

Equality in higher education: statistical report 2015

Part 2: students

79.7%

**first degree undergraduates studying
subjects allied to medicine were women**

14.4%

**first degree undergraduates studying
engineering and technology were women**



Equality Challenge Unit

The statistic on the cover shows the percentage of first degree undergraduates in subjects allied to medicine who were women, compared with the percentage of first degree undergraduates in engineering and technology who were women. A gender breakdown of all subject areas by degree level can be found in fig. 4.8 of this report.

Written and produced by Equality Challenge Unit (ECU). Data provided by the Higher Education Statistics Agency (HESA).

Further information

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Part 2: students

Contents	Introduction	1
	About the data	4
	Equality areas	6
	Mode and level	10
	Subjects	10
	Continuation	11
	Degree attainment	12
	Destination of leavers	12
	Overview	15
	1 Age	31
	Age overview	32
	Mode and level	38
	Subjects	44
	Continuation	60
	Degree attainment	61
	Destination of leavers	68
	2 Disability	71
	Disability overview	72
	Mode and level	80
	Subjects	90
	Continuation	102
	Degree attainment	103
	Destination of leavers	110

3 Ethnicity	113
Ethnicity overview	114
Mode and level	120
Subjects	124
Continuation	136
Degree attainment	138
Destination of leavers	150
4 Gender	153
Gender overview	154
Mode and level	160
Subjects	164
Continuation	174
Degree attainment	175
Destination of leavers	180
5 Intersectionality	183
Age and disability	184
Age and ethnicity	188
Age and gender	190
Disability and ethnicity	191
Disability and gender	196
Ethnicity and gender	198
Degree attainment	200
Sector group profile	212
6 Other protected characteristics	217
Gender identity	218
Religion and belief	222
Sexual orientation	226
Index	230

Introduction

This is the eighth 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 for the 2013/14 academic year, as well as on the interplay of these identities (for example, female black students and male disabled students). In addition, it presents high-level findings on institutional collection and return rates of student gender identity, religion and belief and sexual orientation data.

The report provides national figures which can be used:

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

How to use this report

Each section is colour-coded for easy identification, key information is highlighted alongside tables and charts of the data.

Definitions

A list of definitions and notes about the data precede the body of this report to clarify some of the terms used and how the data has been presented.

Year-on-year comparisons

This report provides selected comparisons between 2012/13 and 2013/14 data to facilitate identification of year-on-year changes. To see complete data from 2012/13, please see ECU's previous statistical report on students in higher education.

www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2014

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, such as total counts and percentages. www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2015

heidi

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

The heidi system further allows users to manipulate the data to compare their performance with that of particular groups of institutions, for example within sector groups, national or regional areas.

For further information on heidi, including training materials, see www.heidi.ac.uk.

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 academic feedback exercises.

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

A number of ECU's publications explore the collection of additional information in further detail:

- = ECU (2011) *Effective equality surveys*. www.ecu.ac.uk/publications/effective-equality-surveys
- = ECU (2011) *Religion and belief in higher education: researching the experiences of staff and students*. www.ecu.ac.uk/publications/religion-and-belief-staff-and-students-in-he
- = 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
- = ECU (2010) *Student pregnancy and maternity: implications for higher education institutions*. www.ecu.ac.uk/publications/student-pregnancy-and-maternity
- = ECU (2010) *Trans staff and students in higher education: revised 2010*. www.ecu.ac.uk/publications/trans-staff-and-students-in-he-revised

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

About the data

The analysis in this report is based upon data drawn from the HESA student record 2003/04 to 2013/14.

Due to changes HESA implemented in 2012/13, some information is not comparable to previous reports.

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

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

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

With the exception of data tables relating to degree attainment, continuation, or leaving destination, all tables presented in this report are based on the standard registration population. This population is derived from the HESA Student record, from all registered higher education and further education student instances active at a reporting HE provider in the reporting period 1 August to 31 July, following courses that lead to the award of a qualification or HE provider credit, and ensures that similar activity is counted in a similar way irrespective of when it occurs. The standard registration population forms the basis of counts of FPE.

Degree attainment

Data tables relating to degree attainment are based on the qualifications obtained 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.

Continuation data

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.

Destination of leavers data

Data tables relating to destination of leavers present information collected from the destination of leavers from higher education (DLHE) survey conducted by HESA. This population is a count of student instances. DLHE record supplements the Student record and collects information about what those completing their HE courses go on to do. However, unlike the HESA Student record which is a census of all students, the DLHE is a survey with an overall response rate of around 80% annually.

For the difference between full-person equivalent (FPE) and full-time equivalent (FTE) please visit www.hesa.ac.uk/index.php/content/view/2813/871/#d4

Location of institution

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

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

Domicile

Domicile provides the location of the student's permanent or home address prior to entry into higher education. UK domiciled includes students whose residence was the UK, including the Channel Islands and the Isle of Man. EU domiciled includes students whose residence was in the countries which were European Union members at 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 presented to provide an equality profile of the cohort entering higher education, and allow for comparison between this group and the wider student population.

Equality areas

Age

Students' age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 July 2014. In 2013/14, the proportion of students whose age on entry was unknown was relatively small (less than 0.1%). These students have been excluded from the analysis.

This report uses the following age groups:

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

BME

Black 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. ECU 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 BME students as a group.

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 can no longer be returned to HESA coded as information refused, information not sought or not known. These codes may only be used for continuing students.

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

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

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.

Please note that the field 'personal care support' does not have a comparable code in the new coding frame, and numbers in this group will gradually decrease over time as students in this group leave their institution.

For more information about the student disability coding frames, please visit www.hesa.ac.uk/C12051/a/DISABLE.

Disabled students' allowance

This identifies whether a student is in receipt of disabled students' allowance (DSA) or not.

Ethnicity

Ethnicity within the HESA student record is based upon the 2001 census classification system. For the purposes of this report, the census categories have been aggregated into six groups:

- = **white** – all white ethnic groups including white British
- = **black** – black or black British: Caribbean, black or black British: African and other black background
- = **Asian** – Asian or Asian British: Indian, Asian or Asian British: Pakistani, Asian or Asian British: Bangladeshi and other Asian background
- = **Chinese**
- = **mixed**
- = **other ethnic background**

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

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

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.

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.

ECU recommends, when monitoring gender, to include categories of 'other' and 'prefer not to say' alongside male and female. This will allow anyone who associates with terms including intersex,

androgynous, intergender, ambigender, gender fluid, polygender and genderqueer to complete the question.

Further information on monitoring sex and gender identity is published on ECU's website. www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions

Gender identity

Gender identity is a person's internal perception and experience of their gender. Someone's gender identity does not necessarily have to be the same as the gender they were assigned at birth.

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

Religion and belief

Religion or 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 staff data, institutions now have the option of returning religion and belief data to HESA. This information is recorded on the basis of the staff member'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 sexual orientation towards people of the same sex as him or her, people of the opposite sex from him or her, and people of both sexes. This relates to a person's feelings rather than their actions.

Beginning with the 2012/13 staff 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, information refused. This information is recorded on the basis of the staff member's own self-assessment.

Mode and level

Full-time student

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

Part-time student

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

Undergraduate students

Undergraduates are students participating in undergraduate programmes of study aiming for qualifications at level of study of first degree, foundation degree or a range of higher education diplomas and certificates (levels 4–6 of the national qualifications framework). In the majority of the 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. In the majority of the analysis, this group has been further disaggregated into research and taught postgraduates.

Subjects

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

The SET data prior to 2010 is not compared with the SET data from 2010 onwards.

Non-SET

Subjects included as non-SET in this report are:

- = business and administrative studies
- = combined
- = creative arts and design
- = education
- = historical and philosophical studies
- = languages
- = law
- = mass communications and documentation
- = social studies

Continuation

Continuation category is derived using the performance indicators method of continuation tracking of full-time first degree entrants in one academic year into the next. 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 or continued their studies at the same institution.
- = **transfer to another higher education institution**
No qualification received at their original institution in 2011/12, but have an active record at a different institution in 2012/13.
- = **no longer in HE**
No qualification received in 2011/12 and no active record found in 2012/13.

Degree attainment

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.

- = **disability degree attainment gap**
(percentage of non-disabled first degree undergraduate qualifiers receiving a first/2:1) – (percentage of disabled first degree undergraduate qualifiers receiving a first/2:1)
- = **ethnicity degree attainment gap**
(percentage of UK domiciled white first degree undergraduate qualifiers receiving a first/2:1) – (percentage of UK domiciled BME first degree undergraduate qualifiers receiving a first/2:1)
- = **gender degree attainment gap**
(percentage of male first degree undergraduate qualifiers receiving a first/2:1) – (percentage of female first degree undergraduate qualifiers receiving a first/2:1)

Destination of leavers

DLHE

The *Destination of leavers from higher education* (DLHE) survey, conducted by HESA, collects information on the activities of leavers from higher education programmes six months after qualifying from their higher education course (employed, engaged in further study and so on). DLHE data are based on responses from a sample of qualifiers who were surveyed approximately six months after they left their institution.

From 2011/12, the DLHE survey coverage was expanded to include additional higher education qualifications. The questionnaire was also redesigned to collect richer information from leavers particularly regarding their activities on the survey date. Leavers now report all the activities that they are undertaking on the census date and then indicate which one they consider to be most important to them.

Consequently, the DLHE survey has different definitions for the destination categories. Direct comparisons should therefore not be made with figures presented previous to 2011/12.

Leavers

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

This section presents an overview of the demographic composition of students in higher education. This information is provided in order to facilitate comparison between the overall sector and the equality areas examined in subsequent sections.

- = 18.9% of first year students studied outside of England, compared with 18.5% of all students. This is a 1.1 percentage point increase from 2012/13 levels when 17.8% of first year students studied outside England.
- = 2013/14 marks the third consecutive year in which student numbers have declined.
- = In 2013/14, there were 2,299,355 students in UK higher education, representing an 8.1 percentage point decrease from its peak in 2010/11.
- = 81.1% of all students were UK domiciled. Non-EU domiciled students comprised 13.5% of all students and EU domiciled made up 5.4%.
- = Nearly one in three research (29.5%) and taught postgraduates (29.2%) were non-EU domiciled.
- = With the exception of other undergraduates, at all degree levels a lower proportion of first year students studied part-time than students across all years.
- = 90.9% of entrants continued or qualified. 2.1% transferred and 7.0% were no longer in higher education.
- = Compared with 2012/13, the proportion of qualifiers who obtained a first/2:1 increased in all countries by between 1.9 (Northern Ireland) and 2.5 (Wales) percentage points.
- = The proportion of qualifiers who received a first/2:1 was highest in veterinary science (89.7%), followed by medicine and dentistry (83.9%), historical and political studies (81.9%) and languages (81.8%).
- = In contrast, relatively low proportions of qualifiers in combined studies (60.0%), business and administrative studies (63.0%), agriculture and related subjects (64.5%) and computer science (65.5%) received a first/2:1.
- = 59.7% of leavers were in full-time work, up from 57.2% in 2012/13. This increase was due to a rise in the proportion of leavers in professional full-time work.
- = The proportion of leavers who were unemployed six months after qualifying has decreased from 6.4% in 2012/13 to 5.6% in 2013/14.

Overview

81.5% of all students studied in England, 10.0% in Scotland, 6.0% in Wales and 2.5% in Northern Ireland.

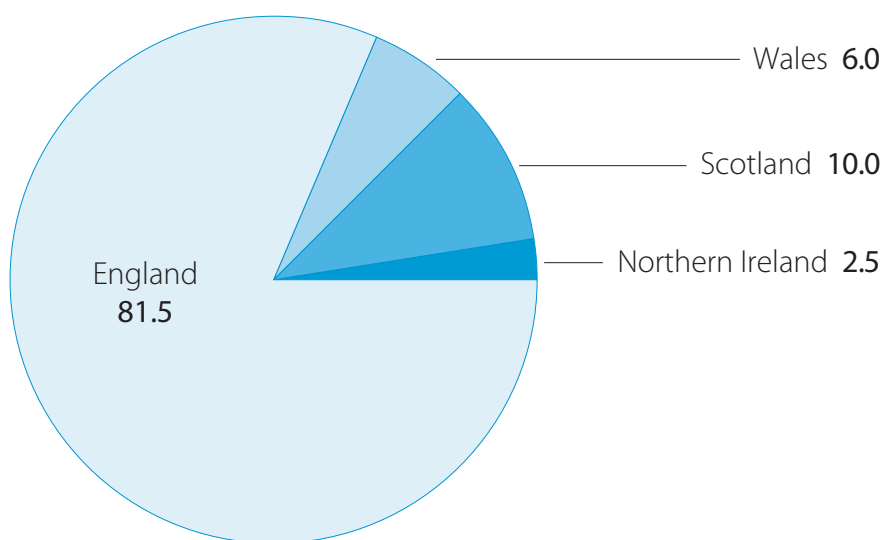
18.9% of first year students studied outside of England, compared with 18.5% of all students. This is a 1.1 percentage point increase from 2012/13 levels when 17.8% of first year students studied outside England (fig. 0.1, ECU [2014]).

0.1 All/first year students by country of institution

	Total	
	No.	%
All students		
England	1875020	81.5
Northern Ireland	56395	2.5
Scotland	230805	10.0
Wales	137135	6.0
Total	2299355	100
First year students		
England	807015	81.0
Northern Ireland	24900	2.5
Scotland	97900	9.8
Wales	65920	6.6
Total	995740	100

Percentages based on total number of students minus those whose country of institution is unknown.

All students by country of institution



2013/14 marks the third consecutive year in which student numbers have declined.

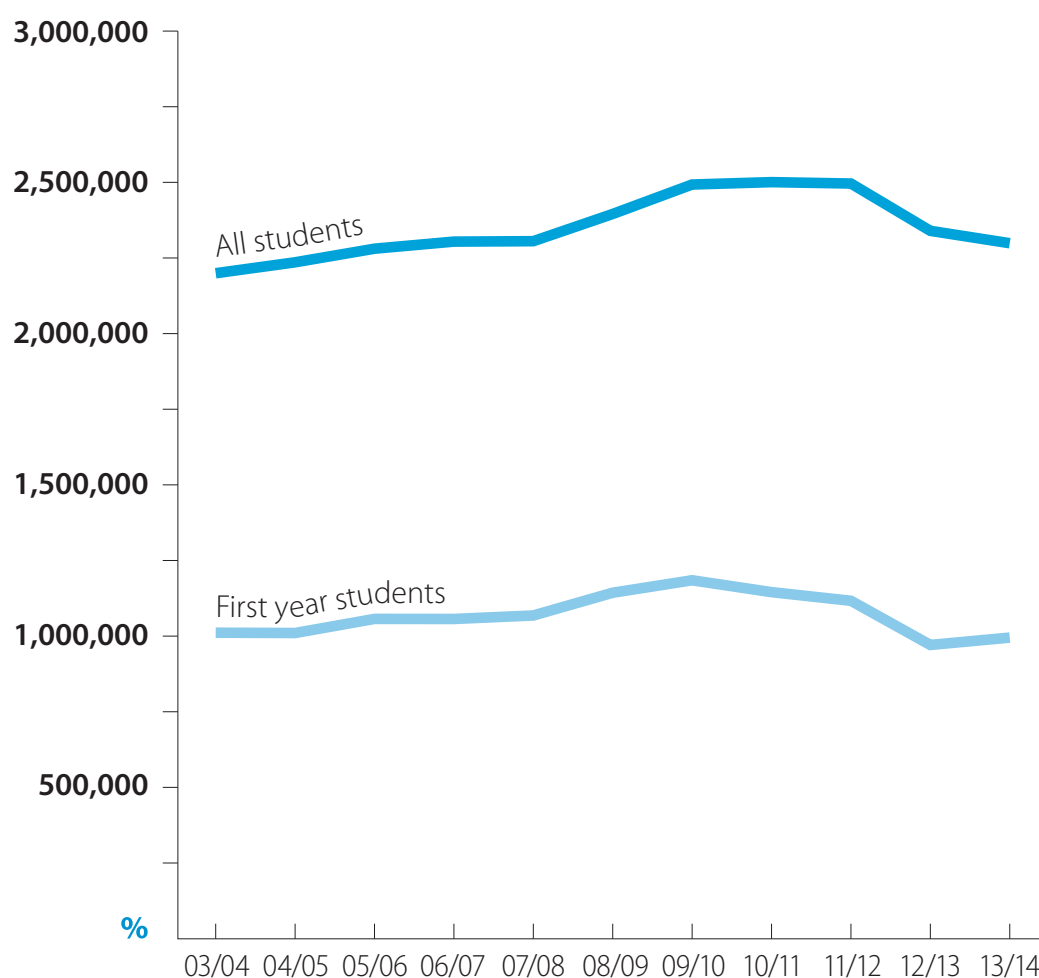
In 2013/14, there were 2,299,355 students in UK higher education, representing an 8.1% decrease from its peak in 2010/11.

However, there was a modest increase in the number of students entering their first year of study in 2013/14 compared with the previous academic year.

0.2 Profile of all/first year students over time

	All students	First year students
	No.	No.
2003/04	2200175	1011900
2004/05	2236265	1010845
2005/06	2281235	1057515
2006/07	2304700	1057305
2007/08	2306105	1068825
2008/09	2396050	1144020
2009/10	2493415	1185190
2010/11	2501295	1145970
2011/12	2496645	1117335
2012/13	2340275	971410
2013/14	2299355	995740

Profile of all/first year students over time



81.1% of all students were UK domiciled. Non-EU domiciled students comprised 13.5% of all students and EU domiciled made up 5.4%.

The large majority of both first degree and other undergraduates were UK domiciled (86.3% and 90.9%, respectively).

The proportion of students who were UK domiciled were markedly lower among research (57.5%) and taught postgraduates (63.3%), although they still comprised the majority of students at both degree levels.

Nearly one in three research (29.5%) and taught postgraduates (29.2%) were non-EU domiciled.

0.3 All students by degree level and domicile category

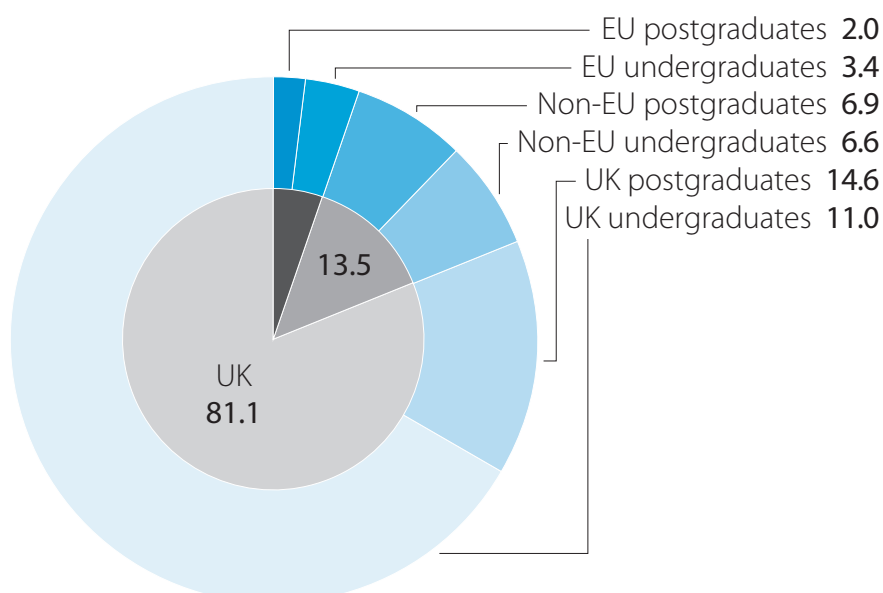
	All students		
	No.	%*	%^
All UK			
First degree undergraduate	1323305	71.0	86.3
Other undergraduate	205410	11.0	90.9
Research postgraduate	64110	3.4	57.5
Taught postgraduate	271030	14.5	63.3
Total	1863860	100	81.1
All EU			
First degree undergraduate	73100	58.3	4.8
Other undergraduate	5745	4.6	2.5
Research postgraduate	14500	11.6	13.0
Taught postgraduate	31955	25.5	7.5
Total	125300	100	5.4
All non-EU			
First degree undergraduate	137450	44.3	9.0
Other undergraduate	14905	4.8	6.6
Research postgraduate	32880	10.6	29.5
Taught postgraduate	124960	40.3	29.2
Total	310195	100	13.5

* within a domicile category, the percentage of students in a degree level (compare vertically within a domicile category)

^ within a degree level, the percentage of students in a domicile category (compare vertically within a degree level)

Percentages based on total number of students minus those whose degree level or domicile category is unknown.

Students by degree level and domicile category



The majority of students studied full-time across all degree levels apart from other undergraduates, 74.6% of whom studied part-time.

With the exception of other undergraduates, at all degree levels a lower proportion of first year students studied part-time than students across all years.

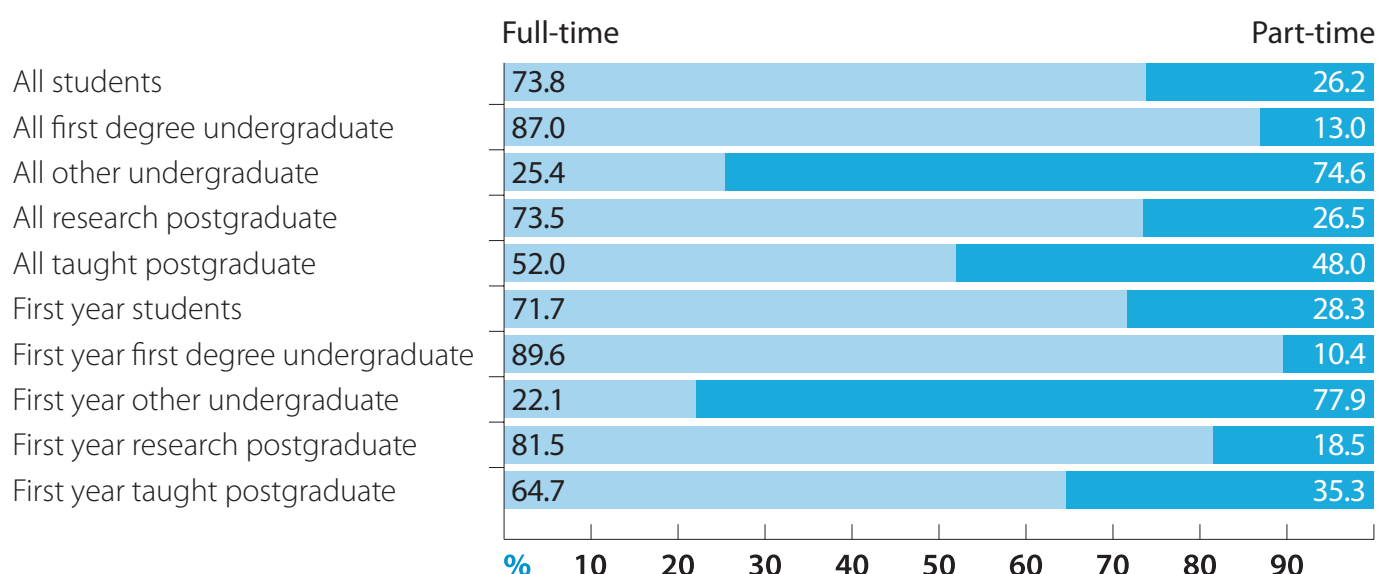
This was most stark at the taught postgraduate level, where 35.3% of first year students studied part-time compared with 48.0% of all students (a 12.7 percentage point difference).

0.4 All/first year students by degree level and mode

	All students		First year students	
	No.	%	No.	%
All full-time	1696030	73.8	714105	71.7
All part-time	603325	26.2	281635	28.3
Total	2299355	100	995740	100
First degree undergraduate				
Full-time	1334245	87.0	467860	89.6
Part-time	199610	13.0	54130	10.4
Total	1533855	100	521990	100
Other undergraduate				
Full-time	57340	25.4	34370	22.1
Part-time	168720	74.6	121245	77.9
Total	226065	100	155615	100
Research postgraduate				
Full-time	81940	73.5	29540	81.5
Part-time	29555	26.5	6705	18.5
Total	111490	100	36240	100
Taught postgraduate				
Full-time	222505	52.0	182340	64.7
Part-time	205440	48.0	99555	35.3
Total	427945	100	281895	100

Percentages based on total number of students minus those whose degree level or mode is unknown.

All students in degree levels by mode



Across all degree levels except research postgraduates, the majority of students studied non-SET subjects.

The most commonly studied SET subject varied across the degree levels. Biological sciences was the largest SET subject area among first degree undergraduates (10.7%), engineering and technology among research postgraduates (12.7%) and subjects allied to medicine among other undergraduates and taught postgraduates (26.8% and 12.0% respectively).

Of non-SET subject areas, business and administrative studies was the largest subject area for first degree undergraduates and taught postgraduates (13.4% and 23.6% respectively). 12.7% of other undergraduates studied education and 8.9% of research postgraduates studied social studies.

0.5 All students by subject area and degree level

	All levels	
	No.	%
SET		
Agriculture and related subjects	18360	0.8
Architecture, building, planning	49160	2.1
Biological sciences	207520	9.0
Computer science	91565	4.0
Engineering and technology	159010	6.9
Mathematical sciences	42225	1.8
Medicine and dentistry	67360	2.9
Physical sciences	93270	4.1
Subjects allied to medicine	273235	11.9
Veterinary science	5935	0.3
SET total	1007640	43.8
Non-SET		
Business, administrative studies	336600	14.6
Combined	56635	2.5
Creative arts and design	168860	7.3
Education	173015	7.5
Historical, philosophical studies	89615	3.9
Languages	117660	5.1
Law	89225	3.9
Mass communications, documentation	49525	2.2
Social studies	210580	9.2
Non-SET total	1291715	56.2
Total	2299355	100

Percentages based on total number of students minus those whose subject area or degree level is unknown.

First degree undergraduate		Other undergraduate		Research postgraduate		Taught postgraduate	
No.	%	No.	%	No.	%	No.	%
9280	0.6	5770	2.6	895	0.8	2420	0.6
31160	2.0	3855	1.7	2020	1.8	12130	2.8
164385	10.7	10085	4.5	13570	12.2	19480	4.6
69815	4.6	5135	2.3	4690	4.2	11930	2.8
106065	6.9	13695	6.1	14190	12.7	25060	5.9
35570	2.3	725	0.3	2720	2.4	3210	0.7
45385	3.0	590	0.3	9020	8.1	12365	2.9
71080	4.6	2885	1.3	11910	10.7	7390	1.7
153615	10.0	60620	26.8	7465	6.7	51535	12.0
4940	0.3	70	0.0	350	0.3	575	0.1
691295	45.1	103430	45.8	66825	59.9	146090	34.1
205285	13.4	23450	10.4	6990	6.3	100875	23.6
29455	1.9	25145	11.1	45	0.0	1990	0.5
139035	9.1	7955	3.5	3860	3.5	18010	4.2
60050	3.9	28785	12.7	6815	6.1	77360	18.1
67655	4.4	5440	2.4	7315	6.6	9200	2.1
88680	5.8	13340	5.9	6160	5.5	9480	2.2
66550	4.3	2840	1.3	2400	2.2	17430	4.1
38275	2.5	1225	0.5	1135	1.0	8885	2.1
147570	9.6	14445	6.4	9935	8.9	38625	9.0
842560	54.9	122635	54.2	44665	40.1	281855	65.9
1533855	100	226065	100	111490	100	427945	100

A higher proportion of first year students (58.3%) studied non-SET subjects than all students (56.2%, see fig. 0.5). This was true across all degree levels with the exception of the research postgraduate level.

Just 38.6% of first year research postgraduates studied non-SET subjects, compared with 67.4% of taught postgraduates entering their first year.

0.6 First year students by subject area and degree level

	All levels	
	No.	%
SET		
Agriculture and related subjects	8955	0.9
Architecture, building, planning	20345	2.0
Biological sciences	83090	8.3
Computer science	37530	3.8
Engineering and technology	64445	6.5
Mathematical sciences	14985	1.5
Medicine and dentistry	19840	2.0
Physical sciences	33805	3.4
Subjects allied to medicine	130860	13.1
Veterinary science	1440	0.1
SET total	415300	41.7
Non-SET		
Business, administrative studies	161900	16.3
Combined	26970	2.7
Creative arts and design	66385	6.7
Education	94235	9.5
Historical, philosophical studies	32765	3.3
Languages	47230	4.7
Law	39150	3.9
Mass communications, documentation	21530	2.2
Social studies	90275	9.1
Non-SET total	580440	58.3
Total	995740	100

Percentages based on total number of students minus those whose subject area or degree level is unknown.

First degree undergraduate		Other undergraduate		Research postgraduate		Taught postgraduate	
No.	%	No.	%	No.	%	No.	%
3230	0.6	3780	2.4	315	0.9	1635	0.6
9900	1.9	2125	1.4	665	1.8	7650	2.7
58870	11.3	7030	4.5	4580	12.6	12615	4.5
25290	4.8	2915	1.9	1520	4.2	7800	2.8
34725	6.7	7980	5.1	4905	13.5	16830	6.0
11275	2.2	400	0.3	875	2.4	2430	0.9
9375	1.8	315	0.2	2855	7.9	7300	2.6
22730	4.4	1650	1.1	4030	11.1	5395	1.9
54360	10.4	44190	28.4	2395	6.6	29920	10.6
1055	0.2	25	0.0	110	0.3	250	0.1
230810	44.2	70415	45.2	22245	61.4	91825	32.6
78240	15.0	14880	9.6	2275	6.3	66510	23.6
6345	1.2	18995	12.2	5	0.0	1620	0.6
48880	9.4	4585	2.9	1095	3.0	11825	4.2
21290	4.1	19060	12.2	1780	4.9	52105	18.5
21110	4.0	3320	2.1	2375	6.6	5955	2.1
26590	5.1	11720	7.5	2085	5.8	6830	2.4
23710	4.5	2185	1.4	785	2.2	12465	4.4
14050	2.7	625	0.4	345	1.0	6510	2.3
50965	9.8	9825	6.3	3240	8.9	26250	9.3
291180	55.8	85200	54.8	13995	38.6	190070	67.4
521990	100	155615	100	36240	100	281895	100

Entrants refers to full-time first degree UK domiciled 2012/13 entrants. Continuation data indicates the progress of these entrants to 2013/14.

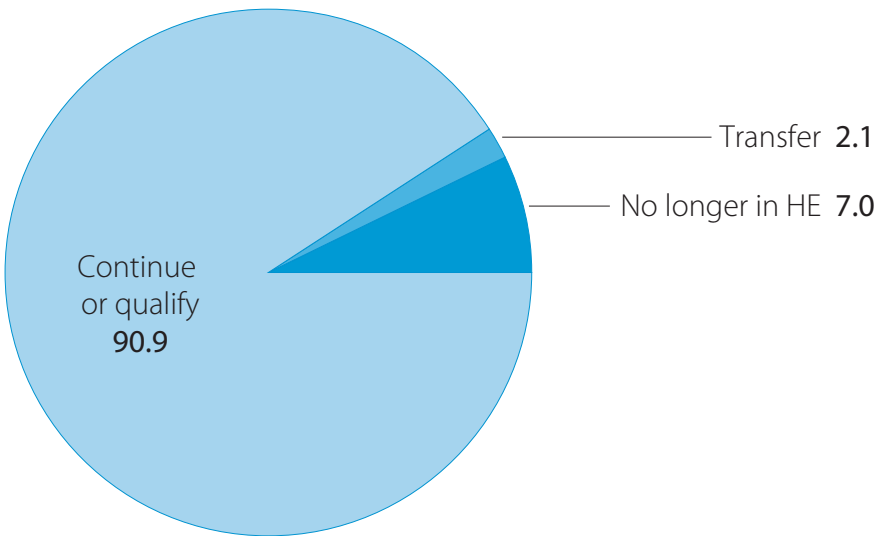
90.9% of entrants continued or qualified. 2.1% transferred and 7.0% were no longer in higher education.

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

	All students	
	No.	%
Continue or qualify	319470	90.9
Transfer	7420	2.1
No longer in higher education	24745	7.0
Total	351635	100

Percentages based on total number of students minus those whose continuation category is unknown.

UK domiciled full-time first degree entrants by continuation category



Qualifiers refers to first degree undergraduate qualifiers.

The proportion of qualifiers who received a first/2:1 varied by country, from 65.5% in Wales to 74.4% in Scotland.

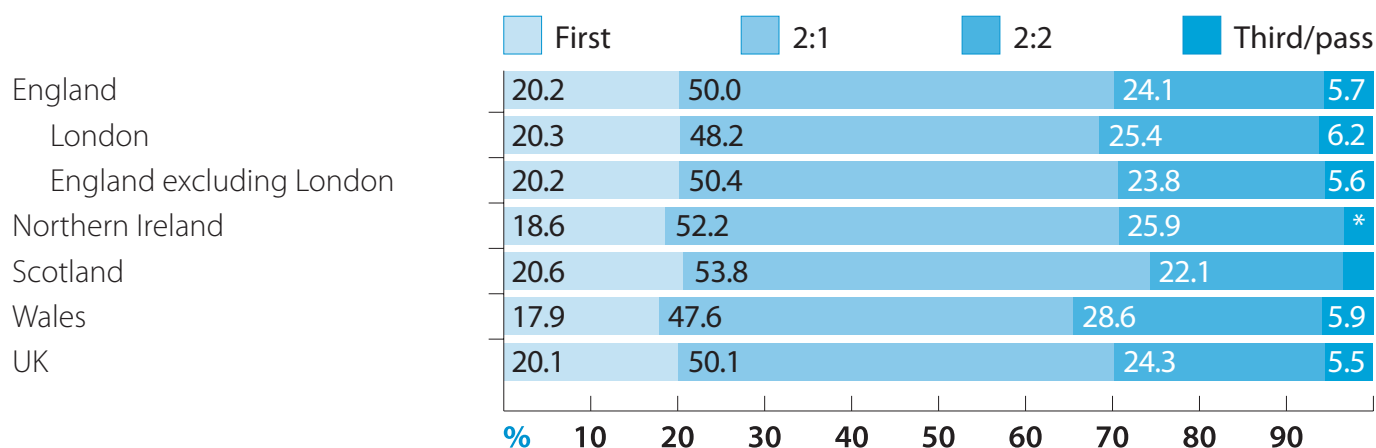
Compared with 2012/13, the proportion of qualifiers who obtained a first/2:1 increased in all countries by between 1.9 (Northern Ireland) and 2.5 (Wales) percentage points (fig. 0.7, ECU [2014]).

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England	68590	20.2	169515	50.0	81650	24.1	19380	5.7
London	12140	20.3	28810	48.2	15170	25.4	3690	6.2
England exc. London	56450	20.2	140705	50.4	66480	23.8	15685	5.6
Northern Ireland	1590	18.6	4470	52.2	2215	25.9	285	3.4
Scotland	5125	20.6	13380	53.8	5505	22.1	875	3.5
Wales	4110	17.9	10945	47.6	6585	28.6	1360	5.9
Total	79410	20.1	198310	50.1	95955	24.3	21900	5.5

Percentages based on total number of students minus those whose country of institution or degree class is unknown.

First degree undergraduate qualifiers in countries of institution by degree class



* values less than 5.0 are not displayed

A slightly higher proportion of non-SET first degree undergraduate qualifiers (70.7%) received a first/2:1 than SET qualifiers (69.6%).

The proportion of qualifiers who received a first/2:1 was highest in veterinary science (89.7%), followed by medicine and dentistry (83.9%), historical and political studies (81.9%) and languages (81.8%).

In contrast, relatively low proportions of qualifiers in combined studies (60.0%), business and administrative studies (63.0%), agriculture and related subjects (64.5%) and computer science (65.5%) received a first/2:1.

Overall, the proportion of all qualifiers receiving a first/2:1 has increased by 2.3 percentage points since 2012/13, from 67.9% to 70.2% (fig. 0.8, ECU [2014]).

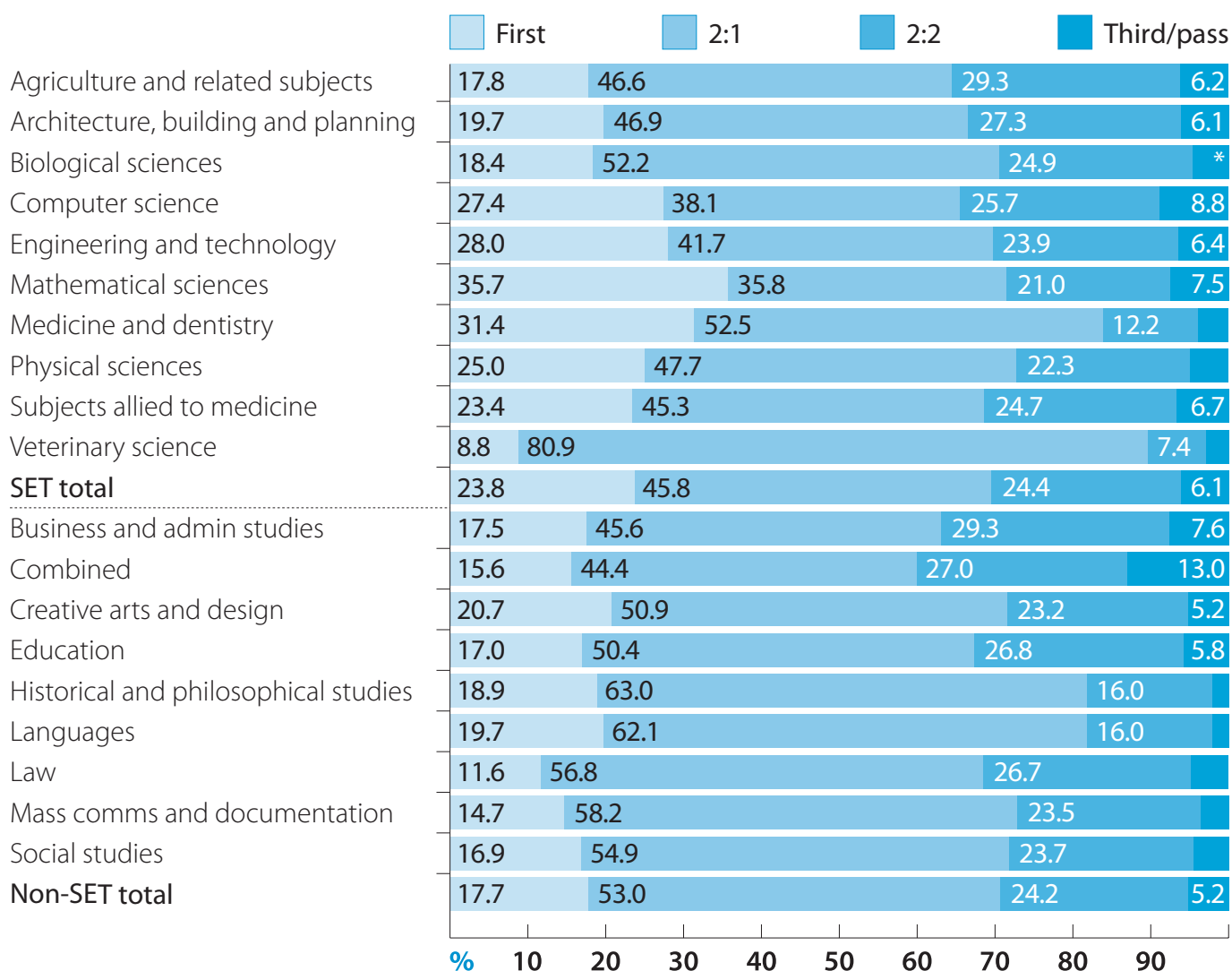
0.9 First degree undergraduate qualifiers by subject area and degree class

SET
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
SET total
Non-SET
Business and administrative studies
Combined
Creative arts and design
Education
Historical and philosophical studies
Languages
Law
Mass communications and documentation
Social studies
Non-SET total
Total

Percentages based on total number of students minus those whose subject area or degree class is unknown.

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
505	17.8	1320	46.6	830	29.3	175	6.2
1775	19.7	4220	46.9	2455	27.3	555	6.1
7645	18.4	21710	52.2	10340	24.9	1905	4.6
4155	27.4	5770	38.1	3895	25.7	1340	8.8
6820	28.0	10155	41.7	5820	23.9	1550	6.4
3005	35.7	3015	35.8	1765	21.0	630	7.5
405	31.4	675	52.5	155	12.2	50	3.9
4250	25.0	8100	47.7	3785	22.3	830	4.9
8660	23.4	16750	45.3	9130	24.7	2465	6.7
5	8.8	55	80.9	5	7.4	0	2.9
37225	23.8	71765	45.8	38185	24.4	9500	6.1
10745	17.5	28010	45.6	18045	29.3	4690	7.6
445	15.6	1270	44.4	770	27.0	370	13.0
8845	20.7	21810	50.9	9950	23.2	2220	5.2
3065	17.0	9055	50.4	4820	26.8	1045	5.8
3475	18.9	11615	63.0	2940	16.0	390	2.1
4725	19.7	14880	62.1	3840	16.0	510	2.1
2025	11.6	9865	56.8	4645	26.7	840	4.8
1780	14.7	7070	58.2	2850	23.5	440	3.6
7075	16.9	22965	54.9	9900	23.7	1890	4.5
42185	17.7	126540	53.0	57770	24.2	12400	5.2
79410	20.1	198310	50.1	95955	24.3	21900	5.5

First degree undergraduate qualifiers in subject areas by degree class



* values less than 5.0 are not displayed

Leavers refers to students who responded to the DLHE survey six months after qualifying.

59.7% of leavers were in full-time work, up from 57.2% in 2012/13. This increase was due to a rise in the proportion of leavers in professional full-time work.

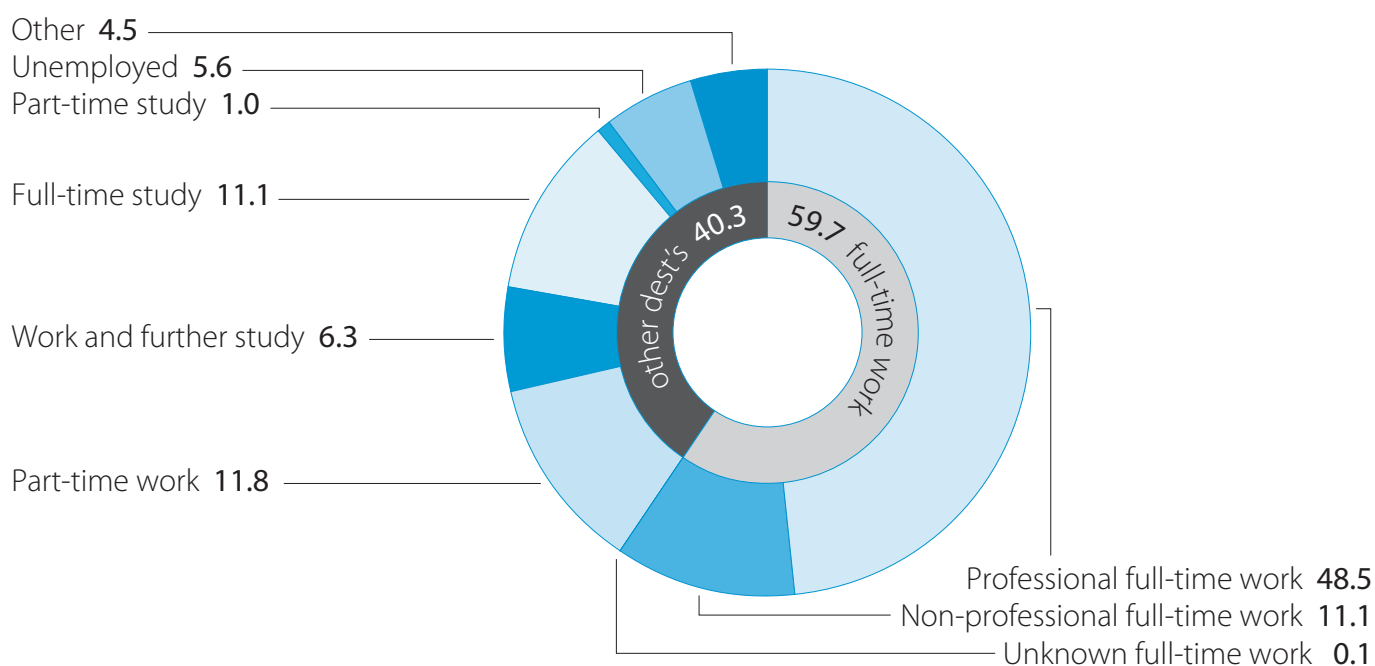
The proportion of leavers who were unemployed six months after qualifying has decreased from 6.4% in 2012/13 to 5.6% in 2013/14 (fig. 0.9, ECU [2014]).

0.10 DLHE leavers by leaving destination

	All leavers	
	No.	%
Full-time work total	253415	59.7
Professional full-time work	205775	48.5
Non-professional full-time work	47235	11.1
Unknown full-time work	405	0.1
Part-time work	49885	11.8
Work and further study	26650	6.3
Full-time study	47245	11.1
Part-time study	4355	1.0
Unemployed	23635	5.6
Other	19190	4.5
Total	424375	100

Percentages based on total number of students minus those whose leaving destination is unknown.

DLHE leavers by leaving destination



With the exception of data on qualifiers and leavers, this section refers to students' age on the start date of their studies. The age of qualifiers and leavers is calculated at 31 July 2014.

- = Between 2003/04 and 2013/14, the proportion of students over 21 decreased from 54.6% to 45.1%.
- = The age profile of first year students was markedly older than for all students. 54.4% of first year students were over the age of 21, compared with 45.1% of all students.
- = Over three in five non-EU (65.8%) and EU (61.4%) taught postgraduates were aged 25 and under, around double the proportion of UK students in this age range (31.3%).
- = Within every degree level, the proportion of students studying on a part-time basis increased with age. For example, 5.2% of all students aged 21 and under studied part-time, compared with 78.9% for those aged 36 and over.
- = There was considerable variation in age profiles by subject area. For example, 21.3% of first year students studying combined subjects were aged 21 and under compared with 69.1% of first year mathematical sciences students.
- = At research postgraduate level, particularly high proportions of students studying physical sciences (66.7%), mathematical sciences (61.4%) and engineering and technology (50.4%) were aged 25 and under. In contrast, only 7.5% of research postgraduates studying education and 17.7% in business and administrative studies were aged 25 and under.
- = Continuation or qualification rates were lowest among entrants aged 22–25 (85.8%). This age group also had the highest proportion of entrants no longer in higher education (12.3%).
- = The proportion of qualifiers receiving a first increased with age. However the proportion of students receiving a third/pass also increased with age.
- = The degree attainment gap between age groups was widest in England, where 76.0% of qualifiers aged 21 and under received a first/2:1 compared with 62.7% of those aged 26–35 (a 13.3 percentage point difference).
- = Within subject areas, the largest age attainment gap can be found in medicine and dentistry, where 89.5% of qualifiers aged 21 and under received a first/2:1 compared with 52.6% of qualifiers aged 26–35 (a gap of 36.9 percentage points).
- = 50.1% of leavers aged 21 and under entered full-time work compared with 68.7% of leavers aged 26–35 and 59.4% of leavers aged 36 and over.

1 Age

Age overview

With the exception of data on qualifiers and leavers, this section refers to students' age on the start date of their studies. The age of qualifiers and leavers is calculated at 31 July 2014.

The majority of all students (54.9%) were aged 21 and under. The proportion of students within this age group ranged from 51.2% in Wales to 55.4% in England.

The age profile of first year students was markedly older than for all students. 54.4% of first year students were over the age of 21, compared with 45.1% of all students (a 9.3 percentage point difference).

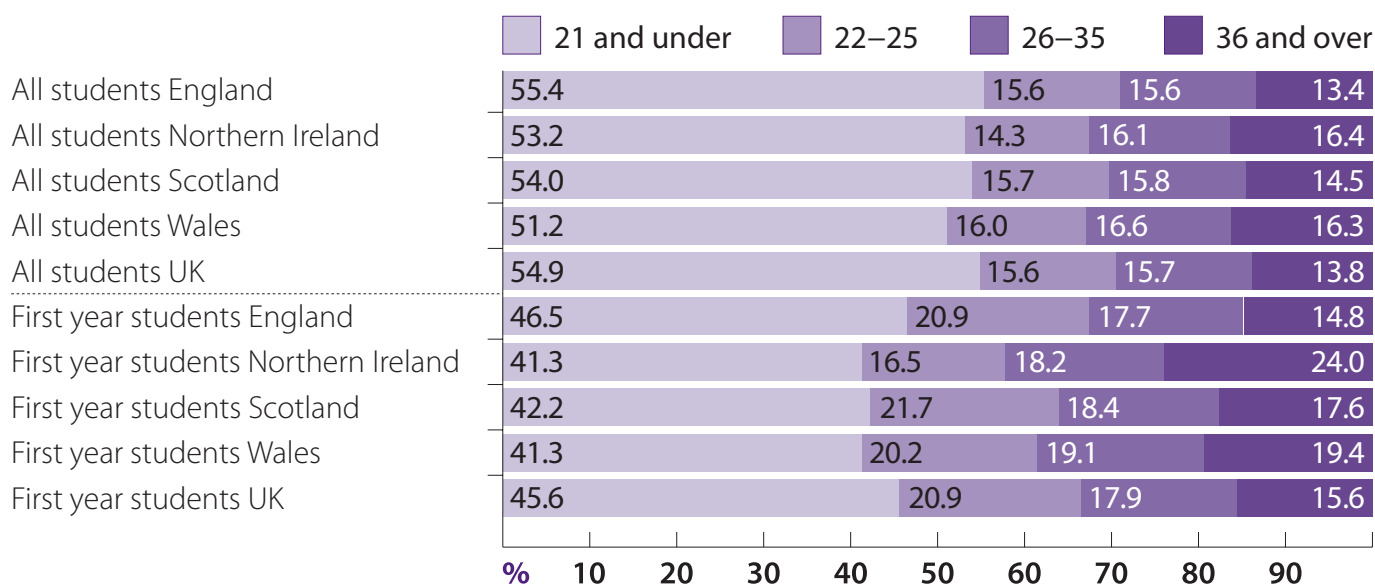
1.1 All/first year students by country of institution and age group

	21 and under	
	No.	%
All students		
England	1038310	55.4
Northern Ireland	30010	53.2
Scotland	124715	54.0
Wales	70150	51.2
Total	1263185	54.9
First year students		
England	375310	46.5
Northern Ireland	10285	41.3
Scotland	41350	42.2
Wales	27230	41.3
Total	454170	45.6

Percentages based on total number of students minus those whose country of institution is unknown.

22–25		26–35		36 and over		Unknown age	
No.	%	No.	%	No.	%	No.	%
293120	15.6	292170	15.6	251265	13.4	150	0.0
8085	14.3	9055	16.1	9245	16.4	5	0.0
36120	15.7	36555	15.8	33390	14.5	20	0.0
21960	16.0	22700	16.6	22285	16.3	40	0.0
359285	15.6	360485	15.7	316190	13.8	215	0.0
168995	20.9	142870	17.7	119735	14.8	105	0.0
4110	16.5	4525	18.2	5975	24.0	5	0.0
21270	21.7	18055	18.4	17215	17.6	15	0.0
13330	20.2	12575	19.1	12755	19.4	35	0.1
207705	20.9	178030	17.9	155680	15.6	155	0.0

All/first year students in countries of institution by age group



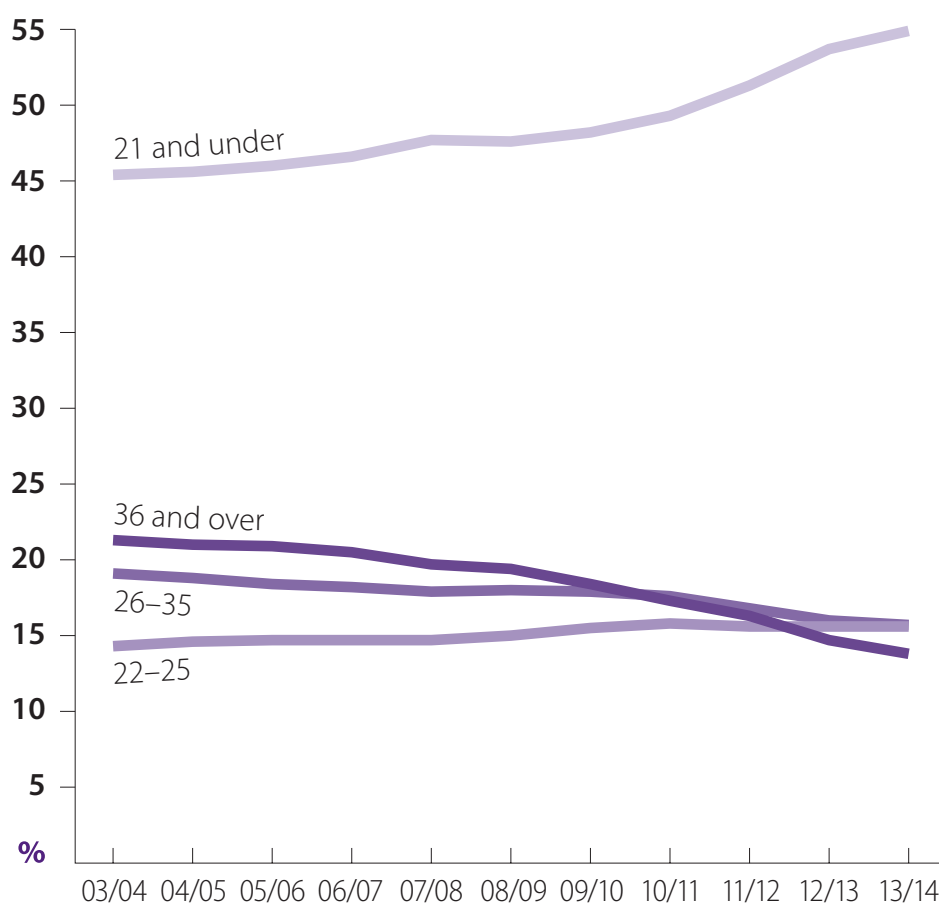
Between 2003/04 and 2013/14, the proportion of students over 21 decreased from 54.6% to 45.1% (a change of 9.5 percentage points). This drop was particularly pronounced among students aged 36 and over, the proportion of whom decreased from 21.3% to 13.8% of all students in this time period.

1.2 Profile of all students over time by age group

	21 and under	
	No.	%
2003/04	992005	45.4
2004/05	1013955	45.6
2005/06	1045890	46.0
2006/07	1071630	46.6
2007/08	1097235	47.7
2008/09	1138875	47.6
2009/10	1199770	48.2
2010/11	1232240	49.3
2011/12	1279925	51.3
2012/13	1257030	53.7
2013/14	1263185	54.9

22–25		26–35		36 and over		Unknown age	
No.	%	No.	%	No.	%	No.	%
311955	14.3	416875	19.1	466020	21.3	13320	0.6
325175	14.6	418010	18.8	467645	21.0	11485	0.5
333395	14.7	417115	18.4	475905	20.9	8935	0.4
337040	14.7	417280	18.2	472070	20.5	6675	0.3
338855	14.7	413195	17.9	453000	19.7	3825	0.2
358115	15.0	430740	18.0	465430	19.4	2890	0.1
385145	15.5	446285	17.9	459535	18.4	2685	0.1
394365	15.8	440390	17.6	433065	17.3	1235	0.0
389180	15.6	420100	16.8	406565	16.3	870	0.0
364540	15.6	374220	16.0	343875	14.7	615	0.0
359285	15.6	360485	15.7	316190	13.8	215	0.0

All students over time by age group



At every degree level, UK students had an older profile than EU and non-EU students.

This was most stark at the other undergraduate level, where 65.5% of UK students were aged 26 and over, compared with 20.7% of non-EU and 33.5% of EU students.

There were also large differences in the age profile of taught postgraduates by domicile.

Over three in five non-EU (65.8%) and EU (61.4%) taught postgraduates were aged 25 and under, around double the proportion of UK students in this age range (31.1%).

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

	21 and under		
	No.	%*	%^
All UK	1066870	84.5	57.2
All EU	68465	5.4	54.6
All non-EU	127845	10.1	41.2
Total	1263185	100	54.9
First degree undergraduate			
UK	1004770	85.3	75.9
EU	63475	5.4	86.8
Non-EU	110060	9.3	80.1
Total	1178305	100	76.8
Other undergraduate			
UK	42850	81.3	20.9
EU	2165	4.1	37.7
Non-EU	7660	14.5	51.4
Total	52675	100	23.3
Research postgraduate			
UK	2390	76.5	3.7
EU	275	8.9	1.9
Non-EU	460	14.7	1.4
Total	3125	100	2.8
Taught postgraduate			
UK	16860	58.0	6.2
EU	2550	8.8	8.0
Non-EU	9665	33.2	7.7
Total	29075	100	6.8

* within an age group, the percentage of students in a domicile category (compare vertically within a degree level)

^ within a degree level and domicile category, the percentage of students in an age group (compare horizontally)

Percentages based on total number of students minus those whose degree level, domicile category or age group is unknown.

See page 40 for accompanying graph.

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
221215	61.6	11.9	281985	78.2	15.1	293590	92.9	15.8
31635	8.8	25.2	18875	5.2	15.1	6315	2.0	5.0
106440	29.6	34.3	59625	16.5	19.2	16280	5.1	5.2
359285	100	15.6	360485	100	15.7	316190	100	13.8
101885	79.1	7.7	117585	93.3	8.9	99050	98.3	7.5
6705	5.2	9.2	2305	1.8	3.2	615	0.6	0.8
20210	15.7	14.7	6080	4.8	4.4	1105	1.1	0.8
128795	100	8.4	125970	100	8.2	100770	100	6.6
28080	82.9	13.7	53145	94.1	25.9	81245	98.0	39.6
1655	4.9	28.8	1165	2.1	20.3	760	0.9	13.2
4155	12.3	27.9	2190	3.9	14.7	900	1.1	6.0
33890	100	15.0	56495	100	25.0	82905	100	36.7
23795	60.3	37.1	19595	45.5	30.6	18325	70.8	28.6
6210	15.8	42.8	6345	14.7	43.8	1665	6.4	11.5
9435	23.9	28.7	17095	39.7	52.0	5885	22.7	17.9
39440	100	35.4	43035	100	38.6	25880	100	23.2
67460	42.9	24.9	91660	67.9	33.8	94970	89.1	35.1
17065	10.9	53.4	9060	6.7	28.4	3275	3.1	10.2
72640	46.2	58.1	34265	25.4	27.4	8390	7.9	6.7
157160	100	36.7	134980	100	31.5	106635	100	24.9

Mode and level

Within every degree level, the proportion of students studying on a part-time basis increased with age. For example, 5.2% of all students aged 21 and under studied part-time, compared with 78.9% for those aged 36 and over.

Within every age group, a higher proportion of other undergraduates studied part-time than students at any other degree level.

1.4 All students by degree level, mode, and age group

	21 and under		
	No.	%*	%^
All full-time	1197975	94.8	70.6
All part-time	65205	5.2	10.8
Total	1263185	100	54.9
First degree undergraduate			
Full-time	1138900	96.7	85.4
Part-time	39405	3.3	19.7
Total	1178305	100	76.8
Other undergraduate			
Full-time	30490	57.9	53.2
Part-time	22185	42.1	13.2
Total	52675	100	23.3
Research postgraduate			
Full-time	2975	95.1	3.6
Part-time	155	4.9	0.5
Total	3125	100	2.8
Taught postgraduate			
Full-time	25615	88.1	11.5
Part-time	3460	11.9	1.7
Total	29075	100	6.8

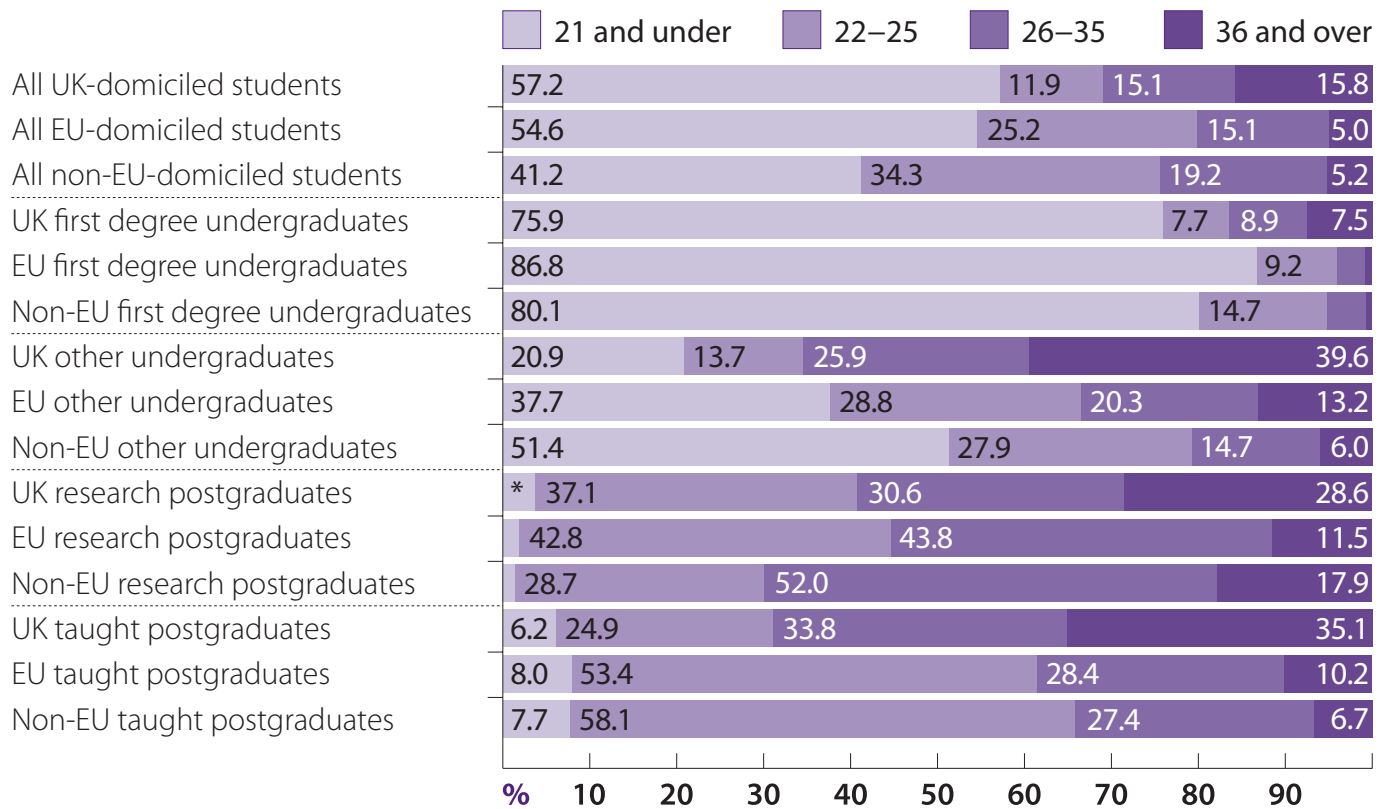
* within an age group, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students in an age group (compare horizontally)

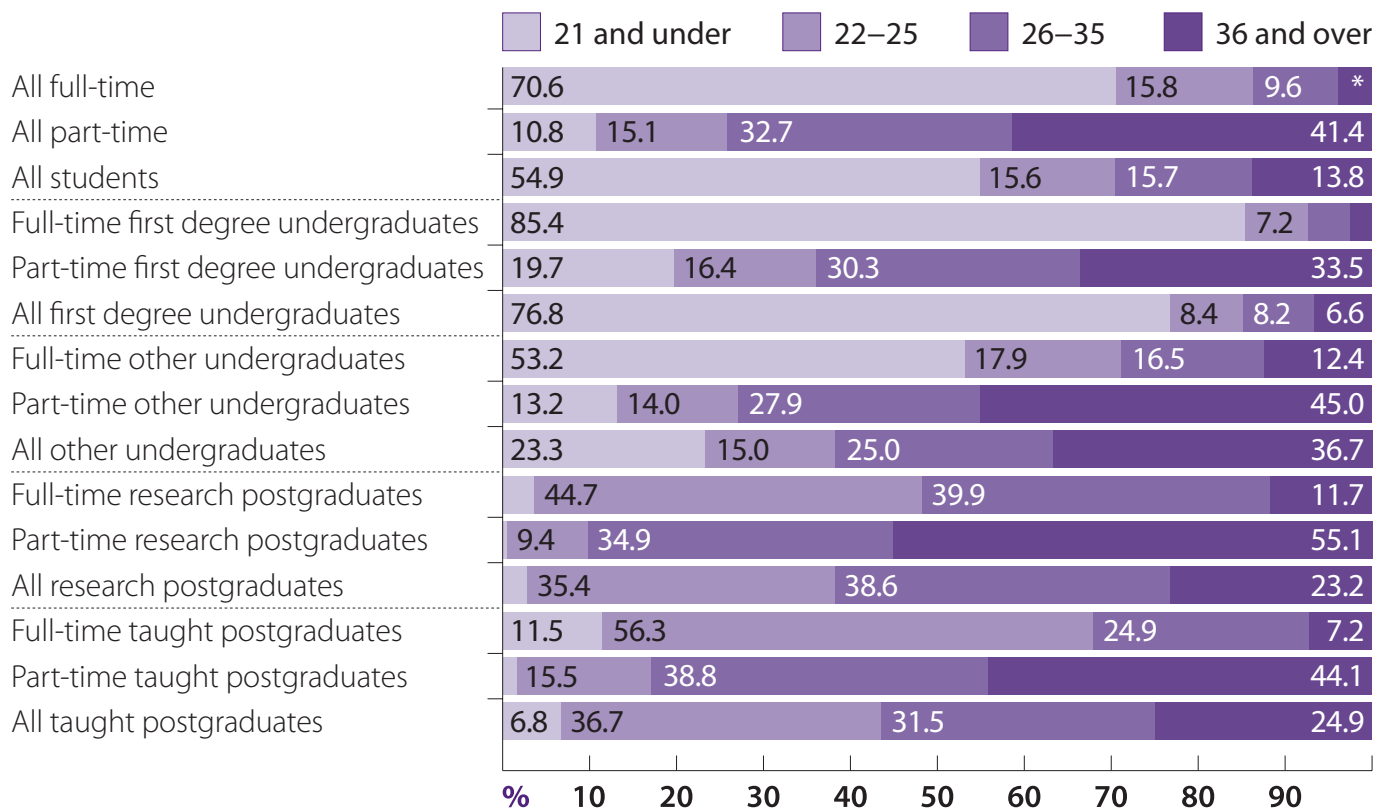
.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose degree level or mode is unknown.

22–25			26–35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
268300	74.7	15.8	163000	45.2	9.6	66740	21.1	3.9	20	8.5	0.0
90990	25.3	15.1	197485	54.8	32.7	249450	78.9	41.4	195	91.5	0.0
359285	100	15.6	360485	100	15.7	316190	100	13.8	215	100	0.0
95995	74.5	7.2	65395	51.9	4.9	33940	33.7	2.5	10	..	0.0
32800	25.5	16.4	60575	48.1	30.3	66830	66.3	33.5	5	..	0.0
128795	100	8.4	125970	100	8.2	100770	100	6.6	10	..	0.0
10275	30.3	17.9	9480	16.8	16.5	7095	8.6	12.4	5	3.0	0.0
23615	69.7	14.0	47010	83.2	27.9	75810	91.4	45.0	95	97.0	0.1
33890	100	15.0	56495	100	25.0	82905	100	36.7	100	100	0.0
36650	92.9	44.7	32725	76.0	39.9	9585	37.0	11.7	0	..	0.0
2790	7.1	9.4	10310	24.0	34.9	16290	63.0	55.1	10	..	0.0
39440	100	35.4	43035	100	38.6	25880	100	23.2	10	..	0.0
125380	79.8	56.3	55390	41.0	24.9	16115	15.1	7.2	5	4.4	0.0
31785	20.2	15.5	79590	59.0	38.8	90520	84.9	44.1	85	95.6	0.0
157160	100	36.7	134980	100	31.5	106635	100	24.9	90	100	0.0

All students in domicile categories and degree levels by age group

* values less than 5.0 are not displayed
See fig. 1.3 for accompanying data.

All full-time/part-time students in degree levels by age group

* values less than 5.0 are not displayed

Across all degree levels except other undergraduate, in every age group the proportion of students studying full-time was higher among first year students than all students (see fig. 1.4).

This was most notable at the taught postgraduate level, where 53.6% of first year students aged 26–35 studied full-time compared with 41.0% of all students in this age group and degree level.

There was also a relatively large difference among research postgraduates aged 36 and over, with 49.5% of first year students studying full-time compared with 37.0% of all students.

1.5 First year students by degree level, mode and age group

	21 and under		
	No.	%*	%^
All full-time	429580	94.6	60.2
All part-time	24590	5.4	8.7
Total	454170	100	45.6
First degree undergraduate			
Full-time	388540	98.1	83.0
Part-time	7460	1.9	13.8
Total	396000	100	75.9
Other undergraduate			
Full-time	17980	53.5	52.3
Part-time	15635	46.5	12.9
Total	33615	100	21.6
Research postgraduate			
Full-time	1235	96.9	4.2
Part-time	40	3.1	0.6
Total	1275	100	3.5
Taught postgraduate			
Full-time	21825	93.7	12.0
Part-time	1460	6.3	1.5
Total	23285	100	8.3

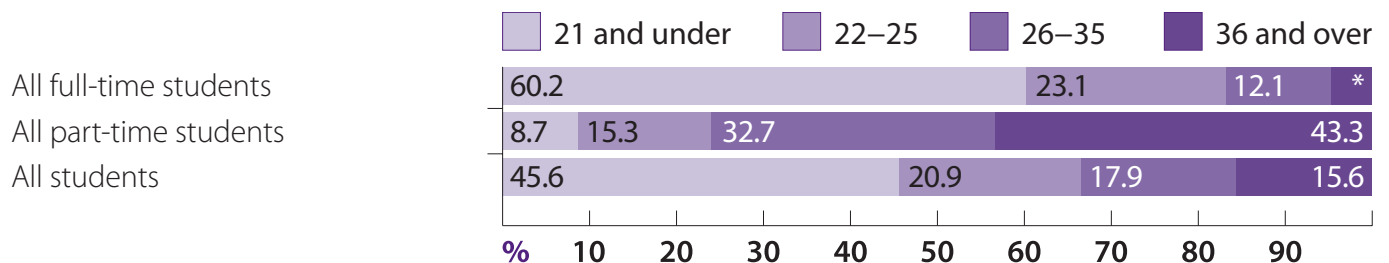
* within an age group, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students in an age group (compare horizontally)

.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose degree level or mode is unknown.

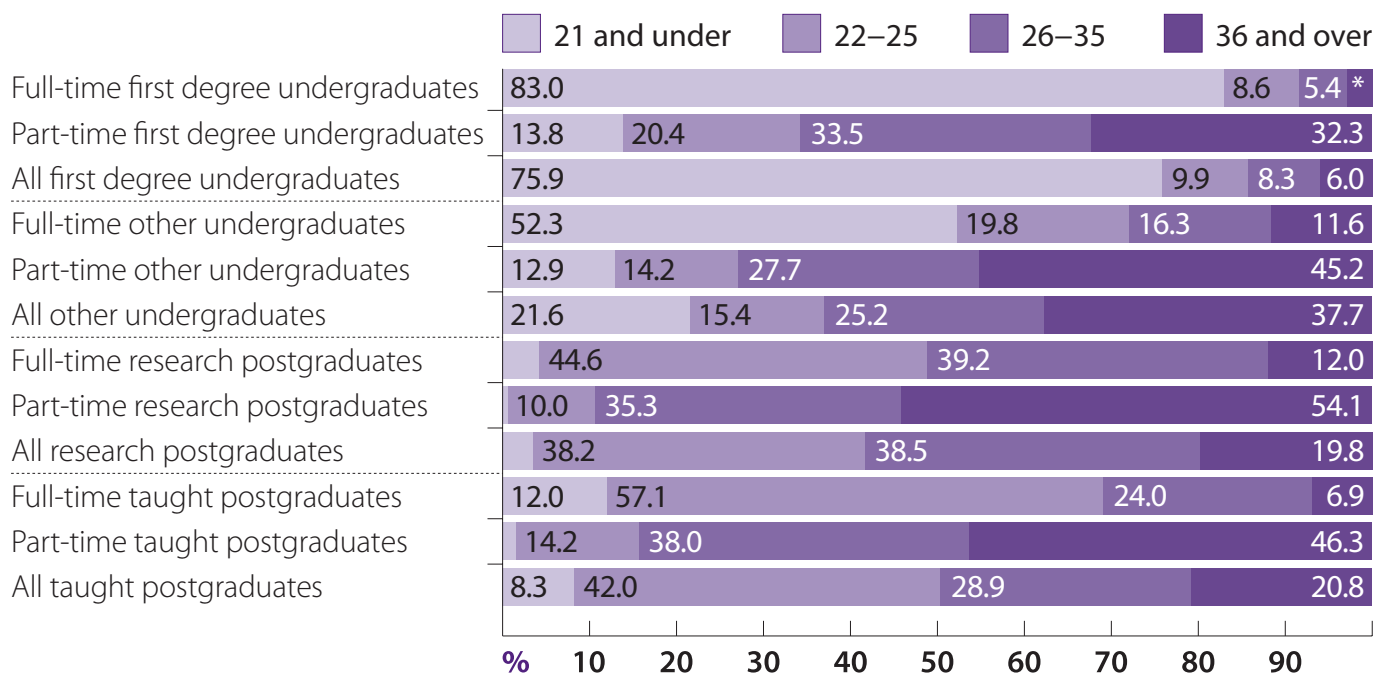
First year full-time/part-time students by age group



* values less than 5.0 are not displayed

22–25			26–35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
164600	79.2	23.1	86120	48.4	12.1	33795	21.7	4.7	5	4.5	0.0
43105	20.8	15.3	91910	51.6	32.7	121885	78.3	43.3	150	95.5	0.1
207705	100	20.9	178030	100	17.9	155680	100	15.6	155	100	0.0
40440	78.5	8.6	25265	58.2	5.4	13615	43.8	2.9	0	..	0.0
11055	21.5	20.4	18145	41.8	33.5	17465	56.2	32.3	0	..	0.0
51495	100	9.9	43410	100	8.3	31085	100	6.0	0	..	0.0
6805	28.3	19.8	5585	14.2	16.3	4000	6.8	11.6	0	1.1	0.0
17200	71.7	14.2	33610	85.8	27.7	54710	93.2	45.2	90	98.9	0.1
24005	100	15.4	39195	100	25.2	58710	100	37.7	90	100	0.1
13170	95.2	44.6	11585	83.0	39.2	3550	49.5	12.0	0	..	0.0
670	4.8	10.0	2365	17.0	35.3	3625	50.5	54.1	5	..	0.1
13835	100	38.2	13955	100	38.5	7175	100	19.8	5	..	0.0
104190	88.0	57.1	43685	53.6	24.0	12635	21.5	6.9	5	6.9	0.0
14180	12.0	14.2	37785	46.4	38.0	46080	78.5	46.3	55	93.1	0.1
118370	100	42.0	81470	100	28.9	58715	100	20.8	60	100	0.0

First year full-time/part-time students in degree levels by age group



* values less than 5.0 are not displayed

Subjects

Across all age groups, a higher proportion of students studied non-SET subject areas than SET subject areas. This ranged from 52.7% of students aged 26–35 to 59.3% of students aged 36 and over who studied non-SET subjects.

The student age profile was markedly older in certain subjects than others. 71.5% of students studying combined subjects and over half of those in subjects allied to medicine (52.5%) and education (51.9%) were aged 26 and over.

In contrast, nearly three in four students studying creative arts and design (74.6%), mass communication and documentation (73.0%) and mathematical sciences (72.6%) were aged 21 and under.

1.6 All students by subject area and age group

	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	10630	0.8	57.9
Architecture, building, planning	26335	2.1	53.6
Biological sciences	138910	11.0	66.9
Computer science	56390	4.5	61.6
Engineering and technology	94400	7.5	59.4
Mathematical sciences	30675	2.4	72.6
Medicine and dentistry	38300	3.0	56.9
Physical sciences	64190	5.1	68.8
Subjects allied to medicine	89135	7.1	32.6
Veterinary science	3915	0.3	66.0
SET total	552880	43.8	54.9
Non-SET			
Business, administrative studies	181390	14.4	53.9
Combined	9535	0.8	16.8
Creative arts and design	125975	10.0	74.6
Education	51010	4.0	29.5
Historical and philosophical studies	53140	4.2	59.3
Languages	80065	6.3	68.1
Law	55470	4.4	62.2
Mass communications and documentation	36160	2.9	73.0
Social studies	117555	9.3	55.8
Non-SET total	710305	56.2	55.0
Total	1263185	100	54.9

* within an age group, the percentage of students in a subject area (compare vertically)

^ within a subject area, the percentage of students in an age group (compare horizontally)

Percentages based on total number of students minus those whose subject area or age group is unknown.

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
2580	0.7	14.0	2975	0.8	16.2	2165	0.7	11.8
11200	3.1	22.8	8035	2.2	16.3	3590	1.1	7.3
25145	7.0	12.1	25445	7.1	12.3	18015	5.7	8.7
14510	4.0	15.8	13980	3.9	15.3	6685	2.1	7.3
30550	8.5	19.2	23620	6.6	14.9	10435	3.3	6.6
4680	1.3	11.1	3655	1.0	8.7	3215	1.0	7.6
10915	3.0	16.2	13100	3.6	19.4	5050	1.6	7.5
14095	3.9	15.1	9530	2.6	10.2	5450	1.7	5.8
40680	11.3	14.9	69420	19.3	25.4	73970	23.4	27.1
1030	0.3	17.3	790	0.2	13.3	205	0.1	3.4
155375	43.2	15.4	170545	47.3	16.9	128780	40.7	12.8
71025	19.8	21.1	50615	14.0	15.0	33555	10.6	10.0
6615	1.8	11.7	14595	4.0	25.8	25870	8.2	45.7
20130	5.6	11.9	12675	3.5	7.5	10070	3.2	6.0
32180	9.0	18.6	41560	11.5	24.0	48200	15.2	27.9
9070	2.5	10.1	9820	2.7	11.0	17585	5.6	19.6
14385	4.0	12.2	11610	3.2	9.9	11570	3.7	9.8
13670	3.8	15.3	11850	3.3	13.3	8235	2.6	9.2
7660	2.1	15.5	3735	1.0	7.5	1970	0.6	4.0
29175	8.1	13.9	33480	9.3	15.9	30360	9.6	14.4
203910	56.8	15.8	189935	52.7	14.7	187405	59.3	14.5
359285	100	15.6	360485	100	15.7	316190	100	13.8

With exception of those aged 36 and over, in every age group the proportion of students studying non-SET subjects was higher among first year students than all students (see fig. 1.6). The proportion of first year students studying non-SET subject areas ranged from 54.3% of students aged 26–35 to 62.6% of students aged 22–25.

There was considerable variation in age profiles by subject area. For example, 21.3% of first year students studying combined subjects were aged 21 and under compared with 69.1% of first year mathematical sciences students (a difference of 47.8 percentage points).

The proportion of first year students aged 36 and over ranged from 4.2% of those studying veterinary science and mass communications and documentation to 41.3% of those who studied combined subjects.

1.7 First year students by subject area and age group

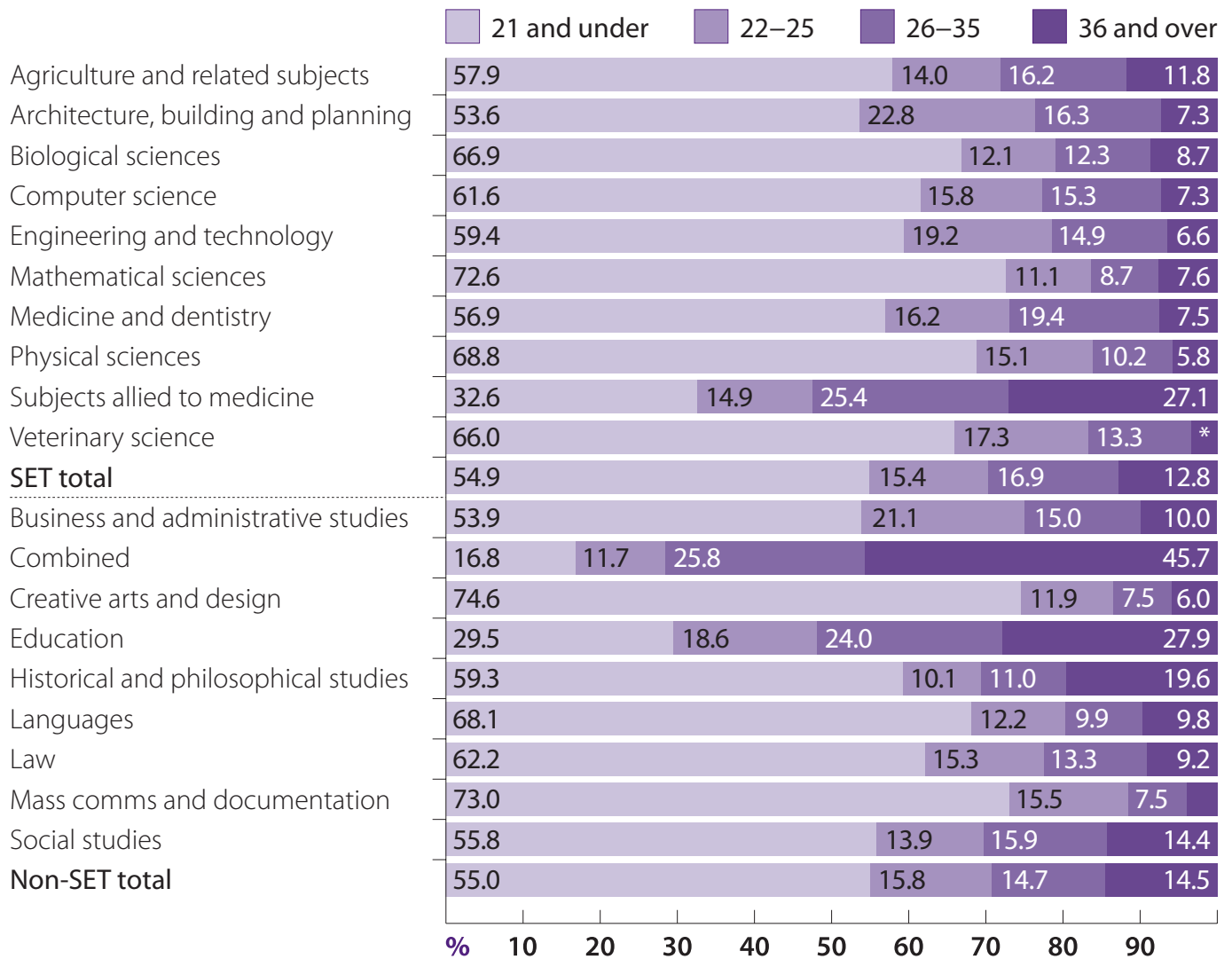
	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	4190	0.9	46.8
Architecture, building, planning	8650	1.9	42.5
Biological sciences	51570	11.4	62.1
Computer science	20890	4.6	55.7
Engineering and technology	32560	7.2	50.5
Mathematical sciences	10355	2.3	69.1
Medicine and dentistry	8010	1.8	40.4
Physical sciences	21575	4.8	63.8
Subjects allied to medicine	29700	6.5	22.7
Veterinary science	845	0.2	58.8
SET total	188355	41.5	45.4
Non-SET			
Business, administrative studies	70310	15.5	43.4
Combined	5745	1.3	21.3
Creative arts and design	45100	9.9	67.9
Education	21140	4.7	22.4
Historical and philosophical studies	18300	4.0	55.9
Languages	27875	6.1	59.0
Law	20690	4.6	52.8
Mass communications and documentation	13410	3.0	62.3
Social studies	43250	9.5	47.9
Non-SET total	265815	58.5	45.8
Total	454170	100	45.6

* within an age group, the percentage of students in a subject area (compare vertically)

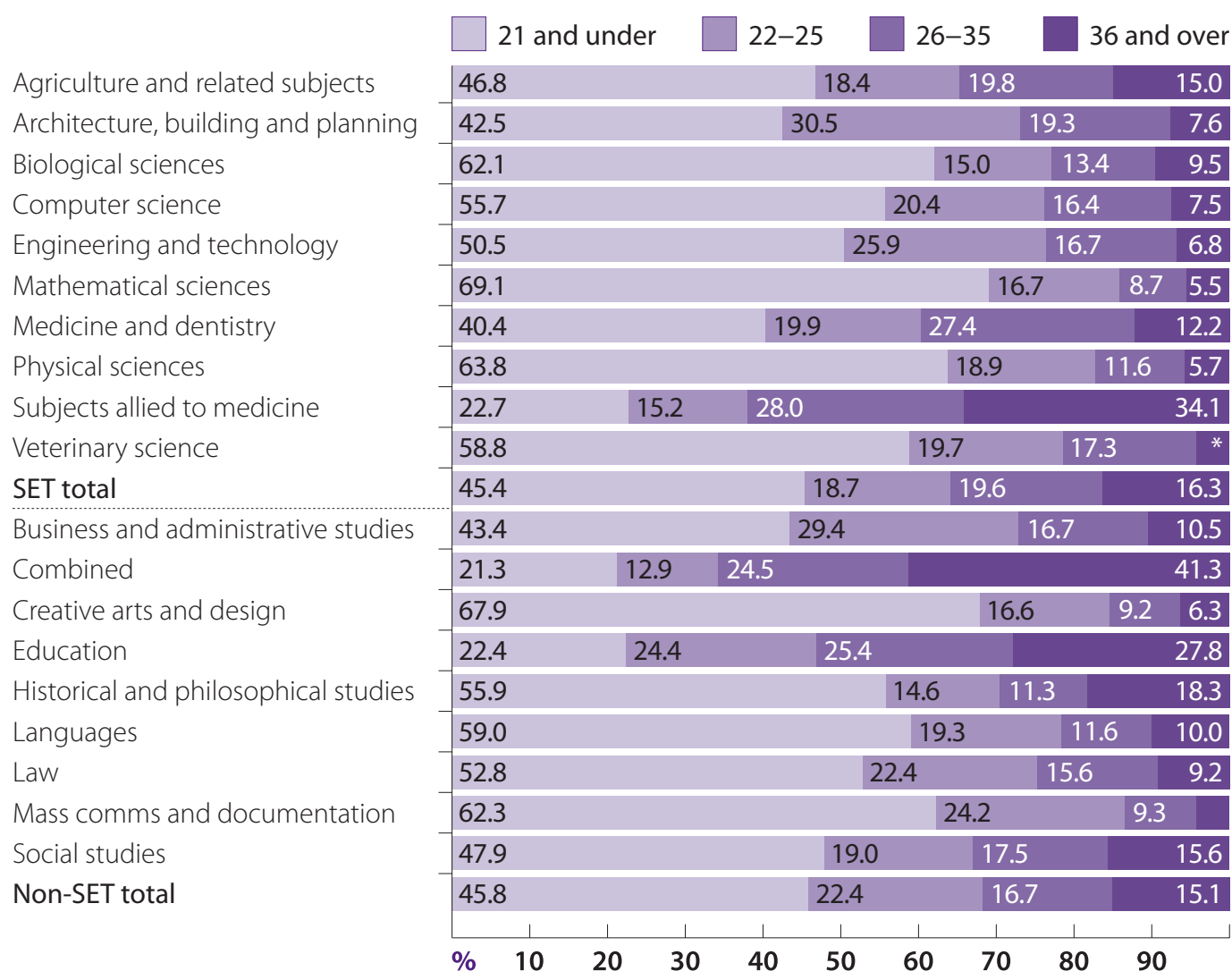
^ within a subject area, the percentage of students in an age group (compare horizontally)

Percentages based on total number of students minus those whose subject area or age group is unknown.

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
1645	0.8	18.4	1770	1.0	19.8	1345	0.9	15.0
6215	3.0	30.5	3935	2.2	19.3	1545	1.0	7.6
12500	6.0	15.0	11125	6.2	13.4	7890	5.1	9.5
7640	3.7	20.4	6170	3.5	16.4	2825	1.8	7.5
16705	8.0	25.9	10765	6.0	16.7	4405	2.8	6.8
2500	1.2	16.7	1300	0.7	8.7	825	0.5	5.5
3955	1.9	19.9	5445	3.1	27.4	2430	1.6	12.2
6385	3.1	18.9	3935	2.2	11.6	1910	1.2	5.7
19865	9.6	15.2	36630	20.6	28.0	44645	28.7	34.1
285	0.1	19.7	250	0.1	17.3	60	0.0	4.2
77690	37.4	18.7	81325	45.7	19.6	67885	43.6	16.3
47540	22.9	29.4	27045	15.2	16.7	16995	10.9	10.5
3475	1.7	12.9	6610	3.7	24.5	11125	7.1	41.3
11010	5.3	16.6	6110	3.4	9.2	4160	2.7	6.3
22965	11.1	24.4	23880	13.4	25.4	26210	16.8	27.8
4785	2.3	14.6	3695	2.1	11.3	5985	3.8	18.3
9130	4.4	19.3	5475	3.1	11.6	4725	3.0	10.0
8755	4.2	22.4	6095	3.4	15.6	3610	2.3	9.2
5215	2.5	24.2	2005	1.1	9.3	900	0.6	4.2
17140	8.3	19.0	15800	8.9	17.5	14090	9.1	15.6
130015	62.6	22.4	96705	54.3	16.7	87795	56.4	15.1
207705	100	20.9	178030	100	17.9	155680	100	15.6

All students in subject areas by age group

* values less than 5.0 are not displayed

First year students in subject areas by age group

* values less than 5.0 are not displayed

Over three quarters of first degree undergraduates (75.3% of SET and 78.1% of non-SET students) were aged 21 and under, compared with just 20.8% of SET and 25.4% of non-SET other undergraduates.

However, some subjects at the first degree undergraduate level had a markedly older profile than others. For example, 41.1% of first degree undergraduates studying combined studies and 13.8% of those in subjects allied to medicine were aged 36 and over, compared with less than 1.0% of first degree undergraduates studying medicine and dentistry (0.6%), veterinary science (0.8%) and mass communication and documentation (0.9%).

There were similar age variations by subject area among other undergraduates. More than half of other undergraduates studying creative arts and design (58.2%) and mass communication and documentation (50.4%) were aged 21 and under, compared with just 6.9% of other undergraduates studying subjects allied to medicine and 9.3% in historical and philosophical studies.

1.8 All undergraduates by subject area, degree level and age group

	First degree undergraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	7850	84.6	610	6.6
Architecture, building, planning	24455	78.5	3625	11.6
Biological sciences	132180	80.4	11295	6.9
Computer science	52915	75.8	7095	10.2
Engineering and technology	86330	81.4	9525	9.0
Mathematical sciences	30070	84.5	1340	3.8
Medicine and dentistry	37420	82.4	5615	12.4
Physical sciences	61875	87.0	3115	4.4
Subjects allied to medicine	83655	54.5	20605	13.4
Veterinary science	3875	78.5	800	16.2
SET total	520620	75.3	63625	9.2
Non-SET				
Business, administrative studies	166440	81.1	20275	9.9
Combined	5030	17.1	3825	13.0
Creative arts and design	119945	86.3	10015	7.2
Education	42050	70.0	5430	9.0
Historical and philosophical studies	51465	76.1	3235	4.8
Languages	74440	83.9	4440	5.0
Law	52590	79.0	5315	8.0
Mass communications and documentation	34650	90.5	2375	6.2
Social studies	111075	75.3	10260	7.0
Non-SET total	657685	78.1	65170	7.7
Total	1178305	76.8	128795	8.4

Percentages based on total number of students minus those whose subject area, degree level or age group is unknown.

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
470	5.1	345	3.7	2590	44.9	810	14.1	1235	21.4	1125	19.5
2155	6.9	920	3.0	1225	31.7	1245	32.3	880	22.8	510	13.2
12235	7.4	8675	5.3	3740	37.1	1305	12.9	2260	22.4	2780	27.6
6745	9.7	3060	4.4	2460	47.9	775	15.1	1050	20.5	850	16.5
7225	6.8	2985	2.8	5975	43.6	2550	18.6	3250	23.7	1915	14.0
1920	5.4	2240	6.3	130	18.0	115	15.5	230	31.9	250	34.6
2090	4.6	260	0.6	165	28.4	165	28.2	155	26.0	100	17.3
3535	5.0	2560	3.6	1060	36.7	295	10.3	625	21.7	905	31.3
28195	18.4	21155	13.8	4165	6.9	7920	13.1	19230	31.7	29285	48.3
225	4.6	40	0.8	20	25.0	10	11.1	30	38.9	20	25.0
64795	9.4	42250	6.1	21520	20.8	15190	14.7	28950	28.0	37740	36.5
12040	5.9	6520	3.2	7600	32.4	4075	17.4	6100	26.0	5675	24.2
8485	28.8	12115	41.1	4485	17.9	2530	10.1	5445	21.7	12665	50.4
5110	3.7	3965	2.9	4630	58.2	1035	13.0	950	12.0	1335	16.8
6440	10.7	6135	10.2	4305	15.0	4425	15.4	7250	25.2	12785	44.4
4725	7.0	8230	12.2	510	9.3	375	6.9	795	14.6	3765	69.2
4760	5.4	5040	5.7	4575	34.3	3360	25.2	2120	15.9	3260	24.5
4935	7.4	3710	5.6	930	32.7	665	23.5	675	23.8	570	20.1
895	2.3	355	0.9	620	50.4	195	16.1	250	20.4	160	13.1
13785	9.3	12455	8.4	3510	24.3	2030	14.1	3960	27.4	4950	34.3
61175	7.3	58520	6.9	31155	25.4	18695	15.3	27545	22.5	45165	36.8
125970	8.2	100770	6.6	52675	23.3	33890	15.0	56495	25.0	82905	36.7

Overall, research postgraduate SET students had a younger age profile (47.8% aged 25 and under) than taught postgraduate SET students (37.9% aged 25 and under). However the opposite is true for non-SET students where taught postgraduates (46.5% aged 25 and under) had a younger age profile than research postgraduates (23.8% aged 25 and under).

At research postgraduate level, particularly high proportions of students studying physical sciences (66.7%), mathematical sciences (61.4%) and engineering and technology (50.4%) were aged 25 and under. In contrast, only 7.5% of research postgraduates studying education and 17.7% in business and administrative studies were aged 25 and under.

Age profiles also varied by subject area at the taught postgraduate level.

Just under two thirds of taught postgraduates studying mass communication and documentation (64.6%) and mathematical sciences (63.4%) were aged 25 and under, compared with 13.5% of students studying combined studies and 20.6% of those in medicine and dentistry.

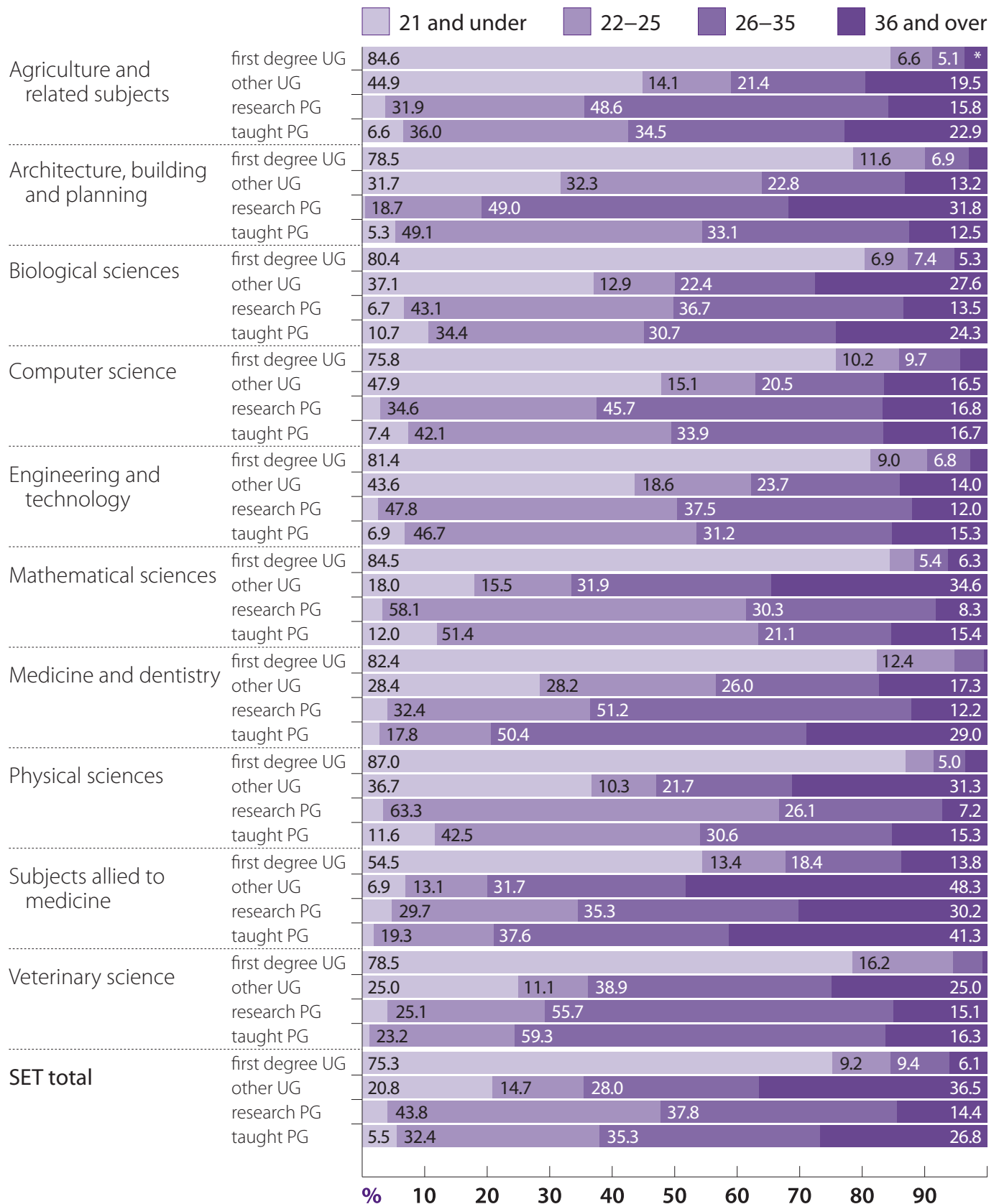
1.9 All postgraduates by subject area, degree level and age group

	Research postgraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	35	3.7	285	31.9
Architecture, building, planning	10	0.5	375	18.7
Biological sciences	910	6.7	5850	43.1
Computer science	135	2.9	1620	34.6
Engineering and technology	370	2.6	6785	47.8
Mathematical sciences	90	3.3	1580	58.1
Medicine and dentistry	370	4.1	2925	32.4
Physical sciences	400	3.4	7545	63.3
Subjects allied to medicine	360	4.8	2215	29.7
Veterinary science	15	4.1	90	25.1
SET total	2695	4.0	29275	43.8
Non-SET				
Business, administrative studies	35	0.5	1205	17.2
Combined	0	2.1	10	25.5
Creative arts and design	35	1.0	690	17.9
Education	15	0.2	495	7.3
Historical and philosophical studies	125	1.7	2220	30.4
Languages	95	1.5	2165	35.1
Law	35	1.4	575	24.0
Mass communications and documentation	5	0.4	230	20.4
Social studies	90	0.9	2575	25.9
Non-SET total	430	1.0	10165	22.8
Total	3125	2.8	39440	35.4

Percentages based on total number of students minus those whose subject area, degree level or age group is unknown.

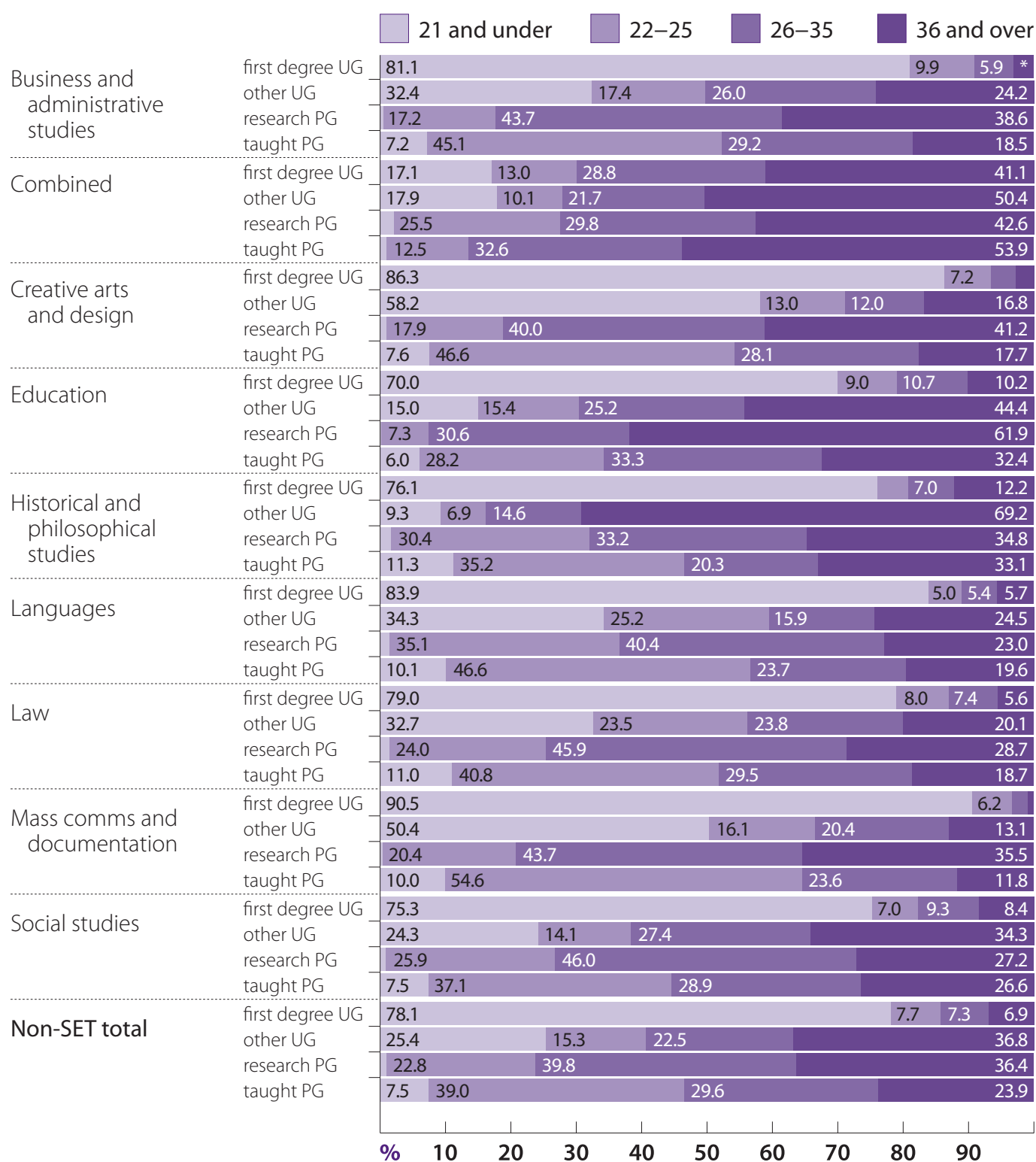
				Taught postgraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
435	48.6	140	15.8	160	6.6	870	36.0	835	34.5	555	22.9
990	49.0	640	31.8	650	5.3	5950	49.1	4010	33.1	1520	12.5
4975	36.7	1835	13.5	2080	10.7	6695	34.4	5970	30.7	4725	24.3
2145	45.7	785	16.8	880	7.4	5020	42.1	4040	33.9	1990	16.7
5320	37.5	1710	12.0	1725	6.9	11690	46.7	7820	31.2	3825	15.3
825	30.3	225	8.3	385	12.0	1650	51.4	675	21.1	495	15.4
4620	51.2	1100	12.2	340	2.8	2205	17.8	6230	50.4	3590	29.0
3105	26.1	860	7.2	860	11.6	3135	42.5	2265	30.6	1130	15.3
2630	35.3	2255	30.2	955	1.8	9935	19.3	19365	37.6	21270	41.3
195	55.7	55	15.1	5	1.2	135	23.2	340	59.3	95	16.3
25250	37.8	9605	14.4	8040	5.5	47285	32.4	51555	35.3	39185	26.8
3055	43.7	2700	38.6	7315	7.2	45470	45.1	29425	29.2	18660	18.5
15	29.8	20	42.6	20	1.0	250	12.5	650	32.6	1070	53.9
1545	40.0	1590	41.2	1365	7.6	8390	46.6	5065	28.1	3185	17.7
2085	30.6	4215	61.9	4645	6.0	21830	28.2	25780	33.3	25065	32.4
2430	33.2	2540	34.8	1040	11.3	3240	35.2	1870	20.3	3045	33.1
2490	40.4	1415	23.0	960	10.1	4420	46.6	2245	23.7	1855	19.6
1105	45.9	690	28.7	1915	11.0	7110	40.8	5135	29.5	3265	18.7
495	43.7	405	35.5	885	10.0	4855	54.6	2095	23.6	1050	11.8
4575	46.0	2695	27.2	2885	7.5	14310	37.1	11165	28.9	10255	26.6
17790	39.8	16270	36.4	21035	7.5	109875	39.0	83425	29.6	67450	23.9
43035	38.6	25880	23.2	29075	6.8	157160	36.7	134980	31.5	106635	24.9

All students in SET subject areas and degree levels by age group



* values less than 5.0 are not displayed

All students in non-SET subject areas and degree levels by age group



* values less than 5.0 are not displayed

First year first degree undergraduates and other undergraduates had a similar age profile to the overall first degree and other undergraduate population on entry (see fig. 1.8). Among first year students, 73.4% of SET and 77.8% of non-SET first degree undergraduates were aged 21 and under, compared with 16.5% of SET and 25.8% of non-SET other undergraduates.

At first degree undergraduate level, relatively high proportions of first year students studying combined subjects (27.8%), subjects allied to medicine (15.5%) and education (11.3%) were aged 36 and over.

At other undergraduate level, the proportion of first year students who were aged 36 and over was highest among those studying historical and philosophical studies (63.9%), followed by subjects allied to medicine (52.7%) and education (46.1%).

1.10 First year undergraduates by subject area, degree level and age group

	First degree undergraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	2660	82.4	270	8.4
Architecture, building, planning	7565	76.4	1370	13.8
Biological sciences	47075	80.0	4590	7.8
Computer science	18805	74.4	2910	11.5
Engineering and technology	27520	79.2	3695	10.6
Mathematical sciences	9860	87.4	470	4.2
Medicine and dentistry	7545	80.5	1295	13.8
Physical sciences	20005	88.0	1090	4.8
Subjects allied to medicine	27580	50.7	7730	14.2
Veterinary science	825	78.3	170	16.3
SET total	169445	73.4	23600	10.2
Non-SET				
Business, administrative studies	60360	77.1	10415	13.3
Combined	1580	24.9	1155	18.2
Creative arts and design	41495	84.9	4145	8.5
Education	14145	66.4	2205	10.4
Historical and philosophical studies	16990	80.5	1140	5.4
Languages	22685	85.3	1490	5.6
Law	18400	77.6	2260	9.5
Mass communications and documentation	12425	88.5	1110	7.9
Social studies	38465	75.5	3975	7.8
Non-SET total	226550	77.8	27895	9.6
Total	396000	75.9	51495	9.9

Percentages based on total number of students minus those whose subject area, degree level or age group is unknown.

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
170	5.2	125	3.9	1395	36.9	605	16.1	905	24.0	865	23.0
685	6.9	285	2.9	635	29.8	735	34.6	480	22.5	275	13.0
4360	7.4	2835	4.8	2495	35.5	915	13.0	1625	23.1	1995	28.4
2535	10.0	1045	4.1	1385	47.6	485	16.6	545	18.7	500	17.1
2530	7.3	980	2.8	3475	43.6	1475	18.5	1855	23.2	1175	14.7
500	4.4	445	3.9	110	27.6	65	16.7	115	29.4	105	26.3
465	5.0	65	0.7	90	28.4	70	21.7	85	26.8	70	23.0
1040	4.6	595	2.6	700	42.5	180	11.0	320	19.4	450	27.1
10640	19.6	8410	15.5	1320	3.0	5340	12.1	14230	32.2	23295	52.7
50	4.6	10	0.9	15	50.0	5	19.2	5	23.1	0	7.7
22970	10.0	14795	6.4	11615	16.5	9875	14.0	20165	28.6	28735	40.8
4875	6.2	2585	3.3	4370	29.4	2795	18.8	4015	27.0	3700	24.9
1850	29.1	1765	27.8	4145	21.8	2135	11.2	4230	22.3	8470	44.6
1925	3.9	1315	2.7	2615	57.1	645	14.1	545	11.9	775	16.9
2540	11.9	2400	11.3	2690	14.1	2915	15.3	4660	24.5	8780	46.1
1230	5.8	1750	8.3	400	12.1	290	8.7	510	15.3	2120	63.9
1315	4.9	1100	4.1	4330	37.0	3225	27.6	1840	15.8	2295	19.6
1765	7.5	1285	5.4	745	34.0	570	26.0	475	21.8	400	18.3
365	2.6	145	1.0	275	43.5	130	20.8	135	21.3	90	14.4
4575	9.0	3950	7.8	2430	24.7	1430	14.6	2620	26.7	3345	34.0
20440	7.0	16290	5.6	22000	25.8	14130	16.6	19030	22.4	29975	35.2
43410	8.3	31085	6.0	33615	21.6	24005	15.4	39195	25.2	58710	37.7

Overall, first year research and taught postgraduates were younger on entry than all students at these degree levels on entry (see fig. 1.9).

A higher proportion of SET research postgraduates were aged 25 and under (49.8%) than SET taught postgraduates (44.0%). The opposite was true for non-SET students, where taught postgraduates (53.2% aged 25 and under) had a younger age profile than research postgraduates (28.7% aged 25 and under).

At research postgraduate level, the proportion of students aged 36 and over was highest among those studying education (51.2%), followed by creative arts and design (37.3%) and business and administrative studies (34.3%).

At taught postgraduate level, the proportion of students aged 36 and over was highest among those studying combined subjects (54.8%), followed by subjects allied to medicine (41.3%) and education (27.1%).

1.11 First year postgraduates by subject area, degree level and age group

	Research postgraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	5	2.3	125	39.3
Architecture, building, planning	10	1.2	165	24.4
Biological sciences	360	7.8	2025	44.3
Computer science	50	3.4	545	36.0
Engineering and technology	125	2.6	2340	47.7
Mathematical sciences	35	3.9	515	58.7
Medicine and dentistry	115	4.0	980	34.3
Physical sciences	160	4.0	2540	63.0
Subjects allied to medicine	140	5.9	815	34.0
Veterinary science	5	3.0	35	31.0
SET total	1005	4.5	10080	45.3
Non-SET				
Business, administrative studies	15	0.7	430	18.9
Combined	0	..	0	..
Creative arts and design	15	1.4	235	21.3
Education	5	0.4	230	13.0
Historical and philosophical studies	90	3.8	820	34.4
Languages	75	3.5	825	39.4
Law	15	2.0	195	25.1
Mass communications and documentation	5	1.0	85	23.8
Social studies	50	1.6	935	28.9
Non-SET total	270	1.9	3755	26.8
Total	1275	3.5	13835	38.2

.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose subject area, degree level or age group is unknown.

				Taught postgraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
140	44.2	45	14.1	130	7.9	645	39.4	555	33.9	305	18.8
305	45.6	190	28.8	445	5.8	3945	51.5	2470	32.3	795	10.4
1665	36.3	530	11.6	1640	13.0	4970	39.4	3475	27.6	2530	20.0
680	44.7	245	16.0	645	8.3	3700	47.4	2415	31.0	1040	13.3
1880	38.3	560	11.4	1440	8.6	9195	54.6	4500	26.7	1695	10.1
255	29.4	70	8.1	350	14.4	1450	59.6	425	17.5	210	8.5
1400	49.1	360	12.6	265	3.6	1610	22.1	3495	47.9	1930	26.5
1045	26.0	280	7.0	710	13.1	2570	47.7	1530	28.3	590	10.9
845	35.4	590	24.7	660	2.2	5980	20.0	10915	36.5	12350	41.3
55	51.8	15	14.2	5	2.0	70	28.9	135	55.2	35	13.8
8275	37.2	2885	13.0	6285	6.8	34135	37.2	29915	32.6	21470	23.4
1050	46.1	780	34.3	5565	8.4	33900	51.0	17105	25.7	9930	14.9
0	..	5	..	15	1.0	185	11.5	530	32.7	890	54.8
440	40.0	410	37.3	975	8.2	5985	50.6	3200	27.1	1665	14.1
630	35.4	910	51.2	4300	8.3	17615	33.8	16045	30.8	14115	27.1
765	32.2	705	29.6	815	13.7	2535	42.6	1190	20.0	1410	23.7
815	38.9	380	18.1	785	11.5	3595	52.6	1505	22.0	950	13.9
360	45.5	215	27.4	1530	12.3	5730	46.0	3495	28.0	1710	13.7
145	42.4	115	32.8	710	10.9	3895	59.8	1355	20.8	550	8.5
1480	45.7	770	23.8	2305	8.8	10795	41.1	7125	27.1	6025	22.9
5680	40.6	4285	30.6	16995	8.9	84235	44.3	51550	27.1	37245	19.6
13955	38.5	7175	19.8	23285	8.3	118370	42.0	81470	28.9	58715	20.8

Continuation

Entrants refers to full-time first degree UK domiciled 2012/13 entrants. Continuation data indicates the progress of these entrants to 2013/14.

The proportions of entrants continuing or qualifying were lower among those aged 22 and over than for entrants aged 21 and under.

Continuation or qualification rates were lowest among entrants aged 22–25 (85.8%). This age group also had the highest proportion of entrants no longer in higher education (12.3%).

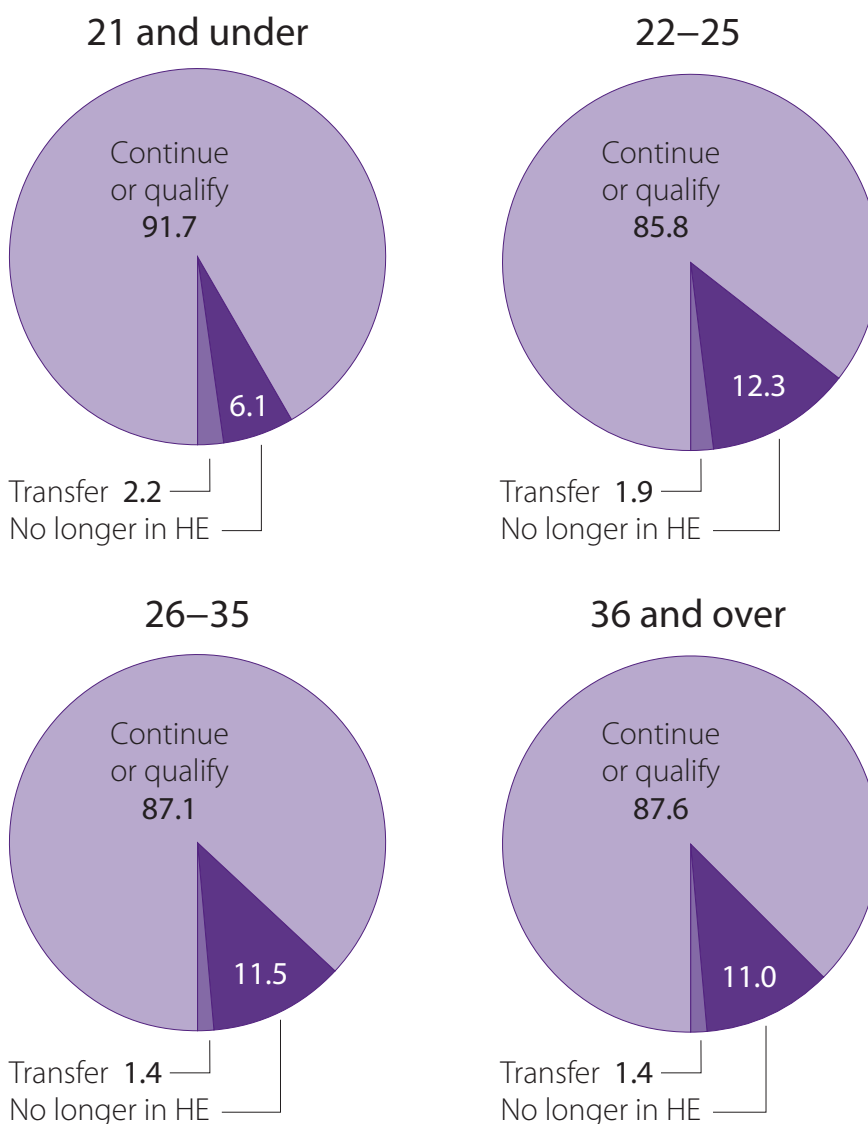
Compared with 2012/13, the proportion of entrants who continued or qualified decreased across all age groups (fig. 1.12, ECU [2014]).

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
21 and under	268615	91.7	6465	2.2	17860	6.1
22–25	21700	85.8	480	1.9	3115	12.3
26–35	17960	87.1	300	1.4	2365	11.5
36 and over	11190	87.6	175	1.4	1405	11.0
Total	319465	90.9	7420	2.1	24745	7.0

Percentages based on total number of students minus those whose continuation category or age group is unknown.

UK domiciled full-time first degree entrants in age groups by continuation category



Degree attainment

Qualifiers refers to first degree undergraduate qualifiers. Their ages are calculated at 31 July 2014, unlike other age data which refers to students' ages on entry.

The proportion of qualifiers receiving a first increased with age. However, the proportion of students receiving a third/pass also increased with age.

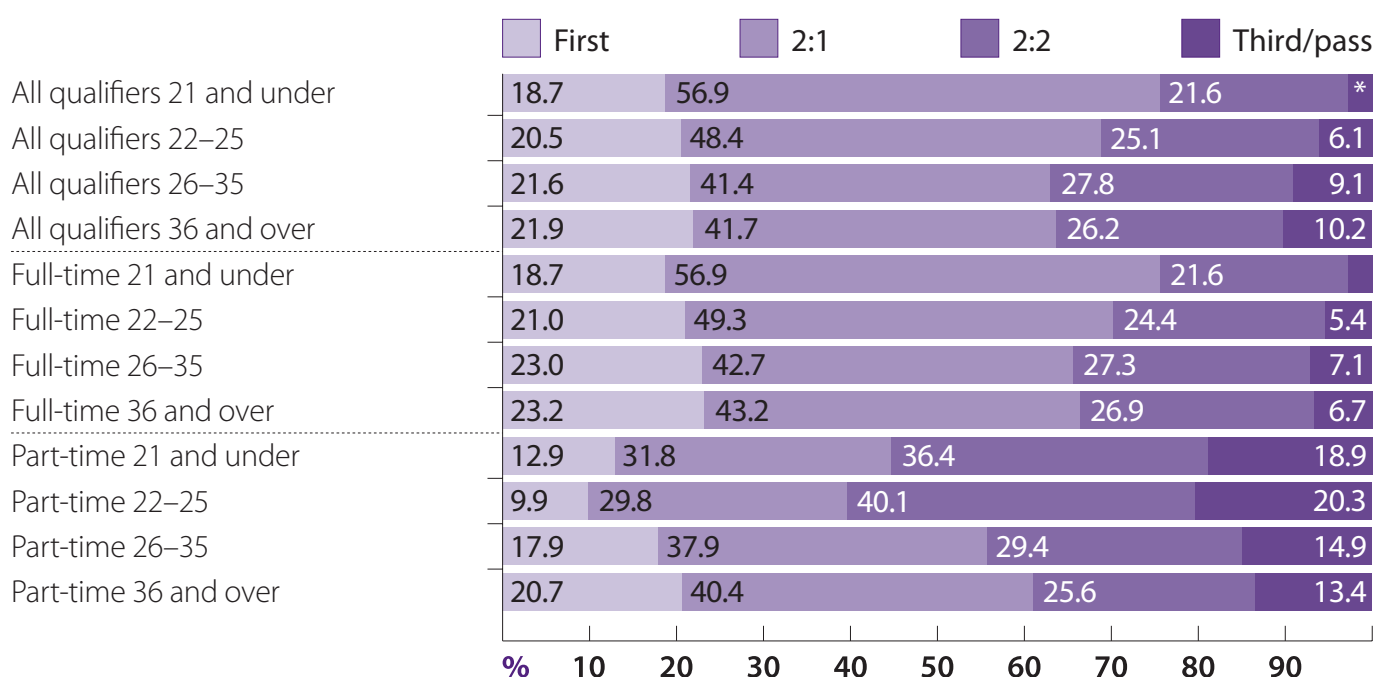
Within every age group, the proportion of qualifiers receiving a first/2:1 was higher among those studying full-time than part-time. This was most stark among qualifiers aged 21 and under: 75.6% of those studying full-time received a first/2:1 compared with 44.7% of those studying part-time.

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
21 and under	25220	18.7	76690	56.9	29135	21.6	3755	2.8
22–25	39820	20.5	94145	48.4	48835	25.1	11840	6.1
26–35	8500	21.6	16270	41.4	10935	27.8	3580	9.1
36 and over	5870	21.9	11205	41.7	7045	26.2	2725	10.2
Full-time								
21 and under	25185	18.7	76600	56.9	29030	21.6	3700	2.8
22–25	38945	21.0	91510	49.3	45290	24.4	10045	5.4
26–35	6680	23.0	12415	42.7	7945	27.3	2055	7.1
36 and over	3000	23.2	5595	43.2	3485	26.9	870	6.7
Part-time								
21 and under	35	12.9	90	31.8	100	36.4	55	18.9
22–25	875	9.9	2630	29.8	3545	40.1	1795	20.3
26–35	1820	17.9	3855	37.9	2990	29.4	1520	14.9
36 and over	2870	20.7	5610	40.4	3565	25.6	1855	13.4

Percentages based on total number of students minus those whose degree class, mode or age group is unknown.

Full-time/part-time first degree undergraduate qualifiers in age groups by degree class



* values less than 5.0 are not displayed

The degree attainment gap between age groups was widest in England, where 76.0% of qualifiers aged 21 and under received a first/2:1 compared with 62.7% of those aged 26–35 (a 13.3 percentage point difference).

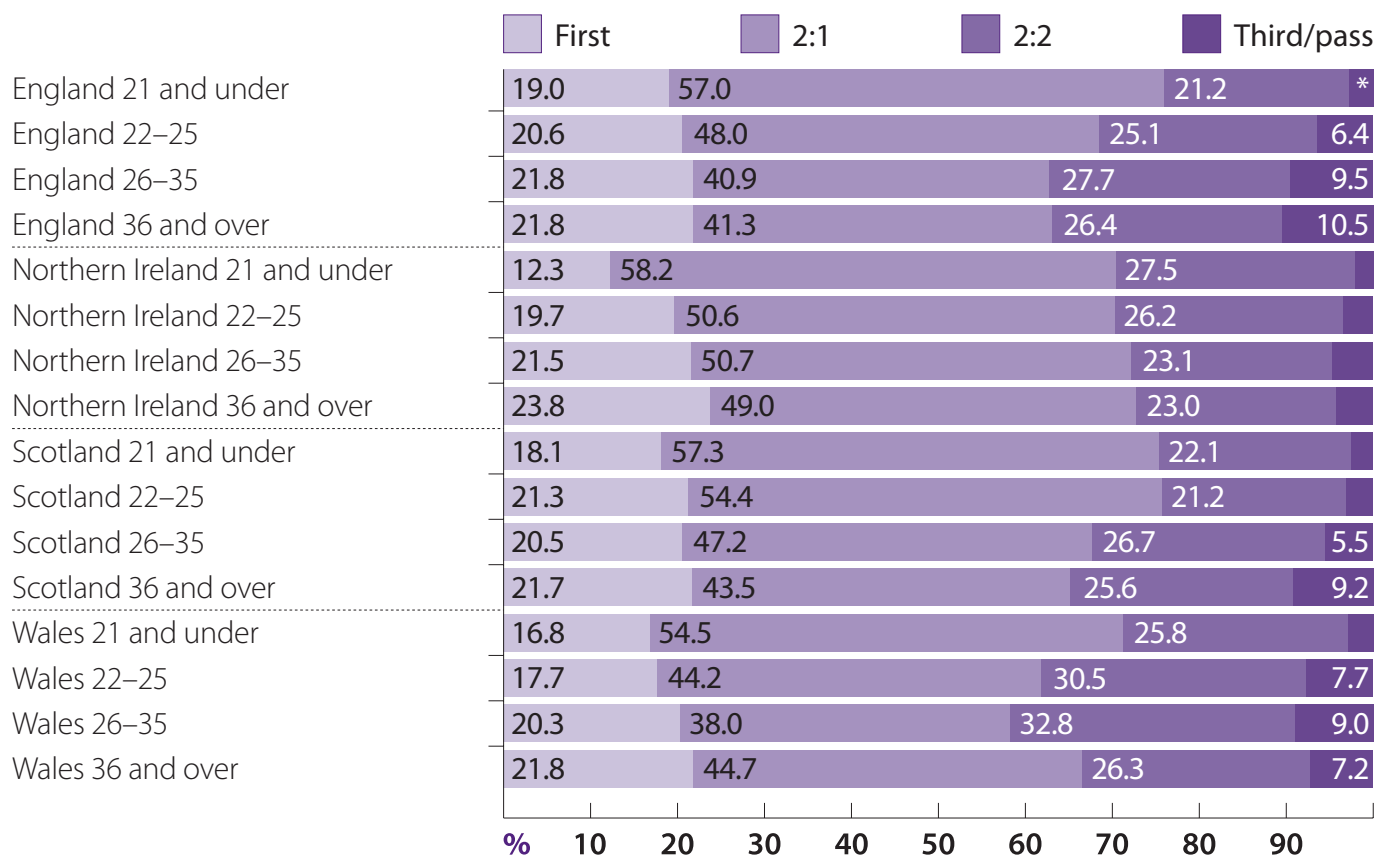
The proportion of qualifiers who received a first/2:1 ranged from 58.3% for qualifiers in Wales aged 26–35 to 76.0% for qualifiers in England aged 21 and under (a difference of 17.7 percentage points).

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
21 and under	22565	19.0	67780	57.0	25175	21.2	3330	2.8
22–25	33630	20.6	78410	48.0	41060	25.1	10395	6.4
26–35	7250	21.8	13595	40.9	9205	27.7	3170	9.5
36 and over	5145	21.8	9730	41.3	6215	26.4	2485	10.5
Total	68590	20.2	169515	50.0	81650	24.1	19380	5.7
Northern Ireland								
21 and under	235	12.3	1115	58.2	525	27.5	40	2.1
22–25	970	19.7	2500	50.6	1295	26.2	170	3.4
26–35	235	21.5	555	50.7	250	23.1	50	4.7
36 and over	150	23.8	305	49.0	145	23.0	25	4.2
Total	1590	18.6	4470	52.2	2215	25.9	285	3.4
Scotland								
21 and under	915	18.1	2895	57.3	1115	22.1	125	2.5
22–25	3435	21.3	8780	54.4	3415	21.2	500	3.1
26–35	515	20.5	1185	47.2	670	26.7	140	5.5
36 and over	260	21.7	520	43.5	305	25.6	110	9.2
Total	5125	20.6	13380	53.8	5505	22.1	875	3.5
Wales								
21 and under	1505	16.8	4900	54.5	2320	25.8	255	2.9
22–25	1785	17.7	4455	44.2	3070	30.5	775	7.7
26–35	500	20.3	935	38.0	810	32.8	220	9.0
36 and over	320	21.8	655	44.7	385	26.3	105	7.2
Total	4110	17.9	10945	47.6	6585	28.6	1360	5.9

Percentages based on total number of students minus those whose country of institution, degree class or age group is unknown.

First degree undergraduate qualifiers in countries of institution and age groups by degree class



* values less than 5.0 are not displayed

Among the age groups, the 21 and under age group had the highest proportion of qualifiers to receive a first/2:1 (73.5% SET, 76.8% non-SET).

It was lowest among SET qualifiers aged 36 and over (61.8%) and non-SET qualifiers aged 26–35 (60.7%).

Within subject areas, the largest age attainment gap can be found in medicine and dentistry, where 89.5% of qualifiers aged 21 and under received a first/2:1 compared with 52.6% of qualifiers aged 26–35 (a gap of 36.9 percentage points).

There was also a particularly large age degree attainment gap among those studying combined subjects. 81.5% of qualifiers studying combined subjects aged 21 and under received a first/2:1 compared with 46.3% of those aged 26–35 (a 35.2 percentage point difference).

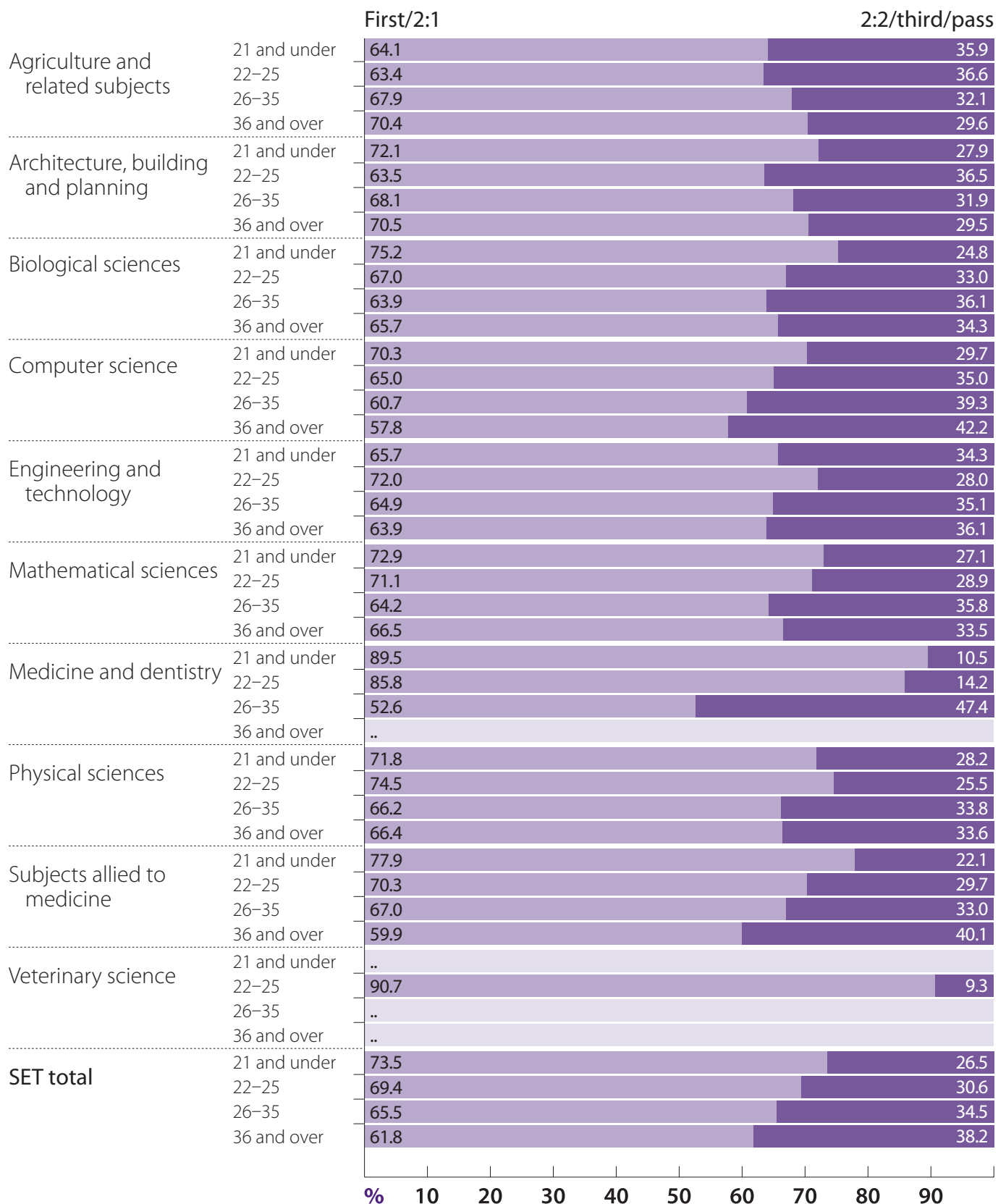
1.15 First degree undergraduate qualifiers by subject area, degree class and age group

	First/2:1			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	595	64.1	935	63.4
Architecture, building, planning	1615	72.1	3230	63.5
Biological sciences	14550	75.2	11870	67.0
Computer science	2660	70.3	5750	65.0
Engineering and technology	2820	65.7	11645	72.0
Mathematical sciences	2710	72.9	2985	71.1
Medicine and dentistry	425	89.5	590	85.8
Physical sciences	4670	71.8	6745	74.5
Subjects allied to medicine	5035	77.9	9965	70.3
Veterinary science	10	..	40	90.7
SET total	35090	73.5	53745	69.4
Non-SET				
Business, administrative studies	12415	70.1	22305	61.1
Combined	310	81.5	420	66.5
Creative arts and design	11070	75.3	16505	69.3
Education	3830	68.8	4855	68.0
Historical and philosophical studies	8100	86.3	5245	80.8
Languages	7685	84.7	10145	81.5
Law	5795	75.5	4905	65.0
Mass communications and documentation	4515	77.3	3845	68.8
Social studies	13100	78.4	11990	70.6
Non-SET total	66820	76.8	80215	68.5
Total	101910	75.6	133965	68.8

.. Percentages based on totals of 22.5 or less are not shown.
 Percentages based on total number of students minus those whose subject area, degree class or age group is unknown.

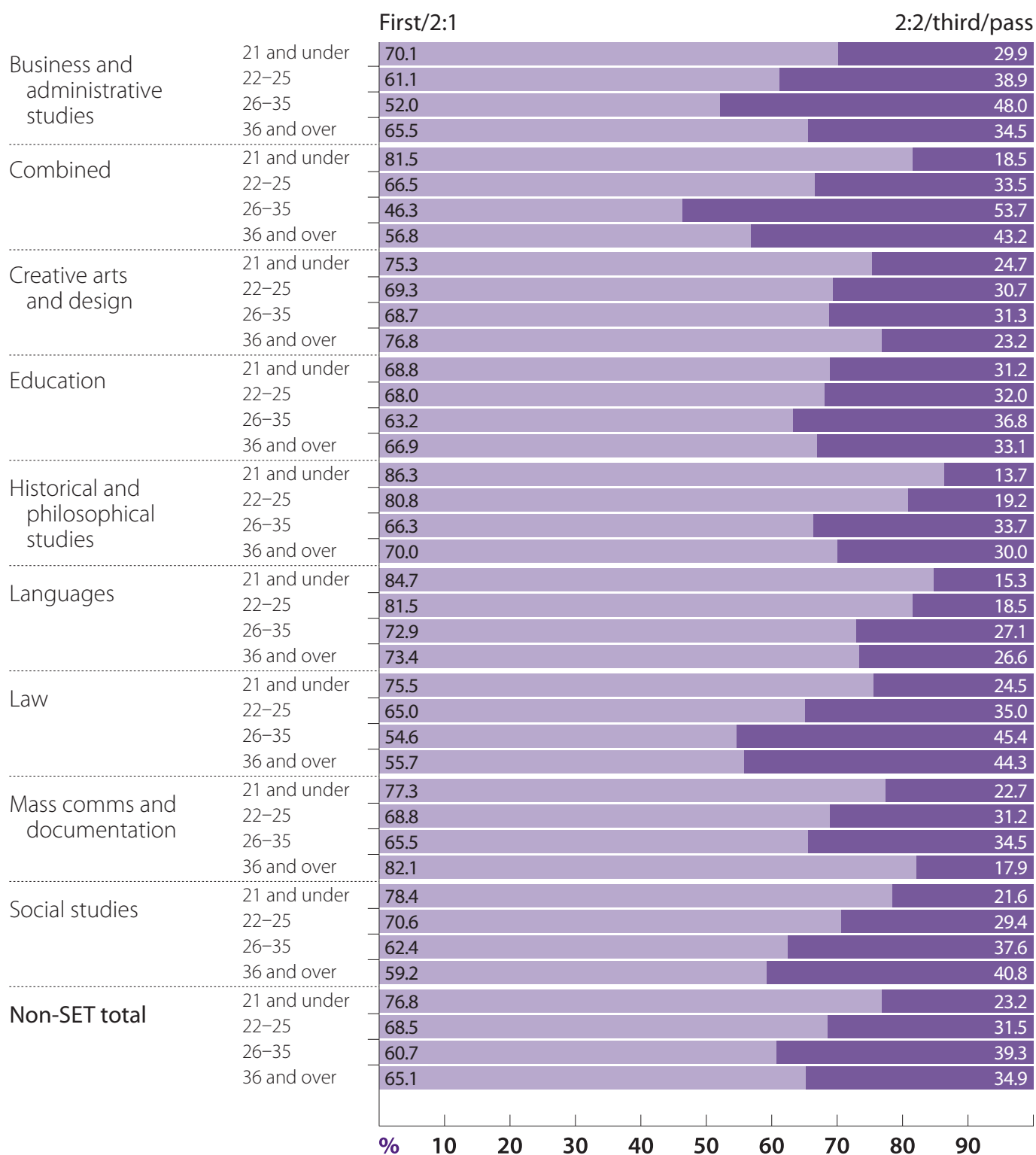
				2:2/third/pass							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
185	67.9	110	70.4	335	35.9	540	36.6	85	32.1	45	29.6
865	68.1	285	70.5	625	27.9	1860	36.5	405	31.9	120	29.5
1855	63.9	1075	65.7	4790	24.8	5845	33.0	1050	36.1	560	34.3
1140	60.7	370	57.8	1120	29.7	3105	35.0	740	39.3	270	42.2
1940	64.9	570	63.9	1475	34.3	4525	28.0	1050	35.1	320	36.1
155	64.2	175	66.5	1010	27.1	1215	28.9	85	35.8	90	33.5
60	52.6	5	..	50	10.5	95	14.2	55	47.4	5	..
590	66.2	350	66.4	1830	28.2	2310	25.5	300	33.8	175	33.6
5830	67.0	4580	59.9	1430	22.1	4220	29.7	2880	33.0	3065	40.1
10	..	0	..	0	..	5	9.3	0	..	0	..
12640	65.5	7520	61.8	12665	26.5	23715	30.6	6650	34.5	4655	38.2
2710	52.0	1320	65.5	5305	29.9	14230	38.9	2500	48.0	695	34.5
280	46.3	710	56.8	70	18.5	210	33.5	325	53.7	540	43.2
2040	68.7	1040	76.8	3625	24.7	7305	30.7	930	31.3	315	23.2
1675	63.2	1760	66.9	1735	31.2	2285	32.0	975	36.8	870	33.1
650	66.3	1095	70.0	1280	13.7	1250	19.2	330	33.7	470	30.0
970	72.9	805	73.4	1395	15.3	2305	18.5	360	27.1	290	26.6
775	54.6	405	55.7	1875	24.5	2640	35.0	645	45.4	325	44.3
385	65.5	105	82.1	1325	22.7	1740	31.2	200	34.5	25	17.9
2645	62.4	2310	59.2	3615	21.6	4990	29.4	1595	37.6	1590	40.8
12130	60.7	9555	65.1	20225	23.2	36960	31.5	7865	39.3	5120	34.9
24765	63.0	17075	63.6	32890	24.4	60675	31.2	14515	37.0	9775	36.4

First degree undergraduate qualifiers in SET subject areas and age groups by degree class



.. percentages based on totals of 22.5 or less are not shown

First degree undergraduate qualifiers in non-SET subject areas and age groups by degree class



Destination of leavers

Leavers refers to students who responded to the DLHE survey six months after qualifying.

Leavers' ages are calculated at 31 July 2014, unlike other age data which refers to students' ages on entry.

50.1% of leavers aged 21 and under entered full-time work compared with 68.7% of leavers aged 26–35 and 59.4% of leavers aged 36 and over.

The proportion of leavers who went on to full-time study decreased with age. 17.8% of leavers aged 21 and under went into full-time study compared with 4.1% of leavers aged 36 and over (a difference of 13.7 percentage points).

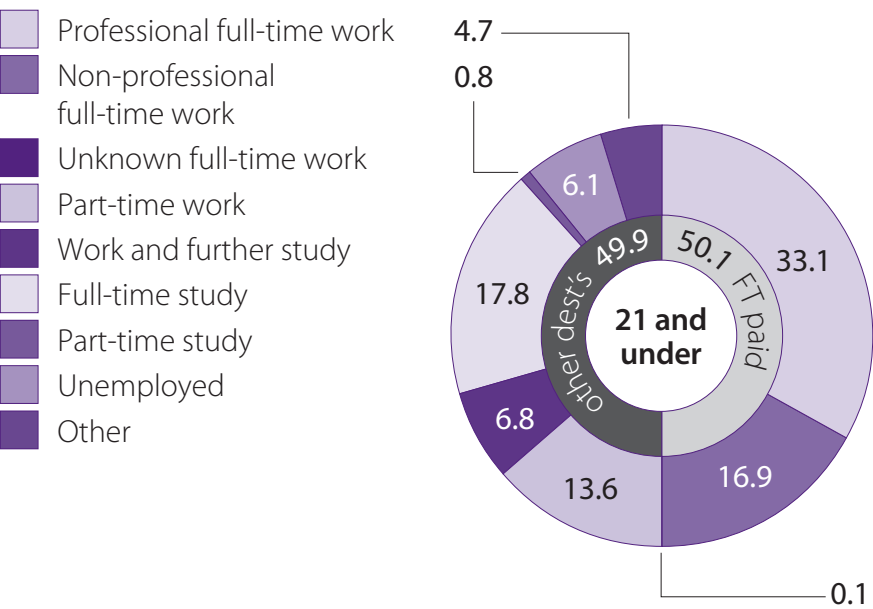
The proportion of leavers who were unemployed ranged from 4.0% for leavers aged 36 and over to 6.2% for leavers aged 22–25.

1.16 DLHE leavers by leaving destination and age group

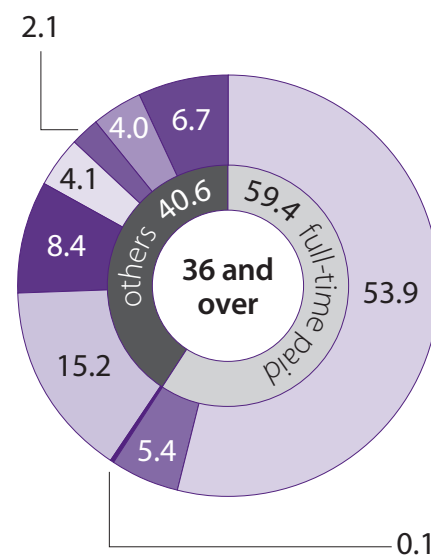
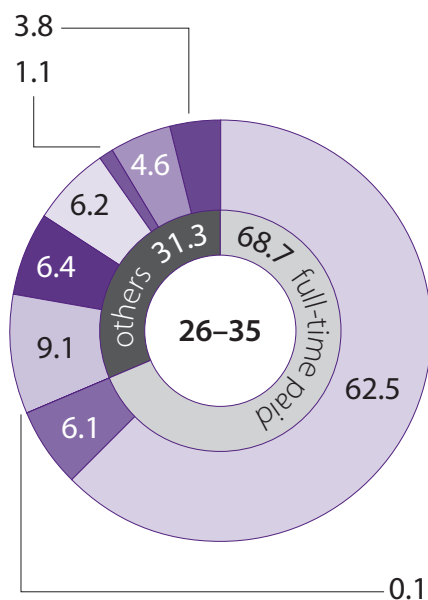
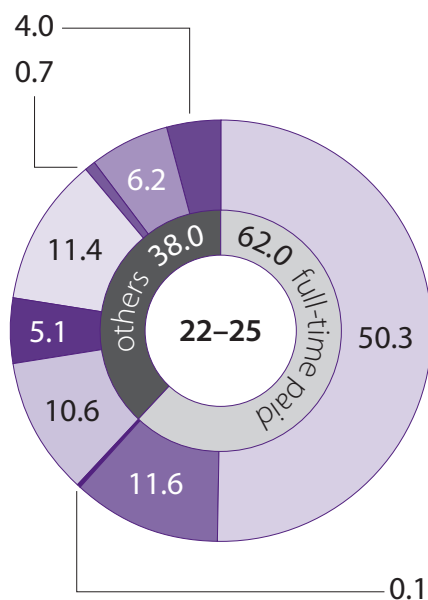
Full-time work total
Professional full-time work
Non-professional full-time work
Unknown full-time work
Part-time work
Work and further study
Full-time study
Part-time study
Unemployed
Other
Total

Percentages based on total number of leavers minus those whose leaving destination or age group is unknown.

DLHE leavers in age groups by leaving destination



21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%
55760	50.1	109880	62.0	52115	68.7	35650	59.4
36870	33.1	89170	50.3	47385	62.5	32340	53.9
18790	16.9	20530	11.6	4650	6.1	3260	5.4
95	0.1	180	0.1	80	0.1	50	0.1
15135	13.6	18770	10.6	6870	9.1	9110	15.2
7605	6.8	9120	5.1	4855	6.4	5065	8.4
19870	17.8	20180	11.4	4720	6.2	2475	4.1
935	0.8	1305	0.7	840	1.1	1275	2.1
6825	6.1	10915	6.2	3510	4.6	2385	4.0
5215	4.7	7025	4.0	2905	3.8	4045	6.7
111345	100	177190	100	75815	100	60010	100



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

- = Disability disclosure rates varied by country, from 7.4% in Northern Ireland to 10.3% in Wales.
- = Since 2007/08, the proportion of disabled students disclosing a mental health condition has more than doubled, increasing from 5.9% to 12.8% in 2013/14. Notably, this proportion increased by 1.7 percentage points between 2012/13 and 2013/14.
- = In 2013/14, the most commonly disclosed impairments among disabled students were a specific learning disability (48.0%), mental health condition (12.8%), long-standing illness or health condition and an impairment other than those listed (each at 10.3%).
- = Overall, a higher proportion of UK students disclosed as disabled (11.6%) than EU (4.4%) and non-EU students (2.3%).
- = Disability disclosure rates were higher at undergraduate level than postgraduate level. 11.4% of first degree and 8.6% of other undergraduates disclosed as disabled, compared with 6.7% of research and 6.3% of taught postgraduates.
- = Of those for whom DSA information was known, 50.5% of disabled first degree undergraduates received DSA. At all other degree levels, the proportion of disabled students in receipt of DSA was markedly lower (between 28.7% to 31.7%).
- = Relatively high proportions of students studying creative arts and design (17.5%), historical and philosophical studies (14.0%), combined studies (13.7%) and veterinary science (13.3%) disclosed as disabled.
- = Disability disclosure rates were markedly lower among students studying business and administrative studies (5.6%), engineering and technology (7.0%), medicine and dentistry (7.7%) and mathematical sciences (7.9%).
- = A higher proportion of disabled qualifiers in receipt of DSA received a first/2:1 than those who did not receive DSA.
- = With the exception of business and administrative studies and combined 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 widest in medicine and dentistry (7.2 percentage points), followed by mathematical sciences (5.7 percentage points) and physical sciences (5.4 percentage points).

2 Disability

Disability overview

Disabled refers to those who disclosed as disabled on their HESA student record. **Non-disabled** refers to those who did not disclose as disabled, or whose disability status is unknown by their institution.

Disability disclosure rates among all students varied by country, from 7.4% in Northern Ireland to 10.3% in Wales.

The proportion of all students disclosing as disabled in Northern Ireland increased by 0.9 percentage points from 2012/13 levels (fig. 2.1, ECU [2014]).

Of those for whom disabled students' allowance (DSA) information was known, take-up rates among all disabled students ranged from 30.0% in Scotland to 49.6% in Wales.

In every country, a lower proportion of first year disabled students received DSA than disabled students across all years.

With the exception of England, the proportion of disabled students who received DSA decreased from 2012/13 levels in all countries (fig. 2.2, ECU [2014]).

2.1 All/first year students by country of institution and disability status

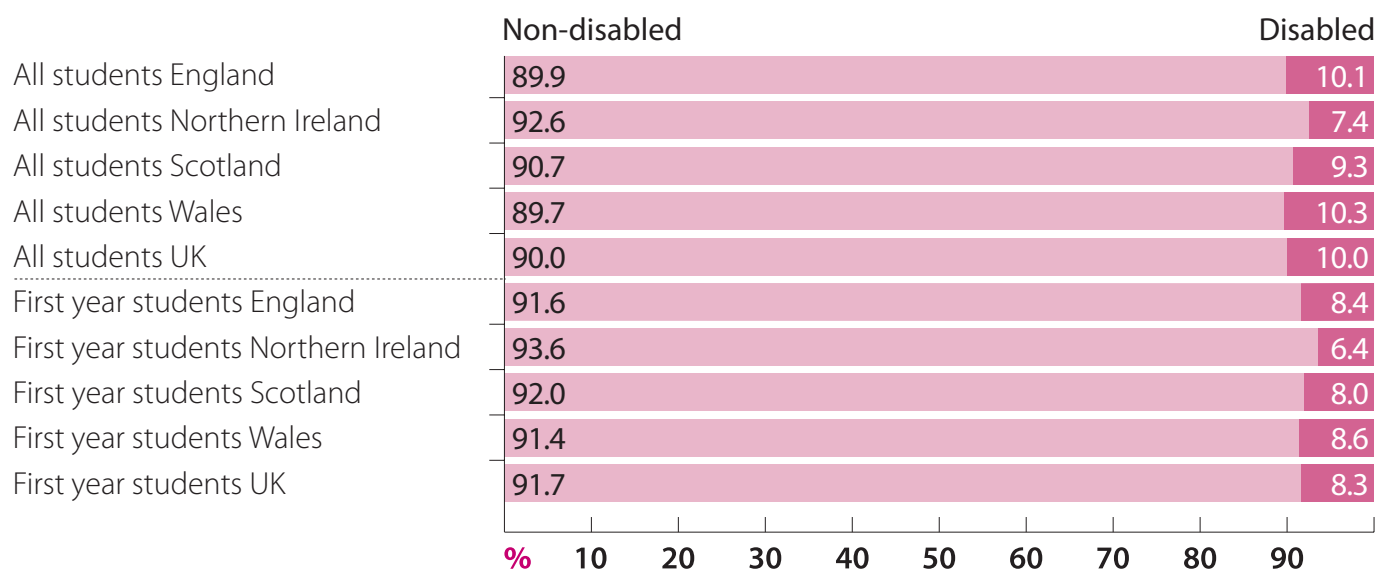
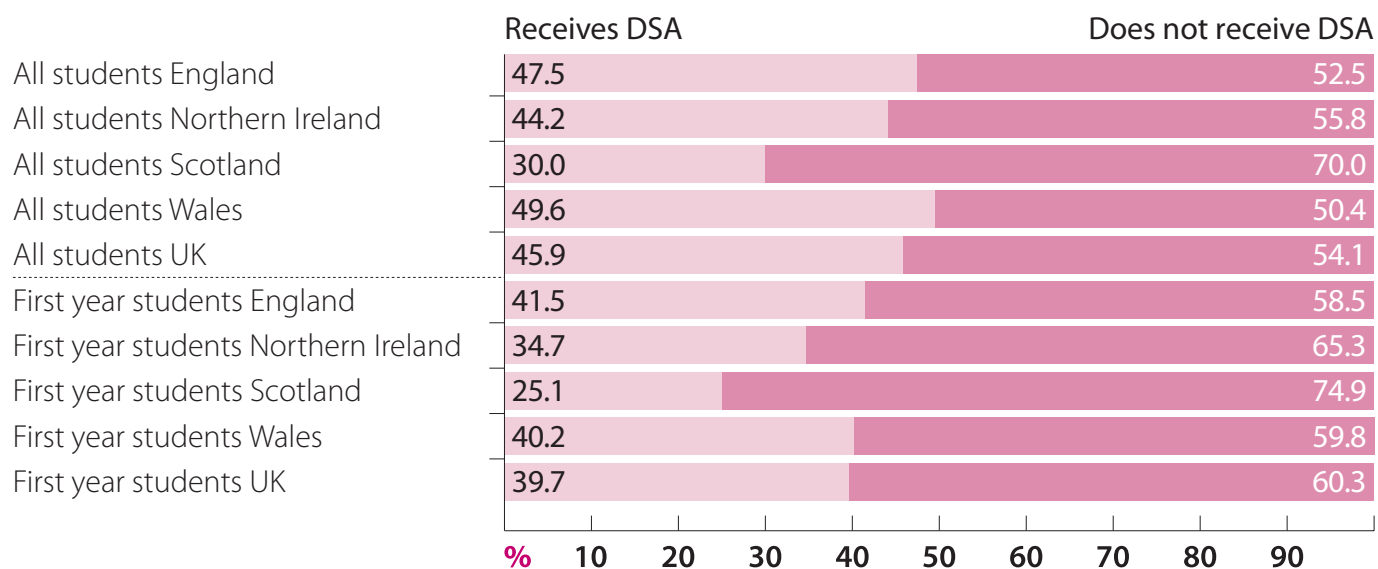
	Non-disabled		Disabled	
	No.	%	No.	%
All students				
England	1685535	89.9	189485	10.1
Northern Ireland	52235	92.6	4160	7.4
Scotland	209330	90.7	21475	9.3
Wales	123040	89.7	14095	10.3
Total	2070140	90.0	229215	10.0
First year students				
England	739020	91.6	67995	8.4
Northern Ireland	23310	93.6	1590	6.4
Scotland	90060	92.0	7840	8.0
Wales	60280	91.4	5645	8.6
Total	912670	91.7	83070	8.3

Percentages based on total number of students minus those whose country of institution is unknown.

2.2 All/first year disabled students by country of institution and DSA take-up

Disabled:	receives DSA		does not receive DSA	
	No.	%	No.	%
All students				
England	85805	47.5	94715	52.5
Northern Ireland	1830	44.2	2305	55.8
Scotland	6295	30.0	14680	70.0
Wales	6595	49.6	6690	50.4
Total	100520	45.9	118390	54.1
First year students				
England	26310	41.5	37080	58.5
Northern Ireland	545	34.7	1020	65.3
Scotland	1880	25.1	5610	74.9
Wales	2055	40.2	3065	59.8
Total	30785	39.7	46775	60.3

Percentages based on total number of students minus those whose country of institution or DSA take-up is unknown.

All/first year students in countries of institution by disability status*All/first year disabled students in countries of institution by DSA take-up*

Between 2003/04 and 2013/14, the proportion of students who disclosed as disabled increased by 4.6 percentage points, from 5.4% in 2003/04 to 10.0% in 2013/14. This represents an 85.2% increase from 2003/04 levels.

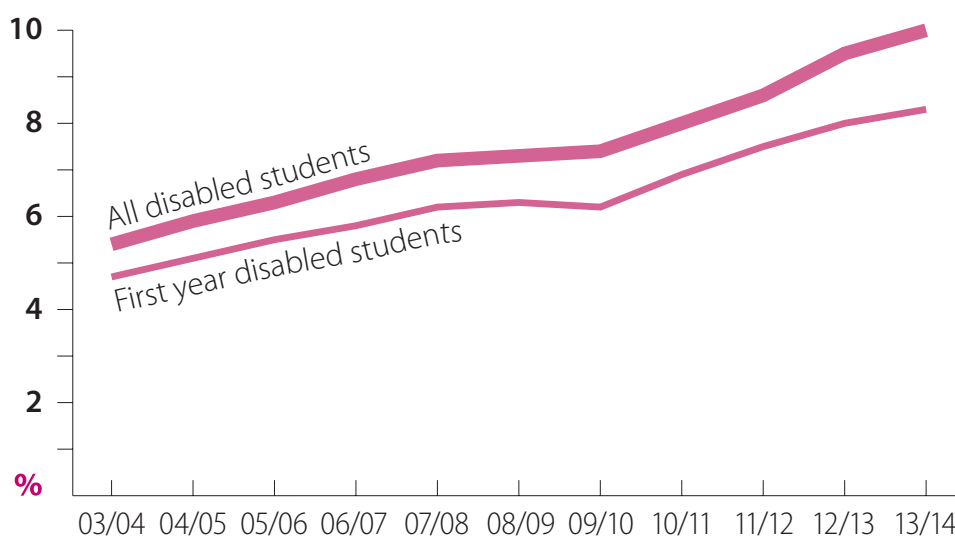
Notably, between 2012/13 and 2013/14 (one academic year), disability disclosure rates among all students increased by 0.5 percentage points, from 9.5% to 10.0%.

The proportion of first year students who disclosed as disabled also increased during this time period, though it has consistently remained below that of all students. This gap in disability disclosure between all students and first year students widened from 0.7 percentage points in 2003/04 to 1.7 percentage points in 2013/14.

2.3 Profile of all/first year students over time by disability status

		Non-disabled		Disabled	
		No.	%	No.	%
All students	2003/04	2080635	94.6	119545	5.4
	2004/05	2103820	94.1	132445	5.9
	2005/06	2138635	93.7	142605	6.3
	2006/07	2148880	93.2	155820	6.8
	2007/08	2141075	92.8	165030	7.2
	2008/09	2219985	92.7	176070	7.3
	2009/10	2308865	92.6	184550	7.4
	2010/11	2301375	92.0	199925	8.0
	2011/12	2281275	91.4	215370	8.6
	2012/13	2119090	90.5	221190	9.5
	2013/14	2070140	90.0	229215	10.0
First year students	2003/04	963940	95.3	47965	4.7
	2004/05	959005	94.9	51845	5.1
	2005/06	999770	94.5	57745	5.5
	2006/07	996000	94.2	61305	5.8
	2007/08	1002570	93.8	66255	6.2
	2008/09	1072160	93.7	71860	6.3
	2009/10	1111210	93.8	73980	6.2
	2010/11	1067110	93.1	78860	6.9
	2011/12	1033615	92.5	83725	7.5
	2012/13	893410	92.0	78000	8.0
	2013/14	912670	91.7	83070	8.3

All/first year disabled students over time



Between 2003/04 and 2013/14, the rate of DSA take-up among disabled students for whom DSA information was known has increased by 3.4 percentage points, peaking at 46.1% in 2009/10. In 2013/14, it stood at 45.9% for the second consecutive year.

Compared with 2012/13, the proportion of first year disabled students receiving DSA has increased by 1.3 percentage points, from 38.4% in 2012/13 to 39.7% in 2013/14.

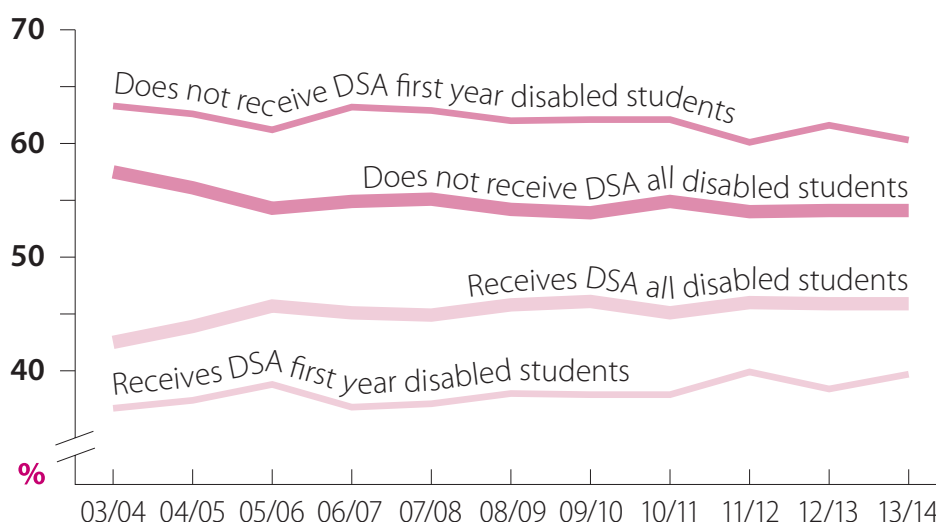
However, the proportion of disabled students who received DSA has consistently been lower among first year students than disabled students across all years. In 2013/14, 39.7% of disabled students in their first year received DSA, compared with 45.9% of all disabled students (a 6.2 percentage point difference).

2.4 Profile of all/first year disabled students over time by DSA take-up

Disabled:		receives DSA		does not receive DSA	
		No.	%	No.	%
All students	2003/04	38680	42.5	52230	57.5
	2004/05	47800	43.9	61140	56.1
	2005/06	55340	45.7	65860	54.3
	2006/07	60215	45.1	73200	54.9
	2007/08	63180	44.9	77485	55.1
	2008/09	69220	45.8	81805	54.2
	2009/10	74660	46.1	87320	53.9
	2010/11	81725	45.1	99290	54.9
	2011/12	92490	46.0	108515	54.0
	2012/13	96805	45.9	114305	54.1
	2013/14	100520	45.9	118390	54.1
First year students	2003/04	12655	36.7	21865	63.3
	2004/05	15080	37.4	25200	62.6
	2005/06	18265	38.8	28790	61.2
	2006/07	18455	36.8	31765	63.2
	2007/08	19865	37.1	33720	62.9
	2008/09	22415	38.0	36545	62.0
	2009/10	23480	37.9	38545	62.1
	2010/11	26300	37.9	43075	62.1
	2011/12	30410	39.9	45825	60.1
	2012/13	28030	38.4	44880	61.6
	2013/14	30785	39.7	46775	60.3

Percentages based on total number of students minus those whose DSA take-up is unknown.

All/first year disabled students over time by DSA take-up



A new disability coding framework was introduced for entrants in 2010/11. For full details, please see **About the data**.

Since 2007/08, the proportion of disabled students disclosing a mental health condition has more than doubled, increasing from 5.9% to 12.8% in 2013/14. Notably, this proportion increased by 1.7 percentage points between 2012/13 and 2013/14 (one academic year). This represents an increase in disclosing a mental health condition from 1.1% to 1.3% of all students.

In contrast, the proportion of disabled students disclosing a long-standing illness or health condition has decreased from 15.7% in 2007/08 to 10.3% in 2013/14 (a 5.4 percentage point decrease).

In 2013/14, the most commonly disclosed impairments among disabled students were a specific learning disability (48.0%), mental health condition (12.8%), long-standing illness or health condition and an impairment other than those listed (each at 10.3%).

2.5 Profile over time of disabled students by impairment type

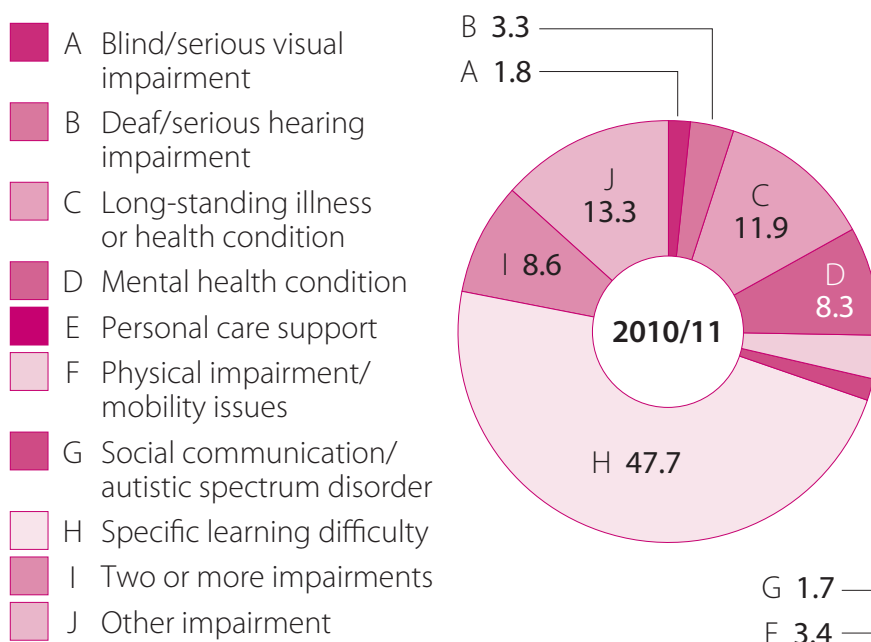
	2007/08			2008/09		
	No.	% ^a	% ^b	No.	% ^a	% ^b
Blind/serious visual impairment	3685	0.2	2.2	3875	0.2	2.2
Deaf/serious hearing impairment	6940	0.3	4.2	7500	0.3	4.3
Long-standing illness/health condition	25920	1.1	15.7	27325	1.1	15.5
Mental health condition	9675	0.4	5.9	11200	0.5	6.4
Personal care support	360	0.0	0.2	265	0.0	0.2
Physical impairment/mobility issues	6265	0.3	3.8	5850	0.2	3.3
Social comm. or autistic spectrum disorder	1455	0.1	0.9	1925	0.1	1.1
Specific learning diff.	76385	3.3	46.3	82860	3.5	47.1
Two/more impairments	14460	0.6	8.8	15580	0.7	8.8
Other impairment	19885	0.9	12.0	19690	0.8	11.2
All disabled students	165030	7.2	100	176070	7.3	100

a among all students within an academic year, the percentage in an impairment type (compare vertically)

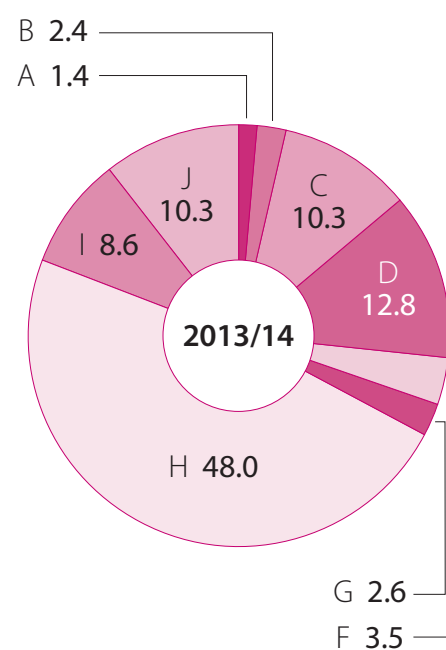
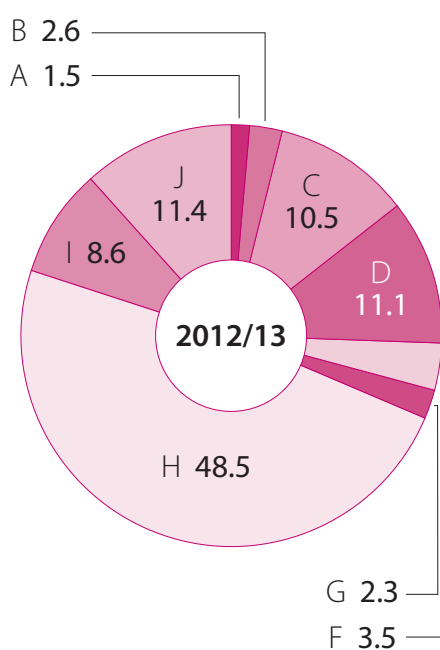
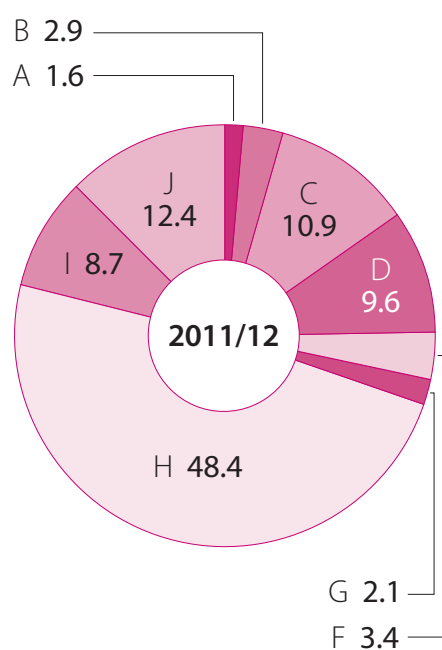
b among disabled students within an academic year, the percentage in an impairment type (compare vertically)

Percentages based on total number of students minus those whose impairment type is unknown. See fig. 2.3 for all student totals.

Profile over time of disabled students by impairment type



2009/10			2010/11			2011/12			2012/13			2013/14		
No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b
3925	0.2	2.1	3615	0.1	1.8	3520	0.1	1.6	3335	0.1	1.5	3225	0.1	1.4
7380	0.3	4.0	6695	0.3	3.3	6215	0.2	2.9	5695	0.2	2.6	5555	0.2	2.4
27165	1.1	14.7	23765	1.0	11.9	23480	0.9	10.9	23200	1.0	10.5	23690	1.0	10.3
13055	0.5	7.1	16510	0.7	8.3	20730	0.8	9.6	24630	1.1	11.1	29375	1.3	12.8
240	0.0	0.1	40	0.0	0.0	15	0.0	0.0	5	0.0	0.0	5	0.0	0.0
5965	0.2	3.2	6755	0.3	3.4	7345	0.3	3.4	7705	0.3	3.5	7930	0.3	3.5
2595	0.1	1.4	3410	0.1	1.7	4450	0.2	2.1	5105	0.2	2.3	5940	0.3	2.6
88975	3.6	48.2	95330	3.8	47.7	104220	4.2	48.4	107245	4.6	48.5	110095	4.8	48.0
16455	0.7	8.9	17205	0.7	8.6	18780	0.8	8.7	19050	0.8	8.6	19820	0.9	8.6
18790	0.8	10.2	26605	1.1	13.3	26620	1.1	12.4	25215	1.1	11.4	23585	1.0	10.3
184550	7.4	100	199925	8.0	100	215370	8.6	100	221190	9.5	100	229215	10.0	100



Overall, a higher proportion of UK students disclosed as disabled (11.6%) than EU (4.4%) and non-EU students (2.3%). This was true at all degree levels, though it was most stark among first degree undergraduates where 12.7% of UK students disclosed as disabled compared with just 2.9% of non-EU students (a difference of 9.8 percentage points).

Disability disclosure rates for UK students and non-EU students were lowest at the taught postgraduate level (at 8.7% and 1.7% respectively). For EU students, the disability disclosure rate was lowest at the other undergraduate and research postgraduate levels (at 3.1% each).

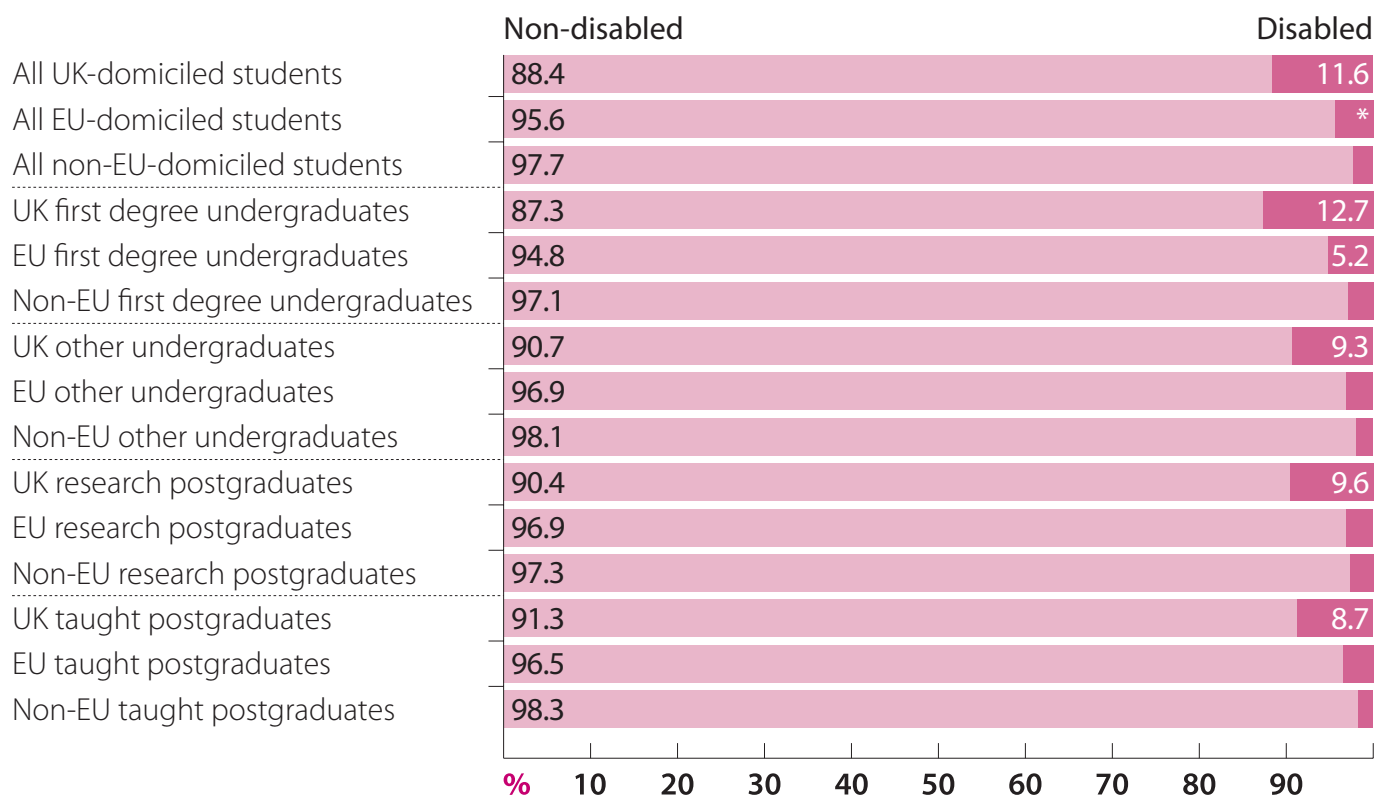
2.6 All students by degree level, domicile category and disability status

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All UK	1647390	79.6	88.4	216470	94.4	11.6
All EU	119780	5.8	95.6	5520	2.4	4.4
All non-EU	302965	14.6	97.7	7230	3.2	2.3
Total	2070140	100	90.0	229215	100	10.0
First degree undergraduate						
UK	1155620	85.1	87.3	167685	95.6	12.7
EU	69325	5.1	94.8	3775	2.2	5.2
Non-EU	133495	9.8	97.1	3955	2.3	2.9
Total	1358440	100	88.6	175415	100	11.4
Other undergraduate						
UK	186340	90.2	90.7	19070	97.6	9.3
EU	5570	2.7	96.9	180	0.9	3.1
Non-EU	14615	7.1	98.1	290	1.5	1.9
Total	206525	100	91.4	19540	100	8.6
Research postgraduate						
UK	57940	55.7	90.4	6175	82.4	9.6
EU	14055	13.5	96.9	450	6.0	3.1
Non-EU	32005	30.8	97.3	875	11.7	2.7
Total	103995	100	93.3	7495	100	6.7
Taught postgraduate						
UK	247490	61.7	91.3	23540	87.9	8.7
EU	30835	7.7	96.5	1120	4.2	3.5
Non-EU	122850	30.6	98.3	2110	7.9	1.7
Total	401180	100	93.7	26770	100	6.3

* within a disability status, the percentage of students in a domicile category (compare vertically within degree level)

^ within a degree level and domicile category, the percentage of students who are disabled/non-disabled (compare horizontally)

Percentages based on total number of students minus those whose degree level or domicile category is unknown.

All students in domicile categories and degree levels by disability status

* values less than 5.0 are not displayed

Mode and level

Disability disclosure rates were higher at undergraduate level than postgraduate level. 11.4% of first degree and 8.6% of other undergraduates disclosed as disabled, compared with 6.7% of research and 6.3% of taught postgraduates.

At the other undergraduate level, a higher proportion of full-time students disclosed as disabled (12.3%) than part-time students (7.4%). For all other degree levels, the opposite was true.

2.7 All students by degree level, mode and disability status

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All full-time	1525290	73.7	89.9	170735	74.5	10.1
All part-time	544845	26.3	90.3	58480	25.5	9.7
Total	2070140	100	90.0	229215	100	10.0
First degree undergraduate						
Full-time	1188035	87.5	89.0	146210	83.4	11.0
Part-time	170405	12.5	85.4	29205	16.6	14.6
Total	1358440	100	88.6	175415	100	11.4
Other undergraduate						
Full-time	50310	24.4	87.7	7035	36.0	12.3
Part-time	156215	75.6	92.6	12505	64.0	7.4
Total	206525	100	91.4	19540	100	8.6
Research postgraduate						
Full-time	76755	73.8	93.7	5185	69.2	6.3
Part-time	27240	26.2	92.2	2310	30.8	7.8
Total	103995	100	93.3	7495	100	6.7
Taught postgraduate						
Full-time	210195	52.4	94.5	12310	46.0	5.5
Part-time	190985	47.6	93.0	14455	54.0	7.0
Total	401180	100	93.7	26770	100	6.3

* within a disability status, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students who are disabled/non-disabled (compare horizontally)

Percentages based on total number of students minus those whose degree level or mode is unknown.

Of those for whom DSA information was known, 50.5% of disabled first degree undergraduates received DSA. At all other degree levels, the proportion of disabled students in receipt of DSA was markedly lower (between 28.7% to 31.7%).

With the exception of research postgraduates, at every degree level a lower proportion of part-time disabled students received DSA than those studying full-time.

This gap was largest among other undergraduates, where 47.0% of full-time students received DSA compared with 18.4% of those studying part-time.

2.8 Disabled students by degree level, mode and DSA take-up

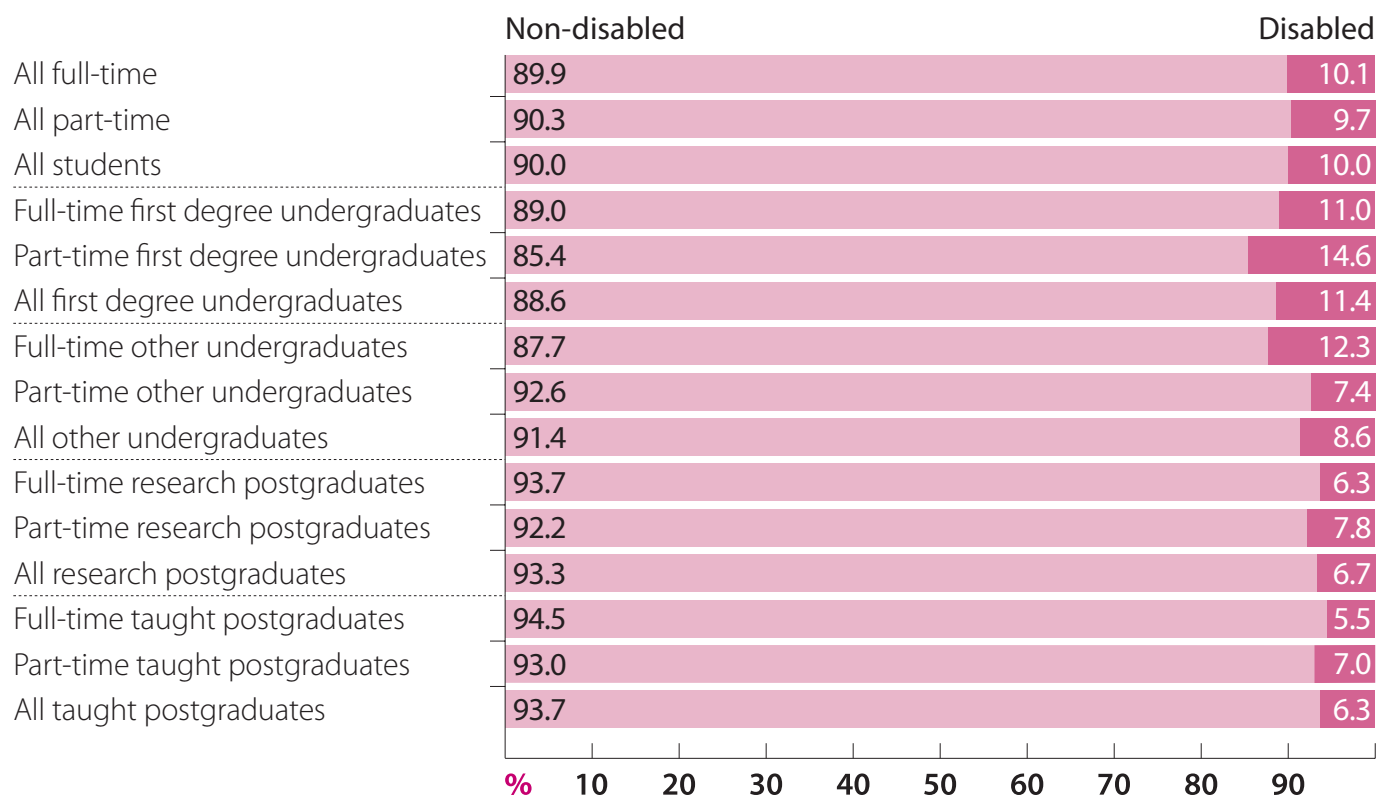
Disabled:	receives DSA			does not receive DSA		
	No.	%*	%^	No.	%*	%^
All full-time	86440	86.0	52.8	77330	65.3	47.2
All part-time	14080	14.0	25.5	41060	34.7	74.5
Total	100520	100	45.9	118390	100	54.1
First degree undergraduate						
Full-time	77520	90.7	55.1	63250	75.5	44.9
Part-time	7970	9.3	27.9	20570	24.5	72.1
Total	85490	100	50.5	83820	100	49.5
Other undergraduate						
Full-time	3035	59.9	47.0	3420	27.5	53.0
Part-time	2030	40.1	18.4	9005	72.5	81.6
Total	5060	100	28.9	12420	100	71.1
Research postgraduate						
Full-time	1430	69.2	28.6	3575	69.8	71.4
Part-time	635	30.8	29.2	1550	30.2	70.8
Total	2065	100	28.7	5120	100	71.3
Taught postgraduate						
Full-time	4455	56.4	38.6	7085	41.6	61.4
Part-time	3450	43.6	25.8	9940	58.4	74.2
Total	7905	100	31.7	17025	100	68.3

* within DSA take-up, the percentage of students in a mode (compare vertically within a degree level)

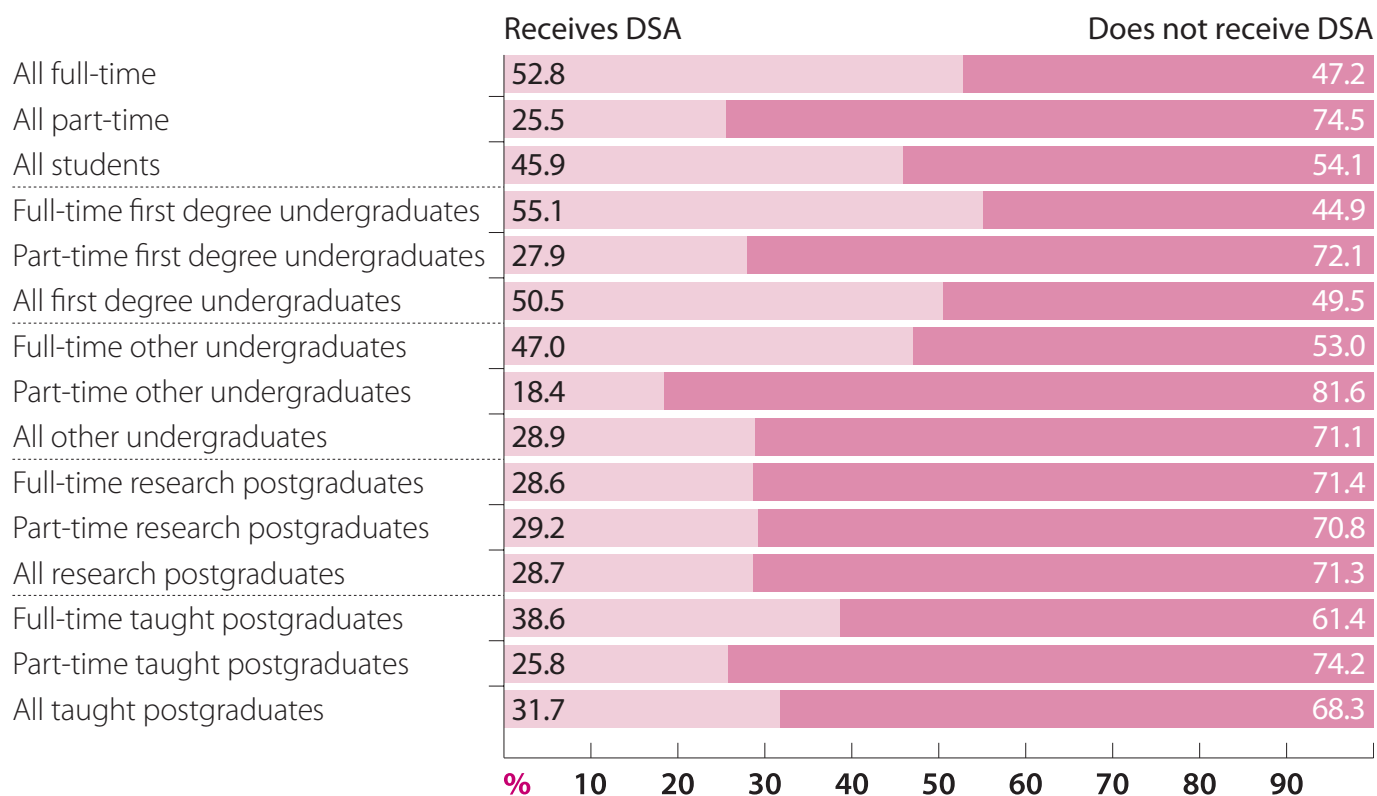
^ within a degree level and mode, the percentage of students who receive/do not receive DSA (compare horizontally)

Percentages based on total number of students minus those whose degree level, mode or DSA take-up is unknown.

All full-time/part-time students in degree levels by disability status



All full-time/part-time disabled students in degree levels by DSA take-up



Impairment disclosure rates varied by degree level.

For example, 5.6% of first degree undergraduates disclosed a specific learning disability, over twice the proportion of those studying at research postgraduate level (2.4%).

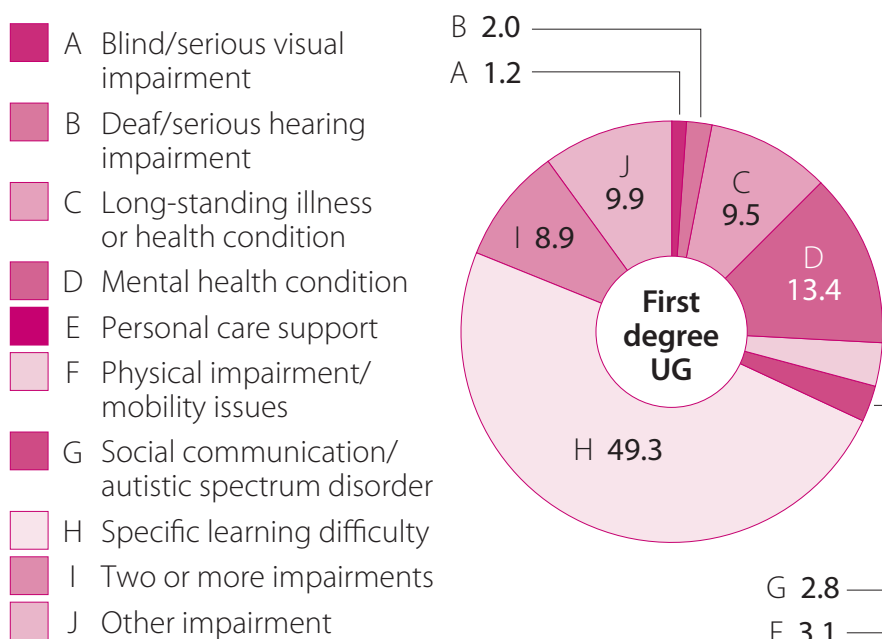
Similarly, 1.5% of first degree undergraduates disclosed a mental health condition, compared with 0.7% of taught postgraduates.

2.9 All/disabled students by degree level and impairment type

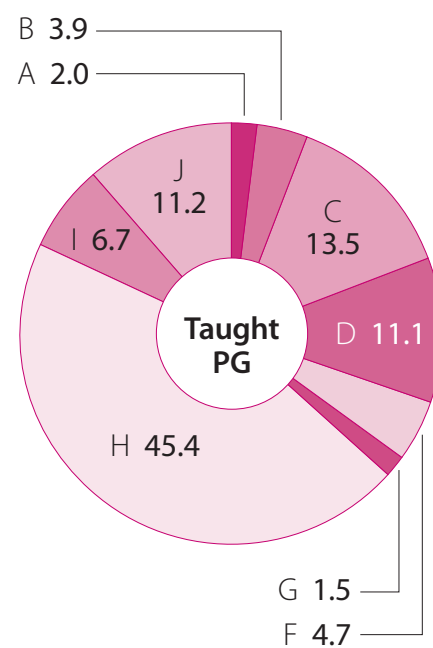
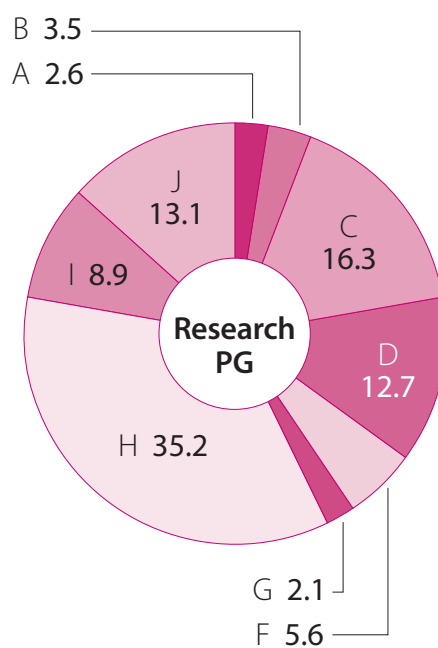
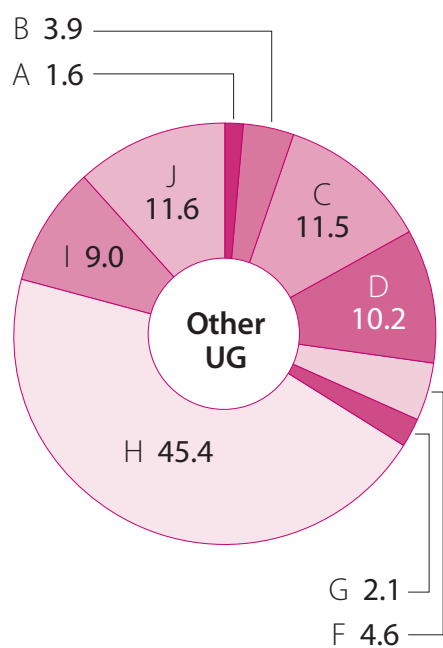
Blind or serious visual impairment
Deaf or serious hearing impairment
Long-standing illness or health condition
Mental health condition
Personal care support
Physical impairment/mobility issues
Social communication or autistic spectrum disorder
Specific learning difficulty
Two or more impairments
Other impairment
All disabled students

- a within a degree level, the percentage of all students in an impairment type (compare vertically); see fig. 2.7 for disabled and non-disabled totals
- b within all disabled students, the percentage of students in an impairment type (compare vertically)
- Percentages based on total number of students minus those whose degree level or impairment type is unknown.

All disabled students in degree levels by impairment type



First degree undergraduate			Other undergraduate			Research postgraduate			Taught postgraduate		
No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b
2180	0.1	1.2	320	0.1	1.6	195	0.2	2.6	530	0.1	2.0
3490	0.2	2.0	765	0.3	3.9	260	0.2	3.5	1040	0.2	3.9
16590	1.1	9.5	2250	1.0	11.5	1225	1.1	16.3	3625	0.8	13.5
23460	1.5	13.4	1990	0.9	10.2	955	0.9	12.7	2975	0.7	11.1
0	0.0	0.0	0	0.0	0.0	0	0.0	0.0	0	0.0	0.0
5355	0.3	3.1	895	0.4	4.6	420	0.4	5.6	1265	0.3	4.7
4975	0.3	2.8	415	0.2	2.1	160	0.1	2.1	390	0.1	1.5
86420	5.6	49.3	8875	3.9	45.4	2640	2.4	35.2	12160	2.8	45.4
15605	1.0	8.9	1760	0.8	9.0	665	0.6	8.9	1790	0.4	6.7
17335	1.1	9.9	2275	1.0	11.6	980	0.9	13.1	2995	0.7	11.2
175415	11.4	100	19540	8.6	100	7495	6.7	100	26770	6.3	100



Overall, 8.6% of first year full-time and 7.8% of part-time students disclosed as disabled. At every degree level, a lower proportion of first year students disclosed as disabled than for all students (see fig. 2.7).

With the exception of other undergraduates, disability disclosure rates were higher among first year students studying part-time than those studying full-time at every degree level.

Disability disclosure rates were highest among first year first degree undergraduates studying part-time (12.5%) and lowest among full-time taught postgraduates (5.3%).

2.10 First year students by degree level, mode and disability status

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All full-time	653025	71.6	91.4	61080	73.5	8.6
All part-time	259645	28.4	92.2	21990	26.5	7.8
Total	912670	100	91.7	83070	100	8.3
First degree undergraduate						
Full-time	421910	89.9	90.2	45950	87.2	9.8
Part-time	47385	10.1	87.5	6745	12.8	12.5
Total	469290	100	89.9	52695	100	10.1
Other undergraduate						
Full-time	30725	21.3	89.4	3640	31.2	10.6
Part-time	113205	78.7	93.4	8040	68.8	6.6
Total	143935	100	92.5	11680	100	7.5
Research postgraduate						
Full-time	27750	81.7	93.9	1790	78.2	6.1
Part-time	6205	18.3	92.5	500	21.8	7.5
Total	33955	100	93.7	2290	100	6.3
Taught postgraduate						
Full-time	172640	65.0	94.7	9700	59.1	5.3
Part-time	92850	35.0	93.3	6705	40.9	6.7
Total	265490	100	94.2	16405	100	5.8

* within a disability status, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students who are disabled/non-disabled (compare horizontally)

Percentages based on total number of students minus those whose degree level or mode is unknown.

At every degree level, the proportion of disabled first year students in receipt of DSA was higher among those studying full-time than part-time. This gap was largest at the first degree undergraduate level, where 49.7% of first year disabled students studying full-time received DSA compared with 20.5% of those studying part-time (a 29.2 percentage point difference).

The gap was much narrower at research postgraduate level, where 28.5% of first year disabled students studying full-time and 26.2% of those studying part-time received DSA (a 2.3 percentage point difference).

2.11 Disabled first year students by degree level, mode and DSA take-up

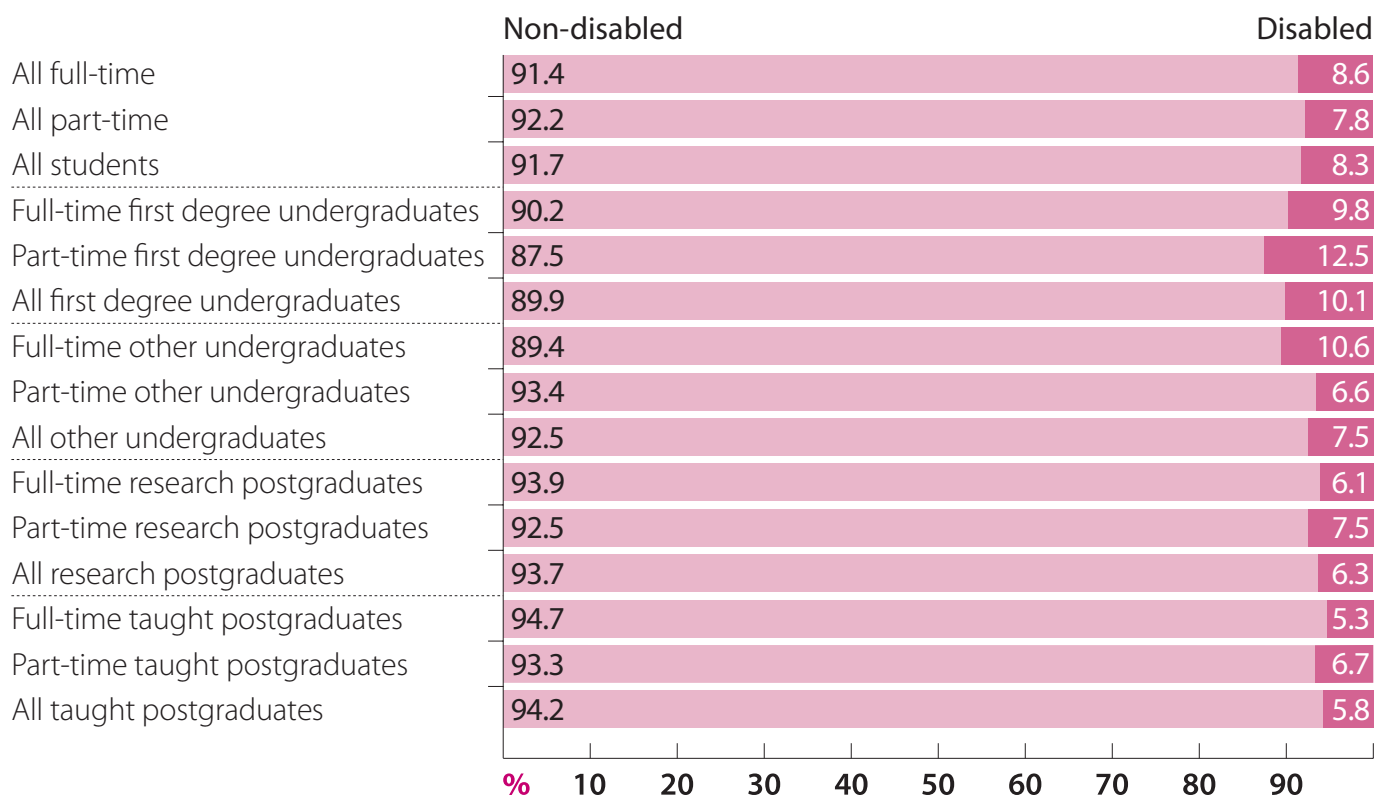
Disabled:	receives DSA			does not receive DSA		
	No.	%*	%^	No.	%*	%^
All full-time	26885	87.3	46.8	30620	65.5	53.2
All part-time	3900	12.7	19.4	16155	34.5	80.6
Total	30785	100	39.7	46775	100	60.3
First degree undergraduate						
Full-time	21625	94.1	49.7	21850	80.7	50.3
Part-time	1350	5.9	20.5	5225	19.3	79.5
Total	22975	100	45.9	27070	100	54.1
Other undergraduate						
Full-time	1345	56.2	41.4	1905	24.6	58.6
Part-time	1050	43.8	15.2	5840	75.4	84.8
Total	2395	100	23.6	7740	100	76.4
Research postgraduate						
Full-time	490	80.1	28.5	1230	78.2	71.5
Part-time	120	19.9	26.2	345	21.8	73.8
Total	610	100	28.0	1575	100	72.0
Taught postgraduate						
Full-time	3425	71.3	37.8	5635	54.3	62.2
Part-time	1380	28.7	22.5	4750	45.7	77.5
Total	4805	100	31.6	10385	100	68.4

* within DSA take-up, the percentage of students in a mode (compare vertically within a degree level)

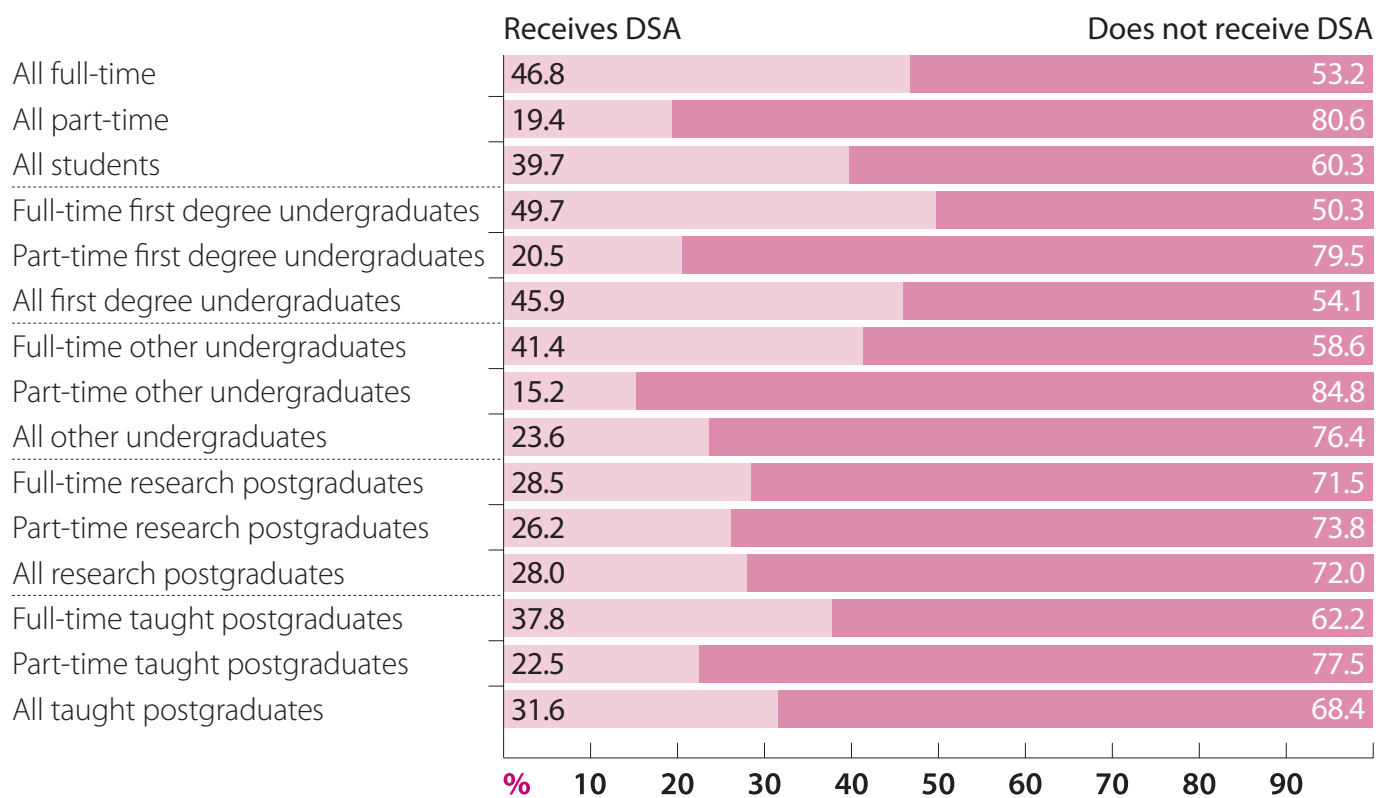
^ within a degree level and mode, the percentage of students who receive/do not receive DSA (compare horizontally)

Percentages based on total number of students minus those whose degree level, mode or DSA take-up is unknown.

First year full-time/part-time students in degree levels by disability status



First year full-time/part-time disabled students in degree levels by DSA take-up



Subjects

A slightly higher proportion of students studying non-SET subjects disclosed as disabled (10.2%) than those studying SET subjects (9.7%).

Relatively high proportions of students studying creative arts and design (17.5%), historical and philosophical studies (14.0%), combined studies (13.7%) and veterinary science (13.3%) disclosed as disabled.

Disability disclosure rates were markedly lower among students studying business and administrative studies (5.6%), engineering and technology (7.0%), medicine and dentistry (7.7%) and mathematical sciences (7.9%).

57.3% of disabled students studying creative arts and design received DSA, compared with 39.6% of those studying languages and 16.7% of those studying combined subjects.

2.12 All/first year students by subject area, disability status and DSA take-up

	All students		
	Non-disabled		
	No.	%*	%^
SET			
Agriculture and related subjects	15985	0.8	87.1
Architecture, building, planning	44440	2.1	90.4
Biological sciences	183525	8.9	88.4
Computer science	82105	4.0	89.7
Engineering and technology	147940	7.1	93.0
Mathematical sciences	38895	1.9	92.1
Medicine and dentistry	62165	3.0	92.3
Physical sciences	83045	4.0	89.0
Subjects allied to medicine	247145	11.9	90.5
Veterinary science	5145	0.2	86.7
SET total	910395	44.0	90.3
Non-SET			
Business and administrative studies	317865	15.4	94.4
Combined	48860	2.4	86.3
Creative arts and design	139315	6.7	82.5
Education	158095	7.6	91.4
Historical and philosophical studies	77110	3.7	86.0
Languages	106405	5.1	90.4
Law	81565	3.9	91.4
Mass comms and documentation	44450	2.1	89.8
Social studies	186080	9.0	88.4
Non-SET total	1159745	56.0	89.8
Total	2070140	100	90.0

* within all students/first year students, disability status and DSA take-up, the percentage of students in a subject area (compare vertically)

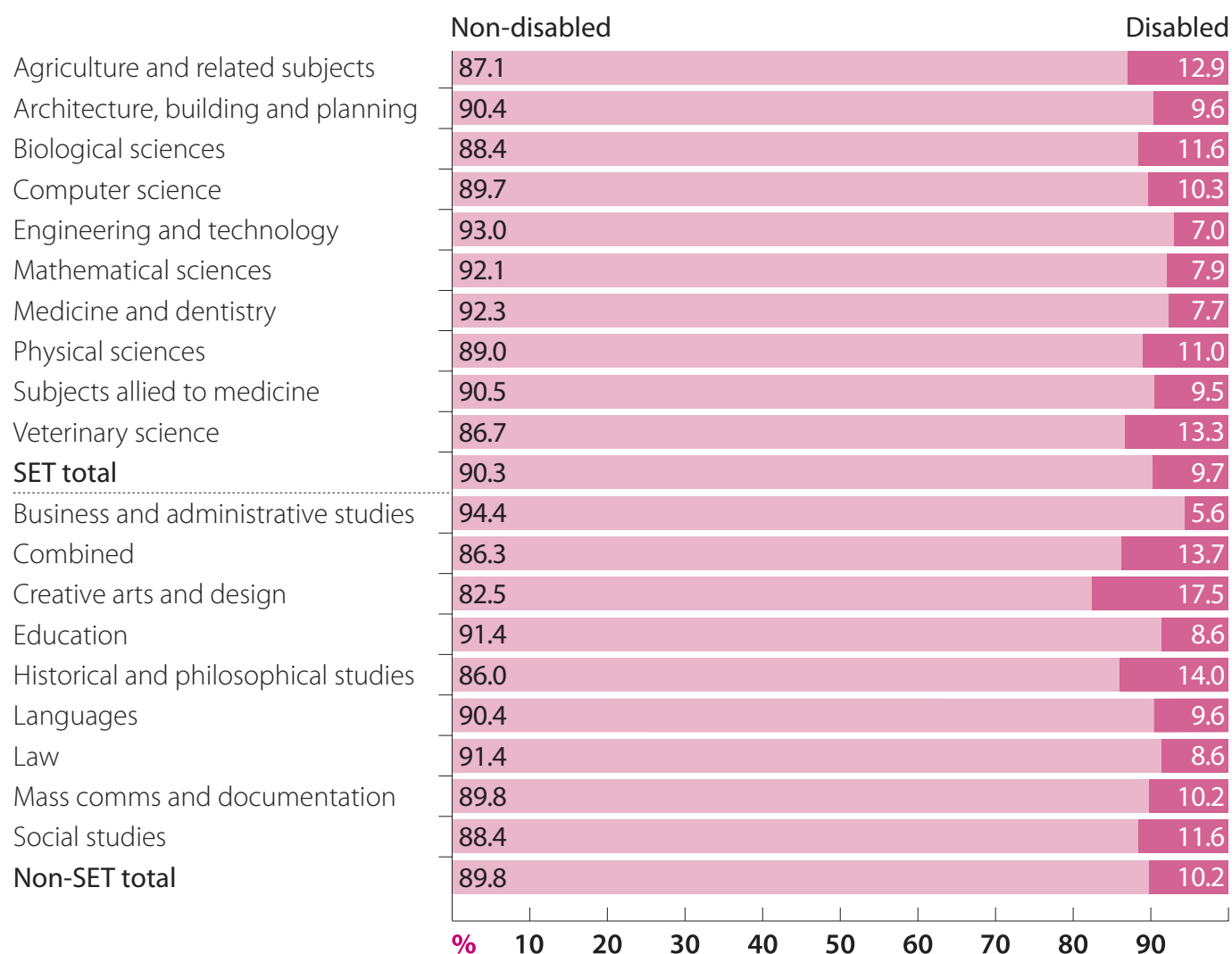
^ within a subject area, the percentage of all/first year students who are disabled/non-disabled and receive/do not receive DSA (compare horizontally)

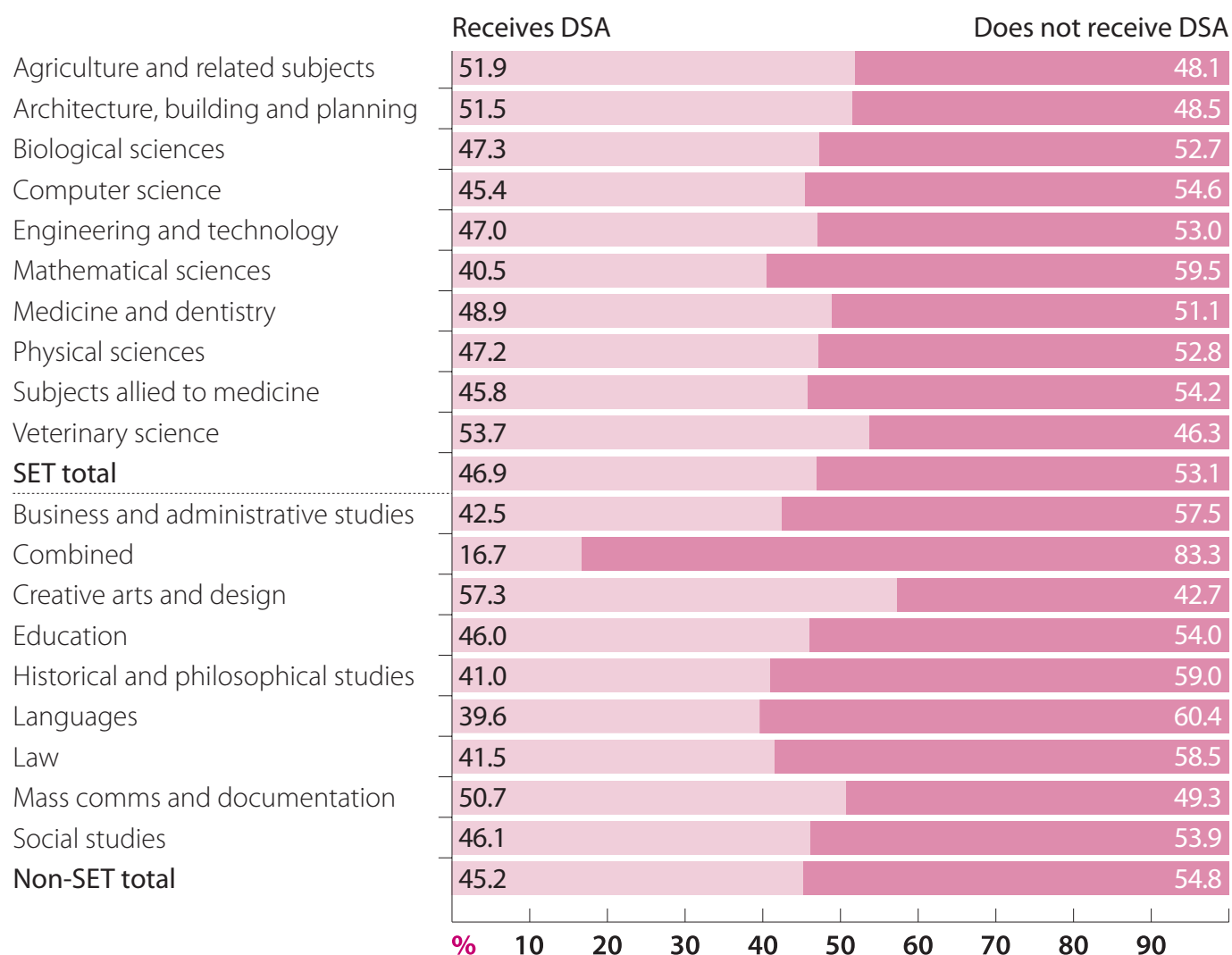
Percentages based on total number of students minus those whose subject area or DSA take-up is unknown.

									First years					
Disabled:			receives DSA			does not receive DSA			Non-disabled			Disabled		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
2375	1.0	12.9	1155	1.1	51.9	1070	0.9	48.1	7970	0.9	89.0	985	1.2	11.0
4725	2.1	9.6	2320	2.3	51.5	2185	1.8	48.5	18715	2.1	92.0	1630	2.0	8.0
23995	10.5	11.6	10805	10.7	47.3	12035	10.2	52.7	74530	8.2	89.7	8560	10.3	10.3
9460	4.1	10.3	4120	4.1	45.4	4950	4.2	54.6	33960	3.7	90.5	3565	4.3	9.5
11070	4.8	7.0	4970	4.9	47.0	5605	4.7	53.0	60795	6.7	94.3	3650	4.4	5.7
3330	1.5	7.9	1300	1.3	40.5	1910	1.6	59.5	13985	1.5	93.3	1000	1.2	6.7
5195	2.3	7.7	2470	2.5	48.9	2575	2.2	51.1	18670	2.0	94.1	1170	1.4	5.9
10225	4.5	11.0	4680	4.7	47.2	5240	4.4	52.8	30530	3.3	90.3	3275	3.9	9.7
26090	11.4	9.5	11360	11.3	45.8	13425	11.3	54.2	120505	13.2	92.1	10355	12.5	7.9
790	0.3	13.3	420	0.4	53.7	360	0.3	46.3	1310	0.1	91.1	125	0.2	8.9
97250	42.4	9.7	43595	43.4	46.9	49355	41.7	53.1	380980	41.7	91.7	34315	41.3	8.3
18735	8.2	5.6	7530	7.5	42.5	10190	8.6	57.5	154705	17.0	95.6	7200	8.7	4.4
7775	3.4	13.7	1275	1.3	16.7	6375	5.4	83.3	24465	2.7	90.7	2505	3.0	9.3
29545	12.9	17.5	16275	16.2	57.3	12140	10.3	42.7	56140	6.2	84.6	10240	12.3	15.4
14920	6.5	8.6	6390	6.4	46.0	7505	6.3	54.0	86850	9.5	92.2	7385	8.9	7.8
12500	5.5	14.0	4870	4.8	41.0	7020	5.9	59.0	28595	3.1	87.3	4165	5.0	12.7
11255	4.9	9.6	4260	4.2	39.6	6490	5.5	60.4	43600	4.8	92.3	3630	4.4	7.7
7655	3.3	8.6	3010	3.0	41.5	4240	3.6	58.5	36405	4.0	93.0	2745	3.3	7.0
5075	2.2	10.2	2450	2.4	50.7	2385	2.0	49.3	19665	2.2	91.3	1865	2.2	8.7
24500	10.7	11.6	10865	10.8	46.1	12685	10.7	53.9	81265	8.9	90.0	9015	10.9	10.0
131970	57.6	10.2	56925	56.6	45.2	69035	58.3	54.8	531685	58.3	91.6	48755	58.7	8.4
229215	100	10.0	100520	100	45.9	118390	100	54.1	912670	100	91.7	83070	100	8.3

2 Disability

All students in subject areas by disability status



All disabled students in subject areas by DSA take-up

In all but three subject areas, disability disclosure rates were higher among first degree undergraduates than among other undergraduates. This was most pronounced within combined studies, where 18.9% of first degree undergraduates disclosed as disabled compared with 8.2% of other undergraduates (a 10.7 percentage point difference).

In every subject area, a higher proportion of disabled students studying at first degree undergraduate level received DSA than for those studying at other undergraduate level. The gap was largest among those studying education (27.1 percentage point difference) and smallest among those studying law (8.6 percentage point difference).

2.13 All undergraduates by subject area, degree level, disability status and DSA take-up

	First degree undergraduate			
	Non-disabled		Disabled:	
	No.	%	No.	%
SET				
Agriculture, related subjects	7880	84.9	1395	15.1
Architecture building planning	27855	89.4	3305	10.6
Biological sciences	144440	87.9	19945	12.1
Computer science	61940	88.7	7875	11.3
Engineering and technology	97360	91.8	8710	8.2
Mathematical sciences	32625	91.7	2945	8.3
Medicine and dentistry	41230	90.8	4160	9.2
Physical sciences	62520	88.0	8565	12.0
Subjects allied to medicine	136125	88.6	17490	11.4
Veterinary science	4215	85.3	725	14.7
SET total	616185	89.1	75110	10.9
Non-SET				
Business, admin studies	191385	93.2	13900	6.8
Combined	23885	81.1	5570	18.9
Creative arts and design	113395	81.6	25640	18.4
Education	53335	88.8	6720	11.2
History, philosophy	57680	85.3	9975	14.7
Languages	79210	89.3	9470	10.7
Law	60425	90.8	6125	9.2
Mass comms, documentation	34035	88.9	4245	11.1
Social studies	128910	87.4	18660	12.6
Non-SET total	742255	88.1	100305	11.9
Total	1358440	88.6	175415	11.4

.. Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of students minus those whose subject area, degree level or DSA take-up is unknown.

				Other undergraduate							
receives DSA		does not receive DSA		Non-disabled		Disabled:		receives DSA		does not receive DSA	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
810	61.4	510	38.6	5030	87.2	740	12.8	275	40.7	400	59.3
1775	56.0	1395	44.0	3505	90.9	350	9.1	145	45.9	170	54.1
9450	49.1	9775	50.9	8990	89.1	1095	10.9	340	37.6	560	62.4
3655	47.9	3970	52.1	4455	86.7	685	13.3	210	35.7	385	64.3
4410	52.6	3975	47.4	12860	93.9	840	6.1	220	29.5	520	70.5
1225	43.0	1625	57.0	660	91.2	65	8.8	10	19.6	40	80.4
2250	55.6	1800	44.4	535	91.2	50	8.8	15	37.8	30	62.2
4195	50.4	4125	49.6	2605	90.2	285	9.8	80	29.4	185	70.6
8975	53.1	7915	46.9	55955	92.3	4660	7.7	1295	30.7	2930	69.3
405	56.2	315	43.8	65	88.9	10	11.1	0	..	5	..
37155	51.2	35410	48.8	94650	91.5	8775	8.5	2590	33.1	5225	66.9
6520	49.2	6740	50.8	21870	93.3	1580	6.7	370	26.1	1050	73.9
1165	21.0	4390	79.0	23085	91.8	2065	8.2	105	5.3	1850	94.7
14750	59.7	9975	40.3	6650	83.6	1305	16.4	515	42.5	695	57.5
3800	58.6	2685	41.4	26385	91.7	2405	8.3	665	31.5	1445	68.5
4260	44.1	5390	55.9	4785	87.9	655	12.1	125	25.6	360	74.4
3830	41.9	5305	58.1	12735	95.5	605	4.5	140	27.2	370	72.8
2575	44.3	3240	55.7	2595	91.3	245	8.7	80	35.7	140	64.3
2200	54.1	1865	45.9	1060	86.4	165	13.6	65	44.4	85	55.6
9240	51.1	8825	48.9	12710	88.0	1740	12.0	415	25.5	1210	74.5
48335	50.0	48410	50.0	111870	91.2	10765	8.8	2475	25.6	7200	74.4
85490	50.5	83820	49.5	206525	91.4	19540	8.6	5060	28.9	12420	71.1

Across SET subjects, a slightly higher proportion of taught postgraduates disclosed as disabled (6.4%) than research postgraduates (6.0%). However, across non-SET subjects, the opposite was true: 7.9% of research postgraduates studying non-SET disclosed as disabled, compared with 6.2% of taught postgraduates.

Disability disclosure rates varied by subject and degree level. For example, 8.0% of taught postgraduates studying agriculture and related subjects disclosed as disabled, compared with 4.9% of those studying the same subject at the research postgraduate level.

Overall, a higher proportion of disabled taught postgraduates received DSA (31.7%) than disabled research postgraduates (28.7%). This difference was largest within architecture building and planning, where 41.1% of taught postgraduates were in receipt of DSA compared with 24.4% of research postgraduates (a 16.7 percentage point difference).

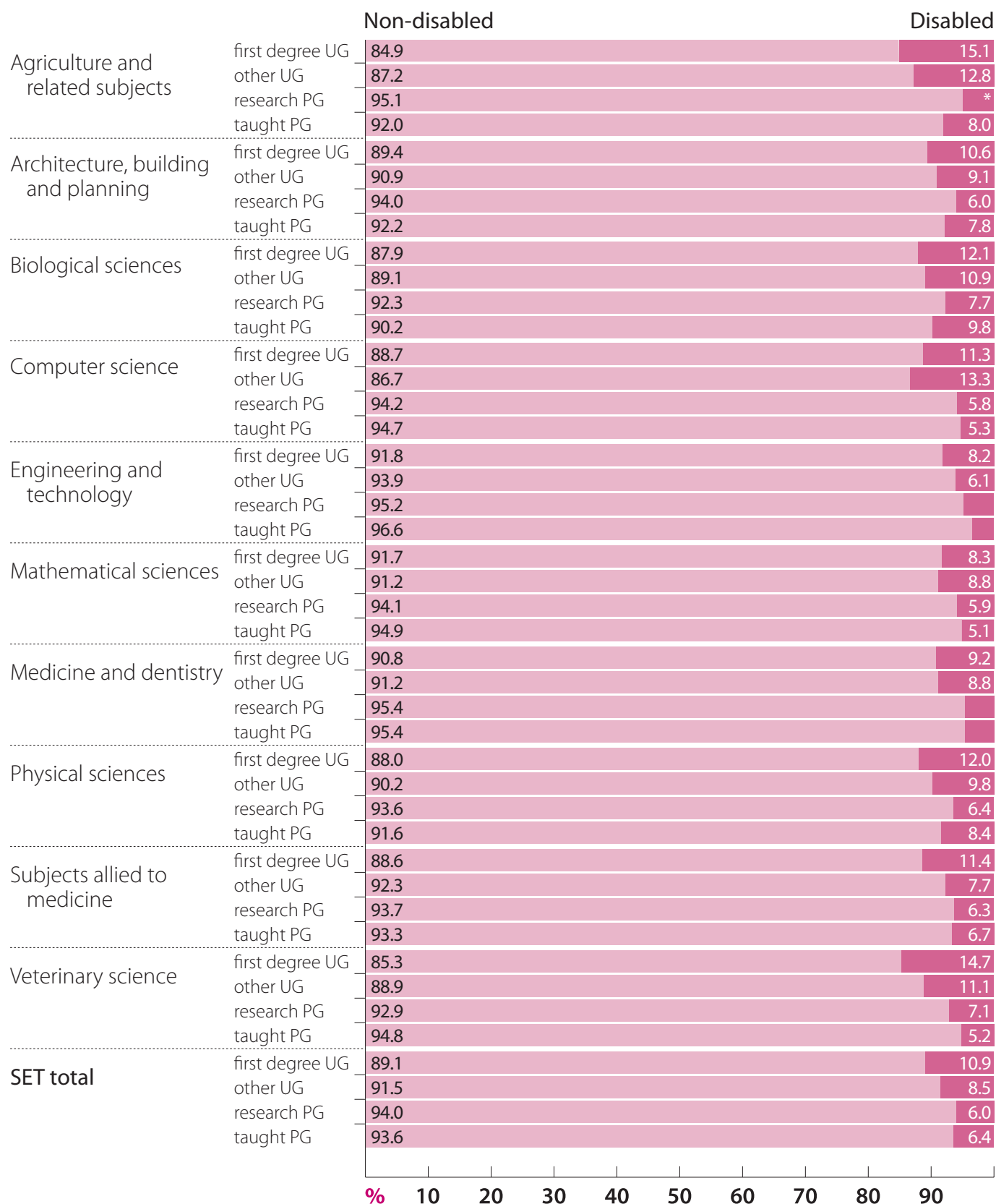
2.14 All postgraduates by subject area, degree level, disability status and DSA take-up

	Research postgraduate			
	Non-disabled		Disabled:	
	No.	%	No.	%
SET				
Agriculture, related subjects	850	95.1	45	4.9
Architecture building planning	1895	94.0	120	6.0
Biological sciences	12525	92.3	1045	7.7
Computer science	4415	94.2	275	5.8
Engineering and technology	13515	95.2	675	4.8
Mathematical sciences	2560	94.1	160	5.9
Medicine and dentistry	8610	95.4	410	4.6
Physical sciences	11150	93.6	755	6.4
Subjects allied to medicine	6995	93.7	470	6.3
Veterinary science	325	92.9	25	7.1
SET total	62845	94.0	3980	6.0
Non-SET				
Business, admin studies	6685	95.6	305	4.4
Combined	45	95.7	0	4.3
Creative arts and design	3410	88.3	450	11.7
Education	6340	93.0	475	7.0
History, philosophy	6585	90.0	730	10.0
Languages	5675	92.1	485	7.9
Law	2230	92.9	170	7.1
Mass comms, documentation	1060	93.2	75	6.8
Social studies	9120	91.8	815	8.2
Non-SET total	41150	92.1	3515	7.9
Total	103995	93.3	7495	6.7

.. Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of students minus those whose subject area, degree level or DSA take-up is unknown.

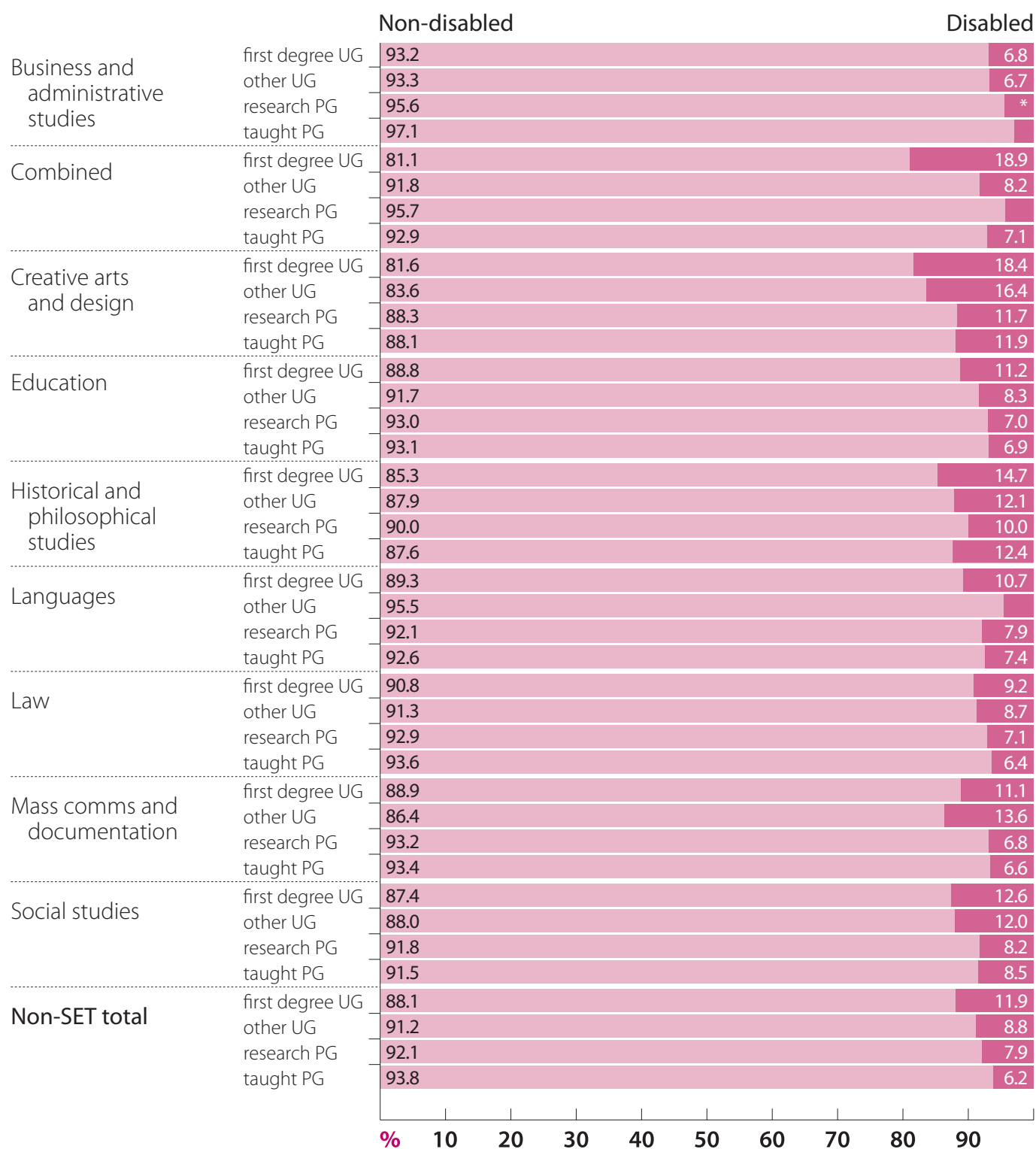
				Taught postgraduate							
receives DSA		does not receive DSA		Non-disabled		Disabled:		receives DSA		does not receive DSA	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15	31.8	30	68.2	2225	92.0	195	8.0	55	29.5	130	70.5
30	24.4	90	75.6	11185	92.2	945	7.8	370	41.1	530	58.9
360	36.4	630	63.6	17570	90.2	1910	9.8	660	38.2	1070	61.8
75	28.3	190	71.7	11295	94.7	630	5.3	175	30.3	405	69.7
175	26.8	470	73.2	24210	96.6	845	3.4	170	20.8	640	79.2
40	25.3	115	74.7	3045	94.9	160	5.1	25	16.6	125	83.4
110	26.8	295	73.2	11795	95.4	570	4.6	95	17.0	455	83.0
205	27.6	535	72.4	6770	91.6	620	8.4	200	33.6	395	66.4
130	29.3	315	70.7	48070	93.3	3465	6.7	960	29.8	2265	70.2
5	..	20	..	545	94.8	30	5.2	10	26.7	20	73.3
1140	29.7	2695	70.3	136710	93.6	9380	6.4	2715	31.0	6030	69.0
55	19.5	235	80.5	97925	97.1	2950	2.9	585	21.2	2170	78.8
0	..	0	..	1850	92.9	140	7.1	10	6.3	135	93.7
170	39.0	265	61.0	15860	88.1	2150	11.9	840	41.1	1205	58.9
125	27.9	320	72.1	72040	93.1	5325	6.9	1800	37.0	3055	63.0
170	24.3	535	75.7	8060	87.6	1140	12.4	315	30.0	740	70.0
110	23.6	350	76.4	8785	92.6	695	7.4	185	28.3	470	71.7
50	30.5	110	69.5	16315	93.6	1115	6.4	310	29.3	745	70.7
25	33.5	50	66.5	8300	93.4	585	6.6	160	29.2	390	70.8
220	28.4	560	71.6	35340	91.5	3285	8.5	990	32.1	2090	67.9
930	27.7	2425	72.3	264470	93.8	17385	6.2	5190	32.1	10995	67.9
2065	28.7	5120	71.3	401180	93.7	26770	6.3	7905	31.7	17025	68.3

All students in SET subject areas and degree levels by disability status



* values less than 5.0 are not displayed

All students in non-SET subject areas and degree levels by disability status



* values less than 5.0 are not displayed

In every subject area, a higher proportion of first year first degree undergraduates disclosed as disabled than first year research and taught postgraduates.

This difference was most marked in combined studies, where 15.5% of first degree undergraduates disclosed as disabled compared with 6.8% of taught postgraduates.

Since 2012/13, the disability disclosure rate among research postgraduates studying agriculture and related subjects increased by 2.1 percentage points, from 3.7% to 5.8% in 2013/14 (fig. 2.15, ECU [2014]).

2.15 First year students by subject area, degree level and disability status

	First degree undergraduate			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	2780	86.2	445	13.8
Architecture, building, planning	8990	90.8	910	9.2
Biological sciences	52545	89.3	6325	10.7
Computer science	22590	89.3	2705	10.7
Engineering and technology	32245	92.9	2480	7.1
Mathematical sciences	10455	92.7	820	7.3
Medicine and dentistry	8705	92.9	670	7.1
Physical sciences	20260	89.1	2475	10.9
Subjects allied to medicine	48770	89.7	5590	10.3
Veterinary science	950	90.3	100	9.7
SET total	208290	90.2	22520	9.8
Non-SET				
Business, administrative studies	73740	94.2	4500	5.8
Combined	5365	84.5	980	15.5
Creative arts and design	40730	83.3	8150	16.7
Education	19110	89.8	2180	10.2
Historical, philosophical studies	18245	86.4	2870	13.6
Languages	24035	90.4	2555	9.6
Law	21885	92.3	1830	7.7
Mass comms and documentation	12640	90.0	1405	10.0
Social studies	45260	88.8	5705	11.2
Non-SET total	261000	89.6	30175	10.4
Total	469290	89.9	52695	10.1

.. Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of students minus those whose subject area or degree level is unknown.

Other undergraduate				Research postgraduate				Taught postgraduate			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3390	89.6	390	10.4	295	94.2	20	5.8	1505	92.2	130	7.8
1945	91.6	180	8.4	635	95.0	35	5.0	7145	93.4	505	6.6
6310	89.8	715	10.2	4255	93.0	320	7.0	11420	90.5	1200	9.5
2535	86.9	380	13.1	1425	93.9	95	6.1	7410	95.0	390	5.0
7520	94.2	460	5.8	4680	95.4	225	4.6	16350	97.1	480	2.9
365	90.9	35	9.1	835	95.2	40	4.8	2335	95.9	100	4.1
290	93.0	20	7.0	2725	95.5	130	4.5	6955	95.2	350	4.8
1505	91.2	145	8.8	3775	93.7	250	6.3	4990	92.5	405	7.5
41455	93.8	2735	6.2	2270	94.9	125	5.1	28010	93.6	1905	6.4
25	88.5	5	11.5	105	94.3	5	5.7	230	93.5	15	6.5
65340	92.8	5070	7.2	21005	94.4	1245	5.6	86345	94.0	5480	6.0
13955	93.8	925	6.2	2190	96.4	85	3.6	64815	97.5	1690	2.5
17580	92.6	1415	7.4	5	..	0	..	1510	93.2	110	6.8
3895	85.0	685	15.0	975	88.8	120	11.2	10540	89.1	1285	10.9
17660	92.6	1405	7.4	1650	92.6	130	7.4	48430	93.0	3675	7.0
2955	89.0	365	11.0	2145	90.3	230	9.7	5255	88.2	700	11.8
11245	96.0	475	4.0	1935	92.7	150	7.3	6385	93.4	450	6.6
2015	92.1	170	7.9	745	94.5	45	5.5	11760	94.4	700	5.6
555	88.2	75	11.8	325	94.0	20	6.0	6145	94.4	365	5.6
8730	88.8	1095	11.2	2975	91.9	265	8.1	24300	92.6	1950	7.4
78590	92.2	6610	7.8	12950	92.5	1045	7.5	179145	94.3	10925	5.7
143935	92.5	11680	7.5	33955	93.7	2290	6.3	265490	94.2	16405	5.8

Continuation

Entrants refers to full-time first degree UK domiciled 2012/13 entrants. Continuation data indicates the progress of these entrants to 2013/14.

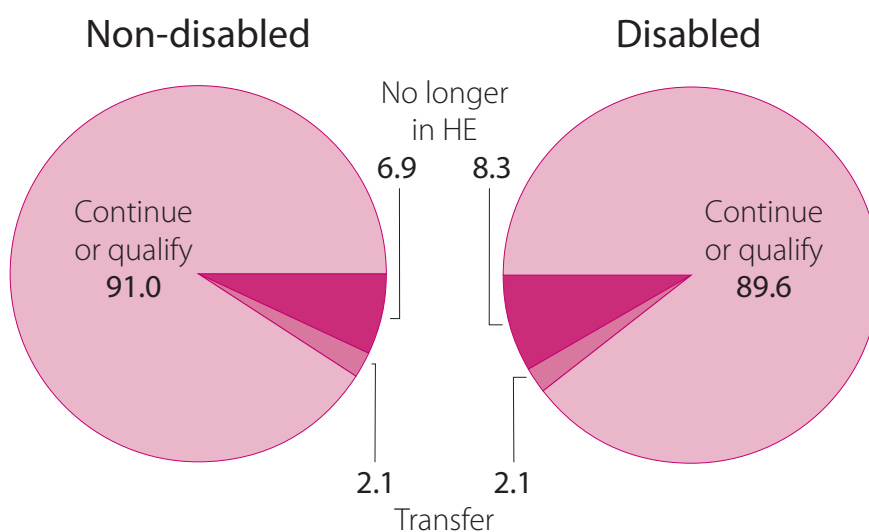
A lower proportion of disabled entrants continued or qualified (89.6%) than non-disabled entrants (91.0%).

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
Non-disabled	285900	91.0	6640	2.1	21645	6.9
Disabled	33565	89.6	780	2.1	3100	8.3
Total	319470	90.9	7420	2.1	24745	7.0

Percentages based on total number of students minus those whose continuation category is unknown.

UK domiciled disabled/non-disabled full-time first degree entrants by continuation category



Degree attainment

Qualifiers refers to first degree undergraduate qualifiers. The disability degree attainment gap is calculated: % non-disabled first/2:1 – % disabled first/2:1.

With the exception of disabled students with a blind or serious visual impairment or deaf or serious hearing impairment, for all impairment types the proportion receiving a first/2:1 has increased compared with 2012/13 levels. This was most pronounced among qualifiers with a social communication or autistic spectrum disorder (from 62.8% in 2012/13 to 68.2% in 2013/14, a 5.4 percentage point increase; fig. 2.17, ECU [2014]).

A higher proportion of disabled qualifiers in receipt of DSA received a first/2:1 than those who did not receive DSA.

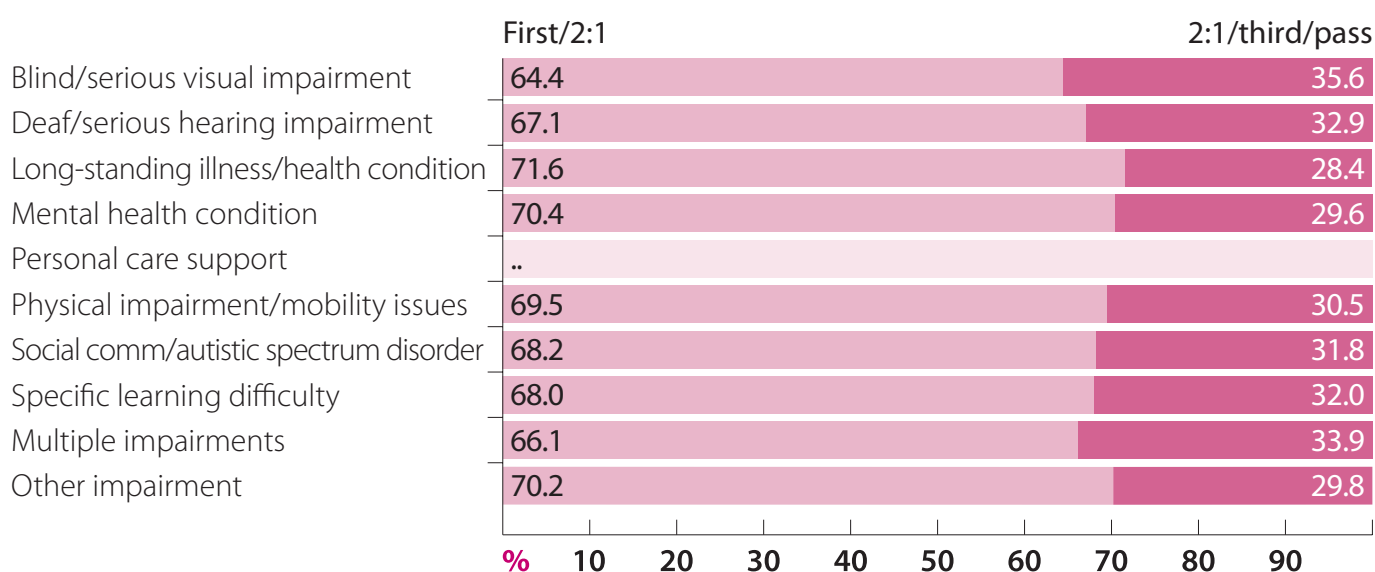
2.17 First degree undergraduate qualifiers by degree class, disability status, DSA take-up and impairment type

	First/2:1		2:2/third/pass	
	No.	%	No.	%
Non-disabled	248445	70.4	104530	29.6
Disabled	29275	68.7	13320	31.3
Blind or serious visual imp.	320	64.4	180	35.6
Deaf or serious hearing imp.	560	67.1	275	32.9
Long-standing illness/cond.	2895	71.6	1145	28.4
Mental health condition	3385	70.4	1425	29.6
Personal care support	0	..	0	..
Physical imp. or mobility issues	910	69.5	400	30.5
Social communication or autistic spectrum disorder	655	68.2	305	31.8
Specific learning difficulty	16220	68.0	7615	32.0
Two or more impairments	1590	66.1	815	33.9
Other impairment	2740	70.2	1165	29.8
Total	277720	70.2	117855	29.8
Disabled: receives DSA	16535	69.6	7230	30.4
Disabled: does not receive DSA	11830	68.1	5545	31.9
Disabled: known DSA status	28365	68.9	12780	31.1

.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose degree class, DSA take-up or impairment type is unknown.

Disabled full-time first degree undergraduate qualifiers in impairment types by degree class



.. percentages based on totals of 22.5 or less are not shown

In every country, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers. This degree attainment gap was widest in Northern Ireland (6.1 percentage point difference) and smallest in England (1.2 percentage point difference).

Similarly, in every country, the proportion of qualifiers receiving a first/2:1 was higher among disabled qualifiers who received DSA than disabled qualifiers who did not receive DSA. This gap was widest in Northern Ireland (5.3 percentage point difference) and smallest in Wales (1.2 percentage point difference).

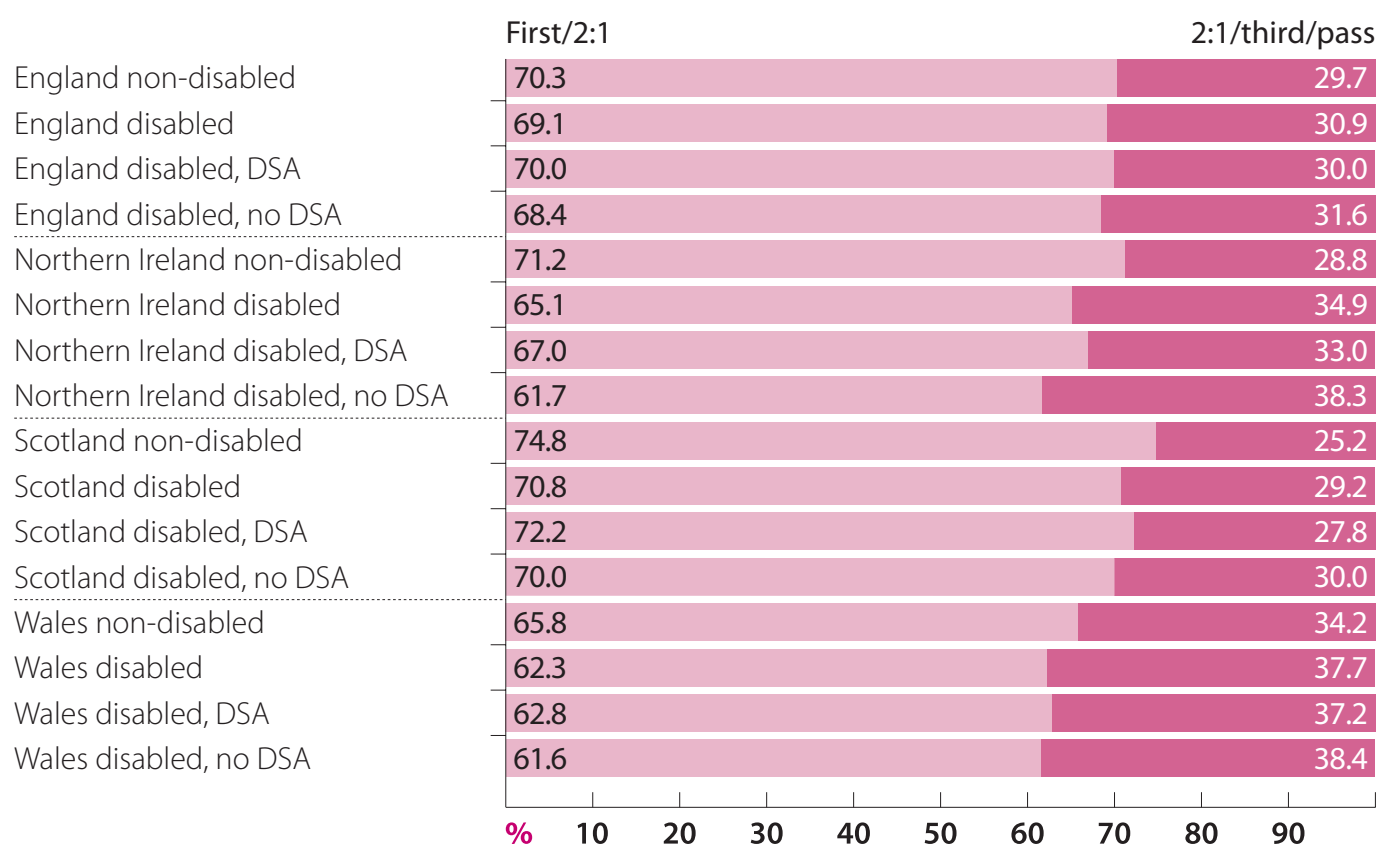
However, the disability degree attainment gap in Northern Ireland has narrowed since 2012/13, when it stood at 8.2 percentage points (fig. 2.18, ECU [2014]).

2.18 First degree undergraduate qualifiers by country of institution, degree class, disability status and DSA take-up

	First/2:1		2:2/third/pass	
	No.	%	No.	%
England				
Non-disabled	212640	70.3	89635	29.7
Disabled	25465	69.1	11395	30.9
Disabled: receives DSA	14520	70.0	6220	30.0
Disabled: does not receive DSA	10100	68.4	4675	31.6
Total	238105	70.2	101030	29.8
Northern Ireland				
Non-disabled	5655	71.2	2285	28.8
Disabled	405	65.1	215	34.9
Disabled: receives DSA	260	67.0	130	33.0
Disabled: does not receive DSA	140	61.7	90	38.3
Total	6060	70.8	2500	29.2
Scotland				
Non-disabled	16675	74.8	5625	25.2
Disabled	1830	70.8	755	29.2
Disabled: receives DSA	745	72.2	285	27.8
Disabled: does not receive DSA	1070	70.0	460	30.0
Total	18500	74.4	6380	25.6
Wales				
Non-disabled	13475	65.8	6990	34.2
Disabled	1575	62.3	955	37.7
Disabled: receives DSA	1005	62.8	595	37.2
Disabled: does not receive DSA	520	61.6	325	38.4
Total	15055	65.5	7945	34.5

Percentages based on total number of students minus those whose country of institution, degree class or DSA take-up is unknown.

Disabled/non-disabled first degree undergraduate qualifiers in countries of institution and DSA status by degree class



With the exception of business and administrative studies and combined 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 widest in medicine and dentistry (7.2 percentage points), followed by mathematical sciences (5.7 percentage points) and physical sciences (5.4 percentage points).

In medicine and dentistry, the proportion of disabled qualifiers receiving a first decreased from 40.3% in 2012/13 to 24.8% in 2013/14 (15.5 percentage points; fig. 2.19, ECU [2014]).

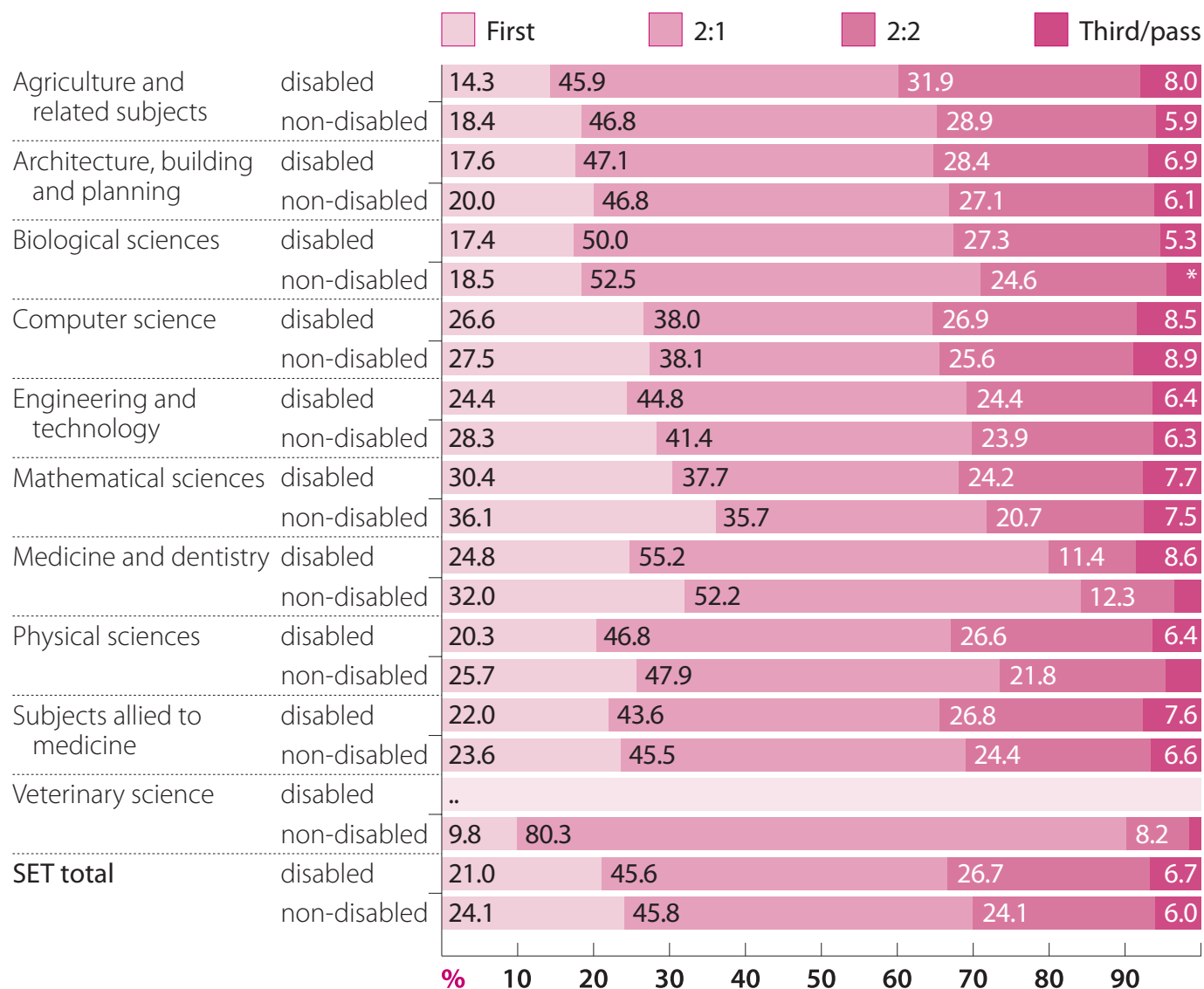
2.19 First degree undergraduate qualifiers by subject area, degree class and disability status

	First			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	445	18.4	60	14.3
Architecture, building, planning	1615	20.0	160	17.6
Biological sciences	6845	18.5	800	17.4
Computer science	3745	27.5	405	26.6
Engineering and technology	6355	28.3	465	24.4
Mathematical sciences	2825	36.1	180	30.4
Medicine and dentistry	380	32.0	25	24.8
Physical sciences	3865	25.7	385	20.3
Subjects allied to medicine	7815	23.6	845	22.0
Veterinary science	5	9.8	0	..
SET total	33895	24.1	3330	21.0
Non-SET				
Business, administrative studies	10045	17.4	705	18.9
Combined	380	15.4	65	16.8
Creative arts and design	7285	21.0	1560	19.2
Education	2775	17.3	290	14.9
Historical, philosophical studies	3080	19.3	400	16.3
Languages	4265	19.8	455	19.2
Law	1875	11.8	150	10.4
Mass comms and documentation	1610	14.8	170	13.2
Social studies	6335	17.2	740	14.7
Non-SET total	37645	17.7	4535	16.9
Total	71540	20.3	7870	18.5

.. Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of students minus those whose subject area or degree class is unknown.

2:1				2:2				Third/pass			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1125	46.8	200	45.9	695	28.9	140	31.9	140	5.9	35	8.0
3795	46.8	425	47.1	2195	27.1	255	28.4	490	6.1	60	6.9
19405	52.5	2300	50.0	9085	24.6	1260	27.3	1660	4.5	245	5.3
5190	38.1	580	38.0	3485	25.6	410	26.9	1210	8.9	130	8.5
9300	41.4	855	44.8	5355	23.9	465	24.4	1425	6.3	125	6.4
2790	35.7	225	37.7	1620	20.7	145	24.2	585	7.5	45	7.7
615	52.2	60	55.2	145	12.3	10	11.4	40	3.5	10	8.6
7210	47.9	890	46.8	3280	21.8	505	26.6	710	4.7	120	6.4
15075	45.5	1675	43.6	8100	24.4	1030	26.8	2170	6.6	290	7.6
50	80.3	5	..	5	8.2	0	..	0	1.6	0	..
64550	45.8	7215	45.6	33960	24.1	4225	26.7	8440	6.0	1060	6.7
26140	45.3	1870	50.2	17105	29.6	940	25.2	4470	7.7	215	5.8
1125	45.4	145	38.3	655	26.4	115	30.5	315	12.8	55	14.3
17785	51.2	4025	49.7	7890	22.7	2065	25.5	1765	5.1	455	5.6
8100	50.5	955	49.1	4250	26.5	570	29.2	915	5.7	130	6.8
10095	63.2	1520	61.9	2475	15.5	465	19.0	320	2.0	70	2.8
13460	62.4	1420	59.9	3410	15.8	430	18.2	450	2.1	60	2.6
9070	56.9	795	55.5	4225	26.5	420	29.4	770	4.8	70	4.7
6320	58.3	750	57.5	2520	23.2	330	25.5	390	3.6	50	3.7
20260	55.1	2705	53.7	8590	23.3	1310	26.0	1615	4.4	275	5.5
112350	53.0	14190	53.0	51120	24.1	6650	24.9	11015	5.2	1385	5.2
176905	50.1	21405	50.3	85080	24.1	10875	25.5	19455	5.5	2445	5.7

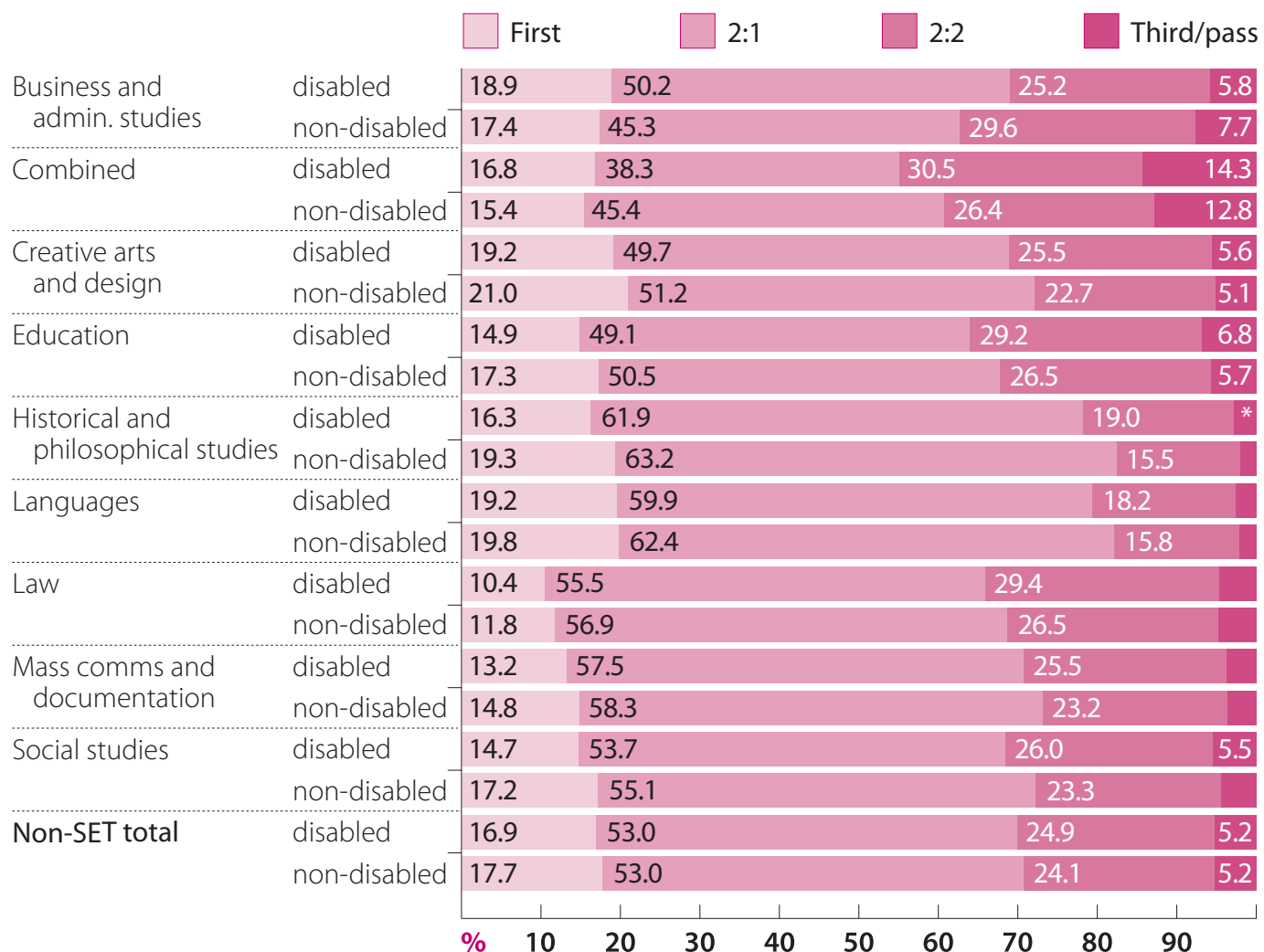
Disabled/non-disabled first degree undergraduate qualifiers in SET subject area by degree class



* values less than 5.0 are not displayed

.. percentages based on totals of 22.5 or less are not shown

Disabled/non-disabled first degree undergraduate qualifiers in non-SET subject area by degree class



* values less than 5.0 are not displayed

Destination of leavers

Leavers refers to students who responded to the DLHE survey six months after qualifying.

60.5% of non-disabled leavers were in full-time work compared with 53.2% of disabled leavers.

A higher proportion of disabled leavers were unemployed (7.7%) than non-disabled leavers (5.3%), particularly among disabled qualifiers with a social communication or autistic spectrum disorder (18.5%).

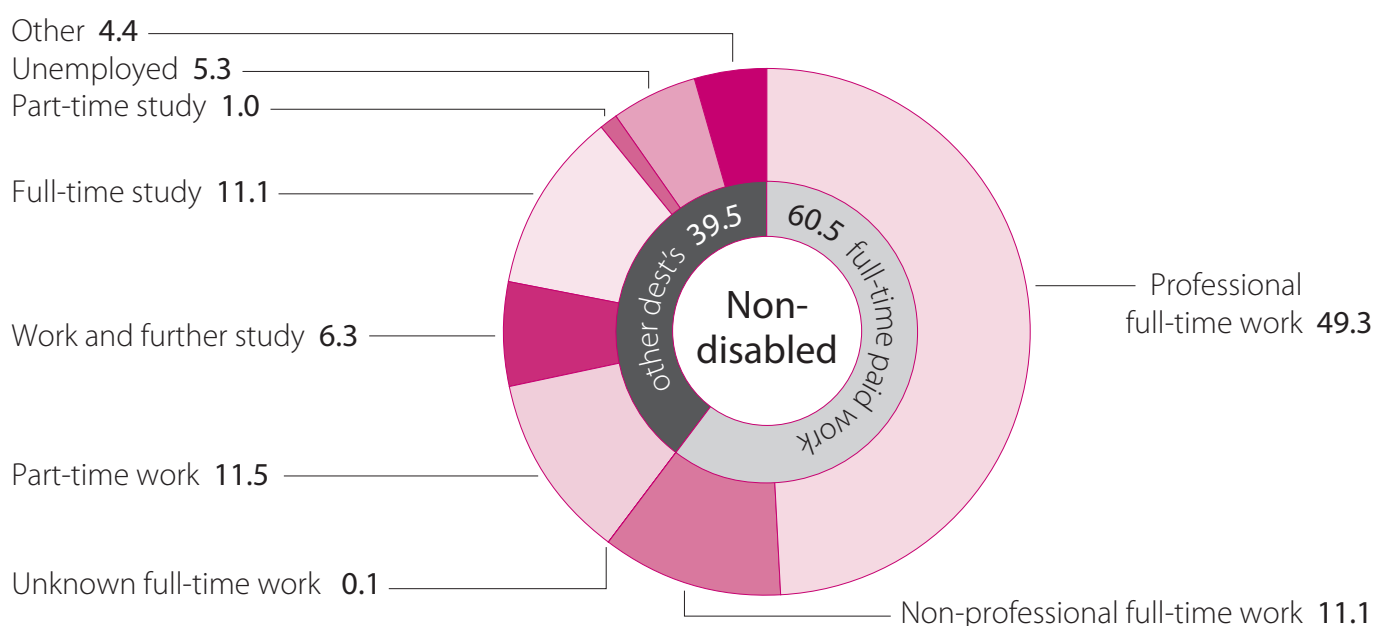
However, qualifiers with a social communication or autistic spectrum disorder also had the highest proportion in full-time study (19.4%).

2.20 DLHE leavers by leaving destination, disability status and impairment type

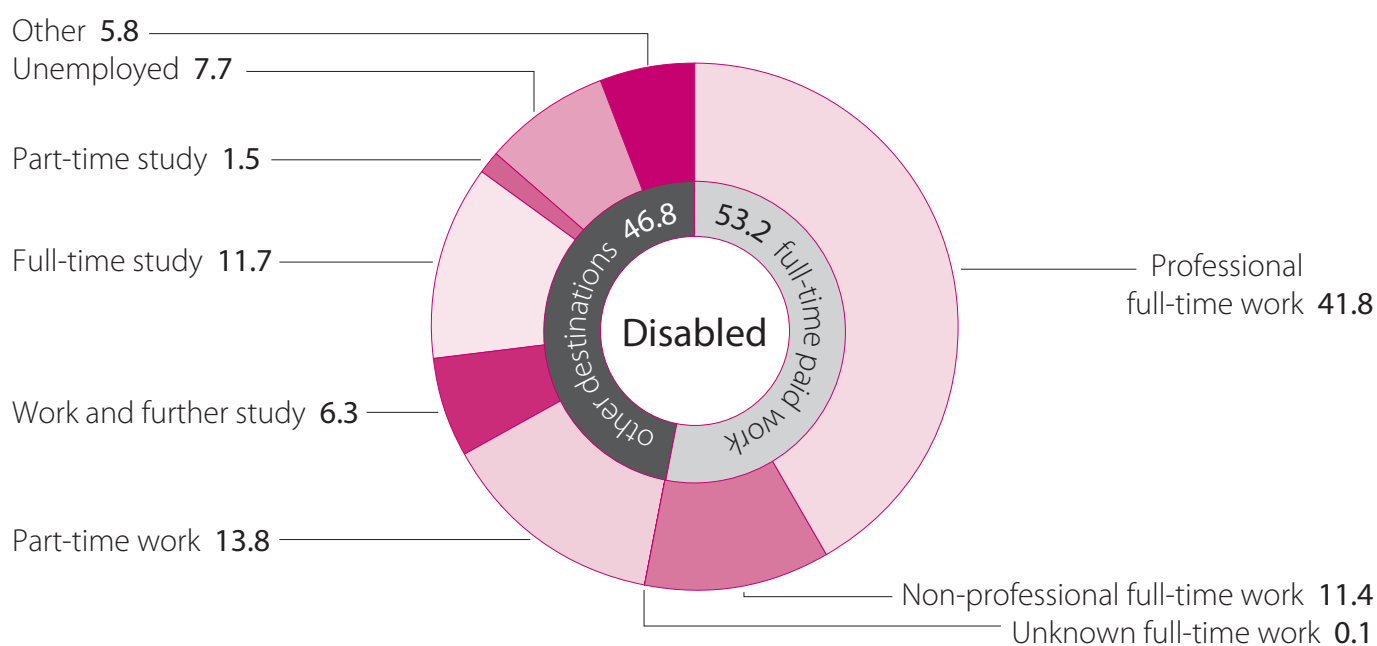
	Non-disabled		Disabled	
	No.	%	No.	%
Full-time work total	228380	60.5	25035	53.2
Professional full-time work	186130	49.3	19645	41.8
Non-professional full-time work	41880	11.1	5350	11.4
Unknown full-time work	370	0.1	35	0.1
Part-time work	43385	11.5	6500	13.8
Work and further study	23690	6.3	2960	6.3
Full-time study	41750	11.1	5495	11.7
Part-time study	3645	1.0	710	1.5
Unemployed	19995	5.3	3640	7.7
Other	16480	4.4	2710	5.8
Total	377325	100	47050	100

... Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of leavers minus those whose leaving destination or impairment type is unknown.

Disabled/non-disabled DLHE leavers by leaving destination



Blind/ serious visual impairment	Deaf/serious hearing impairment	Long-standing illness/health condition	Mental health condition	Personal care support	Physical impairment/ mobility issues	Social comm./ autistic spectrum disorder	Specific learning difficulty	Two or more impairments	Another impairment/ medical cond.
%	%	%	%	%	%	%	%	%	%
48.9	54.9	55.1	45.0	..	42.1	34.9	58.3	35.8	49.7
40.4	45.3	43.7	32.5	..	33.1	23.8	46.2	27.4	39.6
8.3	9.6	11.2	12.5	..	8.8	11.1	12.0	8.4	10.0
0.2	0.0	0.1	0.1	..	0.1	0.0	0.1	0.0	0.1
12.8	11.9	14.0	14.6	..	14.1	15.1	13.6	15.2	13.5
7.5	7.7	6.4	6.9	..	8.0	5.5	5.4	9.4	7.5
11.7	10.4	12.2	13.6	..	13.4	19.4	10.5	13.5	12.6
2.2	1.3	1.2	2.1	..	2.7	2.0	1.0	4.6	1.6
8.8	7.1	6.4	10.9	..	12.1	18.5	6.4	9.9	8.0
8.0	6.7	4.7	6.8	..	7.5	4.6	4.8	11.6	7.0
100	100	100	100	..	100	100	100	100	100



This section presents ethnicity data for UK domiciled students only. This is because it is only compulsory to collect ethnicity data for UK domiciled students (although these students can also choose not to disclose).

- = The proportion of students who were BME has increased each year since the time series began; from 14.9% in 2003/4 to 20.2% a decade later (an increase of 5.3 percentage points).
- = The proportion of research postgraduates who were black (3.5%) was nearly half that of first degree undergraduates (6.4%).
- = 22.5% of first year first degree undergraduates were BME compared with 19.2% of first year taught postgraduates, 17.1% of first year research postgraduates and 15.3% of first year other undergraduates.
- = In all but four of the 19 subject areas, the proportion of research postgraduates who were BME was lower than the proportion among first degree undergraduates. This difference was particularly pronounced among students studying law (an 11.1 percentage point difference) and social studies (8.0 percentage points).
- = Overall, a higher proportion of white entrants continued or qualified (91.8%) than BME students (87.9%). However, continuation/qualification rates varied considerably by ethnic group, ranging from 93.8% for Chinese entrants to 82.7% for entrants from an other black background (an 11.1 percentage point difference).
- = In all countries, the proportion of black qualifiers receiving a first/2:1 was lower than for all other ethnic groups. The degree attainment gap between white and black qualifiers ranged from 19.1 percentage points in Scotland to 26.8 percentage points in England.
- = The ethnicity degree attainment gap has decreased from a peak of 18.8 percentage points in 2005/06 to 15.2 percentage points in 2013/14 – the lowest it has been in the last ten years.
- = 22.4% of white qualifiers received a first compared with 13.7% of BME qualifiers (a difference of 8.7 percentage points).
- = Relatively high proportions of Chinese (18.6%) and mixed (18.1%) qualifiers received a first. These were more than double the proportions of qualifiers from an other black background (8.3%) and black: African qualifiers (8.5%) who received a first.
- = At 16.6 percentage points, the BME degree attainment gap was larger among qualifiers studying non-SET subjects than SET subjects (13.3 percentage points; see fig. 3.15).

Ethnicity

Ethnicity overview

This section presents ethnicity data for UK domiciled students only.

98.2% of all students disclosed ethnicity information. Among those whose ethnicity information was known, 20.2% were BME.

The proportion of BME students varied considerably by country, from 23.2% in England to 2.5% in Northern Ireland.

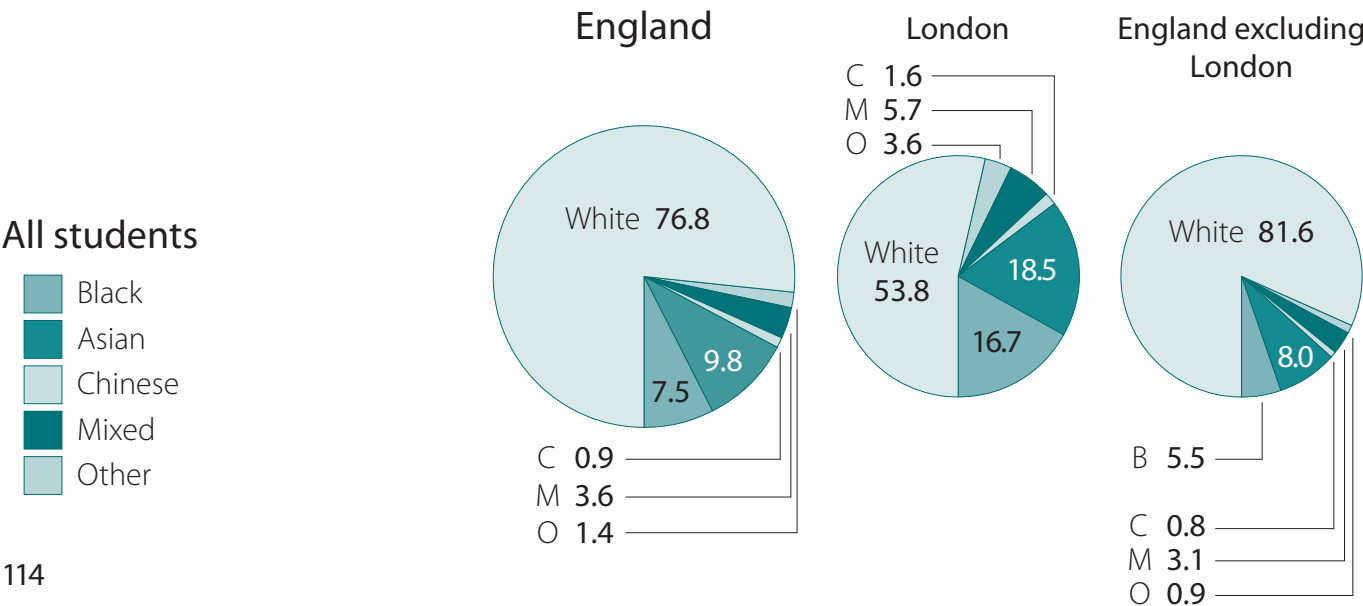
Notably, 46.2% of students studying in London were BME. Excluding London from the England figures brings the proportion who were BME to 18.4%.

3.1 All/first year UK domiciled students by country of institution and ethnic group

	White		BME total		Black	
	No.	%	No.	%	All	
	No.	%	No.	%	No.	%
All students						
England	1148890	76.8	347025	23.2	111605	7.5
London	139825	53.8	119950	46.2	43310	16.7
Eng. exc. London	1009065	81.6	227075	18.4	68295	5.5
Northern Ireland	46630	97.5	1210	2.5	210	0.4
Scotland	164360	92.6	13150	7.4	2680	1.5
Wales	99935	91.7	9025	8.3	2160	2.0
Total	1459815	79.8	370415	20.2	116655	6.4
First year students						
England	461780	76.6	141305	23.4	47070	7.8
London	60550	55.1	49245	44.9	18270	16.6
Eng. exc. London	401230	81.3	92065	18.7	28800	5.8
Northern Ireland	19260	97.4	510	2.6	85	0.4
Scotland	65450	92.5	5345	7.5	1200	1.7
Wales	44195	91.2	4270	8.8	1040	2.1
Total	590690	79.6	151430	20.4	49395	6.7

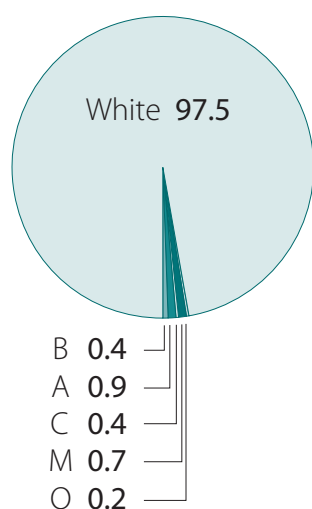
Percentages based on total number of students minus those whose country of institution is unknown.

All UK domiciled students in countries of institution by ethnic group

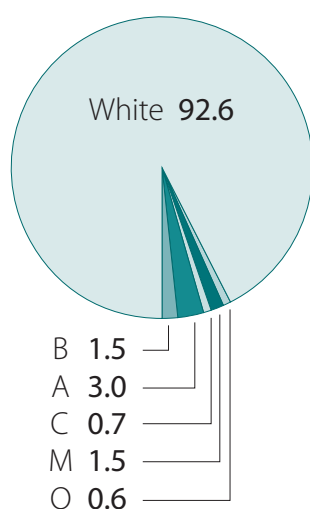


			Asian						Chinese		Mixed		Other			Unknown		
Caribbean	African	Other	All		Indian	Pakistani	Bangladeshi	Other					All		Arab			Other
%	%	%	No.	%	%	%	%	%	No.	%	No.	%	No.	%	%	%	No.	%
1.8	5.3	0.4	147075	9.8	3.9	2.9	1.1	2.0	13755	0.9	53685	3.6	20905	1.4	0.3	1.1	23525	1.5
4.1	11.7	0.9	48075	18.5	6.5	3.9	3.0	5.1	4230	1.6	14910	5.7	9425	3.6	0.7	2.9	6110	2.3
1.3	4.0	0.3	99000	8.0	3.4	2.6	0.7	1.3	9530	0.8	38775	3.1	11480	0.9	0.2	0.7	17415	1.4
0.0	0.4	0.0	415	0.9	0.4	0.2	0.0	0.3	190	0.4	310	0.7	85	0.2	0.0	0.1	2605	5.2
0.1	1.3	0.1	5410	3.0	0.8	1.4	0.1	0.7	1320	0.7	2745	1.5	995	0.6	0.2	0.4	4935	2.7
0.3	1.6	0.1	3510	3.2	1.3	0.7	0.5	0.8	540	0.5	2150	2.0	665	0.6	0.1	0.5	2565	2.3
1.5	4.6	0.3	156410	8.5	3.4	2.5	0.9	1.7	15805	0.9	58895	3.2	22655	1.2	0.3	1.0	33630	1.8
1.8	5.6	0.4	58685	9.7	3.8	2.8	1.1	2.0	5160	0.9	21480	3.6	8915	1.5	0.4	1.1	10810	1.8
4.0	11.8	0.9	19020	17.3	5.8	3.6	3.0	4.9	1655	1.5	6220	5.7	4080	3.7	1.0	2.7	2690	2.4
1.3	4.2	0.3	39665	8.0	3.3	2.6	0.7	1.4	3505	0.7	15260	3.1	4835	1.0	0.3	0.7	8120	1.6
0.1	0.3	0.0	195	1.0	0.5	0.2	0.1	0.3	75	0.4	125	0.6	35	0.2	0.1	0.1	2425	10.9
0.1	1.5	0.1	2095	3.0	0.8	1.4	0.2	0.6	490	0.7	1060	1.5	495	0.7	0.3	0.4	2210	3.0
0.3	1.7	0.2	1710	3.5	1.3	0.8	0.5	0.9	230	0.5	955	2.0	335	0.7	0.2	0.5	1600	3.2
1.5	4.8	0.3	62685	8.4	3.2	2.5	0.9	1.8	5955	0.8	23620	3.2	9775	1.3	0.4	0.9	17045	2.2

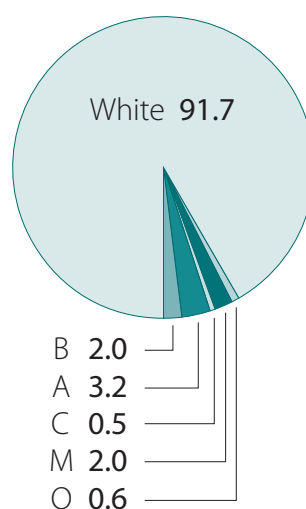
Northern Ireland



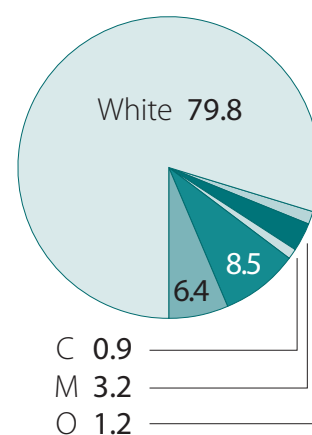
Scotland



Wales



UK



The proportion of students who were BME has increased each year since the time series began; from 14.9% in 2003/4 to 20.2% a decade later (an increase of 5.3 percentage points).

The proportion of students who were black has seen the most growth among all ethnic groups (2.0 percentage points over the past ten years; a 45.5% increase from 2003/04 levels). In comparison, the proportion of students who were mixed race has grown by 1.8 percentage points, Asian by 1.3 percentage points, and other ethnic group by 0.3 percentage points.

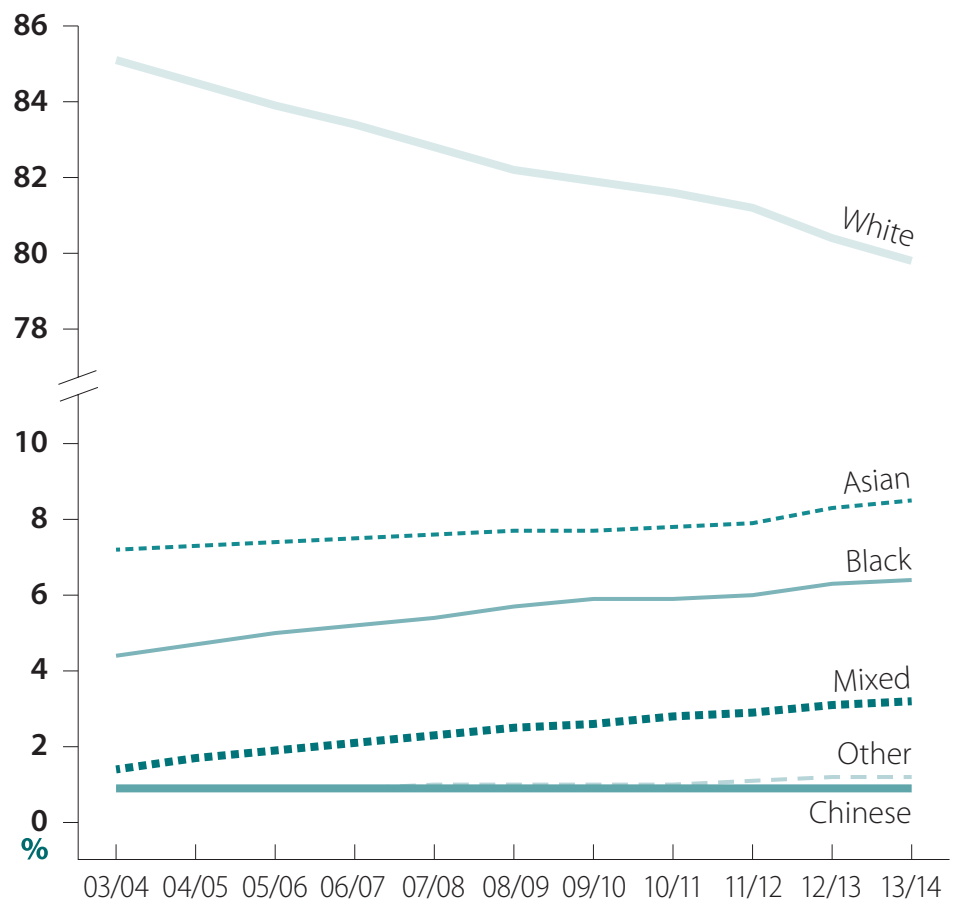
In this same time period, the proportion of students who were Chinese has consistently remained at 0.9%.

3.2 Profile of all UK domiciled students over time by ethnic group

	White	BME total	Black	Asian	Chinese	Mixed	Other
	%	%	%	%	%	%	%
2003/04	85.1	14.9	4.4	7.2	0.9	1.4	0.9
2004/05	84.5	15.5	4.7	7.3	0.9	1.7	0.9
2005/06	83.9	16.1	5.0	7.4	0.9	1.9	0.9
2006/07	83.4	16.6	5.2	7.5	0.9	2.1	0.9
2007/08	82.8	17.2	5.4	7.6	0.9	2.3	1.0
2008/09	82.2	17.8	5.7	7.7	0.9	2.5	1.0
2009/10	81.9	18.1	5.9	7.7	0.9	2.6	1.0
2010/11	81.6	18.4	5.9	7.8	0.9	2.8	1.0
2011/12	81.2	18.8	6.0	7.9	0.9	2.9	1.1
2012/13	80.4	19.6	6.3	8.3	0.9	3.1	1.2
2013/14	79.8	20.2	6.4	8.5	0.9	3.2	1.2

Percentages based on total number of students minus those whose ethnic group is unknown.

All UK domiciled students over time by ethnic group



The proportion of BME students who were black was higher among first year students than all students. 32.6% of BME first year students were black compared with 31.5% of all BME students (a difference of 1.1 percentage points).

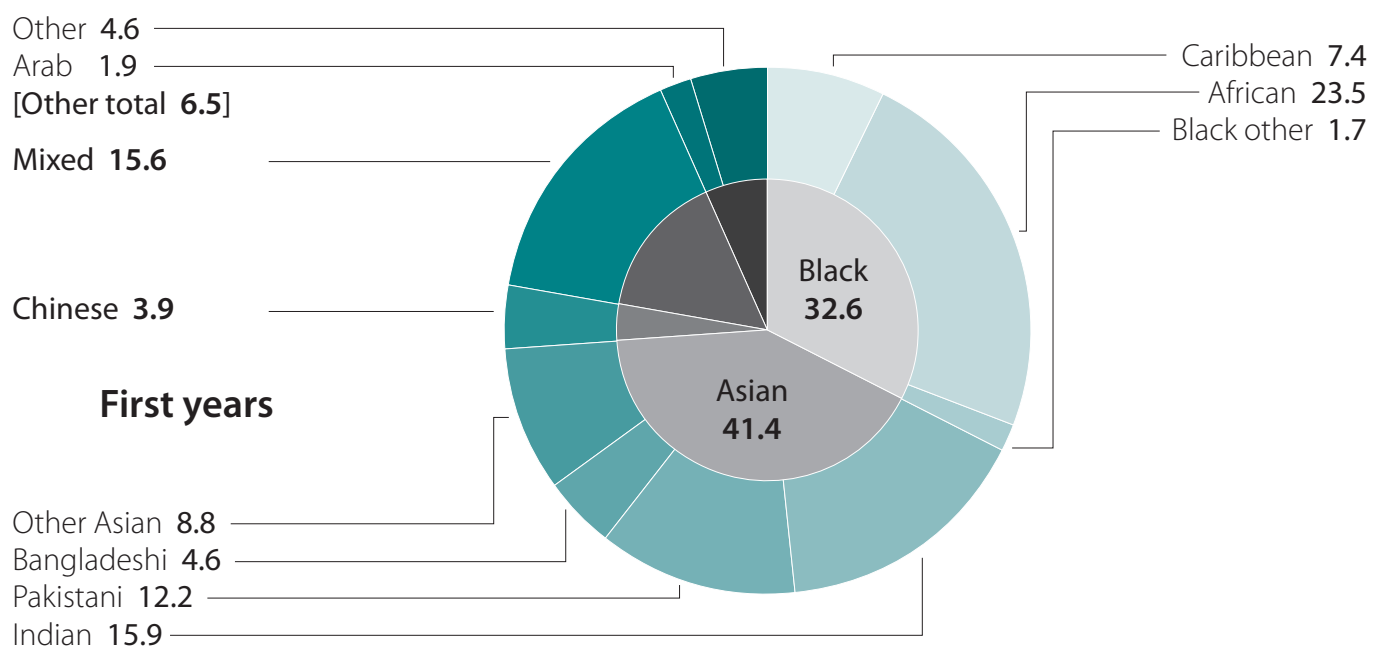
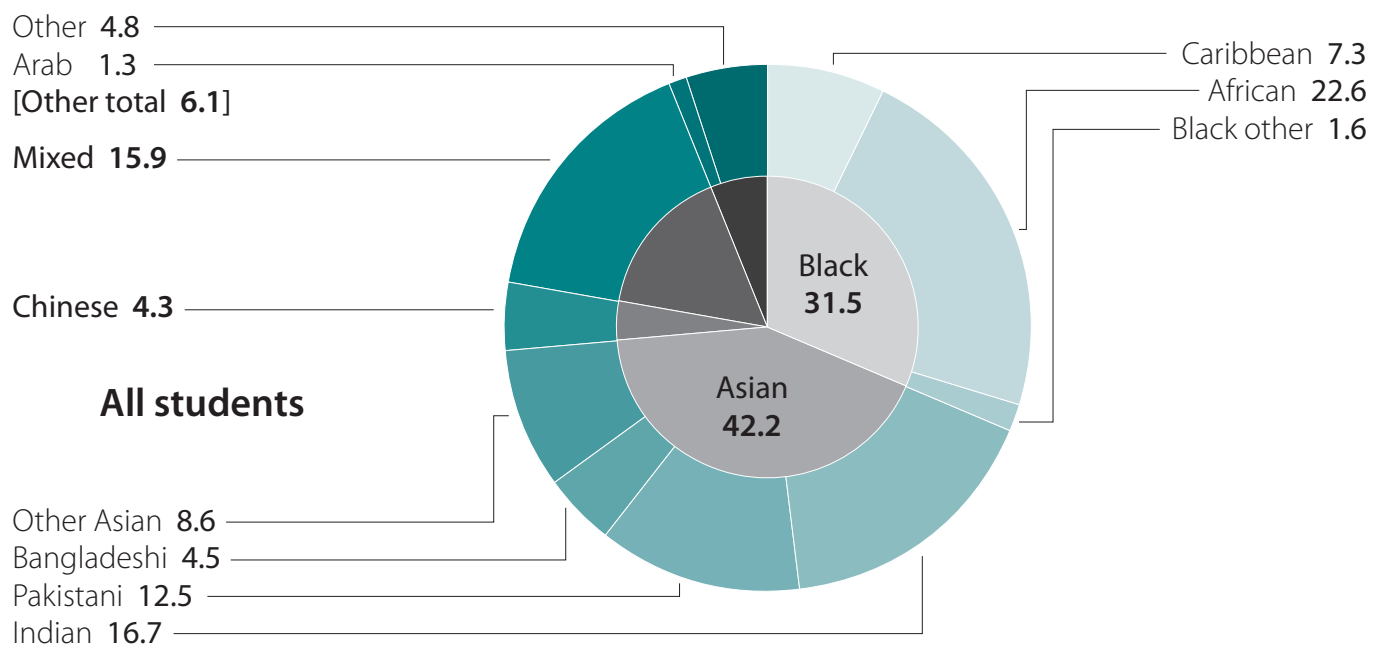
22.6% of all BME students were black: African and 16.7% were Asian: Indian. In contrast, just 4.5% of all BME students were Asian: Bangladeshi and 1.3% were Arab.

3.3 All/first year BME UK domiciled students by ethnic group

	All students		First years	
	No.	%	No.	%
Black	116655	31.5	49395	32.6
Black: Caribbean	27205	7.3	11275	7.4
Black: African	83630	22.6	35560	23.5
Other black background	5820	1.6	2560	1.7
Asian	156410	42.2	62685	41.4
Asian: Indian	62005	16.7	24075	15.9
Asian: Pakistani	46135	12.5	18430	12.2
Asian: Bangladeshi	16580	4.5	6905	4.6
Other Asian background	31685	8.6	13270	8.8
Chinese	15805	4.3	5955	3.9
Mixed	58895	15.9	23620	15.6
Other	22655	6.1	9775	6.5
Arab	4800	1.3	2850	1.9
Other	17855	4.8	6925	4.6
BME total	370415	100	151430	100

Percentages based on total number of students minus those whose ethnic group is unknown.

All/first year BME UK domiciled students by ethnic group



Mode and level

Overall, a higher proportion of Chinese students studied full-time (81.7%) than any other ethnic group. This difference was particularly marked at the research postgraduate level, where 75.7% of Chinese students studied full-time compared with 51.6% of black students (a 24.1 percentage point difference).

21.3% of first degree undergraduates were BME, compared with 19.3% of taught postgraduates, 16.4% of research postgraduates and 15.4% of other undergraduates.

The proportion of research postgraduates who were black (3.5%) was nearly half that of first degree undergraduates (6.6%).

3.4 All UK students by degree level, mode and ethnic group

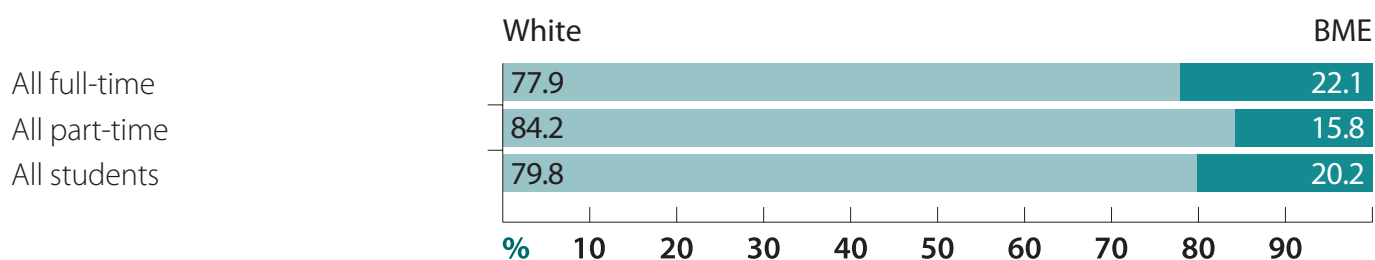
	White			BME total		
	No.	%*	%^	No.	%*	%^
All full-time	1009315	69.1	77.9	285630	77.1	22.1
All part-time	450500	30.9	84.2	84785	22.9	15.8
Total	1459815	100	79.8	370415	100	20.2
First degree undergraduate						
Full-time	871260	84.5	77.7	250760	89.7	22.3
Part-time	159930	15.5	84.7	28885	10.3	15.3
Total	1031190	100	78.7	279640	100	21.3
Other undergraduate						
Full-time	38075	22.9	79.7	9705	32.0	20.3
Part-time	128310	77.1	86.2	20615	68.0	13.8
Total	166385	100	84.6	30325	100	15.4
Research postgraduate						
Full-time	32805	63.6	83.6	6455	63.7	16.4
Part-time	18785	36.4	83.6	3675	36.3	16.4
Total	51590	100	83.6	10130	100	16.4
Taught postgraduate						
Full-time	67175	31.9	78.2	18710	37.2	21.8
Part-time	143475	68.1	81.9	31615	62.8	18.1
Total	210645	100	80.7	50320	100	19.3

* within an ethnic group, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students in an ethnic group (compare horizontally)

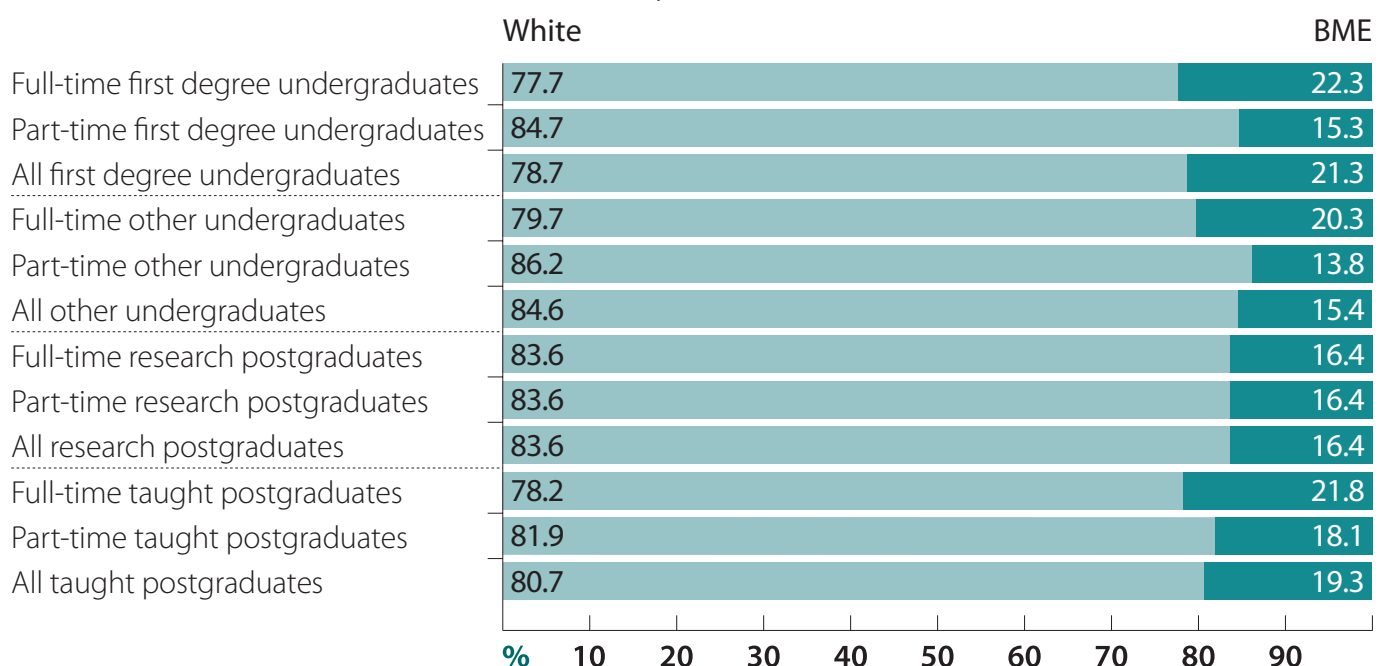
Percentages based on total number of students minus those whose degree level, mode or ethnic group is unknown.

All full-time/part-time UK domiciled students by BME/white identity



Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
85400	73.2	6.6	123360	78.9	9.5	12905	81.7	1.0	47150	80.1	3.6	16810	74.2	1.3
31255	26.8	5.8	33050	21.1	6.2	2900	18.3	0.5	11745	19.9	2.2	5840	25.8	1.1
116655	100	6.4	156410	100	8.5	15805	100	0.9	58895	100	3.2	22655	100	1.2
74170	86.1	6.6	110435	91.9	9.8	10655	94.6	0.9	41505	89.6	3.7	13990	89.0	1.2
11980	13.9	6.3	9750	8.1	5.2	605	5.4	0.3	4815	10.4	2.5	1735	11.0	0.9
86155	100	6.6	120180	100	9.2	11260	100	0.9	46320	100	3.5	15725	100	1.2
4065	33.3	8.5	3460	30.1	7.2	185	24.9	0.4	1465	36.3	3.1	530	28.8	1.1
8160	66.7	5.5	8020	69.9	5.4	560	75.1	0.4	2570	63.7	1.7	1310	71.2	0.9
12225	100	6.2	11485	100	5.8	745	100	0.4	4035	100	2.1	1835	100	0.9
1110	51.6	2.8	2495	63.5	6.4	715	75.7	1.8	1280	71.1	3.3	855	65.4	2.2
1040	48.4	4.6	1430	36.5	6.4	230	24.3	1.0	520	28.9	2.3	450	34.6	2.0
2145	100	3.5	3925	100	6.4	945	100	1.5	1800	100	2.9	1310	100	2.1
6055	37.5	7.1	6970	33.5	8.1	1350	47.2	1.6	2900	43.0	3.4	1440	38.0	1.7
10075	62.5	5.8	13845	66.5	7.9	1505	52.8	0.9	3840	57.0	2.2	2345	62.0	1.3
16130	100	6.2	20815	100	8.0	2855	100	1.1	6740	100	2.6	3785	100	1.4

All full-time/part-time UK domiciled students in degree levels by BME/white identity



Among first year students, a higher proportion of white students studied part-time (35.5%) than any other ethnic group. The proportion of white first year students studying part-time was 4.6 percentage points higher than the proportion of all white students studying part-time (see fig. 3.4).

Mixed first year students had the lowest proportion studying part-time (21.8%).

22.5% of first year first degree undergraduates were BME compared with 19.2% of first year taught postgraduates, 17.1% of first year research postgraduates and 15.3% of first year other undergraduates.

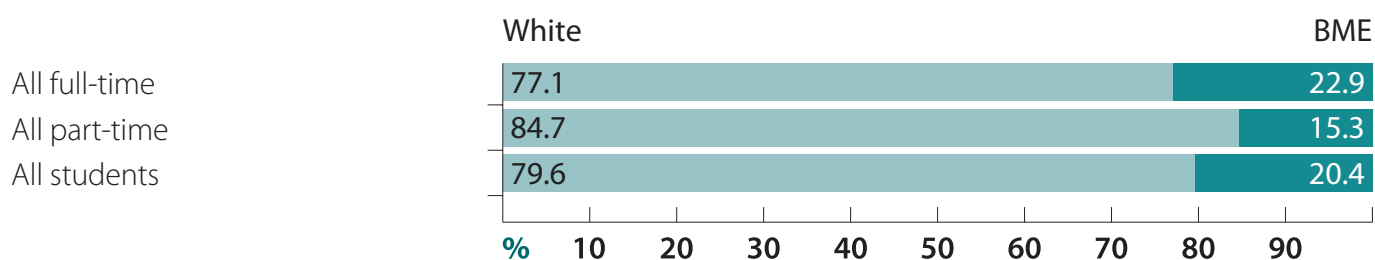
3.5 UK first years by degree level, mode and ethnic group

	White			BME total		
	No.	%*	%^	No.	%*	%^
All full-time	380970	64.5	77.1	113445	74.9	22.9
All part-time	209715	35.5	84.7	37985	25.1	15.3
Total	590690	100	79.6	151430	100	20.4
First degree undergraduate						
Full-time	292645	86.8	76.2	91270	93.1	23.8
Part-time	44545	13.2	86.9	6735	6.9	13.1
Total	337195	100	77.5	98000	100	22.5
Other undergraduate						
Full-time	20850	19.0	79.9	5230	26.3	20.1
Part-time	89085	81.0	85.9	14685	73.7	14.1
Total	109935	100	84.7	19915	100	15.3
Research postgraduate						
Full-time	11340	72.4	83.0	2315	71.9	17.0
Part-time	4330	27.6	82.7	905	28.1	17.3
Total	15670	100	82.9	3220	100	17.1
Taught postgraduate						
Full-time	56140	43.9	79.3	14630	48.3	20.7
Part-time	71750	56.1	82.1	15665	51.7	17.9
Total	127890	100	80.8	30290	100	19.2

* within an ethnic group, the percentage of students in a mode (compare vertically within a degree level)

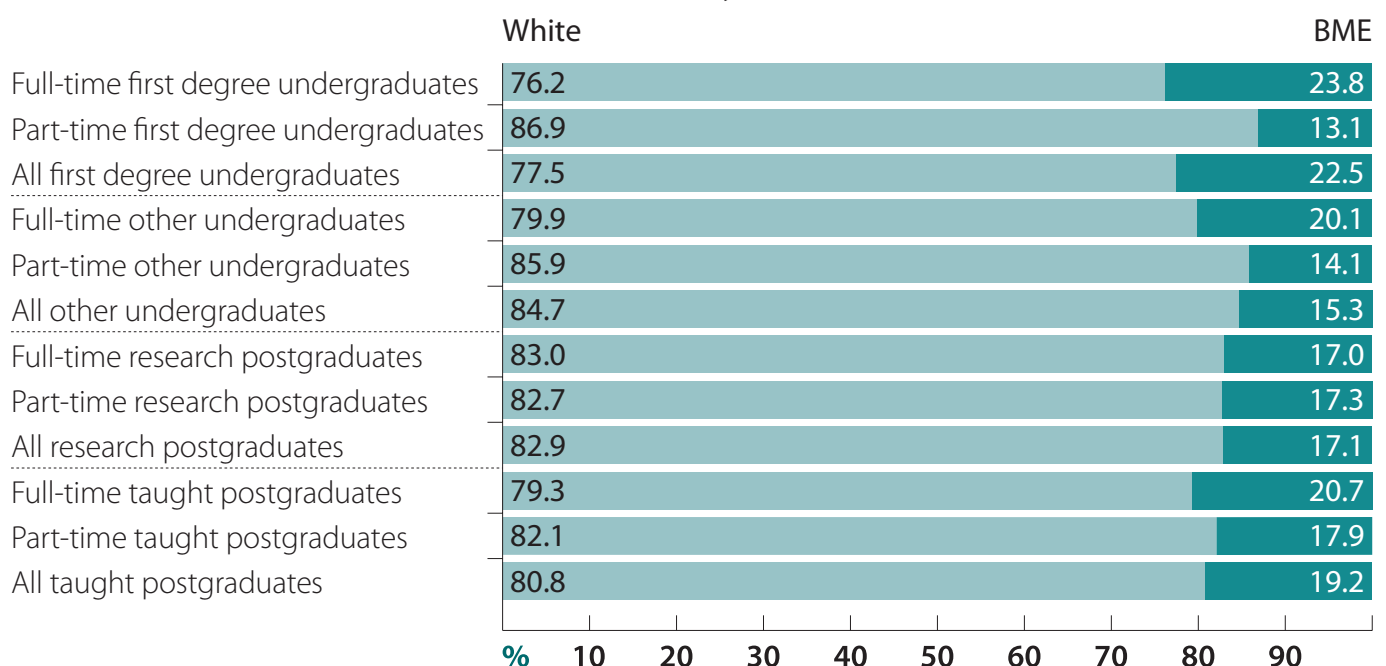
^ within a degree level and mode, the percentage of students in an ethnic group (compare horizontally)
Percentages based on total number of students minus those whose degree level, mode or ethnic group is unknown.

First year full-time/part-time UK domiciled students by BME/white identity



Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
35720	72.3	7.2	47485	75.8	9.6	4605	77.3	0.9	18460	78.2	3.7	7180	73.4	1.5
13675	27.7	5.5	15200	24.2	6.1	1350	22.7	0.5	5160	21.8	2.1	2600	26.6	1.0
49395	100	6.7	62685	100	8.4	5955	100	0.8	23620	100	3.2	9775	100	1.3
28710	90.9	7.5	39110	95.1	10.2	3210	96.2	0.8	14820	91.9	3.9	5415	92.7	1.4
2880	9.1	5.6	1995	4.9	3.9	125	3.8	0.2	1300	8.1	2.5	430	7.3	0.8
31590	100	7.3	41105	100	9.4	3340	100	0.8	16125	100	3.7	5845	100	1.3
2105	26.9	8.1	1900	24.4	7.3	105	19.7	0.4	815	31.6	3.1	310	25.3	1.2
5700	73.1	5.5	5875	75.6	5.7	430	80.3	0.4	1770	68.4	1.7	910	74.7	0.9
7805	100	6.0	7775	100	6.0	535	100	0.4	2585	100	2.0	1215	100	0.9
420	61.7	3.1	895	71.1	6.5	230	80.1	1.7	475	80.5	3.5	295	73.4	2.2
260	38.3	5.0	365	28.9	7.0	55	19.9	1.1	115	19.5	2.2	105	26.6	2.0
685	100	3.6	1260	100	6.7	285	100	1.5	590	100	3.1	405	100	2.1
4485	48.1	6.3	5585	44.5	7.9	1060	58.9	1.5	2345	54.3	3.3	1155	50.1	1.6
4835	51.9	5.5	6965	55.5	8.0	735	41.1	0.8	1975	45.7	2.3	1155	49.9	1.3
9315	100	5.9	12550	100	7.9	1795	100	1.1	4320	100	2.7	2310	100	1.5

First year full-time/part-time UK domiciled students in degree levels by BME/white identity



Subjects

Overall, a higher proportion of BME students studied SET subjects (48.6%) than white students (44.7%). However, this varied by ethnic group. For example, 52.8% of Asian students and 53.5% of Chinese students studied SET subjects, compared with 42.0% of mixed students.

Relatively high proportions of students studying medicine and dentistry (32.8%), law (32.6%) and business and administrative studies (28.9%) were BME.

Veterinary science (4.3%), agriculture and related subjects (5.0%), combined studies (8.8%) and historical and philosophical studies (9.2%) were the subject areas with the least ethnically diverse students.

3.6 All UK domiciled students by subject area and ethnic group

	White			BME total		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	15040	1.0	95.0	800	0.2	5.0
Architecture, building, planning	29305	2.0	79.8	7400	2.0	20.2
Biological sciences	149445	10.2	81.3	34355	9.3	18.7
Computer science	52030	3.6	72.5	19750	5.3	27.5
Engineering and technology	81305	5.6	77.2	23945	6.5	22.8
Mathematical sciences	25600	1.8	77.7	7355	2.0	22.3
Medicine and dentistry	37510	2.6	67.2	18270	4.9	32.8
Physical sciences	68435	4.7	87.5	9745	2.6	12.5
Subjects allied to medicine	188600	12.9	76.4	58275	15.7	23.6
Veterinary science	4555	0.3	95.7	205	0.1	4.3
SET total	651820	44.7	78.4	180100	48.6	21.6
Non-SET						
Business, admin studies	144525	9.9	71.1	58725	15.9	28.9
Combined	47035	3.2	91.2	4545	1.2	8.8
Creative arts and design	121845	8.3	86.5	19030	5.1	13.5
Education	135210	9.3	86.5	21120	5.7	13.5
Historical and philosophical studies	71570	4.9	90.8	7235	2.0	9.2
Languages	83635	5.7	87.9	11505	3.1	12.1
Law	44385	3.0	67.4	21505	5.8	32.6
Mass comms and documentation	31200	2.1	81.5	7065	1.9	18.5
Social studies	128585	8.8	76.5	39580	10.7	23.5
Non-SET total	807995	55.3	80.9	190315	51.4	19.1
Total	1459815	100	79.8	370415	100	20.2

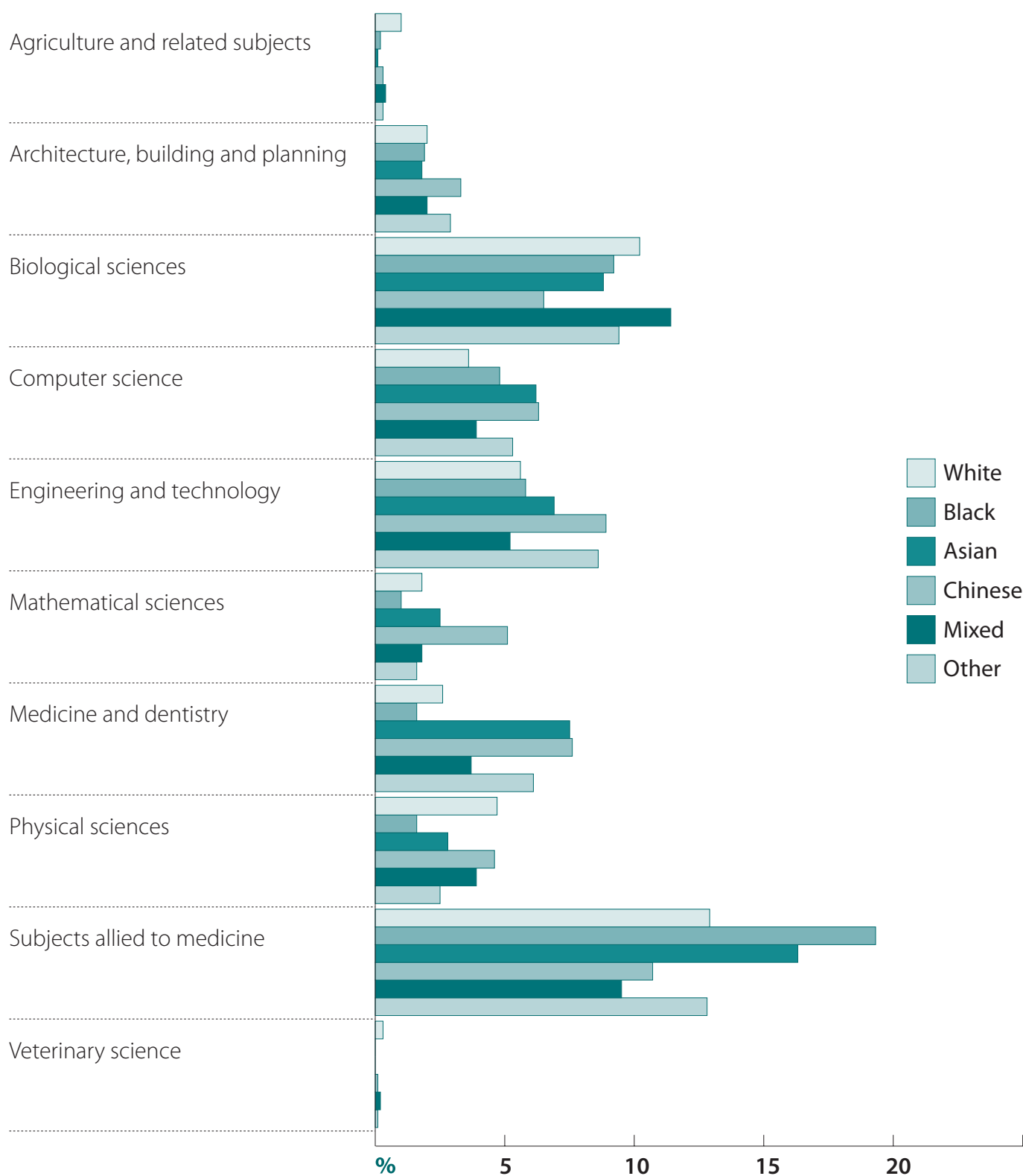
* within an ethnic group, the percentage of students in a subject area (compare vertically)

^ within a subject area, the percentage of students in an ethnic group (compare horizontally)

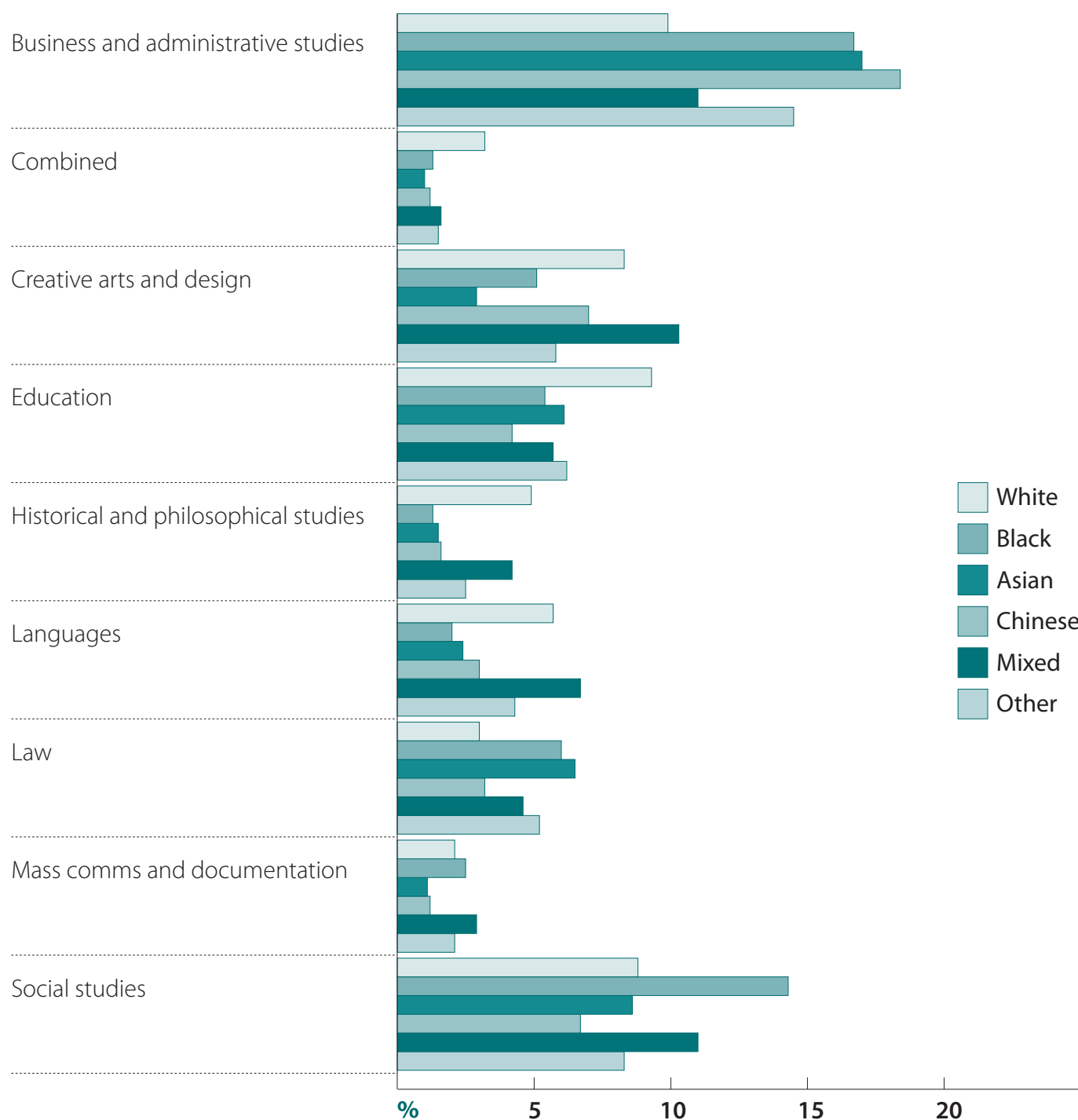
Percentages based on total number of students minus those whose subject area or ethnic group is unknown.

Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
270	0.2	1.7	195	0.1	1.2	55	0.3	0.3	215	0.4	1.3	65	0.3	0.4
2270	1.9	6.2	2775	1.8	7.6	520	3.3	1.4	1180	2.0	3.2	655	2.9	1.8
10740	9.2	5.8	13735	8.8	7.5	1020	6.5	0.6	6730	11.4	3.7	2135	9.4	1.2
5620	4.8	7.8	9630	6.2	13.4	995	6.3	1.4	2305	3.9	3.2	1200	5.3	1.7
6740	5.8	6.4	10780	6.9	10.2	1410	8.9	1.3	3075	5.2	2.9	1940	8.6	1.8
1165	1.0	3.5	3960	2.5	12.0	800	5.1	2.4	1055	1.8	3.2	375	1.6	1.1
1860	1.6	3.3	11660	7.5	20.9	1205	7.6	2.2	2165	3.7	3.9	1380	6.1	2.5
1830	1.6	2.3	4315	2.8	5.5	725	4.6	0.9	2320	3.9	3.0	555	2.5	0.7
22545	19.3	9.1	25520	16.3	10.3	1695	10.7	0.7	5615	9.5	2.3	2895	12.8	1.2
10	0.0	0.2	60	0.0	1.3	20	0.1	0.5	95	0.2	2.0	15	0.1	0.3
53055	45.5	6.4	82630	52.8	9.9	8450	53.5	1.0	24755	42.0	3.0	11215	49.5	1.3
19455	16.7	9.6	26590	17.0	13.1	2910	18.4	1.4	6480	11.0	3.2	3290	14.5	1.6
1500	1.3	2.9	1540	1.0	3.0	190	1.2	0.4	970	1.6	1.9	345	1.5	0.7
5960	5.1	4.2	4590	2.9	3.3	1105	7.0	0.8	6050	10.3	4.3	1320	5.8	0.9
6260	5.4	4.0	9480	6.1	6.1	660	4.2	0.4	3330	5.7	2.1	1395	6.2	0.9
1525	1.3	1.9	2390	1.5	3.0	250	1.6	0.3	2490	4.2	3.2	575	2.5	0.7
2330	2.0	2.4	3810	2.4	4.0	465	3.0	0.5	3925	6.7	4.1	975	4.3	1.0
6940	6.0	10.5	10155	6.5	15.4	505	3.2	0.8	2715	4.6	4.1	1185	5.2	1.8
2940	2.5	7.7	1740	1.1	4.6	195	1.2	0.5	1705	2.9	4.5	480	2.1	1.3
16695	14.3	9.9	13480	8.6	8.0	1060	6.7	0.6	6475	11.0	3.9	1870	8.3	1.1
63600	54.5	6.4	73780	47.2	7.4	7355	46.5	0.7	34140	58.0	3.4	11440	50.5	1.1
116655	100	6.4	156410	100	8.5	15805	100	0.9	58895	100	3.2	22655	100	1.2

All UK domiciled students in SET subject areas by ethnic group



All UK domiciled students in non-SET subject areas by ethnic group



With the exception of black students, across all ethnic groups the proportion of students who studied SET subjects was lower among first year students than for all students. The difference ranges from 0.9 percentage points for mixed students to 2.7 percentage points for Chinese students (see fig. 3.6). However, the majority of Asian (51.8%) and Chinese (50.8%) first year students still studied SET subjects.

Across all subject areas, the ethnic composition for first year students was broadly similar to that for all students. The most notable differences were within mathematical sciences and medicine and dentistry, where the proportions of first year students who were BME were 1.9 and 1.8 percentage points higher, respectively, than among all students.

Over one in five (21.2%) black first year students studied subjects allied to medicine, almost double the proportion of mixed first year students to do so (11.0%).

3.7 First year UK domiciled students by subject area and ethnic group

	White			BME total		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	7215	1.2	95.1	375	0.2	4.9
Architecture, building, planning	10935	1.9	79.4	2835	1.9	20.6
Biological sciences	57865	9.8	80.4	14130	9.3	19.6
Computer science	19830	3.4	72.3	7610	5.0	27.7
Engineering and technology	28275	4.8	75.8	9025	6.0	24.2
Mathematical sciences	8220	1.4	75.8	2630	1.7	24.2
Medicine and dentistry	9990	1.7	65.4	5290	3.5	34.6
Physical sciences	23000	3.9	86.1	3725	2.5	13.9
Subjects allied to medicine	91800	15.5	77.5	26660	17.6	22.5
Veterinary science	1085	0.2	95.8	50	0.0	4.2
SET total	258220	43.7	78.1	72325	47.8	21.9
Non-SET						
Business, admin studies	58905	10.0	71.1	23905	15.8	28.9
Combined	21005	3.6	91.2	2035	1.3	8.8
Creative arts and design	45015	7.6	86.0	7315	4.8	14.0
Education	72380	12.3	86.4	11370	7.5	13.6
Historical and philosophical studies	24895	4.2	89.9	2810	1.9	10.1
Languages	28415	4.8	86.9	4290	2.8	13.1
Law	17870	3.0	67.5	8610	5.7	32.5
Mass comms and documentation	12070	2.0	81.1	2815	1.9	18.9
Social studies	51910	8.8	76.5	15955	10.5	23.5
Non-SET total	332470	56.3	80.8	79100	52.2	19.2
Total	590690	100	79.6	151430	100	20.4

* within an ethnic group, the percentage of students in a subject area (compare vertically)

^ within a subject area, the percentage of students in an ethnic group (compare horizontally)

Percentages based on total number of students minus those whose subject area or ethnic group is unknown.

Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
125	0.3	1.6	90	0.1	1.2	25	0.4	0.3	100	0.4	1.4	30	0.3	0.4
850	1.7	6.2	1010	1.6	7.3	215	3.6	1.6	480	2.0	3.5	280	2.8	2.0
4545	9.2	6.3	5465	8.7	7.6	405	6.8	0.6	2735	11.6	3.8	980	10.0	1.4
2220	4.5	8.1	3670	5.9	13.4	365	6.2	1.3	875	3.7	3.2	475	4.9	1.7
2635	5.3	7.1	4055	6.5	10.9	440	7.4	1.2	1105	4.7	3.0	785	8.0	2.1
435	0.9	4.0	1395	2.2	12.9	300	5.0	2.8	355	1.5	3.3	145	1.5	1.3
605	1.2	4.0	3340	5.3	21.9	305	5.1	2.0	595	2.5	3.9	440	4.5	2.9
765	1.5	2.9	1640	2.6	6.1	250	4.2	0.9	845	3.6	3.2	225	2.3	0.8
10465	21.2	8.8	11595	18.5	9.8	715	12.0	0.6	2595	11.0	2.2	1290	13.2	1.1
5	0.0	0.3	15	0.0	1.2	5	0.1	0.4	20	0.1	1.8	5	0.1	0.6
22655	45.9	6.9	32275	51.5	9.8	3025	50.8	0.9	9710	41.1	2.9	4660	47.7	1.4
8095	16.4	9.8	10600	16.9	12.8	1150	19.3	1.4	2620	11.1	3.2	1440	14.7	1.7
625	1.3	2.7	720	1.1	3.1	115	2.0	0.5	405	1.7	1.8	170	1.7	0.7
2425	4.9	4.6	1705	2.7	3.3	355	6.0	0.7	2285	9.7	4.4	545	5.6	1.0
3185	6.4	3.8	5170	8.2	6.2	370	6.2	0.4	1860	7.9	2.2	790	8.1	0.9
630	1.3	2.3	925	1.5	3.3	100	1.7	0.4	935	4.0	3.4	230	2.3	0.8
920	1.9	2.8	1410	2.3	4.3	180	3.1	0.6	1370	5.8	4.2	410	4.2	1.2
2820	5.7	10.7	3930	6.3	14.8	190	3.2	0.7	1150	4.9	4.3	515	5.3	1.9
1165	2.4	7.8	695	1.1	4.7	60	1.0	0.4	680	2.9	4.6	215	2.2	1.4
6875	13.9	10.1	5255	8.4	7.7	410	6.9	0.6	2605	11.0	3.8	810	8.3	1.2
26740	54.1	6.5	30410	48.5	7.4	2930	49.2	0.7	13910	58.9	3.4	5115	52.3	1.2
49395	100	6.7	62685	100	8.4	5955	100	0.8	23620	100	3.2	9775	100	1.3

Medicine and dentistry had the highest proportions of students who were BME across all levels of study apart from other undergraduate. For other undergraduates, the subject area with the highest proportion of students who were BME was law (35.2%).

BME students were most underrepresented in veterinary science across all levels of study apart from research postgraduate, where they were most underrepresented in historical and philosophical studies.

In all but four of the 19 subject areas, the proportion of research postgraduates who were BME was lower than the proportion among first degree undergraduates. This difference was particularly pronounced among students studying law (an 11.1 percentage point difference) and social studies (8.0 percentage points).

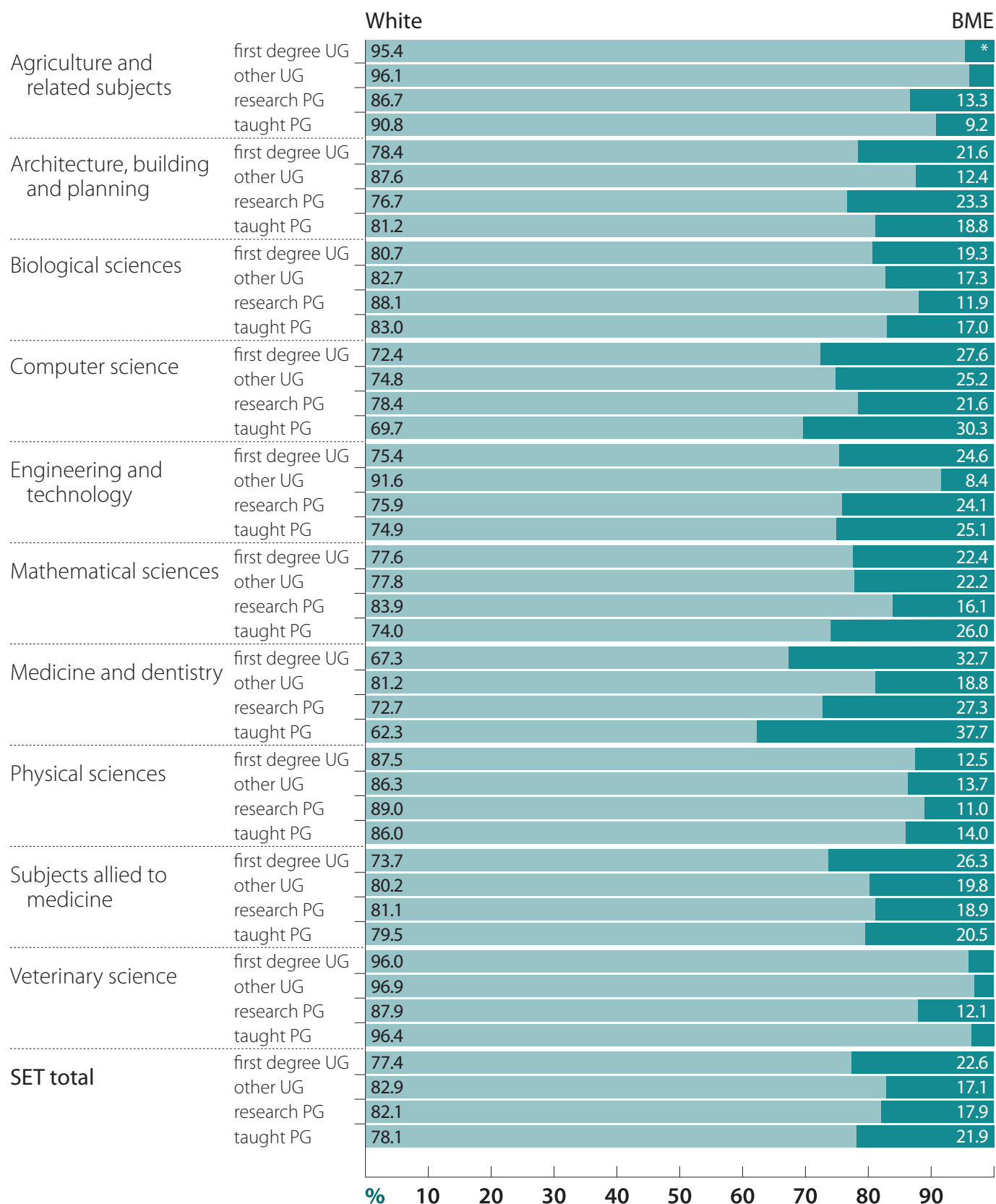
3.8 All UK domiciled students by subject area, degree level and BME/white identity

	First degree undergraduate			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	8020	95.4	385	4.6
Architecture, building, planning	19450	78.4	5350	21.6
Biological sciences	121715	80.7	29195	19.3
Computer science	43585	72.4	16650	27.6
Engineering and technology	58990	75.4	19215	24.6
Mathematical sciences	23005	77.6	6640	22.4
Medicine and dentistry	27030	67.3	13115	32.7
Physical sciences	56490	87.5	8055	12.5
Subjects allied to medicine	104265	73.7	37115	26.3
Veterinary science	3820	96.0	160	4.0
SET total	466375	77.4	135875	22.6
Non-SET				
Business, administrative studies	99075	68.9	44740	31.1
Combined	25140	89.6	2910	10.4
Creative arts and design	105635	86.2	16885	13.8
Education	50020	85.4	8545	14.6
Historical, philosophical studies	57255	90.9	5755	9.1
Languages	71135	87.8	9880	12.2
Law	35260	66.8	17510	33.2
Mass communications and documentation	26345	81.0	6180	19.0
Social studies	94955	75.2	31360	24.8
Non-SET total	564820	79.7	143765	20.3
Total	1031190	78.7	279640	21.3

.. Percentages based on totals of 22.5 or less are not shown.
 Percentages based on total number of students minus those whose subject area, degree level or BME/white identity is unknown.

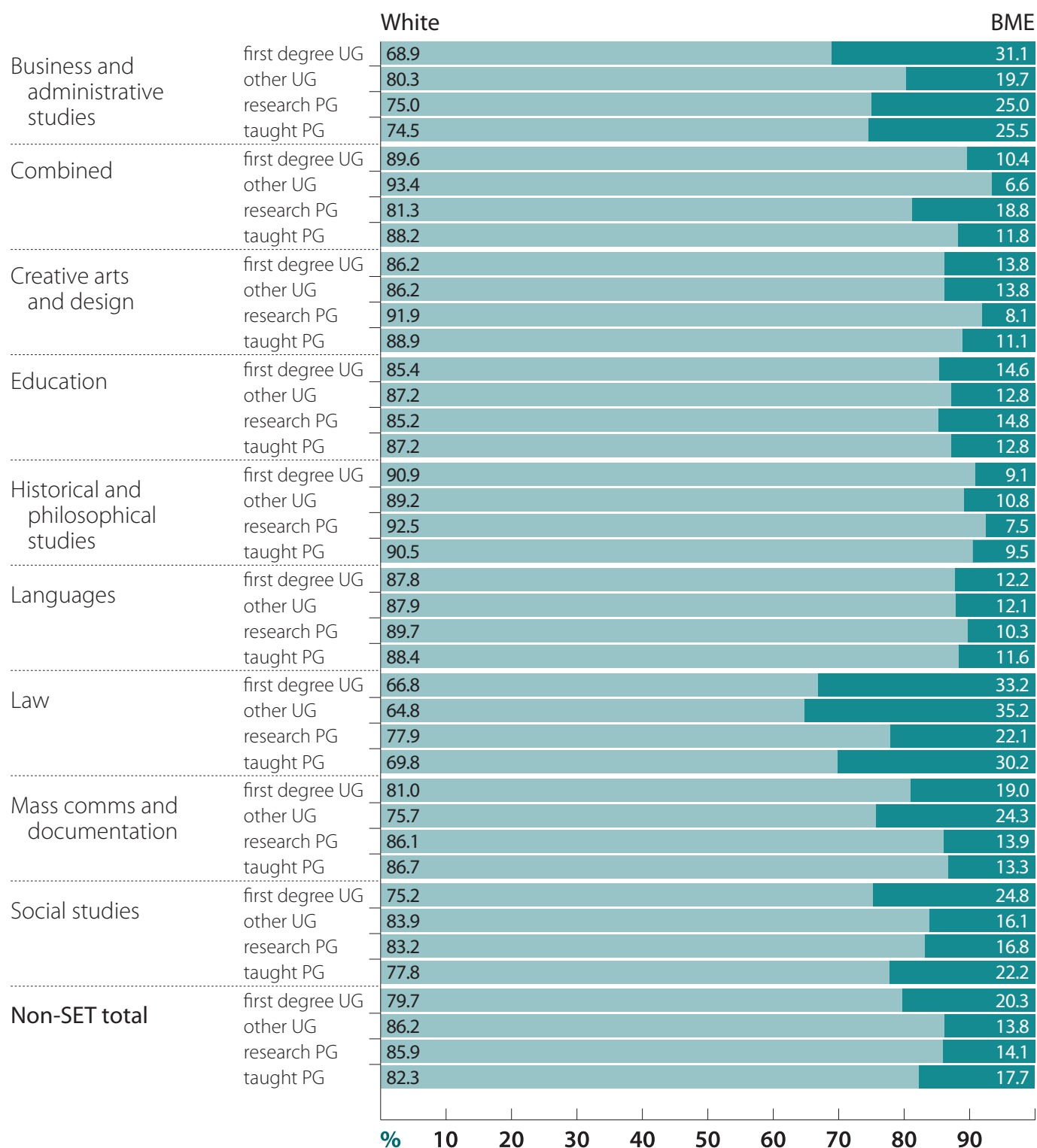
Other undergraduate				Research postgraduate				Taught postgraduate			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5250	96.1	215	3.9	385	86.7	60	13.3	1380	90.8	140	9.2
3020	87.6	425	12.4	650	76.7	195	23.3	6185	81.2	1430	18.8
7480	82.7	1565	17.3	7905	88.1	1070	11.9	12345	83.0	2525	17.0
3400	74.8	1150	25.2	1490	78.4	410	21.6	3555	69.7	1545	30.3
10955	91.6	1000	8.4	4280	75.9	1360	24.1	7080	74.9	2370	25.1
495	77.8	140	22.2	1050	83.9	200	16.1	1050	74.0	370	26.0
410	81.2	95	18.8	4480	72.7	1685	27.3	5585	62.3	3375	37.7
2045	86.3	325	13.7	6270	89.0	775	11.0	3630	86.0	595	14.0
46265	80.2	11435	19.8	3915	81.1	910	18.9	34155	79.5	8810	20.5
65	96.9	0	3.1	210	87.9	30	12.1	465	96.4	15	3.6
79380	82.9	16360	17.1	30630	82.1	6695	17.9	75435	78.1	21170	21.9
16080	80.3	3945	19.7	2115	75.0	705	25.0	27255	74.5	9340	25.5
20360	93.4	1430	6.6	25	81.3	5	18.8	1505	88.2	200	11.8
5725	86.2	920	13.8	2285	91.9	200	8.1	8195	88.9	1025	11.1
22170	87.2	3245	12.8	3835	85.2	665	14.8	59185	87.2	8660	12.8
4285	89.2	520	10.8	4180	92.5	340	7.5	5850	90.5	615	9.5
5025	87.9	695	12.1	2930	89.7	340	10.3	4545	88.4	595	11.6
1560	64.8	850	35.2	850	77.9	240	22.1	6715	69.8	2905	30.2
825	75.7	265	24.3	515	86.1	85	13.9	3510	86.7	540	13.3
10965	83.9	2100	16.1	4215	83.2	855	16.8	18450	77.8	5270	22.2
87005	86.2	13965	13.8	20960	85.9	3435	14.1	135210	82.3	29150	17.7
166385	84.6	30325	15.4	51590	83.6	10130	16.4	210645	80.7	50320	19.3

All UK domiciled students in SET subject areas and degree levels by BME/white identity



* values less than 5.0 are not displayed

All UK domiciled students in non-SET subject areas and degree levels by BME/white identity



Within SET subject areas, at every degree level the proportions of students who were BME were higher among first year students than students across all years. These differences ranged from 0.3 percentage points among other undergraduates to 0.8 percentage points among first degree undergraduates and research postgraduates (see fig. 3.8).

This was also true within non-SET areas for every degree level except other undergraduate. The differences ranged from 0.4 percentage points among research postgraduates to 1.5 percentage points among first degree undergraduates and taught postgraduates (see fig. 3.8).

At the other undergraduate level, 13.3% of first year students studying non-SET subjects were BME, compared with 13.8% of all non-SET subjects (see fig. 3.8).

3.9 First year UK domiciled students by subject area, degree level and BME/white identity

	First degree undergraduate			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	2780	94.6	160	5.4
Architecture, building, planning	5700	76.3	1770	23.7
Biological sciences	42870	79.5	11030	20.5
Computer science	15570	72.1	6025	27.9
Engineering and technology	17665	72.6	6670	27.4
Mathematical sciences	7030	76.0	2225	24.0
Medicine and dentistry	5390	65.5	2840	34.5
Physical sciences	17570	86.0	2860	14.0
Subjects allied to medicine	37230	74.2	12950	25.8
Veterinary science	815	96.2	30	3.8
SET total	152620	76.6	46560	23.4
Non-SET				
Business, administrative studies	33965	67.7	16225	32.3
Combined	5020	87.5	715	12.5
Creative arts and design	36290	85.4	6225	14.6
Education	17365	83.7	3375	16.3
Historical, philosophical studies	17640	89.9	1990	10.1
Languages	20765	86.6	3205	13.4
Law	12050	66.2	6165	33.8
Mass communications and documentation	9250	80.0	2320	20.0
Social studies	32230	74.2	11225	25.8
Non-SET total	184575	78.2	51440	21.8
Total	337195	77.5	98000	22.5

Percentages based on total number of students minus those whose subject area, degree level or BME/white identity is unknown.

Other undergraduate				Research postgraduate				Taught postgraduate			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3450	96.7	115	3.3	145	87.1	20	12.9	840	91.4	80	8.6
1605	87.6	230	12.4	195	73.7	70	26.3	3435	81.7	770	18.3
4935	81.2	1140	18.8	2535	86.8	385	13.2	7520	82.7	1575	17.3
1820	75.7	585	24.3	455	77.9	130	22.1	1985	69.5	870	30.5
5990	91.6	550	8.4	1305	75.8	415	24.2	3320	70.5	1385	29.5
230	71.2	95	28.8	310	82.3	65	17.7	650	72.7	245	27.3
190	77.5	55	22.5	1385	73.4	500	26.6	3025	61.5	1890	38.5
1075	84.8	195	15.2	1995	87.8	275	12.2	2360	85.7	395	14.3
33625	80.4	8175	19.6	1105	78.5	305	21.5	19845	79.1	5230	20.9
20	91.7	0	8.3	65	89.9	5	10.1	185	96.7	5	3.3
52940	82.6	11140	17.4	9495	81.3	2175	18.7	43165	77.6	12450	22.4
9905	81.8	2205	18.2	600	72.4	230	27.6	14435	73.4	5240	26.6
14760	92.7	1155	7.3	5	..	0	..	1225	88.4	160	11.6
3225	88.3	425	11.7	640	91.1	65	8.9	4860	89.0	600	11.0
14030	87.9	1930	12.1	965	84.5	175	15.5	40020	87.2	5895	12.8
2490	88.1	335	11.9	1310	92.2	110	7.8	3455	90.3	370	9.7
3795	86.4	600	13.6	930	89.3	110	10.7	2930	88.7	375	11.3
1170	64.5	645	35.5	285	80.1	70	19.9	4360	71.6	1730	28.4
425	77.6	125	22.4	150	87.8	20	12.2	2245	86.3	355	13.7
7195	84.2	1355	15.8	1300	83.2	260	16.8	11190	78.2	3115	21.8
56995	86.7	8775	13.3	6175	85.5	1045	14.5	84725	82.6	17840	17.4
109935	84.7	19915	15.3	15670	82.9	3220	17.1	127890	80.8	30290	19.2

Continuation

Entrants refers to full-time first degree UK domiciled 2012/13 entrants. Continuation data indicates the progress of these entrants to 2013/14.

Overall, a higher proportion of white entrants continued or qualified (91.8%) than BME students (87.9%). However, continuation/qualification rates varied considerably by ethnic group, ranging from 93.8% for Chinese entrants to 82.7% for entrants from an other black background (an 11.1 percentage point difference).

Compared with 2012/13, students from another black background have also seen the largest fall (at 2.8 percentage points) in the proportion of students who continued or qualified (85.5%).

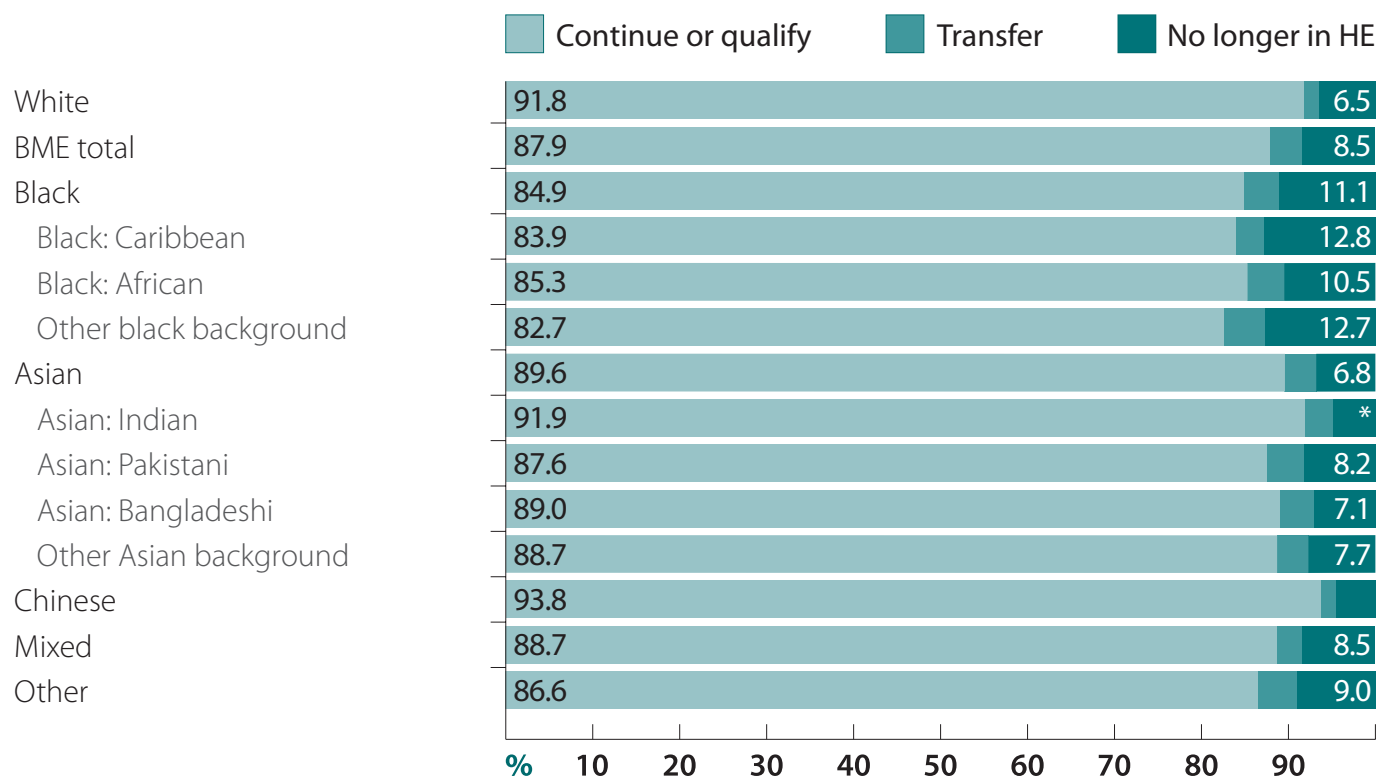
Over this period, the proportion of students who qualified or completed has declined across most ethnic groups. The exceptions were Bangladeshi students, students from another Asian background and Chinese students, who have seen increases of 1.3, 0.4 and 0.6 percentage points respectively (fig. 3.10, ECU [2014]).

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
White	244360	91.8	4360	1.6	17420	6.5
BME total	72645	87.9	2985	3.6	6990	8.5
Black	22385	84.9	1060	4.0	2925	11.1
Black: Caribbean	4795	83.9	185	3.3	735	12.8
Black: African	16565	85.3	820	4.2	2035	10.5
Other black background	1025	82.7	55	4.5	160	12.7
Asian	31540	89.6	1295	3.7	2380	6.8
Asian: Indian	11865	91.9	415	3.2	630	4.9
Asian: Pakistani	9975	87.6	470	4.1	935	8.2
Asian: Bangladeshi	3820	89.0	165	3.9	305	7.1
Other Asian background	5880	88.7	240	3.6	505	7.7
Chinese	2990	93.8	55	1.7	145	4.5
Mixed	11530	88.7	360	2.8	1105	8.5
Other	4200	86.6	215	4.4	435	9.0
Total	317000	90.9	7345	2.1	24410	7.0

Percentages based on total number of students minus those whose continuation category or ethnic group is unknown.

UK domiciled full-time first degree entrants in ethnic groups by continuation category



* values less than 5.0 are not displayed

Degree attainment

Qualifiers refers to UK domiciled first degree undergraduate qualifiers. The ethnicity degree attainment gap is calculated: % white first/2:1 - % BME first/2:1.

The ethnicity degree attainment gap in the UK was 15.2 percentage points. 75.6% of white qualifiers received a first/2:1 compared with 60.4% of BME qualifiers (see fig. 3.12).

The gap was largest in England, where 76.3% of white qualifiers received a first/2:1 compared with 60.3% of BME qualifiers (16.0 percentage points gap). It was smallest in Northern Ireland, where 71.1% of white qualifiers received a first/2:1 compared with 67.4% of BME qualifiers (3.7 percentage points gap). However, the overall number of BME qualifiers in Northern Ireland was low.

In all countries, the proportion of black qualifiers receiving a first/2:1 was lower than for all other ethnic groups. The degree attainment gap between white and black qualifiers ranged from 19.1 percentage points in Scotland to 26.8 percentage points in England.

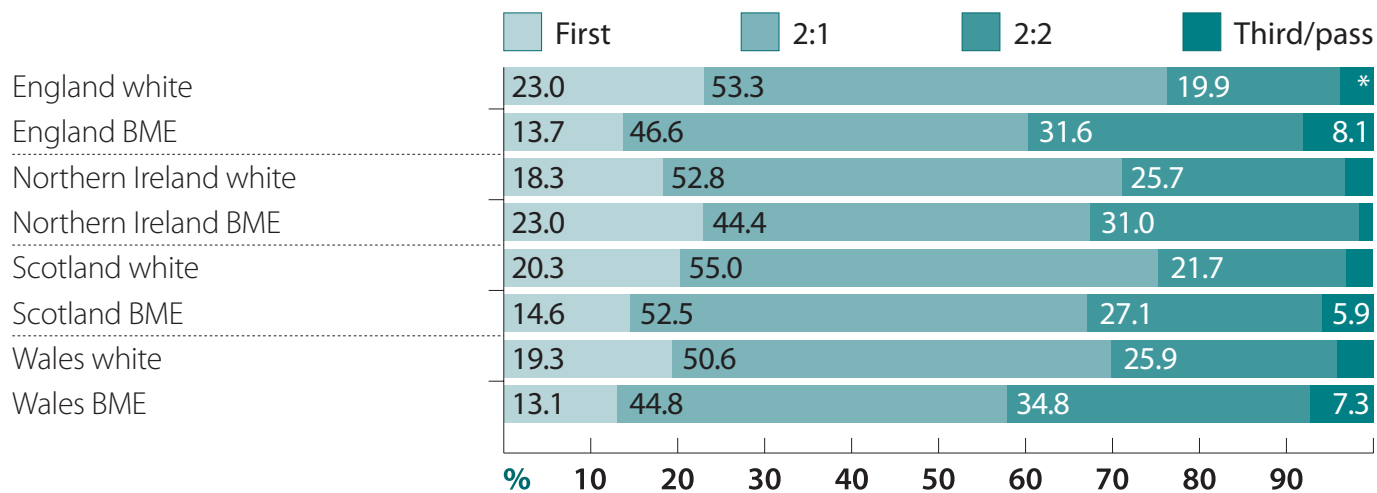
3.11 UK domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
White	49695	23.0	115455	53.3	43100	19.9	8185	3.8
BME total	8305	13.7	28315	46.6	19200	31.6	4935	8.1
Black	1595	8.7	7475	40.8	7120	38.8	2135	11.7
Asian	3910	14.7	12760	48.1	7970	30.1	1865	7.0
Chinese	505	19.0	1250	47.0	705	26.5	195	7.4
Mixed	1830	17.9	5395	52.8	2495	24.4	500	4.9
Other	465	15.3	1435	47.1	910	30.0	230	7.6
Total	58000	20.9	143770	51.9	62300	22.5	13120	4.7
Northern Ireland								
White	1430	18.3	4135	52.8	2010	25.7	250	3.2
BME total	30	23.0	55	44.4	40	31.0	0	1.6
Black	0	..	5	..	5	..	0	..
Asian	10	22.2	15	41.7	15	36.1	0	0.0
Chinese	5	..	5	..	10	..	0	..
Mixed	15	30.8	25	46.2	10	23.1	0	0.0
Other	0	..	5	..	0	..	0	..
Total	1460	18.4	4195	52.7	2050	25.8	250	3.2
Scotland								
White	3885	20.3	10525	55.0	4155	21.7	590	3.1
BME total	185	14.6	670	52.5	345	27.1	75	5.9
Black	15	9.1	90	47.1	65	34.2	20	9.6
Asian	60	10.4	300	53.6	165	29.9	35	6.1
Chinese	25	15.3	80	54.7	35	23.3	10	6.7
Mixed	85	25.4	170	51.2	70	20.4	10	3.0
Other	5	7.4	35	61.1	15	25.9	5	5.6
Total	4070	19.9	11195	54.8	4500	22.0	665	3.3
Wales								
White	3375	19.3	8870	50.6	4540	25.9	730	4.2
BME total	170	13.1	580	44.8	450	34.8	95	7.3
Black	30	11.1	100	36.4	115	40.4	35	12.1
Asian	60	13.7	195	43.1	170	38.1	25	5.1
Chinese	10	11.8	45	46.2	30	34.4	5	7.5
Mixed	60	15.1	195	51.0	110	28.6	20	5.2
Other	10	9.2	45	51.7	25	27.6	10	11.5
Total	3545	18.8	9450	50.2	4990	26.5	825	4.4

.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose country of institution, degree class or ethnic group is unknown.

BME/white UK domiciled first degree undergraduate qualifiers in countries of institution by degree class



* values less than 5.0 are not displayed

Between 2003/04 and 2013/14, the proportion of white qualifiers receiving a first/2:1 increased by 12.5 percentage points.

Among BME qualifiers this increase was larger, at 14.5 percentage points.

During this time period, the increase in qualifiers receiving a first/2:1 has been largest among Asian: Bangladeshi qualifiers (19.7 percentage point increase), followed by Asian: Indian (19.3 percentage points) and Pakistani qualifiers (18.1 percentage points). It was markedly smaller for qualifiers from an other black background who saw a 7.7 percentage point increase in the proportion receiving a first/2:1, from 39.7% in 2003/04 to 47.4% in 2013/14.

The ethnicity degree attainment gap has decreased from a peak of 18.8 percentage points in 2005/06 to 15.2 percentage points in 2013/14 – the lowest it has been in the last ten years.

Nevertheless, the gap remains considerable across some ethnic groups, such as for qualifiers from an other black background (28.2 percentage points) and black: African qualifiers (27.0 percentage points).

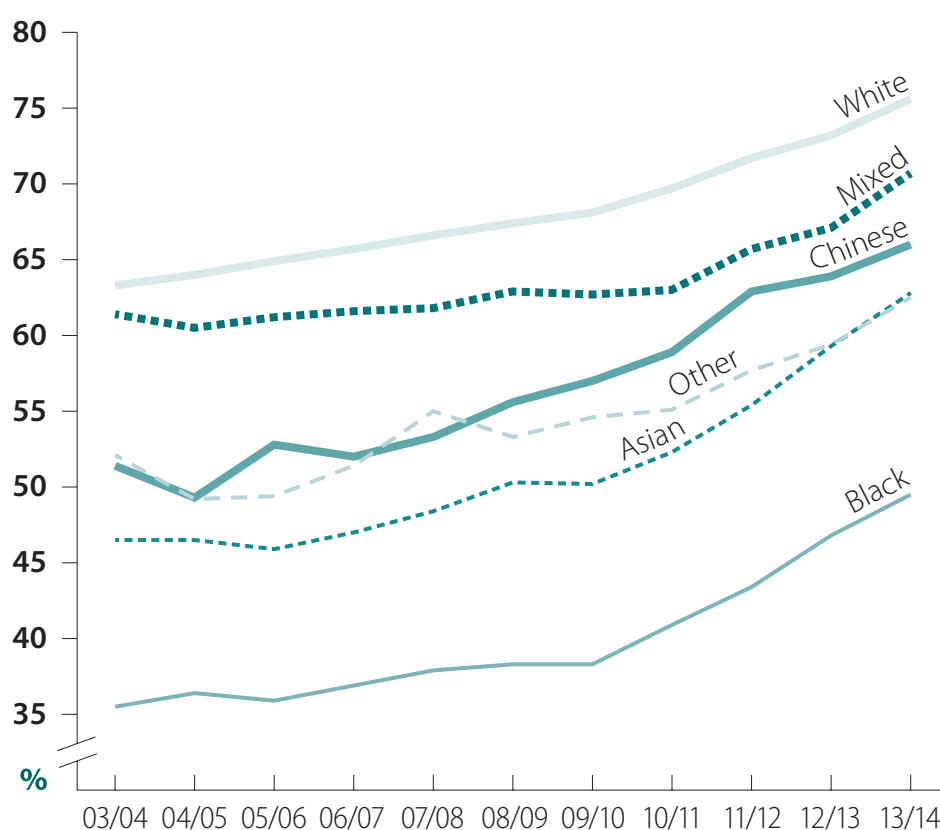
3.12 Profile of UK domiciled first degree UG qualifiers receiving a first/2:1 over time by ethnic group

	White		BME total		Black	
					All	
	No.	%	No.	%	No.	%
2003/04	121820	63.1	15150	45.9	2580	35.5
2004/05	126560	63.8	16350	46.0	2870	36.2
2005/06	131130	64.7	17445	45.9	3230	35.7
2006/07	133065	65.5	19015	46.9	3635	36.7
2007/08	143140	66.4	20910	48.1	4185	37.7
2008/09	141970	67.2	22625	49.2	4740	38.1
2009/10	148500	67.9	24275	49.3	5125	38.1
2010/11	159870	69.5	26655	51.1	6015	40.7
2011/12	173730	71.5	30285	53.8	7185	43.2
2012/13	183670	73.2	34170	57.1	8335	46.8
2013/14	197375	75.6	38310	60.4	9315	49.5

Percentages based on total number of students minus those whose degree classification or ethnic group is unknown.

			Asian							Chinese		Mixed		Other		Total	
Caribbean	African	Other	All		Indian	Pakistani	Bangladeshi	Other	All								
%	%	%	No.	%	%	%	%	%	No.	%	No.	%	No.	%	No.	%	
38.1	33.1	39.7	8485	46.3	48.7	40.4	41.4	50.8	1300	51.2	1615	61.2	1175	51.9	136970	60.6	
38.6	34.8	36.5	8860	46.3	48.6	40.8	41.8	50.6	1315	49.1	2390	60.3	910	49.0	142905	61.1	
37.9	34.3	38.0	9110	45.7	49.0	39.4	41.2	48.2	1410	52.6	2875	61.0	820	49.2	148575	61.7	
40.4	34.9	37.2	9560	46.8	50.0	41.9	41.6	48.5	1420	51.8	3390	61.4	1015	51.2	152080	62.4	
40.7	36.5	37.1	10225	48.2	51.6	43.9	42.0	48.9	1445	53.1	3860	61.6	1200	54.8	164050	63.3	
41.5	37.0	35.8	10905	50.1	54.2	44.1	45.6	50.6	1550	55.4	4155	62.7	1275	53.1	164595	64.0	
41.0	37.1	36.8	11450	50.0	54.0	45.0	44.7	49.8	1625	56.8	4730	62.5	1350	54.4	172775	64.5	
42.1	40.3	39.4	12290	52.1	56.2	46.9	48.1	52.0	1705	58.7	5240	62.8	1405	54.9	186525	66.1	
45.3	42.5	41.9	13645	55.2	60.0	49.3	51.7	54.7	1775	62.7	6050	65.5	1635	57.5	204015	68.2	
48.7	46.4	43.8	15560	59.3	64.4	54.2	56.2	57.4	1795	63.9	6660	67.1	1820	59.5	217840	70.1	
52.7	48.6	47.4	17305	62.8	68.0	58.5	61.1	59.2	1925	66.0	7775	70.7	1995	62.5	235685	72.7	

UK domiciled first degree undergraduate qualifiers receiving a first/2:1 by ethnic group over time



22.4% of white qualifiers received a first compared with 13.7% of BME qualifiers (a difference of 8.7 percentage points).

However, the proportion of qualifiers who received a first varied between BME groups.

For example, relatively high proportions of Chinese (18.6%) and mixed (18.1%) qualifiers received a first.

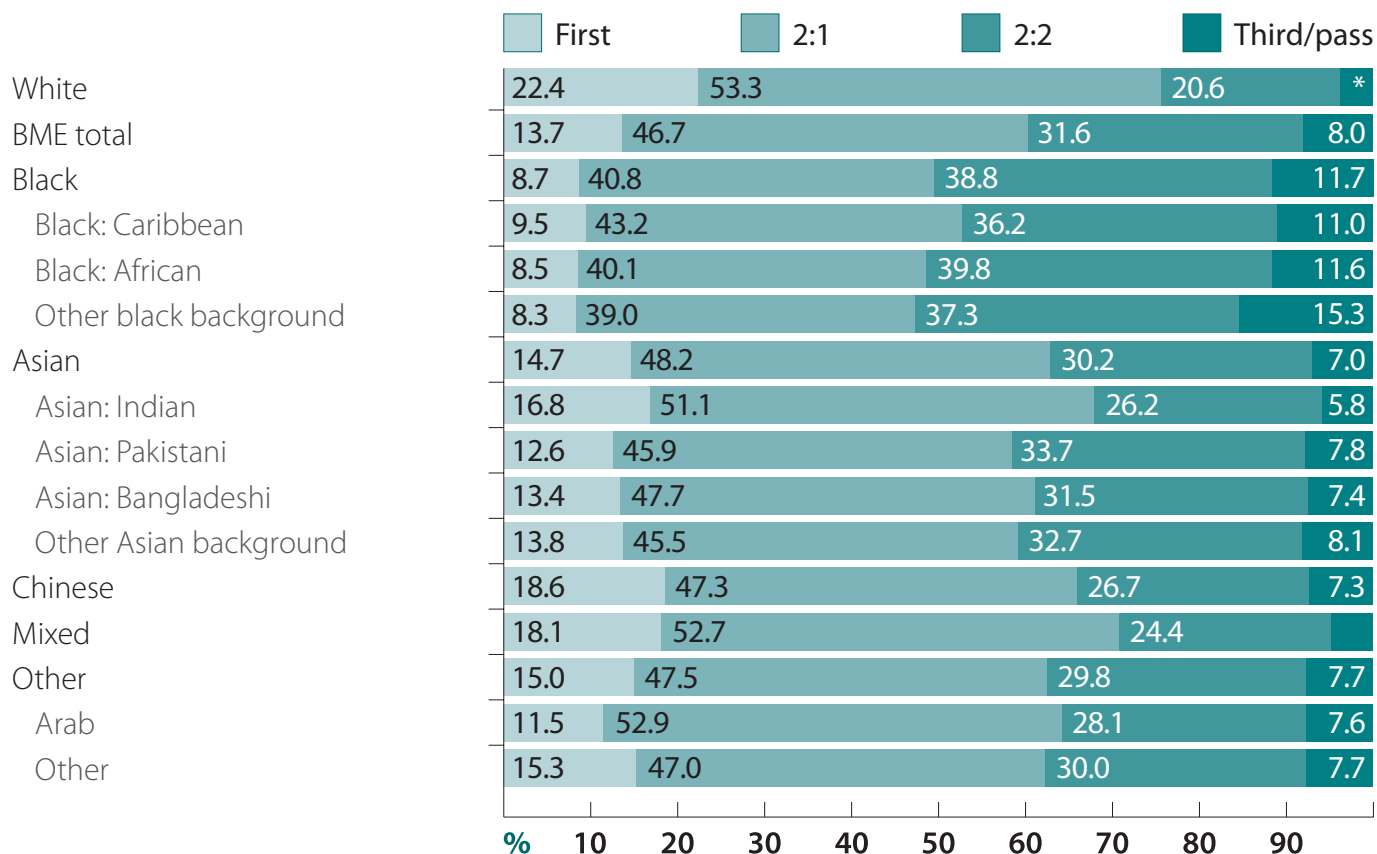
These were more than double the proportions of qualifiers from an other black background (8.3%) and black: African qualifiers (8.5%) who received a first.

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	58385	22.4	138990	53.3	53805	20.6	9755	3.7
BME total	8690	13.7	29620	46.7	20035	31.6	5105	8.0
Black	1645	8.7	7670	40.8	7300	38.8	2190	11.7
Black: Caribbean	440	9.5	1990	43.2	1670	36.2	510	11.0
Black: African	1135	8.5	5340	40.1	5305	39.8	1550	11.6
Other black b'ground	70	8.3	335	39.0	320	37.3	130	15.3
Asian	4035	14.7	13265	48.2	8320	30.2	1925	7.0
Asian: Indian	1900	16.8	5770	51.1	2960	26.2	655	5.8
Asian: Pakistani	1020	12.6	3705	45.9	2720	33.7	630	7.8
Asian: Bangladeshi	410	13.4	1450	47.7	960	31.5	225	7.4
Other Asian b'ground	710	13.8	2340	45.5	1685	32.7	415	8.1
Chinese	545	18.6	1380	47.3	780	26.7	215	7.3
Mixed	1985	18.1	5785	52.7	2685	24.4	530	4.8
Other	480	15.0	1515	47.5	950	29.8	245	7.7
Arab	30	11.5	145	52.9	80	28.1	20	7.6
Other	445	15.3	1370	47.0	875	30.0	225	7.7
Total	67075	20.7	168610	52.0	73840	22.8	14860	4.6

Percentages based on total number of students minus those whose degree class or ethnic group is unknown.

UK domiciled first degree undergraduate qualifiers in ethnic groups by degree class



* values less than 5.0 are not displayed

Within SET subject areas, 73.9% of white qualifiers received a first/2:1 compared with 60.6% of BME qualifiers (a 13.3 percentage point gap). However, the degree attainment gap varied across ethnic groups.

The degree attainment gap was smallest between white and mixed race qualifiers (4.4 percentage points), followed by Asian: Indian (5.6 percentage points) and Arab qualifiers (5.7 percentage points).

The degree attainment gap was widest between white qualifiers and those from another black background (30.5 percentage points), followed by black: African (25.2 percentage points) and black: Caribbean (21.1 percentage points).

3.14 UK domiciled first degree undergraduate qualifiers in SET subjects by degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	27275	26.1	50080	47.8	22690	21.7	4655	4.4
BME total	4420	16.4	11895	44.2	8350	31.0	2260	8.4
Black	830	10.8	2980	38.6	2970	38.4	950	12.3
Black: Caribbean	195	12.6	620	40.2	535	34.6	195	12.5
Black: African	605	10.3	2265	38.4	2325	39.4	705	11.9
Other black b'ground	30	10.4	95	33.0	110	38.2	55	18.4
Asian	2165	17.3	5820	46.5	3640	29.1	890	7.1
Asian: Indian	1010	19.2	2570	49.1	1350	25.8	310	5.9
Asian: Pakistani	535	15.6	1560	45.7	1065	31.1	260	7.6
Asian: Bangladeshi	195	17.5	490	43.9	330	29.6	100	8.9
Other Asian b'ground	425	15.6	1200	43.7	895	32.7	220	8.0
Chinese	300	22.2	605	44.7	335	25.0	110	8.1
Mixed	880	22.3	1865	47.2	990	25.1	215	5.4
Other	245	17.6	625	45.2	415	30.1	100	7.1
Arab	25	14.9	90	53.3	45	26.3	10	5.5
Other	220	18.0	535	44.1	370	30.6	90	7.3
Total	31695	24.1	61970	47.1	31040	23.6	6915	5.3

Percentages based on total number of students minus those whose degree class or ethnic group is unknown.

At 16.6 percentage points, the BME degree attainment gap was larger among qualifiers studying non-SET subjects than SET subjects (13.3 percentage points; see fig. 3.15).

This was the case across all ethnic groups, apart from those from an other black background. Of the ethnic groups, Arab qualifiers had the largest difference in ethnicity degree attainment gaps between SET and non-SET qualifiers (5.7 percentage points in SET and 18.0 percentage points in non-SET; see fig. 3.14).

The degree attainment gap was smallest between white and mixed race qualifiers (5.4 percentage points), followed by Asian: Indian (9.1 percentage points) and Chinese (11.6 percentage points).

The degree attainment gap was widest between white qualifiers and black: African qualifiers (28.3 percentage points), followed by qualifiers from another black background (27.4 percentage points) and black: Caribbean (24.1 percentage points).

3.15 UK domiciled first degree undergraduate qualifiers in non-SET subjects by degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	31110	19.9	88910	56.9	31115	19.9	5100	3.3
BME total	4270	11.7	17730	48.5	11685	32.0	2845	7.8
Black	815	7.3	4690	42.3	4330	39.1	1240	11.2
Black: Caribbean	245	8.0	1370	44.7	1135	37.1	315	10.2
Black: African	525	7.1	3075	41.4	2980	40.1	850	11.4
Other black b'ground	40	7.3	245	42.1	215	36.9	80	13.7
Asian	1875	12.5	7450	49.5	4685	31.1	1035	6.9
Asian: Indian	890	14.8	3200	52.9	1615	26.7	345	5.7
Asian: Pakistani	485	10.4	2145	46.1	1655	35.5	370	8.0
Asian: Bangla-deshi	215	11.1	965	49.9	630	32.5	125	6.5
Other Asian b'ground	280	11.7	1140	47.5	785	32.7	195	8.2
Chinese	245	15.6	780	49.6	445	28.3	105	6.6
Mixed	1105	15.7	3920	55.7	1690	24.1	315	4.5
Other	235	13.0	890	49.3	535	29.6	145	8.1
Arab	5	6.5	60	52.3	35	30.6	10	10.6
Other	230	13.4	835	49.1	505	29.6	135	8.0
Total	35380	18.4	106640	55.3	42800	22.2	7945	4.1

Percentages based on total number of students minus those whose degree class or ethnic group is unknown.

In every subject, a higher proportion of white qualifiers received a first/2:1 than BME qualifiers.

Among SET subject areas, the smallest ethnicity degree attainment gap was in medicine and dentistry, where 85.8% of white qualifiers and 82.5% of BME qualifiers received a first/2:1 (a difference of 3.3 percentage points). However, a considerably higher proportion of white qualifiers in this subject received a first (35.6%) compared with BME qualifiers (21.2%).

The largest ethnicity degree attainment gap was in architecture, building and planning (18.9 percentage points), followed by computer science (16.8 percentage points).

Among non-SET subject areas, the smallest ethnicity degree attainment gap was history and philosophical studies (6.4 percentage points). The largest gap was in combined studies (26.0 percentage points), followed by creative arts and design (19.0 percentage points).

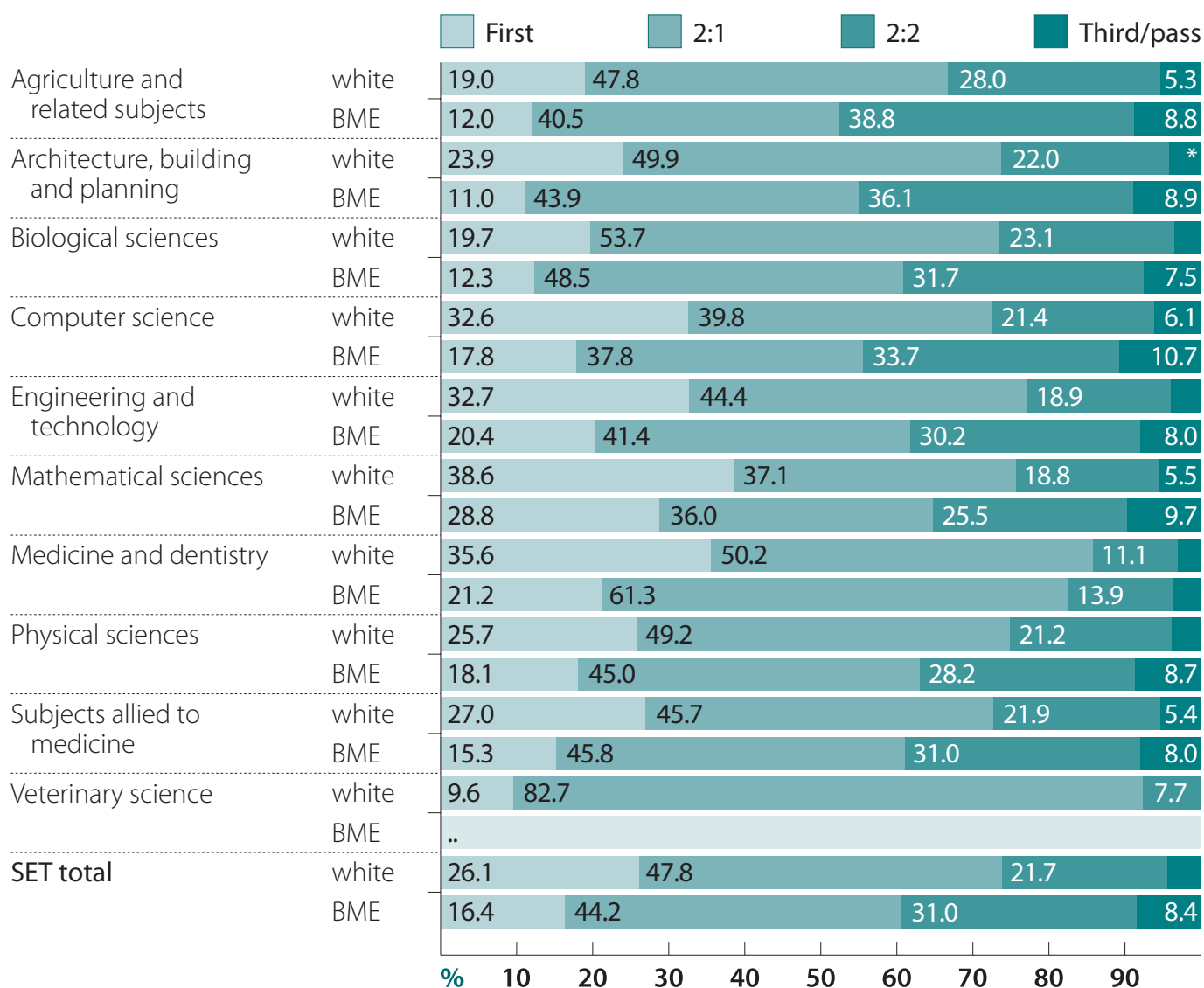
3.16 UK domiciled first degree undergraduate qualifiers by subject area, degree class and BME/white identity

	First			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	455	19.0	15	12.0
Architecture, building, planning	1365	23.9	135	11.0
Biological sciences	6140	19.7	810	12.3
Computer science	2830	32.6	645	17.8
Engineering and technology	4060	32.7	765	20.4
Mathematical sciences	1960	38.6	450	28.8
Medicine and dentistry	300	35.6	60	21.2
Physical sciences	3480	25.7	295	18.1
Subjects allied to medicine	6675	27.0	1240	15.3
Veterinary science	5	9.6	0	..
SET total	27275	26.1	4420	16.4
Non-SET				
Business, administrative studies	6065	23.0	1760	15.0
Combined	400	16.7	20	6.7
Creative arts and design	7310	22.1	535	11.6
Education	2785	18.5	185	8.7
Historical, philosophical studies	3005	19.1	170	11.7
Languages	3880	20.3	305	13.1
Law	1385	15.9	275	6.4
Mass communications and documentation	1400	16.5	115	7.1
Social studies	4875	17.9	910	11.2
Non-SET total	31110	19.9	4270	11.7
Total	58385	22.4	8690	13.7

.. Percentages based on totals of 22.5 or less are not shown.
Percentages based on total number of students minus those whose subject area, degree class or BME/white identity is unknown.

2:1				2:2				Third/pass			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1150	47.8	45	40.5	675	28.0	40	38.8	125	5.3	10	8.8
2845	49.9	540	43.9	1255	22.0	445	36.1	240	4.2	110	8.9
16790	53.7	3180	48.5	7205	23.1	2080	31.7	1105	3.5	490	7.5
3460	39.8	1375	37.8	1860	21.4	1230	33.7	530	6.1	390	10.7
5510	44.4	1550	41.4	2345	18.9	1135	30.2	495	4.0	300	8.0
1880	37.1	565	36.0	955	18.8	400	25.5	280	5.5	155	9.7
425	50.2	170	61.3	95	11.1	40	13.9	25	3.1	10	3.6
6660	49.2	740	45.0	2865	21.2	465	28.2	525	3.9	145	8.7
11315	45.7	3725	45.8	5430	21.9	2520	31.0	1330	5.4	650	8.0
45	82.7	0	..	5	7.7	0	..	0	0.0	0	..
50080	47.8	11895	44.2	22690	21.7	8350	31.0	4655	4.4	2260	8.4
14090	53.4	5240	44.6	5300	20.1	3800	32.3	945	3.6	950	8.1
1105	46.5	90	30.5	620	26.0	100	33.7	255	10.8	90	29.1
17525	53.0	2040	44.5	7015	21.2	1560	34.1	1250	3.8	445	9.7
7785	51.6	925	43.1	3820	25.3	795	37.1	710	4.7	240	11.1
9950	63.4	925	64.4	2450	15.6	295	20.6	300	1.9	45	3.3
12210	63.8	1405	60.3	2740	14.3	540	23.2	295	1.6	80	3.4
5310	61.1	2230	52.2	1760	20.2	1465	34.3	240	2.8	305	7.1
5120	60.4	840	53.2	1750	20.6	530	33.7	210	2.5	95	6.0
15815	58.0	4035	49.6	5660	20.8	2595	31.9	890	3.3	600	7.4
88910	56.9	17730	48.5	31115	19.9	11685	32.0	5100	3.3	2845	7.8
138990	53.3	29620	46.7	53805	20.6	20035	31.6	9755	3.7	5105	8.0

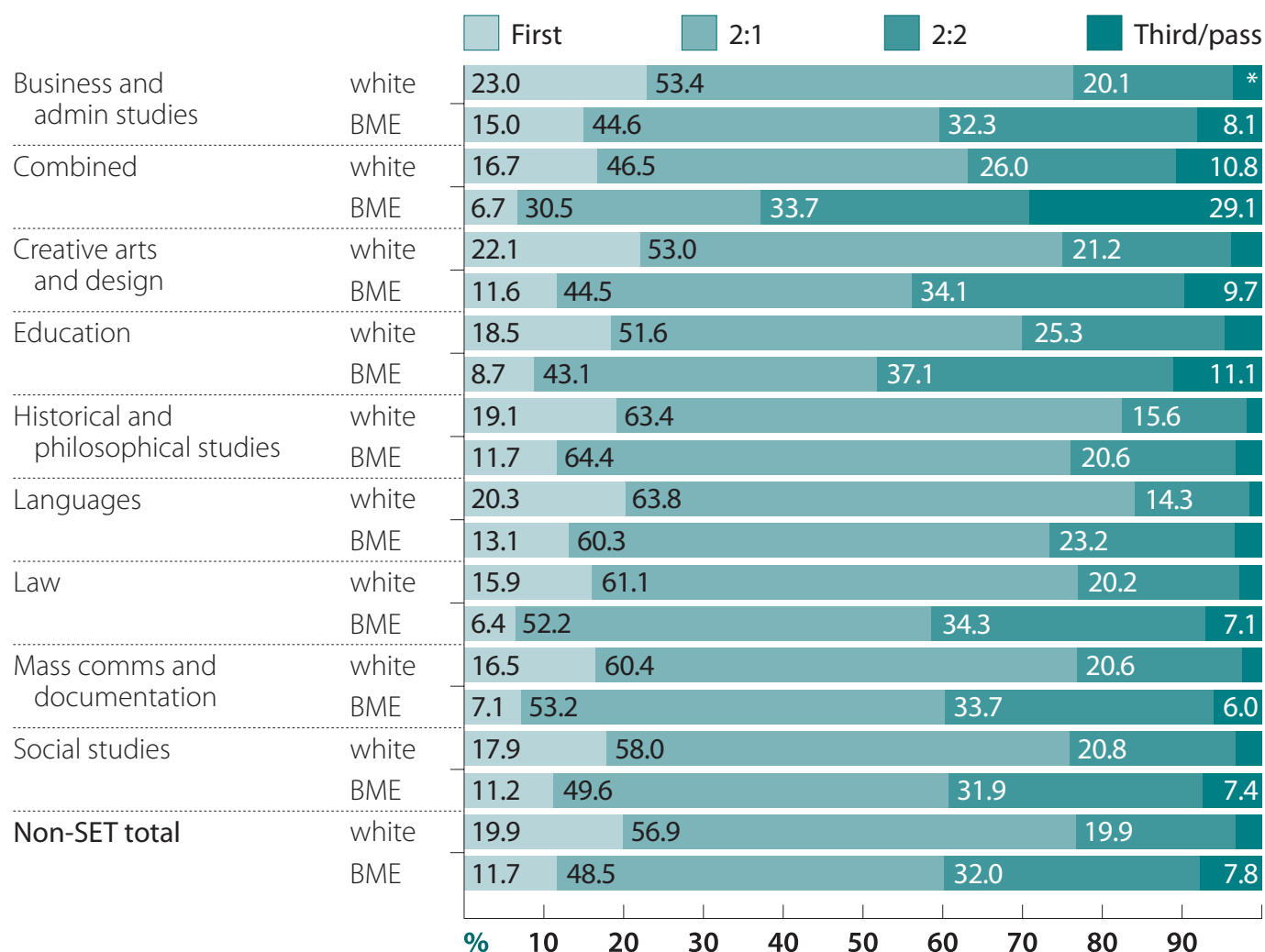
BME/white UK domiciled first degree undergraduate qualifiers in SET subject areas by degree class



* values less than 5.0 are not displayed

.. percentages based on totals of 22.5 or less are not shown

BME/white UK domiciled first degree undergraduate qualifiers in non-SET subject areas by degree class



* values less than 5.0 are not displayed

Destination of leavers

Leavers refers to students who responded to the DLHE survey six months after qualifying.

61.5% of white leavers were in full-time work six months after qualifying compared with 53.9% of BME leavers.

50.0% of Asian: Indian leavers were in professional full-time work, markedly higher than the proportions for all other BME ethnic groups.

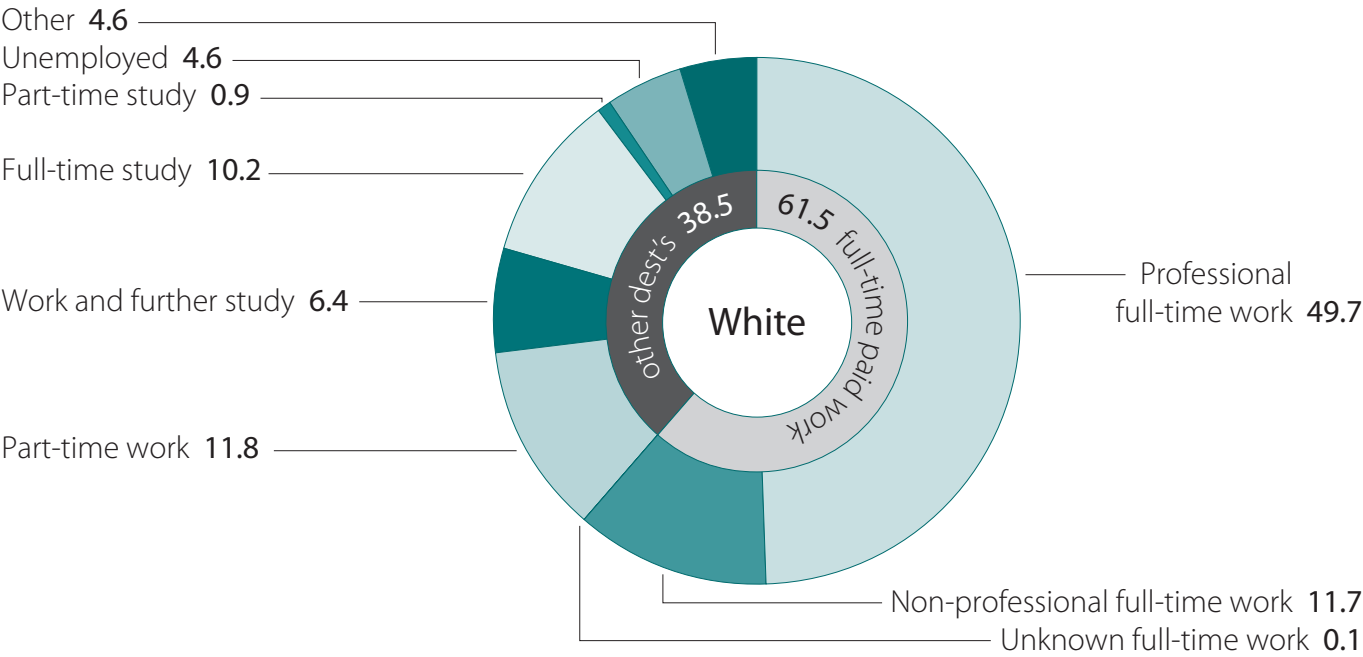
A higher proportion of BME leavers were in full-time (12.0%) or part-time study (1.3%) than white leavers (10.2% and 0.9%, respectively).

3.17 UK domiciled DLHE leavers by leaving destination and ethnic group

	White		BME total		Black	
	No.	%	No.	%	All	
	No.	%	No.	%	No.	%
Full-time work total	198360	61.5	38155	53.9	10630	53.0
Professional FT	160405	49.7	30470	43.1	8280	41.3
Non-professional FT	37700	11.7	7590	10.7	2325	11.6
Unknown FT	250	0.1	95	0.1	20	0.1
Part-time work	37995	11.8	9430	13.3	3050	15.2
Work and further study	20780	6.4	4030	5.7	1130	5.6
Full-time study	32850	10.2	8495	12.0	2125	10.6
Part-time study	3035	0.9	905	1.3	265	1.3
Unemployed	14795	4.6	6505	9.2	1945	9.7
Other	14705	4.6	3245	4.6	905	4.5
Total	322520	100	70760	100	20045	100

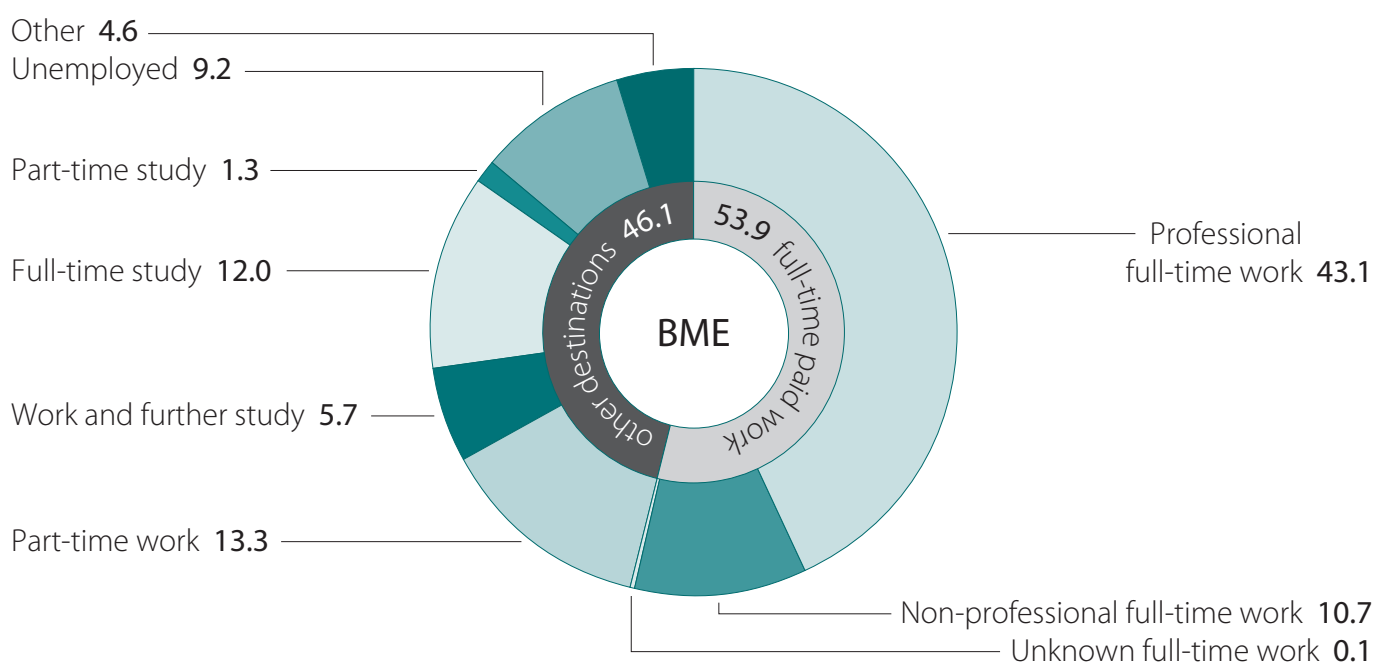
Percentages based on total number of leavers minus those whose leaving destination or ethnic group is unknown.

White UK domiciled DLHE leavers by leaving destination



			Asian							Chinese		Mixed		Other			
Caribbean	African	Other	All		Indian	Pakistani	Bangladeshi	Other	All					Arab	Other		
%	%	%	No.	%	%	%	%	%	No.	%	No.	%	No.	%	%	%	
56.9	51.7	52.9	17010	54.2	59.1	49.6	50.7	51.6	1800	51.5	6740	56.5	1975	50.9	46.7	51.4	
42.8	40.9	40.5	13820	44.0	50.0	39.2	36.2	42.0	1550	44.3	5225	43.8	1595	41.1	42.2	41.0	
14.0	10.7	12.2	3135	10.0	9.0	10.3	14.3	9.5	250	7.1	1505	12.6	375	9.6	4.4	10.2	
0.1	0.1	0.2	50	0.2	0.1	0.2	0.2	0.1	5	0.1	10	0.1	5	0.1	0.0	0.1	
17.0	14.5	16.2	4010	12.8	11.1	13.3	17.1	13.3	360	10.3	1510	12.6	495	12.8	8.9	13.3	
5.8	5.6	5.5	1790	5.7	6.0	6.0	4.8	5.0	165	4.7	740	6.2	205	5.3	5.4	5.2	
8.4	11.4	9.9	3875	12.3	11.5	13.1	12.0	13.3	580	16.5	1395	11.7	525	13.5	20.5	12.7	
1.0	1.4	1.3	405	1.3	0.9	1.8	1.1	1.4	40	1.1	130	1.1	70	1.8	1.5	1.8	
7.3	10.5	9.6	2980	9.5	7.8	11.2	10.5	10.4	370	10.5	820	6.9	395	10.2	12.1	10.0	
3.6	4.8	4.6	1330	4.2	3.6	4.9	3.7	5.0	185	5.3	605	5.1	220	5.6	4.9	5.7	
100	100	100	31405	100	100	100	100	100	3495	100	11935	100	3880	100	100	100	

BME UK domiciled DLHE leavers by leaving destination



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' have been excluded in any analysis in this section.

- = Women comprised the majority of both first year and all students (57.4% and 56.1%, respectively). This gender imbalance was largest in Scotland (15.2 percentage points) for all students and in Northern Ireland (17.6 percentage points) for first year students.
- = There has consistently been a higher proportion of female students than male students. While the proportion of men has gradually increased from 42.7% in 2003/04 to 43.9% in 2013/14, there remained a difference of 12.2 percentage points between male and female representation.
- = Women comprised the majority of students in all degree levels with the exception of research postgraduates, where 53.0% were men.
- = Overall, a slightly higher proportion of students studying SET subjects were female (50.4%) than male (49.6%). However, male students comprised the large majority of students studying engineering and technology (83.9%), computer science (82.9%) and architecture, building and planning (65.0%).
- = Women were in the majority for all non-SET subjects with the exception of business and administrative studies where they made up 49.1% of students. Over three in four (76.0%) students studying education and 69.0% of those studying languages were female.
- = Among those studying SET subjects, male students made up the majority of first degree undergraduates (51.5%) and research postgraduates (56.6%), while female students comprised the majority of other undergraduates (62.0%) and taught postgraduates (54.5%).
- = Across all degree levels, the SET subject with the largest gender gap was engineering and technology. It was particularly pronounced at the other undergraduate level, where 90.8% of students studying engineering and technology were male.
- = Across the UK there was a negative degree attainment gap with a higher proportion of female qualifiers receiving a first/2:1 than male qualifiers. The gaps are as follows: Wales -7.0%, Scotland -5.5%, England -5.1% and Northern Ireland -4.7%.
- = Although similar proportions of female and male leavers were in full-time work, a higher proportion of male leavers were in professional full-time work than female leavers (49.9% compared with 47.5%).

4 Gender

Gender overview

Due to small numbers, students who have indicated their gender as 'other' have been excluded in any analysis in this section.

Women comprised the majority of both first year and all students (57.4% and 56.1%, respectively).

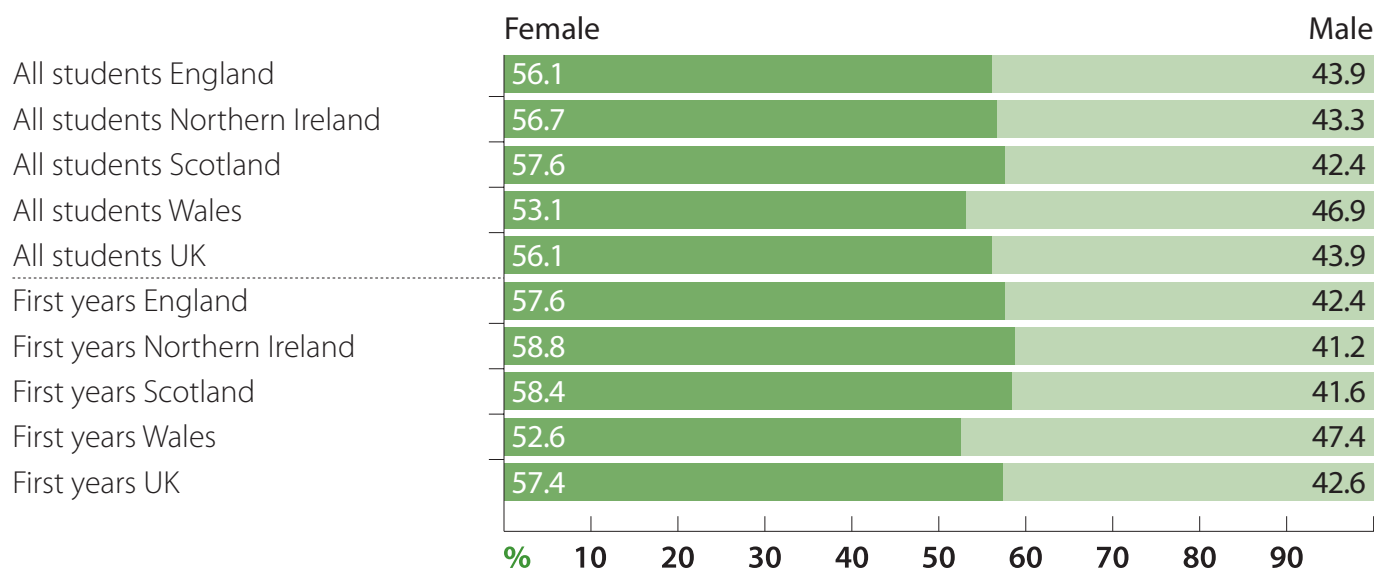
This gender imbalance was largest in Scotland (15.2 percentage points) for all students and in Northern Ireland (17.6 percentage points) for first year students.

With the exception of Wales, in every country the proportion of students who were female was higher among first year students than all students.

4.1 All/first year students by country of institution and gender

	Female		Male	
	No.	%	No.	%
All students				
England	1051355	56.1	823505	43.9
Northern Ireland	31995	56.7	24400	43.3
Scotland	132935	57.6	97830	42.4
Wales	72800	53.1	64305	46.9
Total	1289090	56.1	1010035	43.9
First year students				
England	464930	57.6	342005	42.4
Northern Ireland	14655	58.8	10250	41.2
Scotland	57185	58.4	40705	41.6
Wales	34640	52.6	31265	47.4
Total	571405	57.4	424225	42.6

Percentages based on total number of students minus those whose country of institution or gender is unknown.

All/first year students in countries of institution by gender

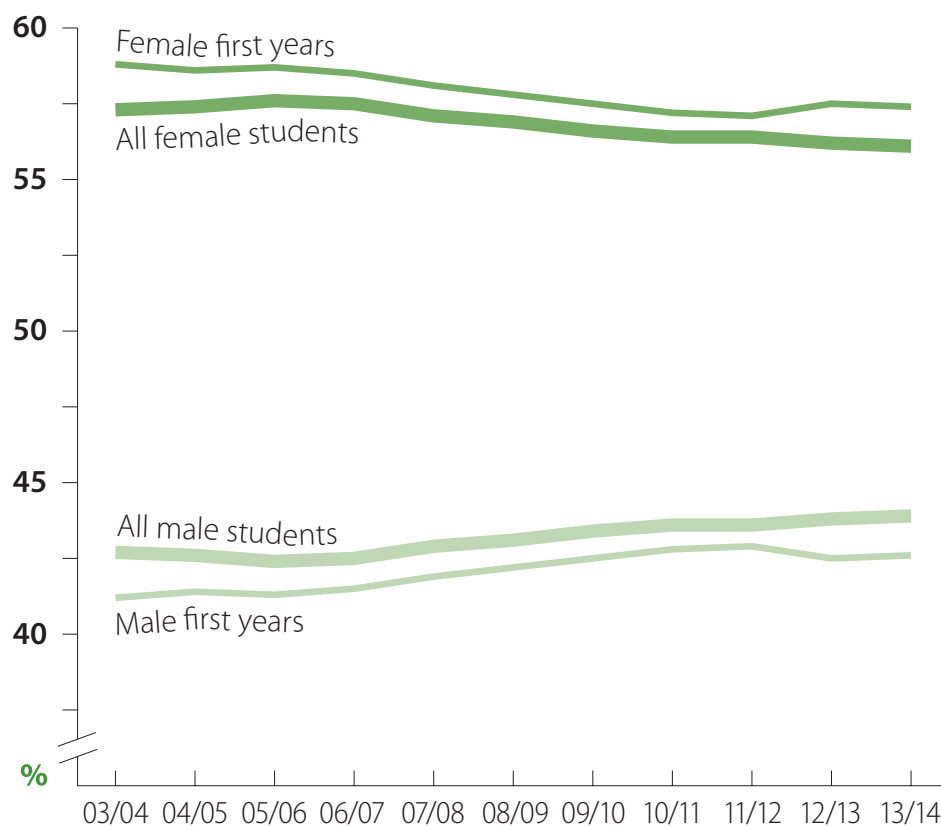
There has consistently been a higher proportion of female students than male students. While the proportion of men has gradually increased from 42.7% in 2003/04 to 43.9% in 2013/14, there remained a difference of 12.2 percentage points between male and female representation.

This trend was also observed among first year students. In 2013/14 the gender gap among first year students stood at 14.8 percentage points, the proportion of male students having increased by 1.4 percentage points since 2003/04.

4.2 Profile of all/first year students over time by gender

	Female		Male	
	No.	%	No.	%
All students				
2003/04	1260140	57.3	940035	42.7
2004/05	1284605	57.4	951665	42.6
2005/06	1313130	57.6	968110	42.4
2006/07	1325260	57.5	979440	42.5
2007/08	1317735	57.1	988220	42.9
2008/09	1363810	56.9	1032230	43.1
2009/10	1412185	56.6	1081225	43.4
2010/11	1411090	56.4	1090200	43.6
2011/12	1406940	56.4	1089685	43.6
2012/13	1314820	56.2	1025030	43.8
2013/14	1289090	56.1	1010035	43.9
First year students				
2003/04	594505	58.8	417395	41.2
2004/05	592825	58.6	418020	41.4
2005/06	620335	58.7	437185	41.3
2006/07	618110	58.5	439195	41.5
2007/08	621140	58.1	447550	41.9
2008/09	661520	57.8	482495	42.2
2009/10	681575	57.5	503610	42.5
2010/11	655190	57.2	490770	42.8
2011/12	638445	57.1	478880	42.9
2012/13	558690	57.5	412400	42.5
2013/14	571405	57.4	424225	42.6

Percentages based on total number of students minus those whose gender is unknown.

All/first year students over time by gender

Overall, women comprised the majority of students in all degree levels with the exception of research postgraduates, where 53.0% were men.

However, the gender composition of degree levels fluctuated by domicile. Women comprised a larger proportion of UK students than both EU and non-EU students at any given degree level.

This difference was particularly marked at the other undergraduate level, where 64.3% of UK domiciled students were female compared with 49.6% of those domiciled in the EU and 56.9% in the non-EU.

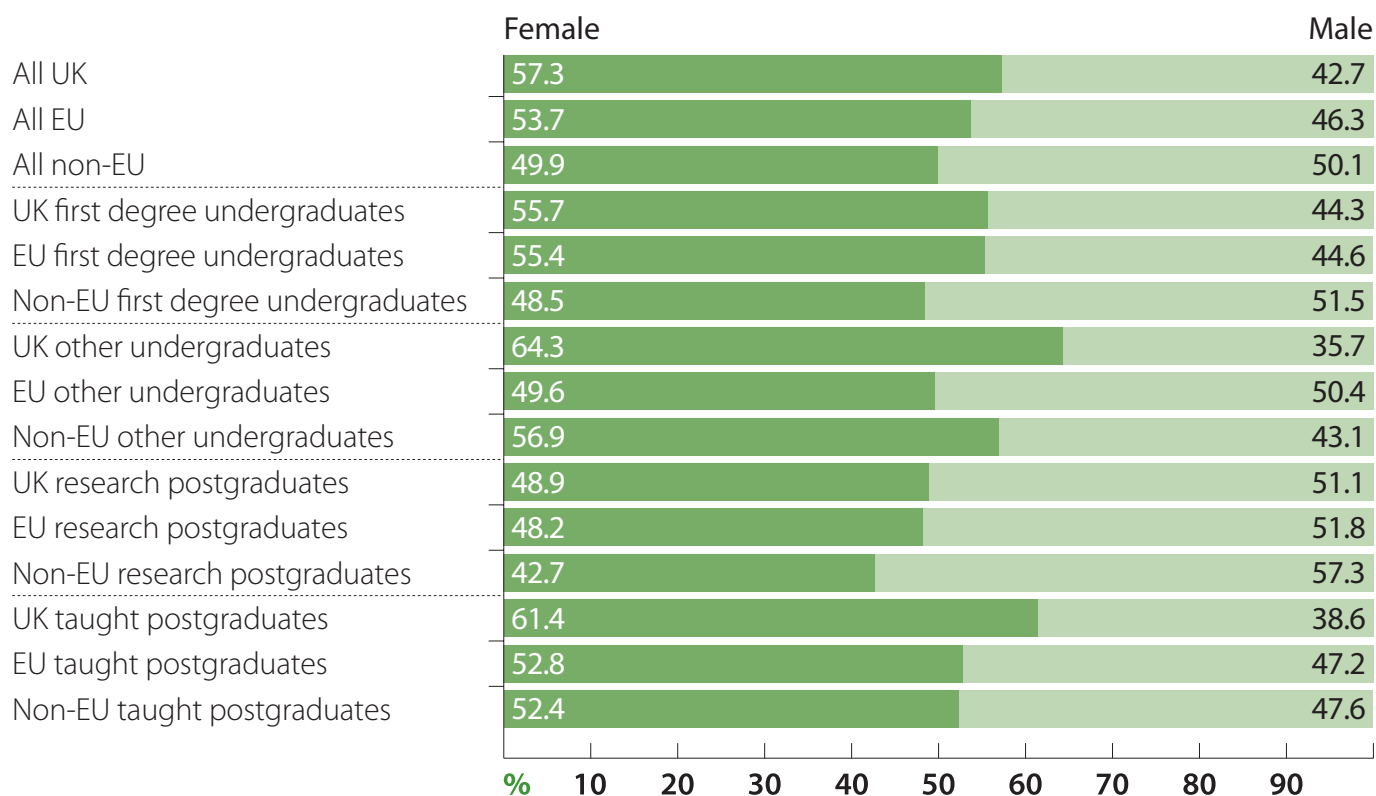
4.3 All students by degree level, domicile category and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All UK	1067230	82.8	57.3	796445	78.9	42.7
All EU	67225	5.2	53.7	58055	5.7	46.3
All non-EU	154635	12.0	49.9	155540	15.4	50.1
Total	1289090	100	56.1	1010035	100	43.9
First degree undergraduate						
UK	737480	87.3	55.7	585735	85.0	44.3
EU	40505	4.8	55.4	32580	4.7	44.6
Non-EU	66610	7.9	48.5	70830	10.3	51.5
Total	844595	100	55.1	689145	100	44.9
Other undergraduate						
UK	131975	92.1	64.3	73420	88.7	35.7
EU	2850	2.0	49.6	2895	3.5	50.4
Non-EU	8475	5.9	56.9	6430	7.8	43.1
Total	143300	100	63.4	82745	100	36.6
Research postgraduate						
UK	31335	59.8	48.9	32755	55.4	51.1
EU	6990	13.3	48.2	7510	12.7	51.8
Non-EU	14035	26.8	42.7	18840	31.9	57.3
Total	52355	100	47.0	59105	100	53.0
Taught postgraduate						
UK	166445	66.9	61.4	104535	58.4	38.6
EU	16880	6.8	52.8	15070	8.4	47.2
Non-EU	65515	26.3	52.4	59440	33.2	47.6
Total	248840	100	58.2	179040	100	41.8

* within a gender, the percentage of students in a domicile category (compare vertically within a degree level)

^ within a degree level and domicile category, the percentage of students who are female/male (compare horizontally)

Percentages based on total number of students minus those whose degree level, domicile category or gender is unknown.

All students in domicile categories and degree levels by gender

Mode and level

Women comprised the majority of students at every degree level and mode of study, with the exception of full-time research postgraduates, 54.6% of whom were male.

At every degree level, a higher proportion of women studied part-time than men.

This was most apparent among other undergraduates where 77.5% of women studied part-time compared with 69.6% of men (a difference of 7.9 percentage points).

Compared with 2012/13, the proportion of female and male students studying full-time increased by 2.0 and 1.7 percentage points, respectively (fig. 4.4, ECU [2014]).

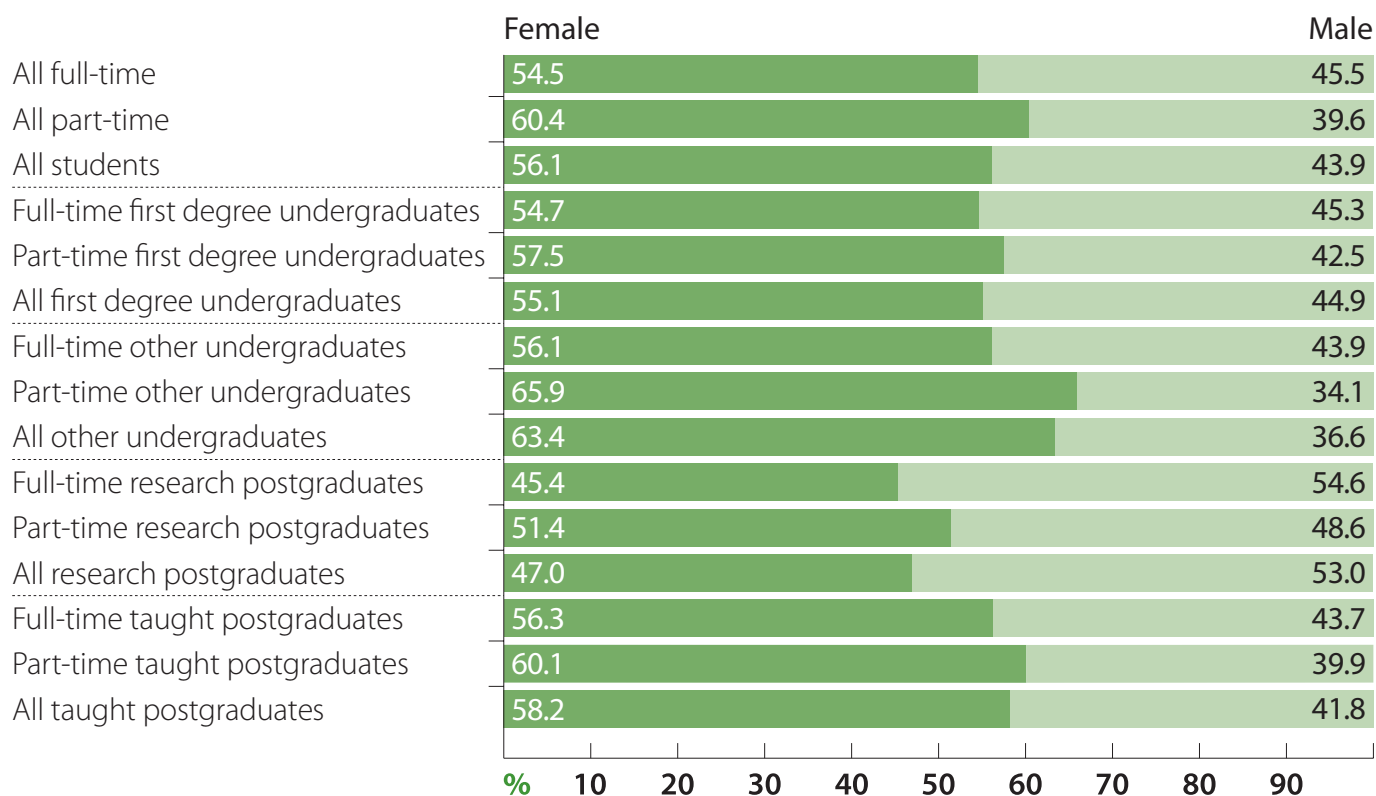
4.4 All students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All full-time	924530	71.7	54.5	771340	76.4	45.5
All part-time	364560	28.3	60.4	238695	23.6	39.6
Total	1289090	100	56.1	1010035	100	43.9
First degree undergraduate						
Full-time	729885	86.4	54.7	604255	87.7	45.3
Part-time	114710	13.6	57.5	84895	12.3	42.5
Total	844595	100	55.1	689145	100	44.9
Other undergraduate						
Full-time	32180	22.5	56.1	25160	30.4	43.9
Part-time	111120	77.5	65.9	57585	69.6	34.1
Total	143300	100	63.4	82745	100	36.6
Research postgraduate						
Full-time	37175	71.0	45.4	44740	75.7	54.6
Part-time	15180	29.0	51.4	14365	24.3	48.6
Total	52355	100	47.0	59105	100	53.0
Taught postgraduate						
Full-time	125295	50.4	56.3	97185	54.3	43.7
Part-time	123545	49.6	60.1	81855	45.7	39.9
Total	248840	100	58.2	179040	100	41.8

* within a gender, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students who are female/male (compare horizontally)

Percentages based on total number of students minus those whose degree level, mode or gender is unknown.

All full-time/part-time students in degree levels by gender

Similarly, women comprised the majority of first year students at every degree level and mode of study with the exception of first year full-time research postgraduates, 54.1% of whom were male.

Among first year students, at every degree level a lower proportion of women studied full-time than men.

However, among female students studying at both the research and taught postgraduate levels, the proportion studying full-time was considerably higher among those entering their first year than among all female students studying at these levels (see fig. 4.4).

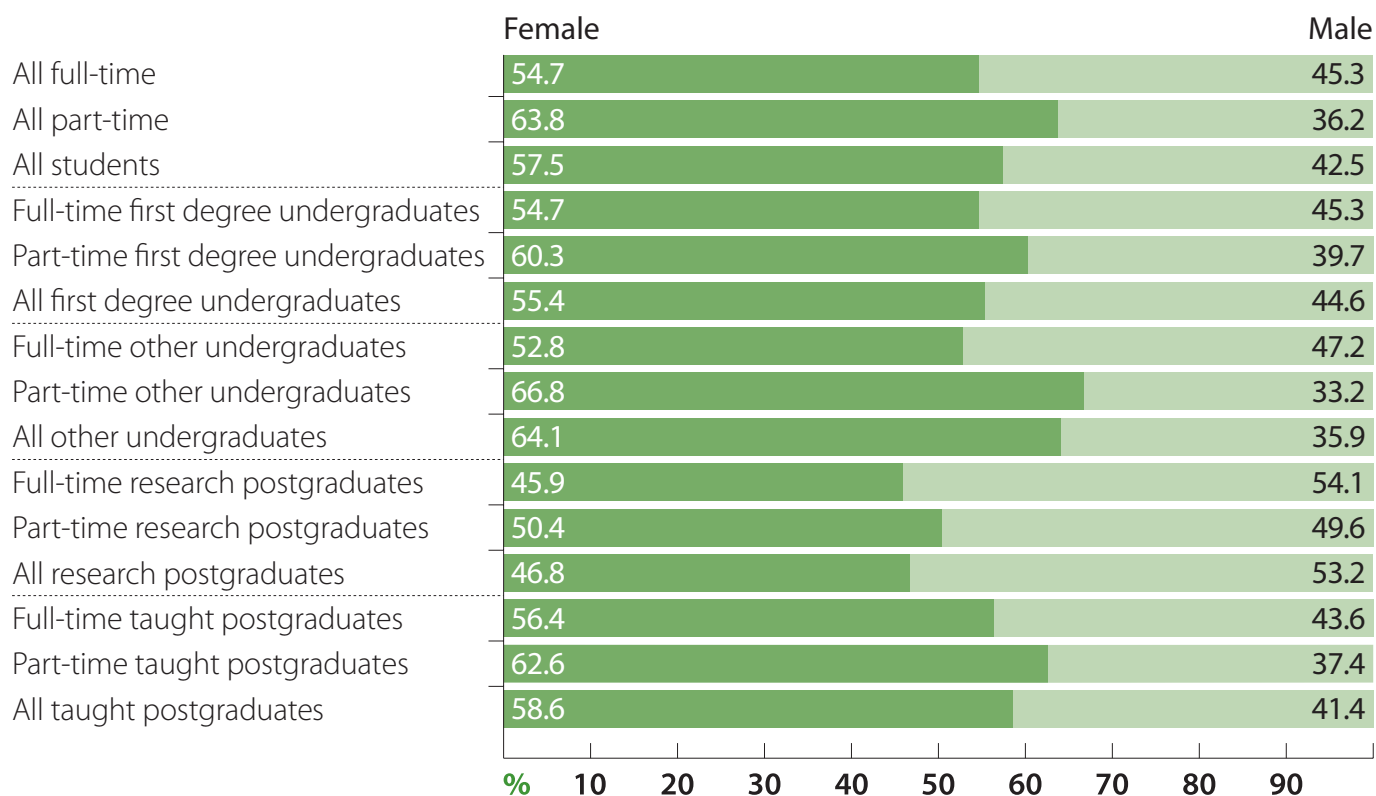
4.5 First year students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All full-time	366225	65.6	54.7	303055	73.5	45.3
All part-time	192465	34.4	63.8	109345	26.5	36.2
Total	558690	100	57.5	412400	100	42.5
First degree undergraduate						
Full-time	237105	86.4	54.7	196020	88.8	45.3
Part-time	37475	13.6	60.3	24660	11.2	39.7
Total	274580	100	55.4	220680	100	44.6
Other undergraduate						
Full-time	17485	16.0	52.8	15635	25.5	47.2
Part-time	91865	84.0	66.8	45630	74.5	33.2
Total	109350	100	64.1	61265	100	35.9
Research postgraduate						
Full-time	12840	79.4	45.9	15140	82.2	54.1
Part-time	3325	20.6	50.4	3270	17.8	49.6
Total	16165	100	46.8	18405	100	53.2
Taught postgraduate						
Full-time	98795	62.3	56.4	76260	68.1	43.6
Part-time	59805	37.7	62.6	35785	31.9	37.4
Total	158600	100	58.6	112045	100	41.4

* within a gender, the percentage of students in a mode (compare vertically within a degree level)

^ within a degree level and mode, the percentage of students who are female/male (compare horizontally)

Percentages based on total number of students minus those whose degree level, mode or gender is unknown.

First year full-time/part-time students in degree levels by gender

Subjects

Overall, a slightly higher proportion of students studying SET subjects were female (50.4%) than male (49.6%).

Particularly high proportions of students in subjects allied to medicine (79.5%), veterinary science (76.1%) and biological sciences (60.8%) were female.

However, male students comprised the large majority of students studying engineering and technology (83.9%), computer science (82.9%) and architecture, building and planning (65.0%).

Women were in the majority for all non-SET subjects with the exception of business and administrative studies where they made up 49.1% of students.

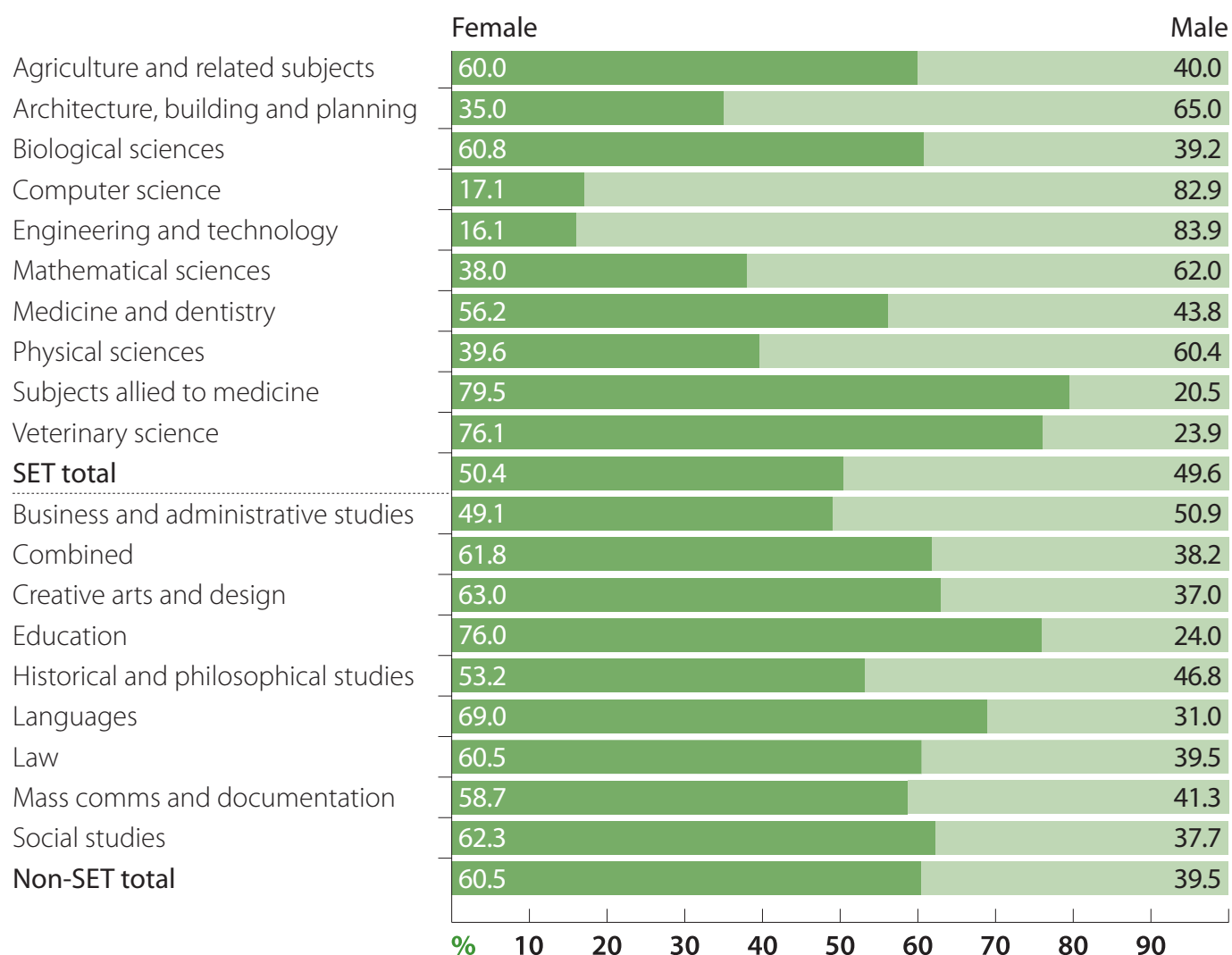
Over three in four (76.0%) students studying education and 69.0% of those studying languages were female.

4.6 All students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	11010	0.9	60.0	7350	0.7	40.0
Architecture, building, planning	17185	1.3	35.0	31970	3.2	65.0
Biological sciences	126160	9.8	60.8	81345	8.1	39.2
Computer science	15645	1.2	17.1	75910	7.5	82.9
Engineering and technology	25580	2.0	16.1	133405	13.2	83.9
Mathematical sciences	16025	1.2	38.0	26195	2.6	62.0
Medicine and dentistry	37875	2.9	56.2	29480	2.9	43.8
Physical sciences	36910	2.9	39.6	56345	5.6	60.4
Subjects allied to medicine	217185	16.8	79.5	56035	5.5	20.5
Veterinary science	4515	0.4	76.1	1420	0.1	23.9
SET total	508090	39.4	50.4	499465	49.5	49.6
Non-SET						
Business, admin studies	165175	12.8	49.1	171400	17.0	50.9
Combined	35000	2.7	61.8	21640	2.1	38.2
Creative arts and design	106395	8.3	63.0	62440	6.2	37.0
Education	131445	10.2	76.0	41550	4.1	24.0
Historical and philosophical studies	47650	3.7	53.2	41950	4.2	46.8
Languages	81165	6.3	69.0	36485	3.6	31.0
Law	54010	4.2	60.5	35200	3.5	39.5
Mass comms and documentation	29065	2.3	58.7	20450	2.0	41.3
Social studies	131095	10.2	62.3	79450	7.9	37.7
Non-SET total	781005	60.6	60.5	510570	50.5	39.5
Total	1289090	100	56.1	1010035	100	43.9

* within a gender, the percentage of students in a subject area (compare vertically)

^ within a subject area, the percentage of students who are female/male (compare horizontally)
Percentages based on total number of students minus those whose subject area or gender is unknown.

All students in subject areas by gender

Overall, women comprised 52.6% of first year students studying SET subjects, a higher proportion than for all SET subjects (50.4%; see fig. 4.6).

Although the gender profile of first year students was broadly similar to the profile of all students for most subjects, there were some notable differences.

For example, the proportions of first year education and languages students who were women was 2.0 percentage points lower than that of all students in this subject area (see fig. 4.6).

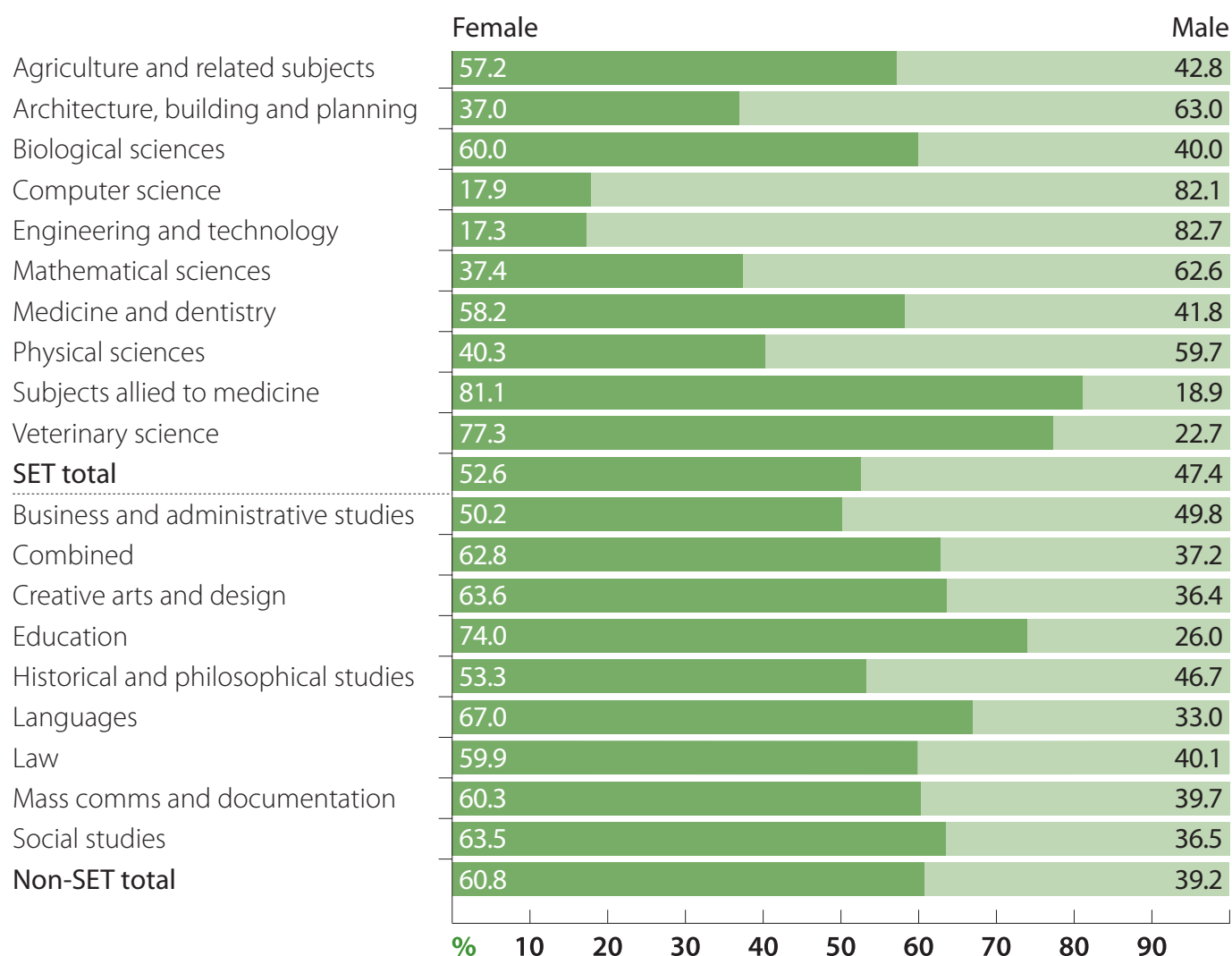
Among those who studied mass communications and documentation, the proportion of first year students who were women was 1.6 percentage points higher than that of all students in this subject area (see fig. 4.6).

4.7 First year students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	5125	0.9	57.2	3830	0.9	42.8
Architecture, building, planning	7520	1.3	37.0	12825	3.0	63.0
Biological sciences	49865	8.7	60.0	33220	7.8	40.0
Computer science	6710	1.2	17.9	30815	7.3	82.1
Engineering and technology	11130	1.9	17.3	53300	12.6	82.7
Mathematical sciences	5600	1.0	37.4	9385	2.2	62.6
Medicine and dentistry	11540	2.0	58.2	8295	2.0	41.8
Physical sciences	13605	2.4	40.3	20195	4.8	59.7
Subjects allied to medicine	106135	18.6	81.1	24720	5.8	18.9
Veterinary science	1110	0.2	77.3	325	0.1	22.7
SET total	218340	38.2	52.6	196915	46.4	47.4
Non-SET						
Business, admin studies	81290	14.2	50.2	80600	19.0	49.8
Combined	16940	3.0	62.8	10030	2.4	37.2
Creative arts and design	42215	7.4	63.6	24155	5.7	36.4
Education	69745	12.2	74.0	24475	5.8	26.0
Historical and philosophical studies	17445	3.1	53.3	15315	3.6	46.7
Languages	31650	5.5	67.0	15570	3.7	33.0
Law	23460	4.1	59.9	15680	3.7	40.1
Mass comms and documentation	12990	2.3	60.3	8540	2.0	39.7
Social studies	57335	10.0	63.5	32935	7.8	36.5
Non-SET total	353065	61.8	60.8	227310	53.6	39.2
Total	571405	100	57.4	424225	100	42.6

* within a gender, the percentage of students in a subject area (compare vertically)

^ within a subject area, the percentage of students who are female/male (compare horizontally)
Percentages based on total number of students minus those whose subject area or gender is unknown.

First year students in subject areas by gender

Across SET subject areas, male students made up the majority of first degree undergraduates (51.5%) and research postgraduates (56.6%), while female students comprised the majority of other undergraduates (62.0%) and taught postgraduates (54.5%).

Across all degree levels, the SET subject with the largest gender gap was engineering and technology. It was particularly pronounced at the other undergraduate level, where 90.8% of students studying engineering and technology were male.

Within non-SET subject areas, female students made up the majority across all degree levels. Education had the largest gender gaps across all degree levels with the exception of the taught postgraduate level, where the gap was widest in language (70.9% female).

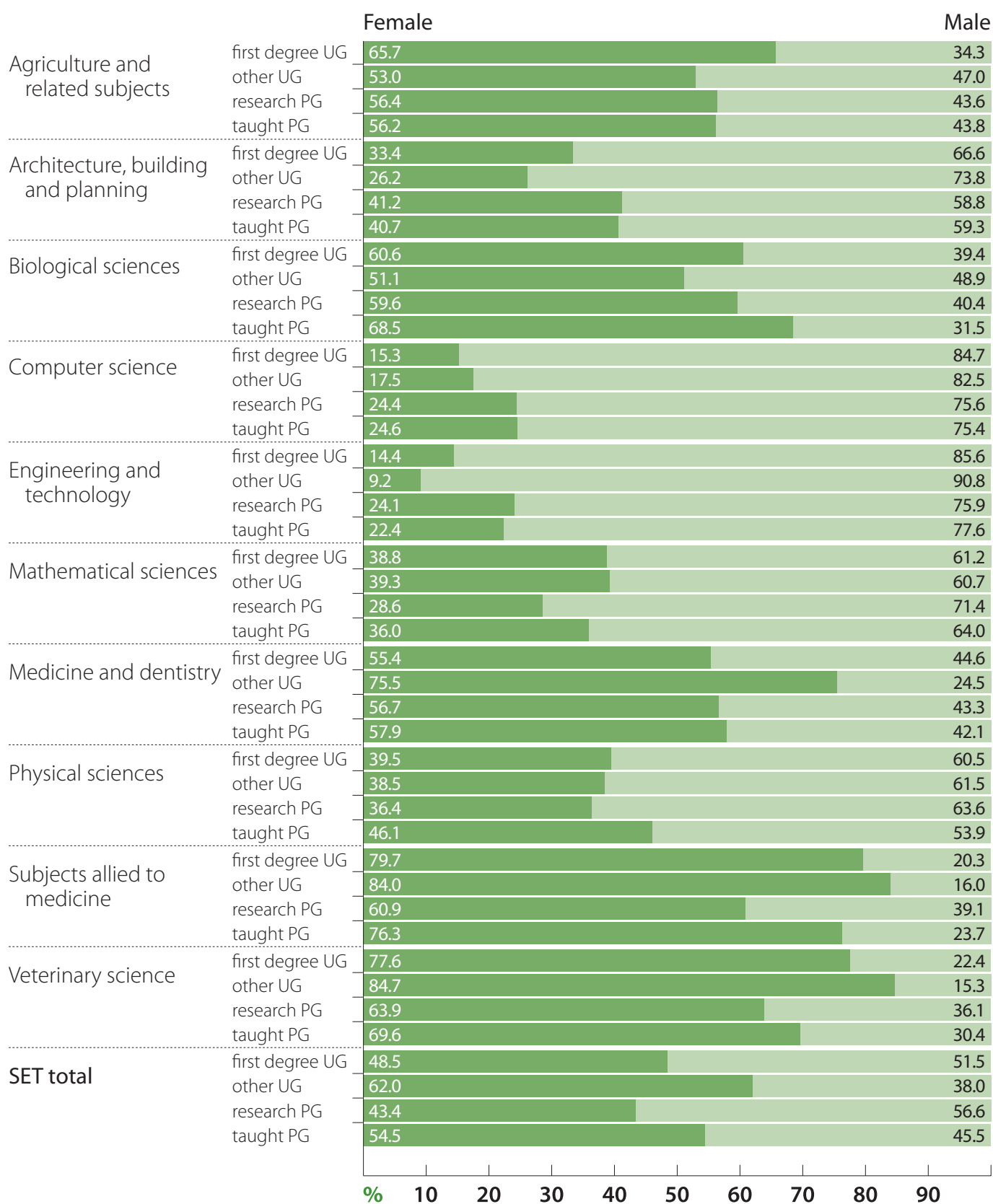
Of those studying non-SET subjects, the gender gap was widest among first degree undergraduates studying education (85.6% female).

4.8 All students by subject area, degree level and gender

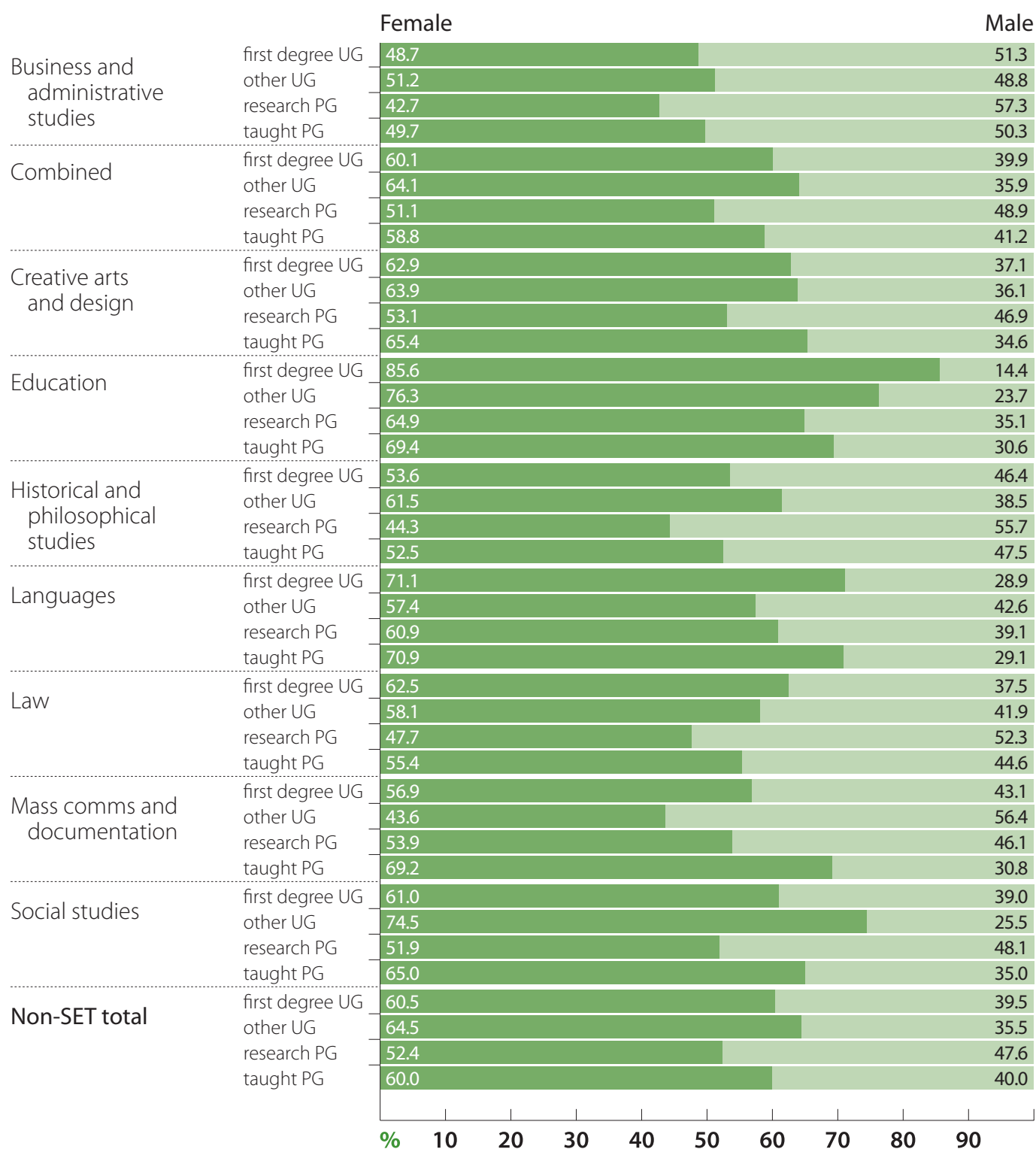
	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	6090	65.7	3185	34.3
Architecture, building, planning	10410	33.4	20750	66.6
Biological sciences	99585	60.6	64795	39.4
Computer science	10670	15.3	59135	84.7
Engineering and technology	15275	14.4	90780	85.6
Mathematical sciences	13810	38.8	21760	61.2
Medicine and dentistry	25160	55.4	20225	44.6
Physical sciences	28060	39.5	43015	60.5
Subjects allied to medicine	122420	79.7	31190	20.3
Veterinary science	3830	77.6	1110	22.4
SET total	335310	48.5	355945	51.5
Non-SET				
Business, administrative studies	100060	48.7	105215	51.3
Combined	17695	60.1	11760	39.9
Creative arts and design	87480	62.9	51525	37.1
Education	51380	85.6	8670	14.4
Historical, philosophical studies	36235	53.6	31415	46.4
Languages	63030	71.1	25640	28.9
Law	41560	62.5	24985	37.5
Mass comms and documentation	21775	56.9	16500	43.1
Social studies	90070	61.0	57490	39.0
Non-SET total	509285	60.5	333200	39.5
Total	844595	55.1	689145	44.9

Percentages based on total number of students minus those whose subject area, degree level or gender is unknown.

Other undergraduate				Research postgraduate				Taught postgraduate			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3055	53.0	2715	47.0	505	56.4	390	43.6	1360	56.2	1060	43.8
1010	26.2	2845	73.8	830	41.2	1185	58.8	4935	40.7	7195	59.3
5150	51.1	4935	48.9	8080	59.6	5485	40.4	13345	68.5	6130	31.5
900	17.5	4235	82.5	1140	24.4	3545	75.6	2935	24.6	8990	75.4
1260	9.2	12430	90.8	3425	24.1	10760	75.9	5620	22.4	19435	77.6
285	39.3	440	60.7	780	28.6	1945	71.4	1155	36.0	2055	64.0
445	75.5	145	24.5	5115	56.7	3905	43.3	7155	57.9	5210	42.1
1110	38.5	1775	61.5	4335	36.4	7570	63.6	3405	46.1	3985	53.9
50895	84.0	9720	16.0	4550	60.9	2920	39.1	39320	76.3	12210	23.7
60	84.7	10	15.3	225	63.9	125	36.1	400	69.6	175	30.4
64165	62.0	39245	38.0	28980	43.4	37830	56.6	79635	54.5	66445	45.5
12010	51.2	11440	48.8	2985	42.7	4005	57.3	50125	49.7	50740	50.3
16110	64.1	9040	35.9	25	51.1	25	48.9	1170	58.8	820	41.2
5085	63.9	2870	36.1	2045	53.1	1810	46.9	11780	65.4	6230	34.6
21970	76.3	6815	23.7	4425	64.9	2390	35.1	53670	69.4	23675	30.6
3350	61.5	2090	38.5	3240	44.3	4075	55.7	4825	52.5	4365	47.5
7665	57.4	5675	42.6	3750	60.9	2410	39.1	6725	70.9	2755	29.1
1650	58.1	1190	41.9	1145	47.7	1255	52.3	9660	55.4	7765	44.6
535	43.6	690	56.4	610	53.9	525	46.1	6145	69.2	2740	30.8
10765	74.5	3680	25.5	5155	51.9	4780	48.1	25110	65.0	13505	35.0
79135	64.5	43495	35.5	23380	52.4	21275	47.6	169205	60.0	112595	40.0
143300	63.4	82745	36.6	52355	47.0	59105	53.0	248840	58.2	179040	41.8

All students in SET subject areas and degree levels by gender

All students in non-SET subject areas and degree levels by gender



Although the gender profile of first year students was broadly similar to that of all students, there were some notable differences among certain subject areas.

For example, 80.6% of first year first degree undergraduates studying veterinary science were women compared with 77.6% of all first degree undergraduates in this subject (a 3.0 percentage point difference; see fig. 4.8).

At the other undergraduate level, 32.4% of first year students studying mathematical sciences were women compared with 39.3% of all other undergraduates in this subject (a 6.9 percentage point difference; see fig. 4.8).

4.9 First year students by subject area, degree level and gender

	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	2145	66.4	1085	33.6
Architecture, building, planning	3375	34.1	6525	65.9
Biological sciences	35065	59.6	23800	40.4
Computer science	3750	14.8	21535	85.2
Engineering and technology	5050	14.5	29675	85.5
Mathematical sciences	4260	37.8	7015	62.2
Medicine and dentistry	5230	55.8	4145	44.2
Physical sciences	9045	39.8	13685	60.2
Subjects allied to medicine	44015	81.0	10340	19.0
Veterinary science	850	80.6	205	19.4
SET total	112785	48.9	118020	51.1
Non-SET				
Business, administrative studies	37775	48.3	40460	51.7
Combined	3700	58.3	2650	41.7
Creative arts and design	30870	63.2	18000	36.8
Education	18245	85.7	3045	14.3
Historical, philosophical studies	11195	53.0	9920	47.0
Languages	18890	71.1	7695	28.9
Law	14825	62.5	8885	37.5
Mass comms and documentation	7955	56.6	6095	43.4
Social studies	31650	62.1	19305	37.9
Non-SET total	175100	60.1	116050	39.9
Total	287885	55.2	234065	44.8

.. Percentages based on totals of 22.5 or less are not shown.
 Percentages based on total number of students minus those whose subject area, degree level or gender is unknown.

Other undergraduate				Research postgraduate				Taught postgraduate			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1890	50.0	1890	50.0	185	58.5	130	41.5	905	55.4	730	44.6
570	26.7	1555	73.3	300	45.4	365	54.6	3275	42.8	4380	57.2
3560	50.6	3470	49.4	2720	59.4	1860	40.6	8525	67.6	4090	32.4
560	19.1	2360	80.9	355	23.3	1165	76.7	2050	26.3	5750	73.7
835	10.5	7140	89.5	1230	25.1	3675	74.9	4015	23.9	12810	76.1
130	32.4	270	67.6	270	30.7	605	69.3	940	38.7	1490	61.3
235	75.4	75	24.6	1625	57.0	1225	43.0	4450	61.0	2850	39.0
585	35.4	1065	64.6	1450	36.0	2575	64.0	2525	46.8	2870	53.2
37460	84.8	6730	15.2	1420	59.4	970	40.6	23240	77.7	6675	22.3
20	84.6	5	15.4	70	61.4	45	38.6	170	69.2	75	30.8
45845	65.1	24560	34.9	9620	43.3	12615	56.7	50095	54.6	41720	45.4
7820	52.6	7060	47.4	1015	44.6	1260	55.4	34680	52.1	31825	47.9
12255	64.5	6740	35.5	0	..	5	..	985	60.7	640	39.3
2890	63.0	1695	37.0	605	55.0	495	45.0	7855	66.4	3970	33.6
13940	73.1	5120	26.9	1190	67.0	585	33.0	36365	69.8	15725	30.2
2050	61.7	1275	38.3	1020	42.9	1360	57.1	3185	53.5	2765	46.5
6665	56.9	5055	43.1	1270	60.8	820	39.2	4830	70.7	2005	29.3
1230	56.2	955	43.8	360	46.0	425	54.0	7045	56.5	5415	43.5
305	48.7	320	51.3	205	58.9	140	41.1	4525	69.5	1985	30.5
7275	74.0	2550	26.0	1645	50.9	1590	49.1	16760	63.9	9485	36.1
54425	63.9	30775	36.1	7310	52.3	6675	47.7	116225	61.2	73810	38.8
100270	64.4	55335	35.6	16935	46.7	19295	53.3	166320	59.0	115530	41.0

Continuation

Entrants refers to full-time first degree UK domiciled 2012/13 entrants. Continuation data indicates the progress of these entrants to 2013/14.

A lower proportion of male entrants continued or qualified in 2013/14 than female entrants (89.7% and 91.8%, respectively).

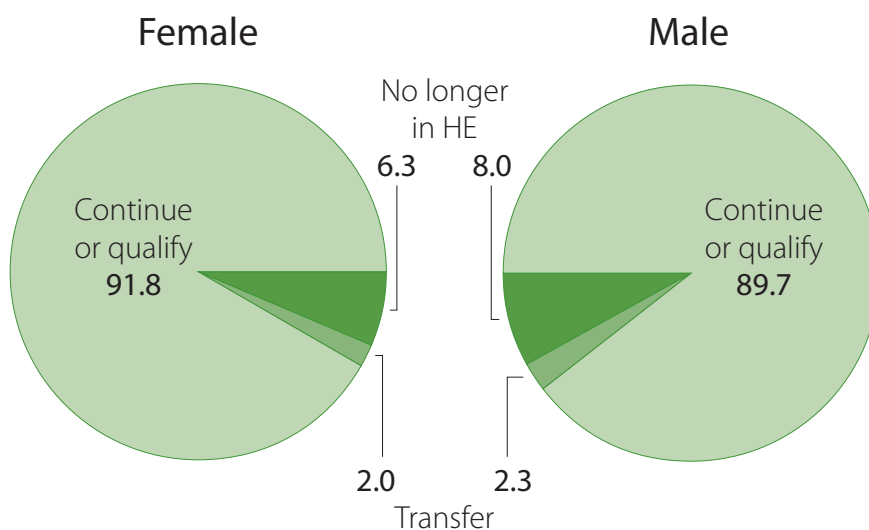
8.0% of male entrants were no longer in higher education compared with 6.3% of female entrants.

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
Female	180185	91.8	3850	2.0	12310	6.3
Male	139275	89.7	3570	2.3	12435	8.0
Total	319460	90.9	7420	2.1	24745	7.0

Percentages based on total number of students minus those whose continuation category or gender is unknown.

UK domiciled female/male full-time first degree entrants by continuation category



Degree attainment

Qualifiers refers to first degree undergraduate qualifiers. The gender degree attainment gap is calculated: % male first/2:1 - % female first/2:1.

Across the UK there was a negative degree attainment gap with a higher proportion of female qualifiers receiving a first/2:1 than male qualifiers.

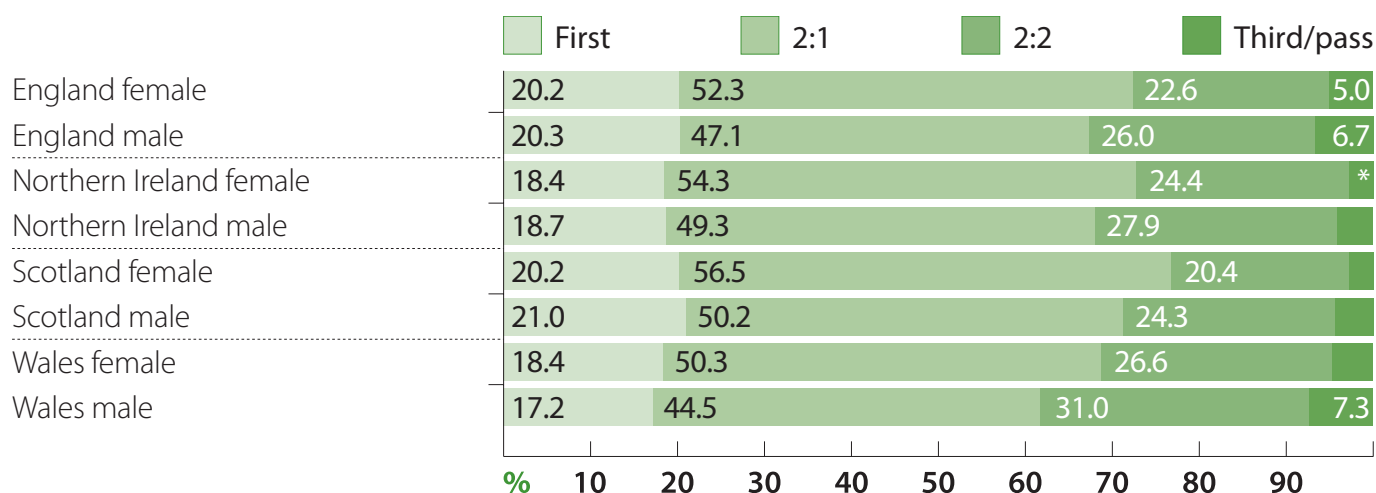
Compared with 2012/13, the negative gender degree attainment gap widened the most in Scotland (by 1.3 percentage points) and narrowed the most in Wales (by 1.2 percentage points; fig. 4.11, ECU [2014]).

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
Female	38495	20.2	99710	52.3	43140	22.6	9475	5.0
Male	30090	20.3	69795	47.1	38510	26.0	9900	6.7
Total	68585	20.2	169505	50.0	81650	24.1	19375	5.7
Northern Ireland								
Female	920	18.4	2710	54.3	1220	24.4	140	2.8
Male	670	18.7	1760	49.3	995	27.9	145	4.1
Total	1590	18.6	4470	52.2	2215	25.9	285	3.4
Scotland								
Female	2830	20.2	7905	56.5	2850	20.4	395	2.8
Male	2290	21.0	5470	50.2	2650	24.3	480	4.4
Total	5120	20.6	13375	53.8	5505	22.1	875	3.5
Wales								
Female	2290	18.4	6245	50.3	3305	26.6	590	4.7
Male	1820	17.2	4700	44.5	3275	31.0	770	7.3
Total	4105	17.9	10945	47.6	6580	28.6	1360	5.9

Percentages based on total number of students minus those whose country of institution, degree class or gender is unknown.

Female/male first degree undergraduate qualifiers in countries of institution by degree class



With the exception of social studies, in every subject area a higher proportion of female qualifiers received a first/2:1 than male qualifiers. The gender degree attainment gap was widest among qualifiers studying biological sciences (a 13.1 percentage point difference), followed by agriculture and related subjects (11.5 percentage points) and business and administrative studies (10.1 percentage points).

In contrast, 73.5% of male qualifiers studying social studies received a first/2:1, slightly higher than the proportion of female qualifiers to do so (70.8%).

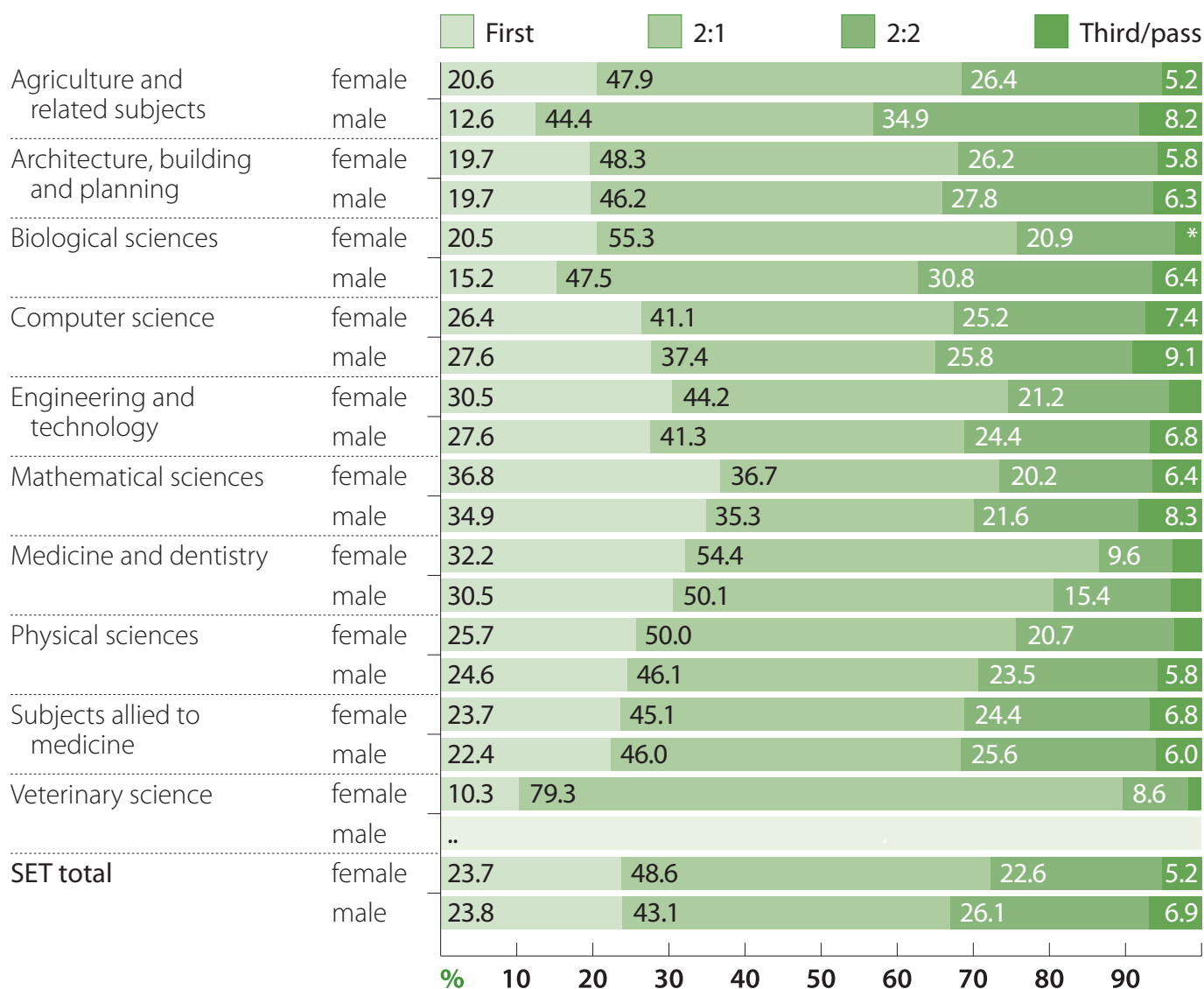
4.12 First degree undergraduate qualifiers by subject area, degree class and gender

	First			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	380	20.6	125	12.6
Architecture, building, planning	585	19.7	1190	19.7
Biological sciences	5125	20.5	2520	15.2
Computer science	680	26.4	3475	27.6
Engineering and technology	1125	30.5	5695	27.6
Mathematical sciences	1315	36.8	1690	34.9
Medicine and dentistry	230	32.2	175	30.5
Physical sciences	1810	25.7	2440	24.6
Subjects allied to medicine	6960	23.7	1695	22.4
Veterinary science	5	10.3	0	..
SET total	18215	23.7	19010	23.8
Non-SET				
Business, administrative studies	6190	20.2	4555	14.8
Combined	285	15.6	160	15.6
Creative arts and design	5530	20.3	3315	21.3
Education	2695	17.3	375	15.2
Historical, philosophical studies	1890	19.4	1585	18.2
Languages	3305	19.3	1420	20.7
Law	1275	11.7	745	11.5
Mass comms and documentation	1085	15.5	700	13.5
Social studies	4070	16.1	3010	18.3
Non-SET total	26315	18.1	15860	17.0
Total	44530	20.0	34870	20.1

.. Percentages based on totals of 22.5 or less are not shown.
 Percentages based on total number of students minus those whose subject area, degree class or gender is unknown.

2:1				2:2				Third/pass			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
885	47.9	440	44.4	485	26.4	345	34.9	95	5.2	80	8.2
1430	48.3	2790	46.2	775	26.2	1680	27.8	170	5.8	380	6.3
13840	55.3	7865	47.5	5235	20.9	5105	30.8	845	3.4	1060	6.4
1055	41.1	4715	37.4	645	25.2	3245	25.8	190	7.4	1150	9.1
1630	44.2	8525	41.3	780	21.2	5040	24.4	155	4.2	1395	6.8
1310	36.7	1710	35.3	720	20.2	1045	21.6	230	6.4	400	8.3
385	54.4	290	50.1	70	9.6	90	15.4	25	3.8	25	4.0
3525	50.0	4575	46.1	1455	20.7	2330	23.5	255	3.6	575	5.8
13255	45.1	3490	46.0	7185	24.4	1945	25.6	2010	6.8	450	6.0
45	79.3	10	..	5	8.6	0	..	0	1.7	0	..
37360	48.6	34400	43.1	17360	22.6	20825	26.1	3980	5.2	5520	6.9
14710	47.9	13300	43.2	7990	26.0	10055	32.7	1805	5.9	2885	9.4
815	44.9	455	43.7	485	26.8	285	27.4	235	12.8	140	13.3
14265	52.4	7540	48.4	6175	22.7	3775	24.2	1280	4.7	940	6.0
7880	50.8	1175	47.8	4045	26.1	775	31.5	910	5.8	140	5.6
6260	64.4	5350	61.5	1385	14.2	1555	17.9	185	1.9	205	2.4
10880	63.7	4000	58.2	2585	15.1	1260	18.3	320	1.9	190	2.8
6320	58.2	3545	54.5	2810	25.9	1835	28.2	460	4.2	380	5.8
4205	60.2	2865	55.6	1495	21.4	1360	26.3	205	3.0	235	4.5
13865	54.7	9100	55.2	6185	24.4	3715	22.5	1230	4.8	660	4.0
79205	54.5	47325	50.6	33155	22.8	24610	26.3	6625	4.6	5770	6.2
116565	52.5	81730	47.2	50515	22.7	45435	26.2	10605	4.8	11295	6.5

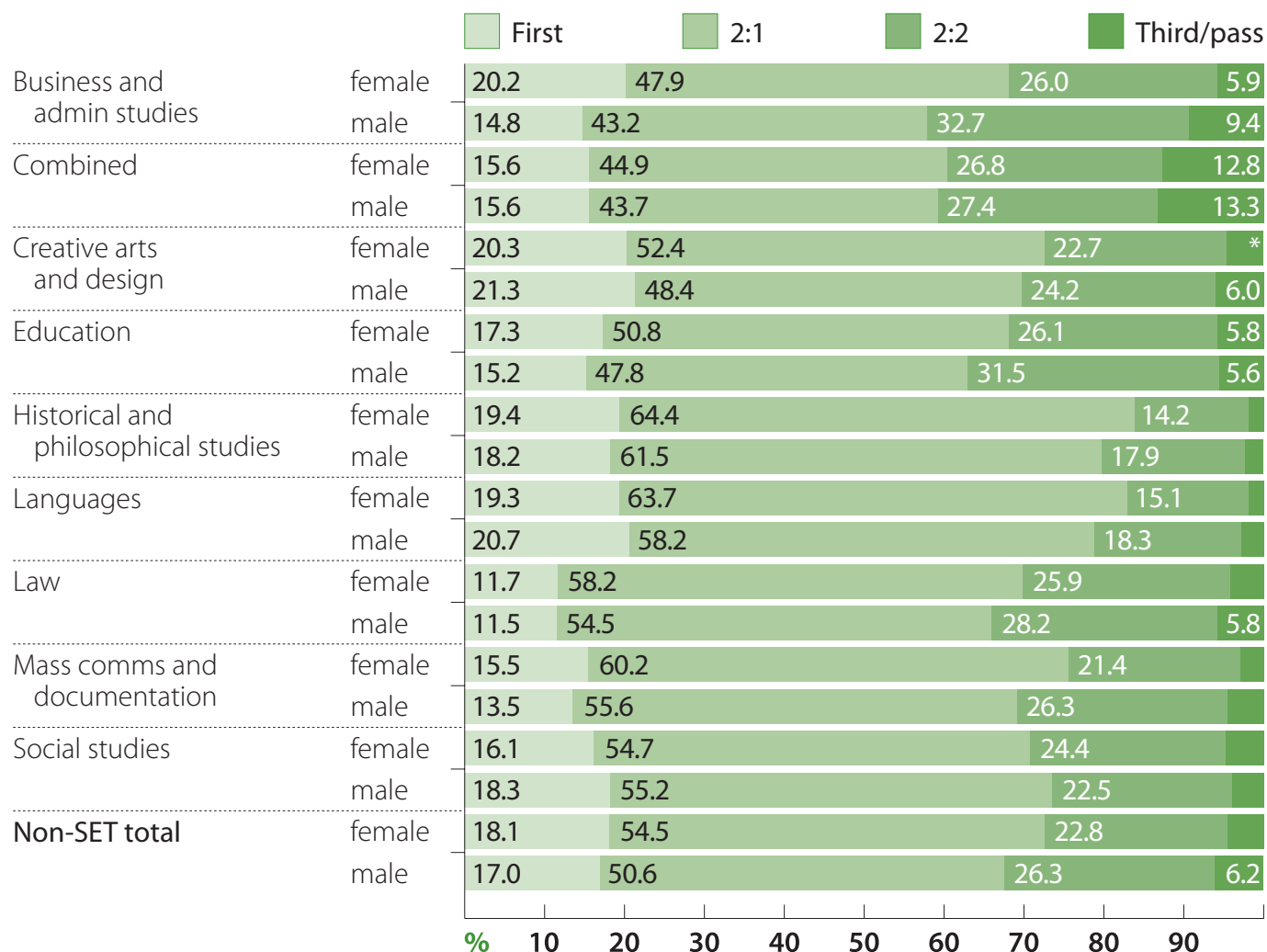
Female/male first degree undergraduate qualifiers in SET subject areas by degree class



* values less than 5.0 are not displayed

.. percentages based on totals of 22.5 or less are not shown

Female/male first degree undergraduate qualifiers in non-SET subject areas by degree class



* values less than 5.0 are not displayed

Destination of leavers

Leavers refers to students who responded to the DLHE survey six months after qualifying.

Although similar proportions of female and male leavers were in full-time work, a higher proportion of male leavers were in professional full-time work than female leavers (49.9% compared with 47.5%).

There were higher rates of non-professional full-time work and part-time work among women than men.

12.1% of male leavers went onto full-time study compared with 10.4% of female leavers.

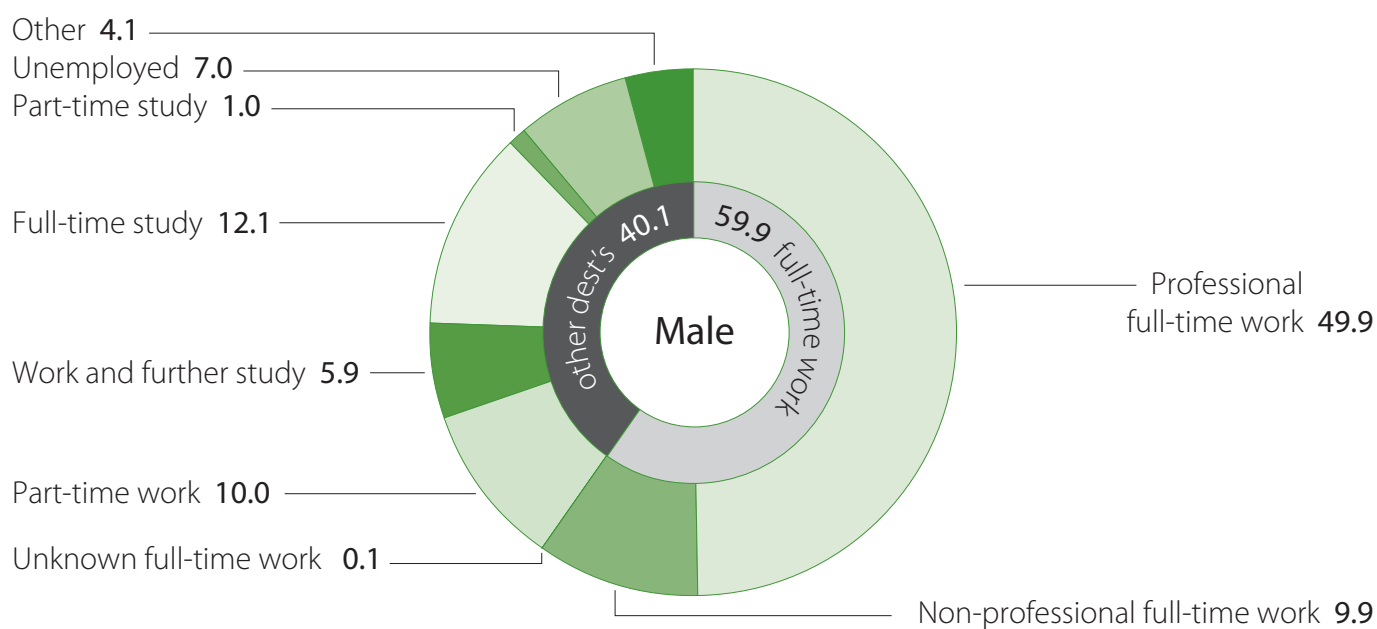
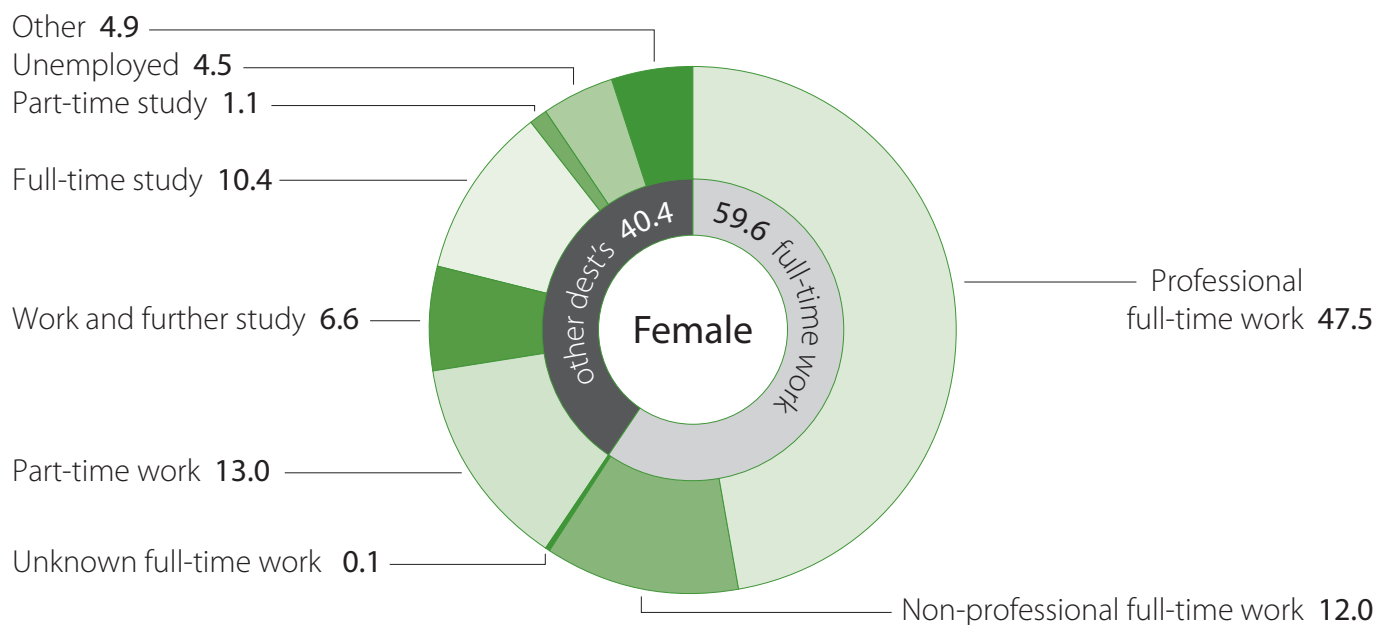
A higher proportion of male leavers (7.0%) than female leavers (4.5%) were unemployed.

4.13 DLHE leavers by leaving destination and gender

	Female		Male	
	No.	%	No.	%
Full-time work total	146575	59.6	106815	59.9
Professional full-time work	116805	47.5	88950	49.9
Non-professional full-time work	29545	12.0	17685	9.9
Unknown full-time work	225	0.1	180	0.1
Part-time work	32045	13.0	17835	10.0
Work and further study	16155	6.6	10495	5.9
Full-time study	25620	10.4	21615	12.1
Part-time study	2615	1.1	1740	1.0
Unemployed	11115	4.5	12520	7.0
Other	11935	4.9	7250	4.1
Total	246065	100	178270	100

Percentages based on total number of leavers minus those whose leaving destination or gender is unknown.

Female/male DLHE leavers by leaving destination



5 Intersectionality

All individuals have different elements of identity, which form and inform each other. For example, the experiences of, and outcomes within higher education may be different for a BME woman compared with a white woman.

In recognition of the fact that people's identities and social positions are shaped by a multitude of factors, this section presents high-level information on the intersectionality between age, disability, ethnicity and gender.

- = A higher proportion of students aged 36 and over disclosed as disabled than students in other age groups (11.1%).
- = Compared with 2012/13, the proportion of students who disclosed as disabled has increased by 0.4 percentage points for students aged 22–25 and by 0.5 percentage points for all other age groups.
- = BME students had a younger age profile than white students, with 71.8% aged 25 and under compared with 69.2% of white students.
- = A higher proportion of white students disclosed as disabled (12.3%) than BME students (9.0%), though this average covers a range from 5.1% of Chinese students to 13.3% of mixed students.
- = Overall, 58.3% of students who disclosed as disabled were women.
- = 79.4% of students who disclosed a social communication/autistic spectrum disorder were men. In contrast, 67.6% of students who had a mental health condition were women.
- = Overall, within every ethnic group, the majority of students were female. Black students had the highest proportion of students who were women (59.3%) while Chinese students had the lowest (51.9%).
- = With the exception of those aged 22–25, within every age group, a higher proportion of non-disabled qualifiers received a first/2:1 degree than disabled qualifiers.
- = In every age group, a higher proportion of white UK domiciled qualifiers received a first/2:1 than BME UK domiciled qualifiers.
- = The ethnicity degree attainment gap was largest between white (73.5%) and black male qualifiers (46.3%), with a difference of 27.2 percentage points.
- = Non-affiliated (17.8%) and Million+ (16.9%) institutions had the highest proportions of students aged 36 and over, institutions within the Russell Group had the lowest (8.4%).
- = 30.4% of students studying at Million+ institutions were BME, over double the proportion of those at GuildHE institutions (14.5%).

5 Intersectionality

Age and disability

This table refers to students' age on entry and those who disclosed as disabled (**disabled**) and did not disclose as disabled or whose disability status was unknown (**non-disabled**).

A higher proportion of students aged 36 and over disclosed as disabled than students in other age groups (11.1%).

For some impairment types, disclosure rates increased with age. For example, the proportion of students disclosing two or more impairments ranged from 5.2% of disabled students aged 21 and under to 19.1% of those aged 36 and over.

For certain other impairment types, disclosure rates decreased with age. For example, 54.9% of disabled students aged 21 and under disclosed a specific learning difficulty, over twice the proportion of those aged 36 and over (25.6%).

Compared with 2012/13, the proportion of students who disclosed as disabled has increased by 0.4 percentage points for students aged 22–25 and by 0.5 percentage points for all other age groups (fig. 5.1, ECU [2014]).

5.1 All students by disability status, impairment type and age group

	21 and under		
	No.	%*	%^
Disabled	128195	10.1	55.9
Blind/serious visual impairment	1520	1.2	47.2
Deaf/serious hearing impairment	2295	1.8	41.3
Long-standing illness or health condition	12470	9.7	52.7
Mental health condition	15370	12.0	52.3
Personal care support	0	0.0	..
Physical impairment/mobility issues	3400	2.7	42.9
Social comm./autistic spectrum disorder	4605	3.6	77.5
Specific learning difficulty	70320	54.9	63.9
Two or more impairments	6625	5.2	33.4
Other impairment	11580	9.0	49.1
Non-disabled	1134985	89.9	54.8

* among disabled students within an age group, the percentage in an impairment type (compare vertically)

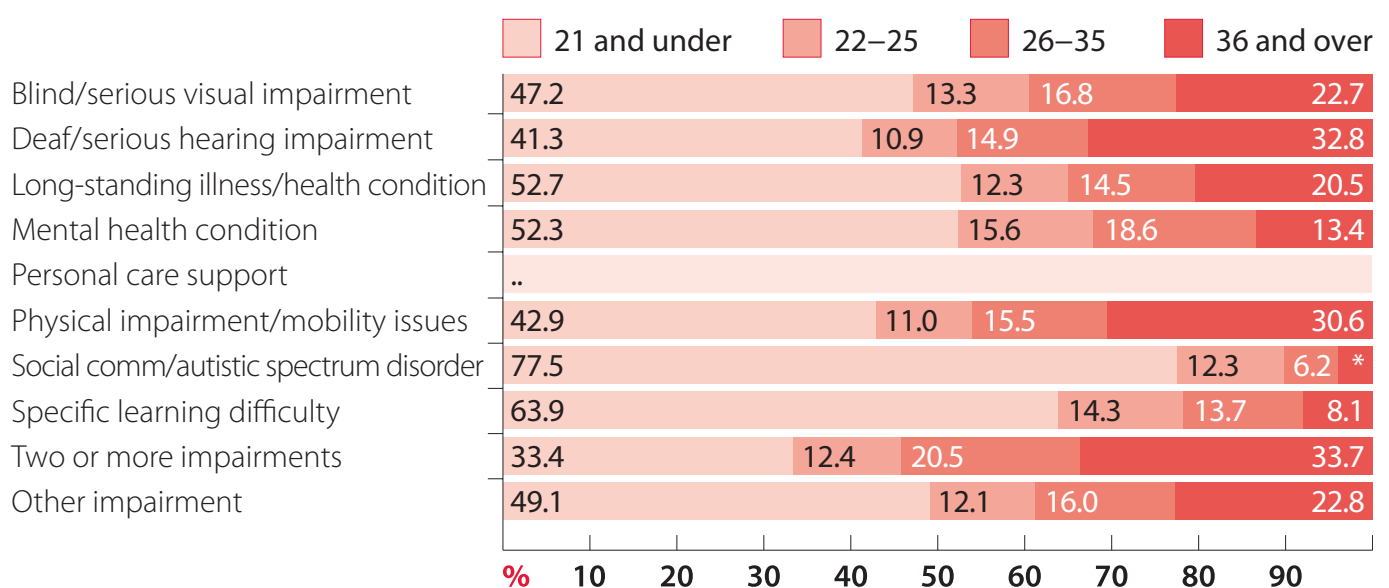
^ within a disability status and impairment type, the percentage of students in an age group (compare horizontally)

.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose impairment type or age group is unknown.

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
31170	8.7	13.6	34835	9.7	15.2	35015	11.1	15.3
430	1.4	13.3	540	1.6	16.8	730	2.1	22.7
610	2.0	10.9	830	2.4	14.9	1820	5.2	32.8
2920	9.4	12.3	3445	9.9	14.5	4850	13.9	20.5
4595	14.7	15.6	5465	15.7	18.6	3940	11.3	13.4
0	0.0	..	0	0.0	..	0	0.0	..
870	2.8	11.0	1230	3.5	15.5	2430	6.9	30.6
730	2.3	12.3	370	1.1	6.2	235	0.7	4.0
15710	50.4	14.3	15105	43.4	13.7	8955	25.6	8.1
2455	7.9	12.4	4070	11.7	20.5	6670	19.1	33.7
2850	9.2	12.1	3775	10.8	16.0	5375	15.4	22.8
328120	91.3	15.9	325650	90.3	15.7	281175	88.9	13.6

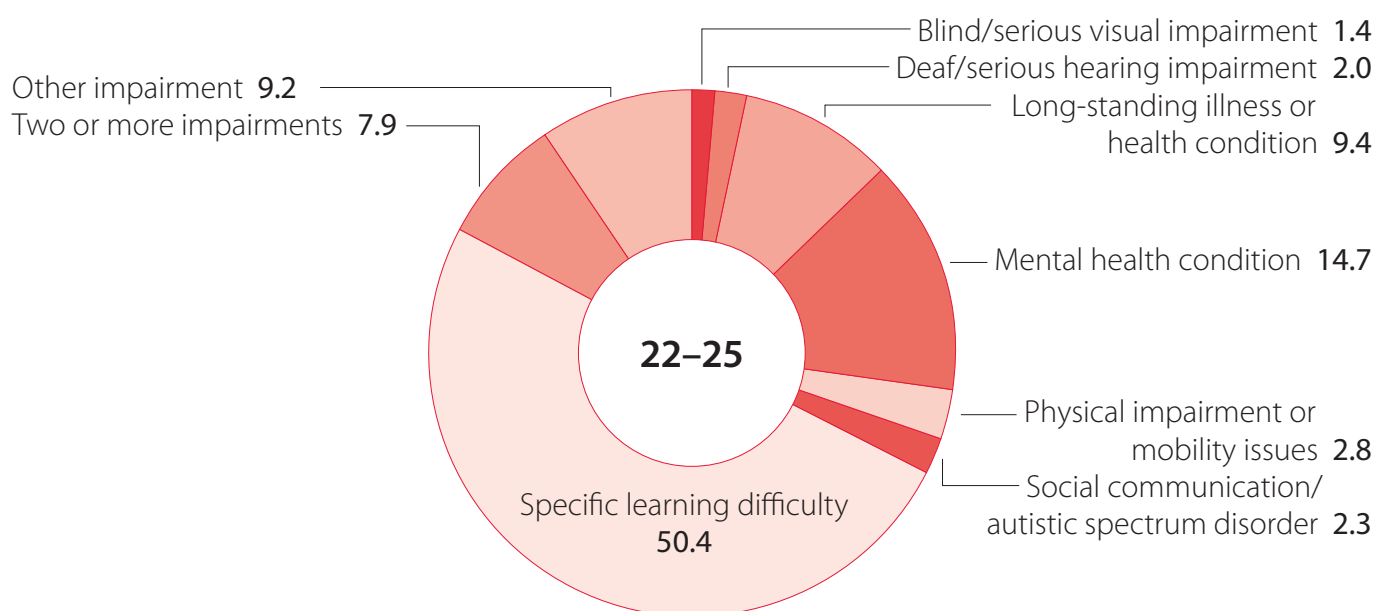
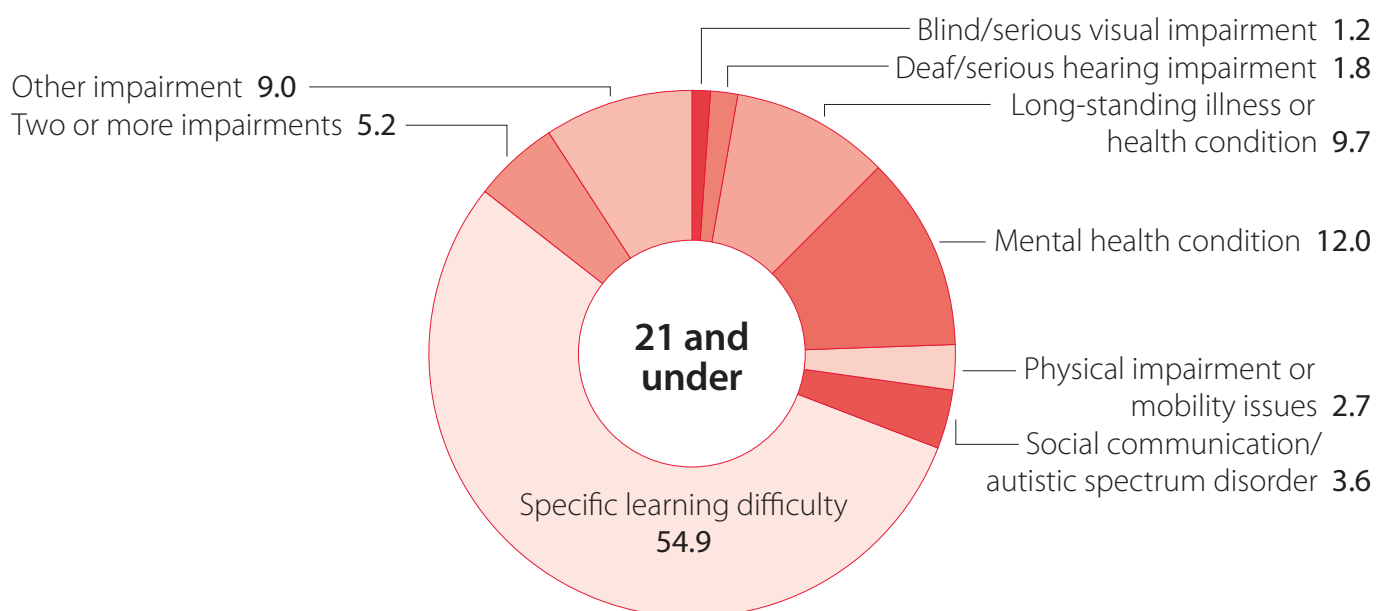
Disabled students in impairment types by age group

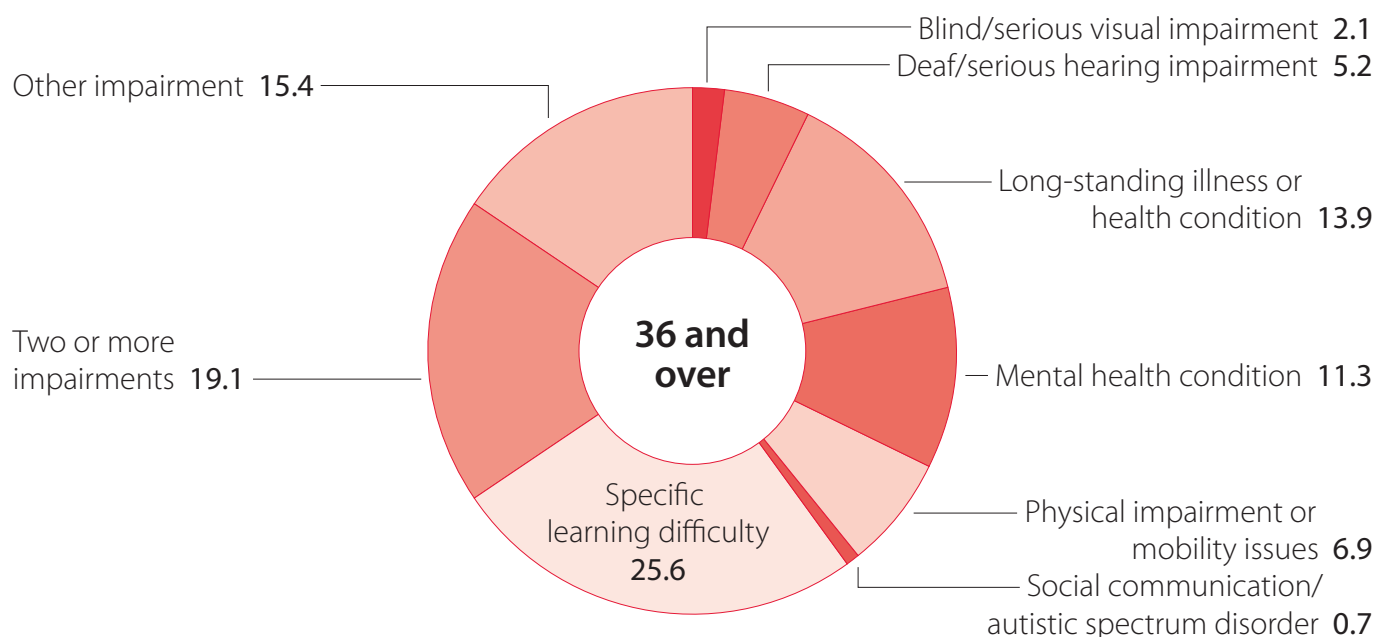
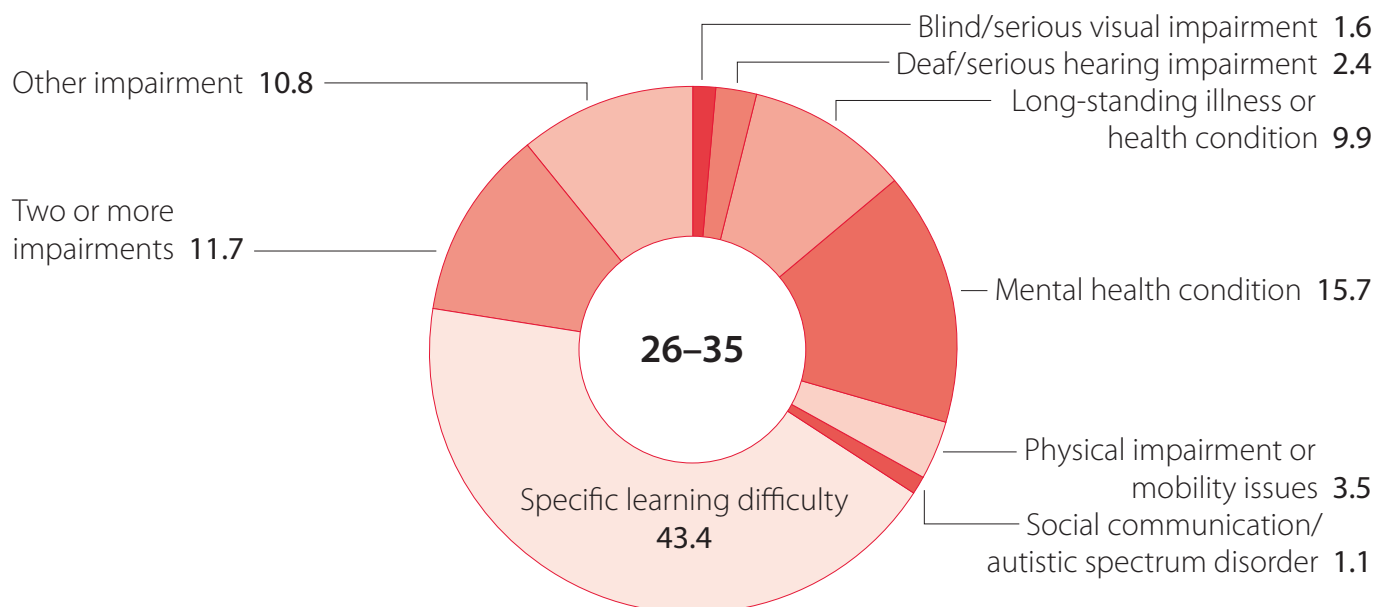


.. percentages based on totals of 22.5 or less are not shown

* values less than 5.0 are not displayed

Disabled students in age groups by impairment type





Age and ethnicity

This table refers to UK domiciled students' age on entry and ethnic group.

BME students had a younger age profile than white students, with 71.8% aged 25 and under compared with 69.2% of white students.

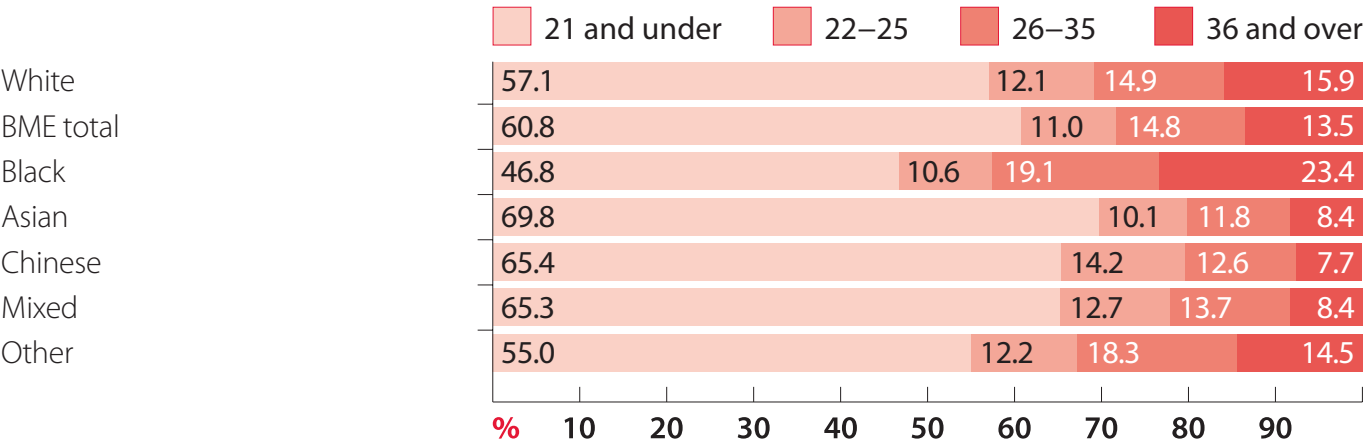
This was particularly the case for Asian and Chinese students, nearly four out of five of whom were aged 25 and under (79.9% and 79.6% respectively). In contrast, 57.4% of black students were aged 25 and under.

5.2 UK domiciled students by age group and ethnic group

	White			BME total		
	No.	%*	%^	No.	%*	%^
21 and under	834090	57.1	78.8	225035	60.8	21.2
22–25	176080	12.1	81.3	40630	11.0	18.7
26–35	218115	14.9	79.9	54885	14.8	20.1
36 and over	231395	15.9	82.3	49835	13.5	17.7
Total	1459685	100	79.8	370380	100	20.2

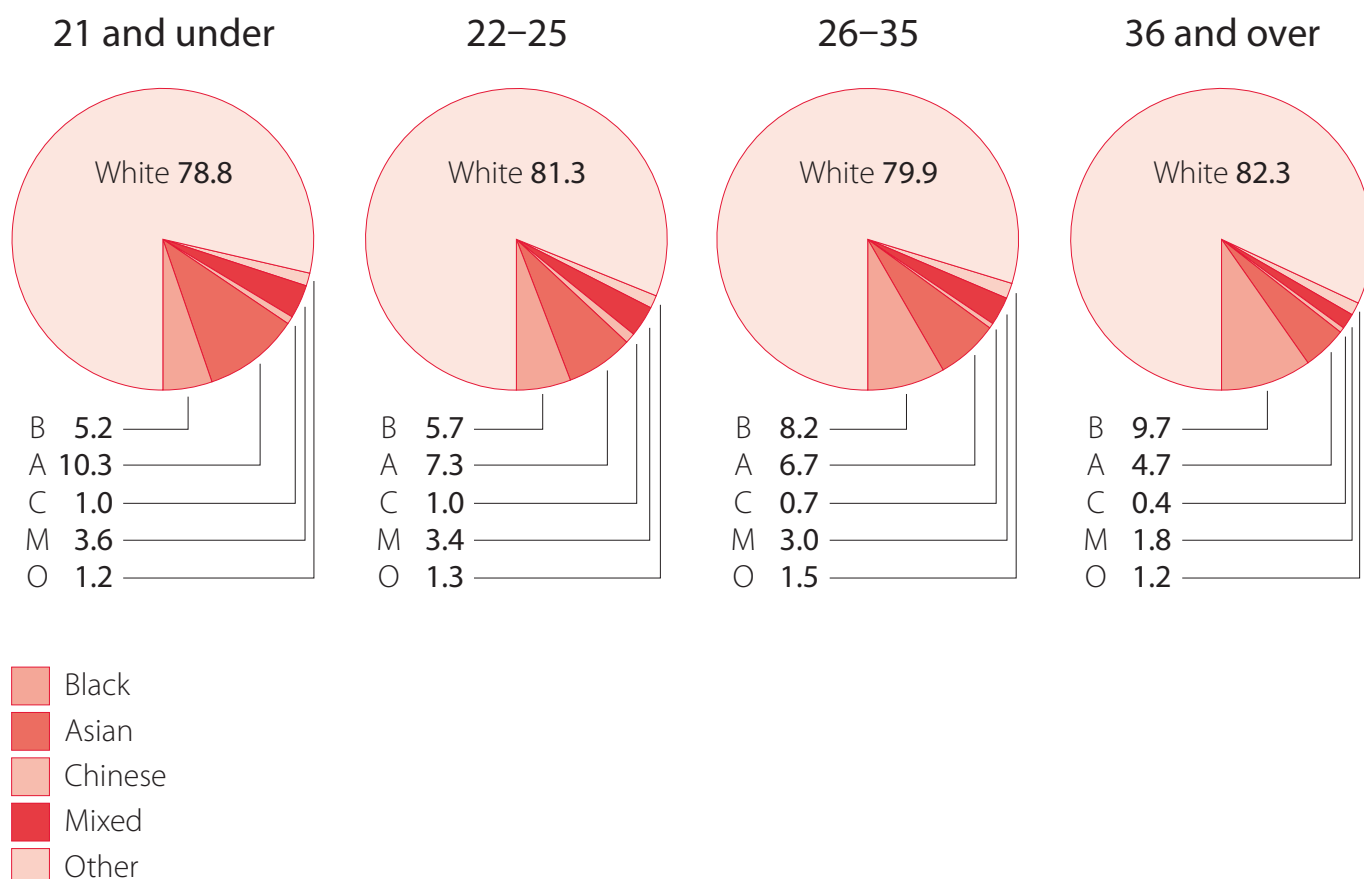
* within an ethnic group, the percentage of students in an age group (compare vertically)
^ within an age group, the percentage of students in an ethnic group (compare horizontally)
Percentages based on total number of students minus those whose age group or ethnic group is unknown.

UK domiciled students in ethnic groups by age group



Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
54625	46.8	5.2	109185	69.8	10.3	10335	65.4	1.0	38425	65.3	3.6	12465	55.0	1.2
12420	10.6	5.7	15725	10.1	7.3	2250	14.2	1.0	7470	12.7	3.4	2765	12.2	1.3
22275	19.1	8.2	18410	11.8	6.7	1995	12.6	0.7	8065	13.7	3.0	4140	18.3	1.5
27330	23.4	9.7	13085	8.4	4.7	1220	7.7	0.4	4925	8.4	1.8	3275	14.5	1.2
116645	100	6.4	156405	100	8.5	15800	100	0.9	58885	100	3.2	22645	100	1.2

UK domiciled students in age groups by ethnic group



Age and gender

This table refers to students’ age on entry and gender.

Male students had a younger profile than female students, with 57.5% aged 21 and under compared with 52.9% of female students (a difference of 4.6 percentage points).

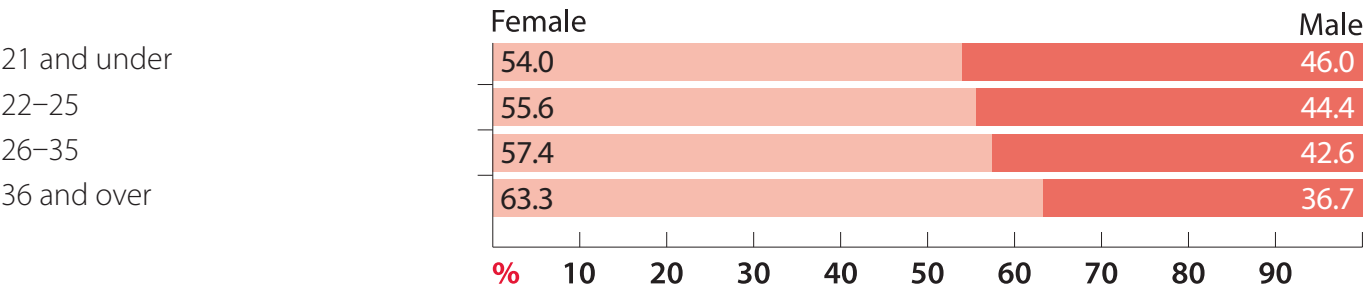
15.5% of female students were aged 36 and over compared with 11.5% of male students.

5.3 All students by age group and gender

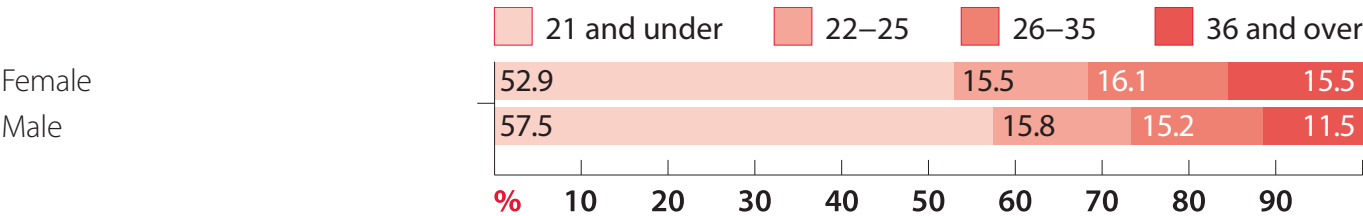
	Female			Male		
	No.	%*	%^	No.	%*	%^
21 and under	681995	52.9	54.0	581095	57.5	46.0
22–25	199750	15.5	55.6	159485	15.8	44.4
26–35	206995	16.1	57.4	153435	15.2	42.6
36 and over	200225	15.5	63.3	115930	11.5	36.7
Total	1288970	100	56.1	1009945	100	43.9

* within a gender, the percentage of students in an age group (compare vertically)
^ within an age group, the percentage of students who are female/male (compare horizontally)
Percentages based on total number of students minus those whose age group or gender is unknown.

Students in age groups by gender



Female/male students by age group



Disability and ethnicity

This table refers to the ethnicity of UK domiciled students who disclosed as disabled (**disabled**) or did not disclose as disabled or whose disability status was unknown (**non-disabled**).

A higher proportion of white students disclosed as disabled (12.3%) than BME students (9.0%), though this average covers a range from 5.1% of Chinese students to 13.3% of mixed students.

Compared with 2012/13, the proportion of white students who disclosed as disabled increased by 0.7 percentage points and by 0.6 percentage points for BME students (fig. 5.4, ECU [2014]).

5.4 UK domiciled students by disability status and ethnic group

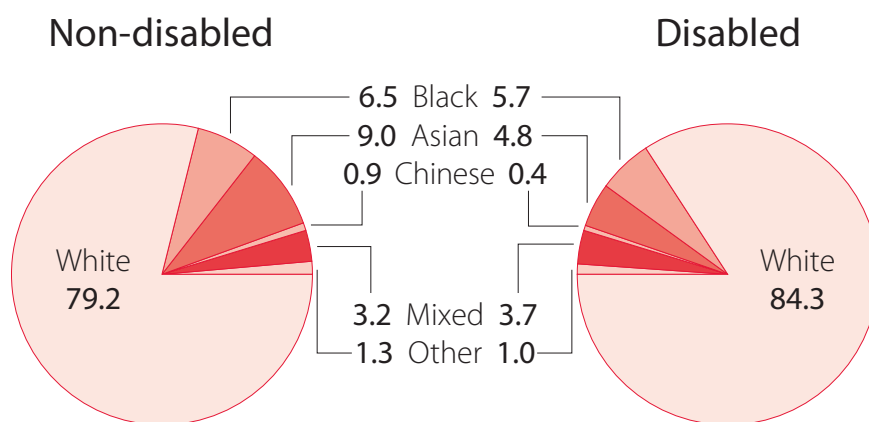
	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
White	1280140	79.2	87.7	179675	84.3	12.3
BME total	337040	20.8	91.0	33375	15.7	9.0
Black	104405	6.5	89.5	12250	5.7	10.5
Asian	146135	9.0	93.4	10275	4.8	6.6
Chinese	14990	0.9	94.9	815	0.4	5.1
Mixed	51040	3.2	86.7	7855	3.7	13.3
Other	20465	1.3	90.4	2185	1.0	9.6
Total	1617175	100	88.4	213055	100	11.6

* within a disability status, the percentage of students in an ethnic group (compare vertically)

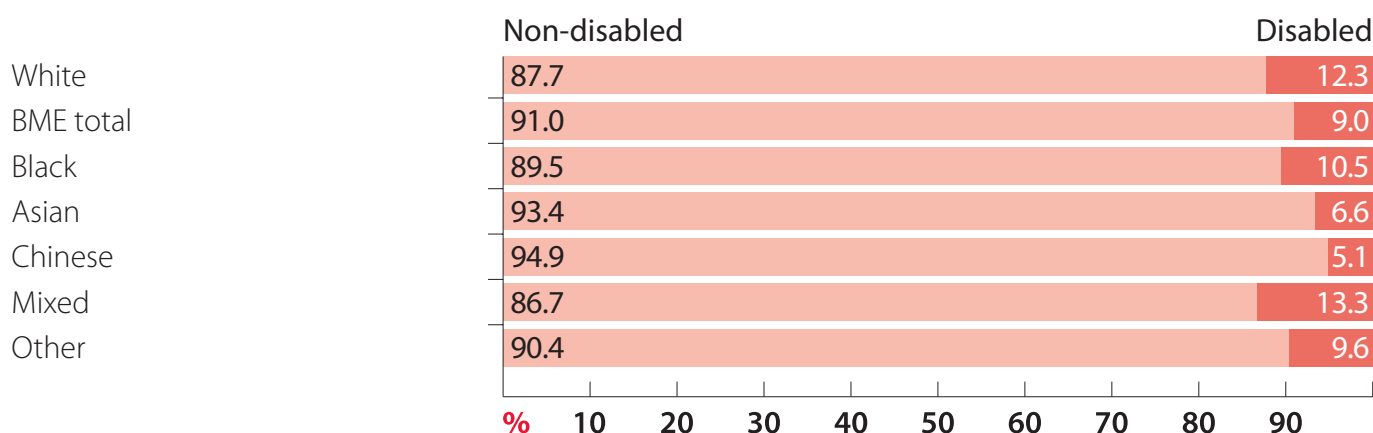
^ within an ethnic group, the percentage of students who are disabled/non-disabled (compare horizontally)

Percentages based on total number of students minus those whose ethnic group is unknown.

Disabled/non-disabled students by ethnic group



UK domiciled students in ethnic groups by disability status



The ethnic composition of disabled students varied by impairment type. For example, 23.4% of blind or seriously visually impaired students were BME, compared with 9.4% of students who disclosed a social communication/autistic spectrum disorder.

15.9% of Chinese disabled students disclosed a mental health condition, compared with 8.7% of black disabled students.

Compared with 2012/13, the proportion of disabled students who were BME has increased across all impairment types (fig. 5.5, ECU [2014]).

5.5 UK domiciled disabled students by impairment type and ethnic group

	White			BME total		
	No.	%*	%^	No.	%*	%^
Blind/serious visual impairment	2135	1.2	76.6	655	2.0	23.4
Deaf/serious hearing impairment	4320	2.4	84.5	795	2.4	15.5
Long-standing illness or health condition	17700	9.9	81.8	3935	11.8	18.2
Mental health cond.	23065	12.8	85.8	3830	11.5	14.2
Personal care support	0	0.0	..	0	0.0	..
Physical impairment/mobility issues	5995	3.3	82.9	1240	3.7	17.1
Social comm./autistic spectrum disorder	5090	2.8	90.6	530	1.6	9.4
Specific learning difficulty	87390	48.6	84.2	16350	49.0	15.8
Two or more impairments	16510	9.2	87.7	2315	6.9	12.3
Other impairment	17465	9.7	82.4	3730	11.2	17.6
Disabled students	179675	100	84.3	33375	100	15.7

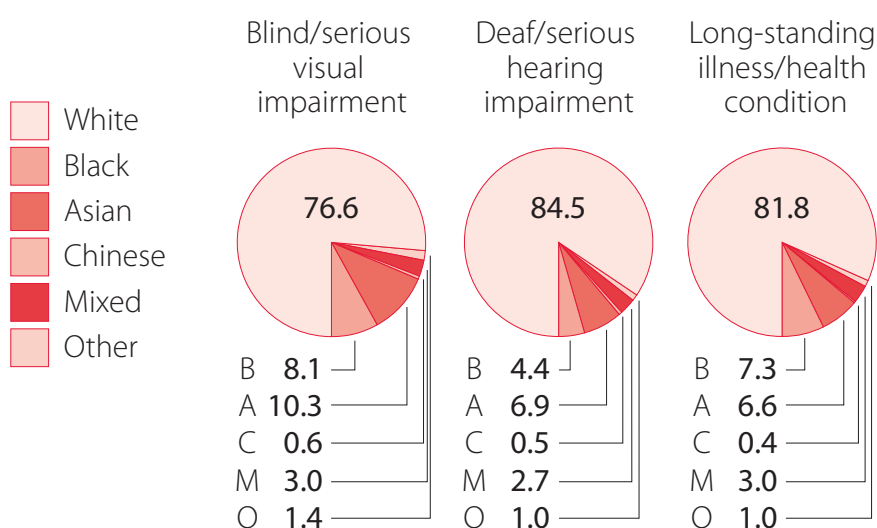
* within an ethnic group, the percentage of disabled students in an impairment type (compare vertically)

^ within an impairment type, the percentage of disabled students in an ethnic group (compare horizontally)

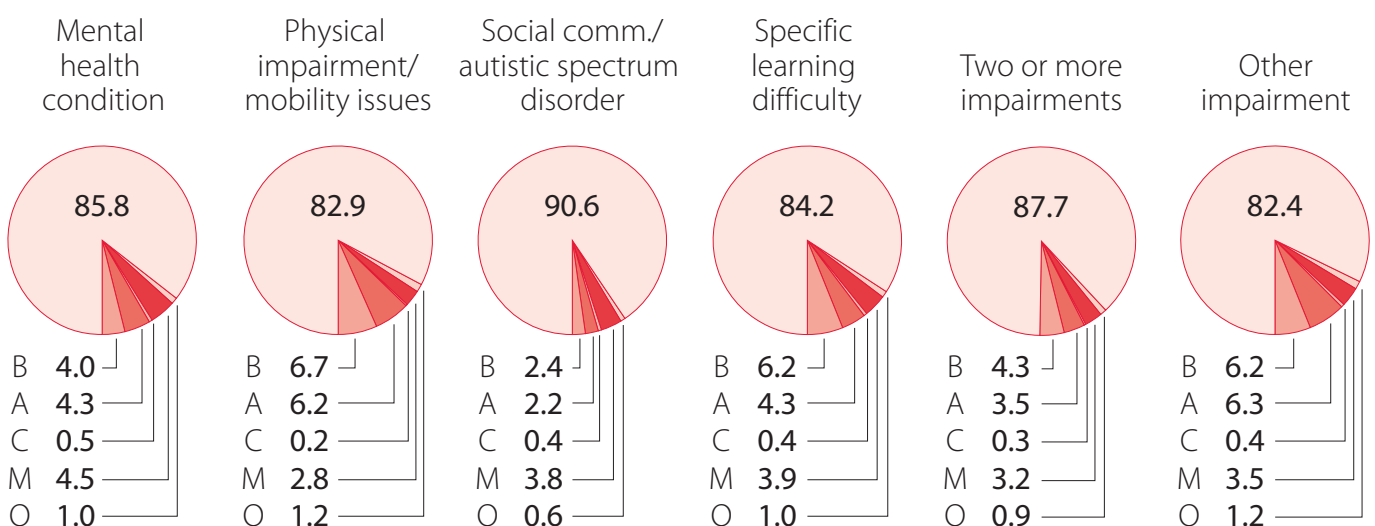
.. Percentages based on totals of 22.5 or less are not shown.

Percentages based on total number of students minus those whose impairment type or ethnic group is unknown.

UK domiciled disabled students in impairment types by ethnic group

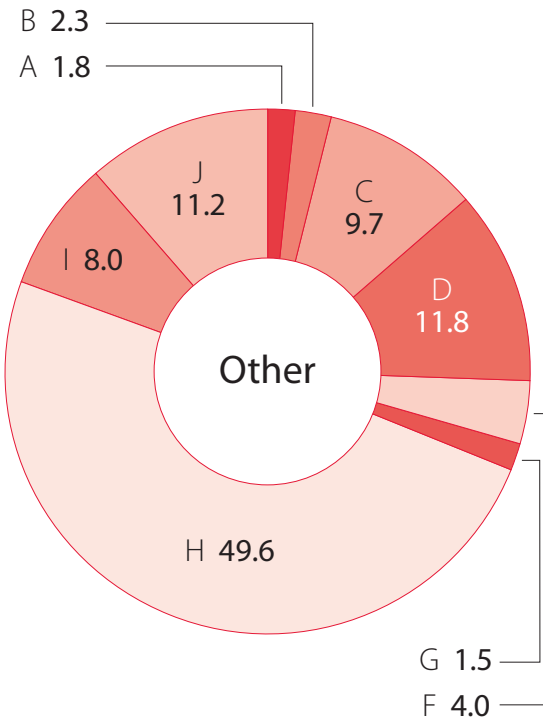
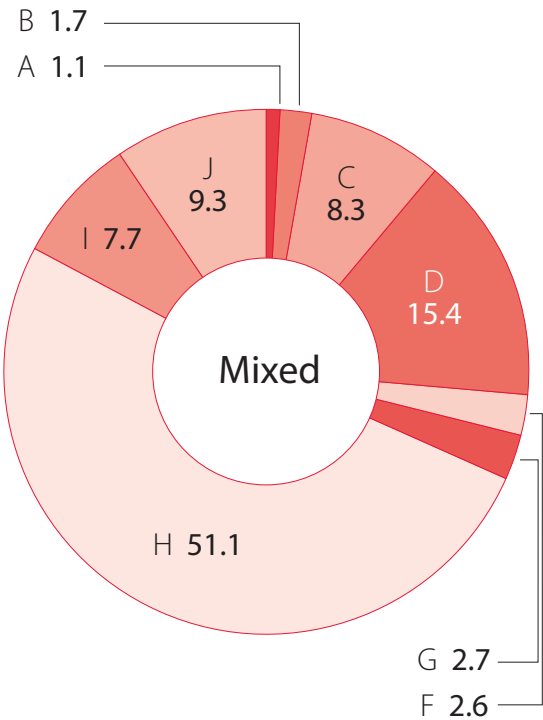
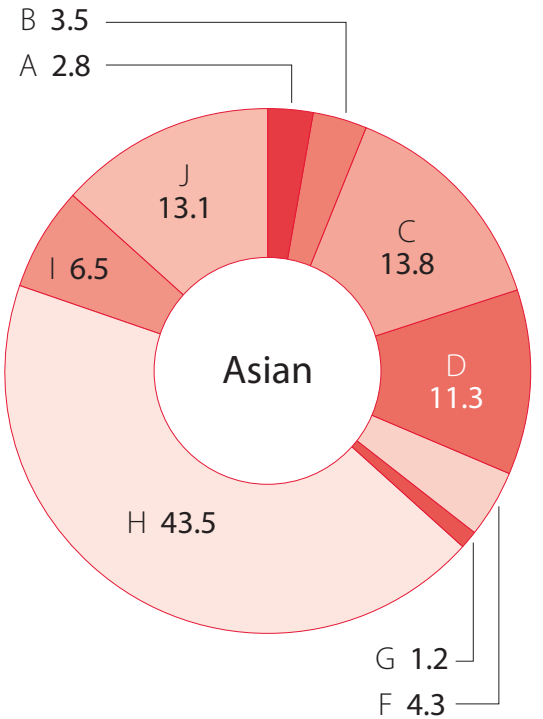
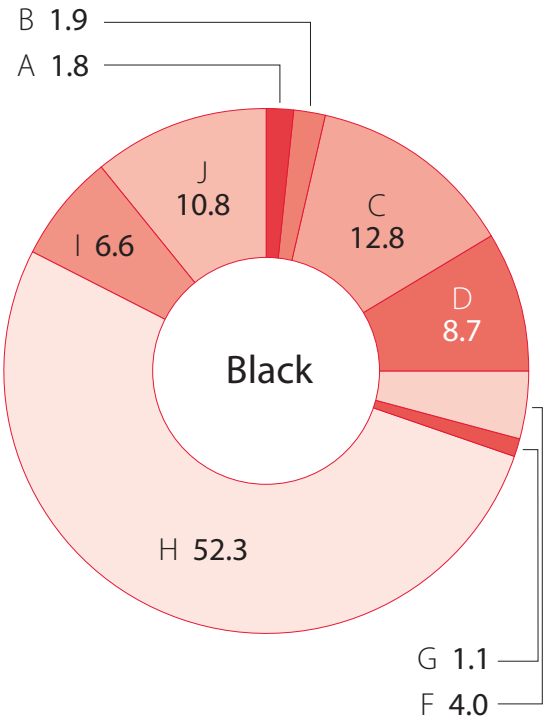


Black			Asian			Chinese			Mixed			Other		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
225	1.8	8.1	285	2.8	10.3	15	2.1	0.6	85	1.1	3.0	40	1.8	1.4
225	1.9	4.4	355	3.5	6.9	25	3.0	0.5	135	1.7	2.7	50	2.3	1.0
1570	12.8	7.3	1420	13.8	6.6	85	10.6	0.4	650	8.3	3.0	210	9.7	1.0
1070	8.7	4.0	1165	11.3	4.3	130	15.9	0.5	1210	15.4	4.5	255	11.8	1.0
0	0.0	..	0	0.0	..	0	0.0	..	0	0.0	..	0	0.0	..
485	4.0	6.7	445	4.3	6.2	20	2.2	0.2	200	2.6	2.8	90	4.0	1.2
135	1.1	2.4	125	1.2	2.2	20	2.6	0.4	215	2.7	3.8	35	1.5	0.6
6405	52.3	6.2	4475	43.5	4.3	370	45.8	0.4	4015	51.1	3.9	1085	49.6	1.0
805	6.6	4.3	665	6.5	3.5	60	7.6	0.3	605	7.7	3.2	175	8.0	0.9
1325	10.8	6.2	1340	13.1	6.3	85	10.3	0.4	735	9.3	3.5	245	11.2	1.2
12250	100	5.7	10275	100	4.8	815	100	0.4	7855	100	3.7	2185	100	1.0



UK domiciled disabled students in ethnic groups by impairment type





Disability and gender

This table refers to students who disclosed as disabled (**disabled**) or did not disclose as disabled or whose disability status was unknown (**non-disabled**) and their gender.

Overall, 58.3% of students who disclosed as disabled were women.

79.4% of students who disclosed a social communication/autistic spectrum disorder were men. In contrast, 67.6% of students who had a mental health condition were women.

45.6% of disabled female students and 51.4% of disabled male students had a specific learning difficulty.

5.6 All students by disability status, impairment type and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
Disabled	133600	10.4	58.3	95580	9.5	41.7
Blind/serious visual	1595	1.2	49.5	1630	1.7	50.5
Deaf/serious hearing	3385	2.5	61.0	2170	2.3	39.0
Long-standing illness or health condition	14480	10.8	61.1	9205	9.6	38.9
Mental health cond.	19840	14.9	67.6	9520	10.0	32.4
Personal care support	0	0.0	..	0	0.0	..
Physical impairment/mobility issues	4835	3.6	61.0	3095	3.2	39.0
Social comm./autistic spectrum disorder	1220	0.9	20.6	4715	4.9	79.4
Specific learning diff.	60935	45.6	55.4	49145	51.4	44.6
Two or more imps.	12645	9.5	63.8	7170	7.5	36.2
Other impairment	14655	11.0	62.1	8930	9.3	37.9
Non-disabled	1155490	89.6	55.8	914455	90.5	44.2

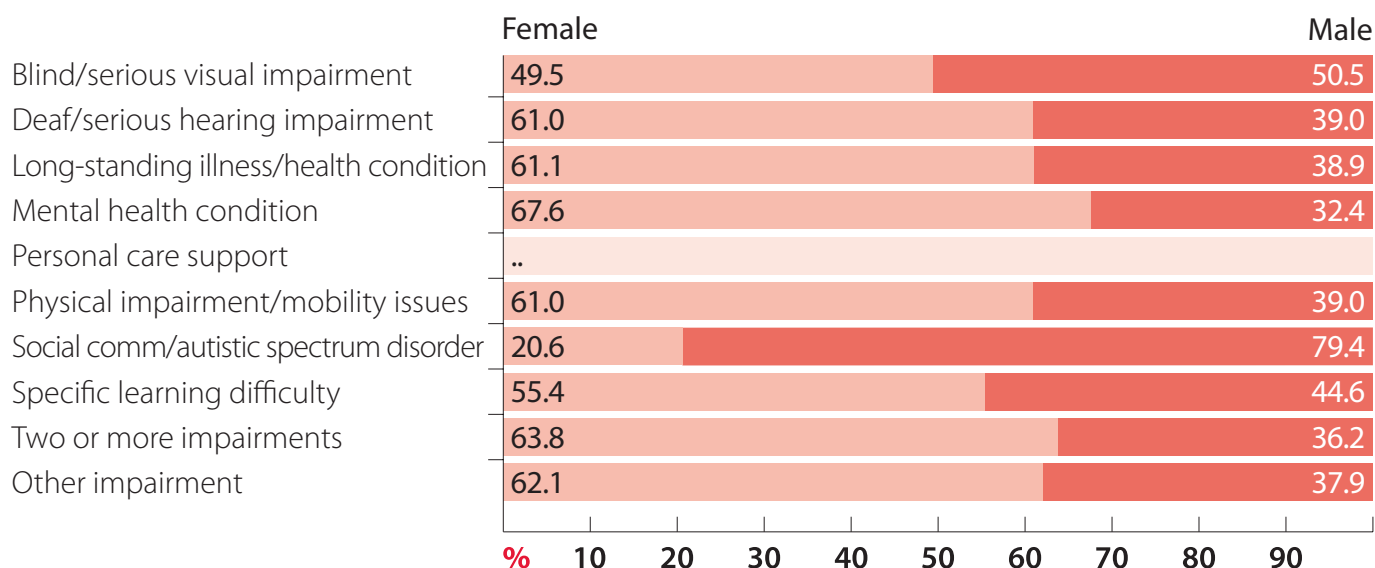
* among disabled students within a gender, the percentage in an impairment type (compare vertically)

^ within an impairment type, the percentage of students who are female/male (compare horizontally)

.. Percentages based on totals of 22.5 or less are not shown.

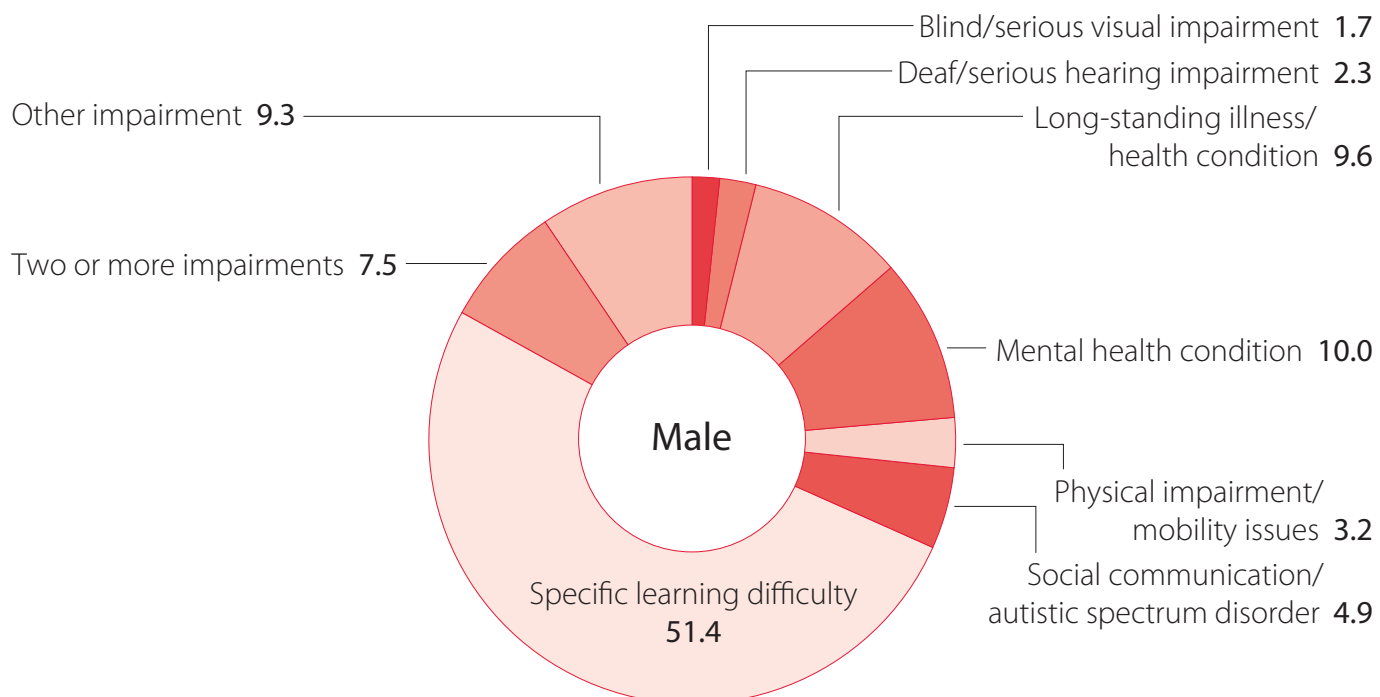
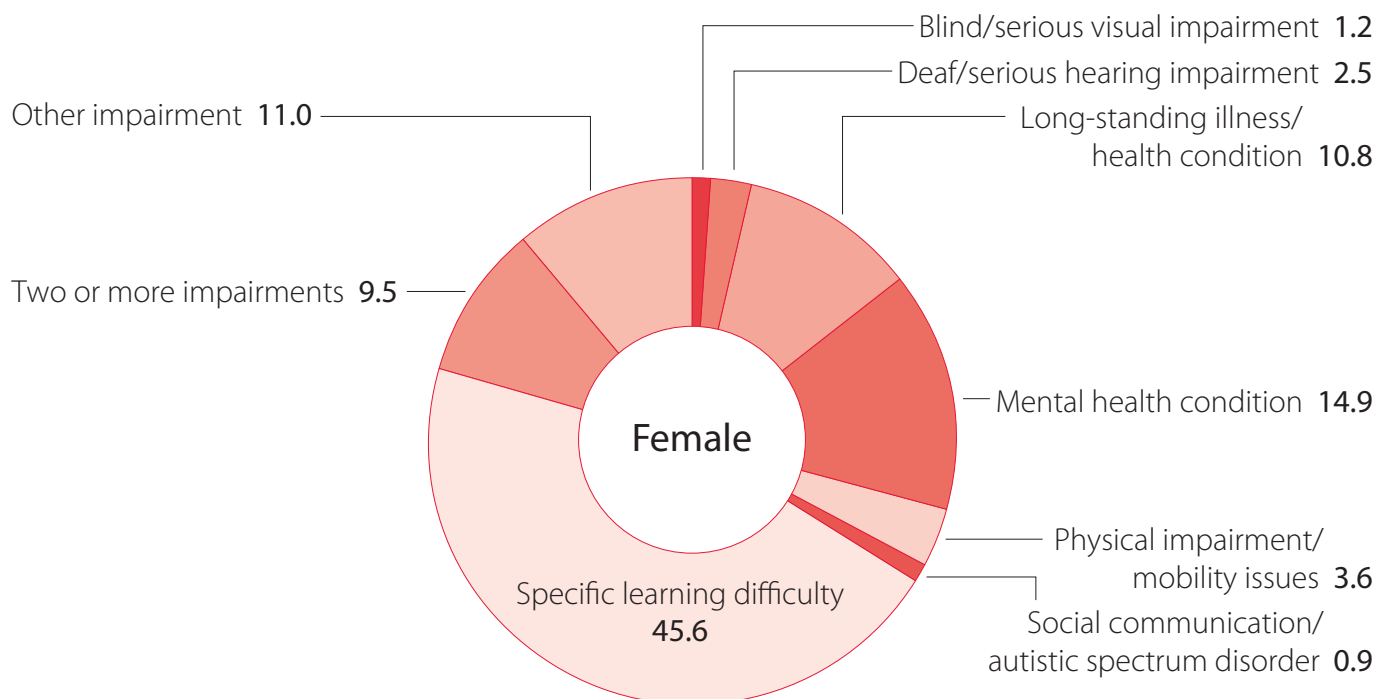
Percentages based on total number of students minus those whose impairment type or gender is unknown.

Disabled students in impairment types by gender



.. percentages based on totals of 22.5 or less are not shown

Female/male disabled students by impairment type



Ethnicity and gender

This table refers to UK domiciled students’ ethnic group and gender.

Overall, within every ethnic group, the majority of students were female.

Black students had the highest proportion of students who were women (59.3%) while Chinese students had the lowest (51.9%).

21.2% of male students were from BME backgrounds, compared with 19.6% of female students.

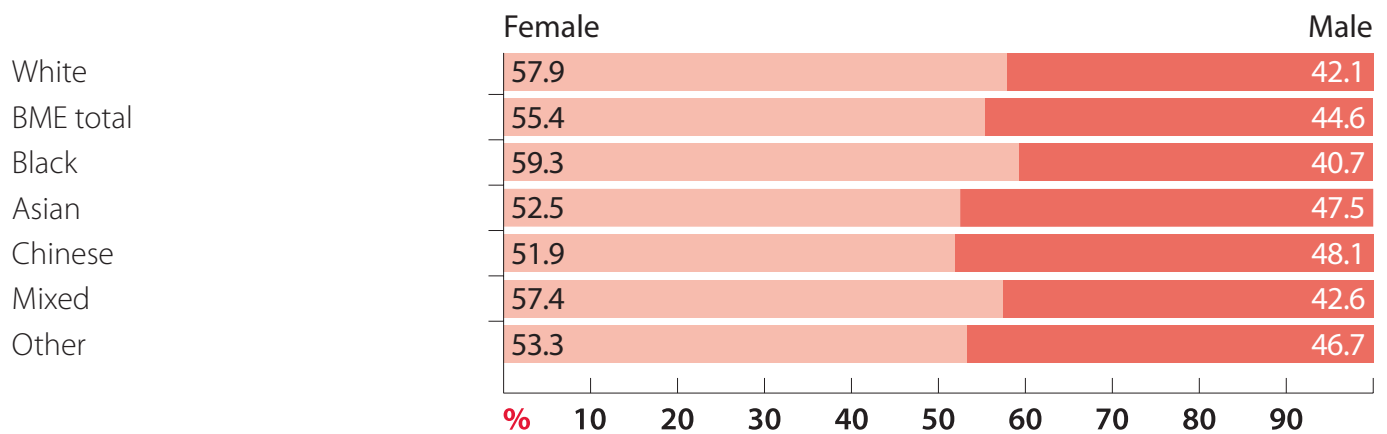
Compared with 2012/13, the proportion of female and male students from BME backgrounds increased by 0.6 and 0.7 percentage points respectively (fig. 5.7, ECU [2014]).

5.7 UK domiciled students by ethnic group and gender

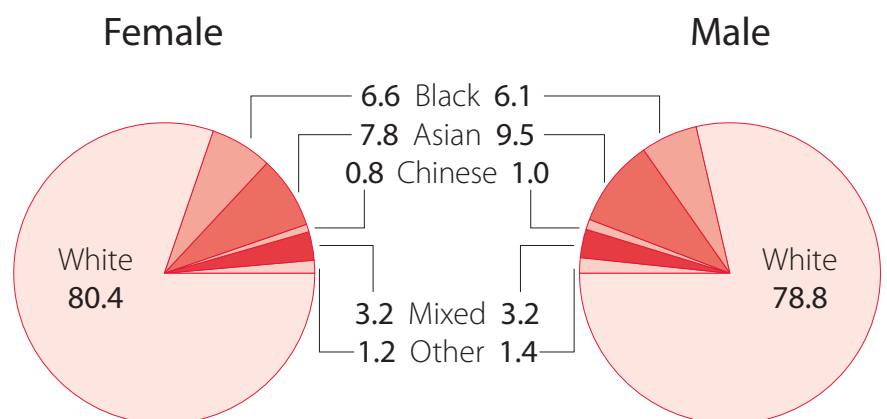
	Female			Male		
	No.	%*	%^	No.	%*	%^
White	844455	80.4	57.9	615240	78.8	42.1
BME total	205275	19.6	55.4	165105	21.2	44.6
Black	69185	6.6	59.3	47465	6.1	40.7
Asian	82030	7.8	52.5	74360	9.5	47.5
Chinese	8210	0.8	51.9	7595	1.0	48.1
Mixed	33775	3.2	57.4	25115	3.2	42.6
Other	12075	1.2	53.3	10570	1.4	46.7
Total	1049730	100	57.4	780345	100	42.6

* within a gender, the percentage of students in an ethnic group (compare vertically)
^ within an ethnic group, the percentage of students who are female/male (compare horizontally)
Percentages based on total number of students minus those whose ethnic group or gender is unknown.

UK domiciled students in ethnic groups by gender



UK domiciled female/male students by ethnic group



Degree attainment

Qualifiers refers to first degree undergraduate qualifiers

Overall, 70.4% of non-disabled qualifiers received a first/2:1 degree compared with 68.7% of disabled qualifiers.

With the exception of those aged 22–25, within every age group, a higher proportion of non-disabled qualifiers received a first/2:1 degree than disabled qualifiers.

The difference was largest for those aged 36 and over, where 64.1% of non-disabled qualifiers received a first/2:1 compared with 60.7% of disabled qualifiers (a difference of 3.4 percentage points).

Compared with 2012/13, the proportion of disabled qualifiers receiving a first/2:1 increased across all age groups. The largest increase was within the 36 and over age group (3.8 percentage points) followed by the 21 and under age group (3.1 percentage points; fig. 5.8, ECU [2014]).

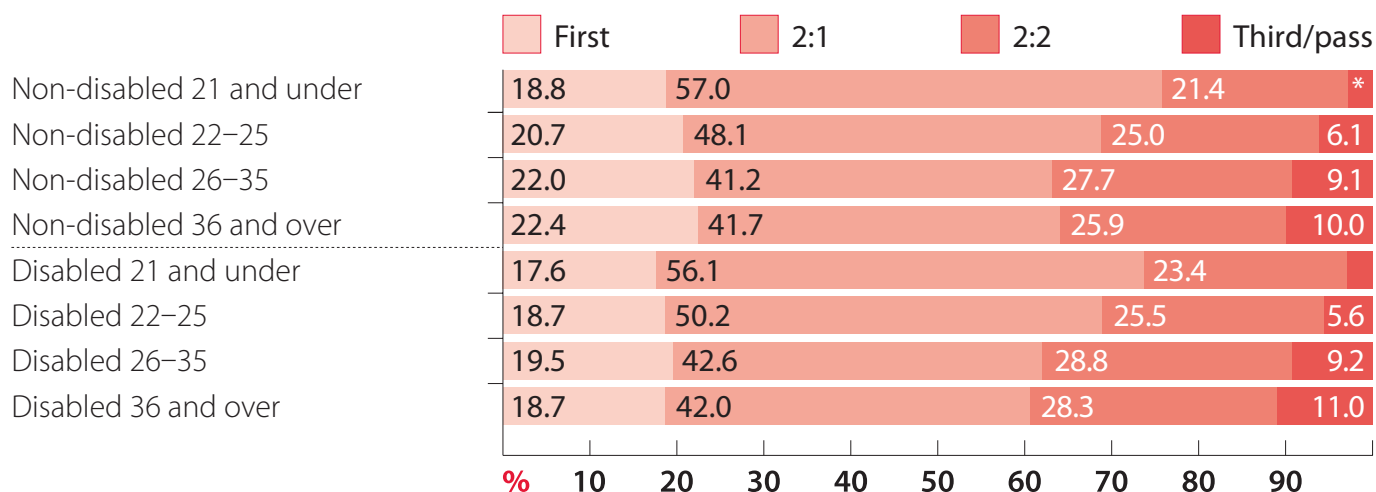
5.8 First degree undergraduate qualifiers by degree class, disability status and age group

	First and 2:1	
	No.	%
Non-disabled		
21 and under	92870	75.8
22–25	119285	68.8
26–35	21545	63.2
36 and over	14745	64.1
Total	248445	70.4
Disabled		
21 and under	9040	73.7
22–25	14680	68.9
26–35	3220	62.1
36 and over	2330	60.7
Total	29275	68.7
All qualifiers	277720	70.2

Percentages based on total number of students minus those whose degree class or age group is unknown.

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
23065	18.8	69805	57.0	26270	21.4	3395	2.8
35840	20.7	83445	48.1	43405	25.0	10655	6.1
7485	22.0	14060	41.2	9445	27.7	3105	9.1
5155	22.4	9590	41.7	5960	25.9	2300	10.0
71540	20.3	176905	50.1	85080	24.1	19455	5.5
2155	17.6	6885	56.1	2865	23.4	360	2.9
3980	18.7	10700	50.2	5430	25.5	1185	5.6
1015	19.5	2210	42.6	1490	28.8	475	9.2
720	18.7	1615	42.0	1090	28.3	425	11.0
7870	18.5	21405	50.3	10875	25.5	2445	5.7
79410	20.1	198310	50.1	95955	24.3	21900	5.5

Disabled/non-disabled first degree undergraduate qualifiers in age groups by degree class



* values less than 5.0 are not displayed

In every age group, a higher proportion of white UK domiciled qualifiers received a first/2:1 than BME UK domiciled qualifiers.

The ethnicity degree attainment gap ranged from 7.0 percentage points for qualifiers aged 21 and under to 23.8 percentage points for qualifiers aged 36 and over.

Compared with 2012/13, the proportion of white and BME UK domiciled qualifiers who received a first increased by 2.0 and 1.5 percentage points respectively (fig. 5.9, ECU [2014]).

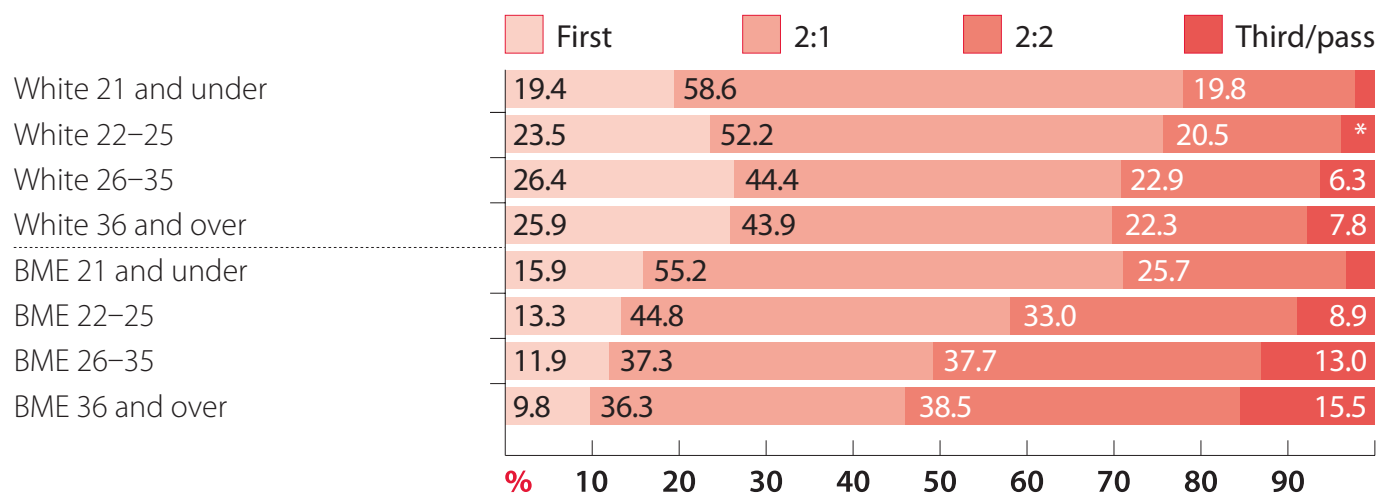
5.9 UK domiciled first degree undergraduate qualifiers by degree class, BME/white identity and age group

	First and 2:1	
	No.	%
White		
21 and under	76890	78.0
22–25	89415	75.7
26–35	17560	70.7
36 and over	13515	69.9
Total	197375	75.6
BME		
21 and under	14795	71.0
22–25	17685	58.1
26–35	3330	49.2
36 and over	2505	46.1
Total	38310	60.4
All qualifiers	235685	72.7

Percentages based on total number of students minus those whose degree class, BME/white identity or age group is unknown.

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
19115	19.4	57775	58.6	19540	19.8	2200	2.2
27710	23.5	61705	52.2	24260	20.5	4465	3.8
6545	26.4	11015	44.4	5685	22.9	1575	6.3
5015	25.9	8495	43.9	4315	22.3	1515	7.8
58385	22.4	138990	53.3	53805	20.6	9755	3.7
3305	15.9	11490	55.2	5345	25.7	685	3.3
4045	13.3	13635	44.8	10045	33.0	2700	8.9
805	11.9	2525	37.3	2550	37.7	880	13.0
530	9.8	1970	36.3	2090	38.5	840	15.5
8690	13.7	29620	46.7	20035	31.6	5105	8.0
67075	20.7	168610	52.0	73840	22.8	14860	4.6

UK domiciled BME/white first degree undergraduate qualifiers in age groups by degree class



* values less than 5.0 are not displayed

In every age group, a higher proportion of female qualifiers received a first/2:1 than male qualifiers.

However, the gender degree attainment gap narrowed as the ages of qualifiers increased. There was a 6.6 percentage point difference in the proportion of female and male qualifiers aged 21 and under who received a first/2:1, compared with just a 0.4 percentage point gap among female and male qualifiers aged 36 and over.

Compared with 2012/13, the proportions of male and female qualifiers who received a first increased by 1.6 and 1.7 percentage points respectively (fig. 5.10, ECU [2014]).

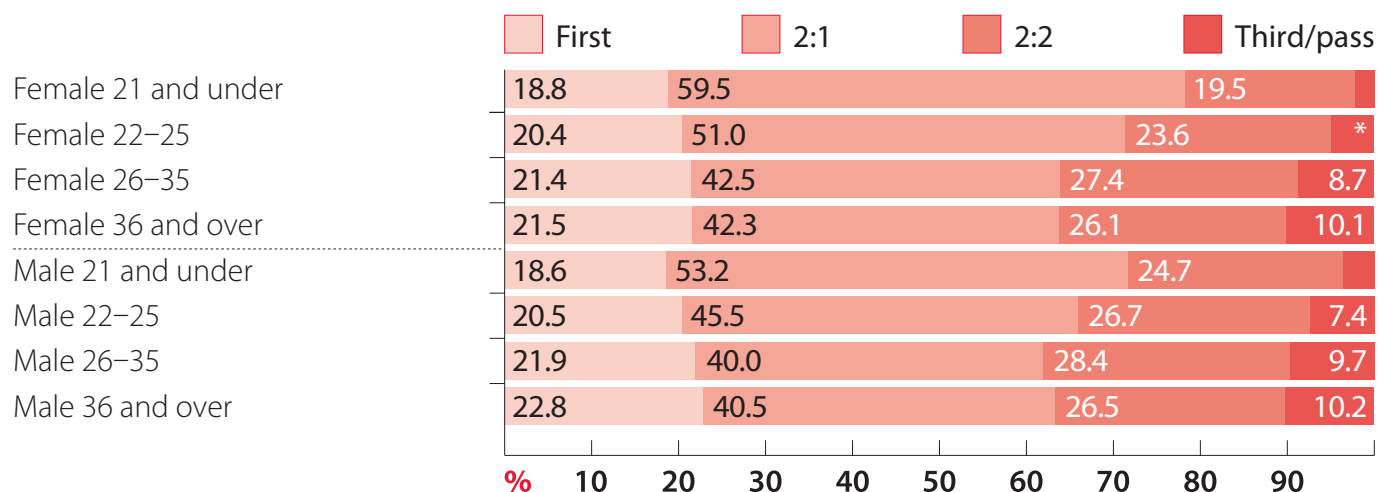
5.10 First degree undergraduate qualifiers by degree class, gender and age group

	First and 2:1	
	No.	%
Female		
21 and under	62255	78.3
22–25	72600	71.5
26–35	14405	63.9
36 and over	11835	63.7
Total	161095	72.5
Male		
21 and under	39650	71.7
22–25	61350	65.9
26–35	10355	61.9
36 and over	5240	63.3
Total	116600	67.3
All qualifiers	277695	70.2

Percentages based on total number of students minus those whose degree class, gender or age group is unknown.

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
14950	18.8	47305	59.5	15475	19.5	1785	2.2
20765	20.4	51840	51.0	24005	23.6	4990	4.9
4830	21.4	9575	42.5	6185	27.4	1955	8.7
3985	21.5	7850	42.3	4855	26.1	1880	10.1
44530	20.0	116565	52.5	50515	22.7	10605	4.8
10270	18.6	29385	53.2	13655	24.7	1970	3.6
19055	20.5	42295	45.5	24830	26.7	6850	7.4
3665	21.9	6690	40.0	4755	28.4	1625	9.7
1885	22.8	3355	40.5	2195	26.5	845	10.2
34870	20.1	81730	47.2	45435	26.2	11295	6.5
79400	20.1	198295	50.1	95950	24.3	21895	5.5

Female/male first degree undergraduate qualifiers in age groups by degree class



* values less than 5.0 are not displayed

In every ethnic group, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers.

Overall, among those who received a first/2:1 the disability degree attainment gap was 4.1 percentage points across all ethnic groups. The disability degree attainment gap ranged from 3.9 percentage points for Asian qualifiers to 6.8 percentage points for other qualifiers.

Compared with 2012/13, the proportion of white and BME disabled qualifiers who received a first increased. However, this increase was markedly larger for white disabled qualifiers (2.5 percentage points) than for BME disabled qualifiers (0.2 percentage points; fig. 5.11, ECU [2014]).

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

	First and 2:1	
	No.	%
Non-disabled		
White	173145	76.3
BME total	34920	60.8
Black	8350	50.0
Asian	16185	63.1
Chinese	1820	66.4
Mixed	6765	71.2
Other	1800	63.2
Total	208065	73.2
Disabled		
White	24230	71.3
BME total	3390	56.5
Black	965	46.0
Asian	1115	59.2
Chinese	100	59.3
Mixed	1010	67.6
Other	195	56.4
Total	27620	69.1
All qualifiers	235685	72.7

Percentages based on total number of students minus those whose degree class or ethnic group is unknown.

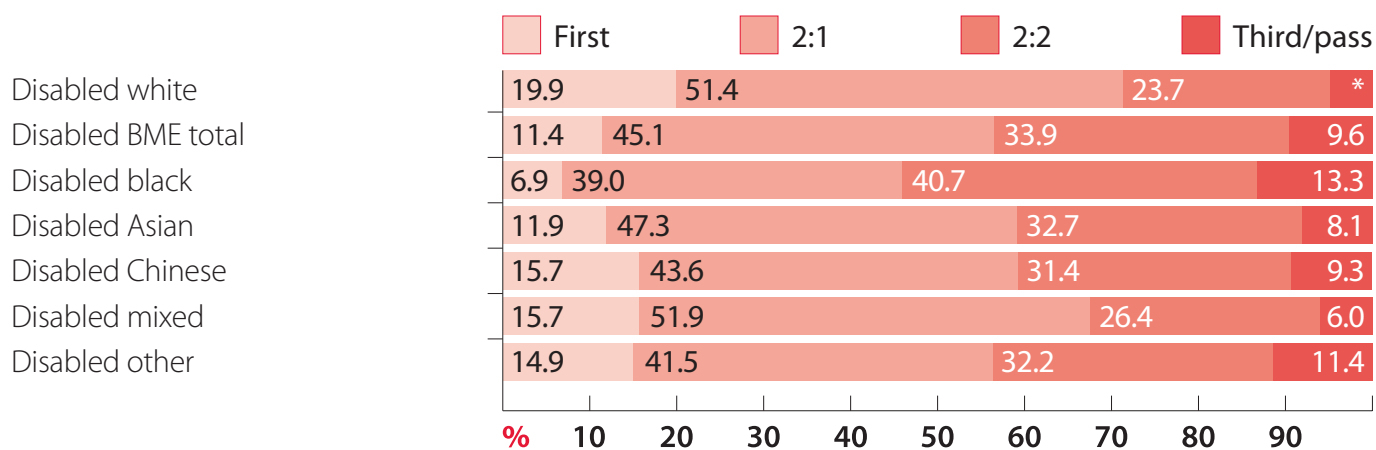
Non-disabled first degree undergraduate qualifiers in ethnic groups by degree class



* values less than 5.0 are not displayed

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
51620	22.7	121525	53.5	45735	20.2	8085	3.6
8005	13.9	26915	46.8	18005	31.3	4525	7.9
1500	9.0	6850	41.0	6445	38.6	1910	11.4
3810	14.9	12375	48.2	7705	30.0	1770	6.9
515	18.8	1305	47.6	725	26.4	195	7.2
1755	18.5	5010	52.8	2290	24.1	440	4.7
425	15.0	1375	48.2	840	29.6	205	7.2
59630	21.0	148440	52.2	63740	22.4	12610	4.4
6765	19.9	17465	51.4	8070	23.7	1670	4.9
680	11.4	2705	45.1	2030	33.9	575	9.6
145	6.9	820	39.0	855	40.7	280	13.3
225	11.9	895	47.3	615	32.7	155	8.1
25	15.7	75	43.6	55	31.4	15	9.3
235	15.7	775	51.9	395	26.4	90	6.0
50	14.9	140	41.5	110	32.2	40	11.4
7445	18.6	20175	50.5	10100	25.3	2250	5.6
67075	20.7	168610	52.0	73840	22.8	14860	4.6

Disabled first degree undergraduate qualifiers in ethnic groups by degree class



* values less than 5.0 are not displayed

The disability degree attainment gap was larger among female qualifiers than among male qualifiers.

70.1% of disabled female qualifiers received a first/2:1 compared with 72.8% of non-disabled female qualifiers (a 2.7 percentage point gap). In comparison, 66.8% of disabled male qualifiers received a first/2:1 compared with 67.3% of non-disabled male qualifiers (a 0.5 percentage point gap).

For both female and male qualifiers, the disability degree attainment gap has narrowed compared with 2012/13 levels (when they stood at 3.1 and 1.0 percentage point differences, respectively; fig. 5.12, ECU [2014]).

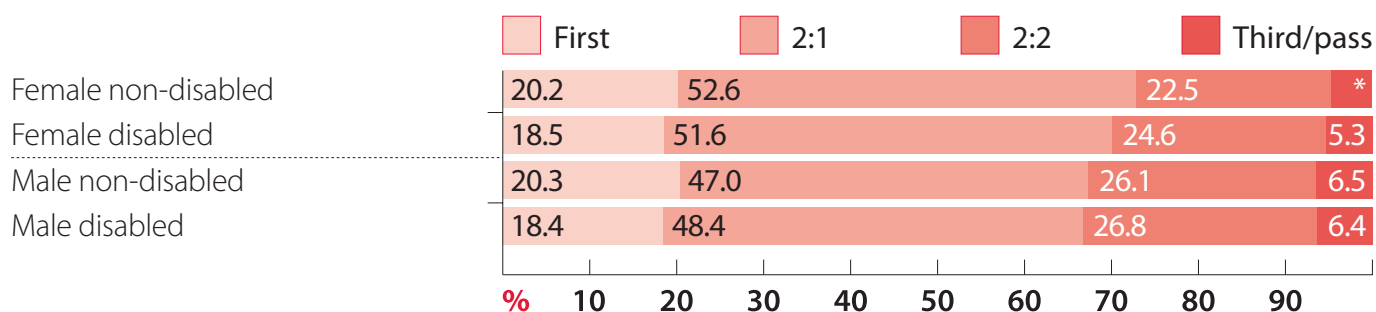
5.12 First degree undergraduate qualifiers by degree class, gender and disability status

	First and 2:1	
	No.	%
Female		
Non-disabled	143715	72.8
Disabled	17380	70.1
Total	161095	72.5
Male		
Non-disabled	104710	67.3
Disabled	11890	66.8
Total	116600	67.3
All qualifiers	277695	70.2

Percentages based on total number of students minus those whose degree class or gender is unknown.

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
39935	20.2	103785	52.6	44415	22.5	9295	4.7
4595	18.5	12785	51.6	6100	24.6	1310	5.3
44530	20.0	116565	52.5	50515	22.7	10605	4.8
31600	20.3	73110	47.0	40660	26.1	10160	6.5
3270	18.4	8620	48.4	4775	26.8	1135	6.4
34870	20.1	81730	47.2	45435	26.2	11295	6.5
79400	20.1	198295	50.1	95950	24.3	21895	5.5

Disabled/non-disabled female/male first degree undergraduate qualifiers by degree class



In every ethnic group, a higher proportion of female qualifiers received a first/2:1 than male qualifiers.

While the overall gender degree attainment gap was 3.8 percentage points, it ranged from 0.5 percentage points for qualifiers with an ethnicity other than one listed to 5.6 percentage points for Chinese qualifiers.

The ethnicity degree attainment gap was largest between white (73.5%) and black male qualifiers (46.3%), with a difference of 27.2 percentage points.

77.3% of white female qualifiers received a first/2:1 compared with 46.3% of black male qualifiers (a difference of 31.0 percentage points).

Across all ethnic groups, higher proportions of male qualifiers received a first and a third/pass than female qualifiers.

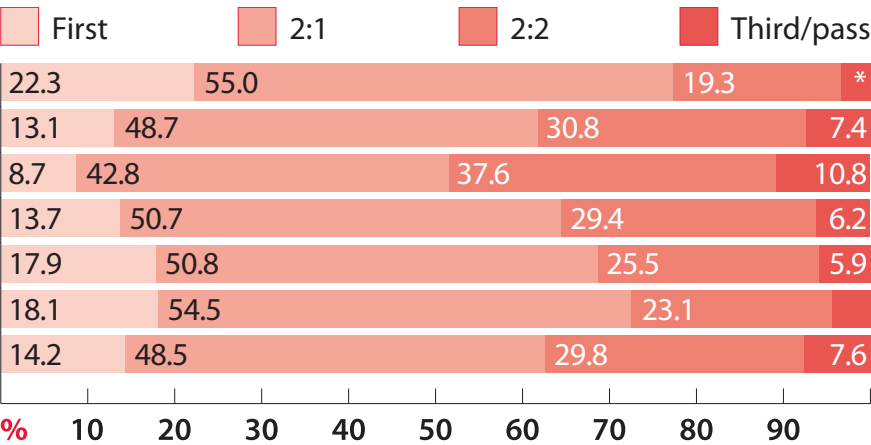
Female white
Female BME total
Female black
Female Asian
Female Chinese
Female mixed
Female other

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

	First and 2:1	
	No.	%
Female		
White	115340	77.3
BME total	22360	61.8
Black	5975	51.6
Asian	9590	64.4
Chinese	1045	68.6
Mixed	4600	72.6
Other	1155	62.7
Total	137695	74.3
Male		
White	82020	73.5
BME total	15950	58.5
Black	3340	46.3
Asian	7715	61.0
Chinese	880	63.0
Mixed	3175	68.2
Other	840	62.2
Total	97970	70.5
All qualifiers	19290	5.9

Percentages based on total number of students minus those whose degree class, gender or ethnic group is unknown.

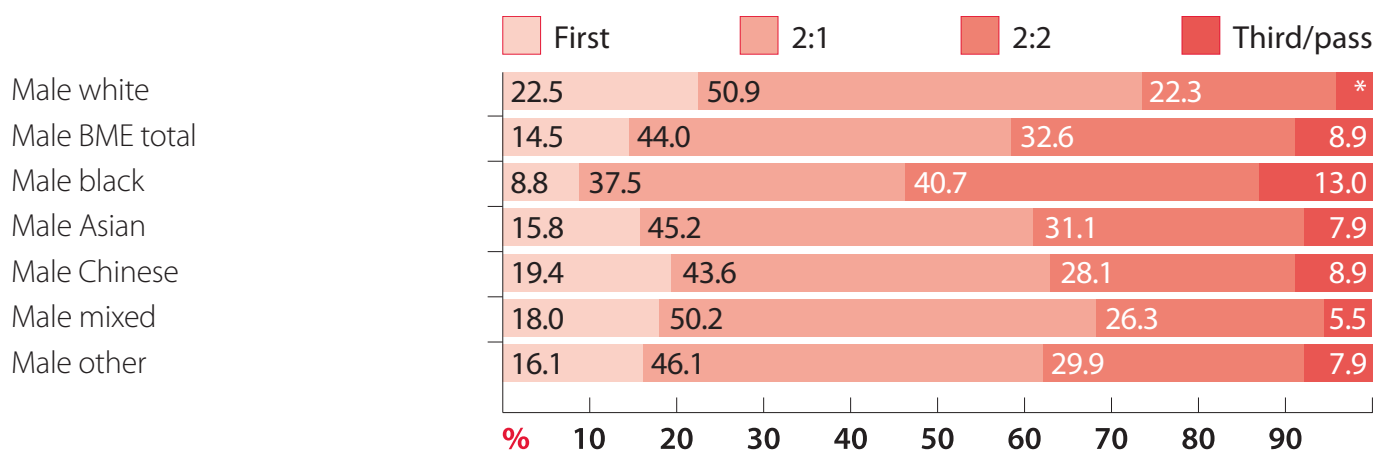
UK domiciled female first degree undergraduate qualifiers in ethnic groups by degree class



* values less than 5.0 are not displayed

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
33225	22.3	82115	55.0	28875	19.3	5045	3.4
4730	13.1	17625	48.7	11135	30.8	2685	7.4
1010	8.7	4965	42.8	4355	37.6	1250	10.8
2040	13.7	7550	50.7	4380	29.4	925	6.2
270	17.9	770	50.8	390	25.5	90	5.9
1145	18.1	3450	54.5	1460	23.1	275	4.4
260	14.2	890	48.5	550	29.8	140	7.6
37955	20.5	99740	53.8	40010	21.6	7730	4.2
25155	22.5	56870	50.9	24930	22.3	4710	4.2
3955	14.5	11995	44.0	8900	32.6	2420	8.9
635	8.8	2710	37.5	2940	40.7	940	13.0
1995	15.8	5715	45.2	3940	31.1	995	7.9
270	19.4	610	43.6	390	28.1	125	8.9
840	18.0	2335	50.2	1225	26.3	255	5.5
215	16.1	625	46.1	405	29.9	105	7.9
29110	21.0	68860	49.6	33830	24.3	7130	5.1
67065	20.7	168600	52.0	73835	22.8	14860	4.6

UK domiciled male first degree undergraduate qualifiers in ethnic groups by degree class



Sector group profile

Non-affiliated (17.8%) and Million+ (16.9%) institutions had the highest proportions of students aged 36 and over, while institutions within the Russell Group had the lowest (8.4%).

14.5% of students studying at GuildHE institutions disclosed as disabled, compared with 7.9% of those in the Russell Group. Guild HE also had the highest proportion of disabled students who were in receipt of DSA (62.1%), while non-affiliated institutions had the lowest (39.7%).

30.4% of students studying at Million+ institutions were BME, over double the proportion of those at GuildHE institutions (14.5%).

Compared with 2012/13, the proportion of students in Million+ institutions who were BME, increased by 4.0 percentage points (an increase of 2.8 percentage points among black students since 2012/13; fig. 5.14, ECU [2014]).

The proportion of female students ranged from 53.8% within Russell Group to 59.0% within GuildHE (a difference of 5.2 percentage points).

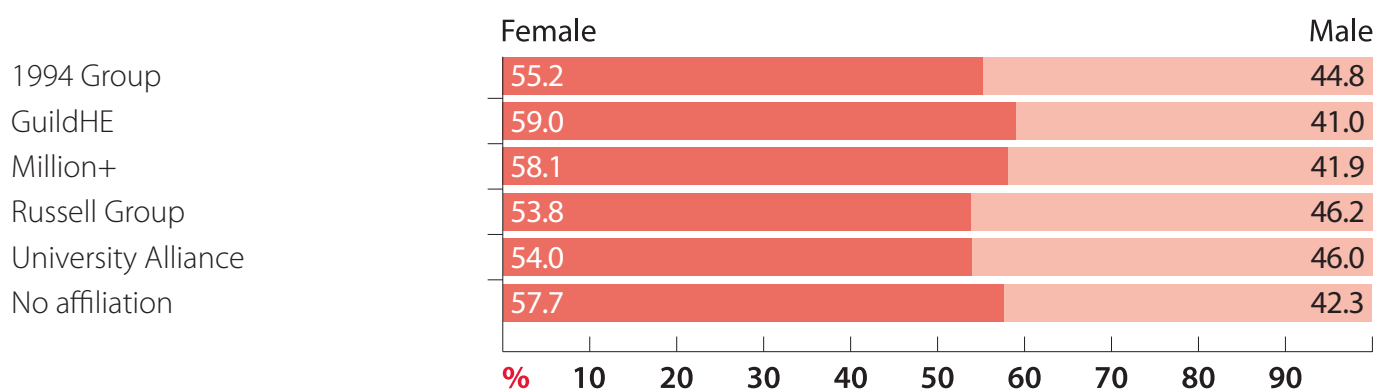
5.14 All students by sector group of institution, age group, disability status, DSA take-up, ethnic group and gender

	1994 Group	
	No.	%
Age		
21 and under	73840	54.7
22–25	22405	16.6
26–35	21970	16.3
36 and over	16755	12.4
Total	134975	100
Disability status		
Non-disabled	121250	89.8
Disabled	13730	10.2
Total	134975	100
DSA take-up		
Disabled: receives DSA	6085	49.1
Disabled: does not receive DSA	6300	50.9
Total	12385	100
Ethnicity		
White	72955	75.3
BME total	23880	24.7
Black	8060	8.3
Asian	8410	8.7
Chinese	1040	1.1
Mixed	4575	4.7
Other	1795	1.9
All UK domiciled students	96835	100
Gender		
Female	74520	55.2
Male	60455	44.8
Total	134975	100

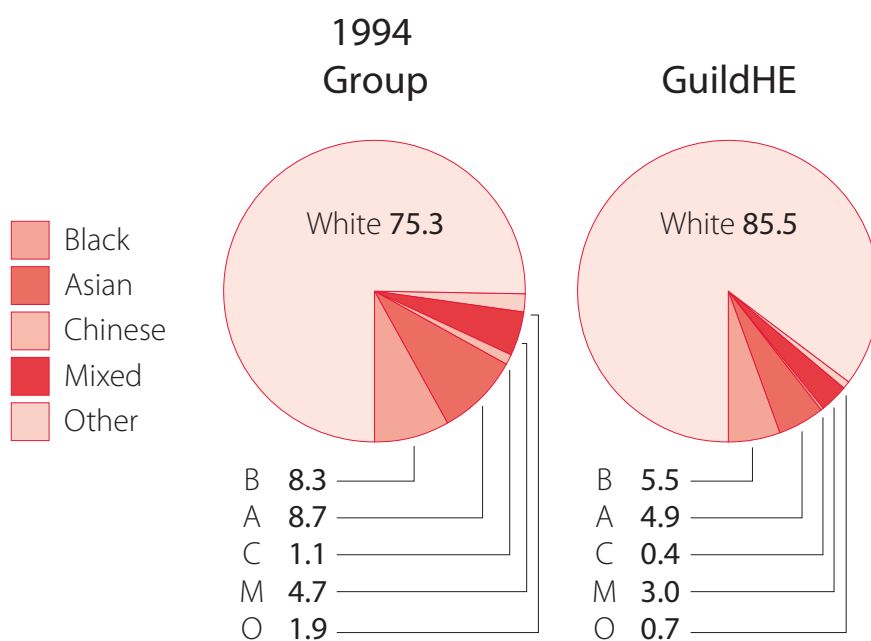
Percentages based on total number of students minus those whose sector group of institution, age group, DSA take-up, ethnic group or gender is unknown.

GuildHE		Million+		Russell Group		University Alliance		No affiliation	
No.	%	No.	%	No.	%	No.	%	No.	%
72675	64.9	124040	49.5	354660	61.2	256930	59.4	393300	48.8
13685	12.2	39810	15.9	103225	17.8	61505	14.2	120585	15.0
12985	11.6	44395	17.7	72905	12.6	61090	14.1	148585	18.4
12575	11.2	42275	16.9	48725	8.4	53040	12.3	143645	17.8
111925	100	250525	100	579520	100	432565	100	806115	100
95715	85.5	226010	90.2	533875	92.1	389020	89.9	718860	89.2
16240	14.5	24540	9.8	45690	7.9	43565	10.1	87345	10.8
111955	100	250550	100	579565	100	432585	100	806205	100
9460	62.1	10775	47.6	19225	43.7	22185	53.3	33625	39.7
5780	37.9	11845	52.4	24780	56.3	19435	46.7	51105	60.3
15245	100	22620	100	44005	100	41620	100	84730	100
84585	85.5	147015	69.6	334180	82.3	286435	78.8	547000	81.8
14335	14.5	64090	30.4	71655	17.7	77055	21.2	121315	18.2
5425	5.5	31090	14.7	11310	2.8	25610	7.0	35955	5.4
4895	4.9	20250	9.6	34940	8.6	32455	8.9	55965	8.4
360	0.4	1175	0.6	6175	1.5	2640	0.7	4490	0.7
2960	3.0	7545	3.6	14450	3.6	11675	3.2	18140	2.7
700	0.7	4030	1.9	4780	1.2	4675	1.3	6765	1.0
98920	100	211105	100	405840	100	363485	100	668315	100
66060	59.0	145550	58.1	311500	53.8	233690	54.0	464805	57.7
45895	41.0	104975	41.9	267995	46.2	198805	46.0	341355	42.3
111955	100	250525	100	579495	100	432500	100	806160	100

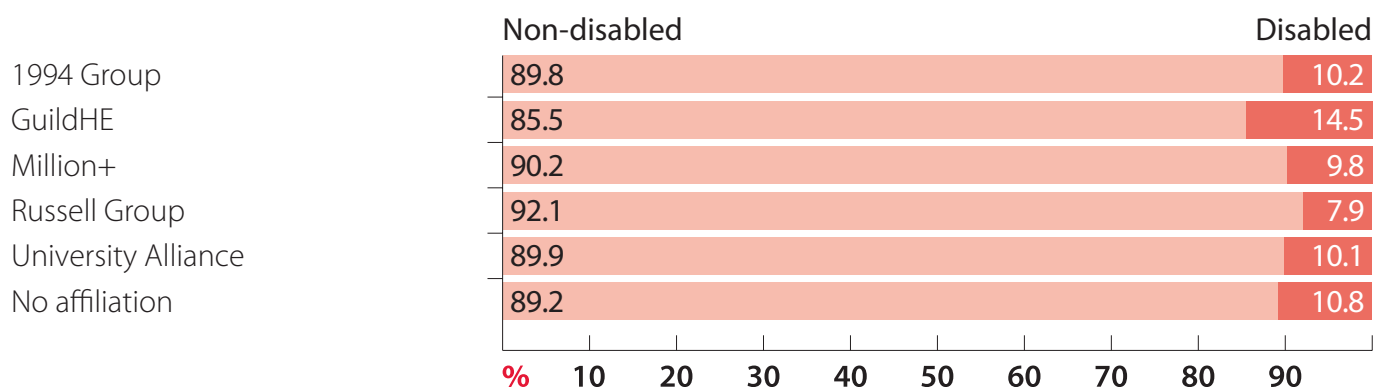
All students in sector group of institution by gender

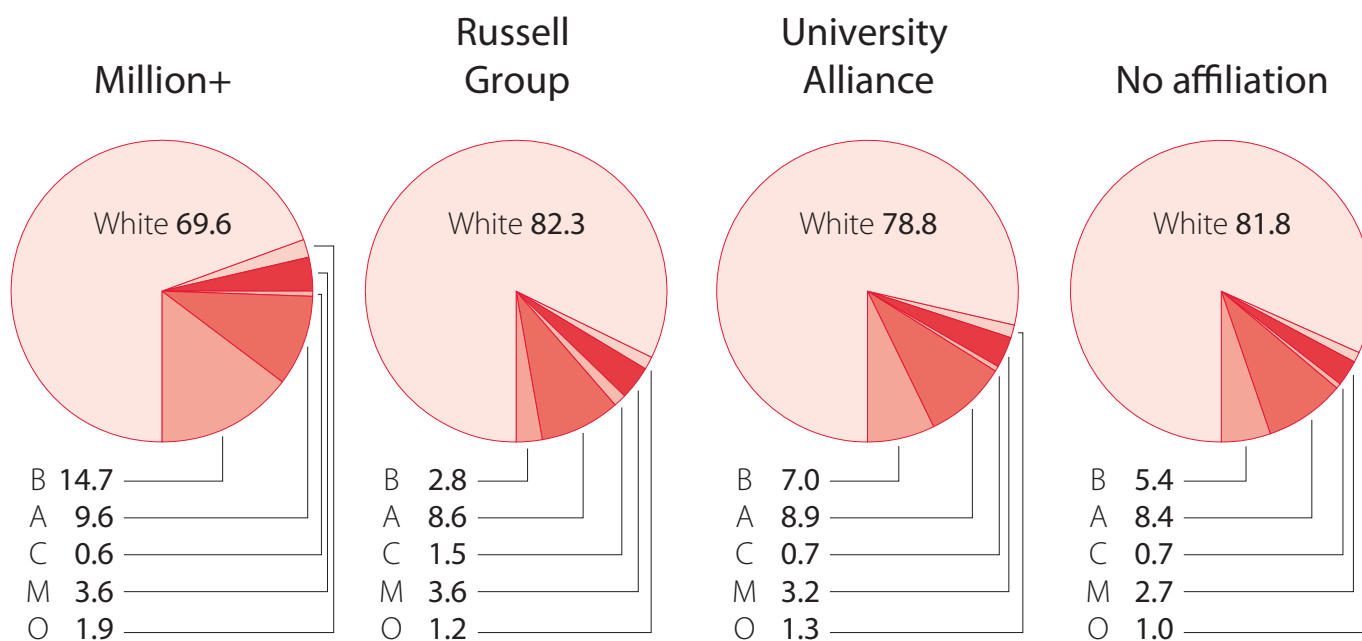
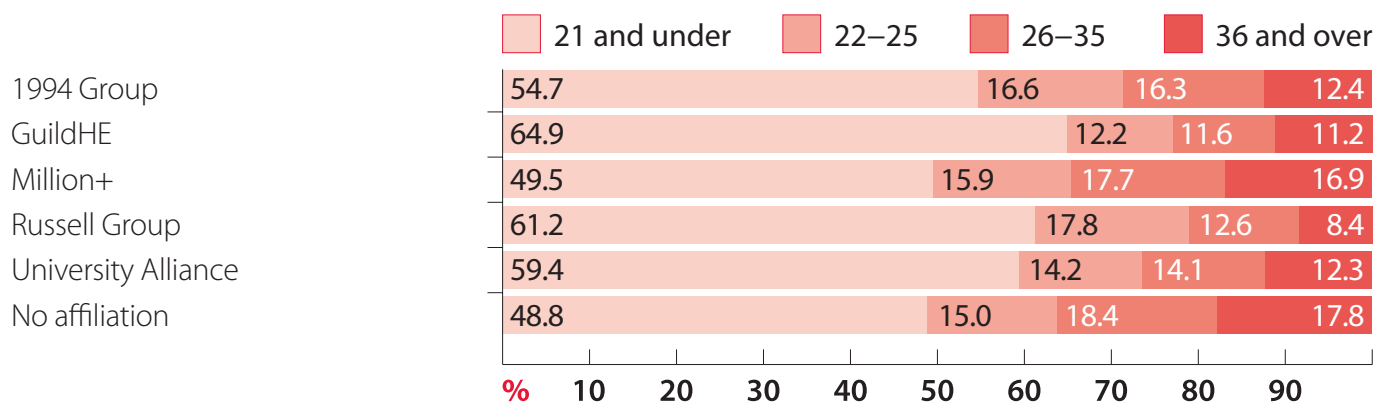
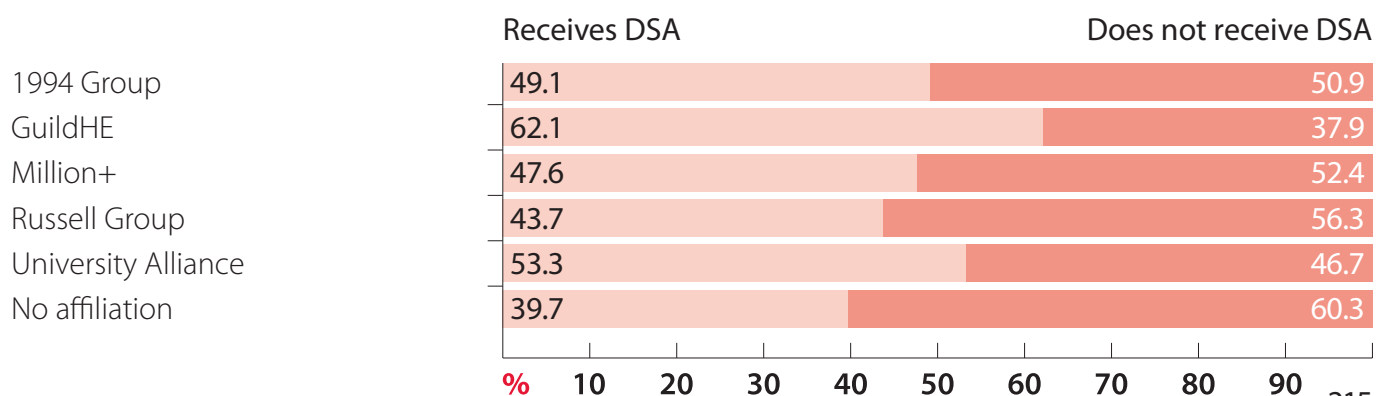


All UK domiciled students in sector group of institution by ethnic group



All students in sector group of institution by disability status



All students in sector group of institution by age group*All students in sector group of institution by DSA take-up*

6 Other protected characteristics

The Equality Act 2010 extended the number of protected characteristics to cover new areas including gender identity, religion and belief and sexual orientation.

Changes to the HESA student record for 2012/13 allowed institutions to return information in these areas on an optional basis. This section presents high-level findings on collection and monitoring rates. Because these are currently voluntary to return, we do not yet have a national demographic picture of the student population in relation to gender identity, religion and belief or sexual orientation.

ECU encourages institutions to collect and return this data where appropriate. Once the data begins to be captured and the numbers become reliable, ECU hopes to provide further detail on these characteristics in future reports.

Further guidance can be found at:

- = www.ecu.ac.uk/guidance-resources/using-data-and-evidence/collecting-data
- = www.ecu.ac.uk/guidance-resources/using-data-and-evidence/introducing-new-categories
- = www.ecu.ac.uk/guidance-resources/using-data-and-evidence/encouraging-disclosure-equality-info

About this data

Data on a student record is said to be **returned** if the institution provided any information to HESA about gender identity, religion and belief or sexual orientation. This includes where a student selected prefer not to say or refused to provide the information about the characteristic in question. Where a student record was returned to HESA without data, this section reports it as **blank**.

It is not possible to determine from the data presented whether the blank student records were due to the question being unanswered or unasked.

Gender identity

A small number of institutions reported a much higher than average proportion of their students to have disclosed a gender identity different to the gender they were assigned at birth. This suggests that there may have been some data collection issues ie individual institutional questions may have been phrased in a way that led to confusion among student participants.

6 Other protected characteristics

Gender identity

Overall, 86 of 160 institutions (53.8%) returned student data on gender identity to HESA. This represents an increase of 8.5 percentage points from 2012/13 levels, when 73 out of 161 institutions returned this information to HESA (45.3%; fig. 6.1, ECU [2014]).

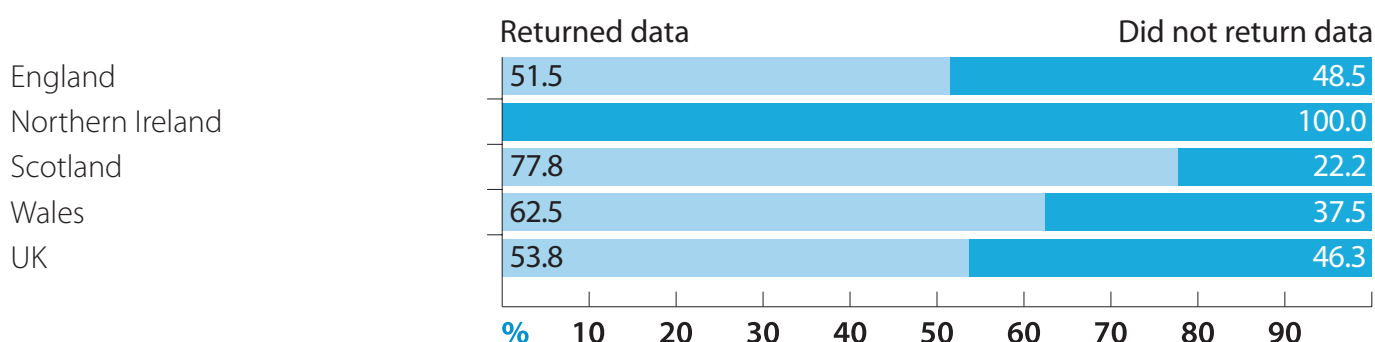
Over three quarters (77.8%) of Scottish institutions returned this data, compared with no Northern Irish institutions.

6.1 Institutional returns for gender identity information by country of institution

	Returned data		Did not return data		Total
	No. HEI	%	No. HEI	%	No. HEI
England	67	51.5	63	48.5	130
Northern Ireland	0	0.0	4	100	4
Scotland	14	77.8	4	22.2	18
Wales	5	62.5	3	37.5	8
All institutions	86	53.8	74	46.3	160

HEI = higher education institution

Institutional returns for gender identity by country of institution



Of the 86 institutions who returned data on gender identity to HESA, 46.5% had returned data for over 80% of their students.

26.8% of institutions who returned gender identity data did so for up to 50% of their students.

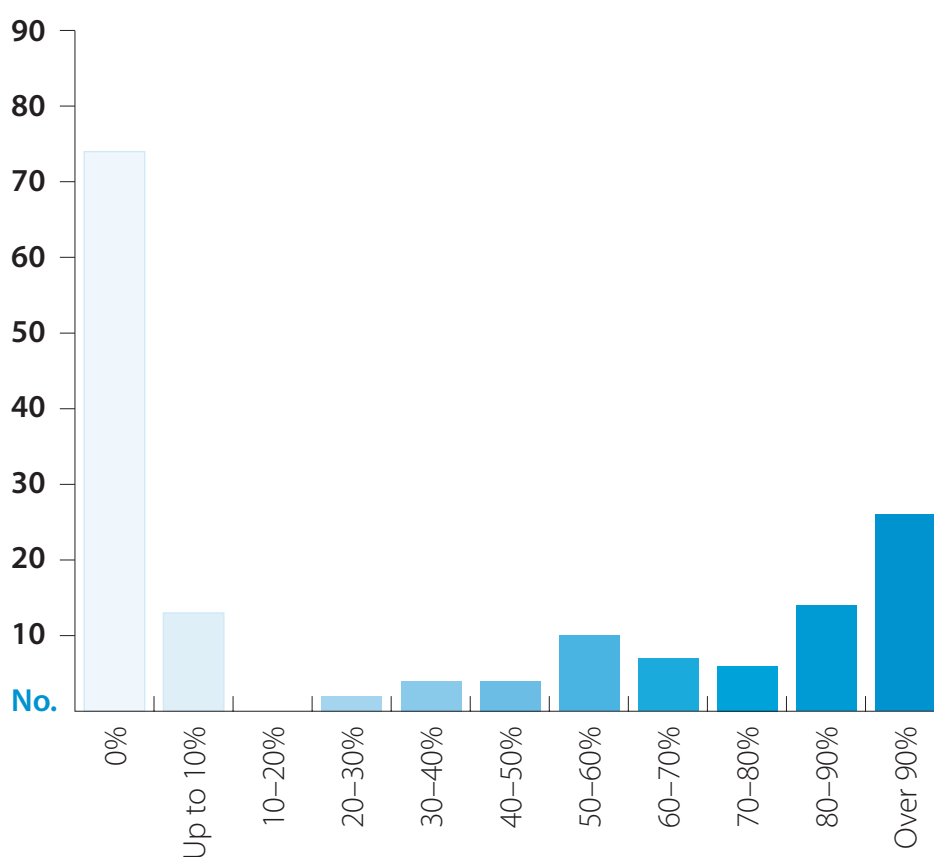
6.2 Institutional return rates on gender identity

	Institutions		
	No.	%*	%^
0% (no returns)	74	46.3	n/a
Up to 10%	13	8.1	15.1
10–20%	0	0.0	0.0
20–30%	2	1.3	2.3
30–40%	4	2.5	4.7
40–50%	4	2.5	4.7
50–60%	10	6.3	11.6
60–70%	7	4.4	8.1
70–80%	6	3.8	7.0
80–90%	14	8.8	16.3
Over 90%	26	16.3	30.2
All institutions	160	100	100

* within all HEIs, the percentage in each return rate band (compare vertically)

^ within HEIs that returned gender identity data, the percentage of HEIs in each return rate band (compare vertically)

Institutional return rates on gender identity



It is not possible to determine from the data presented whether students, for whom there was no information (blank), were asked the question and did not provide a response or were not asked the question.

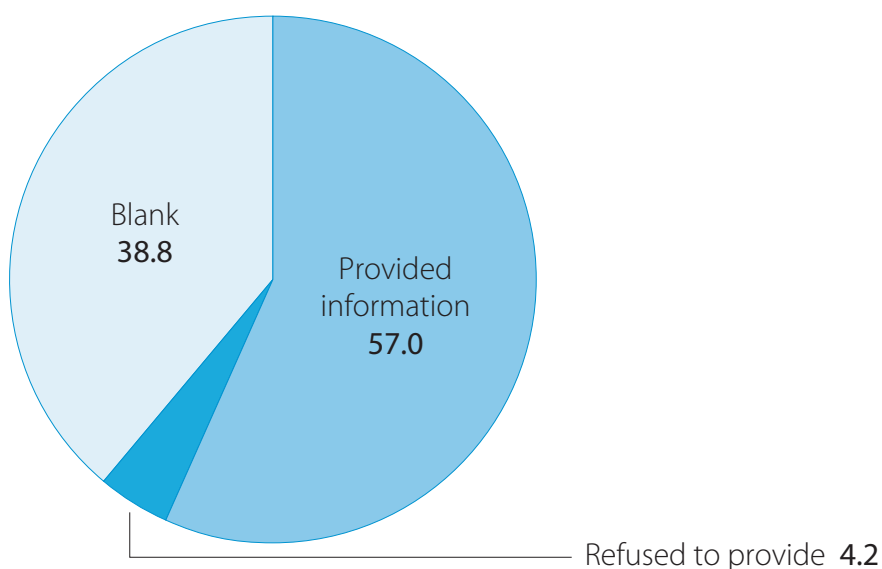
Of the students in institutions that returned gender identity data to HESA, the majority (57.0%) provided information, 4.2% refused and for 38.8% the data field was blank. This means that among students in institutions that returned gender identity to HESA, at least 61.2% of students were given the option to return data on their gender identity.

Among institutions that returned gender identity data to HESA, the proportion of students who provided this information increased from 43.3% in 2012/13 to 57.0% in 2013/14 (an increase of 13.7 percentage points; fig. 6.3, ECU [2014]).

6.3 Gender identity disclosure rates in institutions monitoring for gender identity

	Students	
	No.	%
Provided information	595065	57.0
Refused to provide	43695	4.2
Blank	405355	38.8
Total	1044120	100

Gender identity disclosure rates in institutions monitoring for gender identity



Gender identity data was returned to HESA for 27.8% of students. However, a small number of institutions reported a much higher than average proportion of their students disclosing a gender identity different to the gender they were assigned at birth. This suggests there may have been some issues with data collection. For example, the question could have been phrased in a way that led to confusion among participants.

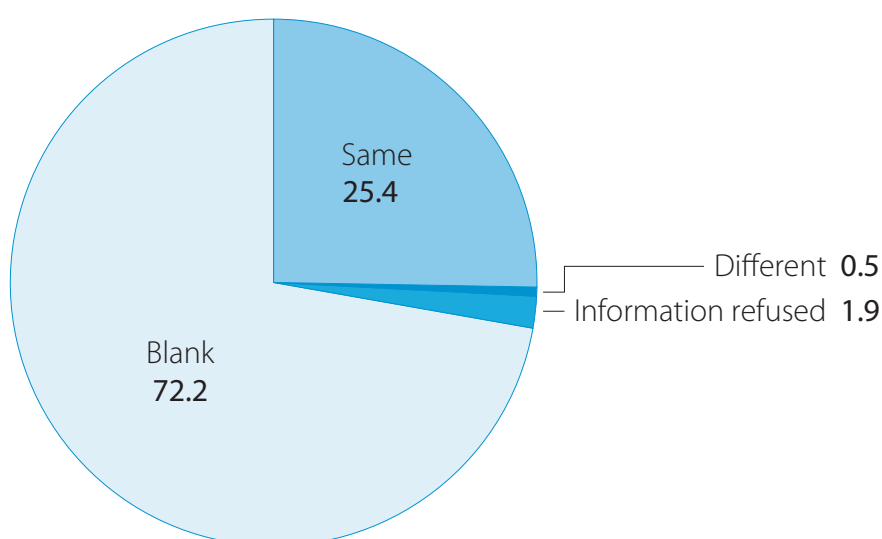
While the relatively low return rate alongside possible data anomalies means that we do not yet have an accurate picture of gender identity in the student population, the data is presented here in order to give a sense of the question asked and possible responses.

Compared with 2012/13, the proportion of students for which gender identity was returned in 2013/14 increased by 10.7 percentage points, from 17.1% of students to 27.8% of students (fig. 6.4, ECU [2014]).

6.4 All students by gender identity

	Response	
	No.	%
Gender identity is the same	584635	25.4
Gender identity is different	10435	0.5
Information refused	43695	1.9
Blank	1660590	72.2
Total	2299355	100

All students by gender identity



Religion and belief

92 out of 160 institutions returned religion and belief data on students to HESA (57.5%). This represents an increase of 12.8 percentage points from 2012/13 levels (44.7%; fig. 6.5, ECU [2014]).

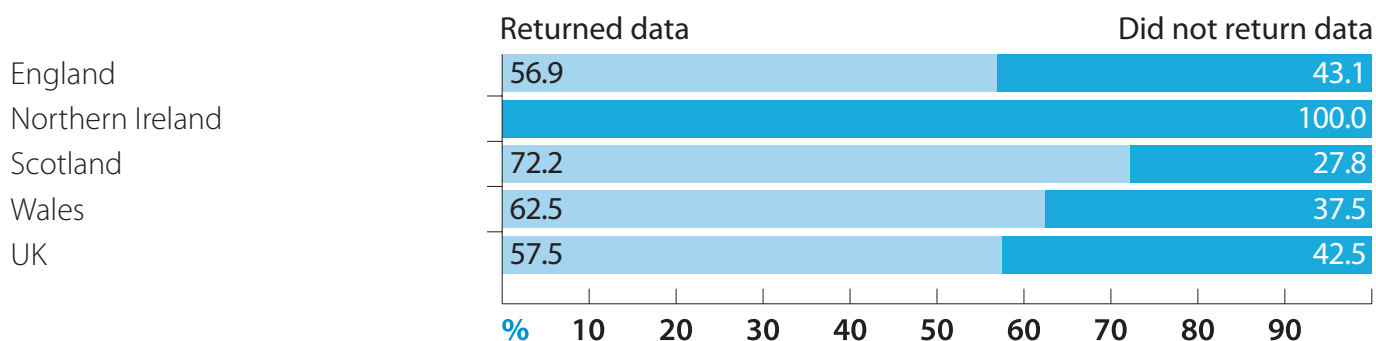
72.2% of Scottish and 62.5% of Welsh institutions returned this information, compared with 56.9% of English and no Northern Irish institutions.

6.5 Institutional returns for religion and belief information by country of institution

	Returned data		Did not return data		Total
	No. HEI	%	No. HEI	%	No. HEI
England	74	56.9	56	43.1	130
Northern Ireland	0	0.0	4	100	4
Scotland	13	72.2	5	27.8	18
Wales	5	62.5	3	37.5	8
All institutions	92	57.5	68	42.5	160

HEI = higher education institution

Institutional returns for religion and belief by country of institution



Of the 92 institutions that returned data on religion and belief to HESA, 47.9% had returned data for over 80% of their students.

29.4% of institutions who returned data on religion and belief to HESA did so for up to 50% of their students.

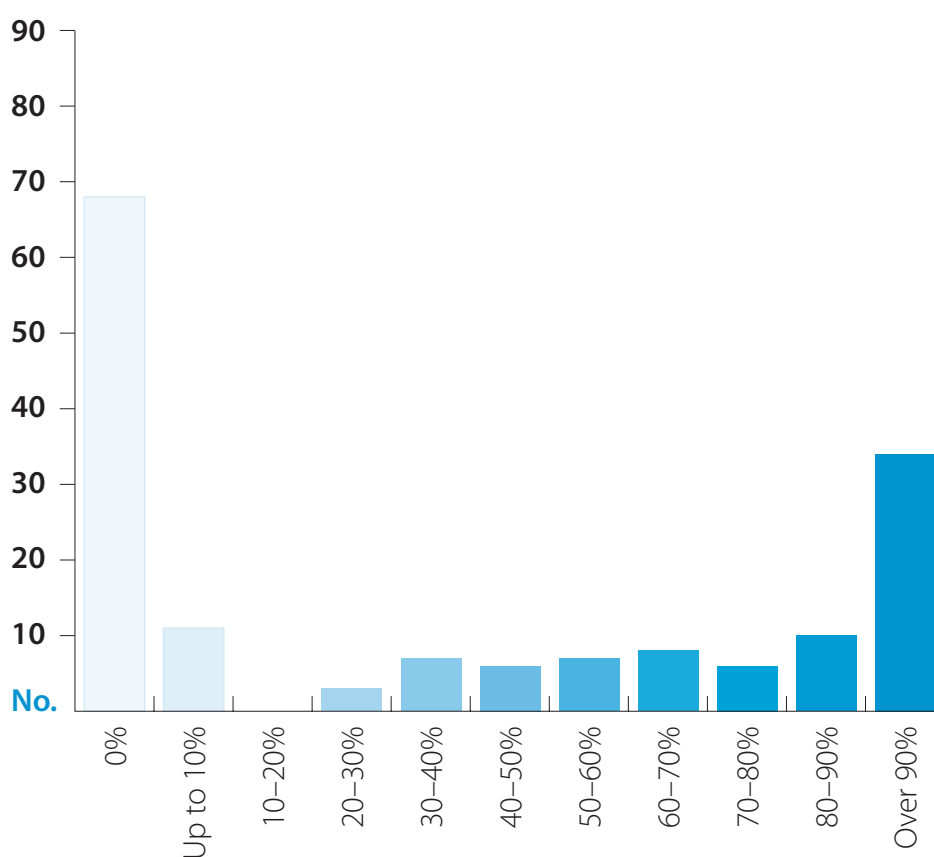
6.6 Institutional return rates on religion and belief

	Institutions		
	No.	%*	%^
0% (no returns)	68	42.5	n/a
Up to 10%	11	6.9	12.0
10–20%	0	0.0	0.0
20–30%	3	1.9	3.3
30–40%	7	4.4	7.6
40–50%	6	3.8	6.5
50–60%	7	4.4	7.6
60–70%	8	5.0	8.7
70–80%	6	3.8	6.5
80–90%	10	6.3	10.9
Over 90%	34	21.3	37.0
All institutions	160	100	100

* within all HEIs, the percentage in each return rate band (compare vertically)

^ within HEIs that returned religion and belief data, the percentage of HEIs in each return rate band (compare vertically)

Institutional return rates on religion and belief



Of the students in institutions that returned religion and belief data to HESA, the majority (54.5%) provided information. This represents an increase of 17.6 percentage points from 2012/13 levels, when only 36.9% of students at institutions who returned religion and belief data to HESA provided this information (fig. 6.7, ECU [2014]).

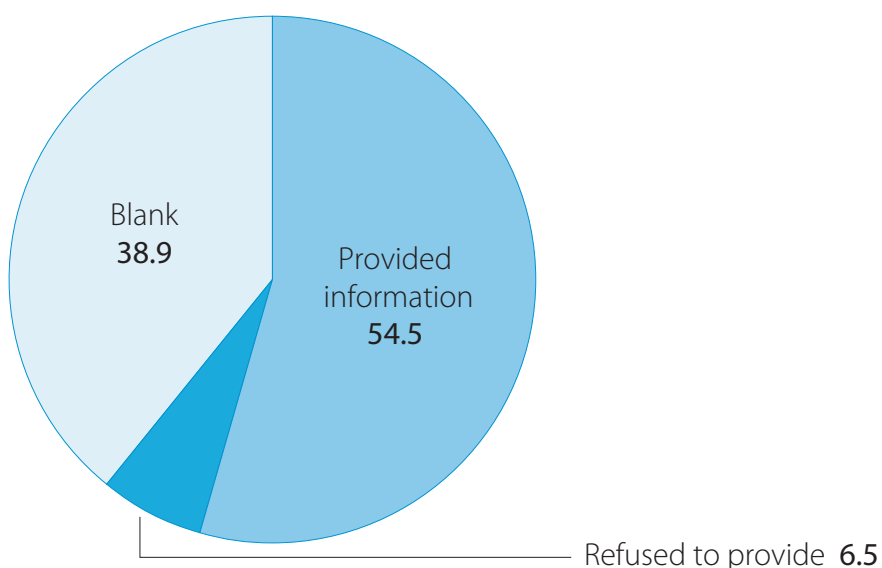
6.5% of students at institutions who returned religion and belief data to HESA refused to provide this and for 38.9% the data field was blank.

This means that among students in institutions that returned religion and belief to HESA, at least 61.0% of students were given the option to return data on their religion and belief.

6.7 Religion and belief disclosure rates in institutions monitoring for religion and belief

	Students	
	No.	%
Provided information	732385	54.5
Refused to provide	87685	6.5
Blank	522645	38.9
Total	1342720	100

Religion and belief disclosure rates in institutions monitoring for religion and belief



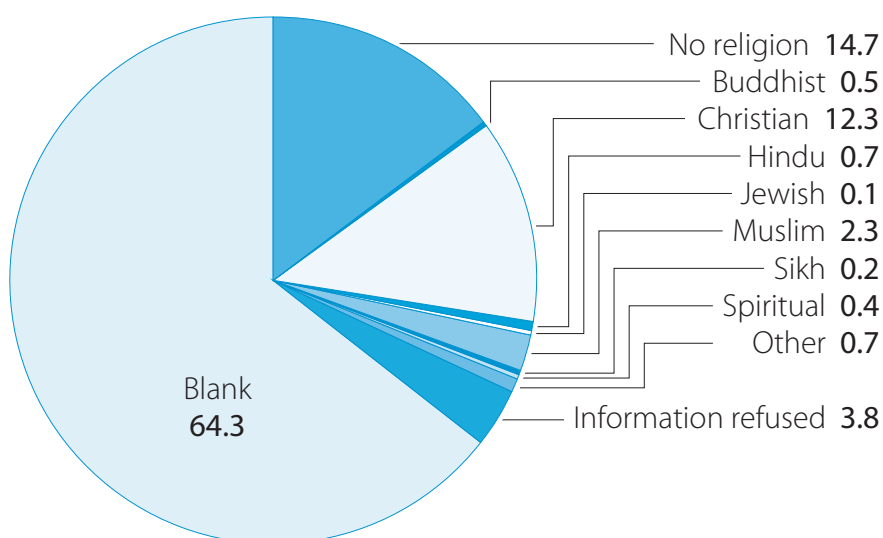
Religion and belief information was unknown (blank) for nearly two thirds of all students in higher education (64.3%). While large, this proportion has dropped by 16.1 percentage points from 2012/13 levels, when it stood at 80.4% (fig. 6.8, ECU [2014]).

This data therefore is not indicative of numbers and trends in student religion and belief, but is presented in order to give a sense of the questions asked and possible responses.

6.8 All students by religion and belief

	Response	
	No.	%
No religion	337055	14.7
Buddhist	12115	0.5
Christian	240370	12.3
Hindu	15385	0.7
Jewish	3240	0.1
Muslim	52110	2.3
Sikh	5095	0.2
Spiritual	9050	0.4
Any other religion or belief	15380	0.7
Information refused	87685	3.8
Blank	1479280	64.3
Total	2299355	100

All students by religion and belief



Sexual orientation

Overall, 91 of 160 institutions (56.9%) returned student data on sexual orientation to HESA. Return rates were markedly higher among Scottish institutions (77.8%) and Welsh institutions (75.0%) than among English (54.6%) and Northern Irish (0.0%) institutions.

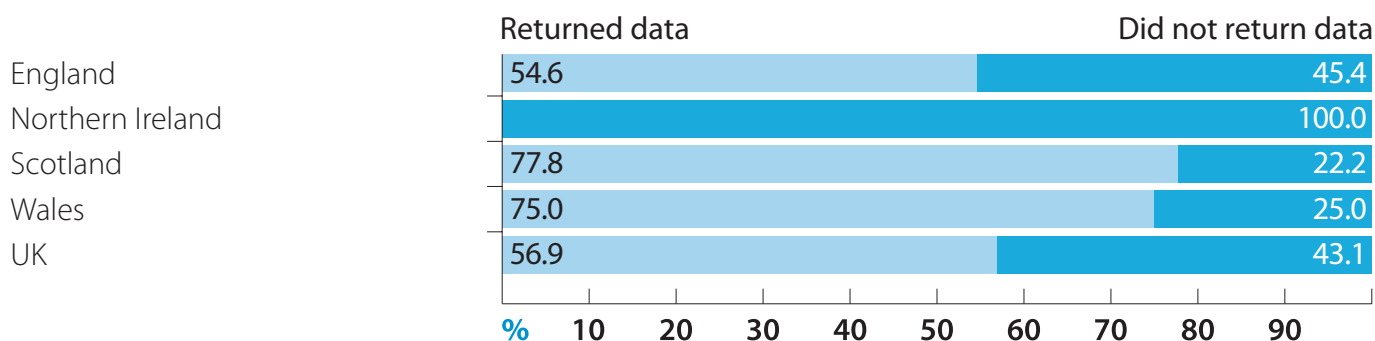
Compared with 2012/13, the proportion of all institutions who returned sexual orientation data to HESA increased from 46.6% to 56.9% (an increase of 10.3 percentage points; fig. 6.9, ECU [2014]).

6.9 Institutional returns for sexual orientation information by country of institution

	Returned data		Did not return data		Total
	No. HEI	%	No. HEI	%	
England	71	54.6	59	45.4	130
Northern Ireland	0	0.0	4	100	4
Scotland	14	77.8	4	22.2	18
Wales	6	75.0	2	25.0	8
All institutions	91	56.9	69	43.1	160

HEI = higher education institution

Institutional returns for sexual orientation by country of institution



Of the 91 institutions who returned data on sexual orientation to HESA, 48.4% had returned data for over 80% of their students.

27.5% of institutions who returned sexual orientation data did so for up to 50% of their students.

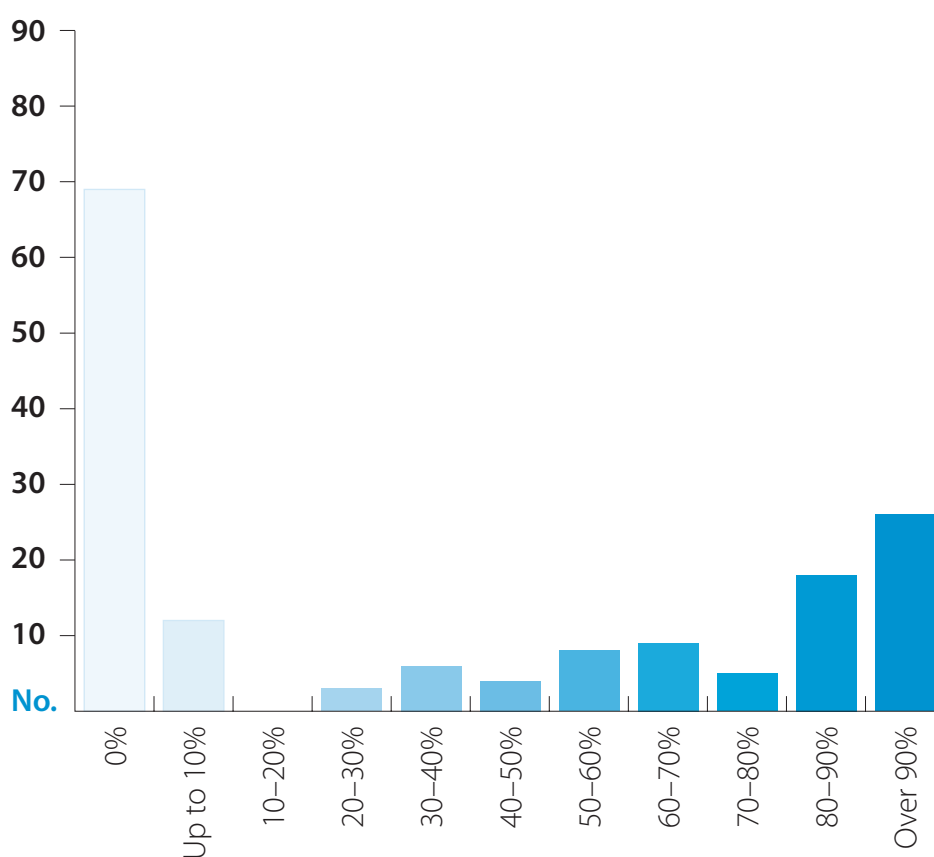
6.10 Institutional return rates on sexual orientation

	Institutions		
	No.	%*	%^
0% (no returns)	69	43.1	n/a
Up to 10%	12	7.5	13.2
10–20%	0	0.0	0.0
20–30%	3	1.9	3.3
30–40%	6	3.8	6.6
40–50%	4	2.5	4.4
50–60%	8	5.0	8.8
60–70%	9	5.6	9.9
70–80%	5	3.1	5.5
80–90%	18	11.3	19.8
Over 90%	26	16.3	28.6
All institutions	160	100	100

* within all HEIs, the percentage in each return rate band (compare vertically)

^ within HEIs that returned sexual orientation data, the percentage of HEIs in each return rate band (compare vertically)

Institutional return rates on sexual orientation



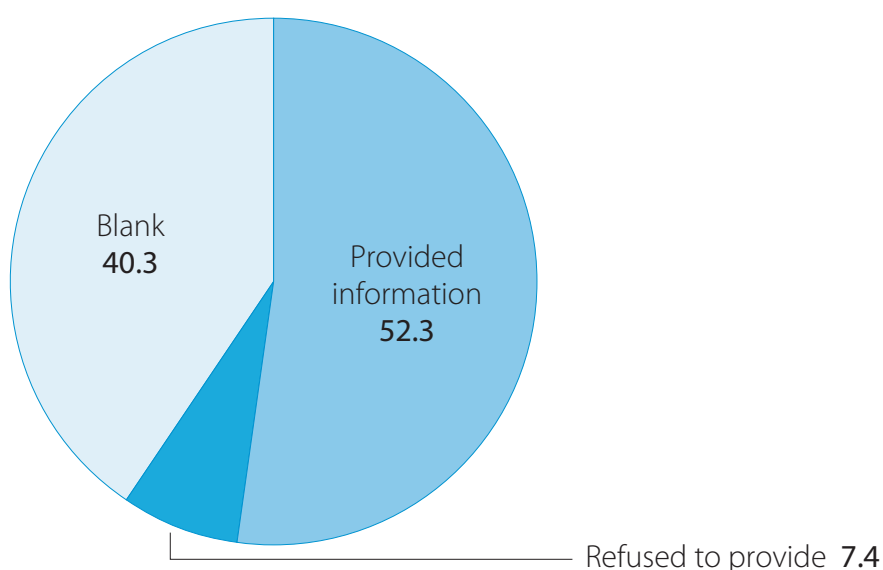
Of the students in institutions that monitored sexual orientation, the majority (52.3%) provided information, 7.4% refused and for 40.3% the data field was blank. This means that among students in institutions that returned sexual orientation to HESA, at least 59.7% of students were given the option to return data on their sexual orientation.

Compared with 2012/13, the proportion of students at institutions that returned sexual orientation data to HESA who provided this information increased by 17.9 percentage points from 34.4% (fig. 6.11, ECU [2014]).

6.11 Sexual orientation disclosure rates in institutions monitoring for sexual orientation

	Students	
	No.	%
Provided information	681000	52.3
Refused to provide	96775	7.4
Blank	524585	40.3
Total	1302355	100

Sexual orientation disclosure rates in institutions monitoring for sexual orientation



The proportion of students for which sexual orientation was unknown decreased by 15.6 percentage points from 2012/13 levels (81.8%). However, in 2013/14 sexual orientation information was still unknown for a large majority of students in higher education (66.2%; fig. 6.12, ECU [2014]).

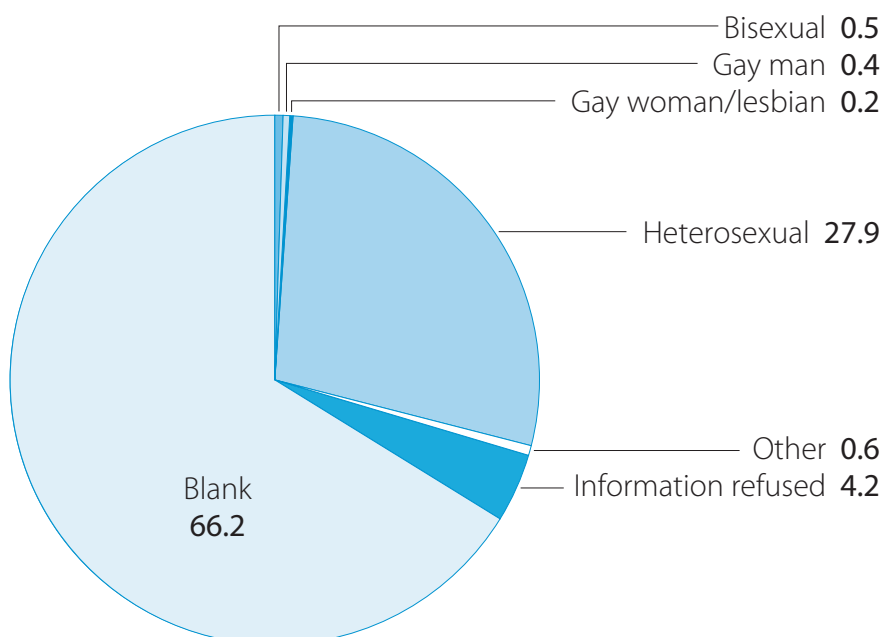
For this reason, no accurate conclusions can be drawn about the number of, or trends among, students who identify as bisexual, gay, heterosexual, lesbian or other, as yet.

The data is presented in order to give a sense of the question asked and possible responses.

6.12 All students by sexual orientation

	Response	
	No.	%
Bisexual	12640	0.5
Gay man	9500	0.4
Gay woman/lesbian	4660	0.2
Heterosexual	640475	27.9
Other	13720	0.6
Information refused	96775	4.2
Blank	1521580	66.2
Total	2299355	100

All students by sexual orientation



Index

Overview

0.1	All/first year students by country of institution	16
	<i>All students by country of institution</i>	16
0.2	Profile of all/first year students over time	17
	<i>Profile of all/first year students over time</i>	17
0.3	All students by degree level and domicile category	18
	<i>Students by degree level and domicile category</i>	18
0.4	All/first year students by degree level and mode	19
	<i>All students in degree levels by mode</i>	19
0.5	All students by subject area and degree level	20
0.6	First year students by subject area and degree level	22
0.7	UK domiciled full-time first degree entrants by continuation category	24
	<i>UK domiciled full-time first degree entrants by continuation category</i>	24
0.8	First degree undergraduate qualifiers by country of institution and degree class	25
	<i>First degree undergraduate qualifiers in countries of institution by degree class</i>	25
0.9	First degree undergraduate qualifiers by subject area and degree class	26
	<i>First degree undergraduate qualifiers in subject areas by degree class</i>	28
0.10	DLHE leavers by leaving destination	29
	<i>DLHE leavers by leaving destination</i>	29

1 Age

1.1	All/first year students by country of institution and age group	32
	<i>All/first year students in countries of institution by age group</i>	33
1.2	Profile of all students over time by age group	34
	<i>All students over time by age group</i>	35
1.3	All students by degree level, domicile category and age group	36
1.4	All students by degree level, mode, and age group	38
	<i>All students in domicile categories and degree levels by age group</i>	40
	<i>All full-time/part-time students in degree levels by age group</i>	41
1.5	First year students by degree level, mode and age group	42
	<i>First year full-time/part-time students by age group</i>	42
	<i>First year full-time/part-time students in degree levels by age group</i>	43
1.6	All students by subject area and age group	44
1.7	First year students by subject area and age group	46
	<i>All students in subject areas by age group</i>	48
	<i>First year students in subject areas by age group</i>	49
1.8	All undergraduates by subject area, degree level and age group	50
1.9	All postgraduates by subject area, degree level and age group	52
	<i>All students in SET subject areas and degree levels by age group</i>	54
	<i>All students in non-SET subject areas and degree levels by age group</i>	55

1.10	First year undergraduates by subject area, degree level and age group	56
1.11	First year postgraduates by subject area, degree level and age group	58
1.12	UK domiciled full-time first degree entrants by continuation category and age group	60
	<i>UK domiciled full-time first degree entrants in age groups by continuation category</i>	60
1.13	First degree undergraduate qualifiers by degree class, mode and age group	61
	<i>Full-time/part-time first degree undergraduate qualifiers in age groups by degree class</i>	61
1.14	First degree undergraduate qualifiers by country of institution, degree class and age group	62
	<i>First degree undergraduate qualifiers in countries of institution and age groups by degree class</i>	63
1.15	First degree undergraduate qualifiers by subject area, degree class and age group	64
	<i>First degree undergraduate qualifiers in SET subject areas and age groups by degree class</i>	66
	<i>First degree undergraduate qualifiers in non-SET subject areas and age groups by degree class</i>	67
1.16	DLHE leavers by leaving destination and age group	68
	<i>DLHE leavers in age groups by leaving destination</i>	68
<hr/>		
2 Disability		
2.1	All/first year students by country of institution and disability status	72
2.2	All/first year disabled students by country of institution and DSA take-up	72
	<i>All/first year students in countries of institution by disability status</i>	73
	<i>All/first year disabled students in countries of institution by DSA take-up</i>	73
2.3	Profile of all/first year students over time by disability status	74
	<i>All/first year disabled students over time</i>	74
2.4	Profile of all/first year disabled students over time by DSA take-up	75
	<i>All/first year disabled students over time by DSA take-up</i>	75
2.5	Profile over time of disabled students by impairment type	76
	<i>Profile over time of disabled students by impairment type</i>	76
2.6	All students by degree level, domicile category and disability status	78
	<i>All students in domicile categories and degree levels by disability status</i>	79
2.7	All students by degree level, mode and disability status	80
2.8	Disabled students by degree level, mode and DSA take-up	81
	<i>All full-time/part-time students in degree levels by disability status</i>	82
	<i>All full-time/part-time disabled students in degree levels by DSA take-up</i>	83

2.9	All/disabled students by degree level and impairment type	84
	<i>All disabled students in degree levels by impairment type</i>	84
2.10	First year students by degree level, mode and disability status	86
2.11	Disabled first year students by degree level, mode and DSA take-up	87
	<i>First year full-time/part-time students in degree levels by disability status</i>	88
	<i>First year full-time/part-time disabled students in degree levels by DSA take-up</i>	89
2.12	All/first year students by subject area, disability status and DSA take-up	90
	<i>All students in subject areas by disability status</i>	92
	<i>All disabled students in subject areas by DSA take-up</i>	93
2.13	All undergraduates by subject area, degree level, disability status and DSA take-up	94
2.14	All postgraduates by subject area, degree level, disability status and DSA take-up	96
	<i>All students in SET subject areas and degree levels by disability status</i>	98
	<i>All students in non-SET subject areas and degree levels by disability status</i>	99
2.15	First year students by subject area, degree level and disability status	100
2.16	UK domiciled full-time first degree entrants by continuation category and disability status	102
	<i>UK domiciled disabled/non-disabled full-time first degree entrants by continuation category</i>	102
2.17	First degree undergraduate qualifiers by degree class, disability status, DSA take-up and impairment type	103
	<i>Disabled full-time first degree undergraduate qualifiers in impairment types by degree class</i>	103
2.18	First degree undergraduate qualifiers by country of institution, degree class, disability status and DSA take-up	104
	<i>Disabled/non-disabled first degree undergraduate qualifiers in countries of institution and DSA status by degree class</i>	105
2.19	First degree undergraduate qualifiers by subject area, degree class and disability status	106
	<i>Disabled/non-disabled first degree undergraduate qualifiers in SET subject area by degree class</i>	108
	<i>Disabled/non-disabled first degree undergraduate qualifiers in non-SET subject area by degree class</i>	109
2.20	DLHE leavers by leaving destination, disability status and impairment type	110
	<i>Disabled/non-disabled DLHE leavers by leaving destination</i>	110

3 Ethnicity

3.1	All/first year UK domiciled students by country of institution and ethnic group	114
	<i>All UK domiciled students in countries of institution by ethnic group</i>	114
3.2	Profile of all UK domiciled students over time by ethnic group	116
	<i>All UK domiciled students over time by ethnic group</i>	117
3.3	All/first year BME UK domiciled students by ethnic group	118
	<i>All/first year BME UK domiciled students by ethnic group</i>	119
3.4	All UK students by degree level, mode and ethnic group	120
	<i>All full-time/part-time UK domiciled students by BME/white identity</i>	120
	<i>All full-time/part-time UK domiciled students in degree levels by BME/white identity</i>	121
3.5	UK first years by degree level, mode and ethnic group	122
	<i>First year full-time/part-time UK domiciled students by BME/white identity</i>	122
	<i>First year full-time/part-time UK domiciled students in degree levels by BME/white identity</i>	123
3.6	All UK domiciled students by subject area and ethnic group	124
	<i>All UK domiciled students in SET subject areas by ethnic group</i>	126
	<i>All UK domiciled students in non-SET subject areas by ethnic group</i>	127
3.7	First year UK domiciled students by subject area and ethnic group	128
3.8	All UK domiciled students by subject area, degree level and BME/white identity	130
	<i>All UK domiciled students in SET subject areas and degree levels by BME/white identity</i>	132
	<i>All UK domiciled students in non-SET subject areas and degree levels by BME/white identity</i>	133
3.9	First year UK domiciled students by subject area, degree level and BME/white identity	134
3.10	UK domiciled full-time first degree entrants by continuation category and ethnic group	136
	<i>UK domiciled full-time first degree entrants in ethnic groups by continuation category</i>	137
3.11	UK domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnic group	138
	<i>BME/white UK domiciled first degree undergraduate qualifiers in countries of institution by degree class</i>	139
3.12	Profile of UK domiciled first degree UG qualifiers receiving a first/2:1 over time by ethnic group	140
	<i>UK domiciled first degree undergraduate qualifiers receiving a first/2:1 by ethnic group over time</i>	141
3.13	UK domiciled first degree undergraduate qualifiers by degree class and ethnic group	142

	<i>UK domiciled first degree undergraduate qualifiers in ethnic groups by degree class</i>	143
3.14	UK domiciled first degree undergraduate qualifiers in SET subjects by degree class and ethnic group	144
3.15	UK domiciled first degree undergraduate qualifiers in non-SET subjects by degree class and ethnic group	145
3.16	UK domiciled first degree undergraduate qualifiers by subject area, degree class and BME/white identity	146
	<i>BME/white UK domiciled first degree undergraduate qualifiers in SET subject areas by degree class</i>	148
	<i>BME/white UK domiciled first degree undergraduate qualifiers in non-SET subject areas by degree class</i>	149
3.17	UK domiciled DLHE leavers by leaving destination and ethnic group	150
	<i>White UK domiciled DLHE leavers by leaving destination</i>	150
	<i>BME UK domiciled DLHE leavers by leaving destination</i>	151
<hr/>		
4 Gender		
4.1	All/first year students by country of institution and gender	154
	<i>All/first year students in countries of institution by gender</i>	155
4.2	Profile of all/first year students over time by gender	156
	<i>All/first year students over time by gender</i>	157
4.3	All students by degree level, domicile category and gender	158
	<i>All students in domicile categories and degree levels by gender</i>	159
4.4	All students by degree level, mode and gender	160
	<i>All full-time/part-time students in degree levels by gender</i>	161
4.5	First year students by degree level, mode and gender	162
	<i>First year full-time/part-time students in degree levels by gender</i>	163
4.6	All students by subject area and gender	164
	<i>All students in subject areas by gender</i>	165
4.7	First year students by subject area and gender	166
	<i>First year students in subject areas by gender</i>	167
4.8	All students by subject area, degree level and gender	168
	<i>All students in SET subject areas and degree levels by gender</i>	170
	<i>All students in non-SET subject areas and degree levels by gender</i>	171
4.9	First year students by subject area, degree level and gender	172
4.10	UK domiciled full-time first degree entrants by continuation category and gender	174
	<i>UK domiciled female/male full-time first degree entrants by continuation category</i>	174
4.11	First degree undergraduate qualifiers by country of institution, degree class and gender	175
	<i>Female/male first degree undergraduate qualifiers in countries of institution by degree class</i>	175

4.12	First degree undergraduate qualifiers by subject area, degree class and gender	176
	<i>Female/male first degree undergraduate qualifiers in SET subject areas by degree class</i>	178
	<i>Female/male first degree undergraduate qualifiers in non-SET subject areas by degree class</i>	179
4.13	DLHE leavers by leaving destination and gender	180
	<i>Female/male DLHE leavers by leaving destination</i>	181
<hr/>		
5 Intersectionality		
5.1	All students by disability status, impairment type and age group	184
	<i>Disabled students in impairment types by age group</i>	185
	<i>Disabled students in age groups by impairment type</i>	186
5.2	UK domiciled students by age group and ethnic group	188
	<i>UK domiciled students in ethnic groups by age group</i>	188
	<i>UK domiciled students in age groups by ethnic group</i>	189
5.3	All students by age group and gender	190
	<i>Students in age groups by gender</i>	190
	<i>Female/male students by age group</i>	190
5.4	UK domiciled students by disability status and ethnic group	191
	<i>Disabled/non-disabled students by ethnic group</i>	191
	<i>UK domiciled students in ethnic groups by disability status</i>	191
5.5	UK domiciled disabled students by impairment type and ethnic group	192
	<i>UK domiciled disabled students in impairment types by ethnic group</i>	192
	<i>UK domiciled disabled students in ethnic groups by impairment type</i>	194
5.6	All students by disability status, impairment type and gender	196
	<i>Disabled students in impairment types by gender</i>	196
	<i>Female/male disabled students by impairment type</i>	197
5.7	UK domiciled students by ethnic group and gender	198
	<i>UK domiciled students in ethnic groups by gender</i>	199
	<i>UK domiciled female/male students by ethnic group</i>	199
5.8	First degree undergraduate qualifiers by degree class, disability status and age group	200
	<i>Disabled/non-disabled first degree undergraduate qualifiers in age groups by degree class</i>	201
5.9	UK domiciled first degree undergraduate qualifiers by degree class, BME/white identity and age group	202
	<i>UK domiciled BME/white first degree undergraduate qualifiers in age groups by degree class</i>	203

5.10	First degree undergraduate qualifiers by degree class, gender and age group	204
	<i>Female/male first degree undergraduate qualifiers in age groups by degree class</i>	205
5.11	UK domiciled first degree undergraduate qualifiers by degree class, disability status and ethnic group	206
	<i>Non-disabled first degree undergraduate qualifiers in ethnic groups by degree class</i>	206
	<i>Disabled first degree undergraduate qualifiers in ethnic groups by degree class</i>	207
5.12	First degree undergraduate qualifiers by degree class, gender and disability status	208
	<i>Disabled/non-disabled female/male first degree undergraduate qualifiers by degree class</i>	209
5.13	UK domiciled first degree undergraduate qualifiers by degree class, gender and ethnic group	210
	<i>UK domiciled female first degree undergraduate qualifiers in ethnic groups by degree class</i>	210
	<i>UK domiciled male first degree undergraduate qualifiers in ethnic groups by degree class</i>	211
5.14	All students by sector group of institution, age group, disability status, DSA take-up, ethnic group and gender	212
	<i>All students in sector group of institution by gender</i>	214
	<i>All UK domiciled students in sector group of institution by ethnic group</i>	214
	<i>All students in sector group of institution by disability status</i>	214
	<i>All students in sector group of institution by age group</i>	215
	<i>All students in sector group of institution by DSA take-up</i>	215

6 Other protected characteristics

6.1	Institutional returns for gender identity information by country of institution	218
	<i>Institutional returns for gender identity by country of institution</i>	218
6.2	Institutional return rates on gender identity	219
	<i>Institutional return rates on gender identity</i>	219
6.3	Gender identity disclosure rates in institutions monitoring for gender identity	220
	<i>Gender identity disclosure rates in institutions monitoring for gender identity</i>	220
6.4	All students by gender identity	221
	<i>All students by gender identity</i>	221

6.5	Institutional returns for religion and belief information by country of institution	222
	<i>Institutional returns for religion and belief by country of institution</i>	222
6.6	Institutional return rates on religion and belief	223
	<i>Institutional return rates on religion and belief</i>	223
6.7	Religion and belief disclosure rates in institutions monitoring for religion and belief	224
	<i>Religion and belief disclosure rates in institutions monitoring for religion and belief</i>	224
6.8	All students by religion and belief	225
	<i>All students by religion and belief</i>	225
6.9	Institutional returns for sexual orientation information by country of institution	226
	<i>Institutional returns for sexual orientation by country of institution</i>	226
6.10	Institutional return rates on sexual orientation	227
	<i>Institutional return rates on sexual orientation</i>	227
6.11	Sexual orientation disclosure rates in institutions monitoring for sexual orientation	228
	<i>Sexual orientation disclosure rates in institutions monitoring for sexual orientation</i>	228
6.12	All students by sexual orientation	229
	<i>All students by sexual orientation</i>	229

Equality Challenge Unit

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