

Cylchlythyr

Circular

Provision of information for students on cost of study

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To: Heads of higher education institutions in Wales
Principals of directly-funded further education colleges in Wales
Response by: No response required. These guidelines recommend action by June 2010, October 2010, and June 2011
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This circular provides guidelines on good practice in providing timely transparent information on the cost of study to students and prospective students of higher education, including those studying HE in FE.

The guidelines are intended to encompass the costs of study experienced by the diverse student body, including part-time and full-time students, and mature and non-traditional students. This circular will be of interest to the senior management team and to staff involved in the provision of information to students via marketing and the admissions process, including at subject level.

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Introduction

1. HEFCW's remit letter from the Welsh Assembly Government 2009-10 asked us to 'advise on...steps to address the issue of hidden costs of study and to ensure that all such costs are clearly communicated to prospective students in order that they can make comparisons between courses.'
2. We formed a steering group to advise us in undertaking this work. The group was chaired by HEFCW and consisted of the Higher Education Wales (HEW) Chair of the Pro Vice Chancellor Learning and Teaching Advisory Group, NUS Wales President, HEW officer, NUS Wales officer, and HEFCW officers.
3. With the steering group, we developed advice for WAG in response to our remit letter. We believed that the term 'hidden costs' could be misconstrued as deliberate action on the part of the higher education sector to obscure costs from students, and therefore referred to 'cost of study' in our advice. Additional information is available at **Annex A**.
4. The steering group recognised that there was a wide range of information available on retention and costs, some of which is detailed in Annex A. The steering group also came to some conclusions which informed the advice, which are also detailed in Annex A.
5. A recommendation within our advice was that we should provide institutions with guidelines on good practice in providing timely transparent information on the cost of study to prospective students of higher education (HE).
6. This circular provides those guidelines, which were also developed with the input of the steering group. The guidelines are intended to encompass the costs of study experienced by the diverse student body, including part-time and full-time students, mature and non-traditional students, and those studying HE in Further Education (FE) institutions.
7. In implementing the good practice set out in these guidelines HEIs will need to take account of their equalities, accessibility and Welsh language policies.

What are the costs?

8. The cost of attending higher education covers a wide range of elements in addition to tuition fees, accommodation and travel costs.
9. Some costs are within the control of HEIs (eg, cost of study visits/field courses), while others are not (eg, cost of equipment). There are three categories of costs: mandatory costs, necessarily incurred costs, and optional costs.

10. Mandatory costs arise from studying core/compulsory modules. Information on these costs needs to be available to students at the time of application.
11. Necessarily incurred costs are not a direct result of undertaking core modules, may not be experienced by all students, and will vary with students' circumstances, such as distance travelled to university giving rise to car parking or accommodation costs. General information on these costs needs to be available to students at the time of application in case they will be applicable.
12. Optional costs are incurred only as a result of student choice of module. It is desirable for information on these costs to be available to students at the time of application.
13. Mandatory costs¹ may include the following²:
 - Fees;
 - Materials for art degrees, such as canvasses, paints, clays, textiles, metals, etc;
 - Materials to support health courses, eg, stethoscopes, optometry lens sets, lab coats;
 - Outdoor equipment, eg, waterproof clothing; hiking boots, waterproof notebooks, hard hats, sports equipment;
 - Learning resources, including books, journals, photocopying etc;
 - Criminal Records Bureau (CRB) checks/ Independent Safeguarding Authority registration;
 - Study visits/field courses: outdoor field courses, museums, events, galleries, theatres, film festivals, youth and community projects, construction or engineering sites, prisons;
 - Conferences and registration;
 - Costs of additional facilities, eg, studio fees, laboratories, darkrooms, workshops;
 - Printing, and binding costs (for dissertations);
 - Health checks, vaccinations for fitness to practice, study or travel;
 - Work placement costs (paid/unpaid, impact on ability to work part-time, travel costs, care of dependants, clothing, car parking); and
 - Coaching awards.

These include a mixture of costs which are within the institution's control (eg fees, printing) and those which are not (eg materials, vaccinations). They also include some costs where students can exercise discretion (eg materials, outdoor equipment).
14. Necessarily incurred costs are normally beyond the control of HEIs, and may vary with students' circumstances. These include³:

¹ ie students are unable to undertake or pass the course without meeting these costs. Some of these costs eg books may vary substantially by institution, due to availability of library and online resources

² This list is not exhaustive

³ This list is not exhaustive

- Living costs (food, bills, etc);
- Accommodation;
- Car parking;
- Care costs for children or adult dependents;
- Costs incurred by disabled students as a result of adjustments necessary to address their needs;
- Passport application costs for foreign travel;
- Medical certificates for extensions or absence from assessments or field courses; and
- Information technology (handheld devices, computers, recording equipment, photographic apparatus).

Guidelines on good practice

15. All institutions should make information on the cost of study available electronically, via their websites, while also taking account of their accessibility policies.
16. The information provided should be in the form of estimates, and accurate at the time of publication, as changes in the economy could impact on some of the costs (eg accommodation costs, exchange rates). Institutions will want to take account of the legal context of the information they provide.
17. Information on costs should be updated at least annually, and should identify the date of the most recent review, in order that students can take account of any changes in the economy when estimating their costs.
18. Institutions should indicate which costs are likely to apply to part-time students.
19. *Mandatory costs:* Information provided by institutions should include all mandatory costs associated with the programme, eg studio fees, compulsory field work, typical cost of books and photocopying etc, and equipment.
20. *Necessarily incurred costs:* Information on necessarily incurred costs, which may be beyond the control of the institution, such as cost of living, should be provided and needs to be easily available to applicants. This could be provided collaboratively by institutions. Applicants should be advised at the point of provision of this information to visit the web page(s) for their chosen programme of study, which will provide information on course-specific costs.
21. *Optional costs:* Institutions should also aim to provide students with an indication of optional costs in order to inform student module choice.
22. Institutions should provide links from the information on cost of study to information on financial support available and eligibility for such support.

Quality Assurance Agency

23. The Quality Assurance Agency's code of practice on admissions to higher education⁴ notes as a principle that institutions should 'inform applicants of the obligations placed on prospective students at the time the offer of a place is made'. It also states, 'In addition to full and accurate information about all fees and associated costs of studying a particular programme, prospective students may find it helpful for institutions to include information on the availability of institutional specific advice and sources of financial support.' The QAA code of practice on disabled students⁵ notes 'Information relating to the institution and its programmes should be made available to students in different formats as early as possible and preferably prior to the start of the programme'.
24. The institutional review: Wales (IR) process⁶ examines 'the accuracy and completeness of the information that an institution publishes about the academic standards of its awards and the quality of its educational provision'. It also examines students' 'experience of published information and other information relating to their programmes of study, and other relevant topics.' This provides an opportunity for students to express concerns about transparency of cost of study.
25. We will draw these guidelines to the attention of the Quality Assurance Agency. NUS Wales will draw them to the attention of student representative bodies. These bodies may wish to address the provision of information on costs in the annual statement which they may choose to produce to inform dialogue with their institution and ultimately inform the student submission for the institutional review.
26. 'Higher Ambitions'⁷, England's higher education blueprint, identified that 'All universities should publish a standard set of information setting out what students can expect in terms of the nature and quality of their programme.' The work is being co-ordinated by HEFCE and taken forward by the Teaching Quality Information/ National Student Survey steering group, which has Welsh representation. We have brought our recommendations on the provision of information on the cost of study to the attention of HEFCE.

Availability of information

27. Taking account of the Minister's request to 'advise on...steps to address the issue of hidden costs of study and to ensure that all such costs are clearly communicated to prospective students in order that they can make comparisons between courses', it would be good practice to provide information on cost of study as early as possible.

⁴ <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section10/default.asp>

⁵ <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section3/Section3Disabilities2010.pdf>

⁶ <http://www.qaa.ac.uk/reviews/reviewWales/Handbook2009.pdf>

⁷ <http://www.bis.gov.uk/policies/higher-ambitions>

28. We recommend the following timetable:
- Information on necessarily incurred costs by the end of June 2010, to give the 2010/11 intake access to general information on costs of study;
 - Information on mandatory costs by the end of October 2010, to enable the 2011/12 intake to compare the cost of different programmes; and
 - Information on optional costs by the end of June 2011, to inform the module choices of new and continuing students.
29. This would benefit students applying to Welsh institutions in being able to make informed choices regarding what and where to study.

Equality Impact Assessment

30. We have a legal responsibility to assess the impact of our policies on equality groups, and to set out how we will monitor or address any possible negative impact. The outcomes of our Equality Impact Assessment on this policy are available upon request.

Further information

31. For further information, contact Dr Cliona O'Neill (tel 029 2068 2283; email cliona.oneill@hefcw.ac.uk).

Annex A.

Cost of study

1. The NUS Wales submission to Phase One of the Jones review into the Role and Purpose of Higher Education in Wales⁸ referred to the importance of understanding the 'hidden costs' of study. The Phase One report recommended that the Welsh Assembly Government 'Work with delivery partners and existing advice channels (including Careers Wales, schools, colleges, Job Centre Plus and Welsh higher education institutions (HEIs)), to promote a greater understanding of the costs and benefits of HE and the support available'.
2. The Education Minister's response to Phase One of the Jones review noted that: 'I will also be mindful of the issues that impact on students. For example, I am concerned about the impact of hidden study costs, including for course materials, library services or photocopying and the position of part time students. It is important that there are no barriers to people reaching their full potential through higher education, regardless of financial circumstances.'⁹ Following this work, our remit letter from WAG included the request to provide advice on addressing the 'hidden costs of study'.
3. An article in the Western Mail by the President of NUS Wales¹⁰ identified that the organisation believed 'universities need to publish these hidden costs for applicants to see.' The article referred to the results of a survey by the university information website, Push¹¹, published in August 2009, which identified that the level of student debt had risen by 24% and that new students could expect to owe £23,500 at the end of their time at University. The Push website also showed Wales to be at least 15% below the average costs¹². However, this work only surveyed 130 students in Wales, and therefore not much significance can be placed on these outcomes.
4. The Western Mail article also cited an NUS/HSBC student experience survey published in 2008¹³ which 'revealed the true cost of certain courses in higher education'. This survey noted that students tended significantly to underestimate their basic living costs, and that areas emerged as unexpected costs, such as travel and course materials, including books and stationery.

⁸ <http://wales.gov.uk/docs/dcells/publications/4.0%20Policies%20and%20Strategies/5.0%20Further%20and%20Higher%20Education/Further%20and%20Higher%20Education/Review%20of%20Higher%20Education%20in%20Wales%20Phase%201%20Student%20Finance%20Arrangements/081201reviewhigheren.pdf>

⁹ <http://www.assemblywales.org/bus-home/bus-chamber/bus-chamber-third-assembly-rop.htm?act=dis&id=121955&ds=3/2009#datgan>

¹⁰ <http://www.walesonline.co.uk/news/wales-news/2009/08/26/higher-education-students-need-flexibility-and-support-91466-24531460/>

¹¹ <http://www.push.co.uk>

¹² <http://www.push.co.uk/press/student-debt-survey-2009/>

¹³ http://www.nus.org.uk/PageFiles/4017/NUS_StudentExperienceReport.pdf

5. In June 2009 the Minister for Children, Education, Lifelong Learning and Skills committed to the development of 'a revised approach to a national bursary framework for Wales, which will send a message to new learners, young and old, to access and to succeed in higher education.'¹⁴ NUS Wales are working with Higher Education Wales and the Welsh Assembly Government to develop the framework.
6. The Welsh Assembly Government report on Student Withdrawal from Higher Education¹⁵ noted that more emphasis on the provision of information and advice at the pre-entry stage was advisable to prepare entrants for the HE experience. This could include further information on the likely cost of study.
7. The National Audit Office report *Staying on course: the retention of students in HE, 2007*,¹⁶ provided details of inter-related reasons which may lead to withdrawal. It referred to the need to improve information for potential students. It identified that in England and internationally, there was insufficient evaluation of the cost and effectiveness of retention initiatives, and that it was difficult to separate the impact of retention-related initiatives from that of other activities to improve the student experience.
8. There are many other reports available on student finances, widening access and retention. Overall, from scrutiny of the publications available, it appears there is a need for further research on a range of aspects of higher education, including cost of study and impact of cost on retention, particularly of poorer students.

General information

Higher Education Statistics Agency data

9. Information from the Higher Education Statistics Agency (HESA) is available at **Annex B**.
10. The data shows variability year on year. It also demonstrates that in 2007/08 a greater number of students left citing financial reasons than in any other year since 2002/03.
11. HESA data does not indicate the precise nature of the financial reason behind students leaving, and therefore it is uncertain whether any students left due to unforeseen costs. Additionally, retention is impacted by a range of factors, including external issues, which may change in relative importance over time. Therefore it may be the combination of financial reasons together with other factors which lead to a student's departure.

¹⁴ <http://wales.gov.uk/docs/cabinetstatements/2009/090623merfynjonesen.doc>

¹⁵ <http://new.wales.gov.uk/topics/educationandskills/research-and-evaluation/research/studentwithdrawal/?lang=en>

¹⁶ http://www.nao.org.uk/publications/0607/retention_of_students_in_he.aspx

12. The data available does not provide sufficient evidence to indicate whether unforeseen costs are a direct cause of withdrawal of students.

Retention and poorer students

13. The steering group was unable to identify any evidence or research regarding the impact of underestimated costs on the retention of poorer students. The Welsh Assembly Government report on Student Withdrawal from Higher Education (see footnote 14) identified that HEIs should be 'more assiduous and probing when compiling data about withdrawal and the reasons given for it.' However, there are many reasons for withdrawal, of which finance is only one. The report did not specifically identify lack of provision of information on cost of study as a contributory factor. It identified recent studies suggesting that financial issues were declining in importance as a cause of student withdrawal.

Information, advice and guidance

14. Research carried out for the Sutton Trust in 2008 found that poorer students tended to have little knowledge of bursaries available, and some were deterred from entering higher education through fear of debt¹⁷. Therefore at the time the study was carried out there was a need for clearer information, advice and guidance regarding costs and financial support.
15. Work commissioned by the Office For Fair Access (OFFA) in England in 2009 confirmed that 'the overall success of bursaries was limited by the lack of awareness, knowledge and understanding.'¹⁸
16. The Welsh Assembly Government gave a commitment in the *Skills That Work for Wales* Action Plan that the services provided by the Careers Wales companies would be reviewed. It commissioned two reports, which were published in May 2008: an international benchmarking report, assessing careers service arrangements in Wales against the criteria of best practice established by the Organisation for Economic Co-operation and Development in 2004 and comparing them with arrangements elsewhere in the UK and overseas¹⁹; and a summary report by Estyn of the performance of the Careers Wales companies based on inspection findings between 2005 and 2008²⁰. At that time the Deputy Minister for Skills announced that the scope of the review would be widened to include, among other things, information, advice and guidance services provided by the Careers Wales companies and other relevant adjacent service provision, including that in education²¹. This is now underway, and may include some commentary on information provided regarding cost of study.

¹⁷ <http://www.suttontrust.com/reports/StaffordshireReportFinal.pdf>

¹⁸ <http://www.offa.org.uk/wp-content/uploads/2009/12/OFFA-2009.07-summary-and-recommendations.pdf>

¹⁹ http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/skillsthatforwales/viewcareersterms/?lang=en

²⁰ http://www.estyn.gov.uk/inspection_reports/rep_careerswales.asp

²¹ <http://wales.gov.uk/about/cabinet/cabinetstatements/2009/careers/?lang=en>

17. The Student Finance Wales website²² provides students with information on fees, grants and bursaries, to which they may be entitled. However, it does not indicate the full range of costs which students may encounter when attending higher education. The site is not particularly easy to navigate, and many of the links to Welsh institutions, which are not easy to find, are not live. Additionally, the link on the page entitled 'how much will it cost me to complete my course?' fails to provide information on the costs of study other than fees, and attempts to use the entitlement calculator resulted in an error message. This source of information is therefore not very useful to potential students.
18. A range of bursaries are available to students. Many of these are only available in the first year or two years of study. This means that they do not help to address additional costs which students may experience in their final year of study.

Review of public information needs

19. The Higher Education Funding Council for England (HEFCE)'s strategic committee for Teaching, Quality and the Student Experience set up a sub-committee to investigate concerns regarding quality and standards in English higher education.
20. The report of the sub-committee was published in October 2009²³ and recommended that there should be more accessible public information about quality and standards, and about the wider student experience: *'HEFCE should initiate detailed research into understanding the needs of the intended users of the information (students, parents, employers and other stakeholders). Users should be properly surveyed to find out what information they want to have and how they would prefer to access ... Research should include consideration of the suggestions for additional information in other recommendations of this report.'*
21. It has been agreed that this work will be overseen by the UK-wide Teaching Quality Information/National Student Survey steering group. It therefore has potential impact on all countries of the UK. HEFCW officers have raised the issue of cost of study with regards to this work, and will maintain a watching brief on the outcomes.
22. The Department for Business, Innovation and Skills in England's higher education blueprint, Higher Ambitions, was published in November 2009²⁴. It asserted the need to re-examine the beneficiaries of higher education, and stated that the English government would commission an independent review into this matter. It reported that the review would *'explicitly weigh the cost of education to the individual against the priorities set out in this framework, including the need to ensure that the cost of a university*

²² <http://studentfinancewales.co.uk>

²³ http://www.hefce.ac.uk/pubs/hefce/2009/09_40/

²⁴ <http://www.bis.gov.uk/wp-content/uploads/publications/Higher-Ambitions.pdf>

education remains no bar to the widest possible access to higher learning for all those with the talent and motivation to benefit.' It also agreed that 'Students need comparable sources of information that will allow them to make informed decisions and choices', and, 'All universities should publish a standard set of information setting out what students can expect in terms of the nature and quality of their programme.'

23. UCAS is investigating options to increase the provision of information on costs of higher education. However, these will be unlikely to address the needs of part-time students, who often apply directly to the institution. The UCAS 'Course Search' function provides links to information on fees, bursaries and financial support for each course. The website also informs students that they will 'usually have to pay for two things: tuition fees for your course and living costs, such as rent, food, books, transport and entertainment.' The site contains links to a student finance calculator for different countries of the UK. However, at the time of writing this report, this function was not working.

Information from Wales

Welsh Assembly Government

24. The Welsh Assembly Government report on student withdrawal from higher education noted the 'lack of robust data about the impact of tuition fees on student participation and withdrawal.' It reported that there was little evidence to confirm the importance of finance as the primary reason for student withdrawal.

The Quality Assurance Agency

25. In the IR cycle 2003/04-2008/09, the QAA found that some institutions needed to do more work with regards to the provision of information in Welsh, and on Welsh language provision. In a few cases perceptions were identified that some students eg on particular campuses, work placements or studying in collaborating institutions were not provided with as much information as other students. However, this did not seem to relate specifically to pre-entry information. One report cited that students had access to out of date information regarding costs. Overall, however, the QAA IR reports indicated that students were generally satisfied with the accuracy of information provided, including that provided in prospectuses²⁵.

Information from institutions

26. Officers wrote to HE institutions, and to further education institutions with large amounts of directly funded HE provision, to request information currently provided to students regarding:

²⁵ IR reports for 2003/04 to 2008/09 are available at <http://www.qaa.ac.uk/reviews/reports/instIndex.asp>

- Costs of study which students may not be aware of prior to enrolment (eg fees, accommodation, required books, field courses, equipment);
 - How these are communicated to prospective and existing students;
 - Whether any financial support is available; and
 - How they ensure clarity and timeliness of communication of this information to students.
27. We received nine responses from HEIs²⁶, and two responses from the FE colleges with the largest amounts of directly funded HE in FE provision²⁷. In addition we were informed by members of our steering group that, although we sent our request for information to the vice chancellor's office in each HEI, it may have been dealt with by staff who did not have full awareness of information provided to prospective students. It is possible, therefore, that the information with which we were provided, is not fully comprehensive.
28. From the responses received we identified that institutions provide prospective students with a range of information, including costs, through a variety of mechanisms at different times in the application process. Mechanisms used include prospectuses, websites, open days and joining packs.
29. Welsh institutions tend to provide information on fees and accommodation costs on their websites and/or in prospectuses, as do other institutions in the UK. However, cost of study is not generally easy to identify via institutions' websites.
30. Full details of the programme of study, including some information on additional costs, are generally available by the time of enrolment, either via a joining pack or separate letter. Thus most information is available to students when they have made a firm acceptance of an institution's offer.
31. The timing of availability of the information does not enable students easily to make comparisons between courses with regards to cost at the outset. In addition, the information on estimated additional costs, and whether they are essential or optional, is not always clear. This is comparable to other institutions throughout the UK. However, a Wales-only approach would not benefit prospective students who wish to compare courses in Wales with those in other countries of the UK.

Information from other countries

32. Three other English-speaking countries were selected for comparison of information on cost of study. These were the United States of America,

²⁶ Aberystwyth University, Bangor University, Cardiff University, University of Glamorgan, Glyndŵr University, University of Wales Newport, Swansea Metropolitan University, Trinity University College, University of Wales Institute, Cardiff

²⁷ Coleg Llandrillo and Coleg Sir Gâr

Ireland and Australia. Each of these countries has a very different financial context in terms of fees charged, available support, currency issues, etc.

United States of America

33. In the US institutions calculate the estimated total cost of attendance for higher education using a standard formula established by US Congress. The student and their family provide information to determine the expected family contribution, and from this any financial aid for which students are eligible is determined. The total cost includes fees, transportation (returning home in vacations), room and board; supplies; inflation; and personal expenses. In some cases the fees are further broken down by category, eg activity fee, athletic fee, etc. Some institutions detail other costs, such as textbook rental²⁸. General information on the cost of attendance is available from each institution, and more broadly from sources such as College Board²⁹.
34. This model is transparent and allows students to budget generally for the costs they are likely to encounter while studying. However, the comparison is only practical between institutions, rather than between subjects, as the costs provided are an estimated guideline, and do not appear to take account of subject-specific issues, such as those identified in section 6 below. The variation between institutions in terms of costs is partly attributable to wider variation in fees between institutions, although the other costs may also vary.

Ireland

35. The Border People website³⁰, which is run by the Centre for Cross Border Studies³¹ in Ireland, provides information on costs that students can expect to incur while studying in Ireland. These are identified as including tuition fees (for non-EU students), accommodation and living expenses, and notes that they may vary substantially with the course, the institution and the lifestyle of the student. Data provided on the website was at the 2006 rates as of November 2009. Living expenses was further broken down into textbooks, food and household, and other living expenses (travel, health, insurance, social life, communications, and miscellaneous expenses (depending on location and lifestyle). Costs for home students also include a contribution for student activities/students' unions/sports facilities.
36. Information on the student registration fee is available from the Union of Students in Ireland³². Information is also available on an ad-hoc basis from other websites³³. There appears to be no country-wide approach or standard regarding the provision of information on cost of study.

²⁸ www.eiu.edu

²⁹ A not-for-profit membership association - <http://www.collegeboard.com>.

³⁰ <http://www.borderpeople.info/index/study>

³¹ <http://www.crossborder.ie/>

³² <http://www.usi.ie/images/USI%20Documents/LobbyDocument2009.pdf>

³³ Eg <http://www.lifetime.ie/News/Parents-should-plan-ahead-to-ease-the-financial-he.aspx>;

Australia

37. Under Australian law the enrolment costs of courses must be published the previous year. However, the admissions process makes it possible for prospective students to apply to a University before the fees for that year are published. This means that applicants may not have the final costs when they apply, but these will be available before the student enrolls on the course. For most Universities, the student fees are set at the unit /subject level, so the student fee is determined by the mix of units in which the student is enrolled.
38. *Going to Uni*, an Australian government website, summarises the broad processes, and has links to universities and admissions centres³⁴. The site also has a tool called course finder, which illustrates the estimated enrolment costs through fees or the student loan scheme. The cost estimates are supplied by the providers.
39. The details of additional costs should be found via each university³⁵. However, in some cases, the scale of the costs is not explicit³⁶. Anecdotally, we are told that the Government will pursue providers who do not disclose information on additional costs up front, and Universities have been taken to task for insisting that students buy equipment (eg laboratory coats) directly from the University. Course details are also expected to indicate if work placements are required³⁷.

Conclusions

40. The information provided by institutions, including that provided in advance of enrolment, is generally accurate and appropriate, as identified by the QAA institutional review process 2003/04 - 2008/09. However, information on the cost of study tends to be provided in paper format at the time the offer is confirmed.
41. In going forward it is important to ensure that provision of all information complies with the QAA code of practice on admissions to higher education.
42. Information currently provided by institutions on cost of study does not facilitate prospective students in making comparisons between courses with regards to cost, both in the UK and internationally.

³⁴ <http://www.goingtouni.gov.au/Home.htm>

³⁵ eg <http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectMajorFromMain?courseID=9631>

³⁶ eg <http://www.courses.qut.edu.au/cgi-bin/WebObjects/Courses.woa/wa/selectUnitFromCourseDetails?idunit=19034&strUnitOutlineSelect=ucNRB610%7Cuv3%7Cov2%7CctSEM-2%7Csn2368%7Cui>

³⁷ Eg http://www.socialwork.unimelb.edu.au/future_students/becoming_a_social_worker/admission_requirements

43. Institutions in Wales would be concerned if the provision of information on the cost of study disadvantaged them in comparison with institutions in other countries. The positive benefits of provision of information on the cost of study in Wales should therefore be promoted publicly.
44. Action at a Wales level only will not address the issue of comparison of costs of courses more broadly throughout the UK. In addition, any information provided by institutions with regards to cost may need to be adapted in accordance with developments in other countries of the UK.
45. Prospective students would find it useful to have information on the cost of study available to them to enable them to budget effectively and to make comparisons between courses.
46. Earlier provision of information on the cost of study should not be a substantial burden for institutions as the information already exists and is usually provided as part of the application process.
47. Links should be made between the cost of study and financial support available, in order to inform the choice of prospective students.

Annex B HE Student Numbers in Wales³⁸ (Source: HESA Student Record 2007/08, 2006/07, 2005/06, 2004/05, 2003/04)

2007/08

Mode	Level	Total number of students	Total number of leavers (not left via successful completion)	Total number of leavers citing financial reasons	% of leavers citing financial reasons
FT	UG	66,809	3,079	121	3.9
	PG	11,410	501	59	11.8
PT	UG	41,842	4,214	24	0.6
	PG	12,427	547	67	12.2
Total		132,488	8,341	271	3.2

2006/07

Mode	Level	Total number of students	Total number of leavers (not left via successful completion)	Total number of leavers citing financial reasons	% of leavers citing financial reasons
FT	UG	66,003	2,808	90	3.2
	PG	11,178	437	53	12.1
PT	UG	44,016	1,855	19	1.0
	PG	13,562	682	55	8.1
Total		134,759	5,782	217	3.8

³⁸ Notes: Includes all HE students active in the HE registration population (excludes sabbatical and writing-up students in all years; Full time includes sandwich year out; Includes Open University in Wales

2005/06

Mode	Level	Total number of students	Total number of leavers (not left via successful completion)	Total number of leavers citing financial reasons	% of leavers citing financial reasons
FT	UG	64,778	3,365	97	2.9
	PG	10,211	431	74	17.2
PT	UG	44,741	3,072	30	0.97
	PG	12,174	578	47	8.1
Total		131,904	7,446	248	3.3

2004/05

Mode	Level	Total number of students	Total number of leavers (not left via successful completion)	Total number of leavers citing financial reasons	% of leavers citing financial reasons
FT	UG	63,831	3,352	116	3.5
	PG	9,803	487	53	10.9
PT	UG	44,984	1,978	27	1.4
	PG	11,501	634	22	3.5
Total		130,119	6,451	218	3.4

2003/04

Mode	Level	Total number of students	Total number of leavers (not left via successful completion)	Total number of leavers citing financial reasons	% of leavers citing financial reasons
FT	UG	62,348	3,086	89	2.9
	PG	9,675	364	35	9.6
PT	UG	41,602	1,838	30	1.6
	PG	11,547	580	23	3.96
Total		125,172	5,868	177	3.02