Tenth report

Patterns of higher education institutions in the UK

Universities UK

Patterns of higher education institutions in the UK: Tenth report

This is a report by Professor Brian Ramsden on behalf of the Longer Term Strategy Group of Universities UK.

Author's foreword

This is the tenth report on *Patterns of higher education institutions in the UK* which I have been privileged to write for Universities UK.

The first, published in 2001, was only issued as a large hard copy document, since in those days electronic publication was not the norm. It drew on the first output from the new Higher Education Statistics Agency, which I was proud to lead into its first phase of development, and which is undoubtedly the best source of national higher education statistics in the world.

That first report generated some interest in the media, including a leader in the *Times Higher Education Supplement*, as it was then known, headed: 'Ramsden report in call for action'.

That was not how I saw it. Throughout the ten years in which I have written these reports, I have seen them as providing an objective analysis of higher education institutional provision in the UK. The reports have never been influenced by the agenda of either Universities UK or the government – and I have very much appreciated the fact that Universities UK and GuildHE have been willing to support them on that basis.

I am very grateful to the staff of Universities UK who have been involved in the production of the *Patterns* reports; and I should also pay tribute to Professor Sir David Watson whose idea it was to create 'a yearbook of higher education'.

We now enter a new era, as the Government sets out the future basis for the funding of public services, including higher education: I hope that this latest report will set the higher education sector in context and help to explain its nature, its strengths and the diversity of higher education institutions.

Brian Ramsden

- This report is the tenth in a series published annually by Universities UK, with the support of GuildHE, updating and expanding a rich variety of data which help us to understand higher education in the UK.

The *Patterns* series

- Since its first report in 2001, the *Patterns* series has examined the trends in UK higher education at both the sector and institutional level. We have built up a 10-year time series of information that has proved very useful to senior managers in the sector as well as being drawn upon by many outside higher education. In addition, each report has focused in its final section on a particular issue of interest. The 2001 Report dealt with consolidation and collaboration within the higher education sector following the abolition of the binary line. Subsequent reports focused on issues such as: the diversity in the sector's activities and provision; regional issues; the relationship between UK higher education institutions and those of other countries; the student experience and how it has changed over time; strategic and vulnerable subjects; and European higher education. The eighth report, published in 2008, included an examination of the financial aspects of diversity and a time series analysis. Some of the key financial data included for the first time in *Patterns* 2008 and updated last year appear for a third year in this report.

The tenth report

- This tenth report follows the established format of the *Patterns* series. Section A looks at sector level trends over the 10-year period from 1999/2000 to 2008/09 and provides the context for the findings about institutions. Section B looks at patterns of institutional diversity and updates information on higher education institutions provided in the earlier *Patterns* reports. Section C examines differentiation among the countries and regions of the UK as it affects higher education provision and activities.

  I would like to draw attention here to some of the key findings from the wide range of fascinating data presented in this report.

Higher education enrolments

- Across the UK, undergraduate enrolments in higher education institutions have increased by more than 28 per cent overall in the 10-year period from 1999/2000 to 2008/09. There is a significantly greater increase in part-time enrolments at undergraduate level in that period.
- In this tenth report, it is not possible to replicate fully the trend analysis shown in previous reports because of changes in the definitions used by the Higher Education Statistics Agency (HESA) to measure enrolled students, particularly the exclusion from the data of those completing theses or dissertations. There have also been changes to subject definitions within the student record and changes to the finance record, all of which complicate any consideration of time series comparisons.

The student population

- Successive issues of *Patterns* have noted the increasing diversity in the student population. This year's report confirms the downward trend in the proportion of men among students enrolled in higher education institutions – this proportion has declined significantly over the 10-year period from 1999/2000 to 2008/09. Although the total number of men in higher education has increased, it has to be noted that 75 per cent of the growth in full-time students is accounted for by women.
- Female students are in the majority at all modes and levels, except for full-time postgraduates (who are dominated by non-UK students) where male students predominate. Comparative figures for the previous academic year show very little change, although the proportion of males has slightly increased among full-time postgraduate students and also among full-time other undergraduate students.

How are students choosing to study?

- There has been a significantly greater increase in part-time enrolments than in full-time enrolments over the last 10 years. However, this increase has been reversed in Scotland and Wales in the last two years and the rate of growth for the UK as a whole is declining. This may be a cause for concern, as part-time study is likely to play an increasingly important role in meeting the higher level skills agenda and in lifelong learning, particularly when the decrease in the number of 18-year-olds in the next decade after 2009 is taken into account. As the projections in Universities UK's report on the *Future size and shape of the higher education sector in the UK* show, the 30-50 age group from which part-time students are largely drawn will continue to grow, while the size of the younger age group declines in the period up to 2019/20.

What students are choosing to study

- Over the decade from 1999/2000 to 2008/09 student enrolments have increased by 49 per cent on average across all subject areas. There have been significant changes in the subjects that students are studying. Since 1999/2000 there have been above average increases in enrolments in: mass communications and documentation; biological sciences (mostly because of psychology); mathematical sciences (a continuing significant recovery); education; creative arts and design (includes drama and music); law; humanities; social, economic and political studies (especially social work and politics); architecture, building and planning; and in subjects allied to medicine (mostly because of nursing).
- While no subject area has seen a significant absolute reduction in student numbers from 1999/2000 to 2008/09, there have been lower than average levels of increase in enrolments in: medicine and dentistry; languages; veterinary science; engineering and technology; the physical sciences; computer science; agriculture and related subjects; and business and administrative studies (the last of which has been one of the most popular subject areas in recent years). The small increase in computer science – for long one of the growth subjects – is not enough to reverse its downward trend in recent years. Even in these subjects, however, there are significant pockets of growth, such as aerospace engineering, marketing, astronomy and ocean sciences. There have been major increases in English studies and French studies, the latter being a reversal of earlier relative decline.

EU and international students

- The UK is continuing to attract students from across the world. From 1999/2000 to 2008/09 non-EU international student enrolments have increased by 106 per cent. There was a small fall between 2006/07 and 2007/08, which may have been a signal of the sensitivity of these markets to movements in exchange rates and the impact of EU enlargement, but this has now been reversed.
- China remains the most significant provider of students to UK higher education across most levels of study. India features very strongly among taught postgraduate students, and students from the United States are also prominent among research postgraduates. Countries of the Middle East and South Asia feature prominently among postgraduate research students, including students from India, Pakistan, Saudi Arabia, Iran, Libya and Egypt.

Trends in income

- Between 2007/08 and 2008/09, the sector saw an increase in income of around 8 per cent, resulting partly from the impact of variable fees, increases in overseas and other tuition fee income, and increases in funding council grants and research council grants. Endowment and investment income shows a reduction compared with earlier years. The overall change since 2001 is an increase in total income, and most income components, of 88 per cent. This is, of course, gross income. The increase in funding council income and endowment income falls below this level, with a notable lag in Wales. The overall annual income to the sector is now over £25 billion, compared with £13 billion in 2001/02.

Patterns of institutional diversity

- Radical changes in the diversity of institutions should not be expected from year to year, but the patterns themselves remain of considerable interest in underlining the continuing diversity of the higher education sector. The concentration of non-EU international students across institutions remains at similar levels in 2008/09 as in the previous year. Students from the EU, on the other hand, have grown particularly strongly in those institutions in which there was already a high concentration.
- Female students are becoming more numerous even in those institutions which traditionally have a high proportion of male students, reflecting an increase in female students in subjects once dominated by men. Recent editions of *Patterns* have noted an increasing concentration of students from minority ethnic backgrounds in a limited number of institutions and this trend continues in 2008/09, despite a modest reversal last year.
- The section on institutional diversity is always particularly interesting, and the increasing focus on financial patterns makes it even more so. There is a considerable diversity of financial security across the sector. There is a wide variation in long-term borrowing as compared with institutional income, ranging from a number of institutions that report zero borrowing to four that have borrowings above the level of 70 per cent of annual income.
- The section on institutional diversity shows that for the third successive year there is a reduction in the proportion of income derived from the funding councils across most institutions as a consequence of increased income from undergraduate tuition fees coupled with the enhancement of income from other sources.

Higher education in the countries and regions of the UK

- This year Section C looks at differentiation among the countries and regions of the UK as it affects higher education provision and activities. The contextual information provided in the report includes the latest population projections for the next 20 years. There is consistent growth in population over the period, although there are differences in the extent and speed of growth. There is a general reduction projected in the young population (aged 18-20) between 2010 and 2020 but, thereafter, a projected modest upturn. Both the downturn and the subsequent uplift will impact differentially on the countries and regions of the UK.
- There are regional differences in the attainment of qualifications at the age of 16 and in participation in post-compulsory education. The south and east of the UK generally show slightly higher levels of attainment and higher levels of participation than other areas (except Northern Ireland). The section also considers the percentage of students coming from lower social groups: English and Welsh institutions show about a third of students from these groups; Scotland shows a lower proportion and Northern Ireland a markedly higher proportion. Wales, the North-West and the West Midlands show high percentages of entrants from state schools, along with Northern Ireland.
- There is a close correlation between the overall population and the student population of the regions, with some obvious exceptions. For example, there is an apparent under-provision in the east and south-east but this balanced by the provision in London. The capital's institutions account for 24 per cent of all full-time postgraduates, compared with 16 per cent of full-time undergraduates. Students from outside the UK are particularly prominent in London, especially postgraduate students from other countries of the EU, almost a third of whom are attending London institutions.
- The report also examines the income of institutions in each region and country of the UK. There is a close correlation between the income of higher education institutions in the regions and their student populations, with the exception of London and the east of England, which show a markedly higher level of income. These institutions secured a higher proportion of the national income from research grants and contracts than their share of total income would indicate. Institutions in the north, west and Midlands of England are more dependent on grants for teaching.
- This year's report provides some interesting new material about student mobility, including mobility between the countries and regions of the UK. More than 90 per cent of full-time undergraduate students domiciled in England and Scotland remain within their country of domicile although about a third of the students living in Wales and Northern Ireland study elsewhere. Only four of the English regions make provision for more than 50 per cent of their residents while other regions show an outflow of more than half of their residents to other regions.
- The report provides new information on another aspect of mobility – the distance that full-time students travel from their home to their place of study. Almost a third of students travel no more than 12 miles to their place of study and may be regarded as local. More than two-thirds travel less than 62 miles to their place of study. There are marked differences in how far students travel among the regions and countries of the UK. A final section on mobility after graduation concludes that there is a strong relationship between the region of domicile and the region of employment – many students seem inclined to return to their home region after completing their studies.

- *Patterns 10* contains a great deal of rich and informative material and readers will I am sure find a great deal of interest to them beyond these brief highlights. I would like once again to thank Professor Brian Ramsden for continuing to provide this fascinating insight into the patterns of higher education institutions in the UK.

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Vice-Chancellor of Roehampton University and
Chair, Universities UK Longer Term Strategy Group

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1 Almost all the statistical information in this report has been drawn from HESA publications: in particular, it draws on the CD-Rom publications *HE Finance Plus* and *HE Planning Plus*, and also the volumes of *Students and Resources of Higher Education Institutions*, supplemented by data available through HESA's Higher Education Information Database for Institutions ("heidi"). The presentation of figures within the tables conforms to HESA's conventions for the year in question: for example, numbers for the year 2008/09 are rounded to the nearest five. It follows that some rows and columns presented in tables will not sum precisely. All HESA publications are published by the Higher Education Statistics Agency Limited, 95 Promenade, Cheltenham, GL50 1HZ, telephone +44 (0) 12 4225 5577: further details are available at http://www.hesa.ac.uk/products/pubs/home.htm.

1 This section of the *Patterns* report, in common with its predecessors, sets out some of the major trends in higher education in the United Kingdom (UK) during the last 10 years. As noted in the last *Patterns* report, it is not possible to provide full time series comparisons for every aspect under consideration, because of changes in the definition of the HESA records.[1]

2 The major change over the ten-year period has been in the definition of HESA's standard registration population – the major measure of enrolled students – which was reduced in 2007/08 by excluding students writing up or completing theses and dissertations. There have also been changes to the subject definitions within the student record. There are further changes to the finance record, which involve additional complications when considering time series comparisons. While HESA has provided some bridging data, which is welcome, this is only available at a high level and for the last two years, and cannot therefore support detailed recalculation and analysis over a ten year period.

3 We have therefore limited the long-term comparisons in this section to those that can be made reasonably robustly. Where absolute student numbers are not comparable, we have in some instances included percentage change calculations in the belief that the characteristics of the underlying population will not have changed significantly – although this is a challengeable assumption. However, it is generally the case that comparisons with the previous year's data can be made robustly, and these comparisons are included both in this section and in the following one.

Enrolments

4 Before looking at enrolments on higher education programmes, it should be noted that there is a percentage of students in higher education institutions who are following programmes at further education level: that percentage increased significantly between 1998/99 and 2001/02, but subsequently levelled off, and now generally appears to be declining. Table 1 shows the figures for enrolments at higher education and further education levels in 2008/09 and comparisons with 1999/2000 and 2007/08.

Table 1
Enrolments in higher education institutions by country on higher and further education programmes, 1999/2000-2008/09

		United Kingdom	England	Wales	Scotland	Northern Ireland
1999/00	Total all students	1,918,970	1,598,170	104,030	173,670	43,110
	Total higher education students	1,856,330	1,540,610	99,090	173,520	43,110
	Total further education students	62,640	57,550	4,940	140	0
	FE students as percentage of total	*3.3%*	*3.6%*	*4.7%*	*0.1%*	*0.0%*
2007/08	Total all students	2,399,795	1,994,870	146,460	210,230	48,225
	Total higher education students	2,306,105	1,922,180	125,540	210,180	48,200
	Total further education students	93,690	72,690	20,920	50	25
	FE students as percentage of total	*3.9%*	*3.6%*	*14.3%*	*0.0%*	*0.1%*
2008/09	Total all students	2,465,185	2,052,380	148,930	215,635	48,240
	Total higher education students	2,396,050	2,005,840	126,475	215,495	48,240
	Total further education students	69,135	46,535	22,455	140	0
	FE students as percentage of total	*2.8%*	*2.3%*	*15.1%*	*0.1%*	*0.0%*

5 While calculations over the longer term are not the most robust because of the high level of aggregation and the definitional changes referred to above, there is a clear reduction in the proportion of further education students in higher education institutions in England, but a notable (continuing) increase in the proportion enrolled in Welsh institutions.

6 Turning now to students studying at higher education levels, while this report analyses students enrolled chiefly within publicly-funded higher education institutions, it does not generally cover students following courses at higher education level in further education institutions or in privately funded higher education institutions.[2] Consequently, a significant number of students following higher education programmes, especially in Scotland and Northern Ireland, are excluded from this analysis, since there is a far higher proportion of students within those countries who begin or undertake their higher education experience within further education colleges. The overall statistics are presented in Table 2: it should be noted that this table is not available for 2008/09.

2 With the exception of the University of Buckingham, which has been included in HESA data since 2004/05.

Table 2
Enrolments in higher education level courses within higher and further education institutions, 2007/08

Country	Higher education institutions		Further education institutions		All institutions			
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total student enrolments	*Percentage in FE institutions*
England	1,218,820	703,365	26,670	80,365	1,245,490	783,730	2,029,220	*5%*
Wales	78,215	47,325	390	1,085	78,605	48,410	127,015	*1%*
Scotland	149,610	60,575	24,810	11,775	174,420	72,350	246,770	*15%*
Northern Ireland	33,740	14,455	3,875	6,370	37,615	20,825	58,440	*18%*
United Kingdom	1,480,385	825,720	55,745	99,595	1,536,130	925,315	2,461,445	*6%*

7 A more detailed analysis is in Appendix 4, which shows the disaggregation of enrolments by level.

8 As was noted last year, the trend is that a smaller proportion of higher education courses are being provided directly in further education colleges. Overall, the percentage of higher education students being taught in further education colleges across the UK diminished from over 9 per cent in 2001/02 to 6 per cent in 2007/08. The absolute numbers of higher education students in further education institutions has declined overall by 8 per cent in the last year, following a 5 per cent reduction in the previous year. These reductions are consistent in all countries of the UK, except Wales, which continues to show a small increase from a low base.

9 Overall across the UK, 11 per cent of part-time higher education enrolments are in further education colleges (unchanged from the previous year): in Scotland, the figure is 16 per cent (a marked reduction as compared with 25 per cent in 2006/07).

10 As Appendix 4 shows, the large majority of enrolments among full-time students studying at 'other undergraduate' level in Scotland are studying in further education colleges.

11 The definitions of full-time study in further education colleges vary across countries – the statistics would be more robust if common definitions were adopted.

12 Registrations on programmes at further education level within higher education institutions and on programmes at higher education level within further education institutions are excluded from the our further analyses, which concentrate on higher education enrolments at higher education institutions.

3 With the exception of the University of Buckingham.

13 There is also no analysis of students following courses in privately funded higher education institutions, since there is currently no process for collecting consistent data from those institutions.[3]

14 Turning now to higher education student enrolments, Table 3 shows enrolments at undergraduate and postgraduate level, by UK country of institution and by mode of study in 2008/09, with comparisons with 1999/2000 and 2007/08.

Table 3
Enrolments by mode and level, 1999/2000, 2007/08 and 2008/09

Year	Level	Mode of study	United Kingdom	England	Wales	Scotland	Northern Ireland
1999/2000	Postgraduate	Full-time	151,330	125,490	7,340	15,120	3,380
		Part-time	257,290	216,800	11,020	23,410	6,070
		Total	**408,620**	**342,290**	**18,360**	**38,530**	**9,450**
	Undergraduate	Full-time	1,027,400	830,430	58,640	113,430	24,910
		Part-time	420,310	367,900	22,090	21,570	8,760
		Total	**1,447,710**	**1,198,330**	**80,730**	**135,000**	**33,670**
	All students	Full-time	1,178,730	955,920	65,980	128,550	28,290
		Part-time	677,600	584,700	33,110	44,980	14,830
		Total	**1,856,330**	**1,540,620**	**99,090**	**173,530**	**43,120**
		Percentage Postgraduate	*22.0%*	*22.2%*	*18.5%*	*22.2%*	*21.9%*
2007/08	Postgraduate	Full-time	248,380	206,865	11,405	26,320	3,790
		Part-time	252,755	210,300	11,855	24,955	5,645
		Total	**501,135**	**417,165**	**23,260**	**51,275**	**9,435**
	Undergraduate	Full-time	1,232,005	1,011,955	66,810	123,290	29,950
		Part-time	572,965	493,060	35,475	35,620	8,810
		Total	**1,804,970**	**1,505,015**	**102,285**	**158,910**	**38,760**
	All students	Full-time	1,480,385	1,218,820	78,215	149,610	33,740
		Part-time	825,720	703,360	47,330	60,575	14,455
		Total	**2,306,105**	**1,922,180**	**125,540**	**210,180**	**48,200**
		Percentage Postgraduate	*21.7%*	*21.7%*	*18.5%*	*24.4%*	*19.6%*
2008/09	Postgraduate	Full-time	268,000	222,955	12,545	27,755	4,745
		Part-time	268,815	226,360	13,020	23,900	5,535
		Total	**536,810**	**449,315**	**25,565**	**51,655**	**10,280**
	Undergraduate	Full-time	1,272,030	1,044,720	68,445	129,065	29,800
		Part-time	587,205	511,805	32,465	34,775	8,160
		Total	1,859,240	1,556,525	100,910	163,840	37,960
	All students	Full-time	1,540,030	1,267,675	80,990	156,820	34,545
		Part-time	856,020	738,165	45,485	58,675	13,695
		Total	**2,396,050**	**2,005,840**	**126,475**	**215,495**	**48,240**
		Percentage Postgraduate	*22.4%*	*22.4%*	*20.2%*	*24.0%*	*21.3%*

15 Again, the change over the last ten years cannot be reported overall in a robust way, because of the definitional changes in the student records, which particularly affect postgraduate statistics. (Overall the reported percentage of postgraduates has declined since 1999/2000: this is a result of the redefinition of the HESA record, and is not a real reduction.) However, it is possible to compare the change over ten years for undergraduate students, and also to consider the change in the most recent year in relation to postgraduates: these are summarised in Table 4.

Table 4
Overall change in undergraduate enrolments by mode and level, 1999/2000 to 2008/09

	United Kingdom	England	Wales	Scotland	Northern Ireland
Overall changes					
Percentage change in enrolments of undergraduates, 1999/00 to 2008/09	*28.4%*	*29.9%*	*25.0%*	*21.4%*	*12.7%*
Percentage change in enrolments of undergraduates, 2007/08 to 2008/09	*3.0%*	*3.4%*	*-1.3%*	*3.1%*	*-2.1%*
Percentage change in enrolments of postgraduates, 2007/08 to 2008/09	*7.1%*	*7.7%*	*9.9%*	*0.7%*	*9.0%*
Change in part-time numbers					
Percentage change in enrolments of part-time undergraduates, 1999/00 to 2008/09	*39.7%*	*39.1%*	*47.0%*	*61.2%*	*-6.8%*
Percentage change in enrolments of part-time undergraduates, 2007/08 to 2008/09	*2.5%*	*3.8%*	*-8.5%*	*-2.4%*	*-7.4%*
Percentage change in enrolments of part-time postgraduates, 2007/08 to 2008/09	*6.4%*	*7.6%*	*9.8%*	*-4.2%*	*-1.9%*
Change in full-time numbers					
Percentage change in enrolments of full-time undergraduates, 1999/2000 to 2008/09	*23.8%*	*25.8%*	*16.7%*	*13.8%*	*19.6%*
Percentage change in enrolments of full-time undergraduates, 2007/08 to 2008/09	*3.2%*	*3.2%*	*2.4%*	*4.7%*	*-0.5%*
Percentage change in enrolments of full-time postgraduates, 2007/08 to 2008/09	*7.9%*	*7.8%*	*10.0%*	*5.5%*	*25.2%*

16 When the figures are disaggregated by mode, there is a noticeably greater increase in the number of part-time undergraduate enrolments (especially in Scotland and Wales) than there is in full-time enrolments over the last ten years. However, this increase has been reversed in the last two years.

17 While a significant proportion of the growth in part-time undergraduates can be attributed to a structural cause (the mainstreaming of the former continuing education courses in the pre-1992 universities in 1994/95), there is in fact a generally greater increase across the whole of the period in part-time enrolments as compared with full-time enrolments. However, again it is important to take into account the two redefinitions of the HESA standard population over the period, which led to the reporting of greater numbers following short part-time courses.

18 English and Northern Irish institutions show a markedly higher rate of growth over the last ten years among full-time undergraduates than institutions in Scotland and Wales. In the most recent year, Scottish and Northern Irish institutions have seen an actual reduction in the numbers of part-time postgraduates, in contrast to significant increases in England and Wales.

Enrolments by gender

19 We now turn to information about the trend in student enrolments in higher education institutions by gender. Table 5 looks at enrolments by level, mode and gender for 2008/09.

Table 5
Enrolments by level, mode and gender, 2008/09

Level and mode of study	Total	Female	Male	*Percentage male*
Full-time students				
Postgraduate	268,000	131,815	136,180	*50.8%*
First degree	1,146,550	624,430	522,120	*45.5%*
Other undergraduate	125,480	82,030	43,450	*34.6%*
Total full-time	**1,540,030**	**838,275**	**701,750**	***45.6%***
Part-time students				
Postgraduate	268,815	156,625	112,185	*41.7%*
First degree	205,195	121,965	83,230	*40.6%*
Other undergraduate	382,010	246,945	135,065	*35.4%*
Total part-time	**856,020**	**525,535**	**330,480**	***38.6%***

20 Female students are in the majority at all modes and levels, with the exception of full-time postgraduates (in which non-UK students are prominent), where male students predominate.

21 Comparative figures for the previous academic year are set out in Table 6, and the longer-term trend can be derived by reference to Table 7, which shows the figures for 1999/2000.

Table 6
Enrolments by level, mode and gender, 2007/08

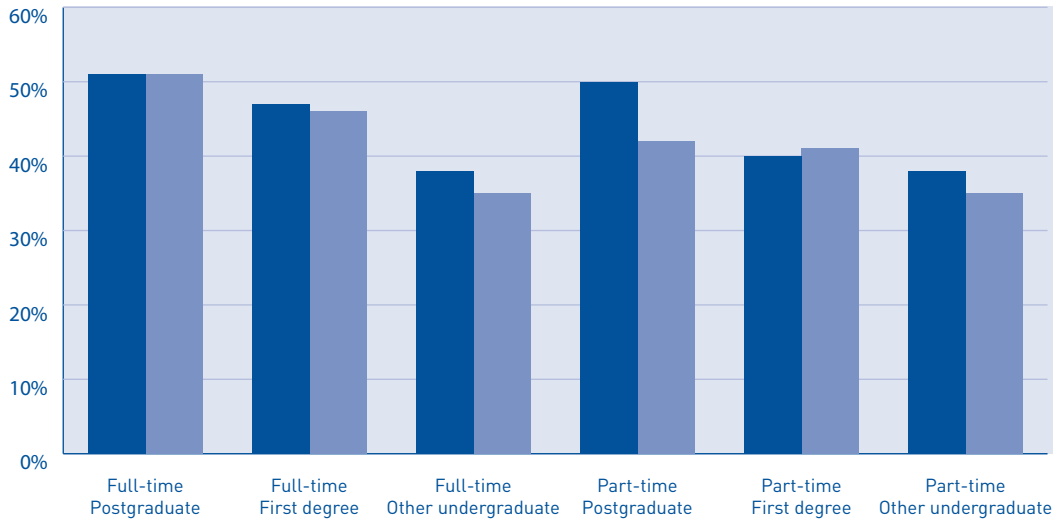
Level and mode of study	Total	Female	Male	*Percentage male*
Full-time students				
Postgraduate	248,380	124,400	123,980	*49.9%*
First degree	1,108,685	604,405	504,260	*45.5%*
Other undergraduate	123,320	82,125	41,185	*33.4%*
Total full-time	**1,480,385**	**810,930**	**669,420**	***45.2%***
Part-time students				
Postgraduate	252,755	145,160	107,550	*42.6%*
First degree	198,155	118,250	79,905	*40.3%*
Other undergraduate	374,810	243,400	131,350	*35.0%*
Total part-time	**825,720**	**506,805**	**318,800**	***38.6%***

Table 7
Enrolments by level and gender, 1999/2000

Level and mode of study	Total	Female	Male	*Percentage male*
Full-time students				
Postgraduate	151,330	74,030	77,300	*51.1%*
First degree	906,480	477,770	428,720	*47.3%*
Other undergraduate	120,920	75,490	45,430	*37.6%*
Total full-time	**1,178,730**	**627,290**	**551,450**	***46.8%***
Part-time students				
Postgraduate	257,290	128,580	128,710	*50.0%*
First degree	93,920	56,130	37,800	*40.2%*
Other undergraduate	326,390	200,830	125,560	*38.5%*
Total part-time	**677,600**	**385,540**	**292,070**	***43.1%***

22 A comparison of Tables 5, 6 and 7 shows that at all modes and levels the proportion of male students enrolled in higher education institutions declined significantly over the period from 1999/99 to 2007/08; there has, however, been a modest reversal of this trend in the most recent year among full-time postgraduates, and also among full-time other undergraduate students. The overall trend, however, still shows a downturn in the proportion of male students, as is indicated in Chart 1.

Chart 1
Percentage of male students by mode and level, 1999/00 and 2008/09



Enrolments by subject

23 We now turn to the analysis of trends in the subjects which students study. There have been some significant changes in the definitions of subjects and the application of subject definitions during the last ten 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). In the process, a precise correspondence with the codes used in previous years was lost. At the aggregated subject area level, the categorisations are very close, except for a significant reduction in the 'combined' subject area.

Secondly, in 2002/03 for the first time, many of the Open University's students were reported according to the main subject of the qualification for which they were enrolled rather than within the 'combined' subject area. It follows that, both at individual subject level, and also at the level of aggregated subject areas, there has been a major shift from the 'combined' subject area into the other subjects and subject areas. The new position gives a better picture of the overall enrolments by subject, but the time series comparison with previous years is distorted considerably. As a consequence of these changes, the trends are calculated on different bases for the most recent year and for the ten-year series.

24 Table 8 shows the absolute and relative enrolments in each of the 19 conventional subject areas in the most recent two years, and the percentage change. The figures include all students, irrespective of level, mode of study or domicile.

Table 8
Enrolments by subject area, 2007/08 and 2008/09

Subject area	Student enrolments, 2007/08	*Percentage of total*	Student enrolments, 2008/09	*Percentage of total*	*Percentage change, 2007/08 to 2008/09*
Medicine and dentistry	61,810	*2.7%*	63,640	*2.7%*	*3%*
Subjects allied to medicine	287,125	*12.5%*	293,670	*12.3%*	*2%*
Biological sciences	161,600	*7.0%*	171,800	*7.2%*	*6%*
Veterinary science	4,850	*0.2%*	5,135	*0.2%*	*6%*
Agriculture and related subjects	17,680	*0.8%*	18,250	*0.8%*	*3%*
Physical sciences	82,130	*3.6%*	86,045	*3.6%*	*5%*
Mathematical sciences	34,120	*1.5%*	36,055	*1.5%*	*6%*
Computer science	95,575	*4.1%*	96,280	*4.0%*	*1%*
Engineering and technology	139,435	*6.0%*	148,070	*6.2%*	*6%*
Architecture, building and planning	63,085	*2.7%*	64,920	*2.7%*	*3%*
Social studies	198,875	*8.6%*	206,050	*8.6%*	*4%*
Law	89,245	*3.9%*	92,110	*3.8%*	*3%*
Business and administrative studies	310,455	*13.5%*	330,255	*13.8%*	*6%*
Mass communications and documentation	47,965	*2.1%*	49,065	*2.0%*	*2%*
Languages	136,050	*5.9%*	131,170	*5.5%*	*-4%*
Historical and philosophical studies	96,620	*4.2%*	94,120	*3.9%*	*-3%*
Creative arts and design	158,890	*6.9%*	163,490	*6.8%*	*3%*
Education	202,300	*8.8%*	217,200	*9.1%*	*7%*
Combined	118,300	*5.1%*	128,725	*5.4%*	*9%*
All subjects	**2,306,105**	***100.0%***	**2,396,050**	***100.0%***	***4%***

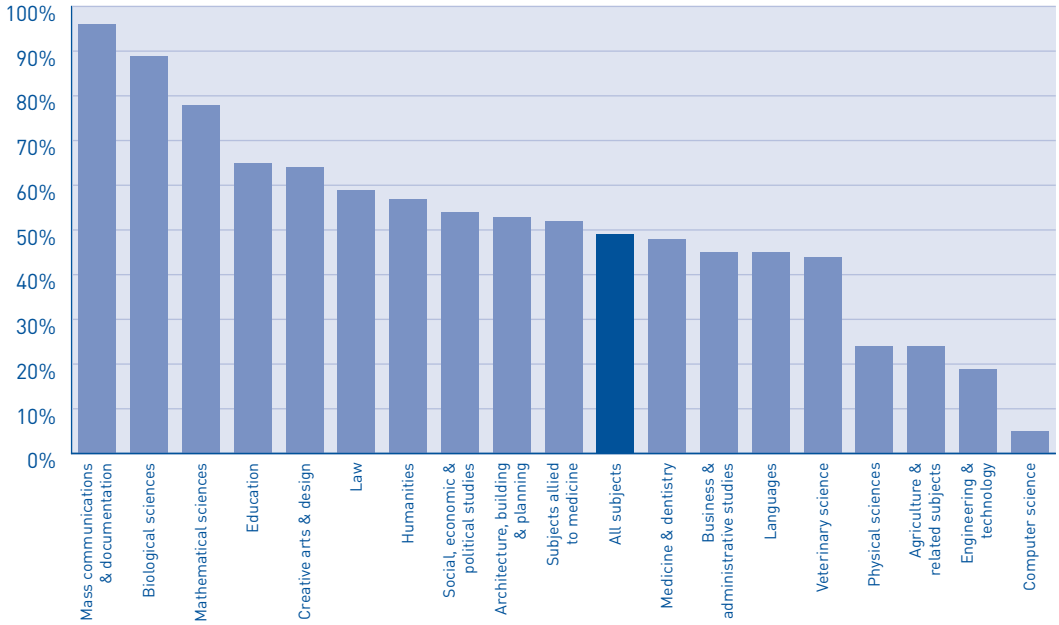
25 In Table 9, the figures for 2008/09 are re-presented alongside the 1999/2000 figures adjusted according to the new subject definitions to enable longer-term comparisons, except that the 'combined' subject area (which showed a 62 per cent reduction primarily as a result of the redistribution of Open University students) is shown below the sub-total of other subject areas.

Table 9
Enrolments by subject area, 1999/2000 (adjusted) and 2008/09

	1999/00	*Percentage of total excluding combined*	2008/09	*Percentage of total excluding combined*	*Percentage change, 1999/2000 to 2008/09*
Medicine and dentistry	43,100	*2.8%*	63,640	*2.8%*	*47.7%*
Subjects allied to medicine	193,810	*12.8%*	293,670	*13.0%*	*51.5%*
Biological sciences	90,740	*6.0%*	171,800	*7.6%*	*89.3%*
Veterinary science	3,560	*0.2%*	5,135	*0.2%*	*44.2%*
Agriculture and related subjects	14,760	*1.0%*	18,250	*0.8%*	*23.6%*
Physical sciences	69,540	*4.6%*	86,045	*3.8%*	*23.7%*
Mathematical sciences	20,310	*1.3%*	36,055	*1.6%*	*77.5%*
Computer science	91,540	*6.0%*	96,280	*4.2%*	*5.2%*
Engineering and technology	123,910	*8.2%*	148,070	*6.5%*	*19.5%*
Architecture, building and planning	42,470	*2.8%*	64,920	*2.9%*	*52.9%*
Social, economic and political studies	133,540	*8.8%*	206,050	*9.1%*	*54.3%*
Law	57,850	*3.8%*	92,110	*4.1%*	*59.2%*
Business and administrative studies	227,200	*15.0%*	330,255	*14.6%*	*45.4%*
Mass communications and documentation	25,060	*1.6%*	49,065	*2.2%*	*95.8%*
Languages	90,280	*5.9%*	131,170	*5.8%*	*45.3%*
Humanities	60,100	*4.0%*	94,120	*4.2%*	*56.6%*
Creative arts and design	99,780	*6.6%*	163,490	*7.2%*	*63.9%*
Education	131,400	*8.7%*	217,200	*9.6%*	*65.3%*
Sub-total excluding combined	**1,518,950**	***100.0%***	**2,267,325**	***100.0%***	***49.3%***
Combined	337,420		128,725		*-61.9%*
Total all subjects	**1,856,330**		**2,396,050**		***29.1%***

26 Student enrolments have increased by 49 per cent on average across all subject areas (excluding 'combined') over the ten-year period. The percentage change in the numbers within each subject area, with reference to this norm, is illustrated in chart 2.

Chart 2
Percentage change in enrolments by subject area, 1999/2000 to 2008/09



27 The major increases are seen in mass communications and documentation, biological sciences, and mathematical sciences. While no subject area has seen an absolute reduction in student numbers from 1999/2000 to 2008/09, there have been only low levels of increase in computer science, engineering and technology, agriculture and related subjects, and physical sciences.

28 This simple analysis – by broad subject group – does not, however, do justice to the very significant shifts in emphasis in higher education courses in the last ten years. It is important to consider specific subjects in order fully to assess the nature of the changes.[4]

4 We are looking here at the 162 principal subjects of qualification aim, as identified by HESA.

29 Significant changes took place in the categorisation of subjects in 2002/03. Examples of these changes include:

- psychology is now classified as a single subject, whereas it was previously identified as two separate subjects, depending on whether its major orientation was scientific or social;
- physical geography is now combined with the former environmental sciences subject;
- electronic engineering and electrical engineering have merged into a single subject 'electronic and electrical engineering';
- sports science is classified as a subject in its own right, having previously been split between other related subjects;
- pharmacy and pharmacology have been merged;
- history of art is no longer identifiable, having been subsumed within history by topic[5]

5 A full explanation of the changes in the subject classification is available at: http://www.hesa.ac.uk/jacs/jacs.htm .

30 Subject to these caveats, the numbers of students following individual subjects as their main qualification aim in each of the years 1999/2000 and 2008/09 are set out in the table in Appendix 1. It should be noted that this table is limited to subjects that can be clearly identified, and generally ignores 'balanced combinations', 'broadly-based programmes', and so on. The table does not distinguish by mode, level or intensity of study: it simply reports on the numbers of enrolments within each subject.

31 The populations and definitions used in Appendix 1 and in the following analysis of change over time are based on those adopted in the relevant annual HESA publications. A more detailed analysis shows that:

- Enrolments in medicine and dentistry have risen by 48 per cent, slightly below the overall increase of 49 per cent. Changes in the structure of clinical degrees have led to a shift from pre-clinical to clinical studies.
- Within subjects allied to medicine, nursing has seen an increase of 41 per cent, rather less than the norm, but nonetheless a very large absolute number. Significant increases are also reported in pharmacy and pharmacology[6], nutrition, aural and oral sciences, anatomy, physiology and pathology and medical technology.
- Within biological sciences most subjects show a below average increase in student numbers, the overall increase being the result of the inclusion of psychology and sports science.[7] Botany shows an actual reduction in enrolments of 14 per cent.
- There has been an increase in enrolments in veterinary science of 44 per cent, below the average.
- Reclassifications within agriculture and related subjects make time series comparisons impossible at the detailed subject level for this subject area: the overall change is a modest increase of 24 per cent.
- Within the physical sciences area, chemistry has seen a reduction of 5 per cent and physics an increase of 21 per cent: in both cases, these figures represent an improvement over the previous ten-year comparison. However, there have been greater increases in astronomy and ocean sciences. Geology shows a below average increase (41 per cent).
- Subjects within the area of mathematical sciences generally show increases in their recorded student populations, thus confirming a trend that has been identified in the last five *Patterns* reports. It can be argued, however, that these increases are partly a result of the changing definitions and apportionment algorithms adopted by HESA over the period. For the fourth time since these figures were first published, mathematics itself again shows an increase in enrolments significantly above the average (90 per cent). Statistics also shows a modest absolute increase.
- After adjusting for new definitions, we see a rise of only 5 per cent in enrolments in computer science, significantly below the norm, confirming the downward trend identified in the last two reports, and after several previous years in which it showed above average increases over the ten year period.
- Enrolments in most subjects in the engineering and technology subject area have decreased, or show below average increases. There have, for example, been significant absolute reductions in enrolments in minerals technology, metallurgy, production engineering and polymers and textiles. Electronic and electrical engineering and general engineering show a small increase in enrolments. Civil engineering and biotechnology now show increases above the norm, after falling behind in previous years. Aerospace engineering has shown a significant increase in enrolments (84 per cent) over the 10 year period.

6 Under the new subject classification it is no longer possible to distinguish between these two subjects.

7 Psychology is now classified as a single subject including both scientific and social psychology: the figures have been adjusted to recognise this.

- Within the architecture, building and planning area, enrolments in architecture have increased by 65 per cent, which is above the average rise, but it is offset by a below average increase in the numbers of students following courses in planning (30 per cent).
- Most aspects of social studies report an improved situation compared with earlier years, with percentage increases in enrolments generally at or above the average level: an exception is economics, with an increase over ten years of only 33 per cent. Notable increases are seen in social work (118 per cent), social policy (115 per cent), and politics (101 per cent), confirming trends identified in the last *Patterns* report.
- There has been a 59 per cent increase in enrolments in law, slightly above average for the sector as a whole.
- The business and administrative studies subject area as now reclassified involves some difficulties in analysis over time. The combined areas of business and management studies show an average increase of only 45 per cent, although this may overstate the position, as some other aspects of management are not separately recorded now. Marketing shows an above average rise (55 per cent).
- Within the area of mass communications and documentation, media studies shows an increase of 150 per cent between 1999/2000 and 2008/09 (lower than reported in the last *Patterns* report) while journalism has increased by 217 per cent.
- The languages area has seen some significant reclassifications of subjects, and comparisons are difficult. Major increases are seen for English studies and French studies, with the latter being a reversal of an earlier relative decline, although derived partly perhaps from a transfer from the combined group. Among less popular languages, German, Italian and Spanish show large percentage increases.
- All subjects within the areas of historical and philosophical studies continue to be relatively buoyant in terms of overall enrolments, although redefinitions make detailed comparisons difficult. Enrolments in philosophy have more than doubled over the last ten years.
- Creative arts and design subjects also continue to show a significant increase (64 per cent overall): enrolments in music and in drama again increased significantly, although they do not show as great increases as were reported last year. We continue to see a very high level of increase in enrolments in cinematics. Fine art, on the other hand, shows a below average increase of only 22 per cent.
- The rise in enrolments in education is, for the third successive year, above the average increase across all subjects, and the increase of 77 per cent in teacher training courses is particularly notable.

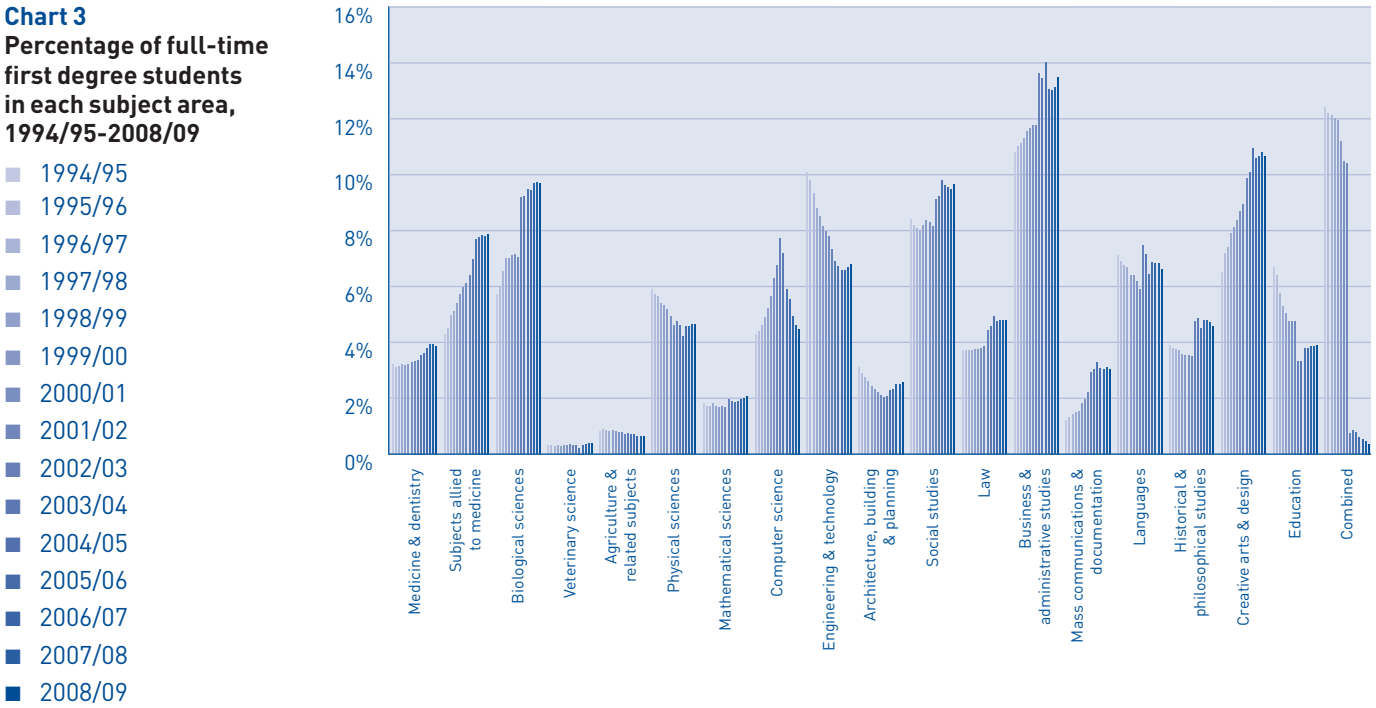
32 In summary, there have been major changes in the balance of subject enrolments of students on higher education courses in the UK between 1999/2000 and 2008/09.

Changes in subject balance of full-time first degree students

33 As an adjunct to the information above, it is of interest to consider longer-term trends in the enrolment of full-time first degree students. These can be tracked with some degree of confidence over the 15 years since the data for higher education institutions throughout the UK was first collected on a consistent basis.

34 Chart 3 shows the trends in each subject group, continuing the series that has appeared in previous *Patterns* reports.

Chart 3
Percentage of full-time first degree students in each subject area, 1994/95-2008/09



35 In considering chart 3, it is important to remember that there has been a major movement away from the 'combined' subject group in the years since 2002/03, for purely structural reasons. Allowing for this, the graph shows a reduction in enrolments in physical sciences (although this has been slightly reversed in the last four years) and in engineering and technology (with a slight compensation in the last two years). The reduction in enrolments in languages appears to have been arrested and indeed reversed. However, this may be partly because of the reassignment of courses from the 'combined' subject group. The same may be true of mathematical sciences.

36 Computer science continues to show a negative enrolment trend, as do agricultural subjects.

37 On the other hand, there has been a consistent increase in enrolments in subjects allied to medicine, biological sciences (primarily because of the effect of increasing enrolments in psychology) and creative arts and design (although this has levelled off in the most recent year). Education also shows a proportional increase in the last five years.

8 In this report 'international' refers to non-EU domiciled students and 'EU' refers to EU – (excluding the UK) domiciled students.

Trends in EU and international enrolments

38 Turning now to the domicile of students, Table 10 shows absolute and relative numbers of students from the UK, other EU countries and countries from outside the EU (international)[8], for 2008/09, with comparisons for 2007/08 and the 10-year change in the period from 1999/2000 to 2008/09. This table, like others in this report, is influenced by the changed definitions within the HESA student record, especially because of the comparatively high proportion of overseas students following postgraduate programmes.

Table 10
Enrolments of students by domicile, 1999/2000, 2007/08 and 2008/09

Year	Domicile	Student numbers	*Percentage of total*
1999/2000	UK	1,631,680	*87.9%*
	Other EU	102,510	*5.5%*
	Non-EU	122,150	*6.6%*
	All	1,856,330	*100.0%*
2007/08	UK	1,964,315	*85.2%*
	Other EU	112,150	*4.9%*
	Non-EU	229,640	*10.0%*
	All	2,306,105	*100.0%*
2008/09	UK	2,027,085	*84.6%*
	Other EU	117,660	*4.9%*
	Non-EU	251,310	*10.4%*
	All	2,396,050	*100.0%*
Percentage change 1999/2000 to 2008/09	UK	*24%*	
	Other EU	*15%*	
	Non-EU	*106%*	
	All	*29%*	
Percentage change 2007/08 to 2008/09	UK	*3%*	
	Other EU	*5%*	
	Non-EU	*9%*	
	All	*4%*	

39 From 1999/2000 to 2007/08, there has again been a considerably greater increase in the number of students from non-EU countries than from the UK or the other countries of the EU. For the first time, we see that the number of non-EU international student numbers has more than doubled over the ten year period; and the increase in the last year has been 9 per cent – three times the percentage increase in UK-domiciled students.

40 Over the ten year period, enrolments of students from other EU countries showed a slower increase than home students, but the increase in the most recent year has been markedly greater.

41 Appendix 2 contains more detailed information about the enrolment of students from particular regions and countries, from which it is possible to see which countries are the major suppliers of students to the UK. This is summarised in Table 11, which looks specifically at first degrees and taught and research higher degrees.

Table 11
Major countries supplying students to UK higher education institutions, by level of study, 2008/09

First degree		Higher degree (research)		Higher degree (taught)	
China	19,940	China	3,580	India	25,530
Malaysia	8,455	United States	2,615	China	19,005
Cyprus (EU)	7,155	Germany	2,260	Nigeria	8,190
Hong Kong	7,025	Malaysia	1,925	United States	5,230
Ireland	6,750	Greece	1,870	Pakistan	4,825
France	6,475	Italy	1,580	Greece	4,665
Germany	6,325	India	1,490	Ireland	3,585
Poland	5,750	Pakistan	1,160	Germany	3,285
India	4,860	Ireland	1,055	Taiwan	3,280
Greece	4,735	Saudi Arabia	1,015	France	2,990
Nigeria	4,190	Canada	1,000	Thailand	2,660
United States	3,410	France	975	Cyprus (EU)	2,125
Pakistan	2,985	Thailand	865	Canada	1,980
Spain	2,300	Taiwan	835	Malaysia	1,690
Singapore	2,180	Libya	825	Saudi Arabia	1,635
Sweden	2,155	Nigeria	750	Italy	1,610
Italy	2,080	Iran	745	Poland	1,460
Norway	2,045	Poland	645	Bangladesh	1,445
Sri Lanka	2,010	Egypt	630	Korea (South)	1,340
Lithuania	1,985	Portugal	615	Turkey	1,300
Korea (South)	1,865	Cyprus (EU)	610	Japan	1,300
Canada	1,855	Korea (South)	580	Hong Kong	1,270
Saudi Arabia	1,625	Spain	550	Spain	1,145
Belgium	1,605	Mexico	545	Sri Lanka	1,110
Japan	1,545	Hong Kong	480	Ghana	1,080

42 China[9] continued to be clearly the most significant provider of students to UK higher education across most levels of study: however, India was for the first time the major provider of taught higher degree students. Students from the United States were also prominent among research postgraduates.

43 Among undergraduate enrolments, we note that numbers of students from Cyprus have increased significantly.

44 Countries of the Middle East and South Asia feature prominently among postgraduate research students, including students from India, Pakistan, Saudi Arabia, Iran, Libya, and Egypt, while Nigeria features prominently among taught higher degree students.

Trends in income

45 Finally, we continue the data series that shows trends in the sources of income received by higher education institutions. The data is presented for the latest year, 2008/09, the previous year, 2007/08, and for the financial year 2000/01 as a baseline. The data cannot be analysed over a longer timescale because of changes in data definitions.

46 Table 12 summarises the main sources and levels of income for these three years for the United Kingdom as a whole and for its four constituent countries and also shows the percentage changes. Appendix 3 contains more detailed data about each income stream.

9 Note that Hong Kong, Taiwan and Macao are distinguished from China in this analysis.

Table 12
Main sources of income received by UK higher education institutions, 2000/01, 2007/08 and 2008/09, £000 (cash terms) and percentage change

	UK	England	Wales	Scotland	Northern Ireland
2000/01					
Funding council grants	5,355,777	4,299,885	286,350	632,513	137,029
Tuition fees and education grants and contracts	3,048,579	2,589,365	131,262	275,368	52,584
Research grants and contracts	2,207,228	1,812,384	78,807	278,265	37,772
Other income	2,589,948	2,121,062	132,108	296,152	40,626
Endowment and investment income	292,387	245,949	12,533	30,948	2,957
Total income	13,493,919	11,068,645	641,060	1,513,246	270,968
2007/08					
Funding council grants	8,507,989	6,861,061	419,206	1,029,482	198,240
Tuition fees and education grants and contracts	6,253,998	5,374,265	286,594	498,388	94,751
Research grants and contracts	3,721,881	3,011,248	143,008	492,445	75,180
Other income	4,447,967	3,732,314	224,018	404,186	87,449
Endowment and investment income	507,791	421,303	18,952	57,439	10,097
Total income	23,439,626	19,400,191	1,091,778	2,481,940	465,717
2008/09					
Funding council grants	8,819,359	7,097,214	440,375	1,067,943	213,827
Tuition fees and education grants and contracts	7,282,639	6,277,553	337,654	556,156	111,276
Research grants and contracts	4,144,582	3,333,555	156,652	574,103	80,272
Other income	4,769,744	4,023,686	223,235	425,871	96,952
Endowment and investment income	356,942	295,230	13,619	39,130	8,963
Total income	25,373,267	21,027,238	1,171,536	2,663,203	511,290
Percentage change, 2007/08 to 2008/09					
Funding council grants	*4%*	*3%*	*5%*	*4%*	*8%*
Tuition fees and education grants and contracts	*16%*	*17%*	*18%*	*12%*	*17%*
Research grants and contracts	*11%*	*11%*	*10%*	*17%*	*7%*
Other income	*7%*	*8%*	*0%*	*5%*	*11%*
Endowment and investment income	*-30%*	*-30%*	*-28%*	*-32%*	*-11%*
Total income	*8%*	*8%*	*7%*	*7%*	*10%*
Percentage change, 2000/01 to 2008/09					
Funding council grants	*65%*	*65%*	*54%*	*69%*	*56%*
Tuition fees and education grants and contracts	*139%*	*142%*	*157%*	*102%*	*112%*
Research grants and contracts	*88%*	*84%*	*99%*	*106%*	*113%*
Other income	*84%*	*90%*	*69%*	*44%*	*139%*
Endowment and investment income	*22%*	*20%*	*9%*	*26%*	*203%*
Total income	*88%*	*90%*	*83%*	*76%*	*89%*

47 Since 2007/08, the sector has seen an increase in income of roughly 8 per cent, notably arising from increases in tuition fee income (partly as a result of variable fees, but also other sources of fee income) and increases in research grants. Endowment and investment income however shows a marked decrease as compared with the previous year. The overall change since 2001 is an increase in total income of almost 90 per cent. Funding council income however has increased by less than 70 per cent, with a particularly striking lag in Wales and Northern Ireland. The overall annual income to the sector is now over £25 billion, compared with £13 billion in 2001/02.

48 This section presents information about institutions within the higher education sector in graphical form, showing the distribution of various features across the institutions within the sector. Where available, attention is drawn to time series comparisons and trends.

49 Not all institutions are included within all the charts. In some instances, institutions recently joining the sector do not have available data. In those charts that are derived directly or indirectly from Universities and Colleges Admissions Service (UCAS) data, institutions that do not admit students through UCAS are excluded: the student population in these charts is limited to those who are admitted through the UCAS (and related) systems and any students directly admitted to the institution are therefore omitted, although they are included in charts that are not directly derived from UCAS data.

50 Four main themes are addressed:

- balance of provision;
- student characteristics and outcomes;
- aspects of staffing in higher education institutions;
- financial issues.

51 Throughout this section, unless otherwise indicated, the sources of the data analysed are drawn from the relevant HESA publications.

Number of institutions in the sector

52 While there have been no new additions to the higher education sector in 2008/09, and no mergers of institutions, it should be noted that the Dartington College of Arts, which merged with University College Falmouth in 2007/08, no longer makes a separate return of data.

53 In previous years, several mergers took place. The common pattern for institutional mergers in recent years, as the previous *Patterns* reports have noted, has been the absorption of specialist colleges into the pre-1992 universities, although this pattern is not universal. Appendix 5 gives a list of the mergers that have taken place since 1994/95.

54 In total, therefore, this report describes the features of 165 higher education institutions.[10] Since 1994/95, the number of institutions within the sector has reduced from 186, a decline of 11 per cent.

10 The University of Wales Registry is excluded from the analysis in this section, since it enrols no students.

Institutional charts

55 There follow several charts showing the distribution of institutions in relation to various features. Within them, the median position and the upper and lower deciles are shown for each chart, with last year's figures in parentheses where these can be directly compared. The text also comments on changes since the first *Patterns* volume was published, using data from 1998/99.

56 There is no suggestion that these charts are in any way 'performance indicators': rather, they are designed to illustrate the shape of the sector as it changes over time.

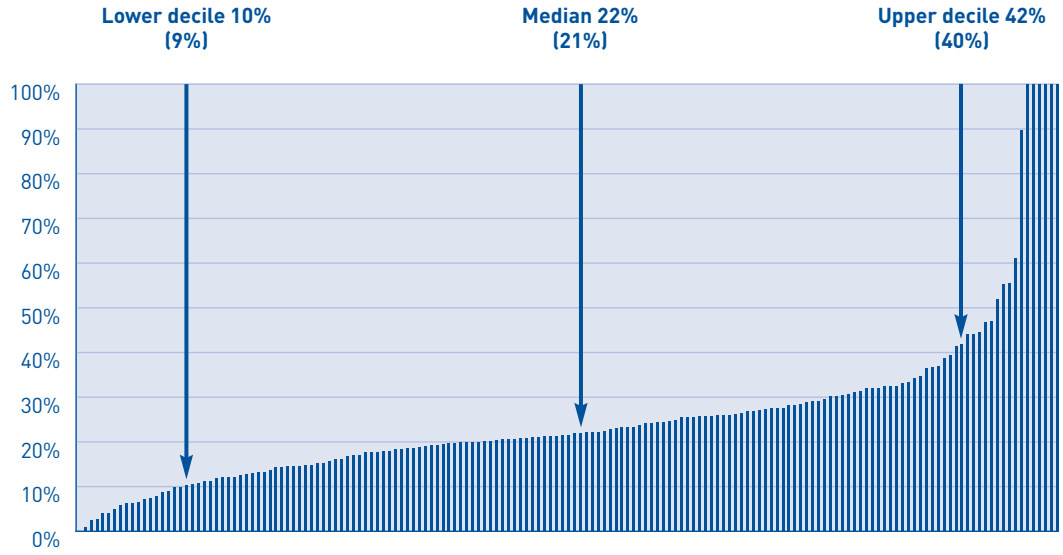
Balance of provision

57 The balance of provision within higher education institutions is considered in respect of four aspects:

- different levels of study;
- full-time and part-time provision;
- UK, EU and international students;
- subject.

58 The following charts analyse the balance by level of study.

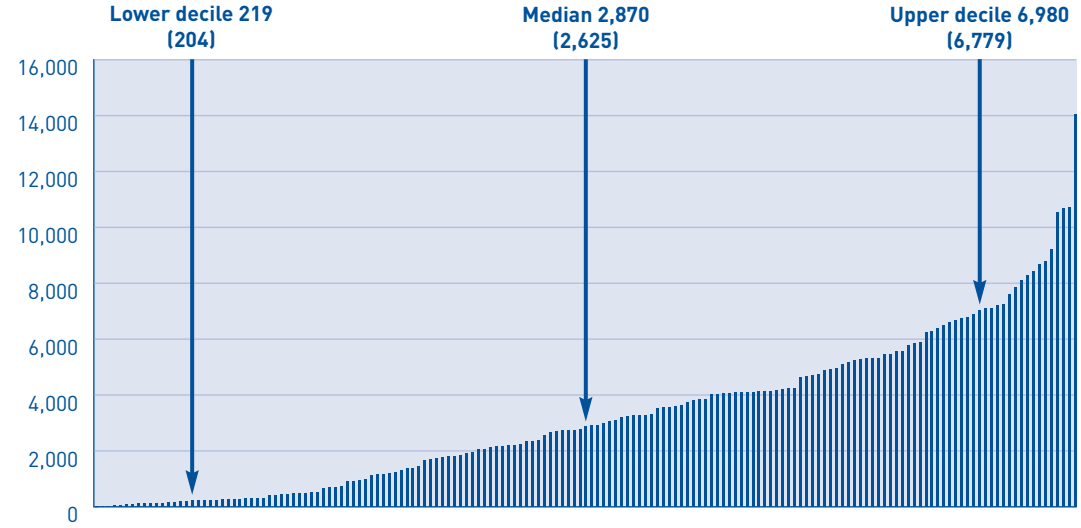
Institutional chart 1
Percentage of students following postgraduate programmes, 2008/09



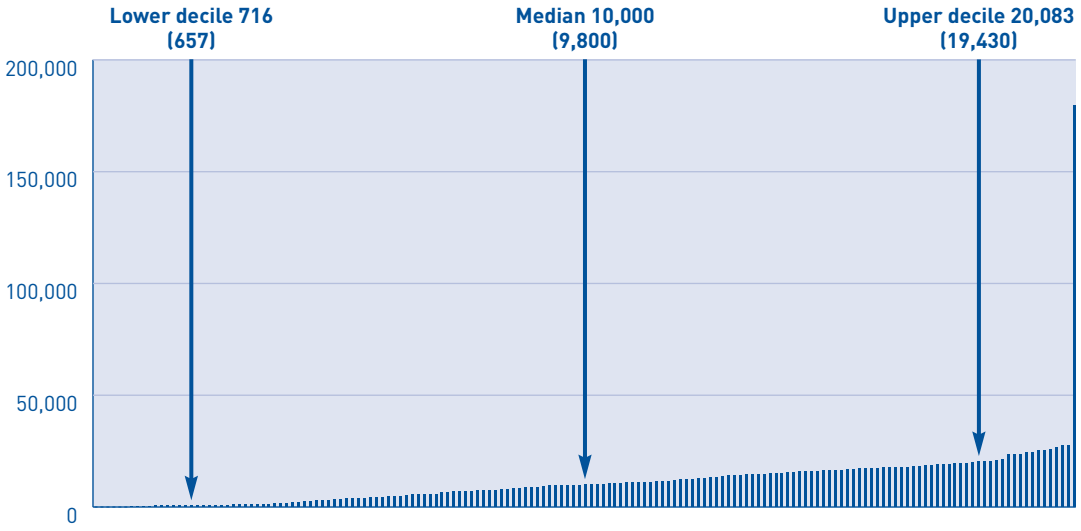
59 Institutional chart 1 cannot be directly compared with those in earlier *Patterns* reports, which include data from 1998/99, because of changes in methodologies described earlier in this report: these changes diminish the number of reported postgraduate students because those writing theses and dissertations have been excluded. However, as compared with the previous year, we see an increase in the proportion of postgraduate students across the whole institutional spectrum.

60 To put these figures into context, institutional charts 2 and 3 show the institutional distribution of absolute numbers of reported enrolments at postgraduate and undergraduate levels within UK higher education institutions.

Institutional chart 2
Absolute numbers of postgraduate enrolments, 2008/09



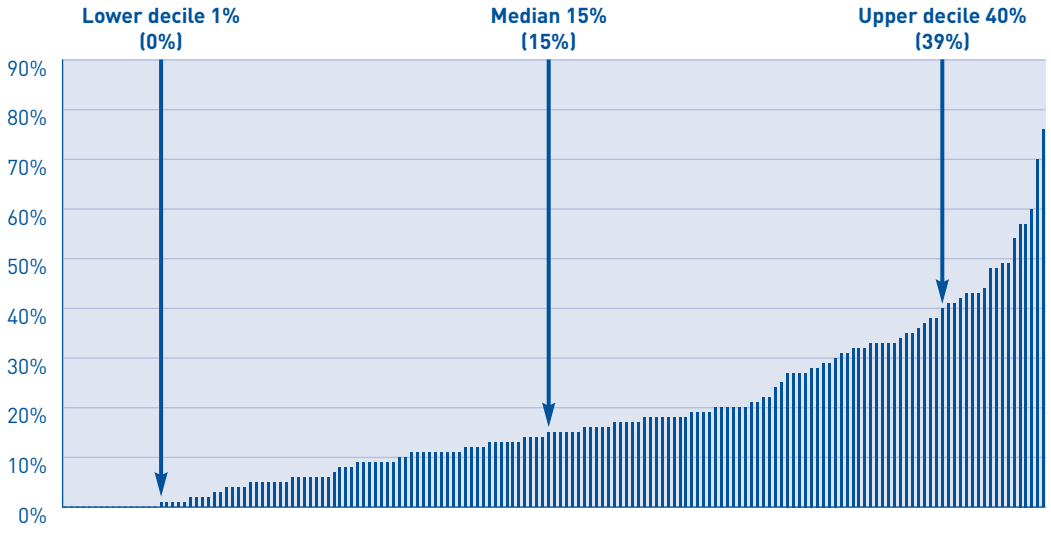
Institutional chart 3
Absolute numbers of undergraduate enrolments, 2008/09



61 Among both postgraduate and undergraduate students, there have been absolute increases in the numbers of students.

62 Institutional chart 4 shows those undergraduate programmes which lead to qualifications other than first degrees.

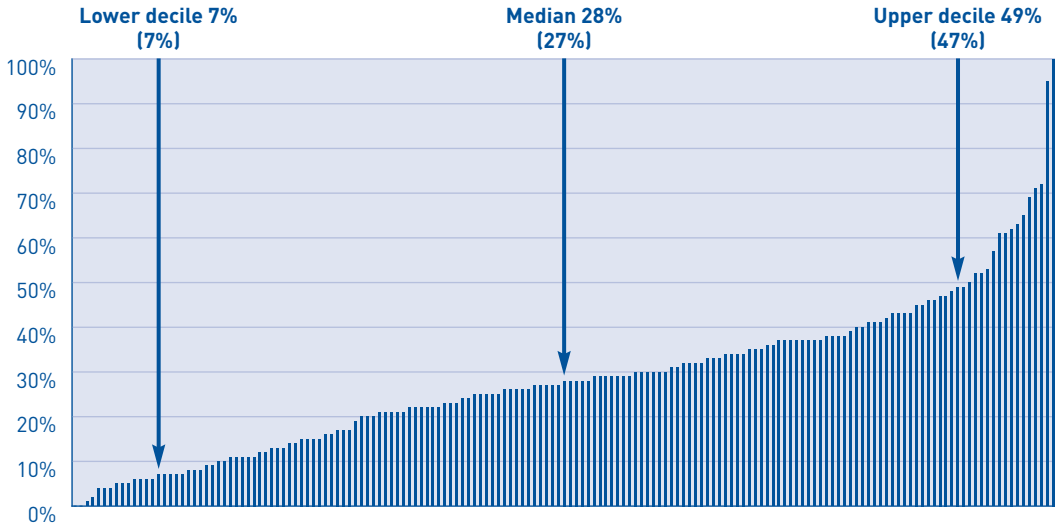
Institutional chart 4
Percentage of enrolments in undergraduate programmes not directly leading to first degrees, 2008/09



63 Since 1998/99 the median has declined by one percentage point, while the upper and lower deciles have increased by one percentage point. Perhaps most significant is the increase in the latest year in the upper decile, which indicates that some institutions, which had previously enrolled an above average number of students following programmes below first degree level (and these include foundation degree courses), have in fact further increased their involvement in these courses in the last year.

64 Turning now to the balance between full-time and part-time enrolments, Institutional chart 5 analyses the balance by mode of study. Again, the comparative figures will be affected by definitional changes.

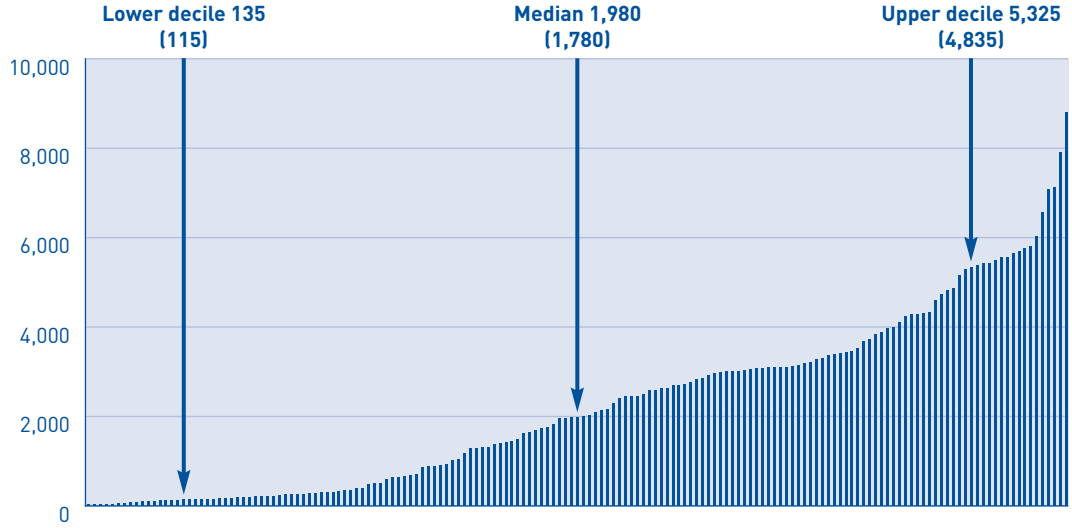
Institutional chart 5
Percentage of part-time enrolments, 2008/09



65 Comparisons with earlier years cannot be undertaken robustly, because of the definitional changes in relation to part-time students which have been referred to earlier in this report: however, we may note an increase in the proportion of part-time students enrolled in many institutions.

66 As the previous *Patterns* reports identified, and as has been noted in Section A of this report, the growth of student numbers coming from countries outside the EU has significantly outstripped the growth in enrolments of UK- and EU-domiciled students during recent years. We now address the institutional distribution of EU and other international students. Institutional charts 6, 7 and 8 show the numbers of EU and non-EU students enrolled on programmes of study at higher education institutions in the UK, both in total, and disaggregated between students from other EU countries and from outside the EU.

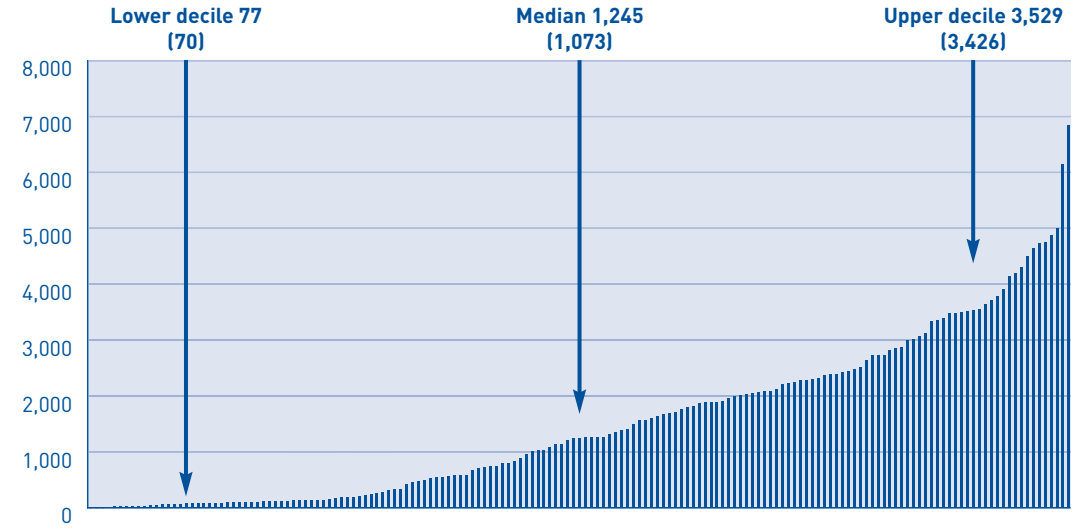
Institutional chart 6
Enrolments of all non-UK domiciled students, 2008/09



67 Since 1998/99 the median is up by 75 per cent, the upper decile is up by 86 per cent and the lower decile is up by over 400 per cent, although of course from a low base.

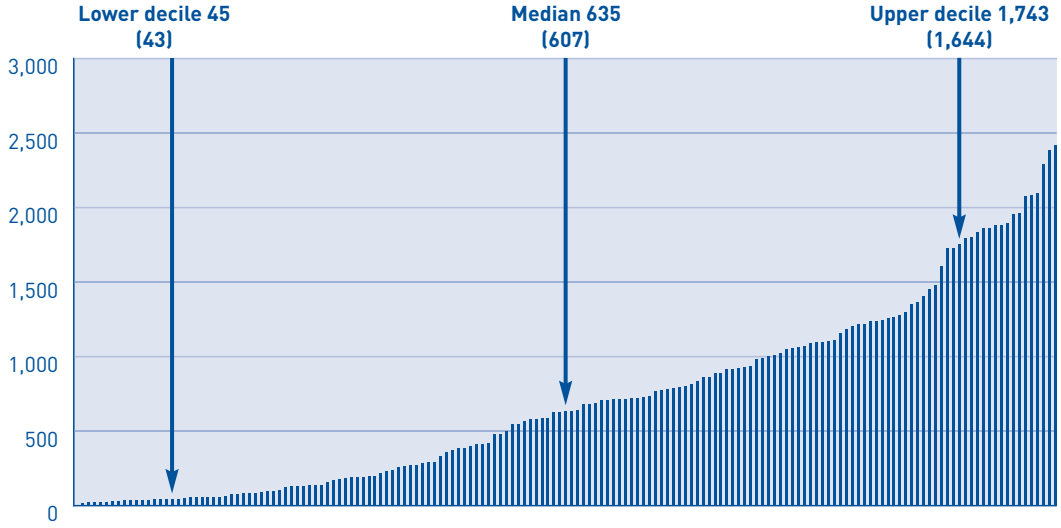
68 Clearly, institutions across the spectrum have seen significant increases in the numbers of students from outside the UK. Since 2001/02, the number of institutions with more than 5,000 students enrolled from outside the UK has risen from three to 19.

Institutional chart 7
Enrolments of international (non-EU) domiciled students, 2008/09



69 Since 1998/99 the median is up by 150 per cent, and both the upper and lower deciles have more than doubled. The growth in international student enrolments is clear across the sector as a whole.

Institutional chart 8
Enrolments of EU- (excluding UK) domiciled students, 2008/09



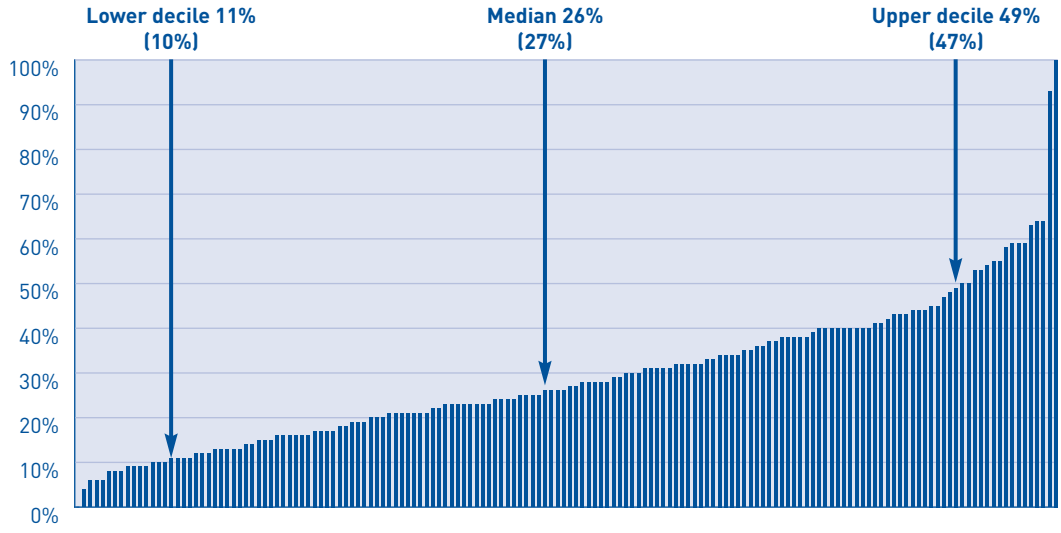
70 Since 1998/99 the median is up by 13 per cent, the upper decile is up by 41 per cent and the lower decile is virtually unchanged. A reduction in the enrolment of students from other EU countries observed in earlier *Patterns* reports has been reversed and an increase is seen across most of the spectrum of institutions for the third consecutive year. The enlargement of the EU is obviously relevant here, and the institutional figures accord with the aggregate totals reported in Section A of this report.

Student characteristics and outcomes

71 The following paragraphs address some aspects of student characteristics and outcomes within higher education institutions.

72 Previous *Patterns* reports have drawn attention to the significance of mature student enrolments in UK higher education. The percentage of full-time mature undergraduates (those aged 21 or over on entry to their programme of study) is shown in Institutional chart 9.

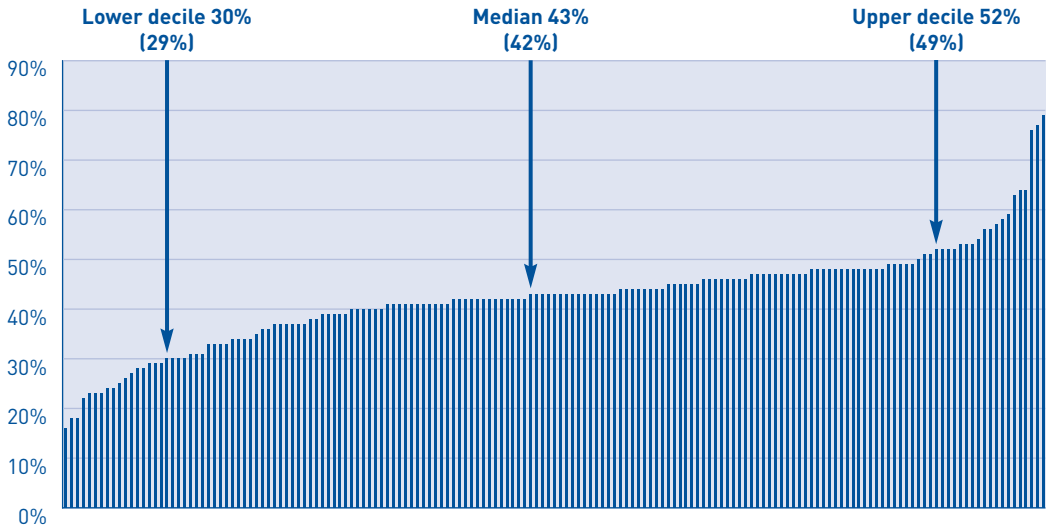
Institutional chart 9
Percentage of mature full-time undergraduates, 2008/09



73 Since 1998/99 the median is up four percentage points, the upper decile is up ten percentage points and the lower decile is unchanged. The picture presented in the chart is inconclusive this year, although there has generally been an increase in the proportion of mature entrants: this is again most marked among those institutions that already had a significant proportion of these students.

74 As regards the gender of students in higher education, we have noted in Section A that male students are in a minority among almost all modes and levels, There are, however, considerable variations between institutions, as Institutional chart 10 shows.

Institutional chart 10
Percentage of male students, 2008/09

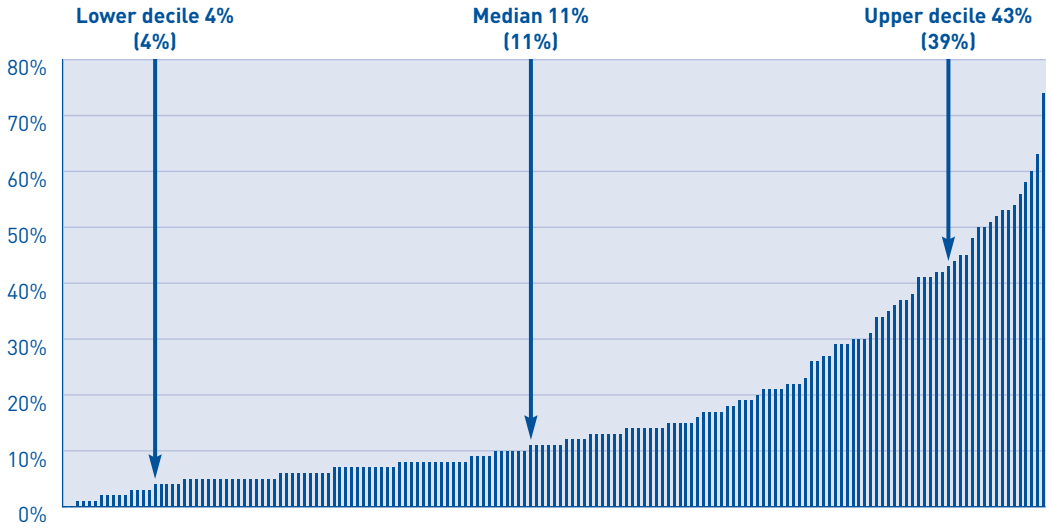


75 The large majority of institutions show a percentage of male students in a range 30-50 per cent, and approximately half have 40-45 per cent. The outliers are chiefly specialist institutions. The subject specialisms of these institutions include nursing and education at the lower end of the chart, and engineering and technology at the upper end.

76 Since this is only the fourth time that this chart has been presented within the *Patterns* series, it is inappropriate to present time series comparisons over the longer term. However, we may note that males are slightly better represented at the upper levels of the chart, as compared with last year – a fact which is perhaps not unconnected with the proportion of non-EU students enrolled.

77 Institutional chart 11 shows the percentage of UK first-year students who are reported as belonging to ethnic minority groups.

Institutional chart 11
Percentage of UK-domiciled first-year students from minority ethnic groups, 2008/09



78 Since 1998/99 the median is up four percentage points, the lower decile is up one percentage point and the upper decile is up 20 percentage points. Previous *Patterns* reports observed an increasing concentration of students from minority groups in a limited number of institutions, and that is confirmed in the latest data. There continue to be outliers at both ends of the spectrum, being generally specialist institutions; for example, pharmacy features at the higher end and agriculture at the lower end. (For comparison with these figures, the overall percentage of entrants to higher education institutions from minority ethnic groups is 18 per cent.)

79 Twelve institutions report more than 50 per cent minority ethnic students among their UK-domiciled enrolled students, of which ten are located in London. More information about the regional distribution of ethnic minority students will be given in Section C, which looks at regional variations among higher education institutions.

80 We turn now to the socio-economic groups to which higher education students can be assigned, according to the national statistics socio-economic grouping methodology (NS-SEC). The classification has seven categories:

Table 13
Classification of national statistics socio-economic groups

NS SEC group	Description
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

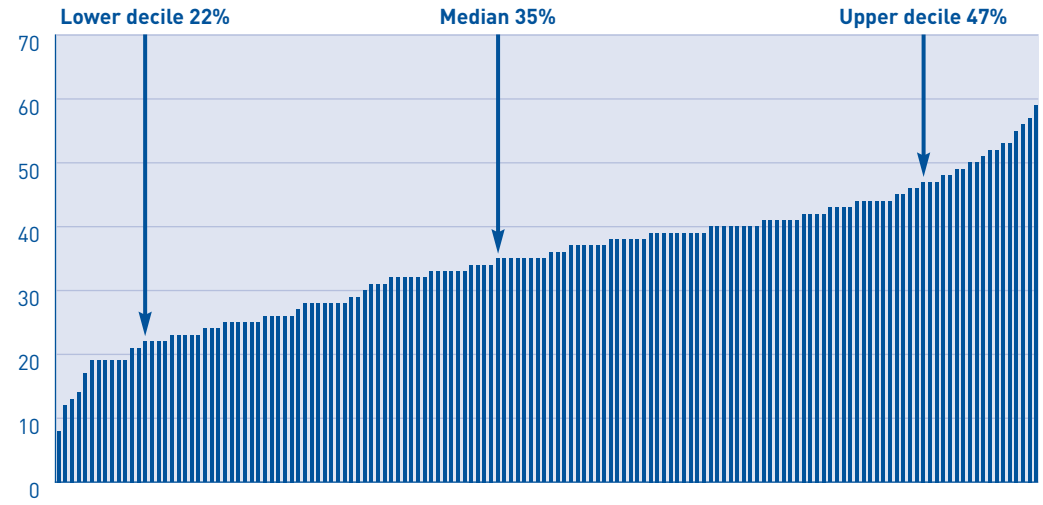
81 The last four categories have been identified as being the lower socio-economic groupings for the purpose of constructing performance indicators for the higher education sector. While this definition will be followed in this report, it should be noted that it includes 'small employers and own account workers', which includes a wide variety of occupations: for instance, it includes many people engaged in farming (and so agricultural college figures are very high) as well as many contractors in the computing industry.

82 The analyses of socio-economic class are available only for students who enter higher education through the UCAS system. Although this covers the large majority of entrants to full-time undergraduate courses, it is possible that the percentage of entrants from lower socio-economic groups is understated because of the exclusion of students entering directly to the institution. The percentage of students for whom data is available is currently 78 per cent.

83 A further complication has arisen in 2008/09, which is that the question asked by UCAS of the majority of undergraduate applicants has changed: the consequence of this change is to increase the numbers of students reported in classes 4-7 (and the number of unknowns). Data for this year therefore cannot be compared with previous years.[11] It is understood that in future years, the earlier question will be reintroduced, making time series comparisons possible again. The data for the year 2008/09 is in Institutional chart 12.

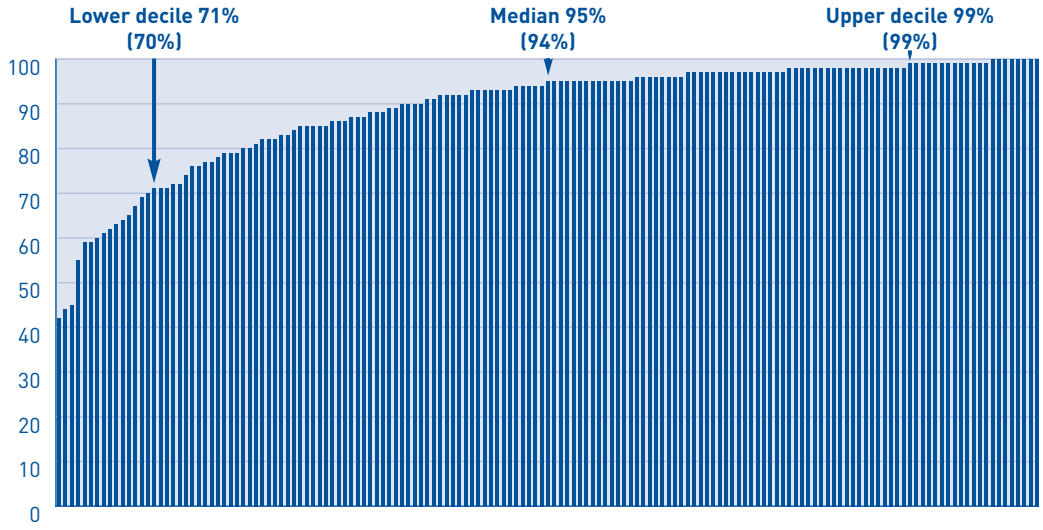
11 The change is described in full by HESA at http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1688&Itemid=141

Institutional chart 12
Percentage of young full-time first degree entrants from national statistics socio-economic classification classes 4, 5, 6 and 7, 2008/09



84 In view of the perceived deficiencies in the social class indicator in the most recent year, as well as the bias in relation to the self-employed referred to above, this year we are including a further institutional chart, which records the percentage enrolment of entrants from state schools and colleges. The data can be related to previous years, and therefore the following chart shows the current position and the comparative figures for 2007/08.

Institutional chart 13
Percentage of young entrants to full-time first degree courses from state schools and colleges, 2008/09



85 There has been a modest increase in the proportion of young entrants coming from state schools and colleges in the most recent year, following increases over the last ten years, in which the median and upper decile increased by one percentage point, although there was no increase at the bottom of the chart.

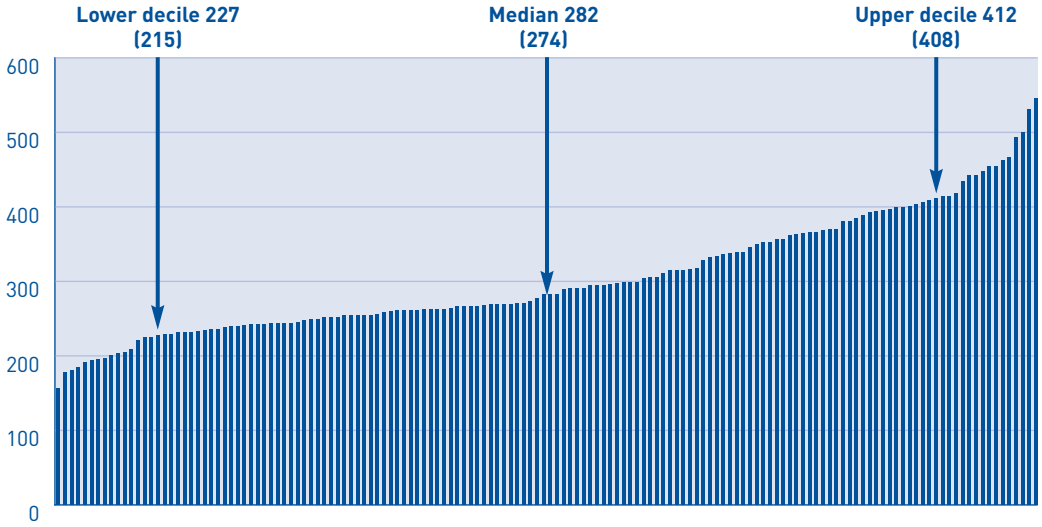
86 In the latest year, we can see that approximately two-thirds of higher education institutions draw at least 90 per cent of their full-time first degree entrants from state schools and colleges. Fourteen institutions draw fewer than 70 per cent of their entrants from state schools and colleges, of which four are music conservatoires, one is a specialist agricultural college, one is a specialist art institution and the remainder are universities.

87 We now turn to the entry and exit qualifications of higher education students. First we look at the entry qualifications of students entering full-time undergraduate courses through the UCAS system, as represented by the UCAS tariff.[12]

12 The full definition is:

"Average tariff points for full-time, first year, undergraduate students whose highest qualification on entry was 'A' level equivalent qualification not elsewhere specified or any combinations of GCE 'A'/SCE 'Higher' and GNVQ/GSVQ or NVQ/SVQ at level 3."

Institutional chart 14
Average tariff points of entrants to full-time undergraduate courses, 2008/09



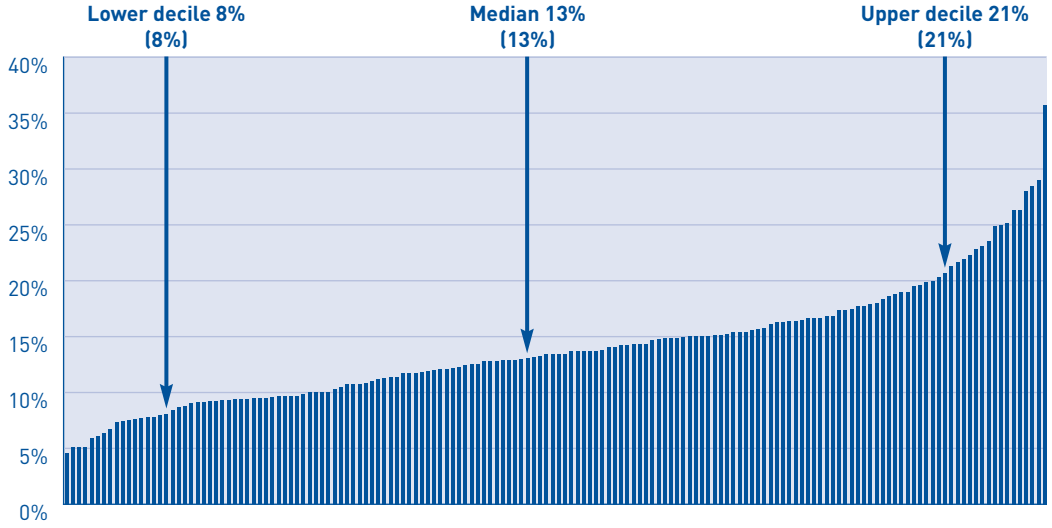
88 In last year's *Patterns* report, we noted that there had been little change from the previous year, except at the lower end of the chart, which showed a marked increase in the tariff points of new undergraduate entrants. In this latest year we see an increase across the chart although, again, the lower to middle parts show the greatest increase in entry requirements, reflecting a more competitive environment.

89 We now turn to the outcomes from higher education as represented by the degree classifications awarded to qualifiers from first degree programmes and the subsequent graduate employment rates.

90 Institutional chart 15 shows the percentage of first-class honours degrees awarded.[13]

13 The denominator in this and the following chart is all classified degrees. It therefore excludes most clinical degrees, which are awarded without classification. Note also that many Scottish universities award a significant proportion of their degrees without classification.

Institutional chart 15
Percentage of first-class degrees awarded, 2008/09



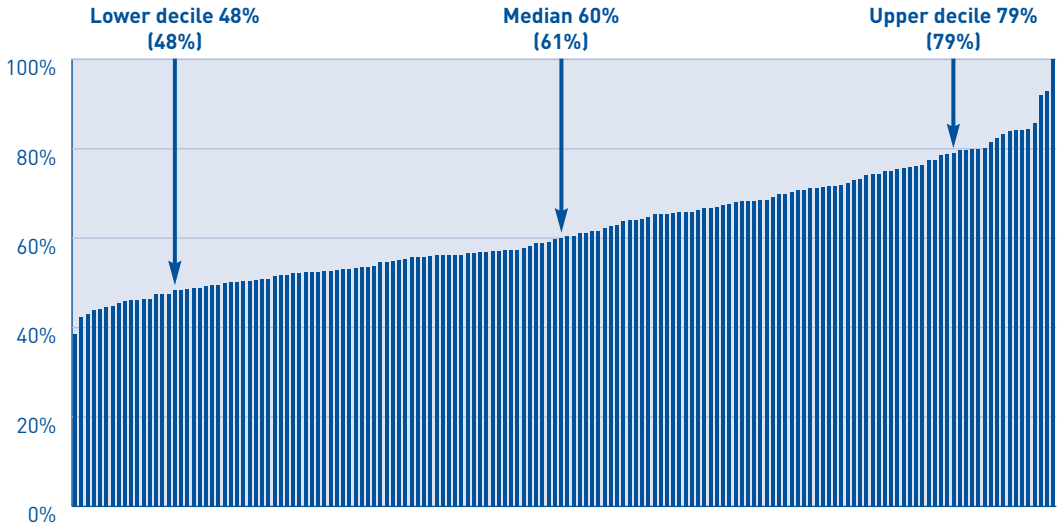
91 Since 1998/99 the median is up five percentage points, from 8 per cent to 13 per cent; the upper decile is up seven percentage points, from 14 per cent to 21 per cent; and the lower decile is up four percentage points, from 4 per cent to 8 per cent. There was a considerable increase in the proportion of students awarded a first class degree from 1998/99 to 2007/08: however there has been no change in the most recent year.[14] Institutions at the upper end of the scale show the greatest level of increase over the longer term: i.e. some institutions that have historically awarded a high percentage of first class degrees have increased their proportion.

14 These figures are compatible with the overall figures published by HESA, which show a slight increase in the mean of first class degrees awarded – from 13 per cent to 14 per cent.

92 Five of the eight institutions awarding the highest proportion of first class degrees are music conservatoires, and a number of other institutions at the high end are also specialist institutions.

93 It is also relevant to look at the combined total of firsts and upper seconds, which are presented in Institutional chart 16.

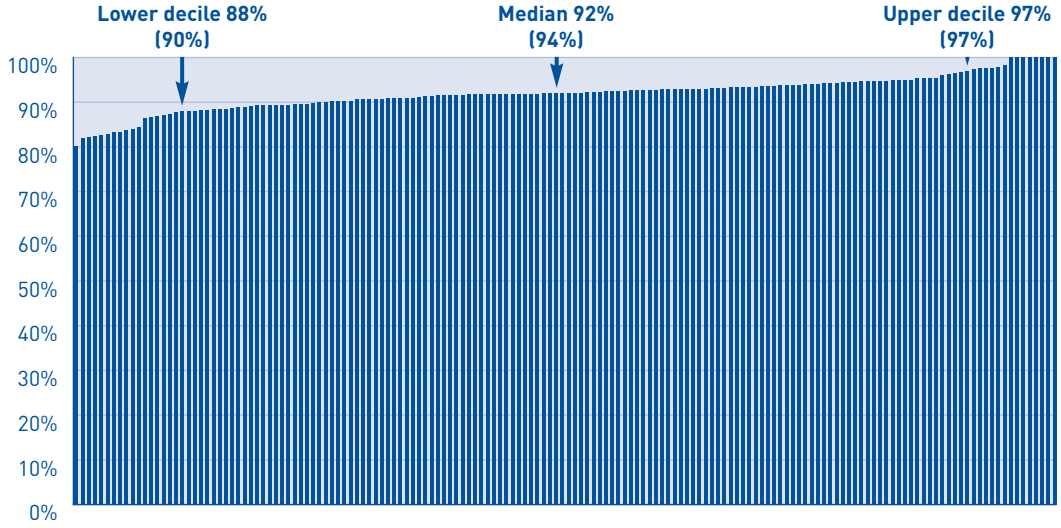
Institutional chart 16
Percentage of first and upper second class degrees awarded, 2008/09



94 Since 1998/99 the median is up seven percentage points, the upper decile is up eleven percentage points and the lower decile is up seven percentage points. Again, a significant increase is seen in the proportion of students gaining 'good honours' degrees over the longer term, but with no increase in the latest year. However, throughout most of the sector, it continues to be the case that the award of a first or upper second class degree is the norm rather than the exception.

95 Finally, we turn to data on graduate employment. Institutional chart 17 shows the percentage 'employment rate' (all activities except unemployment) for full-time UK-domiciled first degree students who graduated in the academic year 2007/08, as reported approximately six months after graduation – for most students early in 2009.

Institutional chart 17
Percentage of first degree full-time graduates not unemployed, 2007/08



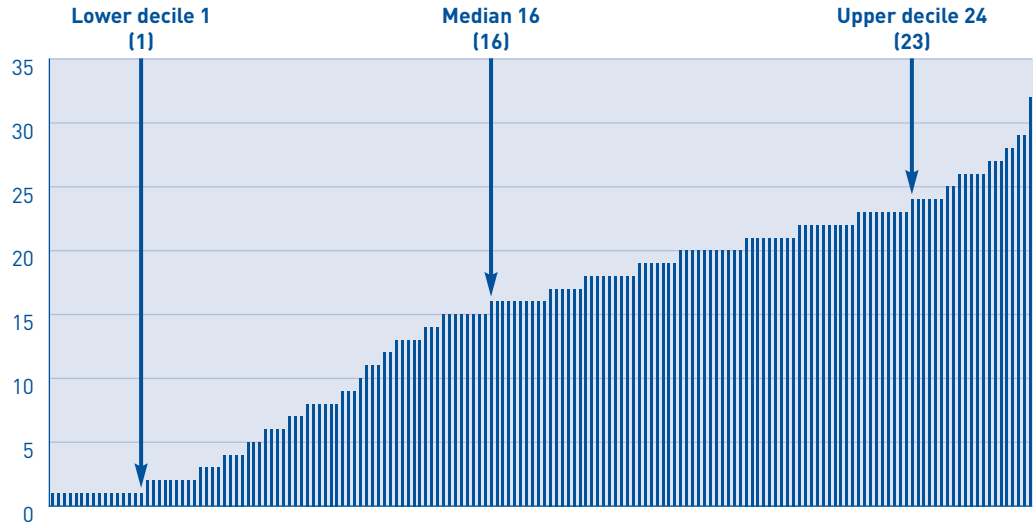
96 Although the chart continues to show a very low level of unemployment among first-degree graduates, there is an apparent increase in unemployment, except among institutions at the higher end of the scale. This undoubtedly reflects the downturn in the employment market generally at the time at which the survey was carried out.

97 Long-term changes should not be reported, since they too are dependent on the overall labour market.

Aspects of staffing in higher education institutions

98 Previous *Patterns* reports included an analysis of the number of academic cost centres within which staff of higher education institutions were undertaking teaching and research (see Appendix 6 for a list of HESA academic cost centres). This analysis is updated in Institutional chart 18.

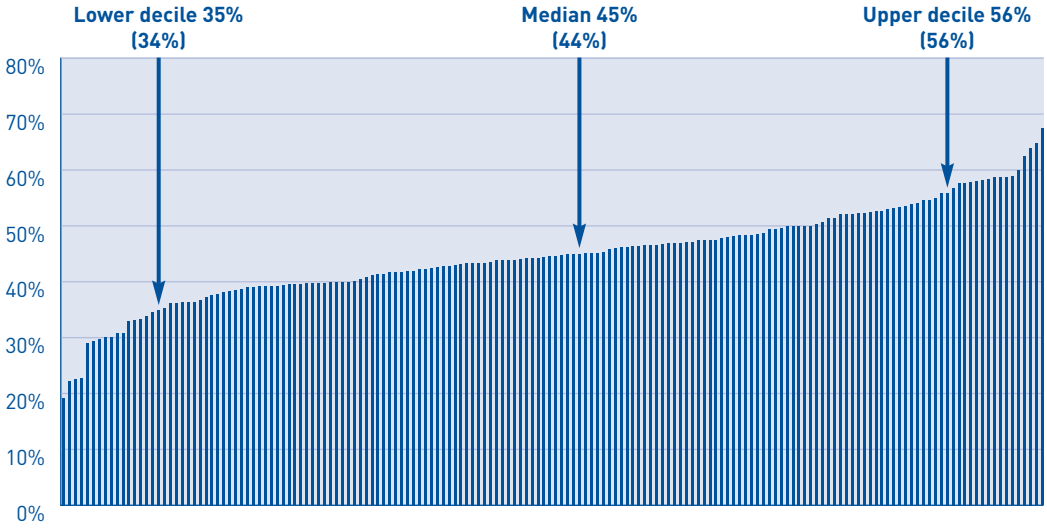
Institutional chart 18
Number of cost centres within which staff are employed, 2008/09



99 The previous *Patterns* report suggested that the overall trend was fractionally downward since 1998/99, perhaps reflecting a reduction in spread of subject provision. However, the most recent data suggests that there is no such reduction across higher education institutions as a whole.

100 Institutional chart 19 illustrates the gender balance of academic staff.

Institutional chart 19
Percentage of female academic staff, 2008/09

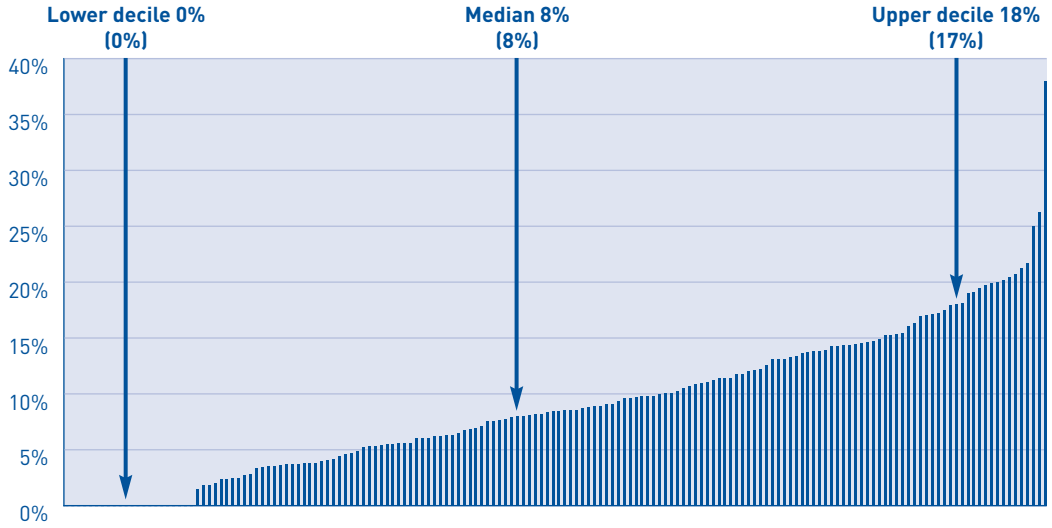


101 The gender balance of academic staff in higher education institutions varies markedly between institutions, and the issue of subject distribution is relevant here.

102 Last year's *Patterns* report identified no change in the gender balance of academic staff between 2006/07 and 2007/08. Inevitably, such changes can only be mapped over a long term, but there are some signs here of a further increase in the proportion of females among academic staff.

103 The ethnicity of academic staff is illustrated in Institutional chart 20.

Institutional chart 20
Percentage of ethnic minorities among academic staff, 2008/09



104 While the median and lower decile remain unchanged, the upper decile now shows a marginal increase. Across all higher education institutions, the percentage of academic staff from ethnic minority groups is 10 per cent, as compared with the median institution's figure of 7 per cent. This draws attention to the concentration of staff from ethnic minority groups, and it is unsurprising to note that, as was the case last year, only one of the 10 institutions at the upper end of the graph is outside London.

Financial issues

105 Previous *Patterns* reports included some analysis of financial security, and of costs and 'efficiency', together with an analysis of sources of income.

106 This year's report adopts the same approach. However, in view of changes in the data requirements set out in the accounting standards for higher education institutions, this year's report presents the data rather differently.

Financial security

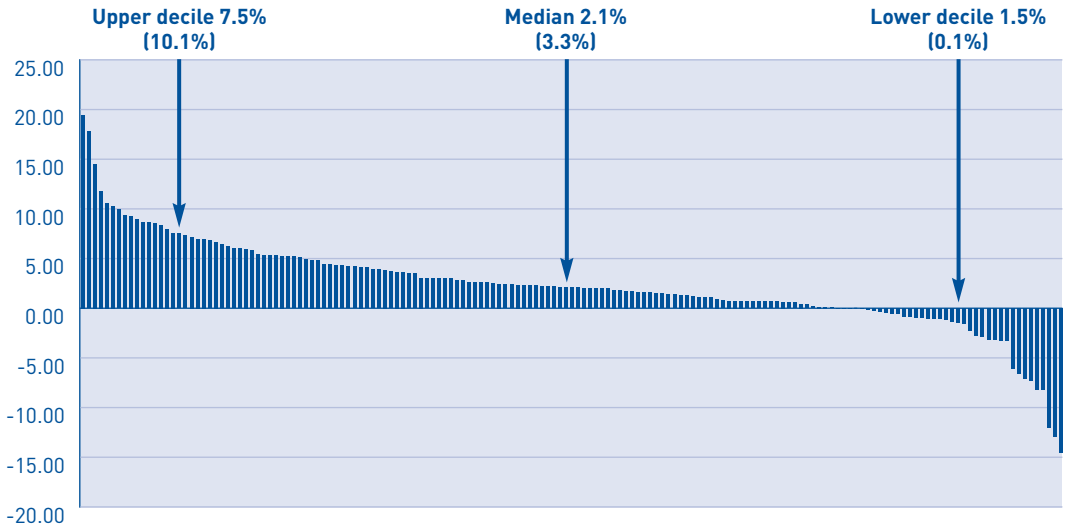
107 The new accounting standard (FRS17) required institutions to include net pensions assets or liabilities in their financial reporting. This requirement affected institutions differentially, because of differences in their pension scheme arrangements. It also generated difficulties in reporting financial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

108 In this issue of *Patterns*, data is presented in accordance with the financial accounts of institutions, i.e., all charts follow the new conventions, which will generally show less positive measures of financial security. It follows that time series comparisons should be treated with caution. (In order to provide some comparisons with earlier years, however, the following charts and overall security index are re-calculated on the basis of excluding the effects of the new convention in Appendix 10.)

109 Institutional chart 21 shows the historical surplus/deficit for each institution in 2008/09 as a percentage of income.[15]

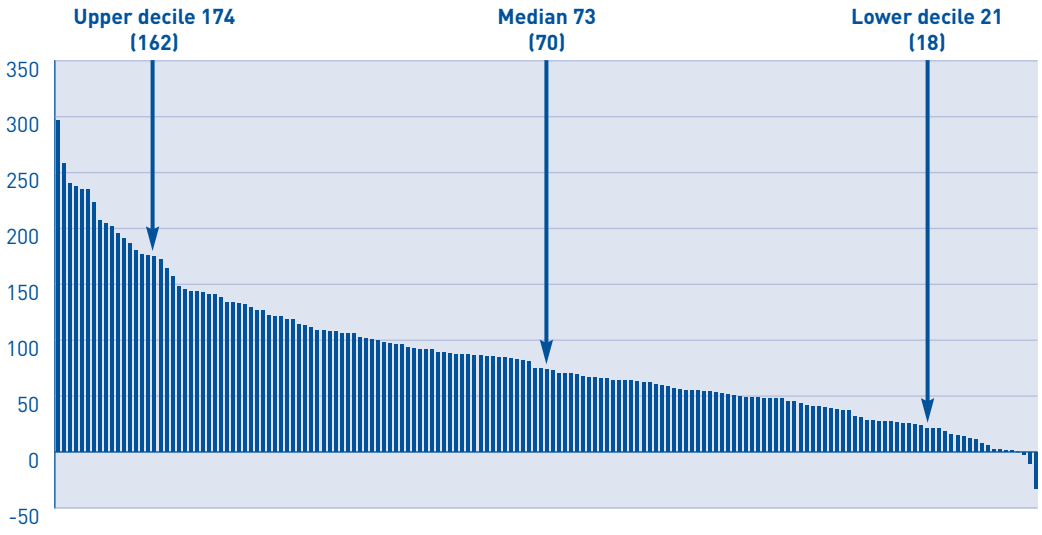
15 One institution which reported an exceptional surplus item greater than its recurrent annual income has been excluded from charts 21 to 24.

Institutional chart 21
Surplus/deficit as a percentage of income, 2008/09



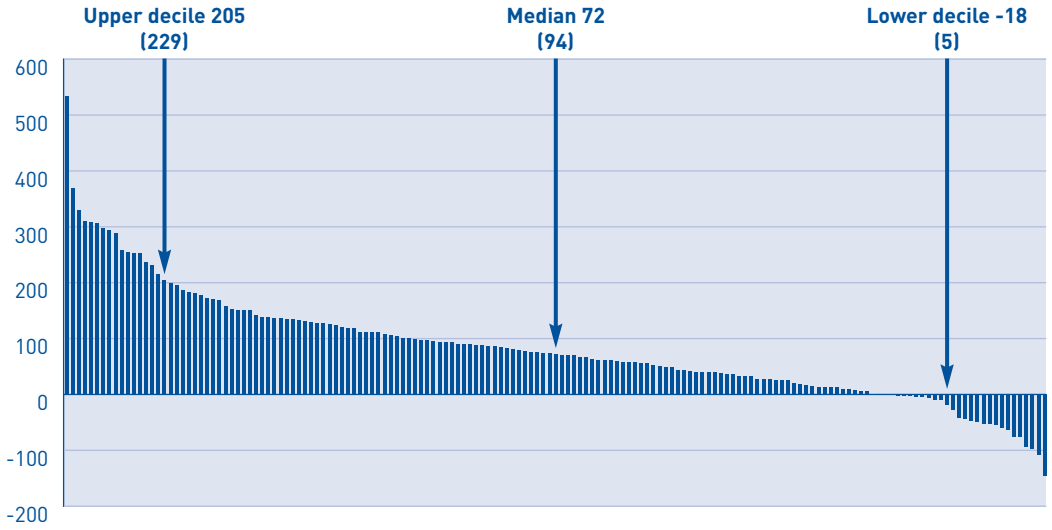
110 In view of the major changes in reporting conventions, a longer time series of outturn is not reported in this year's *Patterns* report. Institutional charts 22 and 23 show two other security measures, relating to liquidity and the retention of reserves.

Institutional chart 22
Days ratio of net liquid assets to total expenditure, 2008/09



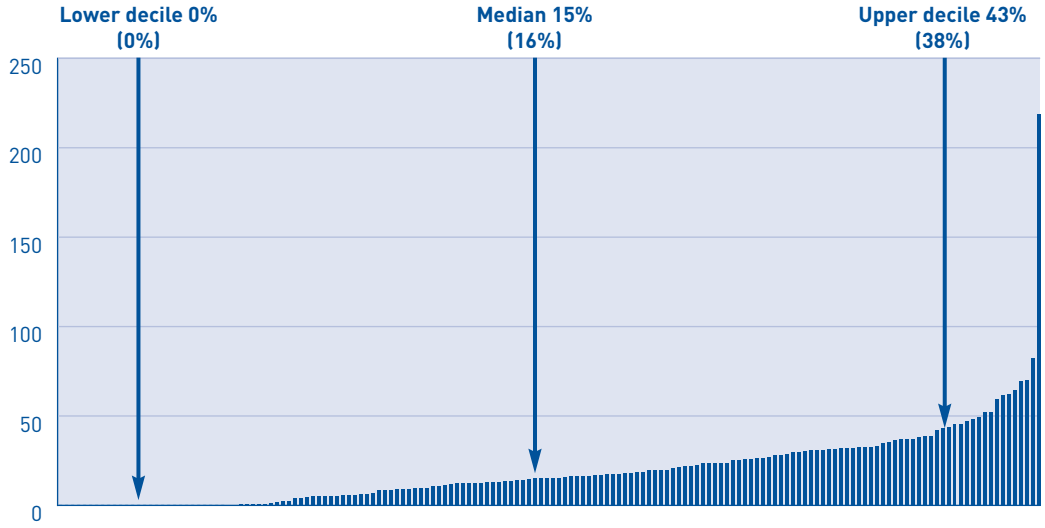
111 We now turn to the days ratio of general funds to total expenditure – a measure of the ability of institutions to invest in the future as illustrated in Chart 23.

Institutional chart 23
Days ratio of total general funds to total expenditure, 2008/09



112 Chart 24 reports exposure to long-term borrowings – a further measure of financial security.

Institutional chart 24
Percentage ratio of total long-term borrowings to total income, 2008/09



113 The chart shows a very wide variation in long-term borrowing as compared with institutional income, ranging from several institutions which report zero borrowing to four which have borrowings above the level of 70 per cent of annual income. The change since last year suggests that there is now slightly less proportional exposure to long-term borrowing across the sector as a whole, although there is greater exposure on the part of a small number of institutions.

114 The components of the previous four charts serve to inform the Security Index, which has featured in the *Patterns* reports in the past. In the current year, one change is made, in response to feedback. The components of the Security Index 2010 are:

a. the rank of the average of the last two years' percentage ratios of historical surplus/deficit after tax to total income;

b. the rank of the days ratio of general funds to total expenditure;

c. the rank of the days ratio of net liquid assets to total expenditure;

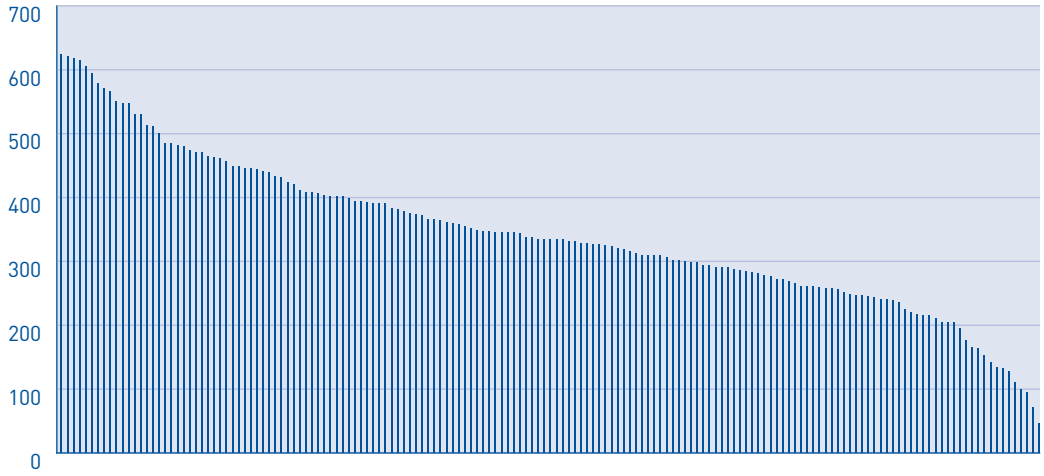
d. the rank of the percentage ratio of total long-term borrowings to total income.[16]

115 The Security Index 2010 is set out in institutional chart 25.[17]

16 In last year's *Patterns* report, this item was given only a 50 per cent weighting: in response to feedback, this has been increased to 100 per cent in the new report.

17 An alternative version of the Security Index, based on financial returns excluding the effects of FRS17, is in Appendix 10

Institutional chart 25
The Security Index, 2010



116 This index does not report on the financial security of the sector as a whole, but simply on the relativities within the sector. It provides a basis for analysing aspects of institutional provision against a single measure of financial security, but a quantification of change from year to year within the sector as a whole cannot be derived from it. It does, however, provide a basis for disaggregation of the sector and an assessment of comparative financial security among individual institutions and groupings of institutions.[18]

117 It is notable that in this latest year the extreme lower end of the chart shows a markedly steeper decline than last year, reflecting the worsening financial profiles of some higher education institutions.

118 It has been suggested that the Security Index should be further extended by the inclusion of a statistic concerning the condition of the physical estate. At present information is not available for all institutions. However, it would be possible to build into the index a factor to represent the condition of the estate.[19]

18 Interrogation of the data within the Security Index may be either through HESA's heidi system for subscribers, or by reference to the author at brian@ramsden.uk.com

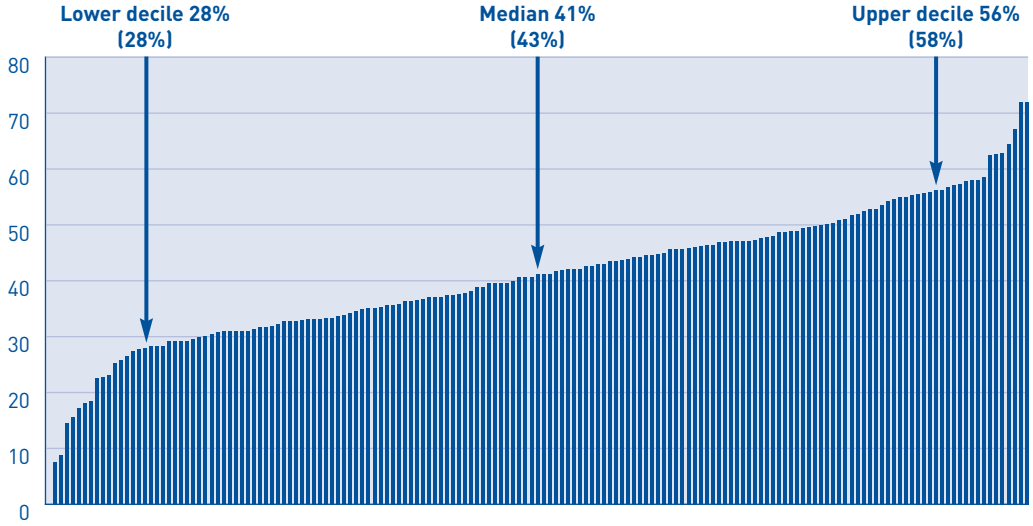
19 Users of the *Patterns* series are invited to comment on this possibility by emailing the author at brian@ramsden.uk.com

Patterns of income

119 Patterns of income among the higher education institutions, and their dependence on income from particular sources, including the higher education funding bodies, might be seen as a further aspect of financial security. It is also, of course, an issue of inherent interest in the context of the differentiation of the sector.

120 The percentage of income derived by each institution from the funding councils is shown in Institutional chart 26.

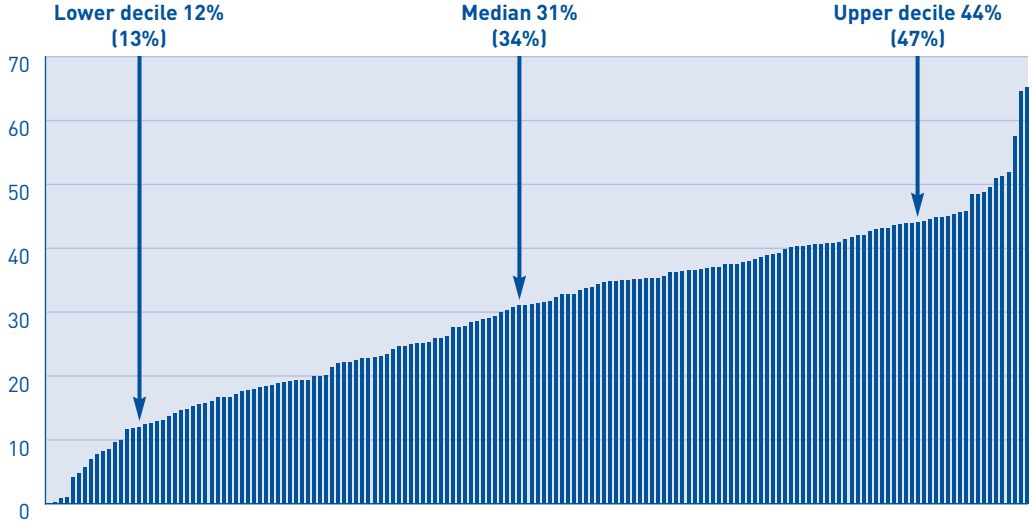
Institutional chart 26
Funding council income as a percentage of all income, 2008/09



121 For the third successive year we see a reduction in the proportion of income derived from the funding councils across most of the spectrum of institutions as a consequence of increased income from undergraduate tuition fees coupled with the enhancement of income from other sources.

122 As introduced in last year's *Patterns* report, Institutional chart 27 shows the total teaching grant of higher education institutions as a percentage of total income.

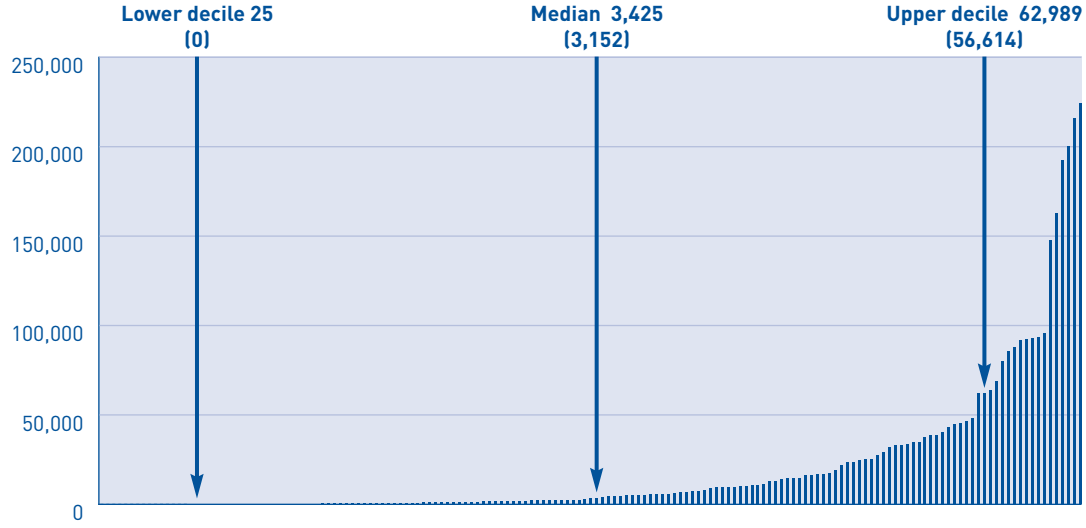
Institutional chart 27
Funding council teaching grant as a percentage of total income, 2008/09



123 Across the whole sector, we see that dependence on funding council teaching income has reduced, in relative terms in the last year, as other sources of income have increased proportionately.

124 Turning now to other sources of income, Institutional chart 28 shows the distribution of the public funding of research through the dual support system, that is to say the combination of funding council research income and research grant and contract income from the research councils.

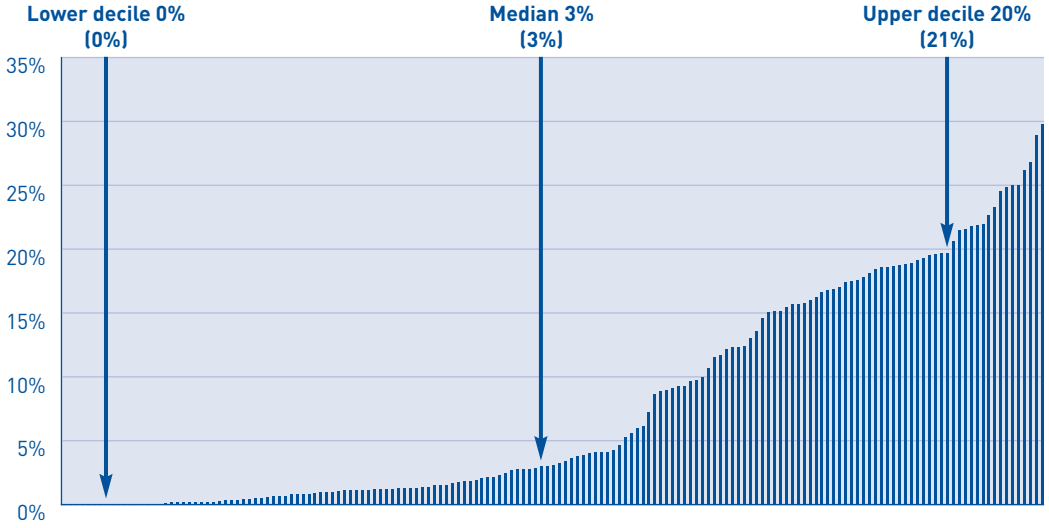
Institutional chart 28
Funding of research through the dual support system (£000), 2008/09



125 Although the chart continues to show the wide variation in public research funding of higher education institutions, we see that institutions throughout the sector have recorded significant increases in income received through the dual support system, as compared with the previous year. For the first time, the lower decile is above zero: since 1998/99 the median is up 90 per cent, and the upper decile by 95 per cent.

126 Institutional chart 28 expressed public funding of research in absolute cash terms. Institutional chart 29 shows the relationship between public research income through the dual support system and all income.

Institutional chart 29
Funding of research through the dual support system as a percentage of total income, 2008/09

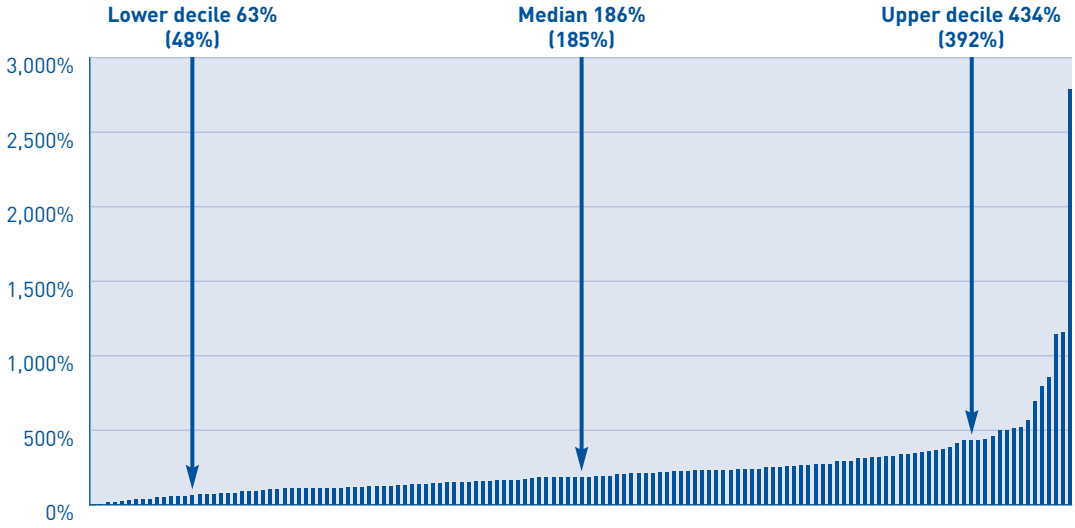


127 Overall, research income through the dual support system represents 13 per cent of the total income of the higher education sector. The selectivity of allocation of the funding however leads to a median of 3 per cent (unchanged from the previous year). The upper decile shows a slight decline from 21 per cent to 20 per cent of total income. It should be noted that there is a steep gradient above the upper decile.

128 As in previous *Patterns* reports, we also set out the relationship between the income received by institutions from all research grants and contracts (not only those which are publicly funded), and the research income from the funding councils which is designed to underpin the development of research.

129 In Institutional chart 30, institutions are mapped showing the income from research grants and contracts as a percentage of the funding councils' research grant. The chart is limited to institutions that have a research grant of at least £100,000.

Institutional chart 30
Research grants and contracts as a percentage of funding council research grant, 2008/09

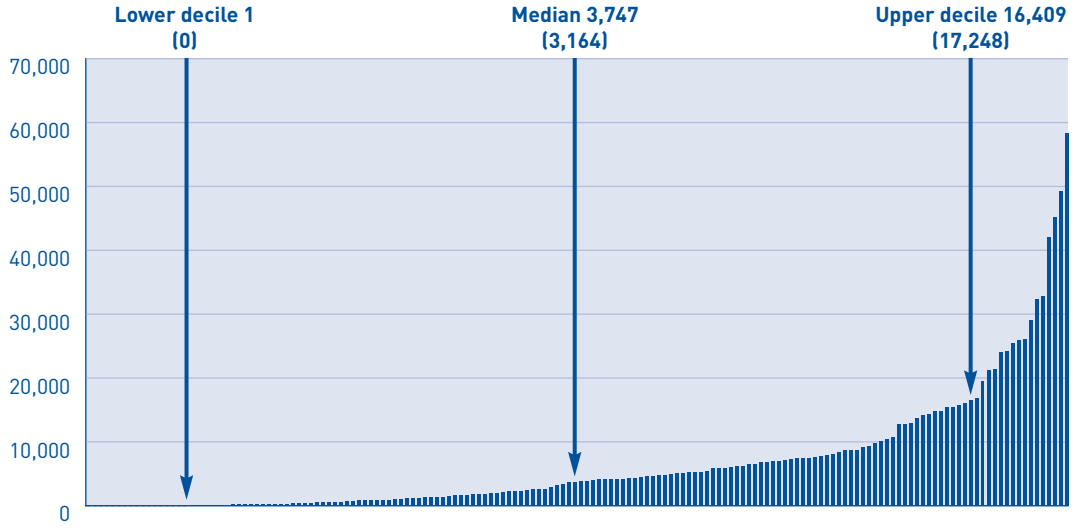


130 The chart shows that the large majority of institutions receive significantly more income from research grants and contracts than from the research funding provided by the funding councils. (The overall sector figure is 228 per cent.) The institutions at the upper and lower ends of the chart show slight increases as compared with the previous year, although that year showed a decrease from the year before. The median is virtually unchanged.

131 Turning to other sources of income, Institutional chart 31 shows the institutional distribution of income from 'other services rendered', which broadly amounts to commercial contracts of a non-research nature.[20]

20 One extreme outlier has been excluded from this analysis.

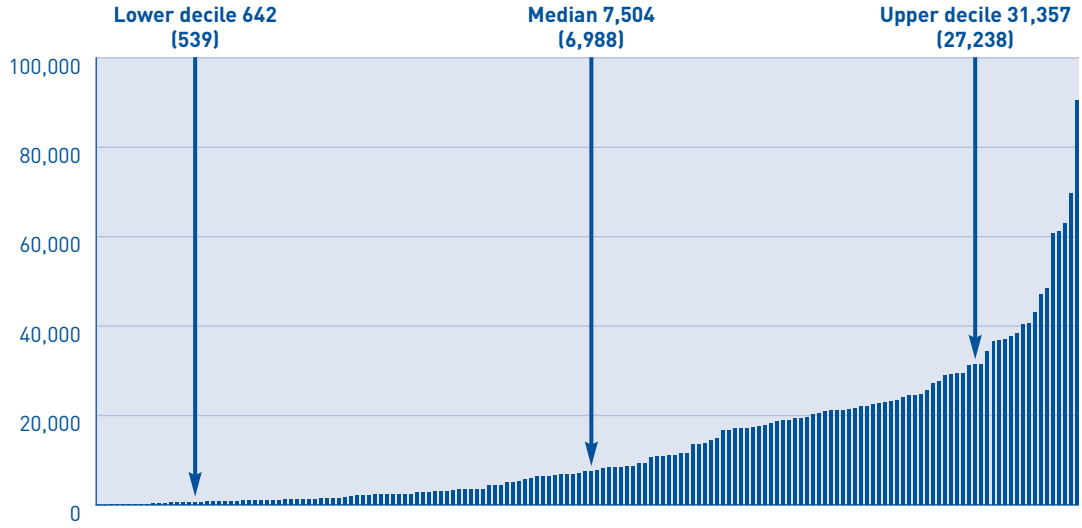
Institutional chart 31
Income for other services rendered (£000), 2008/09



132 There is a similar though less extreme level of differentiation between institutions as seen above in relation to research. There has been a significant increase in the income of many higher education institutions from this source in the last year, although there is a reduction at the upper end of the chart.

133 Previous *Patterns* reports have noted the importance of income from international student fees, and the analysis in Section A illustrated the significant increase over time in the proportion of students from outside the EU attending UK higher education institutions. Institutional chart 32 looks at the fees derived from international (non-EU) students, which, as previous reports have noted, are by far the largest component of international income to UK higher education institutions.

Institutional chart 32
Income from international (non-EU) student fees (£000), 2008/09

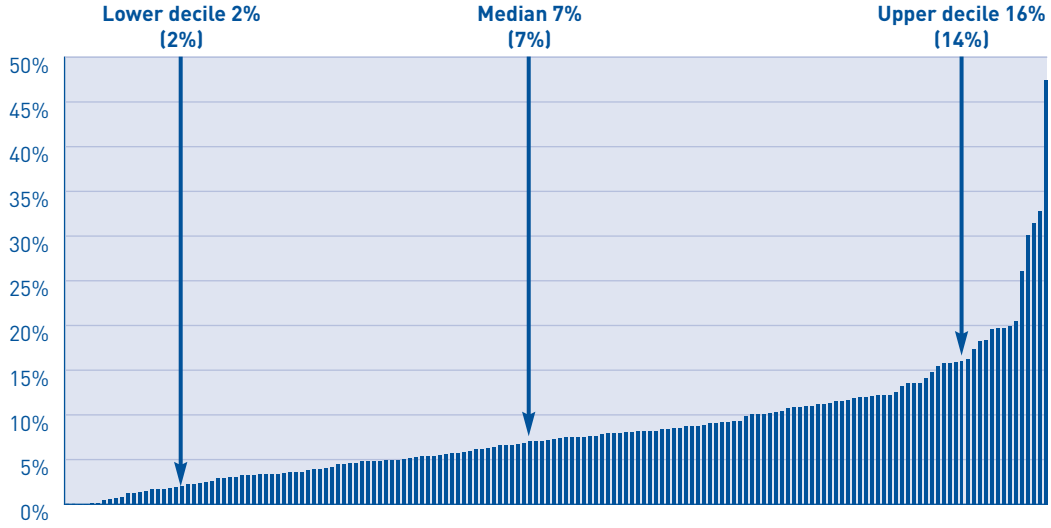


134 The picture continues to be highly differentiated, with many institutions earning less than £5 million a year from the fees of international (non-EU) students, and a few earning over £40 million a year from this source. The highest income earner receives more than £90 million from international student fees.

135 The median and upper and lower deciles have again increased significantly since last year in real terms. As noted in previous *Patterns* reports, there appears to be an increasingly broader distribution of income from international student fees and there is clearly a significant increase in the income from these fees among most higher education institutions.

136 The raw numbers in Institutional chart 32 are presented as percentages of total income in the following Institutional chart 33.

Institutional chart 33
Income from international (non-EU) student fees, as a percentage of total income, 2008/09

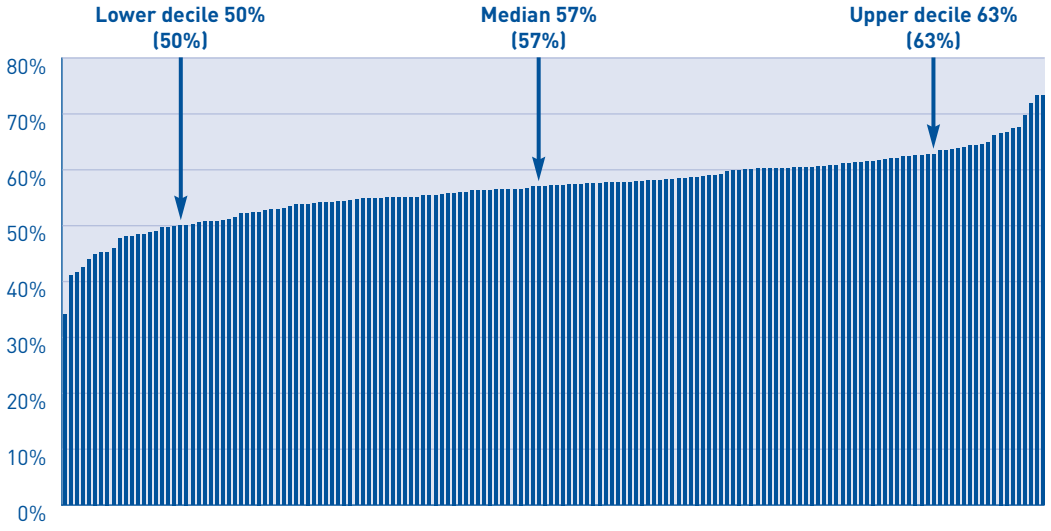


137 Despite the increase in cash received from international students' fees, the proportions of total income remain the same as in the previous year.

138 In order to complete the financial picture Institutional chart 34 shows the relationship between expenditure on staff and total income.[21]

21 Two extreme outliers are excluded from this chart.

Institutional chart 34
Ratio of payroll costs to total income, 2008/09



139 Across the sector as a whole, most institutions commit a little more than half their income to staffing. There is a comparatively narrow variation from the median value of 57 per cent, and there is no change as compared with the previous year.

Costs and efficiency

140 Finally, in this section of the report, we look at information about expenditure per full-time equivalent student, which was published in the previous *Patterns* reports. (Note that for technical reasons, the latest year for which these figures are available is 2007/08).

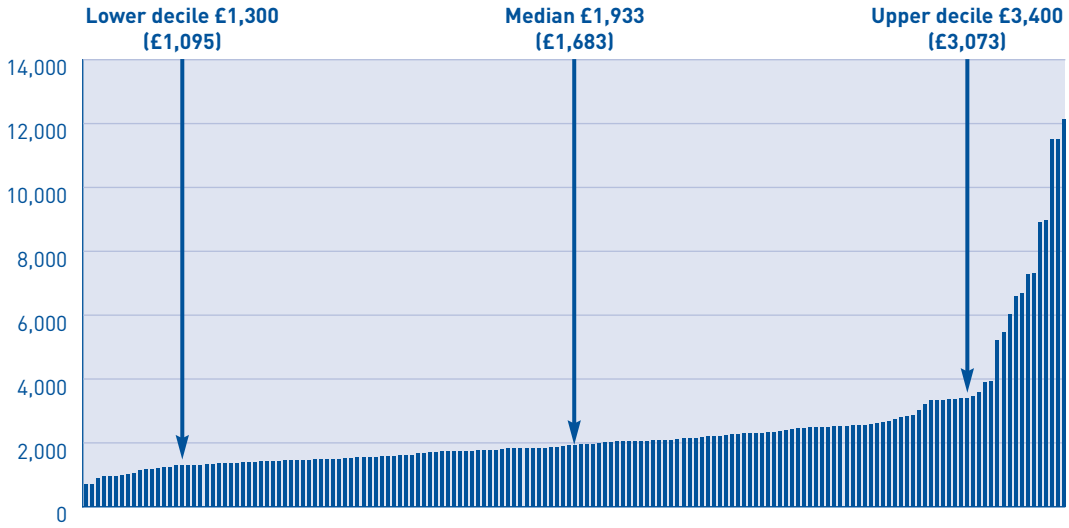
141 For comparison with the rates of change shown in parentheses in the following paragraphs, it should be noted that the increase in the GDP deflator over the period 1998/99 to 2007/08 was 24 per cent; while the increase from 2006/07 to 2007/08 was 2.9 per cent.

142 Also, as noted last year, the calculation of full-time equivalent students changed in 2005/06 with the exclusion of students following 'non-credit-bearing courses': there will therefore, inevitably, be an increase in the costs per full-time equivalent student, as compared with the earlier *Patterns* volumes.

143 Institutional chart 35 shows the cost per full-time equivalent student of central administrative services, including staff and student facilities.[22]

22 The University of London's central institutes and activities have been excluded from this and the following charts, together with a small number of outliers.

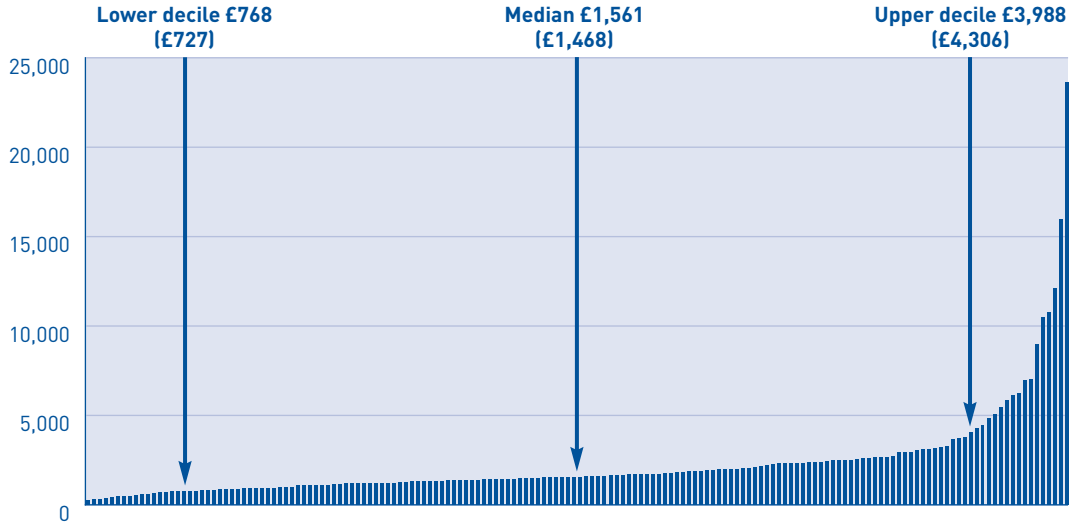
Institutional chart 35
Administrative costs per full-time equivalent student (£), 2007/08



144 Since 1998/99 the median has doubled in cash terms, the upper decile is up by 77 per cent and the lower decile up by 80 per cent. As noted in previous *Patterns* reports, institutions generally have increased their administrative expenditure per full-time equivalent student by more than the rate of inflation. Above inflation increases appear also in the most recent year, but these are at least in part attributable to the redefinition of the HESA student population, and the consequent reduction in the total number of full-time equivalent students.

145 It is important to recognise that institutional structures vary. Furthermore, central administrative costs should be considered alongside the non-academic costs within academic departments, since in several institutions the administrative costs will fall also within academic departments. This is shown in Institutional chart 36.

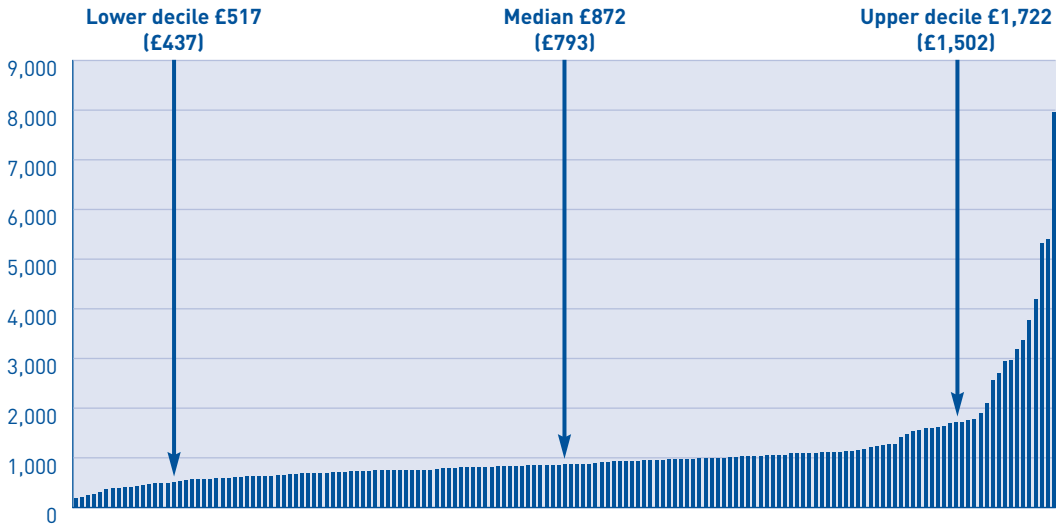
Institutional chart 36
Academic departmental costs per full-time equivalent student, excluding academic staff (£), 2007/08



146 Since 1998/99 the median is up by 53 per cent, the upper decile by 92 per cent and the lower decile by 52 per cent. This marked increase in the unit costs of administrative activities within academic units, especially at the higher end of the distribution, may reflect a shift from central administrative cost centres to academic cost centres as a result of reorganisation, although a modest decline in the upper decile in the most recent year suggests that there may be some movement in the opposite direction.

147 We now turn to information about the cost per full-time equivalent 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 not covered above including, for example, radiation protection, the international liaison office and industrial liaison. This measure is only available for recent years, and so longer term comparisons are unavailable: the latest version is shown in Institutional chart 37.

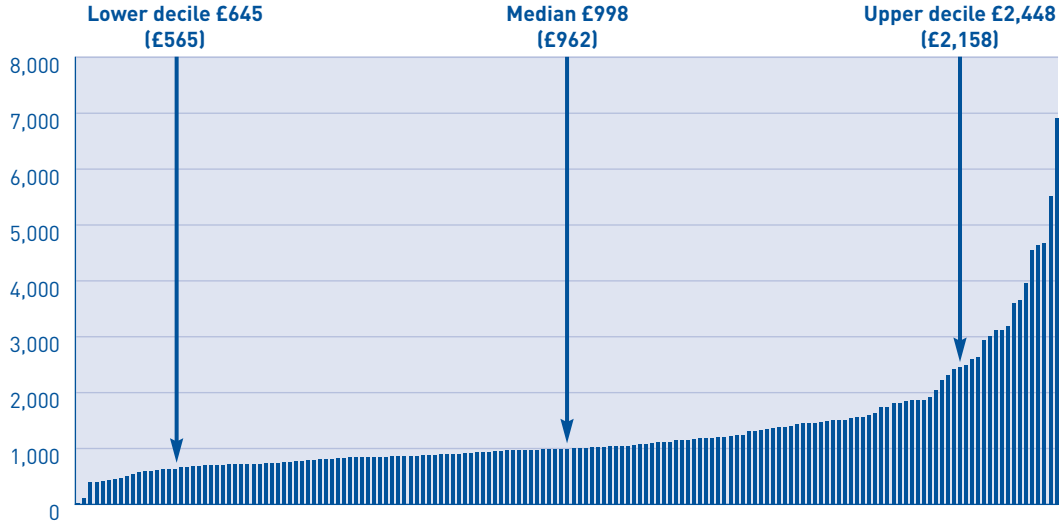
Institutional chart 37
Total academic services expenditure per full-time equivalent student (£), 2007/08



148 The figures show small increases as compared with the previous year; a detailed time series comparison will be implemented in a future report.

149 Finally, as in previous years, Institutional chart 38 shows the spread of premises expenditure per full-time equivalent student.

Institutional chart 38
Premises expenditure per full-time equivalent student (£), 2007/08



150 Since 1998/99 the median has increased by 54 per cent, the upper decile by 87 per cent and the lower decile by 85 per cent. As noted in previous *Patterns* reports, there has been a continuing increase in premises costs, in real terms, and this has generally been concentrated at the upper end of the graph, reflecting the fact that institutions with already high costs have seen these rise disproportionately, although in the most recent two years we have seen a significant increase at the lower end of the chart.

151 In this final section of the report, we look at differentiation among the countries and regions of the UK, as they affect higher education provision and activities

152 We begin by considering the contextual background: demographic, economic and social differences between the countries of the UK and the regions of England, which we shall refer to as 'areas'.

Contextual statistical information

Geography and population

153 Table 14 shows the latest population estimates for the geographical areas of the UK, disaggregated by broad age band.

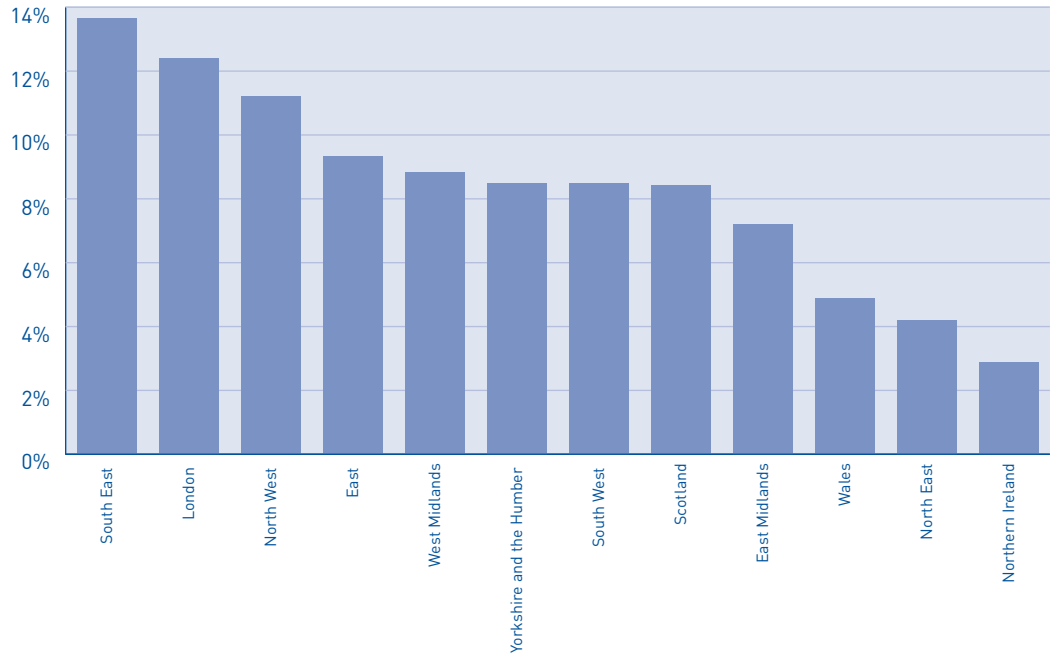
Table 14
Estimated population of the UK, mid-2008, disaggregated by country/region and broad age group (thousands and percentages)

	Thousands								Percentage	
	←15	15-19	20-29	30-39	40-49	50-59	60 and over	All Ages	*Of UK population*	*Aged 15-19*
East	1,016	360	704	763	851	702	1,333	5,729	*9.3%*	*9.0%*
East Midlands	760	297	581	570	661	551	1,013	4,433	*7.2%*	*7.4%*
London	1,389	432	1,282	1,409	1,138	767	1,204	7,620	*12.4%*	*10.8%*
North East	429	172	356	310	381	334	595	2,576	*4.2%*	*4.3%*
North West	1,211	468	925	871	1,012	848	1,540	6,876	*11.2%*	*11.7%*
South East	1,483	546	1,027	1,106	1,269	1,029	1,919	8,380	*13.7%*	*13.7%*
South West	858	337	630	630	752	660	1,344	5,209	*8.5%*	*8.4%*
West Midlands	982	365	710	691	781	656	1,227	5,411	*8.8%*	*9.1%*
Yorkshire and The Humber	905	354	760	662	751	632	1,149	5,213	*8.5%*	*8.9%*
England sub-total	**9,033**	**3,331**	**6,974**	**7,011**	**7,595**	**6,178**	**11,324**	**51,446**	***83.8%***	***83.5%***
Northern Ireland	**356**	**127**	**255**	**239**	**254**	**204**	**340**	**1,775**	***2.9%***	***3.2%***
Scotland	**850**	**327**	**689**	**662**	**795**	**676**	**1,169**	**5,169**	***8.4%***	***8.2%***
Wales	**514**	**203**	**384**	**352**	**423**	**382**	**736**	**2,993**	***4.9%***	***5.1%***
United Kingdom	**10,754**	**3,988**	**8,302**	**8,264**	**9,066**	**7,440**	**13,569**	**61,383**	***100.0%***	***100.0%***

154 England accounts for 83.8 per cent of the total UK population, within which London and the South East are the largest components, constituting 12.4 per cent and 13.7 per cent respectively. The South East and North West, followed again by London, have the highest percentages in the late teenage band, which is particularly relevant in terms of the conventional entry to full-time undergraduate higher education.

155 The percentage population of each geographical area is illustrated in Chart 4:

Chart 4
Percentage of UK population in each area, 2008



156 Alongside this basic population information we may note the geographical size and density of population of each area, as shown in the following table:

Table 15
Country/region area (square kms) and population density, 2008

	Area (sq km)	People per sq km
East	19,109	300
East Midlands	15,607	284
London	1,572	4,847
North East	8,573	300
North West	14,106	487
South East	19,069	439
South West	23,837	219
West Midlands	12,998	416
Yorkshire and The Humber	15,408	338
England sub-total	130,279	395
Wales	20,733	144
Scotland	77,925	66
Northern Ireland	13,576	131
United Kingdom	242,495	253

Population projections

157 The Office for National Statistics (ONS) generates and publishes an extensive range of population projections, which enable us to look into the future, with some substantial caveats. The projections include estimates of changes in fertility and mortality, as well as net migration: it is the last of these which is the most difficult to forecast, and which leads to some uncertainties about changes in populations, especially when disaggregated by age or location.

158 The projections are produced biennially, and the last full set of projections which is available at a subnational level is based on population estimates for April 2006.[23]

23 A later dataset based on 2008 population estimates was unavailable for full analysis at subnational level at the time of preparation of this volume. In general the later set shows less increase over time, especially among younger age ranges. The projections that follow, in relation to the population at the conventional age of entry to higher education should therefore be regarded as optimistic.

159 We shall look here at both the overall population projections, irrespective of age, and also at the projections for people aged 18-20. Table 16 summarises the projected change over the next 20 years in the total population.

Table 16
Projected populations of countries and English regions 2010-2030 (all ages)

Region/country	2010	2015	2020	2025	2030	*Percentage change 2010 to 2030*
East	5,831	6,122	6,413	6,694	6,950	*19%*
East Midlands	4,544	4,778	5,013	5,242	5,452	*20%*
London	7,752	8,057	8,337	8,586	8,813	*14%*
North East	2,585	2,629	2,676	2,721	2,762	*7%*
North West	6,979	7,156	7,341	7,514	7,668	*10%*
South East	8,485	8,806	9,135	9,461	9,759	*15%*
South West	5,318	5,569	5,829	6,089	6,330	*19%*
West Midlands	5,476	5,631	5,792	5,947	6,087	*11%*
Yorkshire and The Humber	5,328	5,572	5,818	6,055	6,277	*18%*
England sub-total	52,297	54,319	56,354	58,311	60,096	*15%*
Northern Ireland	1,799	1,857	1,911	1,958	1,993	*11%*
Scotland	5,190	5,258	5,316	5,357	5,373	*4%*
Wales	3,023	3,098	3,172	3,237	3,288	*9%*

Source: National Statistics, Crown copyright

160 All areas show a consistent growth in population over the period, although there are differences in the extent and speed of growth. In general, areas in the south and east of the UK show a higher rate of growth over time, although the East Midlands has the highest overall projected growth rate. The lowest figures are those for Scotland, Wales and the North of England.

161 In relation to higher education, it is also of value to focus on projections for people aged 18 to 20.[24] Table 17 does this and distinguishes the percentage change up to both 2020 and 2030.

24 Considerably more analysis is given in another Universities UK publication, *The future size and shape of the higher education sector in the UK: demographic projections, 2008.*

Table 17
Projected populations of countries and English regions 2010-2030 (aged 18-20)

	2010	2015	2020	2025	2030	*Percentage change 2010 to 2020*	*Percentage change 2010 to 2030*
East	212	204	191	212	230	*-10%*	*9%*
East Midlands	191	177	164	182	198	*-14%*	*3%*
London	277	259	244	280	301	*-12%*	*9%*
North East	110	99	89	97	103	*-20%*	*-6%*
North West	290	259	235	260	276	*-19%*	*-5%*
South East	329	309	289	318	342	*-12%*	*4%*
South West	209	198	184	201	217	*-12%*	*4%*
West Midlands	221	203	187	207	222	*-16%*	*0%*
Yorkshire and The Humber	233	215	197	219	238	*-16%*	*2%*
England sub-total	2072	1,923	1,780	1,977	2,128	*-14%*	*3%*
Wales	126	117	106	111	118	*-16%*	*-7%*
Scotland	206	187	169	178	183	*-18%*	*-11%*
Northern Ireland	77	72	65	68	72	*-15%*	*-6%*

Source: National Statistics, Crown copyright

162 The distinction between the change over ten years and 20 years is important here, since there is a general reduction in the young population (not only in the UK) between 2010 and 2020. Thereafter, there is a projected modest upturn in the population at the ages of conventional entry into higher education.

163 However, both the downturn and the subsequent uplift will impact differentially on the countries and regions of the UK.

164 Over the 20-year period, all English regions except the North East, North West and West Midlands are projected to see modest increases in the young population, following a double digit decline between 2010 and 2020. Wales, Scotland and Northern Ireland are all projected to have declines over both ten and 20 years.

The economy

165 We now turn to the economy of the countries and regions of the UK, as evidenced by 'gross value added' (GVA). This is tabulated in Table 18 in absolute terms, as a percentage of the UK, and by head of the population.

Table 18
Gross value added by area (£m), percentages and per head, 2008

	GVA (£million)	*Percentage of total UK*	GVA per head (£)
East Midlands	79,977	*6%*	18,041
East of England	111,555	*9%*	19,473
London	265,063	*20%*	34,786
North East	40,916	*3%*	15,887
North West	120,702	*9%*	17,555
South East	181,750	*14%*	21,688
South West	97,840	*8%*	18,782
West Midlands	94,494	*7%*	17,463
Yorkshire and The Humber	89,122	*7%*	17,096
England sub-total	1,081,419	*83%*	21,020
Northern Ireland	28,734	*2%*	16,188
Scotland	103,814	*8%*	20,086
Wales	45,610	*4%*	15,237
United Kingdom	1,296,332	*100%*	21,147

Source: National Statistics, Crown copyright

166 The figures in Table 18 are workplace-based, and so reflect the working population, rather than the resident population of each area. This is particularly relevant in London. In general, however, the figures broadly reflect the population of the areas concerned.

167 A further economic measure is investment in research and development (R&D). The following table sets out the level of investment in R&D by source.

Table 19
Investment in research and development, 2007 (£m)

	Businesses	Government	Higher education institutions	All R&D	*Higher education institutions as percentage of all*
East	4,350	366	580	5,296	*11%*
East Midlands	1,053	90	307	1,450	*21%*
London	1,093	299	1,559	2,951	*53%*
North East	310	1	222	533	*42%*
North West	2,150	92	560	2,802	*20%*
South East	3,582	631	912	5,125	*18%*
South West	1,262	296	300	1,858	*16%*
West Midlands	975	23	322	1,320	*24%*
Yorkshire and The Humber	417	49	493	959	*51%*
England sub-total	15,194	1,848	5,254	22,296	*24%*
Wales	227	44	254	525	*48%*
Scotland	513	327	870	1,710	*51%*
Northern Ireland	177	19	139	335	*41%*
United Kingdom	16,111	2,238	6,517	24,866	*26%*

Source: National Statistics, Crown copyright

Regional variations in entry qualifications and participation at age 16 and 17

168 First, Table 20 reports the attainment of qualifications at age 16.

Table 20
Percentage of pupils achieving 5 or more grades A*-C GCSE or equivalent qualifications 2007/08

	Percentage
East	*64.7*
East Midlands	*63.0*
London	*65.0*
North East	*66.4*
North West	*65.4*
South East	*66.0*
South West	*63.5*
West Midlands	*64.1*
Yorkshire and The Humber	*62.1*
England sub-total	*65.3*
Northern Ireland	*68.1*
Scotland	*58.2*
Wales	*58.0*
United Kingdom (estimated)	*63.7*

Source: National Statistics, Crown copyright

169 There is little clear correlation here with the other contextual statistics referenced earlier in this section, although it is noticeable that areas to the south and east of the UK generally show slightly higher levels of attainment.

170 Secondly, Table 21 shows the extent to which young people aged 16 and 17 engage in education and training.

Table 21
16- and 17-year-olds participating in post-compulsory education and government-supported training, 2006/07

	Percentage	
	16-year-olds in full-time education or training	*17-year-olds in full-time education or training*
East	*84*	*72*
East Midlands	*80*	*69*
London	*90*	*81*
North East	*84*	*71*
North West	*83*	*72*
South East	*85*	*74*
South West	*83*	*71*
West Midlands	*83*	*71*
Yorkshire and The Humber	*80*	*68*
England sub-total	*84*	*72*
Northern Ireland	*95*	*89*
Scotland	*79*	*45*[25]
Wales	*81*	*67*
United Kingdom	*83*	*70*

25 Excludes 12 per cent of the age group engaged in higher education study.

Source: National Statistics, Crown copyright

171 Here we see a clear differentiation between the north and west of the UK on the one hand and the south and east on the other. Northern Ireland is clearly an exception to this generalisation.

Higher education institutions and their provision

172 The 165 higher education institutions of the UK and their students are divided between the countries and regions of the UK as follows.

Table 22
Numbers of higher education institutions and student enrolments by area, 2008/09

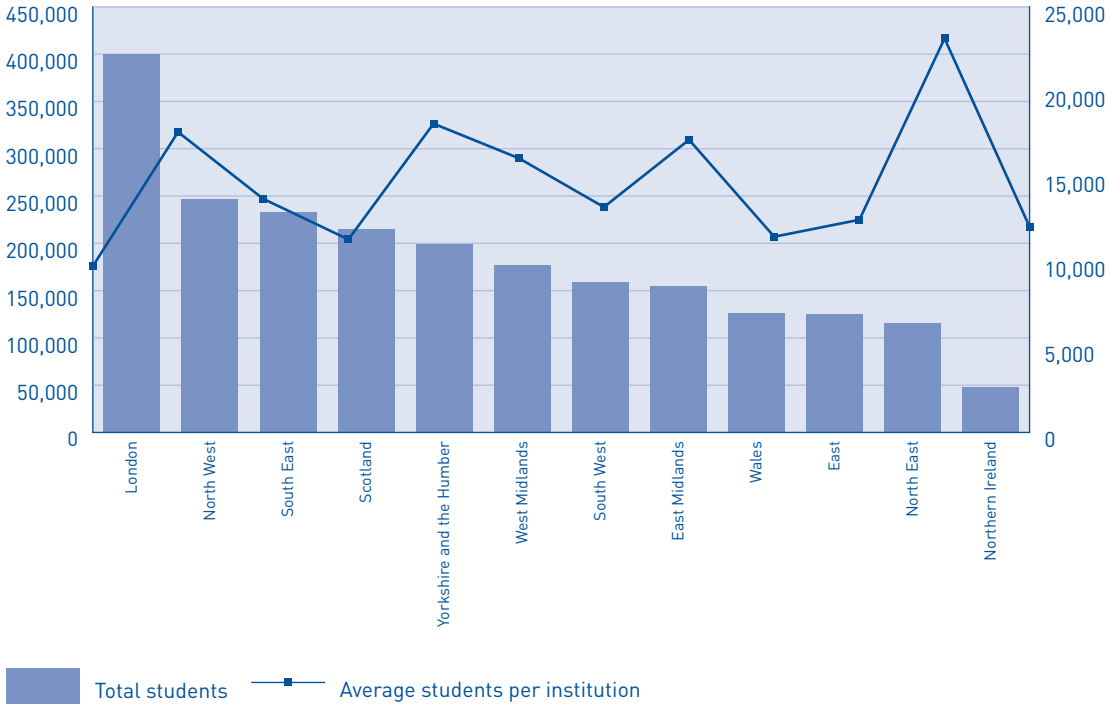
Geographical area	Number of institutions	Number of students	Average students per institution	*Percentage students*	*Percentage institutions*
East	10	124,945	12,495	*6%*	*6%*
East Midlands	9	154,755	17,195	*7%*	*5%*
London	40	396,205	9,905	*18%*	*24%*
North East	5	115,715	23,145	*5%*	*3%*
North West	14	247,090	17,650	*11%*	*9%*
Northern Ireland	4	48,240	12,060	*2%*	*2%*
Scotland	19	215,495	11,340	*10%*	*12%*
South East	17	233,310	13,725	*11%*	*10%*
South West	12	158,895	13,240	*7%*	*7%*
Wales	11	126,475	11,500	*6%*	*7%*
West Midlands	12	181,545	16,505	*8%*	*7%*
Yorkshire and The Humber	11	199,550	18,140	*9%*	*7%*
All areas	164	2,202,215	13,510	*100%*	*100%*
The Open University	1	193,835	193,835		
Total UK	165	2,396,050	14,610		

Source: National Statistics, Crown copyright

173 These figures are disaggregated by individual institution in Appendix 7.

174 In graphical terms, the student population of each area is shown in the following chart, together with the number of students per institution:

Chart 5
Total student enrolments by area, and average enrolments per institution, 2008/09



175 While there is a wide variation in the numbers of students enrolled in each country/region of the UK, there is no clear relationship between the absolute numbers and the number of institutions, the latter perhaps reflecting the particular requirements of each region, in terms of its population and geography.

176 The relationship between these factors can be seen in Table 23:

Table 23
Relationship between geography, population and higher education provision

	Percentage of higher education student population	*Percentage of UK population*	*Percentage higher education institutions*	*Percentage of geographical area*
East	*6%*	*9%*	*6%*	*8%*
East Midlands	*7%*	*7%*	*5%*	*6%*
London	*18%*	*12%*	*24%*	*1%*
North East	*5%*	*4%*	*3%*	*4%*
North West	*11%*	*11%*	*9%*	*6%*
South East	*11%*	*14%*	*10%*	*8%*
South West	*7%*	*9%*	*7%*	*10%*
West Midlands	*8%*	*9%*	*7%*	*5%*
Yorkshire and The Humber	*9%*	*9%*	*7%*	*6%*
England sub-total	*82%*	*84%*	*79%*	*54%*
Northern Ireland	*2%*	*3%*	*2%*	*9%*
Scotland	*10%*	*8%*	*12%*	*32%*
Wales	*6%*	*5%*	*7%*	*6%*
All areas	*100%*	*100%*	*100%*	*100%*

177 In general there is a close correlation between the overall population and the student population of the regions, exceptions being easily explicable: for example, there is an apparent under-provision in the East and South East, which is balanced by the extensive provision in London. This issue will be considered later in this report.

178 Table 24 takes the overall student numbers by region and disaggregates them by level and mode of study.

Table 24
Students by country/region, level and mode, 2008/09

Undergraduates	Full-time undergraduate	of which			Part-time undergraduate	of which		
Region of institution		First degree	Other under-graduate	*Percentage*		First degree	Other under-graduate	*Percentage*
East	**69,100**	58,900	10,200	*5%*	**25,725**	5,185	20,540	*4%*
East Midlands	**100,495**	90,425	10,070	*8%*	**19,725**	7,115	12,610	*3%*
London	**204,640**	179,385	25,255	*16%*	**75,155**	28,195	46,960	*13%*
North East	**59,665**	53,905	5,760	*5%*	**31,765**	6,725	25,035	*5%*
North West	**144,725**	131,195	13,525	*11%*	**46,015**	11,855	34,160	*8%*
South East	**143,810**	131,485	12,325	*11%*	**37,125**	7,825	29,300	*6%*
South West	**99,985**	86,935	13,050	*8%*	**24,160**	6,825	17,335	*4%*
West Midlands	**99,725**	88,105	11,620	*8%*	**39,575**	8,855	30,715	*7%*
Yorkshire and The Humber	**122,570**	113,135	9,435	*10%*	**32,765**	8,795	23,970	*6%*
England sub-total	**1,044,720**	933,465	111,255	*82%*	**332,010**	91,375	240,625	*57%*
Wales	**68,445**	64,285	4,160	*5%*	**32,465**	4,250	28,215	*6%*
Scotland	**129,065**	119,315	9,750	*10%*	**34,775**	10,640	24,135	*6%*
Northern Ireland	**29,800**	29,485	320	*2%*	**8,160**	2,845	5,315	*1%*
The Open University	**10**	0	10	*0%*	**179,800**	96,075	83,725	*31%*
All students	**1,272,030**	1,146,550	125,480	*100%*	**587,205**	205,195	382,010	*100%*

Postgraduates	Full-time postgraduate	of which			Part-time postgraduate	of which		
		Higher degree (research)	Higher degree (taught)	*Percentage*		Higher degree (research)	Higher degree (taught)	*Percentage*
East	**18,980**	6,750	10,665	*7%*	**11,140**	1,995	6,325	*4%*
East Midlands	**16,150**	4,465	10,015	*6%*	**18,385**	1,645	10,260	*7%*
London	**63,190**	11,635	44,710	*24%*	**53,220**	6,675	31,940	*20%*
North East	**13,850**	3,000	9,050	*5%*	**10,435**	1,330	6,125	*4%*
North West	**22,840**	5,990	11,965	*9%*	**33,510**	2,390	12,115	*12%*
South East	**28,290**	9,185	15,195	*11%*	**24,085**	2,750	12,670	*9%*
South West	**15,185**	4,115	8,075	*6%*	**19,565**	2,170	9,865	*7%*
West Midlands	**19,610**	3,625	13,530	*7%*	**22,640**	1,815	12,990	*8%*
Yorkshire and The Humber	**24,455**	5,455	15,700	*9%*	**19,760**	2,060	10,735	*7%*
England sub-total	**222,955**	54,630	138,900	*83%*	**226,360**	23,335	120,260	*84%*
Wales	**12,545**	2,895	7,295	*5%*	**13,020**	1,340	8,170	*5%*
Scotland	**27,755**	7,595	15,325	*10%*	**23,900**	2,250	11,730	*9%*
Northern Ireland	**4,745**	1,640	2,145	*2%*	**5,535**	505	2,565	*2%*
The Open University	**410**	410	0	*0%*	**13,615**	495	7,235	*5%*
All students	**268,000**	66,755	163,665	*100%*	**268,815**	27,435	142,725	*100%*

179 The figures show some marked variations in the nature of the provision across different areas of the UK. Particularly noticeable are:

a. the very high percentage of postgraduates in London institutions (24 per cent of full-time postgraduates compared with 16 per cent of full-time undergraduates);

b. the comparatively low percentage of part-time undergraduates in institutions in the East Midlands;

c. a lower percentage of full-time than part-time postgraduates in the North West;

180 There is a high percentage of postgraduates in Scotland (although it should be borne in mind that a significant proportion of Scotland's undergraduate provision is made within further education colleges).

181 Table 25 looks at the differential enrolments of full-time students from the UK, other countries of the EU and from countries outside the EU.

Table 25
Percentages of full-time students by domicile, level and region of study, 2008/09

	Undergraduate			*Postgraduate*		
	UK domicile	*Other European Union domicile*	*Non-European Union domicile*	*UK domicile*	*Other European Union domicile*	*Non-European Union domicile*
North East	*5%*	*3%*	*6%*	*5%*	*3%*	*6%*
North West	*12%*	*8%*	*10%*	*10%*	*6%*	*7%*
Yorkshire and The Humber	*10%*	*6%*	*7%*	*9%*	*6%*	*10%*
East Midlands	*8%*	*5%*	*7%*	*6%*	*5%*	*7%*
West Midlands	*8%*	*7%*	*8%*	*6%*	*6%*	*9%*
East of England	*5%*	*7%*	*7%*	*6%*	*10%*	*8%*
London	*15%*	*23%*	*25%*	*22%*	*31%*	*23%*
South East	*11%*	*15%*	*11%*	*11%*	*12%*	*10%*
South West	*8%*	*6%*	*6%*	*7%*	*5%*	*4%*
England total	*82%*	*80%*	*86%*	*82%*	*84%*	*84%*
Wales	*5%*	*4%*	*5%*	*5%*	*3%*	*5%*
Scotland	*10%*	*15%*	*8%*	*10%*	*10%*	*11%*
Northern Ireland	*3%*	*2%*	*0%*	*3%*	*2%*	*1%*

182 Again, we see marked differences in the extent to which students from outside the UK enrol in institutions in different areas. Students from outside the UK are particularly prominent in London, and this is especially true of postgraduate students from other countries of the EU, almost one-third of whom are attending London institutions. The North East, North West and East Midlands show notably higher levels of enrolment from outside the EU than from within it, although the opposite is the case in Scotland and the South East. These figures are, however, influenced by a small number of individual institutions.

Widening participation

183 In Section B, we looked at two measures of participation in higher education, based on socio-economic classification and prior schooling. We now consider each of these in terms of the provision of higher education by country and region of the UK.

184 Table 26 shows the percentage of full-time young first degree students from national statistics socio-economic classes 4-7: the caveats in section B about this indicator and the limited population for which data is available should be noted again.

Table 26
Percentage of young full-time first degree students from national statistics socio-economic classes 4-7, by country/region of institution, 2008/09

	Percentage from NS-SEC classes 4-7
East	*32.8%*
East Midlands	*31.3%*
London	*37.4%*
North East	*29.9%*
North West	*35.0%*
South East	*29.8%*
South West	*28.1%*
West Midlands	*34.9%*
Yorkshire and The Humber	*32.3%*
England sub-total	*32.4%*
Northern Ireland	*41.8%*
Scotland	*28.1%*
Wales	*32.5%*
Total	*32.3%*

185 English and Welsh institutions show approximately one-third of students coming from national statistics socio-economic classes 4-7. Scotland shows a lower proportion, and Northern Ireland a markedly higher proportion. In England, London institutions attract a higher proportion from these classes than do other regions.

Table 27
Percentage of young full-time undergraduates from state schools, by country/region of institution, 2008/09

	Percentage from state schools
East	*88.6%*
East Midlands	*88.2%*
London	*88.5%*
North East	*80.0%*
North West	*91.8%*
South East	*87.0%*
South West	*83.9%*
West Midlands	*90.3%*
Yorkshire and The Humber	*89.0%*
England sub-total	*88.0%*
Northern Ireland	*99.5%*
Scotland	*86.6%*
Wales	*93.2%*
UK total	*88.5%*

186 In Table 27 Wales, the North-West and the West Midlands show high percentages of entrants from state schools, along with Northern Ireland. Institutions in the North-East show the lowest percentage of state school entrants, although this figure is influenced by two institutions.

Income of higher education institutions

187 Table 28 shows the total income of higher education institutions by country/region (excluding the Open University) in 2008/09, set alongside the percentage student population as given in Table 22 above.

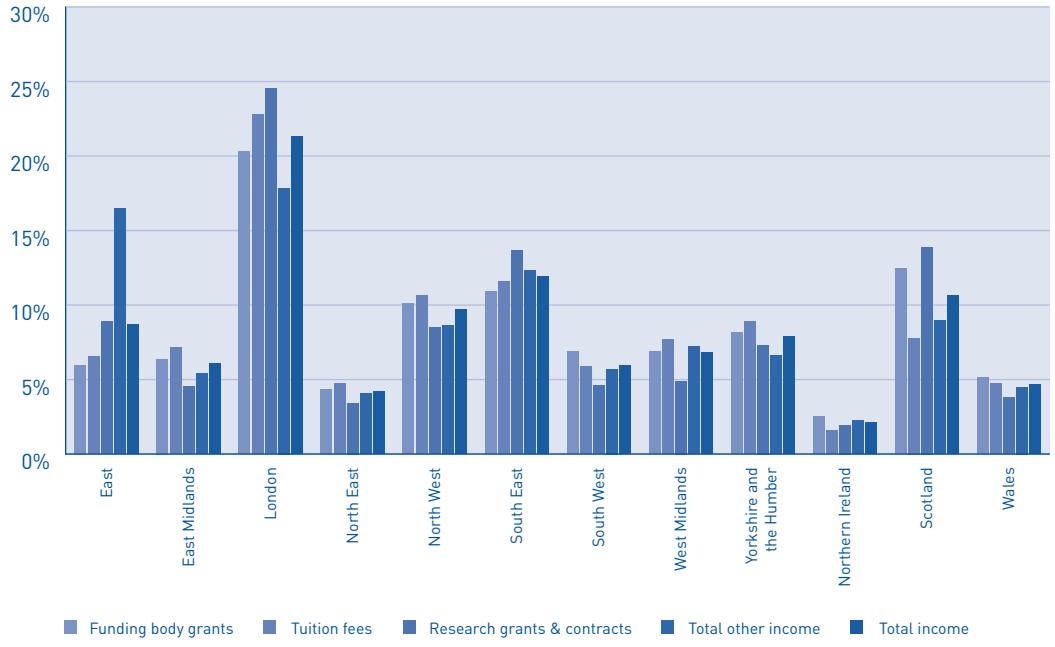
Table 28
Total higher education institution income (£000) and percentages, by country/region, 2008/09

	Total income	*Percentage of UK total*	*Percentage of higher education student population*
East	2,162,820	*9%*	*6%*
East Midlands	1,512,619	*6%*	*7%*
London	5,315,430	*21%*	*18%*
North East	1,050,767	*4%*	*5%*
North West	2,426,327	*10%*	*11%*
South East	2,977,218	*12%*	*11%*
South West	1,487,428	*6%*	*7%*
West Midlands	1,702,858	*7%*	*8%*
Yorkshire and The Humber	1,970,771	*8%*	*9%*
England sub-total	20,606,238	*83%*	*82%*
Northern Ireland	523,143	*2%*	*2%*
Scotland	2,663,203	*11%*	*10%*
Wales	1,159,683	*5%*	*6%*
UK excluding the Open University	24,952,267	*100%*	*100%*

188 We see here a close correlation between the income of institutions and the student populations of the various countries and regions of the UK, with the exception of London and the East of England, both of which show a markedly higher level of income.

189 For comparison with this overall analysis, the breakdown of income between the major sources is illustrated in the following chart, which shows the percentage of the national higher education income achieved in each country/region.

Chart 6
Higher education institution income from major sources as a percentage of the national total, by country/region, 2008/09



26 Note that the figure for 'other income' in the East of England is skewed by one atypical institution.

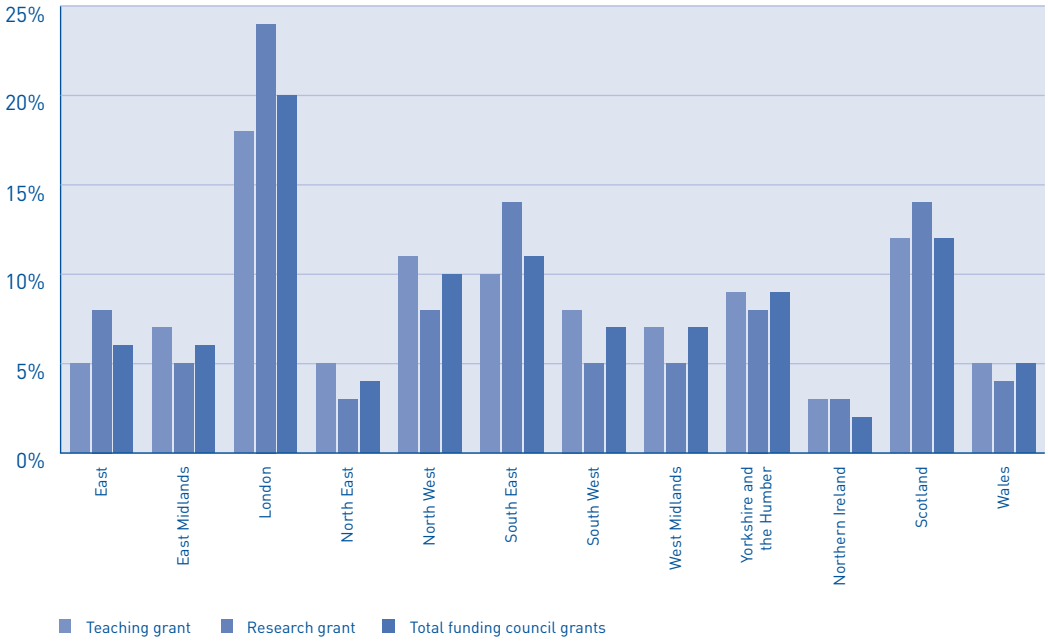
190 We see here a marked difference between areas of the UK in the balance of their income sources.[26] For example:

a. institutions based in London, the South-East and Scotland achieve a higher proportion of the national income from research grants and contracts than their share of the overall income;

b. institutions based in Wales, Scotland, Northern Ireland, Yorkshire and The Humber, the South West, North West and East Midlands receive a higher proportion of funding council income than their share of the overall income.

191 The income from the funding councils is further disaggregated between teaching and research in the following chart.

Chart 7
Percentage of total income derived from funding council grants for teaching and research, by country/region of the UK, 2008/09



192 Here again we see a marked difference between the regions and countries of the UK, with some (East, London, South-East and Scotland) showing achievement of high levels of research income while those in the North, West and East and West Midlands are more dependent on grants for teaching.

Interactions with business

193 We now consider two aspects of the relationship between higher education institutions and business and the community. Tables 29 and 30 are drawn from the higher education business and community interaction survey for 2008/09.[27]

27 Data for five Scottish institutions is unavailable for this analysis, and data for the Open University has been suppressed since it cannot be assigned to a specific region.

Table 29
Value of consultancy contracts awarded (£000 and per cent), 2008/09

	Value (£000)	*Percentage of total*
East	38,747	*12%*
East Midlands	9,091	*3%*
London	55,379	*17%*
North East	19,291	*6%*
North West	41,971	*13%*
South East	42,806	*13%*
South West	18,801	*6%*
West Midlands	31,332	*9%*
Yorkshire and The Humber	19,522	*6%*
England sub-total	276,940	*83%*
Northern Ireland	4,107	*1%*
Scotland	39,470	*12%*
Wales	10,812	*3%*
Total	331,688	*100%*

194 London, the South East, the North West and Scotland show high levels of income from consultancy contracts, as does the East of England, with a markedly higher market share than of total income. The East Midlands and Wales show lower levels of income from consultancies than of overall income.

Table 30
Provision and income (£000) for continuing professional development and continuing education courses, 2008/09

Region	Total learner days delivered	*Percentage*	Total revenue (£000)	*Percentage*
East	435,980	*11%*	59,792	*11%*
East Midlands	435,696	*11%*	29,424	*5%*
London	602,995	*15%*	113,231	*20%*
North East	101,095	*3%*	18,703	*3%*
North West	300,688	*8%*	62,207	*11%*
South East	549,946	*14%*	73,185	*13%*
South West	120,549	*3%*	20,685	*4%*
West Midlands	232,321	*6%*	27,247	*5%*
Yorkshire and The Humber	280,207	*7%*	36,194	*6%*
England sub-total	3,059,477	*77%*	440,668	*79%*
Northern Ireland	58,168	*1%*	6,744	*1%*
Scotland	472,973	*12%*	50,802	*9%*
Wales	312,747	*8%*	36,579	*7%*
Grand Total[28]	3,986,426	*100%*	558,771	*100%*

28 Including The Open University

195 High levels of delivery of courses of professional and personal training are shown in London, the South East, the East, the East Midlands and Scotland: there are however markedly different rates of conversion of days of provision into income. Welsh institutions achieve a high rate of delivery and income, as compared with overall income.

Student mobility

196 Finally, we consider student mobility within and between the countries and regions of the United Kingdom. There are three aspects to this:

a. the movement of students between the countries of the UK and the regions of England from their homes to their place of study;

b. the actual distances which students travel in order to undertake their studies – or to put the same issue into another perspective, the distances from which individual higher education institutions recruit their students;

c. the movement of students from their original home and from their place of study to their eventual place of employment.

197 We shall look here at the movement of students from their domicile – their home before commencing their studies – to their place of study. This analysis is limited to full-time students, and concentrates on undergraduates, since the place of domicile for people entering postgraduate courses is often recorded as the location of the institution in which they completed their first degree.

198 Table 31 summarises the cross border flows of full-time undergraduates between the four countries of the UK.[29]

29 In this and the following tables and charts, students of unknown domicile are excluded. Tables may not therefore sum to 100 per cent.

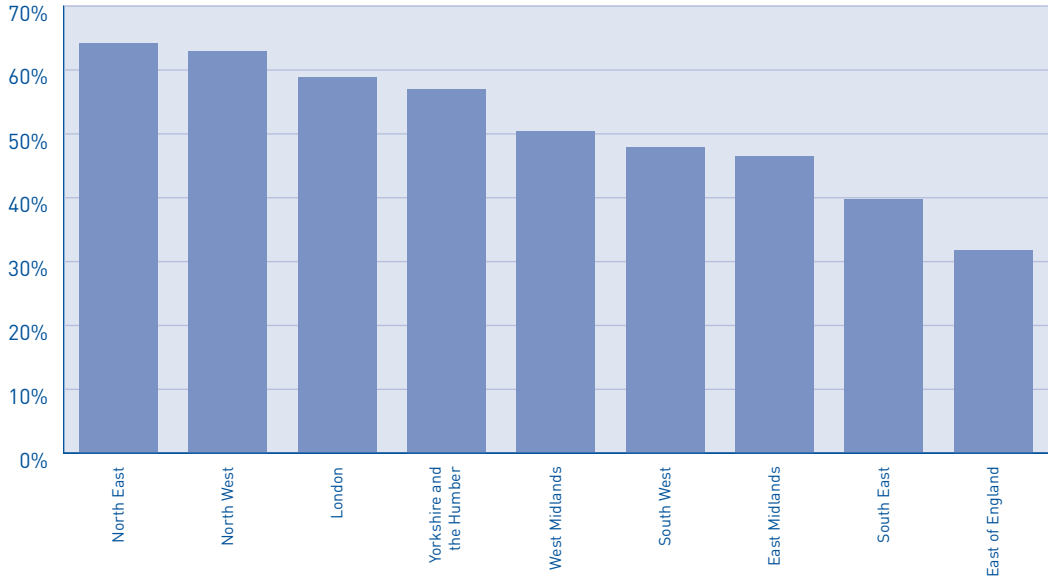
Table 31
Cross border flows of full-time undergraduates between the countries of the UK, 2008/09

	Country of institution			
Country of domicile	England	Wales	Scotland	Northern Ireland
England	**879,675**	24,710	14,535	340
Wales	16,110	**35,640**	400	15
Scotland	5,245	155	**92,705**	40
Northern Ireland	8,200	300	4,115	**27,735**
England	***95.7%***	*2.7%*	*1.6%*	*0.0%*
Wales	*30.9%*	***68.3%***	*0.8%*	*0.0%*
Scotland	*5.3%*	*0.2%*	***94.5%***	*0.0%*
Northern Ireland	*20.3%*	*0.7%*	*10.2%*	***68.7%***

199 More than 90 per cent of the full-time undergraduate students domiciled in England and Scotland remain within their country of domicile when studying at undergraduate level. However, approximately one-third of the students living in Wales and Northern Ireland study elsewhere: from Wales, the movement is almost solely to England; however, 10 per cent of students domiciled in Northern Ireland study in Scottish higher education institutions.

200 When we turn to the regions of England, as might be expected, we find a considerably greater element of mobility. The following chart shows the percentage of full-time undergraduates studying within their own region of domicile within England.

Chart 8
Percentage of full-time English undergraduates studying within their region of domicile, 2008/09



201 Only four regions make provision for more than 50 per cent of their residents, these being the North East, the North West, London and Yorkshire and The Humber. Other regions show an outflow of more than half of their residents to other regions, and this outflow is particularly marked from the South East and the East of England.

202 The figures in the above Table 31 are now disaggregated in the following Table 32 to show the movement of all full-time undergraduates between the countries and regions of the UK.

Table 32
Cross-border flows of full-time undergraduates between all countries and regions of the UK, 2008/09

	Region of institution												
Region of domicile	**North East**	**North West**	**Yorkshire and The Humber**	**East Midlands**	**West Midlands**	**East of England**	**London**	**South East**	**South West**	**England sub-total**	**Wales**	**Scotland**	**Northern Ireland**
Numbers													
North East	**24,805**	2,500	5,220	1,095	600	430	995	700	410	36,750	200	1,635	25
North West	4,575	**75,305**	17,250	4,330	4,515	1,255	3,180	2,420	1,980	114,820	2,245	2,435	55
Yorkshire and The Humber	6,840	8,885	**44,710**	6,430	2,495	1,190	2,355	1,715	1,260	75,880	795	1,645	35
East Midlands	2,345	5,410	12,280	**34,420**	6,170	2,440	3,060	3,250	2,525	71,905	1,115	900	15
West Midlands	1,305	8,160	6,565	10,250	**47,385**	1,440	3,695	4,345	5,585	88,735	4,515	810	30
East of England	2,405	3,740	7,475	10,760	5,265	**30,015**	12,940	13,000	5,785	91,390	1,560	1,295	30
London	2,180	4,955	5,900	8,240	6,050	12,040	**104,355**	22,840	7,305	173,875	1,465	2,020	60
South East	3,190	5,275	6,845	9,845	7,500	6,295	24,310	**59,115**	19,180	141,560	5,015	2,320	60
South West	1,365	3,125	2,945	3,155	4,765	1,735	5,995	12,890	**41,255**	77,225	7,570	1,190	25
England sub-total	49,170	120,995	109,690	88,940	84,995	57,245	162,385	120,680	85,570	**879,675**	24,710	14,535	340
Wales	420	3,950	1,325	1,070	1,665	430	1,685	1,975	3,595	16,110	**35,640**	400	15
Scotland	960	990	525	245	265	385	830	630	400	5,245	155	**92,705**	40
Northern Ireland	1,670	3,410	570	340	305	375	590	505	440	8,200	300	4,115	**27,735**

	Region of institution												
Region of domicile	**North East**	**North West**	**Yorkshire and The Humber**	**East Midlands**	**West Midlands**	**East of England**	**London**	**South East**	**South West**	**England sub-total**	**Wales**	**Scotland**	**Northern Ireland**
Percentages													
North East	***64%***	*6%*	*14%*	*3%*	*2%*	*1%*	*3%*	*2%*	*1%*	*95%*	*1%*	*4%*	*0%*
North West	*4%*	***63%***	*14%*	*4%*	*4%*	*1%*	*3%*	*2%*	*2%*	*96%*	*2%*	*2%*	*0%*
Yorkshire and The Humber	*9%*	*11%*	***57%***	*8%*	*3%*	*2%*	*3%*	*2%*	*2%*	*97%*	*1%*	*2%*	*0%*
East Midlands	*3%*	*7%*	*17%*	***47%***	*8%*	*3%*	*4%*	*4%*	*3%*	*97%*	*2%*	*1%*	*0%*
West Midlands	*1%*	*9%*	*7%*	*11%*	***50%***	*2%*	*4%*	*5%*	*6%*	*94%*	*5%*	*1%*	*0%*
East of England	*3%*	*4%*	*8%*	*11%*	*6%*	***32%***	*14%*	*14%*	*6%*	*97%*	*2%*	*1%*	*0%*
London	*1%*	*3%*	*3%*	*5%*	*3%*	*7%*	***59%***	*13%*	*4%*	*98%*	*1%*	*1%*	*0%*
South East	*2%*	*4%*	*5%*	*7%*	*5%*	*4%*	*16%*	***40%***	*13%*	*95%*	*3%*	*2%*	*0%*
South West	*2%*	*4%*	*3%*	*4%*	*6%*	*2%*	*7%*	*15%*	***48%***	*90%*	*9%*	*1%*	*0%*
England sub-total	*5%*	*13%*	*12%*	*10%*	*9%*	*6%*	*18%*	*13%*	*9%*	***96%***	*3%*	*2%*	*0%*
Wales	*1%*	*8%*	*3%*	*2%*	*3%*	*1%*	*3%*	*4%*	*7%*	*31%*	***68%***	*1%*	*0%*
Scotland	*1%*	*1%*	*1%*	*0%*	*0%*	*0%*	*1%*	*1%*	*0%*	*5%*	*0%*	***94%***	*0%*
Northern Ireland	*4%*	*8%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*1%*	*20%*	*1%*	*10%*	***69%***

203 The more detailed analysis indicates that the East, South East and London regions show high degrees of reciprocal mobility, but in particular that London is the magnet, attracting students from immediately adjacent regions.

204 In contrast, regions in the north of England tend to retain a high proportion of their residents, and, as Table 32 shows, movement out of each region is limited largely to contiguous regions.

205 Analysing the movement of postgraduate students is more difficult, and we shall not attempt a similar detailed analysis, since the place of domicile before entering the postgraduate course may, quite reasonably, be either the student's home address, or the address of the university at which he or she completed a first degree.

206 Subject to this caveat, Table 33 shows the extent to which full-time postgraduate students remain in their region of domicile.

Table 33
Percentage of full-time postgraduate students enrolled at institutions in their region of domicile, 2008/09

Region of domicile	*Percentage*
North East	*72%*
North West	*67%*
Yorkshire and The Humber	*63%*
East Midlands	*47%*
West Midlands	*54%*
East of England	*37%*
London	*72%*
South East	*45%*
South West	*55%*
England sub-total	*96%*
Wales	*67%*
Scotland	*87%*
Northern Ireland	*73%*

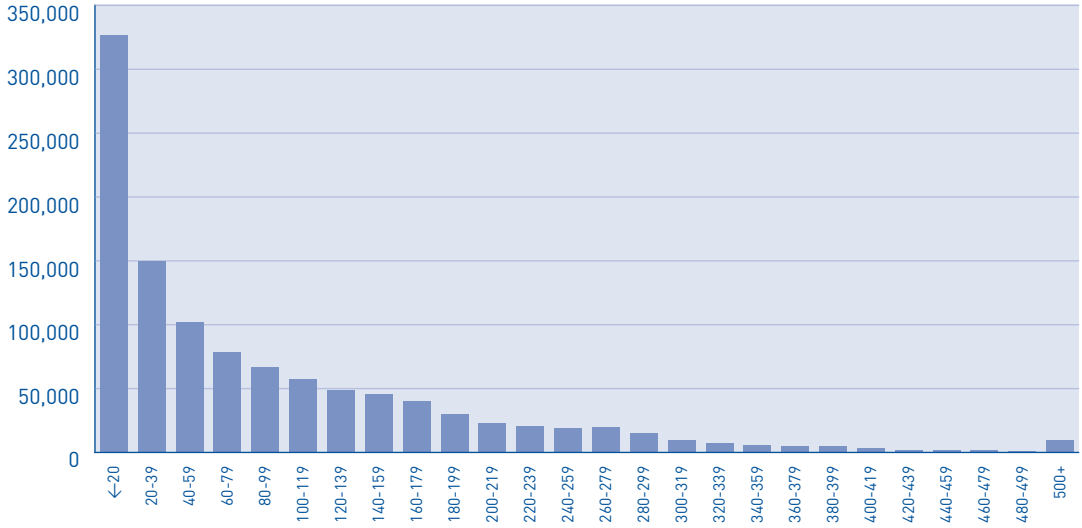
207 Among postgraduates in England, a higher percentage of students remain in their previous region of domicile, which may include their previous higher education institution. Once again, students in the north tend to remain there for their postgraduate studies; once again we see a high degree of mobility among students in the East and South East. There is a notably lower proportion of Scottish students remaining at Scottish institutions for postgraduate study than is the case at undergraduate level.

Distance travelled from home to place of study – full-time undergraduates

208 Another aspect of the mobility of students is the distance that full-time students travel from their home to their place of study. The following chart plots the distances travelled by full-time UK-domiciled students from home to their place of study in 2008/09, expressed as numbers of students.[30]

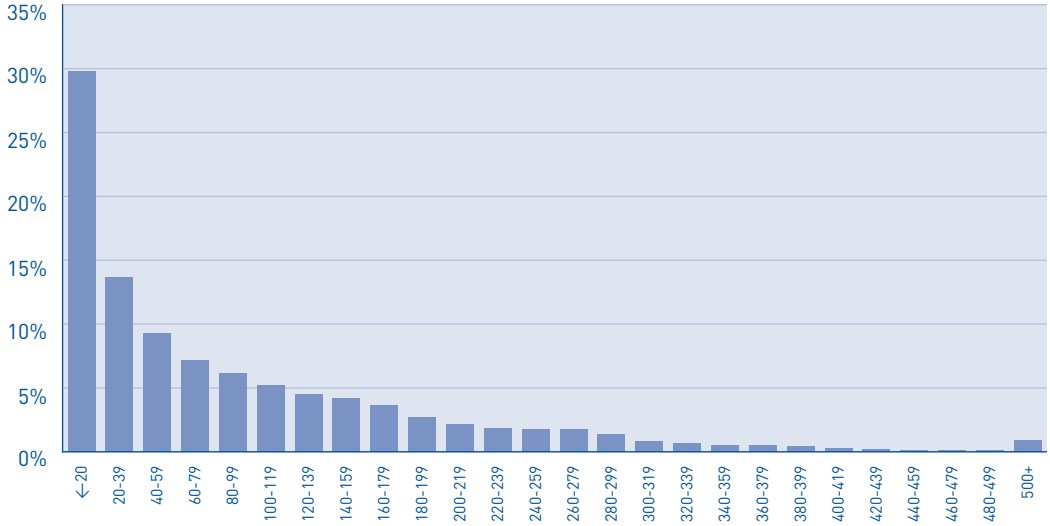
30 The place of study for the purposes of this analysis is the actual campus at which the student is enrolled, if different from the central location of the institution.

Chart 9
Full-time undergraduate students: distances travelled (kms) from home to place of study: all institutions and all UK domiciles, student numbers, 2008/09



209 These figures are expressed as percentages in the following chart.

Chart 10
Full-time undergraduate students: distances travelled (kms) from home to place of study: all institutions and all UK domiciles, percentages, 2008/09



210 The figures in Chart 10 are summarised in Table 34.

Table 34
Full-time undergraduate student travel distances from home to place of study (kms, banded), 2008/09

	Percentage of students travelling (kilometre):
←20	*30%*
20-39	*14%*
40-99	*23%*
100-199	*20%*
200-299	*9%*
300-399	*3%*
400-499	*1%*
500+	*1%*

211 Almost a third of students travel less than 20 kms (12.4 miles) to their place of study – this can be regarded as 'local', while another 14 per cent travel between 20-39 kms (up to 24 miles). More than two-thirds travel less than 100 kms (62 miles) from home to their place of study.

212 There are two ways of disaggregating these figures regionally: we may consider the distances from which institutions in particular regions attract students; and we may also consider the other side of the coin – the distances that students from different parts of the UK need (or wish) to travel to their place of study.

213 Each of these approaches will be illustrated in the following paragraphs.

Distance travelled – the institutional perspective

214 Appendix 8 tabulates the distances travelled by students attending institutions in different parts of the UK, expressed as percentages of those travelling distances in 20 km bands.

215 From this information, we can derive the profiles of each region in terms of the distances from which it draws full-time undergraduates. These profiles are illustrated in the following charts.

Chart 11
Institutional profiles by region of distance travelled from home to place of study, (full-time undergraduates, 2008/09)

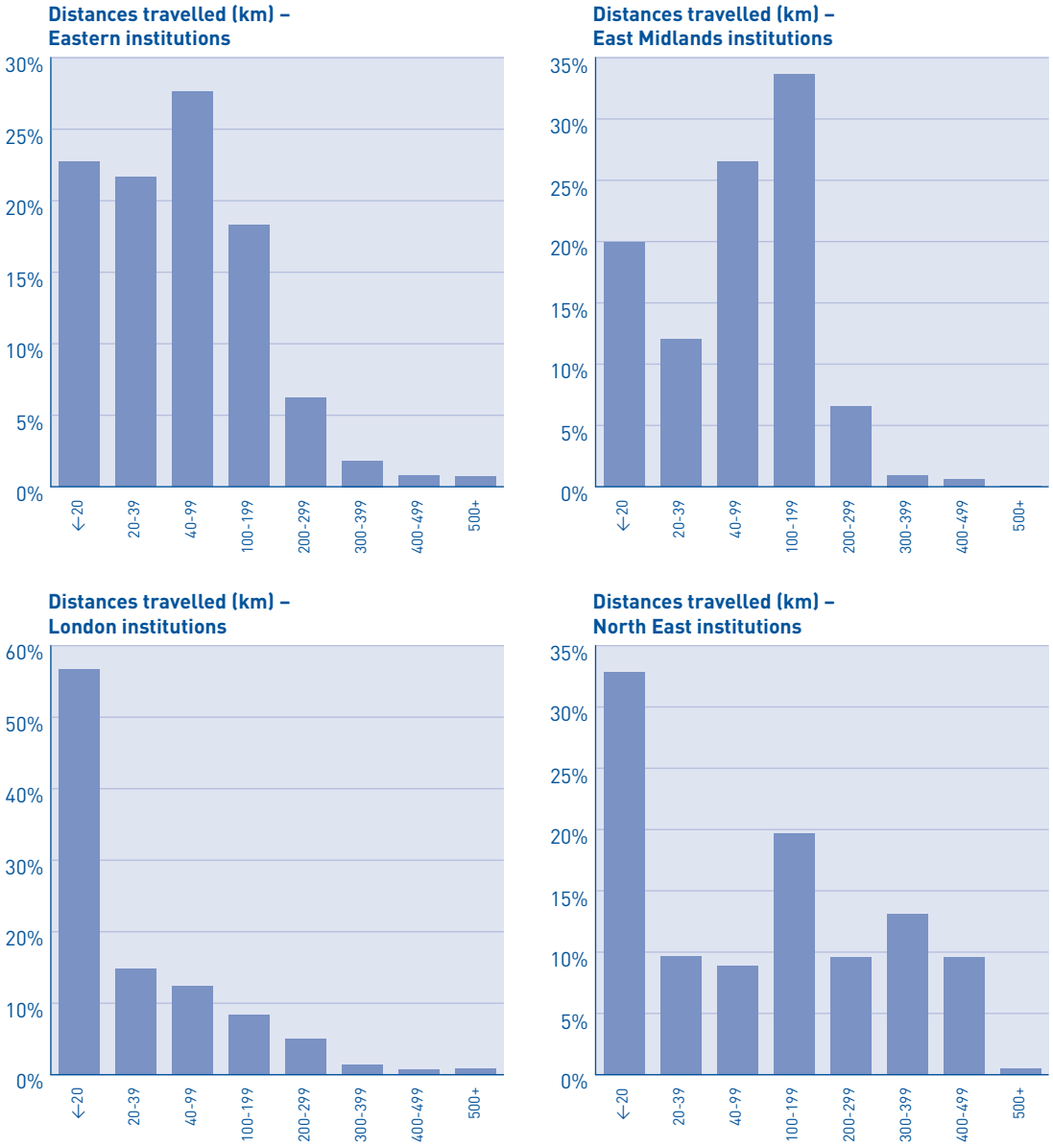
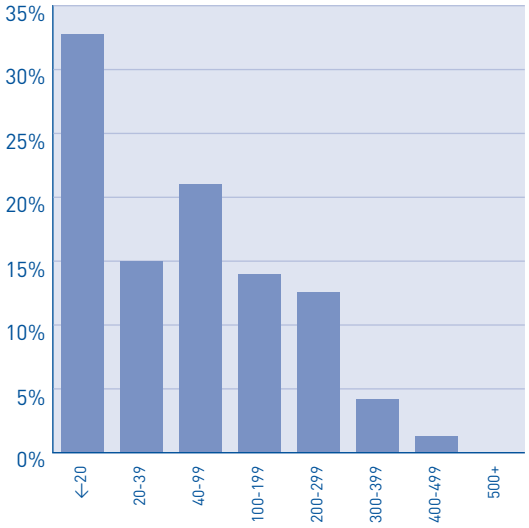
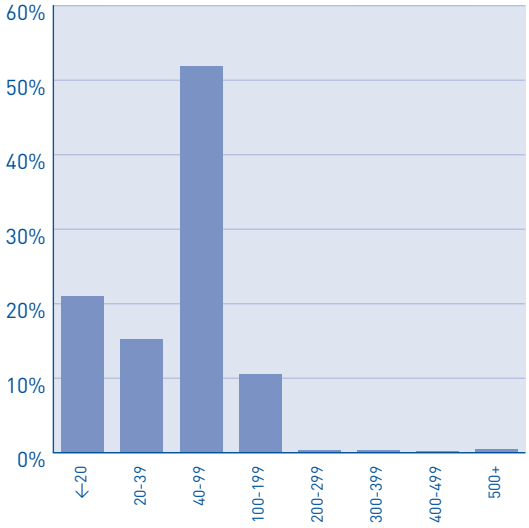


Chart 11 (cont'd)

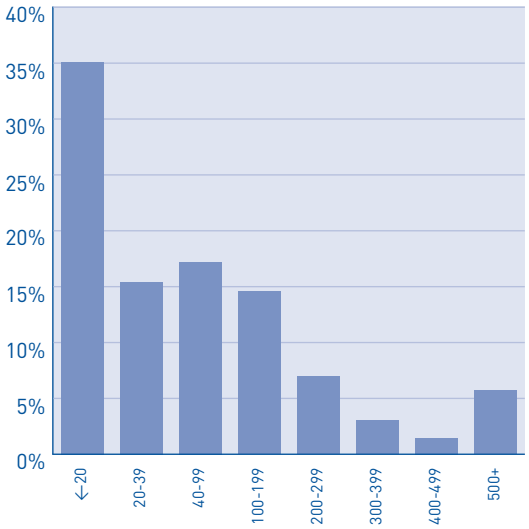
Distances travelled (km) – North West institutions



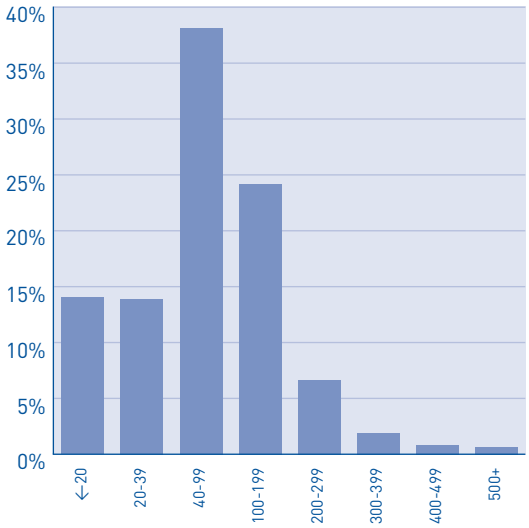
Distances travelled (km) – Northern Irish institutions



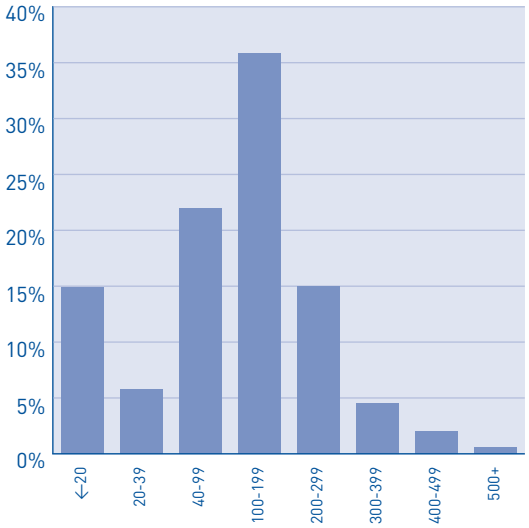
Distances travelled (km) – Scottish institutions



Distances travelled (km) – South East institutions



Distances travelled (km) – South West institutions



Distances travelled (km) – Welsh institutions

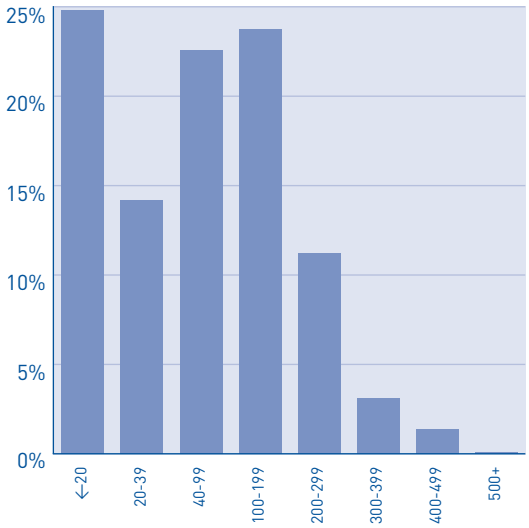
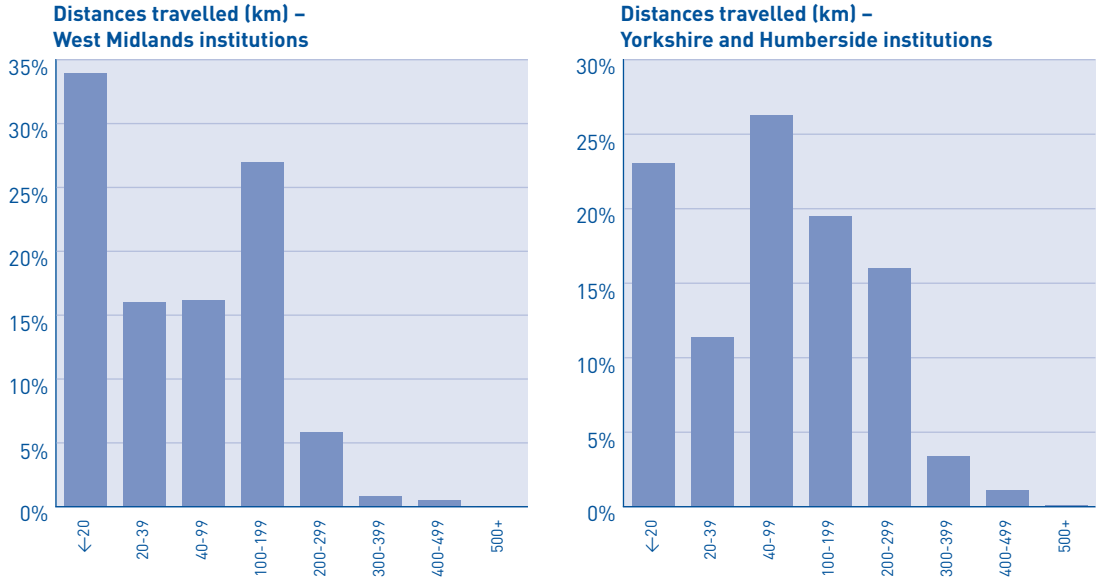


Chart 11 (cont'd)



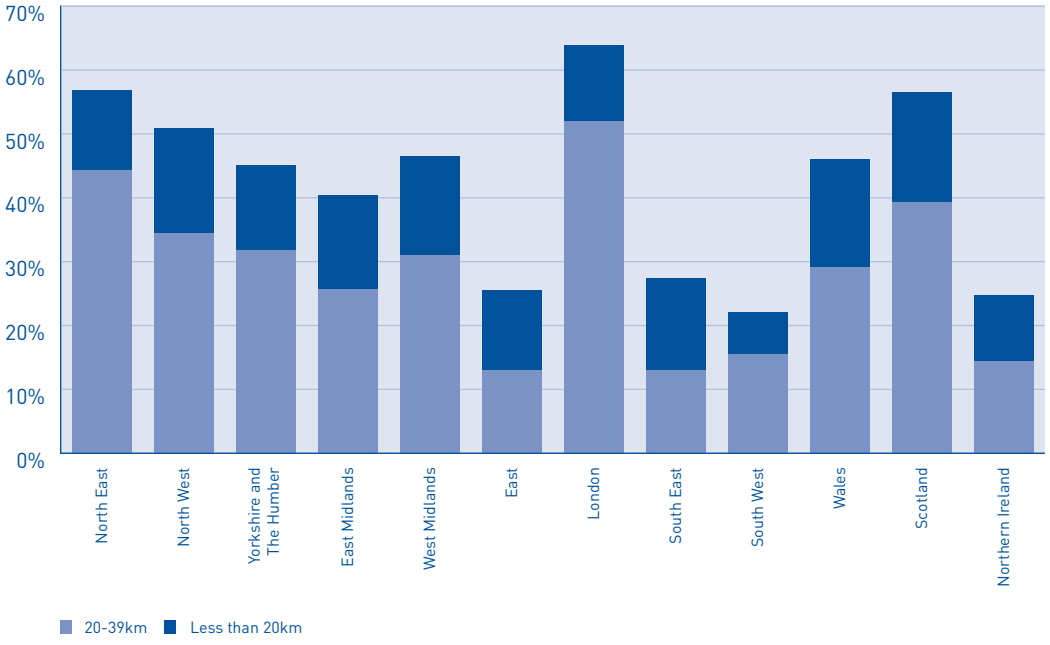
216 While London institutions attract more than 50 per cent of their students from the immediate vicinity (less than 20 kms), this is true of only 20 per cent of institutions in the East Midlands, and only 15 per cent in the South East and South West of England.

217 The previous paragraphs have looked at student mobility from the point of view of the institutions: we now consider the same data from the point of view of the individual student, and the distance which he or she travels from home in order to study.

Distance travelled – the student perspective

218 The following chart shows the percentage of students from each region who travel less than 20 kms and 20-39 kms from home to their place of study.

Chart 12
Percentages of full-time undergraduate students travelling less than 40 kms from home to study, 2008/09, by region



219 There are again very marked differences between the countries and regions of the UK. London is unusual in that more than 60 per cent of its residents travel less than 40 kms from home to their place of study, and indeed more than half travel less than 20 kms: high proportions travelling short distances are also noticeable in the North East and in Scotland, reflecting the distribution of institutions and population concentrations.

220 The full figures underlying the chart are shown in Appendix 9.

Movement into employment

221 Finally, we look at the mobility of students after graduation, and consider two perspectives:

a. the extent to which students remain in or return to their region of domicile after graduation;

b. the extent to which they remain in their region of study.

222 We begin by looking at the relationship between the students' region of domicile and the region in which they are employed.

Table 35
First degree graduates in employment by region of domicile and region of employment, 2007/08

	Region of employment												
Region of domicile	***England***	*North East*	*North West*	*Yorkshire and The Humber*	*East Midlands*	*West Midlands*	*East of England*	*London*	*South East*	*South West*	***Wales***	***Scotland***	***Northern Ireland***
English regions													
North East	97%	**74%**	4%	6%	1%	1%	1%	5%	1%	1%	0%	2%	0%
North West	98%	1%	**76%**	5%	2%	2%	1%	5%	2%	1%	1%	1%	0%
Yorkshire and The Humber	98%	3%	6%	**71%**	3%	2%	1%	6%	2%	1%	0%	1%	0%
East Midlands	98%	1%	5%	8%	**58%**	5%	4%	9%	4%	2%	1%	1%	0%
West Midlands	98%	1%	4%	3%	4%	**67%**	2%	7%	3%	4%	2%	1%	0%
East of England	99%	1%	2%	3%	3%	2%	**53%**	23%	7%	2%	1%	1%	0%
London	99%	0%	1%	1%	1%	1%	4%	**79%**	7%	1%	0%	0%	0%
South East	98%	0%	2%	2%	2%	2%	3%	21%	**59%**	5%	1%	1%	0%
South West	96%	0%	2%	1%	2%	2%	2%	12%	8%	**64%**	3%	1%	0%
Total England	**98%**	4%	13%	9%	6%	9%	8%	23%	15%	9%	1%	1%	0%
Wales	26%	0%	5%	1%	1%	2%	1%	5%	3%	5%	**73%**	0%	0%
Scotland	10%	1%	1%	1%	0%	0%	0%	3%	1%	1%	0%	**90%**	0%
Northern Ireland	13%	2%	3%	1%	0%	1%	1%	3%	1%	1%	0%	5%	**81%**

223 For comparison, Table 36 relates the region of institution of first degree graduates to their region of employment.

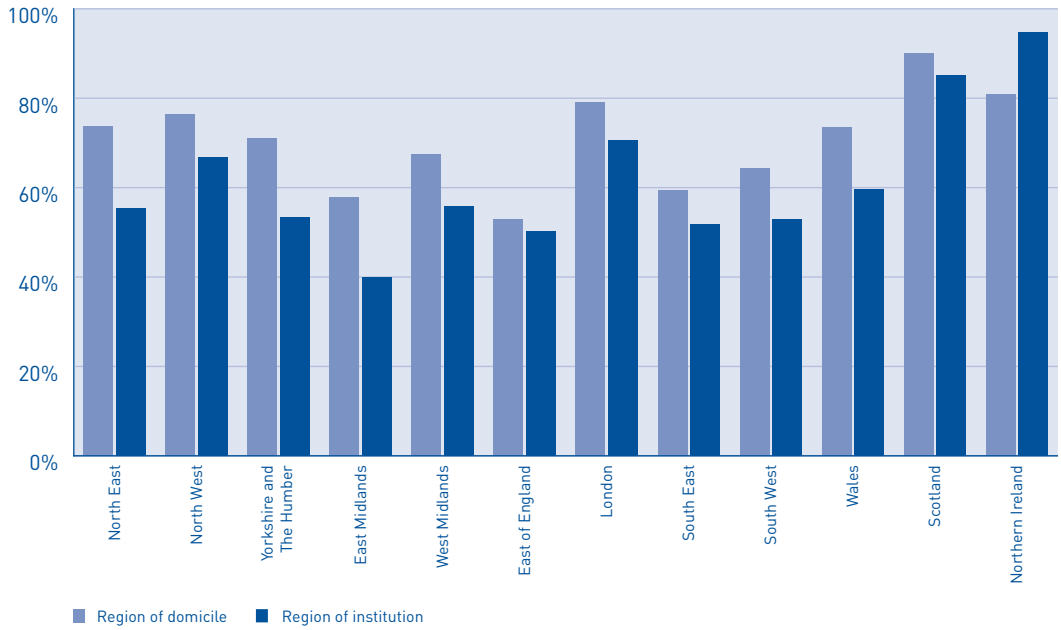
Table 36
First degree graduates in employment by region of institution and region of employment, 2007/08

	Region of employment												
Region of institution	***England***	*North East*	*North West*	*Yorkshire and The Humber*	*East Midlands*	*West Midlands*	*East*	*London*	*South East*	*South West*	***Wales***	***Scotland***	***Northern Ireland***
English regions													
North East	*97%*	***55%***	*6%*	*9%*	*2%*	*2%*	*2%*	*11%*	*4%*	*2%*	*0%*	*1%*	*1%*
North West	*96%*	*1%*	***67%***	*5%*	*3%*	*5%*	*2%*	*7%*	*3%*	*2%*	*2%*	*1%*	*1%*
Yorkshire and The Humber	*99%*	*3%*	*10%*	***53%***	*7%*	*4%*	*4%*	*10%*	*4%*	*2%*	*1%*	*0%*	*0%*
East Midlands	*98%*	*1%*	*4%*	*6%*	***40%***	*9%*	*9%*	*16%*	*9%*	*3%*	*1%*	*0%*	*0%*
West Midlands	*98%*	*0%*	*4%*	*2%*	*5%*	***56%***	*4%*	*10%*	*6%*	*4%*	*1%*	*0%*	*0%*
East	*99%*	*0%*	*1%*	*1%*	*3%*	*2%*	***50%***	*28%*	*9%*	*2%*	*1%*	*0%*	*0%*
London	*99%*	*0%*	*1%*	*1%*	*1%*	*1%*	*6%*	***71%***	*13%*	*2%*	*0%*	*0%*	*0%*
South East	*98%*	*0%*	*1%*	*1%*	*1%*	*2%*	*6%*	*23%*	***52%***	*8%*	*1%*	*0%*	*0%*
South West	*96%*	*0%*	*1%*	*1%*	*1%*	*4%*	*3%*	*16%*	*14%*	***53%***	*3%*	*1%*	*0%*
Total England	*97%*	*4%*	*13%*	*9%*	*6%*	*9%*	*8%*	*23%*	*14%*	*8%*	*1%*	*1%*	*0%*
Wales	*39%*	*0%*	*3%*	*1%*	*1%*	*6%*	*2%*	*6%*	*7%*	*12%*	***60%***	*0%*	*0%*
Scotland	*13%*	*1%*	*1%*	*1%*	*1%*	*0%*	*1%*	*5%*	*2%*	*1%*	*0%*	***85%***	*2%*
Northern Ireland	*4%*	*0%*	*1%*	*0%*	*0%*	*0%*	*0%*	*1%*	*1%*	*0%*	*0%*	*1%*	***95%***

224 These two tables present an interesting contrast, showing that there is a much stronger relationship between the region of domicile and the region of employment than between the region of institution and the region of employment – after completing their studies students tend to return to their home region.

225 The following chart maps these differences.

Chart 13
First degree graduates by region of employment, region of domicile and region of institution, 2007/08



226 Only in Northern Ireland is there a smaller proportion being employed in their region of domicile than in their region of institution. The North East and East Midlands show particularly large proportions returning to their home region, compared with those remaining in their institution's region. There is only a narrow margin of difference in London, but that is in the context of a very high level of local study, as we have seen.

Appendices

Appendix 1
Total enrolments by detailed subject of study, 1999/2000 and 2008/09

	1999/2000		2008/09
Medicine and dentistry	**43,100**		**63,640**
Pre-clinical medicine	10,750	Pre-clinical medicine	13,605
Pre-clinical dentistry	1,820	Pre-clinical dentistry	1,280
Clinical medicine	25,920	Clinical medicine	40,910
Clinical dentistry	3,580	Clinical dentistry	6,510
Subjects allied to medicine	**193,810**		**293,670**
Anatomy and physiology	5,760	Anatomy, physiology and pathology	16,895
Pharmacology	3,180	Pharmacology, toxicology & pharmacy	22,860
Pharmacy	9,250		
Nutrition	2,050	Nutrition	6,230
Ophthalmics	2,860	Ophthalmics	3,590
Audiology	1,230	Aural and oral sciences	4,245
Nursing	121,570	Nursing	171,395
Medical technology	4,690	Medical technology	8,610
		Complementary medicine	6,865
Other medical subjects	42,560	Others in subjects allied to medicine	52,290
Biological sciences	**90,740**		**171,800**
Biology	22,660	Biology	27,645
Botany	710	Botany	610
Zoology	3,660	Zoology	3,920
Genetics	2,150	Genetics	2,315
Microbiology	2,610	Microbiology	3,060
		Sports science	35,285
Physical education	7,920		
Molecular biology and biophysics	1,470	Molecular biology, biophysics and biochemistry	10,660
Biochemistry	8,330		
Psychology (not solely as social science)	29,340	Psychology	77,530
Psychology (without significant element of biological science)	9,740		
Other biological sciences	17,430	Others in biological sciences	9,855
Veterinary science	**3,560**		**5,135**
Veterinary sciences	3,560	Pre-clinical veterinary medicine	1,275
		Clinical veterinary medicine and dentistry	3,860
Agriculture and related subjects	**14,760**		**18,250**
Agriculture	9,350	Agriculture	7,130
Forestry	730	Forestry	775
Food science	2,740	Food and beverage studies	3,065
Agricultural sciences	460	Agricultural sciences	125
		Animal science	3,970
Other agricultural subjects	1,440	Others in veterinary sciences, agriculture and related subjects	3,185
Physical sciences	**69,540**		**86,045**
Chemistry	20,910	Chemistry	19,790
Materials science	340	Materials science	630
Physics	13,150	Physics	15,860
Archaeology as a physical science	2,200	Forensic and archaeological science	9,490
Astronomy	1,230	Astronomy	3,100
Geology	6,200	Geology	8,765
Oceanography	830	Science of aquatic and terrestrial environments	6,760
Geography studies as a science	10,210	Physical geographical sciences	16,070
Environmental science and other physical sciences	12,940		
		Others in physical sciences	4,590

	1999/2000		2008/09
Mathematical sciences	**20,310**		**36,055**
Mathematics	16,690	Mathematics	31,670
Operational research	510	Operational research	735
Statistics	2,320	Statistics	3,480
Other mathematical sciences	660	Others in mathematical sciences	100
Computer science	**91,540**		**96,280**
Computing science	91,540	Computer science	65,715
		Information systems	23,130
		Software engineering	6,410
		Artificial intelligence	595
		Others in computing sciences	310
Engineering and technology	**123,910**		**148,070**
General engineering	16,090	General engineering	20,110
Civil engineering	15,100	Civil engineering	26,000
Mechanical engineering	22,110	Mechanical engineering	25,985
Aeronautical engineering	5,020	Aerospace engineering	9,230
		Naval architecture	615
Electrical engineering	6,280	Electronic and electrical engineering	31,075
Electronic engineering	23,130		
Production engineering	10,940	Production and manufacturing engineering	6,205
Chemical engineering	5,650	Chemical, process and energy engineering	7,970
Other engineering	720	Others in engineering	1,315
Minerals technology	680	Minerals technology	445
Metallurgy	700	Metallurgy	445
Ceramics and glasses	110	Ceramics and glasses	170
Polymers and textiles	3,830	Polymers and textiles	3,040
Other materials technology	2,370	Materials technology not otherwise specified	2,505
Maritime technology	1,780	Maritime technology	1,860
Biotechnology	700	Biotechnology	1,055
Other technologies	2,560	Others in technology	9,925
Architecture, building and planning	**42,470**		**64,920**
Architecture	13,300	Architecture	21,930
Building	17,160	Building	26,900
Environmental technologies	2,200		
		Landscape design	1,820
Town and country planning	9,280	Planning (urban, rural and regional)	12,040
Other architectural studies	500	Others in architecture, building and planning	1,910
Social studies	**133,540**		**206,050**
Economics	23,930	Economics	31,740
Politics	16,900	Politics	33,910
Sociology	23,250	Sociology	32,230
Social policy and administration	7,720	Social policy	16,630
Social work	27,550	Social work	60,130
Anthropology	3,880	Anthropology	4,635
Geography (unless solely as a physical science)	8,610	Human and social geography	10,730
Other social studies	4,860	Others in social studies	15,435
Balanced combinations within social, economic and political studies	7,110		
Law	**57,850**		**92,110**
Law	57,850	Law by area	36,900
		Law by topic	50,105
		Others in law	3,280

	1999/2000		2008/09
Business and administrative studies	**227,200**		**330,255**
Business and management studies	138,480	Business studies	124,800
		Management studies	76,330
Financial management	9,060	Finance	23,910
Accountancy	22,500	Accounting	33,030
Marketing and market research	15,330	Marketing	23,710
Industrial relations	11,740	Human resource management	16,855
Catering and institutional management	16,990	Hospitality, leisure, tourism and transport	27,465
Land and property management	2,440		
Transport, other business and administrative studies	3,200		
		Others in business and administrative studies	3,070
Mass communications and documentation	**25,060**		**49,065**
Librarianship	1,280	Information services	4,675
Information science	4,060		
Communication studies	4,530	Publicity studies	3,955
Media studies	11,310	Media studies	28,245
Publishing	380	Publishing	920
Journalism	3,150	Journalism	9,970
Languages	**90,280**		**131,170**
Linguistics	4,720	Linguistics	5,140
Comparative literature	2,110	Comparative literary studies	1,335
English	32,680	English studies	60,010
Celtic languages, literature and culture	1,630	Celtic studies	2,800
Latin language & literature	130	Latin studies	245
Ancient Greek language and literature	150	Classical Greek studies	140
Classics	2,950	Classical studies	4,275
Other ancient languages and related studies	420	Others in linguistics, classics and related subjects	2,490
French language, literature and culture	5,930	French studies	11,235
German language, literature and culture	2,470	German studies	4,360
Italian language, literature and culture	1,350	Italian studies	2,405
Spanish language, literature and culture	2,700	Spanish studies	8,365
Portuguese language, literature and culture	190	Portuguese studies	515
Latin American languages, literature and culture	310		
Scandinavian languages, literature and culture	440	Scandinavian studies	380
Russian languages, literature and culture	830	Russian and East European studies	1,945
Slavonic and East European languages, literature and culture	400		
		European studies	1,655
Other European languages, literature and culture	3,820	Others in European languages, literature and related subjects	14,285
Chinese languages, literature and culture	610	Chinese studies	1,525
Japanese languages, literature and culture	690	Japanese studies	1,515
Other Asian languages, literature and culture	300	South Asian studies	335
		Other Asian studies	205
African languages, literature and culture	160	African studies	240
Modern Middle Eastern languages, literature and culture	1,030	Modern Middle Eastern studies	1,570
Balanced combinations within languages	13,750		
American studies	2,560	American studies	2,985

	1999/2000		2008/09
Historical and philosophical studies	**60,100**		**94,120**
History	26,800	History by period	39,500
		History by area	1,900
Economic and social history	1,350	History by topic	11,030
History of art	7,470		
History and philosophy of science	350		
Archaeology	4,490	Archaeology	6,190
Philosophy	5,910	Philosophy	12,005
Theology and religious studies	10,050	Theology and religious studies	14,675
Other humanities	1,640	Others in historical and philosophical studies	8,490
Creative arts and design	**99,780**		**163,490**
Fine art	15,910	Fine art	19,450
Design studies	44,390	Design studies	60,285
Music	14,720	Music	25,335
Drama	12,750	Drama	22,920
		Dance	4,150
Cinematics	4,350	Cinematics and photography	16,395
Crafts	630	Crafts	1,255
Beauty and hairdressing	130		
		Imaginative writing	6,150
Art and design other	5,700	Others in creative arts and design	7,475
Education	**131,400**	**Education**	**217,200**
Teacher training	56,510	Training teachers	99,990
		Research and study skills in education	3,925
Academic studies in education	29,830	Academic studies in education	92,890
Techniques in teaching children	1,250		
Techniques in teaching adults	11,770		
Education for those with special needs	5,180		
Technology in education	1,060		
Management and organisation of education	4,720		
Other topics in education	12,640	Others in education	19,805

Appendix 2
Non-UK domiciled students at UK higher education institutions by domicile, location of institution and qualification aim, 2008/09

	Total	Higher degree (research)	Higher degree (taught)	Other undergraduate	First degree	Other postgraduate
Total non-UK domiciled	**368,970**	**40,270**	**131,865**	**11,250**	**153,360**	**32,225**
European Union countries excluding UK	**117,660**	**12,555**	**27,085**	**4,645**	**60,735**	**12,635**
...of which 2007 accession countries	**4,345**	**305**	**880**	**65**	**2,825**	**270**
Austria	**1,380**	225	315	40	705	100
Belgium	**2,565**	220	495	100	1,605	145
Bulgaria	**2,185**	110	420	30	1,520	115
Cyprus (European Union)	**10,370**	610	2,125	105	7,155	375
Czech Republic	**1,315**	100	260	45	705	205
Denmark	**1,525**	140	500	100	640	140
Estonia	**840**	30	70	5	660	70
Finland	**1,665**	135	280	45	1,095	115
France	**13,090**	975	2,990	350	6,475	2,295
Germany	**14,130**	2,260	3,285	410	6,325	1,850
Gibraltar	**615**	5	40	35	490	45
Greece	**12,035**	1,870	4,665	285	4,735	480
Hungary	**1,130**	120	205	30	675	100
Ireland	**15,360**	1,055	3,585	1,940	6,750	2,030
Italy	**6,035**	1,580	1,610	250	2,080	515
Latvia	**1,370**	25	120	10	1,115	95
Lithuania	**2,410**	40	245	10	1,985	130
Luxembourg	**890**	55	140	15	650	30
Malta	**900**	190	355	45	240	70
Netherlands	**3,200**	445	1,000	180	1,260	315
Poland	**9,145**	645	1,460	120	5,750	1,165
Portugal	**2,755**	615	520	65	1,320	230
Romania	**2,160**	195	460	40	1,305	155
Slovakia	**1,305**	50	175	20	895	165
Slovenia	**270**	45	80	10	110	25
Spain	**5,690**	550	1,145	275	2,300	1,415
Sweden	**3,185**	260	505	75	2,155	190
European Union not otherwise specified	**135**	5	25	10	30	70
Other European Economic Area countries	**3,315**	**180**	**720**	**80**	**2,180**	**155**
Iceland	**370**	55	160	15	130	10
Liechtenstein	**15**	0	5	0	5	0
Norway	**2,935**	125	555	65	2,045	145
Other Europe	**10,025**	**1,180**	**3,730**	**320**	**3,950**	**845**
Albania	**245**	30	70	25	105	15
Belarus	**150**	30	40	0	60	20
Croatia	**210**	40	110	5	40	15
Cyprus (Non-European Union)	**145**	5	45	0	80	10
Russia	**2,955**	220	1,040	65	1,320	305
Switzerland	**2,085**	240	555	120	1,030	140
Turkey	**2,685**	405	1,300	45	715	215
Ukraine	**535**	60	195	20	215	50
Other countries not listed	**1,020**	150	370	40	390	70

	Total	Higher degree (research)	Higher degree (taught)	Other undergraduate	First degree	Other postgraduate
Africa	**35,180**	**3,785**	**15,155**	**1,275**	**11,900**	**3,065**
Algeria	**260**	85	85	10	60	25
Angola	**330**	0	45	5	245	35
Botswana	**710**	50	130	15	475	35
Cameroon	**485**	30	225	10	175	40
Egypt	**1,440**	630	345	115	165	185
Ethiopia	**220**	40	105	20	40	15
The Gambia	**350**	15	110	10	160	50
Ghana	**2,035**	255	1,080	80	460	160
Kenya	**2,395**	180	655	90	1,360	115
Libya	**2,110**	825	730	55	180	315
Malawi	**495**	60	175	15	200	40
Mauritius	**1,655**	70	315	50	1,075	145
Morocco	**235**	20	85	10	95	30
Nigeria	**14,380**	750	8,190	440	4,190	810
Sierra Leone	**220**	15	90	10	70	35
South Africa	**1,580**	270	575	120	415	200
Sudan	**350**	55	170	25	75	25
Tanzania	**1,115**	100	495	25	430	65
Uganda	**1,040**	100	525	35	325	55
Zambia	**645**	45	225	15	290	65
Zimbabwe	**1,740**	80	390	55	775	445
Other countries not listed	**1,390**	110	400	60	635	180
Asia	**151,150**	**12,675**	**67,145**	**2,985**	**58,780**	**9,570**
Azerbaijan	**220**	10	100	5	90	15
Bangladesh	**3,490**	220	1,445	145	1,490	190
Brunei	**1,690**	55	305	10	1,175	140
Burma	**230**	5	50	10	150	15
China	**47,035**	3,580	19,005	685	19,940	3,820
Georgia	**175**	10	100	5	50	10
Hong Kong (Special Administrative Region of China)	**9,600**	480	1,270	195	7,025	625
India	**34,065**	1,490	25,530	665	4,860	1,520
Indonesia	**1,030**	160	465	45	315	45
Japan	**3,870**	410	1,300	90	1,545	520
Kazakhstan	**1,550**	25	530	10	865	120
Korea (South)	**4,275**	580	1,340	80	1,865	415
Macao (Special Administrative Region of China)	**205**	15	40	5	130	10
Malaysia	**12,695**	1,925	1,690	310	8,455	320
Nepal	**695**	60	310	20	250	50
Pakistan	**9,610**	1,160	4,825	260	2,985	375
Philippines	**1,095**	50	125	35	575	305
Singapore	**3,190**	250	520	70	2,180	165
Sri Lanka	**3,555**	250	1,110	40	2,010	140
Taiwan	**5,235**	835	3,280	110	680	325
Thailand	**4,675**	865	2,660	130	790	230
Vietnam	**2,065**	150	750	30	1,005	130
Other countries not listed	**910**	75	390	25	345	75

	Total	Higher degree (research)	Higher degree (taught)	Other undergraduate	First degree	Other postgraduate
Australasia	**2,310**	**510**	**775**	**240**	**520**	**265**
Australia	**1,645**	355	545	185	370	195
New Zealand	**480**	130	160	45	100	45
Other countries not listed	**180**	30	70	10	50	25
Middle East	**19,325**	**4,050**	**5,960**	**505**	**7,190**	**1,620**
Bahrain	**990**	110	245	15	550	75
Iran	**2,850**	745	965	50	925	165
Iraq	**650**	355	175	30	60	30
Israel	**615**	250	140	20	175	30
Jordan	**1,330**	375	460	30	420	45
Kuwait	**1,545**	305	390	20	780	55
Lebanon	**535**	100	280	10	135	15
Oman	**1,210**	200	415	30	505	65
Qatar	**950**	50	145	10	635	110
Saudi Arabia	**5,205**	1,015	1,635	145	1,625	785
Syria	**530**	245	200	15	60	15
United Arab Emirates	**2,695**	275	825	120	1,255	220
Yemen	**140**	20	45	10	60	10
Other countries not listed	**80**	15	40	5	15	5
North America	**23,775**	**4,365**	**8,595**	**875**	**6,680**	**3,255**
The Bahamas	**225**	10	40	15	150	10
Barbados	**320**	30	110	15	145	20
Bermuda	**335**	5	60	20	225	20
Canada	**5,350**	1,000	1,980	280	1,855	240
Jamaica	**550**	55	205	15	190	85
Mexico	**1,325**	545	515	35	160	75
United States	**14,345**	2,615	5,230	375	3,410	2,710
Other countries not listed	**1,325**	95	460	120	550	95
South America	**4,425**	**775**	**2,065**	**265**	**1,000**	**315**
Argentina	**210**	65	90	20	30	5
Brazil	**1,375**	280	595	80	285	135
Chile	**395**	150	195	15	25	5
Colombia	**690**	110	440	20	80	45
Peru	**245**	30	130	15	60	15
Trinidad and Tobago	**835**	60	285	85	350	50
Venezuela	**330**	40	185	25	70	10
Other countries not listed	**345**	45	145	10	100	40
Non-European-Union unknown	**1,800**	195	625	55	420	505

Appendix 3
Trends in sources of income to higher education institutions, 2000/01, 2007/08 and 2008/09

2000/01	UK	England	Wales	Scotland	Northern Ireland
Funding Council grants					
a Grants for higher education provision (including further education in Scotland)					
i Recurrent (teaching)	3,805,637	3,029,040	213,593	463,603	99,401
ii Recurrent (research)	1,070,580	880,125	46,294	118,792	25,369
Other higher education grants	408,526	322,265	23,884	50,118	12,259
b Grants for further education provision	71,034	68,455	2,579		
Total funding council grants	**5,355,777**	**4,299,885**	**286,350**	**632,513**	**137,029**
Tuition fees and education grants and contracts					
1. Higher education course fees					
a Home and EU domicile students	2013648	1686126	101806	180555	45161
b Non-EU domicile students	746,366	648,976	23,851	68,502	5,037
Total higher education course fees	2,760,014	2,335,102	125,657	249,057	50,198
2 Non-credit-bearing course fees	236,782	209,252	4,715	20,697	2,118
3 Further education course fees	26,416	25,975	90	351	
4 Research training support grants	25,367	19,036	800	5,263	268
Total tuition fees and education grants and contracts	**3,048,579**	**2,589,365**	**131,262**	**275,368**	**52,584**
Total research grants and contracts	**2,207,228**	**1,812,384**	**78,807**	**278,265**	**37,772**
Other income					
a Other services rendered	652,262	506,803	50,233	83,378	11,848
b Residences and catering operations (including conferences)	925,602	771,461	50,966	93,965	9,210
c Grants from local authorities	10,606	10,521	85		
d Income from health and hospital authorities (excluding teaching contracts)	200,225	175,523	5,043	14,678	4,981
e Released of deferred capital grants	45,655	37,261	649	7,745	
f Income from intellectual property rights	17,828	7,413	3,478	6,906	31
g Other operating income	737,770	612,080	21,654	89,480	14,556
Total other income	2,589,948	2,121,062	132,108	296,152	40,626
Total endowment and investment income	292,387	245,949	12,533	30,948	2,957
Total income	**13,493,919**	**11,068,645**	**641,060**	**1,513,246**	**270,968**

2007/08	UK	England	Wales	Scotland	Northern Ireland
Funding council grants					
a Grants for higher education provision (including further education in Scotland)					
i Recurrent (teaching)	5,604,682	4,522,996	276,901	667,262	137,523
ii Recurrent (research)	1,762,155	1,410,154	70,738	239,156	42,107
Other higher education grants	1,030,436	826,764	61,998	123,064	18,610
b Grants for further education provision	110,716	101,147	9569	0	0
Total funding council grants	**8,507,989**	**6,861,061**	**419,206**	**1,029,482**	**198,240**
Tuition fees and education grants and contracts					
1 Higher education course fees					
a Home and EU- domicile students					
b Non-EU domicile students	1,880,101	1,619,689	63,358	187,573	9,481
Total higher education course fees	5,770,272	4,963,715	269,719	443,368	93,470
2 Non-credit-bearing course fees	334,314	292,414	9,988	30,652	1,260
3 further education course fees	38,008	37,042	796	170	0
4 Research training support grants	111,404	81,094	6,091	24,198	21
Total tuition fees and education grants and contracts	**6,253,998**	**5,374,265**	**286,594**	**498,388**	**94,751**
Total research grants and contracts	**3,721,881**	**3,011,248**	**143,008**	**492,445**	**75,180**
Other income					
a Other services rendered	1,470,856	1,231,880	107,052	112,766	19,158
b Residences and catering operations (including conferences)	1,316,079	1,103,088	62,338	135,915	14,738
c Grants from local authorities	8,754	8,683	71	0	0
d Income from health and hospital authorities (excluding teaching contracts)	337,991	277,601	15,986	23,439	20,965
e Released of deferred capital grants	107,111	85,942	3,980	15,997	1,192
f Income from intellectual property rights	36,908	31,520	1,152	3,995	241
g Other operating income	1,170,268	993,600	33,439	112,074	31,155
Total other income	4,447,967	3,732,314	224,018	404,186	87,449
Total endowment and investment income	**507,791**	**421,303**	**18,952**	**57,439**	**10,097**
Total income	**23,439,626**	**19,400,191**	**1,091,778**	**2,481,940**	**465,717**

2008/09	UK	England	Wales	Scotland	Northern Ireland
Funding council grants					
a Grants for higher education provision (including further education in Scotland)					
i Recurrent (teaching)	5,754,562	4,647,144	281,303	680,464	145,651
ii Recurrent (research)	1,834,091	1,460,174	73,382	252,132	48,403
Other higher education grants	1,127,432	897,517	74,795	135,347	19,773
b Grants for further education provision	103,274	92,379	10895	0	0
Total funding council grants	**8,819,359**	**7,097,214**	**440,375**	**1,067,943**	**213,827**
Tuition fees and education grants and contracts					
1 Higher education course fees					
a Home and EU domicile students	4,551,940	3,933,211	245,028	274,801	98,900
b Non-EU domicile students	2,199,627	1890499	74,141	224,004	10,983
Total higher education course fees	6,751,566	5,823,710	319,168	498,805	109,883
2 Non-credit-bearing course fees	357,066	314,844	10,271	30,578	1,373
3 Further education course fees	44,516	43,264	1,208	44	0
4 Research training support grants	129,491	95,735	7,007	26,729	20
Total tuition fees and education grants and contracts	**7,282,639**	**6,277,553**	**337,654**	**556,156**	**111,276**
Total research grants and contracts	**4,144,582**	**3,333,555**	**156,652**	**574,103**	**80,272**
Other income					
a Other services rendered	1,568,781	1,346,692	95,939	104,672	21,478
b Residences and catering operations (including conferences)	1,411,220	1,179,829	70,198	148,147	13,046
c Grants from local authorities	12,483	12,411	72		0
d Income from health and hospital authorities (excluding teaching contracts)	355,028	293,416	15,956	24,238	21,418
e Released of deferred capital grants	110,194	89,011	3,570	15,599	2,014
f Income from intellectual property rights	43,722	34,468	1,516	4,547	3,191
g Other operating income	1,268,316	1,067,859	35,984	128,668	35,805
Total other income	4,769,744	4,023,686	223,235	425,871	96,952
Total endowment and investment income	**356,942**	**295,230**	**13,619**	**39,130**	**8,963**
Total income	**25,373,267**	**21,027,238**	**1,171,536**	**2,663,203**	**511,290**

Appendix 4
Distribution of enrolments among higher and further education institutions by mode and level, 2007/08

		Full-time and sandwich				Part-time			
	Total	Post-graduate	First degree	Other under-graduate	**Total**	Post-graduate	First degree	Other under-graduate	**Total**
Higher education institutions									
England	1,922,185	206,865	903,580	108,375	1,218,820	210,300	179,805	313,260	703,365
Wales	125,540	11,405	62,430	4,380	78,215	11,855	4,215	31,255	47,325
Scotland	210,180	26,320	113,515	9,775	149,610	24,955	10,765	24,855	60,575
Northern Ireland	48,200	3,790	29,155	795	33,740	5,645	3,375	5,440	14,455
Total	2,306,105	248,380	1,108,685	123,320	1,480,385	252,755	198,155	374,810	825,720
Further education institutions									
England	107,035	760	14,930	10,980	26,670	4,690	16,495	59,180	80,365
Wales	1,475	5	0	390	390	40	55	990	1,085
Scotland	36,585	20	325	24,465	24,810	130	295	11,355	11,775
Northern Ireland	10,245	10	335	3,530	3,875	35	705	5,630	6,370
Total	155,340	795	15,590	39,360	55,745	4,895	17,545	77,155	99,595
All institutions	2,461,445	249,180	1,124,270	162,680	1,536,130	257,650	215,700	451,960	925,315
Percentage in further education institutions									
England	*5%*	*0%*	*2%*	*9%*	*2%*	*2%*	*8%*	*16%*	*10%*
Wales	*1%*	*0%*	*0%*	*8%*	*0%*	*0%*	*1%*	*3%*	*2%*
Scotland	*15%*	*0%*	*0%*	*71%*	*14%*	*1%*	*3%*	*31%*	*16%*
Northern Ireland	*18%*	*0%*	*1%*	*82%*	*10%*	*1%*	*17%*	*51%*	*31%*
Total	*6%*	*0%*	*1%*	*24%*	*4%*	*2%*	*8%*	*17%*	*11%*

Unless otherwise stated, the merged institutions assumed the name of the last named institution. Only publicly funded higher education institutions are included in this list: it does not include further education colleges that have merged with higher education institutions.

1994/1995

Institute of Psychiatry (transition)	and	King's College London
West London Institute of Higher Education	and	Brunel University
London Hospital Medical College	and	Queen Mary and Westfield College
St Bartholomew's Hospital Medical School	and	Queen Mary and Westfield College
The Welsh Agricultural College	and	University College of Wales, Aberystwyth
Duncan of Jordanstone College of Art	and	University of Dundee

1995/1996

Salford College of Technology	and	University of Salford
Winchester School of Art	and	University of Southampton
Charlotte Mason	and	St Martin's College

The British Postgraduate Medical Federation incorporated into: Imperial College of Science, Technology and Medicine, King's College London, University College London and London University – Senate institutes

1996/1997

Institute of Psychiatry	and	King's College London
Royal Postgraduate Medical School	and	Imperial College of Science, Technology and Medicine
Charing Cross and Westminster Medical School	and	Imperial College of Science, Technology and Medicine
La Sainte Union College	and	University of Southampton
Coleg Normal	and	University College of North Wales, Bangor

1998/1999

Loughborough College of Art	and	Design and Loughborough University
United Medical and Dental School (UMDS)	and	King's College London
Royal Free Hospital School of Medicine	and	University College London
Westhill College	and	University of Birmingham
Moray House Institute of Education	and	University of Edinburgh
The Scottish College of Textiles	and	Heriot-Watt University

1999/2000

St Andrew's College of Education	and	University of Glasgow

2000/2001

Westminster College Oxford	and	Oxford Brookes University
Wye College	and	Imperial College of Science, Technology and Medicine
North Riding	and	University of Hull
College of Guidance Studies	and	Canterbury Christ Church University College
Bretton Hall	and	University of Leeds
Homerton College, Cambridge	and	University of Cambridge (partial merger)

2001/2002

London Guildhall University	and	University of North London, forming London Metropolitan University
Northern College of Education	and	University of Aberdeen and the University of Dundee

2002/2003

Northern School of Contemporary Dance	and	Conservatoire for Dance and Drama (Transfer of higher education provision.)

2004/2005

University of Manchester Institute of Science and Technology	and	Victoria University of Manchester, forming the University of Manchester
Kent Institute of Art and Design	and	Surrey Institute of Art and Design, forming the University College for the Creative Arts
The University of Wales College of Medicine	and	Cardiff University

2005/2006

Wimbledon School of Art	and	University of the Arts London
Homerton College	and	Anglia Ruskin University

2006/07

De Montfort University's Bedford campus	and	University of Bedfordshire (transfer of provision)

2007/08

Cumbria Institute of the Arts	and	Carlisle campus and Penrith campus of the University of Central Lancashire merged with St Martin's College, forming the University of Cumbria
Dartington College of Arts	and	University College Falmouth
The Royal College of Nursing transferred provision of its higher education distance learning programmes	to	The Open University
Royal Welsh College of Music and Drama	and	University of Glamorgan
Bell College	and	University of Paisley, forming the University of the West of Scotland.

Appendix 6
HESA academic cost centres

01 Clinical medicine
02 Clinical dentistry
03 Veterinary science
04 Anatomy and physiology
05 Nursing and paramedical studies
06 Health and community studies
07 Psychology and behavioural sciences
08 Pharmacy and pharmacology
10 Biosciences
11 Chemistry
12 Physics
13 Agriculture and forestry
14 Earth, marine and environmental sciences
16 General engineering
17 Chemical engineering
18 Mineral, metallurgy and materials engineering
19 Civil engineering
20 Electrical, electronic and computer engineering
21 Mechanical, aero and production engineering
23 Architecture, built environment and planning
24 Mathematics
25 Information technology and systems sciences and computer software engineering
26 Catering and hospitality management
27 Business and management studies
28 Geography
29 Social studies
30 Media studies
31 Humanities and language based studies
33 Design and creative arts
34 Education
35 Modern languages
37 Archaeology
38 Sports science and leisure studies
41 Continuing education

Appendix 7
Students by region/country and institution, 2008/09

English region	Institution	Total students
East	Anglia Ruskin University	19,830
	Cranfield University	5,320
	Norwich University College of the Arts	1,320
	The University of Cambridge	22,820
	The University of East Anglia	15,290
	The University of Essex	12,295
	University Campus Suffolk	4,665
	University of Bedfordshire	17,280
	University of Hertfordshire	25,120
	Writtle College	1,000
East Total		**124,945**
East Midlands	Bishop Grosseteste University College Lincoln	2,200
	De Montfort University	20,910
	Loughborough University	16,130
	The Nottingham Trent University	24,905
	The University of Leicester	16,505
	The University of Lincoln	11,465
	The University of Northampton	12,680
	The University of Nottingham	32,925
	University of Derby	17,035
East Midlands Total		**154,755**
London	Birkbeck College	18,285
	Brunel University	15,090
	Central School of Speech and Drama	855
	Conservatoire for Dance and Drama	1,155
	Courtauld Institute of Art	425
	Goldsmiths College	7,655
	Guildhall School of Music and Drama	750
	Heythrop College	895
	Imperial College of Science, Technology and Medicine	14,150
	Institute of Education	7,250
	King's College London	22,275
	Kingston University	25,785
	London Business School	1,780
	London Metropolitan University	26,380
	London School of Economics and Political Science	9,575
	London School of Hygiene and Tropical Medicine	1,190
	London South Bank University	24,005
	Middlesex University	21,350
	Queen Mary and Westfield College	14,025
	Ravensbourne College of Design and Communication	1,170
	Roehampton University	8,910
	Rose Bruford College	970
	Royal Academy of Music	715
	Royal College of Art	990
	Royal College of Music	645
	St George's Hospital Medical School	4,420
	St Mary's University College, Twickenham	4,170

English region	Institution	Total students
London (cont'd)	Thames Valley University	17,110
	The City University	21,725
	The Institute of Cancer Research	290
	The Royal Veterinary College	2,005
	The School of Oriental and African Studies	4,895
	The School of Pharmacy	1,395
	The University of East London	26,315
	The University of Greenwich	26,120
	The University of Westminster	23,160
	Trinity Laban Conservatoire of Music and Dance	890
	University College London	21,210
	University of London (Institutes and activities)	420
	University of the Arts, London	15,815
London Total		396,205
North East	The University of Newcastle-upon-Tyne	19,575
	The University of Northumbria at Newcastle	32,290
	The University of Sunderland	20,030
	The University of Teesside	26,975
	University of Durham	16,845
North East Total		**115,715**
North West	Edge Hill University	24,340
	Liverpool Hope University	6,945
	Liverpool John Moores University	25,995
	Royal Northern College of Music	740
	The Liverpool Institute for Performing Arts	920
	The Manchester Metropolitan University	34,330
	The University of Bolton	8,170
	The University of Central Lancashire	28,130
	The University of Lancaster	12,695
	The University of Liverpool	19,950
	The University of Manchester	38,190
	The University of Salford	20,095
	University of Chester	13,485
	University of Cumbria	13,105
North West Total		**247,090**
South East	Buckinghamshire New University	9,465
	Canterbury Christ Church University	16,755
	Oxford Brookes University	18,165
	Royal Holloway and Bedford New College	8,760
	Southampton Solent University	11,745
	The University of Brighton	20,975
	The University of Buckingham	1,060
	The University of Chichester	5,010
	The University of Kent	18,295
	The University of Oxford	23,760
	The University of Portsmouth	21,375
	The University of Reading	15,955

English region	Institution	Total students
South East (cont'd)	The University of Southampton	22,680
	The University of Surrey	15,755
	The University of Sussex	12,365
	The University of Winchester	5,905
	University for the Creative Arts	5,285
South East Total		**233,310**
South West	Bath Spa University	8,160
	Bournemouth University	17,965
	Royal Agricultural College	970
	The Arts University College at Bournemouth	2,295
	The University of Bath	13,380
	The University of Bristol	21,000
	The University of Exeter	16,195
	The University of Plymouth	30,930
	University College Falmouth	3,030
	University College Plymouth St Mark and St John	4,080
	University of Gloucestershire	9,255
	University of the West of England, Bristol	31,645
South West Total		**158,895**
West Midlands	Aston University	10,490
	Birmingham City University	24,355
	Coventry University	20,115
	Harper Adams University College	4,440
	Newman University College	2,775
	Staffordshire University	16,990
	The University of Birmingham	29,185
	The University of Keele	10,365
	The University of Warwick	28,435
	University College Birmingham	4,295
	The University of Wolverhampton	21,770
	The University of Worcester	8,320
West Midlands Total		**181,545**
Yorkshire and The Humber	Leeds College of Music	680
	Leeds Metropolitan University	27,800
	Leeds Trinity University College	3,445
	Sheffield Hallam University	33,830
	The University of Bradford	12,740
	The University of Huddersfield	21,590
	The University of Hull	22,370
	The University of Leeds	32,370
	The University of Sheffield	24,715
	The University of York	13,490
	York St John University	6,535
Yorkshire and The Humber Total		**199,550**

Country	Institution	Total students
Northern Ireland		
	St Mary's University College	990
	Stranmillis University College	1,280
	The Queen's University of Belfast	22,810
	University of Ulster	23,160
Northern Ireland Total		**48,240**
Scotland	Edinburgh College of Art	1,550
	Edinburgh Napier University	13,645
	Glasgow Caledonian University	18,410
	Glasgow School of Art	1,765
	Heriot-Watt University	10,430
	Queen Margaret University, Edinburgh	5,045
	Scottish Agricultural College	810
	The Robert Gordon University	13,625
	The Royal Scottish Academy of Music and Drama	765
	The University of Aberdeen	14,855
	The University of Dundee	15,520
	The University of Edinburgh	24,525
	The University of Glasgow	24,240
	The University of St Andrews	9,275
	The University of Stirling	10,125
	The University of Strathclyde	21,300
	The University of the West of Scotland	17,895
	UHI Millennium Institute	7,665
	University of Abertay Dundee	4,050
Scotland Total		**215,495**
Wales	Aberystwyth University	10,210
	Bangor University	11,195
	Cardiff University	27,940
	Glyndŵr University	7,730
	Swansea Metropolitan University	5,870
	Swansea University	14,015
	The University of Wales, Lampeter	6,160
	The University of Wales, Newport	9,065
	Trinity University College	2,345
	University of Glamorgan	20,900
	University of Wales Institute, Cardiff	11,045
Wales Total		**126,475**
UK	The Open University	193,835
Grand Total		**2,396,050**

Appendix 8
Distances travelled by full-time undergraduates from home to place of study, 2008/09, expressed as percentages within 20 km bands – analysed by region of study

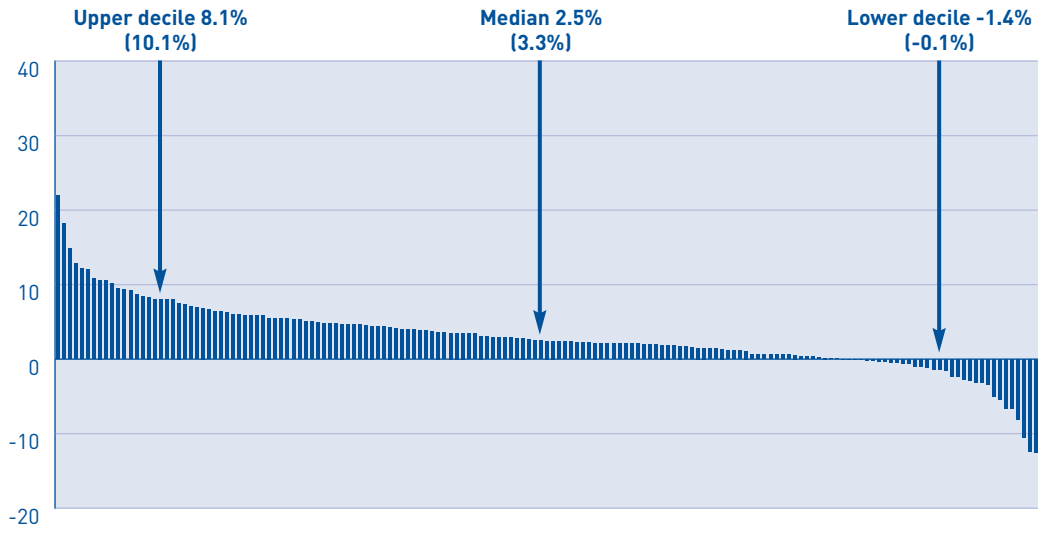
	Region of institution												
km	East	East Midlands	London	North East	North West	Northern Ireland	Scotland	South East	South West	Wales	West Midlands	Yorkshire and The Humber	Total
Less than 20	23%	20%	57%	33%	33%	21%	35%	14%	15%	25%	34%	23%	30%
20-39	22%	12%	15%	10%	15%	15%	15%	14%	6%	14%	16%	11%	14%
40-59	11%	10%	6%	5%	11%	19%	9%	11%	9%	10%	7%	10%	9%
60-79	10%	9%	4%	2%	5%	18%	5%	14%	7%	7%	5%	8%	7%
80-99	7%	7%	3%	2%	5%	14%	3%	13%	7%	6%	4%	8%	6%
100-119	6%	6%	2%	3%	4%	9%	3%	9%	8%	6%	5%	6%	5%
120-139	4%	7%	1%	5%	4%	1%	3%	6%	8%	6%	7%	4%	4%
140-159	4%	7%	2%	5%	3%	0%	4%	4%	7%	4%	7%	3%	4%
160-179	3%	8%	2%	4%	2%	0%	2%	3%	9%	4%	5%	3%	4%
180-199	2%	6%	1%	3%	2%	0%	3%	3%	5%	4%	3%	2%	3%
200-219	2%	3%	1%	2%	2%	0%	2%	2%	4%	4%	2%	2%	2%
220-239	2%	2%	1%	2%	2%	0%	1%	2%	3%	3%	2%	3%	2%
240-259	1%	1%	1%	1%	3%	0%	1%	1%	3%	2%	1%	3%	2%
260-279	1%	1%	1%	2%	3%	0%	1%	1%	2%	2%	1%	4%	2%
280-299	1%	0%	1%	2%	2%	0%	1%	1%	2%	1%	0%	3%	1%
300-319	1%	0%	0%	2%	2%	0%	1%	1%	1%	1%	0%	1%	1%
320-339	0%	0%	0%	2%	1%	0%	1%	1%	1%	1%	0%	1%	1%
340-359	0%	0%	0%	2%	1%	0%	1%	0%	1%	1%	0%	1%	1%
360-379	0%	0%	0%	4%	0%	0%	0%	0%	1%	0%	0%	0%	0%
380-399	0%	0%	0%	4%	0%	0%	0%	0%	1%	0%	0%	0%	0%
400-419	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
420-439	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
440-459	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
460-479	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
480-499	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
500 & over	1%	0%	1%	1%	0%	0%	6%	1%	1%	0%	0%	0%	1%
Unknown	1%	1%	1%	0%	3%	2%	2%	0%	0%	1%	0%	1%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Appendix 9
Distances travelled by full-time undergraduates from home to place of study, 2008/09, expressed as percentages within 20 km bands – analysed by region of domicile

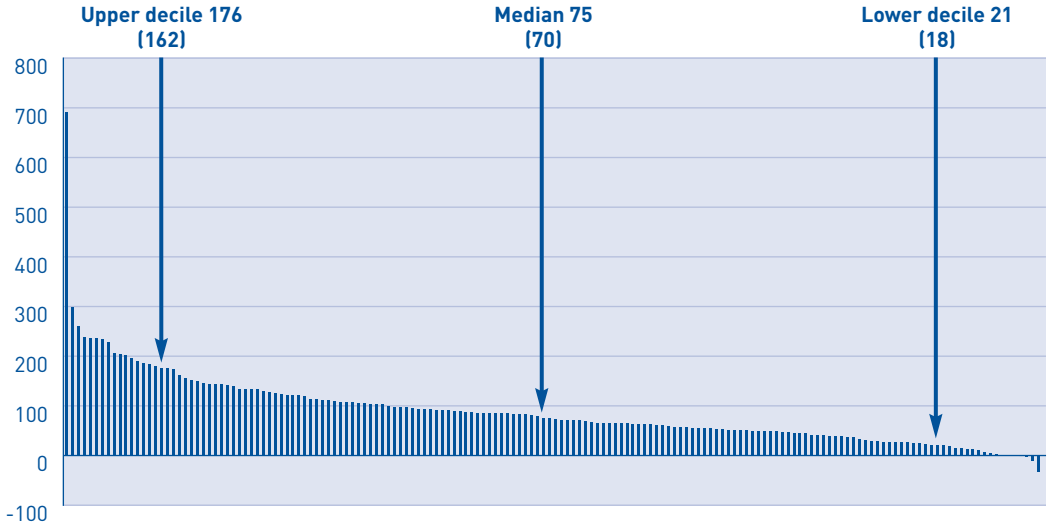
Distances (km) grouped	North East	North West	Yorkshire and The Humber	East Midlands	West Midlands	East	London	South East	South West	Wales	Scotland	Northern Ireland	All regions
Less than 20	44%	35%	32%	26%	31%	13%	52%	13%	15%	29%	39%	14%	29%
20-39	13%	16%	13%	15%	15%	13%	12%	15%	7%	17%	17%	10%	14%
40-59	7%	13%	12%	12%	8%	9%	3%	10%	10%	11%	10%	13%	9%
60-79	2%	6%	7%	8%	8%	8%	5%	9%	8%	8%	6%	13%	7%
80-99	3%	6%	7%	8%	6%	6%	4%	9%	7%	5%	4%	10%	6%
100-119	3%	5%	6%	6%	6%	8%	2%	7%	8%	5%	4%	6%	5%
120-139	5%	4%	5%	5%	6%	7%	2%	6%	7%	4%	3%	1%	4%
140-159	3%	3%	4%	4%	6%	7%	4%	4%	6%	3%	4%	0%	4%
160-179	4%	2%	2%	4%	5%	5%	4%	4%	6%	3%	2%	1%	4%
180-199	3%	2%	1%	3%	3%	4%	1%	4%	4%	3%	2%	1%	3%
200-219	2%	2%	1%	2%	2%	4%	1%	3%	3%	4%	1%	2%	2%
220-239	1%	1%	2%	2%	1%	4%	1%	3%	3%	2%	1%	3%	2%
240-259	1%	2%	2%	1%	1%	3%	2%	2%	3%	1%	0%	2%	2%
260-279	1%	1%	2%	1%	1%	2%	3%	2%	2%	1%	0%	4%	2%
280-299	1%	1%	2%	0%	1%	2%	1%	2%	2%	1%	1%	3%	1%
300-319	1%	1%	1%	0%	0%	1%	0%	1%	2%	1%	0%	2%	1%
320-339	1%	1%	1%	0%	0%	1%	0%	1%	1%	0%	0%	2%	1%
340-359	1%	0%	0%	0%	0%	1%	0%	1%	1%	0%	0%	1%	1%
360-379	1%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%	0%
380-399	1%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%
400-419	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%
420-439	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
440-459	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
460-479	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
480-499	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
500 & over	0%	0%	0%	0%	0%	1%	1%	1%	1%	0%	2%	3%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Alternative versions of the financial security charts 21, 22, 23 and 25 in section B of this report are produced here, using data from financial returns excluding the effects of FRS17.

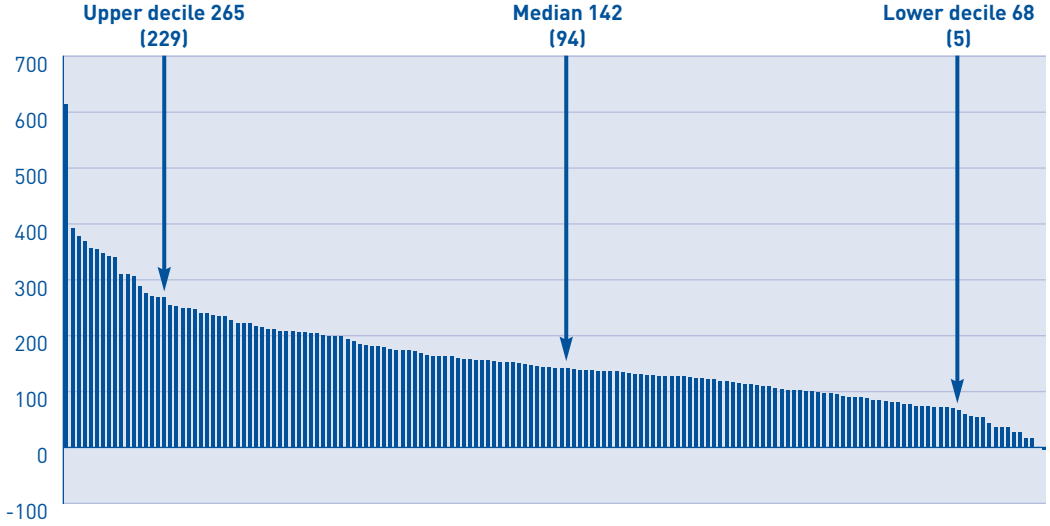
Institutional chart 21a
Surplus/deficit as a percentage of income, 2008/09



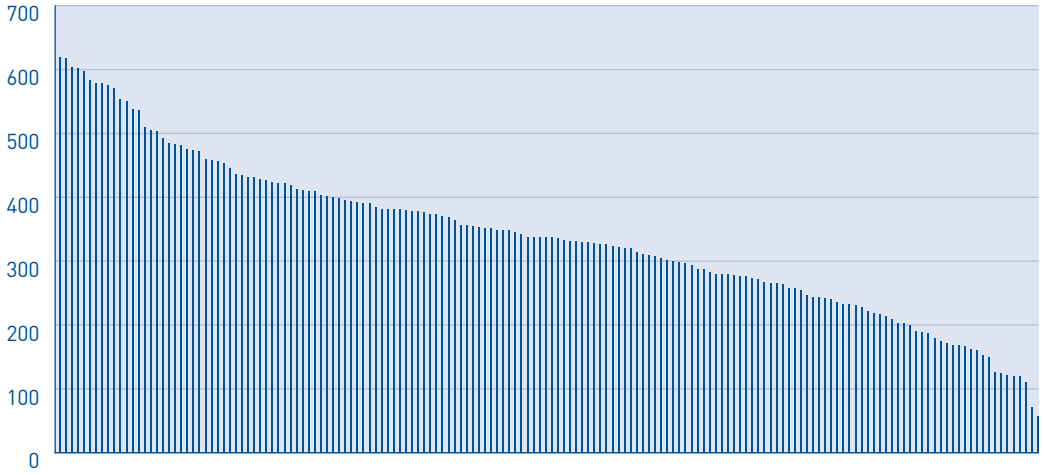
Institutional chart 22a
Days ratio of net liquid assets to total expenditure, 2008/09



Institutional chart 23a
Days ratio of total general funds to total expenditure, 2008/09



Institutional chart 25a
The Security Index, 2010 – an alternative version based on financial returns excluding the effects of FRS17



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