

+ Equality in higher education

Student data dashboards 2025 - About the data

Dr Panagiota (Peny) Sotiropoulou, Mixed-methods Researcher
and Faye Thomson, Data Analyst, Advance HE



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Further information: Dr Panagiota (Peny) Sotiropoulou | insights@advance-he.ac.uk

1 Introduction to the dashboards

This is the 18th year that Advance HE publishes student equality data for the UK higher education (HE) sector. The interactive data dashboards aim to assist the sector in better understanding the main equality challenges for students and directing future efforts to overcome them.

These dashboards present a snapshot of the age, disability, ethnicity, sex and religion and belief of students in HE for the 2023/24 academic year, as well as of the intersections of these identities (for example, female Black students, male disabled students, etc). In addition, our dashboards present data related to trans status, sexual orientation and social background. As this year's publication follows a new layout introduced last year, it also includes data from the two previous years (2020/21-2022/23) to assist with comparisons across time.

You might notice that data for the 2022/23 year look slightly different to what was reported in the 2024 dashboards. This is because the Higher Education Statistics Agency (HESA/Jisc) resupplied us with this data alongside providing us with the new 2023/24 dataset. This results in data discrepancies based on the following:

- + **The transition to "Data Futures" (in-year reporting).** The shift to in-year data means that, during the transition, data definitions or coverage might change between the first and final, fully assured submission.
- + **Data corrections and provider re-submissions.** Data submitted by providers goes through a rigorous quality assurance process. If errors are identified, providers may re-submit data.
- + **Known issues.** HESA/Jisc publishes "known issues" for data collections. These are discrepancies that have been identified but are not corrected until a later date. The relevant "known issues" log for the 2022/23 student data returns can be accessed [here](#).

Our student equality data dashboards provide 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 [Advance HE equality statistical reports](#), and/or data within these dashboards, as comparators
- + by individual institutions for benchmarking purposes.

1.1 The transformation of this publication

1.1.1 An interactive dashboard layout

This publication was transformed in terms of its layout in November 2025, when we issued our belated 2024 data. We moved from our previous PDF-based publication style to an interactive Tableau dashboard outlook. Before that, how the data are presented in our

annual statistical reports was last updated in 2016, following a sector consultation which pointed towards the need to move to a digital file format for the reports, accompanied by more detailed online tables for all numbers and figures presented, to replace the printed version that the Equality Challenge Unit (one of Advance HE's predecessor organisations) previously produced. Since then, the content of the reports had evolved and expanded to incorporate new data (eg. students' social background) or adapt to changes to HESA/Jisc's data collection regulations (eg. expanded religion and belief section for students as reporting became mandatory etc.). While the reports had grown, the layout and format of how the data are presented had remained static, while many other sources of benchmarking information (eg. those for the [Teaching Excellence Framework](#), the [National Student Survey](#), [Access and Participation](#) etc.) had slowly shifted to more interactive formats through the production of dashboards.

Presenting the data in a dashboard format lets users tailor the content to their bespoke needs. In other words, dashboards let users interact with data in a personalised way. We understand the importance of data interactivity for the sector and our members, so we have taken the decision to move towards this type of layout moving forward.

1.1.2 HESA/Jisc's new data models and collection system for student data

2022/23 marked the inaugural year in which student data were collected using HESA/Jisc's new data model and collection system. The data model and collection system, developed as part of the [Data Futures transformation programme](#), are designed to meet the needs of the current funding and regulatory landscape.

There was a substantial delay in HESA/Jisc publishing the 2022/23 student data, which had a knock-on effect on the delayed publication of our own 2024 data dashboards – published in November 2025. This was due to the complexity involved with implementing the new data model and data collection systems across the whole UK HE sector. There are some changes in how some of the data is presented and some data quality issues that are highlighted. These particularly affect data on students' sex, ethnicity, and permanent address or domicile, which all saw rises in the numbers of missing or unknown values. HESA/Jisc has published a [data quality report](#) giving details of the changes and quality issues related to the new 2022/23 student data.

Student data for the academic year 2023/24 mark the second collection year under the new data model and collection system which was built as part of the Data Futures transformation programme. Given the relative newness of the collection, HESA/Jisc opted to carry out an extensive process of quality assurance for a second year. This was to identify if some of the issues linked to a new collection system and data model were resolved in year two.

Overall, HESA/Jisc mentions that recruitment changes have resulted in diversification of students at some providers. Changes include new international recruiting partnerships and franchised arrangements; changes in funding and international visa policies; online distance learning courses and general changes to master's programmes. In some instances, this has altered the overall student profile in relation to sex, age, entry information, mode of study,

level of study and qualification, permanent address and term-time accommodation. More detailed information regarding all the data quality issues identified in the 2023/24 student data publication can be found [here](#).

2 Additional resources

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

We continue to update our guidance on diversity monitoring and the questions used in monitoring surveys, which is available at:

<https://www.advance-he.ac.uk/knowledge-hub/guidance-collection-diversity-monitoring-data>

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

A number of publications from Advance HE provide useful additional information in further detail:

Advance HE (January 2026). [*Disabled Student Commitment Year Two report shows growing sector engagement*](#).

Advance HE (October 2025). [*Building inclusive institutions: launching the Inclusive Institutions Framework*](#).

Advance HE (2025). Inclusive Institutions Framework Executive Summary. <https://www.advance-he.ac.uk/knowledge-hub/inclusive-institutions-framework-executive-summary>.

Advance HE (2025). Disabled Student Commitment: Competence Standards and Reasonable Adjustments. <https://advance-he.ac.uk/knowledge-hub/edi/disabled-student-commitment/competence-standards-and-reasonable-adjustments>.

Advance HE (March 2024). [*New initiatives to advance gender and race equality in HE showcased in good practice database*](#).

Advance HE (2024). Disabled Students' Commitment: Year One report. <https://www.advance-he.ac.uk/knowledge-hub/disabled-students-commitment-year-one-report>.

Advance HE (2024). Postgraduate Research Experience Survey 2024. <https://www.advance-he.ac.uk/knowledge-hub/postgraduate-research-experience-survey-2024>.

Advance HE (2024). Postgraduate Taught Experience Survey 2024. <https://www.advance-he.ac.uk/knowledge-hub/postgraduate-taught-experience-survey-2024>.

Advance HE (2025). *Securing student outcomes - Using data and insight to drive improved outcomes for students - webinar series*. <https://www.advance-he.ac.uk/knowledge-hub/securing-student-outcomes-using-data-and-insight-drive-improved-outcomes-students>.

Advance HE and Higher Education Policy Institute (2024). Student Academic Experience Survey. <https://www.advance-he.ac.uk/knowledge-hub/student-academic-experience-survey-2024>.

Advance HE (2023). Inclusive institutions: enabling and supporting culture change - Engaging students to support inclusive cultural change. <https://www.advance-he.ac.uk/knowledge-hub/cdf-2021-22-inclusive-institutions-enabling-and-supporting-culture-change-engaging>.

Bass, D. (2024). [Protected beliefs in higher education](#). Advance HE.

Hughes, A., Scarinzi, V., Holden, G., & Sweasy, P. (2023). [Engaging students to support inclusive cultural change](#). Advance HE.

Salisu, R., Douglas-Oloyede, F., & Jones, D. (2024). [Open doors, narrow corridors?](#). Advance HE.

For guidance on using data and evidence, visit:

<https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence>.

3 About the data

The following notes about the data and subsequent list of definitions clarify how data for our equality data dashboards have been collected and presented as well as the terminology used.

The data cover 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/Jisc. Additional HE data collected by HESA/Jisc can be accessed via 'Heidi Plus', a web-based management information service run by HESA/Jisc 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, and includes built-in functionalities for analysis, presentation and cross-institutional comparisons as well as sophisticated visualisations. Heidi Plus allows users to manipulate the data available to compare their institutions' performance with that of other individual institutions and/or institutional groupings, such as within sector groups, national or regional areas. For further information, see <https://www.jisc.ac.uk/heidi-plus>.

All counts of students have been rounded to the nearest five in accordance with [HESA/Jisc's rounding and suppression methodology](#) in order to protect the confidentiality of individuals.

As totals have also been rounded based on unrounded values, some may be greater or less than the individual count numbers presented in the report.

Percentages are based on those students for whom the data in question are known. Throughout the report, blanks represent suppressed total counts or percentages calculated on a population of between 0 and 22.5 inclusive. Again, following HESA's rounding and suppression methodology, these percentages have been suppressed to protect against over-interpretation of small numbers.

With the exception of data tables relating to degree awarding, all tables presented in this report are based on the standard registration population. This population is derived from the HESA Student record, from all registered HE and further education (FE) student instances active at a reporting HE provider in the reporting period 1 August to 31 July, following courses that lead to the award of a qualification or HE provider credit. Using the standard registration population ensures that similar activity is counted in a similar way irrespective of when it occurs. It is worth noting that the number of providers included in the HESA student record has expanded from 167 providers in the 2018/19 student records to 303 providers in the 2023/24 student record. This change is in part due to [HESA's recent plans to incorporate HE-in-FE data](#) into the HE student record, as well as the HESA student alternative record being merged with the HESA student record in 2019/20. Further information on the history of the coverage of the HESA student record is [available on the HESA website](#).

The standard registration population forms the basis of a count of full person equivalent (FPE). Further information about how FPE is calculated can be found at: <https://www.hesa.ac.uk/support/definitions>.

3.1 Age

Students' age is calculated at the commencement date of their studies. As standard, age data published using the standard registration population is calculated as at 31 August in the cycle. For the qualifiers population, age is calculated as at 31 July of the qualifying year. The data dashboards use the following age groups:

- + 21 and under
- + 22 to 25
- + 26 to 35
- + 36 and over

3.2 Disability

Disability status (as recorded by HESA/Jisc) indicates whether an individual is disabled based on their own self-assessment. Data collected from the relevant HESA/Jisc records are grouped in the following way:

- + **Known disability status** includes individuals that reported that they have or do not have a known disability.
 - **Known to be disabled** includes individuals that reported a disability.
-

- **No known disability** includes individuals that reported they have no known disability.
- + **Unknown** includes those students that were reported as ‘information refused’ or ‘not available’. This can occur, for example, if the student did not respond to the request for information.

Our previous reports and current data dashboards use the term ‘disabled’ to refer to individuals who identified as disabled on their HESA/Jisc student record. From 2012 onwards, ‘non-disabled’ refers to individuals who have indicated that they are not disabled, or whose disability status is unknown by their institution. This aligns with changes to HESA/Jisc reporting standards in 2012. Specifically, only those students known to have a disability are used in onward reporting by HESA/Jisc, missing data and students recorded as ‘No known impairment, health condition or learning difference’, ‘Prefer not to say’ and ‘Not available’ are grouped into ‘No known disability’.

2012/13 onwards

‘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 this was reported prior to our 2012 report.

Furthermore, HESA/Jisc 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/Jisc 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.

3.2.1 Impairment type

Since 2022/23, impairment type is recorded within the HESA/Jisc student record on the basis of self-assessment using one of the following 12 possible categories:

- + No known impairment, health condition or learning difference
 - + Blind or have a visual impairment uncorrected by glasses
 - + Deaf or have a hearing impairment
 - + Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language
 - + Learning difference such as dyslexia, dyspraxia or AD(H)D
 - + Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
-

- + Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
- + Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)
- + Social/communication conditions such as a speech and language impairment or an autistic spectrum condition
- + An impairment, health condition or learning difference not listed above
- + Prefer not to say
- + Information not available

From 2022/23, multiple disabilities can be returned for each student. However, to align with previous years of reporting and enable comparisons across time, where a student had disclosed more than one disabilities/impairment types, these were grouped under the category 'Two or more impairments, health conditions or learning differences'.

3.3 Ethnicity

Ethnicity within the HESA/Jisc student record is based on students' self-assessment. HESA/Jisc follows the [Office for National Statistics \(ONS\) ethnicity frame](#) for UK-wide data collection. However, there are variations to ethnicity coding adopted in Scotland and Northern Ireland. In our data dashboards, where possible, ethnicity data are presented at the disaggregated level. However, where necessary, the categories have been aggregated into the following groups:

- + White – all White ethnic groups including White British
- + Asian – Asian/Asian British: Bangladeshi, Indian, Pakistani, and any other Asian background
- + Black – Black/Black British: African, Caribbean, and any other Black background
- + Chinese
- + Arab (since 2022/23)
- + Mixed
- + Other (including Arab up until 2021/22)

Chinese students are presented separately from Asian students for two reasons. Firstly, this enables comparability with our previous reports, and, secondly, it provides additional insights relating to ethnicity awarding gaps, where combining Asian and Chinese students can mask important differences in the qualifiers' population.

There are a number of issues inherent in grouping individuals into larger categories. Firstly, the data presented does not allow for a more nuanced or in-depth understanding of the characteristics of students from sub-groups within each ethnic group presented. Advance HE's statistical reports aim to convey detailed information about the diversity characteristics of students in the most detailed form possible, while taking into account considerations of available data and the format of presentation. For this reason, our data dashboards report on the following more detailed groupings as well:

- + White
- + Asian or Asian British – Bangladeshi
- + Asian or Asian British – Indian
- + Asian or Asian British – Pakistani
- + Asian or Asian British – Other Asian background
- + Black or Black British – African
- + Black or Black British – Caribbean
- + Black or Black British – Other Black background
- + Chinese
- + Arab (since 2022/23)
- + Mixed
- + Other (including Arab until 2021/22)

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

HESA/Jisc noted that, since 2022/23, there has been an increase in the amount of missing ethnicity information within data submitted by HE providers for UK students. For 2022/23, this was deemed to be of sufficient magnitude in England and Wales to warrant a one-off mitigation process. Where ethnicity information was missing or reported as 'Not available' for UK students in these two nations, a process of 'backfilling' the data had been used for continuing students, whereby individual student records had been linked to equivalent records for the previous academic year. Where a valid ethnicity was recorded for an individual in the previous year, this had been carried forward to replace the missing data in 2022/23. This was justified by HESA/Jisc based on the fact that the ethnicity of individuals would not be expected to change over time. Evidence from 2023/24 showed that this process was not needed again.

3.3.1 BAME

BAME stands for Black, Asian and Minority Ethnic.

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

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

Where possible, our data dashboards present data disaggregated by more detailed ethnic groups in addition to data consolidating BAME students as a group.

3.4 Sex

Data on students' sex are returned to HESA/Jisc with the possible options of: 'Female', 'Male', 'Other', 'Information refused' and 'Not available'. However, data quality checks on institutional submissions run by HESA/Jisc suggest that the categories of 'Other', 'Information refused' and 'Not available' have often not been applied correctly or consistently in the data submissions from HE providers. For this reason, HESA/Jisc's guidance indicate that disaggregation of these categories could be misleading. Consequently, in our data dashboards, sex data has been presented at the binary level of 'Female' and 'Male'.

3.5 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. This is captured by HESA/Jisc on the basis of the students' own self-assessment. Prior to 2022/23, this field was compulsory for students at all providers. Since then, relevant returns are compulsory for students at providers in England and Wales, but optional for students at providers in Northern Ireland and Scotland.

As of the 2022/23 academic year, the name of the relevant HESA/Jisc field has slightly changed (just 'Religion') and the range of religious backgrounds or denominations/beliefs that students can choose from has been updated. The 'Spiritual' category is no longer available and has been grouped into the response option 'Any other religion or belief'. A new 'Pagan' category has also been introduced, but it is only available to students residing in Scotland.

The current categories available in our data dashboards are as follows:

- + No religion or belief
 - + Buddhist
-

- + Christian
- + Hindu
- + Jewish
- + Muslim
- + Sikh
- + Any other religion and belief
- + Information refused

3.6 Sexual orientation

Sexual orientation is a person's romantic or sexual attraction 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 had the option of returning sexual orientation data to HESA/Jisc. However, as of 2019/20, sexual orientation data is compulsory to be returned for providers in England, Northern Ireland and Wales, while remains optional for providers in Scotland. As of 2022/23, the HESA/Jisc sexual orientation field has the following possible response options:

- + Bisexual
- + Gay or lesbian
- + Heterosexual or straight
- + Other
- + Prefer not to say
- + Not available

This information is recorded on the basis of the student's own self-assessment. Advance HE has recommended the inclusion of the identities 'queer' and 'asexual' when collecting sexual orientation data. For further information on monitoring sexual orientation, see www.advance-he.ac.uk/knowledge-hub/guidance-collection-diversity-monitoring-data.

3.7 Social background

Social background was a new addition to the 2020 Advance HE Statistical Report. Data in this section are only presented for UK domiciled first degree undergraduate students due to data quality issues for non-UK domiciled students and those studying at other degree levels. Students' socio-economic background, as recorded through parental occupation, was not

included in this section due to known data quality issues with this field. For further information see: <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/changes>.

3.7.1 Parental education

This information is recorded for UK domiciled undergraduate entrants. The data refers to whether an entrant's parents have an HE qualification. Response options include: yes, no, no response given (included for those applicants who fail to answer the question on the UCAS Apply questionnaire), don't know and information refused.

3.7.2 TUNDRA and POLAR4

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

For both measures, classification is formed by ranking five groups from quintile 1 areas, with the lowest young participation (most disadvantaged), up to quintile 5 areas with the highest rates of participation (most advantaged), each representing 20 percent of the UK young cohort.

Other measures of area disadvantage exist for individual countries within the UK (eg. the Scottish Index of Multiple Deprivation [SIMD]). However, these are not included in the data dashboards.

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

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

3.7.3 State school marker

Up until 2021/22, this field was only applicable to UK-domiciled undergraduate students. As with postcode information, availability of data was greater for students who applied through the UCAS system. The available response options included: privately-funded school, state-funded school or college, and unknown school type. Students from sixth-form or further education colleges are classified as being from state-funded schools or colleges.

As HESA/Jisc indicated in 2022/23, information for this field was based upon the last provider previously attended: PREVIOUSPROVIDER (historically PREVINST). A lookup file of providers was referenced, from which the school status was determined. This lookup file

was derived from a number of data sources. In recent years, this lookup file had become harder to maintain; data on the school status was not as readily available and up to date as it once was. The impact of this on the data was an increasing number of unknowns. These were often students for whom there were details on the last provider they attended, but for which the school status could not be confirmed using available data sources. For this reason, and the resulting drop in data quality, HESA/Jisc removed the state school marker data from all publications from January 2025 (ie from the 2022/23 student record onwards).

3.8 Trans status

Prior to the 2020 report, the terms gender identity and gender reassignment were used to label this section. These terms have different meanings: gender identity refers to a person's internal perception of their gender, whereas gender reassignment is the legal term used in the Equality Act to describe the protected characteristic of anyone who 'proposes to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex'.

Beginning with the 2012/13 student record, institutions had the option of returning information to HESA/Jisc on whether a person's gender identity is the same as the sex assigned to them at birth. However, as of 2019/20, it became mandatory for trans status data to be returned for providers in England, Northern Ireland and Wales, whereas it remained optional for providers in Scotland.

The proposed question for this field is 'Is the gender you identify with the same as your sex registered at birth?', with the possible answer options being: yes, no, prefer not to say, and information not available. However, as question and answer options are aligned to the census of each respective nation, from 2022/23, there is a separate field collected by HESA/Jisc to collect the trans status of students in Scotland, with the suggested question being 'Do you consider yourself to be trans, or have a trans history?', and the available response options: yes, no, prefer not to say and information not available. Information in both cases is recorded on the basis of the student's own self-assessment.

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

For the purposes of our data dashboards, we have merged answers for all nations together under a unified 'trans status' category.

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

3.9 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) operates 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.

A plug-in dataset had to be resupplied for 2023/24, due to the breakdown category of 'England excluding London' not being included in the original dataset provided under the field 'Country of HE provider'. The matching of the original dataset with the plug-in provided resulted in 2,888 unmatched unique student IDs under this field. This was a result of a new fixed cut of data being available for 2023/24 since the original data was supplied. A fixed cut is a further return of data that providers do after their original submission, which results in a relatively small number of data points changing. For this reason, we created a field category of 'Data not provided' to indicate this data discrepancy within the 2023/24 dataset.

3.10 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 taught and research postgraduates.

3.11 Domicile

Domicile provides the location of the student's permanent or home address prior to entry into HE. The 'UK-domiciled' category includes students whose residence was the UK, including the Channel Islands and the Isle of Man. The 'EU-domiciled' category includes students whose residence was in European Union (EU) country members at the time of data collection, excluding the UK. The 'non-EU-domiciled' category includes students whose residence was outside of the EU.

3.12 First year students

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

From 2022/23 onwards, HESA introduced the entrant marker to replace the first year marker. The new marker identifies students who have started their engagement between 18 July Y1 and 17 July Y2 (the following year). This methodology has been used from 2022/23 to align with the definition of the standard registration population and should only be used in conjunction with this population. For this reason, in our data dashboards, we have distinguished the two different populations of first year students for years 2020/21 and 2021/22 versus the new entrant population for the years 2022/23 and 2023/24.

3.13 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, plus those enrolled on sandwich courses, irrespective of whether or not they are in attendance at the HE provider or engaged in industrial training, 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 studying fewer than 21 hours per week on average, students studying at full intensity but for less than 24 weeks, or those who for any other reason do not meet the standard definition of full-time.

3.14 Subject areas

Subject area classifications changed in the 2019/20 student record, meaning that data prior to the 2019/20 academic year are not comparable with those presented in the student statistical reports from 2021 onwards. Similarly, subject area data prior to the 2010 report are not comparable with subject area data from 2010 onwards.

SET

In our data dashboards, science, engineering and technology (SET) includes the following subject groups:

- + Agriculture, food & related studies
- + Architecture, building & planning
- + Biological & sports sciences

- + Computing
- + Engineering & technology
- + Geography, earth & environmental studies (natural sciences)
- + Mathematical sciences
- + Medicine & dentistry
- + Physical sciences
- + Psychology
- + Subjects allied to medicine
- + Veterinary sciences

Non-SET

Subjects included as non-SET in our data dashboards are:

- + Business & management
- + Combined & general studies
- + Media, journalism & communications
- + Design, and creative & performing arts
- + Education & teaching
- + Geography, earth & environmental studies (social sciences)
- + Historical, philosophical & religious studies
- + Language & area studies
- + Law
- + Social sciences

3.15 Degree awards

Data relating to degree awards 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/Jisc reporting period. This includes qualifications awarded from dormant, writing-up and sabbatical student status. Incoming visiting and exchange students are excluded from this population.

Qualifiers

The term ‘qualifiers’ refers to first degree undergraduates.

Classification

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

3.16 Continuation

Continuation data is derived using the HESA/Jisc Performance Indicators method of continuation, which tracks full-time first degree entrants progressing from one year of study 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 the following possible states in the year following entry:

- + Continue or qualify
- + Dormant, writing-up or left with no award

3.17 Graduate outcomes

The dashboard relating to destination of leavers presents information collected from the 2021/22 and 2022/23 Graduate Outcomes (GO) surveys conducted by HESA/Jisc. The GO survey replaced the Destination of Leavers from Higher Education (DLHE) survey. The population is a count of student instances. The GO record supplements the main HESA/Jisc student record and collects information about what students go on to do after completing their HE course. Unlike the HESA/Jisc student record, which is a count of all students, the Graduate Outcomes survey results presented in the current data dashboards are based on a sample of 351,235 graduates who completed the 2021/22 GO survey and 320,460 who completed the 2022/23 equivalent.

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

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

Professional work

The Standard Occupational Classification (SOC2020) of respondents' jobs was provided by HESA/Jisc. Professional and non-professional work was coded using SOC2020 codes. For a list of SOC20 codes and their standard grouping see [Standard Occupational Classification \(SOC\) groups](#).

Leavers

The term 'leavers' is used to refer to the students surveyed in the GO survey (see above) – ie students who have graduated from their HE programme.

Contact us

All enquiries

Email: enquiries@advance-he.ac.uk

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