



## BRIEFING PAPER

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# Higher education student numbers

By Paul Bolton

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1. Snapshot
2. Full-time undergraduates applying through UCAS
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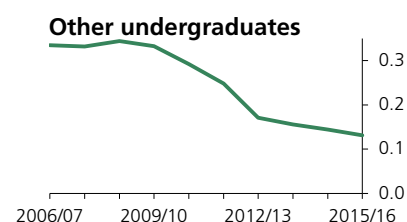
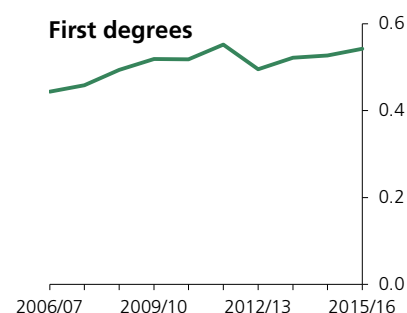
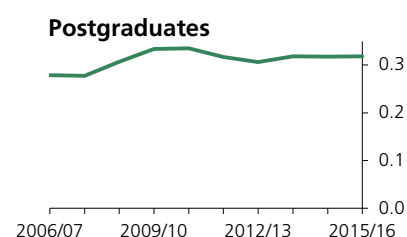
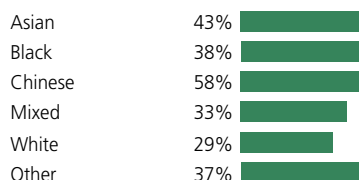
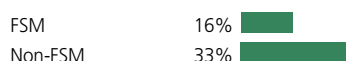
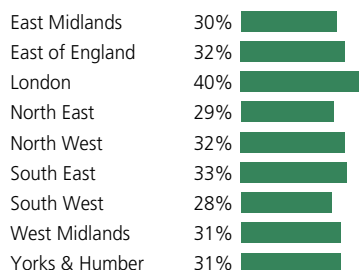
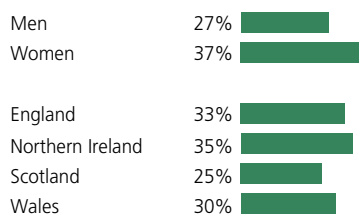
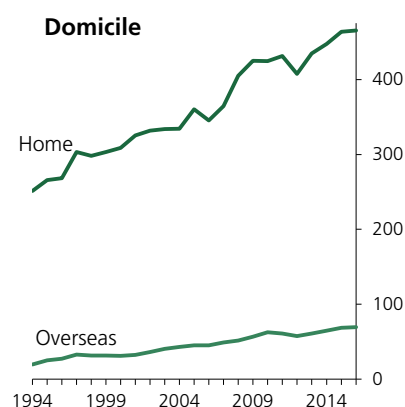
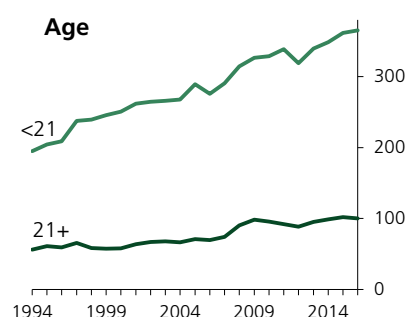
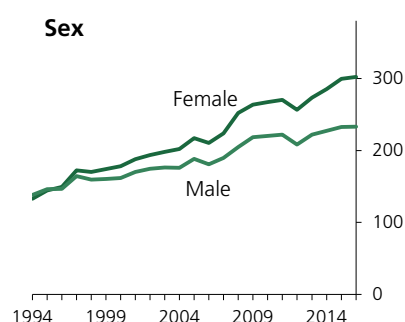
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## Summary

- In 2015/16 there were 2.3 million students at UK higher education institutions.
- Most full-time students are studying first degrees. There are proportionately more overseas students studying postgraduate courses.
- Over the past decade the number of entrants to 'other undergraduate' courses has fallen by over 60%. The large majority on these courses are part-time UK students.
- Total part-time entrants have fallen by overall 45% since 2009/10; 61% in 'other undergraduate' courses, 34% first degrees, 20% taught postgraduate and 9% postgraduate research courses.
- There were almost 720,000 applications for full-time undergraduate places through UCAS in 2016 and 535,000 were accepted.
- Applicant numbers fell in 2012 with larger falls among those who faced fees of up to £9,000. The total was 7.6% down.
- Applicant numbers bounced back in 2013. A record number were accepted in 2013 and new records were set for acceptances in each of the three following years.
- Applicants for 2017 were down by 4% (by late March) with larger falls among those from the EU, older age groups and those from England wanting to study nursing.

Accepted applicants through UCAS (000s)

18 year old entry rates through UCAS

1<sup>st</sup> year students in the UK (millions)

## 4 Higher education student numbers

Headline student numbers have increased to new record levels in recent years following a short dip related to the 2012 reforms in the sector. There have been continued increases in entry rates for different groups of students, including those from disadvantaged areas/backgrounds where rates have also hit new record levels. However, headline numbers tend to focus on full-time undergraduates and there are ongoing concerns about student numbers outside this group where trends have not been so positive. This includes part-time undergraduates, particularly those not studying first degrees, some postgraduate students, overseas students from some countries, especially India, mature students and some disadvantaged groups. There is also uncertainty about the impact of Brexit on EU student numbers.

This paper looks at trends in the size of the student population, changes in the number of entrants overall and for different types of students/courses and entry rates for different groups and areas.

This paper replaces [Entrants to higher education](#) and [HE in England from 2012: Student numbers](#) which looked in detail at policy around student number control and focussed on annual changes in student numbers, especially in the period leading up to and just after the 2012 higher education funding reforms. Those papers will no longer be updated. The data in this paper will be regularly updated and its coverage expanded over time.

The paper [Education: Historical Statistics](#) includes much longer term trends in student numbers. Readers may also be interested in the following briefing papers:

- [Higher education finance statistics](#)
- [Higher education funding in England](#)
- [Student loan statistics](#)
- [Tuition fee statistics](#)
- [The value of student maintenance support](#)
- [Support for postgraduate students in England](#)

# 1. Snapshot

In academic year 2015/16 there were just under 2.3 million students at UK higher education institutions. This covers all years, modes, levels and domiciles. A full-breakdown is given below and a summary by broad category is shown opposite.

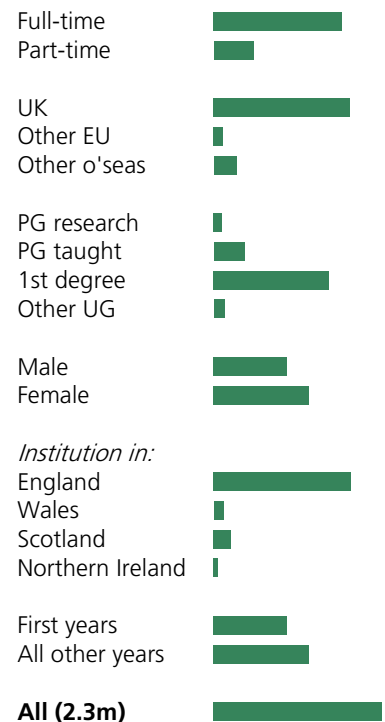
Key points are:

- Most full-time students are studying first degrees.
- Home students on full-time first degrees made up just over half of the total student population.
- There are proportionately more overseas students studying postgraduate courses
- Overseas students are much more likely to be full-time
- EU students are more likely than other overseas students to be studying at undergraduate level
- The large majority of 'other undergraduate' courses are taken part-time by home students.

**Snapshot of student population at UK universities, 2015/16** (thousands)

	UK	EU	Other overseas	Total
<i>Full-time</i>				
Postgraduate research	41	12	31	<b>85</b>
Postgraduate taught	90	23	108	<b>220</b>
First degree	1,173	76	140	<b>1,389</b>
Other undergraduate	32	1	6	<b>39</b>
<b>Total full-time</b>	<b>1,343</b>	<b>112</b>	<b>285</b>	<b>1,741</b>
<i>Part-time</i>				
Postgraduate research	23	3	3	<b>28</b>
Postgraduate taught	179	7	13	<b>199</b>
First degree	170	2	3	<b>175</b>
Other undergraduate	120	3	7	<b>129</b>
<b>Total part-time</b>	<b>499</b>	<b>15</b>	<b>25</b>	<b>540</b>
<i>All modes</i>				
Postgraduate research	64	15	34	<b>113</b>
Postgraduate taught	268	30	121	<b>420</b>
First degree	1,343	78	143	<b>1,564</b>
Other undergraduate	128	4	13	<b>144</b>
<b>Total all modes</b>	<b>1,842</b>	<b>127</b>	<b>311</b>	<b>2,281</b>

Source: Higher education student enrolments and qualifications obtained at higher education providers in the United Kingdom 2015/16, HESA



## 2. Full-time undergraduates applying through UCAS

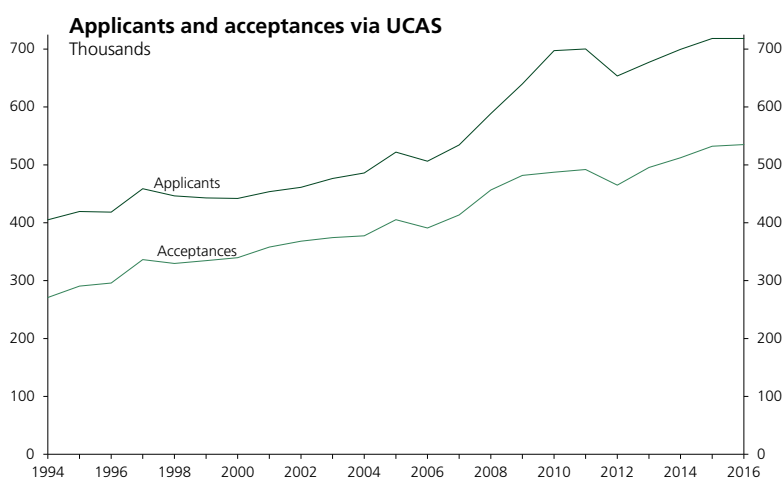
### 2.1 All applicants and entrants through UCAS

There were almost 720,000 applications for full-time undergraduate places through UCAS in 2016 and 535,000 were accepted. The table opposite summarises trends since UCAS was created following the reform of the sector in the early 1990s. The same data is illustrated in the chart below. These are annual numbers of applicants and entrants so show changes in the flow of students, not the overall population.

There have been underlying increases in applicants and acceptances (averaging 2.2% and 3.1% a year respectively) since the mid-1990s. The total number of home applicants via UCAS rose in each year between 1999 and 2005. There was a 4.1% drop in 2006, the first year of 'variable' fees. The drop in 2006 was greater than that seen in 1998 -the previous change to tuition fees. Both were preceded by relatively large increases in applications.

There was a return to the upward trend in 2007; applicant and acceptance numbers reached new records which were exceeded in 2008, 2009 and 2011.

Applicant numbers fell in 2012 with larger falls among those who faced fees of up to £9,000. The total was 7.6% down; accepted applicants were down by 5.5%. Applicant numbers bounced back somewhat in 2013. A record 496,000 were *accepted* in 2013 and new records were set for acceptances in each of the three following years. *Applicant* numbers rose again in 2014, but did not beat their 2011 peak until 2015.



Much more detail on annual changes in these numbers for the period 2008 to 2014 and analysis of the impact of the 2012 funding changes is included in the papers [Entrants to higher education](#) and [HE in England from 2012: Student numbers](#).

#### Applicants through UCAS

Thousands

	Applicants	Accepted applicants
1994	405	271
1995	419	291
1996	418	296
1997	459	336
1998	446	330
1999	443	335
2000	442	340
2001	454	358
2002	461	368
2003	476	374
2004	486	378
2005	522	405
2006	506	391
2007	534	413
2008	589	457
2009	640	482
2010	697	487
2011	700	492
2012	654	465
2013	677	496
2014	700	512
2015	718	532
2016	718	535

Note: Figures not adjusted for the changes in the courses covered by UCAS

Sources: Sources: UCAS annual datasets; End of cycle data resources, UCAS

UCAS handles the very large majority of applications to full-time undergraduate courses at UK universities. The main 'gap' is in Scotland where around one-third of such courses are in further education colleges which are not covered by UCAS.

The coverage of UCAS figures has increased over time as more courses have come under their remit. In general the impact is quite small, but some changes in coverages, such as the inclusion of ex-Nursing Midwifery Admission Service courses in 2008 had a much greater effect. These data are not adjusted in any way for these changes.

UCAS figures are published more frequently than others in this paper and are more up-to-date. Their figures can be found on the data and analysis pages of their website along with a timetable of when new figures are published.

## 2.2 Breakdown by student characteristics

The reference table at the end of this paper gives a breakdown of applicants and acceptances by broad group. These are also illustrated in summary form below and opposite

**UCAS applicants and acceptances -selected groups**

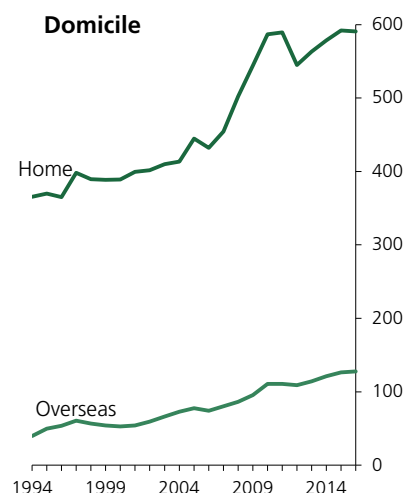
	Thousands				Change	
	1994	2000	2010	2016	1994-2016	2010-2016
<b>Applicants</b>						
Home	365	389	587	591	+62%	+1%
EU	19	24	47	54	+189%	+13%
Other overseas	21	29	63	74	+250%	+18%
<b>Total</b>	<b>405</b>	<b>442</b>	<b>697</b>	<b>718</b>	<b>+77%</b>	<b>+3%</b>
<b>Acceptances</b>						
Female	133	178	267	302	+127%	+13%
Male	138	161	220	233	+69%	+6%
<i>Age (home accepted applicants only)</i>						
Under 21	195	251	329	365	+87%	+11%
21+	56	58	96	100	+78%	+5%
<i>Domicile</i>						
Home	251	309	425	465	+85%	+10%
EU	8	14	26	31	+280%	+22%
Other overseas	11	17	37	38	+238%	+3%
<b>Total</b>	<b>271</b>	<b>340</b>	<b>487</b>	<b>535</b>	<b>+98%</b>	<b>+10%</b>

Sources: UCAS annual datasets; End of cycle report 2016, UCAS

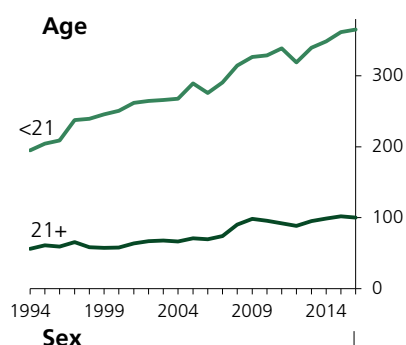
Key points to note are:

- The number of (all) overseas applicants has increased at a faster rate than those from the UK across the whole period.
- The drop in overseas applicants in 2012 was much smaller and more short-lived than among potential UK students
- There were more women accepted through UCAS than men for the first time in 1996. Since then the gap has grown to around 70,000 home students or 30% more women than men.
- Overall the number of acceptances among young (<21) students has grown at a faster rate than for older applicants.
- The numbers of young people accepted resumed its earlier upward trend after 2012, while there has been little increase among those aged 21+.
- The largest percentage increases in 2015 and 2016 acceptances were among EU students at 11% and 7% respectively. This could, in part, be connected to lifting the cap on student numbers.

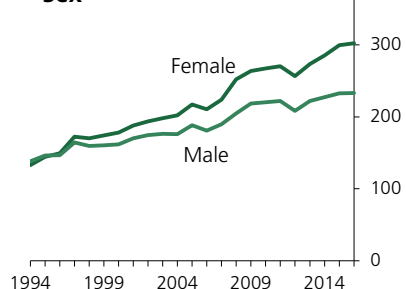
Applicants in thousands



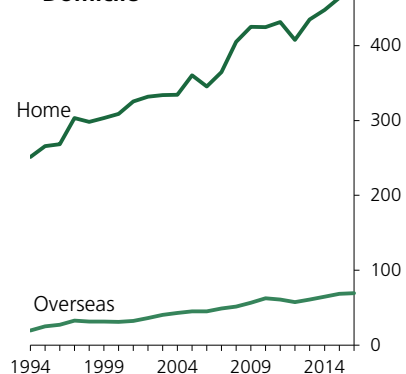
Accepted applicants in thousands



Sex



Domicile





## 2.3 Applications for the 2017 cycle

The total number of applicants for the 2017 cycle by 24 March<sup>1</sup> was 601,800, down by around 24,600 or 3.9% on the same point in the 2016 cycle. The 2017 figure was the lowest March number since 2013. There were larger than average falls in applicants from the rest of the EU (5.7%), England (4.8%) and Wales (6.0%). The overall drop in applicants in March was slightly smaller than that seen at the mid-January deadline. These figures are the first to cover large numbers of applications since the EU referendum

There was a small increase in 18 year olds home applicants (0.1%), but relatively large drops among older groups with a 7% fall in 19 year olds, 8% in the 20-24 age group and 16% among those aged 25+. Applicant *rates* among 18 year olds from England actually increased in 2017 to a new record January level of 37.5%.

Applicants to nursing by mid-January fell by 11,000 or 20% overall, the most 'notable' decrease in any subject according to UCAS. By late March the fall was 11,500 or 19%. This was driven by almost 12,000 fewer applicants from England, where new student nurses will no longer be eligible for bursaries to help with the costs of studying. This was a fall of 23%. Nursing students tend to be somewhat older than the general full-time undergraduate intake. The decline in applications to nursing from older groups was even larger at 27% among those aged 20+ compared to 10% among 18 year olds.<sup>2 3</sup>

## 2.4 Application and entry rates

While total student/entrants numbers tell us about the overall size of the student population they tell us less about the level of demand from different groups of potential students or how successful they are at getting into university. Rates based on the size of these different groups help us to do this and are particularly important when comparing groups of different sizes or changes over time in a group that has increased or decreased in size.

### Box 1: UCAS definitions of disadvantaged students

UCAS uses a number of different classifications of disadvantage among 18 year olds for its entry rates. These include where people live (POLAR3 classification of levels of young HE participation) and proxy measures for family income -whether the student was eligible for free school meals (FSM) or their family received a means-tested benefit while they were at school. According to UCAS:

This is important because there is a wide variation in entry rates across combinations of these groups... Entry rates are used in these calculations because they directly measure the level of representation of different groups in HE, allowing the identification of those who are 'disadvantaged' in terms of their entry rate to university.

Recently UCAS has started combining different measures of disadvantage/equality for students from England into a single measure:

<sup>1</sup> 15 January is the 'on time' deadline and normally covers around 85% of UK applicants across the whole cycle. Potential students can still apply up to the end of June, later applications go into clearing.

<sup>2</sup> [2017 cycle applicant figures – January deadline](#), UCAS

<sup>3</sup> [2017 cycle applicant figures – March deadline](#), UCAS

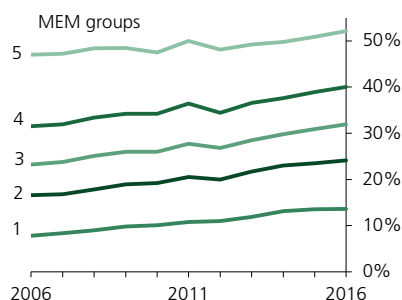
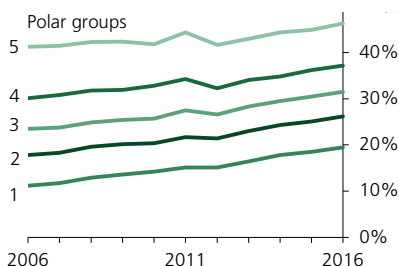
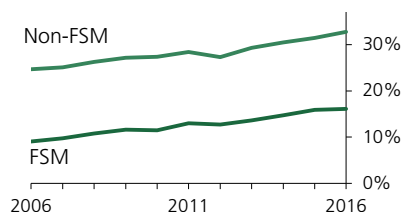
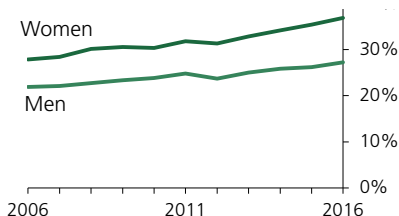
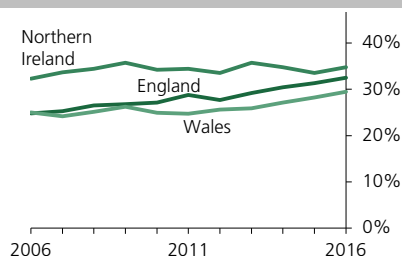


...a range of equality dimensions (sex, ethnic group, POLAR3, secondary education sector type, and FSM status) are combined to create an equality measure, which can then be estimated for pupils who were aged 18 in later years.

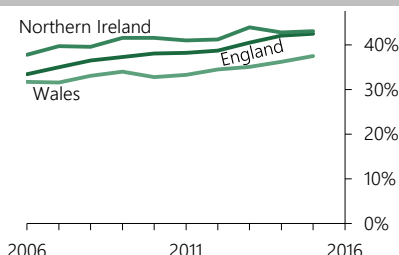
The methods used seek to predict whether an individual enters higher education or not when aged 18, using only the equality characteristics and their interactions with each other. The resulting predicted entry probability, termed the multiple equality measure (abbreviated to MEM), is based on 2006 to 2010 data, and is used to aggregate pupils into groups, where group 1 contains those least likely to enter higher education ('most disadvantaged' in this context), and group 5 contains those most likely to enter higher education ('most advantaged' in this context). Entry rates can then be calculated for each group and the trend assessed between groups across time.

UCAS has estimated entry rates for many different groups of students and their figures go back to 2006. Some trends are illustrated below<sup>4</sup> and a snapshot of a wider range of groups is shown opposite.

#### 18 year olds entry rates



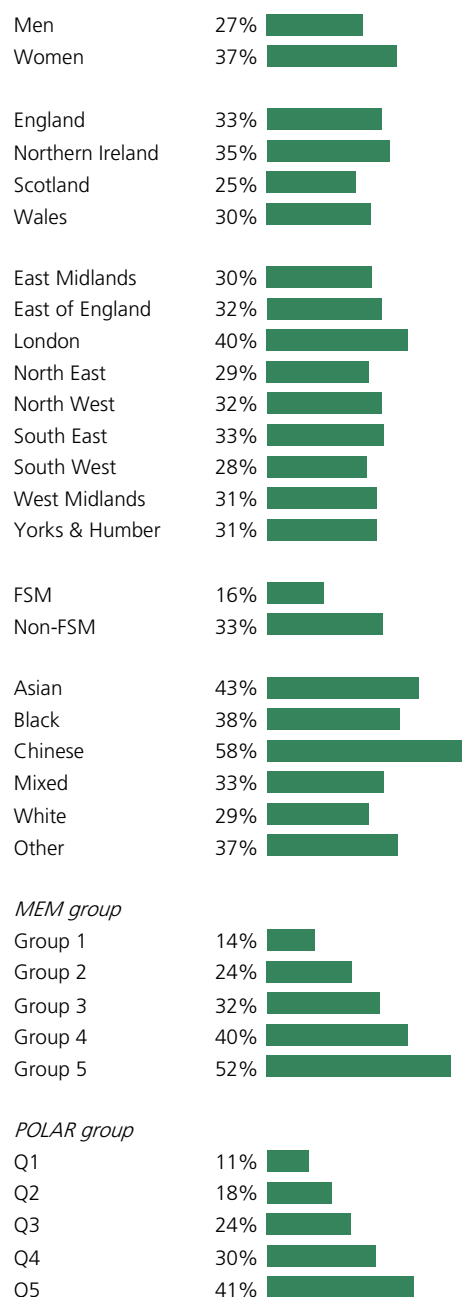
#### Cohort (18/19) entry rates



Many entry rates have reached new record levels after 2012 and set new ones each year after. These include the national 18 year old rate, the cohort entry rate (18 and 19 year olds), those for both men and women, students formerly eligible for FSM and other disadvantages groups.

The size of the gap between FSM and non-FSM students has fallen in relative but not absolute terms over the past decade. The relative gap itself increased slightly in 2016. The entry rate gap between

#### 18 year olds entry rates 2016



<sup>4</sup> Data for FSM, MEM groups and POLAR groups are all for England only

students from the areas with the highest and lowest levels of historical participation (POLAR groups 5 and 1) has fallen in both relative and absolute terms. This was also the case for the most advantaged and disadvantaged MEM groups. However, the gaps between the most and least disadvantaged groups still remained substantial in 2016 and both the overall POLAR and MEM gaps increased in absolute and relative terms in 2016.

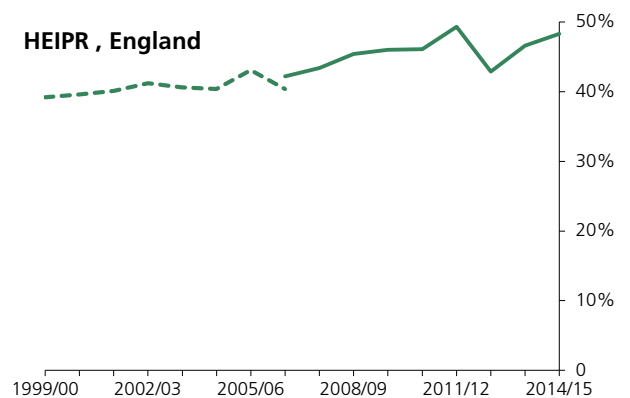
UCAS breaks down some of its group entry rates by the 'tariff' level of different universities. There are three tariff groups; high, medium and low and these refer to average grades of students admitted. High tariff institutions where entrants have higher grades are generally considered more prestigious and harder to get into. This type of analysis therefore can shed light on a different aspect of widening participation. In 2016 only 2.5% of 18 year olds from England who were eligible for FSM at school got into one of these high tariff universities. The rate has increased over time from less than 1.5% in the period 2006 to 2010, but was still well below the 9.5% for the non-FSM group. The size of the relative gap has fallen over time; in 2006 the non-FSM group were almost six times as likely to go to a high tariff university and this fell to below four times as likely in 2016. However, the absolute gap has increased in recent years from six percentage points in 2012 to seven points in 2016.

UCAS has also produced interactive data 'explorers' for its data on constituencies and disadvantaged groups:

[Entry rate data explorer for parliamentary constituencies](#)  
[Equality and entry rates data explorer](#)

## 2.5 Non-UCAS data on entry rates

The Department for Education (DfE) publishes annual participation rates for England. The Higher Education Initial Participation Rate<sup>5</sup> (HEIPR) was first produced to measure progress against the last Labour Government's 50% higher education aspiration. Trends in the HEIPR are illustrated opposite. A new methodology was introduced in 2006/07. The overall level peaked at 49% (of those aged under 30) in 2011/12. It fell to 43% in 2012 and has risen in the two following years, but the latest level is still below the peak.



<sup>5</sup> This measure covers 17-30 year old English domiciled first-time participants in HE at UK HE Institutions, and at English, Welsh and Scottish Further Education Colleges. The HEIPR is a sum of the participation rates for each age from 17 to 30 inclusive. or each age from 17 to 30, the initial participation rate is calculated as the fraction of the academic year population that are initial entrants. These rates are added to create the total HEIPR.

Further breakdowns of the HEIPR by age and mode can be found in the DfE publication [Participation rates in higher education: 2006 to 2015](#).

The DfE also publishes higher education entry rates by free school meal (FSM) eligibility. This covers young people who were in the state sector in England only. In

2013/14 22% of those eligible for FSM aged 15 (in 2009/10) had entered HE at ages 18 or 19. This was up from 13% in 2005/06 but still just below the peak level of 23% in 2012/13. The rate among the non-FSM group was 39% in 2013/14. The absolute gap between these rates has decreased over time from 19 percentage points in 2005/05 to 17 points in the latest year.

The rate among the FSM group varied considerably across local authorities from below 10% in Bracknell Forest, Wokingham and Nottinghamshire to just above 50% in Westminster and just below 50% in Hackney. In general FSM entry rates were much higher in London and above average in some other large urban areas. The FSM/non-FSM gap was as high as 40 percentage points in Wokingham and below 10 points in much of inner- and some of outer-London.

Full details of these rates and other indicators for disadvantaged groups can be found in the DfE publication [Widening participation in higher education: 2016](#)

In 2016 the overall HEIPR was 48%; 53% for women and 43% for men. The rate among those aged under 21 was 41% and if extended to all entrants aged 60 or less it was 53%

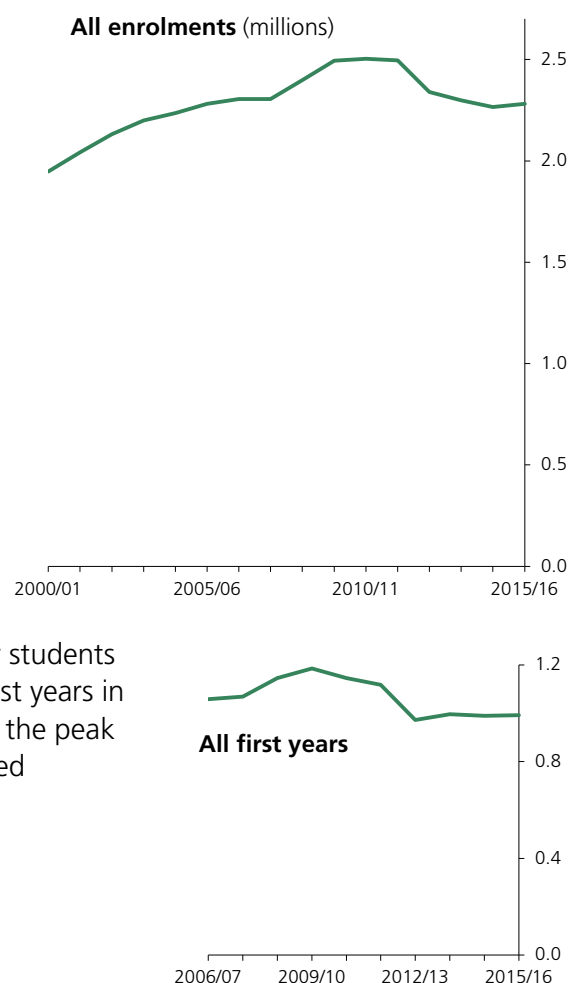
## 3. All modes all levels

### 3.1 Higher Education Statistics Agency data for the UK

#### All students

In 2015/16 there were 2.28 million students at UK higher education institutions. This was slightly higher than in 2014/15 (2.27 million) but still the second lowest figure over the past decade. The recent high was 2.50 million in 2010/11. Trends over the past decade are summarised in the table below and illustrated opposite.

Changes in the stock of students reflect any underlying shifts in the duration of courses taken and hence the full-time/part-time split rather than just a measure of demand for, and supply of, places. The number of first year students (entrants) is not affected by this. There were 0.99 million first years in 2015/16, slightly above the 2014/15 total, but again below the peak which was 1.19 million in 2009/10. Trends are also illustrated opposite.



## Types of courses and students

The decline in entrants has been solely due to the fall in 'other under graduates'. Their numbers fell by more than 200,000 (61%) over the decade while there were increases in those on first degree courses of around 100,000 (22%), postgraduate research of around 6,000 (21%) and postgraduate taught programmes of just over 30,000 (13%).

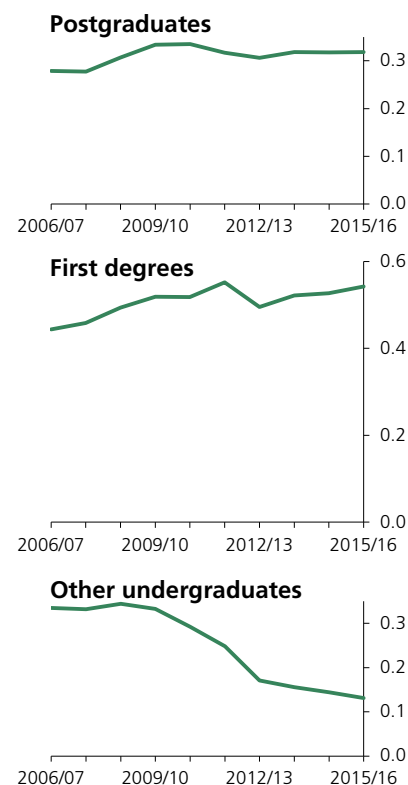
Other undergraduate courses are generally taken part-time and students on these courses make up a large proportion of total part-time numbers. This means that total part-time entrants have fallen steeply as well from 470,000 in 2009/10 to just over 250,000 in 2015/16; a drop of 45% compared to an increase of 3% in full-time numbers. There were falls in each type of part-time course over this period; 61% in part-time other undergraduates, 34% in first degrees, 20% taught postgraduate and 9% postgraduate research courses. Most of the decline in part-time postgraduate courses was to 2012/13 and numbers have stabilised or increased slightly since then.

### Students at UK higher education institutions

	2006/07	2010/11	2015/16
<b>All years</b>	<b>2.30</b>	<b>2.50</b>	<b>2.28</b>
<i>First years</i>			
First degree	0.44	0.52	0.52
Other undergraduate	0.33	0.33	0.16
Postgraduates	0.28	0.33	0.32
Full-time	0.60	0.72	0.74
Part-time	0.46	0.43	0.26
UK	0.88	0.84	0.76
Overseas	0.18	0.23	0.23
<b>All first years</b>	<b>1.06</b>	<b>1.15</b>	<b>0.99</b>

Source: *Students in higher education institutions, various years, HESA*

### First years by type of course (millions)



## Overseas students

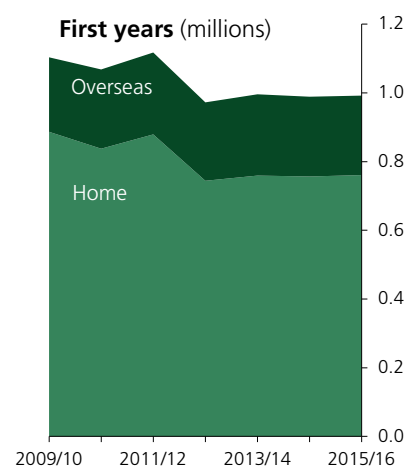
Home students make up the large majority of part-timers and as such their numbers have fallen since the end of the last decade (see opposite). Overseas student numbers increased to 2011/12, dipped in 2012/13 and have fallen slightly since.

The table below/opposite gives the latest data on where these students come from. China clearly dominates with almost as many students in the UK as the rest of the top ten combined. Some of the key recent trends were:

- Chinese student numbers are up by 16% since 2011/12, while numbers from the US have been broadly stable over the same period
- Indian student numbers have fallen by almost half since 2011/12 and there have been a more recent decline in numbers from Nigeria and Malaysia.
- Overall EU student numbers are down by 9% since 2011/12, but all this cut happened in 2012/13 and numbers have increased slightly in each subsequent year.
- There has been a general decline in students from the major EU origins since 2011/12; Ireland down by 46%, Greece 22%, Germany 17% and France 10%. Italy was the exception with numbers up by half.

In 2014/15 56% of Chinese students were studying at postgraduate level (mainly taught courses), a very similar rate to those from the US (57%) and slightly below the proportion of Indian postgraduates (64%). The majority of EU students were undergraduates (63%).<sup>6</sup>

Higher Education Statistics Agency (HESA) data covers higher education institutions across the whole of the UK. It includes data on students at all levels, modes and years. It also includes figures on further education courses at higher education institutions, but these are not covered here. Some of their data is freely available online and can be found at: <https://www.hesa.ac.uk/data-and-analysis/students>



### Top 10 countries of origin: First years 2015/16

China	62,105
United States	10,545
India	9,095
Nigeria	7,615
Malaysia	7,495
Germany	7,250
France	6,995
Hong Kong	6,760
Italy	6,055
Greece	4,760

Source: Statistical first release SFR242,  
HESA

## 3.2 Higher Education Funding Council for England analysis

The Higher Education Funding Council for England (HEFCE) publishes regular statistics and analysis of student numbers at English institutions. Their main focus is on home and EU students –those their funding/remit is linked with to some extent. This analysis is therefore especially relevant on the impact of changes in policy, specifically the impact of the 2012 reforms in England.

As the large majority of UK students study in England English the HEFCE data tends to show very similar trends to the HESA data set out above. This paper therefore just summarises some of their recent analysis and commentary around these trends. It is taken from the following:

- [Higher education in England: Impact of the 2012 reforms \(March 2013\)](#)
- [Higher education in England 2014 Analysis of latest shifts and trends \(April 2014\)](#)

<sup>6</sup> *Students in higher education institutions 2014/15*, HESA

- [Pressure from all sides: Economic and policy influences on part-time higher education \(April 2014\)](#)
- [Higher Education in England 2015 \(July 2015\)](#)
- [Higher education in England: The population of undergraduates \(March 2016\)](#)
- [Higher education in England: The population of postgraduates \(March 2016\)](#)

The briefing paper [HE in England from 2012: Student numbers](#) looked in much more detail at their data and analysis from this period.

### Undergraduates

The fall in full-time undergraduate entrants between 2010/11 and 2012/13 was concentrated in courses other than first degrees. Entrants to these courses fell by 35%. Just over half of the fall was due to changes in nursing qualifications, which shifted from diplomas to degrees. Among other courses taught at higher education institutions the largest absolute fall was almost 8,000 in foundation degrees.<sup>7</sup>

These trends have continued and in 2014 they said that “Higher education institutions appear to be existing the market for study below degree level and focussing their undergraduate provision around degree courses.” There has been an increase to these courses at further education colleges.

The 2012 reforms cut the funding for part-time as well as full-time undergraduate courses, but part-time students had access to tuition fee loans for the first time in 2012. The largest fall in entrants in 2012 across all broad modes and levels was in part-time undergraduates. Their number fell by 76,000 or 33% in 2012/13. There were further falls of 13,000 in 2013/14 and 23,000 in 2014/15. These took numbers to almost 60% below their 2008 level. HEFCE suggestions of the different contributory factors behind the scale of the drop in part-time undergraduates included:

- Cuts in funding for equivalent and lower qualifications from 2008/09
- Phasing out of the programme to promote employer co-sponsored courses after 2011/12
- The 2012 funding reforms, specifically the loss of most direct funding for teaching, the impact on fees, possible confusion around the operation of loans, reluctance among mature students to take out loans and the fact that loans are not available for courses with an intensity of less than 25%
- The impact of the recession and continued ‘challenging’ economic conditions on individuals to fund their own part-time courses and employers to directly fund courses for their employees.

HEFCE said in 2014 that the overall decline in part-time entrants may “...have a detrimental impact on widening access overall”. This is because part-time higher education tends to have a higher share of students with characteristics linked to lower levels of participation - more mature students and those from ‘non-traditional backgrounds’ including disadvantaged, students with low prior qualifications or caring responsibilities.

HEFCE has linked the sharp decline in part-time students to the impact of the recession on Government spending, company training budgets, the 2012 funding reforms and some earlier policy changes

<sup>7</sup> The funding council removed additional support for these courses from 2010/11.

## Postgraduates

Full-time postgraduate entrants increased from 2007 to 2011 and numbers have been broadly maintained since then.

Between 2010-11 and 2012-13 part-time entrants to postgraduate courses fell by 22% for taught and 9% for research students. Numbers have been broadly stable since then, but full-time postgraduates are now in the majority (57% among home and EU students) after being the minority of entrants before 2011.

Much of the decline in part-time taught postgraduate entrants was in the subject area of education.<sup>8</sup> Without this subject the decline in part-time postgraduate courses has been much more modest. While postgraduate fees have increased HEFCE said that the main policy impact on part-time postgraduate entrants have been changes leading to lower support from employers for such courses in education. They also link the wider reduction in part-time postgraduate study to austerity measures introduced by the (then) current Government which have reduced public sector employment<sup>9</sup> and cuts in training and development budgets.

HEFCE have raised the possibility that 2012 undergraduate entrants could be less likely to go on to postgraduate study because of their higher debts and limited access to finance. It is suggested that these effects will vary between different socio-economic groups and could result in a wider gap in postgraduate entry rates between these different groups. In their 2014 assessment they said "There is evidence to suggest that it is increasingly the better off who engage in study for a taught masters or doctorate."<sup>10</sup>

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<sup>8</sup> Almost 19,000 out of a total fall of 25,000. The share was even larger (84%) if only higher education institutions are included.

<sup>9</sup> And hence in potential part-time study particularly in education and subjects allied to medicine

<sup>10</sup> [Higher education in England 2014 Analysis of latest shifts and trends](#), HEFCE p.37



## 16 Higher education student numbers

### Summary of applicants and accepted applicants to higher education via UCAS

Thousands

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	% change 1994-2016
<b>Applicants</b>																								
<i>Domicile</i>																								
Home	365	370	365	398	390	389	389	400	402	410	413	445	432	454	502	544	587	589	545	563	578	592	591	+62%
EU	19	26	28	31	28	27	24	20	19	20	25	29	30	34	35	40	47	49	43	45	47	51	54	+189%
Other overseas	21	24	26	30	29	28	29	34	40	46	47	49	44	47	52	56	63	62	66	69	75	76	74	+250%
<b>Total</b>	<b>405</b>	<b>419</b>	<b>418</b>	<b>459</b>	<b>446</b>	<b>443</b>	<b>442</b>	<b>454</b>	<b>461</b>	<b>476</b>	<b>486</b>	<b>522</b>	<b>506</b>	<b>534</b>	<b>589</b>	<b>640</b>	<b>697</b>	<b>700</b>	<b>654</b>	<b>677</b>	<b>700</b>	<b>718</b>	<b>718</b>	<b>+77%</b>
<b>Acceptances</b>																								
<i>Age (home accepted applicants only)</i>																								
Under 21	195	204	209	238	240	246	251	262	265	266	268	289	276	291	315	327	329	339	319	340	349	362	365	+87%
21+	56	61	59	66	59	57	58	64	67	68	66	71	70	74	90	98	96	92	89	95	99	102	100	+78%
<i>Sex</i>																								
Female	133	144	149	172	170	174	178	188	194	198	202	217	210	224	252	264	267	270	257	274	285	300	302	+127%
Male	138	146	146	164	159	160	161	170	174	176	176	188	181	190	205	218	220	222	208	222	227	233	233	+69%
<i>Ethnicity (home applicants)</i>												Acceptance from applicants before 30 June only												
White	213	221	219	244	235	237	240	249	253	256	257	279	253	267	293	313	320	323	294	311	319	324	323	..
Asian	19	21	23	26	26	28	30	32	31	32	32	34	32	32	35	37	39	41	40	43	45	48	50	..
Black	7	8	8	9	9	9	10	10	11	12	13	16	15	17	21	24	25	27	27	28	30	32	33	..
Mixed	na	na	na	na	na	na	na	6	6	7	7	9	9	10	12	13	14	15	14	15	16	18	19	..
Other	3	4	4	5	5	5	6	2	2	2	3	4	3	4	4	4	4	4	5	5	6	7	7	..
Unknown	9	11	14	20	23	23	23	26	29	25	22	19	4	4	4	3	3	3	2	3	2	3	4	..
<i>Domicile</i>																								
Home	251	266	268	303	298	303	309	325	332	334	334	360	346	365	405	425	425	431	407	435	447	464	465	+85%
England	211	221	222	253	248	253	256	271	276	277	277	302	288	306	342	359	359	367	343	368	383	394	394	+87%
Scotland	20	22	24	25	25	25	27	27	28	28	28	28	27	27	29	31	32	31	31	31	30	35	36	+82%
Wales	13	13	13	15	15	15	15	16	16	16	16	17	17	17	19	20	19	18	19	20	20	21	21	+63%
Northern Ireland	8	9	9	10	10	10	11	12	12	12	13	14	12	13	13	14	14	14	13	15	14	15	15	+78%
EU	8	12	14	17	16	16	14	12	12	13	15	17	18	21	21	24	26	27	23	25	26	29	31	+280%
Other overseas	11	13	14	16	16	16	17	20	24	28	28	28	27	28	30	33	37	34	34	36	39	39	38	+238%
<b>Total</b>	<b>271</b>	<b>291</b>	<b>296</b>	<b>336</b>	<b>330</b>	<b>335</b>	<b>340</b>	<b>358</b>	<b>368</b>	<b>374</b>	<b>378</b>	<b>405</b>	<b>391</b>	<b>413</b>	<b>457</b>	<b>482</b>	<b>487</b>	<b>492</b>	<b>465</b>	<b>496</b>	<b>512</b>	<b>532</b>	<b>535</b>	<b>+98%</b>

Sources: UCAS annual datasets; End of cycle report 2016, UCAS

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