

PATTERNS AND TRENDS IN UK HIGHER EDUCATION

2011



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Introduction

Patterns and trends in UK higher education

This report – *Patterns and trends in UK higher education* – builds on the time series data produced annually since 2001 under the title *Patterns of higher education institutions in the UK*. It offers a unique overview of provision at publicly-funded higher education institutions in the UK. All charts and tables in the report are now also available to download from the Universities UK website¹.

Section A shows sector-level trends over the last 10 years from 2000/01 to 2009/10. For the first time, this offers a true time series provided by the Higher Education Statistics Agency (HESA), accounting for changes to the way student numbers are counted.

Section B looks at patterns of institutional diversity covering students, staff and finance.

The report provides a very helpful insight into high-level trends during a decade of significant expansion and change. Among other things, the report tracks the rise of student numbers, the changing popularity of different subject areas, and a notable shift in the funding regime. It also demonstrates how higher education institutions continue to make a large contribution to civil society and the economy in the UK.

The higher education student population

UK higher education institutions together educate some 2.5 million students annually, including over 400,000 from outside the UK, making the higher education sector one of the most important export earners for the UK economy. The last 10 years has seen significant expansion, with a 28 per cent increase in student numbers from all domiciles.

As in previous years female students studying higher education at UK higher education institutions remain in the majority, accounting for 56.6 per cent of all students in 2009/10. This pattern is also present for all levels and modes of study other than full-time postgraduate provision, where males account for the majority of students since 2008/09.

How are students choosing to study?

Since 2000/01, full-time postgraduate numbers have increased by 73.1 per cent compared with an increase of 28.5 per cent for full-time undergraduates over the same period. This is partly due to the rate of increase in non-UK students, who tend to study at postgraduate level.

For all UK countries other than Scotland, growth in full-time undergraduate provision was higher than that seen for part-time undergraduate provision between 2000/01 and 2009/10.

The last year has seen minor changes in the distribution of students amongst institutions. There have been slight decreases in the proportion of other undergraduate, part-time and mature full-time students across the range of institutions compared to 2008/09, despite increases in the absolute number of students in most of these groups. Part of this trend could be due to the greater increase in non-UK students, who tend to be younger and study full-time and postgraduate-level courses.

EU and international students

One of the main trends over the last 10 years has been the success of UK higher education institutions in attracting international students. Since 2000/01, the number of non-EU students has more than doubled, with an increase of 11.7 per cent in the last year. Although this is approximately four times the

¹ Available at <http://www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/Data-Analysis/Pages/HE-in-Focus.aspx>

equivalent increase in UK-domiciled students it should be noted that the UK's share of the international student market has reduced over this period, with other countries becoming more competitive in attracting these students. This trend does not include the impact of recent changes to non-EU student visas, which may result in a greater loss of market share in the future.

China (excluding Hong Kong, Taiwan and Macao) continues to provide the highest numbers of international students on first degree, postgraduate research and other undergraduate courses and the second highest numbers on postgraduate taught courses. India provided the highest numbers on postgraduate taught courses. Although overall numbers have increased, there were no significant changes in the top 20 countries across levels from the previous year.

The concentration of non-EU students across institutions remains at a similar level to last year, with recent increases in the number of EU students concentrated mostly in those institutions with smaller numbers of these students.

What are students studying?

Between 2003/04 and 2009/10 student numbers increased by 13.3 per cent across all subjects. There have, however, been significant changes in the relative popularity of different subject areas. Over the period, large increases are seen in students studying clinical and biological sciences, mathematics, physical sciences, and architecture, building and planning. The only subjects to see decreases in the absolute number of students between 2003/04 and 2009/10 are computer science and historical and philosophical studies. Both, however, show increases in the last year.

Employment of graduates

Employment rates six months after graduation remain high across the sector, with 80 per cent of institutions showing between 86 per cent and 94 per cent of their students recorded as in employment or further study six months after graduation. The impact of the recession is evident, however, with small decreases across the sector in the proportion of students in employment or further study over the last year. It should be noted that recent analysis by the Organisation for Economic Co-operation and Development (OECD) and the Office for National Statistics demonstrates that graduates have been less impacted by the effects of the recession than those with lower qualifications.

Trends in income

In 2009/10 higher education institutions had a combined turnover of £26.8 billion. Tuition fees and education contracts accounted for 31 per cent of total income, compared to 23 per cent in 2000/01. Between 2008/09 and 2009/10, income from research grants and contracts rose 4.6 per cent, to £4.3 million. 142 institutions posted a surplus in 2009/10.

The level of long-term borrowing compared to total income varied significantly across the sector, ranging from a lower decile of 0 per cent to an upper decile of 44 per cent. Four institutions showed levels of long-term borrowing above 70 per cent of total income in 2009/10.

In line with trends in recent years, the level of income from funding body grants has decreased across institutions since 2008/09 at similar rates for those institutions with high and low proportions of income from this source.

The impact of the recession is evident in a number of indicators, most clearly in the 38.6 per cent decrease in endowment and investment income over the last year. The recession has also contributed to a large decrease in the ratio of research income from research grants and contracts (including funding from research councils) to funding body research grants over the last year. This is evident across the sector, demonstrating the importance of QR funding in the current economic climate.

These are just a few of the many interesting observations to be found in *Patterns and trends in UK higher education*, which contains a great deal of rich and informative material. Readers will, I am sure, find much to interest them beyond these brief highlights.

A handwritten signature in blue ink that reads "Paul O'Prey". The signature is written in a cursive, flowing style.

Professor Paul O'Prey
Vice-Chancellor of the University of Roehampton and
Chair, Universities UK Longer Term Strategy Network

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Section A: Trends in UK higher education

This section considers some of the major trends in higher education in the United Kingdom (UK) during the last 10 years. A true time series of data is used in this report, allowing comparisons to be made over this period². For this reason, some of the figures in this publication may not completely align with figures published by HESA elsewhere.

The finance data in this section has been drawn from the HESA publications³ *Finances of Higher Education Institutions 2009/10* and *Resources of Higher Education Institutions 2000/01 and 2008/09*. Changes in the subject of study coding structure used by HESA and the introduction of a new subject apportionment method⁴ from 2002/03 onwards, coupled with a change in coding policy by one institution relating to the combined subject area, means that a consistent time series of student data by subject of study could only be produced for a seven-year period. During this time, there was a further change in the subject of study coding frame in 2007/08 which, although minor, means that subject level data prior to 2007/08 is not directly comparable with that from 2007/08 onwards.

In 2009/10 there were 165 publicly-funded higher education institutions in the UK. This report covers data on these 165 institutions in receipt of funding from the funding councils, together with The University of Buckingham. This excludes data for the University of Wales (central functions), which has staff but no students.

All figures quoted in this report which relate to student and staff numbers have been rounded to the nearest five in accordance with HESA data protection protocols. All percentages have been calculated using the raw figures and rounded to a fixed number of decimal places. It follows that some rows and columns presented in the tabulations may not sum precisely.

Student numbers

In 2009/10 there were 2.49 million students studying for a higher education qualification or for higher education credit at higher education institutions in the UK. An additional 59,835 students were known to be studying at further education level at UK higher education institutions, although this is likely to be an undercount as institutions are no longer required to return their further education data to HESA. Data on further education students at higher education institutions has therefore been excluded from the remainder of this report.

It should be noted that students can also study for higher education qualifications at further education institutions. Figures on higher education students studying at further education institutions have been included in Table 1.1, but excluded from the remainder of the tabulations as this data is not part of the standard HESA student record.

Table 1.1 shows the number and proportion of higher education students studying at higher education and further education institutions. It can be seen that higher numbers of higher education students study in further education institutions in Scotland and Northern Ireland compared to England and Wales. Across the UK the overall proportion of higher education provision found at further education institutions decreased from 6.3 per cent in 2008/09 to 6.2 per cent in 2009/10. This decrease has been more marked since 2001/02 when 9.7 per cent of higher education provision was located in further education institutions.

² Student data across the time series has been based on the 2009/10 definition of the HESA standard registration population, excluding students on sabbatical and writing-up students.

³ HESA publications are published by the Higher Education Statistics Agency Limited, 95 Promenade, Cheltenham, GL50 1HZ, telephone +44 (0) 1242 255577. Further details are available at <http://www.hesa.ac.uk/products/pubs/home.htm>

⁴ Student courses which involve combinations of subjects are split proportionally across the subjects according to their relative contribution. The sum of the proportion allocated to each subject studied on a course must equal 100. For ITT undergraduate students, at least 50 per cent is assigned to the Education subject area.

At a country level England saw a decrease in the proportion of higher education provision at further education institutions over the last academic year, from 4.8 per cent in 2008/09 to 4.6 per cent in 2009/10. Scotland and Northern Ireland both saw increases over the same period, from 18.3 per cent to 18.6 per cent and 17.6 per cent to 18.3 per cent respectively.

Part-time provision accounts for the majority of higher education students at further education colleges, where 64.6 per cent of provision is part time compared to 35.4 per cent at higher education institutions. The proportion of part-time higher education provision found in further education institutions varies amongst the countries of the UK, with 9.5 per cent of part-time provision in England found in further education institutions compared to 2.1 per cent in Wales, 25.4 per cent in Scotland and 30.9 per cent in Northern Ireland.

A 2009/10 HESA survey of higher education provision at private providers, not included within the HESA student record, showed that approximately 38,000 higher education students were taught at these types of institution⁵.

1.1 Higher education students by mode of study, level of study, country of institution and type of institution 2009/10

	England	Wales	Scotland	Northern Ireland	United Kingdom
Higher education institutions					
Full-time	1,345,665	88,015	162,955	35,520	1,632,155
Part-time	747,965	39,870	57,955	15,470	861,260
Total	2,093,635	127,885	220,910	50,990	2,493,415
Further education institutions					
Full-time	22,215	525	30,620	4,475	57,835
Part-time	78,240	855	19,695	6,930	105,720
Total	100,455	1,380	50,315	11,400	163,555
All institutions					
Full-time	1,367,885	88,540	193,575	39,995	1,689,990
Part-time	826,205	40,725	77,650	22,395	966,980
Total	2,194,090	129,270	271,220	62,390	2,656,970
Percentage in further education institutions	4.6%	1.1%	18.6%	18.3%	6.2%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

Source: HESA Student Record 2009/10, The Data Service, Lifelong Learning Wales Record (LLWR), Scottish Funding Council (SFC), Department for Employment and Learning Northern Ireland (DEL(NI))

Table 1.2 provides a consistent 10-year time series of higher education student numbers by country of institution. Over the last 10 years the number of students studying at UK higher education institutions has been gradually increasing, from 1.9 million in 2000/01 to 2.5 million in 2009/10 – an overall increase of 28 per cent. Between 2008/09 and 2009/10 the overall number of students, from all domiciles, at UK higher education institutions increased by 4.1 per cent. It should be noted that over this period non-EU student numbers increased by 11.7 per cent, compared to a three per cent increase in numbers from UK-domiciled students and a 6.3 per cent increase in EU-domiciled students.

⁵ HESA Survey of private and for-profit providers of Higher Education in the UK 2009/10 – Provisional figures. Available at <http://www.hesa.ac.uk/index.php/content/view/2090/161/>

1.2 Students by academic year and country of institution

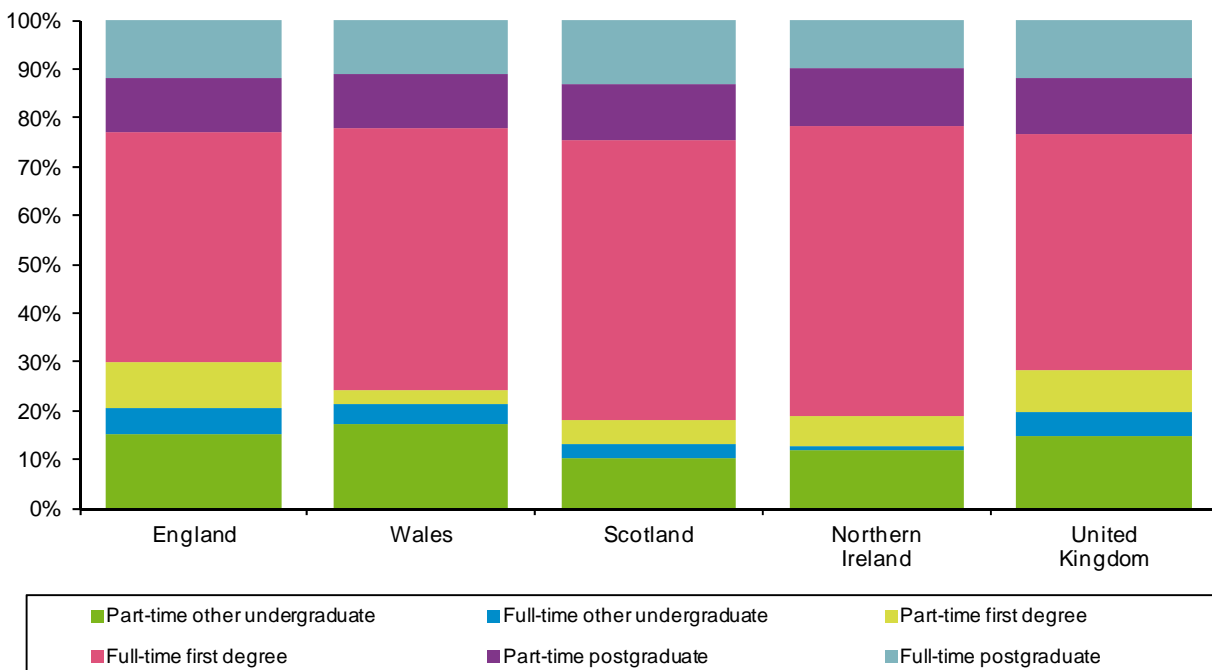
	England	Percentage of UK total	Wales	Percentage of UK total	Scotland	Percentage of UK total	Northern Ireland	Percentage of UK total	United Kingdom
2009/10	2,093,635	84.0%	127,885	5.1%	220,910	8.9%	50,990	2.0%	2,493,415
2008/09	2,005,840	83.7%	126,475	5.3%	215,495	9.0%	48,240	2.0%	2,396,050
2007/08	1,922,180	83.4%	125,540	5.4%	210,180	9.1%	48,200	2.1%	2,306,105
2006/07	1,912,050	83.0%	128,230	5.6%	215,560	9.4%	48,860	2.1%	2,304,700
2005/06	1,894,835	83.1%	125,715	5.5%	207,840	9.1%	52,845	2.3%	2,281,235
2004/05	1,856,930	83.0%	123,645	5.5%	202,760	9.1%	52,930	2.4%	2,236,265
2003/04	1,831,890	83.3%	118,610	5.4%	198,650	9.0%	51,025	2.3%	2,200,175
2002/03	1,774,540	83.3%	116,465	5.5%	190,980	9.0%	49,125	2.3%	2,131,110
2001/02	1,694,410	83.0%	110,295	5.4%	190,725	9.3%	47,155	2.3%	2,042,580
2000/01	1,623,735	83.3%	104,745	5.4%	174,250	8.9%	45,400	2.3%	1,948,135

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

Source: HESA Student Record 2000/01-2009/10

Chart 1.3a and Table 1.3b (sourced from Appendix 1) illustrate the composition of students in 2009/10 in terms of level of study and mode of study, again by country of institution. It can be seen that the proportion of students studying full-time first degree courses in England is slightly below levels seen in other countries of the UK. England does, however, show higher proportions studying part-time first degree courses in 2009/10, with 9.3 per cent of students on these courses compared to 3.1 per cent in Wales, 4.7 per cent in Scotland and 6.4 per cent in Northern Ireland.

1.3a Students by mode of study, level of study and country of institution 2009/10



Source: HESA Student Record 2009/10

1.3b Students by mode of study, level of study and country of institution 2009/10

	England	Wales	Scotland	Northern Ireland	United Kingdom
Full-time other undergraduate	5.4%	4.1%	3.0%	0.7%	5.0%
Part-time other undergraduate	15.2%	17.1%	10.3%	11.9%	14.8%
Full-time first degree	46.9%	53.6%	57.6%	59.2%	48.5%
Part-time first degree	9.3%	3.1%	4.7%	6.4%	8.5%
Full-time postgraduate	11.9%	11.2%	13.2%	9.8%	12.0%
Part-time postgraduate	11.2%	11.0%	11.2%	12.0%	11.2%
All students	100.0%	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 2009/10

The use of a true time series in this report means that it is possible to compare trends on an entirely consistent basis. Table 1.4 provides a breakdown of student numbers by level of study, mode of study and country of institution for the last two years with a comparison against 2000/01.

In 2009/10 there were 2.49 million students enrolled at UK higher education institutions, of which 1.91 million were studying at undergraduate level and 578,705 at postgraduate level.

Across the UK the proportion of provision accounted for by postgraduate study has increased from 20.9 per cent in 2000/01 to 23.2 per cent in 2009/10. This increase is present across all countries of the UK and is particularly evident in Wales, which showed an increase from 16.4 per cent to 22.1 per cent over the same period.

1.4 Students by academic year, level of study, mode of study and country of institution

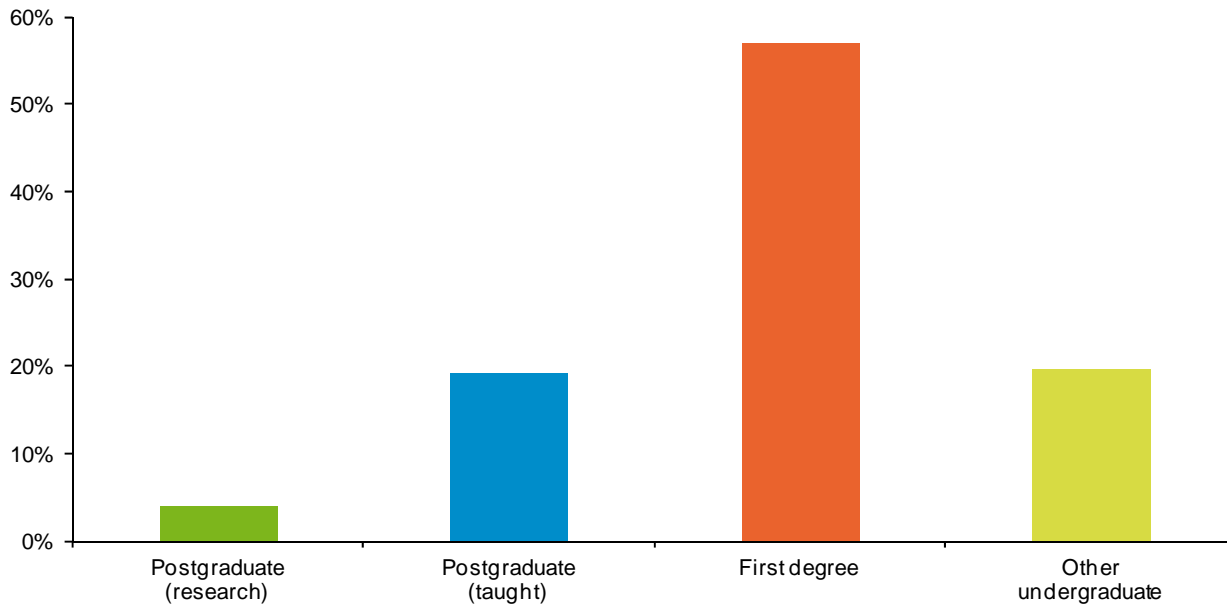
	England	Wales	Scotland	Northern Ireland	United Kingdom
2009/10					
Postgraduate					
Full-time	249,865	14,265	29,120	5,005	298,255
Part-time	235,465	14,050	24,805	6,130	280,450
Postgraduate total	485,335	28,315	53,925	11,135	578,705
Undergraduate					
Full-time	1,095,800	73,750	133,835	30,515	1,333,900
Part-time	512,500	25,825	33,150	9,340	580,810
Undergraduate total	1,608,300	99,570	166,985	39,855	1,914,710
All students					
Full-time	1,345,665	88,015	162,955	35,520	1,632,155
Part-time	747,965	39,870	57,955	15,470	861,260
Total	2,093,635	127,885	220,910	50,990	2,493,415
2008/09					
Postgraduate					
Full-time	222,955	12,545	27,755	4,745	268,000
Part-time	226,360	13,020	23,900	5,535	268,815
Postgraduate total	449,315	25,565	51,655	10,280	536,810
Undergraduate					
Full-time	1,044,720	68,445	129,065	29,800	1,272,030
Part-time	511,805	32,465	34,775	8,160	587,205
Undergraduate total	1,556,525	100,910	163,840	37,960	1,859,240
All students					
Full-time	1,267,675	80,990	156,820	34,545	1,540,030
Part-time	738,165	45,485	58,675	13,695	856,020
Total	2,005,840	126,475	215,495	48,240	2,396,050
2000/01					
Postgraduate					
Full-time	144,475	7,830	16,020	3,960	172,285
Part-time	200,855	9,395	18,855	5,520	234,620
Postgraduate total	345,330	17,225	34,875	9,480	406,905
Undergraduate					
Full-time	839,670	58,015	114,260	25,935	1,037,880
Part-time	438,735	29,510	25,115	9,990	503,350
Undergraduate total	1,278,410	87,520	139,375	35,925	1,541,225
All students					
Full-time	984,150	65,845	130,280	29,895	1,210,165
Part-time	639,590	38,900	43,970	15,510	737,970
Total	1,623,735	104,745	174,250	45,400	1,948,135

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Source: HESA Student Record 2000/01, 2008/09, 2009/10

Chart 1.5a and Table 1.5b illustrate the proportions of all students at UK higher education institutions by level of study in 2009/10. Over half (57 per cent) were studying at first degree level and a further 19.8 per cent were studying towards an undergraduate qualification other than a first degree (other undergraduate qualification). The remaining students were studying postgraduate taught and postgraduate research courses, 19.2 per cent and four per cent respectively.

1.5a Students by level of study 2009/10



Source: HESA Student Record 2009/10

1.5b Students by level of study 2009/10

	Postgraduate (research)	Postgraduate (taught)	First degree	Other undergraduate	Total
Number of students	98,910	479,795	1,421,490	493,225	2,493,415
Percentage of total	4.0%	19.2%	57.0%	19.8%	100.0%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

Source: HESA Student Record 2009/10

Table 1.6 shows the percentage change in student numbers by mode and level of study and country of institution over the last 10 years, with a comparison against 2008/09.

The largest increases over the last 10 years can be seen in full-time postgraduate numbers, which have increased by 73.1 per cent since 2000/01 compared with an increase of 28.5 per cent for full-time undergraduates over the same period. Large increases in part-time postgraduate numbers were also seen in Wales and Scotland, where numbers increased by 49.5 per cent and 31.5 per cent over the last 10 years respectively. It should be noted that these numbers include students from all domiciles and therefore the above average increases in non-EU students over the period, the majority of whom study at postgraduate level, will have been a factor in these increases.

In contrast, part-time numbers have increased at a slower rate over the last 10 years for the UK as a whole, with part-time undergraduate numbers in fact decreasing in both Wales and Northern Ireland since 2000/01. For all countries other than Scotland, growth in full-time undergraduate provision was higher than for part-time undergraduate provision.

Over the last year full-time postgraduate numbers have increased by 11.3 per cent, over twice the rate of full-time undergraduates at 4.9 per cent. Full-time numbers have increased at a faster rate in England and Wales than in the rest of the UK. Part-time undergraduate numbers decreased by 1.1 per cent for the UK as a whole, with decreases in Wales and Scotland of 20.5 per cent and 4.7 per cent respectively. The level of undergraduate part-time provision in England remained more or less static, growing by only 0.1 per cent between 2008/09 and 2009/10.

1.6 Change over time in undergraduate and postgraduate numbers by mode of study, level of study and country of institution

	England	Wales	Scotland	Northern Ireland	United Kingdom
Percentage overall changes					
Undergraduates 2000/01 to 2009/10	25.8%	13.8%	19.8%	10.9%	24.2%
Undergraduates 2008/09 to 2009/10	3.3%	-1.3%	1.9%	5.0%	3.0%
Postgraduates 2000/01 to 2009/10	40.5%	64.4%	54.6%	17.5%	42.2%
Postgraduates 2008/09 to 2009/10	8.0%	10.8%	4.4%	8.3%	7.8%
Percentage change in part-time numbers					
Undergraduates 2000/01 to 2009/10	16.8%	-12.5%	32.0%	-6.5%	15.4%
Undergraduates 2008/09 to 2009/10	0.1%	-20.5%	-4.7%	14.4%	-1.1%
Postgraduates 2000/01 to 2009/10	17.2%	49.5%	31.5%	11.1%	19.5%
Postgraduates 2008/09 to 2009/10	4.0%	7.9%	3.8%	10.8%	4.3%
Percentage change in full-time numbers					
Undergraduates 2000/01 to 2009/10	30.5%	27.1%	17.1%	17.7%	28.5%
Undergraduates 2008/09 to 2009/10	4.9%	7.7%	3.7%	2.4%	4.9%
Postgraduates 2000/01 to 2009/10	72.9%	82.2%	81.8%	26.4%	73.1%
Postgraduates 2008/09 to 2009/10	12.1%	13.7%	4.9%	5.4%	11.3%

Source: HESA Student Record 2000/01, 2008/09, 2009/10

Students by gender

Table 1.7 shows that a higher proportion of females than males were registered at UK higher education institutions in 2009/10; this applied across all levels and modes of study other than full-time postgraduate, where males were in the majority. Higher proportions of part-time students than of full-time students were female. In terms of level of study, higher proportions of other undergraduates than of first degree and postgraduate students were female. This was true for both full-time and part-time students in 2009/10.

The overall proportion of females studying at UK higher education institutions increased from 56 per cent in 2000/01 to 56.6 per cent in 2009/10. The proportion of females studying part-time postgraduate degrees increased from 53.6 per cent in 2000/01 to 58.2 per cent in 2009/10. The same period saw increases in the proportion of females studying full-time first degrees and part-time other undergraduate qualifications, with decreases in the proportion studying full-time postgraduate and other undergraduate and part-time first degree qualifications.

The last year has seen little change in the proportion of females at UK higher education institutions, with a slight overall decrease from 56.9 per cent to 56.6 per cent and small increases in full-time postgraduates and part-time other undergraduates. Small decreases in the proportion of females were also seen in part-time postgraduate and first degree study, with a larger decrease in full-time other undergraduates.

1.7 Students by academic year, mode of study, level of study and gender¹

	Female	Percentage female	Male	Percentage male	Total
2009/10					
Full-time					
Postgraduate	146,980	49.3%	151,275	50.7%	298,255
First degree	657,835	54.4%	550,785	45.6%	1,208,620
Other undergraduate	79,290	63.3%	45,985	36.7%	125,275
Full-time total	884,105	54.2%	748,050	45.8%	1,632,155
Part-time					
Postgraduate	163,340	58.2%	117,105	41.8%	280,445
First degree	125,105	58.8%	87,760	41.2%	212,865
Other undergraduate	239,635	65.1%	128,310	34.9%	367,945
Part-time total	528,080	61.3%	333,175	38.7%	861,255
2009/10 total	1,412,185	56.6%	1,081,225	43.4%	2,493,410
2008/09					
Full-time					
Postgraduate	131,815	49.2%	136,180	50.8%	267,995
First degree	624,430	54.5%	522,120	45.5%	1,146,550
Other undergraduate	82,030	65.4%	43,450	34.6%	125,480
Full-time total	838,275	54.4%	701,750	45.6%	1,540,025
Part-time					
Postgraduate	156,625	58.3%	112,185	41.7%	268,810
First degree	121,965	59.4%	83,230	40.6%	205,195
Other undergraduate	246,945	64.6%	135,065	35.4%	382,010
Part-time total	525,535	61.4%	330,480	38.6%	856,015
2008/09 total	1,363,810	56.9%	1,032,230	43.1%	2,396,040
2000/01					
Full-time					
Postgraduate	85,215	49.5%	87,070	50.5%	172,285
First degree	486,555	53.1%	429,270	46.9%	915,825
Other undergraduate	78,845	64.6%	43,210	35.4%	122,055
Full-time total	650,615	53.8%	559,550	46.2%	1,210,165
Part-time					
Postgraduate	125,855	53.6%	108,770	46.4%	234,620
First degree	61,535	60.5%	40,180	39.5%	101,715
Other undergraduate	253,215	63.0%	148,415	37.0%	401,635
Part-time total	440,605	59.7%	297,365	40.3%	737,970
2000/01 total	1,091,220	56.0%	856,915	44.0%	1,948,135

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

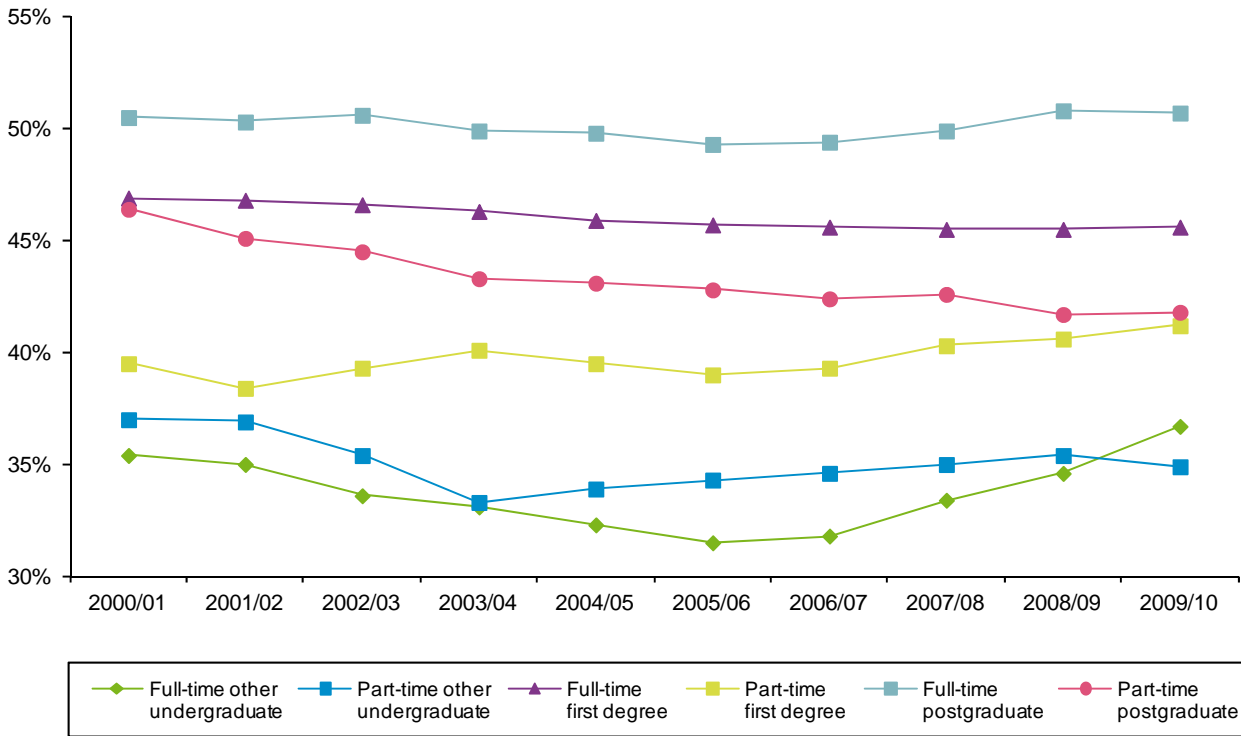
Source: HESA Student Record 2000/01, 2008/09, 2009/10

¹Numbers and percentages exclude those students of indeterminate gender

Chart 1.8a and Table 1.8b illustrate how the proportion of male students studying at higher education institutions has changed over the last 10 years, with comparisons by level of study and mode of study. The lowest proportion of male students is found in full-time other undergraduate study for all years, except for 2009/10 where part-time other undergraduates show a slightly lower proportion. The highest proportion of male students can be found in full-time postgraduate study for all years between 2000/01 and 2009/10.

Only amongst full-time postgraduates did male students outnumber female students, by a small margin between 2000/01 and 2002/03 and again between 2008/09 and 2009/10.

1.8a Percentage of male students by academic year, mode of study and level of study



Source: HESA Student Record 2001/02-2009/10

1.8b Percentage of male students by academic year, mode of study and level of study

	Full-time other undergraduate	Part-time other undergraduate	Full-time first degree	Part-time first degree	Full-time postgraduate	Part-time postgraduate
2000/01	35.4%	37.0%	46.9%	39.5%	50.5%	46.4%
2001/02	35.0%	36.9%	46.8%	38.4%	50.3%	45.1%
2002/03	33.6%	35.4%	46.6%	39.3%	50.6%	44.5%
2003/04	33.1%	33.3%	46.3%	40.1%	49.9%	43.3%
2004/05	32.3%	33.9%	45.9%	39.5%	49.8%	43.1%
2005/06	31.5%	34.3%	45.7%	39.0%	49.3%	42.8%
2006/07	31.8%	34.6%	45.6%	39.3%	49.4%	42.4%
2007/08	33.4%	35.0%	45.5%	40.3%	49.9%	42.6%
2008/09	34.6%	35.4%	45.5%	40.6%	50.8%	41.7%
2009/10	36.7%	34.9%	45.6%	41.2%	50.7%	41.8%

Source: HESA Student Record 2000/01-2009/10

Students by subject

There have been some significant changes in the subject definitions used by HESA over the last 10 years. In 2002/03, HESA introduced a new subject classification, aligning its subject codes with those used by the Universities and Colleges Admissions Service (UCAS). At the same time, in order to account for students studying more than one subject as part of their qualification, a new subject apportionment method was introduced, assigning students to one or more subjects according to the proportions studied. This provides a more accurate picture of overall registrations by subject of study, but does not allow comparative time series with data prior to 2002/03. Due to a change in coding policy of the use of the

combined subject code by one institution in 2003/04, this analysis provides subject time series data for the last seven years only.

It should also be noted that there was a further change in the subject coding frame in 2007/08 which, although minor, means that data prior to 2007/08 is not directly comparable with that from 2007/08 onwards. At the level of the 19 subject areas the change is minimal, with plant biotechnology and biotechnology moving from subject area biological sciences to subject area engineering and technology.

Table 1.9 provides a breakdown of student numbers by subject area studied for 2009/10, with comparisons against 2008/09 and 2003/04. Since 2003/04, student numbers across all subjects have increased by 13.3 per cent.

Over the last seven years, architecture, building and planning, veterinary science and mathematical sciences show the biggest rise since 2003/04 at 40.4 per cent, 36.1 per cent and 30 per cent respectively. Mathematical sciences and mass communications and documentation have seen the biggest percentage increase since 2008/09. There has been a decrease in the absolute number of students studying computer science and historical and philosophical studies since 2003/04, at 25.5 per cent and 2.8 per cent respectively, although both have seen an increase since 2008/09.

Combined subject area has also seen a loss, although some of this may be due to continual changes in policy on the use of the combined subject as a stand-alone category. The smallest increases across the seven-year period were seen in languages (4.1 per cent) and subjects allied to medicine (6.9 per cent).

It should be noted that medicine and dentistry are quota-controlled subjects and this is reflected in the changes over the period in question.

1.9 Change over time in student numbers by subject area

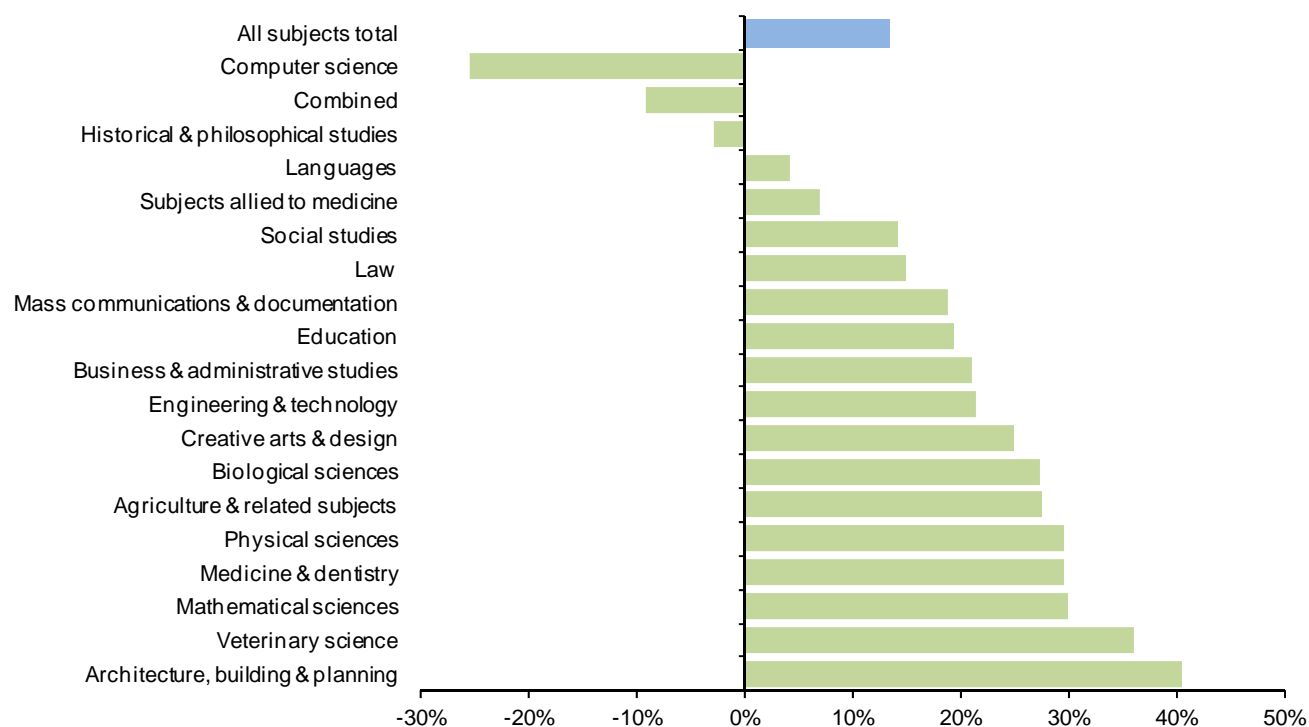
	2009/10	Percentage of total	2008/09	Percentage of total	2003/04	Percentage of total	Percentage change 2008/09 to 2009/10	Percentage change 2003/04 to 2009/10
Medicine & dentistry	65,800	2.6%	63,640	2.7%	50,760	2.3%	3.4%	29.6%
Subjects allied to medicine	305,220	12.2%	293,670	12.3%	285,600	13.0%	3.9%	6.9%
Biological sciences	183,035	7.3%	171,800	7.2%	143,660	6.5%	6.5%	27.4%
Veterinary science	5,360	0.2%	5,135	0.2%	3,935	0.2%	4.3%	36.1%
Agriculture & related subjects	18,920	0.8%	18,250	0.8%	14,830	0.7%	3.7%	27.6%
Physical sciences	91,030	3.7%	86,045	3.6%	70,265	3.2%	5.8%	29.6%
Mathematical sciences	39,125	1.6%	36,055	1.5%	30,105	1.4%	8.5%	30.0%
Computer science	100,785	4.0%	96,280	4.0%	135,235	6.1%	4.7%	-25.5%
Engineering & technology	156,985	6.3%	148,070	6.2%	129,305	5.9%	6.0%	21.4%
Architecture, building & planning	65,990	2.6%	64,920	2.7%	47,000	2.1%	1.6%	40.4%
Social studies	213,750	8.6%	206,050	8.6%	187,290	8.5%	3.7%	14.1%
Law	94,380	3.8%	92,110	3.8%	82,175	3.7%	2.5%	14.9%
Business & administrative studies	353,910	14.2%	330,255	13.8%	292,340	13.3%	7.2%	21.1%
Mass communications & documentation	53,130	2.1%	49,065	2.0%	44,710	2.0%	8.3%	18.8%
Languages	138,090	5.5%	131,170	5.5%	132,625	6.0%	5.3%	4.1%
Historical & philosophical studies	96,290	3.9%	94,120	3.9%	99,055	4.5%	2.3%	-2.8%
Creative arts & design	173,825	7.0%	163,490	6.8%	139,130	6.3%	6.3%	24.9%
Education	226,385	9.1%	217,200	9.1%	189,625	8.6%	4.2%	19.4%
Combined	111,410	4.5%	128,725	5.4%	122,530	5.6%	-13.5%	-9.1%
All subjects total	2,493,415	100.0%	2,396,050	100.0%	2,200,175	100.0%	4.1%	13.3%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

Source: HESA Student Record 2003/04, 2008/09, 2009/10

Chart 1.10a and Table 1.10b illustrate the change in student numbers by subject area since 2003/04.

1.10a Percentage change in students numbers by subject area between 2003/04 and 2009/10



Source: HESA Student Record 2003/04, 2009/10

1.10b Percentage change in student numbers by subject area between 2003/04 and 2009/10

	Percentage change 2003/04 to 2009/10
Architecture, building & planning	40.4%
Veterinary science	36.1%
Mathematical sciences	30.0%
Medicine & dentistry	29.6%
Physical sciences	29.6%
Agriculture & related subjects	27.6%
Biological sciences	27.4%
Creative arts & design	24.9%
Engineering & technology	21.4%
Business & administrative studies	21.1%
Education	19.4%
Mass communications & documentation	18.8%
Law	14.9%
Social studies	14.1%
Subjects allied to medicine	6.9%
Languages	4.1%
Historical & philosophical studies	-2.8%
Combined	-9.1%
Computer science	-25.5%
All subjects total	13.3%

Source: HESA Student Record 2003/04, 2009/10

Appendix 2 provides a full breakdown of all students by individual subject of study, using the 2009/10 subject labels.

Changes to the subject coding frame in 2007/08 had slightly more impact at individual subject level than at subject area level, so care should be taken when interpreting the time series data shown in Appendix 2⁶.

With this caveat in mind, the following changes by subject of study between 2003/04 and 2009/10 can be seen:

- Numbers in medicine increased by 29.6 per cent over the period in question, which is above the overall increase of 13.3 per cent for all subjects. Changes in the structure of clinical degrees have led to a shift from pre-clinical to clinical studies.
- Subjects allied to medicine showed a below average increase of 6.9 per cent since 2003/04. This included a 4.4 per cent decrease in the number of students studying nursing, who accounted for 58.3 per cent of students in this subject area in 2009/10. Large increases were seen in pharmacology, toxicology and pharmacy (50.2 per cent), complementary medicine (86.9 per cent) and nutrition (98 per cent) since 2003/04. Between 2008/09 and 2009/10 all subjects of study in this group saw increases apart from anatomy, physiology and pathology, which saw a 0.1 per cent decrease in student numbers.
- Within biological sciences there was considerable variation between 2003/04 and 2009/10 in the number of students studying certain subjects, with increases in the numbers studying general biology (17.1 per cent), zoology (8.3 per cent), sports science (73 per cent) and psychology (30.1 per cent) and decreases in botany (21.3 per cent), genetics (10.9 per cent) and microbiology (18.6 per cent). All subjects other than genetics (2.2 per cent decrease) saw increases between 2008/09 and 2009/10.
- Veterinary science showed an above average increase of 36.1 per cent between 2003/04 and 2009/10.
- All subjects under physical sciences, other than physical geographical sciences (15.4 per cent decrease) and broadly-based programmes within physical sciences (3.1 per cent decrease), saw increases since 2003/04. Large increases were particularly evident in forensic and archaeological science (157.6 per cent), science of aquatic and terrestrial environments (521.9 per cent) and astronomy (47 per cent). Since 2008/09 only materials science showed a small decrease (of 0.3 per cent).
- As in previous years mathematics continues to show increases from both 2003/04 (44.9 per cent) and 2008/09 (7.9 per cent). Statistics showed a below total increase of 11.1 per cent since 2003/04 but an above total increase of 11.9 per cent since 2008/09.
- Within computer science all subjects recorded decreases between 2003/04 and 2009/10, with particularly large decreases in information systems (34.5 per cent) and general computer science (23.3 per cent). Over the last year, however, all subjects showed increases, with software engineering (9.1 per cent) and artificial intelligence (9.3 per cent) increasing at a greater rate than the total figure for all subjects.
- Overall numbers in engineering increased by 21.4 per cent since 2003/04 and six per cent since 2008/09, both above the increase seen for all subjects. Between 2003/04 and 2009/10 decreases were seen in production and manufacturing engineering, metallurgy, electronic and electrical engineering, and ceramics and glasses. Over the last year, ceramics and glasses and maritime technology showed decreases of 22.7 per cent and 4.9 per cent respectively.

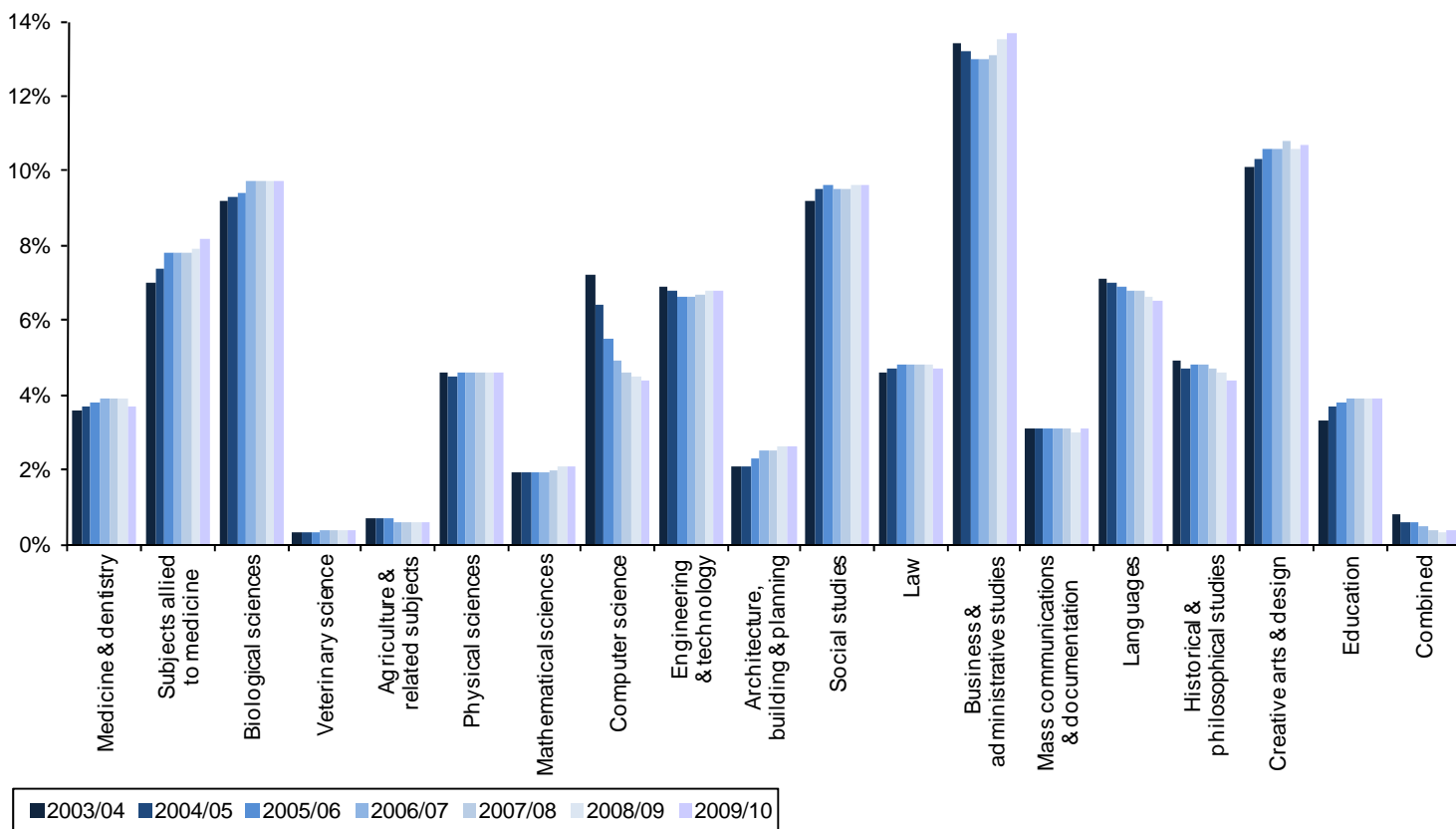
⁶ Full details of the changes can be found at <http://www.hesa.ac.uk/C07051/mappingJACS>

- Although reporting increases in students since 2003/04, with particularly large increases in architecture and building architecture, building and planning showed a below total increase of 1.6 per cent between 2008/09 and 2009/10.
- All subjects within social studies showed an above total increase except for anthropology, which showed a below total increase of 6.3 per cent, and human and social geography, which decreased by 18.9 per cent between 2003/04 and 2009/10. Since 2008/09 most subjects showed increases, but social policy showed a decrease of 2.5 per cent.
- Law showed an above total increase of 14.9 per cent since 2003/04 and a below total increase of 2.5 per cent between 2008/9 and 2009/10.
- Significant increases within business and administrative studies since 2003/04 were shown by management studies (42.2 per cent), finance (86.6 per cent), accounting (18.5 per cent) and marketing (13 per cent). Since 2008/09 only office skills showed a decrease in student numbers (of 8.5 per cent).
- Although overall increases in mass communications and documentation since 2003/04 and 2008/09 were close to the overall increase for all subjects, there was significant variation amongst subjects within this group, with large increases in journalism and media studies over both the last seven years and last year. In contrast, publishing saw a decrease in numbers since 2003/04.
- Languages showed the smallest increase in student numbers amongst subjects showing growth over the last seven years. Over the last year, however, the rate of increase has grown and is now above that seen for all subjects. Within languages significant decreases since 2003/04 were shown by Celtic, Latin, Classical Greek, Italian, Scandinavian and South Asian studies. Over the same period significant increases were shown by ancient language studies, classical studies, Chinese and Japanese.
- Historical and philosophical studies showed a small decrease in numbers since 2003/04 of 2.8 per cent, with a slight increase since 2008/09. Archaeology showed decreases over both the last seven years and the last year.
- Since 2003/04 numbers in creative arts and design have increased at a rate above that seen for all students. Over the same period, within creative arts and design, significant increases have been shown by music, dance, cinematics and photography, and imaginative writing.
- Education increased by 19.4 per cent over the period 2003/04 to 2009/10, with teacher training increasing by 22.7 per cent over the same period.

Chart 1.11a and Table 1.11b illustrate how the proportion of full-time first degree students studying each subject area has changed throughout the seven-year period.

The proportion of full-time degree students studying computer science has declined significantly over the period, with the rate of decline decreasing in recent years. A number of subjects – including subjects allied to medicine, biological sciences, architecture, building and planning, and creative arts and design – have shown a consistent increase over the period in question. Business and administrative studies saw a decrease in the proportion of full-time first degree students between 2003/04 and 2006/07. This then increased from 2007/08 to 2009/10.

1.11a Percentage of full-time first degree students by subject area and academic year



Source: HESA Student Record 2003/04-2009/10

1.11b Percentage of full-time first degree students by subject area and academic year

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Medicine & dentistry	3.6%	3.7%	3.8%	3.9%	3.9%	3.9%	3.7%
Subjects allied to medicine	7.0%	7.4%	7.8%	7.8%	7.8%	7.9%	8.2%
Biological sciences	9.2%	9.3%	9.4%	9.7%	9.7%	9.7%	9.7%
Veterinary science	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%
Agriculture & related subjects	0.7%	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%
Physical sciences	4.6%	4.5%	4.6%	4.6%	4.6%	4.6%	4.6%
Mathematical sciences	1.9%	1.9%	1.9%	1.9%	2.0%	2.1%	2.1%
Computer science	7.2%	6.4%	5.5%	4.9%	4.6%	4.5%	4.4%
Engineering & technology	6.9%	6.8%	6.6%	6.6%	6.7%	6.8%	6.8%
Architecture, building & planning	2.1%	2.1%	2.3%	2.5%	2.5%	2.6%	2.6%
Social studies	9.2%	9.5%	9.6%	9.5%	9.5%	9.6%	9.6%
Law	4.6%	4.7%	4.8%	4.8%	4.8%	4.8%	4.7%
Business & administrative studies	13.4%	13.2%	13.0%	13.0%	13.1%	13.5%	13.7%
Mass communications & documentation	3.1%	3.1%	3.1%	3.1%	3.1%	3.0%	3.1%
Languages	7.1%	7.0%	6.9%	6.8%	6.8%	6.6%	6.5%
Historical & philosophical studies	4.9%	4.7%	4.8%	4.8%	4.7%	4.6%	4.4%
Creative arts & design	10.1%	10.3%	10.6%	10.6%	10.8%	10.6%	10.7%
Education	3.3%	3.7%	3.8%	3.9%	3.9%	3.9%	3.9%
Combined	0.8%	0.6%	0.6%	0.5%	0.4%	0.3%	0.4%
All subjects total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: HESA Student Record 2003/04-2009/10

Trends in EU and international students

Table 1.12 shows the composition of student numbers according to where they were living prior to entering higher education.

Over the last 10 years, there has been a considerably greater increase in the number of non-EU students studying in the UK compared to the increases in numbers of UK and other EU students studying in the UK. Since 2000/01, the number of non-EU students has more than doubled, with an increase of 11.7 per cent in the last year, approximately four times the percentage increase in UK-domiciled student numbers. However, it should be noted that the population of non-EU students is still small compared to the population of UK-domiciled students, with 6.5 per cent of students from outside the EU in 2000/01 rising to 11.3 per cent in 2009/10. The number of students from other EU countries has increased by over a third and numbers from the UK have increased by around a fifth over the last 10 years.

1.12 Change over time in student numbers by domicile

	Student numbers	Percentage of total
2009/10		
UK	2,087,615	83.7%
Other EU	125,045	5.0%
Non EU	280,760	11.3%
All	2,493,415	100.0%
2008/09		
UK	2,027,085	84.6%
Other EU	117,660	4.9%
Non EU	251,310	10.5%
All	2,396,050	100.0%
2000/01		
UK	1,731,570	88.9%
Other EU	89,840	4.6%
Non EU	126,720	6.5%
All	1,948,135	100.0%
Percentage change 2000/01 to 2009/10		
UK	20.6%	
Other EU	39.2%	
Non EU	121.6%	
All	28.0%	
Percentage change 2008/09 to 2009/10		
UK	3.0%	
Other EU	6.3%	
Non EU	11.7%	
All	4.1%	

Source: HESA Student Record 2000/01, 2008/09, 2009/10

Appendix 3 contains more detailed information about non-UK student numbers by country and region. The top 20 non-UK countries of domicile for students studying in the UK are summarised (by level of study) in Tables 1.13a and 1.13b.

In 2009/10 China (excluding Hong Kong, Taiwan and Macao) provided the highest numbers of students on first degree, postgraduate research and other undergraduate courses and the second highest numbers on taught higher degree and other postgraduate courses. India provided the highest number of students on taught higher degree courses, and Ireland did so for other postgraduate courses. Malaysia provided the second highest number of students on first degree courses. There were no significant changes in the top 20 countries across levels from the previous year.

1.13a Major countries supplying non-UK students to UK higher education institutions by level of study 2009/10

Higher degree (research)		Higher degree (taught)		Other postgraduate	
China	3,690	India	29,185	Ireland	2,230
United States	2,725	China	23,085	China	800
Germany	2,340	Nigeria	9,780	India	755
Malaysia	1,780	United States	6,035	Nigeria	405
Greece	1,760	Pakistan	5,105	Germany	390
Italy	1,680	Greece	4,620	United States	370
India	1,510	Ireland	4,175	Malaysia	345
Saudi Arabia	1,315	Germany	3,945	France	310
Pakistan	1,190	Thailand	3,385	Pakistan	285
Ireland	1,130	Taiwan	3,215	Greece	280
Canada	1,045	Saudi Arabia	3,135	Canada	265
France	940	France	3,130	Italy	240
Libya	910	Cyprus (EU)	2,340	Saudi Arabia	235
Nigeria	850	Bangladesh	1,965	Spain	225
Iran	835	Canada	1,935	United Arab Emirates	200
Thailand	815	Italy	1,880	Netherlands	170
Taiwan	750	Malaysia	1,670	Australia	165
Poland	665	Turkey	1,640	Hong Kong	160
Cyprus (EU)	640	Korea (South)	1,490	Bangladesh	145
Portugal	600	Spain	1,435	Poland	130
Spain	565	Hong Kong	1,430	Switzerland	115
Korea (South)	560	Poland	1,380	Taiwan	115
Mexico	560	Japan	1,305	Cyprus (EU)	115
Egypt	505	Libya	1,305	Trinidad and Tobago	110
Hong Kong	485	Sri Lanka	1,295	Thailand	100

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Source: HESA Student Record 2009/10

1.13b Major countries supplying non-UK students to UK higher education institutions by level of study 2009/10

First degree		Other undergraduate	
China	23,990	China	5,425
Malaysia	9,915	Ireland	2,325
Cyprus (EU)	7,685	France	2,135
Hong Kong	7,380	United States	2,065
France	7,260	Germany	1,960
Germany	6,800	India	1,500
Ireland	6,740	Saudi Arabia	1,130
India	5,550	Spain	1,030
Poland	5,490	Nigeria	810
Nigeria	4,835	Poland	745
Greece	4,745	Philippines	675
United States	3,860	Hong Kong	495
Pakistan	2,880	Japan	460
Bulgaria	2,565	Italy	390
Singapore	2,555	Cyprus (EU)	385
Saudi Arabia	2,525	Greece	380
Spain	2,465	Pakistan	355
Lithuania	2,460	Malaysia	350
Norway	2,395	Korea (South)	335
Italy	2,365	Taiwan	330
Sri Lanka	2,290	Thailand	320
Sweden	2,220	Zimbabwe	320
Romania	2,165	Libya	320
Canada	2,130	Russia	310
Korea (South)	1,930	United Arab Emirates	300

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

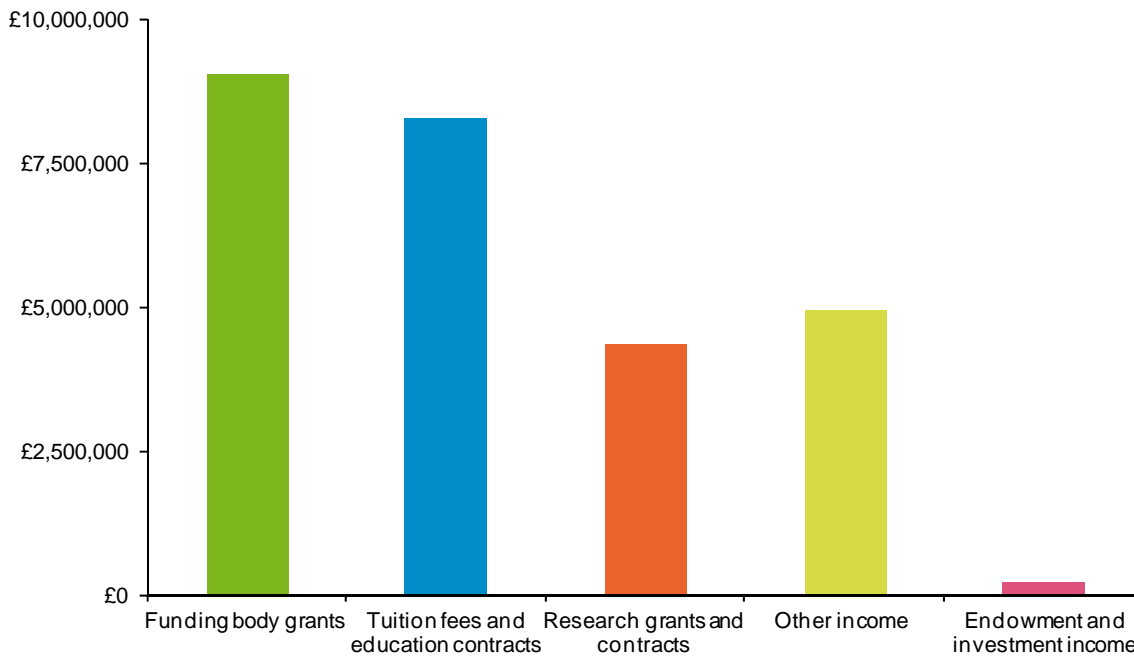
Source: HESA Student Record 2009/10

Trends in income

It should be noted that trends in income figures used in this part of the report are in cash terms and not real terms and no deflator has been applied.

Chart 1.14a and Table 1.14b show the income of higher education institutions by source of income for 2009/10. Funding body grants make up the largest share of the overall income at 33.7 per cent (£9 billion), closely followed by tuition fees and education grants at 30.9 per cent (£8.3 billion). The overall annual income to the sector is now over £26 billion, compared to over £13 billion in 2000/01.

1.14a Income of higher education institutions by source of income 2009/10 (£ thousands)



Source: HESA Finance Statistics Return 2009/10

1.14b Income of higher education institutions by source of income 2009/10 (£ thousands)

	UK total	Percentage of income
Funding body grants	£9,043,115	33.7%
Tuition fees and education contracts	£8,272,137	30.9%
Research grants and contracts	£4,345,421	16.2%
Other income	£4,915,913	18.3%
Endowment and investment income	£219,201	0.8%
Total income	£26,795,787	

Source: HESA Finance Statistics Return 2009/10

Income trends over the last 10 years, with a comparison for 2008/09, are shown in Table 1.15. The income received by institutions in England has doubled since 2000/01, with a slightly lower increase for other countries of the UK. The biggest increase can be seen within tuition fees and education contracts which increased by 171.3 per cent in 10 years and 13.6 per cent within the last year, mostly due to the introduction of variable fees in 2006/07.

Income from funding body grants increased by 68.8 per cent in 10 years, with larger increases in Scotland (73.8 per cent) and England (69.3 per cent) compared to Wales (58.5 per cent) and Northern Ireland (52.9 per cent). Endowment and investment income decreased by 25 per cent across the UK over the period 2000/01 to 2009/10, partially due to the recession in 2007/08.

1.15 Main sources of income received by academic year and country of institution (£ thousands)

	England	Wales	Scotland	Northern Ireland	UK
2009/10					
Funding body grants	£7,280,128	£453,895	£1,099,550	£209,542	£9,043,115
Tuition fees & education contracts	£7,142,075	£378,957	£627,808	£123,297	£8,272,137
Research grants & contracts	£3,499,088	£155,635	£601,314	£89,384	£4,345,421
Other income	£4,134,377	£240,580	£448,458	£92,498	£4,915,913
Endowment & investment income	£179,531	£6,623	£26,808	£6,239	£219,201
Total income	£22,235,199	£1,235,690	£2,803,938	£520,960	£26,795,787
2008/09					
Funding body grants	£7,097,214	£440,375	£1,067,943	£213,827	£8,819,359
Tuition fees & education contracts	£6,277,553	£337,654	£556,156	£111,276	£7,282,639
Research grants & contracts	£3,333,555	£156,652	£574,103	£80,272	£4,144,582
Other income	£4,023,686	£223,235	£425,871	£96,952	£4,769,744
Endowment & investment income	£295,230	£13,619	£39,130	£8,963	£356,942
Total income	£21,027,238	£1,171,536	£2,663,203	£511,290	£25,373,267
2000/01					
Funding body grants	£4,299,885	£286,350	£632,513	£137,029	£5,355,777
Tuition fees & education contracts	£2,589,365	£131,262	£275,368	£52,584	£3,048,579
Research grants & contracts	£1,812,384	£78,807	£278,265	£37,772	£2,207,228
Other income	£2,121,062	£132,108	£296,152	£40,626	£2,589,948
Endowment & investment income	£245,949	£12,533	£30,948	£2,957	£292,387
Total income	£11,068,645	£641,060	£1,513,246	£270,968	£13,493,919
Percentage change, 2008/09 to 2009/10					
Funding body grants	2.6%	3.1%	3.0%	-2.0%	2.5%
Tuition fees & education contracts	13.8%	12.2%	12.9%	10.8%	13.6%
Research grants & contracts	5.0%	-0.6%	4.7%	11.4%	4.8%
Other income	2.8%	7.8%	5.3%	-4.6%	3.1%
Endowment & investment income	-39.2%	-51.4%	-31.5%	-30.4%	-38.6%
Total income	5.7%	5.5%	5.3%	1.9%	5.6%
Percentage change, 2000/01 to 2009/10					
Funding body grants	69.3%	58.5%	73.8%	52.9%	68.8%
Tuition fees & education contracts	175.8%	188.7%	128.0%	134.5%	171.3%
Research grants & contracts	93.1%	97.5%	116.1%	136.6%	96.9%
Other income	94.9%	82.1%	51.4%	127.7%	89.8%
Endowment & investment income	-27.0%	-47.2%	-13.4%	111.0%	-25.0%
Total income	100.9%	92.8%	85.3%	92.3%	98.6%

Source: HESA Finance Statistics Return (FSR) 2000/01, 2008/09, 2009/10

All values in the FSR are shown in units of £1,000, and where necessary rounded to the nearest £1,000, the consequence of which is that sum of individual values in each row or column may not match the total value.

Section B: Patterns of institutional diversity

This section illustrates, in the form of institutional charts, some of the key student, staff and finance distributions across higher education institutions in the UK. Unless otherwise stated, the finance and staff charts cover the 165 institutions in receipt of funding from the funding councils, together with The University of Buckingham. The institutional charts are based on student data, and finance ratios featuring student data exclude figures for the University of Wales (central functions), which has staff but no students.

The HESA Financial Statistics Return (FSR) submissions for the University of East Anglia and the University of Essex include figures for the University Campus Suffolk, which is a 50-50 joint venture between these two universities.

The institutional charts show the distribution of institutions according to indicators of percentages and ratios with medians, lower and upper deciles identified for each chart. Where ratios have been calculated on populations of 52 or fewer students, the data has been suppressed; the institution has been excluded and has not been used in the calculation of median and deciles. All institutional charts are available for further analysis in the HESA heidi system, which is accessible to subscribing institutions and not-for-profit national higher education sector bodies⁷.

It is worth noting that there have been no new additions to the higher education sector in 2009/10 and no mergers have taken place since 2008/09.

Due to changes in methodology over time, student data in this report is not strictly comparable with that prior to 2007/08 in the *Patterns of higher education institutions in the UK* reports.

Appendix 9 provides a summary of the median, lower decile and upper decile data for each institutional chart for 2009/10, with comparison against 2008/09.

Balance of provision

The next set of charts examines the balance of provision within UK higher education institutions in respect of levels and mode of study, domicile of student and subject of study.

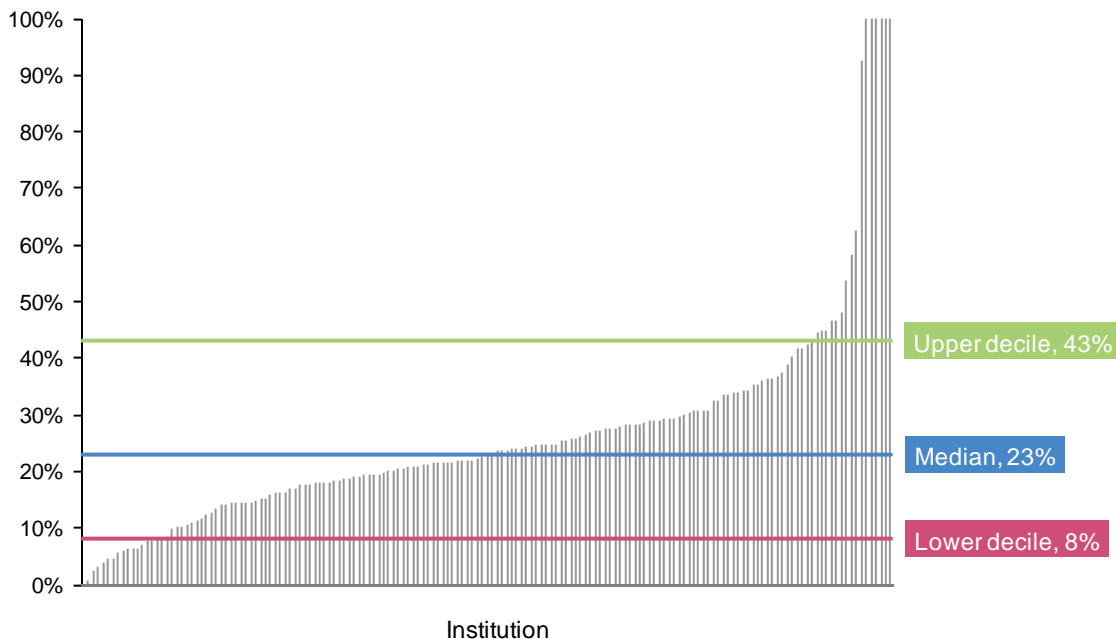
The distribution of postgraduate numbers and proportions across the sector can be seen in Charts 2.1 and 2.2. It should be noted that from 2007/08, the HESA student population excludes writing-up students and those on sabbatical. This is likely to have had quite an impact on postgraduate numbers, and therefore comparisons should not be made with institutional charts prior to 2007/08.

As seen from Section A of this report, the postgraduate population has been increasing over time. Overall, 23.2 per cent of the student population were postgraduate in 2009/10. Across the sector, one institution has no postgraduate students and six are postgraduate only.

The median and upper decile increased slightly between 2008/09 and 2009/10 for both the percentage and absolute number of postgraduates at higher education institutions in the UK. The lower decile decreased slightly over the same period for both measures.

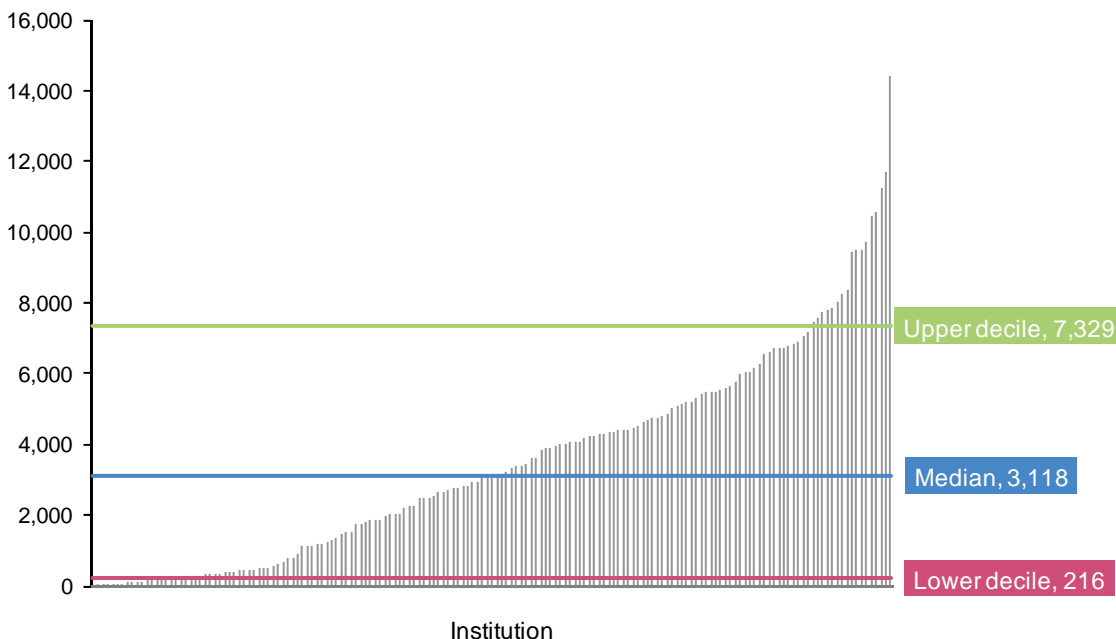
⁷ See <https://heidi.hesa.ac.uk>

2.1 Percentage of postgraduate students by institution 2009/10



Source: HESA Student Record 2009/10

2.2 Number of postgraduate students by institution 2009/10

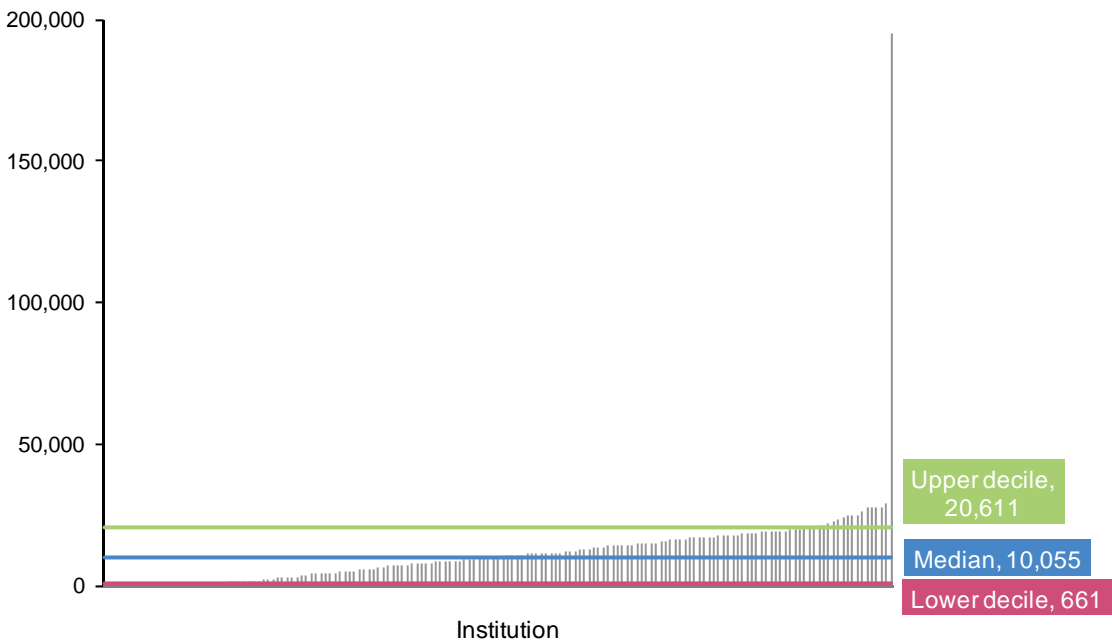


Source: HESA Student Record 2009/10

Chart 2.3 shows the distribution of undergraduate student numbers across the sector⁸. These have also been increasing over time, with 76.8 per cent of all students studying on undergraduate courses in 2009/10. The median and upper decile both increased from 2008/09, with the lower decile decreasing slightly.

⁸ The Open University is a clear outlier with large numbers of undergraduate students studying by distance learning.

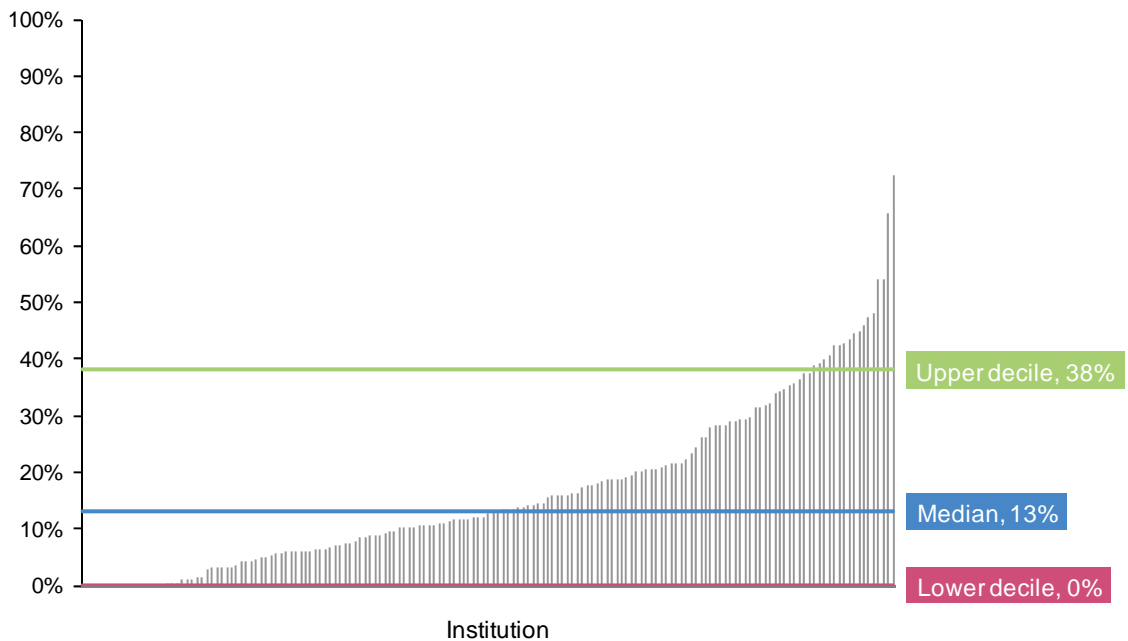
2.3 Number of undergraduate students by institution 2009/10



Source: HESA Student Record 2009/10

Chart 2.4 illustrates the proportion of students studying towards an undergraduate qualification other than a first degree (other undergraduate qualification). 19.8 per cent of all students were studying for another undergraduate qualification in 2009/10. The upper decile, lower decile and the median all decreased between 2008/09 and 2009/10.

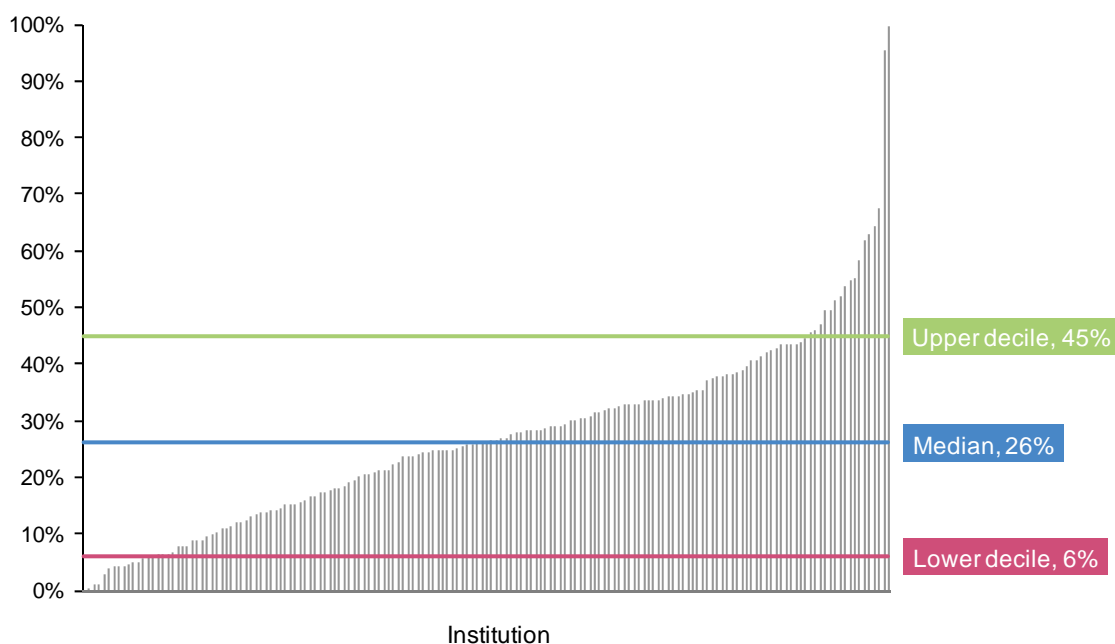
2.4 Percentage of other undergraduate students by institution 2009/10



Source: HESA Student Record 2009/10

The distribution of part-time students across the sector is shown in Chart 2.5. Around a third (34.5 per cent) of all students were studying part time in 2009/10 and, although this shows a similar pattern to last year, the upper decile has decreased by four percentage points. The lower decile decreased at a smaller rate of one percentage point.

2.5 Percentage of part-time students by institution 2009/10



Source: HESA Student Record 2009/10

Charts 2.6 to 2.8 look at students who were living outside the UK (non UK-domiciled) prior to entering higher education. As noted in Section A of this report, there has been a considerable growth in the numbers of non-UK students studying in the UK. In particular, the number of students from outside the EU has more than doubled since 2000/01.

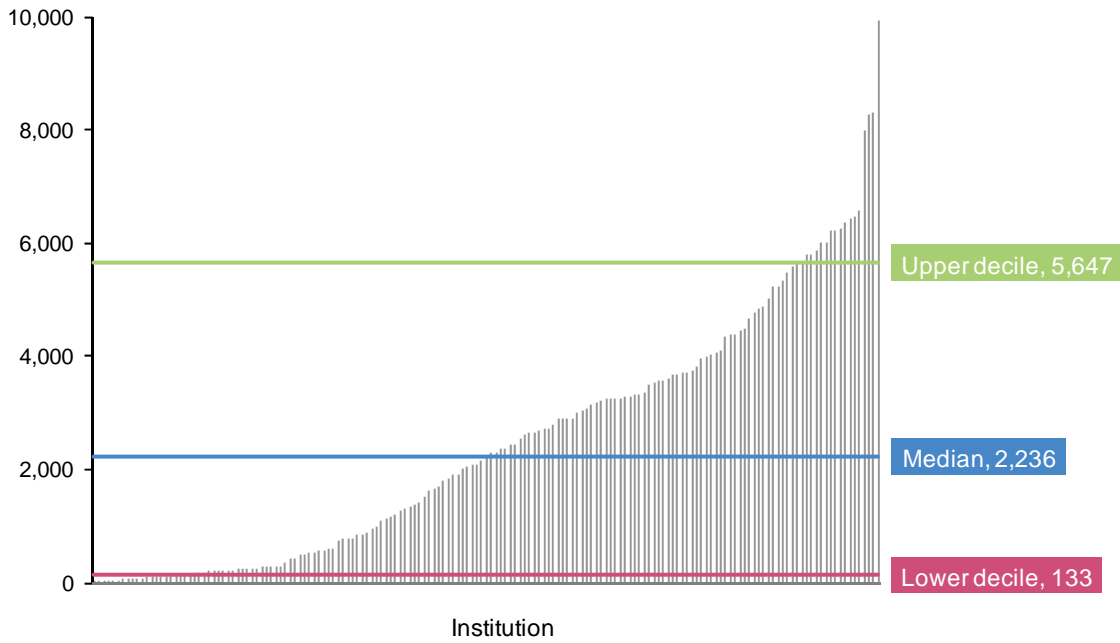
Charts 2.6, 2.7 and 2.8 illustrate respectively the actual numbers of non-UK-, non-EU-, and EU- (excluding those from the UK) domiciled students.

The median and upper decile for the number of non-UK students increased by 256 and 322 respectively between 2008/09 and 2009/10. The lower decile decreased over the same period by two, suggesting greater rates of growth in institutions with already high numbers of non-UK students compared to those with fewer numbers, which saw a small decrease.

Over the same period the lower decile, upper decile and median all increased for the number of non-EU students at UK higher education institutions.

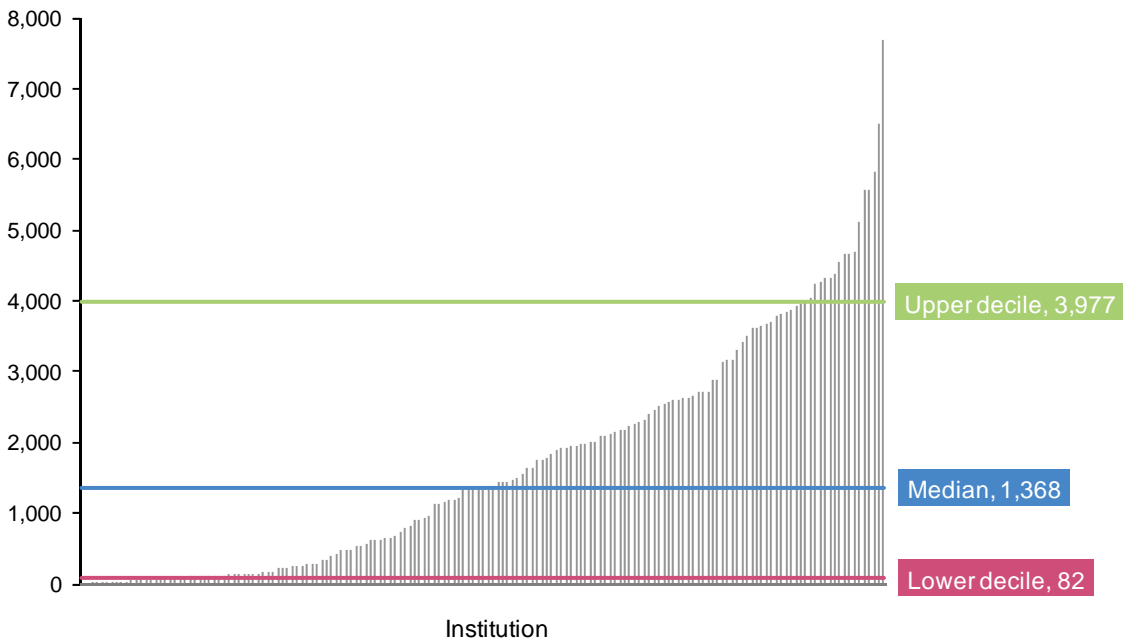
For the number of EU students the median and lower decile both increased slightly between 2008/09 and 2009/10, with the upper decile decreasing by 42 over the period, suggesting a decrease in the number of EU students at those institutions with relatively high numbers of these students.

2.6 Number of non UK-domiciled students by institution 2009/10



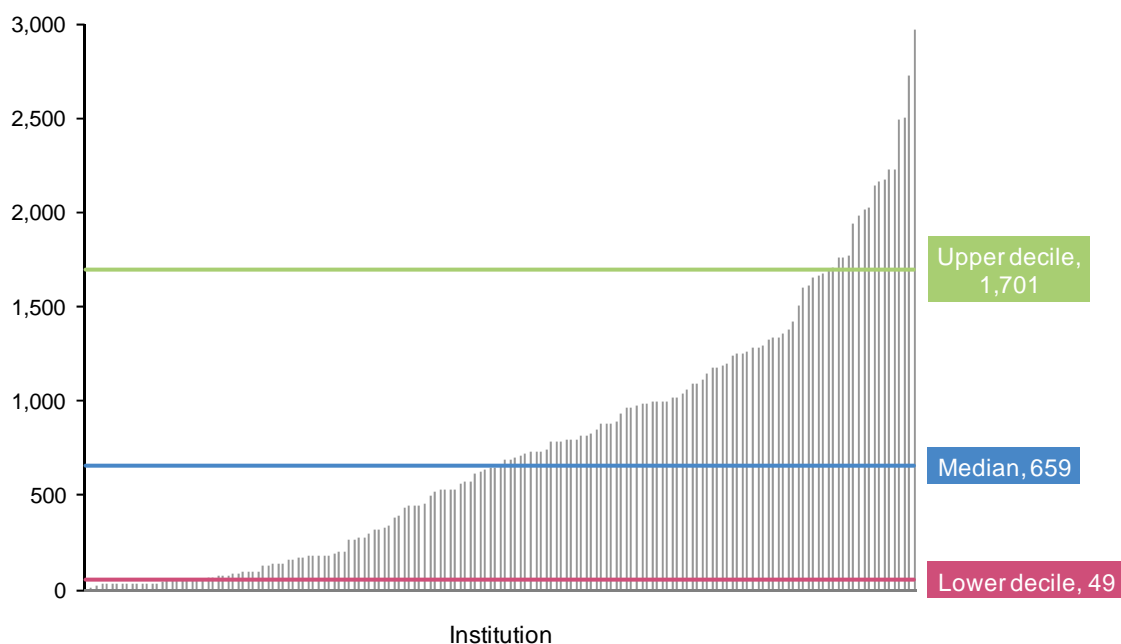
Source: HESA Student Record 2009/10

2.7 Number of non EU-domiciled students by institution 2009/10



Source: HESA Student Record 2009/10

2.8 Number of EU (excluding UK)-domiciled students by institution 2009/10



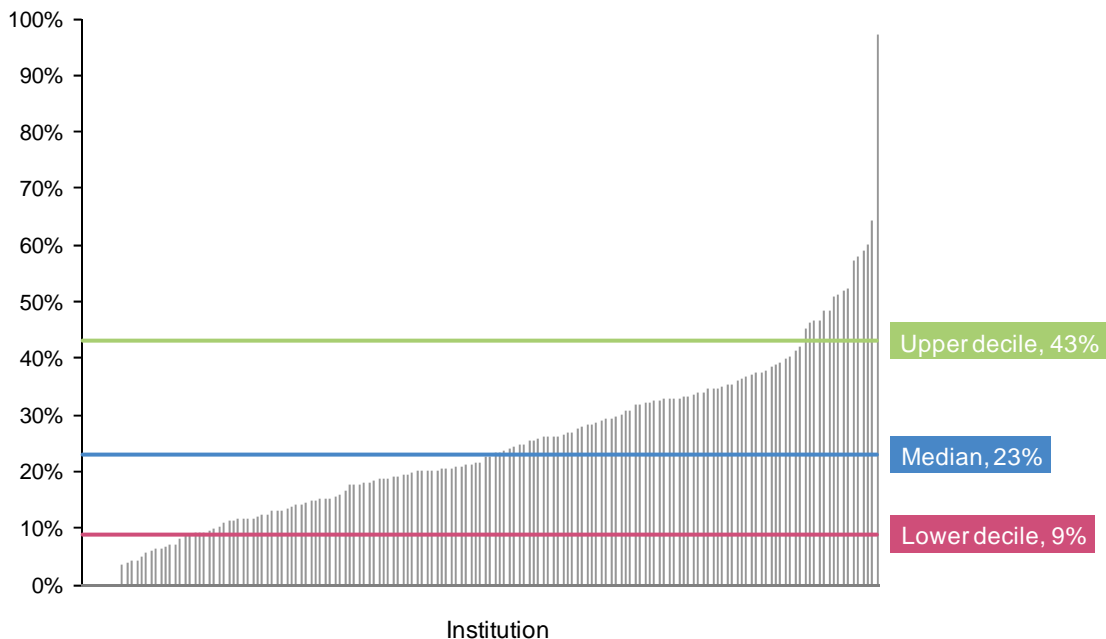
Source: HESA Student Record 2009/10

Student characteristics

Chart 2.9 shows the proportion of all full-time undergraduates who are classed as mature. Mature students are defined as those aged 21 or over on entry to their programme of study. Percentages are based on those students whose age is known. Overall, around a quarter (24 per cent) of all full-time undergraduates were mature in 2009/10. Compared to 2008/09, the lower decile, median and upper decile have decreased by two, three and six per cent respectively.

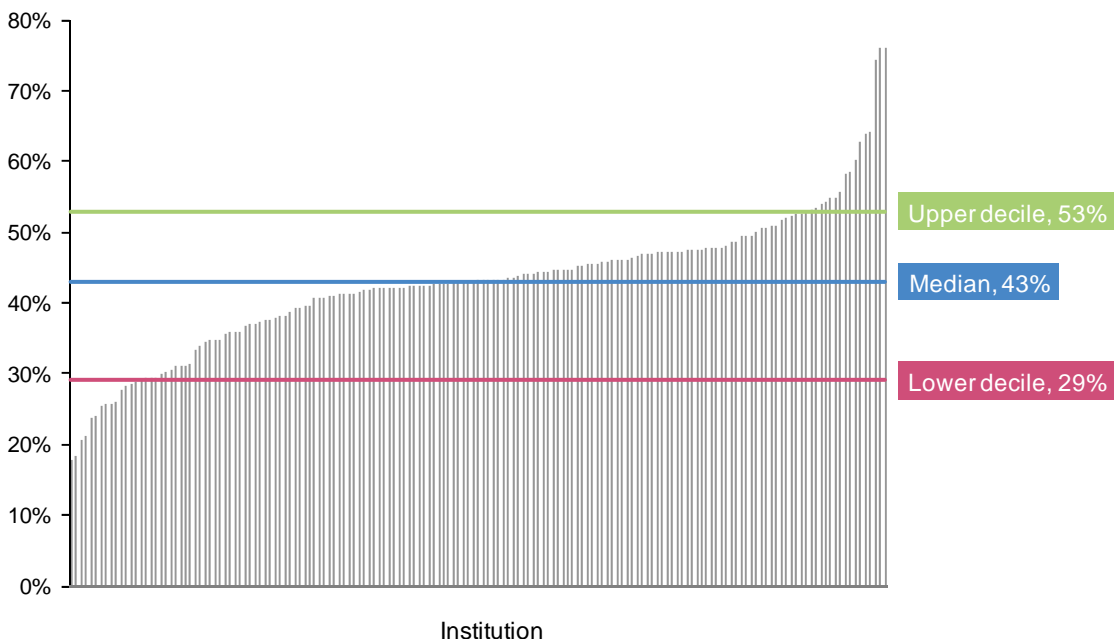
Section A noted that male students were in a minority in UK institutions. Chart 2.10 illustrates the variations in the proportion of male students between institutions. Due to the small numbers involved, students of indeterminate gender have been excluded from the percentage calculations. Some of the more specialist institutions in terms of the subjects they offer can be found at the lower and upper ends of the chart. At the lower end, the more specialist subjects include education, nursing and veterinary science, with engineering and technology subjects at the upper end. The percentages range from 18 per cent to 76 per cent males, with an overall sector percentage of 43.4 per cent.

2.9 Percentage of mature full-time undergraduate students by institution 2009/10



Source: HESA Student Record 2009/10

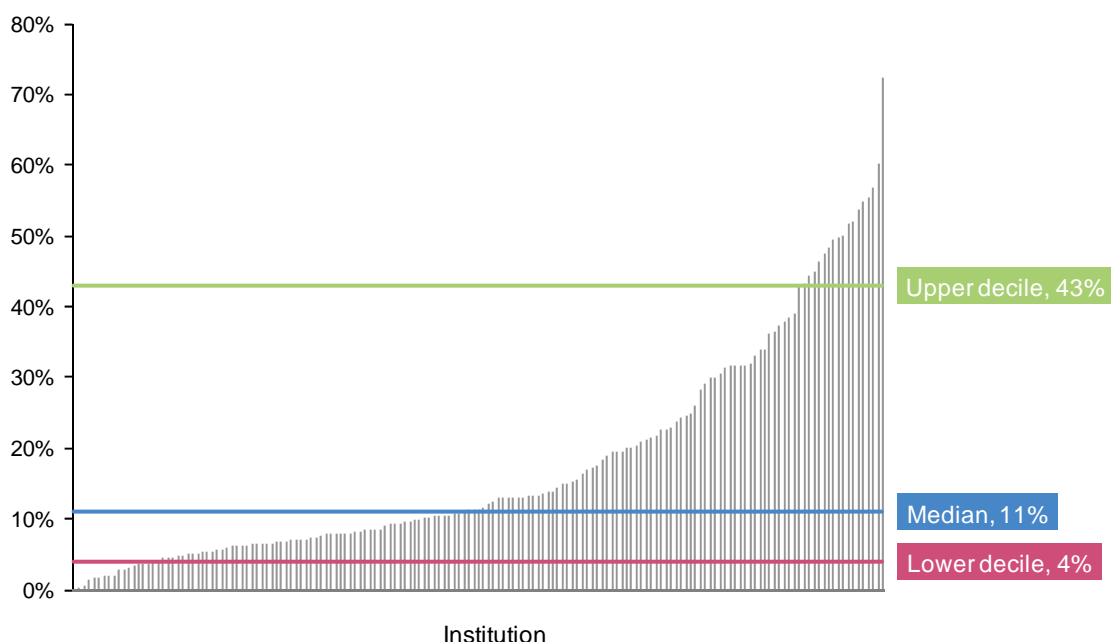
2.10 Percentage of male students by institution 2009/10



Source: HESA Student Record 2009/10

Chart 2.11 shows the percentage of UK-domiciled first year students who were reported as being from ethnic minority groups. The percentage of ethnic minority students ranges from 0.3 per cent to 72.4 per cent across the sector. Those institutions offering agriculture subjects tend to be towards the lower end while those offering medical-based subjects tend to be at the upper end. The overall sector percentage is 17.8 per cent. Nine institutions reported more than half of their students as being from an ethnic minority, most of which are based in the London area.

2.11 Percentage of UK-domiciled first year ethnic minority students by institution 2009/10



Source: HESA Student Record 2009/10

For students who apply to institutions through the UCAS system, data is collected on their National Statistics Socio-economic Classification (NS-SEC). If the student was under 21 at the start of their course, this is their parental classification, and if they were 21 or over it is their own classification. There are nine different valid classifications:

1. Higher managerial and professional occupations
2. Lower managerial and professional occupations
3. Intermediate occupations
4. Small employers and own account workers
5. Lower supervisory and technical occupations
6. Semi-routine occupations
7. Routine occupations
8. Never worked and long-term unemployed
9. Not classified

Chart 2.12 takes data from Table T1a of the annual Performance Indicators⁹ and shows the proportion of UK-domiciled young, full-time first degree students in NS-SEC groups 4-7. Due to the wide range of people coded as 'Never worked and long-term unemployed', NS-SEC code 8 has been excluded from the analysis in addition to code 9.

It should be noted that 'small employers and own account workers' includes a wide variety of occupations, such as those engaged in farming (and so agricultural college figures are very high) as well as many contractors in the computing industry.

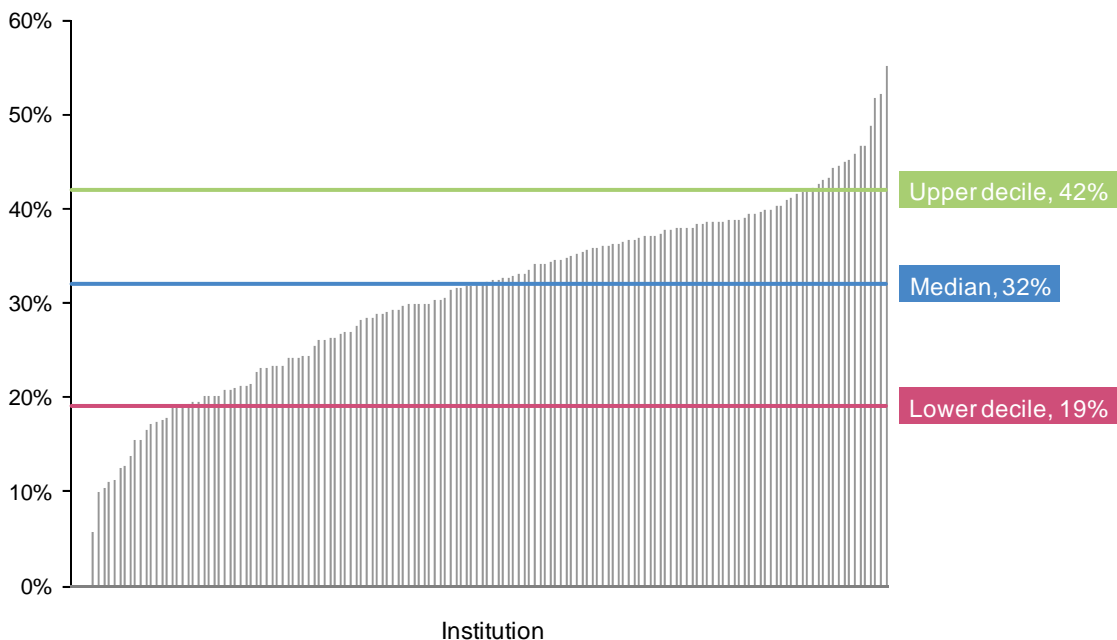
Overall, 80.2 per cent of UK-domiciled young, full-time first degree students were coded in NS-SEC groups 1-7 in 2009/10. Of these, 30 per cent were in NS-SEC groups 4-7. Across the sector, proportions in NS-SEC groups 4-7 vary from 5.7 per cent to 55.1 per cent. Due to the change in question on the UCAS application form relating to the NS-SEC data, the 2009/10 data is not comparable with 2008/09 data¹⁰. Appendix 9 therefore compares 2009/10 data with that from 2007/08.

⁹ See: www.hesa.ac.uk/pi

¹⁰ See: <http://www.hesa.ac.uk/pis/09/10/changes> for more details.

There was little change in the lower decile and the median, and a two percentage point change in the upper decile between 2007/08 and 2009/10.

2.12 Percentage of young full-time first degree entrants from NS-SEC classes 4, 5, 6 and 7 by institution 2009/10

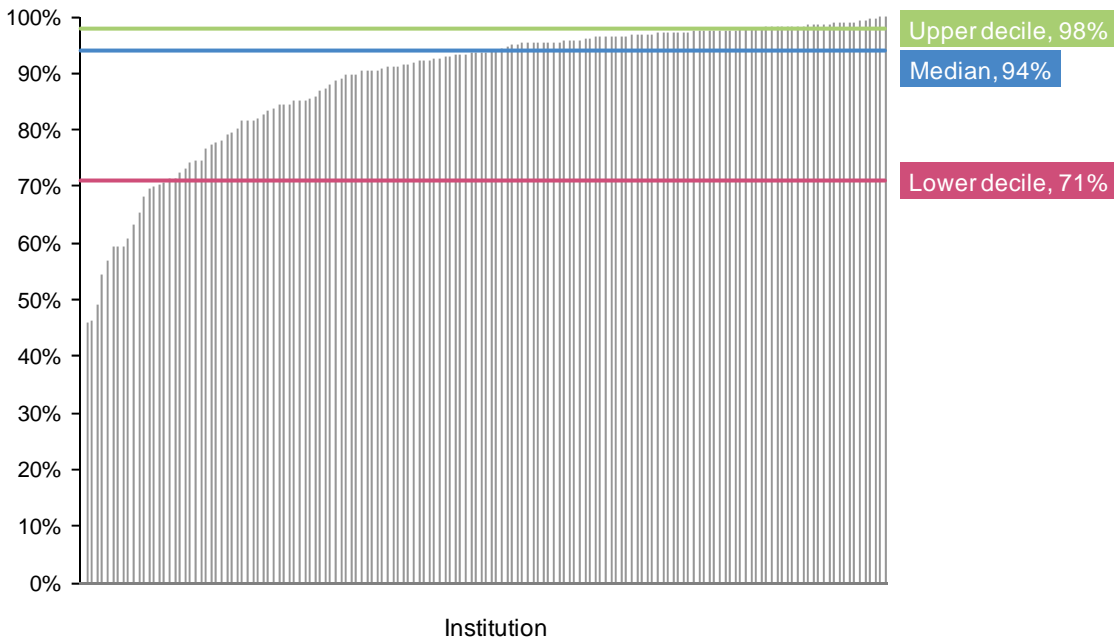


Source: Table T1a, Performance Indicators 2009/10

Data on last institution attended is also collected for students applying through the UCAS system and published within the annual Performance Indicators¹¹. Chart 2.13 shows the proportion of students from state schools and colleges for UK-domiciled young, full-time, first degree entrants. Proportions exclude those students with unknown school type. Thirteen institutions have less than 70 per cent of their entrants from state schools or colleges. There was little change in the lower decile, upper decile or median between 2008/09 and 2009/10.

¹¹ See www.hesa.ac.uk/pi

2.13 Percentage of young, full-time, first degree students from state schools by institution 2009/10



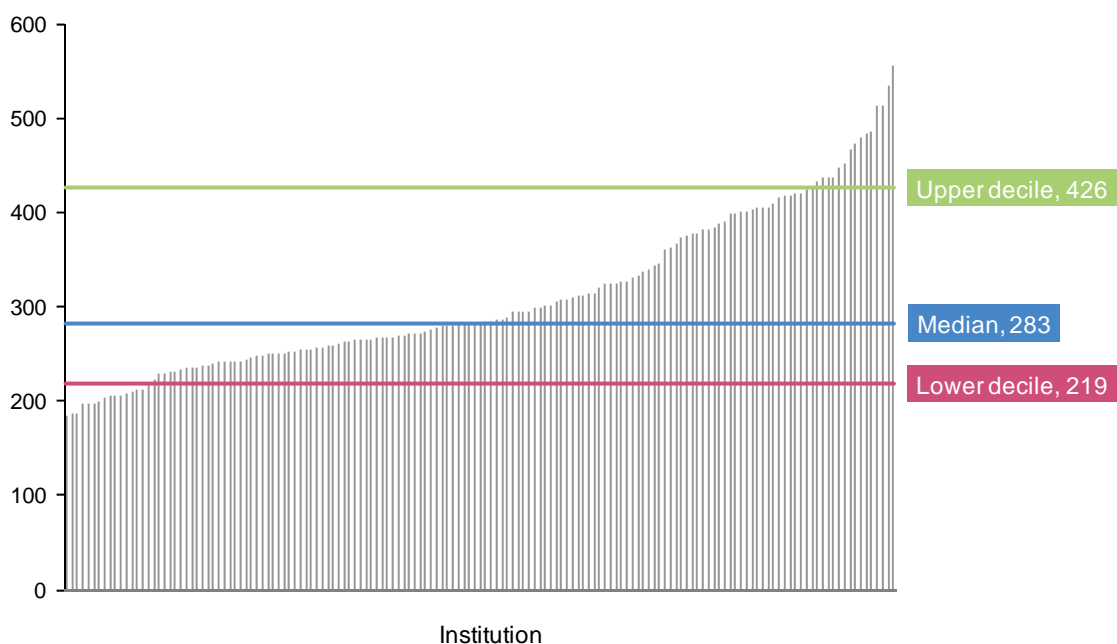
Source: Table T1a, Performance Indicators 2009/10

Chart 2.14 provides the distribution of average tariff point scores of full-time undergraduate entrants whose highest qualifications on entry were level 3 qualifications which carry UCAS tariff points¹². Level 3 qualifications which carry tariff points include A-levels, Highers, VCEs and equivalent, BTECs and Baccalaureates. This data excludes students on a foundation year of their course. It is not strictly comparable with 2008/09 data published in last year's *Patterns of higher education institutions in the UK* report due to changes in the standard tariff definition¹³.

¹² See www.ucas.com/students/ucas_tariff

¹³ From 2009/10, tariff data also includes students whose highest qualification was a BTEC or Baccalaureate qualification which carries tariff points.

2.14 Average tariff points of entrants to full-time undergraduate courses by institution 2009/10



Source: HESA Student Record 2009/10

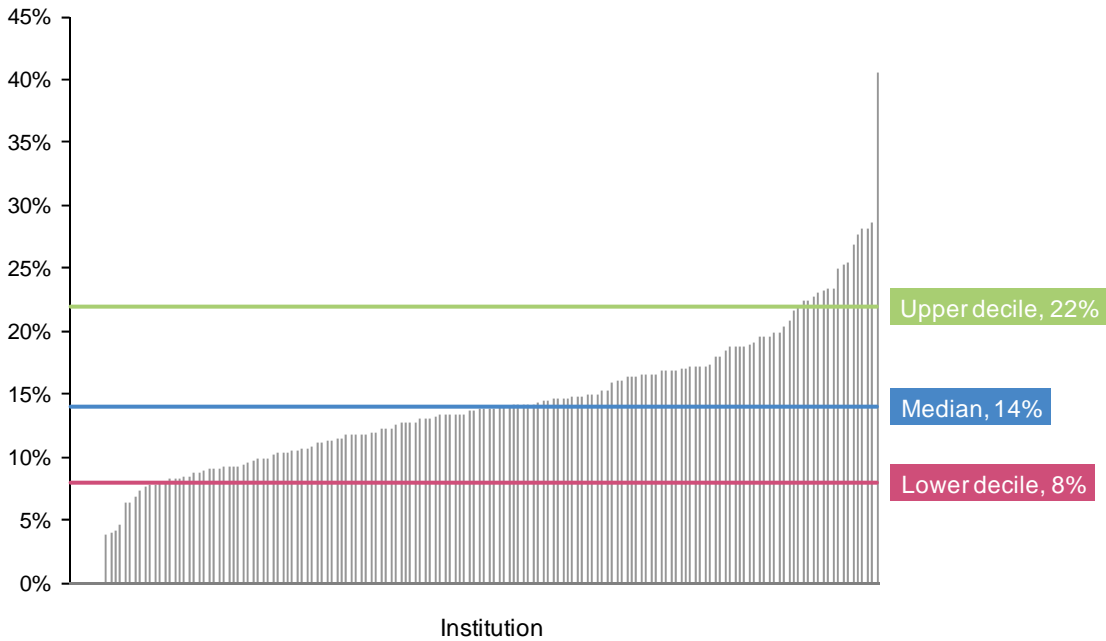
Student outcomes

Charts 2.15 and 2.16 look at the distribution in the classifications of first degrees awarded. Chart 2.15 shows the proportion obtaining a first-class degree and Chart 2.16 shows the proportion obtaining a first-class or upper second-class degree. The proportions only include students obtaining classified degrees and therefore exclude most clinical degrees, which are awarded without classification. Note also that many Scottish universities award a significant proportion of their degrees without classification.

One institution has been excluded from Chart 2.16 due to data quality issues with classification of upper second-class degrees.

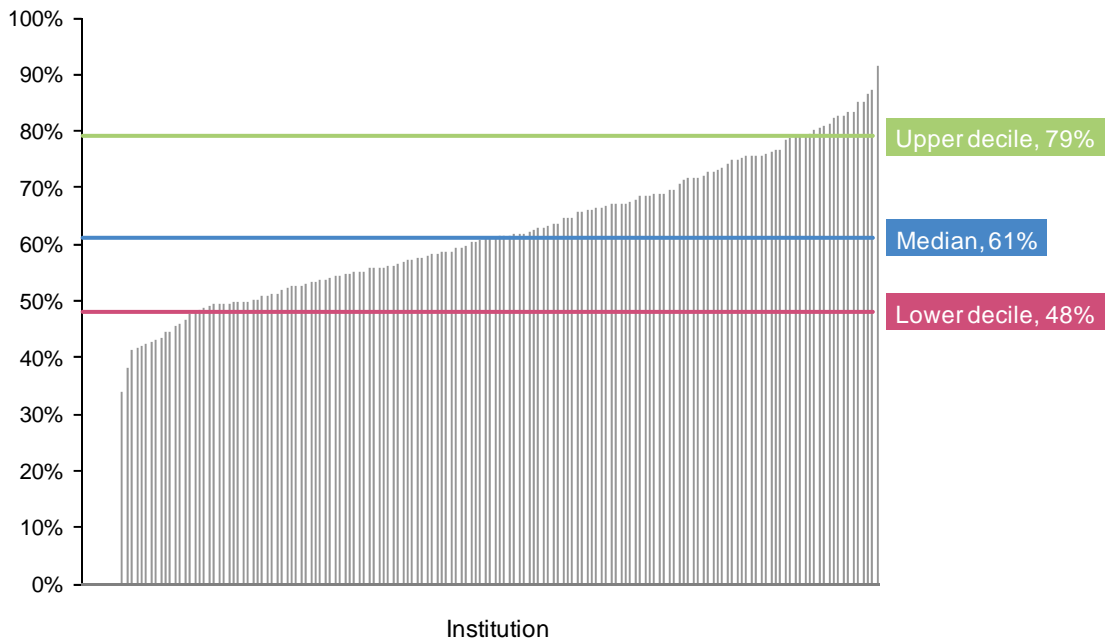
There was little change in both proportions across the sector, with small or no changes in the lower decile, median and upper decile between 2008/09 and 2009/10.

2.15 Percentage of first-class degrees awarded by institution 2009/10



Source: HESA Student Record 2009/10

2.16 Percentage of first and upper second-class degrees awarded by institution 2009/10

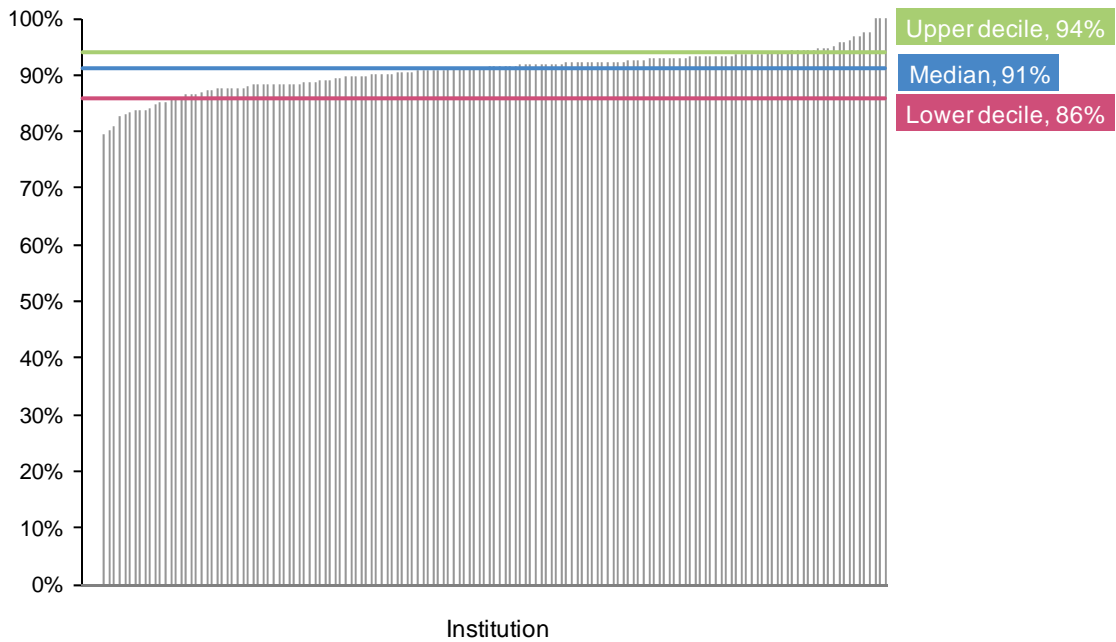


Source: HESA Student Record 2009/10

Chart 2.17 looks at activities of students approximately six months after graduation. It provides the percentage of full-time, first degree, UK-domiciled leavers who did not report that they were unemployed six months after leaving. The percentages include leavers who reported that they were in employment, further study or engaged in other activities and not unemployed. Overall 90.9 per cent of full-time, first degree, UK-domiciled leavers did not report that they were unemployed in 2009/10.

In 2009/10, 80 per cent of institutions had between 86 per cent and 94 per cent of their students recorded as not unemployed. There have been small decreases in the lower decile, median and upper decile between 2008/09 and 2009/10, with the recession and its effect on the labour market one of the possible causes of this.

2.17 Percentage of UK-domiciled, first degree, full-time leavers not unemployed by institution 2009/10

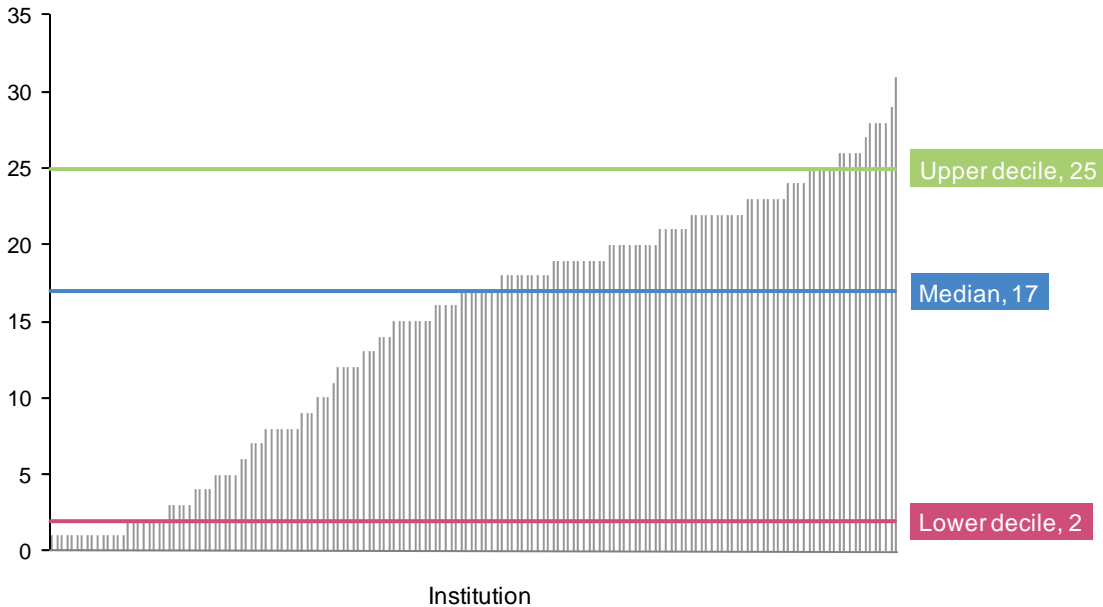


Source: HESA Destinations of Leavers from Higher Education Survey 2009/10

Staffing

Chart 2.18 provides the number of cost centres which have academic staff. Cost centres with less than 2.5 full person equivalent¹⁴ members of staff have been excluded from the analysis. A large variation can be seen, ranging from a lower decile of two cost centres with staff to 25.

2.18 Number of cost centres within which academic staff are employed by institution 2009/10



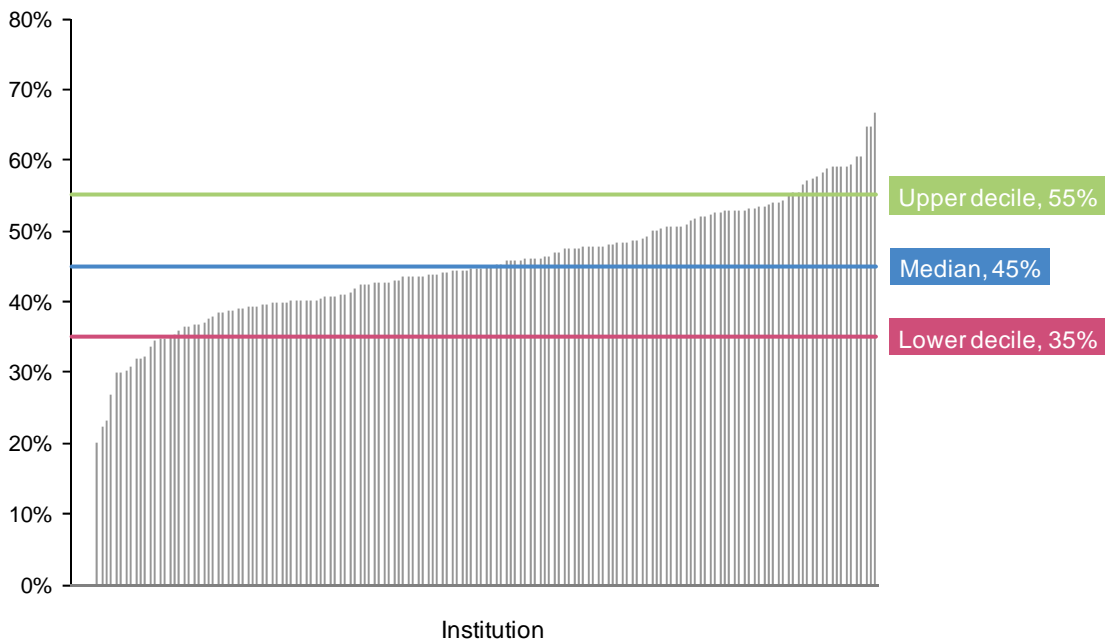
Source: HESA Staff Record 2009/10

Variations in the gender balance of academic staff across institutions are illustrated in Chart 2.19. Due to the small numbers involved, staff of indeterminate gender have been excluded from the analysis, as have those who have not reported their gender.

The gender balance of academic staff in higher education institutions varies markedly between institutions, varying from 20.2 per cent female at the lower end to 66.7 per cent female at the upper end. Some of the more specialist music colleges can be found at the lower end, demonstrating that subjects have an impact on this measure.

¹⁴ Individuals can hold more than one contract with an institution and each contract may involve more than one activity. In analyses, staff counts have been divided amongst the activities in proportion to the declared full-time equivalent for each activity. This results in counts of full person equivalents (FPE). Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period (using the HESA staff contract population).

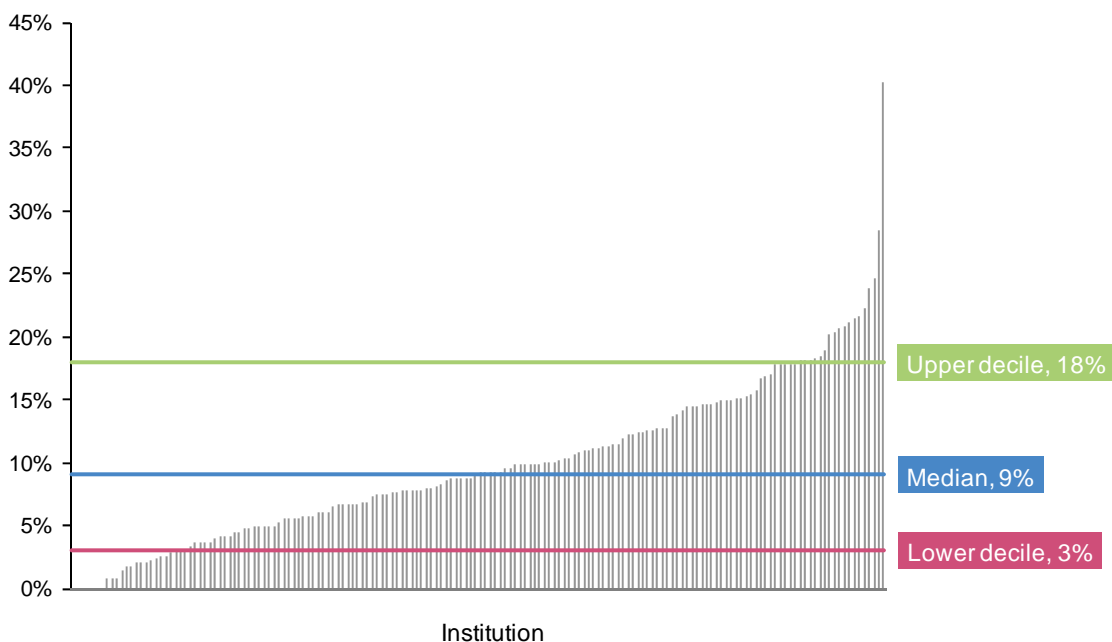
2.19 Percentage of female academic staff by institution 2009/10



Source: HESA Staff Record 2009/10

Chart 2.20 illustrates the percentage of ethnic minority academic staff across the sector. At the aggregate level across all higher education institutions, the percentage of academic staff from ethnic minority groups is 12.1 per cent, compared with a median figure of nine per cent. This draws attention to the concentration of staff from ethnic minority groups. Only one of the 13 institutions at the upper end of the chart is outside London.

2.20 Percentage of ethnic minorities among academic staff by institution 2009/10



Source: HESA Staff Record 2009/10

Financial security

In view of changes in the data requirements set out in the accounting standards for higher education institutions, this report and last year's *Patterns of higher education institutions in the UK* report present data in a different way to previous reports and therefore comparisons should not be made with data prior to 2007/08.

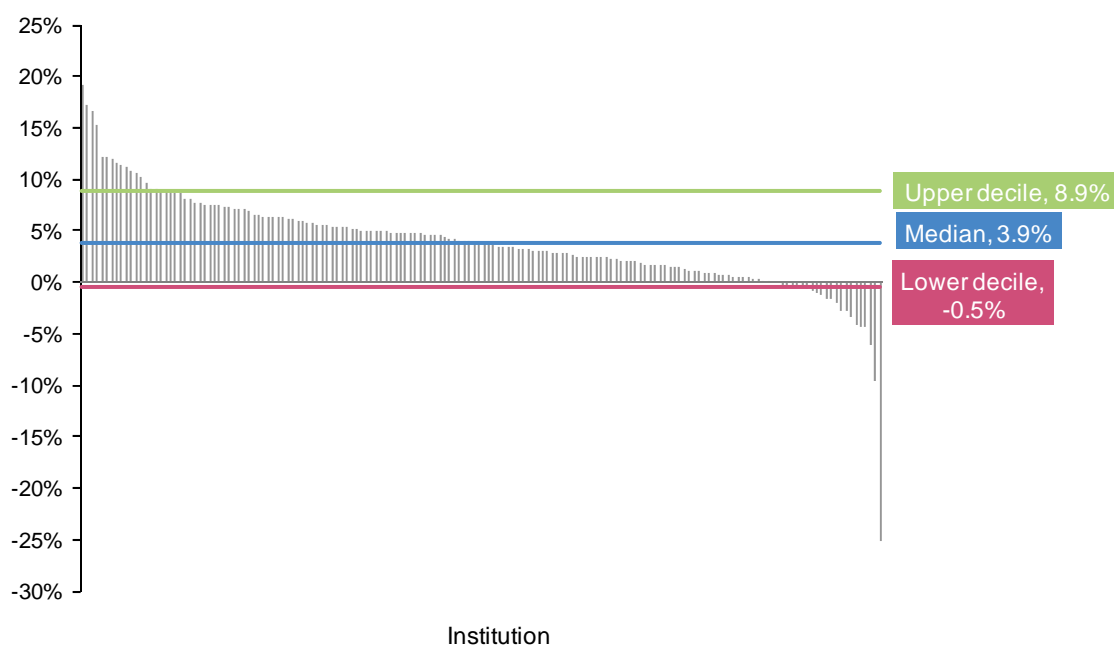
The new accounting standard (FRS17) required institutions to begin including net pensions assets or liabilities in their financial reporting. This requirement affected institutions differentially, because of differences in their pension scheme arrangements. It also generated difficulties in reporting financial outcomes on a basis that was consistent with previous years.

It should be noted that the finance figures used here are cash figures and no deflator has been applied.

Charts 2.21 to 2.27 are based on key financial indicators taken from the HESA publication *HE Finance Plus 2009/10*.

Chart 2.21 illustrates surplus or deficit as a proportion of total income. 142 institutions posted a surplus in 2009/10¹⁵. Compared with 2008/09 data, the median and upper decile have increased by 1.8 and 1.4 percentage points respectively and the lower decile has decreased by two percentage points.

2.21 Surplus/deficit as a percentage of income by institution 2009/10

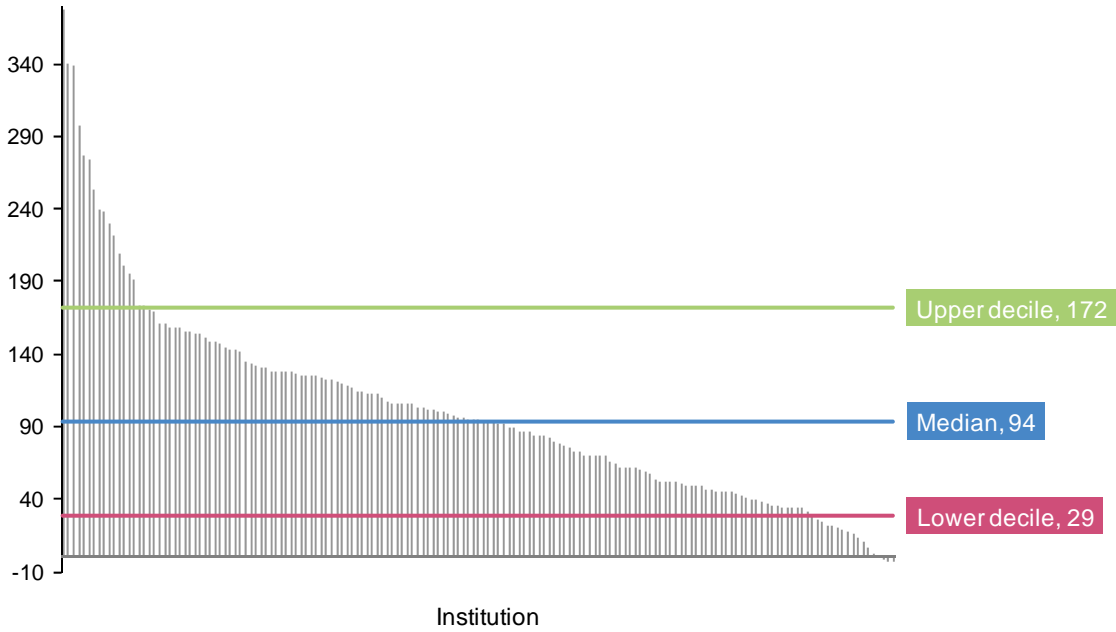


Source: HESA Finance Return 2009/10

Charts 2.22 and 2.23 show two other security measures, relating to liquidity and the retention of reserves. Chart 2.23 is a measure of the ability of institutions to invest in the future and shows the ratio of general funds to total expenditure. This showed an increase across the lower decile, median and upper decile, with the lower decile increasing from -18 in 2008/09 to +2 in 2009/10.

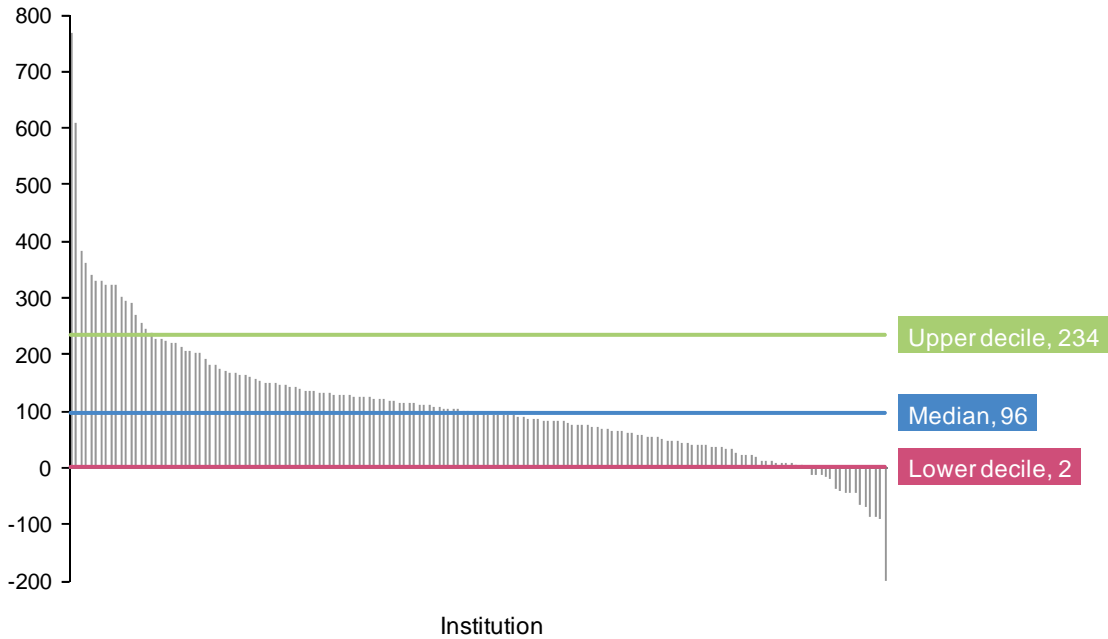
¹⁵ One institution with a large percentage deficit has been excluded from Chart 2.21. In the tenth edition of *Patterns of higher education institutions in the UK*, one institution (a different one from the 2009/10 exclusion) which reported an exceptional surplus item greater than its recurrent annual income was excluded from Charts 2.21 to 2.24. This institution has been included for 2009/10.

2.22 Days ratio of net liquidity to total expenditure (excluding depreciation) 2009/10



Source: HESA Finance Return 2009/10

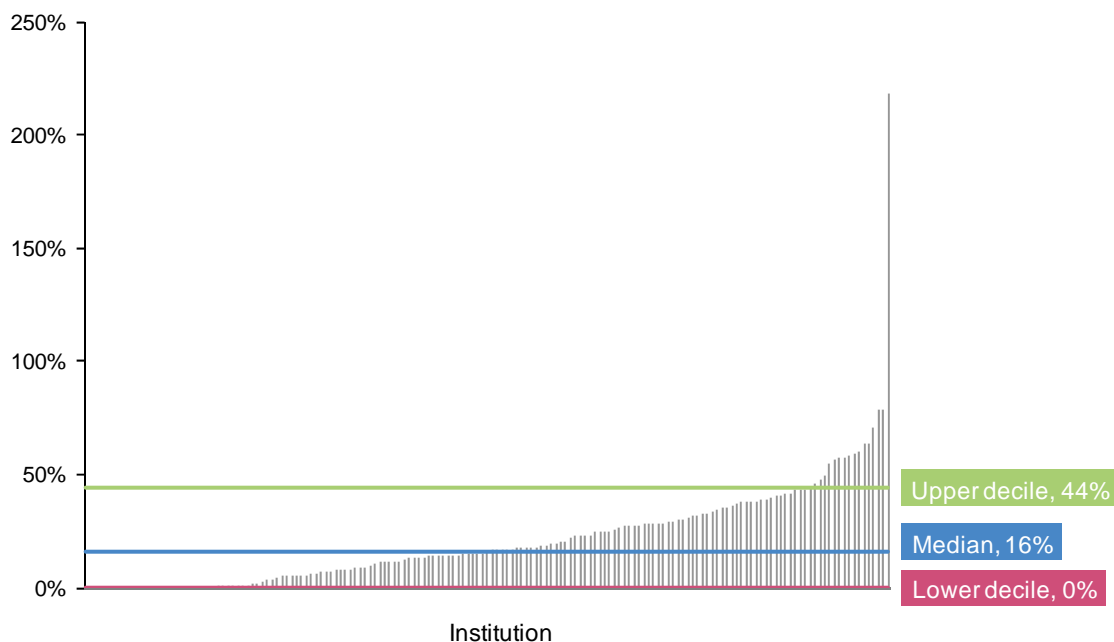
2.23 Days ratio of total general funds to total expenditure by institution 2009/10



Source: HESA Finance Return 2009/10

Chart 2.24 reports exposure to long-term borrowings. It shows a wide variation in long-term borrowing as compared with institutional income, ranging from 26 institutions which report zero borrowing to four which have borrowings above 70 per cent. This distribution has changed little between 2008/09 and 2009/10, with only one per cent increases in both the median and upper decile over this period.

2.24 Percentage ratio of total long-term borrowings to total income by institution 2009/10



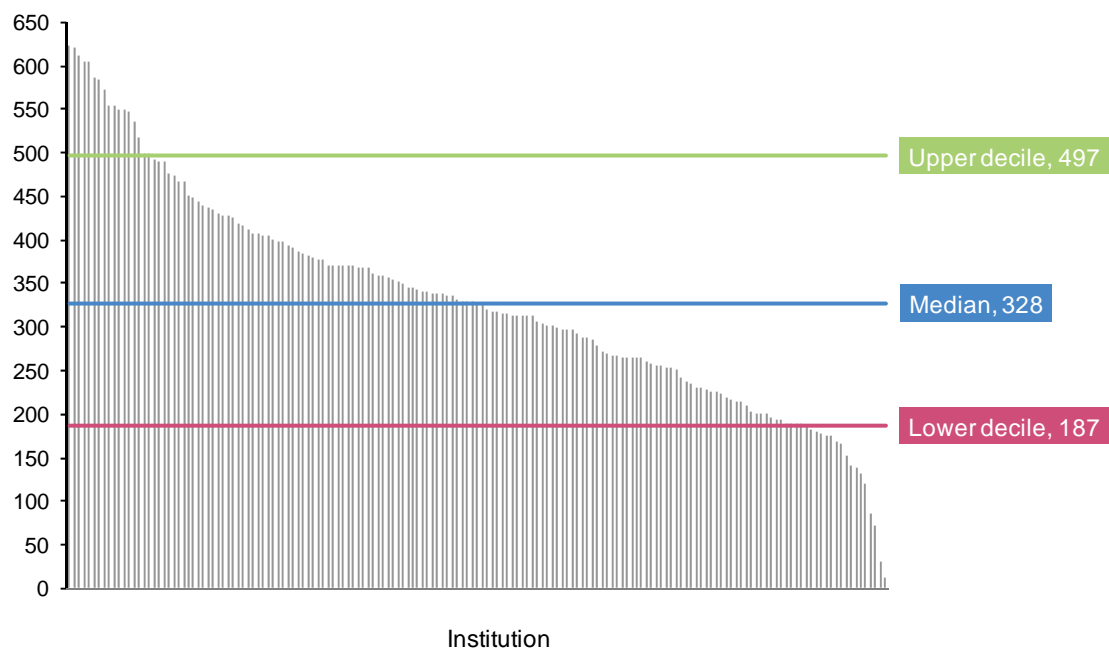
Source: HESA Finance Return 2009/10

The Security Index 2011 (Chart 2.25) uses components of the previous four charts. It provides a basis for analysing aspects of institutional provision against a single measure of financial security and an assessment of comparative financial security among institutions. The components of the Security Index 2011 are:

- the index score of the average of the last two years' percentage ratios of historical surplus/deficit after tax to total income (ranked from low to high)
- the index score of the days ratio of general funds to total expenditure (ranked from low to high)
- the index score of the days ratio of net liquid assets to total expenditure (ranked from low to high)
- the index score of the percentage ratio of total long-term borrowings to total income (ranked from high to low)

The Security Index is the sum of these four scores, and it provides a measure of relative financial security within the sector. The overall index value ranges from 13 at the lower end to 623 at the upper end. The method of assigning an index score to each component varies slightly compared to that used in the 2010 index. Although this has no material impact as the institutional ordering and pattern of the chart remain the same, the overall value of the score will be consistently lower across the sector.

2.25 The Security Index 2011



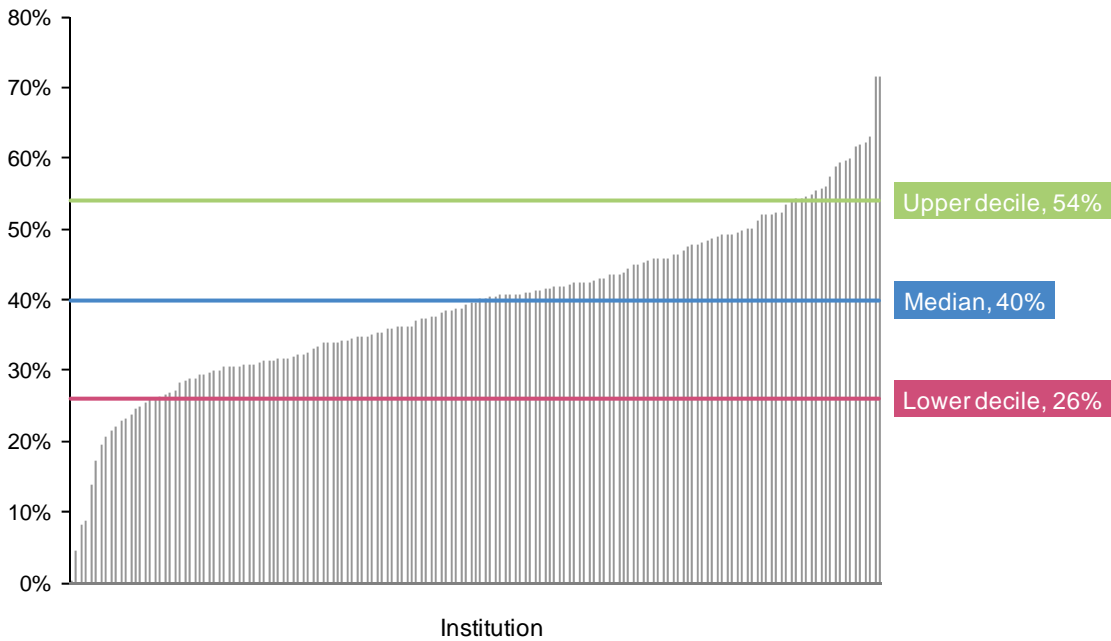
Source: HESA Finance Return 2009/10

Patterns of income

This next set of charts summarises patterns of income among higher education institutions.

Chart 2.26 shows the ratio of total funding body grants to total income. This varies from 0.2 per cent to 71.6 per cent across the sector. For the fourth successive year there has been a reduction in this proportion across most of the sector as a consequence of increased income from undergraduate tuition fees coupled with the enhancement of income from other sources. The upper and lower deciles have decreased by two percentage points and the median has decreased by one percentage point.

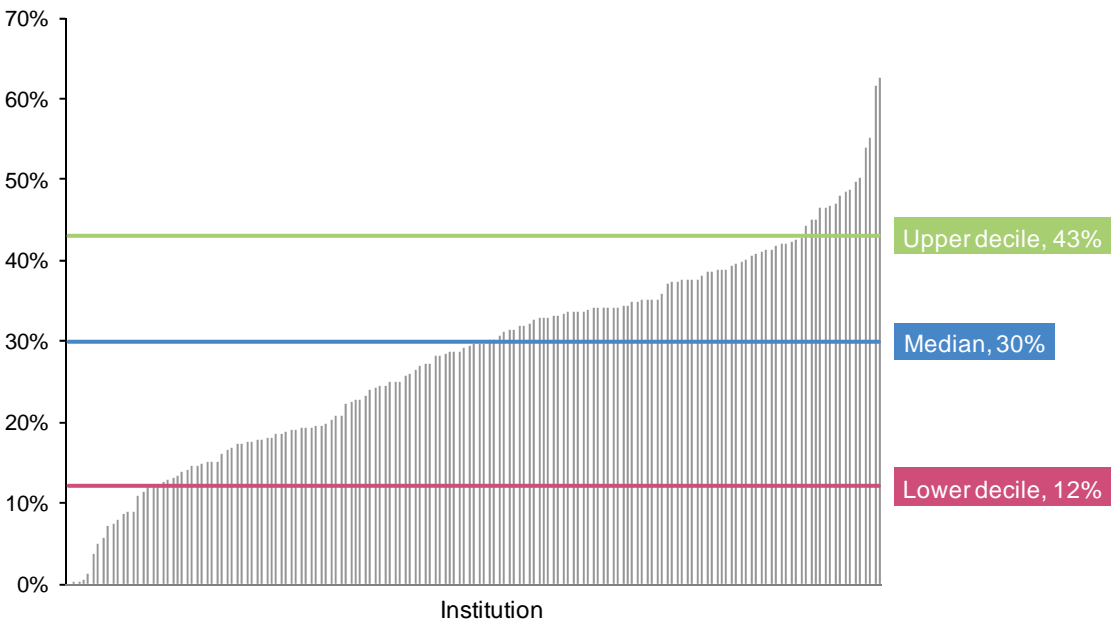
2.26 Percentage ratio of total funding body grants to total income by institution 2009/10



Source: HESA Finance Record 2009/10

Chart 2.27 shows the percentage ratio of recurrent teaching grants from funding bodies for higher education provision to total income, which range from 0.2 to 62.7 per cent. In addition, the University of Wales (central functions) has a value of 0 which aligns with the fact that they don't have any students.

2.27 Percentage ratio of recurrent teaching grants from funding bodies for higher education provision to total income by institution 2009/10



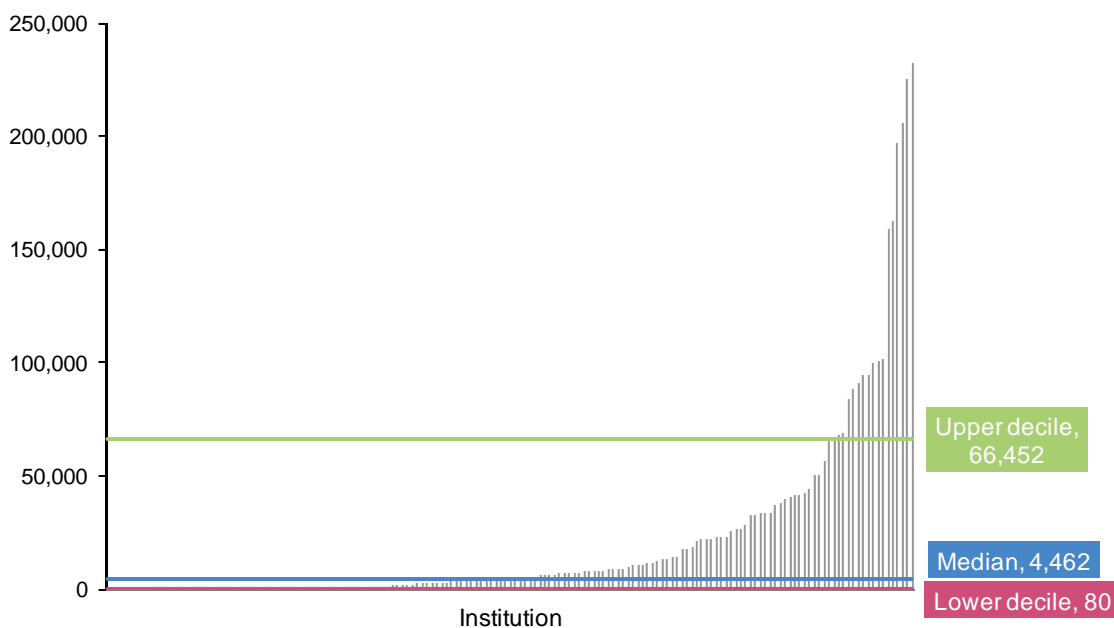
Source: HESA Finance Return 2009/10

Turning to other sources of income, Charts 2.28 and 2.29 look at the distribution of public funding of research income through dual support: that is, recurrent research funding body grants plus research council (including the UK research councils, the Royal Society, the British Academy and the Royal

Society of Edinburgh) grants and contracts. Overall, research income through the dual support system represents 13.3 per cent of the total income of the sector.

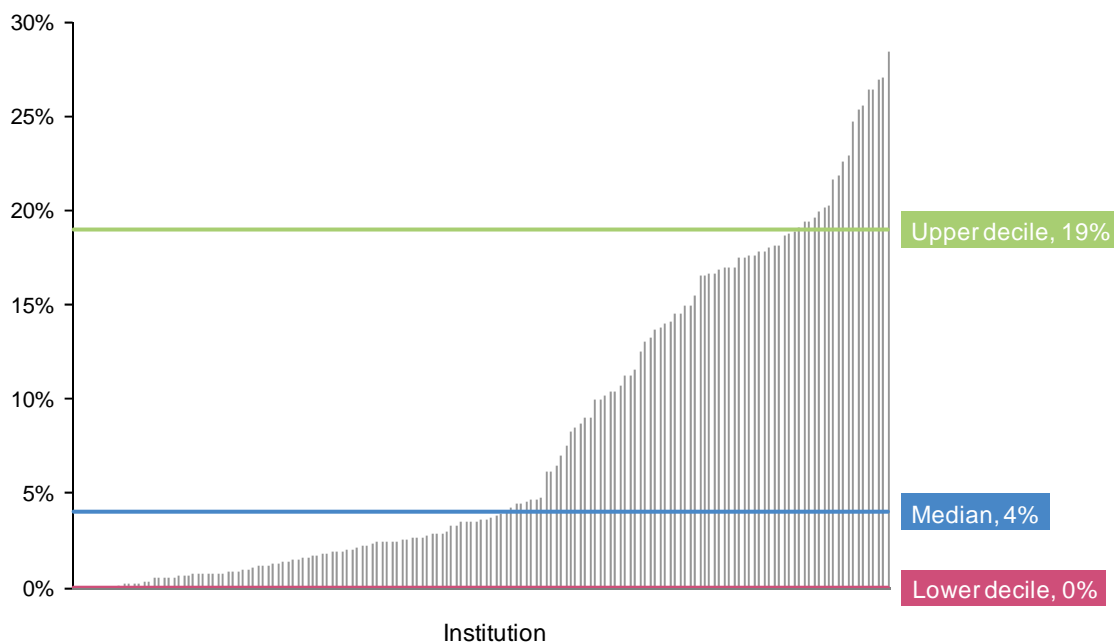
Chart 2.28 expresses the dual funding figures in cash terms while Chart 2.29 expresses them as a percentage of total income. The absolute dual funding figures range from £0 (eight institutions) to over £200 million (three institutions) across the sector. The concentration of funding in absolute terms is reflected in Chart 2.28 while the greater spread of funding in proportional terms is demonstrated in Chart 2.29. Again, there has been an increase in income received through the dual support system, compared with the previous year.

2.28 Funding of research through the dual support system (£ thousands) by institution 2009/10



Source: HESA Finance Return 2009/10

2.29 Funding of research through the dual support system as a percentage of total income by institution 2009/10

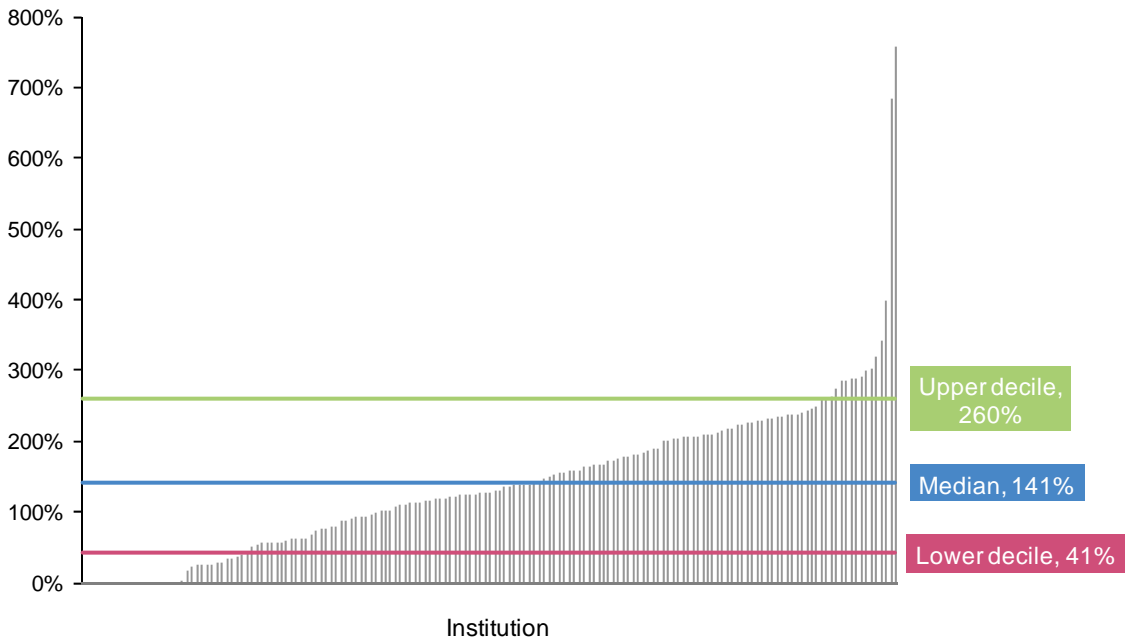


Source: HESA Finance Return 2009/10

The relationship between the income received by institutions from all research grants and contracts (including those which are privately funded) and the recurrent research grant income from the funding councils is shown in Chart 2.30. Institutions that have a research grant of less than £100,000 have been excluded from the analysis.

The chart shows that the large majority of institutions receive significantly more income from research grants and contracts than from the research funding provided by the funding councils, and hence have a percentage figure greater than 100. The overall sector proportion is 220 per cent, slightly lower than last year. Percentages range from 0 per cent to 759 per cent. Between 2008/09 and 2009/10 the lower decile decreased by 22 percentage points, the median by 45 percentage points and the upper decile by 174 percentage points. This large decrease in the ratio between the two research funding sources, likely to be partly due to the impact of the recession on research funding from private sources, demonstrates the importance of funding council research funding in the current economic climate.

2.30 Research grants and contracts as a percentage of funding council research grant by institution 2009/10

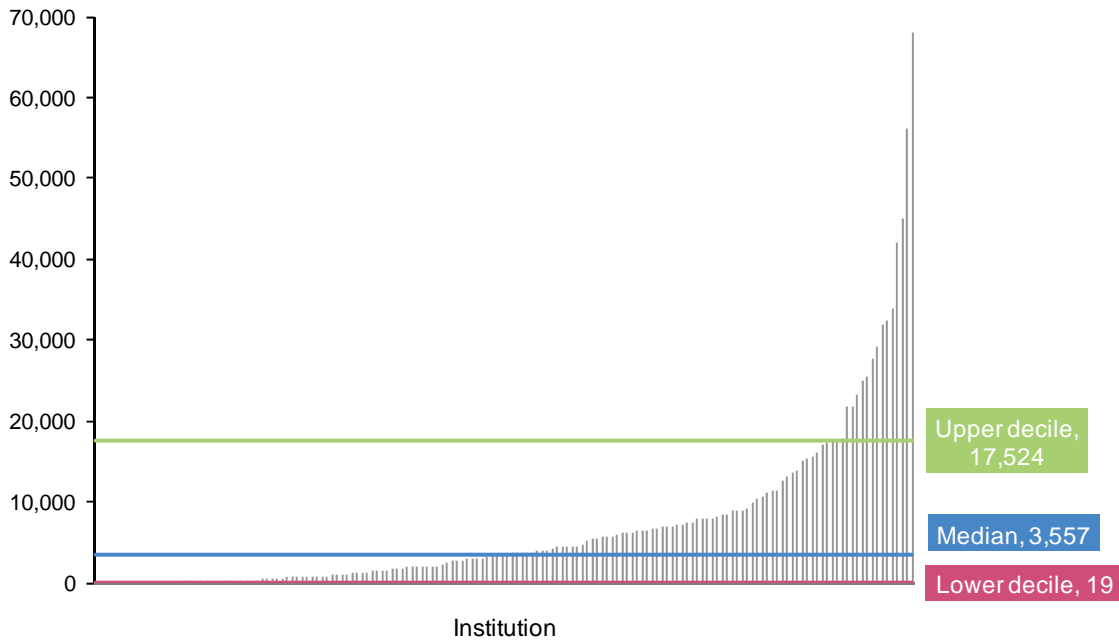


Source: HESA Finance Return 2009/10

Looking at the other sources of income, Chart 2.31 shows the institutional distribution of income from 'other services rendered'¹⁶, which broadly amounts to commercial contracts of a non-research nature. Large variation can be seen amongst institutions with significant levels of income between those institutions below and above the median. Between 2008/09 and 2009/10 the lower decile increased slightly, the median decreased and the upper decile increased significantly.

¹⁶ One institution which receives much higher levels of income from other services rendered and appears as an extreme outlier has been excluded from this analysis.

2.31 Income for other services rendered (£ thousands) by institution 2009/10

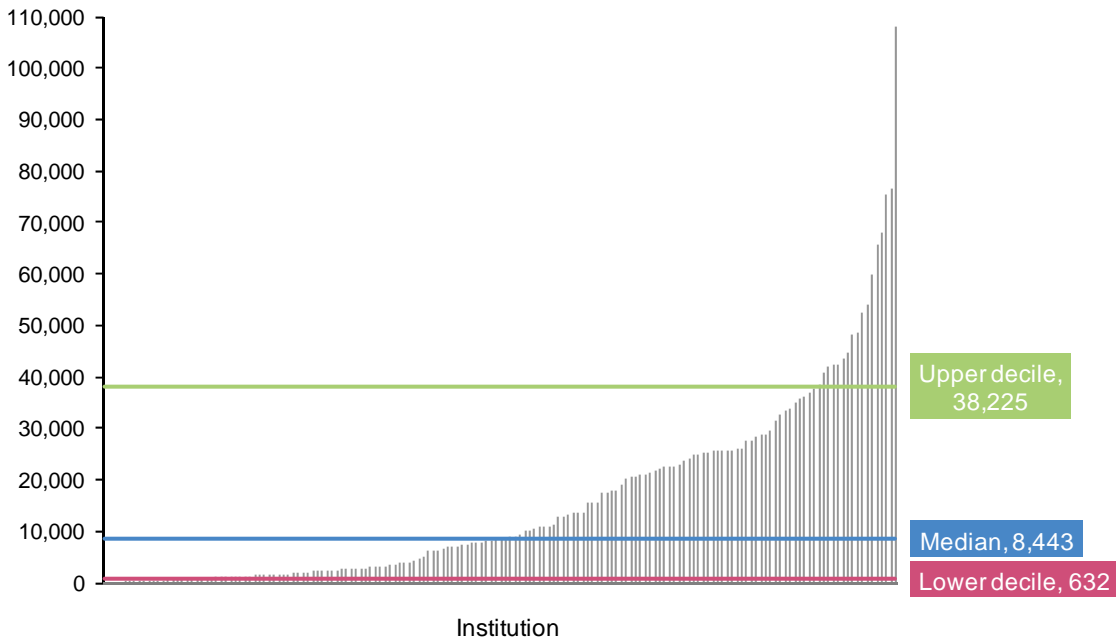


Source: HESA Finance Return 2009/100

The analysis in Section A highlighted the significant increase over time in the proportion of students from outside the EU. Chart 2.32 shows the distribution of fees from non-EU students, which ranges from £0 for four institutions to over £50 million at eight of the institutions, one of which earns over £108 million a year from international student fees.

There has been a significant increase in the median and upper decile since last year, and a slight decrease in the lower decile.

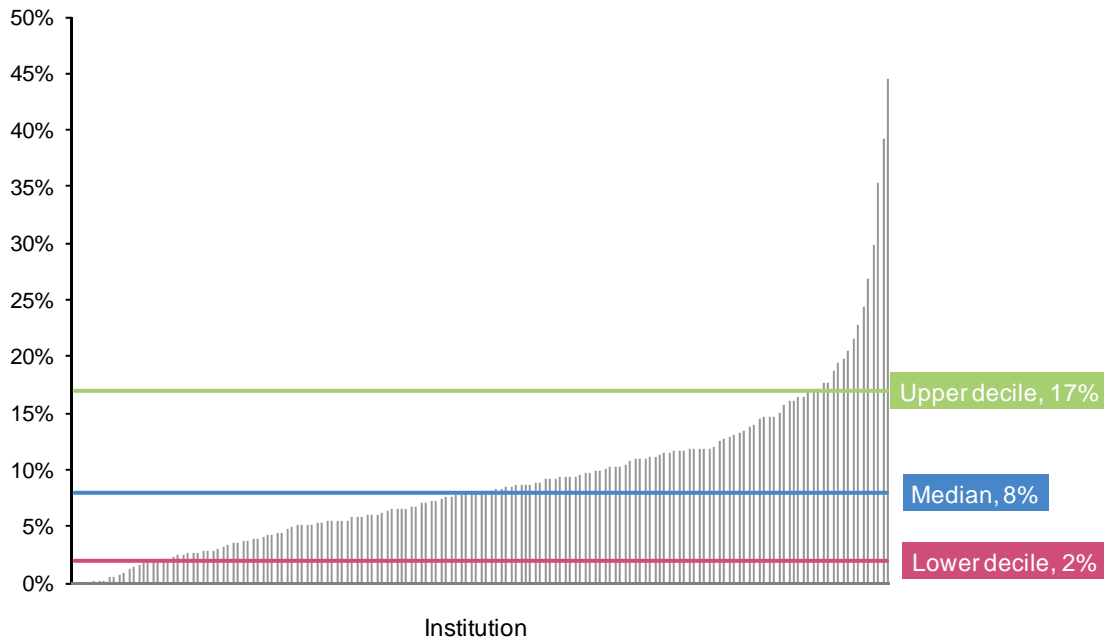
2.32 Income from non-EU student fees (£ thousands) by institution 2009/10



Source: HESA Finance Return 2009/10

Chart 2.33 expresses these non-EU figures as a percentage of the total income. The eight per cent median represents a slight increase compared to last year. One institution receives nearly half of its income from non-EU fees.

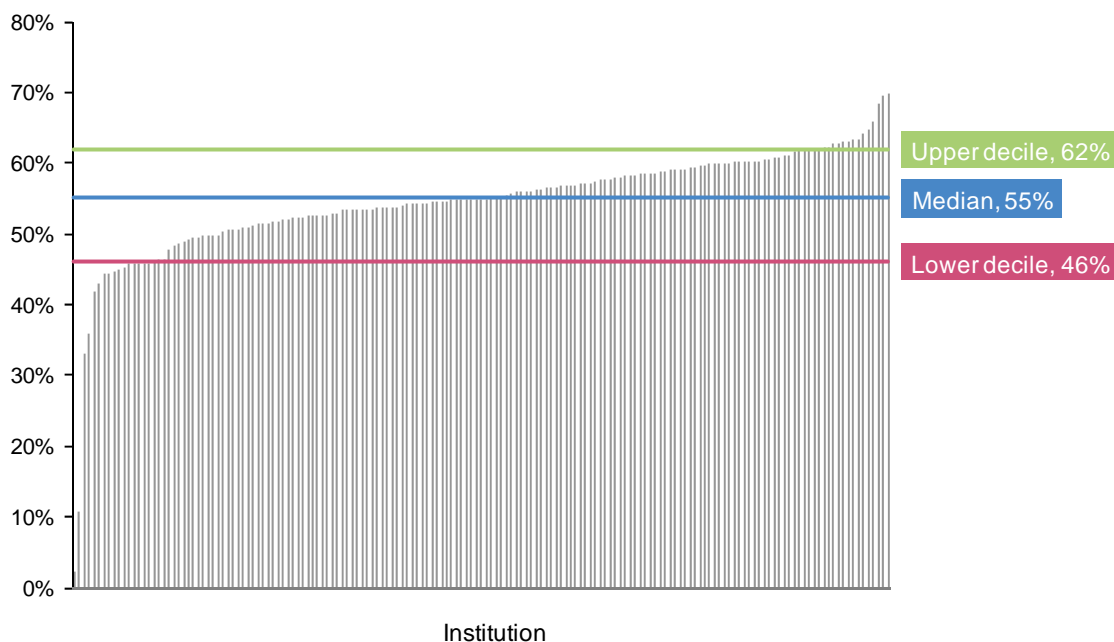
2.33 Income from non-EU student fees as a percentage of total income by institution 2009/10



Source: HESA Finance Return 2009/10

Chart 2.34 shows the relationship between expenditure on staff costs and total income. Most institutions commit more than half their income to staffing costs.

2.34 Ratio of staff payroll costs to total income by institution 2009/10



Source: HESA Finance Return 2009/10

Expenditure and efficiency

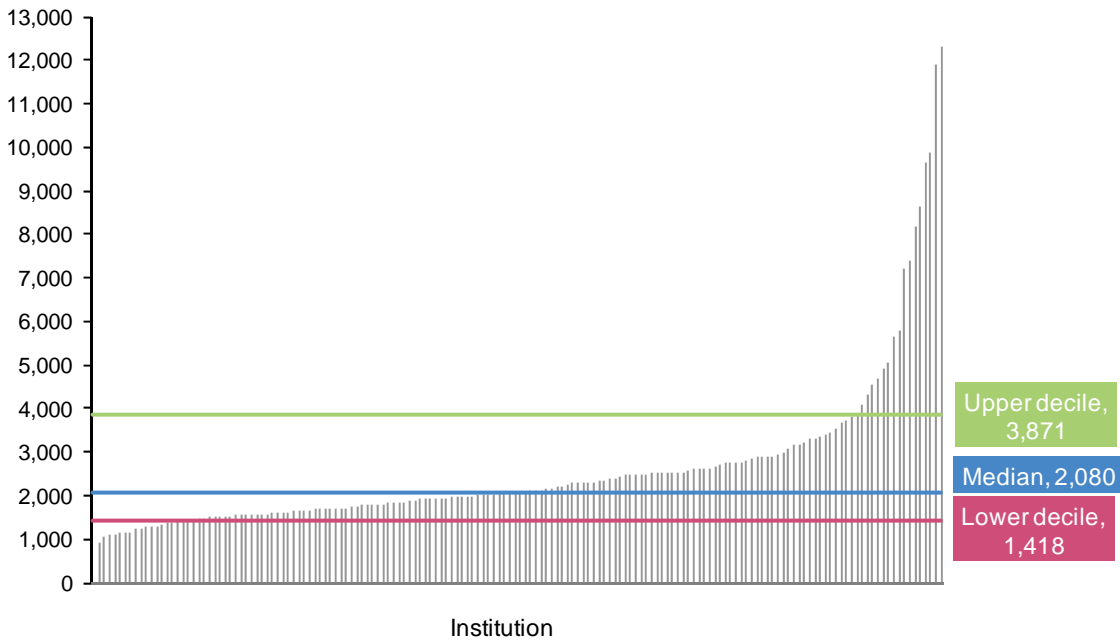
The remaining charts¹⁷ in this section of the report look at expenditure per full-time equivalent (FTE) student. Due to changes in HESA student population definitions and the non-compulsory return of data on further education students studying at higher education institutions, year-on-year comparisons may not be appropriate. The data which follows has been calculated from statistics A, B, F, K and O from the HESA Higher Education Management Statistics (HEMS) data, which is available through heidi to subscribing institutions.

Chart 2.35 shows the cost per FTE student of administration and central services. It is important to recognise that institutional structures vary and administrative costs may also be included within the non-academic costs of academic departments. Chart 2.36 illustrates the distribution of academic departmental costs, excluding those from academic staff. General increases in these figures may be a reflection of the shift from central administrative cost centres to academic cost centres and could also be due to the changes in the FTE data.

Appendices 5-8 provide the equivalent institution charts for 2008/09, which were not included in last year's *Patterns of higher education institutions in the UK* report.

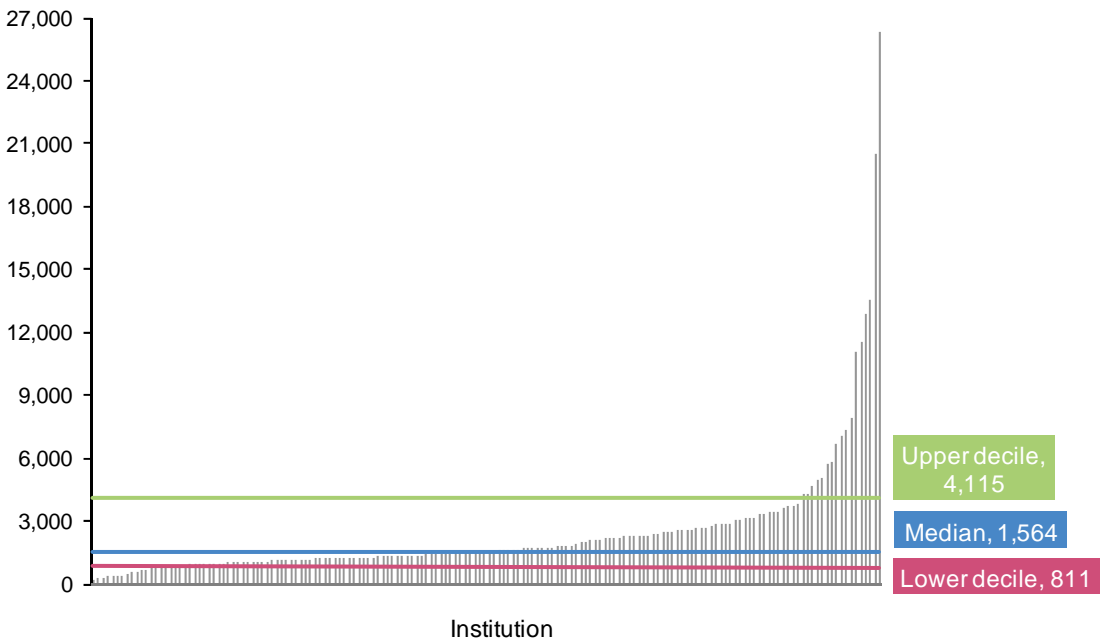
¹⁷ Two extreme outliers have been excluded from Charts 2.35, 2.37 and 2.38 due to their very high costs compared to student FTE numbers. One additional institution has been excluded from Charts 2.35 and 2.37 in 2009/10 due to data quality issues.

2.35 Administrative expenditure per full-time equivalent student (£) by institution 2009/10



Source: HESA Finance Return 2009/10, HESA Student Record 2009/10

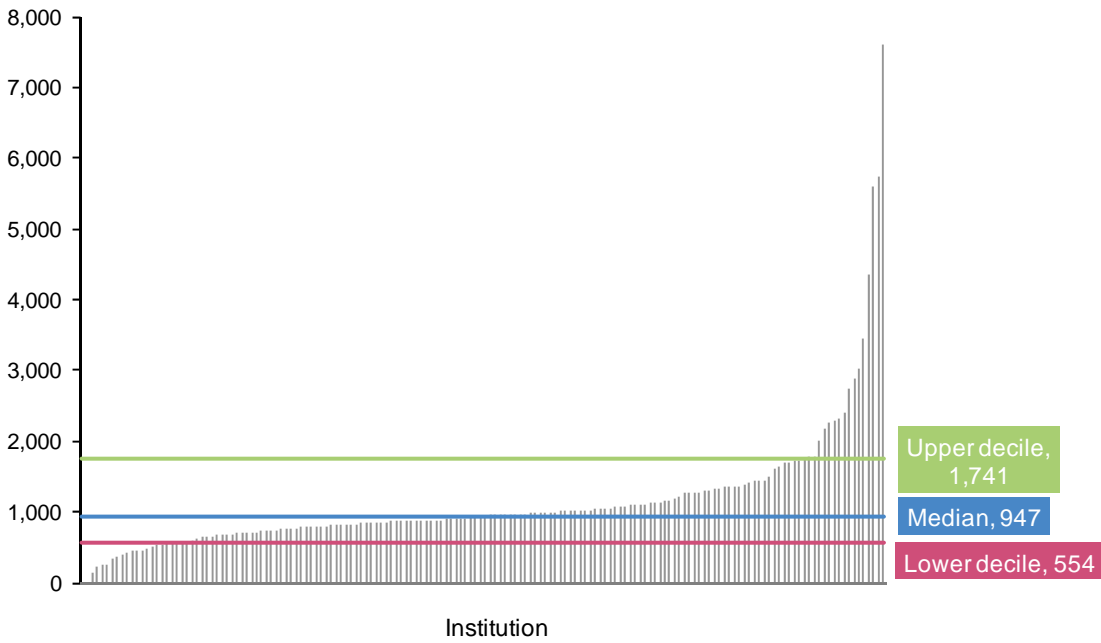
2.36 Academic departmental costs per full-time equivalent student, excluding academic staff (£) by institution 2009/10



Source: HESA Finance Return 2009/10, HESA Student Record 2009/10

Chart 2.37 looks at the cost per FTE student of academic services, including expenditure on libraries, computing facilities, museums, galleries and observatories (except those run by academic departments). The ratio also covers expenditure on any other general academic services including, for example, radiation protection, the international liaison office and industrial liaison.

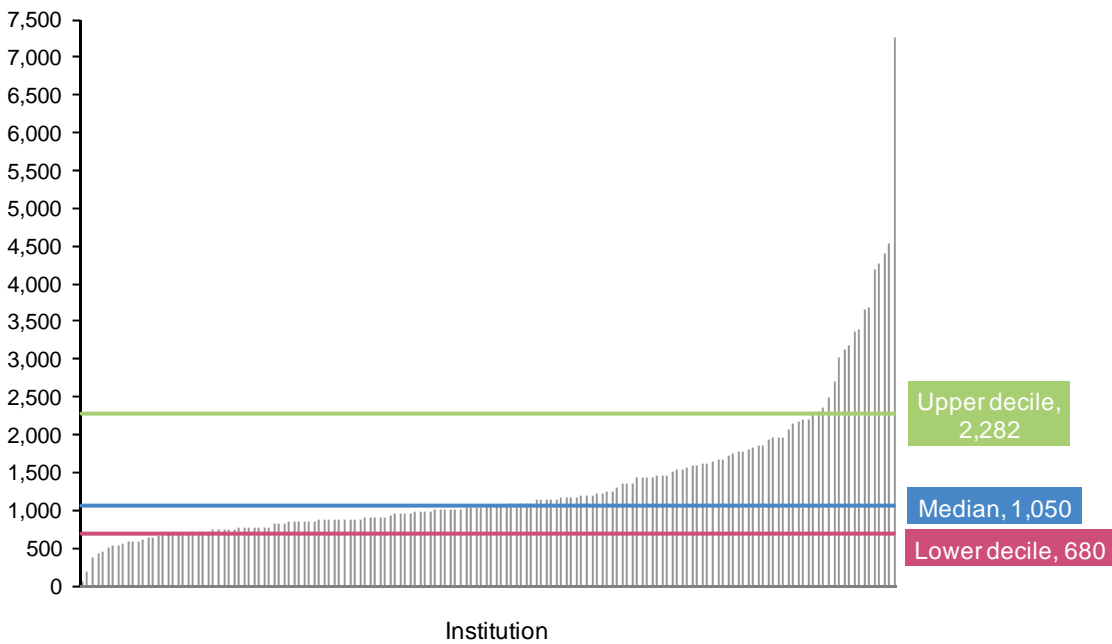
2.37 Total academic services expenditure per full-time equivalent student (£) by institution 2009/10



Source: HESA Finance Return 2009/10, HESA Student Record 2009/10

Chart 2.38 shows the spread of premises expenditure per FTE student. There has been a continuing increase in premises expenditure over time. In 2009/10, a total of £3 billion was spent on premises by the higher education sector, compared to £2.8 billion in 2008/09. However, for a large majority of institutions, the expenditure on premises per FTE student has decreased since 2008/09.

2.38 Premises expenditure per full-time equivalent student (£) by institution 2009/10



Source: HESA Finance Return 2009/10, HESA Student Record 2009/10

Appendices

Appendix 1 - Students by mode of study, level of study and country of institution 2009/10

	<u>Postgraduate</u>		<u>First degree</u>		<u>Other undergraduate</u>		All students
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
England	249,865	235,465	982,565	195,260	113,235	317,240	2,093,635
Percentage of England total	11.9%	11.2%	46.9%	9.3%	5.4%	15.2%	100.0%
Wales	14,265	14,050	68,560	3,905	5,190	21,915	127,885
Percentage of Wales total	11.2%	11.0%	53.6%	3.1%	4.1%	17.1%	100.0%
Scotland	29,120	24,805	127,315	10,415	6,520	22,735	220,910
Percentage of Scotland total	13.2%	11.2%	57.6%	4.7%	3.0%	10.3%	100.0%
Northern Ireland	5,005	6,130	30,180	3,285	335	6,055	50,990
Percentage of Northern Ireland total	9.8%	12.0%	59.2%	6.4%	0.7%	11.9%	100.0%
United Kingdom	298,255	280,450	1,208,625	212,865	125,275	367,945	2,493,415
Percentage of UK total	12.0%	11.2%	48.5%	8.5%	5.0%	14.8%	100.0%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

Source: HESA Student Record 2009/10

Appendix 2 - Students by subject of study and academic year

Principal subject	2003/04	2008/09	2009/10	Percentage	Percentage
				change 2003/04 to 2009/10	change 2008/09 to 2009/10
Broadly-based programmes within medicine & dentistry	0	0	0
Pre-clinical medicine	13,655	13,605	13,565	-0.7%	-0.3%
Pre-clinical dentistry	1,235	1,280	1,170	-5.2%	-8.7%
Clinical medicine	30,560	40,910	41,875	37.0%	2.4%
Clinical dentistry	4,875	6,510	6,970	43.0%	7.1%
Others in medicine & dentistry	435	1,335	2,215	408.2%	66.0%
Medicine & dentistry	50,760	63,640	65,800	29.6%	3.4%
Broadly-based programmes within subjects allied to medicine	1,270	685	725	-43.0%	5.3%
Anatomy, physiology & pathology	14,025	16,895	16,880	20.4%	-0.1%
Pharmacology, toxicology & pharmacy	15,680	22,860	23,555	50.2%	3.0%
Complementary medicine	3,930	6,865	7,340	86.9%	6.9%
Nutrition	3,275	6,230	6,490	98.0%	4.1%
Ophthalmics	3,575	3,590	3,740	4.5%	4.1%
Aural & oral sciences	3,685	4,245	4,370	18.6%	3.0%
Nursing	186,050	171,395	177,820	-4.4%	3.7%
Medical technology	7,445	8,610	9,115	22.4%	5.9%
Others in subjects allied to medicine	46,660	52,290	55,190	18.3%	5.5%
Subjects allied to medicine	285,600	293,670	305,220	6.9%	3.9%
Broadly-based programmes within biological sciences	900	915	1,010	12.3%	10.7%
Biology	24,360	27,645	28,520	17.1%	3.2%
Botany ¹	885	610	700	-21.3%	14.5%
Zoology	3,965	3,920	4,290	8.3%	9.6%
Genetics	2,540	2,315	2,265	-10.9%	-2.2%
Microbiology ¹	4,045	3,060	3,295	-18.6%	7.6%
Sports science	22,155	35,285	38,330	73.0%	8.6%
Molecular biology, biophysics & biochemistry	9,255	10,660	11,455	23.8%	7.4%
Psychology	63,430	77,530	82,510	30.1%	6.4%
Others in biological sciences	12,120	9,855	10,665	-12.0%	8.2%
Biological sciences	143,660	171,800	183,035	27.4%	6.5%
Pre-clinical veterinary medicine	1,480	1,275	1,215	-18.0%	-4.7%
Clinical veterinary medicine & dentistry	2,455	3,860	4,145	68.9%	7.3%
Veterinary science	3,935	5,135	5,360	36.1%	4.3%
Broadly-based programmes with agriculture & related subjects	5	0	0
Animal science	2,730	3,970	4,945	81.1%	24.5%
Agriculture	7,505	7,130	9,470	26.2%	32.8%
Forestry	670	775	845	26.0%	9.3%
Food & beverage studies	2,925	3,065	3,385	15.8%	10.5%
Agricultural sciences	340	125	75	-78.4%	-40.1%
Others in veterinary sciences, agriculture & related subjects	655	3,185	200	-69.3%	-93.7%
Agriculture & related subjects	14,830	18,250	18,920	27.6%	3.7%
Broadly-based programmes within physical sciences	1,160	1,000	1,125	-3.1%	12.2%
Chemistry	17,195	19,790	20,575	19.6%	4.0%
Materials science	445	630	625	40.5%	-0.3%
Physics	12,690	15,860	16,810	32.4%	6.0%
Forensic & archaeological science	3,940	9,490	10,155	157.6%	7.0%
Astronomy	2,255	3,100	3,310	47.0%	6.9%
Geology	7,415	8,765	9,180	23.8%	4.7%
Science of aquatic and terrestrial environments ¹	1,175	6,760	7,315	521.9%	8.3%
Physical geographical sciences ¹	20,935	16,070	17,725	-15.4%	10.3%
Others in physical sciences	3,050	4,590	4,215	38.2%	-8.2%
Physical sciences	70,265	86,045	91,030	29.6%	5.8%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

.. represents a percentage calculated on a population of between 0 and 52 inclusive.

Source: HESA Student Record 2003/04, 2008/09, 2009/10

¹Change to subject name and content from 2007/08

²New subject code from 2007/08

Appendix 2 - Students by subject of study and academic year (cont. 1)

Principal subject	2003/04	2008/09	2009/10	Percentage change 2003/04 to 2009/10	Percentage change 2008/09 to 2009/10
Broadly-based programmes w ithin mathematical & computer sciences ¹	450	0	0	-100.0%	..
Broadly-based programmes in mathematical science ²	0	75	90	..	17.0%
Mathematics	23,585	31,670	34,165	44.9%	7.9%
Operational research	1,105	735	860	-22.3%	17.1%
Statistics	3,505	3,480	3,890	11.1%	11.9%
Others in mathematical & computer sciences ¹	1,445	0	0	-100.0%	..
Others in mathematical sciences ¹	20	100	120	..	21.2%
Mathematical sciences	30,105	36,055	39,125	30.0%	8.5%
Broadly-based programmes in computer science ²	0	115	80	..	-30.9%
Computer science	89,320	65,715	68,475	-23.3%	4.2%
Information systems	36,980	23,130	24,235	-34.5%	4.8%
Software engineering	7,375	6,410	6,995	-5.1%	9.1%
Artificial intelligence	665	595	650	-1.7%	9.3%
Others in computer sciences ¹	890	310	345	-61.2%	11.2%
Computer science	135,235	96,280	100,785	-25.5%	4.7%
Broadly-based programmes w ithin engineering & technology	280	125	165	-40.6%	33.6%
General engineering	19,865	20,110	20,875	5.1%	3.8%
Civil engineering	17,135	26,000	26,460	54.4%	1.8%
Mechanical engineering	20,105	25,985	27,625	37.4%	6.3%
Aerospace engineering	6,995	9,230	9,825	40.4%	6.4%
Naval architecture	505	615	730	44.0%	18.3%
Electronic & electrical engineering	34,030	31,075	32,990	-3.1%	6.2%
Production & manufacturing engineering	8,865	6,205	6,685	-24.6%	7.8%
Chemical, process & energy engineering	5,430	7,970	9,495	74.9%	19.2%
Others in engineering	2,085	1,315	1,555	-25.4%	18.2%
Minerals technology	345	445	480	38.6%	7.8%
Metallurgy	620	445	560	-9.9%	25.5%
Ceramics & glasses	230	170	130	-42.6%	-22.7%
Polymers & textiles	2,335	3,040	3,110	33.2%	2.3%
Materials technology not otherw ise specified	2,965	2,505	2,470	-16.6%	-1.3%
Maritime technology	1,055	1,860	1,765	67.3%	-4.9%
Biotechnology ¹	85	1,055	1,120	1186.7%	6.4%
Others in technology	6,370	9,925	10,945	71.8%	10.3%
Engineering & technology	129,305	148,070	156,985	21.4%	6.0%
Broadly-based programmes w ithin architecture, building & planning	0	320	310	..	-2.2%
Architecture	15,860	21,930	22,740	43.4%	3.7%
Building	18,095	26,900	27,875	54.1%	3.6%
Landscape design	1,970	1,820	1,925	-2.3%	5.7%
Planning (urban, rural & regional)	10,600	12,040	11,705	10.4%	-2.8%
Others in architecture, building & planning	475	1,910	1,430	199.8%	-25.2%
Architecture, building & planning	47,000	64,920	65,990	40.4%	1.6%
Broadly-based programmes w ithin social studies	545	615	905	66.4%	47.0%
Economics	30,400	31,740	34,895	14.8%	9.9%
Politics	26,960	33,910	35,850	33.0%	5.7%
Sociology	30,760	32,230	34,760	13.0%	7.8%
Social policy	10,375	16,630	16,215	56.3%	-2.5%
Social work	54,285	60,130	62,400	14.9%	3.8%
Anthropology	4,550	4,635	4,835	6.3%	4.3%
Human & social geography	13,650	10,730	11,070	-18.9%	3.2%
Others in social studies	15,765	15,435	12,830	-18.6%	-16.9%
Social studies	187,290	206,050	213,750	14.1%	3.7%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

.. represents a percentage calculated on a population of between 0 and 52 inclusive.

Source: HESA Student Record 2003/04, 2008/09, 2009/10

¹Change to subject name and content from 2007/08

²New subject code from 2007/08

Appendix 2 - Students by subject of study and academic year (cont. 2)

Principal subject	2003/04	2008/09	2009/10	Percentage	Percentage
				change 2003/04 to 2009/10	change 2008/09 to 2009/10
Broadly-based programmes within law	1,660	1,825	2,100	26.5%	15.0%
Law by area	27,230	36,900	36,945	35.7%	0.1%
Law by topic	50,370	50,105	51,765	2.8%	3.3%
Others in law	2,915	3,280	3,565	22.2%	8.7%
Law	82,175	92,110	94,380	14.9%	2.5%
Broadly-based programmes within business & administrative studies	1,395	110	110	-92.1%	1.2%
Business studies	137,035	124,800	132,870	-3.0%	6.5%
Management studies	58,185	76,330	82,745	42.2%	8.4%
Finance	14,925	23,910	27,855	86.6%	16.5%
Accounting	29,195	33,030	34,600	18.5%	4.8%
Marketing	22,195	23,710	25,080	13.0%	5.8%
Human resource management	15,665	16,855	16,870	7.7%	0.1%
Office skills	855	975	895	4.6%	-8.5%
Hospitality, leisure, tourism and transport	10,900	27,465	29,795	173.3%	8.5%
Others in business & administrative studies	1,985	3,070	3,100	56.1%	0.9%
Business & administrative studies	292,340	330,255	353,910	21.1%	7.2%
Broadly-based programmes within mass communications and documentation	20	0	0
Information services	4,900	4,675	4,680	-4.5%	0.1%
Publicity studies	4,450	3,955	4,015	-9.8%	1.4%
Media studies	26,135	28,245	30,815	17.9%	9.1%
Publishing	1,545	920	965	-37.6%	4.6%
Journalism	6,455	9,970	11,220	73.8%	12.6%
Others in mass communications & documentation	1,205	1,295	1,435	19.1%	10.7%
Mass communications & documentation	44,710	49,065	53,130	18.8%	8.3%
Broadly-based programmes within languages	115	255	205	80.7%	-19.5%
Linguistics	5,040	5,140	5,230	3.8%	1.7%
Comparative literary studies	2,305	1,335	1,755	-23.8%	31.6%
English studies	57,400	60,010	62,745	9.3%	4.6%
Ancient language studies	120	220	220	87.6%	-0.2%
Celtic studies	3,915	2,800	2,020	-48.4%	-27.9%
Latin studies	315	245	200	-37.3%	-18.5%
Classical Greek studies	310	140	130	-57.1%	-6.7%
Classical studies	3,795	4,275	4,515	18.9%	5.7%
Others in linguistics, classics & related subjects	2,365	2,490	3,260	37.7%	31.0%
French studies	12,855	11,235	12,075	-6.0%	7.5%
German studies	5,235	4,360	4,540	-13.3%	4.2%
Italian studies	3,750	2,405	2,775	-26.0%	15.4%
Spanish studies	8,995	8,365	9,160	1.8%	9.5%
Portuguese studies	580	515	560	-2.9%	8.7%
Scandinavian studies	565	380	375	-33.9%	-1.9%
Russian & East European studies	1,905	1,945	1,995	4.7%	2.4%
European Studies ²	0	1,655	1,540	..	-7.0%
Others in European languages, literature & related subjects	11,760	14,285	14,980	27.4%	4.9%
Chinese studies	1,040	1,525	1,700	63.1%	11.4%
Japanese studies	1,345	1,515	1,715	27.2%	13.0%
South Asian studies	390	335	275	-28.6%	-16.8%
Other Asian studies	150	205	335	120.7%	63.9%
African studies	250	240	255	1.9%	5.5%
Modern Middle Eastern studies	1,820	1,570	1,910	4.9%	21.9%
American studies	4,345	2,985	2,920	-32.7%	-2.1%
Australasian studies	55	20	20	-61.5%	..
Others in Eastern, Asiatic, African, American & Australasian languages, literature & related subjects	1,915	715	680	-64.5%	-5.0%
Languages	132,625	131,170	138,090	4.1%	5.3%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

.. represents a percentage calculated on a population of between 0 and 52 inclusive.

Source: HESA Student Record 2003/04, 2008/09, 2009/10

¹Change to subject name and content from 2007/08

²New subject code from 2007/08

Appendix 2 - Students by subject of study and academic year (cont. 3)

Principal subject	2003/04	2008/09	2009/10	Percentage change 2003/04 to 2009/10	Percentage change 2008/09 to 2009/10
Broadly-based programmes within historical and philosophical studies	800	340	385	-52.1%	13.3%
History by period	39,070	39,500	40,840	4.5%	3.4%
History by area	1,965	1,900	2,085	6.0%	9.8%
History by topic	12,315	11,030	11,770	-4.4%	6.7%
Archaeology	7,335	6,190	6,080	-17.1%	-1.7%
Philosophy	10,600	12,005	12,355	16.6%	2.9%
Theology & religious studies	13,735	14,675	14,125	2.8%	-3.7%
Others in historical & philosophical studies	13,235	8,490	8,650	-34.7%	1.9%
Historical & philosophical studies	99,055	94,120	96,290	-2.8%	2.3%
Broadly-based programmes within creative arts & design	220	80	125	-43.6%	59.4%
Fine art	19,165	19,450	19,560	2.1%	0.6%
Design studies	56,615	60,285	63,325	11.9%	5.0%
Music	19,470	25,335	26,605	36.6%	5.0%
Drama	17,745	22,920	23,825	34.3%	3.9%
Dance	2,085	4,150	4,570	119.1%	10.1%
Cinematics & photography	11,965	16,395	19,085	59.5%	16.4%
Crafts	1,335	1,255	1,370	2.9%	9.5%
Imaginative writing	3,955	6,150	7,050	78.2%	14.7%
Others in creative arts & design	6,575	7,475	8,310	26.5%	11.2%
Creative arts & design	139,130	163,490	173,825	24.9%	6.3%
Broadly-based programmes within education	15	585	815	..	39.8%
Training teachers	86,080	99,990	105,625	22.7%	5.6%
Research & study skills in education	4,565	3,925	4,385	-4.0%	11.7%
Academic studies in education	75,040	92,890	96,660	28.8%	4.1%
Others in education	23,925	19,805	18,900	-21.0%	-4.6%
Education	189,625	217,200	226,385	19.4%	4.2%
Combined	122,530	128,725	111,410	-9.1%	-13.5%
Combined	122530	128725	111410	-9.1%	-13.5%
Total	2200175	2396050	2493415	13.3%	4.1%

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5. Percentages are not subject to rounding.

.. represents a percentage calculated on a population of between 0 and 52 inclusive.

Source: HESA Student Record 2003/04, 2008/09, 2009/10

¹Change to subject name and content from 2007/08

²New subject code from 2007/08

Appendix 3 - Non UK-domiciled students by country of domicile and level of study 2009/10

	Higher degree (research)	Higher degree (taught)	Other post-graduate	First degree	Other under-graduate	Total
European Union countries excluding UK						
Austria	235	400	35	740	75	1,490
Belgium	210	610	85	1,725	130	2,755
Bulgaria	125	530	30	2,565	145	3,395
Cyprus (European Union)	640	2,340	115	7,685	385	11,160
Czech Republic	105	255	30	700	105	1,195
Denmark	125	545	70	675	130	1,555
Estonia	25	85	10	755	75	955
Finland	125	310	40	1,145	125	1,745
France	940	3,130	310	7,260	2,135	13,780
Germany	2,340	3,945	390	6,800	1,960	15,425
Gibraltar	5	55	40	480	45	625
Greece	1,760	4,620	280	4,745	380	11,785
Hungary	140	220	40	675	95	1,170
Ireland	1,130	4,175	2,230	6,740	2,325	16,595
Italy	1,680	1,880	240	2,365	390	6,550
Latvia	35	160	15	1,320	105	1,635
Lithuania	50	275	20	2,460	120	2,930
Luxembourg	50	160	15	705	25	960
Malta	230	395	55	250	70	995
Netherlands	445	1,025	170	1,385	250	3,270
Poland	665	1,380	130	5,490	745	8,415
Portugal	600	530	65	1,315	175	2,685
Romania	230	615	35	2,165	145	3,190
Slovakia	60	260	25	930	130	1,405
Slovenia	55	85	10	115	20	290
Spain	565	1,435	225	2,465	1,030	5,720
Sweden	245	460	90	2,220	180	3,200
European Union not otherwise specified	10	50	15	60	35	170
European Union countries excluding UK total	12,815	29,935	4,825	65,940	11,525	125,045
Other European Economic Area countries						
Iceland	45	105	10	120	10	290
Liechtenstein	0	5	0	5	5	15
Norway	115	675	60	2,395	85	3,325
Other European Economic Area countries total	160	785	70	2,525	95	3,630
Other Europe						
Albania	20	70	5	105	10	215
Andorra	0	0	0	5	0	5
Armenia	15	35	5	15	0	75
Azerbaijan	15	135	10	120	25	300
Belarus	30	45	0	55	15	150
Bosnia and Herzegovina	25	30	5	10	5	70
Croatia	40	95	5	45	15	195
Cyprus (Non-European Union)	15	80	0	105	10	210
Faroe Islands	0	10	5	75	5	90
Georgia	15	150	10	85	10	265
Kosovo	5	30	5	5	0	45
Macedonia	35	45	10	20	5	115
Moldova	0	25	0	70	10	110
Monaco	0	5	0	45	0	55
Montenegro	5	15	0	10	0	30
Russia	225	1,195	70	1,450	310	3,245
San Marino	0	5	0	5	5	15
Serbia	50	125	5	75	5	260
Svalbard and Jan Mayen	0	5	0	35	0	45
Switzerland	245	615	115	1,180	125	2,280
Turkey	475	1,640	60	770	190	3,130
Ukraine	55	240	20	240	50	605
Vatican City	5	0	0	5	0	5
Europe not otherwise specified	15	25	5	30	10	80
Other Europe total	1,290	4,620	330	4,560	805	11,605

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Source: HESA Student Record 2009/10

**Appendix 3 - Non UK-domiciled students by country of domicile and level of study 2009/10
(cont. 1)**

	Higher degree (research)	Higher degree (taught)	Other post-graduate	First degree	Other under-graduate	Total
Africa						
Algeria	60	90	15	65	10	240
Angola	0	50	5	235	30	320
Benin	0	5	0	10	0	15
Botswana	45	105	15	485	20	670
Burkina Faso	5	5	0	5	0	20
Burundi	0	5	0	15	5	25
Cameroon	35	240	20	185	30	505
Cape Verde	0	0	0	5	0	5
Central African Republic	0	5	0	5	5	10
Chad	0	5	0	0	0	5
Comoros	0	0	0	0	0	0
Congo	5	10	5	20	5	45
Congo (Democratic Republic)	5	15	5	70	10	105
Djibouti	0	0	0	5	0	5
Egypt	505	410	95	200	205	1,415
Equatorial Guinea	0	0	0	10	5	20
Eritrea	5	20	5	15	10	55
Ethiopia	50	105	10	35	5	205
Gabon	0	0	5	5	5	15
Gambia, The	10	105	5	135	55	310
Ghana	270	1,040	85	390	115	1,900
Guinea	0	5	0	15	5	30
Guinea-Bissau	0	0	0	5	0	5
Ivory Coast	5	35	5	40	5	90
Kenya	180	700	90	1,340	105	2,420
Lesotho	0	20	0	5	0	30
Liberia	0	10	0	10	5	25
Libya	910	1,305	100	245	320	2,880
Madagascar	5	0	0	10	5	20
Malawi	65	190	20	160	30	465
Mali	5	0	0	15	5	25
Mauritania	0	5	0	10	0	20
Mauritius	70	310	65	990	140	1,575
Morocco	15	100	5	125	20	265
Mozambique	10	25	5	20	0	60
Namibia	10	35	0	20	5	65
Niger	5	5	0	5	0	15
Nigeria	850	9,780	405	4,835	810	16,680
Rwanda	15	45	0	25	0	90
Sao Tome and Principe	0	0	0	0	0	0
Senegal	5	35	5	35	0	80
Seychelles	5	20	5	75	5	105
Sierra Leone	15	95	10	60	25	205
Somalia	0	10	5	70	15	100
South Africa	260	585	100	445	160	1,555
St Helena	0	0	0	5	0	10
Sudan	65	180	30	70	15	355
Swaziland	5	15	5	15	5	40
Tanzania	125	450	35	460	60	1,125
Togo	0	5	0	15	0	20
Tunisia	15	35	5	35	5	95
Uganda	100	445	40	340	40	965
Western Sahara	0	0	0	5	0	5
Zambia	55	200	20	280	55	605
Zimbabwe	70	310	65	660	320	1,425
Africa not otherwise specified	0	5	0	5	5	10
Africa total	3,860	17,185	1,295	12,325	2,685	37,350

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.
Source: HESA Student Record 2009/10

**Appendix 3 - Non UK-domiciled students by country of domicile and level of study 2009/10
(cont. 2)**

	Higher degree (research)	Higher degree (taught)	Other post- graduate	First degree	Other under- graduate	Total
Asia						
Afghanistan	5	110	10	55	25	200
Bangladesh	255	1,965	145	1,635	175	4,175
Bhutan	0	10	0	0	5	20
Brunei	70	365	15	1,300	170	1,915
Burma	10	80	10	145	25	265
Cambodia	5	20	5	15	5	50
China	3,690	23,085	800	23,990	5,425	56,990
East Timor	0	0	0	0	0	5
Hong Kong (Special Administrative Region of China)	485	1,430	160	7,380	495	9,945
India	1,510	29,185	755	5,550	1,500	38,500
Indonesia	205	515	45	340	55	1,155
Japan	355	1,305	80	1,280	460	3,480
Kazakhstan	30	860	20	1,030	150	2,085
Korea (North)	5	10	5	5	10	35
Korea (South)	560	1,490	70	1,930	335	4,385
Kyrgyzstan	10	30	5	25	5	70
Laos	0	5	0	0	0	10
Macao (Special Administrative Region of China)	20	60	5	165	10	255
Malaysia	1,780	1,670	345	9,915	350	14,060
Maldives	10	40	0	90	5	145
Mongolia	5	80	0	75	15	175
Nepal	70	585	30	370	80	1,135
Pakistan	1,190	5,105	285	2,880	355	9,815
Philippines	60	155	40	915	675	1,845
Singapore	265	710	75	2,555	165	3,775
Sri Lanka	220	1,295	65	2,290	155	4,020
Taiwan	750	3,215	115	665	330	5,070
Tajikistan	10	40	0	5	0	55
Thailand	815	3,385	100	880	320	5,505
Turkmenistan	0	25	0	25	5	60
Uzbekistan	10	95	5	65	20	195
Vietnam	150	1,045	20	1,165	150	2,530
Asia (Except Middle East) not otherwise specified	0	5	0	0	5	15
Asia total	12,560	77,970	3,210	66,745	11,470	171,950
Australasia						
American Samoa	0	0	0	0	0	0
Australia	350	615	165	350	195	1,680
Christmas Island	0	0	0	0	0	0
Cocos (Keeling) Islands	0	0	0	0	0	5
Cook Islands	0	0	0	0	0	0
Fiji	0	5	5	5	0	20
French Polynesia	0	5	0	5	0	10
Guam	0	0	0	0	0	5
Kiribati	0	0	0	0	0	0
Marshall Islands	0	0	0	0	0	0
Mayotte	0	0	0	0	0	0
Micronesia	0	0	0	0	0	5
Nauru	0	0	0	0	0	0
New Caledonia	0	0	0	0	0	5
New Zealand	135	170	40	110	50	510
Niue	0	0	0	0	0	0
Norfolk Island	0	5	0	0	0	5
Northern Mariana Islands	10	5	0	5	5	25
Palau	0	0	0	0	0	0
Papua New Guinea	5	20	0	5	0	30
Pitcairn, Henderson, Ducie and Oeno Islands	0	0	0	0	0	0
Samoa	0	0	0	0	0	5
Solomon Islands	0	0	0	5	0	10
South Georgia and The South Sandwich Islands	0	0	0	0	0	0
Tokelau	0	0	0	0	0	0
Tonga	0	0	0	0	0	5
Tuvalu	0	0	0	0	0	0
Vanuatu	0	0	0	0	0	0
Wallis and Futuna	0	0	0	0	0	0
Antarctica and Oceania not otherwise specified	5	75	55	70	135	340
Australasia total	515	910	275	575	390	2,665

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.
Source: HESA Student Record 2009/10

**Appendix 3 - Non UK-domiciled students by country of domicile and level of study 2009/10
(cont. 3)**

	Higher degree (research)	Higher degree (taught)	Other post- graduate	First degree	Other under- graduate	Total
Middle East						
Bahrain	125	240	20	580	85	1,050
Iran	835	1,130	65	1,025	130	3,185
Iraq	480	160	50	35	55	785
Israel	215	165	10	160	15	570
Jordan	345	520	35	435	30	1,365
Kuwait	340	405	35	755	115	1,650
Lebanon	110	280	20	105	25	540
Occupied Palestinian Territories	15	55	5	20	5	100
Oman	180	435	35	510	55	1,215
Qatar	45	160	30	720	115	1,070
Saudi Arabia	1,315	3,135	235	2,525	1,130	8,340
Syria	235	250	20	70	30	605
United Arab Emirates	270	915	200	1,310	300	2,995
Yemen	25	40	0	60	10	135
Middle East not otherwise specified	0	0	0	0	0	0
Middle East total	4,540	7,885	770	8,310	2,100	23,605
North America						
Anguilla	0	10	0	25	0	40
Antigua and Barbuda	5	15	0	25	0	45
Aruba	0	0	0	0	0	5
Bahamas, The	5	30	25	125	5	195
Barbados	35	105	15	140	15	305
Belize	5	15	0	5	5	30
Bermuda	10	50	20	290	25	395
British Virgin Islands	5	30	20	75	30	160
Canada	1,045	1,935	265	2,130	200	5,575
Cayman Islands	5	35	5	70	5	120
Costa Rica	10	20	5	15	5	55
Cuba	5	10	0	5	5	20
Dominica	0	15	5	5	5	25
Dominican Republic	5	10	5	10	0	30
El Salvador	0	15	0	15	5	40
Greenland	0	5	0	15	0	25
Grenada	5	15	5	15	0	40
Guatemala	5	15	0	10	0	30
Haiti	0	0	0	0	0	0
Honduras	5	5	0	5	0	15
Jamaica	55	160	20	125	55	415
Mexico	560	515	25	175	80	1,360
Montserrat	0	5	0	10	0	15
Netherlands Antilles	0	5	0	15	0	25
Nicaragua	0	5	0	5	5	10
Panama	10	20	0	15	0	50
Puerto Rico	10	15	0	5	0	30
St Barthélemy	0	0	0	0	0	0
St Kitts and Nevis	5	5	0	15	0	25
St Lucia	5	40	10	60	15	125
St Martin (French Part)	0	0	0	0	0	0
St Pierre and Miquelon	0	0	0	0	0	0
St Vincent and The Grenadines	5	30	55	30	5	120
Trinidad and Tobago	65	345	110	330	40	890
Turks and Caicos Islands	0	10	0	40	0	50
United States	2,725	6,035	370	3,860	2,065	15,060
United States Virgin Islands	0	5	0	5	0	15
Caribbean not otherwise specified	0	5	0	5	0	10
Central America not otherwise specified	0	0	0	0	0	0
North America not otherwise specified	0	0	0	0	0	0
North America total	4,590	9,535	965	7,690	2,575	25,360

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.

Source: HESA Student Record 2009/10

**Appendix 3 - Non UK-domiciled students by country of domicile and level of study 2009/10
(cont. 4)**

	Higher degree (research)	Higher degree (taught)	Other post-graduate	First degree	Other under-graduate	Total
South America						
Argentina	70	80	30	30	15	220
Bolivia	10	20	0	10	5	45
Brazil	260	615	75	270	90	1,315
Chile	175	265	10	25	15	490
Colombia	115	570	15	100	25	825
Ecuador	10	50	5	30	10	105
Falkland Islands	0	5	0	25	5	35
Guyana	10	25	0	30	5	70
Paraguay	5	5	0	0	0	15
Peru	35	140	5	55	10	245
Surinam	0	5	0	0	0	5
Uruguay	10	10	5	5	5	40
Venezuela	35	155	15	65	20	295
South America not otherwise specified	0	0	0	0	0	0
South America total	730	1,945	165	650	210	3,700
Non-European-Union unknown	160	460	40	160	75	900
Total Non UK-domiciled	41,220	151,235	11,945	169,475	31,930	405,805

In this table 0, 1, 2 are rounded to 0. All other numbers are rounded up or down to the nearest multiple of 5.
Source: HESA Student Record 2009/10

Appendix 4 - Income of higher education institutions by academic year, source of income and country of institution (£ thousands)

	England	Wales	Scotland	Northern Ireland	United Kingdom
2009/10					
Funding body grants					
Grants for HE provision (SFC grants for all provision)					
Recurrent (Teaching)	£4,695,906	£285,629	£681,353	£138,800	£5,801,688
Recurrent (Research)	£1,588,342	£74,343	£259,018	£52,845	£1,974,548
Other higher education grants	£904,130	£82,609	£159,179	£17,897	£1,163,815
Grants for FE provision (not applicable to SFC)	£91,750	£11,314	£0	£0	£103,064
Total funding body grants	£7,280,128	£453,895	£1,099,550	£209,542	£9,043,115
Tuition fees and education contracts					
HE course fees					
Home and EU domicile	£4,431,271	£272,003	£305,655	£110,693	£5,119,622
Non-EU domicile	£2,220,204	£87,248	£261,142	£11,414	£2,580,008
Total HE course fees	£6,651,475	£359,251	£566,797	£122,107	£7,699,630
Non-credit-bearing course fees	£326,206	£10,718	£30,478	£1,173	£368,575
Further Education course fees	£45,179	£1,395	£37	£0	£46,611
Research training support grants	£119,215	£7,593	£30,496	£17	£157,321
Total tuition fees and education contracts	£7,142,075	£378,957	£627,808	£123,297	£8,272,137
Total research grants and contracts	£3,499,088	£155,635	£601,314	£89,384	£4,345,421
Other income					
Other income - other services rendered	£1,404,954	£105,944	£111,101	£20,184	£1,642,183
Residences and catering operations (including conferences)	£1,239,096	£73,179	£162,692	£13,816	£1,488,783
Grants from local authorities	£9,022	£67	£0	£0	£9,089
Income from health and hospital authorities (excluding teaching contracts for student provision)	£308,072	£15,143	£28,539	£22,007	£373,761
Release of deferred capital grants	£97,004	£4,034	£17,815	£2,141	£120,994
Income from intellectual property rights	£33,219	£1,513	£5,281	£3,448	£43,461
Other operating income	£1,043,010	£40,700	£123,030	£30,902	£1,237,642
Total other income	£4,134,377	£240,580	£448,458	£92,498	£4,915,913
Total endowment and investment income	£179,531	£6,623	£26,808	£6,239	£219,201
Total income 2009/10	£22,235,199	£1,235,690	£2,803,938	£520,960	£26,795,787
2008/09					
Funding council grants					
Grants for HE provision (SFC grants for all provision)					
Recurrent (Teaching)	£4,647,144	£281,303	£680,464	£145,651	£5,754,562
Recurrent (Research)	£1,460,174	£73,382	£252,132	£48,403	£1,834,091
Other higher education grants	£897,517	£74,795	£135,347	£19,773	£1,127,432
Grants for FE provision (not applicable to SFC)	£92,379	£10,895	£0	£0	£103,274
Total funding body grants	£7,097,214	£440,375	£1,067,943	£213,827	£8,819,359
Tuition fees & education grants and contracts					
HE course fees					
Home & EU domicile	£3,933,211	£245,027	£274,801	£98,900	£4,551,939
Non-EU domicile	£1,890,499	£74,141	£224,004	£10,983	£2,199,627
Total HE course fees	£5,823,710	£319,168	£498,805	£109,883	£6,751,566
Non-credit-bearing course fees	£314,844	£10,271	£30,578	£1,373	£357,066
Further education course fees	£43,264	£1,208	£44	£0	£44,516
Research training support grants	£95,735	£7,007	£26,729	£20	£129,491
Total tuition fees & education contracts	£6,277,553	£337,654	£556,156	£111,276	£7,282,639
Total research grants & contracts	£3,333,555	£156,652	£574,103	£80,272	£4,144,582

Source: HESA Finance Statistics Return (FSR) 2000/01, 2008/09, 2009/10

All values in the FSR are shown in units of £1,000, and where necessary rounded to the nearest £1,000; the consequence of which is that sum of individual values in each row or column may not match the total value.

Appendix 4 - Income of higher education institutions by academic year, source of income and country of institution (£ thousands) (cont. 1)

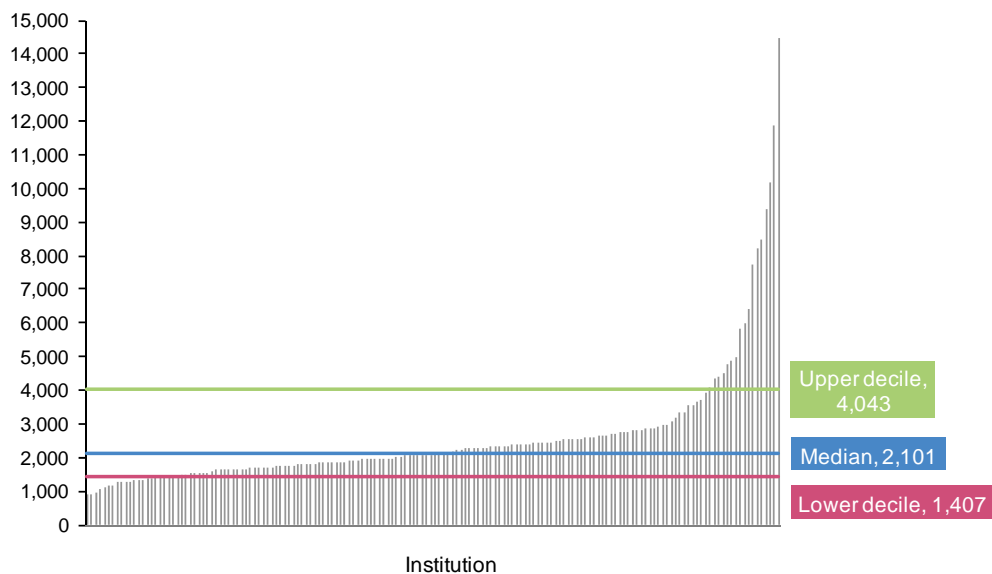
	England	Wales	Scotland	Northern Ireland	United Kingdom
Other income					
Other services rendered	£1,346,692	£95,939	£104,672	£21,478	£1,568,781
Residences & catering operations (including conferences)	£1,179,829	£70,198	£148,147	£13,046	£1,411,220
Grants from local authorities	£12,411	£72	£0	£0	£12,483
Income from health & hospital authorities (excluding teaching contracts for student provision)	£293,416	£15,956	£24,238	£21,418	£355,028
Release of deferred capital grants	£89,011	£3,570	£15,599	£2,014	£110,194
Income from intellectual property rights	£34,468	£1,516	£4,547	£3,191	£43,722
Other operating income	£1,067,859	£35,984	£128,668	£35,805	£1,268,316
Total other income	£4,023,686	£223,235	£425,871	£96,952	£4,769,744
Total endowment & investment income	£295,230	£13,619	£39,130	£8,963	£356,942
Total income 2008/09	£21,027,238	£1,171,536	£2,663,203	£511,290	£25,373,267
2000/01					
Funding council grants					
Grants for HE provision (SFC grants for all provision)					
Recurrent (Teaching)	£3,029,040	£213,593	£463,603	£99,401	£3,805,637
Recurrent (Research)	£880,125	£46,294	£118,792	£25,369	£1,070,580
Other higher education grants	£322,265	£23,884	£50,118	£12,259	£408,526
Grants for FE provision (not applicable to SFC)	£68,455	£2,579	£0	£0	£71,034
Total funding body grants	£4,299,885	£286,350	£632,513	£137,029	£5,355,777
Tuition fees & education grants and contracts					
HE course fees					
Home & EU domicile	£1,686,126	£101,806	£180,555	£45,161	£2,013,648
Non-EU domicile	£648,976	£23,851	£68,502	£5,037	£746,366
Total HE course fees	£2,335,102	£125,657	£249,057	£50,198	£2,760,014
Non-credit-bearing course fees	£209,252	£4,715	£20,697	£2,118	£236,782
Further education course fees	£25,975	£90	£351	£0	£26,416
Research training support grants	£19,036	£800	£5,263	£268	£25,367
Total tuition fees & education contracts	£2,589,365	£131,262	£275,368	£52,584	£3,048,579
Total research grants & contracts	£1,812,384	£78,807	£278,265	£37,772	£2,207,228
Other income					
Other services rendered	£506,803	£50,233	£83,378	£11,848	£652,262
Residences & catering operations (including conferences)	£771,461	£50,966	£93,965	£9,210	£925,602
Grants from local authorities	£10,521	£85	£0	£0	£10,606
Income from health & hospital authorities (excluding teaching contracts for student provision)	£175,523	£5,043	£14,678	£4,981	£200,225
Release of deferred capital grants	£37,261	£649	£7,745	£0	£45,655
Income from intellectual property rights	£7,413	£3,478	£6,906	£31	£17,828
Other operating income	£612,080	£21,654	£89,480	£14,556	£737,770
Total other income	£2,121,062	£132,108	£296,152	£40,626	£2,589,948
Total endowment & investment income	£245,949	£12,533	£30,948	£2,957	£292,387
Total income 2000/01	£11,068,645	£641,060	£1,513,246	£270,968	£13,493,919

Source: HESA Finance Statistics Return (FSR) 2000/01, 2008/09, 2009/10

All values in the FSR are shown in units of £1000, and where necessary rounded to the nearest £1,000; the consequence of which is that sum of individual values in each row or column may not match the total value.

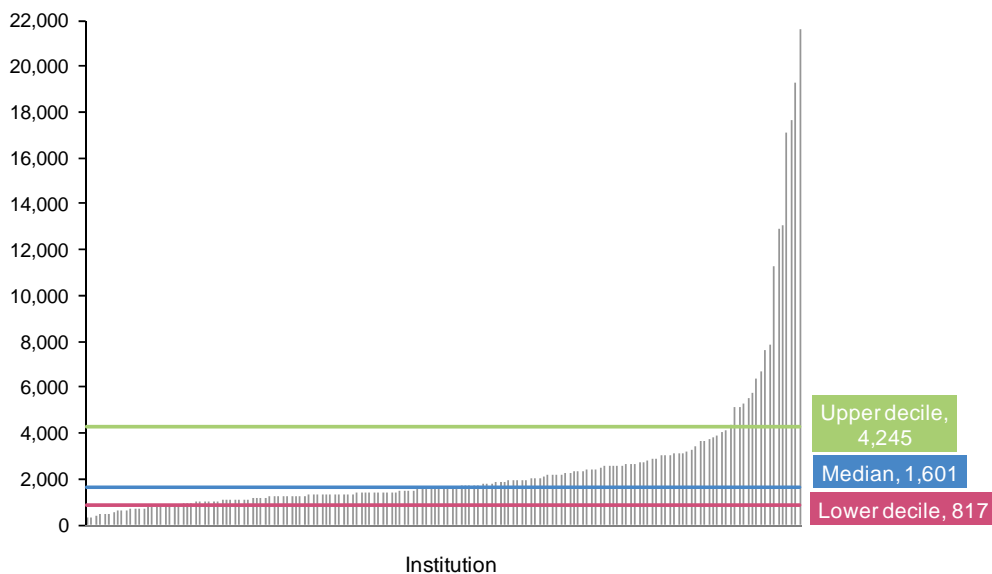
The following four institution charts are equivalent to institution charts 2.35 to 2.38 from Section B but for the academic year 2008/09, as this data was not included in last year's *Patterns of higher education institutions in the UK* report.

Appendix 5 - Administrative expenditure per full-time equivalent student (£) by institution 2008/09



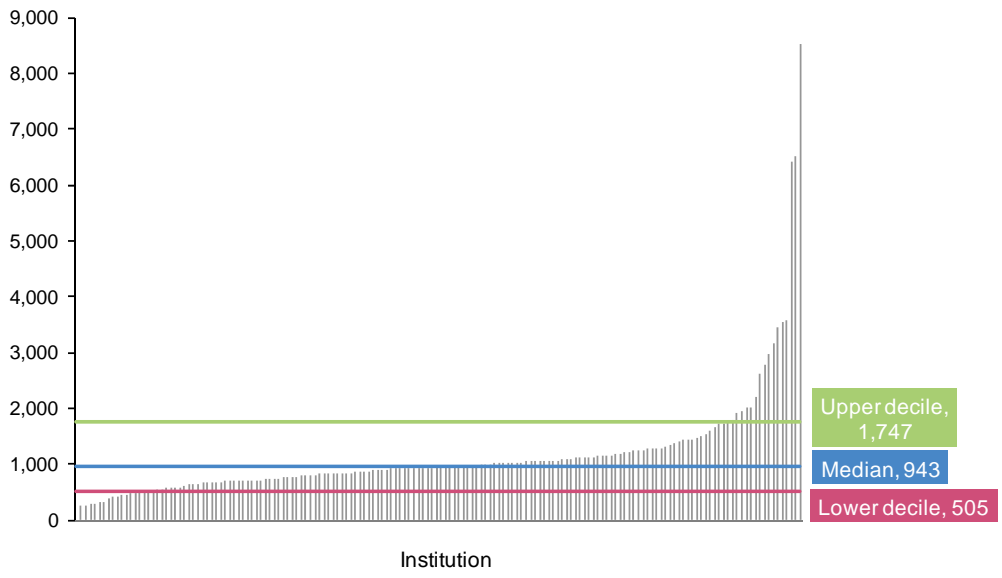
Source: HESA Finance Return 2008/09, HESA Student Record 2008/09

Appendix 6 - Academic departmental costs per full-time equivalent student, excluding academic staff costs (£) by institution 2008/09



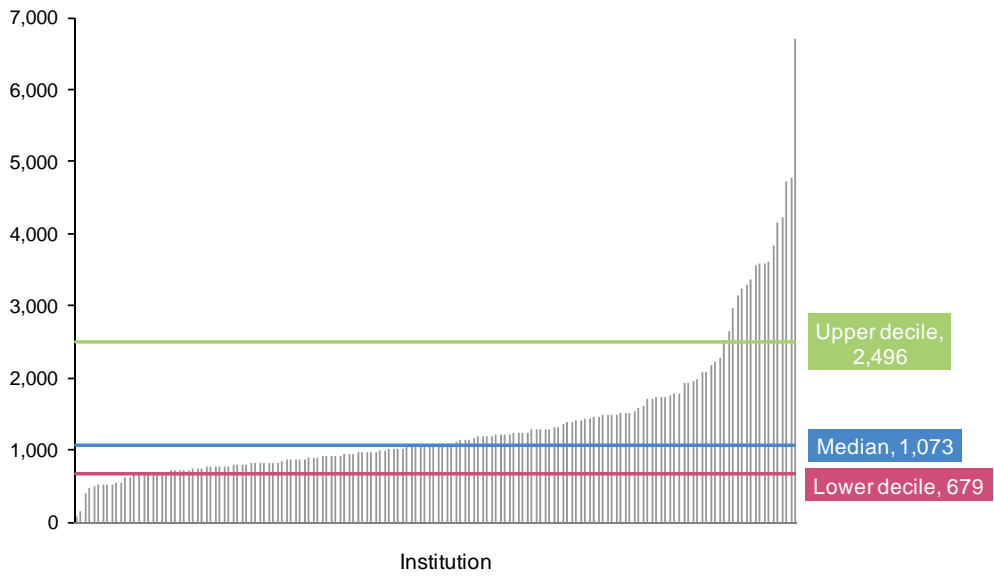
Source: HESA Finance Return 2008/09, HESA Student Record 2008/09

Appendix 7 - Total academic services expenditure per full-time equivalent student (£) by institution 2008/09



Source: HESA Finance Return 2008/09 HESA Student Record 2008/09

Appendix 8 - Premises expenditure per full-time equivalent student (£) by institution 2008/09



Source: HESA Finance Return 2008/09, HESA Student Record 2008/09

Appendix 9 - Summary of institutional charts for 2008/09 and 2009/10

Chart number	Lower Decile			Median			Upper Decile		
	2009/10	2008/09 ¹	Difference	2009/10	2008/09 ¹	Difference	2009/10	2008/09 ¹	Difference
2.1	8%	10%	-2%	23%	22%	1%	43%	42%	1%
2.2	216	219	-3	3,118	2,870	248	7,329	6,980	349
2.3	661	716	-55	10,055	10,000	55	20,611	20,083	528
2.4	0%	1%	-1%	13%	15%	-2%	38%	40%	-2%
2.5	6%	7%	-1%	26%	28%	-2%	45%	49%	-4%
2.6	133	135	-2	2,236	1,980	256	5,647	5,325	322
2.7	82	77	5	1,368	1,245	123	3,977	3,529	448
2.8	49	45	4	659	635	24	1,701	1,743	-42
2.9	9%	11%	-2%	23%	26%	-3%	43%	49%	-6%
2.10	29%	30%	-1%	43%	43%	0%	53%	52%	1%
2.11	4%	4%	0%	11%	11%	0%	43%	43%	0%
2.12	19%	18%	1%	32%	32%	0%	42%	44%	-2%
2.13	71%	71%	0%	94%	95%	-1%	98%	99%	-1%
2.14	219	227	-8	283	282	1	426	412	14
2.15	8%	8%	0%	14%	13%	1%	22%	21%	1%
2.16	48%	48%	0%	61%	60%	1%	79%	79%	0%
2.17	86%	88%	-2%	91%	92%	-1%	94%	97%	-3%
2.18	2	1	1	17	16	1	25	24	1
2.19	35%	35%	0%	45%	45%	0%	55%	56%	-1%
2.20	3%	0%	3%	9%	8%	1%	18%	18%	0%
2.21	-0.5%	1.5%	-2.0%	3.9%	2.1%	1.8%	8.9%	7.5%	1.4%
2.22	29	21	8	94	73	21	172	174	-2
2.23	2	-18	20	96	72	24	234	205	29
2.24	0%	0%	0%	16%	15%	1%	44%	43%	1%
2.25	187	205	-18	328	335	-7	497	501	-4
2.26	26%	28%	-2%	40%	41%	-1%	54%	56%	-2%
2.27	12%	12%	0%	30%	31%	-1%	43%	44%	-1%
2.28	80	25	55	4,462	3,425	1,037	66,452	62,989	3,463
2.29	0%	0%	0%	4%	3%	1%	19%	20%	-1%
2.30	41%	63%	-22%	141%	186%	-45%	260%	434%	-174%
2.31	19	1	18	3,557	3,747	-191	17,524	16,409	1,115
2.32	632	642	-10	8,443	7,504	939	38,225	31,357	6,868
2.33	2%	2%	0%	8%	7%	1%	17%	16%	1%
2.34	46%	50%	-4%	55%	57%	-2%	62%	63%	-1%
2.35	£1,418	£1,407	£11	£2,080	£2,101	-£21	£3,871	£4,043	-£172
2.36	£811	£817	-£6	£1,564	£1,601	-£37	£4,115	£4,245	-£130
2.37	£554	£505	£49	£947	£943	£4	£1,741	£1,747	-£6
2.38	£680	£679	£1	£1,050	£1,073	-£24	£2,282	£2,496	-£214

¹Data for Chart 2.12 is for the academic year 2007/08 due to comparability issues with 2008/09.



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