

Annex A

Groups within higher education

172. Students in higher education can be divided into the following groups:
- a. Young full-time undergraduates.
 - b. Mature full-time undergraduates.
 - c. Part-time undergraduates on long courses.
 - d. Part-time undergraduates on short courses.
 - e. Young full-time postgraduates.
 - f. Mature full-time taught postgraduates.
 - g. Part-time taught postgraduate on long courses.
 - h. Part-time taught postgraduate on short courses.
 - i. Postgraduate research students.
 - j. Distance learners (who have separate demand characteristics depending on mode, level and age of study).
 - k. Postgraduate Certificate of Education (PGCE) students.
 - l. Healthcare and nursing students.
 - m. EC students.
173. This study has not attempted the massive research exercise that would be required to project student numbers for all these sections of the higher education population. However, it is possible to make some observations regarding the characteristics of certain groups that affect what determines demand from them.

Factors influencing student demand

174. The following factors influence student demand for HE:
- a. Educational attainment of young people.
 - b. Demographic trends (especially of those social classes with a high propensity to enter HE).
 - c. Availability of alternative routes into HE.

- d. Economic factors, including the employment market.
- e. Student finance arrangements.
- f. Policy initiatives aimed at stimulating new demand – including institutional initiatives targeted at under-represented groups.

175. The characteristics of the various types of student determine the strength and nature of the influence that these factors have on demand from such students. In turn, this determines how accurately demand from different groups can be projected.

176. For example, the number of young (under 21) full-time undergraduates can be largely predicted based on factors a and b: educational attainment of young people and demographic information. Factors c to f can only influence numbers slightly because of the existing strength of will among this group to enter higher education. Major external changes would have to occur for them to have any significant effect on demand.

177. The number of young (under 24 in this case) full-time postgraduates can be considered on a similar basis. The educational attainment of graduates along with the number of graduates coming through the system, and the propensity to continue into postgraduate study, make this section of the HE population relatively predictable. However, it is likely that this demand is more fragile than that from young full-time undergraduates. Therefore the influence of external factors – such as the graduate labour market, student fees, and funding available for postgraduate study – are more likely to influence levels of demand and make projections slightly less reliable.

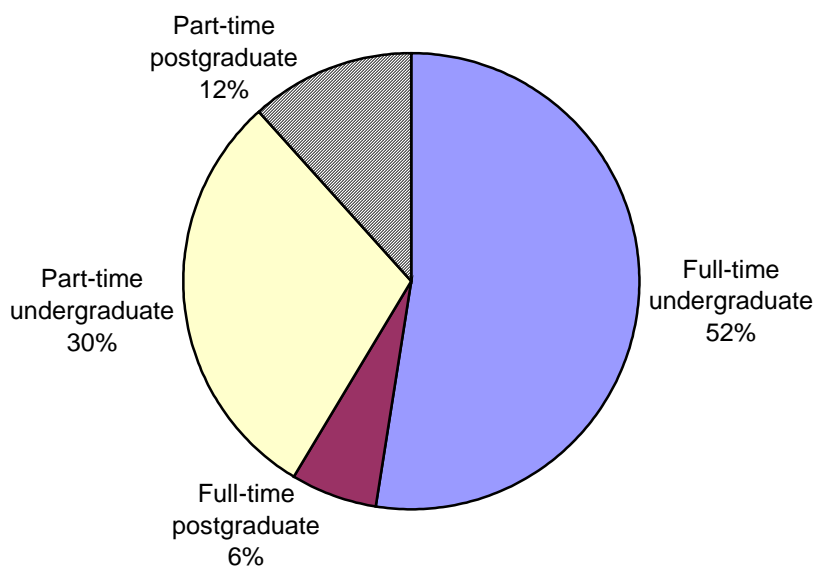
178. The number of postgraduate research students as a whole should also be relatively predictable based on existing numbers of research students, and current research funding. However, research funding from industry and other private sources is not as easy to project and could have a large influence on numbers.

179. Demand from part-time students, mature students, those that enter higher education through alternative routes, and those from lower socio-economic groups is much more fragile, and is largely determined by factors c to f. Indeed, these factors are far more likely to determine levels of demand from these groups than demographic trends and the educational attainment of young people. As a result, the growth or decline of demand is harder to project and to control.

Current HE provision

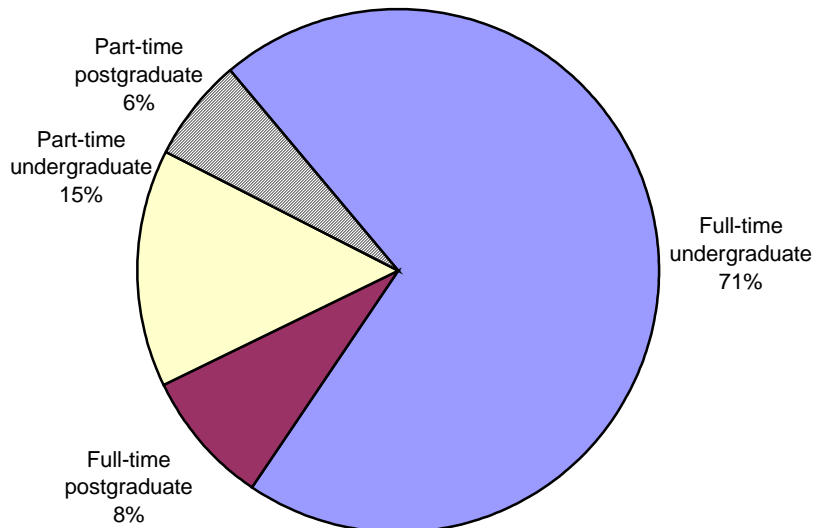
180. To analyse the extent to which student demand can be projected, the different types of HE provision have been broken down by level of study and mode of study.

Figure 22 Home and EC students headcount



Source: HESES and HEIFES 2000 (English HEIS + FECs). Column 1 + 2 (heads). All Home and EC students (fundable + non-fundable).

Figure 23 Home and EC students full-time equivalents (FTEs)



Source: HESES and HEIFES 2000 (English HEIS + FECs). Column 4a (FTEs) All Home and EC students (fundable + non-fundable). Sandwich students on their year out are recorded at 0.5 FTE.

181. Figure 23 shows that, when considering full-time equivalents, 71 per cent of all current students are full-time undergraduates.

182. In terms of demand characteristics, there is no need to differentiate between young full-time first degree undergraduates and young full-time other undergraduates because they are a very similar market. Indeed, in 2000-01, 48 per cent of young full-time undergraduates

that applied for HNDs also applied to take honours degrees (UCAS), and in 1998-99, 55 per cent of full-time HND completers went on to achieve honours degrees (DfEE, 2000a).

183. Thus, 71 per cent (FTEs) of the student population are full-time undergraduates and can be projected with reasonable accuracy. Another 8 per cent (FTEs) are full-time postgraduates that can be projected with relative accuracy if external factors remain largely consistent. And the remaining population (21 per cent FTEs) can at least be understood in the context of its various groups. The possible influences on each of these groups can then be considered and the outcome of various scenarios assessed.

Annex B

Effects of changes to student finance arrangements

184. In 1997 the Government announced new arrangements for student support. To summarise, these consisted of:

- a. The introduction of means-tested tuition fee (means-testing results in less than 50 per cent of students now paying a tuition fee).
- b. The abolition of maintenance grants (which had been reducing in real terms since 1990). These were replaced with a combination of income-contingent student loans (to be repaid once graduates were earning more than £10,000 a year), and increased hardship and access funds distributed through HEIs at their discretion.

185. The only definite consequence of these changes is that the level of student debt has increased (Callender, 2000). The question is whether this increase in debt has had any effect on demand for HE (especially from disadvantaged groups). This is a difficult question to answer in quantifiable terms because there is no way of knowing what levels of demand and growth could have been achieved if finance arrangements had not changed. For this same reason, however, the growth that has taken place in the sector over the past few years (of a few percentage points each year) cannot be considered as evidence that these changes have had no effect on demand.

186. We can begin to develop an understanding of the level of increased student debt and changes in working patterns up until 1999, from the existing Student Income and Expenditure Survey (SIES) (Callender, 2000). The next SIES will allow a far more detailed understanding of the changes, and will provide information on their possible consequences. We can draw on research into attitudinal changes to participating in HE among students and parents from lower socio-economic groups. Because of the time lag, we can now provide a sensible analysis of statistics relating to patterns of participation from disadvantaged groups before and after the changes took place. Finally, we can make international comparisons to assess the nature of the relationship between financial aid and participation among low-income groups. If the findings are consistent, they will allow an informed analysis of the consequences for future student demand of the changes made to student finance arrangements.

The increased level of debt since 1995-96

187. The SIES demonstrates that student debt has increased since the changes made in 1997. Full-time students in 1998-99 were expected to have three times the level of overall debt as students in 1995-96. This was largely due to student loans replacing grants (1998-99 was the last year that grants were available, but they were very much reduced). The SIES found that debt was higher for students from lower social classes. Following the introduction of means-testing for the tuition fee, students from low-income families no longer have to pay tuition fee contributions and have increased loan facilities as recognition of need (less savings, less financial support from families). However, the inevitable consequence is that it increases their debt.

188. Despite a considerable increase in the number of hours students spend in paid work since the changes were introduced, student debt (excluding loans) was over £880 a year on average. This was an increase of 66 per cent in real terms between 1995-96 and 1998-99.

Changes in attitude

189. A report commissioned by the HEFCE¹ assesses the quality and findings of the existing research into attitudinal changes. The conclusions are:

- a. The costs and potential benefits are two among several factors affecting the decisions by those from the lowest social classes about whether to enter higher education.
- b. The level of understanding of the arrangements for financial support for students in HE remains poor, at least as late as 2000, especially among those from the lowest socio-economic groups. In particular there is ignorance of the implications of the means-testing of contributions to fees and means-testing arrangements more generally.
- c. The financial costs, and in particular the potential size of loan debt incurred, are major factors in the decisions about entry by qualified students from the lowest social classes. From very limited evidence, this appears to be a major concern to their parents as well.
- d. Students from the lowest socio-economic groups have a good understanding of the potential benefits of higher education to individuals, and are concerned about the risks of failing to secure those benefits.
- e. Because those from the poorest families also appear to be most averse to incurring debt, they are most at risk from hardship and most likely on this account not to complete their courses.
- f. Although the research evidence fails to clarify the relationship between the amount of term-time employment and take-up of loans, it appears likely that those who are most averse to debt will work the longest hours during term-time.

190. These conclusions tend to support the analysis in the Taylor Report (Universities UK, 2001) that options for increased funding for institutions that involve either increased fee contributions and/or increased loan debt are likely to have a disproportionate effect on participation by students from the lowest social classes.

191. However, for many potential students from the lowest socio-economic groups the tuition fee is ultimately a 'red herring' since they will not be required to make a contribution.

¹ 'The Impact of Tuition Fees and Changes in HE Student Support on Student Demand', a report by Nigel Brown for the HEFCE, forthcoming publication.

192. Many research papers have alluded to the fact that students from low-income families are likely to be more averse to debt. A report by Professor Dynarski (Dynarski, 1999) which looks at the situation in the US, puts forward three reasons for this in the context of borrowing for HE:

- a. Students from low-income families have less knowledge of HE and are less likely to be fully aware of the possible rates of return.
- b. Even if HE is a good investment 'on average' there is a risk, in particular the risk of non-completion. Given the higher rate of non-completion among these students on average, it would be rational for them to be less inclined to enter HE.
- c. On average, because of the employment they subsequently enter, they are likely to receive lower wage premiums, so there is a higher risk of not managing to secure the economic benefits connected to their qualification.

Quantifying the changes

193. We are preparing a time series of the participation rates for young entrants by neighbourhood type. The students from these neighbourhood types, identified by geodemographic classifiers, have differing socio-economic profiles. We would therefore expect the introduction of fees, and the withdrawal of maintenance grants, to affect the students from these different neighbourhood types differently, and any major impacts should be identifiable through the time series.

Conclusion

194. It is clear from the research that on the whole students from poorer backgrounds are more likely to be influenced in their decision to enter higher education by the level of student support available, and, conversely, by the level of debt they are likely to incur. To some extent, this is a question of presentation and information. The level of resistance might be lower if potential students were clear about the rewards from attending higher education, and understood that the 'debt' in question would be repaid by small deductions from their salary, alongside tax and national insurance, and only once they were earning at least £10,000 a year. Nevertheless, the Government needs to bear in mind that the nature of the student support and contribution arrangements may have an impact on the willingness of students from poorer backgrounds to enter higher education, and therefore on the prospects for widening participation and increasing growth.

Annex C

Possible actions by HEIs

195. HEIs have taken a range of approaches in their efforts to monitor and stimulate student demand, and to manage the impact of changing demand on their own operations, including the following.

a. A careful articulation of institutional mission, as a basis for identifying areas of relative competitive advantage. Even multi-faculty, comprehensive universities need to have a specialism and distinctiveness, in the sense that they need to have convincing reasons why a student should choose them rather than their competitors.

Distinctiveness should operate at departmental/faculty level as well as institutional level. A number of new universities have been developing a focus on employability, vocational courses, and the opportunity to secure simultaneously both academic and professional qualifications. They have carried out reviews of strategic options, have identified their main risks, and actively managed them with contingency plans.

b. Continuous monitoring of the institution's chosen student markets, and continuous consequent adjustment of the programme on offer. Action is taken quickly to close or revise less successful programmes, and introduce new programmes in expanding areas. The adjustments are not ad hoc and random, but selective, and in accordance with a strategy drawn from the institutional mission, so that there is a stable core of institutional purpose which is understood across the academic community even as programmes and methods are being continuously adapted.

c. Market research, followed up by marketing to persuade the target recruitment groups that the institution should be their preferred choice. The successful HEIs support professional and properly resourced recruitment offices, and pay close attention to effective conversion of applications to acceptances. Early identification of market needs is crucial as planning new courses and winding down old ones have significant time lags. While most institutions spend significant sums on marketing, particularly on student recruitment, only a few have clear marketing strategies or market analysis.

d. A focus on target markets, and consequently a need for constant adaptation of the curriculum on offer. Less successful institutions tend not to analyse their own strengths and weaknesses and instead focus on national trends. Given that further expansion in student numbers will, in the main, come from increased participation by under-represented social groups, that has implications for the curriculum and the approach to teaching and learning. The successful institutions are pursuing innovation in the curriculum and support for a wider range of students.

e. A focused, effective and realistic senior management team. To deal with the current market conditions, the team needs to recognise the realities of the institution's position, and have a clear sense of where they are trying to take the institution and a practical strategy for doing so. They need to take responsibility for tackling difficulties, but to maintain a balanced approach (for example, avoiding an over-concentration on

estates and buildings). The team also needs to carry the institutional community with it: any difficulties will be compounded by poor relations between management and staff, leading to staff resistance to restructuring plans.

f. A financial strategy and financial management system which is robust enough to bear the weight of the institution's plans, carry the institution through periods of turbulence, and avoid unpleasant surprises. This is linked to the budgetary incentives operating throughout the HEI: for example, whether departments have direct incentives to achieve admissions targets. The institution needs to build sufficient reserves to fall back on during short periods of difficulty, and discretionary funding to support smaller scale but continuous adjustment and restructuring.

g. A focused, selective research strategy. This applies even in research-intensive universities, many of which are not attempting to cover the whole range of research areas, and are seeking to improve coherence and co-ordination between researchers and research teams. Many new universities are seeking to develop a selected area of research excellence in each faculty.

h. Taking care to ensure continuing improvement to teaching quality which will result in good QAA results, which can enhance an institution's esteem; and delivering a commitment to excellence in teaching as part of the institution's mission.

i. Building contacts with regional and local businesses and the wider community, including as a source of student recruitment. Every region wants to have a well-regarded HEI, for reasons of regional or civic pride and for the boost that it provides for the economy, either by helping to attract new investment or by supporting regional businesses.

j. Building local or sub-regional networks with FECs, and in some cases schools. This is one aspect of developing a profile and partnerships within the region, but it also serves to encourage student progression and so develop new recruitment pathways. To the extent that fees and student support arrangements are causing more students to study closer to home, that will give an advantage to institutions with a strong local identity and presence. Where collaborations with FECs are successful, the institutions concerned have identified a clear rationale for the collaboration, invested resources in developing and managing it, sought a genuine long-term partnership to benefit both sides, and listened to the views and aspirations of their partner colleges.

k. Using HEFCE discretionary funds – particularly the Restructuring and Collaboration Fund and the funding to improve poor estates – to support major restructuring of programmes, departments and the estate. Some universities have been able to realise substantial sums by selling part of their estates to reinvest elsewhere. Some have reduced multi-site operation to reduce overheads, or moved location entirely.

How the HEFCE can help HEIs to help themselves

Information, data and good practice reviews

196. The HEFCE has access to a range of sector-wide data and information. We recognise the limitations of disseminating 'good practice' guidance. There is an inherent paradox, in that those who already exemplify the good practice do not need the guidance and may find it intrusive and patronising; whereas some of those who are lagging behind may not be willing or able to act on it. But so long as we are both realistic and selective, there are areas in which dissemination of information and guidance may be useful.

197. One example is time-series data on national patterns and trends in recruitment. These data have been published for engineering and modern languages. More systematic evidence of nationwide trends in applications, recruitment and retention could be made available to help with institutional planning, particularly for bids for additional funded places. We are hoping to prepare good practice guidance on financial strategies, to try to help HEIs build up their own financial strength.

198. A study on good practice in debt recovery could be useful, given the variation across the sector. According to a survey by Universities UK, in 1999-2000, 17 per cent of HEIs surveyed had written off or failed to collect 10 per cent or more of fee income due, whereas 9 per cent of respondents had written off less than 1 per cent.

199. One common feature of successful HEIs is a focused marketing strategy: identifying their target markets; continually adjusting their course offer to attract those markets; well-considered and targeted marketing campaigns; and an admissions operation which achieves a high conversion rate from offers into acceptances. Some case studies illustrating those methods might be useful.

Promoting better quality management

200. Not surprisingly, institutional success is strongly correlated with the effectiveness of the senior management team. To help promote better management we could consider:

- a. Using the current special funding initiative on human resources strategies and pay to encourage more active management and development of staff resources and staff restructuring at all levels.
- b. Encouraging take-up of the various guides to good management practice. That would include in particular trying to use the possible future guide on financial strategies to improve financial direction, and better integration of good practice within institution-wide strategy and management.
- c. Promoting better management training. This might be done by supporting a sector initiative to pool the costs of senior management training, and encouraging the provision of better training opportunities through the Fund for the Development of Good Management Practice.

Annex D

MaSN and recruitment against the MaSN

201. The maximum student number (MaSN) is a control on full-time undergraduate, PGCE and part-time ITT students for whom statutory student support is available. It was introduced in 1993 and first applied to recruitment in academic year 1994-95. The purpose of the MaSN was to provide a means of controlling public expenditure on higher education at a time when around 95 per cent of all full-time undergraduate and PGCE fees were paid out of public funds and students received a mixture of grants and loans for maintenance. Each year, the Government has provided the HEFCE with a planning total for the sector and an explicit request that we control full-time undergraduate, PGCE and part-time ITT student numbers to remain within their plans.

202. In order to satisfy the Government's requirements, the HEFCE has allocated a MaSN to each institution such that the total number of MaSNs for the whole sector is consistent with achieving the Government's target. For institutions, the MaSN is the maximum number of such students that HEIs can recruit if they are to avoid holdback of grant. The penalty for exceeding the MaSN plus a small margin (the margin has varied between 1 and 4 per cent over the period 1994-95 to 2000-01) is the withdrawal of grant equivalent to the fee income associated with the excess students recruited. There are no funding implications for institutions that under-recruit against their MaSN, although shortfalls of more than 2 per cent result in lower targets for future years, all other things being equal.

203. The definition of the MaSN changed in 1998-99 to reflect the changing regulations governing student support. For the period 1994-95 to 1997-98 the MaSN related to Home and EC students in receipt of Local Education Authority (LEA) or Student Awards Agency Scotland (SAAS) funded awards. In 1998-99 the definition changed to cover all students eligible for means-tested support and in 1999-2000 the definition was further revised to cover all full-time and part-time undergraduate and postgraduate students on courses which were eligible for statutory means-tested support. A further definitional change arises from the fact that some institutions have merged and entered into franchise and collaborative arrangements with FECs. To take account of these changes, and ensure that data is comparable across years, the data for all years reflects the composition of HEIs as recorded in the academic year 2000-01.

204. Recruitment against the MaSN target is a consistent measure over the whole period since 1994-95, despite the various changes to the definition.

MaSN 1994-95 to 2000-01

Summary

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Percentage change from 1994 to 2000
Old university	274,060	278,851	278,130	278,751	281,256	320,246	329,402	20%
New university	333,223	339,925	335,083	332,925	335,120	385,007	386,707	16%
General HE college	61,980	63,047	63,508	63,961	64,980	73,751	75,753	22%
Specialist HE college	26,171	26,632	27,923	28,072	29,053	32,228	33,479	28%
Total	695,434	708,455	704,644	703,709	710,409	811,232	825,341	19%

Recruitment against MaSN 1994-95 to 2000-01

Summary

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference
Old university	-200	-734	1,917	3,972	4,011	-522	-3,661	4,783
New university	-1,572	-5,981	-2,913	2,277	-4,053	-1,733	-8,257	-22,232
General HE college	-633	346	307	500	272	-1,660	-1,422	-2,290
Specialist HE college	-438	263	322	217	-478	-1,005	-1,125	-2,243
Total	-2,843	-6,106	-367	6,966	-248	-4,920	-14,465	-21,982
Recruitment above MaSN	6,390	4,348	7,274	12,229	11,210	8,493	5,288	
Above MaSN + 1%	5,314	3,583	6,633	11,801	10,947	7,954	4,933	
Above MaSN + 2%	4,085	1,786	4,850	9,784	9,301	5,260	3,672	
Above MaSN + 3%	3,866	463	2,796	6,685	6,363	4,283	2,285	
Above MaSN + 4%	3,614	417	1,993	5,383	4,165	2,731	984	

Recruitment against MaSN 1994-95 to 2000-01 (by institution)

Name of institution	Actual recruitment – MaSN								Actual recruitment – MaSN (as a percentage of the MaSN)						
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01
Anglia Polytechnic University	-649	-72	-284	-127	-746	-230	-501	-2,609	-7.0%	-0.8%	-3.2%	-1.5%	-8.5%	-2.2%	-4.9%
Aston University	-25	21	80	254	416	103	20	869	-0.7%	0.6%	2.1%	6.7%	10.6%	2.3%	0.4%
University of Bath	-11	-11	182	283	135	16	-333	261	-0.3%	-0.3%	4.1%	6.4%	2.8%	0.3%	0.4%
Bath Spa University College	-119	0	-23	-9	-93	-37	50	-231	-5.2%	0.0%	-1.0%	-0.4%	-3.7%	-1.3%	0.4%
University of Birmingham	-75	-20	193	103	246	10	168	625	-0.6%	-0.2%	1.5%	0.8%	2.0%	0.1%	0.4%
Bishop Grosseteste College	-4	-12	-42	4	-60	-65	-28	-207	-0.5%	-1.4%	-4.9%	0.5%	-7.1%	-7.6%	0.4%
Bolton Institute of Higher Education	-269	-154	67	30	-179	-286	-455	-1,246	-6.4%	-3.9%	1.7%	0.8%	-4.6%	-7.0%	0.4%
Bournemouth University	-73	4	283	315	-74	-39	188	604	-1.1%	0.1%	4.4%	4.9%	-1.1%	-0.5%	0.4%
University of Bradford	-156	-114	-4	12	-178	-452	-407	-1,299	-2.8%	-2.0%	-0.1%	0.2%	-3.2%	-7.0%	0.4%
Bretton Hall	18	35	69	41	69	-52	70	250	0.9%	1.7%	3.4%	2.0%	3.3%	-2.5%	0.4%
University of Brighton	-174	-616	-152	-24	307	110	-54	-603	-2.3%	-7.8%	-2.1%	-0.3%	4.1%	1.1%	0.4%
University of Bristol	78	127	201	370	350	27	-8	1,145	1.0%	1.6%	2.5%	4.6%	4.2%	0.3%	0.4%
Brunel University	-52	-56	122	28	212	-74	-74	106	-0.7%	-0.8%	1.7%	0.4%	2.9%	-0.9%	0.4%
Buckinghamshire Chilterns University College	20	-92	-132	-133	-39	-40	-16	-432	0.4%	-1.9%	-2.8%	-2.8%	-0.8%	-0.7%	0.4%
University of Cambridge	-88	281	142	-383	-198	-165	-132	-543	-0.9%	2.9%	1.4%	-3.8%	-2.0%	-1.6%	0.4%
Canterbury Christ Church University College	-57	19	35	35	-40	38	111	141	-2.0%	0.6%	1.1%	1.1%	-1.1%	0.7%	1.9%
University of Central England	32	72	-205	180	215	605	91	990	0.4%	0.9%	-2.5%	2.3%	2.7%	6.1%	0.9%
University of Central Lancashire	-344	102	133	28	-382	-66	-71	-600	-3.4%	1.0%	1.4%	0.3%	-3.7%	-0.6%	-0.6%
Central School of Speech and Drama	-26	10	-12	-21	-29	-71	-20	-169	-5.6%	2.2%	-2.5%	-4.2%	-5.5%	-13.5%	-4.2%
Cheltenham and Gloucester College of HE	-42	234	170	-50	161	-76	-282	115	-0.8%	4.6%	3.3%	-1.0%	3.1%	-1.3%	-4.6%

Recruitment against MaSN 1994-95 to 2000-01 (by institution)

Name of institution	Actual recruitment – MaSN								Actual recruitment – MaSN (as a percentage of the MaSN)							
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
Chester College of Higher Education	30	12	32	-103	69	656	500	1,196	1.4%	0.5%	1.4%	-4.7%	3.1%	20.7%	12.8%	
University College Chichester	26	57	34	83	65	52	-92	225	1.2%	2.5%	1.5%	3.0%	2.3%	1.9%	-3.3%	
City University	19	-102	72	8	66	94	-218	-61	0.7%	-3.7%	2.7%	0.3%	2.5%	2.1%	-4.7%	
Coventry University	-219	-152	-188	219	209	56	63	-12	-2.4%	-1.7%	-2.1%	2.5%	2.4%	0.5%	0.6%	
Cranfield University	-34	-44	-24	-23	3	-10	-28	-160	-6.9%	-9.5%	-5.7%	-5.6%	0.8%	-1.5%	-4.1%	
Cumbria College of Art & Design	-2	3	-8	50	-13	-26	50	54	-0.4%	0.5%	-1.2%	7.7%	-2.0%	-3.8%	7.4%	
Dartington College of Arts	-11	-14	6	-12	-27	-7	-49	-114	-2.5%	-3.1%	1.4%	-2.7%	-6.3%	-1.6%	-11.6%	
De Montfort University	2,600	-976	-383	-720	-454	99	-287	-121	19.9%	-6.1%	-2.5%	-4.7%	-3.1%	0.6%	-1.8%	
University of Derby	77	3	-99	164	50	56	-447	-196	1.0%	0.0%	-1.2%	2.0%	0.6%	0.7%	-5.3%	
University of Durham	-284	-105	-90	74	115	114	26	-150	-3.7%	-1.4%	-1.1%	0.9%	1.4%	1.3%	0.3%	
University of East Anglia	-76	16	9	9	-1	-108	-84	-235	-1.5%	0.3%	0.2%	0.2%	0.0%	-1.7%	-1.3%	
University of East London	-41	200	-13	-372	200	139	-615	-502	-0.6%	2.8%	-0.2%	-5.2%	2.9%	1.8%	-8.2%	
Edge Hill College of Higher Education	81	38	20	226	148	170	-46	637	2.7%	1.2%	0.6%	6.7%	4.2%	3.9%	-0.9%	
Institute of Education	5	-4	-43	-35	-118	-34	-2	-231	0.5%	-0.4%	-4.5%	-3.8%	-11.7%	-3.2%	-0.2%	
University of Essex	-113	102	-25	28	-121	40	-89	-178	-3.2%	3.0%	-0.7%	0.8%	-3.5%	1.1%	-2.2%	
University of Exeter	7	-120	49	282	101	-82	-20	217	0.1%	-1.8%	0.7%	4.2%	1.5%	-1.1%	-0.3%	
Falmouth College of Arts	-6	23	49	17	33	25	-72	69	-0.7%	2.7%	5.7%	1.9%	3.5%	2.4%	-5.9%	
Goldsmiths College	-109	73	-17	289	229	77	-51	491	-3.3%	2.3%	-0.5%	9.1%	6.8%	2.1%	-1.3%	
University of Greenwich	-138	-383	-1,016	-92	-663	194	39	-2,059	-1.4%	-3.7%	-10.1%	-1.0%	-7.3%	1.8%	0.4%	
Harper Adams University College	-4	22	-38	-30	-121	-42	-248	-461	-0.3%	1.5%	-2.5%	-2.0%	-8.0%	-2.8%	-14.4%	
University of Hertfordshire	-751	-320	-245	28	292	228	148	-620	-7.1%	-3.2%	-2.6%	0.3%	3.1%	2.0%	1.3%	

Recruitment against MaSN 1994-95 to 2000-01 (by institution)

Name of institution	Actual recruitment – MaSN								Actual recruitment – MaSN (as a percentage of the MaSN)							
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
Homerton College, Cambridge	-8	-10	-16	-7	-23	-77	-91	-232	-0.8%	-1.0%	-1.6%	-0.7%	-2.1%	-4.3%	-4.7%	
University of Huddersfield	-315	145	-48	161	323	316	373	955	-3.9%	1.9%	-0.6%	2.0%	4.0%	3.0%	3.3%	
University of Hull	-78	-196	144	158	293	103	-288	136	-1.1%	-2.7%	2.0%	2.2%	4.0%	1.2%	-3.3%	
Imperial College	73	-10	11	-69	60	-132	-507	-574	1.5%	-0.2%	0.2%	-1.3%	1.2%	-2.2%	-7.9%	
Keele University	-103	54	-12	7	-167	-160	-352	-733	-2.5%	1.3%	-0.3%	0.2%	-4.0%	-3.3%	-7.0%	
University of Kent at Canterbury	30	40	93	146	125	-51	18	401	0.6%	0.8%	1.9%	2.9%	2.5%	-0.9%	0.3%	
Kent Institute of Art & Design	19	2	16	90	61	-5	39	222	1.5%	0.2%	1.2%	6.7%	4.2%	-0.3%	2.5%	
King Alfred's College, Winchester	-121	149	176	53	4	-334	-143	-216	-4.5%	5.6%	6.6%	2.0%	0.1%	-10.4%	-4.6%	
King's College London	13	-105	127	146	138	-595	-457	-734	0.2%	-1.4%	1.7%	2.0%	1.9%	-5.5%	-4.3%	
Kingston University	-240	162	437	381	366	724	225	2,055	-2.9%	2.0%	5.2%	4.6%	4.3%	7.8%	2.2%	
Lancaster University	25	69	-53	83	171	-12	-364	-81	0.4%	1.0%	-0.9%	1.4%	2.9%	-0.2%	-5.6%	
University of Leeds	12	-186	336	437	274	31	-52	852	0.1%	-1.3%	2.4%	3.1%	1.9%	0.2%	-0.3%	
Leeds Metropolitan University	43	62	224	538	229	403	178	1,677	0.5%	0.7%	2.4%	5.6%	2.3%	3.6%	1.5%	
University of Leicester	-55	-61	-248	315	196	-78	-262	-193	-0.8%	-0.9%	-3.8%	4.9%	3.0%	-1.1%	-3.8%	
University of Lincolnshire & Humberside (now University of Lincoln)	175	-448	-1,090	-696	-624	-540	-399	-3,622	1.8%	-4.6%	-11.3%	-7.9%	-7.6%	-6.7%	-5.4%	
University of Liverpool	676	36	-32	-199	-80	116	299	816	7.9%	0.4%	-0.3%	-2.1%	-0.9%	1.1%	2.9%	
Liverpool Hope	36	-58	-20	104	-1	-27	27	61	1.1%	-1.7%	-0.6%	3.1%	0.0%	-0.7%	0.6%	
Liverpool John Moores University	51	9	45	151	-51	-10	-319	-124	0.5%	0.1%	0.4%	1.4%	-0.4%	-0.1%	-2.4%	
University of London - Institutes and Activities	-28	8	-24	3	-72	-51	-17	-181	-6.4%	2.0%	-5.4%	0.7%	-14.5%	-22.0%	-8.6%	
London School of Economics & Political Science	-22	14	-10	68	-54	-20	-4	-28	-1.2%	0.8%	-0.6%	3.9%	-3.0%	-1.1%	-0.2%	

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Name of institution	Actual recruitment – MaSN								Actual recruitment – MaSN (as a percentage of the MaSN)							
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
London Guildhall University	60	48	43	104	164	125	-100	444	1.1%	0.8%	0.7%	1.8%	2.7%	1.7%	-1.4%	
The London Institute	-61	126	82	61	128	57	197	590	-1.1%	2.4%	1.5%	1.1%	2.3%	0.9%	3.2%	
Loughborough University	-64	-227	-16	94	-9	102	-12	-132	-0.8%	-2.8%	-0.2%	1.1%	-0.1%	1.2%	-0.1%	
University of Luton	-806	13	-584	-441	-174	-870	-1,719	-4,581	-9.4%	0.2%	-7.3%	-5.8%	-2.4%	-10.8%	-22.6%	
University of Manchester	101	171	282	288	138	61	-444	597	0.8%	1.3%	2.2%	2.2%	1.1%	0.4%	-2.9%	
UMIST	18	-103	79	93	119	174	-175	205	0.5%	-2.9%	2.3%	2.7%	3.4%	4.3%	-4.1%	
Manchester Metropolitan University	220	-1,074	-143	301	-17	-167	-417	-1,297	1.3%	-6.0%	-0.8%	1.8%	-0.1%	-0.8%	-2.1%	
Middlesex University	140	-118	-38	413	-797	191	-604	-813	1.2%	-1.0%	-0.3%	3.5%	-6.7%	1.3%	-4.1%	
University of Newcastle upon Tyne	-87	-81	78	413	445	227	32	1,027	-0.9%	-0.9%	0.9%	4.5%	4.9%	2.4%	0.3%	
Newman College	9	5	-4	-42	-6	-141	-82	-261	0.9%	0.5%	-0.4%	-4.2%	-0.5%	-11.9%	-6.9%	
University College Northampton	52	-46	-183	-26	-37	-493	-486	-1,219	0.8%	-0.7%	-2.6%	-0.4%	-0.5%	-6.6%	-6.7%	
University of North London	69	-20	86	384	412	155	-380	706	0.9%	-0.3%	1.1%	5.0%	5.3%	1.8%	-4.4%	
Northern School of Contemporary Dance	-13	-5	4	3	1	-9	-1	-20	-8.0%	-3.1%	2.6%	1.9%	0.6%	-6.1%	-0.7%	
University of Northumbria at Newcastle	-131	-69	84	239	-203	197	255	372	-1.3%	-0.7%	0.8%	2.4%	-2.0%	1.6%	2.0%	
Norwich School of Art & Design	-10	6	-7	-20	-17	-4	-10	-62	-1.8%	1.0%	-1.1%	-3.2%	-2.7%	-0.6%	-1.5%	
University of Nottingham	60	36	13	249	329	-58	424	1,053	0.7%	0.4%	0.1%	2.8%	3.6%	-0.5%	3.3%	
Nottingham Trent University	-432	99	487	-63	-1,038	-571	-1,408	-2,926	-2.8%	0.6%	3.1%	-0.4%	-6.6%	-3.6%	-9.0%	
School of Oriental and African Studies	-9	-23	-87	-10	2	52	-56	-131	-0.8%	-1.9%	-7.3%	-0.9%	0.2%	3.8%	-4.1%	
University of Oxford	-52	34	179	109	479	144	-31	862	-0.5%	0.3%	1.8%	1.1%	4.9%	1.4%	-0.3%	
Oxford Brookes University	49	-387	-94	75	27	316	-272	-286	0.7%	-5.2%	-1.3%	1.1%	0.4%	3.9%	-3.1%	
School of Pharmacy	-8	11	1	7	-1	2	2	14	-2.7%	3.8%	0.3%	2.2%	-0.3%	0.6%	0.5%	

Recruitment against MaSN 1994-95 to 2000-01 (by institution)

Name of institution	Actual recruitment – MaSN								Actual recruitment – MaSN (as a percentage of the MaSN)							
	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
University of Plymouth	-224	180	254	201	0	26	-46	391	-1.8%	1.4%	2.0%	1.6%	0.0%	0.2%	-0.3%	
University of Portsmouth	140	-497	478	280	330	-11	-180	540	1.5%	-5.2%	5.2%	3.0%	3.5%	-0.1%	-1.7%	
Queen Mary and Westfield College (now Queen Mary, University of London)	-86	60	-182	72	47	135	237	283	-1.6%	1.1%	-3.3%	1.3%	0.9%	2.3%	4.0%	
Ravensbourne College	-20	-14	-2	-6	-4	-12	-4	-62	-3.7%	-2.6%	-0.4%	-1.1%	-0.7%	-1.9%	-0.6%	
RCN Institute	-2	-3	-25	-26	-6	-15	-20	-97	-2.0%	-3.1%	-26.6%	-37.1%	-14.0%	-26.3%	-100.0%	
University of Reading	226	-116	-48	-131	-293	-153	-273	-788	3.3%	-1.7%	-0.7%	-1.9%	-4.2%	-2.2%	-3.8%	
College of Ripon & York	-58	49	156	74	43	-66	4	202	-2.2%	1.8%	5.8%	2.8%	1.6%	-2.1%	0.1%	
Rose Bruford College	-5	12	10	7	-24	6	6	12	-1.4%	3.0%	2.4%	1.6%	-5.2%	1.3%	1.2%	
Royal Academy of Music	-29	-7	-18	-20	-39	9	-17	-121	-9.1%	-2.3%	-6.1%	-7.1%	-14.6%	3.7%	-6.5%	
Royal College of Music	-43	-7	15	17	-18	-7	-3	-46	-13.4%	-2.2%	4.8%	5.4%	-5.6%	-2.2%	-0.9%	
Royal Holloway, University of London	-85	-111	-149	23	-10	-36	-223	-591	-2.1%	-2.7%	-3.7%	0.6%	-0.3%	-0.9%	-5.5%	
Royal Northern College of Music	-11	13	7	5	10	1	8	33	-2.8%	3.4%	1.8%	1.3%	2.5%	0.2%	2.0%	
Royal Veterinary College	-1	3	24	18	2	-29	-3	14	-0.3%	0.8%	6.1%	4.5%	0.5%	-5.5%	-0.5%	
St George's Hospital Medical School	26	34	-21	-49	3	37	-5	25	3.6%	4.7%	-2.7%	-6.1%	0.4%	3.8%	-0.4%	
College of St Mark & St John	-42	45	55	42	-2	18	-42	74	-1.9%	2.1%	2.5%	1.9%	-0.1%	0.8%	-1.9%	
St Martin's College	3	-72	8	-165	-295	-307	-640	-1,468	0.1%	-2.8%	0.2%	-4.7%	-7.9%	-6.5%	-12.0%	
St Mary's College	-119	32	27	43	12	24	-30	-11	-5.4%	1.5%	1.2%	2.0%	0.5%	1.0%	-1.3%	
University of Salford	77	-144	-18	-62	27	-68	-104	-292	0.8%	-1.5%	-0.2%	-0.6%	0.3%	-0.6%	-0.9%	
University of Sheffield	61	89	70	304	66	-90	-120	380	0.6%	0.8%	0.7%	2.9%	0.6%	-0.7%	-0.9%	
Sheffield Hallam University	69	-626	112	949	457	278	-46	1,193	0.5%	-4.6%	0.9%	7.2%	3.3%	1.8%	-0.3%	

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	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
University of Southampton	-184	152	61	-92	153	572	210	872	-1.8%	1.5%	0.6%	-1.0%	1.6%	4.9%	1.7%	
Southampton Institute	63	71	143	174	163	-943	-274	-603	0.8%	0.8%	1.6%	1.9%	1.8%	-10.1%	-3.2%	
South Bank University	32	136	-292	-85	195	180	-1,071	-905	0.4%	1.7%	-3.7%	-1.1%	2.6%	1.9%	-11.0%	
Staffordshire University	105	-606	-4	229	284	196	-87	117	1.1%	-5.7%	0.0%	2.3%	2.8%	1.8%	-0.8%	
University of Sunderland	-384	108	-323	-313	-970	-538	-892	-3,312	-3.9%	1.1%	-3.3%	-3.2%	-9.9%	-5.9%	-10.0%	
The Surrey Institute of Art & Design University College	-22	-10	77	209	-81	-31	35	177	-1.0%	-0.5%	3.6%	9.9%	-3.6%	-1.4%	1.5%	
University of Surrey	-20	-71	-37	-149	-221	-46	52	-492	-0.5%	-1.8%	-0.9%	-3.7%	-5.8%	-1.0%	1.1%	
University of Surrey Roehampton	-249	126	-65	-22	-122	-370	-237	-939	-4.8%	2.6%	-1.3%	-0.4%	-2.4%	-6.7%	-4.4%	
University of Sussex	138	-460	1	37	113	37	80	-54	2.3%	-7.3%	0.0%	0.6%	1.9%	0.6%	1.3%	
University of Teesside	338	-475	34	-97	-274	-261	-526	-1,261	5.5%	-7.0%	0.5%	-1.5%	-4.3%	-3.5%	-6.8%	
Thames Valley University	34	-451	115	117	-942	-2,327	429	-3,025	0.6%	-7.2%	2.0%	2.0%	-15.7%	-27.2%	6.8%	
Trinity & All Saints	-16	-1	-8	51	29	-140	-157	-242	-0.8%	-0.1%	-0.4%	2.6%	1.4%	-6.2%	-6.8%	
Trinity College of Music	-18	10	7	3	6	3	-13	-2	-5.7%	3.3%	2.3%	1.0%	1.9%	0.9%	-3.9%	
University College London	-44	183	163	144	336	-78	110	814	-0.6%	2.4%	2.1%	1.9%	4.4%	-0.9%	1.2%	
University of Warwick	128	20	144	99	18	-110	101	400	1.8%	0.3%	2.0%	1.4%	0.2%	-1.5%	1.3%	
University of West of England, Bristol	25	16	-270	-85	310	565	381	942	0.2%	0.1%	-2.2%	-0.7%	2.5%	3.8%	2.5%	
University of Westminster	-468	-191	143	179	222	-147	33	-229	-6.3%	-2.7%	2.0%	2.6%	3.0%	-1.7%	0.4%	
Wimbledon School of Art	2	-3	2	9	1	-6	4	9	0.6%	-0.9%	0.6%	2.6%	0.3%	-1.6%	1.0%	
University of Wolverhampton	-442	141	-400	-244	-1,233	-1,115	-219	-3,512	-3.7%	1.2%	-3.5%	-2.2%	-10.9%	-8.4%	-1.8%	
University College Worcester	-4	14	-3	3	53	1	-89	-25	-0.1%	0.5%	-0.1%	0.1%	1.8%	0.0%	-2.5%	

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	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Cumulative difference	94-95	95-96	96-97	97-98	98-99	99-00	00-01	
Writtle College	-39	4	-32	-25	15	-36	-1	-114	-5.1%	0.5%	-3.5%	-2.6%	1.5%	-3.6%	-0.1%	
University of York	-50	97	193	106	143	-110	-255	124	-1.2%	2.3%	4.5%	2.5%	3.3%	-2.0%	-4.3%	

Those institutions whose intake is almost completely of postgraduate or part-time students, have been excluded from this table.

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List of acronyms

ASNs	Additional student numbers allocated by the HEFCE each year in response to bids from institutions
API	Age Participation Index
DfEE	Department for Education and Employment (now the DfES)
DfES	Department for Education and Skills
FE	Further education
FEC	Further education college
FTE	Full-time equivalent
HE	Higher education
HEI	Higher education institution
HEIFES	Higher Education in Further Education Early Statistics Survey
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics Survey
ITT	Initial Teacher Training
LEA	Local Education Authority
MaSN	Maximum student number
OECD	Organisation for Economic Co-operation and Development
PCAS	Polytechnics and Colleges Admissions Service
PCFC	Polytechnics and Colleges Funding Council
Pre-1992 institutions	Those that had the status of universities before the 1992 Further and Higher Education Act
Post-1992 institutions	Those given the status of universities by the Further and Higher Education Act in 1992 and all HE colleges
QAA	Quality Assurance Agency for Higher Education
SAAS	Student Awards Agency Scotland
UCAS	Universities and Colleges Admissions Service
UCCA	Universities Central Council on Admissions
UFC	Universities Funding Council
Ufi	University for Industry (learndirect)