professional	Lower managerial and professional	Intermediate	Small employers and own account workers	Lower supervisory and technical	Semi-routine	Routine
A Medicine & Dentistry	43%	27%	12%	4%	2%	10%	2%
B Subjects allied to Medicine	13%	25%	17%	7%	4%	27%	7%
C Biological Sciences	20%	30%	14%	7%	5%	17%	7%
D Vet Sci, Ag & related	20%	25%	13%	14%	5%	15%	8%
F Physical Sciences	27%	30%	14%	6%	5%	13%	5%
G Mathematical & Comp Sci	20%	28%	15%	8%	5%	17%	7%
H Engineering	25%	28%	13%	7%	6%	14%	6%
J Technologies	20%	29%	14%	6%	6%	17%	8%
K Architecture, Build & Plan	23%	31%	12%	11%	5%	12%	6%
L Social Studies	21%	31%	15%	7%	3%	17%	6%
M Law	21%	30%	15%	8%	4%	15%	7%
N Business & Admin studies	18%	31%	14%	9%	4%	17%	7%
P Mass Comms and Documentation	17%	31%	15%	7%	5%	17%	8%
Q Linguistics, Classics & related	24%	32%	15%	6%	3%	14%	5%
R European Langs, Lit & related	31%	33%	13%	7%	3%	9%	5%
T Non-European Langs and related	30%	35%	14%	6%	2%	10%	3%
V Hist & Philosophical studies	28%	32%	15%	6%	4%	12%	5%
W Creative Arts & Design	17%	31%	14%	8%	5%	17%	7%
X Education	13%	26%	17%	9%	5%	22%	7%
Combined arts (Y)	21%	31%	15%	7%	4%	16%	7%
Combined sciences (Y)	21%	29%	15%	7%	5%	16%	6%
Combined social sciences (Y)	20%	30%	15%	8%	4%	16%	7%
Sciences combined with social sciences or arts (Y)	18%	29%	15%	8%	5%	18%	8%
Social sciences combined with arts (Y)	22%	32%	15%	6%	3%	15%	6%
General, other combined & unknown (Z)	24%	28%	14%	7%	4%	17%	6%
Total	20%	30%	15%	7%	4%	17%	6%

Source: UCAS annual datasets 2008

Standard Notes are compiled for the benefit of Members of Parliament and their personal staff. Authors are available to discuss the contents of these papers with Members and their staff but cannot advise others.