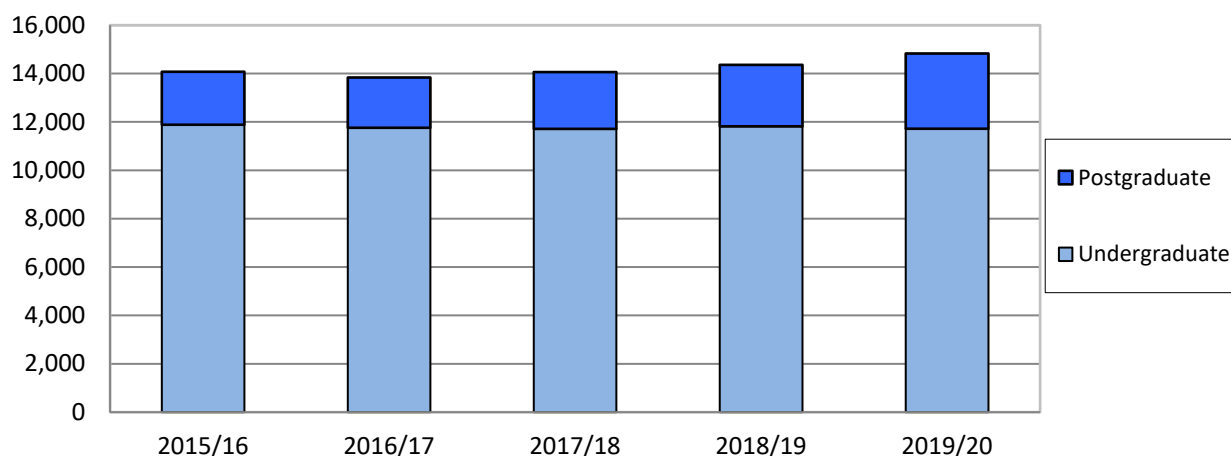


Higher Education Statistical Fact Sheet 6: Enrolments on STEM related courses at NI Higher Education Institutions - 2015/16 to 2019/20

Section 1: Enrolments on Narrow STEM related courses at NI Higher Education Institutions - 2015/16 to 2019/20

- Between 2015/16 and 2019/20, the total number of students enrolled on Narrow STEM related courses at NI Higher Education Institutions (HEIs) increased by 760 (5.4%), from 14,070 to 14,830.
- Although there was a net increase in the number of Narrow STEM enrolments at NI HEIs between 2015/16 and 2019/20, the proportion of such enrolments decreased slightly from 25.6% to 25.1% over the same period. This was due to the 7.5% increase in total enrolments during this time period, from 54,940 in 2015/16 to 59,075 in 2019/20.
- Between 2018/19 and 2019/20, the total number of students enrolled on Narrow STEM related courses at NI HEIs increased by 475 (3.3%), from 14,360 to 14,830.
- Between 2015/16 and 2019/20, the number of undergraduate enrolments on Narrow STEM related courses at NI HEIs decreased from 11,885 to 11,720 (down 1.4%). Over the same time period, postgraduate Narrow STEM enrolments increased from 2,190 to 3,110 (up 42.1%).

Enrolments on Narrow STEM courses at NI HEIs - 2015/16 to 2019/2020



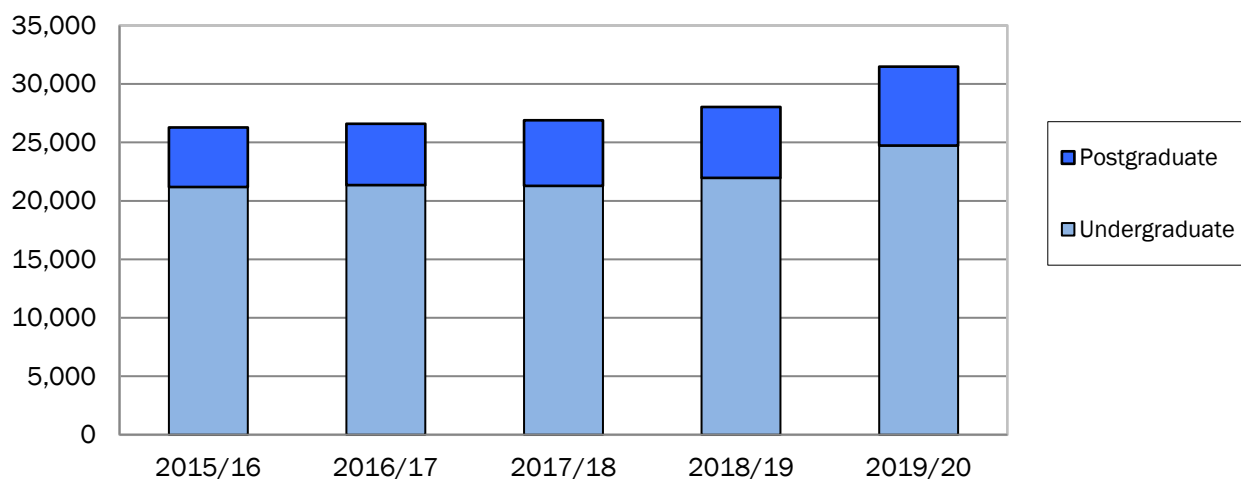
Year	Narrow STEM Enrolments				All Enrolments
	Undergraduate	Postgraduate	Total	Proportion	
2015/16	11,885	2,190	14,070	25.6%	54,940
2016/17	11,760	2,075	13,835	25.5%	54,195
2017/18	11,715	2,345	14,060	26.0%	54,020
2018/19	11,815	2,540	14,360	26.0%	55,290
2019/20	11,720	3,110	14,830	25.1%	59,075

Source: Higher Education Statistics Agency (HESA)

Section 2: Enrolments on Broad STEM¹ related courses at NI Higher Education Institutions 2015/16 to 2019/20

- Between 2015/16 and 2019/20, the total number of students enrolled on Broad STEM related courses at NI Higher Education Institutions (HEIs) rose from 26,280 to 31,480 (a 19.8% increase).
- During the same time period, the proportion of Broad STEM enrolments increased from 47.8% to 53.3%.
- Between 2018/19 and 2019/20, the total number of students enrolled on Broad STEM related courses at NI HEIs increased by 3,445 (12.3%), from 28,040 to 31,480.
- Between 2015/16 and 2019/20, undergraduate enrolments on Broad STEM related courses at NI HEIs increased from 21,180 to 24,725 (a rise of 16.7%). The number of postgraduate Broad STEM enrolments increased from 5,100 to 6,755 (a rise of 32.4%) over the same period.

Enrolments on Broad STEM courses at NI HEIs - 2015/16 to 2019/20



Year	Broad STEM Enrolments				All Enrolments
	Undergraduate	Postgraduate	Total	Proportion	
2015/16	21,180	5,100	26,280	47.8%	54,940
2016/17	21,355	5,240	26,595	49.1%	54,195
2017/18	21,290	5,615	26,900	49.8%	54,020
2018/19	21,970	6,065	28,040	50.7%	55,290
2019/20	24,725	6,755	31,480	53.3%	59,075

Source: Higher Education Statistics Agency (HESA)

Notes:

1. To avoid a duplication of foundation year figures across HE institutions and Further Education Colleges, Queen's University Belfast and Stranmillis University College changed their return to HESA during 2019/20 and no longer report on foundation degrees that are offered as part of a validated collaborative arrangement with Further Education Colleges. Historical figures in this fact sheet have been backdated to reflect this change.
2. 2019/20 saw the introduction of a new subject coding system, the Higher Education Classification of Subjects (HECoS). This replaced the previous subject coding system, the Joint Academic Coding System (JACS). In addition to HECoS, a Common Aggregation Hierarchy (CAH) was introduced this year to provide a standardised hierarchical aggregation of HECoS codes suitable for the majority of users. The CAH has been developed to provide standard groupings that can be applied to both HECoS and JACS allowing for consistent analysis across coding frames. It is important to remember though that these are two distinct coding frames. For more information, refer to HESA's webpage on HECoS and CAH.
3. This change in subject coding systems has an impact on the STEM groupings presented in this fact sheet. The STEM groupings presented for the years 2015/16 to 2018/19 are based on the JACS coding system. Narrow STEM related courses include: Biological Sciences; Physical Sciences; Mathematical Sciences; Computer Science; and Engineering and Technology. Broad STEM related courses include: Medicine and Dentistry; Subjects allied to Medicine; Biological Sciences; Veterinary Sciences; Agriculture and related subjects; Physical Sciences; Mathematical Sciences; Computer Science; Engineering and Technology; and Architecture, Building and Planning.
4. The STEM groupings presented for 2019/20 use the CAH subject groups. STEM definitions are based on the approach developed by HESA to categorise subjects into science/non-science subjects. Their science grouping is an aggregation of relevant CAH level 1 subject codes (derived from HECoS), with the exception of CAH12 (Geographical and environmental studies), which has been split into natural sciences and social sciences. The natural science element is categorised into the science grouping and the social sciences element into the non-science grouping. The same approach has been taken when categorising CAH level 1 subject codes into STEM groupings, and maps well to the previous JACS coding of STEM subjects.
5. Based on CAH subject groupings, narrow STEM related courses include: Biological and sports sciences; Psychology; Physical sciences; Mathematical sciences; Engineering and technology; Computing; and Geographical and environmental studies (natural sciences). Broad STEM related courses include: Medicine and dentistry; Subjects allied to medicine; Biological and sports sciences; Psychology; Veterinary sciences; Agriculture, food and related studies; Physical Sciences; General and others in sciences; Mathematical sciences; Engineering and technology; Computing; Geographical and environmental studies (natural sciences); and Architecture, building and planning.
6. Figures are rounded to the nearest 5. Due to rounding, figures may not sum to totals. Percentages are based on unrounded figures.
7. From the 2014/15 academic year onwards, within DfE publications, Open University students are counted within the country where the national centre is located.

Links:

Data from this fact sheet are available in open data format at the following link: [Higher Education Statistical Factsheets](#)

More Higher Education statistics are available from: [Higher Education Statistics and Research](#)