

Students statistical report 2019



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.

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Introduction

This is the twelfth 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 and gender of students in higher education (HE) for the 2017/18 academic year, as well as the interplay of these identities (eg, female Black students and male disabled students). In addition, our report presents high-level findings on institutional collection and return rates of student gender reassignment, religion and belief, and sexual orientation data, as well as how this data intersects with other identity characteristics.

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 the Equality Challenge Unit (ECU)) 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. For example, further detail can be found by impairment type or ethnic group.

We encourage readers to use this report as a starting point for further examination of the data available in these Excel tables. A table mapping out where additional information is available can be found in the **Online data tables** section. In addition, 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. Readers who wish to print this report may find it helpful to do so on A3 paper.

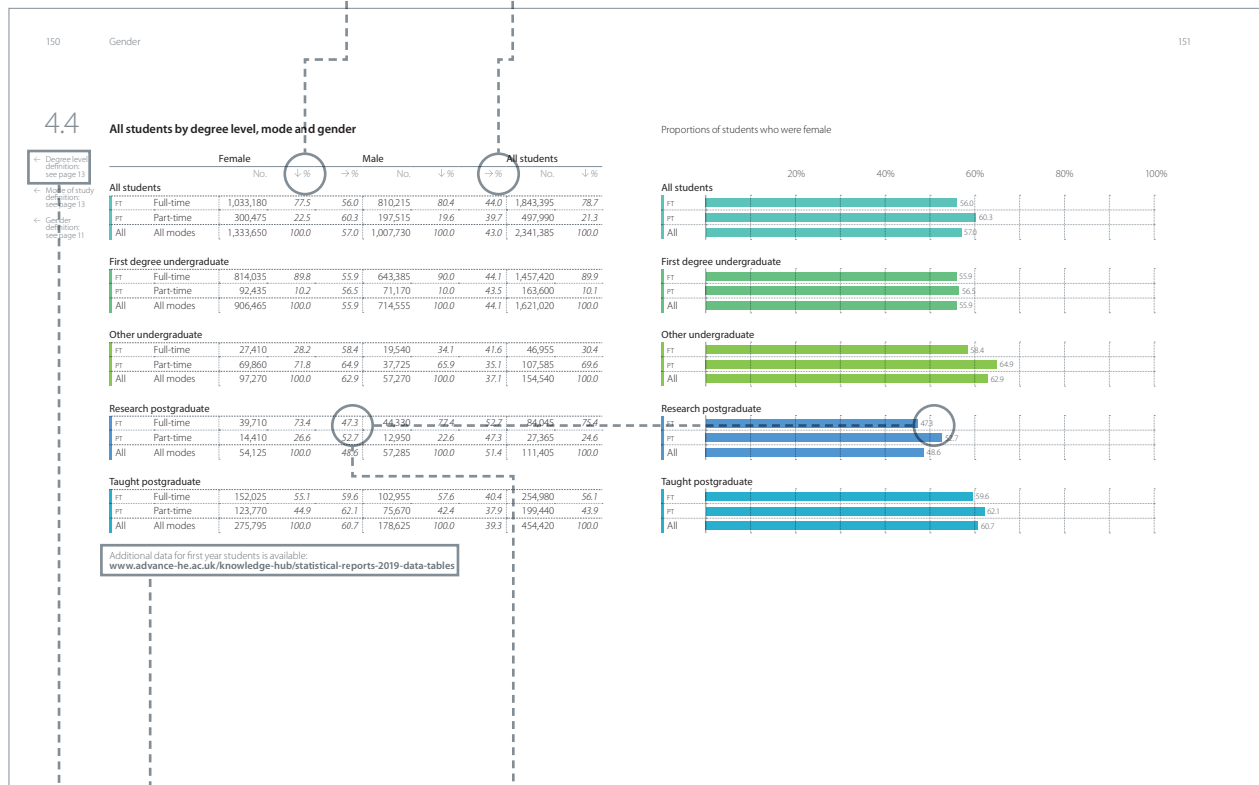
An illustrated guide on how to use this report can be found in the **How to use this report** section.

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.



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 13

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.

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 disaggregation by impairment type, ethnic group,

or filtering information by first year students.

Additional information is available in our online tables:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables.

Year-on-year comparisons

To see complete data from 2016/17, please see Advance HE's previous statistical report on students in HE:

www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/.

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.

Heidi plus

Additional HE 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 HE stakeholder organisations. The database provides easy access to a wide range of national quantitative data about HE, as well as functionality for analysis, presentation and comparison of the data with other institutions, plus sophisticated visualisations.

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

For further information, see

www.hesa.ac.uk/services/heidi-plus.

Additional resources

It is important to note that the monitoring information that institutions supply to HESA is not the only source of equality 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 equality monitoring and the questions used in monitoring surveys: www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions/

Using the national figures within this report alongside institutional figures and qualitative data will give institutions a fuller picture of equality in their institution, allowing them to set and measure progress on 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 (2018) *Analysing qualitative data*. www.ecu.ac.uk/publications/analysing-qualitative-data/

ECU (2018) *Monitoring and evaluating impact*. www.ecu.ac.uk/publications/monitoring-evaluating-impact/

ECU (2018) *Guidance on gathering staff equality data for colleges*. www.ecu.ac.uk/publications/guidance-gathering-staff-equality-data-colleges/

ECU (2018) *Research insight: the experiences of lesbian, gay and bisexual staff in UK higher education*. www.ecu.ac.uk/publications/research-insights-feb-2018/

ECU (2017) *Ethics in primary research (focus groups, interviews and surveys)*. www.ecu.ac.uk/publications/ethics-in-primary-research-focus-groups-interviews-and-surveys/

ECU (2016) *Working with data*. www.ecu.ac.uk/wp-content/uploads/2018/02/Research_and_data_briefing_1_Working_with_data.pdf

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

ECU (2014) *Embedding equality in student services*. www.ecu.ac.uk/publications/embedding-equality-student-services/

ECU (2014) *Supporting disabled students' transition from higher education into employment: what works*. www.ecu.ac.uk/publications/supporting-disabled-students-transitions-higher-education-employment/

ECU (2014) *Understanding adjustments: supporting staff and students who are experiencing mental health difficulties*. www.ecu.ac.uk/publications/understanding-adjustments-mental-health/

ECU (2010) *Advancing LGB equality: improving the experience of lesbian, gay and bisexual staff and students in higher education*. www.ecu.ac.uk/publications/advancing-lgb-equality/

For guidance on using data and evidence, visit: www.ecu.ac.uk/guidance-resources/using-data-and-evidence

About the data

This record covers all students across the whole of the UK HE 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.

With the exception of tables on additional protected characteristics, percentages are based on those students for whom the data in question is 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 and includes all registered HE and further education students active at a reporting HE provider in the period 1 August 2017 to 31 July 2018, who were following courses that lead to the award of a qualification or HE provider credit. These criteria ensure that similar activity is counted in a similar way irrespective of when it occurs. The standard registration population forms the basis of counts of full person equivalents (FPE). Further information about how FPE is calculated can be found at:

www.hesa.ac.uk/collection/c15025/fte_vs_fpe.

Age

Students' age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 July 2018. 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 (this includes students who refused to disclose this information).

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.

Further, 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, eg 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 or Asian British; Bangladeshi, Asian or Asian British; Indian, Asian or Asian British; Pakistani, and other Asian background
- = Black – Black or Black British; African, Black or Black British; Caribbean, and 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 background.

Where the numbers are large enough, some analyses are reported in more detailed groupings.

It is only compulsory for HEIs to return to HESA 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

Black, Asian and minority ethnic.

This acronym (Black, Asian...) 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 definition, particularly the assumption that minority ethnic students are a homogenous group. 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.

Prior to 2012/13

The student record collected data on gender, of which male, female or indeterminate were options. HESA used the category 'indeterminate' – which is consistent with the managing information across partnerships (MIAP) common data definitions coding frame – to refer to intersex people. Intersex people are individuals born with anatomy and physiology that differs from contemporary ideals of what constitutes 'normal' male and female. It is recognised that some intersex people may find the indeterminate category used by HESA for the previous field offensive. For data return purposes, institutions were able to ask students about their gender using the intersex terminology and return any positive responses to HESA using the MIAP coding and terminology in 2011/12.

Students who identified as intersex were excluded in any analysis of 2002/03 to 2011/12 data. This is because any statistics drawn from these small numbers would not give accurate information about the proportion of intersex people in the sector.

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

www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions

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

Gender reassignment

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' (Equality Act, 2010).

In previous years this report has used the term gender identity. The term gender identity is different to gender reassignment and refers to a person's internal perception of their gender. 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. The phrasing and options associated with this question refer to an individual's gender reassignment not gender identity. This information is recorded on the basis of the student's own self-assessment.

For further information on gender identity and gender reassignment, see our trans guidance

www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences/

For further information on monitoring sex and gender reassignment, see **www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions**.

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.ecu.ac.uk/guidance-resources/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

Sexual orientation is a person's romantic or sexual orientation towards people of the same sex, people of a different sex, or to both sexes. This relates to a person's feelings rather than their actions.

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. This information is recorded on the basis of the student's own self-assessment.

For further information on monitoring sexual orientation, see www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions.

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 (OU) 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 HE diplomas and certificates (levels 4–6 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 HE. 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 1 December 2011, 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 HE 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, those 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 subjects
- = creative arts and design
- = education
- = historical and philosophical studies
- = languages
- = law
- = mass communications and documentation
- = social studies

Continuation

Continuation data is derived using the HESA 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. Please note that the Performance Indicators method removes students from overseas (including Guernsey, Jersey and Isle of Man) and those who leave before 1 December. 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 2016/17 or continued their studies at the same institution in 2017/18.

Transfer to another higher education institution

No qualification received at their original institution in 2016/17, but have an active record at a different institution in 2017/18.

No longer in HE

No qualification received in 2016/17 and no active record found in 2017/18.

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 too ill to 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 attainment gap

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

The degree attainment gaps for disability, ethnicity and gender have been calculated as:

$$\begin{aligned} & (\text{percentage of non-disabled qualifiers receiving a first/2:1}) \\ & - (\text{percentage of disabled qualifiers receiving a first/2:1}) \end{aligned}$$

$$\begin{aligned} & (\text{percentage of UK domiciled White qualifiers receiving a} \\ & \text{first/2:1}) - (\text{percentage of UK domiciled BAME qualifiers} \\ & \text{receiving a first/2:1}) \end{aligned}$$

$$\begin{aligned} & (\text{percentage of male qualifiers receiving a first/2:1}) - \\ & (\text{percentage of female qualifiers receiving a first/2:1}) \end{aligned}$$

Overview

2017/18 marks the third year in a row in which student numbers have grown, representing a 1.1 percentage increase in the overall population of registered students since 2016/17. Notably, one institution from England has been added to the 2017/18 HESA student records. The inclusion of this institution in the current report has increased the student population by 435 students (all first year students). However, even without students from this institution, there was still a 1.1 percentage increase in the overall population of registered students.

Undergraduates were predominantly UK domiciled. Considerable proportions of taught and research postgraduates were international, the majority of whom were non-EU domiciled. While more than three-quarters of all students studied full-time, nearly half of taught postgraduates and three quarters of other undergraduates did so on a part-time basis. Overall, 76.3% of first degree undergraduate qualifiers received a first/2:1 in 2017/18. Nine out of ten UK domiciled full-time first degree students who entered HE in 2016/17 progressed onto the following year at the same HEI.

0.1 Overall figures: More than four out of five students studying in the UK did so in England (81.6%), with 2.3% studying in Northern Ireland, 10.5% in Scotland and 5.5% in Wales.

0.2 Trends: 2017/18 marks the third consecutive year since 2010/11 in which student numbers have increased. 25,215 more students were studying in 2017/18 than 2016/17, however this number still represents a 6.3% decrease from its peak in 2010/11. While the number of first year students also increased in 2017/18, it still represents a 13.7% decline from its peak in 2009/10.

0.3 Domicile: The vast majority of undergraduates were UK domiciled (85.2% of first degree and 89.4% of other undergraduate). In contrast, considerable proportions of research and taught postgraduates were from an international background (41.5% and 34.4%, respectively), the majority of whom were non-EU domiciled. Nearly three out of ten research and taught postgraduates were non-EU domiciled and 13.1% and 6.7%, respectively, were EU-domiciled.

0.4 Mode: More than three quarters of students studied full-time (78.7%). The proportion of students studying full-time was particularly high among first degree undergraduates (89.9%) and research postgraduates (75.4%). Part-time study was more common among other undergraduates (69.7%) and taught postgraduates (43.9%).

0.5–0.7 Subject area: The majority of students studied non-SET subjects (53.9%). Among undergraduates, the most popular subject areas were business and administrative studies (14.0% of first degree undergraduates) and subjects allied to medicine (28.3% of other undergraduate students).

The proportion of postgraduates studying non-SET subjects was particularly high among taught postgraduates (61.3%). In contrast, only 37.2% of research postgraduates studied non-SET subjects. 21.2% of taught postgraduates were in business and administrative studies, while 13.6% of research postgraduates were in biological sciences.

0.8 Continuation rates: 90.0% of UK domiciled full-time first degree entrants to HE in 2016/17 progressed onto the following year at the same HEI or qualified, 2.5% transferred to another institution and the remaining 7.5% were no longer in HE in 2016/17.

0.9 Degree attainment: Overall, 76.3% of first degree undergraduate qualifiers received a first/2:1. This proportion was particularly high in Scotland, where 80.0% of first degree undergraduate qualifiers received a first/2:1, compared with 73.6% in Wales and 76.1% 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 (75.9% and 76.6%, respectively). However, there was a notable divergence between subject areas. For instance, 92.0% of veterinary science students and 91.4% of qualifiers in medicine and dentistry received a first/2:1, compared with 72.2% of business and administrative studies qualifiers, 70.2% of students in agriculture and related subjects and 58.9% of qualifiers in combined studies.

0.1

All students by country of institution

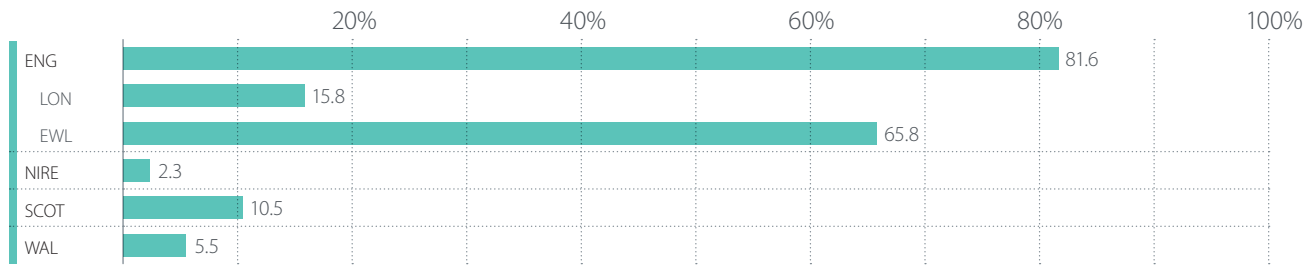
← Country of institution definition: see page 13

| All students | | | No. | ↓ % |
|--------------|---------------------|--|-----------|-------|
| ENG | England | | 1,911,940 | 81.6 |
| LON | London | | 371,110 | 15.8 |
| EWL | England exc. London | | 1,540,830 | 65.8 |
| NIRE | Northern Ireland | | 54,460 | 2.3 |
| SCOT | Scotland | | 247,110 | 10.5 |
| WAL | Wales | | 129,585 | 5.5 |
| UK | UK | | 2,343,095 | 100.0 |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of students in each country

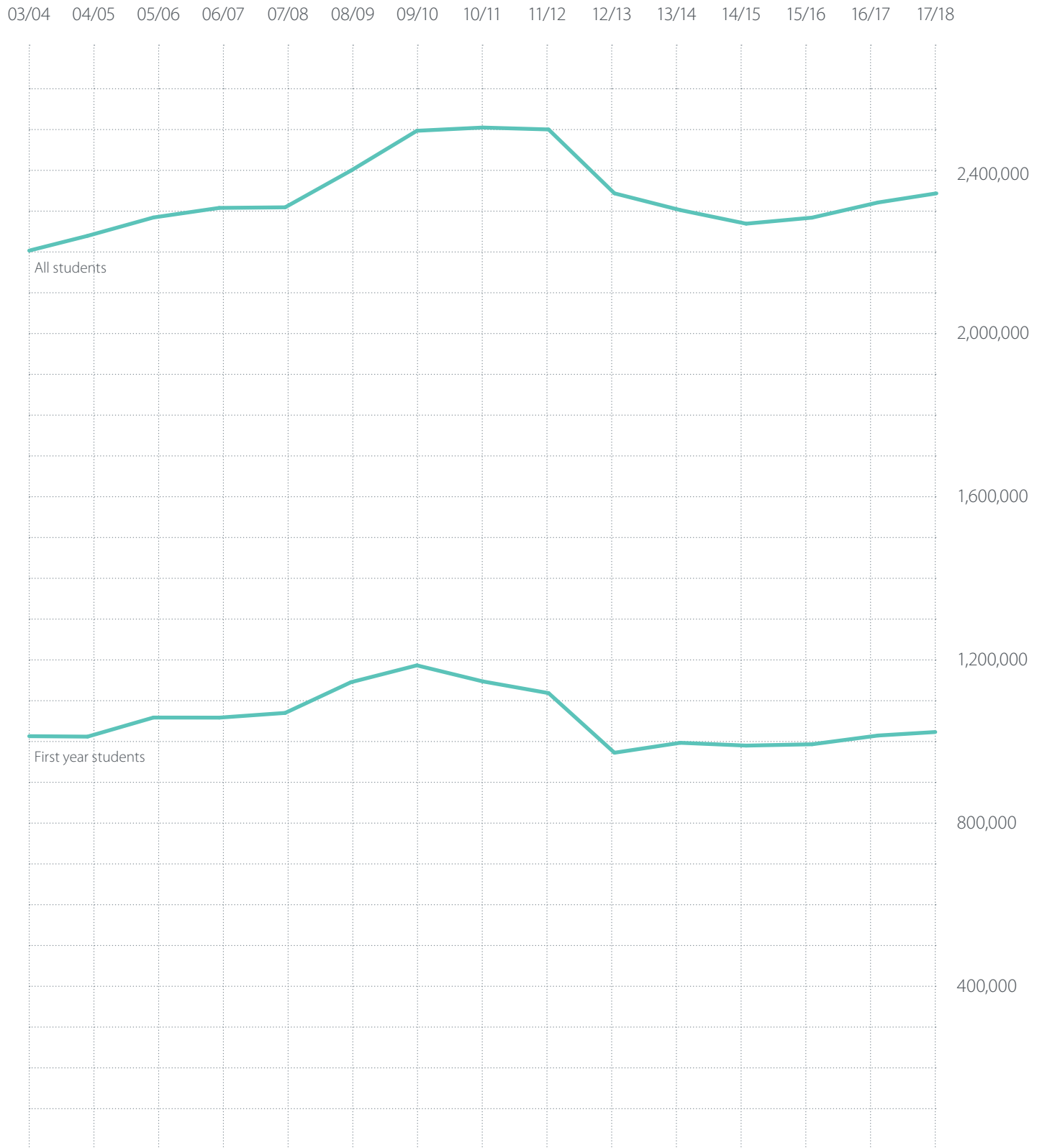


0.2

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 |

Student numbers over time



0.3 All students by degree level and domicile category

← Degree level definition: see page 13

← Domicile definition: see page 13

| | | UK | | | EU | | | Non-EU | | | All students | |
|-----|----------------------------|-----------|-------|------|---------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| FDU | First degree undergraduate | 1,382,490 | 73.4 | 85.2 | 89,740 | 64.5 | 5.5 | 149,490 | 46.8 | 9.2 | 1,621,720 | 69.2 |
| OU | Other undergraduate | 138,330 | 7.3 | 89.4 | 4,340 | 3.1 | 2.8 | 12,130 | 3.8 | 7.8 | 154,805 | 6.6 |
| RP | Research postgraduate | 65,215 | 3.5 | 58.5 | 14,570 | 10.5 | 13.1 | 31,775 | 9.9 | 28.5 | 111,560 | 4.8 |
| TP | Taught postgraduate | 298,540 | 15.8 | 65.6 | 30,495 | 21.9 | 6.7 | 125,945 | 39.4 | 27.7 | 454,980 | 19.4 |
| All | All degree levels | 1,884,575 | 100.0 | 80.4 | 139,150 | 100.0 | 5.9 | 319,340 | 100.0 | 13.6 | 2,343,065 | 100.0 |

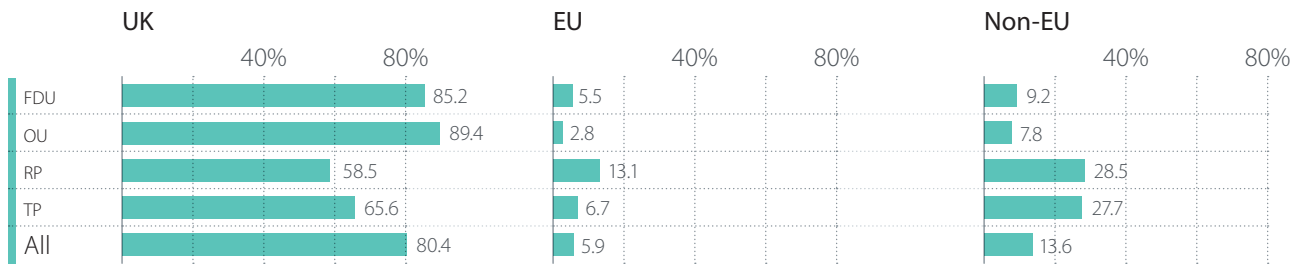
0.4 All students by degree level and mode

← Degree level definition: see page 13

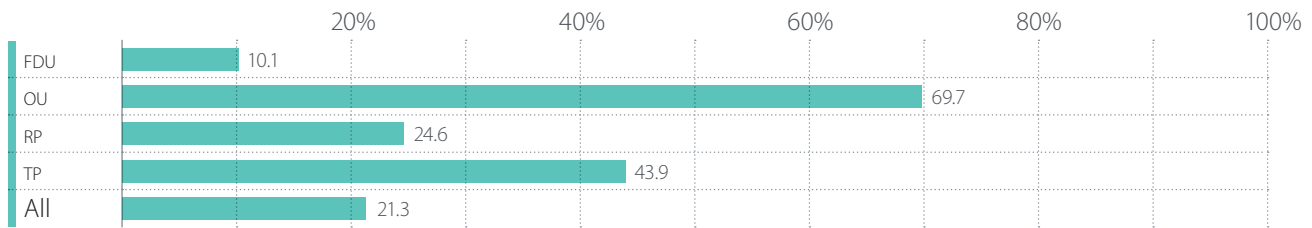
← Mode of study definition: see page 13

| | | Full-time | | | Part-time | | | All students | |
|-----|----------------------------|-----------|-------|------|-----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| FDU | First degree undergraduate | 1,458,080 | 79.0 | 89.9 | 163,645 | 32.8 | 10.1 | 1,621,725 | 69.2 |
| OU | Other undergraduate | 46,980 | 2.5 | 30.3 | 107,830 | 21.6 | 69.7 | 154,815 | 6.6 |
| RP | Research postgraduate | 84,150 | 4.6 | 75.4 | 27,410 | 5.5 | 24.6 | 111,565 | 4.8 |
| TP | Taught postgraduate | 255,330 | 13.8 | 56.1 | 199,660 | 40.0 | 43.9 | 454,990 | 19.4 |
| All | All degree levels | 1,844,545 | 100.0 | 78.7 | 498,545 | 100.0 | 21.3 | 2,343,095 | 100.0 |

Proportions of students in each domicile category



Proportions of students who were part-time



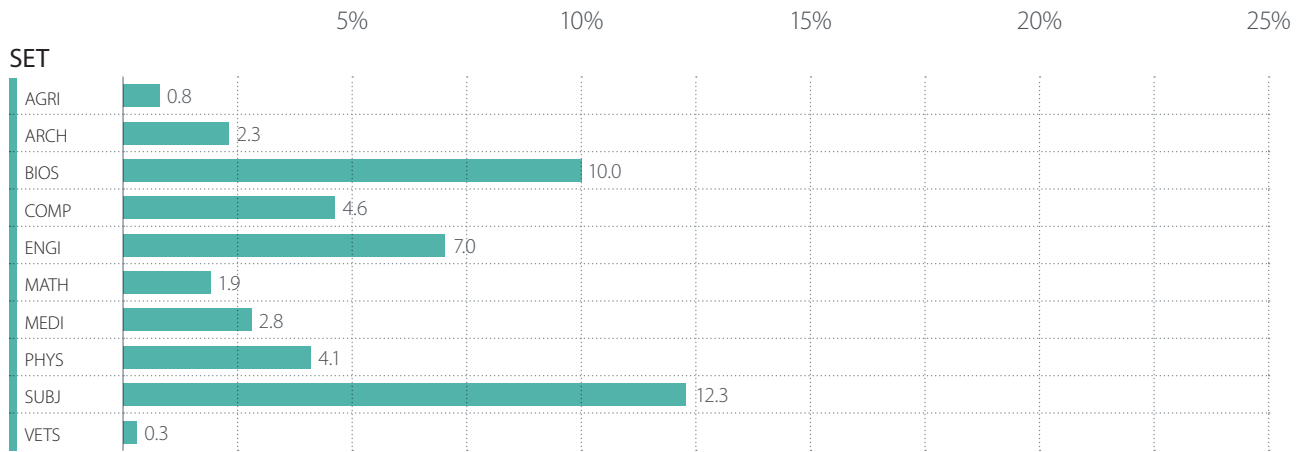
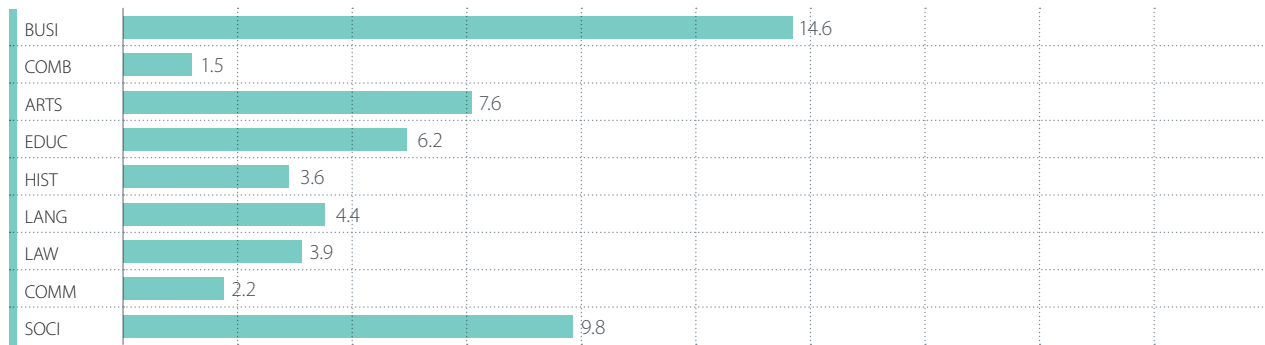
0.5

All students by subject area

← Subject areas
definition:
see page 14

| All students | | | No. | ↓ % |
|--------------------------|-----------------------------------|--|-----------|-------|
| SET | | | | |
| AGRI | Agriculture, related subjects | | 18,680 | 0.8 |
| ARCH | Architecture, building, planning | | 53,620 | 2.3 |
| BIOS | Biological sciences | | 233,970 | 10.0 |
| COMP | Computer science | | 107,250 | 4.6 |
| ENGI | Engineering, technology | | 164,975 | 7.0 |
| MATH | Mathematical sciences | | 44,575 | 1.9 |
| MEDI | Medicine, dentistry | | 65,875 | 2.8 |
| PHYS | Physical sciences | | 95,720 | 4.1 |
| SUBJ | Subjects allied to medicine | | 288,065 | 12.3 |
| VETS | Veterinary science | | 7,860 | 0.3 |
| SET | SET total | | 1,080,590 | 46.1 |
| Non-SET | | | | |
| BUSI | Business, administrative studies | | 342,970 | 14.6 |
| COMB | Combined | | 35,120 | 1.5 |
| ARTS | Creative arts, design | | 178,415 | 7.6 |
| EDUC | Education | | 145,445 | 6.2 |
| HIST | Historical, philosophical studies | | 84,115 | 3.6 |
| LANG | Languages | | 103,545 | 4.4 |
| LAW | Law | | 92,165 | 3.9 |
| COMM | Mass comms, documentation | | 51,360 | 2.2 |
| SOCI | Social studies | | 229,360 | 9.8 |
| NSET | Non-SET total | | 1,262,500 | 53.9 |
| All subject areas | | | | |
| All | All subject areas | | 2,343,095 | 100.0 |

Proportions of students in each subject area

**Non-SET**

0.6

All undergraduate students by subject area and degree level

← Subject areas
definition:
see page 14

← Degree level
definition:
see page 13

| | | First degree undergraduate | | Other undergraduate | |
|------------|----------------------------------|----------------------------|------|---------------------|------|
| | | No. | ↓ % | No. | ↓ % |
| SET | | | | | |
| AGRI | Agriculture, related subjects | 9,485 | 0.6 | 5,550 | 3.6 |
| ARCH | Architecture, building, planning | 33,140 | 2.0 | 3,465 | 2.2 |
| BIOS | Biological sciences | 182,715 | 11.3 | 6,510 | 4.2 |
| COMP | Computer science | 84,055 | 5.2 | 3,970 | 2.6 |
| ENGI | Engineering, technology | 116,950 | 7.2 | 10,395 | 6.7 |
| MATH | Mathematical sciences | 37,090 | 2.3 | 530 | 0.3 |
| MEDI | Medicine, dentistry | 45,565 | 2.8 | 395 | 0.3 |
| PHYS | Physical sciences | 73,115 | 4.5 | 1,690 | 1.1 |
| SUBJ | Subjects allied to medicine | 170,485 | 10.5 | 43,785 | 28.3 |
| VETS | Veterinary science | 5,715 | 0.4 | 0 | 0.0 |
| SET | SET total | 758,315 | 46.8 | 76,295 | 49.3 |

Non-SET

| | | | | | |
|------|-----------------------------------|---------|------|--------|------|
| BUSI | Business, administrative studies | 226,695 | 14.0 | 13,345 | 8.6 |
| COMB | Combined | 17,675 | 1.1 | 16,090 | 10.4 |
| ARTS | Creative arts, design | 146,730 | 9.0 | 5,225 | 3.4 |
| EDUC | Education | 55,250 | 3.4 | 18,535 | 12.0 |
| HIST | Historical, philosophical studies | 64,355 | 4.0 | 2,510 | 1.6 |
| LANG | Languages | 77,515 | 4.8 | 9,845 | 6.4 |
| LAW | Law | 69,995 | 4.3 | 1,800 | 1.2 |
| COMM | Mass comms, documentation | 38,855 | 2.4 | 570 | 0.4 |
| SOCI | Social studies | 166,340 | 10.3 | 10,600 | 6.8 |
| NSET | Non-SET total | 863,410 | 53.2 | 78,515 | 50.7 |

All subject areas

| | | | | | |
|-----|-------------------|-----------|-------|---------|-------|
| All | All subject areas | 1,621,725 | 100.0 | 154,815 | 100.0 |
|-----|-------------------|-----------|-------|---------|-------|

Proportions of undergraduates in each subject area



0.7

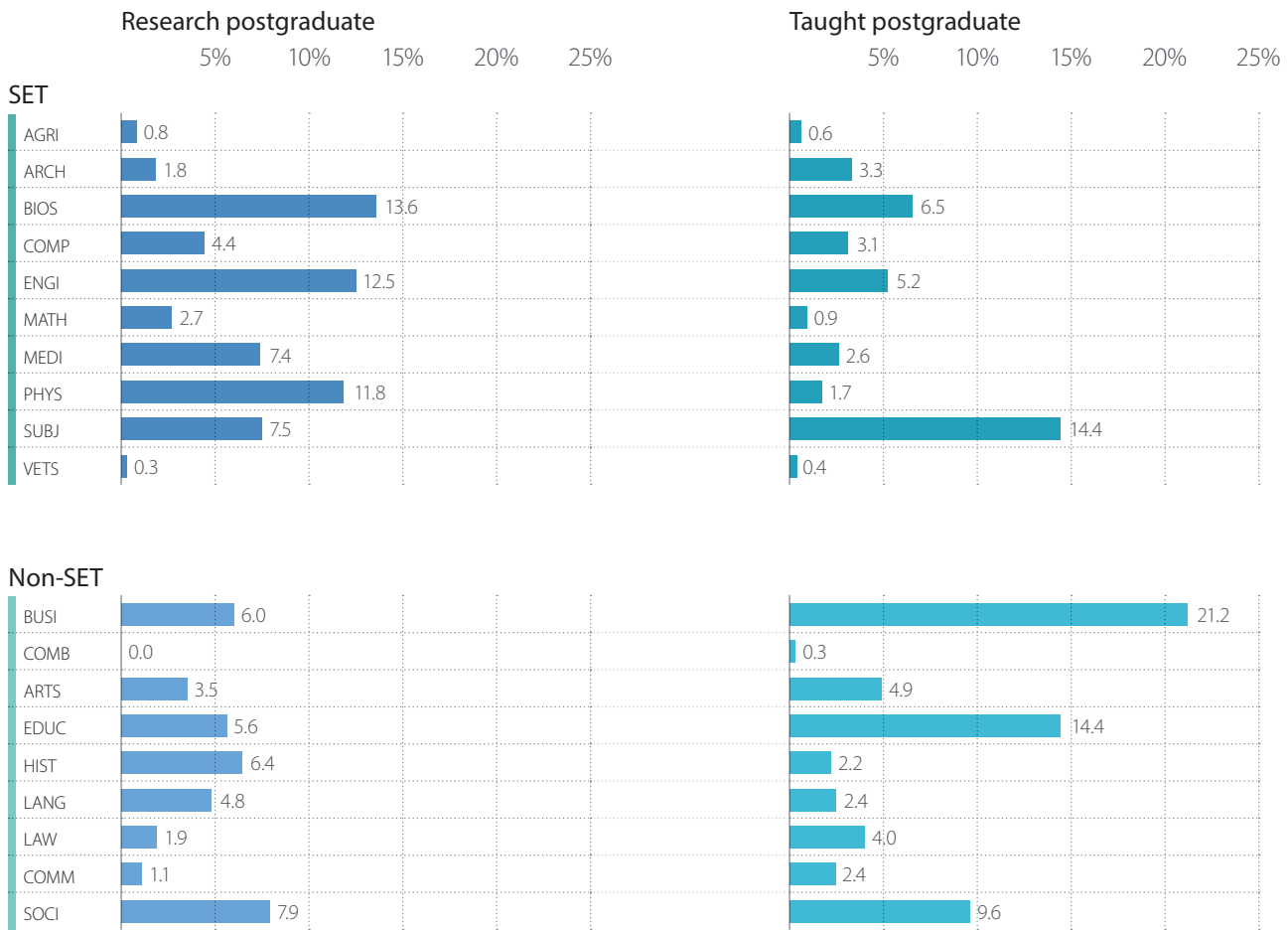
All postgraduate students by subject area and degree level

← Subject areas
definition:
see page 14

← Degree level
definition:
see page 13

| | | Research postgraduate | | Taught postgraduate | |
|--------------------------|-----------------------------------|-----------------------|-------|---------------------|-------|
| | | No. | ↓ % | No. | ↓ % |
| SET | | | | | |
| AGRI | Agriculture, related subjects | 850 | 0.8 | 2,800 | 0.6 |
| ARCH | Architecture, building, planning | 1,960 | 1.8 | 15,055 | 3.3 |
| BIOS | Biological sciences | 15,200 | 13.6 | 29,540 | 6.5 |
| COMP | Computer science | 4,905 | 4.4 | 14,315 | 3.1 |
| ENGI | Engineering, technology | 14,000 | 12.5 | 23,630 | 5.2 |
| MATH | Mathematical sciences | 2,990 | 2.7 | 3,970 | 0.9 |
| MEDI | Medicine, dentistry | 8,245 | 7.4 | 11,670 | 2.6 |
| PHYS | Physical sciences | 13,160 | 11.8 | 7,755 | 1.7 |
| SUBJ | Subjects allied to medicine | 8,380 | 7.5 | 65,415 | 14.4 |
| VETS | Veterinary science | 360 | 0.3 | 1,790 | 0.4 |
| SET | SET total | 70,045 | 62.8 | 175,940 | 38.7 |
| Non-SET | | | | | |
| BUSI | Business, administrative studies | 6,690 | 6.0 | 96,240 | 21.2 |
| COMB | Combined | 30 | 0.0 | 1,325 | 0.3 |
| ARTS | Creative arts, design | 3,945 | 3.5 | 22,510 | 4.9 |
| EDUC | Education | 6,200 | 5.6 | 65,465 | 14.4 |
| HIST | Historical, philosophical studies | 7,155 | 6.4 | 10,095 | 2.2 |
| LANG | Languages | 5,380 | 4.8 | 10,805 | 2.4 |
| LAW | Law | 2,130 | 1.9 | 18,245 | 4.0 |
| COMM | Mass comms, documentation | 1,200 | 1.1 | 10,735 | 2.4 |
| SOCI | Social studies | 8,790 | 7.9 | 43,635 | 9.6 |
| NSET | Non-SET total | 41,520 | 37.2 | 279,055 | 61.3 |
| All subject areas | | | | | |
| All | All subject areas | 111,565 | 100.0 | 454,990 | 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 13

← Continuation
definition:
see page 14

| | Continue or qualify | | Transfer | | No longer in HE | | All | |
|--------------|---------------------|------|----------|-----|-----------------|-----|---------|-----|
| | No. | → % | No. | → % | No. | → % | No. | → % |
| All students | 370,205 | 90.0 | 10,480 | 2.5 | 30,660 | 7.5 | 411,345 | |

Proportion of entrants that have continued or qualified



0.9

First degree undergraduate qualifiers by country of institution and degree class

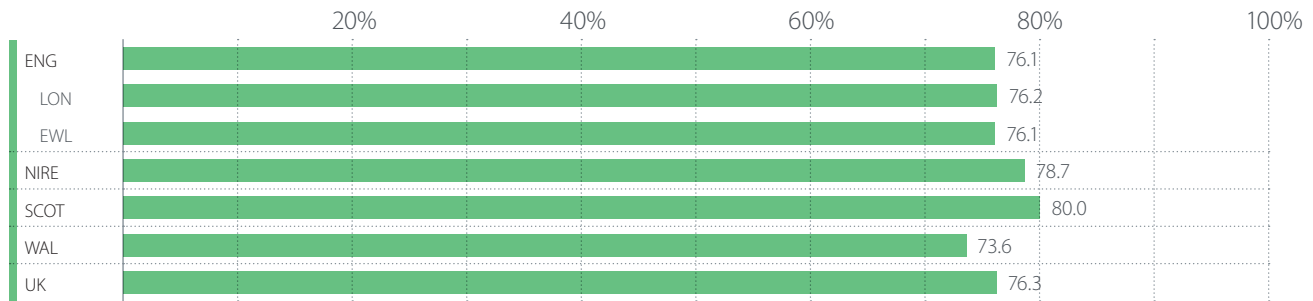
← Qualifiers definition; see page 15

← Country of institution definition; see page 13

← Degree attainment definition; see page 15

| | | First/2:1 | | First | | 2:1 | | 2:2 | | Third | | All | |
|------|---------------|-----------|------|---------|------|---------|------|--------|------|--------|-----|---------|-----|
| | | No. | → % | No. | → % | No. | → % | No. | → % | No. | → % | No. | No. |
| ENG | England | 257,305 | 76.1 | 94,685 | 28.0 | 162,620 | 48.1 | 65,055 | 19.2 | 15,700 | 4.6 | 338,060 | |
| LON | London | 44,325 | 76.2 | 17,245 | 29.7 | 27,080 | 46.6 | 11,305 | 19.4 | 2,505 | 4.3 | 58,130 | |
| EWL | Eng (exc Lon) | 212,980 | 76.1 | 77,440 | 27.7 | 135,545 | 48.4 | 53,750 | 19.2 | 13,195 | 4.7 | 279,925 | |
| NIRE | N. Ireland | 7,000 | 78.7 | 2,450 | 27.5 | 4,550 | 51.2 | 1,660 | 18.7 | 240 | 2.7 | 8,900 | |
| SCOT | Scotland | 22,685 | 80.0 | 7,575 | 26.7 | 15,115 | 53.3 | 4,740 | 16.7 | 945 | 3.3 | 28,370 | |
| WAL | Wales | 15,905 | 73.6 | 5,765 | 26.7 | 10,140 | 46.9 | 4,760 | 22.0 | 945 | 4.4 | 21,610 | |
| UK | UK | 302,900 | 76.3 | 110,475 | 27.8 | 192,425 | 48.5 | 76,210 | 19.2 | 17,830 | 4.5 | 396,940 | |

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 15

← Subject areas definition: see page 14

← Degree attainment definition: see page 15

| | | First/2:1 | First | 2:1 | 2:2 | Third | All |
|------------|-------------------------|--------------|-------------|-------------|-------------|-----------|---------|
| | | No. → % | No. → % | No. → % | No. → % | No. → % | No. |
| SET | | | | | | | |
| AGRI | Agriculture, related | 1,900 70.2 | 655 24.2 | 1,245 46.0 | 675 24.8 | 135 5.0 | 2,710 |
| ARCH | Architecture, planning | 5,620 73.8 | 2,120 27.8 | 3,500 45.9 | 1,600 21.0 | 400 5.2 | 7,620 |
| BIOS | Biological sciences | 33,485 76.0 | 11,175 25.4 | 22,310 50.7 | 8,760 19.9 | 1,795 4.1 | 44,045 |
| COMP | Computer science | 12,680 74.4 | 6,225 36.5 | 6,455 37.9 | 3,285 19.3 | 1,075 6.3 | 17,045 |
| ENGI | Engineering, technology | 19,980 77.1 | 9,480 36.6 | 10,495 40.5 | 4,840 18.7 | 1,095 4.2 | 25,915 |
| MATH | Mathematical sciences | 6,425 75.2 | 3,570 41.8 | 2,855 33.4 | 1,600 18.7 | 520 6.1 | 8,545 |
| MEDI | Medicine, dentistry | 1,535 91.4 | 720 42.8 | 815 48.6 | 120 7.0 | 25 1.6 | 1,680 |
| PHYS | Physical sciences | 14,105 78.9 | 6,040 33.8 | 8,065 45.1 | 3,085 17.3 | 680 3.8 | 17,865 |
| SUBJ | Subj allied to medicine | 31,690 74.4 | 13,630 32.0 | 18,060 42.4 | 8,485 19.9 | 2,425 5.7 | 42,600 |
| VETS | Veterinary science | 185 92.0 | 75 37.8 | 110 54.2 | 15 7.0 | 0 1.0 | 200 |
| SET | SET total | 127,600 75.9 | 53,690 31.9 | 73,915 43.9 | 32,460 19.3 | 8,155 4.8 | 168,215 |

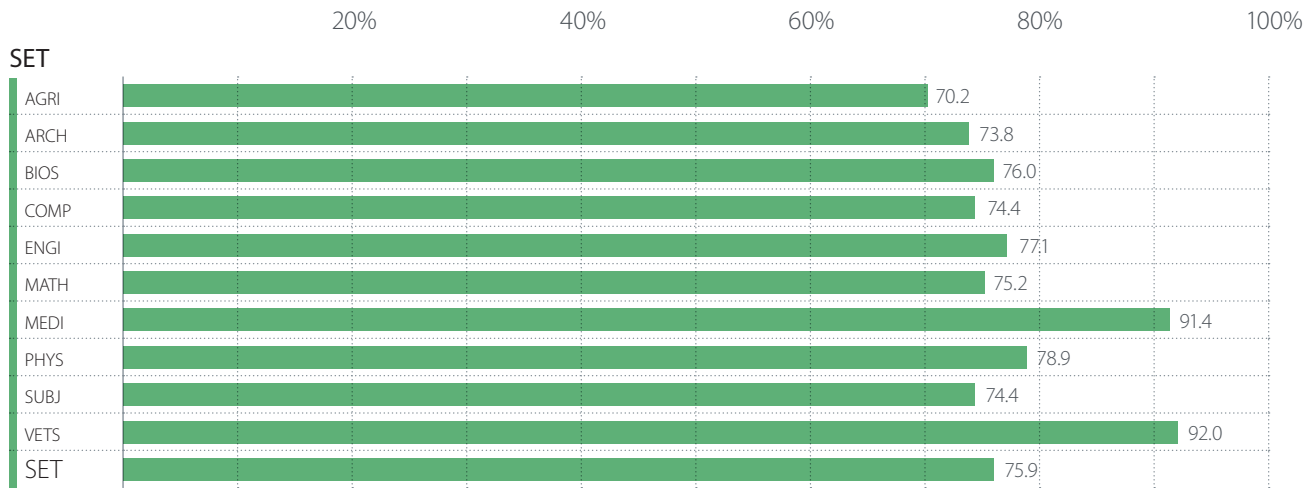
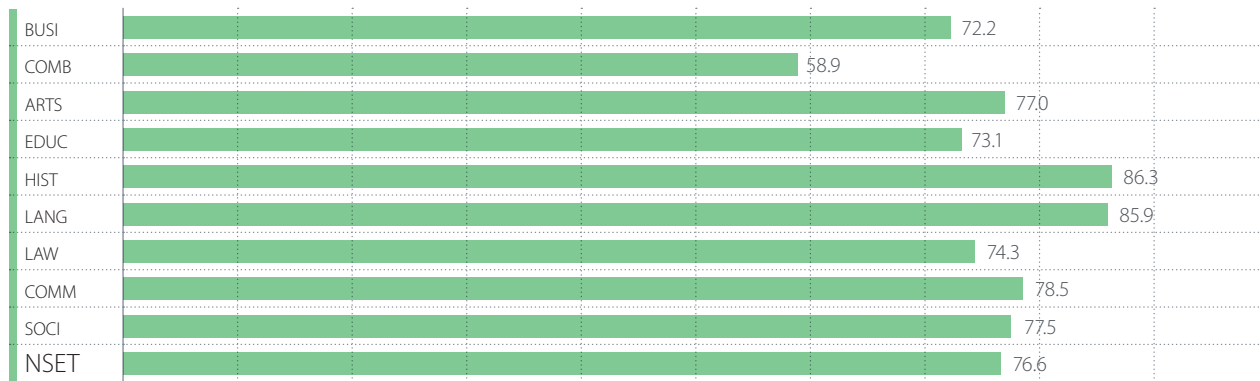
Non-SET

| | | | | | | | |
|------|---------------------------|--------------|-------------|--------------|-------------|-----------|---------|
| BUSI | Business, admin studies | 44,400 72.2 | 16,170 26.3 | 28,225 45.9 | 13,955 22.7 | 3,180 5.2 | 61,535 |
| COMB | Combined | 1,625 58.9 | 540 19.5 | 1,085 39.4 | 680 24.6 | 455 16.5 | 2,760 |
| ARTS | Creative arts, design | 30,765 77.0 | 11,170 28.0 | 19,595 49.1 | 7,315 18.3 | 1,870 4.7 | 39,950 |
| EDUC | Education | 11,695 73.1 | 3,830 23.9 | 7,870 49.2 | 3,540 22.1 | 760 4.8 | 16,000 |
| HIST | Historical, philosophical | 14,760 86.3 | 4,180 24.4 | 10,580 61.8 | 2,015 11.8 | 340 2.0 | 17,115 |
| LANG | Languages | 17,420 85.9 | 5,305 26.2 | 12,115 59.7 | 2,475 12.2 | 385 1.9 | 20,280 |
| LAW | Law | 13,110 74.3 | 3,005 17.0 | 10,105 57.3 | 3,805 21.6 | 730 4.1 | 17,640 |
| COMM | Mass comms, document | 8,665 78.5 | 2,675 24.2 | 5,990 54.3 | 2,035 18.4 | 335 3.1 | 11,035 |
| SOCI | Social studies | 32,860 77.5 | 9,915 23.4 | 22,945 54.1 | 7,935 18.7 | 1,620 3.8 | 42,415 |
| NSET | Non-SET total | 175,295 76.6 | 56,785 24.8 | 118,510 51.8 | 43,750 19.1 | 9,675 4.2 | 228,720 |

All subject areas

| | | | | | | | |
|-----|-------------------|--------------|--------------|--------------|-------------|------------|---------|
| All | All subject areas | 302,900 76.3 | 110,475 27.8 | 192,425 48.5 | 76,210 19.2 | 17,830 4.5 | 396,940 |
|-----|-------------------|--------------|--------------|--------------|-------------|------------|---------|

Proportions of qualifiers who received a first/2:1

**Non-SET**

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 | 85,520 | 61.9 | 123,990 | 46.8 | 58,000 | 65.1 |
| 22–25 | 22,395 | 16.2 | 42,360 | 16.0 | 10,790 | 12.1 |
| 26–35 | 17,790 | 12.9 | 50,615 | 19.1 | 9,950 | 11.2 |
| 36 and over | 12,520 | 9.1 | 48,225 | 18.2 | 10,405 | 11.7 |
| All students | 138,225 | 100.0 | 265,190 | 100.0 | 89,145 | 100.0 |
| Disability | | | | | | |
| Non-disabled | 119,600 | 86.5 | 231,410 | 87.3 | 72,495 | 81.3 |
| Disabled | 18,625 | 13.5 | 33,795 | 12.7 | 16,675 | 18.7 |
| All students | 138,225 | 100.0 | 265,205 | 100.0 | 89,170 | 100.0 |
| DSA | | | | | | |
| Disabled: receives DSA | 6,365 | 34.7 | 12,620 | 38.8 | 7,625 | 47.3 |
| Disabled: does not receive DSA | 11,990 | 65.3 | 19,920 | 61.2 | 8,500 | 52.7 |
| Disabled: known DSA status total | 18,350 | 100.0 | 32,540 | 100.0 | 16,125 | 100.0 |
| Ethnicity | | | | | | |
| White | 70,890 | 70.5 | 156,025 | 67.5 | 69,160 | 85.7 |
| BAME | 29,720 | 29.5 | 75,080 | 32.5 | 11,535 | 14.3 |
| Asian | 10,930 | 10.9 | 24,815 | 10.7 | 3,720 | 4.6 |
| Black | 9,825 | 9.8 | 35,525 | 15.4 | 3,850 | 4.8 |
| Chinese | 1,070 | 1.1 | 890 | 0.4 | 265 | 0.3 |
| Mixed | 5,730 | 5.7 | 8,845 | 3.8 | 2,945 | 3.7 |
| Other | 2,165 | 2.2 | 5,010 | 2.2 | 755 | 0.9 |
| All UK domiciled students | 100,610 | 100.0 | 231,105 | 100.0 | 80,695 | 100.0 |
| Gender | | | | | | |
| Female | 75,515 | 54.7 | 160,070 | 60.4 | 57,520 | 64.6 |
| Male | 62,620 | 45.3 | 105,040 | 39.6 | 31,555 | 35.4 |
| All students | 138,140 | 100.0 | 265,110 | 100.0 | 89,070 | 100.0 |

| | Russell Group | | University Alliance | | No affiliation | |
|----------------------------------|---------------|-------|---------------------|-------|----------------|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| Age | | | | | | |
| 21 and under | 403,775 | 62.1 | 229,680 | 48.2 | 434,455 | 60.1 |
| 22–25 | 125,350 | 19.3 | 72,485 | 15.2 | 107,300 | 14.8 |
| 26–35 | 77,730 | 11.9 | 91,765 | 19.3 | 100,095 | 13.8 |
| 36 and over | 43,795 | 6.7 | 82,565 | 17.3 | 81,315 | 11.2 |
| All students | 650,650 | 100.0 | 476,495 | 100.0 | 723,170 | 100.0 |
| Disability | | | | | | |
| Non-disabled | 582,415 | 89.5 | 405,095 | 85.0 | 629,370 | 87.0 |
| Disabled | 68,300 | 10.5 | 71,445 | 15.0 | 93,865 | 13.0 |
| All students | 650,715 | 100.0 | 476,540 | 100.0 | 723,235 | 100.0 |
| DSA | | | | | | |
| Disabled: receives DSA | 21,790 | 35.2 | 21,210 | 30.0 | 35,945 | 40.4 |
| Disabled: does not receive DSA | 40,110 | 64.8 | 49,385 | 70.0 | 53,045 | 59.6 |
| Disabled: known DSA status total | 61,895 | 100.0 | 70,600 | 100.0 | 88,990 | 100.0 |
| Ethnicity | | | | | | |
| White | 349,315 | 78.9 | 324,560 | 77.6 | 447,915 | 77.0 |
| BAME | 93,385 | 21.1 | 93,845 | 22.4 | 133,425 | 23.0 |
| Asian | 44,745 | 10.1 | 38,960 | 9.3 | 62,680 | 10.8 |
| Black | 15,510 | 3.5 | 30,805 | 7.4 | 38,070 | 6.5 |
| Chinese | 6,815 | 1.5 | 2,190 | 0.5 | 4,500 | 0.8 |
| Mixed | 19,740 | 4.5 | 15,325 | 3.7 | 19,750 | 3.4 |
| Other | 6,575 | 1.5 | 6,565 | 1.6 | 8,425 | 1.4 |
| All UK domiciled students | 442,700 | 100.0 | 418,405 | 100.0 | 581,335 | 100.0 |
| Gender | | | | | | |
| Female | 358,405 | 55.2 | 270,140 | 56.7 | 412,005 | 57.0 |
| Male | 291,430 | 44.8 | 206,140 | 43.3 | 310,940 | 43.0 |
| All students | 649,835 | 100.0 | 476,280 | 100.0 | 722,945 | 100.0 |

Age

The proportion of students who were classified as mature – that is, those aged over 21 upon entry – has fallen since 2003/04, and particularly since 2010/11. This decrease was mainly among students aged 26 and over. 2017/18 was the first year since 2008/09 when the proportion of students classified as mature increased from the preceding year. A large proportion of mature students studied part-time and many were postgraduates. Furthermore, mature first degree undergraduates had higher rates of leaving higher education without qualifying, 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 2017.

Additional detail for selected tables in this section, such as by first year students, is available at:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

1.1 Overall figures: Across the UK (57.0%), and in each country individually, the majority of students were aged 21 and under. England had the smallest proportion of mature students, with 42.2% 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 a small increase in 2008/09. This decline has been mainly among those aged 26 and over. In 2017/18, the proportion of mature students showed an increase, from 41.9% in 2016/17 to 43.0% in 2017/18. However, the proportion of students who were mature was still 11.6 percentage points lower than in 2003/04. A 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. Among first degree undergraduates, fewer mature students were EU and non-EU domiciled (10.8% and 14.9%, respectively) than UK domiciled (22.8%).

1.4 Mode and level: Overall, 88.9% 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, 16.9% of taught postgraduates aged 22 to 25 studied part-time compared with 80.0% of taught postgraduates aged 36 and over.

1.5–1.9 Subject area: The student age profile was markedly older in certain subjects than others. For example, 79.5% of those studying combined subjects, 70.3% of students studying education and 66.1% of those studying subjects allied to medicine were aged 22 and over. In contrast, at least seven in ten students studying mathematical sciences (74.3%), creative arts and design (72.1%), mass communications and documentation (70.8%), and physical sciences (70.7%) were aged 21 and under.

First degree undergraduates aged 21 and under were a majority in all subject areas other than combined subjects. In contrast, a large proportion of other undergraduates were mature in all subject areas, most noticeably in subjects allied to medicine where 94.7% of other undergraduates were aged 22 and over.

75.4% of research postgraduates were aged between 22 and 35. The majority of research postgraduates aged 21 and under (85.4%), aged 22 to 25 (77.9%) and aged 26 to 35 (61.7%) studied SET subjects, compared with only 38.8% of research postgraduates aged 36 and over.

In contrast, the majority of taught postgraduates studied non-SET subjects, regardless of their age group. A large proportion of taught postgraduate students aged under 25 studied business and administrative studies (23.8% of those aged 21 and under, and 27.2% of those aged 22–25). For taught postgraduate students aged 26 and over, the most popular subject area was subjects allied to medicine (18.2% of those aged 26–35 and 24.1% 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 (90.8%) compared with those from older age groups. 12.0% of UK domiciled full-time first degree entrants aged 22 to 25 left HE compared with only 6.5% 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. 81.0% of those aged 21 and under and 77.1% of those aged 22 to 25 received a first/2:1, compared with 71.1% of those aged 26 to 35 and 66.8% of those aged 36 and over. This was also the case when looking only at full-time qualifiers. However, 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. A higher proportion of those aged 26 to 35 and 36 and over received a first/2:1 (59.3% and 60.9%, respectively) than those aged 21 and under and 22 to 25 (46.3% and 47.0%, respectively).

The UK attainment gap between qualifiers aged 21 and under and qualifiers aged 36 and over was 16.8 percentage points. Age attainment gaps varied by country, with England, Scotland and Northern Ireland having gaps of 17.6, 16.5 and 13.6 percentage points, respectively, and Wales having the smallest gap of 6.0 percentage points.

Within each age group, the majority of qualifiers received a first/2:1 regardless of subject area. The only exception to this pattern was among those aged 26 to 35 in combined subjects, where 47.6% of qualifiers received a first/2:1.

1.1

All students by country of institution and age group

| | England | | Northern Ireland | | Scotland | | Wales | | UK | |
|-------|-----------|-------|------------------|-------|----------|-------|---------|-------|-----------|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| ≤21 | 1,104,735 | 57.8 | 29,280 | 53.8 | 132,165 | 53.5 | 69,240 | 53.4 | 1,335,415 | 57.0 |
| 22–25 | 310,115 | 16.2 | 8,200 | 15.1 | 41,760 | 16.9 | 20,605 | 15.9 | 380,680 | 16.2 |
| 26–35 | 278,900 | 14.6 | 8,350 | 15.3 | 40,520 | 16.4 | 20,175 | 15.6 | 347,945 | 14.9 |
| ≥36 | 218,005 | 11.4 | 8,630 | 15.8 | 32,655 | 13.2 | 19,535 | 15.1 | 278,830 | 11.9 |
| All | 1,911,755 | 100.0 | 54,460 | 100.0 | 247,100 | 100.0 | 129,560 | 100.0 | 2,342,870 | 100.0 |

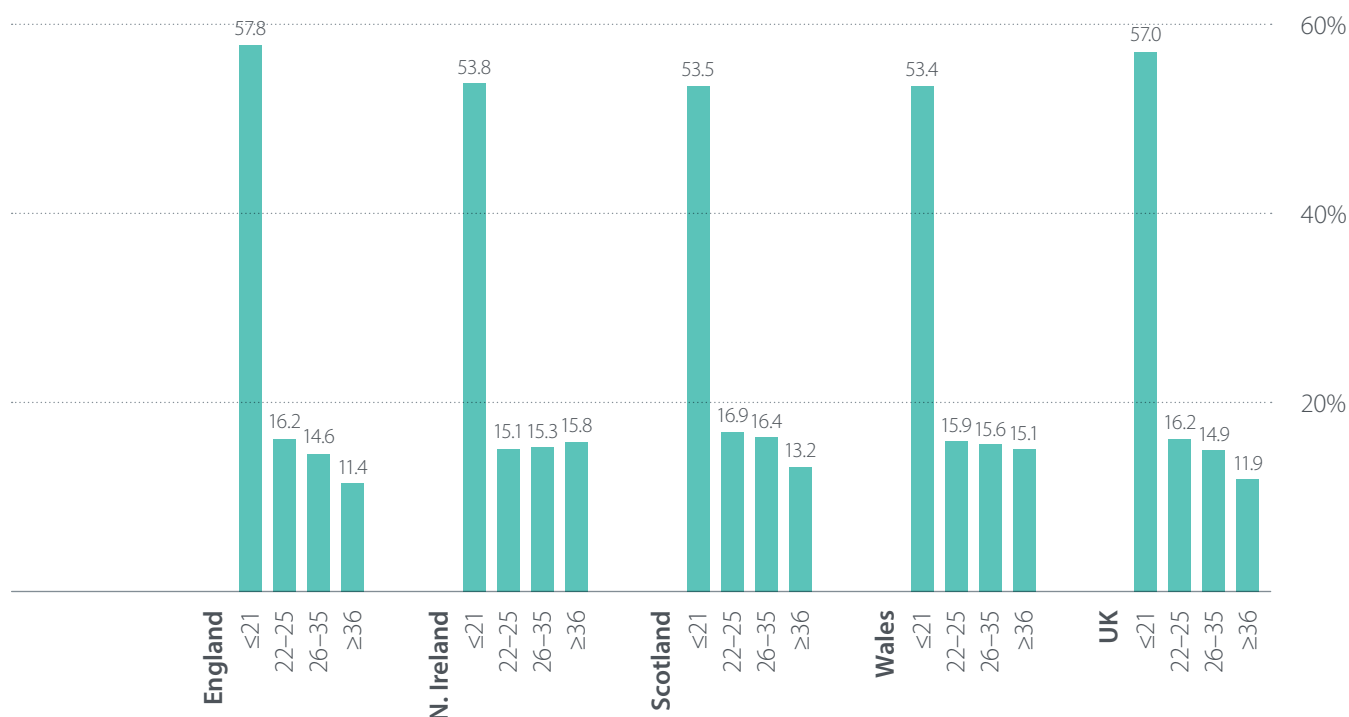
← Country of institution definition: see page 13

← Age definition: see page 10

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportion of students by age group in each country



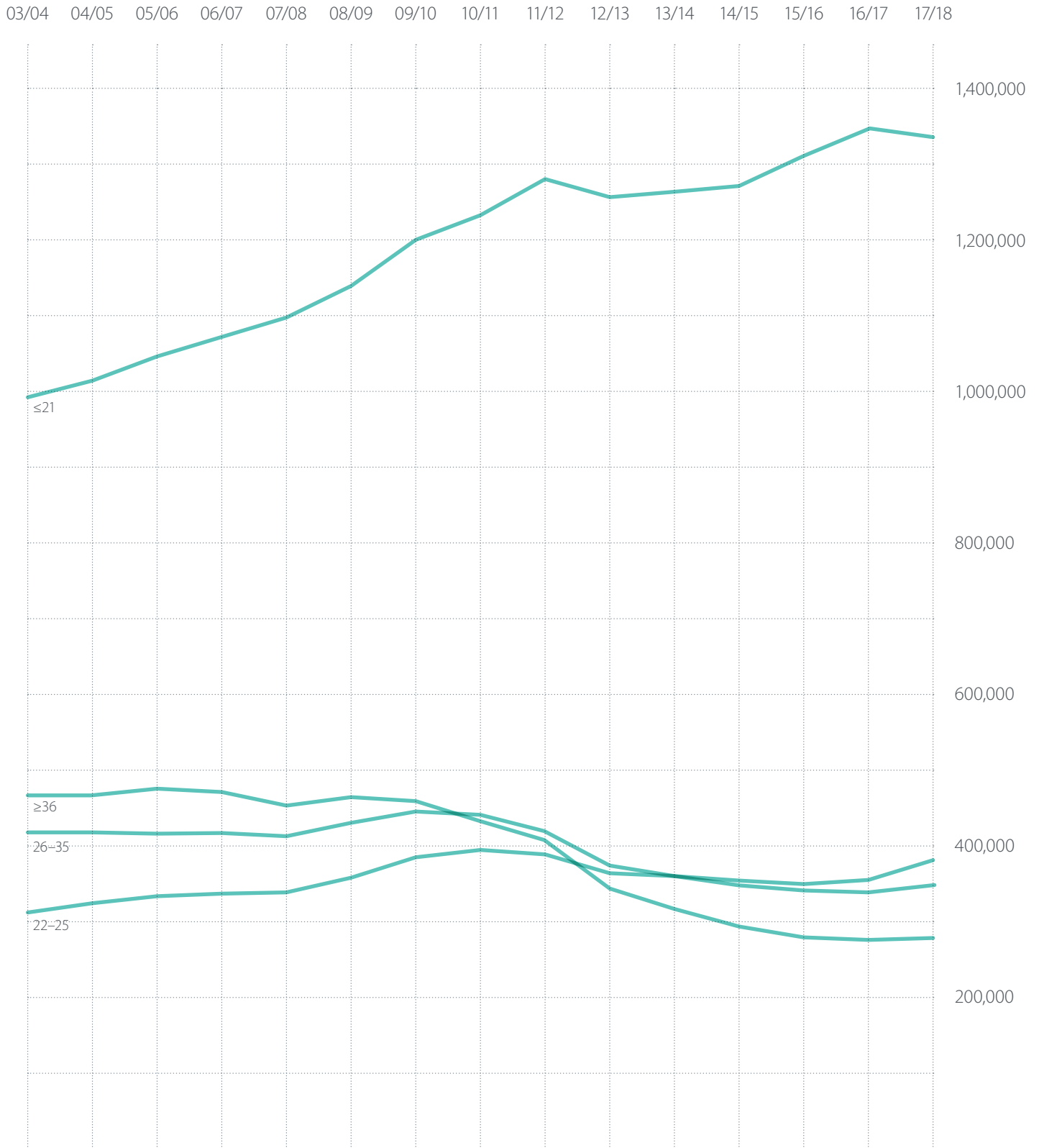
1.2

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 | |

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 13

← Domicile
definition:
see page 13

← Age definition:
see page 10

| | UK | | | EU | | | Non-EU | | | All | |
|---------------------|-----------|-------|------|---------|-------|-----|---------|-------|------|-----------|-------|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| All students | | | | | | | | | | | |
| ≤21 | 1,111,995 | 59.0 | 83.3 | 83,795 | 60.2 | 6.3 | 139,615 | 43.7 | 10.5 | 1,335,405 | 57.0 |
| 22–25 | 238,310 | 12.6 | 62.6 | 31,890 | 22.9 | 8.4 | 110,475 | 34.6 | 29.0 | 380,675 | 16.2 |
| 26–35 | 274,270 | 14.6 | 78.8 | 18,020 | 13.0 | 5.2 | 55,650 | 17.4 | 16.0 | 347,940 | 14.9 |
| ≥36 | 259,795 | 13.8 | 93.2 | 5,435 | 3.9 | 1.9 | 13,590 | 4.3 | 4.9 | 278,820 | 11.9 |
| All | 1,884,370 | 100.0 | 80.4 | 139,145 | 100.0 | 5.9 | 319,330 | 100.0 | 13.6 | 2,342,845 | 100.0 |

First degree undergraduate

| | | | | | | | | | | | |
|-------|-----------|-------|------|--------|-------|-----|---------|-------|------|-----------|-------|
| ≤21 | 1,067,360 | 77.2 | 83.7 | 80,050 | 89.2 | 6.3 | 127,175 | 85.1 | 10.0 | 1,274,585 | 78.6 |
| 22–25 | 110,995 | 8.0 | 81.8 | 6,845 | 7.6 | 5.0 | 17,885 | 12.0 | 13.2 | 135,720 | 8.4 |
| 26–35 | 116,395 | 8.4 | 95.1 | 2,210 | 2.5 | 1.8 | 3,750 | 2.5 | 3.1 | 122,355 | 7.5 |
| ≥36 | 87,715 | 6.3 | 98.5 | 635 | 0.7 | 0.7 | 685 | 0.5 | 0.8 | 89,035 | 5.5 |
| All | 1,382,465 | 100.0 | 85.2 | 89,740 | 100.0 | 5.5 | 149,490 | 100.0 | 9.2 | 1,621,695 | 100.0 |

Other undergraduate

| | | | | | | | | | | | |
|-------|---------|-------|------|-------|-------|-----|--------|-------|------|---------|-------|
| ≤21 | 27,990 | 20.2 | 79.2 | 1,730 | 39.8 | 4.9 | 5,635 | 46.5 | 15.9 | 35,355 | 22.9 |
| 22–25 | 18,755 | 13.6 | 77.7 | 1,230 | 28.3 | 5.1 | 4,160 | 34.3 | 17.2 | 24,140 | 15.6 |
| 26–35 | 38,825 | 28.1 | 93.7 | 835 | 19.2 | 2.0 | 1,790 | 14.7 | 4.3 | 41,450 | 26.8 |
| ≥36 | 52,670 | 38.1 | 98.0 | 550 | 12.6 | 1.0 | 540 | 4.5 | 1.0 | 53,760 | 34.7 |
| All | 138,240 | 100.0 | 89.4 | 4,340 | 100.0 | 2.8 | 12,125 | 100.0 | 7.8 | 154,705 | 100.0 |

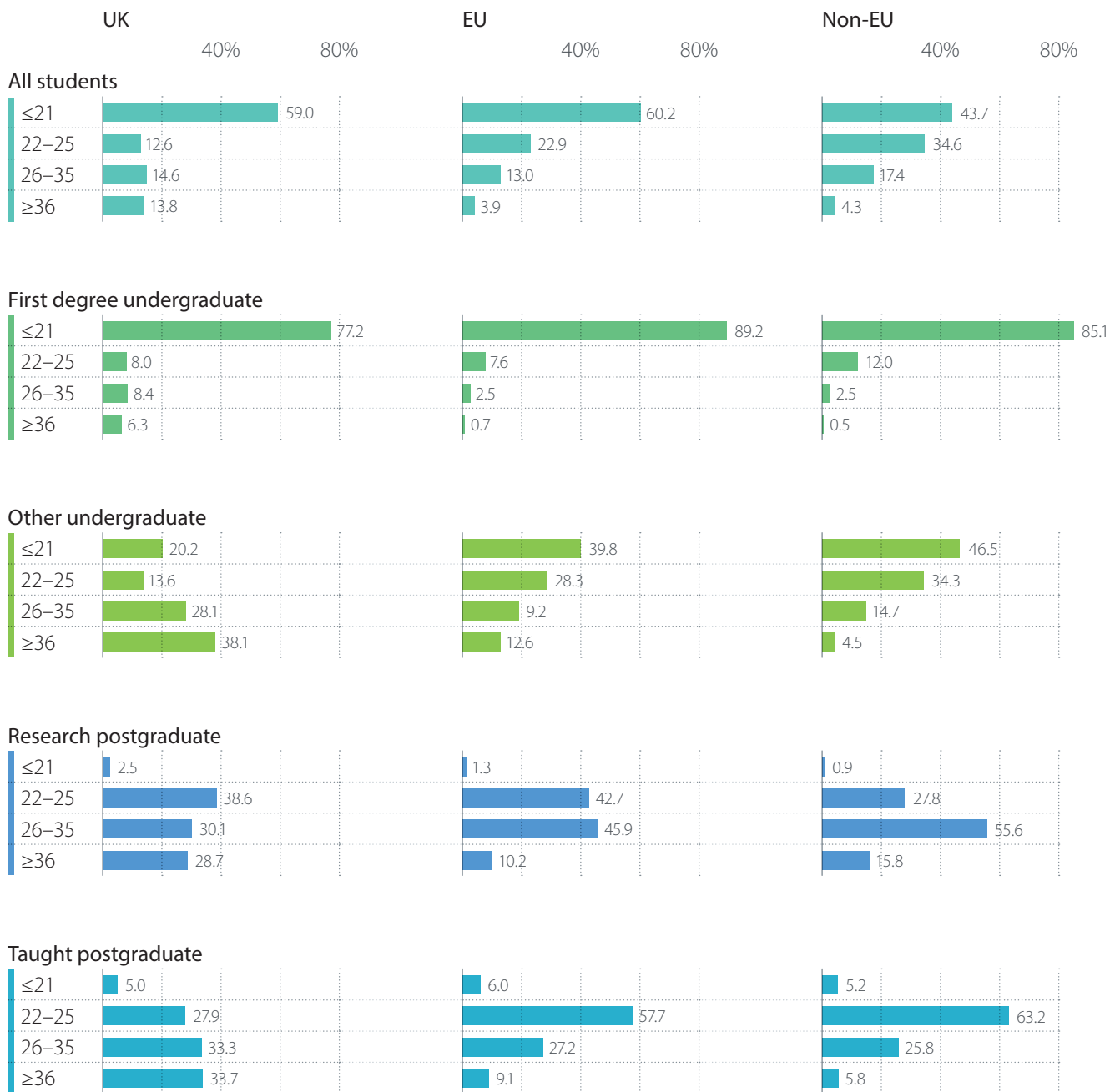
Research postgraduate

| | | | | | | | | | | | |
|-------|--------|-------|------|--------|-------|------|--------|-------|------|---------|-------|
| ≤21 | 1,655 | 2.5 | 78.4 | 185 | 1.3 | 8.7 | 275 | 0.9 | 12.9 | 2,115 | 1.9 |
| 22–25 | 25,165 | 38.6 | 62.6 | 6,220 | 42.7 | 15.5 | 8,820 | 27.8 | 21.9 | 40,200 | 36.0 |
| 26–35 | 19,640 | 30.1 | 44.7 | 6,690 | 45.9 | 15.2 | 17,650 | 55.6 | 40.1 | 43,980 | 39.4 |
| ≥36 | 18,740 | 28.7 | 74.2 | 1,480 | 10.2 | 5.9 | 5,030 | 15.8 | 19.9 | 25,250 | 22.6 |
| All | 65,200 | 100.0 | 58.5 | 14,570 | 100.0 | 13.1 | 31,775 | 100.0 | 28.5 | 111,545 | 100.0 |

Taught postgraduate

| | | | | | | | | | | | |
|-------|---------|-------|------|--------|-------|-----|---------|-------|------|---------|-------|
| ≤21 | 14,985 | 5.0 | 64.2 | 1,835 | 6.0 | 7.9 | 6,535 | 5.2 | 28.0 | 23,355 | 5.1 |
| 22–25 | 83,395 | 27.9 | 46.2 | 17,600 | 57.7 | 9.7 | 79,615 | 63.2 | 44.1 | 180,610 | 39.7 |
| 26–35 | 99,410 | 33.3 | 70.9 | 8,290 | 27.2 | 5.9 | 32,460 | 25.8 | 23.2 | 140,160 | 30.8 |
| ≥36 | 100,675 | 33.7 | 90.9 | 2,770 | 9.1 | 2.5 | 7,335 | 5.8 | 6.6 | 110,780 | 24.4 |
| All | 298,465 | 100.0 | 65.6 | 30,495 | 100.0 | 6.7 | 125,940 | 100.0 | 27.7 | 454,900 | 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 13

← Mode of study
definition:
see page 13

← Age definition:
see page 10

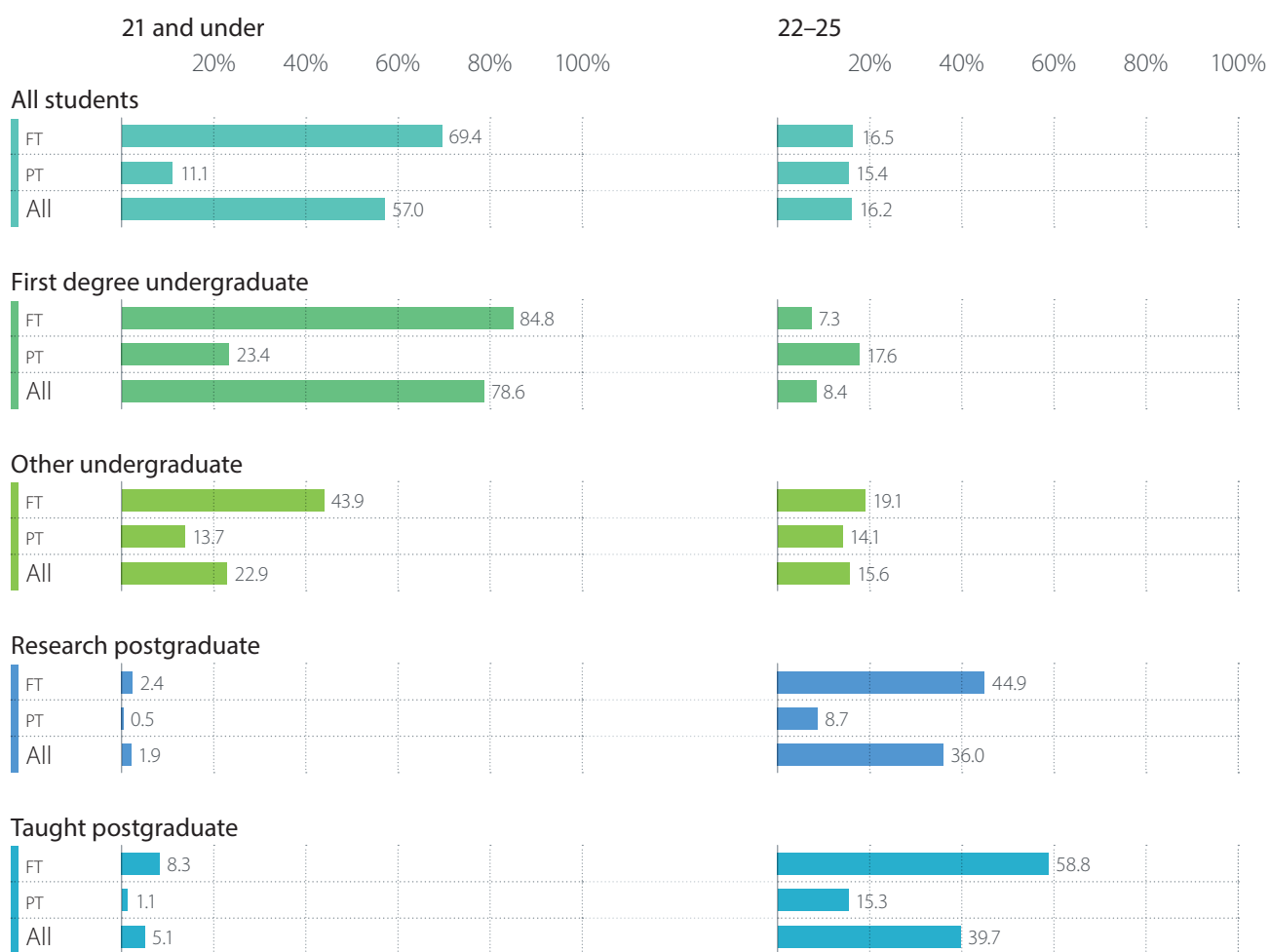
| | | 21 and under | | | 22–25 | | |
|-----------------------------------|-----------|--------------|-------|------|---------|-------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| All students | | | | | | | |
| FT | Full-time | 1,280,125 | 95.9 | 69.4 | 303,740 | 79.8 | 16.5 |
| PT | Part-time | 55,295 | 4.1 | 11.1 | 76,940 | 20.2 | 15.4 |
| All | All modes | 1,335,415 | 100.0 | 57.0 | 380,680 | 100.0 | 16.2 |
| First degree undergraduate | | | | | | | |
| FT | Full-time | 1,236,365 | 97.0 | 84.8 | 106,950 | 78.8 | 7.3 |
| PT | Part-time | 38,225 | 3.0 | 23.4 | 28,770 | 21.2 | 17.6 |
| All | All modes | 1,274,585 | 100.0 | 78.6 | 135,720 | 100.0 | 8.4 |
| Other undergraduate | | | | | | | |
| FT | Full-time | 20,645 | 58.4 | 43.9 | 8,955 | 37.1 | 19.1 |
| PT | Part-time | 14,715 | 41.6 | 13.7 | 15,185 | 62.9 | 14.1 |
| All | All modes | 35,360 | 100.0 | 22.9 | 24,140 | 100.0 | 15.6 |
| Research postgraduate | | | | | | | |
| FT | Full-time | 1,990 | 94.1 | 2.4 | 37,810 | 94.0 | 44.9 |
| PT | Part-time | 125 | 5.9 | 0.5 | 2,395 | 6.0 | 8.7 |
| All | All modes | 2,115 | 100.0 | 1.9 | 40,205 | 100.0 | 36.0 |
| Taught postgraduate | | | | | | | |
| FT | Full-time | 21,125 | 90.4 | 8.3 | 150,020 | 83.1 | 58.8 |
| PT | Part-time | 2,230 | 9.6 | 1.1 | 30,590 | 16.9 | 15.3 |
| All | All modes | 23,355 | 100.0 | 5.1 | 180,610 | 100.0 | 39.7 |

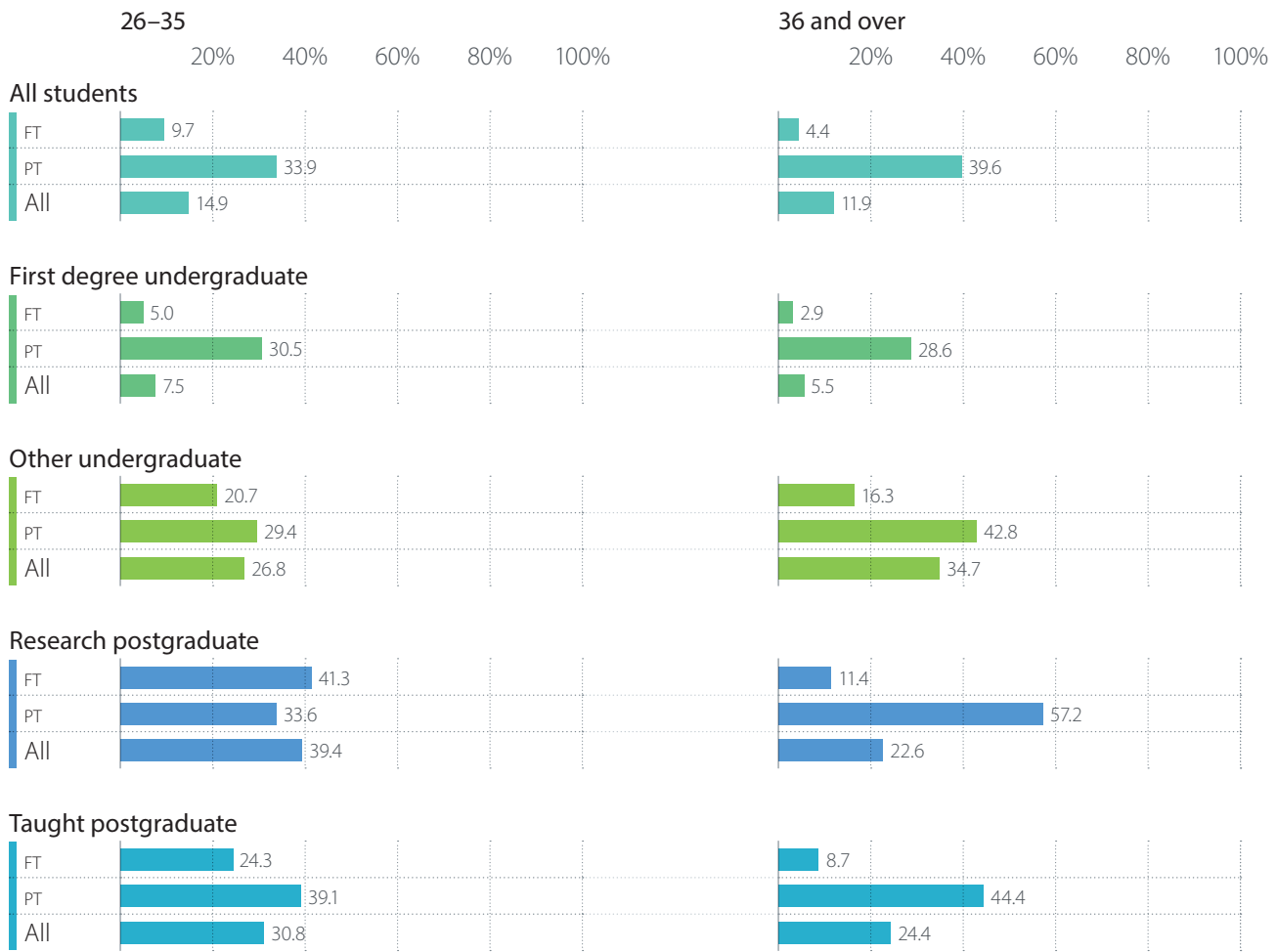
Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

| | 26–35 | | | 36 and over | | | All students | |
|-----------------------------------|---------|-------|------|-------------|-------|------|--------------|-------|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| All students | | | | | | | | |
| FT | 178,995 | 51.4 | 9.7 | 81,675 | 29.3 | 4.4 | 1,844,535 | 78.7 |
| PT | 168,950 | 48.6 | 33.9 | 197,150 | 70.7 | 39.6 | 498,335 | 21.3 |
| All | 347,945 | 100.0 | 14.9 | 278,830 | 100.0 | 11.9 | 2,342,870 | 100.0 |
| First degree undergraduate | | | | | | | | |
| FT | 72,460 | 59.2 | 5.0 | 42,300 | 47.5 | 2.9 | 1,458,075 | 89.9 |
| PT | 49,890 | 40.8 | 30.5 | 46,735 | 52.5 | 28.6 | 163,625 | 10.1 |
| All | 122,355 | 100.0 | 7.5 | 89,035 | 100.0 | 5.5 | 1,621,700 | 100.0 |
| Other undergraduate | | | | | | | | |
| FT | 9,730 | 23.5 | 20.7 | 7,650 | 14.2 | 16.3 | 46,980 | 30.4 |
| PT | 31,720 | 76.5 | 29.4 | 46,115 | 85.8 | 42.8 | 107,735 | 69.6 |
| All | 41,450 | 100.0 | 26.8 | 53,760 | 100.0 | 34.7 | 154,715 | 100.0 |
| Research postgraduate | | | | | | | | |
| FT | 34,770 | 79.1 | 41.3 | 9,580 | 37.9 | 11.4 | 84,150 | 75.4 |
| PT | 9,210 | 20.9 | 33.6 | 15,670 | 62.1 | 57.2 | 27,395 | 24.6 |
| All | 43,980 | 100.0 | 39.4 | 25,250 | 100.0 | 22.6 | 111,545 | 100.0 |
| Taught postgraduate | | | | | | | | |
| FT | 62,035 | 44.3 | 24.3 | 22,150 | 20.0 | 8.7 | 255,330 | 56.1 |
| PT | 78,130 | 55.7 | 39.1 | 88,630 | 80.0 | 44.4 | 199,580 | 43.9 |
| All | 140,165 | 100.0 | 30.8 | 110,780 | 100.0 | 24.4 | 454,910 | 100.0 |

Proportions of students in each age group





1.5

All students by subject area and age group

← Subject areas
definition:
see page 14

← Age definition:
see page 10

| | | 21 and under | | | 22–25 | | |
|------------|-------------------------------|--------------|------|------|---------|------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| SET | | | | | | | |
| AGRI | Agriculture, related subjects | 10,405 | 0.8 | 55.7 | 3,090 | 0.8 | 16.5 |
| ARCH | Architecture, build, planning | 27,885 | 2.1 | 52.0 | 12,585 | 3.3 | 23.5 |
| BIOS | Biological sciences | 153,690 | 11.5 | 65.7 | 31,830 | 8.4 | 13.6 |
| COMP | Computer science | 67,980 | 5.1 | 63.4 | 16,685 | 4.4 | 15.6 |
| ENGI | Engineering, technology | 103,545 | 7.8 | 62.8 | 30,325 | 8.0 | 18.4 |
| MATH | Mathematical sciences | 33,125 | 2.5 | 74.3 | 5,725 | 1.5 | 12.8 |
| MEDI | Medicine, dentistry | 37,610 | 2.8 | 57.1 | 11,920 | 3.1 | 18.1 |
| PHYS | Physical sciences | 67,690 | 5.1 | 70.7 | 15,470 | 4.1 | 16.2 |
| SUBJ | Subjects allied to medicine | 97,640 | 7.3 | 33.9 | 42,935 | 11.3 | 14.9 |
| VETS | Veterinary science | 4,470 | 0.3 | 56.9 | 1,165 | 0.3 | 14.8 |
| SET | SET total | 604,035 | 45.2 | 55.9 | 171,725 | 45.1 | 15.9 |

Non-SET

| | | | | | | | |
|------|---------------------------|---------|------|------|---------|------|------|
| BUSI | Business, admin studies | 190,900 | 14.3 | 55.7 | 73,470 | 19.3 | 21.4 |
| COMB | Combined | 7,205 | 0.5 | 20.5 | 4,145 | 1.1 | 11.8 |
| ARTS | Creative arts, design | 128,625 | 9.6 | 72.1 | 24,100 | 6.3 | 13.5 |
| EDUC | Education | 43,135 | 3.2 | 29.7 | 29,640 | 7.8 | 20.4 |
| HIST | Historical, philosophical | 55,515 | 4.2 | 66.0 | 9,095 | 2.4 | 10.8 |
| LANG | Languages | 71,625 | 5.4 | 69.2 | 13,815 | 3.6 | 13.3 |
| LAW | Law | 58,480 | 4.4 | 63.5 | 15,060 | 4.0 | 16.3 |
| COMM | Mass comms, document | 36,350 | 2.7 | 70.8 | 9,075 | 2.4 | 17.7 |
| SOCI | Social studies | 139,545 | 10.4 | 60.8 | 30,545 | 8.0 | 13.3 |
| NSET | Non-SET total | 731,380 | 54.8 | 57.9 | 208,950 | 54.9 | 16.6 |

All subject areas

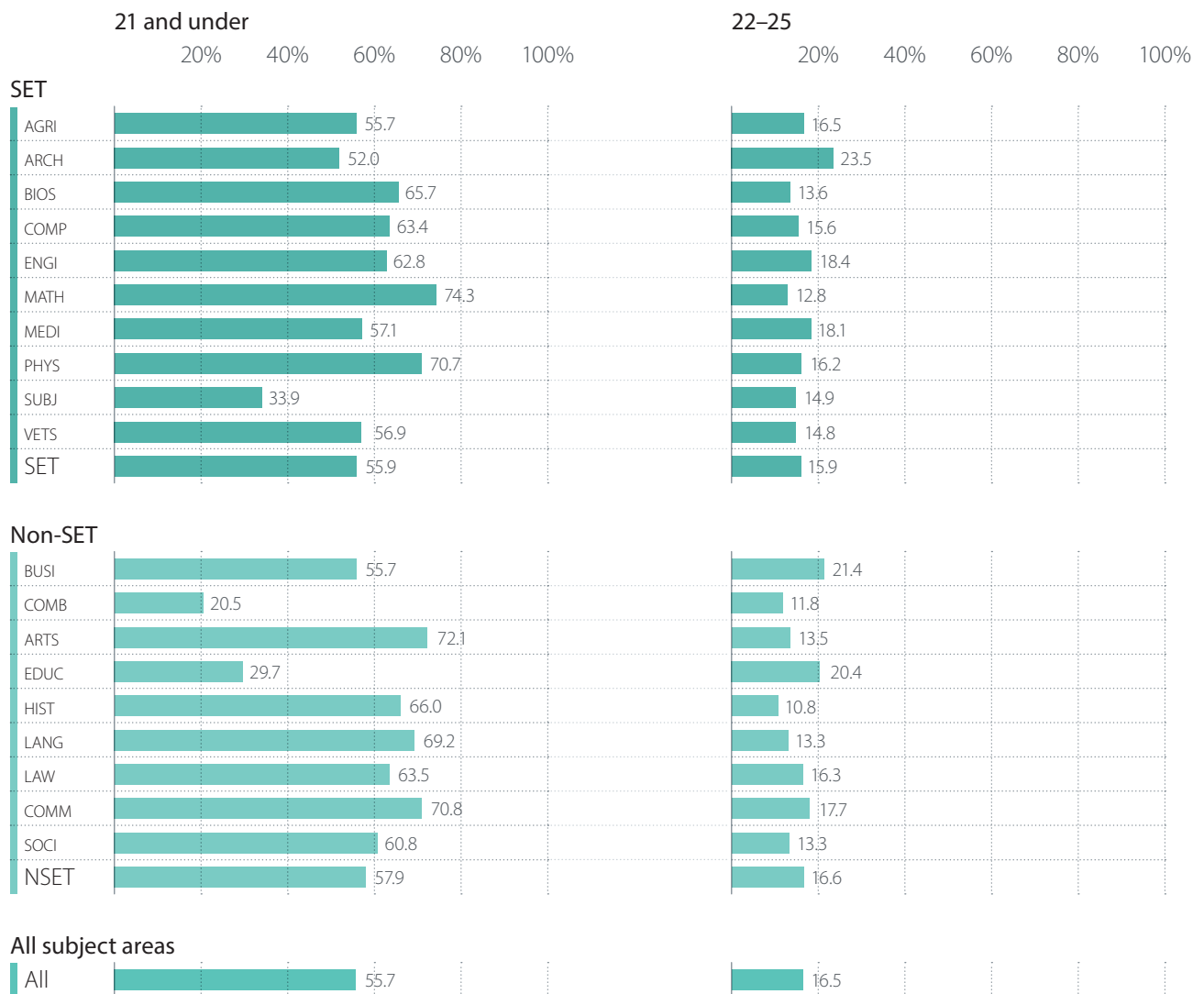
| | | | | | | | |
|-----|-------------------|-----------|-------|------|---------|-------|------|
| All | All subject areas | 1,335,415 | 100.0 | 55.7 | 380,680 | 100.0 | 16.5 |
|-----|-------------------|-----------|-------|------|---------|-------|------|

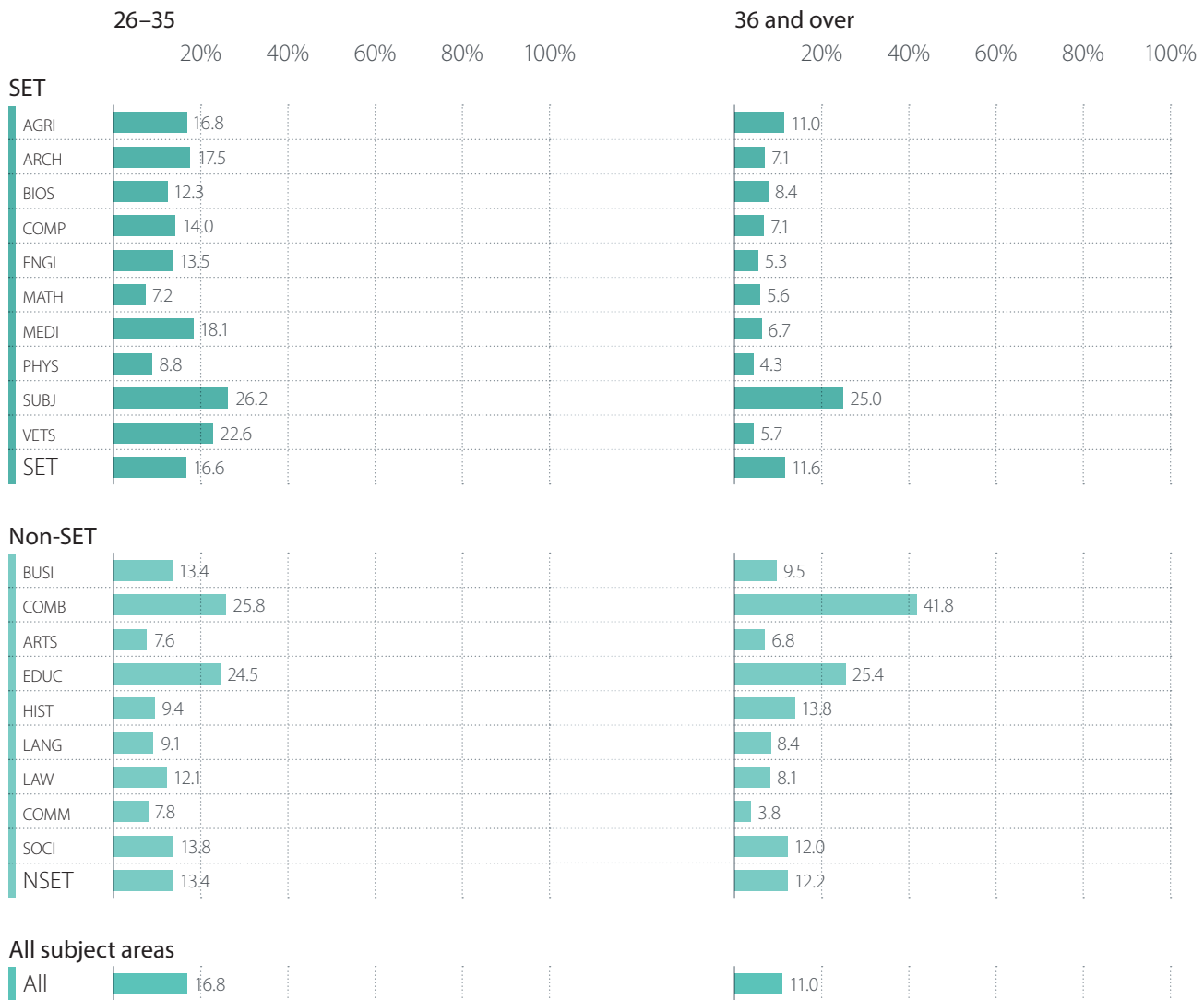
Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

| 26–35 | | | 36 and over | | | All age groups | | |
|-------------------|---------|-------|-------------|---------|-------|----------------|-----------|-------|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | |
| AGRI | 3,130 | 0.9 | 16.8 | 2,055 | 0.7 | 11.0 | 18,680 | 0.8 |
| ARCH | 9,360 | 2.7 | 17.5 | 3,785 | 1.4 | 7.1 | 53,615 | 2.3 |
| BIOS | 28,890 | 8.3 | 12.3 | 19,555 | 7.0 | 8.4 | 233,965 | 10.0 |
| COMP | 15,000 | 4.3 | 14.0 | 7,585 | 2.7 | 7.1 | 107,245 | 4.6 |
| ENGI | 22,295 | 6.4 | 13.5 | 8,805 | 3.2 | 5.3 | 164,975 | 7.0 |
| MATH | 3,230 | 0.9 | 7.2 | 2,490 | 0.9 | 5.6 | 44,575 | 1.9 |
| MEDI | 11,945 | 3.4 | 18.1 | 4,405 | 1.6 | 6.7 | 65,875 | 2.8 |
| PHYS | 8,445 | 2.4 | 8.8 | 4,110 | 1.5 | 4.3 | 95,715 | 4.1 |
| SUBJ | 75,345 | 21.7 | 26.2 | 72,105 | 25.9 | 25.0 | 288,020 | 12.3 |
| VETS | 1,780 | 0.5 | 22.6 | 450 | 0.2 | 5.7 | 7,860 | 0.3 |
| SET | 179,420 | 51.6 | 16.6 | 125,340 | 45.0 | 11.6 | 1,080,525 | 46.1 |
| Non-SET | | | | | | | | |
| BUSI | 46,055 | 13.2 | 13.4 | 32,535 | 11.7 | 9.5 | 342,960 | 14.6 |
| COMB | 9,050 | 2.6 | 25.8 | 14,670 | 5.3 | 41.8 | 35,070 | 1.5 |
| ARTS | 13,600 | 3.9 | 7.6 | 12,055 | 4.3 | 6.8 | 178,385 | 7.6 |
| EDUC | 35,645 | 10.2 | 24.5 | 36,995 | 13.3 | 25.4 | 145,415 | 6.2 |
| HIST | 7,930 | 2.3 | 9.4 | 11,575 | 4.2 | 13.8 | 84,115 | 3.6 |
| LANG | 9,390 | 2.7 | 9.1 | 8,700 | 3.1 | 8.4 | 103,530 | 4.4 |
| LAW | 11,165 | 3.2 | 12.1 | 7,460 | 2.7 | 8.1 | 92,165 | 3.9 |
| COMM | 3,995 | 1.1 | 7.8 | 1,940 | 0.7 | 3.8 | 51,360 | 2.2 |
| SOCI | 31,700 | 9.1 | 13.8 | 27,550 | 9.9 | 12.0 | 229,340 | 9.8 |
| NSET | 168,525 | 48.4 | 13.4 | 153,490 | 55.0 | 12.2 | 1,262,345 | 53.9 |
| All subject areas | | | | | | | | |
| All | 347,945 | 100.0 | 16.8 | 278,830 | 100.0 | 11.0 | 2,342,870 | 100.0 |

Proportions of students in each age group





1.6

First degree undergraduate students by subject area and age group

← Degree level definition: see page 13

← Subject areas definition: see page 14

← 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 | 8,000 | 84.3 | 780 | 8.2 | 455 | 4.8 | 250 | 2.6 | 9,485 |
| ARCH | Architecture, building, planning | 26,330 | 79.5 | 3,610 | 10.9 | 2,260 | 6.8 | 935 | 2.8 | 33,140 |
| BIOS | Biological sciences | 148,130 | 81.1 | 13,315 | 7.3 | 12,975 | 7.1 | 8,300 | 4.5 | 182,715 |
| COMP | Computer science | 65,390 | 77.8 | 8,240 | 9.8 | 7,305 | 8.7 | 3,120 | 3.7 | 84,055 |
| ENGI | Engineering, technology | 98,230 | 84.0 | 9,245 | 7.9 | 6,995 | 6.0 | 2,475 | 2.1 | 116,950 |
| MATH | Mathematical sciences | 32,500 | 87.6 | 1,480 | 4.0 | 1,510 | 4.1 | 1,600 | 4.3 | 37,090 |
| MEDI | Medicine, dentistry | 36,935 | 81.1 | 6,585 | 14.5 | 1,855 | 4.1 | 190 | 0.4 | 45,565 |
| PHYS | Physical sciences | 65,805 | 90.0 | 2,895 | 4.0 | 2,690 | 3.7 | 1,725 | 2.4 | 73,115 |
| SUBJ | Subjects allied to medicine | 94,145 | 55.2 | 23,205 | 13.6 | 31,030 | 18.2 | 22,105 | 13.0 | 170,480 |
| VETS | Veterinary science | 4,450 | 77.9 | 955 | 16.7 | 275 | 4.8 | 35 | 0.6 | 5,715 |
| SET | SET total | 579,915 | 76.5 | 70,310 | 9.3 | 67,345 | 8.9 | 40,740 | 5.4 | 758,310 |

Non-SET

| | | | | | | | | | | |
|------|-----------------------------------|---------|------|--------|------|--------|------|--------|------|---------|
| BUSI | Business, administrative studies | 181,130 | 79.9 | 20,620 | 9.1 | 14,265 | 6.3 | 10,680 | 4.7 | 226,695 |
| COMB | Combined | 3,725 | 21.1 | 2,420 | 13.7 | 5,325 | 30.1 | 6,205 | 35.1 | 17,675 |
| ARTS | Creative arts, design | 124,190 | 84.7 | 11,560 | 7.9 | 5,630 | 3.8 | 5,325 | 3.6 | 146,710 |
| EDUC | Education | 37,775 | 68.4 | 6,165 | 11.2 | 6,570 | 11.9 | 4,740 | 8.6 | 55,250 |
| HIST | Historical, philosophical studies | 54,065 | 84.0 | 2,730 | 4.2 | 3,070 | 4.8 | 4,490 | 7.0 | 64,355 |
| LANG | Languages | 67,485 | 87.1 | 3,665 | 4.7 | 3,075 | 4.0 | 3,290 | 4.2 | 77,515 |
| LAW | Law | 56,590 | 80.9 | 5,705 | 8.1 | 4,490 | 6.4 | 3,210 | 4.6 | 69,990 |
| COMM | Mass comms, documentation | 35,185 | 90.6 | 2,465 | 6.3 | 855 | 2.2 | 350 | 0.9 | 38,855 |
| SOCI | Social studies | 134,525 | 80.9 | 10,085 | 6.1 | 11,720 | 7.0 | 10,010 | 6.0 | 166,340 |
| NSET | Non-SET total | 694,670 | 80.5 | 65,415 | 7.6 | 55,005 | 6.4 | 48,295 | 5.6 | 863,385 |

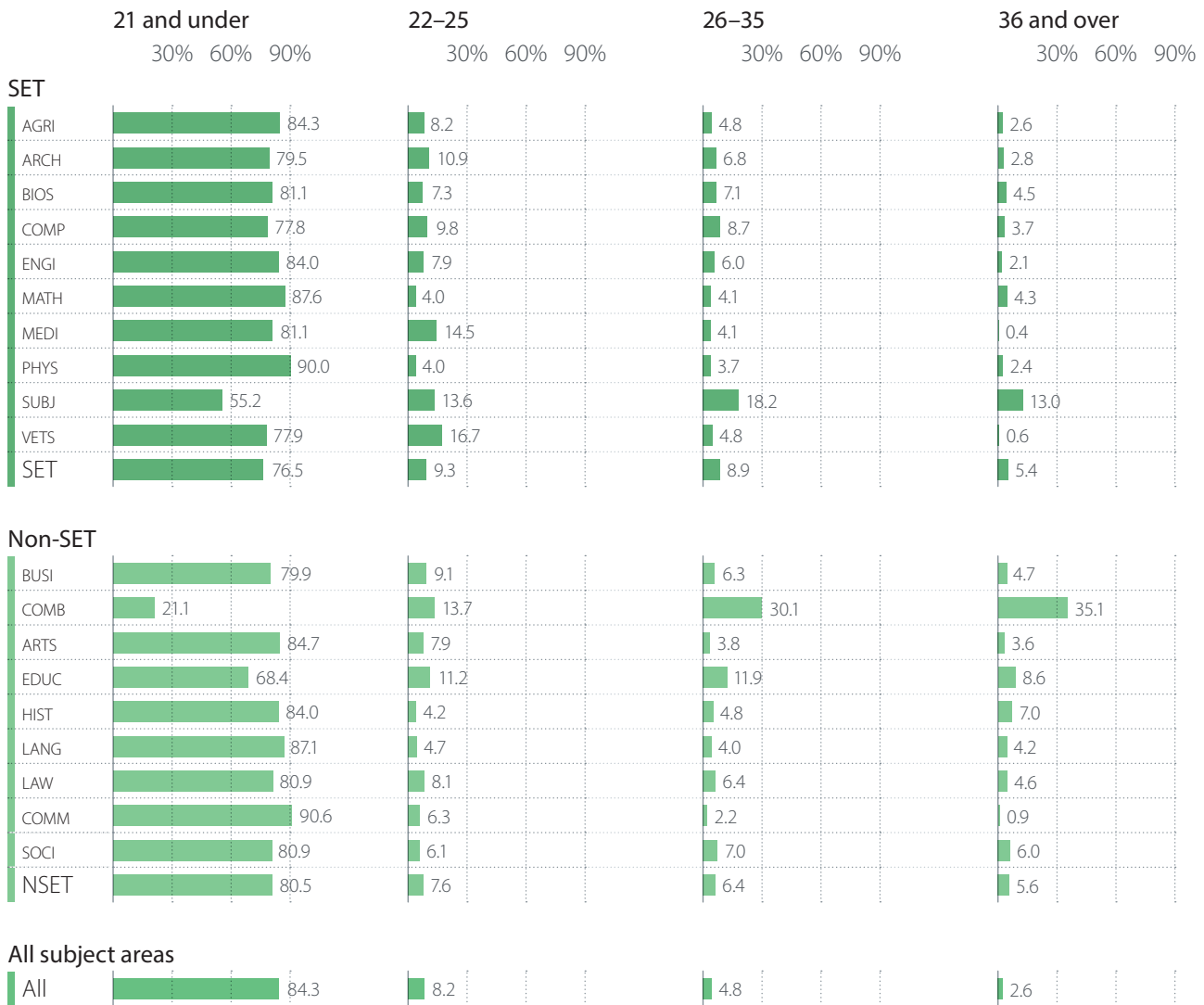
All subject areas

| | | | | | | | | | | |
|-----|-------------------|-----------|------|---------|-----|---------|-----|--------|-----|-----------|
| All | All subject areas | 1,274,585 | 84.3 | 135,720 | 8.2 | 122,355 | 4.8 | 89,035 | 2.6 | 1,621,700 |
|-----|-------------------|-----------|------|---------|-----|---------|-----|--------|-----|-----------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Subject areas definition: see page 14

← 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 | 2,265 | 40.8 | 890 | 16.1 | 1,330 | 24.0 | 1,065 | 19.2 | 5,550 |
| ARCH | Architecture, building, planning | 1,020 | 29.5 | 1,350 | 38.9 | 745 | 21.5 | 350 | 10.1 | 3,465 |
| BIOS | Biological sciences | 2,665 | 40.9 | 810 | 12.4 | 1,275 | 19.6 | 1,760 | 27.0 | 6,510 |
| COMP | Computer science | 1,815 | 45.7 | 605 | 15.2 | 930 | 23.4 | 625 | 15.7 | 3,970 |
| ENGI | Engineering, technology | 3,950 | 38.0 | 2,005 | 19.3 | 3,010 | 28.9 | 1,435 | 13.8 | 10,395 |
| MATH | Mathematical sciences | 125 | 23.7 | 80 | 15.3 | 150 | 28.2 | 175 | 32.9 | 530 |
| MEDI | Medicine, dentistry | 95 | 23.5 | 100 | 25.3 | 120 | 30.1 | 85 | 21.2 | 395 |
| PHYS | Physical sciences | 790 | 46.7 | 210 | 12.3 | 280 | 16.4 | 415 | 24.5 | 1,690 |
| SUBJ | Subjects allied to medicine | 2,330 | 5.3 | 4,725 | 10.8 | 15,650 | 35.8 | 21,060 | 48.1 | 43,770 |
| VETS | Veterinary science | 0 | .. | 0 | .. | 0 | .. | 0 | .. | 0 |
| SET | SET total | 15,055 | 19.7 | 10,775 | 14.1 | 23,490 | 30.8 | 26,965 | 35.3 | 76,280 |

Non-SET

| | | | | | | | | | | |
|------|-----------------------------------|--------|------|--------|------|--------|------|--------|------|--------|
| BUSI | Business, administrative studies | 4,215 | 31.6 | 2,650 | 19.8 | 3,565 | 26.7 | 2,915 | 21.8 | 13,340 |
| COMB | Combined | 3,475 | 21.7 | 1,620 | 10.1 | 3,310 | 20.6 | 7,630 | 47.6 | 16,035 |
| ARTS | Creative arts, design | 3,140 | 60.1 | 820 | 15.7 | 555 | 10.6 | 705 | 13.5 | 5,220 |
| EDUC | Education | 2,625 | 14.2 | 2,940 | 15.9 | 4,810 | 26.0 | 8,160 | 44.0 | 18,530 |
| HIST | Historical, philosophical studies | 375 | 14.9 | 235 | 9.3 | 420 | 16.8 | 1,480 | 59.0 | 2,510 |
| LANG | Languages | 3,245 | 33.0 | 2,930 | 29.8 | 1,650 | 16.8 | 2,005 | 20.4 | 9,830 |
| LAW | Law | 470 | 26.2 | 510 | 28.4 | 395 | 21.9 | 425 | 23.5 | 1,800 |
| COMM | Mass comms, documentation | 350 | 61.7 | 75 | 13.6 | 70 | 12.4 | 70 | 12.3 | 570 |
| SOCI | Social studies | 2,415 | 22.8 | 1,590 | 15.0 | 3,185 | 30.1 | 3,405 | 32.1 | 10,600 |
| NSET | Non-SET total | 20,310 | 25.9 | 13,370 | 17.0 | 17,960 | 22.9 | 26,795 | 34.2 | 78,435 |

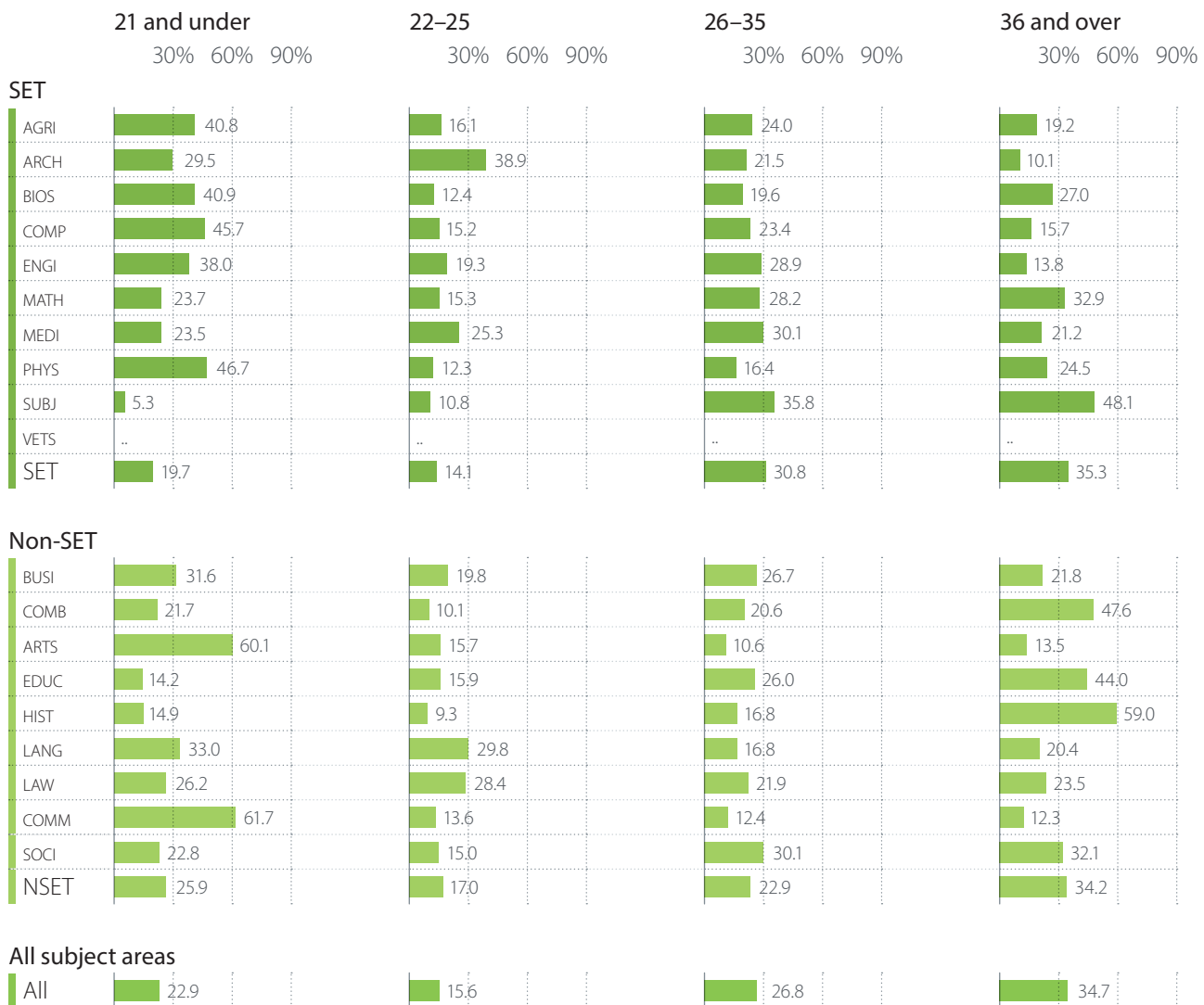
All subject areas

| | | | | | | | | | | |
|-----|-------------------|--------|------|--------|------|--------|------|--------|------|---------|
| All | All subject areas | 35,360 | 22.9 | 24,140 | 15.6 | 41,450 | 26.8 | 53,760 | 34.7 | 154,715 |
|-----|-------------------|--------|------|--------|------|--------|------|--------|------|---------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Subject areas definition: see page 14

← 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 | 1.7 | 290 | 34.4 | 390 | 45.9 | 155 | 18.0 | 850 |
| ARCH | Architecture, building, planning | 10 | 0.4 | 315 | 16.2 | 1,010 | 51.5 | 625 | 31.9 | 1,960 |
| BIOS | Biological sciences | 575 | 3.8 | 6,615 | 43.5 | 5,850 | 38.5 | 2,165 | 14.2 | 15,200 |
| COMP | Computer science | 95 | 1.9 | 1,695 | 34.5 | 2,280 | 46.4 | 840 | 17.2 | 4,905 |
| ENGI | Engineering, technology | 215 | 1.5 | 6,605 | 47.2 | 5,675 | 40.5 | 1,500 | 10.7 | 14,000 |
| MATH | Mathematical sciences | 75 | 2.6 | 1,880 | 62.9 | 830 | 27.7 | 205 | 6.8 | 2,985 |
| MEDI | Medicine, dentistry | 185 | 2.3 | 2,615 | 31.7 | 4,280 | 51.9 | 1,165 | 14.1 | 8,245 |
| PHYS | Physical sciences | 295 | 2.2 | 8,490 | 64.5 | 3,500 | 26.6 | 875 | 6.6 | 13,155 |
| SUBJ | Subjects allied to medicine | 335 | 4.0 | 2,725 | 32.5 | 3,100 | 37.0 | 2,220 | 26.5 | 8,380 |
| VETS | Veterinary science | 10 | 2.9 | 90 | 25.0 | 215 | 60.6 | 40 | 11.5 | 360 |
| SET | SET total | 1,805 | 2.6 | 31,320 | 44.7 | 27,120 | 38.7 | 9,785 | 14.0 | 70,035 |

Non-SET

| | | | | | | | | | | |
|------|-----------------------------------|-----|-----|-------|------|--------|------|--------|-------|--------|
| BUSI | Business, administrative studies | 10 | 0.1 | 1,055 | 15.7 | 3,025 | 45.2 | 2,600 | 38.9 | 6,690 |
| COMB | Combined | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 30 | 100.0 | 30 |
| ARTS | Creative arts, design | 45 | 1.1 | 640 | 16.3 | 1,525 | 38.7 | 1,730 | 43.9 | 3,945 |
| EDUC | Education | 10 | 0.1 | 435 | 7.0 | 1,935 | 31.2 | 3,815 | 61.6 | 6,195 |
| HIST | Historical, philosophical studies | 105 | 1.5 | 2,095 | 29.3 | 2,480 | 34.6 | 2,480 | 34.6 | 7,155 |
| LANG | Languages | 45 | 0.8 | 1,850 | 34.3 | 2,215 | 41.2 | 1,275 | 23.7 | 5,380 |
| LAW | Law | 15 | 0.7 | 465 | 21.9 | 1,070 | 50.3 | 580 | 27.2 | 2,130 |
| COMM | Mass comms, documentation | 10 | 0.9 | 245 | 20.4 | 520 | 43.5 | 425 | 35.2 | 1,200 |
| SOCI | Social studies | 70 | 0.8 | 2,100 | 23.9 | 4,085 | 46.5 | 2,535 | 28.8 | 8,790 |
| NSET | Non-SET total | 310 | 0.7 | 8,880 | 21.4 | 16,855 | 40.6 | 15,465 | 37.3 | 41,510 |

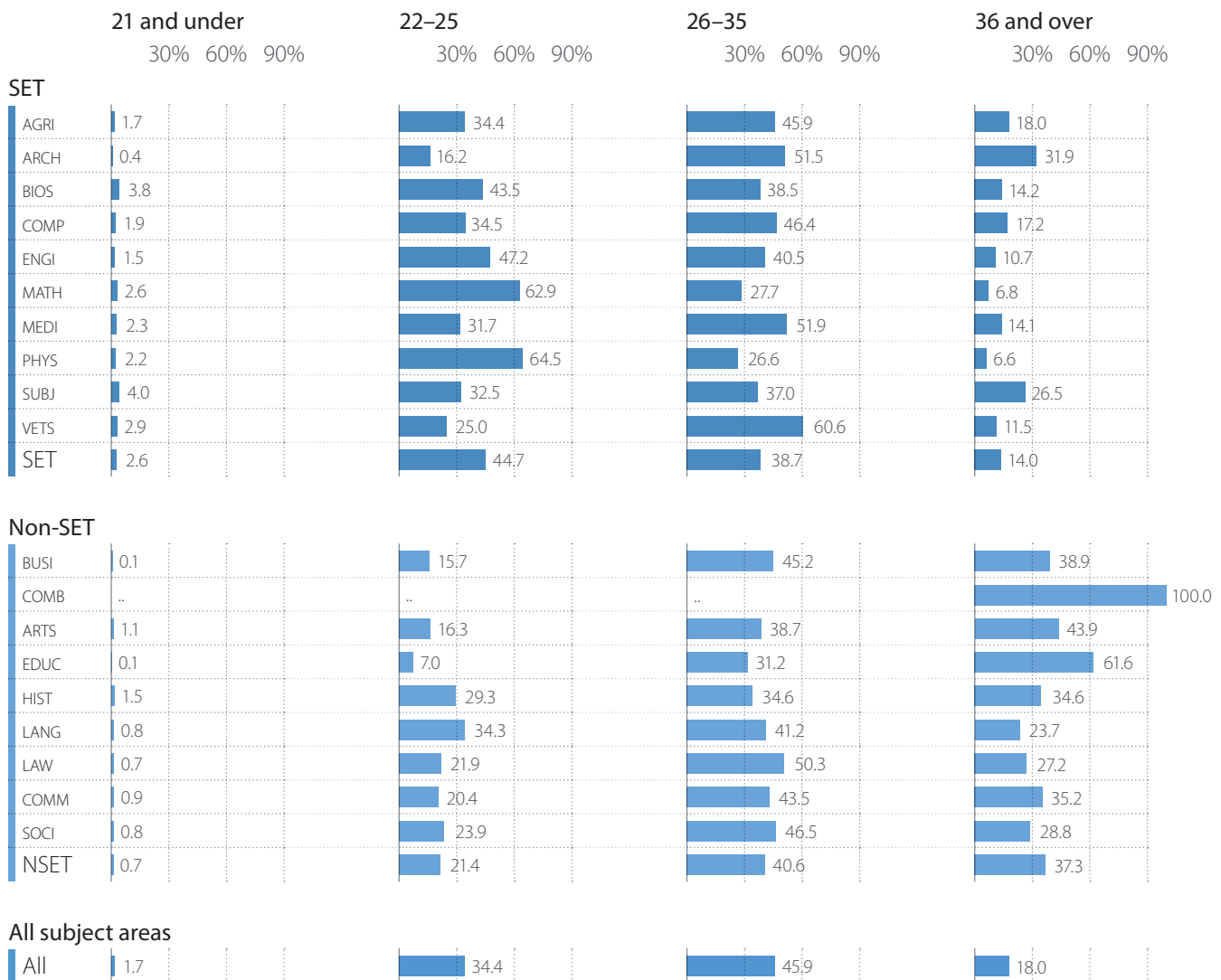
All subject areas

| | | | | | | | | | | |
|-----|-------------------|-------|-----|--------|------|--------|------|--------|------|---------|
| All | All subject areas | 2,115 | 1.7 | 40,205 | 34.4 | 43,980 | 45.9 | 25,250 | 18.0 | 111,545 |
|-----|-------------------|-------|-----|--------|------|--------|------|--------|------|---------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Subject areas definition: see page 14

← 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 | 130 | 4.6 | 1,125 | 40.2 | 960 | 34.2 | 590 | 21.0 | 2,800 |
| ARCH | Architecture, building, planning | 525 | 3.5 | 7,305 | 48.5 | 5,345 | 35.5 | 1,875 | 12.5 | 15,055 |
| BIOS | Biological sciences | 2,325 | 7.9 | 11,090 | 37.6 | 8,790 | 29.8 | 7,335 | 24.8 | 29,535 |
| COMP | Computer science | 685 | 4.8 | 6,145 | 42.9 | 4,485 | 31.3 | 3,000 | 21.0 | 14,315 |
| ENGI | Engineering, technology | 1,150 | 4.9 | 12,470 | 52.8 | 6,615 | 28.0 | 3,395 | 14.4 | 23,630 |
| MATH | Mathematical sciences | 425 | 10.7 | 2,290 | 57.7 | 745 | 18.7 | 510 | 12.9 | 3,970 |
| MEDI | Medicine, dentistry | 395 | 3.4 | 2,615 | 22.4 | 5,695 | 48.8 | 2,965 | 25.4 | 11,670 |
| PHYS | Physical sciences | 800 | 10.3 | 3,880 | 50.0 | 1,980 | 25.5 | 1,095 | 14.1 | 7,755 |
| SUBJ | Subjects allied to medicine | 825 | 1.3 | 12,285 | 18.8 | 25,560 | 39.1 | 26,720 | 40.9 | 65,390 |
| VETS | Veterinary science | 10 | 0.5 | 120 | 6.7 | 1,290 | 72.0 | 370 | 20.8 | 1,790 |
| SET | SET total | 7,265 | 4.1 | 59,320 | 33.7 | 61,465 | 34.9 | 47,850 | 27.2 | 175,900 |

Non-SET

| | | | | | | | | | | |
|------|-----------------------------------|--------|-----|---------|------|--------|------|--------|------|---------|
| BUSI | Business, administrative studies | 5,550 | 5.8 | 49,150 | 51.1 | 25,195 | 26.2 | 16,340 | 17.0 | 96,235 |
| COMB | Combined | 0 | 0.1 | 105 | 8.1 | 415 | 31.3 | 805 | 60.6 | 1,325 |
| ARTS | Creative arts, design | 1,250 | 5.6 | 11,080 | 49.2 | 5,885 | 26.2 | 4,290 | 19.1 | 22,510 |
| EDUC | Education | 2,730 | 4.2 | 20,105 | 30.7 | 22,330 | 34.1 | 20,285 | 31.0 | 65,445 |
| HIST | Historical, philosophical studies | 970 | 9.6 | 4,040 | 40.0 | 1,960 | 19.4 | 3,125 | 31.0 | 10,095 |
| LANG | Languages | 855 | 7.9 | 5,375 | 49.7 | 2,445 | 22.6 | 2,130 | 19.7 | 10,805 |
| LAW | Law | 1,405 | 7.7 | 8,380 | 45.9 | 5,210 | 28.6 | 3,250 | 17.8 | 18,245 |
| COMM | Mass comms, documentation | 800 | 7.5 | 6,290 | 58.6 | 2,545 | 23.7 | 1,100 | 10.2 | 10,735 |
| SOCI | Social studies | 2,535 | 5.8 | 16,770 | 38.4 | 12,710 | 29.1 | 11,605 | 26.6 | 43,615 |
| NSET | Non-SET total | 16,090 | 5.8 | 121,290 | 43.5 | 78,700 | 28.2 | 62,930 | 22.6 | 279,010 |

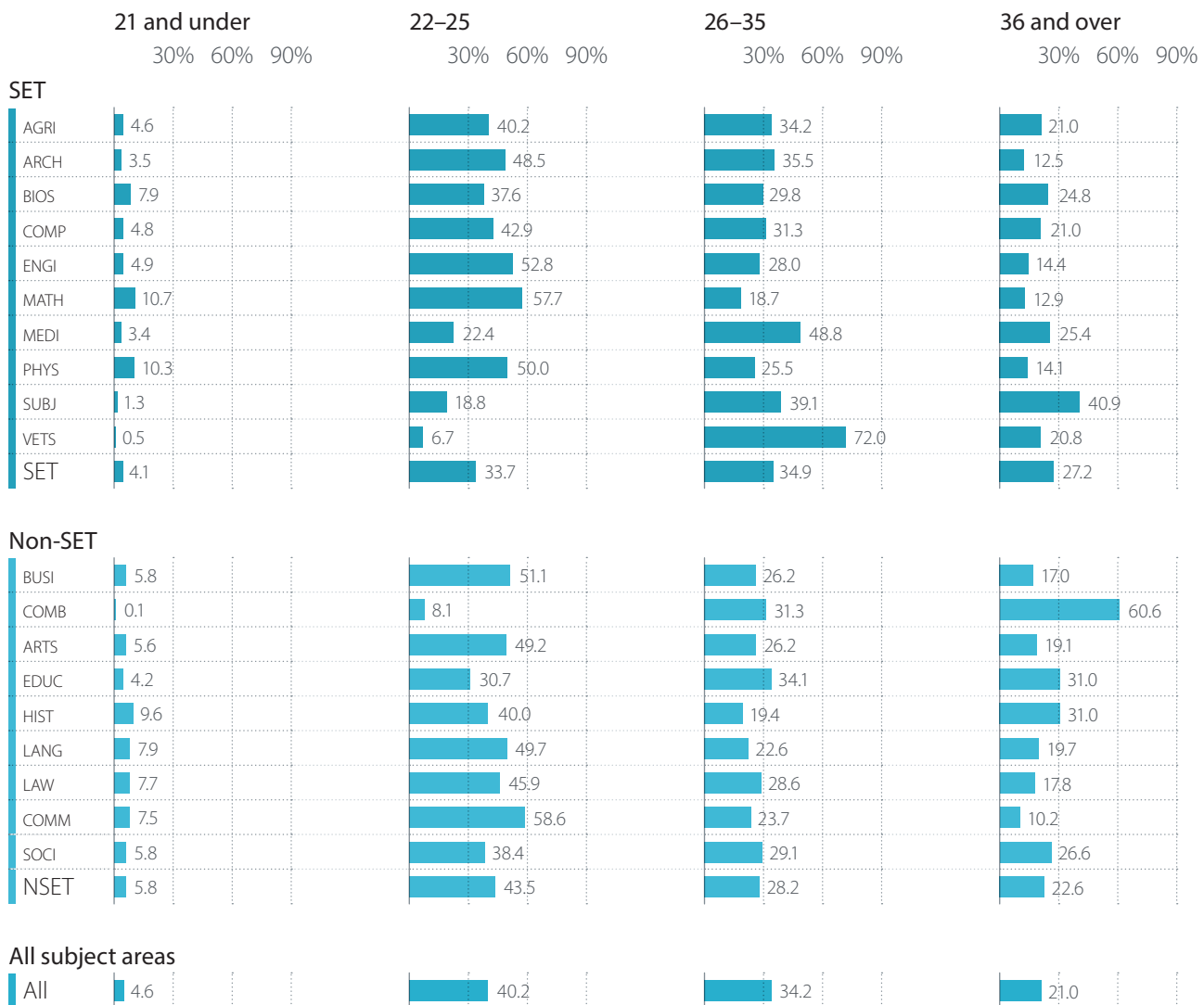
All subject areas

| | | | | | | | | | | |
|-----|-------------------|--------|-----|---------|------|---------|------|---------|------|---------|
| All | All subject areas | 23,355 | 4.6 | 180,610 | 40.2 | 140,165 | 34.2 | 110,780 | 21.0 | 454,910 |
|-----|-------------------|--------|-----|---------|------|---------|------|---------|------|---------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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

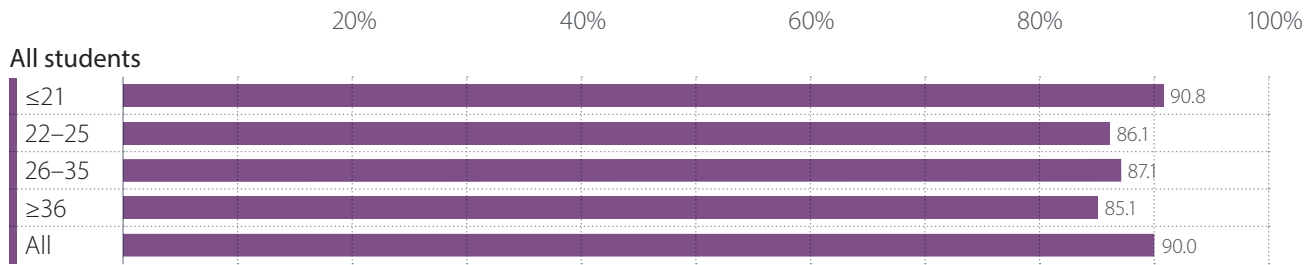
← Domicile definition: see page 13

← Continuation definition: see page 14

← Age definition: see page 10

| | Continue or qualify | | | Transfer | | | No longer in HE | | | All students | |
|----------------|---------------------|-------|------|----------|-------|-----|-----------------|-------|------|--------------|-------|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| All students | | | | | | | | | | | |
| ≤21 | 310,005 | 83.7 | 90.8 | 9,155 | 87.3 | 2.7 | 22,370 | 73.0 | 6.5 | 341,530 | 83.0 |
| 22–25 | 24,725 | 6.7 | 86.1 | 550 | 5.3 | 1.9 | 3,430 | 11.2 | 12.0 | 28,705 | 7.0 |
| 26–35 | 21,390 | 5.8 | 87.1 | 435 | 4.1 | 1.8 | 2,740 | 8.9 | 11.2 | 24,565 | 6.0 |
| ≥36 | 14,085 | 3.8 | 85.1 | 340 | 3.3 | 2.1 | 2,120 | 6.9 | 12.8 | 16,545 | 4.0 |
| All age groups | 370,205 | 100.0 | 90.0 | 10,480 | 100.0 | 2.5 | 30,660 | 100.0 | 7.5 | 411,345 | 100.0 |

Proportion of entrants that have continued or qualified



1.11

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

← Qualifiers definition: see page 15

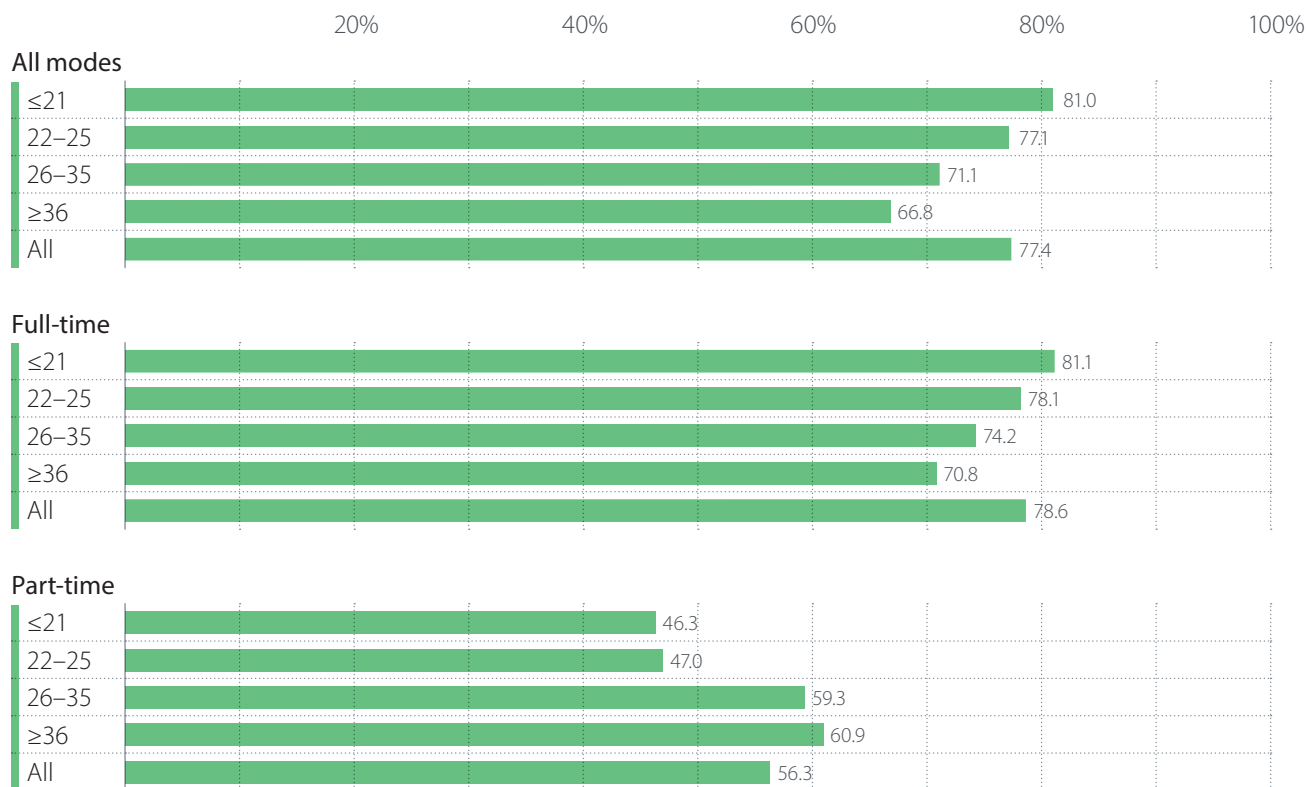
← Degree attainment definition: see page 15

← Mode of study definition: see page 13

← 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 | 110,265 | 81.0 | 35,395 | 26.0 | 74,870 | 55.0 | 22,855 | 16.8 | 2,985 | 2.2 | 136,105 |
| 22–25 | 150,270 | 77.1 | 57,815 | 29.7 | 92,455 | 47.4 | 37,210 | 19.1 | 7,485 | 3.8 | 194,960 |
| 26–35 | 24,380 | 71.1 | 10,305 | 30.0 | 14,070 | 41.0 | 7,610 | 22.2 | 2,310 | 6.7 | 34,300 |
| ≥36 | 14,265 | 66.8 | 5,915 | 27.7 | 8,355 | 39.1 | 5,255 | 24.6 | 1,820 | 8.5 | 21,340 |
| All age groups | 299,175 | 77.4 | 109,430 | 28.3 | 189,745 | 49.1 | 72,930 | 18.9 | 14,600 | 3.8 | 386,710 |
| Full-time | | | | | | | | | | | |
| ≤21 | 110,145 | 81.1 | 35,355 | 26.0 | 74,790 | 55.1 | 22,770 | 16.8 | 2,930 | 2.2 | 135,850 |
| 22–25 | 147,310 | 78.1 | 56,780 | 30.1 | 90,535 | 48.0 | 35,060 | 18.6 | 6,300 | 3.3 | 188,675 |
| 26–35 | 20,150 | 74.2 | 8,655 | 31.9 | 11,495 | 42.3 | 5,725 | 21.1 | 1,300 | 4.8 | 27,170 |
| ≥36 | 9,060 | 70.8 | 3,900 | 30.5 | 5,160 | 40.3 | 3,025 | 23.7 | 705 | 5.5 | 12,795 |
| All age groups | 286,665 | 78.6 | 104,690 | 28.7 | 181,980 | 49.9 | 66,585 | 18.3 | 11,240 | 3.1 | 364,490 |
| Part-time | | | | | | | | | | | |
| ≤21 | 120 | 46.3 | 40 | 14.8 | 80 | 31.5 | 85 | 33.1 | 55 | 20.6 | 255 |
| 22–25 | 2,960 | 47.0 | 1,040 | 16.5 | 1,920 | 30.5 | 2,145 | 34.1 | 1,180 | 18.8 | 6,285 |
| 26–35 | 4,230 | 59.3 | 1,650 | 23.2 | 2,575 | 36.2 | 1,890 | 26.5 | 1,010 | 14.2 | 7,130 |
| ≥36 | 5,205 | 60.9 | 2,015 | 23.6 | 3,190 | 37.3 | 2,225 | 26.1 | 1,115 | 13.0 | 8,545 |
| All age groups | 12,510 | 56.3 | 4,740 | 21.3 | 7,770 | 35.0 | 6,350 | 28.6 | 3,360 | 15.123 | 22,220 |

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 15

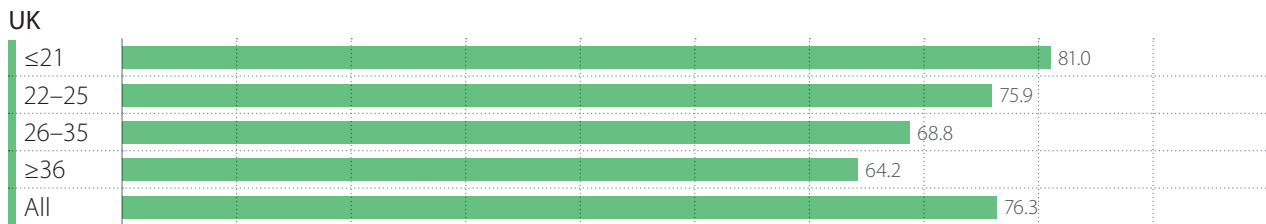
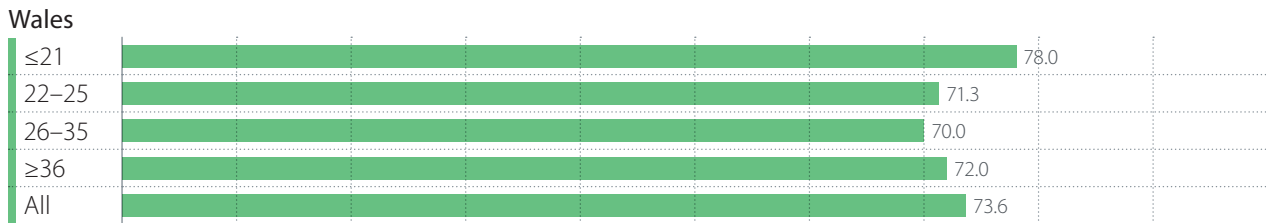
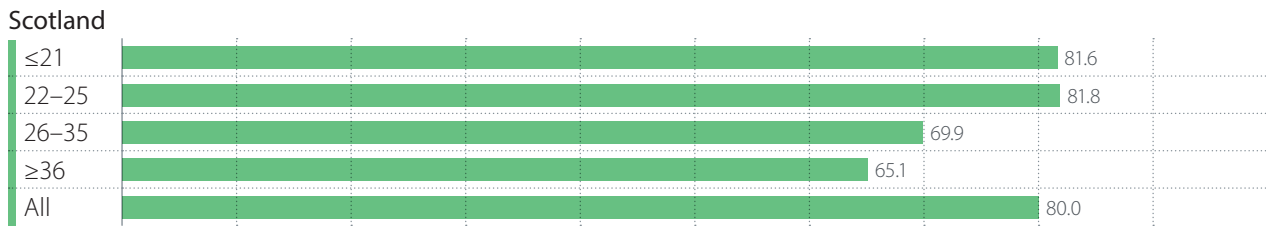
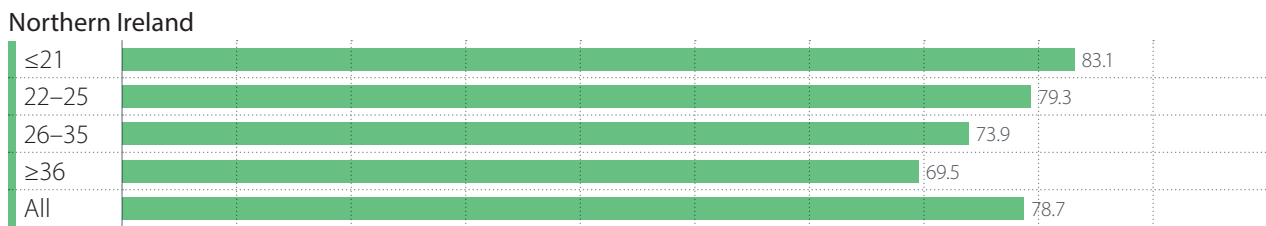
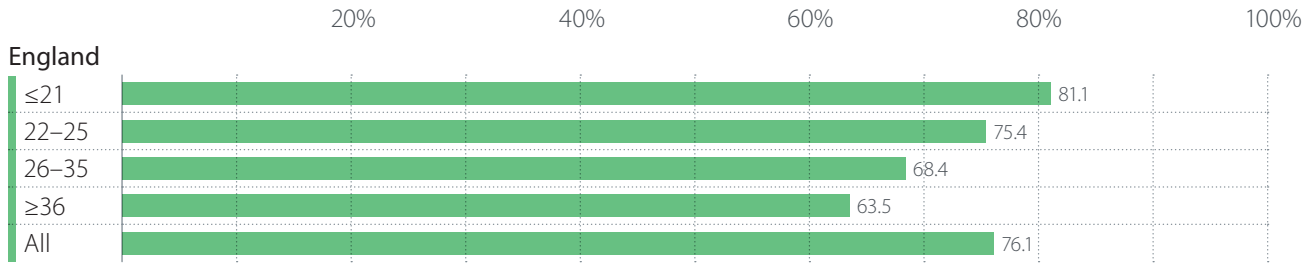
← Country of institution definition: see page 13

← Degree attainment 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. |
| England | | | | | | | | | | | |
| ≤21 | 98,155 | 81.1 | 31,820 | 26.3 | 66,335 | 54.8 | 20,180 | 16.7 | 2,725 | 2.3 | 121,065 |
| 22–25 | 125,430 | 75.4 | 48,740 | 29.3 | 76,685 | 46.1 | 32,795 | 19.7 | 8,030 | 4.8 | 166,250 |
| 26–35 | 20,970 | 68.4 | 8,910 | 29.1 | 12,060 | 39.3 | 6,950 | 22.7 | 2,745 | 9.0 | 30,665 |
| ≥36 | 12,750 | 63.5 | 5,210 | 25.9 | 7,540 | 37.6 | 5,125 | 25.5 | 2,200 | 11.0 | 20,080 |
| All age groups | 257,305 | 76.1 | 94,685 | 28.0 | 162,620 | 48.1 | 65,055 | 19.2 | 15,700 | 4.6 | 338,060 |
| Northern Ireland | | | | | | | | | | | |
| ≤21 | 1,465 | 83.1 | 375 | 21.3 | 1,090 | 61.8 | 275 | 15.7 | 20 | 1.2 | 1,760 |
| 22–25 | 4,270 | 79.3 | 1,600 | 29.8 | 2,665 | 49.5 | 990 | 18.4 | 125 | 2.3 | 5,385 |
| 26–35 | 820 | 73.9 | 305 | 27.4 | 515 | 46.5 | 235 | 21.0 | 55 | 5.1 | 1,115 |
| ≥36 | 445 | 69.5 | 165 | 25.9 | 280 | 43.6 | 160 | 24.7 | 35 | 5.8 | 640 |
| All age groups | 7,000 | 78.7 | 2,450 | 27.5 | 4,550 | 51.2 | 1,660 | 18.7 | 240 | 2.7 | 8,900 |
| Scotland | | | | | | | | | | | |
| ≤21 | 4,645 | 81.6 | 1,375 | 24.2 | 3,270 | 57.4 | 920 | 16.2 | 125 | 2.2 | 5,690 |
| 22–25 | 15,455 | 81.8 | 5,250 | 27.8 | 10,205 | 54.0 | 2,920 | 15.5 | 520 | 2.7 | 18,890 |
| 26–35 | 1,805 | 69.9 | 650 | 25.2 | 1,155 | 44.7 | 605 | 23.4 | 175 | 6.7 | 2,585 |
| ≥36 | 785 | 65.1 | 300 | 24.8 | 485 | 40.2 | 290 | 24.1 | 130 | 10.8 | 1,205 |
| All age groups | 22,685 | 80.0 | 7,575 | 26.7 | 15,115 | 53.3 | 4,740 | 16.7 | 945 | 3.3 | 28,370 |
| Wales | | | | | | | | | | | |
| ≤21 | 6,080 | 78.0 | 1,840 | 23.6 | 4,240 | 54.4 | 1,535 | 19.7 | 180 | 2.3 | 7,800 |
| 22–25 | 7,230 | 71.3 | 2,750 | 27.1 | 4,480 | 44.2 | 2,405 | 23.7 | 505 | 5.0 | 10,140 |
| 26–35 | 1,625 | 70.0 | 725 | 31.2 | 905 | 38.9 | 535 | 23.1 | 160 | 6.9 | 2,325 |
| ≥36 | 970 | 72.0 | 455 | 33.9 | 510 | 38.1 | 280 | 20.9 | 95 | 7.1 | 1,345 |
| All age groups | 15,905 | 73.6 | 5,765 | 26.7 | 10,140 | 46.9 | 4,760 | 22.0 | 945 | 4.4 | 21,610 |
| UK | | | | | | | | | | | |
| ≤21 and under | 110,345 | 81.0 | 35,410 | 26.0 | 74,935 | 55.0 | 22,915 | 16.8 | 3,050 | 2.2 | 136,315 |
| 22–25 | 152,380 | 75.9 | 58,340 | 29.1 | 94,040 | 46.9 | 39,110 | 19.5 | 9,180 | 4.6 | 200,670 |
| 26–35 | 25,225 | 68.8 | 10,590 | 28.9 | 14,635 | 39.9 | 8,325 | 22.7 | 3,135 | 8.5 | 36,685 |
| ≥36 and over | 14,945 | 64.2 | 6,130 | 26.3 | 8,815 | 37.9 | 5,855 | 25.2 | 2,465 | 10.6 | 23,270 |
| All age groups | 302,895 | 76.3 | 110,475 | 27.8 | 192,425 | 48.5 | 76,210 | 19.2 | 17,830 | 4.492 | 396,935 |

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 15

← Subject areas definition: see page 14

← Degree attainment definition: see page 15

← 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 | 545 | 67.0 | 265 | 33.0 | 1,135 | 71.5 | 455 | 28.5 |
| ARCH | Architecture, building, planning | 1,645 | 78.1 | 460 | 21.9 | 3,090 | 72.0 | 1,200 | 28.0 |
| BIOS | Biological sciences | 15,440 | 80.2 | 3,810 | 19.8 | 15,175 | 74.3 | 5,260 | 25.7 |
| COMP | Computer science | 3,425 | 77.7 | 985 | 22.3 | 7,595 | 74.2 | 2,640 | 25.8 |
| ENGI | Engineering, technology | 3,540 | 74.1 | 1,235 | 25.9 | 14,085 | 79.1 | 3,730 | 20.9 |
| MATH | Mathematical sciences | 2,695 | 76.3 | 840 | 23.7 | 3,460 | 75.6 | 1,115 | 24.4 |
| MEDI | Medicine, dentistry | 410 | 90.6 | 45 | 9.4 | 1,065 | 93.1 | 80 | 6.9 |
| PHYS | Physical sciences | 5,010 | 79.2 | 1,315 | 20.8 | 8,385 | 80.4 | 2,040 | 19.6 |
| SUBJ | Subjects allied to medicine | 6,150 | 83.1 | 1,255 | 16.9 | 13,215 | 76.2 | 4,125 | 23.8 |
| VETS | Veterinary science | 65 | 90.4 | 5 | 9.6 | 95 | 92.2 | 10 | 7.8 |
| SET | SET total | 38,925 | 79.2 | 10,215 | 20.8 | 67,310 | 76.5 | 20,655 | 23.5 |
| Non-SET | | | | | | | | | |
| BUSI | Business, administrative studies | 13,780 | 77.0 | 4,120 | 23.0 | 26,385 | 71.6 | 10,465 | 28.4 |
| COMB | Combined | 180 | 88.3 | 25 | 11.7 | 415 | 77.0 | 125 | 23.0 |
| ARTS | Creative arts, design | 11,550 | 80.9 | 2,730 | 19.1 | 16,425 | 75.1 | 5,430 | 24.9 |
| EDUC | Education | 4,500 | 77.5 | 1,305 | 22.5 | 4,320 | 70.9 | 1,775 | 29.1 |
| HIST | Historical, philosophical studies | 8,180 | 90.0 | 915 | 10.0 | 5,380 | 85.6 | 905 | 14.4 |
| LANG | Languages | 7,205 | 87.6 | 1,015 | 12.4 | 9,080 | 86.3 | 1,445 | 13.7 |
| LAW | Law | 6,500 | 80.7 | 1,555 | 19.3 | 5,410 | 72.2 | 2,080 | 27.8 |
| COMM | Mass comms, documentation | 4,355 | 81.8 | 970 | 18.2 | 3,840 | 75.8 | 1,225 | 24.2 |
| SOCI | Social studies | 15,175 | 83.0 | 3,120 | 17.0 | 13,810 | 76.8 | 4,180 | 23.2 |
| NSET | Non-SET total | 71,420 | 81.9 | 15,750 | 18.1 | 85,070 | 75.5 | 27,635 | 24.5 |
| All subject areas | | | | | | | | | |
| All | All subject areas | 110,345 | 81.0 | 25,965 | 19.0 | 152,380 | 75.9 | 48,290 | 24.1 |

| | | 26–35 | | 2:2/third | | 36 and over | | 2:2/third | | All | |
|------------|----------------------------------|-----------|------|-----------|------|-------------|------|-----------|------|---------|-----|
| | | First/2:1 | | No. | → % | No. | → % | No. | → % | No. | → % |
| | | No. | → % | No. | → % | No. | → % | No. | → % | No. | → % |
| SET | | | | | | | | | | | |
| AGRI | Agriculture, related subjects | 155 | 73.3 | 55 | 26.7 | 70 | 68.5 | 30 | 31.5 | 2,710 | |
| ARCH | Architecture, building, planning | 660 | 72.5 | 250 | 27.5 | 225 | 72.1 | 85 | 27.9 | 7,620 | |
| BIOS | Biological sciences | 1,940 | 66.6 | 975 | 33.4 | 925 | 64.4 | 510 | 35.6 | 44,045 | |
| COMP | Computer science | 1,210 | 71.0 | 495 | 29.0 | 450 | 64.6 | 245 | 35.4 | 17,045 | |
| ENGI | Engineering, technology | 1,780 | 71.3 | 715 | 28.7 | 570 | 69.4 | 250 | 30.6 | 25,915 | |
| MATH | Mathematical sciences | 150 | 61.8 | 90 | 38.2 | 125 | 62.4 | 75 | 37.6 | 8,545 | |
| MEDI | Medicine, dentistry | 45 | 74.2 | 15 | 25.8 | 15 | .. | 5 | .. | 1,680 | |
| PHYS | Physical sciences | 450 | 63.7 | 255 | 36.3 | 260 | 63.0 | 150 | 37.0 | 17,865 | |
| SUBJ | Subjects allied to medicine | 7,575 | 72.1 | 2,930 | 27.9 | 4,745 | 64.6 | 2,600 | 35.4 | 42,600 | |
| VETS | Veterinary science | 25 | 95.8 | 0 | 4.2 | 0 | .. | 0 | .. | 200 | |
| SET | SET total | 13,990 | 70.7 | 5,785 | 29.3 | 7,375 | 65.1 | 3,955 | 34.9 | 168,215 | |

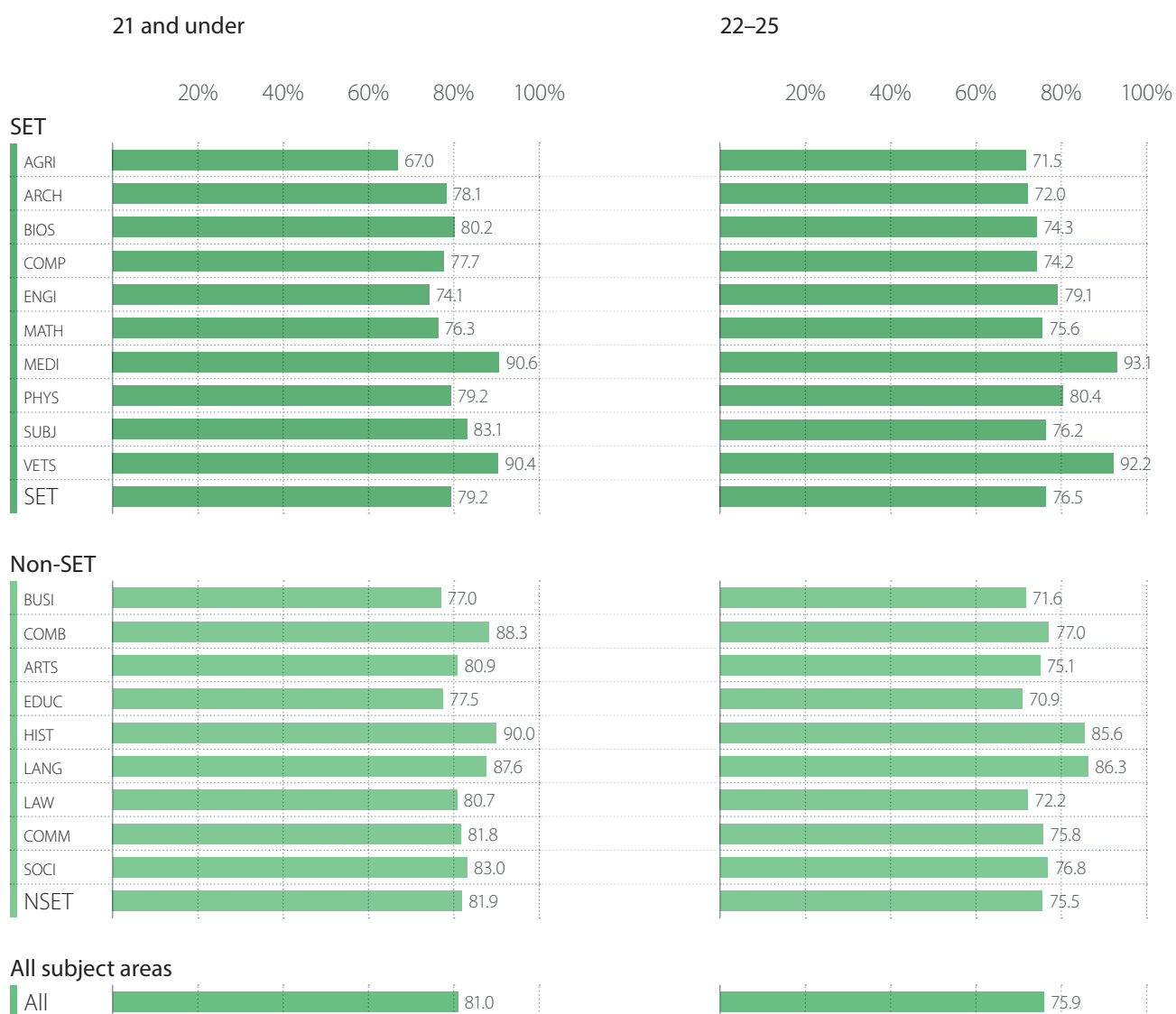
Non-SET

| | | | | | | | | | | | |
|------|-----------------------------------|--------|------|-------|------|-------|------|-------|------|---------|--|
| BUSI | Business, administrative studies | 2,715 | 64.2 | 1,510 | 35.8 | 1,520 | 59.3 | 1,045 | 40.7 | 61,535 | |
| COMB | Combined | 325 | 47.6 | 355 | 52.4 | 705 | 52.8 | 630 | 47.2 | 2,760 | |
| ARTS | Creative arts, design | 1,860 | 70.3 | 785 | 29.7 | 930 | 79.6 | 240 | 20.4 | 39,950 | |
| EDUC | Education | 1,625 | 69.4 | 720 | 30.6 | 1,255 | 71.4 | 500 | 28.6 | 16,000 | |
| HIST | Historical, philosophical studies | 585 | 71.2 | 235 | 28.8 | 610 | 67.3 | 295 | 32.7 | 17,115 | |
| LANG | Languages | 685 | 73.4 | 250 | 26.6 | 445 | 74.6 | 155 | 25.4 | 20,280 | |
| LAW | Law | 815 | 59.6 | 550 | 40.4 | 385 | 52.5 | 345 | 47.5 | 17,640 | |
| COMM | Mass comms, documentation | 375 | 72.9 | 140 | 27.1 | 90 | 74.8 | 30 | 25.2 | 11,035 | |
| SOCI | Social studies | 2,250 | 66.5 | 1,130 | 33.5 | 1,635 | 59.2 | 1,125 | 40.8 | 42,415 | |
| NSET | Non-SET total | 11,235 | 66.4 | 5,675 | 33.6 | 7,575 | 63.4 | 4,365 | 36.6 | 228,720 | |

All subject areas

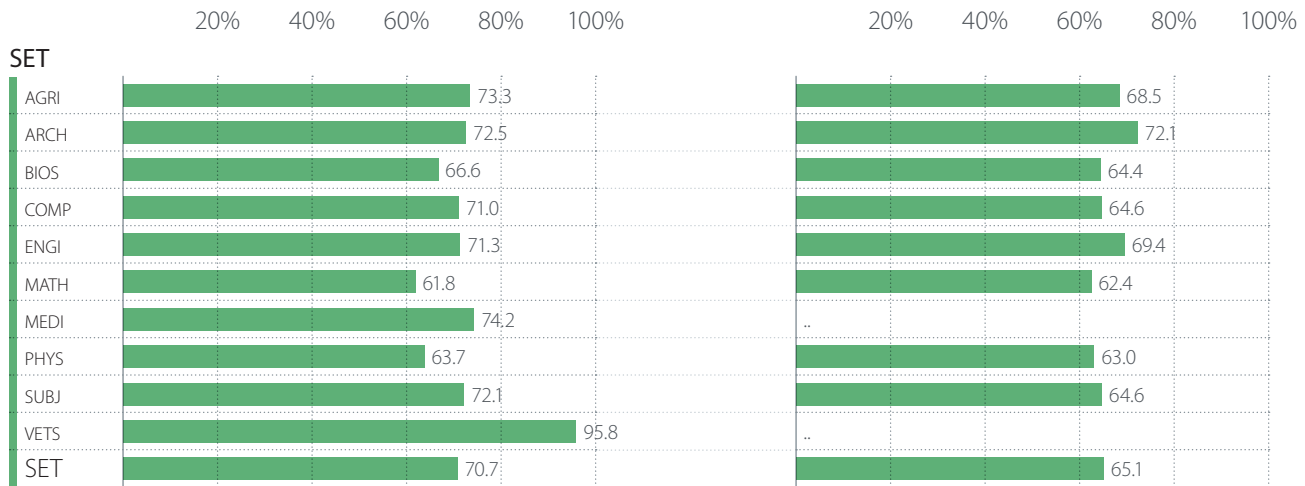
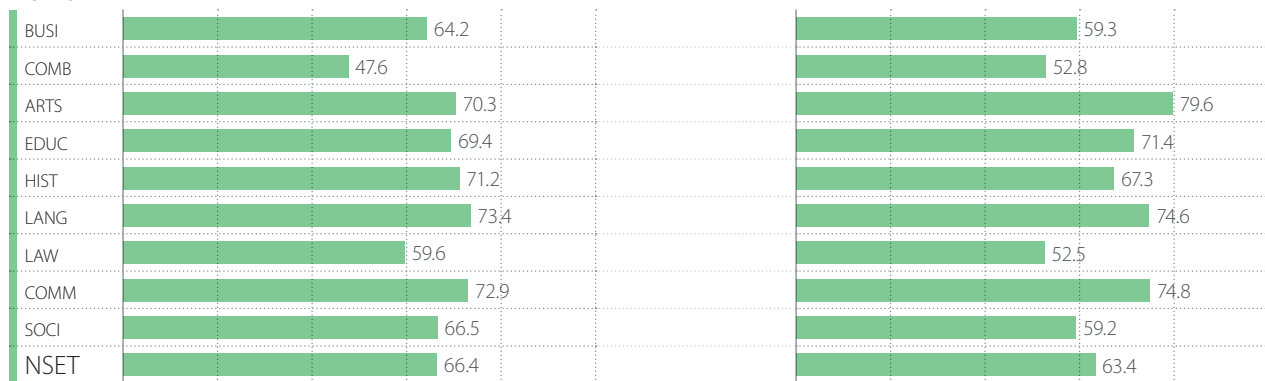
| | | | | | | | | | | | |
|-----|-------------------|--------|------|--------|------|--------|------|-------|------|---------|--|
| All | All subject areas | 25,225 | 68.8 | 11,465 | 31.2 | 14,945 | 64.2 | 8,320 | 35.8 | 396,935 | |
|-----|-------------------|--------|------|--------|------|--------|------|-------|------|---------|--|

Proportions of qualifiers who received a first/2:1



26–35

36 and over

**Non-SET****All subject areas**

Disability

Disability disclosure rates have steadily increased among students in UK HE, rising from 5.4% in 2003/04 to 12.9% in 2017/18. However, disability disclosure rates continue to be markedly higher among first degree 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 since 2011/12.

Lower rates of disabled first degree undergraduate qualifiers received a first/2:1 compared with non-disabled qualifiers. Notably, a larger proportion of disabled first degree undergraduate 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 methods 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/statistical-report-2019-data-tables

2.1 Overall figures: Overall, 12.9% of UK students disclosed as disabled, 34.9% of whom received DSA. Disability disclosure rates were highest in Wales (13.6%) and lowest in Northern Ireland (10.4%), while receipt of DSA among those who disclosed as disabled was highest in Northern Ireland (38.3%) and lowest in Scotland (22.5%).

2.2 Trends: Between 2003/04 and 2017/18, the proportion of students who disclosed as disabled more than doubled, increasing from 5.4% to 12.9%. Among disabled students with a known DSA status, 36.6% received DSA in 2017/18, a decrease of 1.6 percentage points from 2016/17 and continuation of a downward trend in DSA receipt since 2011/12.

2.4 Degree level: Disability disclosure rates varied by degree level, with the highest disclosure rate among first degree undergraduates (14.4%), compared with 10.6% among other undergraduates, 9.3% among taught postgraduates, and 9.0% among research postgraduates.

2.4 Domicile: Disability disclosure rates were higher among UK domiciled students (15.0%) than EU (5.9%) and non-EU domiciled students (3.6%).

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, 19.0% of part-time students disclosed as disabled, compared with 13.9% of full-time students.

2.3, 2.6 Impairment type: Between 2016/17 and 2017/18, the proportion of disabled students disclosing a specific learning difficulty declined by 3.2 percentage points, from 41.5% to 38.3%. Nevertheless, it remained the most commonly disclosed impairment type among disabled students, followed by a mental health condition (23.9%), two or more impairments (10.3%), and long-standing illness or health condition (9.7%). Notably, between 2015/16 and 2017/18, the proportion of disabled students that disclosed a mental health condition increased by 6.4 percentage points (from 17.5% in 2015/16 to 23.9% in 2017/18).

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 (25.2%, compared with 20.6%, 19.9% and 17.3% of disabled research postgraduates, taught postgraduates, and other undergraduates respectively). Among disabled research postgraduates, a smaller proportion disclosed a specific learning difficulty than at any other level (34.2% of disabled students compared with, for example, 40.0% of disabled taught postgraduates).

2.7–2.8 Subject area: Overall, similar proportions of SET and non-SET students disclosed as disabled (12.5% and 13.2%, respectively). Disability disclosure rates were highest among those studying creative arts and design (20.0%), followed by historical and philosophical studies (18.6%) and combined studies (18.1%). In contrast, only 7.3% of those studying business and administrative studies and 8.6% studying engineering and technology disclosed as disabled. DSA take-up similarly varied by subject area, with, for example, 44.8% of disabled students studying veterinary science in receipt of DSA compared with 11.8% of those studying 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 14.8% of research postgraduates to 20.9% 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 13.1% of research postgraduates to 19.5% of first degree undergraduates.

2.13 Continuation rates: Continuation rates were similar for disabled and non-disabled UK domiciled full-time first degree entrants (89.1% and 90.1%, respectively). 8.4% of disabled students who entered HE in 2016/17 were no longer in HE the following year, compared with 7.3% of non-disabled students.

2.14–2.15 Degree attainment: In 2017/18, 74.7% of disabled first degree undergraduate qualifiers received a first/2:1, representing an increase of 2.9 percentage points since 2015/16. Nonetheless, this proportion remained smaller than the proportion of non-disabled qualifiers receiving a first/2:1 (76.6%). The proportion of disabled qualifiers who received DSA achieving a first/2:1 was larger than those not in receipt of DSA (75.5% and 74.0%, respectively).

Degree class among first degree undergraduate qualifiers also varied by impairment type. For example, 69.7% of qualifiers disclosing two or more conditions received a first/2:1, compared with 77.0% of those disclosing a long-standing illness or health condition and 76.3% of those disclosing a mental health condition.

Within each country, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers. However, the disability degree attainment gap between disabled and non-disabled qualifiers was widest in Northern Ireland (6.1 percentage points) and Scotland (4.0 percentage points), and smallest in Wales (0.6 percentage points).

2.16 Degree attainment by subject area: Among first degree undergraduates, 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 attainment gap was most pronounced among those studying combined subjects, where 61.0% of non-disabled qualifiers received a first/2:1 compared with 51.0% of disabled qualifiers. In contrast, 75.9% of disabled qualifiers in business and administrative studies received a first/2:1, 4.1 percentage points higher than among non-disabled qualifiers in this subject (71.8%).

2.1

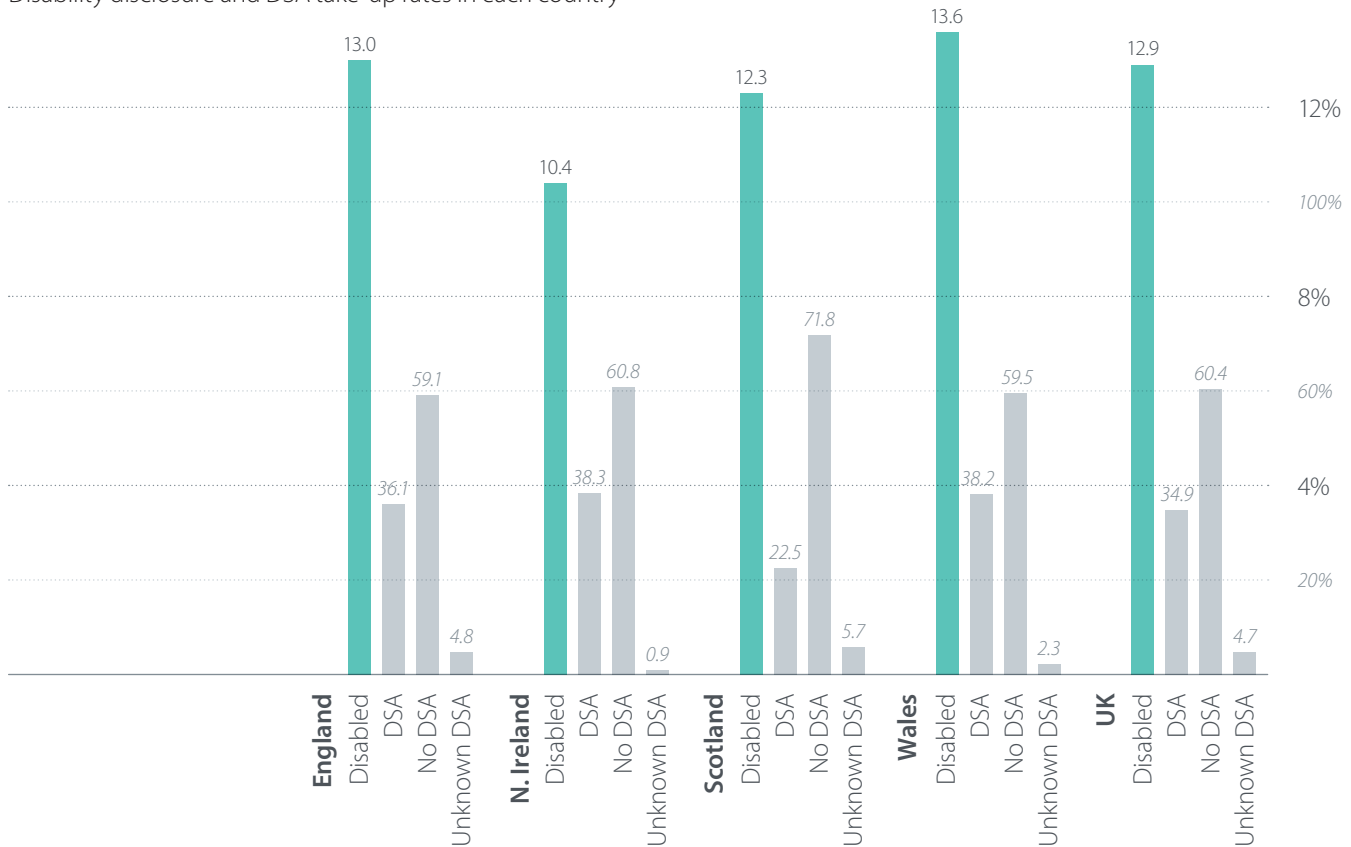
All students by country of institution, disability status and DSA take-up

| | England | | N. Ireland | | Scotland | | Wales | | UK | | |
|----------------------|-----------|-------|------------|-------|----------|-------|---------|-------|-----------|-------|--|
| | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Non-disabled | 1,662,965 | 87.0 | 48,810 | 89.6 | 216,605 | 87.7 | 112,005 | 86.4 | 2,040,390 | 87.1 | ← Country of institution definition: see page 13 |
| Disabled | 248,975 | 13.0 | 5,650 | 10.4 | 30,500 | 12.3 | 17,580 | 13.6 | 302,705 | 12.9 | |
| Receives DSA | 89,810 | 36.1 | 2,160 | 38.3 | 6,870 | 22.5 | 6,715 | 38.2 | 105,555 | 34.9 | ← Disability definition: see page 10 |
| Does not receive DSA | 147,150 | 59.1 | 3,435 | 60.8 | 21,895 | 71.8 | 10,465 | 59.5 | 182,945 | 60.4 | ← Disabled students' allowance definition: see page 10 |
| Unknown DSA status | 12,020 | 4.8 | 50 | 0.9 | 1,735 | 5.7 | 400 | 2.3 | 14,200 | 4.7 | |
| All students | 1,911,940 | 100.0 | 54,460 | 100.0 | 247,110 | 100.0 | 129,585 | 100.0 | 2,343,095 | 100.0 | |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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

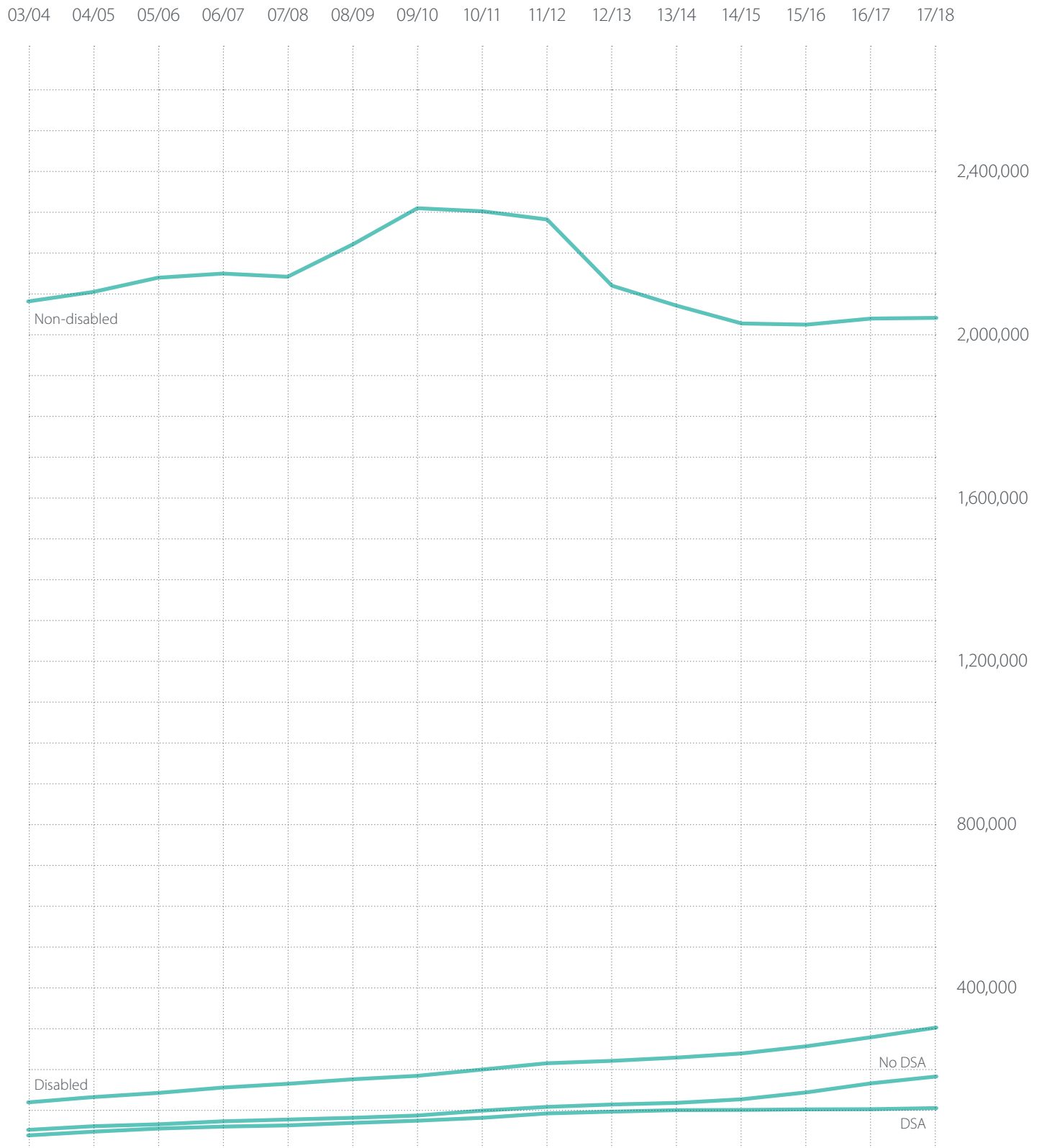
← Disabled students' allowance definition: see page 10

| | 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 | |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 <i>dis students</i> | | Proportion of <i>all students</i> |
|----------------|---|--------------------------------------|-------|--------------------------------------|
| | | No. | % | % |
| 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 |

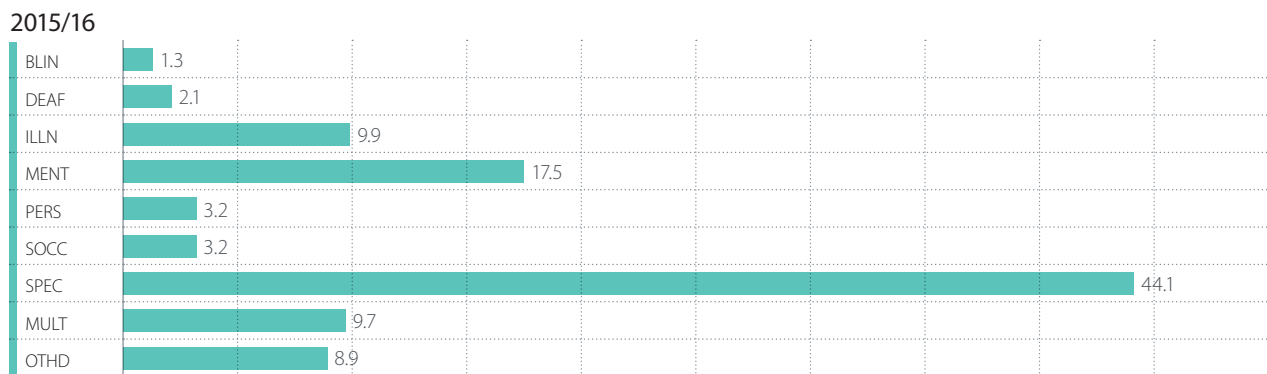
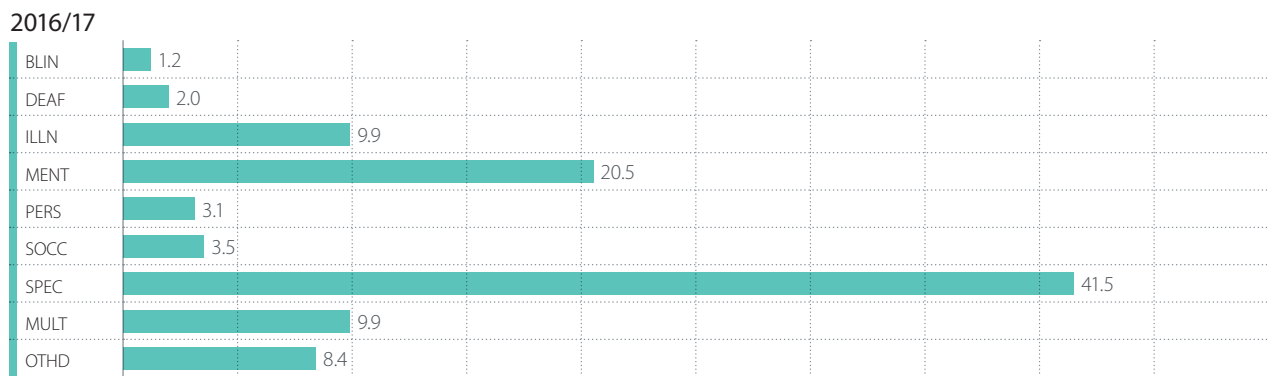
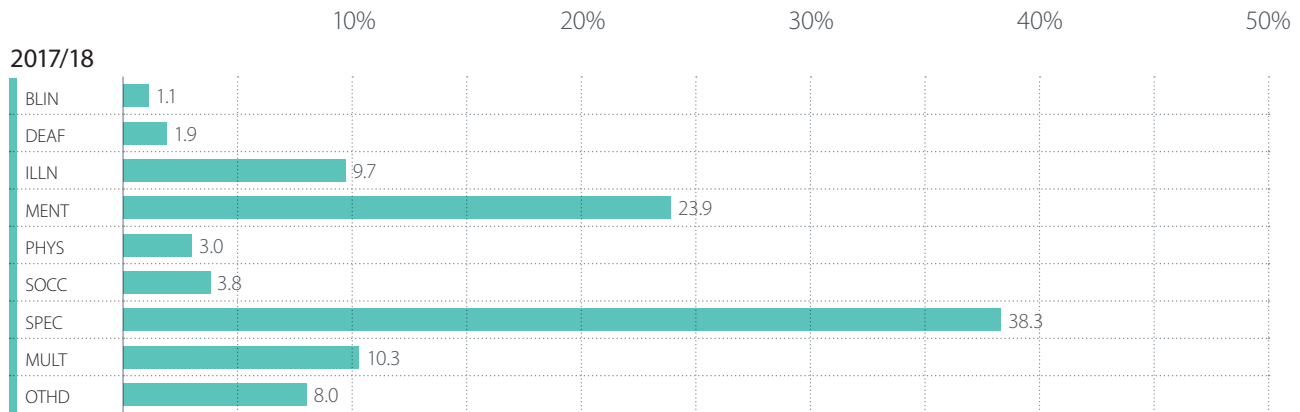
2016/17

| | | | | |
|------|---|-----------|-------|-------|
| 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 |

2015/16

| | | | | |
|------|---|-----------|-------|-------|
| BLIN | Blind or a serious visual impairment | 3,220 | 1.3 | 0.1 |
| DEAF | Deaf or a serious hearing impairment | 5,470 | 2.1 | 0.2 |
| ILLN | Long-standing illness or health condition | 25,540 | 9.9 | 1.1 |
| MENT | Mental health condition | 44,900 | 17.5 | 2.0 |
| PHYS | Physical impairment or mobility issues | 8,305 | 3.2 | 0.4 |
| SOCC | Social communication/autistic spectrum disorder | 8,230 | 3.2 | 0.4 |
| SPEC | Specific learning difficulty | 113,400 | 44.1 | 5.0 |
| MULT | Two or more impairments | 25,050 | 9.7 | 1.1 |
| OTHD | Other impairment | 22,870 | 8.9 | 1.0 |
| DIS | All disabled students | 256,995 | 100.0 | 11.3 |
| ND | Non-disabled students | 2,023,835 | | 88.7 |
| All | All students | 2,280,830 | | 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 13

← Domicile
definition:
see page 13

← Disability
definition:
see page 10

| | Non-disabled | | | Disabled | | | All students | | |
|--------------|--------------|-------|------|----------|-------|------|--------------|-------|--|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | |
| All students | | | | | | | | | |
| UK | 1,601,540 | 78.5 | 85.0 | 283,035 | 93.5 | 15.0 | 1,884,575 | 80.4 | |
| EU | 130,905 | 6.4 | 94.1 | 8,245 | 2.7 | 5.9 | 139,150 | 5.9 | |
| Non-EU | 307,915 | 15.1 | 96.4 | 11,425 | 3.8 | 3.6 | 319,340 | 13.6 | |
| All | 2,040,360 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,065 | 100.0 | |

First degree undergraduate

| | | | | | | | | |
|--------|-----------|-------|------|---------|-------|------|-----------|-------|
| UK | 1,161,760 | 83.7 | 84.0 | 220,730 | 94.4 | 16.0 | 1,382,490 | 85.2 |
| EU | 83,730 | 6.0 | 93.3 | 6,010 | 2.6 | 6.7 | 89,740 | 5.5 |
| Non-EU | 142,430 | 10.3 | 95.3 | 7,060 | 3.0 | 4.7 | 149,490 | 9.2 |
| All | 1,387,925 | 100.0 | 85.6 | 233,795 | 100.0 | 14.4 | 1,621,720 | 100.0 |

Other undergraduate

| | | | | | | | | |
|--------|---------|-------|------|--------|-------|------|---------|-------|
| UK | 122,490 | 88.5 | 88.5 | 15,840 | 96.8 | 11.5 | 138,330 | 89.4 |
| EU | 4,170 | 3.0 | 96.1 | 170 | 1.0 | 3.9 | 4,340 | 2.8 |
| Non-EU | 11,770 | 8.5 | 97.0 | 360 | 2.2 | 3.0 | 12,130 | 7.8 |
| All | 138,430 | 100.0 | 89.4 | 16,375 | 100.0 | 10.6 | 154,805 | 100.0 |

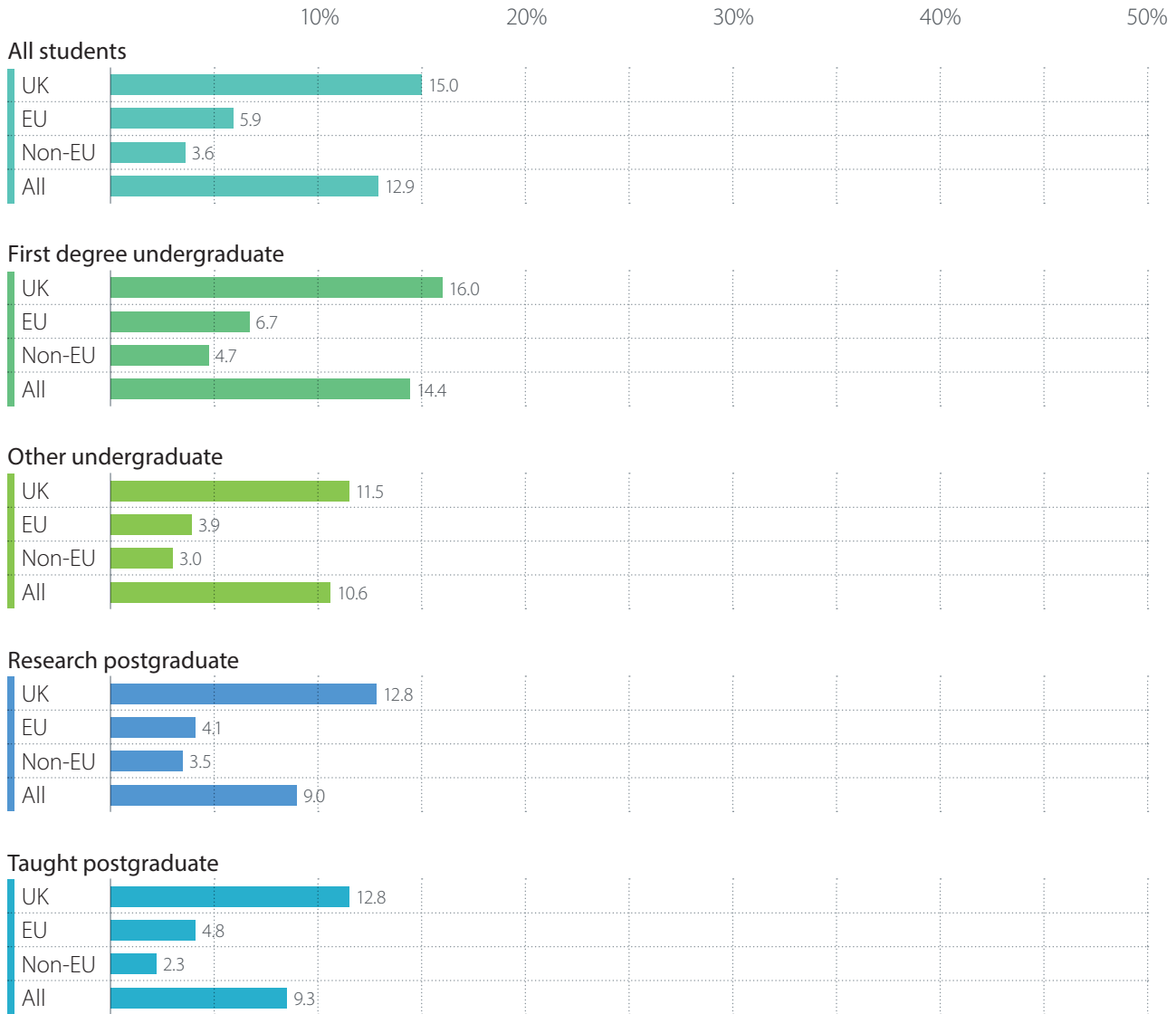
Research postgraduate

| | | | | | | | | |
|--------|---------|-------|------|--------|-------|------|---------|-------|
| UK | 56,850 | 56.0 | 87.2 | 8,365 | 83.1 | 12.8 | 65,215 | 58.5 |
| EU | 13,975 | 13.8 | 95.9 | 595 | 5.9 | 4.1 | 14,570 | 13.1 |
| Non-EU | 30,675 | 30.2 | 96.5 | 1,100 | 10.9 | 3.5 | 31,775 | 28.5 |
| All | 101,495 | 100.0 | 91.0 | 10,065 | 100.0 | 9.0 | 111,560 | 100.0 |

Taught postgraduate

| | | | | | | | | |
|--------|---------|-------|------|--------|-------|------|---------|-------|
| UK | 260,445 | 63.1 | 87.2 | 38,095 | 89.7 | 12.8 | 298,540 | 65.6 |
| EU | 29,025 | 7.0 | 95.2 | 1,470 | 3.5 | 4.8 | 30,495 | 6.7 |
| Non-EU | 123,040 | 29.8 | 97.7 | 2,905 | 6.8 | 2.3 | 125,945 | 27.7 |
| All | 412,515 | 100.0 | 90.7 | 42,470 | 100.0 | 9.3 | 454,980 | 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 13

← Mode of study definition: see page 13

← Disability definition: see page 10

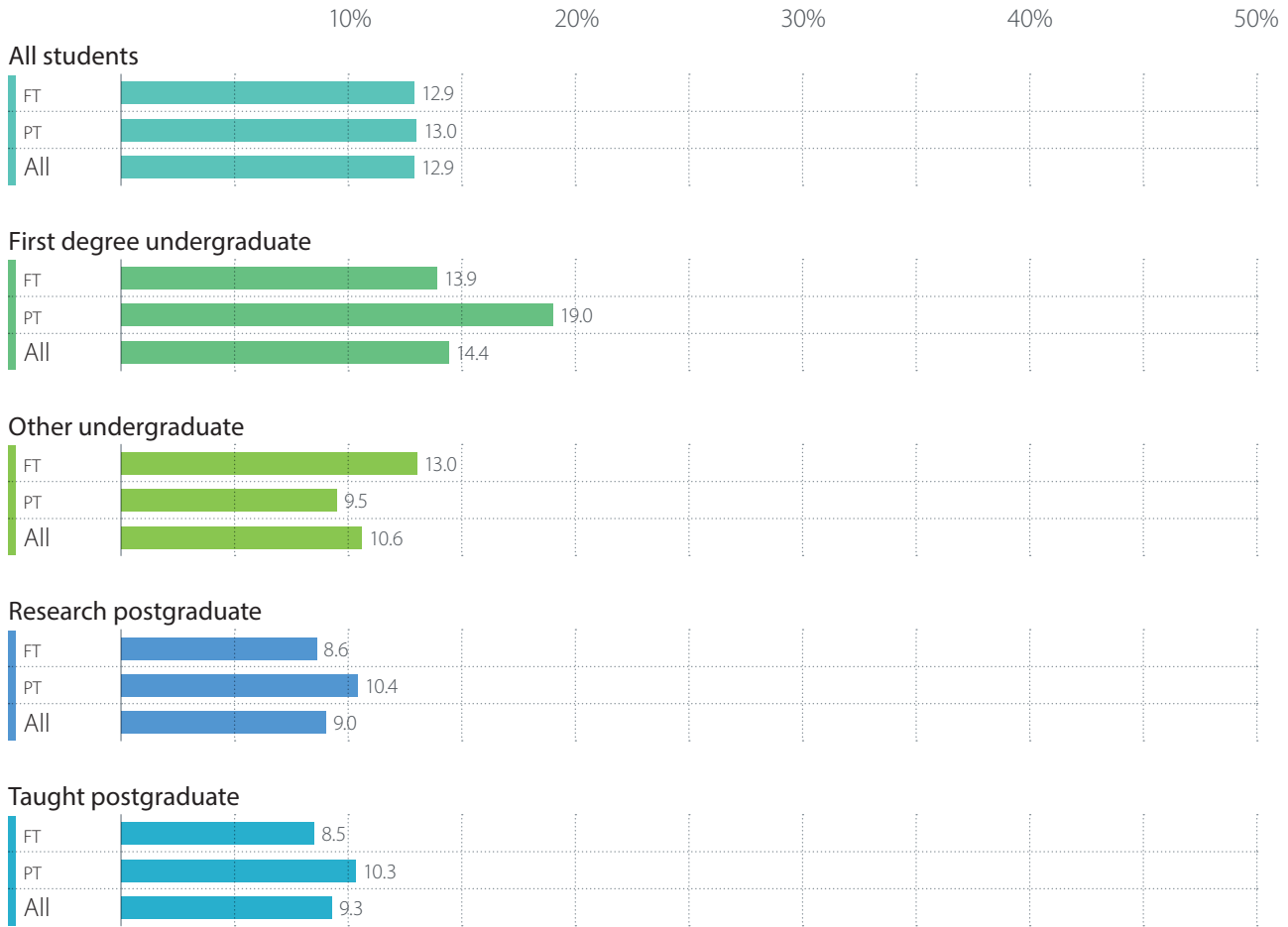
← Disabled students' allowance definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | | |
|-----------------------------------|-----------|--------------|-------|------|----------|-------|------|--------------|-------|-----|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % |
| All students | | | | | | | | | | |
| FT | Full-time | 1,606,695 | 78.7 | 87.1 | 237,855 | 78.6 | 12.9 | 1,844,545 | 78.7 | |
| PT | Part-time | 433,695 | 21.3 | 87.0 | 64,850 | 21.4 | 13.0 | 498,545 | 21.3 | |
| All | All modes | 2,040,390 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,095 | 100.0 | |
| First degree undergraduate | | | | | | | | | | |
| FT | Full-time | 1,255,395 | 90.5 | 86.1 | 202,690 | 86.7 | 13.9 | 1,458,080 | 89.9 | |
| PT | Part-time | 132,535 | 9.5 | 81.0 | 31,110 | 13.3 | 19.0 | 163,645 | 10.1 | |
| All | All modes | 1,387,930 | 100.0 | 85.6 | 233,795 | 100.0 | 14.4 | 1,621,725 | 100.0 | |
| Other undergraduate | | | | | | | | | | |
| FT | Full-time | 40,860 | 29.5 | 87.0 | 6,120 | 37.4 | 13.0 | 46,980 | 30.3 | |
| PT | Part-time | 97,580 | 70.5 | 90.5 | 10,255 | 62.6 | 9.5 | 107,830 | 69.7 | |
| All | All modes | 138,440 | 100.0 | 89.4 | 16,375 | 100.0 | 10.6 | 154,815 | 100.0 | |
| Research postgraduate | | | | | | | | | | |
| FT | Full-time | 76,935 | 75.8 | 91.4 | 7,215 | 71.7 | 8.6 | 84,150 | 75.4 | |
| PT | Part-time | 24,560 | 24.2 | 89.6 | 2,850 | 28.3 | 10.4 | 27,410 | 24.6 | |
| All | All modes | 101,500 | 100.0 | 91.0 | 10,065 | 100.0 | 9.0 | 111,565 | 100.0 | |
| Taught postgraduate | | | | | | | | | | |
| FT | Full-time | 233,500 | 56.6 | 91.5 | 21,830 | 51.4 | 8.5 | 255,330 | 56.1 | |
| PT | Part-time | 179,020 | 43.4 | 89.7 | 20,640 | 48.6 | 10.3 | 199,660 | 43.9 | |
| All | All modes | 412,525 | 100.0 | 90.7 | 42,470 | 100.0 | 9.3 | 454,990 | 100.0 | |

Additional data by DSA take-up and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Disability definition: see page 10

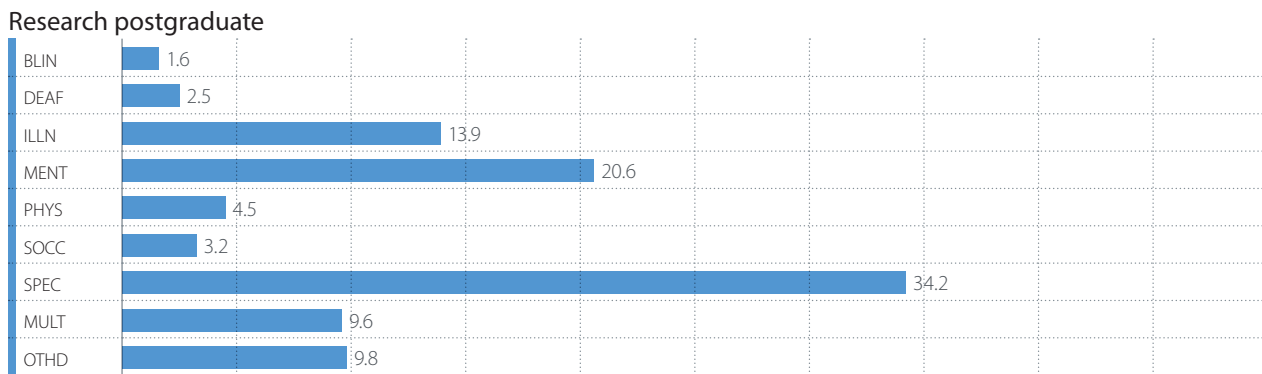
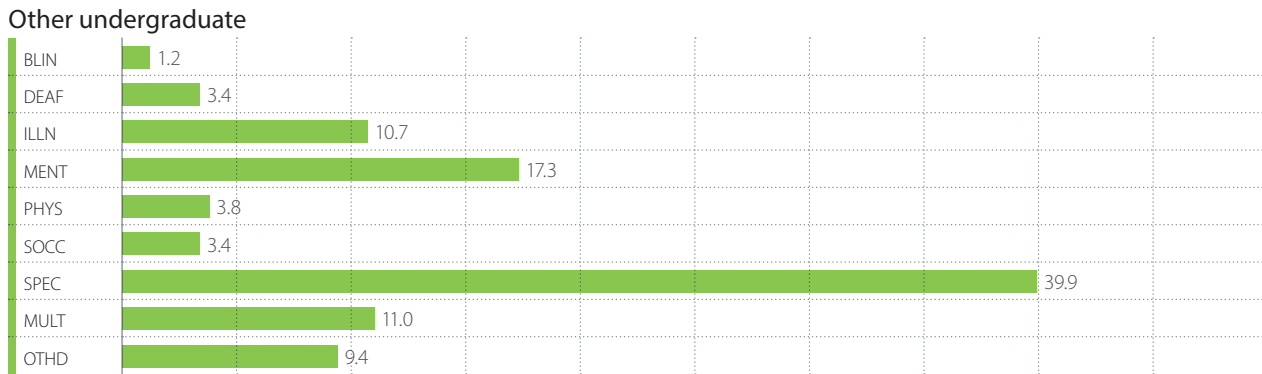
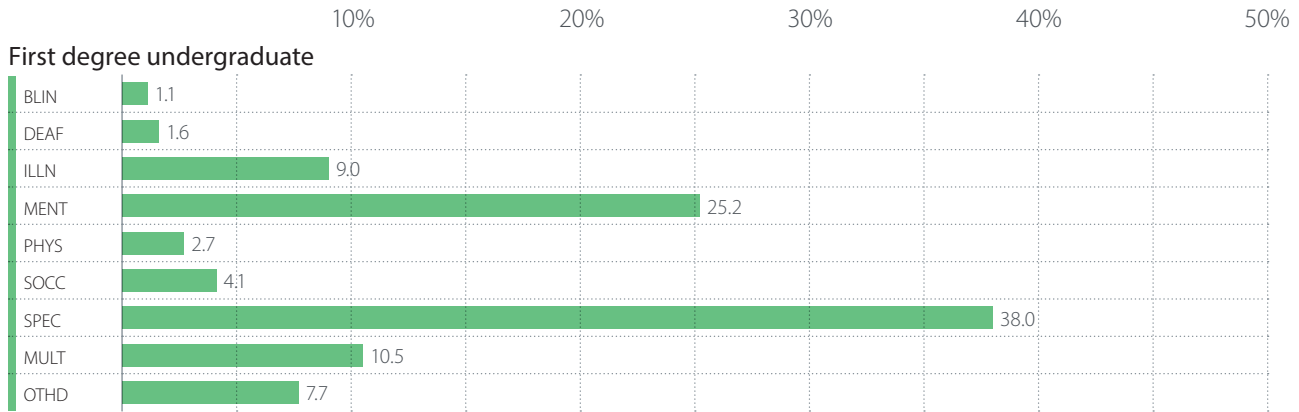
← Impairment type definition: see page 12

| | | Proportion of <i>dis students</i> | | Proportion of <i>all students</i> |
|-----------------------------------|---|--------------------------------------|-------|--------------------------------------|
| | | No. | % | % |
| First degree undergraduate | | | | |
| BLIN | Blind or a serious visual impairment | 2,500 | 1.1 | 0.2 |
| DEAF | Deaf or a serious hearing impairment | 3,780 | 1.6 | 0.2 |
| ILLN | Long-standing illness or health condition | 21,090 | 9.0 | 1.3 |
| MENT | Mental health condition | 59,010 | 25.2 | 3.6 |
| PHYS | Physical impairment or mobility issues | 6,340 | 2.7 | 0.4 |
| SOCC | Social communication/autistic spectrum disorder | 9,635 | 4.1 | 0.6 |
| SPEC | Specific learning difficulty | 88,895 | 38.0 | 5.5 |
| MULT | Two or more conditions | 24,615 | 10.5 | 1.5 |
| OTHD | Another disability, impairment or medical condition | 17,930 | 7.7 | 1.1 |
| All | All disabled students | 233,795 | 100.0 | 14.4 |
| Other undergraduate | | | | |
| BLIN | Blind or a serious visual impairment | 190 | 1.2 | 0.1 |
| DEAF | Deaf or a serious hearing impairment | 550 | 3.4 | 0.4 |
| ILLN | Long-standing illness or health condition | 1,755 | 10.7 | 1.1 |
| MENT | Mental health condition | 2,835 | 17.3 | 1.8 |
| PHYS | Physical impairment or mobility issues | 620 | 3.8 | 0.4 |
| SOCC | Social communication/autistic spectrum disorder | 560 | 3.4 | 0.4 |
| SPEC | Specific learning difficulty | 6,530 | 39.9 | 4.2 |
| MULT | Two or more conditions | 1,795 | 11.0 | 1.2 |
| OTHD | Another disability, impairment or medical condition | 1,540 | 9.4 | 1.0 |
| All | All disabled students | 16,375 | 100.0 | 10.6 |
| Research postgraduate | | | | |
| BLIN | Blind or a serious visual impairment | 160 | 1.6 | 0.1 |
| DEAF | Deaf or a serious hearing impairment | 250 | 2.5 | 0.2 |
| ILLN | Long-standing illness or health condition | 1,405 | 13.9 | 1.3 |
| MENT | Mental health condition | 2,080 | 20.6 | 1.9 |
| PHYS | Physical impairment or mobility issues | 450 | 4.5 | 0.4 |
| SOCC | Social communication/autistic spectrum disorder | 325 | 3.2 | 0.3 |
| SPEC | Specific learning difficulty | 3,445 | 34.2 | 3.1 |
| MULT | Two or more conditions | 970 | 9.6 | 0.9 |
| OTHD | Another disability, impairment or medical condition | 990 | 9.8 | 0.9 |
| All | All disabled students | 10,065 | 100.0 | 9.0 |

Additional data by DSA take-up is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of disabled students who disclosed an impairment type



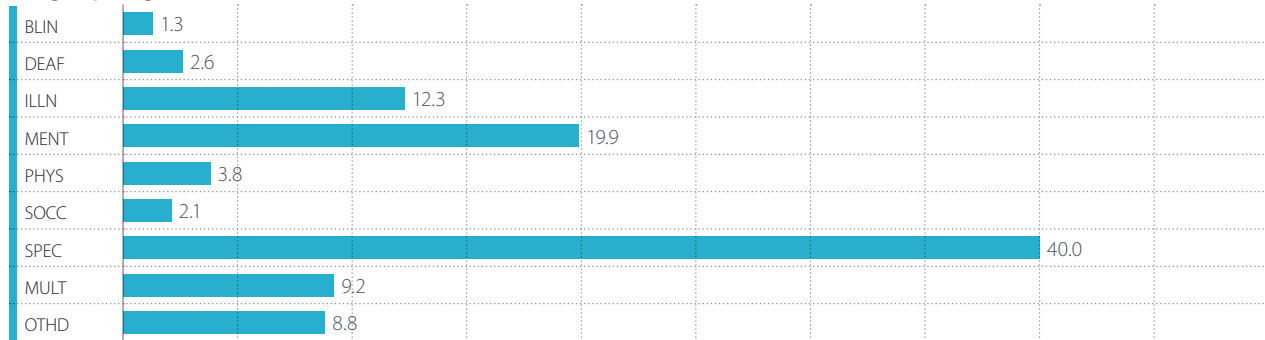
| | | <i>Proportion of dis students</i> | | <i>Proportion of all students</i> |
|----------------------------|---|---------------------------------------|-------|---------------------------------------|
| | | No. | % | % |
| Taught postgraduate | | | | |
| BLIN | Blind or a serious visual impairment | 565 | 1.3 | 0.1 |
| DEAF | Deaf or a serious hearing impairment | 1,110 | 2.6 | 0.2 |
| ILLN | Long-standing illness or health condition | 5,210 | 12.3 | 1.1 |
| MENT | Mental health condition | 8,440 | 19.9 | 1.9 |
| PHYS | Physical impairment or mobility issues | 1,625 | 3.8 | 0.4 |
| SOCC | Social communication/autistic spectrum disorder | 880 | 2.1 | 0.2 |
| SPEC | Specific learning difficulty | 16,995 | 40.0 | 3.7 |
| MULT | Two or more conditions | 3,920 | 9.2 | 0.9 |
| OTH | Another disability, impairment or medical condition | 3,725 | 8.8 | 0.8 |
| All | All disabled students | 42,470 | 100.0 | 9.3 |
| All students | | | | |
| 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 conditions | 31,300 | 10.3 | 1.3 |
| OTH | Another disability, impairment or medical condition | 24,180 | 8.0 | 1.0 |
| All | All disabled students | 302,705 | 100.0 | 12.9 |

Additional data by DSA take-up is available:

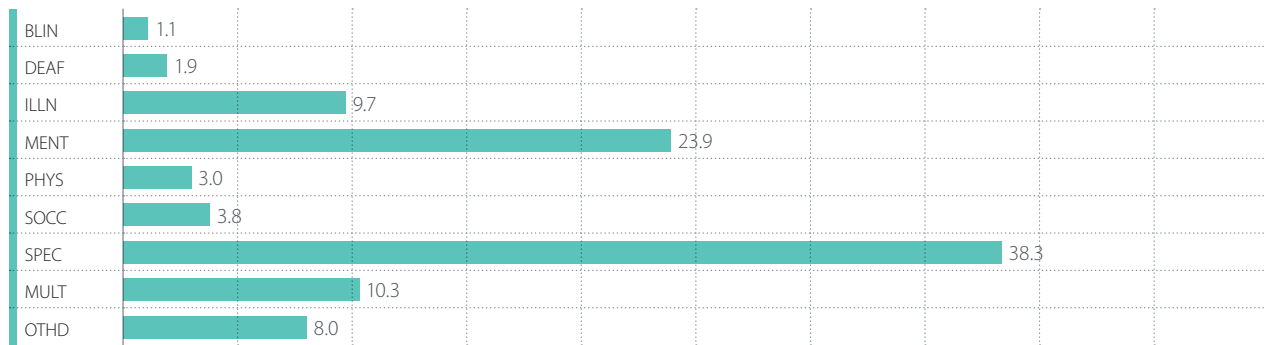
www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of disabled students who disclosed an impairment type

Taught postgraduate



All students



2.7

All students by subject area and disability status

← Subject areas
definition:
see page 14

← Disability
definition:
see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------------|----------------------------------|--------------|------|------|----------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 15,755 | 0.8 | 84.3 | 2,925 | 1.0 | 15.7 | 18,680 | 0.8 |
| ARCH | Architecture, building, planning | 48,030 | 2.4 | 89.6 | 5,590 | 1.8 | 10.4 | 53,620 | 2.3 |
| BIOS | Biological sciences | 197,150 | 9.7 | 84.3 | 36,820 | 12.2 | 15.7 | 233,970 | 10.0 |
| COMP | Computer science | 93,075 | 4.6 | 86.8 | 14,175 | 4.7 | 13.2 | 107,250 | 4.6 |
| ENGI | Engineering, technology | 150,725 | 7.4 | 91.4 | 14,250 | 4.7 | 8.6 | 164,975 | 7.0 |
| MATH | Mathematical sciences | 39,720 | 1.9 | 89.1 | 4,855 | 1.6 | 10.9 | 44,575 | 1.9 |
| MEDI | Medicine, dentistry | 59,045 | 2.9 | 89.6 | 6,830 | 2.3 | 10.4 | 65,875 | 2.8 |
| PHYS | Physical sciences | 82,550 | 4.0 | 86.2 | 13,170 | 4.4 | 13.8 | 95,720 | 4.1 |
| SUBJ | Subjects allied to medicine | 252,165 | 12.4 | 87.5 | 35,900 | 11.9 | 12.5 | 288,065 | 12.3 |
| VETS | Veterinary science | 6,905 | 0.3 | 87.8 | 955 | 0.3 | 12.2 | 7,860 | 0.3 |
| SET | SET total | 945,115 | 46.3 | 87.5 | 135,475 | 44.8 | 12.5 | 1,080,590 | 46.1 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|-----------|------|------|---------|------|------|-----------|------|
| BUSI | Business, administrative studies | 317,910 | 15.6 | 92.7 | 25,060 | 8.3 | 7.3 | 342,970 | 14.6 |
| COMB | Combined | 28,750 | 1.4 | 81.9 | 6,370 | 2.1 | 18.1 | 35,120 | 1.5 |
| ARTS | Creative arts, design | 142,705 | 7.0 | 80.0 | 35,705 | 11.8 | 20.0 | 178,415 | 7.6 |
| EDUC | Education | 128,380 | 6.3 | 88.3 | 17,065 | 5.6 | 11.7 | 145,445 | 6.2 |
| HIST | Historical, philosophical studies | 68,450 | 3.4 | 81.4 | 15,665 | 5.2 | 18.6 | 84,115 | 3.6 |
| LANG | Languages | 87,795 | 4.3 | 84.8 | 15,745 | 5.2 | 15.2 | 103,545 | 4.4 |
| LAW | Law | 81,260 | 4.0 | 88.2 | 10,910 | 3.6 | 11.8 | 92,165 | 3.9 |
| COMM | Mass comms, documentation | 43,835 | 2.1 | 85.3 | 7,525 | 2.5 | 14.7 | 51,360 | 2.2 |
| SOCI | Social studies | 196,185 | 9.6 | 85.5 | 33,175 | 11.0 | 14.5 | 229,360 | 9.8 |
| NSET | Non-SET total | 1,095,270 | 53.7 | 86.8 | 167,230 | 55.2 | 13.2 | 1,262,500 | 53.9 |

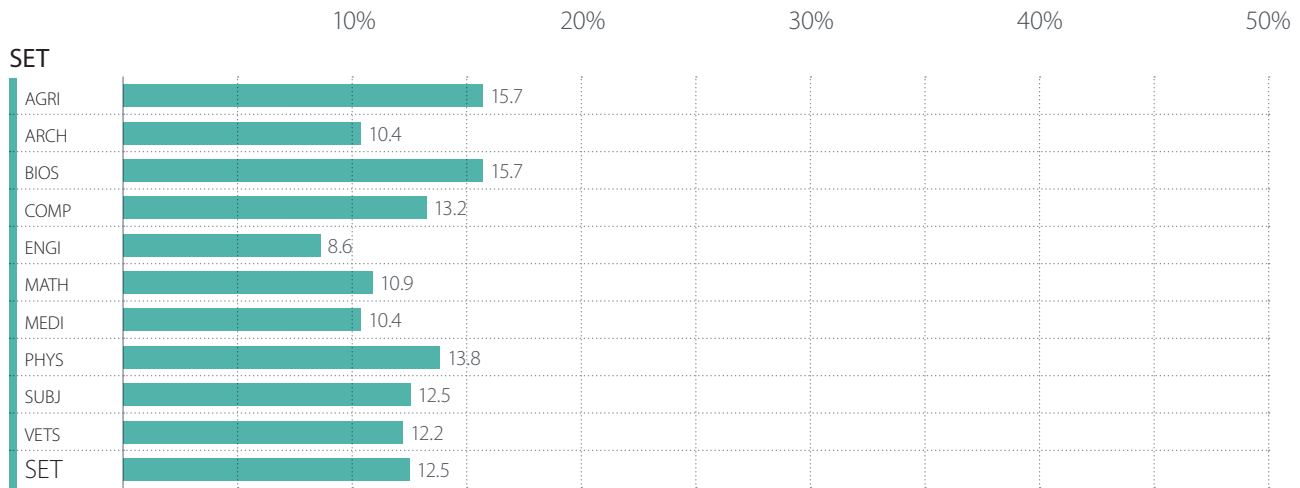
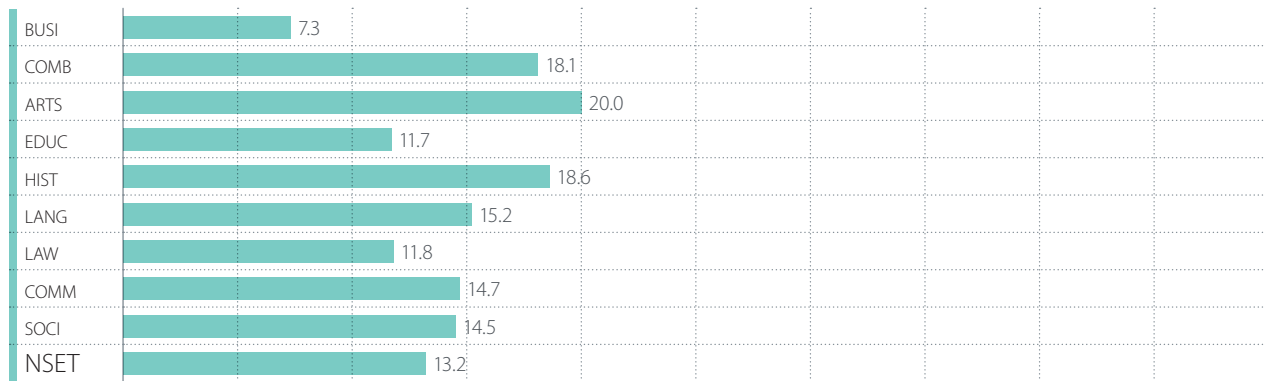
All subject areas

| | | | | | | | | | |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|
| All | All subject areas | 2,040,390 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,095 | 100.0 |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|

Additional data by impairment type is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of students who disclosed as disabled

**Non-SET****All subject areas**

2.8

Disabled students by subject area and DSA take-up

← Disability definition: see page 10

← Subject areas definition: see page 14

← Disabled students' allowance definition: see page 10

| | | DSA | | | No DSA | | | Unknown DSA | |
|------------|----------------------------------|--------|------|------|--------|------|------|-------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 1,230 | 1.2 | 43.7 | 1,585 | 0.9 | 56.3 | 2,820 | 1.0 |
| ARCH | Architecture, building, planning | 2,170 | 2.1 | 40.6 | 3,175 | 1.7 | 59.4 | 5,345 | 1.9 |
| BIOS | Biological sciences | 12,885 | 12.2 | 36.3 | 22,575 | 12.3 | 63.7 | 35,455 | 12.3 |
| COMP | Computer science | 4,935 | 4.7 | 36.2 | 8,690 | 4.8 | 63.8 | 13,625 | 4.7 |
| ENGI | Engineering, technology | 5,125 | 4.9 | 37.5 | 8,560 | 4.7 | 62.5 | 13,685 | 4.7 |
| MATH | Mathematical sciences | 1,495 | 1.4 | 32.2 | 3,140 | 1.7 | 67.8 | 4,635 | 1.6 |
| MEDI | Medicine, dentistry | 2,525 | 2.4 | 40.8 | 3,665 | 2.0 | 59.2 | 6,190 | 2.1 |
| PHYS | Physical sciences | 4,705 | 4.5 | 38.0 | 7,690 | 4.2 | 62.0 | 12,395 | 4.3 |
| SUBJ | Subjects allied to medicine | 13,150 | 12.5 | 38.5 | 20,990 | 11.5 | 61.5 | 34,145 | 11.8 |
| VETS | Veterinary science | 415 | 0.4 | 44.8 | 510 | 0.3 | 55.2 | 925 | 0.3 |
| SET | SET total | 48,635 | 46.1 | 37.6 | 80,580 | 44.0 | 62.4 | 129,215 | 44.8 |

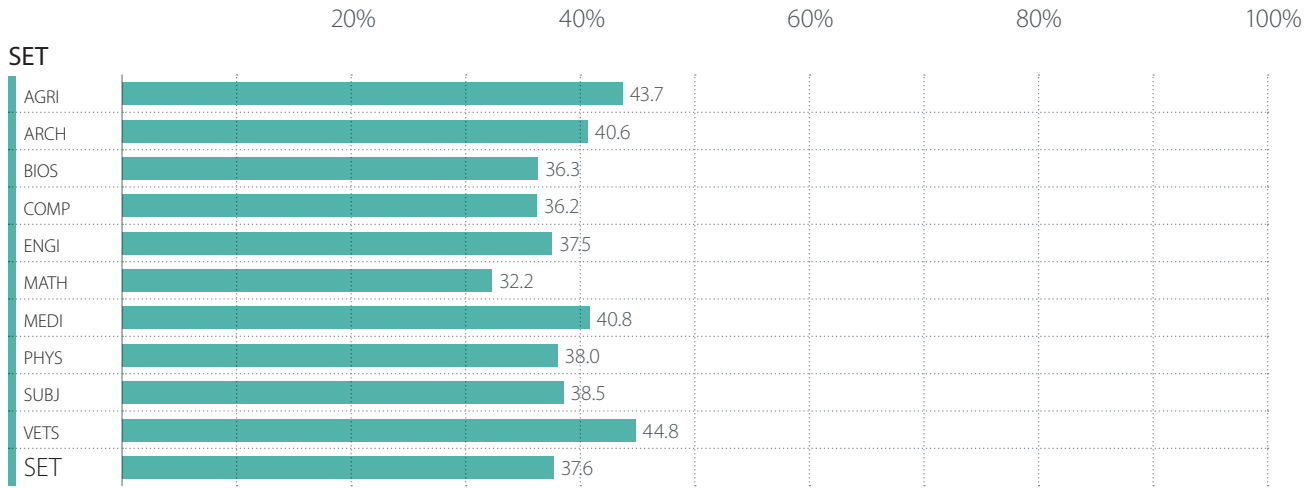
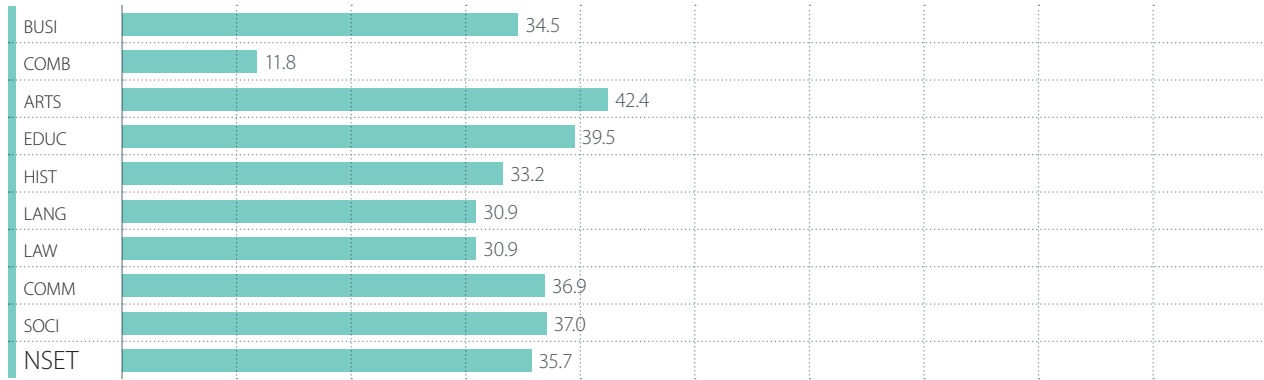
Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 8,295 | 7.9 | 34.5 | 15,755 | 8.6 | 65.5 | 24,050 | 8.3 |
| COMB | Combined | 730 | 0.7 | 11.8 | 5,450 | 3.0 | 88.2 | 6,180 | 2.1 |
| ARTS | Creative arts, design | 14,375 | 13.6 | 42.4 | 19,515 | 10.7 | 57.6 | 33,890 | 11.7 |
| EDUC | Education | 6,350 | 6.0 | 39.5 | 9,720 | 5.3 | 60.5 | 16,070 | 5.6 |
| HIST | Historical, philosophical studies | 4,960 | 4.7 | 33.2 | 9,960 | 5.4 | 66.8 | 14,915 | 5.2 |
| LANG | Languages | 4,600 | 4.4 | 30.9 | 10,290 | 5.6 | 69.1 | 14,895 | 5.2 |
| LAW | Law | 3,235 | 3.1 | 30.9 | 7,220 | 3.9 | 69.1 | 10,455 | 3.6 |
| COMM | Mass comms, documentation | 2,615 | 2.5 | 36.9 | 4,475 | 2.4 | 63.1 | 7,090 | 2.5 |
| SOCI | Social studies | 11,760 | 11.1 | 37.0 | 19,985 | 10.9 | 63.0 | 31,745 | 11.0 |
| NSET | Non-SET total | 56,920 | 53.9 | 35.7 | 102,365 | 56.0 | 64.3 | 159,285 | 55.2 |

All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|---------|-------|------|---------|-------|
| All | All subject areas | 105,555 | 100.0 | 36.6 | 182,945 | 100.0 | 63.4 | 288,505 | 100.0 |
|-----|-------------------|---------|-------|------|---------|-------|------|---------|-------|

Proportions of disabled students who received DSA

**Non-SET****All subject areas**

2.9

First degree undergraduate students by subject area and disability status

← Degree level
definition:
see page 13

← Subject areas
definition:
see page 14

← Disability
definition:
see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------------|----------------------------------|--------------|------|------|----------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 7,740 | 0.6 | 81.6 | 1,745 | 0.7 | 18.4 | 9,485 | 0.6 |
| ARCH | Architecture, building, planning | 29,325 | 2.1 | 88.5 | 3,815 | 1.6 | 11.5 | 33,140 | 2.0 |
| BIOS | Biological sciences | 152,775 | 11.0 | 83.6 | 29,940 | 12.8 | 16.4 | 182,715 | 11.3 |
| COMP | Computer science | 72,145 | 5.2 | 85.8 | 11,910 | 5.1 | 14.2 | 84,055 | 5.2 |
| ENGI | Engineering, technology | 105,500 | 7.6 | 90.2 | 11,450 | 4.9 | 9.8 | 116,950 | 7.2 |
| MATH | Mathematical sciences | 32,815 | 2.4 | 88.5 | 4,275 | 1.8 | 11.5 | 37,090 | 2.3 |
| MEDI | Medicine, dentistry | 40,080 | 2.9 | 88.0 | 5,485 | 2.3 | 12.0 | 45,565 | 2.8 |
| PHYS | Physical sciences | 62,255 | 4.5 | 85.1 | 10,860 | 4.6 | 14.9 | 73,115 | 4.5 |
| SUBJ | Subjects allied to medicine | 145,305 | 10.5 | 85.2 | 25,180 | 10.8 | 14.8 | 170,485 | 10.5 |
| VETS | Veterinary science | 4,910 | 0.4 | 85.9 | 805 | 0.3 | 14.1 | 5,715 | 0.4 |
| SET | SET total | 652,855 | 47.0 | 86.1 | 105,460 | 45.1 | 13.9 | 758,315 | 46.8 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 207,400 | 14.9 | 91.5 | 19,295 | 8.3 | 8.5 | 226,695 | 14.0 |
| COMB | Combined | 13,145 | 0.9 | 74.4 | 4,530 | 1.9 | 25.6 | 17,675 | 1.1 |
| ARTS | Creative arts, design | 116,120 | 8.4 | 79.1 | 30,615 | 13.1 | 20.9 | 146,730 | 9.0 |
| EDUC | Education | 47,150 | 3.4 | 85.3 | 8,100 | 3.5 | 14.7 | 55,250 | 3.4 |
| HIST | Historical, philosophical studies | 51,810 | 3.7 | 80.5 | 12,545 | 5.4 | 19.5 | 64,355 | 4.0 |
| LANG | Languages | 64,525 | 4.6 | 83.2 | 12,990 | 5.6 | 16.8 | 77,515 | 4.8 |
| LAW | Law | 61,240 | 4.4 | 87.5 | 8,750 | 3.7 | 12.5 | 69,995 | 4.3 |
| COMM | Mass comms, documentation | 32,695 | 2.4 | 84.1 | 6,165 | 2.6 | 15.9 | 38,855 | 2.4 |
| SOCI | Social studies | 140,995 | 10.2 | 84.8 | 25,345 | 10.8 | 15.2 | 166,340 | 10.3 |
| NSET | Non-SET total | 735,075 | 53.0 | 85.1 | 128,335 | 54.9 | 14.9 | 863,410 | 53.2 |

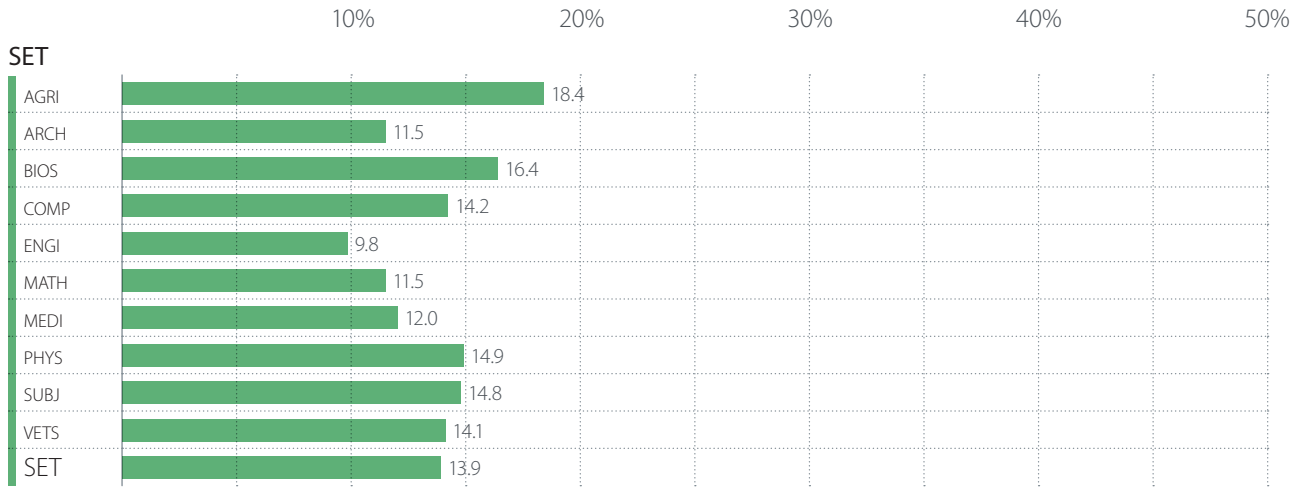
All subject areas

| | | | | | | | | | |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|
| All | All subject areas | 1,387,930 | 100.0 | 85.6 | 233,795 | 100.0 | 14.4 | 1,621,725 | 100.0 |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|

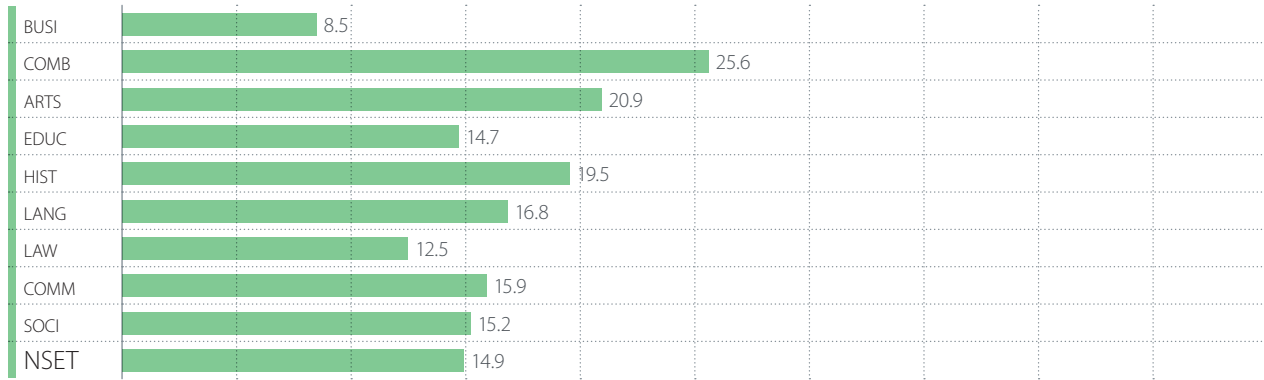
Additional data by DSA take-up and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of first degree undergraduates who disclosed as disabled



Non-SET



All subject areas



2.10

Other undergraduate students by subject area and disability status

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------------|----------------------------------|--------------|------|------|----------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 4,745 | 3.4 | 85.5 | 805 | 4.9 | 14.5 | 5,550 | 3.6 |
| ARCH | Architecture, building, planning | 3,140 | 2.3 | 90.7 | 325 | 2.0 | 9.3 | 3,465 | 2.2 |
| BIOS | Biological sciences | 5,565 | 4.0 | 85.5 | 945 | 5.8 | 14.5 | 6,510 | 4.2 |
| COMP | Computer science | 3,290 | 2.4 | 82.8 | 680 | 4.2 | 17.2 | 3,970 | 2.6 |
| ENGI | Engineering, technology | 9,680 | 7.0 | 93.1 | 715 | 4.4 | 6.9 | 10,395 | 6.7 |
| MATH | Mathematical sciences | 460 | 0.3 | 86.4 | 70 | 0.4 | 13.6 | 530 | 0.3 |
| MEDI | Medicine, dentistry | 360 | 0.3 | 90.4 | 40 | 0.2 | 9.6 | 395 | 0.3 |
| PHYS | Physical sciences | 1,475 | 1.1 | 87.2 | 215 | 1.3 | 12.8 | 1,690 | 1.1 |
| SUBJ | Subjects allied to medicine | 39,905 | 28.8 | 91.1 | 3,875 | 23.7 | 8.9 | 43,785 | 28.3 |
| VETS | Veterinary science | 0 | 0.0 | .. | 0 | 0.0 | .. | 0 | 0.0 |
| SET | SET total | 68,620 | 49.6 | 89.9 | 7,680 | 46.9 | 10.1 | 76,295 | 49.3 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|-------|------|------|--------|------|
| BUSI | Business, administrative studies | 12,190 | 8.8 | 91.3 | 1,155 | 7.1 | 8.7 | 13,345 | 8.6 |
| COMB | Combined | 14,375 | 10.4 | 89.4 | 1,710 | 10.4 | 10.6 | 16,090 | 10.4 |
| ARTS | Creative arts, design | 4,195 | 3.0 | 80.3 | 1,030 | 6.3 | 19.7 | 5,225 | 3.4 |
| EDUC | Education | 16,695 | 12.1 | 90.1 | 1,840 | 11.2 | 9.9 | 18,535 | 12.0 |
| HIST | Historical, philosophical studies | 2,170 | 1.6 | 86.4 | 340 | 2.1 | 13.6 | 2,510 | 1.6 |
| LANG | Languages | 9,140 | 6.6 | 92.8 | 705 | 4.3 | 7.2 | 9,845 | 6.4 |
| LAW | Law | 1,595 | 1.2 | 88.5 | 210 | 1.3 | 11.5 | 1,800 | 1.2 |
| COMM | Mass comms, documentation | 455 | 0.3 | 80.5 | 110 | 0.7 | 19.5 | 570 | 0.4 |
| SOCI | Social studies | 9,005 | 6.5 | 85.0 | 1,595 | 9.7 | 15.0 | 10,600 | 6.8 |
| NSET | Non-SET total | 69,820 | 50.4 | 88.9 | 8,695 | 53.1 | 11.1 | 78,515 | 50.7 |

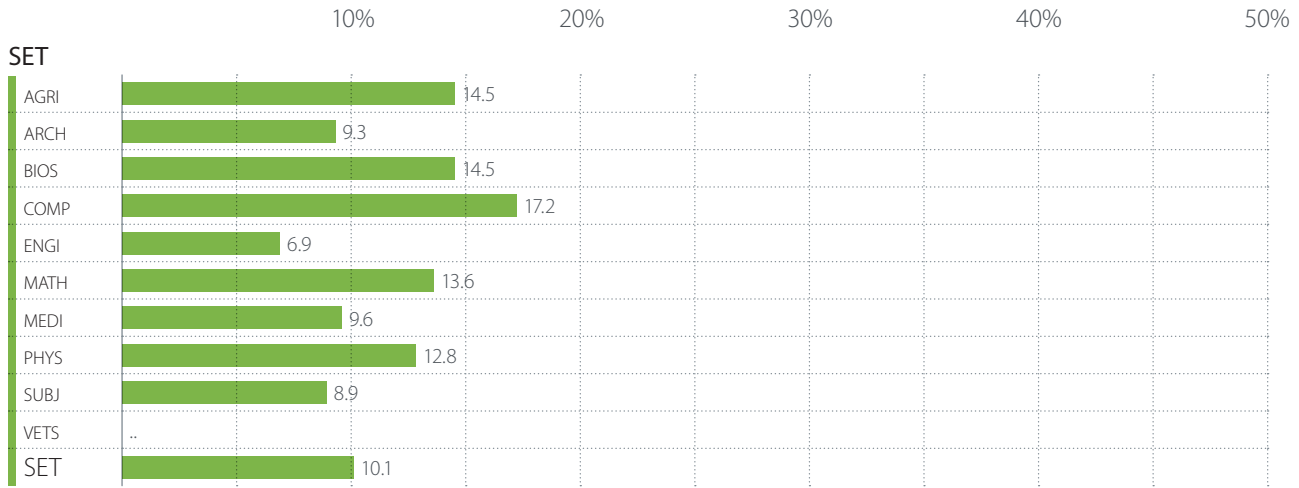
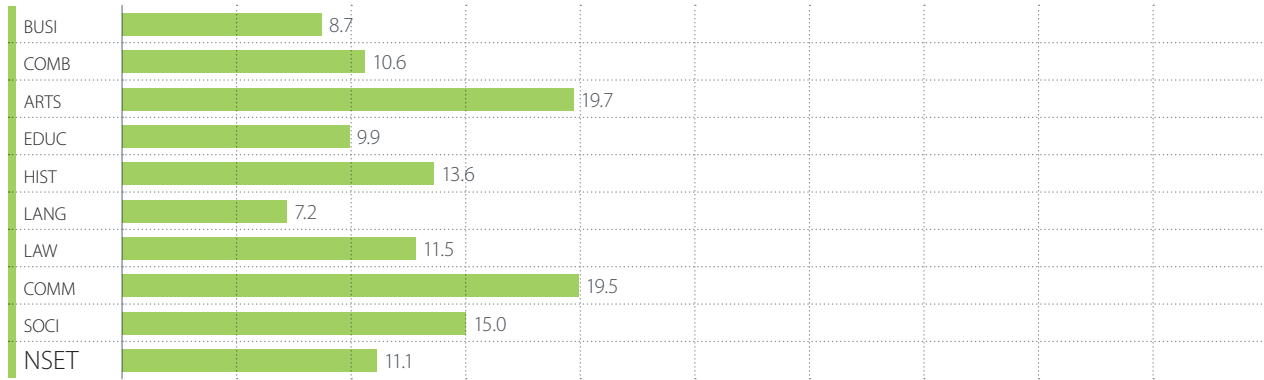
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|
| All | All subject areas | 138,440 | 100.0 | 89.4 | 16,375 | 100.0 | 10.6 | 154,815 | 100.0 |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|

Additional data by DSA take-up and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of other undergraduates who disclosed as disabled

**Non-SET****All subject areas**

2.11

Research postgraduate students by subject area and disability status

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------------|----------------------------------|--------------|------|------|----------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 785 | 0.8 | 92.3 | 65 | 0.6 | 7.7 | 850 | 0.8 |
| ARCH | Architecture, building, planning | 1,825 | 1.8 | 93.2 | 135 | 1.3 | 6.8 | 1,960 | 1.8 |
| BIOS | Biological sciences | 13,555 | 13.4 | 89.2 | 1,645 | 16.3 | 10.8 | 15,200 | 13.6 |
| COMP | Computer science | 4,525 | 4.5 | 92.3 | 380 | 3.8 | 7.7 | 4,905 | 4.4 |
| ENGI | Engineering, technology | 13,170 | 13.0 | 94.1 | 830 | 8.2 | 5.9 | 14,000 | 12.5 |
| MATH | Mathematical sciences | 2,755 | 2.7 | 92.2 | 230 | 2.3 | 7.8 | 2,990 | 2.7 |
| MEDI | Medicine, dentistry | 7,740 | 7.6 | 93.9 | 505 | 5.0 | 6.1 | 8,245 | 7.4 |
| PHYS | Physical sciences | 12,010 | 11.8 | 91.3 | 1,150 | 11.4 | 8.7 | 13,160 | 11.8 |
| SUBJ | Subjects allied to medicine | 7,700 | 7.6 | 91.9 | 680 | 6.8 | 8.1 | 8,380 | 7.5 |
| VETS | Veterinary science | 315 | 0.3 | 87.7 | 45 | 0.4 | 12.3 | 360 | 0.3 |
| SET | SET total | 64,385 | 63.4 | 91.9 | 5,660 | 56.2 | 8.1 | 70,045 | 62.8 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|-------|------|------|--------|------|
| BUSI | Business, administrative studies | 6,330 | 6.2 | 94.6 | 360 | 3.6 | 5.4 | 6,690 | 6.0 |
| COMB | Combined | 25 | 0.0 | 89.7 | 5 | 0.0 | 10.3 | 30 | 0.0 |
| ARTS | Creative arts, design | 3,365 | 3.3 | 85.2 | 585 | 5.8 | 14.8 | 3,945 | 3.5 |
| EDUC | Education | 5,615 | 5.5 | 90.5 | 585 | 5.8 | 9.5 | 6,200 | 5.6 |
| HIST | Historical, philosophical studies | 6,215 | 6.1 | 86.9 | 940 | 9.3 | 13.1 | 7,155 | 6.4 |
| LANG | Languages | 4,755 | 4.7 | 88.4 | 625 | 6.2 | 11.6 | 5,380 | 4.8 |
| LAW | Law | 1,900 | 1.9 | 89.3 | 230 | 2.3 | 10.7 | 2,130 | 1.9 |
| COMM | Mass comms, documentation | 1,065 | 1.1 | 88.9 | 135 | 1.3 | 11.1 | 1,200 | 1.1 |
| SOCI | Social studies | 7,845 | 7.7 | 89.2 | 945 | 9.4 | 10.8 | 8,790 | 7.9 |
| NSET | Non-SET total | 37,115 | 36.6 | 89.4 | 4,405 | 43.8 | 10.6 | 41,520 | 37.2 |

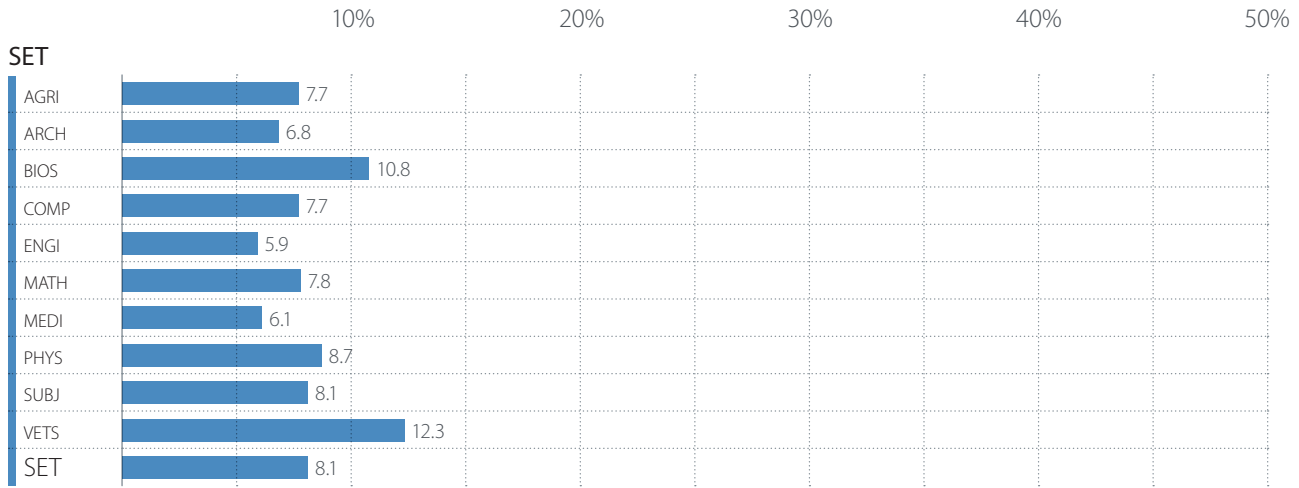
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|--------|-------|-----|---------|-------|
| All | All subject areas | 101,500 | 100.0 | 91.0 | 10,065 | 100.0 | 9.0 | 111,565 | 100.0 |
|-----|-------------------|---------|-------|------|--------|-------|-----|---------|-------|

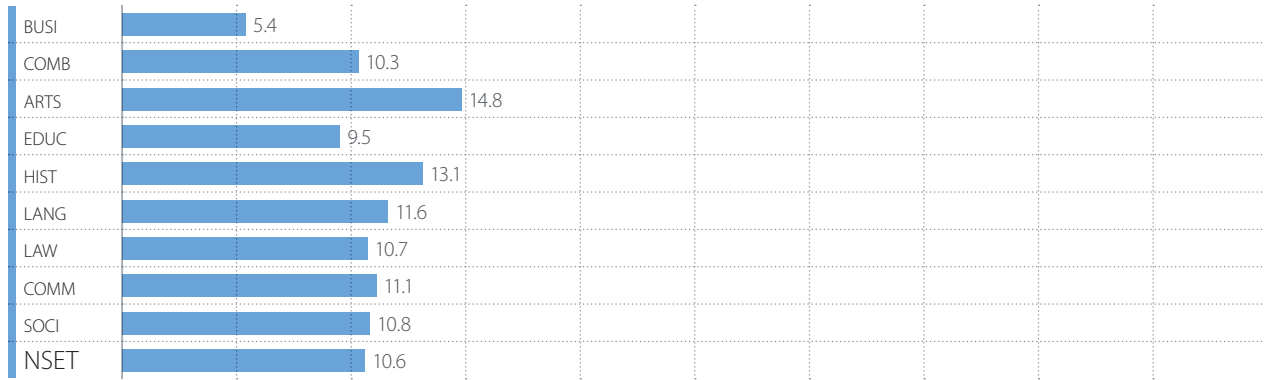
Additional data by DSA take-up and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of research postgraduates who disclosed as disabled



Non-SET



All subject areas



2.12

Taught postgraduate students by subject area and disability status

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------|----------------------------------|--------------|------|------|----------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 2,485 | 0.6 | 88.8 | 315 | 0.7 | 11.2 | 2,800 | 0.6 |
| ARCH | Architecture, building, planning | 13,735 | 3.3 | 91.2 | 1,320 | 3.1 | 8.8 | 15,055 | 3.3 |
| BIOS | Biological sciences | 25,255 | 6.1 | 85.5 | 4,290 | 10.1 | 14.5 | 29,540 | 6.5 |
| COMP | Computer science | 13,110 | 3.2 | 91.6 | 1,205 | 2.8 | 8.4 | 14,315 | 3.1 |
| ENGI | Engineering, technology | 22,380 | 5.4 | 94.7 | 1,250 | 2.9 | 5.3 | 23,630 | 5.2 |
| MATH | Mathematical sciences | 3,690 | 0.9 | 93.0 | 275 | 0.7 | 7.0 | 3,970 | 0.9 |
| MEDI | Medicine, dentistry | 10,865 | 2.6 | 93.1 | 805 | 1.9 | 6.9 | 11,670 | 2.6 |
| PHYS | Physical sciences | 6,805 | 1.6 | 87.8 | 950 | 2.2 | 12.2 | 7,755 | 1.7 |
| SUBJ | Subjects allied to medicine | 59,255 | 14.4 | 90.6 | 6,165 | 14.5 | 9.4 | 65,415 | 14.4 |
| VETS | Veterinary science | 1,680 | 0.4 | 93.9 | 110 | 0.3 | 6.1 | 1,790 | 0.4 |
| SET | SET total | 159,260 | 38.6 | 90.5 | 16,680 | 39.3 | 9.5 | 175,940 | 38.7 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|--------|------|------|---------|------|
| BUSI | Business, administrative studies | 91,995 | 22.3 | 95.6 | 4,245 | 10.0 | 4.4 | 96,240 | 21.2 |
| COMB | Combined | 1,200 | 0.3 | 90.5 | 125 | 0.3 | 9.5 | 1,325 | 0.3 |
| ARTS | Creative arts, design | 19,030 | 4.6 | 84.5 | 3,480 | 8.2 | 15.5 | 22,510 | 4.9 |
| EDUC | Education | 58,920 | 14.3 | 90.0 | 6,540 | 15.4 | 10.0 | 65,465 | 14.4 |
| HIST | Historical, philosophical studies | 8,255 | 2.0 | 81.8 | 1,840 | 4.3 | 18.2 | 10,095 | 2.2 |
| LANG | Languages | 9,375 | 2.3 | 86.8 | 1,430 | 3.4 | 13.2 | 10,805 | 2.4 |
| LAW | Law | 16,525 | 4.0 | 90.6 | 1,720 | 4.1 | 9.4 | 18,245 | 4.0 |
| COMM | Mass comms, documentation | 9,620 | 2.3 | 89.6 | 1,115 | 2.6 | 10.4 | 10,735 | 2.4 |
| SOCI | Social studies | 38,340 | 9.3 | 87.9 | 5,290 | 12.5 | 12.1 | 43,635 | 9.6 |
| NSET | Non-SET total | 253,265 | 61.4 | 90.8 | 25,790 | 60.7 | 9.2 | 279,055 | 61.3 |

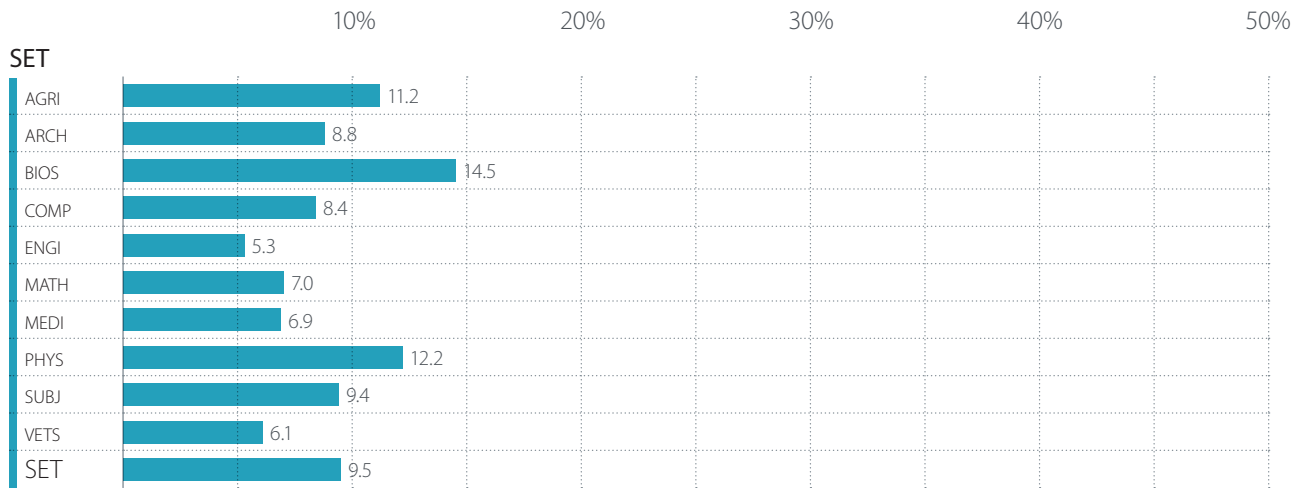
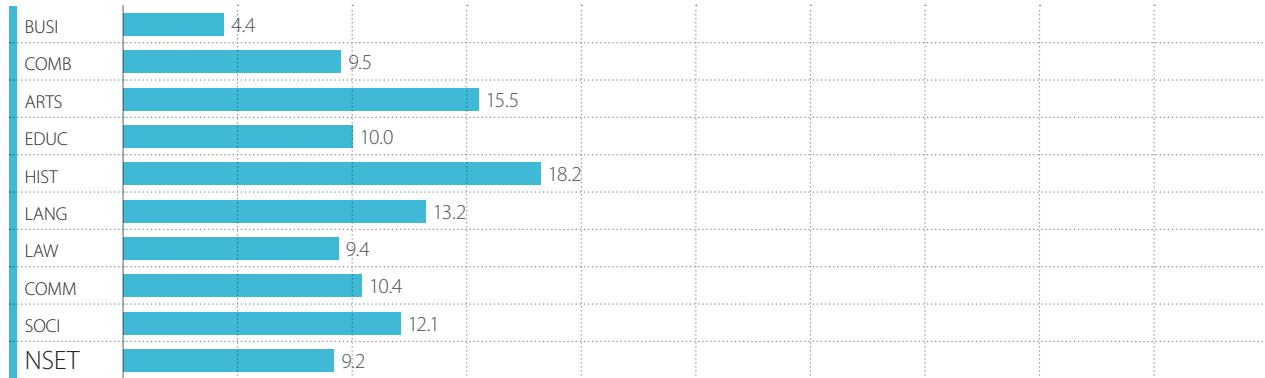
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|--------|-------|-----|---------|-------|
| All | All subject areas | 412,525 | 100.0 | 90.7 | 42,470 | 100.0 | 9.3 | 454,990 | 100.0 |
|-----|-------------------|---------|-------|------|--------|-------|-----|---------|-------|

Additional data by DSA take-up and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of taught postgraduates who disclosed as disabled

**Non-SET****All subject areas**

2.13

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

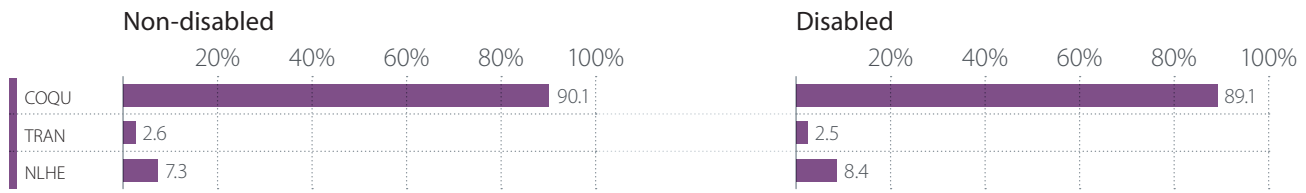
← Domicile definition: see page 13

← Continuation definition: see page 14

← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------|---------------------|--------------|-------|------|----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| COQU | Continue or qualify | 320,715 | 90.1 | 86.6 | 49,490 | 89.1 | 13.4 | 370,205 | 90.0 |
| TRAN | Transfer | 9,095 | 2.6 | 86.8 | 1,385 | 2.5 | 13.2 | 10,480 | 2.5 |
| NLHE | No longer in HE | 25,970 | 7.3 | 84.7 | 4,690 | 8.4 | 15.3 | 30,660 | 7.5 |
| All | All categories | 355,780 | 100.0 | 86.5 | 55,565 | 100.0 | 13.5 | 411,345 | 100.0 |

Proportion of non-disabled and disabled entrants that continued or qualified



2.14

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

← Qualifiers definition: see page 15

← Degree attainment definition: see page 15

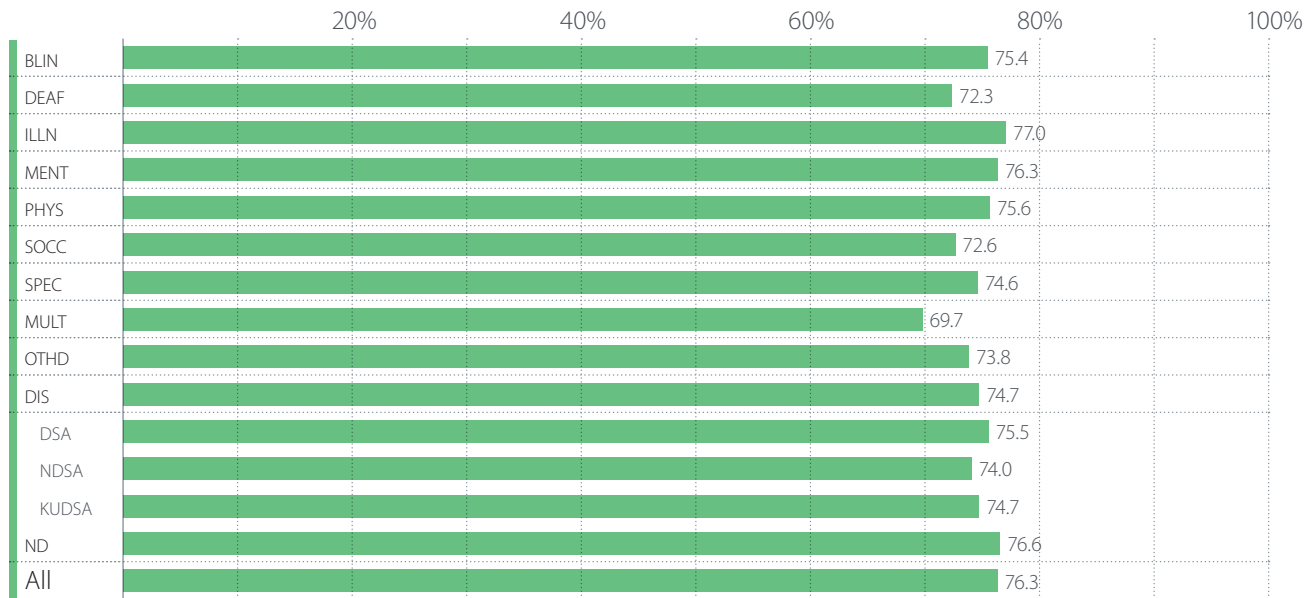
← Disability definition: see page 10

← 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 | 390 | 75.4 | 125 | 24.6 | 515 |
| DEAF | Deaf or a serious hearing impairment | 605 | 72.3 | 230 | 27.7 | 840 |
| ILLN | Long-standing illness or health condition | 3,855 | 77.0 | 1,150 | 23.0 | 5,000 |
| MENT | Mental health condition | 9,600 | 76.3 | 2,975 | 23.7 | 12,575 |
| PHYS | Physical impairment or mobility issues | 1,110 | 75.6 | 355 | 24.4 | 1,465 |
| SOCC | Social communication/autistic spectrum disorder | 1,340 | 72.6 | 505 | 27.4 | 1,845 |
| SPEC | Specific learning difficulty | 17,280 | 74.6 | 5,890 | 25.4 | 23,165 |
| MULT | Two or more conditions | 3,090 | 69.7 | 1,345 | 30.3 | 4,435 |
| OTHD | Another disability, impairment or medical condition | 2,925 | 73.8 | 1,040 | 26.2 | 3,965 |
| DIS | All disabled students | 40,190 | 74.7 | 13,620 | 25.3 | 53,805 |
| DSA | DSA | 18,025 | 75.5 | 5,855 | 24.5 | 23,875 |
| NDSA | No DSA | 20,675 | 74.0 | 7,245 | 26.0 | 27,920 |
| KDSA | Known DSA status | 38,695 | 74.7 | 13,100 | 25.3 | 51,800 |
| ND | Non-disabled students | 262,710 | 76.6 | 80,420 | 23.4 | 343,130 |
| All | All students | 302,900 | 76.3 | 94,040 | 23.7 | 396,940 |

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 15

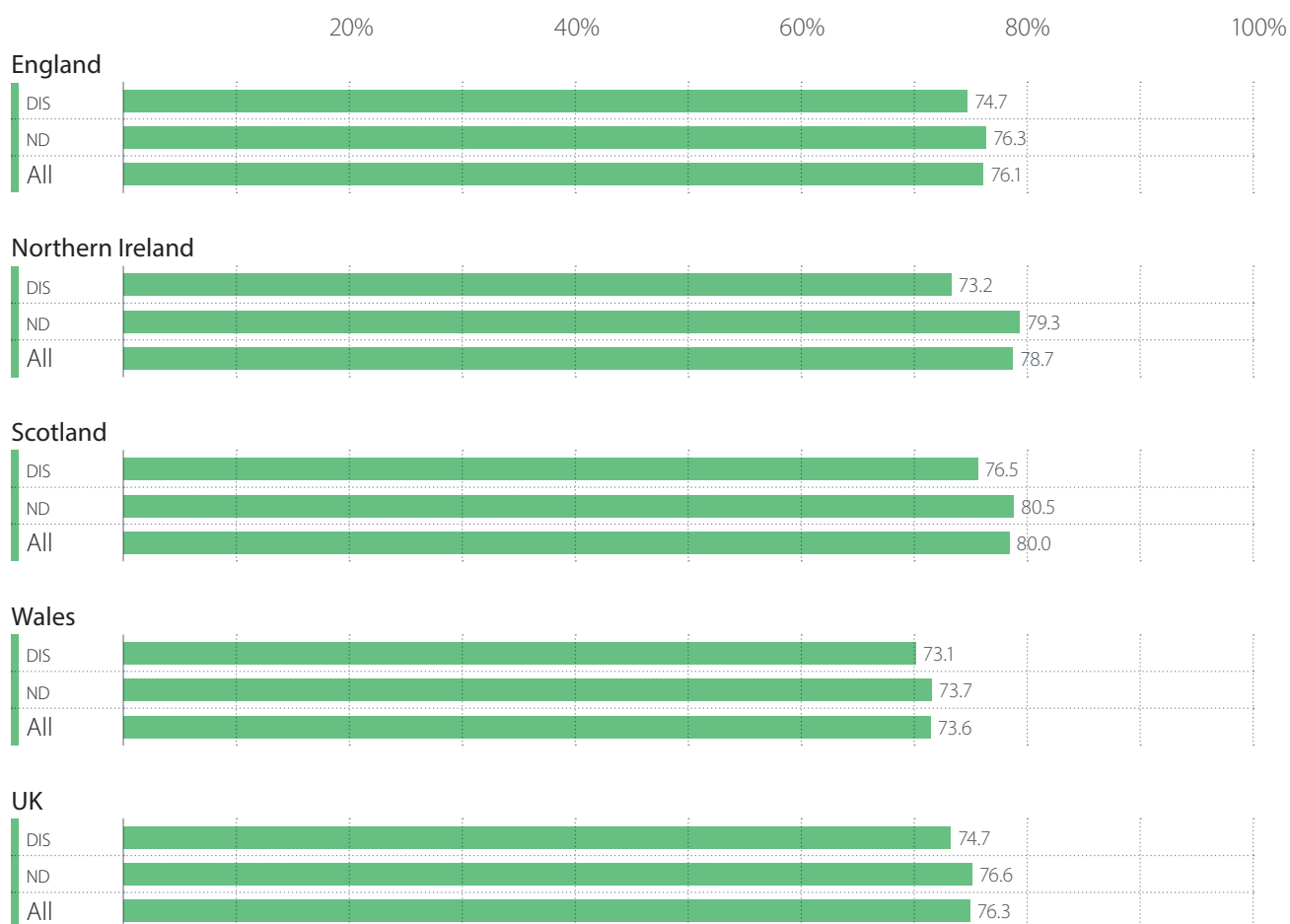
← Country of institution definition: see page 13

← Degree attainment definition: see page 15

← 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 | 34,325 | 74.7 | 11,885 | 25.9 | 22,440 | 48.8 | 9,420 | 20.5 | 2,220 | 4.8 | 45,970 |
| ND | Non-disabled | 222,980 | 76.3 | 82,800 | 28.3 | 140,180 | 48.0 | 55,635 | 19.0 | 13,480 | 4.6 | 292,090 |
| All | All students | 257,305 | 76.1 | 94,685 | 28.0 | 162,620 | 48.1 | 65,055 | 19.2 | 15,700 | 4.6 | 338,060 |
| Northern Ireland | | | | | | | | | | | | |
| DIS | Disabled | 710 | 73.2 | 235 | 24.3 | 475 | 49.0 | 220 | 22.7 | 40 | 4.0 | 970 |
| ND | Non-disabled | 6,290 | 79.3 | 2,215 | 27.9 | 4,080 | 51.4 | 1,440 | 18.2 | 200 | 2.5 | 7,930 |
| All | All students | 7,000 | 78.7 | 2,450 | 27.5 | 4,550 | 51.2 | 1,660 | 18.7 | 240 | 2.7 | 8,900 |
| Scotland | | | | | | | | | | | | |
| DIS | Disabled | 2,915 | 76.5 | 875 | 23.0 | 2,040 | 53.5 | 705 | 18.5 | 190 | 5.0 | 3,810 |
| ND | Non-disabled | 19,770 | 80.5 | 6,700 | 27.3 | 13,075 | 53.2 | 4,035 | 16.4 | 755 | 3.1 | 24,560 |
| All | All students | 22,685 | 80.0 | 7,575 | 26.7 | 15,115 | 53.3 | 4,740 | 16.7 | 945 | 3.3 | 28,370 |
| Wales | | | | | | | | | | | | |
| DIS | Disabled | 2,240 | 73.1 | 725 | 23.7 | 1,510 | 49.3 | 675 | 22.0 | 150 | 4.9 | 3,060 |
| ND | Non-disabled | 13,665 | 73.7 | 5,040 | 27.2 | 8,625 | 46.5 | 4,085 | 22.0 | 795 | 4.3 | 18,545 |
| All | All students | 15,905 | 73.6 | 5,765 | 26.7 | 10,140 | 46.9 | 4,760 | 22.0 | 945 | 4.4 | 21,610 |
| UK | | | | | | | | | | | | |
| DIS | Disabled | 40,190 | 74.7 | 13,725 | 25.5 | 26,465 | 49.2 | 11,015 | 20.5 | 2,605 | 4.8 | 53,805 |
| ND | Non-disabled | 262,710 | 76.6 | 96,750 | 28.2 | 165,960 | 48.4 | 65,195 | 19.0 | 15,225 | 4.4 | 343,130 |
| All | All students | 302,900 | 76.3 | 110,475 | 27.8 | 192,425 | 48.5 | 76,210 | 19.2 | 17,830 | 4.5 | 396,940 |

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 15

← Subject areas definition: see page 14

← Degree attainment definition: see page 15

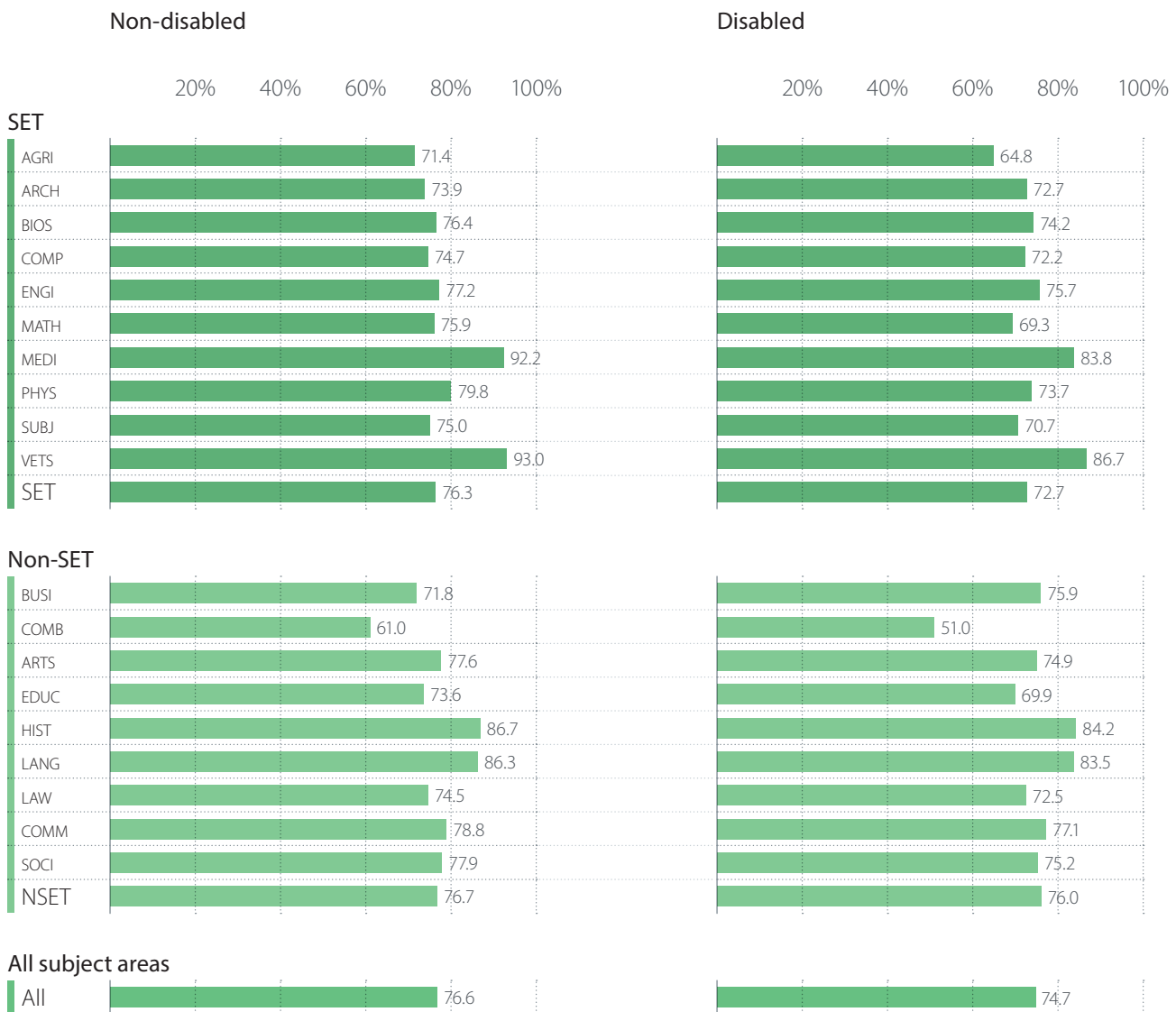
← Disability definition: see page 10

| | | Non-disabled | | Disabled | | | | | | | |
|--------------------------|-----------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|--|
| | | First/2:1 | 2:2/third | First/2:1 | 2:2/third | First/2:1 | 2:2/third | First/2:1 | 2:2/third | All | |
| | | No. | → % | No. | → % | No. | → % | No. | → % | No. | |
| SET | | | | | | | | | | | |
| AGRI | Agriculture, related subjects | 1,585 | 71.4 | 635 | 28.6 | 315 | 64.8 | 175 | 35.2 | 2,710 | |
| ARCH | Architecture, building, planning | 4,995 | 73.9 | 1,765 | 26.1 | 625 | 72.7 | 235 | 27.3 | 7,620 | |
| BIOS | Biological sciences | 28,625 | 76.4 | 8,865 | 23.6 | 4,860 | 74.2 | 1,690 | 25.8 | 44,045 | |
| COMP | Computer science | 11,130 | 74.7 | 3,765 | 25.3 | 1,550 | 72.2 | 600 | 27.8 | 17,045 | |
| ENGI | Engineering, technology | 18,270 | 77.2 | 5,390 | 22.8 | 1,710 | 75.7 | 545 | 24.3 | 25,915 | |
| MATH | Mathematical sciences | 5,830 | 75.9 | 1,855 | 24.1 | 600 | 69.3 | 265 | 30.7 | 8,545 | |
| MEDI | Medicine, dentistry | 1,400 | 92.2 | 120 | 7.8 | 130 | 83.8 | 25 | 16.2 | 1,680 | |
| PHYS | Physical sciences | 12,305 | 79.8 | 3,120 | 20.2 | 1,795 | 73.7 | 640 | 26.3 | 17,865 | |
| SUBJ | Subjects allied to medicine | 27,470 | 75.0 | 9,155 | 25.0 | 4,225 | 70.7 | 1,750 | 29.3 | 42,600 | |
| VETS | Veterinary science | 160 | 93.0 | 10 | 7.0 | 25 | 86.7 | 5 | 13.3 | 200 | |
| SET | SET total | 111,770 | 76.3 | 34,685 | 23.7 | 15,830 | 72.7 | 5,930 | 27.3 | 168,215 | |
| Non-SET | | | | | | | | | | | |
| BUSI | Business, administrative studies | 40,745 | 71.8 | 15,975 | 28.2 | 3,655 | 75.9 | 1,160 | 24.1 | 61,535 | |
| COMB | Combined | 1,330 | 61.0 | 850 | 39.0 | 295 | 51.0 | 285 | 49.0 | 2,760 | |
| ARTS | Creative arts, design | 24,630 | 77.6 | 7,130 | 22.4 | 6,135 | 74.9 | 2,060 | 25.1 | 39,950 | |
| EDUC | Education | 10,080 | 73.6 | 3,605 | 26.4 | 1,615 | 69.9 | 695 | 30.1 | 16,000 | |
| HIST | Historical, philosophical studies | 12,155 | 86.7 | 1,865 | 13.3 | 2,605 | 84.2 | 490 | 15.8 | 17,115 | |
| LANG | Languages | 14,770 | 86.3 | 2,335 | 13.7 | 2,650 | 83.5 | 525 | 16.5 | 20,280 | |
| LAW | Law | 11,625 | 74.5 | 3,970 | 25.5 | 1,480 | 72.5 | 560 | 27.5 | 17,640 | |
| COMM | Mass comms, documentation | 7,400 | 78.8 | 1,995 | 21.2 | 1,265 | 77.1 | 375 | 22.9 | 11,035 | |
| SOCI | Social studies | 28,205 | 77.9 | 8,015 | 22.1 | 4,660 | 75.2 | 1,540 | 24.8 | 42,415 | |
| NSET | Non-SET total | 150,940 | 76.7 | 45,740 | 23.3 | 24,355 | 76.0 | 7,685 | 24.0 | 228,720 | |
| All subject areas | | | | | | | | | | | |
| All | All subject areas | 262,710 | 76.6 | 80,420 | 23.4 | 40,185 | 74.7 | 13,615 | 25.3 | 396,935 | |

Additional data by detailed degree class is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of qualifiers who received a first/2:1



Ethnicity

The proportion of students who identified as Black, Asian and minority ethnic (BAME) has steadily increased since 2003/04, rising from 14.9% in 2003/04 to 23.9% in 2017/18. 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 attainment 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 for HEIs to return ethnicity data to HESA for UK domiciled students (although these students can also choose not to disclose their ethnicity). 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/statistical-report-2019-data-tables

3.1 Overall figures: 98.4% of all UK domiciled students disclosed their ethnicity. Of those whose ethnicity information was known, 23.6% identified as BAME. BAME representation varied considerably by country, from just over a quarter of UK domiciled students studying in England (26.9%) to only 3.3% in Northern Ireland.

3.3 Trends: In 2017/18, 436,990 UK domiciled students identified as BAME, up from 261,890 in 2003/04. This represents 23.6% of all UK domiciled students, compared to 14.9% in 2003/04. 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 2.8 percentage points. In comparison, the proportion of students who were mixed race has grown by 2.5 percentage points, and other ethnic group by 0.7 percentage points. The proportion of UK domiciled students who were Chinese decreased by 0.1 percentage points in 2015/16 from 0.9% to 0.8%, and has since remained at 0.8%.

3.4 BAME ethnic groups: 42.5% of BAME UK domiciled students were Asian, of which the large majority were Indian and Pakistani; only 5.9% of students were Bangladeshi. A further 30.6% were Black, most of whom were from a Black African background (22.7% of BAME UK domiciled students). There were fewer Black Caribbean and other Black background students, who constituted 6.3% and 1.6% of BAME UK domiciled students, respectively. 16.6% of BAME UK domiciled students were from a mixed background, 3.6% were Chinese, and 6.7% identified as an other ethnic group, including 2.5% who identified as Arab.

3.5 Degree level: BAME representation was relatively high among first degree undergraduates and taught postgraduates (24.7% and 22.6%, respectively). It was markedly lower among research postgraduate (17.2%) and other undergraduate (16.6%) students.

3.5 Mode: Overall, a larger proportion of White students studied part-time than BAME students (26.0% compared with 17.9%, a difference of 8.1 percentage points). Except for research postgraduates, this was true across all degree levels, with the largest difference at other undergraduate level (72.8% of White students studied part-time compared with 60.7% of BAME students).

3.6–3.10 Subject areas: A higher proportion of BAME students studied SET subjects than White students (50.3% compared with 47.3%). 26.0% of SET first degree undergraduates were BAME, while at the other undergraduate level they comprised just 16.6%. Similarly, BAME students were better represented among SET students studying at the taught postgraduate level (24.4%) than the research postgraduate level (18.1%). BAME representation varied widely by SET subject area. For example, 37.6% of medicine and dentistry students and 28.0% of computer science students were BAME. In contrast, only 5.4% of UK domiciled students studying veterinary science and 6.0% of those studying agriculture and related subjects were BAME.

While BAME students comprised 22.5% of non-SET students overall, they were markedly underrepresented in subjects such as historical and philosophical studies (11.7%) and combined subjects (14.6%). In contrast, around one in three students studying law (34.6%) and business and administrative studies (33.1%) 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 14.8 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 (91.3%) than BAME students overall (86.8%). However, continuation rates varied considerably by ethnic group. The lowest rate of continuation was among Bangladeshi (82.8%) and those from another Black background (82.8%). In contrast, 93.5% of Chinese and 91.4% of Indian entrants continued or qualified.

3.13, 3.15 Degree attainment: Overall, 80.9% of White students received a first/2:1 compared with 67.7% of BAME students, representing a BAME degree attainment gap of 13.2 percentage points. Notably the proportion of both White and BAME students receiving a first/2:1 has increased since 2016/17 by 1.3 and 1.7 percentage points, respectively. However, degree attainment differed widely by ethnic group, with the gap in proportions receiving a first/2:1 compared with White qualifiers particularly pronounced for qualifiers from other Black (24.6 percentage points), Black African (23.9 percentage points) and Black Caribbean (21.7 percentage points) backgrounds. The degree attainment gap was much narrower for Chinese (4.3 percentage points), mixed (3.7 percentage points) and Asian Indian qualifiers (5.2 percentage points).

3.14 Degree attainment by country of institution:

The attainment gap between White and BAME first degree undergraduate qualifiers varied considerably by country of institution. The gap was widest in Northern Ireland, where 79.6% of White qualifiers received a first/2:1 compared with 61.2% of BAME qualifiers (an 18.4 percentage point gap). In contrast, the BAME degree attainment gaps in Scotland and Wales were 10.5 and 9.3 percentage points, respectively. Notably, the attainment gap was widest for Black qualifiers in each country (England 23.7 percentage points, Northern Ireland 27.9 percentage points, Scotland 29.1 percentage points, and Wales 24.7 percentage points). The gap between White and Asian qualifiers in Northern Ireland (26.7 percentage points) was more than double that in England (11.2 percentage points) and Scotland (11.0 percentage points), and more than four times that in Wales (6.6 percentage points).

3.16–3.17 Degree attainment by subject area:

Overall, the BAME attainment gap was wider in non-SET subjects than SET subjects (15.4 percentage points compared with 10.3 percentage points). The difference between BAME and White first degree undergraduate qualifiers receiving a first/2:1 was largest in education (20.0 percentage points) and combined subjects (19.7 percentage points). The gap was narrowest in medicine and dentistry (2.1 percentage points), mathematical sciences (5.9 percentage points) and historical and philosophical studies (7.3 percentage points).

3.1

UK domiciled students by country of institution and ethnic group

| | England | | N. Ireland | | Scotland | | Wales | | UK | |
|--------------|-----------|-------|------------|-------|----------|-------|---------|-------|-----------|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| White | 1,105,675 | 73.1 | 46,550 | 96.7 | 171,275 | 91.2 | 94,360 | 88.7 | 1,417,860 | 76.4 |
| BAME total | 406,830 | 26.9 | 1,585 | 3.3 | 16,525 | 8.8 | 12,055 | 11.3 | 436,990 | 23.6 |
| Asian | 173,265 | 11.5 | 615 | 1.3 | 6,735 | 3.6 | 5,235 | 4.9 | 185,845 | 10.0 |
| Bangladeshi | 23,890 | 1.6 | 50 | 0.1 | 330 | 0.2 | 1,405 | 1.3 | 25,670 | 1.4 |
| Indian | 59,750 | 4.0 | 220 | 0.5 | 1,820 | 1.0 | 1,510 | 1.4 | 63,300 | 3.4 |
| Pakistani | 53,105 | 3.5 | 135 | 0.3 | 3,215 | 1.7 | 1,050 | 1.0 | 57,510 | 3.1 |
| Other | 36,520 | 2.4 | 210 | 0.4 | 1,370 | 0.7 | 1,265 | 1.2 | 39,365 | 2.1 |
| Black | 127,215 | 8.4 | 275 | 0.6 | 3,385 | 1.8 | 2,715 | 2.6 | 133,590 | 7.2 |
| African | 94,015 | 6.2 | 210 | 0.4 | 3,000 | 1.6 | 2,070 | 1.9 | 99,295 | 5.4 |
| Caribbean | 26,755 | 1.8 | 35 | 0.1 | 190 | 0.1 | 455 | 0.4 | 27,435 | 1.5 |
| Other | 6,440 | 0.4 | 25 | 0.1 | 195 | 0.1 | 195 | 0.2 | 6,855 | 0.4 |
| Chinese | 13,670 | 0.9 | 180 | 0.4 | 1,385 | 0.7 | 495 | 0.5 | 15,730 | 0.8 |
| Mixed | 65,580 | 4.3 | 385 | 0.8 | 3,715 | 2.0 | 2,655 | 2.5 | 72,335 | 3.9 |
| Other | 27,105 | 1.8 | 135 | 0.3 | 1,300 | 0.7 | 955 | 0.9 | 29,490 | 1.6 |
| Arab | 9,985 | 0.7 | 50 | 0.1 | 530 | 0.3 | 345 | 0.3 | 10,915 | 0.6 |
| Other | 17,115 | 1.1 | 80 | 0.2 | 770 | 0.4 | 610 | 0.6 | 18,575 | 1.0 |
| All students | 1,512,505 | 100.0 | 48,135 | 100.0 | 187,800 | 100.0 | 106,415 | 100.0 | 1,854,855 | 100.0 |
| Unknown | 22,275 | 1.5 | 560 | 1.1 | 5,065 | 2.6 | 1,820 | 1.7 | 29,720 | 1.6 |

← Domicile definition: see page 13

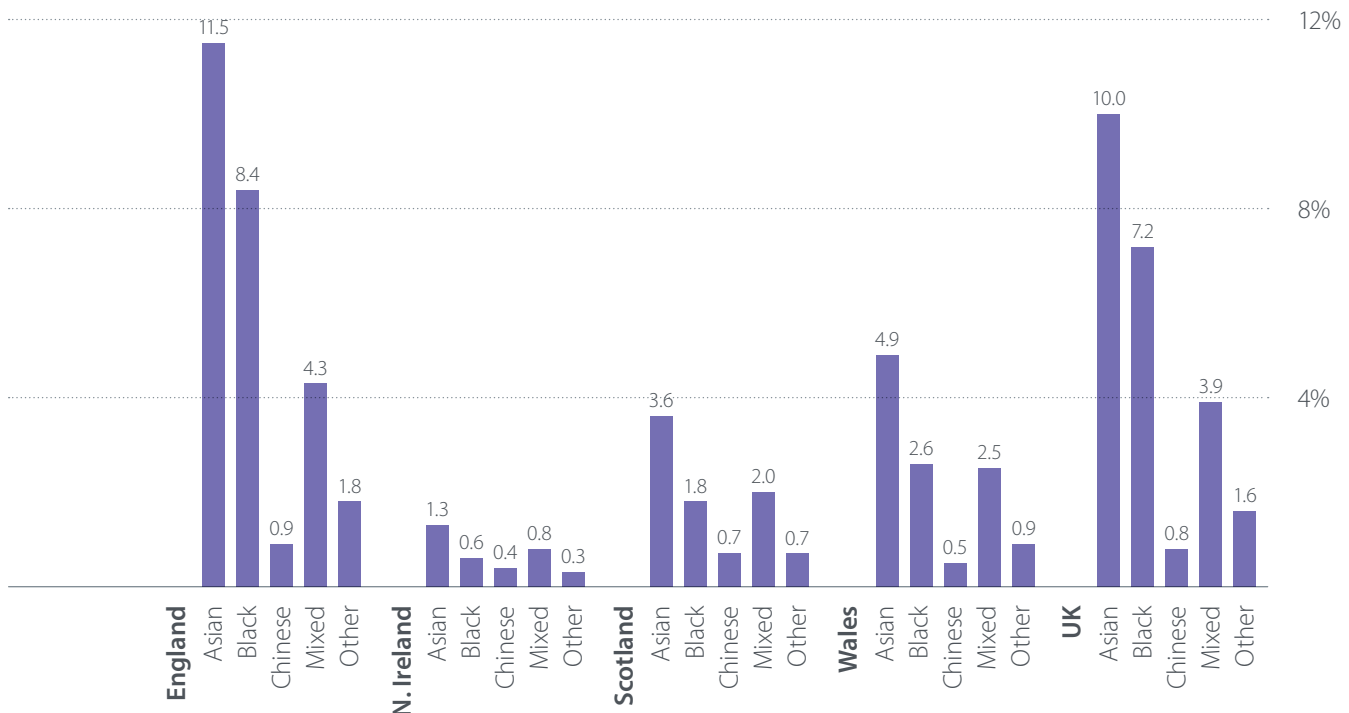
← Country of institution definition: see page 13

← Ethnicity definition: see page 10

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of students in each BAME ethnic group



3.2

UK domiciled students in England by ethnic group

← Domicile definition: see page 13

← Country of institution definition: see page 13

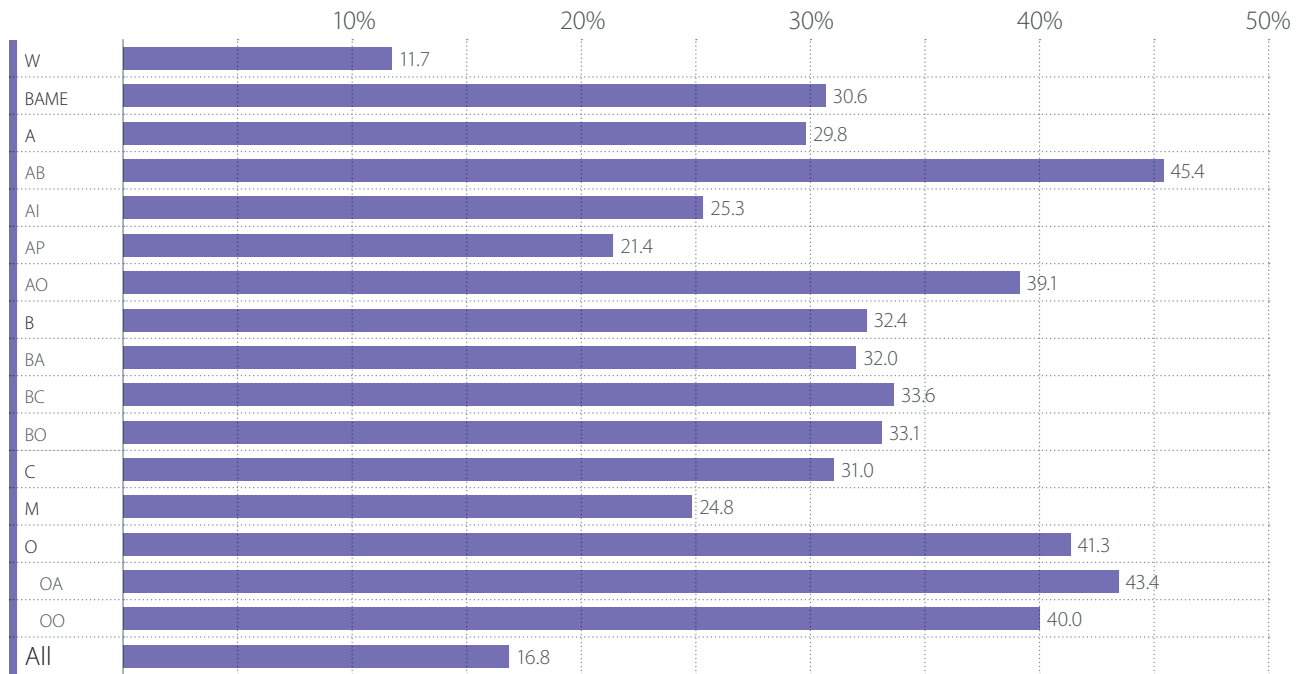
← Ethnicity definition: see page 10

| | | London | | | England without London | | | England | |
|------|--------------|---------|-------|------|------------------------|-------|------|-----------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| W | White | 129,710 | 51.0 | 11.7 | 975,965 | 77.6 | 88.3 | 1,105,675 | 73.1 |
| BAME | BAME total | 124,460 | 49.0 | 30.6 | 282,370 | 22.4 | 69.4 | 406,830 | 26.9 |
| A | Asian | 51,550 | 20.3 | 29.8 | 121,710 | 9.7 | 70.2 | 173,265 | 11.5 |
| AB | Bangladeshi | 10,845 | 4.3 | 45.4 | 13,045 | 1.0 | 54.6 | 23,890 | 1.6 |
| AI | Indian | 15,095 | 5.9 | 25.3 | 44,650 | 3.5 | 74.7 | 59,750 | 4.0 |
| AP | Pakistani | 11,345 | 4.5 | 21.4 | 41,760 | 3.3 | 78.6 | 53,105 | 3.5 |
| AO | Other | 14,265 | 5.6 | 39.1 | 22,255 | 1.8 | 60.9 | 36,520 | 2.4 |
| B | Black | 41,210 | 16.2 | 32.4 | 86,000 | 6.8 | 67.6 | 127,215 | 8.4 |
| BA | African | 30,090 | 11.8 | 32.0 | 63,925 | 5.1 | 68.0 | 94,015 | 6.2 |
| BC | Caribbean | 8,990 | 3.5 | 33.6 | 17,765 | 1.4 | 66.4 | 26,755 | 1.8 |
| BO | Other | 2,135 | 0.8 | 33.1 | 4,310 | 0.3 | 66.9 | 6,440 | 0.4 |
| C | Chinese | 4,230 | 1.7 | 31.0 | 9,440 | 0.8 | 69.0 | 13,670 | 0.9 |
| M | Mixed | 16,285 | 6.4 | 24.8 | 49,295 | 3.9 | 75.2 | 65,580 | 4.3 |
| O | Other | 11,180 | 4.4 | 41.3 | 15,925 | 1.3 | 58.7 | 27,105 | 1.8 |
| OA | Arab | 4,340 | 1.7 | 43.4 | 5,650 | 0.4 | 56.6 | 9,985 | 0.7 |
| OO | Other | 6,840 | 2.7 | 40.0 | 10,275 | 0.8 | 60.0 | 17,115 | 1.1 |
| All | All students | 254,170 | 100.0 | 16.8 | 1,258,335 | 100.0 | 83.2 | 1,512,505 | 100.0 |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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

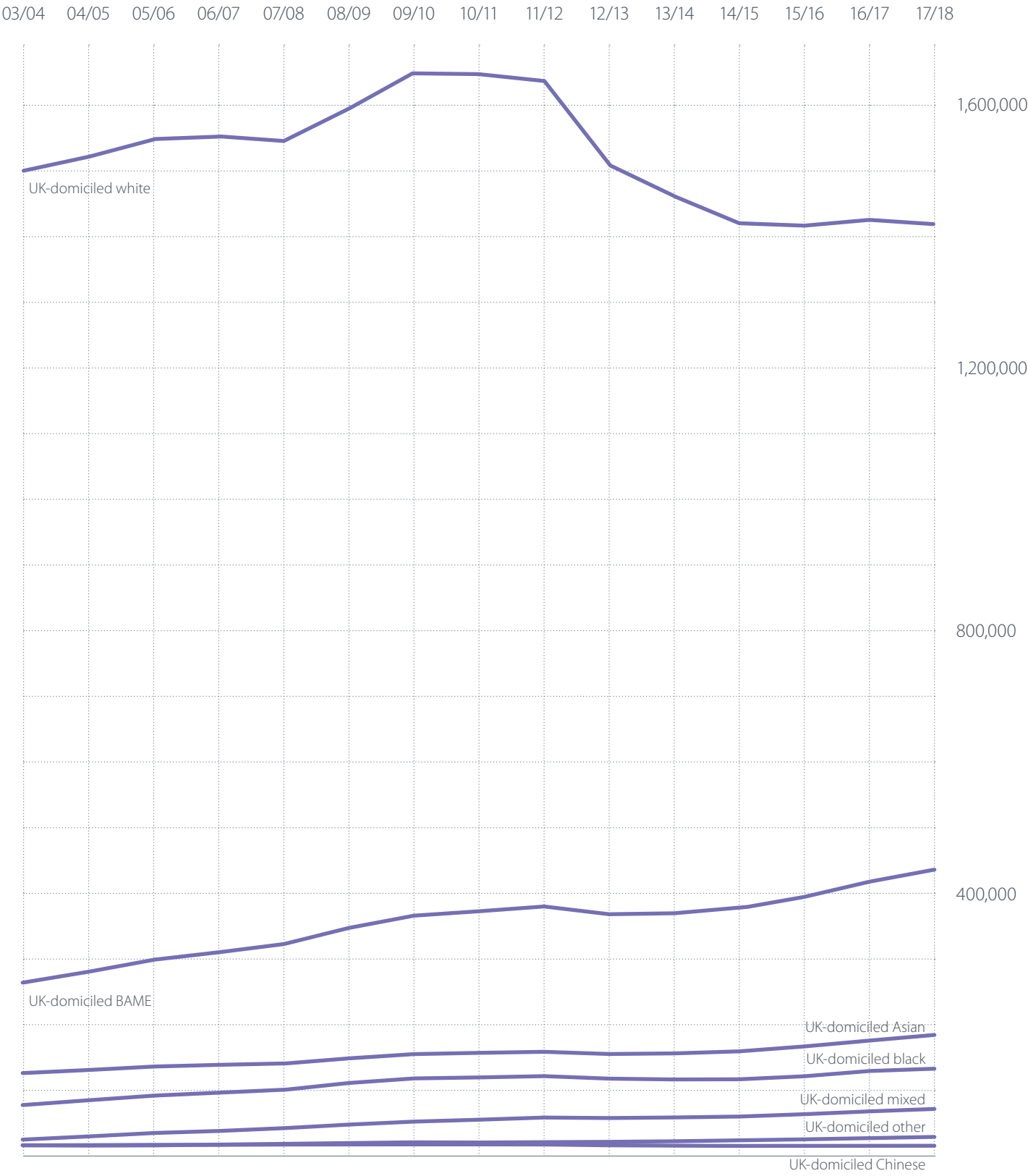
← Domicile
definition:
see page 13

← 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 |

| | 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 |

Numbers of UK domiciled students in each ethnic group over time



3.4

BAME UK domiciled students by ethnic group

← Domicile
definition:
see page 13

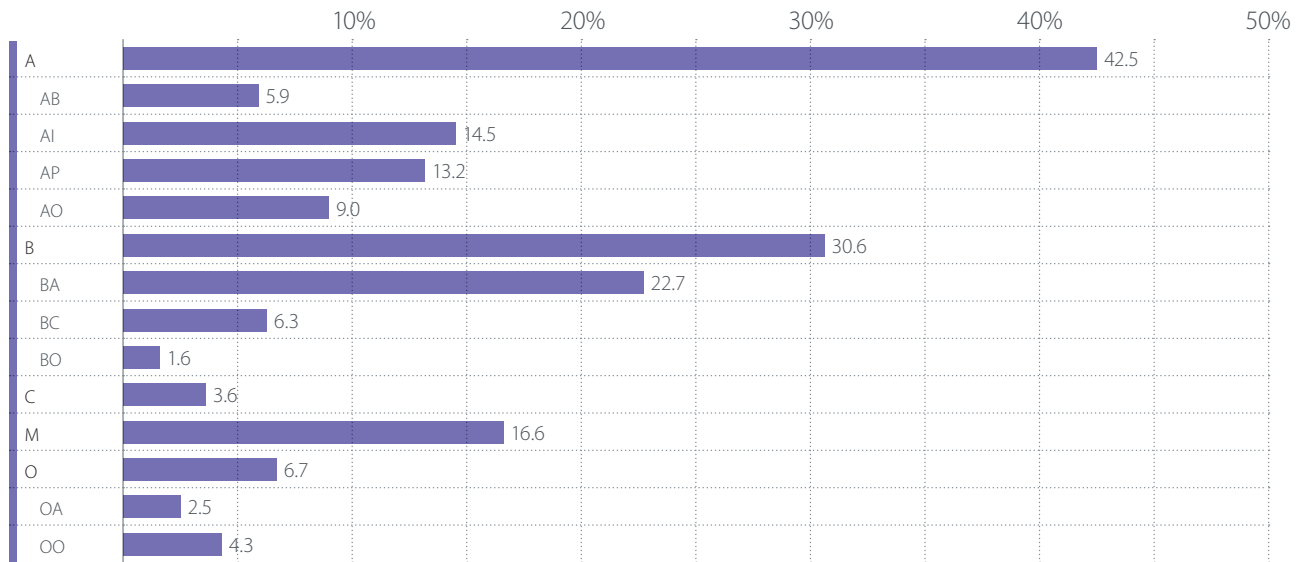
← Ethnicity
definition:
see page 10

| | | No. | ↓ % |
|------|-------------|---------|-------|
| A | Asian | 185,845 | 42.5 |
| AB | Bangladeshi | 25,670 | 5.9 |
| AI | Indian | 63,300 | 14.5 |
| AP | Pakistani | 57,510 | 13.2 |
| AO | Other | 39,365 | 9.0 |
| B | Black | 133,590 | 30.6 |
| BA | African | 99,295 | 22.7 |
| BC | Caribbean | 27,435 | 6.3 |
| BO | Other | 6,855 | 1.6 |
| C | Chinese | 15,730 | 3.6 |
| M | Mixed | 72,335 | 16.6 |
| O | Other | 29,490 | 6.7 |
| OA | Arab | 10,915 | 2.5 |
| OO | Other | 18,575 | 4.3 |
| BAME | BAME total | 436,990 | 100.0 |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Degree level definition: see page 13

← Mode of study definition: see page 13

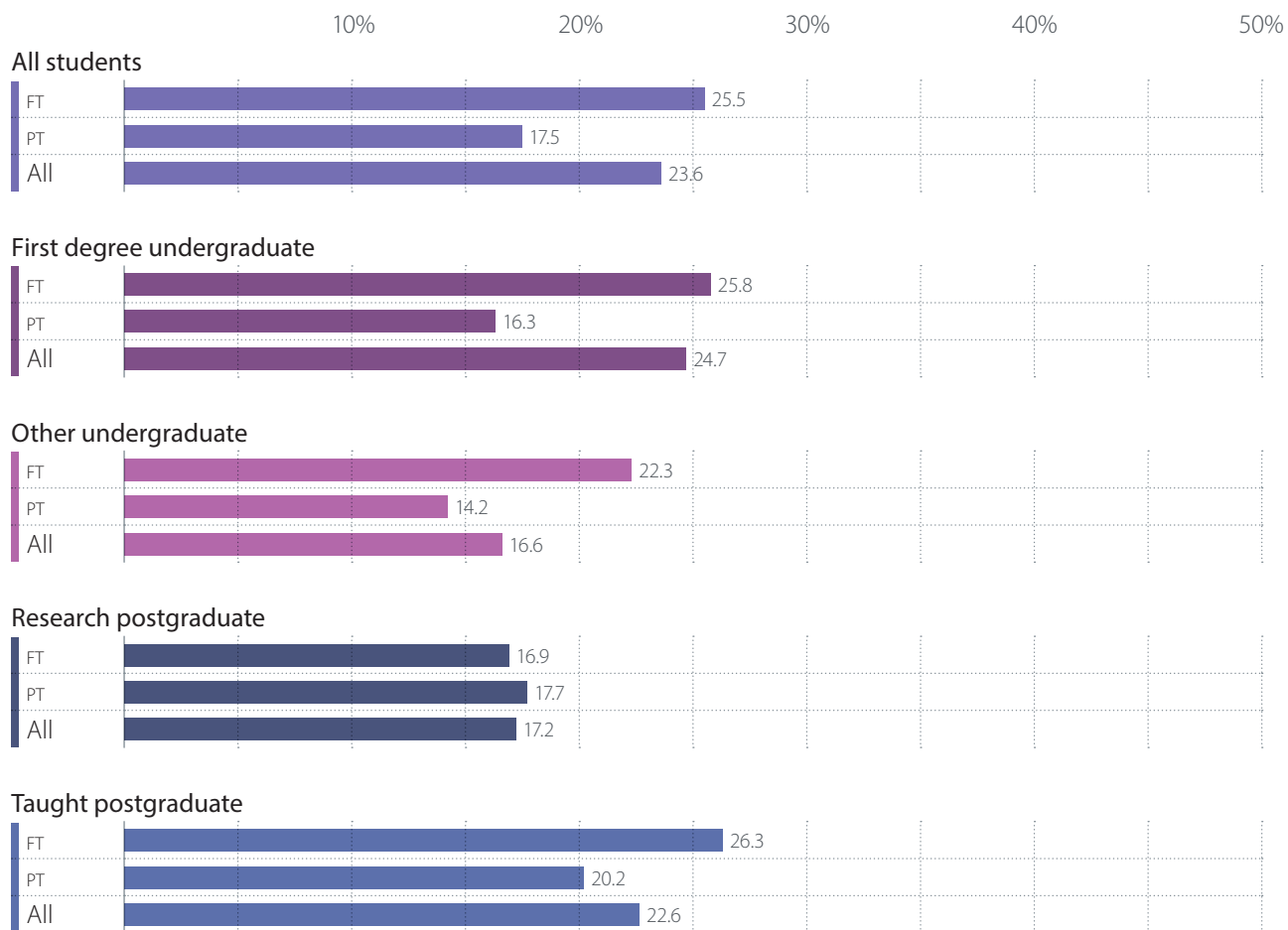
← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | | |
|-----------------------------------|-----------|-----------|-------|------|---------|-------|------|--------------|-------|-----|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % |
| All students | | | | | | | | | | |
| FT | Full-time | 1,048,545 | 74.0 | 74.5 | 358,915 | 82.1 | 25.5 | 1,407,460 | 75.9 | |
| PT | Part-time | 369,315 | 26.0 | 82.5 | 78,075 | 17.9 | 17.5 | 447,390 | 24.1 | |
| All | All modes | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 | |
| First degree undergraduate | | | | | | | | | | |
| FT | Full-time | 899,925 | 87.3 | 74.2 | 313,175 | 92.5 | 25.8 | 1,213,100 | 88.6 | |
| PT | Part-time | 130,405 | 12.7 | 83.7 | 25,340 | 7.5 | 16.3 | 155,745 | 11.4 | |
| All | All modes | 1,030,330 | 100.0 | 75.3 | 338,515 | 100.0 | 24.7 | 1,368,845 | 100.0 | |
| Other undergraduate | | | | | | | | | | |
| FT | Full-time | 30,305 | 27.2 | 77.7 | 8,700 | 39.3 | 22.3 | 39,005 | 29.2 | |
| PT | Part-time | 81,030 | 72.8 | 85.8 | 13,430 | 60.7 | 14.2 | 94,460 | 70.8 | |
| All | All modes | 111,335 | 100.0 | 83.4 | 22,130 | 100.0 | 16.6 | 133,465 | 100.0 | |
| Research postgraduate | | | | | | | | | | |
| FT | Full-time | 34,310 | 65.6 | 83.1 | 6,990 | 64.4 | 16.9 | 41,300 | 65.4 | |
| PT | Part-time | 17,965 | 34.4 | 82.3 | 3,860 | 35.6 | 17.7 | 21,820 | 34.6 | |
| All | All modes | 52,275 | 100.0 | 82.8 | 10,850 | 100.0 | 17.2 | 63,120 | 100.0 | |
| Taught postgraduate | | | | | | | | | | |
| FT | Full-time | 84,010 | 37.5 | 73.7 | 30,050 | 45.9 | 26.3 | 114,060 | 39.4 | |
| PT | Part-time | 139,915 | 62.5 | 79.8 | 35,445 | 54.1 | 20.2 | 175,365 | 60.6 | |
| All | All modes | 223,925 | 100.0 | 77.4 | 65,495 | 100.0 | 22.6 | 289,420 | 100.0 | |

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Subject areas definition: see page 14

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------------|----------------------------------|---------|------|------|---------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 15,200 | 1.1 | 94.0 | 975 | 0.2 | 6.0 | 16,175 | 0.9 |
| ARCH | Architecture, building, planning | 30,500 | 2.2 | 76.5 | 9,375 | 2.1 | 23.5 | 39,875 | 2.1 |
| BIOS | Biological sciences | 161,250 | 11.4 | 78.9 | 43,235 | 9.9 | 21.1 | 204,485 | 11.0 |
| COMP | Computer science | 60,300 | 4.3 | 72.0 | 23,400 | 5.4 | 28.0 | 83,700 | 4.5 |
| ENGI | Engineering, technology | 80,320 | 5.7 | 72.6 | 30,370 | 6.9 | 27.4 | 110,690 | 6.0 |
| MATH | Mathematical sciences | 25,990 | 1.8 | 76.2 | 8,125 | 1.9 | 23.8 | 34,115 | 1.8 |
| MEDI | Medicine, dentistry | 33,880 | 2.4 | 62.4 | 20,390 | 4.7 | 37.6 | 54,270 | 2.9 |
| PHYS | Physical sciences | 66,605 | 4.7 | 84.8 | 11,940 | 2.7 | 15.2 | 78,545 | 4.2 |
| SUBJ | Subjects allied to medicine | 190,040 | 13.4 | 72.6 | 71,700 | 16.4 | 27.4 | 261,740 | 14.1 |
| VETS | Veterinary science | 6,010 | 0.4 | 94.6 | 340 | 0.1 | 5.4 | 6,350 | 0.3 |
| SET | SET total | 670,095 | 47.3 | 75.3 | 219,845 | 50.3 | 24.7 | 889,935 | 48.0 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 142,160 | 10.0 | 66.9 | 70,240 | 16.1 | 33.1 | 212,395 | 11.5 |
| COMB | Combined | 26,420 | 1.9 | 85.4 | 4,520 | 1.0 | 14.6 | 30,940 | 1.7 |
| ARTS | Creative arts, design | 122,505 | 8.6 | 84.9 | 21,740 | 5.0 | 15.1 | 144,245 | 7.8 |
| EDUC | Education | 109,980 | 7.8 | 83.7 | 21,475 | 4.9 | 16.3 | 131,455 | 7.1 |
| HIST | Historical, philosophical studies | 64,030 | 4.5 | 88.3 | 8,475 | 1.9 | 11.7 | 72,500 | 3.9 |
| LANG | Languages | 70,525 | 5.0 | 85.2 | 12,230 | 2.8 | 14.8 | 82,755 | 4.5 |
| LAW | Law | 44,405 | 3.1 | 65.4 | 23,470 | 5.4 | 34.6 | 67,875 | 3.7 |
| COMM | Mass comms, documentation | 31,300 | 2.2 | 81.3 | 7,215 | 1.7 | 18.7 | 38,510 | 2.1 |
| SOCI | Social studies | 136,450 | 9.6 | 74.1 | 47,785 | 10.9 | 25.9 | 184,235 | 9.9 |
| NSET | Non-SET total | 747,770 | 52.7 | 77.5 | 217,145 | 49.7 | 22.5 | 964,915 | 52.0 |

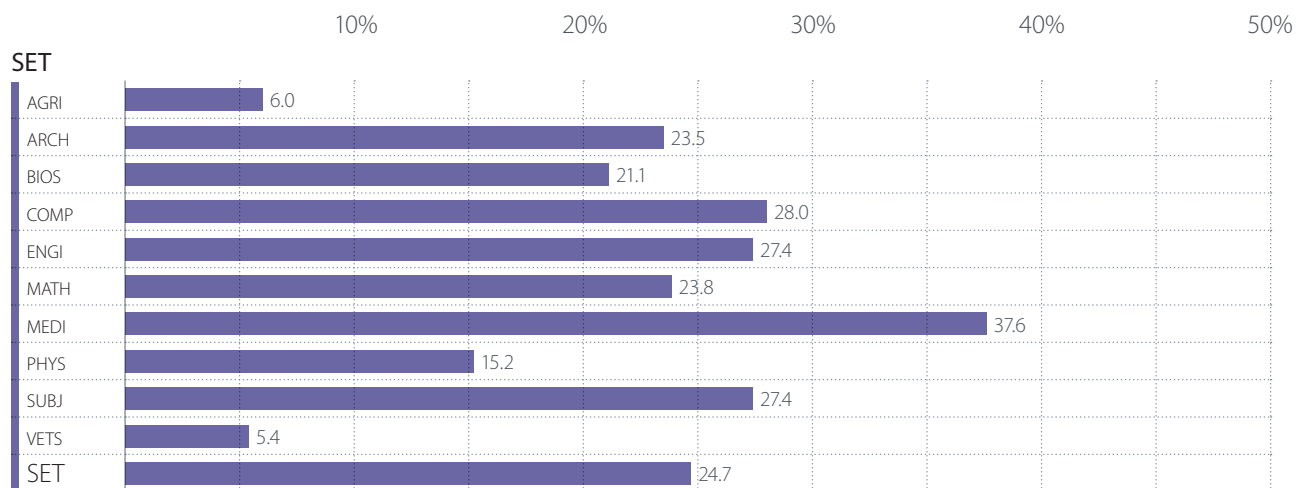
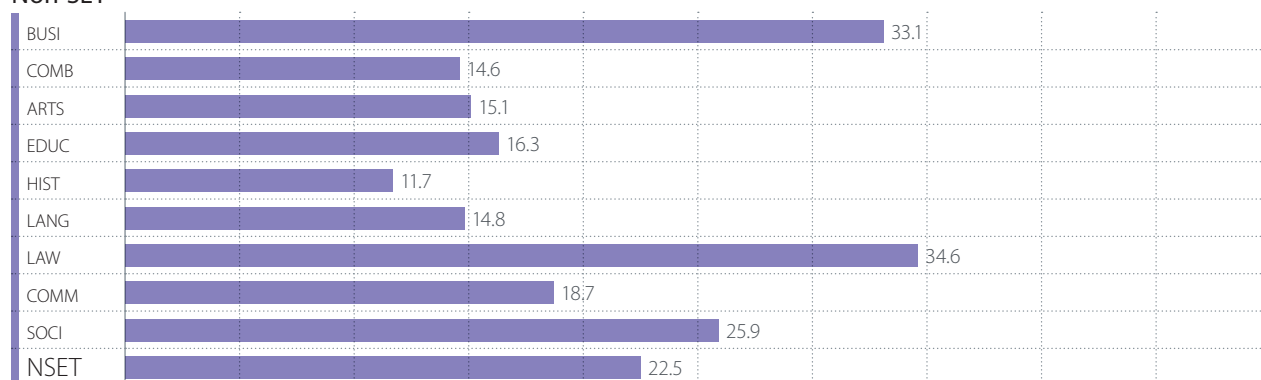
All subject areas

| | | | | | | | | | |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|
| All | All subject areas | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled students who were BAME

**Non-SET****All subject areas**

3.7

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

← Domicile definition: see page 13

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------------|----------------------------------|---------|------|------|---------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 8,050 | 0.8 | 94.0 | 520 | 0.2 | 6.0 | 8,565 | 0.6 |
| ARCH | Architecture, building, planning | 19,865 | 1.9 | 75.4 | 6,495 | 1.9 | 24.6 | 26,360 | 1.9 |
| BIOS | Biological sciences | 128,545 | 12.5 | 78.0 | 36,160 | 10.7 | 22.0 | 164,705 | 12.0 |
| COMP | Computer science | 50,725 | 4.9 | 71.9 | 19,800 | 5.8 | 28.1 | 70,530 | 5.2 |
| ENGI | Engineering, technology | 60,640 | 5.9 | 70.4 | 25,520 | 7.5 | 29.6 | 86,165 | 6.3 |
| MATH | Mathematical sciences | 23,185 | 2.3 | 76.0 | 7,310 | 2.2 | 24.0 | 30,495 | 2.2 |
| MEDI | Medicine, dentistry | 23,970 | 2.3 | 60.6 | 15,575 | 4.6 | 39.4 | 39,545 | 2.9 |
| PHYS | Physical sciences | 54,565 | 5.3 | 84.3 | 10,145 | 3.0 | 15.7 | 64,710 | 4.7 |
| SUBJ | Subjects allied to medicine | 109,060 | 10.6 | 69.3 | 48,265 | 14.3 | 30.7 | 157,325 | 11.5 |
| VETS | Veterinary science | 4,305 | 0.4 | 94.1 | 270 | 0.1 | 5.9 | 4,575 | 0.3 |
| SET | SET total | 482,910 | 46.9 | 74.0 | 170,060 | 50.2 | 26.0 | 652,970 | 47.7 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 107,495 | 10.4 | 65.7 | 56,030 | 16.6 | 34.3 | 163,525 | 11.9 |
| COMB | Combined | 14,800 | 1.4 | 88.4 | 1,940 | 0.6 | 11.6 | 16,740 | 1.2 |
| ARTS | Creative arts, design | 105,790 | 10.3 | 84.6 | 19,290 | 5.7 | 15.4 | 125,085 | 9.1 |
| EDUC | Education | 43,365 | 4.2 | 81.5 | 9,855 | 2.9 | 18.5 | 53,225 | 3.9 |
| HIST | Historical, philosophical studies | 51,690 | 5.0 | 87.9 | 7,100 | 2.1 | 12.1 | 58,790 | 4.3 |
| LANG | Languages | 59,265 | 5.8 | 85.0 | 10,445 | 3.1 | 15.0 | 69,710 | 5.1 |
| LAW | Law | 35,685 | 3.5 | 64.8 | 19,400 | 5.7 | 35.2 | 55,090 | 4.0 |
| COMM | Mass comms, documentation | 25,835 | 2.5 | 80.6 | 6,200 | 1.8 | 19.4 | 32,035 | 2.3 |
| SOCI | Social studies | 103,480 | 10.0 | 73.0 | 38,195 | 11.3 | 27.0 | 141,675 | 10.4 |
| NSET | Non-SET total | 547,420 | 53.1 | 76.5 | 168,455 | 49.8 | 23.5 | 715,875 | 52.3 |

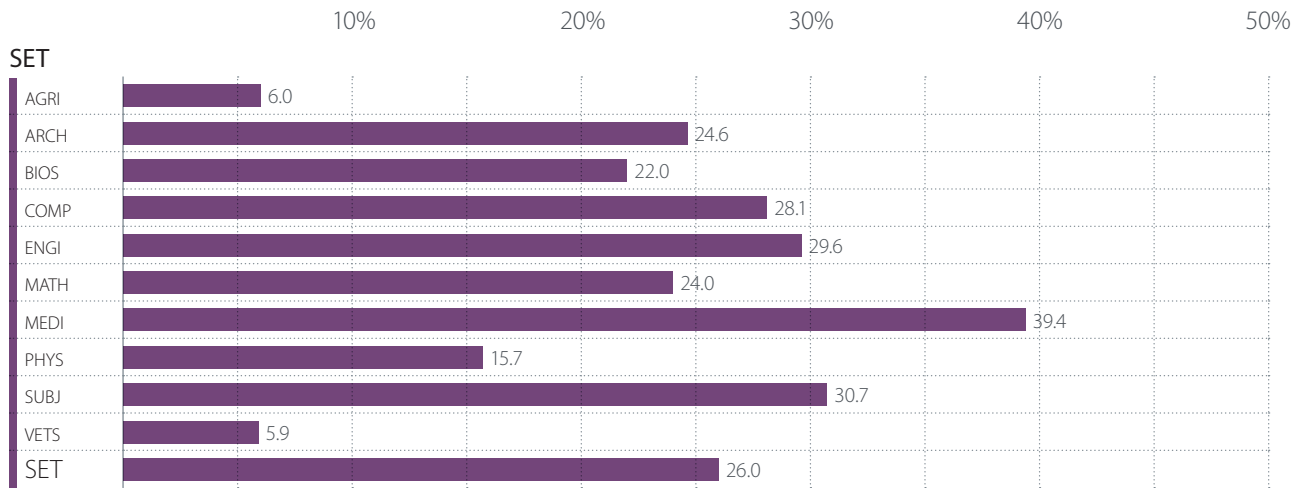
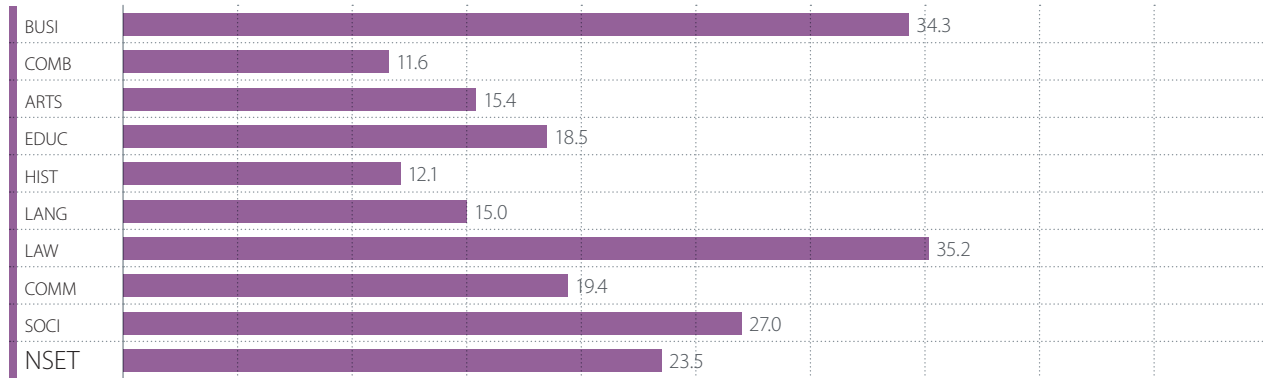
All subject areas

| | | | | | | | | | |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|
| All | All subject areas | 1,030,330 | 100.0 | 75.3 | 338,515 | 100.0 | 24.7 | 1,368,845 | 100.0 |
|-----|-------------------|-----------|-------|------|---------|-------|------|-----------|-------|

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled first degree undergraduates who were BAME

**Non-SET****All subject areas**

3.8

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

← Domicile definition: see page 13

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------------|----------------------------------|--------|------|------|--------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 5,085 | 4.6 | 95.6 | 235 | 1.1 | 4.4 | 5,320 | 4.0 |
| ARCH | Architecture, building, planning | 2,615 | 2.4 | 86.3 | 415 | 1.9 | 13.7 | 3,035 | 2.3 |
| BIOS | Biological sciences | 4,585 | 4.1 | 81.5 | 1,045 | 4.7 | 18.5 | 5,630 | 4.2 |
| COMP | Computer science | 2,915 | 2.6 | 82.9 | 600 | 2.7 | 17.1 | 3,515 | 2.6 |
| ENGI | Engineering, technology | 8,405 | 7.6 | 90.9 | 845 | 3.8 | 9.1 | 9,250 | 6.9 |
| MATH | Mathematical sciences | 305 | 0.3 | 69.6 | 130 | 0.6 | 30.4 | 435 | 0.3 |
| MEDI | Medicine, dentistry | 275 | 0.2 | 75.1 | 90 | 0.4 | 24.9 | 370 | 0.3 |
| PHYS | Physical sciences | 1,140 | 1.0 | 85.0 | 200 | 0.9 | 15.0 | 1,345 | 1.0 |
| SUBJ | Subjects allied to medicine | 33,680 | 30.2 | 80.5 | 8,160 | 36.9 | 19.5 | 41,835 | 31.3 |
| VETS | Veterinary science | 0 | 0.0 | .. | 0 | 0.0 | .. | 0 | 0.0 |
| SET | SET total | 59,005 | 53.0 | 83.4 | 11,725 | 53.0 | 16.6 | 70,730 | 53.0 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|--------|------|------|--------|------|
| BUSI | Business, administrative studies | 8,440 | 7.6 | 79.0 | 2,245 | 10.2 | 21.0 | 10,685 | 8.0 |
| COMB | Combined | 10,505 | 9.4 | 81.0 | 2,460 | 11.1 | 19.0 | 12,960 | 9.7 |
| ARTS | Creative arts, design | 3,575 | 3.2 | 86.9 | 540 | 2.4 | 13.1 | 4,115 | 3.1 |
| EDUC | Education | 15,355 | 13.8 | 87.3 | 2,225 | 10.0 | 12.7 | 17,575 | 13.2 |
| HIST | Historical, philosophical studies | 1,645 | 1.5 | 85.8 | 270 | 1.2 | 14.2 | 1,915 | 1.4 |
| LANG | Languages | 3,225 | 2.9 | 84.2 | 605 | 2.7 | 15.8 | 3,830 | 2.9 |
| LAW | Law | 1,060 | 1.0 | 69.9 | 455 | 2.1 | 30.1 | 1,515 | 1.1 |
| COMM | Mass comms, documentation | 395 | 0.4 | 79.1 | 105 | 0.5 | 20.9 | 500 | 0.4 |
| SOCI | Social studies | 8,135 | 7.3 | 84.4 | 1,500 | 6.8 | 15.6 | 9,640 | 7.2 |
| NSET | Non-SET total | 52,330 | 47.0 | 83.4 | 10,405 | 47.0 | 16.6 | 62,735 | 47.0 |

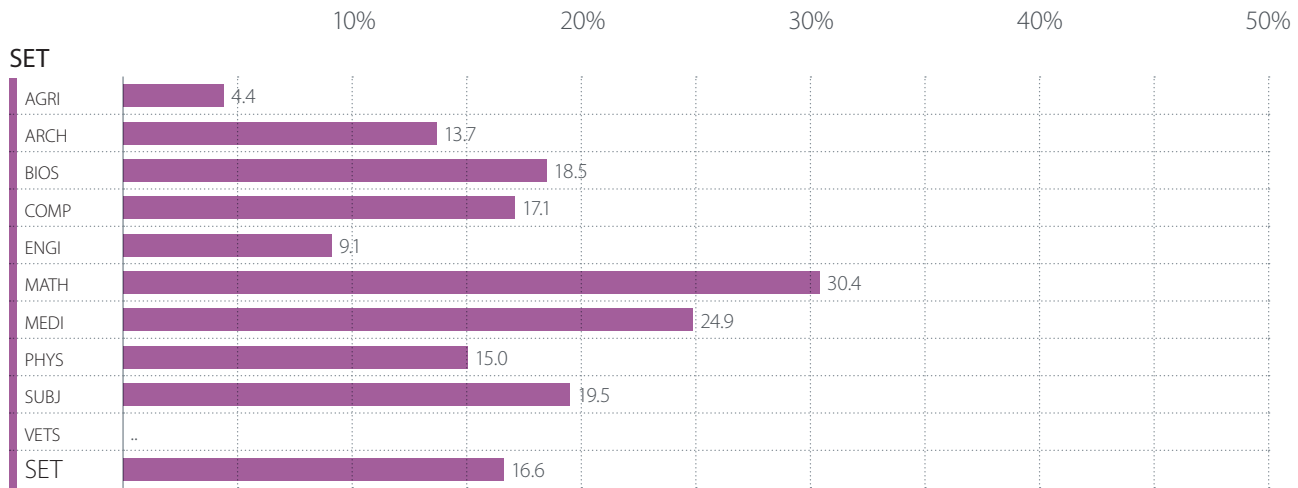
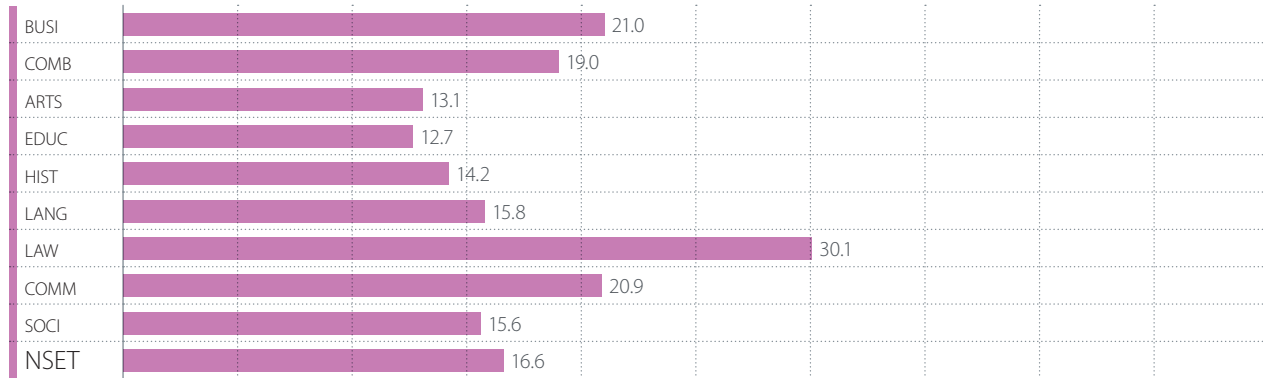
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|
| All | All subject areas | 111,335 | 100.0 | 83.4 | 22,130 | 100.0 | 16.6 | 133,465 | 100.0 |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled other undergraduates who were BAME

**Non-SET****All subject areas**

3.9

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

← Domicile definition: see page 13

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------------|----------------------------------|--------|------|------|-------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 395 | 0.8 | 88.9 | 50 | 0.5 | 11.1 | 445 | 0.7 |
| ARCH | Architecture, building, planning | 605 | 1.2 | 74.3 | 210 | 1.9 | 25.7 | 815 | 1.3 |
| BIOS | Biological sciences | 9,095 | 17.4 | 86.5 | 1,420 | 13.1 | 13.5 | 10,515 | 16.7 |
| COMP | Computer science | 1,505 | 2.9 | 76.2 | 470 | 4.3 | 23.8 | 1,975 | 3.1 |
| ENGI | Engineering, technology | 4,290 | 8.2 | 76.2 | 1,340 | 12.4 | 23.8 | 5,630 | 8.9 |
| MATH | Mathematical sciences | 1,205 | 2.3 | 84.8 | 215 | 2.0 | 15.2 | 1,420 | 2.3 |
| MEDI | Medicine, dentistry | 4,025 | 7.7 | 73.6 | 1,450 | 13.3 | 26.4 | 5,475 | 8.7 |
| PHYS | Physical sciences | 6,845 | 13.1 | 88.3 | 905 | 8.3 | 11.7 | 7,750 | 12.3 |
| SUBJ | Subjects allied to medicine | 4,305 | 8.2 | 79.2 | 1,135 | 10.4 | 20.8 | 5,435 | 8.6 |
| VETS | Veterinary science | 240 | 0.5 | 92.0 | 20 | 0.2 | 8.0 | 260 | 0.4 |
| SET | SET total | 32,510 | 62.2 | 81.9 | 7,210 | 66.5 | 18.1 | 39,720 | 62.9 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|-------|------|------|--------|------|
| BUSI | Business, administrative studies | 1,895 | 3.6 | 70.0 | 810 | 7.5 | 30.0 | 2,705 | 4.3 |
| COMB | Combined | 20 | 0.0 | 88.0 | 5 | 0.0 | 12.0 | 25 | 0.0 |
| ARTS | Creative arts, design | 2,415 | 4.6 | 89.2 | 290 | 2.7 | 10.8 | 2,710 | 4.3 |
| EDUC | Education | 3,620 | 6.9 | 84.3 | 675 | 6.2 | 15.7 | 4,300 | 6.8 |
| HIST | Historical, philosophical studies | 4,030 | 7.7 | 90.9 | 405 | 3.7 | 9.1 | 4,435 | 7.0 |
| LANG | Languages | 2,590 | 5.0 | 89.1 | 315 | 2.9 | 10.9 | 2,905 | 4.6 |
| LAW | Law | 805 | 1.5 | 79.6 | 205 | 1.9 | 20.4 | 1,010 | 1.6 |
| COMM | Mass comms, documentation | 580 | 1.1 | 84.9 | 105 | 1.0 | 15.1 | 685 | 1.1 |
| SOCI | Social studies | 3,800 | 7.3 | 82.2 | 825 | 7.6 | 17.8 | 4,630 | 7.3 |
| NSET | Non-SET total | 19,760 | 37.8 | 84.4 | 3,640 | 33.5 | 15.6 | 23,400 | 37.1 |

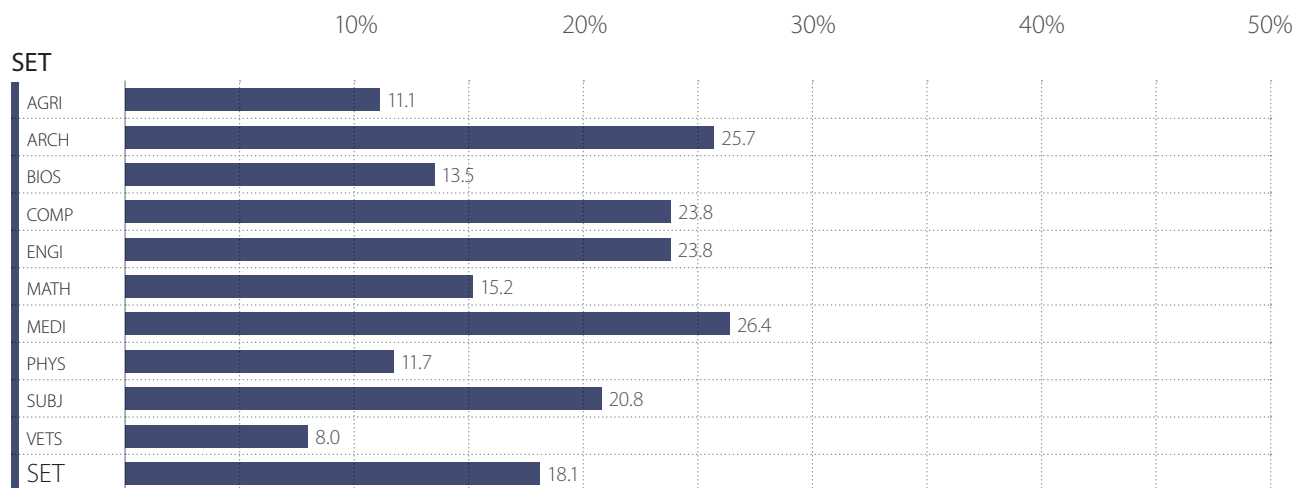
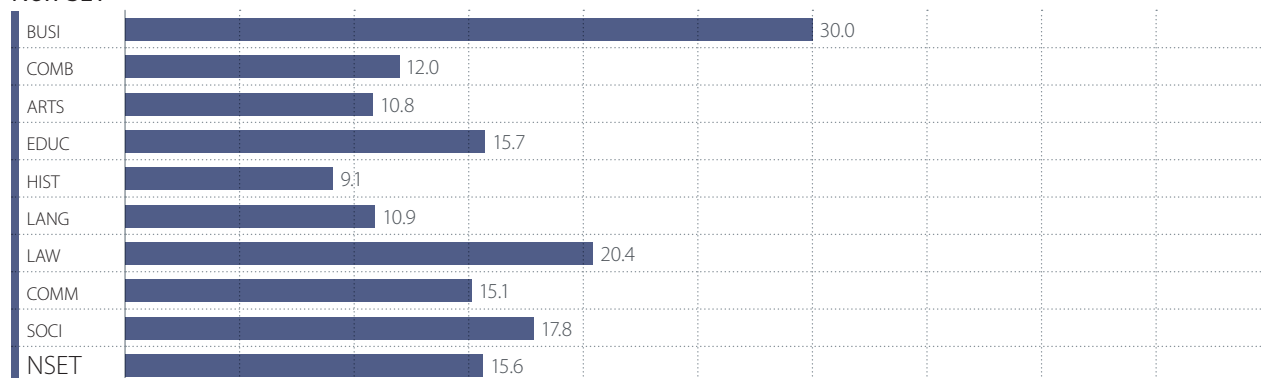
All subject areas

| | | | | | | | | | |
|-----|-------------------|--------|-------|------|--------|-------|------|--------|-------|
| All | All subject areas | 52,275 | 100.0 | 82.8 | 10,850 | 100.0 | 17.2 | 63,120 | 100.0 |
|-----|-------------------|--------|-------|------|--------|-------|------|--------|-------|

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled research postgraduates who were BAME

**Non-SET****All subject areas**

3.10

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

← Domicile definition: see page 13

← Degree level definition: see page 13

← Subject areas definition: see page 14

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------------|----------------------------------|--------|------|------|--------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 1,670 | 0.7 | 90.8 | 170 | 0.3 | 9.2 | 1,840 | 0.6 |
| ARCH | Architecture, building, planning | 7,415 | 3.3 | 76.7 | 2,250 | 3.4 | 23.3 | 9,665 | 3.3 |
| BIOS | Biological sciences | 19,020 | 8.5 | 80.5 | 4,615 | 7.0 | 19.5 | 23,640 | 8.2 |
| COMP | Computer science | 5,155 | 2.3 | 67.1 | 2,530 | 3.9 | 32.9 | 7,685 | 2.7 |
| ENGI | Engineering, technology | 6,980 | 3.1 | 72.4 | 2,660 | 4.1 | 27.6 | 9,645 | 3.3 |
| MATH | Mathematical sciences | 1,300 | 0.6 | 73.7 | 465 | 0.7 | 26.3 | 1,765 | 0.6 |
| MEDI | Medicine, dentistry | 5,605 | 2.5 | 63.1 | 3,275 | 5.0 | 36.9 | 8,880 | 3.1 |
| PHYS | Physical sciences | 4,055 | 1.8 | 85.4 | 690 | 1.1 | 14.6 | 4,745 | 1.6 |
| SUBJ | Subjects allied to medicine | 42,995 | 19.2 | 75.2 | 14,145 | 21.6 | 24.8 | 57,140 | 19.7 |
| VETS | Veterinary science | 1,460 | 0.7 | 96.6 | 50 | 0.1 | 3.4 | 1,515 | 0.5 |
| SET | SET total | 95,665 | 42.7 | 75.6 | 30,855 | 47.1 | 24.4 | 126,520 | 43.7 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|--------|------|------|---------|------|
| BUSI | Business, administrative studies | 24,330 | 10.9 | 68.6 | 11,150 | 17.0 | 31.4 | 35,480 | 12.3 |
| COMB | Combined | 1,095 | 0.5 | 90.2 | 120 | 0.2 | 9.8 | 1,210 | 0.4 |
| ARTS | Creative arts, design | 10,725 | 4.8 | 86.9 | 1,615 | 2.5 | 13.1 | 12,340 | 4.3 |
| EDUC | Education | 47,635 | 21.3 | 84.5 | 8,720 | 13.3 | 15.5 | 56,360 | 19.5 |
| HIST | Historical, philosophical studies | 6,665 | 3.0 | 90.5 | 700 | 1.1 | 9.5 | 7,365 | 2.5 |
| LANG | Languages | 5,445 | 2.4 | 86.3 | 860 | 1.3 | 13.7 | 6,305 | 2.2 |
| LAW | Law | 6,855 | 3.1 | 66.8 | 3,405 | 5.2 | 33.2 | 10,260 | 3.5 |
| COMM | Mass comms, documentation | 4,490 | 2.0 | 84.8 | 805 | 1.2 | 15.2 | 5,295 | 1.8 |
| SOCI | Social studies | 21,025 | 9.4 | 74.3 | 7,260 | 11.1 | 25.7 | 28,290 | 9.8 |
| NSET | Non-SET total | 128,260 | 57.3 | 78.7 | 34,645 | 52.9 | 21.3 | 162,905 | 56.3 |

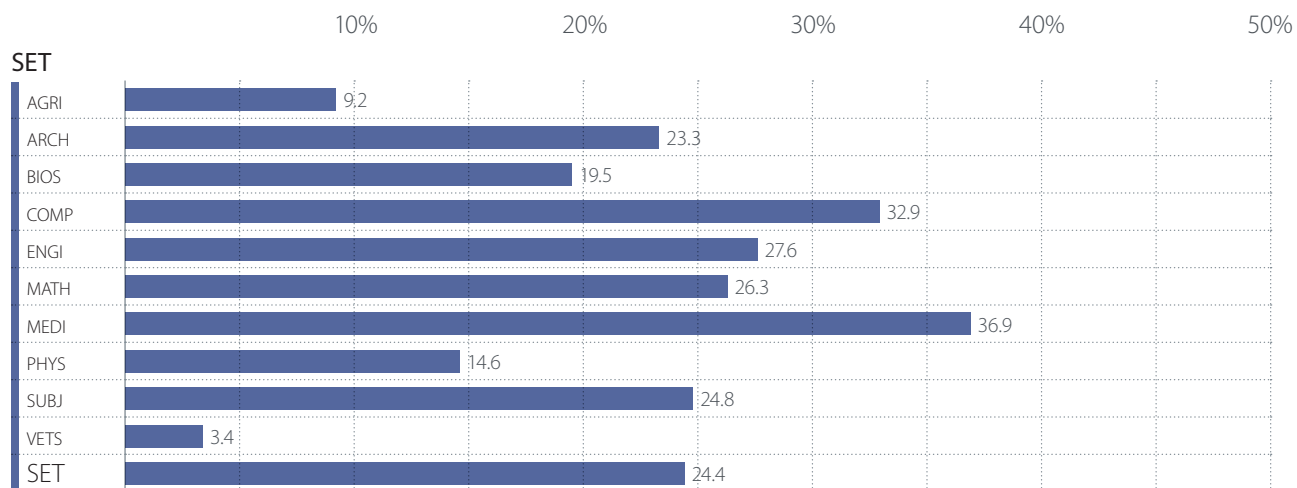
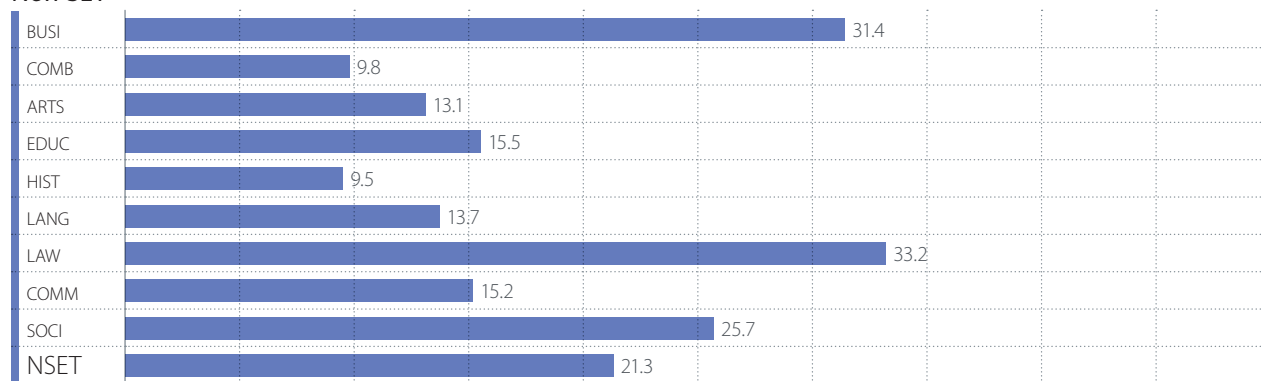
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|
| All | All subject areas | 223,925 | 100.0 | 77.4 | 65,495 | 100.0 | 22.6 | 289,420 | 100.0 |
|-----|-------------------|---------|-------|------|--------|-------|------|---------|-------|

Additional data by ethnic group and for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled taught postgraduates who were BAME

**Non-SET****All subject areas**

3.11

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

← Domicile definition: see page 13

← Continuation definition: see page 14

← Ethnicity definition: see page 10

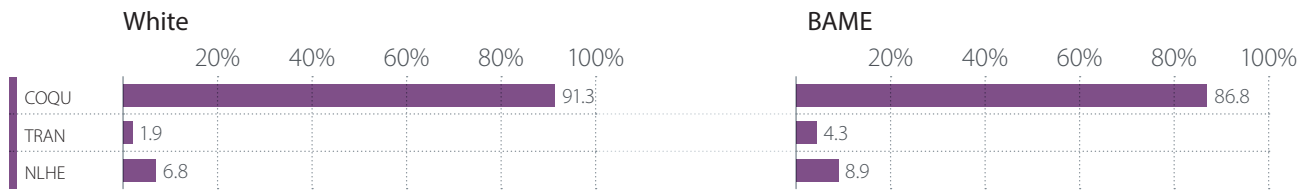
| | | White | | | BAME | | | All students | |
|------|---------------------|---------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| COQU | Continue or qualify | 271,240 | 91.3 | 73.9 | 95,730 | 86.8 | 26.1 | 366,970 | 90.1 |
| TRAN | Transfer | 5,625 | 1.9 | 54.5 | 4,690 | 4.3 | 45.5 | 10,320 | 2.5 |
| NLHE | No longer in HE | 20,295 | 6.8 | 67.3 | 9,850 | 8.9 | 32.7 | 30,145 | 7.4 |
| All | All categories | 297,160 | 100.0 | 72.9 | 110,270 | 100.0 | 27.1 | 407,430 | 100.0 |

3.12

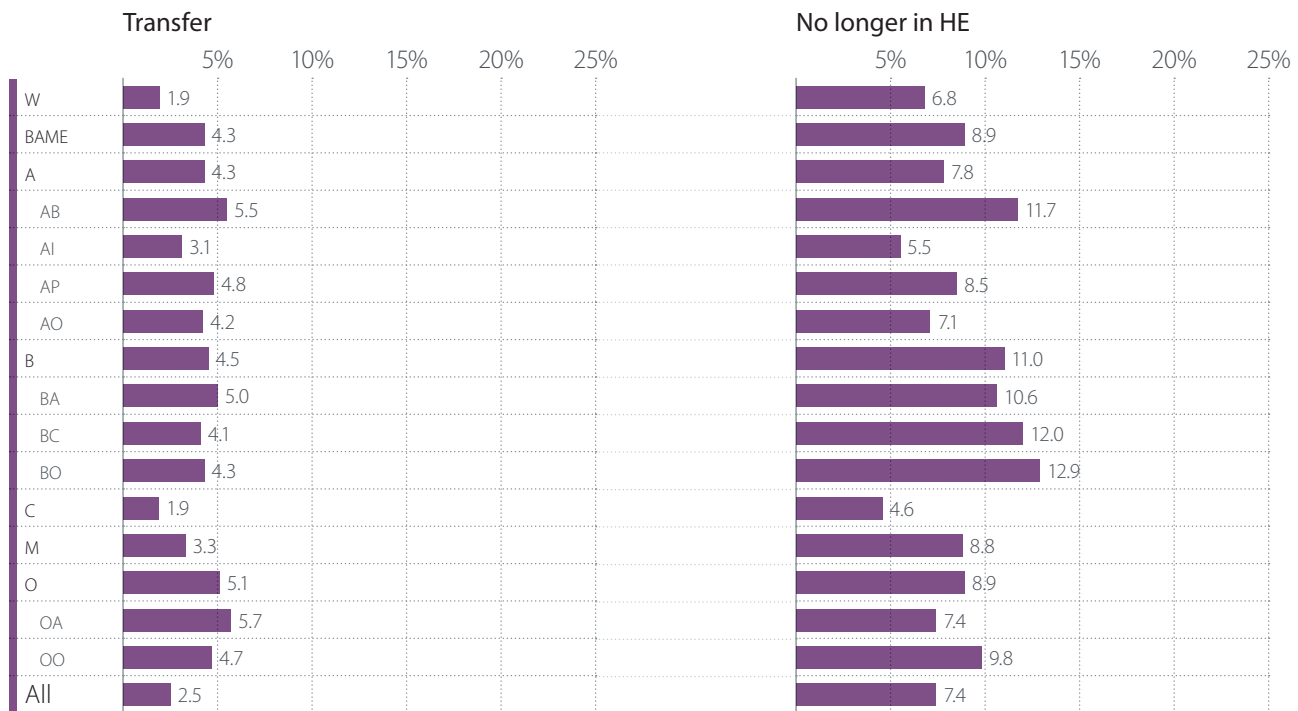
UK domiciled full-time first degree entrants by continuation category and ethnic group

| | | Continue or qualify | | | Transfer | | | No longer in HE | | | All categories | |
|------|--------------|---------------------|-------|------|----------|-------|-----|-----------------|-------|------|----------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| W | White | 271,240 | 73.9 | 91.3 | 5,625 | 54.5 | 1.9 | 20,295 | 67.3 | 6.8 | 297,160 | 72.9 |
| BAME | BAME total | 95,730 | 26.1 | 86.8 | 4,690 | 45.5 | 4.3 | 9,850 | 32.7 | 8.9 | 110,270 | 27.1 |
| A | Asian | 41,745 | 11.4 | 87.9 | 2,035 | 19.7 | 4.3 | 3,705 | 12 | 7.8 | 47,485 | 11.7 |
| AB | Bangladeshi | 6,390 | 1.7 | 82.8 | 425 | 4.1 | 5.5 | 905 | 3.0 | 11.7 | 7,720 | 1.9 |
| AI | Indian | 13,445 | 3.7 | 91.4 | 460 | 4.4 | 3.1 | 805 | 2.7 | 5.5 | 14,705 | 3.6 |
| AP | Pakistani | 13,185 | 3.6 | 86.6 | 740 | 7.2 | 4.8 | 1,295 | 4.3 | 8.5 | 15,220 | 3.7 |
| AO | Other | 8,725 | 2.4 | 88.7 | 410 | 4.0 | 4.2 | 700 | 2.3 | 7.1 | 9,840 | 2.4 |
| B | Black | 28,900 | 7.9 | 84.2 | 1,645 | 15.9 | 4.5 | 3,775 | 12.5 | 11.0 | 34,320 | 8.4 |
| BA | African | 21,700 | 5.9 | 84.4 | 1,290 | 12.5 | 5.0 | 2,725 | 9.0 | 10.6 | 25,715 | 6.3 |
| BC | Caribbean | 5,795 | 1.6 | 83.9 | 280 | 2.7 | 4.1 | 830 | 2.8 | 12.0 | 6,900 | 1.7 |
| BO | Other | 1,410 | 0.4 | 82.8 | 75 | 0.7 | 4.3 | 220 | 0.7 | 12.9 | 1,705 | 0.4 |
| C | Chinese | 3,040 | 0.8 | 93.5 | 65 | 0.6 | 1.9 | 150 | 0.5 | 4.6 | 3,255 | 0.8 |
| M | Mixed | 16,070 | 4.4 | 88.0 | 595 | 5.8 | 3.3 | 1,600 | 5.3 | 8.8 | 18,265 | 4.5 |
| O | Other | 5,970 | 1.6 | 86.0 | 355 | 3.4 | 5.1 | 620 | 2.1 | 8.9 | 6,945 | 1.7 |
| OA | Arab | 2,210 | 0.6 | 86.9 | 145 | 1.4 | 5.7 | 185 | 0.6 | 7.4 | 2,540 | 0.6 |
| OO | Other | 3,765 | 1.0 | 85.4 | 210 | 2.0 | 4.7 | 430 | 1.4 | 9.8 | 4,405 | 1.1 |
| All | All students | 366,970 | 100.0 | 90.1 | 10,320 | 100.0 | 2.5 | 30,145 | 100.0 | 7.4 | 407,430 | 100.0 |

Proportions of entrants in each continuation category



Proportion of entrants that transferred or are no longer in HE



3.13

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

← Domicile
definition:
see page 13

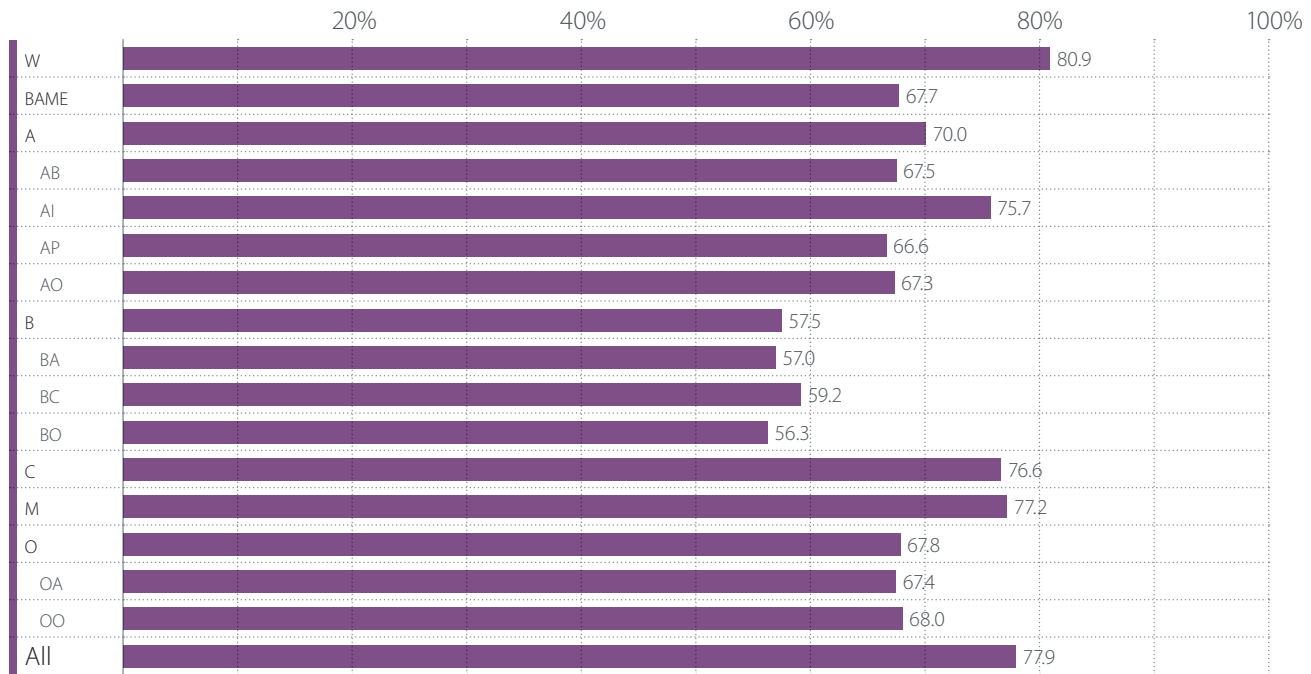
← Qualifiers
definition:
see page 15

← Degree
attainment
definition:
see page 15

← Ethnicity
definition:
see page 10

| | | First/2:1 | | First | | 2:1 | | 2:2 | | Third/pass | | All |
|------|--------------|-----------|------|--------|------|---------|------|--------|------|------------|------|---------|
| | | No. | → % | No. | → % | No. | → % | No. | → % | No. | → % | No. |
| W | White | 200,580 | 80.9 | 76,575 | 30.9 | 124,000 | 50.0 | 39,285 | 15.8 | 8,060 | 3.3 | 247,925 |
| BAME | BAME total | 49,300 | 67.7 | 15,085 | 20.7 | 34,215 | 47.0 | 18,745 | 25.7 | 77,555 | 6.5 | 72,800 |
| A | Asian | 22,340 | 70.0 | 7,110 | 22.3 | 15,225 | 47.7 | 7,705 | 24.2 | 33,750 | 5.8 | 31,895 |
| AB | Bangladeshi | 3,125 | 67.5 | 885 | 19.1 | 2,240 | 48.4 | 1,220 | 26.4 | 285 | 6.1 | 4,630 |
| AI | Indian | 8,370 | 75.7 | 2,935 | 26.5 | 5,435 | 49.2 | 2,215 | 20.0 | 470 | 4.3 | 11,055 |
| AP | Pakistani | 6,540 | 66.6 | 1,945 | 19.8 | 4,595 | 46.8 | 2,620 | 26.7 | 655 | 6.7 | 9,815 |
| AO | Other | 4,305 | 67.3 | 1,350 | 21.1 | 2,955 | 46.2 | 1,645 | 25.7 | 445 | 6.9 | 6,395 |
| B | Black | 12,215 | 57.5 | 2,970 | 14.0 | 9,245 | 43.5 | 7,060 | 33.2 | 23,230 | 9.3 | 21,255 |
| BA | African | 8,930 | 57.0 | 2,145 | 13.7 | 6,780 | 43.3 | 5,270 | 33.7 | 1,450 | 9.3 | 15,650 |
| BC | Caribbean | 2,710 | 59.2 | 670 | 14.6 | 2,040 | 44.6 | 1,445 | 31.6 | 420 | 9.2 | 4,575 |
| BO | Other | 580 | 56.3 | 155 | 15.2 | 420 | 41.1 | 345 | 33.5 | 105 | 10.2 | 1,025 |
| C | Chinese | 2,060 | 76.6 | 730 | 27.2 | 1,325 | 49.3 | 535 | 19.9 | 95 | 3.6 | 2,690 |
| M | Mixed | 9,755 | 77.2 | 3,330 | 26.3 | 6,430 | 50.9 | 2,335 | 18.5 | 550 | 4.3 | 12,640 |
| O | Other | 2,930 | 67.8 | 940 | 21.8 | 1,990 | 46.0 | 1,110 | 25.7 | 4,605 | 6.5 | 4,320 |
| OA | Arab | 1,035 | 67.4 | 335 | 21.9 | 700 | 45.6 | 400 | 26.2 | 100 | 6.4 | 1,535 |
| OO | Other | 1,895 | 68.0 | 605 | 21.7 | 1,290 | 46.3 | 710 | 25.4 | 185 | 6.6 | 2,785 |
| All | All students | 249,880 | 77.9 | 91,660 | 28.6 | 158,215 | 49.3 | 58,030 | 18.1 | 12,815 | 4.0 | 320,725 |

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 13

← Qualifiers definition: see page 15

← Country of institution definition: see page 13

← Degree attainment definition: see page 15

← 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 | 165,170 | 81.3 | 64,440 | 31.7 | 100,725 | 49.6 | 31,395 | 15.4 | 6,675 | 3.3 | 203,240 |
| BAME | BAME | 46,825 | 67.7 | 14,360 | 20.8 | 32,465 | 46.9 | 17,805 | 25.7 | 4,555 | 6.6 | 69,185 |
| A | Asian | 21,295 | 70.1 | 6,825 | 22.5 | 14,470 | 47.6 | 7,320 | 24.1 | 1,765 | 5.8 | 30,380 |
| B | Black | 11,875 | 57.6 | 2,880 | 14.0 | 8,995 | 43.7 | 6,800 | 33.0 | 1,925 | 9.3 | 20,600 |
| C | Chinese | 1,875 | 77.0 | 675 | 27.7 | 1,200 | 49.3 | 475 | 19.4 | 85 | 3.5 | 2,430 |
| M | Mixed | 8,990 | 77.0 | 3,080 | 26.4 | 5,910 | 50.6 | 2,165 | 18.6 | 515 | 4.4 | 11,675 |
| O | Other | 2,790 | 68.1 | 905 | 22.0 | 1,890 | 46.1 | 1,045 | 25.5 | 265 | 6.4 | 4,100 |
| All | All | 211,995 | 75.1 | 78,800 | 28.9 | 133,190 | 48.9 | 49,200 | 18.1 | 11,235 | 4.1 | 272,430 |

Northern Ireland

| | | | | | | | | | | | | |
|------|---------|-------|------|-------|------|-------|------|-------|------|-----|------|-------|
| W | White | 6,375 | 79.6 | 2,245 | 28.1 | 4,130 | 51.6 | 1,435 | 17.9 | 195 | 2.4 | 8,000 |
| BAME | BAME | 130 | 61.2 | 30 | 14.5 | 100 | 46.7 | 70 | 33.2 | 10 | 5.6 | 215 |
| A | Asian | 55 | 52.9 | 10 | 7.8 | 45 | 45.1 | 45 | 43.1 | 5 | 3.9 | 100 |
| B | Black | 15 | 51.7 | 5 | 13.8 | 10 | 37.9 | 10 | 37.9 | 5 | 10.3 | 30 |
| C | Chinese | 10 | .. | 5 | .. | 5 | .. | 5 | .. | 0 | .. | 15 |
| M | Mixed | 45 | 79.6 | 10 | 22.2 | 30 | 57.4 | 10 | 14.8 | 5 | 5.6 | 55 |
| O | Other | 10 | .. | 5 | .. | 5 | .. | 5 | .. | 0 | .. | 15 |
| All | All | 6,505 | 79.2 | 2,275 | 27.7 | 4,230 | 51.5 | 1,505 | 18.3 | 210 | 2.5 | 8,215 |

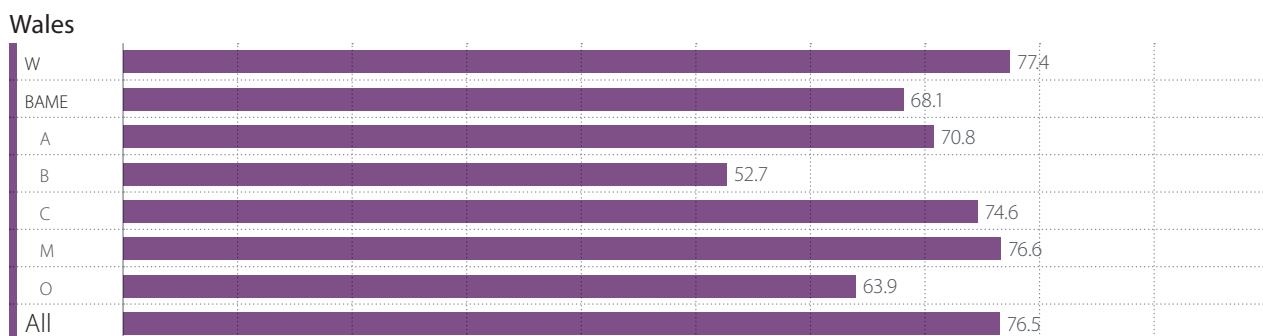
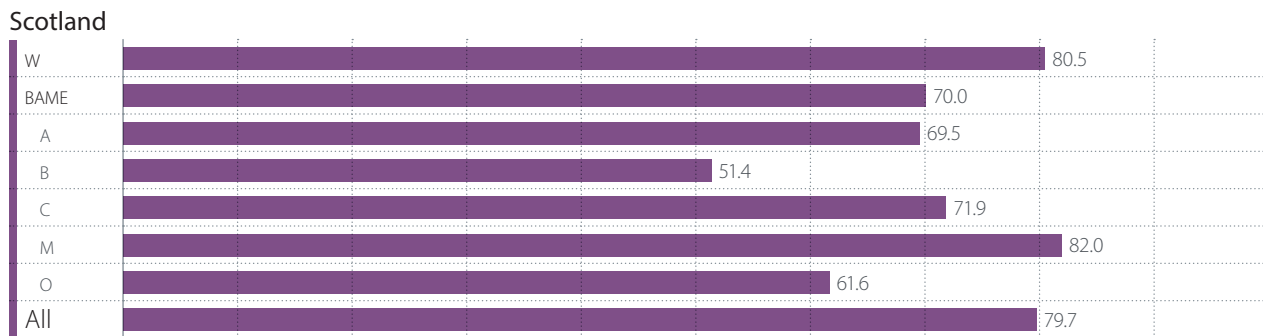
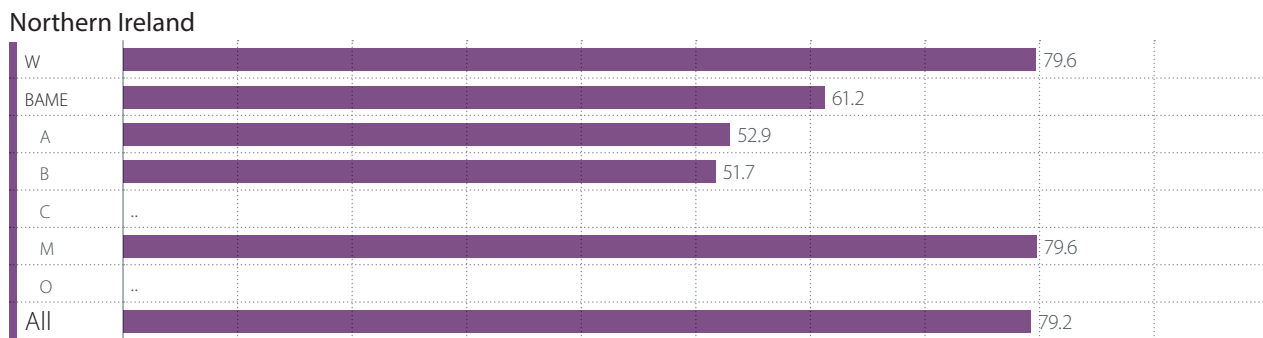
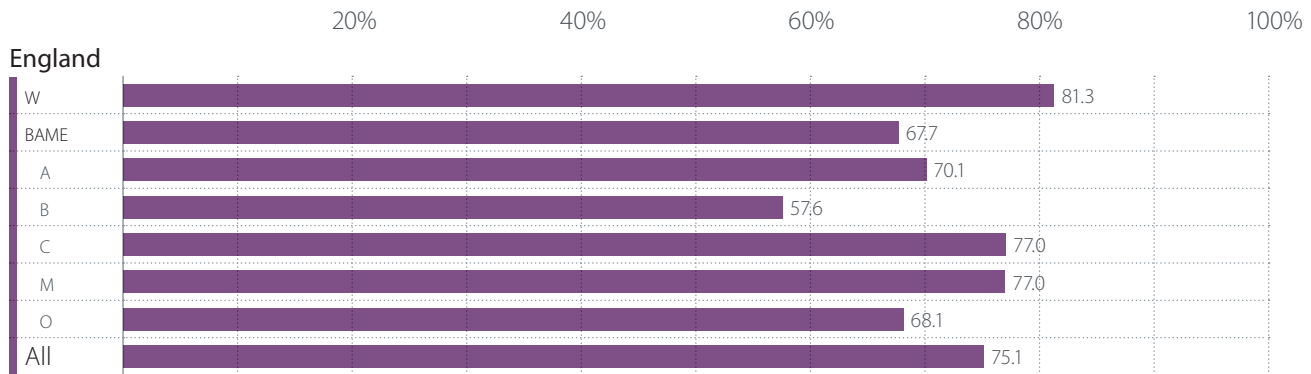
Scotland

| | | | | | | | | | | | | |
|------|---------|--------|------|-------|------|--------|------|-------|------|-----|------|--------|
| W | White | 16,755 | 80.5 | 5,360 | 25.8 | 11,390 | 54.7 | 3,400 | 16.3 | 660 | 3.2 | 20,815 |
| BAME | BAME | 1,215 | 70.0 | 5,695 | 19.1 | 12,275 | 50.9 | 3,835 | 24.8 | 750 | 5.2 | 22,555 |
| A | Asian | 515 | 69.5 | 120 | 16.1 | 395 | 53.4 | 185 | 25.2 | 40 | 5.3 | 740 |
| B | Black | 130 | 51.4 | 40 | 14.8 | 95 | 36.6 | 100 | 38.5 | 25 | 10.1 | 255 |
| C | Chinese | 125 | 71.9 | 35 | 21.6 | 85 | 50.3 | 40 | 24.0 | 5 | 4.1 | 170 |
| M | Mixed | 385 | 82.0 | 125 | 26.5 | 260 | 55.4 | 75 | 15.5 | 10 | 2.5 | 470 |
| O | Other | 60 | 61.6 | 15 | 13.1 | 50 | 48.5 | 30 | 32.3 | 5 | 6.1 | 100 |
| All | All | 17,970 | 79.7 | 5,695 | 25.2 | 12,275 | 54.4 | 3,835 | 17.0 | 750 | 3.3 | 22,555 |

Wales

| | | | | | | | | | | | | |
|------|---------|--------|------|-------|------|-------|------|-------|------|-----|-----|--------|
| W | White | 12,285 | 77.4 | 4,525 | 28.5 | 7,755 | 48.9 | 3,060 | 19.3 | 525 | 3.3 | 15,865 |
| BAME | BAME | 1,130 | 68.1 | 365 | 21.9 | 765 | 46.2 | 435 | 26.2 | 95 | 5.7 | 1,660 |
| A | Asian | 475 | 70.8 | 160 | 24.0 | 315 | 46.8 | 155 | 23.0 | 40 | 6.3 | 670 |
| B | Black | 195 | 52.7 | 50 | 14.1 | 140 | 38.6 | 150 | 40.8 | 25 | 6.5 | 370 |
| C | Chinese | 55 | 74.6 | 20 | 25.4 | 35 | 49.3 | 15 | 21.1 | 5 | 4.2 | 70 |
| M | Mixed | 340 | 76.6 | 110 | 24.9 | 230 | 51.7 | 85 | 19.7 | 15 | 3.6 | 440 |
| O | Other | 70 | 63.9 | 20 | 20.4 | 45 | 43.5 | 30 | 26.9 | 10 | 9.3 | 110 |
| All | All | 13,410 | 76.5 | 4,890 | 27.9 | 8,520 | 48.6 | 3,495 | 19.9 | 620 | 3.5 | 17,525 |

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 13

← Qualifiers definition: see page 15

← Degree attainment definition: see page 15

← 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 | |
|-------------------|---------|------|---------|------|---------|------|---------|------|
| | No. | % | No. | % | No. | % | No. | % |
| 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 |

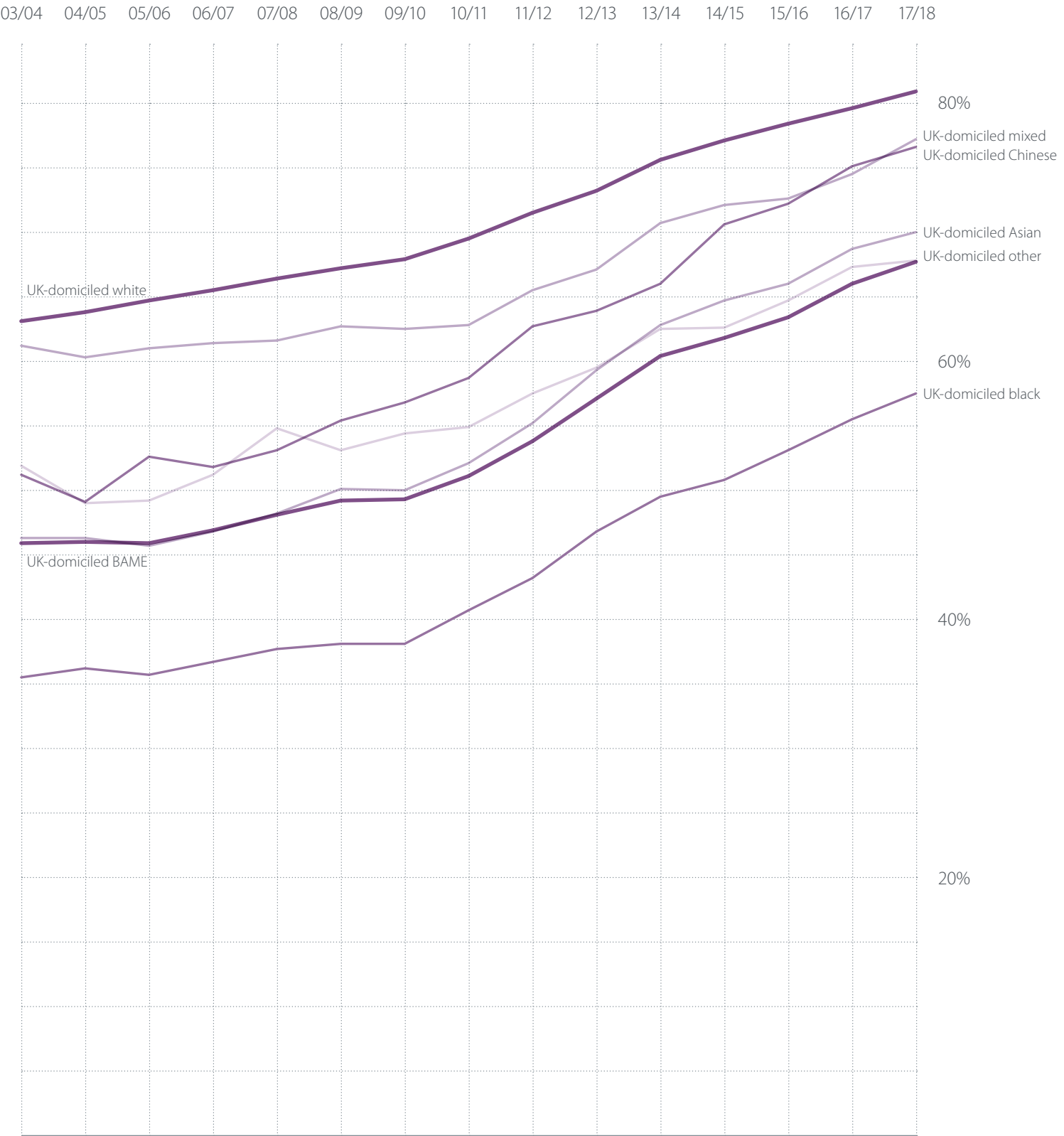
| | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 | |
|-------------------|---------|------|---------|------|---------|------|---------|------|
| | No. | % | No. | % | No. | % | No. | % |
| White | 173,730 | 71.5 | 183,670 | 73.2 | 197,375 | 75.6 | 183,535 | 77.1 |
| BAME | 30,285 | 53.8 | 34,170 | 57.1 | 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 | |
|-------------------|---------|------|---------|------|---------|------|
| | No. | % | No. | % | No. | % |
| White | 188,600 | 78.4 | 198,340 | 79.6 | 200,580 | 80.9 |
| BAME | 41,430 | 63.4 | 45,660 | 66.0 | 49,300 | 67.7 |
| Asian | 18,710 | 66.0 | 20,660 | 68.7 | 22,340 | 70.0 |
| Black | 10,415 | 53.1 | 11,375 | 55.5 | 12,215 | 57.5 |
| Chinese | 1,855 | 72.2 | 2,135 | 75.1 | 2,060 | 76.6 |
| Mixed | 7,980 | 72.6 | 8,735 | 74.5 | 9,755 | 77.2 |
| Other | 2,470 | 64.7 | 2,760 | 67.3 | 2,930 | 67.8 |
| All ethnic groups | 230,030 | 75.2 | 244,005 | 76.6 | 249,880 | 77.9 |

Additional data by detailed ethnicity categories is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Qualifiers
definition:
see page 15

← Subject areas
definition:
see page 14

← Degree
attainment
definition:
see page 15

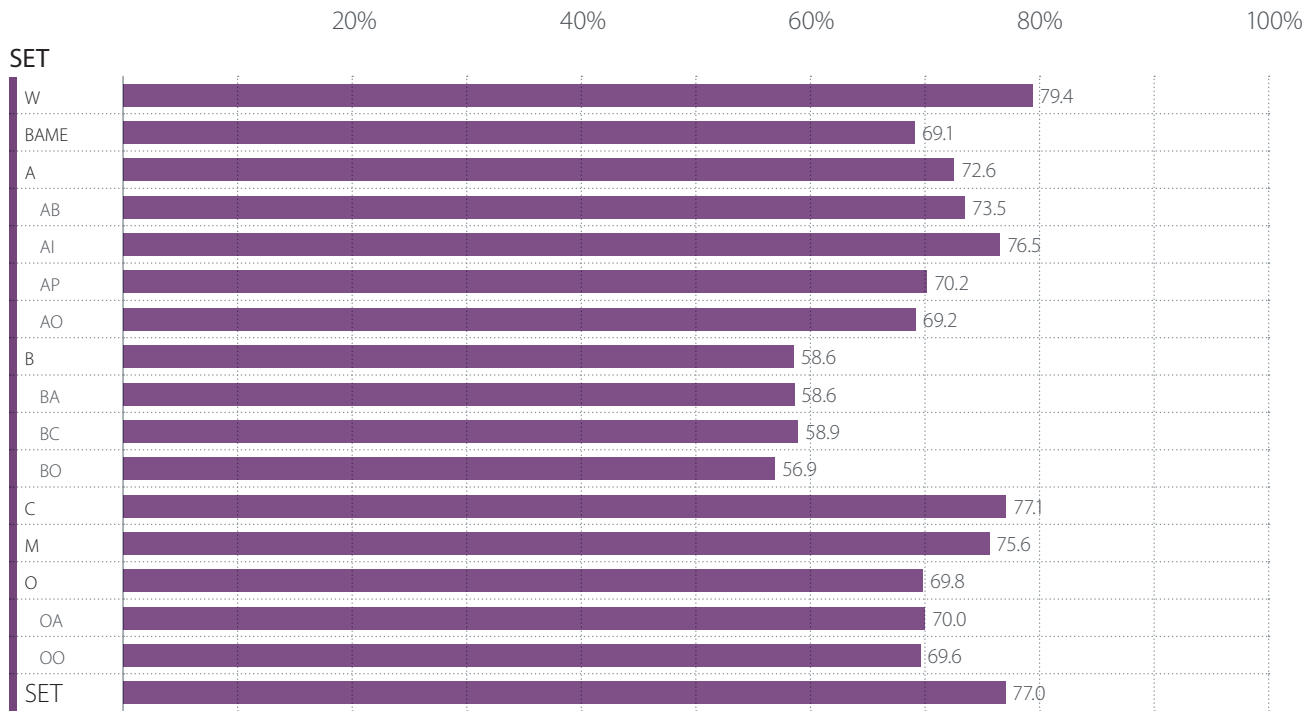
← Ethnicity
definition:
see page 10

| | | First/2:1 | | First | | 2:1 | | 2:2 | | Third/pass | | All |
|------------|-------------|-----------|------|--------|------|--------|------|--------|------|------------|------|---------|
| | | No. | →% | No. | →% | No. | →% | No. | →% | No. | →% | No. |
| SET | | | | | | | | | | | | |
| W | White | 85,270 | 79.4 | 37,335 | 34.8 | 47,940 | 44.7 | 18,050 | 16.8 | 4,015 | 3.7 | 107,340 |
| BAME | BAME total | 22,895 | 69.1 | 8,155 | 24.6 | 14,740 | 44.5 | 8,130 | 24.5 | 2,100 | 6.3 | 33,120 |
| A | Asian | 11,195 | 72.6 | 4,095 | 26.6 | 7,100 | 46.1 | 3,410 | 22.1 | 810 | 5.3 | 15,415 |
| AB | Bangladeshi | 1,350 | 73.5 | 480 | 26.1 | 870 | 47.4 | 400 | 21.8 | 90 | 4.8 | 1,835 |
| AI | Indian | 4,215 | 76.5 | 1,680 | 30.5 | 2,540 | 46.1 | 1,065 | 19.3 | 225 | 4.1 | 5,510 |
| AP | Pakistani | 3,145 | 70.2 | 1,070 | 23.9 | 2,070 | 46.2 | 1,075 | 24.0 | 260 | 5.8 | 4,480 |
| AO | Other | 2,485 | 69.2 | 865 | 24.1 | 1,620 | 45.1 | 870 | 24.2 | 235 | 6.6 | 3,590 |
| B | Black | 5,480 | 58.6 | 1,610 | 17.2 | 3,865 | 41.3 | 2,990 | 32.0 | 885 | 9.5 | 9,355 |
| BA | African | 4,285 | 58.6 | 1,265 | 17.3 | 3,020 | 41.3 | 2,340 | 32.0 | 690 | 9.4 | 7,315 |
| BC | Caribbean | 965 | 58.9 | 265 | 16.2 | 700 | 42.7 | 520 | 31.8 | 155 | 9.3 | 1,640 |
| BO | Other | 230 | 56.9 | 80 | 20.1 | 150 | 36.8 | 130 | 32.3 | 45 | 10.9 | 400 |
| C | Chinese | 1,075 | 77.1 | 440 | 31.4 | 640 | 45.7 | 275 | 19.5 | 45 | 3.4 | 1,400 |
| M | Mixed | 3,780 | 75.6 | 1,500 | 30.0 | 2,280 | 45.6 | 975 | 19.4 | 250 | 5.0 | 5,000 |
| O | Other | 1,365 | 69.8 | 510 | 26.2 | 850 | 43.6 | 480 | 24.6 | 110 | 5.7 | 1,955 |
| OA | Arab | 550 | 70.0 | 215 | 27.5 | 335 | 42.6 | 190 | 24.4 | 45 | 5.6 | 790 |
| OO | Other | 810 | 69.6 | 295 | 25.3 | 515 | 44.3 | 290 | 24.7 | 65 | 5.7 | 1,165 |
| SET | SET total | 108,165 | 77.0 | 45,490 | 32.4 | 62,675 | 44.6 | 26,180 | 18.6 | 6,115 | 4.4 | 140,460 |

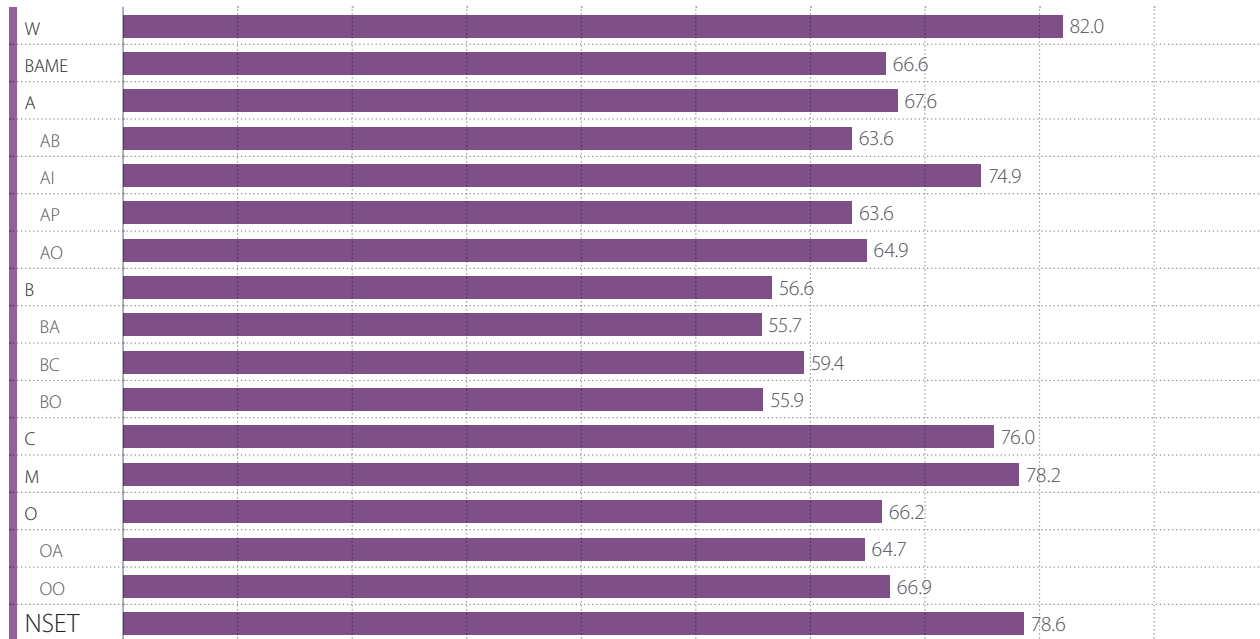
Non-SET

| | | | | | | | | | | | | |
|------|---------------|---------|------|--------|------|--------|------|--------|------|-------|-----|---------|
| W | White | 115,305 | 82.0 | 39,245 | 27.9 | 76,065 | 54.1 | 21,235 | 15.1 | 4,045 | 2.9 | 140,585 |
| BAME | BAME total | 26,410 | 66.6 | 6,930 | 17.5 | 19,475 | 49.1 | 10,615 | 26.8 | 2,655 | 6.7 | 39,675 |
| A | Asian | 11,145 | 67.6 | 3,015 | 18.3 | 8,130 | 49.3 | 4,295 | 26.1 | 1,045 | 6.3 | 16,480 |
| AB | Bangladeshi | 1,775 | 63.6 | 405 | 14.5 | 1,370 | 49.1 | 820 | 29.4 | 195 | 7.0 | 2,795 |
| AI | Indian | 4,150 | 74.9 | 1,255 | 22.6 | 2,900 | 52.3 | 1,150 | 20.7 | 245 | 4.4 | 5,545 |
| AP | Pakistani | 3,395 | 63.6 | 875 | 16.4 | 2,520 | 47.2 | 1,545 | 28.9 | 395 | 7.4 | 5,340 |
| AO | Other | 1,820 | 64.9 | 485 | 17.2 | 1,335 | 47.7 | 775 | 27.7 | 210 | 7.4 | 2,805 |
| B | Black | 6,735 | 56.6 | 1,360 | 11.4 | 5,375 | 45.2 | 4,070 | 34.2 | 1,090 | 9.2 | 11,895 |
| BA | African | 4,645 | 55.7 | 880 | 10.6 | 3,760 | 45.1 | 2,930 | 35.1 | 765 | 9.2 | 8,335 |
| BC | Caribbean | 1,745 | 59.4 | 405 | 13.8 | 1,340 | 45.6 | 925 | 31.5 | 265 | 9.1 | 2,935 |
| BO | Other | 350 | 55.9 | 75 | 12.0 | 275 | 43.9 | 215 | 34.3 | 60 | 9.8 | 625 |
| C | Chinese | 980 | 76.0 | 295 | 22.7 | 690 | 53.3 | 260 | 20.2 | 50 | 3.8 | 1,290 |
| M | Mixed | 5,975 | 78.2 | 1,830 | 24.0 | 4,145 | 54.3 | 1,360 | 17.8 | 300 | 3.9 | 7,640 |
| O | Other | 1,570 | 66.2 | 430 | 18.1 | 1,140 | 48.1 | 630 | 26.6 | 170 | 7.2 | 2,370 |
| OA | Arab | 485 | 64.7 | 120 | 15.9 | 365 | 48.8 | 210 | 28.0 | 55 | 7.2 | 745 |
| OO | Other | 1,085 | 66.9 | 310 | 19.2 | 775 | 47.7 | 420 | 25.9 | 115 | 7.2 | 1,620 |
| NSET | Non-SET total | 141,715 | 78.6 | 46,175 | 25.6 | 95,540 | 53.0 | 31,855 | 17.7 | 6,695 | 3.7 | 180,265 |

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



Non-SET



3.17

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

← Domicile definition: see page 13

← Qualifiers definition: see page 15

← Subject areas definition: see page 14

← Degree attainment definition: see page 15

← 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 | 1,615 | 72.0 | 630 | 28.0 | 85 | 59.7 | 55 | 40.3 |
| ARCH | Architecture, building, planning | 3,500 | 81.3 | 805 | 18.7 | 790 | 62.7 | 470 | 37.3 |
| BIOS | Biological sciences | 24,600 | 78.7 | 6,645 | 21.3 | 5,420 | 67.8 | 2,580 | 32.2 |
| COMP | Computer science | 7,775 | 78.3 | 2,150 | 21.7 | 2,590 | 67.3 | 1,260 | 32.7 |
| ENGI | Engineering, technology | 10,255 | 83.4 | 2,040 | 16.6 | 3,425 | 72.8 | 1,275 | 27.2 |
| MATH | Mathematical sciences | 3,910 | 77.3 | 1,150 | 22.7 | 1,155 | 71.4 | 465 | 28.6 |
| MEDI | Medicine, dentistry | 815 | 92.5 | 65 | 7.5 | 510 | 90.4 | 55 | 9.6 |
| PHYS | Physical sciences | 10,965 | 81.5 | 2,490 | 18.5 | 1,620 | 71.9 | 630 | 28.1 |
| SUBJ | Subjects allied to medicine | 21,680 | 78.1 | 6,075 | 21.9 | 7,290 | 68.0 | 3,435 | 32.0 |
| VETS | Veterinary science | 160 | 91.9 | 15 | 8.1 | 5 | 75.0 | 0 | 25.0 |
| SET | SET total | 85,270 | 79.4 | 22,065 | 20.6 | 22,895 | 69.1 | 10,230 | 30.9 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|--------|------|--------|------|--------|------|
| BUSI | Business, administrative studies | 21,160 | 82.4 | 4,530 | 17.6 | 8,190 | 65.2 | 4,365 | 34.8 |
| COMB | Combined | 1,395 | 60.6 | 910 | 39.4 | 120 | 40.9 | 175 | 59.1 |
| ARTS | Creative arts, design | 23,395 | 80.5 | 5,655 | 19.5 | 3,105 | 65.8 | 1,615 | 34.2 |
| EDUC | Education | 9,765 | 77.2 | 2,885 | 22.8 | 1,620 | 57.2 | 1,215 | 42.8 |
| HIST | Historical, philosophical studies | 12,085 | 87.3 | 1,765 | 12.7 | 1,405 | 80.0 | 350 | 20.0 |
| LANG | Languages | 13,600 | 88.0 | 1,860 | 12.0 | 1,990 | 78.2 | 555 | 21.8 |
| LAW | Law | 6,550 | 81.1 | 1,525 | 18.9 | 2,845 | 65.2 | 1,515 | 34.8 |
| COMM | Mass comms, documentation | 6,060 | 82.2 | 1,310 | 17.8 | 1,060 | 66.2 | 540 | 33.8 |
| SOCI | Social studies | 21,295 | 81.5 | 4,835 | 18.5 | 6,075 | 67.4 | 2,935 | 32.6 |
| NSET | Non-SET total | 115,305 | 82.0 | 25,280 | 18.0 | 26,410 | 66.6 | 13,270 | 33.4 |

All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|------|--------|------|--------|------|--------|------|
| All | All subject areas | 200,575 | 80.9 | 47,345 | 19.1 | 49,305 | 67.7 | 23,500 | 32.3 |
|-----|-------------------|---------|------|--------|------|--------|------|--------|------|

Additional data by detailed degree class is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

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



Gender

Although the decline in student numbers has proportionally been larger among women than men, in 2017/18 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 the subject level, with men comprising a large majority of students studying computer science and engineering and technology, but only a small proportion of those 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/statistical-report-2019-data-tables

4.1 Overall figures: Across all four countries, women comprised the majority of students studying in UK HE, with the proportion largest in Scotland (58.7%) and smallest in Wales (55.4%). Overall, 57.0% of all students studying in UK HE were female.

4.2 Trends: After four consecutive years of decline between 2011/12 and 2014/15, 2017/18 marks the third year in a row that overall student numbers have increased, with numbers for both female and male students increasing. While the proportion of men has slightly increased since 2003/04, from 42.7% in 2003/04 to 43.0% in 2017/18, the 2017/18 figure continues a slight downward trend in the proportion of men in UK HE since its peak of 43.9% in 2013/14.

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 62.9% of students were female. In contrast, 51.4% of research postgraduates were male.

4.3 Domicile: Overall, the widest gender gap was among UK domiciled students (57.7% female), and the smallest among non-EU students (53.5% female). Women comprised the majority of UK, EU and non-EU domiciled students at every degree level with the exception of EU and non-EU domiciled students at research postgraduate level, where women made up 47.4% and 46.0% of students, respectively.

4.4 Mode: The majority of part-time students were female (60.3%). This was true at every degree level, although it was most stark among part-time other undergraduates (64.9% female).

4.5–4.9 Subject areas: Overall, women made up 51.9% 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 (50.1%, 61.1% and 58.4%, respectively), but the minority among SET research postgraduate students (45.0%). There were also marked gender differences within individual subject areas. Across all degree levels, the subjects with the widest gender gaps were computer science (82.4% male) and engineering and technology (81.8% male). This was most pronounced at the undergraduate levels (15.3% of first degree and 18.1% of other undergraduates studying computer science were female; similarly, women made up 16.7% of first degree and 10.2% of other undergraduates studying engineering and technology). However, across all degree levels women were in the large majority in subjects allied to medicine (79.1%) and veterinary science (77.8%).

Female students made up the majority in all non-SET subject areas at undergraduate levels, with the exception of business and administrative studies at first degree undergraduate level and mass communication and documentation at other undergraduate level. Gender differences were particularly marked among first degree and other undergraduates studying education, of which 87.3% and 76.3%, respectively, were female.

Among postgraduate students, women also comprised the majority in all non-SET subjects at the taught postgraduate level, but a minority in business and administrative studies (45.7%) and historical and philosophical studies (46.7%) 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 2017/18 than female students (88.4% compared with 91.2%). 8.8% of male entrants to higher education in 2016/17 were no longer in higher education a year later, compared with 6.4% of female entrants. Transfer rates were broadly similar across genders (2.3% of female and 2.8% of male entrants).

4.11 Degree attainment: Overall, a larger proportion of female first degree undergraduate qualifiers received a first/2:1 than male qualifiers (78.4% compared with 73.5%). The gap was widest in Wales, where 77.0% of female qualifiers received a first/2:1 compared with 69.6% of male qualifiers (a difference of 7.4 percentage points), followed by Northern Ireland (with a difference of 5.4 percentage points).

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 attainment gap between female and male qualifiers who received a first/2:1 was particularly pronounced among those in biological sciences (13.2 percentage points) and agriculture and related subjects (13.0 percentage points). The gap was smallest among those studying medicine and dentistry (0.1 percentage points) and combined subjects (0.8 percentage points).

4.1

All students by country of institution and gender

| | England | | N. Ireland | | Scotland | | Wales | | UK | |
|--------------|-----------|-------|------------|-------|----------|-------|---------|-------|-----------|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| Female | 1,085,870 | 56.8 | 31,280 | 57.4 | 144,810 | 58.7 | 71,695 | 55.4 | 1,333,650 | 57.0 |
| Male | 824,835 | 43.2 | 23,180 | 42.6 | 101,940 | 41.3 | 57,775 | 44.6 | 1,007,730 | 43.0 |
| All students | 1,910,705 | 100.0 | 54,460 | 100.0 | 246,750 | 100.0 | 129,470 | 100.0 | 2,341,385 | 100.0 |

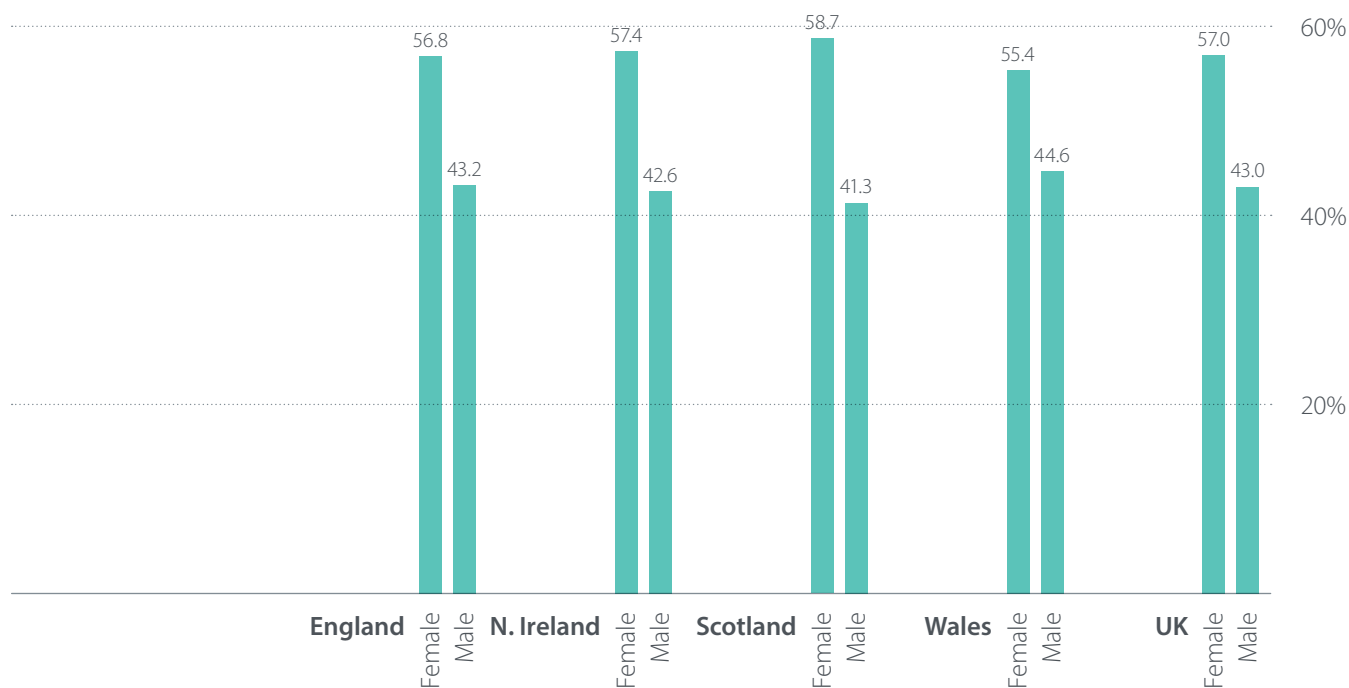
← Country of institution definition: see page 13

← Gender definition: see page 11

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of female and male students in each country



4.2

Profile of all students over time by gender

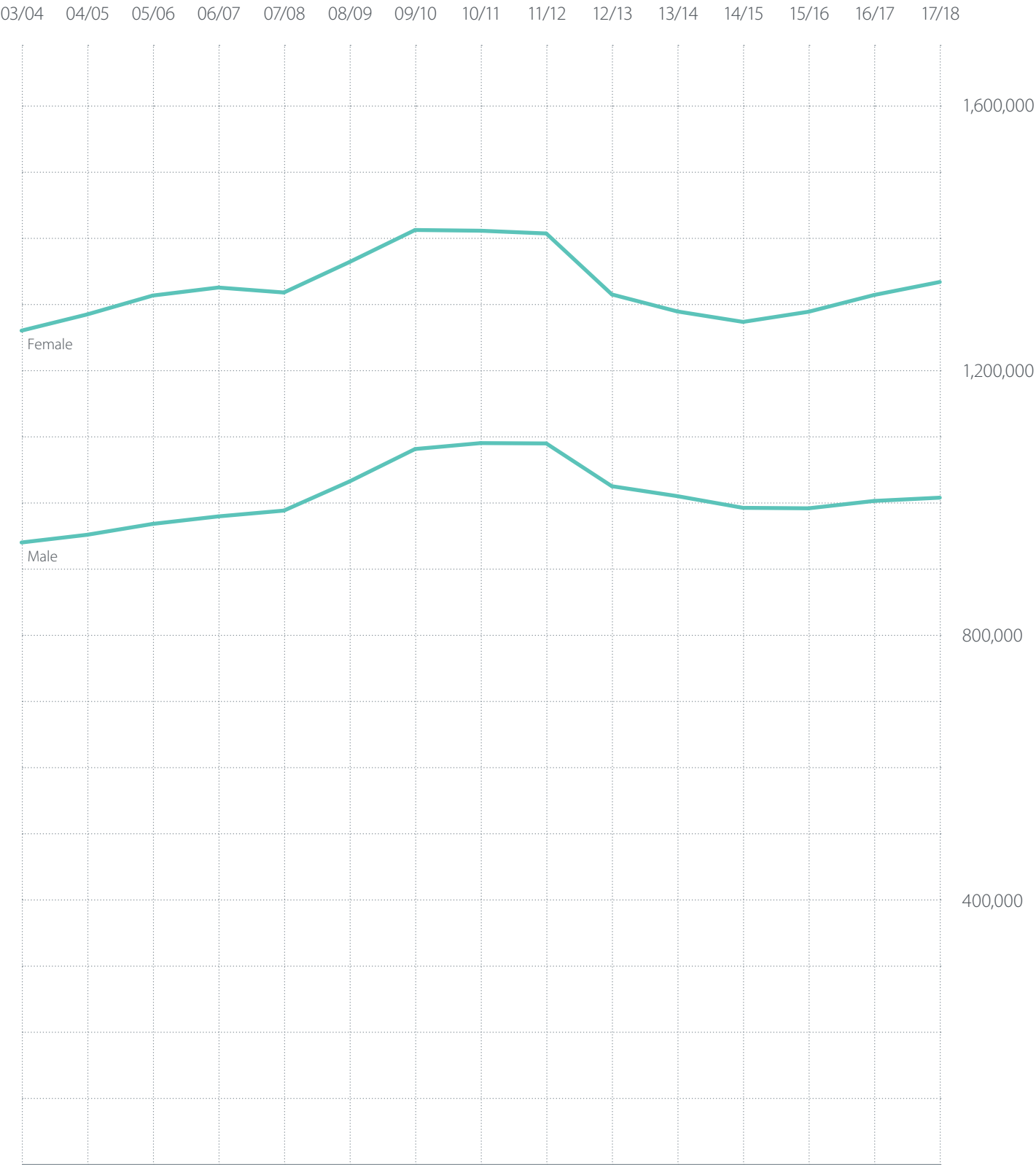
← Gender definition: see page 11

| | 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 |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-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 13

← Domicile
definition:
see page 13

← Gender
definition:
see page 11

| | Female | | | Male | | | All students | | |
|--------------|-----------|-------|------|-----------|-------|------|--------------|-------|--|
| | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | |
| All students | | | | | | | | | |
| UK | 1,085,685 | 81.4 | 57.7 | 797,515 | 79.1 | 42.3 | 1,883,200 | 80.4 | |
| EU | 77,190 | 5.8 | 55.6 | 61,760 | 6.1 | 44.4 | 138,955 | 5.9 | |
| Non-EU | 170,760 | 12.8 | 53.5 | 148,445 | 14.7 | 46.5 | 319,205 | 13.6 | |
| All | 1,333,635 | 100.0 | 57.0 | 1,007,720 | 100.0 | 43.0 | 2,341,355 | 100.0 | |

First degree undergraduate

| | | | | | | | | |
|--------|---------|-------|------|---------|-------|------|-----------|-------|
| UK | 779,415 | 86.0 | 56.4 | 602,490 | 84.3 | 43.6 | 1,381,905 | 85.2 |
| EU | 51,235 | 5.7 | 57.1 | 38,435 | 5.4 | 42.9 | 89,670 | 5.5 |
| Non-EU | 75,815 | 8.4 | 50.7 | 73,625 | 10.3 | 49.3 | 149,440 | 9.2 |
| All | 906,465 | 100.0 | 55.9 | 714,550 | 100.0 | 44.1 | 1,621,015 | 100.0 |

Other undergraduate

| | | | | | | | | |
|--------|--------|-------|------|--------|-------|------|---------|-------|
| UK | 87,990 | 90.5 | 63.7 | 50,075 | 87.4 | 36.3 | 138,070 | 89.3 |
| EU | 2,225 | 2.3 | 51.3 | 2,110 | 3.7 | 48.7 | 4,335 | 2.8 |
| Non-EU | 7,045 | 7.2 | 58.1 | 5,080 | 8.9 | 41.9 | 12,125 | 7.8 |
| All | 97,265 | 100.0 | 62.9 | 57,265 | 100.0 | 37.1 | 154,530 | 100.0 |

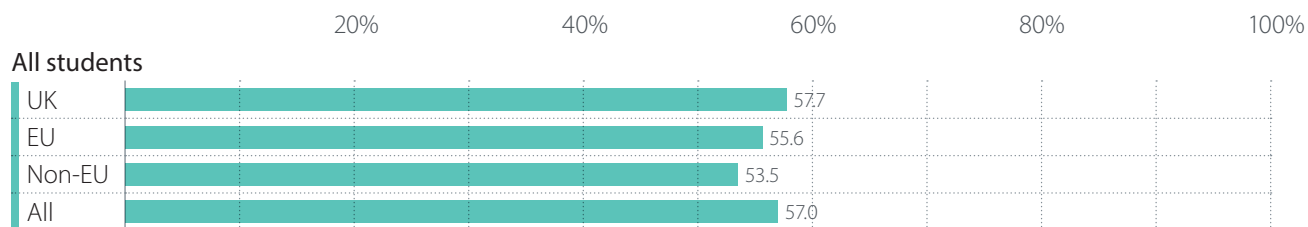
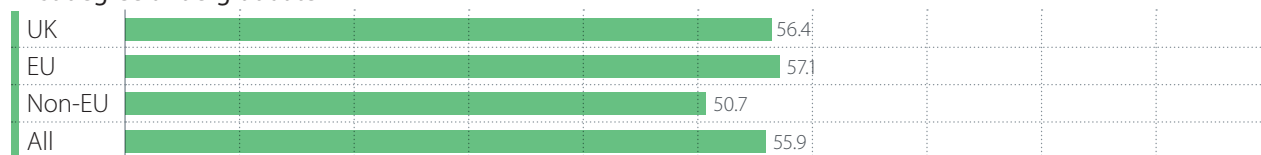
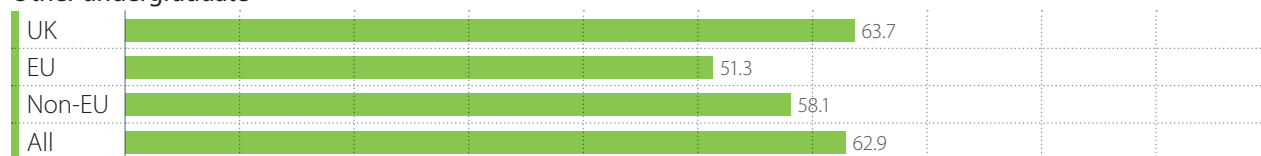
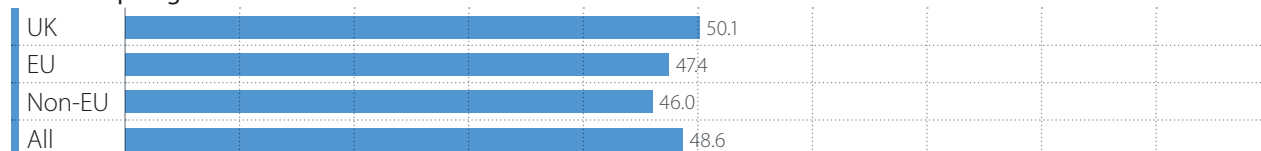
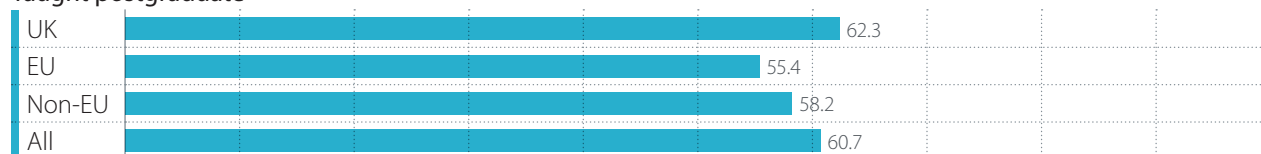
Research postgraduate

| | | | | | | | | |
|--------|--------|-------|------|--------|-------|------|---------|-------|
| UK | 32,615 | 60.3 | 50.1 | 32,490 | 56.7 | 49.9 | 65,105 | 58.4 |
| EU | 6,885 | 12.7 | 47.4 | 7,650 | 13.4 | 52.6 | 14,535 | 13.0 |
| Non-EU | 14,620 | 27.0 | 46.0 | 17,145 | 29.9 | 54.0 | 31,765 | 28.5 |
| All | 54,120 | 100.0 | 48.6 | 57,285 | 100.0 | 51.4 | 111,405 | 100.0 |

Taught postgraduate

| | | | | | | | | |
|--------|---------|-------|------|---------|-------|------|---------|-------|
| UK | 185,665 | 67.3 | 62.3 | 112,460 | 63.0 | 37.7 | 298,120 | 65.6 |
| EU | 16,845 | 6.1 | 55.4 | 13,570 | 7.6 | 44.6 | 30,415 | 6.7 |
| Non-EU | 73,280 | 26.6 | 58.2 | 52,590 | 29.4 | 41.8 | 125,875 | 27.7 |
| All | 275,790 | 100.0 | 60.7 | 178,620 | 100.0 | 39.3 | 454,410 | 100.0 |

Proportions of students who were female

**First degree undergraduate****Other undergraduate****Research postgraduate****Taught postgraduate**

4.4

All students by degree level, mode and gender

← Degree level
definition:
see page 13

← Mode of study
definition:
see page 13

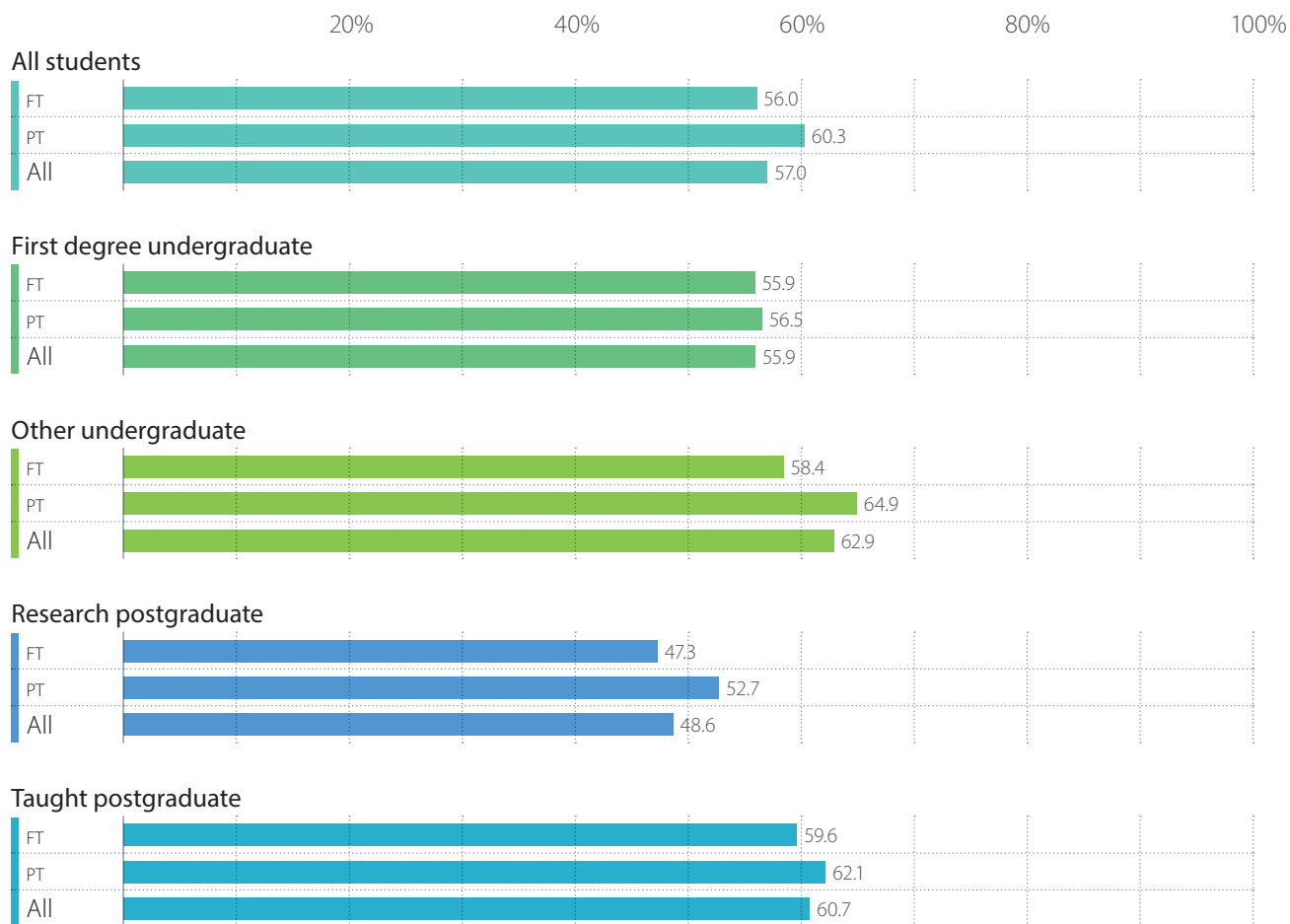
← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | | |
|----------------------------|-----------|-----------|-------|------|-----------|-------|------|--------------|-------|--|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % | |
| All students | | | | | | | | | | |
| FT | Full-time | 1,033,180 | 77.5 | 56.0 | 810,215 | 80.4 | 44.0 | 1,843,395 | 78.7 | |
| PT | Part-time | 300,475 | 22.5 | 60.3 | 197,515 | 19.6 | 39.7 | 497,990 | 21.3 | |
| All | All modes | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 | |
| First degree undergraduate | | | | | | | | | | |
| FT | Full-time | 814,035 | 89.8 | 55.9 | 643,385 | 90.0 | 44.1 | 1,457,420 | 89.9 | |
| PT | Part-time | 92,435 | 10.2 | 56.5 | 71,170 | 10.0 | 43.5 | 163,600 | 10.1 | |
| All | All modes | 906,465 | 100.0 | 55.9 | 714,555 | 100.0 | 44.1 | 1,621,020 | 100.0 | |
| Other undergraduate | | | | | | | | | | |
| FT | Full-time | 27,410 | 28.2 | 58.4 | 19,540 | 34.1 | 41.6 | 46,955 | 30.4 | |
| PT | Part-time | 69,860 | 71.8 | 64.9 | 37,725 | 65.9 | 35.1 | 107,585 | 69.6 | |
| All | All modes | 97,270 | 100.0 | 62.9 | 57,270 | 100.0 | 37.1 | 154,540 | 100.0 | |
| Research postgraduate | | | | | | | | | | |
| FT | Full-time | 39,710 | 73.4 | 47.3 | 44,330 | 77.4 | 52.7 | 84,045 | 75.4 | |
| PT | Part-time | 14,410 | 26.6 | 52.7 | 12,950 | 22.6 | 47.3 | 27,365 | 24.6 | |
| All | All modes | 54,125 | 100.0 | 48.6 | 57,285 | 100.0 | 51.4 | 111,405 | 100.0 | |
| Taught postgraduate | | | | | | | | | | |
| FT | Full-time | 152,025 | 55.1 | 59.6 | 102,955 | 57.6 | 40.4 | 254,980 | 56.1 | |
| PT | Part-time | 123,770 | 44.9 | 62.1 | 75,670 | 42.4 | 37.9 | 199,440 | 43.9 | |
| All | All modes | 275,795 | 100.0 | 60.7 | 178,625 | 100.0 | 39.3 | 454,420 | 100.0 | |

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of students who were female



4.5

All students by subject area and gender

← Subject areas
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------------|----------------------------------|---------|------|------|---------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 11,955 | 0.9 | 64.0 | 6,715 | 0.7 | 36.0 | 18,675 | 0.8 |
| ARCH | Architecture, building, planning | 20,475 | 1.5 | 38.2 | 33,130 | 3.3 | 61.8 | 53,605 | 2.3 |
| BIOS | Biological sciences | 149,890 | 11.2 | 64.1 | 83,900 | 8.3 | 35.9 | 233,790 | 10.0 |
| COMP | Computer science | 18,880 | 1.4 | 17.6 | 88,305 | 8.8 | 82.4 | 107,180 | 4.6 |
| ENGI | Engineering, technology | 30,050 | 2.3 | 18.2 | 134,870 | 13.4 | 81.8 | 164,920 | 7.0 |
| MATH | Mathematical sciences | 16,460 | 1.2 | 37.0 | 28,080 | 2.8 | 63.0 | 44,540 | 1.9 |
| MEDI | Medicine, dentistry | 38,340 | 2.9 | 58.3 | 27,475 | 2.7 | 41.7 | 65,815 | 2.8 |
| PHYS | Physical sciences | 40,645 | 3.0 | 42.5 | 55,010 | 5.5 | 57.5 | 95,655 | 4.1 |
| SUBJ | Subjects allied to medicine | 227,725 | 17.1 | 79.1 | 60,160 | 6.0 | 20.9 | 287,885 | 12.3 |
| VETS | Veterinary science | 6,110 | 0.5 | 77.8 | 1,745 | 0.2 | 22.2 | 7,860 | 0.3 |
| SET | SET total | 560,530 | 42.0 | 51.9 | 519,395 | 51.5 | 48.1 | 1,079,920 | 46.1 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|-----------|------|
| BUSI | Business, administrative studies | 170,240 | 12.8 | 49.6 | 172,650 | 17.1 | 50.4 | 342,895 | 14.6 |
| COMB | Combined | 21,665 | 1.6 | 61.7 | 13,440 | 1.3 | 38.3 | 35,105 | 1.5 |
| ARTS | Creative arts, design | 115,455 | 8.7 | 64.8 | 62,685 | 6.2 | 35.2 | 178,140 | 7.6 |
| EDUC | Education | 112,490 | 8.4 | 77.4 | 32,895 | 3.3 | 22.6 | 145,385 | 6.2 |
| HIST | Historical, philosophical studies | 46,055 | 3.5 | 54.8 | 37,910 | 3.8 | 45.2 | 83,965 | 3.6 |
| LANG | Languages | 73,375 | 5.5 | 71.0 | 30,005 | 3.0 | 29.0 | 103,375 | 4.4 |
| LAW | Law | 58,455 | 4.4 | 63.5 | 33,665 | 3.3 | 36.5 | 92,115 | 3.9 |
| COMM | Mass comms, documentation | 30,360 | 2.3 | 59.2 | 20,935 | 2.1 | 40.8 | 51,300 | 2.2 |
| SOCI | Social studies | 145,030 | 10.9 | 63.3 | 84,155 | 8.4 | 36.7 | 229,185 | 9.8 |
| NSET | Non-SET total | 773,125 | 58.0 | 61.3 | 488,335 | 48.5 | 38.7 | 1,261,460 | 53.9 |

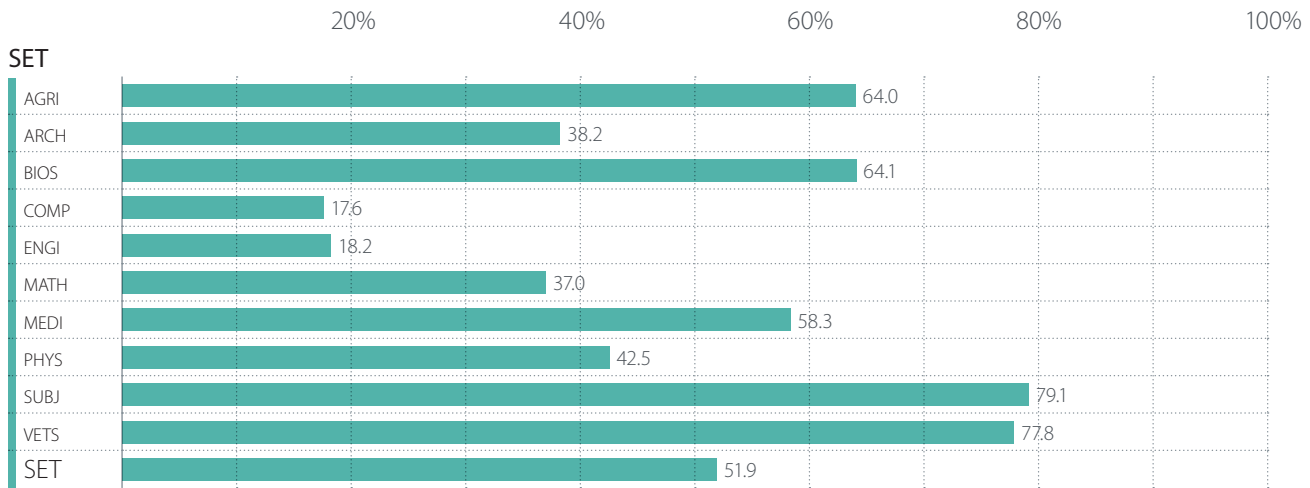
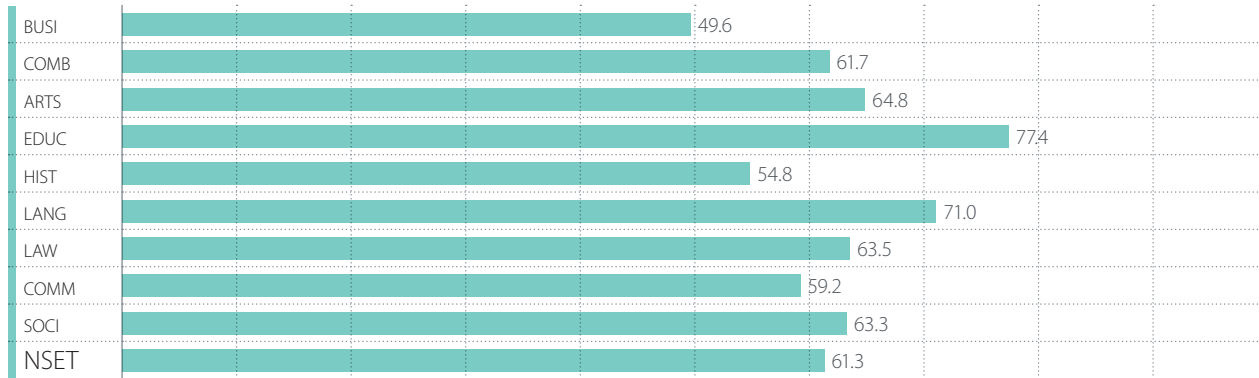
All subject areas

| | | | | | | | | | |
|-----|-------------------|-----------|-------|------|-----------|-------|------|-----------|-------|
| All | All subject areas | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 |
|-----|-------------------|-----------|-------|------|-----------|-------|------|-----------|-------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of students who were female

**Non-SET****All subject areas**

4.6

First degree undergraduate students by subject area and gender

← Degree level
definition:
see page 13

← Subject areas
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------------|----------------------------------|---------|------|------|---------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 6,650 | 0.7 | 70.1 | 2,830 | 0.4 | 29.9 | 9,485 | 0.6 |
| ARCH | Architecture, building, planning | 12,000 | 1.3 | 36.2 | 21,130 | 3.0 | 63.8 | 33,130 | 2.0 |
| BIOS | Biological sciences | 116,190 | 12.8 | 63.6 | 66,470 | 9.3 | 36.4 | 182,665 | 11.3 |
| COMP | Computer science | 12,885 | 1.4 | 15.3 | 71,125 | 10.0 | 84.7 | 84,015 | 5.2 |
| ENGI | Engineering, technology | 19,575 | 2.2 | 16.7 | 97,345 | 13.6 | 83.3 | 116,915 | 7.2 |
| MATH | Mathematical sciences | 13,865 | 1.5 | 37.4 | 23,205 | 3.2 | 62.6 | 37,070 | 2.3 |
| MEDI | Medicine, dentistry | 26,090 | 2.9 | 57.3 | 19,455 | 2.7 | 42.7 | 45,550 | 2.8 |
| PHYS | Physical sciences | 31,095 | 3.4 | 42.6 | 41,985 | 5.9 | 57.4 | 73,080 | 4.5 |
| SUBJ | Subjects allied to medicine | 136,985 | 15.1 | 80.4 | 33,455 | 4.7 | 19.6 | 170,440 | 10.5 |
| VETS | Veterinary science | 4,600 | 0.5 | 80.5 | 1,115 | 0.2 | 19.5 | 5,715 | 0.4 |
| SET | SET total | 379,940 | 41.9 | 50.1 | 378,120 | 52.9 | 49.9 | 758,060 | 46.8 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 109,335 | 12.1 | 48.2 | 117,340 | 16.4 | 51.8 | 226,675 | 14.0 |
| COMB | Combined | 10,925 | 1.2 | 61.8 | 6,750 | 0.9 | 38.2 | 17,675 | 1.1 |
| ARTS | Creative arts, design | 94,985 | 10.5 | 64.8 | 51,535 | 7.2 | 35.2 | 146,525 | 9.0 |
| EDUC | Education | 48,205 | 5.3 | 87.3 | 7,035 | 1.0 | 12.7 | 55,240 | 3.4 |
| HIST | Historical, philosophical studies | 35,710 | 3.9 | 55.5 | 28,600 | 4.0 | 44.5 | 64,315 | 4.0 |
| LANG | Languages | 56,550 | 6.2 | 73.0 | 20,900 | 2.9 | 27.0 | 77,450 | 4.8 |
| LAW | Law | 45,595 | 5.0 | 65.2 | 24,390 | 3.4 | 34.8 | 69,980 | 4.3 |
| COMM | Mass comms, documentation | 22,010 | 2.4 | 56.7 | 16,810 | 2.4 | 43.3 | 38,820 | 2.4 |
| SOCI | Social studies | 103,205 | 11.4 | 62.1 | 63,080 | 8.8 | 37.9 | 166,285 | 10.3 |
| NSET | Non-SET total | 526,525 | 58.1 | 61.0 | 336,435 | 47.1 | 39.0 | 862,960 | 53.2 |

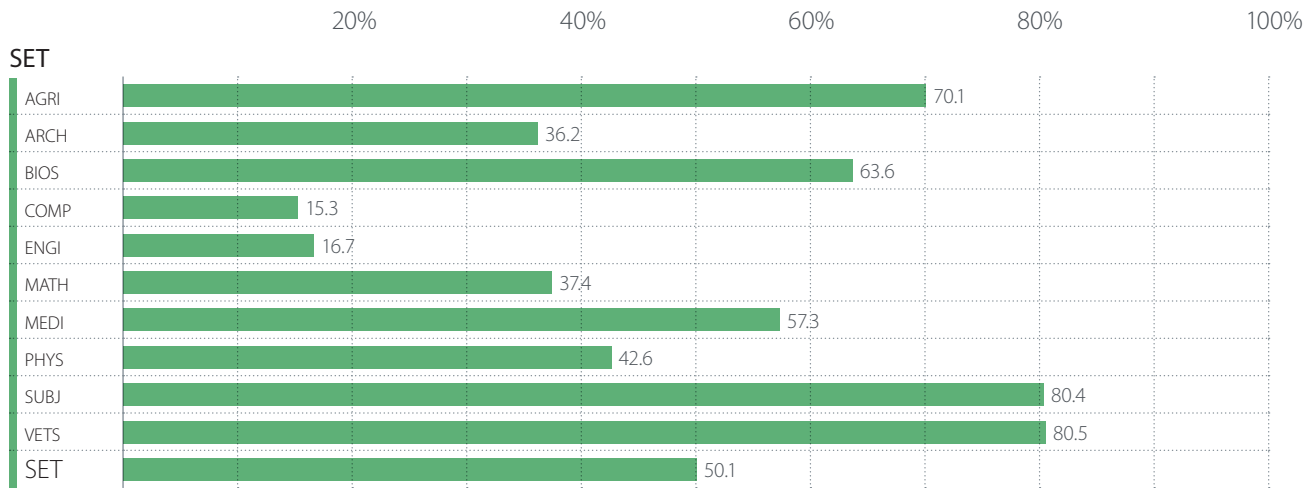
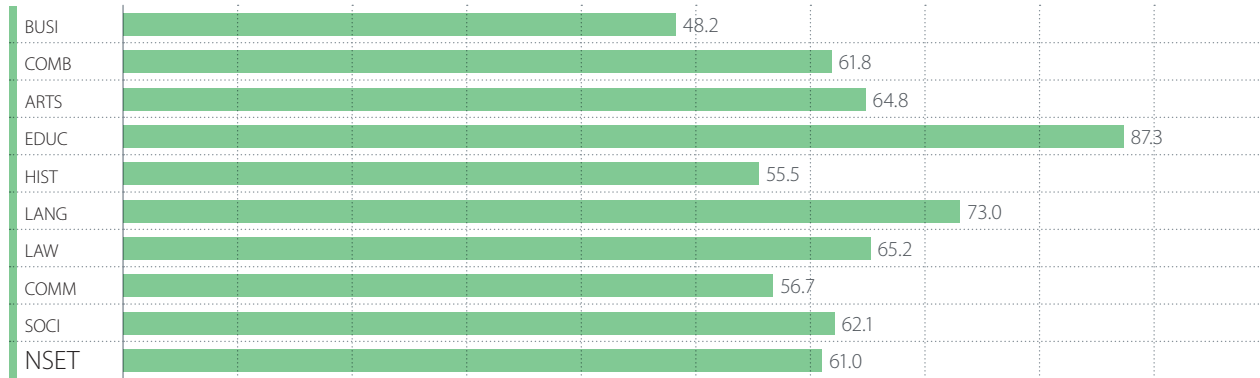
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|---------|-------|------|-----------|-------|
| All | All subject areas | 906,465 | 100.0 | 55.9 | 714,555 | 100.0 | 44.1 | 1,621,020 | 100.0 |
|-----|-------------------|---------|-------|------|---------|-------|------|-----------|-------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of first degree undergraduates who were female

**Non-SET****All subject areas**

4.7

Other undergraduate students by subject area and gender

← Degree level
definition:
see page 13

← Subject areas
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------------|----------------------------------|--------|------|------|--------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 3,105 | 3.2 | 56.0 | 2,445 | 4.3 | 44.0 | 5,550 | 3.6 |
| ARCH | Architecture, building, planning | 965 | 1.0 | 27.9 | 2,500 | 4.4 | 72.1 | 3,465 | 2.2 |
| BIOS | Biological sciences | 3,565 | 3.7 | 55.2 | 2,895 | 5.1 | 44.8 | 6,460 | 4.2 |
| COMP | Computer science | 720 | 0.7 | 18.1 | 3,250 | 5.7 | 81.9 | 3,970 | 2.6 |
| ENGI | Engineering, technology | 1,055 | 1.1 | 10.2 | 9,330 | 16.3 | 89.8 | 10,385 | 6.7 |
| MATH | Mathematical sciences | 185 | 0.2 | 35.2 | 340 | 0.6 | 64.8 | 525 | 0.3 |
| MEDI | Medicine, dentistry | 335 | 0.3 | 84.3 | 60 | 0.1 | 15.7 | 395 | 0.3 |
| PHYS | Physical sciences | 710 | 0.7 | 42.0 | 980 | 1.7 | 58.0 | 1,690 | 1.1 |
| SUBJ | Subjects allied to medicine | 35,895 | 36.9 | 82.1 | 7,830 | 13.7 | 17.9 | 43,725 | 28.3 |
| VETS | Veterinary science | 0 | 0.0 | .. | 0 | 0.0 | .. | 0 | .. |
| SET | SET total | 46,530 | 47.8 | 61.1 | 29,635 | 51.7 | 38.9 | 76,165 | 49.3 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|--------|------|------|--------|------|
| BUSI | Business, administrative studies | 6,765 | 7.0 | 50.7 | 6,580 | 11.5 | 49.3 | 13,345 | 8.6 |
| COMB | Combined | 9,850 | 10.1 | 61.3 | 6,230 | 10.9 | 38.7 | 16,075 | 10.4 |
| ARTS | Creative arts, design | 3,295 | 3.4 | 63.2 | 1,925 | 3.4 | 36.8 | 5,220 | 3.4 |
| EDUC | Education | 14,135 | 14.5 | 76.3 | 4,395 | 7.7 | 23.7 | 18,530 | 12.0 |
| HIST | Historical, philosophical studies | 1,400 | 1.4 | 57.0 | 1,055 | 1.8 | 43.0 | 2,455 | 1.6 |
| LANG | Languages | 5,700 | 5.9 | 58.2 | 4,095 | 7.2 | 41.8 | 9,795 | 6.3 |
| LAW | Law | 1,100 | 1.1 | 61.1 | 700 | 1.2 | 38.9 | 1,800 | 1.2 |
| COMM | Mass comms, documentation | 245 | 0.3 | 43.6 | 320 | 0.6 | 56.4 | 565 | 0.4 |
| SOCI | Social studies | 8,250 | 8.5 | 77.9 | 2,335 | 4.1 | 22.1 | 10,585 | 6.9 |
| NSET | Non-SET total | 50,735 | 52.2 | 64.7 | 27,635 | 48.3 | 35.3 | 78,370 | 50.7 |

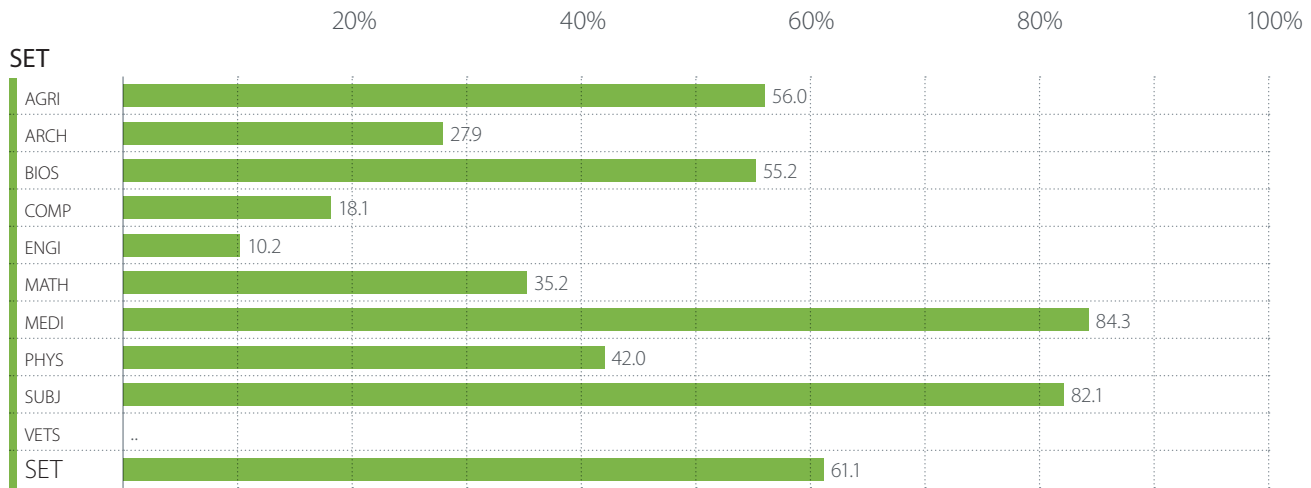
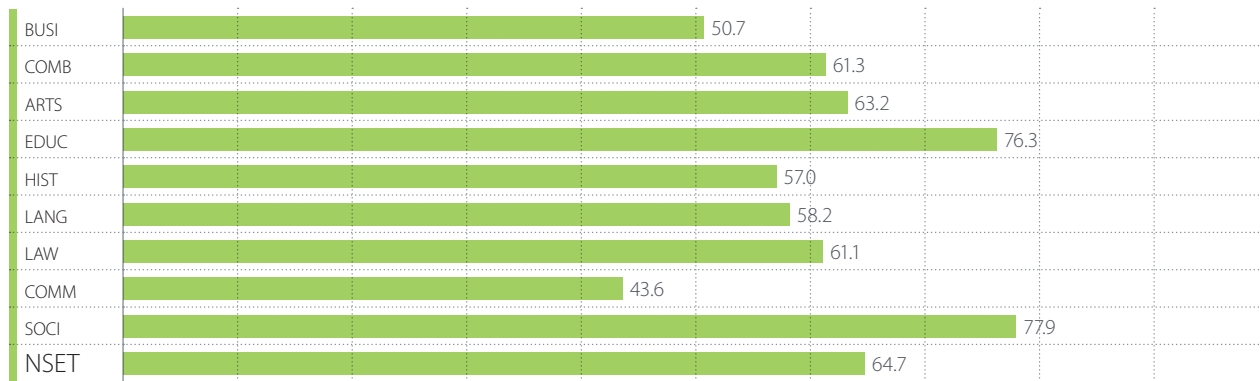
All subject areas

| | | | | | | | | | |
|-----|-------------------|--------|-------|------|--------|-------|------|---------|-------|
| All | All subject areas | 97,270 | 100.0 | 62.9 | 57,270 | 100.0 | 37.1 | 154,540 | 100.0 |
|-----|-------------------|--------|-------|------|--------|-------|------|---------|-------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of other undergraduates who were female

**Non-SET****All subject areas**

4.8

Research postgraduate students by subject area and gender

← Degree level
definition:
see page 13

← Subject areas
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------------|----------------------------------|--------|------|------|--------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 475 | 0.9 | 56.1 | 370 | 0.6 | 43.9 | 845 | 0.8 |
| ARCH | Architecture, building, planning | 850 | 1.6 | 43.3 | 1,110 | 1.9 | 56.7 | 1,960 | 1.8 |
| BIOS | Biological sciences | 9,235 | 17.1 | 60.8 | 5,945 | 10.4 | 39.2 | 15,175 | 13.6 |
| COMP | Computer science | 1,335 | 2.5 | 27.2 | 3,560 | 6.2 | 72.8 | 4,895 | 4.4 |
| ENGI | Engineering, technology | 3,545 | 6.6 | 25.3 | 10,445 | 18.2 | 74.7 | 13,990 | 12.6 |
| MATH | Mathematical sciences | 855 | 1.6 | 28.6 | 2,125 | 3.7 | 71.4 | 2,980 | 2.7 |
| MEDI | Medicine, dentistry | 4,875 | 9.0 | 59.3 | 3,340 | 5.8 | 40.7 | 8,215 | 7.4 |
| PHYS | Physical sciences | 4,940 | 9.1 | 37.6 | 8,205 | 14.3 | 62.4 | 13,145 | 11.8 |
| SUBJ | Subjects allied to medicine | 5,145 | 9.5 | 61.4 | 3,230 | 5.6 | 38.6 | 8,375 | 7.5 |
| VETS | Veterinary science | 240 | 0.4 | 66.7 | 120 | 0.2 | 33.3 | 360 | 0.3 |
| SET | SET total | 31,490 | 58.2 | 45.0 | 38,455 | 67.1 | 55.0 | 69,950 | 62.8 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|--------|------|------|--------|------|------|--------|------|
| BUSI | Business, administrative studies | 3,055 | 5.6 | 45.7 | 3,630 | 6.3 | 54.3 | 6,685 | 6.0 |
| COMB | Combined | 15 | 0.0 | 58.6 | 10 | 0.0 | 41.4 | 30 | 0.0 |
| ARTS | Creative arts, design | 2,190 | 4.0 | 55.6 | 1,745 | 3.0 | 44.4 | 3,935 | 3.5 |
| EDUC | Education | 4,205 | 7.8 | 67.8 | 1,995 | 3.5 | 32.2 | 6,200 | 5.6 |
| HIST | Historical, philosophical studies | 3,335 | 6.2 | 46.7 | 3,810 | 6.6 | 53.3 | 7,140 | 6.4 |
| LANG | Languages | 3,365 | 6.2 | 62.8 | 2,000 | 3.5 | 37.2 | 5,365 | 4.8 |
| LAW | Law | 1,110 | 2.1 | 52.3 | 1,015 | 1.8 | 47.7 | 2,125 | 1.9 |
| COMM | Mass comms, documentation | 685 | 1.3 | 57.2 | 515 | 0.9 | 42.8 | 1,200 | 1.1 |
| SOCI | Social studies | 4,670 | 8.6 | 53.2 | 4,110 | 7.2 | 46.8 | 8,780 | 7.9 |
| NSET | Non-SET total | 22,630 | 41.8 | 54.6 | 18,830 | 32.9 | 45.4 | 41,460 | 37.2 |

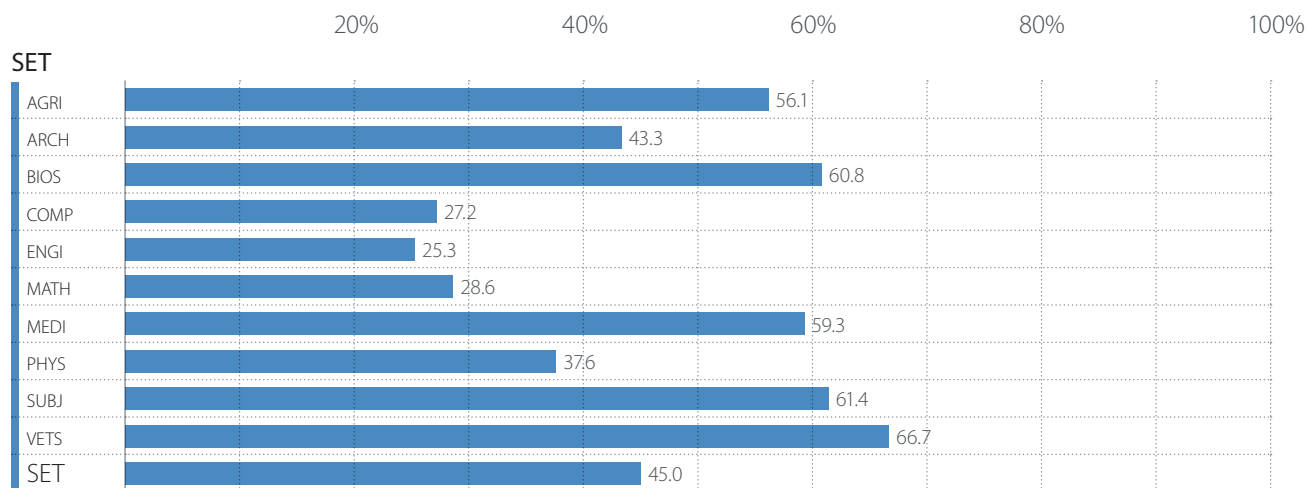
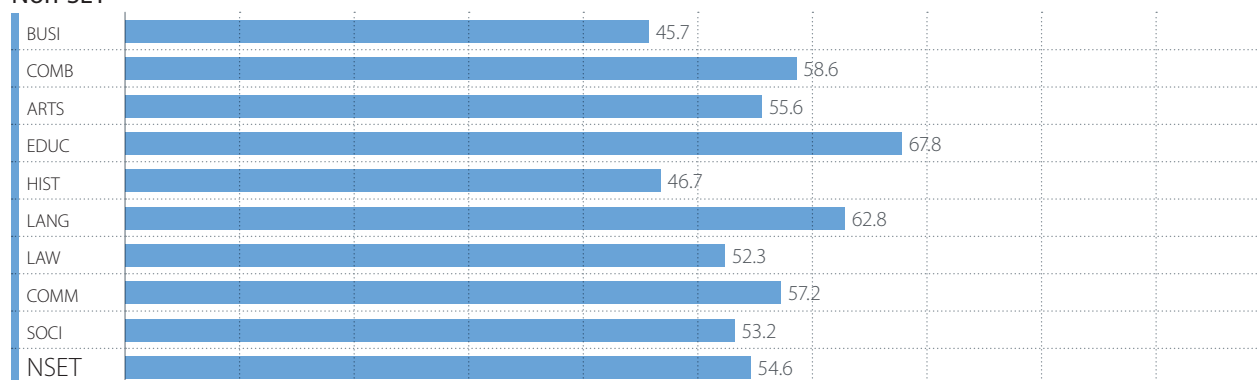
All subject areas

| | | | | | | | | | |
|-----|-------------------|--------|-------|------|--------|-------|------|---------|-------|
| All | All subject areas | 54,125 | 100.0 | 48.6 | 57,285 | 100.0 | 51.4 | 111,405 | 100.0 |
|-----|-------------------|--------|-------|------|--------|-------|------|---------|-------|

Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of research postgraduates who were female

**Non-SET****All subject areas**

4.9

Taught postgraduate students by subject area and gender

← Degree level
definition:
see page 13

← Subject areas
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------------|----------------------------------|---------|------|------|--------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SET | | | | | | | | | |
| AGRI | Agriculture, related subjects | 1,725 | 0.6 | 61.7 | 1,070 | 0.6 | 38.3 | 2,795 | 0.6 |
| ARCH | Architecture, building, planning | 6,660 | 2.4 | 44.2 | 8,395 | 4.7 | 55.8 | 15,050 | 3.3 |
| BIOS | Biological sciences | 20,895 | 7.6 | 70.9 | 8,590 | 4.8 | 29.1 | 29,490 | 6.5 |
| COMP | Computer science | 3,940 | 1.4 | 27.6 | 10,365 | 5.8 | 72.4 | 14,305 | 3.1 |
| ENGI | Engineering, technology | 5,875 | 2.1 | 24.9 | 17,755 | 9.9 | 75.1 | 23,625 | 5.2 |
| MATH | Mathematical sciences | 1,555 | 0.6 | 39.3 | 2,405 | 1.3 | 60.7 | 3,965 | 0.9 |
| MEDI | Medicine, dentistry | 7,040 | 2.6 | 60.4 | 4,615 | 2.6 | 39.6 | 11,655 | 2.6 |
| PHYS | Physical sciences | 3,895 | 1.4 | 50.3 | 3,845 | 2.2 | 49.7 | 7,735 | 1.7 |
| SUBJ | Subjects allied to medicine | 49,700 | 18.0 | 76.1 | 15,640 | 8.8 | 23.9 | 65,340 | 14.4 |
| VETS | Veterinary science | 1,275 | 0.5 | 71.3 | 515 | 0.3 | 28.7 | 1,790 | 0.4 |
| SET | SET total | 102,560 | 37.2 | 58.4 | 73,185 | 41.0 | 41.6 | 175,745 | 38.7 |

Non-SET

| | | | | | | | | | |
|------|-----------------------------------|---------|------|------|---------|------|------|---------|------|
| BUSI | Business, administrative studies | 51,085 | 18.5 | 53.1 | 45,100 | 25.2 | 46.9 | 96,185 | 21.2 |
| COMB | Combined | 875 | 0.3 | 66.1 | 450 | 0.3 | 33.9 | 1,325 | 0.3 |
| ARTS | Creative arts, design | 14,985 | 5.4 | 66.7 | 7,480 | 4.2 | 33.3 | 22,465 | 4.9 |
| EDUC | Education | 45,945 | 16.7 | 70.2 | 19,470 | 10.9 | 29.8 | 65,415 | 14.4 |
| HIST | Historical, philosophical studies | 5,605 | 2.0 | 55.8 | 4,445 | 2.5 | 44.2 | 10,050 | 2.2 |
| LANG | Languages | 7,760 | 2.8 | 72.1 | 3,010 | 1.7 | 27.9 | 10,770 | 2.4 |
| LAW | Law | 10,650 | 3.9 | 58.5 | 7,560 | 4.2 | 41.5 | 18,210 | 4.0 |
| COMM | Mass comms, documentation | 7,415 | 2.7 | 69.2 | 3,295 | 1.8 | 30.8 | 10,710 | 2.4 |
| SOCI | Social studies | 28,905 | 10.5 | 66.4 | 14,630 | 8.2 | 33.6 | 43,535 | 9.6 |
| NSET | Non-SET total | 173,230 | 62.8 | 62.2 | 105,440 | 59.0 | 37.8 | 278,670 | 61.3 |

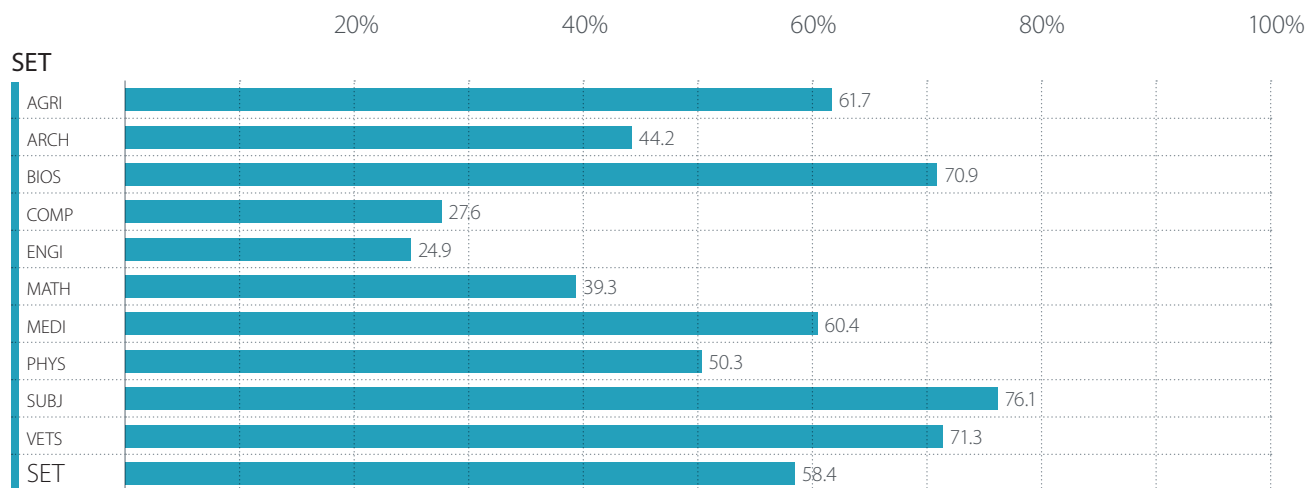
All subject areas

| | | | | | | | | | |
|-----|-------------------|---------|-------|------|---------|-------|------|---------|-------|
| All | All subject areas | 275,795 | 100.0 | 60.7 | 178,625 | 100.0 | 39.3 | 454,420 | 100.0 |
|-----|-------------------|---------|-------|------|---------|-------|------|---------|-------|

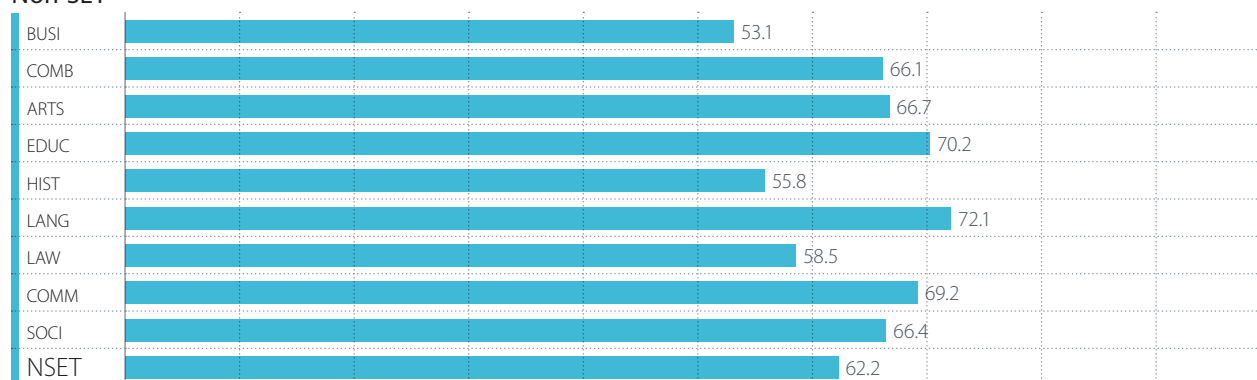
Additional data for first year students is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of taught postgraduates who were female



Non-SET



All subject areas



4.10

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

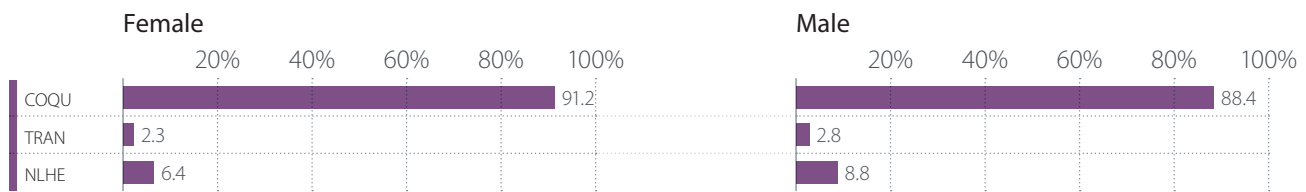
← Domicile
definition:
see page 13

← Continuation
definition:
see page 14

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------|---------------------|---------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| COQU | Continue or qualify | 211,955 | 91.2 | 57.3 | 158,125 | 88.4 | 42.7 | 370,080 | 90.0 |
| TRAN | Transfer | 5,420 | 2.3 | 51.7 | 5,060 | 2.8 | 48.3 | 10,480 | 2.5 |
| NLHE | No longer in HE | 14,910 | 6.4 | 48.6 | 15,745 | 8.8 | 51.4 | 30,650 | 7.5 |
| All | All categories | 232,280 | 100.0 | 56.5 | 178,930 | 100.0 | 43.5 | 411,210 | 100.0 |

Proportion of UK domiciled Female and Male by continuation category



4.11

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

← Qualifiers definition: see page 15

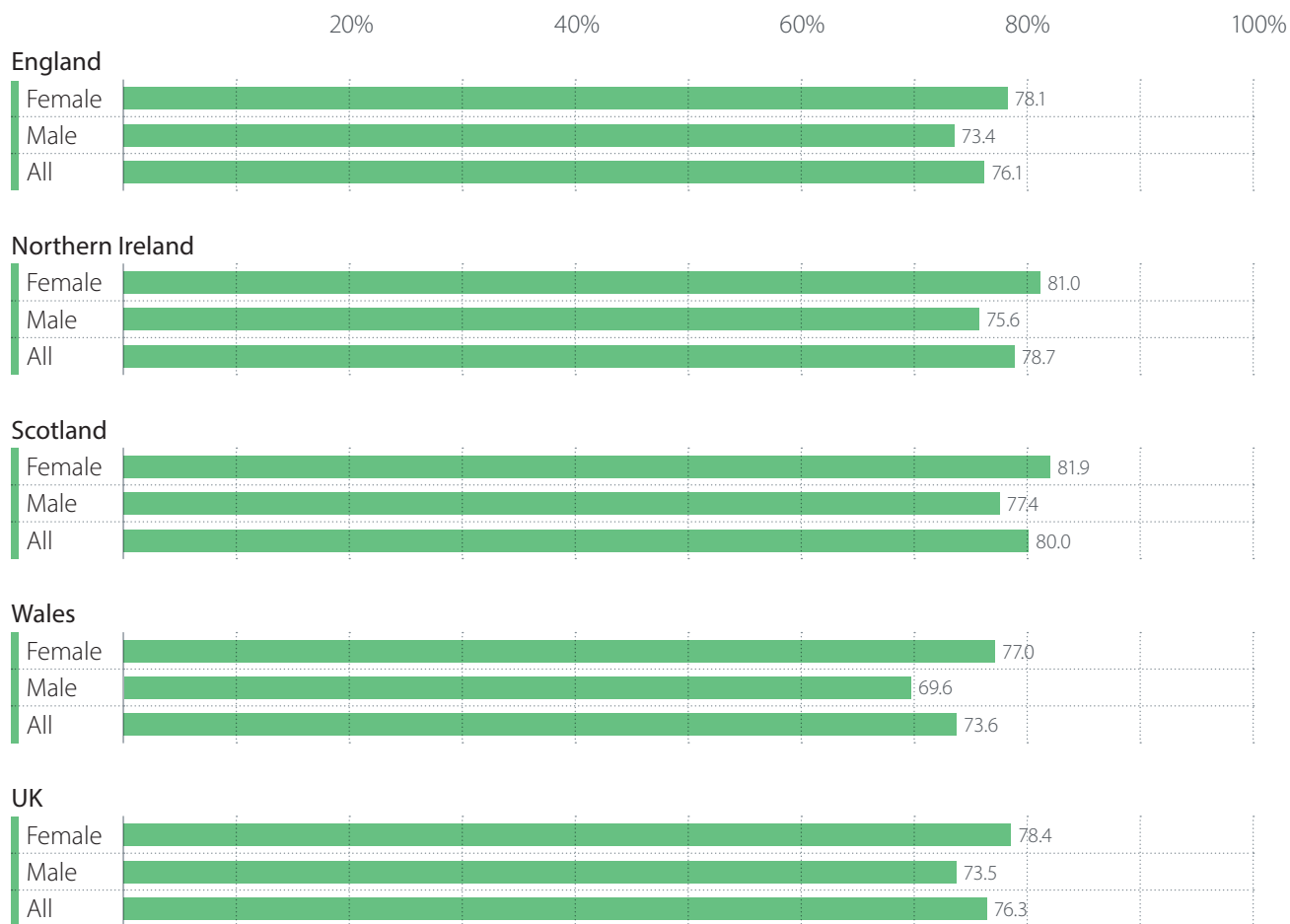
← Country of institution definition: see page 13

← Degree attainment definition: see page 15

← Gender definition: see page 11

| | First/2:1 | | First | | 2:1 | | 2:2 | | Third/pass | | All |
|-------------------------|-----------|------|---------|------|---------|------|--------|------|------------|-------|---------|
| | No. | → % | No. | → % | No. | → % | No. | → % | No. | → % | No. |
| England | | | | | | | | | | | |
| Female | 152,150 | 78.1 | 55,320 | 28.4 | 96,830 | 49.7 | 34,730 | 17.8 | 7,890 | 4.1 | 194,770 |
| Male | 105,050 | 73.4 | 39,320 | 27.5 | 65,730 | 45.9 | 30,305 | 21.2 | 7,805 | 5.5 | 143,155 |
| All | 257,200 | 76.1 | 94,640 | 28.0 | 162,565 | 48.1 | 65,030 | 19.2 | 15,695 | 4.6 | 337,930 |
| Northern Ireland | | | | | | | | | | | |
| Female | 4,125 | 81.0 | 1,435 | 28.2 | 2,690 | 52.8 | 870 | 17.1 | 95 | 1.9 | 5,095 |
| Male | 2,875 | 75.6 | 1,015 | 26.6 | 1,860 | 48.9 | 790 | 20.7 | 140 | 3.7 | 3,805 |
| All | 7,000 | 78.7 | 2,450 | 27.5 | 4,550 | 51.2 | 1,660 | 18.7 | 240 | 2.7 | 8,900 |
| Scotland | | | | | | | | | | | |
| Female | 13,325 | 81.9 | 4,370 | 26.8 | 8,955 | 55.0 | 2,480 | 15.2 | 470 | 2.9 | 16,280 |
| Male | 9,335 | 77.4 | 3,195 | 26.5 | 6,135 | 50.9 | 2,255 | 18.7 | 475 | 4.0 | 12,065 |
| All | 22,660 | 80.0 | 7,565 | 26.7 | 15,095 | 53.3 | 4,735 | 16.7 | 945 | 3.3 | 28,345 |
| Wales | | | | | | | | | | | |
| Female | 9,000 | 77.0 | 3,290 | 28.1 | 5,710 | 48.8 | 2,265 | 19.4 | 430 | 3.7 | 11,695 |
| Male | 6,885 | 69.6 | 2,470 | 24.9 | 4,420 | 44.7 | 2,490 | 25.2 | 515 | 5.2 | 9,895 |
| All | 15,885 | 73.6 | 5,760 | 26.7 | 10,130 | 46.9 | 4,755 | 22.0 | 945 | 4.4 | 21,590 |
| UK | | | | | | | | | | | |
| Female | 178,605 | 78.4 | 64,415 | 28.3 | 114,190 | 50.1 | 40,350 | 17.7 | 8,885 | 3.9 | 227,840 |
| Male | 124,145 | 73.5 | 46,000 | 27.2 | 78,150 | 46.3 | 35,835 | 21.2 | 8,940 | 5.3 | 168,920 |
| All | 302,750 | 76.3 | 110,415 | 27.8 | 192,340 | 48.5 | 76,185 | 19.2 | 17,825 | 4.493 | 396,760 |

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 15

← Subject areas definition: see page 14

← Degree attainment definition: see page 15

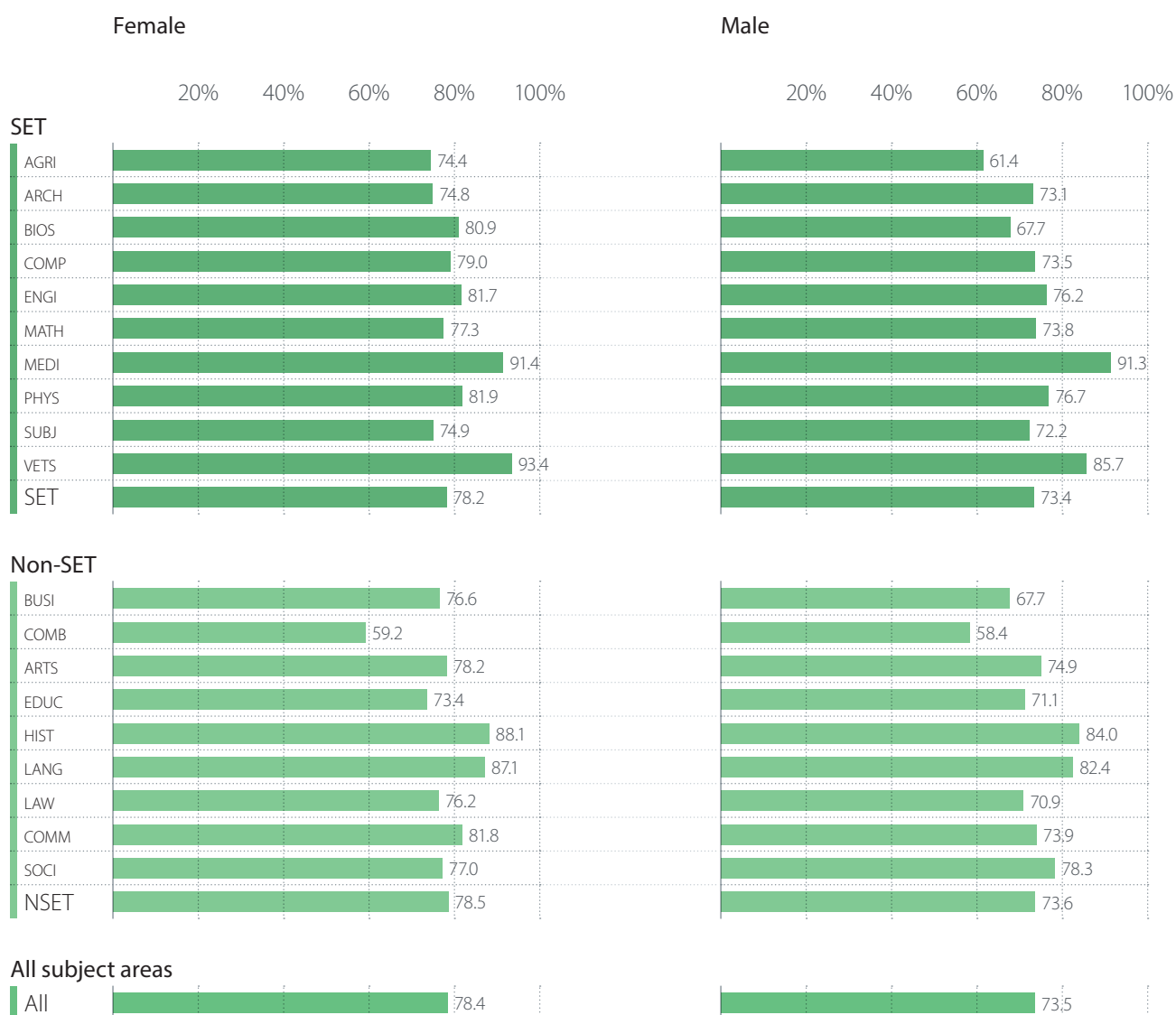
← Gender definition: see page 11

| | | Female | | | | | | Male | | | | | |
|--------------------------|-----------------------------------|-----------|------|-----------|-------|------|--|-----------|------|-----------|-------|------|--|
| | | First/2:1 | | 2:2/third | | | | First/2:1 | | 2:2/third | | | |
| | | No. | → % | No. | ↓ % | → % | | No. | → % | No. | ↓ % | → % | |
| SET | | | | | | | | | | | | | |
| AGRI | Agriculture, related subjects | 1,365 | 74.4 | 470 | 1.0 | 25.6 | | 535 | 61.4 | 340 | 0.8 | 38.6 | |
| ARCH | Architecture, building, planning | 2,125 | 74.8 | 715 | 1.5 | 25.2 | | 3,495 | 73.1 | 1,285 | 2.9 | 26.9 | |
| BIOS | Biological sciences | 22,525 | 80.9 | 5,325 | 10.8 | 19.1 | | 10,955 | 67.7 | 5,230 | 11.7 | 32.3 | |
| COMP | Computer science | 2,120 | 79.0 | 565 | 1.1 | 21.0 | | 10,555 | 73.5 | 3,800 | 8.5 | 26.5 | |
| ENGI | Engineering, technology | 3,450 | 81.7 | 775 | 1.6 | 18.3 | | 16,515 | 76.2 | 5,165 | 11.5 | 23.8 | |
| MATH | Mathematical sciences | 2,630 | 77.3 | 775 | 1.6 | 22.7 | | 3,790 | 73.8 | 1,345 | 3.0 | 26.2 | |
| MEDI | Medicine, dentistry | 875 | 91.4 | 80 | 0.2 | 8.6 | | 655 | 91.3 | 60 | 0.1 | 8.7 | |
| PHYS | Physical sciences | 6,255 | 81.9 | 1,380 | 2.8 | 18.1 | | 7,840 | 76.7 | 2,380 | 5.3 | 23.3 | |
| SUBJ | Subjects allied to medicine | 26,005 | 74.9 | 8,715 | 17.7 | 25.1 | | 5,680 | 72.2 | 2,190 | 4.9 | 27.8 | |
| VETS | Veterinary science | 155 | 93.4 | 10 | 0.0 | 6.6 | | 30 | 85.7 | 5 | 0.0 | 14.3 | |
| SET | SET total | 67,505 | 78.2 | 18,810 | 38.2 | 21.8 | | 60,050 | 73.4 | 21,795 | 48.7 | 26.6 | |
| Non-SET | | | | | | | | | | | | | |
| BUSI | Business, administrative studies | 23,590 | 76.6 | 7,205 | 14.6 | 23.4 | | 20,805 | 67.7 | 9,935 | 22.2 | 32.3 | |
| COMB | Combined | 1,035 | 59.2 | 715 | 1.5 | 40.8 | | 590 | 58.4 | 420 | 0.9 | 41.6 | |
| ARTS | Creative arts, design | 20,465 | 78.2 | 5,720 | 11.6 | 21.8 | | 10,265 | 74.9 | 3,450 | 7.7 | 25.1 | |
| EDUC | Education | 10,300 | 73.4 | 3,730 | 7.6 | 26.6 | | 1,395 | 71.1 | 570 | 1.3 | 28.9 | |
| HIST | Historical, philosophical studies | 8,330 | 88.1 | 1,125 | 2.3 | 11.9 | | 6,420 | 84.0 | 1,225 | 2.7 | 16.0 | |
| LANG | Languages | 12,995 | 87.1 | 1,920 | 3.9 | 12.9 | | 4,400 | 82.4 | 940 | 2.1 | 17.6 | |
| LAW | Law | 8,710 | 76.2 | 2,725 | 5.5 | 23.8 | | 4,395 | 70.9 | 1,805 | 4.0 | 29.1 | |
| COMM | Mass comms, documentation | 5,270 | 81.8 | 1,175 | 2.4 | 18.2 | | 3,385 | 73.9 | 1,195 | 2.7 | 26.1 | |
| SOCI | Social studies | 20,400 | 77.0 | 6,105 | 12.4 | 23.0 | | 12,450 | 78.3 | 3,445 | 7.7 | 21.7 | |
| NSET | Non-SET total | 111,100 | 78.5 | 30,425 | 61.8 | 21.5 | | 64,100 | 73.6 | 22,980 | 51.3 | 26.4 | |
| All subject areas | | | | | | | | | | | | | |
| All | All subject areas | 178,605 | 78.4 | 40,345 | 100.0 | 17.7 | | 124,150 | 73.5 | 35,835 | 100.0 | 21.2 | |

Additional data by detailed degree class is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of qualifiers who received a first/2:1



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 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 agreements 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.ecu.ac.uk/publications/intersectional-approaches-to-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 (13.8%), with disability disclosure rates lowest among those aged 22 to 25 (11.7%). For a few impairment types, disclosure rates increased with age. For example, the proportion of students disclosing a long-standing illness or health condition rose from 8.9% of disabled students aged 21 and under to 14.5% of those aged 36 and over. In contrast, those disclosing a mental health condition, social communication/autistic spectrum disorder, or a 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 62.8% aged 21 and under compared with 58.5% of White students. Age profiles varied, however, among UK BAME ethnic groups. For example, Asian students had a markedly younger age profile than Black students, with 71.1% aged 21 or under, compared with 49.9% 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 increased with age. 54.8% of those aged 21 and under were female, rising to 63.8% 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 (17.2%), followed by White students (16.1%). In contrast, just 6.8% of UK Chinese students and 8.7% of UK Asian students disclosed as disabled. Disclosure rates of specific impairments also varied by ethnicity. For example, 11.3% of UK domiciled BAME disabled students disclosed a long standing illness or health condition, compared with 9.3% of UK White disabled students. In contrast, 4.2% of UK White disabled students disclosed a social communication/autistic spectrum disorder impairment compared with 2.4% of UK BAME disabled students.

5.7 Disability status and gender: Disclosure of certain impairments varied by gender. This was most pronounced among students disclosing a mental health condition, with 28.0% of female disabled students disclosing this impairment, compared with 17.3% of male disabled students. In contrast, proportionally more male disabled students disclosed having a social communication/autistic spectrum disorder or a specific learning difficulty (7.3% and 43.0%, respectively) than female disabled students (1.5% and 35.4%, 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 59.8% in this ethnic group. Among UK Asian students, this was considerably lower, at 53.1%.

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 (76.6% compared with 74.7%). The disability degree attainment gap was largest among those aged 36 and over, where 61.6% of disabled qualifiers received a first/2:1 compared with 64.8% 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 attainment gap widened with age: there was a 19.6 percentage point difference in the proportion of UK White and BAME qualifiers aged 36 and over, almost triple the difference among those aged 21 and under (7.4 percentage points).

5.11 Age and gender: The gender degree attainment gap tended to narrow as the age of qualifiers increased: among qualifiers aged 21 and under, there was a 6.5 percentage point difference compared with a 2.4 percentage point

gap among those aged 36 and over. However, among qualifiers aged 22-25, there was only a marginal attainment gap, which was in favour of men (0.1%).

5.12 Disability status and ethnic group: Within every UK domiciled ethnic group, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers. The disability degree attainment gap was greater among White students (4.7 percentage points) than BAME students (2.9 percentage points) and ranged among ethnic groups from a 1.1 percentage point difference among UK mixed race qualifiers to 6.0 percentage points for UK Chinese qualifiers. Notably, the BAME attainment gap was present among both disabled and non-disabled qualifiers, with the widest gap in both groups being between Black qualifiers and White qualifiers (22.9 percentage points among disabled and 23.7 percentage points among non-disabled qualifiers, respectively).

5.13 Disability status and gender: The disability degree attainment gap was wider among female qualifiers than among male qualifiers. 78.8% of non-disabled female qualifiers received a first/2:1 compared with 76.1% of disabled female qualifiers (a 2.7 percentage point gap). In comparison, 73.7% of non-disabled male qualifiers received a first/2:1 compared with 72.3% of non-disabled male qualifiers (a 1.4 percentage point gap).

5.14 Ethnic group and gender: While the gender degree attainment gap among UK domiciled first degree qualifiers stood at 3.5 percentage points, it ranged from 2.0 percentage points for other ethnic background qualifiers to 5.1 percentage points for Chinese qualifiers. While the ethnicity degree attainment gap varied by gender, the gap between qualifiers from a Black background and a White background was by far the widest in both groups (23.1 percentage points among female qualifiers and 24.3 percentage points among male qualifiers). The degree attainment gap was most pronounced between Black male qualifiers (of whom 54.5% received a first/2:1) and White female qualifiers (82.4%, a difference of 27.9 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 | 1,160,650 | 86.9 | 56.9 | 335,970 | 88.3 | 16.5 |
| ND | Non-disabled students | 174,765 | 13.1 | 57.7 | 44,705 | 11.7 | 14.8 |
| All | All students | 1,335,415 | 13.1 | 57.0 | 380,680 | 11.7 | 16.2 |

| | | 26–35 | | | 36 and over | | | All students | |
|-----|-----------------------|---------|------|------|-------------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| DIS | Disabled students | 303,300 | 87.2 | 14.9 | 240,265 | 86.2 | 11.8 | 2,040,185 | 87.1 |
| ND | Non-disabled students | 44,650 | 12.8 | 14.8 | 38,565 | 13.8 | 12.7 | 302,685 | 12.9 |
| All | All students | 347,945 | 12.8 | 14.9 | 278,830 | 13.8 | 11.9 | 2,342,870 | 12.9 |

5.2

Disabled students by impairment type and age group

← Disability definition: see page 10

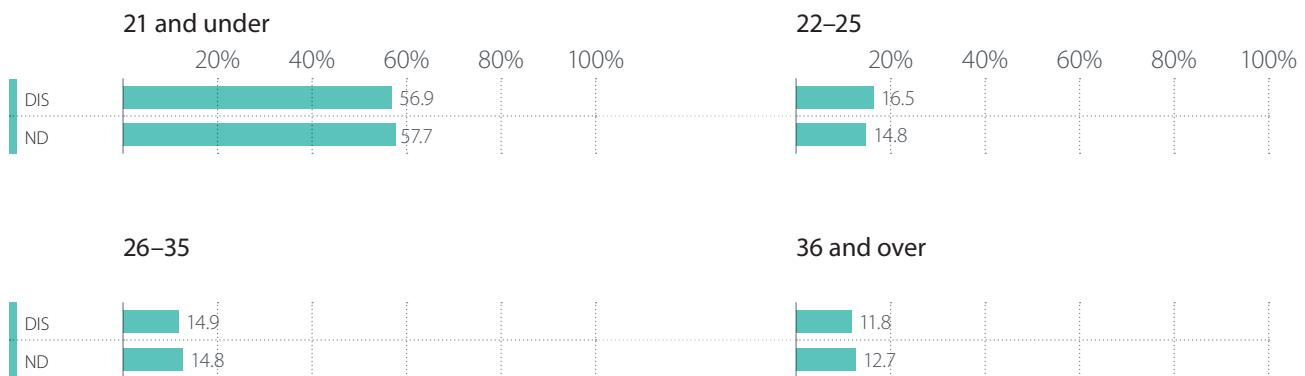
← Age definition: see page 10

← Impairment type definition: see page 12

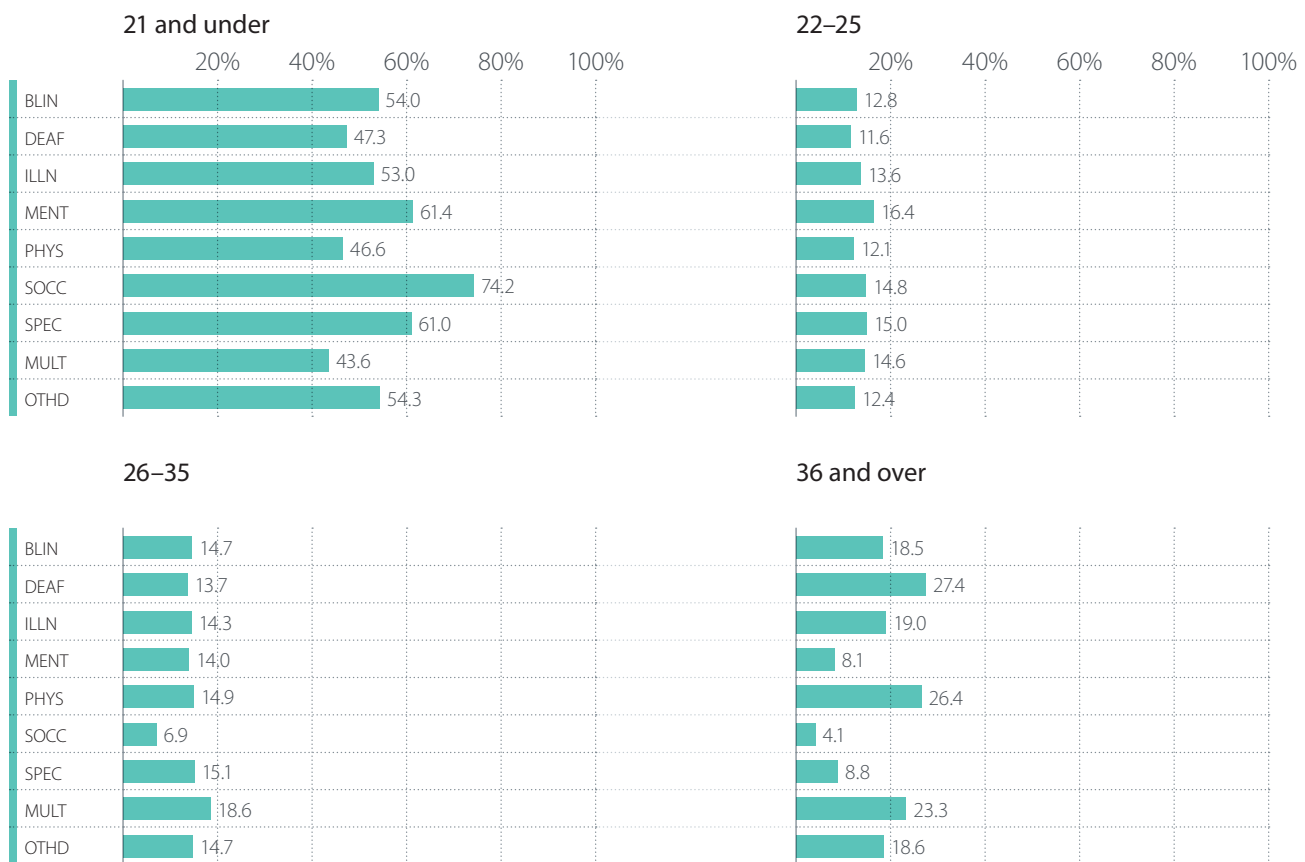
| | | 21 and under | | | 22–25 | | |
|------|---|--------------|------|------|--------|------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| BLIN | Blind or a serious visual impairment | 1,845 | 1.1 | 54.0 | 440 | 1.0 | 12.8 |
| DEAF | Deaf or a serious hearing impairment | 2,690 | 1.5 | 47.3 | 660 | 1.5 | 11.6 |
| ILLN | Long-standing illness or health condition | 15,615 | 8.9 | 53.0 | 4,020 | 9.0 | 13.6 |
| MENT | Mental health condition | 44,465 | 25.4 | 61.4 | 11,890 | 26.6 | 16.4 |
| PHYS | Physical impairment or mobility issues | 4,215 | 2.4 | 46.6 | 1,090 | 2.4 | 12.1 |
| SOCC | Social communication impairment | 8,465 | 4.8 | 74.2 | 1,685 | 3.8 | 14.8 |
| SPEC | Specific learning difficulty | 70,720 | 40.5 | 61.0 | 17,375 | 38.9 | 15.0 |
| MULT | Two or more impairments | 13,635 | 7.8 | 43.6 | 4,560 | 10.2 | 14.6 |
| OTHD | Other type of impairment | 13,120 | 7.5 | 54.3 | 2,995 | 6.7 | 12.4 |

| | | 26–35 | | | 36 and over | | | All students | |
|------|---|--------|------|------|-------------|------|------|--------------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BLIN | Blind or a serious visual impairment | 500 | 1.1 | 14.7 | 630 | 1.6 | 18.5 | 3,415 | 1.1 |
| DEAF | Deaf or a serious hearing impairment | 775 | 1.7 | 13.7 | 1,560 | 4.0 | 27.4 | 5,685 | 1.9 |
| ILLN | Long-standing illness or health condition | 4,215 | 9.4 | 14.3 | 5,605 | 14.5 | 19.0 | 29,455 | 9.7 |
| MENT | Mental health condition | 10,115 | 22.7 | 14.0 | 5,890 | 15.3 | 8.1 | 72,360 | 23.9 |
| PHYS | Physical impairment or mobility issues | 1,350 | 3.0 | 14.9 | 2,385 | 6.2 | 26.4 | 9,035 | 3.0 |
| SOCC | Social communication impairment | 785 | 1.8 | 6.9 | 470 | 1.2 | 4.1 | 11,400 | 3.8 |
| SPEC | Specific learning difficulty | 17,535 | 39.3 | 15.1 | 10,230 | 26.5 | 8.8 | 115,855 | 38.3 |
| MULT | Two or more impairments | 5,815 | 13.0 | 18.6 | 7,290 | 18.9 | 23.3 | 31,300 | 10.3 |
| OTHD | Other type of impairment | 3,555 | 8.0 | 14.7 | 4,510 | 11.7 | 18.6 | 24,180 | 8.0 |

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 13

← Age definition: see page 10

← Ethnicity definition: see page 10

| | | | 21 and under | | | 22–25 | | |
|------|--------------|--|--------------|-------|------|---------|-------|------|
| | | | No. | ↓ % | → % | No. | ↓ % | → % |
| W | White | | 829,215 | 75.1 | 58.5 | 183,960 | 78.7 | 13.0 |
| BAME | BAME total | | 274,365 | 24.9 | 62.8 | 49,930 | 21.3 | 11.4 |
| A | Asian | | 132,115 | 12.0 | 71.1 | 19,605 | 8.4 | 10.5 |
| B | Black | | 66,590 | 6.0 | 49.9 | 14,715 | 6.3 | 11.0 |
| C | Chinese | | 10,190 | 0.9 | 64.8 | 2,440 | 1.0 | 15.5 |
| M | Mixed | | 48,170 | 4.4 | 66.6 | 9,280 | 4.0 | 12.8 |
| O | Other | | 17,300 | 1.6 | 58.7 | 3,890 | 1.7 | 13.2 |
| All | All students | | 1,103,580 | 100.0 | 59.5 | 233,890 | 100.0 | 12.6 |

| | | | 26–35 | | | 36 and over | | | All students | |
|------|--------------|--|---------|-------|------|-------------|-------|------|--------------|-------|
| | | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| W | White | | 211,935 | 79.6 | 14.9 | 192,620 | 76.7 | 13.6 | 1,417,725 | 76.4 |
| BAME | BAME total | | 54,235 | 20.4 | 12.4 | 58,430 | 23.3 | 13.4 | 436,960 | 23.6 |
| A | Asian | | 18,250 | 6.9 | 9.8 | 15,865 | 6.3 | 8.5 | 185,830 | 10.0 |
| B | Black | | 20,105 | 7.6 | 15.1 | 32,165 | 12.8 | 24.1 | 133,580 | 7.2 |
| C | Chinese | | 1,905 | 0.7 | 12.1 | 1,195 | 0.5 | 7.6 | 15,730 | 0.8 |
| M | Mixed | | 9,360 | 3.5 | 12.9 | 5,520 | 2.2 | 7.6 | 72,330 | 3.9 |
| O | Other | | 4,615 | 1.7 | 15.6 | 3,685 | 1.5 | 12.5 | 29,490 | 1.6 |
| All | All students | | 266,170 | 100.0 | 14.4 | 251,050 | 100.0 | 13.5 | 1,854,690 | 100.0 |

5.4

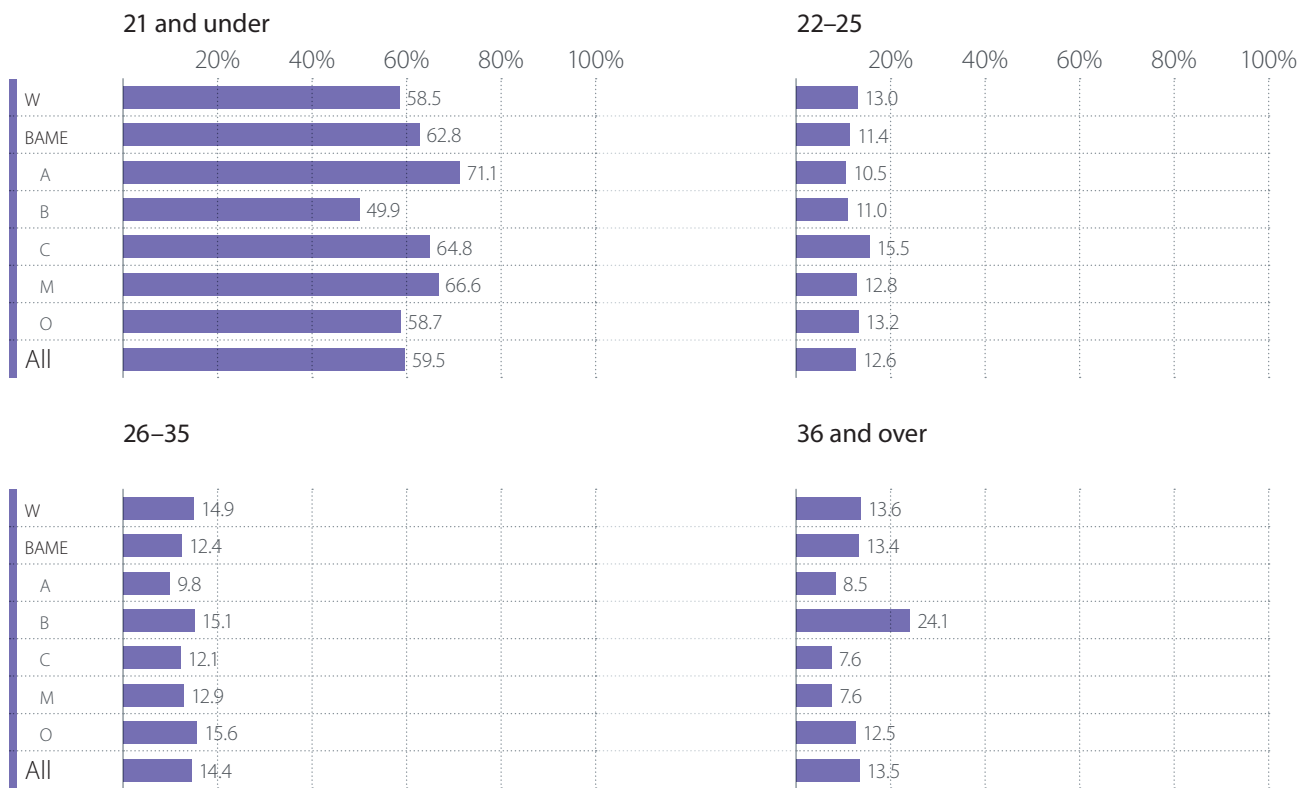
All students by age group and gender

← Age definition: see page 10

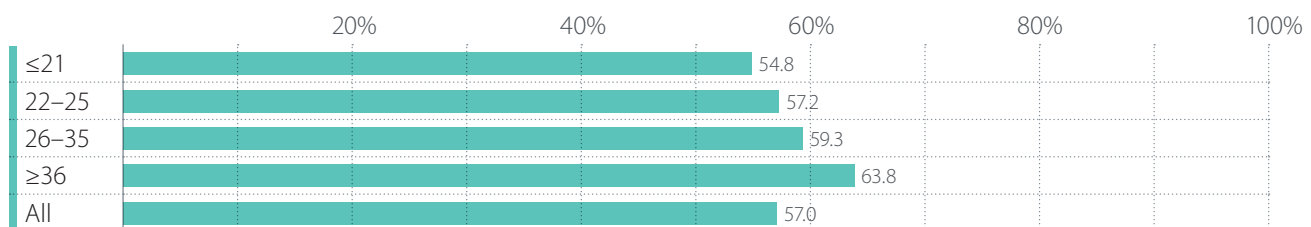
← Gender definition: see page 11

| | | | Female | | | Male | | | All students | |
|-------|--|--|-----------|-------|------|-----------|-------|------|--------------|-------|
| | | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| ≤21 | | | 731,990 | 54.9 | 54.8 | 602,765 | 59.8 | 45.2 | 1,334,750 | 57.0 |
| 22–25 | | | 217,560 | 16.3 | 57.2 | 162,675 | 16.1 | 42.8 | 380,230 | 16.2 |
| 26–35 | | | 206,280 | 15.5 | 59.3 | 141,310 | 14.0 | 40.7 | 347,590 | 14.8 |
| ≥36 | | | 177,690 | 13.3 | 63.8 | 100,900 | 10.0 | 36.2 | 278,590 | 11.9 |
| All | | | 1,333,520 | 100.0 | 57.0 | 1,007,645 | 100.0 | 43.0 | 2,341,165 | 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 13

← Disability definition: see page 10

← Ethnicity definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------|--------------|--------------|-------|------|----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| W | White | 1,188,930 | 75.4 | 83.9 | 228,930 | 82.1 | 16.1 | 1,417,860 | 76.4 |
| BAME | BAME total | 386,975 | 24.6 | 88.6 | 50,015 | 17.9 | 11.4 | 436,990 | 23.6 |
| A | Asian | 169,745 | 10.8 | 91.3 | 16,105 | 5.8 | 8.7 | 185,845 | 10.0 |
| B | Black | 116,755 | 7.4 | 87.4 | 16,830 | 6.0 | 12.6 | 133,590 | 7.2 |
| C | Chinese | 14,665 | 0.9 | 93.2 | 1,065 | 0.4 | 6.8 | 15,730 | 0.8 |
| M | Mixed | 59,925 | 3.8 | 82.8 | 12,405 | 4.4 | 17.2 | 72,335 | 3.9 |
| O | Other | 25,885 | 1.6 | 87.8 | 3,610 | 1.3 | 12.2 | 29,490 | 1.6 |
| All | All students | 1,575,905 | 100.0 | 85.0 | 278,945 | 100.0 | 15.0 | 1,854,855 | 100.0 |

5.6

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

← Domicile definition: see page 13

← Disability definition: see page 10

← Ethnicity definition: see page 10

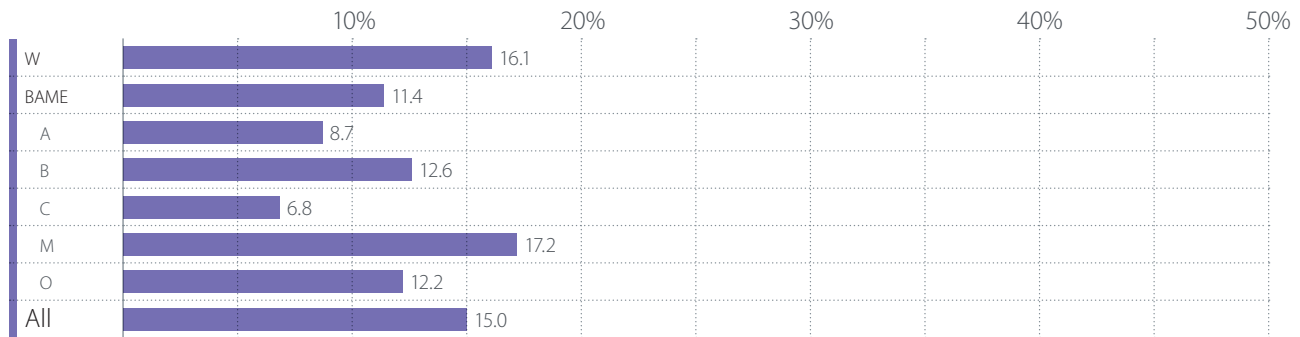
← Impairment type definition: see page 12

| | | White | | | BAME | | | All students | |
|------|---|-----------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BLIN | Blind or a serious visual impairment | 2,145 | 0.9 | 71.9 | 840 | 1.7 | 28.1 | 2,985 | 1.1 |
| DEAF | Deaf or a serious hearing impairment | 4,220 | 1.8 | 81.3 | 975 | 1.9 | 18.7 | 5,195 | 1.9 |
| ILLN | Long-standing illness or health condition | 21,230 | 9.3 | 79.0 | 5,635 | 11.3 | 21.0 | 26,870 | 9.6 |
| MENT | Mental health condition | 54,640 | 23.9 | 83.0 | 11,230 | 22.5 | 17.0 | 65,870 | 23.6 |
| PHYS | Physical impairment or mobility issues | 6,610 | 2.9 | 79.8 | 1,675 | 3.4 | 20.2 | 8,285 | 3.0 |
| SOCC | Social communication impairment | 9,645 | 4.2 | 89.0 | 1,190 | 2.4 | 11.0 | 10,835 | 3.9 |
| SPEC | Specific learning difficulty | 88,355 | 38.6 | 82.0 | 19,455 | 38.9 | 18.0 | 107,805 | 38.6 |
| MULT | Two or more impairments | 25,075 | 11.0 | 85.0 | 4,440 | 8.9 | 15.0 | 29,520 | 10.6 |
| OTHD | Other type of impairment | 17,005 | 7.4 | 78.8 | 4,575 | 9.1 | 21.2 | 21,580 | 7.7 |
| DIS | All disabled students | 228,930 | 16.1 | 82.1 | 50,015 | 11.4 | 17.9 | 278,945 | 15.0 |
| ND | Non-disabled students | 1,188,930 | 83.9 | 75.4 | 386,975 | 88.6 | 24.6 | 1,575,905 | 85.0 |
| All | All students | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 |

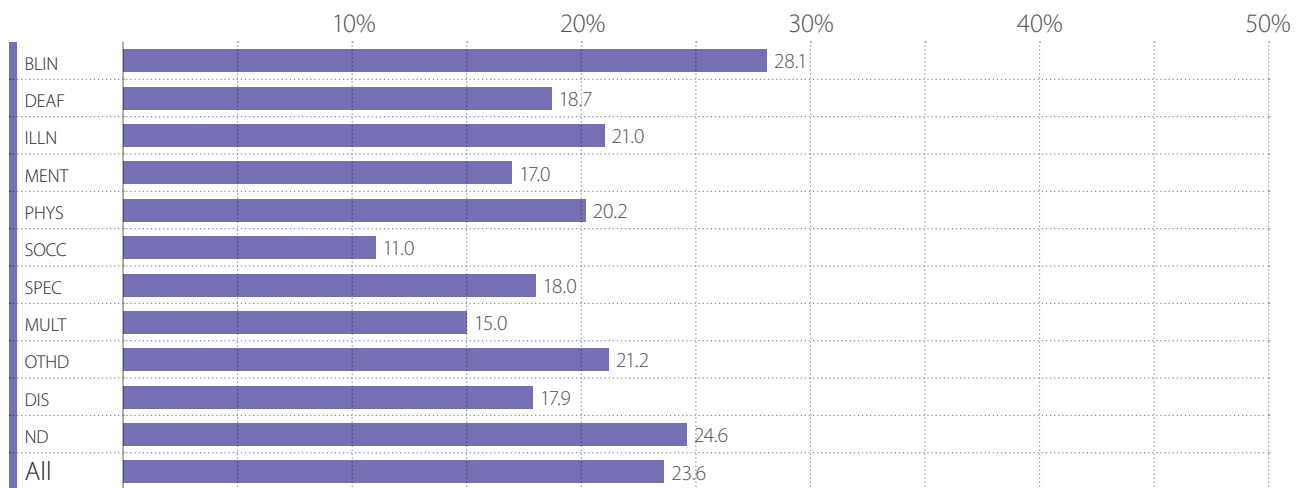
Additional data by ethnic group is available:

www.advance-he.ac.uk/knowledge-hub/statistical-report-2019-data-tables

Proportions of UK domiciled students who disclosed as disabled



Proportions of UK domiciled disabled students who were BAME



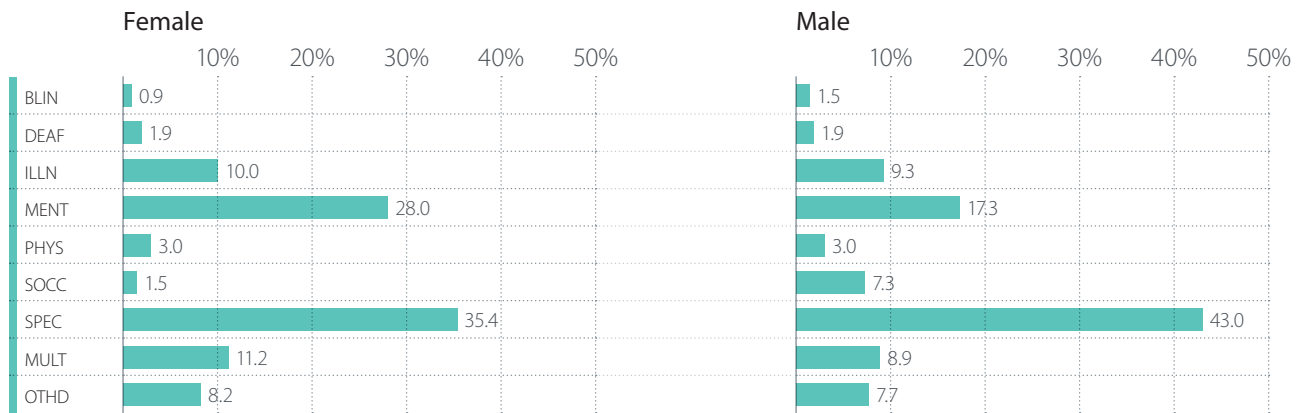
5.7

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 | 1,690 | 0.9 | 49.5 | 1,725 | 1.5 | 50.5 | 3,415 | 1.1 |
| DEAF | Deaf or a serious hearing impairment | 3,510 | 1.9 | 61.7 | 2,175 | 1.9 | 38.3 | 5,685 | 1.9 |
| ILLN | A long-standing illness or health condition | 18,610 | 10.0 | 63.2 | 10,815 | 9.3 | 36.8 | 29,425 | 9.7 |
| MENT | Mental health condition | 52,080 | 28.0 | 72.2 | 20,055 | 17.3 | 27.8 | 72,135 | 23.9 |
| PHYS | Physical impairment or mobility issues | 5,590 | 3.0 | 61.9 | 3,440 | 3.0 | 38.1 | 9,025 | 3.0 |
| SOCC | Social communication impairment | 2,855 | 1.5 | 25.1 | 8,505 | 7.3 | 74.9 | 11,360 | 3.8 |
| SPEC | Specific learning difficulty | 65,855 | 35.4 | 56.9 | 49,905 | 43.0 | 43.1 | 115,760 | 38.3 |
| MULT | Two or more impairments | 20,825 | 11.2 | 66.8 | 10,365 | 8.9 | 33.2 | 31,185 | 10.3 |
| OTHD | Other type of impairment | 15,205 | 8.2 | 62.9 | 8,960 | 7.7 | 37.1 | 24,165 | 8.0 |
| DIS | All disabled students | 186,215 | 14.0 | 61.6 | 115,940 | 11.5 | 38.4 | 302,160 | 12.9 |
| ND | Non-disabled | 1,147,435 | 86.0 | 56.3 | 891,790 | 88.5 | 43.7 | 2,039,225 | 87.1 |
| All | All students | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 |

Proportions of disabled female/male students in each impairment type



5.8

UK domiciled students by ethnic group and gender

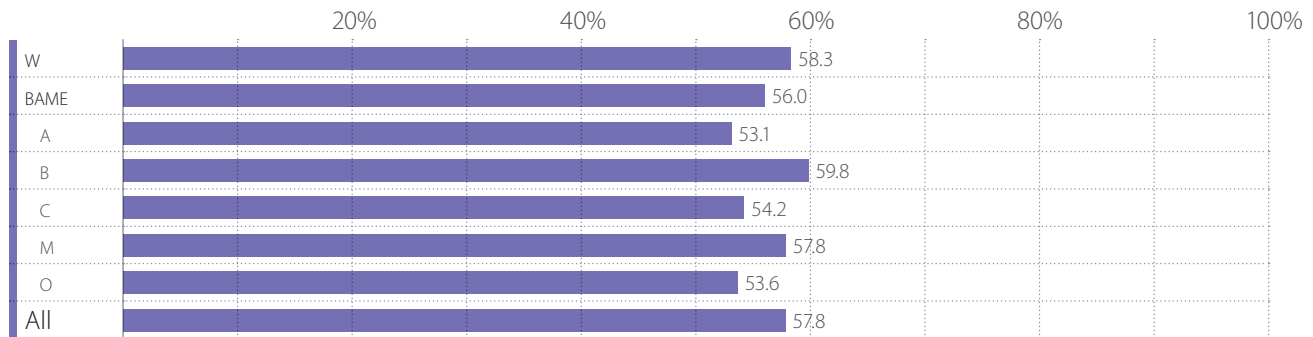
← Domicile
definition:
see page 13

← Ethnicity
definition:
see page 10

← Gender
definition:
see page 11

| | | Female | | | Male | | | All students | |
|------|--------------|-----------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| W | White | 826,200 | 77.2 | 58.3 | 590,765 | 75.4 | 41.7 | 1,416,965 | 76.4 |
| BAME | BAME total | 244,500 | 22.8 | 56.0 | 192,265 | 24.6 | 44.0 | 436,765 | 23.6 |
| A | Asian | 98,600 | 9.2 | 53.1 | 87,180 | 11.1 | 46.9 | 185,775 | 10.0 |
| B | Black | 79,790 | 7.5 | 59.8 | 53,735 | 6.9 | 40.2 | 133,525 | 7.2 |
| C | Chinese | 8,510 | 0.8 | 54.2 | 7,205 | 0.9 | 45.8 | 15,715 | 0.8 |
| M | Mixed | 41,805 | 3.9 | 57.8 | 30,465 | 3.9 | 42.2 | 72,275 | 3.9 |
| O | Other | 15,795 | 1.5 | 53.6 | 13,680 | 1.7 | 46.4 | 29,470 | 1.6 |
| All | All students | 1,070,700 | 100.0 | 57.8 | 783,030 | 100.0 | 42.2 | 1,853,730 | 100.0 |

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 15

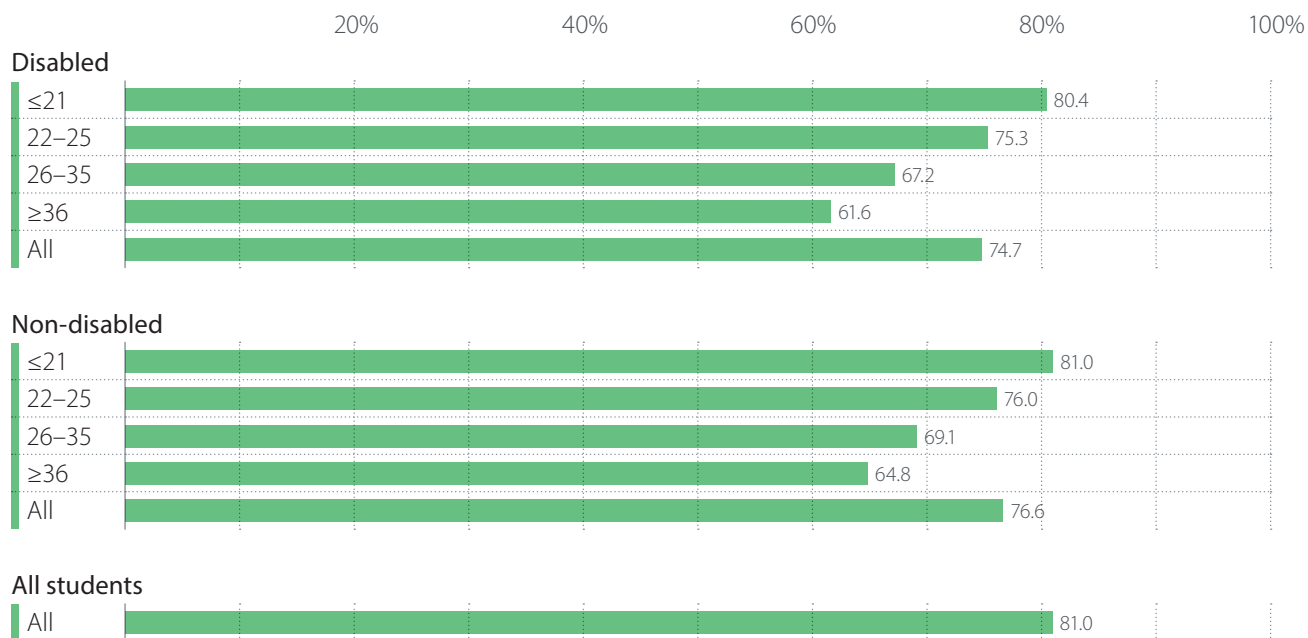
← Degree attainment definition: see page 15

← 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. | → % | No. | → % |
| Disabled | | | | | | | | | | | | |
| ≤21 | 12,290 | 80.4 | 3,690 | 24.1 | 8,600 | 56.2 | 2,635 | 17.2 | 365 | 2.4 | 15,290 | |
| 22–25 | 20,925 | 75.3 | 7,355 | 26.5 | 13,570 | 48.9 | 5,640 | 20.3 | 1,210 | 4.4 | 27,775 | |
| 26–35 | 4,310 | 67.2 | 1,685 | 26.3 | 2,620 | 40.9 | 1,560 | 24.3 | 545 | 8.5 | 6,410 | |
| ≥36 | 2,665 | 61.6 | 995 | 22.9 | 1,675 | 38.7 | 1,175 | 27.2 | 485 | 11.2 | 4,330 | |
| All age groups | 40,190 | 74.7 | 13,725 | 25.5 | 26,465 | 49.2 | 11,015 | 20.5 | 2,605 | 4.8 | 53,805 | |
| Non-disabled | | | | | | | | | | | | |
| ≤21 | 98,060 | 81.0 | 31,720 | 26.2 | 66,335 | 54.8 | 20,275 | 16.8 | 2,690 | 2.2 | 121,025 | |
| 22–25 | 131,455 | 76.0 | 50,985 | 29.5 | 80,470 | 46.5 | 33,470 | 19.4 | 7,965 | 4.6 | 172,890 | |
| 26–35 | 20,915 | 69.1 | 8,905 | 29.4 | 12,010 | 39.7 | 6,765 | 22.3 | 2,595 | 8.6 | 30,275 | |
| ≥36 | 12,280 | 64.8 | 5,140 | 27.1 | 7,140 | 37.7 | 4,680 | 24.7 | 1,980 | 10.4 | 18,940 | |
| All age groups | 262,710 | 76.6 | 96,750 | 28.2 | 165,960 | 48.4 | 65,195 | 19.0 | 15,225 | 4.4 | 343,130 | |
| All students | | | | | | | | | | | | |
| All students | 302,895 | 81.0 | 110,475 | 27.8 | 192,425 | 48.5 | 76,210 | 19.2 | 17,830 | 4.5 | 396,935 | |

Proportions of qualifiers who received a first/2:1



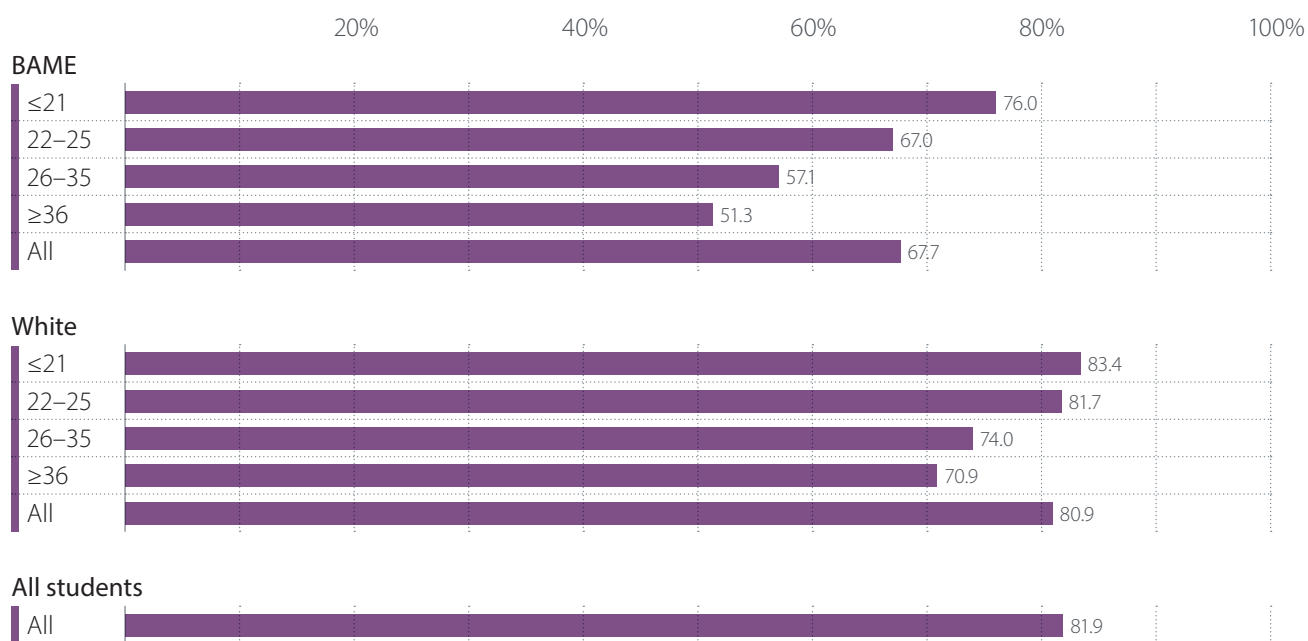
5.10

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

- ← Qualifiers definition: see page 15
- ← Degree attainment definition: see page 15
- ← Domicile definition: see page 13
- ← 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 | 18,440 | 76.0 | 5,290 | 21.8 | 13,150 | 54.2 | 5,150 | 21.2 | 680 | 2.8 | 24,270 |
| 22–25 | 23,865 | 67.0 | 7,515 | 21.1 | 16,350 | 45.9 | 9,350 | 26.2 | 2,415 | 6.8 | 35,630 |
| 26–35 | 3,710 | 57.1 | 1,270 | 19.6 | 2,440 | 37.6 | 2,025 | 31.2 | 760 | 11.7 | 6,490 |
| ≥36 | 3,285 | 51.3 | 1,015 | 15.8 | 2,270 | 35.5 | 2,220 | 34.7 | 900 | 14.0 | 6,405 |
| All age groups | 49,300 | 67.7 | 15,085 | 20.7 | 34,215 | 47.0 | 18,745 | 25.7 | 4,755 | 6.5 | 72,800 |
| White | | | | | | | | | | | |
| ≤21 | 75,905 | 83.4 | 24,635 | 27.1 | 51,270 | 56.4 | 13,425 | 14.8 | 1,630 | 1.8 | 90,960 |
| 22–25 | 95,585 | 81.7 | 38,955 | 33.3 | 56,630 | 48.4 | 17,915 | 15.3 | 3,510 | 3.0 | 117,015 |
| 26–35 | 18,195 | 74.0 | 8,135 | 33.1 | 10,060 | 40.9 | 4,750 | 19.3 | 1,650 | 6.7 | 24,595 |
| ≥36 | 10,895 | 70.9 | 4,850 | 31.6 | 6,045 | 39.4 | 3,195 | 20.8 | 1,270 | 8.3 | 15,355 |
| All age groups | 200,580 | 80.9 | 76,575 | 30.9 | 124,000 | 50.0 | 39,285 | 15.8 | 8,060 | 3.3 | 247,925 |
| All students | | | | | | | | | | | |
| All students | 249,880 | 81.9 | 91,660 | 28.6 | 158,215 | 49.3 | 58,030 | 18.1 | 12,815 | 4.0 | 320,725 |

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 15

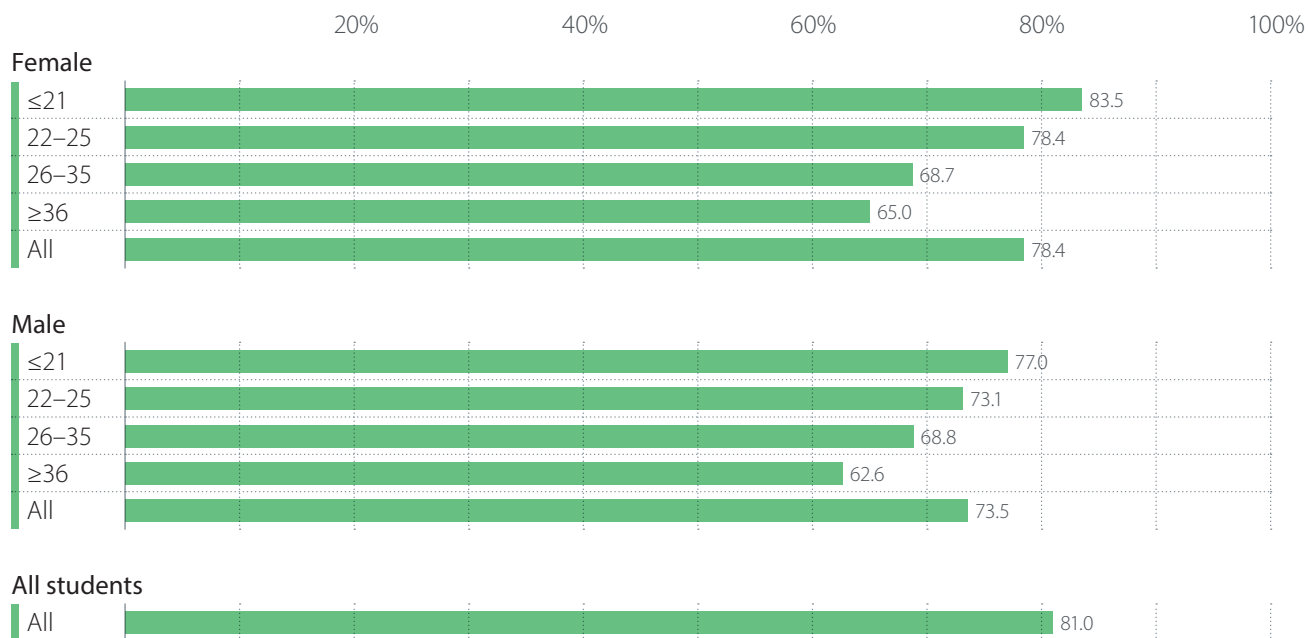
← Degree attainment definition: see page 15

← 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 | 69,160 | 83.5 | 22,060 | 26.6 | 47,100 | 56.9 | 12,290 | 14.8 | 1,385 | 1.7 | 82,835 | |
| 22–25 | 84,035 | 78.4 | 31,775 | 29.6 | 52,260 | 48.8 | 19,075 | 17.8 | 4,055 | 3.8 | 107,165 | |
| 26–35 | 15,195 | 68.7 | 6,295 | 28.4 | 8,900 | 40.2 | 5,085 | 23.0 | 1,845 | 8.3 | 22,125 | |
| ≥36 | 10,215 | 65.0 | 4,290 | 27.3 | 5,925 | 37.7 | 3,895 | 24.8 | 1,600 | 10.2 | 15,710 | |
| All age groups | 178,605 | 78.4 | 64,415 | 28.3 | 114,190 | 50.1 | 40,350 | 17.7 | 8,885 | 3.9 | 227,835 | |
| Male | | | | | | | | | | | | |
| ≤21 | 41,140 | 77.0 | 13,330 | 24.9 | 27,810 | 52.1 | 10,615 | 19.9 | 1,665 | 3.1 | 53,420 | |
| 22–25 | 68,265 | 73.1 | 26,540 | 28.4 | 41,725 | 44.7 | 20,020 | 21.4 | 5,120 | 5.5 | 93,405 | |
| 26–35 | 10,010 | 68.8 | 4,290 | 29.5 | 5,725 | 39.3 | 3,240 | 22.3 | 1,290 | 8.9 | 14,545 | |
| ≥36 | 4,730 | 62.6 | 1,840 | 24.4 | 2,890 | 38.2 | 1,960 | 25.9 | 865 | 11.4 | 7,555 | |
| All age groups | 124,145 | 73.5 | 46,000 | 27.2 | 78,150 | 46.3 | 35,835 | 21.2 | 8,940 | 5.3 | 168,920 | |
| All students | | | | | | | | | | | | |
| All students | 302,750 | 81.0 | 110,410 | 27.8 | 192,340 | 48.5 | 76,185 | 19.2 | 17,825 | 4.5 | 396,760 | |

Proportions of qualifiers who received a first/2:1



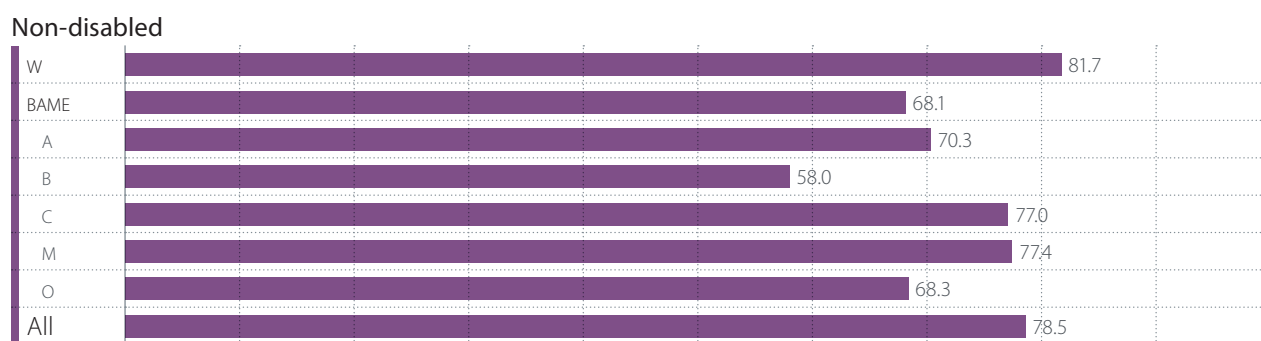
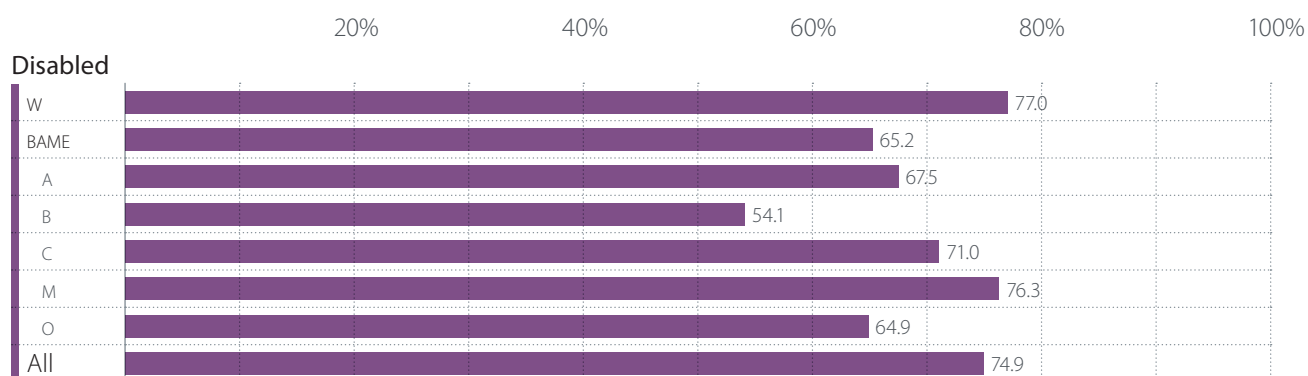
5.12

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

- ← Qualifiers definition: see page 15
- ← Degree attainment definition: see page 15
- ← Domicile definition: see page 13
- ← 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 | 31,680 | 77.0 | 11,230 | 27.3 | 20,450 | 49.7 | 7,725 | 18.8 | 1,740 | 4.2 | 41,145 |
| BAME | BAME total | 5,660 | 65.2 | 1,625 | 18.7 | 4,035 | 46.5 | 2,365 | 27.3 | 645 | 7.5 | 8,670 |
| A | Asian | 1,965 | 67.5 | 600 | 20.7 | 1,365 | 46.8 | 760 | 26.2 | 185 | 6.3 | 2,910 |
| B | Black | 1,530 | 54.1 | 325 | 11.6 | 1,205 | 42.6 | 995 | 35.2 | 305 | 10.7 | 2,830 |
| C | Chinese | 130 | 71.0 | 45 | 23.7 | 90 | 47.3 | 45 | 24.2 | 10 | 4.8 | 185 |
| M | Mixed | 1,655 | 76.3 | 540 | 24.8 | 1,120 | 51.5 | 405 | 18.8 | 105 | 4.9 | 2,170 |
| O | Other | 375 | 64.9 | 115 | 19.8 | 260 | 45.1 | 160 | 27.4 | 45 | 7.6 | 575 |
| All | All students | 37,335 | 74.9 | 12,855 | 25.8 | 24,480 | 49.1 | 10,095 | 20.3 | 2,390 | 4.8 | 49,820 |
| Non-disabled | | | | | | | | | | | | |
| W | White | 168,900 | 81.7 | 65,345 | 31.6 | 103,555 | 50.1 | 31,560 | 15.3 | 6,315 | 3.1 | 206,775 |
| BAME | BAME total | 43,645 | 68.1 | 13,460 | 21.0 | 30,180 | 47.1 | 16,375 | 25.5 | 4,105 | 6.4 | 64,125 |
| A | Asian | 20,375 | 70.3 | 6,510 | 22.5 | 13,865 | 47.8 | 6,945 | 24.0 | 1,670 | 5.8 | 28,985 |
| B | Black | 10,685 | 58.0 | 2,645 | 14.4 | 8,040 | 43.6 | 6,065 | 32.9 | 1,675 | 9.1 | 18,425 |
| C | Chinese | 1,925 | 77.0 | 690 | 27.5 | 1,240 | 49.5 | 490 | 19.5 | 85 | 3.5 | 2,505 |
| M | Mixed | 8,100 | 77.4 | 2,790 | 26.7 | 5,310 | 50.7 | 1,925 | 18.4 | 440 | 4.2 | 10,470 |
| O | Other | 2,555 | 68.3 | 825 | 22.1 | 1,730 | 46.2 | 950 | 25.4 | 235 | 6.3 | 3,745 |
| All | All students | 212,540 | 78.5 | 78,805 | 29.1 | 133,735 | 49.4 | 47,940 | 17.7 | 10,425 | 3.8 | 270,905 |
| All students | | | | | | | | | | | | |
| All | All students | 249,880 | 77.9 | 91,660 | 28.6 | 158,215 | 49.3 | 58,030 | 18.1 | 12,815 | 4.0 | 320,725 |

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



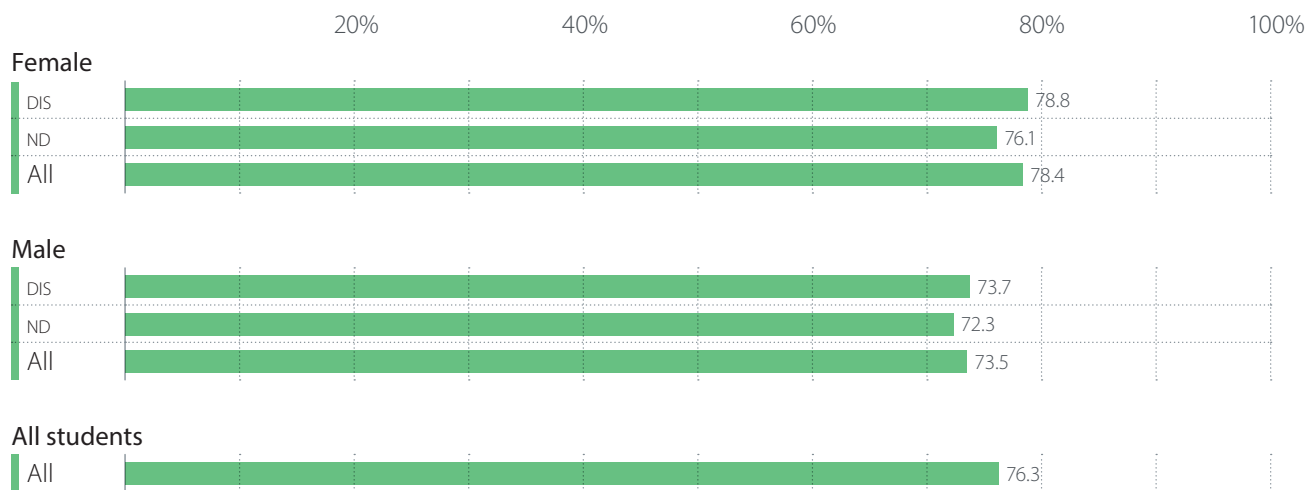
5.13

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

- ← Qualifiers definition: see page 15
- ← Degree attainment definition: see page 15
- ← 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 | 152,970 | 78.8 | 55,725 | 28.7 | 97,245 | 50.1 | 33,785 | 17.4 | 7,400 | 3.8 | 194,150 | |
| ND | Non-disabled | 25,635 | 76.1 | 8,690 | 25.8 | 16,945 | 50.3 | 6,565 | 19.5 | 1,485 | 4.4 | 33,685 | |
| All | All students | 178,605 | 78.4 | 64,415 | 28.3 | 114,190 | 50.1 | 40,350 | 17.7 | 8,885 | 3.9 | 227,840 | |
| Male | | | | | | | | | | | | | |
| DIS | Disabled | 109,665 | 73.7 | 40,995 | 27.5 | 68,670 | 46.1 | 31,395 | 21.1 | 7,825 | 5.3 | 148,885 | |
| ND | Non-disabled | 14,480 | 72.3 | 5,005 | 25.0 | 9,480 | 47.3 | 4,440 | 22.2 | 1,115 | 5.6 | 20,040 | |
| All | All students | 124,145 | 73.5 | 46,000 | 27.2 | 78,150 | 46.3 | 35,835 | 21.2 | 8,940 | 5.3 | 168,920 | |
| All students | | | | | | | | | | | | | |
| All | All students | 302,750 | 76.3 | 110,415 | 27.8 | 192,340 | 48.5 | 76,185 | 19.2 | 17,825 | 4.5 | 396,760 | |

Proportions of qualifiers who received a first/2:1



5.14

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

← Qualifiers definition: see page 15

← Degree attainment definition: see page 15

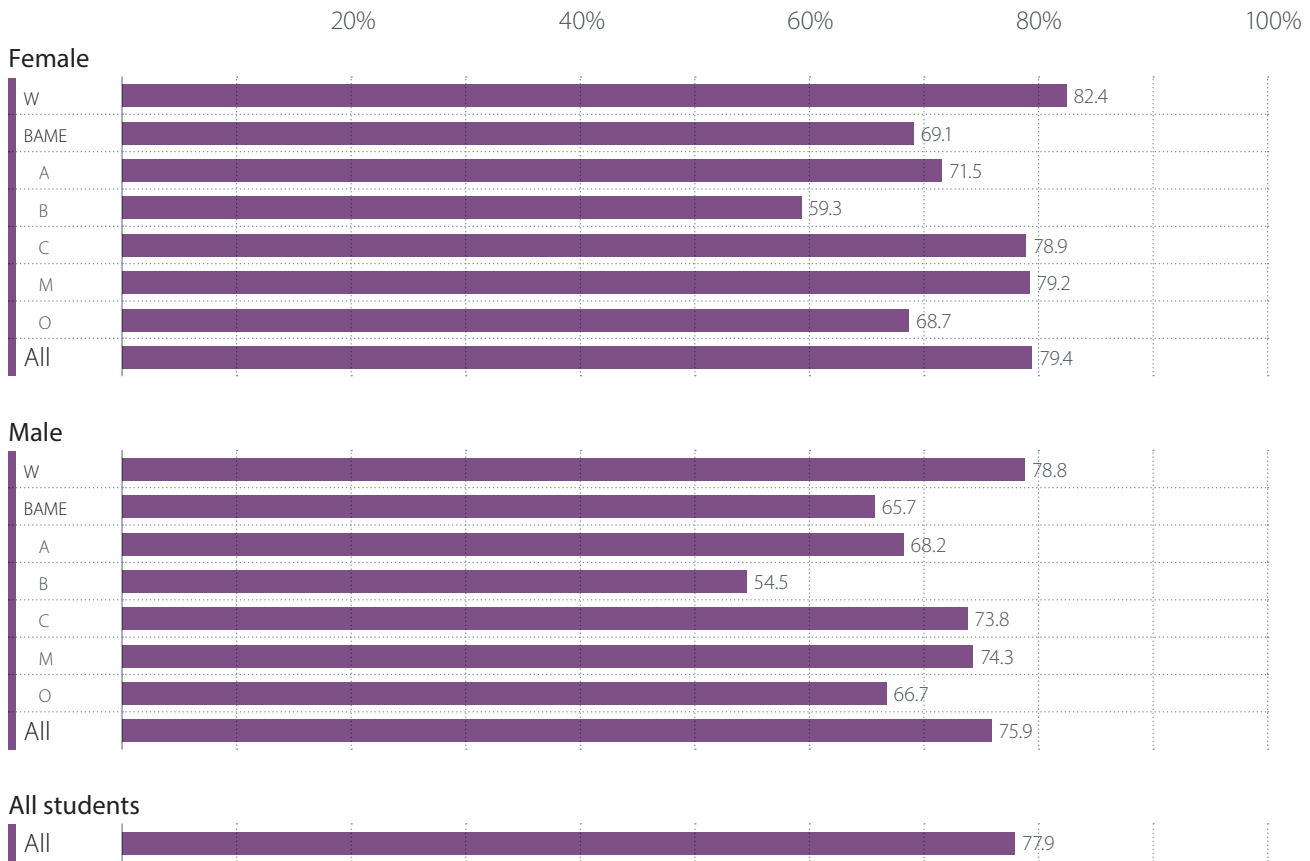
← Domicile definition: see page 13

← 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 | 118,985 | 82.4 | 45,045 | 31.2 | 73,940 | 51.2 | 21,235 | 14.7 | 4,180 | 2.9 | 144,400 |
| BAME | BAME total | 29,335 | 69.1 | 8,795 | 20.7 | 20,545 | 48.4 | 10,545 | 24.8 | 2,560 | 6.0 | 42,440 |
| A | Asian | 12,725 | 71.5 | 3,895 | 21.9 | 8,830 | 49.6 | 4,110 | 23.1 | 955 | 5.4 | 17,790 |
| B | Black | 7,870 | 59.3 | 1,970 | 14.8 | 5,900 | 44.4 | 4,275 | 32.2 | 1,135 | 8.5 | 13,280 |
| C | Chinese | 1,155 | 78.9 | 415 | 28.4 | 740 | 50.5 | 265 | 18.3 | 40 | 2.8 | 1,465 |
| M | Mixed | 5,895 | 79.2 | 2,000 | 26.9 | 3,895 | 52.3 | 1,265 | 17.0 | 280 | 3.8 | 7,440 |
| O | Other | 1,690 | 68.7 | 515 | 20.8 | 1,180 | 47.8 | 625 | 25.4 | 145 | 6.0 | 2,465 |
| All | All students | 148,320 | 79.4 | 53,840 | 28.8 | 94,480 | 50.6 | 31,780 | 17.0 | 6,740 | 3.6 | 186,840 |
| Male | | | | | | | | | | | | |
| W | White | 81,510 | 78.8 | 31,495 | 30.5 | 50,015 | 48.4 | 18,035 | 17.4 | 3,875 | 3.7 | 103,415 |
| BAME | BAME total | 19,945 | 65.7 | 6,280 | 20.7 | 13,665 | 45.0 | 8,195 | 27.0 | 2,195 | 7.2 | 30,340 |
| A | Asian | 9,610 | 68.2 | 3,210 | 22.8 | 6,395 | 45.4 | 3,595 | 25.5 | 895 | 6.3 | 14,095 |
| B | Black | 4,345 | 54.5 | 1,000 | 12.6 | 3,340 | 41.9 | 2,785 | 34.9 | 845 | 10.6 | 7,970 |
| C | Chinese | 905 | 73.8 | 315 | 25.8 | 590 | 48.0 | 265 | 21.7 | 55 | 4.5 | 1,225 |
| M | Mixed | 3,850 | 74.3 | 1,325 | 25.5 | 2,530 | 48.7 | 1,065 | 20.6 | 270 | 5.2 | 5,185 |
| O | Other | 1,240 | 66.7 | 430 | 23.0 | 810 | 43.6 | 485 | 26.1 | 135 | 7.2 | 1,860 |
| All | All students | 101,455 | 75.9 | 37,780 | 28.2 | 63,680 | 47.6 | 26,230 | 19.6 | 6,070 | 4.5 | 133,755 |
| All students | | | | | | | | | | | | |
| All | All students | 249,775 | 77.9 | 91,620 | 28.6 | 158,160 | 49.3 | 58,010 | 18.1 | 12,810 | 4.0 | 320,595 |

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



Additional protected characteristics

The Equality Act 2010 extended the number of protected characteristics to cover areas including gender reassignment, religion and belief (or none), and sexual orientation. Changes to the HESA student record for 2012/13 allowed institutions to return this information on an optional basis. As of 2017/18, it is now mandatory for institutions to return student data on religion and belief to HESA.

This section presents high-level findings on collection and monitoring rates of information on these additional protected characteristics. We have also added a series of tables to this section taking an intersectional approach to provide an overview of how gender reassignment, religion and belief, and sexual orientation intersect with students' age, disability status, ethnicity and gender.

However, because data on gender reassignment and sexual orientation is currently voluntary to return, we do not yet have a national demographic picture of the HE student population in relation to these characteristics.

Advance HE encourages institutions to collect and return this 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

About this data

Data on a student record is said to be returned if the institution provided any information to HESA about gender reassignment, religion and belief, or 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 by students or unasked by institutions.

6.1 Overall figures: Although data on religion and belief is now mandatory to return, one institution out of 168 failed to do so, resulting in a return rate of 99.4%. From the data that is not mandatory to return, 145 institutions overall returned data on sexual orientation (86.3%). The number of institutions returning information on gender reassignment was slightly lower in comparison (140 institutions or 83.3%). However, these figures were higher than in 2016/17, when institutional return rates for gender reassignment, religion and belief and sexual orientation were 80.2%, 80.2% and 82.6%, respectively.

6.1 Institutional returns by nation: Return rates for the non-compulsory additional protected characteristics varied by nation. Wales had the highest proportion of institutions returning data on gender reassignment (100.0%), closely followed by Scotland (94.4%). England's return rate was lower for this characteristic at 82.1%, while the lowest rate was in Northern Ireland, where only one institution returned this information. Regarding sexual orientation, Scotland's return rate was the highest (94.4%), followed by England (87.3%) and Wales (83.3%). Northern Ireland again had the lowest return rate for this characteristic, with just one institution returning this data.

6.2 Institutional return rates: It is clear from the data that institutional collection and student disclosure of the additional protected characteristics remains an area for development in some HEIs. Of the institutions that returned information to HESA, more than half had done so for 90% or more of their students (62.9% gender reassignment, 83.2% religion and belief, 64.1% sexual orientation). The proportions of institutions returning data on gender reassignment (8.6%) and religion and belief (0.6%) for 10% or less of their students were smaller compared with 2016/17 (9.7% gender reassignment, 2.2% religion and belief), with no change for sexual orientation (1.4%).

6.3, 6.4 Gender reassignment disclosure rates: Of the students in institutions that returned gender reassignment information to HESA, 75.4% provided information, 2.9% refused to provide information, and for 21.8% the data field was blank. While the proportion of all students for whom gender reassignment data was unknown (blank) decreased by 6.8 percentage points from 2016/17 levels (46.9%), this figure remained high in 2017/18, at 40.1% of all students in UK HE.

6.3, 6.5 Religion and belief disclosure rates: Of the students in institutions that returned religion and belief data to HESA, 81.9% provided information, 10.4% refused to provide information and for 7.7% the data field was blank. Overall, religion and belief information, including 'information refused', was returned to HESA for 92.3% of all students in HE – an increase of 30.5 percentage points from 2016/17 (61.8%).

6.3, 6.6 Sexual orientation disclosure rates:

Of the students in institutions that returned sexual orientation data to HESA, 74.9% provided information, 7.8% refused to provide information and for 17.3% the data field was blank. Overall, sexual orientation information was unknown (blank) for 29.3% of all students in HE. While large, this proportion has dropped by 7.5 percentage points from 2016/17 levels (36.8%).

6.7–6.10 Intersection between gender reassignment and student age, disability status, BAME/White identity and gender:

The proportion of all students for whom gender reassignment data was unknown (blank) was comparable among disabled and non-disabled students, and female and male students. In contrast, 53.1% of data on gender reassignment was unknown for students aged 36 and over compared with 34.9% for students aged 21 and under, and 41.3% of data on gender reassignment was unknown for White students compared to 36.0% of BAME students. The proportions of students who refused to provide information on gender reassignment were similar across age groups, disability status, BAME and White identities, and female and male students. However, rates of students indicating that their gender identity differed from that assigned at birth were highest among those who were younger (2.7% of those aged 21 and under compared to 0.9% of those aged 36 and over), who had disclosed a disability (2.9% compared to 1.9% of those who had not disclosed a disability), and who were White (2.8% compared to 1.6% of those who had a BAME identity).

6.11–6.14 Intersection between religion and belief and student age, disability status, BAME/White identity and gender:

While information on religion and belief was unknown (blank) for approximately 7.5% of students regardless of age, disability status, BAME/White identity and gender, there was a marked difference between the proportion of students for whom this data was unknown among those aged 21 and under (5.0%) and those aged 36 and over (13.4%). Information on religion and belief was unknown for similar proportions of students across all other characteristics (between 5.4% and 7.9%). Roughly four in ten students indicated that they did not follow a religion or belief system, except among students aged 36 and over (24.2%) and among BAME students (15.4%).

6.15–6.18 Intersection between sexual orientation and student age, disability status, BAME/White identity and gender:

The proportion of students with unknown (blank) information on sexual orientation was larger for students aged 36 and over (37.3%) than for students aged 21 and under (25.2%). In contrast, the proportions of students for whom sexual orientation data was unknown were similar across students' disability status, BAME/White identity and gender (between 26.0% and 30.0%). The proportion of students who refused to provide information on their sexual orientation was greater among mature students (7.9% of students aged 22-25, 7.7% of students aged 26-35 and 8.5% of students 36 and over) and disabled students (8.1%). Rates of students identifying as bisexual, a gay man, or a gay woman/lesbian were highest among those who were aged under 36 (3.9% of those aged 21 and under, and 4.2% of those aged 22-25 compared to 2.1% of those aged 36 and over), who had disclosed a disability (7.5% compared to 3.1% of those who had not disclosed a disability), and who were White (4.4% compared to 1.9% of those who had a BAME identity).

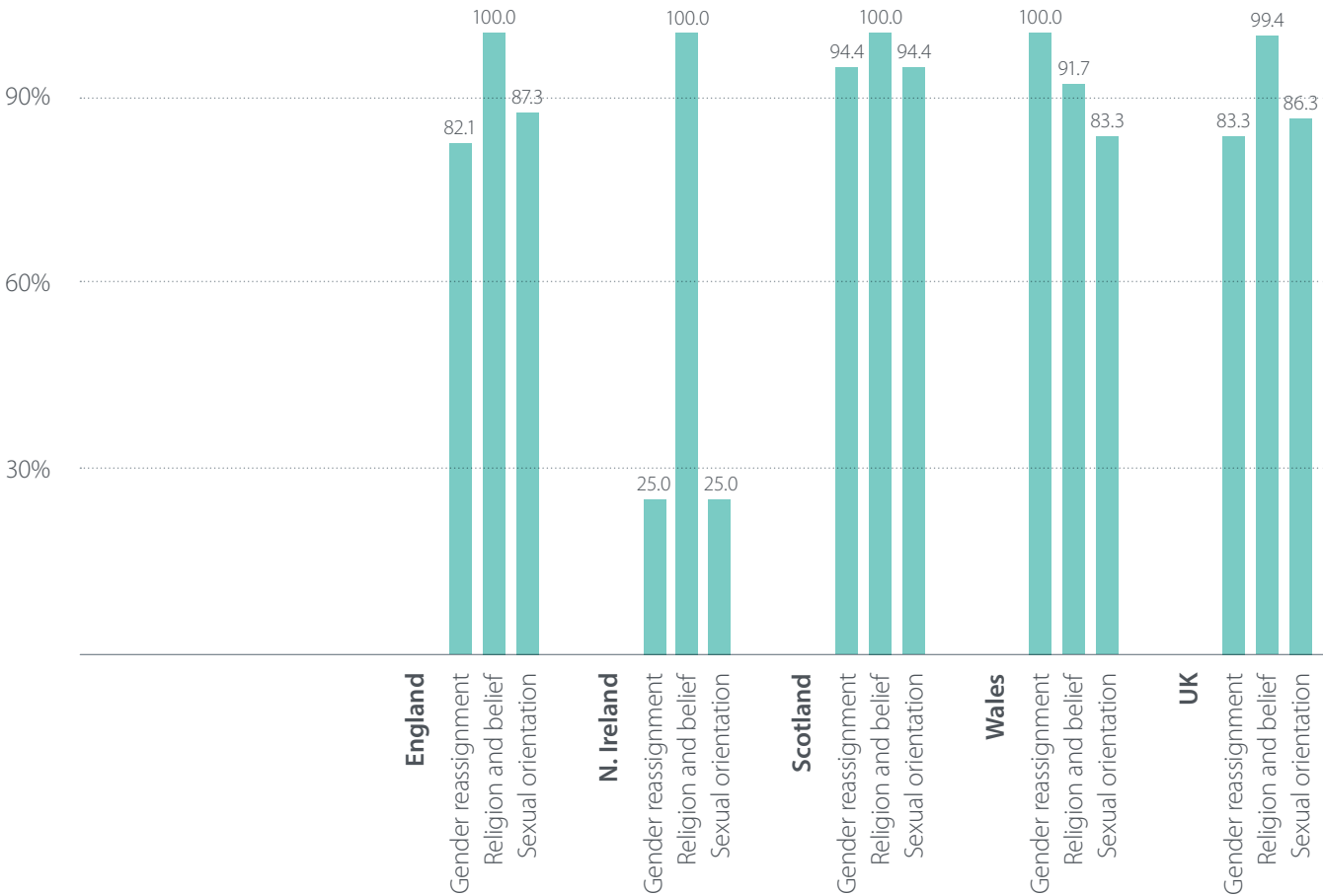
6.1

Institutional returns for gender reassignment, religion and belief and sexual orientation information by country of institution

- ← Country of institution definition: see page 13
- ← Gender reassignment definition: see page 11
- ← Religion and belief definition: see page 12
- ← Sexual orientation definition: see page 12

| | England | | N. Ireland | | Scotland | | Wales | | UK | |
|---------------------|---------|-------|------------|-------|----------|-------|-------|-------|-----|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| Gender reassignment | | | | | | | | | | |
| Returned data | 110 | 82.1 | 1 | 25.0 | 17 | 94.4 | 12 | 100.0 | 140 | 83.3 |
| Did not return data | 24 | 17.9 | 3 | 75.0 | 1 | 5.6 | 0 | 0.0 | 28 | 16.7 |
| All institutions | 134 | 100.0 | 4 | 100.0 | 18 | 100.0 | 12 | 100.0 | 168 | 100.0 |
| Religion and belief | | | | | | | | | | |
| Returned data | 134 | 100.0 | 4 | 100.0 | 18 | 100.0 | 11 | 91.7 | 167 | 99.4 |
| Did not return data | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 1 | 0.6 |
| All institutions | 134 | 100.0 | 4 | 100.0 | 18 | 100.0 | 12 | 100.0 | 168 | 100.0 |
| Sexual orientation | | | | | | | | | | |
| Returned data | 117 | 87.3 | 1 | 25.0 | 17 | 94.4 | 10 | 83.3 | 145 | 86.3 |
| Did not return data | 17 | 12.7 | 3 | 75.0 | 1 | 5.6 | 2 | 16.7 | 23 | 13.7 |
| All institutions | 134 | 100.0 | 4 | 100.0 | 18 | 100.0 | 12 | 100.0 | 168 | 100.0 |

Proportion of institutions returning data by country

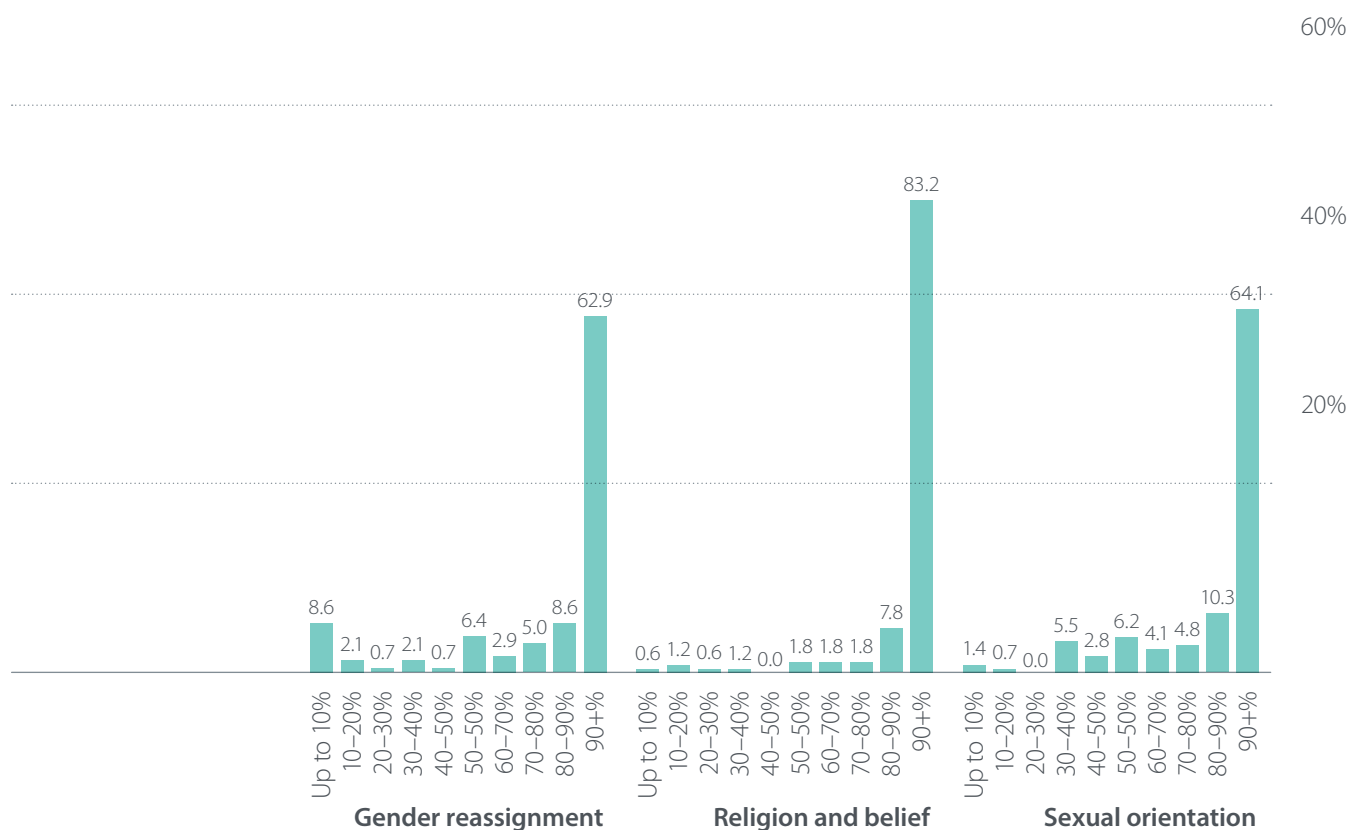


6.2

Institutional return rates for gender reassignment, religion and belief and sexual orientation

| | Gender reassignment | | | Religion and belief | | | Sexual orientation | | | |
|------------------|---------------------|-------|-------|---------------------|-------|-------|--------------------|-------|-------|---|
| | No. | ↓ % | ↓ % | No. | ↓ % | ↓ % | No. | ↓ % | ↓ % | |
| 0% (no returns) | 28 | 16.7 | n/a | 1 | 0.6 | n/a | 23 | 13.7 | n/a | ← Gender reassignment definition: see page 11 |
| up to 10% | 12 | 7.1 | 8.6 | 1 | 0.6 | 0.6 | 2 | 1.2 | 1.4 | ← Religion and belief definition: see page 12 |
| 10–20% | 3 | 1.8 | 2.1 | 2 | 1.2 | 1.2 | 1 | 0.6 | 0.7 | ← Sexual orientation definition: see page 12 |
| 20–30% | 1 | 0.6 | 0.7 | 1 | 0.6 | 0.6 | 0 | 0.0 | 0.0 | |
| 30–40% | 3 | 1.8 | 2.1 | 2 | 1.2 | 1.2 | 8 | 4.8 | 5.5 | |
| 40–50% | 1 | 0.6 | 0.7 | 0 | 0.0 | 0.0 | 4 | 2.4 | 2.8 | |
| 50–60% | 9 | 5.4 | 6.4 | 3 | 1.8 | 1.8 | 9 | 5.4 | 6.2 | |
| 60–70% | 4 | 2.4 | 2.9 | 3 | 1.8 | 1.8 | 6 | 3.6 | 4.1 | |
| 70–80% | 7 | 4.2 | 5.0 | 3 | 1.8 | 1.8 | 7 | 4.2 | 4.8 | |
| 80–90% | 12 | 7.1 | 8.6 | 13 | 7.7 | 7.8 | 15 | 8.9 | 10.3 | |
| 90%+ | 88 | 52.4 | 62.9 | 139 | 82.7 | 83.2 | 93 | 55.4 | 64.1 | |
| All institutions | 168 | 100.0 | 100.0 | 168 | 100.0 | 100.0 | 168 | 100.0 | 100.0 | |

Return rates for each characteristic



6.3

Disclosure rates of gender reassignment, religion and belief and sexual orientation for institutions returning data

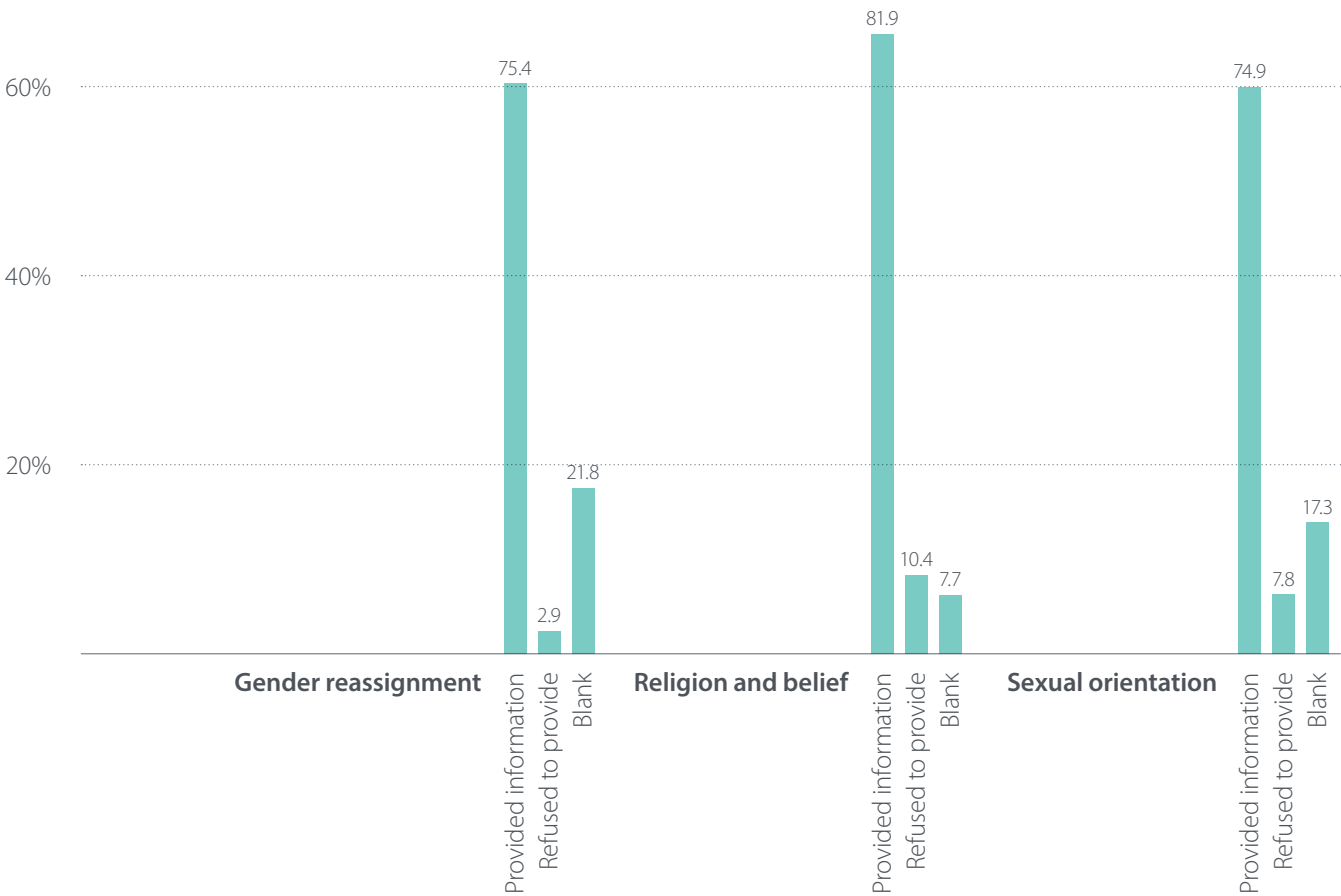
← Gender reassignment definition: see page 11

← Religion and belief definition: see page 12

← Sexual orientation definition: see page 12

| | Gender reassignment | | Religion and belief | | Sexual orientation | |
|----------------------|---------------------|-------|---------------------|-------|--------------------|-------|
| | No. | ↓ % | No. | ↓ % | No. | ↓ % |
| Provided information | 1,351,900 | 75.4 | 1,918,720 | 81.9 | 1,501,620 | 74.9 |
| Refused to provide | 51,190 | 2.9 | 242,870 | 10.4 | 155,455 | 7.8 |
| Blank | 390,950 | 21.8 | 181,500 | 7.7 | 347,530 | 17.3 |
| Total | 1,794,040 | 100.0 | 2,343,090 | 100.0 | 2,004,605 | 100.0 |

Disclosure rates for each characteristic



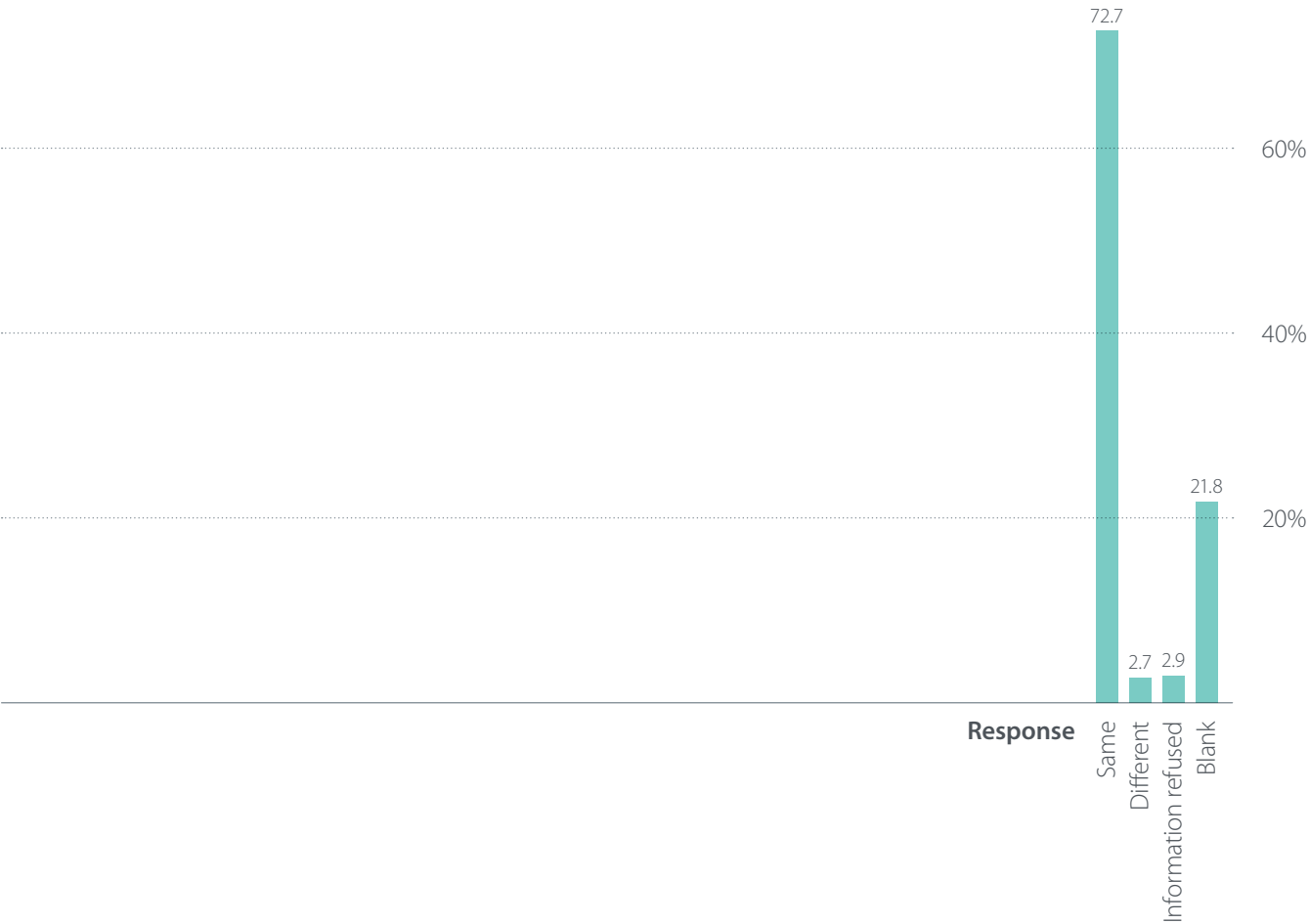
6.4

All students/students in institutions returning data by gender reassignment

| | All students | | Students in institutions returning data | |
|--|--------------|-------|---|-------|
| | No. | ↓ % | No. | ↓ % |
| Gender identity is the same as assigned at birth | 1,303,545 | 55.6 | 1,303,545 | 72.7 |
| Gender identity is different from that assigned at birth | 48,355 | 2.1 | 48,355 | 2.7 |
| Information refused | 51,190 | 2.2 | 51,190 | 2.9 |
| Blank | 940,005 | 40.1 | 390,950 | 21.8 |
| Total | 2,343,095 | 100.0 | 1,794,040 | 100.0 |

← Gender reassignment definition: see page 11

Proportions of students by each gender reassignment response



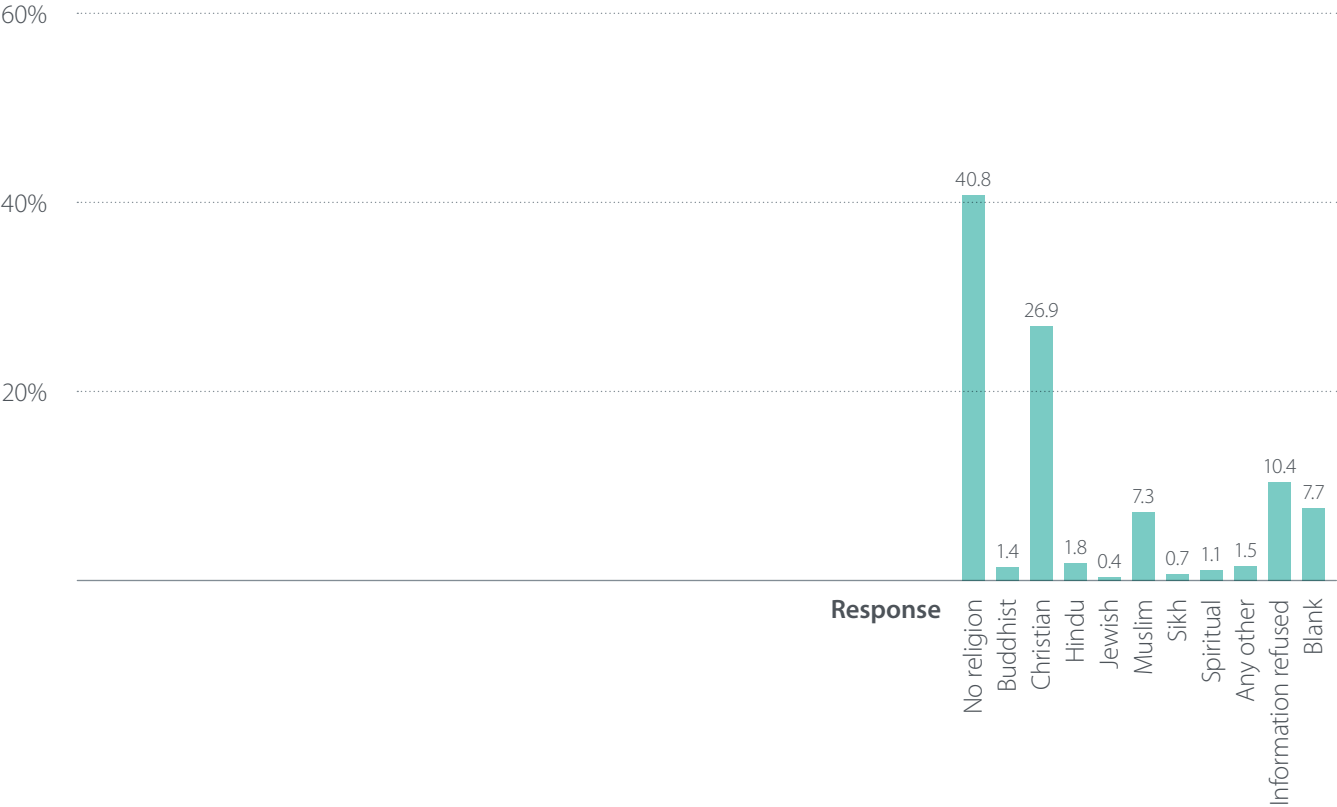
6.5

All students/students in institutions returning data by religion and belief

← Religion and belief definition; see page 12

| | All students | | Students in institutions returning data | |
|------------------------------|--------------|-------|---|-------|
| | No. | ↓ % | No. | ↓ % |
| No religion | 955,160 | 40.8 | 955,160 | 40.8 |
| Buddhist | 33,250 | 1.4 | 33,250 | 1.4 |
| Christian | 630,940 | 26.9 | 630,940 | 26.9 |
| Hindu | 42,640 | 1.8 | 42,640 | 1.8 |
| Jewish | 8,625 | 0.4 | 8,625 | 0.4 |
| Muslim | 171,570 | 7.3 | 171,570 | 7.3 |
| Sikh | 16,630 | 0.7 | 16,630 | 0.7 |
| Spiritual | 24,975 | 1.1 | 24,975 | 1.1 |
| Any other religion or belief | 34,930 | 1.5 | 34,930 | 1.5 |
| Information refused | 242,870 | 10.4 | 242,870 | 10.4 |
| Blank | 181,505 | 7.7 | 181,500 | 7.7 |
| Total | 2,343,095 | 100.0 | 2,343,090 | 100.0 |

Proportions of students by each religion and belief response



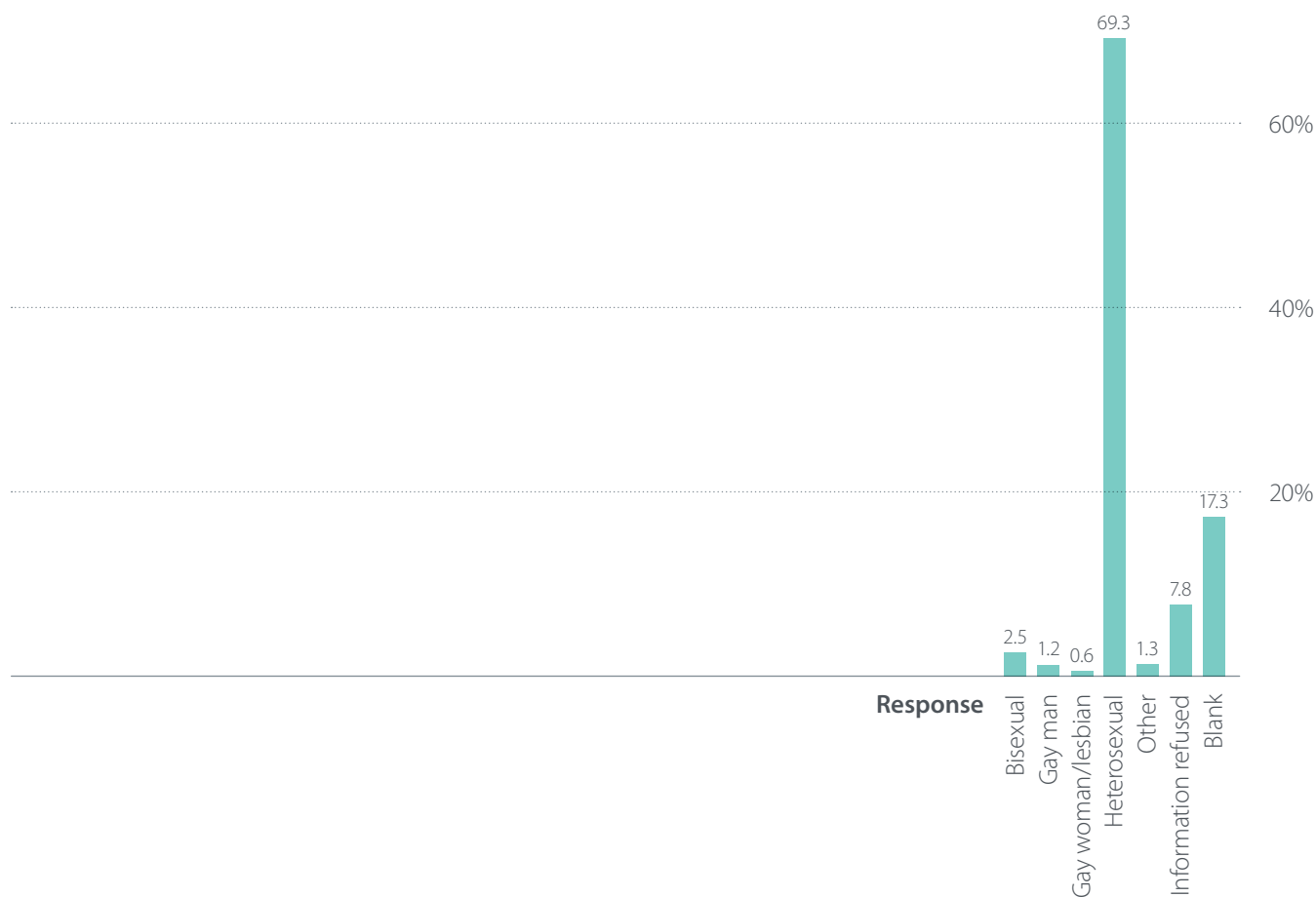
6.6

All students/students in institutions returning data by sexual orientation

| | All students | | Students in institutions returning data | |
|---------------------|--------------|-------|---|-------|
| | No. | ↓ % | No. | ↓ % |
| Bisexual | 50,655 | 2.2 | 50,655 | 2.5 |
| Gay man | 23,540 | 1.0 | 23,540 | 1.2 |
| Gay woman/lesbian | 12,450 | 0.5 | 12,450 | 0.6 |
| Heterosexual | 1,389,175 | 59.3 | 1,389,175 | 69.3 |
| Other | 25,800 | 1.1 | 25,800 | 1.3 |
| Information refused | 155,455 | 6.6 | 155,455 | 7.8 |
| Blank | 686,020 | 29.3 | 347,530 | 17.3 |
| Total | 2,343,095 | 100.0 | 2,004,605 | 100.0 |

← Sexual orientation definition: see page 12

Proportions of students by each sexual orientation response



6.7

All students by gender reassignment and age

← Gender reassignment definition: see page 11

← Age definition: see page 10

| | | 21 and under | | | 22–25 | | |
|-----|------------------------------|--------------|-------|------|---------|-------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| SAM | Gender identity is the same | 809,540 | 60.6 | 62.1 | 205,865 | 54.1 | 15.8 |
| DIF | Gender identity is different | 36,465 | 2.7 | 75.4 | 5,330 | 1.4 | 11.0 |
| REF | Information refused | 23,280 | 1.7 | 45.5 | 10,155 | 2.7 | 19.8 |
| BLA | Blank | 466,135 | 34.9 | 49.6 | 159,330 | 41.9 | 17.0 |
| All | All students | 1,335,415 | 100.0 | 57.0 | 380,680 | 100.0 | 16.2 |

| | | 26–35 | | | 36 and over | | | All students | |
|-----|------------------------------|---------|-------|------|-------------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SAM | Gender identity is the same | 168,050 | 48.3 | 12.9 | 120,040 | 43.1 | 9.2 | 1,303,495 | 55.6 |
| DIF | Gender identity is different | 4,060 | 1.2 | 8.4 | 2,505 | 0.9 | 5.2 | 48,355 | 2.1 |
| REF | Information refused | 9,385 | 2.7 | 18.3 | 8,350 | 3.0 | 16.3 | 51,170 | 2.2 |
| BLA | Blank | 166,450 | 47.8 | 17.7 | 147,935 | 53.1 | 15.7 | 939,845 | 40.1 |
| All | All students | 347,945 | 100.0 | 14.9 | 278,830 | 100.0 | 11.9 | 2,342,870 | 100.0 |

6.8

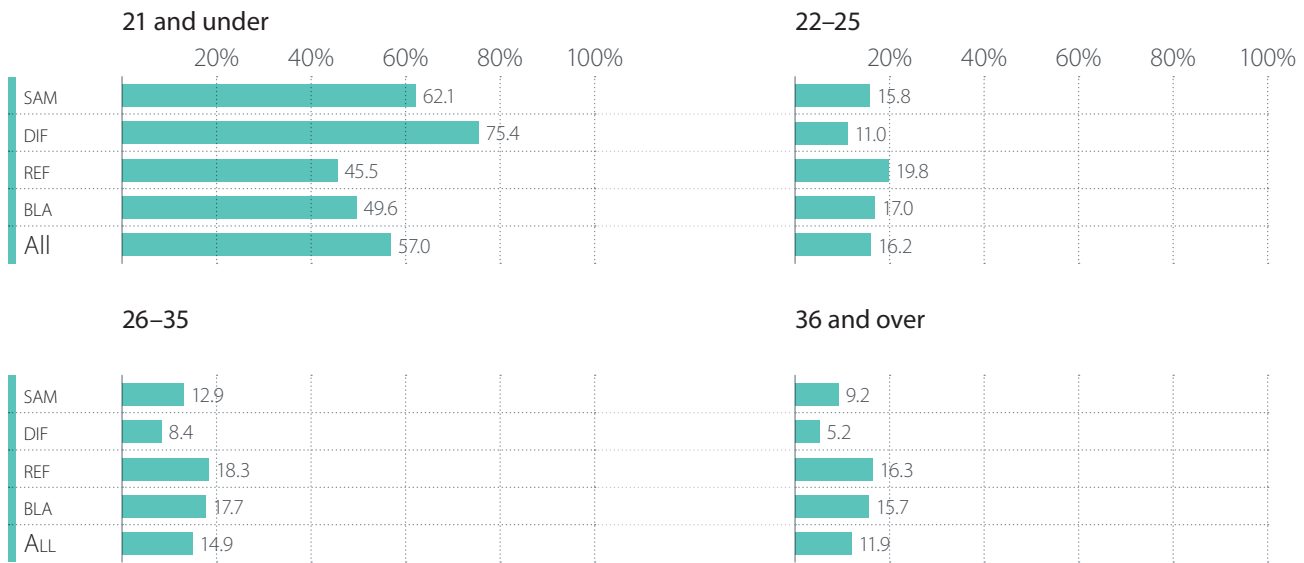
All students by gender reassignment and disability status

← Gender reassignment definition: see page 11

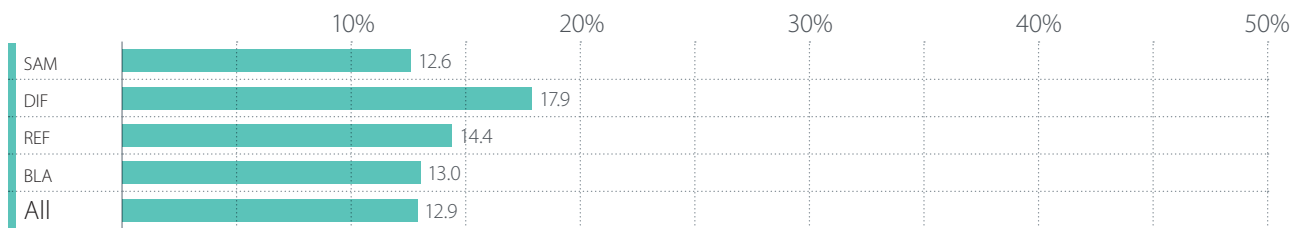
← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|-----|------------------------------|--------------|-------|------|----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SAM | Gender identity is the same | 1,139,420 | 55.8 | 87.4 | 164,125 | 54.2 | 12.6 | 1,303,545 | 55.6 |
| DIF | Gender identity is different | 39,690 | 1.9 | 82.1 | 8,670 | 2.9 | 17.9 | 48,355 | 2.1 |
| REF | Information refused | 43,830 | 2.1 | 85.6 | 7,355 | 2.4 | 14.4 | 51,190 | 2.2 |
| BLA | Blank | 817,450 | 40.1 | 87.0 | 122,555 | 40.5 | 13.0 | 940,005 | 40.1 |
| All | All students | 2,040,390 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,095 | 100.0 |

Proportions of students in gender reassignment categories across age groups



Proportions of students in gender reassignment categories who disclosed as disabled



6.9

UK domiciled students by gender reassignment and BAME/White identity

← Gender reassignment definition: see page 11

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|-----|------------------------------|-----------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SAM | Gender identity is the same | 767,810 | 54.2 | 74.3 | 265,005 | 60.6 | 25.7 | 1,032,815 | 55.7 |
| DIF | Gender identity is different | 39,145 | 2.8 | 84.6 | 7,140 | 1.6 | 15.4 | 46,285 | 2.5 |
| REF | Information refused | 25,865 | 1.8 | 77.1 | 7,685 | 1.8 | 22.9 | 33,550 | 1.8 |
| BLA | Blank | 585,045 | 41.3 | 78.8 | 157,160 | 36.0 | 21.2 | 742,205 | 40.0 |
| All | All students | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 |

6.10

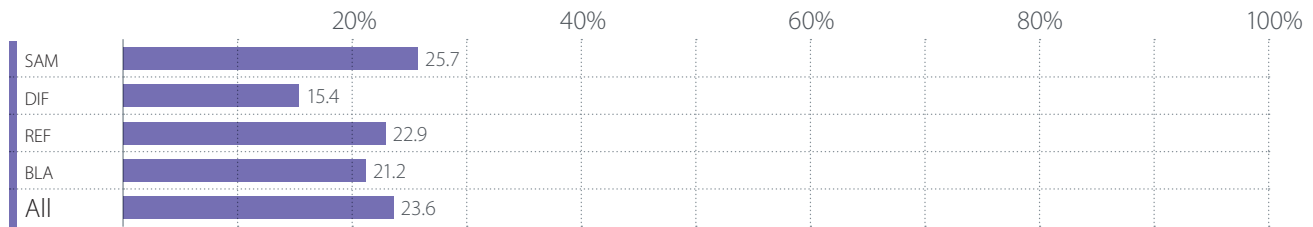
All students by gender reassignment and gender

← Gender reassignment definition: see page 11

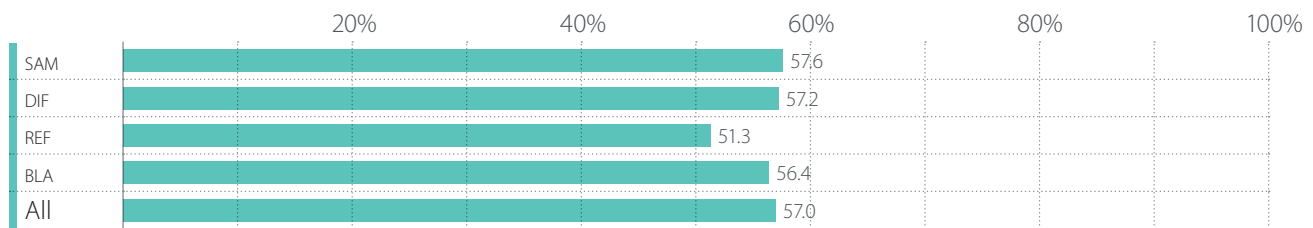
← Gender definition: see page 11

| | | Female | | | Male | | | All students | |
|-----|------------------------------|-----------|-------|------|-----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| SAM | Gender identity is the same | 750,175 | 56.2 | 57.6 | 552,810 | 54.9 | 42.4 | 1,302,985 | 55.7 |
| DIF | Gender identity is different | 27,455 | 2.1 | 57.2 | 20,560 | 2.0 | 42.8 | 48,015 | 2.1 |
| REF | Information refused | 26,120 | 2.0 | 51.3 | 24,775 | 2.5 | 48.7 | 50,895 | 2.2 |
| BLA | Blank | 529,900 | 39.7 | 56.4 | 409,585 | 40.6 | 43.6 | 939,485 | 40.1 |
| All | All students | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 |

Proportions of UK domiciled students in gender reassignment categories who were BAME



Proportions of students in gender reassignment categories who were female



6.11

All students by religion and belief and age

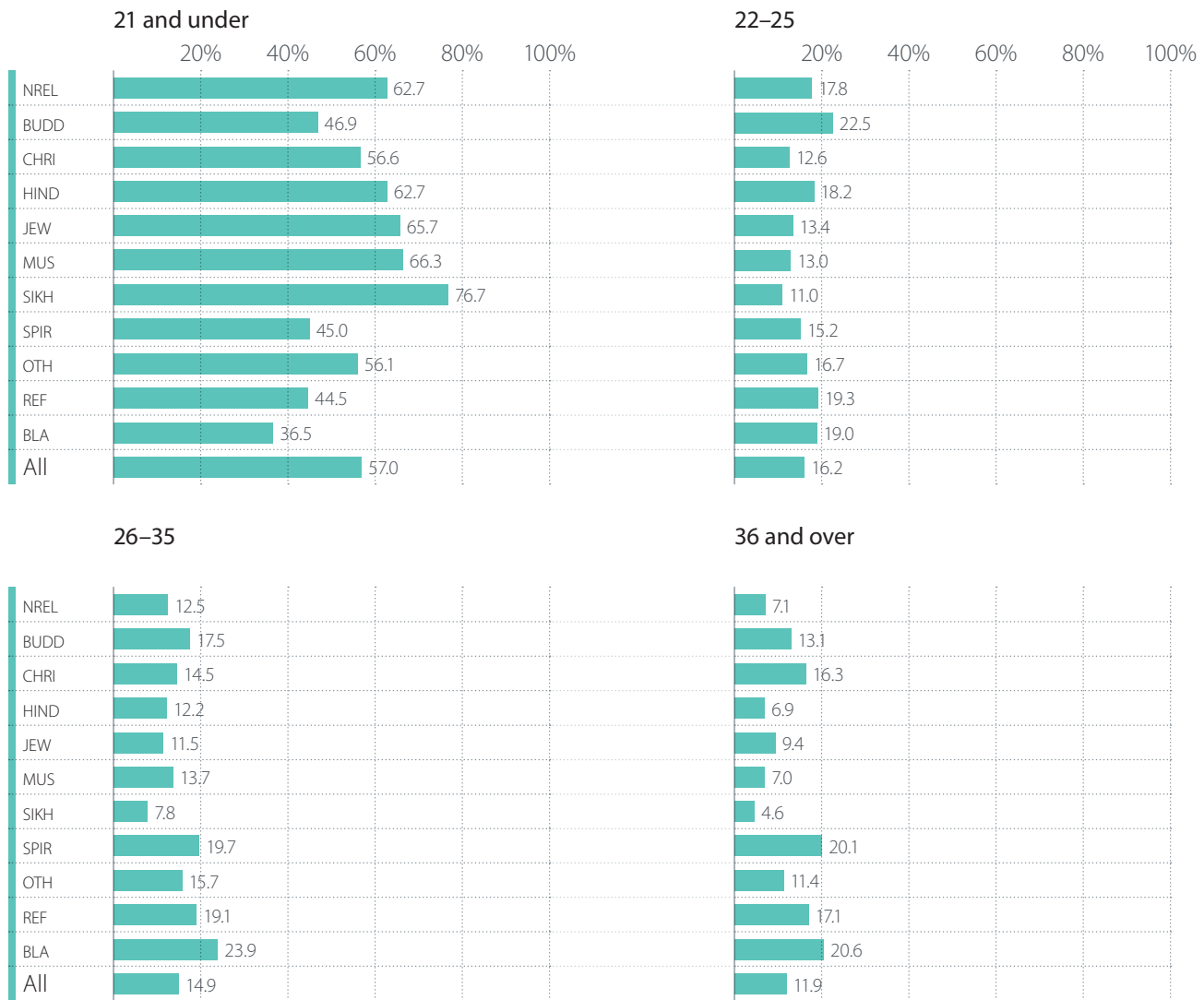
← Religion and belief definition: see page 12

← Age definition: see page 10

| | | 21 and under | | | 22–25 | | |
|------|------------------------------|--------------|-------|------|---------|-------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| NREL | No religion | 598,585 | 44.8 | 62.7 | 169,580 | 44.5 | 17.8 |
| BUDD | Buddhist | 15,605 | 1.2 | 46.9 | 7,475 | 2.0 | 22.5 |
| CHRI | Christian | 357,235 | 26.8 | 56.6 | 79,595 | 20.9 | 12.6 |
| HIND | Hindu | 26,740 | 2.0 | 62.7 | 7,770 | 2.0 | 18.2 |
| JEW | Jewish | 5,665 | 0.4 | 65.7 | 1,155 | 0.3 | 13.4 |
| MUS | Muslim | 113,675 | 8.5 | 66.3 | 22,340 | 5.9 | 13.0 |
| SIKH | Sikh | 12,755 | 1.0 | 76.7 | 1,830 | 0.5 | 11.0 |
| SPIR | Spiritual | 11,245 | 0.8 | 45.0 | 3,800 | 1.0 | 15.2 |
| OTH | Any other religion or belief | 19,610 | 1.5 | 56.1 | 5,850 | 1.5 | 16.7 |
| REF | Information refused | 108,085 | 8.1 | 44.5 | 46,795 | 12.3 | 19.3 |
| BLA | Blank | 66,220 | 5.0 | 36.5 | 34,495 | 9.1 | 19.0 |
| All | All students | 1,335,415 | 100.0 | 57.0 | 380,680 | 100.0 | 16.2 |

| | | 26–35 | | | 36 and over | | | All students | |
|------|------------------------------|---------|-------|------|-------------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| NREL | No religion | 119,575 | 34.4 | 12.5 | 67,365 | 24.2 | 7.1 | 955,105 | 40.8 |
| BUDD | Buddhist | 5,820 | 1.7 | 17.5 | 4,350 | 1.6 | 13.1 | 33,245 | 1.4 |
| CHRI | Christian | 91,250 | 26.2 | 14.5 | 102,825 | 36.9 | 16.3 | 630,905 | 26.9 |
| HIND | Hindu | 5,195 | 1.5 | 12.2 | 2,930 | 1.1 | 6.9 | 42,635 | 1.8 |
| JEW | Jewish | 990 | 0.3 | 11.5 | 815 | 0.3 | 9.4 | 8,625 | 0.4 |
| MUS | Muslim | 23,545 | 6.8 | 13.7 | 12,005 | 4.3 | 7.0 | 171,565 | 7.3 |
| SIKH | Sikh | 1,290 | 0.4 | 7.8 | 760 | 0.3 | 4.6 | 16,630 | 0.7 |
| SPIR | Spiritual | 4,910 | 1.4 | 19.7 | 5,020 | 1.8 | 20.1 | 24,970 | 1.1 |
| OTH | Any other religion or belief | 5,495 | 1.6 | 15.7 | 3,975 | 1.4 | 11.4 | 34,930 | 1.5 |
| REF | Information refused | 46,490 | 13.4 | 19.1 | 41,405 | 14.8 | 17.1 | 242,770 | 10.4 |
| BLA | Blank | 43,385 | 12.5 | 23.9 | 37,385 | 13.4 | 20.6 | 181,485 | 7.7 |
| All | All students | 347,945 | 100.0 | 14.9 | 278,830 | 100.0 | 11.9 | 2,342,870 | 100.0 |

Proportions of students in religion and belief categories across age groups



6.12

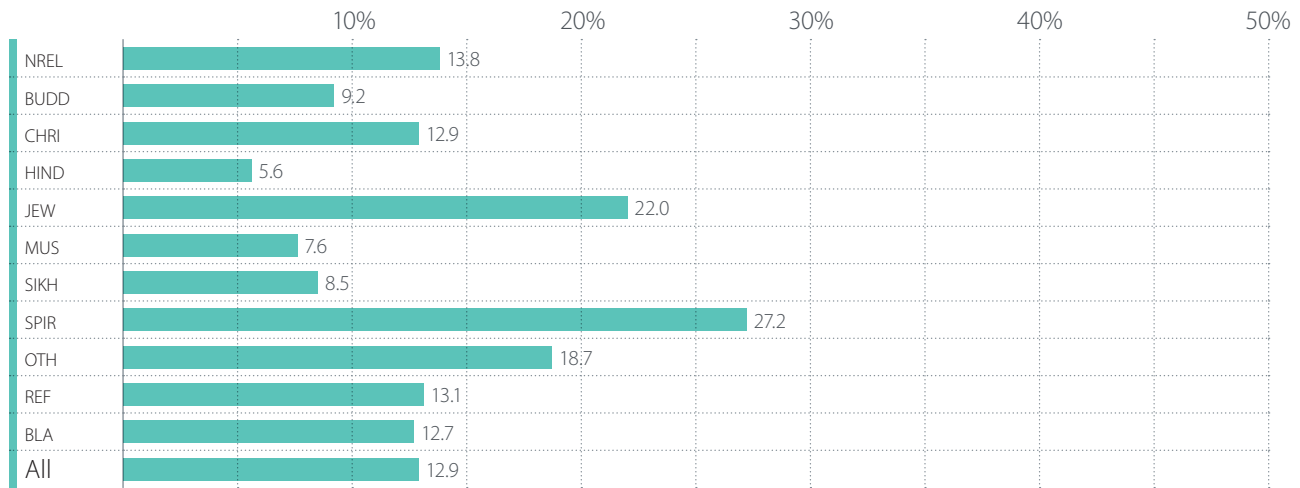
All students by religion and belief and disability status

← Religion and belief definition; see page 12

← Disability definition; see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------|------------------------------|--------------|-------|------|----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| NREL | No religion | 823,805 | 40.4 | 86.2 | 131,355 | 43.4 | 13.8 | 955,160 | 40.8 |
| BUDD | Buddhist | 30,190 | 1.5 | 90.8 | 3,060 | 1.0 | 9.2 | 33,250 | 1.4 |
| CHRI | Christian | 549,625 | 26.9 | 87.1 | 81,315 | 26.9 | 12.9 | 630,940 | 26.9 |
| HIND | Hindu | 40,250 | 2.0 | 94.4 | 2,385 | 0.8 | 5.6 | 42,640 | 1.8 |
| JEW | Jewish | 6,725 | 0.3 | 78.0 | 1,900 | 0.6 | 22.0 | 8,625 | 0.4 |
| MUS | Muslim | 158,475 | 7.8 | 92.4 | 13,095 | 4.3 | 7.6 | 171,570 | 7.3 |
| SIKH | Sikh | 15,220 | 0.7 | 91.5 | 1,410 | 0.5 | 8.5 | 16,630 | 0.7 |
| SPIR | Spiritual | 18,175 | 0.9 | 72.8 | 6,800 | 2.2 | 27.2 | 24,975 | 1.1 |
| OTH | Any other religion or belief | 28,415 | 1.4 | 81.3 | 6,515 | 2.2 | 18.7 | 34,930 | 1.5 |
| REF | Information refused | 211,095 | 10.3 | 86.9 | 31,775 | 10.5 | 13.1 | 242,870 | 10.4 |
| BLA | Blank | 158,410 | 7.8 | 87.3 | 23,095 | 7.6 | 12.7 | 181,505 | 7.7 |
| All | All students | 2,040,390 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,095 | 100.0 |

Proportions of students in religion and belief categories who disclosed as disabled



6.13

UK domiciled students by religion and belief and BAME/White identity

← Religion and belief definition: see page 12

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------|------------------------------|-----------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| NREL | No religion | 720,640 | 50.8 | 91.4 | 67,465 | 15.4 | 8.6 | 788,105 | 42.5 |
| BUDD | Buddhist | 10,120 | 0.7 | 62.8 | 6,005 | 1.4 | 37.2 | 16,125 | 0.9 |
| CHRI | Christian | 401,640 | 28.3 | 76.3 | 124,950 | 28.6 | 23.7 | 526,590 | 28.4 |
| HIND | Hindu | 155 | 0.0 | 0.6 | 26,835 | 6.1 | 99.4 | 26,990 | 1.5 |
| JEW | Jewish | 6,145 | 0.4 | 91.1 | 600 | 0.1 | 8.9 | 6,745 | 0.4 |
| MUS | Muslim | 4,140 | 0.3 | 3.3 | 121,870 | 27.9 | 96.7 | 126,010 | 6.8 |
| SIKH | Sikh | 65 | 0.0 | 0.4 | 15,190 | 3.5 | 99.6 | 15,255 | 0.8 |
| SPIR | Spiritual | 15,820 | 1.1 | 75.8 | 5,050 | 1.2 | 24.2 | 20,870 | 1.1 |
| OTH | Any other religion or belief | 19,690 | 1.4 | 77.5 | 5,725 | 1.3 | 22.5 | 25,415 | 1.4 |
| REF | Information refused | 127,920 | 9.0 | 76.3 | 39,630 | 9.1 | 23.7 | 167,550 | 9.0 |
| BLA | Blank | 111,525 | 7.9 | 82.5 | 23,675 | 5.4 | 17.5 | 135,200 | 7.3 |
| All | All students | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 |

6.14

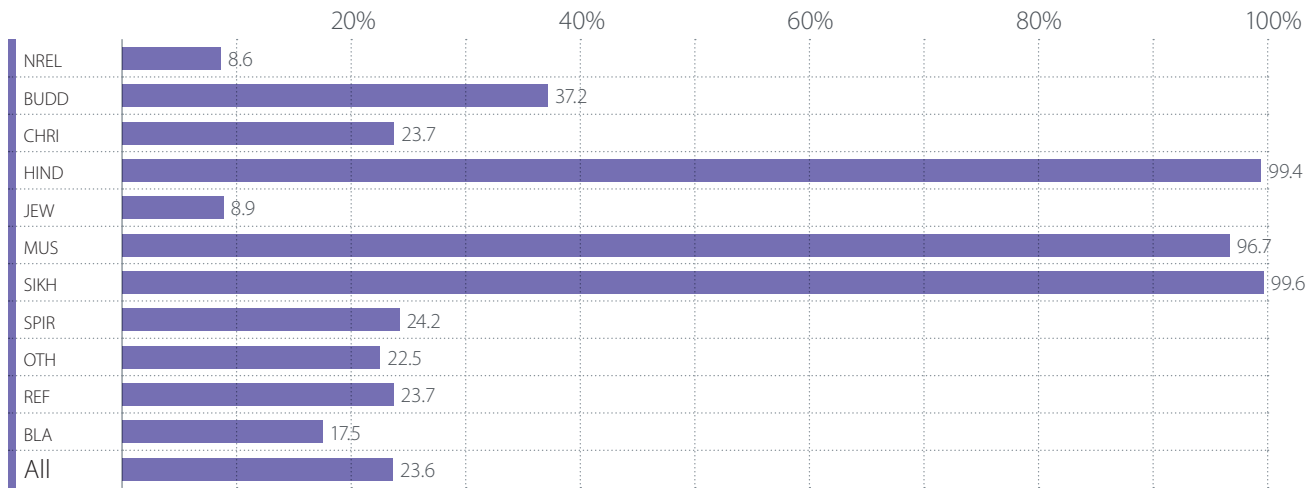
All students by religion and belief and gender

← Religion and belief definition: see page 12

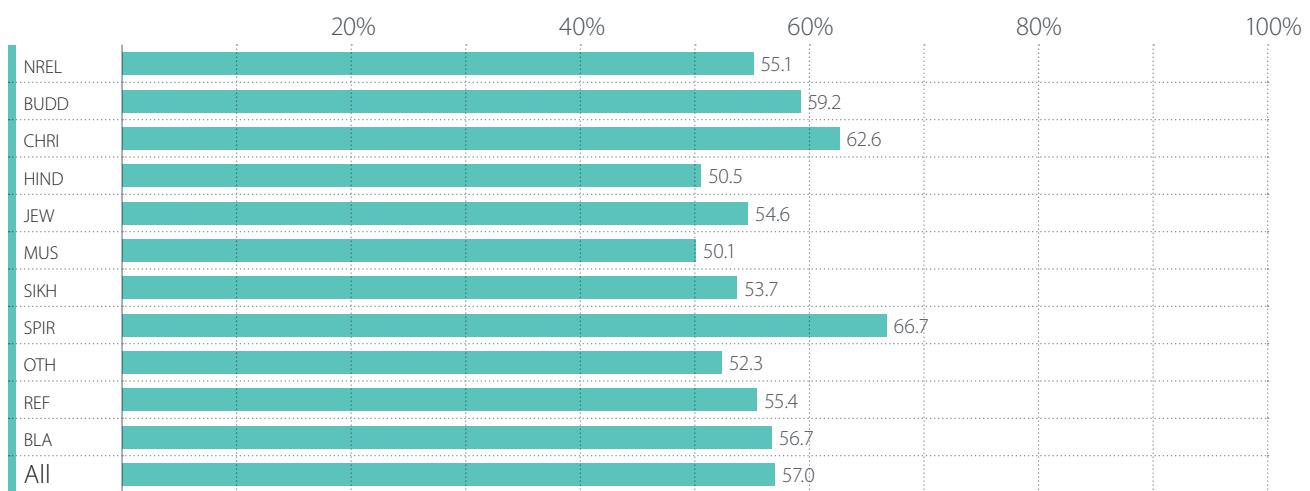
← Gender definition: see page 11

| | | Female | | | Male | | | All students | |
|------|------------------------------|-----------|-------|------|-----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| NREL | No religion | 525,990 | 39.4 | 55.1 | 428,430 | 42.5 | 44.9 | 954,420 | 40.8 |
| BUDD | Buddhist | 19,670 | 1.5 | 59.2 | 13,555 | 1.3 | 40.8 | 33,230 | 1.4 |
| CHRI | Christian | 394,865 | 29.6 | 62.6 | 235,850 | 23.4 | 37.4 | 630,710 | 26.9 |
| HIND | Hindu | 21,545 | 1.6 | 50.5 | 21,080 | 2.1 | 49.5 | 42,625 | 1.8 |
| JEW | Jewish | 4,705 | 0.4 | 54.6 | 3,905 | 0.4 | 45.4 | 8,610 | 0.4 |
| MUS | Muslim | 85,865 | 6.4 | 50.1 | 85,650 | 8.5 | 49.9 | 171,515 | 7.3 |
| SIKH | Sikh | 8,925 | 0.7 | 53.7 | 7,700 | 0.8 | 46.3 | 16,625 | 0.7 |
| SPIR | Spiritual | 16,625 | 1.2 | 66.7 | 8,290 | 0.8 | 33.3 | 24,915 | 1.1 |
| OTH | Any other religion or belief | 18,225 | 1.4 | 52.3 | 16,635 | 1.7 | 47.7 | 34,860 | 1.5 |
| REF | Information refused | 134,470 | 10.1 | 55.4 | 108,065 | 10.7 | 44.6 | 242,535 | 10.4 |
| BLA | Blank | 102,770 | 7.7 | 56.7 | 78,565 | 7.8 | 43.3 | 181,335 | 7.7 |
| All | All students | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 |

Proportions of UK domiciled students in religion and belief categories who were BAME



Proportions of students in religion and belief categories who were female



6.15

All students by sexual orientation and age

← Sexual orientation definition: see page 12

← Age definition: see page 10

| | | 21 and under | | | 22–25 | | |
|------|---------------------|--------------|-------|------|---------|-------|------|
| | | No. | ↓ % | → % | No. | ↓ % | → % |
| BISE | Bisexual | 33,765 | 2.5 | 66.7 | 9,145 | 2.4 | 18.1 |
| GAYM | Gay man | 12,105 | 0.9 | 51.4 | 4,615 | 1.2 | 19.6 |
| GAYW | Gay woman/lesbian | 6,220 | 0.5 | 50.0 | 2,195 | 0.6 | 17.6 |
| HET | Heterosexual | 857,785 | 64.2 | 61.7 | 205,795 | 54.1 | 14.8 |
| OTH | Other | 14,835 | 1.1 | 57.5 | 4,565 | 1.2 | 17.7 |
| REF | Information refused | 74,795 | 5.6 | 48.1 | 30,045 | 7.9 | 19.3 |
| BLA | Blank | 335,910 | 25.2 | 49.0 | 124,320 | 32.7 | 18.1 |
| All | All students | 1,335,415 | 100.0 | 57.0 | 380,680 | 100.0 | 16.2 |

| | | 26–35 | | | 36 and over | | | All students | |
|------|---------------------|---------|-------|------|-------------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BISE | Bisexual | 5,515 | 1.6 | 10.9 | 2,230 | 0.8 | 4.4 | 50,655 | 2.2 |
| GAYM | Gay man | 4,625 | 1.3 | 19.6 | 2,195 | 0.8 | 9.3 | 23,535 | 1.0 |
| GAYW | Gay woman/lesbian | 2,550 | 0.7 | 20.5 | 1,480 | 0.5 | 11.9 | 12,450 | 0.5 |
| HET | Heterosexual | 182,735 | 52.5 | 13.2 | 142,810 | 51.2 | 10.3 | 1,389,130 | 59.3 |
| OTH | Other | 4,020 | 1.2 | 15.6 | 2,375 | 0.9 | 9.2 | 25,795 | 1.1 |
| REF | Information refused | 26,875 | 7.7 | 17.3 | 23,720 | 8.5 | 15.3 | 155,435 | 6.6 |
| BLA | Blank | 121,625 | 35.0 | 17.7 | 104,015 | 37.3 | 15.2 | 685,870 | 29.3 |
| All | All students | 347,945 | 100.0 | 14.9 | 278,830 | 100.0 | 11.9 | 2,342,870 | 100.0 |

6.16

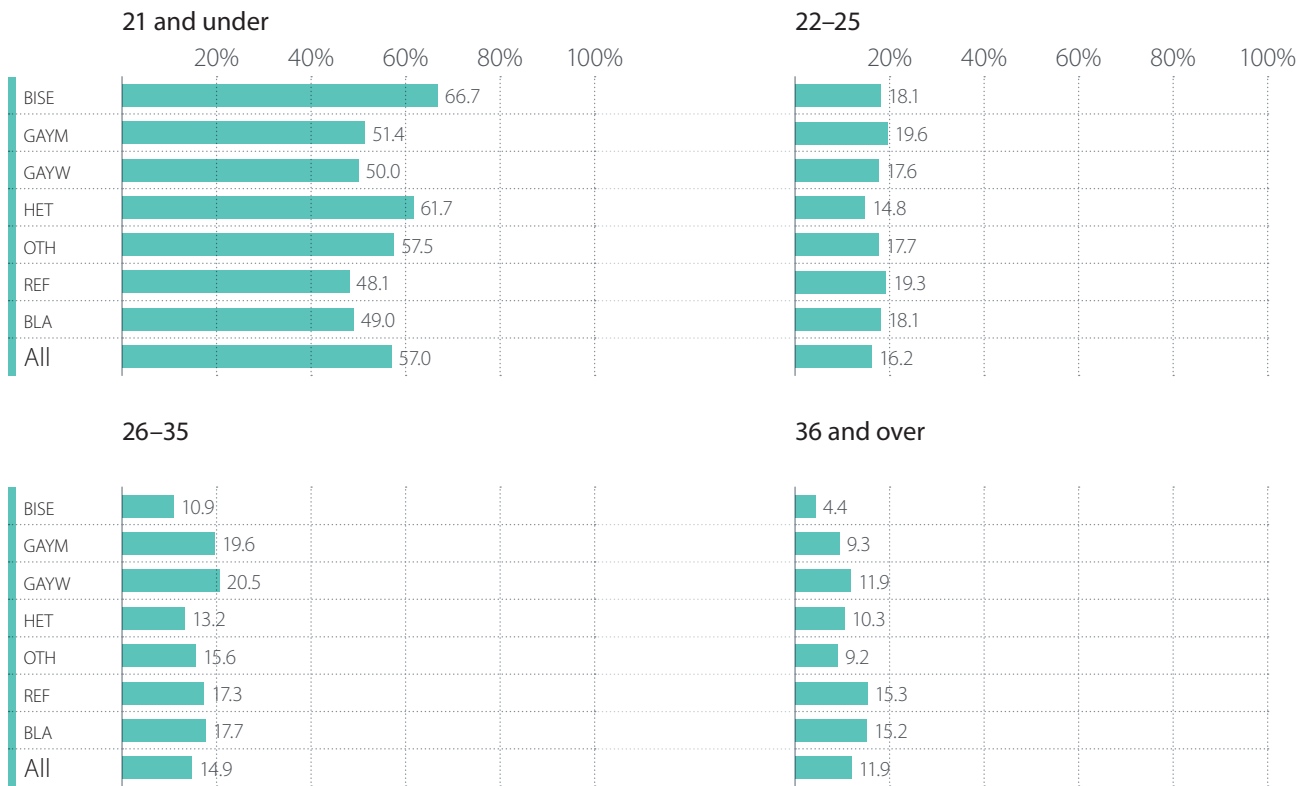
All students by sexual orientation and disability status

← Sexual orientation definition: see page 12

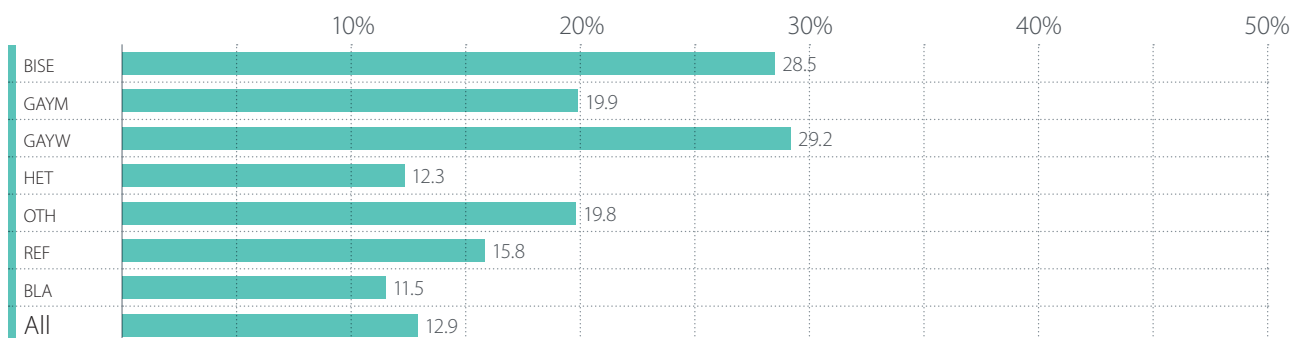
← Disability definition: see page 10

| | | Non-disabled | | | Disabled | | | All students | |
|------|---------------------|--------------|-------|------|----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BISE | Bisexual | 36,200 | 1.8 | 71.5 | 14,460 | 4.8 | 28.5 | 50,655 | 2.2 |
| GAYM | Gay man | 18,845 | 0.9 | 80.1 | 4,690 | 1.5 | 19.9 | 23,540 | 1.0 |
| GAYW | Gay woman/lesbian | 8,815 | 0.4 | 70.8 | 3,635 | 1.2 | 29.2 | 12,450 | 0.5 |
| HET | Heterosexual | 1,217,670 | 59.7 | 87.7 | 171,505 | 56.7 | 12.3 | 1,389,175 | 59.3 |
| OTH | Other | 20,705 | 1.0 | 80.2 | 5,095 | 1.7 | 19.8 | 25,800 | 1.1 |
| REF | Information refused | 130,905 | 6.4 | 84.2 | 24,550 | 8.1 | 15.8 | 155,455 | 6.6 |
| BLA | Blank | 607,245 | 29.8 | 88.5 | 78,775 | 26.0 | 11.5 | 686,020 | 29.3 |
| All | All students | 2,040,390 | 100.0 | 87.1 | 302,705 | 100.0 | 12.9 | 2,343,095 | 100.0 |

Proportions of students in sexual orientation categories across age groups



Proportions of students in sexual orientation categories who disclosed as disabled



6.17

UK domiciled students by sexual orientation and BAME/White identity

← Sexual orientation definition: see page 12

← Ethnicity definition: see page 10

| | | White | | | BAME | | | All students | |
|------|---------------------|-----------|-------|------|---------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BISE | Bisexual | 34,550 | 2.4 | 86.3 | 5,480 | 1.3 | 13.7 | 40,030 | 2.2 |
| GAYM | Gay man | 18,005 | 1.3 | 90.4 | 1,920 | 0.4 | 9.6 | 19,925 | 1.1 |
| GAYW | Gay woman/lesbian | 10,195 | 0.7 | 91.7 | 920 | 0.2 | 8.3 | 11,115 | 0.6 |
| HET | Heterosexual | 871,110 | 61.4 | 75.2 | 286,825 | 65.6 | 24.8 | 1,157,935 | 62.4 |
| OTH | Other | 11,005 | 0.8 | 67.8 | 5,225 | 1.2 | 32.2 | 16,230 | 0.9 |
| REF | Information refused | 79,205 | 5.6 | 77.4 | 23,145 | 5.3 | 22.6 | 102,350 | 5.5 |
| BLA | Blank | 393,785 | 27.8 | 77.6 | 113,480 | 26.0 | 22.4 | 507,270 | 27.3 |
| All | All students | 1,417,860 | 100.0 | 76.4 | 436,990 | 100.0 | 23.6 | 1,854,855 | 100.0 |

6.18

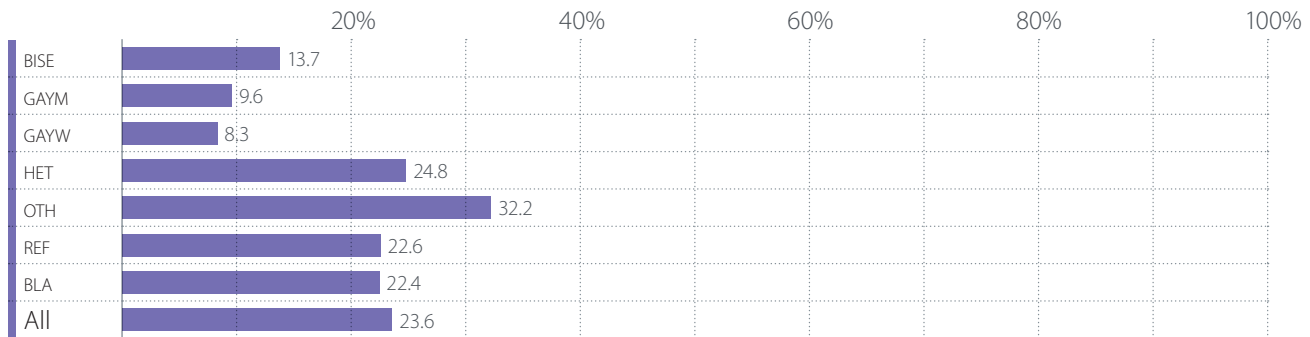
All students by sexual orientation and gender

← Sexual orientation definition: see page 12

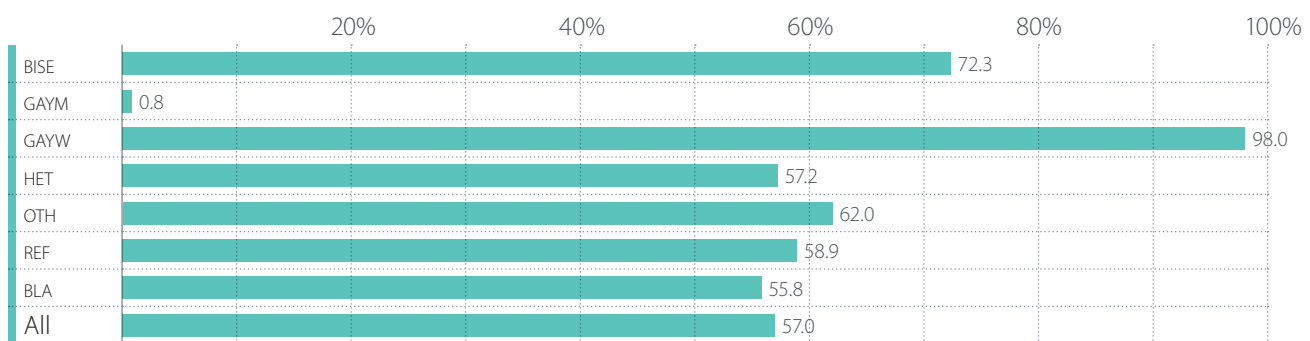
← Gender definition: see page 11

| | | Female | | | Male | | | All students | |
|------|---------------------|-----------|-------|------|-----------|-------|------|--------------|-------|
| | | No. | ↓ % | → % | No. | ↓ % | → % | No. | ↓ % |
| BISE | Bisexual | 36,520 | 2.7 | 72.3 | 13,975 | 1.4 | 27.7 | 50,490 | 2.2 |
| GAYM | Gay man | 190 | 0.0 | 0.8 | 23,300 | 2.3 | 99.2 | 23,490 | 1.0 |
| GAYW | Gay woman/lesbian | 12,150 | 0.9 | 98.0 | 250 | 0.0 | 2.0 | 12,400 | 0.5 |
| HET | Heterosexual | 794,825 | 59.6 | 57.2 | 593,910 | 58.9 | 42.8 | 1,388,735 | 59.3 |
| OTH | Other | 15,820 | 1.2 | 62.0 | 9,705 | 1.0 | 38.0 | 25,525 | 1.1 |
| REF | Information refused | 91,340 | 6.8 | 58.9 | 63,835 | 6.3 | 41.1 | 155,180 | 6.6 |
| BLA | Blank | 382,810 | 28.7 | 55.8 | 302,760 | 30.0 | 44.2 | 685,565 | 29.3 |
| All | All students | 1,333,650 | 100.0 | 57.0 | 1,007,730 | 100.0 | 43.0 | 2,341,385 | 100.0 |

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



Proportions of students in sexual orientation categories who were female



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