Equality + higher education

AdvanceHE

MEMBER BENEFIT

Students statistical report 2020



Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education.

Our purpose is to advance the professional practice of higher education to improve outcomes for the benefit of students, staff and society. Advance HE has been created to be "of and for the sector" and is jointly owned by GuildHE and Universities UK.

We are driven by the strategic needs of higher education. Through our passion for excellence we aim to create an inclusive culture that champions the continuous development of teaching, leadership and research. We use an evidence-based approach to identify what works, and develop practice-based solutions.

Our vision is that the world-class reputation and standing of higher education is enhanced and recognised for transforming lives, enriching society and developing the economy for the better.

www.advance-he.ac.uk

Written and produced by Advance HE.
Data provided by the Higher Education Statistics Agency (HESA).

Further information: Dr Natasha Codiroli Mcmaster | **pubs@advance-he.ac.uk**

Contents

Introduction	4
Additional resources	8
About the data	9
Overview	18
Age	44
Disability	84
Ethnicity	126
Gender	166
Intersectionality	198
Religion and belief	216
Experimental data	292
Index	342

Introduction

This is the thirteenth national student equality data report for higher education institutions. It aims to assist the sector in better understanding the main equality challenges for students and directing future efforts to overcome them.

This report presents a snapshot of the age, disability, ethnicity, gender, and religion and belief of students in higher education (HE) for the 2018/19 academic year, as well as on the interplay of these identities (for example, female Black students and male disabled students). In addition, our report presents high-level and experimental data related to gender identity, sexual orientation and social background.

The report provides national figures which can be used:

- to consider the diversity of the HE student body as a whole
- to consider change and progress over time, using previous reports as comparators
- by individual institutions for benchmarking purposes

What's new

In 2016, Advance HE (formerly Equality Challenge Unit) undertook a review of its annual statistical reports and redeveloped them to present high-level findings, while expanding the detail and coverage in the accompanying set of Excel tables. Further detail, for example, can be found by impairment type or ethnic group.

HESA made returns of data about students' religion and belief compulsory from the academic year 2017/18. For this reason, religion and belief data is a stand-alone section in the current report. In previous reports, data about religion and belief were combined with sexual orientation and gender identity (now described as trans identity in this year's report). The latter two characteristics now sit in a new section, experimental data. This section is named experimental data because returns are not compulsory for institutions and differ in quality from data presented in other report sections.

The experimental data section also includes social background data for students. This is the first time that social background data has been included in the Advance HE statistical reports. Socio-economic status is not listed as a protected characteristic in the 2010 Equality Act. However, the Equality Act makes explicit reference to the duty of authorities to take regard of inequalities of outcome that result from socio-economic disadvantage.

The language used to describe students whose gender identity is different from their gender assigned at birth has also been adapted to the umbrella term trans. This avoids confusion with the section on gender and better reflects the data collected. More details on this change is provided in the definition below.

The report includes additional bubble charts at the end of the age, disability, ethnicity and gender sections. These charts show the relationships between participation and awarding gaps related to the corresponding characteristic across different subject areas.

The methods used to calculate awarding gaps are detailed below.

Participation gaps are calculated by subtracting the proportion of one group studying the corresponding subject at first-degree undergraduate level from the proportion of another group studying the same subject.

For example, the participation gap between BAME and white students studying social sciences has been calculated as:

(percentage of white students studying social sciences) – (percentage of BAME students studying social sciences)

We encourage readers to use this report as a starting point for further examination of the data available in these Excel tables. Throughout the report, it is noted under each table when additional detail is available in the Excel tables.

We have also refreshed the look of the reports to make printing and viewing electronic copies easier and more accessible.

An illustrated guide on how to use this report can be found in the **How to use this report** section.

Online data tables

To help users access and analyse our data, all data tables presented in this report are available for download in Excel format. Where appropriate, these tables provide additional detail to those in this report. This includes further disaggregating by impairment type, ethnic group, or filtering information by first year students.
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Year-on-year comparisons

To see complete data from 2017/18, please see Advance HE's previous statistical report on students in higher education: **www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019**

Heidi plus

Additional higher education data can be accessed via 'Heidi plus', a web-based management information service run by the Higher Education Statistical Agency (HESA) for higher education institutions (HEIs) and approved higher education stakeholder organisations. The database provides easy access to a wide range of national quantitative data about higher education and functionality for analysis, presentation and comparison of the data with other institutions, as well as sophisticated visualisations.

Heidi plus allows users to manipulate the data to compare their performance with that of particular groups of institutions. For example, within sector groups, national or regional areas.

For further information, see **www.hesa.ac.uk/services/heidi-plus**

Definitions

A list of definitions and notes about the data precedes the body of this report to clarify some of the terms used and how the data has been presented. Additional detail is provided in the **About the data** section.

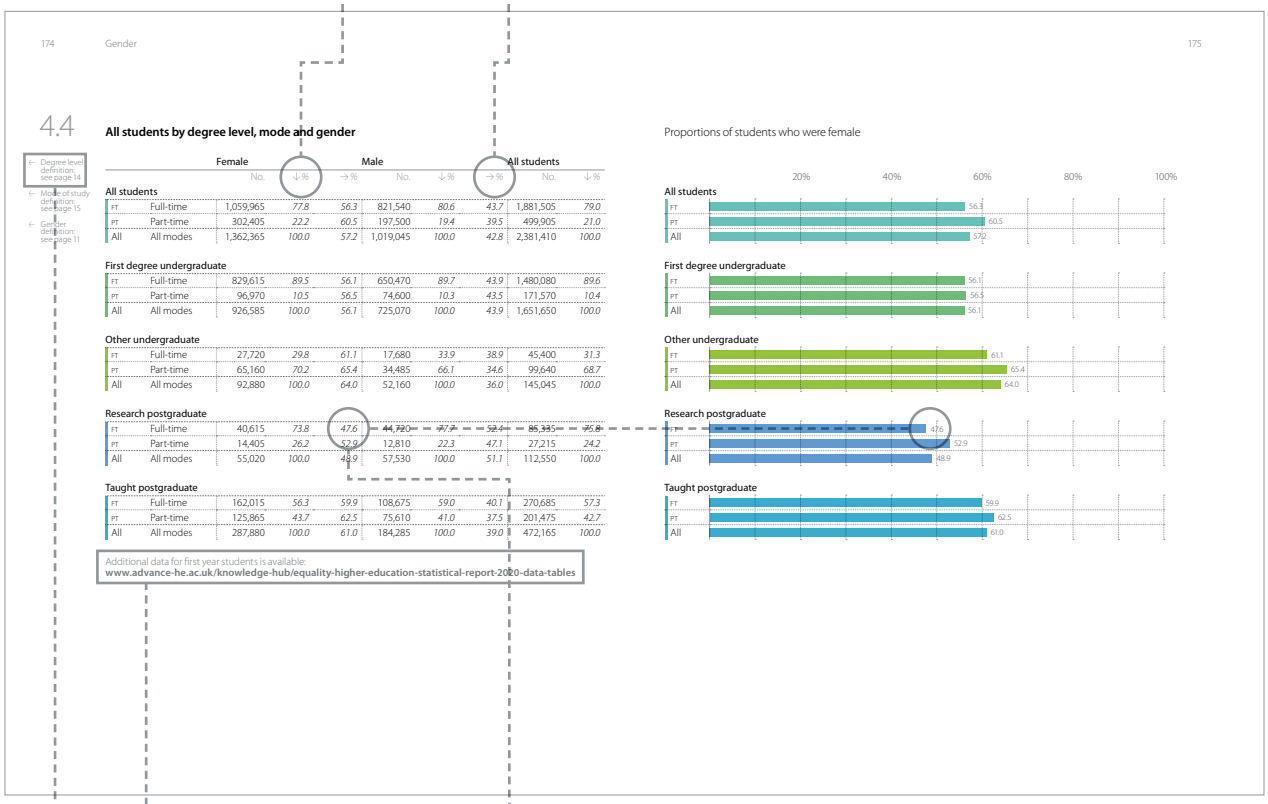
How to use this report

This indicates that percentages should be read **vertically**: eg within a gender, the percentage of students in a degree mode.

↓ %

→ %

This indicates that percentages should be read **horizontally**: eg within a degree level, the percentage of students with each gender.



174 Gender 175

4.4

All students by degree level, mode and gender

		Female No.	Female ↓ %	Female → %	Male No.	Male ↓ %	Male → %	All students No.	All students ↓ %
All students									
FT	Full-time	1,059,965	77.8	56.3	821,540	80.6	43.7	1,881,505	79.0
PT	Part-time	302,405	22.2	60.5	197,500	19.4	39.5	499,905	21.0
All	All modes	1,362,365	100.0	57.2	1,019,045	100.0	42.8	2,381,410	100.0
First degree undergraduate									
FT	Full-time	829,615	89.5	56.1	650,470	89.7	43.9	1,480,080	89.6
PT	Part-time	96,970	10.5	56.5	74,600	10.3	43.5	171,570	10.4
All	All modes	926,585	100.0	56.1	725,070	100.0	43.9	1,651,650	100.0
Other undergraduate									
FT	Full-time	27,720	29.8	61.1	17,680	33.9	38.9	45,400	31.3
PT	Part-time	65,160	70.2	65.4	34,485	66.1	34.6	99,640	68.7
All	All modes	92,880	100.0	64.0	52,160	100.0	36.0	145,045	100.0
Research postgraduate									
FT	Full-time	40,615	73.8	47.6	44,720	77.7	52.4	85,335	75.8
PT	Part-time	14,405	26.2	52.9	12,810	22.3	47.1	27,215	24.2
All	All modes	55,020	100.0	48.9	57,530	100.0	51.1	112,550	100.0
Taught postgraduate									
FT	Full-time	162,015	56.3	59.9	108,675	59.0	40.1	270,685	57.3
PT	Part-time	125,865	43.7	62.5	75,610	41.0	37.5	201,475	42.7
All	All modes	287,880	100.0	61.0	184,285	100.0	39.0	472,165	100.0

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who were female

20% 40% 60% 80% 100%

All students: FT 56.3, PT 60.5, All 57.2
First degree undergraduate: FT 56.1, PT 56.5, All 56.1
Other undergraduate: FT 61.1, PT 65.4, All 64.0
Research postgraduate: FT 47.6, PT 52.9, All 48.9
Taught postgraduate: FT 59.9, PT 62.5, All 61.0

← Degree level definition: see page 14
← Mode of study definition: see page 15
← Gender definition: see page 11

If additional detail is available it is noted here. These are hyperlinked to the online Excel tables.

The tables and graphs have been designed on the same grid. This allows you to cross-reference across the tables and graphs.

← Degree level definition: see page 14

Information about the data is noted here. Clicking on a field will take you to the relevant information in **About the data**.

Graphs have also been colour coded for easy identification of groups.

	All students	UK domiciled
All students		
First degree undergraduates		
Other undergraduates		
Research postgraduates		
Taught postgraduates		

SET and non-SET subject areas are denoted using darker (SET) or lighter (non-SET) tones of these colours.

Additional resources

It is important to note that the monitoring information that institutions supply to HESA is not the only source of diversity information within an institution. For example, institutions will also collect information via student surveys, involvement activities and feedback exercises.

We continue to update our guidance on diversity monitoring and the questions used in monitoring surveys: **www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions**

Using the national figures within this report alongside institutional figures, qualitative data and information gathered from these other sources will give institutions a fuller picture of equality in their institution, allowing them to set evidence-based equality outcomes and objectives.

A number of publications from Advance HE (previously ECU) explore the collection of additional information in further detail:

Advance HE (2020) *Ethnicity and the Postgraduate Experience*. **www.advance-he.ac.uk/knowledge-hub/ethnicity-and-postgraduate-experience**

Advance HE (2020) *Research Insight: Religion and Belief in UK Higher Education*. **www.advance-he.ac.uk/knowledge-hub/research-insight-religion-and-belief-uk-higher-education**

Advance HE (2018) *Analysing qualitative data*. **www.advance-he.ac.uk/knowledge-hub/analysing-qualitative-data**

ECU (2018) *Monitoring and evaluating impact*. **www.advance-he.ac.uk/knowledge-hub/monitoring-and-evaluating-impact**

ECU (2018) *Guidance on gathering staff equality data for colleges*. **www.advance-he.ac.uk/knowledge-hub/guidance-gathering-staff-equality-data-colleges**

ECU (2018) *Research insight: the experiences of lesbian, gay and bisexual staff in UK higher education*. **www.advance-he.ac.uk/knowledge-hub/research-insight-experiences-lesbian-gay-and-bisexual-staff-uk-higher-education**

ECU (2017) *Ethics in primary research (focus groups, interviews and surveys)*. **www.advance-he.ac.uk/knowledge-hub/ethics-primary-research-focus-groups-interviews-and-surveys**

ECU (2016) *Working with data*. **www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/working-data**

ECU (2016) *Trans staff and students in HE and colleges: improving experiences*. **www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences**

ECU (2015) *Understanding adjustments: supporting staff and students who are experiencing mental health difficulties*. **www.advance-he.ac.uk/knowledge-hub/understanding-adjustments-supporting-staff-and-students-who-are-experiencing-mental**

For guidance on using data and evidence, visit: **www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion#data**

About the data

This record covers all students across the whole of the UK higher education sector, including part-time and full-time students. The analysis presented here is based on a small selection of the large amount of data available from HESA.

All counts of students have been rounded to the nearest five in accordance with HESA policy in order to protect the confidentiality of individuals. As totals have also been rounded based on unrounded values, some may be greater or less than the individual count numbers presented in the report.

Percentages are based on those students for whom the data in question are known. Throughout the data, '..' represents a percentage calculated on a population of between 0 and 22.5 inclusive. These percentages have been suppressed to protect against over-interpretation of small numbers.

With the exception of data tables relating to degree attainment, all tables presented in this report are based on the standard registration population. This population is derived from the HESA Student record, from all registered higher education and further education student instances active at a reporting HE provider in the reporting period 1 August to 31 July, following courses that lead to the award of a qualification or HE provider credit, and ensures that similar activity is counted in a similar way irrespective of when it occurs. The standard registration population forms the basis of a count of full person equivalent (FPE). Further information about how FPE is calculated can be found at:
www.hesa.ac.uk/support/definitions

Age

Students' age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 July 2019. This report uses the following age groups:

= 21 and under
= 22 to 25
= 26 to 35
= 36 and over

Disability

The disability categories indicate the type of impairment that a student has on the basis of their own self-assessment. They can choose not to disclose this information.

It should be noted that from 2010/11, new entrants could no longer be returned to HESA coded as information refused, information not sought or not known. These codes could only be used for continuing students.

As a result, this report uses the term 'disabled students' to refer to students who are indicated as disabled on their HESA student record. 'Non-disabled students' is used to refer to students who are not indicated as disabled, or whose disability status is unknown by their institution.

Prior to our 2012 report, 'non-disabled students' did not include students whose disability status was unknown by their institution. This group therefore constituted a smaller proportion of the student population and, conversely, 'disabled students' a larger proportion. The percentage of disabled students may therefore represent a slight undercount compared with how they were reported prior to our 2012 report.

Furthermore, HESA adopted a version of the coding frame introduced by the Disability Rights Commission for 2011/12 entrants and onwards. When providing data on students of all years, HESA has created a derived grouping of the old and new coding frames. For example, the group 'long-standing illness or health condition' includes 'an unseen disability', such as diabetes, epilepsy, asthma, from the old frame and 'long-standing illness or health condition' such as cancer, HIV, diabetes, chronic heart disease, or epilepsy in the new frame.

Disabled students' allowance

This identifies whether a student is in receipt of disabled students' allowance (DSA) or not. Changes to DSA from the academic year 2016/17 onwards have resulted in reduced funding for some activities for students. This reduction in funding may therefore have resulted in a decrease in the number of students declaring a disability compared to previous years. Further details on these changes can be found at: **www.dso.manchester.ac.uk/how-do-i-get-support/funding-for-support/dsa-changes-16-17/**

Ethnicity

Ethnicity within the HESA student record is based upon the 2011 census classification system in England and Wales. For the purposes of this report, the census categories have been aggregated into six groups:

= Asian – Asian/Asian British: Bangladeshi, Indian, Pakistani, and any other Asian background
= Black/Black British: African, Caribbean, and any other Black background
= Chinese
= mixed
= other ethnic background
= White – all white ethnic groups including white British

From 2012/13 Arab was added to the coding frame for ethnicity. Where ethnicity is grouped as above, this has been grouped into other ethnic backgrounds.

Where the numbers are large enough, some analyses are reported in more detailed groupings. Further breakdowns can be found in the online data tables.

There are a number of issues inherent in grouping individuals into larger categories. The data presented does not allow for a more nuanced or in-depth understanding of the participation and outcomes of students from sub-groups within each ethnic group presented. Advance HE's statistical reports aim to convey detailed information about the diversity characteristics of students in the most detailed form possible, while taking account considerations of available data and the format of presentation. The ethnic groups presented as categories relate to those collected by HESA, and used in research and benchmarking across the HE sector.

It is only compulsory to collect ethnicity data for UK domiciled students (although students can choose not to disclose) and therefore analysis of student ethnicity is restricted to UK domiciles.

BAME

BAME stands for Black, Asian and minority ethnic.

This definition is widely recognised and used to identify patterns of marginalisation and segregation caused by attitudes toward an individual's ethnicity. Advance HE recognises the limitations of this acronym, particularly:

- the assumption that minority ethnic students are a homogenous group
- the acronym's function as a label to describe minority ethnic groups of people, rather than identities with which people have chosen to identify
- the perception that BAME refers only to non-white people, which does not consider white minority ethnic groups.

Where possible, this report presents data disaggregated by more detailed ethnic groups in addition to data consolidating BAME students as a group.

Gender

2012/13 onwards

Data on students' sex is returned to HESA with the possible options of male, female and other. For the purposes of this report, data from the sex field will be referred to as gender. Due to small numbers, students who have indicated their sex as 'other' have been excluded from any gender analysis in this report.

Further information on monitoring sex and gender is published on website.

www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions

www.ecu.ac.uk/blogs/reporting-staff-data-sex-hesa-hmrc/

Trans

Previous reports have used the terms gender identity and gender reassignment.

The terms have different meanings. Gender identity refers to a person's internal perception of their gender, whereas gender reassignment is the legal term used in the Equality Act to describe the protected characteristic of anyone who 'proposes to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex'.

Beginning with the 2012/13 student record, institutions have the option of returning information to HESA on whether a person's gender identity is the same as originally assigned at birth. The possible field options are yes, no and information refused. This information is recorded on the basis of the student's own self-assessment.

The phrasing and options associated with this question refer to whether an individual's gender is different from their sex assigned at birth, rather than their current gender identity, and this data is used to investigate differences between students who might identify as trans and/or non-binary and students who do not. Individuals who have reported that their gender is different from their sex assigned at birth may use a wide variety of terms to describe themselves. Trans is used as an inclusive umbrella term to describe this data.

For further information, see our trans guidance **www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences**

Impairment type

Impairment type is recorded within the HESA student record on the basis of self-assessment using one of 11 possible categories:

= non-disabled
= blind or a serious visual impairment
= deaf or serious hearing impairment
= general learning disability
= a long standing illness or health condition
= a mental health condition
= a physical impairment or mobility issues
= a social communication/autistic spectrum disorder
= a specific learning difficulty
= two or more disabilities, impairments or conditions
= other type of disability, impairment or condition.

The phrasing of this item does not use 'D/deaf' and as such does not distinguish between those who identify as audiologically deaf and those who are deaf and identify as part of a social and cultural community of deaf people. To remain true to the self-assessments provided by students, this report retains the label 'deaf or serious hearing impairment'.

For further information on monitoring disability and impairment type, see **www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions**

Religion and belief

Religion and belief refers to the full diversity of religious and belief affiliations within the UK, including non-religious and philosophical beliefs such as atheism, agnosticism and humanism.

Beginning with the 2012/13 student record, institutions have the option of returning religion and belief data to HESA. As of the 2017/18 record, it is compulsory to return religion and belief data to HESA. This information is recorded on the basis of the student's own self-assessment.

The possible field options are no religion, Buddhist, Christian (with further denominational options provided in Scotland and Northern Ireland), Hindu, Jewish, Muslim, Sikh, Spiritual, any other religion and belief, and prefer not to say/information refused. For the purposes of this report, all Christian denominational options have been aggregated into a single Christian category.

Sexual orientation

Beginning with the 2012/13 student record, institutions have the option of returning sexual orientation data to HESA. The HESA sexual orientation field has the following possible options: bisexual, gay man, gay woman/lesbian, heterosexual, other, and information refused. Advance HE acknowledges that the gendering of the response options 'gay man' and 'gay woman/lesbian' might mean that respondents who do not exclusively identify with the terms man or woman were unable to answer this question as they wished. This information is recorded on the basis of the student's own self-assessment.

For further information on monitoring sexual orientation, see **www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions**

Social background

Social background is a new addition to the 2020 Advance HE Statistical Report. Data in this section are only presented for UK domiciled first degree undergraduate students due to data quality issues for non-UK domiciled students and those studying at other degree levels. Students' socio-economic background, as recorded through parental occupation, was not included in this section due to known data quality issues with this field. For further information see: **www.hesa.ac.uk/data-and-analysis/performance-indicators/changes**

Parental education

This information is recorded for UK domiciled undergraduate entrants. The data refers to whether students' parents have a higher education qualification. Response options included yes, no, don't know and information refused.

TUNDRA and POLAR4

POLAR4 and TUNDRA are calculated rankings based on the postcode of students' home address prior to entry to the course. Postcode data is provided by institutions to HESA. For students who applied through UCAS, this is taken from the information provided at application. Therefore, availability of data is greater for UK domiciled undergraduate students.

TUNDRA (tracking underrepresentation by area) is an area-based measure of young participation in higher education at age 18 or 19 for state-funded mainstream school students in England. It classifies local areas across England, using Middle-layer Super Output Areas (MSOAs) according to the young participation rate in higher education.

POLAR4 is based on the combined participation rates of those who entered HE between the academic years 2009-10 and 2013-14, if they entered aged 18, or between 2010-11 and 2014-15 if they entered aged 19. Data is available for students' whose home address on application was in England, Scotland or Wales.

For both measures, classification is formed by ranking five groups, each representing 20 percent of the UK young cohort, with the first quintile representing the lowest young participation (most disadvantaged), up to the fifth quintile representing the highest rates of young participation (most advantaged). Other measures of area disadvantage exist for individual countries within the UK (eg the Scottish Index of Multiple Deprivation (SIMD)), however these are not included in the current report.

State school marker
This field is only applicable to UK domiciled undergraduate students. As with postcode information, availability of data is greater for students who applied through the UCAS system. Categories include privately funded school, state funded school or college, and unknown school type. Students from sixth-form or further education colleges are classified as being from state funded schools or colleges.

Country of institution

The allocation of an institution to a geographical region relates only to the administrative centre of that institution. There may be students registered at institutions who are studying in regions other than that of the administrative centre of the institution.

Although the Open University teaches throughout the UK, its administrative centre is located in South-East England. From 2013/14 onwards, OU students domiciled in Wales, Scotland and Northern Ireland have been allocated to the national centre where they are registered. All non-UK domiciled students and postgraduate research students are allocated to the administrative centre in England.

Degree level

Undergraduate students
Undergraduates are students participating in undergraduate programmes of study aiming for qualifications at the level of study of first degree, foundation degree or a range of higher education diplomas and certificates (levels four to six of the national qualifications framework). For all analysis, undergraduates have been disaggregated into first degree undergraduates and other undergraduate students.

Postgraduate students
Throughout this report, postgraduate students are defined as those on courses leading to higher degrees, diplomas and certificates. For all analysis, this group has been further disaggregated into research and taught postgraduates.

Domicile

Domicile provides the location of the student's permanent or home address prior to entry into higher education. UK domiciled includes students whose residence was the UK, including the Channel Islands and the Isle of Man. EU domiciled includes students whose residence was in the countries which were European Union members at the time of data collection, excluding the UK. Non-EU domiciled includes students whose residence was outside of the EU.

First year student

Data on first year students includes those students who commenced their programme within the reporting period and is based on the HESA standard registration population. In some cases, the student's first year of study may be the second or subsequent year of a programme.

Where possible, data on first year students is provided in our online tables to provide an equality profile of the cohort entering higher education, and allow for comparison between this group and the wider student population.

Mode of study

Full-time student
Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of study, on sandwich courses, and those on a study-related year out of their institution. During that time, students are normally expected to undertake periods of study, tuition or work experience that amount to an average of at least 21 hours per week.

Part-time student
Part-time students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

Subject areas

Please note that subject data prior to 2010 is not comparable with subject data from 2010 onwards.

SET
In this report, science, engineering and technology (SET) includes the following subject groups:
= agriculture and related subjects
= architecture, building and planning
= biological sciences
= computer science
= engineering and technology
= mathematical sciences
= medicine and dentistry
= physical sciences
= subjects allied to medicine
= veterinary science

Non-SET
Subjects included as non-SET in this report are:
= business and administrative studies
= combined
= creative arts and design
= education
= historical and philosophical studies
= languages
= law
= mass communications and documentation
= social studies

Degree attainment

Data tables relating to degree attainment are based on the qualifications obtained by the total population. This population is a count of student instances associated with the award of a HE qualification (excluding HE provider credits) during the HESA reporting period. This includes qualifications awarded from dormant, writing-up and sabbatical status. Incoming visiting and exchange students are excluded from this population.

Qualifiers
Qualifiers refer to first degree undergraduates.

Classification
The classification of an undergraduate degree indicates the qualification class that the student received. Certain qualifications received at first degree undergraduate level are not subject to classification of the award, notably medical and general degrees. Ordinary degrees and qualifications considered as passed by a student with extenuating circumstances who did not finish the appropriate material have also been included within the unclassified category. Third class honours, fourth class honours and the pass category have been aggregated.

Degree awarding gap
The degree awarding gap refers to the difference in the proportion of one group receiving a first/2:1 compared with another group.

For example, the degree awarding gaps for disability, ethnicity and gender have been calculated as:

(percentage of non-disabled qualifiers receiving a first/2:1) – (percentage of disabled qualifiers receiving a first/2:1)

(percentage of UK domiciled white qualifiers receiving a first/2:1) – (percentage of UK domiciled BAME qualifiers receiving a first/2:1)

(percentage of male qualifiers receiving a first/2:1) – (percentage of female qualifiers receiving a first/2:1)

Continuation

Continuation data are derived using HESA's new Experimental UK Performance Indicators method of continuation tracking full-time first degree entrants in one academic year into the next. This population is a count of student instances and includes HEIs and Alternative Providers. Please note that the Experimental UK Performance Indicators method removes students from overseas (including Guernsey, Jersey and Isle of Man) and those who leave within 50 days of commencing their studies. For more information, see:
www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation/technical

Students are then categorised into one of three possible states in the year following entry:

Continue or qualify
Gained a first degree or other undergraduate qualification in 2017/18 or continued their studies at the same institution in 2018/19.

Left with no award
Are not continuing into their following year of study, have not been awarded a qualification in 2017/18 or 2018/19 and are not recorded as dormant status.

Dormant or writing-up
Have been recorded as dormant or writing-up status in 2018/19 and who have not obtained a qualification.

Graduate outcomes

Data tables relating to destination of leavers present information collected from the Graduate Outcomes survey conducted by HESA. This survey replaced the Destination of Leavers from Higher Education (DLHE) survey. The population is a count of student instances. The Graduate Outcomes record supplements the main HESA student record and collects information about what students go on to do after completing their HE course. However, unlike the HESA student record which is a count of all students, the Graduate Outcomes survey has an overall sample of 388,570 graduates, a response rate of 50% of the target population (47% complete responses and 4% partial responses).

The Graduate Outcomes survey, conducted by HESA, collects information on the activities of leavers from HE programmes 15 months after qualifying from their HE course (employed, engaged in further study and so on). Leavers report all activities that they are undertaking on the census date and indicate which activity they consider to be most important to them.

The questionnaire was redesigned to collect richer information from leavers particularly regarding non-traditional career paths and more subjective measures of degree outcomes. The time period of data collection, 15 months after completion of studies, also represents a significant change from the DLHE survey, which contacted graduates after six months.

As the survey now takes place 15 months after graduation, it means that many graduates may have undertaken other qualifications such as Master's degrees during this period. At the point of the survey some may only just be completing those further qualifications. As such, we present this data in two ways, the first representing all students who completed the Graduate Outcomes survey and the second excluding those who have spent the majority of the 15 month period in full-time study.

Professional work

The Standard Occupational Classification (SOC10) of respondents jobs were provided by HESA. Professional and non-professional work was coded using SOC10 codes. Major groups were categorised as professional occupations, in line with HESA definitions for the previous DLHE categories, including:

1. Managers, directors and senior officials

2. Professional occupations

3. Associate professional and technical occupations

For a list of SOC codes and their standard grouping see Standard Occupational Classification (SOC) groups.

Leavers

The term 'leavers' is used in this report to refer to the students surveyed in the Graduate outcomes survey (see above) – ie students who have left their HE programme.

Overview

2018/19 marks the fourth year in a row in which student numbers have grown, representing a 1.7 percentage increase in the overall population of registered students since 2017/18.

Undergraduates were predominantly UK domiciled, while considerable proportions of taught and research postgraduates were international, the majority of whom were non-EU domiciled. Over three-quarters of students studied full-time. However, nearly half of taught postgraduates and three quarters of other undergraduates did so on a part-time basis. Nine out of ten UK domiciled full-time first degree students who entered HE in 2017/18 progressed onto the following year at the same HEI. Overall, 76.7% of first degree undergraduate qualifiers received a first/2:1 in 2018/19. Fifteen months after qualifying, 59.4% of graduates were in full-time employment and a further 18.4% in some form of study. One in twenty graduates were unemployed 15 months after qualifying.

0.1 Overall figures: More than four out of five students studying in the UK did so in England (81.5%). 2.3% studied in Northern Ireland, 10.6% in Scotland and 5.5% in Wales.

0.2 Trends: 2018/19 marks the fourth consecutive year since 2014/15 in which student numbers have increased. 40,875 more students were studying in 2018/19 than 2017/18, although this number still represents a 4.7% decrease from its peak in 2010/11. While the number of first year students also increased in 2018/19, it still represents a 11.6% decline from its peak in 2009/10.

0.3 Domicile: The vast majority of undergraduates were UK domiciled (84.8% of first degree and 88.4% of other undergraduate). In contrast, considerable proportions of research and taught postgraduates were from an international background (41.2% and 36.1%, respectively), the majority of whom were non-EU domiciled. Nearly three out of ten research and taught postgraduates were non-EU domiciled and 12.5% and 6.4%, respectively, were EU-domiciled.

0.4 Mode: More than three quarters of students studied full-time (79.0%). The proportion of students studying full-time was highest among first degree undergraduates (89.6%) and research postgraduates (75.8%). Part-time study was more common among other undergraduates (68.8%) and taught postgraduates (42.7%).

0.5–0.7 Subject area: The majority of students studied non-SET subjects (53.7%). Among undergraduates, the most popular subject areas were business and administrative studies (14.4% of first degree undergraduates) and subjects allied to medicine (28.2% of other undergraduate students).

The proportion of postgraduates studying non-SET subjects was particularly high among taught postgraduates (61.0%). In contrast, only 36.4% of research postgraduates studied non-SET subjects. 21.6% of taught postgraduates were in business and administrative studies, while 13.9% of research postgraduates were in biological sciences.

0.8 Continuation rates: 89.2% of UK domiciled full-time first degree entrants to HE in 2017/18 progressed onto the following year at the same HEI or qualified, 6.8% left HE with no award, and 4.0% were classified as dormant or in the writing up stage.

0.9 Degree attainment: Overall, 76.7% of first degree undergraduate qualifiers received a first/2:1. This proportion was particularly high in Northern Ireland and Scotland, where 80.6% and 80.3% of first degree undergraduate qualifiers received a first/2:1, compared with 74.8% in Wales and 76.4% in England.

0.10 Degree attainment by subject area: Rates of first degree undergraduate qualifiers receiving a first/2:1 were comparable across SET and non-SET overall (76.5% and 76.7%, respectively). However, there was a notable divergence between subject areas. For instance, 95.0% of veterinary science students and 92.1% of qualifiers in medicine and dentistry received a first/2:1, compared with 72.3% of business and administrative studies qualifiers, 72.5% of qualifiers in agriculture and related subjects and 62.0% of qualifiers in combined studies.

0.12 - 0.13 Graduate outcomes: Just under three in five leavers were in full-time work 15 months after qualifying (59.4%), the majority of whom were in professional work (47.9%%). 9.6% of leavers were in part-time work, and a further 18.4% in some form of study (8.1% in full-time study, 9.7% in work and full-time study, 0.5% in part-time study and 0.1% in an unknown pattern of study). Roughly one in twenty leavers were unemployed 15 months after qualifying (4.9%). Proportions were similar when excluding leavers who had participated in significant interim study during the 15-month period.

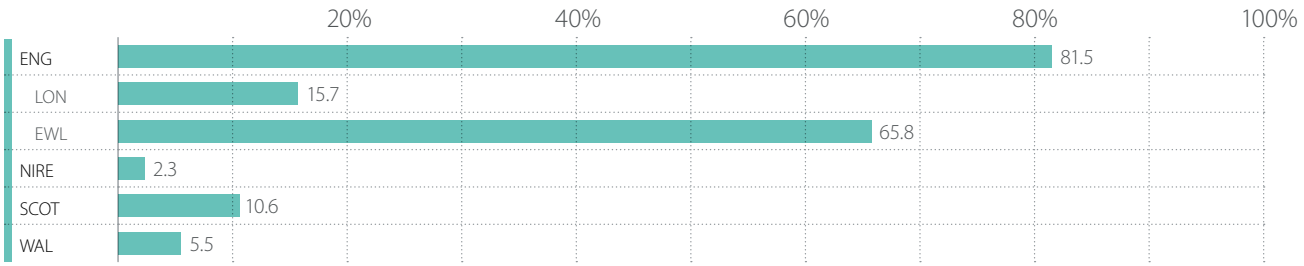
0.1 All students by country of institution

← Country of institution definition: see page 14

		All students	
		No.	↓ %
ENG	England	1,942,535	*81.5*
LON	London	374,670	*15.7*
EWL	England exc. London	1,567,865	*65.8*
NIRE	Northern Ireland	55,755	*2.3*
SCOT	Scotland	253,475	*10.6*
WAL	Wales	132,205	*5.5*
UK	UK	2,383,970	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

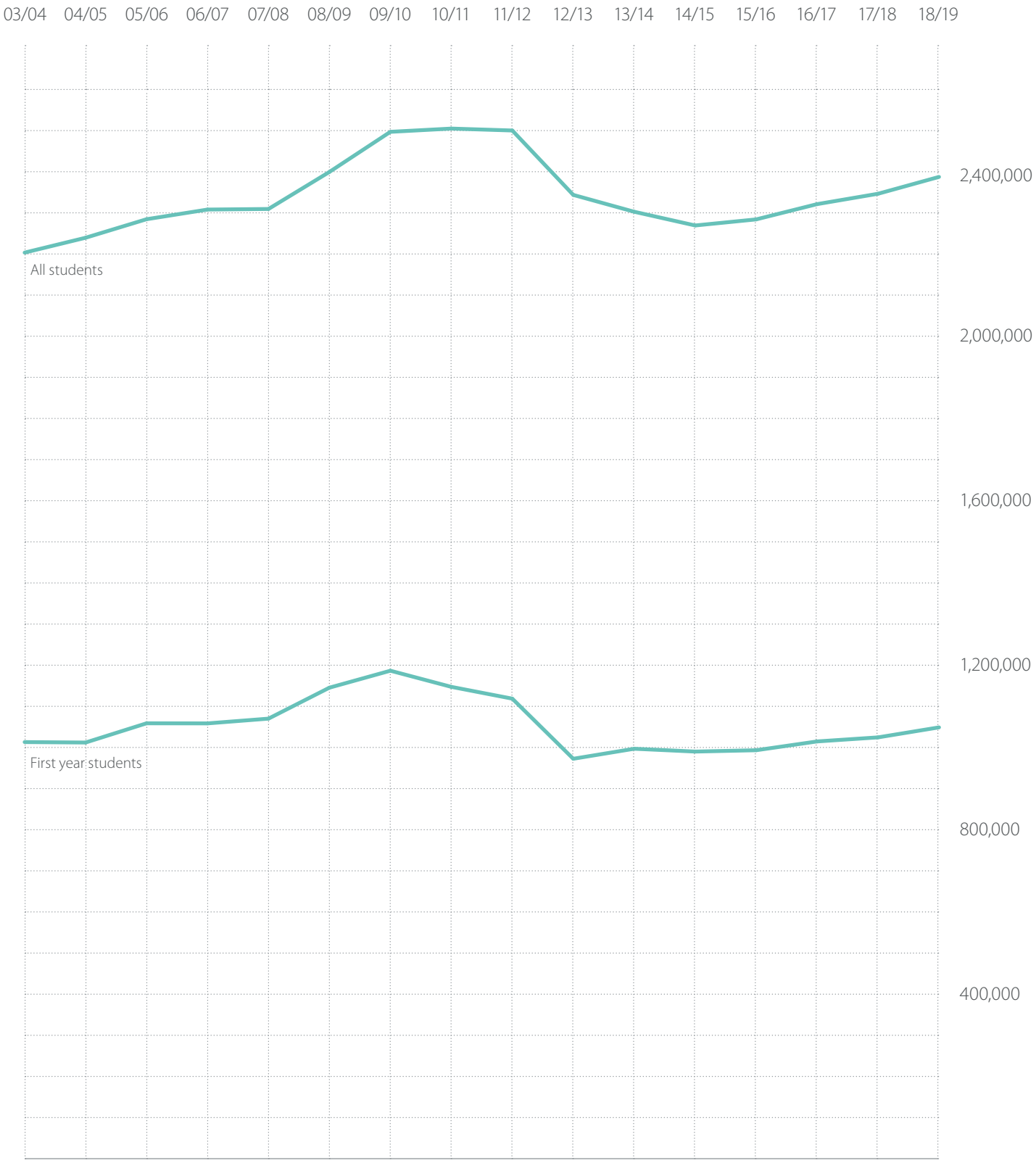
Proportions of students in each country



0.2 Profile of all/first year students over time

	All students	First years
	No.	No.
2003/04	2,200,175	1,011,900
2004/05	2,236,265	1,010,845
2005/06	2,281,235	1,057,515
2006/07	2,304,700	1,057,305
2007/08	2,306,105	1,068,825
2008/09	2,396,050	1,144,020
2009/10	2,493,415	1,185,190
2010/11	2,501,295	1,145,970
2011/12	2,496,645	1,117,335
2012/13	2,340,275	971,410
2013/14	2,299,355	995,740
2014/15	2,266,075	988,890
2015/16	2,280,830	992,125
2016/17	2,317,880	1,013,485
2017/18	2,343,095	1,023,360
2018/19	2,383,970	1,047,630

Student numbers over time



0.3 All students by degree level and domicile category

← Degree level definition: see page 14

← Domicile definition: see page 14

		UK			EU			Non-EU			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
FDU	First degree undergraduate	1,401,115	*73.8*	*84.8*	94,760	*66.3*	*5.7*	156,765	*45.8*	*9.5*	1,652,640	*69.3*
OU	Other undergraduate	128,685	*6.8*	*88.4*	4,030	*2.8*	*2.8*	12,835	*3.7*	*8.8*	145,550	*6.1*
RP	Research postgraduate	66,345	*3.5*	*58.8*	14,065	*9.8*	*12.5*	32,400	*9.5*	*28.7*	112,815	*4.7*
TP	Taught postgraduate	302,065	*15.9*	*63.9*	30,170	*21.1*	*6.4*	140,615	*41.0*	*29.7*	472,850	*19.8*
All	All degree levels	1,898,205	*100.0*	*79.6*	143,025	*100.0*	*6.0*	342,620	*100.0*	*14.4*	2,383,855	*100.0*

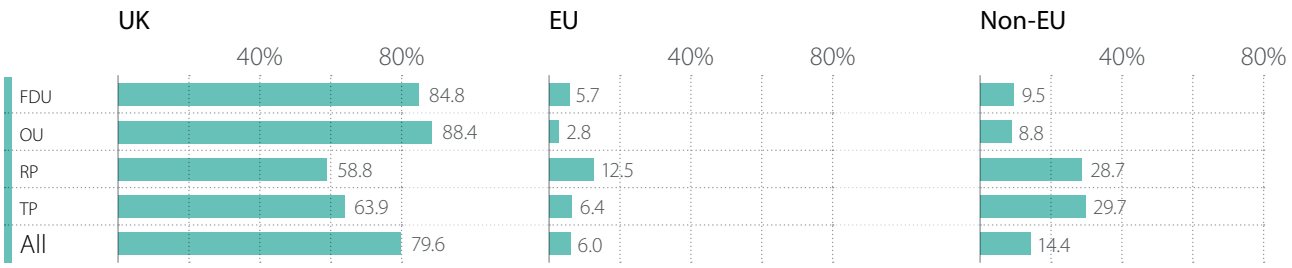
0.4 All students by degree level and mode

← Degree level definition: see page 14

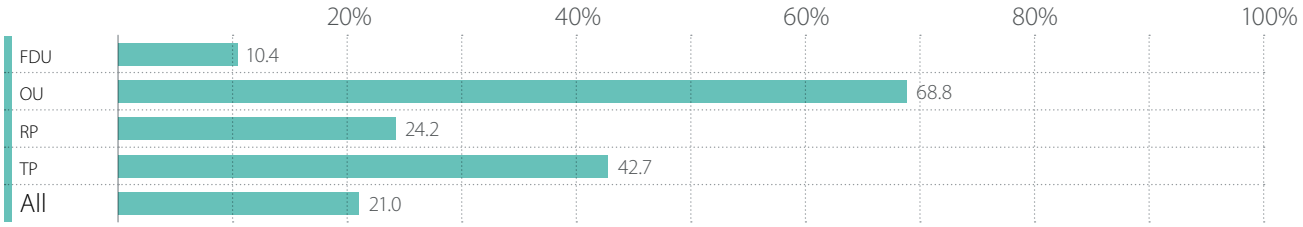
← Mode of study definition: see page 15

		Full-time			Part-time			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
FDU	First degree undergraduate	1,481,060	*78.6*	*89.6*	171,615	*34.3*	*10.4*	1,652,675	*69.3*
OU	Other undergraduate	45,445	*2.4*	*31.2*	100,115	*20.0*	*68.8*	145,560	*6.1*
RP	Research postgraduate	85,535	*4.5*	*75.8*	27,280	*5.4*	*24.2*	112,815	*4.7*
TP	Taught postgraduate	271,115	*14.4*	*57.3*	201,800	*40.3*	*42.7*	472,915	*19.8*
All	All degree levels	1,883,155	*100.0*	*79.0*	500,810	*100.0*	*21.0*	2,383,970	*100.0*

Proportions of students in each domicile category



Proportions of students who were part-time

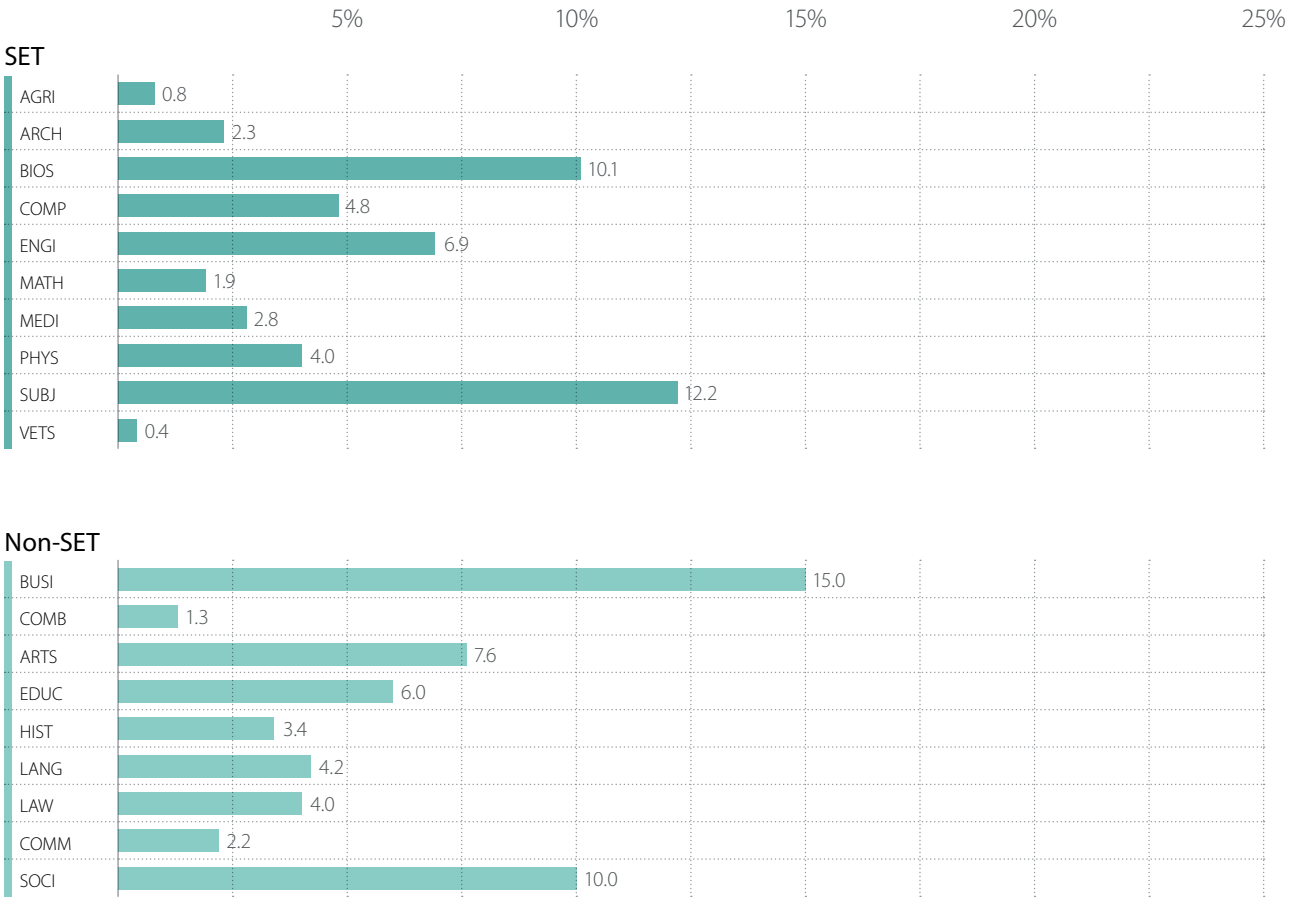


0.5 All students by subject area

← Subject areas definition: see page 15

		All students	
		No.	↓ %
SET			
AGRI	Agriculture, related subjects	19,320	*0.8*
ARCH	Architecture, building, planning	55,345	*2.3*
BIOS	Biological sciences	241,755	*10.1*
COMP	Computer science	114,730	*4.8*
ENGI	Engineering, technology	165,180	*6.9*
MATH	Mathematical sciences	45,910	*1.9*
MEDI	Medicine, dentistry	67,755	*2.8*
PHYS	Physical sciences	94,845	*4.0*
SUBJ	Subjects allied to medicine	290,445	*12.2*
VETS	Veterinary science	8,400	*0.4*
SET	SET total	1,103,690	*46.3*
Non-SET			
BUSI	Business, administrative studies	358,480	*15.0*
COMB	Combined	31,765	*1.3*
ARTS	Creative arts, design	181,830	*7.6*
EDUC	Education	142,825	*6.0*
HIST	Historical, philosophical studies	81,965	*3.4*
LANG	Languages	99,365	*4.2*
LAW	Law	95,260	*4.0*
COMM	Mass comms, documentation	51,310	*2.2*
SOCI	Social studies	237,480	*10.0*
NSET	Non-SET total	1,280,280	*53.7*
All subject areas			
All	All subject areas	2,383,970	*100.0*

Proportions of students in each subject area



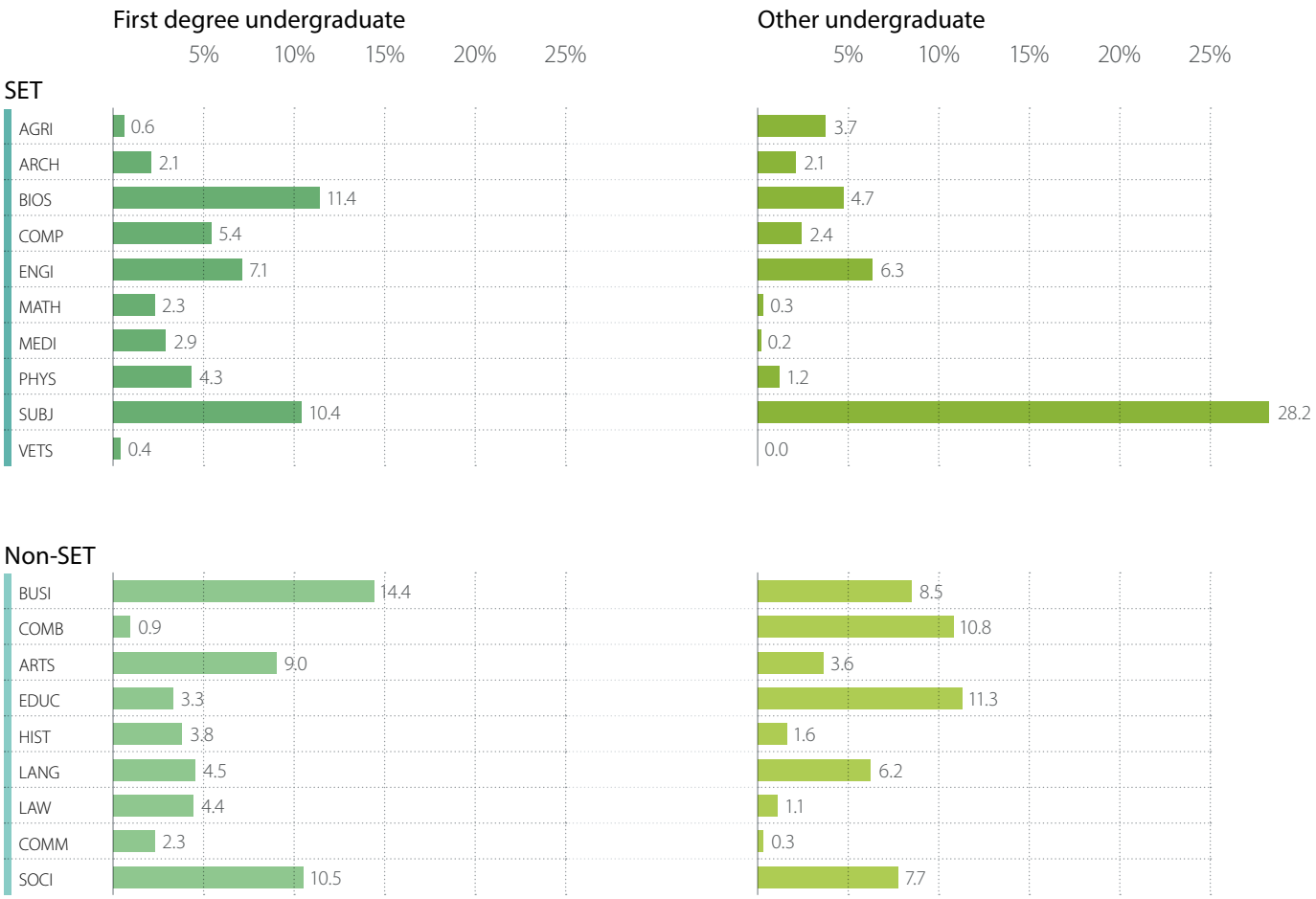
0.6 All undergraduate students by subject area and degree level

← Subject areas definition: see page 15

← Degree level definition: see page 14

		First degree undergraduate		Other undergraduate	
		No.	↓ %	No.	↓ %
SET					
AGRI	Agriculture, related subjects	10,375	*0.6*	5,345	*3.7*
ARCH	Architecture, building, planning	34,950	*2.1*	3,110	*2.1*
BIOS	Biological sciences	188,120	*11.4*	6,830	*4.7*
COMP	Computer science	89,450	*5.4*	3,430	*2.4*
ENGI	Engineering, technology	117,850	*7.1*	9,125	*6.3*
MATH	Mathematical sciences	38,100	*2.3*	435	*0.3*
MEDI	Medicine, dentistry	47,335	*2.9*	300	*0.2*
PHYS	Physical sciences	71,520	*4.3*	1,785	*1.2*
SUBJ	Subjects allied to medicine	172,380	*10.4*	41,025	*28.2*
VETS	Veterinary science	5,990	*0.4*	0	*0.0*
SET	SET total	776,070	*47.0*	71,385	*49.0*
Non-SET					
BUSI	Business, administrative studies	237,370	*14.4*	12,310	*8.5*
COMB	Combined	14,770	*0.9*	15,685	*10.8*
ARTS	Creative arts, design	148,590	*9.0*	5,200	*3.6*
EDUC	Education	54,525	*3.3*	16,395	*11.3*
HIST	Historical, philosophical studies	62,720	*3.8*	2,290	*1.6*
LANG	Languages	74,190	*4.5*	9,065	*6.2*
LAW	Law	73,090	*4.4*	1,575	*1.1*
COMM	Mass comms, documentation	38,300	*2.3*	485	*0.3*
SOCI	Social studies	173,045	*10.5*	11,165	*7.7*
NSET	Non-SET total	876,605	*53.0*	74,180	*51.0*
All subject areas					
All	All subject areas	1,652,675	*100.0*	145,560	*100.0*

Proportions of undergraduates in each subject area



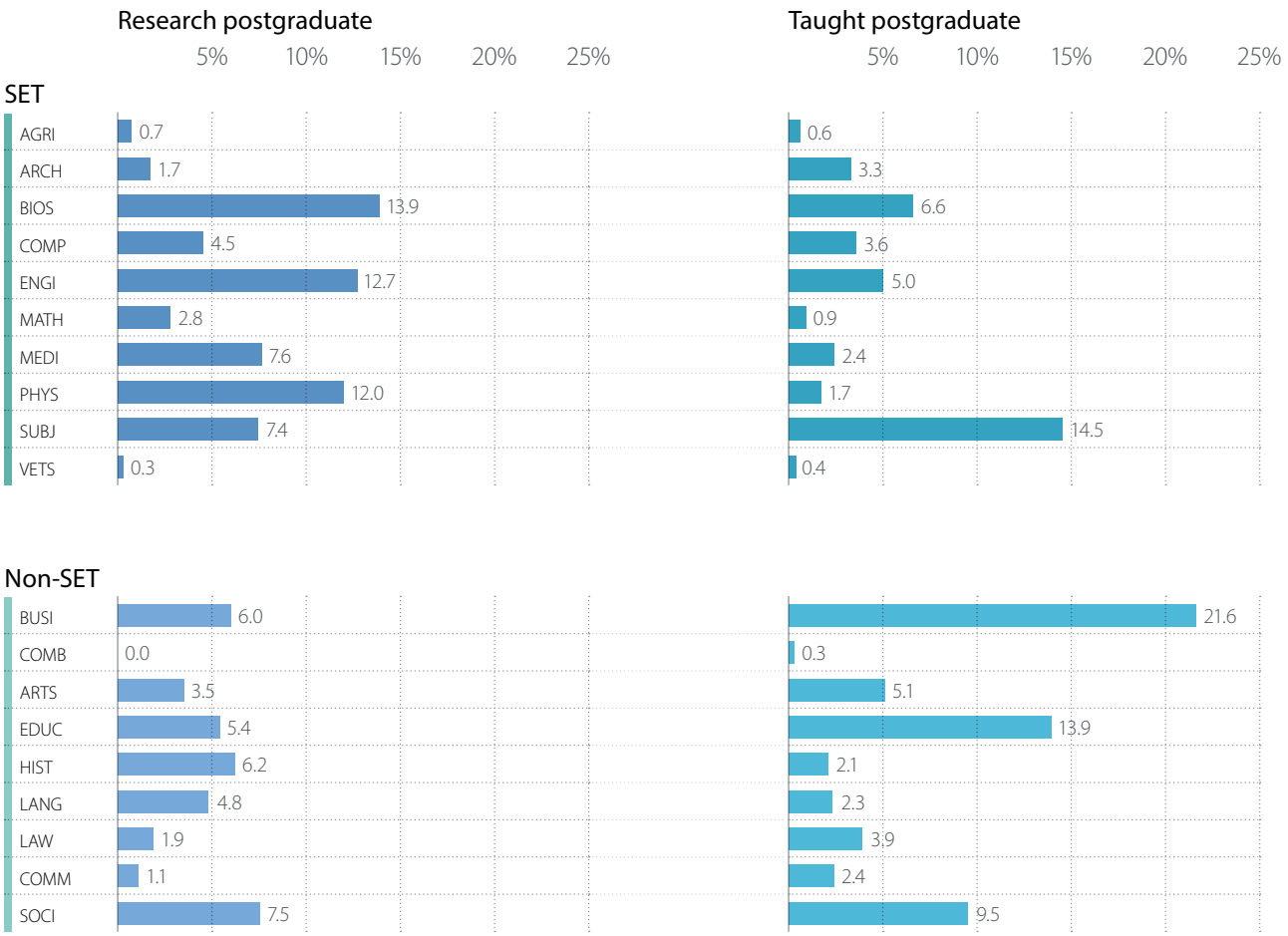
0.7 All postgraduate students by subject area and degree level

← Subject areas definition: see page 15

← Degree level definition: see page 14

		Research postgraduate		Taught postgraduate	
		No.	↓ %	No.	↓ %
SET					
AGRI	Agriculture, related subjects	830	*0.7*	2,775	*0.6*
ARCH	Architecture, building, planning	1,900	*1.7*	15,385	*3.3*
BIOS	Biological sciences	15,715	*13.9*	31,090	*6.6*
COMP	Computer science	5,025	*4.5*	16,830	*3.6*
ENGI	Engineering, technology	14,335	*12.7*	23,865	*5.0*
MATH	Mathematical sciences	3,120	*2.8*	4,255	*0.9*
MEDI	Medicine, dentistry	8,615	*7.6*	11,505	*2.4*
PHYS	Physical sciences	13,535	*12.0*	8,005	*1.7*
SUBJ	Subjects allied to medicine	8,315	*7.4*	68,725	*14.5*
VETS	Veterinary science	370	*0.3*	2,040	*0.4*
SET	SET total	71,765	*63.6*	184,475	*39.0*
Non-SET					
BUSI	Business, administrative studies	6,805	*6.0*	101,995	*21.6*
COMB	Combined	15	*0.0*	1,290	*0.3*
ARTS	Creative arts, design	3,945	*3.5*	24,095	*5.1*
EDUC	Education	6,060	*5.4*	65,845	*13.9*
HIST	Historical, philosophical studies	6,995	*6.2*	9,955	*2.1*
LANG	Languages	5,375	*4.8*	10,735	*2.3*
LAW	Law	2,185	*1.9*	18,405	*3.9*
COMM	Mass comms, documentation	1,240	*1.1*	11,285	*2.4*
SOCI	Social studies	8,425	*7.5*	44,845	*9.5*
NSET	Non-SET total	41,050	*36.4*	288,440	*61.0*
All subject areas					
All	All subject areas	112,815	*100.0*	472,915	*100.0*

Proportions of postgraduates in each subject area



0.8 UK domiciled full-time first degree entrants by continuation category

← Domicile definition: see page 14
← Continuation definition: see page 16

	Continue or qualify		Left with no award		Dormant or writing up		All
	No.	→ %	No.	→ %	No.	→ %	No.
All students	372,835	*89.2*	28,235	*6.8*	16,905	*4.0*	417,975

Proportions of entrants in each continuation category

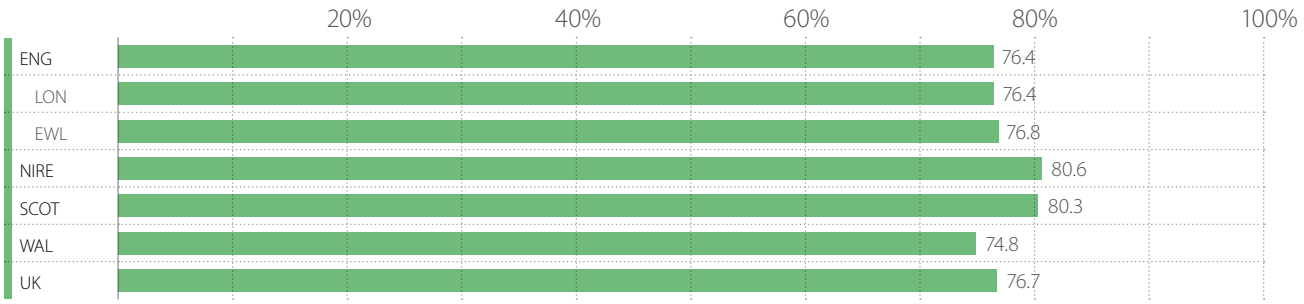


0.9 First degree undergraduate qualifiers by country of institution and degree class

← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16

		First/2:1		First		2:1		2:2		Third		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
ENG	England	262,485	*76.4*	97,610	*28.4*	164,875	*48.0*	65,560	*19.1*	15,305	*4.5*	343,355
LON	London	217,800	*76.4*	79,790	*28.0*	138,010	*48.4*	54,475	*19.1*	12,885	*4.5*	285,160
EWL	Eng (exc Lon)	44,685	*76.8*	17,820	*30.6*	26,865	*46.2*	11,085	*19.0*	2,420	*4.2*	58,195
NIRE	N. Ireland	7,325	*80.6*	2,500	*27.5*	4,825	*53.1*	1,545	*17.0*	220	*2.4*	9,090
SCOT	Scotland	22,910	*80.3*	8,080	*28.3*	14,830	*52.0*	4,755	*16.7*	875	*3.1*	28,535
WAL	Wales	16,110	*74.8*	6,045	*28.1*	10,070	*46.8*	4,490	*20.8*	930	*4.3*	21,530
UK	UK	308,830	*76.7*	114,230	*28.4*	194,600	*48.3*	76,345	*19.0*	17,330	*4.3*	402,505

Proportions of qualifiers who received a first/2:1

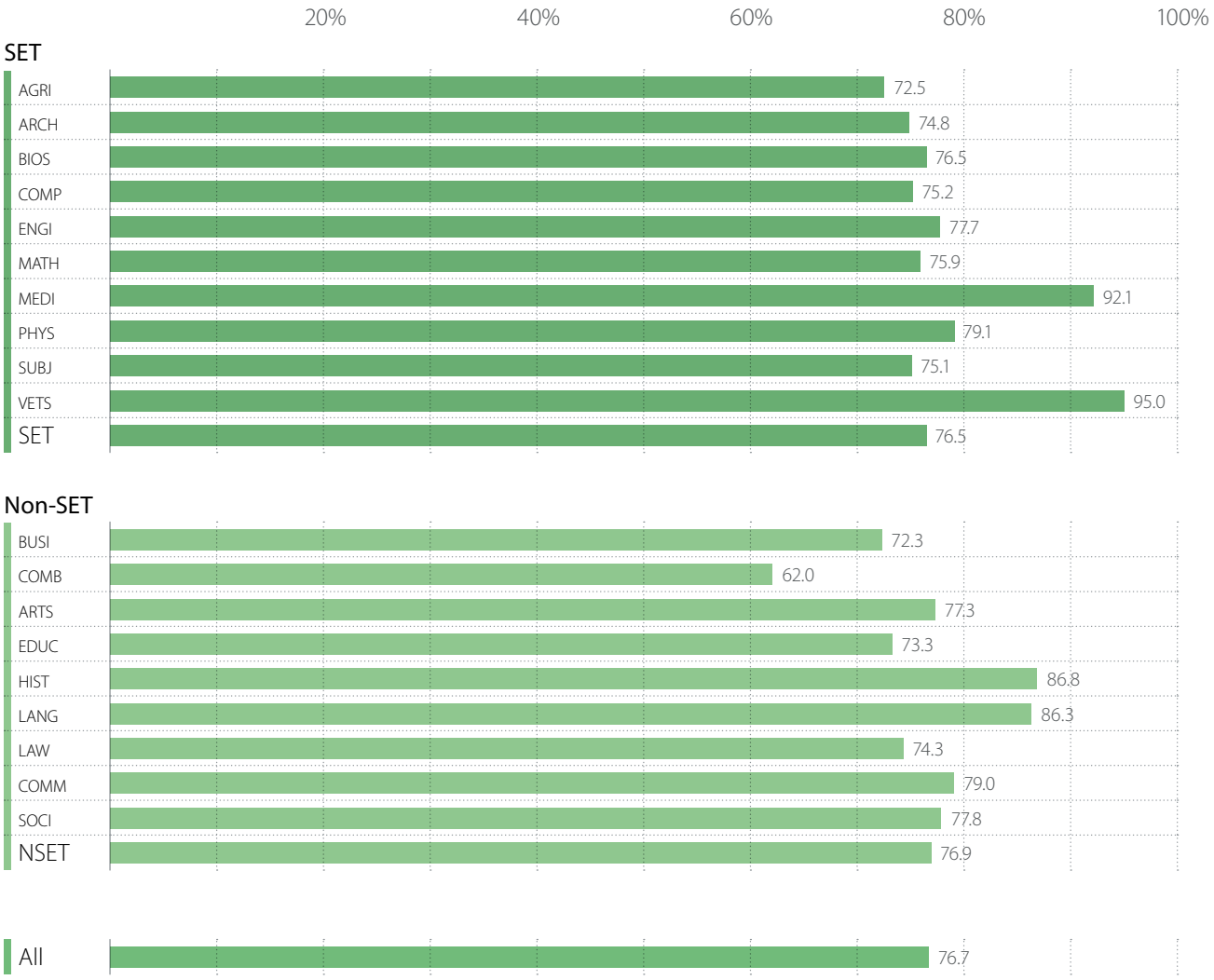


0.10 First degree undergraduate qualifiers by subject area and degree class

← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16

		First/2:1		First		2:1		2:2		Third		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET												
AGRI	Agriculture, related	2,105	*72.5*	725	*24.9*	1,380	*47.6*	645	*22.3*	155	*5.3*	2,905
ARCH	Architecture, planning	6,010	*74.8*	2,205	*27.4*	3,810	*47.4*	1,650	*20.5*	375	*4.7*	8,035
BIOS	Biological sciences	33,945	*76.5*	11,380	*25.6*	22,570	*50.8*	8,810	*19.8*	1,645	*3.7*	44,405
COMP	Computer science	13,435	*75.2*	6,775	*37.9*	6,660	*37.3*	3,370	*18.9*	1,055	*5.9*	17,860
ENGI	Engineering, technology	20,380	*77.7*	9,895	*37.7*	10,485	*40.0*	4,755	*18.1*	1,080	*4.1*	26,220
MATH	Mathematical sciences	6,515	*75.9*	3,545	*41.3*	2,970	*34.6*	1,585	*18.4*	485	*5.7*	8,585
MEDI	Medicine, dentistry	1,655	*92.1*	860	*47.9*	795	*44.1*	125	*6.8*	20	*1.1*	1,800
PHYS	Physical sciences	13,850	*79.1*	5,995	*34.2*	7,855	*44.9*	3,055	*17.4*	605	*3.5*	17,505
SUBJ	Subj allied to medicine	31,880	*75.1*	14,115	*33.3*	17,760	*41.9*	8,220	*19.4*	2,330	*5.5*	42,430
VETS	Veterinary science	245	*95.0*	90	*34.4*	155	*60.6*	10	*4.2*	0	*0.8*	260
SET	SET total	130,020	*76.5*	55,585	*32.7*	74,440	*43.8*	32,220	*19.0*	7,755	*4.6*	170,000
Non-SET												
BUSI	Business, admin studies	46,125	*72.3*	16,735	*26.2*	29,390	*46.1*	14,280	*22.4*	3,395	*5.3*	63,800
COMB	Combined	1,560	*62.0*	495	*19.7*	1,065	*42.3*	595	*23.6*	360	*14.4*	2,515
ARTS	Creative arts, design	31,645	*77.3*	11,715	*28.6*	19,935	*48.7*	7,440	*18.2*	1,860	*4.5*	40,945
EDUC	Education	11,055	*73.3*	3,690	*24.5*	7,365	*48.8*	3,325	*22.1*	700	*4.6*	15,080
HIST	Historical, philosophical	14,880	*86.8*	4,255	*24.8*	10,630	*62.0*	1,980	*11.6*	275	*1.6*	17,140
LANG	Languages	17,050	*86.3*	5,290	*26.8*	11,760	*59.5*	2,420	*12.2*	295	*1.5*	19,765
LAW	Law	13,475	*74.3*	3,140	*17.3*	10,335	*57.0*	3,925	*21.7*	730	*4.0*	18,135
COMM	Mass comms, document	8,600	*79.0*	2,670	*24.5*	5,930	*54.4*	1,950	*17.9*	340	*3.1*	10,890
SOCI	Social studies	34,420	*77.8*	10,660	*24.1*	23,760	*53.7*	8,205	*18.5*	1,620	*3.7*	44,245
NSET	Non-SET total	178,810	*76.9*	58,645	*25.2*	120,160	*51.7*	44,125	*19.0*	9,575	*4.1*	232,510
All subject areas												
All	All subject areas	308,830	*76.7*	114,230	*28.4*	194,600	*48.3*	76,345	*19.0*	17,330	*4.3*	402,505

Proportions of qualifiers who received a first/2:1



0.11 All students by mission group of institution, age group, disability status, DSA take-up, ethnic group, and gender

← Age definition: see page 10
← Disability definition: see page 10
← Disabled students' allowance definition: see page 10
← Ethnicity definition: see page 10
← Gender definition: see page 11

	1994 Group		Million+		GuildHE	
	No.	↓ %	No.	↓ %	No.	↓ %
Age						
21 and under	88,620	*63.0*	122,325	*45.5*	57,400	*63.9*
22–25	23,105	*16.4*	43,235	*16.1*	11,035	*12.3*
26–35	17,255	*12.3*	52,560	*19.6*	10,630	*11.8*
36 and over	11,680	*8.3*	50,445	*18.8*	10,790	*12.0*
All students	140,660	*100.0*	268,565	*100.0*	89,855	*100.0*
Disability						
Non-disabled	119,770	*85.1*	232,145	*86.4*	72,145	*80.3*
Disabled	20,895	*14.9*	36,445	*13.6*	17,740	*19.7*
All students	140,660	*100.0*	268,595	*100.0*	89,885	*100.0*
DSA						
Disabled: receives DSA	6,825	*32.9*	12,385	*36.4*	7,695	*44.3*
Disabled: does not receive DSA	13,915	*67.1*	21,645	*63.6*	9,675	*55.7*
Disabled: known DSA status total	20,735	*100.0*	34,030	*100.0*	17,370	*100.0*
Ethnicity						
White	70,285	*69.0*	156,025	*67.5*	67,705	*84.4*
BAME	31,650	*31.0*	74,995	*32.5*	12,545	*15.6*
Asian	11,990	*11.8*	24,615	*10.7*	3,995	*5.0*
Black	10,180	*10.0*	35,430	*15.3*	4,275	*5.3*
Chinese	1,105	*1.1*	840	*0.4*	275	*0.3*
Mixed	6,020	*5.9*	8,975	*3.9*	3,130	*3.9*
Other	2,355	*2.3*	5,130	*2.2*	875	*1.1*
All UK domiciled students	101,935	*100.0*	231,020	*100.0*	80,250	*100.0*
Gender						
Female	76,795	*54.6*	162,110	*60.4*	57,310	*63.9*
Male	63,755	*45.4*	106,315	*39.6*	32,430	*36.1*
All students	140,550	*100.0*	268,420	*100.0*	89,740	*100.0*

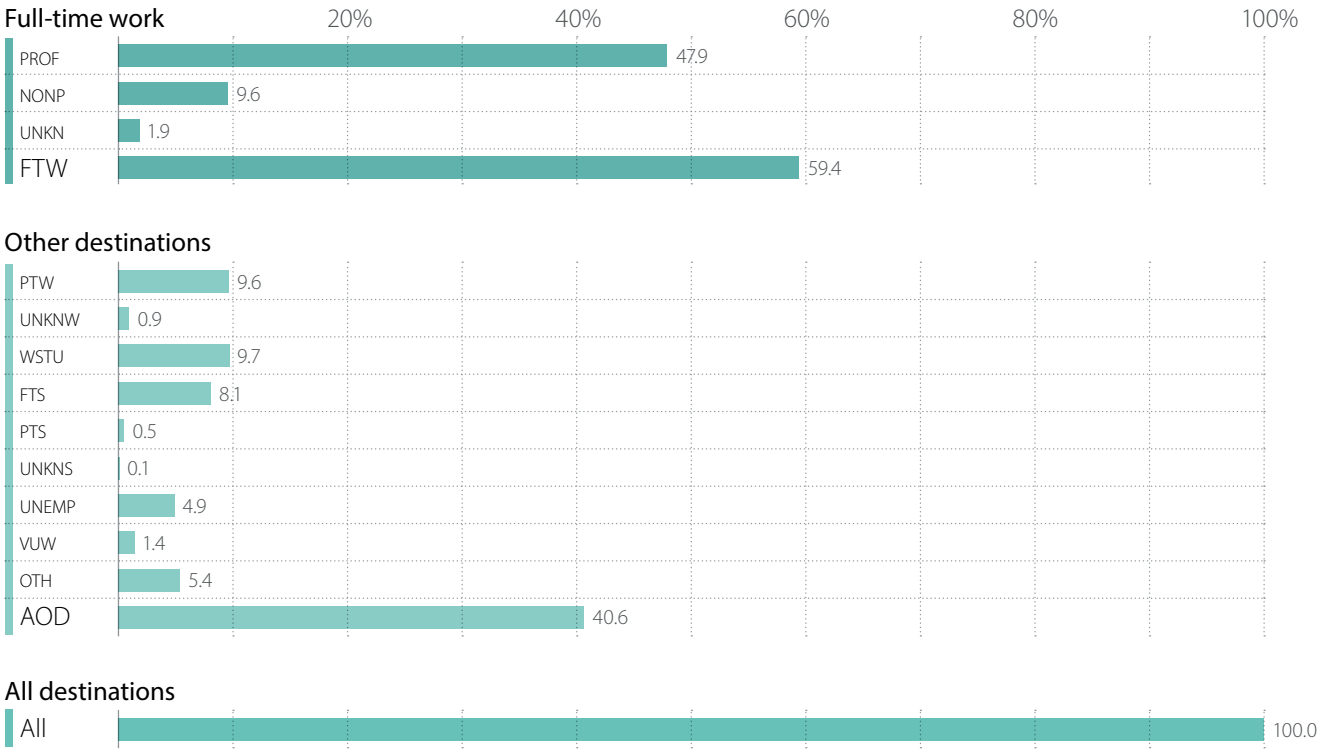
	Russell Group		University Alliance		No affiliation	
	No.	↓ %	No.	↓ %	No.	↓ %
Age						
21 and under	412,210	*61.9*	155,700	*56.6*	515,340	*54.6*
22–25	132,160	*19.9*	41,945	*15.3*	142,125	*15.1*
26–35	77,880	*11.7*	41,070	*14.9*	154,955	*16.4*
36 and over	43,375	*6.5*	36,265	*13.2*	131,645	*13.9*
All students	665,625	*100.0*	274,980	*100.0*	944,070	*100.0*
Disability						
Non-disabled	589,790	*88.6*	238,960	*86.9*	799,990	*84.7*
Disabled	75,895	*11.4*	36,055	*13.1*	144,140	*15.3*
All students	665,685	*100.0*	275,010	*100.0*	944,130	*100.0*
DSA						
Disabled: receives DSA	22,080	*32.2*	13,930	*39.4*	43,685	*31.9*
Disabled: does not receive DSA	46,525	*67.8*	21,465	*60.6*	93,335	*68.1*
Disabled: known DSA status total	68,600	*100.0*	35,395	*100.0*	137,015	*100.0*
Ethnicity						
White	345,790	*78.0*	158,460	*69.7*	616,840	*78.6*
BAME	97,675	*22.0*	69,035	*30.3*	168,205	*21.4*
Asian	46,645	*10.5*	30,450	*13.4*	76,155	*9.7*
Black	16,310	*3.7*	23,010	*10.1*	47,980	*6.1*
Chinese	6,910	*1.6*	1,305	*0.6*	5,415	*0.7*
Mixed	20,855	*4.7*	9,600	*4.2*	27,405	*3.5*
Other	6,950	*1.6*	4,665	*2.1*	11,250	*1.4*
All UK domiciled students	443,465	*100.0*	227,495	*100.0*	785,045	*100.0*
Gender						
Female	368,780	*55.5*	156,450	*56.9*	540,925	*57.3*
Male	295,525	*44.5*	118,345	*43.1*	402,670	*42.7*
All students	664,305	*100.0*	274,795	*100.0*	943,595	*100.0*

0.12 Graduate outcome leavers by leaving destination

← Graduate outcomes definition: see page 17

		All students	
		No.	↓ %
Full-time work			
PROF	Professional full-time work	173,740	*47.9*
NONP	Non-professional full-time work	34,940	*9.6*
UNKN	Unknown full-time work	6,725	*1.9*
FTW	All full-time work	215,405	*59.4*
Other destinations			
PTW	Part-time work	34,805	*9.6*
UNKNW	Unknown pattern of work	3,130	*0.9*
WSTU	Work and further study	35,305	*9.7*
FTS	Full-time study	29,280	*8.1*
PTS	Part-time study	1,755	*0.5*
UNKNS	Unknown pattern of study	255	*0.1*
UNEMP	Unemployed	17,645	*4.9*
VUW	Voluntary or unpaid work	5,170	*1.4*
OTH	Other	19,635	*5.4*
AOD	All other destinations	146,980	*40.6*
All destinations			
All	All destinations	362,385	*100.0*

Proportions of leavers in each leaving destination

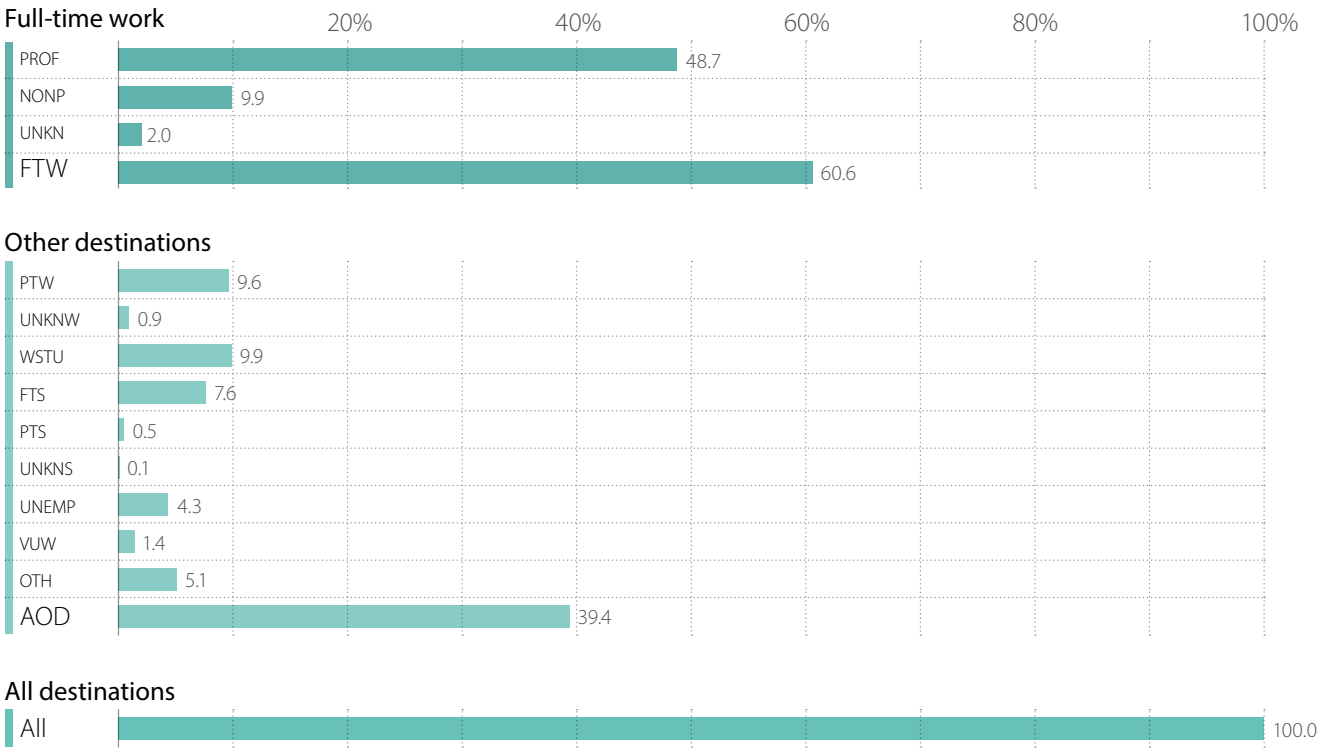


0.13 Graduate outcome leavers (excluding significant interim study) by leaving destination

← Graduate outcomes definition: see page 17

		All students	
		No.	↓ %
Full-time work			
PROF	Professional full-time work	161,650	*48.7*
NONP	Non-professional full-time work	33,045	*9.9*
UNKN	Unknown full-time work	6,615	*2.0*
FTW	All full-time work	201,305	*60.6*
Other destinations			
PTW	Part-time work	31,840	*9.6*
UNKNW	Unknown pattern of work	3,100	*0.9*
WSTU	Work and further study	32,920	*9.9*
FTS	Full-time study	25,270	*7.6*
PTS	Part-time study	1,620	*0.5*
UNKNS	Unknown pattern of study	255	*0.1*
UNEMP	Unemployed	14,230	*4.3*
VUW	Voluntary or unpaid work	4,605	*1.4*
OTH	Other	17,040	*5.1*
AOD	All other destinations	130,880	*39.4*
All destinations			
All	All destinations	332,185	*100.0*

Proportions of leavers (excluding significant interim study) in each leaving destination



Age

The proportion of students who were classified as mature – that is, those aged over 21 upon entry – had fallen almost every year between 2003/04 and 2016/17. 2017/18 was the first year since 2008/09 where the proportion of students classified as mature rose from the preceding year. In 2018/19 this upward trend continued, with 43.3% of students classified as mature. A large proportion of mature students studied part-time and many were research postgraduates. Mature first degree undergraduates left higher education without qualifying at a higher rate than 2017/18, and receiving a degree class lower than a 2:1.

With the exception of data on qualifiers, this section refers to students' age on the start date of their studies. The age of qualifiers is calculated at 31 July 2018.

Additional detail for selected tables in this section, such as by first year students, is available at:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

1.1 Overall figures: Across the UK (56.7%), and in each country individually, the majority of students were aged 21 and under. Wales had the largest proportion of mature students, with 48.5% of students aged 22 and over.

1.2 Trends: The proportion of students who were mature has declined most years since 2003/04, aside from small increases in 2008/09 and in 2017/18. In 2018/19 this upward trend continued, with 43.3% of students classified as mature compared to 43.0% in the previous year. However, the increase in the proportion of students who were mature was much smaller than between 2016/17 and 2017/18, and remained 11.3 percentage points lower than in 2003/04. The majority of students have been aged 21 and under every year since 2011/12.

1.3 Domicile: In each age group, the majority of undergraduates were UK domiciled. 85.9% of non-EU first degree undergraduates were aged 21 and under, compared with only 0.9% of non-EU research postgraduates. More than half of EU taught postgraduates (57.6%) were aged 22 to 25.

1.4 Mode and level: Overall, 88.5% of all part-time students were aged 22 and over. Across all age groups, the proportion of other undergraduates studying part-time was noticeably higher than any other degree level. The proportions of students at all levels who studied part-time increased with age. For example, 40.7% of other undergraduates aged 21 and under studied part-time compared with 84.4% of other undergraduates aged 36 and over.

1.5–1.9 Subject area: The student age profile was markedly older in certain subjects than others. For example, 77.9% of those studying combined subjects, 70.8% of students studying education and 65.8% of those studying subjects allied to medicine were aged 22 and over. In contrast, at least seven in ten students studying mathematical sciences (73.8%), creative arts and design (71.5%), mass communications and documentation (69.9%) and physical sciences (69.6%) were aged 21 and under.

First degree undergraduates aged 21 and under were a majority in all subject areas other than combined subjects. Relatively high proportions of first degree undergraduate students studying subjects allied to medicine and education were mature (44.3% and 33.2% respectively). In contrast, a large proportion of other undergraduates were mature, most noticeably in subjects allied to medicine students where 94.9% of other undergraduates were aged 22 and over.

98.1% of research postgraduates were aged 22 and over. The majority of research postgraduates aged 21 and under (88.8%), aged 22 to 25 (78.7%) and aged 26 to 35 (62.2%) studied SET subjects, compared with only 39.4% of research postgraduates aged 36 and over.

In contrast, the majority of taught postgraduates studied non-SET subjects, regardless of their age group. Large proportions of taught postgraduate students studied business and administrative studies (23.5% of those aged 21 and under, and 27.2% of those aged 22 to 25). For taught postgraduate students aged 26 and over, the most populated subject area was subjects allied to medicine (18.8% of those aged 26–35 and 25.0% of those aged 36 and over).

1.10 Continuation rates: A higher proportion of UK domiciled full-time first degree entrants aged 21 and under qualified or continued onto the next year (87.5%) compared with those from older age groups. 8.8% of UK domiciled full-time first degree entrants aged 22 to 25 or 36 and over left HE with no award compared with only 6.4% of UK domiciled full-time first degree entrants aged 21 and under.

1.11–1.13 Degree attainment: Overall, the proportion of first degree undergraduate qualifiers receiving a first/2:1 declined as age increased. 80.8% of those aged 21 and under and 77.6% of those aged 22 to 25 received a first/2:1, compared with 72.4% of those aged 26 to 35 and 68.0% of those aged 36 and over. This was also the case when looking only at full-time qualifiers. Among part-time qualifiers, the opposite pattern was observed. For this group the proportion of first degree undergraduate qualifiers receiving a first/2:1 increased with age, with a higher proportion of those aged 26 to 35 and 36 and over receiving a first/2:1 (63.2% and 62.8%, respectively) than those aged 21 and under and 22 to 25 (51.3% and 50.9%, respectively).

In England and Scotland, the awarding gaps were 15.6 and 13.5 percentage points between qualifiers aged 21 and under and qualifiers aged 36 and over. In Northern Ireland and Wales, the gaps were smaller (8.1 and 7.7 percentage points).

Within each age group, the majority of qualifiers received a first/2:1 regardless of subject area.

1.14 – 1.15 Graduate outcomes: Just under a quarter of leavers aged 21 and under were in some form of further study (22.8%), compared with between 14.6% and 18.8% of other age groups. Unemployment rates among leavers aged 21 and under and among those 22 to 25 were higher than for older age groups. 66.0% of leavers aged 26 to 35 were in full-time work, compared with just over half of those aged 21 and under (52.7%).

1.1

All students by country of institution and age group

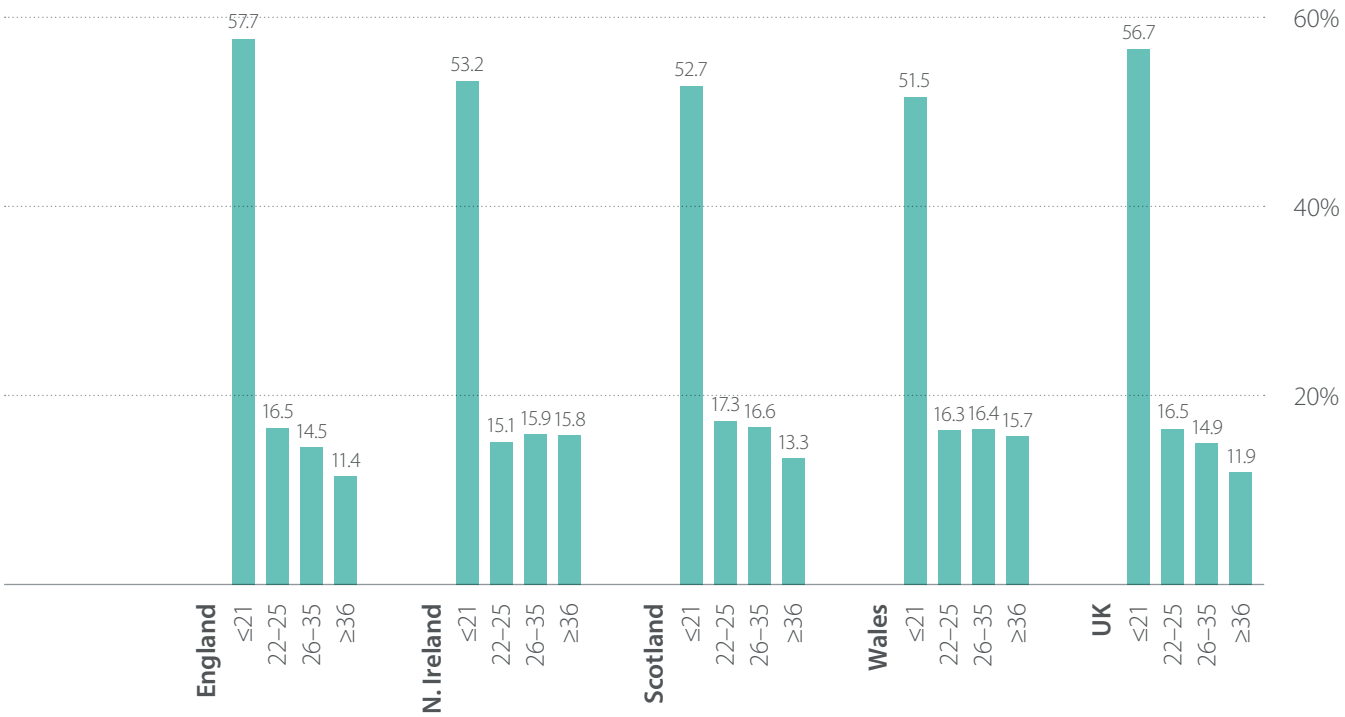
	England		Northern Ireland		Scotland		Wales		UK	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
≤21	1,120,145	*57.7*	29,655	*53.2*	133,685	*52.7*	68,115	*51.5*	1,351,600	*56.7*
22–25	319,730	*16.5*	8,410	*15.1*	43,900	*17.3*	21,565	*16.3*	393,605	*16.5*
26–35	281,620	*14.5*	8,865	*15.9*	42,130	*16.6*	21,735	*16.4*	354,350	*14.9*
≥36	220,845	*11.4*	8,830	*15.8*	33,750	*13.3*	20,775	*15.7*	284,200	*11.9*
All	1,942,345	*100.0*	55,755	*100.0*	253,470	*100.0*	132,190	*100.0*	2,383,755	*100.0*

← Country of institution definition: see page 14

← Age definition: see page 10

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportion of students by age group in each country

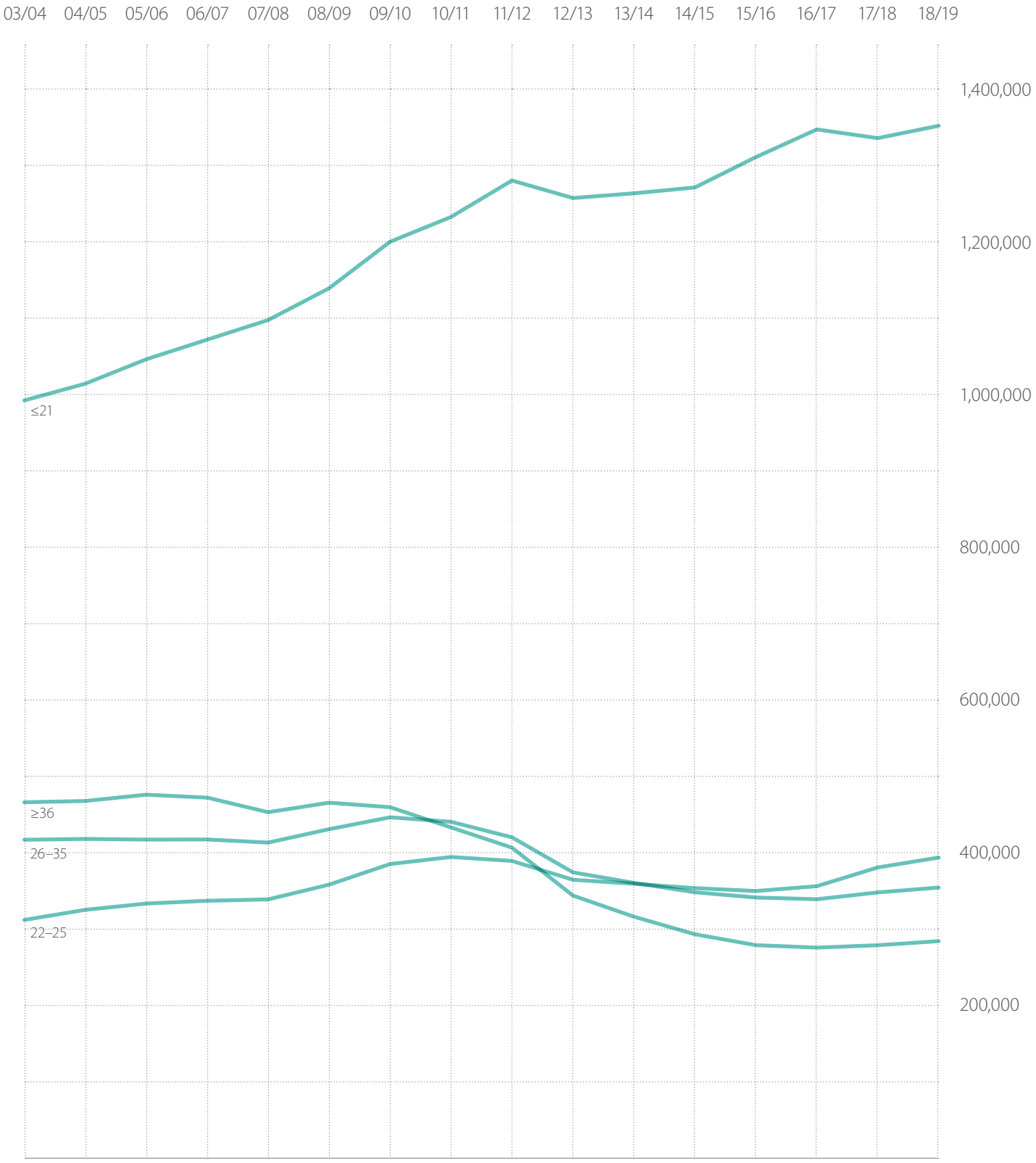


1.2 Profile of all students over time by age group

← Age definition: see page 10

	21 and under		22–25		26–35		36 and over		All ages
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
2003/04	992,005	*45.4*	311,955	*14.3*	416,875	*19.1*	466,020	*21.3*	2,186,855
2004/05	1,013,955	*45.6*	325,175	*14.6*	418,010	*18.8*	467,645	*21.0*	2,224,785
2005/06	1,045,890	*46.0*	333,395	*14.7*	417,115	*18.4*	475,905	*20.9*	2,272,300
2006/07	1,071,630	*46.6*	337,040	*14.7*	417,280	*18.2*	472,070	*20.5*	2,298,025
2007/08	1,097,235	*47.7*	338,855	*14.7*	413,195	*17.9*	453,000	*19.7*	2,302,280
2008/09	1,138,875	*47.6*	358,115	*15.0*	430,740	*18.0*	465,430	*19.4*	2,393,160
2009/10	1,199,770	*48.2*	385,145	*15.5*	446,285	*17.9*	459,535	*18.4*	2,490,735
2010/11	1,232,240	*49.3*	394,365	*15.8*	440,390	*17.6*	433,065	*17.3*	2,500,060
2011/12	1,279,925	*51.3*	389,180	*15.6*	420,100	*16.8*	406,565	*16.3*	2,495,770
2012/13	1,257,030	*53.7*	364,540	*15.6*	374,220	*16.0*	343,875	*14.7*	2,339,660
2013/14	1,263,185	*54.9*	359,285	*15.6*	360,485	*15.7*	316,190	*13.8*	2,299,140
2014/15	1,270,820	*56.1*	353,615	*15.6*	348,125	*15.4*	293,190	*12.9*	2,265,750
2015/16	1,310,555	*57.5*	349,810	*15.3*	341,295	*15.0*	278,945	*12.2*	2,280,605
2016/17	1,346,795	*58.1*	356,105	*15.4*	339,035	*14.6*	275,720	*11.9*	2,317,655
2017/18	1,335,415	*57.0*	380,680	*16.2*	347,945	*14.9*	278,830	*11.9*	2,342,870
2018/19	1,351,600	*56.7*	393,605	*16.5*	354,350	*14.9*	284,200	*11.9*	2,383,755

Numbers of students in each age group over time

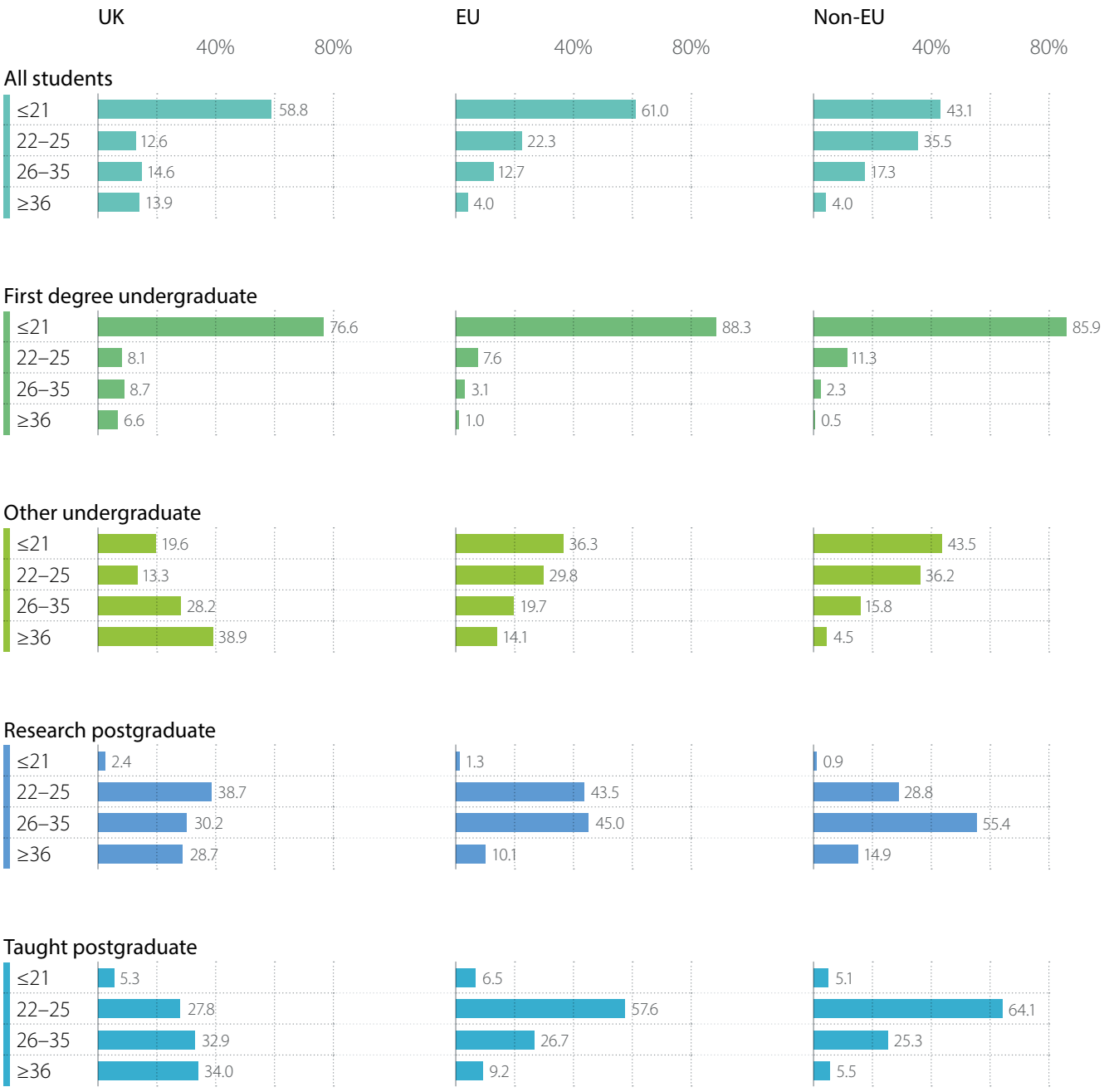


1.3 All students by degree level, domicile category and age group

← Degree level definition: see page 14
← Domicile definition: see page 14
← Age definition: see page 10

	UK			EU			Non-EU			All	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students											
≤21	1,116,505	*58.8*	*82.6*	87,280	*61.0*	*6.5*	147,805	*43.1*	*10.9*	1,351,595	*56.7*
22–25	239,955	*12.6*	*61.0*	31,890	*22.3*	*8.1*	121,745	*35.5*	*30.9*	393,590	*16.5*
26–35	277,005	*14.6*	*78.2*	18,105	*12.7*	*5.1*	59,195	*17.3*	*16.7*	354,305	*14.9*
≥36	264,565	*13.9*	*93.1*	5,735	*4.0*	*2.0*	13,850	*4.0*	*4.9*	284,150	*11.9*
All	1,898,030	*100.0*	*79.6*	143,015	*100.0*	*6.0*	342,600	*100.0*	*14.4*	2,383,640	*100.0*
First degree undergraduate											
≤21	1,073,600	*76.6*	*83.1*	83,685	*88.3*	*6.5*	134,730	*85.9*	*10.4*	1,292,015	*78.2*
22–25	113,305	*8.1*	*82.0*	7,195	*7.6*	*5.2*	17,655	*11.3*	*12.8*	138,160	*8.4*
26–35	121,400	*8.7*	*94.9*	2,910	*3.1*	*2.3*	3,630	*2.3*	*2.8*	127,940	*7.7*
≥36	92,790	*6.6*	*98.2*	965	*1.0*	*1.0*	745	*0.5*	*0.8*	94,500	*5.7*
All	1,401,090	*100.0*	*84.8*	94,760	*100.0*	*5.7*	156,760	*100.0*	*9.5*	1,652,615	*100.0*
Other undergraduate											
≤21	25,180	*19.6*	*78.1*	1,465	*36.3*	*4.5*	5,585	*43.5*	*17.3*	32,230	*22.2*
22–25	17,125	*13.3*	*74.6*	1,200	*29.8*	*5.2*	4,640	*36.2*	*20.2*	22,970	*15.8*
26–35	36,265	*28.2*	*92.8*	795	*19.7*	*2.0*	2,020	*15.8*	*5.2*	39,080	*26.9*
≥36	50,050	*38.9*	*97.8*	570	*14.1*	*1.1*	585	*4.5*	*1.1*	51,205	*35.2*
All	128,620	*100.0*	*88.4*	4,030	*100.0*	*2.8*	12,830	*100.0*	*8.8*	145,480	*100.0*
Research postgraduate											
≤21	1,600	*2.4*	*76.6*	185	*1.3*	*8.8*	305	*0.9*	*14.6*	2,090	*1.9*
22–25	25,700	*38.7*	*62.4*	6,120	*43.5*	*14.9*	9,345	*28.8*	*22.7*	41,165	*36.5*
26–35	20,015	*30.2*	*45.2*	6,335	*45.0*	*14.3*	17,935	*55.4*	*40.5*	44,290	*39.3*
≥36	19,010	*28.7*	*75.3*	1,425	*10.1*	*5.6*	4,815	*14.9*	*19.1*	25,250	*22.4*
All	66,330	*100.0*	*58.8*	14,065	*100.0*	*12.5*	32,400	*100.0*	*28.7*	112,795	*100.0*
Taught postgraduate											
≤21	16,125	*5.3*	*63.8*	1,950	*6.5*	*7.7*	7,185	*5.1*	*28.4*	25,255	*5.3*
22–25	83,820	*27.8*	*43.8*	17,370	*57.6*	*9.1*	90,105	*64.1*	*47.1*	191,295	*40.5*
26–35	99,325	*32.9*	*69.5*	8,065	*26.7*	*5.6*	35,605	*25.3*	*24.9*	143,000	*30.2*
≥36	102,715	*34.0*	*90.7*	2,775	*9.2*	*2.5*	7,710	*5.5*	*6.8*	113,200	*23.9*
All	301,985	*100.0*	*63.9*	30,160	*100.0*	*6.4*	140,605	*100.0*	*29.7*	472,750	*100.0*

Proportions of students in each age group



1.4 All students by degree level, mode and age group

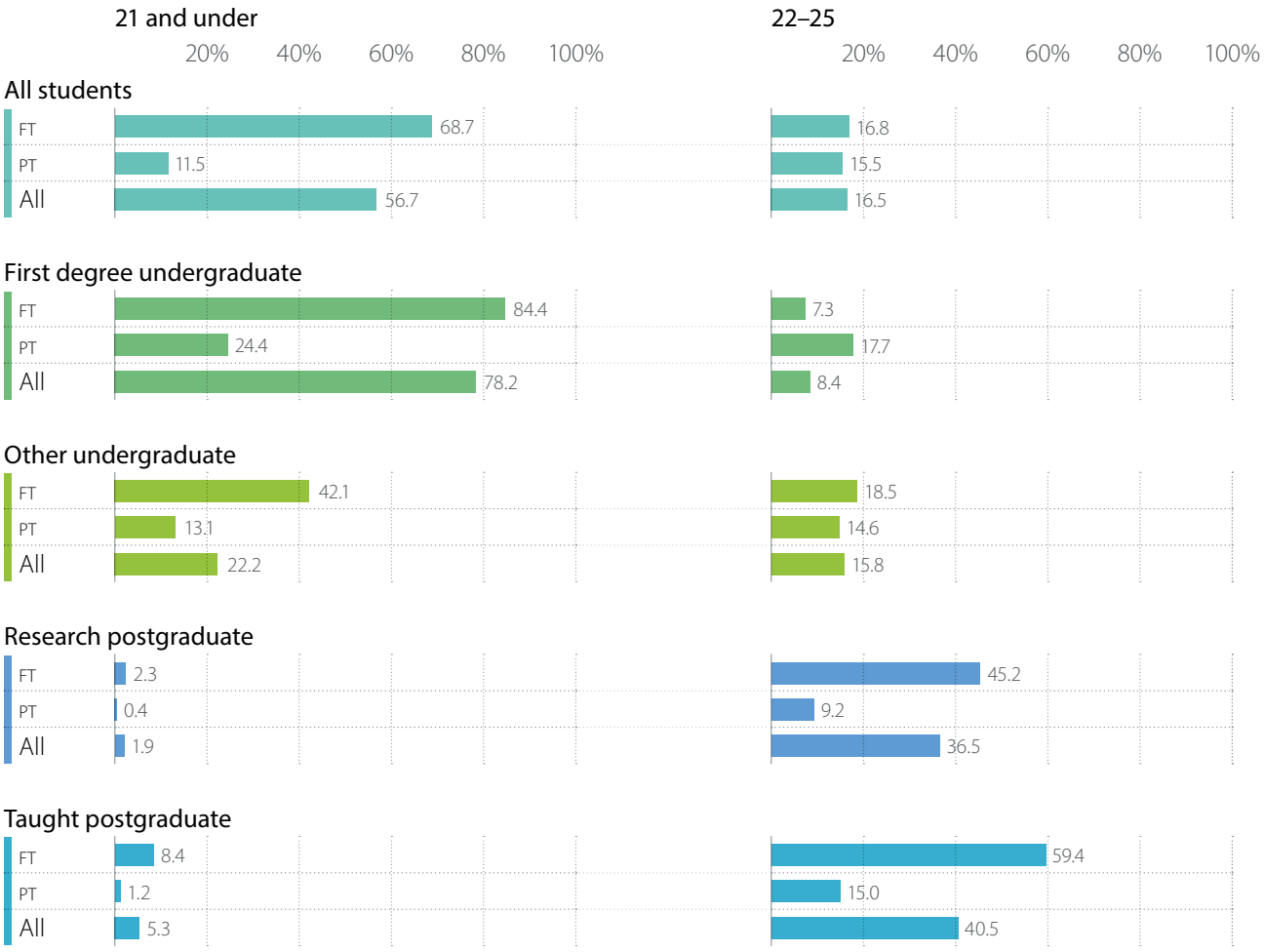
← Degree level definition: see page 14
← Mode of study definition: see page 15
← Age definition: see page 10

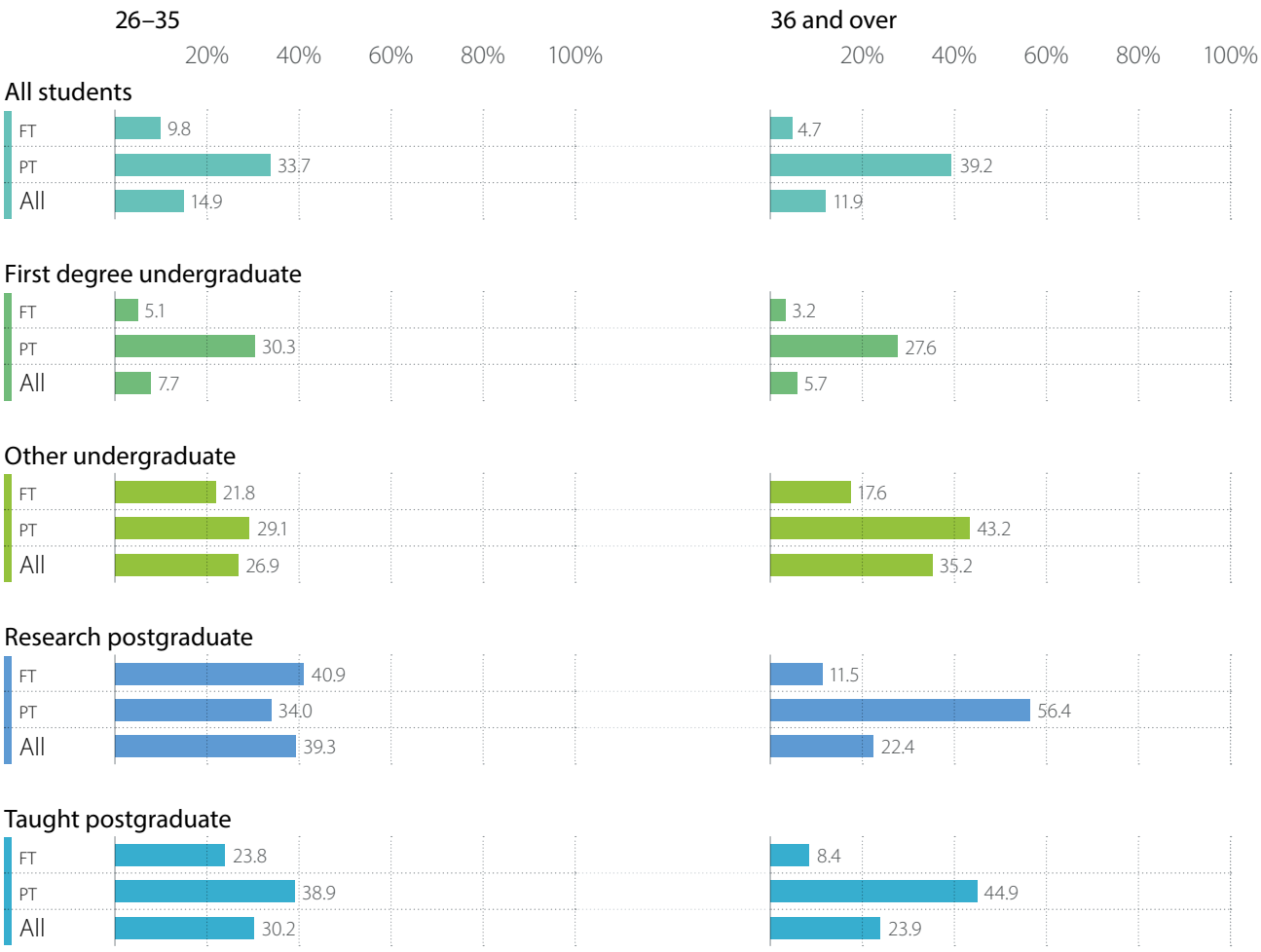
		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
All students							
FT	Full-time	1,293,970	*95.7*	*68.7*	315,940	*80.3*	*16.8*
PT	Part-time	57,635	*4.3*	*11.5*	77,665	*19.7*	*15.5*
All	All modes	1,351,600	*100.0*	*56.7*	393,605	*100.0*	*16.5*
First degree undergraduate							
FT	Full-time	1,250,120	*96.8*	*84.4*	107,740	*78.0*	*7.3*
PT	Part-time	41,905	*3.2*	*24.4*	30,430	*22.0*	*17.7*
All	All modes	1,292,025	*100.0*	*78.2*	138,170	*100.0*	*8.4*
Other undergraduate							
FT	Full-time	19,110	*59.3*	*42.1*	8,405	*36.6*	*18.5*
PT	Part-time	13,120	*40.7*	*13.1*	14,565	*63.4*	*14.6*
All	All modes	32,230	*100.0*	*22.2*	22,970	*100.0*	*15.8*
Research postgraduate							
FT	Full-time	1,985	*94.8*	*2.3*	38,650	*93.9*	*45.2*
PT	Part-time	110	*5.2*	*0.4*	2,515	*6.1*	*9.2*
All	All modes	2,090	*100.0*	*1.9*	41,165	*100.0*	*36.5*
Taught postgraduate							
FT	Full-time	22,755	*90.1*	*8.4*	161,140	*84.2*	*59.4*
PT	Part-time	2,505	*9.9*	*1.2*	30,160	*15.8*	*15.0*
All	All modes	25,255	*100.0*	*5.3*	191,300	*100.0*	*40.5*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

	26–35			36 and over			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students								
FT	185,430	*52.3*	*9.8*	87,795	*30.9*	*4.7*	1,883,135	*79.0*
PT	168,920	*47.7*	*33.7*	196,405	*69.1*	*39.2*	500,625	*21.0*
All	354,350	*100.0*	*14.9*	284,200	*100.0*	*11.9*	2,383,755	*100.0*
First degree undergraduate								
FT	75,985	*59.4*	*5.1*	47,205	*49.9*	*3.2*	1,481,045	*89.6*
PT	51,965	*40.6*	*30.3*	47,305	*50.1*	*27.6*	171,605	*10.4*
All	127,950	*100.0*	*7.7*	94,510	*100.0*	*5.7*	1,652,650	*100.0*
Other undergraduate								
FT	9,930	*25.4*	*21.8*	7,995	*15.6*	*17.6*	45,445	*31.2*
PT	29,155	*74.6*	*29.1*	43,210	*84.4*	*43.2*	100,050	*68.8*
All	39,085	*100.0*	*26.9*	51,205	*100.0*	*35.2*	145,495	*100.0*
Research postgraduate								
FT	35,020	*79.1*	*40.9*	9,880	*39.1*	*11.5*	85,535	*75.8*
PT	9,265	*20.9*	*34.0*	15,375	*60.9*	*56.4*	27,265	*24.2*
All	44,290	*100.0*	*39.3*	25,250	*100.0*	*22.4*	112,800	*100.0*
Taught postgraduate								
FT	64,495	*45.1*	*23.8*	22,720	*20.1*	*8.4*	271,110	*57.3*
PT	78,530	*54.9*	*38.9*	90,515	*79.9*	*44.9*	201,705	*42.7*
All	143,025	*100.0*	*30.2*	113,235	*100.0*	*23.9*	472,815	*100.0*

Proportions of students in each age group




26–35
36 and over
20%
40%
60%
80%
100%
All students
FT 9.8
PT 33.7
All 14.9
4.7
39.2
11.9
First degree undergraduate
FT 5.1
PT 30.3
All 7.7
3.2
27.6
5.7
Other undergraduate
FT 21.8
PT 29.1
All 26.9
17.6
43.2
35.2
Research postgraduate
FT 40.9
PT 34.0
All 39.3
11.5
56.4
22.4
Taught postgraduate
FT 23.8
PT 38.9
All 30.2
8.4
44.9
23.9

1.5 All students by subject area and age group

← Subject areas definition: see page 15

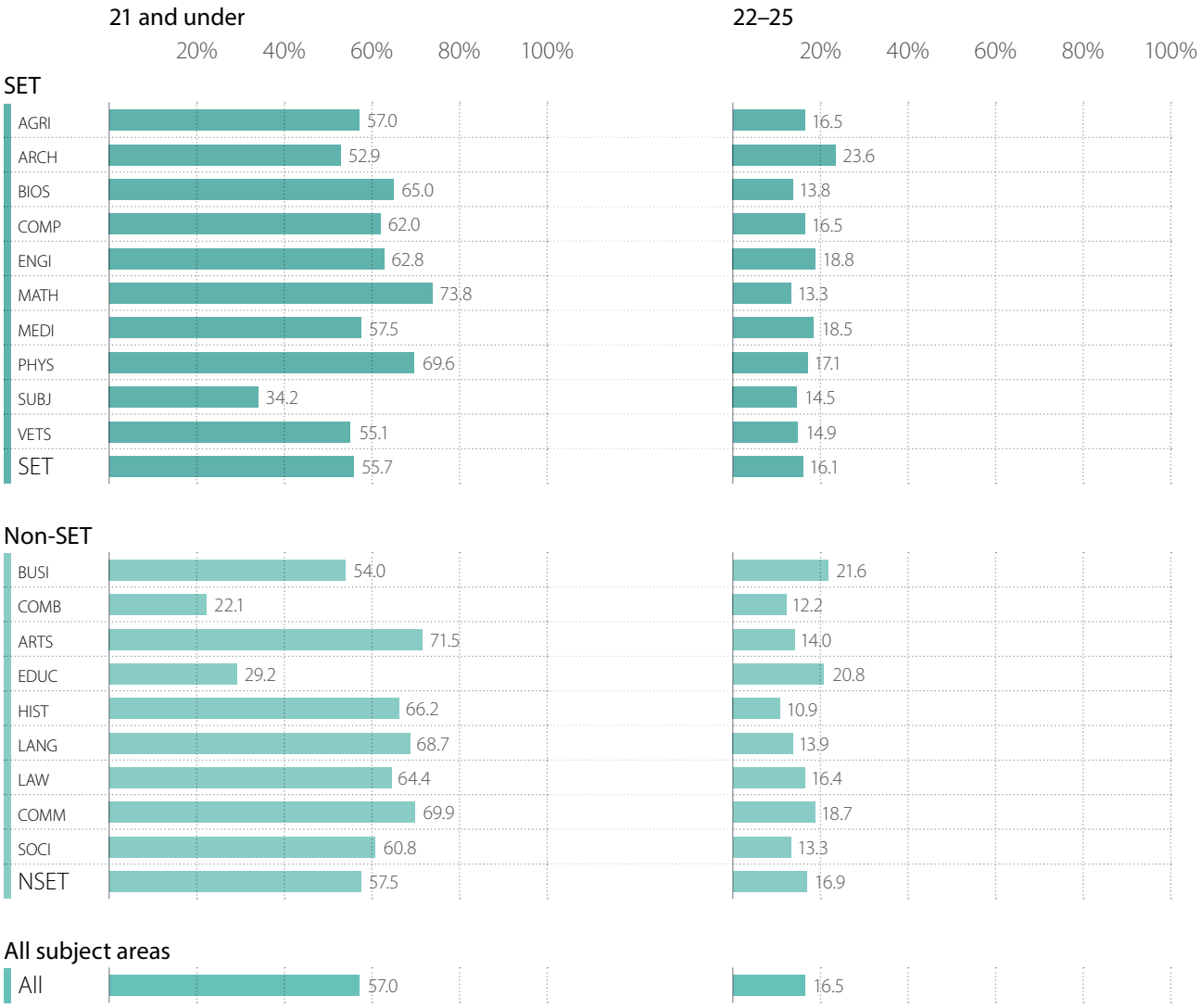
← Age definition: see page 10

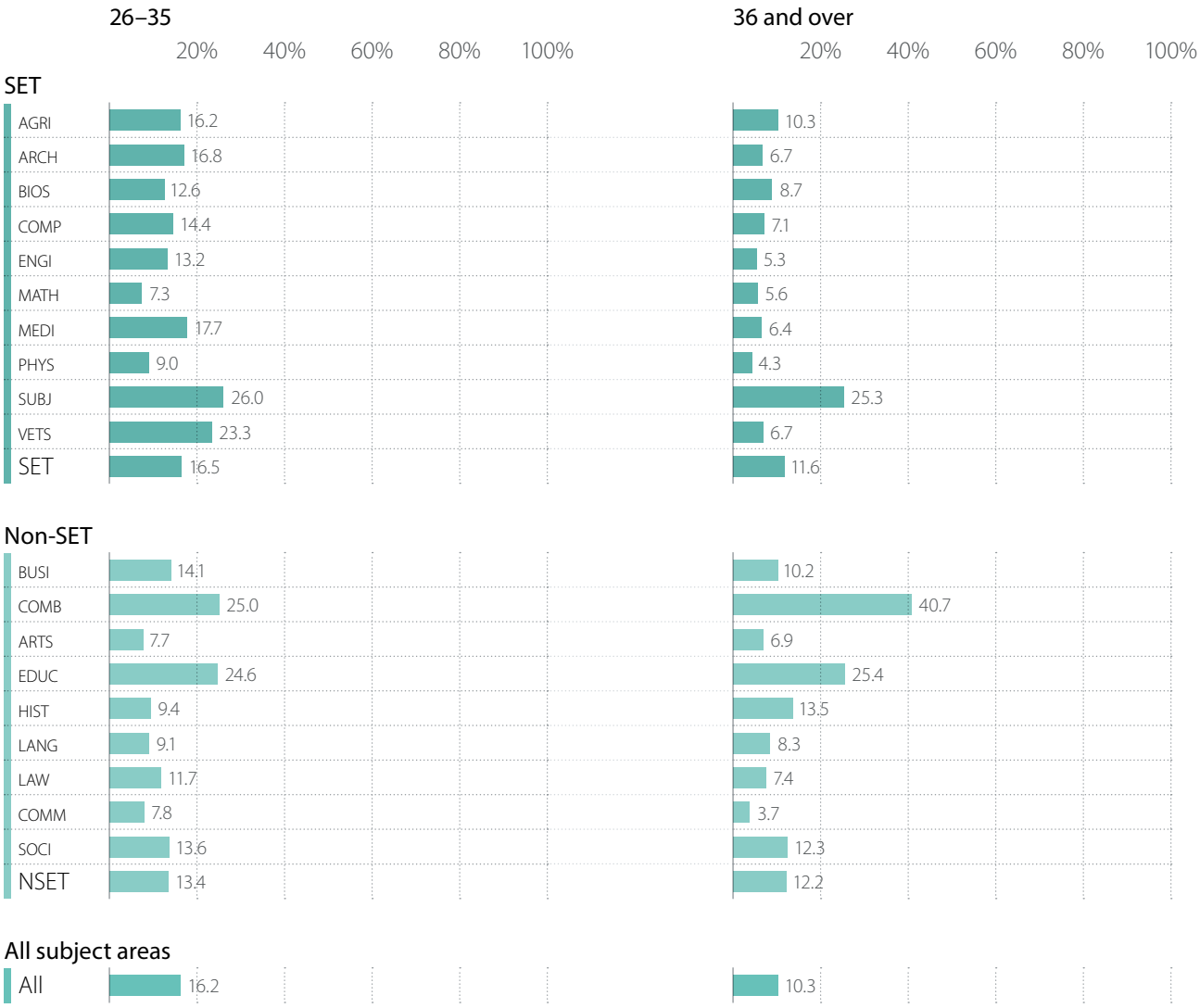
		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	11,005	*0.8*	*57.0*	3,185	*0.8*	*16.5*
ARCH	Architecture, build, planning	29,260	*2.2*	*52.9*	13,070	*3.3*	*23.6*
BIOS	Biological sciences	157,125	*11.6*	*65.0*	33,270	*8.5*	*13.8*
COMP	Computer science	71,120	*5.3*	*62.0*	18,970	*4.8*	*16.5*
ENGI	Engineering, technology	103,710	*7.7*	*62.8*	31,045	*7.9*	*18.8*
MATH	Mathematical sciences	33,865	*2.5*	*73.8*	6,100	*1.6*	*13.3*
MEDI	Medicine, dentistry	38,930	*2.9*	*57.5*	12,505	*3.2*	*18.5*
PHYS	Physical sciences	66,020	*4.9*	*69.6*	16,220	*4.1*	*17.1*
SUBJ	Subjects allied to medicine	99,415	*7.4*	*34.2*	42,140	*10.7*	*14.5*
VETS	Veterinary science	4,630	*0.3*	*55.1*	1,255	*0.3*	*14.9*
SET	SET total	615,080	*45.5*	*55.7*	177,755	*45.2*	*16.1*
Non-SET							
BUSI	Business, admin studies	193,685	*14.3*	*54.0*	77,370	*19.7*	*21.6*
COMB	Combined	7,005	*0.5*	*22.1*	3,880	*1.0*	*12.2*
ARTS	Creative arts, design	130,020	*9.6*	*71.5*	25,365	*6.4*	*14.0*
EDUC	Education	41,655	*3.1*	*29.2*	29,655	*7.5*	*20.8*
HIST	Historical, philosophical	54,275	*4.0*	*66.2*	8,920	*2.3*	*10.9*
LANG	Languages	68,245	*5.0*	*68.7*	13,825	*3.5*	*13.9*
LAW	Law	61,385	*4.5*	*64.4*	15,645	*4.0*	*16.4*
COMM	Mass comms, document	35,840	*2.7*	*69.9*	9,595	*2.4*	*18.7*
SOCI	Social studies	144,415	*10.7*	*60.8*	31,585	*8.0*	*13.3*
NSET	Non-SET total	736,520	*54.5*	*57.5*	215,850	*54.8*	*16.9*
All subject areas							
All	All subject areas	1,351,600	*100.0*	*57.0*	393,605	*100.0*	*16.5*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

	26–35			36 and over			All age groups	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET								
AGRI	3,140	*0.9*	*16.2*	1,995	*0.7*	*10.3*	19,320	*0.8*
ARCH	9,280	*2.6*	*16.8*	3,730	*1.3*	*6.7*	55,340	*2.3*
BIOS	30,390	*8.6*	*12.6*	20,970	*7.4*	*8.7*	241,750	*10.1*
COMP	16,545	*4.7*	*14.4*	8,095	*2.8*	*7.1*	114,730	*4.8*
ENGI	21,725	*6.1*	*13.2*	8,695	*3.1*	*5.3*	165,175	*6.9*
MATH	3,360	*0.9*	*7.3*	2,580	*0.9*	*5.6*	45,910	*1.9*
MEDI	11,960	*3.4*	*17.7*	4,360	*1.5*	*6.4*	67,755	*2.8*
PHYS	8,565	*2.4*	*9.0*	4,040	*1.4*	*4.3*	94,840	*4.0*
SUBJ	75,485	*21.3*	*26.0*	73,380	*25.8*	*25.3*	290,420	*12.2*
VETS	1,955	*0.6*	*23.3*	560	*0.2*	*6.7*	8,400	*0.4*
SET	182,400	*51.5*	*16.5*	128,405	*45.2*	*11.6*	1,103,640	*46.3*
Non-SET								
BUSI	50,720	*14.3*	*14.1*	36,685	*12.9*	*10.2*	358,455	*15.0*
COMB	7,940	*2.2*	*25.0*	12,905	*4.5*	*40.7*	31,730	*1.3*
ARTS	13,925	*3.9*	*7.7*	12,495	*4.4*	*6.9*	181,805	*7.6*
EDUC	35,140	*9.9*	*24.6*	36,325	*12.8*	*25.4*	142,780	*6.0*
HIST	7,680	*2.2*	*9.4*	11,080	*3.9*	*13.5*	81,960	*3.4*
LANG	9,015	*2.5*	*9.1*	8,265	*2.9*	*8.3*	99,350	*4.2*
LAW	11,190	*3.2*	*11.7*	7,035	*2.5*	*7.4*	95,255	*4.0*
COMM	3,985	*1.1*	*7.8*	1,890	*0.7*	*3.7*	51,310	*2.2*
SOCI	32,355	*9.1*	*13.6*	29,110	*10.2*	*12.3*	237,465	*10.0*
NSET	171,950	*48.5*	*13.4*	155,795	*54.8*	*12.2*	1,280,115	*53.7*
All subject areas								
All	354,350	*100.0*	*16.2*	284,200	*100.0*	*10.3*	2,383,755	*100.0*

Proportions of students in each age group




26–35
36 and over
20%
40%
60%
80%
100%
SET
AGRI 16.2 10.3
ARCH 16.8 6.7
BIOS 12.6 8.7
COMP 14.4 7.1
ENGI 13.2 5.3
MATH 7.3 5.6
MEDI 17.7 6.4
PHYS 9.0 4.3
SUBJ 26.0 25.3
VETS 23.3 6.7
SET 16.5 11.6
Non-SET
BUSI 14.1 10.2
COMB 25.0 40.7
ARTS 7.7 6.9
EDUC 24.6 25.4
HIST 9.4 13.5
LANG 9.1 8.3
LAW 11.7 7.4
COMM 7.8 3.7
SOCI 13.6 12.3
NSET 13.4 12.2
All subject areas
All 16.2 10.3

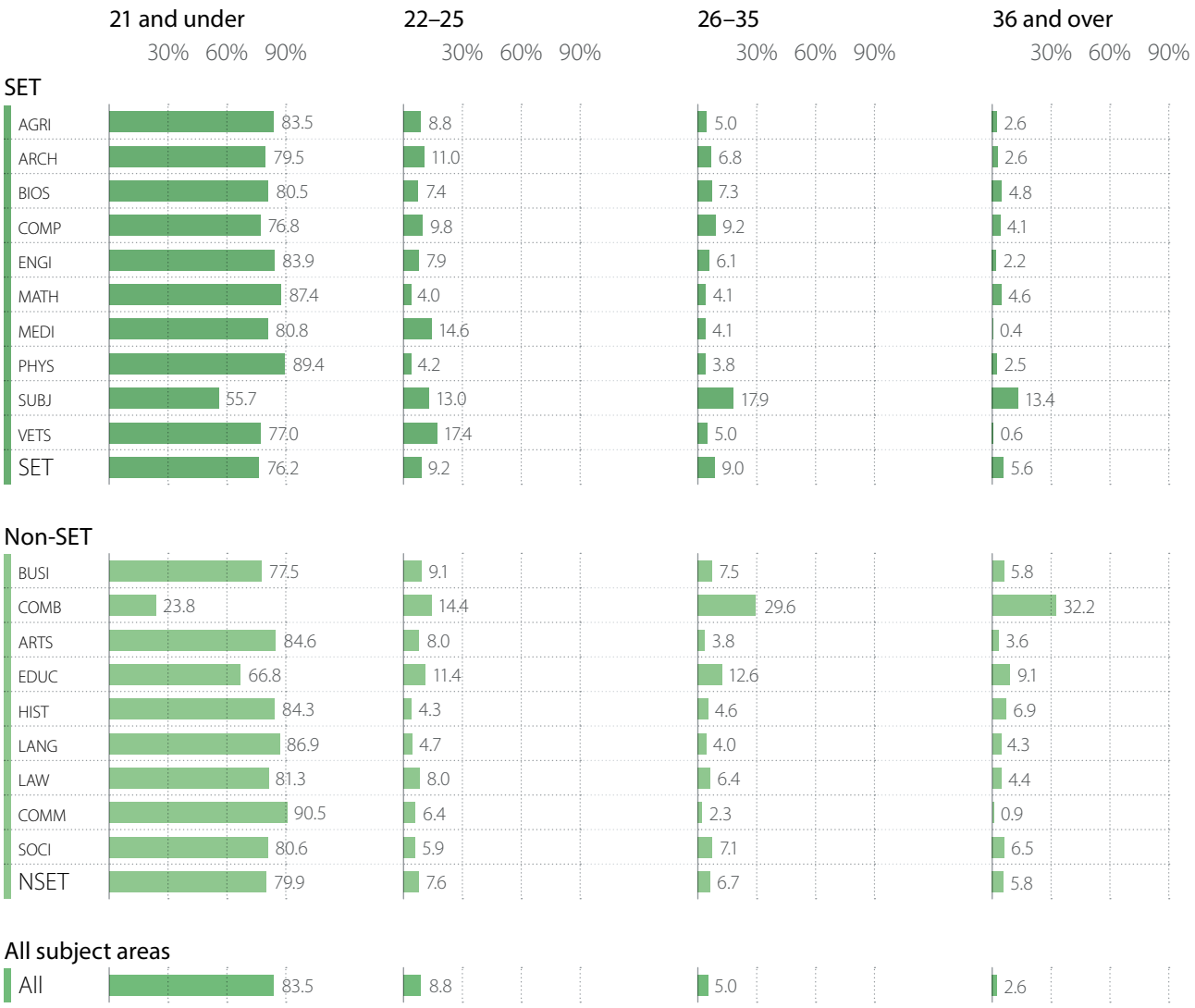
1.6 First degree undergraduate students by subject area and age group

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Age definition: see page 10

		21 and under		22–25		26–35		36 and over		All ages
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	8,660	*83.5*	915	*8.8*	525	*5.0*	275	*2.6*	10,375
ARCH	Architecture, building, planning	27,780	*79.5*	3,860	*11.0*	2,390	*6.8*	915	*2.6*	34,945
BIOS	Biological sciences	151,420	*80.5*	13,875	*7.4*	13,740	*7.3*	9,090	*4.8*	188,120
COMP	Computer science	68,720	*76.8*	8,790	*9.8*	8,255	*9.2*	3,675	*4.1*	89,450
ENGI	Engineering, technology	98,850	*83.9*	9,275	*7.9*	7,145	*6.1*	2,580	*2.2*	117,850
MATH	Mathematical sciences	33,295	*87.4*	1,515	*4.0*	1,555	*4.1*	1,740	*4.6*	38,100
MEDI	Medicine, dentistry	38,265	*80.8*	6,905	*14.6*	1,960	*4.1*	205	*0.4*	47,335
PHYS	Physical sciences	63,965	*89.4*	3,000	*4.2*	2,735	*3.8*	1,820	*2.5*	71,520
SUBJ	Subjects allied to medicine	96,015	*55.7*	22,350	*13.0*	30,915	*17.9*	23,100	*13.4*	172,380
VETS	Veterinary science	4,615	*77.0*	1,040	*17.4*	300	*5.0*	35	*0.6*	5,990
SET	SET total	591,595	*76.2*	71,525	*9.2*	69,510	*9.0*	43,435	*5.6*	776,065
Non-SET										
BUSI	Business, administrative studies	184,035	*77.5*	21,655	*9.1*	17,920	*7.5*	13,755	*5.8*	237,365
COMB	Combined	3,520	*23.8*	2,130	*14.4*	4,365	*29.6*	4,755	*32.2*	14,770
ARTS	Creative arts, design	125,650	*84.6*	11,935	*8.0*	5,625	*3.8*	5,370	*3.6*	148,580
EDUC	Education	36,435	*66.8*	6,230	*11.4*	6,885	*12.6*	4,975	*9.1*	54,525
HIST	Historical, philosophical studies	52,855	*84.3*	2,690	*4.3*	2,860	*4.6*	4,310	*6.9*	62,720
LANG	Languages	64,475	*86.9*	3,515	*4.7*	3,000	*4.0*	3,205	*4.3*	74,190
LAW	Law	59,420	*81.3*	5,810	*8.0*	4,660	*6.4*	3,200	*4.4*	73,090
COMM	Mass comms, documentation	34,655	*90.5*	2,435	*6.4*	880	*2.3*	330	*0.9*	38,300
SOCI	Social studies	139,390	*80.6*	10,240	*5.9*	12,240	*7.1*	11,175	*6.5*	173,045
NSET	Non-SET total	700,430	*79.9*	66,645	*7.6*	58,440	*6.7*	51,075	*5.8*	876,585
All subject areas										
All	All subject areas	1,292,025	*83.5*	138,170	*8.8*	127,950	*5.0*	94,510	*2.6*	1,652,650

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of first degree undergraduates in each subject area



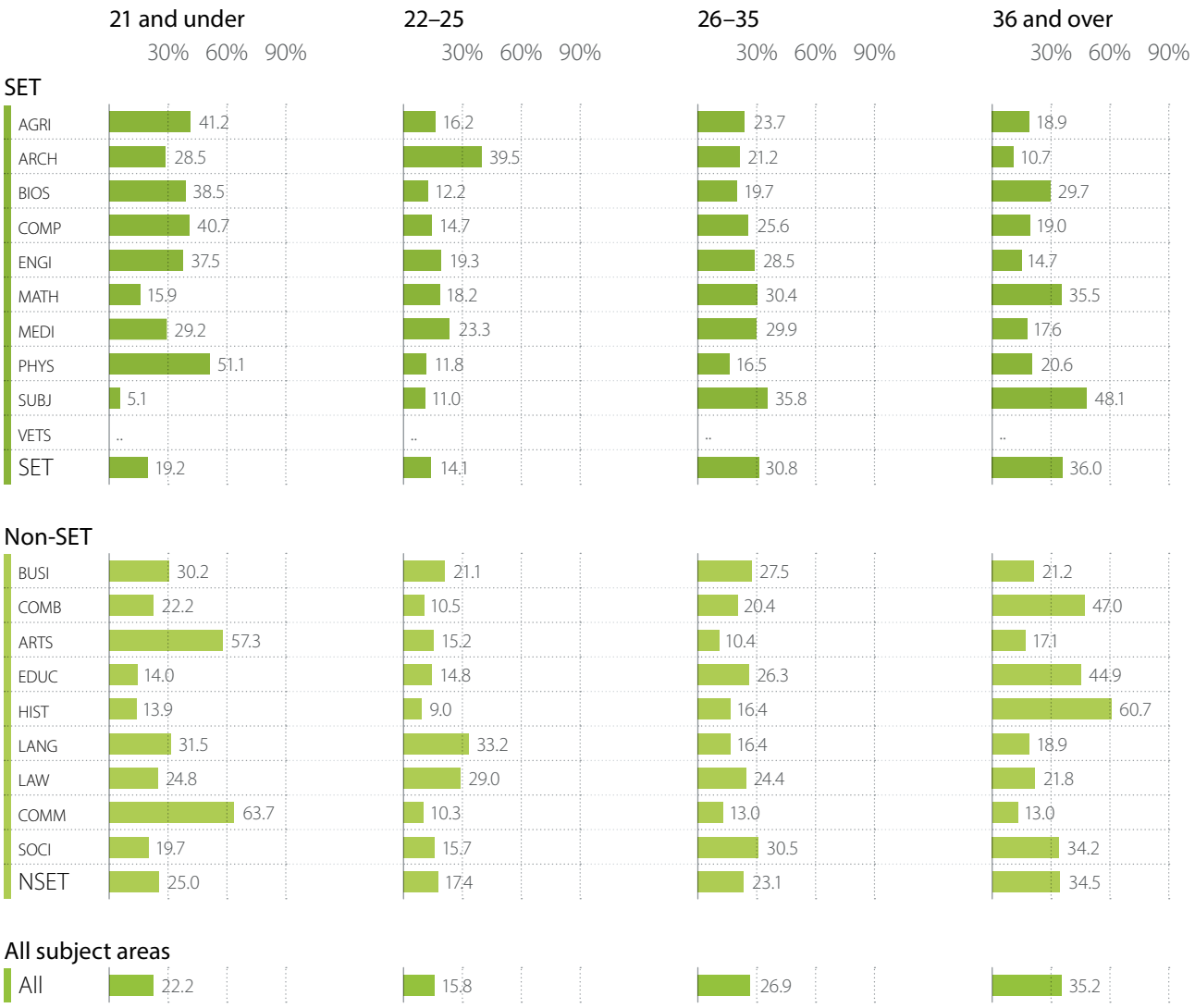
1.7 Other undergraduate students by subject area and age group

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Age definition: see page 10

		21 and under		22–25		26–35		36 and over		All ages
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	2,200	*41.2*	870	*16.2*	1,270	*23.7*	1,010	*18.9*	5,345
ARCH	Architecture, building, planning	885	*28.5*	1,230	*39.5*	660	*21.2*	335	*10.7*	3,110
BIOS	Biological sciences	2,630	*38.5*	830	*12.2*	1,340	*19.7*	2,025	*29.7*	6,825
COMP	Computer science	1,395	*40.7*	505	*14.7*	880	*25.6*	650	*19.0*	3,430
ENGI	Engineering, technology	3,425	*37.5*	1,755	*19.3*	2,600	*28.5*	1,340	*14.7*	9,125
MATH	Mathematical sciences	70	*15.9*	80	*18.2*	130	*30.4*	155	*35.5*	435
MEDI	Medicine, dentistry	90	*29.2*	70	*23.3*	90	*29.9*	55	*17.6*	300
PHYS	Physical sciences	910	*51.1*	210	*11.8*	295	*16.5*	370	*20.6*	1,785
SUBJ	Subjects allied to medicine	2,100	*5.1*	4,495	*11.0*	14,700	*35.8*	19,725	*48.1*	41,020
VETS	Veterinary science	0	..	0	..	0	..	0	..	0
SET	SET total	13,700	*19.2*	10,045	*14.1*	21,965	*30.8*	25,660	*36.0*	71,375
Non-SET										
BUSI	Business, administrative studies	3,715	*30.2*	2,600	*21.1*	3,380	*27.5*	2,615	*21.2*	12,305
COMB	Combined	3,480	*22.2*	1,635	*10.5*	3,185	*20.4*	7,350	*47.0*	15,650
ARTS	Creative arts, design	2,975	*57.3*	790	*15.2*	540	*10.4*	890	*17.1*	5,195
EDUC	Education	2,290	*14.0*	2,430	*14.8*	4,305	*26.3*	7,365	*44.9*	16,395
HIST	Historical, philosophical studies	320	*13.9*	205	*9.0*	375	*16.4*	1,390	*60.7*	2,290
LANG	Languages	2,855	*31.5*	3,010	*33.2*	1,480	*16.4*	1,710	*18.9*	9,050
LAW	Law	390	*24.8*	455	*29.0*	385	*24.4*	345	*21.8*	1,575
COMM	Mass comms, documentation	310	*63.7*	50	*10.3*	65	*13.0*	65	*13.0*	485
SOCI	Social studies	2,195	*19.7*	1,745	*15.7*	3,400	*30.5*	3,820	*34.2*	11,165
NSET	Non-SET total	18,530	*25.0*	12,925	*17.4*	17,120	*23.1*	25,545	*34.5*	74,120
All subject areas										
All	All subject areas	32,230	*22.2*	22,970	*15.8*	39,085	*26.9*	51,205	*35.2*	145,495

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of other undergraduates in each subject area



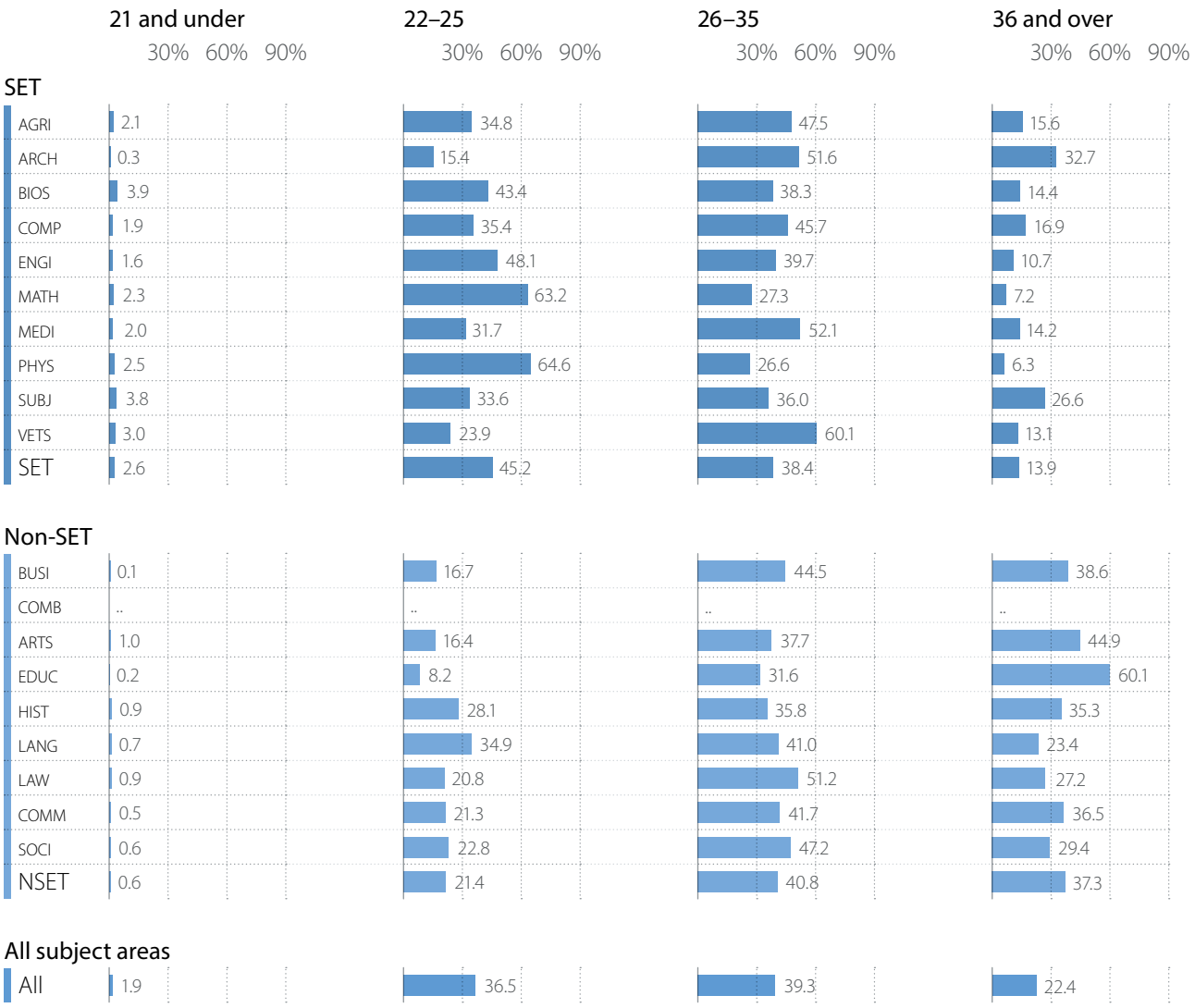
1.8 Research postgraduate students by subject area and age group

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Age definition: see page 10

		21 and under		22–25		26–35		36 and over		All ages
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	15	*2.1*	290	*34.8*	395	*47.5*	130	*15.6*	830
ARCH	Architecture, building, planning	5	*0.3*	290	*15.4*	980	*51.6*	620	*32.7*	1,900
BIOS	Biological sciences	610	*3.9*	6,825	*43.4*	6,025	*38.3*	2,255	*14.4*	15,715
COMP	Computer science	95	*1.9*	1,780	*35.4*	2,300	*45.7*	850	*16.9*	5,025
ENGI	Engineering, technology	225	*1.6*	6,890	*48.1*	5,690	*39.7*	1,530	*10.7*	14,335
MATH	Mathematical sciences	75	*2.3*	1,970	*63.2*	850	*27.3*	225	*7.2*	3,120
MEDI	Medicine, dentistry	170	*2.0*	2,730	*31.7*	4,490	*52.1*	1,225	*14.2*	8,615
PHYS	Physical sciences	335	*2.5*	8,740	*64.6*	3,600	*26.6*	860	*6.3*	13,535
SUBJ	Subjects allied to medicine	315	*3.8*	2,790	*33.6*	2,995	*36.0*	2,215	*26.6*	8,315
VETS	Veterinary science	10	*3.0*	90	*23.9*	220	*60.1*	50	*13.1*	370
SET	SET total	1,855	*2.6*	32,400	*45.2*	27,545	*38.4*	9,955	*13.9*	71,760
Non-SET										
BUSI	Business, administrative studies	10	*0.1*	1,140	*16.7*	3,030	*44.5*	2,630	*38.6*	6,805
COMB	Combined	0	..	5	..	0	..	15	..	15
ARTS	Creative arts, design	40	*1.0*	645	*16.4*	1,485	*37.7*	1,770	*44.9*	3,940
EDUC	Education	10	*0.2*	500	*8.2*	1,910	*31.6*	3,635	*60.1*	6,055
HIST	Historical, philosophical studies	60	*0.9*	1,965	*28.1*	2,505	*35.8*	2,465	*35.3*	6,995
LANG	Languages	35	*0.7*	1,875	*34.9*	2,205	*41.0*	1,255	*23.4*	5,375
LAW	Law	20	*0.9*	455	*20.8*	1,120	*51.2*	595	*27.2*	2,185
COMM	Mass comms, documentation	5	*0.5*	265	*21.3*	515	*41.7*	450	*36.5*	1,240
SOCI	Social studies	50	*0.6*	1,925	*22.8*	3,980	*47.2*	2,475	*29.4*	8,425
NSET	Non-SET total	235	*0.6*	8,765	*21.4*	16,745	*40.8*	15,295	*37.3*	41,040
All subject areas										
All	All subject areas	2,090	*1.9*	41,165	*36.5*	44,290	*39.3*	25,250	*22.4*	112,800

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of research postgraduates in each subject area



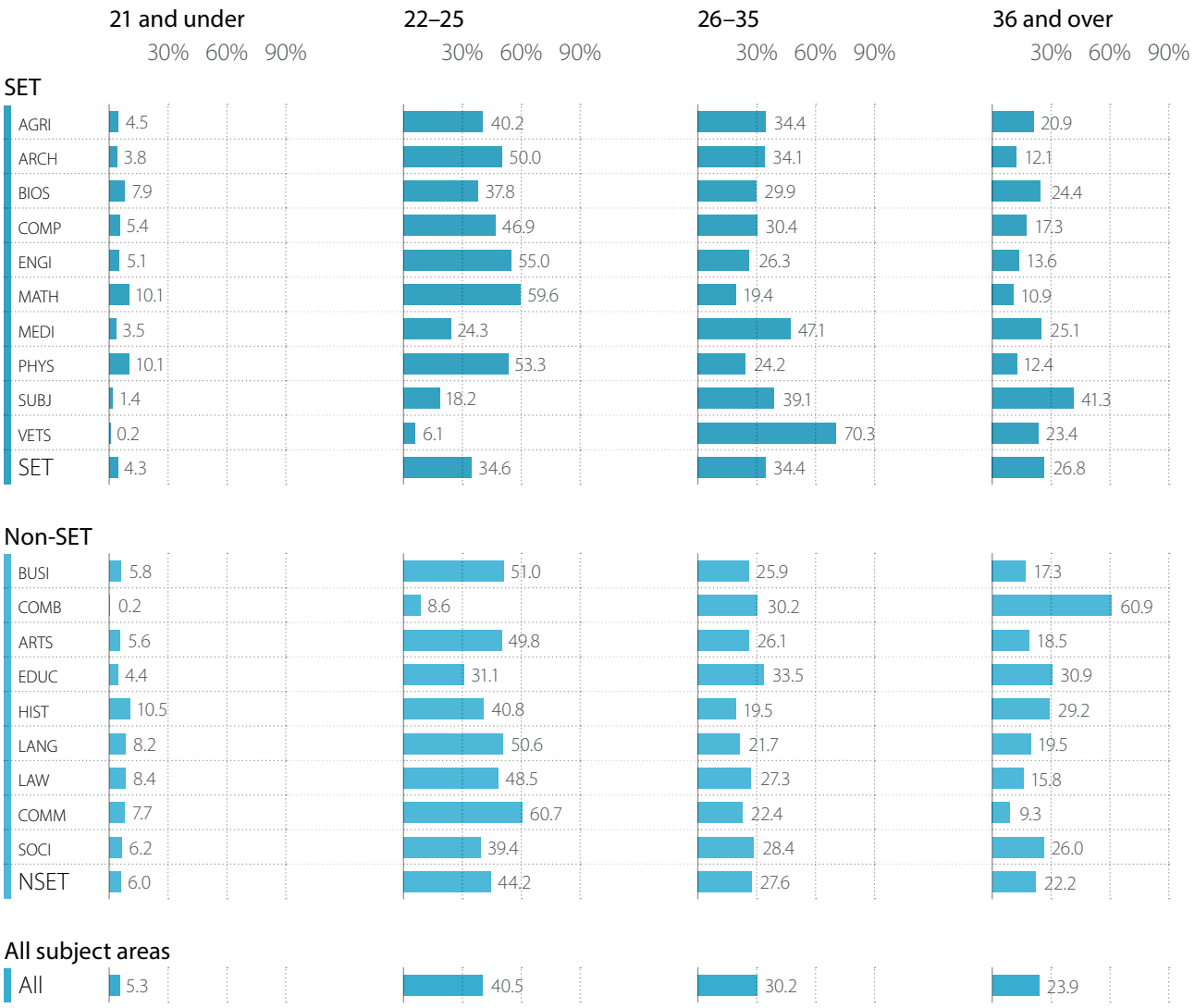
1.9 Taught postgraduate students by subject area and age group

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Age definition: see page 10

		21 and under		22–25		26–35		36 and over		All ages
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	125	*4.5*	1,115	*40.2*	955	*34.4*	580	*20.9*	2,775
ARCH	Architecture, building, planning	585	*3.8*	7,690	*50.0*	5,250	*34.1*	1,860	*12.1*	15,385
BIOS	Biological sciences	2,465	*7.9*	11,740	*37.8*	9,285	*29.9*	7,600	*24.4*	31,090
COMP	Computer science	910	*5.4*	7,895	*46.9*	5,110	*30.4*	2,915	*17.3*	16,830
ENGI	Engineering, technology	1,210	*5.1*	13,120	*55.0*	6,290	*26.3*	3,245	*13.6*	23,865
MATH	Mathematical sciences	430	*10.1*	2,535	*59.6*	825	*19.4*	465	*10.9*	4,255
MEDI	Medicine, dentistry	405	*3.5*	2,795	*24.3*	5,420	*47.1*	2,880	*25.1*	11,500
PHYS	Physical sciences	810	*10.1*	4,270	*53.3*	1,935	*24.2*	990	*12.4*	8,005
SUBJ	Subjects allied to medicine	980	*1.4*	12,500	*18.2*	26,875	*39.1*	28,340	*41.3*	68,700
VETS	Veterinary science	5	*0.2*	125	*6.1*	1,435	*70.3*	475	*23.4*	2,040
SET	SET total	7,930	*4.3*	63,785	*34.6*	63,375	*34.4*	49,355	*26.8*	184,445
Non-SET										
BUSI	Business, administrative studies	5,925	*5.8*	51,980	*51.0*	26,395	*25.9*	17,680	*17.3*	101,980
COMB	Combined	5	*0.2*	110	*8.6*	390	*30.2*	785	*60.9*	1,290
ARTS	Creative arts, design	1,355	*5.6*	11,995	*49.8*	6,275	*26.1*	4,465	*18.5*	24,090
EDUC	Education	2,920	*4.4*	20,500	*31.1*	22,035	*33.5*	20,350	*30.9*	65,805
HIST	Historical, philosophical studies	1,040	*10.5*	4,060	*40.8*	1,940	*19.5*	2,910	*29.2*	9,950
LANG	Languages	880	*8.2*	5,430	*50.6*	2,330	*21.7*	2,100	*19.5*	10,735
LAW	Law	1,555	*8.4*	8,925	*48.5*	5,025	*27.3*	2,900	*15.8*	18,405
COMM	Mass comms, documentation	870	*7.7*	6,845	*60.7*	2,525	*22.4*	1,045	*9.3*	11,285
SOCI	Social studies	2,780	*6.2*	17,675	*39.4*	12,735	*28.4*	11,645	*26.0*	44,830
NSET	Non-SET total	17,330	*6.0*	127,515	*44.2*	79,650	*27.6*	63,875	*22.2*	288,370
All subject areas										
All	All subject areas	25,255	*5.3*	191,300	*40.5*	143,025	*30.2*	113,235	*23.9*	472,815

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of taught postgraduates in each subject area

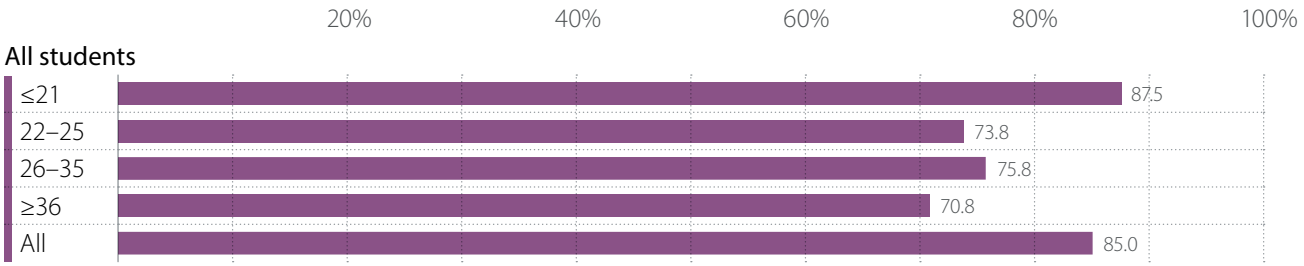


1.10 UK domiciled full-time first degree entrants by continuation category and age group

← Domicile definition: see page 14
← Continuation definition: see page 16
← Age definition: see page 10

	Continue or qualify			Left with no award			Dormant or writing up			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students											
≤21	308,675	*82.8*	*87.5*	21,875	*77.5*	*6.4*	*12,215*	*72.3*	*3.6*	342,765	*82.0*
22–25	27,215	*7.3*	*73.8*	2,810	*10.0*	*8.8*	*1,990*	*11.8*	*6.2*	32,015	*7.7*
26–35	21,930	*5.9*	*75.8*	2,000	*7.1*	*7.8*	*1,590*	*9.4*	*6.2*	25,520	*6.1*
≥36	15,015	*4.0*	*70.8*	1,550	*5.5*	*8.8*	*1,110*	*6.6*	*6.3*	17,675	*4.2*
All age groups	372,830	*100.0*	*85.0*	28,235	*100.0*	*6.8*	*16,905*	*100.0*	*4.0*	417,970	*100.0*

Proportions of entrants in each continuation category by age group

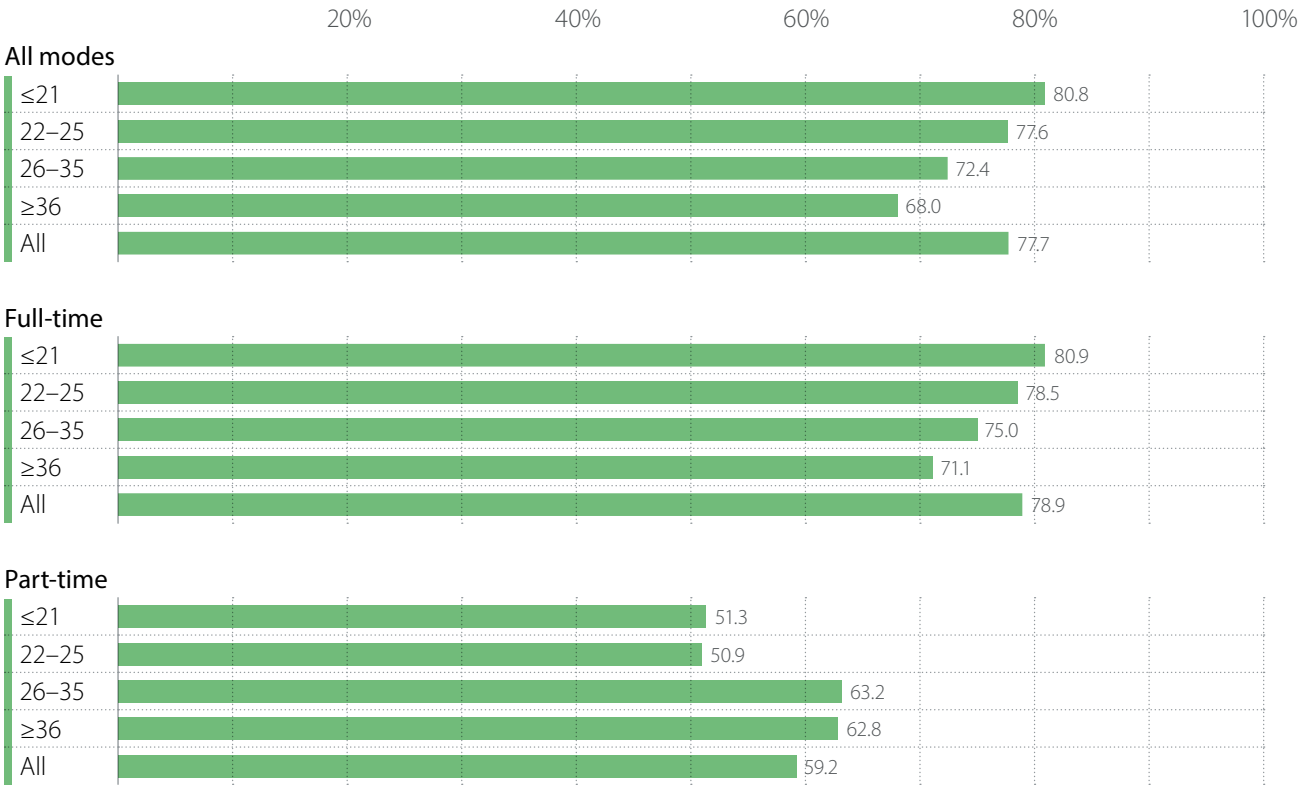


1.11 First degree undergraduate qualifiers by degree class, mode and age group

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Mode of study definition: see page 15
← Age definition: see page 10

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
All modes											
≤21	110,500	*80.8*	36,135	*26.4*	74,365	*54.4*	23,315	*17.1*	2,915	*2.1*	136,730
22–25	155,205	*77.6*	60,345	*30.2*	94,860	*47.4*	37,365	*18.7*	7,535	*3.8*	200,110
26–35	24,510	*72.4*	10,650	*31.5*	13,860	*40.9*	7,245	*21.4*	2,090	*6.2*	33,845
≥36	14,575	*68.0*	6,065	*28.3*	8,510	*39.7*	5,165	*24.1*	1,710	*8.0*	21,450
All age groups	304,795	*77.7*	113,195	*28.9*	191,595	*48.9*	73,090	*18.6*	14,255	*3.6*	392,135
Full-time											
≤21	110,345	*80.9*	36,080	*26.4*	74,270	*54.4*	23,225	*17.0*	2,860	*2.1*	136,430
22–25	151,785	*78.5*	59,105	*30.6*	92,680	*47.9*	35,200	*18.2*	6,400	*3.3*	193,385
26–35	19,890	*75.0*	8,860	*33.4*	11,030	*41.6*	5,440	*20.5*	1,200	*4.5*	26,530
≥36	9,500	*71.1*	4,130	*30.9*	5,370	*40.2*	3,175	*23.7*	690	*5.2*	13,365
All age groups	291,520	*78.9*	108,170	*29.3*	183,350	*49.6*	67,040	*18.1*	11,145	*3.0*	369,705
Part-time											
≤21	155	*51.3*	55	*18.5*	100	*32.8*	90	*29.5*	60	*19.2*	300
22–25	3,420	*50.9*	1,245	*18.5*	2,180	*32.4*	2,165	*32.2*	1,140	*16.9*	6,725
26–35	4,620	*63.2*	1,790	*24.5*	2,830	*38.7*	1,805	*24.7*	890	*12.2*	7,320
≥36	5,075	*62.8*	1,935	*23.9*	3,140	*38.8*	1,990	*24.6*	1,020	*12.6*	8,085
All age groups	13,270	*59.2*	5,025	*22.4*	8,245	*36.8*	6,050	*27.0*	3,105	*13.9*	22,430

Proportions of qualifiers who received a first/2:1

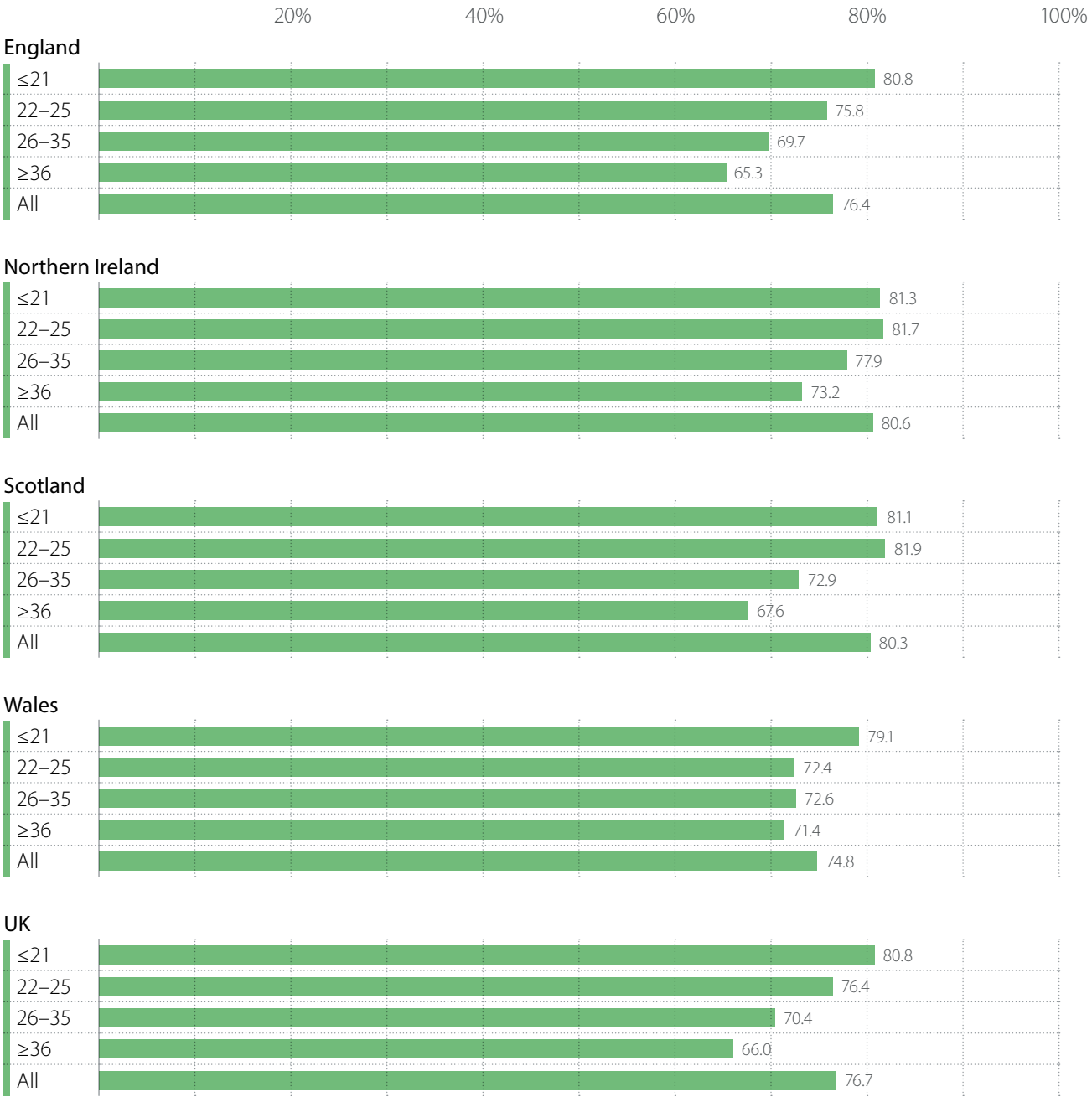


1.12 First degree undergraduate qualifiers by country of institution, degree class and age group

← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16
← Age definition: see page 10

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
England											
≤21	98,375	*80.8*	32,415	*26.6*	65,960	*54.2*	20,660	*17.0*	2,665	*2.2*	121,700
22–25	130,275	*75.8*	50,825	*29.6*	79,450	*46.2*	33,415	*19.4*	8,185	*4.8*	171,875
26–35	20,955	*69.7*	9,090	*30.2*	11,865	*39.5*	6,660	*22.2*	2,430	*8.1*	30,045
≥36	12,880	*65.3*	5,280	*26.8*	7,600	*38.5*	4,825	*24.4*	2,030	*10.3*	19,730
All age groups	262,485	*76.4*	97,610	*28.4*	164,875	*48.0*	65,560	*19.1*	15,305	*4.5*	343,350
Northern Ireland											
≤21	1,470	*81.3*	355	*19.7*	1,115	*61.6*	310	*17.1*	30	*1.5*	1,810
22–25	4,575	*81.7*	1,650	*29.5*	2,920	*52.2*	905	*16.2*	120	*2.2*	5,600
26–35	825	*77.9*	305	*28.7*	520	*49.1*	195	*18.4*	40	*3.8*	1,060
≥36	455	*73.2*	185	*30.0*	270	*43.2*	135	*21.6*	30	*5.2*	620
All age groups	7,325	*80.6*	2,500	*27.5*	4,825	*53.1*	1,545	*17.0*	220	*2.4*	9,090
Scotland											
≤21	4,430	*81.1*	1,405	*25.8*	3,020	*55.3*	905	*16.5*	130	*2.4*	5,460
22–25	15,655	*81.9*	5,655	*29.6*	10,000	*52.3*	2,975	*15.6*	480	*2.5*	19,110
26–35	1,955	*72.9*	715	*26.7*	1,240	*46.2*	575	*21.5*	150	*5.6*	2,680
≥36	870	*67.6*	300	*23.4*	570	*44.1*	305	*23.6*	115	*8.8*	1,290
All age groups	22,910	*80.3*	8,080	*28.3*	14,830	*52.0*	4,755	*16.7*	875	*3.1*	28,535
Wales											
≤21	6,305	*79.1*	1,980	*24.8*	4,325	*54.3*	1,500	*18.8*	160	*2.0*	7,970
22–25	7,175	*72.4*	2,795	*28.2*	4,375	*44.2*	2,205	*22.3*	530	*5.3*	9,910
26–35	1,635	*72.6*	785	*34.8*	850	*37.8*	470	*20.8*	150	*6.6*	2,250
≥36	1,000	*71.4*	485	*34.5*	515	*36.9*	310	*22.2*	90	*6.4*	1,400
All age groups	16,110	*74.8*	6,045	*28.1*	10,070	*46.8*	4,490	*20.8*	930	*4.3*	21,530
UK											
≤21 and under	110,580	*80.8*	36,160	*26.4*	74,420	*54.3*	23,375	*17.1*	2,980	*2.2*	136,940
22-25	157,675	*76.4*	60,930	*29.5*	96,750	*46.9*	39,500	*19.1*	9,310	*4.5*	206,490
26-35	25,370	*70.4*	10,895	*30.2*	14,475	*40.2*	7,900	*21.9*	2,770	*7.7*	36,035
≥36 and over	15,205	*66.0*	6,250	*27.1*	8,955	*38.9*	5,570	*24.2*	2,265	*9.8*	23,040
All age groups	308,830	*76.7*	114,230	*28.4*	194,600	*48.3*	76,345	*19.0*	17,330	*4.3*	402,505

Proportions of qualifiers who received a first/2:1



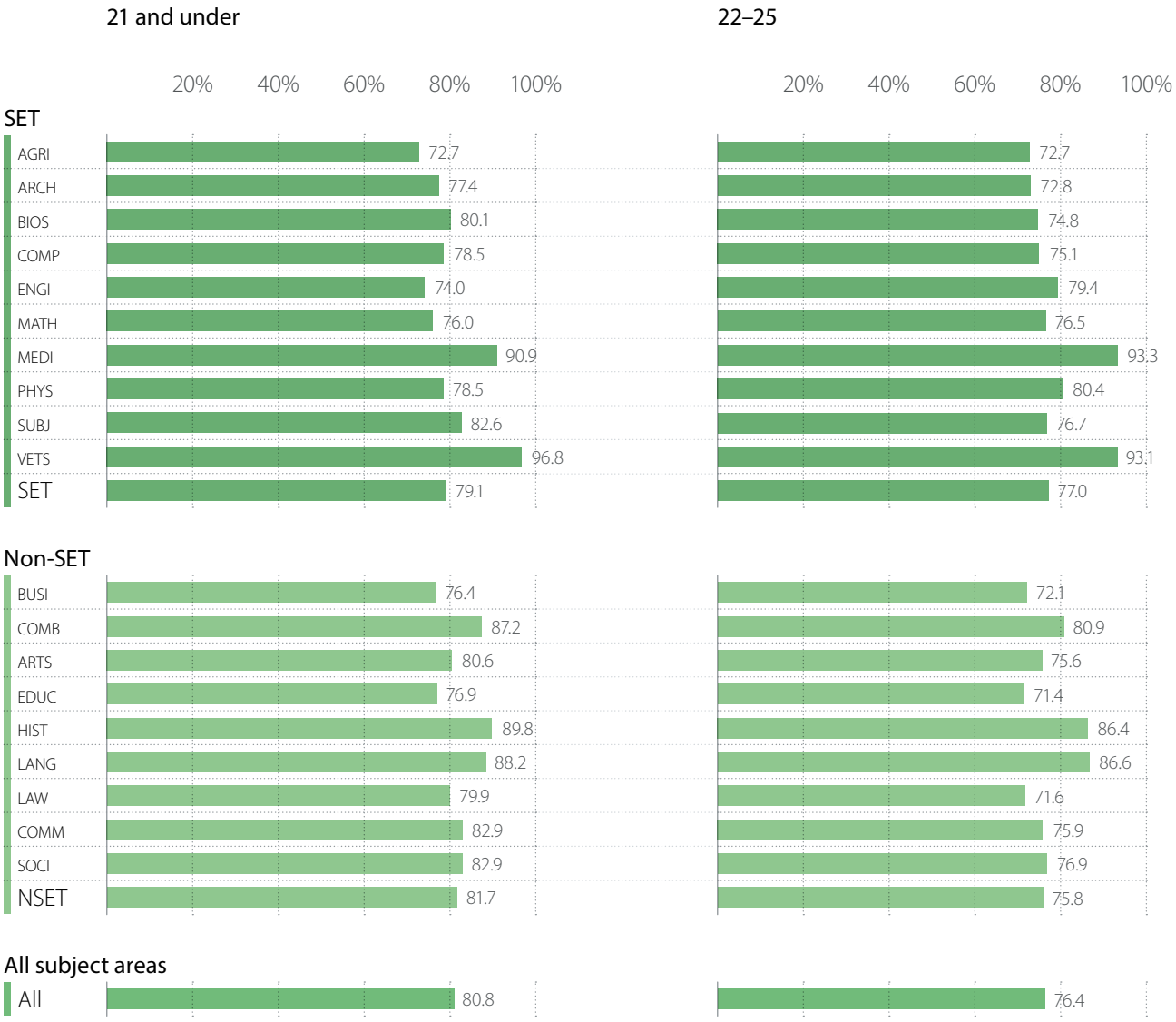
1.13 First degree undergraduate qualifiers by subject area, degree class and age group

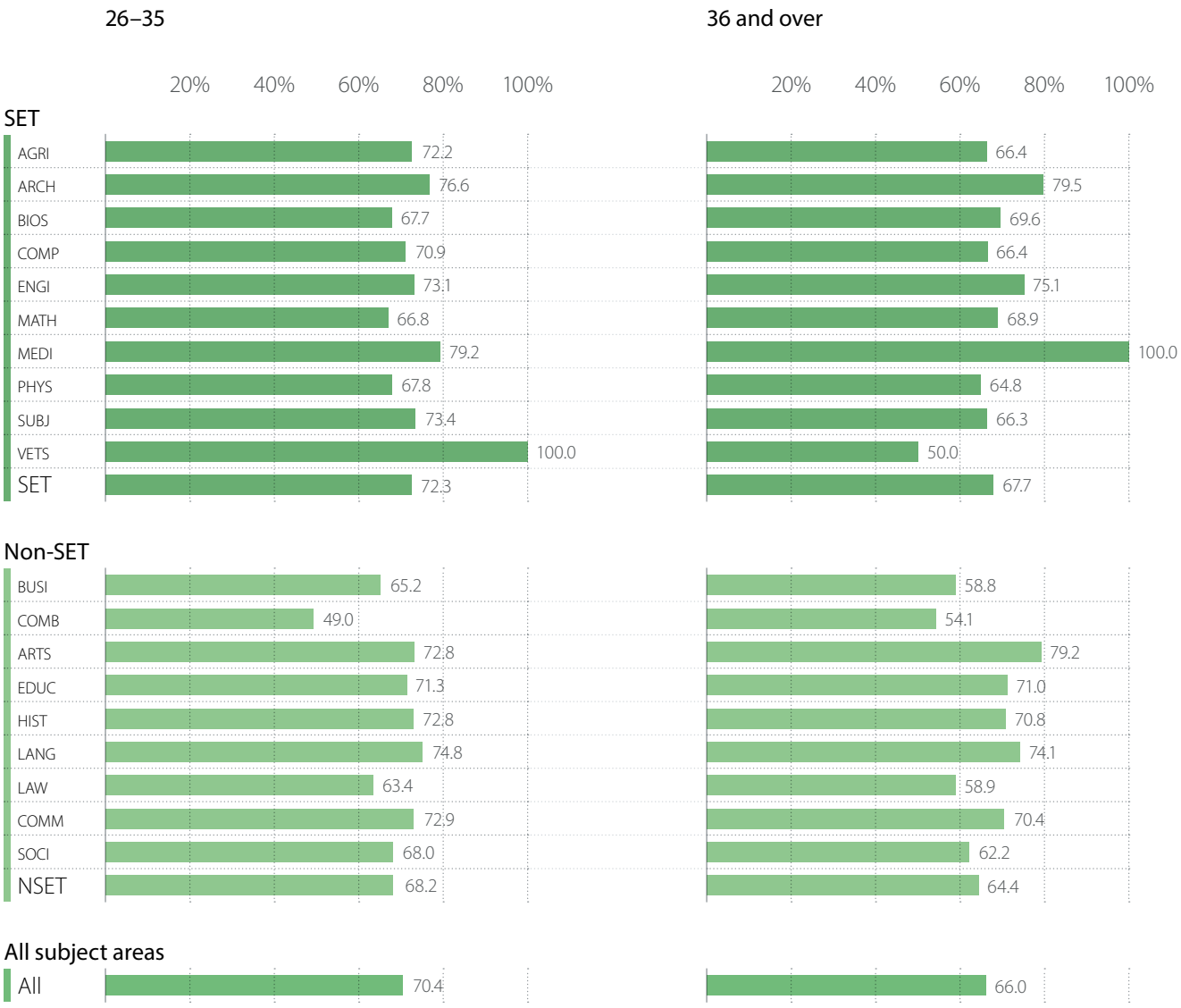
← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16
← Age definition: see page 10

		21 and under				22–25			
		First/2:1		2:2/third		First/2:1		2:2/third	
		No.	→ %	No.	→ %	No.	→ %	No.	→ %
SET									
AGRI	Agriculture, related subjects	590	*72.7*	225	*27.3*	1,290	*72.7*	485	*27.3*
ARCH	Architecture, building, planning	1,705	*77.4*	500	*22.6*	3,265	*72.8*	1,220	*27.2*
BIOS	Biological sciences	15,615	*80.1*	3,885	*19.9*	15,265	*74.8*	5,150	*25.2*
COMP	Computer science	3,565	*78.5*	980	*21.5*	8,205	*75.1*	2,725	*24.9*
ENGI	Engineering, technology	3,490	*74.0*	1,225	*26.0*	14,645	*79.4*	3,810	*20.6*
MATH	Mathematical sciences	2,715	*76.0*	855	*24.0*	3,535	*76.5*	1,085	*23.5*
MEDI	Medicine, dentistry	450	*90.9*	45	*9.1*	1,145	*93.3*	85	*6.7*
PHYS	Physical sciences	4,720	*78.5*	1,290	*21.5*	8,540	*80.4*	2,080	*19.6*
SUBJ	Subjects allied to medicine	6,030	*82.6*	1,270	*17.4*	13,400	*76.7*	4,060	*23.3*
VETS	Veterinary science	90	*96.8*	5	*3.2*	120	*93.1*	10	*6.9*
SET	SET total	38,965	*79.1*	10,270	*20.9*	69,415	*77.0*	20,705	*23.0*
Non-SET									
BUSI	Business, administrative studies	14,265	*76.4*	4,410	*23.6*	27,310	*72.1*	10,545	*27.9*
COMB	Combined	180	*87.2*	25	*12.8*	480	*80.9*	115	*19.1*
ARTS	Creative arts, design	11,675	*80.6*	2,810	*19.4*	17,225	*75.6*	5,560	*24.4*
EDUC	Education	4,155	*76.9*	1,250	*23.1*	4,205	*71.4*	1,685	*28.6*
HIST	Historical, philosophical studies	8,055	*89.8*	915	*10.2*	5,690	*86.4*	895	*13.6*
LANG	Languages	6,785	*88.2*	910	*11.8*	9,130	*86.6*	1,415	*13.4*
LAW	Law	6,635	*79.9*	1,670	*20.1*	5,605	*71.6*	2,225	*28.4*
COMM	Mass comms, documentation	4,205	*82.9*	870	*17.1*	3,990	*75.9*	1,265	*24.1*
SOCI	Social studies	15,660	*82.9*	3,230	*17.1*	14,625	*76.9*	4,400	*23.1*
NSET	Non-SET total	71,615	*81.7*	16,090	*18.3*	88,260	*75.8*	28,110	*24.2*
All subject areas									
All	All subject areas	110,580	*80.8*	26,355	*19.2*	157,675	*76.4*	48,810	*35.6*

		26–35				36 and over				All
		First/2:1		2:2/third		First/2:1		2:2/third		
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	165	*72.2*	65	*27.8*	55	*66.4*	30	*33.6*	*2,905*
ARCH	Architecture, building, planning	770	*76.6*	235	*23.4*	270	*79.5*	70	*20.5*	*8,035*
BIOS	Biological sciences	2,030	*67.7*	970	*32.3*	1,035	*69.6*	455	*30.4*	*44,400*
COMP	Computer science	1,220	*70.9*	500	*29.1*	445	*66.4*	225	*33.6*	*17,860*
ENGI	Engineering, technology	1,715	*73.1*	630	*26.9*	535	*75.1*	175	*24.9*	*26,220*
MATH	Mathematical sciences	150	*66.8*	75	*33.2*	115	*68.9*	55	*31.1*	*8,585*
MEDI	Medicine, dentistry	55	*79.2*	15	*20.8*	5	*100.0*	0	*0.0*	*1,800*
PHYS	Physical sciences	420	*67.8*	200	*32.2*	170	*64.8*	90	*35.2*	*17,505*
SUBJ	Subjects allied to medicine	7,590	*73.4*	2,745	*26.6*	4,860	*66.3*	2,475	*33.7*	*42,430*
VETS	Veterinary science	35	*100.0*	0	*0.0*	0	*50.0*	0	*50.0*	*260*
SET	SET total	14,150	*72.3*	5,430	*27.7*	7,490	*67.7*	3,570	*32.3*	*169,995*
Non-SET										
BUSI	Business, administrative studies	2,815	*65.2*	1,500	*34.8*	1,735	*58.8*	1,215	*41.2*	*63,800*
COMB	Combined	280	*49.0*	290	*51.0*	620	*54.1*	525	*45.9*	*2,515*
ARTS	Creative arts, design	1,875	*72.8*	700	*27.2*	870	*79.2*	230	*20.8*	*40,945*
EDUC	Education	1,555	*71.3*	625	*28.7*	1,140	*71.0*	465	*29.0*	*15,080*
HIST	Historical, philosophical studies	545	*72.8*	205	*27.2*	590	*70.8*	245	*29.2*	*17,140*
LANG	Languages	690	*74.8*	235	*25.2*	445	*74.1*	155	*25.9*	*19,765*
LAW	Law	820	*63.4*	475	*36.6*	415	*58.9*	290	*41.1*	*18,135*
COMM	Mass comms, documentation	330	*72.9*	125	*27.1*	75	*70.4*	30	*29.6*	*10,890*
SOCI	Social studies	2,305	*68.0*	1,085	*32.0*	1,825	*62.2*	1,110	*37.8*	*44,245*
NSET	Non-SET total	11,220	*68.2*	5,235	*31.8*	7,715	*64.4*	4,265	*35.6*	*232,505*
All subject areas										
All	All subject areas	25,370	*70.4*	10,670	*29.6*	15,205	*66.0*	7,835	*34.0*	*402,505*

Proportions of qualifiers who received a first/2:1




26–35
36 and over
20%
40%
60%
80%
100%
SET
AGRI 72.2 66.4
ARCH 76.6 79.5
BIOS 67.7 69.6
COMP 70.9 66.4
ENGI 73.1 75.1
MATH 66.8 68.9
MEDI 79.2 100.0
PHYS 67.8 64.8
SUBJ 73.4 66.3
VETS 100.0 50.0
SET 72.3 67.7
Non-SET
BUSI 65.2 58.8
COMB 49.0 54.1
ARTS 72.8 79.2
EDUC 71.3 71.0
HIST 72.8 70.8
LANG 74.8 74.1
LAW 63.4 58.9
COMM 72.9 70.4
SOCI 68.0 62.2
NSET 68.2 64.4
All subject areas
All 70.4 66.0

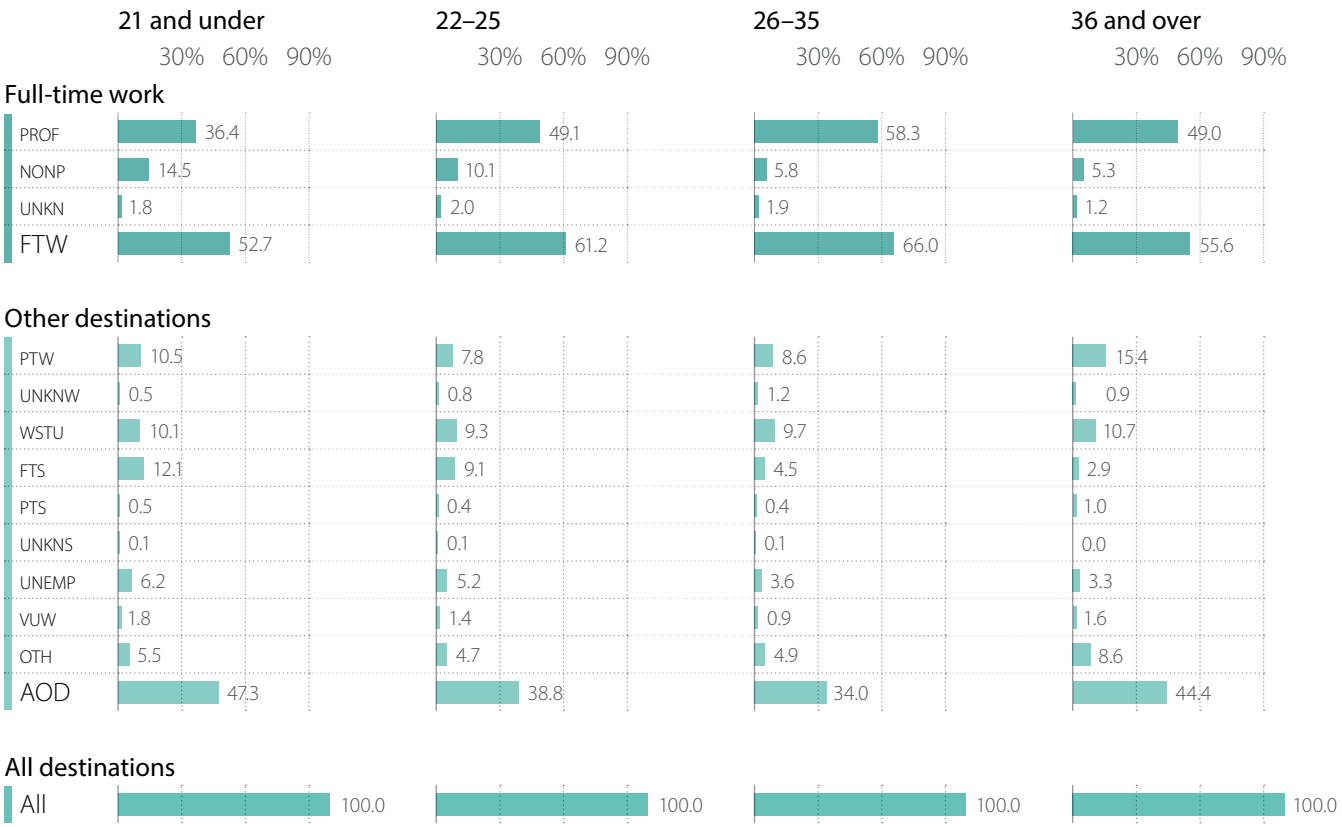
1.14 Graduate outcome leavers by leaving destination and age group

← Age definition: see page 10
← Graduate outcomes definition: see page 17

		21 and under		22–25		26–35		36 and over		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Full-time work											
PROF	Professional full-time work	30,785	*36.4*	77,645	*49.1*	42,060	*58.3*	23,240	*49.0*	173,735	*47.9*
NONP	Non-professional full-time work	12,275	*14.5*	15,985	*10.1*	4,165	*5.8*	2,515	*5.3*	34,940	*9.6*
UNKN	Unknown full-time work	1,520	*1.8*	3,230	*2.0*	1,380	*1.9*	590	*1.2*	6,725	*1.9*
FTW	All full-time work	44,585	*52.7*	96,860	*61.2*	47,610	*66.0*	26,350	*55.6*	215,400	*59.4*
Other destinations											
PTW	Part-time work	8,895	*10.5*	12,405	*7.8*	6,185	*8.6*	7,320	*15.4*	34,805	*9.6*
UNKNW	Unknown pattern of work	460	*0.5*	1,325	*0.8*	900	*1.2*	450	*0.9*	3,130	*0.9*
WSTU	Work and further study	8,535	*10.1*	14,685	*9.3*	6,990	*9.7*	5,090	*10.7*	35,305	*9.7*
FTS	Full-time study	10,230	*12.1*	14,410	*9.1*	3,275	*4.5*	1,360	*2.9*	29,280	*8.1*
PTS	Part-time study	395	*0.5*	600	*0.4*	305	*0.4*	455	*1.0*	1,755	*0.5*
UNKNS	Unknown pattern of study	95	*0.1*	110	*0.1*	40	*0.1*	10	*0.0*	255	*0.1*
UNEMP	Unemployed	5,230	*6.2*	8,230	*5.2*	2,630	*3.6*	1,555	*3.3*	17,645	*4.9*
VUW	Voluntary or unpaid work	1,520	*1.8*	2,215	*1.4*	670	*0.9*	760	*1.6*	5,170	*1.4*
OTH	Other	4,660	*5.5*	7,370	*4.7*	3,545	*4.9*	4,055	*8.6*	19,635	*5.4*
AOD	All other destinations	40,025	*47.3*	61,350	*38.8*	24,545	*34.0*	21,060	*44.4*	146,980	*40.6*
All destinations											
All	All destinations	84,610	*100.0*	158,215	*100.0*	72,150	*100.0*	47,410	*100.0*	362,380	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers in each leaving destination



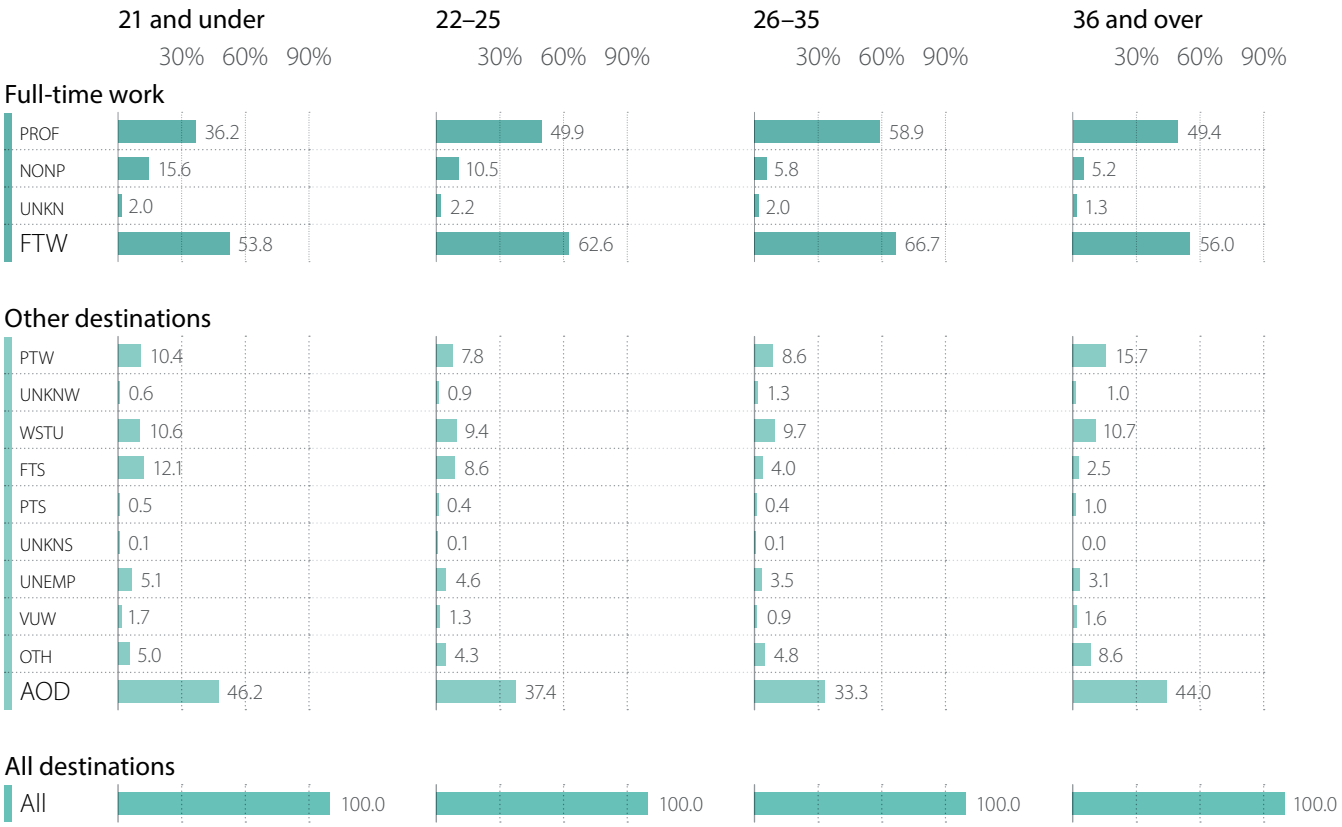
1.15 Graduate outcome leavers (excluding significant interim study) by leaving destination and age group

← Age definition: see page 10
← Graduate outcomes definition: see page 17

		21 and under		22–25		26–35		36 and over		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Full-time work											
PROF	Professional full-time work	26,775	*36.2*	72,255	*49.9*	40,165	*58.9*	22,450	*49.4*	161,645	*48.7*
NONP	Non-professional full-time work	11,500	*15.6*	15,200	*10.5*	3,970	*5.8*	2,375	*5.2*	33,045	*9.9*
UNKN	Unknown full-time work	1,480	*2.0*	3,180	*2.2*	1,365	*2.0*	585	*1.3*	6,615	*2.0*
FTW	All full-time work	39,760	*53.8*	90,635	*62.6*	45,500	*66.7*	25,410	*56.0*	201,300	*60.6*
Other destinations											
PTW	Part-time work	7,655	*10.4*	11,215	*7.8*	5,860	*8.6*	7,110	*15.7*	31,840	*9.6*
UNKNW	Unknown pattern of work	460	*0.6*	1,310	*0.9*	890	*1.3*	445	*1.0*	3,100	*0.9*
WSTU	Work and further study	7,865	*10.6*	13,625	*9.4*	6,585	*9.7*	4,845	*10.7*	32,920	*9.9*
FTS	Full-time study	8,925	*12.1*	12,455	*8.6*	2,760	*4.0*	1,130	*2.5*	25,270	*7.6*
PTS	Part-time study	360	*0.5*	540	*0.4*	275	*0.4*	445	*1.0*	1,620	*0.5*
UNKNS	Unknown pattern of study	95	*0.1*	110	*0.1*	40	*0.1*	10	*0.0*	255	*0.1*
UNEMP	Unemployed	3,795	*5.1*	6,650	*4.6*	2,375	*3.5*	1,405	*3.1*	14,230	*4.3*
VUW	Voluntary or unpaid work	1,290	*1.7*	1,950	*1.3*	635	*0.9*	725	*1.6*	4,605	*1.4*
OTH	Other	3,670	*5.0*	6,200	*4.3*	3,280	*4.8*	3,890	*8.6*	17,040	*5.1*
AOD	All other destinations	34,110	*46.2*	54,060	*37.4*	22,705	*33.3*	20,005	*44.0*	130,880	*39.4*
All destinations											
All	All destinations	73,870	*100.0*	144,690	*100.0*	68,205	*100.0*	45,415	*100.0*	332,180	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers (excluding significant interim study) in each leaving destination

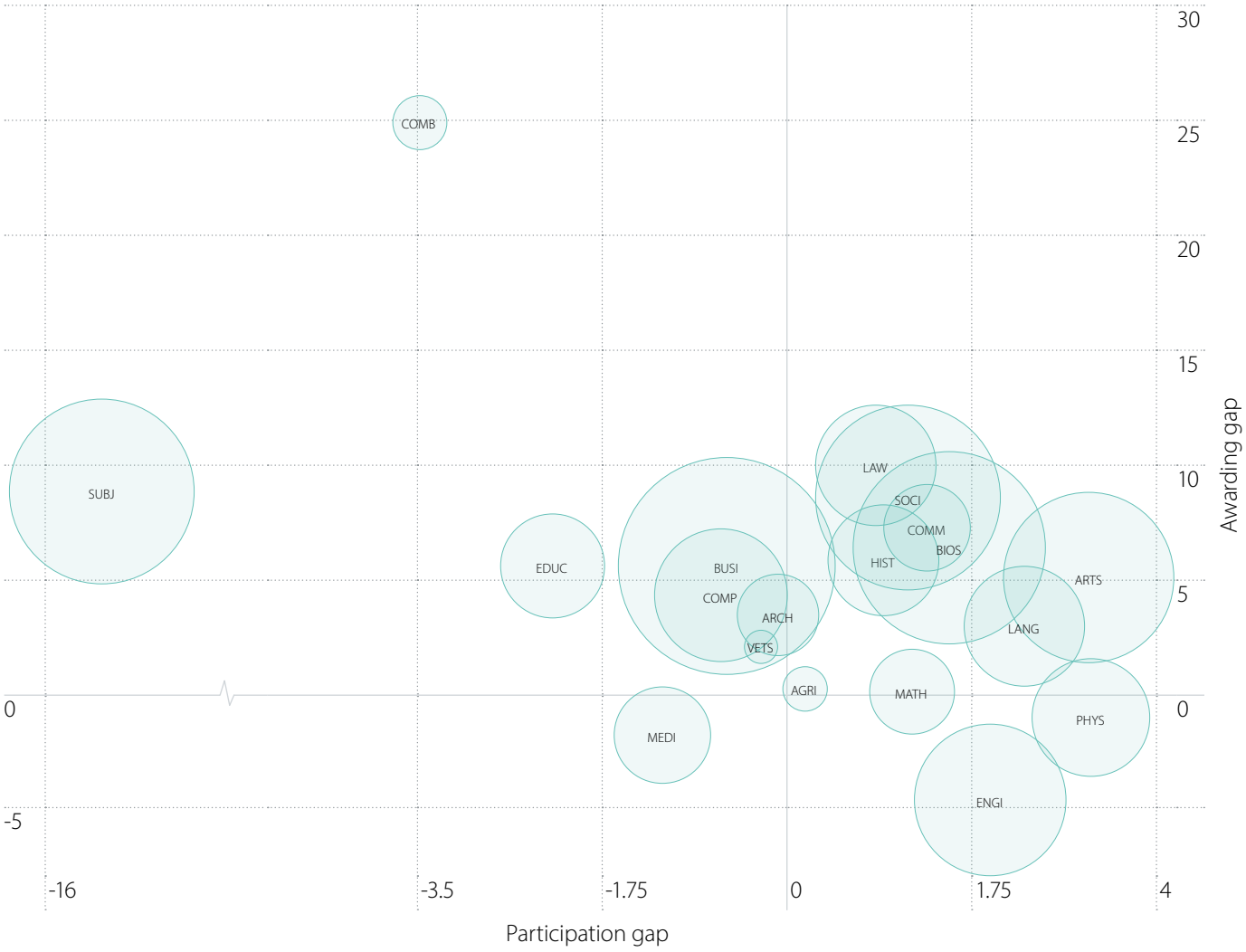


1.16 Participation and awarding gaps between students aged 21 and under and mature students by subject area

← Bubble chart definition: see page 4
← Subject areas definition: see page 15
← Age definition: see page 10
← Degree attainment definition: see page 16

Subject		Participation gap	Awarding gap	Students (size of bubble)
AGRI	Agriculture, related subjects	*0.15*	*0.24*	10,375
ARCH	Architecture, building, planning	*-0.10*	*3.45*	34,945
BIOS	Biological sciences	*1.52*	*6.39*	188,120
COMP	Computer science	*-0.64*	*4.31*	89,450
ENGI	Engineering, technology	*1.90*	*-4.55*	117,850
MATH	Mathematical sciences	*1.17*	*0.13*	38,100
MEDI	Medicine, dentistry	*-1.18*	*-1.77*	47,335
PHYS	Physical sciences	*2.85*	*-1.01*	71,520
SUBJ	Subjects allied to medicine	*-14.48*	*8.79*	172,380
VETS	Veterinary science	*-0.26*	*2.09*	5,990
BUSI	Business, administrative studies	*-0.58*	*5.57*	237,365
COMB	Combined	*-3.47*	*24.83*	14,770
ARTS	Creative arts, design	*2.82*	*5.11*	148,580
EDUC	Education	*-2.23*	*5.57*	54,525
HIST	Historical, philosophical studies	*0.92*	*5.86*	62,720
LANG	Languages	*2.23*	*2.94*	74,190
LAW	Law	*0.78*	*10.07*	73,090
COMM	Mass comms, documentation	*1.31*	*7.26*	38,300
SOCI	Social studies	*1.13*	*8.56*	173,045

Age 21 and under and mature participation and awarding gaps by subject area



Disability

Disability disclosure rates have steadily increased among students in UK higher education, rising from 5.4% in 2003/04 to 13.9% in 2018/19. However, disability disclosure rates continue to be markedly higher among undergraduates than postgraduates; among UK domiciled students compared with international students; and among students studying subjects such as creative arts and design compared with, for example, business and administrative studies, and engineering and technology. There has been a noticeable rise in disabled students disclosing a mental health condition since 2015/16 as well as a drop in the proportion of disabled students receiving DSA.

Lower rates of disabled first degree undergraduate qualifiers received a first/2:1 compared with non-disabled qualifiers. Notably, a larger proportion of disabled qualifiers from non-SET subjects achieved a first/2:1 than from SET subjects.

The term 'disabled students' is used to refer to those who indicated that they are disabled on their HESA student record. 'Non-disabled students' is used to refer to those who indicated that they are not disabled, or whose disability status is unknown by their institution. This aligns with changes made to HESA reporting standards in 2012.

Additional detail for select tables in this section, such as by impairment type and by first year students, is available at:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

A list of the additional information included in the online tables can be found in the **Online data tables** section.

2.1 Overall figures: Overall, 13.9% of UK students disclosed as disabled, 32.2% of whom received DSA. Disability disclosure rates were highest in Wales (14.9%) and lowest in Northern Ireland (11.2%).

2.2 Trends: Between 2003/04 and 2018/19 the proportion of students who disclosed as disabled more than doubled, increasing from 5.4% to 13.9%. Among disabled students with a known DSA status, 34.0% received DSA in 2018/19, a decrease of 2.5 percentage points from 2017/18.

2.4 Degree level: Disability disclosure rates varied by degree level, with the highest proportion among first degree undergraduates (15.5%), compared with 11.5% of other undergraduates, 10.0% of research postgraduates and 9.9% of taught postgraduates.

2.4 Domicile: Disability disclosure rates were higher among UK domiciled students (16.2%) than EU (6.7%) and non-EU domiciled students (4.0%).

2.5 Mode: The proportion of part-time students who disclosed as disabled was higher for all degree levels than that of full-time students, with the exception of other undergraduates. Among first degree undergraduates, 20.0% of part-time students disclosed as disabled, compared with 15.0% of full-time students.

2.3, 2.6 Impairment type: ween 2017/18 and 2018/19, the proportion of disabled students disclosing a specific learning difficulty declined by 2.6 percentage points, from 38.3% to 35.7%. This follows a decline between 2016/17 and 2017/18 of 3.2 percentage points. Nevertheless, in 2018/19, it remained the most commonly disclosed impairment type among disabled students, followed by a mental health condition (27.0%), two or more impairments (10.8%), and long-standing illness or health condition (9.3%). Notably, in this time period, the proportion of disabled students who disclosed a mental health condition increased by 3.1 percentage points, from 23.9% in 2017/18 and 20.5% in 2016/17.

However, the profile of disabled students varied considerably by degree level. For example, first degree undergraduates had the highest proportion of disabled students disclosing a mental health condition (28.4%, compared with 19.8%, 22.6%, and 22.9% of disabled other undergraduates, research postgraduates and taught postgraduates, respectively). Among disabled research postgraduates, a smaller proportion disclosed a specific learning difficulty than at any other level (31.9% of disabled students compared with, for example, 37.9% of disabled taught postgraduates).

2.7–2.8 Subject area: Overall, similar proportions of SET and non-SET students disclosed as disabled (13.6% and 14.2%, respectively). Disability disclosure rates were highest among those studying creative arts and design (21.5%), followed by historical and philosophical studies (20.2%) and combined studies (18.2%). In contrast, only 7.7% of those studying business and administrative studies and 9.2% in engineering and technology disclosed as disabled. DSA take-up similarly varied by subject area with, for example, 40.6% of disabled students studying agriculture and related subjects in receipt of DSA compared with 11.8% of those in combined studies.

2.9–2.12 Subject area by degree level: Disability disclosure rates in subjects varied by degree level. For example, though disability disclosure rates in creative arts and design were consistently among the highest of subject areas, they ranged from 17.6% of research postgraduates to 22.5% of first degree undergraduates. Similarly, among those studying historical and philosophical studies – another subject area with relatively high disability disclosure rates – the proportion disclosing as disabled ranged from 14.6% of research postgraduates to 21.2% of first degree undergraduates.

DSA uptake also varied by degree level and subject area. Specifically, the proportions of disabled students receiving DSA were particularly low among first degree undergraduates, other undergraduates and taught postgraduates in combined subjects (14.0%, 6.4% and 10.7%, respectively), and research postgraduates in agriculture and related subjects (13.5%).

2.13 Continuation rates: Continuation and qualification rates were similar for disabled and non-disabled UK domiciled full-time first degree entrants (89.3% and 88.5%, respectively). 6.5% of disabled students who entered HE in 2017/18 left HE with no award the following year, compared with 6.8% of non-disabled students.

2.14–2.15 Degree attainment: In 2018/19, 75.2% of disabled first degree undergraduate qualifiers received a first/2:1, representing a small increase of 0.5 percentage points since 2017/18. Nonetheless, this proportion remained smaller than the proportion of non-disabled qualifiers receiving a first/2:1 (76.7%). The proportion of disabled qualifiers who received DSA achieving a first/2:1 was larger than those not in receipt of DSA (76.1% and 74.5%, respectively).

Degree class attainment also varied by impairment type. For example, 77.2% of those disclosing physical impairment or mobility issues received a first/2:1, compared with 70.0% of qualifiers disclosing a social communication/autistic spectrum condition.

Within each country, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers. However, the disability degree awarding gap between disabled and non-disabled qualifiers was widest in Scotland (4.3 percentage points).

2.16 Degree attainment by subject area: With the exception of business and administrative studies, in every subject area a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers. The disability degree awarding gap was most pronounced among those studying combined subjects, where 64.7% of non-disabled qualifiers received a first/2:1 compared with 52.8% of disabled qualifiers (a 12.0 percentage point difference). The awarding gap was also large in agriculture and related subjects, where 74.5% non-disabled qualifiers received a first/2:1 compared with 64.3% of disabled students, a 10.2 percentage point difference. In contrast, 74.8% of disabled qualifiers in business and administrative studies received a first/2:1, 2.8 percentage points higher than non-disabled qualifiers in this subject (72.1%).

2.17 – 2.18 Graduate outcomes: A higher proportion of disabled leavers were unemployed 15 months after qualifying than non-disabled leavers (6.1% compared with 4.7%). However, higher rates of disabled leavers were also in some form of further study than non-disabled leavers (19.1% compared with 18.3%). 60.4% of non-disabled leavers were in full-time work 15 months after qualifying, compared with 53.1% of disabled leavers.

All students by country of institution, disability status and DSA take-up

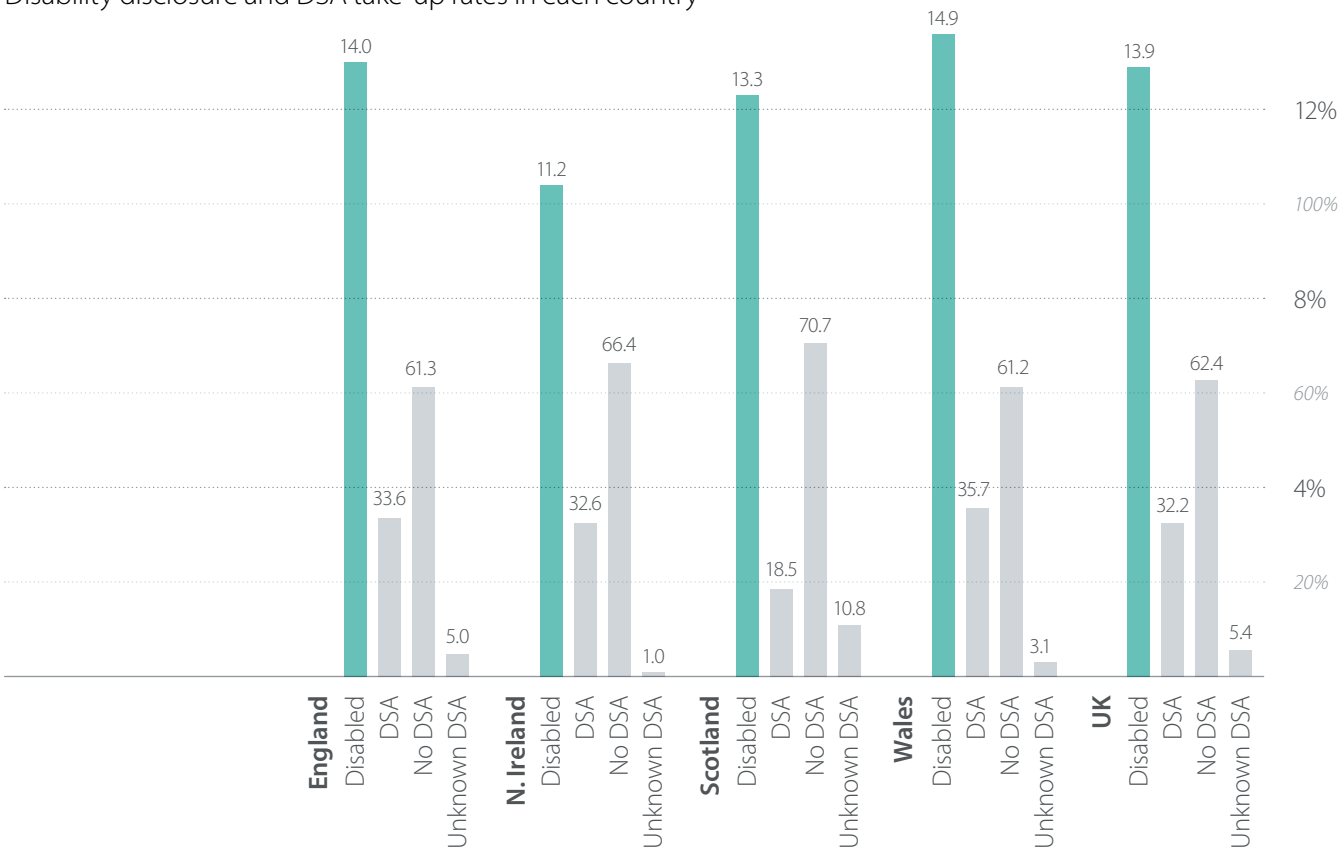
2.1

	England		N. Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
Non-disabled	1,670,885	*86.0*	49,535	*88.8*	219,880	*86.7*	112,495	*85.1*	2,052,795	*86.1*
Disabled	271,645	*14.0*	6,220	*11.2*	33,595	*13.3*	19,705	*14.9*	331,170	*13.9*
Receives DSA	91,305	*33.6*	2,030	*32.6*	6,220	*18.5*	7,040	*35.7*	106,595	*32.2*
Does not receive DSA	166,630	*61.3*	4,130	*66.4*	23,740	*70.7*	12,060	*61.2*	206,560	*62.4*
Unknown DSA status	13,710	*5.0*	60	*1.0*	3,640	*10.8*	605	*3.1*	18,015	*5.4*
All students	1,942,535	*100.0*	55,755	*100.0*	253,475	*100.0*	132,205	*100.0*	2,383,970	*100.0*

← Country of institution definition: see page 14
← Disability definition: see page 10
← Disabled students' allowance definition: see page 10

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Disability disclosure and DSA take-up rates in each country



2.2 Profile of all students over time by disability status and DSA take-up

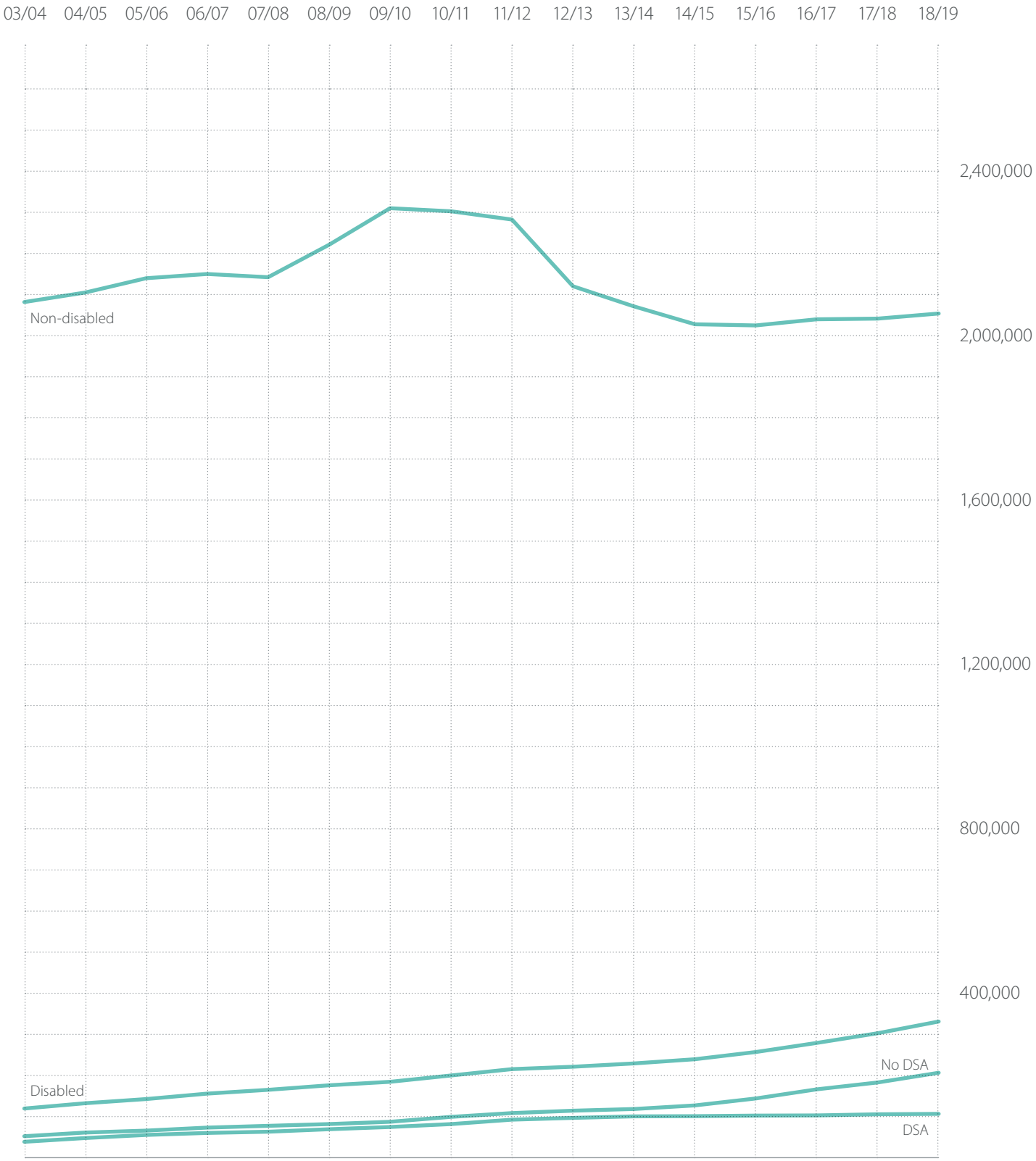
← Disability definition: see page 10

← Disabled students' allowance definition: see page 10

	Non-disabled		Disabled		DSA		No DSA		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
2003/04	2,080,635	*94.6*	119,545	*5.4*	38,680	*42.5*	52,230	*57.5*	2,200,175
2004/05	2,103,820	*94.1*	132,445	*5.9*	47,800	*43.9*	61,140	*56.1*	2,236,265
2005/06	2,138,635	*93.7*	142,605	*6.3*	55,340	*45.7*	65,860	*54.3*	2,281,235
2006/07	2,148,880	*93.2*	155,820	*6.8*	60,215	*45.1*	73,200	*54.9*	2,304,700
2007/08	2,141,075	*92.8*	165,030	*7.2*	63,180	*44.9*	77,485	*55.1*	2,306,105
2008/09	2,219,985	*92.7*	176,070	*7.3*	69,220	*45.8*	81,805	*54.2*	2,396,050
2009/10	2,308,865	*92.6*	184,550	*7.4*	74,660	*46.1*	87,320	*53.9*	2,493,415
2010/11	2,301,375	*92.0*	199,925	*8.0*	81,725	*45.1*	99,290	*54.9*	2,501,295
2011/12	2,281,275	*91.4*	215,370	*8.6*	92,490	*46.0*	108,515	*54.0*	2,496,645
2012/13	2,119,090	*90.5*	221,190	*9.5*	96,805	*45.9*	114,305	*54.1*	2,340,275
2013/14	2,070,140	*90.0*	229,215	*10.0*	100,520	*45.9*	118,390	*54.1*	2,299,355
2014/15	2,026,655	*89.4*	239,425	*10.6*	101,035	*44.3*	127,140	*55.7*	2,266,075
2015/16	2,023,835	*88.7*	256,995	*11.3*	102,400	*41.5*	144,055	*58.5*	2,280,830
2016/17	2,038,760	*88.0*	279,115	*12.0*	102,865	*38.2*	166,265	*61.8*	2,317,880
2017/18	2,040,390	*87.1*	302,705	*12.9*	105,555	*36.6*	182,945	*63.4*	2,343,095
2018/19	2,052,795	*86.1*	331,170	*13.9*	106,595	*34.0*	206,560	*66.0*	2,383,970

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Numbers of disabled students, non-disabled students and DSA take-up over time



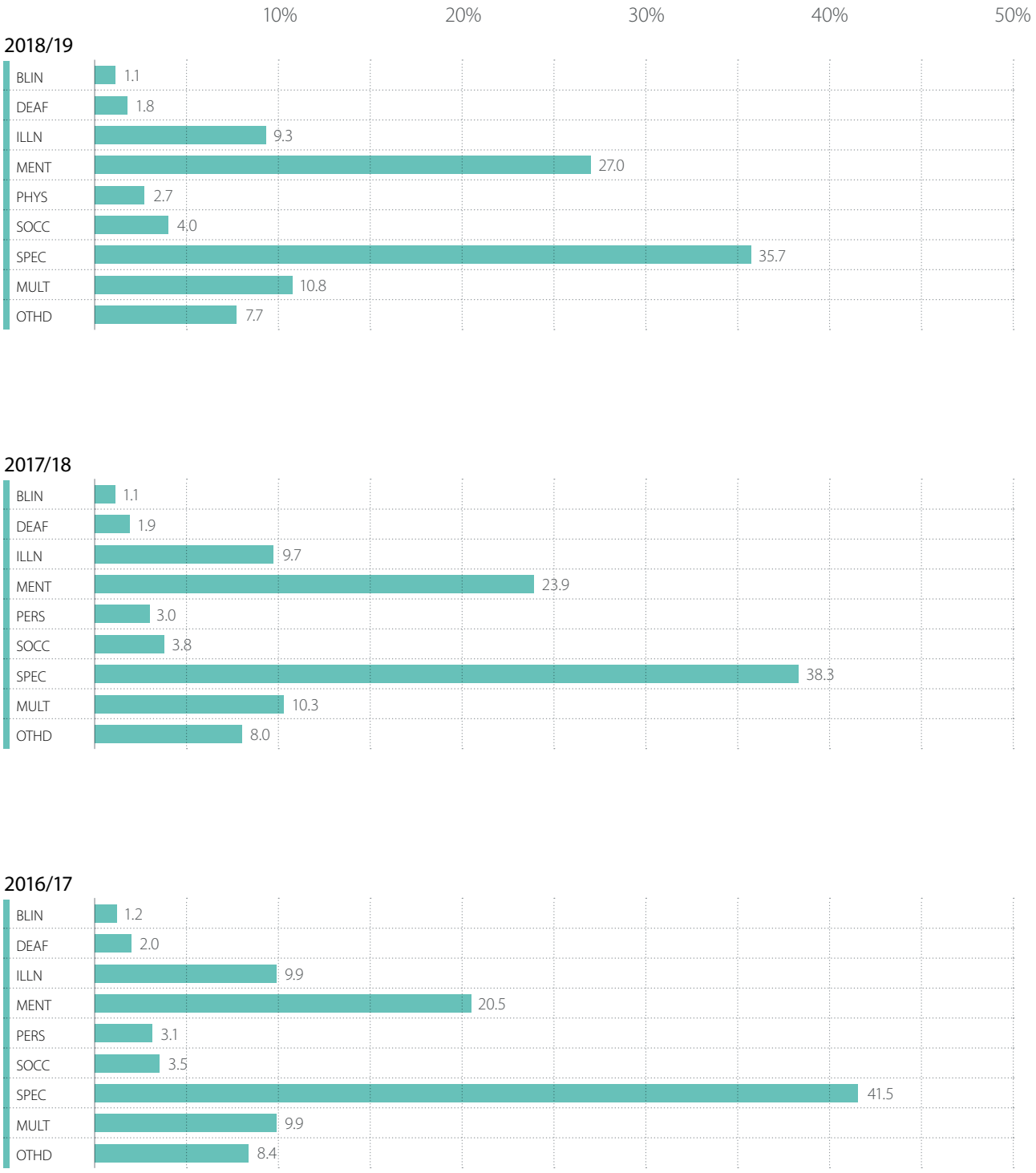
2.3 Profile of all/disabled students over time by impairment type

← Disability definition: see page 10

← Impairment type definition: see page 12

			Proportion of DIS students	*Proportion of all students*
		No.	*%*	*%*
2018/19				
BLIN	Blind or a serious visual impairment	3,565	*1.1*	*0.1*
DEAF	Deaf or a serious hearing impairment	5,910	*1.8*	*0.2*
ILLN	Long-standing illness or health condition	30,955	*9.3*	*1.3*
MENT	Mental health condition	89,350	*27.0*	*3.7*
PHYS	Physical impairment or mobility issues	8,935	*2.7*	*0.4*
SOCC	Social communication/autistic spectrum disorder	13,280	*4.0*	*0.6*
SPEC	Specific learning difficulty	118,130	*35.7*	*5.0*
MULT	Two or more impairments	35,695	*10.8*	*1.5*
OTHD	Other impairment	25,350	*7.7*	*1.1*
DIS	All disabled students	331,170	*100.0*	*13.9*
ND	Non-disabled students	2,052,795		*86.1*
All	All students	2,383,970		*100.0*
2017/18				
BLIN	Blind or a serious visual impairment	3,415	*1.1*	*0.1*
DEAF	Deaf or a serious hearing impairment	5,685	*1.9*	*0.2*
ILLN	Long-standing illness or health condition	29,460	*9.7*	*1.3*
MENT	Mental health condition	72,360	*23.9*	*3.1*
PHYS	Physical impairment or mobility issues	9,035	*3.0*	*0.4*
SOCC	Social communication/autistic spectrum disorder	11,400	*3.8*	*0.5*
SPEC	Specific learning difficulty	115,865	*38.3*	*4.9*
MULT	Two or more impairments	31,300	*10.3*	*1.3*
OTHD	Other impairment	24,180	*8.0*	*1.0*
DIS	All disabled students	302,705	*100.0*	*12.9*
ND	Non-disabled students	2,040,390		*87.1*
All	All students	2,343,095		*100.0*
2016/17				
BLIN	Blind or a serious visual impairment	3,380	*1.2*	*0.1*
DEAF	Deaf or a serious hearing impairment	5,550	*2.0*	*0.2*
ILLN	Long-standing illness or health condition	27,500	*9.9*	*1.2*
MENT	Mental health condition	57,300	*20.5*	*2.5*
PHYS	Physical impairment or mobility issues	8,740	*3.1*	*0.4*
SOCC	Social communication/autistic spectrum disorder	9,770	*3.5*	*0.4*
SPEC	Specific learning difficulty	115,870	*41.5*	*5.0*
MULT	Two or more impairments	27,695	*9.9*	*1.2*
OTHD	Other impairment	23,315	*8.4*	*1.0*
DIS	All disabled students	279,115	*100.0*	*12.0*
ND	Non-disabled students	2,038,760		*88.0*
All	All students	2,317,880		*100.0*

Proportions of disabled students in each impairment type

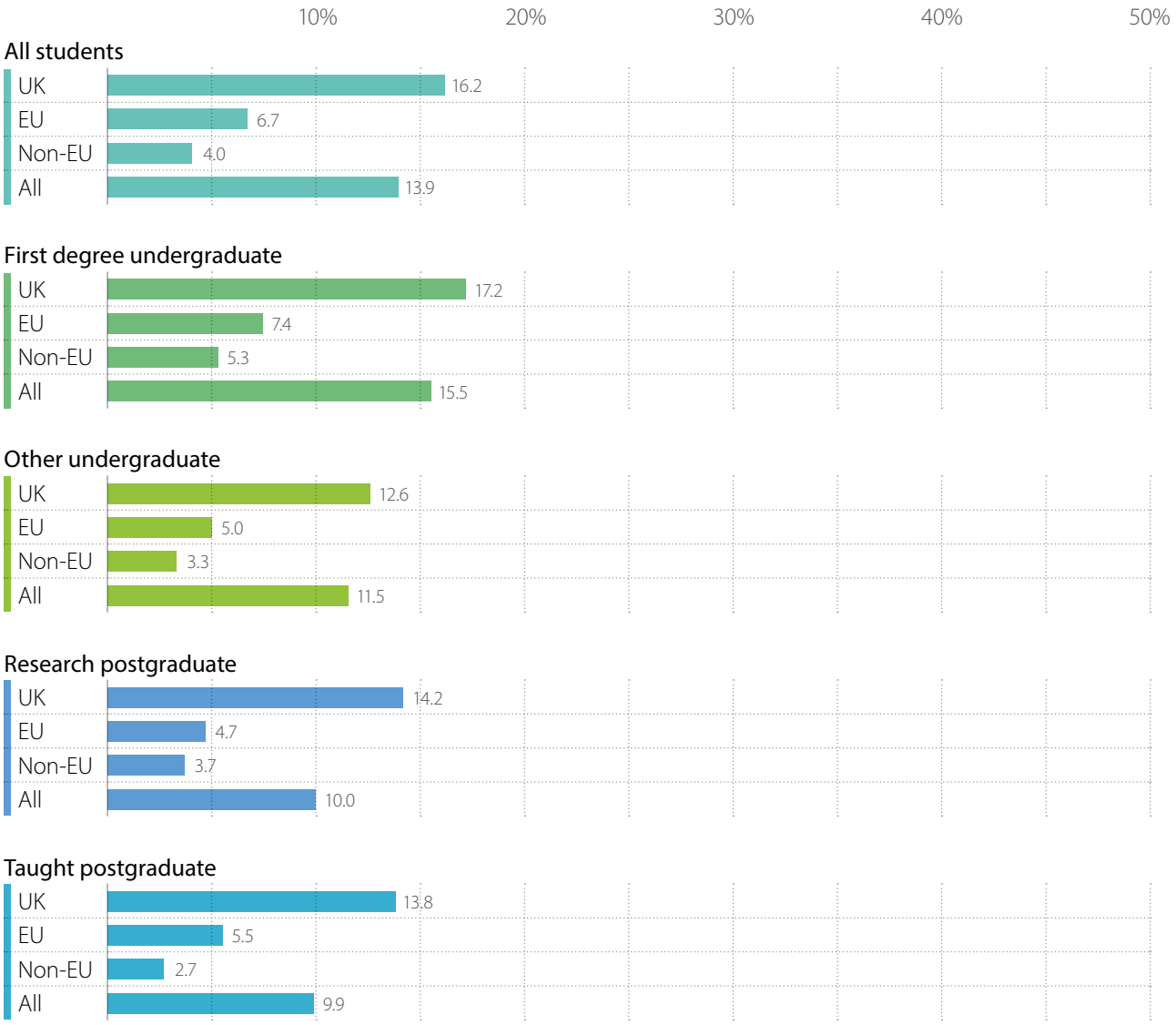


2.4 All students by degree level, domicile category and disability status

← Degree level definition: see page 14
← Domicile definition: see page 14
← Disability definition: see page 10

	Non-disabled			Disabled			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students								
UK	1,590,230	*77.5*	*83.8*	307,975	*93.0*	*16.2*	1,898,205	*79.6*
EU	133,485	*6.5*	*93.3*	9,540	*2.9*	*6.7*	143,025	*6.0*
Non-EU	328,975	*16.0*	*96.0*	13,645	*4.1*	*4.0*	342,620	*14.4*
All	2,052,690	*100.0*	*86.1*	331,165	*100.0*	*13.9*	2,383,855	*100.0*
First degree undergraduate								
UK	1,160,380	*83.1*	*82.8*	240,735	*94.0*	*17.2*	1,401,115	*84.8*
EU	87,745	*6.3*	*92.6*	7,015	*2.7*	*7.4*	94,760	*5.7*
Non-EU	148,510	*10.6*	*94.7*	8,255	*3.2*	*5.3*	156,765	*9.5*
All	1,396,630	*100.0*	*84.5*	256,005	*100.0*	*15.5*	1,652,640	*100.0*
Other undergraduate								
UK	112,500	*87.4*	*87.4*	16,185	*96.3*	*12.6*	128,685	*88.4*
EU	3,830	*3.0*	*95.0*	200	*1.2*	*5.0*	4,030	*2.8*
Non-EU	12,415	*9.6*	*96.7*	420	*2.5*	*3.3*	12,835	*8.8*
All	128,740	*100.0*	*88.5*	16,810	*100.0*	*11.5*	145,550	*100.0*
Research postgraduate								
UK	56,920	*56.1*	*85.8*	9,425	*83.4*	*14.2*	66,345	*58.8*
EU	13,405	*13.2*	*95.3*	665	*5.9*	*4.7*	14,065	*12.5*
Non-EU	31,190	*30.7*	*96.3*	1,215	*10.7*	*3.7*	32,400	*28.7*
All	101,510	*100.0*	*90.0*	11,300	*100.0*	*10.0*	112,815	*100.0*
Taught postgraduate								
UK	260,435	*61.2*	*86.2*	41,630	*88.5*	*13.8*	302,065	*63.9*
EU	28,510	*6.7*	*94.5*	1,660	*3.5*	*5.5*	30,170	*6.4*
Non-EU	136,860	*32.1*	*97.3*	3,755	*8.0*	*2.7*	140,615	*29.7*
All	425,805	*100.0*	*90.1*	47,045	*100.0*	*9.9*	472,850	*100.0*

Proportions of students who disclosed as disabled



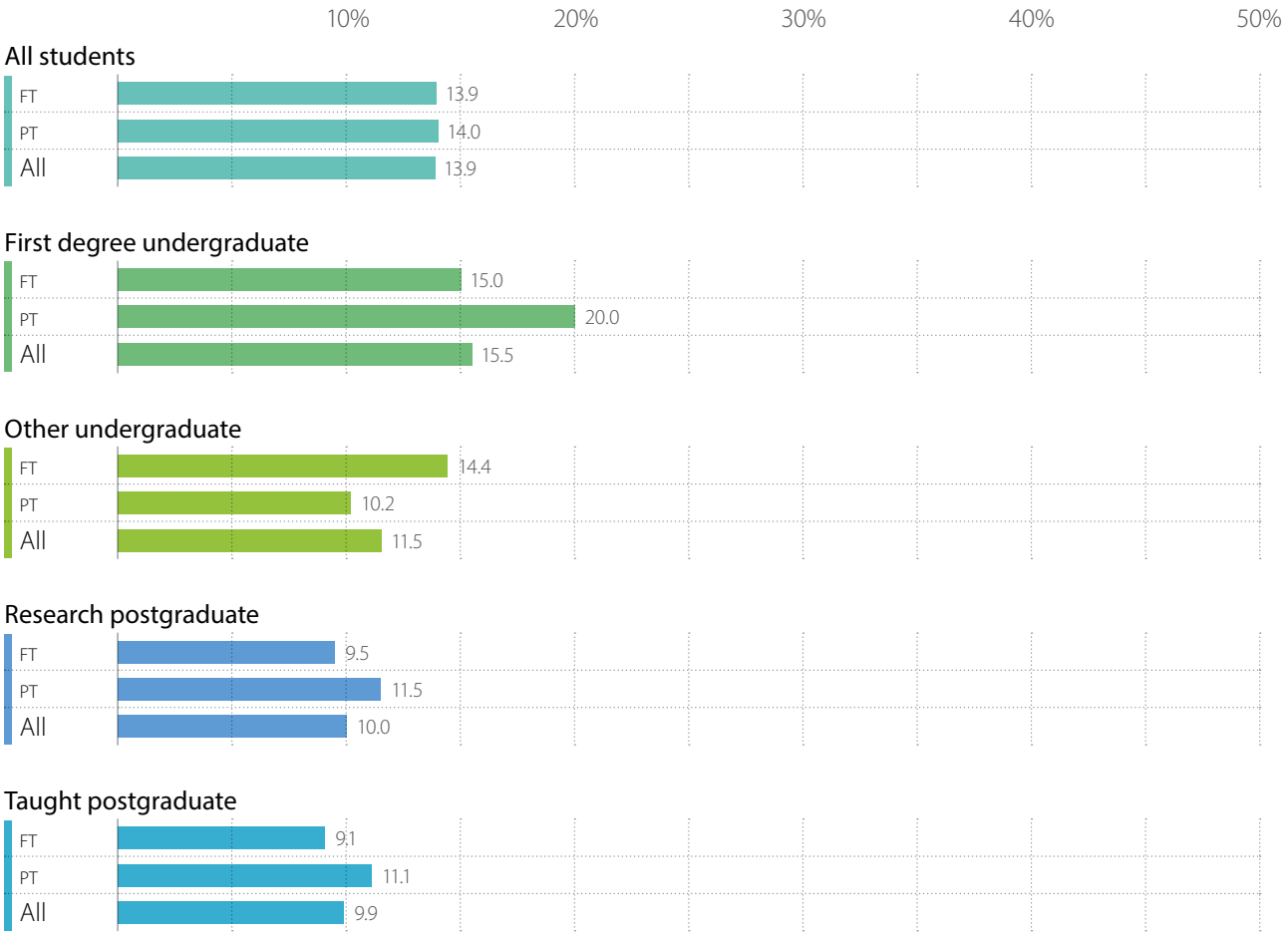
2.5 All students by degree level, mode and disability status

← Degree level definition: see page 14
← Mode of study definition: see page 15
← Disability definition: see page 10
← Disabled students' allowance definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students									
FT	Full-time	1,622,125	*79.0*	*86.1*	261,030	*78.8*	*13.9*	1,883,155	*79.0*
PT	Part-time	430,670	*21.0*	*86.0*	70,140	*21.2*	*14.0*	500,810	*21.0*
All	All modes	2,052,795	*100.0*	*86.1*	331,170	*100.0*	*13.9*	2,383,970	*100.0*
First degree undergraduate									
FT	Full-time	1,259,420	*90.2*	*85.0*	221,640	*86.6*	*15.0*	1,481,060	*89.6*
PT	Part-time	137,250	*9.8*	*80.0*	34,370	*13.4*	*20.0*	171,615	*10.4*
All	All modes	1,396,670	*100.0*	*84.5*	256,010	*100.0*	*15.5*	1,652,675	*100.0*
Other undergraduate									
FT	Full-time	38,895	*30.2*	*85.6*	6,550	*39.0*	*14.4*	45,445	*31.2*
PT	Part-time	89,855	*69.8*	*89.8*	10,260	*61.0*	*10.2*	100,115	*68.8*
All	All modes	128,750	*100.0*	*88.5*	16,810	*100.0*	*11.5*	145,560	*100.0*
Research postgraduate									
FT	Full-time	77,380	*76.2*	*90.5*	8,155	*72.2*	*9.5*	85,535	*75.8*
PT	Part-time	24,130	*23.8*	*88.5*	3,145	*27.8*	*11.5*	27,280	*24.2*
All	All modes	101,515	*100.0*	*90.0*	11,300	*100.0*	*10.0*	112,815	*100.0*
Taught postgraduate									
FT	Full-time	246,430	*57.9*	*90.9*	24,685	*52.5*	*9.1*	271,115	*57.3*
PT	Part-time	179,435	*42.1*	*88.9*	22,370	*47.5*	*11.1*	201,800	*42.7*
All	All modes	425,865	*100.0*	*90.1*	47,050	*100.0*	*9.9*	472,915	*100.0*

Additional data by DSA take-up and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who disclosed as disabled



2.6 All/disabled students by degree level and impairment type

← Degree level definition: see page 14
← Disability definition: see page 10
← Impairment type definition: see page 12

First degree undergraduate

		No.	*Proportion of DIS students* %	*Proportion of all students* %
BLIN	Blind or a serious visual impairment	2,595	*1.0*	*0.2*
DEAF	Deaf or a serious hearing impairment	4,000	*1.6*	*0.2*
ILLN	Long-standing illness or health condition	22,240	*8.7*	*1.3*
MENT	Mental health condition	72,680	*28.4*	*4.4*
PHYS	Physical impairment or mobility issues	6,200	*2.4*	*0.4*
SOCC	Social communication/autistic spectrum disorder	11,140	*4.4*	*0.7*
SPEC	Specific learning difficulty	90,410	*35.3*	*5.5*
MULT	Two or more conditions	27,990	*10.9*	*1.7*
OTHD	Another disability, impairment or medical condition	18,755	*7.3*	*1.1*
All	All disabled students	256,010	*100.0*	*15.5*

Other undergraduate

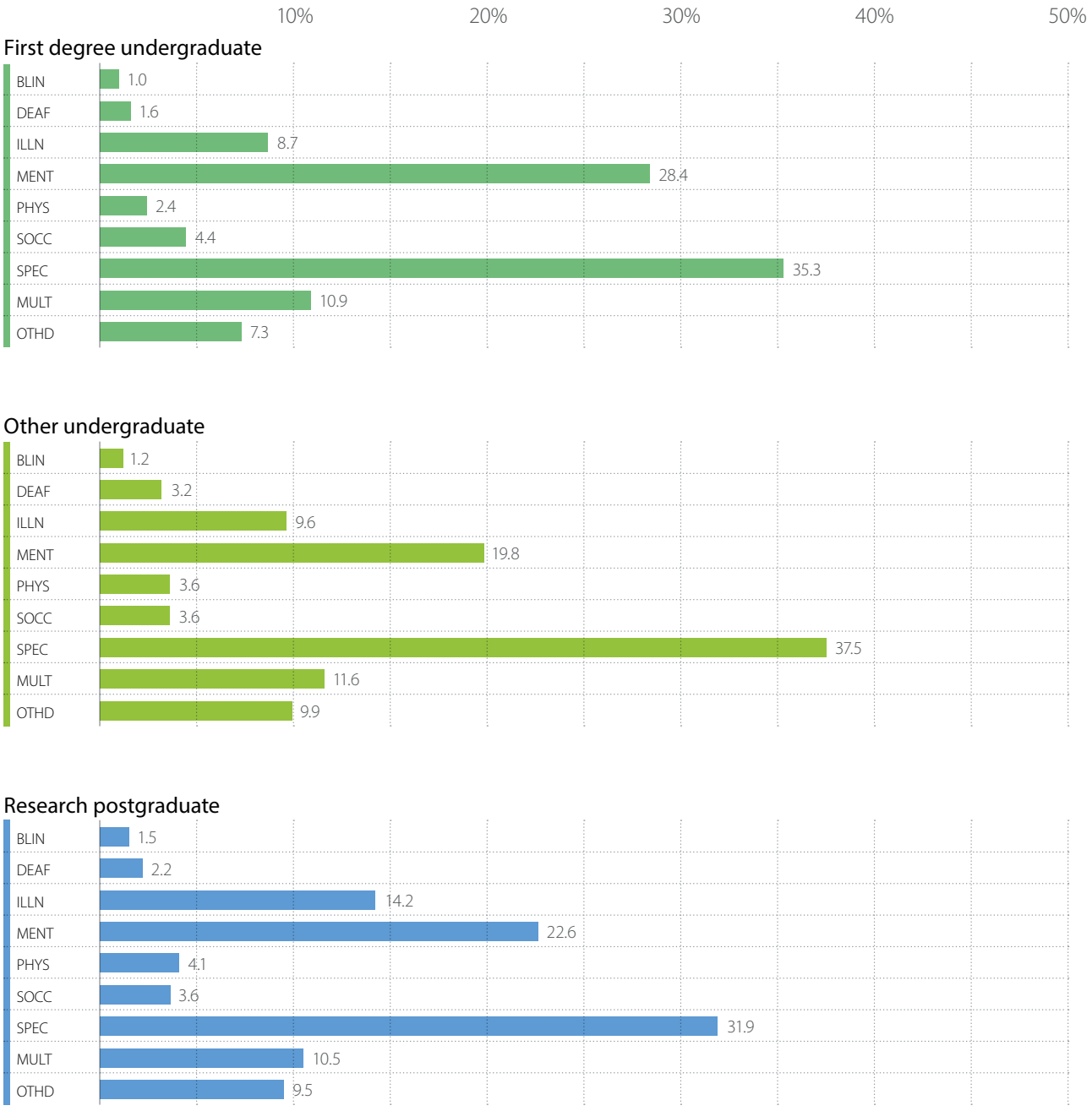
BLIN	Blind or a serious visual impairment	200	*1.2*	*0.1*
DEAF	Deaf or a serious hearing impairment	530	*3.2*	*0.4*
ILLN	Long-standing illness or health condition	1,620	*9.6*	*1.1*
MENT	Mental health condition	3,335	*19.8*	*2.3*
PHYS	Physical impairment or mobility issues	610	*3.6*	*0.4*
SOCC	Social communication/autistic spectrum disorder	605	*3.6*	*0.4*
SPEC	Specific learning difficulty	6,300	*37.5*	*4.3*
MULT	Two or more conditions	1,950	*11.6*	*1.3*
OTHD	Another disability, impairment or medical condition	1,665	*9.9*	*1.1*
All	All disabled students	16,810	*100.0*	*11.5*

Research postgraduate

BLIN	Blind or a serious visual impairment	165	*1.5*	*0.1*
DEAF	Deaf or a serious hearing impairment	250	*2.2*	*0.2*
ILLN	Long-standing illness or health condition	1,610	*14.2*	*1.4*
MENT	Mental health condition	2,550	*22.6*	*2.3*
PHYS	Physical impairment or mobility issues	460	*4.1*	*0.4*
SOCC	Social communication/autistic spectrum disorder	410	*3.6*	*0.4*
SPEC	Specific learning difficulty	3,600	*31.9*	*3.2*
MULT	Two or more conditions	1,185	*10.5*	*1.0*
OTHD	Another disability, impairment or medical condition	1,070	*9.5*	*0.9*
All	All disabled students	11,300	*100.0*	*10.0*

Additional data by DSA take-up is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

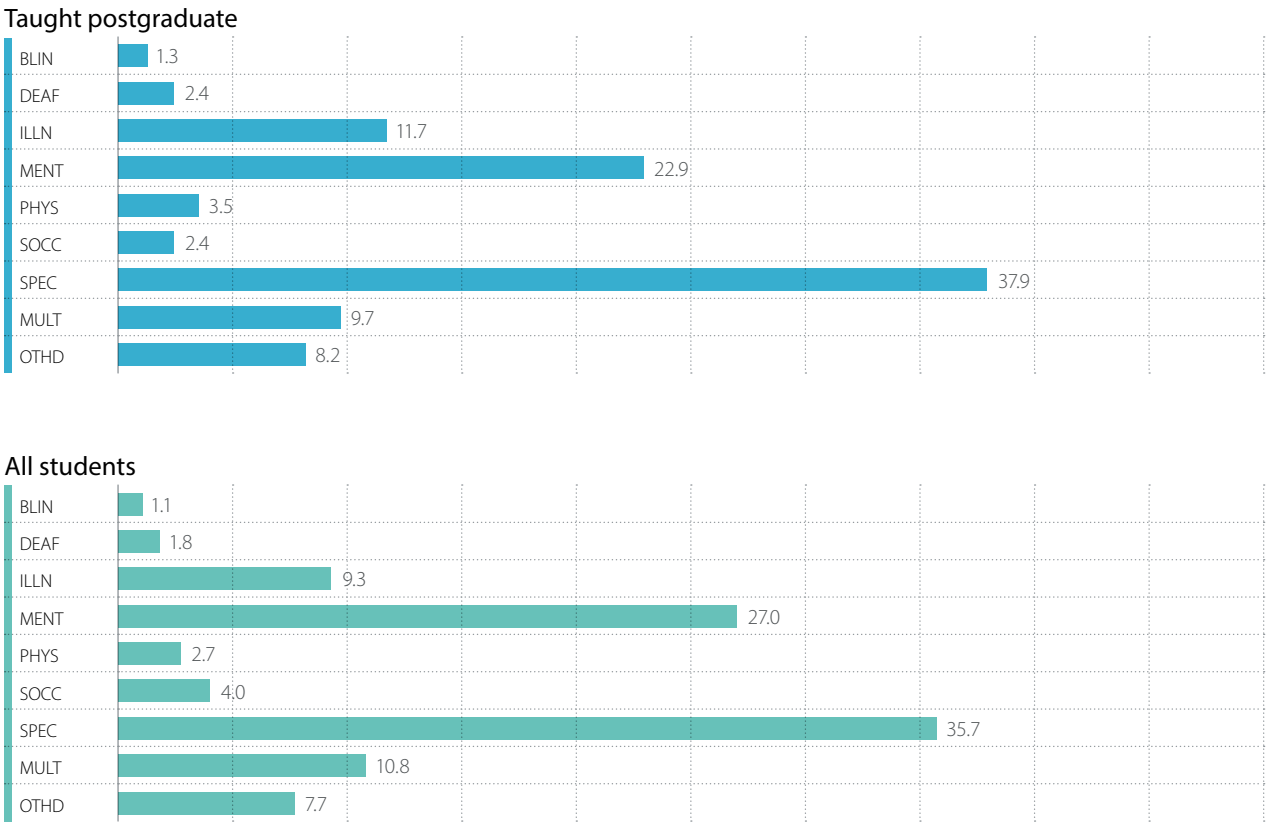
Proportions of disabled students who disclosed an impairment type



		No.	*Proportion of DIS students* %	*Proportion of all students* %
Taught postgraduate				
BLIN	Blind or a serious visual impairment	600	*1.3*	*0.1*
DEAF	Deaf or a serious hearing impairment	1,130	*2.4*	*0.2*
ILLN	Long-standing illness or health condition	5,490	*11.7*	*1.2*
MENT	Mental health condition	10,790	*22.9*	*2.3*
PHYS	Physical impairment or mobility issues	1,660	*3.5*	*0.4*
SOCC	Social communication/autistic spectrum disorder	1,120	*2.4*	*0.2*
SPEC	Specific learning difficulty	17,820	*37.9*	*3.8*
MULT	Two or more conditions	4,575	*9.7*	*1.0*
OTHD	Another disability, impairment or medical condition	3,865	*8.2*	*0.8*
All	All disabled students	47,050	*100.0*	*9.9*
All students				
BLIN	Blind or a serious visual impairment	3,565	*1.1*	*0.1*
DEAF	Deaf or a serious hearing impairment	5,910	*1.8*	*0.2*
ILLN	Long-standing illness or health condition	30,955	*9.3*	*1.3*
MENT	Mental health condition	89,350	*27.0*	*3.7*
PHYS	Physical impairment or mobility issues	8,935	*2.7*	*0.4*
SOCC	Social communication/autistic spectrum disorder	13,280	*4.0*	*0.6*
SPEC	Specific learning difficulty	118,130	*35.7*	*5.0*
MULT	Two or more conditions	35,695	*10.8*	*1.5*
OTHD	Another disability, impairment or medical condition	25,350	*7.7*	*1.1*
All	All disabled students	331170	*100.0*	*13.9*

Additional data by DSA take-up is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of disabled students who disclosed an impairment type



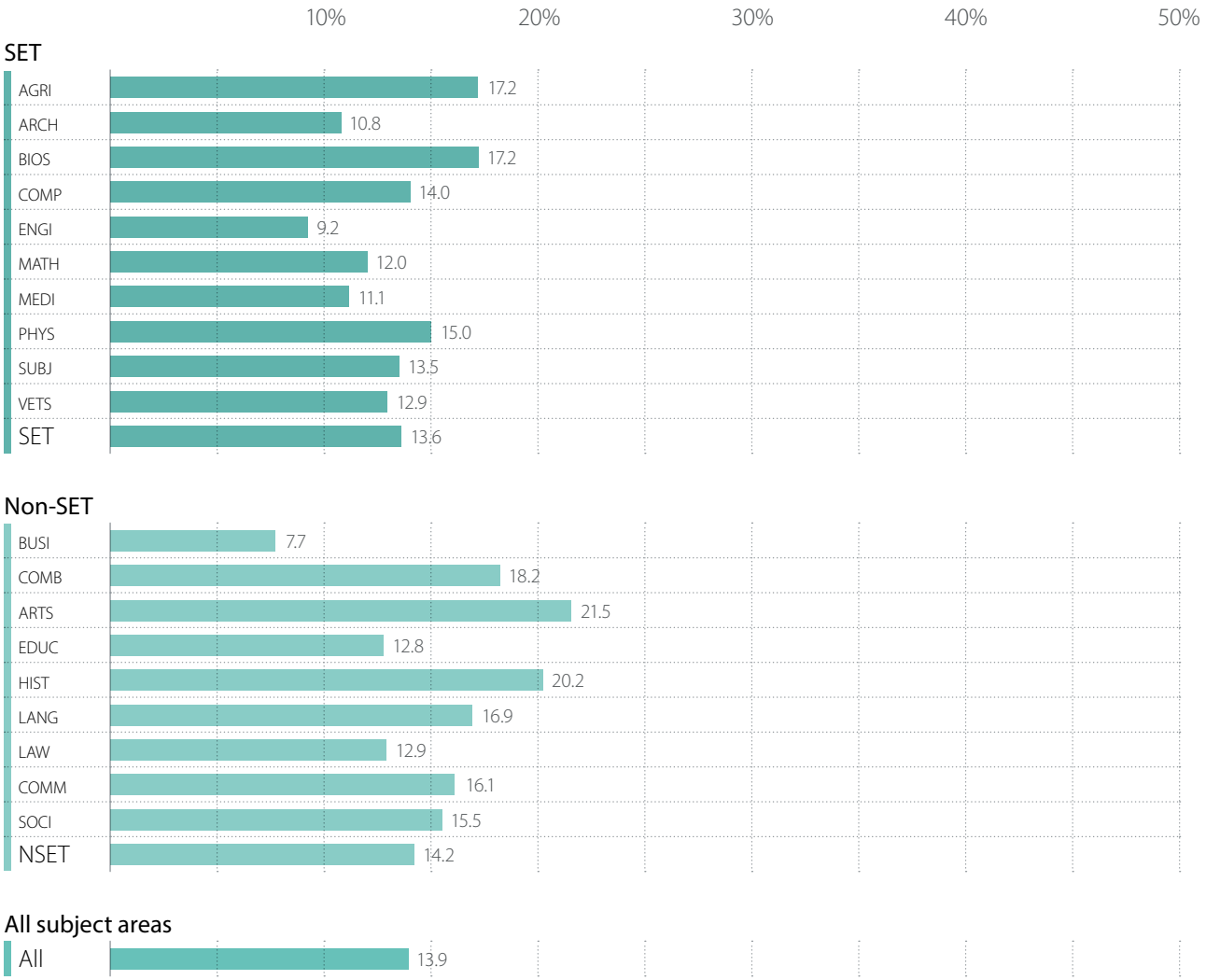
2.7 All students by subject area and disability status

← Subject areas definition: see page 15
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	15,990	*0.8*	*82.8*	3,330	*1.0*	*17.2*	19,320	*0.8*
ARCH	Architecture, building, planning	49,370	*2.4*	*89.2*	5,975	*1.8*	*10.8*	55,345	*2.3*
BIOS	Biological sciences	200,115	*9.7*	*82.8*	41,640	*12.6*	*17.2*	241,755	*10.1*
COMP	Computer science	98,720	*4.8*	*86.0*	16,010	*4.8*	*14.0*	114,730	*4.8*
ENGI	Engineering, technology	150,060	*7.3*	*90.8*	15,120	*4.6*	*9.2*	165,180	*6.9*
MATH	Mathematical sciences	40,425	*2.0*	*88.0*	5,485	*1.7*	*12.0*	45,910	*1.9*
MEDI	Medicine, dentistry	60,250	*2.9*	*88.9*	7,510	*2.3*	*11.1*	67,755	*2.8*
PHYS	Physical sciences	80,580	*3.9*	*85.0*	14,260	*4.3*	*15.0*	94,845	*4.0*
SUBJ	Subjects allied to medicine	251,175	*12.2*	*86.5*	39,275	*11.9*	*13.5*	290,445	*12.2*
VETS	Veterinary science	7,315	*0.4*	*87.1*	1,085	*0.3*	*12.9*	8,400	*0.4*
SET	SET total	954,000	*46.5*	*86.4*	149,690	*45.2*	*13.6*	1,103,690	*46.3*
Non-SET									
BUSI	Business, administrative studies	330,930	*16.1*	*92.3*	27,550	*8.3*	*7.7*	358,480	*15.0*
COMB	Combined	25,990	*1.3*	*81.8*	5,775	*1.7*	*18.2*	31,765	*1.3*
ARTS	Creative arts, design	142,745	*7.0*	*78.5*	39,085	*11.8*	*21.5*	181,830	*7.6*
EDUC	Education	124,490	*6.1*	*87.2*	18,335	*5.5*	*12.8*	142,825	*6.0*
HIST	Historical, philosophical studies	65,445	*3.2*	*79.8*	16,515	*5.0*	*20.2*	81,965	*3.4*
LANG	Languages	82,565	*4.0*	*83.1*	16,805	*5.1*	*16.9*	99,365	*4.2*
LAW	Law	82,965	*4.0*	*87.1*	12,295	*3.7*	*12.9*	95,260	*4.0*
COMM	Mass comms, documentation	43,040	*2.1*	*83.9*	8,270	*2.5*	*16.1*	51,310	*2.2*
SOCI	Social studies	200,625	*9.8*	*84.5*	36,855	*11.1*	*15.5*	237,480	*10.0*
NSET	Non-SET total	1,098,795	*53.5*	*85.8*	181,480	*54.8*	*14.2*	1,280,280	*53.7*
All subject areas									
All	All subject areas	2,052,795	*100.0*	*86.1*	331,170	*100.0*	*13.9*	2,383,970	*100.0*

Additional data by impairment type is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who disclosed as disabled

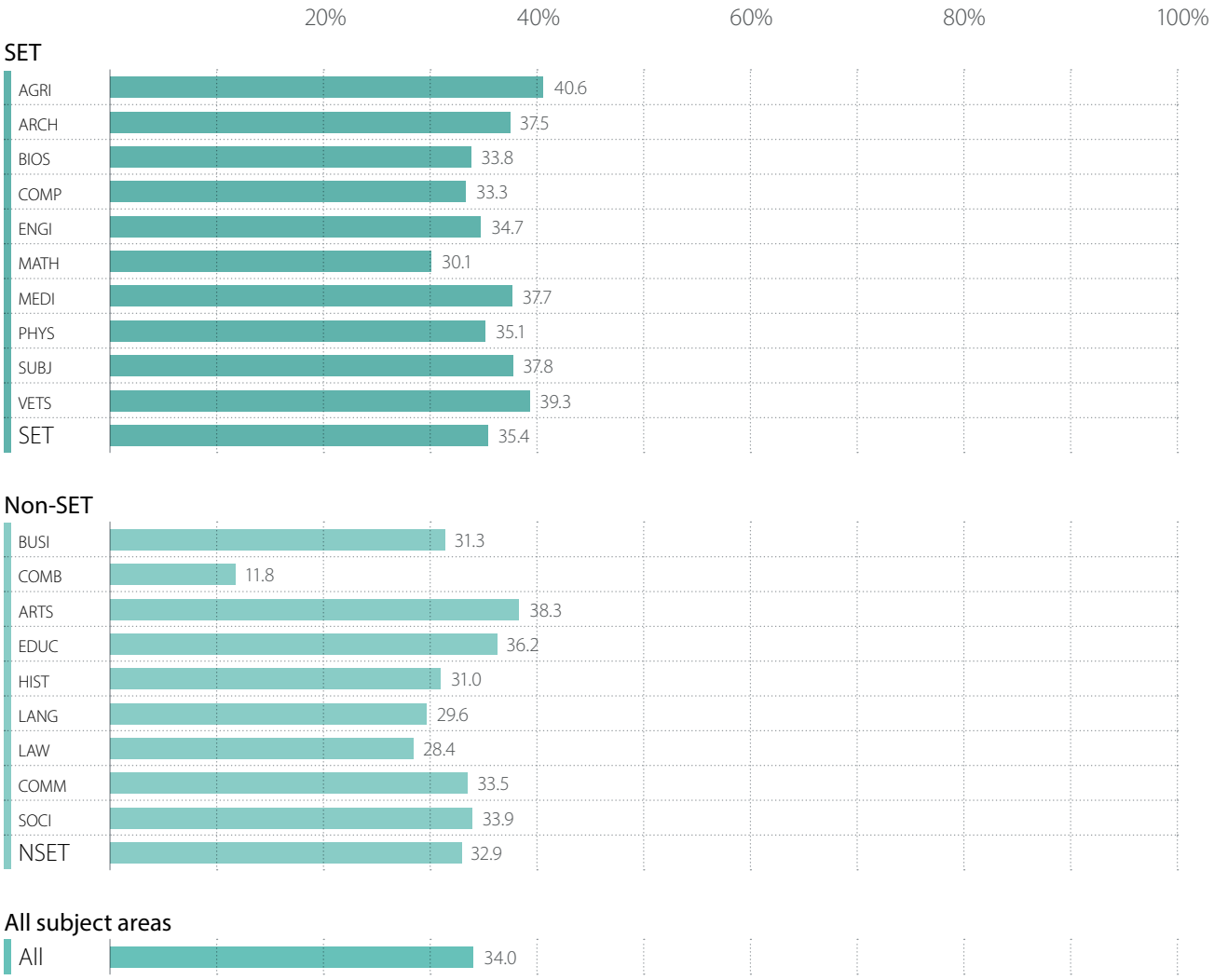


2.8 Disabled students by subject area and DSA take-up

← Disability definition: see page 10
← Subject areas definition: see page 15
← Disabled students' allowance definition: see page 10

		DSA			No DSA			Unknown DSA	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	1,310	*1.2*	*40.6*	1,915	*0.9*	*59.4*	3,225	*1.0*
ARCH	Architecture, building, planning	2,095	*2.0*	*37.5*	3,490	*1.7*	*62.5*	5,590	*1.8*
BIOS	Biological sciences	13,475	*12.6*	*33.8*	26,380	*12.8*	*66.2*	39,850	*12.7*
COMP	Computer science	5,060	*4.7*	*33.3*	10,145	*4.9*	*66.7*	15,205	*4.9*
ENGI	Engineering, technology	4,985	*4.7*	*34.7*	9,380	*4.5*	*65.3*	14,360	*4.6*
MATH	Mathematical sciences	1,565	*1.5*	*30.1*	3,630	*1.8*	*69.9*	5,195	*1.7*
MEDI	Medicine, dentistry	2,565	*2.4*	*37.7*	4,235	*2.1*	*62.3*	6,800	*2.2*
PHYS	Physical sciences	4,695	*4.4*	*35.1*	8,670	*4.2*	*64.9*	13,365	*4.3*
SUBJ	Subjects allied to medicine	13,985	*13.1*	*37.8*	23,025	*11.1*	*62.2*	37,010	*11.8*
VETS	Veterinary science	420	*0.4*	*39.3*	645	*0.3*	*60.7*	1,065	*0.3*
SET	SET total	50,150	*47.0*	*35.4*	91,520	*44.3*	*64.6*	141,670	*45.2*
Non-SET									
BUSI	Business, administrative studies	8,190	*7.7*	*31.3*	17,960	*8.7*	*68.7*	26,150	*8.4*
COMB	Combined	665	*0.6*	*11.8*	5,000	*2.4*	*88.2*	5,665	*1.8*
ARTS	Creative arts, design	14,060	*13.2*	*38.3*	22,605	*10.9*	*61.7*	36,665	*11.7*
EDUC	Education	6,235	*5.8*	*36.2*	10,990	*5.3*	*63.8*	17,225	*5.5*
HIST	Historical, philosophical studies	4,845	*4.5*	*31.0*	10,765	*5.2*	*69.0*	15,615	*5.0*
LANG	Languages	4,660	*4.4*	*29.6*	11,100	*5.4*	*70.4*	15,760	*5.0*
LAW	Law	3,345	*3.1*	*28.4*	8,425	*4.1*	*71.6*	11,770	*3.8*
COMM	Mass comms, documentation	2,605	*2.4*	*33.5*	5,170	*2.5*	*66.5*	7,780	*2.5*
SOCI	Social studies	11,830	*11.1*	*33.9*	23,025	*11.1*	*66.1*	34,855	*11.1*
NSET	Non-SET total	56,440	*53.0*	*32.9*	115,045	*55.7*	*67.1*	171,485	*54.8*
All subject areas									
All	All subject areas	106,595	*100.0*	*34.0*	206,560	*100.0*	*66.0*	313,155	*100.0*

Proportions of disabled students who received DSA



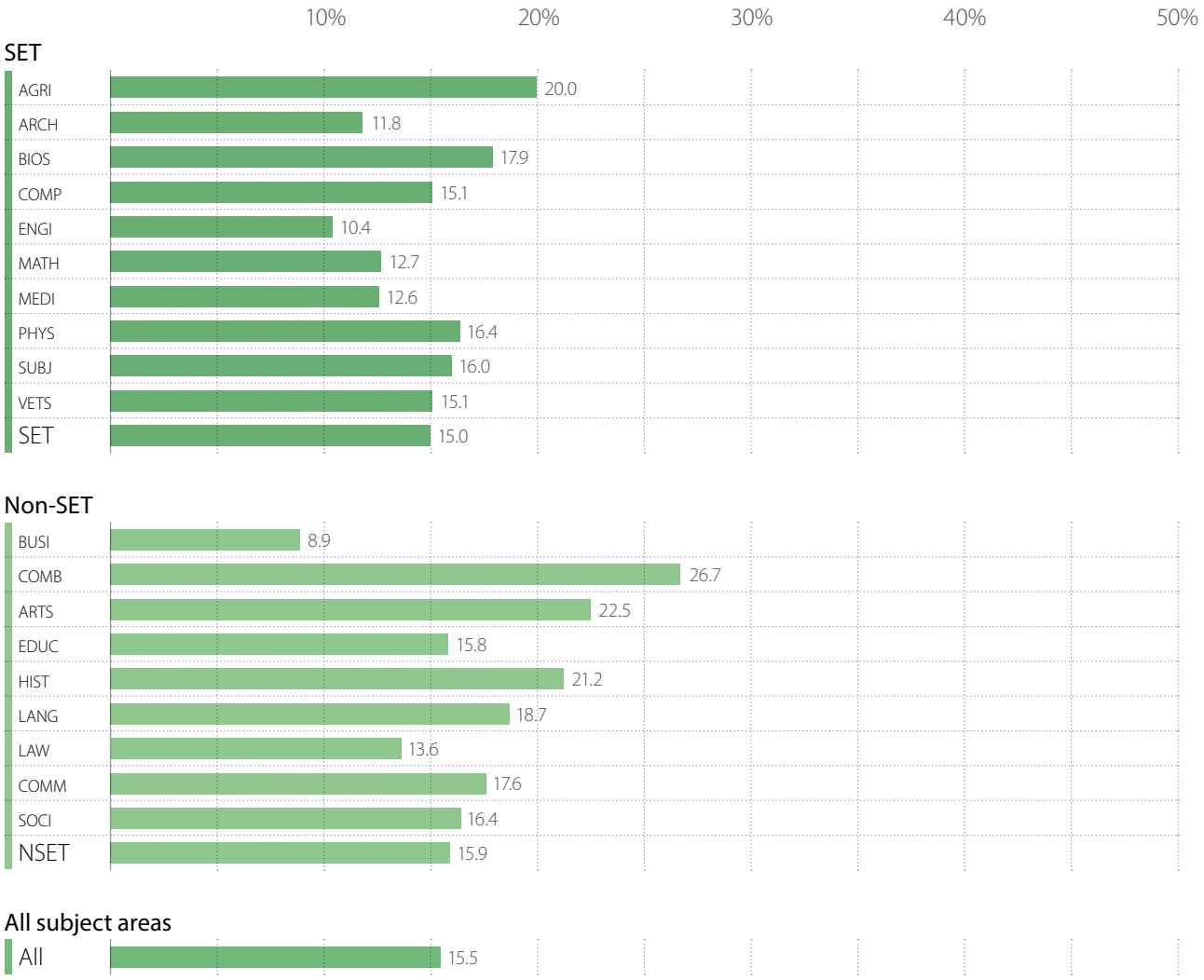
2.9 First degree undergraduate students by subject area and disability status

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	8,300	*0.6*	*80.0*	2,075	*0.8*	*20.0*	10,375	*0.6*
ARCH	Architecture, building, planning	30,810	*2.2*	*88.2*	4,140	*1.6*	*11.8*	34,950	*2.1*
BIOS	Biological sciences	154,400	*11.1*	*82.1*	33,720	*13.2*	*17.9*	188,120	*11.4*
COMP	Computer science	75,950	*5.4*	*84.9*	13,500	*5.3*	*15.1*	89,450	*5.4*
ENGI	Engineering, technology	105,625	*7.6*	*89.6*	12,230	*4.8*	*10.4*	117,850	*7.1*
MATH	Mathematical sciences	33,255	*2.4*	*87.3*	4,845	*1.9*	*12.7*	38,100	*2.3*
MEDI	Medicine, dentistry	41,375	*3.0*	*87.4*	5,965	*2.3*	*12.6*	47,335	*2.9*
PHYS	Physical sciences	59,805	*4.3*	*83.6*	11,715	*4.6*	*16.4*	71,520	*4.3*
SUBJ	Subjects allied to medicine	144,750	*10.4*	*84.0*	27,630	*10.8*	*16.0*	172,380	*10.4*
VETS	Veterinary science	5,085	*0.4*	*84.9*	905	*0.4*	*15.1*	5,990	*0.4*
SET	SET total	659,355	*47.2*	*85.0*	116,715	*45.6*	*15.0*	776,070	*47.0*
Non-SET									
BUSI	Business, administrative studies	216,165	*15.5*	*91.1*	21,205	*8.3*	*8.9*	237,370	*14.4*
COMB	Combined	10,830	*0.8*	*73.3*	3,945	*1.5*	*26.7*	14,770	*0.9*
ARTS	Creative arts, design	115,205	*8.2*	*77.5*	33,385	*13.0*	*22.5*	148,590	*9.0*
EDUC	Education	45,900	*3.3*	*84.2*	8,620	*3.4*	*15.8*	54,525	*3.3*
HIST	Historical, philosophical studies	49,415	*3.5*	*78.8*	13,305	*5.2*	*21.2*	62,720	*3.8*
LANG	Languages	60,315	*4.3*	*81.3*	13,875	*5.4*	*18.7*	74,190	*4.5*
LAW	Law	63,170	*4.5*	*86.4*	9,920	*3.9*	*13.6*	73,090	*4.4*
COMM	Mass comms, documentation	31,580	*2.3*	*82.4*	6,720	*2.6*	*17.6*	38,300	*2.3*
SOCI	Social studies	144,735	*10.4*	*83.6*	28,315	*11.1*	*16.4*	173,045	*10.5*
NSET	Non-SET total	737,315	*52.8*	*84.1*	139,295	*54.4*	*15.9*	876,605	*53.0*
All subject areas									
All	All subject areas	1,396,670	*100.0*	*84.5*	256,010	*100.0*	*15.5*	1,652,675	*100.0*

Additional data by DSA take-up and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of first degree undergraduates who disclosed as disabled



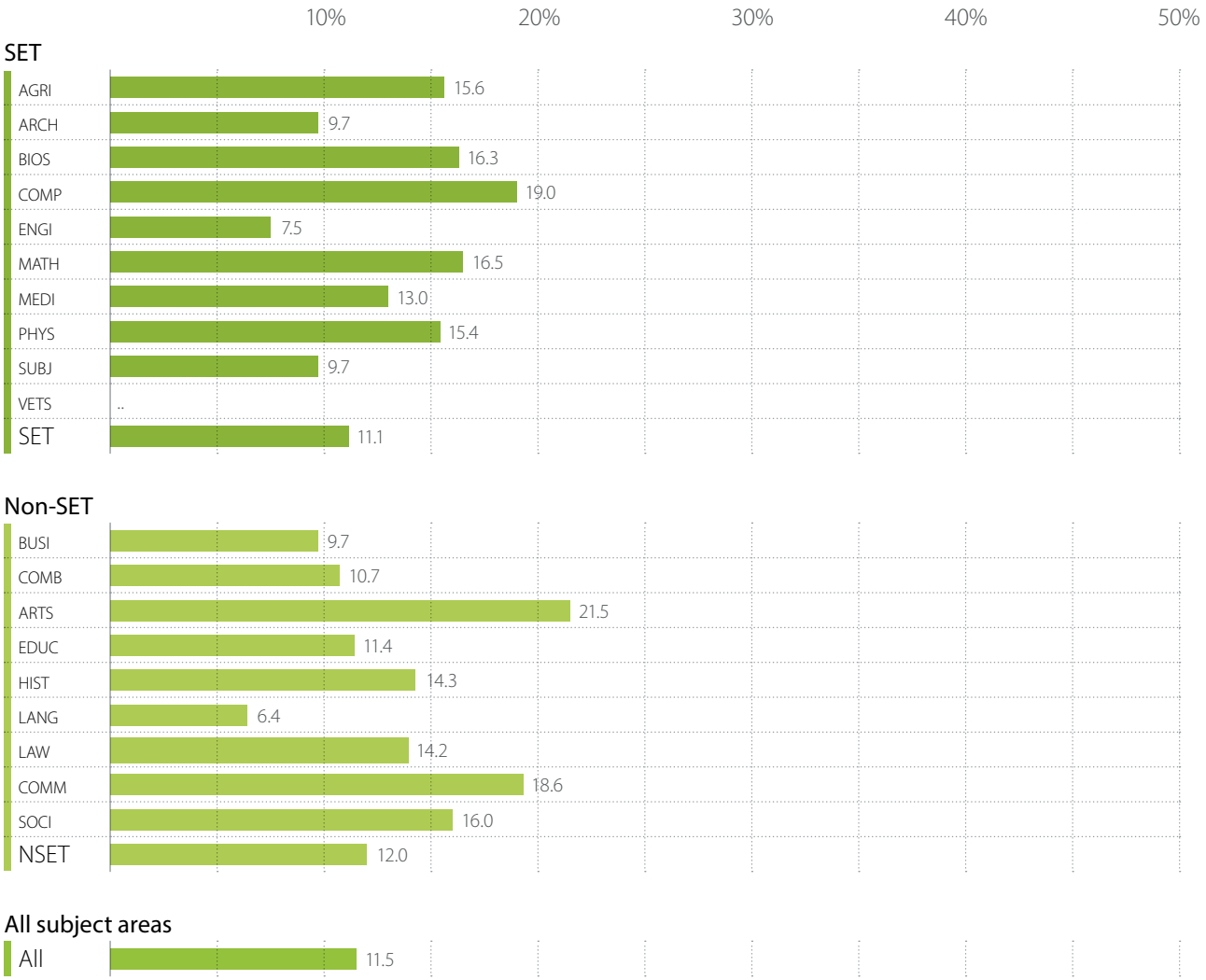
2.10 Other undergraduate students by subject area and disability status and DSA take-up

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	4,510	*3.5*	*84.4*	835	*5.0*	*15.6*	5,345	*3.7*
ARCH	Architecture, building, planning	2,810	*2.2*	*90.3*	300	*1.8*	*9.7*	3,110	*2.1*
BIOS	Biological sciences	5,715	*4.4*	*83.7*	1,115	*6.6*	*16.3*	6,830	*4.7*
COMP	Computer science	2,775	*2.2*	*81.0*	650	*3.9*	*19.0*	3,430	*2.4*
ENGI	Engineering, technology	8,445	*6.6*	*92.5*	680	*4.1*	*7.5*	9,125	*6.3*
MATH	Mathematical sciences	365	*0.3*	*83.5*	70	*0.4*	*16.5*	435	*0.3*
MEDI	Medicine, dentistry	260	*0.2*	*87.0*	40	*0.2*	*13.0*	300	*0.2*
PHYS	Physical sciences	1,510	*1.2*	*84.6*	275	*1.6*	*15.4*	1,785	*1.2*
SUBJ	Subjects allied to medicine	37,050	*28.8*	*90.3*	3,975	*23.6*	*9.7*	41,025	*28.2*
VETS	Veterinary science	0	*0.0*	..	0	*0.0*	..	0	*0.0*
SET	SET total	63,440	*49.3*	*88.9*	7,940	*47.2*	*11.1*	71,385	*49.0*
Non-SET									
BUSI	Business, administrative studies	11,120	*8.6*	*90.3*	1,190	*7.1*	*9.7*	12,310	*8.5*
COMB	Combined	14,005	*10.9*	*89.3*	1,680	*10.0*	*10.7*	15,685	*10.8*
ARTS	Creative arts, design	4,085	*3.2*	*78.5*	1,115	*6.6*	*21.5*	5,200	*3.6*
EDUC	Education	14,530	*11.3*	*88.6*	1,865	*11.1*	*11.4*	16,395	*11.3*
HIST	Historical, philosophical studies	1,965	*1.5*	*85.7*	325	*1.9*	*14.3*	2,290	*1.6*
LANG	Languages	8,485	*6.6*	*93.6*	580	*3.5*	*6.4*	9,065	*6.2*
LAW	Law	1,350	*1.1*	*85.8*	225	*1.3*	*14.2*	1,575	*1.1*
COMM	Mass comms, documentation	395	*0.3*	*81.4*	90	*0.5*	*18.6*	485	*0.3*
SOCI	Social studies	9,375	*7.3*	*84.0*	1,790	*10.6*	*16.0*	11,165	*7.7*
NSET	Non-SET total	65,310	*50.7*	*88.0*	8,870	*52.8*	*12.0*	74,180	*51.0*
All subject areas									
All	All subject areas	128,750	*100.0*	*88.5*	16,810	*100.0*	*11.5*	145,560	*100.0*

Additional data by DSA take-up and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of other undergraduates who disclosed as disabled



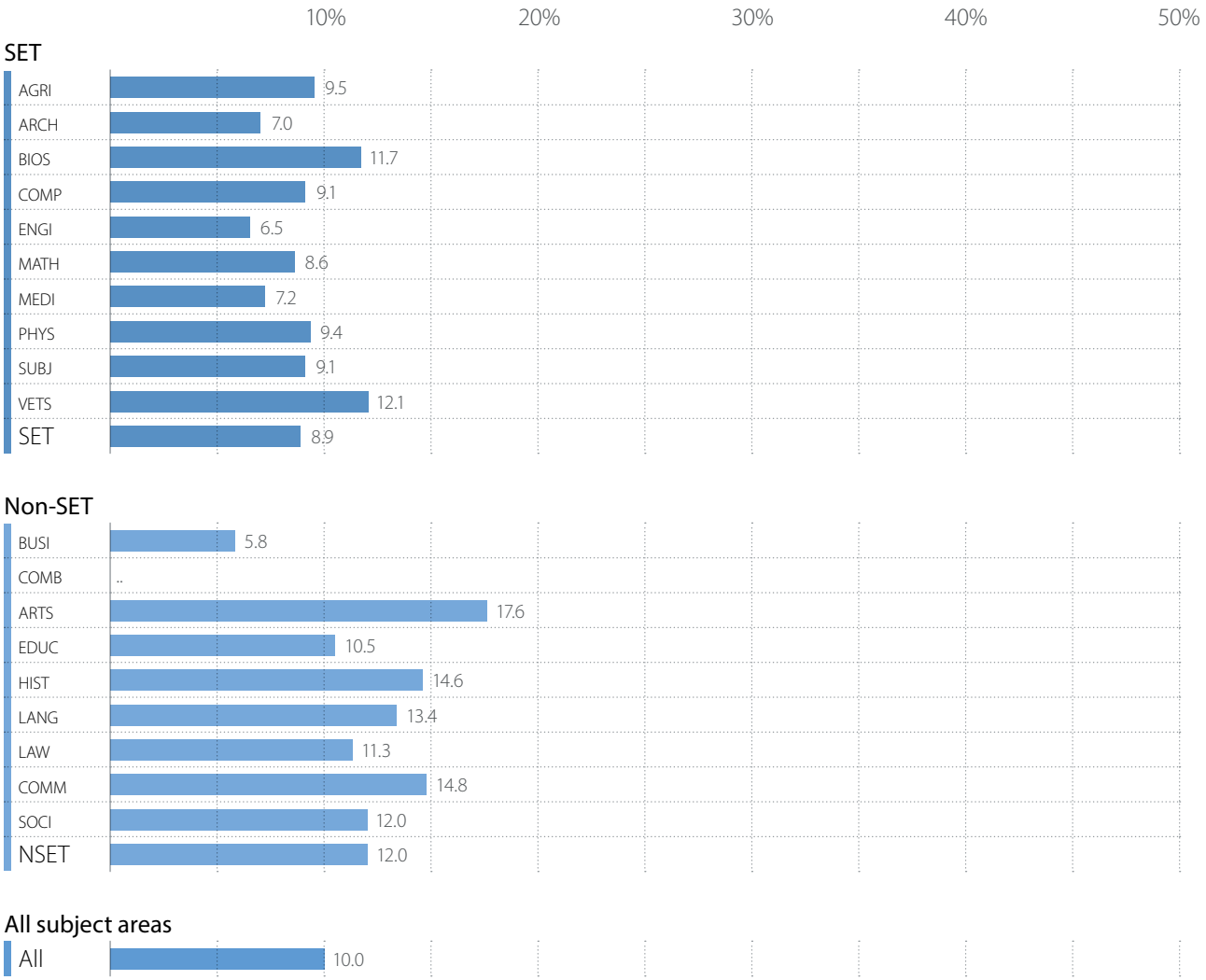
2.11 Research postgraduate students by subject area and disability status and DSA take-up

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	750	0.7	90.5	80	0.7	9.5	830	0.7
ARCH	Architecture, building, planning	1,765	1.7	93.0	135	1.2	7.0	1,900	1.7
BIOS	Biological sciences	13,880	13.7	88.3	1,830	16.2	11.7	15,715	13.9
COMP	Computer science	4,570	4.5	90.9	455	4.0	9.1	5,025	4.5
ENGI	Engineering, technology	13,405	13.2	93.5	930	8.2	6.5	14,335	12.7
MATH	Mathematical sciences	2,850	2.8	91.4	270	2.4	8.6	3,120	2.8
MEDI	Medicine, dentistry	7,995	7.9	92.8	620	5.5	7.2	8,615	7.6
PHYS	Physical sciences	12,260	12.1	90.6	1,270	11.2	9.4	13,535	12.0
SUBJ	Subjects allied to medicine	7,560	7.4	90.9	760	6.7	9.1	8,315	7.4
VETS	Veterinary science	325	0.3	87.9	45	0.4	12.1	370	0.3
SET	SET total	65,370	64.4	91.1	6,395	56.6	8.9	71,765	63.6
Non-SET									
BUSI	Business, administrative studies	6,410	6.3	94.2	395	3.5	5.8	6,805	6.0
COMB	Combined	15	0.0	..	0	0.0	..	15	0.0
ARTS	Creative arts, design	3,250	3.2	82.4	695	6.2	17.6	3,945	3.5
EDUC	Education	5,425	5.3	89.5	635	5.6	10.5	6,060	5.4
HIST	Historical, philosophical studies	5,975	5.9	85.4	1,020	9.0	14.6	6,995	6.2
LANG	Languages	4,655	4.6	86.6	720	6.4	13.4	5,375	4.8
LAW	Law	1,940	1.9	88.7	245	2.2	11.3	2,185	1.9
COMM	Mass comms, documentation	1,055	1.0	85.2	185	1.6	14.8	1,240	1.1
SOCI	Social studies	7,420	7.3	88.0	1,010	8.9	12.0	8,425	7.5
NSET	Non-SET total	36,145	35.6	88.0	4,905	43.4	12.0	41,050	36.4
All subject areas									
All	All subject areas	101,515	100.0	90.0	11,300	100.0	10.0	112,815	100.0

Additional data by DSA take-up and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of research postgraduates who disclosed as disabled



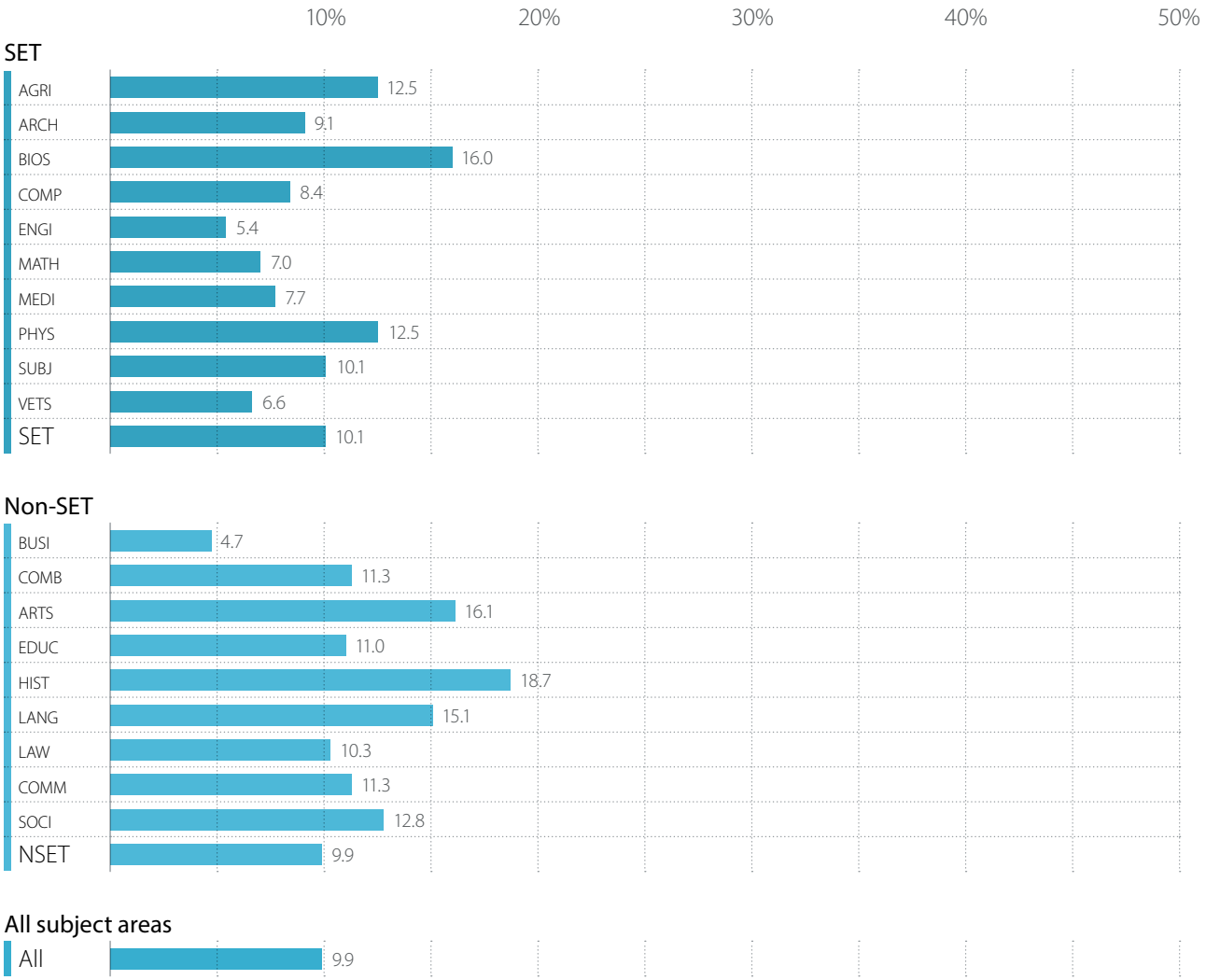
2.12 Taught postgraduate students by subject area and disability status and DSA take-up

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	2,430	*0.6*	*87.5*	345	*0.7*	*12.5*	2,775	*0.6*
ARCH	Architecture, building, planning	13,985	*3.3*	*90.9*	1,400	*3.0*	*9.1*	15,385	*3.3*
BIOS	Biological sciences	26,120	*6.1*	*84.0*	4,970	*10.6*	*16.0*	31,090	*6.6*
COMP	Computer science	15,425	*3.6*	*91.6*	1,405	*3.0*	*8.4*	16,830	*3.6*
ENGI	Engineering, technology	22,585	*5.3*	*94.6*	1,280	*2.7*	*5.4*	23,865	*5.0*
MATH	Mathematical sciences	3,955	*0.9*	*93.0*	300	*0.6*	*7.0*	4,255	*0.9*
MEDI	Medicine, dentistry	10,620	*2.5*	*92.3*	885	*1.9*	*7.7*	11,505	*2.4*
PHYS	Physical sciences	7,005	*1.6*	*87.5*	1,005	*2.1*	*12.5*	8,005	*1.7*
SUBJ	Subjects allied to medicine	61,810	*14.5*	*89.9*	6,910	*14.7*	*10.1*	68,725	*14.5*
VETS	Veterinary science	1,905	*0.4*	*93.4*	135	*0.3*	*6.6*	2,040	*0.4*
SET	SET total	165,835	*38.9*	*89.9*	18,640	*39.6*	*10.1*	184,475	*39.0*
Non-SET									
BUSI	Business, administrative studies	97,235	*22.8*	*95.3*	4,760	*10.1*	*4.7*	101,995	*21.6*
COMB	Combined	1,140	*0.3*	*88.7*	145	*0.3*	*11.3*	1,290	*0.3*
ARTS	Creative arts, design	20,205	*4.7*	*83.9*	3,885	*8.3*	*16.1*	24,095	*5.1*
EDUC	Education	58,635	*13.8*	*89.0*	7,210	*15.3*	*11.0*	65,845	*13.9*
HIST	Historical, philosophical studies	8,090	*1.9*	*81.3*	1,865	*4.0*	*18.7*	9,955	*2.1*
LANG	Languages	9,110	*2.1*	*84.9*	1,625	*3.5*	*15.1*	10,735	*2.3*
LAW	Law	16,500	*3.9*	*89.7*	1,900	*4.0*	*10.3*	18,405	*3.9*
COMM	Mass comms, documentation	10,010	*2.4*	*88.7*	1,275	*2.7*	*11.3*	11,285	*2.4*
SOCI	Social studies	39,100	*9.2*	*87.2*	5,745	*12.2*	*12.8*	44,845	*9.5*
NSET	Non-SET total	260,030	*61.1*	*90.1*	28,415	*60.4*	*9.9*	288,440	*61.0*
All subject areas									
All	All subject areas	425,865	*100.0*	*90.1*	47,050	*100.0*	*9.9*	472,915	*100.0*

Additional data by DSA take-up and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of taught postgraduates who disclosed as disabled

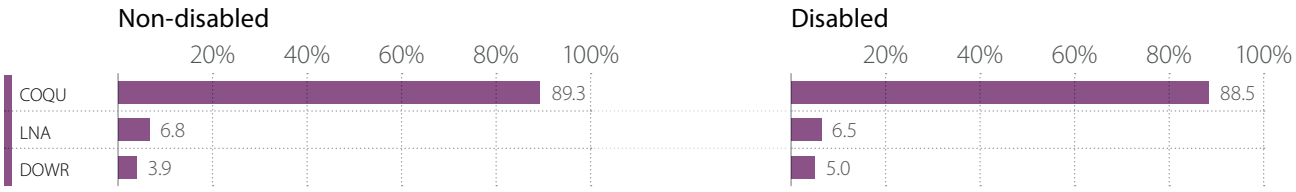


2.13 UK domiciled full-time first degree entrants by continuation category and disability status

← Domicile definition: see page 14
← Continuation definition: see page 16
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
COQU	Continue or qualify	319,540	*89.3*	*85.7*	53,290	*88.5*	*14.3*	372,835	*89.2*
LNA	Left with no award	24,340	*6.8*	*86.2*	3,895	*6.5*	*13.8*	28,235	*6.8*
DOWR	Dormant or writing-up	13,890	*3.9*	*82.1*	3,020	*5.0*	*17.9*	16,905	*4.0*
All	All categories	357,770	*100.0*	*85.6*	3,895	*100.0*	*14.4*	417,975	*100.0*

Proportions of disabled and non-disabled entrants in each continuation category

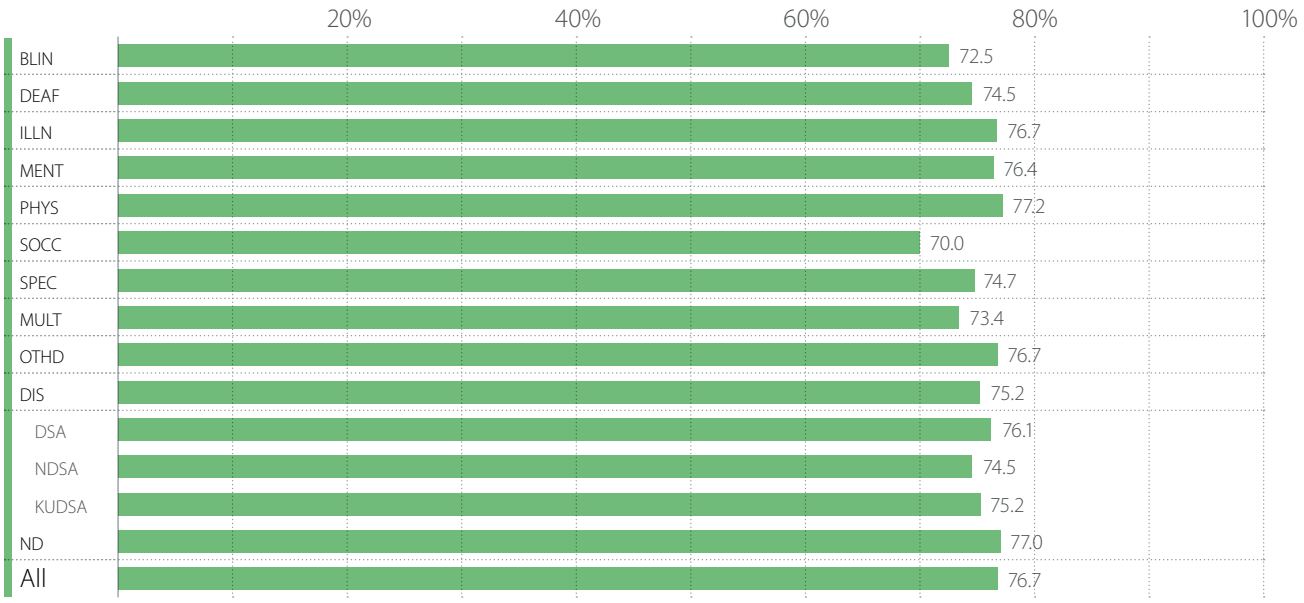


2.14 First degree undergraduate qualifiers by degree class, disability status, DSA take-up and impairment type

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Disability definition: see page 10
← Disabled students' allowance definition: see page 10
← Impairment type definition: see page 12

		First/2:1		2:2/third		All
		No.	→ %	No.	→ %	No.
BLIN	Blind or a serious visual impairment	425	*72.5*	160	*27.5*	590
DEAF	Deaf or a serious hearing impairment	660	*74.5*	225	*25.5*	890
ILLN	Long-standing illness or health condition	4,165	*76.7*	1,265	*23.3*	5,425
MENT	Mental health condition	12,175	*76.4*	3,765	*23.6*	15,940
PHYS	Physical impairment or mobility issues	1,125	*77.2*	335	*22.8*	1,460
SOCC	Social communication/autistic spectrum disorder	1,460	*70.0*	625	*30.0*	2,085
SPEC	Specific learning difficulty	17,470	*74.7*	5,925	*25.3*	23,395
MULT	Two or more conditions	3,710	*73.4*	1,345	*26.6*	5,055
OTHD	Another disability, impairment or medical condition	3,105	*76.7*	940	*23.3*	4,050
DIS	All disabled students	44,300	*75.2*	14,585	*24.8*	58,885
DSA	DSA	17,840	*76.1*	5,595	*23.9*	23,430
NDSA	No DSA	24,400	*74.5*	8,350	*25.5*	32,755
KDSA	Known DSA status	42,240	*75.2*	13,945	*24.8*	56,185
ND	Non-disabled students	264,530	*77.0*	79,090	*23.0*	343,620
All	All students	308,830	*76.7*	93,675	*23.3*	402,505

Proportions of qualifiers who received a first/2:1

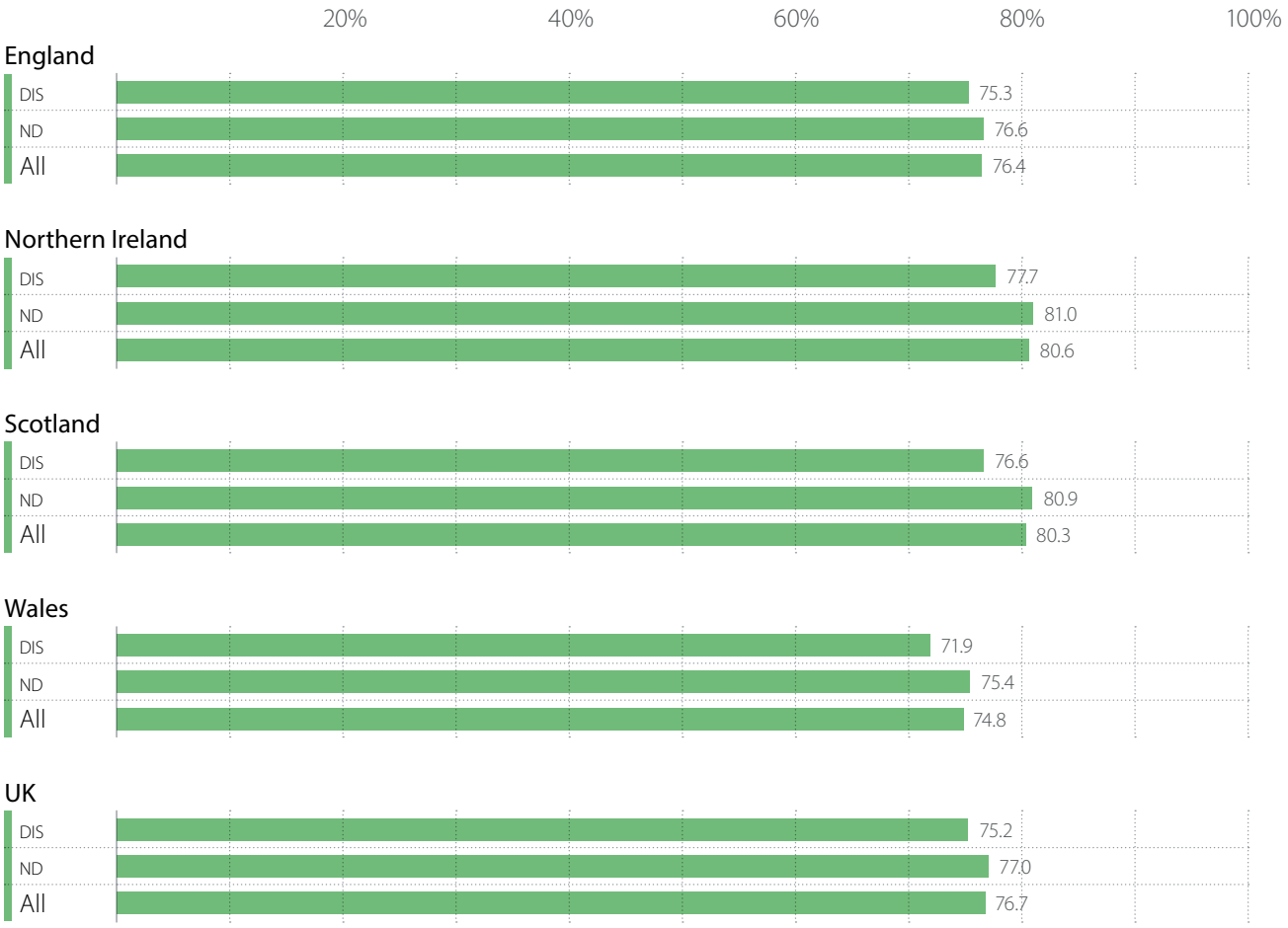


2.15 First degree undergraduate qualifiers by country of institution, degree class and disability status

← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16
← Disability definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
England												
DIS	Disabled	38,010	*75.3*	13,305	*26.4*	24,700	*48.9*	10,160	*20.1*	2,320	*4.6*	50,490
ND	Non-disabled	224,480	*76.6*	84,305	*28.8*	140,175	*47.9*	55,395	*18.9*	12,985	*4.4*	292,860
All	All students	262,485	*76.4*	97,610	*28.4*	164,875	*48.0*	65,560	*19.1*	15,305	*4.5*	343,355
Northern Ireland												
DIS	Disabled	850	*77.7*	265	*24.2*	585	*53.5*	205	*18.7*	40	*3.7*	1,090
ND	Non-disabled	6,475	*81.0*	2,235	*28.0*	4,240	*53.0*	1,340	*16.8*	180	*2.3*	7,995
All	All students	7,325	*80.6*	2,500	*27.5*	4,825	*53.1*	1,545	*17.0*	220	*2.4*	9,090
Scotland												
DIS	Disabled	3,110	*76.6*	985	*24.2*	2,125	*52.3*	795	*19.6*	155	*3.8*	4,060
ND	Non-disabled	19,800	*80.9*	7,095	*29.0*	12,705	*51.9*	3,960	*16.2*	720	*2.9*	24,475
All	All students	22,910	*80.3*	8,080	*28.3*	14,830	*52.0*	4,755	*16.7*	875	*3.1*	28,535
Wales												
DIS	Disabled	2,330	*71.9*	805	*24.8*	1,530	*47.2*	745	*23.0*	165	*5.0*	3,240
ND	Non-disabled	13,780	*75.4*	5,240	*28.7*	8,540	*46.7*	3,740	*20.5*	765	*4.2*	18,290
All	All students	16,110	*74.8*	6,045	*28.1*	10,070	*46.8*	4,490	*20.8*	930	*4.3*	21,530
UK												
DIS	Disabled	44,300	*75.2*	15,360	*26.1*	28,940	*49.1*	11,910	*20.2*	2,680	*4.5*	58,885
ND	Non-disabled	264,530	*77.0*	98,870	*28.8*	165,660	*48.2*	64,440	*18.8*	14,650	*4.3*	343,620
All	All students	308,830	*76.7*	114,230	*28.4*	194,600	*48.3*	76,345	*19.0*	17,330	*4.3*	402,505

Proportions of qualifiers who received a first/2:1



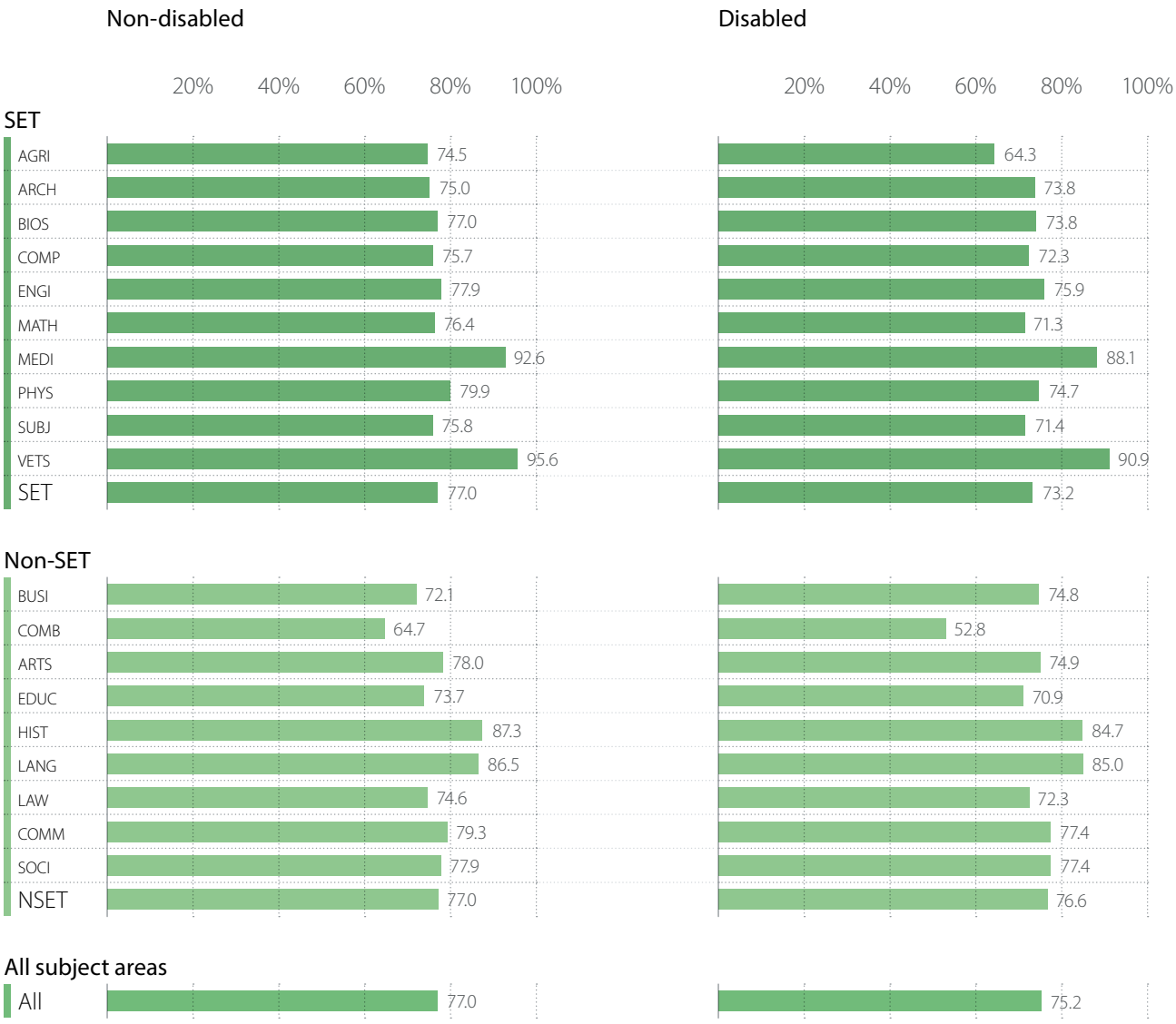
2.16 First degree undergraduate qualifiers by subject area, degree class and disability status

← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16
← Disability definition: see page 10

		Non-disabled				Disabled				
		First/2:1		2:2/third		First/2:1		2:2/third		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET										
AGRI	Agriculture, related subjects	1,730	*74.5*	590	*25.5*	375	*64.3*	210	*35.7*	2,905
ARCH	Architecture, building, planning	5,300	*75.0*	1,770	*25.0*	710	*73.8*	250	*26.2*	8,035
BIOS	Biological sciences	28,620	*77.0*	8,570	*23.0*	5,325	*73.8*	1,890	*26.2*	44,405
COMP	Computer science	11,675	*75.7*	3,750	*24.3*	1,760	*72.3*	675	*27.7*	17,860
ENGI	Engineering, technology	18,460	*77.9*	5,230	*22.1*	1,920	*75.9*	610	*24.1*	26,220
MATH	Mathematical sciences	5,865	*76.4*	1,805	*23.6*	650	*71.3*	260	*28.7*	8,585
MEDI	Medicine, dentistry	1,480	*92.6*	120	*7.4*	180	*88.1*	25	*11.9*	1,800
PHYS	Physical sciences	11,830	*79.9*	2,975	*20.1*	2,015	*74.7*	685	*25.3*	17,505
SUBJ	Subjects allied to medicine	27,355	*75.8*	8,740	*24.2*	4,525	*71.4*	1,810	*28.6*	42,430
VETS	Veterinary science	215	*95.6*	10	*4.4*	30	*90.9*	5	*9.1*	260
SET	SET total	112,530	*77.0*	33,560	*23.0*	17,490	*73.2*	6,415	*26.8*	170,000
Non-SET										
BUSI	Business, administrative studies	42,175	*72.1*	16,345	*27.9*	3,950	*74.8*	1,330	*25.2*	63,800
COMB	Combined	1,260	*64.7*	685	*35.3*	300	*52.8*	270	*47.2*	2,515
ARTS	Creative arts, design	24,960	*78.0*	7,060	*22.0*	6,685	*74.9*	2,240	*25.1*	40,945
EDUC	Education	9,420	*73.7*	3,355	*26.3*	1,635	*70.9*	675	*29.1*	15,080
HIST	Historical, philosophical studies	12,045	*87.3*	1,745	*12.7*	2,840	*84.7*	515	*15.3*	17,140
LANG	Languages	14,145	*86.5*	2,200	*13.5*	2,900	*85.0*	510	*15.0*	19,765
LAW	Law	11,775	*74.6*	4,005	*25.4*	1,705	*72.3*	650	*27.7*	18,135
COMM	Mass comms, documentation	7,230	*79.3*	1,890	*20.7*	1,370	*77.4*	400	*22.6*	10,890
SOCI	Social studies	29,000	*77.9*	8,240	*22.1*	5,420	*77.4*	1,585	*22.6*	44,245
NSET	Non-SET total	152,000	*77.0*	45,530	*23.0*	26,805	*76.6*	8,170	*23.4*	232,510
All subject areas										
All	All subject areas	264,530	*77.0*	79,090	*23.0*	44,295	*75.2*	14,585	*24.8*	402,510

Additional data by detailed degree class is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of qualifiers who received a first/2:1



2.17 Graduate outcome leavers by leaving destination and age group

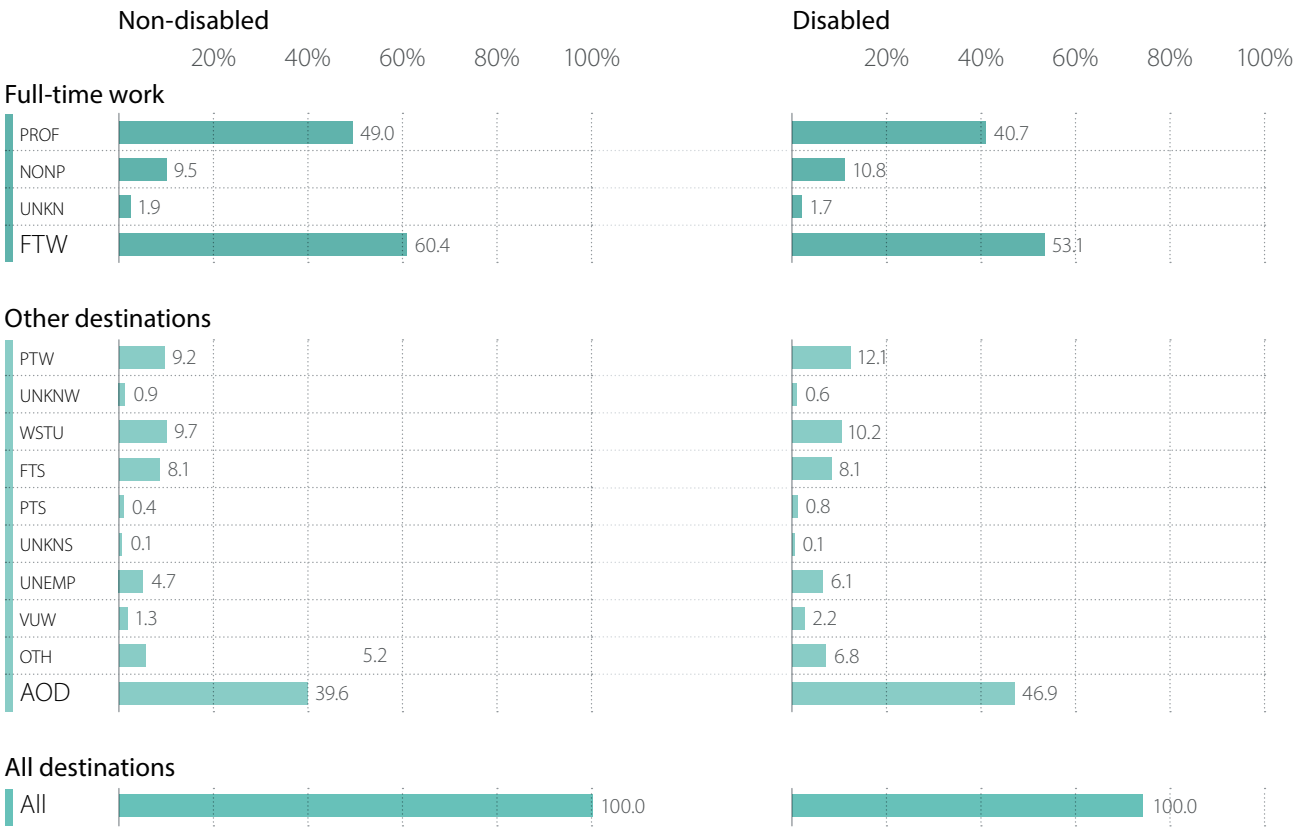
← Disability definition: see page 10

← Graduate outcomes definition: see page 17

		Non-disabled		Disabled		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %
Full-time work							
PROF	Professional full-time work	154,585	*49.0*	19,150	*40.7*	173,740	*47.9*
NONP	Non-professional full-time work	29,865	*9.5*	5,075	*10.8*	34,940	*9.6*
UNKN	Unknown full-time work	5,940	*1.9*	785	*1.7*	6,725	*1.9*
FTW	All full-time work	190,395	*60.4*	25,010	*53.1*	215,405	*59.4*
Other destinations							
PTW	Part-time work	29,120	*9.2*	5,690	*12.1*	5,690	*9.6*
UNKNW	Unknown pattern of work	2,860	*0.9*	270	*0.6*	270	*0.9*
WSTU	Work and further study	30,520	*9.7*	4,785	*10.2*	4,785	*9.7*
FTS	Full-time study	25,440	*8.1*	3,835	*8.1*	3,835	*8.1*
PTS	Part-time study	1,390	*0.4*	360	*0.8*	360	*0.5*
UNKNS	Unknown pattern of study	230	*0.1*	30	*0.1*	30	*0.1*
UNEMP	Unemployed	14,780	*4.7*	2,865	*6.1*	2,865	*4.9*
VUW	Voluntary or unpaid work	4,130	*1.3*	1,040	*2.2*	1,040	*1.4*
OTH	Other	16,440	*5.2*	3,195	*6.8*	3,195	*5.4*
AOD	All other destinations	124,910	*39.6*	22,070	*46.9*	22,070	*40.6*
All destinations							
All	All destinations	315,305	*100.0*	47,080	*100.0*	362,385	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers in each leaving destination



2.18 Graduate outcome leavers (excluding significant interim study) by leaving destination and disability status

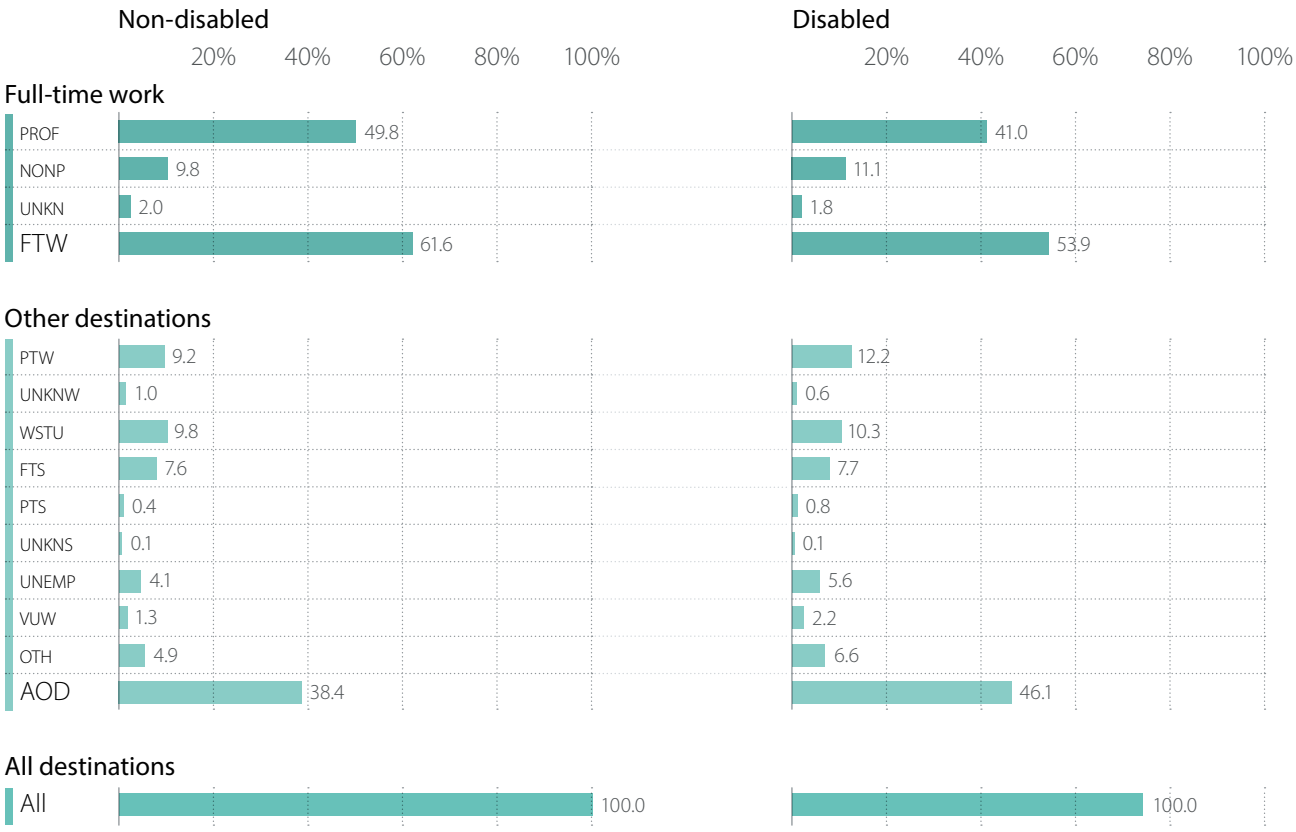
← Disability definition: see page 10

← Graduate outcomes definition: see page 17

		Non-disabled		Disabled		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %
Full-time work							
PROF	Professional full-time work	143,960	*49.8*	17,690	*41.0*	161,650	*48.7*
NONP	Non-professional full-time work	28,265	*9.8*	4,780	*11.1*	33,045	*9.9*
UNKN	Unknown full-time work	5,845	*2.0*	765	*1.8*	6,615	*2.0*
FTW	All full-time work	178,070	*61.6*	23,235	*53.9*	201,305	*60.6*
Other destinations							
PTW	Part-time work	26,590	*9.2*	5,250	*12.2*	5,250	*9.6*
UNKNW	Unknown pattern of work	2,835	*1.0*	270	*0.6*	270	*0.9*
WSTU	Work and further study	28,460	*9.8*	4,460	*10.3*	4,460	*9.9*
FTS	Full-time study	21,925	*7.6*	3,345	*7.7*	3,345	*7.6*
PTS	Part-time study	1,280	*0.4*	340	*0.8*	340	*0.5*
UNKNS	Unknown pattern of study	230	*0.1*	30	*0.1*	30	*0.1*
UNEMP	Unemployed	11,810	*4.1*	2,420	*5.6*	2,420	*4.3*
VUW	Voluntary or unpaid work	3,650	*1.3*	955	*2.2*	955	*1.4*
OTH	Other	14,195	*4.9*	2,845	*6.6*	2,845	*5.1*
AOD	All other destinations	110,970	*38.4*	19,905	*46.1*	19,905	*39.4*
All destinations							
All	All destinations	289,040	*100.0*	43,145	*100.0*	332,185	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers (excluding significant interim study) in each leaving destination



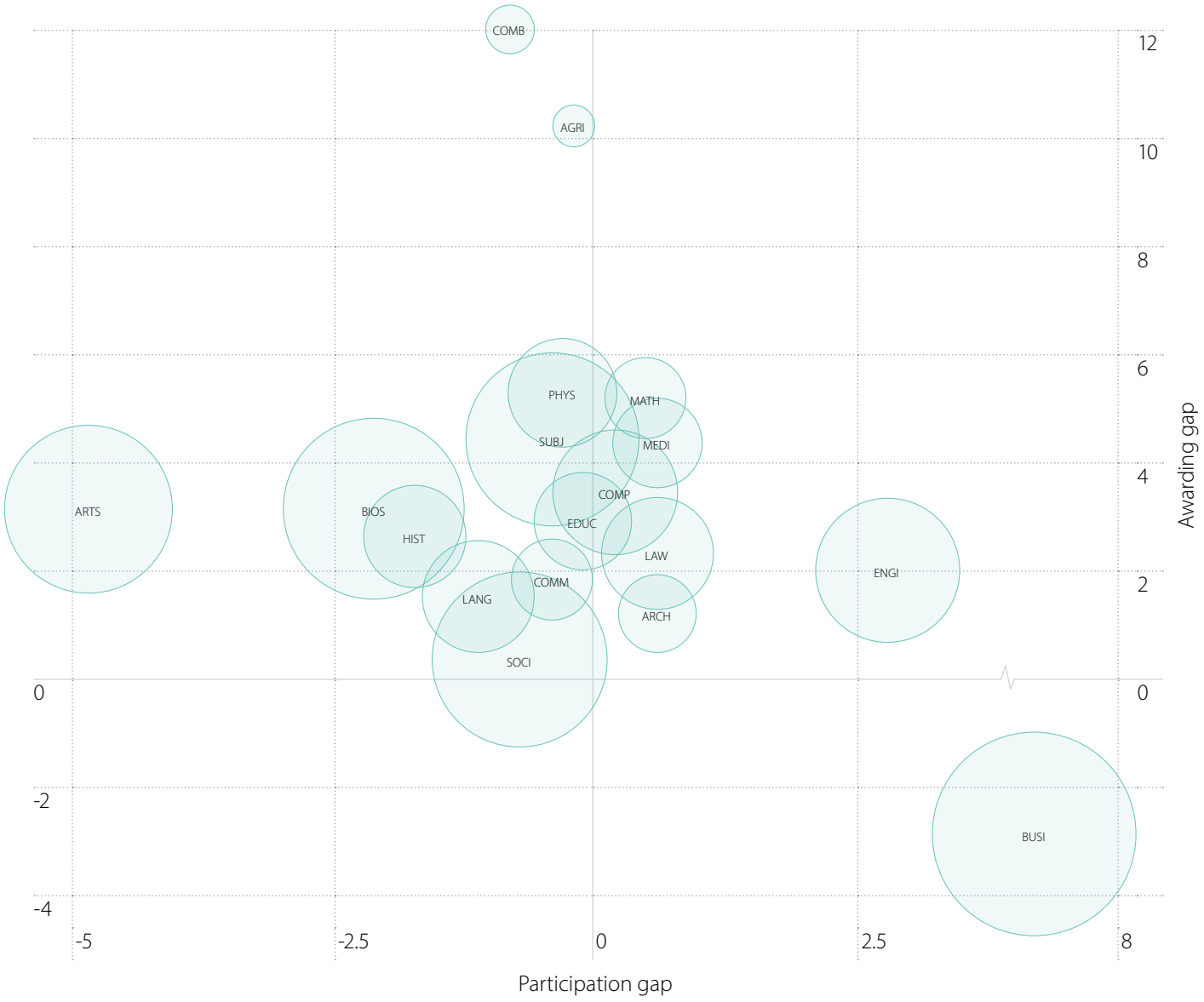
2.19

Participation and awarding gaps between disabled and non-disabled students by subject area

← Bubble chart definition: see page 4
← Disability definition: see page 10
← Subject areas definition: see page 15
← Degree attainment definition: see page 16

		Participation gap	Awarding gap	Students (size of bubble)
Subject area				
AGRI	Agriculture, related subjects	*-0.2*	*10.2*	10,375
ARCH	Architecture, building, planning	*0.6*	*1.2*	34,950
BIOS	Biological sciences	*-2.1*	*3.1*	188,120
COMP	Computer science	*0.2*	*3.4*	89,450
ENGI	Engineering, technology	*2.8*	*2.0*	117,850
MATH	Mathematical sciences	*0.5*	*5.1*	38,100
MEDI	Medicine, dentistry	*0.6*	*4.4*	47,335
PHYS	Physical sciences	*-0.3*	*5.2*	71,520
SUBJ	Subjects allied to medicine	*-0.4*	*4.4*	172,380
VETS	Veterinary science	*0.0*	*4.7*	5,990
BUSI	Business, administrative studies	*0.0*	*-2.8*	237,370
COMB	Combined	*0.0*	*12.0*	14,770
ARTS	Creative arts, design	*7.2*	*3.1*	148,590
EDUC	Education	*-0.8*	*2.9*	54,525
HIST	Historical, philosophical studies	*-4.8*	*2.6*	62,720
LANG	Languages	*-0.1*	*1.5*	74,190
LAW	Law	*-1.7*	*2.3*	73,090
COMM	Mass comms, documentation	*-1.1*	*1.8*	38,300
SOCI	Social studies	*0.6*	*0.5*	173,045

Disabled and non-disabled students participation and awarding gaps by subject area



Ethnicity

Paralleling the overall increase in student numbers, the proportion of students who identified as Black, Asian and minority ethnic (BAME) has steadily increased since 2003/04. BAME students were better represented among first degree undergraduates and taught postgraduates than other undergraduates and research postgraduates, and within SET than non-SET subjects. There were pronounced differences in continuation and degree awarding outcomes for white and BAME students, with lower rates of BAME students continuing or qualifying and receiving a first/2:1 compared with their white peers. However, outcomes varied considerably by ethnic group, with particularly wide gaps observed between white and Black students in relation to continuation and degree attainment.

This section presents ethnicity data for UK domiciled students only. This is because it is only compulsory to collect ethnicity data for UK domiciled students (although these students can also choose not to disclose). Non-white groups have been aggregated into a single BAME group, though additional detail by the ethnic categories used in the 2011 census is also presented where possible. White minority ethnic groups have been aggregated into the white group.

Additional detail for select tables in this section, such as by more detailed ethnic categories and by first year students, is available at: **www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables**

A list of the additional information included in the online tables can be found in the **Online data tables** section.

3.1 Overall figures: 98.5% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information was known, 24.3% identified as BAME. BAME representation varied considerably by country, from over a quarter of UK domiciled students studying in England (27.7%) to just 3.6% in Northern Ireland.

3.3 Trends: In 2018/19, 454,110 UK domiciled students identified as BAME, representing a 73.4% increase from 2003/04 numbers. The proportions of students who were Asian or Black have seen the most growth among ethnic groups in this time period, with the proportions for both increasing by 3.2 and 2.9 percentage points respectively. In comparison, the proportion of students who were mixed ethnicity grew by 2.7 percentage points, and other ethnic group by 0.8 percentage points. The proportion of UK domiciled Chinese students decreased by 0.1 percentage points.

3.4 BAME ethnic groups: 42.7% of BAME UK domiciled students were Asian, of which the large majority were Indian (14.1%) and Pakistani (13.5%); only 6.1% of BAME students were Bangladeshi. A further 30.2% were Black, most of whom were from a Black African background (22.7% of BAME UK domiciled students). Black Caribbean students were much less represented, constituting 6.0% of BAME UK domiciled students overall. 16.7% of BAME UK domiciled students were from a mixed background, 3.5% were Chinese, and 6.9% identified as an ethnic group other than those listed.

3.5 Degree level: BAME representation was relatively high among first degree undergraduates and taught postgraduates (25.5% and 23.0%, respectively). It was markedly lower among research postgraduate (18.1%) and other undergraduate (16.9%) students.

3.5 Mode: Overall, a larger proportion of white students studied part-time than BAME students (26.2% compared with 17.4%, a difference of 8.7 percentage points). Except for research postgraduates, this was true across all degree levels, with the largest difference at other undergraduate level (72.0% of white students studied part-time compared with 58.8% of BAME students).

3.6–3.10 Subject areas: A higher proportion of BAME students studied SET subjects than white students (50.7% compared with 47.4%). 26.9% of SET first degree undergraduates were BAME, while at the other undergraduate level they comprised just 17.4%. Similarly, BAME students were better represented among SET students studying at the taught postgraduate level (24.9%) than the research postgraduate level (18.5%). BAME representation also varied widely by SET subject area. For example, 38.7% of all students studying medicine and dentistry, 28.8% in subjects allied to medicine, and 28.5% in computer science were BAME. In contrast, only 6.0% of UK domiciled students studying veterinary science and 5.8% of those in agriculture and related subjects were BAME.

While BAME students comprised 23.1% of non-SET students overall, they were markedly underrepresented in subjects such as historical and philosophical studies (12.3%). In contrast, around one in three students studying law (35.0%) and business and administrative studies (33.2%) were BAME. Notably, the proportion of research postgraduates who were BAME was lower than the proportion among first degree undergraduates in each of the non-SET subject areas apart from combined subjects. This difference was particularly pronounced among law students, with a 10.9 percentage point difference in the proportion of first degree undergraduates who were BAME compared with research postgraduates.

3.11–3.12 Continuation rates: Among UK domiciled full-time first degree entrants, a higher proportion of white students continued or qualified (90.2%) than BAME students overall (86.7%). However, continuation rates varied considerably by ethnic group. The lowest rate of continuation was among Bangladeshi (82.9%) and those from another Black background (81.5%). In contrast, 93.9% of Chinese and 91.2% of Indian entrants continued or qualified.

3.13, 3.15 Degree attainment: Overall, 81.4% of white students received a first/2:1 compared with 68.0% of BAME students, representing a BAME degree awarding gap of 13.3 percentage points. The proportion of both white and BAME students receiving a first/2:1 increased since the previous year. However, the awarding gap remained unchanged, from 13.2 percentage points in 2017/18. Degree attainment differed widely by ethnic group. The awarding gap was particularly pronounced for qualifiers from a Black African (23.3 percentage points), Black Caribbean (19.2 percentage points) and other Black background (24.4 percentage points) compared to white qualifiers. The degree awarding gap was much narrower for Chinese (4.4 percentage points), mixed (4.8 percentage points) and Asian Indian qualifiers (4.8 percentage points).

3.14 Degree attainment by country of institution: The awarding gap between white and BAME first degree undergraduate qualifiers varied considerably by country of institution. The gap was widest in Northern Ireland, where 81.4% of white qualifiers received a first/2:1 compared with 67.2% of BAME qualifiers (a 14.2 percentage point gap). This was considerably lower than the 18.4 percentage point gap in 2017/18. In contrast, the BAME degree awarding gaps in Scotland and Wales were 9.7 and 10.4 percentage points, respectively, though overall BAME numbers in each of these countries were also much lower than those in England.

Notably, the awarding gap was widest for Black qualifiers in each country (England 22.8 percentage points, Northern Ireland 31.4 percentage points, Scotland 23.4 percentage points, and Wales 20.7 percentage points).

3.16–3.17 Degree attainment by subject area: Overall, the awarding gap between white and BAME students was wider in non-SET subjects than SET subjects (15.2 percentage points compared with 11.0 percentage points). The difference between BAME and white first degree undergraduate qualifiers receiving a first/2:1 was largest in education, business and administrative studies, architecture, building and planning (all at 17.5 percentage points) and combined subjects (22.4 percentage points). It was narrowest in medicine and dentistry (2.8 percentage points), followed by agriculture and related subjects (7.2 percentage points) and historical and philosophical studies (7.0 percentage points). Mathematical sciences saw a large change in the awarding gap, from one of the lowest gaps in 2017/18 (5.9 percentage points), to an 8.1 percentage point gap in 2018/19.

3.18 – 3.19 Graduate outcomes: Fifteen months after qualifying, roughly two thirds of white leavers were in full-time work (62.7%) compared with 55.4% of BAME leavers. Furthermore, a higher proportion of white leavers were in professional employment (50.1%) than BAME leavers (43.0%). However, the proportion of BAME leavers in some form of further study was higher than white leavers (18.1% compared with 16.5%). Nearly twice as many BAME leavers were unemployed 15 months after qualifying compared with white leavers (6.9% compared with 3.7%).

3.1

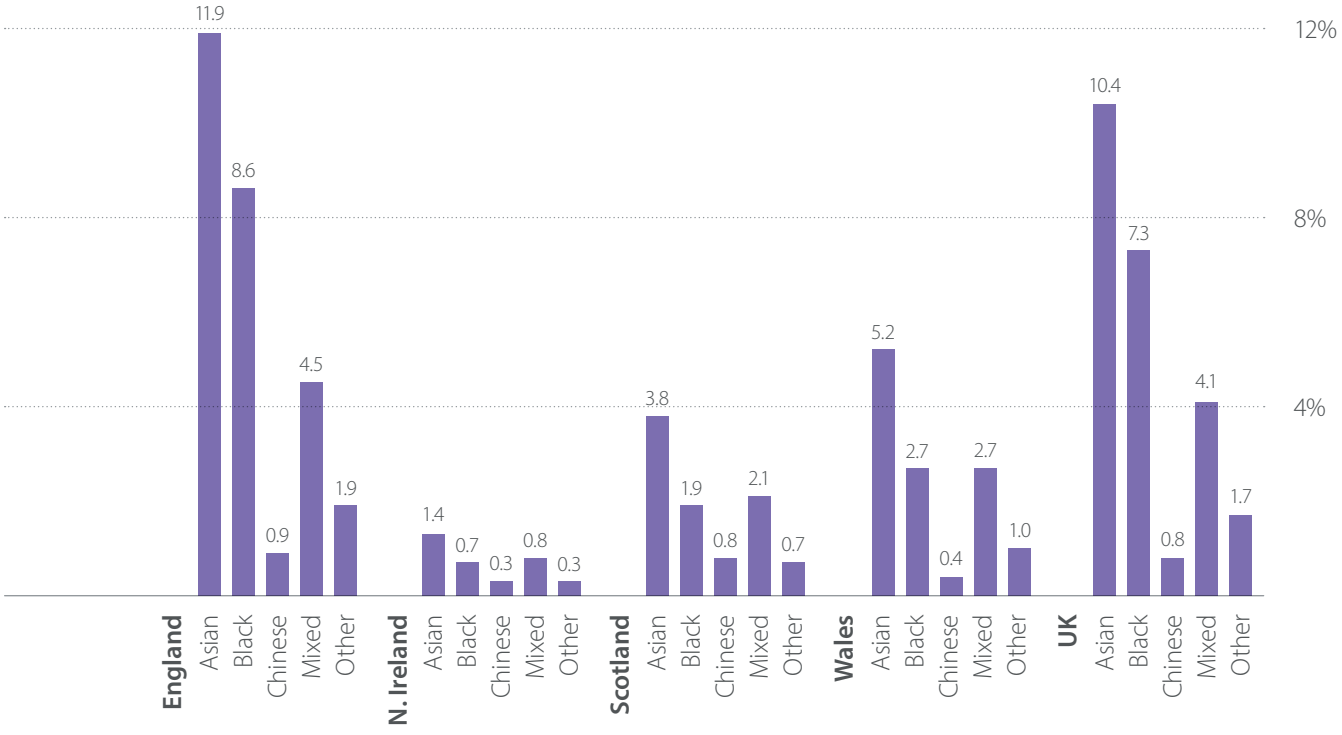
UK domiciled students by country of institution and ethnic group

	England		N. Ireland		Scotland		Wales		UK	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
White	1,098,780	*72.3*	47,170	*96.4*	172,815	*90.7*	96,340	*87.9*	1,415,105	*75.7*
BAME total	421,305	*27.7*	1,755	*3.6*	17,800	*9.3*	13,250	*12.1*	454,110	*24.3*
Asian	180,285	*11.9*	695	*1.4*	7,175	*3.8*	5,705	*5.2*	193,855	*10.4*
Bangaldeshi	25,615	*1.7*	40	*0.1*	365	*0.2*	1,500	*1.4*	27,515	*1.5*
Indian	60,150	*4.0*	270	*0.5*	1,950	*1.0*	1,635	*1.5*	64,000	*3.4*
Pakistani	56,515	*3.7*	135	*0.3*	3,380	*1.8*	1,285	*1.2*	61,310	*3.3*
Other	38,010	*2.5*	250	*0.5*	1,480	*0.8*	1,290	*1.2*	41,030	*2.2*
Black	130,205	*8.6*	340	*0.7*	3,650	*1.9*	2,990	*2.7*	137,185	*7.3*
African	97,365	*6.4*	270	*0.6*	3,225	*1.7*	2,185	*2.0*	103,050	*5.5*
Caribbean	26,230	*1.7*	35	*0.1*	210	*0.1*	585	*0.5*	27,060	*1.4*
Other	6,610	*0.4*	30	*0.1*	215	*0.1*	220	*0.2*	7,075	*0.4*
Chinese	13,695	*0.9*	165	*0.3*	1,515	*0.8*	475	*0.4*	15,850	*0.8*
Mixed	68,550	*4.5*	415	*0.8*	4,055	*2.1*	2,965	*2.7*	75,985	*4.1*
Other	28,565	*1.9*	140	*0.3*	1,410	*0.7*	1,115	*1.0*	31,230	*1.7*
Arab	11,400	*0.7*	45	*0.1*	595	*0.3*	505	*0.5*	12,540	*0.7*
Other	17,165	*1.1*	95	*0.2*	810	*0.4*	615	*0.6*	18,690	*1.0*
All students	1,520,085	*100.0*	48,920	*100.0*	190,615	*100.0*	109,590	*100.0*	1,869,210	*100.0*
Unknown	21,945	*1.4*	660	*1.3*	4,740	*2.4*	1,650	*1.5*	28,995	*1.5*

← Domicile definition: see page 14
← Country of institution definition: see page 14
← Ethnicity definition: see page 10

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students in each BAME ethnic group



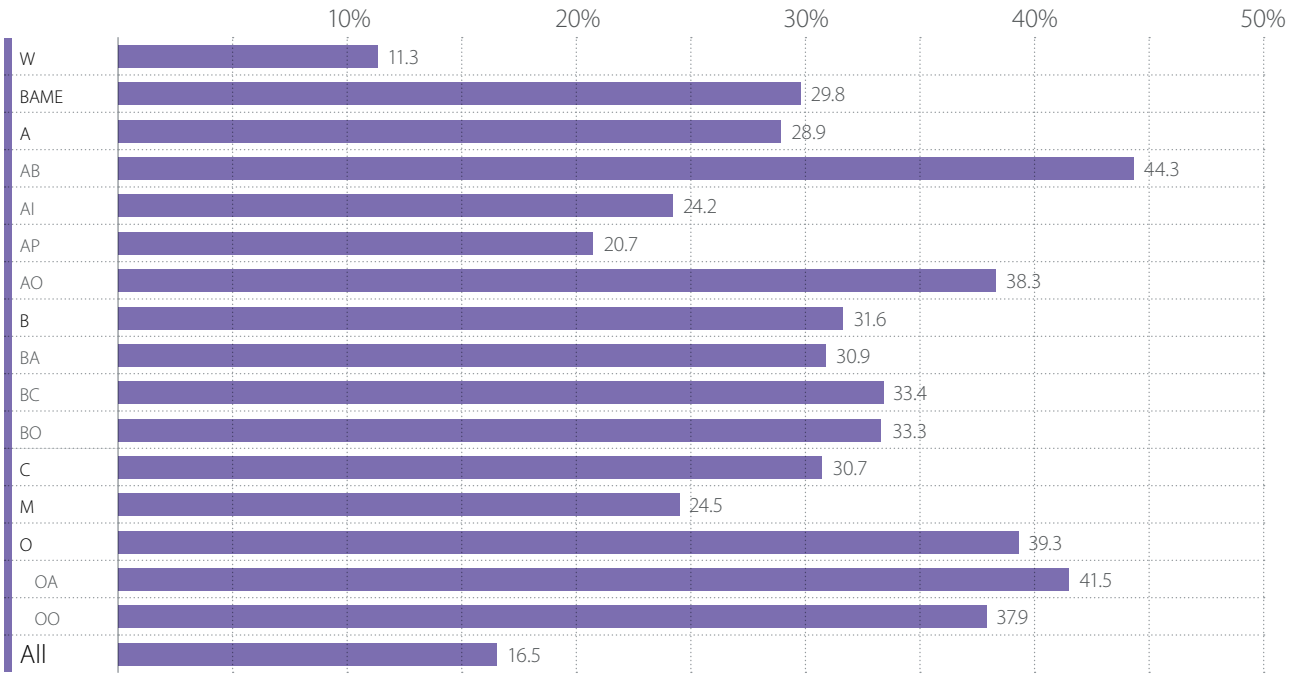
3.2 UK domiciled students in England by ethnic group

← Domicile definition: see page 14
← Country of institution definition: see page 14
← Ethnicity definition: see page 10

		London			England without London			England	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
W	White	124,695	*49.8*	*11.3*	974,085	*76.7*	*88.7*	1,098,780	*72.3*
BAME	BAME total	125,470	*50.2*	*29.8*	295,835	*23.3*	*70.2*	421,305	*27.7*
A	Asian	52,130	*20.8*	*28.9*	128,155	*10.1*	*71.1*	180,285	*11.9*
AB	Bangladeshi	11,335	*4.5*	*44.3*	14,275	*1.1*	*55.7*	25,615	*1.7*
AI	Indian	14,530	*5.8*	*24.2*	45,615	*3.6*	*75.8*	60,150	*4.0*
AP	Pakistani	11,695	*4.7*	*20.7*	44,820	*3.5*	*79.3*	56,515	*3.7*
AO	Other	14,565	*5.8*	*38.3*	23,440	*1.8*	*61.7*	38,010	*2.5*
B	Black	41,080	*16.4*	*31.6*	89,125	*7.0*	*68.4*	130,205	*8.6*
BA	African	30,105	*12.0*	*30.9*	67,260	*5.3*	*69.1*	97,365	*6.4*
BC	Caribbean	8,775	*3.5*	*33.4*	17,455	*1.4*	*66.6*	26,230	*1.7*
BO	Other	2,205	*0.9*	*33.3*	4,405	*0.3*	*66.7*	6,610	*0.4*
C	Chinese	4,210	*1.7*	*30.7*	9,490	*0.7*	*69.3*	13,695	*0.9*
M	Mixed	16,810	*6.7*	*24.5*	51,740	*4.1*	*75.5*	68,550	*4.5*
O	Other	11,240	*4.5*	*39.3*	17,325	*1.4*	*60.7*	28,565	*1.9*
OA	Arab	4,725	*1.9*	*41.5*	6,675	*0.5*	*58.5*	11,400	*0.7*
OO	Other	6,515	*2.6*	*37.9*	10,655	*0.8*	*62.1*	17,165	*1.1*
All	All students	250,165	*100.0*	*16.5*	1,269,920	*100.0*	*83.5*	1,520,085	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled BAME students in England who study in London



3.3 Profile of UK domiciled students over time by ethnic group

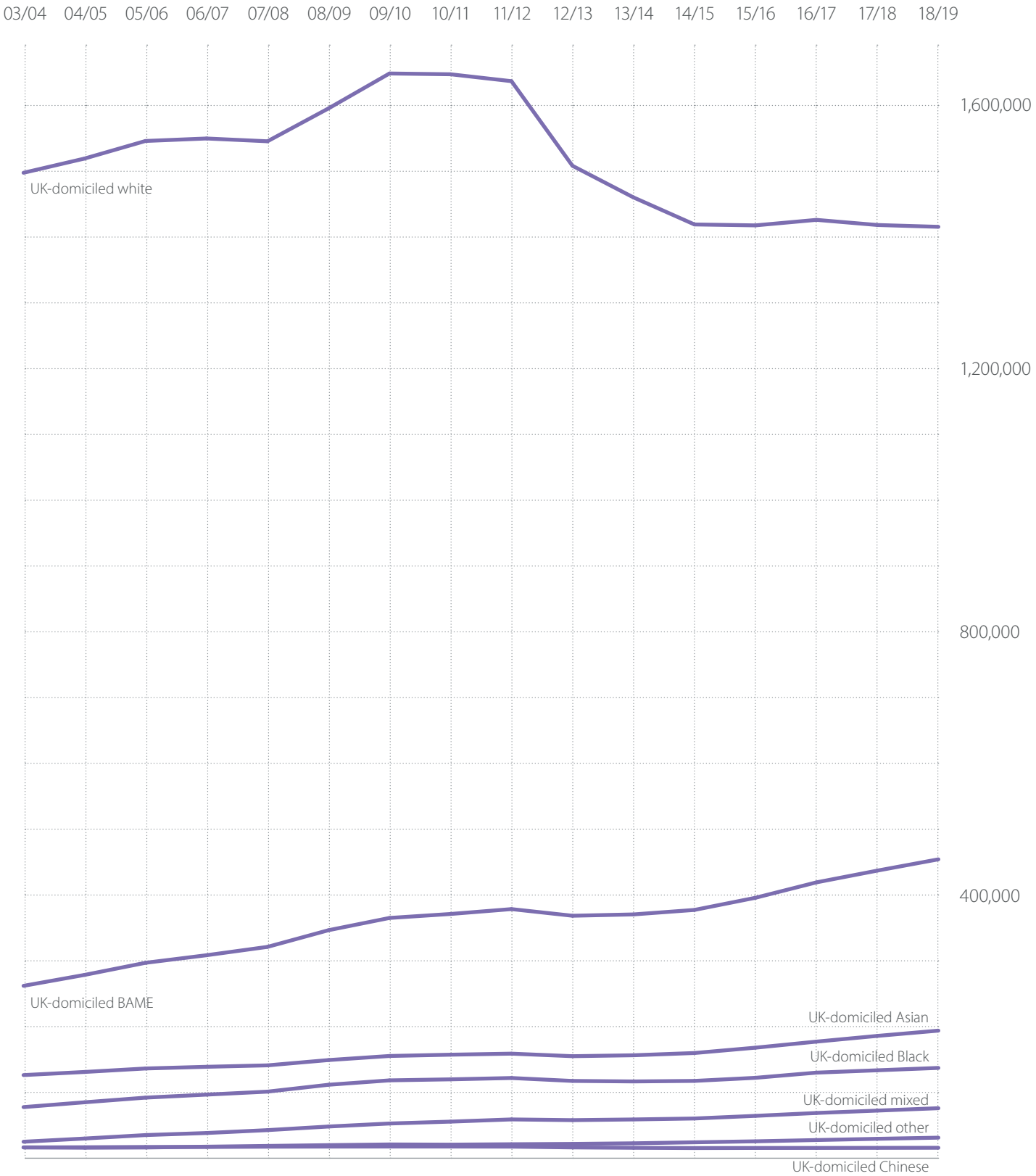
← Domicile definition: see page 14

← Ethnicity definition: see page 10

	White		BAME total		All students
	No.	→ %	No.	→ %	No.
2003/04	1,497,205	*85.1*	261,890	*14.9*	1,759,095
2004/05	1,518,815	*84.5*	278,485	*15.5*	1,797,300
2005/06	1,545,530	*83.9*	296,885	*16.1*	1,842,415
2006/07	1,549,310	*83.4*	308,405	*16.6*	1,857,715
2007/08	1,545,060	*82.8*	321,085	*17.2*	1,866,150
2008/09	1,594,980	*82.2*	346,410	*17.8*	1,941,390
2009/10	1,648,070	*81.9*	365,030	*18.1*	2,013,100
2010/11	1,646,875	*81.6*	371,075	*18.4*	2,017,950
2011/12	1,636,395	*81.2*	378,490	*18.8*	2,014,885
2012/13	1,507,845	*80.4*	368,390	*19.6*	1,876,235
2013/14	1,459,815	*79.8*	370,415	*20.2*	1,830,230
2014/15	1,418,685	*79.0*	377,225	*21.0*	1,795,910
2015/16	1,417,300	*78.2*	395,690	*21.8*	1,812,990
2016/17	1,425,665	*77.3*	419,105	*22.7*	1,844,770
2017/18	1,417,860	*76.4*	436,990	*23.6*	1,854,855
2018/19	1,415,105	*75.7*	454,110	*24.3*	1,869,210

	Asian		Black		Chinese		Mixed		Other	
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %
2003/04	126,295	*7.2*	77,660	*4.4*	16,410	*0.9*	25,040	*1.4*	16,485	*0.9*
2004/05	131,035	*7.3*	84,960	*4.7*	16,675	*0.9*	29,900	*1.7*	15,915	*0.9*
2005/06	136,325	*7.4*	92,040	*5.0*	17,090	*0.9*	35,155	*1.9*	16,270	*0.9*
2006/07	138,905	*7.5*	96,615	*5.2*	17,055	*0.9*	38,295	*2.1*	17,535	*0.9*
2007/08	141,070	*7.6*	101,155	*5.4*	17,510	*0.9*	42,670	*2.3*	18,680	*1.0*
2008/09	149,120	*7.7*	111,590	*5.7*	17,675	*0.9*	48,145	*2.5*	19,880	*1.0*
2009/10	155,325	*7.7*	118,290	*5.9*	17,750	*0.9*	52,730	*2.6*	20,930	*1.0*
2010/11	157,280	*7.8*	119,835	*5.9*	17,740	*0.9*	55,585	*2.8*	20,635	*1.0*
2011/12	158,865	*7.9*	121,855	*6.0*	17,585	*0.9*	58,940	*2.9*	21,245	*1.1*
2012/13	155,015	*8.3*	117,420	*6.3*	16,380	*0.9*	57,830	*3.1*	21,745	*1.2*
2013/14	156,410	*8.5*	116,655	*6.4*	15,805	*0.9*	58,895	*3.2*	22,655	*1.2*
2014/15	159,820	*8.9*	117,465	*6.5*	15,415	*0.9*	60,345	*3.4*	24,180	*1.3*
2015/16	167,935	*9.3*	122,150	*6.7*	15,575	*0.9*	64,350	*3.5*	25,680	*1.4*
2016/17	177,145	*9.6*	130,020	*7.0*	15,630	*0.8*	68,710	*3.7*	27,595	*1.5*
2017/18	185,845	*10.0*	133,590	*7.2*	15,730	*0.8*	72,335	*3.9*	29,490	*1.6*
2018/19	193,855	*10.4*	137,185	*7.3*	15,850	*0.8*	75,985	*4.1*	31,230	*1.7*

Numbers of UK domiciled students in each ethnic group over time



3.4 BAME UK domiciled students by ethnic group

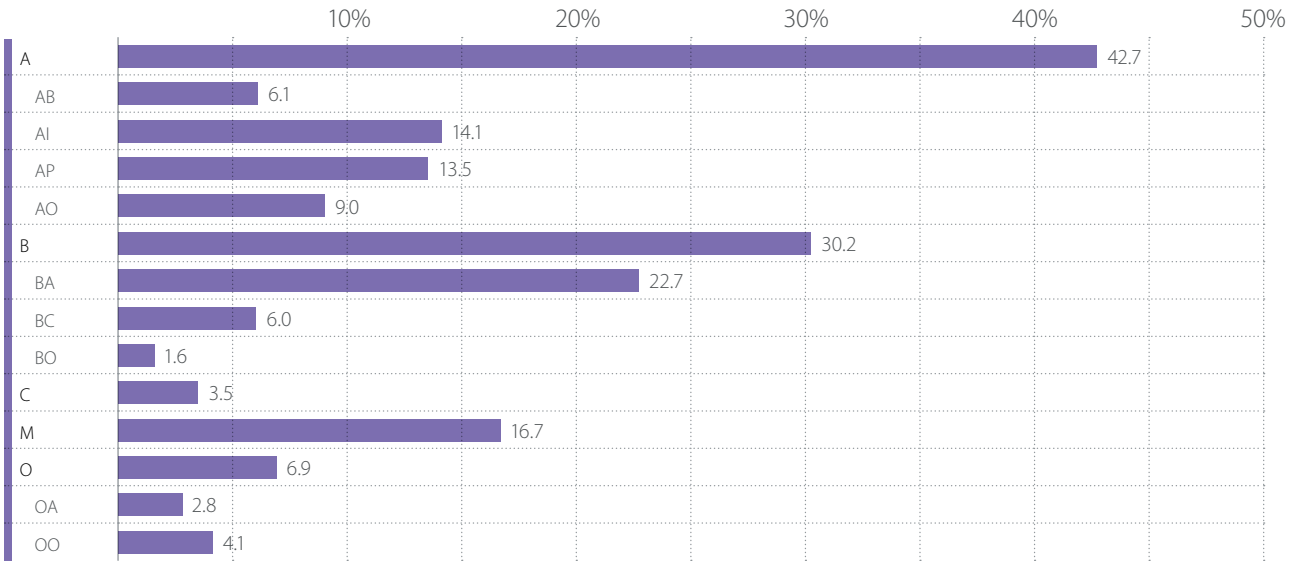
← Domicile definition: see page 14

← Ethnicity definition: see page 10

		No.	↓ %
A	Asian	193,855	*42.7*
AB	Bangladeshi	27,515	*6.1*
AI	Indian	64,000	*14.1*
AP	Pakistani	61,310	*13.5*
AO	Other	41,030	*9.0*
B	Black	137,185	*30.2*
BA	African	103,050	*22.7*
BC	Caribbean	27,060	*6.0*
BO	Other	7,075	*1.6*
C	Chinese	15,850	*3.5*
M	Mixed	75,985	*16.7*
O	Other	31,230	*6.9*
OA	Arab	12,540	*2.8*
OO	Other	18,690	*4.1*
BAME	BAME total	454,110	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of BAME UK domiciled students in each ethnic group



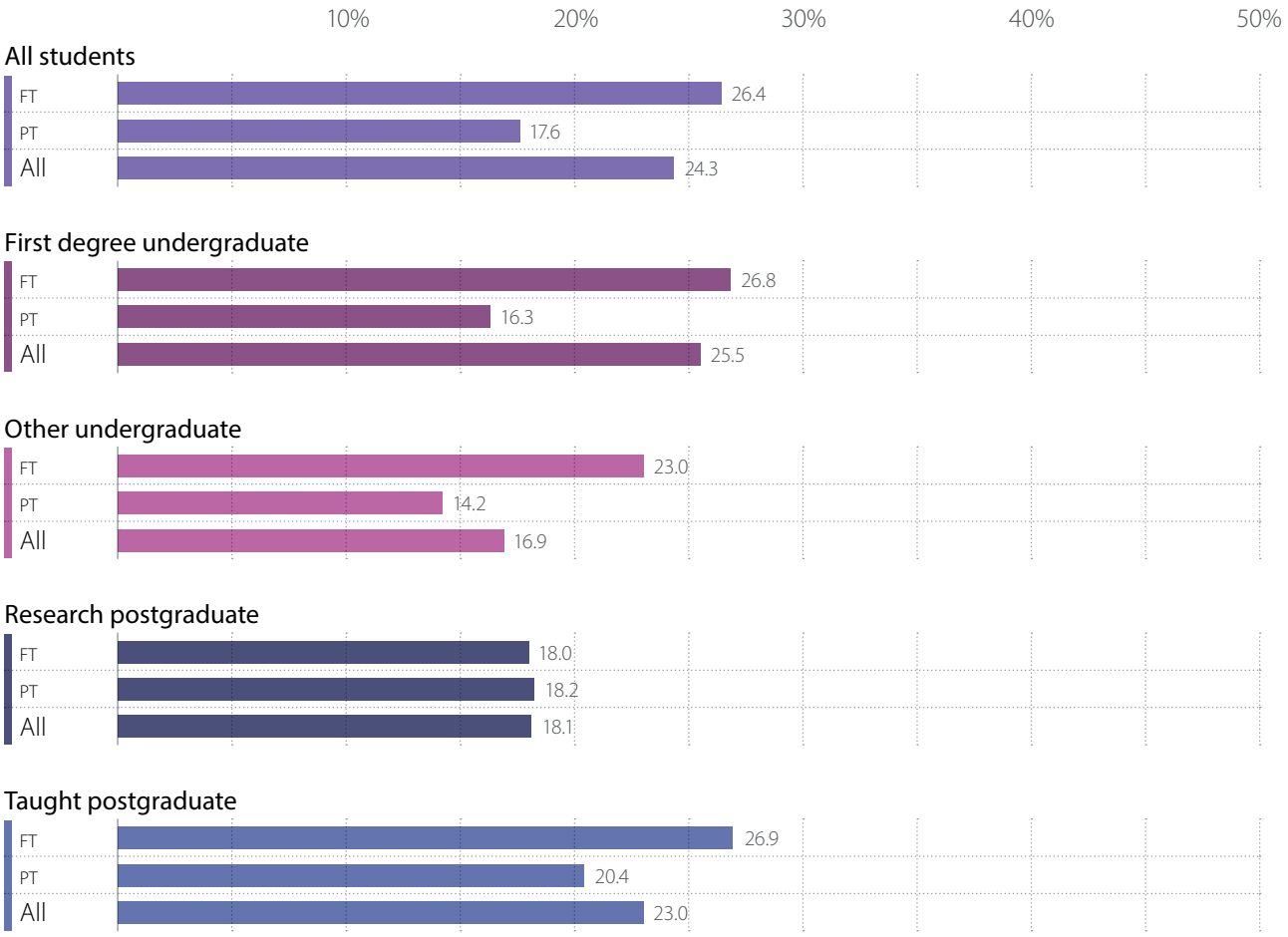
3.5 UK domiciled students by degree level, mode and BAME/white identity

← Domicile definition: see page 14
← Degree level definition: see page 14
← Mode of study definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students									
FT	Full-time	1,044,465	*73.8*	*73.6*	374,885	*82.6*	*26.4*	1,419,350	*75.9*
PT	Part-time	370,635	*26.2*	*82.4*	79,225	*17.4*	*17.6*	449,860	*24.1*
All	All modes	1,415,105	*100.0*	*75.7*	454,110	*100.0*	*24.3*	1,869,210	*100.0*
First degree undergraduate									
FT	Full-time	896,130	*86.7*	*73.2*	327,360	*92.5*	*26.8*	1,223,490	*88.2*
PT	Part-time	137,055	*13.3*	*83.7*	26,690	*7.5*	*16.3*	163,745	*11.8*
All	All modes	1,033,185	*100.0*	*74.5*	354,055	*100.0*	*25.5*	1,387,240	*100.0*
Other undergraduate									
FT	Full-time	28,850	*28.0*	*77.0*	8,620	*41.2*	*23.0*	37,470	*30.2*
PT	Part-time	74,145	*72.0*	*85.8*	12,305	*58.8*	*14.2*	86,450	*69.8*
All	All modes	102,990	*100.0*	*83.1*	20,925	*100.0*	*16.9*	123,920	*100.0*
Research postgraduate									
FT	Full-time	34,705	*66.0*	*82.0*	7,625	*65.7*	*18.0*	42,335	*66.0*
PT	Part-time	17,875	*34.0*	*81.8*	3,975	*34.3*	*18.2*	21,845	*34.0*
All	All modes	52,580	*100.0*	*81.9*	11,600	*100.0*	*18.1*	64,180	*100.0*
Taught postgraduate									
FT	Full-time	84,780	*37.5*	*73.1*	31,275	*46.3*	*26.9*	116,060	*39.5*
PT	Part-time	141,565	*62.5*	*79.6*	36,255	*53.7*	*20.4*	177,820	*60.5*
All	All modes	226,345	*100.0*	*77.0*	67,530	*100.0*	*23.0*	293,875	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled students who were BAME



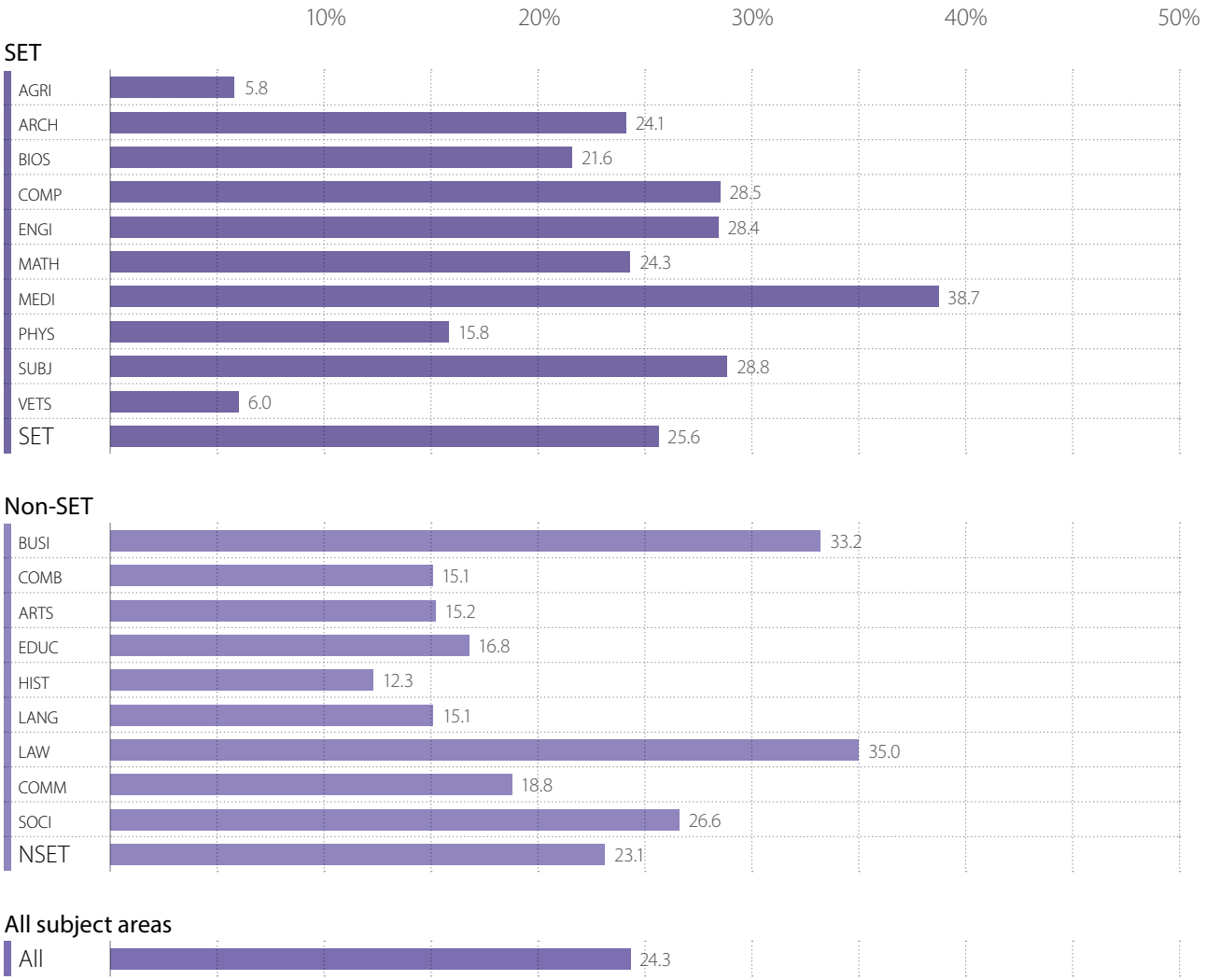
3.6 UK domiciled students by subject area and BAME/white identity

← Domicile definition: see page 14
← Subject areas definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	15,715	*1.1*	*94.2*	975	*0.2*	*5.8*	16,690	*0.9*
ARCH	Architecture, building, planning	31,190	*2.2*	*75.9*	9,905	*2.2*	*24.1*	41,100	*2.2*
BIOS	Biological sciences	164,695	*11.6*	*78.4*	45,370	*10.0*	*21.6*	210,065	*11.2*
COMP	Computer science	62,235	*4.4*	*71.5*	24,805	*5.5*	*28.5*	87,040	*4.7*
ENGI	Engineering, technology	78,695	*5.6*	*71.6*	31,145	*6.9*	*28.4*	109,840	*5.9*
MATH	Mathematical sciences	26,015	*1.8*	*75.7*	8,335	*1.8*	*24.3*	34,350	*1.8*
MEDI	Medicine, dentistry	33,735	*2.4*	*61.3*	21,320	*4.7*	*38.7*	55,055	*2.9*
PHYS	Physical sciences	64,610	*4.6*	*84.2*	12,100	*2.7*	*15.8*	76,710	*4.1*
SUBJ	Subjects allied to medicine	187,625	*13.3*	*71.2*	75,830	*16.7*	*28.8*	263,455	*14.1*
VETS	Veterinary science	6,235	*0.4*	*94.0*	400	*0.1*	*6.0*	6,640	*0.4*
SET	SET total	670,745	*47.4*	*74.4*	230,190	*50.7*	*25.6*	900,935	*48.2*
Non-SET									
BUSI	Business, administrative studies	147,875	*10.4*	*66.8*	73,415	*16.2*	*33.2*	221,290	*11.8*
COMB	Combined	23,265	*1.6*	*84.9*	4,155	*0.9*	*15.1*	27,415	*1.5*
ARTS	Creative arts, design	122,485	*8.7*	*84.8*	22,020	*4.8*	*15.2*	144,505	*7.7*
EDUC	Education	106,825	*7.5*	*83.2*	21,625	*4.8*	*16.8*	128,455	*6.9*
HIST	Historical, philosophical studies	61,465	*4.3*	*87.7*	8,585	*1.9*	*12.3*	70,050	*3.7*
LANG	Languages	66,630	*4.7*	*84.9*	11,855	*2.6*	*15.1*	78,490	*4.2*
LAW	Law	45,930	*3.2*	*65.0*	24,725	*5.4*	*35.0*	70,655	*3.8*
COMM	Mass comms, documentation	30,390	*2.1*	*81.2*	7,055	*1.6*	*18.8*	37,445	*2.0*
SOCI	Social studies	139,490	*9.9*	*73.4*	50,480	*11.1*	*26.6*	189,970	*10.2*
NSET	Non-SET total	744,355	*52.6*	*76.9*	223,920	*49.3*	*23.1*	968,275	*51.8*
All subject areas									
All	All subject areas	1,415,105	*100.0*	*75.7*	454,110	*100.0*	*24.3*	1,869,210	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled students who were BAME



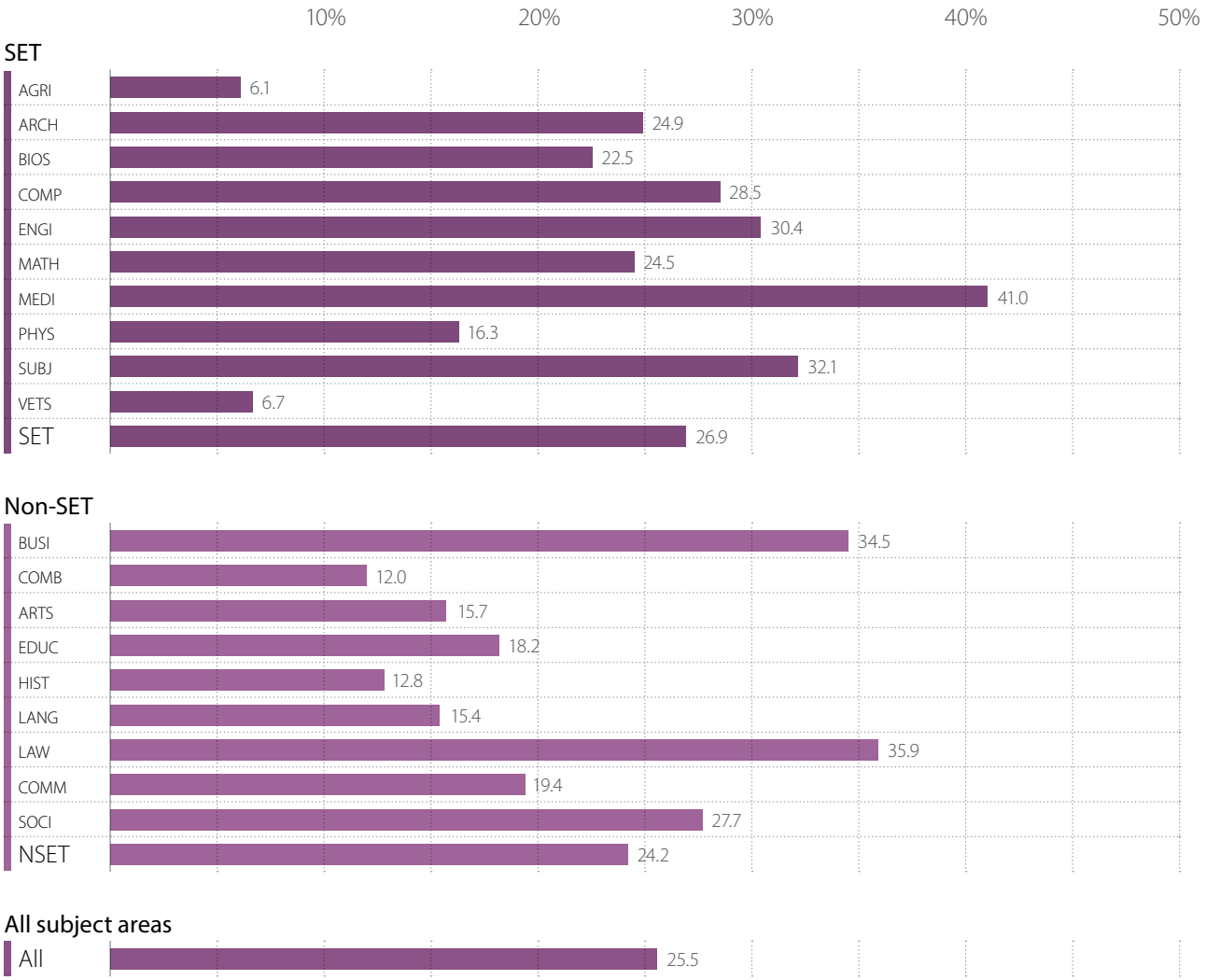
3.7 UK domiciled first degree undergraduate students by subject area and BAME/white identity

← Domicile definition: see page 14
← Degree level definition: see page 14
← Subject areas definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	8,765	*0.8*	*93.9*	565	*0.2*	*6.1*	9,330	*0.7*
ARCH	Architecture, building, planning	21,195	*2.1*	*75.1*	7,015	*2.0*	*24.9*	28,210	*2.0*
BIOS	Biological sciences	130,565	*12.6*	*77.5*	37,945	*10.7*	*22.5*	168,510	*12.1*
COMP	Computer science	52,720	*5.1*	*71.5*	21,010	*5.9*	*28.5*	73,725	*5.3*
ENGI	Engineering, technology	60,375	*5.8*	*69.6*	26,400	*7.5*	*30.4*	86,775	*6.3*
MATH	Mathematical sciences	23,235	*2.2*	*75.5*	7,550	*2.1*	*24.5*	30,785	*2.2*
MEDI	Medicine, dentistry	24,000	*2.3*	*59.0*	16,660	*4.7*	*41.0*	40,660	*2.9*
PHYS	Physical sciences	52,325	*5.1*	*83.7*	10,180	*2.9*	*16.3*	62,510	*4.5*
SUBJ	Subjects allied to medicine	107,835	*10.4*	*67.9*	51,075	*14.4*	*32.1*	158,915	*11.5*
VETS	Veterinary science	4,405	*0.4*	*93.3*	320	*0.1*	*6.7*	4,725	*0.3*
SET	SET total	485,420	*47.0*	*73.1*	178,720	*50.5*	*26.9*	664,140	*47.9*
Non-SET									
BUSI	Business, administrative studies	112,460	*10.9*	*65.5*	59,295	*16.7*	*34.5*	171,755	*12.4*
COMB	Combined	12,245	*1.2*	*88.0*	1,670	*0.5*	*12.0*	13,910	*1.0*
ARTS	Creative arts, design	105,460	*10.2*	*84.3*	19,655	*5.6*	*15.7*	125,115	*9.0*
EDUC	Education	43,095	*4.2*	*81.8*	9,565	*2.7*	*18.2*	52,660	*3.8*
HIST	Historical, philosophical studies	49,605	*4.8*	*87.2*	7,270	*2.1*	*12.8*	56,875	*4.1*
LANG	Languages	56,050	*5.4*	*84.6*	10,195	*2.9*	*15.4*	66,245	*4.8*
LAW	Law	37,300	*3.6*	*64.1*	20,845	*5.9*	*35.9*	58,145	*4.2*
COMM	Mass comms, documentation	25,100	*2.4*	*80.6*	6,055	*1.7*	*19.4*	31,155	*2.2*
SOCI	Social studies	106,450	*10.3*	*72.3*	40,785	*11.5*	*27.7*	147,235	*10.6*
NSET	Non-SET total	547,765	*53.0*	*75.8*	175,335	*49.5*	*24.2*	723,095	*52.1*
All subject areas									
All	All subject areas	1,033,185	*100.0*	*74.5*	354,055	*100.0*	*25.5*	1,387,240	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled first degree undergraduates who were BAME



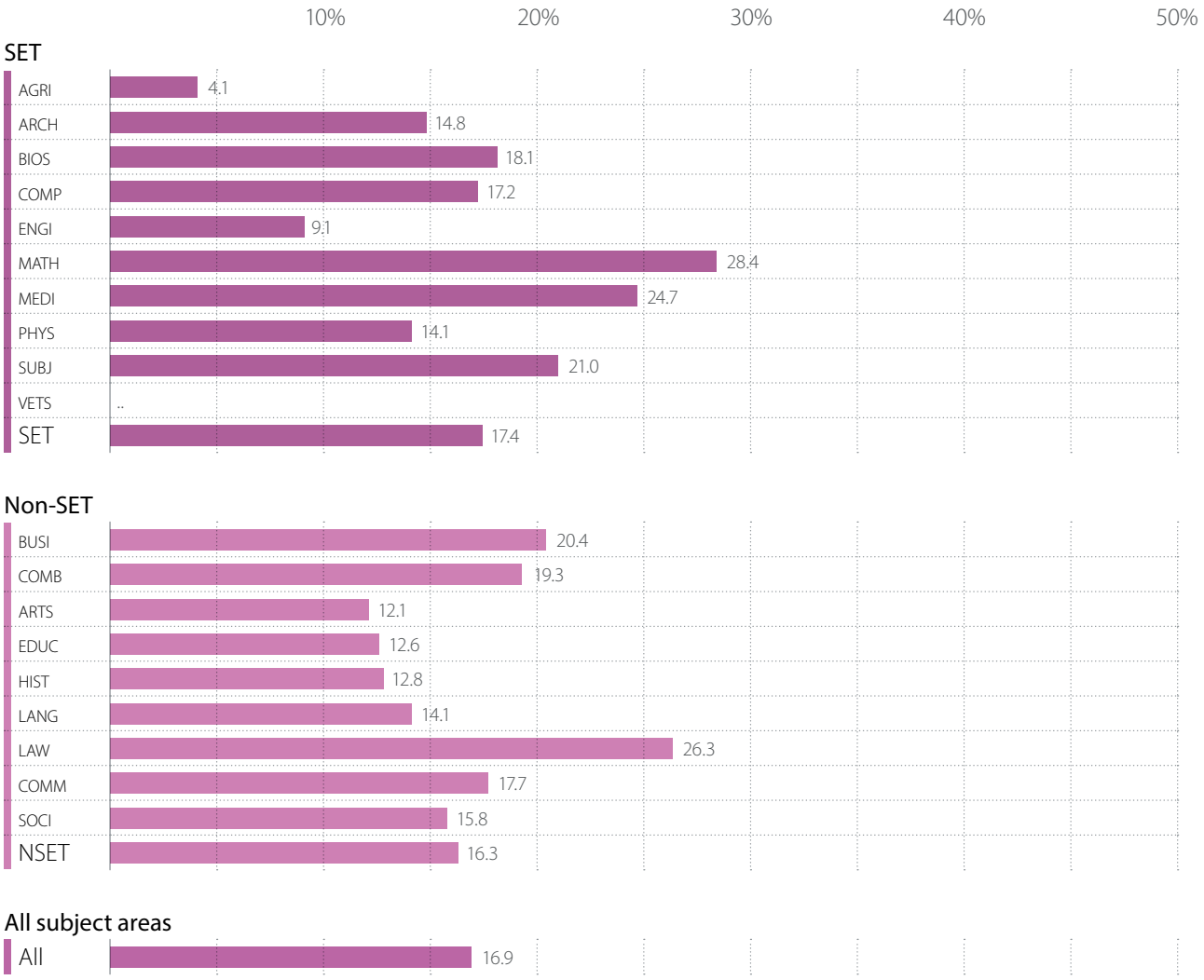
3.8 UK domiciled other undergraduate students by subject area and BAME/white identity

← Domicile definition: see page 14
← Degree level definition: see page 14
← Subject areas definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	4,910	*4.8*	*95.9*	210	*1.0*	*4.1*	5,120	*4.1*
ARCH	Architecture, building, planning	2,290	*2.2*	*85.2*	395	*1.9*	*14.8*	2,690	*2.2*
BIOS	Biological sciences	4,815	*4.7*	*81.9*	1,065	*5.1*	*18.1*	5,885	*4.7*
COMP	Computer science	2,520	*2.4*	*82.8*	525	*2.5*	*17.2*	3,045	*2.5*
ENGI	Engineering, technology	7,330	*7.1*	*90.9*	735	*3.5*	*9.1*	8,065	*6.5*
MATH	Mathematical sciences	245	*0.2*	*71.6*	95	*0.5*	*28.4*	340	*0.3*
MEDI	Medicine, dentistry	205	*0.2*	*75.3*	70	*0.3*	*24.7*	275	*0.2*
PHYS	Physical sciences	1,290	*1.3*	*85.9*	210	*1.0*	*14.1*	1,500	*1.2*
SUBJ	Subjects allied to medicine	30,845	*29.9*	*79.0*	8,180	*39.1*	*21.0*	39,025	*31.5*
VETS	Veterinary science	0	*0.0*	..	0	*0.0*	..	0	*0.0*
SET	SET total	54,445	*52.9*	*82.6*	11,490	*54.9*	*17.4*	65,940	*53.2*
Non-SET									
BUSI	Business, administrative studies	7,435	*7.2*	*79.6*	1,910	*9.1*	*20.4*	9,350	*7.5*
COMB	Combined	9,965	*9.7*	*80.7*	2,385	*11.4*	*19.3*	12,350	*10.0*
ARTS	Creative arts, design	3,505	*3.4*	*87.9*	480	*2.3*	*12.1*	3,985	*3.2*
EDUC	Education	13,625	*13.2*	*87.4*	1,965	*9.4*	*12.6*	15,590	*12.6*
HIST	Historical, philosophical studies	1,470	*1.4*	*87.2*	215	*1.0*	*12.8*	1,685	*1.4*
LANG	Languages	2,570	*2.5*	*85.9*	425	*2.0*	*14.1*	2,995	*2.4*
LAW	Law	1,010	*1.0*	*73.7*	360	*1.7*	*26.3*	1,370	*1.1*
COMM	Mass comms, documentation	380	*0.4*	*82.3*	80	*0.4*	*17.7*	460	*0.4*
SOCI	Social studies	8,585	*8.3*	*84.2*	1,615	*7.7*	*15.8*	10,200	*8.2*
NSET	Non-SET total	48,545	*47.1*	*83.7*	9,435	*45.1*	*16.3*	57,980	*46.8*
All subject areas									
All	All subject areas	102,990	*100.0*	*83.1*	20,925	*100.0*	*16.9*	123,920	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled other undergraduates who were BAME



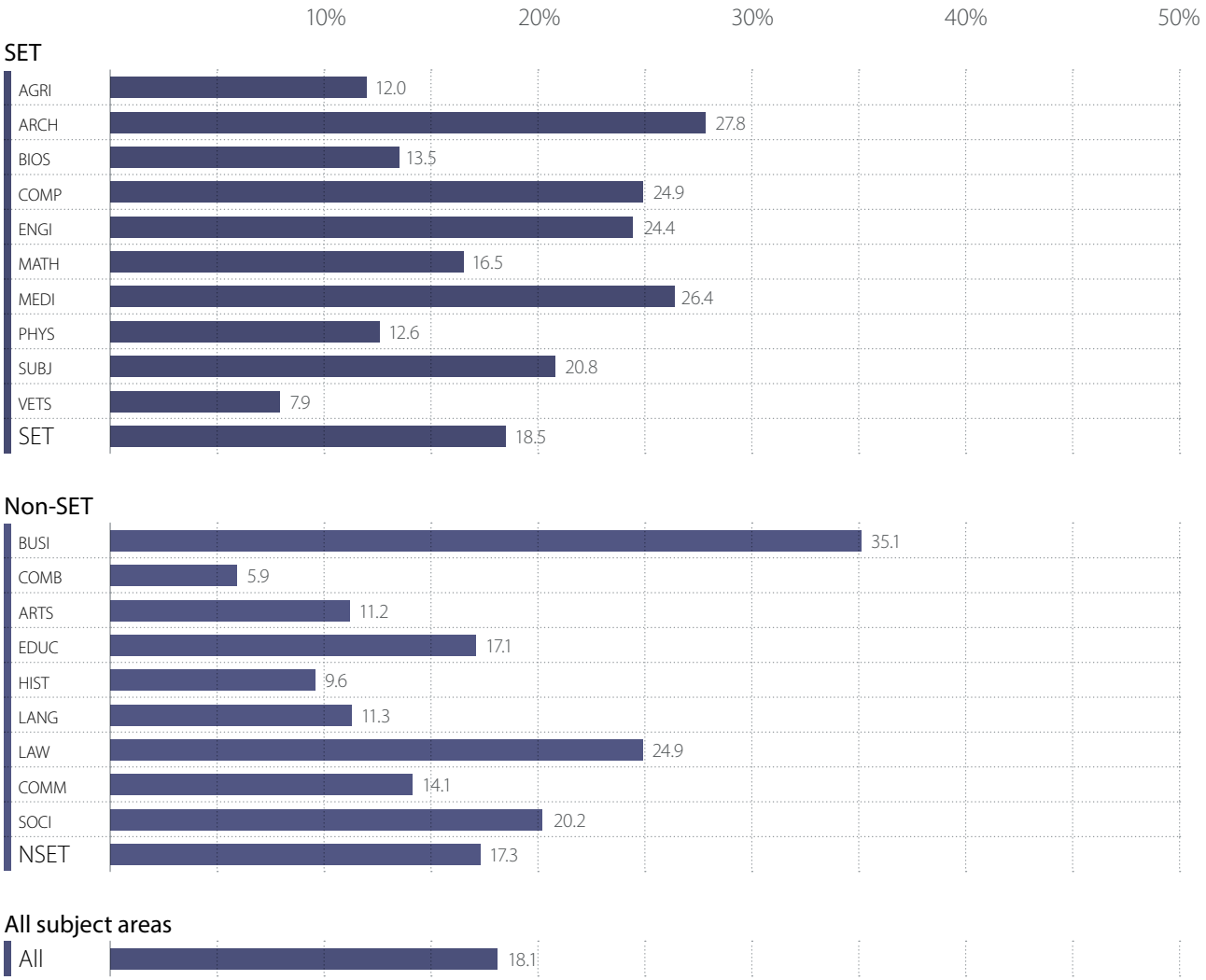
3.9 UK domiciled research postgraduate students by subject area and BAME/white identity

← Domicile definition: see page 14
← Degree level definition: see page 14
← Subject areas definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	380	*0.7*	*88.0*	50	*0.4*	*12.0*	430	*0.7*
ARCH	Architecture, building, planning	550	*1.1*	*72.2*	210	*1.8*	*27.8*	765	*1.2*
BIOS	Biological sciences	9,375	*17.8*	*86.5*	1,460	*12.6*	*13.5*	10,835	*16.9*
COMP	Computer science	1,535	*2.9*	*75.1*	510	*4.4*	*24.9*	2,045	*3.2*
ENGI	Engineering, technology	4,440	*8.4*	*75.6*	1,430	*12.3*	*24.4*	5,870	*9.1*
MATH	Mathematical sciences	1,275	*2.4*	*83.5*	255	*2.2*	*16.5*	1,530	*2.4*
MEDI	Medicine, dentistry	4,145	*7.9*	*73.6*	1,485	*12.8*	*26.4*	5,630	*8.8*
PHYS	Physical sciences	6,970	*13.3*	*87.4*	1,000	*8.6*	*12.6*	7,970	*12.4*
SUBJ	Subjects allied to medicine	4,300	*8.2*	*79.2*	1,125	*9.7*	*20.8*	5,425	*8.5*
VETS	Veterinary science	235	*0.4*	*92.1*	20	*0.2*	*7.9*	255	*0.4*
SET	SET total	33,205	*63.2*	*81.5*	7,550	*65.1*	*18.5*	40,755	*63.5*
Non-SET									
BUSI	Business, administrative studies	1,835	*3.5*	*64.9*	995	*8.6*	*35.1*	2,830	*4.4*
COMB	Combined	15	*0.0*	*94.1*	0	*0.0*	*5.9*	15	*0.0*
ARTS	Creative arts, design	2,455	*4.7*	*88.8*	310	*2.7*	*11.2*	2,765	*4.3*
EDUC	Education	3,555	*6.8*	*82.9*	735	*6.3*	*17.1*	4,285	*6.7*
HIST	Historical, philosophical studies	3,940	*7.5*	*90.4*	420	*3.6*	*9.6*	4,360	*6.8*
LANG	Languages	2,615	*5.0*	*88.7*	335	*2.9*	*11.3*	2,950	*4.6*
LAW	Law	750	*1.4*	*75.1*	250	*2.1*	*24.9*	1,000	*1.6*
COMM	Mass comms, documentation	625	*1.2*	*85.9*	100	*0.9*	*14.1*	725	*1.1*
SOCI	Social studies	3,580	*6.8*	*79.8*	910	*7.8*	*20.2*	4,490	*7.0*
NSET	Non-SET total	19,375	*36.8*	*82.7*	4,050	*34.9*	*17.3*	23,425	*36.5*
All subject areas									
All	All subject areas	52,580	*100.0*	*81.9*	11,600	*100.0*	*18.1*	64,180	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled research postgraduates who were BAME



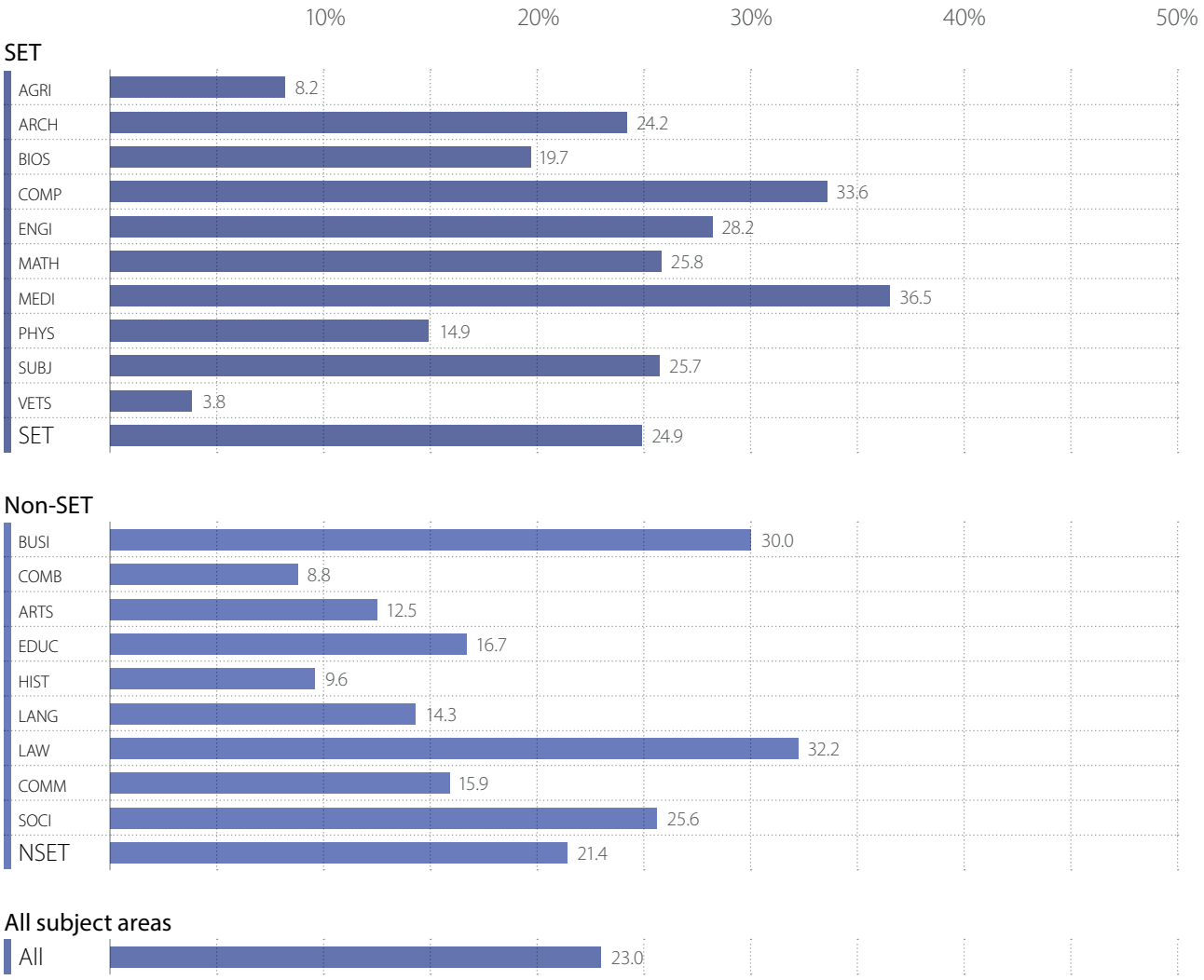
3.10 UK domiciled taught postgraduate students by subject area and BAME/white identity

← Domicile definition: see page 14
← Degree level definition: see page 14
← Subject areas definition: see page 15
← Ethnicity definition: see page 10

		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	1,660	*0.7*	*91.8*	150	*0.2*	*8.2*	1,810	*0.6*
ARCH	Architecture, building, planning	7,155	*3.2*	*75.8*	2,280	*3.4*	*24.2*	9,435	*3.2*
BIOS	Biological sciences	19,935	*8.8*	*80.3*	4,900	*7.3*	*19.7*	24,840	*8.5*
COMP	Computer science	5,460	*2.4*	*66.4*	2,765	*4.1*	*33.6*	8,225	*2.8*
ENGI	Engineering, technology	6,550	*2.9*	*71.8*	2,580	*3.8*	*28.2*	9,130	*3.1*
MATH	Mathematical sciences	1,255	*0.6*	*74.2*	435	*0.6*	*25.8*	1,690	*0.6*
MEDI	Medicine, dentistry	5,390	*2.4*	*63.5*	3,105	*4.6*	*36.5*	8,490	*2.9*
PHYS	Physical sciences	4,025	*1.8*	*85.1*	705	*1.0*	*14.9*	4,735	*1.6*
SUBJ	Subjects allied to medicine	44,645	*19.7*	*74.3*	15,450	*22.9*	*25.7*	60,095	*20.4*
VETS	Veterinary science	1,595	*0.7*	*96.2*	65	*0.1*	*3.8*	1,660	*0.6*
SET	SET total	97,670	*43.2*	*75.1*	32,430	*48.0*	*24.9*	130,100	*44.3*
Non-SET									
BUSI	Business, administrative studies	26,135	*11.5*	*70.0*	11,220	*16.6*	*30.0*	37,355	*12.7*
COMB	Combined	1,040	*0.5*	*91.2*	100	*0.1*	*8.8*	1,140	*0.4*
ARTS	Creative arts, design	11,060	*4.9*	*87.5*	1,580	*2.3*	*12.5*	12,640	*4.3*
EDUC	Education	46,555	*20.6*	*83.3*	9,365	*13.9*	*16.7*	55,920	*19.0*
HIST	Historical, philosophical studies	6,445	*2.8*	*90.4*	685	*1.0*	*9.6*	7,130	*2.4*
LANG	Languages	5,400	*2.4*	*85.7*	900	*1.3*	*14.3*	6,300	*2.1*
LAW	Law	6,870	*3.0*	*67.8*	3,270	*4.8*	*32.2*	10,140	*3.5*
COMM	Mass comms, documentation	4,290	*1.9*	*84.1*	815	*1.2*	*15.9*	5,105	*1.7*
SOCI	Social studies	20,875	*9.2*	*74.4*	7,170	*10.6*	*25.6*	28,045	*9.5*
NSET	Non-SET total	128,675	*56.8*	*78.6*	35,100	*52.0*	*21.4*	163,775	*55.7*
All subject areas									
All	All subject areas	226,345	*100.0*	*77.0*	67,530	*100.0*	*23.0*	293,875	*100.0*

Additional data by ethnic group and for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled taught postgraduates who were BAME



3.11 UK domiciled full-time first degree entrants by continuation category and BAME/White identity

← Domicile definition: see page 14
← Continuation definition: see page 16
← Ethnicity definition: see page 10

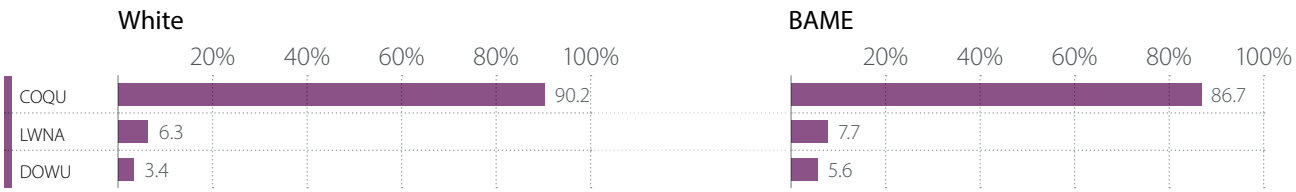
		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
COQU	Continue or qualify	270,125	*90.2*	*73.1*	99,640	*86.7*	*26.9*	369,765	*89.3*
LWNA	Left with no award	18,990	*6.3*	*68.2*	8,840	*7.7*	*31.8*	27,830	*6.7*
DOWU	Dormant or writing up	10,280	*3.4*	*61.7*	6,385	*5.6*	*38.3*	16,665	*4.0*
All	All categories	299,395	*100.0*	*72.3*	114,865	*100.0*	*27.7*	414,260	*100.0*

3.12 UK domiciled full-time first degree entrants by continuation category and ethnic group

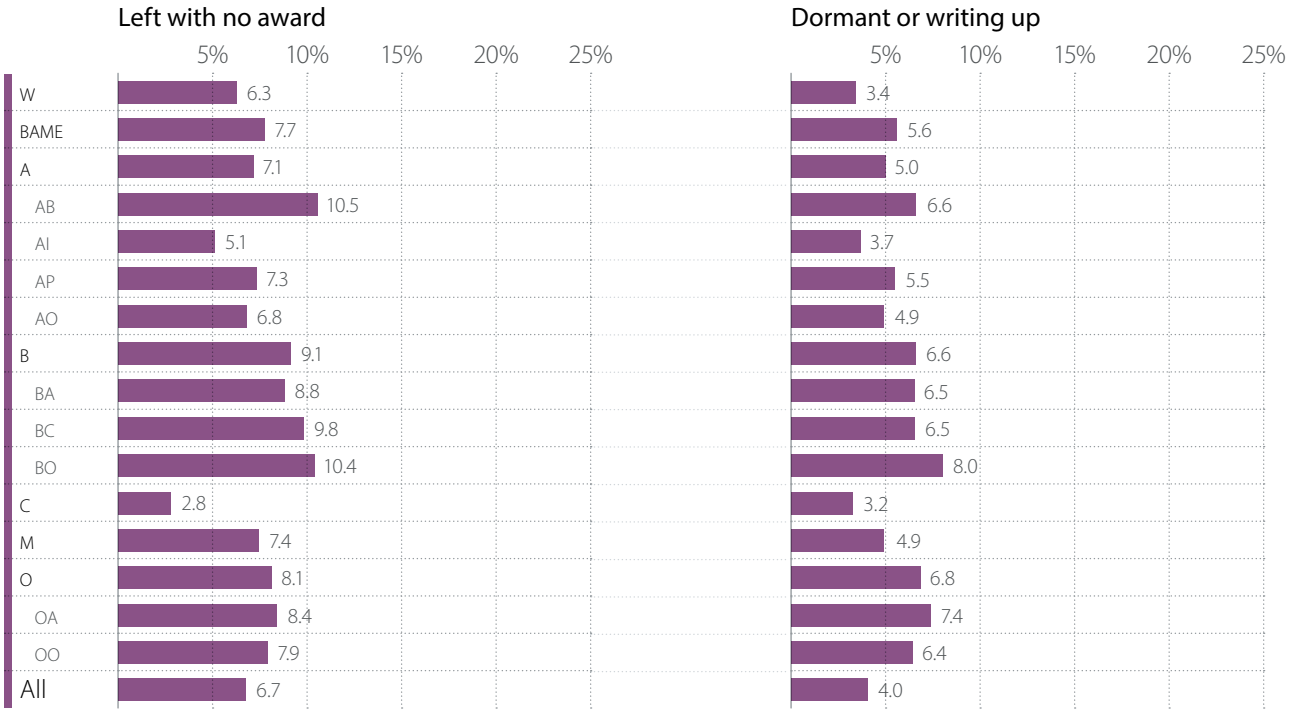
← Domicile definition: see page 14
← Continuation definition: see page 16
← Ethnicity definition: see page 10

		Continue or qualify			Left with no award			Dormant or writing up			All categories	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
W	White	270,125	*73.1*	*90.2*	18,990	*68.2*	*6.3*	10,280	*61.7*	*3.4*	299,395	*72.3*
BAME	BAME total	99,640	*26.9*	*86.7*	8,840	*31.8*	*7.7*	6,385	*38.3*	*5.6*	114,865	*27.7*
A	Asian	43,625	*11.8*	*87.9*	3,525	*12.7*	*7.1*	2,500	*15.0*	*5.0*	49,650	*12.0*
AB	Bangladeshi	6,915	*1.9*	*82.9*	875	*3.1*	*10.5*	545	*3.3*	*6.6*	8,335	*2.0*
AI	Indian	13,250	*3.6*	*91.2*	735	*2.6*	*5.1*	540	*3.2*	*3.7*	14,530	*3.5*
AP	Pakistani	14,570	*3.9*	*87.2*	1,225	*4.4*	*7.3*	915	*5.5*	*5.5*	16,710	*4.0*
AO	Other	8,890	*2.4*	*88.2*	690	*2.5*	*6.8*	495	*3.0*	*4.9*	10,075	*2.4*
B	Black	29,725	*8.0*	*84.3*	3,195	*11.5*	*9.1*	2,325	*13.9*	*6.6*	35,240	*8.5*
BA	African	22,675	*6.1*	*84.7*	2,355	*8.5*	*8.8*	1,745	*10.5*	*6.5*	26,775	*6.5*
BC	Caribbean	5,590	*1.5*	*83.8*	650	*2.3*	*9.8*	435	*2.6*	*6.5*	6,670	*1.6*
BO	Other	1,460	*0.4*	*81.5*	185	*0.7*	*10.4*	145	*0.9*	*8.0*	1,790	*0.4*
C	Chinese	2,980	*0.8*	*93.9*	90	*0.3*	*2.8*	100	*0.6*	*3.2*	3,170	*0.8*
M	Mixed	16,730	*4.5*	*87.7*	1,405	*5.1*	*7.4*	940	*5.6*	*4.9*	19,080	*4.6*
O	Other	6,575	*1.8*	*85.1*	625	*2.2*	*8.1*	520	*3.1*	*6.8*	7,725	*1.9*
OA	Arab	2,595	*0.7*	*84.1*	260	*0.9*	*8.4*	225	*1.4*	*7.4*	3,085	*0.7*
OO	Other	3,980	*1.1*	*85.8*	365	*1.3*	*7.9*	295	*1.8*	*6.4*	4,640	*1.1*
All	All students	369,765	*100.0*	*89.3*	27,830	*100.0*	*6.7*	16,665	*100.0*	*4.0*	414,260	*100.0*

Proportions of BAME and white entrants in each continuation category



Proportions of entrants that left with no award or are dormant or writing up

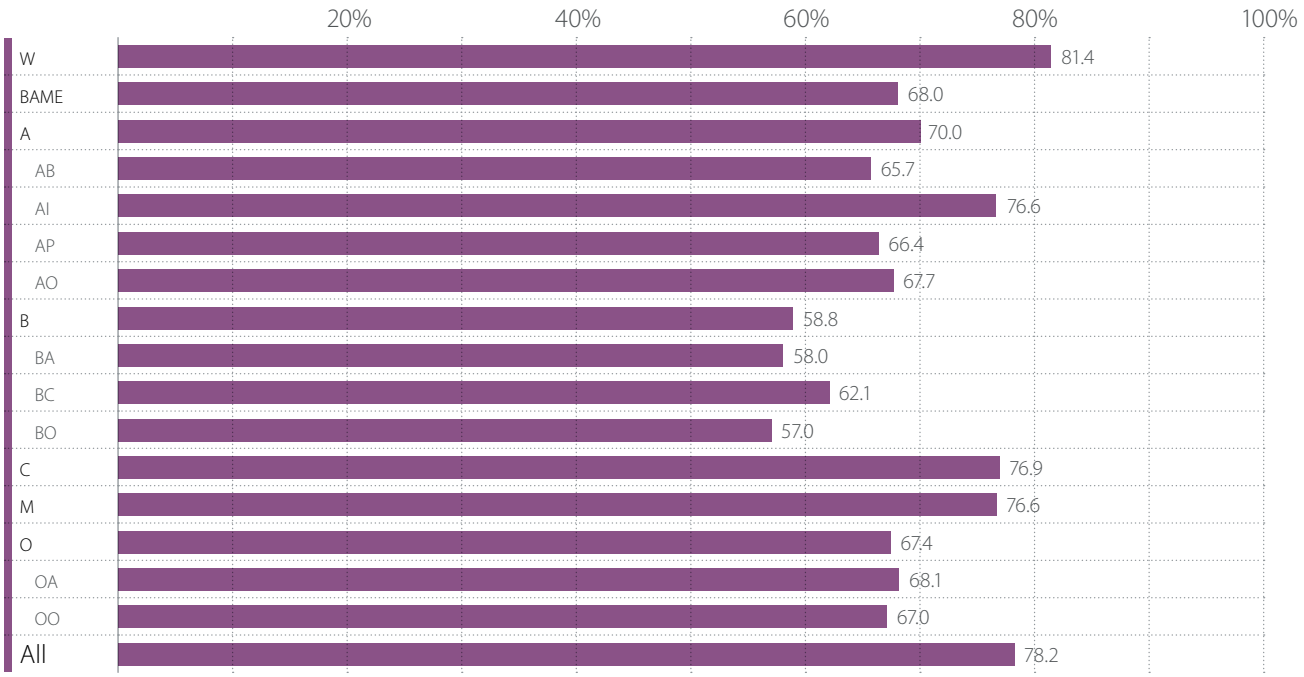


3.13 UK domiciled first degree undergraduate qualifiers by degree class and ethnic group

← Domicile definition: see page 14
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Ethnicity definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
W	White	200,805	*81.4*	77,675	*31.5*	123,130	*49.9*	38,560	*15.6*	7,420	*3.0*	246,785
BAME	BAME total	52,120	*68.0*	16,175	*21.1*	35,945	*46.9*	19,525	*25.5*	81,575	*6.5*	76,610
A	Asian	23,700	*70.0*	7,630	*22.5*	16,070	*47.5*	8,215	*24.3*	35,785	*5.7*	33,850
AB	Bangladeshi	3,310	*65.7*	925	*18.4*	2,385	*47.3*	1,390	*27.6*	335	*6.7*	5,035
AI	Indian	8,790	*76.6*	3,095	*26.9*	5,700	*49.6*	2,220	*19.4*	465	*4.1*	11,480
AP	Pakistani	6,935	*66.4*	2,080	*19.9*	4,855	*46.5*	2,810	*26.9*	705	*6.7*	10,450
AO	Other	4,660	*67.7*	1,530	*22.2*	3,130	*45.4*	1,790	*26.0*	435	*6.3*	6,885
B	Black	12,955	*58.8*	3,195	*14.5*	9,760	*44.3*	6,990	*31.7*	24,105	*9.4*	22,025
BA	African	9,540	*58.0*	2,380	*14.5*	7,165	*43.6*	5,345	*32.5*	1,555	*9.5*	16,440
BC	Caribbean	2,805	*62.1*	670	*14.8*	2,135	*47.3*	1,310	*29.0*	400	*8.8*	4,510
BO	Other	610	*57.0*	150	*14.0*	460	*43.0*	335	*31.5*	125	*11.6*	1,070
C	Chinese	2,105	*76.9*	790	*29.0*	1,310	*48.0*	515	*18.8*	115	*4.2*	2,735
M	Mixed	10,225	*76.6*	3,500	*26.2*	6,725	*50.4*	2,560	*19.2*	560	*4.2*	13,345
O	Other	3,140	*67.4*	1,060	*22.7*	2,080	*44.7*	1,240	*26.7*	4,935	*5.9*	4,655
OA	Arab	1,180	*68.1*	415	*24.0*	765	*44.1*	455	*26.2*	100	*5.7*	1,735
OO	Other	1,955	*67.0*	640	*22.0*	1,315	*45.0*	785	*26.9*	175	*6.1*	2,920
All	All students	252,925	*78.2*	93,850	*29.0*	159,075	*49.2*	58,080	*18.0*	12,385	*3.8*	323,395

Proportions of UK domiciled qualifiers who received a first/2:1

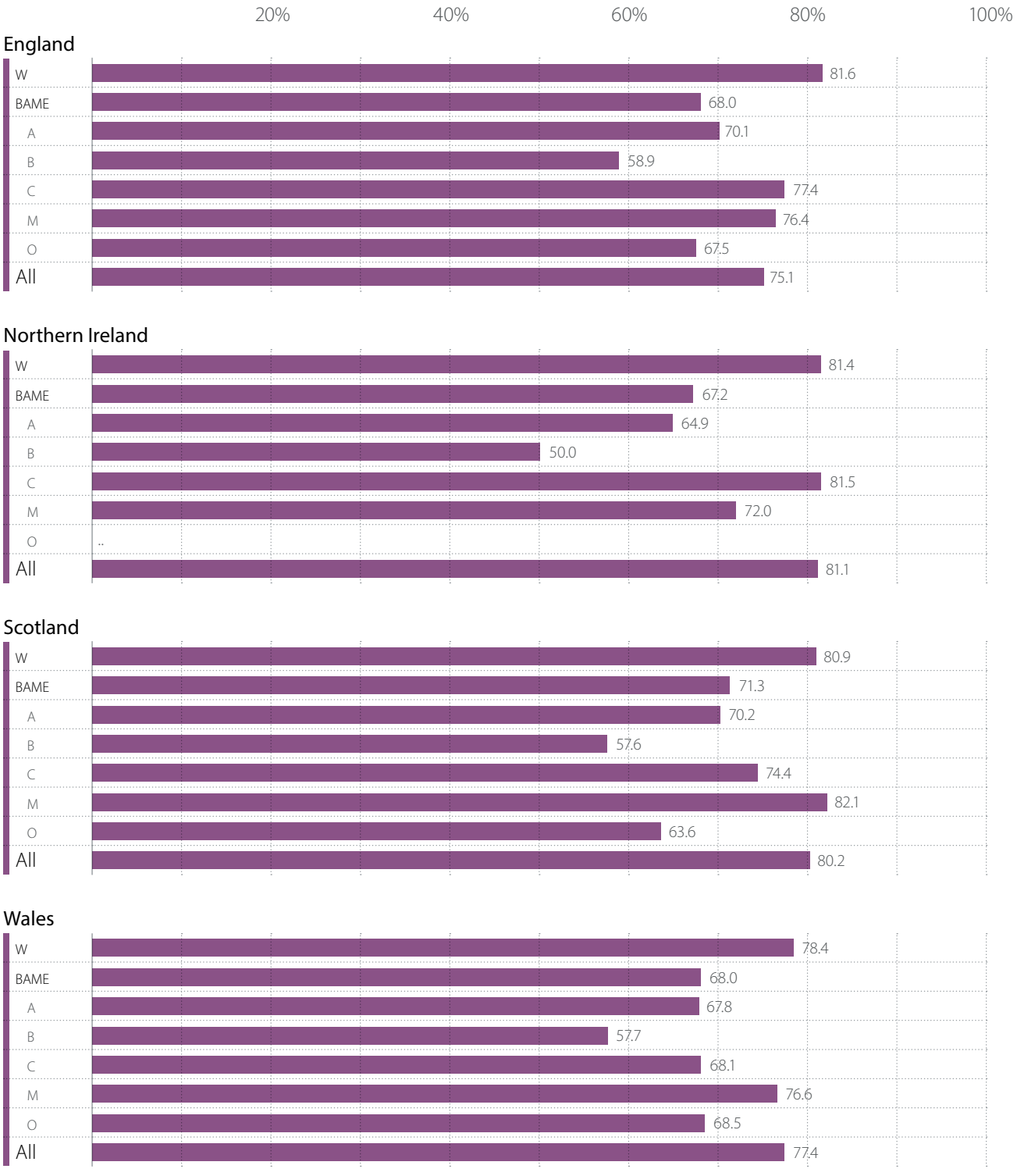


3.14 UK domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnic group

← Domicile definition: see page 14
← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16
← Ethnicity definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
England												
W	White	164,845	*81.6*	64,950	*32.2*	99,895	*49.5*	30,885	*15.3*	6,165	*3.1*	201,895
BAME	BAME	49,565	*68.0*	15,435	*21.2*	34,130	*46.8*	18,590	*25.5*	4,785	*6.6*	72,940
A	Asian	22,650	*70.1*	7,345	*22.7*	15,310	*47.3*	7,810	*24.2*	1,870	*5.8*	32,330
B	Black	12,585	*58.9*	3,110	*14.6*	9,470	*44.3*	6,770	*31.7*	2,020	*9.5*	21,375
C	Chinese	1,885	*77.4*	725	*29.9*	1,155	*47.5*	450	*18.6*	100	*4.1*	2,435
M	Mixed	9,485	*76.4*	3,250	*26.2*	6,235	*50.2*	2,395	*19.3*	530	*4.3*	12,410
O	Other	2,960	*67.5*	1,005	*22.9*	1,960	*44.6*	1,160	*26.5*	265	*6.0*	4,385
All	All	214,410	*75.1*	80,385	*29.2*	134,025	*48.8*	49,475	*18.0*	10,945	*4.0*	274,835
Northern Ireland												
W	White	6,665	*81.4*	2,270	*27.7*	4,395	*53.7*	1,355	*16.5*	170	*2.1*	8,190
BAME	BAME	125	*67.2*	40	*22.6*	85	*44.6*	55	*28.5*	10	*4.3*	185
A	Asian	50	*64.9*	15	*18.9*	35	*45.9*	25	*31.1*	5	*4.1*	75
B	Black	10	*50.0*	0	*8.3*	10	*41.7*	10	*41.7*	0	*8.3*	25
C	Chinese	20	*81.5*	10	*33.3*	15	*48.1*	5	*14.8*	0	*3.7*	25
M	Mixed	35	*72.0*	15	*30.0*	20	*42.0*	10	*24.0*	0	*4.0*	50
O	Other	5	..	0	..	5	..	5	..	0	..	10
All	All	6,790	*81.1*	2,310	*27.6*	4,480	*53.5*	1,410	*16.8*	175	*2.1*	8,375
Scotland												
W	White	16,730	*80.9*	5,675	*27.5*	11,055	*53.5*	3,345	*16.2*	595	*2.9*	20,670
BAME	BAME	1,280	*71.3*	6,025	*19.4*	11,985	*51.9*	3,775	*23.9*	680	*4.8*	22,465
A	Asian	535	*70.2*	120	*15.7*	415	*54.5*	195	*25.7*	30	*4.1*	760
B	Black	150	*57.6*	30	*11.0*	125	*46.6*	90	*33.3*	25	*9.1*	265
C	Chinese	150	*74.4*	40	*19.6*	110	*54.8*	40	*20.1*	10	*5.5*	200
M	Mixed	365	*82.1*	135	*30.5*	230	*51.6*	65	*14.7*	15	*3.2*	440
O	Other	80	*63.6*	25	*19.4*	55	*44.2*	40	*31.8*	5	*4.7*	130
All	All	18,010	*80.2*	6,025	*26.8*	11,985	*53.3*	3,775	*16.8*	680	*3.0*	22,465
Wales												
W	White	12,565	*78.4*	4,780	*29.8*	7,780	*48.6*	2,970	*18.5*	495	*3.1*	16,025
BAME	BAME	1,150	*68.0*	350	*20.6*	800	*47.4*	450	*26.7*	90	*5.3*	1,690
A	Asian	465	*67.8*	150	*22.1*	310	*45.7*	185	*27.4*	35	*4.8*	685
B	Black	210	*57.7*	55	*14.9*	155	*42.8*	120	*33.1*	35	*9.1*	360
C	Chinese	50	*68.1*	15	*23.6*	30	*44.4*	20	*26.4*	5	*5.6*	70
M	Mixed	340	*76.6*	100	*22.3*	240	*54.3*	90	*20.3*	15	*3.2*	445
O	Other	90	*68.5*	30	*21.5*	60	*46.9*	35	*27.7*	5	*3.8*	130
All	All	13,715	*77.4*	5,130	*29.0*	8,580	*48.4*	3,420	*19.3*	580	*3.3*	17,715

Proportions of UK domiciled qualifiers who received a first/2:1



3.15 Profile of UK domiciled first degree undergraduate qualifiers receiving a first or 2:1 degree over time by ethnic group

← Domicile definition: see page 14
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Ethnicity definition: see page 10

	2003/04		2004/05		2005/06		2006/07	
	No.	%	No.	%	No.	%	No.	%
White	121,820	63.1	126,560	63.8	131,130	64.7	133,065	65.5
BAME	15,150	45.9	16,350	46.0	17,445	45.9	19,015	46.9
Asian	8,485	46.3	8,860	46.3	9,110	45.7	9,560	46.8
Black	2,580	35.5	2,870	36.2	3,230	35.7	3,635	36.7
Chinese	1,300	51.2	1,315	49.1	1,410	52.6	1,420	51.8
Mixed	1,615	61.2	2,390	60.3	2,875	61.0	3,390	61.4
Other	1,175	51.9	910	49.0	820	49.2	1,015	51.2
All ethnic groups	136,970	60.6	142,905	61.1	148,575	61.7	152,080	62.4

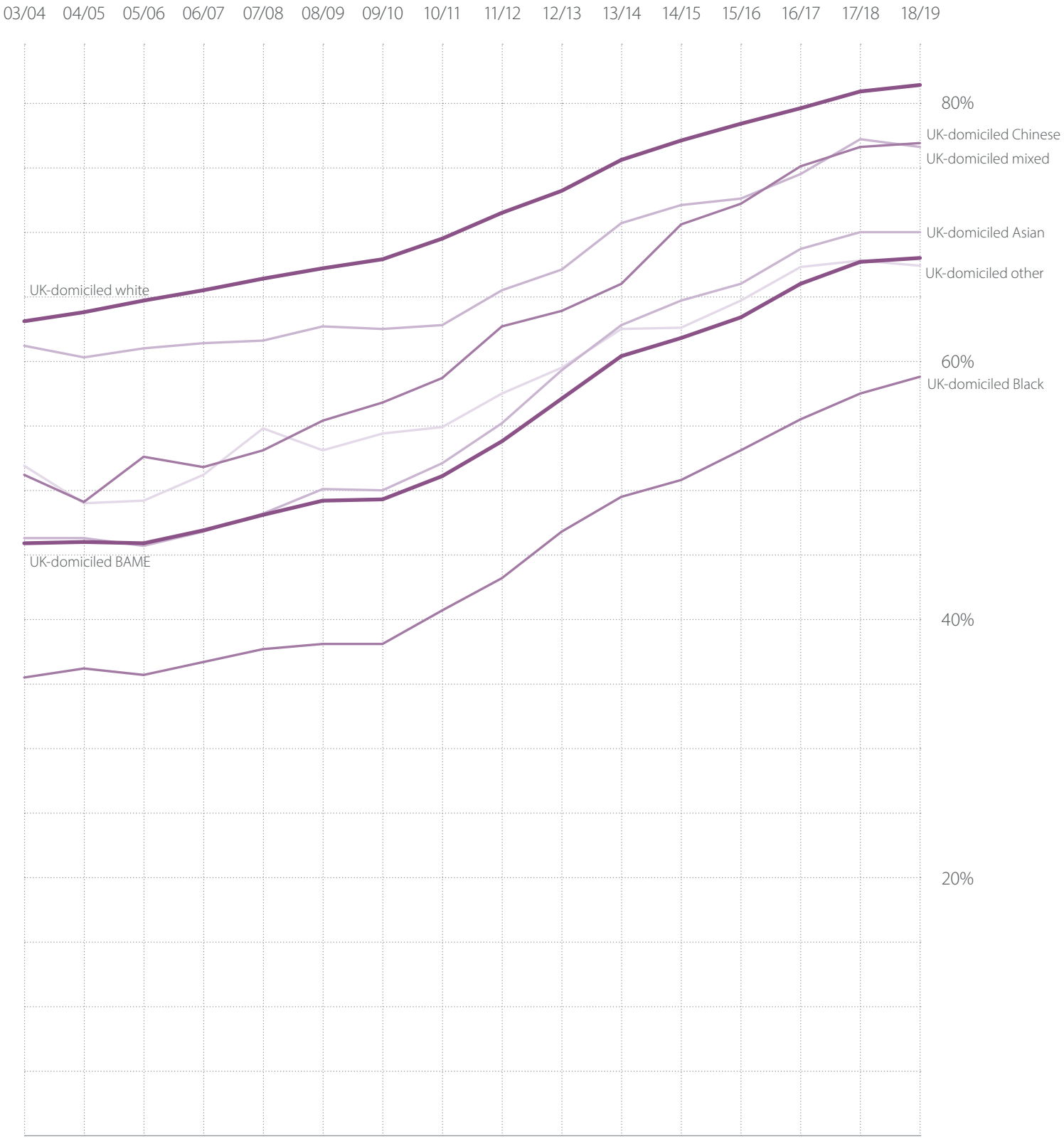
	2007/08		2008/09		2009/10		2010/11	
White	143,140	66.4	141,970	67.2	148,500	67.9	159,870	69.5
BAME	20,910	48.1	22,625	49.2	24,275	49.3	26,655	51.1
Asian	10,225	48.2	10,905	50.1	11,450	50.0	12,290	52.1
Black	4,185	37.7	4,740	38.1	5,125	38.1	6,015	40.7
Chinese	1,445	53.1	1,550	55.4	1,625	56.8	1,705	58.7
Mixed	3,860	61.6	4,155	62.7	4,730	62.5	5,240	62.8
Other	1,200	54.8	1,275	53.1	1,350	54.4	1,405	54.9
All ethnic groups	164,050	63.3	164,595	64.0	172,775	64.5	186,525	66.1

	2011/12		2012/13		2013/14		2014/15	
White	173,730	71.5	183,670	73.2	197,375	75.6	183,535	77.1
BAME	30,285	53.8	34,170	57.1	38,310	60.4	38,465	61.8
Asian	13,645	55.2	15,560	59.3	17,305	62.8	17,345	64.7
Black	7,185	43.2	8,335	46.8	9,315	49.5	9,715	50.8
Chinese	1,775	62.7	1,795	63.9	1,925	66.0	1,885	70.6
Mixed	6,050	65.5	6,660	67.1	7,775	70.7	7,410	72.1
Other	1,635	57.5	1,820	59.5	1,995	62.5	2,100	62.6
All ethnic groups	204,015	68.2	217,840	70.1	235,685	72.7	222,000	73.9

	2015/16		2016/17		2017/18		2018/19	
White	188,600	78.4	198,340	79.6	200,580	80.9	200,805	81.4
BAME	41,430	63.4	45,660	66.0	49,300	67.7	52,120	68.0
Asian	18,710	66.0	20,660	68.7	22,340	70.0	23,700	70.0
Black	10,415	53.1	11,375	55.5	12,215	57.5	12,955	58.8
Chinese	1,855	72.2	2,135	75.1	2,060	76.6	2,105	76.9
Mixed	7,980	72.6	8,735	74.5	9,755	77.2	10,225	76.6
Other	2,470	64.7	2,760	67.3	2,930	67.8	3,140	67.4
All ethnic groups	230,030	75.2	244,005	76.6	249,880	77.9	252,925	78.2

Additional data by detailed ethnicity categories is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled qualifiers who received a first/2:1 over time

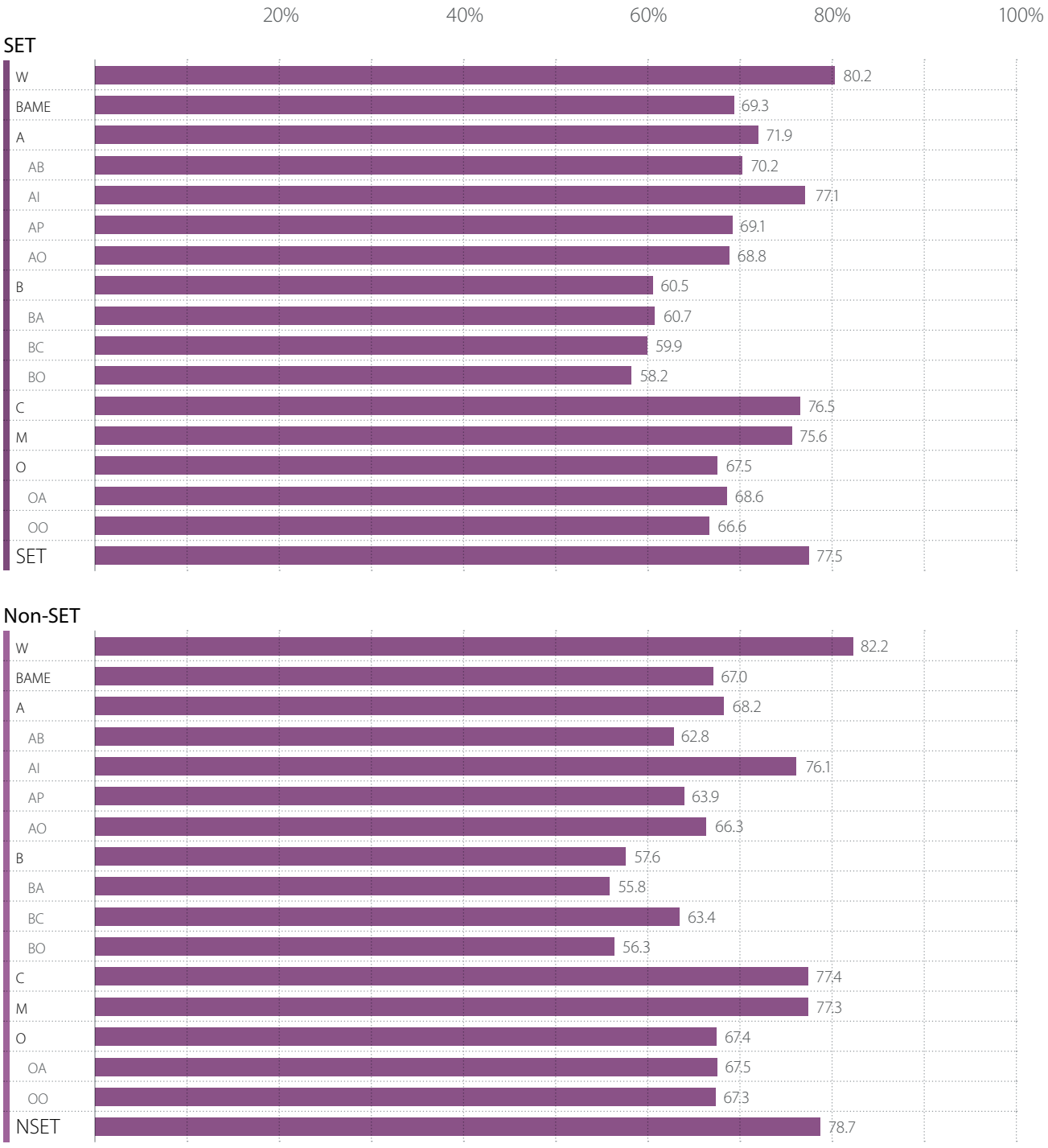


3.16 UK domiciled first degree undergraduate qualifiers by SET category, degree class and ethnic group

← Domicile definition: see page 14
← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16
← Ethnicity definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
SET												
W	White	85,410	*80.2*	37,835	*35.5*	47,575	*44.7*	17,570	*16.5*	3,505	*3.3*	106,485
BAME	BAME total	24,050	*69.3*	8,600	*24.8*	15,450	*44.5*	8,490	*24.5*	2,185	*6.3*	34,725
A	Asian	11,795	*71.9*	4,295	*26.2*	7,500	*45.7*	3,745	*22.8*	860	*5.2*	16,400
AI	Indian	1,405	*70.2*	455	*22.8*	950	*47.4*	490	*24.5*	105	*5.3*	2,000
AP	Pakistani	4,345	*77.1*	1,735	*30.8*	2,610	*46.3*	1,070	*19.0*	220	*3.9*	5,630
AB	Bangladeshi	3,405	*69.1*	1,155	*23.4*	2,250	*45.7*	1,235	*25.0*	290	*5.9*	4,925
AO	Other	2,645	*68.8*	950	*24.7*	1,695	*44.0*	955	*24.9*	245	*6.4*	3,845
B	Black	5,735	*60.5*	1,700	*17.9*	4,035	*42.5*	2,840	*30.0*	905	*9.5*	9,480
BA	African	4,525	*60.7*	1,355	*18.2*	3,170	*42.5*	2,225	*29.9*	700	*9.4*	7,450
BC	Caribbean	985	*59.9*	275	*16.7*	710	*43.2*	500	*30.4*	160	*9.7*	1,640
BO	Other	225	*58.2*	70	*18.0*	155	*40.2*	115	*30.1*	45	*11.7*	390
C	Chinese	1,085	*76.5*	470	*33.2*	615	*43.4*	270	*19.0*	65	*4.5*	1,415
M	Mixed	3,965	*75.6*	1,570	*30.0*	2,390	*45.6*	1,035	*19.8*	245	*4.6*	5,245
O	Other	1,475	*67.5*	565	*25.8*	910	*41.6*	600	*27.3*	115	*5.2*	2,190
OA	Arab	650	*68.6*	260	*27.5*	390	*41.1*	255	*27.0*	40	*4.4*	950
OO	Other	825	*66.6*	305	*24.6*	520	*42.0*	340	*27.5*	75	*5.9*	1,240
SET	SET total	109,460	*77.5*	46,435	*32.9*	63,025	*44.6*	26,060	*18.5*	5,690	*4.0*	141,210
Non-SET												
W	White	115,395	*82.2*	39,840	*28.4*	75,555	*53.9*	20,990	*15.0*	3,915	*2.8*	140,300
BAME	BAME total	28,070	*67.0*	7,575	*18.1*	20,495	*48.9*	11,030	*26.3*	2,780	*6.6*	41,885
A	Asian	11,905	*68.2*	3,335	*19.1*	8,570	*49.1*	4,465	*25.6*	1,075	*6.2*	17,450
AI	Indian	1,905	*62.8*	470	*15.5*	1,435	*47.3*	900	*29.7*	230	*7.5*	3,035
AP	Pakistani	4,450	*76.1*	1,360	*23.2*	3,090	*52.8*	1,155	*19.7*	245	*4.2*	5,845
AB	Bangladeshi	3,530	*63.9*	925	*16.7*	2,605	*47.2*	1,580	*28.6*	415	*7.5*	5,525
AO	Other	2,020	*66.3*	580	*19.1*	1,435	*47.2*	835	*27.4*	190	*6.2*	3,045
B	Black	7,220	*57.6*	1,495	*11.9*	5,725	*45.6*	4,150	*33.1*	1,175	*9.4*	12,545
BA	African	5,015	*55.8*	1,020	*11.4*	3,995	*44.4*	3,115	*34.7*	860	*9.5*	8,995
BC	Caribbean	1,820	*63.4*	395	*13.7*	1,425	*49.7*	810	*28.3*	240	*8.3*	2,870
BO	Other	385	*56.3*	80	*11.7*	305	*44.5*	220	*32.2*	80	*11.5*	685
C	Chinese	1,020	*77.4*	325	*24.5*	695	*52.9*	245	*18.7*	50	*3.9*	1,320
M	Mixed	6,265	*77.3*	1,930	*23.8*	4,335	*53.5*	1,525	*18.8*	315	*3.9*	8,105
O	Other	1,665	*67.4*	490	*19.9*	1,170	*47.4*	645	*26.1*	160	*6.5*	2,470
OA	Arab	530	*67.5*	155	*19.7*	375	*47.7*	200	*25.2*	55	*7.3*	785
OO	Other	1,130	*67.3*	335	*20.0*	795	*47.3*	445	*26.5*	105	*6.2*	1,680
NSET	Non-SET total	143,465	*78.7*	47,415	*26.0*	96,050	*52.7*	32,020	*17.6*	6,700	*3.7*	182,185

Proportions of UK domiciled qualifiers who received a first/2:1



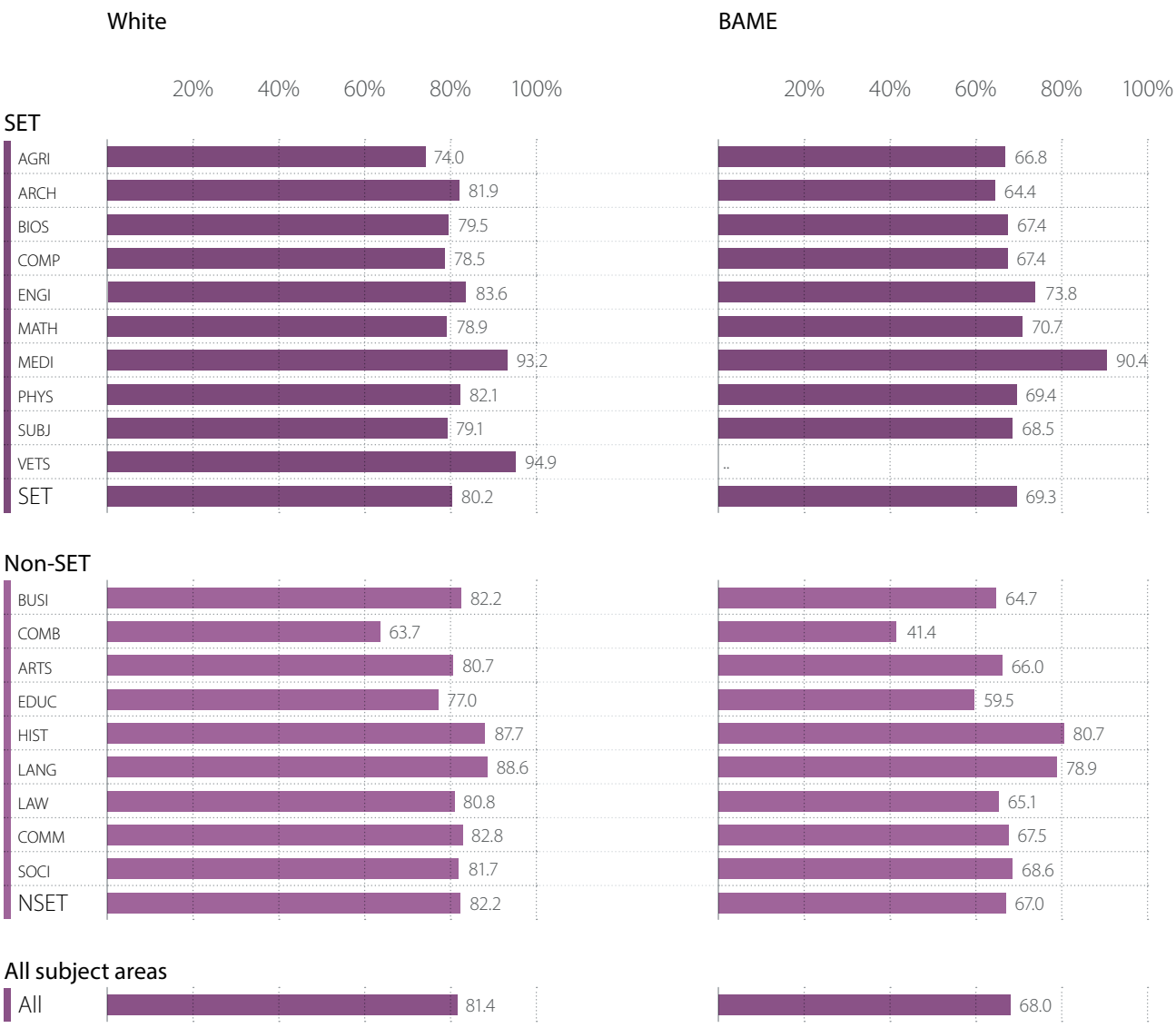
3.17 UK domiciled first degree undergraduate qualifiers by subject area, degree class and BAME/white identity

← Domicile definition: see page 14
← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16
← Ethnicity definition: see page 10

		White				BAME			
		First/2:1		2:2/third		First/2:1		2:2/third	
		No.	→ %	No.	→ %	No.	→ %	No.	→ %
SET									
AGRI	Agriculture, related subjects	1,810	*74.0*	635	*26.0*	105	*66.8*	50	*33.2*
ARCH	Architecture, building, planning	3,820	*81.9*	840	*18.1*	870	*64.4*	480	*35.6*
BIOS	Biological sciences	24,625	*79.5*	6,340	*20.5*	5,635	*67.4*	2,720	*32.6*
COMP	Computer science	7,875	*78.5*	2,160	*21.5*	2,785	*67.4*	1,350	*32.6*
ENGI	Engineering, technology	10,475	*83.6*	2,050	*16.4*	3,645	*73.8*	1,295	*26.2*
MATH	Mathematical sciences	3,925	*78.9*	1,055	*21.1*	1,100	*70.7*	455	*29.3*
MEDI	Medicine, dentistry	810	*93.2*	60	*6.8*	575	*90.4*	60	*9.6*
PHYS	Physical sciences	10,570	*82.1*	2,300	*17.9*	1,565	*69.4*	690	*30.6*
SUBJ	Subjects allied to medicine	21,300	*79.1*	5,625	*20.9*	7,770	*68.5*	3,570	*31.5*
VETS	Veterinary science	205	*94.9*	10	*5.1*	10	..	0	..
SET	SET total	85,410	*80.2*	21,075	*19.8*	24,050	*69.3*	10,675	*30.7*
Non-SET									
BUSI	Business, administrative studies	21,680	*82.2*	4,705	*17.8*	8,745	*64.7*	4,770	*35.3*
COMB	Combined	1,330	*63.7*	755	*36.3*	105	*41.4*	150	*58.6*
ARTS	Creative arts, design	23,535	*80.7*	5,625	*19.3*	3,265	*66.0*	1,680	*34.0*
EDUC	Education	9,010	*77.0*	2,685	*23.0*	1,675	*59.5*	1,140	*40.5*
HIST	Historical, philosophical studies	11,985	*87.7*	1,675	*12.3*	1,520	*80.7*	360	*19.3*
LANG	Languages	13,085	*88.6*	1,690	*11.4*	2,060	*78.9*	550	*21.1*
LAW	Law	6,785	*80.8*	1,610	*19.2*	3,015	*65.1*	1,620	*34.9*
COMM	Mass comms, documentation	5,950	*82.8*	1,235	*17.2*	1,025	*67.5*	495	*32.5*
SOCI	Social studies	22,030	*81.7*	4,920	*18.3*	6,665	*68.6*	3,055	*31.4*
NSET	Non-SET total	115,395	*82.2*	24,905	*17.8*	28,070	*67.0*	13,815	*33.0*
All subject areas									
All	All subject areas	200,805	*81.4*	45,980	*18.6*	52,120	*68.0*	24,490	*32.0*

Additional data by detailed degree class is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled qualifiers who received a first/2:1



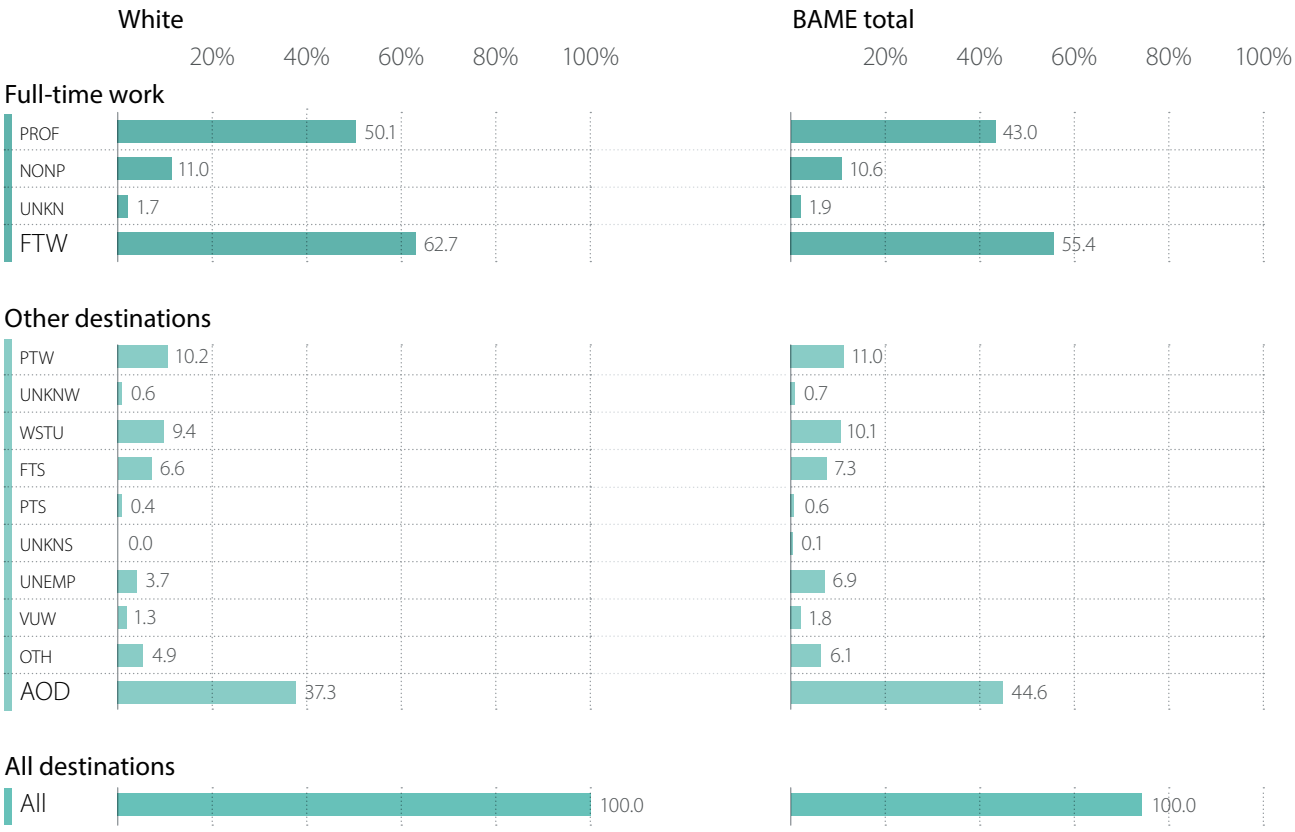
3.18 UK domiciled graduate outcome leavers by leaving destination and ethnic group

← Domicile definition: see page 14
← Ethnicity definition: see page 10
← Graduate outcomes definition: see page 17

		White			BAME total			Total	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
Full-time work									
PROF	Professional full-time work	112,575	*50.1*	*81.0*	26,460	*43.0*	*19.0*	139,035	*48.5*
NONP	Non-professional full-time work	24,640	*11.0*	*79.0*	6,540	*10.6*	*21.0*	31,180	*10.9*
UNKN	Unknown full-time work	3,840	*1.7*	*77.1*	1,140	*1.9*	*22.9*	4,980	*1.7*
FTW	All full-time work	141,050	*62.7*	*80.5*	34,145	*55.4*	*19.5*	175,195	*61.2*
Other destinations									
PTW	Part-time work	23,035	*10.2*	*77.3*	6,760	*11.0*	*22.7*	29,795	*10.4*
UNKNW	Unknown pattern of work	1,410	*0.6*	*75.4*	460	*0.7*	*24.6*	1,870	*0.7*
WSTU	Work and further study	21,195	*9.4*	*77.3*	6,240	*10.1*	*22.7*	27,435	*9.6*
FTS	Full-time study	14,815	*6.6*	*76.7*	4,495	*7.3*	*23.3*	19,315	*6.7*
PTS	Part-time study	920	*0.4*	*72.5*	350	*0.6*	*27.5*	1,265	*0.4*
UNKNS	Unknown pattern of study	110	*0.0*	*76.0*	35	*0.1*	*24.0*	145	*0.1*
UNEMP	Unemployed	8,295	*3.7*	*66.0*	4,265	*6.9*	*34.0*	12,560	*4.4*
VUW	Voluntary or unpaid work	2,830	*1.3*	*72.4*	1,080	*1.8*	*27.6*	3,910	*1.4*
OTH	Other	11,125	*4.9*	*74.7*	3,765	*6.1*	*25.3*	14,890	*5.2*
AOD	All other destinations	83,740	*37.3*	*75.3*	27,450	*44.6*	*24.7*	111,190	*38.8*
All destinations									
All	All destinations	224,795	*100.0*	*78.5*	61,595	*100.0*	*21.5*	286,385	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers in each leaving destination



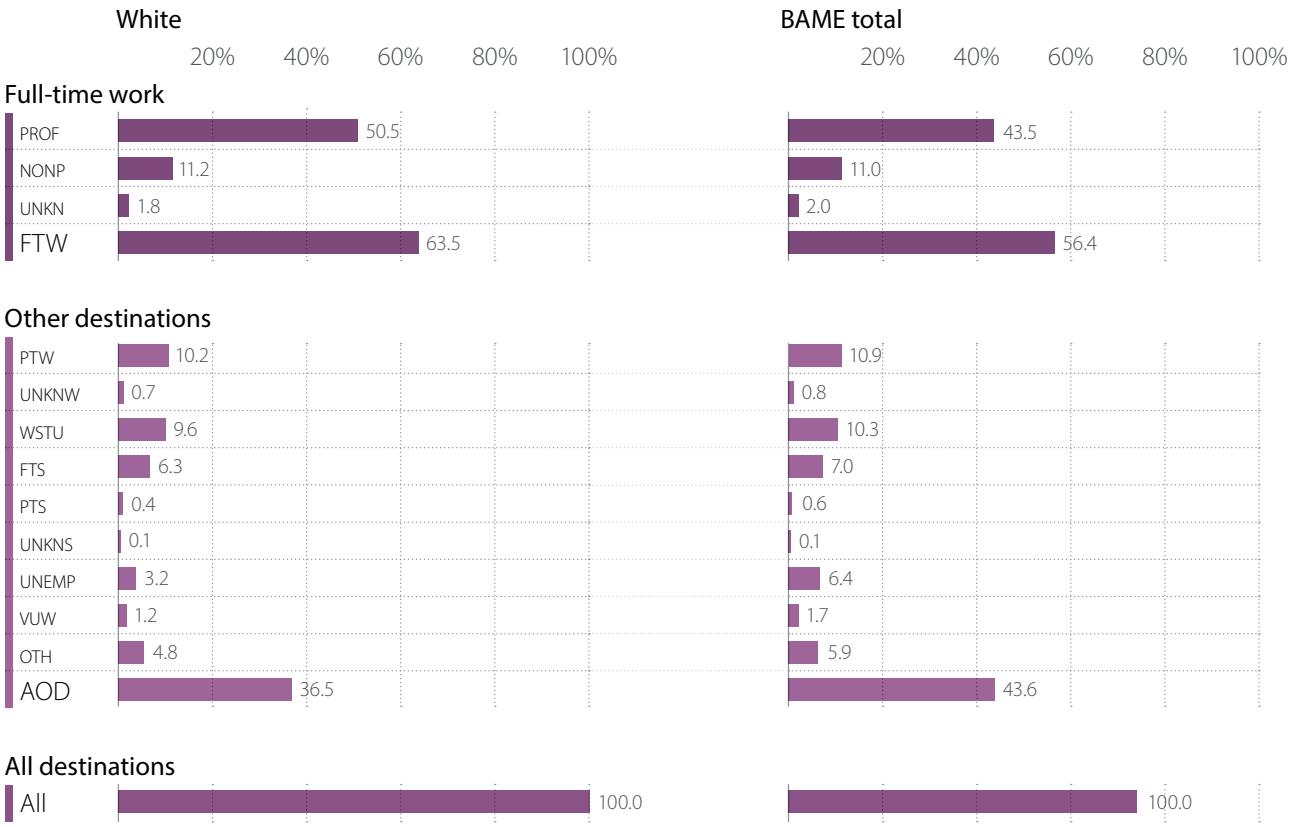
3.19 UK domiciled graduate outcome leavers (excluding significant interim study) by leaving destination and ethnic group

← Domicile definition: see page 14
← Ethnicity definition: see page 10
← Graduate outcomes definition: see page 17

		White			BAME total			Total	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
Full-time work									
PROF	Professional full-time work	104,635	*50.5*	*80.9*	24,720	*43.5*	*19.1*	129,350	*48.9*
NONP	Non-professional full-time work	23,275	*11.2*	*78.8*	6,250	*11.0*	*21.2*	29,525	*11.2*
UNKN	Unknown full-time work	3,800	*1.8*	*77.2*	1,120	*2.0*	*22.8*	4,920	*1.9*
FTW	All full-time work	131,705	*63.5*	*80.4*	32,090	*56.4*	*19.6*	163,795	*62.0*
Other destinations									
PTW	Part-time work	21,215	*10.2*	*77.4*	6,190	*10.9*	*22.6*	27,405	*10.4*
UNKNW	Unknown pattern of work	1,405	*0.7*	*75.4*	455	*0.8*	*24.6*	1,860	*0.7*
WSTU	Work and further study	19,865	*9.6*	*77.3*	5,845	*10.3*	*22.7*	25,710	*9.7*
FTS	Full-time study	13,035	*6.3*	*76.6*	3,990	*7.0*	*23.4*	17,025	*6.4*
PTS	Part-time study	860	*0.4*	*72.5*	325	*0.6*	*27.5*	1,190	*0.4*
UNKNS	Unknown pattern of study	110	*0.1*	*76.0*	35	*0.1*	*24.0*	145	*0.1*
UNEMP	Unemployed	6,730	*3.2*	*65.1*	3,610	*6.4*	*34.9*	10,345	*3.9*
VUW	Voluntary or unpaid work	2,555	*1.2*	*72.6*	965	*1.7*	*27.4*	3,525	*1.3*
OTH	Other	9,905	*4.8*	*74.7*	3,360	*5.9*	*25.3*	13,265	*5.0*
AOD	All other destinations	75,685	*36.5*	*75.3*	24,780	*43.6*	*24.7*	100,465	*38.0*
All destinations									
All	All destinations	207,390	*100.0*	*78.5*	56,870	*100.0*	*21.5*	264,260	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers (excluding significant interim study) in each leaving destination

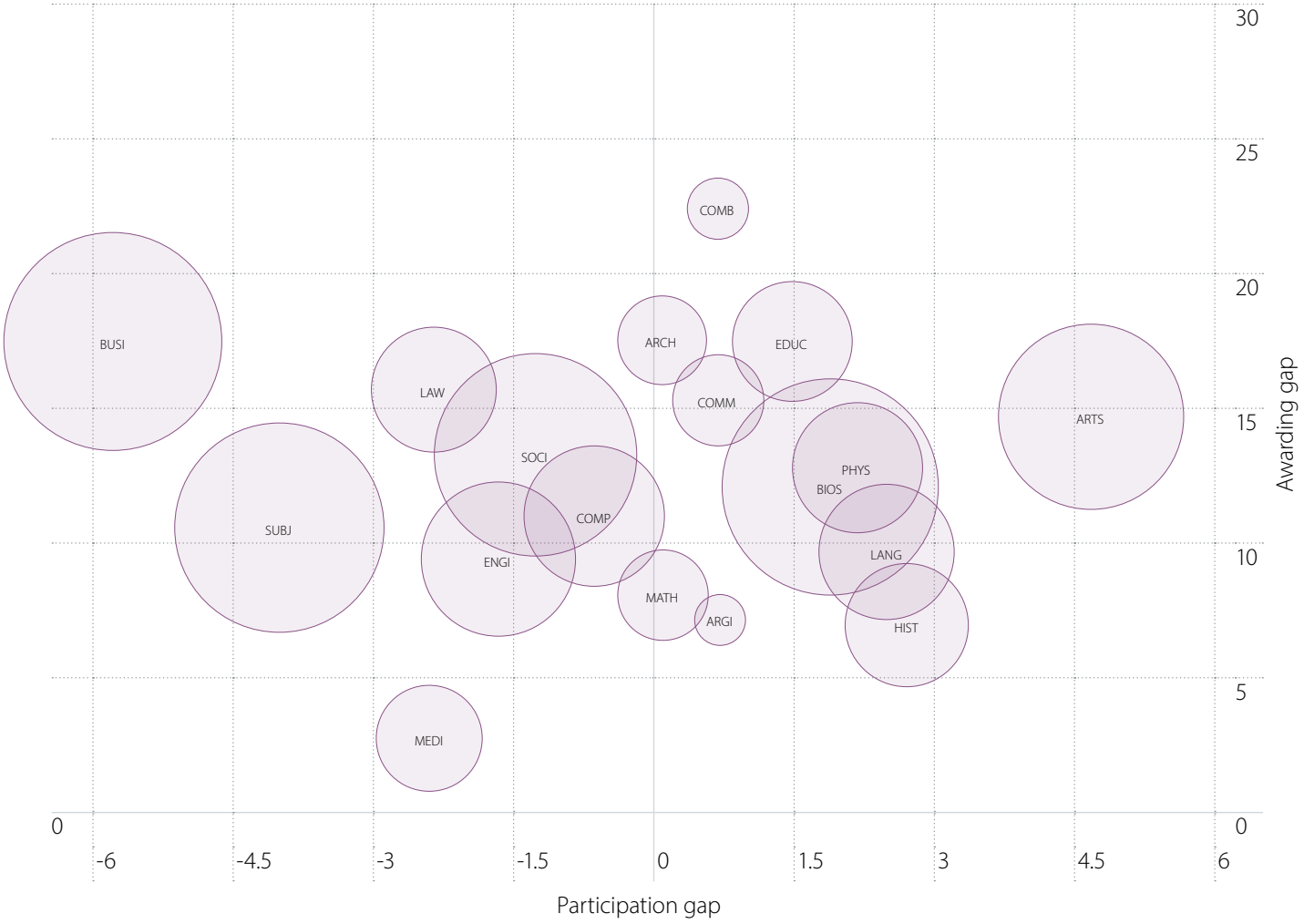


3.20 Participation and awarding gaps between BAME and white students by subject area

← Bubble chart definition: see page 4
← Ethnicity definition: see page 10
← Degree attainment definition: see page 16
← Subject areas definition: see page 15

	Subject area	Participation gap	Awarding gap	Students (size of bubble)
AGRI	Agriculture, related subjects	*0.7*	*7.2*	9,330
ARCH	Architecture, building, planning	*0.1*	*17.5*	28,210
BIOS	Biological sciences	*1.9*	*12.1*	168,510
COMP	Computer science	*-0.8*	*11.1*	73,725
ENGI	Engineering, technology	*-1.6*	*9.9*	86,775
MATH	Mathematical sciences	*0.1*	*8.1*	30,785
MEDI	Medicine, dentistry	*-2.4*	*2.8*	40,660
PHYS	Physical sciences	*2.2*	*12.8*	62,510
SUBJ	Subjects allied to medicine	*-4.0*	*10.6*	158,915
VETS	Veterinary science	*0.3*	..	4,725
BUSI	Business, administrative studies	*-5.9*	*17.5*	171,755
COMB	Combined	*0.7*	*22.4*	13,910
ARTS	Creative arts, design	*4.7*	*14.7*	125,115
EDUC	Education	*1.5*	*17.5*	52,660
HIST	Historical, philosophical studies	*2.7*	*7.0*	56,875
LANG	Languages	*2.5*	*9.7*	66,245
LAW	Law	*-2.3*	*15.7*	58,145
COMM	Mass comms, documentation	*0.7*	*15.3*	31,155
SOCI	Social studies	*-1.2*	*13.2*	147,235

BAME and white students participation and awarding gaps by subject area



Gender

Women continued to make up the majority of students studying in the UK. Men were better represented among EU/non-EU students than UK domiciled students; among full-time students than part-time students; and among those studying SET subjects than non-SET subjects. There were clear gender imbalances at subject level, with men comprising a large majority of students studying computer science and engineering and technology, but only a small proportion of men in education, subjects allied to medicine, and veterinary science.

There were notable gender differences in outcomes, with larger proportions of women continuing or qualifying and receiving a first/2:1 than their male peers.

Data on students' sex is returned to HESA with the possible options of 'female', 'male' and 'other'. For the purposes of this report, data for the sex field will be referred to as gender. Due to small numbers, students who have indicated their gender as 'other' on their HESA record have been excluded in any analysis in this report.

Additional detail for select tables in this section, such as by first year students, is available at:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

A list of the additional information included in the online tables can be found in the **Online data tables** section.

4.1 Overall figures: Across all four countries, women comprised the majority of students studying in UK higher education, with the proportion largest in Scotland (59.1%) and smallest in Wales (56.7%). Overall, 57.2% of all students studying in UK higher education were female.

4.2 Trends: After four consecutive years of decline between 2011/12 and 2014/15, 2018/19 marks the fourth year in a row that overall student numbers have increased, with numbers for both female and male students increasing. Women continue to make up the majority (57.2%) of students studying in UK higher education. The proportion of men studying in UK HE in 2018/19 is similar to the proportion in 2003/04, at 42.8%.

4.3 Degree level: With the exception of research postgraduates, the majority of students studying at every degree level were female. This was particularly pronounced at the other undergraduate level, where 64.0% of students were female. In contrast, 51.1% of research postgraduates were male.

4.3 Domicile: Overall, the widest gender gap was among UK domiciled students (58.0% female), and the smallest among non-EU students (53.5% female). Women comprised the majority of both UK and EU/non-EU domiciled students at every degree level with the exception of research postgraduates for EU/non-EU domiciled students, where they made up 46.5% of non-EU students and 48.0% of EU students.

4.4 Mode: The majority of part-time students were female (60.5%). This was true at every degree level, although it was most stark among part-time other undergraduates (65.4% female).

4.5–4.9 Subject areas: Overall, women made up 52.5% of students in SET subjects compared with 61.3% of students in non-SET subjects. However, the gender composition of SET students varied by degree level, with women comprising the majority among SET first degree undergraduates, SET other undergraduates and SET taught postgraduates (50.6%, 63.0% and 58.8% respectively), but the minority among SET research postgraduate students (45.4%). There were also marked gender differences within individual subject areas. Across all degree levels, the subjects with the widest gender gaps were computer science (81.6% male) and engineering and technology (80.9% male). These gaps have decreased slightly since 2017/18, when 82.4% of computer science and 81.8% of engineering and technology students were men. These gender gaps were most pronounced at the undergraduate levels (15.9% of first degree and 19.0% of other undergraduates studying computer science were female; similarly, women made up 17.6% of first degree and 11.2% of other undergraduates studying engineering and technology). However, women were in the majority in subjects allied to medicine (79.2%) and veterinary science (77.6%).

Female students made up the majority in all non-SET subject areas, with the exception of business and administrative studies (49.3% women) and mass communication and documentation at other undergraduate level (42.0% women). Gender differences were particularly marked among first degree and other undergraduates studying education, of which 88.0% and 77.1%, respectively, were female.

Among postgraduate students, women also comprised the majority in all non-SET subjects, but a minority in business and administrative studies (45.7%) and historical and philosophical studies (46.4%) at the research postgraduate level.

4.10 Continuation rates: Among UK domiciled full-time first degree entrants, a smaller proportion of male students continued or qualified in 2018/19 than female students (87.7% compared with 90.4%). 7.9% of male entrants to higher education in 2017/18 left HE with no award a year later, compared with 5.9% of female entrants.

4.11 Degree attainment: Overall, a larger proportion of female first degree undergraduate qualifiers received a first/2:1 than male qualifiers (78.9% compared with 73.8%). The gap was widest in Wales, where 77.5% of female qualifiers received a first/2:1 compared with 71.6% of male qualifiers (a difference of 5.9 percentage points). The gap was smallest in Scotland, where 82.2% of female qualifiers received at first/2:1 compared with 77.7% of male qualifiers.

4.12 Degree attainment by subject area: In every subject area apart from social studies, a larger proportion of female qualifiers received a first/2:1 than male qualifiers. The degree awarding gap between female and male qualifiers who received a first/2:1 was particularly pronounced among those in biological sciences (12.2 percentage points) and agriculture and related subjects (10.1 percentage points). Overall, the degree awarding gap was similar in SET subjects (5.0 percentage points) and non-SET subjects (5.1 percentage points).

4.13 – 4.14 Leaving destinations: A slightly higher proportion of male leavers were in full-time work 15 months after qualifying compared to female leavers (60.4% compared to 58.8%). Higher proportions of male leavers were in professional full-time work (50.1%, compared to 46.4% of women), while a higher proportion of female leavers were in non-professional full-time work (10.6%, compared with 8.4% of men). Larger proportions of male leavers were also in some form of further study (19.2%) or unemployed (5.4%) than female leavers (17.8% and 4.5%, respectively).

4.1

All students by country of institution and gender

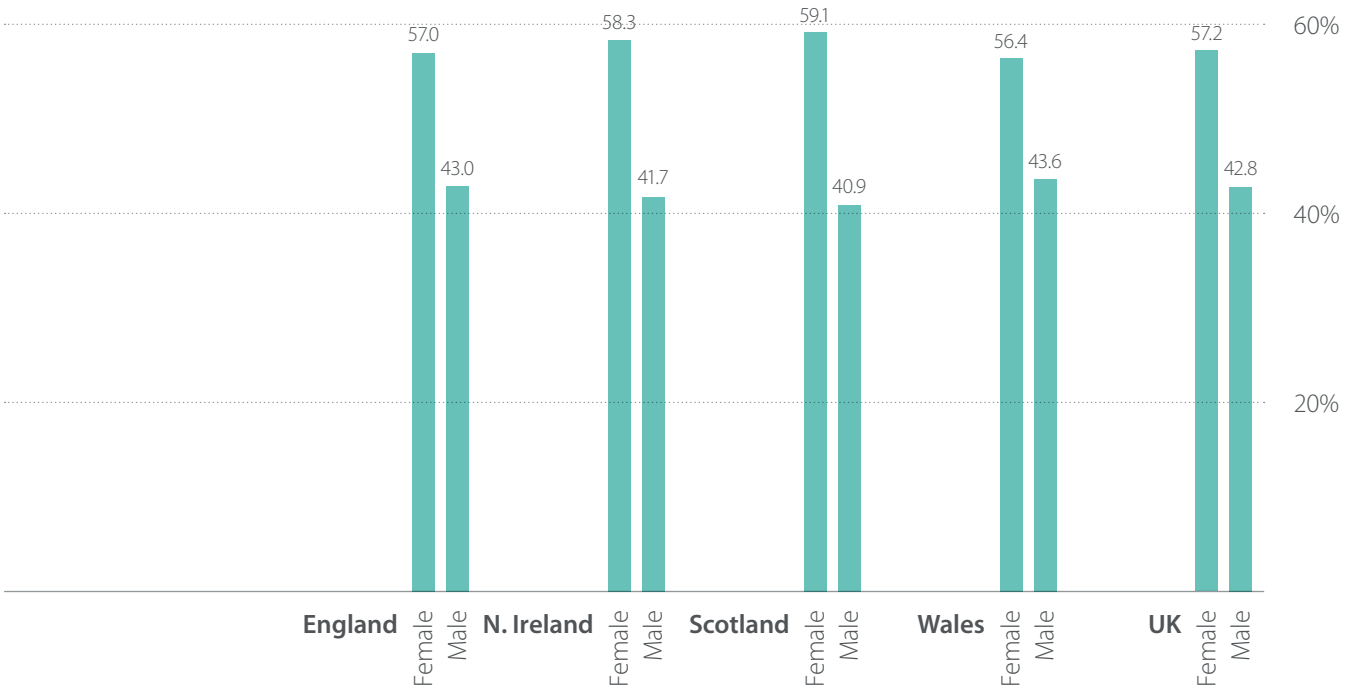
	England		N. Ireland		Scotland		Wales		UK	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Female	1,106,200	*57.0*	32,490	*58.3*	149,255	*59.1*	74,425	*56.4*	1,362,365	*57.2*
Male	834,660	*43.0*	23,265	*41.7*	103,495	*40.9*	57,620	*43.6*	1,019,045	*42.8*
All students	1,940,860	*100.0*	55,755	*100.0*	252,750	*100.0*	132,050	*100.0*	2,381,410	*100.0*

← Country of institution definition: see page 14

← Gender definition: see page 11

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of female and male students in each country



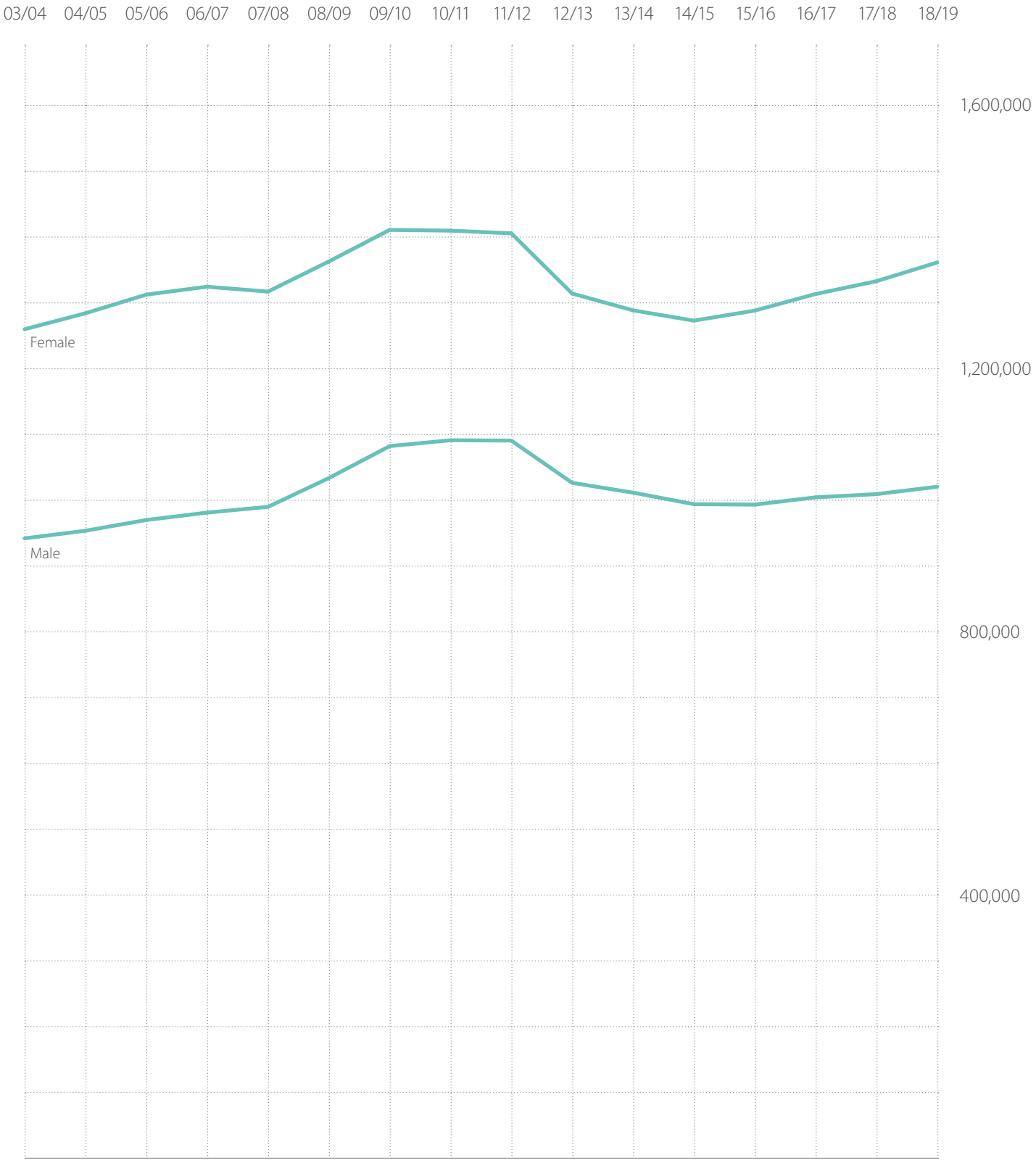
4.2 Profile of all students over time by gender

← Gender definition: see page 11

	Female		Male		All
	No.	→ %	No.	→ %	No.
2003/04	1,260,140	*57.3*	940,035	*42.7*	2,200,175
2004/05	1,284,605	*57.4*	951,665	*42.6*	2,236,265
2005/06	1,313,130	*57.6*	968,110	*42.4*	2,281,235
2006/07	1,325,260	*57.5*	979,440	*42.5*	2,304,700
2007/08	1,317,735	*57.1*	988,220	*42.9*	2,306,105
2008/09	1,363,810	*56.9*	1,032,230	*43.1*	2,396,050
2009/10	1,412,185	*56.6*	1,081,225	*43.4*	2,493,415
2010/11	1,411,090	*56.4*	1,090,200	*43.6*	2,501,285
2011/12	1,406,940	*56.4*	1,089,685	*43.6*	2,496,630
2012/13	1,314,820	*56.2*	1,025,030	*43.8*	2,339,850
2013/14	1,289,090	*56.1*	1,010,035	*43.9*	2,299,125
2014/15	1,273,335	*56.2*	992,370	*43.8*	2,265,705
2015/16	1,288,680	*56.5*	991,670	*43.5*	2,280,350
2016/17	1,314,035	*56.7*	1,002,820	*43.3*	2,316,855
2017/18	1,333,650	*57.0*	1,007,730	*43.0*	2,341,385
2018/19	1,362,365	*57.2*	1,019,045	*42.8*	2,381,410

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Numbers of female and male students over time

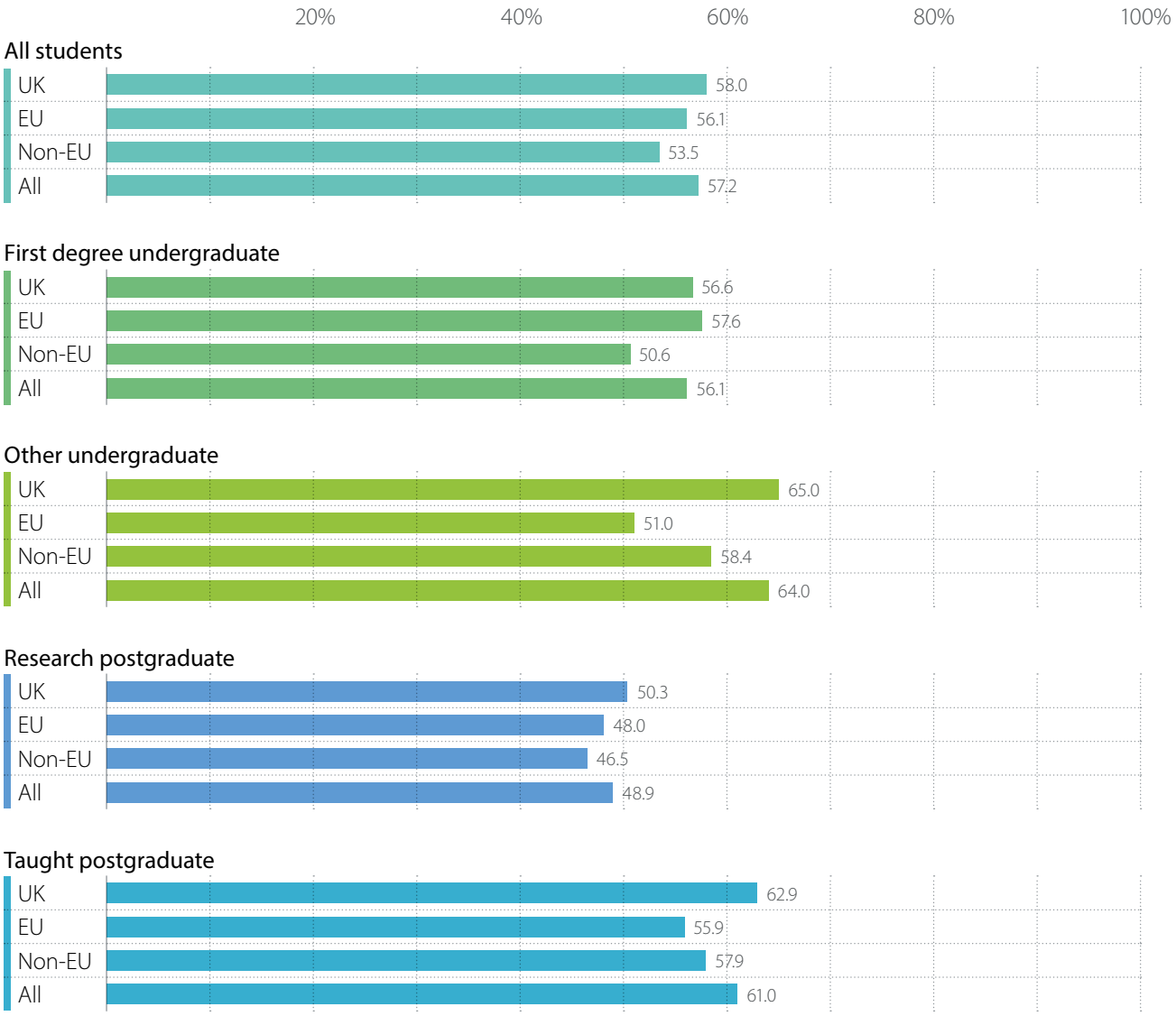


4.3 All students by degree level, domicile category and gender

← Degree level definition: see page 14
← Domicile definition: see page 14
← Gender definition: see page 11

	Female			Male			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students								
UK	1,098,920	*80.7*	*58.0*	797,180	*78.2*	*42.0*	1,896,100	*79.6*
EU	80,080	*5.9*	*56.1*	62,710	*6.2*	*43.9*	142,790	*6.0*
Non-EU	183,310	*13.5*	*53.5*	159,100	*15.6*	*46.5*	342,410	*14.4*
All	1,362,310	*100.0*	*57.2*	1,018,990	*100.0*	*42.8*	2,381,300	*100.0*
First degree undergraduate								
UK	792,735	*85.6*	*56.6*	607,545	*83.8*	*43.4*	1,400,280	*84.8*
EU	54,485	*5.9*	*57.6*	40,175	*5.5*	*42.4*	94,665	*5.7*
Non-EU	79,345	*8.6*	*50.6*	77,325	*10.7*	*49.4*	156,670	*9.5*
All	926,565	*100.0*	*56.1*	725,050	*100.0*	*43.9*	1,651,615	*100.0*
Other undergraduate								
UK	83,325	*89.7*	*65.0*	44,850	*86.0*	*35.0*	128,175	*88.4*
EU	2,055	*2.2*	*51.0*	1,970	*3.8*	*49.0*	4,025	*2.8*
Non-EU	7,500	*8.1*	*58.4*	5,330	*10.2*	*41.6*	12,830	*8.8*
All	92,875	*100.0*	*64.0*	52,155	*100.0*	*36.0*	145,030	*100.0*
Research postgraduate								
UK	33,255	*60.4*	*50.3*	32,900	*57.2*	*49.7*	66,150	*58.8*
EU	6,725	*12.2*	*48.0*	7,295	*12.7*	*52.0*	14,020	*12.5*
Non-EU	15,045	*27.3*	*46.5*	17,335	*30.1*	*53.5*	32,380	*28.8*
All	55,020	*100.0*	*48.9*	57,530	*100.0*	*51.1*	112,550	*100.0*
Taught postgraduate								
UK	189,610	*65.9*	*62.9*	111,880	*60.7*	*37.1*	301,490	*63.9*
EU	16,815	*5.8*	*55.9*	13,265	*7.2*	*44.1*	30,085	*6.4*
Non-EU	81,420	*28.3*	*57.9*	59,105	*32.1*	*42.1*	140,530	*29.8*
All	287,845	*100.0*	*61.0*	184,255	*100.0*	*39.0*	472,105	*100.0*

Proportions of students who were female



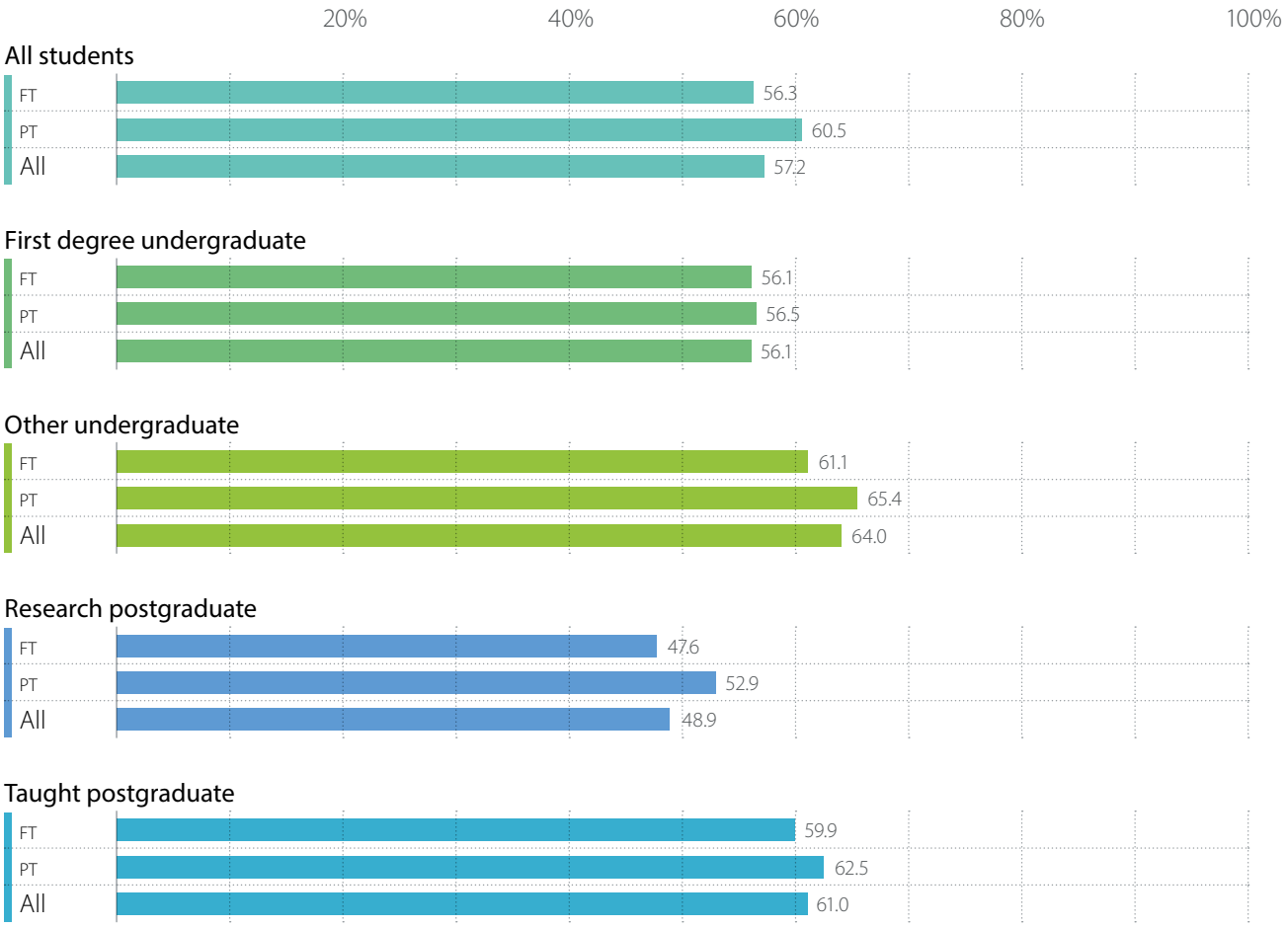
4.4 All students by degree level, mode and gender

← Degree level definition: see page 14
← Mode of study definition: see page 15
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students									
FT	Full-time	1,059,965	*77.8*	*56.3*	821,540	*80.6*	*43.7*	1,881,505	*79.0*
PT	Part-time	302,405	*22.2*	*60.5*	197,500	*19.4*	*39.5*	499,905	*21.0*
All	All modes	1,362,365	*100.0*	*57.2*	1,019,045	*100.0*	*42.8*	2,381,410	*100.0*
First degree undergraduate									
FT	Full-time	829,615	*89.5*	*56.1*	650,470	*89.7*	*43.9*	1,480,080	*89.6*
PT	Part-time	96,970	*10.5*	*56.5*	74,600	*10.3*	*43.5*	171,570	*10.4*
All	All modes	926,585	*100.0*	*56.1*	725,070	*100.0*	*43.9*	1,651,650	*100.0*
Other undergraduate									
FT	Full-time	27,720	*29.8*	*61.1*	17,680	*33.9*	*38.9*	45,400	*31.3*
PT	Part-time	65,160	*70.2*	*65.4*	34,485	*66.1*	*34.6*	99,640	*68.7*
All	All modes	92,880	*100.0*	*64.0*	52,160	*100.0*	*36.0*	145,045	*100.0*
Research postgraduate									
FT	Full-time	40,615	*73.8*	*47.6*	44,720	*77.7*	*52.4*	85,335	*75.8*
PT	Part-time	14,405	*26.2*	*52.9*	12,810	*22.3*	*47.1*	27,215	*24.2*
All	All modes	55,020	*100.0*	*48.9*	57,530	*100.0*	*51.1*	112,550	*100.0*
Taught postgraduate									
FT	Full-time	162,015	*56.3*	*59.9*	108,675	*59.0*	*40.1*	270,685	*57.3*
PT	Part-time	125,865	*43.7*	*62.5*	75,610	*41.0*	*37.5*	201,475	*42.7*
All	All modes	287,880	*100.0*	*61.0*	184,285	*100.0*	*39.0*	472,165	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who were female



4.5 All students by subject area and gender

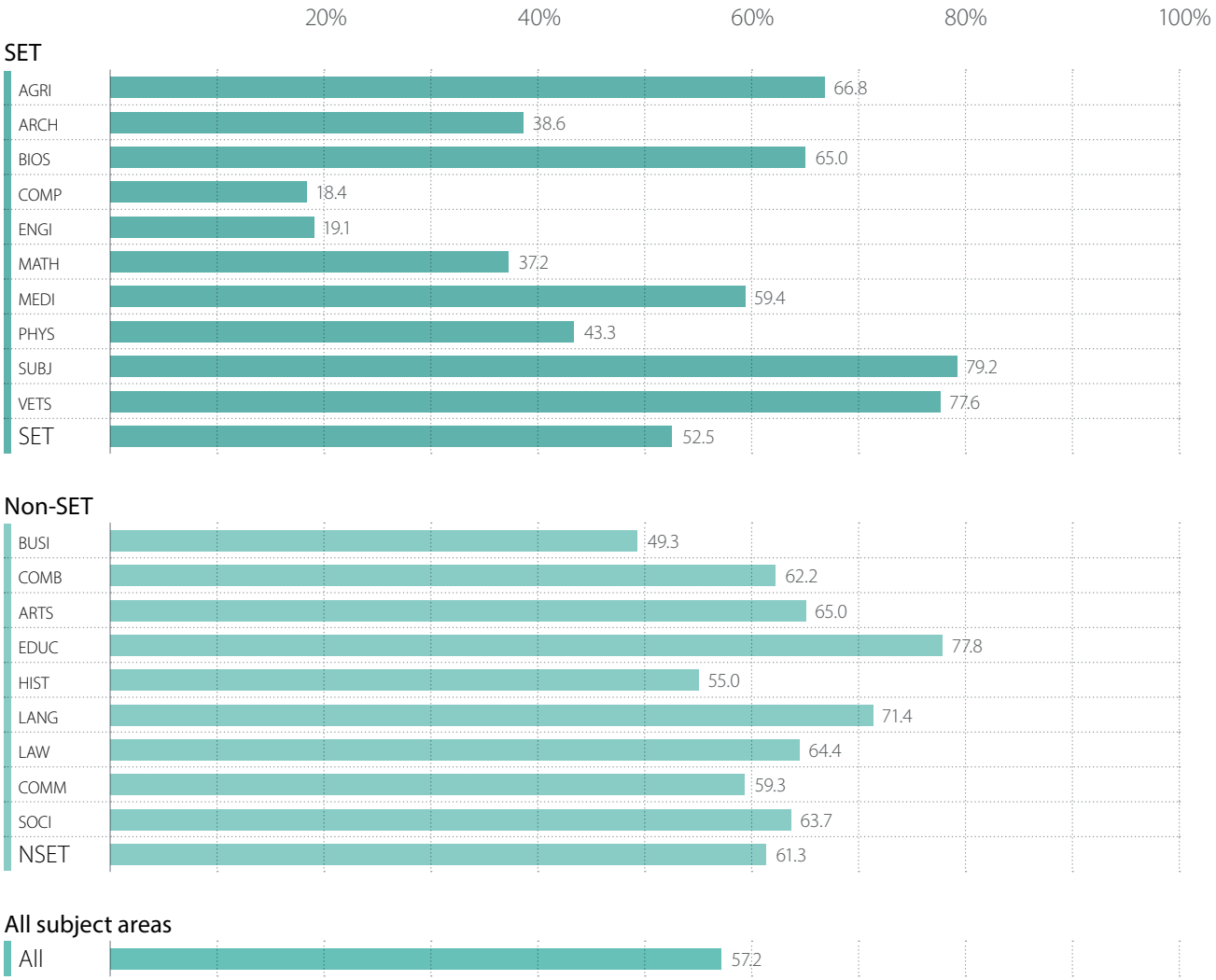
← Subject areas definition: see page 15

← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	12,895	*0.9*	*66.8*	6,410	*0.6*	*33.2*	19,305	*0.8*
ARCH	Architecture, building, planning	21,330	*1.6*	*38.6*	33,995	*3.3*	*61.4*	55,325	*2.3*
BIOS	Biological sciences	156,865	*11.5*	*65.0*	84,565	*8.3*	*35.0*	241,430	*10.1*
COMP	Computer science	21,080	*1.5*	*18.4*	93,535	*9.2*	*81.6*	114,610	*4.8*
ENGI	Engineering, technology	31,580	*2.3*	*19.1*	133,515	*13.1*	*80.9*	165,095	*6.9*
MATH	Mathematical sciences	17,060	*1.3*	*37.2*	28,805	*2.8*	*62.8*	45,865	*1.9*
MEDI	Medicine, dentistry	40,175	*2.9*	*59.4*	27,485	*2.7*	*40.6*	67,660	*2.8*
PHYS	Physical sciences	41,030	*3.0*	*43.3*	53,725	*5.3*	*56.7*	94,755	*4.0*
SUBJ	Subjects allied to medicine	229,895	*16.9*	*79.2*	60,325	*5.9*	*20.8*	290,220	*12.2*
VETS	Veterinary science	6,520	*0.5*	*77.6*	1,875	*0.2*	*22.4*	8,395	*0.4*
SET	SET total	578,430	*42.5*	*52.5*	524,235	*51.4*	*47.5*	1,102,665	*46.3*
Non-SET									
BUSI	Business, administrative studies	176,710	*13.0*	*49.3*	181,665	*17.8*	*50.7*	358,375	*15.0*
COMB	Combined	19,750	*1.4*	*62.2*	11,995	*1.2*	*37.8*	31,750	*1.3*
ARTS	Creative arts, design	117,860	*8.7*	*65.0*	63,530	*6.2*	*35.0*	181,395	*7.6*
EDUC	Education	111,050	*8.2*	*77.8*	31,675	*3.1*	*22.2*	142,725	*6.0*
HIST	Historical, philosophical studies	44,930	*3.3*	*55.0*	36,785	*3.6*	*45.0*	81,715	*3.4*
LANG	Languages	70,780	*5.2*	*71.4*	28,330	*2.8*	*28.6*	99,110	*4.2*
LAW	Law	61,310	*4.5*	*64.4*	33,885	*3.3*	*35.6*	95,195	*4.0*
COMM	Mass comms, documentation	30,390	*2.2*	*59.3*	20,855	*2.0*	*40.7*	51,250	*2.2*
SOCI	Social studies	151,150	*11.1*	*63.7*	86,080	*8.4*	*36.3*	237,230	*10.0*
NSET	Non-SET total	783,935	*57.5*	*61.3*	494,805	*48.6*	*38.7*	1,278,745	*53.7*
All subject areas									
All	All subject areas	1,362,365	*100.0*	*57.2*	1,019,045	*100.0*	*42.8*	2,381,410	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who were female



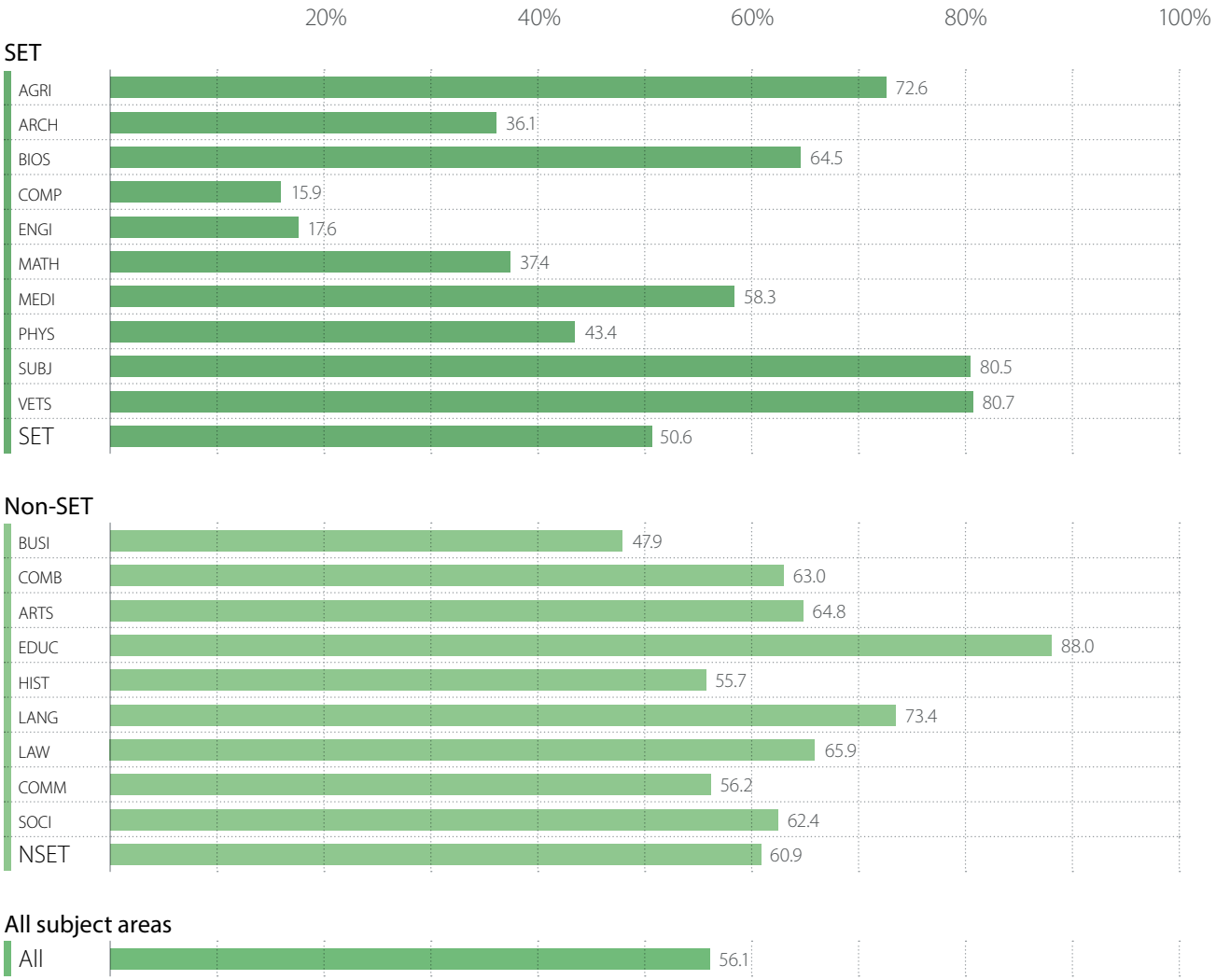
4.6 First degree undergraduate students by subject area and gender

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	7,525	*0.8*	*72.6*	2,840	*0.4*	*27.4*	10,365	*0.6*
ARCH	Architecture, building, planning	12,600	*1.4*	*36.1*	22,335	*3.1*	*63.9*	34,935	*2.1*
BIOS	Biological sciences	121,240	*13.1*	*64.5*	66,790	*9.2*	*35.5*	188,030	*11.4*
COMP	Computer science	14,195	*1.5*	*15.9*	75,175	*10.4*	*84.1*	89,365	*5.4*
ENGI	Engineering, technology	20,690	*2.2*	*17.6*	97,115	*13.4*	*82.4*	117,805	*7.1*
MATH	Mathematical sciences	14,230	*1.5*	*37.4*	23,845	*3.3*	*62.6*	38,075	*2.3*
MEDI	Medicine, dentistry	27,595	*3.0*	*58.3*	19,720	*2.7*	*41.7*	47,310	*2.9*
PHYS	Physical sciences	30,990	*3.3*	*43.4*	40,485	*5.6*	*56.6*	71,475	*4.3*
SUBJ	Subjects allied to medicine	138,815	*15.0*	*80.5*	33,520	*4.6*	*19.5*	172,335	*10.4*
VETS	Veterinary science	4,835	*0.5*	*80.7*	1,155	*0.2*	*19.3*	5,990	*0.4*
SET	SET total	392,715	*42.4*	*50.6*	382,975	*52.8*	*49.4*	775,690	*47.0*
Non-SET									
BUSI	Business, administrative studies	113,680	*12.3*	*47.9*	123,655	*17.1*	*52.1*	237,330	*14.4*
COMB	Combined	9,300	*1.0*	*63.0*	5,470	*0.8*	*37.0*	14,770	*0.9*
ARTS	Creative arts, design	96,095	*10.4*	*64.8*	52,190	*7.2*	*35.2*	148,285	*9.0*
EDUC	Education	47,945	*5.2*	*88.0*	6,565	*0.9*	*12.0*	54,510	*3.3*
HIST	Historical, philosophical studies	34,880	*3.8*	*55.7*	27,780	*3.8*	*44.3*	62,660	*3.8*
LANG	Languages	54,420	*5.9*	*73.4*	19,690	*2.7*	*26.6*	74,115	*4.5*
LAW	Law	48,175	*5.2*	*65.9*	24,895	*3.4*	*34.1*	73,070	*4.4*
COMM	Mass comms, documentation	21,515	*2.3*	*56.2*	16,745	*2.3*	*43.8*	38,260	*2.3*
SOCI	Social studies	107,860	*11.6*	*62.4*	65,100	*9.0*	*37.6*	172,960	*10.5*
NSET	Non-SET total	533,870	*57.6*	*60.9*	342,090	*47.2*	*39.1*	875,960	*53.0*
All subject areas									
All	All subject areas	926,585	*100.0*	*56.1*	725,070	*100.0*	*43.9*	1,651,650	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of first degree undergraduates who were female



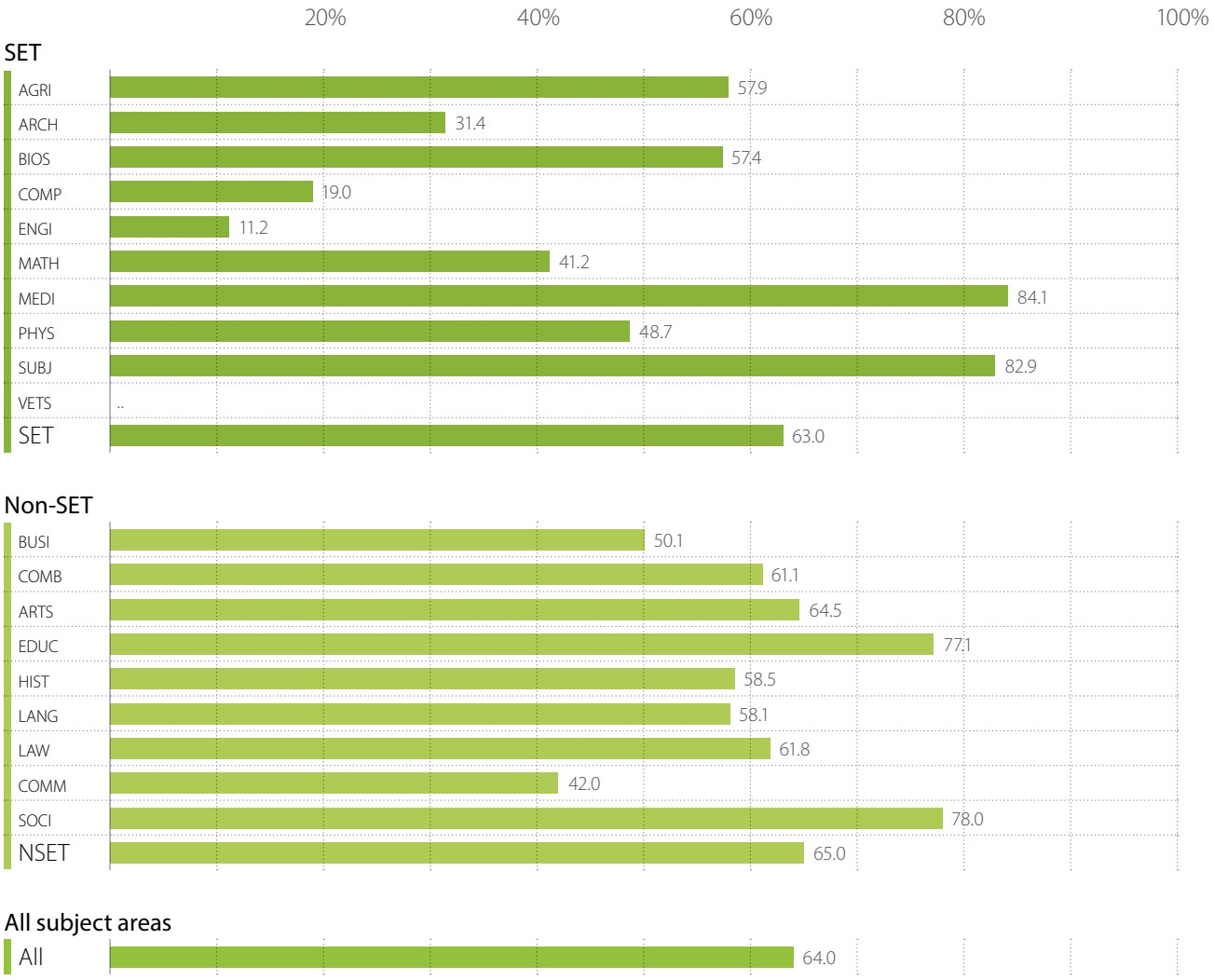
4.7 Other undergraduate students by subject area and gender

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	3,095	*3.3*	*57.9*	2,250	*4.3*	*42.1*	5,340	*3.7*
ARCH	Architecture, building, planning	975	*1.0*	*31.4*	2,130	*4.1*	*68.6*	3,105	*2.1*
BIOS	Biological sciences	3,850	*4.1*	*57.4*	2,860	*5.5*	*42.6*	6,710	*4.6*
COMP	Computer science	650	*0.7*	*19.0*	2,770	*5.3*	*81.0*	3,425	*2.4*
ENGI	Engineering, technology	1,020	*1.1*	*11.2*	8,090	*15.5*	*88.8*	9,110	*6.3*
MATH	Mathematical sciences	180	*0.2*	*41.2*	255	*0.5*	*58.8*	435	*0.3*
MEDI	Medicine, dentistry	255	*0.3*	*84.1*	50	*0.1*	*15.9*	300	*0.2*
PHYS	Physical sciences	865	*0.9*	*48.7*	910	*1.7*	*51.3*	1,780	*1.2*
SUBJ	Subjects allied to medicine	33,935	*36.5*	*82.9*	7,020	*13.5*	*17.1*	40,960	*28.2*
VETS	Veterinary science	0	*0.0*	..	0	*0.0*	..	0	..
SET	SET total	44,825	*48.3*	*63.0*	26,340	*50.5*	*37.0*	71,165	*49.1*
Non-SET									
BUSI	Business, administrative studies	6,160	*6.6*	*50.1*	6,140	*11.8*	*49.9*	12,300	*8.5*
COMB	Combined	9,580	*10.3*	*61.1*	6,095	*11.7*	*38.9*	15,675	*10.8*
ARTS	Creative arts, design	3,345	*3.6*	*64.5*	1,845	*3.5*	*35.5*	5,190	*3.6*
EDUC	Education	12,635	*13.6*	*77.1*	3,750	*7.2*	*22.9*	16,385	*11.3*
HIST	Historical, philosophical studies	1,270	*1.4*	*58.5*	900	*1.7*	*41.5*	2,170	*1.5*
LANG	Languages	5,200	*5.6*	*58.1*	3,755	*7.2*	*41.9*	8,955	*6.2*
LAW	Law	970	*1.0*	*61.8*	600	*1.2*	*38.2*	1,570	*1.1*
COMM	Mass comms, documentation	205	*0.2*	*42.0*	280	*0.5*	*58.0*	485	*0.3*
SOCI	Social studies	8,685	*9.4*	*78.0*	2,455	*4.7*	*22.0*	11,140	*7.7*
NSET	Non-SET total	48,055	*51.7*	*65.0*	25,825	*49.5*	*35.0*	73,875	*50.9*
All subject areas									
All	All subject areas	92,880	*100.0*	*64.0*	52,160	*100.0*	*36.0*	145,045	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of other undergraduates who were female



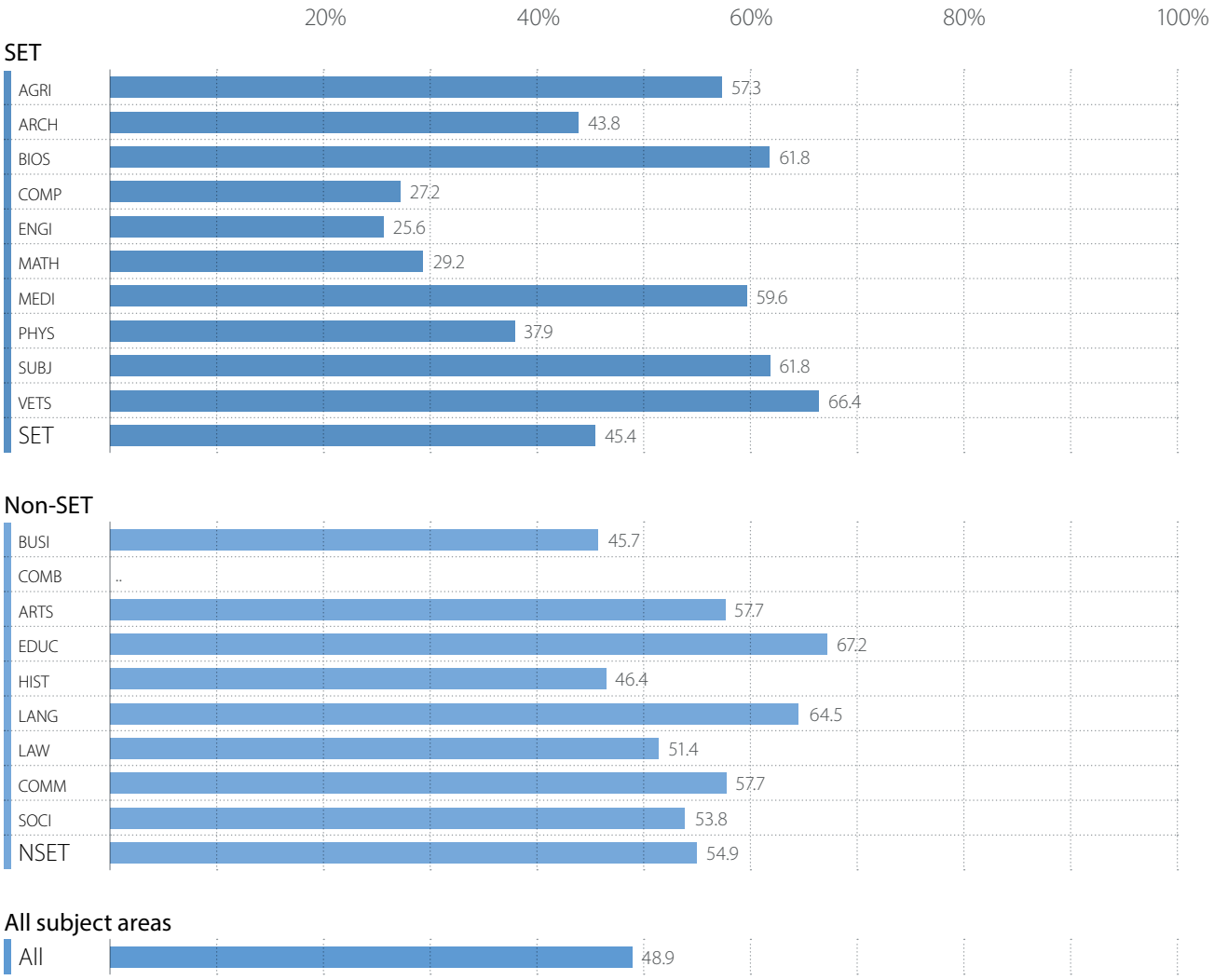
4.8 Research postgraduate students by subject area and gender

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	475	*0.9*	*57.3*	355	*0.6*	*42.7*	830	*0.7*
ARCH	Architecture, building, planning	830	*1.5*	*43.8*	1,070	*1.9*	*56.2*	1,900	*1.7*
BIOS	Biological sciences	9,680	*17.6*	*61.8*	5,995	*10.4*	*38.2*	15,675	*13.9*
COMP	Computer science	1,360	*2.5*	*27.2*	3,650	*6.3*	*72.8*	5,015	*4.5*
ENGI	Engineering, technology	3,660	*6.7*	*25.6*	10,660	*18.5*	*74.4*	14,325	*12.7*
MATH	Mathematical sciences	910	*1.7*	*29.2*	2,205	*3.8*	*70.8*	3,110	*2.8*
MEDI	Medicine, dentistry	5,110	*9.3*	*59.6*	3,460	*6.0*	*40.4*	8,570	*7.6*
PHYS	Physical sciences	5,120	*9.3*	*37.9*	8,385	*14.6*	*62.1*	13,505	*12.0*
SUBJ	Subjects allied to medicine	5,130	*9.3*	*61.8*	3,175	*5.5*	*38.2*	8,305	*7.4*
VETS	Veterinary science	245	*0.4*	*66.4*	125	*0.2*	*33.6*	370	*0.3*
SET	SET total	32,525	*59.1*	*45.4*	39,075	*67.9*	*54.6*	71,600	*63.6*
Non-SET									
BUSI	Business, administrative studies	3,105	*5.6*	*45.7*	3,695	*6.4*	*54.3*	6,800	*6.0*
COMB	Combined	10	*0.0*	..	10	*0.0*	..	15	*0.0*
ARTS	Creative arts, design	2,265	*4.1*	*57.7*	1,660	*2.9*	*42.3*	3,920	*3.5*
EDUC	Education	4,070	*7.4*	*67.2*	1,985	*3.5*	*32.8*	6,060	*5.4*
HIST	Historical, philosophical studies	3,235	*5.9*	*46.4*	3,740	*6.5*	*53.6*	6,975	*6.2*
LANG	Languages	3,450	*6.3*	*64.5*	1,900	*3.3*	*35.5*	5,350	*4.8*
LAW	Law	1,120	*2.0*	*51.4*	1,060	*1.8*	*48.6*	2,185	*1.9*
COMM	Mass comms, documentation	715	*1.3*	*57.7*	520	*0.9*	*42.3*	1,235	*1.1*
SOCI	Social studies	4,520	*8.2*	*53.8*	3,880	*6.7*	*46.2*	8,405	*7.5*
NSET	Non-SET total	22,495	*40.9*	*54.9*	18,455	*32.1*	*45.1*	40,950	*36.4*
All subject areas									
All	All subject areas	55,020	*100.0*	*48.9*	57,530	*100.0*	*51.1*	112,550	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of research postgraduates who were female



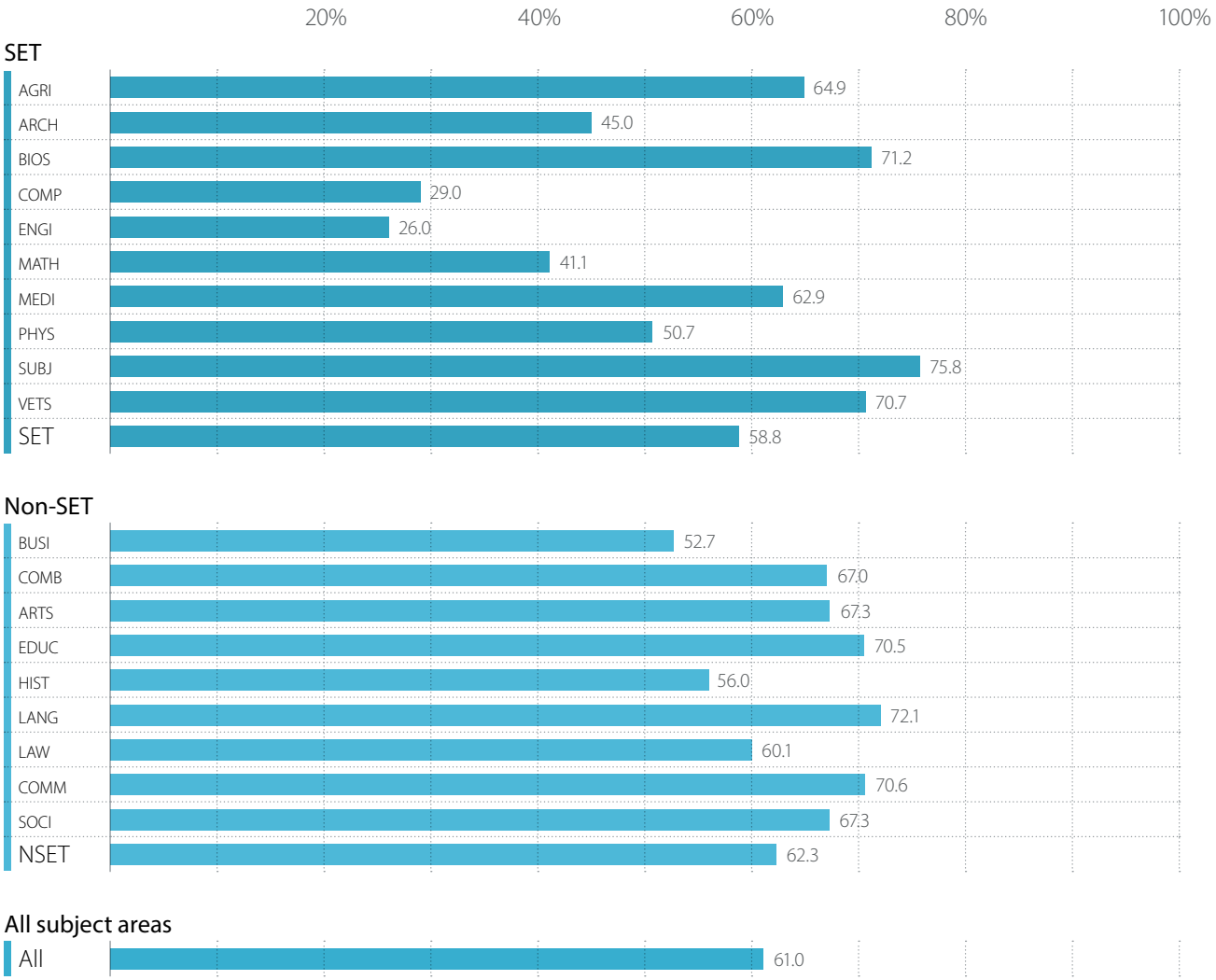
4.9 Taught postgraduate students by subject area and gender

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	1,800	*0.6*	*64.9*	970	*0.5*	*35.1*	2,770	*0.6*
ARCH	Architecture, building, planning	6,920	*2.4*	*45.0*	8,460	*4.6*	*55.0*	15,380	*3.3*
BIOS	Biological sciences	22,095	*7.7*	*71.2*	8,920	*4.8*	*28.8*	31,015	*6.6*
COMP	Computer science	4,875	*1.7*	*29.0*	11,935	*6.5*	*71.0*	16,805	*3.6*
ENGI	Engineering, technology	6,210	*2.2*	*26.0*	17,645	*9.6*	*74.0*	23,855	*5.1*
MATH	Mathematical sciences	1,745	*0.6*	*41.1*	2,500	*1.4*	*58.9*	4,250	*0.9*
MEDI	Medicine, dentistry	7,215	*2.5*	*62.9*	4,260	*2.3*	*37.1*	11,475	*2.4*
PHYS	Physical sciences	4,050	*1.4*	*50.7*	3,945	*2.1*	*49.3*	7,995	*1.7*
SUBJ	Subjects allied to medicine	52,015	*18.1*	*75.8*	16,610	*9.0*	*24.2*	68,625	*14.5*
VETS	Veterinary science	1,440	*0.5*	*70.7*	600	*0.3*	*29.3*	2,040	*0.4*
SET	SET total	108,365	*37.6*	*58.8*	75,845	*41.2*	*41.2*	184,210	*39.0*
Non-SET									
BUSI	Business, administrative studies	53,765	*18.7*	*52.7*	48,175	*26.1*	*47.3*	101,940	*21.6*
COMB	Combined	865	*0.3*	*67.0*	425	*0.2*	*33.0*	1,290	*0.3*
ARTS	Creative arts, design	16,155	*5.6*	*67.3*	7,840	*4.3*	*32.7*	23,995	*5.1*
EDUC	Education	46,395	*16.1*	*70.5*	19,370	*10.5*	*29.5*	65,770	*13.9*
HIST	Historical, philosophical studies	5,545	*1.9*	*56.0*	4,365	*2.4*	*44.0*	9,910	*2.1*
LANG	Languages	7,710	*2.7*	*72.1*	2,985	*1.6*	*27.9*	10,695	*2.3*
LAW	Law	11,040	*3.8*	*60.1*	7,330	*4.0*	*39.9*	18,370	*3.9*
COMM	Mass comms, documentation	7,960	*2.8*	*70.6*	3,305	*1.8*	*29.4*	11,265	*2.4*
SOCI	Social studies	30,080	*10.4*	*67.3*	14,645	*7.9*	*32.7*	44,725	*9.5*
NSET	Non-SET total	179,515	*62.4*	*62.3*	108,440	*58.8*	*37.7*	287,955	*61.0*
All subject areas									
All	All subject areas	287,880	*100.0*	*61.0*	184,285	*100.0*	*39.0*	472,165	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of taught postgraduates who were female

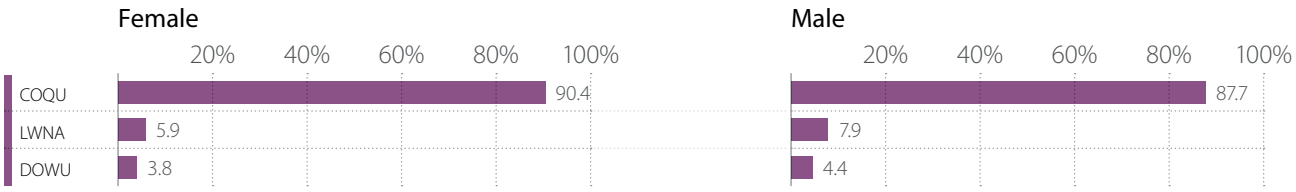


4.10 UK domiciled full-time first degree entrants by continuation category and gender

← Domicile definition: see page 14
← Continuation definition: see page 16
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
COQU	Continue or qualify	212,980	*90.4*	*57.1*	159,695	*87.7*	*42.9*	372,675	*89.2*
LWNA	Left with no award	13,865	*5.9*	*49.1*	14,360	*7.9*	*50.9*	28,225	*6.8*
DOWU	Dormant or writing up	8,845	*3.8*	*52.4*	8,050	*4.4*	*47.6*	16,895	*4.0*
All	All categories	235,690	*100.0*	*56.4*	182,105	*100.0*	*43.6*	417,800	*100.0*

Proportions of female and male entrants in each continuation category

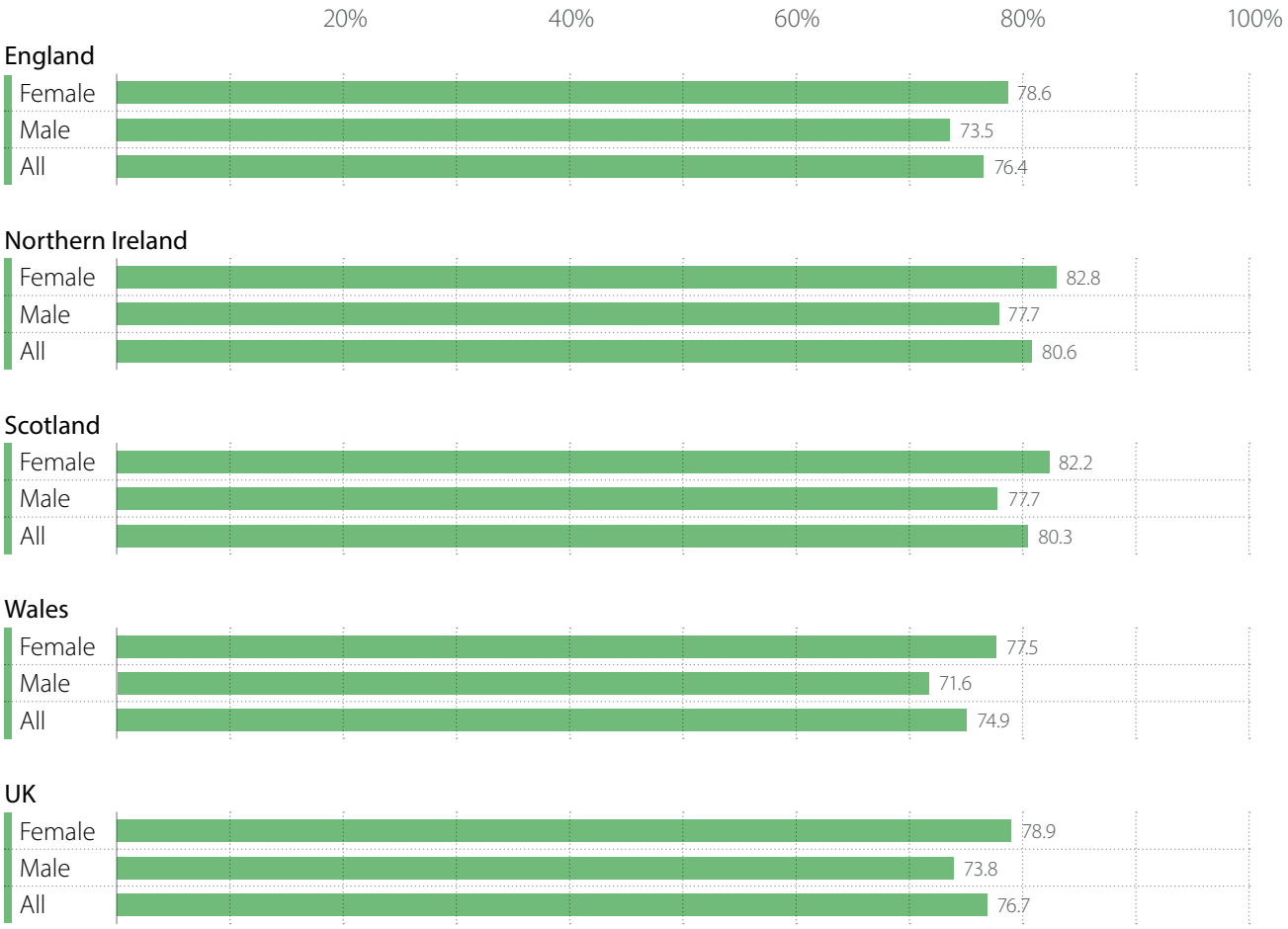


4.11 First degree undergraduate qualifiers by country of institution, degree class and gender

← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16
← Gender definition: see page 11

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
England											
Female	155,870	*78.6*	57,730	*29.1*	98,140	*49.5*	34,930	*17.6*	7,545	*3.8*	198,345
Male	106,460	*73.5*	39,820	*27.5*	66,640	*46.0*	30,600	*21.1*	7,755	*5.4*	144,815
All	262,330	*76.4*	97,550	*28.4*	164,780	*48.0*	65,530	*19.1*	15,300	*4.5*	343,160
Northern Ireland											
Female	4,260	*82.8*	1,440	*28.0*	2,820	*54.8*	785	*15.3*	100	*1.9*	5,145
Male	3,065	*77.7*	1,060	*26.8*	2,005	*50.8*	760	*19.2*	120	*3.1*	3,945
All	7,325	*80.6*	2,500	*27.5*	4,825	*53.1*	1,545	*17.0*	220	*2.4*	9,090
Scotland											
Female	13,370	*82.2*	4,640	*28.5*	8,730	*53.7*	2,465	*15.2*	425	*2.6*	16,255
Male	9,495	*77.7*	3,415	*27.9*	6,080	*49.7*	2,285	*18.7*	450	*3.7*	12,225
All	22,860	*80.3*	8,055	*28.3*	14,810	*52.0*	4,745	*16.7*	875	*3.1*	28,480
Wales											
Female	9,165	*77.5*	3,560	*30.1*	5,605	*47.4*	2,240	*19.0*	415	*3.5*	11,825
Male	6,930	*71.6*	2,475	*25.6*	4,460	*46.1*	2,235	*23.1*	510	*5.3*	9,680
All	16,095	*74.9*	6,035	*28.1*	10,060	*46.8*	4,475	*20.8*	930	*4.3*	21,500
UK											
Female	182,660	*78.9*	67,370	*29.1*	115,290	*49.8*	40,420	*17.5*	8,485	*3.7*	231,570
Male	125,945	*73.8*	46,765	*27.4*	79,185	*46.4*	35,875	*21.0*	8,840	*5.2*	170,665
All	308,610	*76.7*	114,135	*28.4*	194,475	*48.3*	76,300	*19.0*	17,325	*4.307*	402,230

Proportions of qualifiers who received a first/2:1



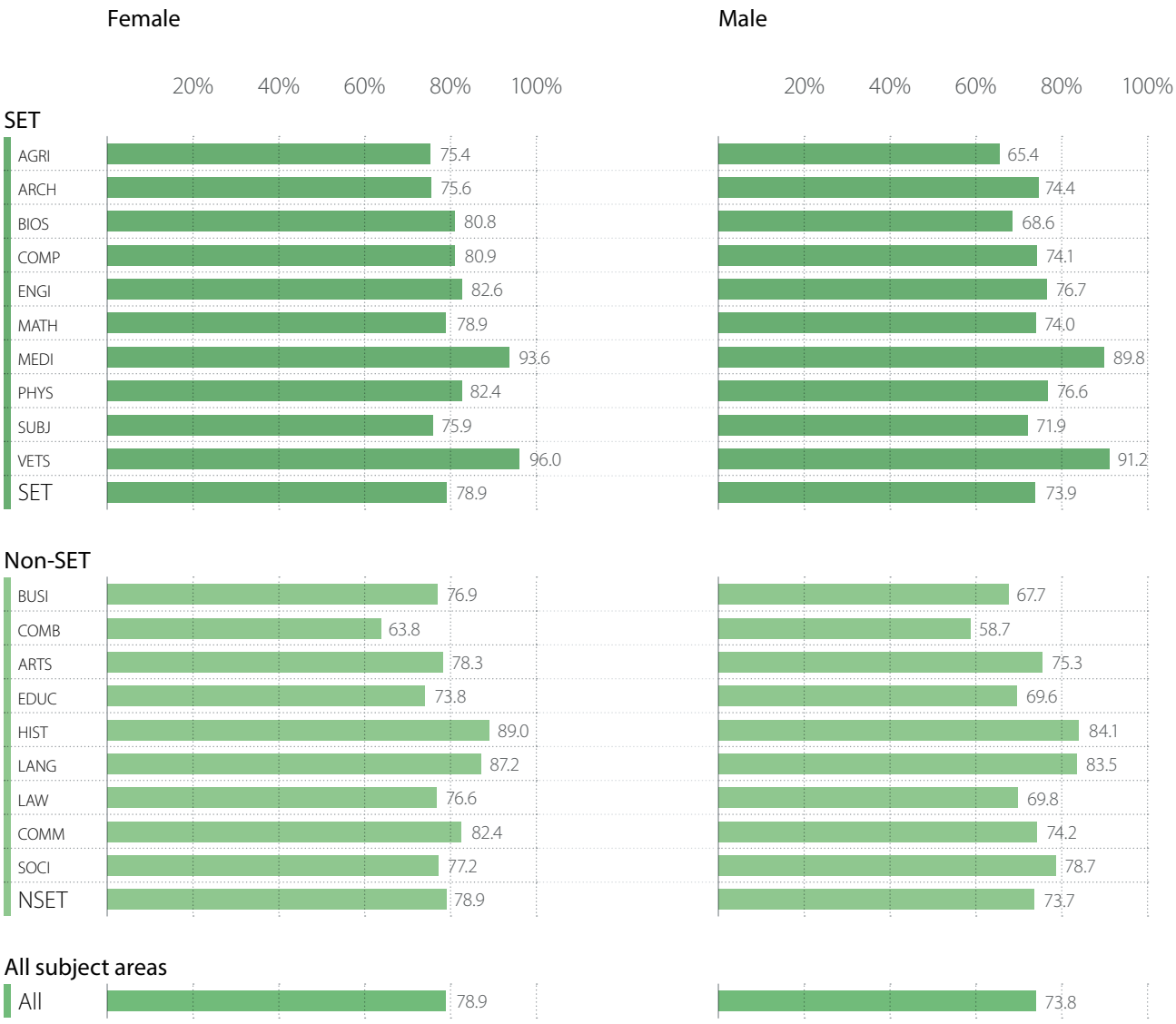
4.12 First degree undergraduate qualifiers by subject area, degree class and gender

← Qualifiers definition: see page 16
← Subject areas definition: see page 15
← Degree attainment definition: see page 16
← Gender definition: see page 11

		Female					Male				
		First/2:1		2:2/third			First/2:1		2:2/third		
		No.	→ %	No.	↓ %	→ %	No.	→ %	No.	↓ %	→ %
SET											
AGRI	Agriculture, related subjects	1,545	*75.4*	505	*1.0*	*24.6*	560	*65.4*	295	*0.7*	*34.6*
ARCH	Architecture, building, planning	2,365	*75.6*	765	*1.6*	*24.4*	3,650	*74.4*	1,260	*2.8*	*25.6*
BIOS	Biological sciences	23,110	*80.8*	5,500	*11.2*	*19.2*	10,815	*68.6*	4,950	*11.1*	*31.4*
COMP	Computer science	2,430	*80.9*	575	*1.2*	*19.1*	10,990	*74.1*	3,850	*8.6*	*25.9*
ENGI	Engineering, technology	3,800	*82.6*	800	*1.6*	*17.4*	16,570	*76.7*	5,030	*11.3*	*23.3*
MATH	Mathematical sciences	2,660	*78.9*	715	*1.5*	*21.1*	3,850	*74.0*	1,350	*3.0*	*26.0*
MEDI	Medicine, dentistry	1,005	*93.6*	70	*0.1*	*6.4*	650	*89.8*	75	*0.2*	*10.2*
PHYS	Physical sciences	6,240	*82.4*	1,335	*2.7*	*17.6*	7,600	*76.6*	2,325	*5.2*	*23.4*
SUBJ	Subjects allied to medicine	26,085	*75.9*	8,285	*16.9*	*24.1*	5,780	*71.9*	2,265	*5.1*	*28.1*
VETS	Veterinary science	195	*96.0*	10	*0.0*	*4.0*	50	*91.2*	5	*0.0*	*8.8*
SET	SET total	69,435	*78.9*	18,550	*37.9*	*21.1*	60,510	*73.9*	21,405	*47.9*	*26.1*
Non-SET											
BUSI	Business, administrative studies	24,560	*76.9*	7,395	*15.1*	*23.1*	21,555	*67.7*	10,275	*23.0*	*32.3*
COMB	Combined	1,055	*63.8*	600	*1.2*	*36.2*	505	*58.7*	355	*0.8*	*41.3*
ARTS	Creative arts, design	20,980	*78.3*	5,795	*11.9*	*21.7*	10,620	*75.3*	3,485	*7.8*	*24.7*
EDUC	Education	9,815	*73.8*	3,485	*7.1*	*26.2*	1,235	*69.6*	540	*1.2*	*30.4*
HIST	Historical, philosophical studies	8,470	*89.0*	1,050	*2.1*	*11.0*	6,390	*84.1*	1,205	*2.7*	*15.9*
LANG	Languages	12,760	*87.2*	1,875	*3.8*	*12.8*	4,260	*83.5*	840	*1.9*	*16.5*
LAW	Law	9,140	*76.6*	2,785	*5.7*	*23.4*	4,335	*69.8*	1,870	*4.2*	*30.2*
COMM	Mass comms, documentation	5,195	*82.4*	1,110	*2.3*	*17.6*	3,395	*74.2*	1,180	*2.6*	*25.8*
SOCI	Social studies	21,250	*77.2*	6,260	*12.8*	*22.8*	13,140	*78.7*	3,560	*8.0*	*21.3*
NSET	Non-SET total	113,230	*78.9*	30,355	*62.1*	*21.1*	65,435	*73.7*	23,315	*52.1*	*26.3*
All subject areas											
All	All subject areas	182,665	*78.9*	48,905	100.0	*21.1*	125,945	*73.8*	44,720	100.0	*26.2*

Additional data by detailed degree class is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of qualifiers who received a first/2:1



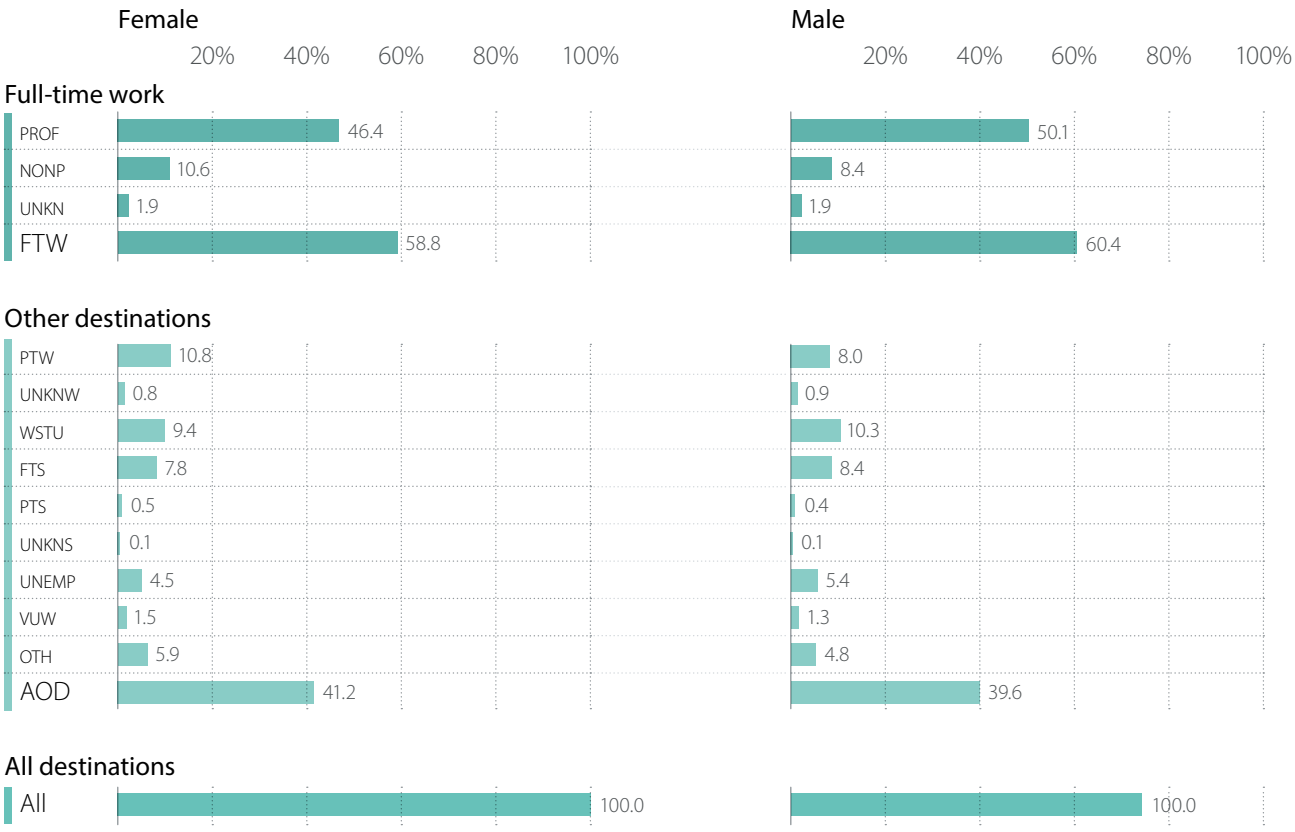
4.13 Graduate outcome leavers by leaving destination and gender

← Gender definition: see page 11
← Graduate outcomes definition: see page 17

		Female		Male		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %
Full-time work							
PROF	Professional full-time work	97,190	*46.4*	76,480	*50.1*	173,675	*48.0*
NONP	Non-professional full-time work	22,120	*10.6*	12,805	*8.4*	34,925	*9.6*
UNKN	Unknown full-time work	3,890	*1.9*	2,825	*1.9*	6,715	*1.9*
FTW	All full-time work	123,200	*58.8*	92,115	*60.4*	215,315	*59.5*
Other destinations							
PTW	Part-time work	22,620	*10.8*	12,160	*8.0*	34,780	*9.6*
UNKNW	Unknown pattern of work	1,685	*0.8*	1,445	*0.9*	3,130	*0.9*
WSTU	Work and further study	19,615	*9.4*	15,660	*10.3*	35,275	*9.7*
FTS	Full-time study	16,400	*7.8*	12,840	*8.4*	29,240	*8.1*
PTS	Part-time study	1,070	*0.5*	685	*0.4*	1,755	*0.5*
UNKNS	Unknown pattern of study	155	*0.1*	105	*0.1*	255	*0.1*
UNEMP	Unemployed	9,435	*4.5*	8,200	*5.4*	17,635	*4.9*
VUW	Voluntary or unpaid work	3,180	*1.5*	1,985	*1.3*	5,165	*1.4*
OTH	Other	12,270	*5.9*	7,350	*4.8*	19,620	*5.4*
AOD	All other destinations	86,430	*41.2*	60,425	*39.6*	146,855	*40.5*
All destinations							
All	All destinations	209,630	*100.0*	152,540	*100.0*	362,170	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers in each leaving destination



4.14 Graduate outcome leavers (excluding significant interim study) by leaving destination and gender

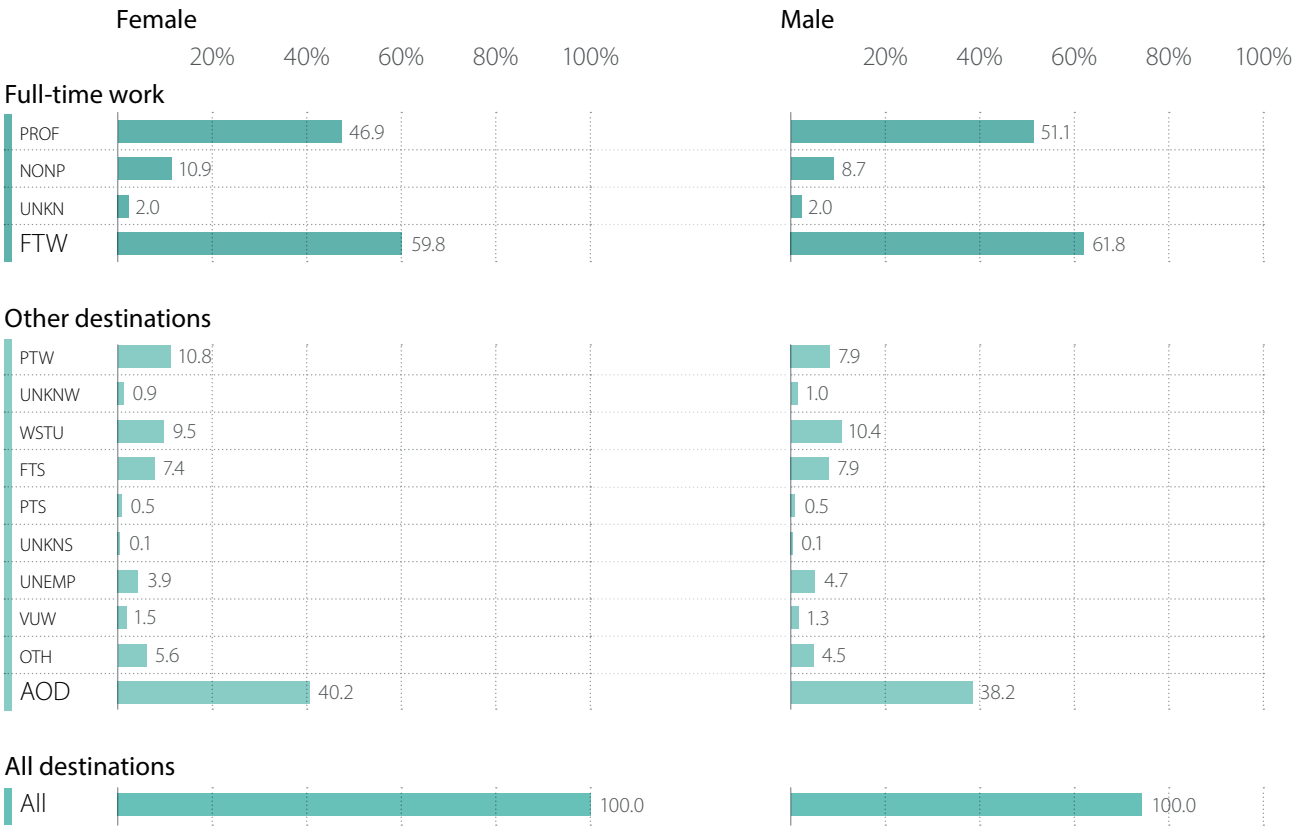
← Gender definition: see page 11

← Graduate outcomes definition: see page 17

		Female		Male		All leavers	
		No.	↓ %	No.	↓ %	No.	↓ %
Full-time work							
PROF	Professional full-time work	90,055	*46.9*	71,530	*51.1*	161,590	*48.7*
NONP	Non-professional full-time work	20,890	*10.9*	12,140	*8.7*	33,030	*9.9*
UNKN	Unknown full-time work	3,840	*2.0*	2,765	*2.0*	6,605	*2.0*
FTW	All full-time work	114,785	*59.8*	86,440	*61.8*	201,225	*60.6*
Other destinations							
PTW	Part-time work	20,795	*10.8*	11,020	*7.9*	31,810	*9.6*
UNKNW	Unknown pattern of work	1,675	*0.9*	1,425	*1.0*	3,100	*0.9*
WSTU	Work and further study	18,300	*9.5*	14,590	*10.4*	32,890	*9.9*
FTS	Full-time study	14,200	*7.4*	11,030	*7.9*	25,235	*7.6*
PTS	Part-time study	985	*0.5*	630	*0.5*	1,615	*0.5*
UNKNS	Unknown pattern of study	155	*0.1*	105	*0.1*	255	*0.1*
UNEMP	Unemployed	7,580	*3.9*	6,640	*4.7*	14,220	*4.3*
VUW	Voluntary or unpaid work	2,835	*1.5*	1,765	*1.3*	4,600	*1.4*
OTH	Other	10,720	*5.6*	6,310	*4.5*	17,030	*5.1*
AOD	All other destinations	77,245	*40.2*	53,515	*38.2*	130,760	*39.4*
All destinations							
All	All destinations	192,030	*100.0*	139,950	*100.0*	331,985	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of leavers (excluding significant interim study) in each leaving destination

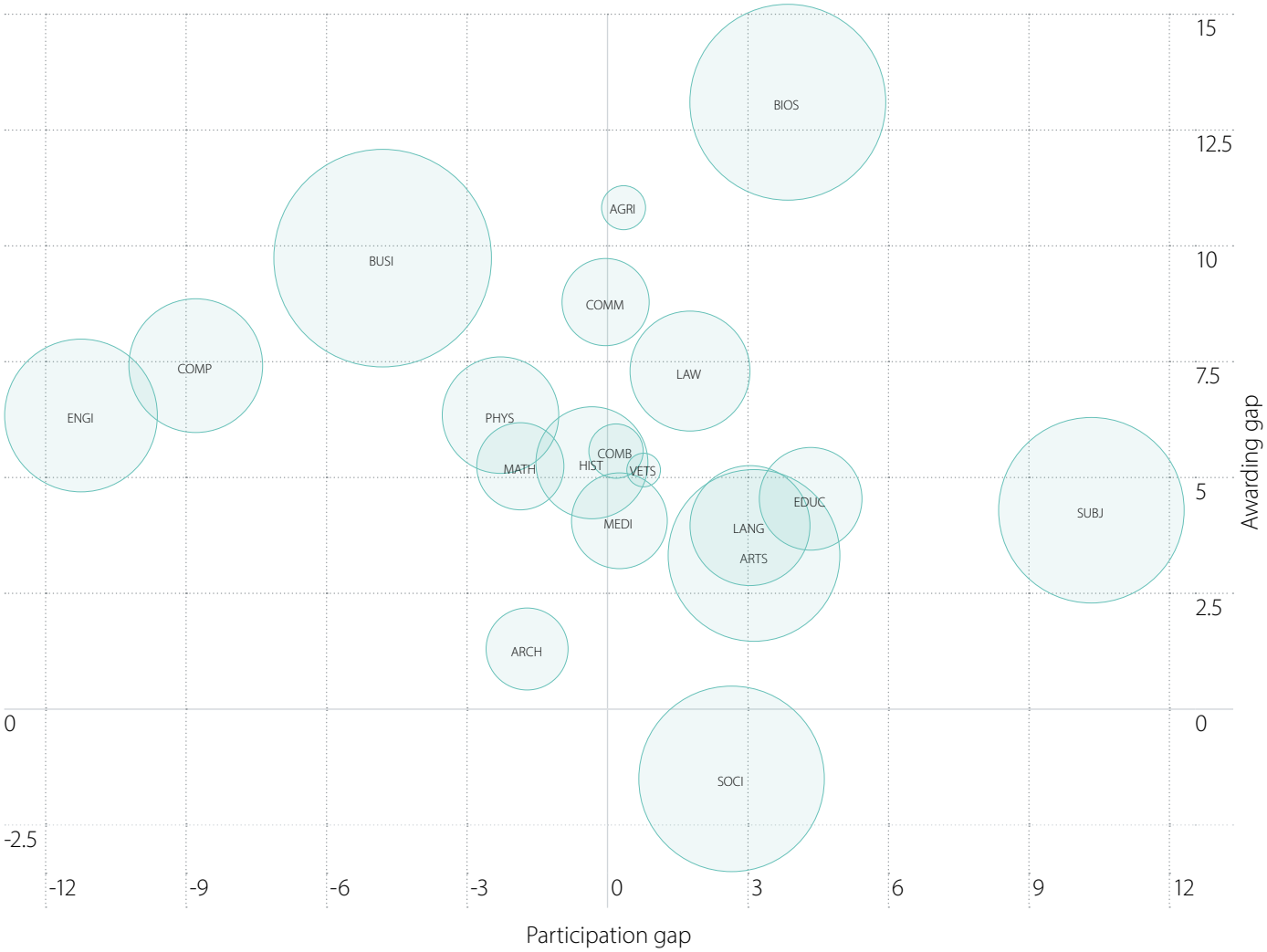


4.15 Participation and awarding gaps between female and male students by subject area

← Bubble chart definition: see page 4
← Gender definition: see page 11
← Subject areas definition: see page 15
← Degree attainment definition: see page 16

	Subject area	Participation gap	Awarding gap	Students (size of bubble)
AGRI	Agriculture, related subjects	*0.4*	*10.1*	10,365
ARCH	Architecture, building, planning	*-1.7*	*1.2*	34,935
BIOS	Biological sciences	*3.9*	*12.2*	188,030
COMP	Computer science	*-8.8*	*6.9*	89,365
ENGI	Engineering, technology	*-11.2*	*5.9*	117,805
MATH	Mathematical sciences	*-1.8*	*4.9*	38,075
MEDI	Medicine, dentistry	*0.3*	*3.9*	47,310
PHYS	Physical sciences	*-2.2*	*5.8*	71,475
SUBJ	Subjects allied to medicine	*10.4*	*4.0*	172,335
VETS	Veterinary science	*0.4*	*4.8*	5,990
BUSI	Business, administrative studies	*0.0*	*9.1*	237,330
COMB	Combined	*0.0*	*5.1*	14,770
ARTS	Creative arts, design	*-4.8*	*3.1*	148,285
EDUC	Education	*0.2*	*4.2*	54,510
HIST	Historical, philosophical studies	*3.2*	*4.9*	62,660
LANG	Languages	*4.3*	*3.7*	74,115
LAW	Law	*-0.1*	*6.8*	73,070
COMM	Mass comms, documentation	*3.2*	*8.2*	38,260
SOCI	Social studies	*1.8*	*-1.4*	172,960

Female and male students participation and awarding gaps by subject area



Intersectionality

Intersectionality means recognising that people's identities and social positions are shaped by multiple factors, which create unique experiences and perspectives. A person is not, for example, a woman on one hand and disabled on the other; rather they are the combination of these at the same time (ie a disabled woman).

Intersectionality is increasingly a topic of consideration for equality and diversity practitioners. Apart from general growing interest in this area, this trend is also driven by institutional and procedural requirements, such as the new Athena SWAN charter principle on intersectionality, the inclusion of intersectionality in the Race Equality Charter principles and the addition of requirements on intersectionality to outcome agreement guidance in Scotland.

Advance HE (formerly as ECU) produced a research and data briefing on *Intersectional approaches to equality research and data* that can be downloaded at: **www.advance-he.ac.uk/knowledge-hub/intersectional-approaches-equality-research-and-data**

5.1–5.2 Age and disability status: A larger proportion of students aged 36 and over disclosed as disabled than students in any other age group (14.6%), with disability disclosure rates lowest among those aged 22 to 25 (12.5%). For some impairment types, disclosure rates increased with age. For example, the proportion of students disclosing a physical impairment or mobility issues rose from just 2.1% of disabled students aged 21 and under to 5.9% of those aged 36 and over. In contrast, those disclosing a mental health condition, social communication/autistic spectrum disorder, or specific learning difficulty tended to have a younger age profile.

5.3 Age and ethnic group: Among UK domiciled students, those who were BAME had a younger age profile than white students, with 62.9% aged 21 and under compared with 58.1% of white students. However, age profiles varied among UK BAME ethnic groups. For example, Asian students had a markedly younger age profile than Black students, with 71.2% aged 21 or under, compared with 49.8% of Black students.

5.4 Age and gender: While women comprised the majority of students across all age groups, the proportions of students who were women tended to increase with age. 55.0% of those aged 21 and under were female, rising to 64.3% of students aged 36 and over.

5.5–5.6 Disability status and ethnic group: Among UK domiciled students, disability disclosure rates were highest among mixed race students (18.8%), followed by white students (17.5%). In contrast, just 7.9% of UK Chinese students and 9.3% of UK Asian students disclosed as disabled. Disclosure rates of specific impairments also varied by ethnicity. For example, 11.0% of UK domiciled BAME disabled students disclosed a long standing illness or health condition, compared with 8.9% of UK white disabled students. In contrast, 4.5% of UK white disabled students disclosed a social communication/autistic spectrum disorder impairment compared with 2.6% of UK BAME disabled students.

5.7 Disability status and gender: Larger proportions of female disabled students disclosed certain impairments than male disabled students. This was most pronounced among students disclosing a mental health condition, with 31.3% of female disabled students disclosing this impairment, compared with 19.6% of male disabled students. In contrast, proportionally more male disabled students disclosed having a social

communication/autistic spectrum disorder or a specific learning difficulty (7.8% and 40.8%, respectively) than female disabled students (1.7% and 32.7%, respectively).

5.8 Ethnic group and gender: Within every ethnic group, the majority of UK domiciled students were female. This gender difference was largest among UK Black students, with women comprising 60.2% in this ethnic group. Among UK Asian students this was considerably lower, at 53.3%.

Degree attainment

5.9 Age and disability status: Among first degree undergraduate qualifiers, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers (77.0% compared with 75.2%). The disability degree awarding gap was largest among those aged 36 and over, where 62.1% of disabled qualifiers received a first/2:1 compared with 66.9% of non-disabled qualifiers.

5.10 Age and ethnic group: In every age group, a higher proportion of UK domiciled white qualifiers received a first/2:1 than UK domiciled BAME qualifiers. This BAME degree awarding gap widened with age: there was an 18.1 percentage point difference in the proportion of UK white and BAME qualifiers aged 36 and over, more than double the difference among those aged 21 and under (7.6 percentage points).

5.11 Age and gender: The gender degree awarding gap narrowed as the age of qualifiers increased: among qualifiers aged 21 and under, there was a 6.4 percentage point difference compared with a 1.0 percentage point gap for those aged 26 to 35 and a 3.7 percentage point gap among those aged 36 and over.

5.12 Disability status and ethnic group: A higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers in all ethnic groups, with the exception of Chinese and other ethnicity students (for whom there was no gap). This disability degree awarding gap ranged from a 2.9 percentage point difference among both UK Black and Asian qualifiers to 5.4 percentage points for UK mixed ethnicity qualifiers. Notably, the BAME awarding gap was present among both disabled and non-disabled qualifiers, with the widest gap in both groups being between Black qualifiers and White qualifiers (21.3 percentage points among disabled and 23.0 percentage points among non-disabled qualifiers, respectively).

5.13 Disability status and gender: The disability degree awarding gap was wider among female qualifiers than among male qualifiers. 79.3% of non-disabled female qualifiers received a first/2:1 compared with 76.9% of disabled female qualifiers (a 2.3 percentage point gap). In comparison, 74.0% of non-disabled male qualifiers received a first/2:1 compared with 72.2% of non-disabled male qualifiers (a 1.8 percentage point gap).

5.14 Ethnic group and gender: While the gender awarding gap among all UK domiciled first degree qualifiers stood at 4.0 percentage points, it ranged from 1.3 percentage points among other ethnicity qualifiers to 10.4 percentage points for Chinese qualifiers. While the ethnicity degree awarding gap varied by gender, the gap between qualifiers from a Black background and a white background was by far the widest in both groups (21.5 percentage points among female qualifiers and 24.7 percentage points among male qualifiers). The degree awarding gap was most pronounced between Black male qualifiers (of whom 54.5% received a first/2:1) and white female qualifiers (82.9%, a difference of 28.4 percentage points).

5.1 All students by disability status and age group

← Disability definition: see page 10
← Age definition: see page 10

		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
DIS	Disabled students	1,159,945	*85.8*	*56.5*	344,310	*87.5*	*16.8*
ND	Non-disabled students	191,655	*14.2*	*57.9*	49,295	*12.5*	*14.9*
All	All students	1,351,600	*100.0*	*56.7*	393,605	*100.0*	*16.5*

		26–35			36 and over			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
DIS	Disabled students	305,545	*86.2*	*14.9*	242,800	*85.4*	*11.8*	2,052,600	*86.1*
ND	Non-disabled students	48,805	*13.8*	*14.7*	41,405	*14.6*	*12.5*	331,155	*13.9*
All	All students	354,350	*100.0*	*14.9*	284,200	*100.0*	*11.9*	2,383,755	*100.0*

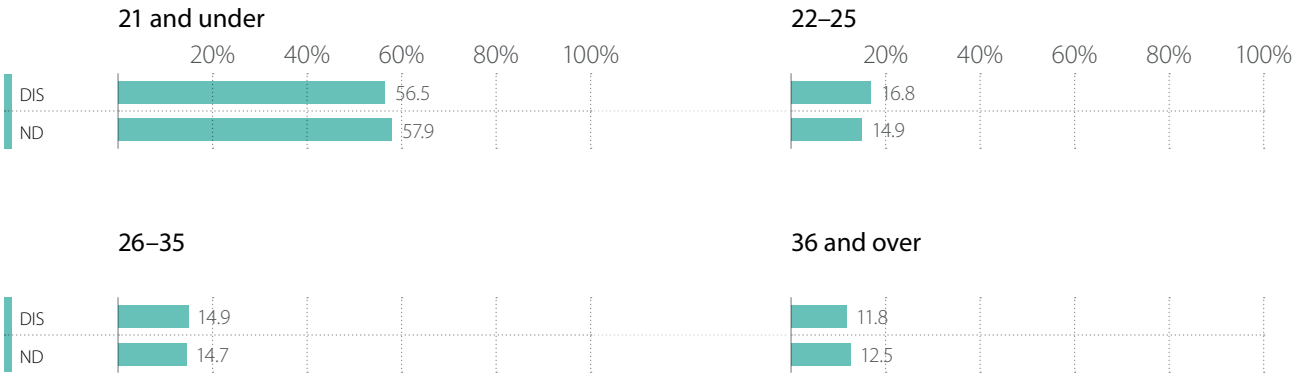
5.2 Disabled students by impairment type and age group

← Disability definition: see page 10
← Age definition: see page 10
← Impairment type definition: see page 12

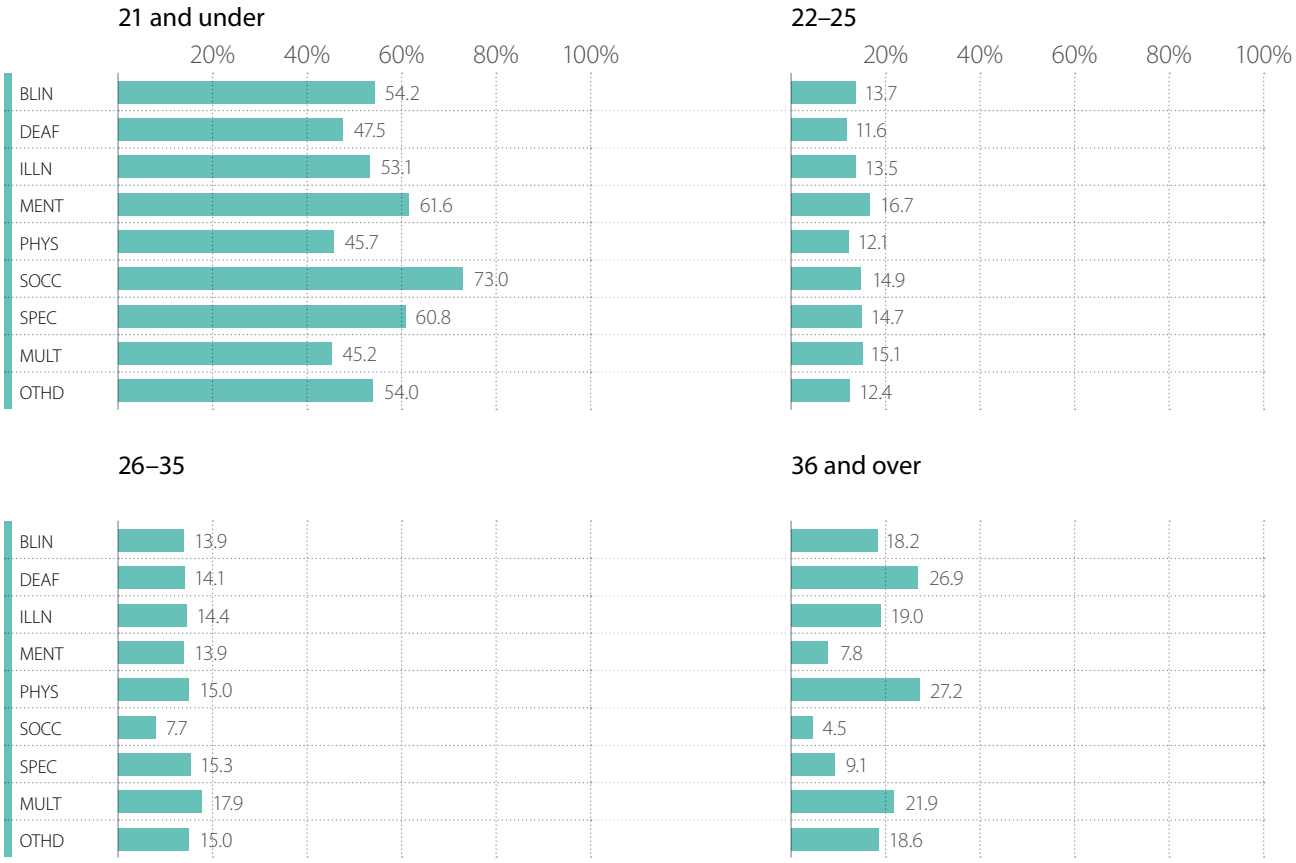
		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
BLIN	Blind or a serious visual impairment	1,930	*1.0*	*54.2*	490	*1.0*	*13.7*
DEAF	Deaf or a serious hearing impairment	2,805	*1.5*	*47.5*	685	*1.4*	*11.6*
ILLN	Long-standing illness or health condition	16,445	*8.6*	*53.1*	4,180	*8.5*	*13.5*
MENT	Mental health condition	55,050	*28.7*	*61.6*	14,930	*30.3*	*16.7*
PHYS	Physical impairment or mobility issues	4,080	*2.1*	*45.7*	1,085	*2.2*	*12.1*
SOCC	Social communication impairment	9,685	*5.1*	*73.0*	1,970	*4.0*	*14.9*
SPEC	Specific learning difficulty	71,830	*37.5*	*60.8*	17,420	*35.3*	*14.7*
MULT	Two or more impairments	16,130	*8.4*	*45.2*	5,385	*10.9*	*15.1*
OTHD	Other type of impairment	13,690	*7.1*	*54.0*	3,155	*6.4*	*12.4*

		26–35			36 and over			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BLIN	Blind or a serious visual impairment	495	*1.0*	*13.9*	650	*1.6*	*18.2*	3,565	*1.1*
DEAF	Deaf or a serious hearing impairment	830	*1.7*	*14.1*	1,590	*3.8*	*26.9*	5,910	*1.8*
ILLN	Long-standing illness or health condition	4,445	*9.1*	*14.4*	5,880	*14.2*	*19.0*	30,950	*9.3*
MENT	Mental health condition	12,420	*25.4*	*13.9*	6,955	*16.8*	*7.8*	89,350	*27.0*
PHYS	Physical impairment or mobility issues	1,335	*2.7*	*15.0*	2,430	*5.9*	*27.2*	8,935	*2.7*
SOCC	Social communication impairment	1,025	*2.1*	*7.7*	590	*1.4*	*4.5*	13,275	*4.0*
SPEC	Specific learning difficulty	18,070	*37.0*	*15.3*	10,800	*26.1*	*9.1*	118,120	*35.7*
MULT	Two or more impairments	6,380	*13.1*	*17.9*	7,800	*18.8*	*21.9*	35,695	*10.8*
OTHD	Other type of impairment	3,795	*7.8*	*15.0*	4,710	*11.4*	*18.6*	25,350	*7.7*

Proportions of students who were disabled/non-disabled across age groups



Proportions of disabled students in each impairment type across age groups



5.3 UK domiciled students by age group and ethnic group

← Domicile definition: see page 14
← Age definition: see page 10
← Ethnicity definition: see page 10

		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
W	White	822,490	*74.2*	*58.1*	183,640	*78.0*	*13.0*
BAME	BAME total	285,420	*25.8*	*62.9*	51,920	*22.0*	*11.4*
A	Asian	137,915	*12.4*	*71.2*	20,305	*8.6*	*10.5*
B	Black	68,315	*6.2*	*49.8*	15,175	*6.4*	*11.1*
C	Chinese	10,105	*0.9*	*63.8*	2,590	*1.1*	*16.3*
M	Mixed	50,590	*4.6*	*66.6*	9,775	*4.1*	*12.9*
O	Other	18,490	*1.7*	*59.2*	4,070	*1.7*	*13.0*
All	All students	1,107,910	*100.0*	*59.3*	235,555	*100.0*	*12.6*

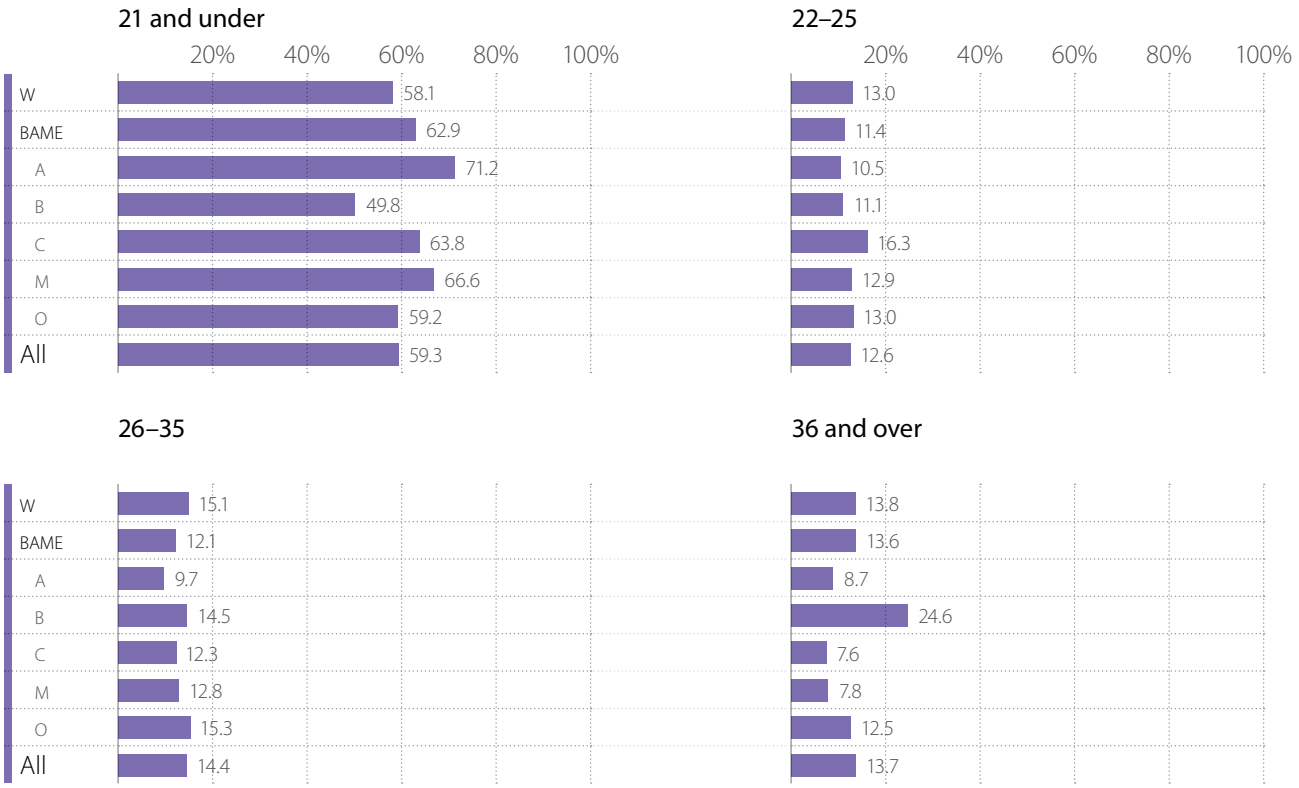
		26–35			36 and over			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
W	White	214,190	*79.5*	*15.1*	194,670	*76.0*	*13.8*	1,414,985	*75.7*
BAME	BAME total	55,150	*20.5*	*12.1*	61,590	*24.0*	*13.6*	454,080	*24.3*
A	Asian	18,845	*7.0*	*9.7*	16,770	*6.5*	*8.7*	193,840	*10.4*
B	Black	19,880	*7.4*	*14.5*	33,805	*13.2*	*24.6*	137,180	*7.3*
C	Chinese	1,945	*0.7*	*12.3*	1,210	*0.5*	*7.6*	15,850	*0.8*
M	Mixed	9,700	*3.6*	*12.8*	5,920	*2.3*	*7.8*	75,985	*4.1*
O	Other	4,780	*1.8*	*15.3*	3,890	*1.5*	*12.5*	31,230	*1.7*
All	All students	269,335	*100.0*	*14.4*	256,260	*100.0*	*13.7*	1,869,065	*100.0*

5.4 All students by age group and gender

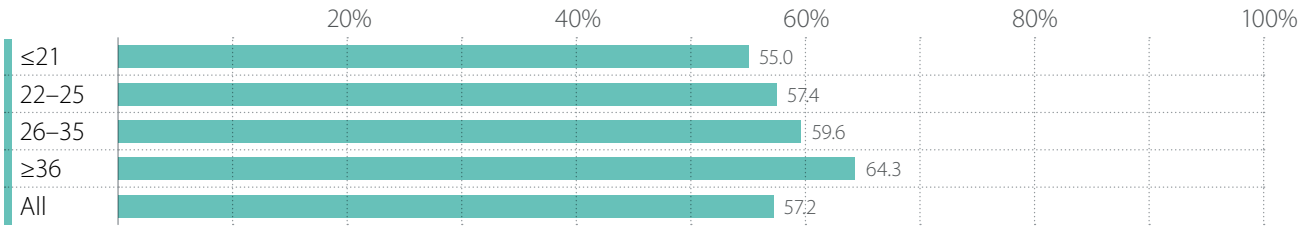
← Age definition: see page 10
← Gender definition: see page 11

	Female			Male			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
≤21	743,370	*54.6*	*55.0*	607,250	*59.6*	*45.0*	1,350,615	*56.7*
22–25	225,615	*16.6*	*57.4*	167,425	*16.4*	*42.6*	393,040	*16.5*
26–35	210,730	*15.5*	*59.6*	143,060	*14.0*	*40.4*	353,795	*14.9*
≥36	182,540	*13.4*	*64.3*	101,210	*9.9*	*35.7*	283,750	*11.9*
All	1,362,255	*100.0*	*57.2*	1,018,945	*100.0*	*42.8*	2,381,200	*100.0*

Proportions of UK domiciled students in each ethnic group across age groups



Proportions of students who were female across age groups



5.5 UK domiciled students by disability status and ethnic group

← Domicile definition: see page 14
← Disability definition: see page 10
← Ethnicity definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
W	White	1,167,525	*74.6*	*82.5*	247,580	*81.6*	*17.5*	1,415,105	*75.7*
BAME	BAME total	398,260	*25.4*	*87.7*	55,845	*18.4*	*12.3*	454,110	*24.3*
A	Asian	175,830	*11.2*	*90.7*	18,030	*5.9*	*9.3*	193,855	*10.4*
B	Black	118,915	*7.6*	*86.7*	18,270	*6.0*	*13.3*	137,185	*7.3*
C	Chinese	14,600	*0.9*	*92.1*	1,250	*0.4*	*7.9*	15,850	*0.8*
M	Mixed	61,670	*3.9*	*81.2*	14,315	*4.7*	*18.8*	75,985	*4.1*
O	Other	27,250	*1.7*	*87.3*	3,980	*1.3*	*12.7*	31,230	*1.7*
All	All students	1,565,785	*100.0*	*83.8*	303,425	*100.0*	*16.2*	1,869,210	*100.0*

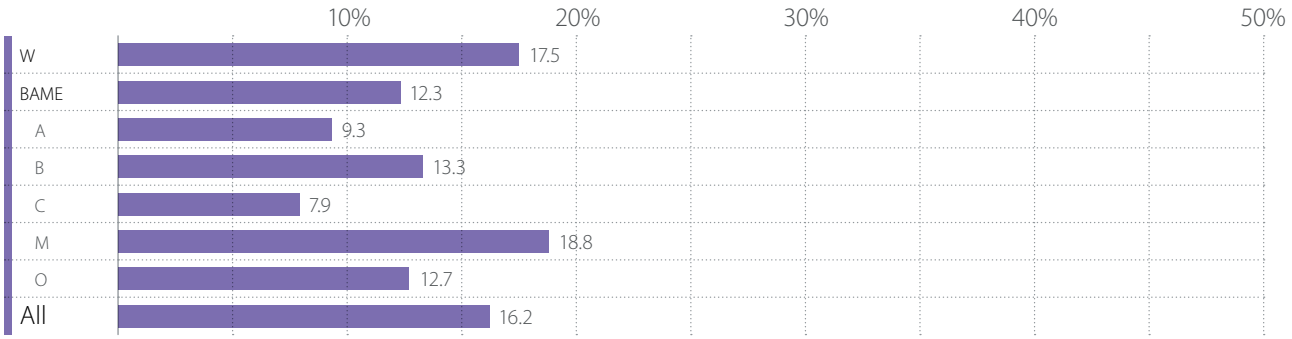
5.6 UK domiciled disabled students by impairment type and BAME/White identity

← Domicile definition: see page 14
← Disability definition: see page 10
← Ethnicity definition: see page 10
← Impairment type definition: see page 12

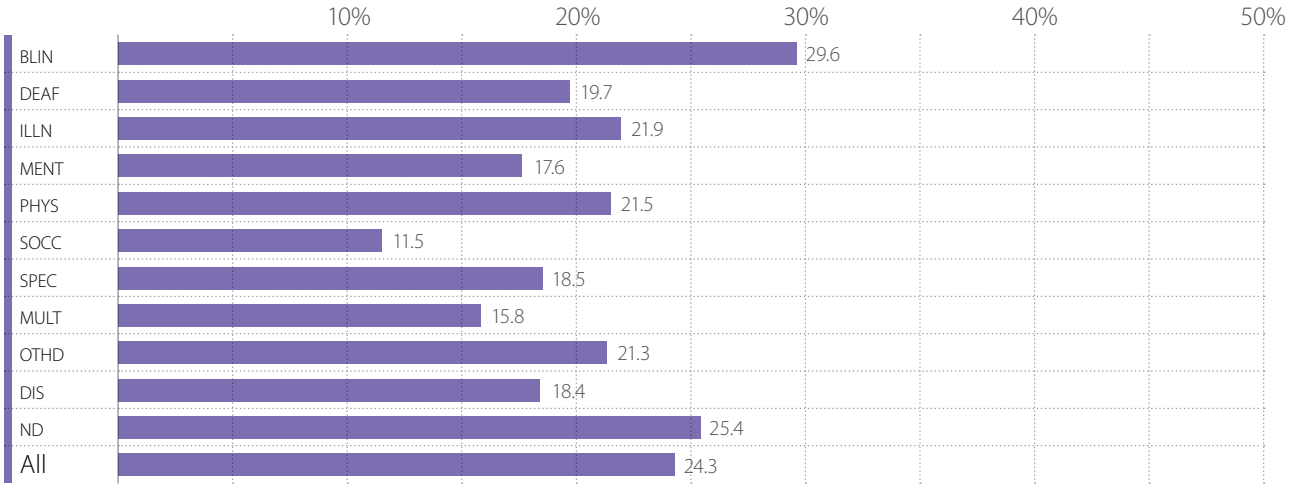
		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BLIN	Blind or a serious visual impairment	2,185	*0.9*	*70.4*	920	*1.6*	*29.6*	3,100	*1.0*
DEAF	Deaf or a serious hearing impairment	4,325	*1.7*	*80.3*	1,065	*1.9*	*19.7*	5,390	*1.8*
ILLN	Long-standing illness or health condition	21,925	*8.9*	*78.1*	6,135	*11.0*	*21.9*	28,065	*9.2*
MENT	Mental health condition	66,715	*26.9*	*82.4*	14,250	*25.5*	*17.6*	80,965	*26.7*
PHYS	Physical impairment or mobility issues	6,360	*2.6*	*78.5*	1,745	*3.1*	*21.5*	8,105	*2.7*
SOCC	Social communication impairment	11,160	*4.5*	*88.5*	1,450	*2.6*	*11.5*	12,610	*4.2*
SPEC	Specific learning difficulty	88,950	*35.9*	*81.5*	20,180	*36.1*	*18.5*	109,130	*36.0*
MULT	Two or more impairments	28,240	*11.4*	*84.2*	5,310	*9.5*	*15.8*	33,550	*11.1*
OTHD	Other type of impairment	17,720	*7.2*	*78.7*	4,795	*8.6*	*21.3*	22,515	*7.4*
DIS	All disabled students	247,580	*17.5*	*81.6*	55,845	*12.3*	*18.4*	303,425	*16.2*
ND	Non-disabled students	1,167,525	*82.5*	*74.6*	398,260	*87.7*	*25.4*	1,565,785	*83.8*
All	All students	1,415,105	*100.0*	*75.7*	454,110	*100.0*	*24.3*	1,869,210	*100.0*

Additional data by ethnic group is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of UK domiciled students who disclosed as disabled



Proportions of UK domiciled disabled students who were BAME



5.7 All/disabled students by disability status, impairment type and gender

← Disability definition: see page 10
← Gender definition: see page 11
← Impairment type definition: see page 12

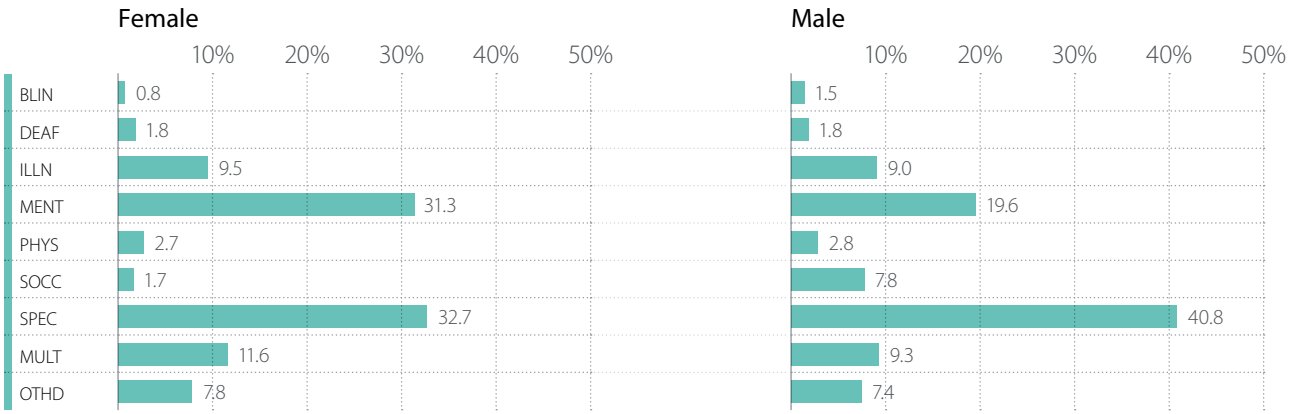
		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BLIN	Blind or a serious visual impairment	1,730	*0.8*	*48.6*	1,835	*1.5*	*51.4*	3,565	*1.1*
DEAF	Deaf or a serious hearing impairment	3,680	*1.8*	*62.3*	2,230	*1.8*	*37.7*	5,905	*1.8*
ILLN	A long-standing illness or health condition	19,730	*9.5*	*63.8*	11,185	*9.0*	*36.2*	30,915	*9.4*
MENT	Mental health condition	64,760	*31.3*	*72.7*	24,265	*19.6*	*27.3*	89,025	*26.9*
PHYS	Physical impairment or mobility issues	5,510	*2.7*	*61.8*	3,410	*2.8*	*38.2*	8,925	*2.7*
SOCC	Social communication impairment	3,565	*1.7*	*27.0*	9,650	*7.8*	*73.0*	13,215	*4.0*
SPEC	Specific learning difficulty	67,530	*32.7*	*57.2*	50,435	*40.8*	*42.8*	117,965	*35.7*
MULT	Two or more impairments	23,995	*11.6*	*67.6*	11,525	*9.3*	*32.4*	35,520	*10.8*
OTHD	Other type of impairment	16,105	*7.8*	*63.6*	9,210	*7.4*	*36.4*	25,315	*7.7*
DIS	All disabled students	206,610	*15.2*	*62.5*	123,745	*12.1*	*37.5*	330,355	*13.9*
ND	Non-disabled	1,155,760	*84.8*	*56.3*	895,295	*87.9*	*43.7*	2,051,055	*86.1*
All	All students	1,362,365	*100.0*	*57.2*	1,019,045	*100.0*	*42.8*	2,381,410	*100.0*

5.8 UK domiciled students by ethnic group and gender

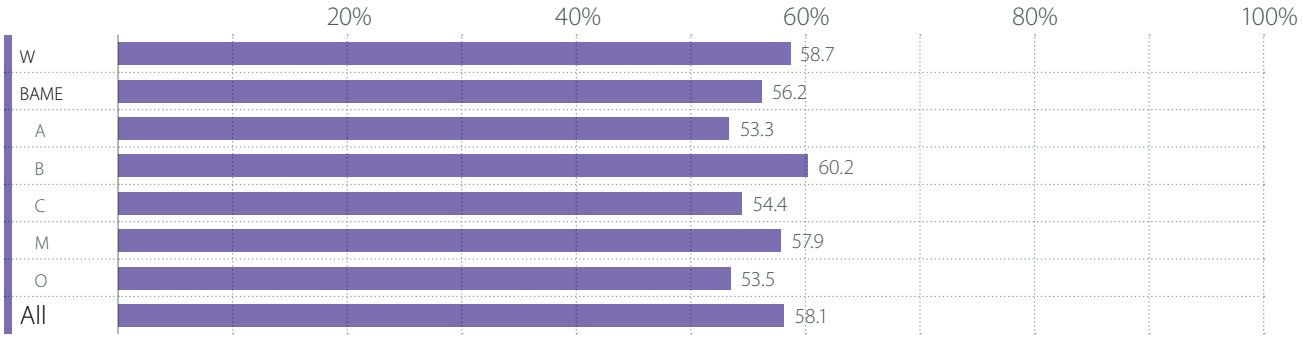
← Domicile definition: see page 14
← Ethnicity definition: see page 10
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
W	White	829,675	*76.5*	*58.7*	584,155	*74.6*	*41.3*	1,413,830	*75.7*
BAME	BAME total	255,060	*23.5*	*56.2*	198,735	*25.4*	*43.8*	453,795	*24.3*
A	Asian	103,310	*9.5*	*53.3*	90,460	*11.6*	*46.7*	193,775	*10.4*
B	Black	82,465	*7.6*	*60.2*	54,635	*7.0*	*39.8*	137,100	*7.3*
C	Chinese	8,615	*0.8*	*54.4*	7,210	*0.9*	*45.6*	15,830	*0.8*
M	Mixed	43,955	*4.1*	*57.9*	31,930	*4.1*	*42.1*	75,885	*4.1*
O	Other	16,705	*1.5*	*53.5*	14,500	*1.9*	*46.5*	31,205	*1.7*
All	All students	1,084,730	*100.0*	*58.1*	782,890	*100.0*	*41.9*	1,867,620	*100.0*

Proportions of disabled female/male students in each impairment type



Proportions of UK domiciled students who were female



5.9 First degree undergraduate qualifiers by degree class, disability status and age group

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Disability definition: see page 10
← Age definition: see page 10

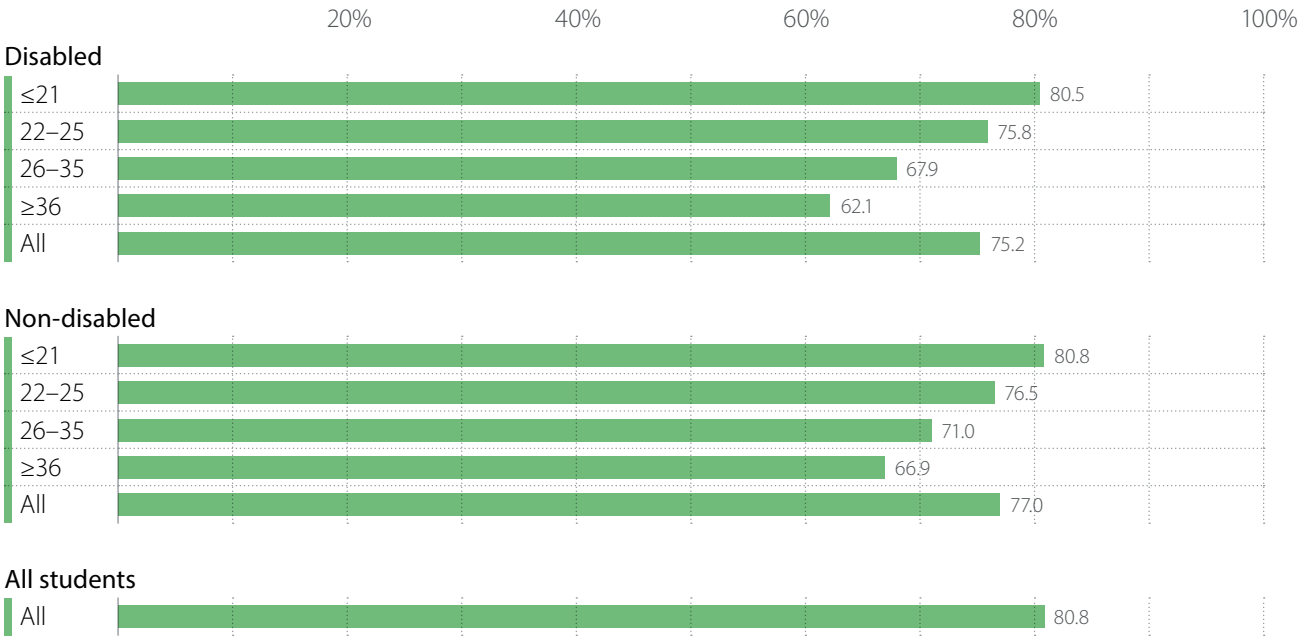
	First/2:1		First		2:1		2:2		Third/pass		All
			No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
Disabled											
≤21	13,545	*80.5*	4,120	*24.5*	9,425	*56.0*	2,925	*17.4*	365	*2.2*	16,835
22–25	23,580	*75.8*	8,450	*27.2*	15,130	*48.6*	6,185	*19.9*	1,355	*4.3*	31,115
26–35	4,505	*67.9*	1,795	*27.1*	2,705	*40.8*	1,610	*24.3*	520	*7.9*	6,635
≥36	2,670	*62.1*	990	*23.0*	1,680	*39.1*	1,190	*27.7*	440	*10.2*	4,300
All age groups	44,300	*75.2*	15,360	*26.1*	28,940	*49.1*	11,910	*20.2*	2,680	*4.5*	58,885
Non-disabled											
≤21	97,035	*80.8*	32,040	*26.7*	64,995	*54.1*	20,450	*17.0*	2,615	*2.2*	120,105
22–25	134,095	*76.5*	52,475	*29.9*	81,620	*46.5*	33,315	*19.0*	7,960	*4.5*	175,370
26–35	20,865	*71.0*	9,095	*30.9*	11,770	*40.0*	6,290	*21.4*	2,245	*7.6*	29,400
≥36	12,535	*66.9*	5,260	*28.1*	7,275	*38.8*	4,380	*23.4*	1,825	*9.7*	18,740
All age groups	264,530	*77.0*	98,870	*28.8*	165,660	*48.2*	64,440	*18.8*	14,650	*4.3*	343,620
All students											
All students	308,830	*80.8*	114,230	*28.4*	194,600	*48.3*	76,345	*19.0*	17,330	*4.3*	402,505

5.10 UK domiciled first degree undergraduate qualifiers by degree class, BAME/White identity and age group

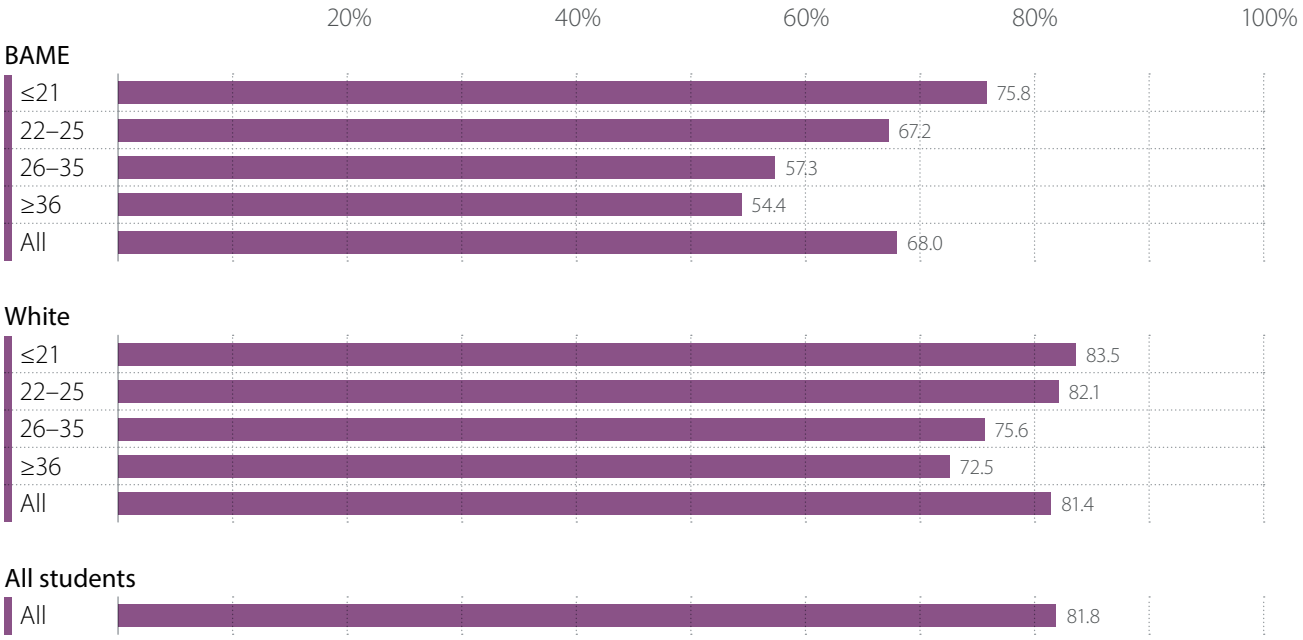
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Domicile definition: see page 14
← Ethnicity definition: see page 10
← Age definition: see page 10

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
BAME											
≤21	19,015	*75.8*	5,545	*22.1*	13,470	*53.7*	5,370	*21.4*	685	*2.7*	25,075
22–25	25,680	*67.2*	8,210	*21.5*	17,470	*45.7*	9,975	*26.1*	2,575	*6.7*	38,230
26–35	3,675	*57.3*	1,240	*19.3*	2,435	*38.0*	1,940	*30.3*	795	*12.4*	6,410
≥36	3,755	*54.4*	1,185	*17.2*	2,570	*37.2*	2,235	*32.4*	910	*13.2*	6,900
All age groups	52,120	*68.0*	16,175	*21.1*	35,945	*46.9*	19,525	*25.5*	4,965	*6.5*	76,610
White											
≤21	74,555	*83.5*	24,680	*27.6*	49,875	*55.8*	13,225	*14.8*	1,545	*1.7*	89,325
22–25	97,065	*82.1*	39,760	*33.6*	57,300	*48.5*	17,725	*15.0*	3,445	*2.9*	118,235
26–35	18,475	*75.6*	8,470	*34.6*	10,005	*40.9*	4,630	*18.9*	1,350	*5.5*	24,450
≥36	10,710	*72.5*	4,760	*32.2*	5,950	*40.3*	2,980	*20.2*	1,080	*7.3*	14,770
All age groups	200,805	*81.4*	77,675	*31.5*	123,130	*49.9*	38,560	*15.6*	7,420	*3.0*	246,785
All students											
All students	252,925	*81.8*	93,850	*29.0*	159,075	*49.2*	58,080	*18.0*	12,385	*3.8*	323,395

Proportions of qualifiers who received a first/2:1



Proportions of UK domiciled qualifiers who received a first/2:1

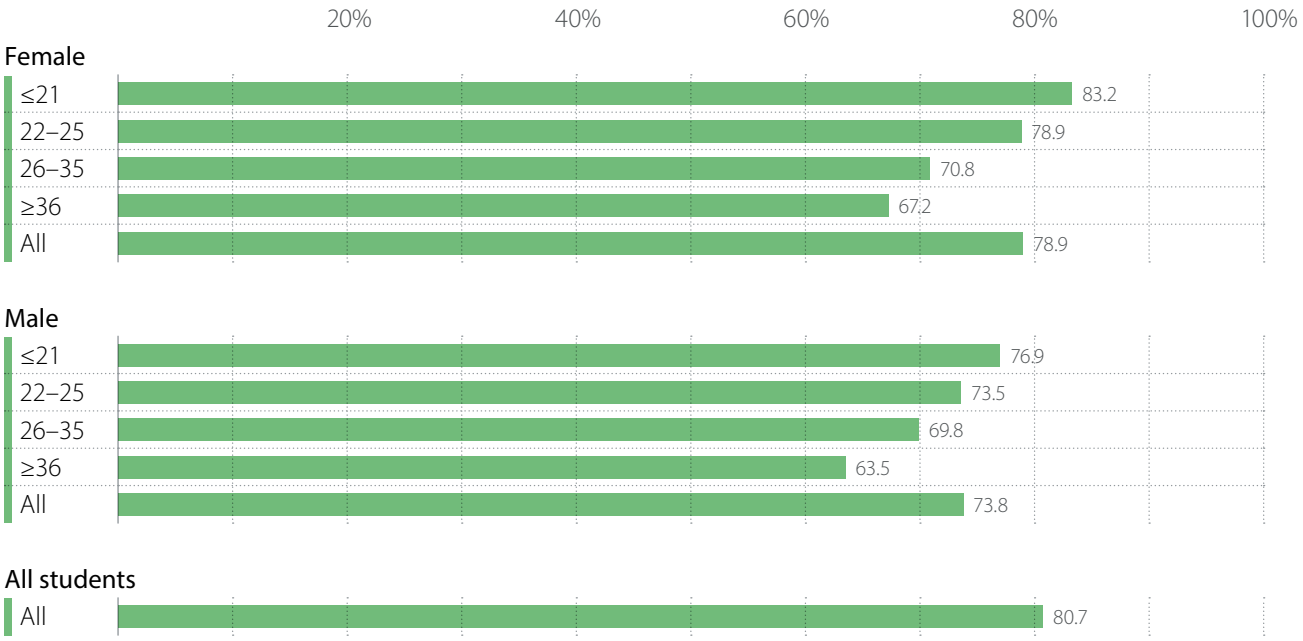


5.11 First degree undergraduate qualifiers by degree class, gender and age group

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Gender definition: see page 11
← Age definition: see page 10

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
Female											
≤21	69,495	*83.2*	22,655	*27.1*	46,845	*56.1*	12,630	*15.1*	1,375	*1.6*	83,505
22–25	87,190	*78.9*	33,775	*30.5*	53,415	*48.3*	19,310	*17.5*	4,070	*3.7*	110,570
26–35	15,440	*70.8*	6,590	*30.2*	8,850	*40.6*	4,765	*21.9*	1,600	*7.3*	21,810
≥36	10,535	*67.2*	4,350	*27.7*	6,180	*39.4*	3,715	*23.7*	1,435	*9.1*	15,680
All age groups	182,660	*78.9*	67,370	*29.1*	115,290	*49.8*	40,420	*17.5*	8,485	*3.7*	231,565
Male											
≤21	41,000	*76.9*	13,475	*25.3*	27,525	*51.6*	10,730	*20.1*	1,605	*3.0*	53,335
22–25	70,370	*73.5*	27,095	*28.3*	43,275	*45.2*	20,160	*21.1*	5,235	*5.5*	95,765
26–35	9,910	*69.8*	4,295	*30.2*	5,615	*39.5*	3,125	*22.0*	1,170	*8.2*	14,200
≥36	4,670	*63.5*	1,900	*25.8*	2,770	*37.7*	1,860	*25.3*	830	*11.3*	7,355
All age groups	125,945	*73.8*	46,765	*27.4*	79,185	*46.4*	35,875	*21.0*	8,840	*5.2*	170,660
All students											
All students	308,610	*80.7*	114,135	*28.4*	194,475	*48.3*	76,300	*19.0*	17,320	*4.3*	402,230

Proportions of qualifiers who received a first/2:1

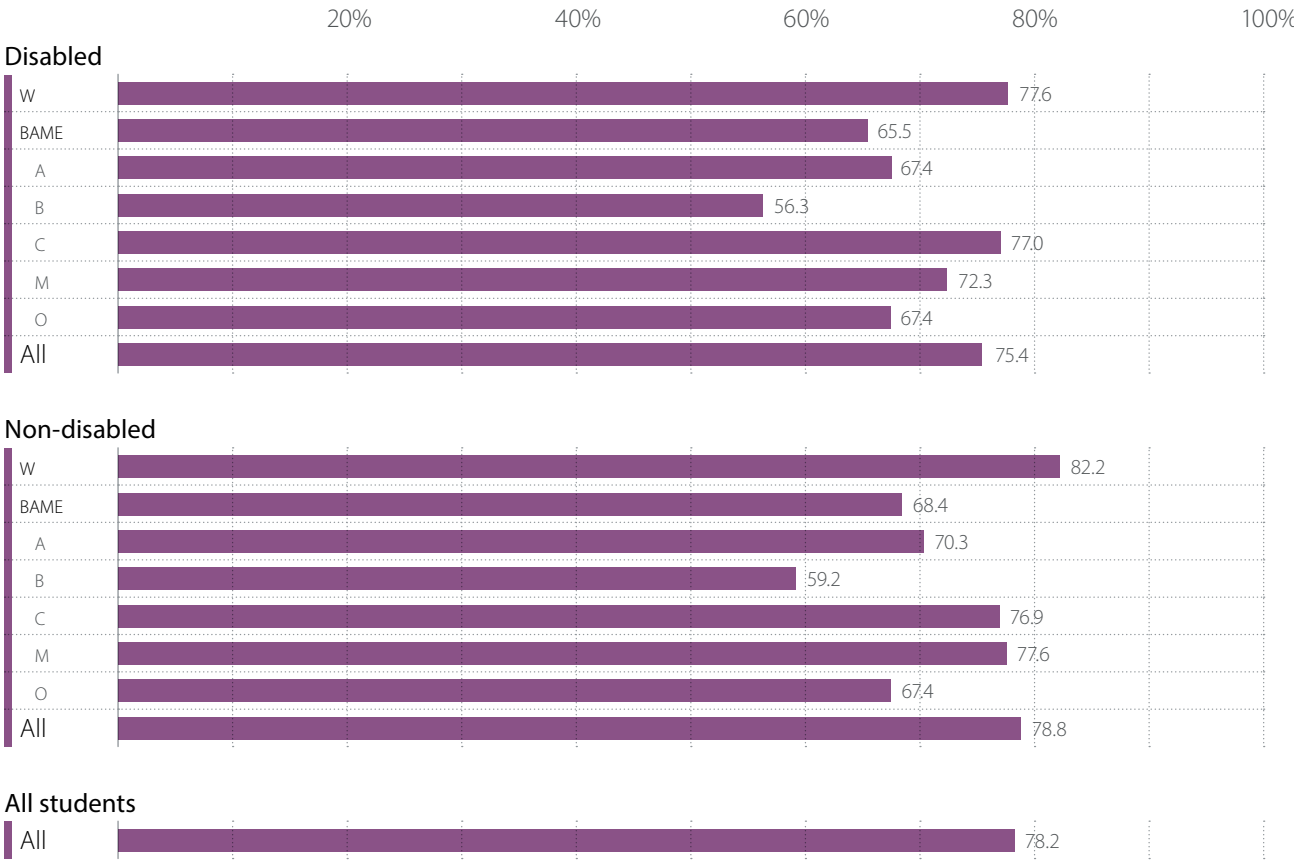


5.12 UK domiciled first degree undergraduate qualifiers by degree class, disability status and ethnic group

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Domicile definition: see page 14
← Disability definition: see page 10
← Ethnicity definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
Disabled												
W	White	34,450	*77.6*	12,290	*27.7*	22,160	*49.9*	8,195	*18.5*	1,720	*3.9*	44,365
BAME	BAME total	6,465	*65.5*	1,915	*19.4*	4,550	*46.1*	2,700	*27.3*	710	*7.2*	9,875
A	Asian	2,265	*67.4*	710	*21.1*	1,555	*46.3*	890	*26.5*	205	*6.1*	3,360
B	Black	1,730	*56.3*	415	*13.6*	1,310	*42.7*	1,010	*32.9*	330	*10.8*	3,070
C	Chinese	185	*77.0*	60	*25.5*	125	*51.4*	45	*18.9*	10	*4.1*	245
M	Mixed	1,855	*72.3*	615	*23.9*	1,245	*48.4*	575	*22.4*	135	*5.3*	2,570
O	Other	430	*67.4*	110	*17.6*	315	*49.8*	180	*28.0*	30	*4.6*	635
All	All students	40,915	*75.4*	14,205	*26.2*	26,710	*49.2*	10,895	*20.1*	2,430	*4.5*	54,245
Non-disabled												
W	White	166,355	*82.2*	65,385	*32.3*	100,970	*49.9*	30,365	*15.0*	5,700	*2.8*	202,420
BAME	BAME total	45,655	*68.4*	14,260	*21.4*	31,395	*47.0*	16,820	*25.2*	4,255	*6.4*	66,735
A	Asian	21,430	*70.3*	6,920	*22.7*	14,515	*47.6*	7,325	*24.0*	1,730	*5.7*	30,485
B	Black	11,230	*59.2*	2,780	*14.7*	8,450	*44.6*	5,980	*31.5*	1,750	*9.2*	18,955
C	Chinese	1,915	*76.9*	730	*29.3*	1,185	*47.6*	470	*18.8*	105	*4.2*	2,490
M	Mixed	8,370	*77.6*	2,885	*26.8*	5,485	*50.9*	1,985	*18.4*	425	*3.9*	10,780
O	Other	2,710	*67.4*	945	*23.5*	1,765	*43.9*	1,065	*26.5*	245	*6.1*	4,020
All	All students	212,010	*78.8*	79,645	*29.6*	132,365	*49.2*	47,185	*17.5*	9,955	*3.7*	269,150
All students												
All	All students	252,925	*78.2*	93,850	*29.0*	159,075	*49.2*	58,080	*18.0*	12,385	*3.8*	323,395

Proportions of UK domiciled qualifiers who received a first/2:1



5.13 First degree undergraduate qualifiers by degree class, gender and disability status

← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Gender definition: see page 11
← Disability definition: see page 10

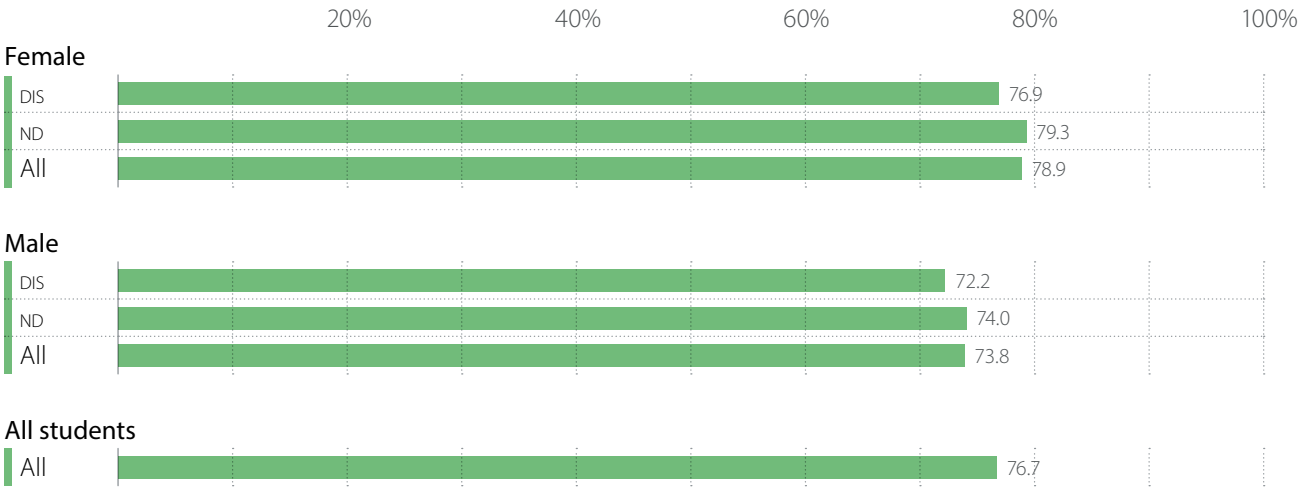
		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→%	No.	→ %	No.	→ %	No.
Female												
DIS	Disabled	28,675	*76.9*	9,900	*26.6*	18,775	*50.4*	7,105	*19.1*	1,490	*4.0*	37,275
ND	Non-disabled	153,985	*79.3*	57,470	*29.6*	96,515	*49.7*	33,315	*17.1*	6,995	*3.6*	194,295
All	All students	182,660	*78.9*	67,370	*29.1*	115,290	*49.8*	40,420	*17.5*	8,485	*3.7*	231,570
Male												
DIS	Disabled	15,525	*72.2*	5,415	*25.2*	10,110	*47.0*	4,785	*22.2*	1,190	*5.5*	21,495
ND	Non-disabled	110,420	*74.0*	41,350	*27.7*	69,070	*46.3*	31,095	*20.8*	7,650	*5.1*	149,165
All	All students	125,945	*73.8*	46,765	*27.4*	79,185	*46.4*	35,875	*21.0*	8,840	*5.2*	170,665
All students												
All	All students	308,610	*76.7*	114,135	*28.4*	194,475	*48.3*	76,300	*19.0*	17,325	*4.3*	402,230

5.14 UK domiciled first degree undergraduate qualifiers by degree class, gender and ethnic group

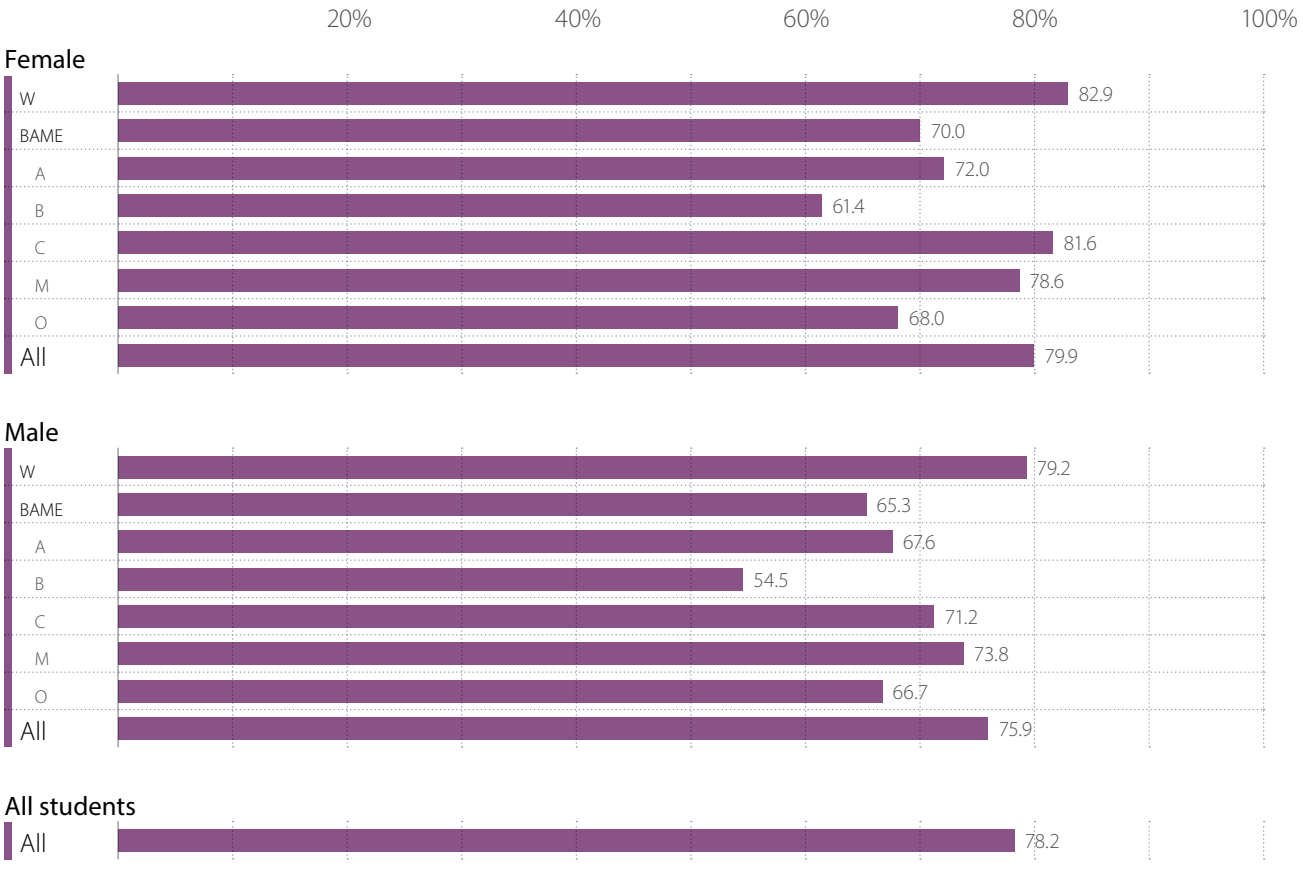
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Domicile definition: see page 14
← Gender definition: see page 11
← Ethnicity definition: see page 10

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
Female												
W	White	119,655	*82.9*	46,385	*32.1*	73,270	*50.8*	20,820	*14.4*	3,830	*2.7*	144,305
BAME	BAME total	31,315	*70.0*	9,610	*21.5*	21,705	*48.5*	10,875	*24.3*	2,570	*5.7*	44,760
A	Asian	13,545	*72.0*	4,275	*22.7*	9,270	*49.2*	4,370	*23.2*	905	*4.8*	18,820
B	Black	8,500	*61.4*	2,110	*15.2*	6,390	*46.1*	4,170	*30.1*	1,175	*8.5*	13,845
C	Chinese	1,230	*81.6*	465	*31.0*	760	*50.6*	230	*15.2*	50	*3.2*	1,505
M	Mixed	6,260	*78.6*	2,175	*27.3*	4,085	*51.2*	1,410	*17.7*	300	*3.8*	7,970
O	Other	1,785	*68.0*	580	*22.1*	1,205	*45.9*	695	*26.5*	145	*5.5*	2,620
All	All students	150,970	*79.9*	55,995	*29.6*	94,975	*50.2*	31,695	*16.8*	6,400	*3.4*	189,065
Male												
W	White	81,020	*79.2*	31,235	*30.5*	49,785	*48.7*	17,715	*17.3*	3,590	*3.5*	102,325
BAME	BAME total	20,785	*65.3*	6,560	*20.6*	14,225	*44.7*	8,635	*27.1*	2,395	*7.5*	31,815
A	Asian	10,150	*67.6*	3,350	*22.3*	6,800	*45.3*	3,840	*25.6*	1,035	*6.9*	15,020
B	Black	4,455	*54.5*	1,085	*13.3*	3,370	*41.2*	2,820	*34.5*	905	*11.0*	8,175
C	Chinese	870	*71.2*	325	*26.5*	545	*44.7*	285	*23.3*	65	*5.5*	1,220
M	Mixed	3,960	*73.8*	1,320	*24.6*	2,640	*49.2*	1,150	*21.4*	260	*4.8*	5,365
O	Other	1,355	*66.7*	480	*23.6*	875	*43.2*	545	*26.7*	135	*6.5*	2,030
All	All students	101,805	*75.9*	37,795	*28.2*	64,015	*47.7*	26,355	*19.6*	5,985	*4.5*	134,145
All students												
All	All students	252,775	*78.2*	93,785	*29.0*	158,990	*49.2*	58,050	*18.0*	12,380	*3.8*	323,210

Proportions of qualifiers who received a first/2:1



Proportions of UK domiciled qualifiers who received a first/2:1



Religion and belief

As of 2017/18 it is now mandatory for institutions to return data on religion and belief to HESA. Just under half (45.1%) of students for whom information was known reported having no religion. A quarter (24.7%) of students were Christian, and 8.4% were Muslim. Around 1 in 10 students refused to disclose information about their religion and belief.

A higher proportion of UK domiciled students reported having no religion or being Christian compared to non-UK students, and a higher proportion of non-UK students were Buddhist, Hindu or Muslim compared to UK students.

Overall, the distribution of students from different religion and belief groups were relatively similar across degree modes and levels. However, there were marked differences in the religion and belief profile of students within different subject groups. There were also substantial differences in degree continuation and attainment across students from different religion and belief groups.

Additional detail for selected tables in this section, such as by first year students, is available at:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

A list of the additional information included in the online tables can be found in the **Online data tables** section.

6.1 Overall figures: The three religion and belief groups with the highest proportions of students in 2018/19, excluding information refused, were no religion, Christian, and Muslim. Just under half (45.1%) of students for whom information was known reported having no religion. This proportion was highest in Scotland and Wales (53.1% and 52.6%), and lowest in Northern Ireland (26.2%). Of all UK students, a quarter (24.7%) were Christian, and 8.4% were Muslim. Around 1 in 10 students refused to disclose information about their religion and belief.

6.2 Trends: Institutional obligations to return data about students' religion and belief became mandatory in 2017/18, therefore there were just two years in which data are comparable.

The proportion of students reporting no religion increased slightly between 2017/18 and 2018/19, from 44.2% to 45.1%. The proportion of Muslim students also increased from 7.9% to 8.4%. The proportion of students in all other religion and belief groups remained relatively similar across the two years, however a smaller proportion of students refused to disclose information in 2018/19.

6.3 Domicile: A higher proportion of UK domiciled students reported having no religion (46.4%) or being Christian (30.9%) compared to non-UK students (40.1% and 23.8% respectively). On the other hand, a higher proportion of non-UK students were Buddhist (3.8% compared to 0.5%), Hindu (4.6% compared to 1.6%) or Muslim (10.6% compared to 7.8%).

6.4 Mode and level: Overall, the distribution of students from different religion and belief groups were relatively similar across degree modes. First degree undergraduate students and research postgraduate students reported having no religion or belief in slightly higher proportions compared to other undergraduate and taught postgraduate students (46.5% and 44.0% compared to 41.5% and 41.4%). Both research and taught postgraduate students reported being Christian in lower proportions compared to undergraduate students. A relatively high proportion of research postgraduate students were Muslim (9.8%) compared to other degree modes.

Full time students refused to disclose information about religion and belief in lower proportions than part-time students (8.6% compared to 14.3%), while the proportion of students in most other religion and belief response groups (including no religion) was higher among full-time students. An exception to this was Christian students, who made up 28.2% of full-time students and 34.9% of part-time students.

6.5–6.9 Subject area: There were large differences in the religion and belief profile of students within different subject groups. Overall, a higher proportion of students studied non-SET subjects than SET subjects. However, over half of Muslim (50.6%) and Hindu (52.7%) students were studying SET subjects. In contrast, just 36.4% of Jewish students and 37.6% of Spiritual students studied SET subjects.

The proportion of students reporting no religion was particularly high in physical sciences (58.0%). Subjects allied to medicine included the highest proportion of Christian students (39.2%), and a relatively high proportion of students studying Law were Muslim (14.3%).

6.10 Continuation rates: The proportion of UK domiciled full-time first degree entrants aged 21 and under qualified or continued onto the next year was highest among Jewish students (93.1%) and lowest among Muslim students (84.9%). One in 10 Buddhist students left HE with no award (9.9%), with Muslim (8.8%) and Spiritual (8.5%) students also leaving HE with no award in relatively high proportions.

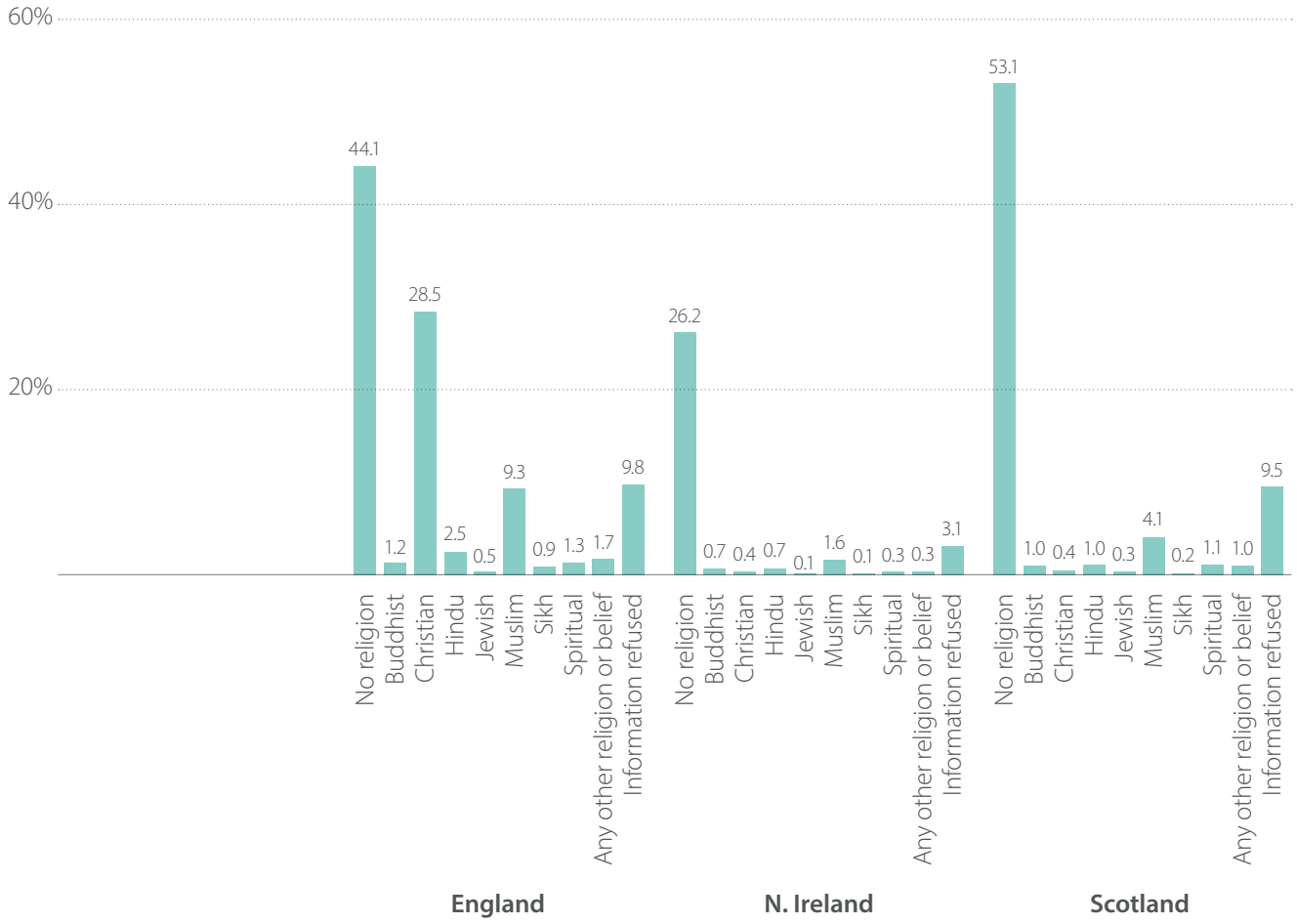
6.11 – 7.13 Degree attainment : Attainment of a first/2:1 degree was highest among Jewish students (86.8%), followed by students who reported no religion or belief (79.8%). In contrast, fewer than two thirds (64.4%) of Muslim students received a first/2:1. These differences were similar across countries of institution, however many estimates for Northern Ireland were suppressed due to small numbers of students. Awarding differences by students' religion and belief were also similar across SET and non-SET subject areas. However, the gap between Muslim students and students with no religion and belief was smaller in SET subjects compared to non-SET subjects. 66.2% of Muslim students and 79.4% of students with no religion of belief in SET subjects received a first/2:1 (a gap of 13.2 percentage points), compared to 62.8% of Muslim students and 80.1% of students with no religion or belief in non-SET subjects (a gap of 17.3 percentage points).

6.1 All students by country of institution and religion and belief

← Country of institution definition: see page 14
← Religion and belief definition: see page 13

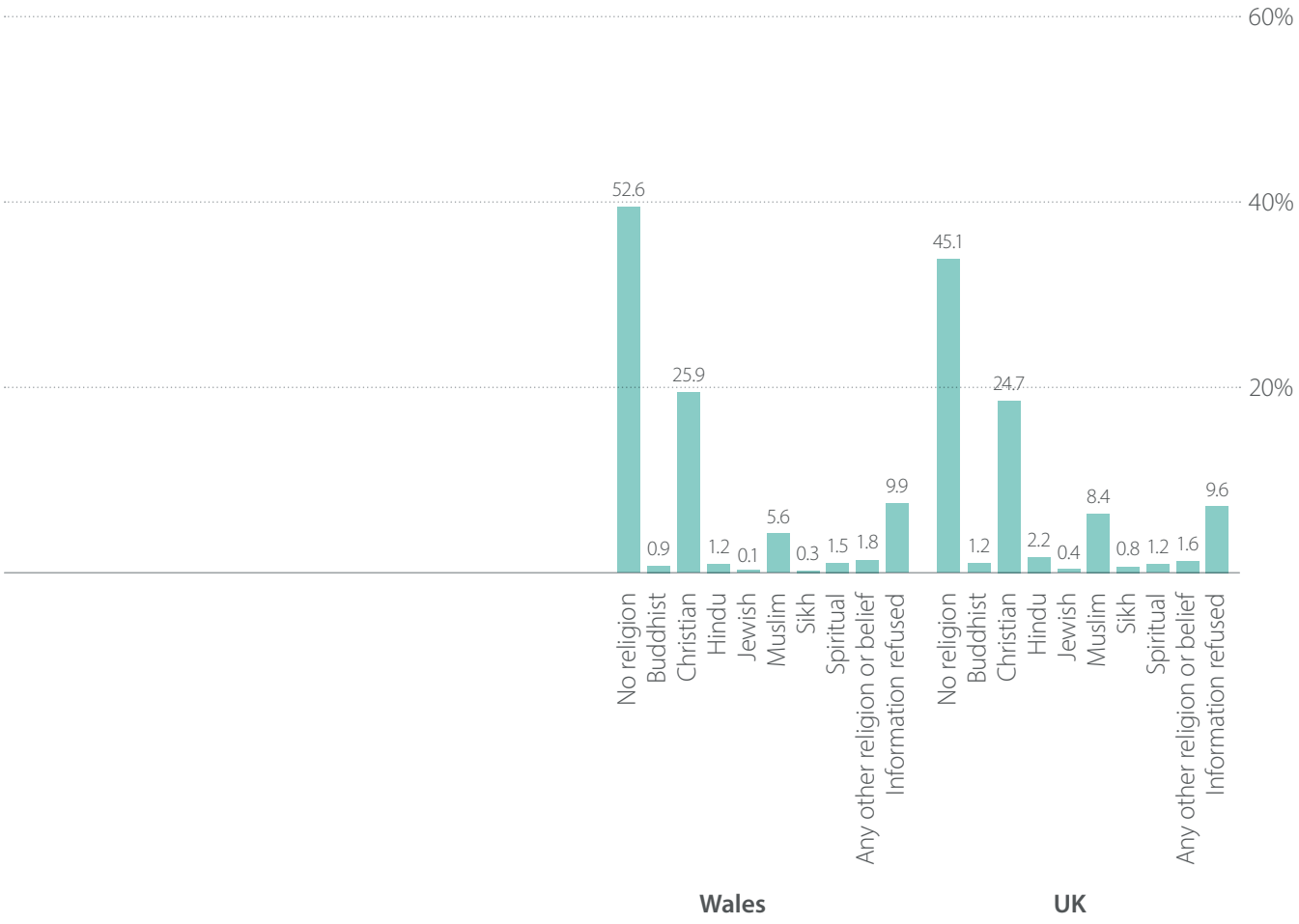
		England		N. Ireland		Scotland	
		No.	↓ %	No.	↓ %	No.	↓ %
NREL	No religion	816,580	*44.1*	13,120	*26.2*	128,745	*53.1*
BUDD	Buddhist	22,800	*1.2*	340	*0.7*	2,470	*1.0*
CHRI	Christian	528,100	*28.5*	220	*0.4*	955	*0.4*
HIND	Hindu	46,005	*2.5*	335	*0.7*	2,475	*1.0*
JEW	Jewish	8,590	*0.5*	45	*0.1*	760	*0.3*
MUS	Muslim	172,695	*9.3*	805	*1.6*	9,835	*4.1*
SIKH	Sikh	16,790	*0.9*	45	*0.1*	500	*0.2*
SPIR	Spiritual	23,265	*1.3*	135	*0.3*	2,640	*1.1*
OTH	Any other religion or belief	32,260	*1.7*	125	*0.3*	2,445	*1.0*
REF	Information refused	181,905	*9.8*	1,575	*3.1*	22,950	*9.5*
BLA	Blank	89,560	*4.6*	5,685	*10.2*	11,120	*4.4*
All	All students	1,942,535	*100.0*	55,755	*100.0*	253,475	*100.0*

Religion of students from England, Northern Ireland and Scotland



		Wales		UK	
		No.	↓ %	No.	↓ %
NREL	No religion	66,160	*52.6*	1,024,605	*45.1*
BUDD	Buddhist	1,075	*0.9*	26,685	*1.2*
CHRI	Christian	32,625	*25.9*	561,900	*24.7*
HIND	Hindu	1,530	*1.2*	50,350	*2.2*
JEW	Jewish	165	*0.1*	9,560	*0.4*
MUS	Muslim	7,075	*5.6*	190,405	*8.4*
SIKH	Sikh	345	*0.3*	17,680	*0.8*
SPIR	Spiritual	1,870	*1.5*	27,915	*1.2*
OTH	Any other religion or belief	2,205	*1.8*	37,040	*1.6*
REF	Information refused	12,495	*9.9*	218,920	*9.6*
BLA	Blank	6,390	*4.8*	112,760	*4.7*
All	All students	132,205	*100.0*	2,383,970	*100.0*

Religion of students from Wales and the UK

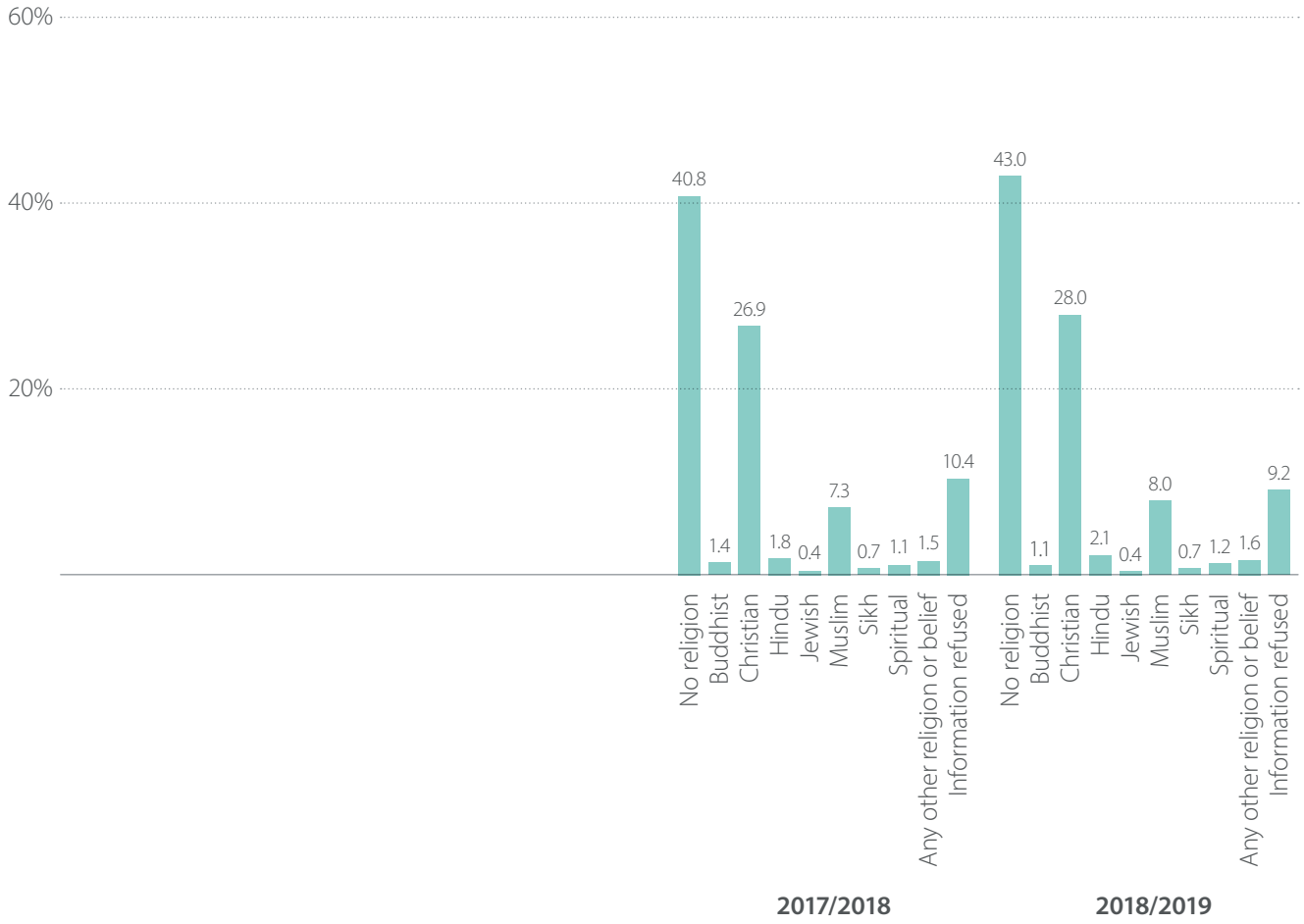


6.2 Profile of students over time by religion and belief

← Religion and belief definition: see page 13

		2017/2018			2018/2019		
		No.	↓ %	→ %	No.	↓ %	→ %
NREL	No religion	955,160	*40.8*	*44.2*	1,024,605	*43.0*	*45.1*
BUDD	Buddhist	33,250	*1.4*	*1.5*	26,685	*1.1*	*1.2*
CHRI	Christian	630,940	*26.9*	*29.2*	668,055	*28.0*	*29.4*
HIND	Hindu	42,640	*1.8*	*2.0*	50,350	*2.1*	*2.2*
JEW	Jewish	8,625	*0.4*	*0.4*	9,560	*0.4*	*0.4*
MUS	Muslim	171,570	*7.3*	*7.9*	190,405	*8.0*	*8.4*
SIKH	Sikh	16,630	*0.7*	*0.8*	17,680	*0.7*	*0.8*
SPIR	Spiritual	24,975	*1.1*	*1.2*	27,915	*1.2*	*1.2*
OTH	Any other religion or belief	34,930	*1.5*	*1.6*	37,040	*1.6*	*1.6*
REF	Information refused	242,870	*10.4*	*11.2*	218,920	*9.2*	*9.6*
BLA	Blank	181,505	*7.7*		112,760	*4.7*	
All	All students	2,343,095	*100.0*	*100.0*	2,383,970	*100.0*	*100.0*

Religion of students over time



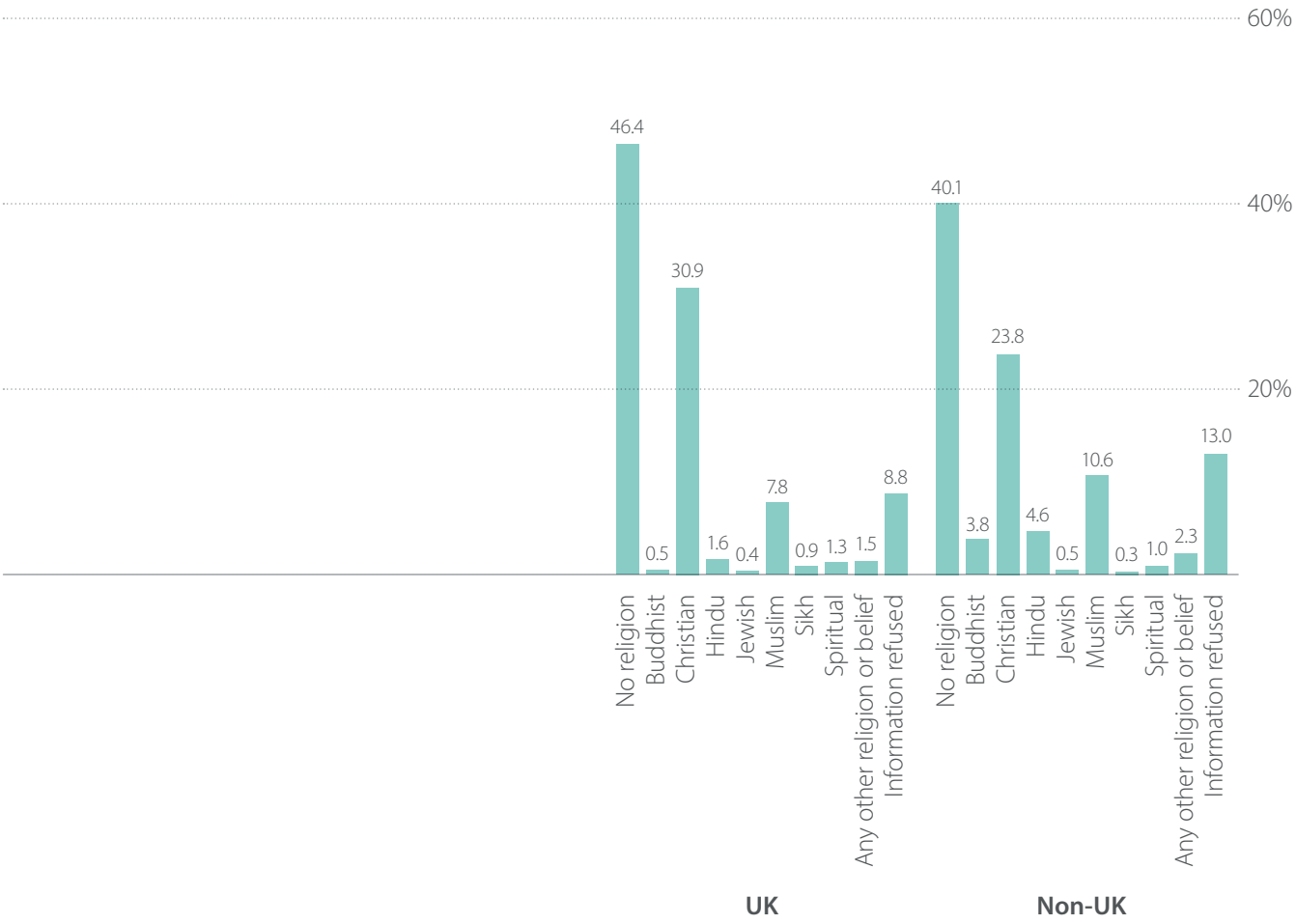
6.3

All students by domicile and religion and belief

← Religion and belief definition: see page 13
← Domicile definition: see page 14

		UK		Non-UK		All students	
		No.	↓ %	No.	↓ %	No.	↓ %
NREL	No religion	837,560	*46.4*	187,015	*40.1*	1,024,575	*45.1*
BUDD	Buddhist	8,965	*0.5*	17,720	*3.8*	26,685	*1.2*
CHRI	Christian	556,815	*30.9*	111,225	*23.8*	668,040	*29.4*
HIND	Hindu	28,975	*1.6*	21,370	*4.6*	50,345	*2.2*
JEW	Jewish	7,400	*0.4*	2,155	*0.5*	9,560	*0.4*
MUS	Muslim	140,795	*7.8*	49,610	*10.6*	190,405	*8.4*
SIKH	Sikh	16,055	*0.9*	1,625	*0.3*	17,680	*0.8*
SPIR	Spiritual	23,245	*1.3*	4,665	*1.0*	27,910	*1.2*
OTH	Any other religion or belief	26,385	*1.5*	10,655	*2.3*	37,040	*1.6*
REF	Information refused	158,120	*8.8*	60,745	*13.0*	218,865	*9.6*
All	All students	1,804,325	*100.0*	279,770	*100.0*	2,271,110	*100.0*

Religion of UK and Non-UK students



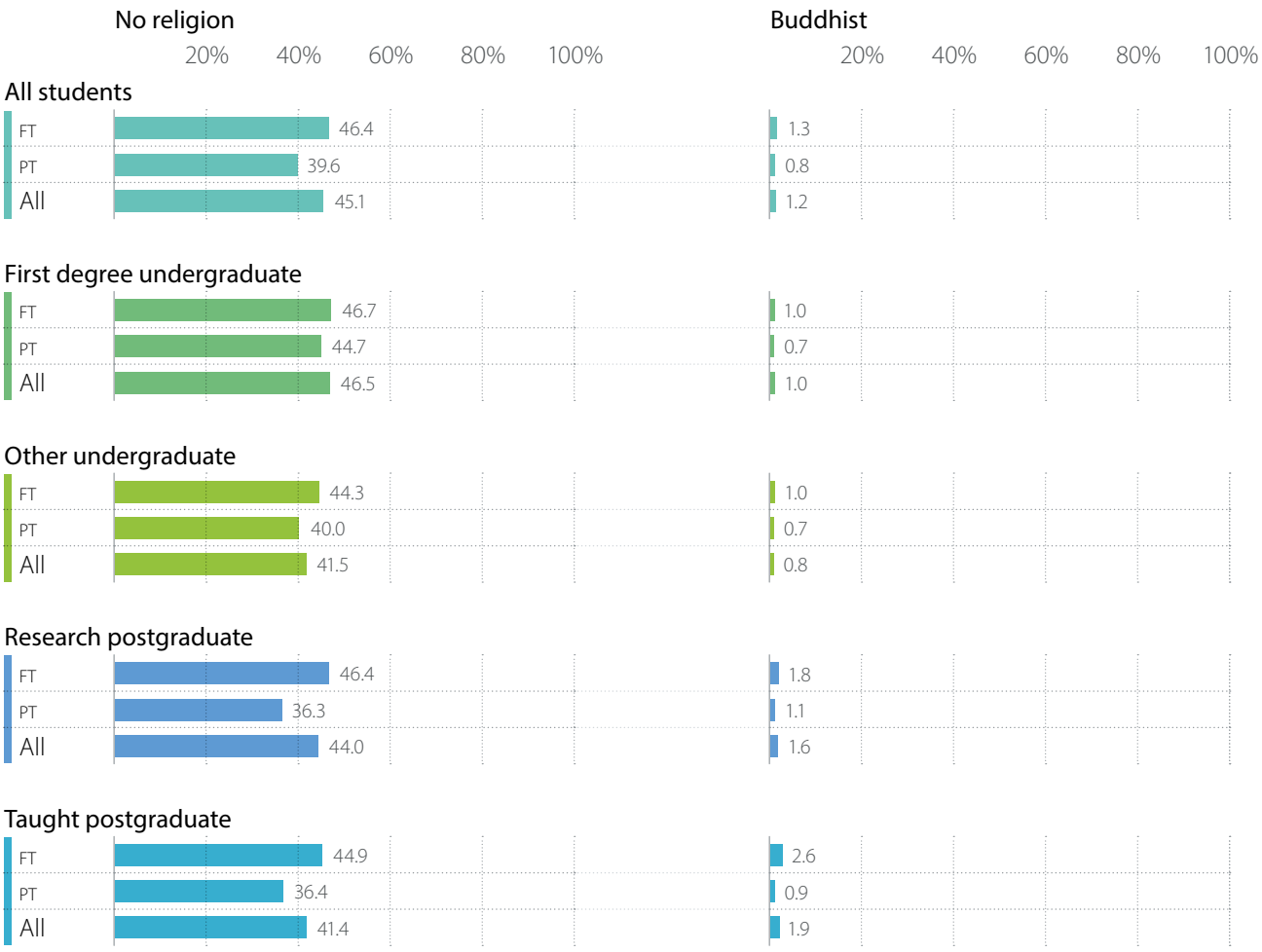
6.4 All students by degree level, mode and religion and belief

← Religion and belief definition: see page 13
← Degree level definition: see page 14
← Mode of study definition: see page 15

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
All students							
FT	Full-time	857,800	*83.7*	*46.4*	23,295	*87.3*	*1.3*
PT	Part-time	166,805	*16.3*	*39.6*	3,390	*12.7*	*0.8*
All	All modes	1,024,605	*100.0*	*45.1*	26,685	*100.0*	*1.2*
First degree undergraduate							
FT	Full-time	682,780	*92.5*	*46.7*	14,555	*94.1*	*1.0*
PT	Part-time	55,685	*7.5*	*44.7*	910	*5.9*	*0.7*
All	All modes	738,465	*100.0*	*46.5*	15,460	*100.0*	*1.0*
Other undergraduate							
FT	Full-time	19,770	*37.5*	*44.3*	430	*43.5*	*1.0*
PT	Part-time	32,945	*62.5*	*40.0*	555	*56.5*	*0.7*
All	All modes	52,715	*100.0*	*41.5*	985	*100.0*	*0.8*
Research postgraduate							
FT	Full-time	38,400	*80.4*	*46.4*	1,460	*83.9*	*1.8*
PT	Part-time	9,335	*19.6*	*36.3*	280	*16.1*	*1.1*
All	All modes	47,735	*100.0*	*44.0*	1,740	*100.0*	*1.6*
Taught postgraduate							
FT	Full-time	116,850	*62.9*	*44.9*	6,855	*80.7*	*2.6*
PT	Part-time	68,840	*37.1*	*36.4*	1,645	*19.3*	*0.9*
All	All modes	185,690	*100.0*	*41.4*	8,500	*100.0*	*1.9*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who identified as Buddhist or No Religion

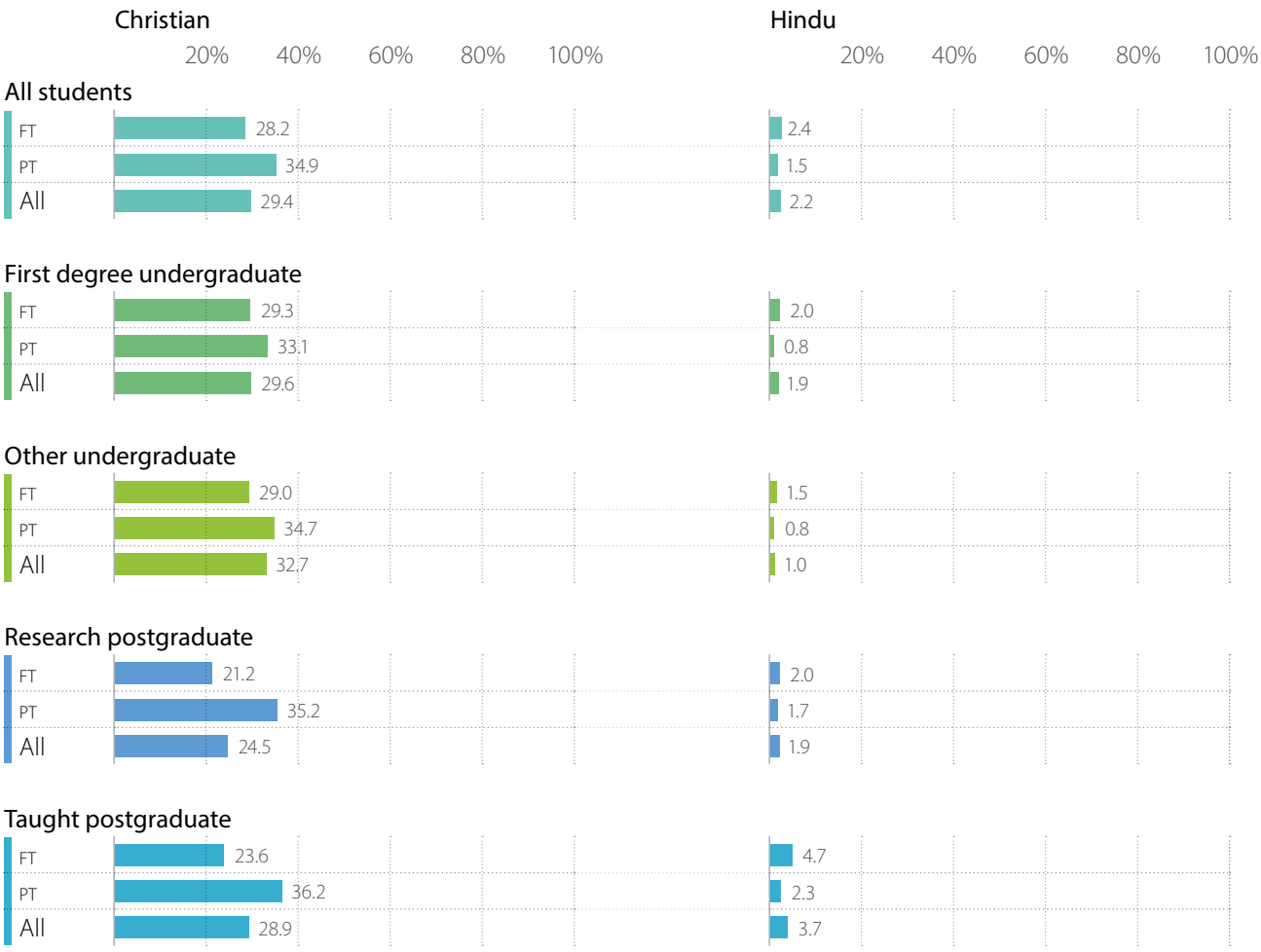


All students by degree level, mode and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
All students							
FT	Full-time	520,690	*77.9*	*28.2*	43,925	*87.2*	*2.4*
PT	Part-time	147,365	*22.1*	*34.9*	6,420	*12.8*	*1.5*
All	All modes	668,055	*100.0*	*29.4*	50,350	*100.0*	*2.2*
First degree undergraduate							
FT	Full-time	428,900	*91.2*	*29.3*	29,415	*96.7*	*2.0*
PT	Part-time	41,215	*8.8*	*33.1*	1,000	*3.3*	*0.8*
All	All modes	470,120	*100.0*	*29.6*	30,410	*100.0*	*1.9*
Other undergraduate							
FT	Full-time	12,960	*31.2*	*29.0*	655	*50.2*	*1.5*
PT	Part-time	28,600	*68.8*	*34.7*	650	*49.8*	*0.8*
All	All modes	41,560	*100.0*	*32.7*	1,305	*100.0*	*1.0*
Research postgraduate							
FT	Full-time	17,560	*65.9*	*21.2*	1,625	*78.8*	*2.0*
PT	Part-time	9,070	*34.1*	*35.2*	435	*21.2*	*1.7*
All	All modes	26,630	*100.0*	*24.5*	2,060	*100.0*	*1.9*
Taught postgraduate							
FT	Full-time	61,265	*47.2*	*23.6*	12,235	*73.8*	*4.7*
PT	Part-time	68,480	*52.8*	*36.2*	4,340	*26.2*	*2.3*
All	All modes	129,745	*100.0*	*28.9*	16,575	*100.0*	*3.7*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who identified as Christian and Hindu

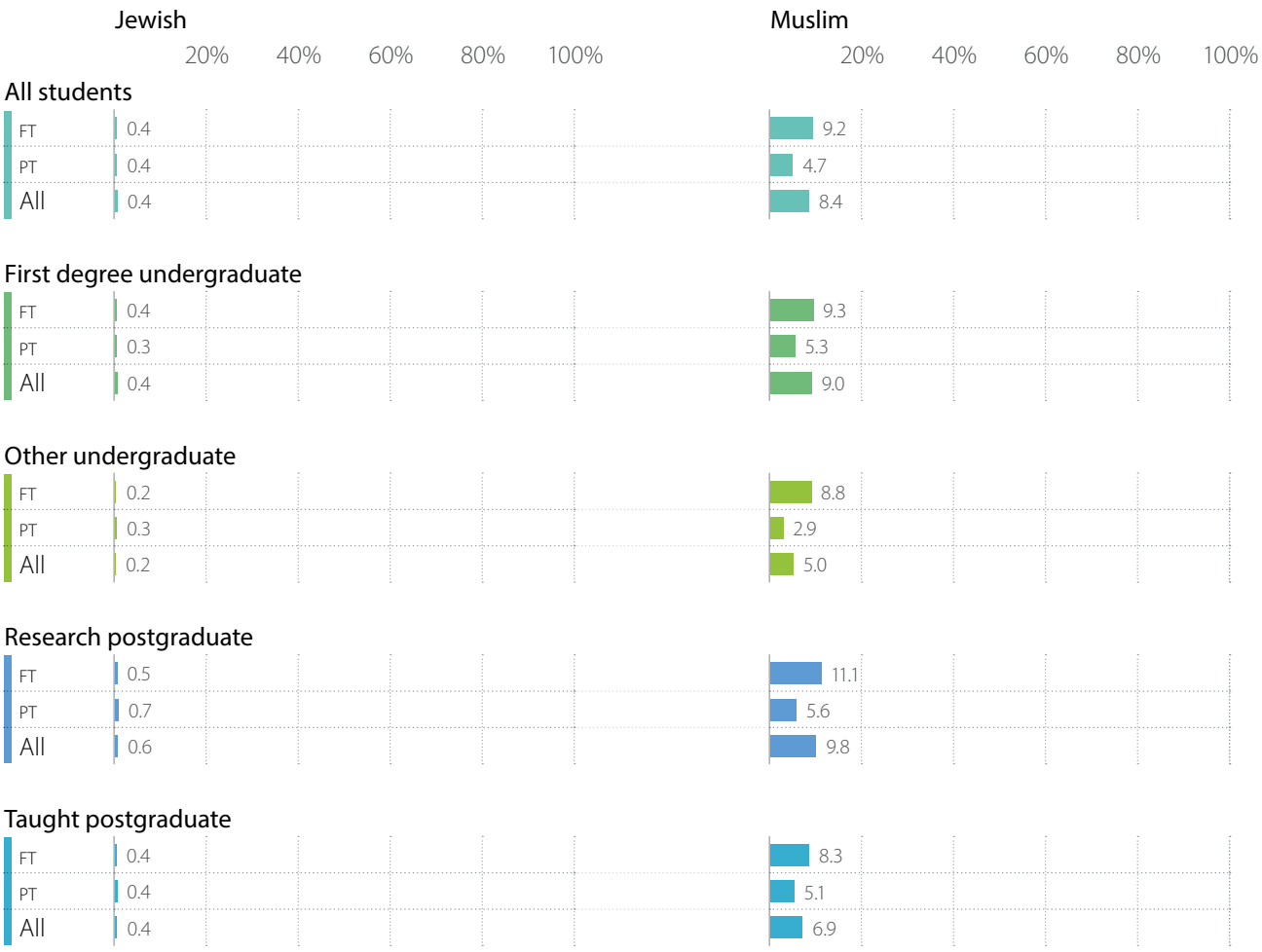


All students by degree level, mode and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
All students							
FT	Full-time	8,060	*84.3*	*0.4*	170,400	*89.5*	*9.2*
PT	Part-time	1,500	*15.7*	*0.4*	20,005	*10.5*	*4.7*
All	All modes	9,560	*100.0*	*0.4*	190,405	*100.0*	*8.4*
First degree undergraduate							
FT	Full-time	6,460	*95.2*	*0.4*	135,690	*95.4*	*9.3*
PT	Part-time	330	*4.8*	*0.3*	6,595	*4.6*	*5.3*
All	All modes	6,790	*100.0*	*0.4*	142,285	*100.0*	*9.0*
Other undergraduate							
FT	Full-time	90	*30.3*	*0.2*	3,925	*62.4*	*8.8*
PT	Part-time	205	*69.7*	*0.3*	2,365	*37.6*	*2.9*
All	All modes	295	*100.0*	*0.2*	6,290	*100.0*	*5.0*
Research postgraduate							
FT	Full-time	445	*70.0*	*0.5*	9,215	*86.4*	*11.1*
PT	Part-time	190	*30.0*	*0.7*	1,455	*13.6*	*5.6*
All	All modes	640	*100.0*	*0.6*	10,670	*100.0*	*9.8*
Taught postgraduate							
FT	Full-time	1,060	*57.8*	*0.4*	21,570	*69.2*	*8.3*
PT	Part-time	775	*42.2*	*0.4*	9,595	*30.8*	*5.1*
All	All modes	1,835	*100.0*	*0.4*	31,165	*100.0*	*6.9*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who identified as Jewish or Muslim

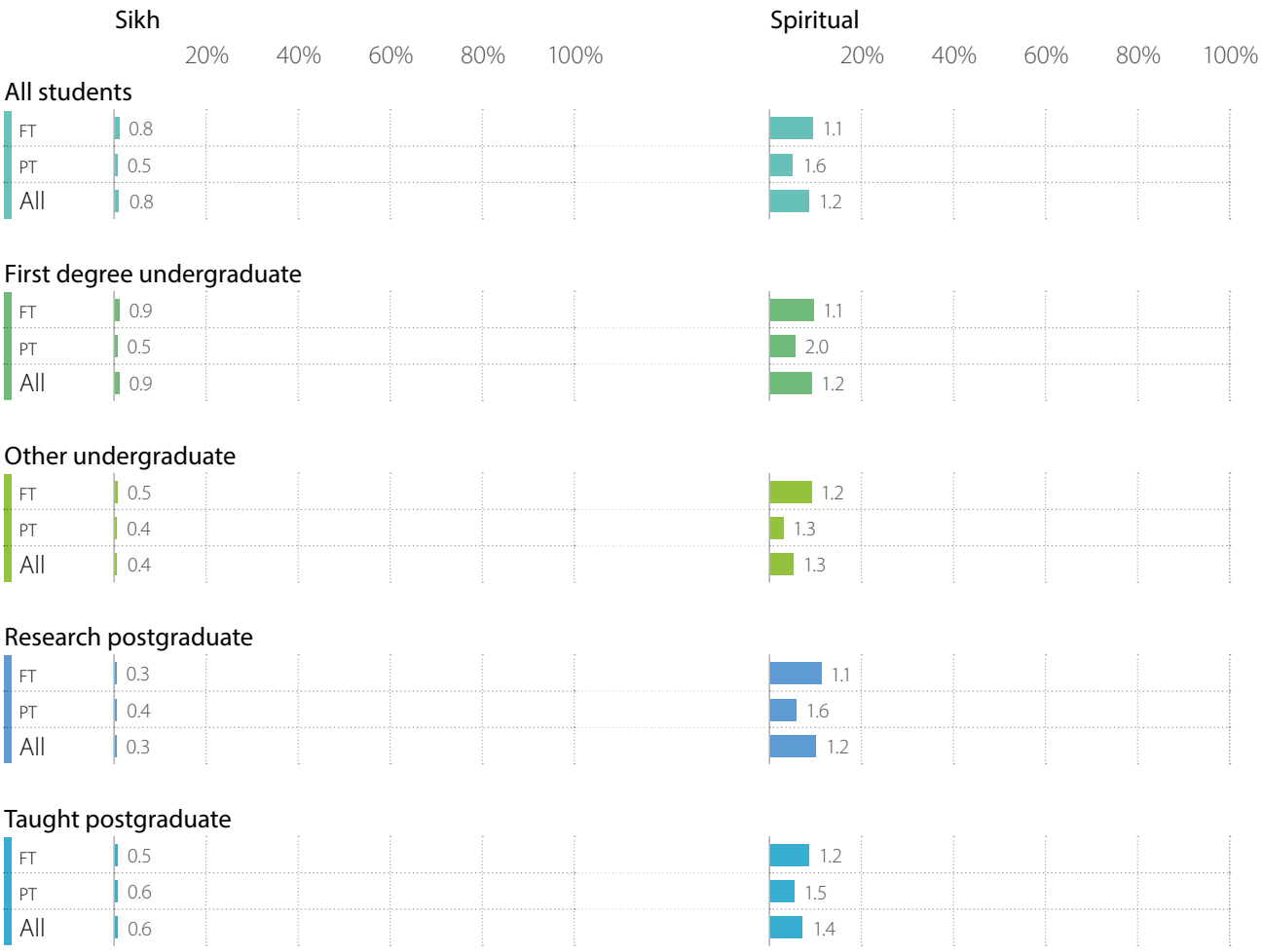


All students by degree level, mode and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
All students							
FT	Full-time	15,410	*87.2*	*0.8*	20,960	*75.1*	*1.1*
PT	Part-time	2,270	*12.8*	*0.5*	6,955	*24.9*	*1.6*
All	All modes	17,680	*100.0*	*0.8*	27,915	*100.0*	*1.2*
First degree undergraduate							
FT	Full-time	13,650	*95.4*	*0.9*	16,320	*86.5*	*1.1*
PT	Part-time	665	*4.6*	*0.5*	2,540	*13.5*	*2.0*
All	All modes	14,315	*100.0*	*0.9*	18,860	*100.0*	*1.2*
Other undergraduate							
FT	Full-time	225	*43.6*	*0.5*	555	*34.0*	*1.2*
PT	Part-time	290	*56.4*	*0.4*	1,075	*66.0*	*1.3*
All	All modes	510	*100.0*	*0.4*	1,630	*100.0*	*1.3*
Research postgraduate							
FT	Full-time	210	*66.9*	*0.3*	895	*68.1*	*1.1*
PT	Part-time	105	*33.1*	*0.4*	420	*31.9*	*1.6*
All	All modes	315	*100.0*	*0.3*	1,315	*100.0*	*1.2*
Taught postgraduate							
FT	Full-time	1,325	*52.2*	*0.5*	3,185	*52.2*	*1.2*
PT	Part-time	1,210	*47.8*	*0.6*	2,925	*47.8*	*1.5*
All	All modes	2,535	*100.0*	*0.6*	6,110	*100.0*	*1.4*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who identified as Sikh or Spiritual

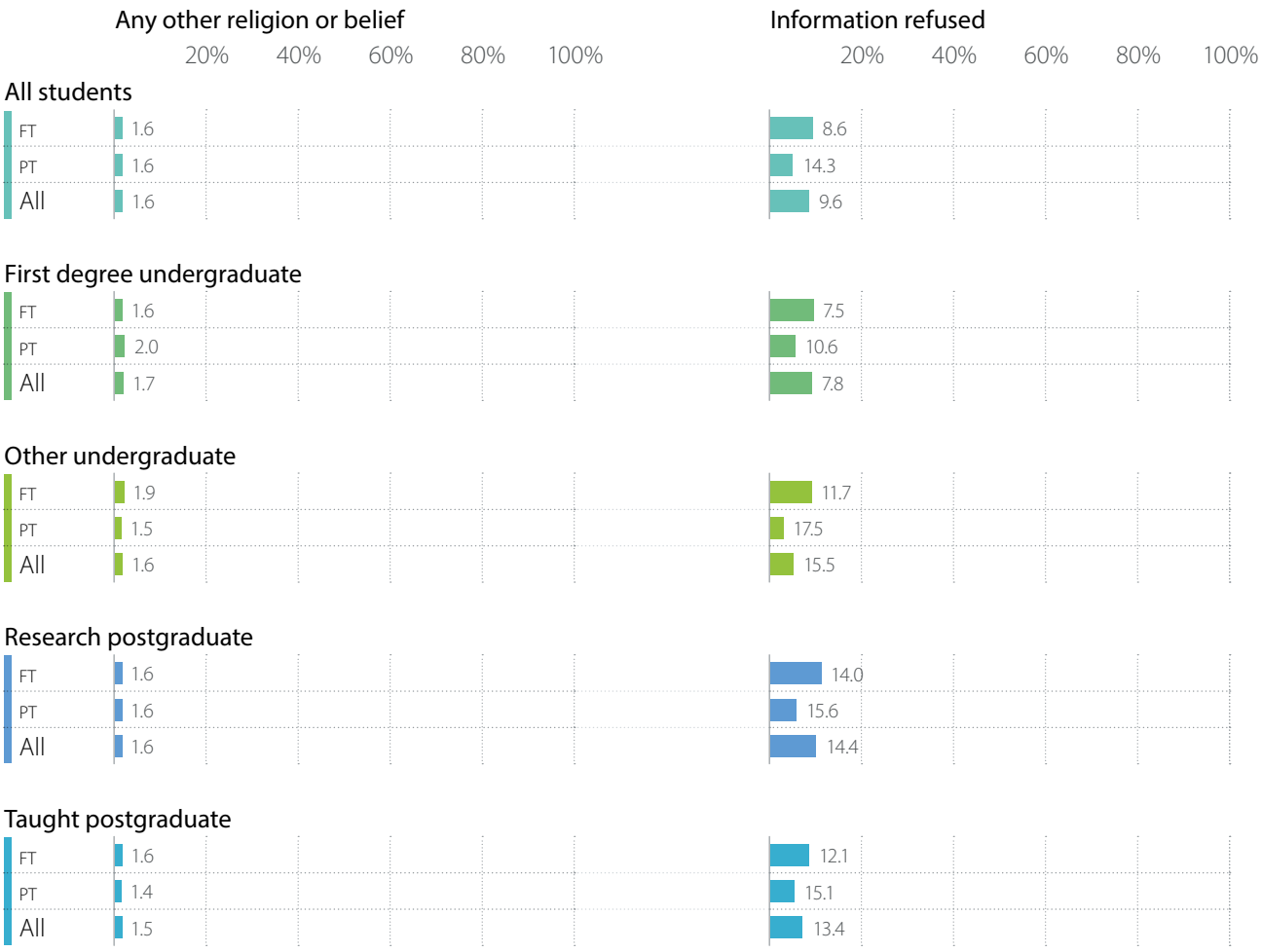


All students by degree level, mode and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
All students									
FT	Full-time	30,215	*81.6*	*1.6*	158,765	*72.5*	*8.6*	1,883,155	*79.0*
PT	Part-time	6,825	*18.4*	*1.6*	60,155	*27.5*	*14.3*	500,810	*21.0*
All	All modes	37,040	*100.0*	*1.6*	218,920	*100.0*	*9.6*	2,383,970	*100.0*
First degree undergraduate									
FT	Full-time	23,970	*90.6*	*1.6*	110,380	*89.4*	*7.5*	1,481,060	*89.6*
PT	Part-time	2,495	*9.4*	*2.0*	13,150	*10.6*	*10.6*	171,615	*10.4*
All	All modes	26,460	*100.0*	*1.7*	123,530	*100.0*	*7.8*	1,652,675	*100.0*
Other undergraduate									
FT	Full-time	855	*41.0*	*1.9*	5,205	*26.5*	*11.7*	45,445	*31.2*
PT	Part-time	1,225	*59.0*	*1.5*	14,430	*73.5*	*17.5*	100,115	*68.8*
All	All modes	2,080	*100.0*	*1.6*	19,635	*100.0*	*15.5*	145,560	*100.0*
Research postgraduate									
FT	Full-time	1,320	*75.8*	*1.6*	11,615	*74.3*	*14.0*	85,535	*75.8*
PT	Part-time	420	*24.2*	*1.6*	4,020	*25.7*	*15.6*	27,280	*24.2*
All	All modes	1,740	*100.0*	*1.6*	15,640	*100.0*	*14.4*	112,815	*100.0*
Taught postgraduate									
FT	Full-time	4,075	*60.3*	*1.6*	31,565	*52.5*	*12.1*	271,115	*57.3*
PT	Part-time	2,685	*39.7*	*1.4*	28,560	*47.5*	*15.1*	201,800	*42.7*
All	All modes	6,760	*100.0*	*1.5*	60,120	*100.0*	*13.4*	472,915	*100.0*

Additional data for first year students is available:
www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020-data-tables

Proportions of students who identified as belonging to any other religion or refused information

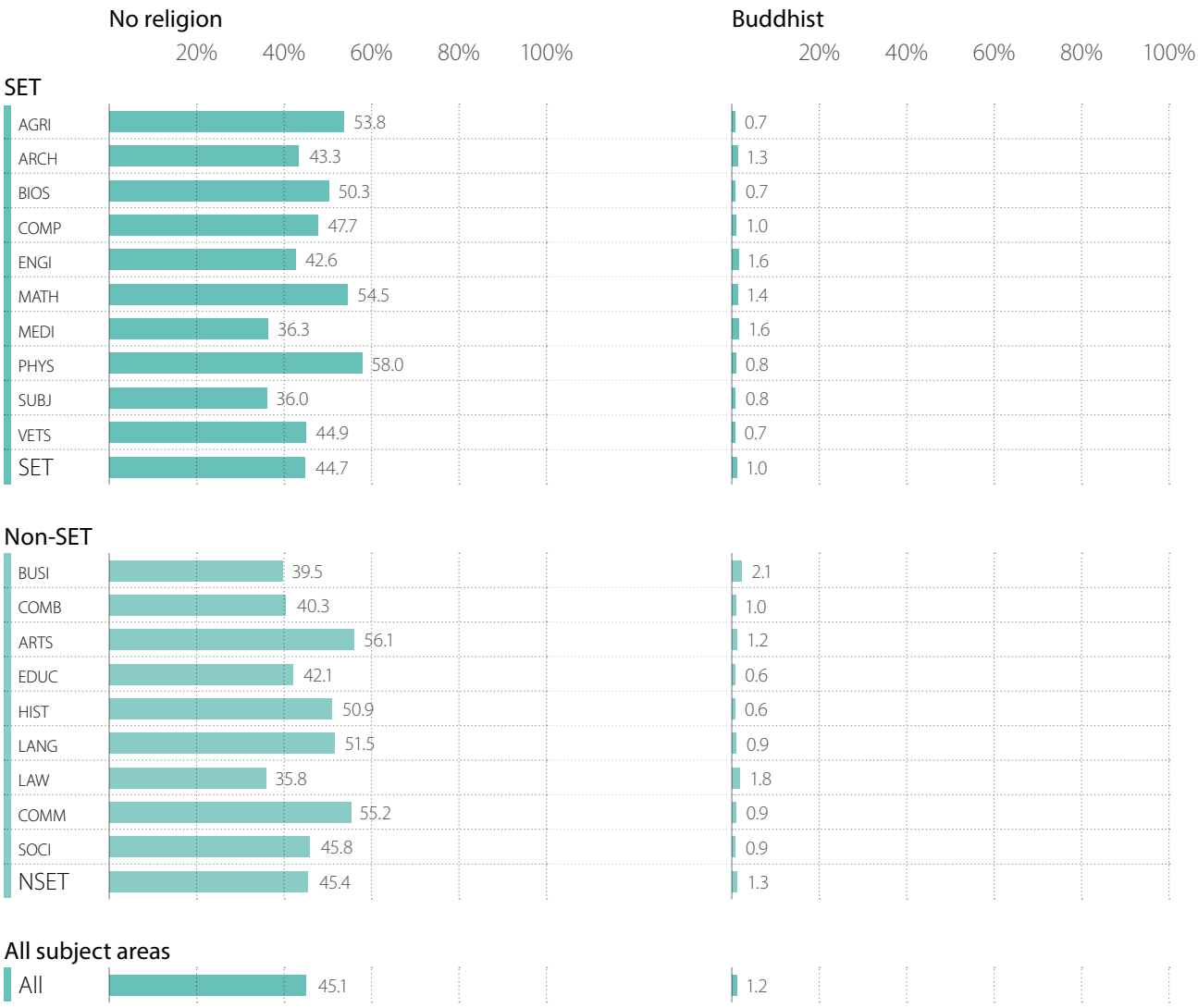


6.5 All students by subject area and religion and belief

← Religion and belief definition: see page 13
← Subject areas definition: see page 15

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	10,175	*1.0*	*53.8*	130	*0.5*	*0.7*
ARCH	Architecture, building, planning	22,980	*2.2*	*43.3*	715	*2.7*	*1.3*
BIOS	Biological sciences	114,550	*11.2*	*50.3*	1,700	*6.4*	*0.7*
COMP	Computer science	51,820	*5.1*	*47.7*	1,095	*4.1*	*1.0*
ENGI	Engineering, technology	67,345	*6.6*	*42.6*	2,595	*9.7*	*1.6*
MATH	Mathematical sciences	23,620	*2.3*	*54.5*	590	*2.2*	*1.4*
MEDI	Medicine, dentistry	23,795	*2.3*	*36.3*	1,045	*3.9*	*1.6*
PHYS	Physical sciences	52,925	*5.2*	*58.0*	735	*2.8*	*0.8*
SUBJ	Subjects allied to medicine	101,190	*9.9*	*36.0*	2,135	*8.0*	*0.8*
VETS	Veterinary science	3,730	*0.4*	*44.9*	55	*0.2*	*0.7*
SET	SET total	472,125	*46.1*	*44.7*	10,795	*40.5*	*1.0*
Non-SET							
BUSI	Business, administrative studies	136,660	*13.3*	*39.5*	7,315	*27.4*	*2.1*
COMB	Combined	8,525	*0.8*	*40.3*	210	*0.8*	*1.0*
ARTS	Creative arts, design	99,050	*9.7*	*56.1*	2,190	*8.2*	*1.2*
EDUC	Education	55,370	*5.4*	*42.1*	770	*2.9*	*0.6*
HIST	Historical, philosophical studies	39,715	*3.9*	*50.9*	490	*1.8*	*0.6*
LANG	Languages	48,530	*4.7*	*51.5*	880	*3.3*	*0.9*
LAW	Law	32,575	*3.2*	*35.8*	1,600	*6.0*	*1.8*
COMM	Mass comms, documentation	27,960	*2.7*	*55.2*	455	*1.7*	*0.9*
SOCI	Social studies	104,095	*10.2*	*45.8*	1,975	*7.4*	*0.9*
NSET	Non-SET total	552,475	*53.9*	*45.4*	15,890	*59.5*	*1.3*
All subject areas							
All	All subject areas	1,024,605	*100.0*	*45.1*	26,685	*100.0*	*1.2*

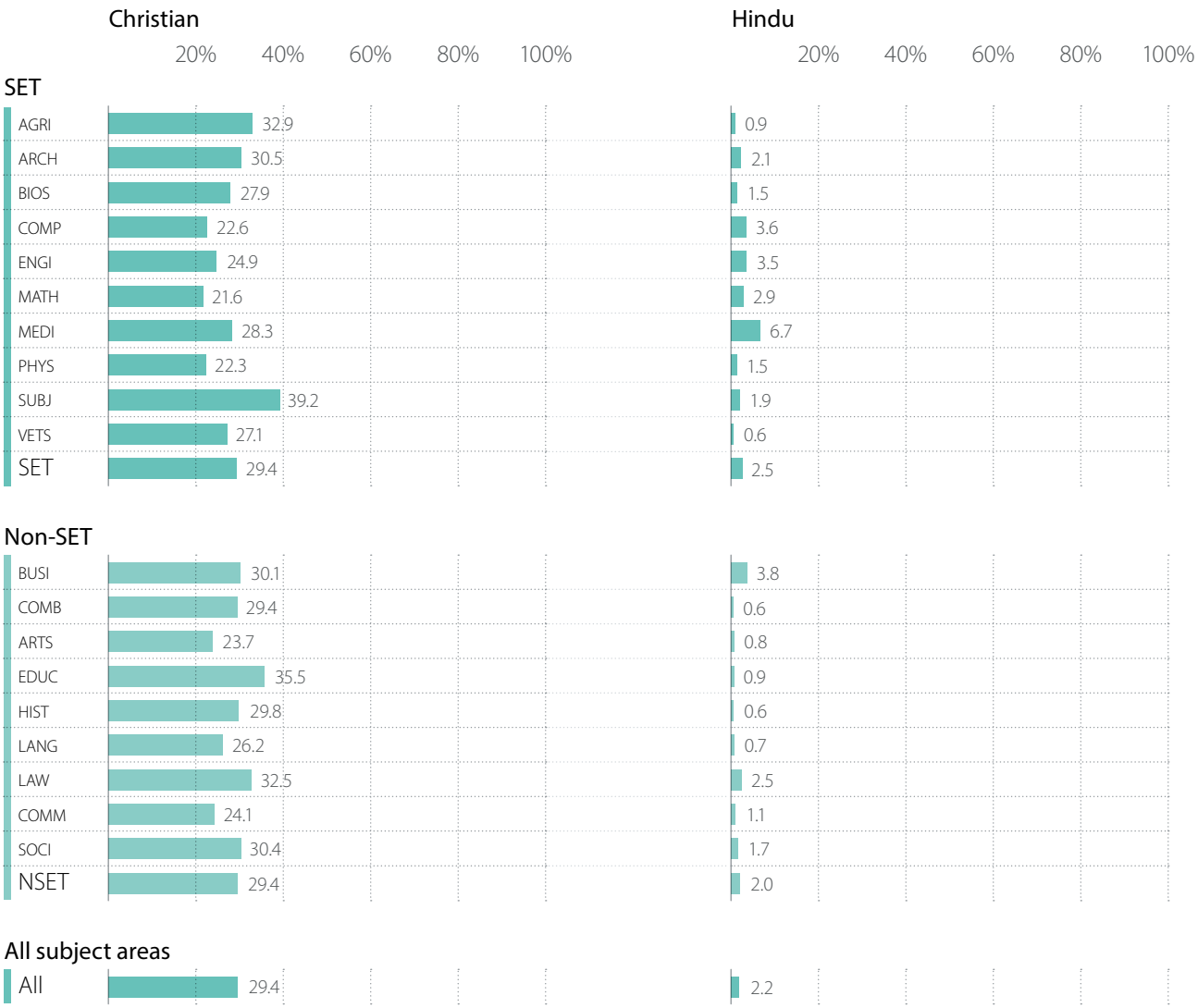
Proportions of students who identified as Buddhist or No Religion



All students by subject area and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	6,215	*0.9*	*32.9*	165	*0.3*	*0.9*
ARCH	Architecture, building, planning	16,180	*2.4*	*30.5*	1,110	*2.2*	*2.1*
BIOS	Biological sciences	63,530	*9.5*	*27.9*	3,410	*6.8*	*1.5*
COMP	Computer science	24,580	*3.7*	*22.6*	3,880	*7.7*	*3.6*
ENGI	Engineering, technology	39,250	*5.9*	*24.9*	5,480	*10.9*	*3.5*
MATH	Mathematical sciences	9,355	*1.4*	*21.6*	1,255	*2.5*	*2.9*
MEDI	Medicine, dentistry	18,530	*2.8*	*28.3*	4,375	*8.7*	*6.7*
PHYS	Physical sciences	20,395	*3.1*	*22.3*	1,380	*2.7*	*1.5*
SUBJ	Subjects allied to medicine	110,155	*16.5*	*39.2*	5,425	*10.8*	*1.9*
VETS	Veterinary science	2,250	*0.3*	*27.1*	55	*0.1*	*0.6*
SET	SET total	310,435	*46.5*	*29.4*	26,530	*52.7*	*2.5*
Non-SET							
BUSI	Business, administrative studies	104,145	*15.6*	*30.1*	13,320	*26.5*	*3.8*
COMB	Combined	6,225	*0.9*	*29.4*	130	*0.3*	*0.6*
ARTS	Creative arts, design	41,865	*6.3*	*23.7*	1,435	*2.8*	*0.8*
EDUC	Education	46,690	*7.0*	*35.5*	1,120	*2.2*	*0.9*
HIST	Historical, philosophical studies	23,260	*3.5*	*29.8*	440	*0.9*	*0.6*
LANG	Languages	24,680	*3.7*	*26.2*	675	*1.3*	*0.7*
LAW	Law	29,525	*4.4*	*32.5*	2,295	*4.6*	*2.5*
COMM	Mass comms, documentation	12,205	*1.8*	*24.1*	570	*1.1*	*1.1*
SOCI	Social studies	69,030	*10.3*	*30.4*	3,840	*7.6*	*1.7*
NSET	Non-SET total	357,620	*53.5*	*29.4*	23,820	*47.3*	*2.0*
All subject areas							
All	All subject areas	668,055	*100.0*	*29.4*	50,350	*100.0*	*2.2*

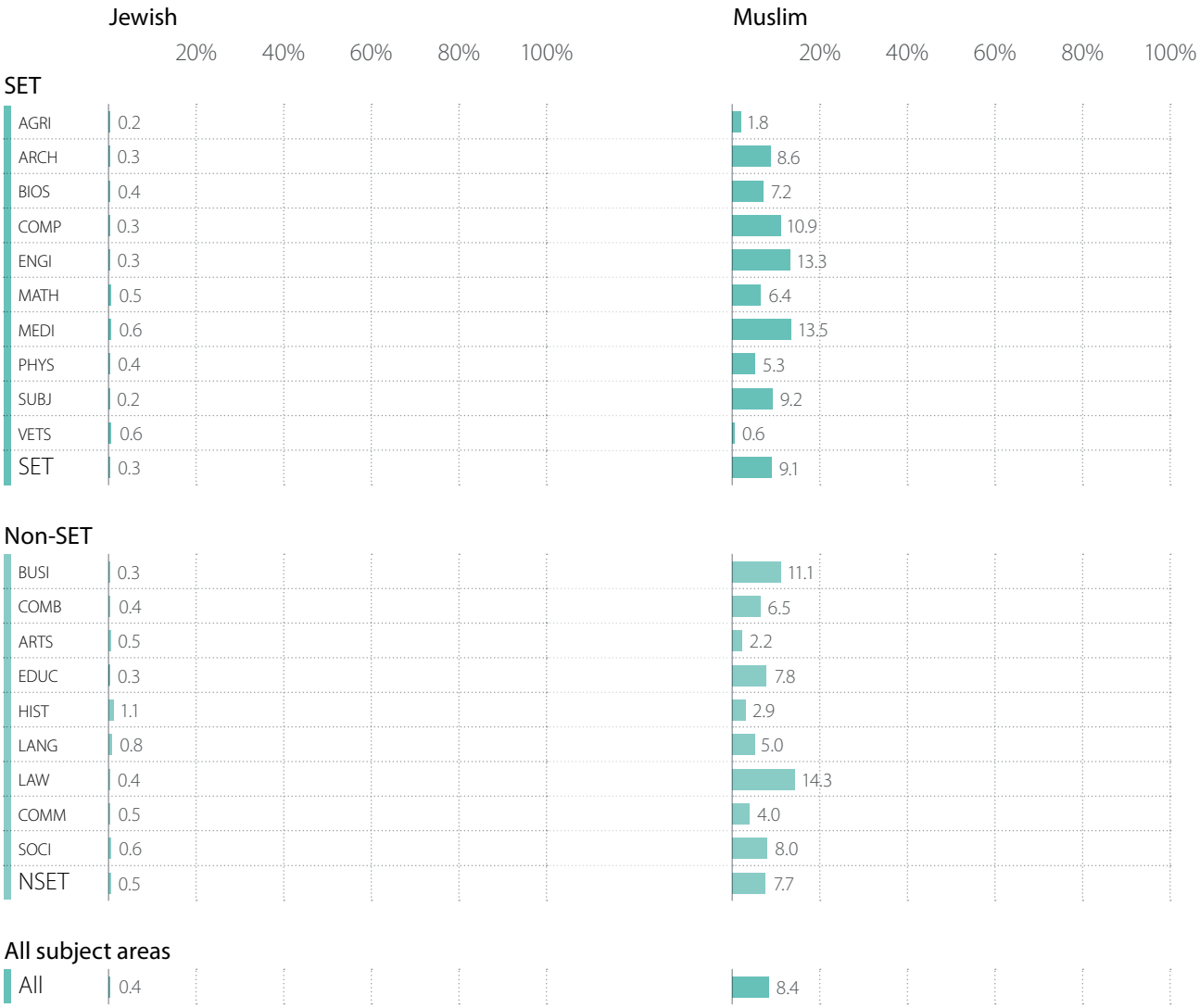
Proportions of students who identified as Christian or Hindu



All students by subject area and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	30	*0.3*	*0.2*	340	*0.2*	*1.8*
ARCH	Architecture, building, planning	180	*1.9*	*0.3*	4,555	*2.4*	*8.6*
BIOS	Biological sciences	915	*9.6*	*0.4*	16,405	*8.6*	*7.2*
COMP	Computer science	280	*2.9*	*0.3*	11,850	*6.2*	*10.9*
ENGI	Engineering, technology	395	*4.1*	*0.3*	20,965	*11.0*	*13.3*
MATH	Mathematical sciences	210	*2.2*	*0.5*	2,775	*1.5*	*6.4*
MEDI	Medicine, dentistry	425	*4.4*	*0.6*	8,850	*4.6*	*13.5*
PHYS	Physical sciences	340	*3.6*	*0.4*	4,875	*2.6*	*5.3*
SUBJ	Subjects allied to medicine	655	*6.8*	*0.2*	25,750	*13.5*	*9.2*
VETS	Veterinary science	50	*0.5*	*0.6*	50	*0.0*	*0.6*
SET	SET total	3,480	*36.4*	*0.3*	96,410	*50.6*	*9.1*
Non-SET							
BUSI	Business, administrative studies	1,125	*11.8*	*0.3*	38,285	*20.1*	*11.1*
COMB	Combined	80	*0.8*	*0.4*	1,370	*0.7*	*6.5*
ARTS	Creative arts, design	820	*8.6*	*0.5*	3,895	*2.0*	*2.2*
EDUC	Education	350	*3.6*	*0.3*	10,205	*5.4*	*7.8*
HIST	Historical, philosophical studies	830	*8.7*	*1.1*	2,275	*1.2*	*2.9*
LANG	Languages	790	*8.3*	*0.8*	4,745	*2.5*	*5.0*
LAW	Law	390	*4.1*	*0.4*	13,020	*6.8*	*14.3*
COMM	Mass comms, documentation	230	*2.4*	*0.5*	2,045	*1.1*	*4.0*
SOCI	Social studies	1,460	*15.3*	*0.6*	18,160	*9.5*	*8.0*
NSET	Non-SET total	6,080	*63.6*	*0.5*	94,000	*49.4*	*7.7*
All subject areas							
All	All subject areas	9,560	*100.0*	*0.4*	190,405	*100.0*	*8.4*

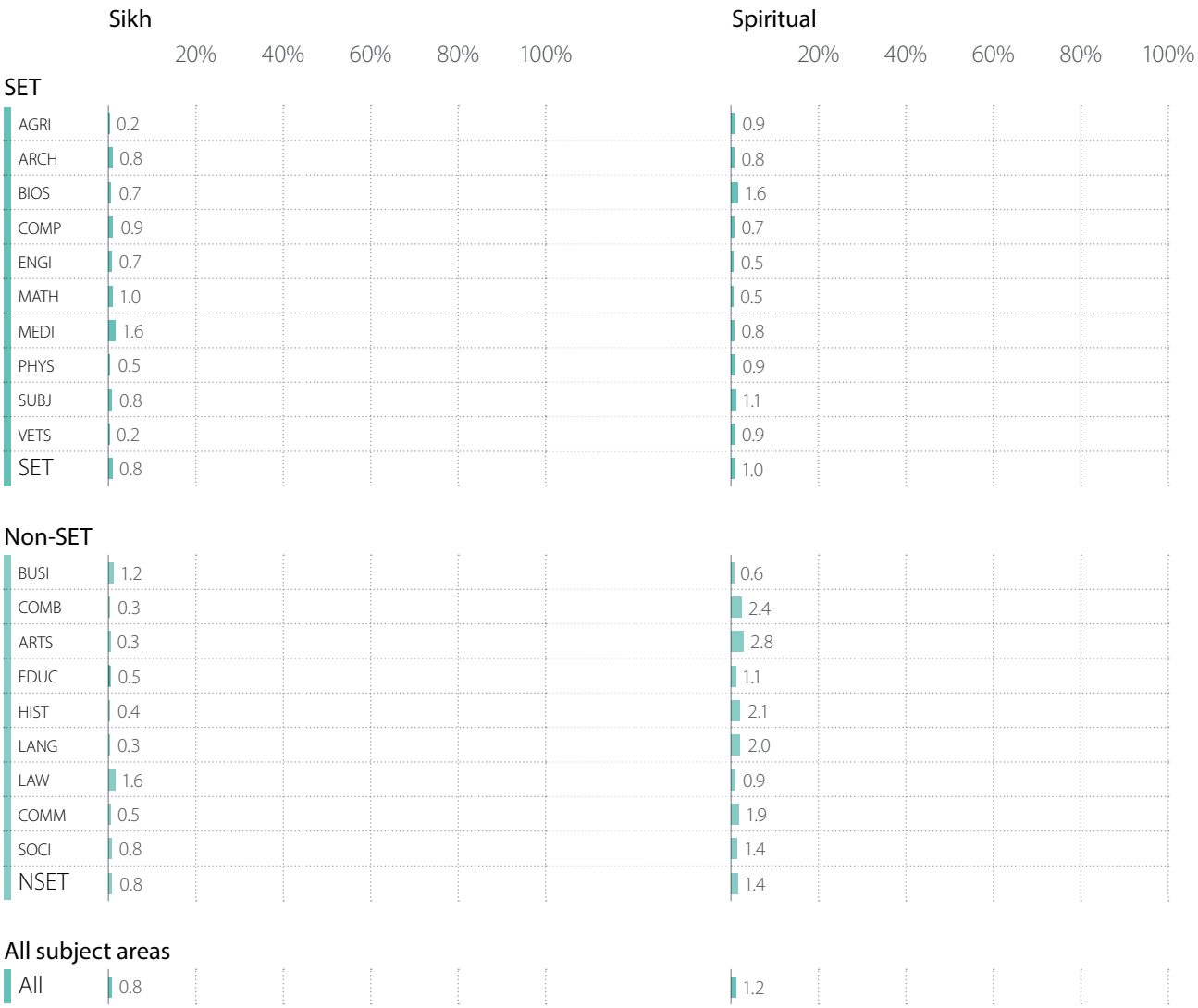
Proportions of students who identified as Jewish or Muslim



All students by subject area and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	30	*0.2*	*0.2*	175	*0.6*	*0.9*
ARCH	Architecture, building, planning	415	*2.3*	*0.8*	415	*1.5*	*0.8*
BIOS	Biological sciences	1,645	*9.3*	*0.7*	3,730	*13.4*	*1.6*
COMP	Computer science	965	*5.5*	*0.9*	780	*2.8*	*0.7*
ENGI	Engineering, technology	1,100	*6.2*	*0.7*	805	*2.9*	*0.5*
MATH	Mathematical sciences	420	*2.4*	*1.0*	210	*0.7*	*0.5*
MEDI	Medicine, dentistry	1,070	*6.0*	*1.6*	525	*1.9*	*0.8*
PHYS	Physical sciences	445	*2.5*	*0.5*	810	*2.9*	*0.9*
SUBJ	Subjects allied to medicine	2,220	*12.6*	*0.8*	2,970	*10.6*	*1.1*
VETS	Veterinary science	15	*0.1*	*0.2*	75	*0.3*	*0.9*
SET	SET total	8,325	*47.1*	*0.8*	10,485	*37.6*	*1.0*
Non-SET							
BUSI	Business, administrative studies	4,000	*22.6*	*1.2*	2,110	*7.6*	*0.6*
COMB	Combined	65	*0.4*	*0.3*	515	*1.9*	*2.4*
ARTS	Creative arts, design	525	*3.0*	*0.3*	4,880	*17.5*	*2.8*
EDUC	Education	635	*3.6*	*0.5*	1,380	*5.0*	*1.1*
HIST	Historical, philosophical studies	285	*1.6*	*0.4*	1,670	*6.0*	*2.1*
LANG	Languages	300	*1.7*	*0.3*	1,860	*6.7*	*2.0*
LAW	Law	1,435	*8.1*	*1.6*	800	*2.9*	*0.9*
COMM	Mass comms, documentation	230	*1.3*	*0.5*	940	*3.4*	*1.9*
SOCI	Social studies	1,875	*10.6*	*0.8*	3,265	*11.7*	*1.4*
NSET	Non-SET total	9,355	*52.9*	*0.8*	17,425	*62.4*	*1.4*
All subject areas							
All	All subject areas	17,680	*100.0*	*0.8*	27,915	*100.0*	*1.2*

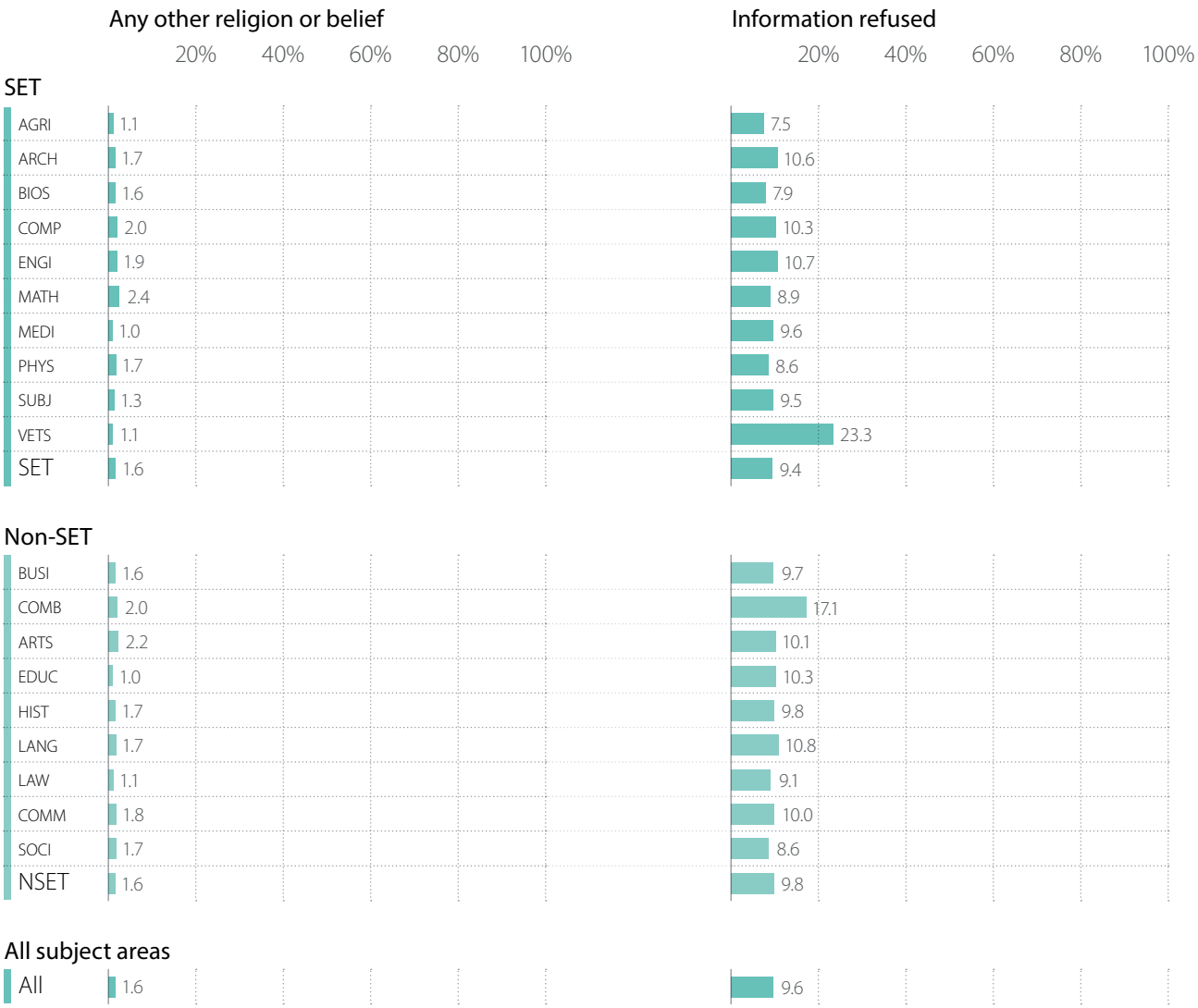
Proportions of students who identified as Sikh or Spiritual



All students by subject area and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	215	*0.6*	*1.1*	1,425	*0.7*	*7.5*	19,320	*0.8*
ARCH	Architecture, building, planning	895	*2.4*	*1.7*	5,640	*2.6*	*10.6*	55,345	*2.3*
BIOS	Biological sciences	3,660	*9.9*	*1.6*	18,025	*8.2*	*7.9*	241,755	*10.1*
COMP	Computer science	2,150	*5.8*	*2.0*	11,155	*5.1*	*10.3*	114,730	*4.8*
ENGI	Engineering, technology	3,045	*8.2*	*1.9*	16,955	*7.7*	*10.7*	165,180	*6.9*
MATH	Mathematical sciences	1,030	*2.8*	*2.4*	3,850	*1.8*	*8.9*	45,910	*1.9*
MEDI	Medicine, dentistry	650	*1.8*	*1.0*	6,260	*2.9*	*9.6*	67,755	*2.8*
PHYS	Physical sciences	1,540	*4.2*	*1.7*	7,825	*3.6*	*8.6*	94,845	*4.0*
SUBJ	Subjects allied to medicine	3,715	*10.0*	*1.3*	26,545	*12.1*	*9.5*	290,445	*12.2*
VETS	Veterinary science	90	*0.2*	*1.1*	1,935	*0.9*	*23.3*	8,400	*0.4*
SET	SET total	16,995	*45.9*	*1.6*	99,615	*45.5*	*9.4*	1,103,690	*46.3*
Non-SET									
BUSI	Business, administrative studies	5,580	*15.1*	*1.6*	33,650	*15.4*	*9.7*	358,480	*15.0*
COMB	Combined	430	*1.2*	*2.0*	3,615	*1.7*	*17.1*	31,765	*1.3*
ARTS	Creative arts, design	3,925	*10.6*	*2.2*	17,880	*8.2*	*10.1*	181,830	*7.6*
EDUC	Education	1,370	*3.7*	*1.0*	13,470	*6.2*	*10.3*	142,825	*6.0*
HIST	Historical, philosophical studies	1,365	*3.7*	*1.7*	7,635	*3.5*	*9.8*	81,965	*3.4*
LANG	Languages	1,585	*4.3*	*1.7*	10,175	*4.6*	*10.8*	99,365	*4.2*
LAW	Law	1,045	*2.8*	*1.1*	8,245	*3.8*	*9.1*	95,260	*4.0*
COMM	Mass comms, documentation	935	*2.5*	*1.8*	5,045	*2.3*	*10.0*	51,310	*2.2*
SOCI	Social studies	3,810	*10.3*	*1.7*	19,590	*8.9*	*8.6*	237,480	*10.0*
NSET	Non-SET total	20,045	*54.1*	*1.6*	119,310	*54.5*	*9.8*	1,280,280	*53.7*
All subject areas									
All	All subject areas	37,040	*100.0*	*1.6*	218,920	*100.0*	*9.6*	2,383,970	*100.0*

Proportions of students who identified as having another religious belief or refusing information

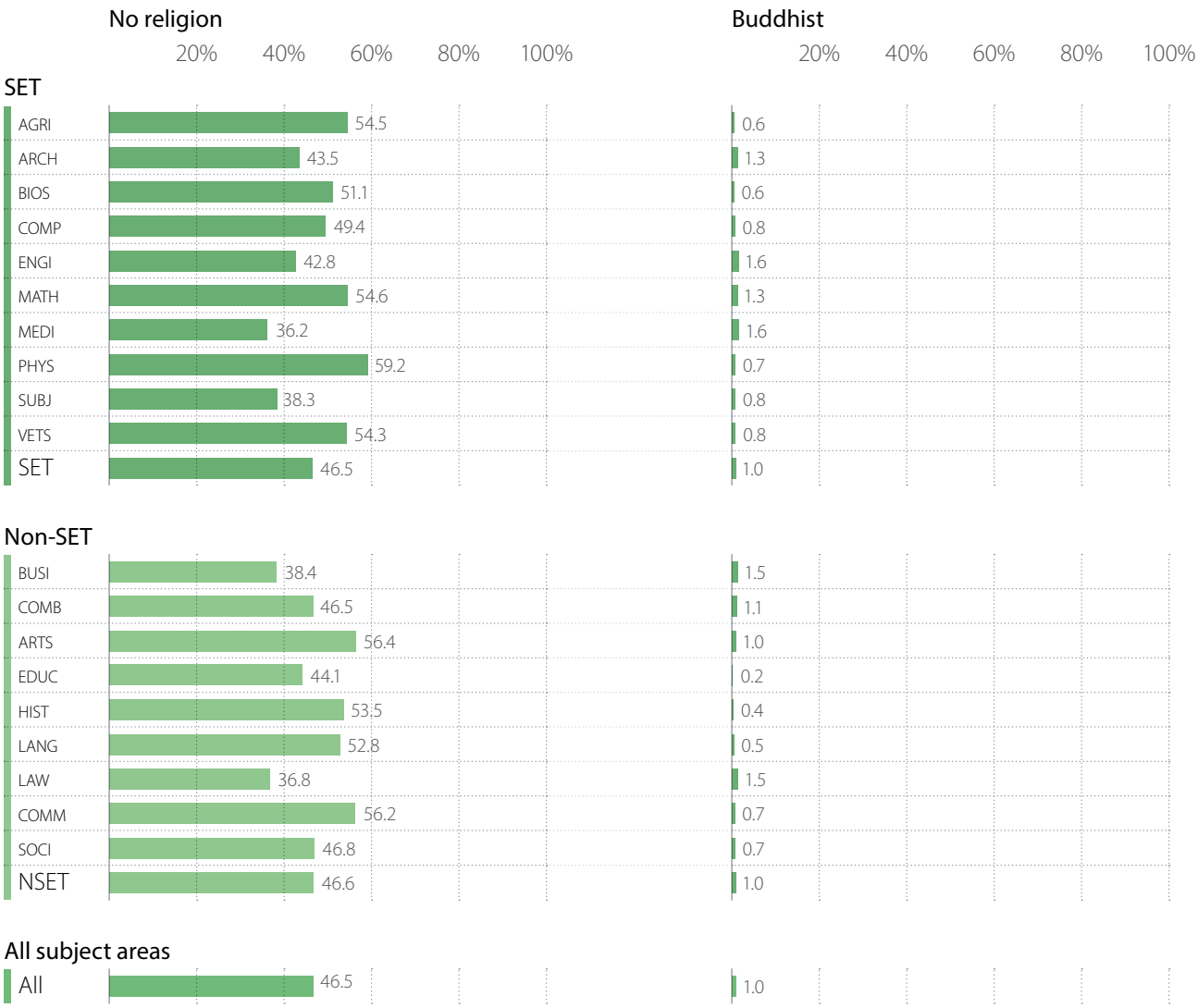


6.6 First degree undergraduate students by subject area and religion and belief

← Religion and belief definition: see page 13
← Subject areas definition: see page 15
← Degree level definition: see page 14

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	5,585	*0.8*	*54.5*	60	*0.4*	*0.6*
ARCH	Architecture, building, planning	14,960	*2.0*	*43.5*	435	*2.8*	*1.3*
BIOS	Biological sciences	90,560	*12.3*	*51.1*	1,120	*7.3*	*0.6*
COMP	Computer science	41,900	*5.7*	*49.4*	715	*4.6*	*0.8*
ENGI	Engineering, technology	48,590	*6.6*	*42.8*	1,850	*12.0*	*1.6*
MATH	Mathematical sciences	19,675	*2.7*	*54.6*	455	*2.9*	*1.3*
MEDI	Medicine, dentistry	16,720	*2.3*	*36.2*	740	*4.8*	*1.6*
PHYS	Physical sciences	41,000	*5.6*	*59.2*	465	*3.0*	*0.7*
SUBJ	Subjects allied to medicine	64,625	*8.8*	*38.3*	1,315	*8.5*	*0.8*
VETS	Veterinary science	3,235	*0.4*	*54.3*	50	*0.3*	*0.8*
SET	SET total	346,845	*47.0*	*46.5*	7,195	*46.5*	*1.0*
Non-SET							
BUSI	Business, administrative studies	87,975	*11.9*	*38.4*	3,360	*21.7*	*1.5*
COMB	Combined	4,435	*0.6*	*46.5*	100	*0.6*	*1.1*
ARTS	Creative arts, design	81,990	*11.1*	*56.4*	1,525	*9.9*	*1.0*
EDUC	Education	22,285	*3.0*	*44.1*	120	*0.8*	*0.2*
HIST	Historical, philosophical studies	32,205	*4.4*	*53.5*	265	*1.7*	*0.4*
LANG	Languages	37,630	*5.1*	*52.8*	385	*2.5*	*0.5*
LAW	Law	25,595	*3.5*	*36.8*	1,010	*6.5*	*1.5*
COMM	Mass comms, documentation	21,320	*2.9*	*56.2*	270	*1.7*	*0.7*
SOCI	Social studies	78,195	*10.6*	*46.8*	1,225	*7.9*	*0.7*
NSET	Non-SET total	391,620	*53.0*	*46.6*	8,265	*53.5*	*1.0*
All subject areas							
All	All subject areas	738,465	*100.0*	*46.5*	15,460	*100.0*	*1.0*

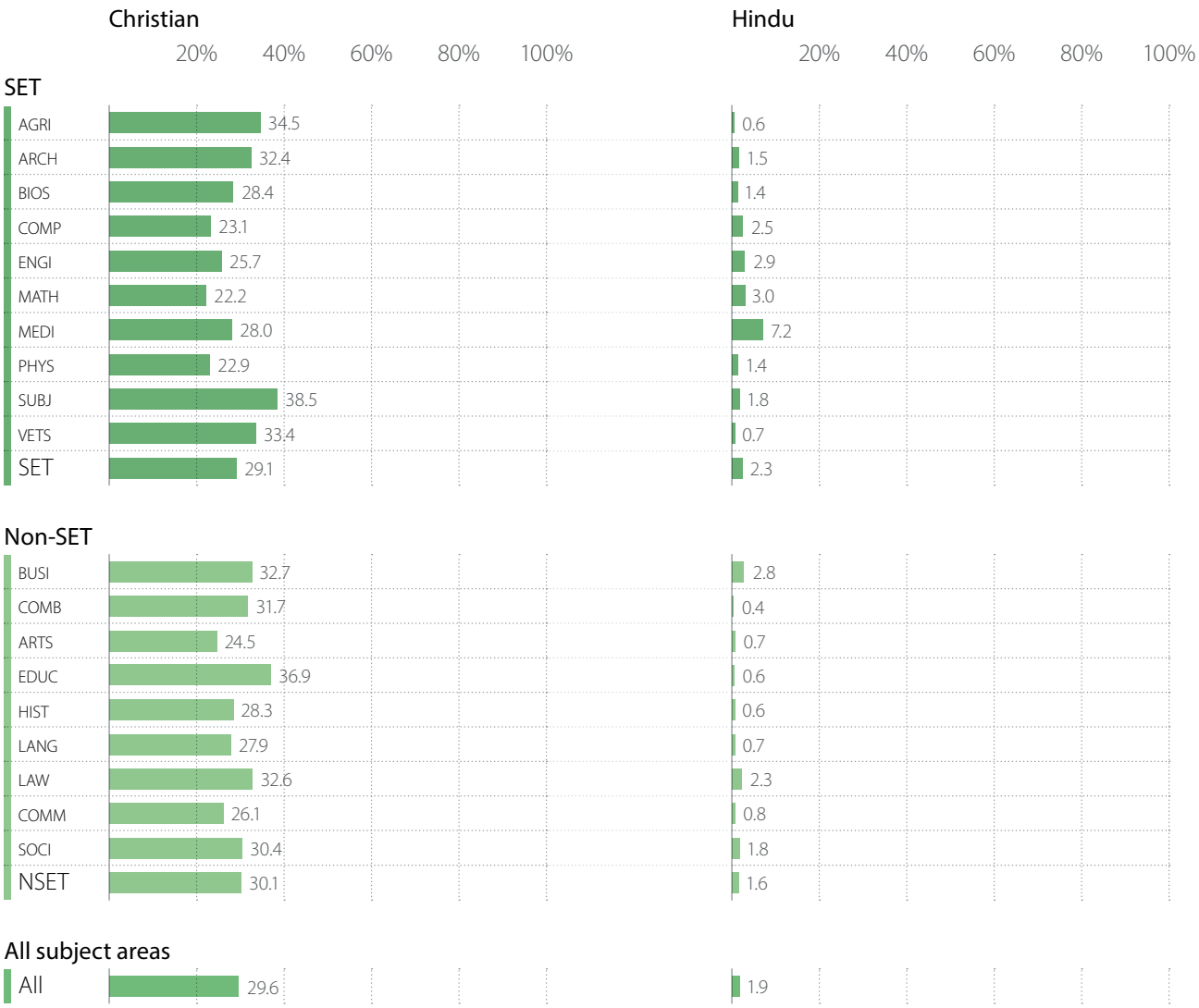
Proportions of first degree undergraduates who identified as Buddhist or No Religion



First degree undergraduate students by subject area and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	3,530	*0.8*	*34.5*	65	*0.2*	*0.6*
ARCH	Architecture, building, planning	11,135	*2.4*	*32.4*	505	*1.7*	*1.5*
BIOS	Biological sciences	50,285	*10.7*	*28.4*	2,440	*8.0*	*1.4*
COMP	Computer science	19,610	*4.2*	*23.1*	2,130	*7.0*	*2.5*
ENGI	Engineering, technology	29,140	*6.2*	*25.7*	3,250	*10.7*	*2.9*
MATH	Mathematical sciences	7,995	*1.7*	*22.2*	1,070	*3.5*	*3.0*
MEDI	Medicine, dentistry	12,935	*2.8*	*28.0*	3,305	*10.9*	*7.2*
PHYS	Physical sciences	15,820	*3.4*	*22.9*	995	*3.3*	*1.4*
SUBJ	Subjects allied to medicine	65,025	*13.8*	*38.5*	3,065	*10.1*	*1.8*
VETS	Veterinary science	1,985	*0.4*	*33.4*	45	*0.1*	*0.7*
SET	SET total	217,465	*46.3*	*29.1*	16,870	*55.5*	*2.3*
Non-SET							
BUSI	Business, administrative studies	75,035	*16.0*	*32.7*	6,525	*21.5*	*2.8*
COMB	Combined	3,025	*0.6*	*31.7*	40	*0.1*	*0.4*
ARTS	Creative arts, design	35,660	*7.6*	*24.5*	1,020	*3.4*	*0.7*
EDUC	Education	18,680	*4.0*	*36.9*	295	*1.0*	*0.6*
HIST	Historical, philosophical studies	17,025	*3.6*	*28.3*	340	*1.1*	*0.6*
LANG	Languages	19,870	*4.2*	*27.9*	475	*1.6*	*0.7*
LAW	Law	22,685	*4.8*	*32.6*	1,590	*5.2*	*2.3*
COMM	Mass comms, documentation	9,890	*2.1*	*26.1*	300	*1.0*	*0.8*
SOCI	Social studies	50,785	*10.8*	*30.4*	2,965	*9.7*	*1.8*
NSET	Non-SET total	252,655	*53.7*	*30.1*	13,545	*44.5*	*1.6*
All subject areas							
All	All subject areas	470,120	*100.0*	*29.6*	30,410	*100.0*	*1.9*

Proportions of first degree undergraduates who identified as Christian or Hindu



First degree undergraduate students by subject area and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	20	*0.3*	*0.2*	145	*0.1*	*1.4*
ARCH	Architecture, building, planning	110	*1.7*	*0.3*	3,180	*2.2*	*9.3*
BIOS	Biological sciences	610	*9.0*	*0.3*	13,615	*9.6*	*7.7*
COMP	Computer science	220	*3.2*	*0.3*	9,235	*6.5*	*10.9*
ENGI	Engineering, technology	330	*4.9*	*0.3*	16,295	*11.5*	*14.4*
MATH	Mathematical sciences	175	*2.5*	*0.5*	2,290	*1.6*	*6.4*
MEDI	Medicine, dentistry	300	*4.4*	*0.6*	6,450	*4.5*	*14.0*
PHYS	Physical sciences	260	*3.9*	*0.4*	3,395	*2.4*	*4.9*
SUBJ	Subjects allied to medicine	385	*5.7*	*0.2*	19,235	*13.5*	*11.4*
VETS	Veterinary science	45	*0.7*	*0.8*	35	*0.0*	*0.6*
SET	SET total	2,455	*36.2*	*0.3*	73,875	*51.9*	*9.9*
Non-SET							
BUSI	Business, administrative studies	800	*11.8*	*0.3*	28,290	*19.9*	*12.3*
COMB	Combined	40	*0.6*	*0.4*	260	*0.2*	*2.7*
ARTS	Creative arts, design	605	*8.9*	*0.4*	3,335	*2.3*	*2.3*
EDUC	Education	115	*1.7*	*0.2*	5,125	*3.6*	*10.1*
HIST	Historical, philosophical studies	600	*8.8*	*1.0*	1,810	*1.3*	*3.0*
LANG	Languages	625	*9.2*	*0.9*	2,935	*2.1*	*4.1*
LAW	Law	270	*4.0*	*0.4*	10,495	*7.4*	*15.1*
COMM	Mass comms, documentation	170	*2.5*	*0.4*	1,585	*1.1*	*4.2*
SOCI	Social studies	1,110	*16.3*	*0.7*	14,570	*10.2*	*8.7*
NSET	Non-SET total	4,330	*63.8*	*0.5*	68,410	*48.1*	*8.1*
All subject areas							
All	All subject areas	6,790	*100.0*	*0.4*	142,285	*100.0*	*9.0*

Proportions of first degree undergraduates who identified as Jewish or Muslim



First degree undergraduate students by subject area and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	20	*0.1*	*0.2*	80	*0.4*	*0.8*
ARCH	Architecture, building, planning	315	*2.2*	*0.9*	245	*1.3*	*0.7*
BIOS	Biological sciences	1,360	*9.5*	*0.8*	2,605	*13.8*	*1.5*
COMP	Computer science	845	*5.9*	*1.0*	595	*3.2*	*0.7*
ENGI	Engineering, technology	960	*6.7*	*0.8*	560	*3.0*	*0.5*
MATH	Mathematical sciences	395	*2.8*	*1.1*	175	*0.9*	*0.5*
MEDI	Medicine, dentistry	885	*6.2*	*1.9*	310	*1.6*	*0.7*
PHYS	Physical sciences	395	*2.7*	*0.6*	600	*3.2*	*0.9*
SUBJ	Subjects allied to medicine	1,460	*10.2*	*0.9*	1,665	*8.8*	*1.0*
VETS	Veterinary science	15	*0.1*	*0.3*	65	*0.4*	*1.1*
SET	SET total	6,650	*46.4*	*0.9*	6,895	*36.6*	*0.9*
Non-SET							
BUSI	Business, administrative studies	3,270	*22.8*	*1.4*	1,330	*7.0*	*0.6*
COMB	Combined	35	*0.2*	*0.4*	265	*1.4*	*2.8*
ARTS	Creative arts, design	475	*3.3*	*0.3*	3,810	*20.2*	*2.6*
EDUC	Education	260	*1.8*	*0.5*	350	*1.9*	*0.7*
HIST	Historical, philosophical studies	270	*1.9*	*0.4*	1,310	*6.9*	*2.2*
LANG	Languages	265	*1.9*	*0.4*	1,470	*7.8*	*2.1*
LAW	Law	1,270	*8.9*	*1.8*	590	*3.1*	*0.9*
COMM	Mass comms, documentation	200	*1.4*	*0.5*	700	*3.7*	*1.8*
SOCI	Social studies	1,630	*11.4*	*1.0*	2,140	*11.4*	*1.3*
NSET	Non-SET total	7,670	*53.6*	*0.9*	11,965	*63.4*	*1.4*
All subject areas							
All	All subject areas	14,315	*100.0*	*0.9*	18,860	*100.0*	*1.2*

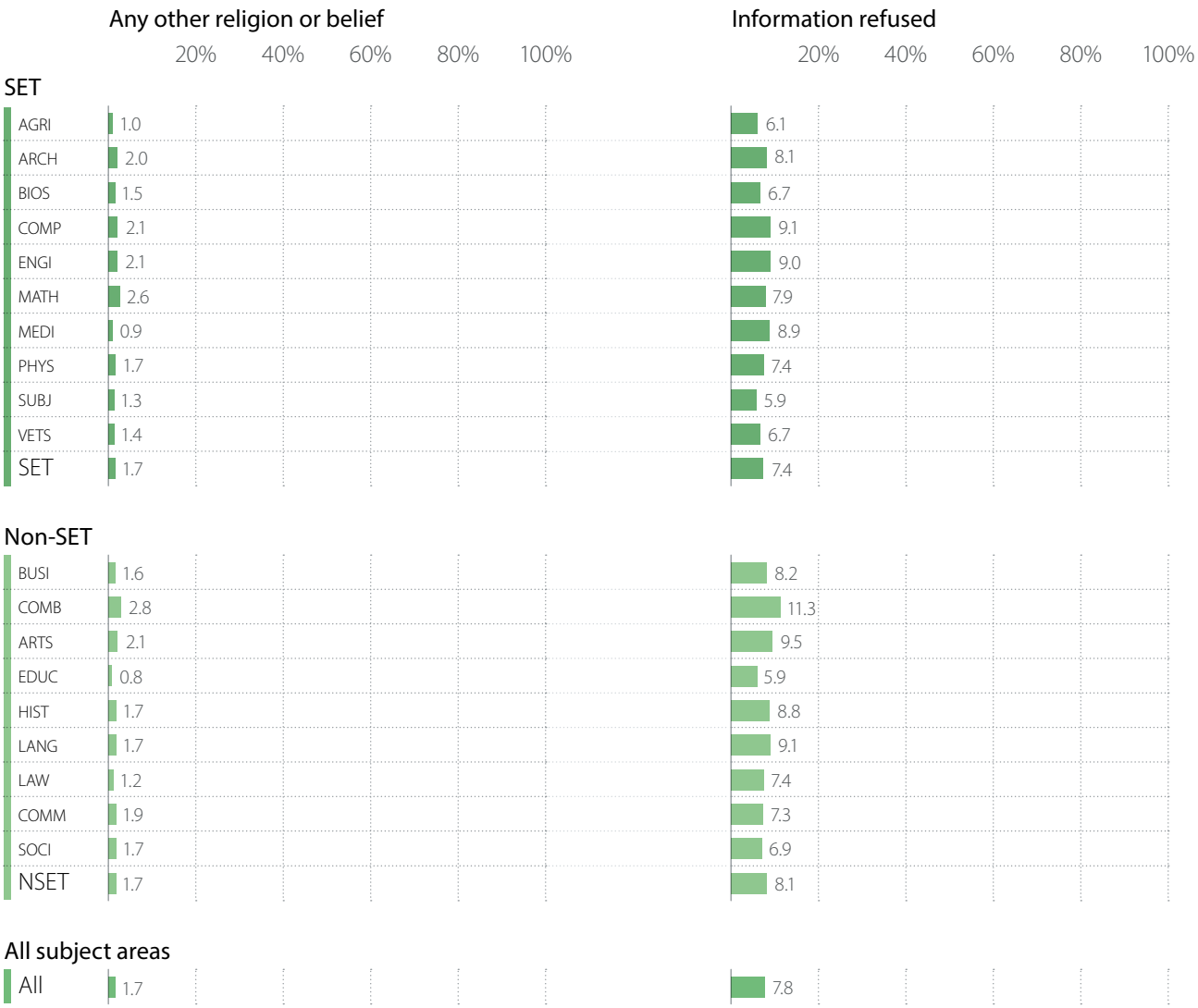
Proportions of first degree undergraduates who identified as Sikh or Spiritual



First degree undergraduate students by subject area and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	105	*0.4*	*1.0*	630	*0.5*	*6.1*	10,375	*0.6*
ARCH	Architecture, building, planning	675	*2.6*	*2.0*	2,795	*2.3*	*8.1*	34,950	*2.1*
BIOS	Biological sciences	2,710	*10.2*	*1.5*	11,780	*9.5*	*6.7*	188,120	*11.4*
COMP	Computer science	1,795	*6.8*	*2.1*	7,695	*6.2*	*9.1*	89,450	*5.4*
ENGI	Engineering, technology	2,340	*8.8*	*2.1*	10,205	*8.3*	*9.0*	117,850	*7.1*
MATH	Mathematical sciences	930	*3.5*	*2.6*	2,845	*2.3*	*7.9*	38,100	*2.3*
MEDI	Medicine, dentistry	440	*1.7*	*0.9*	4,105	*3.3*	*8.9*	47,335	*2.9*
PHYS	Physical sciences	1,170	*4.4*	*1.7*	5,130	*4.2*	*7.4*	71,520	*4.3*
SUBJ	Subjects allied to medicine	2,115	*8.0*	*1.3*	9,985	*8.1*	*5.9*	172,380	*10.4*
VETS	Veterinary science	80	*0.3*	*1.4*	395	*0.3*	*6.7*	5,990	*0.4*
SET	SET total	12,365	*46.7*	*1.7*	55,570	*45.0*	*7.4*	776,070	*47.0*
Non-SET									
BUSI	Business, administrative studies	3,760	*14.2*	*1.6*	18,860	*15.3*	*8.2*	237,370	*14.4*
COMB	Combined	270	*1.0*	*2.8*	1,075	*0.9*	*11.3*	14,770	*0.9*
ARTS	Creative arts, design	3,065	*11.6*	*2.1*	13,875	*11.2*	*9.5*	148,590	*9.0*
EDUC	Education	385	*1.5*	*0.8*	2,960	*2.4*	*5.9*	54,525	*3.3*
HIST	Historical, philosophical studies	1,050	*4.0*	*1.7*	5,310	*4.3*	*8.8*	62,720	*3.8*
LANG	Languages	1,175	*4.4*	*1.7*	6,480	*5.2*	*9.1*	74,190	*4.5*
LAW	Law	820	*3.1*	*1.2*	5,160	*4.2*	*7.4*	73,090	*4.4*
COMM	Mass comms, documentation	730	*2.8*	*1.9*	2,775	*2.2*	*7.3*	38,300	*2.3*
SOCI	Social studies	2,840	*10.7*	*1.7*	11,460	*9.3*	*6.9*	173,045	*10.5*
NSET	Non-SET total	14,095	*53.3*	*1.7*	67,960	*55.0*	*8.1*	876,605	*53.0*
All subject areas									
All	All subject areas	26,460	*100.0*	*1.7*	123,530	*100.0*	*7.8*	1,652,675	*100.0*

Proportions of first degree undergraduates who identified as having any other religion or refusing information

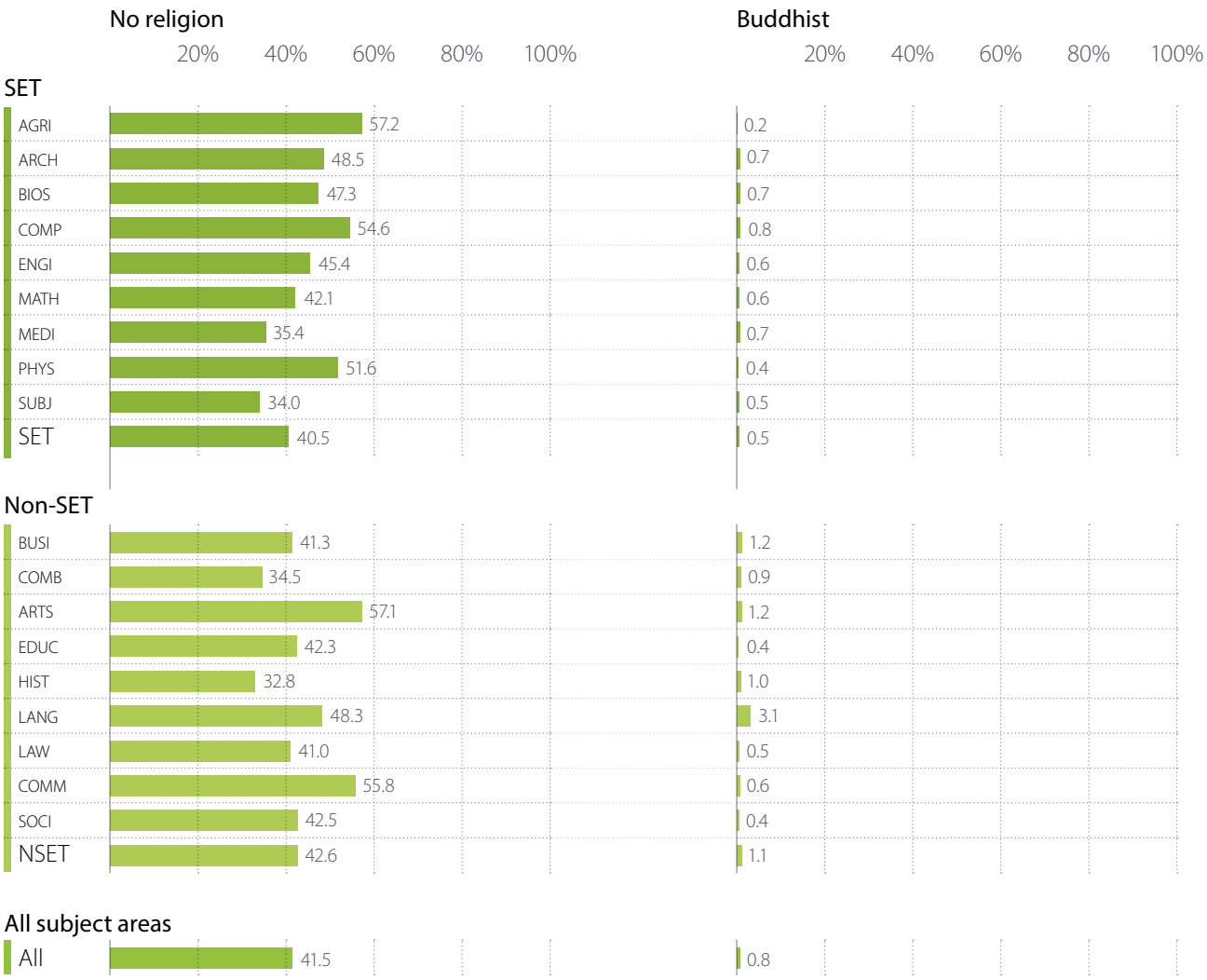


6.7 Other undergraduate students by subject area and religion and belief

← Religion and belief definition: see page 13
← Subject areas definition: see page 15
← Degree level definition: see page 14

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	3,000	*5.7*	*57.2*	10	*1.1*	*0.2*
ARCH	Architecture, building, planning	1,495	*2.8*	*48.5*	20	*2.1*	*0.7*
BIOS	Biological sciences	2,660	*5.0*	*47.3*	40	*4.1*	*0.7*
COMP	Computer science	1,615	*3.1*	*54.6*	25	*2.3*	*0.8*
ENGI	Engineering, technology	3,905	*7.4*	*45.4*	55	*5.4*	*0.6*
MATH	Mathematical sciences	135	*0.3*	*42.1*	0	*0.2*	*0.6*
MEDI	Medicine, dentistry	95	*0.2*	*35.4*	0	*0.2*	*0.7*
PHYS	Physical sciences	845	*1.6*	*51.6*	5	*0.6*	*0.4*
SUBJ	Subjects allied to medicine	13,030	*24.7*	*34.0*	175	*17.8*	*0.5*
SET	SET total	26,780	*50.8*	*40.5*	335	*33.9*	*0.5*
Non-SET							
BUSI	Business, administrative studies	4,640	*8.8*	*41.3*	140	*14.0*	*1.2*
COMB	Combined	3,655	*6.9*	*34.5*	100	*10.1*	*0.9*
ARTS	Creative arts, design	2,850	*5.4*	*57.1*	60	*6.1*	*1.2*
EDUC	Education	5,410	*10.3*	*42.3*	50	*5.0*	*0.4*
HIST	Historical, philosophical studies	545	*1.0*	*32.8*	15	*1.6*	*1.0*
LANG	Languages	3,700	*7.0*	*48.3*	235	*24.0*	*3.1*
LAW	Law	610	*1.2*	*41.0*	10	*0.8*	*0.5*
COMM	Mass comms, documentation	265	*0.5*	*55.8*	5	*0.3*	*0.6*
SOCI	Social studies	4,260	*8.1*	*42.5*	40	*4.2*	*0.4*
NSET	Non-SET total	25,935	*49.2*	*42.6*	650	*66.1*	*1.1*
All subject areas							
All	All subject areas	52,715	*100.0*	*41.5*	985	*100.0*	*0.8*

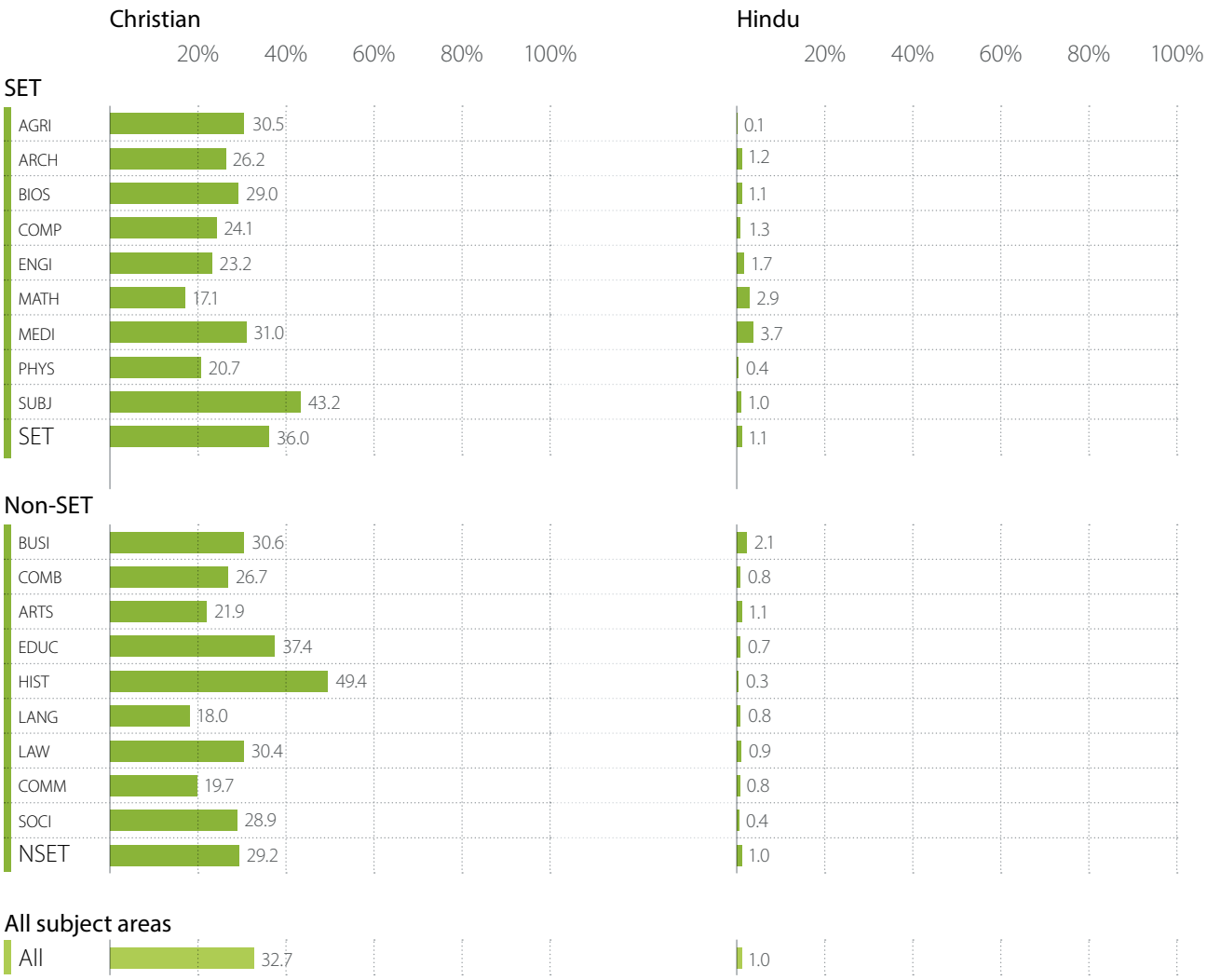
Proportions of undergraduates who identified as Buddhist or No religion



Other undergraduate students by subject area and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	1,600	*3.8*	*30.5*	5	*0.3*	*0.1*
ARCH	Architecture, building, planning	810	*1.9*	*26.2*	35	*2.8*	*1.2*
BIOS	Biological sciences	1,635	*3.9*	*29.0*	60	*4.5*	*1.1*
COMP	Computer science	715	*1.7*	*24.1*	40	*2.9*	*1.3*
ENGI	Engineering, technology	1,995	*4.8*	*23.2*	150	*11.5*	*1.7*
MATH	Mathematical sciences	55	*0.1*	*17.1*	10	*0.7*	*2.9*
MEDI	Medicine, dentistry	85	*0.2*	*31.0*	10	*0.8*	*3.7*
PHYS	Physical sciences	340	*0.8*	*20.7*	5	*0.5*	*0.4*
SUBJ	Subjects allied to medicine	16,565	*39.9*	*43.2*	400	*30.7*	*1.0*
SET	SET total	23,795	*57.2*	*36.0*	715	*54.8*	*1.1*
Non-SET							
BUSI	Business, administrative studies	3,430	*8.3*	*30.6*	235	*17.9*	*2.1*
COMB	Combined	2,835	*6.8*	*26.7*	90	*6.7*	*0.8*
ARTS	Creative arts, design	1,090	*2.6*	*21.9*	55	*4.1*	*1.1*
EDUC	Education	4,775	*11.5*	*37.4*	95	*7.1*	*0.7*
HIST	Historical, philosophical studies	820	*2.0*	*49.4*	5	*0.3*	*0.3*
LANG	Languages	1,375	*3.3*	*18.0*	60	*4.7*	*0.8*
LAW	Law	450	*1.1*	*30.4*	15	*1.0*	*0.9*
COMM	Mass comms, documentation	95	*0.2*	*19.7*	5	*0.3*	*0.8*
SOCI	Social studies	2,895	*7.0*	*28.9*	40	*3.1*	*0.4*
NSET	Non-SET total	17,765	*42.8*	*29.2*	590	*45.2*	*1.0*
All subject areas							
All	All subject areas	41,560	*100.0*	*32.7*	1,305	*100.0*	*1.0*

Proportions of undergraduates who identified as Christian or Hindu



Other undergraduate students by subject area and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	5	*2.4*	*0.1*	35	*0.5*	*0.6*
ARCH	Architecture, building, planning	5	*2.0*	*0.2*	100	*1.6*	*3.2*
BIOS	Biological sciences	25	*8.6*	*0.5*	320	*5.1*	*5.7*
COMP	Computer science	0	*0.7*	*0.1*	155	*2.5*	*5.3*
ENGI	Engineering, technology	5	*1.3*	*0.0*	355	*5.6*	*4.1*
MATH	Mathematical sciences	0	*0.0*	*0.0*	35	*0.6*	*11.1*
MEDI	Medicine, dentistry	0	*0.0*	*0.0*	25	*0.4*	*10.0*
PHYS	Physical sciences	5	*2.0*	*0.4*	110	*1.7*	*6.6*
SUBJ	Subjects allied to medicine	50	*16.2*	*0.1*	1,050	*16.7*	*2.7*
SET	SET total	100	*33.2*	*0.1*	2,185	*34.7*	*3.3*
Non-SET							
BUSI	Business, administrative studies	10	*4.0*	*0.1*	975	*15.5*	*8.7*
COMB	Combined	30	*10.8*	*0.3*	1,100	*17.5*	*10.4*
ARTS	Creative arts, design	40	*13.8*	*0.8*	85	*1.4*	*1.7*
EDUC	Education	15	*4.7*	*0.1*	730	*11.6*	*5.7*
HIST	Historical, philosophical studies	20	*7.0*	*1.2*	35	*0.6*	*2.1*
LANG	Languages	30	*10.2*	*0.4*	690	*11.0*	*9.0*
LAW	Law	15	*4.4*	*0.9*	130	*2.1*	*8.8*
COMM	Mass comms, documentation	5	*1.0*	*0.6*	20	*0.3*	*4.2*
SOCI	Social studies	35	*10.9*	*0.3*	345	*5.5*	*3.4*
NSET	Non-SET total	200	*66.8*	*0.3*	4,110	*65.3*	*6.7*
All subject areas							
All	All subject areas	295	*100.0*	*0.2*	6,290	*100.0*	*5.0*

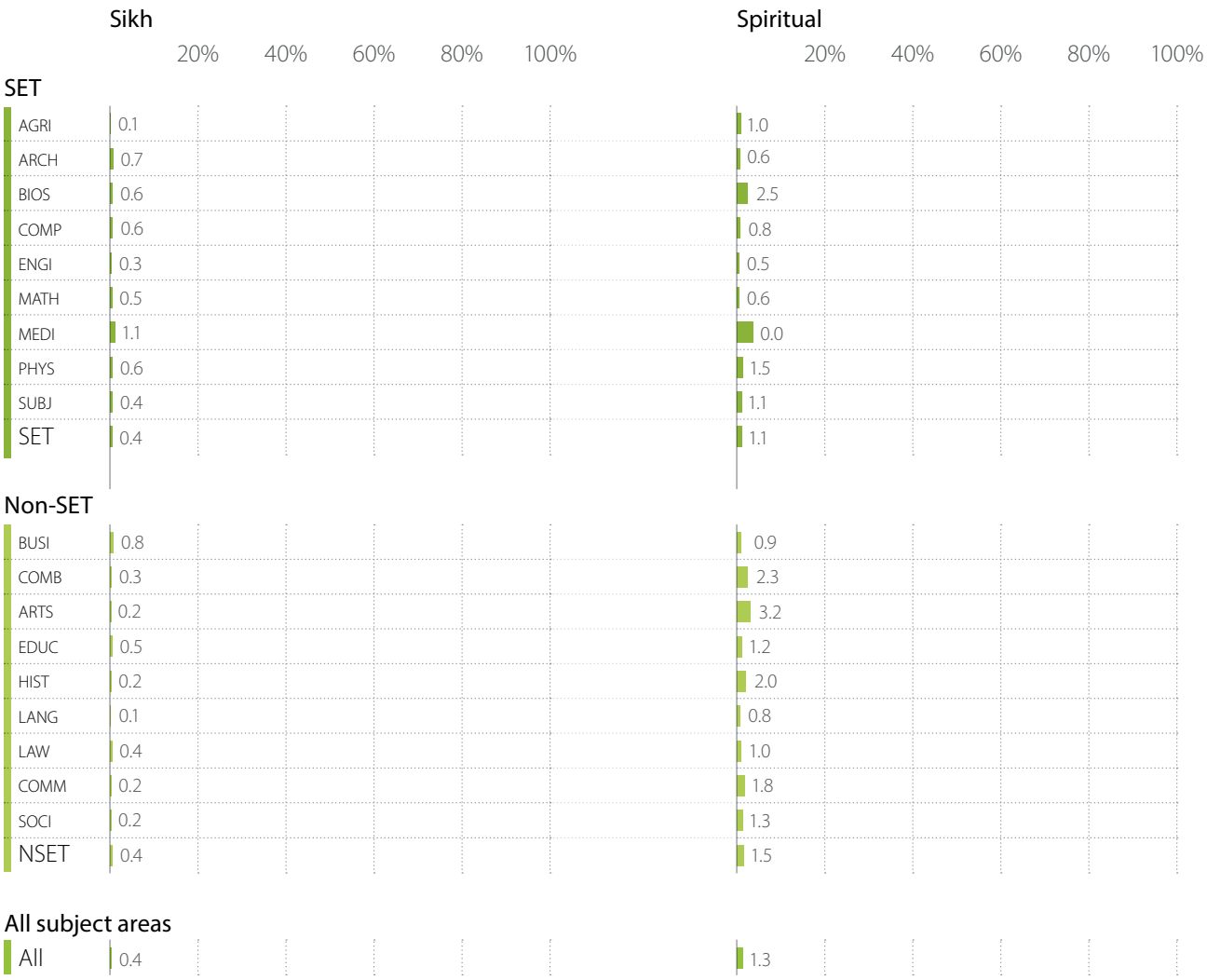
Proportions of undergraduates who identified as Jewish or Muslim



Other undergraduate students by subject area and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	5	*1.2*	*0.1*	50	*3.1*	*1.0*
ARCH	Architecture, building, planning	25	*4.5*	*0.7*	15	*1.0*	*0.6*
BIOS	Biological sciences	35	*7.1*	*0.6*	140	*8.5*	*2.5*
COMP	Computer science	15	*3.3*	*0.6*	25	*1.4*	*0.8*
ENGI	Engineering, technology	30	*5.5*	*0.3*	40	*2.5*	*0.5*
MATH	Mathematical sciences	0	*0.3*	*0.5*	0	*0.1*	*0.6*
MEDI	Medicine, dentistry	5	*0.6*	*1.1*	0	*0.0*	*0.0*
PHYS	Physical sciences	10	*1.8*	*0.6*	25	*1.5*	*1.5*
SUBJ	Subjects allied to medicine	145	*28.2*	*0.4*	435	*26.7*	*1.1*
SET	SET total	270	*52.5*	*0.4*	730	*44.8*	*1.1*
Non-SET							
BUSI	Business, administrative studies	95	*18.6*	*0.8*	95	*6.0*	*0.9*
COMB	Combined	30	*5.5*	*0.3*	245	*15.0*	*2.3*
ARTS	Creative arts, design	10	*2.0*	*0.2*	160	*9.8*	*3.2*
EDUC	Education	70	*13.2*	*0.5*	155	*9.5*	*1.2*
HIST	Historical, philosophical studies	5	*0.6*	*0.2*	30	*2.0*	*2.0*
LANG	Languages	10	*1.9*	*0.1*	60	*3.6*	*0.8*
LAW	Law	5	*1.1*	*0.4*	15	*0.9*	*1.0*
COMM	Mass comms, documentation	0	*0.2*	*0.2*	10	*0.5*	*1.8*
SOCI	Social studies	25	*4.5*	*0.2*	125	*7.8*	*1.3*
NSET	Non-SET total	245	*47.5*	*0.4*	900	*55.2*	*1.5*
All subject areas							
All	All subject areas	510	*100.0*	*0.4*	1,630	*100.0*	*1.3*

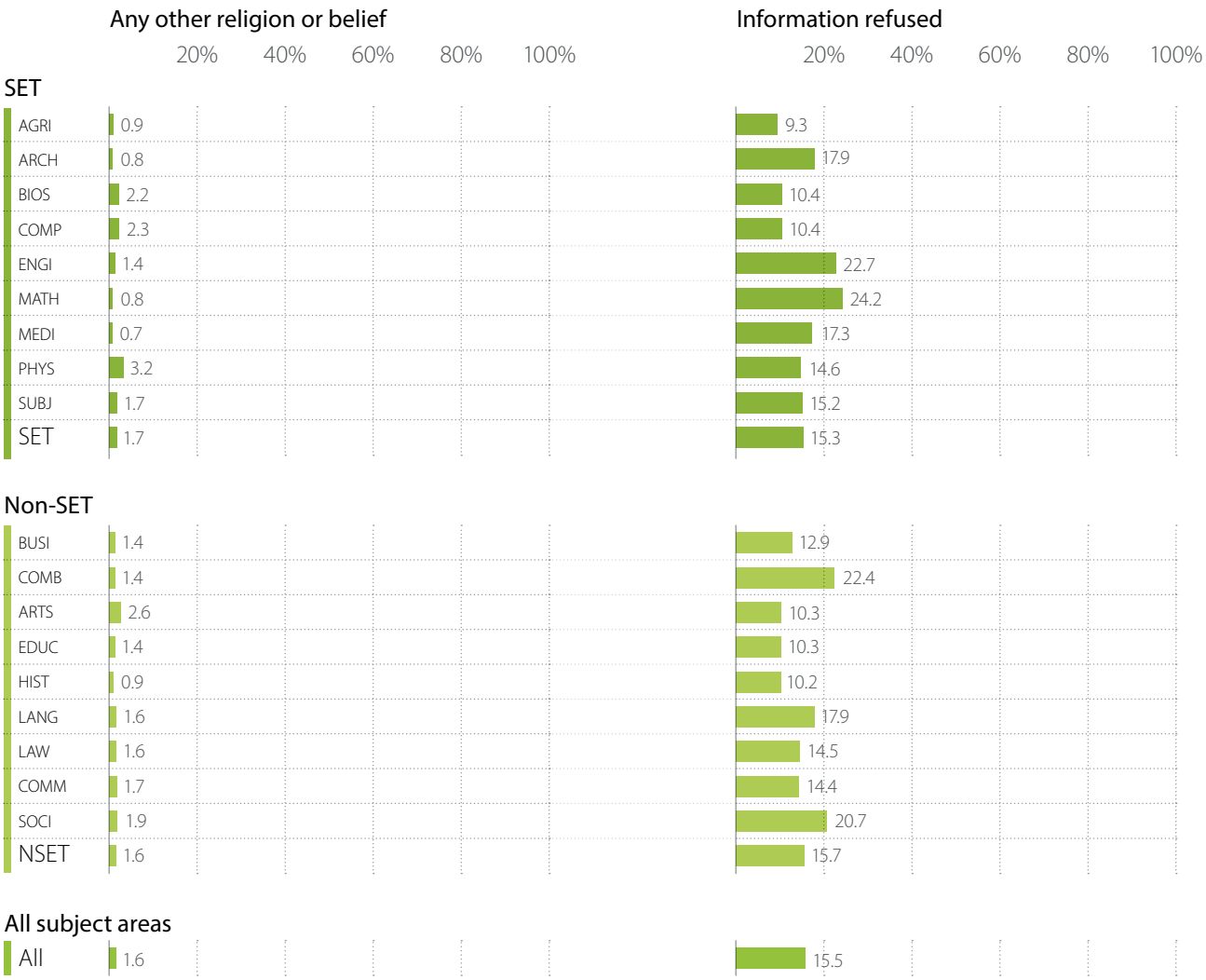
Proportions of undergraduates who identified as Sikh or Spiritual



Other undergraduate students by subject area and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	45	*2.3*	*0.9*	490	*2.5*	*9.3*	5,345	*3.7*
ARCH	Architecture, building, planning	25	*1.2*	*0.8*	550	*2.8*	*17.9*	3,110	*2.1*
BIOS	Biological sciences	125	*6.1*	*2.2*	585	*3.0*	*10.4*	6,830	*4.7*
COMP	Computer science	65	*3.2*	*2.3*	305	*1.6*	*10.4*	3,430	*2.4*
ENGI	Engineering, technology	120	*5.8*	*1.4*	1,950	*9.9*	*22.7*	9,125	*6.3*
MATH	Mathematical sciences	5	*0.1*	*0.8*	75	*0.4*	*24.2*	435	*0.3*
MEDI	Medicine, dentistry	0	*0.1*	*0.7*	45	*0.2*	*17.3*	300	*0.2*
PHYS	Physical sciences	50	*2.5*	*3.2*	240	*1.2*	*14.6*	1,785	*1.2*
SUBJ	Subjects allied to medicine	660	*31.8*	*1.7*	5,840	*29.7*	*15.2*	41,025	*28.2*
SET	SET total	1,100	*53.0*	*1.7*	10,090	*51.4*	*15.3*	71,385	*49.0*
Non-SET									
BUSI	Business, administrative studies	155	*7.5*	*1.4*	1,445	*7.4*	*12.9*	12,310	*8.5*
COMB	Combined	150	*7.3*	*1.4*	2,371	*12.1*	*22.4*	15,685	*10.8*
ARTS	Creative arts, design	130	*6.1*	*2.6*	516	*2.6*	*10.3*	5,200	*3.6*
EDUC	Education	180	*8.6*	*1.4*	1,313	*6.7*	*10.3*	16,395	*11.3*
HIST	Historical, philosophical studies	15	*0.7*	*0.9*	169	*0.9*	*10.2*	2,290	*1.6*
LANG	Languages	120	*5.8*	*1.6*	1,375	*7.0*	*17.9*	9,065	*6.2*
LAW	Law	25	*1.2*	*1.6*	215	*1.1*	*14.5*	1,575	*1.1*
COMM	Mass comms, documentation	10	*0.4*	*1.7*	68	*0.3*	*14.4*	485	*0.3*
SOCI	Social studies	195	*9.4*	*1.9*	2,072	*10.6*	*20.7*	11,165	*7.7*
NSET	Non-SET total	975	*47.0*	*1.6*	9,545	*48.6*	*15.7*	74,180	*51.0*
All subject areas									
All	All subject areas	2,080	*100.0*	*1.6*	19,635	*100.0*	*15.5*	145,560	*100.0*

Proportions of undergraduates who identified as having any other religion or refusing

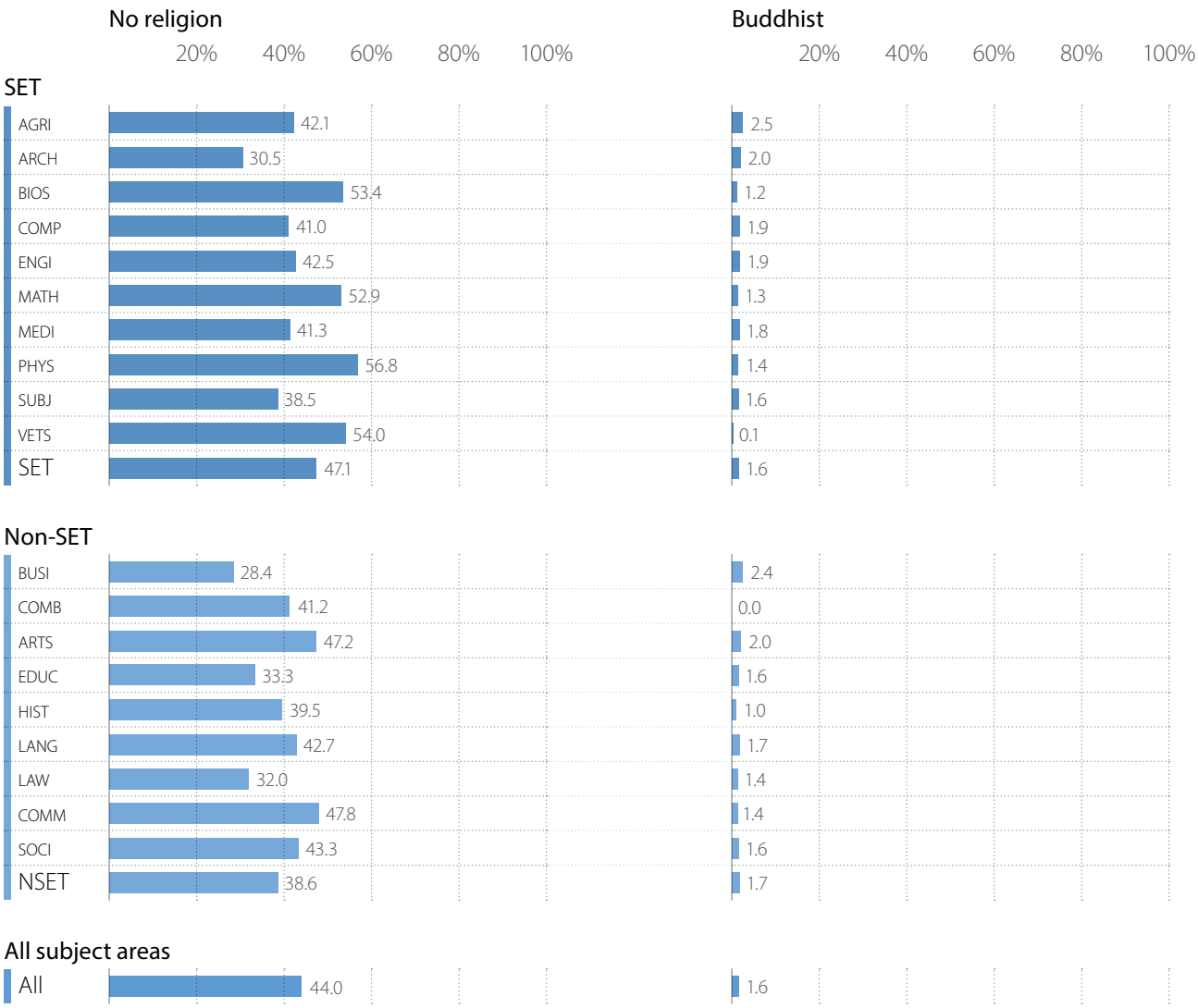


6.8 Research postgraduate students by subject area and religion and belief

← Religion and belief definition: see page 13
← Subject areas definition: see page 15
← Degree level definition: see page 14

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	325	*0.7*	*42.1*	20	*1.1*	*2.5*
ARCH	Architecture, building, planning	545	*1.1*	*30.5*	35	*2.0*	*2.0*
BIOS	Biological sciences	8,105	*17.0*	*53.4*	185	*10.7*	*1.2*
COMP	Computer science	2,010	*4.2*	*41.0*	95	*5.4*	*1.9*
ENGI	Engineering, technology	5,730	*12.0*	*42.5*	255	*14.7*	*1.9*
MATH	Mathematical sciences	1,620	*3.4*	*52.9*	40	*2.2*	*1.3*
MEDI	Medicine, dentistry	3,435	*7.2*	*41.3*	145	*8.4*	*1.8*
PHYS	Physical sciences	7,465	*15.6*	*56.8*	180	*10.3*	*1.4*
SUBJ	Subjects allied to medicine	3,085	*6.5*	*38.5*	130	*7.6*	*1.6*
VETS	Veterinary science	200	*0.4*	*54.0*	0	*0.0*	*0.1*
SET	SET total	32,515	*68.1*	*47.1*	1,085	*62.4*	*1.6*
Non-SET							
BUSI	Business, administrative studies	1,845	*3.9*	*28.4*	155	*8.8*	*2.4*
COMB	Combined	5	*0.0*	*41.2*	0	*0.0*	*0.0*
ARTS	Creative arts, design	1,745	*3.7*	*47.2*	75	*4.3*	*2.0*
EDUC	Education	1,910	*4.0*	*33.3*	95	*5.4*	*1.6*
HIST	Historical, philosophical studies	2,665	*5.6*	*39.5*	65	*3.7*	*1.0*
LANG	Languages	2,230	*4.7*	*42.7*	90	*5.1*	*1.7*
LAW	Law	685	*1.4*	*32.0*	30	*1.7*	*1.4*
COMM	Mass comms, documentation	570	*1.2*	*47.8*	15	*1.0*	*1.4*
SOCI	Social studies	3,560	*7.5*	*43.3*	130	*7.5*	*1.6*
NSET	Non-SET total	15,220	*31.9*	*38.6*	655	*37.6*	*1.7*
All subject areas							
All	All subject areas	47,735	*100.0*	*44.0*	1,740	*100.0*	*1.6*

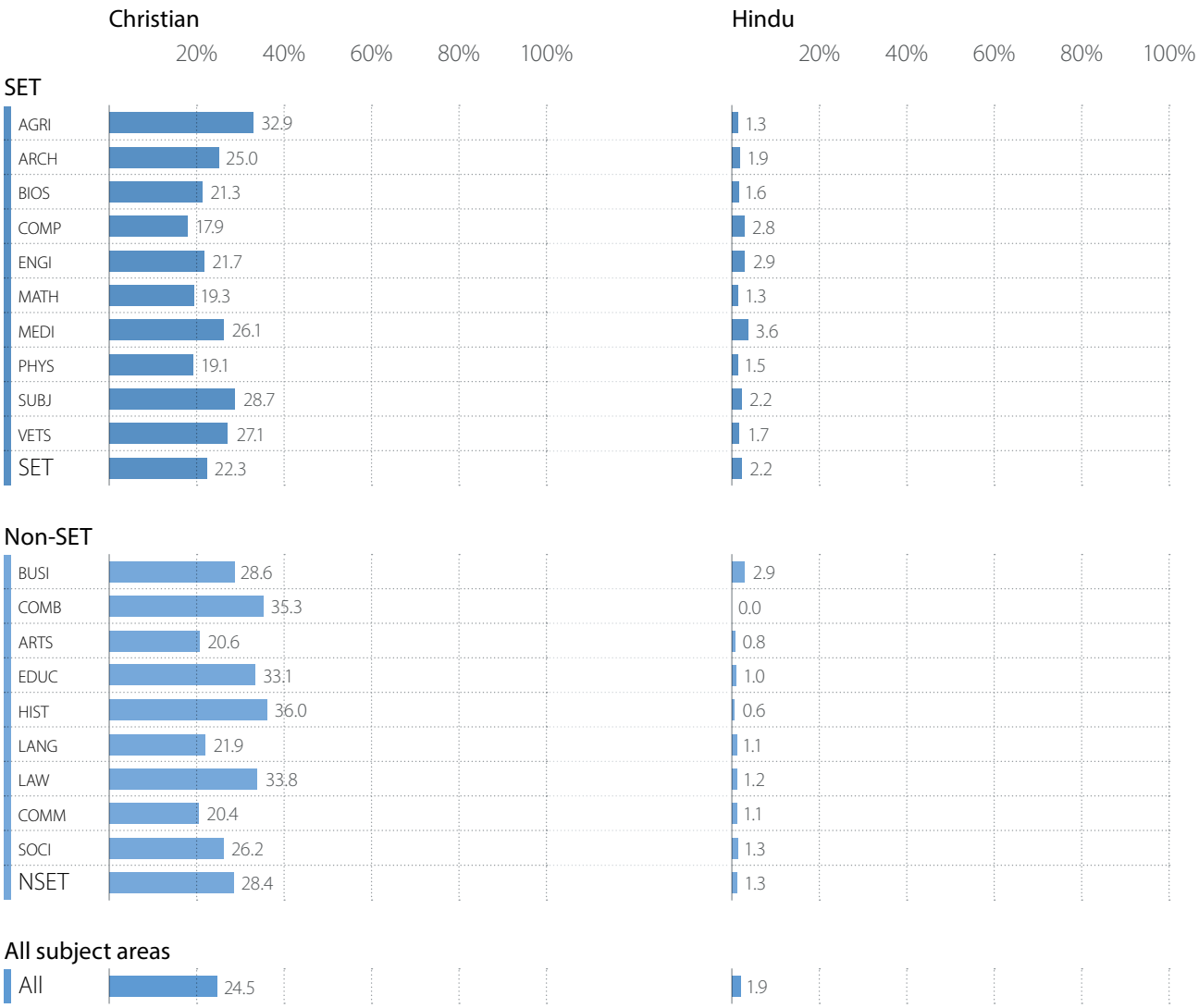
Proportions of research postgraduates who identified as Buddhist or No religion



Research postgraduate students by subject area and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	255	*1.0*	*32.9*	10	*0.5*	*1.3*
ARCH	Architecture, building, planning	450	*1.7*	*25.0*	35	*1.7*	*1.9*
BIOS	Biological sciences	3,235	*12.1*	*21.3*	245	*11.9*	*1.6*
COMP	Computer science	875	*3.3*	*17.9*	140	*6.7*	*2.8*
ENGI	Engineering, technology	2,920	*11.0*	*21.7*	395	*19.1*	*2.9*
MATH	Mathematical sciences	590	*2.2*	*19.3*	40	*1.9*	*1.3*
MEDI	Medicine, dentistry	2,175	*8.2*	*26.1*	300	*14.5*	*3.6*
PHYS	Physical sciences	2,510	*9.4*	*19.1*	195	*9.4*	*1.5*
SUBJ	Subjects allied to medicine	2,300	*8.6*	*28.7*	175	*8.5*	*2.2*
VETS	Veterinary science	100	*0.4*	*27.1*	5	*0.3*	*1.7*
SET	SET total	15,410	*57.9*	*22.3*	1,535	*74.6*	*2.2*
Non-SET							
BUSI	Business, administrative studies	1,860	*7.0*	*28.6*	190	*9.2*	*2.9*
COMB	Combined	5	*0.0*	*35.3*	0	*0.0*	*0.0*
ARTS	Creative arts, design	760	*2.9*	*20.6*	30	*1.4*	*0.8*
EDUC	Education	1,895	*7.1*	*33.1*	60	*2.9*	*1.0*
HIST	Historical, philosophical studies	2,430	*9.1*	*36.0*	40	*2.0*	*0.6*
LANG	Languages	1,145	*4.3*	*21.9*	55	*2.7*	*1.1*
LAW	Law	725	*2.7*	*33.8*	25	*1.3*	*1.2*
COMM	Mass comms, documentation	245	*0.9*	*20.4*	15	*0.6*	*1.1*
SOCI	Social studies	2,150	*8.1*	*26.2*	110	*5.3*	*1.3*
NSET	Non-SET total	11,220	*42.1*	*28.4*	525	*25.4*	*1.3*
All subject areas							
All	All subject areas	26,630	*100.0*	*24.5*	2,060	*100.0*	*1.9*

Proportions of research postgraduates who identified as Christian or Hindu



Research postgraduate students by subject area and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	0.0	*0.3*	*0.3*	80	*0.7*	*10.1*
ARCH	Architecture, building, planning	10	*1.7*	*0.6*	320	*3.0*	*17.9*
BIOS	Biological sciences	100	*15.3*	*0.6*	820	*7.7*	*5.4*
COMP	Computer science	15	*2.6*	*0.3*	840	*7.9*	*17.1*
ENGI	Engineering, technology	35	*5.2*	*0.2*	1,765	*16.6*	*13.1*
MATH	Mathematical sciences	15	*2.3*	*0.5*	245	*2.3*	*7.9*
MEDI	Medicine, dentistry	50	*7.8*	*0.6*	930	*8.7*	*11.2*
PHYS	Physical sciences	50	*7.9*	*0.4*	800	*7.5*	*6.1*
SUBJ	Subjects allied to medicine	30	*4.5*	*0.4*	980	*9.2*	*12.2*
VETS	Veterinary science	0.0	*0.2*	*0.3*	15	*0.1*	*4.1*
SET	SET total	305	*47.8*	*0.4*	6,790	*63.7*	*9.8*
Non-SET							
BUSI	Business, administrative studies	25	*4.1*	*0.4*	1,350	*12.6*	*20.7*
COMB	Combined	0.0	*0.0*	*0.0*	0	*0.0*	*0.0*
ARTS	Creative arts, design	36	*5.6*	*1.0*	90	*0.8*	*2.4*
EDUC	Education	35	*5.5*	*0.6*	620	*5.8*	*10.8*
HIST	Historical, philosophical studies	76	*11.9*	*1.1*	230	*2.1*	*3.4*
LANG	Languages	61	*9.5*	*1.2*	585	*5.5*	*11.3*
LAW	Law	26	*4.0*	*1.2*	270	*2.6*	*12.7*
COMM	Mass comms, documentation	4.0	*0.7*	*0.4*	85	*0.8*	*7.0*
SOCI	Social studies	70	*10.9*	*0.8*	645	*6.1*	*7.9*
NSET	Non-SET total	333	*52.2*	*0.8*	3,875	*36.3*	*9.8*
All subject areas							
All	All subject areas	640	*100.0*	*0.6*	10,670	*100.0*	*9.8*

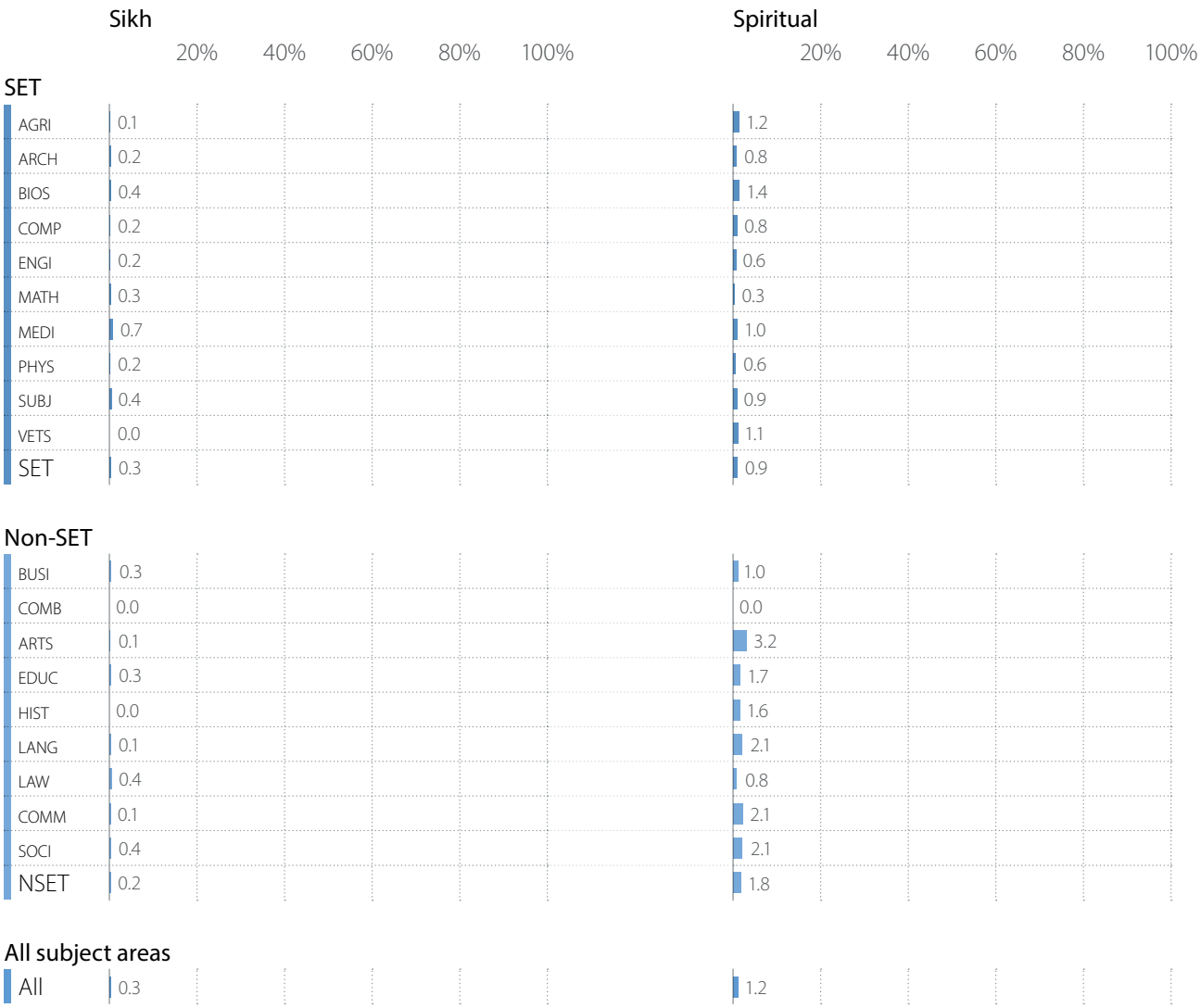
Proportions of research postgraduates who identified as Jewish or Muslim



Research postgraduate students by subject area and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	0.0	*0.3*	*0.1*	10	*0.7*	*1.2*
ARCH	Architecture, building, planning	5.0	*1.3*	*0.2*	15	*1.1*	*0.8*
BIOS	Biological sciences	60	*18.2*	*0.4*	215	*16.4*	*1.4*
COMP	Computer science	10	*2.4*	*0.2*	35	*2.8*	*0.8*
ENGI	Engineering, technology	30	*9.6*	*0.2*	75	*5.7*	*0.6*
MATH	Mathematical sciences	10	*2.5*	*0.3*	10	*0.7*	*0.3*
MEDI	Medicine, dentistry	60	*19.4*	*0.7*	80	*6.0*	*1.0*
PHYS	Physical sciences	30	*9.4*	*0.2*	85	*6.4*	*0.6*
SUBJ	Subjects allied to medicine	30	*9.0*	*0.4*	70	*5.5*	*0.9*
VETS	Veterinary science	0.0	*0.0*	*0.0*	5.0	*0.3*	*1.1*
SET	SET total	230	*72.1*	*0.3*	600	*45.7*	*0.9*
Non-SET							
BUSI	Business, administrative studies	20	*6.7*	*0.3*	65	*5.1*	*1.0*
COMB	Combined	0.0	*0.0*	*0.0*	0.0	*0.0*	*0.0*
ARTS	Creative arts, design	5.0	*1.6*	*0.1*	120	*9.0*	*3.2*
EDUC	Education	15	*5.4*	*0.3*	100	*7.6*	*1.7*
HIST	Historical, philosophical studies	5.0	*0.9*	*0.0*	105	*8.0*	*1.6*
LANG	Languages	5.0	*1.1*	*0.1*	110	*8.3*	*2.1*
LAW	Law	10	*2.5*	*0.4*	15	*1.3*	*0.8*
COMM	Mass comms, documentation	0.0	*0.3*	*0.1*	25	*1.9*	*2.1*
SOCI	Social studies	30	*9.4*	*0.4*	175	*13.2*	*2.1*
NSET	Non-SET total	90	*27.9*	*0.2*	715	*54.3*	*1.8*
All subject areas							
All	All subject areas	315	*100.0*	*0.3*	1,315	*100.0*	*1.2*

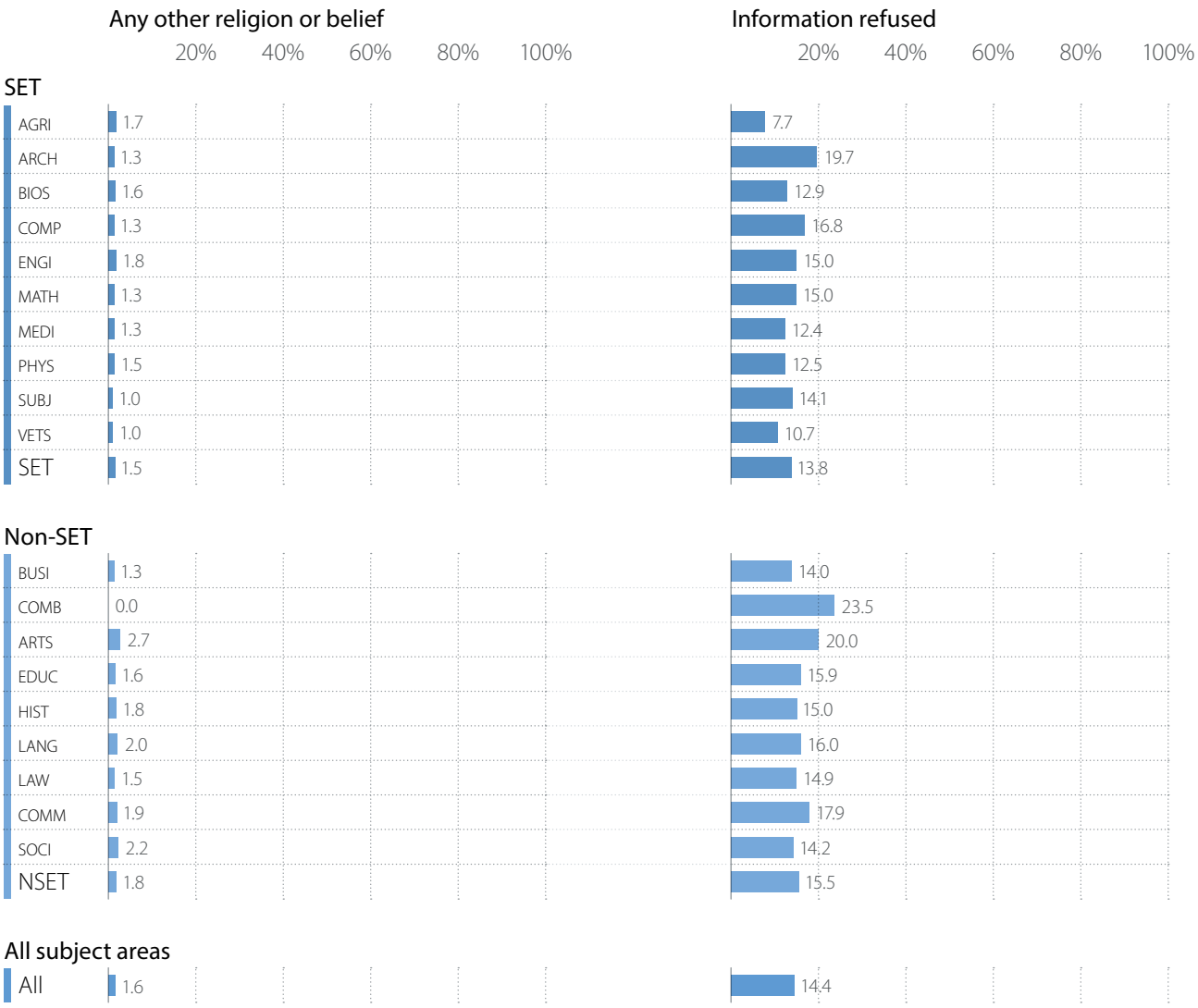
Proportions of research postgraduates who identified as Sikh or Spiritual



Research postgraduate students by subject area and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	15	*0.8*	*1.7*	60	*0.4*	*7.7*	830	*0.7*
ARCH	Architecture, building, planning	25	*1.4*	*1.3*	355	*2.3*	*19.7*	1,900	*1.7*
BIOS	Biological sciences	245	*13.9*	*1.6*	1,960	*12.5*	*12.9*	15,715	*13.9*
COMP	Computer science	60	*3.6*	*1.3*	825	*5.3*	*16.8*	5,025	*4.5*
ENGI	Engineering, technology	240	*13.9*	*1.8*	2,020	*12.9*	*15.0*	14,335	*12.7*
MATH	Mathematical sciences	40	*2.2*	*1.3*	460	*2.9*	*15.0*	3,120	*2.8*
MEDI	Medicine, dentistry	105	*6.1*	*1.3*	1,035	*6.6*	*12.4*	8,615	*7.6*
PHYS	Physical sciences	200	*11.5*	*1.5*	1,640	*10.5*	*12.5*	13,535	*12.0*
SUBJ	Subjects allied to medicine	80	*4.7*	*1.0*	1,130	*7.2*	*14.1*	8,315	*7.4*
VETS	Veterinary science	5	*0.2*	*1.0*	40	*0.3*	*10.7*	370	*0.3*
SET	SET total	1,015	*58.2*	*1.5*	9,525	*60.9*	*13.8*	71,765	*63.6*
Non-SET									
BUSI	Business, administrative studies	80	*4.7*	*1.3*	915	*5.8*	*14.0*	6,805	*6.0*
COMB	Combined	0	*0.0*	*0.0*	5	*0.0*	*23.5*	15	*0.0*
ARTS	Creative arts, design	100	*5.8*	*2.7*	740	*4.7*	*20.0*	3,945	*3.5*
EDUC	Education	90	*5.2*	*1.6*	910	*5.8*	*15.9*	6,060	*5.4*
HIST	Historical, philosophical studies	120	*6.8*	*1.8*	1,010	*6.5*	*15.0*	6,995	*6.2*
LANG	Languages	100	*5.9*	*2.0*	835	*5.3*	*16.0*	5,375	*4.8*
LAW	Law	35	*1.9*	*1.5*	320	*2.0*	*14.9*	2,185	*1.9*
COMM	Mass comms, documentation	25	*1.3*	*1.9*	215	*1.4*	*17.9*	1,240	*1.1*
SOCI	Social studies	180	*10.2*	*2.2*	1,170	*7.5*	*14.2*	8,425	*7.5*
NSET	Non-SET total	725	*41.8*	*1.8*	6,115	*39.1*	*15.5*	41,050	*36.4*
All subject areas									
All	All subject areas	1,740	*100.0*	*1.6*	15,640	*100.0*	*14.4*	112,815	*100.0*

Proportions of research postgraduates who identified as having any other religion or refusing

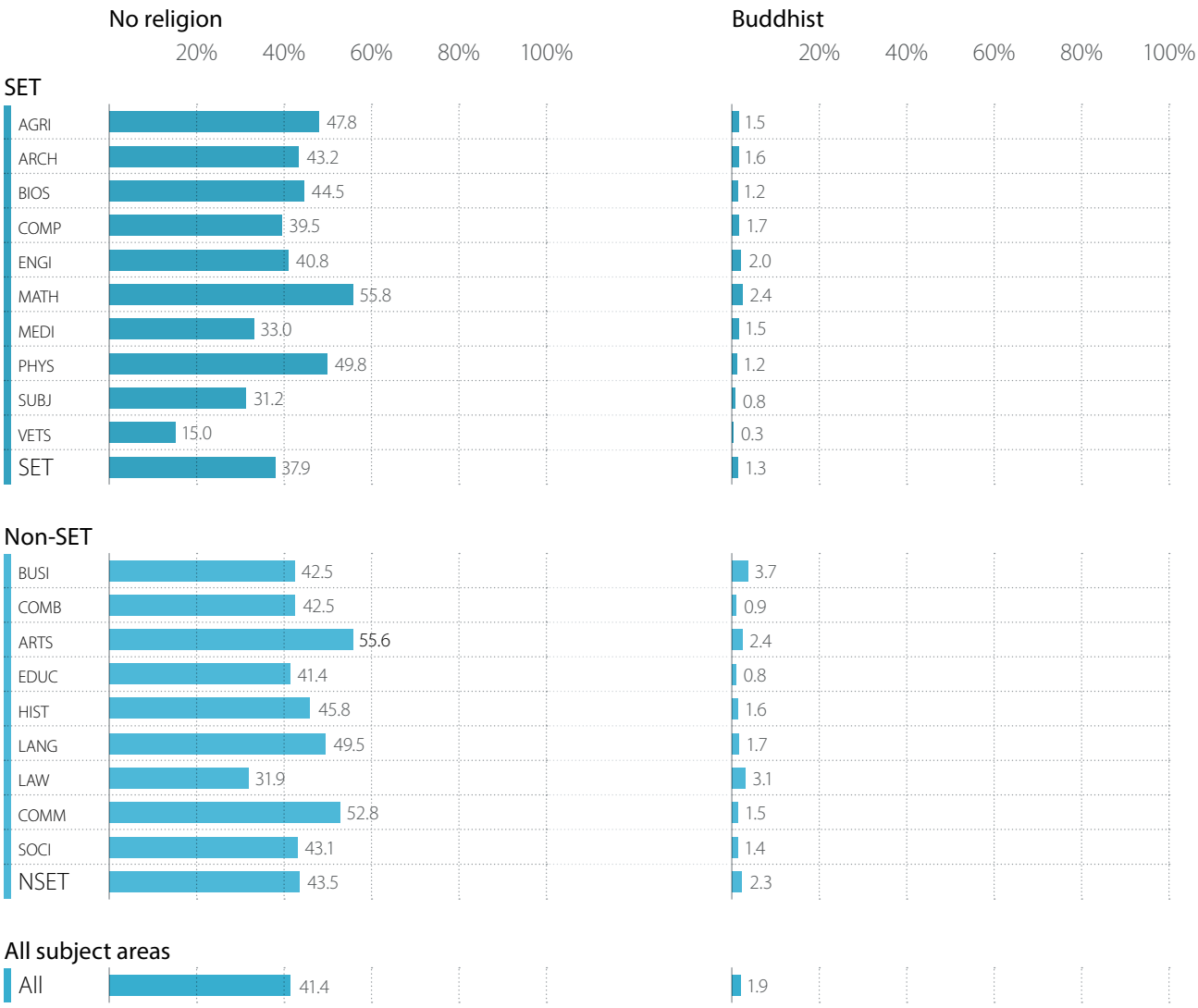


6.9 Taught postgraduate students by subject area and religion and belief

← Religion and belief definition: see page 13
← Subject areas definition: see page 15
← Degree level definition: see page 14

		No religion			Buddhist		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	1,265	*0.7*	*47.8*	40	*0.5*	*1.5*
ARCH	Architecture, building, planning	5,980	*3.2*	*43.2*	225	*2.6*	*1.6*
BIOS	Biological sciences	13,220	*7.1*	*44.5*	350	*4.1*	*1.2*
COMP	Computer science	6,295	*3.4*	*39.5*	265	*3.1*	*1.7*
ENGI	Engineering, technology	9,120	*4.9*	*40.8*	435	*5.1*	*2.0*
MATH	Mathematical sciences	2,190	*1.2*	*55.8*	95	*1.1*	*2.4*
MEDI	Medicine, dentistry	3,545	*1.9*	*33.0*	160	*1.9*	*1.5*
PHYS	Physical sciences	3,615	*1.9*	*49.8*	85	*1.0*	*1.2*
SUBJ	Subjects allied to medicine	20,455	*11.0*	*31.2*	515	*6.1*	*0.8*
VETS	Veterinary science	300	*0.2*	*15.0*	5	*0.1*	*0.3*
SET	SET total	65,985	*35.5*	*37.9*	2,180	*25.6*	*1.3*
Non-SET							
BUSI	Business, administrative studies	42,200	*22.7*	*42.5*	3,665	*43.1*	*3.7*
COMB	Combined	425	*0.2*	*42.5*	10	*0.1*	*0.9*
ARTS	Creative arts, design	12,465	*6.7*	*55.6*	530	*6.3*	*2.4*
EDUC	Education	25,765	*13.9*	*41.4*	510	*6.0*	*0.8*
HIST	Historical, philosophical studies	4,300	*2.3*	*45.8*	145	*1.7*	*1.6*
LANG	Languages	4,965	*2.7*	*49.5*	165	*2.0*	*1.7*
LAW	Law	5,690	*3.1*	*31.9*	555	*6.5*	*3.1*
COMM	Mass comms, documentation	5,810	*3.1*	*52.8*	165	*1.9*	*1.5*
SOCI	Social studies	18,080	*9.7*	*43.1*	575	*6.8*	*1.4*
NSET	Non-SET total	119,705	*64.5*	*43.5*	6,320	*74.4*	*2.3*
All subject areas							
All	All subject areas	185,690	*100.0*	*41.4*	8,500	*100.0*	*1.9*

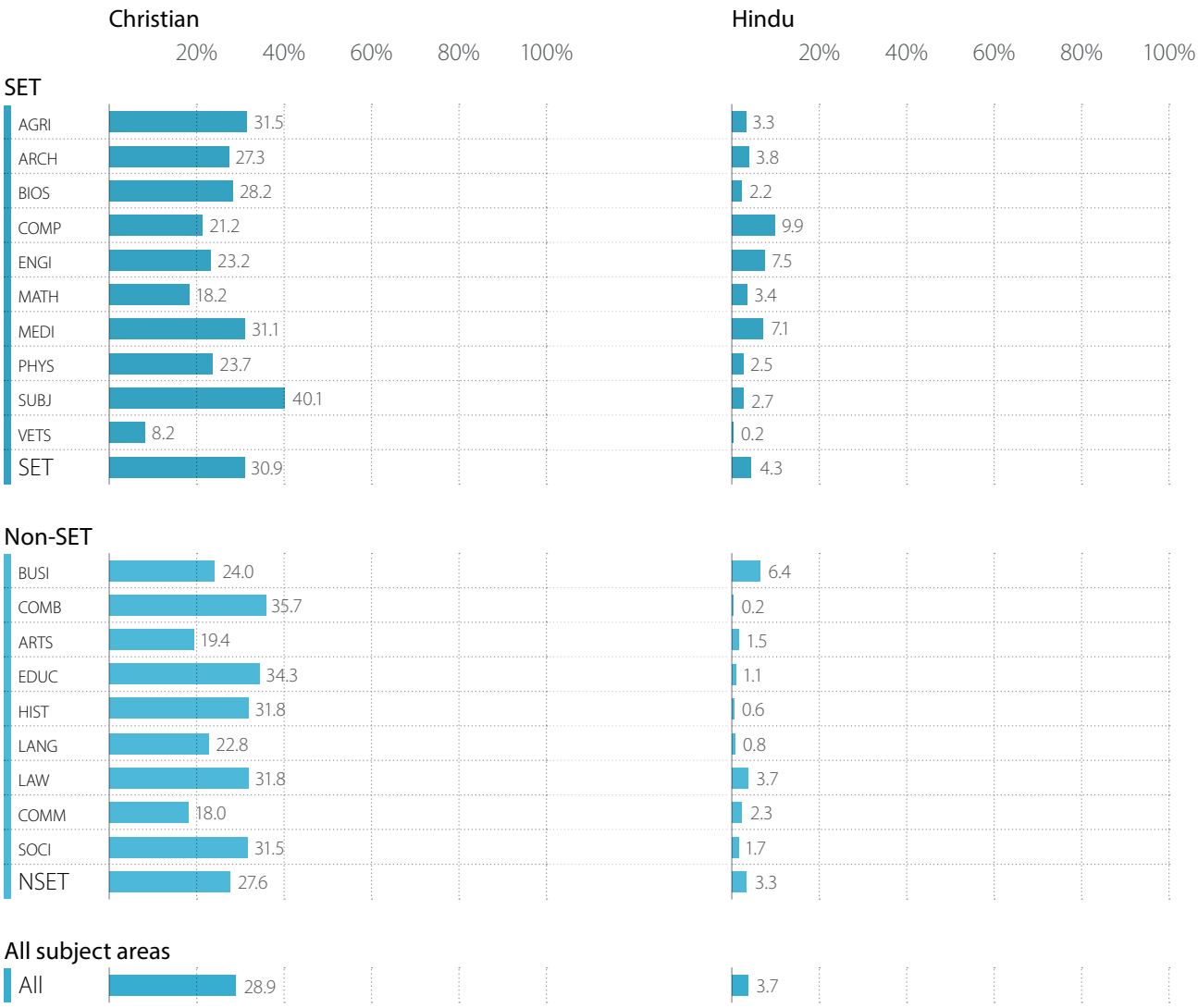
Proportions of taught postgraduates who identified as Buddhist or No religion



Taught postgraduate students by subject area and religion and belief

		Christian			Hindu		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	835	*0.6*	*31.5*	90	*0.5*	*3.3*
ARCH	Architecture, building, planning	3,785	*2.9*	*27.3*	535	*3.2*	*3.8*
BIOS	Biological sciences	8,380	*6.5*	*28.2*	665	*4.0*	*2.2*
COMP	Computer science	3,380	*2.6*	*21.2*	1,575	*9.5*	*9.9*
ENGI	Engineering, technology	5,190	*4.0*	*23.2*	1,685	*10.2*	*7.5*
MATH	Mathematical sciences	715	*0.6*	*18.2*	135	*0.8*	*3.4*
MEDI	Medicine, dentistry	3,335	*2.6*	*31.1*	760	*4.6*	*7.1*
PHYS	Physical sciences	1,720	*1.3*	*23.7*	185	*1.1*	*2.5*
SUBJ	Subjects allied to medicine	26,260	*20.2*	*40.1*	1,785	*10.8*	*2.7*
VETS	Veterinary science	160	*0.1*	*8.2*	5.0	*0.0*	*0.2*
SET	SET total	53,765	*41.4*	*30.9*	7,410	*44.7*	*4.3*
Non-SET							
BUSI	Business, administrative studies	23,820	*18.4*	*24.0*	6,370	*38.4*	*6.4*
COMB	Combined	355	*0.3*	*35.7*	0.0	*0.0*	*0.2*
ARTS	Creative arts, design	4,350	*3.4*	*19.4*	330	*2.0*	*1.5*
EDUC	Education	21,340	*16.4*	*34.3*	675	*4.1*	*1.1*
HIST	Historical, philosophical studies	2,985	*2.3*	*31.8*	55	*0.3*	*0.6*
LANG	Languages	2,290	*1.8*	*22.8*	85	*0.5*	*0.8*
LAW	Law	5,665	*4.4*	*31.8*	665	*4.0*	*3.7*
COMM	Mass comms, documentation	1,980	*1.5*	*18.0*	250	*1.5*	*2.3*
SOCI	Social studies	13,195	*10.2*	*31.5*	725	*4.4*	*1.7*
NSET	Non-SET total	75,980	*58.6*	*27.6*	9,160	*55.3*	*3.3*
All subject areas							
All	All subject areas	129,745	*100.0*	*28.9*	16,575	*100.0*	*3.7*

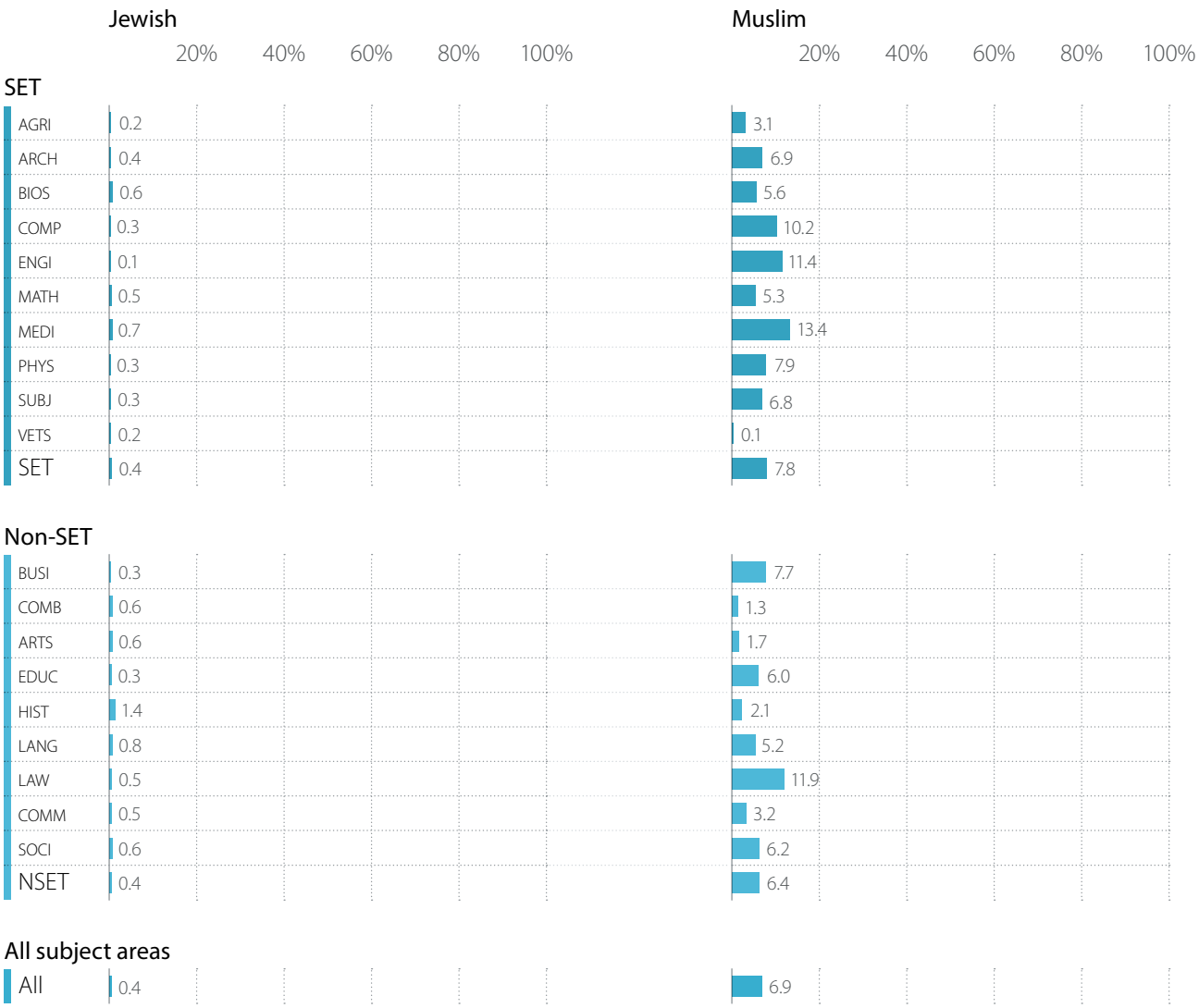
Proportions of taught postgraduates who identified as Christian or Hindu



Taught postgraduate students by subject area and religion and belief

		Jewish			Muslim		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	5.0	*0.2*	*0.2*	85	*0.3*	*3.1*
ARCH	Architecture, building, planning	50	*2.8*	*0.4*	955	*3.1*	*6.9*
BIOS	Biological sciences	180	*9.9*	*0.6*	1,645	*5.3*	*5.6*
COMP	Computer science	45	*2.3*	*0.3*	1,620	*5.2*	*10.2*
ENGI	Engineering, technology	25	*1.4*	*0.1*	2,550	*8.2*	*11.4*
MATH	Mathematical sciences	20	*1.2*	*0.5*	210	*0.7*	*5.3*
MEDI	Medicine, dentistry	75	*4.0*	*0.7*	1,440	*4.6*	*13.4*
PHYS	Physical sciences	20	*1.2*	*0.3*	575	*1.8*	*7.9*
SUBJ	Subjects allied to medicine	195	*10.6*	*0.3*	4,480	*14.4*	*6.8*
VETS	Veterinary science	5.0	*0.2*	*0.2*	0.0	*0.0*	*0.1*
SET	SET total	620	*33.8*	*0.4*	13,560	*43.5*	*7.8*
Non-SET							
BUSI	Business, administrative studies	285	*15.6*	*0.3*	7,670	*24.6*	*7.7*
COMB	Combined	5.0	*0.3*	*0.6*	15	*0.0*	*1.3*
ARTS	Creative arts, design	145	*7.8*	*0.6*	385	*1.2*	*1.7*
EDUC	Education	180	*9.9*	*0.3*	3,730	*12.0*	*6.0*
HIST	Historical, philosophical studies	135	*7.3*	*1.4*	200	*0.6*	*2.1*
LANG	Languages	75	*4.2*	*0.8*	525	*1.7*	*5.2*
LAW	Law	80	*4.5*	*0.5*	2,120	*6.8*	*11.9*
COMM	Mass comms, documentation	55	*3.0*	*0.5*	355	*1.1*	*3.2*
SOCI	Social studies	250	*13.6*	*0.6*	2,600	*8.3*	*6.2*
NSET	Non-SET total	1,215	*66.2*	*0.4*	17,600	*56.5*	*6.4*
All subject areas							
All	All subject areas	1,835	*100.0*	*0.4*	31,165	*100.0*	*6.9*

Proportions of taught postgraduates who identified as Jewish or Muslim



Taught postgraduate students by subject area and religion and belief

		Sikh			Spiritual		
		No.	↓ %	→ %	No.	↓ %	→ %
SET							
AGRI	Agriculture, related subjects	5.0	*0.2*	*0.2*	35	*0.5*	*1.2*
ARCH	Architecture, building, planning	70	*2.8*	*0.5*	135	*2.2*	*1.0*
BIOS	Biological sciences	190	*7.5*	*0.6*	770	*12.6*	*2.6*
COMP	Computer science	100	*3.9*	*0.6*	125	*2.1*	*0.8*
ENGI	Engineering, technology	80	*3.2*	*0.4*	130	*2.2*	*0.6*
MATH	Mathematical sciences	15	*0.6*	*0.4*	25	*0.4*	*0.6*
MEDI	Medicine, dentistry	115	*4.6*	*1.1*	135	*2.2*	*1.3*
PHYS	Physical sciences	15	*0.6*	*0.2*	100	*1.7*	*1.4*
SUBJ	Subjects allied to medicine	590	*23.2*	*0.9*	800	*13.1*	*1.2*
VETS	Veterinary science	0.0	*0.0*	*0.1*	5.0	*0.0*	*0.2*
SET	SET total	1,180	*46.6*	*0.7*	2,260	*37.0*	*1.3*
Non-SET							
BUSI	Business, administrative studies	615	*24.2*	*0.6*	620	*10.1*	*0.6*
COMB	Combined	0.0	*0.1*	*0.2*	10	*0.1*	*0.9*
ARTS	Creative arts, design	35	*1.5*	*0.2*	795	*13.0*	*3.5*
EDUC	Education	290	*11.5*	*0.5*	775	*12.7*	*1.2*
HIST	Historical, philosophical studies	10	*0.4*	*0.1*	225	*3.7*	*2.4*
LANG	Languages	25	*0.9*	*0.2*	220	*3.6*	*2.2*
LAW	Law	155	*6.0*	*0.9*	175	*2.9*	*1.0*
COMM	Mass comms, documentation	30	*1.1*	*0.3*	205	*3.4*	*1.9*
SOCI	Social studies	195	*7.6*	*0.5*	825	*13.5*	*2.0*
NSET	Non-SET total	1,350	*53.4*	*0.5*	3,850	*63.0*	*1.4*
All subject areas							
All	All subject areas	2,535	*100.0*	*0.6*	6,110	*100.0*	*1.4*

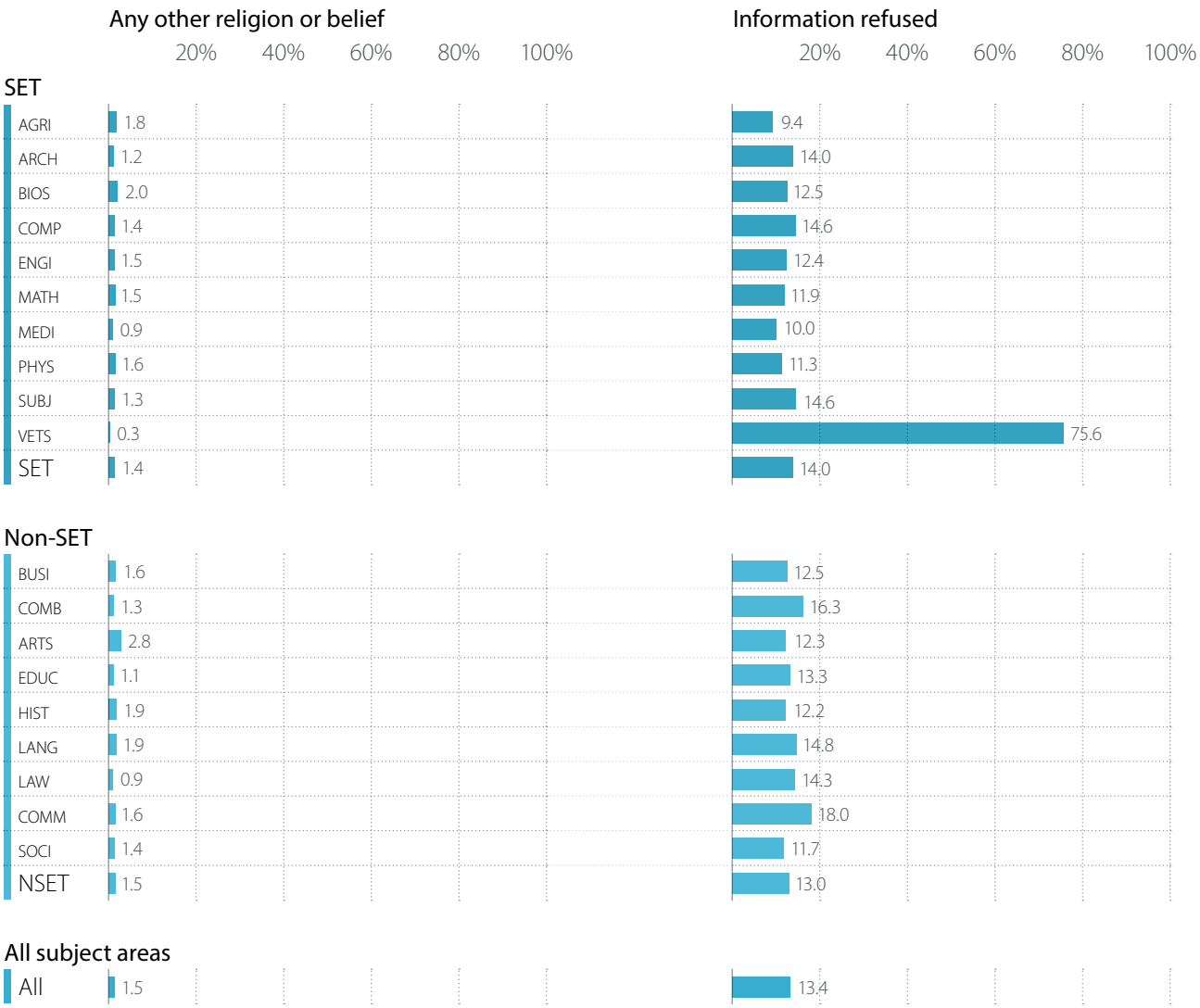
Proportions of taught postgraduates who identified as Sikh or Spiritual



Taught postgraduate students by subject area and religion and belief

		Any other religion or belief			Information refused			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SET									
AGRI	Agriculture, related subjects	50	*0.7*	*1.8*	250	*0.4*	*9.4*	2,775	*0.6*
ARCH	Architecture, building, planning	175	*2.6*	*1.2*	1,940	*3.2*	*14.0*	15,385	*3.3*
BIOS	Biological sciences	580	*8.6*	*2.0*	3,695	*6.1*	*12.5*	31,090	*6.6*
COMP	Computer science	225	*3.3*	*1.4*	2,325	*3.9*	*14.6*	16,830	*3.6*
ENGI	Engineering, technology	340	*5.0*	*1.5*	2,775	*4.6*	*12.4*	23,865	*5.0*
MATH	Mathematical sciences	60	*0.9*	*1.5*	465	*0.8*	*11.9*	4,255	*0.9*
MEDI	Medicine, dentistry	100	*1.5*	*0.9*	1,075	*1.8*	*10.0*	11,505	*2.4*
PHYS	Physical sciences	120	*1.8*	*1.6*	820	*1.4*	*11.3*	8,005	*1.7*
SUBJ	Subjects allied to medicine	860	*12.7*	*1.3*	9,585	*15.9*	*14.6*	68,725	*14.5*
VETS	Veterinary science	5.0	*0.1*	*0.3*	1,500	*2.5*	*75.6*	2,040	*0.4*
SET	SET total	2,510	*37.1*	*1.4*	24,430	*40.6*	*14.0*	184,475	*39.0*
Non-SET									
BUSI	Business, administrative studies	1,580	*23.4*	*1.6*	12,430	*20.7*	*12.5*	101,995	*21.6*
COMB	Combined	15	*0.2*	*1.3*	165	*0.3*	*16.3*	1,290	*0.3*
ARTS	Creative arts, design	635	*9.4*	*2.8*	2,750	*4.6*	*12.3*	24,095	*5.1*
EDUC	Education	710	*10.5*	*1.1*	8,285	*13.8*	*13.3*	65,845	*13.9*
HIST	Historical, philosophical studies	180	*2.7*	*1.9*	1,145	*1.9*	*12.2*	9,955	*2.1*
LANG	Languages	185	*2.8*	*1.9*	1,485	*2.5*	*14.8*	10,735	*2.3*
LAW	Law	170	*2.5*	*0.9*	2,550	*4.2*	*14.3*	18,405	*3.9*
COMM	Mass comms, documentation	175	*2.6*	*1.6*	1,985	*3.3*	*18.0*	11,285	*2.4*
SOCI	Social studies	595	*8.8*	*1.4*	4,890	*8.1*	*11.7*	44,845	*9.5*
NSET	Non-SET total	4,250	*62.9*	*1.5*	35,690	*59.4*	*13.0*	288,440	*61.0*
All subject areas									
All	All subject areas	6,760	*100.0*	*1.5*	60,120	*100.0*	*13.4*	472,915	*100.0*

Proportions of taught postgraduates who identified as having any other religion or refusing

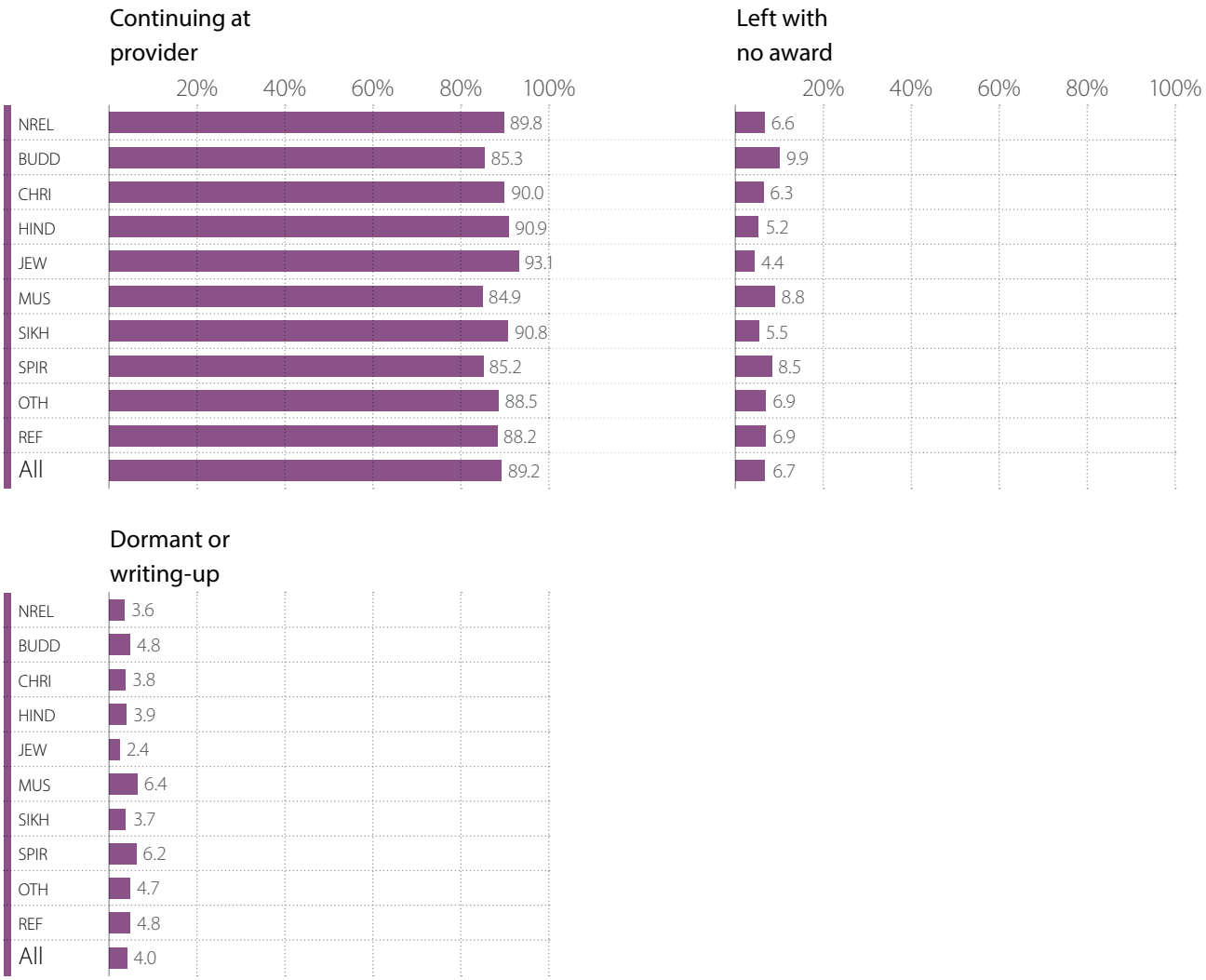


6.10 UK domiciled full-time first degree entrants by continuation category and religion and belief

← Domicile definition: see page 14
← Continuation definition: see page 16
← Ethnicity definition: see page 10
← Mode of study definition: see page 15
← Qualifiers definition: see page 16

		Continuing at provider			Left with no award			Dormant or writing-up			All categories	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
NREL	No religion	177,430	*89.8*	*47.7*	13,040	*6.6*	*46.3*	7,055	*3.6*	*41.9*	197,525	*100.0*
BUDD	Buddhist	2,755	*85.3*	*0.7*	320	*9.9*	*1.1*	155	*4.8*	*0.9*	3,230	*100.0*
CHRI	Christian	109,945	*90.0*	*29.5*	7,660	*6.3*	*27.2*	4,585	*3.8*	*27.2*	122,190	*100.0*
HIND	Hindu	6,160	*90.9*	*1.7*	355	*5.2*	*1.3*	260	*3.9*	*1.5*	6,775	*100.0*
JEW	Jewish	1,495	*93.1*	*0.4*	70	*4.4*	*0.3*	40	*2.4*	*0.2*	1,605	*100.0*
MUS	Muslim	33,595	*84.9*	*9.0*	3,475	*8.8*	*12.4*	2,515	*6.4*	*14.9*	39,585	*100.0*
SIKH	Sikh	3,735	*90.8*	*1.0*	225	*5.5*	*0.8*	155	*3.7*	*0.9*	4,115	*100.0*
SPIR	Spiritual	3,970	*85.2*	*1.1*	400	*8.5*	*1.4*	290	*6.2*	*1.7*	4,655	*100.0*
OTH	Any other religion or belief	5,150	*88.5*	*1.4*	400	*6.9*	*1.4*	270	*4.7*	*1.6*	5,825	*100.0*
REF	Information refused	27,845	*88.2*	*7.5*	2,190	*6.9*	*7.8*	1,520	*4.8*	*9.0*	31,555	*100.0*
All	All students	372,080	*89.2*	..	28,130	*6.7*	..	16,845	*4.0*	..	417,055	*100.0*

Proportions of entrants in each continuation category by religion and belief



6.11 First degree undergraduate qualifiers by degree class and religion and belief

← Religion and belief definition: see page 13
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Degree level definition: see page 14

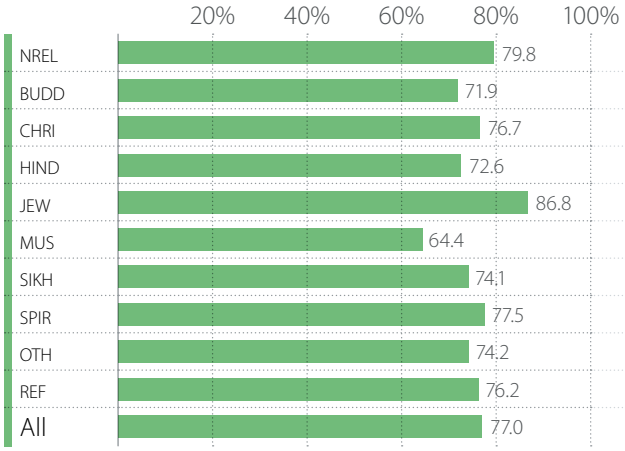
		First/2:1		First	
		No.	→ %	No.	→ %
NREL	No religion	146,855	*79.8*	56,395	*30.7*
BUDD	Buddhist	3,365	*71.9*	1,165	*24.9*
CHRI	Christian	89,655	*76.7*	32,390	*27.7*
HIND	Hindu	5,030	*72.6*	1,665	*24.0*
JEW	Jewish	1,470	*86.8*	545	*32.2*
MUS	Muslim	20,320	*64.4*	6,040	*19.1*
SIKH	Sikh	2,600	*74.1*	865	*24.7*
SPIR	Spiritual	3,315	*77.5*	1,195	*27.9*
OTH	Any other religion or belief	4,945	*74.2*	1,885	*28.3*
REF	Information refused	21,770	*76.2*	8,545	*29.9*
All	All students	299,325	*77.0*	110,690	*26.9*

		2:1		2:2	
		No.	→ %	No.	→ %
NREL	No religion	90,460	*49.2*	30,840	*16.8*
BUDD	Buddhist	2,200	*47.0*	1,075	*23.0*
CHRI	Christian	57,265	*49.0*	22,405	*19.2*
HIND	Hindu	3,365	*48.6*	1,540	*22.2*
JEW	Jewish	925	*54.6*	200	*11.8*
MUS	Muslim	14,275	*45.2*	9,015	*28.6*
SIKH	Sikh	1,730	*49.4*	750	*21.3*
SPIR	Spiritual	2,120	*49.6*	800	*18.7*
OTH	Any other religion or belief	3,065	*45.9*	1,375	*20.6*
REF	Information refused	13,220	*46.3*	5,280	*18.5*
All	All students	188,625	*485*	73,280	*20.1*

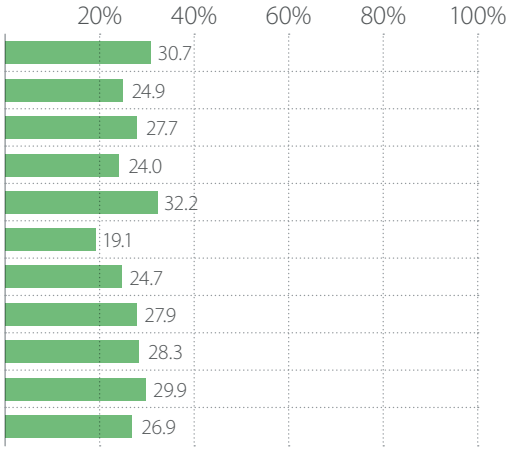
		Third/Pass		All students
		No.	→ %	No.
NREL	No religion	6,250	*3.4*	183,950
BUDD	Buddhist	240	*5.1*	4,680
CHRI	Christian	4,875	*4.2*	116,940
HIND	Hindu	355	*5.1*	6,920
JEW	Jewish	25	*1.4*	1,695
MUS	Muslim	2,220	*7.0*	31,555
SIKH	Sikh	160	*4.6*	3,505
SPIR	Spiritual	160	*3.8*	4,275
OTH	Any other religion or belief	345	*5.2*	6,670
REF	Information refused	1,525	*5.3*	28,570
All	All students	16,155	*4.5*	388,760

Proportions of students who received a degree

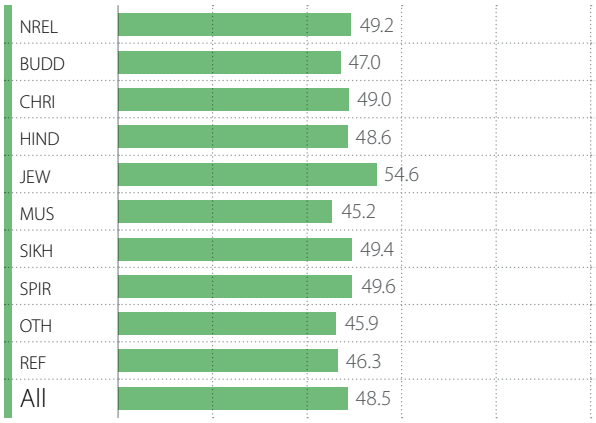
First/2:1



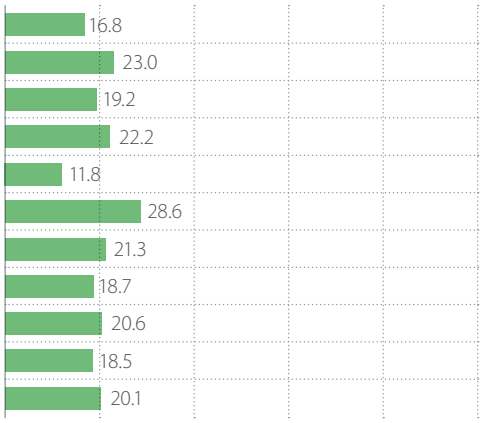
First



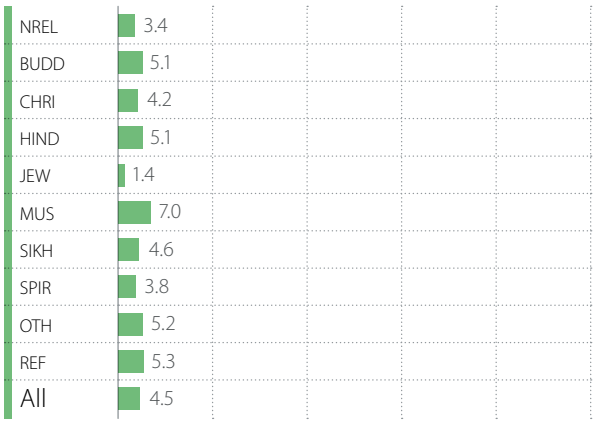
2:1



2:2



Third/Pass

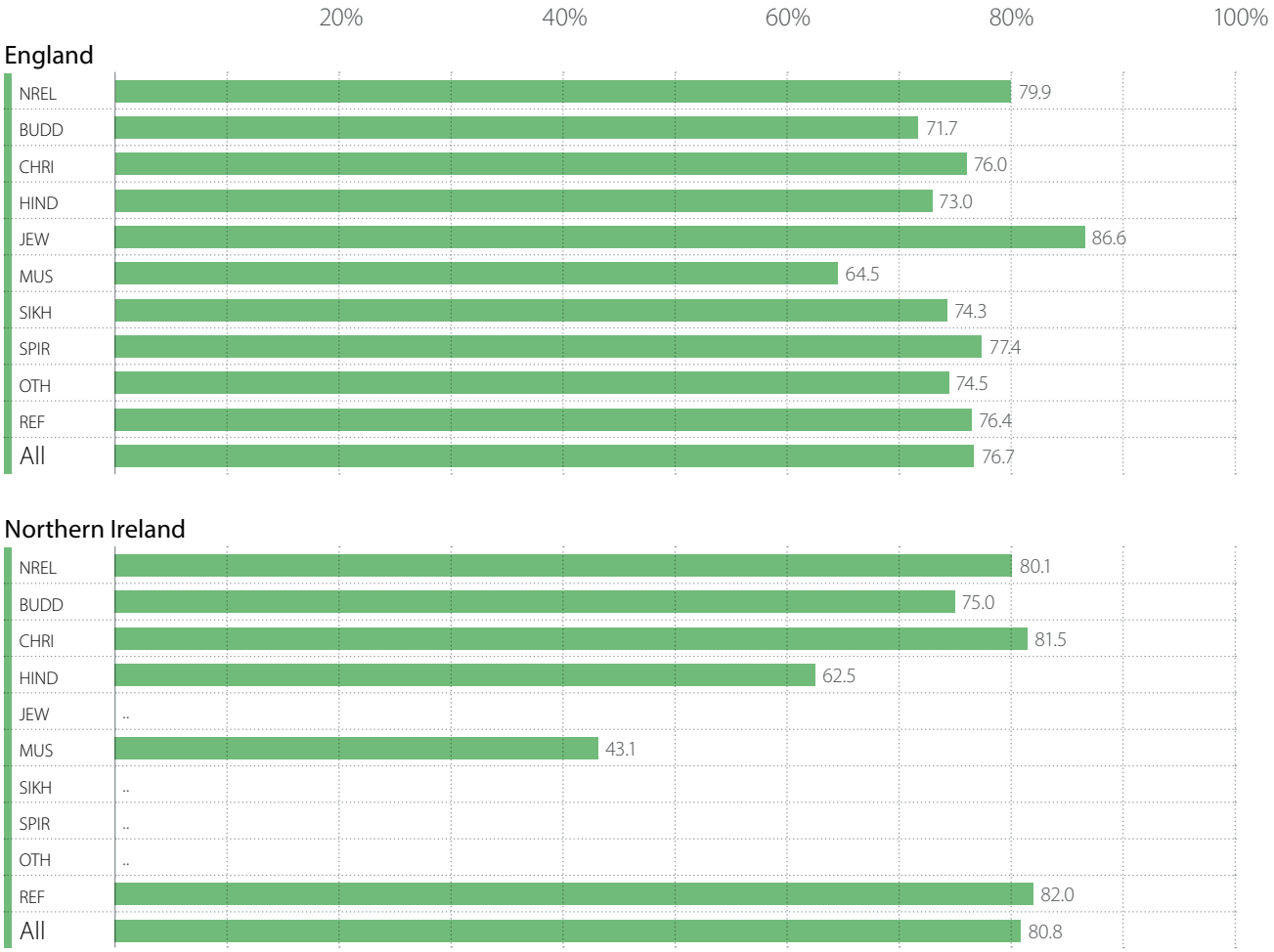


6.12 First degree undergraduate qualifiers by country of institution, degree class and religion and belief

← Religion and belief definition: see page 13
← Qualifiers definition: see page 16
← Country of institution definition: see page 14
← Degree attainment definition: see page 16
← Degree level definition: see page 14

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
England												
NREL	No religion	123,545	*79.9*	47,815	*30.9*	75,730	*49.0*	25,805	*16.7*	5,305	*3.4*	154,660
BUDD	Buddhist	2,995	*71.7*	1,055	*25.3*	1,941	*46.5*	966	*23.1*	216	*5.2*	4,178
CHRI	Christian	73,550	*76.0*	26,776	*27.7*	46,775	*48.3*	18,844	*19.5*	4,348	*4.5*	96,743
HIND	Hindu	4,775	*73.0*	1,583	*24.2*	3,190	*48.8*	1,433	*21.9*	336	*5.1*	6,542
JEW	Jewish	1,360	*86.6*	505	*32.2*	854	*54.4*	192	*12.2*	19	*1.2*	1,570
MUS	Muslim	19,140	*64.5*	5,753	*19.4*	13,386	*45.1*	8,436	*28.4*	2,087	*7.0*	29,662
SIKH	Sikh	2,520	*74.3*	850	*25.1*	1,671	*49.3*	717	*21.1*	154	*4.5*	3,392
SPIR	Spiritual	2,890	*77.4*	1,041	*27.9*	1,851	*49.6*	695	*18.6*	148	*4.0*	3,735
OTH	Any other religion or belief	4,525	*74.5*	1,724	*28.4*	2,800	*46.1*	1,234	*20.3*	316	*5.2*	6,074
REF	Information refused	18,530	*76.4*	7,257	*29.9*	11,271	*46.5*	4,410	*18.2*	1,320	*5.4*	24,258
All	All students	253,830	*76.7*	94,360	*28.5*	159,470	*48.2*	62,735	*19.0*	14,250	*4.3*	330,815
Northern Ireland												
NREL	No religion	1,615	*80.1*	600	*29.8*	1,015	*50.3*	340	*16.9*	60	*3.0*	2,015
BUDD	Buddhist	55	*75.0*	10	*15.3*	45	*59.7*	15	*22.2*	0	*2.8*	70
CHRI	Christian	5,030	*81.5*	1,660	*26.9*	3,365	*54.6*	1,035	*16.8*	105	*1.7*	6,170
HIND	Hindu	15	*62.5*	5	*20.8*	10	*41.7*	5	*25.0*	5	*12.5*	25
JEW	Jewish	0	..	0	..	0	..	0	..	0	..	5
MUS	Muslim	25	*43.1*	5	*10.3*	20	*32.8*	25	*41.4*	10	*15.5*	60
SIKH	Sikh	0	..	0	..	0	..	0	..	0	..	0
SPIR	Spiritual	10	..	5	..	10	..	0	..	0	..	10
OTH	Any other religion or belief	5	..	0	..	5	..	5	..	0	..	15
REF	Information refused	170	*82.0*	65	*32.0*	105	*50.0*	30	*13.6*	10	*4.4*	205
All	All students	6,925	*80.8*	2,355	*27.5*	4,570	*53.3*	1,455	*17.0*	195	*2.3*	8,575

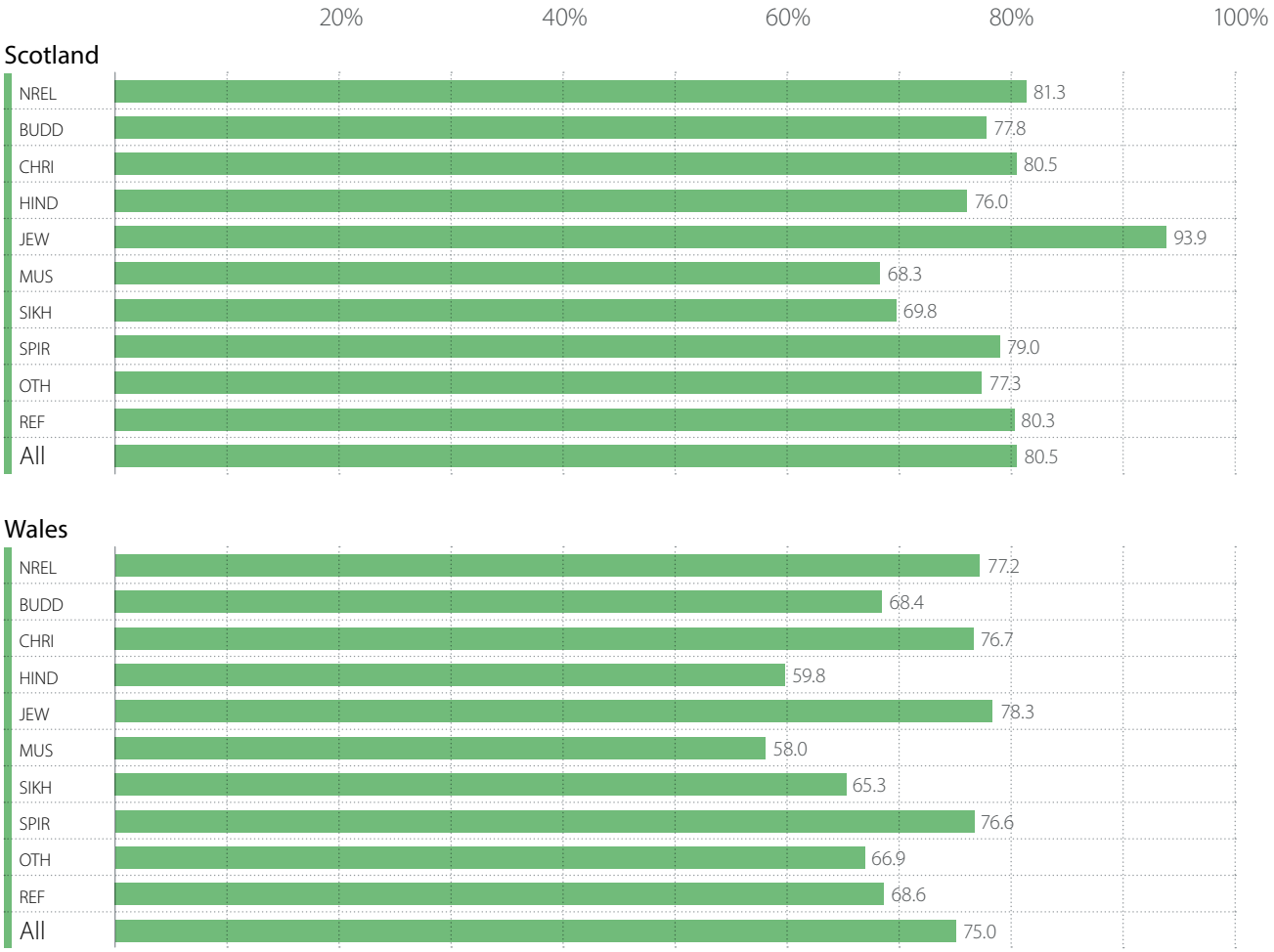
Proportions of undergraduate qualifiers who recieed a First/2.1 in England or Northern Ireland



First degree undergraduate qualifiers by country of institution, degree class and religion and belief

		First/2:1		First		2:1		2:2		Third/pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.
Scotland												
NREL	No religion	12,655	*81.3*	4,595	*29.5*	8,055	*51.8*	2,435	*15.7*	470	*3.0*	15,560
BUDD	Buddhist	185	*77.8*	55	*23.8*	130	*54.0*	45	*19.2*	5	*2.9*	240
CHRI	Christian	6,710	*80.5*	2,240	*26.9*	4,470	*53.6*	1,405	*16.9*	220	*2.7*	8,335
HIND	Hindu	125	*76.0*	35	*21.6*	90	*54.5*	35	*19.8*	5	*4.2*	165
JEW	Jewish	90	*93.9*	30	*31.6*	60	*62.2*	5	*4.1*	0	*2.0*	100
MUS	Muslim	605	*68.3*	140	*16.0*	465	*52.3*	235	*26.7*	45	*5.0*	885
SIKH	Sikh	45	*69.8*	10	*12.7*	35	*57.1*	15	*25.4*	5	*4.8*	65
SPIR	Spiritual	220	*79.0*	75	*27.0*	145	*52.0*	50	*17.8*	10	*3.2*	280
OTH	Any other religion or belief	205	*77.3*	80	*30.7*	125	*46.6*	50	*18.2*	10	*4.5*	265
REF	Information refused	1,735	*80.3*	715	*33.1*	1,020	*47.3*	375	*17.4*	50	*2.3*	2,160
All	All students	22,580	*80.5*	7,980	*28.5*	14,595	*52.0*	4,650	*16.6*	825	*2.9*	28,055
Wales												
NREL	No religion	9,040	*77.2*	3,380	*28.9*	5,660	*48.3*	2,255	*19.3*	415	*3.6*	11,715
BUDD	Buddhist	130	*68.4*	45	*23.2*	85	*45.3*	45	*24.2*	15	*7.4*	190
CHRI	Christian	4,370	*76.7*	1,715	*30.1*	2,655	*46.6*	1,125	*19.7*	200	*3.5*	5,695
HIND	Hindu	115	*59.8*	40	*20.6*	75	*39.2*	70	*36.0*	10	*4.2*	190
JEW	Jewish	20	*78.3*	10	*34.8*	10	*43.5*	5	*13.0*	0	*8.7*	25
MUS	Muslim	550	*58.0*	140	*14.9*	410	*43.1*	320	*33.7*	80	*8.3*	950
SIKH	Sikh	30	*65.3*	10	*16.3*	25	*49.0*	15	*28.6*	5	*6.1*	50
SPIR	Spiritual	190	*76.6*	75	*29.8*	115	*46.8*	55	*21.8*	5	*1.6*	250
OTH	Any other religion or belief	210	*66.9*	80	*24.6*	135	*42.3*	90	*28.4*	15	*4.7*	315
REF	Information refused	1,335	*68.6*	510	*26.2*	825	*42.4*	465	*23.9*	145	*7.5*	1,945
All	All students	15,990	*75.0*	5,995	*28.1*	9,995	*46.9*	4,440	*20.8*	890	*4.2*	21,315

Proportions of undergraduate qualifiers who received a First/2.1 in Scotland or Wales

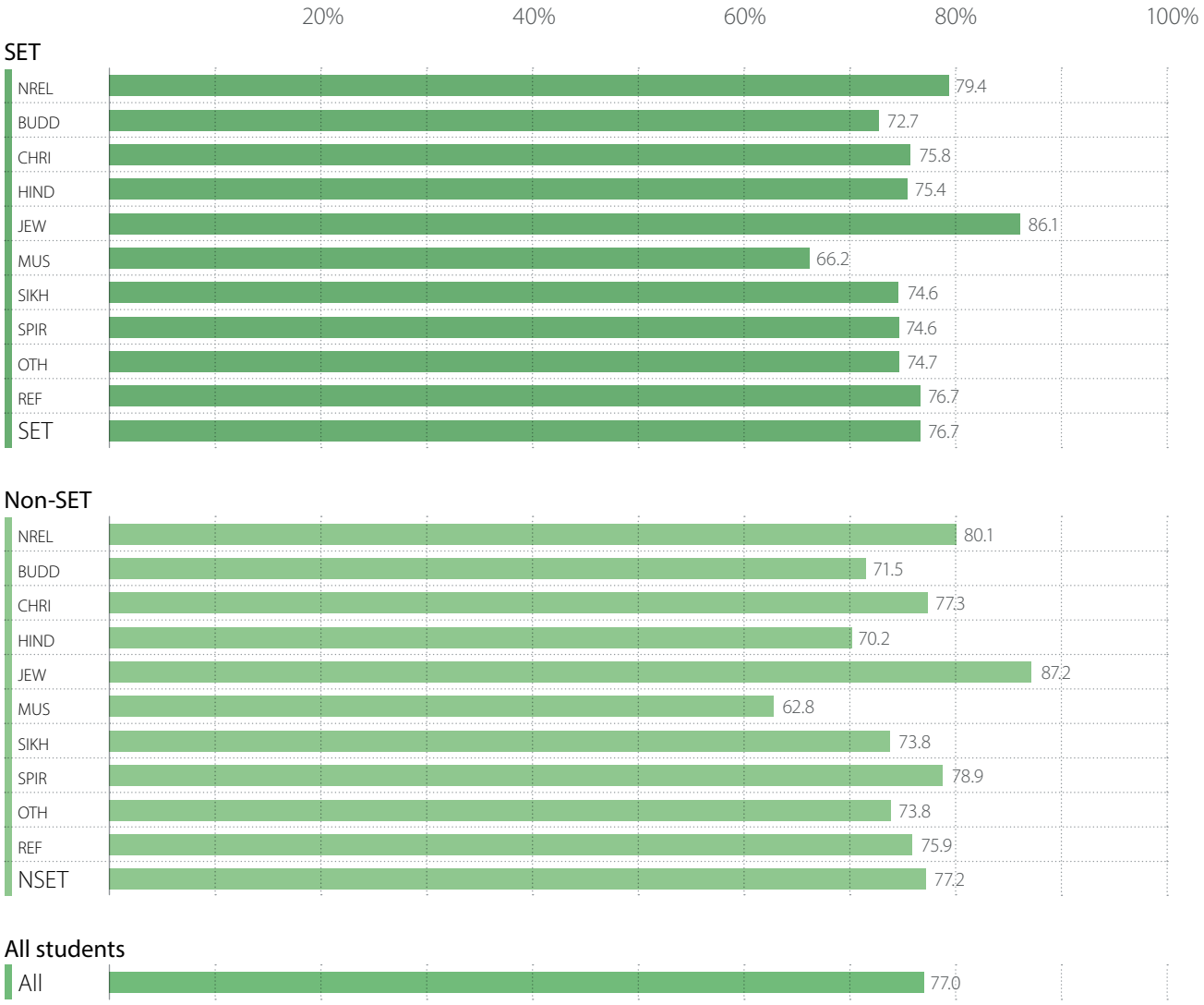


6.13 First degree undergraduate qualifiers by country of institution, degree class and religion and belief

← Country of institution definition: see page 14
← Religion and belief definition: see page 13
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Degree level definition: see page 14
← Subject areas definition: see page 15

		First/2:1		First		2:1		2:2		Third/Pass		All
		No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	
SET												
NREL	No religion	61,160	*79.4*	27,210	*35.3*	33,950	*44.1*	12,955	*16.8*	2,875	*3.7*	76,990
BUDD	Buddhist	1,295	*72.7*	555	*31.1*	740	*41.7*	395	*22.2*	90	*5.1*	1,780
CHRI	Christian	37,445	*75.8*	15,700	*31.8*	21,745	*44.0*	9,640	*19.5*	2,310	*4.7*	49,395
HIND	Hindu	2,490	*75.4*	950	*28.7*	1,545	*46.7*	650	*19.7*	165	*5.0*	3,305
JEW	Jewish	450	*86.1*	210	*39.9*	245	*46.2*	65	*12.2*	10	*1.7*	525
MUS	Muslim	9,795	*66.2*	3,390	*22.9*	6,405	*43.3*	3,990	*27.0*	1,000	*6.8*	14,790
SIKH	Sikh	1,055	*74.6*	390	*27.7*	665	*46.9*	300	*21.2*	60	*4.3*	1,415
SPIR	Spiritual	1,010	*74.6*	420	*31.0*	590	*43.6*	285	*20.9*	60	*4.5*	1,355
OTH	Any other religion or belief	2,090	*74.7*	905	*32.4*	1,185	*42.3*	565	*20.2*	140	*5.1*	2,800
REF	Information refused	8,780	*76.7*	4,000	*34.9*	4,780	*41.7*	2,050	*17.9*	615	*5.4*	11,445
SET	SET total	125,570	*76.7*	53,725	*32.8*	71,845	*43.9*	30,900	*18.9*	7,325	*4.5*	163,795
Non-SET												
NREL	No religion	85,695	*80.1*	29,180	*27.3*	56,510	*52.8*	17,885	*16.7*	3,380	*3.2*	106,960
BUDD	Buddhist	2,070	*71.5*	615	*21.2*	1,455	*50.3*	680	*23.4*	150	*5.1*	2,900
CHRI	Christian	52,215	*77.3*	16,690	*24.7*	35,520	*52.6*	12,765	*18.9*	2,570	*3.8*	67,550
HIND	Hindu	2,535	*70.2*	715	*19.8*	1,820	*50.4*	890	*24.6*	190	*5.2*	3,615
JEW	Jewish	1,020	*87.2*	335	*28.8*	680	*58.4*	135	*11.6*	15	*1.2*	1,170
MUS	Muslim	10,525	*62.8*	2,650	*15.8*	7,870	*46.9*	5,025	*30.0*	1,220	*7.3*	16,765
SIKH	Sikh	1,540	*73.8*	475	*22.7*	1,070	*51.1*	450	*21.4*	100	*4.8*	2,090
SPIR	Spiritual	2,305	*78.9*	775	*26.5*	1,530	*52.4*	515	*17.7*	100	*3.5*	2,925
OTH	Any other religion or belief	2,860	*73.8*	980	*25.3*	1,880	*48.6*	810	*20.9*	205	*5.2*	3,870
REF	Information refused	12,990	*75.9*	4,545	*26.6*	8,440	*49.3*	3,230	*18.8*	905	*5.3*	17,125
NSET	NSET total	173,750	*77.2*	56,965	*25.3*	116,785	*51.9*	42,380	*18.8*	8,830	*3.9*	224,965
All students												
All	All students	299,325	*77.0*	110,695	*28.5*	188,630	*48.5*	73,280	*18.8*	16,155	*4.2*	388,760

Proportions of qualifiers who received a first/2:1



Experimental data

The Equality Act 2010 extended the number of protected characteristics to cover areas including gender reassignment and sexual orientation. Changes to the HESA student record for 2012/13 allowed institutions to return this information on an optional basis. Socio-economic status is not listed as a protected equality characteristic. However, the Equality Act 2010 also makes explicit reference to the duty of authorities to take regard of inequalities of outcome that result from socio-economic disadvantage. For this reason, measures of students' social background are included in this report for the first time.

This section presents high-level findings on collection and monitoring rates. We have also added a series of tables to this section taking an intersectional approach to provide an overview of how trans status, sexual orientation, or social background intersect with students' age, disability status, ethnicity and gender.

Because data on trans status and sexual orientation are currently voluntary to return, we do not yet have a national demographic picture of the HE student population in relation to these characteristics.

Capturing a person's social background is not straightforward. We use indicators commonly used in widening participation initiatives, including students' parental education, measures of rates of participation in HE in their local area (TUNDRA and POLAR4) and school type (state or fee paying). There are different data quality considerations for each indicator. Parental education relies on student recall and contains a high proportion of refusals. TUNDRA and POLAR4 have a high level of coverage but TUNDRA is only available for students whose home address on application was in England, and POLAR4 is not available for students whose home address on application was in Northern Ireland. More details of these indicators and corresponding data quality considerations can be found in the introduction.

Advance HE encourages institutions to collect and return these data where appropriate. Once the capture of data is extended and the numbers become more reliable, Advance HE hopes to provide further detail on these characteristics in future reports.

Further guidance can be found at:

www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/collecting-equality-data

www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/introducing-new-monitoring-categories

www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/encouraging-disclosure-equality-information

7.1 Trans status: Data on a student record is said to be returned if the institution provided any information to HESA about trans status. This includes where a student selected prefer not to say or refused to provide information about the characteristic in question. Where a student record was returned to HESA without data, this section reports it as blank. It is not possible to determine from the data presented whether the blank student records were due to the question being unanswered or unasked.

7.1.1 Overall figures: Overall, 138 institutions returned data on trans status of students (81.7%).

7.1.1 Institutional returns by nation: Of the four nations, Wales had the highest proportion of institutions returning data on trans status of students (100.0%). Scotland's return rates for trans status (94.4%). In comparison, the return rate from English institutions was smaller for trans status (80.7%). Finally, none of the institutions in Northern Ireland returned data about trans status.

7.1.2 Institutional return rates: It is clear from the data that institutions have taken different approaches to monitoring characteristics, with institutional return rates concentrated on either extreme of the scale. Of the institutions that returned information about students' trans status to HESA, 71.7% had done so for 90% or more of their students.

7.1.3, 7.1.4 Trans status disclosure rates: Student disclosure rates in returning institutions were higher in 2018/19 than in 2017/18. Of the students in institutions that returned trans status information to HESA, 81.0% provided information, compared to 75.4% in 2017/18. 3.0% refused to provide information, and for 16.0% the data field was blank.

Despite this, the proportion of all students for whom trans status data was unknown was similar to the previous year, at 38.9% of all students in higher education compared to 40.1% in 2017/18.

7.1.5-7.1.8 Intersection between trans status and student age, disability status, BAME/white identity and gender: The proportion of all students for which trans data was unknown (blank) was comparable among disabled and non-disabled students, and female and male students. In contrast, 49.9% of data on trans status was unknown for students aged 36 and over compared with 34.8% for students aged 21 and under, and 34.0% of data on trans status was unknown for BAME students compared to 41.1% of white students. The proportions of students who refused to provide information on trans status were slightly higher among mature students, disabled students and men. Rates of students indicating that their gender identity differed from that assigned at birth were similar across age groups, BAME/white identity, and gender, but higher among students who had disclosed a disability (1.1% compared to 0.5% of those who had not disclosed a disability).

7.2 Sexual orientation: Data on a student record is said to be returned if the institution provided any information to HESA about sexual orientation. This includes where a student selected prefer not to say or refused to provide information about the characteristic in question. Where a student record was returned to HESA without data, this section reports it as blank. It is not possible to determine from the data presented whether the blank student records were due to the question being unanswered or unasked.

7.2.1 Overall figures: Overall, 146 institutions returned data on sexual orientation (86.4%).

7.2.1 Institutional returns by nation: Of the four nations, Scotland had the highest proportion of institutions returning data on sexual orientation (94.4%). Return rates were slightly higher in England (87.4%) than Wales (83.3%), while only one of the four HEIs in Northern Ireland returned data.

7.2.2 Institutional return rates: As with data on trans status, institutions have taken different approaches to monitoring sexual orientation, with institutional return rates concentrated on either extreme of the scale. Of the institutions that returned information to HESA, 71.9% had done so for 90% or more of their students.

7.2.3, 7.2.4 Sexual orientation disclosure rates: Of the students in institutions that returned sexual orientation data to HESA, 76.7% provided information, 8.0% refused to provide information and for 15.3% the data field was blank. Overall, sexual orientation information was unknown (blank) for 27.2% of all students in higher education. This proportion has dropped by just 2.1 percentage points from 2017/18 levels (29.3%).

7.2.5-7.2.8 Intersection between sexual orientation and student age, disability status, BAME/white identity and gender:
The proportion of students with unknown information on sexual orientation was larger for students aged 36 and over (34.1%) than for students aged 21 and under (23.4%). In contrast, the proportions of students for whom sexual orientation data were unknown was relatively similar across students' disability status (23.6% disabled students, 27.8% non-disabled students), BAME/white identity (23.4% BAME students, 25.8% white students) and gender (26.8% women and 27.7% men). Across each of the characteristics, approximately one in 14 students refused to provide information on sexual orientation. Rates of students identifying as bisexual, a gay man, or a gay woman/lesbian were highest among those who were younger (4.6% of those aged 21 and under compared to 2.4% of those aged 36 and over), who had disclosed a disability (8.9% compared to 3.5% of those who had not disclosed a disability), and who were white (5.2% compared to 2.2% of those who had a BAME identity). A higher proportion of women identified as bisexual compared to men (3.3% compared to 1.7%), while a higher proportion of men identified as gay compared to women (2.5% compared to 1.0%).

7.3 Social background: Social background information is presented for UK domiciled first degree undergraduate students only.

7.3.1 Institutional return rates:
Institutional return rates are presented for UK domiciled students only.

Coverage of TUNDRA, POLAR4 and school type are essentially complete for students from eligible nations. No institutions had no returns on POLAR4 or school type data, while four had between 0 and 10%. The rest had over 80% coverage. Return rates for TUNDRA are lower because this data is only available for students from England, however the majority of institutions (79.8%) had over 80% returns.

Return rates for parental education include response options 'yes', 'no' or 'don't know' to the question 'Do any of your parents have any higher education qualifications, such as a degree, diploma or certificate of higher education?' Just over half of institutions with any parental education data (53.8%) had over 80% returns. In contrast, few institutions returned data for lower than 60% of students.

7.3.2 Overall figures by nation: Overall, of those students who did not refuse to provide information about parental qualifications, slightly more students had at least one parent with a HE qualification (48.9%), than for whom neither parent had a HE qualification (44.3%). 6.8% of students did not know their parents' educational status. The nation with the largest proportion of students for whom either parent had a HE qualification was Scotland, at 58.4% of students.

Around one in eight students are from areas with the lowest rates of participation in HE (12.4% and 12.1% for TUNDRA and POLAR4, respectively), and three in ten are from areas with the highest rates of participation in HE (29.7% and 30.4%). Participation rates by TUNDRA cannot be reliably compared across nations due to limited coverage.

Based on students' POLAR4, the proportion of students whose home address was in areas with the lowest levels of participation was smaller in HEIs based in Scotland (5.9%) compared to England (12.6%) and Wales (15.6%). At the same time, the proportion of students from the highest participation areas was particularly high in HEIs in Scotland (41.6%).

7.3.3 Mode of study: A higher proportion of students who had at least one parent with a higher education qualification studied full time (93.1%) compared to students whose parents did not have a HE qualification (87.7%). Similarly, a higher proportion of students who attended a privately funded school pre-entry to HE studied full-time (97.4%) compared to students from state-funded schools or colleges (90.9%). There was a more even spread of students across TUNDRA and POLAR4 quintiles in part-time degrees compared to full-time degrees.

7.3.4 Subject area: The proportions of students from each parental educational group, TUNDRA and POLAR4 quintile, and school type were similar across SET and not-SET subjects. There were considerable differences in participation by social background within subject areas. Veterinary science and medicine and dentistry had the lowest representation of students from lower socio-economic backgrounds across all measures. However, subjects allied to medicine had the highest representation of students from lower socio-economic backgrounds. For example, 72.2% of students studying medicine and dentistry, and 67.6% students studying veterinary sciences, had a least one parent with a HE qualification, compared to 41.7% students studying subjects allied to medicine.

In non-SET subjects, languages and historical and philosophical studies comprised the highest proportions of students from more advantaged socio-economic backgrounds, and education the smallest proportions. For example, 58.2% of students studying languages, and 67.6% students studying historical and philosophical studies, had a least one parent with a HE qualification, compared to 35.8% students studying education.

7.3.5 Degree attainment: Degree attainment was highest among students from more advantaged social backgrounds across all measures. 82.7% of students who had at least one parent with a higher education qualification received a first/2:1 compared to 76.7% of students with less education parents. 81.2% and 83.4% of students from the highest participation TUNDRA and POLAR4 areas respectively received a first/2:1 compared to 74.4% and 73.3% of students from areas with the lowest rates of participation. Finally, almost nine in ten (88.3%) of students who attended a privately funded school pre-entry received a first/2:1, compared with 78.5% of state educated students.

7.3.6-7.3.9 Intersection between social background and student age, disability status, BAME/white identity and gender: A higher proportion of students aged 21 and under, disabled students and women were from more advantaged socio-economic backgrounds compared to mature students and men. BAME students had parents without a HE qualification in slightly higher proportions (44.7%) than white students (42.1%), and a smaller proportion attended a privately funded school. However, white students came from the lowest participation areas in slightly higher proportions (12.9%) compared to BAME students (11.9%).

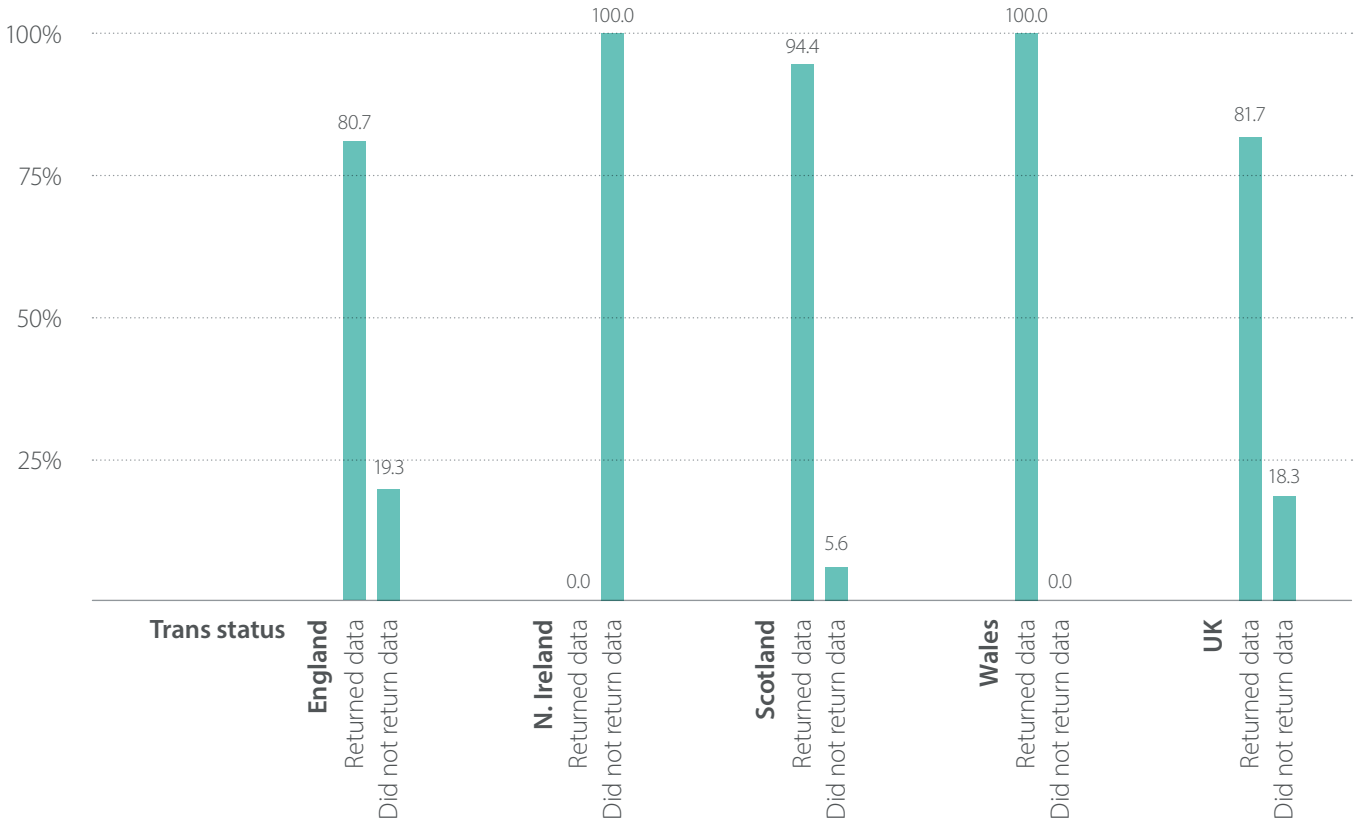
7.1.1 Institutional returns for trans status by country of institution

← Trans definition: see page 12

← Country of institution definition: see page 14

	England		Northern Ireland		Scotland		Wales		UK	
	No. HEI	↓ %	No. HEI	↓ %	No. HEI	↓ %	No. HEI	↓ %	No. HEI	↓ %
Trans status										
Returned data	109	*80.7*	0.0	*0.0*	17	*94.4*	12	*100.0*	138	*81.7*
Did not return data	26	*19.3*	4.0	*100.0*	1.0	*5.6*	0.0	*0.0*	31	*18.3*
All institutions	135	*100.0*	4.0	*100.0*	18	*100.0*	12	*100.0*	169	*100.0*

Proportions of institutions that returned data by country



7.1.2

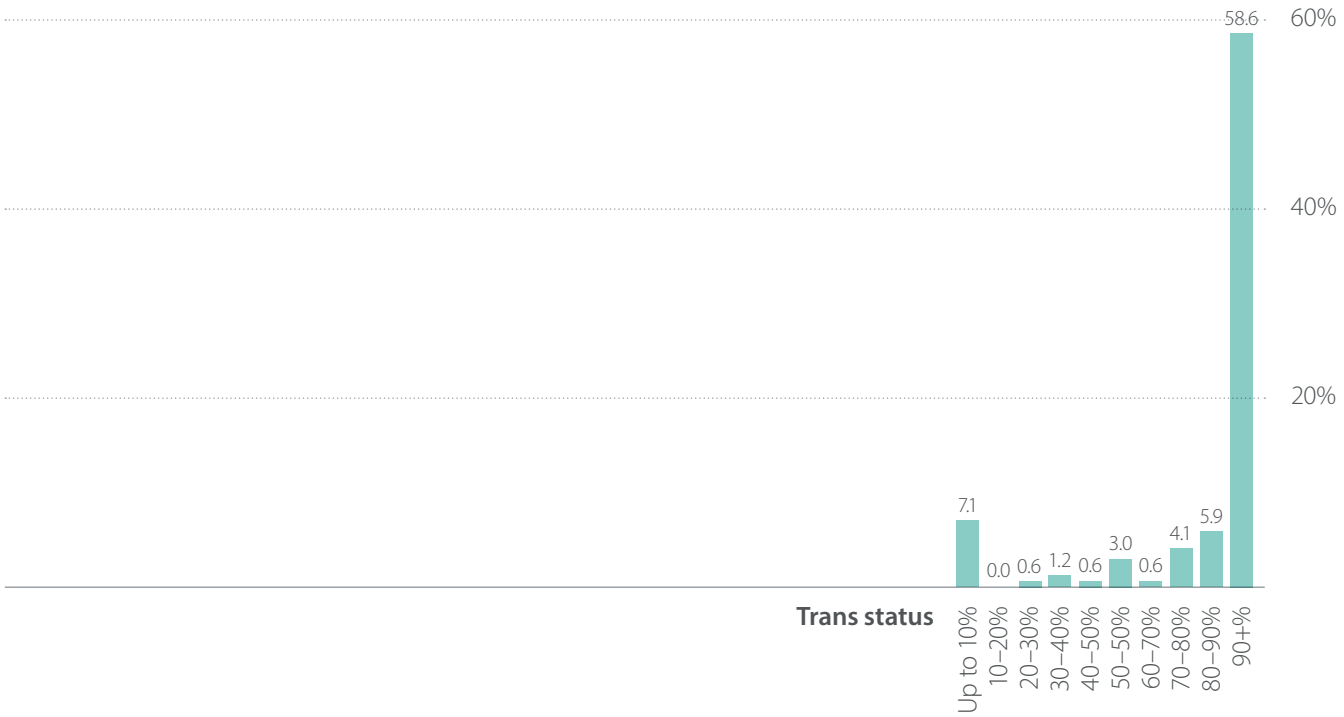
Institutional return rates for trans status

↓% Within all HEIs, the percentage in each return rate band
_↓% Within all HEIs that returned data to HESA, the percentage in each return rate band

← Gender definition: see page 11

	Trans status		
	No.	↓%	_↓%
0% (no returns)	31	*18.3*	*n/a*
up to 10%	12	*7.1*	*8.7*
10–20%	0.0	*0.0*	*0.0*
20–30%	1.0	*0.6*	*0.7*
30–40%	2.0	*1.2*	*1.4*
40–50%	1.0	*0.6*	*0.7*
50–60%	5.0	*3.0*	*3.6*
60–70%	1.0	*0.6*	*0.7*
70–80%	7.0	*4.1*	*5.1*
80–90%	10	*5.9*	*7.2*
90%+	99	*58.6*	*71.7*
All institutions	169	*100.0*	*100.0*

Proportions of returns for trans status

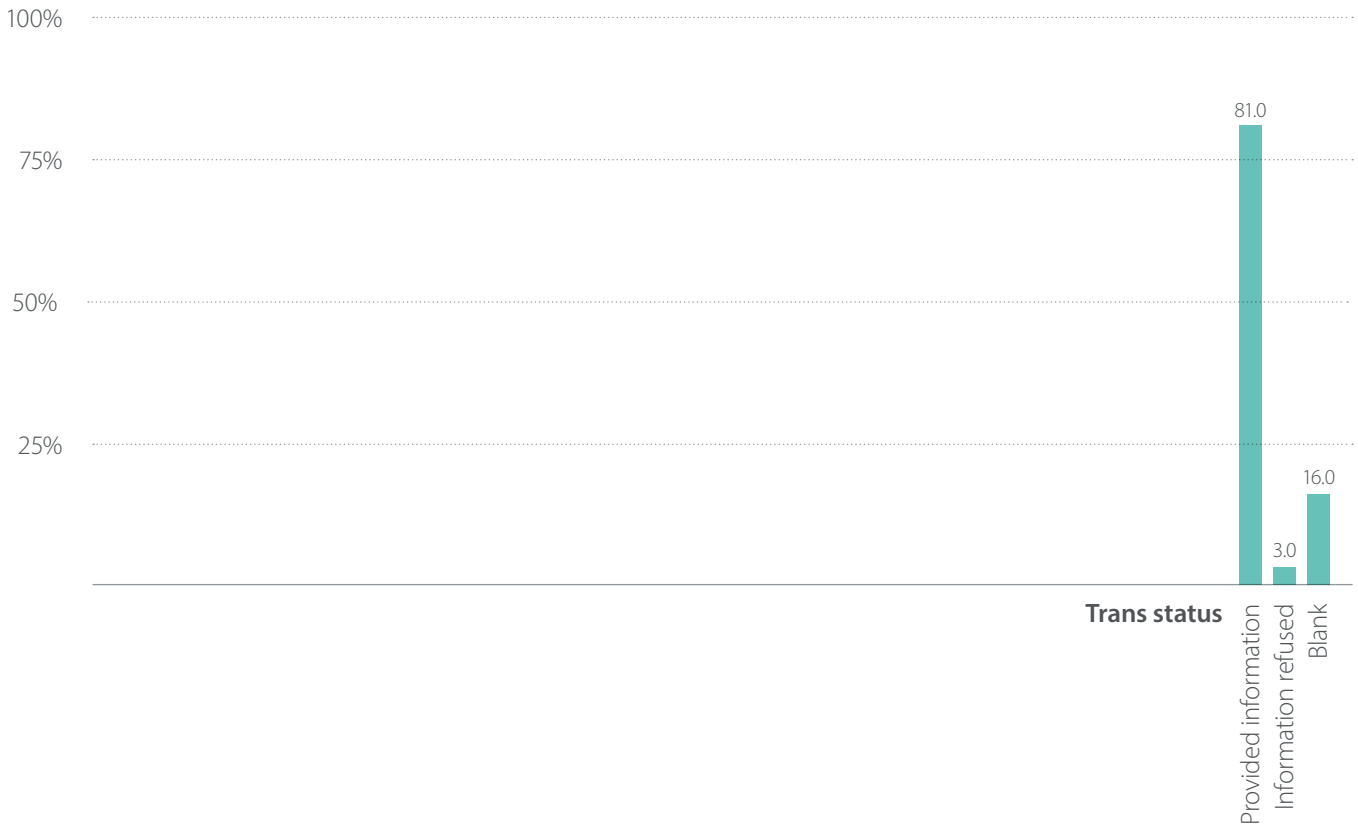


7.1.3 Disclosure rates of trans status for institutions returning data

← Trans definition: see page 12

← About the data definition: see page 9

	Trans status	
	No.	↓ %
Provided information	1,404,200	*81.0*
Information refused	51,590	*3.0*
Blank	277,815	*16.0*
Total	1,733,605	*100.0*



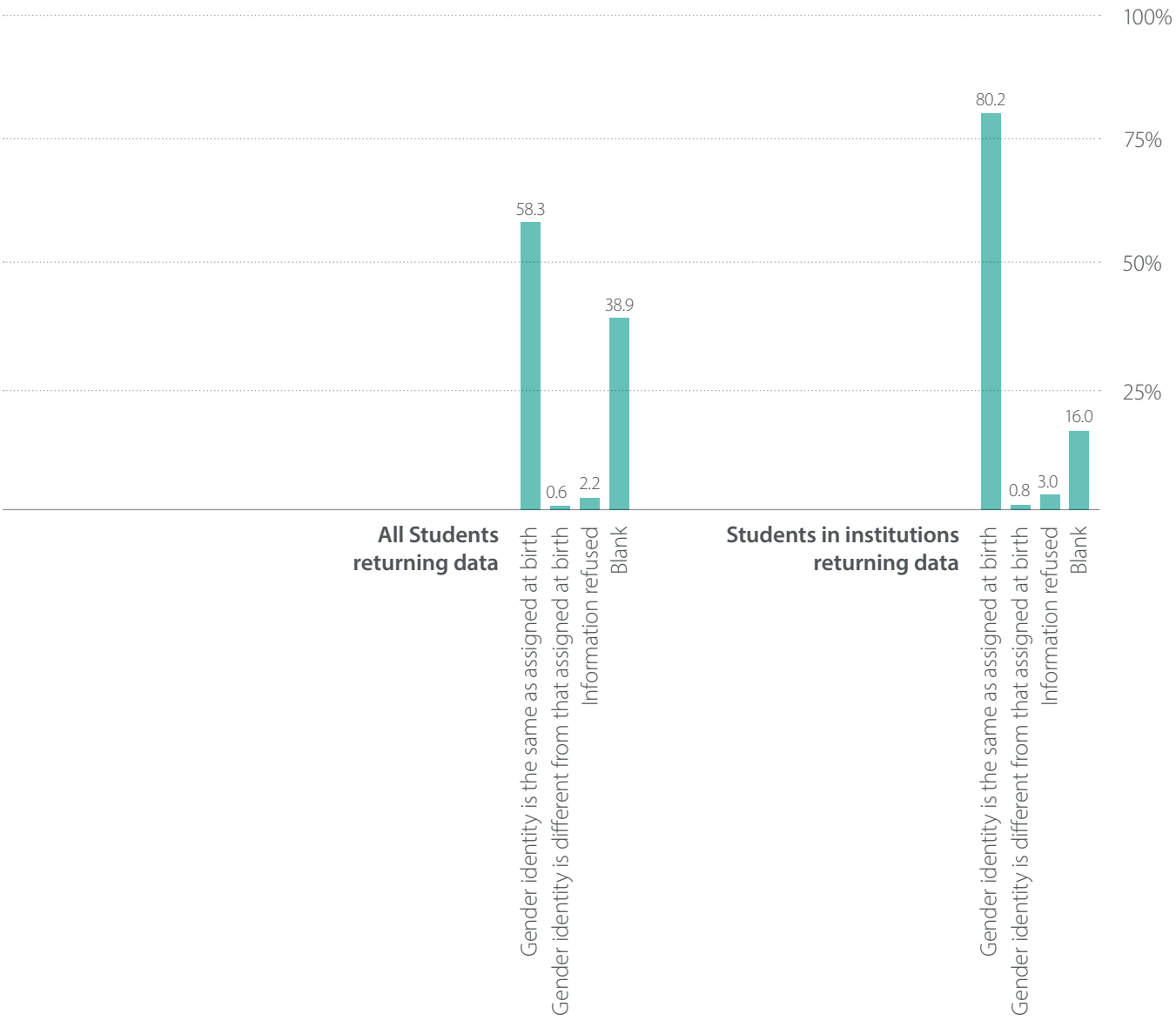
7.1.4

All students/students in institutions returning data by trans status

← Trans definition: see page 12

← About the data definition: see page 9

	All students		Students in institutions returning data	
	No.	↓ %	No.	↓ %
Gender identity is the same as assigned at birth	1,390,960	*58.3*	1,390,960	*80.2*
Gender identity is different from that assigned at birth	13,245	*0.6*	13,245	*0.8*
Information refused	51,590	*2.2*	51,590	*3.0*
Blank	928,180	*38.9*	277,815	*16.0*
Total	2,383,970	*100.0*	1,733,605	*100.0*



7.1.5 All students by trans status and age

← Trans definition: see page 12
← Age definition: see page 10

		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
SAM	Gender identity is the same	849,115	*62.8*	*61.0*	225,290	*57.2*	*16.2*
DIF	Gender identity is different	8,260	*0.6*	*62.4*	2,225	*0.6*	*16.8*
REF	Information refused	23,675	*1.8*	*45.9*	10,145	*2.6*	*19.7*
BLA	Blank	470,555	*34.8*	*50.7*	155,940	*39.6*	*16.8*
All	All students	1,351,600	*100.0*	*56.7*	393,605	*100.0*	*16.5*

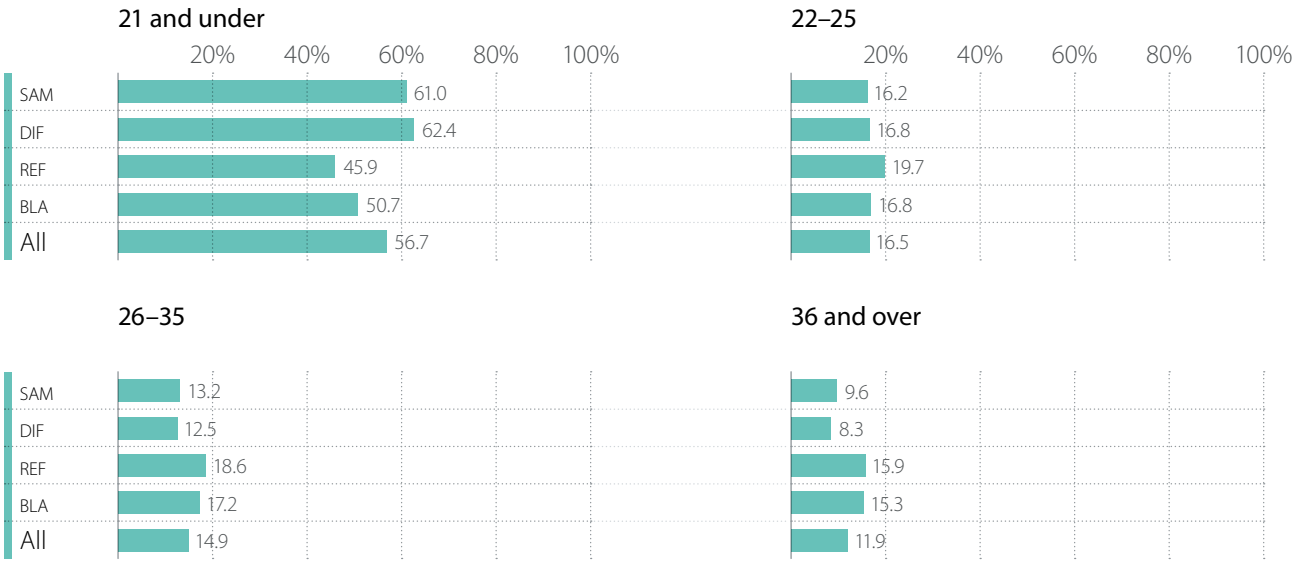
		26–35			36 and over			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SAM	Gender identity is the same	183,350	*51.7*	*13.2*	133,150	*46.9*	*9.6*	1,390,905	*58.3*
DIF	Gender identity is different	1,655	*0.5*	*12.5*	1,100	*0.4*	*8.3*	13,245	*0.6*
REF	Information refused	9,575	*2.7*	*18.6*	8,185	*2.9*	*15.9*	51,575	*2.2*
BLA	Blank	159,770	*45.1*	*17.2*	141,770	*49.9*	*15.3*	928,035	*38.9*
All	All students	354,350	*100.0*	*14.9*	284,200	*100.0*	*11.9*	2,383,755	*100.0*

7.1.6 All students by trans status and disability status

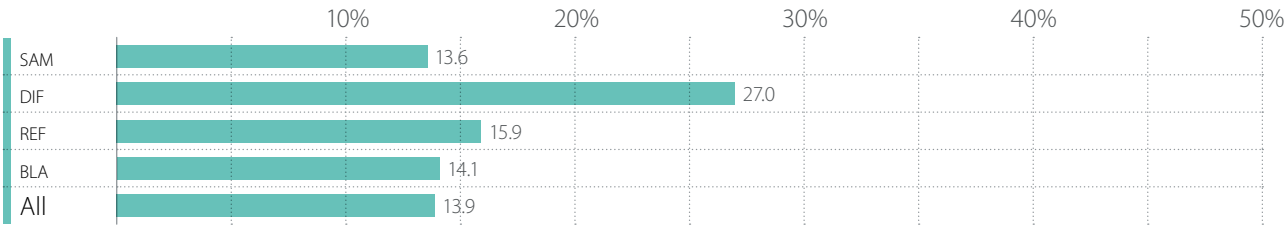
← Trans definition: see page 12
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SAM	Gender identity is the same	1,202,055	*58.6*	*86.4*	188,905	*57.0*	*13.6*	1,390,960	*58.3*
DIF	Gender identity is different	9,665	*0.5*	*73.0*	3,580	*1.1*	*27.0*	13,245	*0.6*
REF	Information refused	43,405	*2.1*	*84.1*	8,185	*2.5*	*15.9*	51,590	*2.2*
BLA	Blank	797,675	*38.9*	*85.9*	130,505	*39.4*	*14.1*	928,180	*38.9*
All	All students	2,052,795	*100.0*	*86.1*	331,170	*100.0*	*13.9*	2,383,970	*100.0*

Proportions of students in trans status categories across age groups



Proportions of students in trans status categories who disclosed as disabled



7.1.7 UK domiciled students by trans status and BAME/white identity

← Trans definition: see page 12
← Ethnicity definition: see page 10
← Domicile definition: see page 14

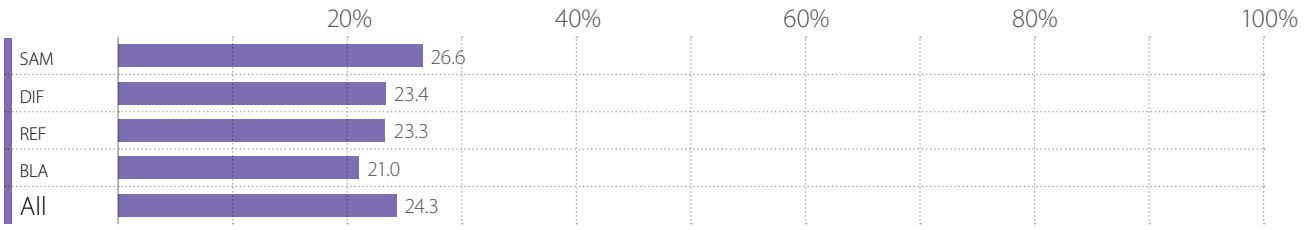
		White			BAME total			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SAM	Gender identity is the same	799,135	*56.5*	*73.4*	289,140	*63.7*	*26.6*	1,088,275	*58.2*
DIF	Gender identity is different	8,525	*0.6*	*76.6*	2,605	*0.6*	*23.4*	11,130	*0.6*
REF	Information refused	25,755	*1.8*	*76.7*	7,845	*1.7*	*23.3*	33,600	*1.8*
BLA	Blank	581,685	*41.1*	*79.0*	154,525	*34.0*	*21.0*	736,205	*39.4*
All	All students	1,415,105	*100.0*	*75.7*	454,110	*100.0*	*24.3*	1,869,210	*100.0*

7.1.8 All students by trans status and gender

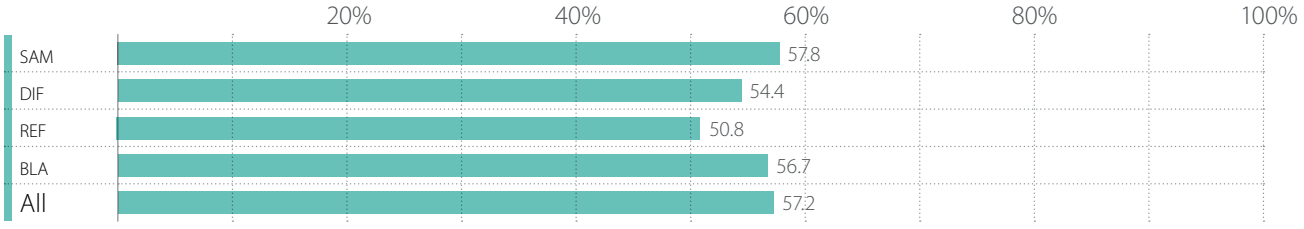
← Trans definition: see page 12
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
SAM	Gender identity is the same	803,600	*59.0*	*57.8*	586,535	*57.6*	*42.2*	1,390,135	*58.4*
DIF	Gender identity is different	6,930	*0.5*	*54.4*	5,805	*0.6*	*45.6*	12,730	*0.5*
REF	Information refused	26,010	*1.9*	*50.8*	25,185	*2.5*	*49.2*	51,200	*2.1*
BLA	Blank	525,825	*38.6*	*56.7*	401,520	*39.4*	*43.3*	927,345	*38.9*
All	All students	1,362,365	*100.0*	*57.2*	1,019,045	*100.0*	*42.8*	2,381,410	*100.0*

Proportions of UK domiciled students in trans status categories who identified as BAME



Proportions of students in trans status categories who identified as female



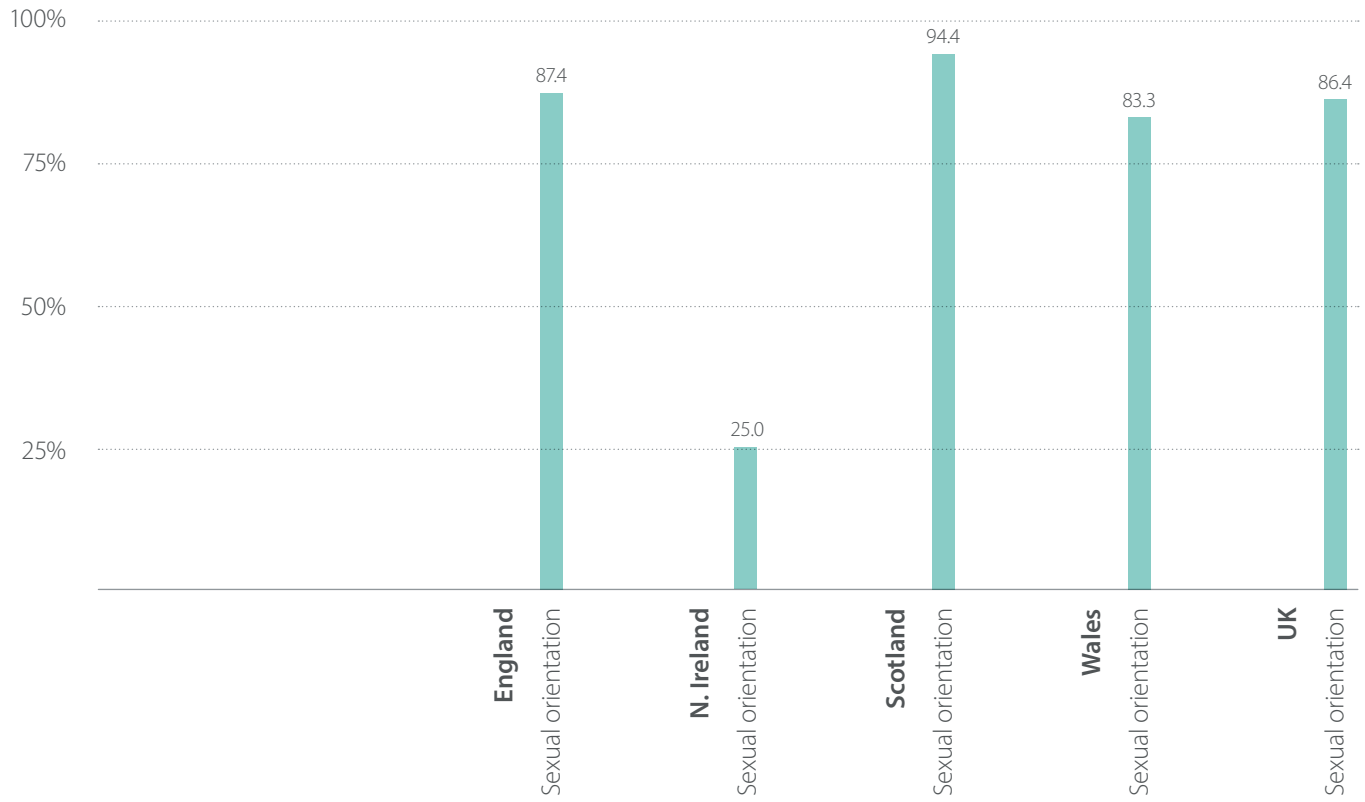
7.2.1 Institutional returns for sexual orientation by country of institution

← Sexual orientation definition: see page 13

← Country of institution definition: see page 14

	England		N. Ireland		Scotland		Wales		UK	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Sexual orientation										
Returned data	118	*87.4*	1.0	*25.0*	17	*94.4*	10	*83.3*	146	*86.4*
Did not return data	17	*12.6*	3.0	*75.0*	1.0	*5.6*	2.0	*16.7*	23	*13.6*
All institutions	135	*100.0*	4.0	*100.0*	18	*100.0*	12	*100.0*	169	*100.0*

Proportion of institutions returning data by country



7.2.2

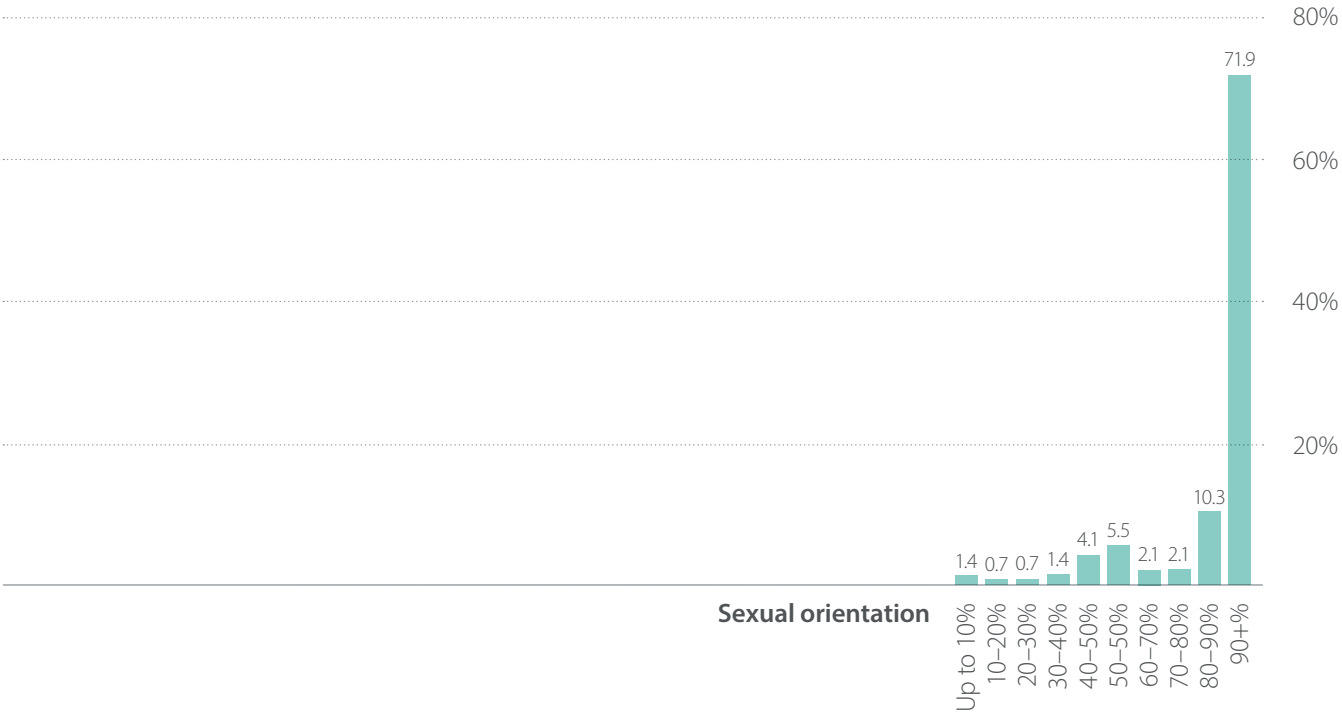
Institutional return rates for sexual orientation

↓% Within all HEIs, the percentage in each return rate band
_↓% Within all HEIs that returned data to HESA, the percentage in each return rate band

← Sexual orientation definition: see page 13

	Sexual orientation		
	No.	↓%	_↓%
0% (no returns)	23	*13.6*	*n/a*
up to 10%	2.0	*1.2*	*1.4*
10–20%	1.0	*0.6*	*0.7*
20–30%	1.0	*0.6*	*0.7*
30–40%	2.0	*1.2*	*1.4*
40–50%	6.0	*3.6*	*4.1*
50–60%	8.0	*4.7*	*5.5*
60–70%	3.0	*1.8*	*2.1*
70–80%	3.0	*1.8*	*2.1*
80–90%	15	*8.9*	*10.3*
90%+	105	*62.1*	*71.9*
All institutions	169	*100.0*	*100.0*

Proportions of returns for sexual orientation



7.2.3 Disclosure rates of sexual orientation for institutions returning data

← Sexual orientation definition: see page 13

← About the data definition: see page 9

	Sexual orientation	
	No.	↓ %
Provided information	1,570,585	*76.7*
Refused to provide	164,465	*8.0*
Blank	312,725	*15.3*
Total	2,047,775	*100.0*

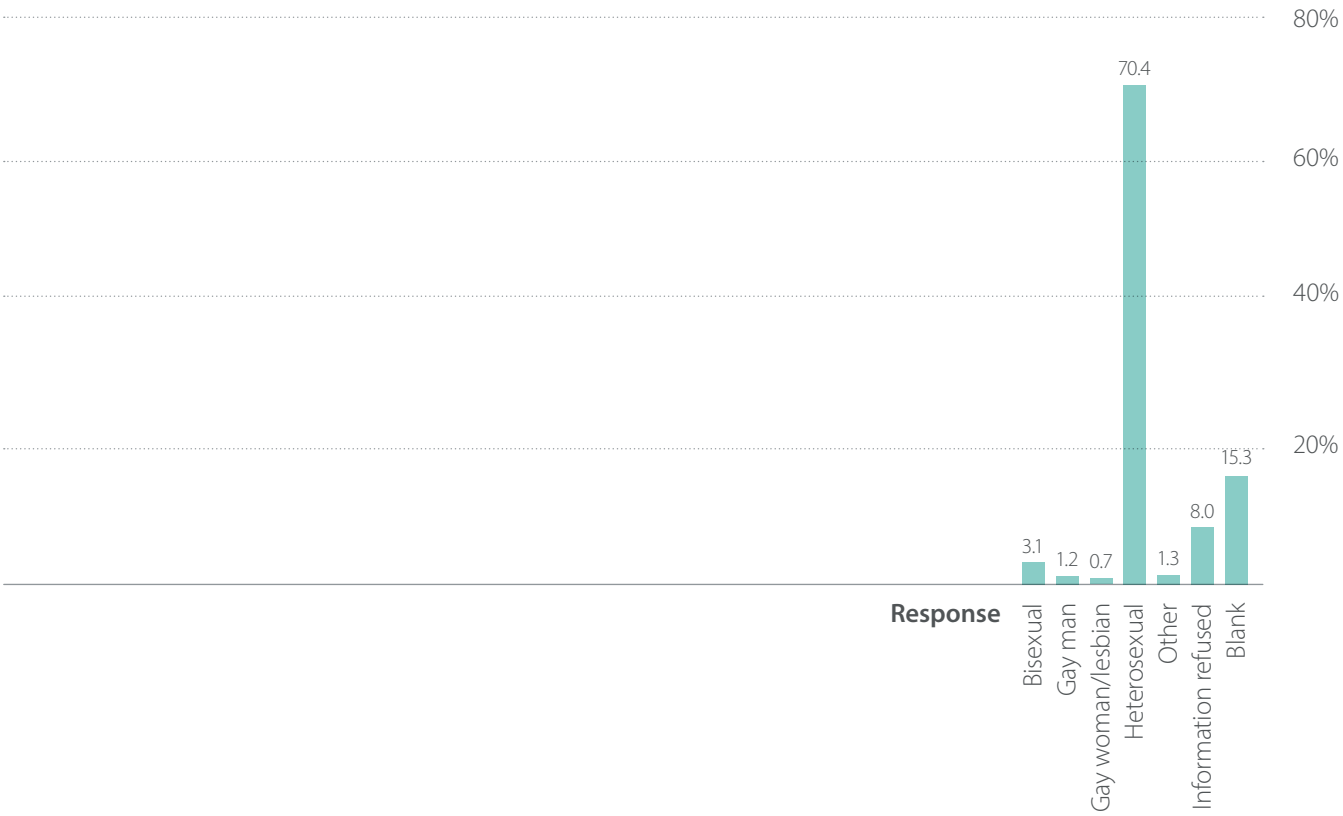


7.2.4

All students/students in institutions returning data by sexual orientation

← Sexual orientation definition: see page 13

	All students		Students in institutions returning data	
	No.	↓ %	No.	↓ %
Bisexual	62,760	*2.6*	62,760	*3.1*
Gay man	25,355	*1.1*	25,355	*1.2*
Gay woman/lesbian	14,030	*0.6*	14,030	*0.7*
Heterosexual	1,440,990	*60.4*	1,440,990	*70.4*
Other	27,455	*1.2*	27,455	*1.3*
Information refused	164,465	*6.9*	164,465	*8.0*
Blank	648,920	*27.2*	312,725	*15.3*
Total	2,383,970	*100.0*	2,047,775	*100.0*



7.2.5 All students by sexual orientation and age

← Sexual orientation definition: see page 13
← Age definition: see page 10

		21 and under			22–25		
		No.	↓ %	→ %	No.	↓ %	→ %
BISE	Bisexual	42,005	*3.1*	*66.9*	11,275	*2.9*	*18.0*
GAYM	Gay man	13,060	*1.0*	*51.5*	4,790	*1.2*	*18.9*
GAYW	Gay woman/lesbian	7,165	*0.5*	*51.1*	2,420	*0.6*	*17.2*
HET	Heterosexual	877,510	*64.9*	*60.9*	217,105	*55.2*	*15.1*
OTH	Other	15,325	*1.1*	*55.8*	4,960	*1.3*	*18.1*
REF	Information refused	79,935	*5.9*	*48.6*	32,095	*8.2*	*19.5*
BLA	Blank	316,605	*23.4*	*48.8*	120,960	*30.7*	*18.6*
All	All students	1,351,600	*100.0*	*56.7*	393,605	*100.0*	*16.5*

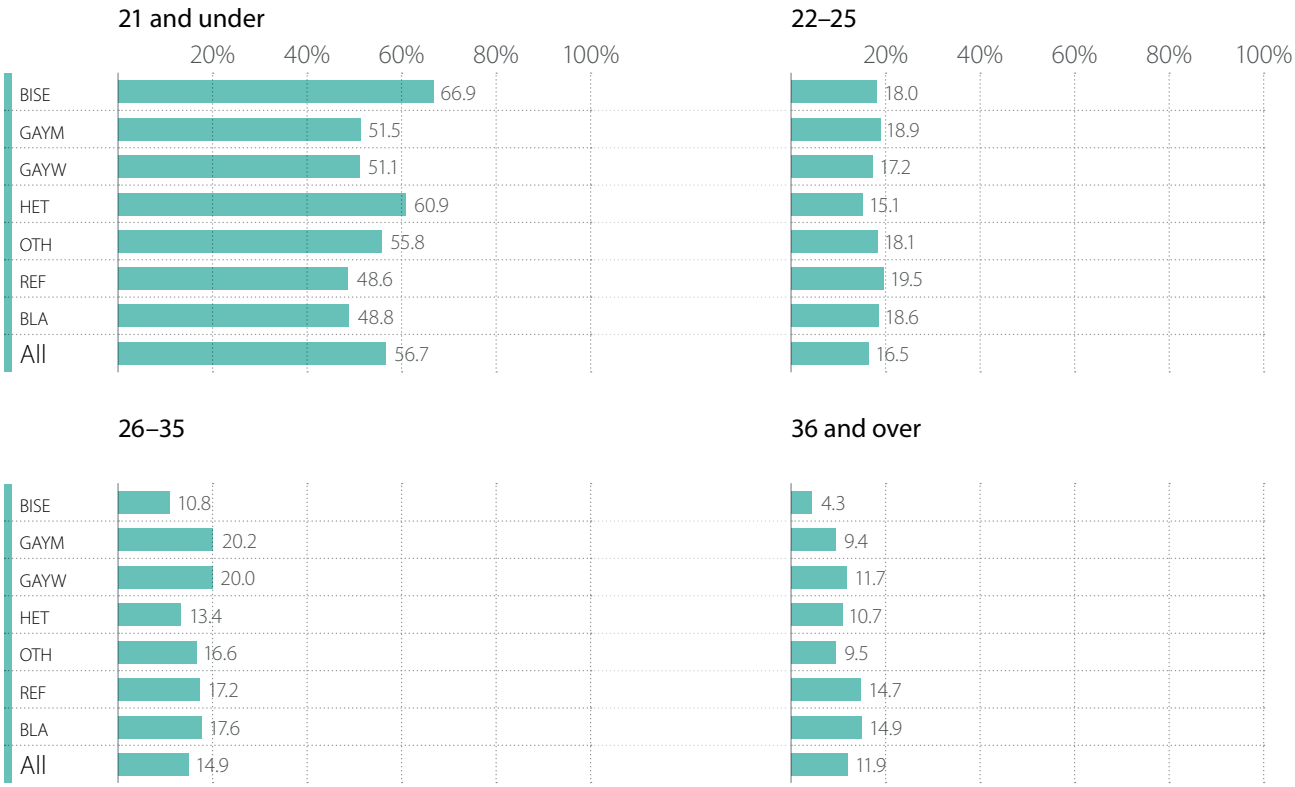
		26–35			36 and over			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BISE	Bisexual	6,765	*1.9*	*10.8*	2,710	*1.0*	*4.3*	62,755	*2.6*
GAYM	Gay man	5,110	*1.4*	*20.2*	2,390	*0.8*	*9.4*	25,350	*1.1*
GAYW	Gay woman/lesbian	2,810	*0.8*	*20.0*	1,635	*0.6*	*11.7*	14,025	*0.6*
HET	Heterosexual	192,645	*54.4*	*13.4*	153,675	*54.1*	*10.7*	1,440,935	*60.4*
OTH	Other	4,560	*1.3*	*16.6*	2,605	*0.9*	*9.5*	27,450	*1.2*
REF	Information refused	28,220	*8.0*	*17.2*	24,195	*8.5*	*14.7*	164,445	*6.9*
BLA	Blank	114,240	*32.2*	*17.6*	96,985	*34.1*	*14.9*	648,790	*27.2*
All	All students	354,350	*100.0*	*14.9*	284,200	*100.0*	*11.9*	2,383,755	*100.0*

7.2.6 All students by sexual orientation and disability status

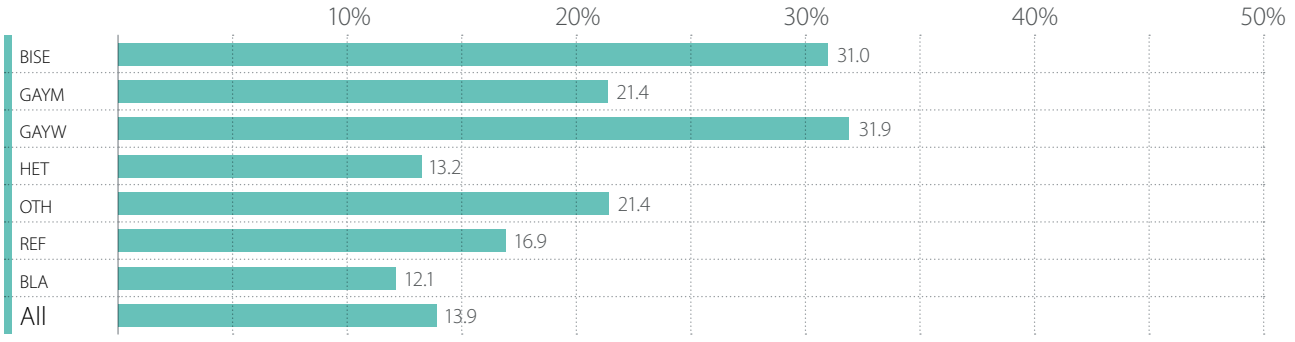
← Sexual orientation definition: see page 13
← Disability definition: see page 10

		Non-disabled			Disabled			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BISE	Bisexual	43,285	*2.1*	*69.0*	19,475	*5.9*	*31.0*	62,760	*2.6*
GAYM	Gay man	19,935	*1.0*	*78.6*	5,420	*1.6*	*21.4*	25,355	*1.1*
GAYW	Gay woman/lesbian	9,555	*0.5*	*68.1*	4,470	*1.4*	*31.9*	14,030	*0.6*
HET	Heterosexual	1,251,035	*60.9*	*86.8*	189,955	*57.4*	*13.2*	1,440,990	*60.4*
OTH	Other	21,570	*1.1*	*78.6*	5,885	*1.8*	*21.4*	27,455	*1.2*
REF	Information refused	136,735	*6.7*	*83.1*	27,730	*8.4*	*16.9*	164,465	*6.9*
BLA	Blank	570,685	*27.8*	*87.9*	78,235	*23.6*	*12.1*	648,920	*27.2*
All	All students	2,052,795	*100.0*	*86.1*	331,170	*100.0*	*13.9*	2,383,970	*100.0*

Proportions of students in sexual orientation categories across age groups



Proportions of students in sexual orientation categories who disclosed as disabled



7.2.7 UK domiciled students by sexual orientation and BAME/white identity

← Sexual orientation definition: see page 13
← Domicile definition: see page 14
← Ethnicity definition: see page 10

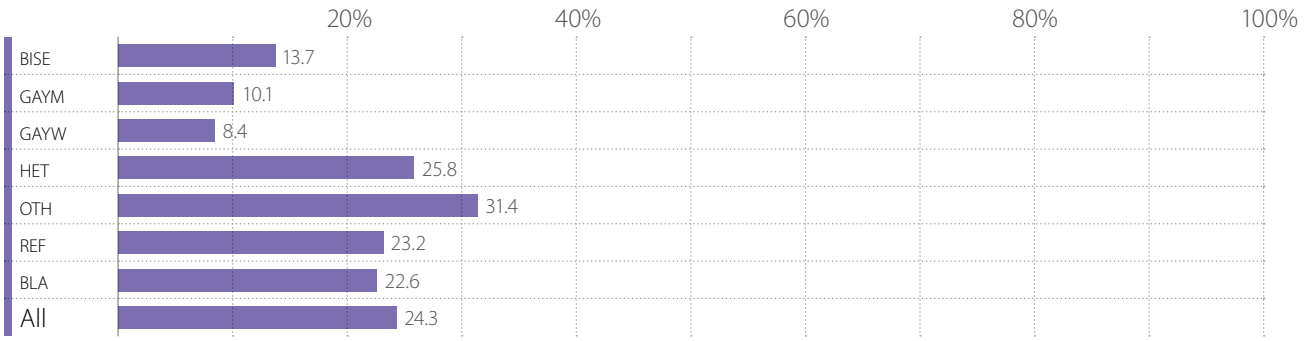
		White			BAME			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BISE	Bisexual	42,725	*3.0*	*86.3*	6,810	*1.5*	*13.7*	49,535	*2.6*
GAYM	Gay man	19,190	*1.4*	*89.9*	2,150	*0.5*	*10.1*	21,335	*1.1*
GAYW	Gay woman/lesbian	11,425	*0.8*	*91.6*	1,045	*0.2*	*8.4*	12,465	*0.7*
HET	Heterosexual	882,935	*62.4*	*74.2*	307,620	*67.7*	*25.8*	1,190,555	*63.7*
OTH	Other	11,735	*0.8*	*68.6*	5,370	*1.2*	*31.4*	17,105	*0.9*
REF	Information refused	81,735	*5.8*	*76.8*	24,690	*5.4*	*23.2*	106,425	*5.7*
BLA	Blank	365,360	*25.8*	*77.4*	106,430	*23.4*	*22.6*	471,790	*25.2*
All	All students	1,415,105	*100.0*	*75.7*	454,110	*100.0*	*24.3*	1,869,210	*100.0*

7.2.8 All students by sexual orientation and gender

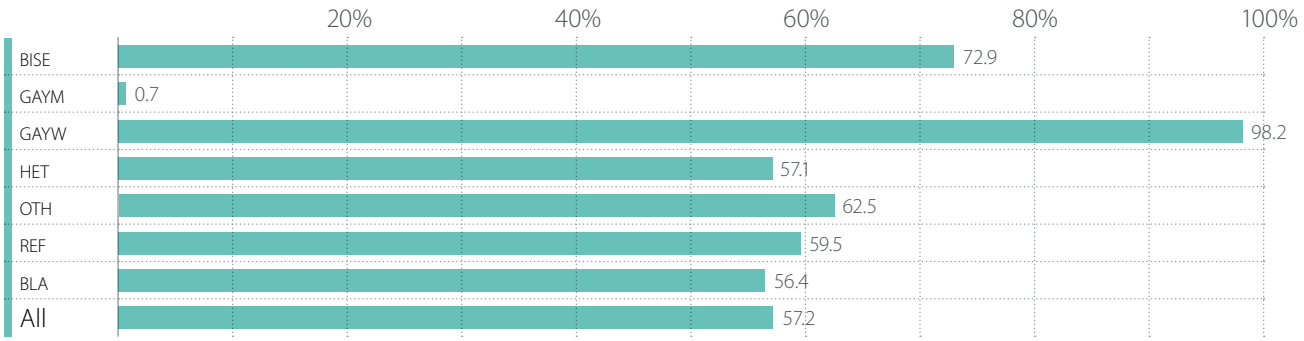
← Sexual orientation definition: see page 13
← Gender definition: see page 11

		Female			Male			All students	
		No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
BISE	Bisexual	45,555	*3.3*	*72.9*	16,935	*1.7*	*27.1*	62,485	*2.6*
GAYM	Gay man	180	*0.0*	*0.7*	25,100	*2.5*	*99.3*	25,285	*1.1*
GAYW	Gay woman/lesbian	13,710	*1.0*	*98.2*	245	*0.0*	*1.8*	13,955	*0.6*
HET	Heterosexual	822,830	*60.4*	*57.1*	617,535	*60.6*	*42.9*	1,440,370	*60.5*
OTH	Other	16,905	*1.2*	*62.5*	10,135	*1.0*	*37.5*	27,040	*1.1*
REF	Information refused	97,710	*7.2*	*59.5*	66,390	*6.5*	*40.5*	164,105	*6.9*
BLA	Blank	365,475	*26.8*	*56.4*	282,700	*27.7*	*43.6*	648,175	*27.2*
All	All students	1,362,365	*100.0*	*57.2*	1,019,045	*100.0*	*42.8*	2,381,410	*100.0*

Proportions of UK domiciled students in sexual orientation categories who were BAME



Proportions of students in sexual orientation categories who were female



7.3.1 Institutional return rates for social background

← Social background definition: see page 13

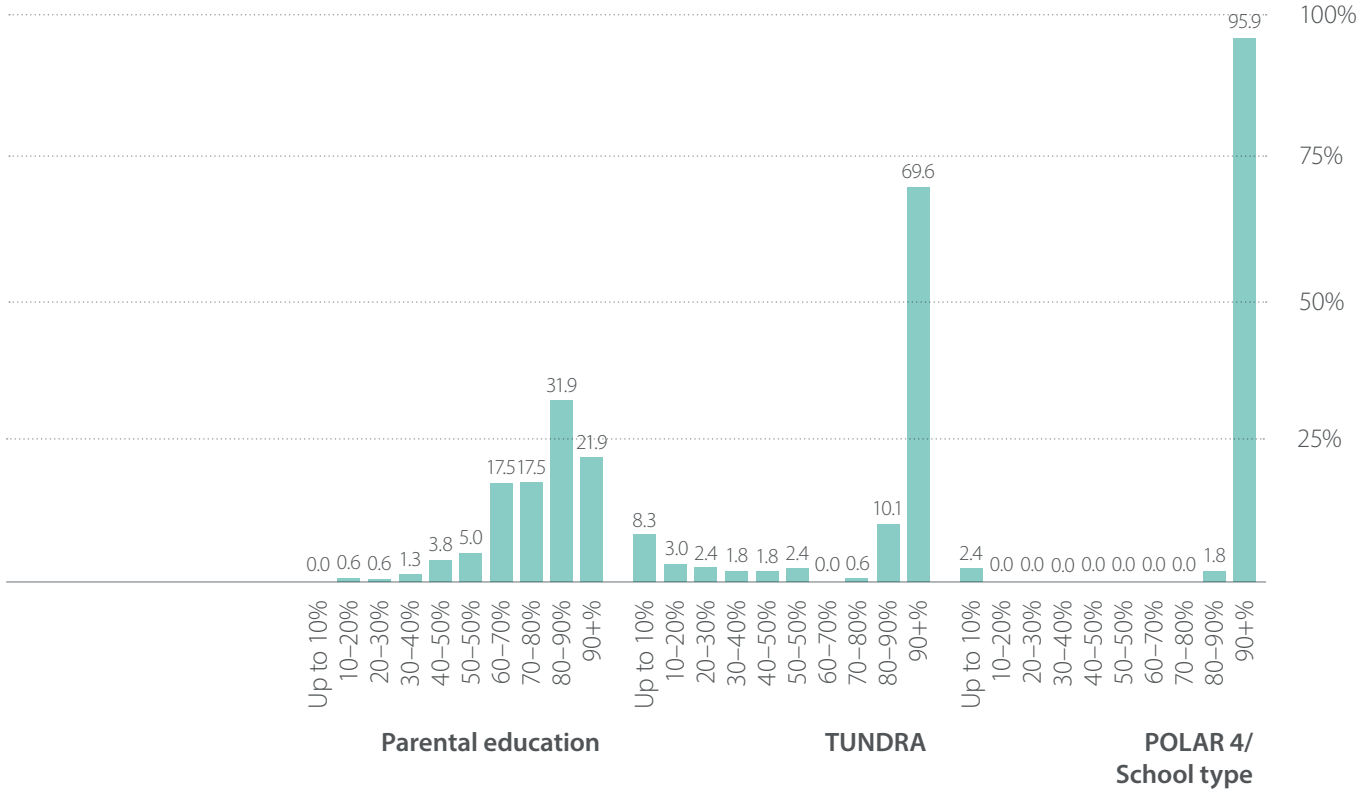
← About the data definition: see page 9

↓% Within all HEIs, the percentage in each return rate band

_↓% Within all HEIs that returned data to HESA, the percentage in each return rate band

	Parental education			TUNDRA			POLAR4/ School type		
	No.	↓%	_↓%	No.	↓%	_↓%	No.	↓%	_↓%
0% (no returns)	9.0	*5.3*	*n/a*	1.0	*0.6*	*n/a*	0.0	*0.0*	*n/a*
up to 10%	0.0	*0.0*	*0.0*	14	*8.3*	*8.3*	4.0	*2.4*	*2.4*
10–20%	1.0	*0.6*	*0.6*	5.0	*3.0*	*3.0*	0.0	*0.0*	*0.0*
20–30%	1.0	*0.6*	*0.6*	4.0	*2.4*	*2.4*	0.0	*0.0*	*0.0*
30–40%	2.0	*1.2*	*1.3*	3.0	*1.8*	*1.8*	0.0	*0.0*	*0.0*
40–50%	6.0	*3.6*	*3.8*	3.0	*1.8*	*1.8*	0.0	*0.0*	*0.0*
50–60%	8.0	*4.7*	*5.0*	4.0	*2.4*	*2.4*	0.0	*0.0*	*0.0*
60–70%	28	*16.6*	*17.5*	0.0	*0.0*	*0.0*	0.0	*0.0*	*0.0*
70–80%	28	*16.6*	*17.5*	1.0	*0.6*	*0.6*	0.0	*0.0*	*0.0*
80–90%	51	*30.2*	*31.9*	17	*10.1*	*10.1*	3.0	*1.8*	*1.8*
90%+	35	*20.7*	*21.9*	117	*69.2*	*69.6*	162	*95.9*	*95.9*
All institutions	169	*100.0*	*100.0*	169	*100.0*	*100.0*	169	*100.0*	*100.0*

Return rates for social background

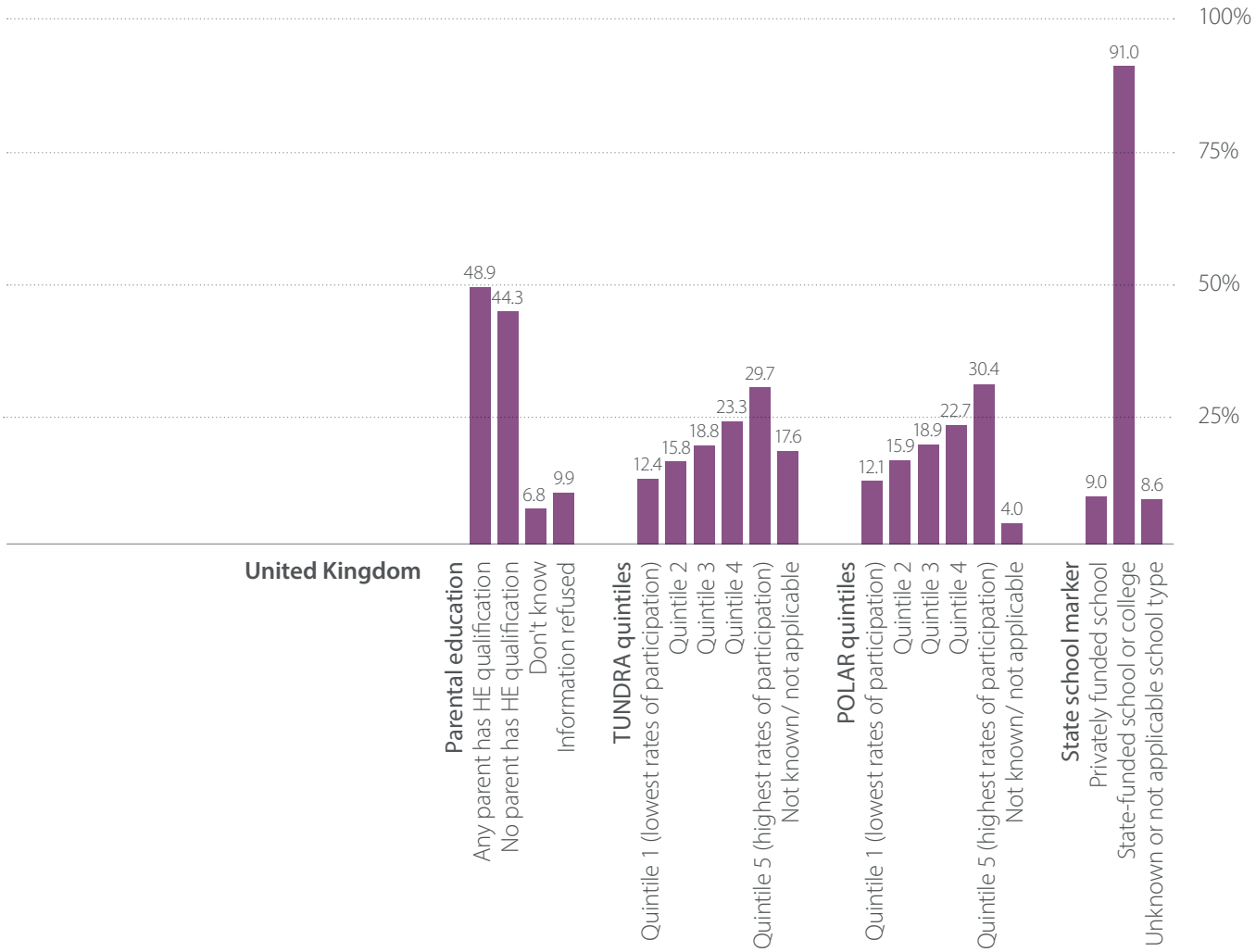


7.3.2 UK domiciled first degree undergraduates by social background

← Social background definition: see page 13
← Domicile definition: see page 14
← Degree attainment definition: see page 16
← Country of institution definition: see page 14

	England		N. Ireland		Scotland		Wales		UK	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Parental education										
Any parent has HE qualification	498,915	*47.6*	12,465	*45.3*	77,945	*58.4*	27,860	*51.6*	617,185	*48.9*
No parent has HE qualification	476,355	*45.5*	11,785	*42.8*	48,695	*36.5*	22,215	*41.1*	559,050	*44.3*
Don't know	72,015	*6.9*	3,285	*11.9*	6,800	*5.1*	3,930	*7.3*	86,025	*6.8*
Information refused	103,865	*9.0*	7,680	*21.8*	7,110	*5.1*	20,195	*27.2*	138,850	*9.9*
TUNDRA quintiles										
Quintile 1 (lowest rates of participation)	138,110	*12.5*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	142,840	*12.4*
Quintile 2	174,575	*15.8*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	182,080	*15.8*
Quintile 3	207,470	*18.8*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	217,450	*18.8*
Quintile 4	257,230	*23.3*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	268,930	*23.3*
Quintile 5 (highest rates of participation)	327,115	*29.6*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	343,250	*29.7*
Not known/not applicable	46,650	*4.1*	n/a	*n/a*	n/a	*n/a*	n/a	*n/a*	246,565	*17.6*
POLAR quintiles										
Quintile 1 (lowest rates of participation)	142,795	*12.6*	n/a	*n/a*	8,090	*5.9*	11,470	*15.6*	162,475	*12.1*
Quintile 2	181,650	*16.0*	n/a	*n/a*	16,480	*12.1*	15,625	*21.3*	213,910	*15.9*
Quintile 3	214,935	*19.0*	n/a	*n/a*	23,510	*17.3*	15,805	*21.5*	254,500	*18.9*
Quintile 4	259,325	*22.9*	n/a	*n/a*	31,365	*23.1*	13,860	*18.9*	304,890	*22.7*
Quintile 5 (highest rates of participation)	335,040	*29.6*	n/a	*n/a*	56,535	*41.6*	16,590	*22.6*	408,690	*30.4*
Not known/not applicable	17,410	*1.5*	n/a	*n/a*	4,575	*3.3*	840	*1.1*	1,344,460	*4.0*
State school marker										
Privately funded school	96,100	*9.2*	305	*0.9*	13,775	*10.5*	4,575	*6.9*	114,755	*9.0*
State-funded school or college	953,525	*90.8*	32,535	*99.1*	117,445	*89.5*	62,125	*93.1*	1,165,625	*91.0*
Unknown or not applicable school type	101,520	*8.8*	2,380	*6.8*	9,335	*6.6*	7,495	*11.2*	120,730	*8.6*

Social background of first degree undergraduate students by country

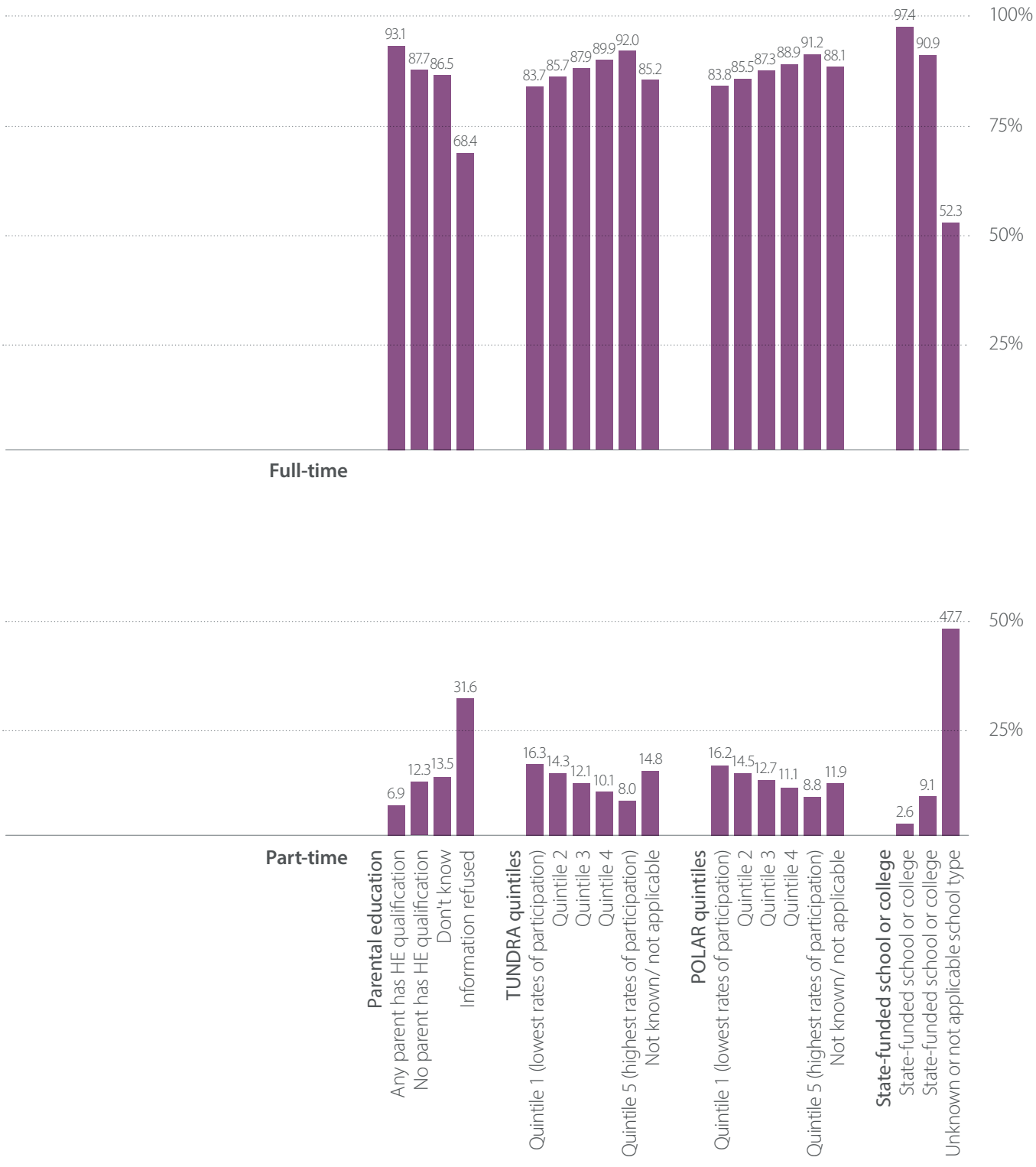


7.3.3 UK domiciled first degree undergraduate students by degree mode and social background

← Mode of study definition: see page 15
← Social background definition: see page 13
← Degree level definition: see page 14
← Domicile definition: see page 14

	Full-time			Part-time			All students	
	No.	↓ %	→ %	No.	↓ %	→ %	No.	↓ %
Parental education								
Any parent has HE qualification	574,575	*50.4*	*93.1*	42,610	*34.6*	*6.9*	617,185	*48.9*
No parent has HE qualification	490,290	*43.0*	*87.7*	68,760	*55.9*	*12.3*	559,050	*44.3*
Don't know	74,390	*6.5*	*86.5*	11,635	*9.5*	*13.5*	86,025	*6.8*
Information refused	94,925	*7.7*	*68.4*	43,925	*26.3*	*31.6*	138,850	*9.9*
TUNDRA quintiles								
Quintile 1 (lowest rates of participation)	119,485	*11.7*	*83.7*	23,350	*17.9*	*16.3*	142,840	*12.4*
Quintile 2	156,110	*15.2*	*85.7*	25,970	*19.9*	*14.3*	182,080	*15.8*
Quintile 3	191,235	*18.7*	*87.9*	26,215	*20.1*	*12.1*	217,450	*18.8*
Quintile 4	241,740	*23.6*	*89.9*	27,190	*20.9*	*10.1*	268,930	*23.3*
Quintile 5 (highest rates of participation)	315,620	*30.8*	*92.0*	27,630	*21.2*	*8.0*	343,250	*29.7*
Not known/not applicable	209,990	*17.0*	*85.2*	36,575	*21.9*	*14.8*	246,565	*17.6*
POLAR4 quintiles								
Quintile 1 (lowest rates of participation)	136,180	*11.5*	*83.8*	26,295	*16.5*	*16.2*	162,475	*12.1*
Quintile 2	182,850	*15.4*	*85.5*	31,060	*19.5*	*14.5*	213,910	*15.9*
Quintile 3	222,095	*18.7*	*87.3*	32,405	*20.3*	*12.7*	254,500	*18.9*
Quintile 4	270,925	*22.9*	*88.9*	33,965	*21.3*	*11.1*	304,890	*22.7*
Quintile 5 (highest rates of participation)	372,925	*31.5*	*91.2*	35,765	*22.4*	*8.8*	408,690	*30.4*
Not known/not applicable	49,210	*4.0*	*88.1*	166,930	*4.5*	*11.9*	56,650	*4.0*
State school marker								
Privately funded school	111,790	*9.5*	*97.4*	2,965	*2.7*	*2.6*	114,755	*9.0*
State-funded school or college	1,059,280	*90.5*	*90.9*	106,345	*97.3*	*9.1*	1,165,625	*91.0*
Unknown or not applicable school type	63,110	*5.1*	*52.3*	57,620	*34.5*	*47.7*	120,730	*8.6*

UK domiciled first degree undergraduates by degree mode and social background

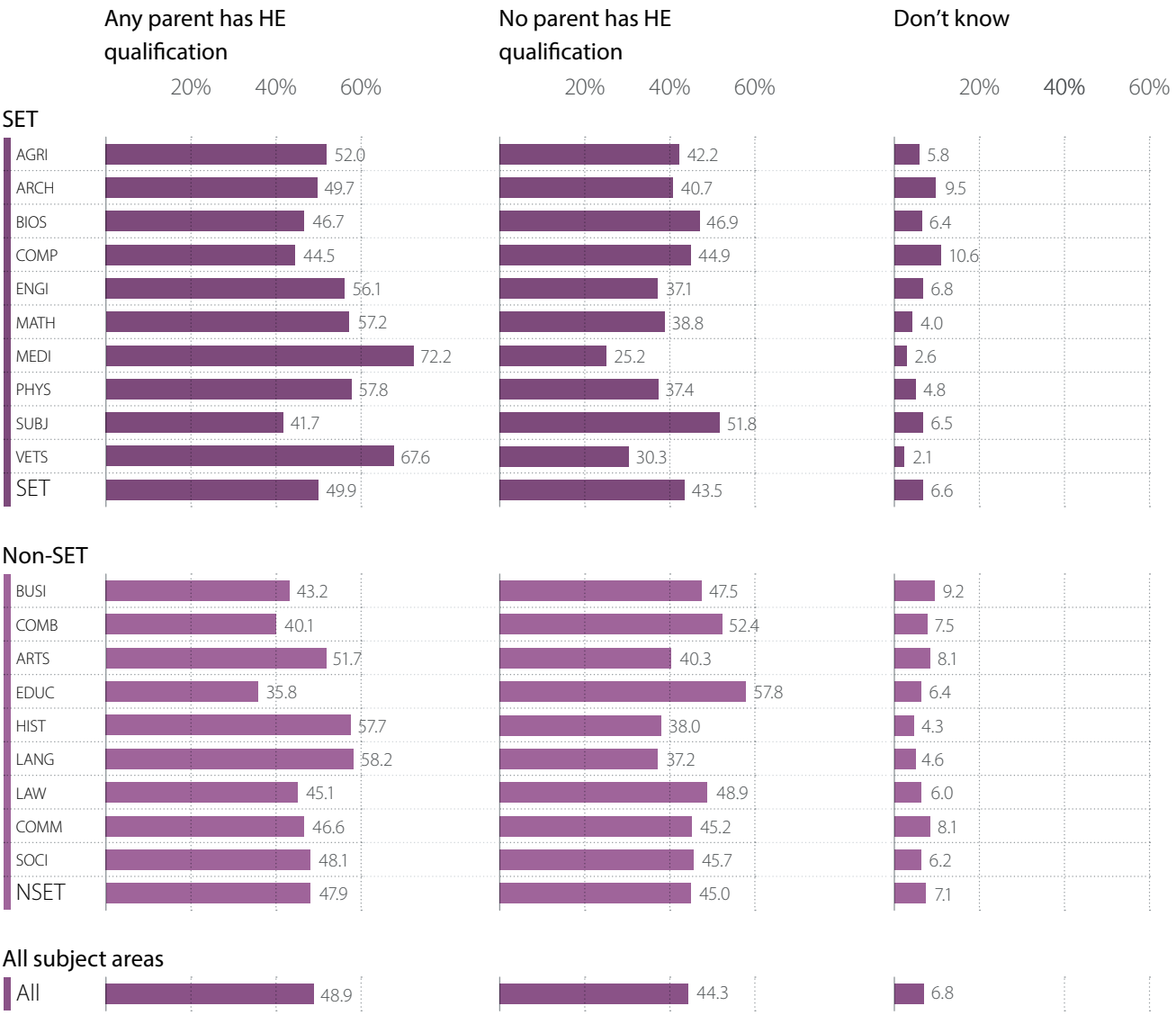


7.3.4 UK domiciled first degree undergraduate students by subject area and social background

← Degree level definition: see page 14
← Subject areas definition: see page 15
← Social background definition: see page 13
← Domicile definition: see page 14

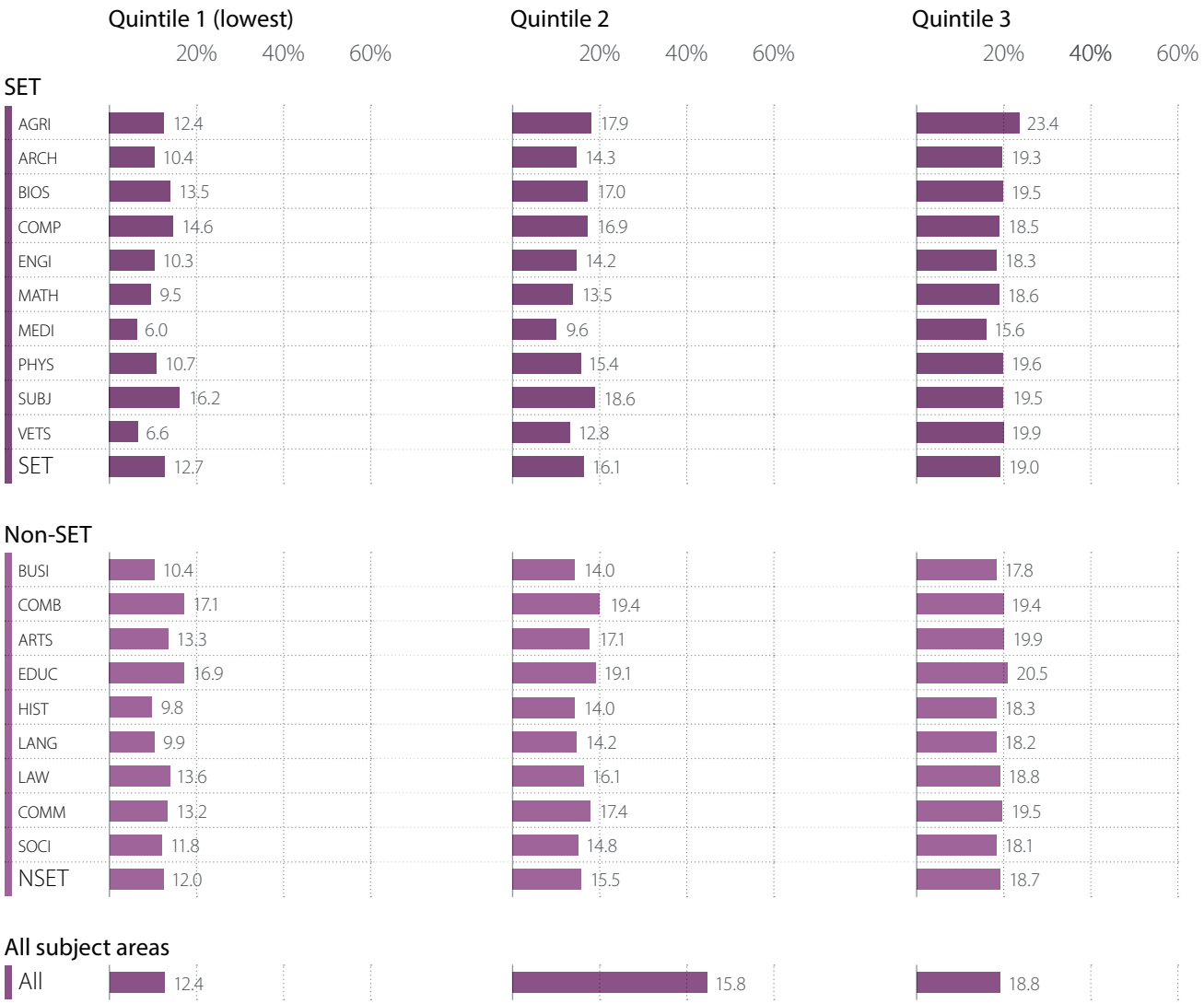
	Parental education	Any parent has HE qualification		No parent has HE qualification		Don't know	
		No.	→ %	No.	→ %	No.	→ %
SET							
AGRI	Agriculture, related subjects	4,400	*52.0*	3,575	*42.2*	490	*5.8*
ARCH	Architecture, building, planning	12,985	*49.7*	10,640	*40.7*	2,490	*9.5*
BIOS	Biological sciences	70,860	*46.7*	71,135	*46.9*	9,785	*6.4*
COMP	Computer science	29,285	*44.5*	29,485	*44.9*	6,970	*10.6*
ENGI	Engineering, technology	44,390	*56.1*	29,330	*37.1*	5,415	*6.8*
MATH	Mathematical sciences	15,915	*57.2*	10,780	*38.8*	1,110	*4.0*
MEDI	Medicine, dentistry	27,155	*72.2*	9,485	*25.2*	960	*2.6*
PHYS	Physical sciences	33,275	*57.8*	21,505	*37.4*	2,775	*4.8*
SUBJ	Subjects allied to medicine	61,485	*41.7*	76,395	*51.8*	9,635	*6.5*
VETS	Veterinary science	3,040	*67.6*	1,365	*30.3*	95	*2.1*
SET	SET total	302,790	*49.9*	263,695	*43.5*	39,730	*6.6*
Non-SET							
BUSI	Business, administrative studies	67,220	*43.2*	73,935	*47.5*	14,380	*9.2*
COMB	Combined	4,265	*40.1*	5,570	*52.4*	795	*7.5*
ARTS	Creative arts, design	59,195	*51.7*	46,130	*40.3*	9,225	*8.1*
EDUC	Education	16,950	*35.8*	27,335	*57.8*	3,030	*6.4*
HIST	Historical, philosophical studies	29,830	*57.7*	19,680	*38.0*	2,225	*4.3*
LANG	Languages	35,135	*58.2*	22,460	*37.2*	2,770	*4.6*
LAW	Law	23,660	*45.1*	25,675	*48.9*	3,150	*6.0*
COMM	Mass comms, documentation	13,470	*46.6*	13,065	*45.2*	2,345	*8.1*
SOCI	Social studies	64,665	*48.1*	61,505	*45.7*	8,375	*6.2*
NSET	Non-SET total	314,395	*47.9*	295,360	*45.0*	46,290	*7.1*
All subject areas							
All	All subject areas	617,185	*48.9*	559,050		86,025	*6.8*

UK domiciled first degree undergraduates by subject area and social background



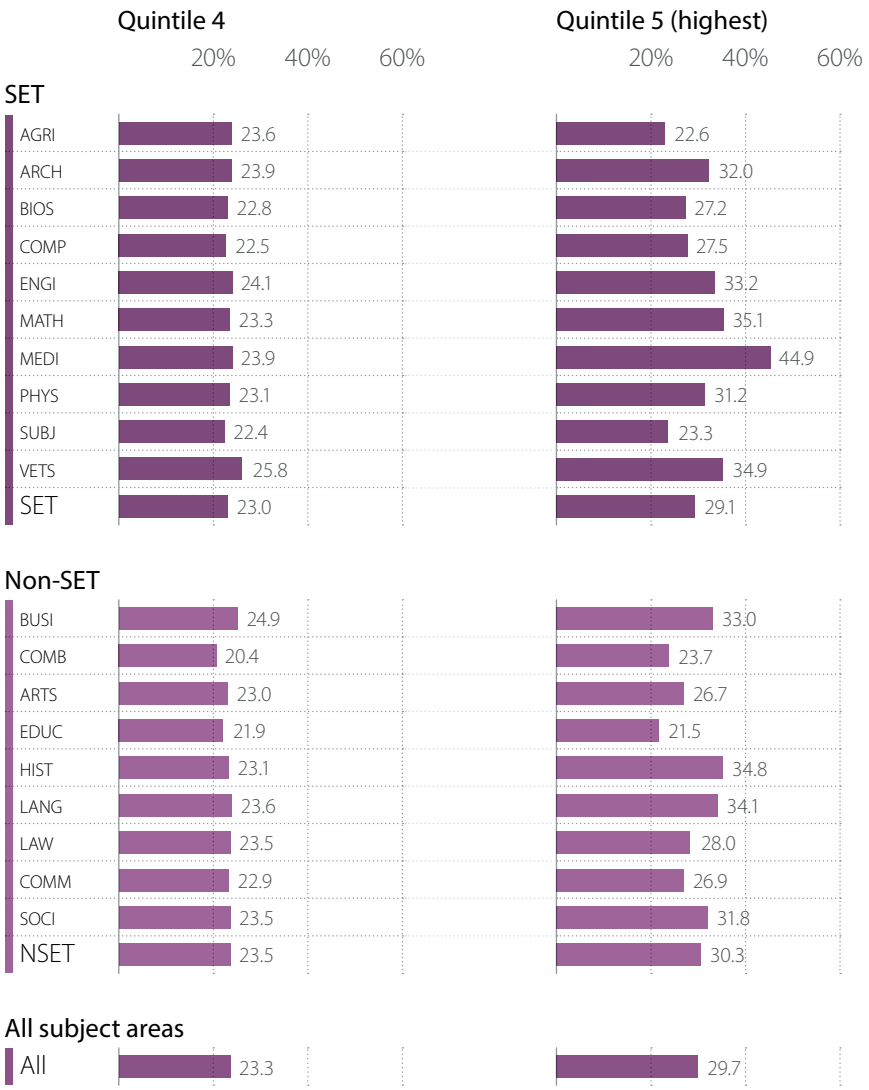
	TUNDRA	Quintile 1 (lowest)		Quintile 2		Quintile 3	
		No.	→ %	No.	→ %	No.	→ %
SET							
AGRI	Agriculture, related subjects	925	*12.4*	1,335	*17.9*	1,745	*23.4*
ARCH	Architecture, building, planning	2,380	*10.4*	3,245	*14.3*	4,405	*19.3*
BIOS	Biological sciences	19,265	*13.5*	24,190	*17.0*	27,715	*19.5*
COMP	Computer science	8,625	*14.6*	9,985	*16.9*	10,950	*18.5*
ENGI	Engineering, technology	7,045	*10.3*	9,705	*14.2*	12,520	*18.3*
MATH	Mathematical sciences	2,530	*9.5*	3,580	*13.5*	4,940	*18.6*
MEDI	Medicine, dentistry	2,020	*6.0*	3,225	*9.6*	5,255	*15.6*
PHYS	Physical sciences	5,585	*10.7*	8,065	*15.4*	10,240	*19.6*
SUBJ	Subjects allied to medicine	20,705	*16.2*	23,705	*18.6*	24,870	*19.5*
VETS	Veterinary science	255	*6.6*	495	*12.8*	770	*19.9*
SET	SET total	69,335	*12.7*	87,530	*16.1*	103,415	*19.0*
Non-SET							
BUSI	Business, administrative studies	15,040	*10.4*	20,180	*14.0*	25,750	*17.8*
COMB	Combined	1,885	*17.1*	2,145	*19.4*	2,150	*19.4*
ARTS	Creative arts, design	14,380	*13.3*	18,470	*17.1*	21,510	*19.9*
EDUC	Education	6,950	*16.9*	7,850	*19.1*	8,430	*20.5*
HIST	Historical, philosophical studies	4,720	*9.8*	6,755	*14.0*	8,810	*18.3*
LANG	Languages	5,615	*9.9*	8,090	*14.2*	10,340	*18.2*
LAW	Law	6,525	*13.6*	7,760	*16.1*	9,045	*18.8*
COMM	Mass comms, documentation	3,560	*13.2*	4,700	*17.4*	5,260	*19.5*
SOCI	Social studies	14,830	*11.8*	18,595	*14.8*	22,750	*18.1*
NSET	Non-SET total	73,505	*12.0*	94,550	*15.5*	114,035	*18.7*
All subject areas							
All	All subject areas	142,840	*12.4*	182,080	*15.8*	217,450	*18.8*

UK domiciled first degree undergraduates by subject area and social background



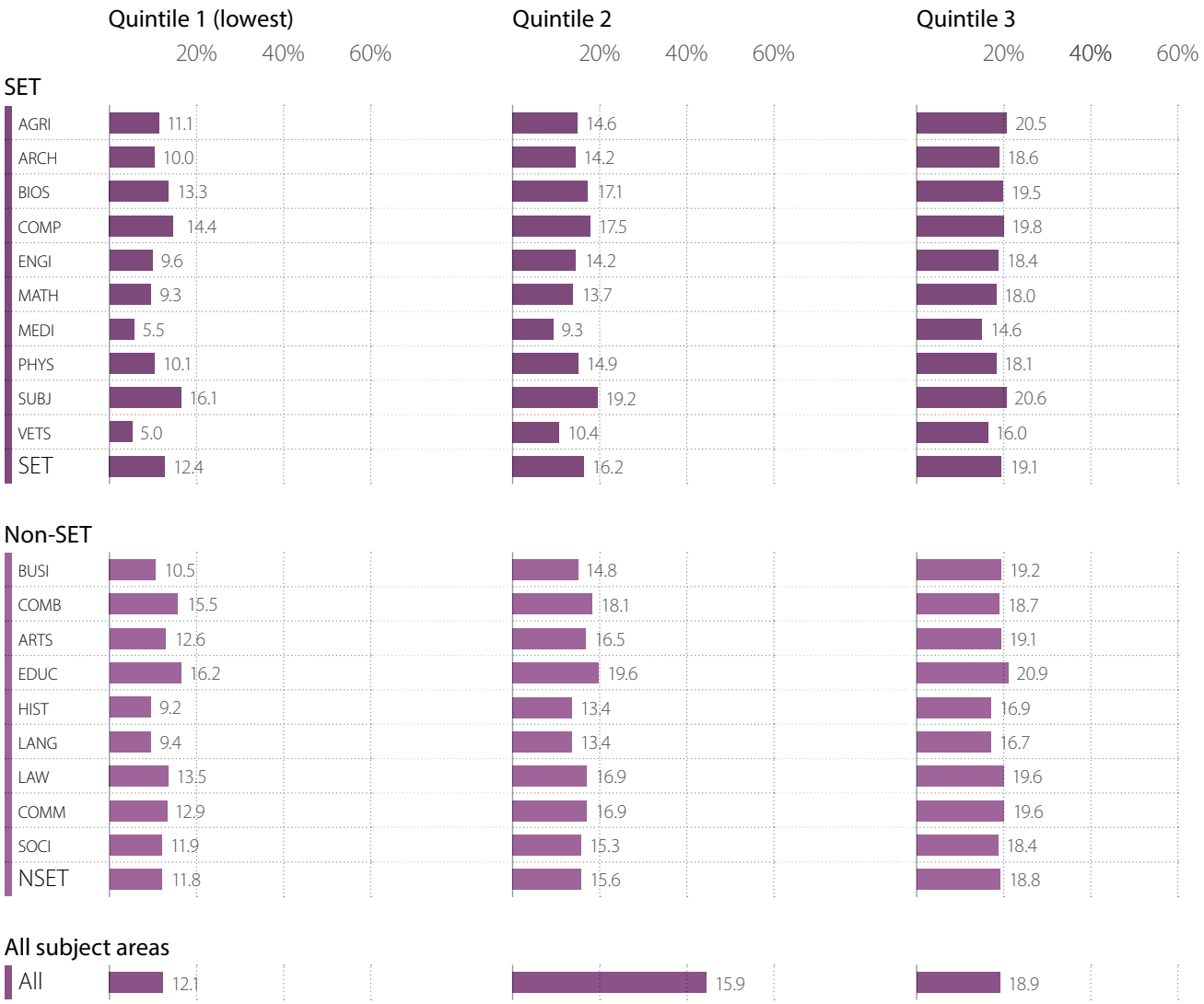
	TUNDRA	Quintile 4		Quintile 5 (highest)	
		No.	→ %	No.	→ %
SET					
AGRI	Agriculture, related subjects	1,755	*23.6*	1,685	*22.6*
ARCH	Architecture, building, planning	5,450	*23.9*	7,295	*32.0*
BIOS	Biological sciences	32,415	*22.8*	38,740	*27.2*
COMP	Computer science	13,325	*22.5*	16,270	*27.5*
ENGI	Engineering, technology	16,490	*24.1*	22,695	*33.2*
MATH	Mathematical sciences	6,205	*23.3*	9,335	*35.1*
MEDI	Medicine, dentistry	8,030	*23.9*	15,120	*44.9*
PHYS	Physical sciences	12,075	*23.1*	16,280	*31.2*
SUBJ	Subjects allied to medicine	28,635	*22.4*	29,715	*23.3*
VETS	Veterinary science	995	*25.8*	1,345	*34.9*
SET	SET total	125,380	*23.0*	158,480	*29.1*
Non-SET					
BUSI	Business, administrative studies	35,970	*24.9*	47,715	*33.0*
COMB	Combined	2,255	*20.4*	2,615	*23.7*
ARTS	Creative arts, design	24,825	*23.0*	28,815	*26.7*
EDUC	Education	8,975	*21.9*	8,835	*21.5*
HIST	Historical, philosophical studies	11,160	*23.1*	16,795	*34.8*
LANG	Languages	13,385	*23.6*	19,370	*34.1*
LAW	Law	11,315	*23.5*	13,460	*28.0*
COMM	Mass comms, documentation	6,185	*22.9*	7,270	*26.9*
SOCI	Social studies	29,485	*23.5*	39,900	*31.8*
NSET	Non-SET total	143,550	*23.5*	184,770	*30.3*
All subject areas					
All	All subject areas	268,930	*23.3*	343,250	*29.7*

UK domiciled first degree undergraduates by subject area and social background



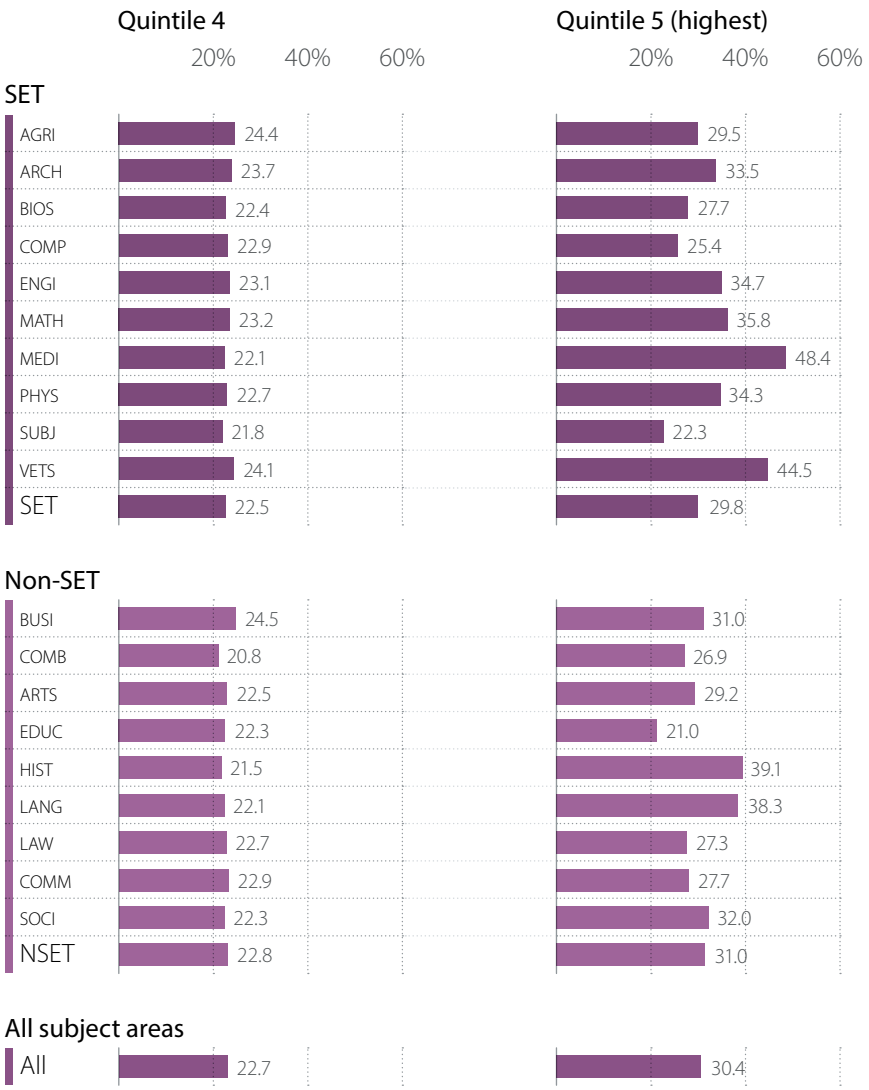
	POLAR4	Quintile 1 (lowest)		Quintile 2		Quintile 3	
		No.	→ %	No.	→ %	No.	→ %
SET							
AGRI	Agriculture, related subjects	975	*11.1*	1,285	*14.6*	1,800	*20.5*
ARCH	Architecture, building, planning	2,715	*10.0*	3,845	*14.2*	5,050	*18.6*
BIOS	Biological sciences	21,855	*13.3*	28,210	*17.1*	32,045	*19.5*
COMP	Computer science	10,100	*14.4*	12,210	*17.5*	13,860	*19.8*
ENGI	Engineering, technology	8,000	*9.6*	11,900	*14.2*	15,435	*18.4*
MATH	Mathematical sciences	2,805	*9.3*	4,150	*13.7*	5,430	*18.0*
MEDI	Medicine, dentistry	2,160	*5.5*	3,635	*9.3*	5,710	*14.6*
PHYS	Physical sciences	6,155	*10.1*	9,115	*14.9*	11,080	*18.1*
SUBJ	Subjects allied to medicine	24,450	*16.1*	29,125	*19.2*	31,310	*20.6*
VETS	Veterinary science	230	*5.0*	470	*10.4*	725	*16.0*
SET	SET total	79,430	*12.4*	103,945	*16.2*	122,455	*19.1*
Non-SET							
BUSI	Business, administrative studies	17,455	*10.5*	24,620	*14.8*	31,920	*19.2*
COMB	Combined	2,120	*15.5*	2,480	*18.1*	2,555	*18.7*
ARTS	Creative arts, design	15,465	*12.6*	20,240	*16.5*	23,460	*19.1*
EDUC	Education	8,155	*16.2*	9,890	*19.6*	10,505	*20.9*
HIST	Historical, philosophical studies	5,115	*9.2*	7,475	*13.4*	9,450	*16.9*
LANG	Languages	6,110	*9.4*	8,690	*13.4*	10,820	*16.7*
LAW	Law	7,620	*13.5*	9,495	*16.9*	11,055	*19.6*
COMM	Mass comms, documentation	3,870	*12.9*	5,070	*16.9*	5,890	*19.6*
SOCI	Social studies	17,130	*11.9*	22,000	*15.3*	26,390	*18.4*
NSET	Non-SET total	83,045	*11.8*	109,965	*15.6*	132,045	*18.8*
All subject areas							
All	All subject areas	162,475	*12.1*	213,910	*15.9*	254,500	*18.9*

UK domiciled first degree undergraduates by subject area and social background



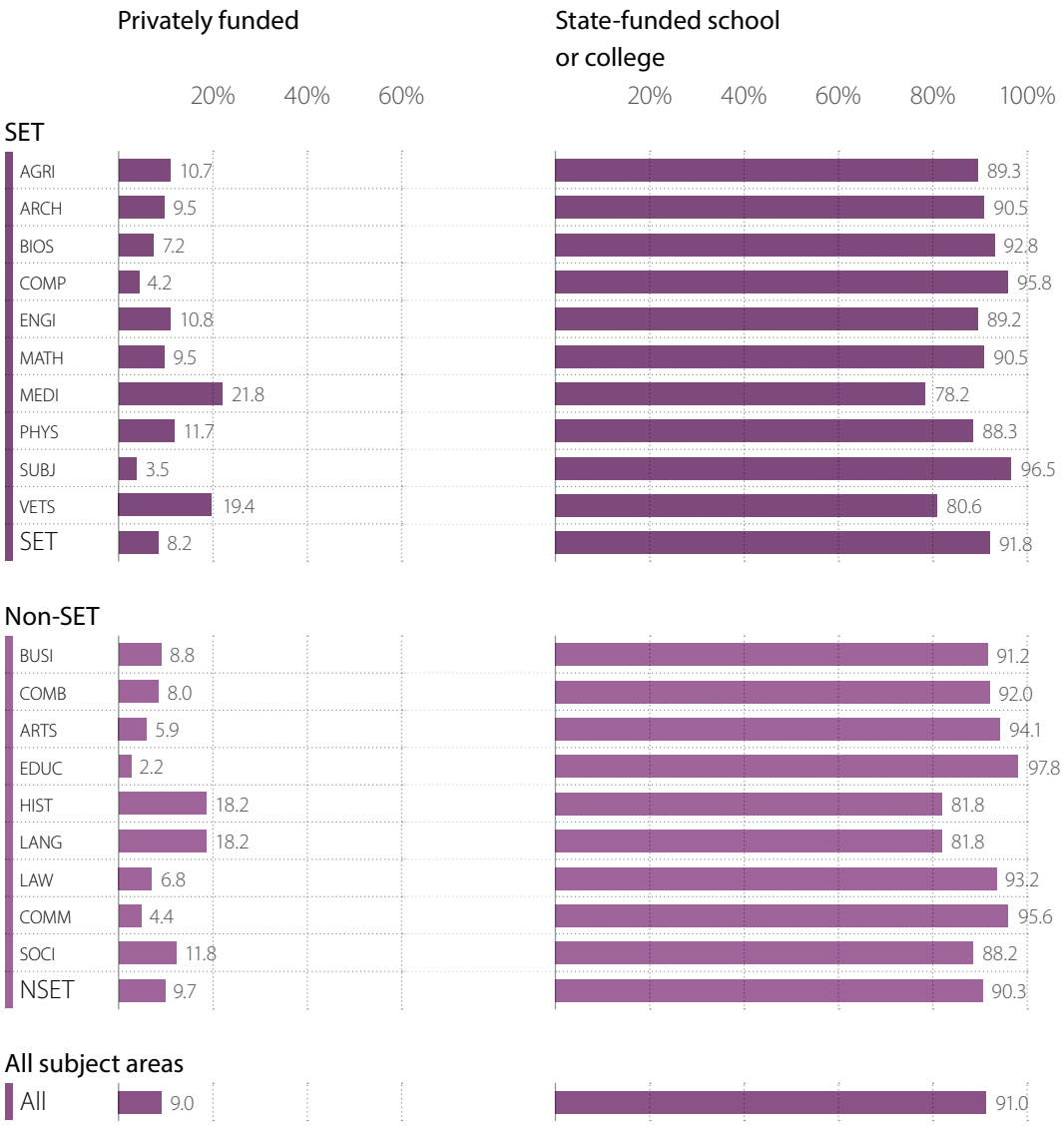
	POLAR4	Quintile 4		Quintile 5 (highest)	
		No.	→ %	No.	→ %
SET					
AGRI	Agriculture, related subjects	2,150	*24.4*	2,590	*29.5*
ARCH	Architecture, building, planning	6,415	*23.7*	9,090	*33.5*
BIOS	Biological sciences	36,870	*22.4*	45,635	*27.7*
COMP	Computer science	15,990	*22.9*	17,780	*25.4*
ENGI	Engineering, technology	19,330	*23.1*	29,005	*34.7*
MATH	Mathematical sciences	6,995	*23.2*	10,820	*35.8*
MEDI	Medicine, dentistry	8,620	*22.1*	18,855	*48.4*
PHYS	Physical sciences	13,870	*22.7*	20,985	*34.3*
SUBJ	Subjects allied to medicine	33,100	*21.8*	33,940	*22.3*
VETS	Veterinary science	1,090	*24.1*	2,020	*44.5*
SET	SET total	144,425	*22.5*	190,720	*29.8*
Non-SET					
BUSI	Business, administrative studies	40,680	*24.5*	51,550	*31.0*
COMB	Combined	2,850	*20.8*	3,685	*26.9*
ARTS	Creative arts, design	27,630	*22.5*	35,825	*29.2*
EDUC	Education	11,235	*22.3*	10,580	*21.0*
HIST	Historical, philosophical studies	12,005	*21.5*	21,835	*39.1*
LANG	Languages	14,305	*22.1*	24,810	*38.3*
LAW	Law	12,780	*22.7*	15,385	*27.3*
COMM	Mass comms, documentation	6,905	*22.9*	8,345	*27.7*
SOCI	Social studies	32,075	*22.3*	45,950	*32.0*
NSET	Non-SET total	160,465	*22.8*	217,970	*31.0*
All subject areas					
All	All subject areas	304,890	*22.7*	408,690	*30.4*

UK domiciled first degree undergraduates by subject area and social background



	School type	Privately funded		State-funded school or college		All students	
		No.	→ %	No.	→ %	No.	→ %
SET							
AGRI	Agriculture, related subjects	965	*10.7*	8,070	*89.3*	9,375	*0.7*
ARCH	Architecture, building, planning	2,515	*9.5*	23,950	*90.5*	28,515	*2.0*
BIOS	Biological sciences	11,125	*7.2*	143,935	*92.8*	169,735	*12.1*
COMP	Computer science	2,785	*4.2*	63,530	*95.8*	74,825	*5.3*
ENGI	Engineering, technology	8,750	*10.8*	72,655	*89.2*	87,850	*6.3*
MATH	Mathematical sciences	2,730	*9.5*	26,130	*90.5*	31,190	*2.2*
MEDI	Medicine, dentistry	8,500	*21.8*	30,435	*78.2*	41,205	*2.9*
PHYS	Physical sciences	7,040	*11.7*	52,930	*88.3*	63,085	*4.5*
SUBJ	Subjects allied to medicine	5,175	*3.5*	143,260	*96.5*	160,190	*11.4*
VETS	Veterinary science	875	*19.4*	3,630	*80.6*	4,740	*0.3*
SET	SET total	50,460	*8.2*	568,525	*91.8*	670,705	*47.9*
Non-SET							
BUSI	Business, administrative studies	13,115	*8.8*	135,085	*91.2*	9,375	*12.4*
COMB	Combined	745	*8.0*	8,585	*92.0*	28,515	*1.0*
ARTS	Creative arts, design	7,015	*5.9*	112,720	*94.1*	169,735	*9.0*
EDUC	Education	1,060	*2.2*	45,995	*97.8*	74,825	*3.8*
HIST	Historical, philosophical studies	9,785	*18.2*	44,005	*81.8*	87,850	*4.1*
LANG	Languages	11,405	*18.2*	51,290	*81.8*	31,190	*4.8*
LAW	Law	3,630	*6.8*	49,715	*93.2*	41,205	*4.2*
COMM	Mass comms, documentation	1,320	*4.4*	28,790	*95.6*	63,085	*2.2*
SOCI	Social studies	16,220	*11.8*	120,920	*88.2*	160,190	*10.6*
NSET	Non-SET total	64,295	*9.7*	597,105	*90.3*	4,740	*52.1*
All subject areas							
All	All subject areas	114,755	*9.0*	1,165,625	*91.0*	1,401,115	*100.0*

UK domiciled first degree undergraduates by subject area and social background

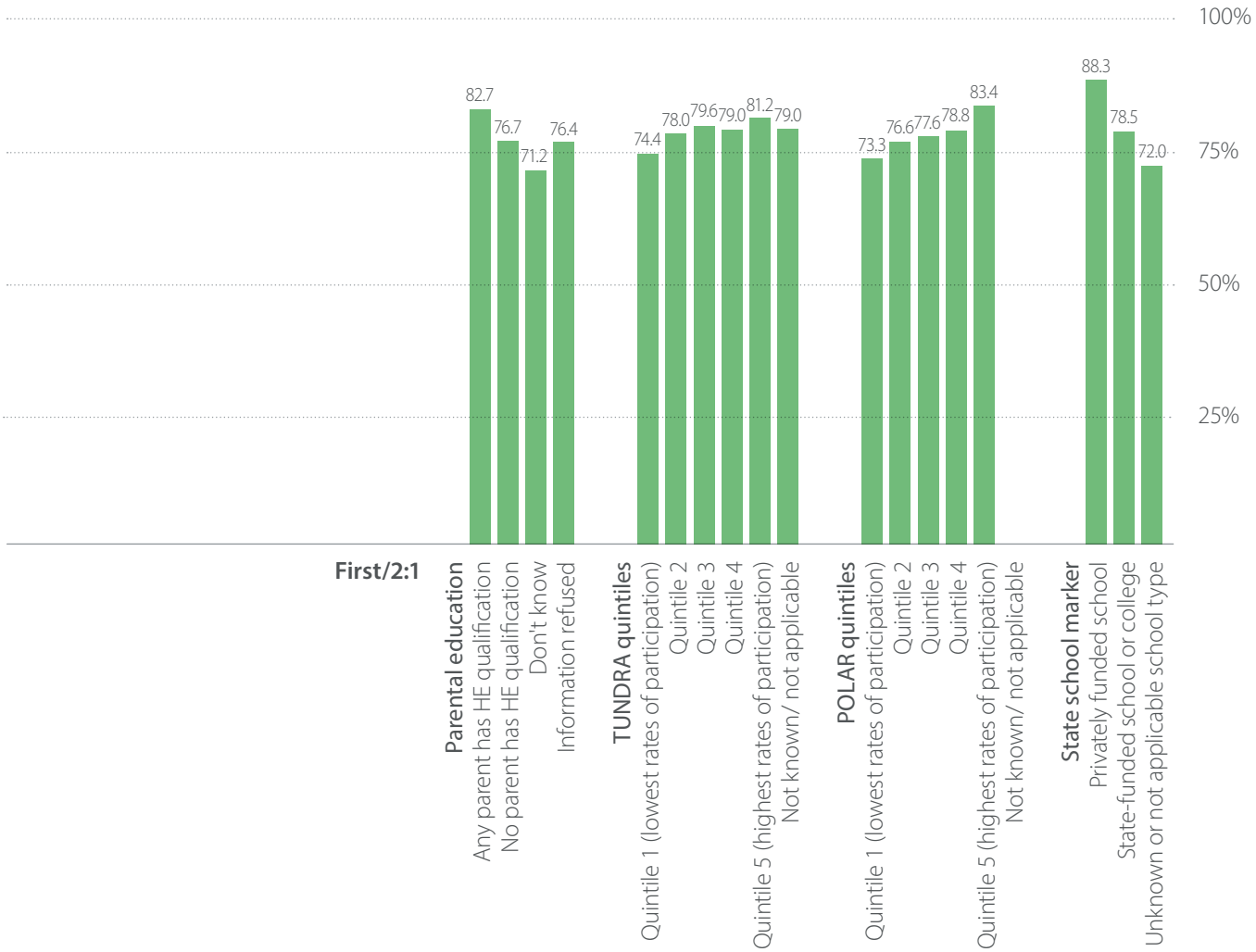


7.3.5 UK domiciled first degree undergraduate qualifiers by degree class and social background

← Degree level definition: see page 14
← Social background definition: see page 13
← Qualifiers definition: see page 16
← Degree attainment definition: see page 16
← Domicile definition: see page 14

	First/2:1			First		2:1		2:2		Third/Pass		All	
	No.	↓ %	→ %	No.	→ %	No.	→ %	No.	→ %	No.	→ %	No.	↓ %
Parental education													
Any parent has HE qualification	115,800	*51.9*	*82.7*	44,460	*31.7*	71,340	*50.9*	20,785	*14.8*	3,500	*2.5*	140,085	*49.9*
No parent has HE qualification	94,255	*42.3*	*76.7*	33,580	*27.3*	60,675	*49.4*	23,960	*19.5*	4,595	*3.7*	122,810	*43.7*
Don't know	12,890	*5.8*	*71.2*	4,335	*23.9*	8,555	*47.3*	4,250	*23.5*	960	*5.3*	18,095	*6.4*
Information refused	19,815	*8.2*	*76.4*	7,175	*27.7*	12,640	*48.7*	5,055	*19.5*	1,075	*4.2*	25,945	*8.5*
TUNDRA quintiles													
Quintile 1 (lowest participation)	21,965	*10.7*	*74.4*	7,765	*26.3*	14,200	*48.1*	6,255	*21.2*	1,315	*4.4*	29,535	*11.4*
Quintile 2	31,425	*15.3*	*78.0*	11,710	*29.0*	19,715	*48.9*	7,370	*18.3*	1,520	*3.8*	40,310	*15.5*
Quintile 3	39,520	*19.2*	*79.6*	15,120	*30.5*	24,400	*49.2*	8,400	*16.9*	1,700	*3.4*	49,620	*19.1*
Quintile 4	48,140	*23.4*	*79.0*	18,050	*29.6*	30,090	*49.4*	10,830	*17.8*	1,990	*3.3*	60,955	*23.5*
Quintile 5 (highest participation)	64,520	*31.4*	*81.2*	24,230	*30.5*	40,290	*50.7*	12,650	*15.9*	2,275	*2.9*	79,445	*30.6*
Not known/not applicable	37,190	*15.3*	*79.0*	4,335	*23.9*	4,335	*23.9*	4,335	*23.9*	4,335	*23.9*	4,335	*23.9*
POLAR quintiles													
Quintile 1 (lowest participation)	24,270	*10.4*	*73.3*	8,410	*25.4*	15,860	*47.9*	7,305	*22.0*	1,545	*4.7*	33,120	*11.3*
Quintile 2	35,030	*15.1*	*76.6*	12,670	*27.7*	22,360	*48.9*	8,930	*19.5*	1,800	*3.9*	45,760	*15.5*
Quintile 3	42,855	*18.4*	*77.6*	15,865	*28.7*	26,990	*48.8*	10,305	*18.7*	2,090	*3.8*	55,250	*18.8*
Quintile 4	53,040	*22.8*	*78.8*	19,740	*29.3*	33,300	*49.4*	12,020	*17.8*	2,280	*3.4*	67,340	*22.9*
Quintile 5 (highest participation)	77,375	*33.3*	*83.4*	29,420	*31.7*	47,950	*51.7*	13,315	*14.3*	2,135	*2.3*	92,825	*31.5*
State school marker													
Privately funded school	24,350	*10.5*	*88.3*	8,600	*31.2*	15,750	*57.1*	2,875	*10.4*	350	*1.3*	27,575	*9.5*
State-funded school or college	207,000	*89.5*	*78.5*	76,315	*29.0*	130,685	*49.6*	47,720	*18.1*	8,805	*3.3*	263,525	*90.5*
Unknown/not applicable school	11,405	*4.7*	*72.0*	4,635	*29.3*	6,770	*42.8*	3,450	*21.8*	980	*6.2*	15,835	*5.2*
All students	242,755	*100*	*79.1*	89,550	*29.2*	153,210	*49.9*	54,050	*17.6*	10,135	*3.3*	306,940	*100.0*

UK domiciled undergraduate qualifiers by degree class and social background

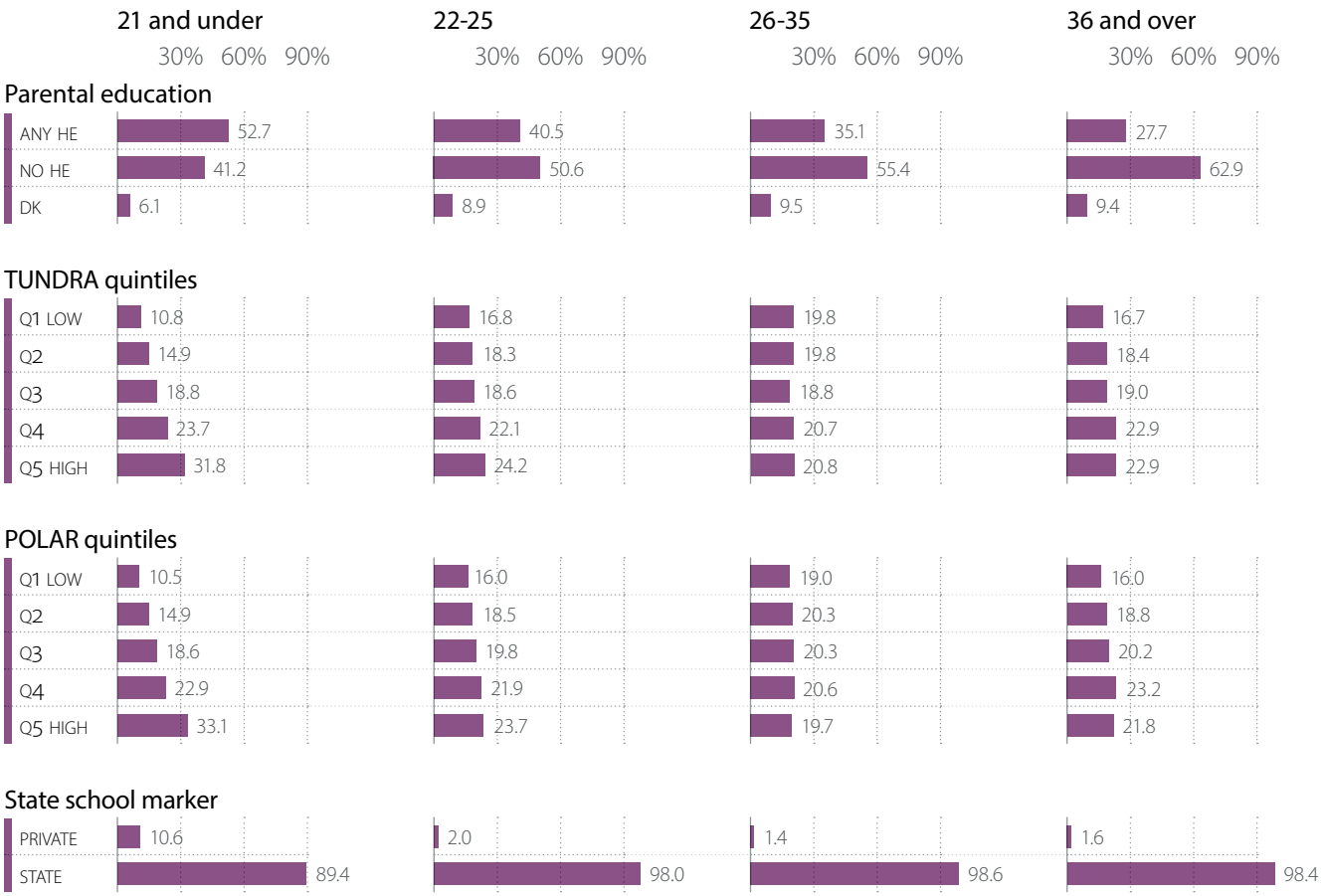


7.3.6 UK domiciled first degree undergraduate students by social background and age

← Degree level definition: see page 14
← Social background definition: see page 13
← Age definition: see page 10
← Domicile definition: see page 14

	21 and under		22-25		26-35		36 and over		All	
	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %	No.	↓ %
Parental education										
Any parent has HE qualification	523,385	*52.7*	38,610	*40.5*	34,515	*35.1*	20,675	*27.7*	617,185	*48.9*
No parent has HE qualification	409,280	*41.2*	48,265	*50.6*	54,580	*55.4*	46,920	*62.9*	559,050	*44.3*
Don't know	61,095	*6.1*	8,525	*8.9*	9,355	*9.5*	7,050	*9.4*	86,025	*6.8*
TUNDRA quintiles										
Quintile 1 (lowest participation)	96,575	*10.8*	15,165	*16.8*	18,825	*19.8*	12,275	*16.7*	142,840	*12.4*
Quintile 2	133,280	*14.9*	16,525	*18.3*	18,795	*19.8*	13,470	*18.4*	182,075	*15.8*
Quintile 3	168,895	*18.8*	16,745	*18.6*	17,845	*18.8*	13,965	*19.0*	217,450	*18.8*
Quintile 4	212,460	*23.7*	19,945	*22.1*	19,695	*20.7*	16,830	*22.9*	268,930	*23.3*
Quintile 5 (highest participation)	284,860	*31.8*	21,785	*24.2*	19,790	*20.8*	16,810	*22.9*	343,240	*29.7*
POLAR quintiles										
Quintile 1 (lowest participation)	108,350	*10.5*	17,390	*16.0*	22,315	*19.0*	14,415	*16.0*	162,475	*12.1*
Quintile 2	153,135	*14.9*	20,130	*18.5*	23,725	*20.3*	16,920	*18.8*	213,910	*15.9*
Quintile 3	190,920	*18.6*	21,530	*19.8*	23,830	*20.3*	18,215	*20.2*	254,495	*18.9*
Quintile 4	235,960	*22.9*	23,860	*21.9*	24,175	*20.6*	20,885	*23.2*	304,880	*22.7*
Quintile 5 (highest participation)	340,145	*33.1*	25,795	*23.7*	23,110	*19.7*	19,635	*21.8*	408,685	*30.4*
State school marker										
Privately funded school	110,800	*10.6*	1,800	*2.0*	1,165	*1.4*	990	*1.6*	114,755	*9.0*
State-funded school or college	930,130	*89.4*	88,475	*98.0*	84,355	*98.6*	62,645	*98.4*	1,165,610	*91.0*

UK domiciled first degree undergraduates by social background and age group

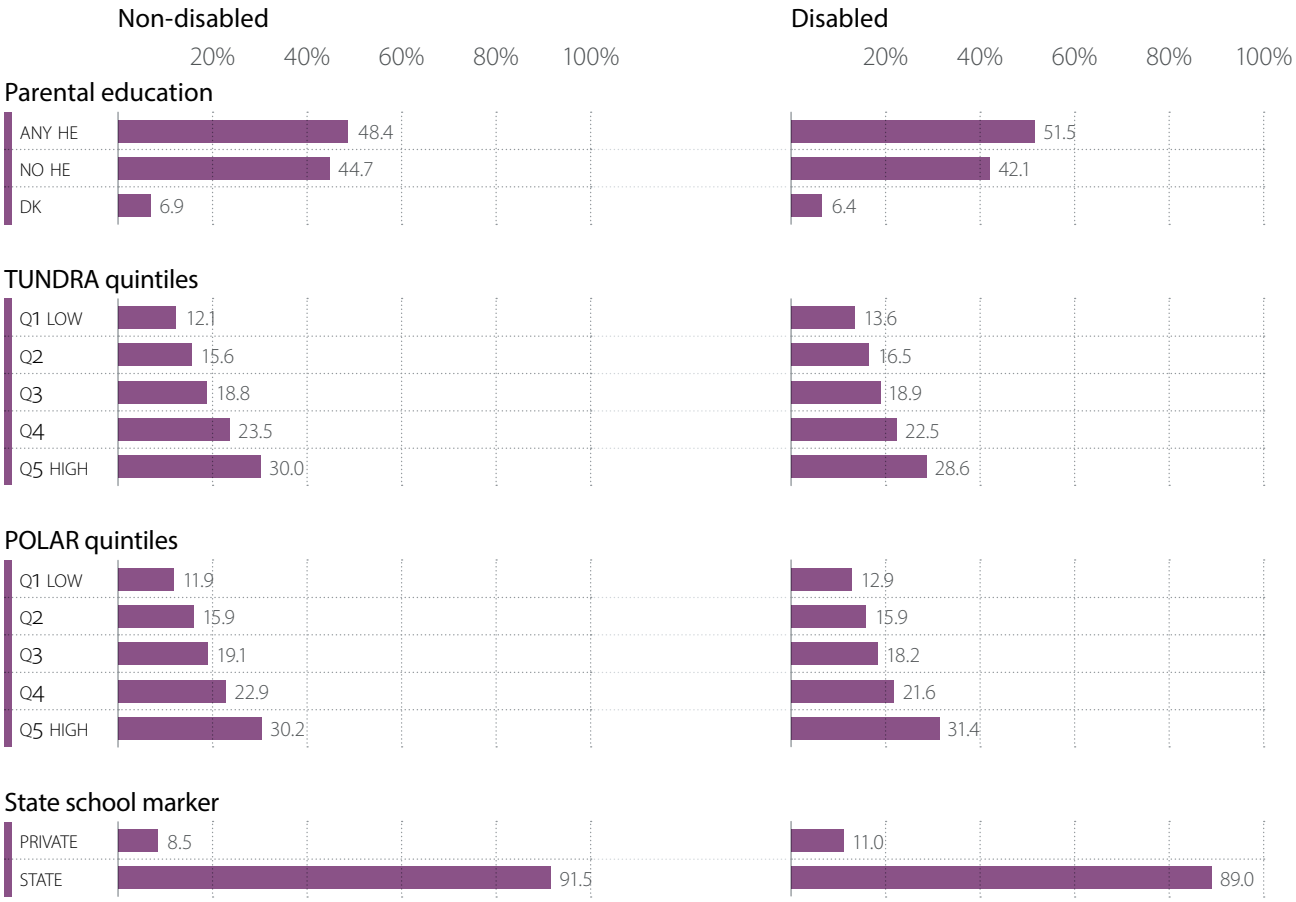


7.3.7 UK domiciled first degree undergraduate students by social background and disability status

← Degree level definition: see page 14
← Social background definition: see page 13
← Disability definition: see page 10
← Domicile definition: see page 14

	Non-disabled		Disabled		All	
	No.	↓ %	No.	↓ %	No.	↓ %
Parental education						
Any parent has HE qualification	505,195	*48.4*	111,990	*51.5*	617,185	*48.9*
No parent has HE qualification	467,320	*44.7*	91,730	*42.1*	559,050	*44.3*
Don't know	72,110	*6.9*	13,915	*6.4*	86,025	*6.8*
TUNDRA quintiles						
Quintile 1 (lowest participation)	115,540	*12.1*	27,300	*13.6*	142,840	*12.4*
Quintile 2	148,930	*15.6*	33,145	*16.5*	182,080	*15.8*
Quintile 3	179,435	*18.8*	38,015	*18.9*	217,450	*18.8*
Quintile 4	223,550	*23.5*	45,380	*22.5*	268,930	*23.3*
Quintile 5 (highest participation)	285,635	*30.0*	57,615	*28.6*	343,250	*29.7*
POLAR quintiles						
Quintile 1 (lowest participation)	132,390	*11.9*	30,085	*12.9*	162,475	*12.1*
Quintile 2	176,755	*15.9*	37,155	*15.9*	213,910	*15.9*
Quintile 3	212,185	*19.1*	42,315	*18.2*	254,500	*18.9*
Quintile 4	254,530	*22.9*	50,360	*21.6*	304,890	*22.7*
Quintile 5 (highest participation)	335,570	*30.2*	73,120	*31.4*	408,690	*30.4*
State school marker						
Privately funded school	90,300	*8.5*	1,800	*2.0*	114,755	*9.0*
State-funded school or college	968,210	*91.5*	88,475	*98.0*	1,165,625	*91.0*

UK domiciled first degree undergraduates by social background and disability status

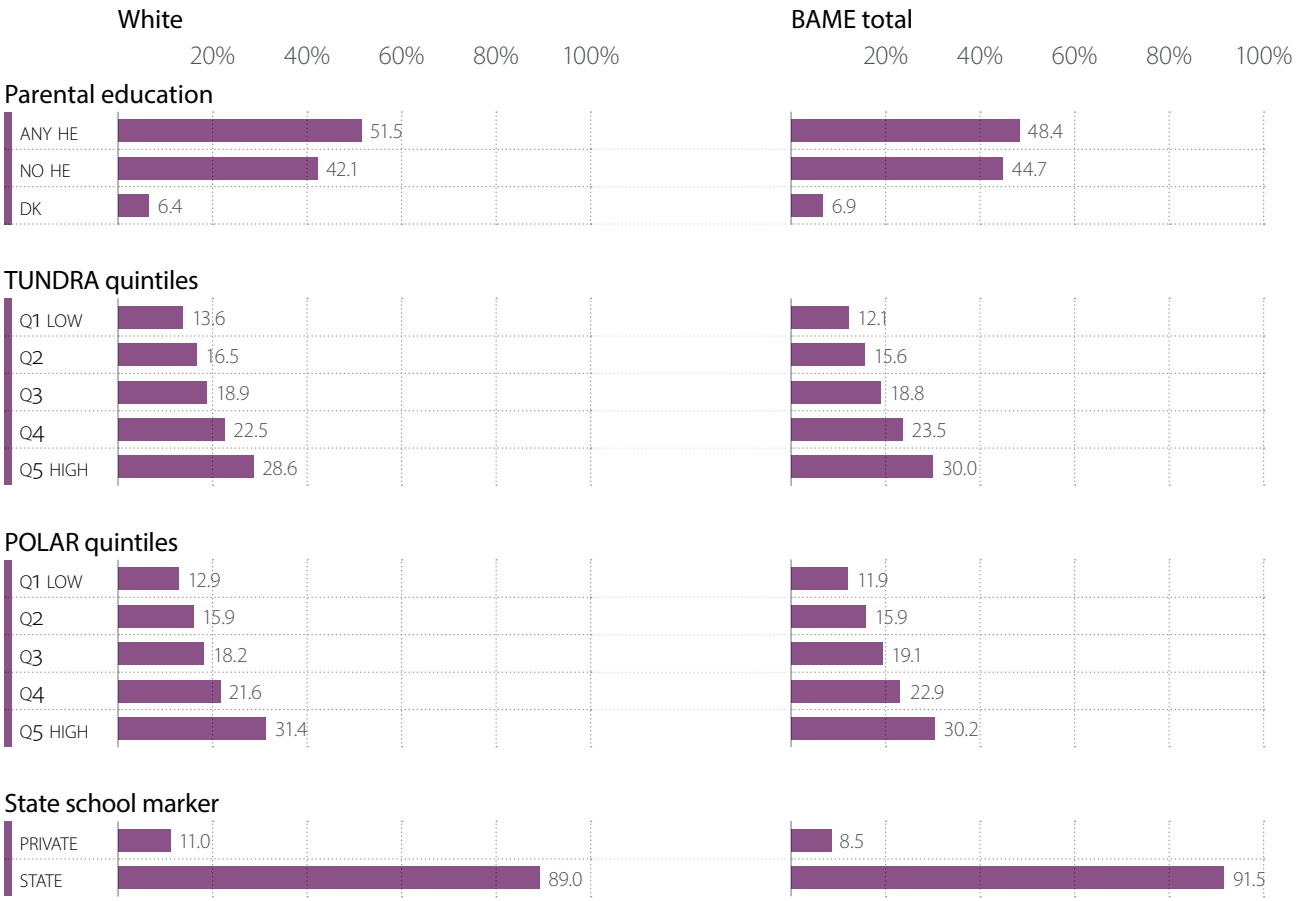


7.3.8 UK domiciled first degree undergraduate students by social background and BAME/white identity

← Degree level definition: see page 14
← Social background definition: see page 13
← Ethnicity definition: see page 10
← Domicile definition: see page 14

	White		BAME total		All students	
	No.	↓ %	No.	↓ %	No.	↓ %
Parental education						
Any parent has HE qualification	472,855	*51.5*	139,835	*48.4*	612,690	*48.9*
No parent has HE qualification	402,595	*42.1*	152,720	*44.7*	555,315	*44.3*
Don't know	58,610	*6.4*	26,010	*6.9*	84,615	*6.8*
TUNDRA quintiles						
Quintile 1 (lowest participation)	110,185	*13.6*	31,575	*12.1*	141,760	*12.4*
Quintile 2	141,465	*16.5*	39,090	*15.6*	180,555	*15.8*
Quintile 3	162,555	*18.9*	53,000	*18.8*	215,555	*18.8*
Quintile 4	176,380	*22.5*	89,655	*23.5*	266,035	*23.3*
Quintile 5 (highest participation)	217,935	*28.6*	121,245	*30.0*	339,180	*29.7*
POLAR quintiles						
Quintile 1 (lowest participation)	123,425	*12.9*	37,795	*11.9*	161,220	*12.1*
Quintile 2	161,065	*15.9*	51,015	*15.9*	212,085	*15.9*
Quintile 3	179,965	*18.2*	72,085	*19.1*	252,050	*18.9*
Quintile 4	208,010	*21.6*	93,630	*22.9*	301,640	*22.7*
Quintile 5 (highest participation)	307,880	*31.4*	96,300	*30.2*	404,180	*30.4*
State school marker						
Privately funded school	91,130	*11.0*	22,220	*8.5*	113,345	*9.0*
State-funded school or college	856,355	*89.0*	300,325	*91.5*	1,156,680	*91.0*

UK domiciled first degree undergraduates by social background and BAME/white identity



7.3.9 UK domiciled first degree undergraduate students by social background and gender

← Degree level definition: see page 14
← Social background definition: see page 13
← Gender definition: see page 11
← Domicile definition: see page 14

	Female		Male		All students	
	No.	↓ %	No.	↓ %	No.	↓ %
Parental education						
Any parent has HE qualification	338,565	*47.1*	278,185	*51.2*	617,185	*48.9*
No parent has HE qualification	335,565	*46.7*	223,225	*41.1*	559,050	*44.3*
Don't know	44,315	*6.2*	41,640	*7.7*	86,025	*6.8*
TUNDRA quintiles						
Quintile 1 (lowest participation)	85,910	*13.2*	56,840	*11.3*	142,750	*12.4*
Quintile 2	106,200	*16.4*	75,760	*15.0*	181,960	*15.8*
Quintile 3	123,250	*19.0*	94,065	*18.6*	217,315	*18.8*
Quintile 4	149,895	*23.1*	118,885	*23.6*	268,780	*23.3*
Quintile 5 (highest participation)	184,120	*28.4*	158,955	*31.5*	343,075	*29.7*
POLAR quintiles						
Quintile 1 (lowest participation)	98,560	*13.0*	63,820	*10.9*	162,380	*12.1*
Quintile 2	125,930	*16.6*	87,855	*15.1*	213,785	*15.9*
Quintile 3	145,825	*19.2*	108,510	*18.6*	254,335	*18.9*
Quintile 4	171,595	*22.6*	133,115	*22.8*	304,715	*22.7*
Quintile 5 (highest participation)	218,860	*28.8*	189,570	*32.5*	408,430	*30.4*
State school marker						
Privately funded school	56,975	*7.9*	57,715	*10.4*	114,690	*9.0*
State-funded school or college	666,970	*92.1*	497,955	*89.6*	1,164,920	*91.0*

UK domiciled first degree undergraduates by social background and gender



Index

Overview

20 0.1 All students by country of institution
22 0.2 Profile of all/first year students over time
24 0.3 All students by degree level and domicile category
24 0.4 All students by degree level and mode
26 0.5 All students by subject area
28 0.6 All undergraduate students by subject area and degree level
30 0.7 All postgraduate students by subject area and degree level
32 0.8 UK domiciled full-time first degree entrants by continuation category
34 0.9 First degree undergraduate qualifiers by country of institution and degree class
36 0.10 First degree undergraduate qualifiers by subject area and degree class
38 0.11 All students by mission group of institution, age group, disability status, DSA take-up, ethnic group, and gender
40 0.12 Graduate outcome leavers by leaving destination
42 0.13 Graduate outcome leavers (excluding significant interim study) by leaving destination

Age

47 1.1 All students by country of institution and age group
48 1.2 Profile of all students over time by age group
50 1.3 All students by degree level, domicile category and age group
52 1.4 All students by degree level, mode and age group
56 1.5 All students by subject area and age group
60 1.6 First degree undergraduate students by subject area and age group
62 1.7 Other undergraduate students by subject area and age group
64 1.8 Research postgraduate students by subject area and age group
66 1.9 Taught postgraduate students by subject area and age group
68 1.10 UK domiciled full-time first degree entrants by continuation category and age group
70 1.11 First degree undergraduate qualifiers by degree class, mode and age group
72 1.12 First degree undergraduate qualifiers by country of institution, degree class and age group
74 1.13 First degree undergraduate qualifiers by subject area, degree class and age group
78 1.14 Graduate outcome leavers by leaving destination and age group
80 1.15 Graduate outcome leavers (excluding significant interim study) by leaving destination and age group
82 1.16 Age (21 and under - mature) participation and awarding gaps by subject area

Disability

87 2.1 All students by country of institution, disability status and DSA take-up
88 2.2 Profile of all students over time by disability status and DSA take-up
90 2.3 Profile of all/disabled students over time by impairment type
92 2.4 All students by degree level, domicile category and disability status
94 2.5 All students by degree level, mode and disability status
96 2.6 All/disabled students by degree level and impairment type
100 2.7 All students by subject area and disability status
102 2.8 Disabled students by subject area and DSA take-up
104 2.9 First degree undergraduate students by subject area and disability status
106 2.10 Other undergraduate students by subject area and disability status and DSA take-up

108 2.11 Research postgraduate students by subject area and disability status and DSA take-up
110 2.12 Taught postgraduate students by subject area and disability status and DSA take-up
112 2.13 UK domiciled full-time first degree entrants by continuation category and disability status
114 2.14 First degree undergraduate qualifiers by degree class, disability status, DSA take-up and impairment type
116 2.15 First degree undergraduate qualifiers by country of institution, degree class and disability status
118 2.16 First degree undergraduate qualifiers by subject area, degree class and disability status
120 2.17 Graduate outcome leavers by leaving destination and age group
122 2.18 Graduate outcome leavers (excluding significant interim study) by leaving destination and disability status
124 2.19 Disability (non-disabled - disabled) participation and awarding gaps by subject area

Ethnicity

129 3.1 UK domiciled students by country of institution and ethnic group
130 3.2 UK domiciled students in England by ethnic group
132 3.3 Profile of UK domiciled students over time by ethnic group
134 3.4 BAME UK domiciled students by ethnic group
136 3.5 UK domiciled students by degree level, mode and BAME/White identity
138 3.6 UK domiciled students by subject area and BAME/white identity
140 3.7 UK domiciled first degree undergraduate students by subject area and BAME/white identity
142 3.8 UK domiciled other undergraduate students by subject area and BAME/white identity
144 3.9 UK domiciled research postgraduate students by subject area and BAME/white identity
146 3.10 UK domiciled taught postgraduate students by subject area and BAME/white identity
148 3.11 UK domiciled full-time first degree entrants by continuation category and BAME/white identity
148 3.12 UK domiciled full-time first degree entrants by continuation category and ethnic group
150 3.13 UK domiciled first degree undergraduate qualifiers by degree class and ethnic group
152 3.14 UK domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnic group
154 3.15 Profile of UK domiciled first degree undergraduate qualifiers receiving a first or 2:1 degree over time by ethnic group
156 3.16 UK domiciled first degree undergraduate qualifiers by SET category, degree class and ethnic group
158 3.17 UK domiciled first degree undergraduate qualifiers by subject area, degree class and BAME/white identity
160 3.18 UK domiciled graduate outcome leavers by leaving destination and ethnic group
162 3.19 UK domiciled Graduate outcomes by leaving desination and ethnic group (including significant interim study)
164 3.20 Ethnicity (white – BAME) participation and awarding gaps by subject area

Gender

169 4.1 All students by country of institution and gender
170 4.2 Profile of all students over time by gender
172 4.3 All students by degree level, domicile category and gender
174 4.4 All students by degree level, mode and gender
176 4.5 All students by subject area and gender
178 4.6 First degree undergraduate students by subject area and gender
180 4.7 Other undergraduate students by subject area and gender
182 4.8 Research postgraduate students by subject area and gender
184 4.9 Taught postgraduate students by subject area and gender
186 4.10 UK domiciled full-time first degree entrants by continuation category and gender
188 4.11 First degree undergraduate qualifiers by country of institution, degree class and gender
190 4.12 First degree undergraduate qualifiers by subject area, degree class and gender
192 4.13 Graduate outcome leavers by leaving destination and gender
194 4.14 Graduate outcome leavers (excluding significant interim study) by leaving destination and gender
196 4.15 Gender (female – male) participation and awarding gaps by subject area

Intersectionality

200 5.1 All students by disability status and age group
200 5.2 Disabled students by impairment type and age group
202 5.3 UK domiciled students by age group and ethnic group
202 5.4 All students by age group and gender
204 5.5 UK domiciled students by disability status and ethnic group
204 5.6 UK domiciled disabled students by impairment type and BAME/White identity
206 5.7 All/disabled students by disability status, impairment type and gender
206 5.8 UK domiciled students by ethnic group and gender
208 5.9 First degree undergraduate qualifiers by degree class, disability status and age group
208 5.10 UK domiciled first degree undergraduate qualifiers by degree class, BAME/White identity and age group
210 5.11 First degree undergraduate qualifiers by degree class, gender and age group
212 5.12 UK domiciled first degree undergraduate qualifiers by degree class, disability status and ethnic group
214 5.13 First degree undergraduate qualifiers by degree class, gender and disability status
214 5.14 UK domiciled first degree undergraduate qualifiers by degree class, gender and ethnic group

Religion and belief

218 6.1 All students by country of institution and religion and belief
220 6.2 Profile of students over time by religion and belief
221 6.3 All students by domicile and religion and belief
222 6.4 All students by degree level, mode and religion and belief
232 6.5 All students by subject area and religion and belief
242 6.6 First degree undergraduate students by subject area and religion and belief
252 6.7 Other undergraduate students by subject area and religion and belief

262 6.8 Research postgraduate students by subject area and religion and belief
272 6.9 Taught postgraduate students by subject area and religion and belief
282 6.10 UK domiciled full-time first degree entrants by continuation category and religion and belief
284 6.11 First degree undergraduate qualifiers by degree class and religion and belief
286 6.12 First degree undergraduate qualifiers by country of institution, degree class and religion and belief
290 6.13 First degree undergraduate qualifiers by country of institution, degree class and religion and belief

Experimental data

298 7.1.1 Institutional returns for trans status by country of institution
299 7.1.2 Institutional return rates for trans status
300 7.1.3 Disclosure rates of trans status for institutions returning data
301 7.1.4 All students/students in institutions returning data by trans status
302 7.1.5 All students by trans status and age
302 7.1.6 All students by trans status and disability status
304 7.1.7 UK domiciled students by trans status and BAME/white identity
304 7.1.8 All students by trans status and gender
306 7.2.1 Institutional returns for sexual orientation by country of institution
307 7.2.2 Institutional return rates for sexual orientation
308 7.2.3 Disclosure rates of sexual orientation for institutions returning data
309 7.2.4 All students/students in institutions returning data by sexual orientation
310 7.2.5 All students by sexual orientation and age
310 7.2.6 All students by sexual orientation and disability status
312 7.2.7 UK domiciled students by sexual orientation and BAME/white identity
312 7.2.8 All students by sexual orientation and gender
314 7.3.1 Institutional return rates for social background
316 7.3.2 UK domiciled first degree undergraduates by social background
318 7.3.3 UK domiciled first degree undergraduate students by degree mode and social background
320 7.3.4 UK domiciled first degree undergraduate students by subject area and social background
332 7.3.5 UK domiciled first degree undergraduate qualifiers by degree class and social background
334 7.3.6 UK domiciled first degree undergraduate students by social background and age
336 7.3.7 UK domiciled first degree undergraduate students by social background and disability status
338 7.3.8 UK domiciled first degree undergraduate students by social background and BAME/white identity
340 7.3.9 UK domiciled first degree undergraduate students by social background and gender

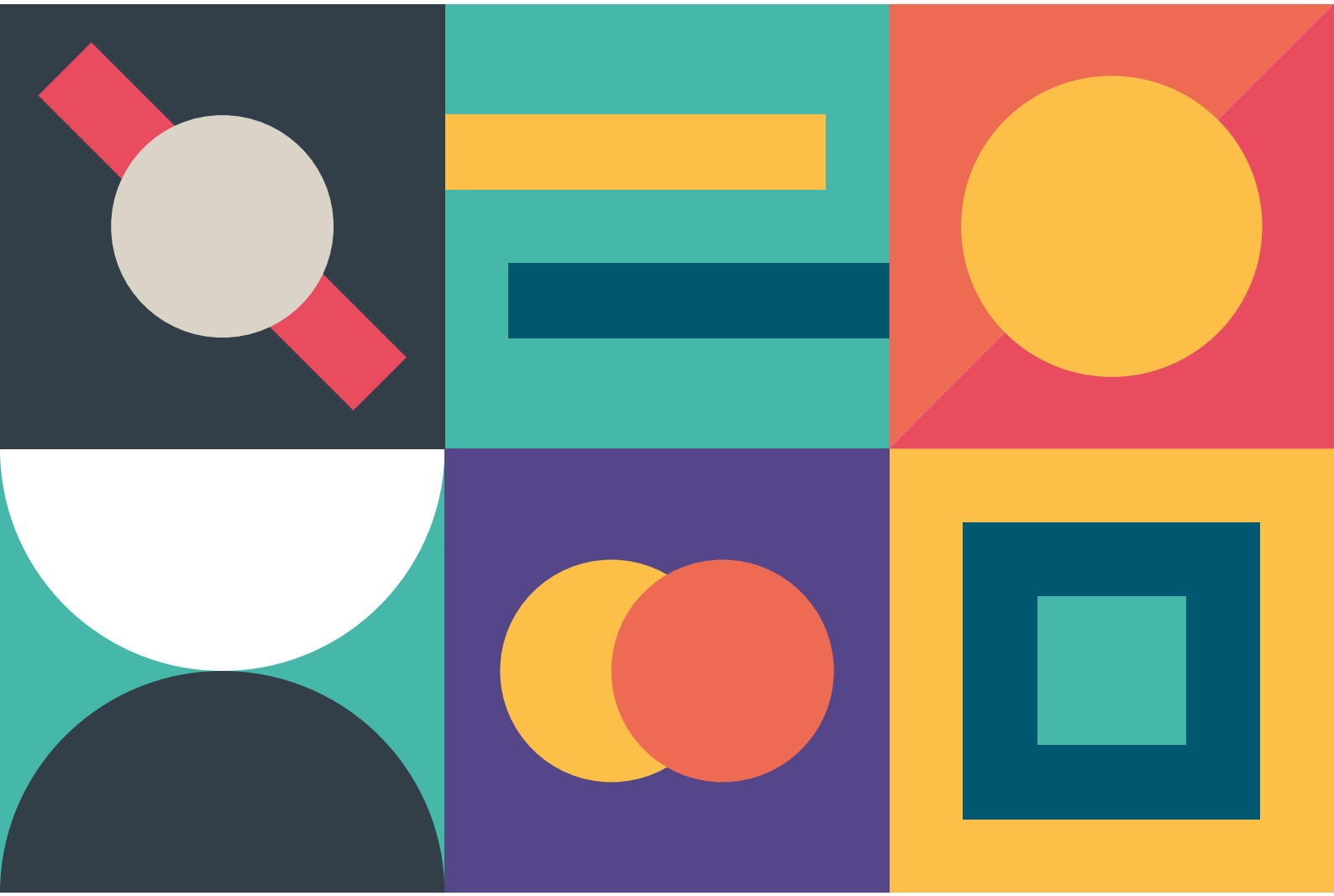
Contact us

+44 (0)20 7438 1010
enquiries@advance-he.ac.uk
www.advance-he.ac.uk
@AdvanceHE

Teaching and Learning (Registered Office)
Innovation Way, York Science Park,
Heslington, York, YO10 5BR

Equality, Diversity and Inclusion
Napier House, 24 High Holborn,
London WC1V 6AZ

Leadership, Governance and Management
Napier House, 24 High Holborn,
London WC1V 6AZ



Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946. Advance HE words and logo should not be used without our permission. VAT registered no. GB 152 1219 50.

Advance HE was formed in March 2018, following the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education.

Our purpose is to advance the professional practice of higher education to improve outcomes for the benefit of students, staff and society. Advance HE has been created to be "of and for the sector" and is jointly owned by GuildHE and Universities UK.

We are driven by the strategic needs of higher education. Through our passion for excellence we aim to create an inclusive culture that champions the continuous development of teaching, leadership and research. We use an evidence-based approach to identify what works, and develop practice-based solutions.

Our vision is that the world-class reputation and standing of higher education is enhanced and recognised for transforming lives, enriching society and developing the economy for the better.

www.advance-he.ac.uk