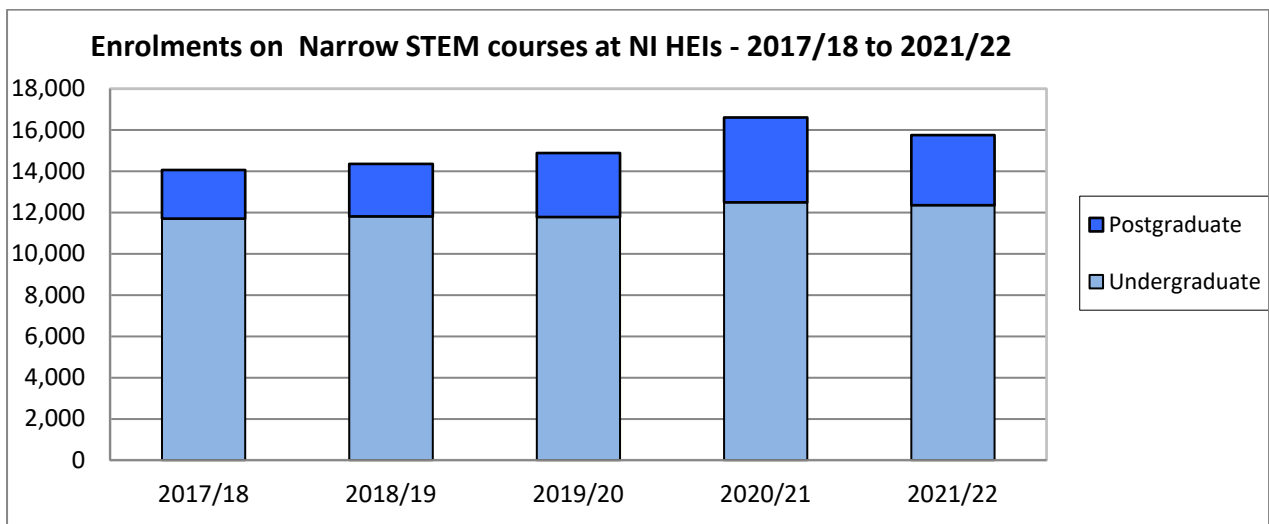


## Higher Education Statistical Fact Sheet 6: Enrolments on STEM related courses at NI Higher Education Institutions - 2017/18 to 2021/22

### Section 1: Enrolments on Narrow STEM related courses at NI Higher Education Institutions - 2017/18 to 2021/22

- Between 2017/18 and 2021/22, the total number of students enrolled on Narrow STEM related courses at NI Higher Education Institutions (HEIs) increased by 1,700 (12%), from 14,060 to 15,760.
- Although there was a net increase in the number of Narrow STEM enrolments at NI HEIs between 2017/18 and 2021/22, the proportion of such enrolments decreased from 26% to 23%, with most of the decrease over the last year. This occurred in the context of a 29% increase in total enrolments during this time period, from 54,020 in 2017/18 to 69,565 in 2021/22.
- Between 2020/21 and 2021/22, the total number of students enrolled on Narrow STEM related courses at NI HEIs decreased by 850 (5%), from 16,610 to 15,760. This was mainly due to a fall in the number of postgraduate Narrow STEM enrolments, from 4,120 in 2020/21 to 3,405 in 2021/22. The drop in the proportion of narrow STEM enrolments from 25% to 23% in this period was also partly due to an increase in the total number of enrolments, mainly international students enrolled on non-STEM Business and Management courses located at Ulster University's Birmingham and London campuses.
- Between 2017/18 and 2021/22, the number of undergraduate enrolments on Narrow STEM related courses at NI HEIs increased from 11,715 to 12,355 (up 5%). Over the same time period, there was a 45% increase in postgraduate Narrow STEM enrolments, from 2,345 to 3,405,

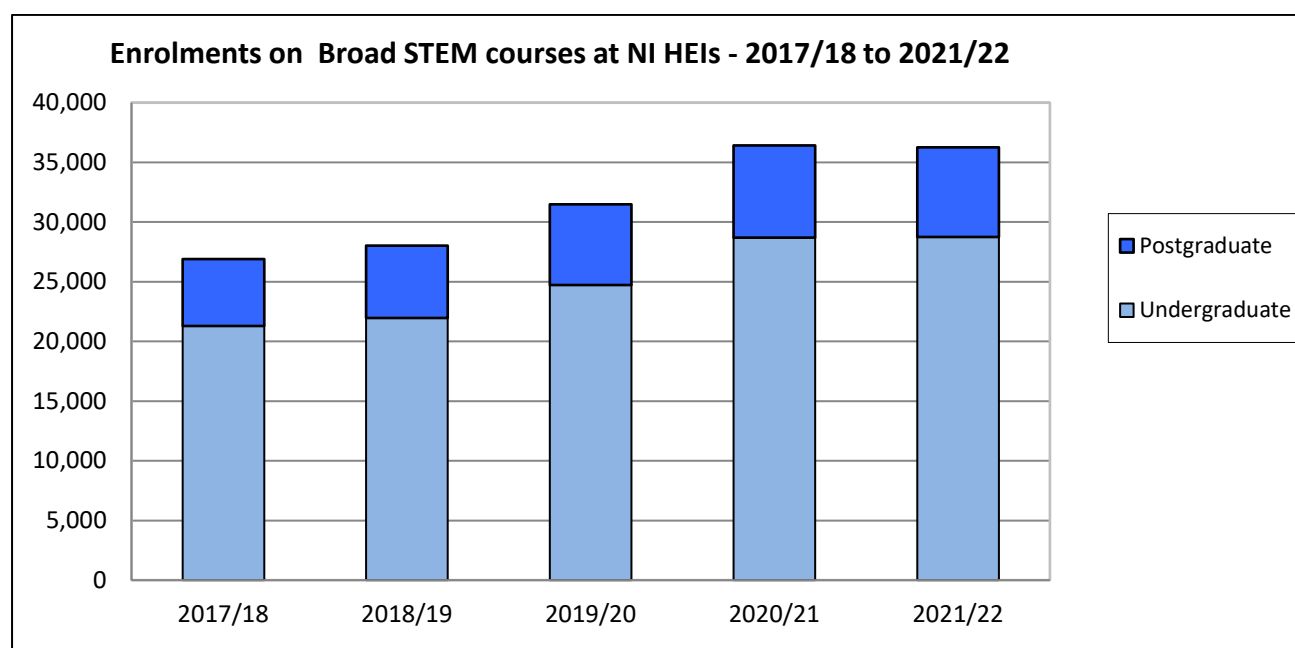


Year	Narrow STEM Enrolments				All Enrolments
	Undergraduate	Postgraduate	Total	Proportion	
2017/18	11,715	2,345	<b>14,060</b>	26%	54,020
2018/19	11,815	2,540	<b>14,360</b>	26%	55,290
2019/20	11,780	3,115	<b>14,895</b>	25%	59,075
2020/21	12,490	4,120	<b>16,610</b>	25%	66,245
2021/22	12,355	3,405	<b>15,760</b>	23%	69,565

Source: Higher Education Statistics Agency (HESA)

## Section 2: Enrolments on Broad STEM<sup>1</sup> related courses at NI Higher Education Institutions 2017/18 to 2021/22

- Between 2017/18 and 2021/22, the total number of students enrolled on Broad STEM related courses at NI Higher Education Institutions (HEIs) rose from 26,900 to 36,260 (a 35% increase).
- During the same time period, the proportion of Broad STEM enrolments increased from 50% to 52%.
- There was little change in the total number of students enrolled on Broad STEM related courses at NI HEIs between 2020/21 (36,405) and 2021/22 (36,260).
- Between 2017/18 and 2021/22, undergraduate enrolments on Broad STEM related courses at NI HEIs increased from 21,290 to 28,750 (a rise of 35%). The number of postgraduate Broad STEM enrolments increased from 5,615 to 7,510 (a rise of 34%) over the same period.



Year	Broad STEM Enrolments				All Enrolments
	Undergraduate	Postgraduate	Total	Proportion	
2017/18	21,290	5,615	<b>26,900</b>	50%	54,020
2018/19	21,970	6,065	<b>28,040</b>	51%	55,290
2019/20	24,725	6,755	<b>31,480</b>	53%	59,075
2020/21	28,685	7,720	<b>36,405</b>	55%	66,245
2021/22	28,750	7,510	<b>36,260</b>	52%	69,565

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 2017/18 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 all those in Narrow STEM along with the following: Medicine and Dentistry; Subjects allied to Medicine; Veterinary Sciences; Agriculture and related subjects; and Architecture, Building and Planning.
4. The STEM groupings presented for 2019/20 onwards use the CAH 1.3.4 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 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 subjects include all those in Narrow STEM along with the following: Medicine and dentistry; Subjects allied to medicine; Veterinary sciences; Agriculture, food and related studies; 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 and rounded to the nearest integer.

#### 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](#)