Ninth report

Patterns of higher education institutions in the UK

Universities UK

Patterns of higher education institutions in the UK: Ninth report

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

This ninth edition of *Patterns of higher education institutions in the UK* is supported by the UK Higher Education Europe Unit based at Universities UK. The Europe Unit is a sector-wide body which raises awareness of European Union (EU) issues affecting UK higher education. Launched in January 2004, the Unit strengthens the position of the UK higher education sector in the EU and Bologna Process policy debates and decision-making fora. The Unit is funded by the Higher Education Funding Council for England, the Scottish Funding Council, the Higher Education Funding Council for Wales, GuildHE and the Quality Assurance Agency and Universities UK. To find out more about the work of the Europe Unit, visit www.europeunit.ac.uk.

Introduction

- This report is the ninth in a series published annually by Universities UK, with the support of GuildHE and the UK Higher Education Europe Unit, updating and expanding a rich variety of data through which to understand higher education institutions in the UK.

The *Patterns* series

- The *Patterns* series, since its first report in 2001, 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. In 2001 that was consolidation and collaboration within the higher education sector following the abolition of the binary line. In subsequent reports, the particular issues have covered the diversity in the sector's activities and provision; differentiation – in other words, the planned positioning of institutions within the higher education sector; regional issues; the relationship between UK higher education institutions and those of other countries; the student experience and how it has changed over time; and strategic and vulnerable subjects. 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 are updated in this report.

The ninth report

- This ninth report follows the established format of the *Patterns* series. Section A looks at sector level trends over the 10-year period from 1998/99 to 2007/08 and provides the context for the findings about institutions. Section B looks at patterns of institutional diversity and updates information on higher education provided in the earlier *Patterns* reports. Section C focuses on a range of statistical information about higher education in Europe, and the UK's relationship with this.

  A wide range of fascinating data is presented in this report. I shall draw attention to some of the key findings here.

Higher education enrolments

- Across the UK, undergraduate enrolments in higher education institutions have increased by 25 per cent overall in the 10-year period from 1998/99 to 2007/08. There is a noticeably greater increase in the number of part-time enrolments (especially in Scotland and Wales) than full-time enrolments at undergraduate level over the last 10 years. However, this trend in part-time enrolments has been slightly reversed in the latest year (2007/08).

  In this ninth 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 which complicate any consideration of time series comparisons.

The student population

- The increasing diversity of the student population has been seen in successive issues of *Patterns*. This year's report confirms the downward trend in the proportion of men amongst students enrolled in higher education institutions – this proportion has declined significantly over the 10-year period from 1998/99 to 2007/08. 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, and it is only among full-time postgraduates (who are dominated by non-UK students) that male students very nearly approach parity. Comparative figures for the previous academic year show very little change, although the proportion of males has slightly increased among full-time postgraduate students.

How are students choosing to study?

- There has been a decline between 2006/07 and 2007/08 in the number of part-time students enrolled in higher education at undergraduate and postgraduate level (although a decrease in the latter may be due to the change in HESA definitions). This compares with a significant increase in part-time students over the last 10 years as a whole. This may be a cause for concern, as part-time study plays an increasingly important role in meeting the higher level skills agenda and to lifelong learning. Amongst the various factors that explain this decline may be the different systems for student support now available to full-time and part-time students. Part-time student numbers will need to increase if the sector is to expand to the extent proposed in the Leitch Report, 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 recent reports 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 1998/99 to 2007/08 there have been significant changes in the subjects that students are studying. Above average increases in enrolments since 1998/99 are seen in subjects allied to medicine (mostly because of nursing); biological sciences (mostly because of psychology); mathematical sciences (continuing a significant recovery in recent years); law; mass communication and documentation; historical and philosophical studies; education; social studies (especially social work and politics); and creative arts and design (which includes drama and music).
- While no subject area has seen a significant absolute reduction in student numbers from 1997/98 to 2006/07, there have been lower than average levels of increase in enrolments in veterinary science; medicine; architecture, building and planning; engineering and technology; the physical sciences; computer science; agriculture; and business and administrative studies (the last of which has been one of the most popular subject areas in recent years). The very small increase in computer science, for long one of the growth subjects, confirms its downward trend in recent years. Even in these subjects, however, there are pockets of significant growth, such as aerospace engineering, architecture, finance, marketing, astronomy and ocean sciences.
- Following the significant changes to the categorisation of subjects in 2002/03, further, less significant, changes have taken place in 2007/08, and so the detailed allocation of students in this report does not precisely follow the definitions in last year's *Patterns* report.

EU and international students

- It is clear from the analysis in this report that the UK is continuing to attract students from across the world. In the 10-year period from 1998/99 to 2007/08 non-EU international student enrolments have increased by 25 per cent. The small fall between 2006/07 and 2007/08 may be a signal of the sensitivity of these markets to movements in exchange rates, though EU enlargement will have also had some impact.
- 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. Undergraduate enrolments of students from the Republic of Ireland have declined again, presumably in response to the abolition of tuition fees in the Republic.

Trends in income

- Between 2006/07 and 2007/08, the sector saw an increase in income of the order of 10 per cent, resulting partly from the introduction of variable fees, increases in other tuition fee income, and increases in funding council grants and research council grants. Endowment and investment income also shows an improvement as compared with earlier years. The overall change since 2001 is an increase in total income, and most income components, of a little over 70 per cent. This is, of course, gross income. Only the increase in funding council income now falls below this level, with a notable lag in Wales. The overall annual income to the sector is now over £23 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. Thus, the recruitment of non-EU international students is concentrated across institutions at the same levels in 2007/08 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 had 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, but there has been a modest reversal of this trend in 2007/08. It is too early to identify this as a change of trend, but it does signal a greater spread of minority ethnic students across the sector as a whole.
- The section on institutional diversity is always a particularly interesting part of *Patterns*, and the increasing focus on financial patterns makes it even more so. Surplus or deficit as a percentage of income, for example, shows an improvement across the sector between 2005/06 and 2006/07, but with this being particularly marked amongst institutions already showing a relatively high level of surplus. There is a considerable diversity of financial security across the sector, as is revealed in a series of charts. This section also underlines the high level of concentration of research income (from both sides of the dual support system) with the median at just 3 per cent of all income, and the upper decile at 21 per cent.

Aspects of European higher education

- This edition of *Patterns* focuses on a range of statistical information about the development of higher education in continental Europe, and how the UK relates to it. It has been a particular challenge because it takes Brian Ramsden's work into different and quite challenging data, and the results should give us all a good deal of food for thought. As with all international comparisons, readers may be surprised by the areas in which the UK appears to be fairly average as well as by those where it stands out as different.
- There is a comparison of higher education enrolments and total population for all the Bologna countries and trends in participation between 1999-2006, including the mode of study and gender of the student body, are reviewed. They make striking reading, for example on growth in participation since 1999 where the UK's rate of expansion looks quite modest, and the distribution of students across fields of study. The percentage of female students in engineering and technology, for example, shows the relatively weak position of the UK and it will be of interest to those who believe that changing the UK gender balance in these subjects will significantly address the shortfall in recruitment in this area.
- An examination of inward mobility shows that the UK is the major European provider of higher education to international students generally, but not to those from Europe (where it is exceeded by Germany). The UK shows a 48 per cent increase in its incoming international students between 2000–2006, with modest outward mobility in comparison. A similar, though less acute, picture of imbalance can be seen when looking at student exchanges through the Erasmus programme.
- In terms of the percentage of GDP spent on higher education, the UK is close to the European average, fractionally above France and Germany but below that of several smaller European nations.
- Section C also looks at total expenditure on research and development and at the investment in research in higher education institutions as a percentage of GDP overall. In terms of total spend on research and development as a percentage of GDP, the UK lags behind Germany and France. However, when we look at research expenditure in higher education institutions as opposed to industry and other sectors a greater proportion is spent within higher education compared to comparator countries such as Germany and France, highlighting the importance of our universities to the UK research base. It is also notable that the UK has the highest number of publications within the top 1 per cent of citations (over the period 2000–2006), ahead of Germany and France.
- Much more rich material is set out in *Patterns 9*, and readers will certainly find a great deal of interest beyond the highlights that I have been able to point to in this brief introduction. 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.

Professor Geoffrey Crossick

Warden, Goldsmiths, University of London,
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1 Almost all of the statistical information within 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*. The presentation of figures within the tables conforms to HESA's conventions for the year in question: for example, numbers for the year 2007/08 are rounded to the nearest five. It follows that some rows and columns 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 www.hesa.ac.uk/products/pubs/home.htm.

1 This section of the *Patterns* reports has in previous years set out some of the major trends in higher education in the United Kingdom during the last 10 years. It is not possible fully to replicate the trend analysis shown in previous reports, because of changes in the Higher Education Statistics Agency (HESA) records.[1]

2 The major change has been in the definition of HESA's standard registration population – the major measure of enrolled students – which has been reduced by the exclusion of students writing up or completing theses and dissertations. There are also 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 most recent two years, and cannot therefore support detailed recalculation and analysis over a 10-year period.

3 The changes in the student and finance records involve the second significant fluctuation in 10 years and therefore the construction of some 10-year comparisons (including comparisons of student numbers at some levels of disaggregation) would be unwise and would inevitably lead to unreliable inferences. The comparisons in this section are therefore limited to those which 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.

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, which increased significantly between 1998/99 and 2001/02 but has now levelled off. Table 1 shows the figures for enrolments at higher education and further education levels in 2007/08 and comparisons with 1998/99 and 2006/07.

Table 1
Enrolments in higher education institutions by country on higher education (HE) and further education (FE) programmes, 1998/99-2007/08

		United Kingdom	England	Wales	Scotland	Northern Ireland
1998/99	Total all students	1,890,775	1,573,668	101,187	173,195	48,225
	Total HE students	1,845,757	1,533,582	96,527	172,923	48,200
	Total FE students	45,018	40,086	4,660	272	25
	FE students as percentage of total	*2.4%*	*2.5%*	*4.6%*	*0.2%*	*0.1%*
2006/07	Total all students	2,478,425	2,060,400	144,140	223,560	50,325
	Total HE students	2,362,815	1,957,190	131,765	223,530	50,325
	Total FE students	115,610	103,210	12,375	25	0
	FE students as percentage of total	*4.7%*	*5.0%*	*8.6%*	*0.0%*	*0.0%*
2007/08	Total all students	2,399,795	1,994,870	146,460	210,230	48,225
	Total HE students	2,306,105	1,922,180	125,540	210,180	48,200
	Total FE 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%*

5 Calculation of changes across years should not be undertaken on the absolute numbers in table 1, because of the high level of aggregation. Comparisons of percentages are also problematic, because of the definitional changes referred to above. The increase in the numbers and percentage of further education students in Welsh institutions is however significant and consistent over time.

Table 2
Enrolments on higher education level courses within higher and further education institutions, 2006/07

6 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, is 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 institutions. The overall statistics are presented in table 2: it should be noted that this table is not available for 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	1,187,635	769,555	29,710	85,420	1,217,345	854,975	2,072,320	*5.6%*
Wales	77,180	54,585	380	705	77,560	55,290	132,850	*0.8%*
Scotland	152,795	70,740	25,670	23,790	178,465	94,530	272,995	*18.1%*
Northern Ireland	34,110	16,215	3,915	7,710	38,025	23,925	61,950	*18.8%*
United Kingdom	1,451,715	911,095	59,675	117,625	1,511,390	1,028,720	2,540,110	*7.0%*

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

8 As was noted in last year's report, the clear trend in relation to the provision of higher education courses is that a smaller proportion is being provided directly in further education colleges. Overall, the percentage of higher education students being taught in further education colleges across the UK as a whole fell, from over 9 per cent in 2001/02 to 7 per cent in 2006/07. The absolute numbers of higher education students in further education institutions has declined overall by 5 per cent in the last year, and this reduction is consistent in all countries of the UK with the exception of Wales which has seen 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: in Scotland, the figure is 25 per cent (compared with 26 per cent in 2005/06). As Appendix 4 shows, the large majority of enrolments among part-time and full-time students studying at 'other undergraduate' level in Scotland and Northern Ireland are in further education colleges.

10 However, the definitions of full-time study in further education colleges vary across countries and the statistics would be more robust if a common approach were adopted.

11 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 further analyses within this report, which concentrates on higher education enrolments at higher education institutions.

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

13 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 2007/08, with comparisons with 1998/99 and 2006/07.

2 With the exception of the University of Buckingham.

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

Table 3
Enrolments by mode and level, 1998/99, 2006/07 and 2007/08

Year	Level	Mode of study	United Kingdom	England	Wales	Scotland	Northern Ireland
1998/99	Postgraduate	Full-time	146,367	121,140	7,112	14,651	3,464
		Part-time	256,973	216,614	10,772	24,230	5,357
		Total	**403,340**	**337,754**	**17,884**	**38,881**	**8,821**
	Undergraduate	Full-time	1,032,897	835,526	58,819	113,700	24,852
		Part-time	409,520	360,302	19,824	20,342	9,052
		Total	**1,442,417**	**1,195,828**	**78,643**	**134,042**	**33,904**
	All students	Full-time	1,179,264	956,666	65,931	128,351	28,316
		Part-time	666,493	576,916	30,596	44,572	14,409
		Total	**1,845,757**	**1,533,582**	**96,527**	**172,923**	**42,725**
		Percentage Postgraduate	*21.9%*	*22.0%*	*18.5%*	*22.5%*	*20.6%*
2006/07	Postgraduate	Full-time	243,070	201,830	11,175	26,680	3,390
		Part-time	316,320	260,605	16,490	32,350	6,880
		Total	**559,390**	**462,430**	**27,665**	**59,025**	**10,270**
	Undergraduate	Full-time	1,208,645	985,810	66,005	126,115	30,720
		Part-time	594,780	508,955	38,095	38,390	9,335
		Total	**1,803,425**	**1,494,760**	**104,100**	**164,505**	**40,060**
	All students	Full-time	1,451,715	1,187,640	77,180	152,795	34,110
		Part-time	911,100	769,560	54,585	70,740	16,215
		Total	**2,362,815**	**1,957,190**	**131,765**	**223,530**	**50,325**
		Percentage Postgraduate	*23.7%*	*23.6%*	*21.0%*	*26.4%*	*20.4%*
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%*

14 Again, the change in time cannot be reported overall in a robust way because of the definitional changes in the student records, which particularly affect postgraduate statistics. (In all countries of the UK, the reported percentage of postgraduates has declined in the most recent year: this is a result of the redefinition of the HESA record, and does not represent a real reduction.) The change over time in relation to undergraduate enrolment statistics is summarised in table 4.

Table 4
Overall change of undergraduate enrolments by mode and level, 1998/99-2007/08

	United Kingdom	England	Wales	Scotland	Northern Ireland
Overall changes					
Percentage change in enrolments of undergraduates, 1998/99 to 2007/08	*25.1%*	*25.9%*	*30.1%*	*18.6%*	*14.3%*
Percentage change in enrolments of undergraduates, 2006/07 to 2007/08	*0.1%*	*0.7%*	*-1.7%*	*-3.4%*	*-3.2%*
Change in part-time numbers					
Percentage change in enrolments of part-time undergraduates, 1998/99 to 2007/08	*39.9%*	*36.8%*	*78.9%*	*75.1%*	*-2.7%*
Percentage change in enrolments of part-time undergraduates, 2006/07 to 2007/08	*-3.7%*	*-3.1%*	*-6.9%*	*-7.2%*	*-5.6%*
Change in full-time numbers					
Percentage change in enrolments of full-time undergraduates, 1998/99 to 2007/08	*19.3%*	*21.1%*	*13.6%*	*8.4%*	*20.5%*
Percentage change in enrolments of full-time undergraduates, 2006/07 to 2007/08	*1.9%*	*2.7%*	*1.2%*	*-2.2%*	*-2.5%*

15 When the figures are disaggregated by mode, it can be seen that there is a noticeably greater increase in the number of part-time enrolments (especially in Scotland and Wales) than full-time enrolments at undergraduate level over the last 10 years. However, this increase has been slightly reversed in the latest year.

16 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.

Enrolments by gender

17 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 2007/08.

Table 5
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%*

18 Female students are in the majority at all modes and levels, and it is only among full-time postgraduates (who are dominated by non-UK students) that male students very nearly approach parity.

19 Comparative figures for the previous academic year are set out in table 6 from which it can be seen that there is very little change although the proportion of males has slightly increased among full-time postgraduate students.

Table 6
Enrolments by level, mode and gender, 2006/07

Level and mode of study	Total	Female	Male	*Percentage male*
Full-time students				
Postgraduate	243,070	123,065	120,005	*49.4%*
First degree	1,086,080	590,825	495,255	45.6%
Other undergraduate	122,570	83,555	39,010	31.8%
Total full-time	**1,451,720**	**797,445**	**654,270**	*45.1%*
Part-time students				
Postgraduate	316,320	175,715	140,605	*44.5%*
First degree	201,145	121,990	79,160	*39.4%*
Other undergraduate	393,630	257,270	136,360	*34.6%*
Total part-time	**911,095**	**554,975**	**356,120**	*39.1%*

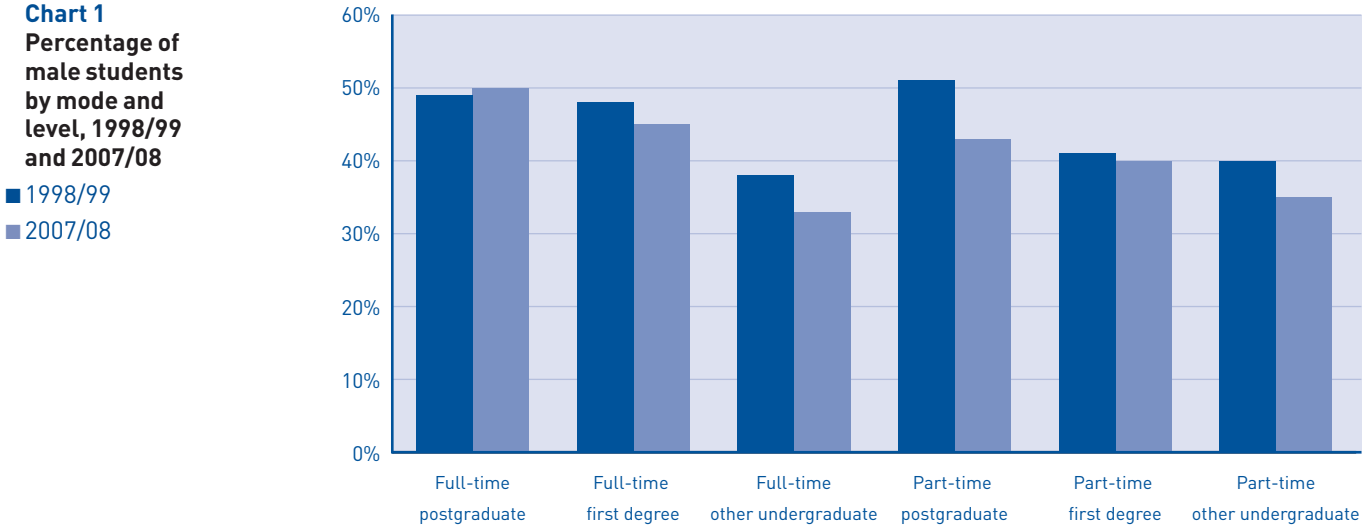
20 Finally, in order to assess the long term trend, table 7 shows the situation as it was in 1998/99.

Table 7
Enrolments by level, mode and gender, 1998/99

Level and mode of study	Total	Female	Male	*Percentage male*
Full-time students				
Postgraduate	314,562	159,774	154,788	*49.2%*
First degree	908,332	474,391	433,941	*47.8%*
Other undergraduate	124,565	76,851	47,714	*38.3%*
Total full-time	**1,347,459**	**711,016**	**636,443**	*47.2%*
Part-time students				
Postgraduate	256,973	126,696	130,277	*50.7%*
First degree	93,651	55,060	38,591	*41.2%*
Other undergraduate	315,869	190,894	124,975	*39.6%*
Total part-time	**666,493**	**372,650**	**293,843**	*44.1%*

21 A comparison of tables 5 and 7 shows that at all modes and levels, with the exception of full-time postgraduates, the proportion of male students enrolled in higher education institutions has declined significantly over the 10-year period from 1998/99 to 2007/08. Chart 1 illustrates the changes.

Chart 1
Percentage of male students by mode and level, 1998/99 and 2007/08



Enrolments by subject

Methodological considerations

22 Previous *Patterns* reports have described, on a time series basis, the trends in student enrolments by subject and in each of the major subject area groupings. This exercise involves some complications. The first is that, in 2002/03, HESA introduced a new subject classification which had the effect of 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, with one exception: introducing the new subject coding, together with a new (and improved) methodology for calculating principal subjects of study, had the effect of significantly reducing the 'combined' subject area. No adjustments will be made for this change. However, it should be taken into account that the precise components of each subject area are somewhat different in 2007/08 compared to the equivalent components before 2002/03.

23 The second complication is more significant. Historically, the Open University, which is the largest provider of undergraduate higher education, reported all of its students within the 'combined' subject area. In 2002/03, for the first time, many of the university's students were reported according to the main subject of the qualification for which they were enrolled. 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 enrolment by subject but the time series comparison with previous years is distorted considerably.

24 Further minor changes to the subject classification have been introduced in the 2007/08 academic year.

25 Consequently 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 or domicile.

26 In table 9, the figures for 2007/08 are re-presented alongside the 1998/99 figures adjusted according to the new subject definitions to enable comparisons, except that the 'combined' subject area (which showed a 64 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 8
Enrolments by subject area, 2006/07 and 2007/08

Subject area	Student enrolments, 2006/07	*Percentage of total*	Student enrolments, 2007/08	*Percentage of total*	*Percentage change, 2006/07 to 2007/08*
Medicine and dentistry	63,245	*2.7%*	61,810	*2.7%*	*-2%*
Subjects allied to medicine	300,900	*12.7%*	287,125	*12.5%*	*-5%*
Biological sciences	164,215	*6.9%*	161,600	*7.0%*	*-2%*
Veterinary science	4,875	*0.2%*	4,850	*0.2%*	*-1%*
Agriculture and related subjects	16,085	*0.7%*	17,680	*0.8%*	*10%*
Physical sciences	83,905	*3.6%*	82,130	*3.6%*	*-2%*
Mathematical sciences	33,790	*1.4%*	34,120	*1.5%*	*1%*
Computer science	106,910	*4.5%*	95,575	*4.1%*	*-11%*
Engineering and technology	140,580	*5.9%*	139,435	*6.0%*	*-1%*
Architecture, building and planning	60,525	*2.6%*	63,085	*2.7%*	*4%*
Social studies	201,720	*8.5%*	198,875	*8.6%*	*-1%*
Law	90,845	*3.8%*	89,245	*3.9%*	*-2%*
Business and administrative studies	310,255	*13.1%*	310,455	*13.5%*	*0%*
Mass communications and documentation	47,935	*2.0%*	47,965	*2.1%*	*0%*
Languages	139,715	*5.9%*	136,050	*5.9%*	*-3%*
Historical and philosophical studies	103,215	*4.4%*	96,620	*4.2%*	*-6%*
Creative arts and design	160,525	*6.8%*	158,890	*6.9%*	*-1%*
Education	216,330	*9.2%*	202,300	*8.8%*	*-6%*
Combined	117,245	*5.0%*	118,300	*5.1%*	*1%*
All subjects	**2,362,815**	***100.0%***	**2,306,105**	***100.0%***	***-2%***

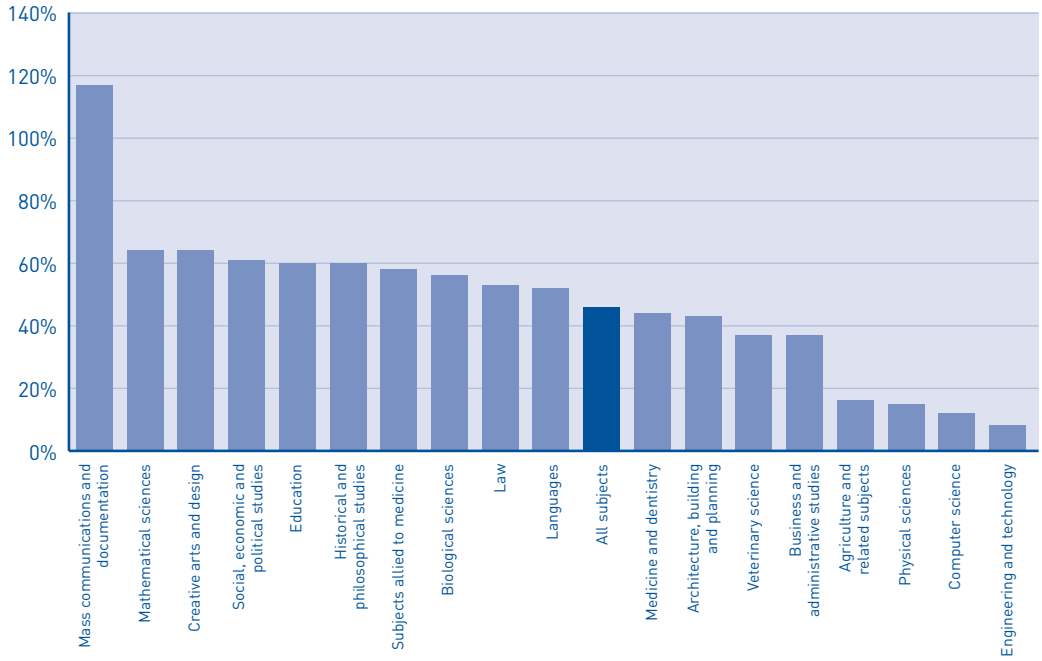
Table 9
Enrolments by subject area, 1998/99 (adjusted) and 2007/08

	1998/99	*Percentage of total excluding combined*	2007/08	*Percentage of total excluding combined*	*Percentage change, 1998/99 to 2007/078*
Medicine and dentistry	42,839	*2.9%*	61,810	*2.8%*	*44.3%*
Subjects allied to medicine	182,212	*12.1%*	287,125	*13.1%*	*57.6%*
Biological sciences	103,409	*6.9%*	161,600	*7.4%*	*56.3%*
Veterinary science	3,524	*0.2%*	4,845	*0.2%*	*37.5%*
Agriculture and related subjects	15,301	*1.0%*	17,680	*0.8%*	*15.5%*
Physical sciences	71,356	*4.8%*	82,130	*3.8%*	*15.1%*
Mathematical sciences	20,753	*1.4%*	34,120	*1.6%*	*64.4%*
Computer science	85,102	*5.7%*	95,575	*4.4%*	*12.3%*
Engineering and technology	128,713	*8.6%*	139,435	*6.4%*	*8.3%*
Architecture, building and planning	44,007	*2.9%*	63,085	*2.9%*	*43.4%*
Social studies	123,821	*8.2%*	198,875	*9.1%*	*60.6%*
Law	58,361	*3.9%*	89,245	*4.1%*	*52.9%*
Business and administrative studies	226,173	*15.1%*	310,455	*14.2%*	*37.3%*
Mass communications and documentation	22,094	*1.5%*	47,965	*2.2%*	*117.1%*
Languages	89,798	*6.0%*	136,050	*6.2%*	*51.5%*
Historical and philosophical studies	60,566	*4.0%*	96,620	*4.4%*	*59.5%*
Creative arts and design	97,112	*6.5%*	158,890	*7.3%*	*63.6%*
Education	126,314	*8.4%*	202,300	*9.2%*	*60.2%*
Sub-total excluding combined	1,501,455	*100.0%*	2,187,805	*100.0%*	*45.7%*
Combined	342,109		118,300		*-65.4%*
Total all subjects	**1,843,564**		**2,306,105**		***25.1%***

27 It should be noted that the large increase in the numbers of enrolments in subjects allied to medicine (predominantly nursing) has an obvious (compensatory negative) effect on the proportions of the sector made up by the other subject areas.

28 The percentage change in the numbers within each subject area is therefore illustrated in chart 2.

Chart 2
Percentage change in enrolments by subject area, 1998/99-2007/08



29 Above average increases in enrolments since 1998/99 are seen in subjects allied to medicine, biological sciences, mathematical sciences, law, mass communication and documentation, historical and philosophical studies, languages, education, social studies and creative arts and design.

30 While no subject area has seen a significant absolute reduction in student numbers from 1998/99-2007/08, there have been only low levels of increase in enrolments in veterinary science and medicine, architecture, building and planning, engineering and technology, the physical sciences, computer science, agriculture and business and administrative studies (the last of which has been one of the most popular subject areas in recent years). This simple analysis by broad subject group however does not do full justice to the very significant shifts in emphasis in higher education courses during the 10 years under investigation. It is important to consider the specific subjects[4] being studied in order fully to assess the nature of the changes in detail. As part of this analysis, it is necessary to be aware of the significant changes that 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 identified 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]

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

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

31 Further less significant changes have taken place in 2007/08 and so the detailed allocation of students in this report does not precisely follow the definitions in last year's *Patterns* report.

32 Subject to these caveats, the numbers of students following individual subjects as their main qualification aim in each of the years 1998/99 and 2007/08 are set out in the table in Appendix 1. 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.

33 The populations and definitions used in Appendix 1 and in the following analysis of changes between 1998/99 and 2007/08 are based on those adopted in the relevant annual HESA publications. A more detailed analysis shows that:

- enrolments within medicine and dentistry have risen by 44 per cent, slightly below the overall increase of 46 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 over 50 per cent. This is largely a product of the shift of funding of nursing courses into the higher education sector. 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 26 per cent;
- there has been an increase in enrolments in veterinary science of 37 per cent, below the average;
- re-classifications within agriculture and related subjects make time series comparisons impossible at the detailed subject level for this subject area;
- within the physical sciences area, chemistry has seen a reduction of 14 per cent and physics an increase of 9 per cent (a slight improvement over the previous 10-year comparison). However, there have been large increases in astronomy and ocean sciences. Geology shows a below average increase (35 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 four *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 above average increase in enrolments (64 per cent). Statistics and operational research show modest absolute increases;
- after adjusting for new definitions, we see a rise of only 12 per cent in enrolments in computer science, significantly below the norm, confirming the downward trend identified in the last report, and after several previous years in which it showed above average increases over the 10-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, 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 in line with the norm, after falling behind in previous years. Only aerospace engineering has shown a significant increase in enrolments (78 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 We should note that psychology is now classified as a single subject including both scientific and social psychologies: the figures have been adjusted to recognise this.

- within the architecture, building and planning area, enrolments in architecture have increased by 59 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 (24 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. Notable are social work and especially politics (86 per cent), confirming a trend identified in the last *Patterns* report;
- there has been a 53 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, presents some difficulties in analysis over time. The combined areas of business and management studies show an average increase of only 35 per cent, although this may overstate the position as some other aspects of management are no longer separately recorded. While accounting shows an increase of only 38 per cent, enrolments in finance have more than doubled; marketing also shows an above average rise;
- within the area of mass communications and documentation, media studies shows an increase of 236 per cent between 1998/99 and 2007/08 while journalism has increased by 237 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, 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, Italian and Spanish continue to show very large percentage increases. Celtic studies and classical studies also show marked 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. Philosophy has increased beyond the average;
- creative arts and design subjects also continue to show a significant increase (64 per cent overall): enrolments in music and in drama 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;
- the rise in enrolments in education is, for the second time, above the average increase across all subjects, and this now includes teacher training courses.

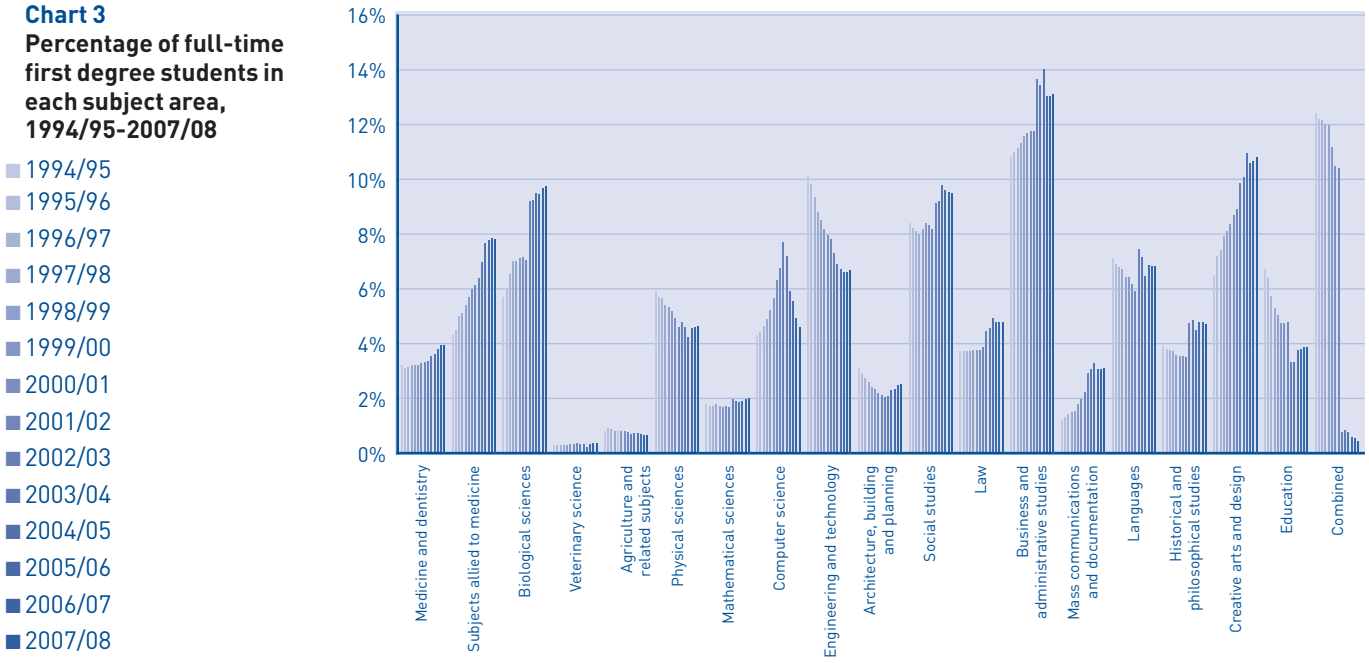
34 In summary there have been major changes in the subject enrolments of students on higher education courses in the UK between 1998/99 and 2007/08.

Changes in subject balance of full-time first degree students

35 Longer term trends in the enrolment of full-time first degree students are interesting. These can be tracked with some degree of confidence over the 13 years since this data for higher education institutions throughout the UK has been collected more consistently.

36 The following chart 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, 1994/95-2007/08



37 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 three years) and in engineering and technology (with a slight compensation in the latest year). As noted previously, the reduction in enrolments in languages appears to have been arrested and indeed reversed. However, this is perhaps partly due to the re-assignment of courses from the 'combined' subject group. The same may be true of mathematical sciences. Computer science continues to show a negative enrolment trend as do agricultural subjects.

38 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. Education appears also to show a modest proportional increase.

Trends in EU and international enrolments

39 Turning now to the domicile of students, table 10 shows the absolute and relative numbers of students from the UK, other EU countries and countries from outside the EU (international)[8] for 2007/08, with comparisons for 2006/07 and the 10-year change in the period from 1998/99 to 2007/08. 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.

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

Table 10
Enrolments of students by domicile, 1998/99, 2006/07 and 2007/08

Year	Domicile	Student numbers	*percentage of total*
1998/99	UK	1,626,472	*88.1%*
	EU	101,995	*5.5%*
	International	117,290	*6.4%*
	All	1,845,757	*100.0%*
2006/07	UK	2,011,345	*87.2%*
	EU	112,260	*4.9%*
	International	239,210	*10.4%*
	All	2,362,815	*102.5%*
2007/08	UK	1,964,315	*85.2%*
	EU	112,150	*4.9%*
	International	229,640	*10.0%*
	All	2,306,105	*100.0%*
Percentage change 1998/99 to 2007/08	UK	*21%*	
	EU	*10%*	
	International	*96%*	
	All	*25%*	
Percentage change 2006/07 to 2007/08	UK	*-2%*	
	EU	*0%*	
	International	*-4%*	
	All	*-2%*	

40 From 1998/99 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. Non-EU international student numbers, on this count, have almost doubled over the 10-year period. Enrolments from other countries of the EU show a lower rate of increase than UK-domiciled students.

41 The final section of this report describes several aspects of higher education in Europe, and adds to the analysis in this section.

42 More detailed information about the enrolment of students from particular regions and countries is contained in Appendix 2, from which it is possible to derive information about those countries that are the major suppliers of students to the UK. This information 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, 2007/08

Country	First degree	Country	Research higher degrees	Country	Taught higher degrees
China	19,385	China	3,715	China	18,275
Malaysia	7,730	United States	2,695	India	17,920
Ireland	7,035	Germany	2,205	Nigeria	6,165
Hong Kong	6,915	Greece	2,035	Greece	4,965
Cyprus	6,665	Malaysia	1,700	United States	4,925
Germany	6,170	Italy	1,525	Pakistan	4,615
France	6,160	India	1,480	Taiwan	3,630
Poland	5,355	France	1,030	Ireland	3,205
Greece	4,850	Pakistan	1,025	Germany	2,875
India	4,480	Ireland	1,005	France	2,700
Nigeria	3,835	Canada	995	Thailand	2,290
United States	3,355	Saudi Arabia	880	Cyprus	1,950
Pakistan	2,835	Thailand	875	Canada	1,880
Spain	2,295	Taiwan	865	Malaysia	1,695
Sweden	2,150	Libya	700	Japan	1,460
Singapore	1,915	Nigeria	690	Italy	1,430
Italy	1,875	Portugal	655	Poland	1,420
Norway	1,830	Egypt	650	Hong Kong	1,320
Korea (South)	1,800	Iran	640	Ghana	1,205
Japan	1,795	Poland	620	Korea (South)	1,190
Sri Lanka	1,710	Spain	585	Turkey	1,145
Lithuania	1,590	Korea (South)	580	Spain	1,060
Canada	1,540	Cyprus	530	Saudi Arabia	1,015
Belgium	1,540	Mexico	530	Bangladesh	1,010
Kenya	1,370	Hong Kong	495	Netherlands	970

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

43 China[9] continued to be clearly the most significant provider of students to UK higher education across most levels of study: the apparent decline in its numbers at postgraduate level reflects the redefinition of the HESA student record. India features very strongly among taught higher degree students. Students from the United States are also prominent among research postgraduates.

44 Undergraduate enrolments of students from the Republic of Ireland have declined again, presumably in response to the abolition of fees in the Republic. 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. Nigeria features prominently among taught higher degree students.

Trends in income

45 Finally, this section concludes with a continuation of the data series that shows trends in the sources of income received by higher education institutions. The data is presented for the latest year, 2007/08, the previous year, 2006/07, 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 the individual components of each income stream.

Table 12
Main sources of income received by UK higher education institutions, 2000/01, 2006/07 and 2007/08, £000 (cash terms)

	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
2006/07					
Funding council grants	8,030,651	6,454,407	432,766	942,699	200,779
Tuition fees and education grants and contracts	5,413,985	4,649,073	214,995	470,144	79,773
Research grants and contracts	3,376,991	2,744,893	131,334	431,071	69,693
Other income	4,077,385	3,416,751	209,967	371,536	79,131
Endowment and investment income	390,841	326,494	15,984	43,124	5,239
Total income	21,289,853	17,591,618	1,005,046	2,258,574	434,615
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
Percentage change, 2006/07 to 2007/08					
Funding council grants	*6%*	*6%*	*-3%*	*9%*	*-1%*
Tuition fees and education grants and contracts	*16%*	*16%*	*33%*	*6%*	*19%*
Research grants and contracts	*10%*	*10%*	*9%*	*14%*	*8%*
Other income	*9%*	*9%*	*7%*	*9%*	*11%*
Endowment and investment income	*30%*	*29%*	*19%*	*33%*	*93%*
Total income	*10%*	*10%*	*9%*	*10%*	*7%*
Percentage change, 2000/01 to 2007/08					
Funding council grants	*59%*	*60%*	*46%*	*63%*	*45%*
Tuition fees and education grants and contracts	*105%*	*108%*	*118%*	*81%*	*80%*
Research grants and contracts	*69%*	*66%*	*81%*	*77%*	*99%*
Other income	*72%*	*76%*	*70%*	*36%*	*115%*
Endowment and investment income	*74%*	*71%*	*51%*	*86%*	*241%*
Total income	*74%*	*75%*	*70%*	*64%*	*72%*

47 Since 2006/07, the sector has seen an increase in income of roughly 10 per cent, as a result of various changes that include increases in tuition fee income (as a result of variable fees but also other sources of fee income) and increases in funding council and research council grants. Endowment and investment income also shows an improvement as compared with earlier years though these remain a modest part of overall institutional income. The overall change since 2001 is an increase in total income, and most income components, of a little over 70 per cent. Only funding council income now falls below this level, with a particularly striking lag in Wales. The overall annual income to the sector is now over £23 billion, compared with £13 billion in 2001/02.

Section B
Patterns of institutional diversity

48 Section B presents information about institutions within the higher education sector in graphical form, showing the distribution of various features across the institutions within the sector. The number of institutional charts has been extended this year in response to feedback from users. 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 which 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; and
- 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 Since the publication of the last *Patterns* report, the structure of the higher education sector has changed slightly:

- The Royal College of Nursing transferred provision of its higher education distance learning programmes to the Open University;
- University Campus Suffolk joined the higher education sector as an independent institution;
- The Royal Welsh College of Music and Drama merged with the University of Glamorgan;
- Bell College merged with the University of Paisley;
- Dartington College of Arts merged with University College Falmouth (although both institutions made separate returns of data to HESA).

53 A number of mergers has taken place within the sector since 1994/95. 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. A list of the mergers that have taken place since 1994/95 is given in Appendix 5.

54 In total, therefore, this report describes the features of 166 higher education institutions. Since 1994/95, the number of institutions within the sector has reduced from 186, a decline of 11 per cent.

Institutional charts

55 A series of charts shows 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.

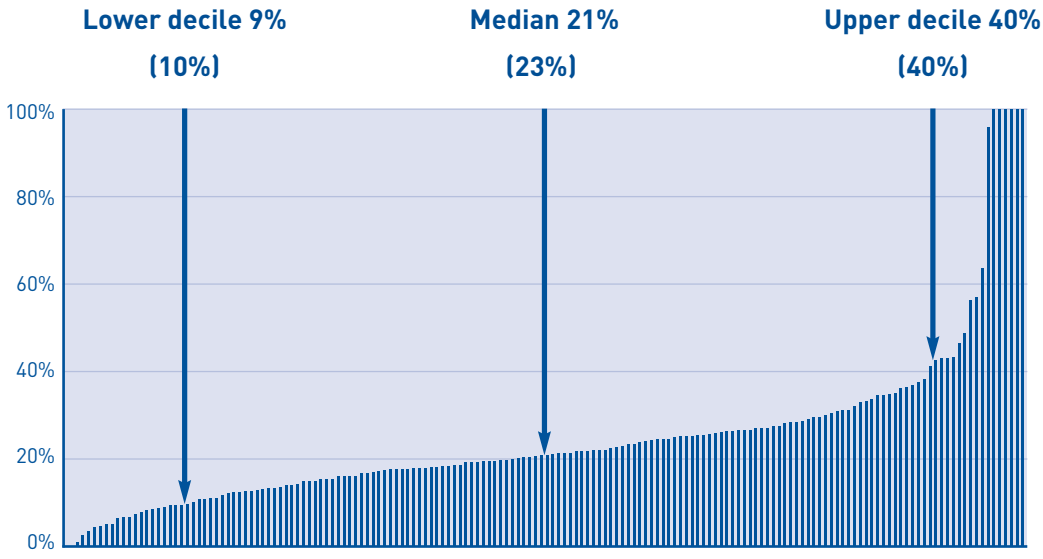
Balance of provision

57 Four aspects of the balance of provision within higher education institutions are considered:

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

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

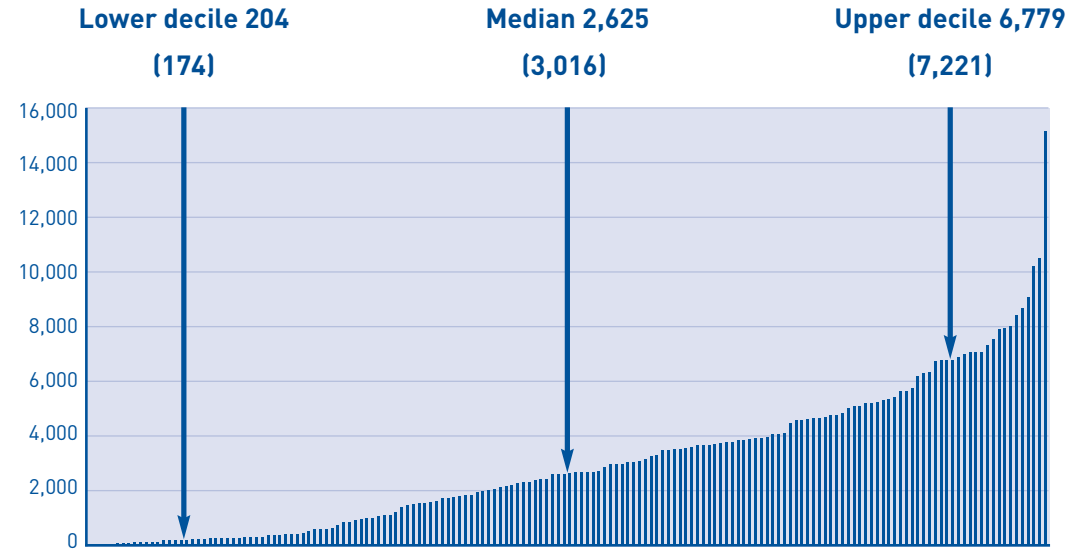
Institutional chart 1
Percentage of students following postgraduate programmes, 2007/08



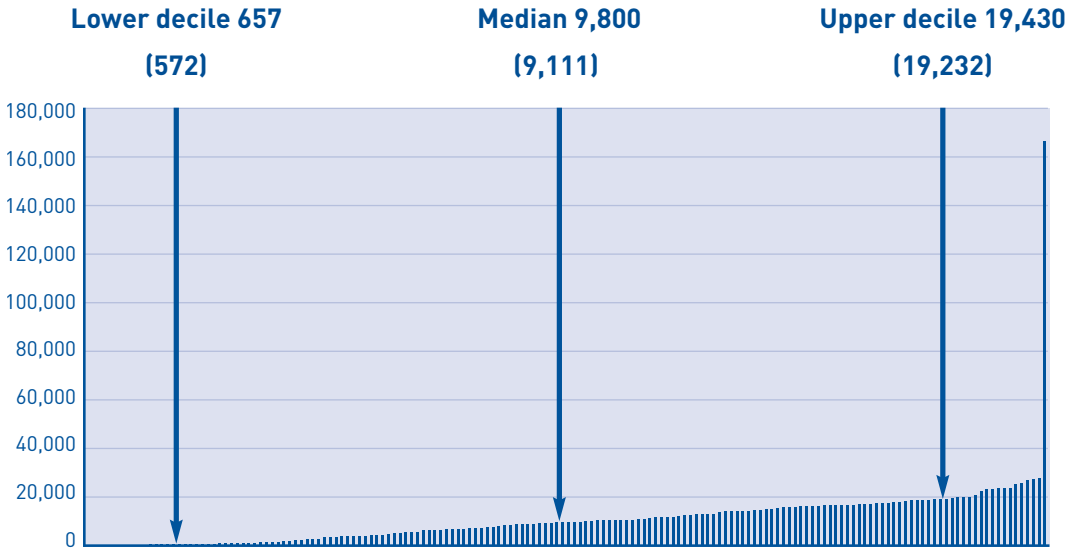
59 Institutional chart 1 cannot be directly compared with those in earlier *Patterns* reports, which include data from 1998/99, because of changes in methodologies described earlier; these changes have the effect of reducing the number of reported postgraduate students because those writing theses and dissertations are excluded.

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, 2007/08



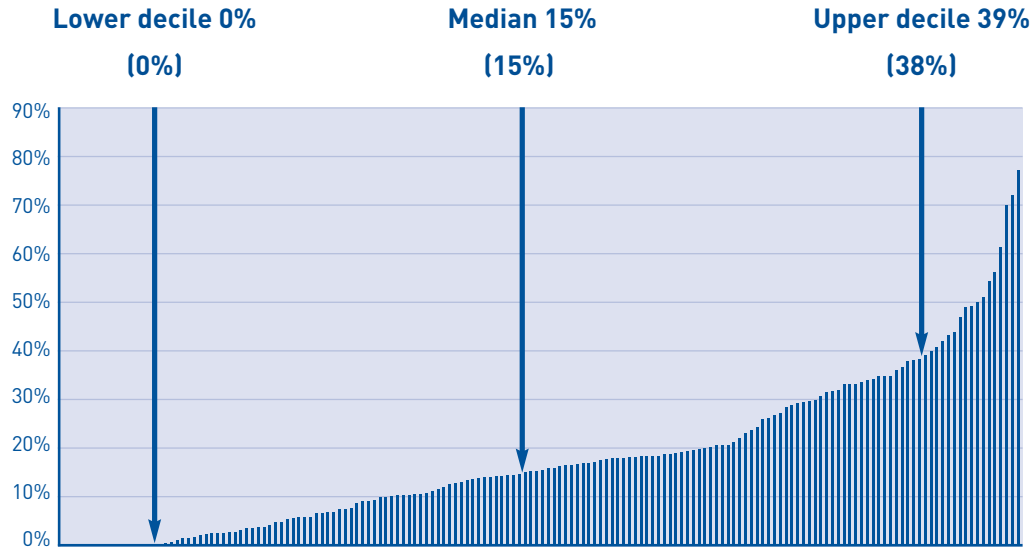
Institutional chart 3
Absolute numbers of undergraduate enrolments, 2007/08



61 The figures in institutional chart 2 are again influenced by the redefinition of student records referred to above, and the apparent reductions in postgraduate numbers should be regarded as a construct of the redefined records. However, the increase in undergraduate students shown in institutional chart 3 is genuine.

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

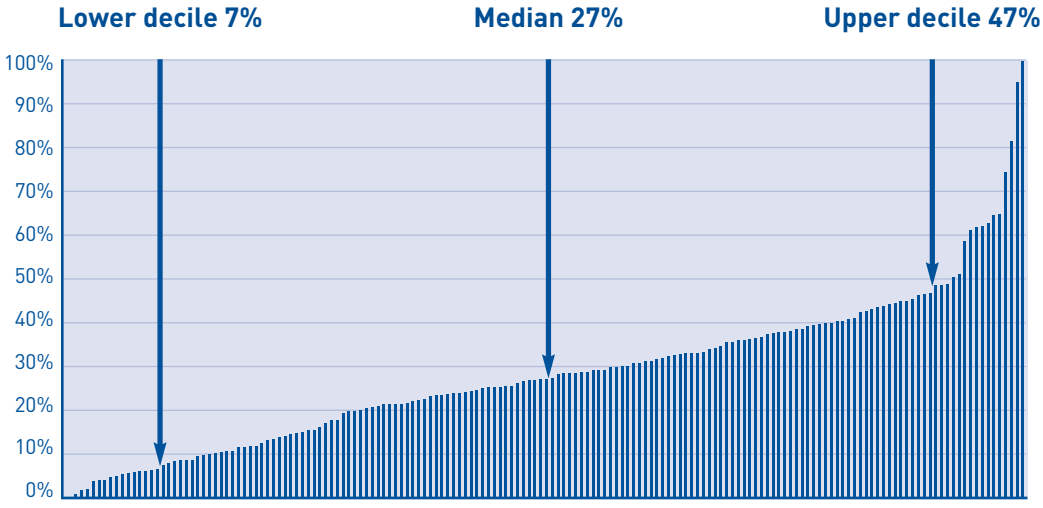
Institutional chart 4
Percentage of enrolments in undergraduate programmes not directly leading to first degrees, 2007/08



63 Since 1998/99 the median has declined by one percentage point, the upper decile is down one percentage point and the lower decile is unchanged.

64 Turning now to the balance between full-time and part-time enrolments, institutional chart 5 analyses the balance by mode of study.

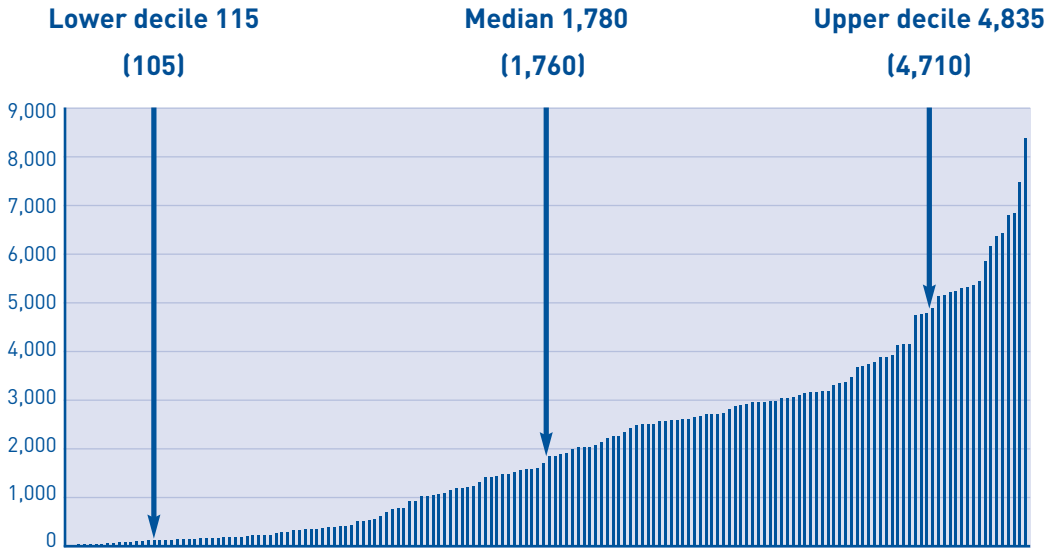
Institutional chart 5
Percentage of part-time enrolments, 2007/08



65 Comparisons with previous years cannot be undertaken robustly, because of the definitional changes in relation to part-time students referred to earlier.

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 home- 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.

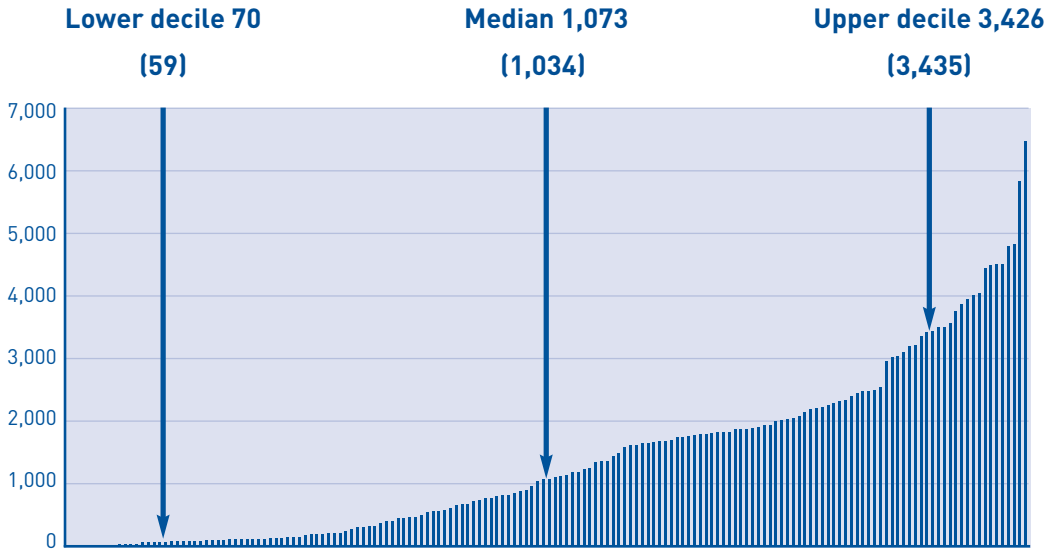
Institutional chart 6
Enrolments of all non-UK domiciled students, 2007/08



67 Since 1998/99 the median is up by 57 per cent, the upper decile is up by 69 per cent and the lower decile is up by 306 per cent, although of course from a low base.

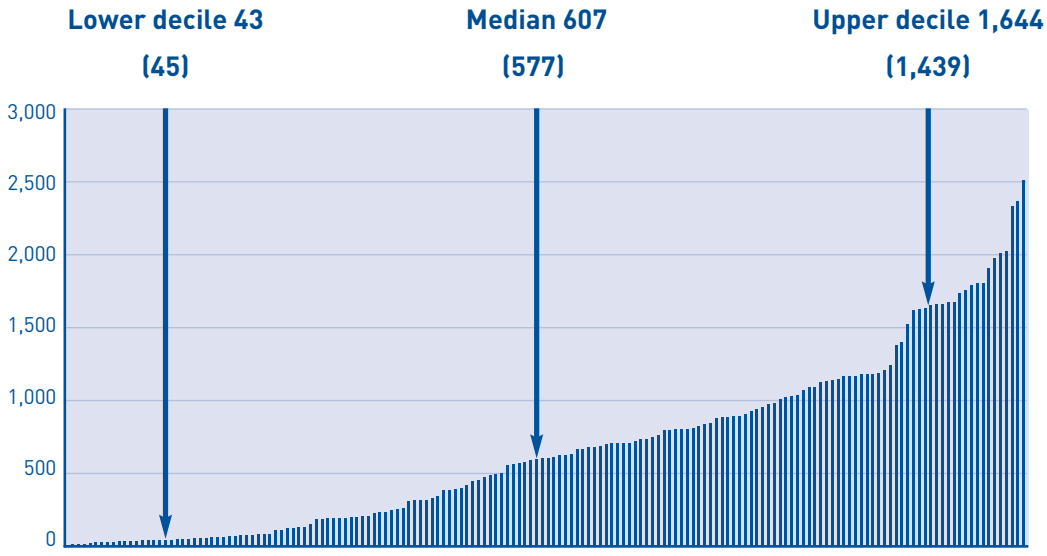
68 Clearly, institutions across the spectrum have seen significant increases in the numbers of students from outside the UK. Since 2001/02, the number of institutions with more than 5,000 students enrolled from outside the UK has risen from three to 16.

Institutional chart 7
Enrolments of international (non-EU) domiciled students, 2007/08



69 Since 1998/99 the median is up by 119 per cent, the upper decile is up by 109 per cent and the lower decile is up by 190 per cent from a low base. The growth, which has been referred to at the overall sector level in the first section of this report, is clear across the sector as a whole; unlike the situation as reported in some previous *Patterns* volumes, it is now clear that there is no differential increase among the institutions in the middle of the chart.

Institutional chart 8
Enrolments of EU (excluding UK) domiciled students, 2007/08



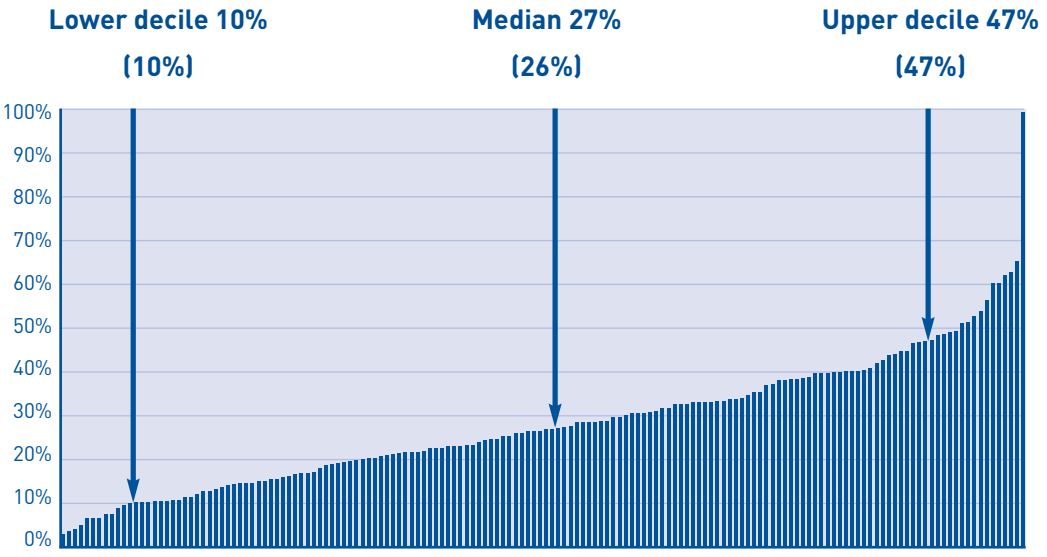
70 Since 1998/99 the median is up by 8 per cent, the upper decile is up by 33 per cent and the lower decile is down by 6 per cent. A reduction in the enrolment of students from other EU countries observed in previous *Patterns* reports has been reversed and an increase is seen across most of the spectrum of institutions for the second 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 section addresses 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 is shown in institutional chart 9.

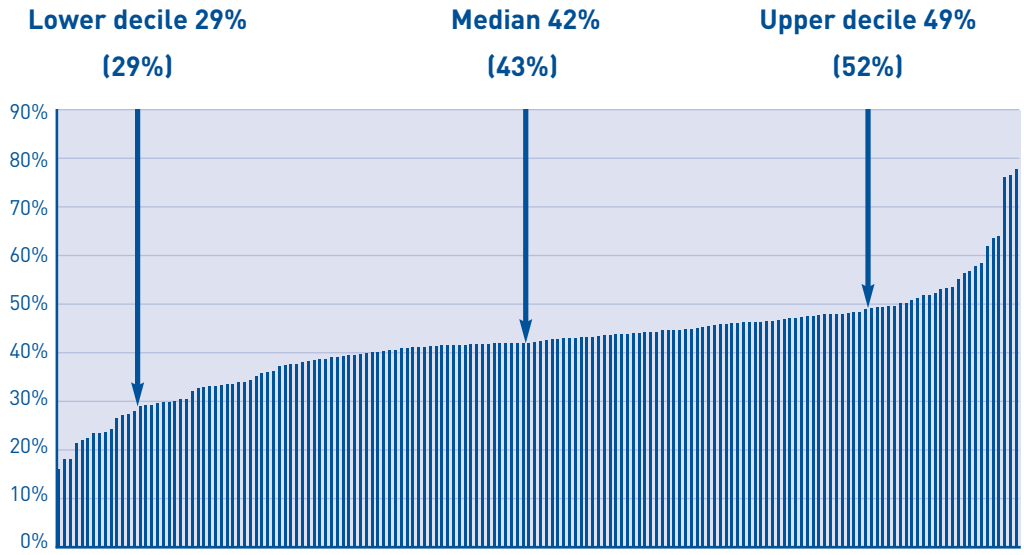
Institutional chart 9
Percentage of mature full-time undergraduates, 2007/08



73 Since 1998/99 the median is up five percentage points, the upper decile is up eight percentage points and the lower decile has reduced by one percentage point. The figures show a continuing increase in the proportion of full-time mature undergraduates and a concentration in institutions that already had a significant proportion of these students.

74 We have noted in Section A that male students in higher education are in a minority among almost all modes and levels. There are, however, considerable variations between institutions, which are shown in institutional chart 10.

Institutional chart 10
Percentage of male students, 2007/08

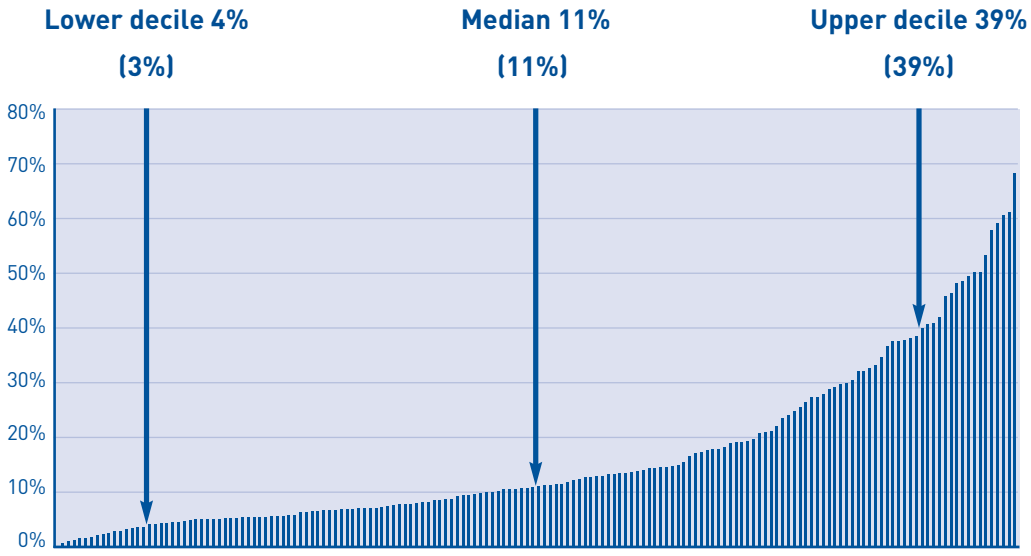


75 Almost all institutions have a percentage of male students in a range from 30 per cent to 50 per cent, although there are some obvious outliers: these are chiefly specialist institutions. The subject specialisms of these institutions include nursing and education at the lower end of the chart, and engineering and technology at the other end.

76 Since this is only the third time that this chart has been presented in the *Patterns* series, it is inappropriate to present time series comparisons over the longer term. However, we may note that males are less well represented at the median and upper levels of the chart as compared with last year – a sign that in many institutions female students are now becoming a majority in subjects traditionally seen as dominated by males.

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

Institutional chart 11
Percentage of UK-domiciled first year students from minority ethnic groups, 2007/08



78 Since 1998/99 the median is up four percentage points, the upper decile is up 16 percentage points and the lower decile is up one percentage point. In previous *Patterns* reports there was evidence of an increasing concentration of students from minority ethnic groups in a limited number of institutions. However, in this latest data, there is a modest indication of an increase at the lower end of the chart (following an increase in the median last year), implying a more general increase in the proportion of students from minority ethnic groups across the sector as a whole. There continue to be outliers at both ends of the spectrum, 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 17 per cent.)

79 The earliest *Patterns* reports included some analysis of the participation of students from 'under-represented groups', as identified within the funding councils' performance indicators. Two such measures were used: firstly, the percentage of young full-time first degree entrants from social classes IIIM, IV and V; and, secondly, the percentage coming from 'low participation neighbourhoods', as identified by the Higher Education Funding Council for England (HEFCE). The reports noted that there was a close correlation between the institutional figure on each of these measures (while not assuming that the measures themselves closely correlated) and non-traditional entrants to full-time undergraduate courses (again, at institutional level). In more recent years, following the 2001 Census, a new categorisation of socio-economic groupings has been adopted, the national statistics socio-economic classification.[10]

80 In place of the six categories used in the earlier definition of social class, the new classification has seven categories as set out in table 13.

10 Further information about the NS SEC classification is available from the Office for National Statistics at: www.statistics.gov.uk/methods_quality/ns_sec/default.asp.

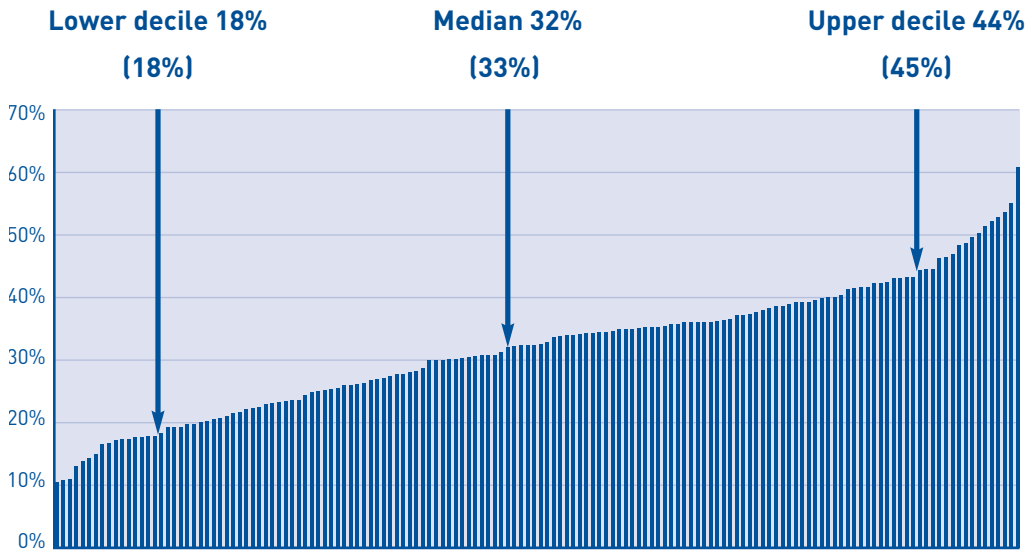
Table 13
Classification of national statistics socio-economic groups

Socio-economic 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 of these 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 may include a wide variety of occupations. For example, it includes many people engaged in farming (and so agricultural college figures are very high) and also many contractors in the computing industry.

82 It should also be noted that the analyses of socio-economic groupings are available only for students entering through UCAS. While these cover a high proportion of entrants to full-time undergraduate courses (85 per cent), it is possible that the percentage of entrants from lower socio-economic groups is understated. The data for the year 2007/08 is presented in institutional chart 12.

Institutional chart 12
Percentage of young full-time first degree entrants from national statistics socio-economic classification classes 4, 5, 6 and 7, 2007/08



83 The lower decile has increased by one percentage point since 2004/05 but the median and upper deciles show increases of two and three percentage points – fractionally less than last year. The overall impression therefore continues to be that there is an increase in the proportions of students entering higher education from social classes 4, 5, 6 and 7 and that this increase is concentrated in institutions that are already showing a high proportion of students from the lower social classes.

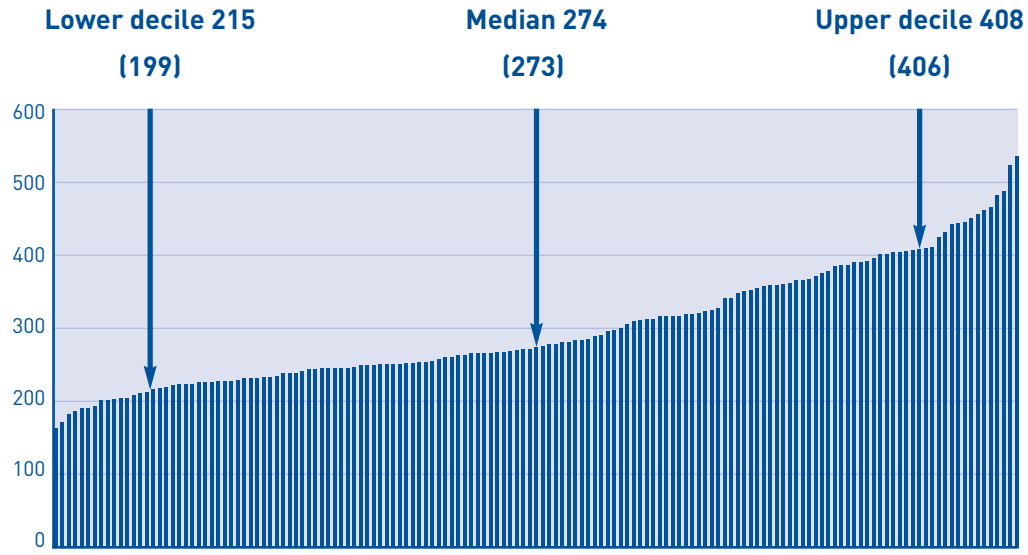
84 Previous *Patterns* volumes have also included an analysis of entrants from 'low participation neighbourhoods'. It was noted in last year's volume that a new definition had been adopted for this indicator. In 2007/08, the data is not available for Scotland and therefore this indicator is not now included in *Patterns*.

11 A full description of the tariff is given at: www.ucas.ac.uk/candq/tariff/

85 Earlier *Patterns* reports included information about the entry qualifications of new students based on 'A-level points', although this time series was discontinued because the structure of reporting changed significantly. Applicants and acceptances to full-time undergraduate courses are now recorded in relation to UCAS' 'tariff points', which include not only the conventional academic qualifications but also many vocational qualifications.[11]

86 This year, therefore, for the fourth time, we show entry qualifications to higher education institutions according to the UCAS tariff, in institutional chart 13.[12]

Institutional chart 13
Average tariff points of entrants to full-time undergraduate courses, 2007/08



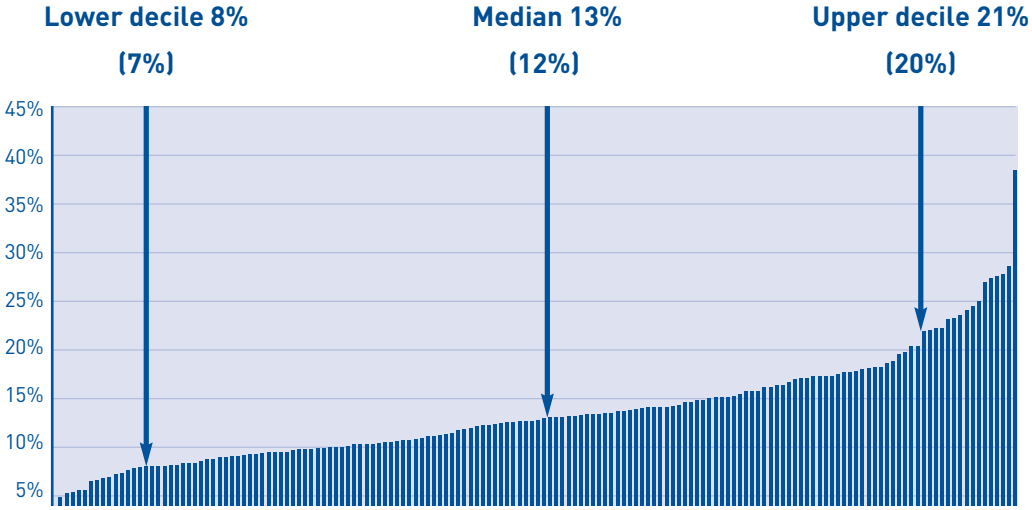
12 The full definition is 'Average tariff points for full-time, first year, undergraduate students whose highest qualification on entry was 'A' level equivalent qualification not elsewhere specified or any combinations of GCE 'A'/SCE 'Higher' and GNVQ/GSVQ or NVQ/SVQ at level 3'.

87 There is virtually no change in the median or in the upper decile as compared with last year's report, but there is a marked increase at the lower end: it is possible that this reflects the change in the fees regime in England which had a negative effect on applications in 2006/07 and which is now seen to have been reversed.

88 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. Institutional chart 14 shows the percentage of first-class honours degrees awarded.[13]

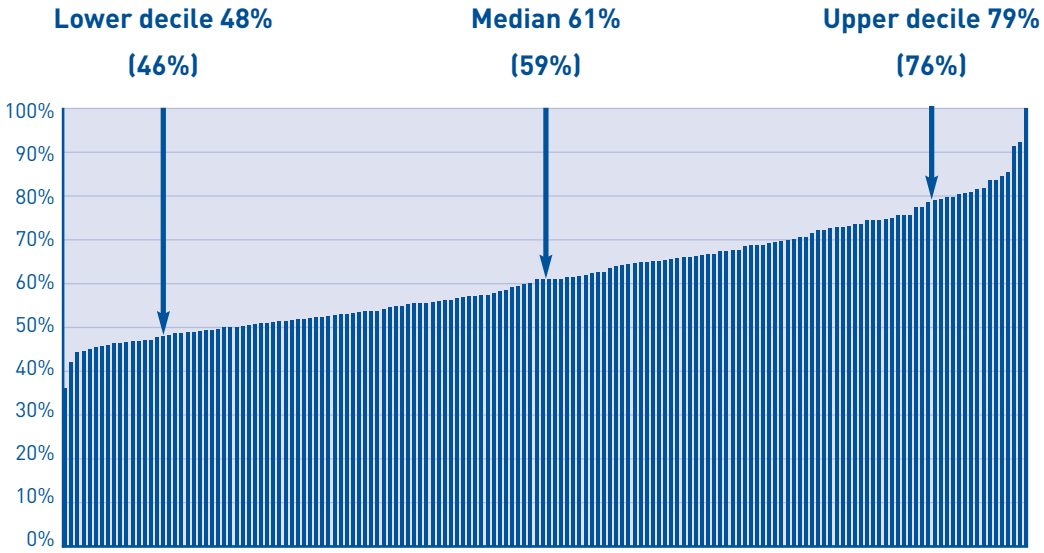
13 The denominator in this and the following chart is all classified degrees. It therefore excludes most clinical degrees, which are awarded without classification. Note also that many Scottish universities award a significant proportion of their degrees without classification.

Institutional chart 14
Percentage of first-class degrees awarded, 2007/08



89 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 has been a considerable increase in the proportion of students awarded a first-class degree from 1998/99 to 2007/08, with a further increase in the most recent year. Institutions at the upper end of the scale show the greatest level of increase; some of the institutions that have historically awarded a high percentage of first-class degrees have increased their proportion. The three institutions at the upper end of the scale are all music conservatoires and a number of other institutions at the high end are also specialist institutions. It is also relevant to look at the combined total of firsts and upper seconds, which are presented in institutional chart 15.

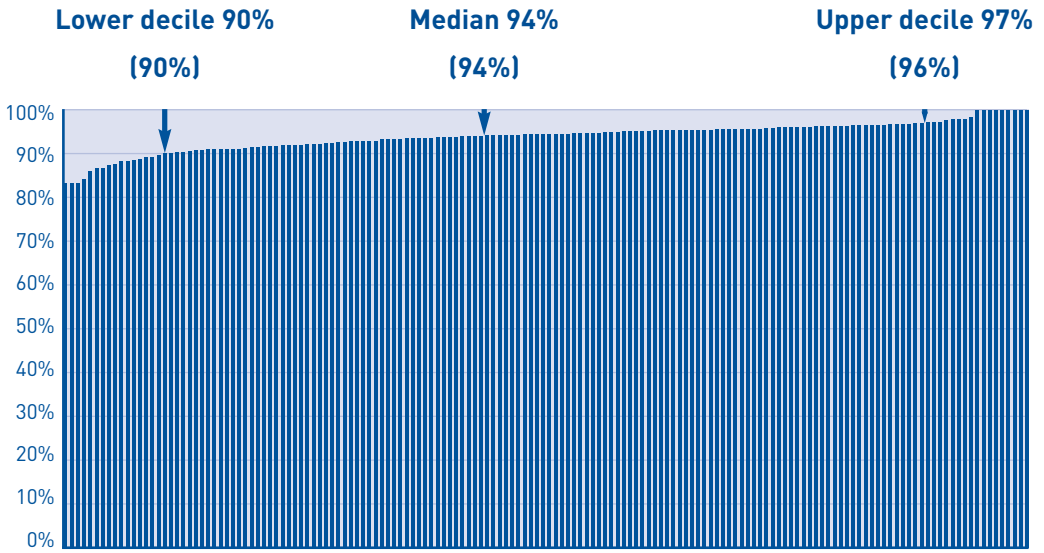
Institutional chart 15
Percentage of first- and upper second-class degrees awarded, 2007/08



90 Since 1998/99 the median is up eight percentage points, the upper decile is up 11 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.

91 Finally, we turn to data on graduate employment. Institutional chart 16 shows the percentage 'employment rate' (all activities except unemployment) for full-time UK-domiciled first degree students who graduated in the academic year 2006/07, as reported approximately six months after graduation.

Institutional chart 16
Percentage of first degree full-time graduates not unemployed, 2006/07

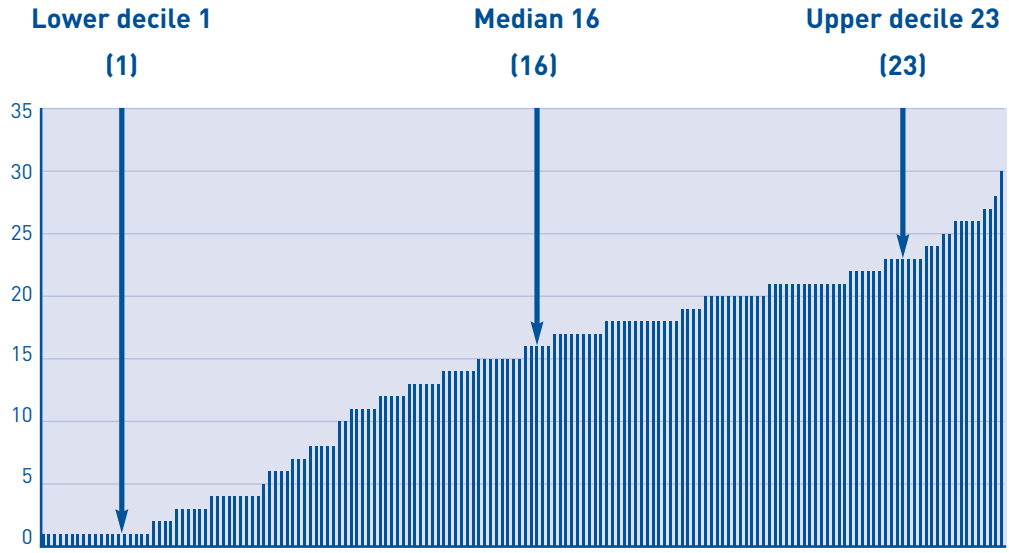


92 The change since the last year is insignificant and the chart continues to show a very low level of unemployment among first degree graduates. Long-term changes should not be reported since they are dependent on the overall labour market.

Aspects of staffing in higher education institutions

93 The 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 17.

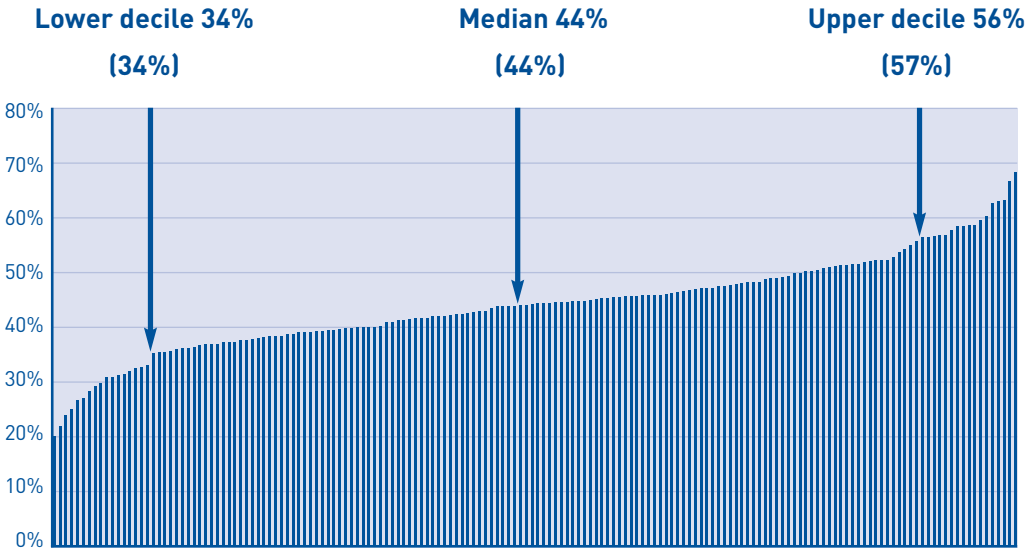
Institutional chart 17
Number of cost centres within which staff are employed, 2007/08



94 As reported in the previous *Patterns* volumes, both the median and the upper decile have reduced by one cost centre since 1998/99, perhaps reflecting a reduction in spread of subject provision. However, there has been no change in the two most recent years.

95 We now turn to the analysis of the gender balance of all academic staff. This has been updated and can be seen in institutional chart 18.

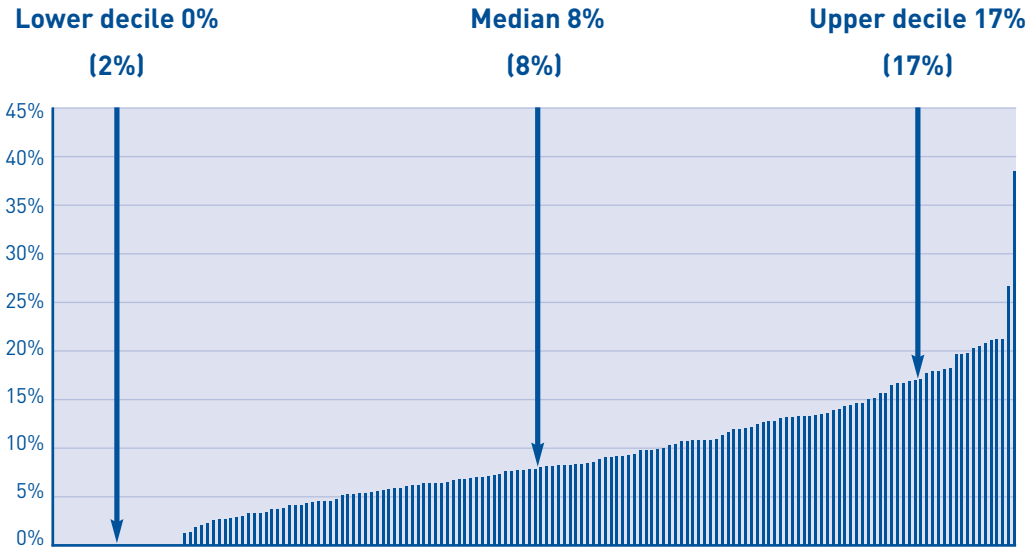
Institutional chart 18
Percentage of female academic staff, 2007/08



96 The gender balance of academic staff within higher education institutions varies markedly between institutions, and the issue of subject distribution is relevant here. There is virtually no change in the gender balance of academic staff as compared with the previous year.

97 The ethnicity of academic staff is illustrated in institutional chart 19.

Institutional chart 19
Percentage of minority ethnic groups among academic staff, 2007/08



98 While the median and upper decile remain unchanged, the lower decile now shows a zero value. This is due more to a change in the constituency of the higher education sector than a significant change of emphasis. However, it is relevant to note that, across all higher education institutions, the mean percentage of academic staff from minority ethnic 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 minority ethnic 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 located outside London.

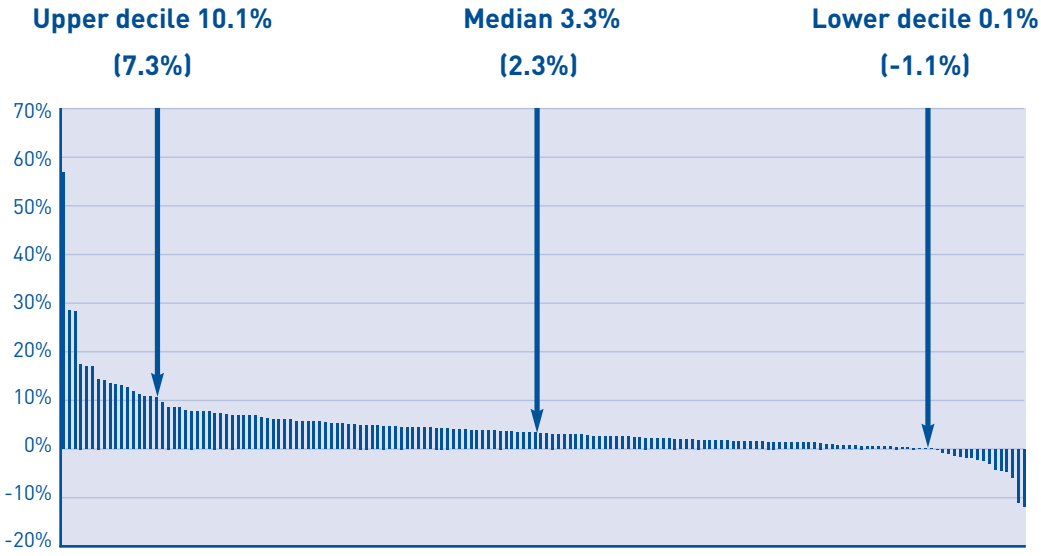
Financial issues

99 Turning now to financial issues, the previous *Patterns* reports included some analysis of financial security and of costs and efficiency, together with an analysis of sources of income. This year's report adopts the same approach.

Financial security

100 Institutional chart 20 shows the historical surplus/deficit for each institution in 2007/08 as a percentage of income.

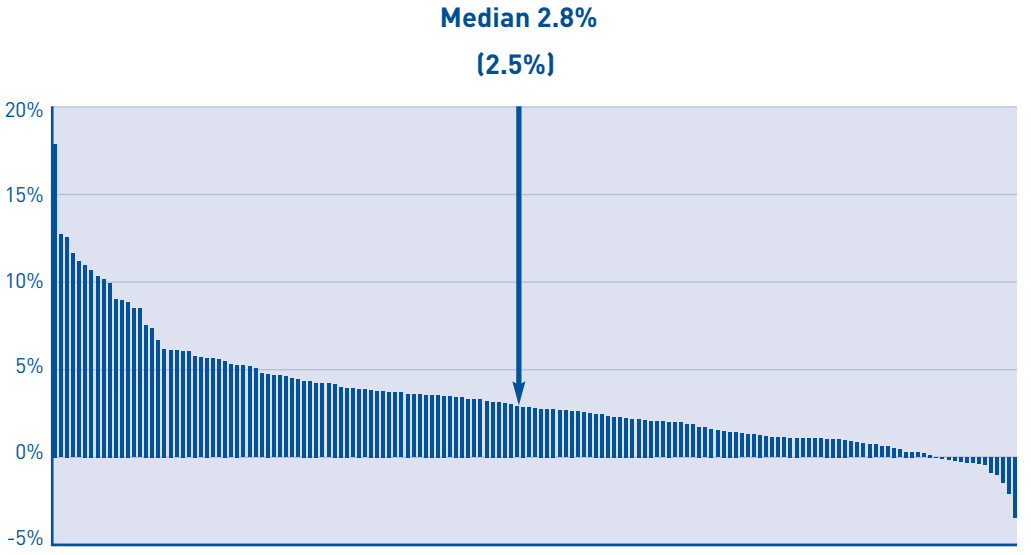
Institutional chart 20
Surplus/deficit as a percentage of income, 2007/08



101 Since 1998/99 the median is virtually unchanged, the upper decile is up 4.1 percentage points and the lower decile is up one percentage point. There is a slight improvement as compared with the figures given in the last *Patterns* report.

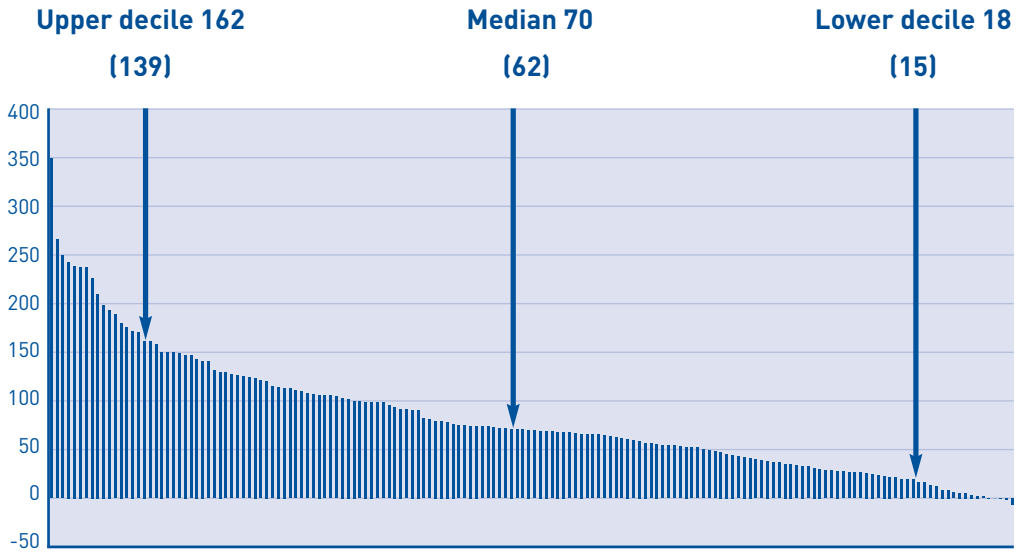
102 However, the current year out-turn is only one relevant measure, and one that should be seen in a wider context. In order to do so we now present the average surplus/deficit for each institution over the last five years.

Institutional chart 21
Five-year average of percentage ratio of historical surplus/deficit after tax to total income, 2002/03-2007/08



103 While the chart shows a simple comparison of the median with the figures published last year, it is too early to draw more conclusions from this chart. Institutional charts 22 and 23 show two other security measures relating to liquidity and the retention of reserves respectively.

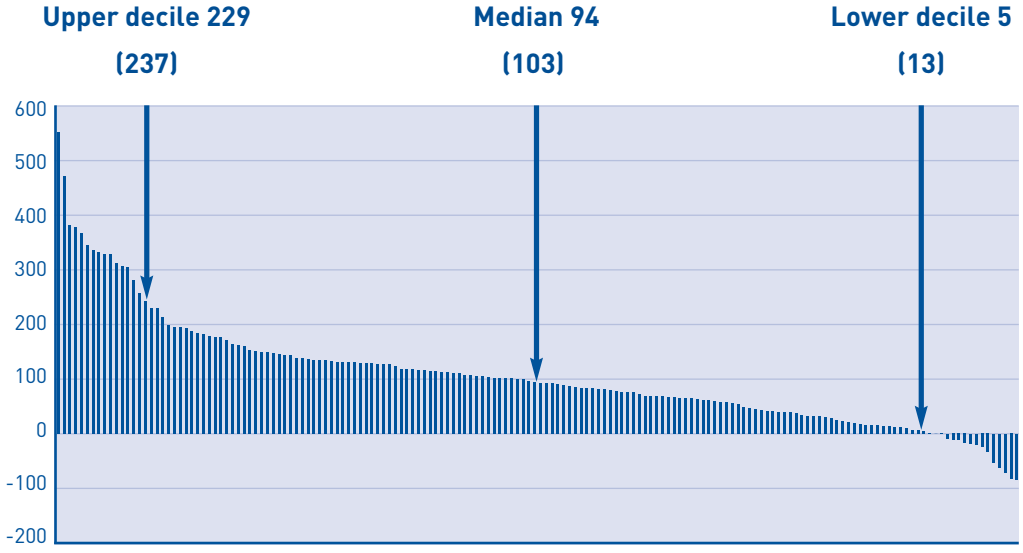
Institutional chart 22
Days ratio of net liquid assets to total expenditure, 2007/08



104 Since 1998/99 the median has increased by 10 days, while the upper decile is up by 32 days and the lower decile is up by seven days. The latest year's figures show, for the second time, an improvement in this measure across the spectrum of institutions.

105 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 the following chart.

Institutional chart 23
Days ratio of total general funds to total expenditure, 2007/08



106 As indicated in last year's *Patterns* volume, comparisons with years before 2005/06 are invalid because of a change in definitions.[14] In the last year this ratio shows a small deterioration across the spectrum of institutions.

107 The previous *Patterns* reports set out an index of financial security based on three factors (equally weighted):

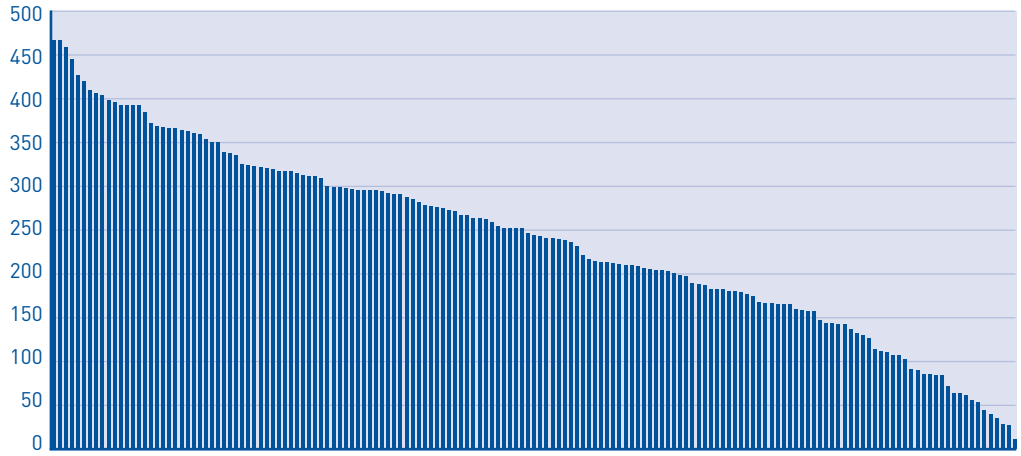
- the average of the last two years' percentage ratios of historical surplus/deficit after tax to total income;
- the days ratio of general funds to total expenditure; and
- the days ratio of net liquid assets to total expenditure.

14 In 2005/06 institutions were, for the first time, required to include net pensions assets or liabilities within their general funds as set out in the FRS17 accounting convention. Most institutions have a net pensions liability, which means that there was a significant overall reduction in general funds. The large reduction in this indicator is therefore primarily due to new accounting conventions: the pensions liabilities existed in the past, but were not previously counted.

108 In the light of advice and comments from users, the security index has now been extended in its scope to include the percentage ratio of total long term borrowings to total income. This factor is given a weighting of 0.5 in the overall calculation.

109 The new security index for 2007/08 is set out in institutional chart 24.

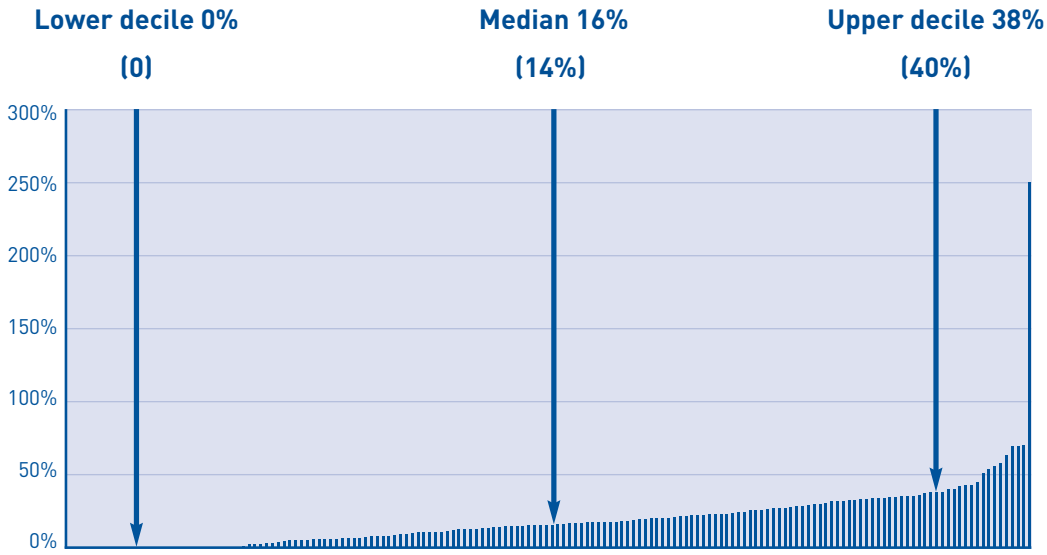
Institutional chart 24
The security index, 2007/08



110 It should be noted that 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.

111 We now turn to a further measure of financial security, which is the exposure to long term borrowings. Institutional chart 25 reports the latest information.

Institutional chart 25
Percentage ratio of total long term borrowings to total income, 2007/08

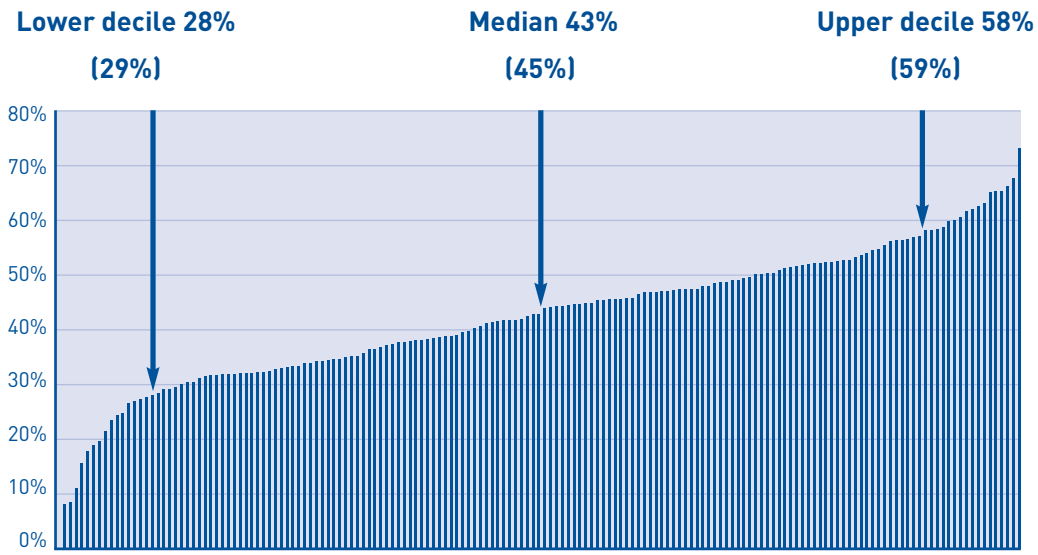


112 The chart continues to show a very wide variation in long term borrowing in relation to institutional income, ranging from many institutions that report zero borrowing to four that have borrowings above the level of 70 per cent of annual income. The change since last year suggests that there is now slightly less proportional exposure to long term borrowing across the sector.

Patterns of income

113 The Joint Performance Indicators Working Group and the Higher Education Management Statistics Group (which define the financial indicators published by HESA) proposed that dependence on funding council income 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. The percentage of income from the funding councils is shown in institutional chart 26.

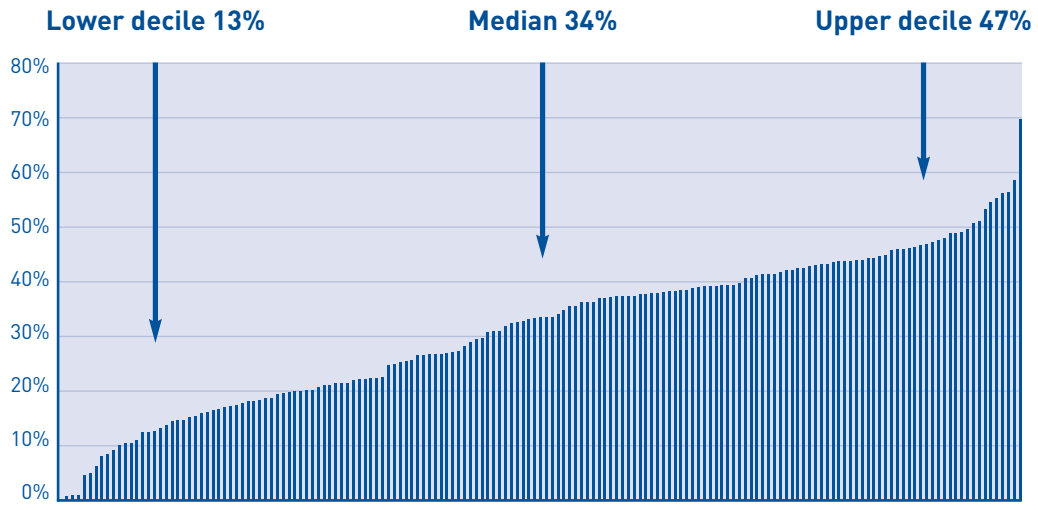
Institutional chart 26
Funding council income as a percentage of total income, 2007/08



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

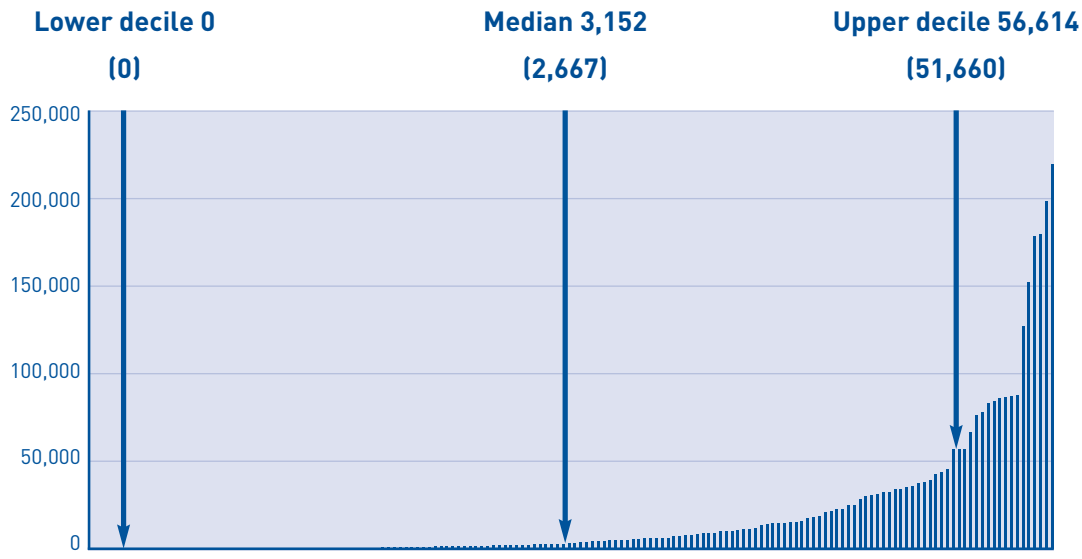
115 Before moving to other sources of income, we now publish, for the first time in this section of *Patterns*, a chart which shows the total teaching grant of higher education institutions as a percentage of total income. This chart is derived from one which was published in the final section of last year's report. Since this is a new chart, no time series comparisons are included this year.

Institutional chart 27
Funding council teaching grant as a percentage of total income, 2007/08



116 Institutional chart 28 shows the distribution of the public funding of research through the dual support system, which consists of funding council research income and research grant and contract income from the research councils. It expresses public funding of research in absolute cash terms.

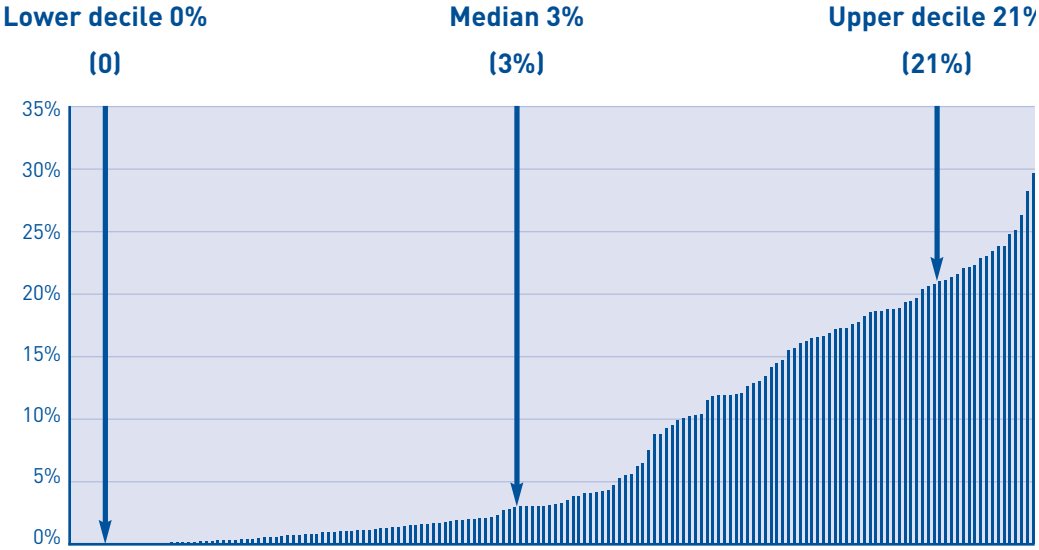
Institutional chart 28
Funding of research through the dual support system (£000), 2007/08



117 Since 1998/99 the lower decile is unchanged (at zero), the median is up 75 per cent and the upper decile is up 107 per cent. In both the median and the upper decile we see an increase in research funding in the last year.

118 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, 2007/08

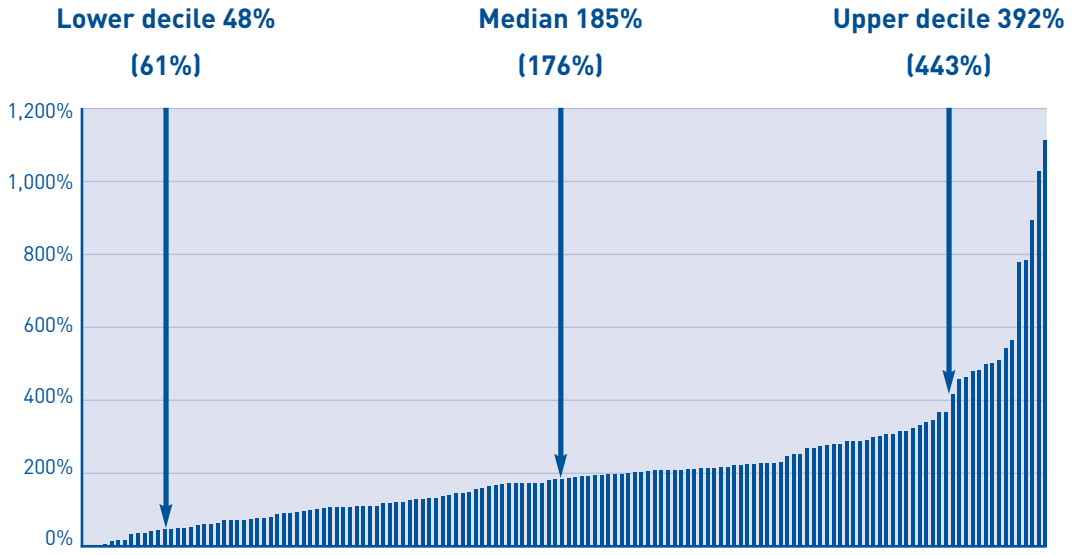


119 It should be noted that there is a steep gradient above the upper decile.

120 As in the previous three *Patterns* reports, we also set out the relationship between the income received by institutions from research grants and contracts and the research income from the funding councils which is designed to underpin the development of research.

121 We have mapped institutions showing the income from research grants and contracts as a percentage of the funding councils' research grant. Institutional chart 30 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, 2007/08

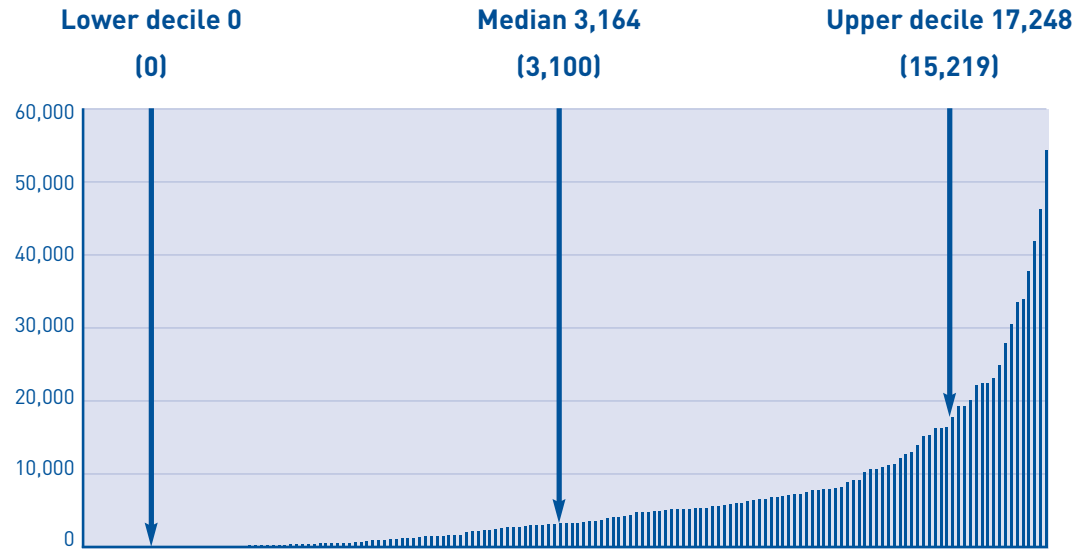


122 The chart shows that the large majority of institutions receive more income from research grants and contracts than from the research funding provided by the funding councils. The institutions in the middle of the chart show a small increase in the ratio, i.e. an increase in research grants and contracts that is greater than the increase in research council funding; however, there has been a slight reduction in the latest year in the ratio at the upper and lower ends.

123 Institutional chart 31 shows for the third time the institutional distribution of income from other services rendered, which is broadly commercial contracts of a non-research nature.[15]

15 One extreme outlier has been excluded from this analysis.

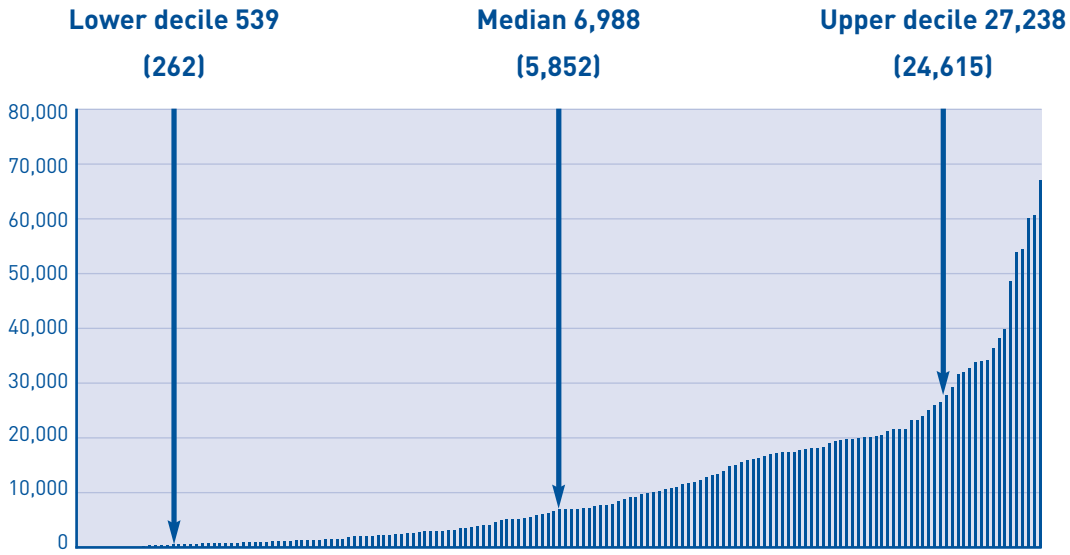
Institutional chart 31
Income for other services rendered (£000), 2007/08



124 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 higher education institutions from this source in the last year, following a similar increase in the previous year.

125 Previous *Patterns* reports have noted the importance of income from international student fees. 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), 2007/08

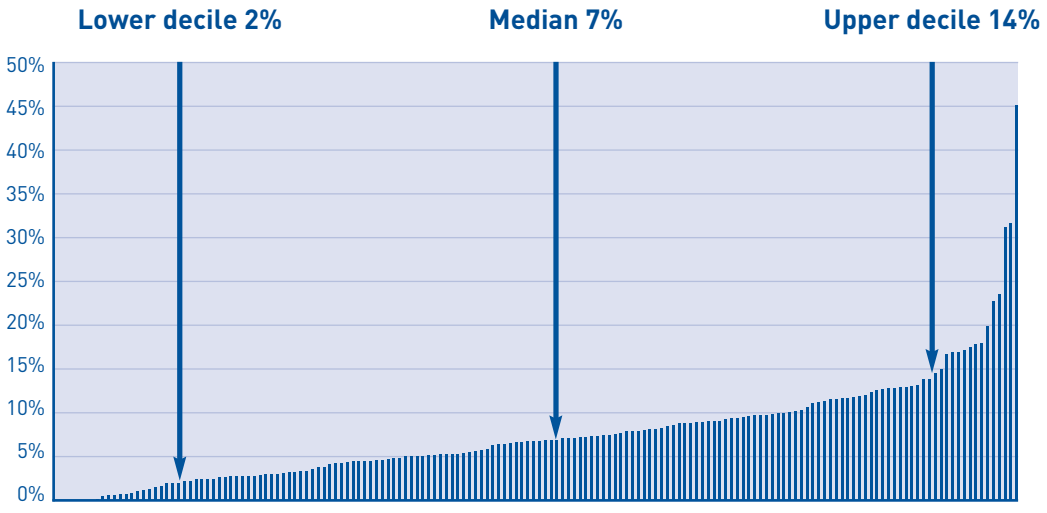


126 Once again there is a highly differentiated situation, with many institutions earning less than £5 million a year from the fees of international (non-EU) students, and a few earning over £30 million a year from this source.

127 The median and upper and lower deciles have increased significantly since last year in real terms. As noted in the previous *Patterns* report, 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 of the higher education institutions.

128 The raw numbers in the previous chart are presented as percentages of total income in the following chart, which is a new addition to the *Patterns* publications and therefore no time series comparisons are included.

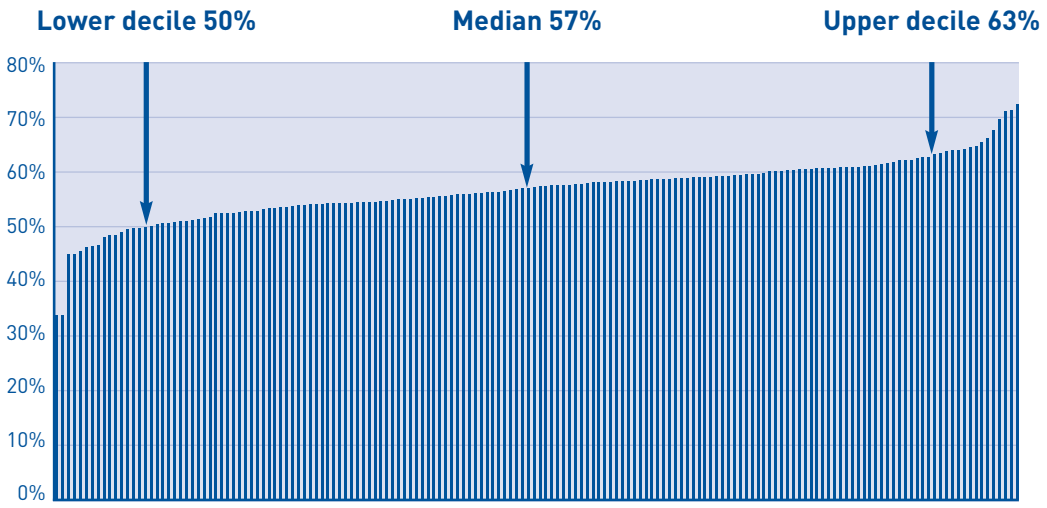
Institutional chart 33
Income from international (non-EU) student fees, as a percentage of total income, 2007/08



129 It should be noted that while there is generally a broad distribution here, there is a markedly higher dependence on international (non-EU) student fees among some institutions above the upper decile.

130 Finally, we present for the first time an analysis of expenditure. The following chart (which is derived from one included in the third section of last year's report) shows the relationship between expenditure on staff and total income. Time series comparisons are not yet provided for this indicator.

Institutional chart 34
Ratio of payroll costs to total income, 2007/08



Costs and efficiency

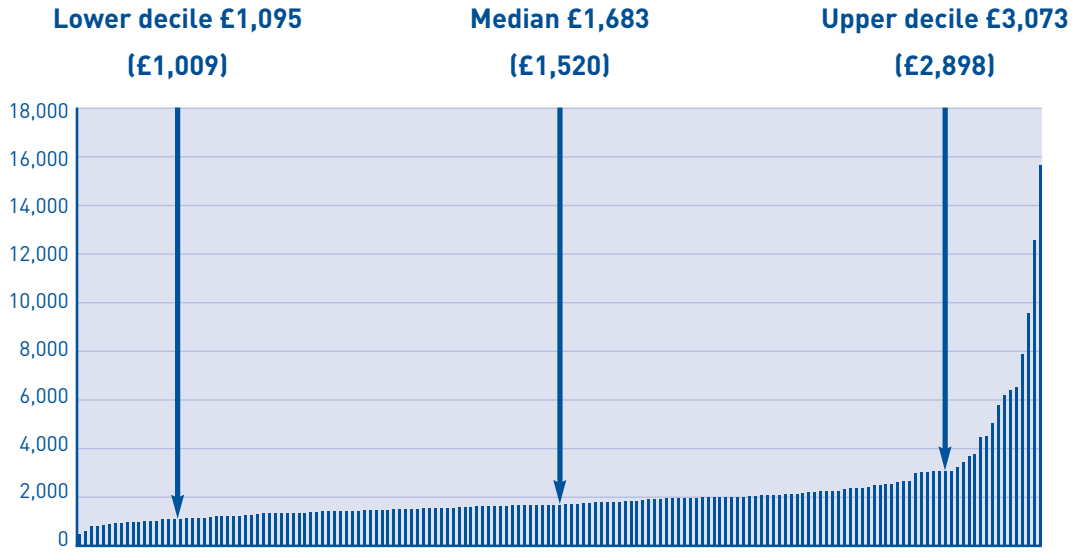
131 In this section of the report, we look at information about expenditure per full-time equivalent student, which was published in the previous *Patterns* reports.[16] For comparison with the rates of change shown in parentheses in the following paragraphs, it should be noted that the increase in the GDP deflator over the period 1998/99 to 2006/07 was 21 per cent.

132 Also, as noted in the last *Patterns* volume, 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. Institutional chart 35 shows the cost per full-time equivalent student of central administrative services, including staff and student facilities.[17]

16 Note that, for technical reasons, the latest year for which these figures are available is 2006/07.

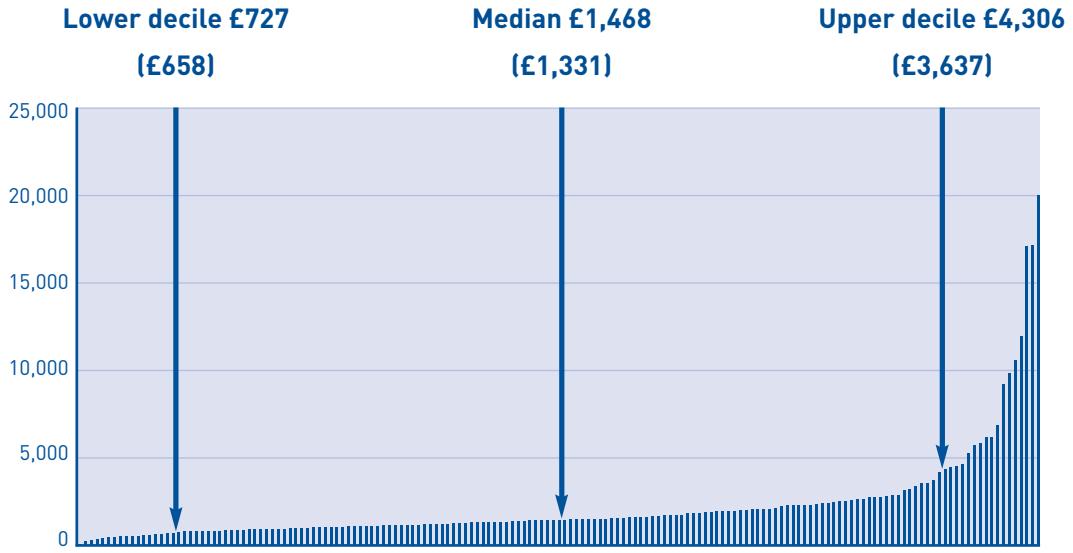
17 Note that the University of Wales Registry and the University of London's central institutes and activities have been excluded from this and the following charts, together with a small number of outliers.

Institutional chart 35
Administrative costs per full-time equivalent student (£), 2006/07



133 Since 1998/99 the median has increased by £739 (78 per cent), the upper decile is up £867 (51 per cent) and the lower decile up £361 (67 per cent). As noted in the previous *Patterns* reports, it appears to be the case that institutions generally have increased their administrative and support expenditure per full-time equivalent student by more than the rate of inflation. 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.

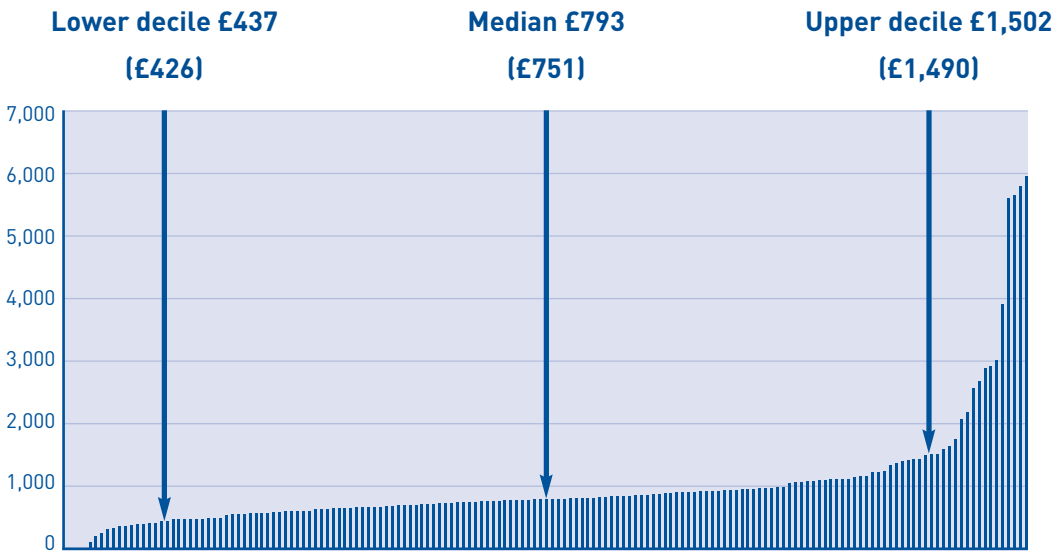
Institutional chart 36
Academic departmental costs per full-time equivalent student, excluding academic staff (£), 2006/07



134 Since 1998/99 the median is up by £443 (43 per cent), the upper decile is up £2,107 (95 per cent) and the lower decile is up £215 (44 per cent). There is a marked increase in the unit costs of administrative activities within academic units, especially at the higher end of the distribution. This may reflect a shift from central administrative cost centres to academic cost centres as a result of reorganisation. It may also reflect a reallocation of budget codes to areas closer to the students.

135 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, international liaison offices and industrial liaison. The latest version of the ratio is shown in institutional chart 37.

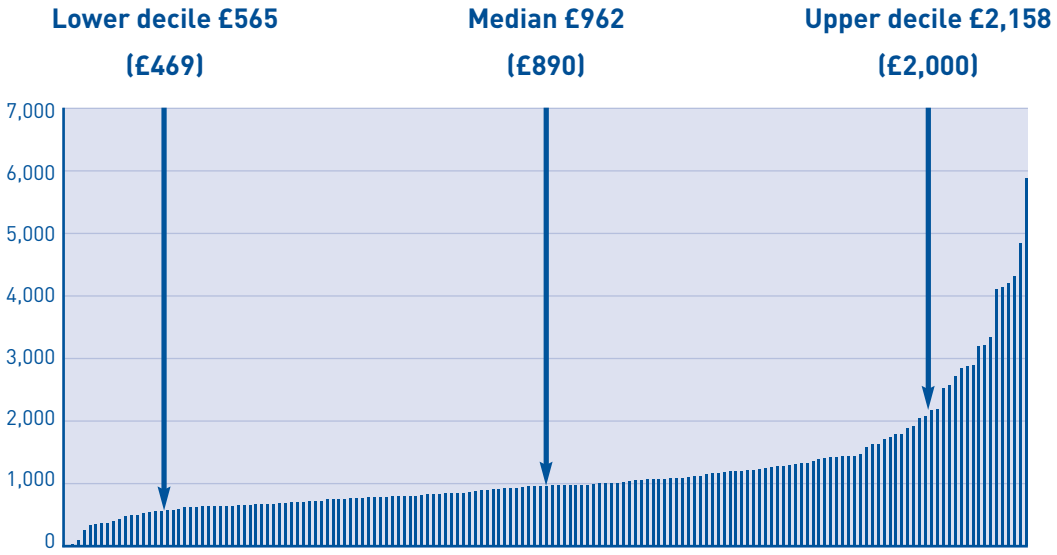
Institutional chart 37
Total academic services expenditure per full-time equivalent student (£), 2006/07



136 The figures show small increases as compared with the previous year: a detailed time series comparison will be provided in a future report.

137 Institutional chart 38 shows the spread of premises expenditure per full-time equivalent student.

Institutional chart 38
Premises expenditure per full-time equivalent student (£), 2006/07



138 Since 1998/99 the median has increased by £316 (48 per cent), the upper decile by £840 (65 per cent) and the lower decile by £232 (68 per cent). There has been a continuing increase in premises costs. 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 year we see a significant increase at the lower end of the chart.

Introduction

139 This section reports on a range of statistical information about higher education in Europe and the UK's relationship with this. It was originally designed as an information paper for this year's Longer Term Strategy Group seminar which was on the future of higher education in Europe.

140 The brief for this work was to provide as far as possible some information covering the 27 current EU states, the candidate countries (the Former Yugoslav Republic of Macedonia[18], Croatia and Turkey) and where possible also Russia and Ukraine – though statistics about these last two are limited. These 32 countries are regarded as core countries in this report.[19]

141 It is recognised that the availability of data will restrict the extent to which information can be provided and also that there is a limit to the extent that comparable data can be found. While an attempt has been made to provide trend data over time, this is bedevilled by gaps in the data at particular points in time. Therefore there is no attempt to provide a consistent analysis for each statistic over a defined time period although some time series comparisons have been included.

142 The quality of the information in this section is directly related to the quality of the data provided by individual countries – and that varies markedly from country to country. The country coverage in parts of this section varies depending on the nature of the data and the comprehensiveness of countries' data collection systems. There is none that can compare with the UK's systems in terms of comprehensiveness and robustness.

143 The definition of higher education is an important issue. Virtually all of the statistical information available about countries in Europe, other than the UK, is framed by the International Standard Classification of Education (ISCED) 97 classification. The concepts of first degree, other undergraduate, taught higher degree, doctorate and so on are irrelevant in this context, and cannot be derived from the available statistical sources. Most of the data we have used relates to ISCED 5A, which encompasses most first degree activity as well as taught Masters' programmes. The ISCED categories, which were designed by UNESCO, are summarised in Appendix 7.

144 The data in this section has been drawn from a number of sources, described in Appendix 10. Appendix 8 lists the countries for which coverage has been sought.

Students

145 Most of the analysis in this report relates to the 32 'core countries' identified in the introduction, subject to availability of data. However, before addressing these, we shall consider the wider constituency of the Bologna process countries.

The Bologna process countries: an overview

146 We have sought to provide a summary of higher education enrolments in each of the 46 Bologna process countries, and to relate these to the overall population of the countries concerned. The figures have been derived using the United Nations Economic Commission for Europe statistical databases (see Appendix 10), and we have supplemented them by individual searches in relation to some countries. They relate to the totality of higher education enrolments (ISCED 5-6), and cannot be disaggregated between the various ISCED levels on a consistent basis.

147 Table 14 shows the relationship between the number of higher education students in the country and its total population (age-related populations are not universally available). Note that the number of students studying within a country includes those who may have been originally domiciled in another country.[20]

18 In order to conserve much needed space in tables and charts, this has been abbreviated to FYROM, as is conventional; we have also in some tables referred to Russia, rather than the Russian Federation, and to UK rather than United Kingdom.

19 Throughout this section, data items which are marked 'm' are unavailable; those marked 'n' are negligible; and those marked 'a' are not applicable. This follows the practice of OECD.

20 Most of the higher education student figures relate to the 2005/06 academic year, being the latest which is generally available, although those for Turkey and Montenegro relate to 2004/05. The population estimates relate to the mid-calendar year 2005.

Table 14
Higher education enrolments and total population for all Bologna process countries, 2005/06

Country	Number of HE students (all levels)	Total population of country	HE students as percentage of total population
Albania	74,157	3,142,059	*2.4%*
Andorra	718	76,875	*0.9%*
Armenia	99,293	3,217,500	*3.1%*
Austria	253,139	8,236,225	*3.1%*
Azerbaijan	129,948	8,391,850	*1.5%*
Belgium	394,427	10,478,617	*3.8%*
Bosnia/Herzegovina	91,263	3,915,238	*2.3%*
Bulgaria	243,464	7,739,900	*3.1%*
Croatia	136,646	4,443,393	*3.1%*
Cyprus	20,587	757,795	*2.7%*
Czech Republic	337,405	10,235,828	*3.3%*
Denmark	228,893	5,419,432	*4.2%*
Estonia	68,287	1,346,097	*5.1%*
Finland	308,966	5,246,096	*5.9%*
France	2,201,201	60,995,911	*3.6%*
FYROM	48,368	2,036,855	*2.4%*
Georgia	144,991	4,361,372	*3.3%*
Germany	2,289,465	82,437,995	*2.8%*
Greece	653,003	11,103,965	*5.9%*
Hungary	438,702	10,087,065	*4.3%*
Iceland	15,746	296,734	*5.3%*
Ireland	186,044	4,159,096	*4.5%*
Italy	2,029,023	58,607,043	*3.5%*
Latvia	131,125	2,300,512	*5.7%*
Liechtenstein	0	34,000	*0.0%*
Lithuania	198,868	3,414,304	*5.8%*
Luxembourg	2,692	465,158	*0.6%*
Malta	8,922	403,837	*2.2%*
Moldova	126,132	3,595,186	*3.5%*
Montenegro	10,645	623,277	*1.7%*
Netherlands	572,147	16,319,868	*3.5%*
Norway	214,711	4,623,291	*4.6%*
Poland	2,145,687	38,165,445	*5.6%*
Portugal	367,312	10,549,424	*3.5%*
Romania	834,969	21,634,371	*3.9%*
Russia	9,684,755	143,953,092	*6.7%*
Serbia	235,686	7,440,769	*3.2%*
Slovakia	197,943	5,387,001	*3.7%*
Slovenia	114,794	2,000,474	*5.7%*
Spain	1,789,254	43,398,143	*4.1%*
Sweden	422,614	9,029,572	*4.7%*
Switzerland	204,999	7,437,115	*2.8%*
Turkey	2,106,351	72,064,992	*2.9%*
UK	2,336,108	60,242,843	*3.9%*
Ukraine	2,740,342	46,924,816	*5.8%*
Vatican[21]	0	1,000	*0.0%*
Total	34,839,792	806,741,431	*4.3%*

Source: UNECE databases, supplemented

21 The Ateneo Pontificio Regina Apostolorum is situated in Italy, not in the Vatican state.

Participation in higher education

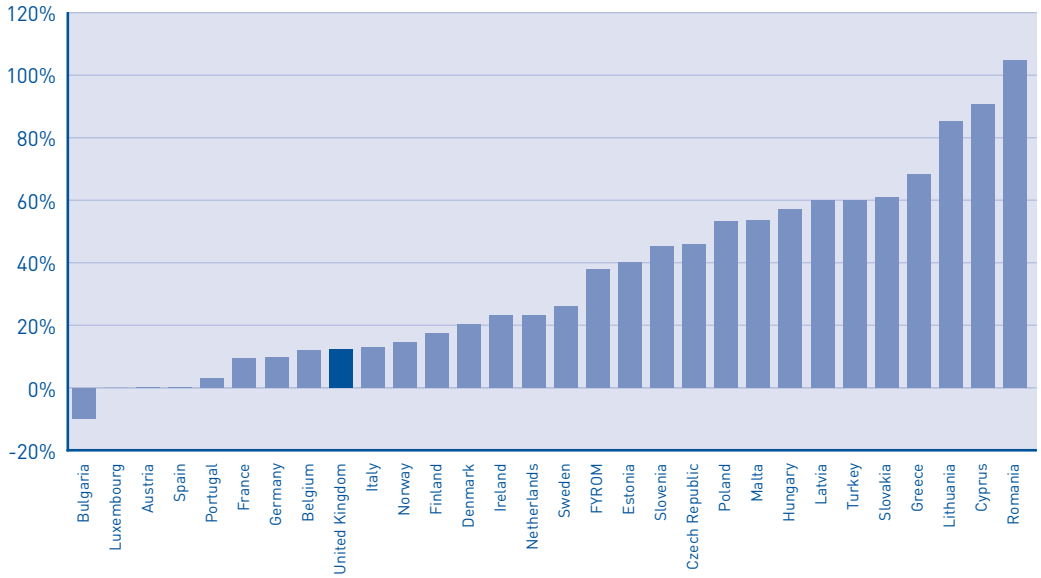
148 Table 15 and chart 4 show the numbers participating in higher education in the EU member states and map the change from 1999 to 2006.

Table 15
Trends in participation in higher education – changes from 1999 to 2006

	Numbers participating in higher education (thousands) 1999	2006	Percentage change, 1999-2006
Austria	252.9	253.1	*0.08%*
Belgium	351.8	394.4	*12.11%*
Bulgaria	270.1	243.5	*-9.85%*
Cyprus	10.8	20.6	*90.74%*
Czech Republic	231.2	337.4	*45.93%*
Germany	2087	2,289.5	*9.70%*
Denmark	190	228.9	*20.47%*
Estonia	48.7	68.3	*40.25%*
Spain	1,786.8	1,789.3	*0.14%*
Finland	262.9	309	*17.54%*
France	2,012.2	2,201.2	*9.39%*
Greece	387.9	653	*68.34%*
Hungary	279.4	438.7	*57.02%*
Ireland	151.1	186	*23.10%*
Italy	1,797.2	2029	*12.90%*
Lithuania	107.4	198.9	*85.20%*
Luxembourg	2.7	2.7	*0.00%*
Latvia	82	131.1	*59.88%*
FYROM	35.1	48.4	*37.89%*
Malta	5.8	8.9	*53.45%*
Netherlands	469.9	579.6	*23.35%*
Poland	1,399.1	2,145.7	*53.36%*
Portugal	356.8	367.3	*2.94%*
Romania	407.7	835	*104.81%*
Sweden	335.1	422.6	*26.11%*
Slovenia	79.1	114.8	*45.13%*
Slovakia	122.9	197.9	*61.03%*
Turkey	1,464.7	2,342.9	*59.96%*
United Kingdom	2081	2,336.1	*12.26%*
Summary areas			
European Union (27 countries)	15,569.5	18,782.5	*20.64%*
Euro area	9,998.3	11,168.9	*11.71%*
Comparator countries			
Japan	3940.8	4,084.9	*3.66%*
United States	13,769.4	17,487.5	*27.00%*

Source: Eurostat

Chart 4
Percentage change in higher education enrolments, 1999-2006



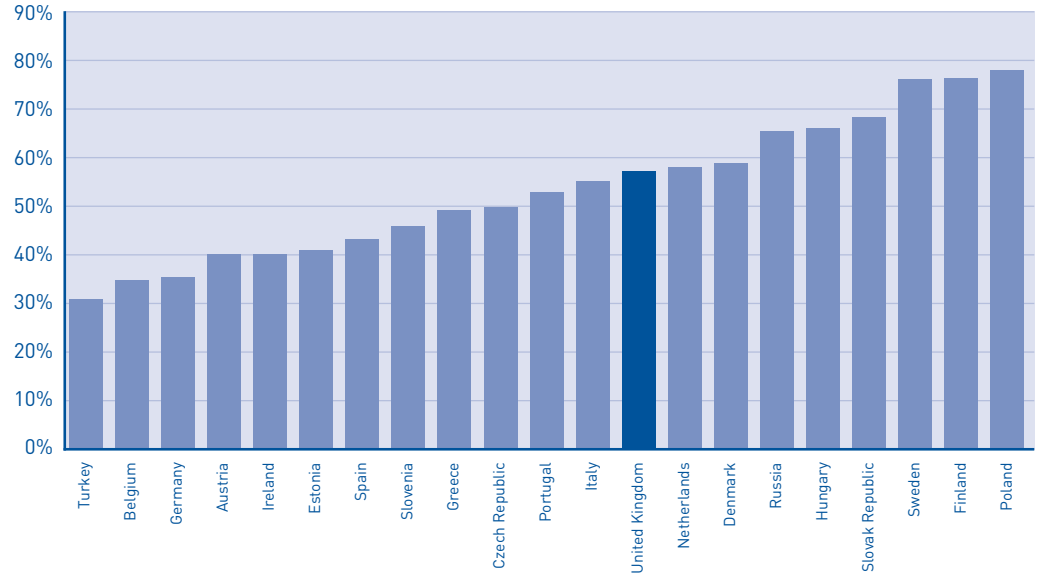
Source: Eurostat

22 The calculated entry rates are the sum of percentages of the population at each year of age entering higher education at ISCED 5A. This inevitably leads to a higher entry rate than that which is currently used in England.

149 There is no international equivalent of the measures conventionally used within the UK, for example the higher education initial participation rate for England (HEIPR), relating to the percentage of the population engaged in higher education. An alternative which has some international currency is the composite entry rate used by the Organisation for Economic Co-operation and Development (OECD).

150 Chart 5 shows the calculated entry rates into higher education at tertiary level A[22] for those countries that have provided comparable data.

Chart 5
Entry rates into higher education, 2006



Source: OECD database

151 The data yields a broad picture of the ages of entry into higher education in different countries, and table 16 summarises this: the columns headed 20th, 50th and 80th percentile identify that respectively 20, 50 and 80 per cent of new entrants are below this age.

Table 16
Age at entry of new higher education students, 2006

	Age at entry:		
	20th percentile	50th percentile	80th percentile
Austria	19.4	20.8	23.7
Belgium	18.4	19.1	23.2
Czech Republic	19.6	20.5	24.1
Denmark	20.8	22.6	27.9
Estonia	19.1	19.8	23.2
Finland	19.8	21.6	27.8
Germany	19.9	21.2	24.0
Greece	18.2	18.9	25.9
Hungary	19.3	21.0	28.0
Ireland	18.3	19.1	20.6
Italy	19.2	19.8	23.5
Netherlands	18.4	19.7	22.6
Poland	19.5	20.3	22.6
Portugal	18.6	20.1	27.5
Slovak Republic	19.5	20.7	26.5
Slovenia	19.2	19.7	20.8
Spain	18.4	19.0	22.8
Sweden	20.1	22.4	29.6
Turkey	18.5	19.8	23.3
United Kingdom	18.5	19.6	25.4

Source: OECD database

152 It is also possible to disaggregate the entry figures by broad subject of study, as table 17 shows.

Table 17
Percentage of entrants by broad field of study, 2006

	Life sciences, physical sciences and agriculture	Mathematics and computer science	Engineering, manufacturing and construction	Humanities, arts and education	Health and welfare	Social sciences, business, law and services	Not known or unspecified
	Percentage of new entrants	Percentage of new entrants	Percentage of new entrants	Percentage of new entrants	Percentage of new entrants	Percentage of new entrants	Percentage of new entrants
Austria	8	6	15	26	10	35	n
Belgium	7	3	13	24	15	38	n
Czech Republic	7	6	15	18	11	32	10
Denmark	4	8	12	18	23	35	n
Finland	5	6	26	15	18	29	n
Germany	8	7	15	27	16	26	n
Hungary	5	3	13	20	8	51	n
Ireland	6	3	15	25	13	37	1
Italy	9	3	14	21	13	40	n
Netherlands	2	5	9	22	19	43	1
Poland	6	6	13	22	6	47	n
Portugal	6	7	14	19	19	35	n
Slovak Republic	7	5	18	22	15	32	n
Spain	3	6	17	20	12	35	7
Sweden	6	6	18	26	13	30	n
Turkey	7	4	14	19	5	51	n
United Kingdom	8	6	8	26	19	25	8
Estonia	6	7	13	18	10	47	n
Russian Federation[23]	10	~	23	13	6	46	2
Slovenia	5	4	20	13	6	52	n

Source: OECD database

23 Figures for mathematics and computer science in the Russian Federation cannot be disaggregated from the figures for life sciences, physical sciences and agriculture, within which they are included.

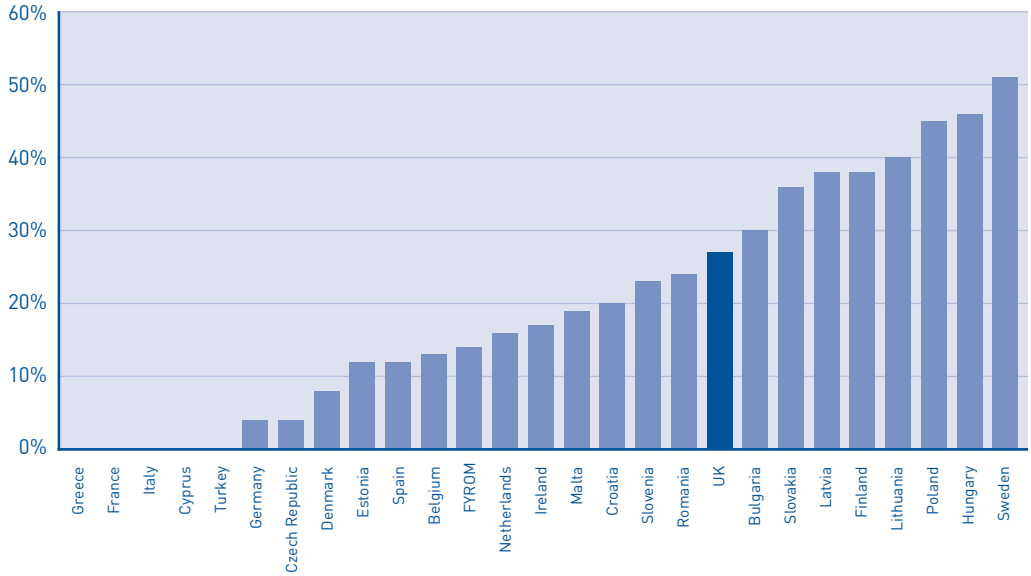
153 In table 17, the UK shows a low level of participation in engineering, manufacturing and construction and a high level in humanities, as well as in health and welfare (the latter partly, no doubt, because of the nursing education arrangements). There is a surprisingly high level of unknowns.

Mode of study

154 The analysis of mode of study in an international context is complex. The distinction between full-time and part-time students as we understand it in the UK has no validity in several countries and a simple analysis of the reported mode of study among students at ISCED 5A shows some major countries providing no data about part-time students.[24] It should of course be remembered here that ISCED 5A includes taught Masters' degrees, which cannot be disaggregated from first degrees under the classification.

24 These figures, despite their limitations, are considered to be more relevant than those contained in the OECD publication *Education at a glance*, which include ISCED 6, 'Advanced research programmes' as well as ISCED 5A.

Chart 6
Percentage of ISCED 5A students reported as being part-time, 2006



Source: OECD database

155 In view of the difficulties posed by the structural differences between countries, a synthetic '*de facto* student status' has been used in recent Eurostudent analyses, based on hours of contact per week for 'full-time' students, where available, and this is followed in table 18.

Table 18
***De facto* student status: students with full-time status by size of effective workload for study-related activities per week, ISCED 5A, 2006**

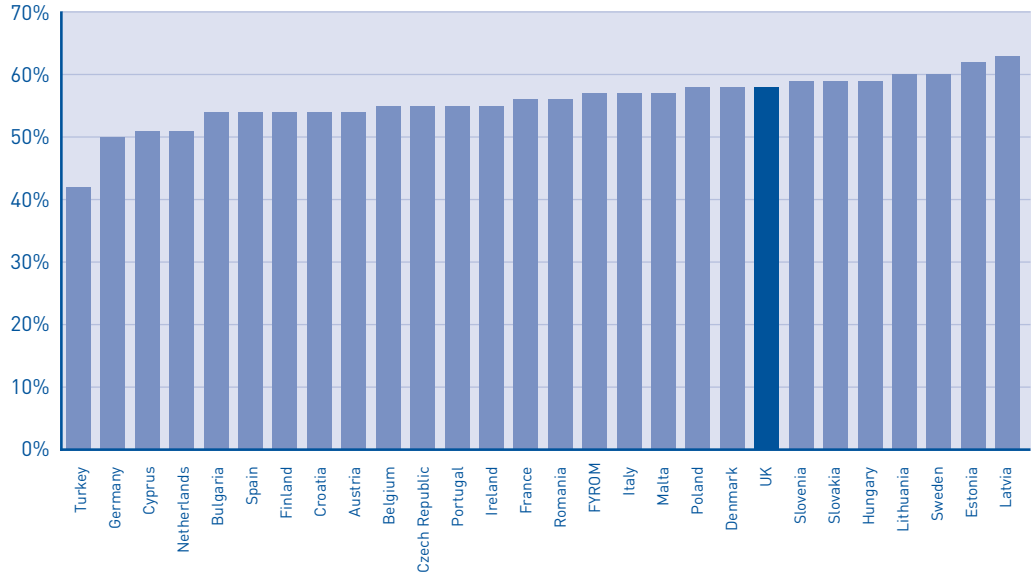
	up to 10 hours/ week	11-20 hours/ week	21-30 hours/ week	> 30 hours/ week
Austria	6.2	13.7	23.3	56.7
Bulgaria	3.9	8.0	19.6	68.5
Czech Republic	7.7	16.6	26.7	49.0
Estonia	18.0	25.6	24.9	31.5
Finland	16.4	16.8	22.1	44.7
France	10.0	12.7	20.7	56.6
Germany	6.0	11.5	23.8	58.6
Ireland	1.3	12.8	35.1	50.8
Italy	2.7	15.0	25.8	56.5
Latvia	6.0	23.6	31.1	39.3
Netherlands	4.8	15.2	24.5	55.5
Norway	4.0	13.9	28.2	53.9
Portugal	1.6	3.4	17.3	77.7
Romania	1.1	6.8	16.1	76.0
Slovakia	11.0	22.6	28.5	37.9
Slovenia	7.3	15.8	19.7	57.2
Spain	8.4	14.1	23.0	54.6
Sweden	3.1	13.0	24.9	59.0
Switzerland	5.0	9.0	17.0	69.0
Turkey	1.5	8.4	23.0	67.0

Source: Bologna process indicators

Gender

156 Chart 7 shows the percentage of female students at ISCED 5A.

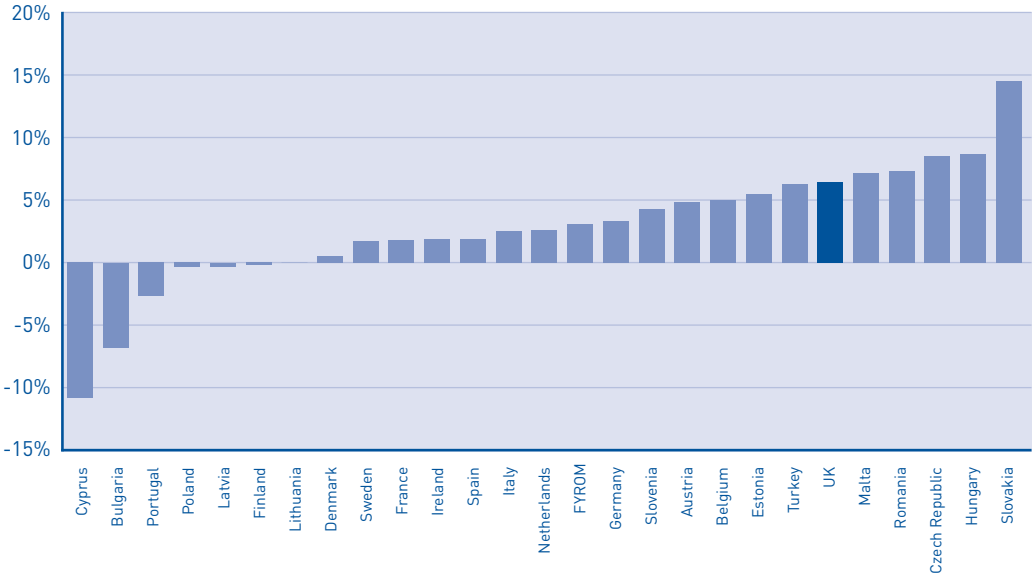
Chart 7
Percentage of female students at ISCED 5A, 2006



Source: OECD database

157 For comparison, the average EU female participation rate is 55 per cent. In all European countries female students are in the majority and the UK is high in the chart. Chart 8 shows the percentage point change in female enrolment between 2000 and 2006, the EU average being 3%.

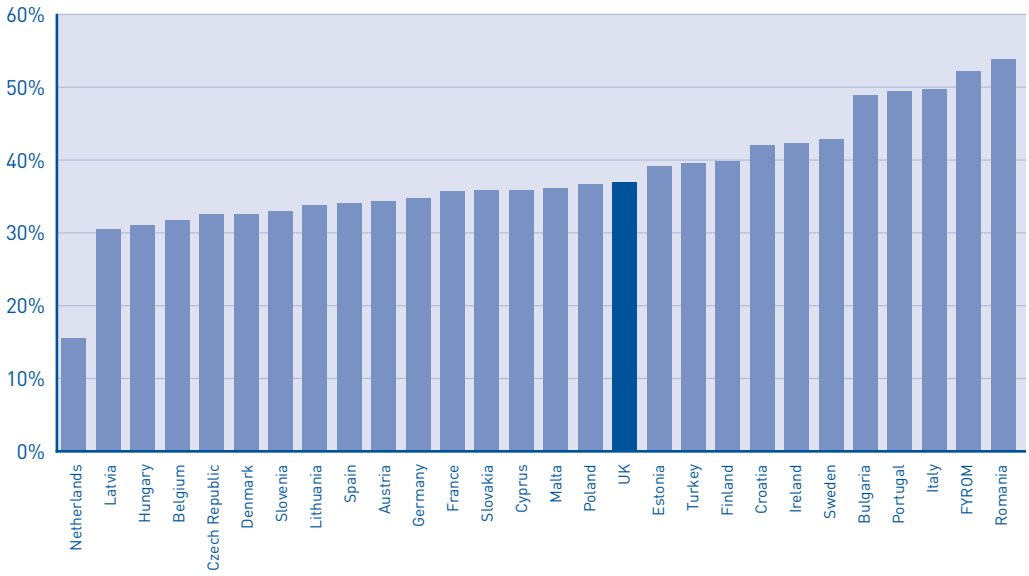
Chart 8
Percentage points change in female participation in higher education (ISCED 5A), 2000-2006



Source: Eurostat database

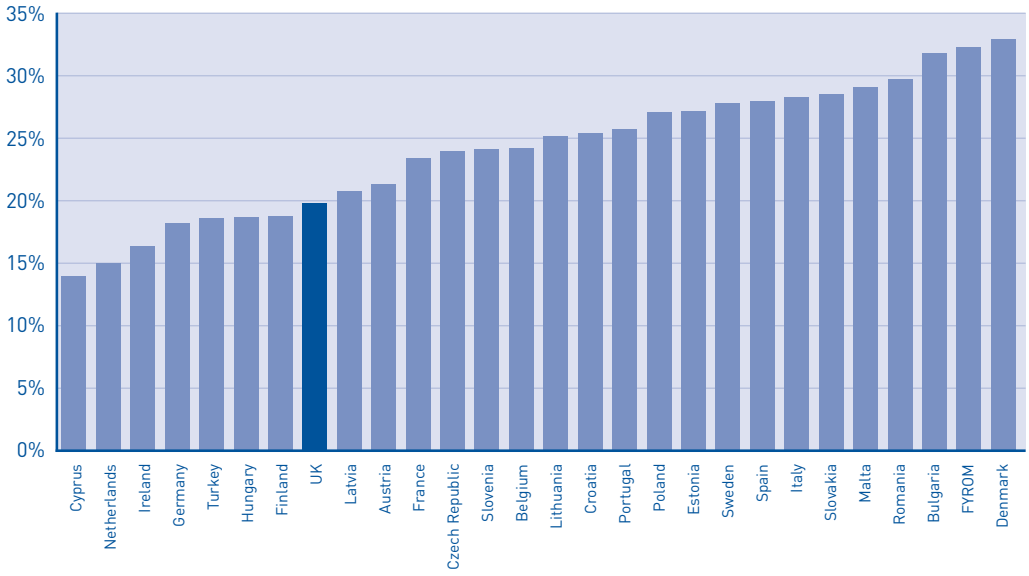
158 There are differences in the gender balance of students by field of study, and the following two charts show the proportion of female students in two of the areas which are referred to in the UK as STEM (science, technology, engineering and mathematics).

Chart 9
Percentage of female students in the fields of science, mathematics and computing at ISCED 5-6, 2006



Source: Eurostat database

Chart 10
Percentage of female students in the fields of engineering and technology at ISCED 5-6, 2006



Source: Eurostat database

159 Here we find the UK in the upper half of the graph in terms of participation by females in science, mathematics and computing, but low in engineering and technology.

Student mobility

160 We now summarise the complex issue of student mobility between countries. A detailed analysis of student mobility among European countries, and intake from other regions of the world, is at Appendix 9. A summary of mobility into European states (EU and other) for which data is available is given in table 19.

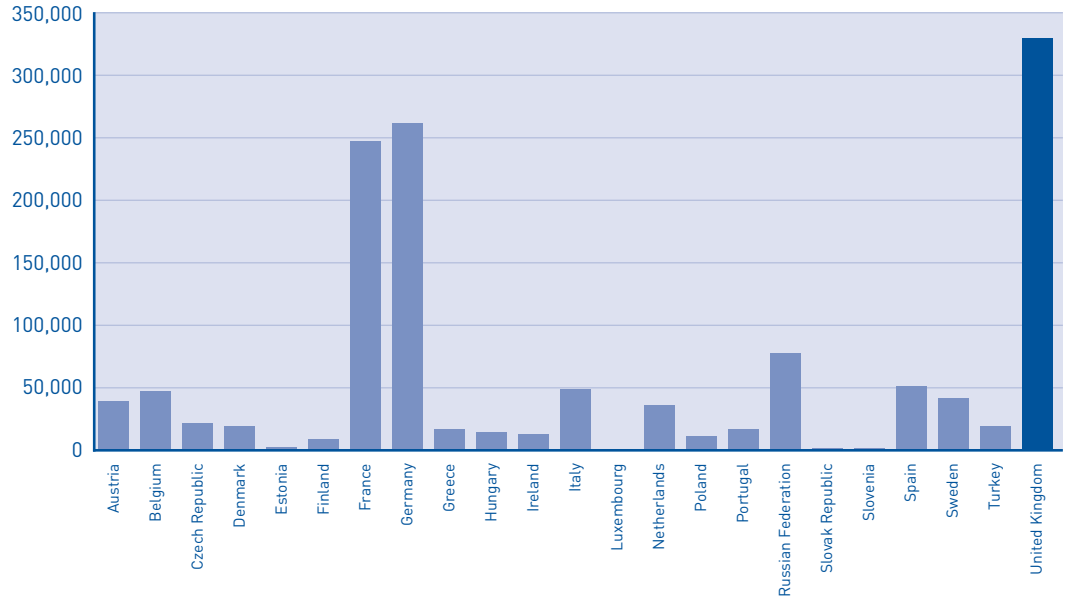
Table 19
Inward mobility into selected European states, 2006, and overall percentage change, 2000-2006

Country of destination	**Total from Europe, 2006**	Of which, from EU countries	**Total from all countries, 2006**	Total from all countries, 2000	*Percentage change in total from all countries, 2000-2006*
Austria	**32,244**	18,801	**39,329**	30,382	*29%*
Belgium	**31,373**	28,423	**47,012**	38,799	*21%*
Czech Republic	**18,518**	1,085	**21,395**	5,468	*291%*
Denmark	**10,916**	4,013	**19,123**	12,871	*49%*
Finland	**4,575**	1,793	**8,955**	5,570	*61%*
France	**51,544**	28,860	**247,510**	137,085	*81%*
Germany	**127,648**	42,932	**261,363**	187,033	*40%*
Greece	**5,041**	635	**16,558**	8,615	*92%*
Hungary	**11,713**	2,100	**14,491**	9,904	*46%*
Ireland	**4,627**	3,813	**12,745**	7,413	*72%*
Italy	**32,644**	9,703	**48,766**	24,929	*96%*
Luxembourg	**1,014**	927	**1,137**	652	*74%*
Netherlands	**22,522**	18,521	**36,427**	14,012	*160%*
Poland	**7,647**	1,012	**11,365**	6,126	*86%*
Portugal	**3,173**	2,521	**17,077**	10,616	*61%*
Slovak Republic	**1,269**	166	**1,733**	1,570	*10%*
Spain	**16,069**	10,537	**51,013**	25,502	*100%*
Sweden	**20,599**	14,250	**41,410**	25,548	*62%*
Turkey	**5,675**	1,403	**19,079**	17,654	*8%*
United Kingdom	**109,287**	88,849	**330,078**	222,936	*48%*
Estonia	**1,967**	451	**2,151**	863	*149%*
Russian Federation	**18,003**	~	**77,438**	41,210	*88%*
Slovenia	**1,336**	125	**1,390**	778	*79%*
Total inward mobility	**539,404**	**280,920**	**1,327,545**	**835,536**	***59%***

Source: OECD database

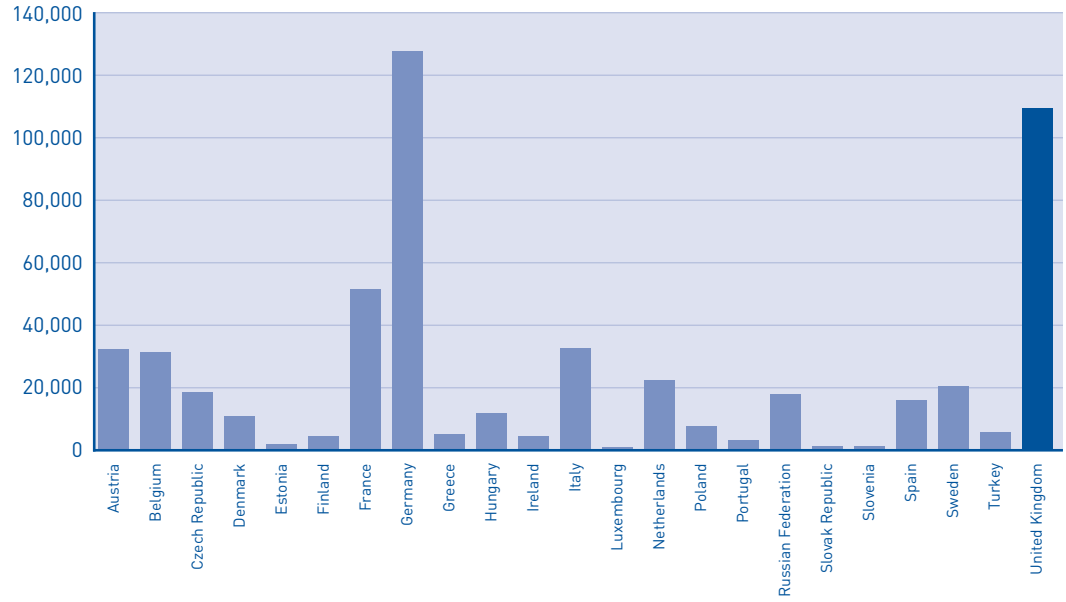
161 The following charts show that the United Kingdom is the major European provider of higher education to international students generally, but not to those from Europe where it is exceeded by Germany.

Chart 11
Mobility of all international students into selected European countries, 2006



Source: OECD database

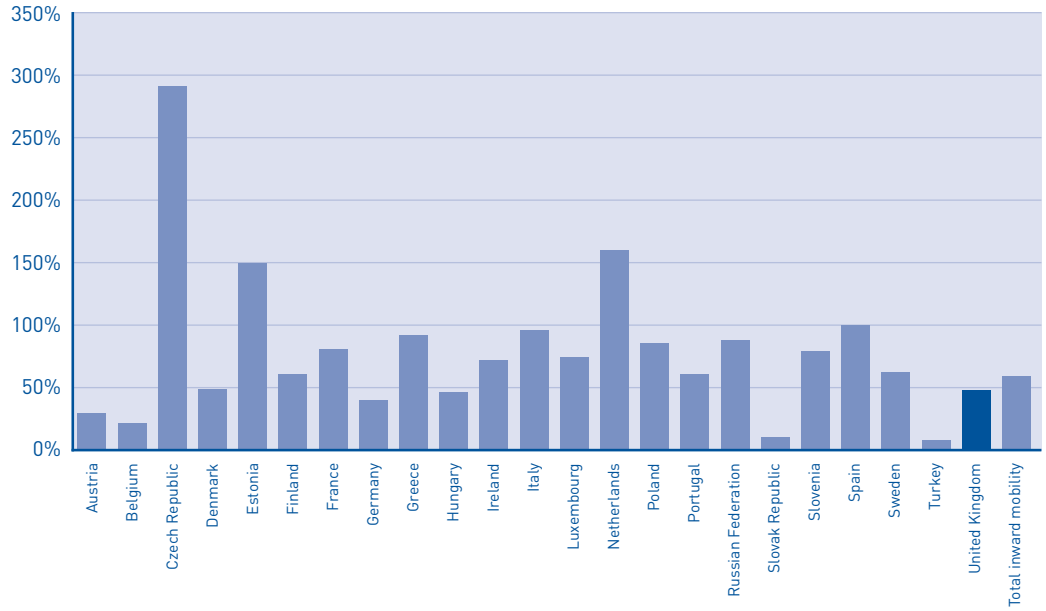
Chart 12
Mobility of European students into selected European countries, 2006



Source: OECD database

162 Chart 13 shows the percentage change in inward student mobility of European countries between 2000 and 2006.

Chart 13
Percentage change in inward mobility of selected countries, 2000-2006

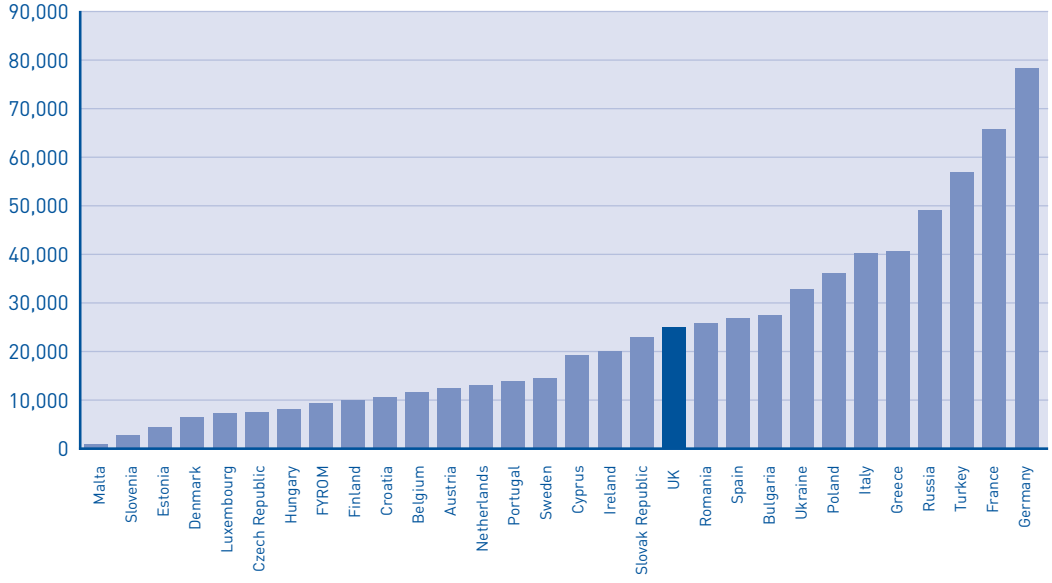


Source: OECD database

163 While the UK shows an increase of 48 per cent in its incoming international students over this period, from a high base, it is relevant to note the higher increases in other countries, notably the Netherlands and Spain. Both countries are now offering degree courses in the English language in a more generous fees regime than the UK offers to EU students. The percentage increases in France and Russia are also significant here.

164 In contrast to its inward mobility of over 100,000 students from European states, the UK's outward mobility is more modest, as chart 14 shows.

Chart 14
Outward mobility of students from the UK to other European destinations, 2006



Source: OECD database

165 Student exchanges through the Erasmus programme display a similar pattern, as table 20 shows.

Table 20
Erasmus incoming and outgoing students, and percentage relationship, 2006/07

Country	Outgoing	Incoming	*Outgoing as percentage of incoming*
Austria	3,908	3,735	*105%*
Belgium	5,045	5,279	*96%*
Bulgaria	938	296	*317%*
Cyprus	129	209	*62%*
Czech Republic	4,977	3,030	*164%*
Denmark	1,539	4,420	*35%*
Estonia	564	480	*118%*
Finland	3,738	5,979	*63%*
France	22,564	20,462	*110%*
Greece	2,433	1,823	*133%*
Germany	23,065	17,670	*131%*
Hungary	2,976	1,692	*176%*
Ireland	1,503	3,981	*38%*
Italy	16,983	14,687	*116%*
Latvia	781	353	*221%*
Lithuania	2,018	807	*250%*
Luxembourg	166	24	*692%*
Malta	125	329	*38%*
Netherlands	4,347	6,799	*64%*
Poland	11,051	3,708	*298%*
Portugal	4,382	4,754	*92%*
Romania	3,350	792	*423%*
Slovakia	1,335	655	*204%*
Slovenia	962	746	*129%*
Spain	21,944	27,257	*81%*
Sweden	2,507	7,327	*34%*
Turkey	4,438	1,321	*336%*
UK	7,129	16,282	*44%*
Total of selected states	154,897	154,897	

Source: Erasmus database

166 Finally in this section we look at the fields of study of students entering higher education from other countries. There is a complication here, in that some countries (for example the UK and Germany) report incoming students in accordance with their domicile and they are therefore categorised as 'international students'. Some other countries (for example France and Italy) categorise their incoming students by nationality and they are categorised as 'foreign students'. The following table, derived from OECD statistics, amalgamates the two categories in order to generate some statistical information about the overall subject enrolments of non-nationals. Further disaggregation is problematic.

Table 21
Distribution of international and foreign students in tertiary education, by field of education, 2006

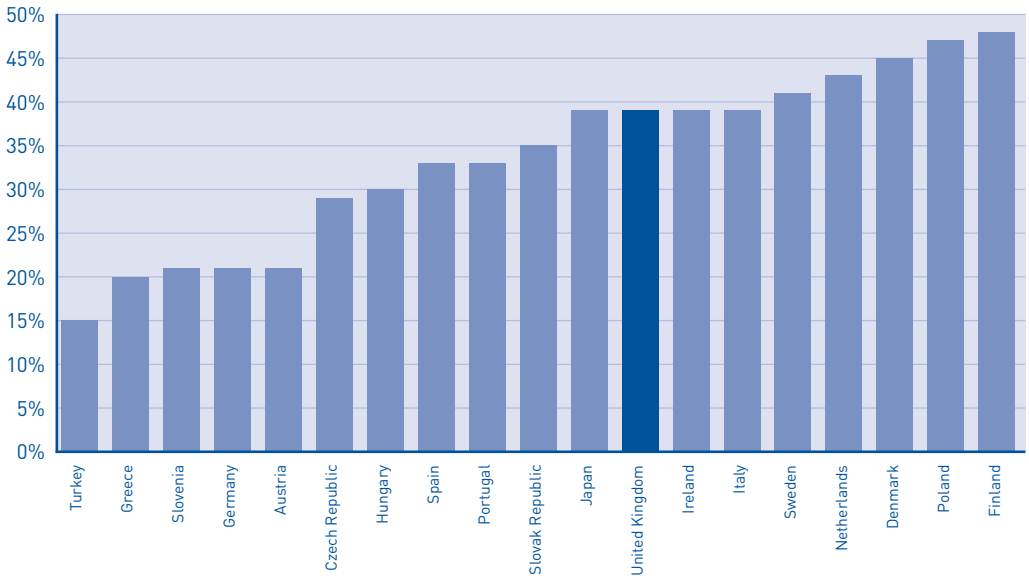
	Agriculture	Education	Engineering, manufacturing and construction	Health and welfare	Humanities and arts	Sciences	Services	Social sciences, business and law	Not known or unspecified
Austria	2.3	5.5	11.5	10.3	23.6	10.8	1.5	34.5	n
Belgium	9.0	5.0	6.6	43.5	13.0	6.6	2.2	14.1	n
Czech Republic	1.7	2.0	11.7	23.5	7.4	11.5	1.6	35.1	5.4
Denmark	2.2	4.3	16.6	19.9	16.6	7.8	0.8	31.9	n
Estonia	8.3	0.9	1.0	12.9	19.5	3.2	0.8	53.4	n
Finland	2.2	2.3	29.9	12.0	16.4	9.8	3.7	23.7	n
France	0.2	1.2	11.5	8.9	20.7	15.4	1.6	40.6	0.1
Germany	1.4	4.7	19.8	6.1	22.0	17.1	1.3	27.4	0.1
Hungary	11.5	6.9	12.0	30.0	11.4	6.7	1.8	19.7	n
Italy	1.8	2.1	14.4	21.6	18.6	6.5	1.8	32.3	1.0
Netherlands	1.9	6.9	5.4	16.0	13.1	5.8	5.0	45.3	0.5
Poland	0.7	5.4	4.3	26.0	20.0	5.3	3.6	34.8	n
Portugal	1.2	4.9	18.6	7.7	8.5	7.4	5.0	46.6	n
Slovak Republic	9.8	4.7	11.3	30.5	14.8	7.3	5.4	16.3	a
Slovenia	1.2	6.1	16.4	12.9	21.5	9.1	3.4	29.5	n
Spain	1.7	2.7	9.5	30.7	13.2	7.4	2.8	31.9	n
Sweden	1.0	3.9	24.1	8.6	15.7	14.5	1.5	30.4	0.3
Turkey	2.3	8.8	14.3	14.2	9.8	8.9	3.2	38.5	n
United Kingdom	0.8	3.9	14.8	9.1	13.9	14.1	1.2	40.8	1.2

Source: OECD database/ISCED 97

Student outcomes

167 An obvious potential measure of student outcomes is the graduation rate of undergraduate students. While such a measure can be derived, and appears in chart 15, it should be treated with extreme caution because, as we have seen, no distinction is made here between full-time and part-time undergraduate students. Despite this, it is interesting, not least because it shows an almost identical rate of graduation by students in the UK and Ireland, which have very similar higher education structures.

Chart 15
Graduation rates at ISCED 5A (first graduation), 2006[25]



25 Sum of graduation rates for single year of age by programme destination and duration.

Source: Eurostat database

168 The following table disaggregates the graduates from higher education by field of study.

Table 22
Graduates (ISCED 5A and 6) by field of study (percentages, excluding unknowns), 2006

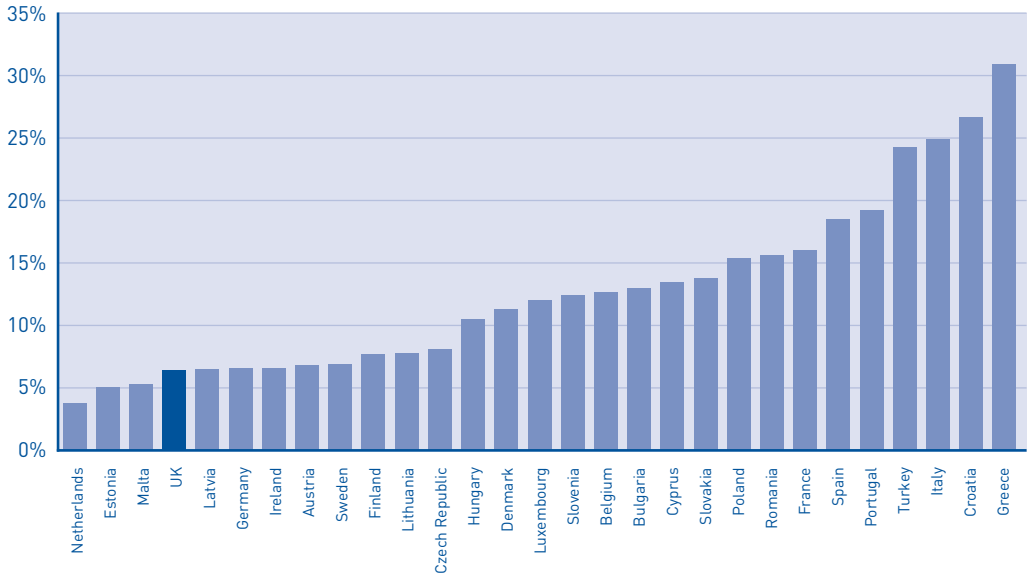
	Health and welfare	Life sciences, physical sciences and agriculture	Mathematics and computer science	Humanities, arts and education	Social sciences, business, law and services	Engineering, manufacturing and construction
Austria	8.7	8.7	9.1	18.9	39.9	14.5
Belgium	11.7	10.2	4.6	25.6	36.5	11.3
Czech Republic	9.4	7.5	4.4	24.3	34.2	16.2
Denmark	27.7	4.5	4.0	25.6	28.0	10.2
Finland	19.2	5.7	5.3	19.9	29.2	20.7
France	8.8	8.8	5.9	19.1	44.8	12.6
Germany	10.1	8.9	7.8	31.0	29.5	12.6
Hungary	8.8	4.1	4.6	27.7	48.5	6.3
Ireland	14.2	14.8	n	28.6	34.4	8.0
Italy	14.2	6.6	2.1	22.3	37.8	14.9
Netherlands	16.5	3.3	4.6	24.2	42.8	8.3
Poland	7.9	5.1	4.8	25.2	48.3	8.6
Portugal	19.7	6.6	5.9	23.4	32.6	11.7
Slovak Republic	16.5	7.7	4.0	22.2	34.4	15.3
Spain	14.6	7.1	5.4	23.8	34.6	14.3
Sweden	25.7	4.8	3.8	23.1	24.6	18.0
Turkey	5.9	7.9	3.3	34.7	38.7	9.4
United Kingdom	12.4	8.5	6.8	27.4	34.7	8.8
Estonia	6.1	9.3	5.7	28.3	40.9	9.7
Russian Federation[26]	4.3	9.8		16.3	51.3	18.3
Slovenia	10.6	5.8	2.5	25.4	45.5	10.2

Source: Bologna process indicators

26 Figures for mathematics and computer science in the Russian Federation cannot be disaggregated from the figures for life sciences, physical sciences and agriculture, within which they are included.

169 The following chart shows the percentage unemployment rate of tertiary graduates, derived from the Eurostat Labour Force Survey (LFS). These relate to cumulated unemployment rates of graduates aged 20-34 over the period 2003-2007 and relate to ISCED 5-6.

Chart 16
Percentage unemployment rate of tertiary graduates at ISCED 5-6, cumulated over 2003-2007



Source: Eurostat LFS

170 The chart confirms that the unemployment rate of UK graduates calculated on this basis is one of the lowest in Europe.

Financial indicators

171 We now turn to financial indicators and must recognise the limitation of international comparisons here. It is, for example, not realistic to chart issues such as surplus and deficit in the context of the wide-ranging funding arrangements that exist across the 27 EU countries, let alone the others. First, the following table shows the percentage of GDP spent on higher education in the most recent available year.

Table 23
Percentage of GDP spent on higher education, 2005

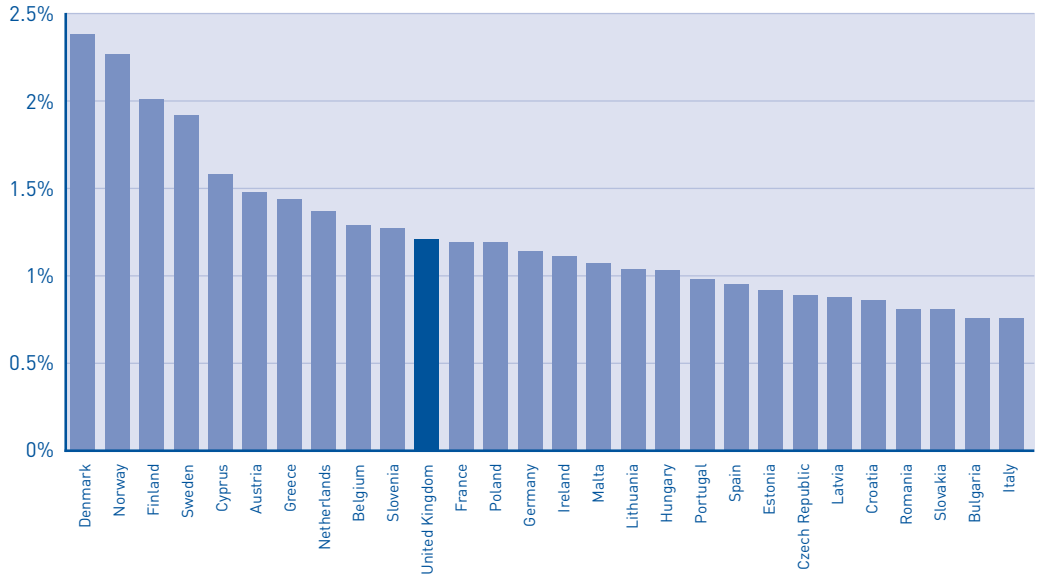
Country	Percentage of GDP spent on higher education
Austria	1.48
Belgium	1.29
Bulgaria	0.76
Croatia	0.86
Cyprus	1.58
Czech Republic	0.89
Denmark	2.38
Estonia	0.92
Finland	2.01
France	1.19
Germany	1.14
Greece	1.44
Hungary	1.03
Ireland	1.11

Country	Percentage of GDP spent on higher education
Italy	0.76
Latvia	0.88
Lithuania	1.04
Malta	1.07
Netherlands	1.37
Poland	1.19
Portugal	0.98
Romania	0.81
Slovakia	0.81
Slovenia	1.27
Spain	0.95
Sweden	1.92
United Kingdom	1.21

Source: Eurostat

172 The information in table 23 is graphed in chart 17. The UK appears in the middle of the chart, fractionally above France and Germany but below several smaller European nations.

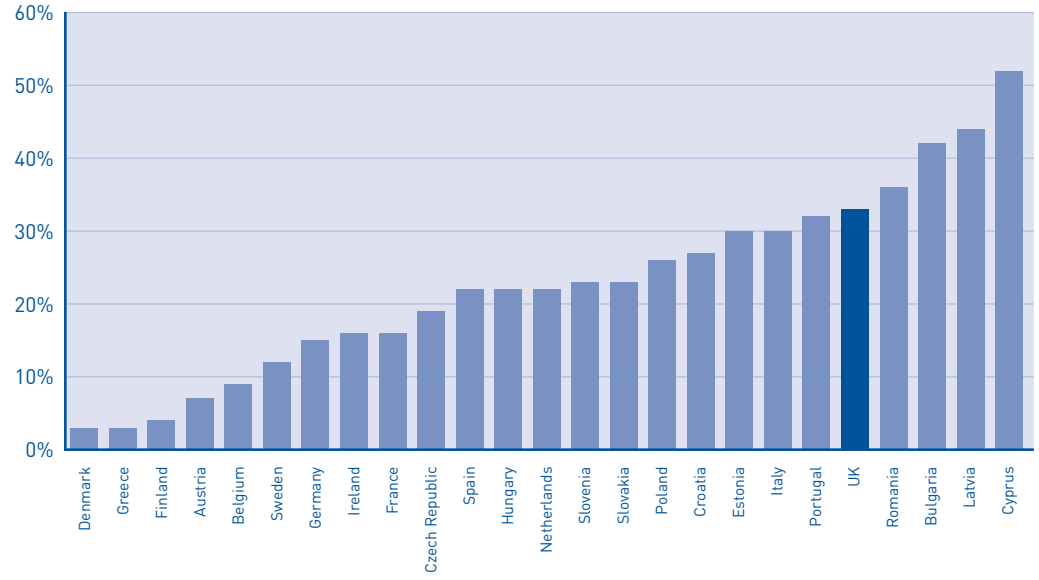
Chart 17
Percentage of GDP spent on higher education by country, 2005



Source: Eurostat

173 Chart 18 looks at the sources of income to higher education institutions from private sources, as a percentage of all sources.

Chart 18
Higher education institution income from private sources as a percentage of all sources, 2005



Source: Eurostat

Table 24
Annual total expenditure on tertiary educational institutions per full-time equivalent student (in EUR PPS[27]) with and without expenditure on research and ancillary services, 2005

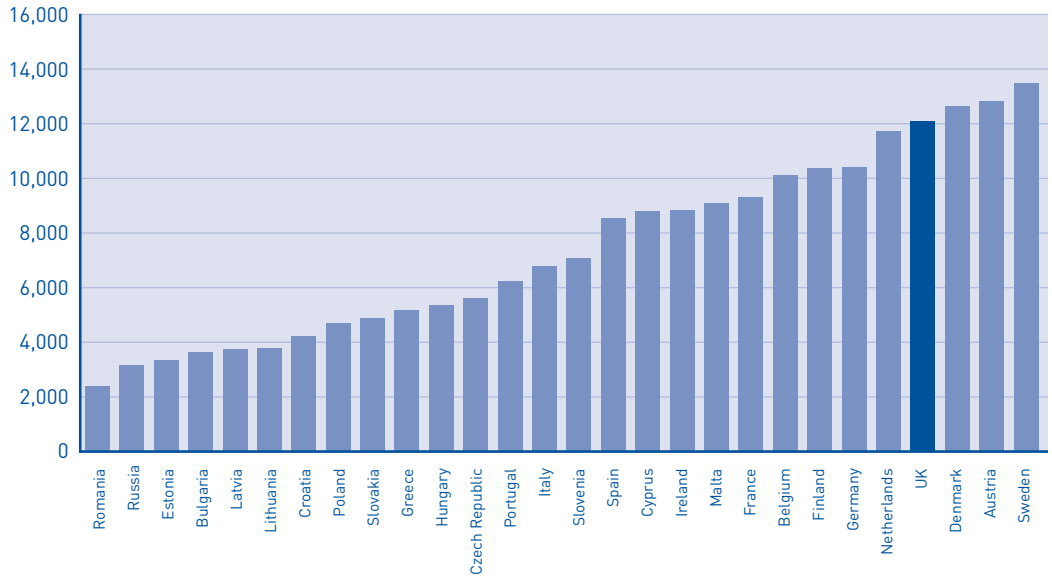
	Including research etc	Excluding research etc
Belgium	10,117	6,534
Bulgaria	3,642	2,812
Czech Republic	5,624	4,428
Denmark	12,654	-
Germany	10,425	5,996
Estonia	3,338	3,336
Ireland	8,856	6,248
Greece	5,186	3,772
Spain	8,535	6,076
France	9,302	5,934
Italy	6,786	4,270
Cyprus	8,817	7,038
Latvia	3,765	3,151
Lithuania	3,801	3,023
Hungary	5,353	4,006
Malta	9,079	7,683
Netherlands	11,744	7,374
Austria	12,813	8,631
Poland	4,716	4,266
Portugal	6,244	4,907
Romania	2,403	–
Slovenia	7,080	5,815
Slovakia	4,892	3,615
Finland	10,390	6,406
Sweden	13,490	7,005
UK	12,106	6,984
Croatia	4,235	4,004
Russia	3,158	–
Comparators		
EU-27	8,282	5,505
Japan	10,324	
USA	20,949	16,037

Source: Bologna process indicators

27 PPS (Purchasing power standard): purchasing power parity is a currency conversion rate that converts economic indicators expressed in a national currency to an artificial common currency that equalises the purchasing power of different national currencies. In other words, purchasing power parity is both a price deflator and a currency converter; it eliminates the differences in price levels between countries in the process of conversion to an artificial common currency, called purchasing power standard (PPS).

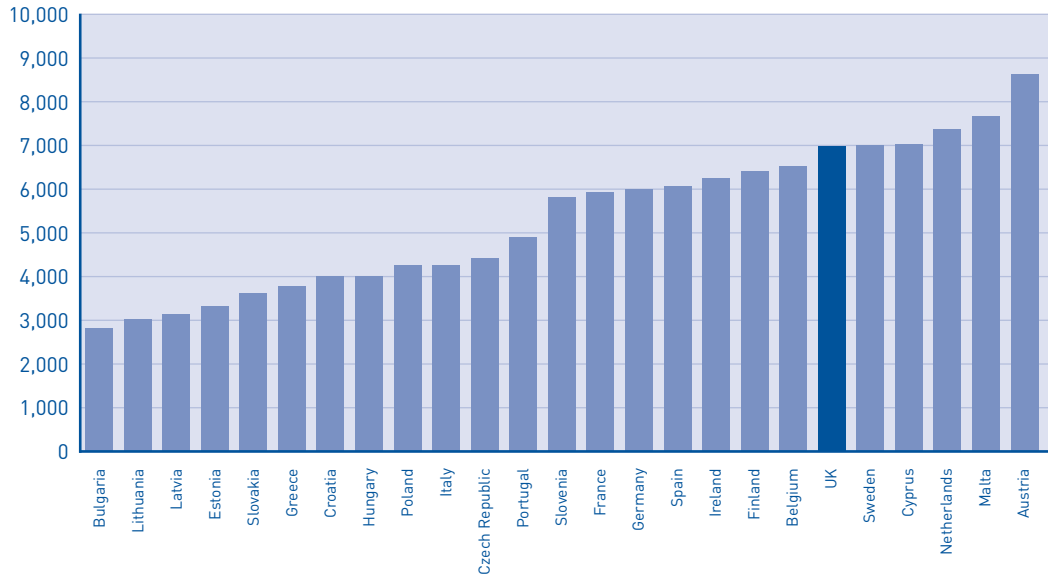
174 The figures for total expenditure per full-time equivalent student, including and excluding research and ancillary services, are mapped in charts 19 and 20.

Chart 19
Annual total expenditure on tertiary educational institutions per full-time equivalent student (in EUR PPS) including expenditure on research and ancillary services, 2005



Source: Bologna process indicators

Chart 20
Annual total expenditure on tertiary educational institutions per full-time equivalent student (in EUR PPS) excluding expenditure on research and ancillary services, 2005



Source: Bologna process indicators

175 Table 25 maps expenditure by higher education institutions against income received from international agencies and other foreign sources, as identified by the OECD.

Table 25
Percentage expenditure against international income, 2005

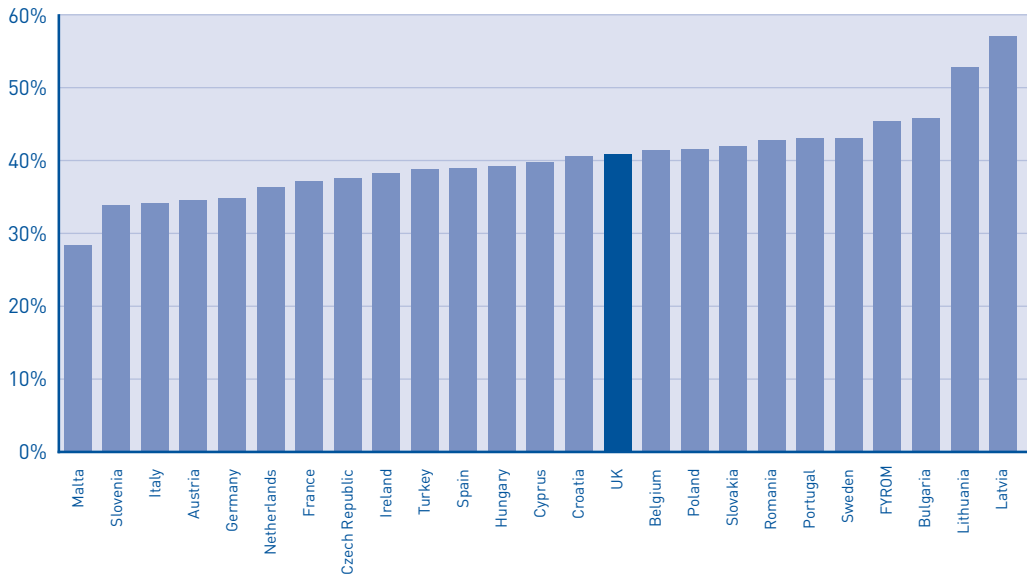
	Percentage expenditure against international income		*Percentage expenditure against international income*
Austria	*0.0%*	Italy	*1.1%*
Belgium	*2.1%*	Netherlands	*0.0%*
Czech Republic	*0.6%*	Poland	*0.0%*
Denmark	*0.0%*	Portugal	*3.0%*
Finland	*0.0%*	Slovak Republic	*1.5%*
France	*0.9%*	Spain	*0.0%*
Germany	*1.3%*	Sweden	*3.3%*
Greece	*17.8%*	United Kingdom	*2.3%*
Ireland	*4.6%*		

Source: OECD

Academic staff

176 We look briefly at the characteristics of academic staff by gender, age and mode of employment. Chart 21 shows the percentage of female academic staff by country in 2006. The UK appears to be slightly above the median here, and ahead of most Western European countries in the percentage of females employed as academic staff.

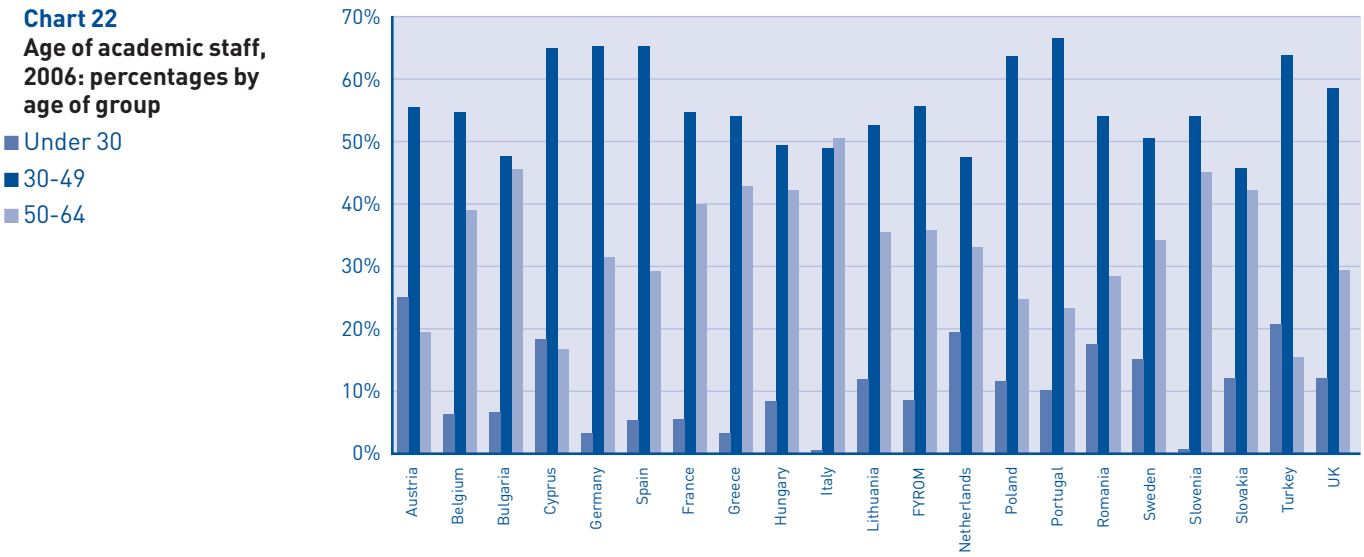
Chart 21
Gender of academic staff, 2006: percentage female



Source: Eurostat

177 Chart 22 illustrates the age breakdown of academic staff in three broad categories. The UK shows a below average percentage of academic staff in the highest age group, and an average proportion in the youngest category.

Chart 22
Age of academic staff, 2006: percentages by age of group



Source: Eurostat

178 An attempt was also made to identify the balance between full-time and part-time academic staff, using Eurostat database tables. The relevant figures are included in table 26 but should be treated with extreme caution in view of the differences in definitions.

Table 26
Academic staff by mode of employment, 2006

	Percentage part-time
Austria	4.1%
Belgium	48.1%
Bulgaria	46.1%
Cyprus	32.9%
Germany	55.3%
Spain	30.1%
France	2.6%
Greece	46.6%
Croatia	26.7%
Hungary	30.9%
Ireland	29.6%
Lithuania	50.7%

	Percentage part-time
Latvia	48.8%
FYROM	0.6%
Malta	37.6%
Netherlands	52.0%
Poland	1.3%
Portugal	39.0%
Romania	3.0%
Sweden	26.5%
Slovenia	63.2%
Slovakia	16.9%
Turkey	1.3%
UK	37.1%

Source: Eurostat

Research and development

179 Definitions of research and development (R&D) and practice differ substantially across Europe.

Inputs and investment

180 Table 27 shows the breakdown of research and development expenditure in 2000 and 2006 by available country and also by sector of spend.

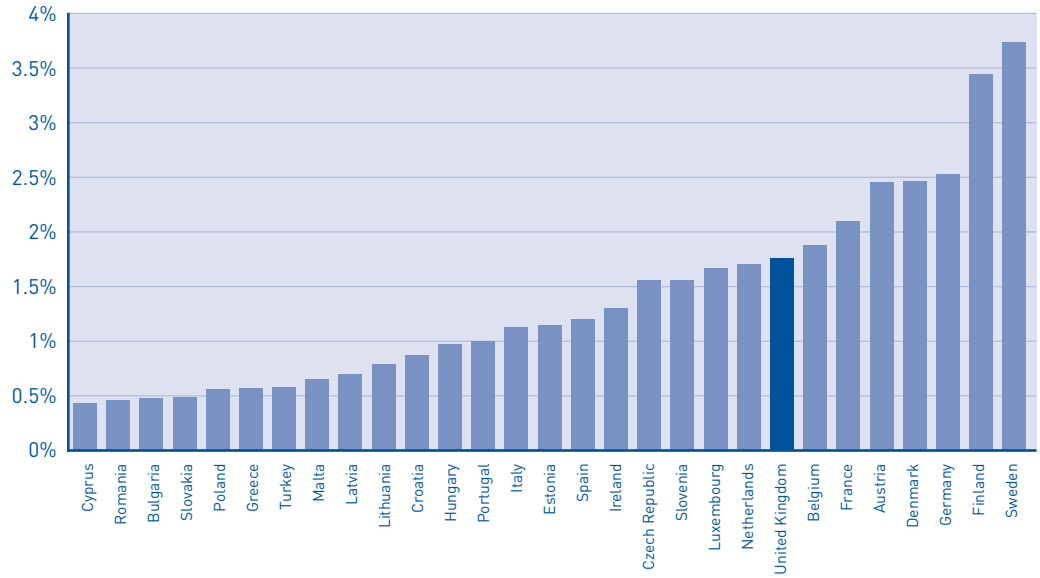
Table 27
Research and development as a percentage of GDP, overall and by sector, 2000 and 2006

	Higher education		Business		Government		Private non-profit		Total R&D	
	2000	2006	2000	2006	2000	2006	2000	2006	2000	2006
Belgium	0.40	0.42	1.43	1.30	0.12	0.15	0.02	0.01	1.97	1.88
Bulgaria	0.05	0.05	0.11	0.12	0.36	0.31	0.00	0.00	0.52	0.48
Czech Republic	0.17	0.25	0.73	1.03	0.31	0.27	0.01	0.01	1.22	1.56
Denmark	0.44	0.64	1.50	1.66	0.28	0.16	0.02	0.01	2.24	2.47
Germany	0.40	0.41	1.73	1.77	0.33	0.35	0.00	0.00	2.46	2.53
Estonia	0.32	0.47	0.14	0.51	0.14	0.15	0.01	0.02	0.61	1.15
Ireland	0.23	0.34	0.80	0.88	0.09	0.08	0.00	0.00	1.12	1.30
Greece	m	0.27	0.15	0.17	m	0.12	0.00	0.01	-	0.57
Spain	0.27	0.33	0.49	0.67	0.14	0.20	0.01	0.00	0.91	1.20
France	0.40	0.40	1.34	1.32	0.37	0.35	0.03	0.03	2.14	2.10
Italy	0.32	0.34	0.52	0.55	0.20	0.20	0.00	0.04	1.04	1.13
Cyprus	0.06	0.18	0.05	0.10	0.11	0.12	0.02	0.03	0.24	0.43
Latvia	0.17	0.24	0.18	0.35	0.10	0.11	0.00	0.00	0.45	0.70
Lithuania	0.22	0.39	0.13	0.22	0.25	0.18	0.00	0.00	0.60	0.79
Luxembourg	0.00	0.04	1.53	1.43	0.12	0.20	0.00	0.00	1.65	1.67
Hungary	0.19	0.24	0.35	0.48	0.20	0.25	0.00	0.00	0.74	0.97
Malta	m	0.18	m	0.44	m	0.03	0.00	0.00	-	0.65
Netherlands	0.51	0.47	1.07	1.01	0.23	0.23	0.02	0.00	1.83	1.71
Austria	m	0.59	m	1.73	m	0.13	0.00	0.01	-	2.46
Poland	0.20	0.17	0.23	0.18	0.21	0.21	0.00	0.00	0.64	0.56
Portugal	0.28	0.32	0.21	0.47	0.18	0.11	0.08	0.10	0.75	1.00
Romania	0.04	0.08	0.26	0.22	0.07	0.15	0.00	0.01	0.37	0.46
Slovenia	0.23	0.24	0.78	0.94	0.36	0.38	0.02	0.00	1.39	1.56
Slovakia	0.06	0.12	0.43	0.21	0.16	0.16	0.00	0.00	0.65	0.49
Finland	0.60	0.65	2.37	2.46	0.35	0.32	0.02	0.02	3.34	3.45
Sweden	m	0.77	m	2.79	m	0.17	0.00	0.01	-	3.74
UK	0.37	0.46	1.18	1.08	0.23	0.18	0.03	0.04	1.81	1.76
Croatia	m	0.32	m	0.32	m	0.23	0.00	0.00	-	0.87
Turkey	0.29	0.30	0.16	0.21	0.03	0.07	0.00	0.00	0.48	0.58

Source: Eurostat database

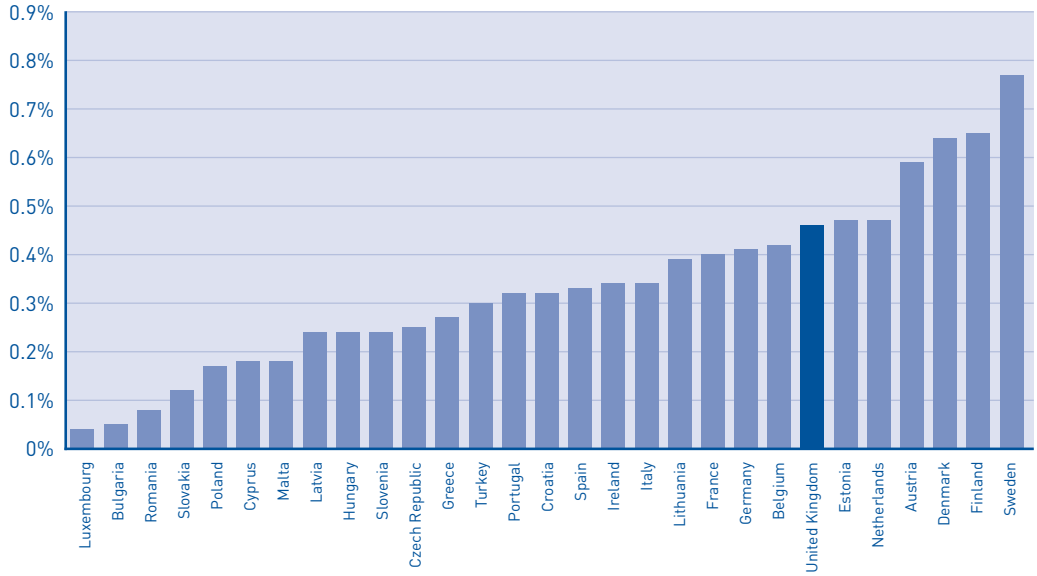
181 These figures are disaggregated in the following charts.

Chart 23
Total expenditure on research and development as percentage of GDP, 2006



Source: Eurostat database

Chart 24
Percentage of GDP applied to research and development in higher education institutions, 2006



Source: Eurostat database

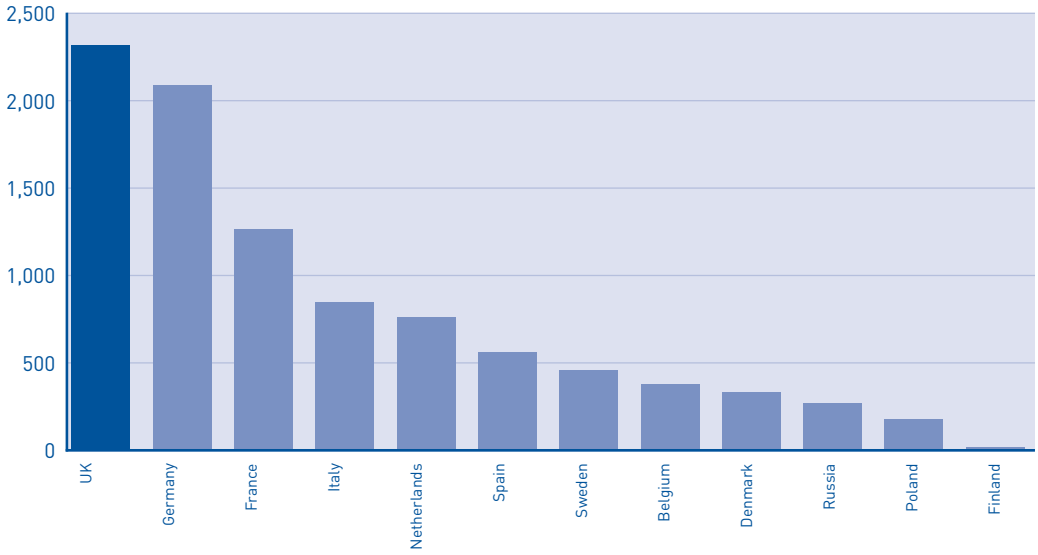
182 The United Kingdom features at the upper end of the charts in terms of both the total expenditure on research and development and also the investment in research and development in higher education institutions as a percentage of GDP overall.

183 In chart 23 however, in terms of total spend on research and development, the UK lags behind Germany and France, although chart 24 shows that a higher proportion is expended within the higher education institutional community.

Outputs and performance

184 There is an extensive literature concerning research output and performance which could not realistically be replicated or extended here. Chart 25 shows, for selected countries, the number of publications within the top 1 per cent of citations (over the period 2000-2006). The UK is at the top of the spectrum, ahead of Germany and France.

Chart 25
Publications within the top 1 per cent of citations, 2000-2006



DIUS: Evidence report

185 Finally, we look at research collaboration. Again there is a body of published work[28], although little gives a detailed comparison with European countries, not least because the major areas of collaboration are with the United States and increasingly with China.

186 As the report produced by Evidence Ltd (see Appendix 10) indicated: 'The number of the UK's publications that have a non-UK co-author has risen from about 22,500 (31.7 per cent of total output) in 1998 to almost 37,000 (44.6 per cent) in 2007, a rise of about two-thirds in volume and one-third relative to total activity... Collaboration with the USA is relatively stable as a proportion of UK volume but is increasing for EU partners'.[29]

28 Including the Technopolis report for Universities UK, *International research collaboration opportunities for the UK higher education sector*, April 2008.

29 http://www.dius.gov.uk/~/media/publications/I/IntComparativePerformanceUKResearch, 2.01.

Conclusion

187 This report has been prepared as the latest in a series of yearbooks about higher education in the UK in order to meet the expressed wishes of the higher education sector, through Universities UK, GuildHE and the UK Higher Education Unit. It has expanded the data contained in previous *Patterns* reports, as a basis for subsequent comparisons.

188 It is hoped that it will also be of interest to a wider audience, through setting out a range of facts, trends and ratios for universities and colleges in the United Kingdom.

Appendices

Appendix 1
Total enrolments by detailed subject of study, 1998/99 and 2007/08

	1998/99		2007/08
Medicine and dentistry	**42,839**		**61,810**
Pre-clinical medicine	10,777	Pre-clinical medicine	13,155
Pre-clinical dentistry	1,677	Pre-clinical dentistry	1,050
Clinical medicine	25,992	Clinical medicine	40,230
Clinical dentistry	3,685	Clinical dentistry	6,400
Subjects allied to medicine	**182,212**		**287,125**
Anatomy and physiology	5,449	Anatomy, physiology and pathology	16,510
Pharmacology	3,393	Pharmacology, toxicology and pharmacy	21,615
Pharmacy	8,906		
Nutrition	1,874	Nutrition	6,220
Ophthalmics	2,623	Ophthalmics	3,290
Audiology	1,109	Aural and oral sciences	4,035
Nursing	112,307	Nursing	168,330
Medical technology	4,403	Medical technology	8,335
		Complementary medicine	6,215
Other medical subjects	41,393	Others in subjects allied to medicine	51,905
Biological sciences	**103,409**		**161,600**
Biology	23,347	Biology	26,360
Botany	837	Botany	620
Zoology	3,644	Zoology	3,810
Genetics	2,133	Genetics	2,100
Microbiology	2,708	Microbiology	3,375
		Sports science	32,870
Physical education	6,924		
Molecular biology and biophysics	1,529	Molecular biology, biophysics and biochemistry	10,315
Biochemistry	8,381		
Psychology (not solely as social science)	28,244	Psychology	72,570
Psychology (without significant element of biological science)	9,340		
Other biological sciences	16,322	Others in biological sciences	8,815
Veterinary science	**3,524**		**4,845**
Agriculture and related subjects	**15,301**		**17,680**
	9,157		
Agriculture	762	Agriculture	7,250
Forestry	2,924	Forestry	685
Food science	457	Food and beverage studies	2,695
Agricultural sciences	1,960	Agricultural sciences	200
Other agricultural subjects	41	Others in veterinary sciences, agriculture and related subjects	3,140
		Animal science	3,715

	1998/99		2007/08
Physical sciences	**71,356**		**82,130**
Chemistry	21,905	Chemistry	18,815
Materials science	423	Materials science	620
Physics	13,695	Physics	14,870
Archaeology as a physical science	2,247	Forensic and archaeological science	10,030
Astronomy	1,341	Astronomy	2,935
Geology	6,156	Geology	8,325
Oceanography	779	Science of aquatic and terrestrial environments	6,760
Geography studies as a science	9,911	Physical geographical sciences	14,510
Environmental science and other physical sciences	13,292		
		Others in physical sciences	4,300
Mathematical sciences	**20,753**		**34,120**
Mathematics	16,343	Mathematics	29,620
Operational research	555	Operational research	855
Statistics	2,393	Statistics	3,435
Other mathematical sciences	726	Others in mathematical sciences	125
Computer science	**85,102**		**95,575**
Computing science	85,102	Computer science	64,100
		Information systems	24,180
		Software engineering	6,245
Engineering and technology	**128,713**		**139,435**
General engineering	17,050	General engineering	19,920
Civil engineering	16,167	Civil engineering	22,895
Mechanical engineering	22,672	Mechanical engineering	22,990
Aeronautical engineering	4,853	Aerospace engineering	8,630
		Naval architecture	560
Electrical engineering	6,427	Electronic and electrical engineering	30,340
Electronic engineering	22,424		
Production engineering	11,629	Production and manufacturing engineering	6,055
Chemical engineering	6,076	Chemical, process and energy engineering	7,715
Minerals technology	822	Minerals technology	295
Metallurgy	831	Metallurgy	435
Ceramics and glasses	181	Ceramics and glasses	150
Polymers and textiles	3,989	Polymers and textiles	2,835
Other materials technology	2,616	Materials technology not otherwise specified	2,740
Maritime technology	1,943	Maritime technology	1,775
Biotechnology	690	Biotechnology	1,025
Other technologies	2,459	Others in technology	9,620

	1998/99		2007/08
Architecture, building and planning	**44,007**		**63,085**
Architecture	13,656	Architecture	20,515
Building	17,985	Building	26,055
Environmental technologies	2,186		
		Landscape design	1,855
Town and country planning	9,687	Planning (urban, rural and regional)	12,050
Other architectural studies	489	Others in architecture, building and planning	2,325
Social studies	**123,821**		**198,875**
Economics	23,030	Economics	29,850
Politics	17,357	Politics	32,230
Sociology	23,084	Sociology	29,755
Social policy and administration	8,521	Social policy	14,275
Social work	26,829	Social work	60,490
Anthropology	3,886	Anthropology	4,825
Geography (unless solely as a physical science)	8,391	Human and social geography	12,470
Other social studies	4,998	Others in social studies	14,475
Balanced combinations within social, economic and political studies	7,725		
Law	**58,361**		**89,245**
	58,361	Law by area	34,660
		Law by topic	49,975
		Others in law	2,955
Business and administrative studies	**226,173**		**310,455**
Business and management studies	137,727	Business studies	121,020
		Management studies	68,265
Financial management	9,073	Finance	21,575
Accountancy	23,037	Accounting	31,690
Marketing and market research	14,293	Marketing	23,190
Industrial relations	11,257		
		Human resource management	16,145
Catering and institutional management	18,120	Hospitality, leisure, tourism and transport	24,650
Transport, other business and admin studies	3,011		
Land and property management	2,659		
Librarianship and information science	**22,094**		**47,965**
Librarianship	1,336	Information services	4,560
Information science	4,356		
Communication studies	4,554	Publicity studies	3,960
Media studies	8,363	Media studies	28,085
Publishing	387	Publishing	965
Journalism	2,735	Journalism	9,220

	1998/99		2007/08
Languages	**89,798**		**136,050**
Linguistics	4,604	Linguistics	5,145
Comparative literature	2,532	Comparative literary studies	1,260
English	30,789	English studies	61,910
Celtic languages, literature and culture	1,383	Celtic studies	3,795
Latin language and literature	162	Latin studies	685
Ancient Greek language and literature	154	Classical Greek studies	115
Classics	2,676	Classical studies	4,390
French language, literature and culture	6,468	French studies	11,220
German language, literature and culture	2,586	German studies	4,920
Italian language, literature and culture	1,349	Italian studies	2,715
Spanish language, literature and culture	2,711	Spanish studies	10,940
Portuguese language, literature and culture	135	Portuguese studies	510
Latin American languages, literature and culture	381		
Scandinavian languages, literature and culture	476	Scandinavian studies	365
Russian languages, literature and culture	863	Russian and East European studies	1,820
Slavonic and East European languages, literature and culture	405		
Other European languages, literature and culture	4,282	Others in European languages, literature and related subjects	12,725
Chinese languages, literature and culture	637	Chinese studies	1,495
Japanese languages, literature and culture	776	Japanese studies	1,330
Other Asian languages, literature and culture	285	South Asian studies	325
		Other Asian studies	150
African languages, literature and culture	174	African studies	245
Modern Middle Eastern languages, literature and culture	1,103	Modern Middle Eastern studies	1,535
American studies	2,706	American studies	3,195
Historical and philosophical studies	**60,566**		**96,620**
History	26,916	History by period	40,410
		History by area	2,185
Economic and social history	1,549	History by topic	10,540
History of art	7,845		
History and philosophy of science	315		
Archaeology	4,441	Archaeology	6,185
Philosophy	5,863	Philosophy	11,690
Theology and religious studies	10,068	Theology and religious studies	14,510
Other humanities	1,486	Others in historical and philosophical studies	10,795
Creative arts and design	**97,112**		**158,890**
Fine art	15,230	Fine art	19,610
Design studies	44,535	Design studies	60,100
Music	13,997	Music	24,680
Drama	11,703	Drama	22,085
		Dance	3,695
Cinematics	4,461	Cinematics and photography	14,905
Crafts	448	Crafts	1,275
		Imaginative writing	5,415
Art and design other	5,515	Others in creative arts and design	7,055

	1998/99		2007/08
Education	**126,314**		**202,300**
Teacher training	60,018	Training teachers	97,165
		Research and study skills in education	3,685
Academic studies in education	28,323	Academic studies in education	81,960
Techniques in teaching children	1,565		
Techniques in teaching adults	10,722		
Education for those with special needs	4,946		
Technology in education	1,359		
Management and organisation of education	4,458		
Other topics in education	14,422	Others in education	19,300

Appendix 2
Non-UK domiciled students at UK higher education institutions by domicile and qualification aim, 2007/08

	First degree	Other undergraduate	Higher degree (research)	Higher degree (taught)	Other postgraduate	**Total**
Total non-UK domiciled	**143,570**	**30,735**	**39,860**	**115,800**	**11,820**	**341,790**
European Union countries excluding UK	**56,820**	**13,045**	**12,635**	**25,095**	**4,560**	**112,150**
Austria	695	120	230	330	40	**1,415**
Belgium	1,540	165	240	430	100	**2,475**
Bulgaria	725	95	100	305	25	**1,250**
Cyprus (European Union)	6,665	395	530	1,950	100	**9,640**
Czech Republic	725	225	100	225	25	**1,300**
Denmark	605	160	160	485	105	**1,515**
Estonia	515	55	30	55	5	**660**
Finland	1,085	120	135	265	55	**1,660**
France	6,160	2,405	1,030	2,700	385	**12,685**
Germany	6,170	1,955	2,205	2,875	425	**13,625**
Gibraltar	480	55	10	45	35	**620**
Greece	4,850	485	2,035	4,965	295	**12,625**
Hungary	600	105	115	170	35	**1,025**
Ireland	7,035	2,260	1,005	3,205	1,755	**15,260**
Italy	1,875	510	1,525	1,430	265	**5,605**
Latvia	905	105	30	100	5	**1,145**
Lithuania	1,590	130	45	185	15	**1,970**
Luxembourg	600	35	65	120	15	**835**
Malta	220	30	165	370	35	**820**
Netherlands	1,140	285	435	970	190	**3,025**
Poland	5,355	1,035	620	1,420	145	**8,570**
Portugal	1,365	270	655	470	65	**2,830**
Romania	550	135	195	265	35	**1,180**
Slovakia	785	125	55	135	15	**1,115**
Slovenia	100	30	60	85	10	**285**
Spain	2,295	1,515	585	1,060	285	**5,740**
Sweden	2,150	225	270	460	90	**3,195**
European Union not otherwise specified	30	25	5	15	5	**75**
Other European Economic Area countries	**1,940**	**175**	**200**	**690**	**70**	**3,075**
Iceland	105	20	55	145	15	**340**
Liechtenstein	5	0	0	5	0	**15**
Norway	1,830	150	145	540	55	**2,720**
Other Europe	**3,560**	**750**	**1,115**	**3,240**	**325**	**8,995**
Albania	95	25	25	75	5	**225**
Belarus	50	15	35	50	5	**155**
Croatia	45	10	45	105	10	**215**
Cyprus (Non-European Union)	85	20	5	40	0	**155**
Russia	1,215	240	215	905	70	**2,645**
Switzerland	895	130	260	485	125	**1,895**
Turkey	635	195	335	1,145	60	**2,370**
Ukraine	195	50	60	175	15	495
Other countries not listed	340	65	140	260	35	840

	First degree	Other undergraduate	Higher degree (research)	Higher degree (taught)	Other postgraduate	**Total**
Africa	**11,485**	**2,955**	**3,650**	**12,905**	**1,295**	**32,295**
Algeria	75	30	125	90	10	**335**
Angola	205	30	0	40	5	**285**
Botswana	375	25	65	115	10	**590**
Cameroon	185	60	35	225	25	**530**
Egypt	145	155	650	300	150	**1,395**
Ethiopia	45	10	35	110	25	**220**
The Gambia	175	45	10	90	10	**330**
Ghana	500	175	260	1,205	100	**2,235**
Kenya	1,370	120	155	710	70	**2,430**
Libya	130	160	700	575	60	**1,625**
Malawi	200	50	65	200	20	**535**
Mauritius	1,055	160	70	360	60	**1,700**
Morocco	85	20	20	80	5	**210**
Nigeria	3,835	710	690	6,165	380	**11,785**
Sierra Leone	80	40	20	95	10	**245**
South Africa	410	210	270	525	115	**1,540**
Sudan	80	25	60	155	35	**345**
Tanzania	385	65	90	415	30	**990**
Uganda	310	55	80	440	35	**920**
Zambia	265	70	45	225	25	**630**
Zimbabwe	920	550	100	395	60	**2,025**
Other countries not listed	665	185	105	390	55	**1,400**
Asia	**55,275**	**8,690**	**12,570**	**57,425**	**3,520**	**137,485**
Azerbaijan	65	25	10	75	5	**180**
Bangladesh	1,185	185	210	1,010	230	**2,815**
Brunei	1,085	110	40	250	15	**1,500**
Burma	150	10	15	55	5	**235**
China	19,385	3,180	3,715	18,275	800	**45,355**
Georgia	45	10	10	100	10	**175**
Hong Kong (special administrative region of China)	6,915	680	495	1,320	295	**9,700**
India	4,480	1,335	1,480	17,920	690	**25,905**
Indonesia	330	45	115	415	25	**925**
Japan	1,795	610	485	1,460	115	**4,465**
Kazakhstan	695	100	35	340	10	**1,180**
Korea (South)	1,800	345	580	1,190	115	**4,030**
Macao (special administrative region of China)	100	10	15	30	10	**165**
Malaysia	7,730	275	1,700	1,695	335	**11,730**
Nepal	220	75	60	270	25	**645**
Pakistan	2,835	435	1,025	4,615	390	**9,305**
Philippines	170	315	45	100	35	**665**
Singapore	1,915	140	295	475	75	**2,900**
Sri Lanka	1,710	130	265	970	65	**3,140**
Taiwan	675	315	865	3,630	130	**5,615**
Thailand	735	175	875	2,290	110	**4,180**
Vietnam	930	115	145	585	20	**1,790**
Other countries not listed	320	80	100	365	25	**890**

	First degree	Other undergraduate	Higher degree (research)	Higher degree (taught)	Other postgraduate	**Total**
Australasia	**455**	**305**	**555**	**755**	**220**	**2,285**
Australia	340	220	375	505	165	**1,610**
New Zealand	80	65	145	170	50	**510**
Other countries not listed	35	20	30	75	5	**170**
Middle East	**6,615**	**1,265**	**3,605**	**4,825**	**390**	**16,690**
Bahrain	545	70	115	235	10	**980**
Iran	880	135	640	695	50	**2,400**
Iraq	50	65	230	200	15	**555**
Israel	160	35	210	195	15	**615**
Jordan	390	30	390	445	30	**1,285**
Kuwait	625	75	240	295	35	**1,265**
Lebanon	130	20	120	285	10	**560**
Oman	1,005	100	185	440	35	**1,760**
Qatar	440	95	45	110	10	**705**
Saudi Arabia	1,115	425	880	1,015	100	**3,535**
Syria	55	25	250	190	5	**525**
United Arab Emirates	1,135	170	265	675	65	**2,310**
Yemen	80	20	25	30	10	**165**
Other countries not listed	5	0	5	15	0	**25**
North America	**6,220**	**2,995**	**4,415**	**8,150**	**1,035**	**22,810**
The Bahamas	145	10	10	50	20	**230**
Barbados	150	20	30	130	15	**340**
Bermuda	160	15	5	45	10	**235**
Canada	1,540	235	995	1,880	355	**5,005**
Jamaica	205	85	60	245	40	**630**
Mexico	135	100	530	505	30	**1,305**
United States	3,355	2,445	2,695	4,925	490	**13,905**
Other countries not listed	525	90	95	375	75	**1,160**
South America	**945**	**350**	**815**	**1,765**	**285**	**4,160**
Argentina	30	15	70	90	50	**255**
Brazil	235	140	285	535	75	**1,270**
Chile	20	10	160	160	20	**370**
Colombia	60	55	110	315	15	**555**
Peru	55	10	40	95	10	**210**
Trinidad and Tobago	375	60	55	265	80	**835**
Venezuela	65	20	40	160	20	**310**
Other countries not listed	100	35	55	145	15	**355**
Non-European-Union unknown	255	220	295	955	120	**1,845**

Appendix 3
Trends in sources of income to higher education institutions, 2000/01, 2006/07 and 2007/08

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**

2006/07	UK	England	Wales	Scotland	Northern Ireland
Funding Council grants					
a Grants for higher education provision (including further education in Scotland)					
i Recurrent (teaching)	5,358,952	4,318,990	273,476	629,779	136,707
ii Recurrent (research)	1,671,653	1,343,770	65,315	215,917	46,651
Other higher education grants	887,679	689,684	83,571	97,003	17,421
b Grants for further education provision	112,367	101,963	10,404	0	0
Total funding council grants	8,030,651	6,454,407	432,766	942,699	200,779
Tuition fees and education grants and contracts					
1 Higher education course fees					
a Home and EU domicile students	3,270,707	2,808,414	140,387	252,043	69,863
b Non-EU domicile students	1,712,730	1,472,893	60,110	171,002	8,725
Total higher education course fees	4,983,437	4,281,307	200,497	423,045	78,588
2 Non-credit-bearing course fees	307,005	268,910	9,054	27,886	1,155
3 Further education course fees	28,001	26,933	740	328	0
4 Research training support grants	95,542	71,923	4,704	18,885	30
Total tuition fees and education grants and contracts	5,413,985	4,649,073	214,995	470,144	79,773
Total research grants and contracts	**3,376,991**	**2,744,893**	**131,334**	**431,071**	**69,693**
Other income					
a Other services rendered	1,313,930	1,108,518	94,378	94,196	16,838
b Residences and catering operations (including conferences)	1,233,005	1,034,152	59,402	125,661	13,790
c Grants from local authorities	1,464	1,371	77	16	0
d Income from health and hospital authorities (excluding teaching contracts)	330,040	274,921	15,745	20,405	18,969
e Released of deferred capital grants	88,651	71,948	3,121	12,402	1,180
f Income from intellectual property rights	33,871	27,548	1,702	4,611	10
g Other operating income	1,076,424	898,293	35,542	114,245	28,344
Total other income	4,077,385	3,416,751	209,967	371,536	79,131
Total endowment and investment income	**390,841**	**326,494**	**15,984**	**43,124**	**5,239**
Total income	**21,289,853**	**17,591,618**	**1,005,046**	**2,258,574**	**434,615**

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**

Appendix 4
Distribution of enrolments among higher education and further education institutions by mode and level, 2006/07

	Full-time				Part-time			
	Total	Post-graduate	First degree	Other under-graduate	**Total**	Post-graduate	First degree	Other under-graduate	**Total**
Higher education institutions									
England	1,957,190	201,830	879,450	106,355	1,187,635	260,605	182,095	326,855	769,555
Wales	131,765	11,175	61,495	4,510	77,180	16,490	4,745	33,350	54,585
Scotland	223,530	26,680	115,545	10,570	152,795	32,350	10,995	27,395	70,740
Northern Ireland	50,325	3,390	29,585	1,135	34,110	6,880	3,305	6,030	16,215
Total	2,362,815	243,070	1,086,075	122,570	1,451,715	316,320	201,145	393,630	911,095
Further education institutions									
England	115,130	810	15,635	13,260	29,710	5,250	14,665	65,505	85,420
Wales	1,085	0	130	250	380	5	35	665	705
Scotland	49,460	20	260	25,395	25,670	140	295	23,355	23,790
Northern Ireland	11,625	15	325	3,575	3,915	75	795	6,835	7,710
Total	177,300	845	16,350	42,480	59,675	5,470	15,795	96,365	117,625
All institutions	2,540,115	243,920	1,102,425	165,045	1,511,390	321,785	216,940	489,995	1,028,720
Percentage in further education institutions									
England	*6%*	*0%*	*2%*	*11%*	*2%*	*2%*	*7%*	*17%*	*10%*
Wales	*1%*	*0%*	*0%*	*5%*	*0%*	*0%*	*1%*	*2%*	*1%*
Scotland	*18%*	*0%*	*0%*	*71%*	*14%*	*0%*	*3%*	*46%*	*25%*
Northern Ireland	*19%*	*0%*	*1%*	*76%*	*10%*	*1%*	*19%*	*53%*	*32%*
Total	*7%*	*0%*	*1%*	*26%*	*4%*	*2%*	*7%*	*20%*	*11%*

Appendix 5
Mergers within the higher education sector, 1994/95-2007/08

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 therefore include reference to further education colleges which 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 College	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 College	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 University of Dundee

2002/2003

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

2004/2005

University of Manchester Institute of Science and Technology	and	the Victoria University of Manchester, forming the University of Manchester
Kent Institute of Art and Design	and	the 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 (transfer of provision)	and	University of Bedfordshire

2007/08

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

Throughout Europe there are significantly different definitions of the terms 'university' and 'higher education'. There is no common definition of a university even within the EU, let alone the wider Europe of the Bologna process.

Several countries retain a distinction between academic universities and vocational institutes: others have generally integrated their higher education institutions although in some instances, such as the UK, the integration is only partial.

The common denominator for analysis of data is the International Standard Classification of Education (ISCED) 97 categorisation, which is as follows:

ISCED level 5: First stage of tertiary education (not leading directly to an advanced research qualification), covering programmes of at least two years' duration, divided between:

> **Type A:** Programmes that are theoretically based and/or preparatory to research (history, philosophy, mathematics etc) or give access to professions with high skill requirements such as medicine, dentistry and architecture. This category includes first degrees and taught higher degrees.
>
> **Type B:** Programmes that are practically oriented/occupationally specific and are mainly designed for participants to acquire the practical skills and know-how needed for employment in a particular occupation or trade, the successful completion of which usually culminates in a qualification relevant for the labour market. This category embraces most activity which is included in the UK classification of 'other undergraduate'.

ISCED level 6: Second stage of tertiary education, covering programmes leading to an advanced research qualification (for example PhD or doctorate), which are devoted to advanced study and original research and not based on coursework only.

Appendix 8
Countries included in the Section C analysis

	Bologna process	EU	Core countries
Albania	x		
Andorra	x		
Armenia	x		
Austria	x	x	x
Azerbaijan	x		
Belgium	x	x	x
Bosnia/Herzegovina	x		
Bulgaria	x	x	x
Croatia	x		x
Cyprus	x	x	x
Czech Republic	x	x	x
Denmark	x	x	x
Estonia	x	x	x
Finland	x	x	x
France	x	x	x
FYROM	x		x
Georgia	x		
Germany	x	x	x
Greece	x	x	x
Hungary	x	x	x
Iceland	x		
Ireland	x	x	x
Italy	x	x	x
Latvia	x	x	x
Liechtenstein	x		
Lithuania	x	x	x
Luxembourg	x	x	x
Malta	x	x	x
Moldova	x		
Montenegro	x		
Netherlands	x	x	x
Norway	x		
Poland	x	x	x
Portugal	x	x	x
Romania	x	x	x
Russia	x		x
Serbia	x		
Slovakia	x	x	x
Slovenia	x	x	x
Spain	x	x	x
Sweden	x	x	x
Switzerland	x		
Turkey	x		x
UK	x	x	x
Ukraine	x		x
Vatican	x		

Appendix 9
Mobility of students at European institutions, 2006

	Country of destination					
Country of origin	Austria	Belgium	Czech Republic	Denmark	Finland	France
CORE COUNTRIES						
Austria	a	40	37	43	33	419
Belgium	64	a	9	19	24	2,725
Bulgaria	1,373	204	111	116	68	2,876
Croatia	1,188	25	63	19	24	135
Cyprus	24	14	130	2	4	206
Czech Republic	508	59	a	42	61	694
Denmark	70	49	3	a	47	247
Estonia	31	23	6	116	629	123
Finland	185	52	6	187	a	302
France	445	17,680	26	229	158	a
FYROM	225	84	64	n	2	126
Germany	10,174	553	207	1,072	323	6,565
Greece	237	500	113	49	52	2,014
Hungary	1,134	94	33	68	91	660
Ireland	49	66	40	60	36	498
Italy	6,188	2,349	24	158	133	4,455
Luxembourg	428	1,612	n	3	5	1,659
Malta	2	6	1	2	2	19
Netherlands	127	3,273	15	184	80	603
Poland	1,341	470	246	651	155	3,427
Portugal	59	906	159	47	25	2,593
Romania	628	400	34	229	122	4,332
Russian Federation	418	458	782	432	1,114	3,083
Slovak Republic	1,228	65	14,664	30	21	415
Slovenia	550	123	23	8	8	101
Spain	394	1,087	20	149	121	3,664
Sweden	187	46	63	1,342	567	546
Turkey	2,070	319	40	237	75	2,412
Ukraine	432	170	685	222	112	1,194
United Kingdom	194	210	363	471	189	2,570
OTHER REGIONS						
Total from Africa	**573**	**9,841**	**406**	**866**	**1,131**	**111,862**
Total from Asia	**5,606**	**3,824**	**1,801**	**4,246**	**2,678**	**45,780**
of which China	1,320	1,302	71	2,066	1,444	17,132
of which India	124	182	82	368	169	717
Total from Europe	**32,244**	**31,373**	**18,518**	**10,916**	**4,575**	**51,544**
of which, from EU countries	18,801	28,423	1,085	4,013	1,793	28,860
Total from North America	**385**	**332**	**171**	**475**	**283**	**4,064**
Total from Oceania	**60**	**28**	**8**	**65**	**42**	**348**
Total from South America	**415**	**1,079**	**164**	**407**	**210**	**10,779**
Total from all countries, 2006	**39,329**	**47,012**	**21,395**	**19,123**	**8,955**	**247,510**
Total from all countries, 2000	**30,382**	**38,799**	**5,468**	**12,871**	**5,570**	**137,085**
Percentage change 2000-2006	*29%*	*21%*	*291%*	*49%*	*61%*	*81%*
Market share of all international students, 2006	**1.3**	**1.6**	**0.7**	**0.7**	**0.3**	**8.5**
Market share of all international students, 2000	**1.6**	**2.0**	**0.3**	**0.7**	**0.3**	**7.2**

	Country of destination					
Country of origin	Germany	Greece	Hungary	Ireland	Italy	Luxembourg
CORE COUNTRIES						
Austria	6,351	7	54	59	215	2
Belgium	978	37	7	79	204	160
Bulgaria	12,853	506	44	38	677	9
Croatia	4,955	9	191	8	1,334	1
Cyprus	218	8,966	280	10	108	n
Czech Republic	2,309	9	17	35	165	4
Denmark	591	6	3	25	54	2
Estonia	800	18	10	14	62	n
Finland	927	13	27	77	87	2
France	6,346	35	40	800	915	387
FYROM	850	38	6	2	234	2
Germany	a	341	1,408	713	1,638	111
Greece	6,268	a	158	61	5,473	6
Hungary	2,746	16	a	15	231	2
Ireland	440	n	48	a	33	4
Italy	7,582	71	23	226	a	48
Luxembourg	2,307	1	n	12	38	a
Malta	37	1	3	3	45	n
Netherlands	1,607	10	15	79	31	6
Poland	16,106	85	64	173	1,332	10
Portugal	1,612	4	10	18	104	181
Romania	4,468	244	3,334	71	1,874	7
Russian Federation	12,643	211	238	101	793	7
Slovak Republic	1,700	10	2,324	15	178	5
Slovenia	592	n	23	7	397	n
Spain	5,355	11	32	388	502	12
Sweden	697	14	222	80	129	2
Turkey	25,251	113	50	16	288	3
Ukraine	9,069	185	1,333	12	465	1
United Kingdom	1,871	85	53	1,196	280	4
OTHER REGIONS						
Total from Africa	**23,527**	**720**	**265**	**725**	**4,582**	**81**
Total from Asia	**95,829**	**10,582**	**2,134**	**4,342**	**6,429**	**28**
of which China	27,390	39	138	1,722	960	15
of which India	4,102	2	45	440	386	1
Total from Europe	**127,648**	**5,041**	**11,713**	**4,627**	**32,644**	**1,014**
of which, from EU countries	42,932	635	2,100	3,813	9,703	927
Total from North America	**4,033**	**130**	**330**	**2,471**	**531**	**1**
Total from Oceania	**409**	**36**	**8**	**69**	**79**	**n**
Total from South America	**8,239**	**49**	**41**	**95**	**4,231**	**8**
Total from all countries, 2006	**261,363**	**16,558**	**14,491**	**12,745**	**48,766**	**1,137**
Total from all countries, 2000	**187,033**	**8,615**	**9,904**	**7,413**	**24,929**	**652**
Percentage change 2000-2006	*40%*	*92%*	*46%*	*72%*	*96%*	*74%*
Market share of all international students, 2006	**8.9**	**0.6**	**0.5**	**0.4**	**1.7**	**0.0**
Market share of all international students, 2000	**9.9**	**0.5**	**0.5**	**0.4**	**1.3**	**0.0**

	Country of destination					
Country of origin	Netherlands	Poland	Portugal	Slovak Republic	Spain	Sweden
CORE COUNTRIES						
Austria	202	33	22	7	146	486
Belgium	2,176	8	77	5	368	247
Bulgaria	377	96	50	13	610	95
Croatia	74	21	6	31	69	96
Cyprus	27	9	n	21	66	2
Czech Republic	116	262	31	481	113	221
Denmark	136	14	5	n	71	979
Estonia	52	13	3	n	81	258
Finland	172	9	12	2	108	3,880
France	754	77	746	6	1,785	1,619
FYROM	84	22	4	4	71	25
Germany	11,898	344	300	18	1,624	3,044
Greece	464	24	40	98	198	288
Hungary	352	66	16	36	43	179
Ireland	119	14	9	1	60	149
Italy	521	41	239	4	2,711	722
Luxembourg	41	n	45	n	9	5
Malta	5	n	n	2	20	6
Netherlands	a	10	243	n	289	708
Poland	880	a	141	28	595	926
Portugal	291	35	a	n	2,356	199
Romania	211	62	95	66	1,283	234
Russian Federation	501	456	65	27	562	745
Slovak Republic	105	160	15	a	91	50
Slovenia	53	9	19	3	54	54
Spain	795	36	679	3	a	1,163
Sweden	180	322	18	10	194	a
Turkey	683	47	25	7	39	285
Ukraine	206	2,482	41	91	336	237
United Kingdom	772	45	86	12	618	761
OTHER REGIONS						
Total from Africa	**2,096**	**470**	**10,776**	**64**	**6,311**	**1,391**
Total from Asia	**8,447**	**2,104**	**314**	**345**	**2,391**	**5,533**
of which China	3,835	306	80	4	587	1,267
of which India	234	176	24	6	107	739
Total from Europe	**22,522**	**7,647**	**3,173**	**1,269**	**16,069**	**20,599**
of which, from EU countries	18,521	1,012	2,521	166	10,537	14,250
Total from North America	**619**	**1,018**	**266**	**36**	**725**	**1,370**
Total from Oceania	**85**	**25**	**23**	**n**	**47**	**376**
Total from South America	**1,605**	**87**	**2,525**	**19**	**25,470**	**1,056**
Total from all countries, 2006	**36,427**	**11,365**	**17,077**	**1,733**	**51,013**	**41,410**
Total from all countries, 2000	**14,012**	**6,126**	**10,616**	**1,570**	**25,502**	**25,548**
Percentage change 2000-2006	*160%*	*86%*	*61%*	*10%*	*100%*	*62%*
Market share of all international students, 2006	**1.2**	**0.4**	**0.6**	**0.1**	**1.7**	**1.4**
Market share of all international students, 2000	**0.7**	**0.3**	**0.6**	**0.1**	**1.3**	**1.3**

	Country of destination					
Country of origin	Turkey	United Kingdom	Estonia	Russian Federation	Slovenia	**Total**
CORE COUNTRIES						
Austria	23	1,368	2	m	10	**12,390**
Belgium	3	2,487	2	m	2	**11,543**
Bulgaria	1,163	627	4	m	5	**27,556**
Croatia	15	215	n	m	598	**10,503**
Cyprus	n	7,203	n	m	n	**19,352**
Czech Republic	1	875	n	m	3	**7,562**
Denmark	5	1,603	3	m	1	**6,387**
Estonia	n	362	a	812	2	**4,340**
Finland	6	1,787	398	m	n	**9,979**
France	11	12,456	5	m	3	**65,780**
FYROM	329	104	n	m	147	**9,382**
Germany	202	13,267	13	m	14	**78,242**
Greece	994	17,676	n	m	2	**40,654**
Hungary	1	805	5	m	17	**8,180**
Ireland	4	16,790	1	m	n	**20,143**
Italy	14	5,461	6	m	88	**40,265**
Luxembourg	n	838	n	m	n	**7,393**
Malta	1	749	n	m	n	**999**
Netherlands	12	2,680	n	m	2	**13,066**
Poland	16	4,325	1	m	5	**36,129**
Portugal	4	2,885	n	m	1	**13,872**
Romania	56	634	2	m	5	**25,777**
Russian Federation	604	2,187	1,129	a	25	**49,200**
Slovak Republic	4	642	n	m	8	**22,982**
Slovenia	1	294	n	m	a	**2,825**
Spain	4	6,224	5	m	n	**26,875**
Sweden	4	3,327	13	m	2	**14,540**
Turkey	a	2,084	2	m	1	**56,984**
Ukraine	241	490	74	6,802	25	**32,881**
United Kingdom	117	a	3	m	n	**25,027**
OTHER REGIONS						
Total from Africa	**351**	**30,967**	**4**	**n**	**4**	**361,191**
Total from Asia	**10,189**	**152,020**	**165**	**31,302**	**35**	**1,416,263**
of which China	110	50,753	119	m	4	**451,526**
of which India	5	19,204	11	m	18	**148,116**
Total from Europe	**5,675**	**109,287**	**1,967**	**18,003**	**1,336**	**745,756**
of which, from EU countries	1,403	88,849	451	n	125	**377,409**
Total from North America	**36**	**19,608**	**12**	**n**	**2**	**94,352**
Total from Oceania	**30**	**2,267**	**n**	**n**	**1**	**18,756**
Total from South America	**9**	**8,446**	**3**	**n**	**12**	**182,261**
Total from all countries, 2006	**19,079**	**330,078**	**2,151**	**77,438**	**1,390**	**2,924,679**
Total from all countries, 2000	**17,654**	**222,936**	**863**	**41,210**	**778**	**1,894,792**
Percentage change 2000-2006	*8%*	*48%*	*149%*	*88%*	*79%*	***54%***
Market share of all international students, 2006	**0.7**	**11.3**	**0.1**	**2.6**	**0.0**	
Market share of all international students, 2000	**0.9**	**11.8**	**0.0**	**2.2**	**0.0**	

Source: OECD database

Appendix 10
Sources

Most of the information in Section C has been sourced through the UOE (UNESCO/OECD/Eurostat) information collection system. It also makes use of secondary analysis contained within the Bologna Process indicators published in 2009 jointly by Eurostudent and Eurostat, and the OECD *Education at a glance* with its underlying databases. The Erasmus data was sourced from the Erasmus statistical database. Data about research performance is drawn from the Evidence report commissioned by the then Department of Innovation, Universities and Skills and published in July 2008.

In more detail, these resources can be accessed at:

Eurostat database	http://tinyurl.com/puqgmp
Bologna process indicators (Eurostudent and Eurostat)	http://tinyurl.com/q33j4p
OECD database	http://tinyurl.com/p4rc4x
United Nations Economic Commission for Europe statistical database	http://tinyurl.com/ojhjvq
Erasmus database	http://tinyurl.com/o5hb5a
Evidence Ltd: *International comparative performance of the UK research base*	http://tinyurl.com/rcl6pd

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About Universities UK

This publication has been produced by Universities UK, which is the representative body for the executive heads of UK universities and is recognised as the umbrella group for the university sector. It works to advance the interests of universities and to spread good practice throughout the higher education sector.

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