February 2009/04

Issues paper

This report is for information

This report describes the characteristics of starters to doctoral degree courses in UK higher education institutions between 1996-97 and 2004-05.

PhD study

Trends and profiles, 1996-97 to 2004-05

HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND

Contents

PhD study: trends and profiles, 1996-97 to 2004-05

To	Heads of HEFCE-funded higher education institutions
Of interest to those responsible for	Research, Student data, Planning, Postgraduate research
Reference	2009/**04**
Publication date	February 2009
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Executive summary

Purpose

1. This report describes the characteristics of starters to doctoral degree courses in UK higher education institutions between 1996-97 and 2004-05. The attributes of both the student and the course are examined.

Key points

Overall trends in PhD starters

2. Between 1996-97 and 2004-05, the number of starters to full-time PhD programmes grew by 22 per cent from 13,800 to 16,900. In the same period, the number of starters to part-time programmes fell by 6 per cent from 4,800 to 4,500. Most of the decline in numbers to part-time programmes was seen between 1996-97 and 1998-99.

3. The number of starters to full-time programmes from a UK domicile increased marginally between 1996-97 and 2004-05. However there were much larger increases in starters from outside the UK: for both the EU (excluding UK) and non-EU groups there were 50 per cent more starters in 2004-05 than in 1996-97.

4. The number of part-time starters from a UK domicile decreased by 14 per cent between 1996-97 and 2004-05. Conversely the number of starters from the EU (excluding UK) and non-EU groups both showed increases across the same period: 48 and 23 per cent respectively.

5. When considering trends in starters to particular subject areas, there were significant differences across the subjects. For example when considering starters to full-time courses, the number more than doubled in computer science between 1996-97 and 2004-05. Conversely the number of full-time starters decreased in veterinary sciences and chemistry across the same period.

Trends in PhD starters by student attributes

6. The largest and most significant changes in the number of starters to full-time PhD programmes between 1996-97 and 2004-05 were seen for the following types of students:

- females (grew by 42 per cent). In 2004-05 there were 7,400 female starters compared to 9,519 male starters
- students aged 21 or under on commencement (declined by 45 per cent)
- those from a Chinese ethnicity (more than doubled)
- those with a masters qualification in the year prior to commencement (grew by 70 per cent).

7. The largest and most significant changes in the number of starters to part-time programmes were seen for:

- males (declined by 14 per cent). In 2004-05 there were 2,194 female starters compared to 2,331 male starters
- students aged under 28 (declined by 26 per cent)
- those from an Asian or Asian British ethnicity (grew by 75 per cent)
- those with a masters qualification in the year prior to commencement (grew by 10 per cent) or those with a higher degree awarded two years prior to commencement or earlier (grew by 26 per cent).

Action required

8. No action is required in response to this document.

Introduction

9. This report describes the characteristics of starters to doctoral degree courses in UK higher education institutions (HEIs) between 1996-97 and 2004-05. The attributes of both the student and course are examined.

10. The characteristics of these courses are described in three main sections:

    a. The first examines the overall trends in starters to doctoral degree courses. It concentrates on the course's mode of study and subject area, and the domicile of the starters to these courses.

    b. The second examines the characteristics of the starters themselves. This section includes analysis of trends in the sex, ethnicity, disability status and other characteristics of the students.

    c. The third section examines the main source of tuition fees for those starting doctoral degree courses.

Data sources

11. Data are drawn from the Higher Education Statistics Agency (HESA) individualised student records from 1995-96 through to 2006-07 (these data are collected annually for students registered at a UK HEI). In practice this is the longest period we were able to take. HESA records only began in 1994-95, and the first collection had relatively weak quality assurance processes. We also need to track back at least one year to ensure that a student is a genuine starter – in other words, one who is not present on the same doctoral degree course in the previous year. For these reasons 1996-97 was the earliest starting cohort that could be used. 2006-07 was the most recent collection available (see paragraphs 15-16 for an explanation of why our starting cohort does not include 2005-06 and 2006-07).

12. We tracked individual student records within and through each annual student data set using a number of characteristics of the individual. The approach is similar to the one used in the HESA published higher education performance indicators for non-continuation rates[1].

13. There are technical difficulties in ensuring that all and only those students who are starting a doctoral degree course are included in our count. The details of how this is achieved, and other aspects of the data definitions, are described at Annex A.

14. A brief summary of the initial cohort used is as follows:

- registered at a UK HEI
- domiciled in the UK, EU or worldwide

[1] For further details, see Table 3 of 'Performance indicators in the UK 2006/07', available at www.hesa.ac.uk under Performance indicators.

- commenced a doctoral degree course in the year in question
- not on a doctoral degree course in the year prior to commencement at the same institution.

15. Having identified those students we believe are starting a doctoral degree course, there is a further difficulty in dealing with students who start an MPhil. In many cases, such students will be setting out with the intention, and expectation, of completing a doctoral degree. In such cases their initial identification as an MPhil student may simply be the result of a formal decision of the institution. Alternatively, the student may only intend to complete an MPhil. From the HESA record alone it is not possible to distinguish between these cases. In this study we include those starting on an MPhil in a particular year if they become registered on a doctoral degree course in one of the following two years after commencement. All other MPhil registrations are excluded.

16. Therefore the starting cohort only includes the years from 1996-97 to 2004-05 because the data must link forward two years in order to identify those who started on an MPhil but became registered on a doctoral degree course.

17. The number of starters split by their initial qualification aim is recorded in Table 1.

Table 1 Number of starters split by level of initial qualification aim

Academic year	Doctorate by research	MPhil but moved to doctorate by research	Total
1996-97	14,048	4,590	18,638
1997-98	13,338	4,812	18,150
1998-99	13,446	4,720	18,166
1999-2000	13,970	4,918	18,888
2000-01	14,595	4,953	19,548
2001-02	14,913	4,639	19,552
2002-03	15,445	4,731	20,176
2003-04	16,692	4,737	21,429
2004-05	16,638	4,806	21,444
2005-06	16,992	N/A	N/A
2006-07	18,814	N/A	N/A

18. Table 1 shows that about 4,800 starters in 2004-05 were registered on an MPhil qualification but moved to a doctorate degree within the next two years.

19. Table 1 also shows information on the students recorded as commencing doctoral degrees in 2005-06 and 2006-07. These additional figures only show a potential picture of the trend in doctoral degree starters in 2005-06 and 2006-07 but should be treated with caution because they only provide information on part of the underlying cohort of interest.

20. For ease, for the remainder of this report we will refer to starters to doctoral degrees mainly by research as 'PhD starters' and that includes those that move from MPhil to doctoral degree courses (as noted in Table 1). This could also include some specialist doctoral degrees, such as Doctor of Education (EdD) and Doctor of Engineering (EngD).

Overall trends in PhD starters

Mode on commencement

21. Table 2 shows the number of PhD starters by full-time and part-time modes of study in 1996-97 and 2004-05.

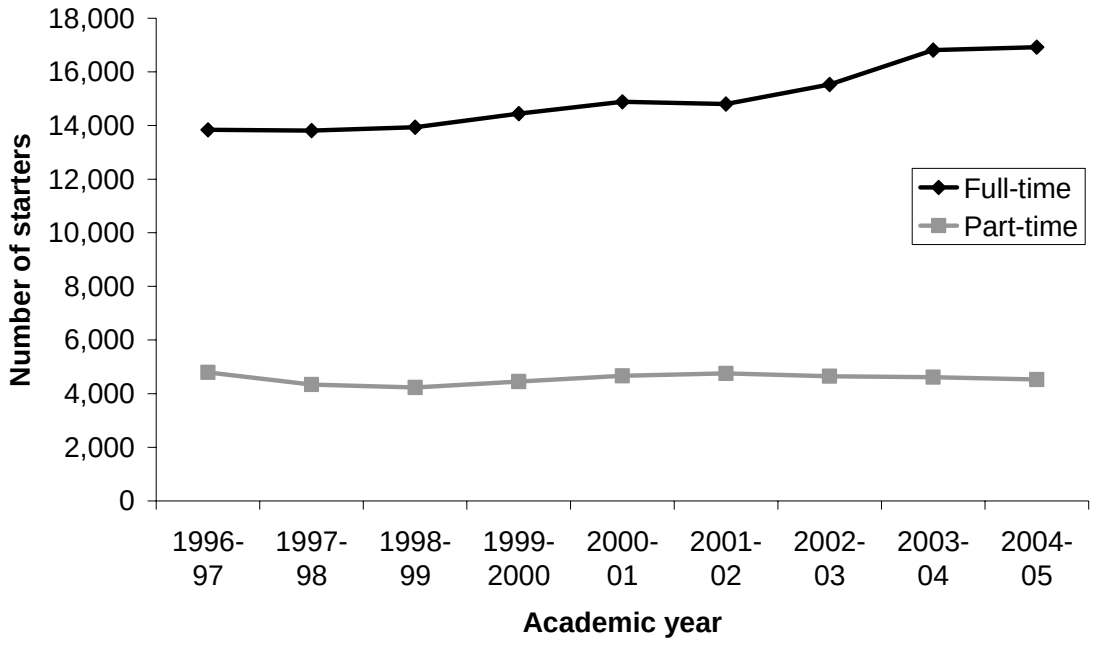
Table 2 Number of PhD starters, by mode of study

Mode	Year		Change
	1996-97	2004-05	
Full-time	13,841	16,919	22%
Part-time	4,797	4,525	-6%
Total	18,638	21,444	15%

22. Table 2 shows that the number of full-time starters was higher than the number of part-time starters (16,919 starters are full-time in 2004-05 compared with 4,525 part-time). The number of full-time starters increased (by 22 per cent) and the number of part-time starters decreased (by 6 per cent) between 1996-97 and 2004-05.

23. Figure 1 gives an overview of the trend in PhD starters between 1996-97 and 2004-05 by mode of study.

Figure 1 Number of PhD starters by mode of study between 1996-97 and 2004-05



24. Figure 1 shows that the number of full-time PhD starters increased slowly over the period while the number of part-time PhD starters was relatively steady after a decline between 1996-97 and 1998-99.

Domicile

Profile

25. Table 3 shows the percentage of full-time and part-time PhD starters by domicile in 2004-05.

Table 3 Full-time and part-time PhD starters in 2004-05, by domicile

Domicile	Full-time	of starters	Part-time	of starters	Total	of starters
UK	8,501	50%	3,348	74%	11,849	55%
EU*	2,500	15%	464	10%	2,964	14%
Non-EU	5,918	35%	713	16%	6,631	31%
Total	16,919	100%	4,525	100%	21,444	100%

* excludes those domiciled in the UK.

26. Table 3 shows that the majority of PhD starters were UK domiciled in 2004-05. Half of the full-time starters and around three-quarters of the part-time starters were from a UK domicile. The table also shows that a significant proportion of PhD starters were from a non-EU domicile (35 and 16 per cent for full- and part-time respectively).

Trend for starters on a full-time PhD

27. Table 4 shows the number of starters on a full-time PhD by domicile in 1996-97 and 2004-05. It shows that the number of starters from a UK domicile increased marginally between 1996-97 and 2004-05. However there were much larger increases in the starters from the EU and non-EU groups. In both cases, there are 50 per cent more starters in 2004-05 than in 1996-97.

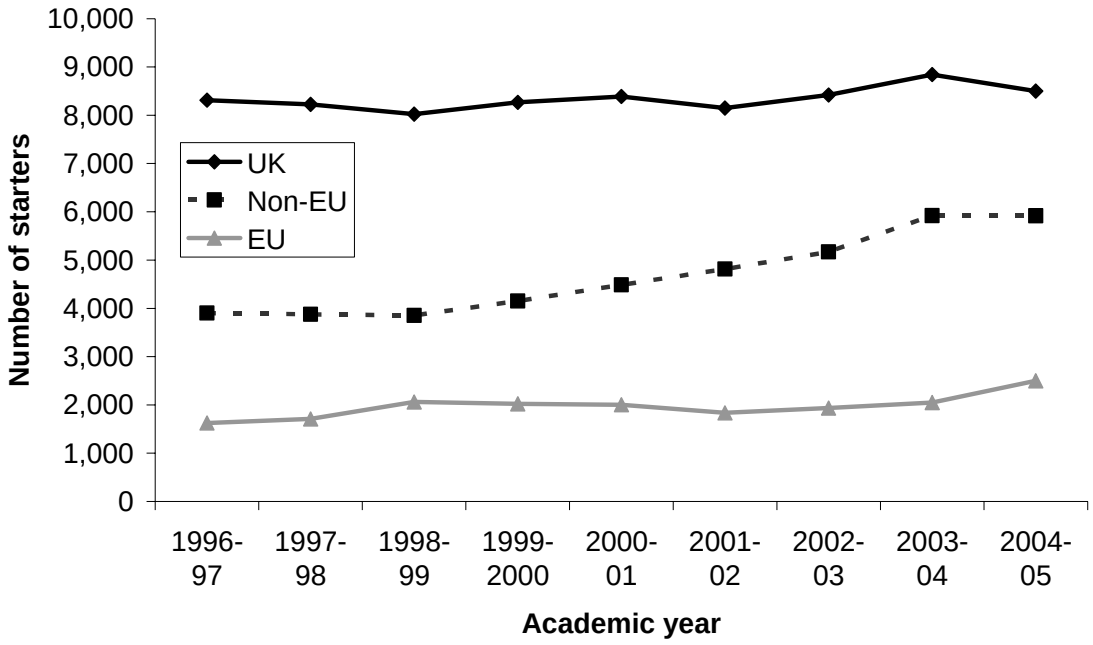
Table 4 Starters to full-time PhD courses between 1996-97 and 2004-05, by domicile

Domicile	1996-97	2004-05	Change
UK	8,313	8,501	2%
EU*	1,624	2,500	54%
Non-EU	3,904	5,918	52%
Total	**13,841**	**16,919**	**22%**

* excludes those domiciled in the UK.

28. Figure 2 displays the trend in full-time starters between 1996-97 and 2004-05 by domicile. It shows that the increases in non-EU starters noted in Table 4 mainly occurred between 1998-99 and 2003-04.

Figure 2 Number of starters on a full-time PhD course, by domicile



Note: EU category excludes those domiciled in the UK.

Trend for starters on a part-time PhD

29. Table 5 shows the number of starters to part-time PhD courses by domicile in 1996-97 and 2004-05.

Table 5 Starters to part-time PhD courses between 1996-97 and 2004-05, by domicile

Domicile	1996-97	2004-05	Change
UK	3,903	3,348	-14%
EU*	313	464	48%
Non-EU	581	713	23%
Total	**4,797**	**4,525**	**-6%**

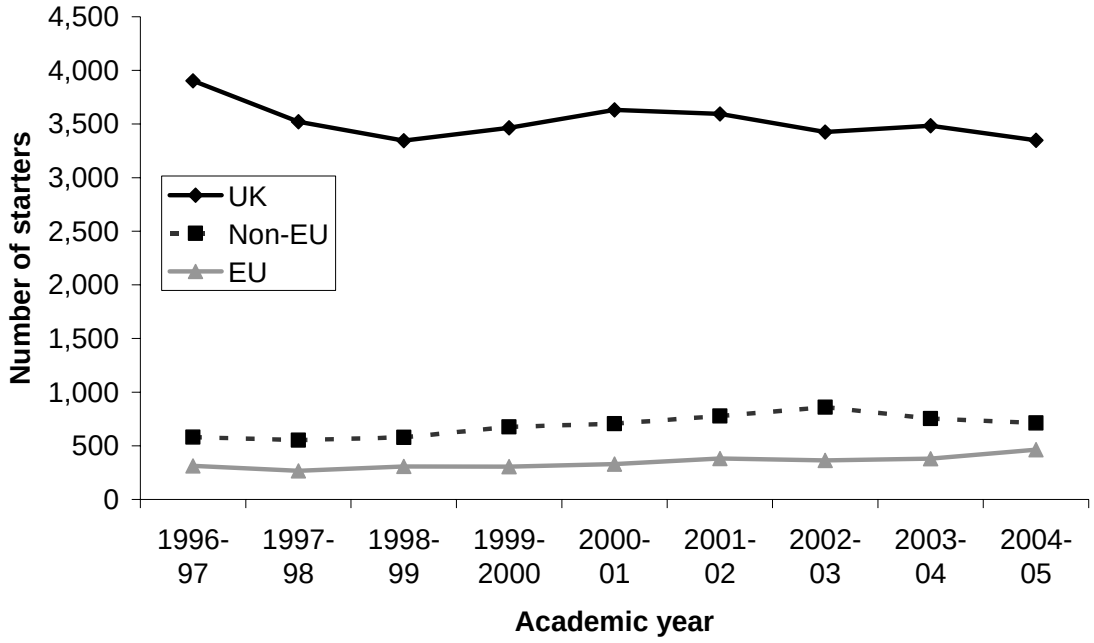
* excludes those domiciled in the UK.

30. Table 5 shows that part-time starters from a UK domicile decreased by 14 per cent between 1996-97 and 2004-05. Conversely the numbers of starters from the EU and from outside the EU both increased across the same period, by 48 per cent and 23 per cent respectively.

31. Figure 3 displays the number of part-time starters between 1996-97 and 2004-05 by domicile. It shows the majority of the decrease in the number of part-time starters from the UK between 1996-97 and 2004-05 was due to reducing numbers in the early part of the

period. From 1998-99 to 2004-05, levels of part-time students from the UK were steady at around 3,400.

Figure 3 Number of starters on a part-time PhD course, by domicile



Note: EU category excludes those domiciled in the UK.

Subject area

Profile

32. Table 6 shows the percentage of full-time and part-time starters within each subject area in 2004-05.

Table 6 Percentage of full-time and part-time starters in 2004-05, by subject area

Subject	Full-time	Of starters	Part-time	Of starters	Total	Of starters
Medicine and dentistry	1,114	7%	558	12%	1,672	8%
Subjects allied to medicine	841	5%	402	9%	1,243	6%
Biological sciences	2,330	14%	384	8%	2,714	13%
Veterinary sciences/agriculture	240	1%	29	1%	269	1%
Chemistry	1,006	6%	22	0%	1,028	5%
Physics	728	4%	22	0%	750	3%
Other physical sciences	701	4%	71	2%	772	4%
Mathematical sciences	515	3%	49	1%	564	3%
Computer science/librarianship	1,035	6%	209	5%	1,244	6%
Engineering/building/architecture	2,809	17%	379	8%	3,188	15%

Social/political/economic studies	1,591	9%	353	8%	1,944	9%
Law	293	2%	77	2%	370	2%
Business/administrative studies	726	4%	349	8%	1,075	5%
Languages	986	6%	241	5%	1,227	6%
Humanities	1,000	6%	359	8%	1,359	6%
Creative arts/design	375	2%	153	3%	528	2%
Education	352	2%	795	18%	1,147	5%
Unknown and combined subjects	277	2%	73	2%	350	2%
Total	**16,919**	**100%**	**4,525**	**100%**	**21,444**	**100%**

Trend for starters on a full-time PhD

33. Table 7 shows the trend for starters to full-time PhD courses by subject.

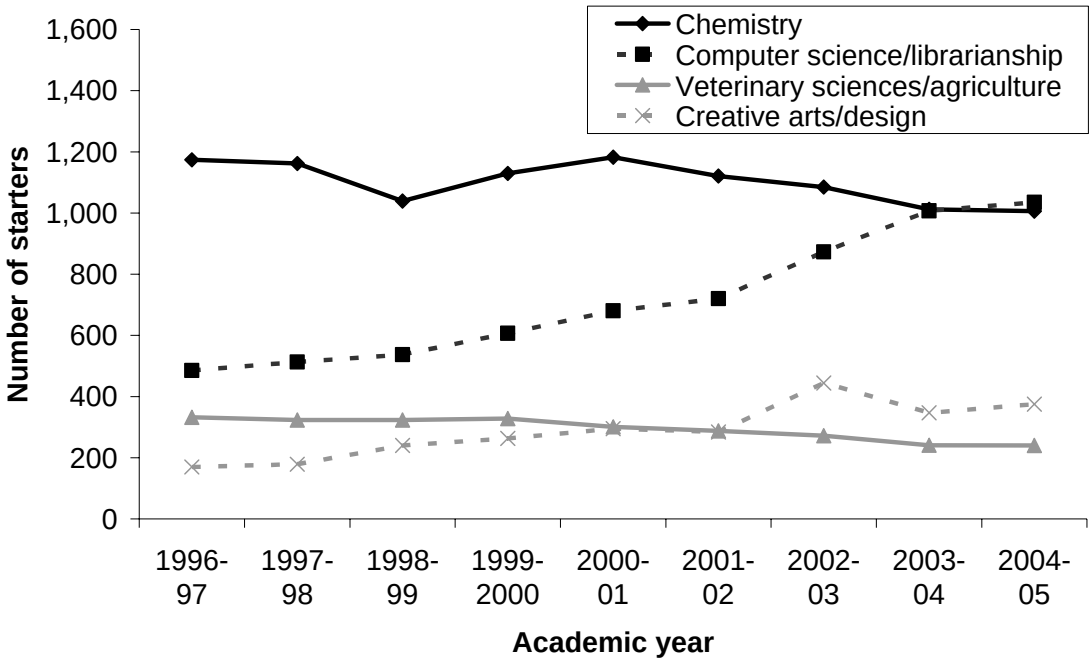
Table 7 Number of starters to full-time PhD courses, by subject area

Subject	1996-97	2004-05	Change
Medicine and dentistry	845	1,114	32%
Subjects allied to medicine	594	841	42%
Biological sciences	1,987	2,330	17%
Veterinary sciences/agriculture	332	240	-28%
Chemistry	1,174	1,006	-14%
Physics	592	728	23%
Other physical sciences	586	701	20%
Mathematical sciences	457	515	13%
Computer science/librarianship	485	1,035	113%
Engineering/building/architecture	2,433	2,809	15%
Social/political/economic studies	1,221	1,591	30%
Law	235	293	25%
Business/administrative studies	489	726	48%
Languages	890	986	11%
Humanities	823	1,000	22%
Creative arts/design	170	375	121%
Education	308	352	14%
Unknown and combined subjects	220	277	26%
Total	**13,841**	**16,919**	**22%**

34. We see from Table 7 that in computer science, and in creative arts and design, the number of full-time starters doubled between 1995-96 and 2006-07 (increases of 113 per cent and 121 per cent respectively). The number of full-time starters decreased for veterinary sciences and for chemistry in the same period (reductions of 28 per cent and 14 per cent respectively).

35. Figure 4 displays the trend in full-time starters between 1996-97 and 2004-05 by the subjects that experienced either the largest proportional increases (computer science and creative arts) or the largest proportional decreases across the period (chemistry and veterinary science).

Figure 4 Number of starters on a full-time PhD course for selected subjects



36. Table 8 shows the number of starters to full-time PhD courses, split by subject area of study and the domicile of the starter in 2004-05. The percentage change relative to 1996-97 levels is also reported.

Table 8 Number of starters to full-time PhD courses, by subject area and domicile

Subject	UK		EU		Non-EU	
	2004-05	Change	2004-05	Change	2004-05	Change
Medicine and dentistry	728	19%	127	72%	259	65%
Subjects allied to medicine	487	16%	104	#	250	91%
Biological sciences	1,587	6%	310	69%	433	41%
Veterinary sciences/agriculture	146	-18%	32	#	62	-51%
Chemistry	644	-32%	195	79%	167	36%
Physics	474	26%	115	13%	139	21%

Other physical sciences	453	11%	107	62%	141	27%
Mathematical sciences	266	-4%	93	86%	156	21%
Computer science/librarianship	376	46%	186	195%	473	187%
Engineering/building/architecture	1,023	-17%	392	42%	1,394	50%
Social/political/economic studies	603	17%	272	15%	716	53%
Law	82	-16%	35	#	176	64%
Business/administrative studies	194	-9%	133	111%	399	88%
Languages	466	0%	169	15%	351	26%
Humanities	515	13%	107	8%	378	42%
Creative arts/design	208	89%	64	#	103	145%
Education	117	-1%	27	#	208	20%
Unknown and combined subjects	132	-4%	32	#	113	82%
Total	**8,501**	**2%**	**2,500**	**54%**	**5,918**	**52%**

Note: # indicates that there were fewer than 50 starters in one of the years and so percentage change is not reported.

37. Table 8 shows that there is variation from the overall trends when individual subject areas are considered. For example, there was a decrease in the number of UK-domiciled starters to PhDs in the business/administrative studies subject area between 1996-97 and 2004-05 (a decline of 9 per cent). However, the numbers of EU and non-EU starters in this subject area approximately doubled in the same period (111 per cent and 88 per cent growth respectively).

Trend for starters on a part-time PhD

38. Table 9 shows the trend for starters to part-time PhD courses by subject.

Table 9 Change in the number of part-time starters, by subject area

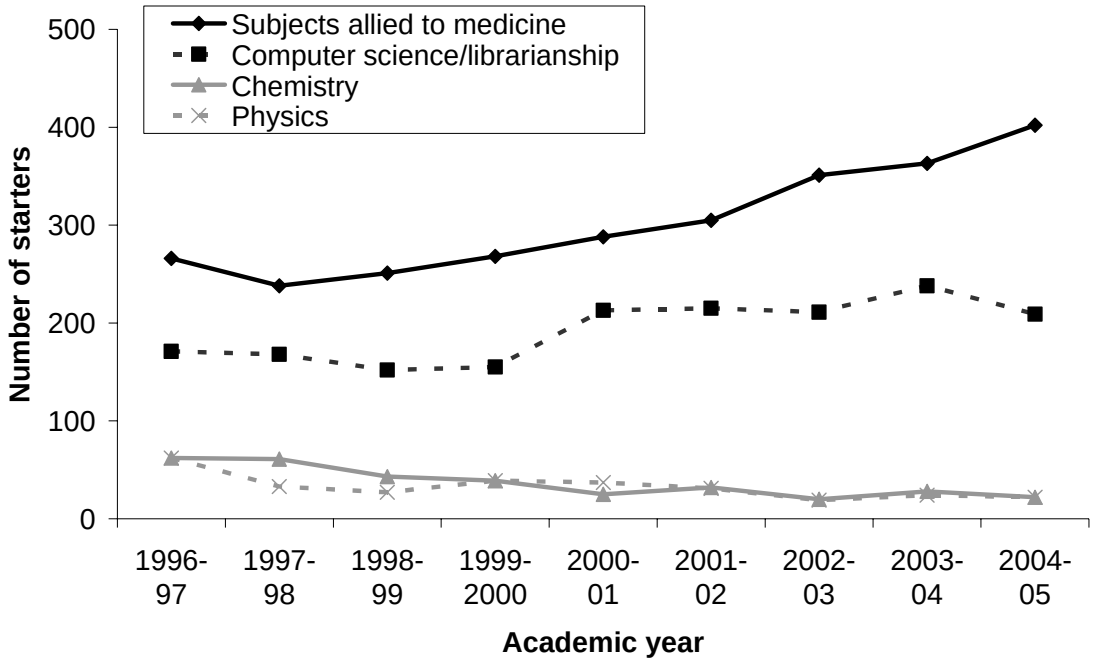
Subject	1996-97	2004-05	Change
Medicine and dentistry	536	558	4%
Subjects allied to medicine	266	402	51%
Biological sciences	398	384	-4%
Veterinary sciences/agriculture	57	29	-49%
Chemistry	62	22	-65%
Physics	62	22	-65%
Other physical sciences	88	71	-19%
Mathematical sciences	56	49	-13%
Computer science/librarianship	171	209	22%

Engineering/building/architecture	524	379	-28%
Social/political/economic studies	537	353	-34%
Law	78	77	-1%
Business/administrative studies	364	349	-4%
Languages	315	241	-23%
Humanities	303	359	18%
Creative arts/design	148	153	3%
Education	670	795	19%
Unknown and combined subjects	162	73	-55%
Total	**4,797**	**4,525**	**-6%**

39. Table 9 shows that although the overall number of starters to part-time PhD courses declined between 1996-97 and 2004-05 by 6 per cent, there was growth of over 10 per cent in four subject areas: subjects allied to medicine; computer science; humanities and education.

40. Figure 5 shows the trend in part-time starters between 1996-97 and 2004-05 by the subject areas that experienced either the largest proportional increases (subjects allied to medicine and computer science) or the largest proportional decreases across the period (chemistry and veterinary science).

Figure 5 Number of starters on a part-time PhD course for selected subject areas



41. Due to small numbers the table examining starters to part-time PhD courses by subject area and domicile is not reported.

Trends in PhD starters by student attributes

Sex

Profile

42. Table 10 shows the number of full-time and part-time starters by sex in 2004-05. It shows that the majority of PhD starters were male (56 per cent of full-time starters) in 2004-05. There was a higher percentage of female part-time starters (48 per cent) than female full-time starters (44 per cent) in the same year.

Table 10 Full-time and part-time PhD starters in 2004-05, by sex

Sex	Full-time	Of starters	Part-time	Of starters	Total	Of starters
Female	7,400	44%	2,194	48%	9,594	45%
Male	9,519	56%	2,331	52%	11,850	55%
Total	**16,919**	**100%**	**4,525**	**100%**	**21,444**	**100%**

Trend for starters on a full-time PhD

43. Table 11 shows the trend for starters to full-time PhD courses by sex.

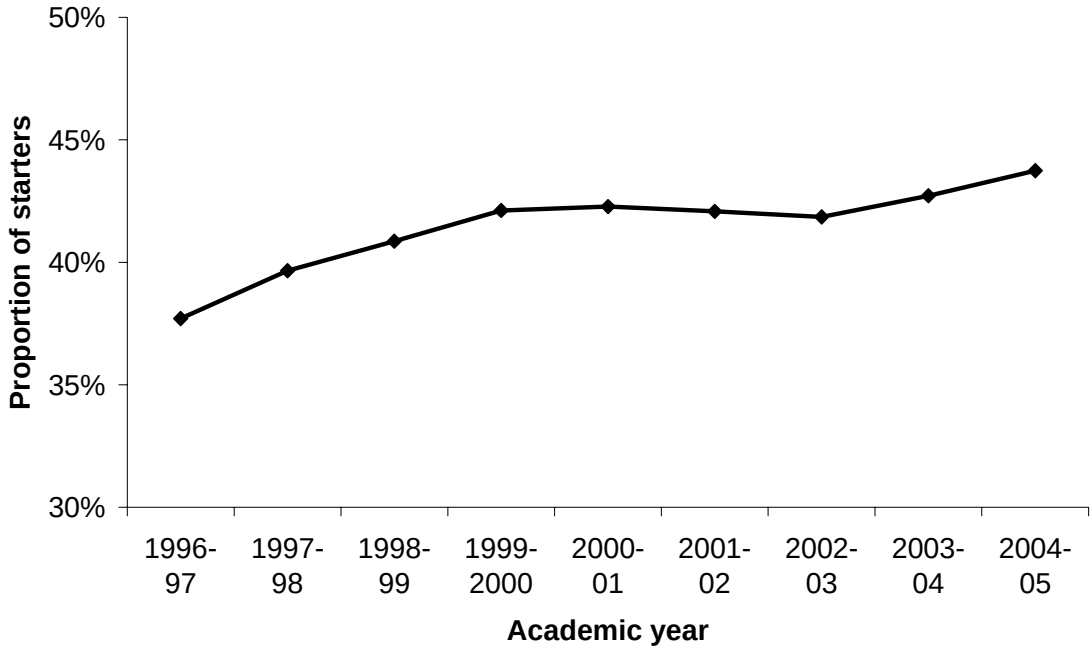
Table 11 Starters to full-time PhD courses between 1996-97 and 2004-05, by sex

Sex	1996-97	2004-05	Change
Female	5,219	7,400	42%
Male	8,622	9,519	10%
Total	**13,841**	**16,919**	**22%**

44. We see from Table 11 that the number of female starters to full-time courses increased at a higher rate than for male starters (a 42 per cent rise for female starters compared to 10 per cent for males).

45. Figure 6 displays the trend between 1996-97 and 2004-05 in the proportion of starters to full-time PhD courses who were female.

Figure 6 Proportion of starters to full-time PhD courses who were female



46. Figure 6 shows that the proportion of starters who were female rose between 1996-97 and 1999-2000 and then levelled at around 42 per cent. The proportion then began to rise again after 2002-03.

47. Table 12 shows the proportion of starters to full-time PhD courses in 1996-97 and 2004-05 who were female, split by subject area. With the exception of law, the proportion of female starters increased in all subject areas over the period.

48. The table also shows that there was a wide variation in the proportion of starters who were female by subject area. In 2004-05, 22 per cent of full-time starters to engineering PhDs were female. This compares to 66 per cent in education.

Table 12 Proportion of starters to full-time PhD courses in 1996-97 and in 2004-05 who were female

Subject	1996-97	2004-05
Medicine and dentistry	52%	57%
Subjects allied to medicine	58%	61%
Biological sciences	51%	60%
Veterinary sciences/agriculture	39%	53%
Chemistry	34%	41%
Physics	17%	26%
Other physical sciences	35%	46%
Mathematical sciences	23%	28%
Computer science/librarianship	19%	24%

Engineering/building/architecture	19%	22%
Social/political/economic studies	41%	50%
Law	45%	44%
Business/administrative studies	34%	40%
Languages	53%	61%
Humanities	40%	45%
Creative arts/design	51%	53%
Education	58%	66%
Unknown and combined subjects	36%	40%
Total	**38%**	**44%**

Trend for starters on a part-time PhD

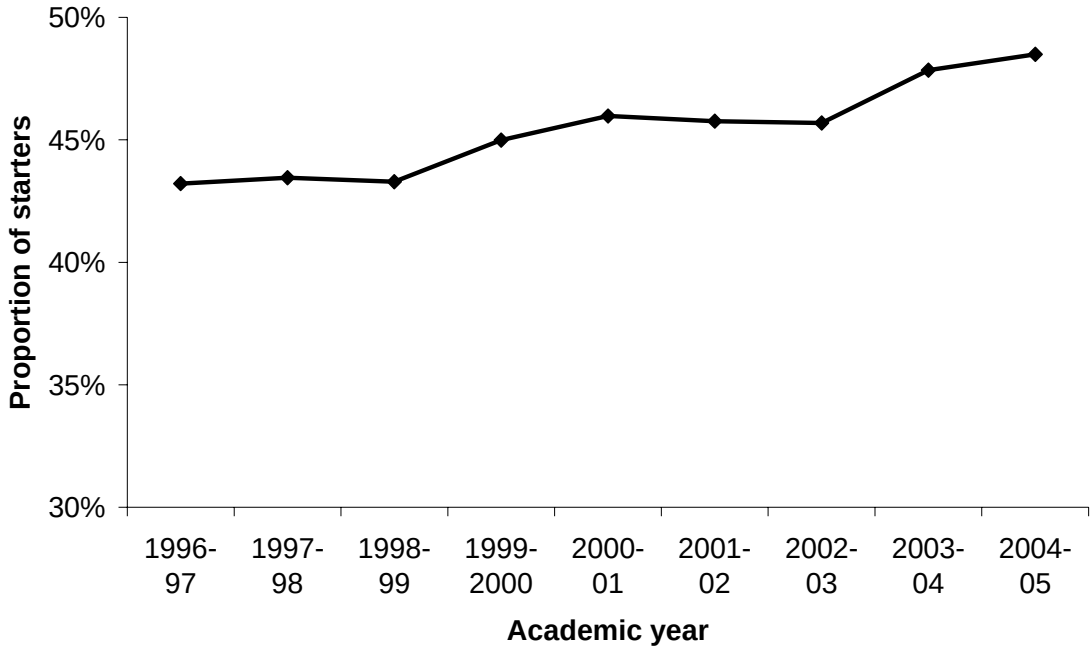
49. Table 13 shows the trend for starters to part-time PhD courses by sex. As was observed for full-time starters to PhD courses, the number of female starters increased, although to a lesser extent (6 per cent growth in part-time numbers compared to 42 per cent growth in full-time starters). In contrast to full-time PhD courses, the number of male part-time starters declined over the period 1996-97 to 2004-05 (by 14 per cent to 2,331 in 2004-05).

Table 13 Starters to part-time PhD courses between 1996-97 and 2004-05, by sex

Sex	1996-97	2004-05	Change
Female	2,073	2,194	6%
Male	2,724	2,331	-14%
Total	**4,797**	**4,525**	**-6%**

50. Figure 7 displays the trend between 1996-97 and 2004-05 in the proportion of starters to part-time PhD courses who were female.

Figure 7 Proportion of starters to full-time PhD courses who were female



51. Figure 7 shows that between 2002-03 and 2004-05 the growth in the proportion of starters to part-time PhD courses who were female was at its highest across the period examined.

52. Table 14 shows the proportion of starters to part-time PhD courses in 1996-97 and 2004-05 who are female, by subject. The growth in this proportion is less consistent across the subject areas than was observed for full-time starters; there are six subject areas where the proportion of female part-time starters does not increase.

Table 14 Proportion of starters to part-time PhD courses in 1996-97 and 2004-05 who are female

Subject	1996-97	2004-05
Medicine and dentistry	44%	47%
Subjects allied to medicine	58%	65%
Biological sciences	58%	61%
Veterinary sciences/agriculture	40%	59%
Chemistry	44%	32%
Physics	21%	36%
Other physical sciences	30%	45%
Mathematical sciences	30%	22%
Computer science/librarianship	29%	29%
Engineering/building/architecture	16%	20%
Social/political/economic studies	50%	50%

Law	46%	43%
Business/administrative studies	30%	38%
Languages	58%	58%
Humanities	45%	47%
Creative arts/design	44%	47%
Education	51%	58%
Unknown and combined subjects	44%	53%
Total	**43%**	**48%**

Age on commencement

Profile

53. Table 15 shows the percentage of full-time and part-time starters by age in 2004-05.

Table 15 Full-time and part-time PhD starters in 2004-05, by age

Age group	Full-time	Of starters	Part-time	Of starters	Total	Of starters
21 and under	924	5%	28	1%	952	4%
22 or 23	4,878	29%	207	5%	5,085	24%
24 or 25	3,343	20%	256	6%	3,599	17%
26 or 27	2,233	13%	311	7%	2,544	12%
28 and over	5,541	33%	3,723	82%	9,264	43%
Total	**16,919**	**100%**	**4,525**	**100%**	**21,444**	**100%**
Mean age		**27.3**		**37.6**		**29.4**

54. Table 15 shows that the age profiles of full-time and part-time starters are very different. The majority of those starting on part-time PhD courses in 2004-05 were 28 or older (82 per cent of starters), whereas only a third of starters to full-time courses were in this age group.

Trend for starters on a full-time PhD

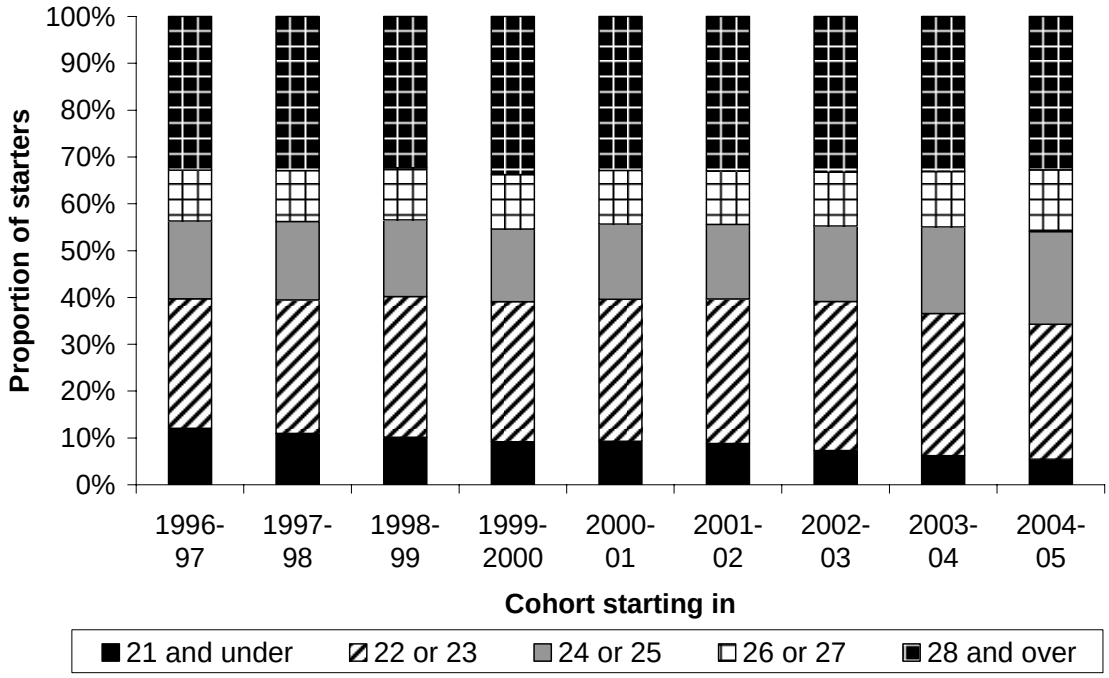
55. Table 16 shows the trend for starters to full-time PhD courses by age. It shows that the number of starters aged 21 and under dropped by 45 per cent over the period 1996-97 to 2004-05. The numbers in all other age groups rose by at least 20 per cent.

Table 16 Starters to full-time PhD courses between 1996-97 and 2004-05, by age

Age group	1996-97	2004-05	Change
21 and under	1,673	924	-45%
22 or 23	3,826	4,878	27%
24 or 25	2,293	3,343	46%
26 or 27	1,512	2,233	48%
28 and over	4,537	5,541	22%
Total	**13,841**	**16,919**	**22%**
Mean age	26.9	27.3	

56. Figure 8 displays the trend in the age distribution of full-time starters between 1996-97 and 2004-05.

Figure 8 Distribution of age of starters to full-time PhD courses



57. Figure 8 shows that the proportion of starters to full-time PhD courses aged 21 and under was in steady decline across the whole period.

58. Table 17 shows how the mean age of starters to full-time PhD courses in 1996-97 and 2004-05 varies depending on the subject area of study. We see that those starting on full-time PhD courses in education had the highest mean age in both 1995-96 and 2004-05: starters are on average around 34 years old. The lowest mean age was consistently observed in the subject area of chemistry (23.4 years in 1996-97 and 24.1 years in 2004-05).

Table 17 Mean age of starters to full-time PhD courses in 1996-97 and 2004-05, by subject area

Subject	1996-97 (age in years)	2004-05 (age in years)
Medicine and dentistry	26.6	26.7
Subjects allied to medicine	26.6	26.7
Biological sciences	25.6	26.0
Veterinary sciences/agriculture/related subjects	28.2	27.6
Chemistry	23.4	24.1
Physics	24.6	23.9
Other physical sciences	25.9	26.1
Mathematical sciences	25.4	25.1
Computer science/librarianship	26.9	27.1
Engineering/technology/building/architecture	26.8	26.8
Social/political/economic studies	28.6	29.0
Law	29.0	29.6
Business/administrative studies	30.9	29.5
Languages	27.7	28.7
Humanities	28.8	30.2
Creative arts/design	28.9	31.1
Education	34.2	33.9
Unknown and combined subjects	28.5	27.2
Total	**26.9**	**27.3**

Trend for starters on a part-time PhD

59. Table 18 shows the trend for starters to part-time PhD courses by age.

Table 18 Starters to part-time PhD courses between 1996-97 and 2004-05, by age

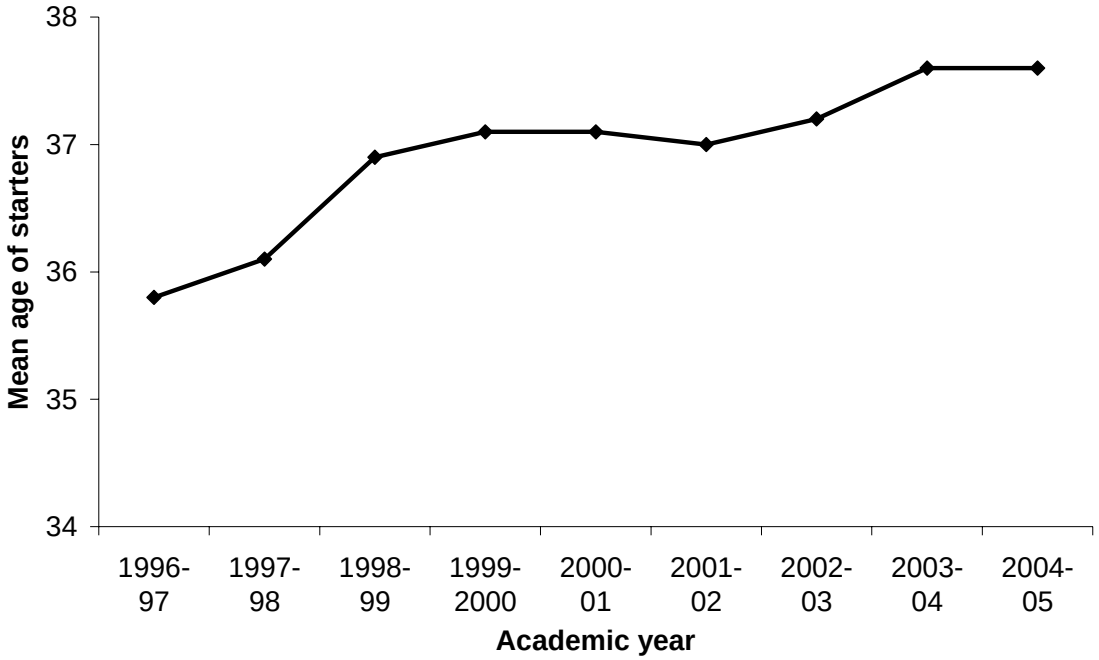
Age group	1996-97	2004-05	Change
21 and under	72	28	#
22 or 23	330	207	-37%
24 or 25	355	256	-28%
26 or 27	332	311	-6%
28 and over	3,708	3,723	0%
Total	4,797	4,525	-6%
Mean age	35.8	37.6	

Note: # indicates that there were fewer than 50 starters in one of the years and so percentage change is not reported.

60. Table 18 shows that there were declining numbers of starters to part-time PhD courses in the lower age brackets. For those 28 and over, the numbers were steady at around 3,700.

61. Figure 9 shows the mean age of starters to part-time PhD courses between 1996-97 and 2004-05. We see that the mean age of starters to part-time PhD courses rose by around two years between 1996-97 and 2004-05.

Figure 9 Mean age of starters to part-time PhD courses



62. Table 19 shows how the mean age of starters to part-time PhD courses in 1996-97 and 2004-05 varies depending on the subject area of study.

Table 19 Mean age of starters to full-time PhD courses in 1996-97 and 2004-05, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	31.8	31.5
Subjects allied to medicine	37.3	39.5
Biological sciences	31.6	35.2
Veterinary sciences/agriculture/related subjects	33.0	34.3
Chemistry	32.2	30.6
Physics	31.9	28.5
Other physical sciences	34.3	35.2
Mathematical sciences	36.9	34.2
Computer science/librarianship	35.7	35.8
Engineering/technology/building/architecture	32.7	36.4
Social/political/economic studies	36.3	36.9
Law	35.2	35.6
Business/administrative studies	37.8	39.7
Languages	35.4	36.6
Humanities	39.0	42.2
Creative arts/design	34.2	37.6
Education	41.7	42.3
Unknown and combined subjects	37.9	35.0
Total	**35.8**	**37.6**

63. Table 19 shows that, as with full-time starters, those starting on part-time PhD courses in education had the highest mean age (around 42) in both 1996-97 and 2004-05. Those starting on humanities part-time courses also had a mean age of over 40 in 2004-05.

Ethnicity

Profile

64. Tables 20 and 21 show the percentage of full-time and part-time starters by ethnicity in 2004-05. Due to the differences between UK, EU and non-EU starters in terms of ethnicity, we separately report the ethnicity profile of the full- and part-time starting cohorts, split by domicile.

Table 20 Full-time PhD starters in 2004-05, by ethnicity

Ethnicity	UK	Of starters	EU*	Of starters	Non-EU	Of starters
White	6,511	88%	1,679	95%	1,085	26%
Black or black British	134	2%	9	1%	300	7%
Asian or Asian British	420	6%	11	1%	1,181	28%
Chinese	128	2%	5	0%	1,102	26%
Mixed and any other	228	3%	71	4%	500	12%
Sub-total	7,421	100%	1,775	100%	4,168	100%
Not known/not given	1,080		725		1,750	
Total	**8,501**		**2,500**		**5,918**	

* excludes those domiciled in the UK.

65. Table 20 shows that the majority of UK and EU-domiciled starters to full-time PhD courses in 2004-05 were white (88 per cent and 95 per cent respectively). The equivalent proportion for those starters domiciled outside the EU was lower at 26 per cent.

Table 21 Part-time PhD starters in 2004-05, by ethnicity

Ethnicity	UK	Of starters	EU*	Of starters	Non-EU	Of starters
White	2,466	86%	318	95%	212	48%
Black or black British	119	4%			24	5%
Asian or Asian British	170	6%	15	5%	102	23%
Chinese	33	1%			58	13%
Mixed and any other	84	3%			48	11%
Sub-total	**2,872**	**100%**	**333**	**100%**	**444**	**100%**
Not known/not given	476		131		269	
Total	**3,348**		**464**		**713**	

* excludes those domiciled in the UK.

66. Table 21 is the equivalent to Table 20 but for starters to part-time PhD courses. It shows that, as with starters to full-time courses, the majority of UK and EU starters are reported as having a white ethnic background.

Trend for starters on a full-time PhD

67. Table 22 shows the trend for starters to full-time PhD courses by ethnicity. For ease of interpretation, we focus on UK-domiciled students only.

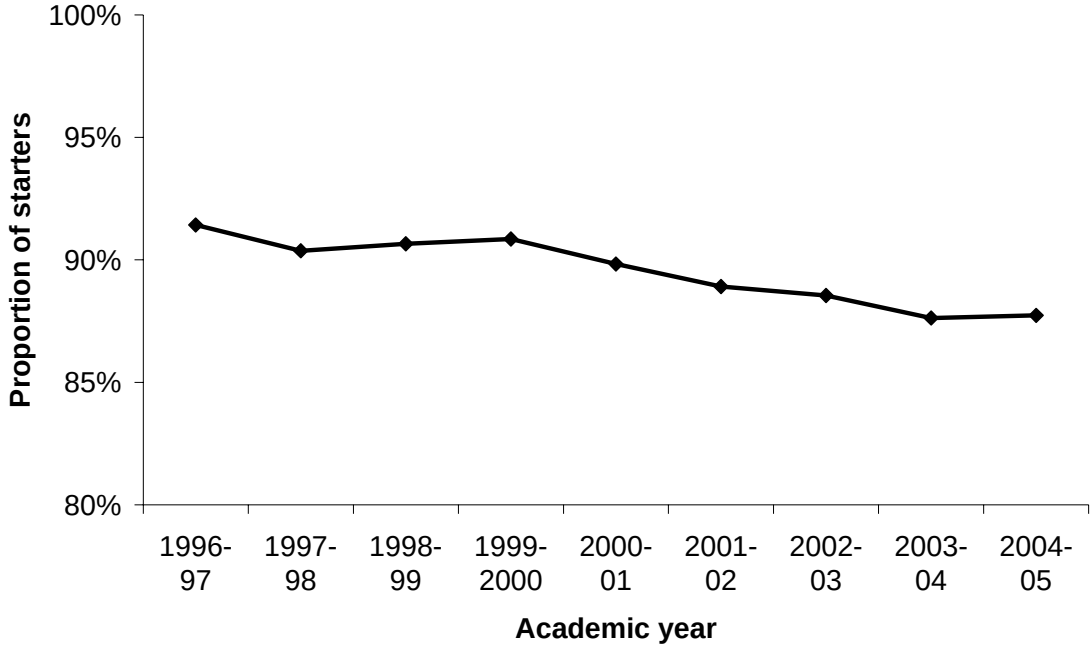
Table 22 UK-domiciled starters to full-time PhD courses between 1996-97 and 2004-05, by ethnicity

Ethnicity	1996-97	2004-05	Change
White	5,084	6,511	28%
Black or black British	70	134	91%
Asian or Asian British	240	420	75%
Chinese	53	128	142%
Mixed	114	228	100%
Not known/not given	2,752	1,080	-61%
Total	**8,313**	**8,501**	**2%**

68. Table 22 shows that the number of starters within each ethnic group increased. The number of students whose ethnicity is unknown or not given decreased; this may be due to improvements made in the collection and recording of these data and may account for some of the increases seen in the other ethnicities.

69. Figure 10 displays the trend in the proportion of UK-domiciled starters to full-time PhD courses whose ethnicity is recorded as white between 1996-97 and 2004-05. It shows that there was a steady decline across the whole period in the proportion of full-time starters whose ethnicity was reported as white.

Figure 10 Proportion of UK-domiciled starters to full-time PhD courses whose ethnicity is white



Notes: Excludes those with unknown ethnicity. Horizontal axis crosses the vertical axis at 80 per cent rather than 0 per cent.

70. Table 23 shows how the proportion in full-time starters in 1996-97 and in 2004-05 whose ethnicity is reported as white varies by subject.

Table 23 Proportion of UK-domiciled starters to full-time PhD courses in 1996-97 and 2004-05 whose ethnicity was white, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	90%	81%
Subjects allied to medicine	88%	83%
Biological sciences	93%	91%
Veterinary sciences/agriculture		#
Chemistry	92%	90%
Physics	94%	93%
Other physical sciences		#
Mathematical sciences	89%	89%
Computer science/librarianship	93%	85%
Engineering/building/architecture	88%	81%
Social/political/economic studies	89%	87%
Law		#
Business/administrative studies	84%	76%
Languages	93%	94%
Humanities	96%	92%
Creative arts/design		#
Education	88%	78%
Unknown and combined subjects	90%	84%
Total	**91%**	**88%**

Notes: Excludes those with unknown ethnicity. # shown when subject area had fewer than 10 students from a non-white ethnicity in either 1996-97 or 2004-05.

71. Table 23 shows that proportion of starters in 2004-05 whose ethnicity was reported as white varies from 76 per cent in business to 94 per cent in languages. The table also shows that in most subject areas there was a decrease in the proportion coming from a white ethnicity. The only subject area where the proportion rose is in languages; this subject area shows an increase of one percentage point from 93 per cent in 1995-96 to 94 per cent in 2004-05.

Trend for starters on a part-time PhD

72. Table 24 shows the trend for starters to part-time PhD courses by ethnicity. As before, we focus on starters domiciled in the UK.

Table 24 UK-domiciled starters to part-time PhD courses between 1996-97 and 2004-05, by ethnicity

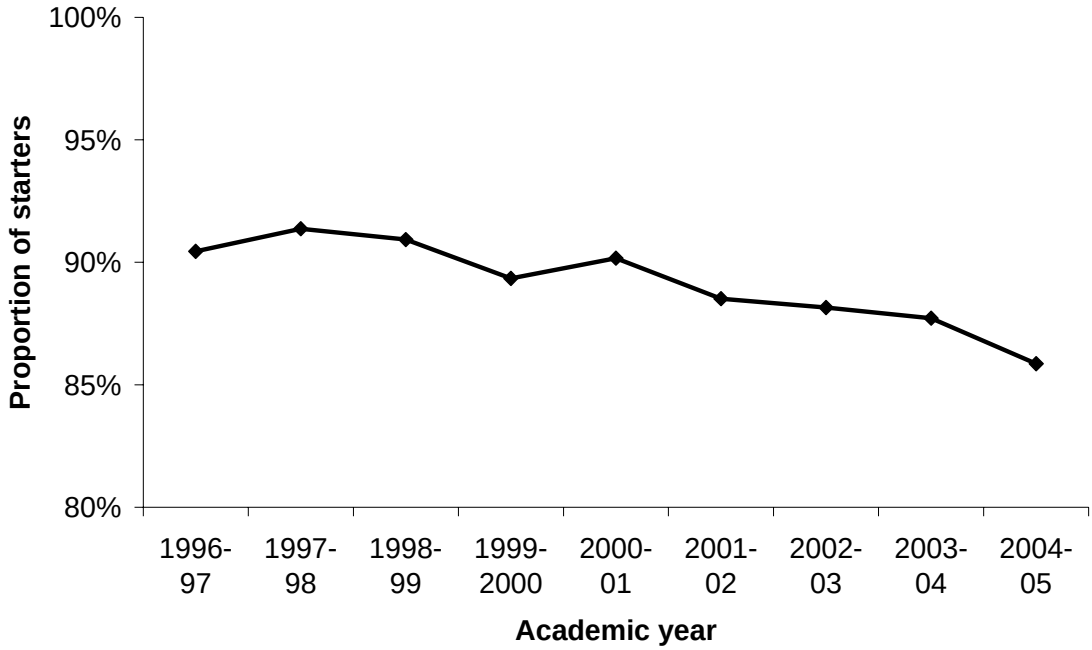
Ethnicity	1996-97	2004-05	Change
White	2,423	2,466	2%
Black or black British	74	119	61%
Asian or Asian British	97	170	75%
Chinese	25	33	#
Mixed	60	84	40%
Not known/not given	1,224	476	-61%
Total	**3,903**	**3,348**	**-14%**

Note: # indicates that there were fewer than 50 starters in one of the years and so percentage change is not reported.

73. Table 24 shows that, as with those starting full-time PhD courses, the number of starters to part-time PhD courses increased for all known ethnicities.

74. Figure 11 displays the trend in the proportion of part-time starters between 1996-97 and 2004-05 whose ethnicity was reported as white. We see that the proportion of part-time starters whose ethnicity is reported as white declines year-on-year in all but two of the years in the period 1996-97 to 2004-05.

Figure 11 Proportion of UK-domiciled starters to part-time PhD courses whose ethnicity is white



Notes: Excludes those with unknown ethnicity. Horizontal axis crosses the vertical axis at 80 per cent rather than 0 per cent.

75. Table 25 shows how the proportion of part-time starters in 1996-97 and in 2004-05 whose ethnicity was reported as white varies by subject area of study.

Table 25 Proportion of UK-domiciled starters to part-time PhD courses in 1996-97 and 2004-05 whose ethnicity is white, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	85%	71%
Subjects allied to medicine	93%	87%
Biological sciences	91%	90%
Veterinary sciences/agriculture		#
Chemistry		#
Physics		#
Other physical sciences		#
Mathematical sciences		#
Computer science/librarianship	84%	84%
Engineering/building/architecture	87%	78%
Social/political/economic studies	91%	84%
Law		#

Business/administrative studies	91%	84%
Languages	90%	92%
Humanities		#
Creative arts/design		#
Education	91%	90%
Unknown and combined subjects		#
Total	**90%**	**86%**

Notes: Excludes those with unknown ethnicity. # shown when subject area had fewer than 10 students from a non-white ethnicity in either 1996-97 or 2004-05.

76. Table 25 shows that languages was the only subject area to show an increase in the proportion of part-time starters from a white ethnicity; the proportion rose from 90 per cent in 1996-97 to 92 per cent in 2004-05.

Disability status

Profile

77. Table 26 shows the percentage of full-time and part-time starters by disability status in 2004-05.

Table 26 Full-time and part-time PhD starters in 2004-05, by disability status

Disability	Disabled Student Allowance	Full-time	Of starters	Part-time	Of starters	Total	Of starters
Yes	In receipt	123	1%	20	0%	143	1%
	Not in receipt	383	2%	108	2%	491	2%
	Not known	141	1%	50	1%	191	1%
	Sub-total	647	4%	178	4%	825	4%
No	No known disability	16,272	96%	4,347	96%	20,619	96%
Total		**16,919**	**100%**	**4,525**	**100%**	**21,444**	**100%**

78. Table 26 shows that there were fewer than 1,000 PhD starters in 2004-05 who reported that they had a disability. This equates to around 4 per cent of the total population of starters to full- and part-time PhD courses.

Trend for starters on a full-time PhD

79. Table 27 shows the trend for starters to full-time PhD courses by disability status. It shows that the number of starters on a full-time PhD who were reported as disabled increased from 285 in 1996-97 to 647 in 2004-05.

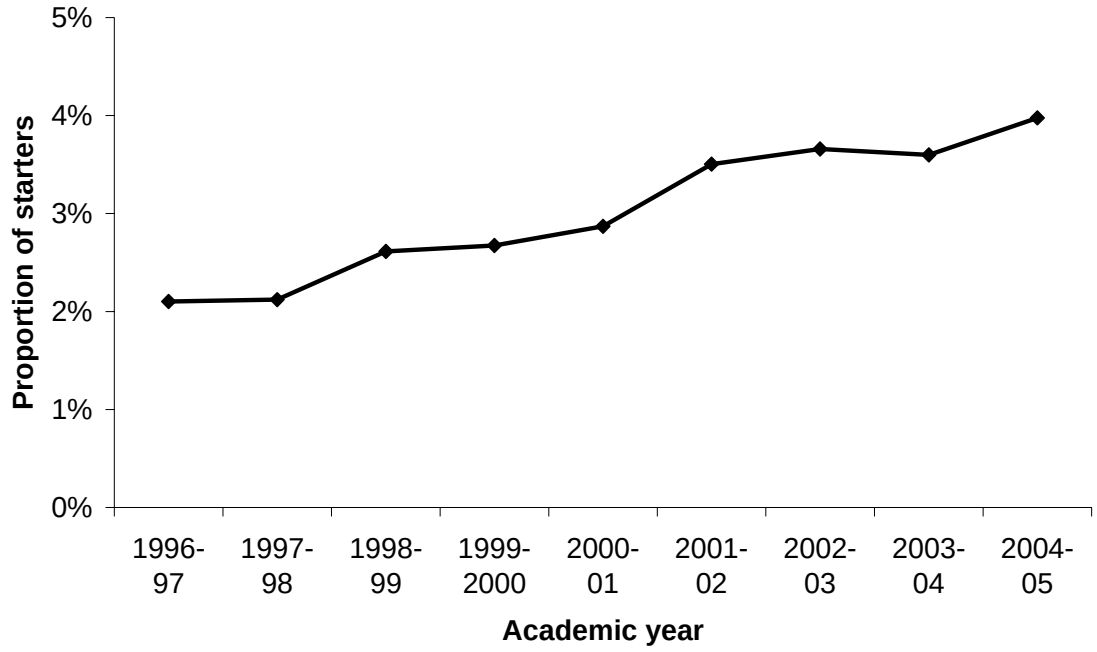
Table 27 Starters to full-time PhD courses between 1996-97 and 2004-05, by disability status

Disability	Disabled Student Allowance	1996-97	2004-05	Change
Yes	In receipt	37	123	#
	Not in receipt	206	383	86%
	Not known	42	141	#
	Sub-total	285	647	127%
No	No known disability	13,556	16,272	20%
Total		**13,841**	**16,919**	**22%**

Note: # indicates that there were fewer than 50 starters in one of the years and so percentage change is not reported.

80. Figure 12 gives the trend between 1995-96 and 2004-05 in the proportion of starters to full-time PhD courses who are reported as having a disability. It shows that the growth is fairly evenly distributed across the period examined.

Figure 12 Proportion of starters to full-time PhD courses who are reported as having a disability



81. Table 28 shows the proportion of full-time starters in 1996-97 and 2004-05 who were reported as having a disability, in each subject area.

Table 28 Proportion of UK-domiciled starters to full-time PhD courses in 1996-97 and 2004-05 who were reported to have a disability, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	1.5%	3.2%
Subjects allied to medicine	2.5%	3.2%
Biological sciences	2.2%	5.0%
Veterinary sciences/agriculture		#
Chemistry	2.6%	3.8%
Physics		#
Other physical sciences		#
Mathematical sciences	2.2%	2.5%
Computer science/librarianship		#
Engineering/building/architecture	1.8%	2.7%
Social/political/economic studies	1.8%	3.1%
Law		#
Business/administrative studies	2.7%	2.6%
Languages	1.6%	4.1%
Humanities	4.0%	7.3%
Creative arts/design		#
Education		#
Unknown and combined subjects		#
Total	**2.1%**	**3.8%**

Note: # shown when subject area had fewer than 10 students returned as having a disability in either 1996-97 or 2004-05.

82. Table 28 shows increases between 1996-97 and 2004-05 in the proportion reported as having a disability in all subject areas with the exception of business/administrative studies: the proportion decreased by 0.1 per cent from 2.7 to 2.6 per cent in this subject area.

Trend for starters on a part-time PhD

83. Table 29 shows the trend for starters to part-time PhD courses by disability.

Table 29 Starters to part-time PhD courses between 1996-97 and 2004-05, by disability status

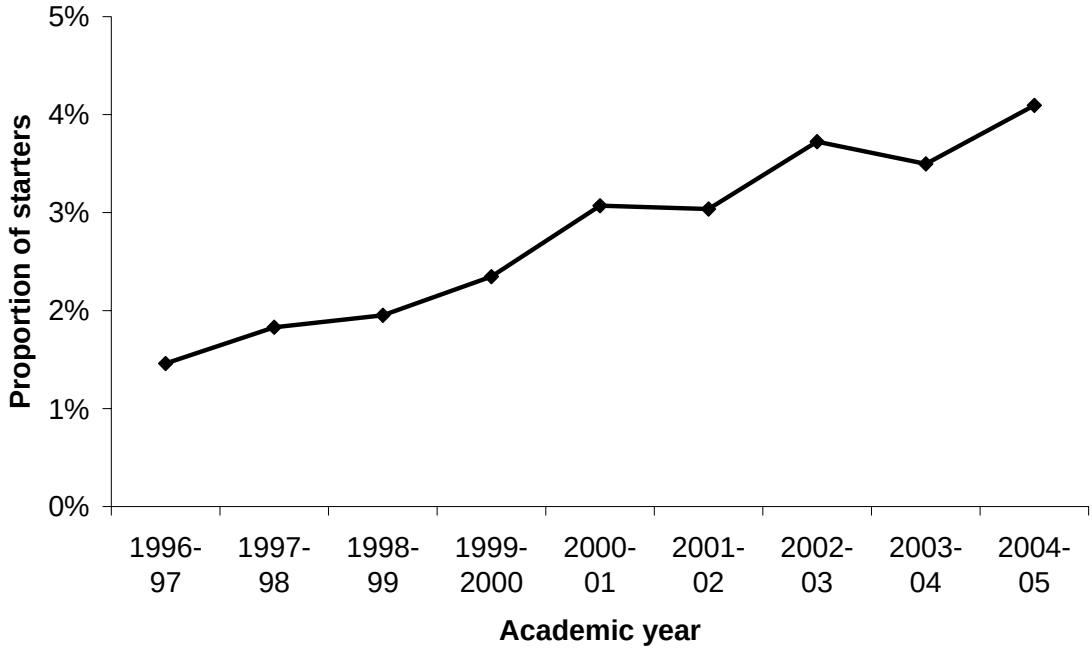
Disability	Disabled Student Allowance	1996-97	2004-05	Change
Yes	In receipt	7	20	#
	Not in receipt	48	108	#
	Not known	14	50	#
	Sub-total	69	178	158%
No	No known disability	4,728	4,347	-8%
Total		**4,797**	**4,525**	**-6%**

Note: # indicates that there were fewer than 50 starters in one of the years and so percentage change is not reported.

84. Table 29 shows that, as with those starting on full-time PhD courses, the number of starters to part-time PhD courses who were returned as having a disability increased between 1995-96 (69) and 2004-05 (178).

85. Figure 13 displays the trend in the proportion of starters to part-time PhD courses between 1996-97 and 2004-05 who were reported as having a disability. It shows relatively even growth across the whole period.

Figure 13 Proportion of starters to part-time PhD courses who were reported as having a disability



86. Due to small numbers we do not report the table examining starters reported as having a disability in respect to part-time PhD courses by subject area.

Qualification in previous year

Profile

87. In Table 30 we show the distribution of starters to full-time PhD courses in 2004-05 by their qualifications prior to PhD entry. The starters are considered in two distinct groups in the table reporting their qualifications. The first contains those who gained a first degree or higher qualification from a UK HEI in the year prior to PhD entry (in this case 2003-04). The second group consists of entrants whose first degree or higher qualification was not achieved in the year prior to PhD entry, or whose qualification was not gained at a UK HEI.

88. We consider PhD starters domiciled in the UK, EU and non-EU countries separately because we have more robust prior qualification information on those who gained their previous qualification from a UK HEI.

Table 30 Full-time PhD starters in 2004-05, by previous qualification

Year prior to entry/UK HEI	Qualification	UK	Of starters	EU	Of starters	Non-EU	Of starters
Qualification in year prior to entry from UK HEI	Masters	817	10%	222	9%	518	9%
	First degree (first class)	1,546	18%	95	4%	136	2%
	First degree (other)	1,354	16%	93	4%	91	2%
	Sub-total	3,717	44%	410	16%	745	13%
Qualification earlier or from non-UK HEI	Higher degree at UK HEI	1,906	22%	458	18%	1,309	22%
	First degree (class unknown)	2,414	28%	1,390	56%	3,045	51%
	Other or unknown	464	5%	242	10%	819	14%
Total		**8,501**	**100%**	**2,500**	**100%**	**5,918**	**100%**

Notes: EU category excludes those domiciled in the UK. Higher degree typically refers to a masters degree or a doctoral level qualification.

89. Table 30 shows that a higher proportion of UK-domiciled (44 per cent) starters to full-time PhD courses have a first degree or higher qualification from a UK HEI in the year prior to entry compared to EU (16 per cent) and non-EU (13 per cent) domiciled starters.

90. Table 30 also shows that for all domicile groups, around one in 10 students started a PhD course in the year directly after gaining a masters degree from a UK HEI. When considering all qualifications that are masters level or above (regardless of when they were gained), we see that 32 per cent of UK-domiciled starters to full-time PhD courses had such qualifications in 2004-05 (that is, 10 per cent with a masters in the year prior to

entry and 22 per cent who qualified with a higher degree in an earlier year). The equivalent proportions for EU and non-EU starters in 2004-05 were 27 and 31 per cent respectively.

91. Table 31 is equivalent to Table 30 but for those starters to part-time PhD courses in 2004-05.

Table 31 Part-time PhD starters in 2004-05, by previous qualification

Year prior to entry/UK HEI	Qualification	UK	Of starters	EU*	Of starters	Non-EU	Of starters
Qualification in year prior to entry from UK HEI	Masters	328	10%	Not broken down		Not broken down	
	First degree (first class)	61	2%				
	First degree (other)	72	2%				
	Sub-total	461	14%	63	14%	43	6%
Qualification earlier or from non-UK HEI	Higher degree at UK HEI	1,366	41%	117	25%	141	20%
	First degree (class unknown)	971	29%	211	45%	400	56%
	Other or unknown	550	16%	74	16%	129	18%
Total		**3,348**	**100%**	**465**	**100%**	**713**	**100%**

* excludes those domiciled in the UK.

92. Table 31 shows that 14 per cent of both UK and EU-domiciled starters in 2004-05 have gained a first degree qualification or higher from a UK HEI in 2003-04. It also shows that for UK-domiciled starters, the proportion entering with a masters degree or higher (regardless of when the qualification was gained) is higher for part-time starters (51 per cent) compared to their full-time peers (32 per cent).

Trend for starters on a full-time PhD

93. Table 32 shows the trend for starters to full-time PhD courses by their qualification in the year prior to entry. This may or may not be the highest qualification they have achieved. Here (and for part-time starters) we focus on those who are from the UK because we have more complete information on their previous qualifications obtained.

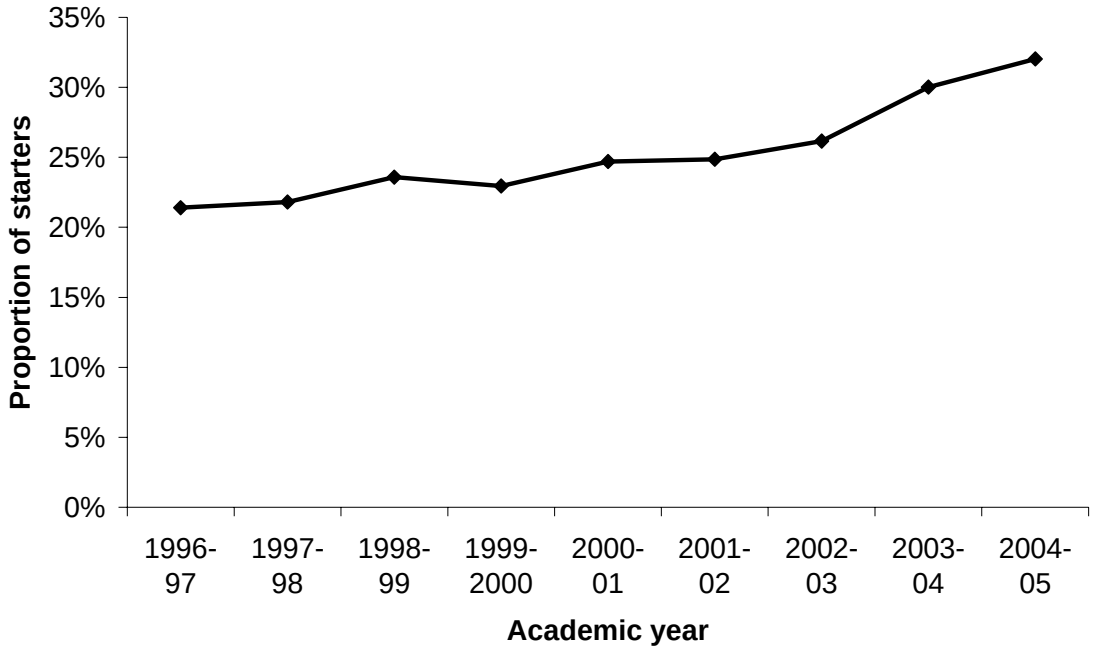
Table 32 UK-domiciled starters to full-time PhD courses between 1996-97 and 2004-05, by previous qualification

Year prior to entry/UK HEI	Qualification	1996-97	2004-05	Change
Qualification in year prior to entry from UK HEI	Masters	480	817	70%
	First degree (first class)	1,649	1,546	-6%
	First degree (other)	2,072	1,354	-35%
	Sub-total	4,201	3,717	-12%
Qualification earlier or from non-UK HEI	Higher degree at UK HEI	1,299	1,906	47%
	First degree (class unknown)	2,011	2,414	20%
	Other or unknown	802	464	-42%
Total		**8,313**	**8,501**	**2%**

94. Table 32 shows that the number of full-time students who gained a masters degree in the year prior to entry rose by 70 per cent between 1996-97 and 2004-05. This compares to an overall rise in the number of starters of 2 per cent over the same period.

95. Figure 14 displays the trend in the proportion of full-time starters between 1996-97 and 2004-05 who entered with a masters or higher between 1996-97 and 2004-05.

Figure 14 Proportion of UK-domiciled starters to full-time PhD courses who entered with a masters or higher between 1996-97 and 2004-05



96. We see from Figure 14 that there was a steady rise in the proportion of students who entered full-time PhD courses with a masters or higher between 1996-97 and 2002-02, which then accelerated between 2002-03 and 2004-05.

97. In Table 33 we show the proportion of starters to full-time PhD courses in 1996-97 and 2004-05 who entered with a masters or higher, split by subject area of PhD study.

Table 33 Proportion of UK-domiciled starters to full-time PhD courses in 1996-97 and 2004-05 who enter with a masters or higher, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	12%	27%
Subjects allied to medicine	12%	24%
Biological sciences	14%	28%
Veterinary sciences/agriculture	20%	26%
Chemistry	7%	10%
Physics	17%	12%
Other physical sciences	23%	31%
Mathematical sciences	15%	24%
Computer science/librarianship	32%	31%
Engineering/building/architecture	23%	26%
Social/political/economic studies	39%	52%
Law	28%	49%
Business/administrative studies	46%	53%
Languages	33%	60%
Humanities	38%	54%
Creative arts/design	39%	55%
Education	43%	51%
Unknown and combined subjects	20%	29%
Total	**21%**	**32%**

98. Table 33 shows that there is substantial variation between subject areas in the proportion who entered a PhD course with a masters or higher qualification. In 2004-05, 10 per cent of those starting on chemistry PhD courses have a masters or higher qualification on entry, compared to 60 per cent of starters to language courses in the same year.

99. Table 33 also shows that in all subject areas apart from physics and computer science, the proportion of UK-domiciled starters who entered with a masters[2] or higher increased between 1996-97 and 2004-05.

Trend for starters on a part-time PhD

100. Table 34 shows the trend for starters to part-time PhD courses by their previous qualification (gained in the previous year or earlier).

Table 34 Starters to part-time PhD courses between 1996-97 and 2004-05, by previous qualification

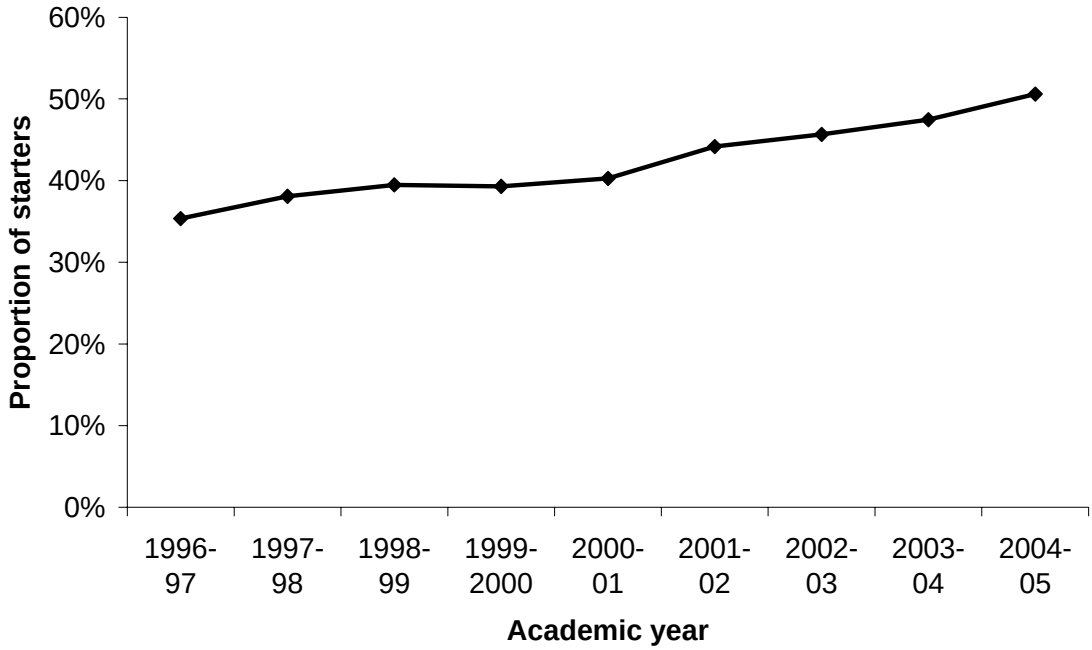
Year prior to entry/UK HEI	Qualification	1996-97	2004-05	Change
Qualification in year prior to entry from UK HEI	Masters	298	328	10%
	First degree (first class)	99	61	-38%
	First degree (other)	244	72	-70%
	Sub-total	641	461	-28%
Qualification earlier or from non-UK HEI	Higher degree at UK HEI	1,082	1,366	26%
	First degree (class unknown)	1,276	971	-24%
	Other or unknown	904	550	-39%
Total		**8,313**	**8,501**	**2%**

101. Table 34 shows that the number of part-time starters with a masters qualification awarded in the previous year increased by 10 per cent between 1996-97 and 2004-05 and the number with a higher degree from a UK HEI (regardless of when it was awarded) increased by 26 per cent. The number of starters with any other previous qualification declined over the same period; the largest decline (70 per cent) is observed among part-time starters who gained another class of first degree from a UK HEI in the year prior to PhD entry.

102. Figure 15 displays the trend in the proportion of part-time starters who entered PhD study with a masters or higher qualification between 1996-97 and 2004-05.

[2] These would typically not include enhanced first degree qualifications such as MPhys or MMath.

Figure 15 Proportion of UK-domiciled starters to part-time PhD courses who enter with a masters or higher between 1996-97 and 2004-05



103. Figure 15 shows that the proportion of part-time starters who entered with a masters or higher steadily increased between 1996-97 and 2004-05. In 2004-05, 50 per cent of part-time starters entered with at least a masters qualification.

104. Table 35 shows the proportion of starters to part-time PhD courses in 1996-97 and 2004-05 who entered with a masters or higher qualification, split by subject area.

Table 35 Proportion of UK-domiciled starters to part-time PhD courses in 1996-97 and 2004-05 with a masters or higher, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	14%	26%
Subjects allied to medicine	30%	53%
Biological sciences	22%	48%
Veterinary sciences/agriculture	28%	35%
Chemistry	17%	40%
Physics	22%	11%
Other physical sciences	34%	60%
Mathematical sciences	52%	48%
Computer science/librarianship	40%	46%
Engineering/building/architecture	31%	40%
Social/political/economic studies	42%	59%

Law	32%	47%
Business/administrative studies	50%	62%
Languages	43%	57%
Humanities	43%	58%
Creative arts/design	42%	62%
Education	51%	64%
Unknown and combined subjects	27%	54%
Total	**35%**	**51%**

105. Table 35 shows, as with those starting on full-time PhD courses, that there is variation by PhD subject area in the proportion who enter a part-time course with a masters or higher qualification. In 2004-05 the highest proportion was observed among part-time starters to PhD courses in the subject area of education (64 per cent). The lowest proportion (11 per cent) was observed in physics.

106. Table 35 also shows that the proportion entering with a masters qualification or higher between 1996-97 and 2004-05 declined for part-time starters to PhD courses in physics (from 22 per cent to 11 per cent) and mathematical sciences (from 52 per cent to 48 per cent). The proportion increased for all other subject areas.

Trends in PhD starters by course attributes

Major source of tuition fees

Profile

107. In this section, we examine the major source of a PhD starter's tuition fees. Differences can be observed in the sources of tuition fees depending on a student's home domicile. For this reason we examine those domiciled in the UK, EU and non-EU countries separately.

108. Table 36 shows the main source of tuition fees for starters to full-time PhD courses in 2004-05.

Table 36 Full-time PhD starters in 2004-05, by major source of tuition fees

Major source of tuition fees	UK	Of starters	EU*	Of starters	Non-EU	Of starters
Research Council	2,661	31%	243	10%	62	1%
Charity/British Academy	309	4%	131	5%	113	2%
Institution	1,973	23%	725	29%	1,389	23%
Government	511	6%	69	3%	106	2%
UK industry	370	4%	91	4%	204	3%

Overseas	73	1%	102	4%	1,309	22%
Other	904	11%	258	10%	480	8%
No financial backing	1,700	20%	881	35%	2,255	38%
Total	**8,501**	**100%**	**2,500**	**100%**	**5,918**	**100%**

* excludes those from the UK.

109. Table 36 shows that the distribution of tuition fee sources differs depending on the starter's home domicile. For those domiciled in the UK, the largest group consisted of those whose main source of tuition fees came from the Research Councils; this source provided tuition fees for around a third of the starters to full-time courses. For EU and non-EU students, the largest group were those that had no financial backing for their PhD tuition fee. For entrants from all three domicile groups to full-time PhD courses, the institution was the second most common source of funding for tuition fees.

110. Table 37 shows the equivalent to Table 36 for starters to part-time PhD courses. It shows that for starters to part-time PhD courses from all three domiciles, the majority receive no financial backing with regards to tuition fees.

Table 37 Part-time PhD starters in 2004-05, by major source of tuition fees

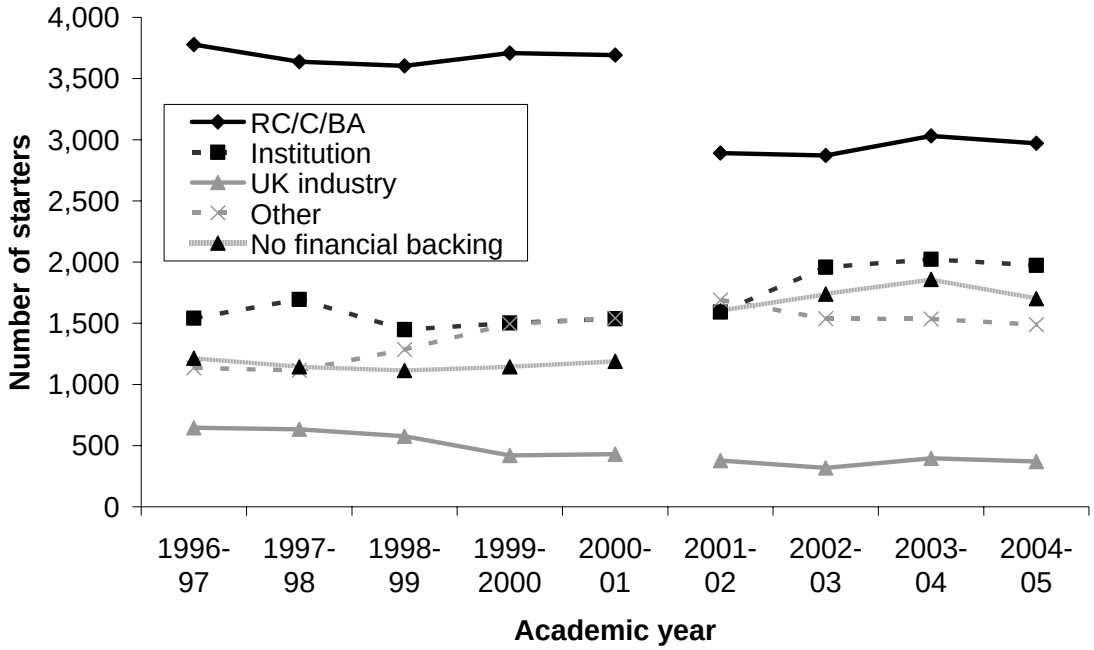
Major source of tuition fees	UK	Of starters	EU	Of starters	Non-EU	Of starters
Institution	486	15%	43	9%	63	9%
Government	178	5%	22	5%	38	5%
UK industry	406	12%				
Other	273	8%	47	10%	60	8%
No financial backing	2,005	60%	352	76%	552	77%
Total	**3,348**	**100%**	**464**	**100%**	**713**	**100%**

Notes: EU category excludes those domiciled in the UK. Only sources with 100 starters or more listed separately.

Trend for starters on a full-time PhD

111. Figure 16 displays the trend in UK-domiciled starters to full-time PhD courses between 1996-97 and 2004-05 by their major source of tuition fees. For trend examinations, we restrict our analysis to those PhD starters who are UK domiciled.

Figure 16 Number of UK-domiciled starters on a full-time PhD course, by major source of tuition fees



Notes: RC/C/BA represents Research Council, Charity or British Academy.

112. Figure 16 shows that for some sources of a full-time student's tuition fees, there is a discontinuity in the data between 2000-01 and 2001-02. We believe this is due to changes in the way in which the major source of tuition fees were recorded rather than a practical change. Therefore, for the trend in major source of tuition fees for full-time students, the changes between 1996-97 and 2000-01 are reported separately to the changes between 2001-02 and 2004-05.

113. Table 38 shows the trend for starters to full-time PhD courses by their source of tuition fees.

Table 38 UK-domiciled starters to full-time PhD courses between 1996-97 and 2004-05, by major source of tuition fees

Major source of tuition fees	1996-97	2000-01	Change	2001-02	2004-05	Change
Research council	3,248	3,299	2%	2,571	2,661	4%
Charity/British Academy	530	393	-26%	320	309	-3%
Institution	1,541	1,537	0%	1,591	1,973	24%
Government	550	577	5%	683	511	-25%
UK industry	646	430	-33%	378	370	-2%
Overseas	127	204	61%	164	73	-55%
Other	457	761	67%	843	904	7%
No financial backing	1,214	1,189	-2%	1,601	1,700	6%
Total	**8,313**	**8,390**	**1%**	**8,151**	**8,501**	**4%**

114. Table 38 shows that the numbers of UK-domiciled starters to full-time PhD courses whose major source of tuition fees were from one of the Research Councils increased by 2 per cent between 1996-97 and 2000-01, and by 4 per cent between 2001-02 and 2004-05.

115. Table 39 shows the proportion of starters to full-time PhD courses with no financial backing for tuition fees in 1996-97, 2000-01, 2001-02 and 2004-05 split by the subject area of the PhD.

Table 39 Proportion of UK-domiciled starters to full-time PhD courses in 1996-97, 2000-01, 2001-02 and 2004-05 with no financial backing, by subject area

Subject	1996-97	2000-01	2001-02	2004-05
Medicine and dentistry	15%	13%	25%	24%
Subjects allied to medicine	9%	11%	12%	16%
Biological sciences	9%	11%	17%	14%
Veterinary sciences/agriculture	7%	5%	13%	17%
Chemistry	4%	4%	8%	6%
Physics	3%	3%	8%	6%
Other physical sciences	9%	10%	15%	13%
Mathematical sciences	8%	3%	9%	11%
Computer science/librarianship	14%	13%	22%	22%
Engineering/building/architecture	8%	6%	15%	15%
Social/political/economic studies	31%	27%	31%	32%

Law	29%	38%	40%	43%
Business/administrative studies	27%	29%	37%	43%
Languages	35%	29%	31%	33%
Humanities	37%	33%	40%	38%
Creative arts/design	36%	37%	33%	35%
Education	31%	35%	39%	41%
Unknown and combined subjects	33%	24%	13%	16%
Total	**15%**	**14%**	**20%**	**20%**

116. Table 39 shows that the proportion of UK-domiciled, full-time starters with no financial backing for tuition fees is lowest for science-based subjects (both in 1996-97 and in 2004-05).

Trend for starters on a part-time PhD

117. Table 40 shows the trend for UK-domiciled starters to part-time PhD courses by their major source of tuition fees.

Table 40 Starters to part-time PhD courses between 1996-97 and 2004-05, by major source of tuition fees

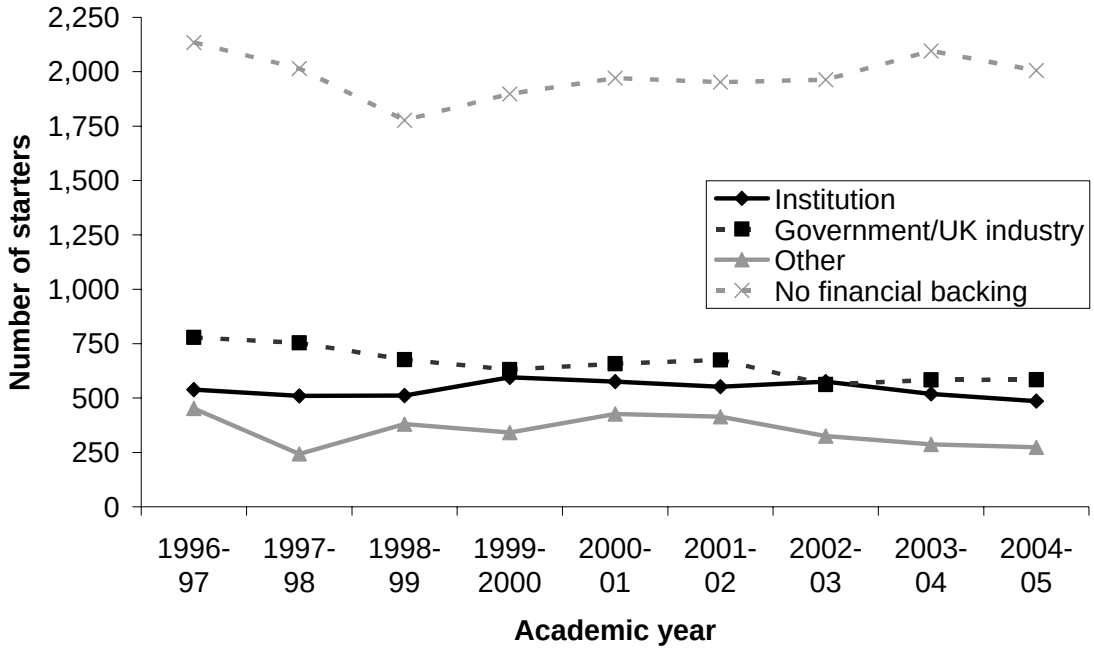
Major source of tuition fees	1996-97	2004-05	Change
Institution	538	486	-10%
Government	222	178	-20%
UK industry	557	406	-27%
Other	452	273	-40%
No financial backing	2,134	2,005	-6%
Total	**3,903**	**3,348**	**-14%**

Note: Only sources with 100 starters or more listed separately.

118. Table 40 shows that the number of UK-domiciled starters to part-time PhD courses decreased for all funding sources of tuition fees. The largest decrease was observed among those receiving financial backing from other sources of fee funding, where numbers fell by 40 per cent (from 452 in 1996-97 to 273 in 2004-05).

119. Figure 17 displays the trend in UK-domiciled starters on part-time PhD courses between 1996-97 and 2004-05, by major source of tuition fees.

Figure 17 Number of UK-domiciled starters on a part-time PhD course, by major source of tuition fees



120. Figure 17 shows that the number of starters with no financial backing for tuition fees declined between 1996-97 and 1998-99, rose slowly up to 2003-04 then fell again slightly in 2004-05. The numbers of part-time starters with other sources of tuition fees are smaller and show less consistent behaviour.

121. Table 41 shows the proportion of starters to part-time PhD courses with no financial backing for tuition fees in 1996-97 and 2004-05 split by the subject area of the PhD.

Table 41 Proportion of UK-domiciled starters to part-time PhD courses in 1996-97 and 2004-05 with no financial backing for tuition fees, by subject area

Subject	1996-97	2004-05
Medicine and dentistry	49%	62%
Subjects allied to medicine	44%	35%
Biological sciences	46%	47%
Veterinary sciences/agriculture	46%	30%
Chemistry	47%	53%
Physics	50%	67%
Other physical sciences	53%	58%
Mathematical sciences	43%	55%
Computer science/librarianship	41%	65%
Engineering/building/architecture	36%	51%
Social/political/economic studies	67%	67%

Law	79%	69%
Business/administrative studies	40%	55%
Languages	77%	79%
Humanities	78%	84%
Creative arts/design	75%	62%
Education	58%	63%
Unknown and combined subjects	51%	55%
Total	**55%**	**60%**

122. Table 41 shows that the lowest proportion of starters receiving no financial backing for tuition fees was observed in the subject area of veterinary science, where around one in three starters to a part-time PhD had no financial backing in terms of tuition fee support. The highest proportion was among those starting on a part-time humanities PhD course in 2004-05; approximately four out of five had no financial backing for tuition fees.

Annex A Higher Education Statistics Agency student record data definitions

Initial starting cohort

1. The starting cohort for this report is made up of students who:

- commenced between 1 August and 31 July of the year in question (Higher Education Statistics Agency (HESA) field 26 COMDATE between dates specified)
- commenced study on a doctorate degree mainly by research, or masters degree mainly by research (Field 41 QUALAIM – codes ‘02’ or ‘04’). This could include some specialist doctoral degrees, such as the Doctor of Education (EdD) and the Doctor of Engineering (EngD)
- are not studying on a doctorate degree mainly by research, or masters degree mainly by research at any point in the year prior to commencement.

All conditions must be met to be included in the starting cohort.

Mode

2. A student’s mode in each year is defined by HESA field 70 (MODE) and is allocated as follows:

a. Full-time/Sandwich/Writing up (FT)

- ‘01’ Full time according to funding council definitions
- ‘02’ Other full time
- ‘11’ Full-time course/programme
- ‘21’ Sandwich (thick)
- ‘22’ Sandwich (thin)
- ‘23’ Sandwich (thick) according to funding council definitions
- ‘24’ Sandwich (thin) according to funding council definitions
- ‘25’ Other sandwich course/programme
- ‘43’ Writing up – previously full time
- ’51’ Sabbatical
- ‘52’ Optional year out – study related
- ‘53’ Compulsory year out – study related
- ‘63’ Dormant – previously full time

b. Part-time/Writing up (PT)

- ‘31’ Part time
- ‘38’ Structured part time (institutions in Scotland)
- ‘39’ Other part time (institutions in Scotland)

- ‘44’ Writing up – previously part time
- ‘64’ Dormant – previously part time

Source of funding

3. The student’s source of funding is derived from HESA field MSTUFEE (field 68) and is as follows:

a. Research Council

- ‘11’ Biotechnology & Biological Sciences Research Council
- ‘12’ Medical Research Council
- ‘13’ Natural Environmental Research Council
- ‘14’ Engineering & Physical Sciences Research Council
- ‘15’ Economic & Social Research Council
- ‘16’ Particle Physics & Astronomy Research Council
- ’17’ Arts & Humanities Research Council
- ‘19’ Research Council, not specified

b. Charity/British Academy

- ‘08’ British Academy
- ‘21’ Charitable foundation
- ‘22’ International agency

c. Institution

- ‘05’ Institutional waiver of support costs
- ‘07’ Fee waiver under government unemployed students scheme
- ’98’ No fees

d. UK industry

- ‘61’ UK industry/commerce
- ‘81’ Student’s employer

e. Government

- ‘02’ Award assessed by English or Welsh Local Education Authority (LEA) and paid in full by LEA or the Student Loans Company
- ‘03’ Paid in full by Student Awards Agency for Scotland
- ‘04’ Paid in full by the Department for Employment and Learning (in Northern Ireland)
- ‘31’ Department of Health/regional health authority/Scottish Office home and health department
- ‘32’ Department of Social Services

- ‘33’ Department for Education and Skills
- ‘34’ Other HM Government departments/public bodies
- ‘35’ Scholarship of HM forces
- ‘36’ Scottish Enterprise/Highlands and Islands Enterprise/Training Enterprise Council/Local Enterprise Company
- ‘37’ LEA training grants scheme
- ‘38’ Department of Agriculture and Rural Development
- ‘39’ Scottish Local Authority

f. No financial backing

- ‘01’ No award or financial backing

g. Overseas

- ‘41’ EU commission
- ‘42’ Overseas student award from HM Government/British Council
- ‘43’ Overseas government
- ‘44’ Overseas Development Administration
- ‘45’ Overseas institution
- ‘46’ Overseas industry or commerce
- ‘47’ Other overseas funding
- ‘48’ Other overseas – repayable loan

h. Other

i. Any other code.

Age

4. A student’s age is calculated on 1 August for the year in question.

Subject

5. The student’s subject group when grouped by science/non-science is as follows:

a. Science

- Medicine and dentistry
- Subjects allied to medicine
- Biological sciences
- Veterinary science/agriculture/related subjects
- Chemistry
- Physics
- Other physical sciences

- Mathematical sciences
- Computer science/librarianship/info science.

b. Non-science

- Engineering/technology/building/architecture
- Social/political/economic studies
- Law
- Business/administrative studies
- Languages
- Humanities
- Creative arts/design
- Education
- Unknown and combined subjects.

List of abbreviations

HEFCE Higher Education Funding Council for England

HEI Higher education institution

HESA Higher Education Statistics Agency

LEA Local Education Authority