



**Young Undergraduate Entrants to  
UK Higher Education**

**The Strengthening Relationship between  
Leading Universities and Independent Schools**

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## Contents

<b>Executive Summary</b>	<b>v</b>
<b>1. Introduction</b>	<b>1</b>
<b>2. Independent school education in the UK</b>	<b>2</b>
<b>3. Growth in UK undergraduate higher education, 2003/04 to 2006/07</b>	<b>7</b>
<b>4. Fair access to higher education in the UK</b>	<b>9</b>
<b>5. Designating certain school, college and university subjects of study as ‘strategically important and vulnerable’</b>	<b>17</b>
<b>6. The characteristics of leading UK universities and their undergraduate provision</b>	<b>19</b>
<b>7. Young undergraduates and their subjects of study in UK higher education: Entry patterns by school/college background, subject of study and prior attainment</b>	<b>25</b>
(1) <i>Young undergraduate entrants to UK higher education institutions from independent schools</i>	25
(2) <i>Young undergraduate entrants from independent schools to courses of study in UK higher education that are strategically important and vulnerable (SIV)</i>	28
(3) <i>Extent of reliance of leading UK universities on independent schools for young undergraduate entrants in selected subjects</i>	29
(4) <i>Proportions of young undergraduate entrants among the intake from independent schools embarking on selected courses at leading UK universities</i>	30
(5) <i>Young undergraduate entrants to UK higher education institutions, by school / college background and UCAS tariff band</i>	31
<b>8. Conclusions</b>	<b>35</b>
<b>References</b>	<b>37</b>
Appendix I: Technical aspects of the dataset, including definitions and a note on independent school numbers in Northern Ireland	44
Appendix II: Young undergraduate entrants to selected UK course subjects, by higher education institution and by school/college background, 2003/04 - 2006/07	48
Appendix III: Young undergraduate entrants to selected UK course subjects, by higher education institution, school/college background and UCAS tariff band, 2006/07	67



## Executive Summary

The main purpose of this report is to present new data on patterns of entry to leading UK universities, set in the context of UK independent school education, public policy for higher education and relevant empirical studies.

The report has five contextual sections

- a profile of independent school education in the UK;
- patterns of growth in the UK undergraduate population, especially during 2003/04 to 2006/07;
- a review of recent research and policy interventions in relation to:
  - 'fair access' to an expanding system of higher education;
  - the implications of designating certain school, college and university subjects of study as 'strategically important and vulnerable';
- a profile of the UK's leading universities, their characteristics and aspects of their undergraduate provision.

The aims of reporting the new data are to establish:

- i) the contribution of independent schools in the mid-2000s to UK 'young' undergraduate entry as whole and priority subjects in particular;
- ii) patterns of entry by school/college background to 30 leading universities, compared to all UK higher education institutions;
- iii) patterns of entry by school/college background and prior levels of qualification: for a range of subjects across UK higher education as a whole, for each of 30 leading universities; and for bands within these 30 institutions.

### Contextual perspectives

*A profile of independent school education in the UK (paragraphs 2.1-2.13)*

553,000 independent school pupils are unevenly distributed across the UK: thinly in Wales and Northern Ireland (2.0% and 2.2% of the national school population respectively); in strong urban concentrations in Scotland (2.7%); and widely across England (7.2%), where the concentration is in London and the South East. 19 out of 20 UK independent school students attend in England, of whom c.30,000 are non-British children or those of expatriots and families serving with HM forces.

In England 9.0% of full-time 17-year-old students are in independent schools (5.2% of the age group).

Within UK independent schools there is a broad social composition, with large numbers of parents (40%) new to independent education. One half are in occupations below the top quartile and one in ten live at post-codes where household income is below the national average.

Social segregation across all English secondary schools is of average strength in international terms; four fifths occurs in state secondary schools. Despite this, independent school entrants to UK higher education (14% of the total) exceed their representation in the age group as a whole and far exceed their representation in leading universities (top 30: 27%; top 10: 40%; top 2: 47%), due to:

- *very high levels of prior attainment*: alongside independent schools in Korea and New Zealand, they are the most academically successful schools in the developed world;
- *content of the 14+ curriculum and teacher expertise*: in independent schools this is strongly aligned to undergraduate study at the leading universities.

The result is a separation between state and independent schools in England (and Scotland) which is the strongest in the developed world and which has grown in recent years (for example, in terms of expenditure per pupil and attainment of the highest grades at A level). Moreover, independent education enjoys increased approval ratings in public opinion polls – both in principle and in practice – compared to a decade ago.

*Patterns of growth in the UK undergraduate population (paragraphs 3.1-3.6)*

Growth in overall student numbers in UK higher education was significant during 2000/01-2005/06, since when it has leveled off. In the four years covered in detail in this report, 2003/04-2006/07, growth in undergraduate entrants was 8%, full-time numbers increasing most readily among non-UK entrants (18%). Undergraduate growth has been sustained since 2006/07, despite the introduction of variable tuition fees for full-time undergraduates in England.

*Fair Access' to leading UK universities (paragraphs 4.1-4.22)*

Since 1997 there has been a policy focus in UK higher education on 'widening participation' (*Do enough young people enter higher education?*) and, since 2000, on 'fair access' (*Do the right young people go to the leading universities?*).

Four aspects of fair access have had particular attention since 2000.

- i) *Patterns of demand and supply.* Applications per place vary widely across leading universities and among departments within them. Meanwhile, most of the leading universities find it difficult to attract sufficient applicants of the requisite quality in some subjects. A policy response from the government to this latter point has been to provide extra support for 'strategically important and vulnerable subjects'.
- ii) *Match of supply and demand.* There is no clear correlation between entry requirements and applications per place, when both are averaged across individual institutions. Moreover, the correlation between student demand for places and overall performance of institutions is uneven. Stimulated by the Sutton Trust among others, a response of the leading universities has been to 'reach out' to able potential applicants who, for cultural or other reasons, might otherwise have had insufficient knowledge to apply to them with confidence.
- iii) *Patterns of access among applicants with similar prior attainment but different educational backgrounds.* Perspectives on this have shifted from: (a) studies during 2000-2005, based on partial data, which posited deficiencies in the admissions processes of the leading universities, to the detriment of those from state schools/colleges; through (b), studies since 2005 which have found no evidence of bias against either independent or state school/college applicants; to (c), the most recent emphasis, derived from studies with more complete data, which identify the key dynamic as that of the number of applications made to leading universities (noting the lower proportion of these from applicants in state schools and, especially, colleges of further education). A current policy response is to place the quality of information, advice and guidance in state schools and colleges under the microscope.
- iv) *'Schooling effects' (how well entrants to leading universities do in their degree subject, based on school/college background).* Studies in 2003 and 2005 which concluded that independent school entrants subsequently do less well as undergraduates than their peers from state schools/colleges with similar prior-attainment have been shown to be unsafe on a range of methodological grounds.

The combined effect of (i) - (iv) is that, in 2009, commissions of enquiry have dismissed the case for leading universities discriminating in admissions in favour of certain groups. However, there is consensus that young people with a background in care merit special consideration, that the efforts of the leading universities to promote a meritocracy should be sustained and, in government circles, that initiatives in some medical schools (e.g. St George's) and some universities (e.g. Leeds) whereby some state school/college applicants are admitted with discounted grades, are valuable and might be expanded.

*Subjects that are 'strategically important and vulnerable' (paragraphs 5.1-5.6)*

In 2005 and 2008 the funding council for England responded to a government request to identify subjects in higher education that are strategically important to the economy or society, and vulnerable if either supply within higher education or demand among students, employers or others is fragile or diminishing.

Four main groups of subjects are currently designated strategically important and vulnerable:

- STEM (science, technology, engineering and mathematics, but excluding biological sciences and electronic engineering);
- area studies and related minority languages and cultures;
- modern foreign languages;
- quantitative social sciences.

*The characteristics of leading universities (paragraphs 6.1-6.16)*

Eight characteristics of leading universities are identified and described in the report. These universities:

- have the highest levels of recurrent research income from the government (20 of the 166 UK institutions of higher education receive over half of this funding);
- require and secure high prior attainment among entrants;
- increasingly share the demographic and financial characteristics of leading independent schools: reduced reliance on home students, charging of fees set locally and expanding availability of financial support for needy students;
- have an accelerating proportion of young international undergraduates;
- are most likely to be selective in admissions;

- are most likely to set additional entry tests for undergraduate applicants;
- secure for their graduates the greatest career prospects; and
- have the highest concentration of the traditional subjects, similar to those studied in independent schools and offering the highest graduate rewards.

### **Undergraduate entry to leading universities: principal findings**

Commissioned data in this report relates to ‘home’ (UK), Channel Isles, Isle of Man and ‘overseas’ undergraduates aged under 21, entering UK institutions of higher education through UCAS, with A levels or Scottish highers, during the four years 2003/04 to 2006/07.

The report breaks new ground by:

- moving beyond similar studies which, to date, have been restricted to UK-domiciled entrants;
- reporting data both across institutions as whole but also at subject level;
- looking in detail at entry patterns to those subjects deemed currently by the UK government to be strategically important and vulnerable.

*Findings (1): Young undergraduate entrants to UK higher education institutions from independent schools (paragraphs 7.4-7.5)*

- In 2006/07, 51.6% of all independent school entrants were accepted into universities in the UK’s top-performing quintile, and 77.1% were accepted into institutions in the top two quintiles.
- Across UK undergraduate education as a whole over the period, the engine of growth for entrants with traditional qualifications was those accepted from state school/colleges with lower than average attainment.
- Overall, there is a clear correlation between the rank of UK higher education institutions and the proportion of independent school applicants accepting offers; the higher the ranking, the higher is likely to be the concentration of independent school entrants.
- While the overall proportion of independent school entrants has fallen slightly, as the scale of UK undergraduate education has increased, the independent school entry maintained its presence in the 30 highest-ranked universities and enhanced it in those ranked 1-10.

*Findings (2): Young undergraduate entrants from independent schools to courses of study in UK higher education that are strategically important and vulnerable (SIV) (paragraph 7.6)*

- SIV subject entrants are strongly concentrated in the highest-ranked institutions.
- In 2006/07, 24.1% of all independent school entrants were recruited to SIV subject courses, compared to 16.8% of entrants from state schools/colleges.
- During 2003/04 to 2006/07, independent school entrants to SIV subjects declined slightly as a proportion of all entrants (as was the case across all subjects), but increased their representation in the top-10 ranked institutions.
- Among the top-30 ranked institutions, reliance on independent school entrants to SIV subject courses remained steady (at 27% overall, ranging across subjects from 20.4% to 41.9%).
- Reliance on independent school entrants to SIV subject courses increased over the period in top 10 universities (to 39.0% overall, ranging across subjects from 30.4% to 58.2%) and at Oxbridge (to 48% overall, ranging across subjects from 41.8% to 78.4%).

*Findings (3): Extent of reliance of leading UK universities on independent schools for young undergraduate entrants in selected subjects (including all SIV subjects) (paragraphs 7.7-7.8)*

Among top-30 ranked universities:

- of the larger ‘stand alone’ SIV subjects, UK higher education at undergraduate level is highly reliant on independent schools entrants in economics (42% of entrants to top-30 ranked universities);
- there is also high reliance on independent school entrants across the range of SIV language subjects (from 26% for German to 41% for Spanish);
- of the STEM (science, technology, engineering and mathematics) group of subjects, there is the highest reliance on independent school entrants across the branches of Engineering (from 23% for Electronic Engineering to 36% in General Engineering);
- reliance is least, but still at high levels, in the physical and biological sciences, and in mathematics (from 17% in Physics to 29% in Astronomy, Earth and Ocean Sciences). In these ‘lower reliance’ subjects, applicants from independent schools remain between 3.5 and 4 times more likely to gain offers than the average for all applicants in that subject;

- in vocationally-oriented subjects where wage premia and/or ‘rates of return’ to graduates over a career are particularly high, other than in law, there is a strong concentration of independent school entrants: Economics (42%); Medicine and Dentistry (38%); Business and Management (30%); Veterinary Science (29%).

Among top-10 ranked universities:

- across all of the 31 subjects reviewed (including all SIV subjects), concentrations of independent school entrants are significantly higher than in the top-30 universities as a whole (ranging from 35% to 77%: see tables in Appendix II).

*Findings (4): Proportions of young entrants among the intake from independent schools embarking on selected undergraduate courses (paragraphs 7.9-7.10)*

- Over two thirds (68.4%) of those entering UK higher education from independent schools have a place at a top-30 ranked university, one quarter (27.5%) at a top-10 ranked university and 8.1% at Oxbridge.
- Over four fifths (84.1%) of all independent school entrants in SIV subjects have a place at a top-30 ranked university, two fifths (42.9%) at a top-10 ranked university, and 11.8% at Oxbridge.
- Within their respective undergraduate cohorts, independent school entrants are more than twice as likely as state school/college entrants to secure a place at one of the top-30 ranked universities; four times more likely to enter a top-10 ranked university; and five times more likely to enter Oxbridge.

*Findings (5): Young undergraduate entrants to UK higher education institutions, by school /college background and UCAS tariff band (paragraphs 7.11-7.14)*

- Across UK higher education as whole, the attainment of independent school entrants peaks in the band 360-419 points and three fifths (61.9%) of all entrants have achieved more than 360 points (twice the proportion of those from state schools/colleges).

During 2003/04-2006/07:

- as undergraduate education expanded, the proportion of entrants from state schools/colleges across all bands of prior attainment increased (and especially among those with lowest prior attainment). Even so, the strong correlation between rank of institution and increased proportions of independent school entrants remained undisturbed;
- at top-10 universities, top-5 universities and at Oxbridge, independent school entrants gained ground in all bands of prior attainment other than the lowest (up to 300 points) and, notably, the highest (540+ points: 6% of the total in 2006/07) where those from state schools/colleges increased their presence significantly across institutions of all rankings;
- universities in the top quintile of institutions below the top 10 accepted a significantly higher proportion of state school/college entrants with the lowest prior attainment (up to 300 points).

## Conclusions

- All studies of fair access to universities conclude that prior attainment is the single most important determinant of entry. Meanwhile, suggestions in reports of the mid-2000s that university admissions may be biased, in favour either of independent school or state school/college entrants, have come to nothing.
- The very strong representation of former independent school students within the UK’s leading universities is explained by:
  - the excellence of their school/college grades; and, within this,
  - a high concentration on those subjects that are ‘strategically important and vulnerable’ (SIV) to the government and to society, in which the leading universities dominate.
- During 2003/04-2006/07, across almost all measures, independent school entrants to top-30 UK universities maintained their relative position. Among top-10 universities independent school entrants have undoubtedly consolidated and enhanced their position in almost all areas.
- This pattern also holds true for entrants to SIV subjects. In the 30 leading universities there is particular reliance on independent schools in sustaining undergraduate study in languages, engineering and economics. In the 10 highest ranked universities there is increasing reliance of this kind, at a higher level and across a broader range, with 40% of all SIV subject places now being awarded to those educated in independent schools.
- As such, the close and strengthening relationship between independent schools and leading universities is a strategic one – for the schools and their students, for UK higher education and for the country more broadly.



# Young Undergraduate Entrants to UK Higher Education: The Strengthening Relationship between Leading Universities and Independent Schools

## 1. Introduction

- 1.1. Commissioned by the Headmasters' and Headmistresses' Conference (HMC), this research report reviews a wide range of evidence concerning patterns of entry to UK institutions of higher education in the mid-2000s. Specifically, it presents a new dataset derived from figures collected by the Higher Education Statistics Agency (HESA) which quantifies patterns of undergraduate access to leading universities, based on the school/college background of young entrants.
- 1.2. The report opens with an introduction and five contextual sections. Section two provides a profile of independent school education in the UK. Section three charts patterns of growth in the undergraduate population, especially for the years 2003/04 to 2006/07. Sections four and five review recent research and policy interventions in two important areas: 'fair access' to an expanding system of higher education; and the implications of designating certain school, college and university subjects of study as 'strategically important and vulnerable'. Section six provides a profile of the UK's leading universities, their characteristics and some aspects of their undergraduate provision, before discussing briefly the nature of the data on patterns of entry.
- 1.3. Section seven presents the new data on patterns of undergraduate entry to UK higher education. This data is broader than that found in official tables used as the basis for quantifying patterns of 'fair access' to higher education within the UK. The figures in this report include all undergraduates aged under 21, 'home' (UK-domiciled) and 'overseas', who enter universities and colleges of higher education through UCAS with the main entry qualifications of A levels and Scottish highers. The particular emphasis in these data is the composition of undergraduate entrants, by school background and by subject, in 30 of the leading UK universities, and within this group, in 10 of the highest-ranked.
- 1.4. Conclusions are drawn in section eight. Appendices provide both additional technical information and more detailed data on specific patterns of undergraduate entry by subject.

## 2. Independent school education in the UK

### *Pupil numbers*

- 2.1 In 2007/08, the total number of pupils in independent schools over the age of 4, as a proportion of all pupils in the country, was as follows.

Table: 2.1. Independent school pupils over the age of 4, as a proportion of all such pupils, 2007/08 \*

	<i>All pupils</i>	<i>Independent school</i>	<i>% independent Pupils</i>
England	7,166,420	516,560	7.2%
Scotland	711,458	19,328	2.7%
Wales	489,181	9,699	2.0%
Northern Ireland	320,259	7,159	2.2%
<b>UK total</b>	<b>8,687,318</b>	<b>552,746</b>	<b>6.4%</b>

\* For a note on the figures for Northern Ireland, see Appendix I, paragraph 10.

Source: DCSF, 2008a; SG, 2008a and SG 2008b; WAG, 2008; DENI, 2009

- 2.2 From Table 2.1 it can be seen that in 2007/08, a very large majority (93.5%) of the UK's independent school pupils were in institutions located in England. Data from the Independent Schools Council (ISC) shows that almost half (46%) of this provision is in London and the Southeast, but the urban stronghold of UK independent schooling is undoubtedly Edinburgh where, in 2000, almost one quarter (23.6%) of all secondary-age pupils were in independent schools.<sup>1</sup> Collectively, ISC member schools educate 84% of pupils in the UK independent schools over the age of four.<sup>2</sup> In the ISC's 2009 census, 4.2% of these pupils (21,533) were non-British with parents living abroad and approximately a further 1.5% (c.7,750) were British with parents working abroad or serving in the armed forces.<sup>3</sup>
- 2.3 When assessing patterns of entry to higher education by school or college background in the UK, it is important not merely to note as context that: (a) 6.4% of all UK school pupils are educated privately (7.2% in England); and (b) a significant minority of these pupils domiciled beyond the UK. Of additional significance is the fact that, after the age of 16, the pattern of institutional provision changes in important respects. Taking figures for England in 2007/08, where the pattern of institutions is most complex and the great majority of UK post-16 students live, the following pattern emerges.

<sup>1</sup> ISC, 2008a: 31; McClure, 2003: 100. 18.1% of all Edinburgh pupils were in independent schools in 2000: *ibid.*

<sup>2</sup> In the ISC's 2008 census (the equivalent year to the figures presented in Table 2.1) the 1,271 member schools had 466,198 pupils aged over 4 on roll: ISC, 2008a: 16.

<sup>3</sup> ISC, 2009: pp. 18, 22, 23, 31. The highest numbers of non-British were from: Hong Kong (2,602), Germany (1,515) and China (1,188). Among new entrants in 2008/09, 28% were domiciled in Europe, a growing proportion that may be attributable to the increased availability of the International Baccalaureate in ISC schools: *ibid.* 7.

Table: 2.2. Students in independent schools as a proportion of all full-time students aged 11-17, England, 2007/08.

	Independent schools	All other schools	V1th form colleges	Colleges of further education & higher education
aged 11-15	7.4%	92.6%	0%	0%
aged 16	8.5%	38.3%	13.5%	39.7%
aged 17	9.0%	35.2%	13.5%	42.1%

Source: DCSF, 2008a, 2008b

2.4 Moreover, because the volume of the population overall remaining in full-time education after the age of 15 declines sharply, the number of students in independent schools as a proportion of the age group also declines, as follows.

Table: 2.3. UK-domiciled pupils in independent schools as a proportion of the total population aged 15-17, England, 2007/08.

	Approx. number of UK-domiciled students in independent schools*	% of age group
aged 15	45,600	7.0%
aged 16	36,825	5.5%
aged 17	34,965	5.2%

\* Published figures for all pupils in independent schools, less the approx. 5.7% of non-UK domiciles.

Source: derived from DCSF, 2008a, 2008b and ISC census 2009

### *Social composition of independent school pupils*

2.5 The size of the independent sector England is similar to the average across a group of 27 OECD countries.<sup>4</sup> Compared to these countries, where such schools are more likely to be privately managed than financed, the English schools are more socially exclusive than elsewhere (and schools in Scotland even more so). Nevertheless, there is a spread of social background among English independent school pupils. In one study of 700 randomly-selected independent school pupils in England aged 15 in 2000 and 2003, one quarter were found to come from families in the top 10% of parental occupations, but the parents of half of the sample were in occupations below the top quartile nationally and one fifth from occupations below the national average.<sup>5</sup>

2.6 These figures may be related to the 40% of UK independent school pupils in 2006 whose parents had not, themselves, experienced an independent school education when young,<sup>6</sup> to the one third of all pupils (160,000) who receive help with fees<sup>7</sup> and to data from a survey conducted by Independent Schools Council (ISC) Schools in 2005. This covered 75% of UK domiciled pupils in independent schools and found that:

- 9.4% of pupils in the sample (32,400) lived in post-codes where the average household income was below the national average;

<sup>4</sup> Jenkins *et al.*, 2006: 22. During 2000-2003 the median of 15-year old pupils attending independent schools across 27 OECD countries was 8%, *ibid.*

<sup>5</sup> *Ibid.*, 11.

<sup>6</sup> ISC 2006: 3

<sup>7</sup> ICS: 2008: 9. On these, four fifths are assisted by the school, a contribution estimated at £350m. annually, *ibid.*

- while 50 comprehensive schools in England had fewer than 2% of pupils eligible for free school meals,<sup>8</sup> there were 338 ISC schools where 2% or more pupils were from ‘hard pressed areas’, where a majority would be so eligible.<sup>9</sup>
- 2.7 In the light of this evidence, the ISC survey authors concluded that there was ‘clear demographic overlap between top state and independent schools’, as well as evidence that, based on their residence in low-participation post-codes, as many as 10,000 independent school pupils were contributing to widening participation in ways not officially recognised in progress against national ‘benchmarks’ reported for universities by the Higher Education Statistics Agency (HESA).
- 2.8 In similar vein, the study of 15 year-olds across the OECD calculated that the social composition of English independent school pupils, ‘coupled with the relatively small size of the private sector in England, means that little of the social segregation in English secondary schools can be attributed to the existence of private schools’. Rather, the authors concluded, the level of segregation in England ‘is not driven by the existence of private schools. About 80% of the segregation is accounted for by the uneven spread of children from different social backgrounds within the state sector’.<sup>10</sup>
- 2.9 This latter phenomenon of social segmentation across state secondary schools has disappointed many researchers who anticipated its diminishment under a New Labour government.<sup>11</sup> Some of the patterns involved have been quantified in successive studies undertaken by the Sutton Trust,<sup>12</sup> the most recent of which concluded that among the 100 most socially selective state schools, voluntary aided and faith schools formed the largest groups and that ‘the impact on the academic results on non-grammar state schools due to ‘creaming-off’ of pupils to grammar schools is negligible’.<sup>13</sup>

*The separation of independent and state school education in Scotland and England*

- 2.10 Notwithstanding the effect of social segregation among state secondary schools, the proportion of former independent school pupils entering the UK’s leading universities significantly exceeds their representation of 9.0% of those in full-time education in England aged 17 (Table 2.2).
- 2.11 Given that all of the empirical studies of ‘fair access’ agree that prior attainment is by far the strongest determinant of university undergraduate admissions, surveys of the principal features of independent school education in the UK are important. Perhaps most relevant here is the following combination of headline findings from recent empirical research:
- Scottish and English independent schools are, in general, more exclusive than those in other developed nations,<sup>14</sup> although the spread is uneven and there is considerable segmentation within the independent sector;
  - in comparable tests they are (alongside independent schools in Korea and New Zealand) the most academically successful of all types of school across the OECD;<sup>15</sup>

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<sup>8</sup> Sutton Trust, 2005a.

<sup>9</sup> *Ibid.*: 3-4.

<sup>10</sup> Jenkins *et al.*, 2006: 11, i.

<sup>11</sup> For example, Tomlinson, 2003 and Whitty, 2008.

<sup>12</sup> Sutton Trust 2005a and Sutton Trust, 2006.

<sup>13</sup> Sutton Trust, 2008: 4, 3.

<sup>14</sup> Jenkins *et al.*, 2006: 11, 23.

<sup>15</sup> Smithers, 2004: 25-26; Smithers, 2008: 15-21.

- in England, their effect on segregation within state secondary schools is small;<sup>16</sup>
- the gap between performance of independent and state schools in England in comparable tests is the greatest in the developed world<sup>17</sup> and is growing at A level;<sup>18</sup>
- almost one quarter of state school pupils in England and Wales receive supplementary private tuition in their GCSE year;<sup>19</sup>
- when it comes to access to leading universities, student advice and guidance is more accurate and better-informed in independent schools;<sup>20</sup>
- as in most OECD countries, the share of private resources (mainly household spending) going into UK schools rose faster than public spending during 1995-2003, and during 2000-2005 the share of private investment in primary and lower secondary education in the UK recorded the second highest increase across 26 member countries;<sup>21</sup>
- in England there is a marked (and probably growing) separation of the kinds of subjects being studied by 15-19 year-olds in state schools/colleges and independent schools. This demarcation of subjects is also mirrored in patterns of undergraduate access to higher education when the formal ranking of universities is taken into account;<sup>22</sup>
- the demarcation is further reflected in patterns of teacher recruitment (prior qualifications, level and subject specialism) to types of school, in transfer of teachers among schools in mid-career<sup>23</sup> and in patterns of pupil attainment.<sup>24</sup>

2.12 In the light of these data it is, perhaps, unsurprising that since 2001 surveys of public opinion in Scotland have, for the first time, seen approval for the principle of independent school education overtake opposition to it, while in Britain as a whole in 2004 a clear majority of those with school age children, especially among lower social groups, agreed with the proposition that children should have access to private schooling at the public expense.<sup>25</sup> In addition, the proportion of parents in Britain who say they would access independent education for their children if they could afford it has grown from 51% in 1997 to 57% in

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<sup>16</sup> Jenkins *et al.*, 2006: i, 11. Segmentation among English state schools is, no doubt, reinforced by the view of 50% of those polled in a Sutton Trust survey (2004: 4), across social classes equally, that selective schooling based on entrance tests taken at the age 11 or 12 is desirable. In Scotland outside the urban centres, the prevalence of parental choice among schools within the state sector is low, especially in the thinly populated regions: Pearson, 1999: 93.

<sup>17</sup> Smithers, 2008: 34. For useful summaries of patterns of attainment in A levels by pupils in independent schools compared to state schools/colleges, see: Smithers, 2008: 6-14 and HoC, 2009b: Ev. 421-26. In 2009 the proportional increase in A grades at A level across all types of school and college was highest in independent schools: BBC, 2009.

<sup>18</sup> According to schools minister Ian Wright, this is because 'private schools have a much narrower range' of subject choices, *Sunday Times*, 2009c.

<sup>19</sup> MORI/Sutton Trust, 2005: 7.

<sup>20</sup> Sutton Trust 2008: 21; HoC, 2009b: Ev. 455, 505.

<sup>21</sup> OECD 2006: 9; OECD 2008: 11. Using data from the United States, de la Croix and Doepke (2007) show that an increase in private education also increases the proportion of public investment in the education on those remaining in the state sector, but at the cost of greater inequality within the state sector. In 2004, the Chancellor's budget statement estimated that the number of the number of young people educated in independent schools represented a saving of \$1.98bn. to the Exchequer: Porter, 2005: 30. Meanwhile, in England during 2002-08, the gulf in spending per pupil in independent schools compared to state schools increased by over 50%, according to Liberal Democrat analysis: *Daily Telegraph*, 2009.

<sup>22</sup> Smithers, 2008: 6-14; Fazackerley and Chant, 2008: 10-14; ISC, 2008b: Table 3. Independent school applicants are three times more likely than state school/college applicants to receive offers in relation to applications, a figure that rises to four times for Russell Group universities, *ibid.*: Tables 1 and 2.

<sup>23</sup> Smithers and Tracey, 2003; Smithers, 2008: 22-25. In 2009, Politeia reported that qualifications for entry to English state primary schools were lowest in seven comparator countries in terms of subject-based attainment, post-16: Lawlor, 2009: 42.

<sup>24</sup> See paragraphs 5.6 and 6.13, below.

<sup>25</sup> MacClure, 2003: 99; MORI/Sutton Trust, 2004a: 3. Of those with a decided view (76%), three fifths were in favour of the proposition, *ibid.*

2008, with significant increases recorded among Labor voters (up from 41% in 2004 to 54% in 2008).<sup>26</sup>

2.13 The data also explain how a small number of independent schools can contribute so strongly to the overall pattern of undergraduate entry to the leading universities.<sup>27</sup>

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<sup>26</sup> Ipsos MORI, 2008; Baker, 2008.

<sup>27</sup> Sutton Trust, 2008: 3-4. During 2002-06, a group of 100 schools (83 independent [45 from HMC], 16 grammar and one comprehensive) accounted for one sixth of those entering 13 leading universities, and a different group of 100 schools (78 independent [50 from HMC], 21 grammar and one comprehensive) accounted for one third of Oxbridge entrants, *ibid.* 3-4 and 27-34.

### 3. Growth in UK undergraduate higher education, 2003/04 to 2006/07

#### *Context*

- 3.1 Both absolute and proportional growth in UK undergraduate education over the last 50 years has been marked. In 1962/63, 4% of the British cohort aged 18+ (118,000 individuals) attended full-time in one of 22 universities (up from 3.2% / 82,000 in 1954/55). Of these, 10% were 'overseas' full-time entrants and there were, in addition, approximately 3,000 part time entrants.<sup>28</sup>
- 3.2 Thereafter, numbers in higher education as whole increased sharply until 1972/73, aided by the growth of polytechnics,<sup>29</sup> with slower increases continuing over the period 1972/73 to 1988/89. During 1988/89 to 1994/95 there was a very sharp acceleration,<sup>30</sup> slowing again during 1994/95 to 2000/01, expanding once more during 2000/01 to 2005/06, at first rapidly and then more gradually,<sup>31</sup> before leveling off after 2005/06.<sup>32</sup>
- 3.3 Growth in the proportion of the age group in Britain participating full-time in higher education over the same period showed a simpler pattern, comprising two main surges: from 5% to 14% during 1961-73 and from 14% to 30% during 1986-95.<sup>33</sup> Thereafter, there has been a slower, interrupted pattern of proportional growth to the point in 2005/06 where the equivalent figure for England had reached 37% (39% when part-time students are added).<sup>34</sup>

#### *Trends in undergraduate entry, 2003/04 – 2006/07*

- 3.4 In 2003/04, the first of the four years examined in detail in this report, there were 2,369,005 students in UK institutions of higher education, segmented as follows:

Table 3.1: students at UK institutions of higher education, 2003/04

		%
Full-time post-graduates	220,395	9.3
Part-time postgraduates	303,435	12.8
Full-time undergraduates	1,141,850	48.2
Part time undergraduates	581,760	24.6
Full-time further education	20,600	0.9
Part-time further education	100,965	4.3
<b>Total</b>	<b>2,369,005</b>	<b>100*</b>

\* In all tables derived from HESA data, figures may not sum to 100%, due to rounding: see Appendix I.

<sup>28</sup> CHE, 1963: 15-16.

<sup>29</sup> In the last year of their separate identity (1991/92), there were 378,769 students in polytechnics (36.6%), 376,074 students in universities (36.3%) and 281,000 students (27.1%) in other colleges of higher education, Pratt 1997: 28.

<sup>30</sup> This six-year surge, itself mainly the result of a preceding surge in England and Wales in attainment at 16+ in the new GCSE qualification (see *Payne et al., 1996*), outstripped anything seen in the mid-1960s.

<sup>31</sup> Due to the policy of renewed expansion of the incoming Labour government.

<sup>32</sup> NCIHE, 1997: 18; HESA, 2009a.

<sup>33</sup> NCIHE, 1997: 20; Mayhew et al., 2004: 66.

<sup>34</sup> DIUS, 2008 (Table 1). There have been various changes in the way in which this figure has been calculated over the period. DUIS time series data, commencing in 1990/91, measured 'initial participation rates by age over ages 17-30' for 'English domiciled first time participants' in UK higher education, including courses of higher education in colleges of further education (a proportion of the total which peaked in 2004/05 at 7.8% (136,050 individuals) and has since fallen back: HESA, 2009a). It is this overall measure of 17-30 year olds which the government uses when assessing progress towards its target of 50% participation by the age group. Meanwhile, 'young participation' (age group 18-19) across the UK during 1994 to 2000 rose from 27% to 29%, HEFCE, 2005a: 233.

By 2006/07, the final of the four years to be examined in detail, overall student numbers had increased by 4.6% to 2,478,425.<sup>35</sup>

- 3.5 Over the same four-year period, undergraduate entrants aged under 21 increased more rapidly as a group than the rise in student numbers overall. Within this undergraduate group were the following components.

Table 3.2: patterns of growth among undergraduate entrants to UK higher education aged under 21, 2003/04 to 2006/07.

	2003/04	2006/07	% growth
UK domiciled (full-time)	263,455	272,670	3.5
UK-domiciled (part-time)	15,380	23,090	50.1
Non-UK domiciled	42,928	50,680	18.1
<b>Total</b>	<b>321,763</b>	<b>346,440</b>	<b>7.7</b>

Source: HESA, 2009b and bespoke HESA data for this report (hereafter: 'bespoke HESA data')

From Table 3.2 it is clear that among full-time undergraduate entrants over the period, the number domiciled beyond the UK increased at five times the rate of 'home' entrants.<sup>36</sup>

- 3.6 Within the period under review, there was also an unusual pattern of undergraduate entries brought about by the introduction within England of variable fees charged to UK- and EU-domiciled full-time entrants (from 2006/07).<sup>37</sup> Subsequent analysis by HESA shows that there was a surge in undergraduate applicants accepting places in 2005/06, followed by a modest falling back in 2006/07 to levels that continued the trend line of earlier years.<sup>38</sup> As such, the data in this report which compares entrants for 2003/04 with those of 2006/07 'smoothes' the spike in entrants recorded in 2005/06.

<sup>35</sup> HESA 2009a.

<sup>36</sup> The differential rate of growth emerged strongly in 2002/03, see Sutton Trust, 2004b.

<sup>37</sup> Including 'island' students – those domiciled in the Channel Isles and the Isle of Man.

<sup>38</sup> UCAS 2009c.



#### 4. Fair access to higher education in the UK

*Context: the expansion of UK higher education, 'widening participation' and 'fair access'*

- 4.1 Cultural pessimists have been on hand to lament each phase in the growth of UK higher education,<sup>39</sup> and a major recent survey of higher education across the twentieth century concluded that, in England at least, since the mid-1960s, public interest had remained acutely ambivalent, caught between support and hostility. From the mid-1960s 'the reputation of the universities undoubtedly declined' in the eyes of some, and this was accompanied by suspicion about the status and effectiveness, first of polytechnics and later of 'post-1992' universities. However, for others, there was the increased likelihood that in tens of thousands of households a child would, at the age of 18 or 19, outpace their parents by experiencing higher education. And, all the while, the professional interest within the institutions – highly resource-dependent as it was on public finance – sought to listen, respond, defend, appeal and reach out.<sup>40</sup>
- 4.2 In recent years, there can be no mistaking the increased policy focus on plotting the effects of expansion on the social composition of the student body. Sir Ron Dearing's committee of enquiry, which sat during 1996-97, summarised its concerns on this point under the heading 'The causes of differential participation and possible solutions', recommending: clear financial incentives to those institutions doing most to broaden the basis of their undergraduate student bodies; better statistical monitoring in this area; and increased funding in general for the support of students who, once admitted, might encounter difficulties in learning.<sup>41</sup> Subsequently, the most significant policy statement on higher education by the Labour government elected in 1997 emphasised the point that, in each phase of expansion in UK higher education between 1960 and 2000, participation had increased in higher proportion among young people with 'professional backgrounds', compared to those with 'unskilled backgrounds'.<sup>42</sup>
- 4.3 In the years since 1997, such commentaries have shifted from analyses of the social composition of undergraduates across higher education as a whole, to that of putting individual universities under a spotlight and assessing the extent to which each should be held to account for the social composition of its undergraduate body. This debate has been most intense in England where factors of demography, geography and social attitudes combine most forcefully in the UK to stimulate such discussion.
- 4.4 A specialist vocabulary has emerged in response to this debate. For the purposes of this report it is helpful to distinguish between two terms and their associated policy imperatives:
- 'widening participation' – are the universities and colleges of higher education as a whole attracting a wide enough social mix of applicants?
  - 'fair access' – do the best candidates get into the best universities?
- The first theme continues the earlier tradition of investigating the make-up of UK undergraduates as a whole. The second, more recent, theme questions the extent to which a pure meritocracy is in operation, especially at the highly selective end of the continuum of institutions where the economic and/or cultural returns to graduates over their lifetime have been shown to be the greatest.<sup>43</sup>

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<sup>39</sup> Most famously, Kingsley Amis who declared in *Encounter* in July 1960 (pp. 8-9) that, so far as the universities were concerned, 'MORE WILL MEAN WORSE'.

<sup>40</sup> Silver, 2003: 60-61.

<sup>41</sup> NCIHE, 1997: 106-13.

<sup>42</sup> DfES, 2003: 17

<sup>43</sup> See section 6, below.

- 4.5 Widening participation, as defined above, is not the main focus of this report. However, it is worth noting here that policy initiatives in this area have been quite extensive and, in the most recent reckoning, not especially successful.<sup>44</sup> Protagonists from within higher education argue that this is because the problem of under-representation is largely beyond the universities' scope and ability to control: patterns of voluntary participation in education beyond the age of 16 are already strongly correlated to social class.<sup>45</sup> Indeed, such patterns are becoming established before a child reaches the age of three.<sup>46</sup> What is new since 1997 is the government's particular focus on raising aspirations concerning higher education among those in 'low participation neighbourhoods'.<sup>47</sup> What is not new is the incidence of those who, throughout the post-war period, have become the first in their family to attend university – a function of an ever-expanding system of higher education, coupled with a significant reduction in the general population of those defined as coming from lower social groups.
- 4.6 When viewed this way the evidence about the nature of widened participation is mixed. On the one hand, in 1970 those from higher social groups were six times more likely to participate in higher education than lower groups, but by 2000 this ratio had reduced to just less than three times – over three decades when the volume of those in lower groups had also reduced sharply. On the other hand, it appears that the absolute gap has widened over the same period. In 1970, 32% of the higher groups participated, compared to 5% among lower groups; by 2000, the gap had increased to 48% and 18%, respectively. In this light, the concentration on low participation neighbourhoods is understandable, especially when related to social field-research which suggests that, among those from poorer backgrounds, the desire to earn youth wages conspires with a sense that university in general is for other people, compounded by a developed sense that, even if 'staying-on' into higher education were to be desirable and feasible, the institutions offering a good rate of return are out of reach.<sup>48</sup>
- 4.7 There are implications here for 'fair access' and the kind of data just recorded are one of the motivations energising the 'outreach' work of charities such as the Sutton Trust (founded 1997), where the aim is to break down needless barriers to access such as stereotypes or misinformation. Beyond this, the Trust has also sought, through commissioned research, to generate better information on trends and patterns influencing access to the most selective universities.
- 4.8 Before looking at aspects of the 'fair access' question in some detail, it should be noted also that the social trends which have contributed to increased access to higher education in the post-war period have acted on families with children in independent schools as well as in state schools:
- first, families within higher social groups began to consider in larger numbers than previously a university education for their children, a change in attitude which has, in the event, resulted in increased expansion in access to higher education among this group, compared to others;<sup>49</sup>
  - second, the most significant policy event contributing over the period to the proportional presence of students with an independent school background in leading universities (from the 1980s onwards) was a Labour government decision in 1975 to abolish the 174 direct-

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<sup>44</sup> PFAP, 2009: 40; HoC, 2009b: Ev. 508.

<sup>45</sup> Bekhradnia, 2003: paras. 7-12.

<sup>46</sup> HoC, 2009b: Ev. 404.

<sup>47</sup> HESA 2009c.

<sup>48</sup> Bekhradnia, 2003: paras. 3-6, 10-11.

<sup>49</sup> *Ibid.*

grant grammar schools in England and Wales, with the result that 119 chose subsequently to become fully independent;<sup>50</sup>

- third, the fact that 40% of parents whose children were in independent schools in 2006 had not, themselves, experienced an independent school education when young, suggests a strong interest among a new group in the rates of return (economic and cultural) of different forms of education at both school level and, later, at university level.<sup>51</sup>

*Fair access: some detailed considerations*

4.9 As a consequence of the recommendations of the Dearing Committee in 1997, information on the school background of undergraduate entrants to each UK institution of higher education has, since 1999, been published on behalf of the four UK HE funding councils, along with other aspects of the social composition of UK-domiciled undergraduates.<sup>52</sup> Meanwhile, this public policy focus has been sustained by the campaigning work of the Sutton Trust, by the controversy occasioned in May 2000 by an intervention of the Chancellor of the Exchequer, Gordon Brown, which criticised (in an ill-informed way, as it turned out) the rejection of a comprehensive school applicant to Oxford University, Laura Spence. In February 2003, similar passions were raised when press reports alleged that Bristol University discriminated in its admissions against applicants from independent schools;<sup>53</sup> twelve weeks later an official review of the fairness of admissions in England was announced by the government.<sup>54</sup> During the period in which the review sat, legislation was brought forward allowing English universities to charge variable tuition fees to full-time students and, as an insurance that this policy would not reduce the participation of under-represented groups within the undergraduate body in England, an Office for Fair Access was established in October 2004. This office has regulatory powers to enforce ‘Access Agreements’, renewable every five years, whereby each institution is required to spend ‘some of the money raised through tuition fees to provide bursaries or other financial support for students from under-represented groups, or to fund outreach activities to encourage more applications from under-represented groups’.<sup>55</sup>

4.10 In addition to English universities needing to honour their access agreements, each UK higher education institution has, since 1997/98, been set ‘benchmarks’ by its respective funding council, related to the social composition of its undergraduate student body. The precise purpose of benchmarks is not easy for the lay-person to grasp. They are described officially as a set of measures through which individual universities and colleges can ‘take account of some of the factors which contribute to the differences between them’. Specifically, there are benchmarks designed to indicate ‘how well’ each institution is performing in relation to the social composition of its undergraduate student body, as measured for full-time under 21s by:

- the percentage who attended previously a school or college in the state sector;
- the percentage who come from socio-economic categories 4 to 7 on a national scale of 1-7; and

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<sup>50</sup> Hansard, 22 March 1978. Meanwhile, over the period 1963-79 a peak of 1,298 local authority grammar schools in England and Wales (DES, 1965: 22) shrank to 164, all in England, as the remainder closed or opted to become non-selective comprehensive schools.

<sup>51</sup> ISC 2006: 3

<sup>52</sup> Indications of how school background might be reported in data were first discussed in HEFCE (1999a) and appeared in annuals tables for the year 1997/98 onwards, see (HEFCE 1999b)

<sup>53</sup> In response, the HMC and The Girls’ School Association threatened a boycott of the university: *The Observer*, 2003.

<sup>54</sup> AHESG, 2004.

<sup>55</sup> OFFA, 2009.

- the percentage who come from a low participation neighbourhood.<sup>56</sup>

In 2007/08 the institution furthest adrift from its benchmark for the proportion of undergraduates entering from state schools and colleges was Oxford (a ‘performance’ of 53.4% compared to a ‘benchmark’ of 75.3%).<sup>57</sup> Failure to achieve a benchmark carries no specific sanction, the official rubric merely commenting that ‘policy development, both at national and institutional level, is informed by Performance Indicators, but other factors are also taken into account’.

4.11 By its nature, fair access is a policy priority that affects particularly a small number of the most selective UK institutions. Several considerations come into play: exclusivity in terms of the level of prior attainment required of entrants; popularity and perceived accessibility (a proxy for which is the number of applications per place); and more diffuse cultural factors such as the perceived status and ‘tone’ of individual institutions. Historic dynamics are also important. In England before 1900 the nexus between the leading independent schools and the ancient universities was normative; as the number of students in selective, state-funded secondary schools grew during the period 1900-1960, so access widened to embrace the new civic universities and six provincial colleges of higher education which were awarded royal charters;<sup>58</sup> and in the 1960s fresh patterns of access were forged as middle class families (many with no previous experience of higher education and with children in independent schools, grammar schools or the emerging comprehensives) embraced fashionable new institutions.<sup>59</sup> In Scotland the four ancient universities<sup>60</sup> stood alone until 1964<sup>61</sup> but, with the exception of concentrations of independent schools in four cities,<sup>62</sup> the majority proceed from community secondary schools to higher education, as they do in Wales (where no grammar schools now survive). In Northern Ireland the secondary school system is dominated by state provision and, within that, the divisions of selection at 11+ (currently being dismantled) and of religious affiliation. The dynamics just depicted go much of the way to accounting for why it is that all Welsh and Northern Irish universities met their ‘benchmarks’ for the number of state school students admitted in 2008 while, in England and Scotland, 19 of the 30 leading institutions considered in detail later in this report did not.<sup>63</sup>

4.12 At the apex, and well clear of the field in terms of the qualification levels of UK-resident entrants, are the two ancient English universities (Oxford and Cambridge: founded C12th-C13th), followed in a second tier by Imperial College (1907) and the London School of Economics (1895).<sup>64</sup> Of the other 24 institutions analysed in detail in section 6 below, six were founded before 1850, six between 1880 and 1909, and the remaining 12 during the period 1948-66. However, before it is assumed that there is a simple correlation between a university’s age, its prestige and the extent to which it is able to select among the most able applicants, there are four complicating factors which need to be considered.

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<sup>56</sup> HESA, 2009e and HESA, 2009f. For the objection of the Russell Group of universities to the methodology used for calculating widening participation benchmarks, see HoC, 2009b: Ev. 407.

<sup>57</sup> HESA, 2009b. In Scotland in 2007/08, the institution furthest adrift from its benchmark was St Andrews (‘performance’ of 60.1%, compared to a ‘benchmark’ of 77.5%). In England five institutions taking small numbers of undergraduates had a gap between performance and benchmark higher than that of Oxford: Guildhall School of Music and Drama; Royal Academy of Music; Royal Agricultural College; Royal College of Music; Royal Northern College of Music.

<sup>58</sup> Reading (1926), Nottingham (1948), Southampton (1952), Hull (1954), Exeter (1955) and Leicester (1957).

<sup>59</sup> Most notably Sussex, although in recent years it is Bath, York and especially Warwick that have sustained a reputation for excellence.

<sup>60</sup> St Andrews (1410), Glasgow (1451), Aberdeen (1494) and Edinburgh (1582).

<sup>61</sup> When the universities of Stirling and Strathclyde were founded.

<sup>62</sup> Edinburgh, Glasgow, Aberdeen and Dundee: MacClure, 2003: 100

<sup>63</sup> HESA, 2009d.

<sup>64</sup> *The Times*, 2009: 2.

- 4.13 First, it should be noted that there is significant variation in the entry levels required of and achieved by different subject departments across the leading institutions. This suggests that, in this respect, dynamics of supply and demand are to the fore. Some courses are more competitive of entry than others. Among the larger subjects (500 or more entrants in 2008) the most popular were: dentistry (8.9 applications per place); medicine (8.6); veterinary medicine (7.4); economics (6.3); architecture (6.2); drama (6.2) and dance (6.1).<sup>65</sup> Meanwhile, most of the leading universities find it difficult to attract sufficient applicants of the requisite quality in some subjects.<sup>66</sup>
- 4.14 Second, there is no clear correlation between entry requirements and applications per place when both are averaged across individual institutions. Thus, we find that the universities with the highest prestige and highest entry requirements of applicants are not those to which the highest proportions of applicants aspire. Across the UK in 2008 there was an average of 4.8 applicants for each place available. Within the thirty leading universities studied in this report, the average was 6.4, with variations among individual universities from 14.7 to 4.2. Moreover, the correlation between student demand for places and overall performance of institutions<sup>67</sup> is uneven: in this group of 30 leading institutions Oxford was 28th in terms of applications per place (4.4) and Cambridge 30th (4.2).<sup>68</sup> For advocates of a pure meritocracy, such figures suggest that there are invisible barriers to fair access.<sup>69</sup> Thus, the Sutton Trust has responded, since 1997, by leading efforts, widely replicated by other organisations, to introduce able potential applicants to those universities about which, for cultural or other reasons, they might otherwise have had no knowledge or insufficient confidence to make an application.
- 4.15 Third, there is the question of the fortune of applicants to leading universities with similar predicted grades but different educational backgrounds. Once again, it is the Sutton Trust which has led the way, this time through detailed research. Based on HESA figures, the Trust has produced a series of three surveys of patterns of access to what were, at the turn of the last decade, the thirteen leading UK universities.<sup>70</sup> The first of these studies, published in May 2000, concluded that ‘the probability of getting into a top 13 university is approximately 25

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<sup>65</sup> UCAS, 2009a.

<sup>66</sup> In 2007, 31 of the 37 members of the Russell Group and the 1994 Group taking undergraduates went into Clearing: *Independent*, 2007: 110-11. In 2009, much-reported to be a very tight year for places, 28 of these universities advertised undergraduate vacancies on their websites and in the press on the first day of Clearing (20 August): *Independent*, 2009: 86-87. Those not entering Clearing in 2009 were: Cambridge, Edinburgh, Glasgow, the LSE, Loughborough, Oxford, St Andrew’s and UCL.

<sup>67</sup> Measures of the performance of universities are discussed below, in section six.

<sup>68</sup> In 2008 the five most popular were: London School of Economics (14.7), Bristol (11.4), Edinburgh (9.1), Warwick (8.7) and King’s College London (8.1): UCAS, 2009a.

<sup>69</sup> Such advocates assume that with more and better information, almost all applicants will seek to act rationally so as to maximise their economic and social advantage within higher education, regardless of individual preferences. This seems somewhat unrealistic but needs to be the subject of more research in which existing ‘rates of return’ analysis in economics (see below, section six) is complemented by large-scale findings as to the cultural influences operating among applicants to higher education, including socio-cultural factor such as willingness to travel (see Sutton Trust, 2004a: 7) and fear of debt (although it is maintained that continuing rates of application to higher education across social classes in England after the raising of fees in 2006 show that the latter is not, as yet, a major problem). For now, Bekhradnia concludes (2003: paragraphs 17 and 11) that, understanding full well the hierarchy of entry demands, ‘by and large students apply for the most demanding institutions they think will accept them and institutions select the best qualified students that apply to them’, noting the findings of Louise Archer that ‘young people from poorer backgrounds believe strongly that the rates of return they will secure from higher education depend to a large extent on the institution they go to. Many are convinced that they would not be able to get into a sufficiently good institution to achieve a high rate of return’.

<sup>70</sup> Some of the limitations of the data-set on which the Sutton Trust has had to rely are discussed in section six and Appendix I. See also, notes 73 and 78, below.

times greater if you come from an independent school than from a lower social class or live in a poor area, and approximately double what it should be'.<sup>71</sup> This imbalance, the report stated, was a result of two main factors: 'a low proportion of suitably qualified, less affluent students apply and inadequacies in the admissions system which is in need of reform'.<sup>72</sup> In two further studies the Trust used updated figures from the same data-set to conclude that, taking account of increasing numbers entering higher education overall, there remained 3,000 young people from state school or college backgrounds in England who were better qualified for entry to the leading 13 universities (out of a total intake of 30,000) than 3,000 of the applicants with independent school backgrounds who were offered and accepted places.<sup>73</sup> In 2009, using fuller data for 2005, the Trust revised this analysis and, in a significant shift, concluded that it was the number of applications per student that was the determining factor and that 'young people with similar attainment who applied to one of the most academically demanding degree courses, were around as likely to get an offer, regardless of the type of school or college they attended'.<sup>74</sup> These findings, published jointly with the Department for Business, Innovation and Skills, brought the Sutton Trust into line, albeit from the opposite direction, with the results of a detailed survey by the ISC in 2005 which found 'no evidence of discrimination against independently schooled students' in admissions.<sup>75</sup>

4.16 Fourth, there is the question of how well entrants to the leading universities do in their degree studies, based on their school or college background prior to entry. Research on this theme has been undertaken by government statisticians and has proved controversial, in terms of both its origins and results. The stimulus for the research was the suggestion that it might be desirable to make lower offers to applicants from disadvantaged backgrounds if it could be shown from valid and reliable data that they were more likely to be successful as undergraduates. The published results stated that 'students from independent schools appear to consistently do less well than students from other schools and colleges when compared on a like-for-like basis'.<sup>76</sup> The Schwartz report on Fair Admissions commended HEFCE's findings but, mindful of the Bristol admissions controversy the previous year, commented that while the research was 'rigorous and robust', this 'does not mean that it is the definitive answer on schooling effects or that it claims to be'.<sup>77</sup> In a report commissioned by HMC, Alan Smithers took up the gauntlet and, in a wide-ranging review of the literature on 'schooling effects', concluded that HEFCE's headline finding, and that of similar studies, were

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<sup>71</sup> As measured by the 'benchmarks' discussed above in paragraphs 4.10 and 4.11.

<sup>72</sup> Sutton Trust, 2000: 3, 1.

<sup>73</sup> Sutton Trust, 2004a; Sutton Trust, 2005b. The 'missing 3,000' are not students who can be precisely identified as the data does not 'track' individuals from school/college to higher education; the number is calculated from the shortfall of these 13 universities in entrants related to the relevant 'benchmark'. Using somewhat guarded language, the 2004 report by the Trust also concluded that the 'missing 3,000' were wasting themselves by entering courses for which they were 'overqualified' at lesser universities and which were more likely to concentrate on 'vocational achievement': Sutton Trust, 2004a: 1,6.

<sup>74</sup> Sutton Trust, 2009a: 3. The research also established that pupils from the highest-attaining fifth of independent schools made twice as many applications to the 'Sutton 13' universities. As such, 'a student with the equivalent of ABB at A level (including at least one 'core academic' A level [maths, English, physics, chemistry, biology or history]), who attended an independent school had a 79% chance of entering one of the 500 most selective degree courses, compared with 70% for a similar student attending a state maintained school', *ibid*.

<sup>75</sup> ISC, 2005: 1. The National Audit Office has also found that undergraduate applicants given offers are equally likely to accept them, regardless of social background: HoC, 2009b: Ev. 505.

<sup>76</sup> HEFCE, 2003: 3. This research, on 18-year old full time English undergraduates, was followed up in 2005 with 19-year-olds to see if a 'gap year' made a difference to the findings. No difference was found, HEFCE 2005b. In both studies it was reported that the general effects could not be identified for those studying at the most selective universities as it was not possible to differentiate among entrants, a majority of whom had the maximum recorded level of attainment.

<sup>77</sup> AHESG, 2004: 70. Nevertheless, Schwartz commented, 'providers of higher education, when reviewing their admissions policies, will wish to bear this research in mind', *ibid*.

unsafe. First, as the HEFCE report noted, schooling effects were ‘complex and small compared to the effects of individuals’ prior attainment’: A level grades were by far the most important predictor. Second, factors other than schooling – notably gender and ethnicity – ‘are found to have a much greater effect than type of school attended’. Third, when looking at the schooling effect specifically, no like-for-like comparison was possible: A level grades could not be disaggregated from points scored;<sup>78</sup> at the most selective institutions a majority of students from all backgrounds scored the maximum recordable points and could not be separately identified; and even if A level grades are held to be reliable,<sup>79</sup> there are no such guarantees in the degree classifications awarded by the various universities, as these vary significantly across subjects.<sup>80</sup> Finally, Smithers noted that even if these methodological flaws could be overcome and it was still found that undergraduates from state school backgrounds did slightly better at university overall, this would be ‘consistent with the relative performance of the schools’ previously attended, data from the National Child Development Study appearing to show that independent and grammar schools are more likely to ‘educate most pupils to close to the top of their potential’.<sup>81</sup>

#### *Impact on policies and practices*

- 4.17 Each of the various considerations of ‘fair access’ just reviewed stimulated significant policy debate in the mid-2000s. As a result, some innovations have resulted and others remain under consideration.
- 4.18 So far as the leading universities are concerned, the fair access debate has led to a proliferation of ‘outreach’ activity, reviews of admissions processes and provision of foundation courses, recently summarised for Russell Group universities in a convenient briefing note.<sup>82</sup>
- 4.19 The Schwartz report on Fair Admissions recommended to universities that five principles be followed, one of which stated that ‘it is not appropriate to treat one applicant automatically more or less favourably by virtue of his or her background, school or college’. Schwartz also made wider recommendations, influenced by proposals previously advanced by the Sutton Trust:<sup>83</sup> that research be commissioned to investigate further whether there should be a national entry test similar to the US-style SATs; and to implement ‘as soon as possible’, post-

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<sup>78</sup> Had this been possible, the HEFCE report commented, ‘we might have made a different assessment of schooling effects’ (Smithers, 2004:5).

<sup>79</sup> In 2007, out of 2,120,215 subject entries at A level, there were merely 7,267 grade changes to papers (0.3%) as a result of appeals: QCA, 2007. Nevertheless, Dylan Wiliam estimates that students would need to be tested for 40 hours in each subject to make A level results accurate to one tenth of a grade (compared to an accuracy of plus or minus one grade, established for the A level examinations of the 1970s): BBC, 2002

<sup>80</sup> The 2007 Burgess review of degree classifications came as close as Vice-Chancellors were likely to concede in public that degree classifications were no longer reliable across UK higher education (UUK, 2007), a door pushed firmly open by the 2009 select committee on Innovation, Universities, Science and Skills: HoC, 2009a. Dylan Wiliam has also pointed out that while A levels are used as selectors for higher education entry, they are not designed to be predictors of undergraduate performance (BBC, 2002). This may help to explain how, in 2008 for example, one third of A grade mathematics applicants failed the Cambridge University STEP (Sixth Term Exam Paper) in mathematics (*Daily Telegraph*, 2009a). Having said this, Bekhradnia has shown that, in the early 2000s, there was a clear correlation between A level attainment and subsequent degree classification: Bekhradnia, 2002: paragraph 13.

<sup>81</sup> Smithers, 2004: 7. In this context it would be interesting if the results of the supplementary tests administered by some of the leading universities were to be published, by the school background of those sitting the tests (see note 110, below).

<sup>82</sup> HoC, 2009b: Ev. 424-26.

<sup>83</sup> Sir Peter Lampl, Chairman of the Sutton Trust was member of Schwartz’s steering group. The idea of a UK variant of the US SATs test had been advanced in: Sutton Trust, 2001.

qualifications applications (PQA), given that relying on predicted grades when making offers ‘cannot be fair’.<sup>84</sup>

- 4.20 Since 2004, discussions about a comprehensive admissions test have generated little policy momentum while, at the same time, some of the leading universities have resorted increasingly to testing candidates for admission to the most over-subscribed subjects.<sup>85</sup> Meanwhile, plans to introduce PQA are moving only slowly. Support from the universities is luke-warm and there appear to be many technical difficulties as advantages to be gained.<sup>86</sup>
- 4.21 Most recently, the wide-ranging July 2009 report of the outgoing select committee on Innovation, Universities, Science and Skills included a section on ‘Fair access to universities in the Russell Group and 1994 group’, but had nothing new to say or specific recommendations to make.<sup>87</sup> Meanwhile the government’s independent panel on ‘Fair Access to the Professions’, also published in July 2009, cast doubt on the value and effectiveness of widening participation funding in general,<sup>88</sup> called for revised methods of collecting and publishing data on entrants’ backgrounds, questioned the fairness of relying on predicted grades when making offers and expressed the ‘hope that all universities will take into account the educational and social background of pupils’ achievement in their admissions process’.<sup>89</sup>
- 4.22 Overall, it would seem that the heat has now gone out of the policy debate on fair access. In October 2008 the Prime Minister’s National Council for Educational Excellence published recommendations which included the statement: ‘we need to move the debate from a focus on which universities students attend, to one about the vast number of able students who never progress to higher education’. In similar vein, the vice-chancellor of a new university told the select committee on Innovation, Universities and Skills in 2009 that ‘access to higher education *per se* ought to be what we are talking about, rather than access to a few institutions’. In written evidence to the same committee, the Institute of Education at the University of London set out the results of various studies showing the central importance to health and wellbeing of attendance at university, concluding: ‘the problems of raising aspiration, or of ‘fair access’ to prestigious institutions on the part of well-qualified non-standard students, could be viewed as trivial when set against the genuine widening participation challenge of getting more people to the starting gate’.<sup>90</sup>

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<sup>84</sup> AHESG, 2004: 7, 9-10. In reviewing fair access, the Higher Education Policy Institute had also concluded, the previous year, that the most urgent needs were two-fold: to get more disadvantaged applicants ‘to the starting point’ and to improve the diagnostic tools that could identify further academic potential among school and college leavers, Bekhradnia, 2003: paragraph 22. In 2009, the chief executive of UCAS informed a select committee enquiry that there was, as yet, no ‘established predictable model’ of this kind available, HoC, 2009b: Ev. 51.

<sup>85</sup> See note 110, below.

<sup>86</sup> UUK: 2008: 5. In MORI surveys of teachers in state-funded secondary schools in England and Wales, there is a clear majority in favour of PQA: 55% in 2003 and 82% in 2005. MORI/Sutton Trust, 2003: 7; MORI/Sutton Trust 2006.

<sup>87</sup> HoC, 2009a: 28-31.

<sup>88</sup> Evidence supplied to the Committee by the National Audit Office made this point; HoC, 2009b: Ev. 508.

<sup>89</sup> PAAP, 2009: 40-42. In an echo of the row of 2003 over Bristol admissions procedures, renewed controversy broke out in May 2009 when it was reported in the press that the University of Durham was, indeed, taking account of applicants’ school background through the application of a formula to weight the significance of grade prior attainment; *Sunday Times*, 2009a.

<sup>90</sup> NCEE, 2008: 10; HoC, 2009b: Ev. 119 and 359.



## 5. Designating certain school, college and university subjects of study as ‘strategically important and vulnerable’

5.1 In December 2004, the government asked the funding council for English universities to consider which university subjects, if any, might be identified as ‘of national strategic importance’.<sup>91</sup> This review was stimulated, in part, by a Science and Technology select committee enquiry into a series of closures of prominent science departments in English universities during 2001-04.<sup>92</sup>

5.2 In response, the funding council set about this task by identifying criteria by which subjects might be deemed both strategic and vulnerable. Strategic subjects, it reasoned, could be either wealth creating or important for reasons of ‘diplomacy, international relations or on cultural grounds’ and were:

- those providing ‘vital research and/or graduates with recognisably specialist knowledge, skills and competencies to the economy or society’;
- where there is ‘a substantial prediction’ that such traits ‘will be required by the economy, society or Government in the future’.

Subjects were vulnerable if they were located in small, specialist institutions and there was ‘a vulnerability of the public interest, in that the provision of the subject is misaligned with employer, government or other demand’, nationally or regionally.<sup>93</sup>

5.3 Drawing on data from UCAS and HESA that might help to establish such patterns of supply and demand, a first attempt to identify strategically important and vulnerable (SIV) subjects was made in 2005, with the recommendation that the list be kept up to date and subject to review.<sup>94</sup> Accordingly, a second report was issued in 2008 which included a modified, reduced list of SIV subjects. It is the 2008 group of subjects which is the object of reporting under the SIV heading in section 7 of this report:

- science, technology, engineering and mathematics (STEM) subjects (excluding biological sciences and electronic engineering)
- area studies and related minority languages, including:
  - Arabic and Turkish language studies and other Middle Eastern area studies, former Soviet Union, Caucasus and central Asian area studies
  - Japanese, Chinese, Mandarin and other Far Eastern languages and area studies
  - courses relating to recent EU accession countries, especially those in Eastern Europe and the Baltic region
- modern foreign languages
- quantitative social science.<sup>95</sup>

5.4 As a result of this exercise, HEFCE has undertaken a £350m. programme of support for SIV subjects over seven years in English higher education. One of the strands of this work has

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<sup>91</sup> HEFCE 2005c: 3. This was one of Charles Clarke’s last actions as Secretary of State for Education and Skills. Early in the previous year he has occasioned controversy, first maintaining in a newspaper interview in January that education for its own sake at university was ‘a bit dodgy’ and second, in a speech at the University of Worcester in March commenting that ‘a community of scholars seeking after truth is not in itself a justification for the state to put money into that. We might do it at, say, a level of a hundredth of what we do now and have one university of medieval seekers after truth ... as an adornment to our society’ BBC, 2003; *THE* 2003.

<sup>92</sup> HoC, 2005: 12-13.

<sup>93</sup> *Ibid.*, 3-4.

<sup>94</sup> *Ibid.*, 16.

<sup>95</sup> HEFCE 2008: 3. The Advisory Group found that it is difficult to identify in HESA data the volume of student participation in area studies courses and in quantitative social science. See Appendix I, paragraph 9, for a note on how this problem has been addressed in the present report.

been stimulated by the Advisory Group's recommendation, under the heading 'Action to influence and inform student and user demand', that there should be concentration 'on groups such as state school students who are particularly under-represented in certain subjects'.<sup>96</sup>

- 5.5 Section seven of this report demonstrates the high level of reliance of leading UK universities on entrants from independent schools when providing SIV subject courses at undergraduate level. In this context, it is useful here to summarise the extent to which, as the SIV Advisory Group noted, this reliance is mirrored in patterns of the prior attainment of entrants.
- 5.6 Across all of the SIV subjects, independent schools in the HMC are far more likely than state schools to enter students at A level as a proportion of all entries from their school.<sup>97</sup> Equally important, HMC schools far outstrip state schools in the proportion of A level entrants securing A grades in these subjects<sup>98</sup> and receiving offers of places in such subjects as a result of applications made.<sup>99</sup>

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<sup>96</sup> HEFCE, 2005c: 11.

<sup>97</sup> Smithers 2008: 9. An exception is Psychology, if this is agreed at A level to represent a STEM subject.

<sup>98</sup> *Ibid.*, 11. They also outperform grammar schools in this respect, across all SIV subjects.

<sup>99</sup> ISC, 2008b, Table 1.

## 6. The characteristics of leading UK universities and their undergraduate provision

6.1 The main purpose of this report is to present data on patterns of entry to leading UK universities, set in the context of UK independent school education, public policy more broadly and relevant empirical studies. Before reporting the new data on patterns of entry, it is first necessary to identify the characteristics of a leading university.

### *Student numbers in UK higher education and the 'core' undergraduate group*

6.2 In 2007/08 there were 166 institutions of higher education in the UK educating, between them, 1,804,970 undergraduates. The proportion of mature, part-time and 'overseas' undergraduates is increasing but the undergraduate population remains dominated by those domiciled in the UK (90.3%), those studying full-time (68.3%) and those who, when admitted, are under the age of 21 (73.4%).<sup>100</sup>

6.3 Thus, the 'core' undergraduate group remains those who are 'young' and who progress more or less directly from school or college to full-time study. The increase in non-UK entrants (especially at post-graduate level) and in mature and part-time undergraduate students is welcomed by the government as an indication of the international attractiveness of UK institutions, on the one hand, and their increasing flexibility in catering for 'home' aspirants, regardless of age and preferred mode of study, on the other. Nevertheless, it is the majority group – young, full-time undergraduates – which continues to be of particular interest to those outside the higher system<sup>101</sup> and to the audience for this report:

- over many decades the control of undergraduate entry numbers has been the strong prerogative of government, as well as the main engine of recurrent funding for the institutions concerned;
- changes in the social and occupational structure have ensured that higher education has an increasing pull on those from 'non-traditional backgrounds';
- notwithstanding these changes, the nexus of middle class aspiration and university entry remains a potent educational and political issue (especially in England);
- as successive governments have funded the expansion of higher education, the quality and, increasingly, the comparability of undergraduate education has risen in political importance;
- as more has become known about the varied economic benefits of participation in higher education when young, so interest in the implications has grown among funders (government), the policy community (commentators, politicians, employers' organisations, think tanks, etc.), suppliers (schools and colleges) and participants (young people and their families). This interest has been intensified in England since 2006/07, due to the decision of the government to allow institutions to charge variable undergraduate fees to full-time students;
- in recent years also, the pattern of access to higher education has become more commonly applied as a proxy for wider social and political trends such as social mobility and the effectiveness of the compulsory phase of education in schools and colleges;
- most recently, the government has begun to take an interest in the balance of subjects studied by identifying subjects that are strategically important and vulnerable.

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<sup>100</sup> HESA 2009a ('Institution level, 2007 to 2008' (Table 0)) and HESA 2009b ('Young, full time undergraduate entrants 2007/08 (Table T1b)).

<sup>101</sup> Although in a time of recession and a contracting youth labour market, the slow growth in 'overseas' full-time undergraduates begins to cause comment: *Sunday Times*, 2009b.

*Identifying leading universities and their characteristics*

- 6.4 There are various ‘league tables’ of UK institutions of higher education in which institutional rankings are presented. Of these, *The Times Good University Guide 2010* has been chosen as the basis of tables in this report, its eight contributory metrics aligning well with HMC interests<sup>102</sup> and its record of methodological consistency, year-on-year, resulting in refined adjustments to placings.<sup>103</sup>
- 6.4 In almost all of most of the tables in section 7 and in Appendices II and III, data is presented for the 30 highest-ranked universities in the *Times 2010* table as a subset of the total. In most cases the 10 highest ranked are also separately identified and in some cases data for the leading two (Oxbridge) and the top quintile is presented where this is most useful.<sup>104</sup>

Table 6.1: *The Times Good University Guide 2010*: the 30 highest ranked universities

<i>Rank</i>	<i>UG entrants 2006/07*</i>	<i>Average UCAS points 2007/08</i>	<i>Membership organisation</i>
1 Oxford	3,175	524	Russell Group
2 Cambridge	3,218	539	Russell Group
3 Imperial College	2,084	489	Russell Group
4 St Andrews	2,065	468	1994 Group
5 University College, London	3,367	452	Russell Group
6 Warwick	3,978	463	Russell Group
7 London School of Economics	1,190	483	Russell Group
8 Durham	3,361	459	1994 Group
9 Exeter	2,993	394	1994 Group
10 Bristol	3,440	447	Russell Group
11 York	2,255	434	1994 Group
12 Kings College London	2,733	415	Russell Group
13 Bath	2,356	440	1994 Group
14 Edinburgh	3,716	447	Russell Group
15 Leicester	2,034	360	1994 Group
15 Southampton	3,870	407	Russell Group
17 Loughborough	3,193	368	1994 Group
18 Sheffield	4,189	406	Russell Group
19 Glasgow	3,528	412	Russell Group
20 Nottingham	5,755	408	Russell Group
21 Newcastle	3,985	405	Russell Group
22 Birmingham	4,618	403	Russell Group
23 Lancaster	3,029	388	1994 Group
24 Manchester	6,553	412	Russell Group
25 Aston	1,909	365	None
26 Cardiff	4,512	394	Russell Group

<sup>102</sup> *The Times*, 2009. The metrics are: (1) student satisfaction; (2) research quality; (3) entry standards; (4) student/staff ratio; (5) services and facilities spend; (6) completion; (7) good honours degrees; (8) graduate prospects. Most academics dismiss such league tables but, increasingly, vice chancellors recognise such measures as approximating to useful management benchmarks.

<sup>103</sup> In 2000, the Sutton Trust identified 13 leading universities on the basis of averages from four league tables in 1999/2000. For good reason, it has kept with this grouping in four subsequent studies, so as to build time-series data. In 2009, two research assessment exercises later, 10 of the ‘Sutton 13’ remain in the top 13 places in the *The Times Good University Guide 2010*.

<sup>104</sup> The national league tables usually include only ‘full-service’ universities and colleges (those providing a range of undergraduate subjects). Some of the smallest specialised college are of particular interest to the HMC (e.g. Royal Academy of Music; Royal Agricultural College). Their data is included in the UK totals in this report (the numbers are very small) and, where quintiles are identified, in the lowest quintile (see notes to Table 7.1).

27 Leeds	6,244	392	Russell Group
28 Liverpool	3,731	387	Russell Group
28 East Anglia	2,779	361	1994 Group
30 Royal Holloway	1,903	365	1994 Group

\* All undergraduate entrants under the age of 21, full-time and part-time, UK and 'overseas'

Source: *The Times*, 2009; bespoke HESA data

- 6.6 The *Times* group of 30 highest-ranked universities is also that which generates almost 70% of UK recurrent government income for research,<sup>105</sup> as follows:

Table 6.2: recurrent research income from the UK government funding councils, 2009/10

<i>Times 2010 ranking</i>	<i>Recurrent research funding</i>	<i>% of total</i>
Top 2	£233,494,000	12.0
Top 5	£449,286,000	23.1
Top 10	£592,410,000	30.4
Top 20	£1,004,566,000	51.6
Top 30	£1,352,118,000	69.4
<b>Total UK (155 institutions)</b>	<b>£1,948,623,000</b>	<b>100</b>

Sources: THE, 2009; HEFCW, 2009; SFC, 2009; DELNI, 2009

Although based on peer review of quality, this concentration of research resources is significant in public policy terms. For some years informal communications with the research councils and with Treasury sources have indicated that the Government would favour the number of research-intensive universities diminishing further, so as to establish more clearly a core grouping of such institutions.<sup>106</sup>

- 6.7 In addition to receiving a large majority of UK government recurrent research income, the 30 highest ranking *Times 2010* universities share other characteristics that distinguish them from most other higher education institutions.
- 6.8 A second such characteristic is seen in developments over the last 20 years within the leading universities that have mirrored demographic and financial trends in the leading independent schools: a reduction in reliance on 'home' (UK-domiciled) entrants among the traditional core group of students (full-time undergraduates);<sup>107</sup> the charging of locally-set fees for tuition and a desire to increase these fees further so as to enhance facilities; and the increasing availability to fee-paying students of bursaries and other forms of financial support.

<sup>105</sup> Other UK universities, outside the *Times 2010* top-30 which will receive significant recurrent research income (more than £10m.) in 2009/10 are (in order of volume): Queen's University Belfast, Reading, Brunel, Swansea, Sussex, Surrey, Kent and City.

<sup>106</sup> At various times over the last four or five years the suggested size of this core has varied from between five to as many as 20-25. In this context, it is notable that, while the peer-review (Research Assessment Exercise: RAE) of 2008 identified 'pockets' or 'islands' of research excellence across a wide range of universities, the UK funding councils three months later (March to May 2009) were able to announce a funding formula by which the 'raw' RAE scores were mediated by the intense lobbying of the research-led universities resulting, once more, in the concentration indicated in Table 6.2.

<sup>107</sup> Across UK higher education in 2006/07, 9.3% of all undergraduates were domiciled beyond the UK. Among the *Times 2010* top-30 universities the figures were: top-30, 11.9%; top-10, 16.3%, top 5: 19.4%: HESA 2009a. Other institutions with higher the average levels of non-UK undergraduates were those in large cities, especially London.

- 6.9 Third, the *Times 2010* top-30 are developing the international diversity of their young undergraduate entry at twice the rate<sup>108</sup> of UK higher education institutions as a whole.
- 6.9 Fourth, the 30 highest ranking *Times 2010* universities demand the highest prior attainment of applicants and secure the highest from entrants.<sup>109</sup>
- 6.10 Fifth, they are more likely than other institutions of higher education to be selective although, as was seen in paragraphs 4.13 and 4.14, applications per place vary significantly across these 30 universities and across subject areas within them.
- 6.11 Sixth, they are also the universities most likely to set entry tests in order to discriminate among applicants to popular courses, most of whom have secured the highest possible grades in examinations at school or college.<sup>110</sup>
- 6.12 Seventh, they secure for their graduates the greatest levels of wage-earning in early career (premia of approximately 10%-16%)<sup>111</sup> and the greatest likelihood rising to senior positions in leading professions over the course of a career.<sup>112</sup>

#### *‘Hard’ and ‘soft’ subjects*

- 6.13 An eighth defining characteristic of the leading universities is that their undergraduate curriculum has the highest concentration of traditional subjects of study.<sup>113</sup> This is important when we relate the evidence just cited concerning wage premia accruing to graduates from leading universities to that concerning the premia accruing to graduates in different degree subjects. In short, there is clear evidence to show that the highest wage premia accrue to graduates in traditional subject areas<sup>114</sup> who are, in turn, most likely to be studying at the

<sup>108</sup> From 23.8% to 26.6%, HESA, 2009b and HESA data generated for this report.

<sup>109</sup> In the *Times 2010* list there were, in 2007/08, just four universities – Aberdeen, SOAS, Sussex and Strathclyde – that secured average UCAS entry levels beyond that of the institution scoring lowest among those ranked in the top 30.

<sup>110</sup> UCAS reports that, in 2008, 52,294 applicants applied to undergraduate courses with identified admissions tests declared as entry requirements (up 13% on 2007), the two most common subject-related tests being medicine (21,939) and law (7,593). 16% of universities required them, affecting 6% of all UK courses: HoC, 2009b: Ev. 456. Around 80% of applicants to Oxford sit such tests, either so as to discriminate between applicants for subjects ‘that have high levels of demand’ (e.g. history, law, maths and physics), or ‘where there are elements of the subject that mean that existing school or college qualifications do not provide a full picture of aptitude for the degree’ (e.g. psychology, classics and modern languages), or both: *ibid.*, 445.

<sup>111</sup> The most comprehensive study so far is by Hussain *et al.* (2009). This found that, for those graduating during 1985-99 (surveyed between four and six years after graduation) from the top quartile of universities measured by a range of quality indicators, a wage premium of 10-16% is achieved compared to those graduating from institutions in the lowest quartile.

<sup>112</sup> Sutton Trust, 2009b, where details for lawyers, journalists, vice-chancellors, politicians, medics and chief executives are set out.

<sup>113</sup> Figures underlying Table 7.3 (in section 7, below) establish that within the top 30-ranked institutions, 29.4% of entrants are studying a strategically important and vulnerable subject. This figure rises to 38.1% in the top-10 ranked institutions and compares with 17.8% for entrants across all UK higher education institutions.

<sup>114</sup> PricewaterhouseCoopers, 2005. There is an interesting difference in the ranking of degree subjects between: (a) the wage premia accruing to graduates in different subjects aged 21-60, compared to their contemporaries who were 18 year-old labour market entrants with equivalent qualifications; and (b) ‘rates of return’ using the same comparators, but where the cost of deferred wages for degree courses of different lengths is also included in the calculation. The rank orders are (subject followed by wage premium/rate of return): Medicine (1/8), Law (2/1), Engineering (3/3), Chemistry (4/4), Physics (5/5), European languages (6/6), Management (7/2), Social sciences (excluding Law and Psychology) (8/10), Biological sciences (9/9), Linguistics and area studies (including English) (10/11) and History (11/12): *ibid.*, 15, 19. The PricewaterhouseCoopers data also show that lifetime earnings between different science degree subjects diverge strongly after the age of 35, *ibid.*, 16.

leading universities due to the patterning of subjects offered across UK higher education.<sup>115</sup> Further, in England these traditional subjects are also much more likely to be studied by 16-19 year olds in independent schools compared to those in state schools and colleges,<sup>116</sup> and they command the highest entry requirements to universities.<sup>117</sup>

- 6.14 Concerns about the impact of the latter conjunction on effective careers advice and guidance in state schools has led the University of Cambridge and the London School of Economics to issue lists of subjects considered to be less effective as preparation for undergraduate entry to their courses. All of these 'less effective preparation' subjects are studied in much greater proportion in state schools/colleges than in independent schools.<sup>118</sup> A lively debate has accompanied this development, with: some empirical research suggesting that degrees of difficulty can be pinpointed among A level subjects and over time;<sup>119</sup> the government holding to the line that parents, employers and universities can take reassurance from the quality assurance methods used by the examinations regulator that all subjects have equivalent rigour; and the leader of the opposition pledging that this would be one of the first Quangos ripe for reform under a Conservative government, in the interests of providing 'honest and impartial figures on exam results'.<sup>120</sup>
- 6.15 In both 2005 and 2008 the Advisory Group on strategically important subjects commented on trends in science whereby entrants to higher education were 'not simply shying away from "harder" science subjects' but positively attracted to 'undergraduate degrees offering more obvious vocational output', for example medically-related subjects.<sup>121</sup> In similar vein, the Science and Technology select committee noted in 2005 'the widespread perception of the difficulty of STEM subjects' in contrast to 'softer' STEM-related courses.<sup>122</sup> Thus, the select committee noted that many of its witnesses 'were dismayed by the popularity of 'the new "softer" STEM subjects... and told us such courses were of little value' but that 'the panel of Vice Chancellors we saw ... strongly rejected the notion that that sciences courses were more difficult than other subjects'.<sup>123</sup> When the successor select committee returned to such matters in 2009 it found the Vice Chancellors and other senior figures seriously wanting in other respects: they 'displayed no appetite whatsoever to investigate important questions such as the reason for the steady increase in the proportion of first and upper second class honours degrees over the past 15 years', the entire system being 'out-of-date, inadequate and in urgent need of replacement'.<sup>124</sup>
- 6.16 A week after this report was published, the government released an extra 10,000 undergraduate places in science and business subjects, as recession squeezed the youth labour market. All but seven of the 27 English universities in the *Times 2010* top-30, including all of the top-6, rejected their provisional allocations on the basis that partially-funded entrants were no way to maintain standards across the board. Inevitably, the effect will be to ensure that the

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<sup>115</sup> Fazackerley and Chant, 2008: 4-8.

<sup>116</sup> With the exception of psychology and law which may be regarded as 'non-traditional' A levels: Smithers, 2008: 9-10; Fazackerley and Chant, 2008: 9-10.

<sup>117</sup> ISC, 2008b: Table 4.

<sup>118</sup> Fazackerley and Chant, 2008: 3.

<sup>119</sup> Coe, 2007.

<sup>120</sup> Cameron, 2009. See also CPS, 2009. In August 2009 the Conservative opposition pledged to amend school performance tables in order to distinguish between 'hard' and 'soft' subjects, *Sunday Telegraph*, 2009.

<sup>121</sup> HEFCE, 2005c: 4-5; HEFCE, 2008: 13.

<sup>122</sup> HoC, 2005: 34.

<sup>123</sup> *Ibid.*, 34, 33

<sup>124</sup> HoC, 2009a: 6, 5.

deployment of many of the new places will be deflected from the traditional science subjects at the leading English universities that were envisaged in the draft allocations.<sup>125</sup>

*Establishing patterns of entry to the leading universities from independent schools: limitations of the available data*

- 6.17 As discussed in earlier sections of this report, a range of recent studies has increased the quality of the data available on patterns of course provision and student attainment among 16-18 years olds, taking account of school and college type.<sup>126</sup> Over a longer period, parallel studies of the pattern of entrants to higher education by school and college background at the level of individual institutions have also been published, most notably by the Sutton Trust drawing on HESA data.
- 6.18 Less apparent to the non-specialist reader, despite (or because of) so much prominent media and policy discussion, is the basis on which the headline figures rest.
- 6.19 Most striking in the HESA data is the large number of unknowns for some of the categories where reasonable completeness might have been expected, such as school/college background of the young UK-domiciled entrant.<sup>127</sup> This problem will only be solved, and the validity underpinning the headline figures currently used in policy decisions made sufficient, when better tracking of individuals across the school or college / higher education threshold is available. Such tracking was a recommendation of the Dearing review in 1997 and urged once more by the recent Milburn commission on social mobility to the professions.<sup>128</sup>
- 6.20 As such, the main deficiencies in the data derive from details of applications, entrants and degrees awarded being compiled as stand-alone databases and from the fact that key variables among entrants relating to widening participation and fair access are subject to the vagaries of self-reporting by higher education institutions. Stephen Gorard has discussed in some detail ‘the difficulties of establishing a clear count of UK higher education students in terms of categories used for widening participation, such as occupational background or ethnicity’, compounded by the generally poor quality of empirical research in this area.<sup>129</sup>
- 6.21 Accordingly, readers of this report are encouraged to note Appendix I, where technical aspects of the dataset used to compile the tables which follow in section 7 are discussed.

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<sup>125</sup> BBC, 2009; HEFCE, 2009.

<sup>126</sup> Notably: Smithers, 2008; Fazackerley and Chant, 2008; and HoC, 2009b, Ev. 421-24.

<sup>127</sup> HESA, 2009c.

<sup>128</sup> NCIHE, 1997: 112-13; PFAP, 2009: 41.

<sup>129</sup> Gorard, 2008: 421-26; HoC, 2009b: Ev. 184.



## 7. Young undergraduates and their subjects of study in UK higher education: entry patterns by school / college background, subject of study and prior attainment

### *The data*

7.1 All of the tables in this section of the report relate to 'home' (UK), Channel Isles, Isle of Man and 'overseas' undergraduates aged under 21, who entered UK institutions of higher education during the four years 2003/04 to 2006/07. Within this population of entrants (346,440 in 2006/07) data is restricted to those for whom: (a) school or college background prior to entry is known ('state school' columns in the following tables include entrants from sixth form colleges and colleges of further education); and (b) prior attainment in A levels or Scottish highers within the UCAS tariff system is known (212,784 in 2006/07). This group has been chosen as representing, within the data available, the population of entrants:

- of most interest to HMC schools; and
- best representing the increasingly international composition of undergraduates in the leading universities.<sup>130</sup>

It is also the largest population of entrants among whom it is possible to report entry patterns based on equivalent prior qualifications.<sup>131</sup>

### *Novelty of the data and aims of reporting*

7.2 The data in this report breaks new ground in three main ways. First, it moves beyond similar studies which, to date, have been restricted to UK-domiciled entrants. Second, it reports data both across institutions as whole but also at subject level. Third, it looks in detail at entry patterns to those subjects deemed currently by the UK government to be 'strategically important and vulnerable'.

7.3 The aims of reporting these data are to establish:

- i) the contribution of independent schools in the mid-2000s to UK undergraduate entry as whole and priority subjects in particular;
- ii) patterns of entry by school/college background, to 30 leading universities compared to all UK higher education institutions;
- iii) patterns of entry by school/college background and prior levels of qualification, for: a range of subjects across UK higher education as a whole, for each of 30 leading universities; and for bands within these 30 institutions.

The analysed data is now reported under headings relating to these aims.

### *Findings (1). Young undergraduate entrants to UK higher education institutions from independent schools*

7.4 Table 7.1 shows the number of undergraduate UCAS (A level/highers) entrants to UK higher education aged under 21, in 2003/04 and 2006/07, by school and college background. From these figures it can be seen that:

- the total number of entrants grew by 9.3% over the four year period;
- in 2006/07, 51.6% of all independent school entrants were accepted into institutions in the top UK quintile, and 77.1% were accepted into institutions in the top two quintiles;
- there was a small decline in the number of entrants across institutions in the first quintile, slight growth in the second quintile and significant increases in the lower three quintiles;

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<sup>130</sup> See paragraphs 3.5, 6.8 and 6.9, above.

<sup>131</sup> For more details on the nature of the dataset, see Appendix I.

- when the previous two points are combined it can be seen that the engine of growth over the period for undergraduate entrants across all of UK higher education with traditional qualifications was those accepted from state school/colleges with lower than average attainment.

(For a note on the effect on entrant numbers of the introduction of variable undergraduate fees in England in 2006/07, see paragraph 3.6, above).

Table 7.1. Young undergraduate UCAS (A level/highers) entrants to UK higher education institutions aged under 21, by school/college background, 2003/04 and 2006/07 (actuals)

Times 2010 Rank	Institution	2003/04			2006/07		
		Ind.	State	Total	Ind.	State	Total
1	University of Oxford	1,434	1,520	2,954	1,355	1,442	2,797
2	University of Cambridge	1,324	1,658	2,982	1,064	1,315	2,379
3	Imperial College, London	618	706	1,324	784	875	1,659
4	University of St Andrews	335	612	947	427	590	1,017
5	University College London	1,029	1,279	2,308	776	1,134	1,910
6	University of Warwick	635	1,814	2,449	638	1,784	2,422
7	London School of Econ.	356	393	749	326	339	665
8	University of Durham	926	1,855	2,781	1,140	1,744	2,884
9	University of Exeter	654	1,560	2,214	601	1,585	2,186
10	University of Bristol	1,001	1,784	2,785	1,080	1,746	2,826
11	University of York	362	1,357	1,719	413	1,461	1,874
12	King's College London	741	1,334	2,075	660	1,424	2,084
13	University of Bath	398	1,240	1,638	417	1,166	1,583
14	University of Edinburgh	1,268	2,198	3,466	1,029	2,077	3,106
=15	University of Leicester	270	1,694	1,964	155	1,342	1,497
=15	University of Southampton	569	2,125	2,694	497	2,265	2,762
17	Loughborough University	369	1,847	2,216	576	1,983	2,559
18	University of Sheffield	641	2,968	3,609	537	2,995	3,532
19	University of Glasgow	410	2,738	3,148	390	2,439	2,829
20	University of Nottingham	1,462	2,775	4,237	1,438	2,767	4,205
21	University of Newcastle	1,019	2,169	3,188	1,054	2,378	3,432
22	University of Birmingham	777	3,026	3,803	857	2,921	3,778
23	University of Lancaster	243	1,798	2,041	211	1,867	2,078
24	University of Manchester	1,084	3,890	4,974	1,052	3,398	4,450
25	Aston University	135	1,243	1,378	158	1,409	1,567
26	Cardiff University	454	2,601	3,055	460	2,827	3,287
27	University of Leeds	1,222	3,758	4,980	1,393	3,845	5,238
=28	University of East Anglia	184	1,330	1,514	215	1,310	1,525
=28	University of Liverpool	554	2,957	3,511	501	2,611	3,112
30	Royal Holloway & Bedford	325	953	1,278	334	1,003	1,337
	<b>Top 2</b>	<b>2,758</b>	<b>3,178</b>	<b>5,936</b>	<b>2,419</b>	<b>2,757</b>	<b>5,176</b>
	<b>Top 5</b>	<b>4,740</b>	<b>5,775</b>	<b>10,515</b>	<b>4,406</b>	<b>5,356</b>	<b>9,762</b>
	<b>Top 10</b>	<b>8,312</b>	<b>13,181</b>	<b>21,493</b>	<b>8,191</b>	<b>12,554</b>	<b>20,745</b>
	<b>First UK quintile</b>	<b>15,821</b>	<b>35,626</b>	<b>51,447</b>	<b>15,357</b>	<b>34,851</b>	<b>50,208</b>
	<b>Second UK quintile</b>	<b>7,151</b>	<b>37,655</b>	<b>44,806</b>	<b>7,589</b>	<b>38,976</b>	<b>46,565</b>
	<b>Third UK quintile</b>	<b>3,231</b>	<b>34,031</b>	<b>37,262</b>	<b>3,319</b>	<b>38,153</b>	<b>41,472</b>
	<b>Fourth UK quintile</b>	<b>1,561</b>	<b>32,274</b>	<b>33,835</b>	<b>1,740</b>	<b>38,155</b>	<b>39,895</b>
	<b>Fifth UK quintile</b>	<b>1,537</b>	<b>25,811</b>	<b>27,348</b>	<b>1,763</b>	<b>32,881</b>	<b>34,644</b>
	<b>UK Total</b>	<b>29,301</b>	<b>165,397</b>	<b>194,698</b>	<b>29,768</b>	<b>183,016</b>	<b>212,784</b>

Source: HESA bespoke data

Quintiles in this table relate to bands based on the number of entries with known school/college backgrounds as a proportion of the UK total. The quintiles break down as follows: 1<sup>st</sup> quintile (institutions in ranks 1-21: n=21); 2<sup>nd</sup> quintile (institutions in ranks 22-42: n=21); 3<sup>rd</sup> quintile (institutions in ranks 43-66a: n=23); 4<sup>th</sup> quintile (institutions in ranks 66b-91: n= 25); 5<sup>th</sup> quintile (institutions in ranks 92-114, plus the other 41 institutions which are unranked because they are small & specialist (n=64).

Total: all 157 institutions with UG numbers in 06/07.

7.5 Table 7.2 shows the proportion of undergraduate UCAS (A level/highers) entrants from independent schools to UK higher education aged under 21, for the four years 2003/04 - 2006/07. From these figures it can be seen that:

- in general there is a close correlation between the rank of the institution and the proportion of independent school applicants accepted for entry; the higher the ranking, the higher is likely to be the concentration of independent school entrants;
- while the overall proportion of independent school entrants fell slightly as the scale of UK undergraduate education increased, the independent school entry consolidated its presence in the leading universities, especially those ranked 1-10. The strongest proportional gains made by entrants from state school and colleges were in institutions ranked in the bottom three quartiles.

Table 7.2. Young undergraduate UCAS (A level/highers) entrants to UK higher education institutions aged under 21, by school/college background, 2003/04-2006/07 (%)

<i>Times Good University Guide 2010 Rank</i>	Institution	% of students from independent schools				Change 2003/04 to 2006/07
		2003/04	2004/05	2005/06	2006/07	
1	University of Oxford	48.5%	47.8%	46.8%	48.4%	-0.1%
2	University of Cambridge	44.4%	44.5%	43.7%	44.7%	0.3%
3	Imperial College, London	46.7%	49.2%	47.7%	47.3%	0.6%
4	University of St Andrews	35.4%	35.4%	40.0%	42.0%	6.6%
5	University College London	44.6%	43.5%	43.3%	40.6%	-4.0%
6	University of Warwick	25.9%	27.0%	26.9%	26.3%	0.4%
7	London School of Economics	47.5%	49.7%	53.4%	49.0%	1.5%
8	University of Durham	33.3%	37.5%	38.7%	39.5%	6.2%
9	University of Exeter	29.5%	27.8%	28.2%	27.5%	-2.0%
10	University of Bristol	35.9%	37.2%	36.3%	38.2%	2.3%
11	University of York	21.1%	23.5%	23.2%	22.0%	1.0%
12	King's College London	35.7%	34.7%	32.0%	31.7%	-4.0%
13	University of Bath	24.3%	26.7%	27.2%	26.3%	2.0%
14	University of Edinburgh	36.6%	34.4%	35.5%	33.1%	-3.5%
=15	University of Leicester	13.7%	12.2%	13.0%	10.4%	-3.4%
=15	University of Southampton	21.1%	22.2%	19.0%	18.0%	-3.1%
17	Loughborough University	16.7%	20.7%	20.1%	22.5%	5.9%
18	University of Sheffield	17.8%	17.2%	16.6%	15.2%	-2.6%
19	University of Glasgow	13.0%	13.9%	14.7%	13.8%	0.8%
20	University of Nottingham	34.5%	34.2%	35.7%	34.2%	-0.3%
21	University of Newcastle	32.0%	30.6%	32.3%	30.7%	-1.3%
22	University of Birmingham	20.4%	24.0%	24.6%	22.7%	2.3%
23	University of Lancaster	11.9%	10.4%	9.7%	10.2%	-1.8%
24	University of Manchester	21.8%	23.6%	23.8%	23.6%	1.8%
25	Aston University	9.8%	10.9%	13.0%	10.1%	0.3%
26	Cardiff University	14.9%	16.3%	17.0%	14.0%	-0.9%
27	University of Leeds	24.5%	27.4%	26.3%	26.6%	2.1%
=28	University of East Anglia	12.2%	13.1%	14.0%	14.1%	1.9%
=28	University of Liverpool	15.8%	16.1%	14.5%	16.1%	0.3%
30	Royal Holloway & Bedford	25.4%	26.4%	27.7%	25.0%	-0.4%
	<b>Top 2</b>	<b>46.5%</b>	<b>46.1%</b>	<b>45.4%</b>	<b>46.7%</b>	<b>0.3%</b>
	<b>Top 5</b>	<b>45.1%</b>	<b>44.8%</b>	<b>44.7%</b>	<b>45.1%</b>	<b>0.1%</b>
	<b>Top 10</b>	<b>38.7%</b>	<b>39.3%</b>	<b>39.4%</b>	<b>39.5%</b>	<b>0.8%</b>
	<b>First UK quintile</b>	<b>30.8%</b>	<b>31.2%</b>	<b>31.1%</b>	<b>30.6%</b>	<b>-0.2%</b>
	<b>Second UK quintile</b>	<b>16.0%</b>	<b>16.9%</b>	<b>16.6%</b>	<b>16.3%</b>	<b>0.3%</b>
	<b>Third UK quintile</b>	<b>8.7%</b>	<b>9.4%</b>	<b>8.7%</b>	<b>8.0%</b>	<b>-0.7%</b>
	<b>Fourth UK quintile</b>	<b>4.6%</b>	<b>4.7%</b>	<b>4.5%</b>	<b>4.4%</b>	<b>-0.3%</b>
	<b>Fifth UK quintile</b>	<b>5.6%</b>	<b>6.0%</b>	<b>5.3%</b>	<b>5.1%</b>	<b>-0.5%</b>
	<b>UK Total</b>	<b>15.0%</b>	<b>15.1%</b>	<b>14.3%</b>	<b>14.0%</b>	<b>-1.1%</b>

See Table 7.1 for explanatory notes re Quintiles

*Findings (2). Young undergraduate entrants from independent schools to courses of study in UK higher education that are strategically important and vulnerable (SIV)*

7.6 Table 7.3 shows the proportion of undergraduate UCAS (A level/highers) entrants studying for degrees in those subjects currently deemed by the government to be ‘strategically important and vulnerable’ (SIV). From these proportions, from the base figures underlying them and from the figures in Table 7.1, it can be established that:

- SIV subject entrants are highly concentrated in highest-ranked institutions. In 2006/07, 59.4% of SIV subject students were those entering the top-30 ranked institutions and 20.8% were those entering the top-10;
- when related to figures for all entrants, independent school entrants are more likely than state school/college entrants to study SIV subjects. In 2006/07, 24.1% of all independent school entrants were recruited to SIV subject courses, compared to 16.8% of entrants from state schools/colleges;
- during 2003/04 to 2006/07, independent school entrants to SIV subjects declined slightly as a proportion of all entrants, but increased their representation in the top-10 ranked institutions;
- among the top-30 ranked institutions, reliance on independent school entrants to SIV subject courses remained steady at 27% overall, ranging from 20.4% to 41.9% across subjects (subject areas in Table 7.3 are ordered by this measure);
- reliance on independent school entrants to SIV subject courses increased over the period in top-10 universities (to 39.0% overall, ranging from 30.4% to 58.2% across subjects) and at Oxbridge (to 48% overall, ranging from 41.8% to 78.4% across subjects).

Table 7.3. Young undergraduate UCAS (A levels/highers) entrants to UK courses of study that are strategically important and vulnerable, by higher education institution bands and by school/college background, 2003/04 and 2006/07 (actuals and %)

Subject area	Total entry		% ind. school all UK		% ind. school top 30		% ind. school top 10		% ind. school top 2	
	03/04	06/07	03/04	06/07	03/04	06/07	03/04	06/07	03/04	06/07
Economics	4,960	4,603	29.4%	30.6%	38.1%	<b>41.9%</b>	50.6%	55.2%	49.2%	53.2%
E. European, Mid-East & Far East	461	597	15.6%	34.3%	36.0%	<b>39.9%</b>	58.2%	58.4%	71.5%	78.4%
W. European	4,683	4,755	27.1%	24.6%	34.2%	<b>32.7%</b>	42.1%	45.3%	54.3%	51.6%
Lang. and Lit.	4,683	4,755	27.1%	24.6%	34.2%	<b>32.7%</b>	42.1%	45.3%	54.3%	51.6%
Mineral and Mats.										
Technology	1,335	1,541	13.9%	12.2%	24.7%	<b>27.8%</b>	36.6%	39.1%	58.3%	—
Engineering (less Elec. Eng.)	7,855	5,677	18.0%	18.3%	26.8%	<b>26.8%</b>	41.9%	43.6%	47.2%	52.3%
Mathematical										
Sciences	4,723	5,677	18.7%	16.4%	22.4%	<b>21.1%</b>	32.2%	32.6%	43.5%	41.8%
Physical sciences	11,172	12,321	14.7%	14.2%	20.1%	<b>20.4%</b>	29.7%	30.4%	43.7%	43.8%
<b>All SIV subjects</b>	<b>35,189</b>	<b>37,898</b>	<b>20.0%</b>	<b>19.0%</b>	<b>26.9%</b>	<b>26.8%</b>	<b>37.6%</b>	<b>39.0%</b>	<b>46.8%</b>	<b>48.0%</b>
	(18.1%)	(17.8%)								
	of all entrants									

Source: HESA bespoke data

*Findings (3). Extent of reliance of leading UK universities on independent schools for young undergraduate entrants in selected subjects*

7.7 Table 7.4 shows the reliance of 30 top-ranked UK universities on independent school entrants through UCAS with A levels and highers in selected subjects in 2006/07. Across the range of subjects studied by undergraduates in the UK, those selected here include: all of those deemed by the government ‘strategically important and vulnerable’ (SIV); and the larger traditional subjects in which the leading universities specialise. From these figures it can be seen that:

- of the larger ‘stand alone’ SIV subjects, the UK is highly reliant at undergraduate level on independent schools for economics (42% of entrants to top-30 ranked universities);
- there is also high reliance across the range of SIV language subjects (from 26% for German to 41% for Spanish);
- of the STEM (science, technology, engineering and mathematics) group of subjects, there is the highest reliance on independent school entrants across the branches of Engineering (from 23% for Electronic Engineering to 36% in General Engineering);
- reliance is least, but still at high levels, in the physical and biological sciences, and in mathematics (from 17% in Physics to 29% in Astronomy, Earth and Ocean Sciences);
- in vocationally-oriented subjects where economic ‘rates of return’ to graduates over a career are particularly high, other than in law, there is a strong concentration of independent school entrants: Economics (42%); Medicine and Dentistry (38%); Business and Management (30%); Veterinary Science (29%).

In all cases, concentrations of independent school entrants in these subjects at the top-10 ranked institutions are significantly higher (ranging from 25% to 77%: see tables in Appendix II).

7.8 Also notable in relation to Table 7.4 is that where reliance on independent school students among top-30 universities is relatively low (e.g. mathematics, computer science, law), nevertheless, applicants from independent schools are, as in other subjects, between 3 and 4 times more likely to gain offers than are all applicants in that subject (ISC, 2008b: Table 1). This suggests that the position of subjects in the lower half of Table 7.4 is due mainly to their attracting fewer independent school applicants.

Table: 7.4. Extent of reliance of leading universities on independent schools for young undergraduate UCAS (A level/highers) entrants in selected subjects, 2006/07

<i>Subject</i>	<i>Total UG entrants: top-30 universities*</i>	<i>% independent school</i>	<i>Strategically important and vulnerable</i>
Modern Middle Eastern Studies	63	50%	SIV
Economics	2,863	42%	SIV
Spanish	632	41%	SIV
Russian & East European Studies	142	40%	SIV
Medicine and Dentistry	3,717	38%	
Italian	204	38%	SIV
Religious Studies	826	37%	
Japanese, Chinese & Far Eastern Studies	204	37%	SIV
General Engineering	801	36%	SIV
History	4,540	32%	
Business and Management	4,871	30%	
Astronomy, Earth & Ocean Sciences	3,253	29%	SIV
Veterinary Science	425	29%	
Mineral and Materials Technology	370	28%	SIV

French	1,185	28%	SIV
German	494	26%	SIV
Mechanical Engineering	1,248	26%	SIV
Civil Engineering	1,115	25%	SIV
Biology	2,030	25%	
Physical Geography	1,668	24%	SIV
Sports Science	876	24%	
English	3,815	24%	
Electronic Engineering	704	23%	
Molecular Biology , Biophysics, Biochem.	973	23%	SIV
Law	3,405	21%	
Chemistry	2,021	20%	SIV
Psychology	2,914	20%	
Mathematics	3,664	20%	SIV
Microbiology	183	17%	
Physics	1,961	17%	SIV
Computer Science	1,841	16%	

\* Under the age of 21, full-time and part-time, UK and 'overseas'

Source: HESA bespoke data

*Findings (4). Proportions of young undergraduate entrants among the intake from independent schools embarking on selected courses at leading UK universities*

7.9 Table 7.5 shows the proportions among those who enter from independent schools in relation to the rank of university entered, across two groups of subjects: those that are 'strategically important and vulnerable' (SIV); and other selected subjects. From ISC, 2009 (pp. 22-23) we know that approximately 93% of leavers from Independent Schools Council schools proceed to higher education. From this table it can be seen that, of this intake:

- over two thirds (68.4%) have a place at a top-30 ranked university; one quarter (27.5%) at a top-10 ranked university; and 8.1% at Oxbridge;
- over four fifths (84.1%) of all independent school entrants in SIV subjects have a place at a top-30 ranked university; two fifths (42.9%) at a top-10 ranked university; and 11.8% at Oxbridge;
- within their respective cohorts, independent school entrants are more than twice as likely than state school/college entrants to secure a place at one of the top-30 ranked universities; four times more likely to enter a top-10 ranked universities; and five times more likely to enter Oxbridge.

Table: 7.5. Proportions of young UCAS (A levels/ higher) entrants from among the independent school intake embarking on selected undergraduate courses in leading universities, 2006/07 (%)

<i>Subject grouping</i>	<i>--- Proportion of all independent school entrants --- to UK higher education in that subject</i>		
	<i>Top-30 universities</i>	<i>Top-10 universities</i>	<i>Top-2 universities</i>
<b>SIV subject groups*</b>			
W. European, Languages and Literatures	89.4%	41.6%	8.3%
Mathematical Sciences	89.3%	58.0%	18.4%
E. European, Mid-East & Far Eastern Studies	86.8%	31.2%	19.5%
Economics	85.2%	42.1%	8.8%
Physical sciences	84.4%	44.2%	13.8%
Engineering (less Electronic Eng.)	78.9%	38.5%	11.1%
Minerals and Materials Technology	55.1%	18.7%	—
<b>Independent school entrants: all SIV subjects</b>	<b>84.1%</b>	<b>42.9%</b>	<b>11.8%</b>

<b>Other selected subjects</b>			
History	82.0%	33.1%	13.2%
Medicine and Dentistry	79.8%	21.3%	8.1%
Veterinary Sciences	77.6%	34.3%	10.1%
English	75.3%	30.8%	14.1%
Business and Management	46.9%	10.3%	0.7%
<b>Independent school entrants: all subjects</b>	<b>68.4%</b>	<b>27.5%</b>	<b>8.1%</b>
<b>State school/college entrants all subjects</b>	<b>30.6%</b>	<b>6.9%</b>	<b>1.5%</b>

\* For subjects within SIV groupings, see Appendix I, paragraph 9

Source: HESA bespoke data

7.10 **Appendix II** provides a more detailed breakdown across all four years 2003/04 – 2006/07 of undergraduate entrants to 18 selected UK subject groups and subjects, by higher education institution and by school/college background.

*Findings (5). Young undergraduate entrants to UK higher education institutions, by school /college background and UCAS tariff band*

7.11 Table 7.6 sets out data on undergraduate entrants to UK higher education institutions, by school/college background and across broad UCAS tariff bands in 2006/07. Dominant patterns to emerge from these data are that:

- as one would predict, the higher an institution is ranked, in most cases the higher is the prior attainment of entrants by tariff band;
- across UK higher education as whole, the attainment of independent school entrants peaks in the band 360-419 points and three fifths (61.9%) of all entrants have achieved more than 360 points (twice the proportion of those from state schools/colleges).

Table 7.6. Young undergraduate entrants to UK higher education institutions, by school college background and UCAS tariff band, 2006/07 (%)

Values above 20% in bold; values of 30% in bold / underline

Rank	Institution	School	UCAS Tariff Band						Total
			Under 300	300-359	360-419	420-479	480-539	540-998	
1	University of Oxford	Independent	1.0%	1.0%	8.4%	<b>23.1%</b>	<u>32.3%</u>	<u>34.3%</u>	100%
		State	0.5%	0.3%	7.8%	16.9%	<b>26.2%</b>	<u>48.3%</u>	100%
2	University of Cambridge	Independent	0.2%	0.5%	7.5%	16.6%	<u>30.6%</u>	<u>44.5%</u>	100%
		State	0.5%	0.3%	4.6%	14.1%	<b>27.3%</b>	<u>53.2%</u>	100%
3	Imperial College, London	Independent	0.8%	6.1%	19.1%	<b>24.7%</b>	<b>25.4%</b>	<b>23.9%</b>	100%
		State	1.4%	6.6%	16.2%	<b>24.3%</b>	<b>25.0%</b>	<b>26.4%</b>	100%
4	University of St Andrews	Independent	0.7%	6.8%	<b>23.9%</b>	<b>23.7%</b>	<b>20.4%</b>	<b>24.6%</b>	100%
		State	1.2%	5.6%	16.3%	<b>24.1%</b>	<b>26.4%</b>	<b>26.4%</b>	100%
5	University College London	Independent	1.5%	11.0%	<b>24.6%</b>	<b>26.5%</b>	<b>20.7%</b>	15.6%	100%
		State	3.1%	13.6%	<b>25.6%</b>	<b>24.5%</b>	18.9%	14.4%	100%
6	University of Warwick	Independent	1.9%	9.6%	<b>24.9%</b>	<b>26.6%</b>	20.7%	16.3%	100%
		State	2.1%	7.5%	<b>20.8%</b>	<b>25.8%</b>	<b>24.0%</b>	19.7%	100%

7	London School of Economics	Independent	0.6%	4.9%	16.0%	<b>23.6%</b>	<b>25.8%</b>	<b>29.1%</b>	100%
		State	0.6%	5.0%	<b>22.7%</b>	<b>23.3%</b>	<b>23.6%</b>	<b>24.8%</b>	100%
8	University of Durham	Independent	4.6%	12.5%	<b>26.1%</b>	<b>25.5%</b>	17.8%	13.4%	100%
		State	4.8%	9.3%	16.9%	<b>21.8%</b>	<b>21.4%</b>	<b>25.9%</b>	100%
9	University of Exeter	Independent	8.7%	<b>26.3%</b>	<b>41.4%</b>	16.5%	4.8%	2.3%	100%
		State	11.5%	<b>22.5%</b>	<b>27.1%</b>	23.0%	11.5%	4.4%	100%
10	University of Bristol	Independent	2.4%	11.0%	<b>27.0%</b>	<b>31.1%</b>	19.2%	9.3%	100%
		State	4.4%	10.8%	<b>22.8%</b>	<b>26.6%</b>	19.6%	15.8%	100%
11	University of York	Independent	5.8%	11.6%	<b>32.2%</b>	<b>27.1%</b>	15.0%	8.2%	100%
		State	6.4%	12.2%	<b>21.6%</b>	<b>26.1%</b>	19.7%	14.0%	100%
12	King's College London	Independent	4.4%	18.9%	<b>27.9%</b>	<b>24.2%</b>	17.0%	7.6%	100%
		State	7.7%	19.7%	<b>28.4%</b>	<b>22.6%</b>	13.6%	7.9%	100%
13	University of Bath	Independent	5.5%	9.8%	<b>30.5%</b>	<b>26.9%</b>	17.7%	9.6%	100%
		State	9.3%	10.1%	<b>25.0%</b>	<b>24.3%</b>	16.5%	14.9%	100%
14	University of Edinburgh	Independent	1.7%	10.7%	<b>21.8%</b>	<b>25.3%</b>	18.8%	<b>21.9%</b>	100%
		State	1.6%	8.0%	19.6%	<b>24.7%</b>	<b>22.9%</b>	<b>23.2%</b>	100%
=15	University of Leicester	Independent	<b>23.9%</b>	<b>28.4%</b>	<b>22.6%</b>	13.5%	7.7%	3.9%	100%
		State	<b>21.7%</b>	<b>28.3%</b>	<b>25.6%</b>	15.4%	6.2%	2.8%	100%
=15	University of Southampton	Independent	8.0%	<b>32.0%</b>	<b>30.8%</b>	16.9%	8.7%	3.6%	100%
		State	7.8%	<b>24.4%</b>	<b>31.2%</b>	<b>21.7%</b>	10.2%	4.7%	100%
17	Loughborough University	Independent	<b>22.0%</b>	<b>33.2%</b>	<b>27.1%</b>	12.0%	4.3%	1.4%	100%
		State	<b>20.3%</b>	<b>26.2%</b>	<b>27.3%</b>	16.0%	7.9%	2.3%	100%
18	University of Sheffield	Independent	6.1%	<b>22.9%</b>	<b>30.7%</b>	<b>22.0%</b>	13.0%	5.2%	100%
		State	8.2%	17.5%	<b>28.1%</b>	<b>24.0%</b>	14.9%	7.3%	100%
19	University of Glasgow	Independent	7.2%	14.4%	19.0%	<b>20.8%</b>	19.0%	19.7%	100%
		State	8.2%	12.0%	<b>21.7%</b>	<b>22.2%</b>	19.6%	16.3%	100%
20	University of Nottingham	Independent	7.0%	18.3%	<b>31.8%</b>	<b>22.7%</b>	13.8%	6.4%	100%
		State	9.3%	16.6%	<b>23.6%</b>	<b>24.2%</b>	16.7%	9.6%	100%
21	University of Newcastle	Independent	7.5%	25.2%	<b>32.6%</b>	18.6%	9.6%	6.5%	100%
		State	11.6%	19.8%	<b>26.3%</b>	<b>21.3%</b>	13.0%	8.0%	100%
22	University of Birmingham	Independent	7.0%	<b>20.2%</b>	<b>34.2%</b>	<b>20.8%</b>	12.6%	5.3%	100%
		State	9.4%	<b>22.3%</b>	<b>28.5%</b>	<b>20.5%</b>	11.6%	7.7%	100%
23	University of Lancaster	Independent	19.0%	<b>25.1%</b>	<b>29.9%</b>	17.5%	5.2%	3.3%	100%
		State	15.1%	<b>22.8%</b>	<b>26.5%</b>	<b>21.6%</b>	10.0%	4.0%	100%
24	University of Manchester	Independent	5.7%	19.7%	<b>32.2%</b>	<b>23.1%</b>	14.4%	4.8%	100%
		State	5.3%	16.5%	<b>27.2%</b>	<b>25.0%</b>	16.2%	9.8%	100%
25	Aston University	Independent	16.5%	<b>37.3%</b>	<b>24.1%</b>	17.1%	5.1%	0.0%	100%
		State	<b>25.5%</b>	<b>29.7%</b>	<b>26.3%</b>	12.8%	4.4%	1.3%	100%
26	Cardiff University	Independent	8.9%	<b>21.1%</b>	<b>35.7%</b>	18.3%	7.8%	8.3%	100%
		State	11.9%	<b>24.4%</b>	<b>30.2%</b>	19.0%	9.2%	5.2%	100%
27	University of Leeds	Independent	9.7%	<b>27.2%</b>	<b>34.2%</b>	16.7%	8.7%	3.6%	100%
		State	10.7%	<b>22.5%</b>	<b>27.0%</b>	<b>22.0%</b>	12.0%	5.8%	100%
=28	University of East Anglia	Independent	18.1%	<b>34.9%</b>	<b>27.4%</b>	12.6%	5.6%	1.4%	100%
		State	<b>21.1%</b>	<b>25.8%</b>	<b>25.6%</b>	16.2%	7.9%	3.4%	100%
=28	University of	Independent	19.0%	<b>21.8%</b>	<b>26.7%</b>	17.6%	10.6%	4.4%	100%



	Liverpool	State	19.0%	<b>22.9%</b>	<b>25.4%</b>	18.7%	9.4%	4.6%	100%
30	Royal Holloway & Bedford	Independent	14.4%	<b>33.8%</b>	<b>31.7%</b>	14.4%	4.8%	0.9%	100%
		State	16.4%	<b>26.1%</b>	<b>31.0%</b>	15.8%	8.0%	2.8%	100%
	<b>Top 2</b>	<b>Independent</b>	0.6%	0.7%	8.0%	<b>20.3%</b>	<b>31.5%</b>	<b>38.8%</b>	100%
		<b>State</b>	0.5%	0.3%	6.2%	15.6%	<b>26.7%</b>	<b>50.7%</b>	100%
	<b>Top 5</b>	<b>Independent</b>	0.8%	4.1%	14.5%	<b>22.5%</b>	<b>27.5%</b>	<b>30.7%</b>	100%
		<b>State</b>	1.3%	4.7%	13.1%	19.8%	<b>24.8%</b>	<b>36.4%</b>	100%
	<b>Top 10</b>	<b>Independent</b>	2.2%	8.3%	<b>20.6%</b>	<b>24.0%</b>	<b>22.8%</b>	<b>22.2%</b>	100%
		<b>State</b>	3.6%	8.8%	18.1%	<b>22.4%</b>	<b>21.8%</b>	<b>25.3%</b>	100%
	<b>First UK quintile</b>	<b>Independent</b>	4.7%	13.7%	<b>24.3%</b>	<b>22.8%</b>	18.4%	16.0%	100%
		<b>State</b>	7.6%	14.5%	<b>22.8%</b>	<b>22.3%</b>	17.3%	15.5%	100%
	<b>Second UK quintile</b>	<b>Independent</b>	14.9%	<b>24.5%</b>	<b>28.4%</b>	17.0%	9.4%	5.8%	100%
		<b>State</b>	17.4%	<b>22.8%</b>	<b>24.9%</b>	17.7%	9.9%	7.3%	100%
	<b>Third UK quintile</b>	<b>Independent</b>	<b>54.7%</b>	<b>24.9%</b>	12.4%	5.6%	1.4%	1.0%	100%
		<b>State</b>	<b>55.9%</b>	<b>23.4%</b>	12.7%	5.3%	1.8%	0.8%	100%
	<b>Fourth UK quintile</b>	<b>Independent</b>	<b>66.9%</b>	<b>20.2%</b>	8.3%	3.2%	1.0%	0.3%	100%
		<b>State</b>	<b>68.0%</b>	18.1%	9.0%	3.5%	1.1%	0.3%	100%
	<b>Fifth UK quintile</b>	<b>Independent</b>	<b>58.3%</b>	18.7%	11.1%	6.3%	2.6%	3.0%	100%
		<b>State</b>	<b>71.7%</b>	14.4%	7.7%	3.3%	1.4%	1.5%	100%
	<b>Total UK</b>	<b>Independent</b>	19.7%	18.4%	<b>22.3%</b>	17.3%	12.3%	10.1%	100%
		<b>State</b>	<b>43.9%</b>	18.9%	15.5%	10.4%	6.3%	5.0%	100%

Source: HESA bespoke data

See Table 7.1 for explanatory notes re Quintiles

7.13 Table 7.7 compares patterns from the 2006/07 data, above, with that for 2003/04, based on numbers of entrants. Some interesting trends emerge:

- as undergraduate education expanded, the proportion of entrants from state schools/colleges across all bands of prior attainment increased but especially among those with lowest prior attainment ('all entrants' lines);
- even so, the correlation between rank of institution and increased prominence of independent school entrants remained undisturbed ('all' column);
- at top 10 universities, top-5 universities and at Oxbridge, independent school entrants gained ground in all bands of prior attainment other than the lowest (up to 300 points) and the highest (540+ points);
- among entrants with the highest prior attainment (6% of the total in 2006/07), those from state schools/colleges increased their presence significantly across institutions of all rankings, including at Oxbridge ('540-998' column);
- universities in the top quintile of institutions below the top 10 accepted a significantly higher proportion of more state school/college entrants with the lowest prior attainment ('up to 300' column).

Table 7.7. Ratios of young undergraduate entrants from independent schools and state schools/colleges, by UCAS tariff and rank of institution, 2003/04 and 2006/07

<b>2003/04</b>	<i>UCAS Tariff band</i>						<b>all</b>
	<i>up to 300</i>	<i>300-359</i>	<i>360-419</i>	<i>420-479</i>	<i>480-539</i>	<i>540-998</i>	
Ratio of entrants independent:state							
- top 2	1.2:1	1:1.7	1:1.2	1.1:1	1:1.2	1:1.2	<b>1:1.2</b>
- top 5	1:1.8	1:1.5	1:1.3	1:1.1	1:1.3	1:1.2	<b>1:1.2</b>
- top 10	1:2.6	1:1.9	1:1.6	1:1.5	1:1.6	1:1.4	<b>1:1.6</b>
- top quintile of institutions*	1:1.7	1:2.7	1:2.1	1:2.1	1:2.1	1:1.8	<b>1:2.3</b>
- all UK institutions	1:12.1	1:5.8	1:3.8	1:3.3	1:3.0	1:2.5	<b>1:5.6</b>
<b>2006/07</b>	<i>UCAS Tariff band</i>						<b>all</b>
	<i>up to 300</i>	<i>300-359</i>	<i>360-419</i>	<i>420-479</i>	<i>480-539</i>	<i>540-998</i>	
Ratio of entrants independent:state							
- top 2	1.2:1	2.7:1	1.3:1	1.4:1	1:1	1:1.5	<b>1:1.1</b>
- top 5	1:1.9	1:1.4	1:1.1	1:1.1	1:1.1	1:1.4	<b>1:1.2</b>
- top 10	1:2.5	1:1.6	1:1.3	1:1.4	1:1.5	1:1.7	<b>1:1.5</b>
- top quintile of institutions*	1:3.7	1:2.4	1:2.1	1:2.2	1:2.1	1:2.2	<b>1:2.3</b>
- all UK institutions	1:13.7	1:6.3	1:4.3	1:3.7	1:3.1	1:3.1	<b>1:6.6</b>

\*Times 2010 *universities ranked 1-21* (see notes to Table 7.1)

Source: HESA bespoke data

7.14 **Appendix III** provides a more detailed breakdown for 2006/07 of young undergraduate UCAS (A levels/highers) entrants to UK higher education institutions, by school college background and UCAS tariff band in 12 selected subject areas/subjects.

## 8. Conclusions

- 8.1 Since 2000, leading universities in the UK have come under unprecedented scrutiny concerning the admissions of undergraduates and the social composition of their undergraduate student bodies.
- 8.2 In 1997 Sir Ron Dearing called for improved higher education data, *via* the introduction of unique identifiers for students making the transition from school/college to higher education. In the continued absence of such ‘tracking’ data, studies of ‘fair access’ and ‘benchmarks’ against which university performance have been measured have placed a significant weight of policy on empirical foundations that are weak and unnecessarily fragile.
- 8.3 By 2009, empirical studies of undergraduate entry patterns have increased in methodological sophistication. Suppositions of bias in admissions in either direction (in favour of state school/college applicants or of independent school applicants) have been unsubstantiated: prior attainment remains, as it always has been, the dominant variable in patterns of access (which is one reason why ‘grade inflation’ has placed the admissions process under increased pressure). The number of applications an applicant makes, and to which institutions, has been shown recently also to be important. On a separate front, results from studies about ‘schooling effects’ (whether students of a certain educational background fare better than others in their final degree classifications) have been found to be unsafe.
- 8.4 As a result of these developments, attention has switched from proposals for positive discrimination at the point of access, to concern about the distinctive separation in England (and in Scotland) between independent and state schools/colleges:
- in terms of the 14+ curriculum; and in
  - the quality of information, advice and guidance available to students.
- 8.5 Meanwhile the leading UK universities have, in recent years, come to resemble more closely than before the profile of leading independent schools – in terms of demography (a greater reliance on non-UK students) and, especially, financial arrangements (locally-set fees which they seek to increase and bursary support for needy students).
- 8.6 The very strong representation of former independent school students within the UK’s leading universities is explained by:
- the excellence of their school/college grades; and, within this,
  - a high concentration on those subjects that are ‘strategically important and vulnerable’ (SIV) to the government and to society, in which the leading universities dominate.
- 8.7 The present study has established that, during 2003/04-2006/07, across almost all measures, independent school entrants to top-30 UK universities maintained their relative position. Among top-10 universities independent school entrants have undoubtedly consolidated and enhanced their position in almost all areas.
- 8.8 This pattern also holds true for entrants to SIV subjects. In the 30 leading universities there is particular reliance on independent schools in sustaining undergraduate study in languages, engineering and economics. In the 10 highest ranked universities there is increasing reliance of this kind, at a higher level and across a broader range, with 40% of all SIV subject places now being awarded to those educated in independent schools.

8.9 As such, the close and strengthening relationship between independent schools and leading universities is a strategic one – for the schools and their students, for UK higher education and for the country more broadly.

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## Appendix I

### Technical aspects of the dataset, including definitions and a note on independent school pupil numbers in Northern Ireland

1. The Higher Education Statistics Agency (HESA) maintains a database of all students enrolled on degree courses at UK institutions of higher education, derived from annual returns made by the institutions. Various analyses of these data are publically available from HESA website (<http://www.hesa.ac.uk/>).
2. For the present study, data was commissioned from HESA for student entrants over the four years 2003/04 to 2006/07 (the most recent available at the time). Entrants chosen for inclusion in the data were all full and part-time undergraduate entrants under the age of 21 on 31 August. Within this population, data on students' educational background and prior attainment were also sought.
3. HESA Performance Indicator tables<sup>132</sup> report the school and college background of entrants for UK domiciled students only. In this study data for *all* 'young' undergraduate entrants was sought on the basis that it would include two further groups of interest to HMC schools:
  - students entering UK higher education institutions from the Channel Isles, the Isle of Man and other countries such as Hong Kong, Germany and China; and, probably
  - entrants from families serving in the UK armed forces and diplomatic service,<sup>133</sup> along with those whose parents are working abroad.The total population in the dataset of all UG entrants ranges from 321,763 in 2003/04 to 346,440 in 2006/07.
4. It is notable that in HESA data generally, there are large numbers of unknowns for some of the categories where reasonable completeness might have been expected. Thus, in the Performance Indicator tables (UK-domiciled entrants aged under 21) there were, in 2006/07, 31,555 full-time UG entrants (11.6%) for whom no data was returned by institutions for school/college background.<sup>134</sup>
5. Both the number and proportion of 'unknowns' in the school/college background category increases when all 'young' entrants (i.e. 'home' and 'overseas', full-time and part-time) are included. However, some control over the problem of unknowns can be obtained when the dataset is confined to those students for whom both school background and UCAS entry levels are known. This comprises a group of 212,784 students entering UK universities who are: domiciled around the world (UK and overseas); have applied for entry through UCAS,<sup>135</sup> have studied GCE A levels or Scottish higher<sup>136</sup> and for whom receiving institutions have a returned a record of school background.

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<sup>132</sup> See: <http://www.hesa.ac.uk/index.php/content/category/2/32/141/>.

<sup>133</sup> It is not certain how these students are accounted for in terms of domicile, but HESA assumes that most institutions report the postal address of entrants at their point of entry. Thus, UK families serving abroad are probably mostly to be found outside the UK-domiciled population used in the Performance Indicator dataset.

<sup>134</sup> HESA 2009b (Table T1b: 'Participation of under-represented groups in higher education: Young full-time undergraduate entrants'; and Table SP2: 'Young entrants to full-time first degree courses by subject and entry qualifications 2006/07').

<sup>135</sup> In 2006 there were 45,363 overseas undergraduate entrants to UK universities accepted through UCAS, the highest number being from China (4,502), followed by the Republic of Ireland (2,675), France (2,388) and Hong Kong (2,360), UCAS 2007.

<sup>136</sup> See paragraph 8, below.

6. **It is this population of 212,784 which is the basis for all of the tables used in this report.** Values for this group in terms of the ‘state school’ / ‘independent school’ split were compared with those for: UK-domiciled entrants only; for all entrants for whom school background is known; and for UK-domiciled entrants for whom school background and UCAS A level / Scottish highers attainment is known Table A, below.<sup>137</sup>

Table A. Undergraduate entrants to UK universities aged under 21, 2006/07:

	% independent schools	total number of such entrants
a) ‘All comers’ for whom school background is known	11.7%	267,292
b) Full-time entrants domiciled in the UK for whom school background is known	12.3%	241,115
<b>c) ‘All comers’ for whom school background and UCAS A level / highers attainment is known</b>	<b>13.9%</b>	<b>212,784</b>
d) Full-time, ‘first degree’ entrants* domiciled in the UK for whom School background and UCAS A level / highers attainment is known	15.0%	194,745

\* ‘First degree’ = UGs, excluding those on courses leading to Foundation Degrees, HNC or HND qualifications. With these latter entrants included, the independent school split is probably nearer to 14%.

*Source:* HESA 06/07 PI tables: SP2, SP4, T1b: and bespoke data

7. From these data (item (a), minus item (b)), we can conclude that in 2006/07 there were 26,177 entrants domiciled from beyond the UK, or part-time and UK-domiciled, for whom institutions recorded school background (a mix UK and non-UK schools /colleges being reported). By selecting dataset (c) in Table A we are able best to report data beyond the UK relevant to HMC schools, and do so by prior attainment. The trend data contained in the report is as reliable as the consistency with which the higher education institutions undertake the annual census of entrants.
8. Full-time entrants holding Baccalaureate qualifications are *not* included in any of the data in this report. This omission probably has little effect on the overall independent school / state school proportions itemised in this report, as in 2006/07 there were only 1,455 entrants domiciled in the UK holding baccalaureate qualifications and 58% of these had attended state schools or colleges.<sup>138</sup>
9. The following **definitions** used in the data are those which form the basis for all tables in the report.

*Entry years and participation:* those entering in the autumn of 2003, 2004, 2005 and 2006 and who were enrolled on 1 December of the relevant year, excluding those withdrawing within two weeks of commencing their course.

*Age:* under 21 at 31 August of the relevant year.

<sup>137</sup> Including Applied A levels (from 2005) and, earlier, GNVQ and VCE (Vocational Certificate of Education) awards.

<sup>138</sup> HESA 2009g (Table SP2: ‘Young entrants to full-time first degree courses by subject and entry qualifications 2006/07’; and Table SP4: ‘Percentage of young entrants to full-time first degree courses from state schools by subject and entry’).

*Subject areas:* as recorded by HESA's Joint Academic Coding System (JACS), comprising 19 broad subject areas and 159 principal subjects. 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.

*School/college background:* this is taken from data held about the previous institution attended. All schools or colleges that are not denoted 'independent' are assumed to be state schools. This means that students from sixth-form or further education colleges, for example, are included as being from state schools.

*UCAS tariff points:* the score for all qualifications, less any duplicates in subjects taken at different levels (e.g. AS plus A2 equals one qualification with only the full A level grade being counted). HESA publishes the following guidance on the nature of this data:

'Each year, UCAS calculates a total tariff score for each student in the application process based on data provided to them by the examination boards. These tariff scores are sent to the HE institutions to which the student is applying. Unfortunately, as some qualification data is not returned to UCAS, the total tariff score is not always representative of a student's achievements. To minimise this occurrence, HESA recommended that HE institutions attempt to augment the total tariff score by adding in tariff scores for qualifications that were not received by UCAS. In practice, some institutions have added additional qualifications to their students' total tariff scores and some have not. As a result student tariff data is less comparable across the sector. To increase comparability, we are able to deduct these augmented tariff scores from the total tariff score field.'

*Split enrolments:* the HESA Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Postdoctoral students are not included in the HESA Student Record.

*Rounding strategy:* Due to the provisions of the Data Protection Act 1998 and the Human Rights Act 1998, HESA implements a strategy in published and released tabulations designed to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest multiple of 5. This rounding strategy is also applied to total figures, the consequence of which is that the sum of numbers in each row or column rarely matches the total shown precisely.

*Strategically important and vulnerable subjects.* In most tables, subjects are reported by the relevant HESA JACS (Joint Academic Coding System) code. In some tables, such as those reporting on 'strategically important and vulnerable' subjects, subject groups are represented. These groupings (with the relevant JACS code) are:

- Medicine and Dentistry (A1, A2, A3, A4 and A9)
- Biological Sciences (C0, C1, C2, C3, C4, C5, C6, C7, C8 and C9)
- Veterinary Sciences (D1, D2 and D3)
- Physical Sciences (F0, F1, F2, F3, F4, F5, F6, F7, F8 and F9)
- Mathematical Sciences (G1, G2, G3 and G91)
- Computing Sciences (G4, G5, G6, G7, G9, and G92)
- Engineering (H0, H1, H2, H3, H4, H5, H6, H7, H8 and H9)
- Mineral and Materials Technologies (J1, J2, J3, J4, J5, J6, J7 and J9)
- Western European languages and Literatures (R1, R2, R3, R4, R5, R6 and R9)
- Eastern European, Mid-East & Far Eastern Studies (R7, T1, T2, T3, T4 and T6)
- Business and Management Studies (N1, N2, N4 and N5)

10. **A note on the number of independent school pupils in Northern Ireland over the age of 4** (main report, paragraph 2.1). Definitions of independent schooling around the world are not clear cut. For example, the OECD distinguishes between two kinds of independent school: those receiving less than 50% of their core funding from government agencies and those receiving more but not managed by the government.

Official figures in Northern Ireland for 2007/08 show there to be 821 independent school pupils in the province in 17 schools, all but three with less than 60 pupils on roll.<sup>139</sup> However, there were also in Northern Ireland eight other schools in membership of the ISC, but grant-aided by the government. In calculating the figure of 7,159 pupils for 2007/08 included in Table 2.1:

- two of these ISC schools were excluded (both of which were charging the parents of pupils only nominal enrolment fees);
- the remaining ISC member schools were included (all charging at least some pupils full fees);
- the number under the age of 5 (excluded from the table in paragraph 4.1) was estimated in line with the proportion for all ISC member schools;
- pupil numbers for the ISC member schools taken from their websites in August 2009 were adjusted for the overall difference in the school population in 2007/08 compared to 2008/09.

The resulting proportion of independent school pupils for Northern Ireland (2.2%) is in line with that identified by the OECD (Jenkins *et al.*, 2006: 22).

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<sup>139</sup> DENI: 2009 and email communication from DENI

**Appendix II: Young undergraduate entrants to selected UK course subjects, by higher education institution and by school/college background (aged under 21, entering through UCAS, 'home' and non-UK domiciled)**

- A1. Young undergraduate entrants to **Medicine and Dentistry**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A2. Young undergraduate entrants to all **Biological Sciences** and related subjects, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A2.1. Young undergraduate entrants to **Biology**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A2.2. Young undergraduate entrants to **Psychology**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A2.3. Young undergraduate entrants to **Sports Science**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A3. Young undergraduate entrants to all **Physical Sciences**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A3.1. Young undergraduate entrants to **Chemistry**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A3.2. Young undergraduate entrants to **Physics**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A3.3. Young undergraduate entrants to **Physical Geography**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A4. Young undergraduate entrants to all **Mathematical Sciences**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A5. Young undergraduate entrants to **Computing Sciences**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A6. Young undergraduate entrants to all **Engineering**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A7. Young undergraduate entrants to **Economics**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A8. Young undergraduate entrants to all **Western European Languages and Literatures**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A9. Young undergraduate entrants to **Management and Business Studies**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A10. Young undergraduate entrants to **English**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A11. Young undergraduate entrants to **History**, by higher education institution and by school/college background, 2003/04-2006/07 (%)
- A12. Young undergraduate entrants to **Law**, by higher education institution and by school/college background, 2003/04-2006/07 (%)



*A1 Young undergraduate entrants to **Medicine and Dentistry**, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	41.6%	47.6%	50.0%	50.8%	9.1%
2	University of Cambridge	52.1%	49.2%	46.0%	45.0%	-7.1%
3	Imperial College, London	48.4%	54.7%	51.5%	48.6%	0.2%
4	University of St Andrews	37.6%	37.2%	40.6%	53.4%	15.8%
5	University College London	49.0%	49.4%	49.8%	45.4%	-3.6%
6	University of Warwick	-	-	-	-	-
7	London School of Economics	-	-	-	-	-
8	University of Durham	26.9%	19.0%	23.1%	40.0%	13.1%
9	University of Exeter	19.5%	21.8%	20.8%	43.6%	24.1%
10	University of Bristol	45.7%	38.5%	32.1%	38.2%	-7.5%
11	University of York	29.8%	24.5%	33.3%	17.4%	-12.4%
12	King's College London	42.2%	42.0%	34.0%	36.3%	-5.9%
13	University of Bath	-	-	-	-	-
14	University of Edinburgh	44.0%	46.4%	50.9%	42.4%	-1.6%
=15	University of Leicester	26.7%	28.7%	23.5%	28.7%	2.0%
=15	University of Southampton	35.0%	35.4%	28.9%	35.4%	0.4%
17	Loughborough University	-	-	-	-	-
18	University of Sheffield	31.0%	31.3%	34.1%	30.2%	-0.8%
19	University of Glasgow	19.8%	17.5%	20.2%	19.0%	-0.7%
20	University of Nottingham	46.0%	38.5%	44.8%	41.5%	-4.5%
21	University of Newcastle	37.6%	33.7%	40.9%	36.7%	-0.9%
22	University of Birmingham	30.8%	33.4%	40.9%	39.4%	8.7%
23	University of Lancaster	-	-	20.0%	17.6%	-
24	University of Manchester	31.6%	30.3%	29.1%	30.7%	-0.9%
25	Aston University	-	-	-	-	-
26	Cardiff University	28.9%	16.7%	28.5%	27.8%	-1.1%
27	University of Leeds	33.4%	38.6%	42.6%	41.2%	7.7%
=28	University of East Anglia	26.0%	27.6%	23.3%	24.7%	-1.3%
=28	University of Liverpool	30.6%	18.8%	34.0%	47.4%	16.8%
30	Royal Holloway & Bedford	-	-	-	-	-
	<b>Top 10</b>	<b>45.2%</b>	<b>44.7%</b>	<b>43.6%</b>	<b>45.8%</b>	<b>0.6%</b>
	<b>Top 30</b>	<b>36.8%</b>	<b>36.7%</b>	<b>36.7%</b>	<b>36.5%</b>	<b>-0.3%</b>
	<b>All UK</b>	<b>34.3%</b>	<b>34.2%</b>	<b>33.9%</b>	<b>33.8%</b>	<b>-0.5%</b>

Source: HESA

*A2 Young undergraduate entrants to all Biological Sciences and related subjects, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	44.8%	43.5%	38.0%	42.4%	-2.5%
2	University of Cambridge	43.1%	39.6%	39.9%	40.7%	-2.4%
3	Imperial College, London	50.1%	48.1%	43.2%	52.4%	2.3%
4	University of St Andrews	40.0%	34.2%	32.6%	34.8%	-5.2%
5	University College London	37.0%	35.9%	35.3%	32.5%	-4.5%
6	University of Warwick	17.0%	22.7%	27.0%	19.8%	2.8%
7	London School of Economics	-	-	-	-	-
8	University of Durham	26.5%	32.3%	37.1%	35.2%	8.7%
9	University of Exeter	29.1%	25.6%	24.3%	22.4%	-6.7%
10	University of Bristol	35.1%	40.1%	29.4%	35.5%	0.4%
11	University of York	18.1%	18.7%	18.5%	18.0%	-0.2%
12	King's College London	22.0%	21.0%	28.5%	31.7%	9.6%
13	University of Bath	19.0%	20.0%	24.2%	18.4%	-0.5%
14	University of Edinburgh	33.8%	34.1%	34.1%	36.5%	2.7%
=15	University of Leicester	9.2%	9.8%	12.7%	5.8%	-3.4%
=15	University of Southampton	14.7%	17.1%	13.9%	18.5%	3.8%
17	Loughborough University	10.9%	20.9%	19.4%	22.2%	11.3%
18	University of Sheffield	13.6%	17.9%	11.2%	12.1%	-1.5%
19	University of Glasgow	11.5%	12.3%	13.0%	13.9%	2.4%
20	University of Nottingham	29.6%	28.7%	28.4%	28.4%	-1.2%
21	University of Newcastle	24.4%	23.0%	24.9%	26.7%	2.2%
22	University of Birmingham	16.4%	19.5%	21.1%	18.5%	2.1%
23	University of Lancaster	9.6%	7.8%	9.0%	5.0%	-4.6%
24	University of Manchester	15.2%	19.3%	16.1%	17.6%	2.5%
25	Aston University	3.1%	7.7%	10.4%	4.3%	1.1%
26	Cardiff University	13.6%	19.7%	17.3%	12.3%	-1.3%
27	University of Leeds	23.9%	22.3%	20.8%	20.6%	-3.2%
=28	University of East Anglia	14.9%	14.2%	12.8%	15.7%	0.8%
=28	University of Liverpool	11.0%	7.5%	8.7%	13.6%	2.6%
30	Royal Holloway & Bedford	20.3%	25.0%	14.8%	19.2%	-1.1%
	<b>Top 10</b>	<b>33.8%</b>	<b>34.8%</b>	<b>33.1%</b>	<b>33.9%</b>	<b>0.1%</b>
	<b>Top 30</b>	<b>21.6%</b>	<b>23.2%</b>	<b>22.0%</b>	<b>22.2%</b>	<b>0.6%</b>
	<b>All UK</b>	<b>12.2%</b>	<b>13.1%</b>	<b>11.7%</b>	<b>11.2%</b>	<b>-1.0%</b>

Source: HESA

**A2.1** Young undergraduate entrants to **Biology**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	47.3%	47.0%	50.5%	40.1%	-7.1%
2	University of Cambridge	11.1%	20.0%	-	50.0%	38.9%
3	Imperial College, London	55.8%	43.7%	40.0%	50.0%	-5.8%
4	University of St Andrews	42.3%	37.2%	23.0%	26.9%	-15.4%
5	University College London	42.3%	34.0%	34.4%	39.1%	-3.2%
6	University of Warwick	12.3%	19.9%	20.2%	16.2%	3.9%
7	London School of Economics	-	-	-	-	-
8	University of Durham	29.8%	40.9%	37.7%	38.6%	8.8%
9	University of Exeter	31.2%	23.4%	22.3%	17.2%	-13.9%
10	University of Bristol	46.3%	50.0%	29.8%	42.6%	-3.7%
11	University of York	13.3%	19.0%	22.3%	16.2%	2.9%
12	King's College London	23.7%	-	-	-	-
13	University of Bath	23.1%	21.4%	22.3%	21.4%	-1.7%
14	University of Edinburgh	35.0%	28.2%	31.3%	33.6%	-1.4%
=15	University of Leicester	8.3%	17.0%	12.4%	7.8%	-0.5%
=15	University of Southampton	13.6%	15.8%	23.0%	28.9%	15.3%
17	Loughborough University	-	-	-	-	-
18	University of Sheffield	23.4%	20.0%	6.0%	13.0%	-10.4%
19	University of Glasgow	9.8%	3.5%	1.8%	21.1%	11.2%
20	University of Nottingham	27.0%	24.5%	32.2%	31.1%	4.2%
21	University of Newcastle	25.1%	21.6%	23.0%	29.1%	3.9%
22	University of Birmingham	12.8%	15.5%	16.7%	19.4%	6.6%
23	University of Lancaster	7.8%	6.8%	12.9%	8.6%	0.8%
24	University of Manchester	14.8%	21.0%	18.9%	17.8%	3.1%
25	Aston University	3.0%	8.5%	13.7%	2.2%	-0.8%
26	Cardiff University	9.3%	18.9%	24.6%	7.6%	-1.8%
27	University of Leeds	25.7%	18.7%	22.5%	19.9%	-5.8%
=28	University of East Anglia	23.6%	21.9%	11.5%	20.9%	-2.7%
=28	University of Liverpool	4.3%	6.7%	8.0%	17.7%	13.4%
30	Royal Holloway & Bedford	17.9%	18.5%	15.2%	13.4%	-4.5%
	<b>Top 10</b>	<b>37.2%</b>	<b>35.5%</b>	<b>32.2%</b>	<b>33.0%</b>	<b>-4.2%</b>
	<b>Top 30</b>	<b>25.2%</b>	<b>23.8%</b>	<b>23.3%</b>	<b>25.1%</b>	<b>-0.2%</b>
	<b>All UK</b>	<b>17.5%</b>	<b>16.3%</b>	<b>15.1%</b>	<b>15.5%</b>	<b>-2.1%</b>

Source: HESA

*A2.2 Young undergraduate entrants to **Psychology**, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	45.9%	40.6%	26.9%	43.5%	-2.4%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	37.2%	36.2%	47.0%	41.4%	4.2%
5	University College London	33.8%	37.5%	29.4%	35.0%	1.2%
6	University of Warwick	22.6%	26.6%	29.4%	20.1%	-2.5%
7	London School of Economics	-	-	-	-	-
8	University of Durham	21.0%	24.1%	28.2%	29.4%	8.4%
9	University of Exeter	23.1%	27.4%	21.7%	21.0%	-2.1%
10	University of Bristol	24.3%	33.2%	29.7%	33.9%	9.6%
11	University of York	21.8%	19.8%	21.8%	25.0%	3.2%
12	King's College London	-	-	-	-	-
13	University of Bath	9.8%	17.5%	17.6%	11.6%	1.9%
14	University of Edinburgh	33.2%	41.5%	35.5%	39.5%	6.3%
=15	University of Leicester	6.1%	4.7%	11.6%	5.2%	-0.9%
=15	University of Southampton	13.5%	17.9%	8.4%	7.4%	-6.0%
17	Loughborough University	6.3%	22.7%	12.3%	21.4%	15.1%
18	University of Sheffield	11.6%	17.6%	10.6%	10.5%	-1.1%
19	University of Glasgow	13.7%	15.3%	14.9%	17.3%	3.5%
20	University of Nottingham	41.1%	32.4%	34.2%	31.1%	-10.0%
21	University of Newcastle	28.1%	24.6%	31.2%	27.5%	-0.6%
22	University of Birmingham	21.7%	24.4%	27.4%	19.4%	-2.3%
23	University of Lancaster	12.7%	9.6%	6.9%	4.1%	-8.6%
24	University of Manchester	18.0%	20.8%	18.2%	19.8%	1.9%
25	Aston University	3.2%	7.1%	9.2%	4.9%	1.6%
26	Cardiff University	16.7%	20.0%	14.4%	13.1%	-3.6%
27	University of Leeds	27.0%	28.1%	25.5%	23.9%	-3.1%
=28	University of East Anglia	9.3%	4.6%	11.9%	13.6%	4.2%
=28	University of Liverpool	11.3%	5.6%	10.3%	6.8%	-4.5%
30	Royal Holloway & Bedford	24.3%	23.0%	20.0%	23.3%	-1.0%
	<b>Top 10</b>	<b>27.5%</b>	<b>30.6%</b>	<b>29.2%</b>	<b>30.5%</b>	<b>3.0%</b>
	<b>Top 30</b>	<b>19.3%</b>	<b>21.8%</b>	<b>19.8%</b>	<b>19.9%</b>	<b>0.5%</b>
	<b>All UK</b>	<b>10.5%</b>	<b>11.4%</b>	<b>9.7%</b>	<b>9.4%</b>	<b>-1.0%</b>

Source: HESA

**A2.3** Young undergraduate entrants to **Sports Science**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	-	-	-	-	-
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	-	-	-	-	-
5	University College London	-	-	-	-	-
6	University of Warwick	-	-	-	-	-
7	London School of Economics	-	-	-	-	-
8	University of Durham	-	-	44.4%	39.1%	-
9	University of Exeter	33.0%	26.7%	28.7%	27.4%	-5.6%
10	University of Bristol	-	-	-	-	-
11	University of York	-	-	-	-	-
12	King's College London	-	-	-	-	-
13	University of Bath	13.6%	17.7%	30.2%	20.0%	6.4%
14	University of Edinburgh	29.7%	40.8%	37.2%	54.1%	24.3%
=15	University of Leicester	-	-	-	-	-
=15	University of Southampton	-	-	-	31.7%	-
17	Loughborough University	12.8%	20.0%	23.7%	22.8%	10.0%
18	University of Sheffield	-	-	-	-	-
19	University of Glasgow	12.5%	12.5%	21.1%	4.7%	-7.9%
20	University of Nottingham	-	-	-	-	-
21	University of Newcastle	-	-	-	-	-
22	University of Birmingham	14.1%	17.9%	20.1%	16.4%	2.3%
23	University of Lancaster	-	-	-	-	-
24	University of Manchester	-	-	-	-	-
25	Aston University	-	-	-	-	-
26	Cardiff University	-	-	-	-	-
27	University of Leeds	19.6%	23.8%	20.4%	17.6%	-2.0%
=28	University of East Anglia	-	-	-	-	-
=28	University of Liverpool	-	-	-	-	-
30	Royal Holloway & Bedford	-	-	-	-	-
	<b>Top 10</b>	<b>33.0%</b>	<b>26.7%</b>	<b>33.3%</b>	<b>31.9%</b>	<b>-1.2%</b>
	<b>Top 30</b>	<b>18.4%</b>	<b>21.6%</b>	<b>26.2%</b>	<b>23.5%</b>	<b>5.1%</b>
	<b>All UK</b>	<b>7.8%</b>	<b>9.8%</b>	<b>9.1%</b>	<b>8.3%</b>	<b>0.5%</b>

Source: HESA

*A3 Young undergraduate entrants to all Physical Sciences, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	43.7%	42.5%	46.3%	44.9%	1.2%
2	University of Cambridge	43.6%	40.0%	39.9%	40.6%	-3.1%
3	Imperial College, London	37.0%	39.5%	40.3%	38.3%	1.4%
4	University of St Andrews	17.3%	19.7%	24.6%	24.5%	7.2%
5	University College London	26.7%	25.1%	25.3%	22.3%	-4.5%
6	University of Warwick	12.4%	15.2%	15.9%	13.3%	0.9%
7	London School of Economics	57.1%	55.6%	-	-	-
8	University of Durham	29.7%	34.4%	34.5%	30.7%	1.0%
9	University of Exeter	20.8%	22.5%	21.8%	19.6%	-1.3%
10	University of Bristol	22.4%	28.7%	25.4%	28.0%	5.7%
11	University of York	6.5%	10.2%	12.1%	11.0%	4.5%
12	King's College London	23.2%	29.3%	17.1%	23.6%	0.4%
13	University of Bath	16.0%	11.3%	13.0%	14.1%	-1.9%
14	University of Edinburgh	24.7%	19.0%	28.0%	26.9%	2.3%
=15	University of Leicester	6.1%	7.8%	6.6%	3.8%	-2.3%
=15	University of Southampton	16.6%	20.3%	14.8%	15.5%	-1.1%
17	Loughborough University	15.3%	17.1%	16.2%	16.9%	1.7%
18	University of Sheffield	11.9%	10.9%	12.2%	12.7%	0.7%
19	University of Glasgow	6.9%	5.7%	7.8%	10.4%	3.4%
20	University of Nottingham	24.4%	25.3%	20.9%	24.3%	-0.1%
21	University of Newcastle	20.7%	12.7%	17.1%	19.7%	-1.1%
22	University of Birmingham	10.1%	17.0%	18.7%	15.6%	5.5%
23	University of Lancaster	7.9%	8.8%	7.6%	7.5%	-0.4%
24	University of Manchester	16.8%	16.4%	12.1%	14.3%	-2.4%
25	Aston University	3.3%	2.1%	10.9%	3.5%	0.2%
26	Cardiff University	9.9%	12.1%	12.6%	7.3%	-2.6%
27	University of Leeds	16.7%	17.3%	18.6%	20.6%	3.9%
=28	University of East Anglia	11.0%	11.4%	8.9%	8.6%	-2.4%
=28	University of Liverpool	5.4%	8.8%	6.9%	10.5%	5.1%
30	Royal Holloway & Bedford	16.4%	22.0%	15.2%	21.6%	5.1%
	<b>Top 10</b>	<b>29.7%</b>	<b>31.4%</b>	<b>32.0%</b>	<b>30.4%</b>	<b>0.7%</b>
	<b>Top 30</b>	<b>20.1%</b>	<b>21.1%</b>	<b>20.6%</b>	<b>20.4%</b>	<b>0.3%</b>
	<b>All UK</b>	<b>14.7%</b>	<b>15.4%</b>	<b>14.5%</b>	<b>14.2%</b>	<b>-0.6%</b>

Source: HESA

**A3.1** Young undergraduate entrants to **Chemistry**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	46.0%	43.2%	51.5%	50.7%	4.6%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	47.8%	51.7%	57.3%	44.8%	-3.0%
4	University of St Andrews	22.7%	8.7%	17.8%	22.0%	-0.6%
5	University College London	22.3%	21.3%	28.6%	21.9%	-0.5%
6	University of Warwick	15.1%	12.6%	11.9%	16.7%	1.7%
7	London School of Economics	-	-	-	-	-
8	University of Durham	23.7%	35.2%	37.7%	28.6%	4.9%
9	University of Exeter	16.6%	27.9%	13.6%	37.0%	20.3%
10	University of Bristol	19.7%	34.4%	24.4%	28.4%	8.7%
11	University of York	5.1%	12.5%	13.3%	13.2%	8.1%
12	King's College London	-	-	-	-	-
13	University of Bath	10.1%	16.0%	9.6%	21.6%	11.5%
14	University of Edinburgh	26.1%	25.7%	27.5%	22.3%	-3.8%
=15	University of Leicester	9.3%	0.0%	3.5%	3.9%	-5.4%
=15	University of Southampton	4.9%	14.8%	7.1%	12.6%	7.7%
17	Loughborough University	19.4%	5.8%	11.4%	22.7%	3.3%
18	University of Sheffield	10.4%	9.4%	10.9%	10.0%	-0.4%
19	University of Glasgow	7.0%	4.4%	9.4%	12.9%	5.9%
20	University of Nottingham	23.2%	24.4%	23.0%	11.8%	-11.4%
21	University of Newcastle	14.7%	8.5%	14.7%	16.5%	1.8%
22	University of Birmingham	7.5%	13.8%	14.9%	15.9%	8.4%
23	University of Lancaster	0.0%	0.0%	0.0%	23.5%	23.5%
24	University of Manchester	20.1%	17.2%	10.7%	12.0%	-8.1%
25	Aston University	8.0%	0.0%	16.8%	2.9%	-5.1%
26	Cardiff University	7.7%	5.7%	5.8%	3.9%	-3.7%
27	University of Leeds	20.5%	12.2%	15.7%	16.1%	-4.3%
=28	University of East Anglia	14.4%	12.1%	8.6%	8.8%	-5.6%
=28	University of Liverpool	4.8%	6.7%	2.7%	12.8%	8.0%
30	Royal Holloway & Bedford	-	-	-	-	-
	<b>Top 10</b>	<b>29.1%</b>	<b>33.1%</b>	<b>34.5%</b>	<b>32.8%</b>	<b>3.6%</b>
	<b>Top 30</b>	<b>19.9%</b>	<b>20.5%</b>	<b>20.3%</b>	<b>20.2%</b>	<b>0.3%</b>
	<b>All UK</b>	<b>15.1%</b>	<b>16.6%</b>	<b>15.7%</b>	<b>15.2%</b>	<b>0.1%</b>

Source: HESA

**A3.2** Young undergraduate entrants to **Physics**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	38.0%	40.2%	39.1%	35.0%	-2.9%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	35.6%	40.3%	33.5%	37.1%	1.4%
4	University of St Andrews	4.3%	15.3%	19.3%	15.4%	11.1%
5	University College London	18.0%	19.3%	14.2%	19.7%	1.8%
6	University of Warwick	11.1%	16.5%	18.6%	10.8%	-0.3%
7	London School of Economics	-	-	-	-	-
8	University of Durham	33.9%	31.1%	32.0%	24.9%	-9.0%
9	University of Exeter	11.8%	13.4%	3.8%	11.9%	0.1%
10	University of Bristol	19.7%	25.2%	18.7%	20.5%	0.8%
11	University of York	8.2%	10.0%	9.4%	7.2%	-1.0%
12	King's College London	15.0%	21.8%	7.7%	13.2%	-1.8%
13	University of Bath	21.4%	6.3%	17.5%	5.7%	-15.7%
14	University of Edinburgh	15.1%	9.2%	17.7%	12.6%	-2.5%
=15	University of Leicester	7.0%	13.4%	10.7%	5.4%	-1.7%
=15	University of Southampton	7.4%	13.3%	7.2%	6.0%	-1.4%
17	Loughborough University	6.1%	5.9%	9.0%	9.6%	3.5%
18	University of Sheffield	9.0%	6.2%	10.7%	13.9%	4.9%
19	University of Glasgow	4.9%	7.8%	0.7%	5.1%	0.2%
20	University of Nottingham	20.6%	20.8%	15.0%	20.5%	-0.2%
21	University of Newcastle	5.0%	3.0%	-	-	-
22	University of Birmingham	4.7%	14.3%	9.7%	10.0%	5.3%
23	University of Lancaster	11.9%	11.1%	11.2%	9.2%	-2.7%
24	University of Manchester	14.3%	12.8%	10.3%	10.5%	-3.8%
25	Aston University	-	-	-	-	-
26	Cardiff University	5.5%	8.8%	1.7%	5.3%	-0.2%
27	University of Leeds	8.3%	15.9%	6.4%	15.9%	7.5%
=28	University of East Anglia	5.9%	9.8%	5.2%	9.7%	3.8%
=28	University of Liverpool	-	0.0%	-	-	-
30	Royal Holloway & Bedford	10.7%	12.2%	11.5%	10.4%	-0.3%
	<b>Top 10</b>	<b>25.5%</b>	<b>29.1%</b>	<b>26.0%</b>	<b>24.7%</b>	<b>-0.8%</b>
	<b>Top 30</b>	<b>17.4%</b>	<b>19.7%</b>	<b>17.3%</b>	<b>16.9%</b>	<b>-0.6%</b>
	<b>All UK</b>	<b>15.4%</b>	<b>17.0%</b>	<b>15.3%</b>	<b>14.7%</b>	<b>-0.7%</b>

Source: HESA



**A3.3** Young undergraduate entrants to **Physical Geography**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	55.7%	58.8%	56.3%	58.4%	2.8%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	37.5%	0.0%	-	-	-
4	University of St Andrews	33.8%	34.4%	47.4%	35.5%	1.7%
5	University College London	49.1%	27.1%	47.3%	31.3%	-17.8%
6	University of Warwick	-	-	-	-	-
7	London School of Economics	57.1%	55.6%	-	-	-
8	University of Durham	27.0%	35.1%	34.5%	26.6%	-0.4%
9	University of Exeter	38.0%	26.5%	37.2%	22.9%	-15.1%
10	University of Bristol	28.6%	36.4%	38.6%	41.8%	13.2%
11	University of York	-	0.0%	-	-	-
12	King's College London	30.0%	35.1%	29.0%	32.5%	2.5%
13	University of Bath	-	-	-	-	-
14	University of Edinburgh	39.7%	34.5%	40.0%	50.8%	11.0%
=15	University of Leicester	0.0%	7.8%	5.3%	5.6%	5.6%
=15	University of Southampton	24.0%	21.9%	19.0%	18.6%	-5.4%
17	Loughborough University	14.4%	24.6%	21.8%	17.7%	3.3%
18	University of Sheffield	15.0%	16.0%	14.7%	17.1%	2.1%
19	University of Glasgow	12.4%	7.5%	12.3%	11.7%	-0.6%
20	University of Nottingham	31.6%	37.9%	29.6%	38.8%	7.1%
21	University of Newcastle	25.7%	19.2%	19.9%	22.4%	-3.4%
22	University of Birmingham	18.8%	21.5%	26.9%	23.2%	4.4%
23	University of Lancaster	4.5%	8.3%	6.5%	5.8%	1.2%
24	University of Manchester	21.4%	21.0%	17.9%	31.5%	10.0%
25	Aston University	0.0%	10.3%	0.0%	28.6%	28.6%
26	Cardiff University	21.1%	17.5%	19.4%	18.2%	-2.9%
27	University of Leeds	21.5%	25.2%	24.9%	26.1%	4.6%
=28	University of East Anglia	11.2%	9.2%	12.1%	3.6%	-7.5%
=28	University of Liverpool	6.9%	9.1%	5.0%	13.1%	6.1%
30	Royal Holloway & Bedford	22.2%	23.0%	17.5%	32.2%	10.0%
	<b>Top 10</b>	<b>36.6%</b>	<b>34.9%</b>	<b>40.6%</b>	<b>32.7%</b>	<b>-4.0%</b>
	<b>Top 30</b>	<b>24.0%</b>	<b>24.3%</b>	<b>24.5%</b>	<b>24.3%</b>	<b>0.3%</b>
	<b>All UK</b>	<b>14.6%</b>	<b>15.5%</b>	<b>15.2%</b>	<b>15.1%</b>	<b>0.5%</b>

Source: HESA

**A4** Young undergraduate entrants to *all Mathematical Sciences*, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	44.5%	42.6%	40.8%	42.8%	-1.7%
2	University of Cambridge	42.4%	42.7%	49.0%	40.7%	-1.7%
3	Imperial College, London	38.7%	48.4%	47.2%	47.6%	8.9%
4	University of St Andrews	20.2%	23.8%	19.8%	26.6%	6.4%
5	University College London	36.6%	36.7%	44.4%	44.0%	7.4%
6	University of Warwick	22.7%	24.3%	22.4%	21.1%	-1.6%
7	London School of Economics	43.5%	50.0%	52.6%	36.8%	-6.8%
8	University of Durham	25.5%	20.2%	28.6%	27.2%	1.6%
9	University of Exeter	13.8%	10.2%	9.4%	10.2%	-3.6%
10	University of Bristol	29.5%	12.9%	21.3%	28.7%	-0.8%
11	University of York	17.6%	8.4%	13.4%	11.9%	-5.7%
12	King's College London	23.3%	22.0%	22.0%	11.2%	-12.1%
13	University of Bath	13.7%	18.5%	18.9%	16.3%	2.6%
14	University of Edinburgh	21.7%	23.8%	23.1%	22.1%	0.5%
=15	University of Leicester	13.6%	10.4%	3.8%	7.5%	-6.1%
=15	University of Southampton	18.9%	17.2%	11.4%	14.2%	-4.6%
17	Loughborough University	3.4%	16.9%	15.1%	21.5%	18.1%
18	University of Sheffield	5.0%	9.4%	6.6%	4.9%	-0.1%
19	University of Glasgow	5.8%	5.5%	7.9%	5.1%	-0.8%
20	University of Nottingham	20.3%	12.3%	22.8%	18.1%	-2.3%
21	University of Newcastle	10.6%	10.0%	9.9%	8.6%	-2.0%
22	University of Birmingham	14.3%	17.2%	14.5%	9.9%	-4.4%
23	University of Lancaster	9.1%	14.7%	5.2%	11.6%	2.5%
24	University of Manchester	14.0%	15.6%	15.4%	13.4%	-0.6%
25	Aston University	0.0%	8.8%	25.2%	14.3%	14.3%
26	Cardiff University	6.9%	7.0%	4.5%	5.2%	-1.7%
27	University of Leeds	21.9%	11.6%	12.6%	13.8%	-8.1%
=28	University of East Anglia	10.3%	8.8%	8.9%	6.2%	-4.1%
=28	University of Liverpool	8.3%	5.3%	5.8%	10.8%	2.5%
30	Royal Holloway & Bedford	29.6%	23.1%	26.4%	20.7%	-8.9%
	<b>Top 10</b>	<b>32.2%</b>	<b>31.5%</b>	<b>33.5%</b>	<b>32.6%</b>	<b>0.4%</b>
	<b>Top 30</b>	<b>22.4%</b>	<b>21.6%</b>	<b>22.2%</b>	<b>21.1%</b>	<b>-1.3%</b>
	<b>All UK</b>	<b>18.7%</b>	<b>17.5%</b>	<b>17.3%</b>	<b>16.4%</b>	<b>-2.2%</b>

Source: HESA

*A5 Young undergraduate entrants to all Computing Sciences, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools					Change 2003/04 - 2006/07
		2003/04	2004/05	2005/06	2006/07		
1	University of Oxford	33.7%	31.0%	23.3%	21.1%	-12.7%	
2	University of Cambridge	38.3%	38.8%	37.7%	41.4%	3.1%	
3	Imperial College, London	41.0%	56.4%	39.2%	33.2%	-7.9%	
4	University of St Andrews	14.3%	11.8%	24.1%	25.3%	11.0%	
5	University College London	37.8%	37.1%	41.0%	36.3%	-1.5%	
6	University of Warwick	22.6%	19.2%	23.6%	16.1%	-6.5%	
7	London School of Economics	-	-	-	-	-	
8	University of Durham	25.8%	22.6%	13.9%	29.9%	4.1%	
9	University of Exeter	17.8%	21.9%	23.6%	18.8%	1.0%	
10	University of Bristol	24.4%	20.5%	14.2%	18.3%	-6.1%	
11	University of York	20.9%	23.3%	24.7%	16.2%	-4.7%	
12	King's College London	19.4%	23.4%	22.2%	20.4%	1.0%	
13	University of Bath	16.0%	16.2%	10.7%	8.8%	-7.2%	
14	University of Edinburgh	14.7%	26.0%	19.3%	17.9%	3.2%	
=15	University of Leicester	4.8%	0.0%	7.2%	5.3%	0.5%	
=15	University of Southampton	27.2%	9.8%	14.6%	13.4%	-13.9%	
17	Loughborough University	12.9%	18.2%	17.2%	14.7%	1.8%	
18	University of Sheffield	11.5%	10.0%	7.2%	18.1%	6.6%	
19	University of Glasgow	10.9%	10.0%	5.2%	7.5%	-3.4%	
20	University of Nottingham	25.9%	22.1%	34.5%	14.6%	-11.3%	
21	University of Newcastle	19.0%	15.4%	11.4%	12.1%	-6.9%	
22	University of Birmingham	13.1%	14.8%	5.7%	8.2%	-4.9%	
23	University of Lancaster	9.3%	6.2%	9.9%	5.8%	-3.5%	
24	University of Manchester	15.6%	13.0%	12.0%	19.4%	3.8%	
25	Aston University	8.8%	3.2%	6.7%	5.3%	-3.5%	
26	Cardiff University	7.9%	7.5%	9.0%	5.7%	-2.2%	
27	University of Leeds	22.2%	18.5%	16.1%	17.6%	-4.5%	
=28	University of East Anglia	7.9%	10.3%	13.2%	9.6%	1.7%	
=28	University of Liverpool	9.0%	2.9%	9.4%	8.7%	-0.3%	
30	Royal Holloway & Bedford	16.6%	19.6%	30.5%	9.8%	-6.8%	
	<b>Top 10</b>	<b>28.9%</b>	<b>30.9%</b>	<b>27.6%</b>	<b>28.1%</b>	<b>-0.8%</b>	
	<b>Top 30</b>	<b>17.9%</b>	<b>17.9%</b>	<b>16.7%</b>	<b>16.4%</b>	<b>-1.6%</b>	
	<b>All UK</b>	<b>6.7%</b>	<b>6.3%</b>	<b>5.9%</b>	<b>5.8%</b>	<b>-0.9%</b>	

Source: HESA

**A6** Young undergraduate entrants to all **Engineering**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	53.2%	43.1%	45.6%	53.1%	-0.1%
2	University of Cambridge	43.8%	43.9%	48.6%	51.8%	8.0%
3	Imperial College, London	55.1%	51.7%	53.3%	53.8%	-1.3%
4	University of St Andrews	-	-	-	-	-
5	University College London	41.4%	35.1%	41.5%	33.4%	-8.0%
6	University of Warwick	19.4%	28.3%	26.4%	25.5%	6.1%
7	London School of Economics	-	-	-	-	-
8	University of Durham	36.9%	41.3%	38.3%	48.4%	11.4%
9	University of Exeter	9.6%	26.8%	27.4%	12.8%	3.3%
10	University of Bristol	45.1%	38.0%	39.0%	39.6%	-5.5%
11	University of York	12.5%	17.9%	18.1%	20.2%	7.7%
12	King's College London	35.1%	23.0%	16.9%	34.0%	-1.1%
13	University of Bath	27.0%	24.2%	34.0%	30.9%	4.0%
14	University of Edinburgh	29.5%	26.4%	27.5%	26.7%	-2.8%
=15	University of Leicester	11.6%	10.5%	16.1%	9.5%	-2.1%
=15	University of Southampton	25.9%	25.7%	23.3%	15.7%	-10.2%
17	Loughborough University	17.4%	18.2%	14.9%	20.0%	2.6%
18	University of Sheffield	20.9%	12.0%	16.9%	16.5%	-4.5%
19	University of Glasgow	9.0%	13.4%	14.2%	8.5%	-0.5%
20	University of Nottingham	33.4%	29.9%	28.4%	27.2%	-6.2%
21	University of Newcastle	10.9%	18.3%	18.3%	16.3%	5.4%
22	University of Birmingham	18.6%	22.1%	17.7%	20.5%	1.9%
23	University of Lancaster	10.3%	15.3%	15.6%	8.5%	-1.8%
24	University of Manchester	19.6%	23.3%	23.2%	24.1%	4.5%
25	Aston University	7.2%	8.1%	8.5%	8.3%	1.2%
26	Cardiff University	17.6%	15.3%	14.1%	16.7%	-0.9%
27	University of Leeds	14.2%	22.1%	19.7%	17.2%	3.0%
=28	University of East Anglia	12.0%	15.8%	13.0%	16.8%	4.8%
=28	University of Liverpool	0.0%	0.0%	0.0%	-	-
30	Royal Holloway & Bedford	-	-	-	-	-
	<b>Top 10</b>	<b>41.4%</b>	<b>40.7%</b>	<b>41.9%</b>	<b>43.0%</b>	<b>1.5%</b>
	<b>Top 30</b>	<b>25.9%</b>	<b>26.4%</b>	<b>26.0%</b>	<b>26.3%</b>	<b>0.4%</b>
	<b>All UK</b>	<b>16.6%</b>	<b>17.2%</b>	<b>16.4%</b>	<b>16.9%</b>	<b>0.3%</b>

Source: HESA

*A7 Young undergraduate entrants to **Economics**, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	47.6%	51.8%	51.7%	54.0%	6.4%
2	University of Cambridge	50.2%	54.9%	55.9%	52.2%	2.0%
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	45.0%	58.6%	62.7%	52.7%	7.7%
5	University College London	58.6%	64.6%	62.4%	56.4%	-2.2%
6	University of Warwick	55.3%	46.9%	42.9%	49.7%	-5.6%
7	London School of Economics	51.5%	69.4%	64.3%	71.4%	19.9%
8	University of Durham	48.6%	52.1%	57.2%	59.6%	10.9%
9	University of Exeter	47.6%	43.3%	52.4%	42.4%	-5.2%
10	University of Bristol	42.2%	51.7%	59.7%	59.3%	17.1%
11	University of York	28.2%	34.1%	35.6%	35.4%	7.3%
12	King's College London	-	-	-	-	-
13	University of Bath	44.1%	49.2%	39.0%	47.0%	2.9%
14	University of Edinburgh	61.4%	47.2%	56.8%	54.3%	-7.1%
=15	University of Leicester	19.3%	14.3%	16.9%	18.8%	-0.5%
=15	University of Southampton	26.9%	28.7%	36.7%	28.3%	1.4%
17	Loughborough University	22.6%	24.9%	25.9%	24.2%	1.6%
18	University of Sheffield	21.4%	17.3%	21.8%	22.6%	1.1%
19	University of Glasgow	23.8%	30.3%	30.1%	20.9%	-3.0%
20	University of Nottingham	56.6%	43.8%	48.8%	46.0%	-10.7%
21	University of Newcastle	44.4%	50.5%	39.7%	45.4%	1.0%
22	University of Birmingham	33.5%	29.8%	33.4%	23.5%	-10.0%
23	University of Lancaster	9.3%	21.6%	11.4%	17.6%	8.3%
24	University of Manchester	27.7%	36.2%	38.1%	43.2%	15.4%
25	Aston University	-	-	-	-	-
26	Cardiff University	23.9%	23.3%	22.9%	20.6%	-3.3%
27	University of Leeds	40.7%	34.7%	40.2%	44.3%	3.6%
=28	University of East Anglia	19.7%	28.0%	16.5%	16.7%	-3.1%
=28	University of Liverpool	11.4%	16.0%	21.2%	21.3%	9.8%
30	Royal Holloway & Bedford	34.8%	33.0%	34.6%	32.8%	-2.0%
	<b>Top 10</b>	<b>50.6%</b>	<b>55.0%</b>	<b>55.6%</b>	<b>55.2%</b>	<b>4.6%</b>
	<b>Top 30</b>	<b>38.1%</b>	<b>40.3%</b>	<b>41.2%</b>	<b>41.9%</b>	<b>3.8%</b>
	<b>All UK</b>	<b>29.4%</b>	<b>31.1%</b>	<b>30.6%</b>	<b>30.6%</b>	<b>1.2%</b>

Source: HESA

*A8 Young undergraduate entrants to all Western European Languages and Literatures, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	54.2%	55.1%	47.4%	51.6%	-2.6%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	31.3%	35.2%	43.1%	48.9%	17.5%
5	University College London	51.3%	53.2%	47.3%	46.5%	-4.8%
6	University of Warwick	27.4%	28.1%	22.1%	25.0%	-2.4%
7	London School of Economics	-	-	-	-	-
8	University of Durham	35.9%	47.5%	47.4%	48.7%	12.8%
9	University of Exeter	36.9%	33.1%	32.5%	30.1%	-6.8%
10	University of Bristol	48.6%	59.3%	56.9%	55.8%	7.2%
11	University of York	10.0%	8.8%	25.5%	11.1%	1.1%
12	King's College London	40.6%	48.1%	32.8%	42.7%	2.1%
13	University of Bath	31.8%	38.3%	35.4%	27.6%	-4.2%
14	University of Edinburgh	53.8%	49.8%	44.3%	42.9%	-10.9%
=15	University of Leicester	23.6%	14.7%	15.6%	6.7%	-16.9%
=15	University of Southampton	20.9%	27.2%	19.4%	19.2%	-1.7%
17	Loughborough University	50.0%	50.0%	100.0%	20.0%	-30.0%
18	University of Sheffield	14.8%	22.5%	19.3%	16.9%	2.2%
19	University of Glasgow	13.1%	16.0%	24.8%	11.2%	-1.9%
20	University of Nottingham	43.2%	40.4%	40.9%	36.1%	-7.1%
21	University of Newcastle	28.6%	42.5%	47.6%	39.0%	10.4%
22	University of Birmingham	32.1%	27.6%	27.6%	27.8%	-4.3%
23	University of Lancaster	19.5%	7.2%	16.7%	19.5%	0.0%
24	University of Manchester	27.2%	29.9%	29.1%	27.8%	0.6%
25	Aston University	15.2%	11.1%	15.6%	13.6%	-1.5%
26	Cardiff University	11.5%	16.2%	24.1%	12.3%	0.9%
27	University of Leeds	36.6%	41.0%	36.3%	30.1%	-6.5%
=28	University of East Anglia	18.5%	20.9%	18.3%	19.1%	0.6%
=28	University of Liverpool	13.2%	10.1%	15.9%	20.1%	6.9%
30	Royal Holloway & Bedford	24.0%	29.7%	34.1%	18.5%	-5.5%
	<b>Top 10</b>	<b>42.1%</b>	<b>45.6%</b>	<b>43.9%</b>	<b>45.3%</b>	<b>3.2%</b>
	<b>Top 30</b>	<b>34.2%</b>	<b>36.5%</b>	<b>34.8%</b>	<b>32.7%</b>	<b>-1.5%</b>
	<b>All UK</b>	<b>27.1%</b>	<b>28.6%</b>	<b>27.2%</b>	<b>24.6%</b>	<b>-2.5%</b>

Source: HESA

*A9 Young undergraduate entrants to **Management and Business Studies**, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	47.8%	50.7%	60.0%	58.7%	10.9%
2	University of Cambridge	-	-	-	-	-
3	Imperial College, London	57.5%	52.5%	49.7%	54.7%	-2.7%
4	University of St Andrews	61.9%	65.2%	73.7%	66.4%	4.5%
5	University College London	57.3%	54.7%	53.2%	58.8%	1.5%
6	University of Warwick	40.3%	42.7%	39.8%	38.2%	-2.1%
7	London School of Economics	60.7%	58.9%	67.5%	59.5%	-1.2%
8	University of Durham	35.1%	34.0%	38.2%	43.1%	8.0%
9	University of Exeter	42.3%	39.7%	46.2%	37.8%	-4.5%
10	University of Bristol	50.9%	42.0%	47.8%	43.8%	-7.1%
11	University of York	26.6%	36.5%	33.6%	60.0%	33.4%
12	King's College London	49.9%	52.6%	59.7%	51.0%	1.1%
13	University of Bath	40.5%	40.7%	30.8%	42.8%	2.2%
14	University of Edinburgh	33.9%	35.3%	37.7%	30.7%	-3.3%
=15	University of Leicester	25.2%	23.3%	25.0%	14.5%	-10.7%
=15	University of Southampton	32.3%	27.7%	23.6%	28.1%	-4.1%
17	Loughborough University	28.1%	25.8%	27.9%	26.5%	-1.6%
18	University of Sheffield	20.1%	18.2%	20.5%	20.6%	0.5%
19	University of Glasgow	24.5%	21.8%	18.5%	19.1%	-5.3%
20	University of Nottingham	39.3%	46.9%	46.1%	44.3%	5.0%
21	University of Newcastle	35.7%	32.7%	41.8%	39.1%	3.4%
22	University of Birmingham	26.8%	32.1%	34.5%	30.4%	3.6%
23	University of Lancaster	21.1%	13.5%	13.1%	17.4%	-3.6%
24	University of Manchester	34.1%	33.8%	34.5%	31.5%	-2.6%
25	Aston University	13.1%	12.7%	15.7%	12.0%	-1.1%
26	Cardiff University	21.4%	23.2%	26.8%	19.9%	-1.5%
27	University of Leeds	28.9%	38.5%	36.4%	31.6%	2.7%
=28	University of East Anglia	20.2%	21.3%	21.2%	18.4%	-1.8%
=28	University of Liverpool	12.3%	17.0%	14.9%	12.1%	-0.2%
30	Royal Holloway & Bedford	35.8%	41.9%	41.4%	39.7%	3.9%
	<b>Top 10</b>	<b>45.8%</b>	<b>45.3%</b>	<b>48.0%</b>	<b>47.3%</b>	<b>1.5%</b>
	<b>Top 30</b>	<b>29.4%</b>	<b>30.4%</b>	<b>31.9%</b>	<b>30.0%</b>	<b>0.7%</b>
	<b>All UK</b>	<b>14.3%</b>	<b>14.2%</b>	<b>14.1%</b>	<b>13.8%</b>	<b>-0.5%</b>

Source: HESA

**A10** Young undergraduate entrants to **English**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	46.6%	44.0%	45.6%	41.3%	-5.3%
2	University of Cambridge	35.7%	50.7%	41.9%	45.6%	9.9%
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	46.0%	34.4%	39.2%	40.2%	-5.8%
5	University College London	58.1%	53.6%	54.1%	56.5%	-1.6%
6	University of Warwick	25.4%	24.1%	28.5%	29.8%	4.3%
7	London School of Economics	-	-	-	-	-
8	University of Durham	42.1%	50.0%	49.2%	47.8%	5.7%
9	University of Exeter	29.5%	26.9%	23.1%	26.7%	-2.8%
10	University of Bristol	42.7%	47.3%	41.3%	45.6%	2.9%
11	University of York	35.3%	28.8%	23.7%	34.2%	-1.1%
12	King's College London	31.0%	32.1%	24.7%	36.5%	5.5%
13	University of Bath	-	-	-	-	-
14	University of Edinburgh	40.7%	34.1%	29.8%	24.2%	-16.5%
=15	University of Leicester	15.1%	9.3%	6.8%	6.4%	-8.7%
=15	University of Southampton	22.9%	21.5%	19.3%	13.8%	-9.1%
17	Loughborough University	12.0%	18.9%	20.3%	26.6%	14.6%
18	University of Sheffield	11.8%	10.3%	13.0%	9.3%	-2.5%
19	University of Glasgow	10.3%	16.4%	15.3%	13.1%	2.9%
20	University of Nottingham	22.8%	30.1%	35.7%	34.1%	11.3%
21	University of Newcastle	28.4%	27.7%	33.3%	26.9%	-1.5%
22	University of Birmingham	13.3%	25.0%	21.8%	22.4%	9.1%
23	University of Lancaster	8.6%	8.9%	7.8%	6.1%	-2.6%
24	University of Manchester	23.8%	23.9%	25.3%	18.4%	-5.4%
25	Aston University	-	100.0%	-	2.4%	-
26	Cardiff University	8.9%	14.1%	19.6%	12.6%	3.7%
27	University of Leeds	29.8%	37.3%	34.6%	27.2%	-2.6%
=28	University of East Anglia	13.1%	11.0%	10.0%	13.2%	0.1%
=28	University of Liverpool	13.9%	20.8%	18.6%	17.8%	4.0%
30	Royal Holloway & Bedford	22.3%	24.3%	30.7%	13.8%	-8.5%
	<b>Top 10</b>	<b>39.4%</b>	<b>40.9%</b>	<b>39.2%</b>	<b>39.5%</b>	<b>0.1%</b>
	<b>Top 30</b>	<b>25.1%</b>	<b>27.2%</b>	<b>26.1%</b>	<b>24.3%</b>	<b>-0.9%</b>
	<b>All UK</b>	<b>14.6%</b>	<b>15.7%</b>	<b>14.3%</b>	<b>13.4%</b>	<b>-1.2%</b>

Source: HESA



*A11 Young undergraduate entrants to **History**, by higher education institution and by school/college background, 2003/04-2006/07 (%)*

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	51.9%	52.7%	46.6%	55.9%	4.0%
2	University of Cambridge	45.6%	40.1%	38.9%	38.4%	-7.2%
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	47.8%	47.2%	55.3%	63.3%	15.5%
5	University College London	41.0%	50.8%	32.6%	43.0%	1.9%
6	University of Warwick	39.6%	31.7%	26.8%	28.6%	-11.0%
7	London School of Economics	35.0%	32.9%	49.1%	42.5%	7.5%
8	University of Durham	45.0%	43.5%	51.5%	51.6%	6.7%
9	University of Exeter	39.6%	28.7%	30.4%	29.7%	-9.9%
10	University of Bristol	37.3%	46.7%	46.3%	46.5%	9.2%
11	University of York	28.3%	33.2%	35.1%	30.2%	1.8%
12	King's College London	45.9%	37.0%	42.1%	40.3%	-5.6%
13	University of Bath	-	-	-	-	-
14	University of Edinburgh	64.1%	59.1%	49.1%	48.7%	-15.4%
=15	University of Leicester	13.3%	13.2%	13.2%	11.9%	-1.4%
=15	University of Southampton	18.8%	18.8%	20.4%	16.2%	-2.7%
17	Loughborough University	18.2%	33.3%	-	-	-
18	University of Sheffield	23.1%	18.8%	19.8%	11.7%	-11.3%
19	University of Glasgow	13.1%	16.1%	16.8%	17.8%	4.7%
20	University of Nottingham	37.1%	35.9%	47.5%	42.6%	5.5%
21	University of Newcastle	45.9%	40.5%	37.0%	37.1%	-8.8%
22	University of Birmingham	19.6%	27.4%	28.0%	21.7%	2.1%
23	University of Lancaster	13.5%	12.7%	8.5%	10.2%	-3.3%
24	University of Manchester	23.8%	29.4%	30.9%	26.8%	3.0%
25	Aston University	-	-	-	-	-
26	Cardiff University	12.4%	19.7%	17.6%	18.0%	5.6%
27	University of Leeds	33.6%	40.2%	38.1%	44.7%	11.0%
=28	University of East Anglia	18.8%	14.4%	9.8%	15.1%	-3.7%
=28	University of Liverpool	15.9%	15.0%	12.0%	10.1%	-5.8%
30	Royal Holloway & Bedford	24.3%	23.7%	25.9%	24.7%	0.4%
	<b>Top 10</b>	<b>44.0%</b>	<b>43.0%</b>	<b>41.2%</b>	<b>44.3%</b>	<b>0.3%</b>
	<b>Top 30</b>	<b>33.2%</b>	<b>33.1%</b>	<b>32.1%</b>	<b>32.1%</b>	<b>-1.1%</b>
	<b>All UK</b>	<b>23.3%</b>	<b>22.7%</b>	<b>21.7%</b>	<b>21.0%</b>	<b>-2.3%</b>

Source: HESA

**A12** Young undergraduate entrants to **Law**, by higher education institution and by school/college background, 2003/04-2006/07 (%)

Times Good University Guide 2010 Ranking	Institution	% of students from independent schools				
		2003/04	2004/05	2005/06	2006/07	Change 2003/04 - 2006/07
1	University of Oxford	32.4%	31.3%	36.2%	27.8%	-4.6%
2	University of Cambridge	35.3%	33.1%	32.6%	40.4%	5.1%
3	Imperial College, London	-	-	-	-	-
4	University of St Andrews	-	-	-	-	-
5	University College London	49.3%	48.6%	38.3%	39.3%	-10.0%
6	University of Warwick	21.0%	19.7%	24.3%	17.9%	-3.1%
7	London School of Economics	37.4%	43.6%	40.0%	34.3%	-3.1%
8	University of Durham	25.8%	30.2%	30.4%	24.9%	-0.9%
9	University of Exeter	30.1%	34.2%	30.2%	18.7%	-11.4%
10	University of Bristol	13.7%	20.9%	38.1%	26.4%	12.7%
11	University of York	-	-	-	-	-
12	King's College London	37.7%	41.7%	37.0%	34.0%	-3.7%
13	University of Bath	-	-	-	-	-
14	University of Edinburgh	30.0%	20.7%	27.5%	27.3%	-2.7%
=15	University of Leicester	13.9%	11.2%	13.1%	10.5%	-3.4%
=15	University of Southampton	22.6%	17.4%	18.5%	16.3%	-6.4%
17	Loughborough University	29.4%	30.8%	0.0%	18.2%	-11.2%
18	University of Sheffield	17.2%	12.8%	15.0%	9.1%	-8.1%
19	University of Glasgow	22.3%	23.5%	26.3%	27.9%	5.7%
20	University of Nottingham	39.9%	36.3%	38.3%	32.8%	-7.1%
21	University of Newcastle	31.4%	30.3%	21.6%	22.5%	-8.9%
22	University of Birmingham	15.1%	28.5%	24.7%	22.4%	7.2%
23	University of Lancaster	10.8%	7.4%	11.2%	7.8%	-3.0%
24	University of Manchester	24.0%	27.1%	25.8%	20.4%	-3.6%
25	Aston University	-	-	-	-	-
26	Cardiff University	12.0%	12.7%	11.5%	10.0%	-2.1%
27	University of Leeds	21.3%	22.6%	16.1%	19.3%	-2.0%
=28	University of East Anglia	15.9%	14.9%	11.0%	8.0%	-7.9%
=28	University of Liverpool	12.7%	14.0%	16.5%	10.2%	-2.5%
30	Royal Holloway & Bedford	-	-	-	-	-
	<b>Top 10</b>	<b>30.0%</b>	<b>32.1%</b>	<b>33.8%</b>	<b>28.5%</b>	<b>-1.6%</b>
	<b>Top 30</b>	<b>24.1%</b>	<b>24.0%</b>	<b>24.0%</b>	<b>21.2%</b>	<b>-2.9%</b>
	<b>All UK</b>	<b>13.9%</b>	<b>13.2%</b>	<b>11.9%</b>	<b>11.2%</b>	<b>-2.7%</b>

Source: HESA

**Appendix III: Young undergraduate entrants to selected UK course subjects, by higher education institution, school/college background and UCAS tariff band, 2006/07 (aged under 21, entering through UCAS, 'home' and non-UK domiciled)**

- A13 Young undergraduate entrants to **Medicine and Dentistry**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A14 Young undergraduate entrants to **all Biological Sciences** and related subjects, by higher education institution, school/college background, and UCAS tariff band, 2006/07 (%)
- A15 Young undergraduate entrants to **all Physical Sciences**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A16 Young undergraduate entrants to **all Mathematical Sciences**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A17 Young undergraduate entrants to **Computing Sciences**, by higher education institution, school/college background, 2006/07 (%)
- A18 Young undergraduate entrants to **Engineering**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A19 Young undergraduate entrants to **Economics**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A20 Young undergraduate entrants to all **Western European Languages and Literatures**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A21 Young undergraduate entrants to **Management and Business Studies**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A22 Young undergraduate entrants to **English**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A23 Young undergraduate entrants to **History**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)
- A24 Young undergraduate entrants to **Law**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

**A13** Young undergraduate entrants to **Medicine and Dentistry**, by higher education institution, by school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	0.0%	0.0%	20.9%	37.3%	41.8%	100.0%	0.0%	0.0%	1.5%	7.7%	30.8%	60.0%	100.0%
2	University of Cambridge	0.0%	1.0%	1.0%	8.0%	33.0%	57.0%	100.0%	0.0%	0.0%	0.0%	5.7%	28.7%	65.6%	100.0%
3	Imperial College, London	0.0%	0.0%	14.0%	24.5%	31.5%	30.1%	100.0%	0.0%	0.0%	7.9%	29.1%	27.2%	35.8%	100.0%
4	University of St Andrews	0.0%	1.8%	7.3%	16.4%	32.7%	41.8%	100.0%	2.1%	4.2%	6.3%	16.7%	25.0%	45.8%	100.0%
5	University College London	0.0%	1.0%	10.6%	30.8%	30.8%	26.9%	100.0%	0.8%	3.2%	8.8%	24.8%	31.2%	31.2%	100.0%
6	University of Warwick	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	0.0%	0.0%	25.0%	25.0%	50.0%	0.0%	100.0%	66.7%	16.7%	0.0%	0.0%	16.7%	0.0%	100.0%
9	University of Exeter	4.2%	12.5%	33.3%	25.0%	16.7%	8.3%	100.0%	3.2%	38.7%	25.8%	12.9%	9.7%	9.7%	100.0%
10	University of Bristol	0.0%	1.1%	18.7%	37.4%	27.5%	15.4%	100.0%	0.7%	2.7%	13.6%	36.7%	27.2%	19.0%	100.0%
11	University of York	12.5%	0.0%	37.5%	37.5%	12.5%	0.0%	100.0%	0.0%	5.3%	18.4%	34.2%	26.3%	15.8%	100.0%
12	King's College London	0.0%	2.1%	18.9%	39.2%	30.1%	9.8%	100.0%	2.4%	8.8%	22.7%	28.3%	21.9%	15.9%	100.0%
13	University of Bath	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	University of Edinburgh	1.2%	1.2%	4.9%	19.8%	22.2%	50.6%	100.0%	0.0%	0.0%	2.7%	12.7%	29.1%	55.5%	100.0%
15	University of Leicester	0.0%	0.0%	30.3%	24.2%	27.3%	18.2%	100.0%	1.2%	3.7%	18.3%	29.3%	22.0%	25.6%	100.0%
=15	University of Southampton	1.7%	8.6%	31.0%	32.8%	15.5%	10.3%	100.0%	7.5%	14.2%	20.8%	21.7%	23.6%	12.3%	100.0%
17	Loughborough University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	University of Sheffield	0.0%	4.7%	25.9%	31.8%	27.1%	10.6%	100.0%	1.0%	3.6%	15.3%	30.1%	28.1%	21.9%	100.0%
19	University of Glasgow	0.0%	2.1%	19.1%	10.6%	17.0%	51.1%	100.0%	4.5%	1.5%	11.5%	14.5%	27.0%	41.0%	100.0%
20	University of Nottingham	0.0%	2.4%	12.0%	27.7%	31.3%	26.5%	100.0%	0.0%	0.0%	8.5%	29.9%	29.1%	32.5%	100.0%
21	University of Newcastle	0.0%	0.9%	20.2%	28.4%	25.7%	24.8%	100.0%	0.5%	2.1%	14.4%	19.7%	30.9%	32.4%	100.0%
22	University of Birmingham	1.2%	1.2%	17.1%	34.1%	28.0%	18.3%	100.0%	1.6%	0.8%	15.5%	18.7%	28.6%	34.9%	100.0%
23	University of Lancaster	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	100.0%	7.1%	21.4%	28.6%	28.6%	14.3%	0.0%	100.0%
24	University of Manchester	1.0%	4.8%	23.8%	39.0%	21.0%	10.5%	100.0%	0.8%	3.0%	19.8%	27.0%	24.9%	24.5%	100.0%
25	Aston University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Cardiff University	0.0%	4.0%	20.0%	33.3%	22.7%	20.0%	100.0%	1.5%	1.0%	23.1%	31.3%	24.6%	18.5%	100.0%

27	University of Leeds	2.9%	1.9%	24.8%	25.7%	29.5%	15.2%	100.0%	0.0%	8.0%	17.3%	26.0%	28.7%	20.0%	100.0%
28	University of East Anglia	2.2%	2.2%	29.7%	24.2%	28.6%	13.2%	100.0%	0.0%	2.9%	22.7%	28.5%	29.2%	16.6%	100.0%
=28	University of Liverpool	3.7%	14.8%	33.3%	25.9%	14.8%	7.4%	100.0%	0.0%	6.7%	13.3%	43.3%	26.7%	10.0%	100.0%
30	Royal Holloway & Bedford	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Top 10</b>	<b>0.2%</b>	<b>1.2%</b>	<b>10.5%</b>	<b>23.6%</b>	<b>31.3%</b>	<b>33.2%</b>	<b>100.0%</b>	<b>1.2%</b>	<b>3.3%</b>	<b>7.9%</b>	<b>22.0%</b>	<b>27.5%</b>	<b>38.1%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>0.7%</b>	<b>2.3%</b>	<b>17.7%</b>	<b>28.0%</b>	<b>27.4%</b>	<b>23.8%</b>	<b>100.0%</b>	<b>1.4%</b>	<b>3.7%</b>	<b>15.2%</b>	<b>24.4%</b>	<b>26.9%</b>	<b>28.4%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>1.0%</b>	<b>2.8%</b>	<b>18.1%</b>	<b>27.9%</b>	<b>25.8%</b>	<b>24.4%</b>	<b>100.0%</b>	<b>1.3%</b>	<b>3.6%</b>	<b>15.5%</b>	<b>26.7%</b>	<b>25.7%</b>	<b>27.2%</b>	<b>100.0%</b>

Source: HESA

**A14** Young undergraduate entrants to **all Biological Sciences** and related subjects, by higher education institution, school/college background, and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	1.0%	0.0%	8.2%	29.2%	36.4%	25.1%	100.0%	0.8%	0.0%	10.1%	19.7%	25.3%	44.2%	100.0%
2	University of Cambridge	0.0%	0.6%	5.9%	11.2%	29.6%	52.7%	100.0%	0.0%	0.0%	1.2%	11.2%	23.8%	63.8%	100.0%
3	Imperial College, London	1.2%	9.2%	30.9%	25.7%	20.9%	12.0%	100.0%	1.3%	19.5%	15.5%	23.9%	25.2%	14.6%	100.0%
4	University of St Andrews	0.0%	7.3%	28.2%	20.8%	30.2%	13.5%	100.0%	2.0%	9.6%	26.6%	27.7%	19.6%	14.6%	100.0%
5	University College London	0.0%	0.0%	32.1%	26.0%	15.3%	26.7%	100.0%	1.7%	8.4%	26.4%	27.5%	23.5%	12.5%	100.0%
6	University of Warwick	0.0%	36.2%	26.7%	20.7%	12.9%	3.4%	100.0%	0.6%	15.5%	31.4%	27.7%	18.5%	6.2%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	4.4%	13.6%	30.9%	23.2%	15.3%	12.6%	100.0%	2.4%	10.7%	25.1%	25.6%	18.7%	17.5%	100.0%
9	University of Exeter	20.7%	33.3%	29.6%	11.7%	4.8%	0.0%	100.0%	16.3%	26.8%	25.4%	21.8%	7.9%	1.9%	100.0%
10	University of Bristol	1.1%	10.9%	39.1%	30.4%	13.0%	5.4%	100.0%	1.8%	12.8%	23.6%	29.6%	21.2%	11.0%	100.0%
11	University of York	11.1%	20.2%	24.2%	12.1%	22.2%	10.1%	100.0%	6.9%	13.3%	24.1%	25.4%	20.6%	9.7%	100.0%
12	King's College London	6.3%	43.8%	25.0%	12.5%	12.5%	0.0%	100.0%	11.6%	33.3%	37.7%	11.6%	5.8%	0.0%	100.0%
13	University of Bath	19.6%	7.1%	33.9%	32.1%	3.6%	3.6%	100.0%	24.6%	7.3%	21.8%	23.8%	13.7%	8.9%	100.0%
14	University of Edinburgh	4.2%	17.7%	17.4%	24.7%	19.4%	16.7%	100.0%	2.4%	12.4%	22.6%	21.1%	22.3%	19.2%	100.0%
15	University of Leicester	30.6%	22.2%	33.3%	13.9%	0.0%	0.0%	100.0%	11.1%	34.5%	29.4%	16.5%	6.5%	2.0%	100.0%
=15	University of Southampton	6.9%	40.8%	29.3%	10.9%	9.8%	2.3%	100.0%	4.2%	21.5%	36.7%	24.9%	9.9%	2.7%	100.0%
17	Loughborough University	2.8%	29.4%	40.0%	18.5%	7.8%	1.4%	100.0%	3.8%	12.8%	34.6%	24.2%	20.2%	4.5%	100.0%
18	University of Sheffield	0.0%	25.5%	33.5%	22.6%	14.2%	4.2%	100.0%	2.1%	13.0%	30.8%	27.4%	18.0%	8.8%	100.0%
19	University of Glasgow	15.5%	15.5%	15.5%	28.6%	16.3%	8.6%	100.0%	11.7%	15.6%	23.4%	22.2%	16.3%	10.8%	100.0%
20	University of Nottingham	9.6%	19.7%	28.0%	26.6%	14.7%	1.4%	100.0%	14.8%	15.5%	28.4%	22.0%	12.7%	6.5%	100.0%
21	University of Newcastle	13.1%	31.7%	36.2%	11.1%	5.0%	3.0%	100.0%	13.3%	21.3%	28.0%	23.0%	11.5%	3.0%	100.0%
22	University of Birmingham	11.9%	27.4%	29.9%	22.7%	8.1%	0.0%	100.0%	6.3%	27.5%	29.0%	23.9%	9.1%	4.1%	100.0%
23	University of Lancaster	9.1%	36.4%	27.3%	27.3%	0.0%	0.0%	100.0%	11.5%	24.2%	31.1%	20.0%	10.3%	2.8%	100.0%
24	University of Manchester	1.3%	26.0%	41.3%	17.4%	9.9%	4.0%	100.0%	4.3%	14.9%	33.5%	24.6%	15.9%	6.8%	100.0%
25	Aston University	16.0%	42.0%	42.0%	0.0%	0.0%	0.0%	100.0%	20.3%	36.0%	30.8%	10.7%	1.1%	1.1%	100.0%

26	Cardiff University	0.0%	35.6%	32.2%	16.1%	6.9%	9.2%	100.0%	5.6%	23.5%	32.1%	23.7%	10.2%	4.8%	100.0%
27	University of Leeds	14.7%	32.8%	32.0%	10.8%	7.8%	1.9%	100.0%	15.4%	23.4%	25.7%	22.9%	8.6%	4.0%	100.0%
28	University of East Anglia	19.8%	18.9%	37.8%	16.2%	7.2%	0.0%	100.0%	19.0%	27.5%	29.6%	16.5%	6.0%	1.3%	100.0%
=28	University of Liverpool	12.8%	44.7%	34.0%	6.4%	0.0%	2.1%	100.0%	23.1%	32.8%	27.1%	9.0%	7.0%	1.0%	100.0%
30	Royal Holloway & Bedford	9.3%	29.3%	37.1%	17.4%	4.6%	2.3%	100.0%	24.6%	25.0%	29.9%	14.3%	5.1%	1.1%	100.0%
	<b>Top 10</b>	<b>3.8%</b>	<b>11.9%</b>	<b>26.1%</b>	<b>22.9%</b>	<b>19.5%</b>	<b>15.7%</b>	<b>100.0%</b>	<b>4.5%</b>	<b>13.4%</b>	<b>22.3%</b>	<b>24.2%</b>	<b>18.5%</b>	<b>17.0%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>7.6%</b>	<b>20.6%</b>	<b>28.8%</b>	<b>20.5%</b>	<b>13.8%</b>	<b>8.7%</b>	<b>100.0%</b>	<b>9.7%</b>	<b>19.2%</b>	<b>27.5%</b>	<b>22.2%</b>	<b>13.4%</b>	<b>8.0%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>23.5%</b>	<b>21.0%</b>	<b>23.5%</b>	<b>15.9%</b>	<b>10.0%</b>	<b>6.2%</b>	<b>100.0%</b>	<b>43.9%</b>	<b>20.5%</b>	<b>16.8%</b>	<b>10.3%</b>	<b>5.3%</b>	<b>3.1%</b>	<b>100.0%</b>

*Source: HESA*

**A15** Young undergraduate entrants to **all Physical Sciences**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.3%	0.0%	9.2%	16.5%	31.9%	42.2%	100.0%	0.0%	0.0%	4.2%	11.4%	26.0%	58.4%	100.0%
2	University of Cambridge	0.0%	0.6%	4.2%	11.4%	30.1%	53.6%	100.0%	0.0%	0.0%	1.2%	10.7%	23.5%	64.6%	100.0%
3	Imperial College, London	0.0%	5.1%	20.0%	17.2%	24.5%	33.2%	100.0%	0.0%	4.2%	15.8%	23.6%	26.4%	29.9%	100.0%
4	University of St Andrews	0.0%	10.5%	30.7%	14.9%	25.0%	18.9%	100.0%	0.9%	4.3%	17.1%	23.4%	24.9%	29.5%	100.0%
5	University College London	3.8%	15.7%	32.1%	26.4%	10.4%	11.6%	100.0%	3.0%	22.0%	31.3%	23.7%	12.3%	7.7%	100.0%
6	University of Warwick	2.2%	0.0%	26.2%	39.9%	23.0%	8.7%	100.0%	1.0%	8.1%	15.8%	26.9%	23.8%	24.3%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	2.2%	10.2%	15.5%	25.9%	23.9%	22.3%	100.0%	0.3%	4.9%	14.0%	21.1%	29.9%	29.7%	100.0%
9	University of Exeter	15.3%	22.9%	43.2%	10.2%	5.9%	2.5%	100.0%	26.3%	22.0%	28.7%	12.8%	7.7%	2.5%	100.0%
10	University of Bristol	3.4%	15.7%	23.0%	34.9%	14.0%	8.9%	100.0%	9.3%	14.9%	26.2%	21.7%	15.3%	12.6%	100.0%
11	University of York	8.4%	27.3%	33.6%	12.6%	18.2%	0.0%	100.0%	9.6%	20.3%	21.8%	22.6%	19.7%	5.9%	100.0%
12	King's College London	17.1%	51.4%	11.4%	14.3%	5.7%	0.0%	100.0%	12.4%	27.4%	38.8%	16.2%	4.4%	0.9%	100.0%
13	University of Bath	8.1%	29.7%	37.8%	16.2%	5.4%	2.7%	100.0%	6.2%	22.7%	28.9%	20.9%	10.2%	11.1%	100.0%
14	University of Edinburgh	4.9%	20.1%	33.8%	18.0%	13.1%	10.1%	100.0%	1.9%	10.3%	17.0%	24.2%	25.1%	21.5%	100.0%
15	University of Leicester	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	100.0%	36.5%	30.9%	13.7%	9.1%	8.5%	1.3%	100.0%
=15	University of Southampton	8.2%	35.0%	32.8%	15.3%	4.4%	4.4%	100.0%	8.7%	24.9%	30.8%	20.8%	9.4%	5.3%	100.0%
17	Loughborough University	49.5%	28.4%	10.5%	9.5%	2.1%	0.0%	100.0%	37.1%	25.1%	21.7%	9.9%	5.8%	0.4%	100.0%
18	University of Sheffield	5.2%	24.1%	46.1%	15.2%	6.3%	3.1%	100.0%	9.4%	22.7%	32.5%	20.5%	8.6%	6.4%	100.0%
19	University of Glasgow	15.1%	30.2%	18.9%	24.5%	3.8%	7.5%	100.0%	11.4%	13.6%	26.7%	19.3%	16.2%	12.9%	100.0%
20	University of Nottingham	10.9%	21.4%	33.4%	20.1%	10.0%	4.2%	100.0%	15.5%	15.3%	21.2%	20.9%	18.0%	9.1%	100.0%
21	University of Newcastle	6.1%	31.3%	33.8%	17.7%	6.1%	5.1%	100.0%	28.0%	28.6%	17.6%	15.6%	7.8%	2.5%	100.0%
22	University of Birmingham	22.4%	23.1%	27.3%	13.6%	11.7%	1.9%	100.0%	20.5%	24.1%	24.5%	16.4%	8.5%	5.9%	100.0%
23	University of Lancaster	7.7%	46.2%	23.1%	7.7%	15.4%	0.0%	100.0%	22.2%	29.4%	25.6%	13.1%	5.6%	4.1%	100.0%
24	University of Manchester	12.4%	19.6%	25.6%	28.9%	7.2%	6.2%	100.0%	7.5%	19.2%	30.0%	20.0%	12.9%	10.3%	100.0%
25	Aston University	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	69.5%	22.5%	5.8%	1.5%	0.7%	0.0%	100.0%
26	Cardiff University	55.0%	20.0%	15.0%	5.0%	5.0%	0.0%	100.0%	36.3%	28.7%	19.6%	8.8%	4.1%	2.4%	100.0%



27	University of Leeds	25.0%	26.1%	30.8%	8.3%	7.3%	2.6%	100.0%	17.9%	27.7%	26.8%	17.7%	6.7%	3.3%	100.0%
28	University of East Anglia	42.9%	26.4%	19.3%	4.3%	7.1%	0.0%	100.0%	38.6%	24.2%	21.8%	7.7%	5.0%	2.8%	100.0%
=28	University of Liverpool	26.7%	26.7%	15.6%	13.3%	15.6%	2.2%	100.0%	36.2%	13.8%	28.1%	10.2%	7.8%	3.9%	100.0%
30	Royal Holloway & Bedford	33.3%	47.4%	14.0%	0.0%	5.3%	0.0%	100.0%	39.0%	18.3%	23.4%	7.2%	6.3%	5.8%	100.0%
	<b>Top 10</b>	<b>2.1%</b>	<b>7.8%</b>	<b>18.7%</b>	<b>21.9%</b>	<b>23.0%</b>	<b>26.5%</b>	<b>100.0%</b>	<b>4.5%</b>	<b>9.4%</b>	<b>18.0%</b>	<b>20.1%</b>	<b>21.3%</b>	<b>26.7%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>9.9%</b>	<b>16.9%</b>	<b>23.0%</b>	<b>18.6%</b>	<b>15.9%</b>	<b>15.7%</b>	<b>100.0%</b>	<b>15.2%</b>	<b>18.4%</b>	<b>22.5%</b>	<b>17.5%</b>	<b>13.7%</b>	<b>12.7%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>17.3%</b>	<b>17.8%</b>	<b>21.1%</b>	<b>16.3%</b>	<b>13.8%</b>	<b>13.7%</b>	<b>100.0%</b>	<b>35.7%</b>	<b>18.0%</b>	<b>17.4%</b>	<b>12.1%</b>	<b>8.7%</b>	<b>8.2%</b>	<b>100.0%</b>

Source: HESA

**A16** Young undergraduate entrants to **all Mathematical Sciences**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	2.3%	0.0%	3.4%	13.6%	33.3%	47.5%	100.0%	0.0%	0.0%	5.5%	10.5%	26.6%	57.4%	100.0%
2	University of Cambridge	1.2%	1.2%	0.0%	6.1%	33.3%	58.2%	100.0%	2.5%	0.8%	1.3%	7.5%	23.8%	64.2%	100.0%
3	Imperial College, London	0.0%	5.0%	9.7%	18.9%	30.9%	35.5%	100.0%	1.1%	0.0%	12.8%	23.5%	32.9%	29.6%	100.0%
4	University of St Andrews	0.0%	4.5%	15.7%	25.4%	9.0%	45.5%	100.0%	0.0%	1.1%	11.7%	16.3%	33.6%	37.4%	100.0%
5	University College London	0.0%	2.9%	19.4%	25.9%	25.2%	26.6%	100.0%	0.0%	2.7%	17.5%	29.3%	26.3%	24.2%	100.0%
6	University of Warwick	0.7%	2.4%	1.7%	18.8%	25.4%	50.9%	100.0%	0.3%	0.2%	6.1%	16.8%	33.4%	43.2%	100.0%
7	London School of Economics	0.0%	0.0%	12.0%	24.0%	32.0%	32.0%	100.0%	0.0%	0.0%	9.3%	20.9%	27.9%	41.9%	100.0%
8	University of Durham	0.0%	1.9%	8.4%	26.0%	26.6%	37.0%	100.0%	0.0%	0.0%	6.8%	14.3%	25.2%	53.8%	100.0%
9	University of Exeter	33.3%	18.2%	37.9%	6.1%	4.5%	0.0%	100.0%	15.5%	22.2%	25.3%	24.0%	9.8%	3.1%	100.0%
10	University of Bristol	1.1%	1.1%	21.6%	25.0%	25.0%	26.1%	100.0%	1.4%	3.2%	13.7%	26.5%	33.3%	21.9%	100.0%
11	University of York	3.8%	3.8%	24.4%	39.7%	16.7%	11.5%	100.0%	3.8%	8.9%	21.0%	32.0%	17.4%	16.9%	100.0%
12	King's College London	0.0%	0.0%	62.5%	15.3%	18.1%	4.2%	100.0%	1.1%	17.7%	26.8%	31.2%	14.6%	8.6%	100.0%
13	University of Bath	3.0%	6.1%	13.6%	24.2%	39.4%	13.6%	100.0%	0.6%	2.4%	11.8%	23.4%	29.0%	32.8%	100.0%
14	University of Edinburgh	0.0%	13.3%	24.9%	30.4%	0.0%	31.5%	100.0%	0.9%	6.6%	17.9%	26.8%	19.6%	28.1%	100.0%
15	University of Leicester	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	37.7%	27.1%	15.0%	15.4%	4.9%	0.0%	100.0%
=15	University of Southampton	5.6%	19.7%	25.4%	28.2%	15.5%	5.6%	100.0%	6.5%	28.7%	8.6%	26.6%	15.9%	13.6%	100.0%
17	Loughborough University	13.0%	34.1%	33.5%	19.5%	0.0%	0.0%	100.0%	9.3%	33.3%	32.7%	16.6%	6.8%	1.3%	100.0%
18	University of Sheffield	13.9%	41.7%	0.0%	16.7%	27.8%	0.0%	100.0%	8.6%	20.9%	22.3%	35.8%	8.4%	4.0%	100.0%
19	University of Glasgow	0.0%	0.0%	40.0%	20.0%	20.0%	20.0%	100.0%	6.2%	9.8%	21.8%	25.4%	18.1%	18.7%	100.0%
20	University of Nottingham	2.5%	11.9%	25.0%	31.9%	10.0%	18.7%	100.0%	2.3%	4.4%	26.3%	25.2%	19.7%	21.9%	100.0%
21	University of Newcastle	26.1%	34.8%	17.4%	13.0%	0.0%	8.7%	100.0%	12.7%	17.1%	29.8%	18.7%	11.6%	10.0%	100.0%
22	University of Birmingham	6.9%	10.3%	31.0%	27.6%	24.1%	0.0%	100.0%	3.4%	17.6%	25.4%	25.2%	16.0%	12.5%	100.0%
23	University of Lancaster	28.6%	28.6%	35.7%	7.1%	0.0%	0.0%	100.0%	7.5%	23.4%	19.6%	16.8%	14.0%	18.7%	100.0%
24	University of Manchester	2.5%	4.4%	27.7%	13.2%	35.8%	16.4%	100.0%	1.9%	6.2%	20.6%	25.7%	26.2%	19.3%	100.0%
25	Aston University	36.4%	50.0%	13.6%	0.0%	0.0%	0.0%	100.0%	31.1%	35.6%	21.2%	7.6%	4.5%	0.0%	100.0%
26	Cardiff University	30.8%	30.8%	15.4%	7.7%	0.0%	15.4%	100.0%	14.0%	19.6%	23.8%	24.7%	9.4%	8.5%	100.0%

27	University of Leeds	6.7%	32.3%	29.9%	8.5%	15.2%	7.3%	100.0%	5.0%	18.8%	26.0%	20.8%	19.6%	9.8%	100.0%
28	University of East Anglia	0.0%	27.0%	24.3%	32.4%	16.2%	0.0%	100.0%	21.1%	21.1%	26.3%	20.9%	4.8%	5.9%	100.0%
=28	University of Liverpool	18.8%	18.8%	43.7%	0.0%	12.5%	6.2%	100.0%	15.9%	8.3%	27.3%	28.0%	11.4%	9.1%	100.0%
30	Royal Holloway & Bedford	16.9%	22.5%	23.9%	26.8%	9.9%	0.0%	100.0%	9.2%	27.6%	46.3%	11.4%	5.5%	0.0%	100.0%
	<b>Top 10</b>	<b>1.4%</b>	<b>2.4%</b>	<b>9.2%</b>	<b>18.4%</b>	<b>28.0%</b>	<b>40.6%</b>	<b>100.0%</b>	<b>1.9%</b>	<b>2.6%</b>	<b>9.8%</b>	<b>18.0%</b>	<b>27.8%</b>	<b>39.8%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>3.8%</b>	<b>8.0%</b>	<b>15.2%</b>	<b>19.3%</b>	<b>23.5%</b>	<b>30.1%</b>	<b>100.0%</b>	<b>5.4%</b>	<b>10.9%</b>	<b>18.4%</b>	<b>21.9%</b>	<b>20.2%</b>	<b>23.2%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>9.8%</b>	<b>8.6%</b>	<b>15.2%</b>	<b>17.9%</b>	<b>21.3%</b>	<b>27.2%</b>	<b>100.0%</b>	<b>19.3%</b>	<b>14.0%</b>	<b>17.3%</b>	<b>17.1%</b>	<b>15.0%</b>	<b>17.3%</b>	<b>100.0%</b>

Source: HESA

*A17 Young undergraduate entrants to all Computing Sciences, by higher education institution, school/ college background and UCAS tariff band, 2006/07 (%)*

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	0.0%	8.3%	0.0%	33.3%	58.3%	100.0%	0.0%	0.0%	6.7%	24.4%	13.3%	55.6%	100.0%
2	University of Cambridge	0.0%	0.0%	0.0%	12.5%	25.0%	62.5%	100.0%	0.0%	0.0%	2.9%	29.4%	23.5%	44.1%	100.0%
3	Imperial College, London	0.0%	0.0%	14.5%	39.1%	39.1%	7.2%	100.0%	2.9%	5.0%	17.3%	26.6%	18.0%	30.2%	100.0%
4	University of St Andrews	13.3%	0.0%	33.3%	13.3%	0.0%	40.0%	100.0%	0.0%	4.5%	38.3%	23.3%	27.1%	6.8%	100.0%
5	University College London	7.7%	23.1%	28.2%	25.6%	15.4%	0.0%	100.0%	0.0%	29.2%	38.7%	21.9%	10.2%	0.0%	100.0%
6	University of Warwick	7.8%	23.5%	11.8%	23.5%	11.8%	21.6%	100.0%	0.0%	12.4%	19.2%	30.5%	21.4%	16.5%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	12.5%	25.0%	28.1%	21.9%	12.5%	0.0%	100.0%	4.0%	21.3%	26.7%	28.0%	14.7%	5.3%	100.0%
9	University of Exeter	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%	100.0%	50.8%	16.9%	27.7%	4.6%	0.0%	0.0%	100.0%
10	University of Bristol	0.0%	10.0%	40.0%	10.0%	30.0%	10.0%	100.0%	0.0%	7.9%	36.0%	34.8%	10.1%	11.2%	100.0%
11	University of York	0.0%	17.4%	39.1%	30.4%	8.7%	4.3%	100.0%	1.7%	7.6%	19.3%	32.8%	30.3%	8.4%	100.0%
12	King's College London	28.6%	40.5%	11.9%	19.0%	0.0%	0.0%	100.0%	18.9%	36.6%	24.4%	9.8%	6.7%	3.7%	100.0%
13	University of Bath	0.0%	0.0%	55.6%	44.4%	0.0%	0.0%	100.0%	17.2%	5.4%	33.3%	21.5%	11.8%	10.8%	100.0%
14	University of Edinburgh	0.0%	6.9%	16.7%	29.2%	31.9%	15.3%	100.0%	1.8%	12.4%	19.1%	31.5%	23.0%	12.1%	100.0%
15	University of Leicester	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	57.0%	30.8%	8.4%	3.7%	0.0%	0.0%	100.0%
=15	University of Southampton	0.0%	44.8%	31.0%	24.1%	0.0%	0.0%	100.0%	0.0%	31.9%	38.3%	9.0%	14.4%	6.4%	100.0%
17	Loughborough University	50.0%	31.3%	18.8%	0.0%	0.0%	0.0%	100.0%	45.2%	32.8%	11.8%	5.9%	2.2%	2.2%	100.0%
18	University of Sheffield	20.7%	44.8%	34.5%	0.0%	0.0%	0.0%	100.0%	21.3%	27.8%	18.6%	25.9%	5.3%	1.1%	100.0%
19	University of Glasgow	33.3%	11.1%	0.0%	55.6%	0.0%	0.0%	100.0%	20.6%	12.5%	24.5%	17.3%	11.6%	13.4%	100.0%
20	University of Nottingham	20.0%	26.7%	20.0%	6.7%	13.3%	13.3%	100.0%	27.3%	36.0%	23.1%	10.2%	3.4%	0.0%	100.0%
21	University of Newcastle	30.8%	38.5%	30.8%	0.0%	0.0%	0.0%	100.0%	37.2%	34.0%	14.9%	9.6%	2.1%	2.1%	100.0%
22	University of Birmingham	11.8%	35.3%	17.6%	35.3%	0.0%	0.0%	100.0%	20.7%	25.4%	25.4%	14.1%	13.6%	0.8%	100.0%
23	University of Lancaster	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%	39.8%	15.3%	19.4%	17.3%	6.1%	2.0%	100.0%
24	University of Manchester	21.1%	23.3%	27.8%	14.4%	3.3%	10.0%	100.0%	10.6%	28.9%	31.6%	13.9%	11.1%	4.0%	100.0%
25	Aston University	58.8%	41.2%	0.0%	0.0%	0.0%	0.0%	100.0%	62.1%	27.2%	6.3%	2.8%	0.0%	1.5%	100.0%
26	Cardiff University	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%	100.0%	21.0%	42.0%	27.1%	7.7%	1.1%	1.1%	100.0%

27	University of Leeds	24.2%	30.3%	39.4%	6.1%	0.0%	0.0%	100.0%	13.0%	30.5%	29.9%	17.5%	8.4%	0.6%	100.0%
28	University of East Anglia	36.8%	42.1%	21.1%	0.0%	0.0%	0.0%	100.0%	41.2%	31.4%	15.4%	7.0%	5.0%	0.0%	100.0%
=28	University of Liverpool	45.5%	36.4%	0.0%	18.2%	0.0%	0.0%	100.0%	53.4%	28.4%	8.6%	2.6%	5.2%	1.7%	100.0%
30	Royal Holloway & Bedford	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	77.5%	5.4%	9.9%	0.0%	1.8%	5.4%	100.0%
	<b>Top 10</b>	<b>5.4%</b>	<b>9.6%</b>	<b>17.8%</b>	<b>22.0%</b>	<b>23.7%</b>	<b>21.6%</b>	<b>100.0%</b>	<b>4.5%</b>	<b>10.0%</b>	<b>22.7%</b>	<b>26.5%</b>	<b>16.1%</b>	<b>20.2%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>17.0%</b>	<b>21.0%</b>	<b>21.5%</b>	<b>17.5%</b>	<b>12.1%</b>	<b>11.0%</b>	<b>100.0%</b>	<b>22.4%</b>	<b>23.2%</b>	<b>21.7%</b>	<b>15.7%</b>	<b>9.9%</b>	<b>7.1%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>41.1%</b>	<b>17.8%</b>	<b>15.1%</b>	<b>11.6%</b>	<b>7.7%</b>	<b>6.8%</b>	<b>100.0%</b>	<b>66.3%</b>	<b>15.2%</b>	<b>8.7%</b>	<b>5.0%</b>	<b>2.8%</b>	<b>2.0%</b>	<b>100.0%</b>

Source: HESA

**A18 Undergraduate entrants to all Engineering, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)**

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	0.0%	6.2%	20.7%	29.5%	43.5%	100.0%	1.6%	0.0%	6.3%	16.2%	32.9%	43.1%	100.0%
2	University of Cambridge	0.0%	0.0%	2.0%	11.1%	25.3%	61.6%	100.0%	0.0%	0.0%	0.0%	7.6%	31.5%	60.9%	100.0%
3	Imperial College, London	0.0%	4.8%	18.2%	28.2%	23.9%	25.0%	100.0%	0.6%	2.9%	20.3%	21.7%	27.3%	27.4%	100.0%
4	University of St Andrews	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	University College London	5.8%	38.1%	29.0%	15.5%	9.7%	1.9%	100.0%	9.7%	23.3%	39.2%	20.4%	5.5%	1.9%	100.0%
6	University of Warwick	11.9%	22.0%	33.8%	17.7%	5.5%	9.1%	100.0%	8.5%	18.8%	28.9%	20.7%	14.4%	8.8%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	1.7%	3.4%	32.2%	30.5%	18.6%	13.6%	100.0%	0.0%	6.3%	6.3%	19.0%	30.2%	38.1%	100.0%
9	University of Exeter	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%	100.0%	38.0%	32.5%	18.4%	7.4%	1.8%	1.8%	100.0%
10	University of Bristol	0.0%	7.5%	22.5%	31.4%	23.2%	15.4%	100.0%	0.6%	10.1%	23.2%	24.9%	18.7%	22.5%	100.0%
11	University of York	0.0%	55.6%	0.0%	22.2%	22.2%	0.0%	100.0%	16.9%	14.1%	25.4%	21.1%	2.8%	19.7%	100.0%
12	King's College London	17.4%	37.7%	42.0%	2.9%	0.0%	0.0%	100.0%	37.3%	40.3%	13.4%	4.5%	4.5%	0.0%	100.0%
13	University of Bath	1.6%	10.9%	26.6%	39.8%	15.6%	5.5%	100.0%	6.3%	17.5%	21.7%	22.7%	17.8%	14.0%	100.0%
14	University of Edinburgh	1.8%	11.1%	16.7%	24.3%	14.7%	31.4%	100.0%	2.2%	4.9%	22.1%	25.1%	20.6%	25.2%	100.0%
15	University of Leicester	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%	68.4%	10.5%	10.5%	5.3%	5.3%	0.0%	100.0%
=15	University of Southampton	2.5%	28.8%	22.9%	15.3%	17.8%	12.7%	100.0%	3.1%	12.2%	32.2%	30.3%	15.6%	6.6%	100.0%
17	Loughborough University	17.0%	35.4%	26.9%	10.8%	6.1%	3.8%	100.0%	23.7%	26.0%	23.9%	16.0%	7.4%	2.9%	100.0%
18	University of Sheffield	8.9%	15.9%	27.8%	28.9%	12.6%	5.9%	100.0%	16.0%	19.6%	28.1%	17.1%	13.1%	6.1%	100.0%
19	University of Glasgow	7.7%	16.2%	22.2%	38.5%	8.5%	6.8%	100.0%	5.4%	13.7%	29.3%	22.9%	18.4%	10.4%	100.0%
20	University of Nottingham	17.2%	25.9%	28.0%	12.9%	12.1%	3.9%	100.0%	14.8%	24.7%	22.3%	20.5%	12.4%	5.3%	100.0%
21	University of Newcastle	19.0%	40.0%	20.5%	16.6%	0.0%	3.9%	100.0%	27.2%	26.8%	26.7%	12.0%	3.1%	4.3%	100.0%
22	University of Birmingham	11.8%	23.5%	38.2%	8.8%	17.6%	0.0%	100.0%	16.3%	28.7%	22.9%	16.9%	9.5%	5.8%	100.0%
23	University of Lancaster	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	39.5%	14.0%	37.2%	4.7%	0.0%	4.7%	100.0%
24	University of Manchester	6.1%	25.9%	26.9%	27.9%	6.1%	7.1%	100.0%	12.4%	20.8%	19.7%	26.6%	13.0%	7.6%	100.0%
25	Aston University	61.4%	25.0%	13.6%	0.0%	0.0%	0.0%	100.0%	66.5%	19.3%	9.0%	3.6%	1.7%	0.0%	100.0%
26	Cardiff University	11.1%	19.0%	44.4%	12.7%	6.3%	6.3%	100.0%	11.8%	20.7%	35.0%	20.4%	8.3%	3.8%	100.0%

27	University of Leeds	20.0%	33.3%	31.7%	6.7%	6.7%	1.7%	100.0%	22.7%	29.6%	26.0%	15.4%	3.8%	2.4%	100.0%
28	University of East Anglia	59.4%	25.0%	6.3%	6.3%	3.1%	0.0%	100.0%	49.4%	18.3%	16.4%	9.9%	2.5%	3.6%	100.0%
=28	University of Liverpool	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	Royal Holloway & Bedford	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Top 10</b>	<b>2.1%</b>	<b>8.3%</b>	<b>18.5%</b>	<b>23.4%</b>	<b>21.2%</b>	<b>26.6%</b>	<b>100.0%</b>	<b>5.4%</b>	<b>11.1%</b>	<b>20.3%</b>	<b>18.9%</b>	<b>20.3%</b>	<b>24.0%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>8.6%</b>	<b>17.2%</b>	<b>22.5%</b>	<b>20.5%</b>	<b>15.1%</b>	<b>16.1%</b>	<b>100.0%</b>	<b>17.0%</b>	<b>18.8%</b>	<b>23.3%</b>	<b>18.3%</b>	<b>12.3%</b>	<b>10.4%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>20.1%</b>	<b>17.4%</b>	<b>19.6%</b>	<b>17.3%</b>	<b>12.3%</b>	<b>13.4%</b>	<b>100.0%</b>	<b>42.1%</b>	<b>16.2%</b>	<b>15.2%</b>	<b>11.4%</b>	<b>7.8%</b>	<b>7.3%</b>	<b>100.0%</b>

Source: HESA

**A19** Young undergraduate entrants to **Economics**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	1.4%	0.6%	5.5%	15.3%	32.9%	44.2%	100.0%	1.7%	0.0%	4.1%	23.4%	24.1%	46.8%	100.0%
2	University of Cambridge	0.0%	0.0%	6.1%	13.0%	26.7%	54.2%	100.0%	0.0%	0.0%	1.7%	5.8%	40.0%	52.5%	100.0%
3	Imperial College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University of St Andrews	0.0%	0.0%	15.5%	37.9%	25.9%	20.7%	100.0%	0.0%	11.5%	28.8%	11.5%	23.1%	25.0%	100.0%
5	University College London	1.0%	4.0%	18.1%	24.3%	32.4%	20.3%	100.0%	0.9%	3.3%	18.9%	30.2%	24.9%	21.8%	100.0%
6	University of Warwick	0.6%	1.2%	11.2%	32.0%	30.3%	24.8%	100.0%	1.9%	1.2%	12.8%	28.7%	29.8%	25.6%	100.0%
7	London School of Economics	0.0%	0.0%	2.7%	20.0%	34.7%	42.7%	100.0%	3.3%	0.0%	3.3%	6.7%	36.7%	50.0%	100.0%
8	University of Durham	1.4%	8.4%	21.9%	39.1%	14.7%	14.7%	100.0%	1.4%	6.2%	7.2%	25.3%	27.7%	32.2%	100.0%
9	University of Exeter	1.0%	29.6%	54.1%	12.2%	3.1%	0.0%	100.0%	6.0%	15.8%	20.3%	28.6%	24.8%	4.5%	100.0%
10	University of Bristol	1.2%	4.4%	19.6%	36.3%	26.3%	12.2%	100.0%	0.0%	3.8%	16.9%	37.3%	21.0%	21.0%	100.0%
11	University of York	3.8%	7.6%	35.7%	28.0%	12.1%	12.7%	100.0%	1.9%	3.1%	22.6%	23.4%	25.5%	23.4%	100.0%
12	King's College London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	University of Bath	0.0%	6.9%	31.4%	18.6%	31.4%	11.8%	100.0%	0.0%	5.2%	28.7%	30.4%	21.7%	13.9%	100.0%
14	University of Edinburgh	0.0%	7.0%	14.5%	36.1%	10.6%	31.7%	100.0%	3.1%	1.6%	12.6%	14.1%	32.5%	36.1%	100.0%
15	University of Leicester	42.2%	44.4%	4.4%	4.4%	4.4%	0.0%	100.0%	26.8%	39.2%	19.6%	11.3%	3.1%	0.0%	100.0%
=15	University of Southampton	1.4%	27.9%	40.0%	17.1%	13.6%	0.0%	100.0%	2.5%	16.1%	41.7%	24.8%	11.0%	3.9%	100.0%
17	Loughborough University	9.8%	43.5%	18.5%	18.5%	6.5%	3.3%	100.0%	5.2%	36.1%	31.6%	14.9%	10.1%	2.1%	100.0%
18	University of Sheffield	12.1%	53.4%	27.6%	6.9%	0.0%	0.0%	100.0%	10.1%	26.8%	30.7%	21.3%	9.6%	1.5%	100.0%
19	University of Glasgow	6.8%	15.9%	4.5%	20.5%	31.8%	20.5%	100.0%	5.4%	9.0%	18.0%	24.0%	24.6%	19.2%	100.0%
20	University of Nottingham	0.0%	3.2%	29.7%	34.6%	16.0%	16.5%	100.0%	1.3%	2.1%	20.3%	31.5%	23.2%	21.5%	100.0%
21	University of Newcastle	6.7%	25.8%	50.6%	6.7%	7.9%	2.2%	100.0%	0.9%	17.8%	36.4%	29.0%	10.3%	5.6%	100.0%
22	University of Birmingham	0.0%	22.7%	37.1%	18.2%	14.4%	7.6%	100.0%	2.8%	20.5%	34.3%	21.9%	13.3%	7.2%	100.0%
23	University of Lancaster	0.0%	11.8%	52.9%	17.6%	11.8%	5.9%	100.0%	2.1%	30.1%	22.6%	24.7%	14.2%	6.3%	100.0%
24	University of Manchester	1.8%	29.5%	35.0%	20.2%	12.0%	1.6%	100.0%	0.9%	17.8%	32.2%	28.4%	13.3%	7.5%	100.0%
25	Aston University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Cardiff University	3.6%	21.4%	50.0%	10.7%	7.1%	7.1%	100.0%	1.9%	23.1%	32.4%	25.9%	11.1%	5.6%	100.0%



27	University of Leeds	1.2%	19.8%	43.2%	23.5%	9.9%	2.5%	100.0%	2.0%	17.6%	18.6%	37.3%	18.6%	5.9%	100.0%
28	University of East Anglia	0.0%	18.2%	45.5%	36.4%	0.0%	0.0%	100.0%	7.3%	16.4%	47.3%	21.8%	3.6%	3.6%	100.0%
=28	University of Liverpool	24.6%	27.9%	29.5%	18.0%	0.0%	0.0%	100.0%	27.9%	44.7%	15.0%	8.0%	2.7%	1.8%	100.0%
30	Royal Holloway & Bedford	10.5%	36.0%	41.9%	8.7%	2.9%	0.0%	100.0%	11.6%	40.1%	30.4%	10.8%	2.6%	4.5%	100.0%
	<b>Top 10</b>	<b>0.8%</b>	<b>4.9%</b>	<b>16.2%</b>	<b>25.4%</b>	<b>26.3%</b>	<b>26.3%</b>	<b>100.0%</b>	<b>1.8%</b>	<b>4.2%</b>	<b>12.1%</b>	<b>24.5%</b>	<b>28.1%</b>	<b>29.2%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>2.9%</b>	<b>13.0%</b>	<b>24.6%</b>	<b>23.2%</b>	<b>19.1%</b>	<b>17.1%</b>	<b>100.0%</b>	<b>5.0%</b>	<b>15.8%</b>	<b>23.2%</b>	<b>23.2%</b>	<b>17.9%</b>	<b>14.9%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>9.6%</b>	<b>15.5%</b>	<b>22.5%</b>	<b>20.7%</b>	<b>16.9%</b>	<b>14.9%</b>	<b>100.0%</b>	<b>27.9%</b>	<b>19.4%</b>	<b>18.7%</b>	<b>14.5%</b>	<b>10.5%</b>	<b>8.9%</b>	<b>100.0%</b>

Source: HESA

**A20 Undergraduate entrants to all Western European Languages and Literatures, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)**

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	3.6%	9.8%	22.2%	37.1%	27.3%	100.0%	1.1%	1.1%	11.0%	20.9%	23.6%	42.3%	100.0%
2	University of Cambridge	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Imperial College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University of St Andrews	0.0%	12.9%	27.0%	14.1%	18.4%	27.7%	100.0%	1.1%	6.7%	16.4%	25.4%	32.1%	18.3%	100.0%
5	University College London	0.0%	13.2%	40.0%	24.8%	12.9%	9.0%	100.0%	1.7%	9.8%	25.2%	21.0%	26.6%	15.7%	100.0%
6	University of Warwick	2.2%	10.4%	45.6%	11.0%	22.0%	8.8%	100.0%	2.2%	6.4%	25.8%	30.4%	25.3%	9.9%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	0.0%	6.1%	24.0%	33.4%	25.0%	11.5%	100.0%	0.0%	3.1%	10.5%	25.0%	30.2%	31.3%	100.0%
9	University of Exeter	0.0%	22.4%	50.6%	17.6%	3.5%	5.9%	100.0%	1.5%	11.7%	31.5%	28.9%	16.2%	10.2%	100.0%
10	University of Bristol	1.7%	19.4%	30.6%	27.7%	18.5%	2.1%	100.0%	8.9%	7.8%	19.8%	35.3%	16.7%	11.5%	100.0%
11	University of York	0.0%	0.0%	50.0%	30.0%	20.0%	0.0%	100.0%	3.8%	11.3%	32.5%	18.8%	26.3%	7.5%	100.0%
12	King's College London	3.8%	17.4%	34.5%	25.8%	15.2%	3.4%	100.0%	3.4%	18.4%	34.5%	21.2%	15.5%	7.1%	100.0%
13	University of Bath	7.4%	20.4%	33.3%	22.2%	13.0%	3.7%	100.0%	4.2%	11.3%	35.9%	24.6%	18.3%	5.6%	100.0%
14	University of Edinburgh	0.0%	6.8%	27.8%	24.6%	25.1%	15.8%	100.0%	0.0%	4.7%	15.8%	29.0%	29.2%	21.3%	100.0%
15	University of Leicester	12.5%	50.0%	0.0%	37.5%	0.0%	0.0%	100.0%	27.9%	28.8%	32.4%	9.9%	0.9%	0.0%	100.0%
=15	University of Southampton	4.2%	33.3%	20.8%	16.7%	25.0%	0.0%	100.0%	10.9%	24.8%	29.4%	22.1%	5.0%	7.9%	100.0%
17	Loughborough University	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	50.0%	25.0%	0.0%	25.0%	0.0%	100.0%
18	University of Sheffield	6.8%	37.3%	22.9%	11.9%	9.3%	11.9%	100.0%	7.3%	15.0%	35.9%	18.8%	16.2%	6.7%	100.0%
19	University of Glasgow	0.0%	4.9%	17.1%	17.1%	30.5%	30.5%	100.0%	5.4%	12.3%	19.9%	24.0%	24.2%	14.2%	100.0%
20	University of Nottingham	16.0%	22.7%	31.8%	12.7%	14.3%	2.4%	100.0%	9.8%	21.6%	25.1%	23.0%	14.1%	6.4%	100.0%
21	University of Newcastle	0.0%	22.9%	32.3%	41.7%	3.1%	0.0%	100.0%	0.0%	6.7%	25.3%	26.7%	27.3%	14.0%	100.0%
22	University of Birmingham	11.7%	18.0%	42.0%	10.6%	13.4%	4.2%	100.0%	5.3%	31.4%	31.6%	19.2%	8.2%	4.4%	100.0%
23	University of Lancaster	4.2%	45.8%	29.2%	8.3%	8.3%	4.2%	100.0%	15.2%	25.3%	23.2%	24.2%	10.1%	2.0%	100.0%
24	University of Manchester	5.4%	14.4%	38.9%	23.7%	12.6%	5.1%	100.0%	4.5%	16.8%	22.6%	31.0%	16.4%	8.8%	100.0%
25	Aston University	6.1%	51.0%	18.4%	18.4%	6.1%	0.0%	100.0%	22.3%	24.2%	24.8%	16.1%	11.6%	1.0%	100.0%

26	Cardiff University	25.0%	17.9%	39.3%	10.7%	7.1%	0.0%	100.0%	7.5%	28.6%	36.2%	17.6%	5.5%	4.5%	100.0%
27	University of Leeds	6.0%	26.4%	35.2%	20.3%	9.1%	3.0%	100.0%	4.7%	24.2%	27.1%	24.2%	14.9%	4.9%	100.0%
28	University of East Anglia	34.4%	20.6%	20.6%	13.7%	8.4%	2.3%	100.0%	26.5%	34.6%	23.8%	7.9%	5.0%	2.2%	100.0%
=28	University of Liverpool	30.4%	30.4%	39.1%	0.0%	0.0%	0.0%	100.0%	25.7%	35.0%	13.1%	17.5%	6.6%	2.2%	100.0%
30	Royal Holloway & Bedford	19.4%	21.4%	21.4%	31.6%	6.1%	0.0%	100.0%	16.0%	31.8%	24.8%	10.9%	11.8%	4.6%	100.0%
	<b>Top 10</b>	<b>0.5%</b>	<b>12.0%</b>	<b>28.4%</b>	<b>24.4%</b>	<b>21.9%</b>	<b>12.8%</b>	<b>100.0%</b>	<b>2.5%</b>	<b>6.5%</b>	<b>19.9%</b>	<b>27.2%</b>	<b>23.6%</b>	<b>20.3%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>5.1%</b>	<b>16.7%</b>	<b>30.3%</b>	<b>21.6%</b>	<b>17.4%</b>	<b>8.8%</b>	<b>100.0%</b>	<b>7.3%</b>	<b>17.6%</b>	<b>25.0%</b>	<b>22.9%</b>	<b>16.7%</b>	<b>10.5%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>9.8%</b>	<b>17.7%</b>	<b>28.2%</b>	<b>20.0%</b>	<b>16.0%</b>	<b>8.2%</b>	<b>100.0%</b>	<b>21.6%</b>	<b>19.9%</b>	<b>22.2%</b>	<b>17.2%</b>	<b>11.8%</b>	<b>7.3%</b>	<b>100.0%</b>

Source: HESA

**A21** Young undergraduate entrants to **Management and Business Studies**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	0.0%	9.6%	16.8%	28.0%	45.6%	100.0%	3.4%	0.0%	3.4%	22.7%	20.5%	50.0%	100.0%
2	University of Cambridge	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Imperial College, London	5.5%	19.6%	24.7%	29.7%	16.4%	4.1%	100.0%	9.9%	30.9%	29.3%	11.0%	11.6%	7.2%	100.0%
4	University of St Andrews	0.0%	16.1%	41.9%	16.1%	9.7%	16.1%	100.0%	0.0%	0.0%	17.0%	38.3%	12.8%	31.9%	100.0%
5	University College London	0.0%	16.7%	20.0%	43.3%	10.0%	10.0%	100.0%	0.0%	28.6%	33.3%	19.0%	9.5%	9.5%	100.0%
6	University of Warwick	2.1%	7.9%	28.5%	26.8%	17.4%	17.4%	100.0%	0.5%	2.2%	25.3%	32.2%	24.4%	15.3%	100.0%
7	London School of Economics	0.0%	2.8%	20.8%	30.6%	22.2%	23.6%	100.0%	0.0%	8.2%	34.7%	34.7%	14.3%	8.2%	100.0%
8	University of Durham	26.5%	29.2%	29.2%	15.0%	0.0%	0.0%	100.0%	27.5%	30.9%	27.5%	7.4%	6.0%	0.7%	100.0%
9	University of Exeter	7.4%	33.3%	40.7%	12.3%	0.0%	6.2%	100.0%	0.5%	29.7%	30.0%	31.5%	8.3%	0.0%	100.0%
10	University of Bristol	0.0%	6.4%	30.8%	42.3%	14.1%	6.4%	100.0%	9.0%	11.0%	48.0%	11.0%	6.0%	15.0%	100.0%
11	University of York	47.6%	14.3%	9.5%	19.0%	9.5%	0.0%	100.0%	42.9%	14.3%	14.3%	14.3%	14.3%	0.0%	100.0%
12	King's College London	0.0%	18.0%	45.3%	19.5%	12.5%	4.7%	100.0%	4.9%	16.3%	31.7%	23.6%	16.3%	7.3%	100.0%
13	University of Bath	3.9%	5.5%	42.5%	26.0%	16.5%	5.5%	100.0%	2.4%	7.6%	33.5%	31.8%	12.4%	12.4%	100.0%
14	University of Edinburgh	3.9%	7.8%	12.8%	25.2%	25.6%	24.8%	100.0%	0.0%	3.6%	18.4%	22.1%	26.8%	29.2%	100.0%
15	University of Leicester	25.9%	48.1%	22.2%	3.7%	0.0%	0.0%	100.0%	43.4%	31.4%	20.8%	4.4%	0.0%	0.0%	100.0%
=15	University of Southampton	7.3%	46.8%	29.0%	12.1%	4.8%	0.0%	100.0%	4.3%	33.0%	43.5%	10.3%	5.2%	3.8%	100.0%
17	Loughborough University	0.0%	26.9%	47.3%	17.2%	5.4%	3.2%	100.0%	0.8%	18.2%	36.4%	31.8%	5.8%	7.0%	100.0%
18	University of Sheffield	8.9%	41.1%	33.3%	13.3%	3.3%	0.0%	100.0%	13.0%	31.9%	28.7%	16.5%	7.3%	2.6%	100.0%
19	University of Glasgow	0.0%	21.4%	6.5%	14.3%	47.4%	10.4%	100.0%	4.6%	7.5%	20.4%	23.9%	19.3%	24.2%	100.0%
20	University of Nottingham	4.6%	16.4%	44.3%	27.4%	5.4%	1.9%	100.0%	3.3%	14.7%	28.5%	31.0%	17.0%	5.4%	100.0%
21	University of Newcastle	5.7%	36.3%	32.9%	15.7%	6.3%	3.1%	100.0%	8.3%	25.3%	29.6%	22.6%	11.4%	2.8%	100.0%
22	University of Birmingham	2.0%	22.2%	42.9%	24.7%	6.6%	1.5%	100.0%	7.7%	21.1%	40.1%	21.1%	5.3%	4.6%	100.0%
23	University of Lancaster	11.8%	23.5%	25.5%	25.5%	5.9%	7.8%	100.0%	5.2%	16.4%	31.1%	27.3%	13.7%	6.4%	100.0%
24	University of Manchester	8.2%	18.2%	40.3%	16.0%	15.4%	1.9%	100.0%	4.8%	12.4%	31.3%	28.9%	17.1%	5.4%	100.0%
25	Aston University	2.8%	32.9%	29.1%	26.8%	8.4%	0.0%	100.0%	3.7%	28.8%	36.2%	21.0%	7.8%	2.5%	100.0%

26	Cardiff University	1.8%	38.1%	48.7%	5.3%	1.8%	4.4%	100.0%	1.3%	31.6%	38.0%	19.1%	8.1%	1.8%	100.0%
27	University of Leeds	6.2%	22.9%	40.4%	25.6%	4.8%	0.0%	100.0%	1.3%	20.8%	32.1%	28.2%	12.8%	4.8%	100.0%
28	University of East Anglia	14.4%	40.5%	23.6%	21.5%	0.0%	0.0%	100.0%	8.2%	31.0%	34.6%	20.0%	5.2%	1.0%	100.0%
=28	University of Liverpool	41.5%	45.3%	13.2%	0.0%	0.0%	0.0%	100.0%	23.4%	33.1%	27.3%	12.2%	1.6%	2.3%	100.0%
30	Royal Holloway & Bedford	15.4%	41.5%	24.8%	10.7%	7.5%	0.0%	100.0%	21.5%	33.3%	24.8%	15.1%	2.9%	2.5%	100.0%
	<b>Top 10</b>	<b>6.6%</b>	<b>15.1%</b>	<b>27.3%</b>	<b>24.1%</b>	<b>13.1%</b>	<b>13.9%</b>	<b>100.0%</b>	<b>7.4%</b>	<b>17.3%</b>	<b>28.4%</b>	<b>24.0%</b>	<b>13.5%</b>	<b>9.4%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>6.7%</b>	<b>24.1%</b>	<b>33.4%</b>	<b>20.4%</b>	<b>9.8%</b>	<b>5.6%</b>	<b>100.0%</b>	<b>6.8%</b>	<b>22.3%</b>	<b>31.7%</b>	<b>22.6%</b>	<b>10.7%</b>	<b>5.9%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>35.0%</b>	<b>23.2%</b>	<b>20.8%</b>	<b>11.7%</b>	<b>5.5%</b>	<b>3.9%</b>	<b>100.0%</b>	<b>57.3%</b>	<b>18.2%</b>	<b>12.6%</b>	<b>6.6%</b>	<b>3.0%</b>	<b>2.3%</b>	<b>100.0%</b>

*Source: HESA*

**A22** Undergraduate entrants to **English**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	2.0%	0.0%	10.3%	30.0%	36.0%	21.7%	100.0%	0.0%	0.0%	12.8%	20.8%	29.1%	37.4%	100.0%
2	University of Cambridge	0.0%	0.0%	7.1%	31.5%	36.7%	24.7%	100.0%	2.4%	1.0%	14.6%	21.7%	27.8%	32.5%	100.0%
3	Imperial College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University of St Andrews	2.9%	0.0%	20.6%	35.3%	20.6%	20.6%	100.0%	3.9%	2.0%	9.9%	32.9%	15.8%	35.5%	100.0%
5	University College London	0.0%	0.0%	30.8%	30.8%	15.4%	23.1%	100.0%	0.0%	0.0%	10.0%	10.0%	30.0%	50.0%	100.0%
6	University of Warwick	0.0%	1.4%	35.7%	34.3%	22.9%	5.7%	100.0%	0.0%	4.2%	15.2%	32.1%	30.3%	18.2%	100.0%
7	London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	University of Durham	0.0%	0.0%	11.0%	28.4%	39.0%	21.6%	100.0%	0.6%	0.0%	2.5%	23.5%	25.4%	48.0%	100.0%
9	University of Exeter	0.0%	7.3%	44.8%	30.2%	11.5%	6.3%	100.0%	1.5%	10.2%	28.4%	32.2%	17.4%	10.2%	100.0%
10	University of Bristol	1.6%	0.0%	21.0%	25.8%	37.1%	14.5%	100.0%	0.0%	5.4%	16.2%	13.5%	36.5%	28.4%	100.0%
11	University of York	0.0%	2.2%	32.5%	30.7%	18.4%	16.2%	100.0%	0.4%	0.9%	9.9%	30.3%	17.0%	41.4%	100.0%
12	King's College London	2.5%	9.9%	43.2%	18.5%	25.9%	0.0%	100.0%	0.0%	7.1%	33.3%	38.3%	11.3%	9.9%	100.0%
13	University of Bath	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	University of Edinburgh	0.0%	8.3%	19.4%	31.9%	26.4%	13.9%	100.0%	2.2%	11.5%	19.9%	30.5%	23.0%	12.8%	100.0%
15	University of Leicester	23.1%	30.8%	30.8%	15.4%	0.0%	0.0%	100.0%	6.8%	31.4%	30.4%	21.5%	5.8%	4.2%	100.0%
=15	University of Southampton	8.2%	38.8%	44.9%	6.1%	2.0%	0.0%	100.0%	5.2%	30.2%	31.8%	19.3%	10.2%	3.3%	100.0%
17	Loughborough University	16.8%	42.7%	20.6%	15.3%	4.6%	0.0%	100.0%	6.1%	26.8%	41.2%	15.7%	9.7%	0.6%	100.0%
18	University of Sheffield	0.0%	16.7%	33.3%	33.3%	7.1%	9.5%	100.0%	0.7%	7.3%	25.8%	32.8%	22.1%	11.2%	100.0%
19	University of Glasgow	6.3%	19.0%	41.5%	13.4%	6.3%	13.4%	100.0%	3.7%	13.0%	24.8%	28.1%	20.4%	10.1%	100.0%
20	University of Nottingham	0.0%	7.7%	41.9%	25.6%	12.8%	12.0%	100.0%	0.4%	4.4%	24.8%	38.5%	22.1%	9.7%	100.0%
21	University of Newcastle	0.0%	3.6%	48.2%	28.6%	16.1%	3.6%	100.0%	5.9%	12.5%	25.7%	27.0%	15.8%	13.2%	100.0%
22	University of Birmingham	2.5%	13.4%	45.2%	25.1%	10.0%	3.8%	100.0%	2.4%	14.7%	34.9%	28.7%	14.9%	4.3%	100.0%
23	University of Lancaster	7.3%	22.0%	25.6%	29.3%	12.2%	3.7%	100.0%	6.2%	15.9%	31.2%	27.1%	13.9%	5.6%	100.0%
24	University of Manchester	0.0%	0.0%	58.2%	26.4%	15.5%	0.0%	100.0%	3.1%	14.1%	24.0%	24.8%	14.8%	19.3%	100.0%
25	Aston University	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	45.0%	35.0%	20.0%	0.0%	0.0%	0.0%	100.0%
26	Cardiff University	4.4%	15.6%	42.2%	28.9%	8.9%	0.0%	100.0%	8.3%	13.5%	29.2%	26.9%	12.5%	9.6%	100.0%

27	University of Leeds	0.0%	4.7%	45.0%	30.2%	10.1%	10.1%	100.0%	0.3%	6.3%	23.3%	32.1%	22.8%	15.3%	100.0%
28	University of East Anglia	3.2%	12.9%	22.6%	41.9%	12.9%	6.5%	100.0%	2.9%	10.3%	36.8%	27.5%	13.7%	8.8%	100.0%
=28	University of Liverpool	20.5%	12.3%	47.9%	16.4%	2.7%	0.0%	100.0%	7.1%	23.2%	32.2%	24.5%	7.9%	5.1%	100.0%
30	Royal Holloway & Bedford	0.0%	11.8%	52.9%	17.6%	11.8%	5.9%	100.0%	1.4%	13.1%	36.6%	24.4%	16.9%	7.5%	100.0%
	<b>Top 10</b>	<b>0.8%</b>	<b>1.1%</b>	<b>19.3%</b>	<b>30.5%</b>	<b>30.2%</b>	<b>18.3%</b>	<b>100.0%</b>	<b>0.9%</b>	<b>3.5%</b>	<b>16.0%</b>	<b>25.1%</b>	<b>26.0%</b>	<b>28.5%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>2.3%</b>	<b>7.4%</b>	<b>31.5%</b>	<b>27.5%</b>	<b>19.7%</b>	<b>11.6%</b>	<b>100.0%</b>	<b>3.4%</b>	<b>11.9%</b>	<b>25.7%</b>	<b>27.2%</b>	<b>17.9%</b>	<b>13.9%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>10.3%</b>	<b>13.1%</b>	<b>28.7%</b>	<b>22.8%</b>	<b>16.1%</b>	<b>9.0%</b>	<b>100.0%</b>	<b>31.8%</b>	<b>19.6%</b>	<b>19.6%</b>	<b>14.6%</b>	<b>8.4%</b>	<b>6.0%</b>	<b>100.0%</b>

Source: HESA

**A23** Young undergraduate entrants to **History**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.6%	1.2%	15.5%	29.2%	29.5%	24.1%	100.0%	0.0%	0.0%	9.8%	23.4%	26.4%	40.4%	100.0%
2	University of Cambridge	0.0%	1.5%	12.8%	22.6%	39.1%	24.1%	100.0%	0.0%	0.5%	7.5%	25.4%	26.8%	39.9%	100.0%
3	Imperial College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University of St Andrews	0.0%	3.4%	33.6%	32.8%	16.4%	13.8%	100.0%	1.5%	3.0%	7.4%	19.8%	43.1%	25.2%	100.0%
5	University College London	0.0%	14.3%	25.1%	31.1%	27.1%	2.4%	100.0%	1.8%	9.3%	24.0%	27.9%	22.5%	14.4%	100.0%
6	University of Warwick	0.0%	5.4%	45.0%	25.1%	19.0%	5.4%	100.0%	1.5%	5.7%	25.3%	26.6%	24.7%	16.3%	100.0%
7	London School of Economics	0.0%	11.8%	29.4%	17.6%	23.5%	17.6%	100.0%	0.0%	8.7%	43.5%	34.8%	0.0%	13.0%	100.0%
8	University of Durham	1.5%	3.5%	23.1%	23.9%	19.6%	28.4%	100.0%	0.0%	1.6%	11.5%	22.8%	20.6%	43.4%	100.0%
9	University of Exeter	2.2%	7.7%	48.5%	31.6%	7.7%	2.2%	100.0%	0.9%	23.3%	27.3%	22.4%	18.6%	7.5%	100.0%
10	University of Bristol	0.0%	8.6%	24.4%	40.2%	19.6%	7.2%	100.0%	1.2%	8.7%	21.8%	29.5%	23.1%	15.6%	100.0%
11	University of York	0.0%	6.2%	42.9%	34.1%	12.5%	4.3%	100.0%	0.3%	5.6%	19.5%	29.2%	22.3%	23.1%	100.0%
12	King's College London	0.0%	3.6%	32.1%	26.8%	17.9%	19.6%	100.0%	2.4%	9.6%	15.7%	31.3%	25.3%	15.7%	100.0%
13	University of Bath	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	University of Edinburgh	0.0%	7.7%	26.4%	32.8%	20.9%	12.1%	100.0%	0.0%	8.9%	24.3%	25.0%	24.0%	17.7%	100.0%
15	University of Leicester	21.1%	44.7%	21.1%	7.9%	5.3%	0.0%	100.0%	18.1%	21.3%	36.5%	22.3%	1.4%	0.4%	100.0%
=15	University of Southampton	18.8%	27.1%	35.4%	16.7%	0.0%	2.1%	100.0%	4.8%	24.9%	39.8%	19.7%	6.4%	4.4%	100.0%
17	Loughborough University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	University of Sheffield	0.0%	13.3%	31.1%	33.3%	15.6%	6.7%	100.0%	0.3%	8.6%	30.2%	32.0%	19.5%	9.5%	100.0%
19	University of Glasgow	6.5%	19.6%	26.1%	17.4%	13.0%	17.4%	100.0%	4.7%	10.8%	21.5%	27.7%	17.8%	17.5%	100.0%
20	University of Nottingham	1.7%	17.7%	38.6%	28.1%	13.5%	0.4%	100.0%	2.7%	12.7%	26.0%	28.1%	21.6%	9.0%	100.0%
21	University of Newcastle	1.8%	29.3%	40.2%	19.5%	4.9%	4.3%	100.0%	3.2%	14.4%	32.7%	23.0%	16.5%	10.1%	100.0%
22	University of Birmingham	5.2%	25.2%	46.1%	12.2%	7.0%	4.3%	100.0%	4.6%	20.5%	31.8%	22.6%	15.2%	5.3%	100.0%
23	University of Lancaster	33.3%	12.1%	36.4%	18.2%	0.0%	0.0%	100.0%	11.2%	28.4%	27.4%	20.3%	8.6%	4.1%	100.0%
24	University of Manchester	15.3%	15.3%	18.8%	30.1%	17.2%	3.2%	100.0%	4.4%	15.6%	26.6%	27.1%	19.4%	6.8%	100.0%
25	Aston University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Cardiff University	0.0%	37.8%	42.2%	17.8%	2.2%	0.0%	100.0%	1.5%	17.1%	41.5%	24.9%	9.8%	5.4%	100.0%



27	University of Leeds	3.0%	27.9%	40.4%	19.6%	6.1%	3.0%	100.0%	2.7%	8.2%	29.5%	30.5%	22.1%	7.1%	100.0%
28	University of East Anglia	11.1%	40.0%	37.8%	4.4%	6.7%	0.0%	100.0%	9.5%	30.0%	27.7%	24.1%	7.5%	1.2%	100.0%
=28	University of Liverpool	19.4%	47.3%	16.1%	10.8%	6.5%	0.0%	100.0%	10.7%	25.9%	32.9%	19.5%	8.9%	2.2%	100.0%
30	Royal Holloway & Bedford	8.1%	27.0%	37.8%	18.9%	8.1%	0.0%	100.0%	7.6%	27.6%	30.2%	18.2%	12.0%	4.4%	100.0%
	<b>Top 10</b>	<b>0.5%</b>	<b>4.7%</b>	<b>25.3%</b>	<b>29.1%</b>	<b>24.0%</b>	<b>16.4%</b>	<b>100.0%</b>	<b>0.7%</b>	<b>6.7%</b>	<b>18.4%</b>	<b>25.3%</b>	<b>23.8%</b>	<b>25.1%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>3.3%</b>	<b>14.4%</b>	<b>31.5%</b>	<b>25.6%</b>	<b>15.9%</b>	<b>9.3%</b>	<b>100.0%</b>	<b>4.1%</b>	<b>14.5%</b>	<b>26.7%</b>	<b>25.1%</b>	<b>17.3%</b>	<b>12.2%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>9.2%</b>	<b>17.2%</b>	<b>29.1%</b>	<b>22.9%</b>	<b>13.7%</b>	<b>7.9%</b>	<b>100.0%</b>	<b>29.1%</b>	<b>19.7%</b>	<b>20.3%</b>	<b>15.4%</b>	<b>9.3%</b>	<b>6.2%</b>	<b>100.0%</b>

Source: HESA

**A24** Young undergraduate entrants to **Law**, by higher education institution, school/college background and UCAS tariff band, 2006/07 (%)

Rank	Institution	Independent school entrants							State School entrants						
		Under 300	300-359	360-419	420-479	480-539	540-998	Total	Under 300	300-359	360-419	420-479	480-539	540-998	Total
1	University of Oxford	0.0%	0.0%	3.8%	21.2%	21.2%	53.8%	100.0%	0.0%	0.0%	4.4%	15.6%	30.4%	49.6%	100.0%
2	University of Cambridge	1.8%	0.0%	5.3%	15.8%	21.1%	56.1%	100.0%	1.2%	0.0%	2.4%	10.7%	25.0%	60.7%	100.0%
3	Imperial College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	University of St Andrews	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	University College London	0.0%	3.0%	18.2%	39.4%	24.2%	15.2%	100.0%	0.0%	0.0%	19.6%	31.4%	31.4%	17.6%	100.0%
6	University of Warwick	0.0%	2.6%	28.2%	23.1%	33.3%	12.8%	100.0%	1.1%	2.8%	18.4%	24.6%	26.3%	26.8%	100.0%
7	London School of Economics	0.0%	4.2%	8.3%	25.0%	16.7%	45.8%	100.0%	2.2%	2.2%	15.2%	17.4%	23.9%	39.1%	100.0%
8	University of Durham	0.0%	0.0%	26.3%	29.5%	22.1%	22.1%	100.0%	0.0%	1.4%	10.8%	20.6%	27.3%	39.9%	100.0%
9	University of Exeter	0.0%	7.7%	51.3%	30.8%	10.3%	0.0%	100.0%	1.2%	9.4%	30.6%	36.5%	15.3%	7.1%	100.0%
10	University of Bristol	0.0%	7.2%	29.0%	29.0%	29.0%	5.8%	100.0%	1.0%	3.1%	17.7%	25.0%	32.3%	20.8%	100.0%
11	University of York	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	King's College London	0.0%	5.6%	18.3%	33.8%	21.1%	21.1%	100.0%	0.7%	1.4%	32.6%	27.5%	23.9%	13.8%	100.0%
13	University of Bath	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	University of Edinburgh	0.0%	1.4%	15.1%	16.4%	26.0%	41.1%	100.0%	0.0%	1.5%	14.4%	21.1%	22.7%	40.2%	100.0%
15	University of Leicester	12.9%	17.8%	41.6%	21.8%	5.9%	0.0%	100.0%	2.1%	21.4%	34.2%	27.2%	12.3%	2.8%	100.0%
=15	University of Southampton	0.0%	15.0%	60.0%	20.0%	0.0%	5.0%	100.0%	0.0%	13.6%	35.9%	31.1%	14.6%	4.9%	100.0%
17	Loughborough University	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	44.4%	22.2%	11.1%	22.2%	0.0%	0.0%	100.0%
18	University of Sheffield	3.1%	18.3%	28.2%	21.4%	29.0%	0.0%	100.0%	5.0%	17.4%	26.8%	27.1%	19.1%	4.7%	100.0%
19	University of Glasgow	0.0%	2.8%	10.3%	12.2%	26.3%	48.4%	100.0%	1.8%	2.2%	9.8%	15.3%	31.5%	39.5%	100.0%
20	University of Nottingham	2.0%	5.3%	23.3%	24.0%	24.0%	21.3%	100.0%	0.0%	0.0%	6.5%	24.4%	32.6%	36.5%	100.0%
21	University of Newcastle	0.0%	0.0%	27.2%	27.2%	32.6%	13.0%	100.0%	0.0%	10.4%	33.9%	25.3%	21.8%	8.5%	100.0%
22	University of Birmingham	2.7%	13.3%	39.8%	17.7%	22.1%	4.4%	100.0%	4.3%	14.0%	30.9%	22.2%	17.3%	11.2%	100.0%
23	University of Lancaster	20.0%	10.0%	50.0%	10.0%	10.0%	0.0%	100.0%	9.3%	16.0%	21.9%	32.5%	16.0%	4.2%	100.0%
24	University of Manchester	2.7%	10.7%	19.6%	36.0%	15.1%	16.0%	100.0%	0.8%	1.4%	12.7%	31.8%	32.0%	21.3%	100.0%
25	Aston University	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Cardiff University	4.7%	4.7%	60.5%	25.6%	0.0%	4.7%	100.0%	2.8%	11.9%	37.9%	25.0%	16.2%	6.2%	100.0%

27	University of Leeds	0.0%	5.6%	29.2%	38.9%	25.0%	1.4%	100.0%	1.7%	8.0%	19.6%	26.2%	27.9%	16.6%	100.0%
28	University of East Anglia	0.0%	4.2%	50.0%	33.3%	8.3%	4.2%	100.0%	0.7%	12.0%	19.9%	46.4%	15.6%	5.4%	100.0%
=28	University of Liverpool	0.0%	38.5%	46.2%	15.4%	0.0%	0.0%	100.0%	4.7%	18.1%	29.2%	25.7%	16.3%	6.1%	100.0%
30	Royal Holloway & Bedford	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Top 10</b>	<b>0.4%</b>	<b>2.4%</b>	<b>17.3%</b>	<b>25.4%</b>	<b>22.3%</b>	<b>32.3%</b>	<b>100.0%</b>	<b>0.7%</b>	<b>2.3%</b>	<b>13.9%</b>	<b>22.1%</b>	<b>26.8%</b>	<b>34.2%</b>	<b>100.0%</b>
	<b>Top 30</b>	<b>1.5%</b>	<b>6.1%</b>	<b>24.5%</b>	<b>25.2%</b>	<b>20.6%</b>	<b>22.1%</b>	<b>100.0%</b>	<b>2.2%</b>	<b>8.5%</b>	<b>22.3%</b>	<b>26.2%</b>	<b>22.3%</b>	<b>18.5%</b>	<b>100.0%</b>
	<b>All UK</b>	<b>13.6%</b>	<b>13.9%</b>	<b>21.2%</b>	<b>19.2%</b>	<b>15.4%</b>	<b>16.7%</b>	<b>100.0%</b>	<b>36.3%</b>	<b>18.1%</b>	<b>17.3%</b>	<b>12.9%</b>	<b>8.6%</b>	<b>6.9%</b>	<b>100.0%</b>

Source: HESA