

London Higher: Part-time students in London HEIs research project

Baseline data

Strand 1

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1. Introduction and background

1. This is a report about part-time students enrolled in Higher Education Institutions (HEIs) in London, which has been commissioned by London Higher.
2. The report has been prepared by Professor Brian Ramsden of Nigel Brown Associates for London Higher in association with the Universities UK (UUK) national Part-time Study Project which will report later in 2006.
3. The aim of this report is to set out, as far as possible, factual information about students studying part-time and following programmes of study leading to Higher Education (HE) qualifications, drawing on the statistical information published by, or otherwise available through, the Higher Education Statistics Agency (HESA) and other sources.
4. This report is provided alongside a similar analysis for the United Kingdom as a whole which has been submitted to Universities UK. It is very largely derived from information provided by HESA either through its publications or by means of customised datasets.
5. This report follows the structure of the parallel report to Universities UK while not including all aspects, since resource constraints prohibit that.
6. In this report "London" is defined as being the London Government Office Region; and the institutions which are referred to as "London institutions" are generally those which have their headquarters within that region. It should be noted, however, that some of these institutions provide teaching in centres outside the London region, and no adjustment has been made for this.
7. Two institutions do not have their headquarters in London but are nonetheless members of London Higher, and therefore data about them is included in this report. They are Royal Holloway, University of London, the headquarters and major campus of which is located in the South-East region; and the Open University (OU), which is the largest provider of part-time higher education in the UK. The OU operates through 13 regional centres, one of which is based in London: however, it does not submit its student data to HESA in a form which enables disaggregation by regional centre. Within this report, as far as possible the data about Open University students is included, on the basis of analysis of students by their postcode of domicile, i.e. OU students domiciled in London are included, irrespective of the regional centre to which they are attached.
8. The report provides information about the most up-to-date known situation: for most of the data this is 2003/04, but with destinations data relating to those gaining qualifications in 2002/03.
9. By definition, this report has to contain a great deal of detailed information, which can best be set out in tabular form. In order to simplify the body of the report, most of the larger tables have been placed as Annexes in a separate section after the body of the text.
10. Technical notes and definitions can be found in the Appendix.

2. Differences between London and other UK institutions

11. This report will cover similar ground to the national study commissioned by Universities UK. In many respects the part-time student population in London will be seen to reflect the UK part-time student population.
12. The report does however identify some notable differences, some of which are summarised below:
 - there was a higher proportion of non-EU students studying part-time in London than in the UK generally.
 - the part-time student population in London is notable for the high proportion of students following taught postgraduate (PGT) programmes.
 - Certificates of Higher Education (CertHE), Higher National Certificates (HNCs), Post Registration health and social care courses, Foundation degrees and institutional undergraduate (U/g) credits are less significant as a proportion of the total part-time enrolments in London than is the case elsewhere in the UK, while taught Masters programmes and professional programmes are more significant in the overall part-time activity.
 - there appears to be a greater level of vocational motivation for study among part-time students in London than among part-time students nationally.
 - among Certificate of Higher Education students, the full-time equivalent (FTE) distribution in London differs from the national distribution, in showing a much larger proportion in the 40-50% range. On the other hand, among students on other undergraduate diplomas and certificates, we find a larger number of students in the lower FTE ranges than in the UK generally.
 - almost one-fifth of postgraduate research (PGR) students are researching in Medicine and Dentistry – a finding which differs significantly from those of the national research: Pharmacology and Pharmacy also featured to a greater extent than the rest of the UK. However, Chemistry was less prominent than in other regions of the UK.
 - Postgraduate professional qualifications were dominated by Management Studies, Architecture and subjects allied to Medicine – a different picture from the national one, where Education dominates.
 - among first degree students, the study of Law is much more prominent in London than in the UK generally, and Nursing less so.
 - overall, students from ethnic minorities represented 32% of all part-time students in London institutions; this compares with 11% for the part-time student population of the UK as a whole.
 - 94.5% of students reported having no known disability, a rather higher figure than is found nationally.
 - among Doctoral research students, London institutions had a higher percentage than other institutions of students entering with a previous higher degree.

- among taught Masters students, some 14% were admitted on the basis of non-graduate qualifications, a lower proportion than elsewhere in the UK.
- among first degree students, fewer entrants possessed an HNC, Higher National Diploma (HND) or Diploma of Higher Education (DipHE), than in the UK generally. A levels, Scottish Certificate of Education (SCE) Highers and General National Vocational Qualifications (GNVQs) together were more prominent than elsewhere.

3. Overview of part-time study in London HEIs

13. This report looks at students who are undertaking courses leading to qualifications in HEIs in London. It excludes students who engage in programmes which do not lead to a qualification or credit.
14. The institutions which are the subject of this report are shown in Annex 1, which also tabulates the students within each institution, by level of study.

Domicile

15. We begin by setting out the balance between UK-domiciled and other students. In the national report for UUK, it was identified that 5% of part-time students were domiciled outside the EU.
16. Analysis of students in London suggests that there is a higher proportion of non-EU students studying part-time in London than in the UK generally.¹

Figure 1 Part-time students by domicile

	PGR	PGT	First degree	Other U/g	Total
UK	6915	44965	33470	53095	138440
Other European Union	1130	2740	680	960	5505
Non-EU	1685	5200	1415	2675	10975
Total	9730	52905	35565	56730	154920
<i>Percentage non-EU</i>	<i>17%</i>	<i>10%</i>	<i>4%</i>	<i>5%</i>	<i>7%</i>

17. In the remaining analyses in this report, students from outside the EU are not tabulated, but students from the UK and other countries of the EU are tabulated together. Since most of the data in this report relates to the academic year 2003/04, the most recent EU accession countries are not included.

Level of study

18. The figures in the table above are now re-presented in the following table, using only UK and other EU residents as the population.
19. The table also shows the average percentage of FTE in each of the four main levels of study.

¹ In this and the following tables, all student numbers are rounded to the nearest five, in accordance with the conditions of supply of HESA data: as a consequence of the rounding methodology, the bottom right hand corners of tables, i.e. grand totals, will not always correspond with each other, but may differ by up to ten students.

Figure 2 Student numbers and FTE by level

	Student numbers	FTEs	Percentage of FTE	Percentage of students in London
PGR	8045	3642	45%	19%
PGT	47700	17313	36%	21%
First degree	34145	17649	52%	14%
Other U/g	54055	16791	31%	18%
Total	143950	55395	38%	17%

20. It will be seen that overall the institutions in London enrolled 17% of the part-time students in UK higher education institutions.
21. The part-time student population in London is notable for the high proportion of students following taught postgraduate programmes, which, in 2003/04 made up 33% of all part-time students in London, compared with 27% for the UK as a whole. Indeed, London institutions accounted for 21% of all taught postgraduate students in the UK.
22. However a more detailed analysis is needed to show more clearly the qualification objectives of students engaged in part-time study: this is given in the table in Annex 2.

Segmentation of part-time study

23. Analysis of the information in the previous paragraphs and in the Annex provides a basis for identifying the major qualification objectives of part-time students, and therefore for constructing a hypothesis about the segmentation of the part-time student "market". The qualifications which have more than 10,000 enrolments nationally in 2003/04 are set out in the following table, which shows also the figures in relation to London institutions:

Figure 3 Segmentation: major qualification aims of part-time students

	Number of students nationally	Number of students in London	Percentage in London
Postgraduate qualifications:			
Research Doctorates ²	33,000	5,220	16%
Taught Masters programmes	127,000	29,590	23%
Professional qualification at postgraduate level (not PGCE) with or without academic qualification	13,000	2,705	21%
Postgraduate diploma or certificate (not PGCE) not mainly by research	67,000	11,525	17%
Undergraduate qualifications:			
First degrees	178,000	32,745	18%
Professional qualifications at undergraduate level	16,000	3,505	22%
Foundation degrees	11,000	940	9%
Post Registration health and social care courses	32,000	2,705	8%
Certificates of Higher Education	24,000	1,460	6%
Other undergraduate diplomas and certificates	105,000	25,345	24%
HNCs	15,000	1,265	8%
Institutional undergraduate credits	136,000	9,710	7%

24. This table illustrates some very significant differences between the provision of higher education in London institutions and the rest of the United Kingdom. We have noted above that London institutions account for 17% of all part-time students in UK HE institutions. However, the proportion within each qualification aim who study in London varies very significantly around that figure, with Certificates in HE, HNCs, Post Registration health and social care courses, Foundation degrees and institutional undergraduate credits being seen to be much less significant as a proportion of the total part-time enrolments in London than is the case elsewhere in the UK, while taught Masters programmes and professional programmes are more significant in the overall part-time activity.

² Differentiation between Doctorates and other PGR programmes is difficult, in view of the varying enrolment and registration rules of HEIs – it is to be assumed that those who enrol on lower level research degree programmes will automatically progress into Doctoral registration over time, subject to satisfactory performance.

4. Motivation for study

25. The motivation of students to undertake part-time study will vary, according to their age, employment circumstances, aspirations and interests, among other things.
26. In some instances, all of these factors may come into play, and the motivation may be a complex blend of factors.
27. A simple numerical analysis is unlikely to do full justice to this issue, but it is now possible for the first time to undertake some straightforward analysis, using data from HESA's survey and record of Destinations of Leavers from Higher Education.
28. As part of this return, students who had studied part-time for certain qualification aims were asked the question:

Thinking back to when you started the course you completed last academic year: which of the items below best describe what motivated you to take the course?

- *I thought it would help me to get on in my career or job*
- *I thought it would help me to change careers or jobs*
- *I was interested in the subject matter of the course*
- *Other reason*

29. The survey had a response rate of 68% nationally in this area. The data relates to the academic year 2002/03.

Study motivation and employment

30. The following table summarises the responses in relation to six of the major qualification aims identified above³.

Figure 4 Study motivation by selected qualification aim.

	Current career or job	Change career or job	Interest in subject matter	Other
Doctorate degree mainly by research	50%	5%	39%	7%
Masters degree not mainly by research	54%	15%	24%	7%
Postgraduate diploma or certificate (not PGCE) not mainly by research	65%	10%	15%	9%
First degree	51%	16%	27%	7%
Certificate of Higher Education	64%	11%	12%	12%
HNC	68%	12%	12%	8%
Total	57%	14%	20%	8%

31. A majority of students who had studied part-time for all the major qualification aims identified vocational reasons for undertaking their study. As might be expected, students following HNC programmes were very largely motivated by vocational factors, as were those following postgraduate (P/g) diplomas and certificates. 27% of those who had obtained first degrees through part-time study were motivated by an interest in the subject matter.

³ Qualifiers from undergraduate professional courses, undergraduate diplomas and certificates and institutional credits are not surveyed. The numbers qualifying from Foundation degree programmes were too small to tabulate.

32. Overall, these figures reflect a greater level of vocational motivation for study among part-time students in London than among part-time students nationally.

5. Intensity and length of study

33. The marked segmentation of the part-time HE sector has been noted. In this section of the report we shall look at two aspects of this: **length of study** and **intensity of study**.

Expected length of study programmes

34. To analyse the actual length of study of part-time students would be an extremely complex and challenging task, since the concept of lifelong learning and the reality of institutional structures encourages students to mix their study and employment flexibly over long periods of time: it is certainly beyond the scope of this report.
35. However, in many institutions the different types of programme will have different **expected** lengths of study, and the following tables summarise the information which is available from the data about these in 2003/04; although it should be noted that the concept of "expected length of study" is irrelevant or meaningless in some institutional course structures.

Figure 5 Expected length of study programme by level

Expected length of study programme	<=1 year	> 1 year and <= 2 years	> 2 years and <= 3 years	> 3 years and <= 4 years	> 4 years and <= 5 years	> 5 years	Not known/NA
PGR	0%	10%	29%	20%	11%	19%	11%
PGT	16%	48%	12%	2%	5%	1%	16%
First degree	1%	3%	11%	17%	21%	14%	33%
Other U/g	30%	9%	4%	11%	9%	2%	34%
Total	17%	21%	10%	10%	10%	6%	27%

36. It will be seen that a large proportion of students following part-time courses of study were enrolled on programmes which have an "expected" length of study of less than three years. It is only among research students and first degree students that we observe significant numbers who had an expectation of studying for more than 3 years.

Full-time equivalence

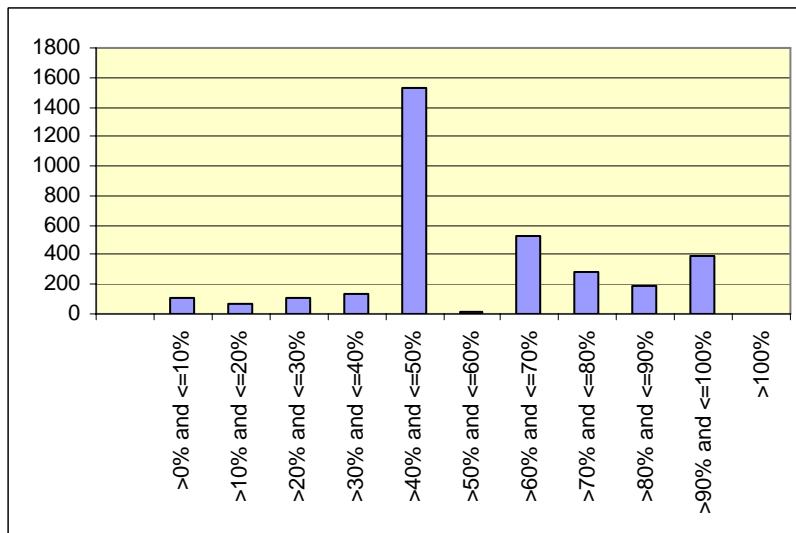
37. We noted earlier that the overall FTE ratio of part-time students in London was 38%. For first degree students it was 52%, while other undergraduates averaged an FTE of 31%: however, we know that the FTE distribution of individual qualification aims varies significantly. The following paragraphs set out the observed distribution of enrolments against FTE within 10 per cent FTE bands for those of the qualification categories for part-time students identified earlier in this report for which high enrolments are reported.

Postgraduate students

Research Doctorates

38. First we consider part-time students following programmes identified as leading to the award of a Doctorate by research, the FTE distribution of which is set out in the following chart.

Figure 6 FTE distribution: Doctorates by research

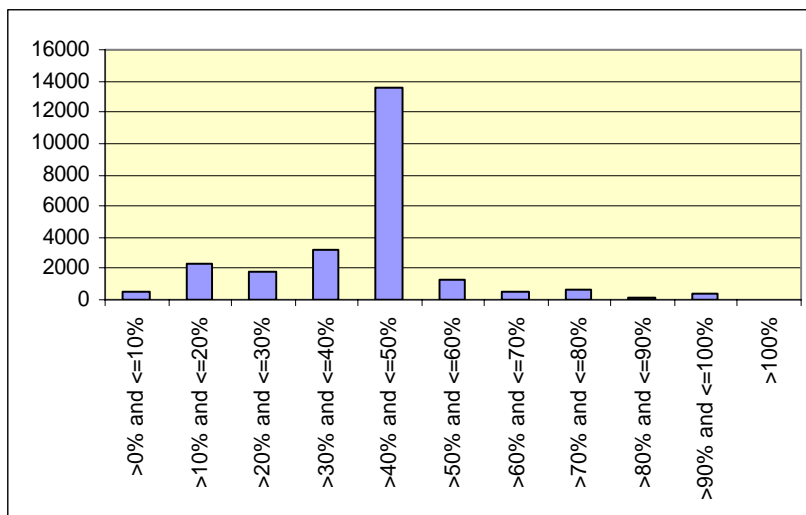


39. It is clear that institutions regard their part-time PhD students as being essentially involved in research on a half time basis: there are very few departures from this.

Taught Masters

40. A slightly different picture is presented in relation to taught higher degrees at Masters level, as is shown in the following chart.

Figure 7 FTE distribution – Taught Masters

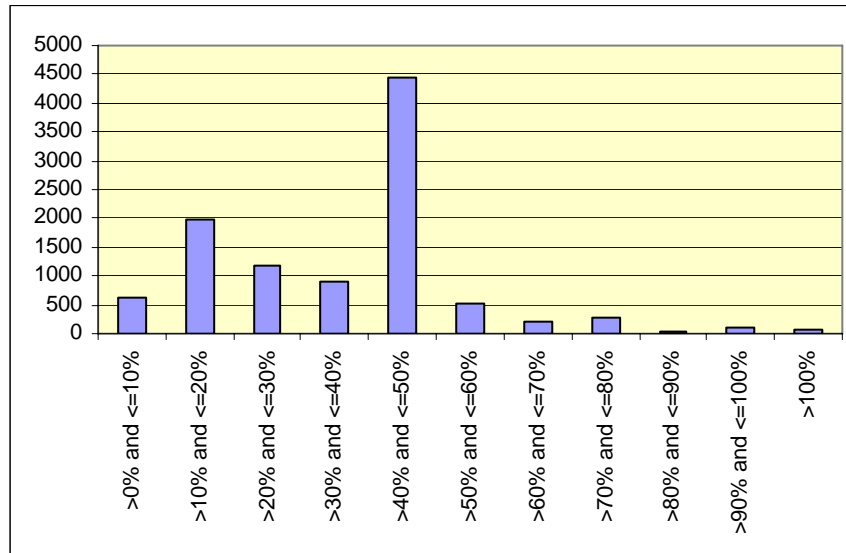


41. Here we see rather more prominence in the lower FTE equivalences, perhaps demonstrating the relationship between study and work, for this category of students: however this is less significant than in other institutions nationally.

Postgraduate diplomas and certificates

42. A slightly different picture is observed in relation to postgraduate diplomas and certificates.
43. The following chart demonstrates the FTE profile of students on these courses.

Figure 8 FTE distribution – P/g diplomas and certificates



44. Here we see a very large number falling within the 40-50% FTE range, while a significant proportion were spread across lower FTE bands.

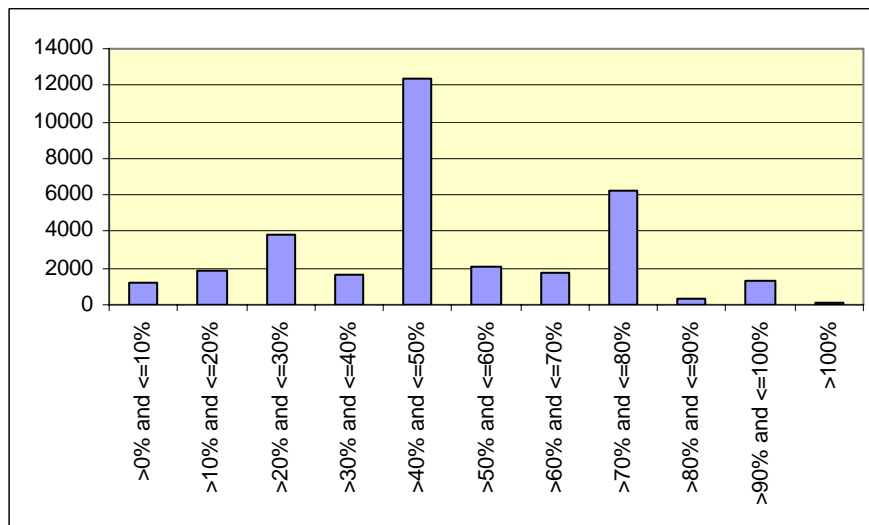
Undergraduate students

First degrees

45. We now turn to part-time undergraduate students and consider the FTE distribution of students following programmes explicitly⁴ aimed at the award of a first degree.

⁴ The wording here is deliberate, because there are institutions which enrol students for other qualifications, perhaps under an articulated arrangement, which might lead towards a first degree.

Figure 9 FTE distribution – first degrees

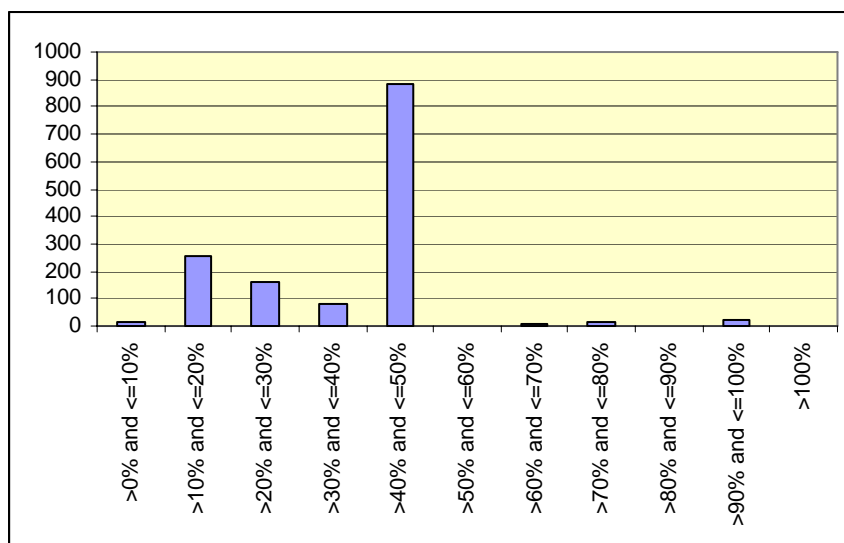


46. A very significant proportion of first degree students were identified as being within the 40-50% FTE category, with comparatively small numbers distributed fairly evenly across the FTE bands on either side but with a significant peak at 75% (which is attributable to three institutions): and we should note that some “part-time” students shown here were actually studying at effectively the full-time intensity.

Certificate of Higher Education

47. Certificate of Higher Education (CertHE) students are studying for a qualification which is generally recognised to be equivalent to one-third of a first degree (120 credits, in the generally recognised currency).
48. The following chart shows the FTE distribution of part-time students following programmes leading to this qualification

Figure 10 FTE distribution – CertHE

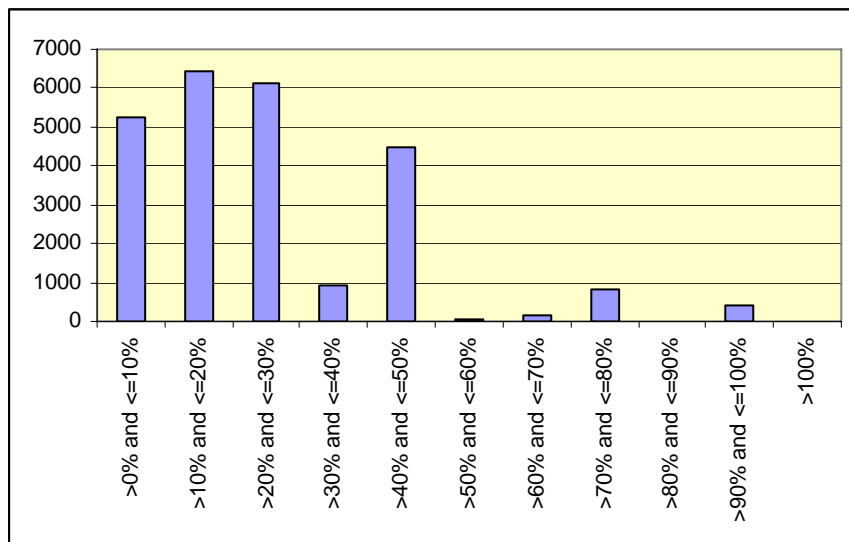


49. There is a bi-polar distribution here, which suggests that the Certificate of Higher Education was being used in different ways, with some involving more sustained study than others.
50. On the one hand, we see a significant number in the 10-20% FTE range, and at the same time there is a peak within the 40-50% FTE range. A small number were effectively full-time students, since they had an FTE percentage of 100%. However, the distribution in London differs from the national distribution, in showing a much larger proportion in the 40-50% FTE range.

Other Undergraduate Diplomas and Certificates

51. The FTE distribution of these students is charted in the following figure.

Figure 11 FTE distribution – Other U/g Dip/Cert

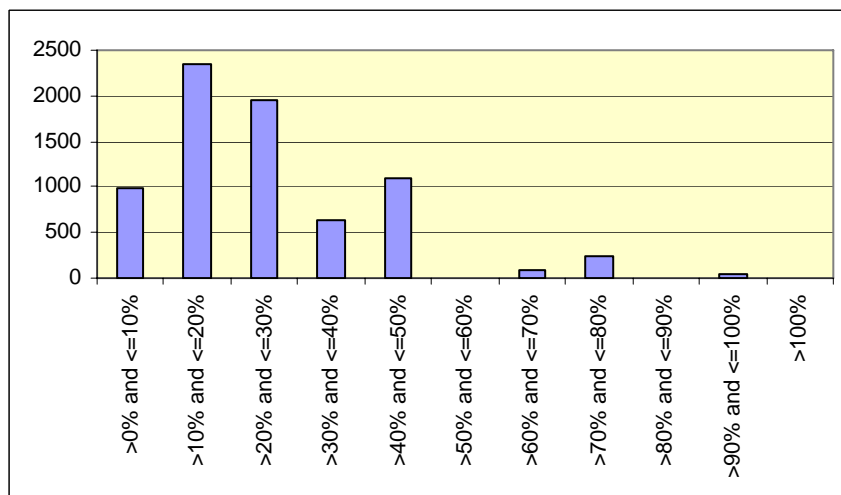


52. Here we find a significant number of students in the lower FTE ranges, alongside a number who are effectively half-time. This is a different pattern from the national one, which shows fewer students in the lower bands.

Post-registration health and social care courses

53. The FTE distribution of these students is set out in the following figure.

Figure 12 FTE distribution – Post-registration health and social care courses

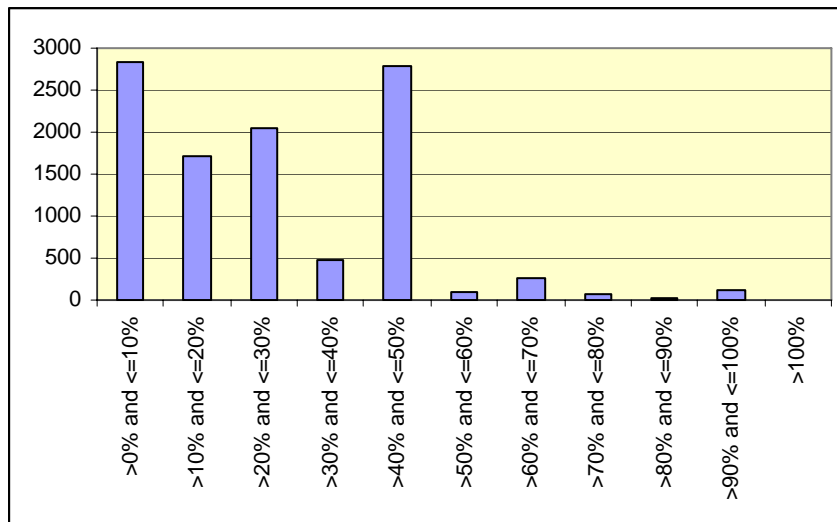


54. These courses are predominantly at the lower end of the FTE spectrum, with a peak in the 10% to 20% range: this reflects the national picture.

Institutional undergraduate credit

55. The FTE distribution of these students is set out in the following figure.

Figure 13 FTE distribution – Institutional U/g credits

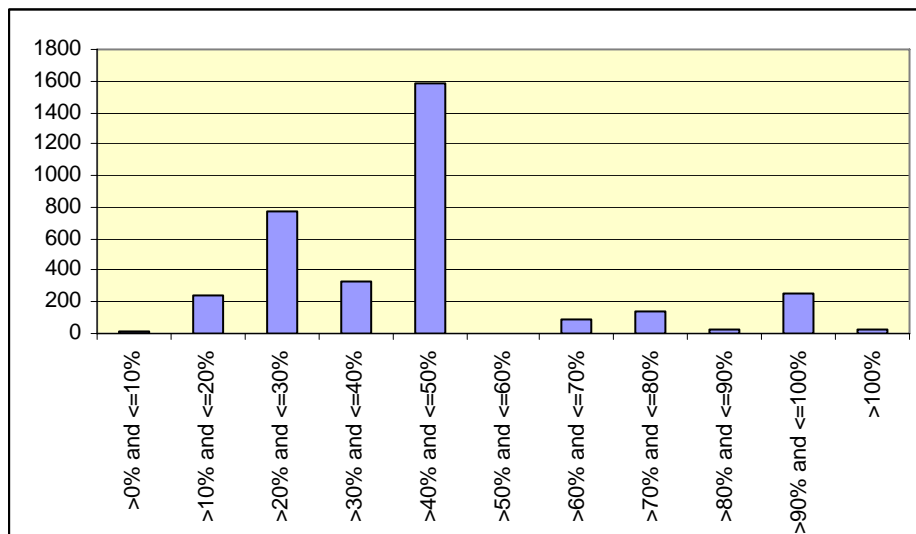


56. Clearly, the majority of students enrolled under this heading were studying for a comparatively small proportion of an FTE, but there was a significant number who were effectively half-time students.

Undergraduate professional qualifications

57. Finally in this section, we look at undergraduate professional qualifications.

Figure 14 FTE distribution – Undergraduate professional qualifications



58. Almost half of the students analysed here were studying at approximately a half FTE, while the remainder were studying chiefly at lower levels of intensity.
59. The analysis in the previous paragraphs illustrates the considerable variation in intensity of study across different qualification aims for part-time students and has also pointed to some respects in which the provision in London differs from the rest of the UK.

6. Subjects of study

60. We now consider the subjects of study of part-time students.

Analysis by level

61. The following table analyses the broad subject groups within which students study at each level.

Figure 15 Part-time students by subject group and level of study

Subject area	PGR	PGT	First degree	Other U/g	Total
Medicine and Dentistry	1535	1345	25	10	2915
Subjects allied to Medicine	540	5810	4365	13710	24425
Biological Sciences	580	3125	3260	1210	8175
Agriculture and related subjects	40	95	15	60	210
Veterinary science	45	100	35	0	180
Physical sciences	330	595	570	455	1950
Mathematical sciences	95	330	535	560	1520
Computer science	255	2365	3355	1845	7820
Engineering and technology	470	1990	1480	610	4550
Architecture building and planning	85	1875	1365	615	3940
Social studies	855	3890	2855	3080	10680
Law	205	2110	2460	735	5510
Business and administrative studies	320	10665	3490	6895	21370
Mass communications and documentation	115	1110	420	1340	2985
Languages	530	1175	2070	5105	8880
Historical and philosophical studies	705	1080	2020	3495	7300
Creative arts & design	440	1390	1300	705	3835
Education	905	8390	1255	4255	14805
Combined	0	255	3265	9375	12895
Total	8045	47700	34145	54055	143950

62. The same analysis is set out in percentage terms in the following table.

Figure 16 Part-time students by subject group and level of study (%)

Subject area	PGR	PGT	First degree	Other U/g	Total
Medicine and Dentistry	19%	3%	0%	0%	2%
Subjects allied to Medicine	7%	12%	13%	25%	17%
Biological Sciences	7%	7%	10%	2%	6%
Agriculture and related subjects	0%	0%	0%	0%	0%
Veterinary science	1%	0%	0%	0%	0%
Physical sciences	4%	1%	2%	1%	1%
Mathematical sciences	1%	1%	2%	1%	1%
Computer science	3%	5%	10%	3%	5%
Engineering and technology	6%	4%	4%	1%	3%
Architecture building and planning	1%	4%	4%	1%	3%
Social studies	11%	8%	8%	6%	7%
Law	3%	4%	7%	1%	4%
Business and administrative studies	4%	22%	10%	13%	15%
Mass communications and documentation	1%	2%	1%	2%	2%
Languages	7%	2%	6%	9%	6%
Historical and philosophical studies	9%	2%	6%	6%	5%
Creative arts & design	5%	3%	4%	1%	3%
Education	11%	18%	4%	8%	10%
Combined	0%	1%	10%	17%	9%
Total	100%	100%	100%	100%	100%

63. Among the notable features of this table are:

- The significance of Subjects allied to Medicine at all levels, and especially “other undergraduate” level: it was by far the most prominent subject area overall.
- The prominence of Business and Administrative Studies, especially at taught postgraduate level (predominantly but not exclusively MBA degrees), where it comprises more than a fifth of all students.
- Similarly, the considerable numbers of part-time taught postgraduate students in Education.
- Languages represented a significant proportion of the total numbers only at other undergraduate level.
- Almost one-fifth of postgraduate research students are researching in Medicine and Dentistry – a finding which differs significantly from those of the national research, and which clearly is influenced by the presence within London of several major Medical Schools.

Analysis by detailed subject

64. A full breakdown of student numbers within subject groups and the detailed subjects falling into each group is set out in Annex 3.
65. In looking at individual qualification aims, it is unrealistic to set out a complete analysis by detailed subject of study, and therefore the following paragraphs will summarise the most prominent subjects for each major qualification aim. The most popular subjects for each major qualification aim are set out in Annex 4. The following paragraphs summarise some of the major points arising from Annex 4.

Postgraduate qualifications

66. **Research Doctorates** were dominated by a combination of professional and scientific disciplines. Medicine, Education, Business Studies, and Psychology featured strongly, and Pharmacology and Pharmacy also, to a greater extent than the rest of the UK. However, Chemistry was less prominent than in other regions of the UK.
67. **Taught Masters degrees** were predictably concentrated among the professional subjects, with Business and Management Studies, Education dominating.
68. **Postgraduate professional qualifications** were dominated by Management Studies, Architecture and subjects allied to Medicine – a different picture from the national one, where Education dominates.
69. **Postgraduate diplomas and certificates** featured Education strongly, but Human Resource Management, Law, Pharmacy and other professional disciplines were also represented amongst the most populous subjects.

Undergraduate qualifications

70. In addition to some students allocated to the “combined” category, for historical reasons, **First degrees** were dominated by Law, Psychology, Business Studies and Nursing. While these five subjects are the same as those which featured at the top of the national study, Law is much more prominent in London, and Nursing less so. History, English, Education and Computer Science also featured strongly. Part-time first degree subject enrolments are significantly influenced by the large proportion of such students who are enrolled with the Open University.
71. We have noted that students studying for the **Certificate of Higher Education** are proportionately fewer in London than elsewhere in the UK: in this context a full analysis by subject is difficult, but it is clear that Education features most prominently.
72. Professional diplomas and certificates in Nursing were the most significant component of **Other undergraduate diplomas and certificates**: but courses in Business Studies, History and English were also prominent alongside Social work.
73. In the area of institutional U/g credits, there was a similarly very diverse picture, the subjects studied including both clearly vocational subjects and others which may be either vocationally or leisure oriented (while recognising that the distinction between the two categories is far from clear-cut.) The subject with the largest enrolment was Nursing.
74. Detailed analysis in relation to **Foundation Degrees** is difficult, partly because the total number of students was small, and also because a large proportion are enrolled on courses in the field of Education.
75. For **HNCs**, there was a much broader spread of subjects than is the case with Foundation degrees; all the subjects being, expectedly, vocational ones.
76. It is interesting to note that only among students on **Undergraduate Professional qualifications** did we find Accounting as a significant proportion of total student numbers. Other professional disciplines were also well represented within this group.
77. In summary, the most common subjects of study differ substantially between the different qualification aims, and the disparate nature of the

subject provision in some instances points to the different uses being made of specific qualification aims.

7. Student Characteristics

Gender

78. In this section of the report which addresses student characteristics, we first look at the gender breakdown by level of study of the entire part-time student population, as shown in the following table.

Figure 17 Part-time students by gender and level

	Female	Male	Total	<i>Percentage female</i>
PGR	3960	4080	8045	49%
PGT	28165	19535	47705	59%
Other U/g	36475	17580	54060	67%
First degree	19690	14455	34145	58%
Total	88290	55655	143945	61%

79. It will be seen that female students predominated at all levels, except among postgraduate research students.

80. Overall 61% of part-time students were female: this compares with 62% among part-time students nationally and 54% among full-time students nationally.

81. However, these headline figures conceal some considerable variations among particular qualification aims, which are disaggregated in the table in Annex 5.

82. Both undergraduate and taught postgraduate courses in the areas of Health and Education showed female students representing a predictably high proportion of all students on these programmes.

83. However, HND/HNC courses showed a much higher proportion of male students than other part-time programmes.

Age

84. We now turn to the age of students, and here it is necessary to limit the analysis to students at a particular point in their period of study. The following analyses will therefore show the age bands of students in their *first year* of their programme of study.

Age by level

85. The following table summarises the age bands of students in their first year of study at each level.

Figure 18 Age distribution of part-time students in London by level

Age	PGR	PGT	First degree	Other U/g	Total
18-21 years	0%	1%	10%	5%	4%
22-25 years	12%	16%	19%	15%	16%
26-29 years	18%	19%	17%	17%	18%
30-39 years	36%	35%	33%	33%	33%
40-49 years	21%	21%	16%	18%	19%
50-59 years	12%	7%	4%	7%	7%
60 years and over	2%	1%	1%	3%	2%
Age Unknown	0%	1%	0%	2%	1%
Total	100%	100%	100%	100%	100%

86. Overall, in terms of the age profile, and across all levels, there was a peak in both genders in the 30-39 year age band, although the total of all students aged under 30 slightly exceeded this. It is notable that 10% of all part-time first degree entrants were aged under 22 – an age range in which full-time study would be considered to be the norm.

Ethnicity

87. We now turn to the recorded ethnicity of part-time students, and it should be noted here that this item of data is available only for UK-domiciled students.
88. The following table shows the distribution of students by ethnicity and broad level of study.

Figure 19 Part-time (UK-domiciled) students by ethnicity and level

Ethnicity	PGR	PGT	First degree	Other U/g	Total
White	79%	73%	60%	67%	68%
Black or Black British - Caribbean	2%	4%	6%	5%	5%
Black or Black British - African	3%	7%	12%	9%	9%
Other Black background	0%	1%	3%	2%	2%
Asian or Asian British - Indian	4%	5%	5%	3%	4%
Asian or Asian British - Pakistani	1%	2%	2%	1%	2%
Asian or Asian British - Bangladeshi	0%	1%	2%	1%	1%
Chinese	2%	1%	1%	1%	1%
Other Asian background	3%	2%	3%	5%	4%
Other (including mixed)	4%	4%	6%	5%	5%
Total	100%	100%	100%	100%	100%

89. It will be noted that, overall, students from ethnic minorities represented 32% of all part-time students in London institutions; this compares with 11% for the part-time student population of the UK as a whole. In London, the proportions range from 21% in the case of postgraduate research students to 40% in the case of first degree students.
90. It will be of interest to consider the distribution of ethnic minority part-time students among the specific qualification aims we identified earlier, and this is shown in the following table.

Figure 20 Part-time students by ethnicity and detailed qualification aim

Qualification aim	White	Black or Black British - Caribbean	Black or Black British - African	Other Black	Asian or Asian British - Indian	Asian or Asian British - Pakistani	Asian or Asian British - Bangladeshi	Chinese	Other Asian	Other (including mixed)
Research doctorates	80%	2%	3%	0%	4%	2%	0%	2%	3%	4%
Taught Masters	72%	4%	8%	1%	5%	2%	1%	1%	2%	4%
P/g Dip/Cert	75%	4%	6%	1%	5%	1%	1%	1%	2%	3%
P/g Professional qualification	74%	5%	6%	1%	4%	1%	1%	1%	2%	4%
Post Reg health/social care	55%	6%	16%	1%	3%	0%	0%	2%	12%	4%
First degree	59%	6%	12%	3%	5%	3%	2%	1%	3%	6%
U/g Professional qualification	62%	4%	11%	1%	7%	3%	1%	2%	3%	4%
Foundation degree	58%	11%	13%	3%	4%	1%	1%	1%	3%	7%
Certificate of Higher Education	80%	5%	6%	1%	2%	1%	0%	0%	2%	3%
Other U/g Dip/Cert	75%	3%	6%	2%	2%	1%	0%	1%	3%	7%
HNC	57%	10%	18%	3%	2%	1%	1%	0%	2%	5%
Institutional U/g credit	68%	5%	9%	3%	3%	1%	1%	2%	5%	5%

91. The table illustrates the significance of enrolments among black African and Caribbean groups, on first degree programmes, and also those which are relevant in the National Health Service (NHS).

Disability

92. The final characteristic of part-time students that we shall consider is disability.
93. It should be noted that the data in this section is based on the students' self-assessments.
94. Since numbers reporting a disability were very small, this variable will only be analysed by level of study.

Figure 21 Part-time students by disability and level

Disability	PGR	PGT	First degree	Other U/g	Total
No known disability	94.3%	94.8%	94.2%	94.3%	94.5%
Dyslexia	0.7%	1.2%	1.8%	0.8%	1.2%
Blind/are partially sighted	0.1%	0.1%	0.2%	0.1%	0.1%
Deaf/have a hearing impairment	0.3%	0.2%	0.2%	0.3%	0.3%
Wheelchair user/have mobility difficulties	0.1%	0.2%	0.2%	0.2%	0.2%
Personal care support.	0.0%	0.0%	0.0%	0.0%	0.0%
Mental health difficulties	0.1%	0.1%	0.6%	0.3%	0.3%
An unseen disability, e.g. diabetes, epilepsy, asthma	0.9%	0.7%	1.1%	0.7%	0.8%
Multiple disabilities	0.0%	0.0%	0.0%	0.0%	0.0%
A disability not listed above	0.4%	0.4%	0.9%	0.5%	0.6%
Autistic Spectrum Disorder.	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	3.1%	2.2%	0.7%	2.7%	2.1%

95. Overall, 94.5% of students reported having no known disability, a rather higher figure than is found nationally. Amongst the disabilities reported, dyslexia features prominently, as do the "unseen" disabilities, in common with institutions elsewhere in the UK.

8. Entry qualifications

96. A further approach to identifying the nature of the part-time sector, and its various roles and relationships, is to consider the entry qualifications of its students. The HESA student record reports on the “highest” qualification on entry of each student, and it is recognised that there may be some grey areas here.
97. However, the coding frame allows for some interesting and quite detailed analyses to be undertaken.
98. Annex 6 sets out in tabular form the highest qualification on entry of students following the major qualification aims which we have identified in this report.

Postgraduate qualifications

99. In the case of **doctoral research** programmes, as would be expected the entry qualification was almost universally a first or higher degree. However, London institutions had a higher percentage than other institutions of students entering with a previous higher degree: this may partly reflect institutional enrolment patterns. There were very few entrants with other qualifications.
100. A more complex picture is presented at **taught Masters** level however. Here, as expected, we find a first degree to be the normal entry qualification, and these were held by almost 50% of the entrants: however, some 14% were admitted on the basis of non-graduate qualifications, a lower proportion than elsewhere in the UK.
101. Postgraduate diplomas and certificates and postgraduate professional qualifications had a similar profile of entry qualifications to taught Masters.

Undergraduate qualifications

102. Some 7% of part-time **first degree** entrants already possessed a first degree, and 2% possessed a higher degree (in line with the UK generally). The fact that these people have chosen to study part-time may in part reflect the fact that, having previously graduated, they would not qualify for state support for further undergraduate study. 15% possessed an HNC, HND or DipHE, who were presumably seeking to upgrade their qualifications, while 5% were admitted on the basis of professional qualifications: both of these figures are lower than elsewhere in the UK. A levels, SCE Highers and GNVQs together amounted to a further 25% of entrants, compared with 20% nationally, while GCSE/O-levels and equivalent were the highest qualification for 9% of entrants (11% nationally). The broad range of entry qualifications suggests that part-time first degree programmes are serving a number of different purposes including re-training and learning for personal development, as well as the provision of an opportunity to gain graduate status.
103. Among the entrants to **undergraduate professional qualifications**, 27% possessed a first degree, while 9% held a higher degree. More than 20% held a previous professional qualification, both of these figures being significantly higher than the national average. Only 8% had A-levels as their highest qualification on entry.

104. Entrants to **Foundation degrees** held a wide range of qualifications. Perhaps unexpectedly, 3% already held a first degree; while 6% had an HNC or HND. 25% entered on the basis of A-levels or equivalent, while 10% had GCSE/O-levels as their highest qualification. 13% were admitted on the basis of prior experience or an institutional entrance examination. These figures should however be treated with some caution because of low numbers.
105. 45% of entrants to **Certificate of Higher Education** programmes were admitted on the basis of prior professional qualifications, compared with 14% nationally. However, as has been noted, Cert HE enrolments in London are atypical.
106. **Other undergraduate diplomas and certificates** had a very high proportion of unknown entry qualifications, and therefore more detailed analysis has not been undertaken.
107. **Institutional undergraduate credits** had a broad range of entry qualifications.
108. As might be expected, the large majority of entrants to **Post-registration health and social care courses** held either a professional qualification, a DipHE or a first degree.

9. Financial support

109. This section of the report looks at the data available about the provision of financial support to part-time students.
110. There are essentially two available sources of data here:
- The field 068 of the HESA student record which reports the major source of tuition fees. The coding frame is long and provides scope for different coding of the same fee source.
 - Some questions which are asked of part-time qualifiers in the HESA Destinations record, but which are limited to certain major qualification aims, and which elicit a reply from only a limited subset of students.
111. The data arising from these two sources is difficult to reconcile, and that is not surprising. On the one hand, the student record data is supplied by the institution for all students and is based upon its own knowledge of the student's fee arrangements. On the other hand, the Destinations data is provided by a student who qualifies at the end of a programme of study, and who may, quite simply, not have told the institution about his or her financial arrangements.
112. There are such considerable discrepancies between these two sources that we shall address them separately in the following paragraphs.

Major source of tuition fees of part-time students

113. Annex 7 sets out the reported major source of tuition fees for students by level.
114. The table suggests that 95,000 students (66% of the total) received no direct financial support for their studies: this correlates closely with the national figures.

Employers as the major source of tuition fees

115. Of those students who did receive support towards their fees, the largest category was those who received support from their employer – 9% of the total; although note that a further 9% receive support from Department of Health (DoH)/NHS which may be assumed to be the employer in many or most instances, and that there are also major contributions from other government departments and UK industry and commerce. If, arbitrarily, these sources were added, over 20% of all part-time students would be included.

Students' perceptions of employer support

116. As mentioned above, there is a different source of information about employer support, which can be found in the outcomes of the newly implemented survey of Destinations of Leavers from Higher Education.
117. In this survey, part-time students following certain qualification aims are asked questions as follows:

*Were you employed during your course or immediately before it?
Yes (1) No (0)*

Did the employer you worked with before or during your course give you support during all or part of your course?

Yes: my tuition fees were paid

Yes: I was given a grant to cover my tuition fees and living expenses

Yes: I was given study leave

Yes: I was supported in other ways

No: my employer did not support me in any way

118. We need to note that there is some scope for respondents to give ambiguous or conflicting answers to these questions. Note also that the data is limited to students qualifying from only a subset of qualifications⁵: detailed definitions are given in the Appendix. In view of the low numbers available, the following paragraphs look briefly at only the first question.

Payment of tuition fees

119. The following table summarises the responses in relation to the question about whether the student's tuition fees were paid⁶.

Figure 22 Qualifiers' perceptions of employer support for fees

	Employer was not identified as paying tuition fees	Employer paid tuition fees	Not known - question not answered	Total
Research doctorates	40	25	0	65
Taught Masters	440	495	115	970
Postgraduate diploma or certificate (not PGCE) not mainly by research	145	275	25	445
First degree	210	190	55	455
Certificate of Higher Education	125	90	0	215
HNC	20	25	0	45

120. Subject to the limitations of the data, since there are low numbers of respondents in some categories, it appears to be the case that there was a high level of employer support for fees, on the basis of the qualifiers' own perceptions. However, while this question was asked in the context of employer support, it is ambiguous, being asked in the passive voice: "Yes, my tuition fees were paid": it is conceivable that the student might feel that he/she had support from the employer even if someone else paid the fees.

⁵ Qualifiers from undergraduate professional courses, undergraduate diplomas and certificates and institutional credits are not surveyed.

⁶ This and the following table are limited to graduates who were in employment during or immediately before their course: it has not been possible to obtain data about Open University graduates for this tabulation.

10. Geography

121. This section of our report looks at the geography of part-time student provision, and will address four issues:

- cross border flows into and out of London
- mobility between home and place of learning
- franchising
- distance learning

Cross border flows into and out of London

122. The following table shows the relationship between region of domicile and region of institution for part-time first degree students.

Figure 23 Part-time first degree students by country/region of domicile and country/region of study (%)

Region of study	Domicile											
	East East	Midlands	London	North East	North West	Northern Ireland	Scotland	South East	South West	Wales	West Midlands	Yorkshire & The Humber
East	64%	4%	2%	1%	0%	0%	0%	3%	0%	0%	0%	0%
East Midlands	4%	68%	0%	0%	1%	1%	0%	3%	1%	1%	4%	6%
London	23%	3%	91%	1%	1%	1%	1%	24%	3%	2%	2%	1%
North East	0%	1%	0%	87%	1%	0%	0%	0%	0%	0%	0%	2%
North West	1%	3%	0%	4%	90%	2%	1%	1%	1%	6%	4%	4%
Northern Ireland	0%	0%	0%	0%	0%	91%	0%	0%	0%	0%	0%	0%
Scotland	0%	0%	0%	1%	0%	3%	97%	0%	0%	0%	0%	0%
South East	3%	2%	4%	0%	0%	0%	0%	60%	5%	1%	1%	0%
South West	1%	1%	1%	0%	0%	0%	0%	6%	85%	2%	1%	0%
Wales	0%	0%	0%	0%	1%	0%	0%	1%	1%	85%	1%	0%
West Midlands	1%	8%	1%	0%	2%	2%	0%	2%	2%	2%	86%	1%
Yorkshire & the Humber	1%	11%	0%	6%	3%	0%	0%	1%	0%	1%	1%	84%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

123. Approximately 80% of part-time first degree students studied within their region of domicile: in the case of London 91% of students domiciled in London studied within the region⁷. However there were some significant variations.

124. It is of interest that students who live in London did not appear to venture significantly into the South-East – although a quarter of the students who lived in the South-East studied in London. (There was a similar movement of students living in the East of England into London).

⁷ Distance learning students are excluded from this analysis since by definition they are studying within their region of domicile.

125. However, these figures perhaps tell us more about the somewhat arbitrary nature of regional boundaries than about students' study patterns.

126. Nonetheless, it will be of interest to compare the first degree figures with those for other undergraduate students.

Figure 24 Part-time other undergraduate students by country/region of domicile and country/region of study (%)

Region of study	Domicile											
	East	East Midlands	London	North East	North West	Northern Ireland	Scotland	South East	South West	Wales	West Midlands	Yorkshire & The Humber
East	77%	4%	5%	0%	1%	0%	0%	4%	1%	0%	1%	1%
East Midlands	3%	73%	2%	1%	2%	0%	0%	2%	1%	0%	6%	3%
London	10%	1%	81%	0%	1%	2%	0%	11%	2%	0%	1%	1%
North East	0%	1%	0%	92%	1%	0%	0%	0%	0%	0%	0%	4%
North West	1%	2%	1%	1%	86%	1%	1%	1%	1%	2%	3%	4%
Northern Ireland	0%	0%	0%	0%	0%	92%	0%	0%	0%	0%	0%	0%
Scotland	0%	0%	0%	0%	0%	1%	92%	0%	0%	0%	0%	0%
South East	3%	2%	6%	0%	1%	1%	0%	74%	7%	0%	2%	1%
South West	2%	1%	1%	0%	1%	0%	0%	4%	82%	1%	2%	0%
Wales	0%	1%	1%	0%	1%	0%	0%	1%	2%	94%	2%	0%
West Midlands	3%	6%	3%	1%	4%	1%	2%	2%	3%	1%	81%	2%
Yorkshire & the Humber	2%	8%	1%	4%	3%	1%	2%	1%	1%	1%	2%	82%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

127. While there are some similarities with the pattern of movement of part-time first degree students, it appears to be generally the case that other undergraduate students were more inclined to study within their own region: except that students resident in London were in fact slightly more inclined to study outside London than first degree students were.

128. We turn now to taught postgraduates.

Figure 25 Part-time taught postgraduate students by country/region of domicile and country/region of study (%)

Region	Domicile											
	East East Midlands	East Midlands	London	North East	North West	Northern Ireland	Scotland	South East	South West	Wales	West Midlands	Yorkshire & The Humber
East	50%	4%	3%	1%	1%	0%	1%	3%	2%	1%	1%	1%
East Midlands	6%	62%	1%	2%	2%	1%	1%	3%	2%	2%	6%	6%
London	28%	4%	83%	2%	1%	3%	2%	28%	5%	2%	2%	2%
North East	0%	0%	0%	70%	1%	0%	1%	0%	0%	0%	0%	2%
North West	2%	4%	1%	10%	84%	2%	2%	1%	2%	8%	6%	5%
Northern Ireland	0%	0%	0%	0%	0%	87%	0%	0%	0%	0%	0%	0%
Scotland	0%	0%	0%	2%	0%	1%	90%	0%	0%	0%	0%	0%
South East	5%	2%	6%	1%	1%	1%	1%	53%	7%	2%	2%	1%
South West	2%	2%	1%	1%	1%	1%	1%	4%	72%	4%	3%	1%
Wales	1%	1%	1%	1%	1%	1%	1%	1%	3%	76%	2%	1%
West Midlands	3%	9%	2%	2%	4%	1%	1%	3%	4%	3%	76%	2%
Yorkshire & the Humber	2%	11%	1%	9%	4%	1%	1%	1%	1%	1%	2%	80%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

129. Here we see markedly higher percentages moving out of their home region than of part-time undergraduates, and again we note that London attracted very significant numbers from outside London, notably from the East and South-East of England.

Mobility between home and place of learning

130. We have looked at the mobility of students from their homes to their place of study, using a database of postcodes of the students who studied on a part-time basis in London institutions in 2003/04.⁸ **The detailed analysis by postcode area for all London institutions is shown in Annexes 8 to 11.**
131. It will be seen from the tables in the Annexes that generally the London institutions were, in 2003/04, recruiting approximately half of their part-time students from the London postcode areas. These figures vary according to the qualification sought: at first degree level 52% came from the London postcode areas, while among other undergraduate students, the figure was 55%. However, among taught postgraduate students, only 47% came from the London postcode areas, a fact which presumably reflects the greater flexibility in study patterns among these students. Among postgraduate research students, perhaps counter-intuitively, 51% were domiciled in London postcode areas; although it must be noted that the large majority of these students were enrolled in a very small group of institutions, and that it is conceivable that academic staff enrolments on postgraduate research programmes may skew the figures somewhat.
132. Among those students who did not reside within the London postcode areas, there were, unsurprisingly, a large proportion who lived in the other postcode areas of the London region, and many also who lived in

⁸ It has not been possible to provide this information for students of the Open University.

areas which have good communication links with the capital, and whose residents often work there. So, for example, Watford, Reading, Milton Keynes, Peterborough and Luton all show significant numbers of people who were undertaking part-time study in London; however, localities close to or within the London region were less prominent in the supply of postgraduate research students than of others.

Franchising

133. The data which we have reported includes some students who are the subject of “franchising” arrangements, where the funded institution contracts another institution to undertake the teaching.
134. Approximately 7,400 of the 144,000 students following part-time programmes in London HE institutions were studying under franchising arrangements – about 5% of the total, and a slightly lower proportion to the national figure.
135. However, the franchising arrangements were generally concentrated in a small number of institutions which had arrangements with local colleges of Further Education. The following table shows the number of franchising schemes, and also the number of franchised students, for each London institution.

Figure 26 Franchising schemes and franchised students

	Number of franchising schemes	Total students franchised out
Birkbeck, University of London	4	265
Institute of Cancer Research	1	~
University of East London	5	1890
University of Greenwich	22	1835
Imperial College London	1	55
Kingston University London	11	340
London Metropolitan University	5	465
London South Bank University	6	130
London School of Hygiene & Tropical Medicine	1	5
Middlesex University	13	1005
Royal Holloway, University of London	3	855
School of Oriental and African Studies, University of London	1	15
Thames Valley University	1	65
Trinity Laban	1	10
University College London	2	~
University of Westminster	10	455
Total	87	7390

Distance learning

136. Finally, in our consideration of geographical issues affecting part-time students, we look at distance learning (confined to study within the United Kingdom).

137. The following table shows the balance between distance learning and other methods of study among part-time students in London institutions.

Figure 27 Balance between distance learning and other methods of study

Level	Distance learning marker	Headcount	FTE
PGR	Distance-learning (UK-based)	70	40
	Other	7975	3605
	<i>Percentage distance learning</i>	<i>1%</i>	<i>1%</i>
PGT	Distance-learning (UK-based)	5270	1685
	Other	42430	15630
	<i>Percentage distance learning</i>	<i>11%</i>	<i>10%</i>
First degree	Distance-learning (UK-based)	11225	5270
	Other	22860	12375
	<i>Percentage distance learning</i>	<i>33%</i>	<i>30%</i>
Other U/g	Distance-learning (UK-based)	9445	5270
	Other	44610	12585
	<i>Percentage distance learning</i>	<i>17%</i>	<i>30%</i>
All levels	Distance-learning (UK-based)	26010	12265
	Other	117875	44195
	<i>Percentage distance learning</i>	<i>18%</i>	<i>22%</i>
Total		143950	55395

138. In percentage terms, these figures are not dissimilar from the figures derived in the national study, although the proportion of distance learning students at other undergraduate level is greater.

139. It should be noted that the Open University generates 80% of the distance learning students in the table.

Detailed tables

Annex 1 Institutional enrolments by level

Institution	PGR	PGT	First degree	Other U/g	Total
0127 Birkbeck, University of London	485	3110	3695	8370	15665
0113 Brunel University	370	2120	640	405	3535
0188 Institute of Cancer Research	50	0	0	0	50
0010 Central School of Speech and Drama	0	65	0	0	65
0115 City University	260	4015	400	6350	11020
0199 Conservatoire for Dance and Drama	5	5	0	10	20
0201 Courtauld Institute of Art	40	~	0	0	40
0058 University of East London	120	2375	1935	835	5265
0131 Goldsmiths College, University of London	280	675	255	890	2100
0059 University of Greenwich	175	2785	1670	2440	7070
0132 Imperial College London	700	490	0	0	1190
0133 Institute of Education	415	4050	55	0	4520
0134 King's College London	1280	1700	760	1960	5700
0063 Kingston University London	155	2740	1395	340	4625
0024 University of the Arts, London	60	595	395	115	1165
0135 London Business School	15	460	0	0	475
0151 University of London (Institutes and activities)	45	110	0	0	155
0202 London Metropolitan University	245	3455	3720	3720	11145
0076 London South Bank University	105	2580	2765	4875	10320
0137 London School of Economics and Political Science	380	340	115	0	835
0138 London School of Hygiene & Tropical Medicine	110	105	0	0	215
0067 Middlesex University	340	1850	1210	1840	5235
0001 The Open University	75	2665	10100	8305	21145
0139 Queen Mary, University of London	345	435	295	~	1070
0030 Ravensbourne College of Design and Communication	0	15	0	0	15
0031 Roehampton University	90	685	305	630	1705
0032 Rose Bruford College	0	20	135	0	155
0033 Royal Academy of Music	~	~	0	0	0
0003 Royal College of Art	35	5	0	0	40
0034 Royal College of Music	5	20	5	0	25
0006 Royal College of Nursing Institute	10	190	290	245	730
0141 Royal Holloway, University of London	255	460	60	830	1600
0143 The Royal Veterinary College	45	100	15	0	160
0145 St George's, University of London	200	345	10	1095	1645
0039 St Mary's College	15	355	35	395	800
0146 School of Oriental and African Studies, University of London	315	280	15	10	620
0147 School of Pharmacy	70	435	0	0	505
0080 Thames Valley University	35	1300	875	6580	8790
0041 Trinity Laban	0	65	0	0	65
0149 University College London	785	1860	160	95	2895
0083 University of Westminster	130	4805	2795	3730	11455
0084 Wimbledon School of Art	5	55	50	0	110
Total	8045	47700	34145	54055	143950

Annex 2 Students and FTEs by detailed qualification aim

Level	Qualification aim	Student numbers	FTEs
PGR	(02) Doctorate degree mainly by research	5220	2175
	(04) Masters degree mainly by research	2810	1460
	(06) Postgraduate bachelors degree mainly by research	0	0
	(14) Postgraduate diploma or certificate (not PGCE) mainly by research	5	5
PGT	(03) Doctorate degree not mainly by research	350	195
	(05) Masters degree not mainly by research	29590	11020
	(08) Postgraduate diploma or certificate (not PGCE) not mainly by research	11510	4110
	(10) Professional qualification at postgraduate level (not PGCE) with or without academic qualification	2705	770
	(12) Ordinary PGCE	1855	770
	(51) NVQ/SVQ level 5	5	0
	(62) Institutional postgraduate credit which may be counted towards qualifications contained within codes 02 to 52	1500	365
	(98) No formal postgraduate qualification (advanced/HE)	185	75
	First degree	(18) First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body	1320
(20) First degree with Qualified Teacher Status/registration with General Teaching Council		20	5
(21) First degree		32745	16965
(22) Enhanced first degree		60	30
Other U/g	(15) Post Registration health and social care courses	8960	1990
	(25) Professional qualification at undergraduate level, with or without academic qualification	3505	1580
	(26) Professional qualification for serving school teachers	5	5
	(27) Post degree diploma/certificate at undergraduate level	440	235
	(28) Foundation degree	940	500
	(29) Diploma of Higher Education	570	260
	(30) Certificate of Higher Education	1460	590
	(32) Other undergraduate diplomas and certificates	25345	7105
	(33) Diploma in HE leading towards obtaining eligibility to register to practice with a Health or Social Care regulatory body	460	235
	(41) HND	660	360
	(42) HNC	1265	705
	(43) Other formal HE qualification of less than degree standard	235	65
	(52) NVQ/SVQ level 4	260	90
	(61) Institutional undergraduate credit which may be counted towards qualifications contained within codes 02 to 52 (includes CAT Schemes)	9710	2985
	(97) No formal undergraduate qualification (advanced/HE)	240	90
Total		143950	55390

Annex 3 Part-time students by detailed subject of study and level

Subject area	Principal subject	PGR	PGT	First degree	Other U/g	Total
Medicine and Dentistry	(A1) Pre-clinical medicine	155	0	0	0	155
	(A2) Pre-clinical dentistry	15	0	0	0	15
	(A3) Clinical medicine	1315	1030	25	10	2380
	(A4) Clinical dentistry	50	310	0	0	365
	(A9) Others in medicine & dentistry	5	5	0	0	5
Subjects allied to Medicine	(B1) Anatomy, physiology & pathology	85	145	350	40	620
	(B2) Pharmacology, toxicology & pharmacy	160	595	95	20	865
	(B3) Complementary medicine	0	50	145	35	235
	(B4) Nutrition	15	15	90	0	120
	(B5) Ophthalmics	10	610	0	10	630
	(B6) Aural & oral sciences	20	115	5	0	140
	(B7) Nursing	145	1280	2665	11865	15955
	(B8) Medical technology	10	485	55	5	555
	(B9) Others in subjects allied to medicine	95	2515	960	1735	5305
Biological Sciences	(C1) Biology	130	85	300	160	680
	(C2) Botany	5	0	20	0	25
	(C3) Zoology	0	5	5	0	15
	(C4) Genetics	15	0	5	0	20
	(C5) Microbiology	30	100	35	0	165
	(C6) Sports science	5	50	100	0	155
	(C7) Molecular biology, biophysics & biochemistry	75	120	215	35	450
	(C8) Psychology	280	2570	2220	915	5980
	(C9) Others in biological sciences	40	190	355	100	690
Agriculture and related subjects	(D4) Agriculture	0	20	0	60	80
	(D6) Food & beverage studies	20	55	15	0	90
	(D7) Agricultural sciences	20	20	0	0	40
	(D9) Others in veterinary sciences, agriculture & related subjects	5	0	0	0	5

Subject area	Principal subject	PGR	PGT	First degree	Other U/g	Total
Veterinary science	(D2) Clinical veterinary medicine & dentistry	45	45	0	0	90
	(D3) Animal science	0	55	35	0	85
Physical sciences	(F1) Chemistry	90	90	140	200	520
	(F2) Materials science	0	0	0	0	5
	(F3) Physics	85	50	60	75	275
	(F4) Forensic & archaeological science	25	90	10	0	125
	(F5) Astronomy	10	10	5	75	100
	(F6) Geology	55	20	120	50	245
	(F8) Physical & terrestrial geographical & environmental sciences	70	255	150	45	520
	(F9) Others in physical sciences	0	75	85	5	165
Mathematical sciences	(G0) Broadly-based programmes within mathematical sciences	0	0	0	295	295
	(G1) Mathematics	75	200	420	160	860
	(G2) Operational research	5	10	0	0	15
	(G3) Statistics	15	125	115	105	360
Computer science	(G4) Computer science	200	1165	1875	1430	4665
	(G5) Information systems	40	1005	1125	315	2485
	(G6) Software engineering	0	190	215	105	515
	(G7) Artificial intelligence	0	0	5	0	5
	(G9) Others in mathematical & computing sciences	10	0	135	0	145
Engineering and technology	(H1) General engineering	25	240	210	20	500
	(H2) Civil engineering	35	485	340	165	1025
	(H3) Mechanical engineering	100	360	100	60	620
	(H4) Aerospace engineering	30	20	135	165	345
	(H6) Electronic & electrical engineering	145	560	295	105	1105
	(H7) Production & manufacturing engineering	40	130	145	0	315
	(H8) Chemical, process & energy engineering	30	5	5	0	45
	(H9) Others in engineering	0	0	70	0	70
	(J2) Metallurgy	25	0	0	0	25
	(J4) Polymers & textiles	0	25	20	10	55
	(J5) Materials technology not otherwise specified	30	55	40	15	145
(J9) Others in technology	10	105	115	70	300	
Architecture building and planning	(K1) Architecture	35	785	295	90	1205

Subject area	Principal subject	PGR	PGT	First degree	Other U/g	Total	
	(K2) Building	5	395	860	275	1535	
	(K3) Landscape design	5	40	45	20	110	
	(K4) Planning (urban, rural & regional)	30	660	160	225	1080	
	(K9) Others in architecture, building & planning	5	0	0	0	5	
Social studies	(L0) Broadly-based programmes within social studies	0	5	35	0	40	
	(L1) Economics	120	560	530	150	1365	
	(L2) Politics	190	510	315	45	1060	
	(L3) Sociology	165	345	320	305	1135	
	(L4) Social policy	110	410	185	215	920	
	(L5) Social work	55	1465	575	1645	3740	
	(L6) Anthropology	55	125	40	190	415	
	(L7) Human & social geography	80	35	230	45	395	
	(L9) Others in social studies	75	435	620	490	1620	
Law	(M1) Law by area	95	575	250	335	1255	
	(M2) Law by topic	105	1450	2210	400	4160	
	(M9) Others in law	5	80	0	0	85	
Business and administrative studies	(N1) Business studies	190	4275	2075	2420	8960	
	(N2) Management studies	60	2495	550	1350	4455	
	(N3) Finance	30	690	135	470	1320	
	(N4) Accounting	10	175	360	1480	2025	
	(N5) Marketing	0	750	180	960	1885	
	(N6) Human resource management	20	2040	100	180	2335	
	(N8) Tourism, transport & travel	0	145	85	35	270	
		(N9) Others in business & administrative studies	5	95	5	0	105
Mass communications and documentation	(P1) Information services	20	405	20	5	450	
	(P2) Publicity studies	20	125	60	0	205	
	(P3) Media studies	50	305	315	1270	1940	
	(P4) Publishing	0	60	0	25	90	
	(P5) Journalism	5	205	25	35	270	
		(P9) Others in mass communications & documentation	20	15	0	0	40
	Languages	(Q1) Linguistics	35	105	40	15	195
(Q2) Comparative literary studies		30	80	135	10	260	
(Q3) English studies		155	395	885	1770	3205	
(Q4) Ancient language studies		15	5	0	5	30	
		(Q5) Celtic studies	0	0	15	0	20

Subject area	Principal subject	PGR	PGT	First degree	Other U/g	Total
	(Q6) Latin studies	0	0	0	0	25
	(Q7) Classical Greek studies	0	0	0	0	10
	(Q8) Classical studies	40	90	65	85	265
	(Q9) Others in linguistics, classics & related subjects	10	190	5	445	660
	(R1) French studies	45	45	185	385	650
	(R2) German studies	30	15	80	155	270
	(R3) Italian studies	20	5	5	210	225
	(R4) Spanish studies	25	10	115	500	655
	(R5) Portuguese studies	5	5	0	80	90
	(R6) Scandinavian studies	0	0	0	355	360
	(R7) Russian & East European studies	15	25	80	275	400
	(R9) Others in European languages, literature & related subjects	25	85	185	480	775
	(T1) Chinese studies	0	5	95	40	145
	(T2) Japanese studies	0	10	0	110	125
	(T3) South Asian studies	15	25	0	0	40
	(T4) Other Asian studies	5	0	0	0	5
	(T5) African studies	15	10	0	10	35
	(T6) Modern Middle Eastern studies	20	30	135	175	360
	(T7) American studies	5	35	10	0	50
	(T8) Australasian studies	5	5	0	0	10
	(T9) Others in Eastern, Asiatic, African, American & Australasian languages, literature & related subjects	0	0	25	0	25
Historical and philosophical studies	(V1) History by period	285	320	565	1605	2770
	(V2) History by area	10	20	5	5	45
	(V3) History by topic	175	315	290	725	1500
	(V4) Archaeology	0	25	40	440	510
	(V5) Philosophy	85	155	225	155	615
	(V6) Theology & religious studies	120	125	35	370	650
	(V9) Others in historical & philosophical studies	35	120	865	200	1215
Creative arts & design	(W1) Fine art	120	315	340	10	780
	(W2) Design studies	75	430	375	100	975
	(W3) Music	130	230	165	515	1035
	(W4) Drama	60	100	80	50	290
	(W5) Dance	15	35	0	0	55
	(W6) Cinematics & photography	20	120	250	20	410
	(W7) Crafts	0	0	0	0	0
	(W8) Imaginative writing	0	85	25	0	115
	(W9) Others in creative arts & design	20	75	65	10	170

Subject area	Principal subject	PGR	PGT	First degree	Other U/g	Total
Education	(X1) Training teachers	0	2400	100	2165	4665
	(X2) Research & study skills in education	10	55	5	210	280
	(X3) Academic studies in education	740	4680	1055	1060	7535
	(X9) Others in education	155	1255	95	815	2320
Combined	(Y0) Combined	0	255	3265	9375	12900
Total		8045	47700	34145	54055	143950

Annex 4 Most popular subjects by qualification aim

Postgraduate qualifications

Top ten subjects, Research Doctorates

(A3) Clinical medicine	740
(X3) Academic studies in education	470
(C8) Psychology	205
(L3) Sociology	140
(L2) Politics	135
(V1) History by period	135
(N1) Business studies	130
(V3) History by topic	130
(B2) Pharmacology, toxicology & pharmacy	120
(X9) Others in education	120

Top ten subjects, Taught Masters

(N1) Business studies	3470
(X3) Academic studies in education	2085
(C8) Psychology	1885
(G4) Computer science	1120
(N2) Management studies	980
(B7) Nursing	925
(B9) Others in subjects allied to medicine	880
(G5) Information systems	830
(N6) Human resource management	830
(A3) Clinical medicine	795

Top ten subjects, Postgraduate professional qualifications

(N2) Management studies	735
(K1) Architecture	450
(B9) Others in subjects allied to medicine	425
(N5) Marketing	390
(M2) Law by topic	380
(C8) Psychology	130
(N6) Human resource management	70
(L5) Social work	45
(N4) Accounting	40
(N1) Business studies	20

Top ten subjects, Postgraduate diplomas and certificates

(X3) Academic studies in education	2385
(N6) Human resource management	1135
(B9) Others in subjects allied to medicine	990
(N2) Management studies	780
(N1) Business studies	720
(M2) Law by topic	590
(L5) Social work	520
(B2) Pharmacology, toxicology & pharmacy	435
(X9) Others in education	400
(M1) Law by area	330

Undergraduate qualifications

Top ten subjects, First degrees

(Y0) Combined	3265
(M2) Law by topic	2210
(C8) Psychology	2185
(N1) Business studies	2070
(G4) Computer science	1865
(B7) Nursing	1735
(G5) Information systems	1125
(X3) Academic studies in education	1055
(Q3) English studies	885
(V9) Others in historical & philosophical studies	865

Top five subjects, CertHE ⁹

(X1) Training teachers	1130
(W3) Music	65
(G3) Statistics	45
(Y0) Combined	45
(G4) Computer science	35

⁹ This analysis has been limited to five subjects because of the very low take-up of this qualification in London institutions, as noted earlier in this report.

Top ten subjects, Other undergraduate diplomas & certificates

(Y0) Combined	4450
(B7) Nursing	2380
(N1) Business studies	1795
(V1) History by period	1600
(Q3) English studies	1550
(L5) Social work	1160
(P3) Media studies	1110
(N2) Management studies	1045
(C8) Psychology	810
(V3) History by topic	725

Top ten subjects, Institutional undergraduate credits

(Y0) Combined	4880
(B7) Nursing	1085
(G4) Computer science	510
(X9) Others in education	370
(R9) Others in European languages, literature & related subjects	355
(G0) Broadly-based programmes within mathematical sciences	295
(Q3) English studies	215
(W3) Music	185
(X3) Academic studies in education	175
(R1) French studies	170

Top five subjects, Foundation degrees ¹⁰

(X1) Training teachers	180
(X3) Academic studies in education	175
(G4) Computer science	160
(N2) Management studies	100
(K4) Planning (urban, rural & regional)	80

¹⁰ This analysis has been limited to five subjects because of the very small numbers, both nationally and especially in London.

Top ten subjects, Undergraduate professional qualifications

(N4) Accounting	1330
(N5) Marketing	805
(N3) Finance	445
(M2) Law by topic	175
(H4) Aerospace engineering	150
(N6) Human resource management	150
(X3) Academic studies in education	130
(P3) Media studies	80
(G4) Computer science	60
(B7) Nursing	50

Top ten subjects, HNCs

(N1) Business studies	305
(K2) Building	165
(K4) Planning (urban, rural & regional)	130
(H2) Civil engineering	105
(H6) Electronic & electrical engineering	85
(N2) Management studies	85
(G4) Computer science	55
(G6) Software engineering	55
(G5) Information systems	50
(F1) Chemistry	40

Annex 5 Part-time students by gender and detailed qualification aim

Qualification aim (F_QUALAIM)	Female	Male	Total	Percentage female
(02) Doctorate degree mainly by research.	2610	2610	5220	50%
(04) Masters degree mainly by research.	1345	1465	2810	48%
(14) Postgraduate diploma or certificate (not PGCE) mainly by research.	5	5	10	50%
(03) Doctorate degree not mainly by research.	245	100	345	71%
(05) Masters degree not mainly by research.	16180	13415	29595	55%
(08) Postgraduate diploma or certificate (not PGCE) not mainly by research.	7735	3775	11510	67%
(10) Professional qualification at postgraduate level (not PGCE) with or without academic qualification.	1585	1120	2705	59%
(12) Ordinary PGCE.	1250	600	1850	68%
(62) Institutional postgraduate credit which may be counted towards qualifications contained within codes 02 to 52.	1030	470	1500	69%
(98) No formal postgraduate qualification (advanced/HE).	135	50	185	73%
(15) Post Registration health and social care courses.	7705	1255	8960	86%
(25) Professional qualification at undergraduate level, with or without academic qualification.	1950	1555	3505	56%
(26) Professional qualification for serving school teachers.	0	5	5	0%
(27) Post degree diploma/certificate at undergraduate level	280	155	435	64%
(28) Foundation degree.	665	275	940	71%
(29) Diploma of Higher Education.	445	120	565	79%
(30) Certificate of Higher Education.	890	570	1460	61%
(32) Other undergraduate diplomas and certificates.	16835	8510	25345	66%
(33) Diploma in HE leading towards obtaining eligibility to register to practice with a Health or Social Care regulatory body.	390	75	465	84%
(41) HND.	255	410	665	38%
(42) HNC.	515	755	1270	41%
(43) Other formal HE qualification of less than degree standard.	175	60	235	74%

Qualification aim (F_QUALAIM)	Female	Male	Total	<i>Percentage female</i>
(52) NVQ/SVQ level 4.	200	60	260	77%
(61) Institutional undergraduate credit which may be counted towards qualifications contained within codes 02 to 52 (includes CAT Schemes).	5995	3720	9715	62%
(97) No formal undergraduate qualification (advanced/HE).	175	65	240	73%
(18) First degree leading towards obtaining eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body.	1170	150	1320	89%
(20) First degree with Qualified Teacher Status/registration with General Teaching Council.	15	5	20	75%
(21) First degree.	18485	14260	32745	56%
(22) Enhanced first degree.	25	40	65	38%
Total	88290	55655	143945	61%

Annex 6 Qualifications on entry by qualification aim

Postgraduate qualifications	Research Doctorates	Taught Masters	P/g Dip/Cert	P/g professional qual
Higher degree of UK institution	44%	8%	11%	13%
Postgraduate diploma or certificate, excluding PGCE	3%	5%	7%	7%
PGCE with QTS/GTC Registration	0%	3%	7%	7%
PGCE without QTS/GTC Registration	0%	0%	0%	0%
Postgraduate equivalent qualification not elsewhere specified	0%	1%	0%	1%
Undergraduate qualifications with QTS	0%	0%	1%	0%
First degree of UK institution	31%	49%	38%	36%
Graduate of EU institution	6%	4%	2%	1%
Graduate of other overseas institution	5%	8%	5%	3%
GNVQ/GSVQ level 5	0%	0%	0%	0%
NVQ/SVQ level 5	0%	0%	0%	0%
Graduate equivalent qualification not elsewhere specified	0%	0%	0%	1%
O.U. credit(s)	0%	0%	0%	0%
Other credits from UK HE institution	0%	0%	0%	0%
Certificate or diploma of education (i.e. non-graduate initial teacher training qualification)	0%	1%	2%	3%
HNC or HND (including BTEC and SCOTVEC equivalents)	0%	2%	2%	1%
Dip HE.	0%	1%	1%	0%
GNVQ/GSVQ level 4	0%	0%	0%	0%
NVQ/SVQ level 4	0%	0%	0%	0%
Professional qualifications.	1%	5%	6%	2%
Foundation course at HE level	0%	0%	0%	0%
Other HE qualification of less than degree standard	0%	0%	0%	0%
Foundation Degree	0%	0%	0%	0%
'A' level equivalent qualification not elsewhere specified	0%	0%	0%	0%
Any combinations of GCE 'A'/SCE 'Higher' and GNVQ/GSVQ or NVQ/SVQ at level 3	0%	1%	2%	1%
ONC or OND (including BTEC and SCOTVEC equivalents)	0%	0%	1%	0%
Foundation course at FE level	0%	0%	0%	0%
Access course (QAA recognised)	0%	0%	0%	0%
Access course (not QAA recognised)	0%	0%	0%	0%
Baccalaureate	0%	0%	0%	0%
ACCESS course (Code only available if COMDATE before 01/08/2002).	0%	0%	0%	0%
GCSE/'O' level qualifications only; SCE 'O' grades and Standard grades	0%	0%	1%	0%
Other non-advanced qualification	0%	0%	1%	1%
Accreditation of Prior (Experiential) Learning (APEL/APL)	0%	0%	0%	0%
Mature student admitted on basis of previous experience (without formal APEL/APL) and/or institution's own entrance examinations	0%	2%	4%	18%
Other non-UK qualification, level not known	1%	1%	1%	1%
Student has no formal qualification	3%	1%	3%	0%
Unknown	4%	6%	5%	2%
Total	100%	100%	100%	100%

Annex 7 Summary of provision of financial support towards fees

	PGR	PGT	Other U/g	First degree	Total
No award or financial backing	4700	29840	35260	25365	95170
Award assessed by English or Welsh LEA and paid in full by LEA or by the SLC (includes EU students assessed by DfES)	5	540	340	1665	2550
Paid in full by Student Awards Agency for Scotland (SAAS)	25	30	0	5	60
Paid in full by DELNI/Northern Ireland Education & Library Boards (via Student Loans Company)	0	0	0	5	5
Institutional waiver of support costs	1250	1645	415	525	3835
Local Government - Channel Islands and Isle of Man/Scottish FE Bursaries	0	5	0	0	10
Fee waiver under government unemployed students scheme	0	70	125	745	945
British Academy	20	5	0	0	20
Research Council - Biotechnology & Biological Sciences Research Council (BBSRC)	25	5	0	0	30
Research Council - Medical Research Council (MRC)	50	5	0	0	55
Research Council - Natural Environmental Research Council (NERC)	10	0	0	0	15
Research Council - Engineering & Physical Sciences Research Council (EPSRC)	95	10	0	0	100
Research Council - Economic & Social Research Council (ESRC)	60	0	0	0	65
Research Council - Particle Physics & Astronomy Research Council (PPARC)	15	0	0	0	35
Arts & Humanities Research Board (AHRB)	45	0	0	0	45
Research Council - not specified	5	5	0	0	10
Charitable foundation	125	90	10	10	430
Departments of Health/NHS/Social Care	95	2825	8255	1715	12685
Departments of Social Services	0	40	20	0	45
DfES	0	10	15	0	30
Other HM government departments/public bodies	170	1760	305	100	2330
Scholarship of HM forces	0	5	10	0	15
Scottish Enterprise Network/Highlands & Islands Enterprise/Local Enterprise Companies (LECs)	0	5	0	0	5
LEA training grants scheme	0	80	45	5	135
Department of Agriculture & Rural Development for Northern Ireland (DARD)	0	0	0	0	0
Scottish Local Authority - discretionary award	0	0	0	0	710
EU Commission (EC)	5	5	30	0	180
Overseas student award from HM government/British Council	5	5	0	0	30
Overseas government	10	5	0	0	15
Overseas institution	10	15	5	0	30
Overseas industry or commerce	15	5	0	0	25
Other overseas funding	15	10	15	0	45
Mix of student and SLC (following assessment by English or Welsh LEA or DfEE for EU students studying in England)	0	5	30	155	185
UK industry/commerce	170	560	985	270	1270
Absent for year	250	25	0	0	275
Student's employer	345	6135	4400	2655	13395
Other	210	1465	335	200	2190
No fees	185	1765	1995	235	4180
Not known	125	730	1455	485	2790
Total	8040	47705	54050	34140	143945

Annex 8 First degree students in London HEIs by postcode area

UK Postcode area (where known)	Part-time first degree students enrolled in London HE Institutions
Aberdeen	15
Bath	25
Belfast	55
Birmingham	80
Blackburn	15
Bolton	5
Bournemouth	45
Bradford	20
Brighton	110
Bristol	50
Bromley	325
Cambridge	70
Canterbury	130
Cardiff	30
Carlisle	5
Chelmsford	210
Chester	30
Colchester	50
Coventry	50
Crewe	10
Croydon	450
Darlington	10
Dartford	490
Derby	20
Doncaster	10
Dorchester	15
Dudley	10
Dumfries And Galloway	0
Dundee	5
Durham	10
Edinburgh	15
Enfield	330
Exeter	25
Falkirk	0
Fylde	5
Glasgow	20
Gloucester	35
Guernsey	5
Guildford	175
Halifax	0
Harrogate	5
Harrow	640
Hemel Hempstead	130

UK Postcode area (where known)	Part-time first degree students enrolled in London HE Institutions
Hereford	5
Huddersfield	5
Hull	10
Ilford And Barking	605
Inverness	5
Ipswich	50
Isle Of Man	5
Jersey	5
Kilmarnock And Ayr	5
Kingston-Upon-Thames	440
Kirkcaldy	5
Kirkwall	0
Lancaster	10
Leeds	15
Leicester	60
Lincoln	15
Liverpool	25
Llandrindod Wells	0
Llandudno	15
London East	2090
London East Central	60
London North	1555
London Northwest	1145
London Southeast	2360
London Southwest	1650
London West	1030
London West Central	120
Luton	85
Manchester	25
Medway	285
Milton Keynes	75
Motherwell	0
Newcastle-Upon-Tyne	25
Newport Gwent	10
Northampton	30
Norwich	35
Nottingham	20
Oldham	5
Oxford	75
Paisley	5
Perth	0
Peterborough	80
Plymouth	15
Portsmouth	80
Preston	10
Reading	170
Redhill	160

UK Postcode area (where known)	Part-time first degree students enrolled in London HE Institutions
Romford	535
Saint Albans	95
Salisbury Plain	15
Sheffield	15
Shetlands	0
Shrewsbury	15
Slough	220
Southampton	65
Southend-On-Sea	225
Stevenage	120
Stockport	10
Stoke-On-Trent	20
Sunderland	5
Sutton And Merton	210
Swansea	40
Swindon	20
Taunton	20
Teeside	5
Telford	10
Tonbridge	250
Torquay	20
Truro	10
Tweeddale	0
Twickenham	505
Uxbridge	515
Wakefield	15
Walsall	15
Warrington	15
Watford	135
Wigan	10
Wolverhampton	15
Worcester	5
York	10
Total	19405

Annex 9 Other U/g students in London HEIs by postcode area

UK Postcode area (where known)	Part-time other undergraduate students enrolled in London HE Institutions
Aberdeen	15
Bath	35
Belfast	110
Birmingham	150
Blackburn	15
Bolton	65
Bournemouth	80
Bradford	25
Brighton	195
Bristol	85
Bromley	880
Cambridge	75
Canterbury	120
Cardiff	55
Carlisle	10
Chelmsford	410
Chester	25
Colchester	75
Coventry	70
Crewe	10
Croydon	900
Darlington	20
Dartford	690
Derby	25
Doncaster	20
Dorchester	45
Dudley	35
Dumfries And Galloway	0
Dundee	10
Durham	10
Edinburgh	35
Enfield	725
Exeter	45
Falkirk	5
Fylde	5
Glasgow	35
Gloucester	50
Guernsey	10
Guildford	360

UK Postcode area (where known)	Part-time other undergraduate students enrolled in London HE Institutions
Halifax	0
Harrogate	10
Harrow	1385
Hemel Hempstead	325
Hereford	15
Huddersfield	10
Hull	5
Ilford And Barking	855
Inverness	5
Ipswich	90
Isle Of Man	5
Jersey	10
Kilmarnock And Ayr	10
Kingston-Upon-Thames	955
Kirkcaldy	10
Kirkwall	0
Lancaster	10
Leeds	40
Leicester	70
Lincoln	10
Liverpool	25
Llandrindod Wells	5
Llandudno	15
London East	3545
London East Central	315
London North	3745
London Northwest	2470
London Southeast	4515
London Southwest	3750
London West	2925
London West Central	270
Luton	90
Manchester	65
Medway	275
Milton Keynes	85
Motherwell	5
Newcastle-Upon-Tyne	65
Newport Gwent	20
Northampton	90
Norwich	60
Nottingham	40
Oldham	15
Oxford	170
Paisley	5

UK Postcode area (where known)	Part-time other undergraduate students enrolled in London HE Institutions
Perth	5
Peterborough	85
Plymouth	35
Portsmouth	120
Preston	25
Reading	775
Redhill	270
Romford	1140
Saint Albans	180
Salisbury Plain	45
Sheffield	45
Shrewsbury	15
Slough	850
Southampton	130
Southend-On-Sea	275
Stevenage	195
Stockport	30
Stoke-On-Trent	20
Sunderland	5
Sutton And Merton	460
Swansea	30
Swindon	65
Taunton	20
Teeside	15
Telford	10
Tonbridge	315
Torquay	20
Truro	35
Tweeddale	5
Twickenham	1015
Uxbridge	1030
Wakefield	20
Walsall	20
Warrington	20
Watford	340
Wigan	10
Wolverhampton	20
Worcester	25
York	25
Total	39670

Annex 10 Taught postgraduate students in London HEIs by postcode area

UK Postcode area (where known)	Part-time taught postgraduate students enrolled in London HE Institutions
Aberdeen	40
Bath	70
Belfast	225
Birmingham	230
Blackburn	10
Bolton	15
Bournemouth	110
Bradford	25
Brighton	435
Bristol	165
Bromley	560
Cambridge	270
Canterbury	210
Cardiff	85
Carlisle	25
Chelmsford	570
Chester	40
Colchester	230
Coventry	105
Crewe	20
Croydon	745
Darlington	20
Dartford	560
Derby	50
Doncaster	45
Dorchester	40
Dudley	25
Dumfries And Galloway	0
Dundee	5
Durham	15
Edinburgh	45
Enfield	585
Exeter	65
Falkirk	10
Fylde	15
Glasgow	50
Gloucester	105
Guernsey	10
Guildford	690
Halifax	10

UK Postcode area (where known)	Part-time taught postgraduate students enrolled in London HE Institutions
Harrogate	15
Harrow	1165
Hemel Hempstead	395
Hereford	15
Huddersfield	25
Hull	30
Ilford And Barking	715
Inverness	15
Ipswich	260
Isle Of Man	10
Jersey	25
Kilmarnock And Ayr	10
Kingston-Upon-Thames	1255
Kirkcaldy	15
Kirkwall	0
Lancaster	35
Leeds	55
Leicester	160
Lincoln	30
Liverpool	45
Llandrindod Wells	5
Llandudno	30
London East	2860
London East Central	190
London North	3155
London Northwest	2005
London Southeast	3730
London Southwest	3500
London West	2180
London West Central	205
Luton	190
Manchester	75
Medway	425
Milton Keynes	215
Motherwell	15
Newcastle-Upon-Tyne	65
Newport Gwent	50
Northampton	115
Norwich	140
Nottingham	115
Oldham	15
Oxford	300
Paisley	10
Perth	5
Peterborough	165

UK Postcode area (where known)	Part-time taught postgraduate students enrolled in London HE Institutions
Plymouth	60
Portsmouth	230
Preston	25
Reading	655
Redhill	435
Romford	515
Saint Albans	325
Salisbury Plain	65
Sheffield	70
Shrewsbury	25
Slough	490
Southampton	260
Southend-On-Sea	345
Stevenage	260
Stockport	45
Stoke-On-Trent	45
Sunderland	10
Sutton And Merton	410
Swansea	55
Swindon	105
Taunton	45
Teeside	40
Telford	15
Tonbridge	460
Torquay	35
Truro	60
Tweeddale	5
Twickenham	1195
Uxbridge	665
Wakefield	25
Walsall	20
Warrington	40
Watford	340
Wigan	10
Wolverhampton	30
Worcester	35
York	40
Total	38045

Annex 11 Postgraduate research students in London HEIs by postcode area

UK Postcode area (where known)	Part-time postgraduate research students enrolled in London HE Institutions
Aberdeen	5
Bath	20
Belfast	20
Birmingham	20
Blackburn	5
Bolton	5
Bournemouth	25
Bradford	5
Brighton	85
Bristol	40
Bromley	90
Cambridge	60
Canterbury	40
Cardiff	20
Carlisle	0
Chelmsford	80
Chester	10
Colchester	30
Coventry	15
Crewe	5
Croydon	90
Darlington	5
Dartford	70
Derby	10
Doncaster	5
Dorchester	5
Dudley	5
Dumfries And Galloway	0
Dundee	0
Durham	5
Edinburgh	10
Enfield	90
Exeter	15
Fylde	0
Glasgow	15
Gloucester	20
Guernsey	0

UK Postcode area (where known)	Part-time postgraduate research students enrolled in London HE Institutions
Guildford	115
Halifax	5
Harrogate	5
Harrow	190
Hemel Hempstead	70
Hereford	5
Huddersfield	5
Hull	5
Ilford And Barking	75
Ipswich	25
Jersey	0
Kilmarnock And Ayr	5
Kingston-Upon-Thames	200
Kirkcaldy	5
Lancaster	5
Leeds	10
Leicester	25
Lincoln	0
Liverpool	15
Llandrindod Wells	0
Llandudno	0
London East	390
London East Central	40
London North	615
London Northwest	415
London Southeast	630
London Southwest	665
London West	425
London West Central	65
Luton	25
Manchester	15
Medway	55
Milton Keynes	45
Motherwell	5
Newcastle-Upon-Tyne	20
Newport Gwent	5
Northampton	35
Norwich	15
Nottingham	15
Oldham	5
Oxford	85
Paisley	0

UK Postcode area (where known)	Part-time postgraduate research students enrolled in London HE Institutions
Perth	0
Peterborough	30
Plymouth	20
Portsmouth	30
Preston	5
Reading	95
Redhill	55
Romford	40
Saint Albans	70
Salisbury Plain	10
Sheffield	20
Shrewsbury	10
Slough	50
Southampton	50
Southend-On-Sea	30
Stevenage	70
Stockport	15
Stoke-On-Trent	10
Sunderland	0
Sutton And Merton	65
Swansea	20
Swindon	25
Taunton	10
Teeside	10
Telford	0
Tonbridge	80
Torquay	5
Truro	5
Tweeddale	0
Twickenham	175
Uxbridge	85
Walsall	5
Warrington	5
Watford	55
Wigan	0
Wolverhampton	5
Worcester	15
York	10
Total	6485

Appendix - definitions and technical notes

General

Unless otherwise stated, this report contains data in respect of the 2003/04 academic year and financial year. (Graduate destinations data, data about student motivation and other items are drawn from the survey of Destinations of Leavers, and data about distances travelled from home to place of study relate to 2002/03.)

The term "HEIs" refers to Higher Education Institutions funded by the Higher Education funding Councils for England, Scotland and Wales and the Department of Education and Lifelong Learning in Northern Ireland.

Student definitions

Most of the tabulations in this report are based on the HESA standard registration population. The **HESA standard registration population** has been derived from the HESA Student Record and ensures that similar activity is counted in a similar way irrespective of when it occurs. The population splits the student experience into 'years of programme of study'; the first year of which is deemed to start on the commencement date of the programme with second, and subsequent years, starting on, or near, the anniversary of that date. Registrations are counted once for each 'year of programme of study'. Short course registrations are counted in the standard registration population regardless of whether they are active on 1 December of the reporting period. However students who leave within 2 weeks of their start date, or anniversary of their start date, and are on a course of more than two weeks duration, are not included in the standard registration population. Dormant students, incoming visiting and exchange students from overseas, and students studying for the whole of their programme of study outside of the UK, are also excluded from this population.

The **HESA session HE population** has been derived from the HESA Student Record. It includes all higher education enrolments active at any point in the academic year 1 August 2003 to 31 July 2004 except:

- (i) dormant students (those who have ceased studying but have not formally de-registered)
- (ii) incoming visiting and exchange students
- (iii) students studying for the whole of their programme of study outside of the UK.

Since 2000/01, incoming visiting and exchange students have been excluded from the session population due to the fact that there was an element of double-counting with both outgoing and incoming students being included in previous analyses.

Full-time equivalent

Student **full-time equivalent (FTE)** data represents the institution's assessment of the full-time equivalence of the student during the reporting year 1 August 2003 to 31 July 2004. FTE data is based on the HESA session population.

Mode of study

Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only. Also includes other modes of study such as those students writing-up theses or on sabbatical.

Level of study

The level of study is taken from the qualification aim of the student.

Postgraduate programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education [PGCE] and professional qualifications) and usually require that entrants are already qualified to degree level (i.e. already qualified at level 4 of the National Qualifications Framework).

Higher degrees include doctorates, masters degrees and higher bachelors degrees.

In analyses where postgraduate level of study is disaggregated into **postgraduate research** and **taught postgraduate**, the following groupings are used:

Postgraduate research where the qualification aim is a research-based higher degree. These programmes of study include doctorates, masters, postgraduate bachelors degrees and postgraduate diplomas or certificates (not PGCE) studied mainly by research.

Taught postgraduate where the qualification aim is a taught higher degree. These programmes of study include doctorates, masters, postgraduate bachelors degrees and postgraduate diplomas or certificates studied not mainly by research including PGCE and professional qualifications.

Other postgraduate includes postgraduate diplomas, certificates and professional qualifications, Postgraduate Certificate in Education (PGCE), institutional postgraduate credits and no formal postgraduate qualifications.

Undergraduate programmes of study are first degrees with or without eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body, first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees, Foundation Degrees, diplomas in HE with eligibility to register to practice with a Health or Social Care regulatory body, Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ levels 4 and 5, post-degree diplomas and certificates at undergraduate level, professional qualifications at undergraduate level and other undergraduate diplomas and certificates including post registration health and social care courses. Entrants to these programmes of study do not usually require an HE qualification.

First year students

First year students are based on the HESA standard registration population who commenced their programme of study in the reporting period relevant to the data collection year.

Domicile

UK domiciled students are those whose normal residence is in the UK, including the Channel Islands and Isle of Man.

Of those students who are not UK domiciled, **other EU** students are those whose normal residence is in countries which were European Union (EU) members as at 1 December of the reporting period. **Non-EU** students are those whose normal residence prior to commencing their programme of study was outside the EU.

Age

Age is as at 31 August 2003, unless otherwise stated.

Subject areas

In 2002/03 a new subject classification was introduced called the Joint Academic Coding System (JACS). This subject classification looks similar to that previously published but has been devised in a different way. Therefore subject data is not comparable to that previously published.

Additionally, from 2002/03, a new procedure of apportionment has been introduced. Under apportionment, each headcount is, where necessary, divided in a way that in broad-brush terms reflects the pattern of a split programme. This is analogous to the use of FTE calculations, but should not be confused with them, since the splits used for apportionment are conventional rather than data-based.

For split programmes not involving an initial teacher training (ITT) component, the apportionment algorithm is as follows:

- 50%:50% for a balanced two-way split;
- 66.667%:33.333% for a major/minor two-way split;
- 33.333%:33.333%:33.333% for a balanced three-way split.

ITT students at undergraduate level who also have a specialism subject recorded (typically, secondary ITT students) are apportioned 50% to the 'Education' subject area and the remaining 50% is further apportioned according to the algorithm for non-ITT students. Where no subject other than education is recorded, or where the student is on a PGCE course, apportionment is 100% to the 'Education' subject area.

The 19 broad subject areas have been retained. Further details have been outlined in the HESA Student Circular 02/03 'Subject Areas and Related Issues'.

Principal subjects

The 19 broad subject areas are disaggregated into 159 **Principal subjects**. Similarly to above, the following rules are used to determine the principal subject:

For split programmes not involving an initial teacher training (ITT) component, the apportionment algorithm is as follows:

- 50%:50% for a balanced two-way split;
- 66.667%:33.333% for a major/minor two-way split;

- 33.333%:33.333%:33.333% for a balanced three-way split.

Highest qualification on entry

It should be noted that a student's **highest qualification on entry** is not necessarily that which was required for entry to the programme of study. For further information see: <http://www.hesa.ac.uk/manuals/03011/fe021.htm>

Ethnicity

Home domiciled students are required to report their ethnic origin and for the purpose of this field, this means those domiciled in England, Wales, Scotland, Northern Ireland, Channel Islands or the Isle of Man. However, HESA advises that the figures reported in analyses are derived from a subset which may not be representative of the total student population.

The following entries have been grouped together and this may mean that the ethnicity groupings used in previous years may not now be comparable:

The ethnic category 'White' includes the entries:

White (only available for continuing students who commenced their programme of study before 1 August 2001)

White – British

White – Irish

White – Scottish

Irish Traveller

Other White background

The ethnic category 'Other (including mixed)' includes the entries:

Mixed - White and Black Caribbean

Mixed - White and Black African

Mixed - White and Asian

Other Mixed background

Other Ethnic background

Disability

The disability categories indicate the type of disability that a student has on the basis of their own self-assessment, and are consistent with those used by the Universities and Colleges Admissions Service (UCAS). For continuing students, where the information is not already known, institutions have the option of recording the student's disability as not sought. As a result, some institutions have not returned disability data for some of their students. In addition, students are not obliged to report a disability. HESA therefore advises that the figures reported in analyses are derived from a subset which may not be representative of the total student population.

Location of institution

The allocation of an institution to a geographical region is done by reference to the administrative centre of that institution. There may be students registered at institutions who are studying in regions other than that of the administrative centre of the institution.

Destinations definitions

Coverage

The **HESA Destinations of Leavers from Higher Education (DLHE) target population** contains all United Kingdom (UK) and European Union (EU) domiciled students reported to HESA for the reporting period 1 August 2002 to 31 July 2003 as obtaining relevant qualifications and whose study was full-time or part-time (including sandwich students and those writing-up theses). The coverage differs from the population used in previous years for the First Destination Supplement (FDS) in a number of ways. Notably, those who obtained any of the relevant qualifications following part-time study are now included, together with those obtaining postgraduate diplomas and certificates (full-time or part-time).

Relevant qualifications for inclusion in the DLHE return are postgraduate degrees, postgraduate diplomas and certificates, Postgraduate Certificates in Education (PGCE), first degrees (excludes intercalated degrees), Diplomas of Higher Education (DipHE), Certificates of Higher Education (CertHE), foundation degrees, Higher National Diplomas (HND) or Higher National Certificates (HNC). The population for the DLHE return does not necessarily represent the full cohort graduating during the reporting period: examples of those excluded are professional qualifications (e.g. associate membership or membership of a body such as the Institute of Bankers) and undergraduate diplomas and certificates (other than foundation degrees, HND, DipHE, HNC and CertHE).

The reference date for this DLHE return was 15 January 2004.

Age

Age is as at 31 July 2003.

Domicile

Domicile data is supplied to HESA in the form of postcodes (UK domiciled students) or country codes. Postcodes are mapped to counties, unitary authorities and UK nations following consultation with Geoplan Postcode Marketing. Countries are mapped to geographical regions following consultation with the Department for Education and Skills. Where no data is supplied about the student's domicile, fee eligibility is used to determine whether domicile is European Union, including the UK, or not.

UK domiciled students are those whose normal residence is in the UK, including the Channel Islands and Isle of Man.

Of those students who are not UK domiciled, other EU students are those whose normal residence is in countries which were European Union members as at 1 December of the reporting period. Non-EU students are those whose normal residence prior to commencing their programme of study was outside the EU.

Subject areas

In 2002/03 a new subject classification was introduced called the Joint Academic Coding System (JACS). This subject classification looks similar to that previously published but has been devised in a different way. Therefore subject data is not comparable to that previously published.

Additionally, from 2002/03, a new procedure of apportionment has been introduced. Under apportionment, each headcount is, where necessary, divided in a way that in broad-brush terms reflects the pattern of a split programme. This is analogous to the use of FTE calculations, but should not be confused with them, since the splits used for apportionment are conventional rather than data-based.

For split programmes not involving an initial teacher training (ITT) component, the apportionment algorithm is as follows:

- 50%:50% for a balanced two-way split;
- 66.667%:33.333% for a major/minor two-way split;
- 33.333%:33.333%:33.333% for a balanced three-way split.

ITT students at undergraduate level who also have a specialism subject recorded (typically, secondary ITT students) are apportioned 50% to the 'Education' subject area and the remaining 50% is further apportioned according to the algorithm for non-ITT students. Where no subject other than education is recorded, or where the student is on a PGCE course, apportionment is 100% to the 'Education' subject area.

The 19 broad subject areas have been retained. Further details have been outlined in the HESA Student Circular 02/03 'Subject Areas and Related Issues'.

Location of institution

The allocation of an institution to a geographical region is done by reference to the administrative centre of that institution. There may be students registered at institutions who are studying in regions other than that of the administrative centre of the institution.

The Open University is counted as a wholly English institution. The administrative centre is located in England, although The Open University teaches throughout the UK.

Classification of first degrees

The classification of an undergraduate degree indicates the qualification class that the student obtained. Certain qualifications obtained at first degree level are not subject to classification of award, notably medical and general degrees. These, together with ordinary degrees, have been included within the unclassified category. Third class honours, fourth class honours and the pass category have been aggregated. Lower second and undivided second class honours have been aggregated.

Mode of study

Full-time includes full-time and sandwich study, plus those writing-up theses following full-time study.

Part-time includes part-time study, full-time study on courses lasting less than 24 weeks, block release or studying during the evenings, plus those writing-up theses following part-time study.

Employment categories

In the DLHE survey leavers are able to report separately what they are doing in relation to both employment and study and a matrix of possible outcomes is constructed. This matrix is used to define the key categories of outcomes such as employed and unemployed.

As leavers report separately what they are doing in relation to employment and further study, it is possible to be involved in either employment only, further study only or employment and further study. Therefore where the terms employment and further study are used, it is important to note that:

- employment includes those in employment only, and those in both employment and further study
- further study includes those in further study only, and those in both employment and further study.

Matrix of standard categories for publication from DLHE

Employment circumstances	Full-time study (1)	Part-time study (2)	Not in study (3)
Employed full-time (01)	D	D	A
Employed part-time (02)	D	D	B
Self-employed/Freelance (03)	D	D	A
Voluntary work (04)	D	D	C
Other unpaid work (05)	D	D	C
Permanently unable to work (06)	G	G	G
Temporarily sick or unable to work (07)	E	E	G
Retired (08)	G	G	G
Looking after the home or family (09)	E	E	G
Taking time out in order to travel (10)	G	G	G
Due to start a job within the next month (11)	E	F	F
Unemployed and looking for employment, further study or training (12)	E	F	F
Not employed but NOT looking for employment, further study or training (13)	E	E	O
Something else (14)	E	E	O
Explicit refusal (XX)	X	X	X

Publication categories

Full-time paid work only (including self-employed)	A
Part-time paid work only	B
Voluntary/Unpaid work only	C
Work & further study	D
Further study only	E
Assumed to be unemployed	F
Not available for employment	G
Other	O
Explicit refusal	X

Employment

Employment only includes those graduates who reported that they were in full-time paid work (including self-employed/freelance), part-time paid work, voluntary or unpaid work, and who were not also studying.

Full-time employment only includes those who reported that they were in full-time paid work (including self-employed/freelance) and who were not also studying.

Combination of work and further study includes those who reported that they were in full-time paid work (including self-employed/freelance), part-time paid work, voluntary or unpaid work, and who were also studying full-time or part-time.

Unemployment

Assumed to be unemployed includes those students who gave their employment circumstances as unemployed and looking for employment, further study or training, and who were also either in part-time study or not studying, plus those who were due to start a job within the next month and who were also either in part-time study or not studying.

Further study

Further study only includes those who gave their employment circumstances as temporarily sick or unable to work, looking after the home or family, not employed but not looking for employment, further study or training, or something else and who were also either in full-time study or part-time study, plus those who were due to start a job within the next month or unemployed and looking for employment, further study or training and who were also in full-time study.

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