



# Higher Education demand – some key issues

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Higher Education Policy Institute



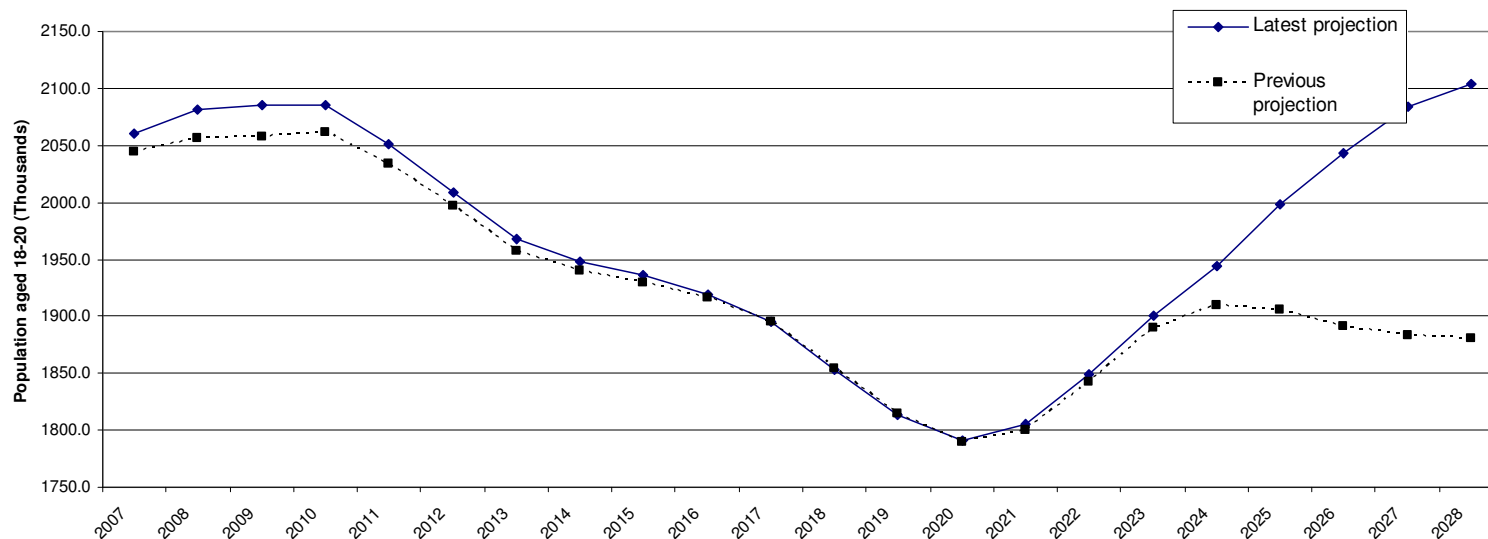
# Global Financial crisis: impact on student demand (including international flow of students)

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- No sign of a negative impact on demand (impact on funding is a different matter)
  - UCAS report a 10% rise in applications – and acceptances (as of last Tuesday)
  - UCAS report international applications up 6.2% and EU applications up 15.4%
- But impact on Government ability and willingness to provide for UK demand is another matter

# We are due for a (small) demographic rollercoaster

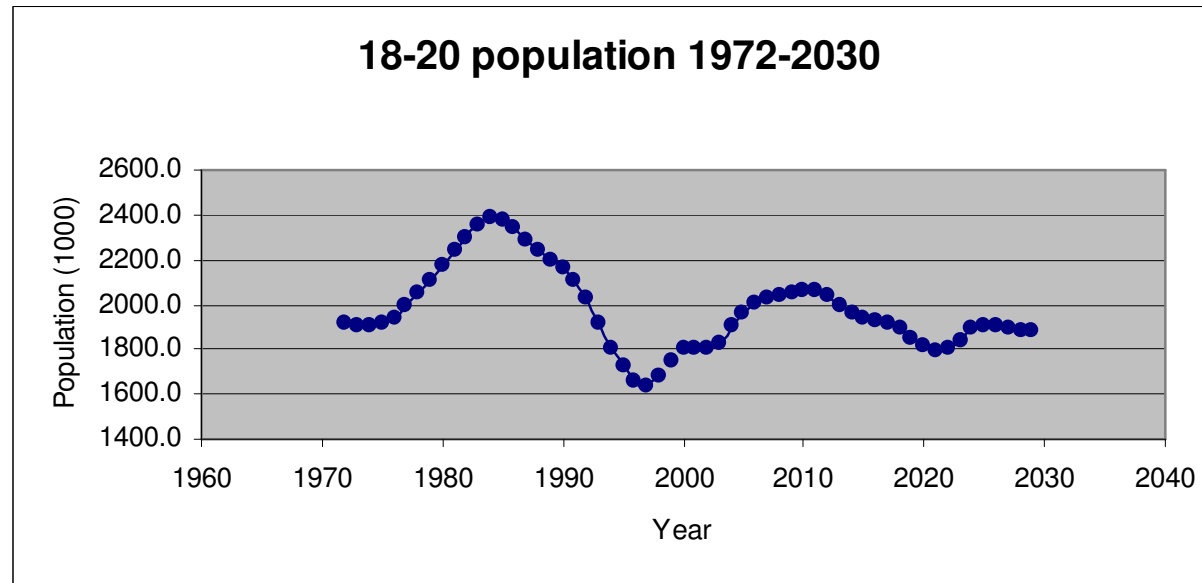
## 18-20 Population



Note the huge change in population projections from the ONS – makes planning very difficult

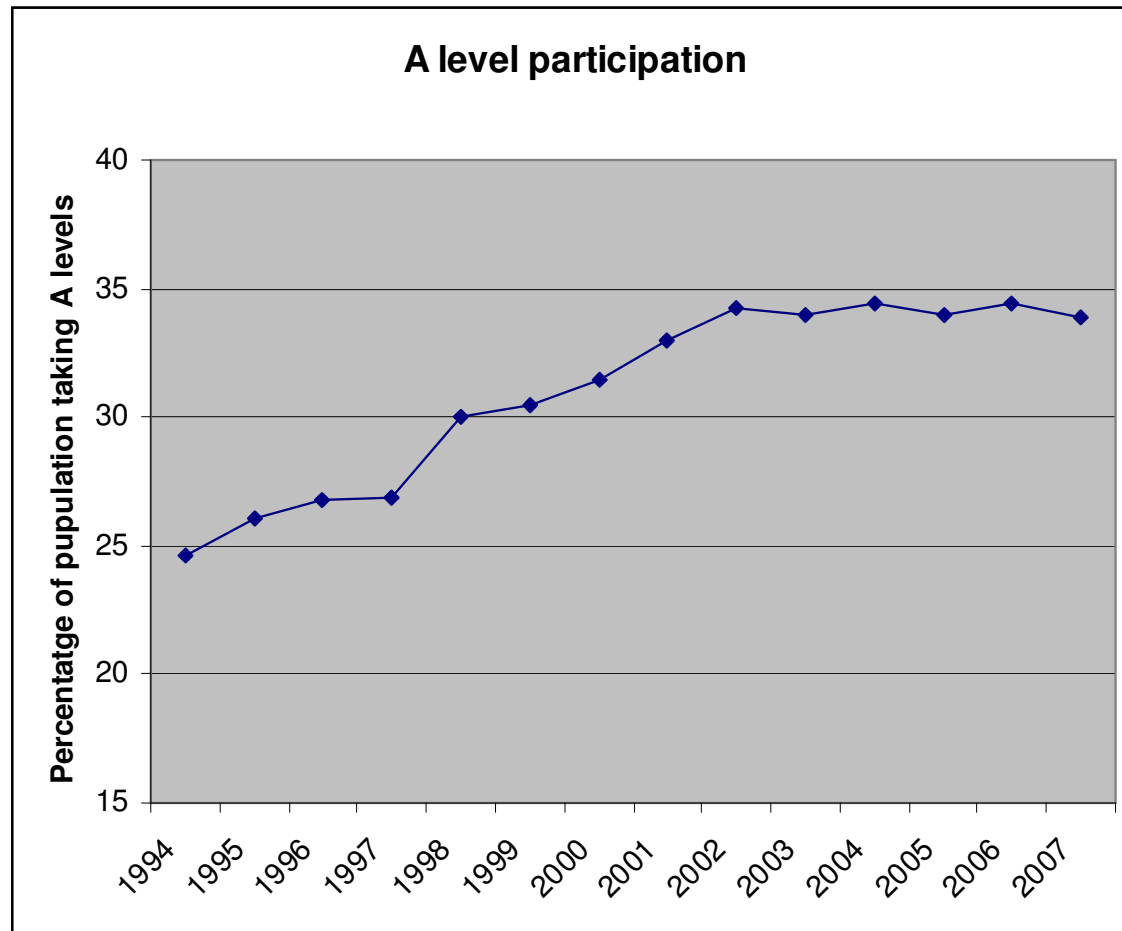
# The changes are becoming less pronounced with time

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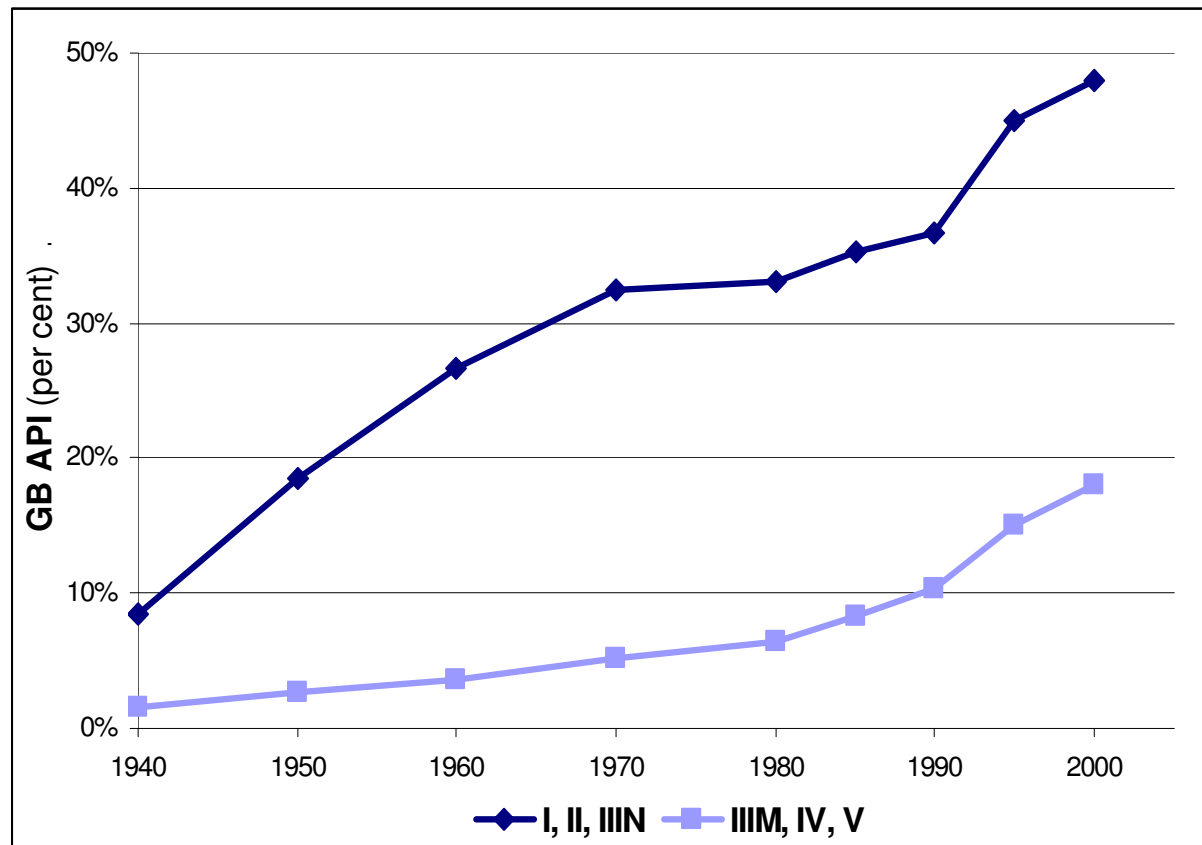


# There is no sign that young participation is about to increase

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# Age Participation Index by Social Class - 1940 to 2000



*Full-time Young Participation by Socio-Economic Class: A New Widening Participation Measure in Higher Education – DfES March 2007*

# Changes in relative participation over time

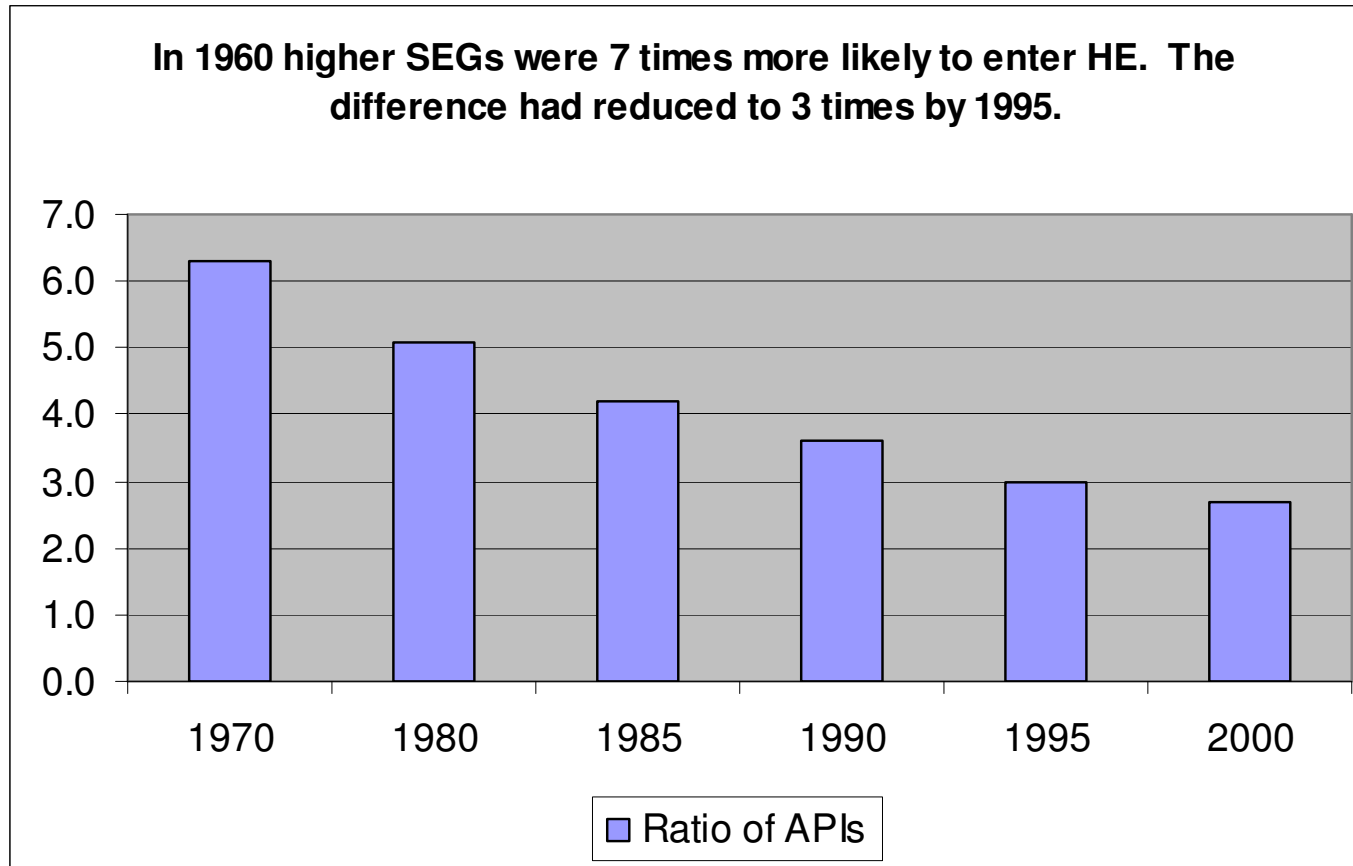
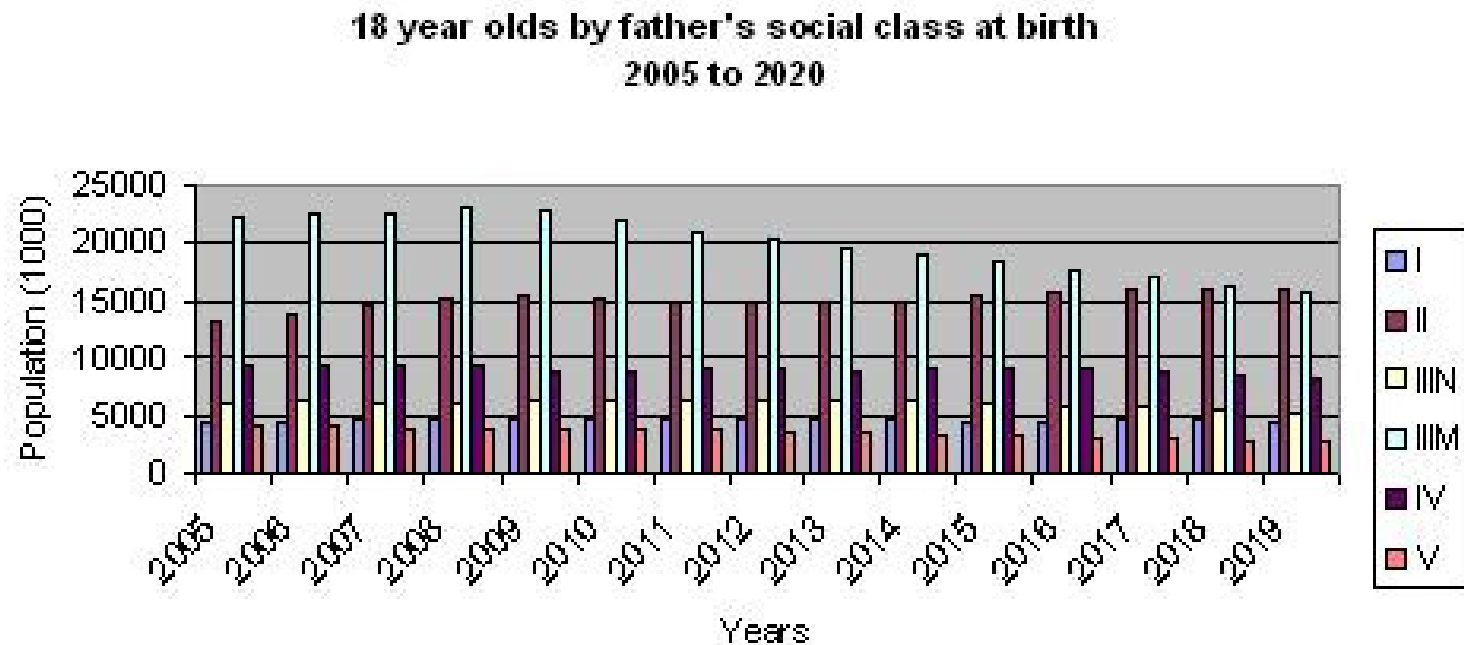


Table 1.1 Dearing Report 6. Updated from Social Trends (dataset ST30313)

# The changing social class makeup of the English population



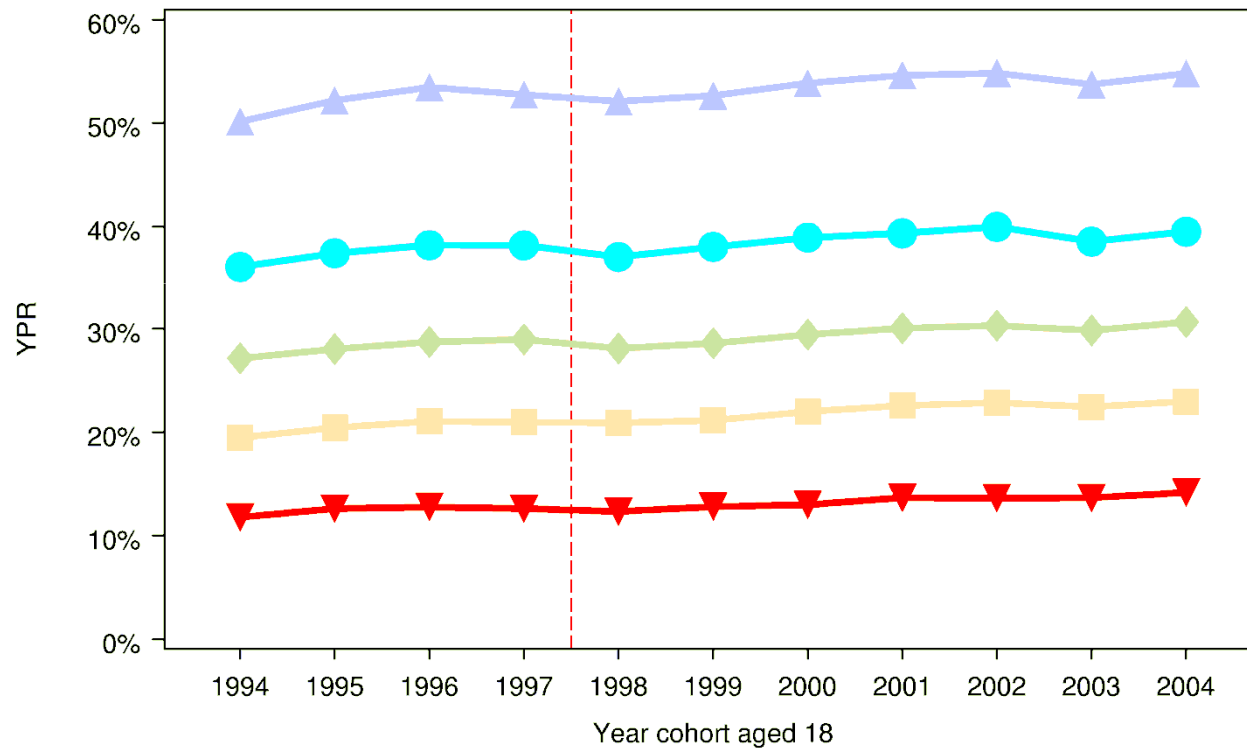


# The disparity that remains affects far fewer people

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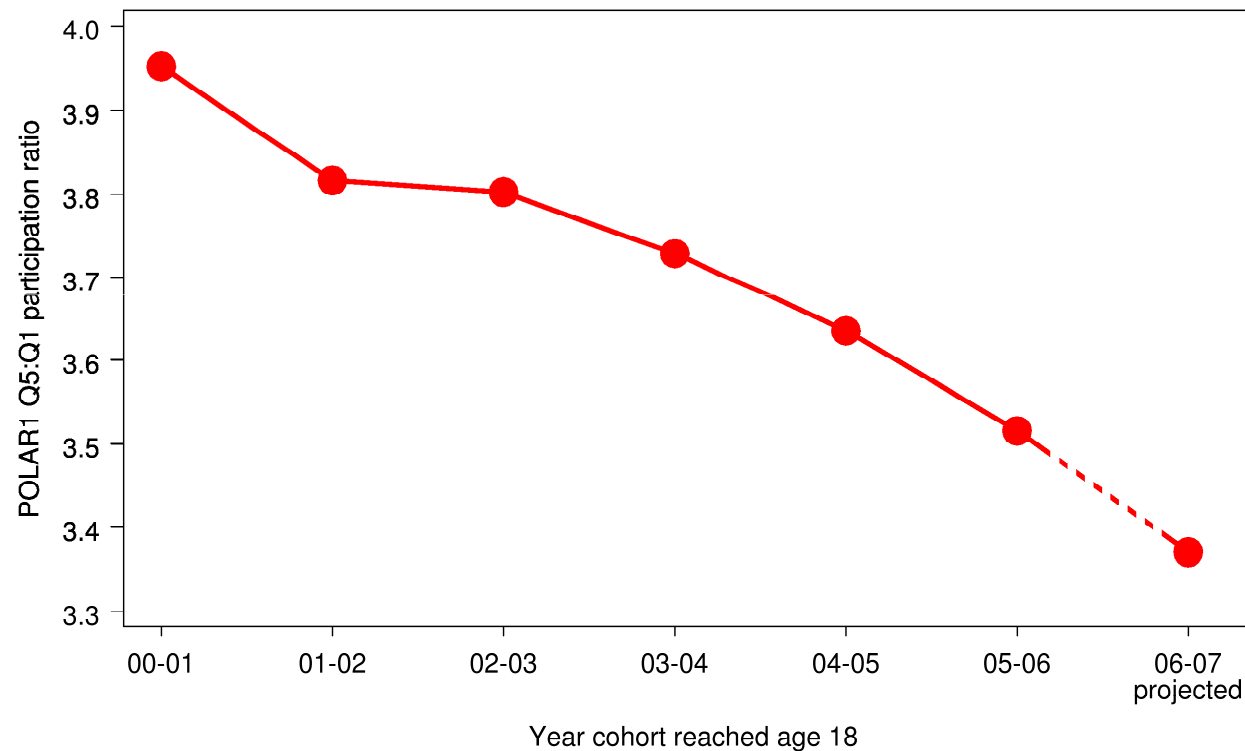
- o Increase in number of students from the lower groups required to achieve parity with the higher groups
  - 1960 – 400%
  - 2006 – 40%

# There is huge disparity in participation by area

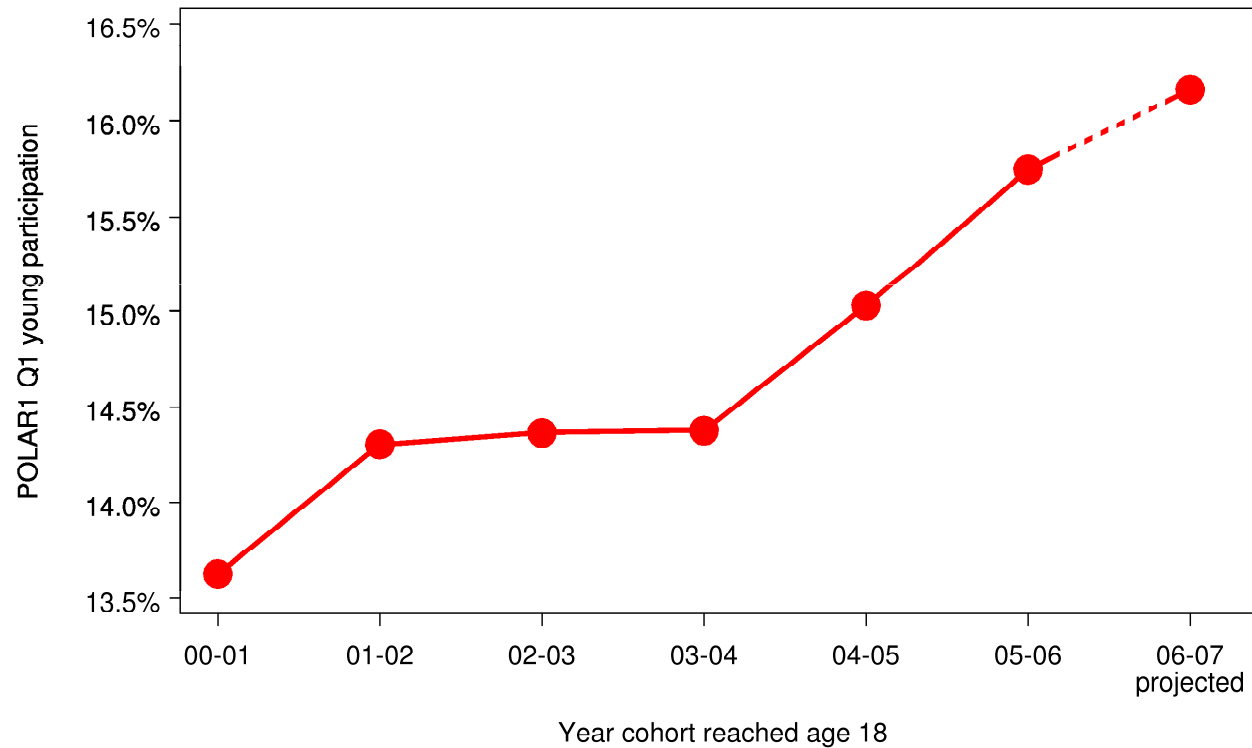


# But the disparity has been reducing

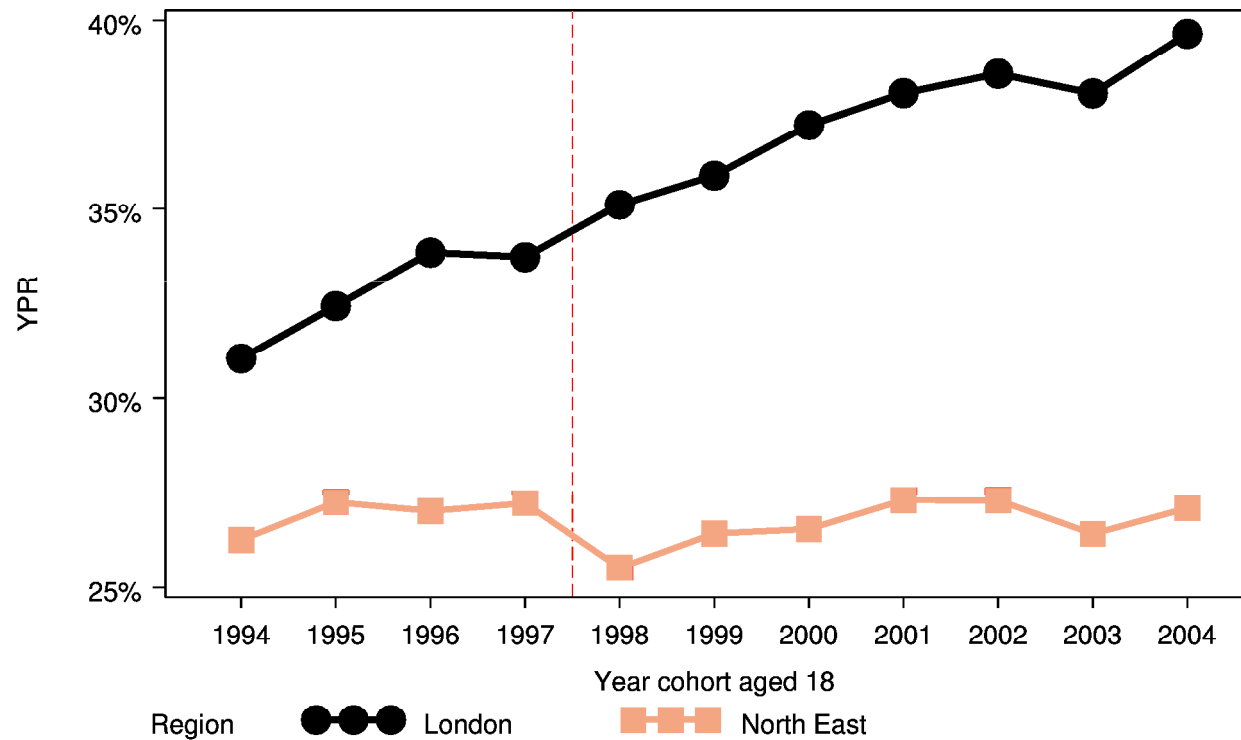
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# Participation in deprived areas has been increasing rapidly

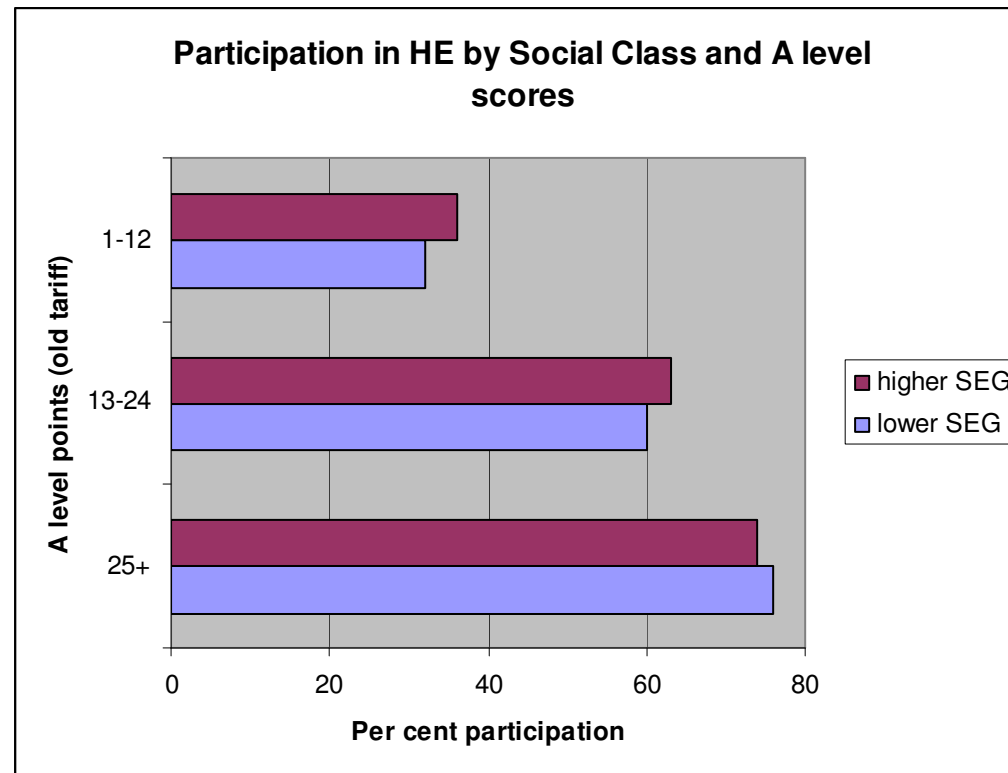


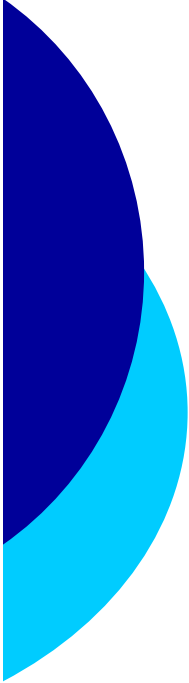
# Other disparities – by region



# Differences in HE participation are not a social class issue

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## But they are a problem of early ambition - dropout at 16 (by gender)

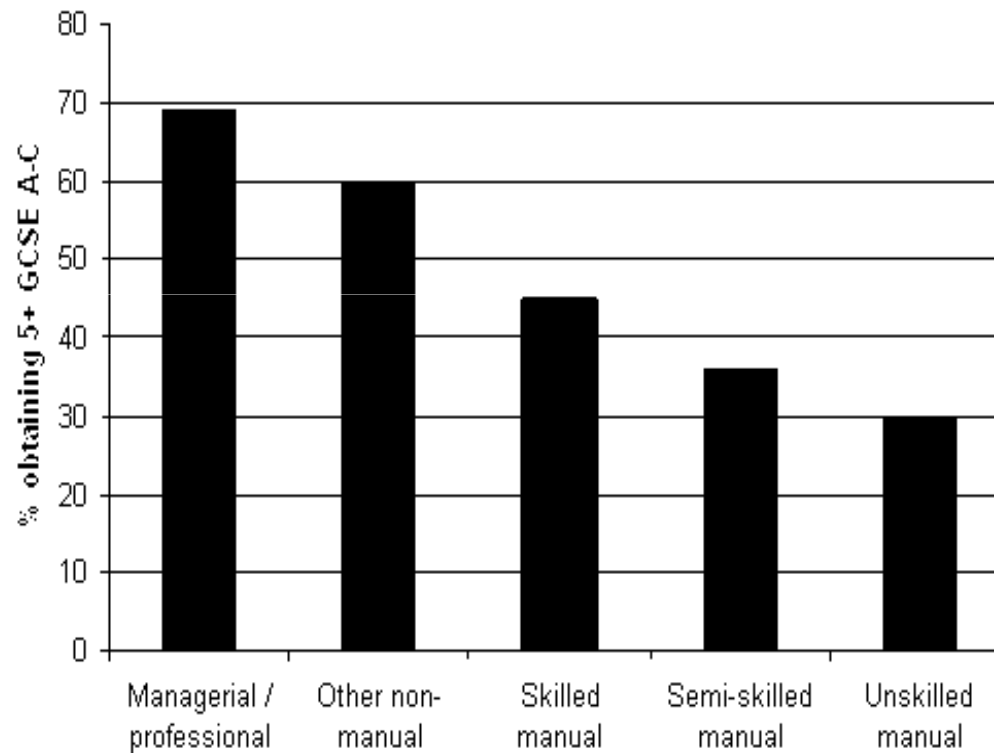
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Percentage of 16 year olds not progressing to Level 3 by 19

<b>GCSEs (A* to C) at 16</b>	<b>Males and Females</b>	<b>Males</b>	<b>Females</b>
None	96	97	95
1 to 4	77	80	87
5	58	63	53
6	48	50	47
7	35	39	41
8	29	30	27
9	14	15	14
10+	9	8	8
<b>Total</b>	<b>54</b>	<b>58</b>	<b>48</b>

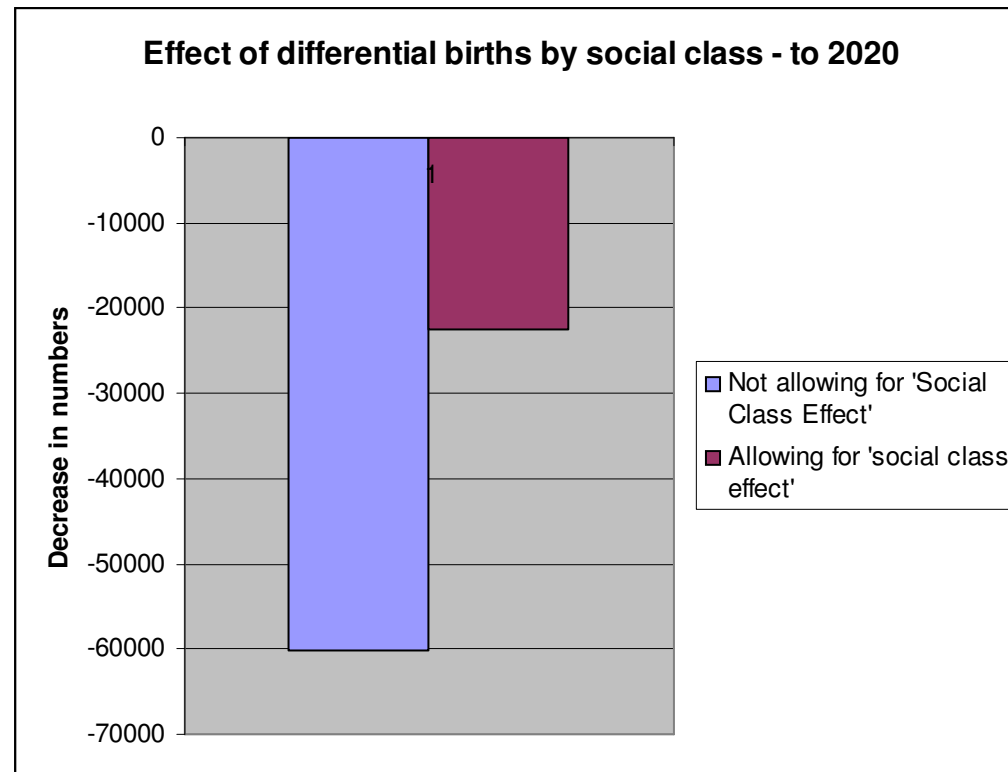
# And that is partly a class issue - GCSE success by social class

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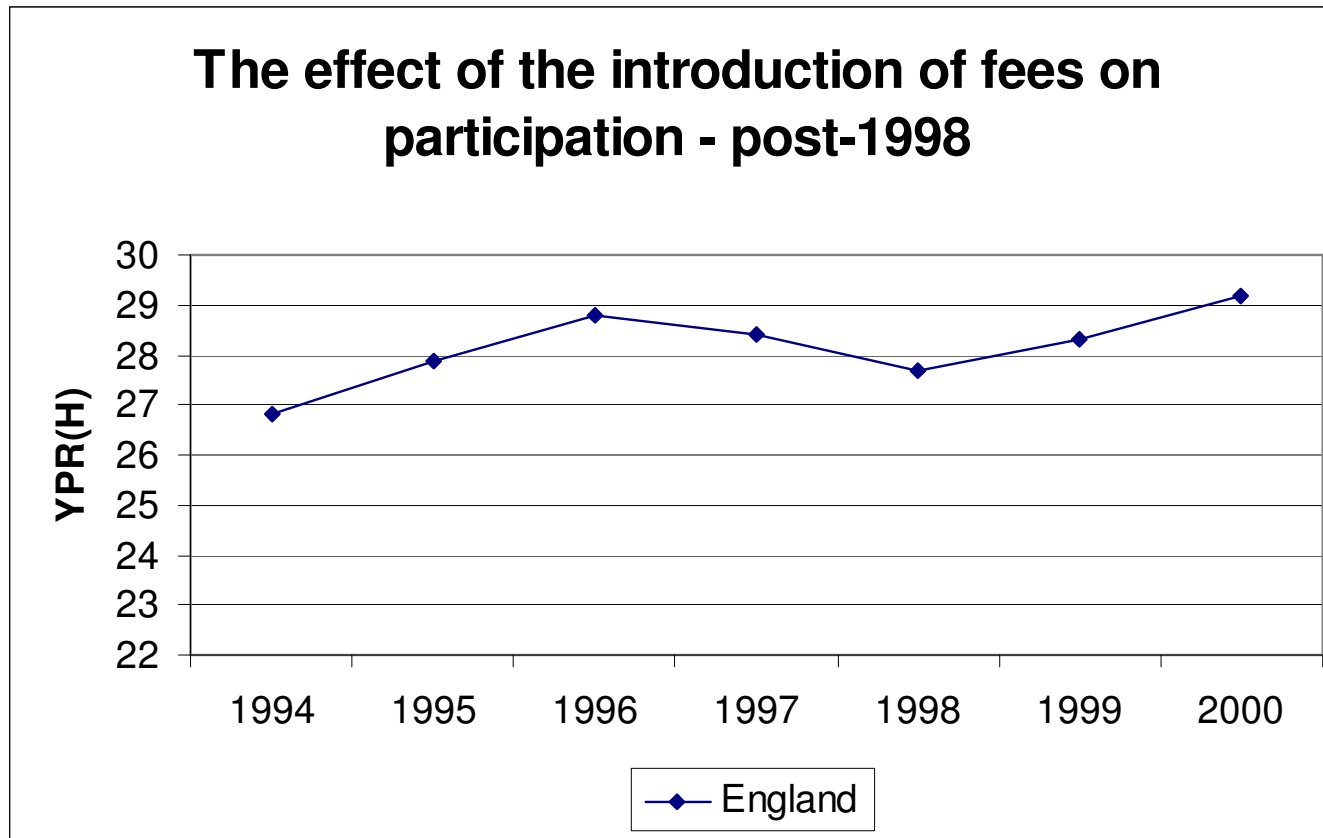


Source: Table B from Youth Cohort Survey of 16 year-olds (2000)

# All this impacts HE demand

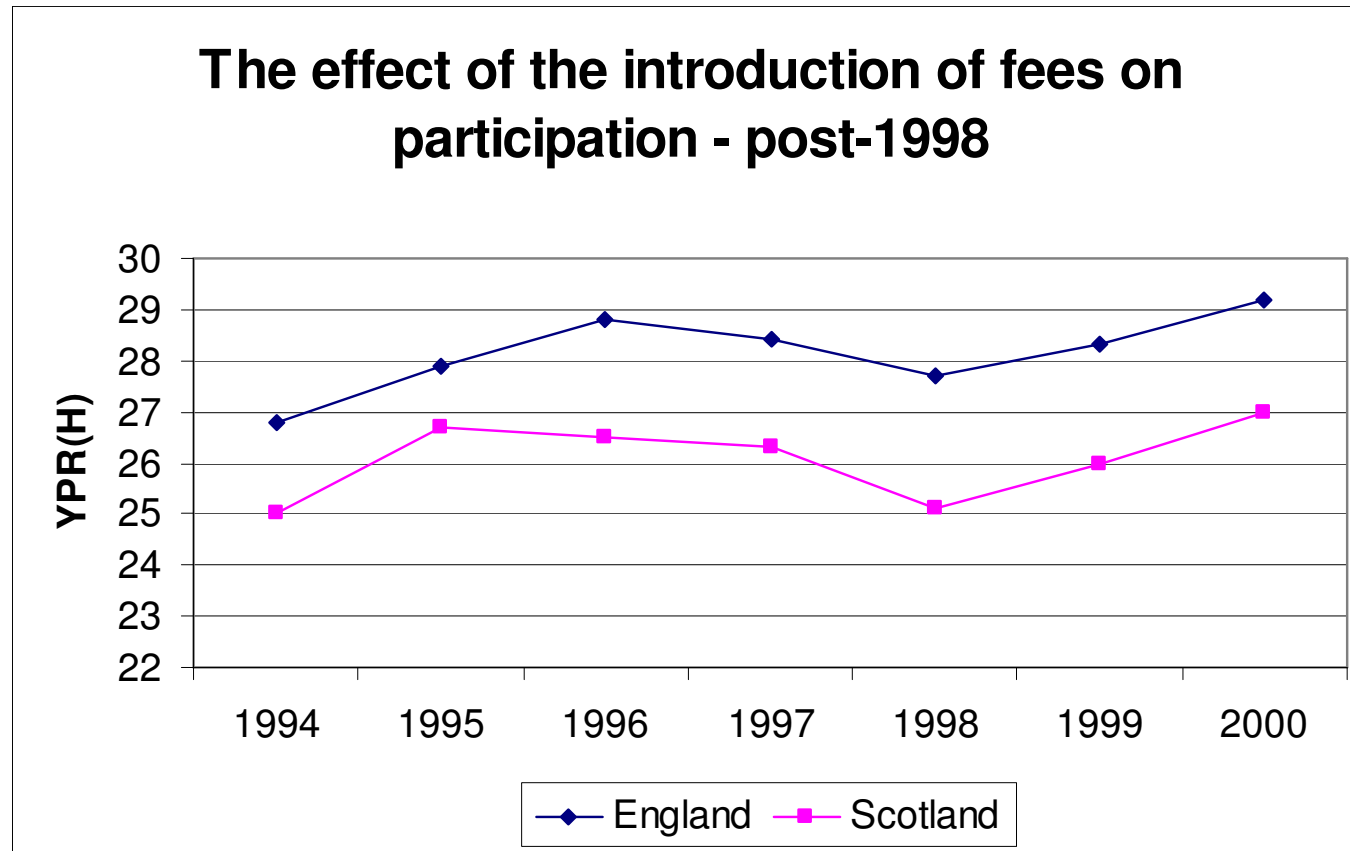


# The effect of the introduction of fees on participation in 1998



Source: HEFCE 2005 "Young participation in higher education"

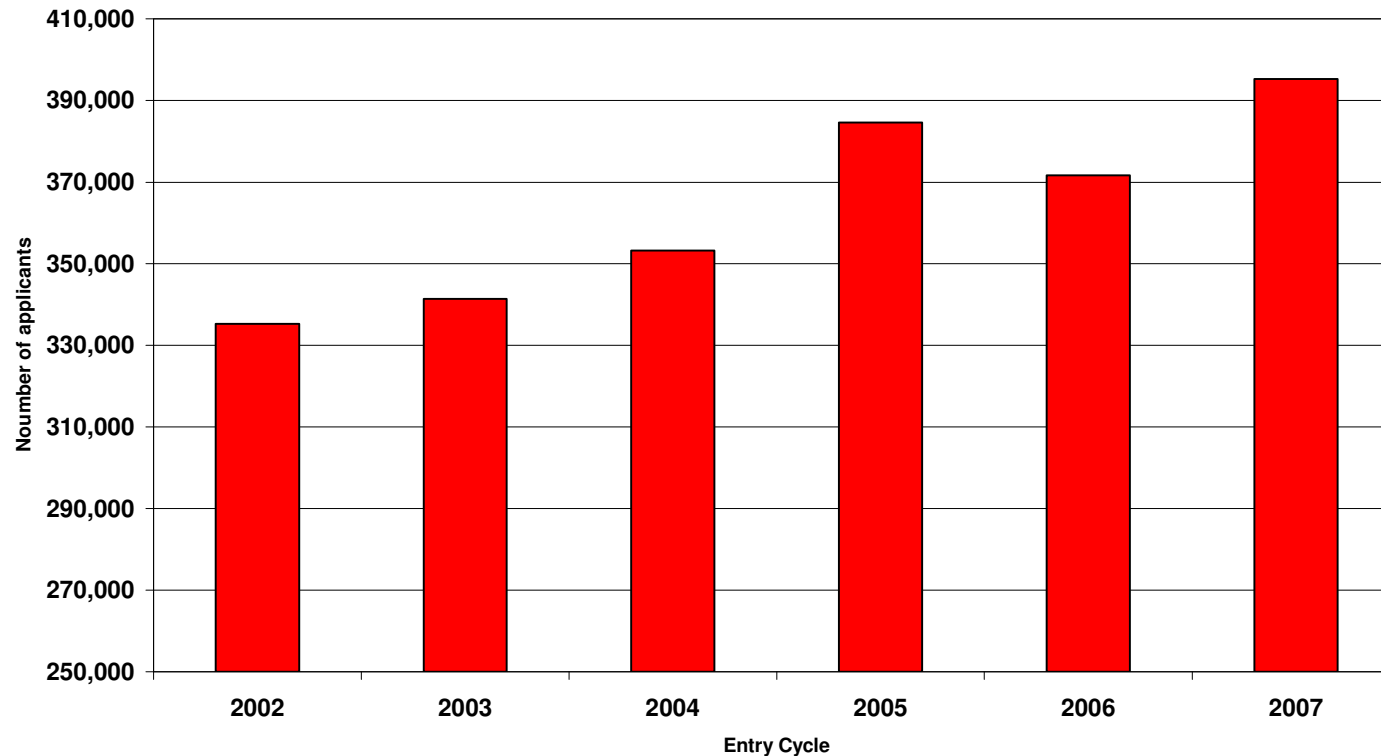
# The effect of the introduction of fees on participation in 1998



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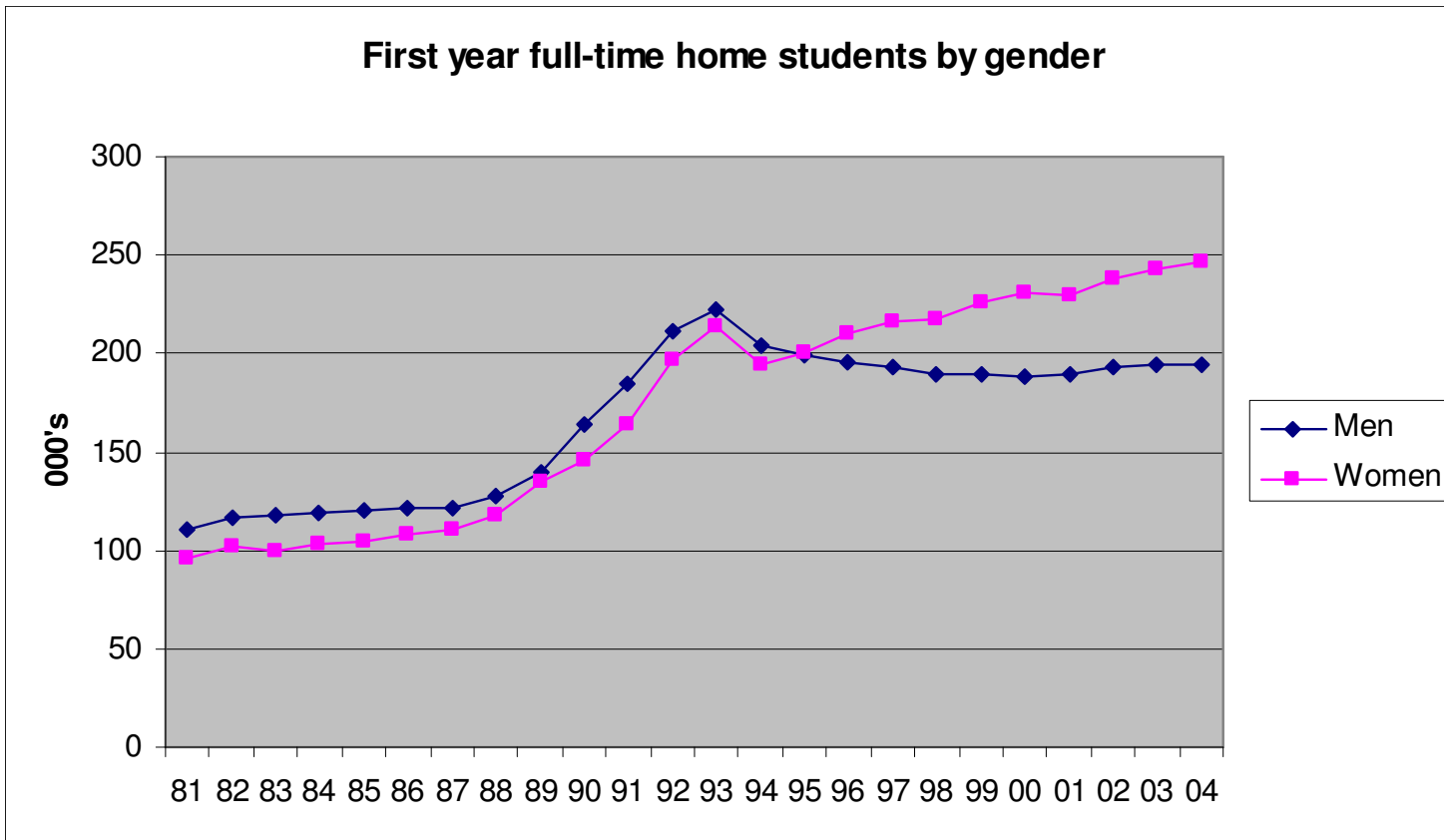
# Similarly, the increase in fees in 2006 did not reduce student demand

Applicants applying to UCAS by 15 January closing date  
by entry cycle 2002 - 2007

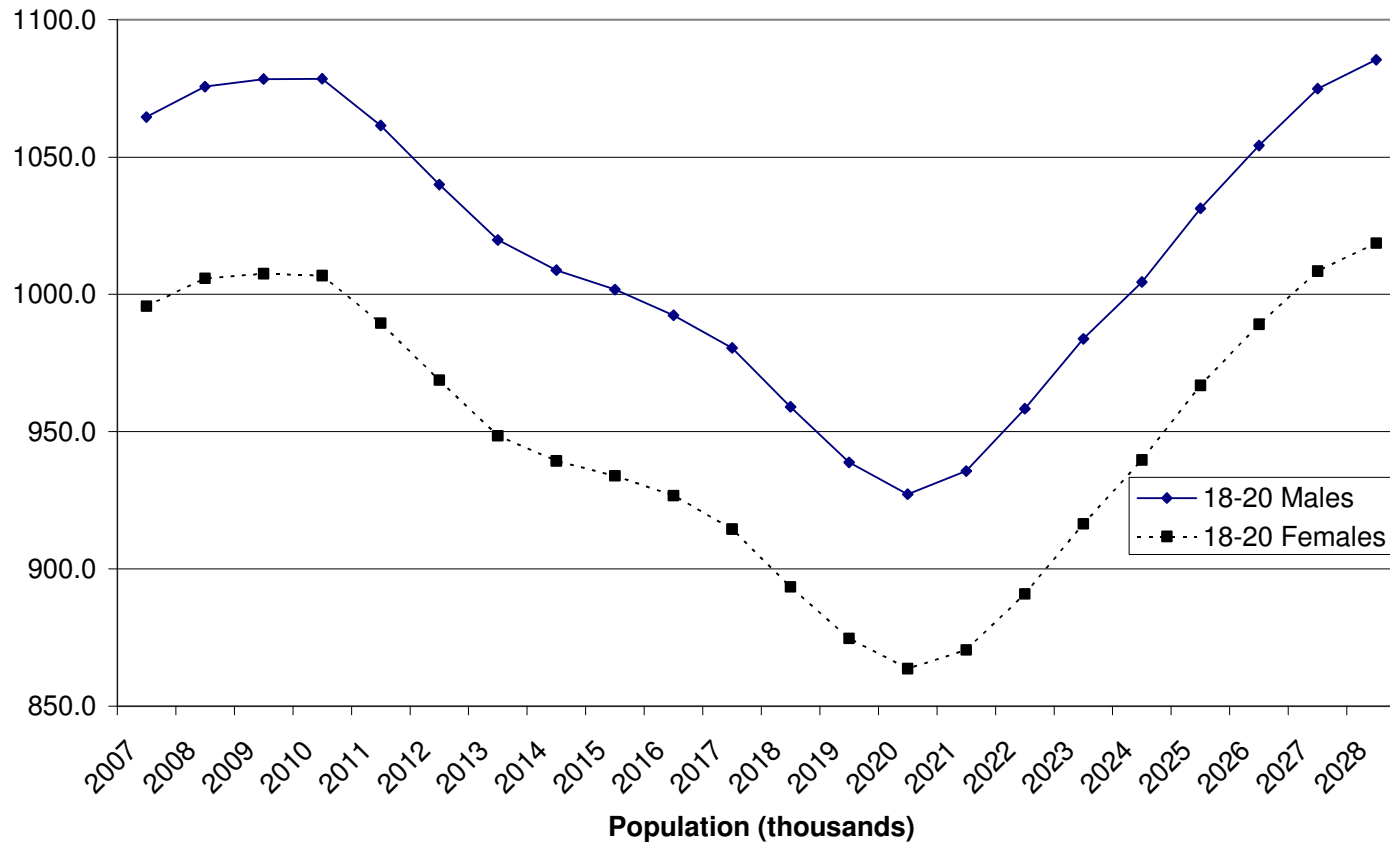


Source: Nick Barr February 2007

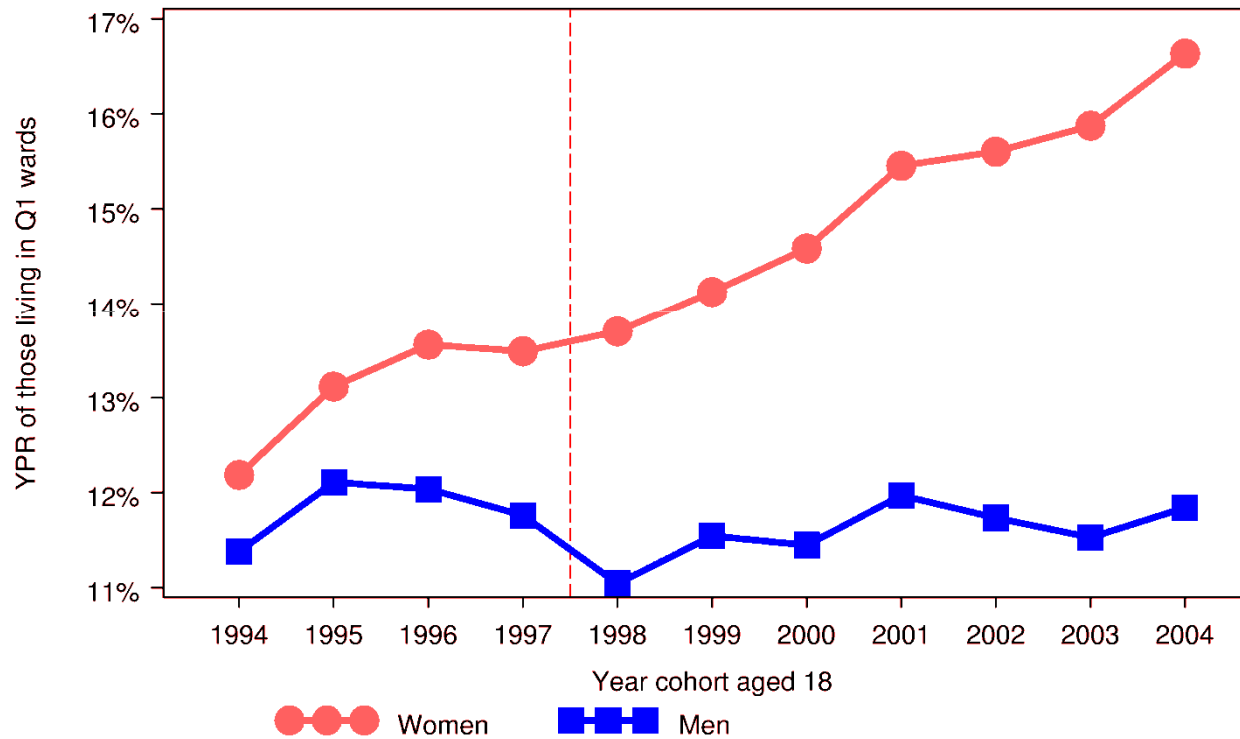
# The widening disparity between male and female participation



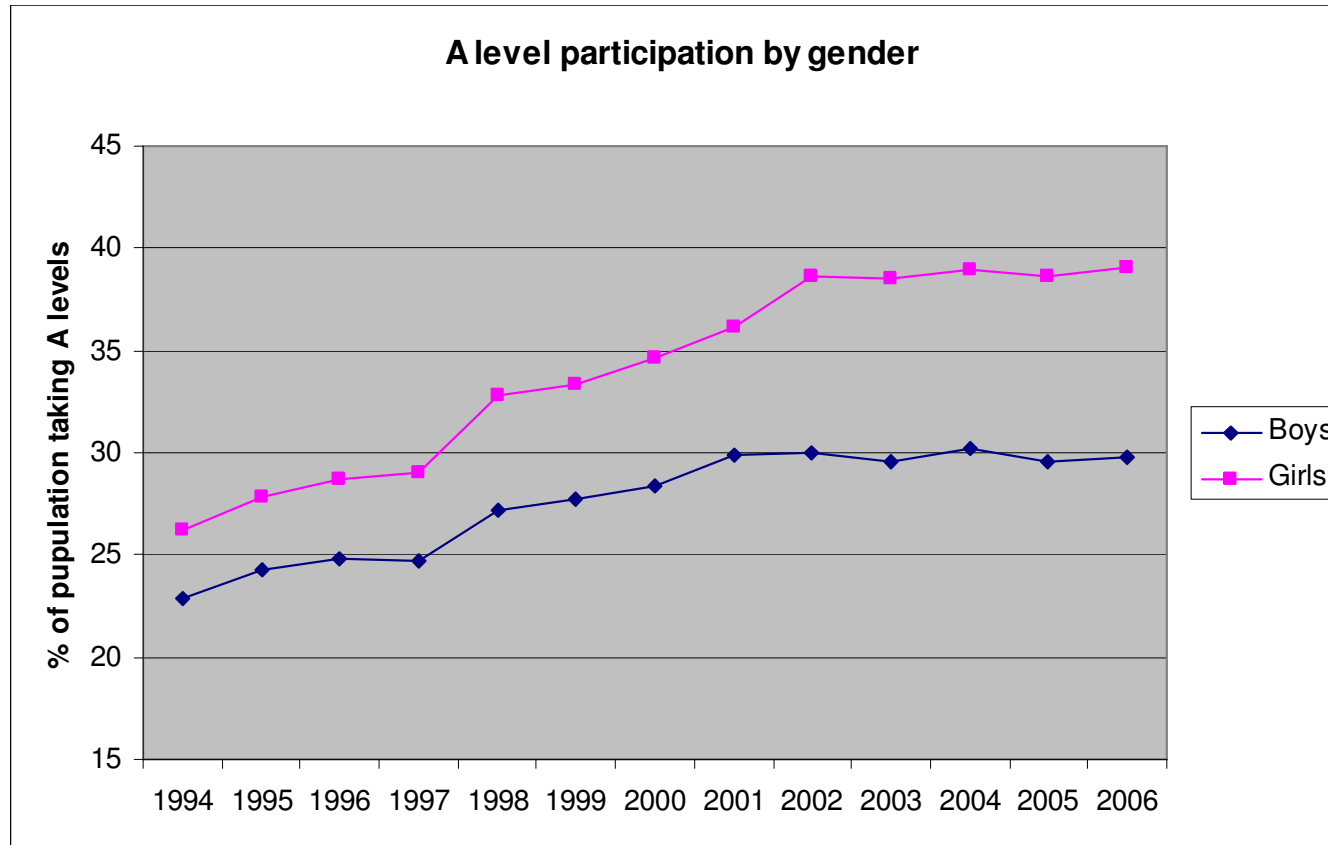
... is even stranger in view of the greater number of males



# Gender disparity particularly marked in disadvantaged areas

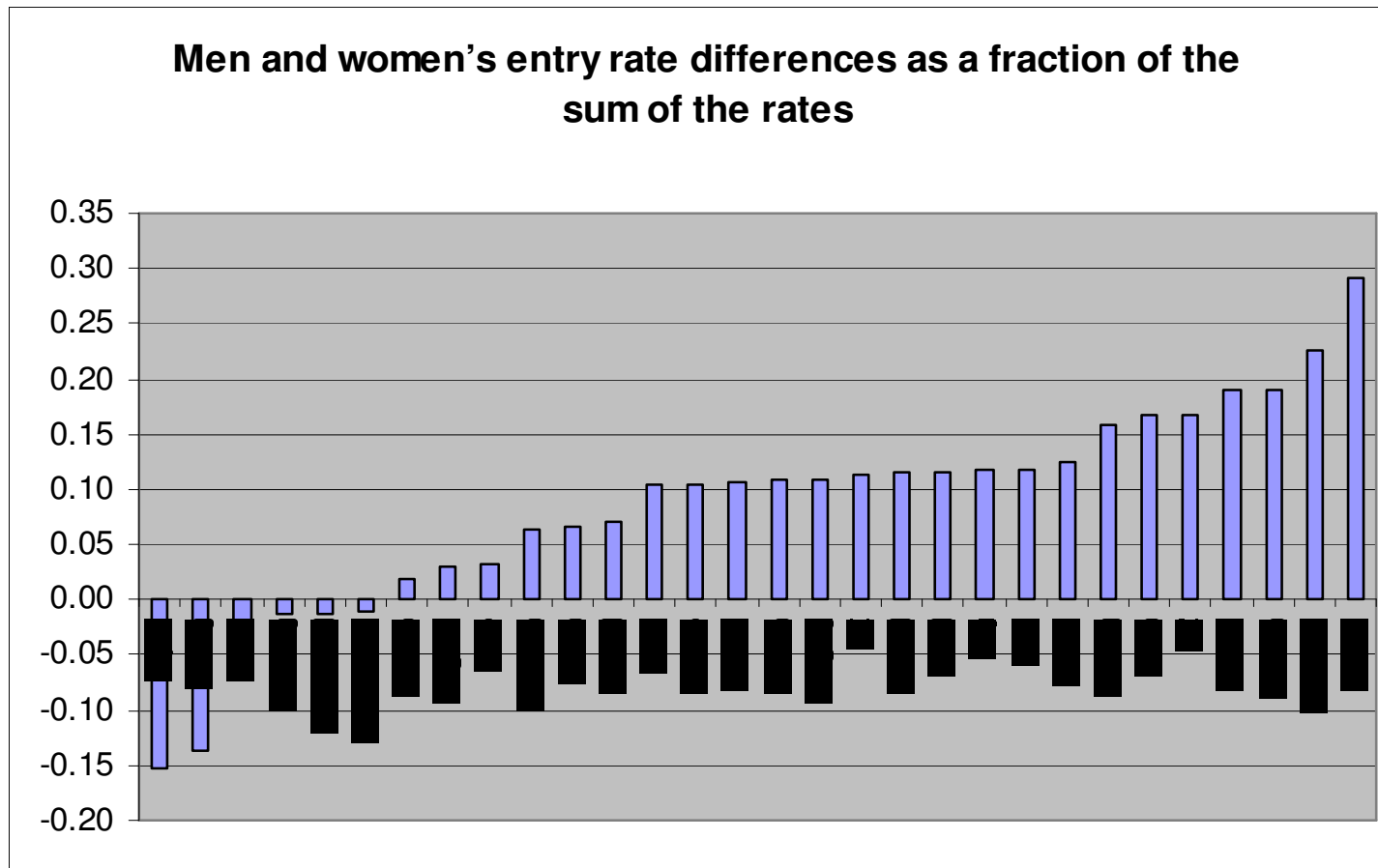


# Gender differences: The problem is essentially a school problem

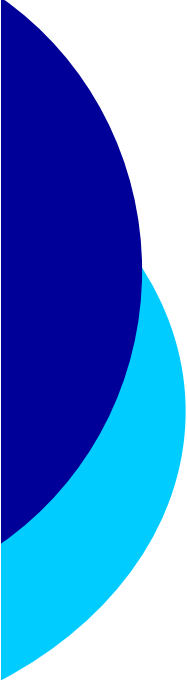


Source: DfES

# The underperformance of boys is a world-wide phenomenon



Source: OECD, Education at a Glance (2004)



## Gender: There are some who deny that the issue is a problem

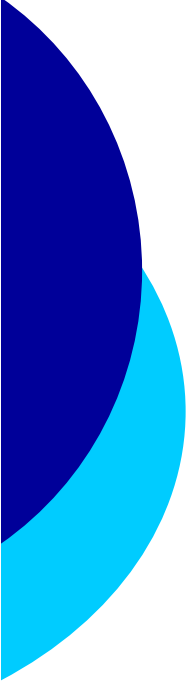
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"just as men's numerical advantage in college enrolment before the 1980s was taken as a sign of patriarchal privilege, the more recent reverse trend whereby women now outnumber men in undergraduate and graduate degree programs has been taken to mean that males are now at an educational (and soon, outcomes) disadvantage ... rather than as **an evolving realization of the nuances of gender's effects.**"

M Weaver-Hightower *University of Wisconsin, Madison*



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## Gender: There are some who deny that the issue is a problem (2)

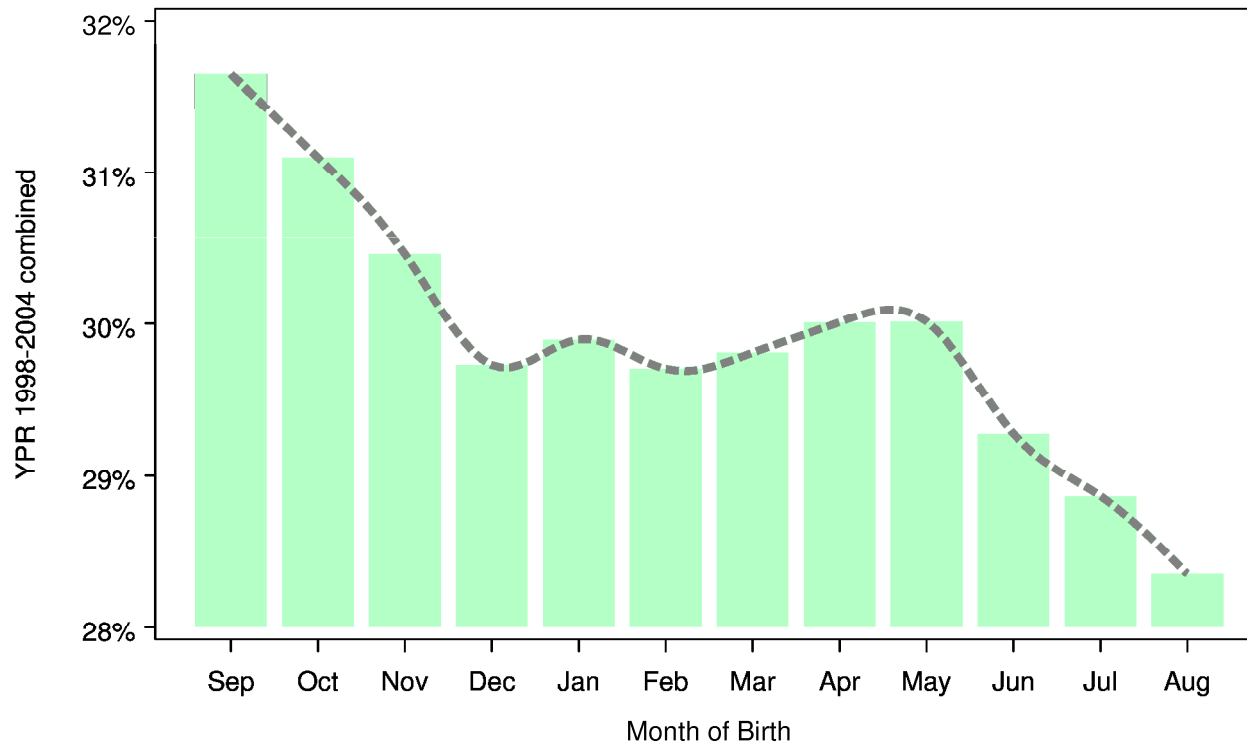
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Concern for the underperformance of boys is just a “backlash against the women’s movement”

- Susan Faludi ‘The undeclared war against American women’

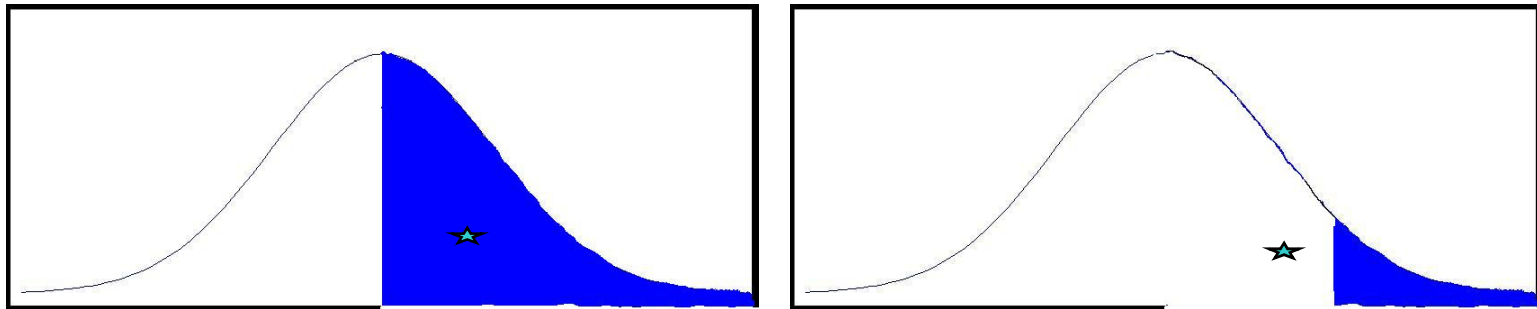
# There are other problems of under-privilege that are ignored – month of birth

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# One more reason for expecting continuing growth: The Tyranny of numbers<sup>1</sup>

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<sup>1</sup>Alison Wolf 'Does Education Matter?'



# Conclusions

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- o So there are a number of disparities, all with potential upside implications for demand
  - Social class
  - Gender
  - Regional
- o And very few downside influences
  - Cost does not (yet) look like a negative
  - And the economic crisis may actually increase demand



## Conclusions (2)

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- o Despite the demographic downturn there is unlikely to be any significant reduction in demand in the short term
- o And in the longer term, UG demand is likely to increase by at least 85,000 and maybe up to 270,000 by 2029-30, or by between 8 and over 25 per cent
- o That is DEMAND. Whether the Government funds that demand to be met is another matter



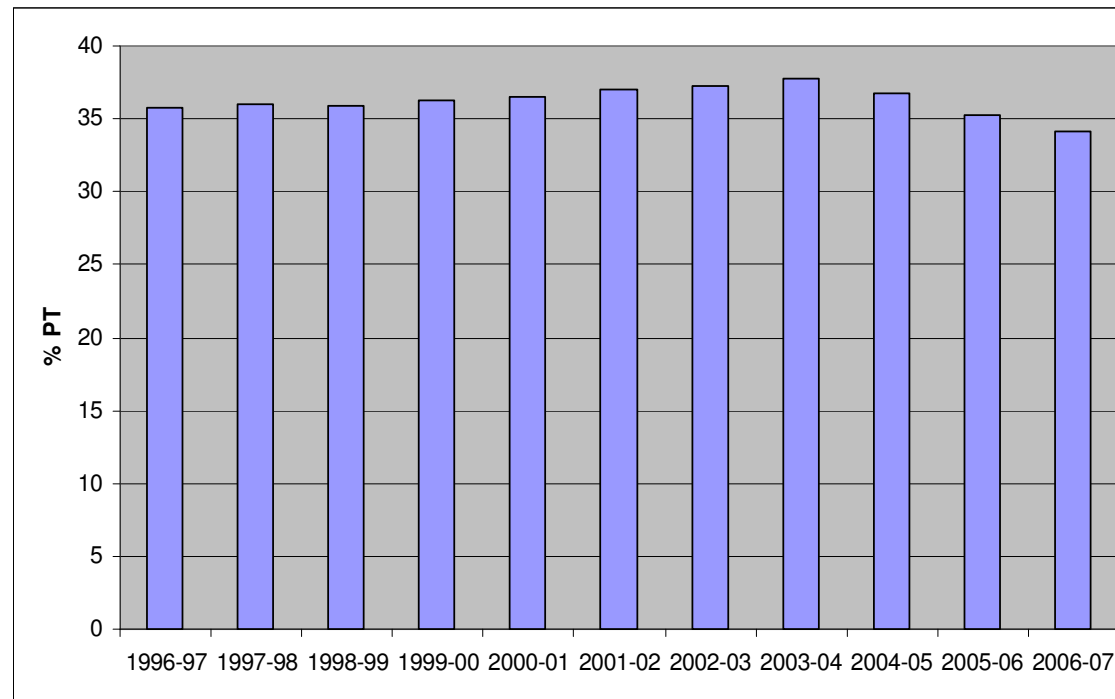
# PS

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- o What I have not looked at
  - Part time (and employer-led) demand
  - Vocational entrants
  - Postgraduate demand
  - International students

# The proportion of UG PT students has not increased

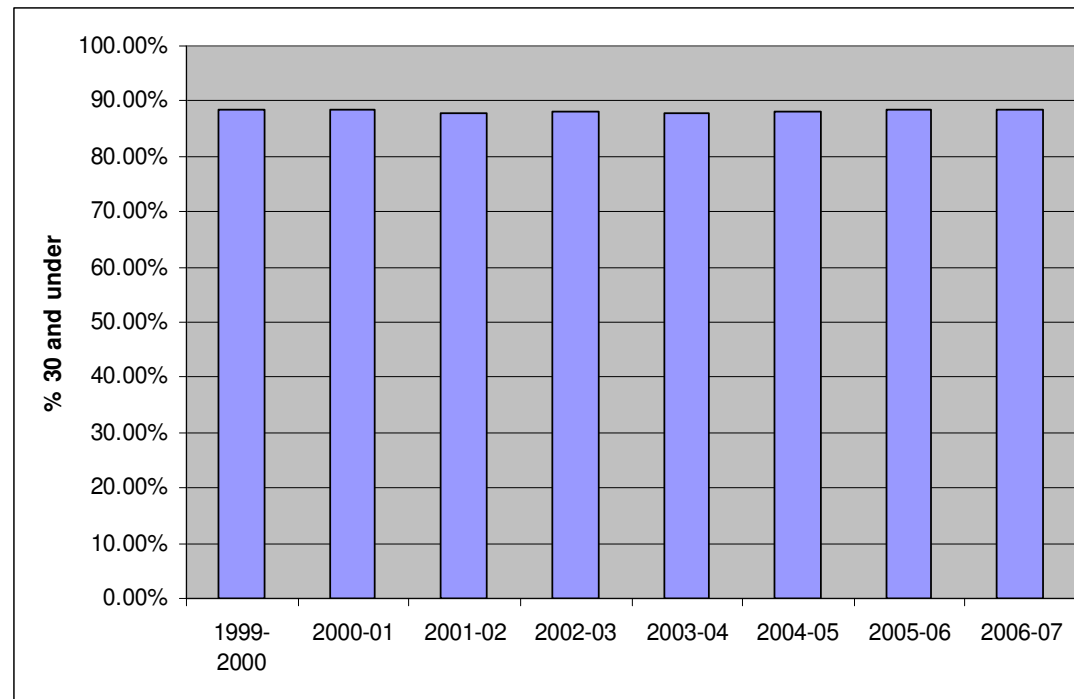
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But maybe this is no bad thing – the HEFCE study that showed that <40% of PT students don't complete

# Similarly Under 30s as a proportion of the total FT UG population

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Though this year's UCAS data suggest mature demand may be increasing faster than overall demand



# Vocational entrants

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- Likelihood of going to university not out of line
  - if anything those with Vocational L3s more likely to enter than Academic L3s with =lent GCSEs
- In fact the number of students qualified with GCEs not progressing is more of an issue
- But on closer investigation

# Their higher education experiences are very different

- o Vocational students much less likely to attend prestigious institutions

	<b>GCE A level only</b>	<b>VCE A level only</b>
Proportion	2%	<1%
Index	1.00	0.22

- o Which is largely due to differences in application choices

<b>Tariff</b>	<b>Institution Types</b>	<b>% of applications from GCE students in tariff band</b>	<b>% of applications from VCE students in tariff band</b>	<b>Total % of applications from students in tariff band</b>
360-479	1994 Group	15.3	7.6	13.4
	Russell Group	30.5	16.1	26.9
480 and over	1994 Group	17.9	9.6	17.6
	Russell Group	48.1	22.2	47.1



# And their outcomes too

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## o Dropout after 1<sup>st</sup> year

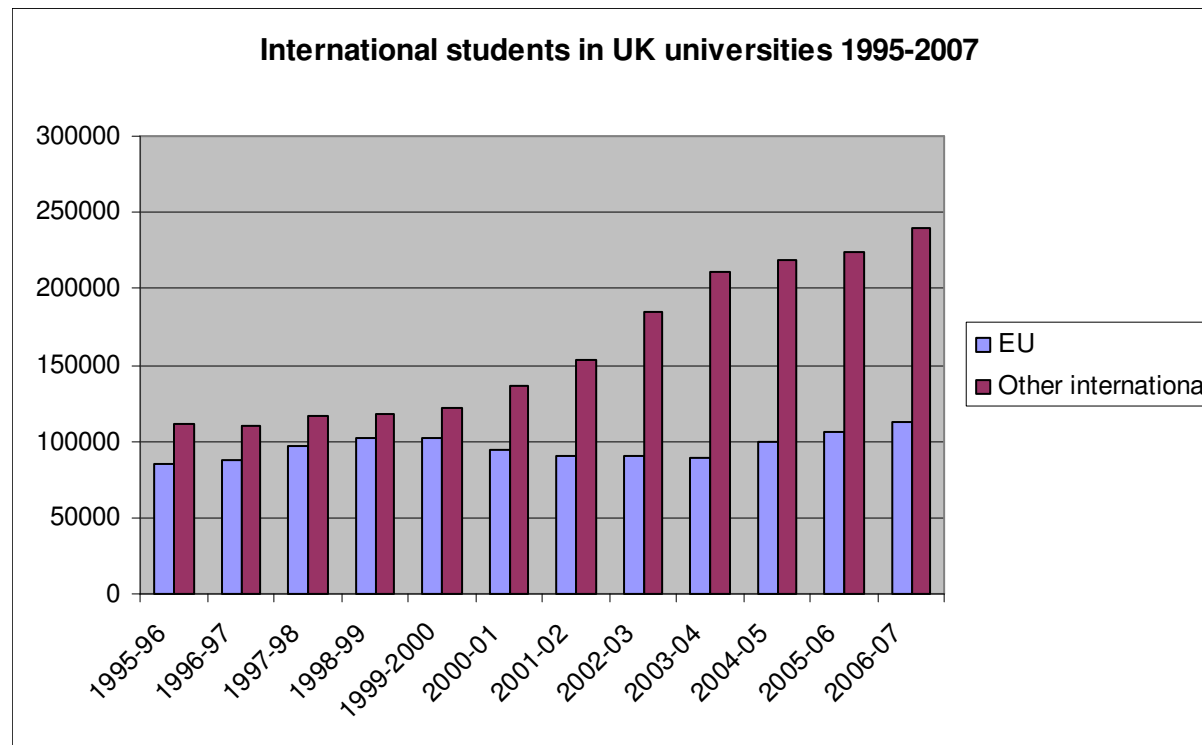
		<b>GCE A Level only</b>	<b>VCE A Level only</b>
Inactive	Proportion	10%	13%
	Index	1.00	1.25

## o Class of degree

		<b>GCE A Level only</b>	<b>VCE A Level only</b>
First class honours	Proportion	4%	3%
	Index	1.00	0.81
Upper second class honours	Proportion	34%	29%
	Index	1.00	0.86
Lower second class honours	Proportion	58%	62%
	Index	1.00	1.08

Why? Is it because Vocational L3s are a poorer preparation for uni?  
Or are we not comparing like with like (nb UCAS tariffs)?

# Growth in international student numbers





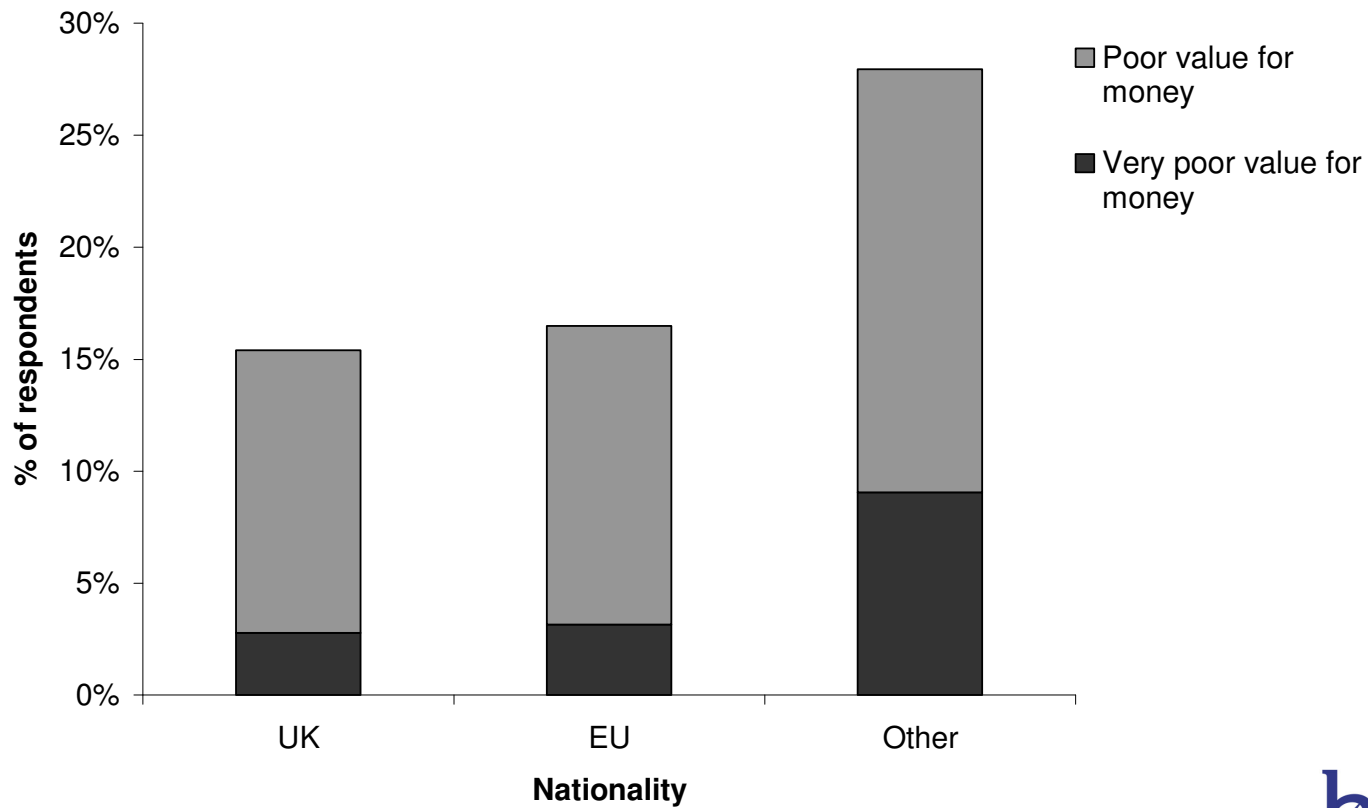
# International Student income is terrific – but it carries risks

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	<b>Total income (2006-07)</b>	<b>Income from Non- EU fees</b>	<b>Percent income from non-EU fees</b>
London School of Economics and Political Sci	<b>168717</b>	55514	<b>33</b>
The School of Oriental and African Studies(#1	<b>47596</b>	14436	<b>30</b>
London Business School(#11)	<b>85727</b>	21354	<b>25</b>
The City University	<b>148485</b>	29231	<b>20</b>
The University of Bradford	<b>105689</b>	19810	<b>19</b>
Royal Holloway and Bedford New College(#11	<b>104912</b>	18753	<b>18</b>
Aston University	<b>87085</b>	14222	<b>16</b>
Middlesex University	<b>138171</b>	20560	<b>15</b>
The University of Westminster	<b>146352</b>	20907	<b>14</b>
The University of Essex	<b>107161</b>	14818	<b>14</b>
The University of East London	<b>108206</b>	14850	<b>14</b>
London Metropolitan University(#19)	<b>156591</b>	21413	<b>14</b>
The University of Sunderland	<b>96232</b>	13112	<b>14</b>

# There are worrying signs of dissatisfaction

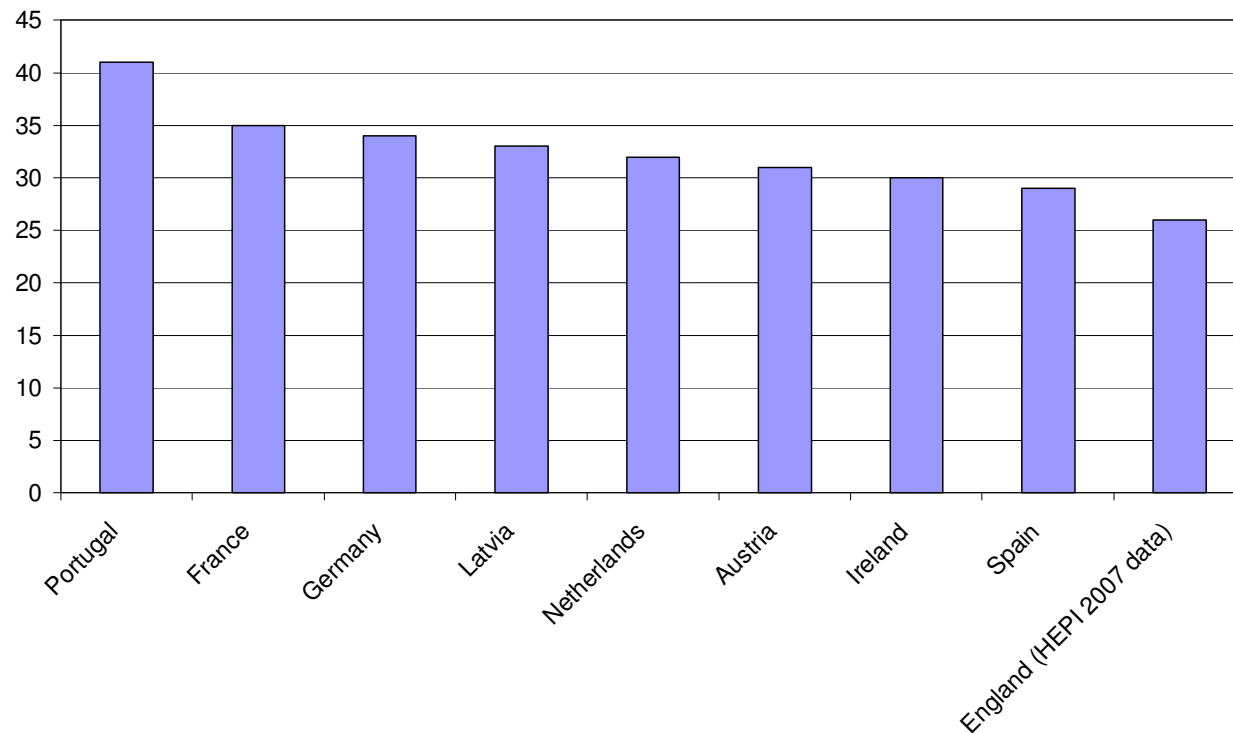
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# Our degrees don't look very demanding: international comparisons - 2007

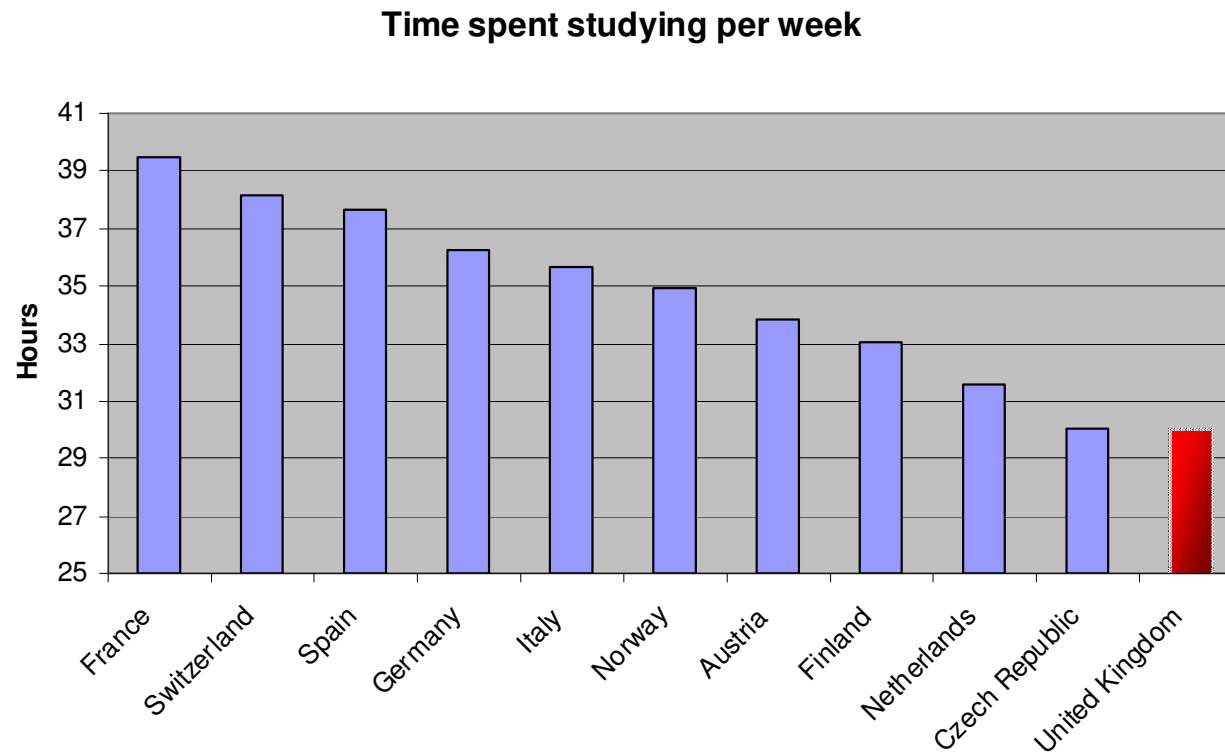
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Weekly time budget for study (Eurostudent 2005)



# Our degrees don't look very demanding: international comparisons - 2009

Figure 2: Time spent studying per week, UK vs selected European



Source: CHERI EC Framework project – The Flexible Professional in the Knowledge Society

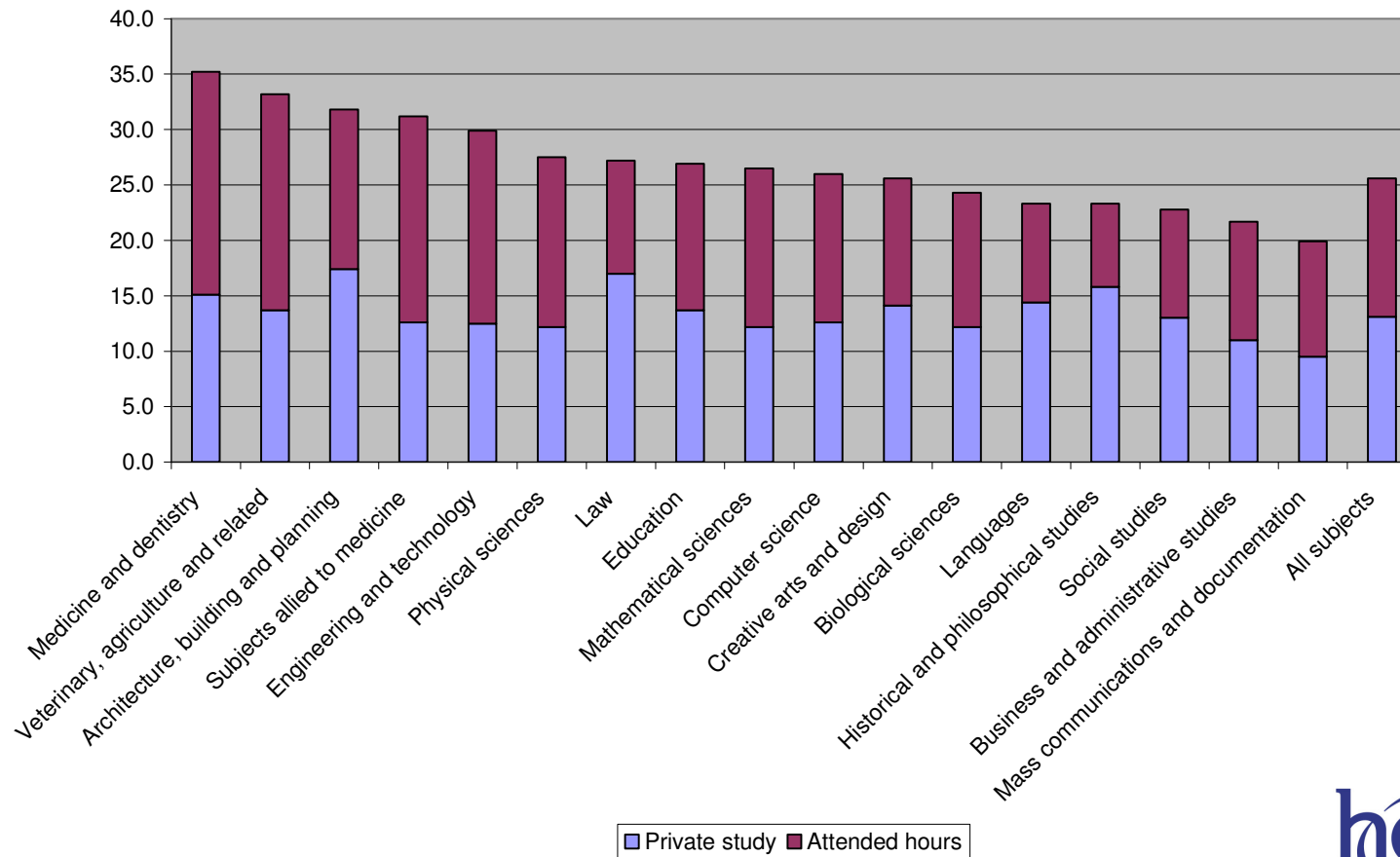


# Confirmation of the international comparisons findings

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- A report published by HEFCE in April 2009 concluded
  - “The results of these studies support the conclusions of the HEPI report and add to the body of evidence that UK students commit fewer hours to study than students in other European countries.” :
- It also report that despite this students at English universities – despite putting in fewer hours of study than students elsewhere in Europe – were more likely to be putting in more effort than was strictly required by their universities.
- Again, this does not in itself indicate lower standards, but to ignore these findings will damage our reputation

# Students' academic experience – study workload





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