

Equality in higher education: statistical report 2013

Part 2: students

8.6%
ethnicity degree
attainment gap for
younger students

26.3%
ethnicity degree
attainment gap for
older students



The statistic on the cover shows the ethnicity degree attainment gap for first degree undergraduate qualifiers aged 21 and under (8.6%) and 36 and over (26.3%).

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

The ethnicity degree attainment gap is the difference between the proportion of white qualifiers receiving a first/2:1 and the proportion of black and minority ethnic qualifiers receiving a first/2:1.

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Part 2: students

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This report presents a snapshot of the gender, ethnicity, disability and age of students in higher education for the 2011/12 academic year.

- The report provides national figures which can be used:
- = to consider the diversity and inclusivity of the HE student body as a whole
 - = to consider change and progress over time, using previous reports as comparators
 - = by individual institutions for benchmarking purposes

The report does not include sexual orientation, religion and belief or gender identity as this information is not currently collected at a national level.

Changes to the HESA student record for 2012/13 allow institutions to provide this information on an optional basis, and ECU encourages institutions to collect and return this data where appropriate. Guidance on when and how to collect this information is listed below. Once the data begins to be captured and the numbers become reliable, ECU hopes to include these characteristics in future reports.

Thinking beyond current monitoring information

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 HE: 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

Using heidi	The higher education information database for institutions ('heidi') is a web-based information system run by HESA. It contains statistics on all UK higher education institutions, including HESA data on staff, students and finance. Providing a single point of access online to data from a range of sources, the database allows users to view and analyse national data. The heidi system allows users to further manipulate the data to compare their performance with that of particular groups of institutions, for example within mission groups, national or regional areas. For further information on heidi, including training materials, see the heidi website: www.heidi.ac.uk.	
How to use this report	This report covers gender, ethnicity, disability, age and multiple identities. Each section is colour-coded for easier identification, and highlights key information alongside illustrative tables and charts. 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.	What's new This report provides selected comparisons between 2010/11 and 2011/12 data to facilitate identification of year-on-year changes. To see complete data from 2010/11, please see ECU's previous statistical report on students in higher education. www.ecu.ac.uk/publications/equality-in-he-stats-2012 To help users access and analyse our data, the tables provided in this report are available for download from our website as an Excel file. In addition to the information covered in this report, these tables also include total counts and percentages. www.ecu.ac.uk/publications/equality-in-he-stats-2013

About the data

The analysis in this report is based upon data drawn from the HESA student record 2003/04 to 2011/12.

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.

Unless otherwise specified, data broken down by:

- = **gender** excludes students with unknown gender
- = **ethnicity** excludes students with unknown ethnicity
- = **age** excludes students with unknown age
- = **domicile** excludes students with unknown domicile

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 52 inclusive. These percentages have been suppressed to protect against over-interpretation of small numbers.

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.

The Open University is counted as a wholly English institution. Their administrative centre is located in England, although the Open University operates throughout the UK.

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

First years 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

Gender

The 2011/12 return refers to biological sex, which could be recorded as male, female or indeterminate (see below). From 2012/13 this will change to ‘sex’ and include male, female and other as options.

HESA use 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.

Some intersex people may find the indeterminate category used by HESA for the current field offensive. For data return purposes, for 2011/12 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.

Ethnicity

The numbers of known intersex people in the higher education sector are very small, so they have been excluded from some parts of the following analysis as 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 sex to include categories of 'other' and 'prefer not to say' alongside male and female. This will allow anyone who associates with terms including intersex, androgyne, 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/your-questions/how-do-we-monitor-protected-characteristics

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 (this includes all white ethnic groups including white British)
- = black (including black of black British: Caribbean, black or black British: African and other black background)
- = Asian (including Asian or Asian British: Indian, Asian or Asian British: Pakistani, Asian or Asian British: Bangladeshi and other Asian background)
- = Chinese
- = mixed
- = other ethnic background

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

Prior to our 2012 report, 'other Asian background' was presented separately from the Asian group and 'mixed' was included in the 'other ethnic background' category. From the 2012 report onwards, 'other Asian background' will be included in the 'Asian' group to maintain consistency with other ethnic groups (both 'other black background' and 'other white background' are

BME

included in their respective ethnic groups). The category 'mixed' has been separated from 'other ethnic background' due to the growing size of this group.

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.

Black and minority ethnic.

This definition is widely recognised and used to identify patterns of marginalisation and segregation caused by 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 ethnicity categories 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 there were reported prior to our 2012 report.

	Further, HESA adopted a version of the coding frame introduced by the Disability Rights Commission (DRC) for 2010/11 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 these students leave their institution. For more information about the student disability coding frames, please visit: www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&Itemid=233&mnl=10051&href=a^_DISABLE.html
Disabled students' allowance	This identifies whether a student is in receipt of disabled students' allowance (DSA) or not.
Age	Student age is calculated at the commencement date of their studies. Qualifiers' age is calculated at 31 July 2012. In 2011/12, 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 categories: = 21 and under = 22 to 25 = 26 to 35 = 36 and over

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 (FDU) 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 postgraduate research and postgraduate taught.

Subjects

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 Please note that SET data prior to 2010 is not comparable with SET data from 2010 onwards.
Non-SET	Subjects classified 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

Students are 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
No qualification received at their original institution in 2010/11, but have an active record at a different HEI in 2011/12.
- = No longer in HE
No qualification received in 2010/11 and no active record found in 2011/12.

Degree attainment

Qualifiers	Qualifiers refer to first degree undergraduates (FDU).
Classification	The classification of an undergraduate degree indicates the qualification class that the student received. Certain qualifications received at FDU level are not subject to classification of the award, notably medical and general degrees. These, together with ordinary degrees and qualifications considered as passed by a student too ill to finish the appropriate material, have 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.

- = Gender degree attainment gap
(percentage of male FDU qualifiers receiving a first/2:1) – (percentage of female FDU qualifiers receiving a first/2:1)
- = Ethnicity degree attainment gap
(percentage of UK-domiciled white FDU qualifiers receiving a first/2:1) – (percentage of UK-domiciled BME FDU qualifiers receiving a first/2:1)
- = Disability degree attainment gap
(percentage of non-disabled FDU qualifiers receiving a first/2:1) – (percentage of disabled FDU 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 396,650 qualifiers who were surveyed approximately six months after they left their institution.

Throughout the analysis on leavers, the term full-time paid work has been used to mean full-time paid work only (including self-employed).

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.

Graduate employment

Definitions of graduate employment are from Elias & Purcell’s report *SOC (HE) A classification of occupations for studying the graduate labour market* (2004, Institute for Employment Research, Warwick). Categorisations are as follows:

- = graduate
- = non-graduate

These figures are extracted from the HESA DLHE record, using fields ‘5 Employment circumstances (EMPCIR)’ and ‘11 Standard Occupational Classification (SOCDLHE)’.

The DLHE survey has changed some of its questions in order to allow students the option to select multiple activities in which they are involved. As a consequence, some leaving categories have changed. ‘Further study’ is now disaggregated by modes of study and the categories ‘voluntary/unpaid work’ and ‘not available for employment’ have been removed.

Overview

The majority of students (84.0%) studied in England. 8.7% studied in Scotland, 5.3% in Wales and 2.1% in Northern Ireland.

0.1 All/first year students by country of institution

	Total	
	No.	%
All students		
England	2097220	84.0
Northern Ireland	51905	2.1
Scotland	216320	8.7
Wales	131185	5.3
UK total	2496630	100
First years		
England	941655	84.3
Northern Ireland	23010	2.1
Scotland	87490	7.8
Wales	65175	5.8
UK first years total	1117325	100

In 2011/12, 2496630 students studied in the UK – this is a 13.5% increase overall since 2003/04 levels (2200175).

44.8% of these students were first years across all degree levels (1117325). This is the lowest proportion of the whole student body within the last nine years, down from a peak of 47.7% in 2009/10.

0.2 Profile of all/first year students over time

	All students	First years
	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	2501285	1145960
2011/12	2496630	1117325

Within all degree levels except other undergraduates, a lower proportion of first years studied part-time than students across all years of study.

Compared with 2010/11
The proportion of first years who studied part-time increased within all degree levels except taught postgraduate where it decreased from 40.1% to 36.2%

0.3 All/first year students by degree level and mode

	All students		First years	
	No.	%	No.	%
All levels				
Full-time	1721395	68.9	729220	65.3
Part-time	775235	31.1	388105	34.7
All students	2496630	100	1117325	100
First degree undergraduate				
Full-time	1312115	85.1	474285	85.9
Part-time	229250	14.9	77955	14.1
All first degree undergraduates	1541365	100	552240	100
Other undergraduate				
Full-time	99860	25.8	47270	19.1
Part-time	286910	74.2	200620	80.9
All other undergraduates	386770	100	247890	100
Postgraduate research				
Full-time	78975	72.4	27460	79.0
Part-time	30085	27.6	7315	21.0
All research postgraduates	109060	100	34775	100
Postgraduate taught				
Full-time	230445	50.2	180205	63.8
Part-time	228985	49.8	102215	36.2
All taught postgraduates	459435	100	282420	100

At every degree level except postgraduate research, more students studied non-SET subjects than SET subjects.

This difference was largest at postgraduate taught level where 66.7% of students were studying non-SET subjects.

0.4 All students by subject area and degree level

	All levels	
	No.	%
SET		
Agriculture and related subjects	21165	0.8
Architecture, building, planning	58355	2.3
Biological sciences	199275	8.0
Computer science	95670	3.8
Engineering and technology	162015	6.5
Mathematical sciences	43170	1.7
Medicine and dentistry	67955	2.7
Physical sciences	94955	3.8
Subjects allied to medicine	299935	12.0
Veterinary science	5575	0.2
SET total	1048070	42.0
Non-SET		
Business, administrative studies	363860	14.6
Combined	94945	3.8
Creative arts and design	182080	7.3
Education	201715	8.1
Historical, philosophical studies	99165	4.0
Languages	135985	5.4
Law	93575	3.7
Mass communications, documentation	54860	2.2
Social studies	222370	8.9
Non-SET total	1448560	58.0
Total	2496630	100

First degree undergraduate		Other undergraduate		Postgraduate research		Postgraduate taught	
No.	%	No.	%	No.	%	No.	%
9240	0.6	8550	2.2	875	0.8	2500	0.5
35755	2.3	7310	1.9	2045	1.9	13240	2.9
155015	10.1	11300	2.9	12850	11.8	20115	4.4
67350	4.4	9240	2.4	4655	4.3	14420	3.1
102945	6.7	17075	4.4	13540	12.4	28450	6.2
34990	2.3	2255	0.6	2570	2.4	3355	0.7
46110	3.0	635	0.2	8975	8.2	12235	2.7
69630	4.5	5425	1.4	11785	10.8	8115	1.8
141950	9.2	100830	26.1	7025	6.4	50130	10.9
4700	0.3	35	0.0	325	0.3	510	0.1
667690	43.3	162660	42.1	64645	59.3	153070	33.3
203950	13.2	46005	11.9	6625	6.1	107285	23.4
40300	2.6	53150	13.7	40	0.0	1445	0.3
144590	9.4	14810	3.8	3845	3.5	18835	4.1
62480	4.1	44780	11.6	7060	6.5	87395	19.0
71690	4.7	9560	2.5	7425	6.8	10485	2.3
95045	6.2	23350	6.0	6240	5.7	11355	2.5
67180	4.4	4625	1.2	2365	2.2	19405	4.2
41305	2.7	2545	0.7	1095	1.0	9915	2.2
147135	9.5	25285	6.5	9715	8.9	40240	8.8
873675	56.7	224110	57.9	44415	40.7	306360	66.7
1541365	100	386770	100	109060	100	459435	100

A higher proportion of first year students studied non-SET subjects (61.1%) than students in all years (58.0%, see table 0.4).

This difference was largest at the other undergraduate level, where 63.1% of first year students studied non-SET subjects, compared with 57.9% of students in all years, a 5.2% difference (see table 0.4).

Compared with 2010/11
At postgraduate taught level, there was a decrease in the proportion of first years studying education from 23.2% to 18.5%.

0.5 First year students by subject area and degree level

	All levels	
	No.	%
SET		
Agriculture and related subjects	11300	1.0
Architecture, building, planning	23740	2.1
Biological sciences	79280	7.1
Computer science	39490	3.5
Engineering and technology	68025	6.1
Mathematical sciences	15965	1.4
Medicine and dentistry	20490	1.8
Physical sciences	35545	3.2
Subjects allied to medicine	139150	12.5
Veterinary science	1425	0.1
SET total	434405	38.9
Non-SET		
Business, administrative studies	179825	16.1
Combined	57640	5.2
Creative arts and design	75775	6.8
Education	105405	9.4
Historical, philosophical studies	39110	3.5
Languages	61245	5.5
Law	41545	3.7
Mass communications, documentation	24230	2.2
Social studies	98140	8.8
Non-SET total	682920	61.1
Total	1117325	100

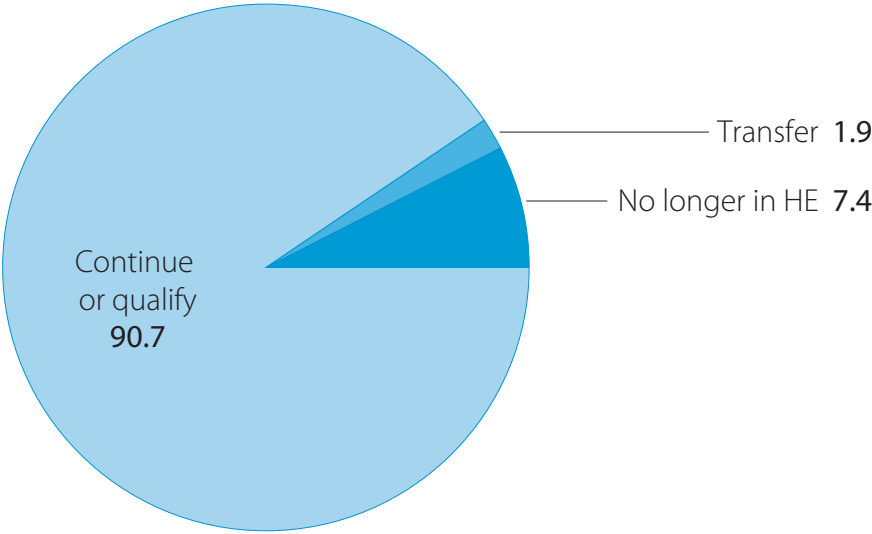
First degree undergraduate		Other undergraduate		Postgraduate research		Postgraduate taught	
No.	%	No.	%	No.	%	No.	%
3635	0.7	5720	2.3	335	1.0	1610	0.6
11640	2.1	3790	1.5	650	1.9	7660	2.7
56650	10.3	6435	2.6	4135	11.9	12065	4.3
24740	4.5	5140	2.1	1505	4.3	8105	2.9
36305	6.6	10155	4.1	4255	12.2	17310	6.1
11835	2.1	1015	0.4	785	2.3	2330	0.8
10105	1.8	340	0.1	2815	8.1	7230	2.6
23155	4.2	2970	1.2	3830	11.0	5590	2.0
53575	9.7	55835	22.5	2275	6.5	27465	9.7
1055	0.2	35	0.0	110	0.3	220	0.1
232690	42.1	91430	36.9	20695	59.5	89590	31.7
81315	14.7	30495	12.3	2055	5.9	65960	23.4
15005	2.7	41485	16.7	15	0.0	1135	0.4
53775	9.7	8800	3.6	1140	3.3	12060	4.3
23205	4.2	27885	11.2	1935	5.6	52380	18.5
23735	4.3	6270	2.5	2445	7.0	6665	2.4
30900	5.6	20230	8.2	2160	6.2	7950	2.8
23670	4.3	3310	1.3	785	2.3	13780	4.9
15550	2.8	1535	0.6	365	1.0	6780	2.4
52390	9.5	16450	6.6	3185	9.2	26120	9.2
319550	57.9	156460	63.1	14080	40.5	192830	68.3
552240	100	247890	100	34775	100	282420	100

90.7% of full-time first degree entrants continued or qualified in 2010/11.

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
All students	331640	90.7	6880	1.9	27230	7.4

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



The proportion of qualifiers who received a first/2:1 varied by country, from 71.7% in Scotland to 61.1% in Wales.

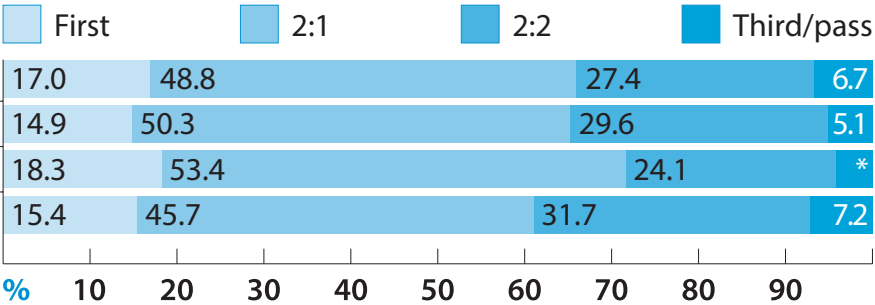
Compared with 2010/11
The proportion of qualifiers who received a first/2:1 increased in all countries except Northern Ireland where it decreased from 68.3% to 65.2%.

0.7 FDU qualifiers by country of institution and degree class

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England	52785	17.0	151885	48.8	85345	27.4	20965	6.7
Northern Ireland	1285	14.9	4340	50.3	2555	29.6	440	5.1
Scotland	4250	18.3	12435	53.4	5625	24.1	980	4.2
Wales	3280	15.4	9765	45.7	6785	31.7	1545	7.2

FDU first degree undergraduate

FDU qualifiers in countries of institution by degree class



* values less than 5.0 are not displayed

A higher proportion of SET qualifiers received a first class degree (20.5%) than non-SET qualifiers (14.7%).

The proportion of qualifiers receiving a first class degree was highest in mathematical sciences (32.5%) and lowest in law (10.7%).

The proportion of qualifiers receiving a third/pass was highest in combined studies (13.2%) and lowest in medicine and dentistry (2.5%).

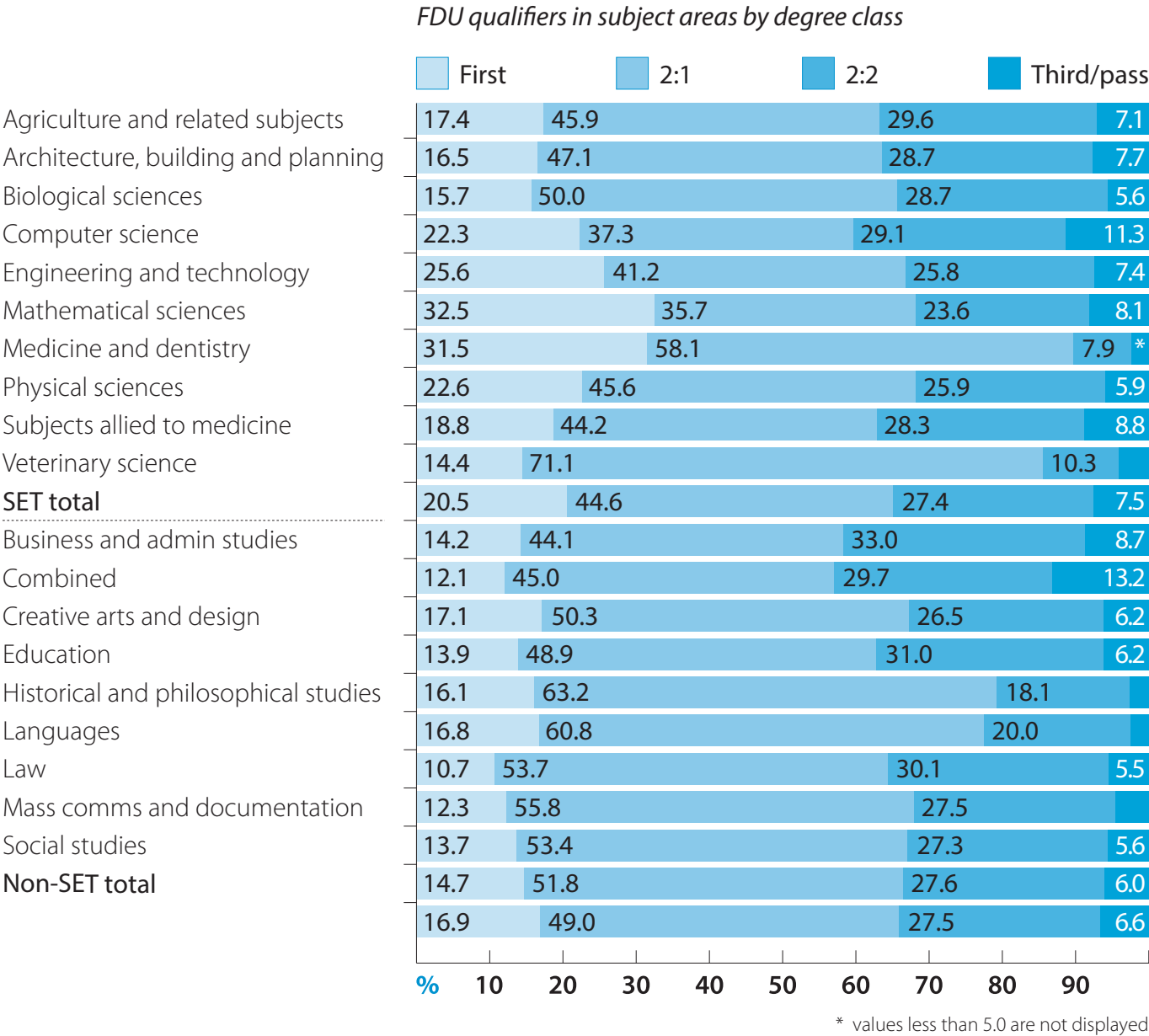
Compared with 2010/11
The proportion of qualifiers receiving a first class degree increased in all subjects areas except veterinary science. The largest increase was in medicine and dentistry from 27.8% to 31.5%.

0.8 FDU 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

FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
430	17.4	1140	45.9	735	29.6	175	7.1
1660	16.5	4730	47.1	2885	28.7	775	7.7
5505	15.7	17565	50.0	10090	28.7	1985	5.6
3195	22.3	5350	37.3	4185	29.1	1625	11.3
5655	25.6	9075	41.2	5685	25.8	1635	7.4
2360	32.5	2590	35.7	1710	23.6	590	8.1
450	31.5	830	58.1	115	7.9	35	2.4
3395	22.6	6855	45.6	3895	25.9	895	5.9
6210	18.8	14595	44.2	9340	28.3	2910	8.8
15	14.4	70	71.1	10	10.3	5	4.1
28870	20.5	62800	44.6	38640	27.4	10625	7.5
8085	14.2	25115	44.1	18755	33.0	4940	8.7
220	12.1	820	45.0	540	29.7	240	13.2
6880	17.1	20295	50.3	10675	26.5	2485	6.2
2370	13.9	8335	48.9	5275	31.0	1050	6.2
2870	16.1	11255	63.2	3225	18.1	455	2.6
3910	16.8	14140	60.8	4645	20.0	570	2.5
1815	10.7	9115	53.7	5110	30.1	930	5.5
1435	12.3	6520	55.8	3210	27.5	525	4.5
5145	13.7	20030	53.4	10230	27.3	2105	5.6
32735	14.7	115625	51.8	61670	27.6	13310	6.0
61605	16.9	178425	49.0	100310	27.5	23930	6.6

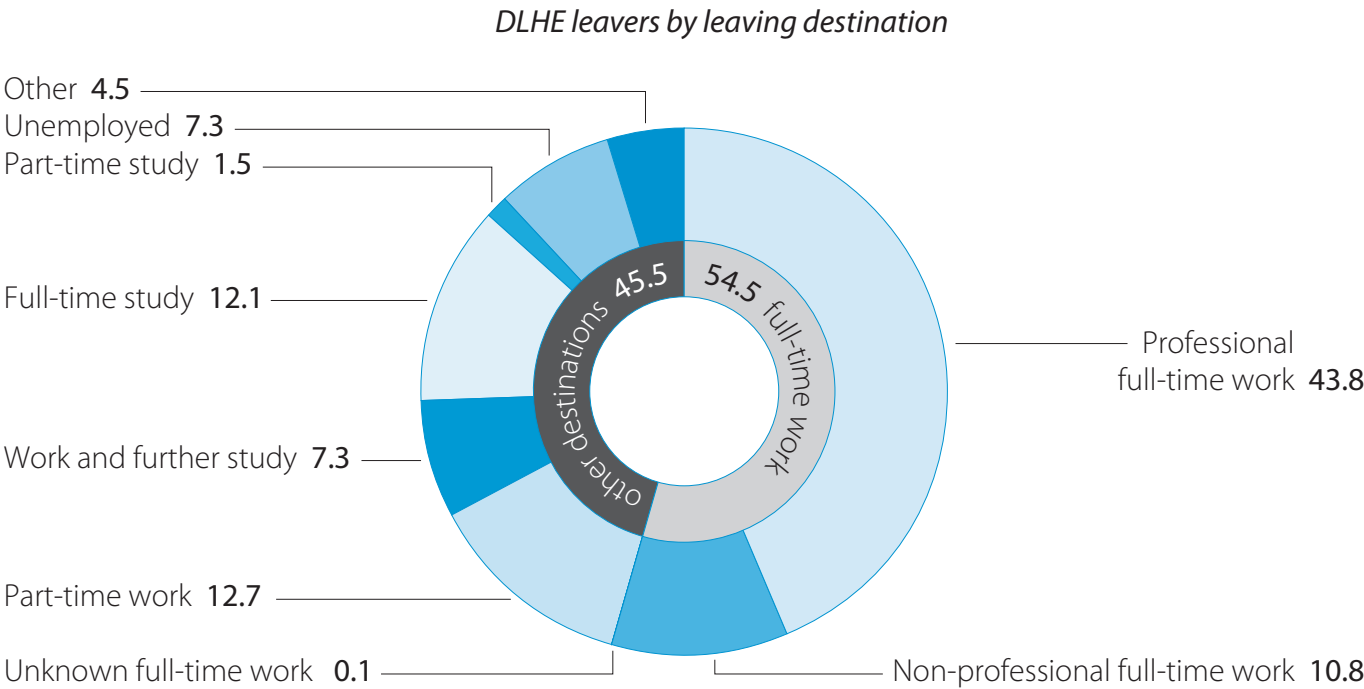


The majority of leavers were in full-time work (54.7%) and 12.7% were in part-time work.

12.1% were in full-time study and 7.3% were unemployed.

0.9 DLHE leavers by leaving destination

	All leavers	
	No.	%
Full-time work total	224645	54.7
Professional full-time work	180035	43.8
Non-professional full-time work	44290	10.8
Unknown full-time work	320	0.1
Part-time work	52390	12.7
Work and further study	29950	7.3
Full-time study	49765	12.1
Part-time study	6000	1.5
Unemployed	29810	7.3
Other	18445	4.5



1 Gender

Gender overview

Women comprised the majority of students in all four nations, and made up 56.4% of the total UK student population.

A slightly higher proportion of first year students were female (57.1%) than students in all years.

Over the last nine years, there were consistently more female students than male students. While the proportion of male students gradually increased from 42.7% in 2003/04 to 43.6% in 2011/12, there remained a difference of 12.8% between male and female representation.

This trend was also observed among first year students, with a 1.7% increase of male students since 2003/04. In 2011/12 the gender gap among first year students stood at 14.2%.

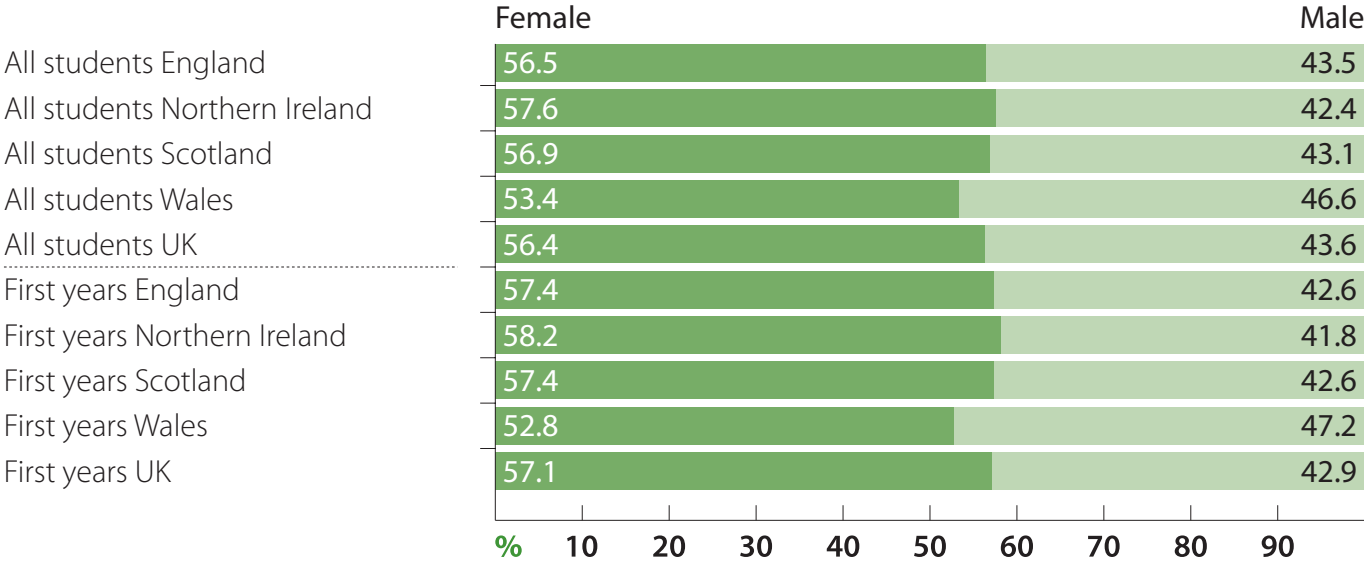
1.1 All/first year students by country of institution and gender

	Female		Male	
	No.	%	No.	%
All students				
England	1183910	56.5	913310	43.5
Northern Ireland	29905	57.6	22005	42.4
Scotland	123130	56.9	93190	43.1
Wales	70000	53.4	61185	46.6
UK total	1406940	56.4	1089685	43.6
First years				
England	540390	57.4	401265	42.6
Northern Ireland	13395	58.2	9615	41.8
Scotland	50230	57.4	37260	42.6
Wales	34430	52.8	30745	47.2
UK first years total	638445	57.1	478880	42.9

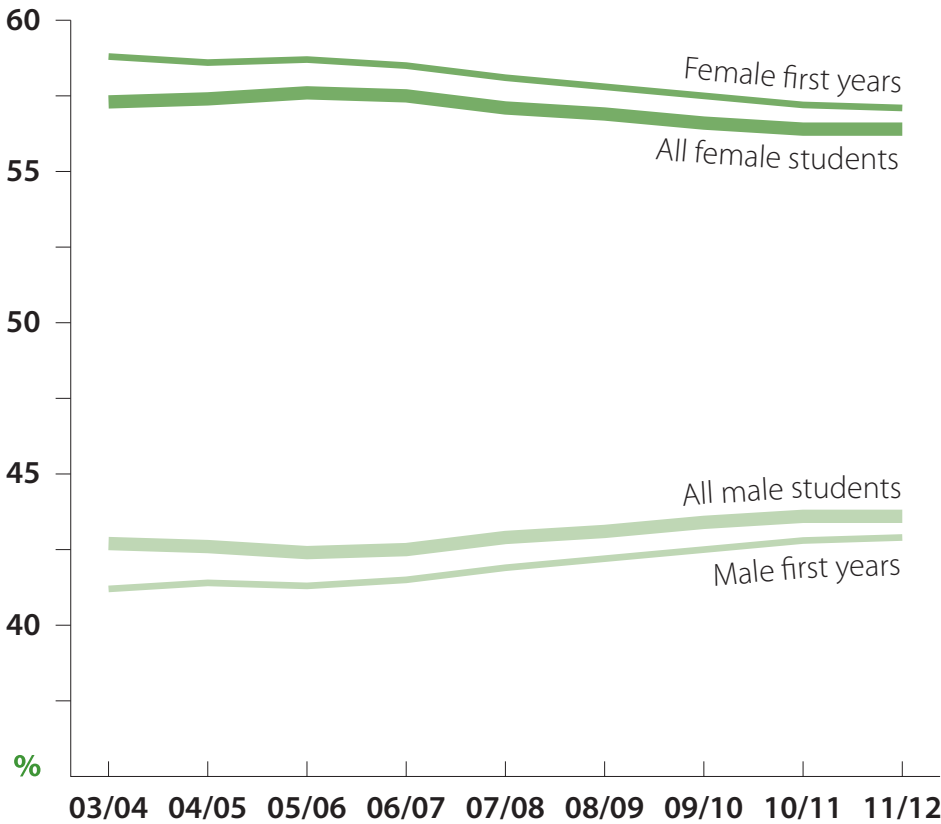
1.2 Profile of all/first year students over time by gender

	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
First years				
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

All/first year students in countries of institution by gender



All/first year students over time by gender



Across all degree levels, a higher proportion of UK students were female, compared with EU and non-EU students. This difference was largest at the postgraduate taught level where 60.8% of UK students were female compared with 49.0% of non-EU students and 53.8% of EU students.

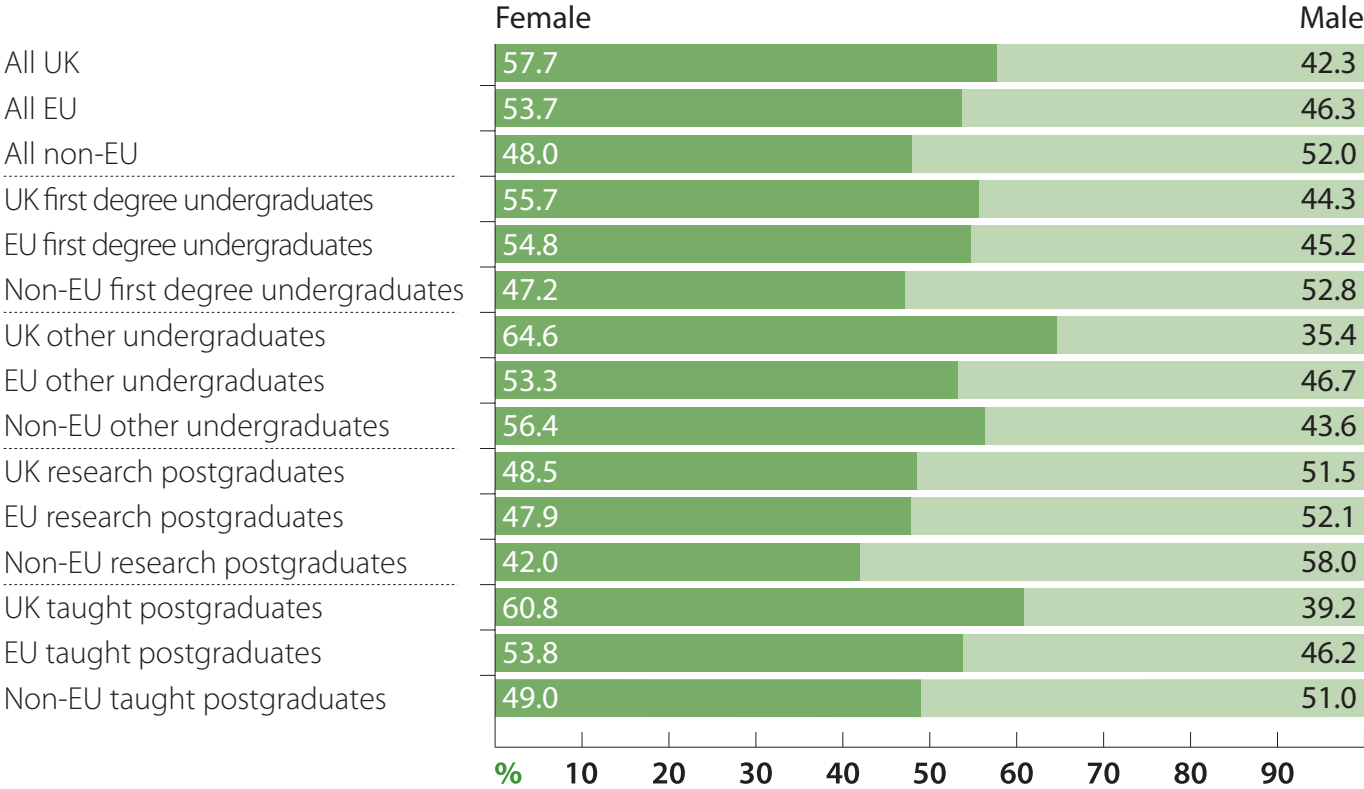
With the exception of other undergraduates, the majority of non-EU students studying at every degree level were male. At the postgraduate research level, men comprised the majority in every domicile category.

1.3 All students by degree level, domicile category and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
UK	1190445	84.6	57.7	870955	79.9	42.3
EU	71200	5.1	53.7	61355	5.6	46.3
Non-EU	145300	10.3	48.0	157380	14.4	52.0
First degree undergraduate						
UK	747495	88.3	55.7	595190	85.7	44.3
EU	40555	4.8	54.8	33410	4.8	45.2
Non-EU	58865	7.0	47.2	65845	9.5	52.8
Other undergraduate						
UK	232670	94.0	64.6	127250	91.4	35.4
EU	4855	2.0	53.3	4265	3.1	46.7
Non-EU	9995	4.0	56.4	7735	5.6	43.6
Postgraduate research						
UK	31305	61.5	48.5	33195	57.0	51.5
EU	6740	13.2	47.9	7320	12.6	52.1
Non-EU	12820	25.2	42.0	17680	30.4	58.0
Postgraduate taught						
UK	178975	68.4	60.8	115315	58.3	39.2
EU	19050	7.3	53.8	16355	8.3	46.2
Non-EU	63620	24.3	49.0	66120	33.4	51.0

* within a gender the percentage of students who are UK/EU/non-EU domiciles (compare vertically within degree levels)
^ within a domicile group the percentage of students who are female/male (compare horizontally)

All students in domicile categories and degree levels by gender



Mode and level

Women made up the majority of students in all degree levels with the exception of postgraduate research where 53.4% of students were male.

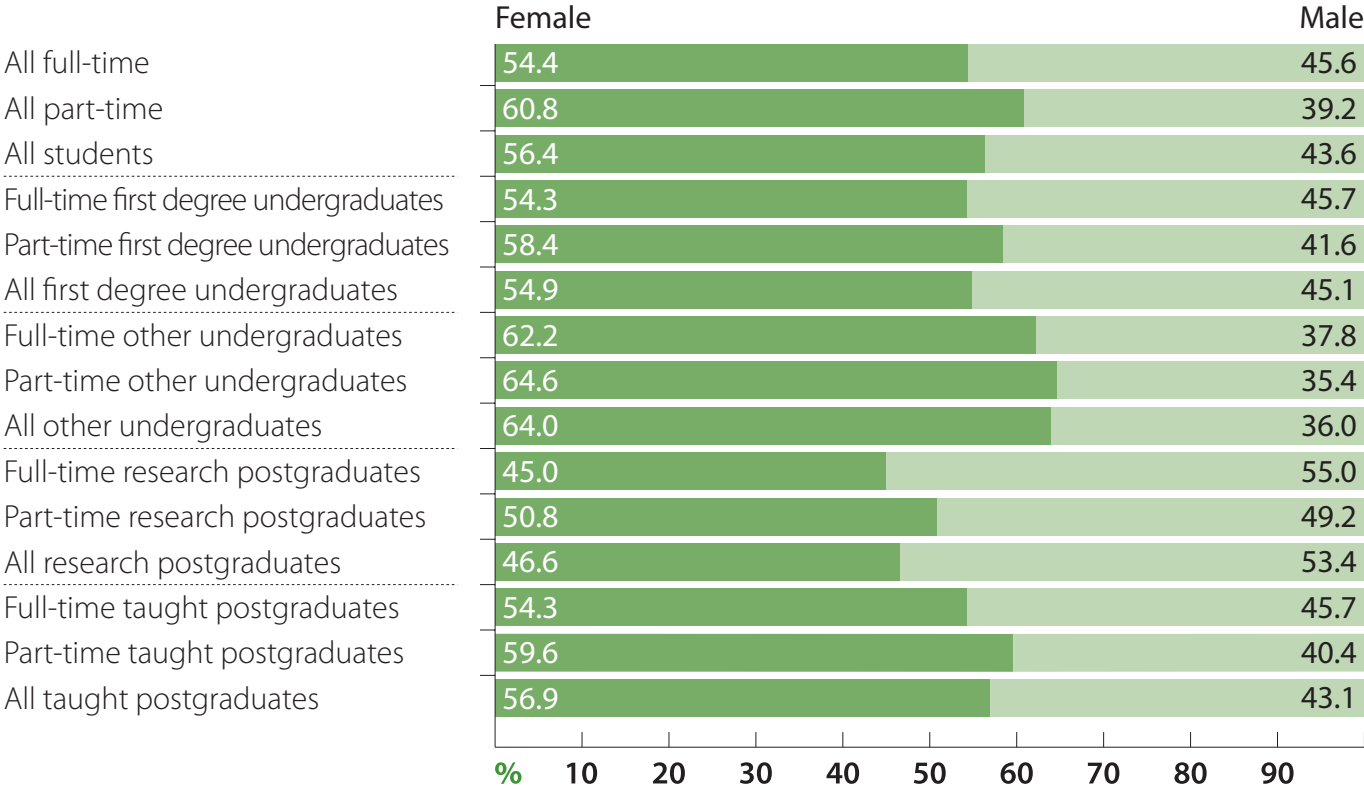
At every degree level, a higher proportion of female students studied part-time than male students. This was most apparent at the postgraduate levels where 30.1% of female postgraduate research and 52.2% postgraduate taught students studied part-time, compared with 25.4% and 46.8% of male students studying at these levels.

1.4 All students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	935920	66.5	54.4	785475	72.1	45.6
Part-time	471020	33.5	60.8	304215	27.9	39.2
All students	1406940	100	56.4	1089685	100	43.6
First degree undergraduate						
Full-time	713075	84.2	54.3	599040	86.3	45.7
Part-time	133840	15.8	58.4	95410	13.7	41.6
All first degree undergraduates	846915	100	54.9	694450	100	45.1
Other undergraduate						
Full-time	62115	25.1	62.2	37745	27.1	37.8
Part-time	185410	74.9	64.6	101505	72.9	35.4
All other undergraduates	247520	100	64.0	139250	100	36.0
Postgraduate research						
Full-time	35575	69.9	45.0	43400	74.6	55.0
Part-time	15285	30.1	50.8	14800	25.4	49.2
All research postgraduates	50865	100	46.6	58200	100	53.4
Postgraduate taught						
Full-time	125155	47.8	54.3	105290	53.2	45.7
Part-time	136485	52.2	59.6	92500	46.8	40.4
All taught postgraduates	261640	100	56.9	197790	100	43.1

* compare vertically within degree levels ^ compare horizontally

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



With the exception of full-time postgraduate research students, the majority of first years at all degree levels and modes of study were female.

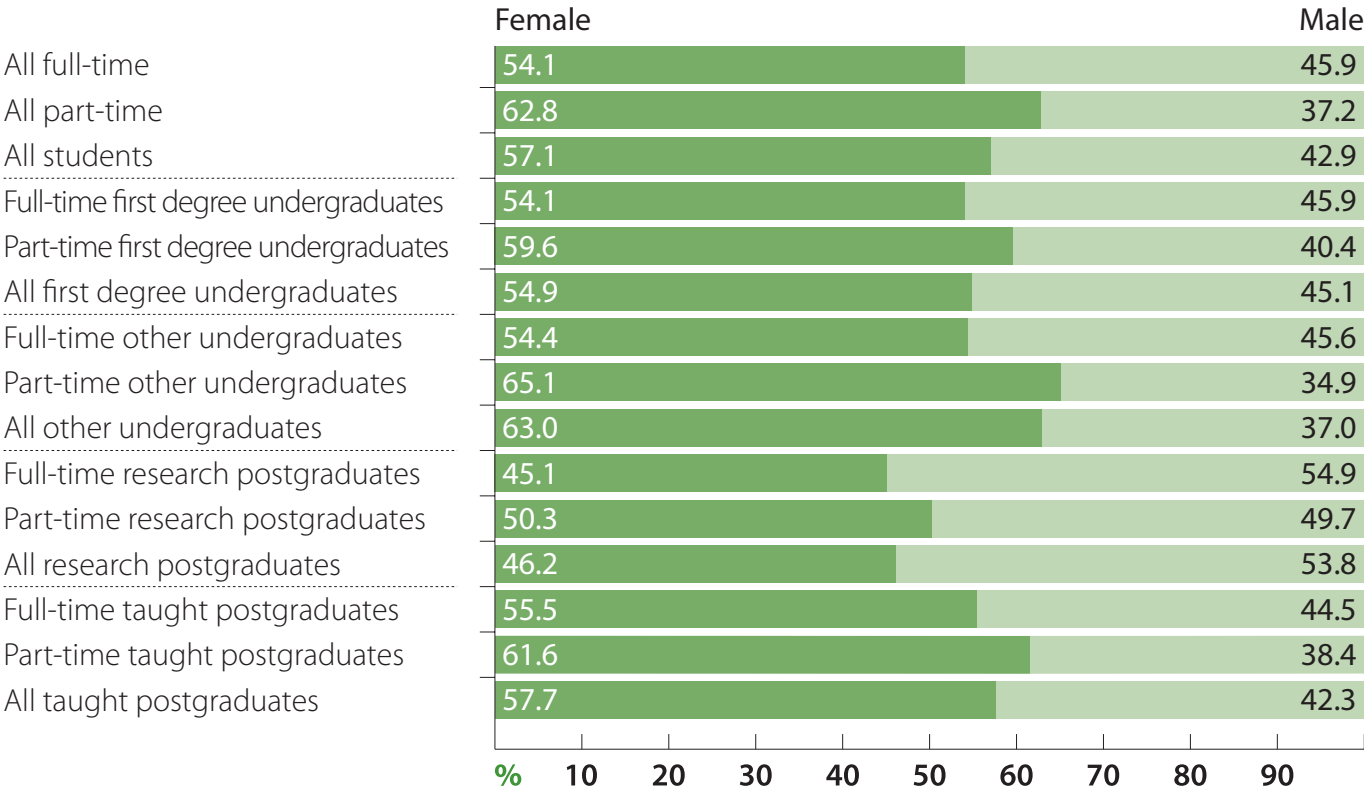
While overall 64.0% of other undergraduate students were women (see table 1.4), among first year students women accounted for 63.0% of those studying at this level (a 1.0% difference).

1.5 First year students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	394770	61.8	54.1	334450	69.8	45.9
Part-time	243680	38.2	62.8	144430	30.2	37.2
All students	638445	100	57.1	478880	100	42.9
First degree undergraduate						
Full-time	256670	84.7	54.1	217615	87.4	45.9
Part-time	46445	15.3	59.6	31510	12.6	40.4
All first degree undergraduates	303120	100	54.9	249120	100	45.1
Other undergraduate						
Full-time	25720	16.5	54.4	21550	23.5	45.6
Part-time	130570	83.5	65.1	70050	76.5	34.9
All other undergraduates	156290	100	63.0	91600	100	37.0
Postgraduate research						
Full-time	12375	77.1	45.1	15085	80.6	54.9
Part-time	3680	22.9	50.3	3635	19.4	49.7
All research postgraduates	16055	100	46.2	18720	100	53.8
Postgraduate taught						
Full-time	100005	61.4	55.5	80200	67.2	44.5
Part-time	62980	38.6	61.6	39235	32.8	38.4
All taught postgraduates	162985	100	57.7	119430	100	42.3

* compare vertically within degree levels ^ compare horizontally

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



Subjects

50.9% of SET students were female. There were particularly high proportions of women in:

- = subjects allied to medicine (79.5%)
- = veterinary science (75.3%)
- = biological sciences (61.7%)

However, male students comprised the majority in:

- = engineering and technology (84.3%)
- = computer science (82.2%)
- = architecture, building and planning (67.5%)

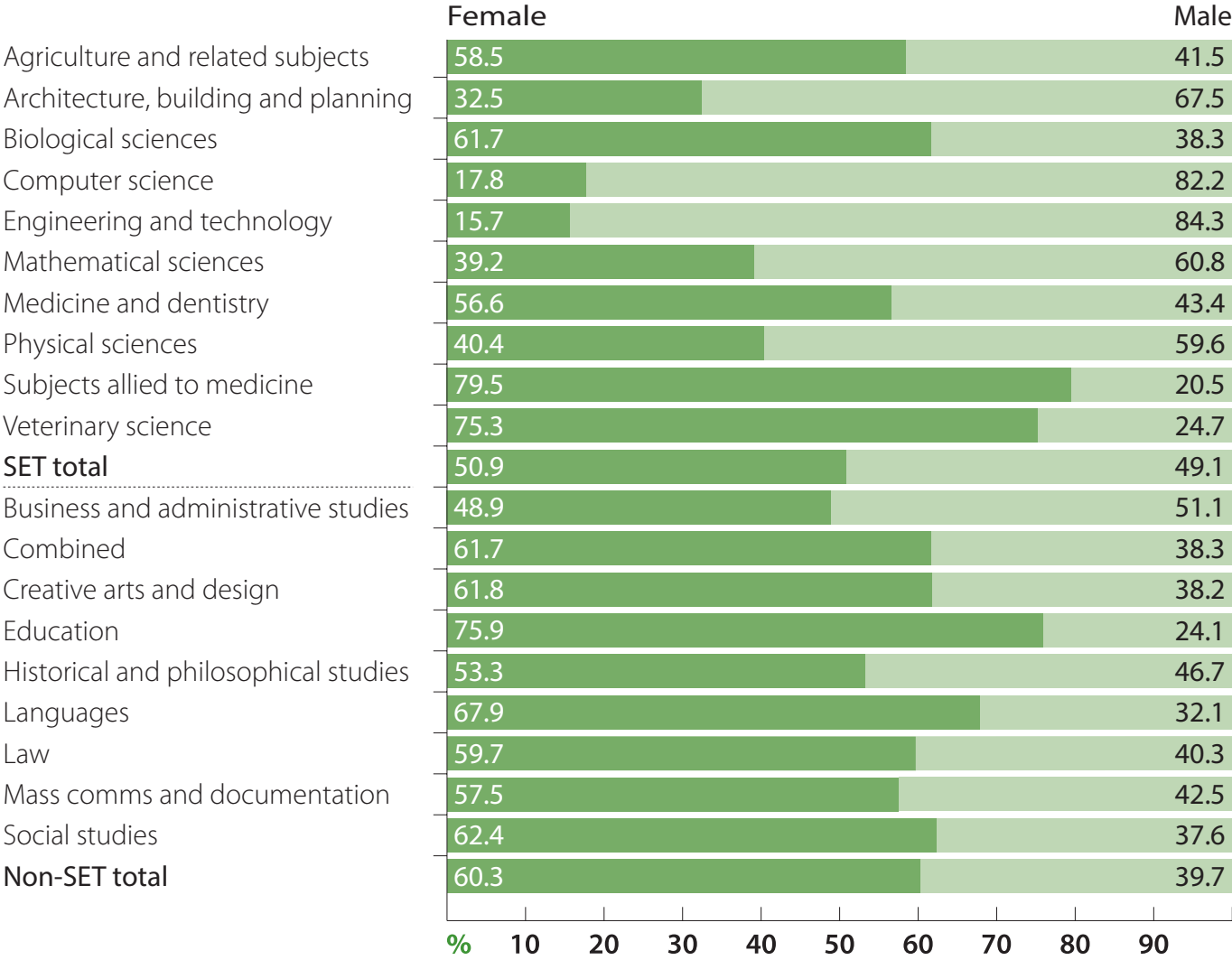
Female students were in the majority for all non-SET subjects except for business and administrative studies (48.9%). Particularly high proportions of students studying education (75.9%) and languages (67.9%) were women.

1.6 All students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	12390	0.9	58.5	8775	0.8	41.5
Architecture, building, planning	18990	1.3	32.5	39360	3.6	67.5
Biological sciences	123030	8.7	61.7	76245	7.0	38.3
Computer science	17005	1.2	17.8	78665	7.2	82.2
Engineering and technology	25490	1.8	15.7	136525	12.5	84.3
Mathematical sciences	16930	1.2	39.2	26235	2.4	60.8
Medicine and dentistry	38480	2.7	56.6	29475	2.7	43.4
Physical sciences	38405	2.7	40.4	56550	5.2	59.6
Subjects allied to medicine	238570	17.0	79.5	61370	5.6	20.5
Veterinary science	4200	0.3	75.3	1375	0.1	24.7
SET total	533490	37.9	50.9	514580	47.2	49.1
Non-SET						
Business, admin studies	177875	12.6	48.9	185985	17.1	51.1
Combined	58540	4.2	61.7	36405	3.3	38.3
Creative arts and design	112570	8.0	61.8	69510	6.4	38.2
Education	153050	10.9	75.9	48670	4.5	24.1
Historical and philosophical studies	52875	3.8	53.3	46290	4.2	46.7
Languages	92295	6.6	67.9	43690	4.0	32.1
Law	55890	4.0	59.7	37680	3.5	40.3
Mass comms and documentation	31545	2.2	57.5	23315	2.1	42.5
Social studies	138810	9.9	62.4	83560	7.7	37.6
Non-SET total	873450	62.1	60.3	575110	52.8	39.7
Total	1406940	100	56.4	1089685	100	43.6

* compare vertically ^ compare horizontally

All students in subject areas by gender



The gender profile of first year students was similar to that of students across all years, with some slight differences at subject level.

For example, the proportion of students in agriculture and related subjects who were male was 2.5% higher for first years than all years.

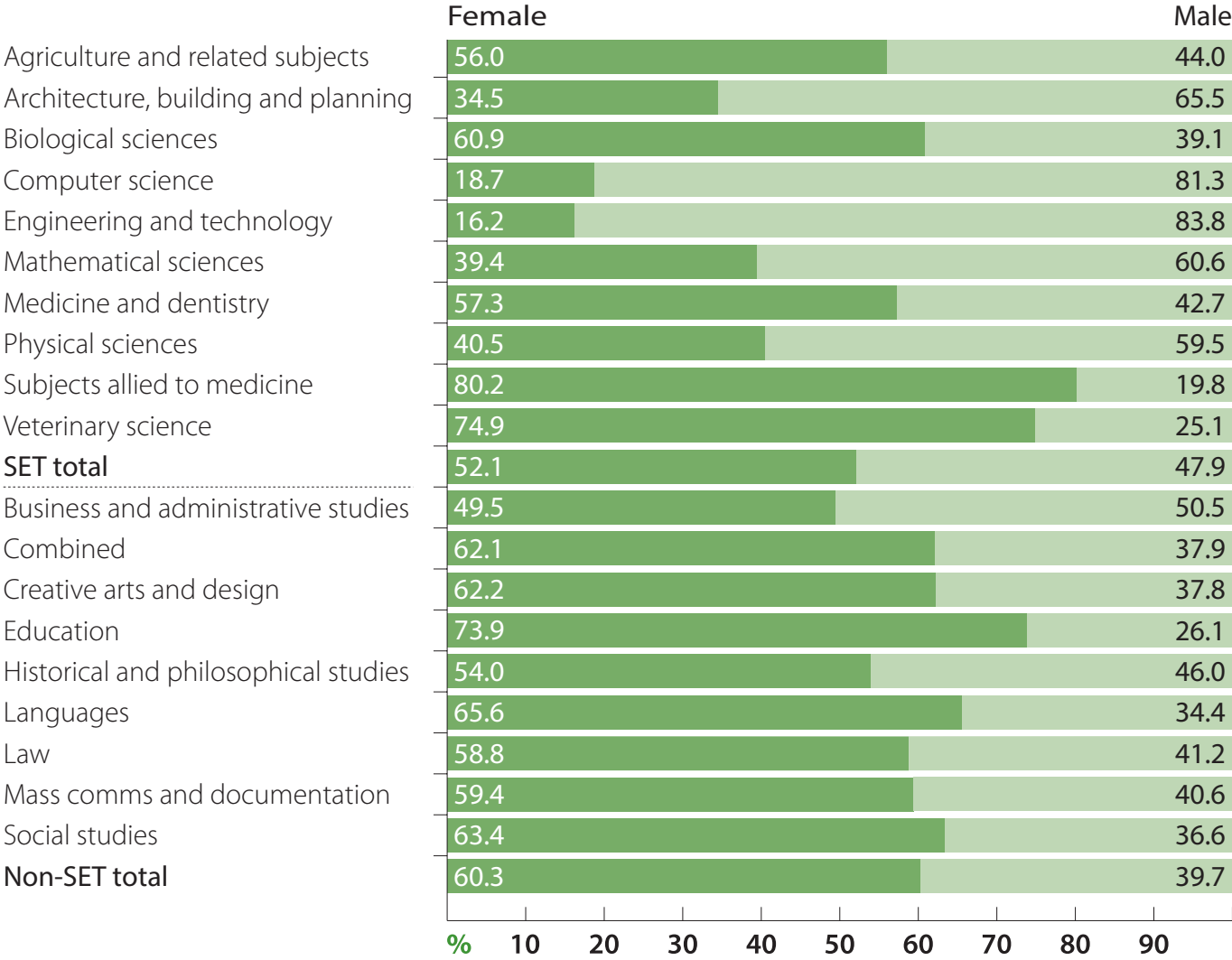
Among non-SET subjects, the proportions of first year students in languages and education who were male were slightly higher than the proportions of students across all years studying these subjects (2.3% and 2.0% differences respectively).

1.7 First year students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	6330	1.0	56.0	4970	1.0	44.0
Architecture, building, planning	8185	1.3	34.5	15555	3.2	65.5
Biological sciences	48260	7.6	60.9	31025	6.5	39.1
Computer science	7375	1.2	18.7	32115	6.7	81.3
Engineering and technology	11030	1.7	16.2	56995	11.9	83.8
Mathematical sciences	6290	1.0	39.4	9675	2.0	60.6
Medicine and dentistry	11735	1.8	57.3	8755	1.8	42.7
Physical sciences	14410	2.3	40.5	21130	4.4	59.5
Subjects allied to medicine	111625	17.5	80.2	27525	5.7	19.8
Veterinary science	1065	0.2	74.9	360	0.1	25.1
SET total	226310	35.4	52.1	208095	43.5	47.9
Non-SET						
Business, admin studies	88935	13.9	49.5	90890	19.0	50.5
Combined	35810	5.6	62.1	21830	4.6	37.9
Creative arts and design	47110	7.4	62.2	28665	6.0	37.8
Education	77945	12.2	73.9	27465	5.7	26.1
Historical and philosophical studies	21120	3.3	54.0	17990	3.8	46.0
Languages	40200	6.3	65.6	21040	4.4	34.4
Law	24445	3.8	58.8	17100	3.6	41.2
Mass comms and documentation	14390	2.3	59.4	9840	2.1	40.6
Social studies	62185	9.7	63.4	35960	7.5	36.6
Non-SET total	412140	64.6	60.3	270780	56.5	39.7
Total	638445	100	57.1	478880	100	42.9

* compare vertically ^ compare horizontally

First year students in subject areas by gender



At first degree undergraduate and postgraduate research levels, the majority of SET students were male (51.9% and 56.8% respectively). At all degree levels, the proportions of students who were male were particularly high in computer science and engineering and technology (76.0% or more).

At all degree levels, the majority of non-SET students were female. However, the proportion of students who were female was higher at undergraduate levels (60.2% first degree undergraduate and 63.4% other undergraduate) than postgraduate levels (51.6% postgraduate research and 59.6% postgraduate taught).

The difference was largest in:

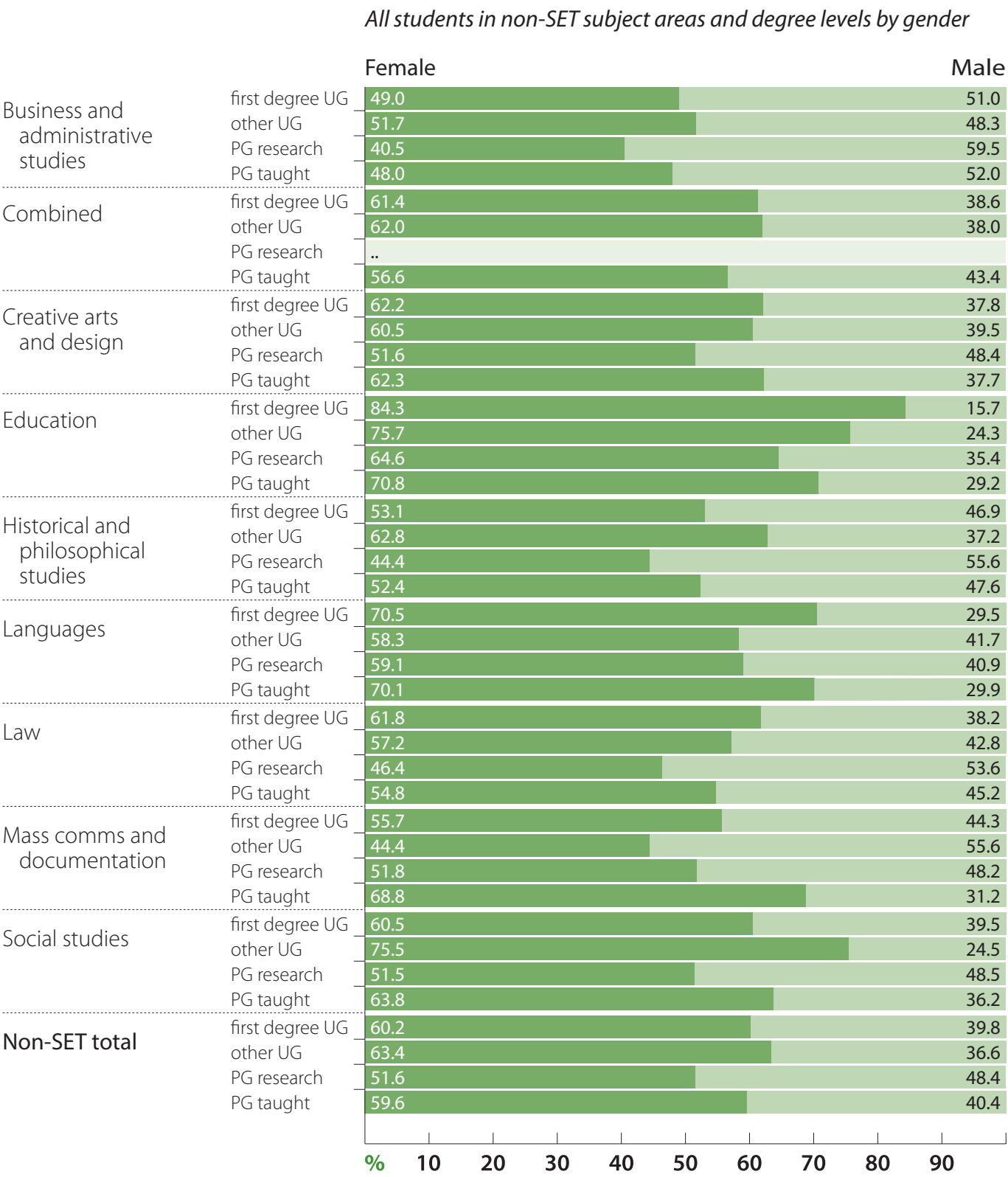
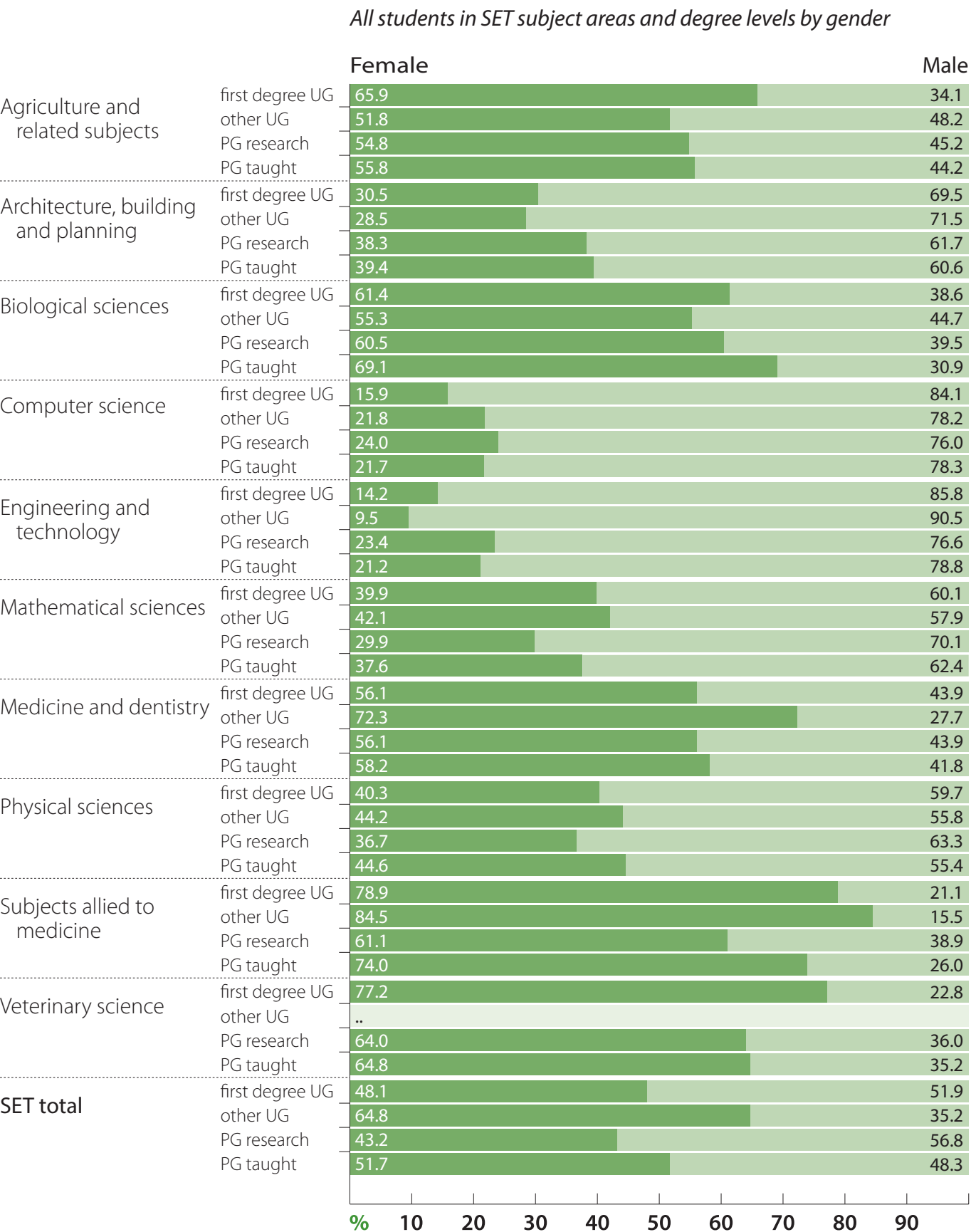
- = education (84.3% first degree undergraduate and 64.6% postgraduate research)
- = law (61.8% first degree undergraduate and 46.4% postgraduate research)

1.8 All students by subject area, degree level and gender

	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	6085	65.9	3155	34.1
Architecture, building, planning	10915	30.5	24845	69.5
Biological sciences	95105	61.4	59910	38.6
Computer science	10735	15.9	56615	84.1
Engineering and technology	14665	14.2	88280	85.8
Mathematical sciences	13950	39.9	21040	60.1
Medicine and dentistry	25865	56.1	20245	43.9
Physical sciences	28060	40.3	41575	59.7
Subjects allied to medicine	111970	78.9	29980	21.1
Veterinary science	3625	77.2	1070	22.8
SET total	320975	48.1	346715	51.9
Non-SET				
Business, administrative studies	99905	49.0	104040	51.0
Combined	24755	61.4	15550	38.6
Creative arts and design	89895	62.2	54695	37.8
Education	52680	84.3	9800	15.7
Historical, philosophical studies	38075	53.1	33615	46.9
Languages	67040	70.5	28000	29.5
Law	41505	61.8	25670	38.2
Mass communications and documentation	23025	55.7	18280	44.3
Social studies	89060	60.5	58070	39.5
Non-SET total	525940	60.2	347730	39.8
Total	846915	54.9	694450	45.1

.. percentages based on totals of 52 or less are not shown

Other undergraduate				Postgraduate research				Postgraduate taught			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4430	51.8	4120	48.2	480	54.8	395	45.2	1395	55.8	1105	44.2
2080	28.5	5230	71.5	785	38.3	1260	61.7	5215	39.4	8025	60.6
6245	55.3	5055	44.7	7775	60.5	5070	39.5	13905	69.1	6210	30.9
2020	21.8	7225	78.2	1115	24.0	3540	76.0	3135	21.7	11285	78.3
1630	9.5	15450	90.5	3170	23.4	10370	76.6	6025	21.2	22425	78.8
950	42.1	1305	57.9	770	29.9	1805	70.1	1260	37.6	2090	62.4
460	72.3	175	27.7	5030	56.1	3940	43.9	7125	58.2	5110	41.8
2400	44.2	3025	55.8	4325	36.7	7460	63.3	3620	44.6	4490	55.4
85225	84.5	15605	15.5	4295	61.1	2730	38.9	37080	74.0	13050	26.0
30	..	5	..	210	64.0	115	36.0	330	64.8	180	35.2
105465	64.8	57195	35.2	27960	43.2	36685	56.8	79095	51.7	73980	48.3
23780	51.7	22220	48.3	2685	40.5	3940	59.5	51505	48.0	55780	52.0
32940	62.0	20210	38.0	25	..	15	..	820	56.6	630	43.4
8960	60.5	5850	39.5	1985	51.6	1860	48.4	11730	62.3	7105	37.7
33890	75.7	10890	24.3	4560	64.6	2500	35.4	61915	70.8	25480	29.2
6010	62.8	3555	37.2	3295	44.4	4130	55.6	5495	52.4	4990	47.6
13610	58.3	9740	41.7	3690	59.1	2550	40.9	7955	70.1	3395	29.9
2645	57.2	1980	42.8	1100	46.4	1270	53.6	10645	54.8	8765	45.2
1130	44.4	1415	55.6	570	51.8	530	48.2	6825	68.8	3095	31.2
19090	75.5	6195	24.5	5000	51.5	4715	48.5	25660	63.8	14580	36.2
142055	63.4	82055	36.6	22905	51.6	21510	48.4	182550	59.6	123815	40.4
247520	64.0	139250	36.0	50865	46.6	58200	53.4	261640	56.9	197790	43.1



68.7% of first year other undergraduates in medicine and dentistry were female compared with 72.3% of students across all years in this subject (a 3.6% difference, see table 1.8). However, the number of first years in this group was low (340 total).

69.2% of first year postgraduate taught students in veterinary science were female compared with 64.8% of all students (a 4.4% difference, see table 1.8). However, the number of first years in this group was also low (225 total).

Compared with 2010/11

There was a decrease in the proportion of male students in SET subjects at postgraduate taught level from 50.9% to 47.7%.

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

	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	2365	65.1	1270	34.9
Architecture, building, planning	3720	31.9	7920	68.1
Biological sciences	34040	60.1	22610	39.9
Computer science	3910	15.8	20830	84.2
Engineering and technology	5110	14.1	31195	85.9
Mathematical sciences	4745	40.1	7090	59.9
Medicine and dentistry	5590	55.3	4515	44.7
Physical sciences	9220	39.8	13935	60.2
Subjects allied to medicine	42725	79.7	10850	20.3
Veterinary science	810	76.9	245	23.1
SET total	112235	48.2	120455	51.8
Non-SET				
Business, administrative studies	39380	48.4	41935	51.6
Combined	9185	61.2	5820	38.8
Creative arts and design	33610	62.5	20165	37.5
Education	19585	84.4	3620	15.6
Historical, philosophical studies	12545	52.8	11195	47.2
Languages	21675	70.2	9225	29.8
Law	14475	61.2	9195	38.8
Mass communications and documentation	8765	56.4	6785	43.6
Social studies	31660	60.4	20730	39.6
Non-SET total	190885	59.7	128665	40.3
Total	303120	54.9	249120	45.1

.. percentages based on totals of 52 or less are not shown

Other undergraduate				Postgraduate research				Postgraduate taught			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2875	50.3	2845	49.7	185	54.8	150	45.2	905	56.2	705	43.8
1060	28.0	2730	72.0	245	37.5	405	62.5	3160	41.3	4500	58.7
3530	54.9	2900	45.1	2445	59.1	1690	40.9	8245	68.3	3820	31.7
1170	22.8	3970	77.2	380	25.3	1125	74.7	1915	23.6	6190	76.4
975	9.6	9180	90.4	990	23.2	3270	76.8	3960	22.9	13350	77.1
405	39.8	610	60.2	230	29.0	560	71.0	915	39.1	1420	60.9
235	68.7	105	31.3	1595	56.6	1220	43.4	4315	59.7	2915	40.3
1255	42.2	1715	57.8	1380	36.1	2445	63.9	2555	45.7	3035	54.3
46805	83.8	9030	16.2	1360	59.9	915	40.1	20740	75.5	6730	24.5
30	..	5	..	70	64.3	40	35.7	155	69.2	70	30.8
58335	63.8	33095	36.2	8875	42.9	11820	57.1	46860	52.3	42730	47.7
15740	51.6	14755	48.4	840	41.0	1215	59.0	32970	50.0	32985	50.0
25975	62.6	15510	37.4	10	..	5	..	635	56.1	500	43.9
5315	60.4	3485	39.6	575	50.3	565	49.7	7615	63.1	4445	36.9
20295	72.8	7595	27.2	1240	64.2	695	35.8	36825	70.3	15555	29.7
3940	62.9	2330	37.1	1075	43.9	1370	56.1	3560	53.5	3100	46.5
11685	57.8	8540	42.2	1285	59.4	875	40.6	5550	69.8	2400	30.2
1845	55.8	1460	44.2	370	47.1	415	52.9	7750	56.3	6030	43.7
700	45.4	840	54.6	200	54.5	165	45.5	4730	69.7	2050	30.3
12455	75.7	3995	24.3	1585	49.8	1595	50.2	16485	63.1	9635	36.9
97955	62.6	58510	37.4	7180	51.0	6900	49.0	116125	60.2	76705	39.8
156290	63.0	91600	37.0	16055	46.2	18720	53.8	162985	57.7	119430	42.3

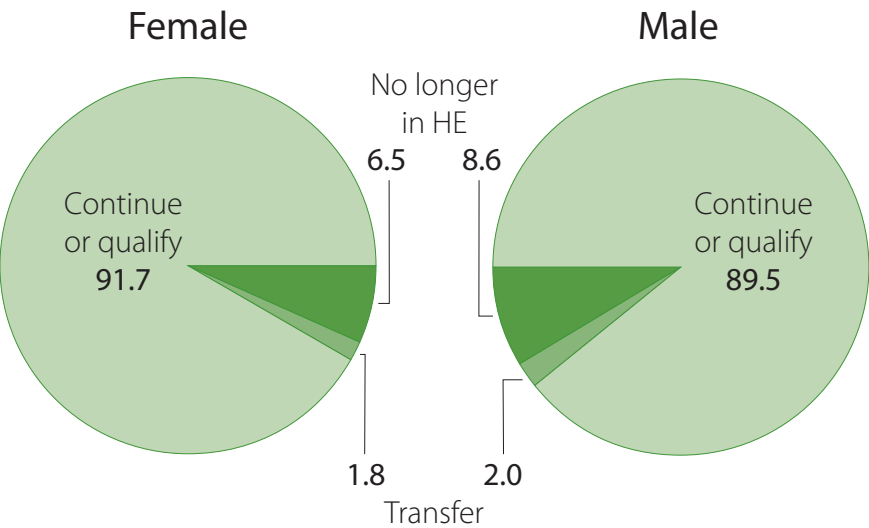
Continuation

A higher proportion of female entrants (91.7%) continued or qualified in 2010/11 than male entrants (89.5%).

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
Female	183065	91.7	3630	1.8	13015	6.5
Male	148575	89.5	3250	2.0	14215	8.6

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



Degree attainment

The gender degree attainment gap among first degree undergraduate qualifiers receiving a first/2:1 is worked out as the percentage of male qualifiers minus the percentage of female qualifiers at this level.

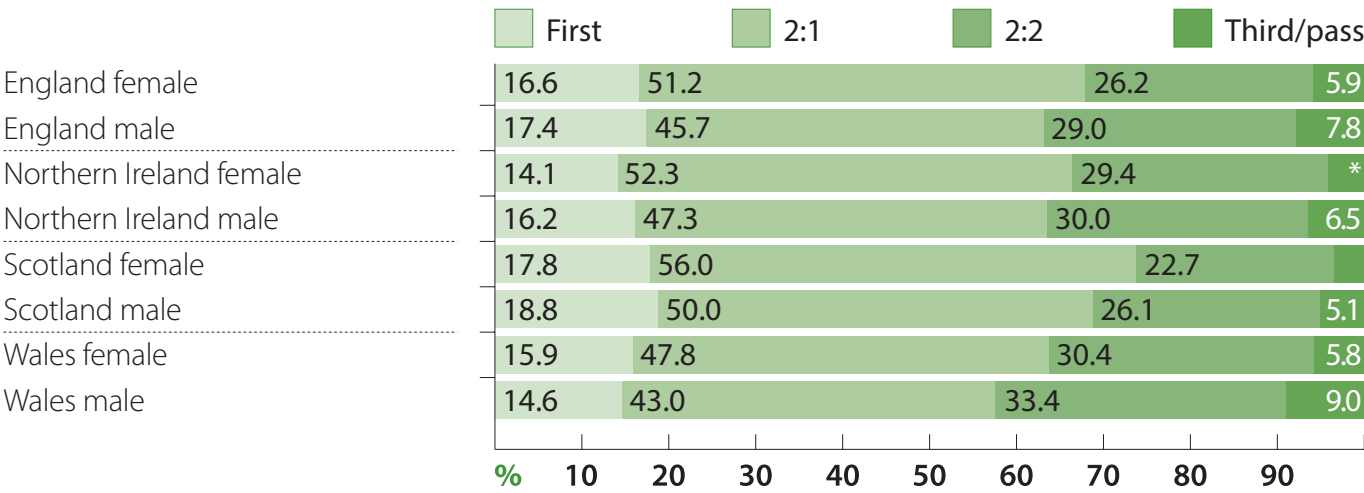
Across all four countries there was a negative attainment gap with a higher proportion of female students receiving a first/2:1 than male students. The gap was largest in Wales (-6.1%) and smallest in Northern Ireland (-2.9%).

1.11 FDU qualifiers by country of institution, degree class and gender

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
Female	29215	16.6	90075	51.2	46150	26.2	10415	5.9
Male	23570	17.4	61810	45.7	39200	29.0	10550	7.8
Northern Ireland								
Female	735	14.1	2725	52.3	1530	29.4	220	4.2
Male	550	16.2	1615	47.3	1025	30.0	220	6.5
Scotland								
Female	2365	17.8	7420	56.0	3010	22.7	470	3.5
Male	1890	18.8	5010	50.0	2615	26.1	510	5.1
Wales								
Female	1905	15.9	5710	47.8	3640	30.4	700	5.8
Male	1375	14.6	4050	43.0	3145	33.4	845	9.0

FDU first degree undergraduate

Female/male FDU qualifiers in countries of institution by degree class



* values less than 5.0 are not displayed

Overall, a higher proportion of male SET qualifiers received a first class degree than female SET qualifiers (21.0% compared with 19.9%).

However, for some subject areas a higher proportion of women received a first class degree than men. The most notable example of this was in agriculture and related subjects, where 18.8% of female qualifiers received this degree class, compared with 14.6% of male qualifiers (a 4.2% difference).

Overall, a higher proportion of female non-SET qualifiers received a first class degree than male non-SET qualifiers (14.9% compared with 14.3%).

This difference was largest in business and administration studies, where 16.3% of female qualifiers received a first class degree compared with 12.0% of male qualifiers (a 4.3% difference). However, in some subjects such as social studies a higher proportion of male qualifiers received a first class degree than female qualifiers (14.9% compared with 13.0%).

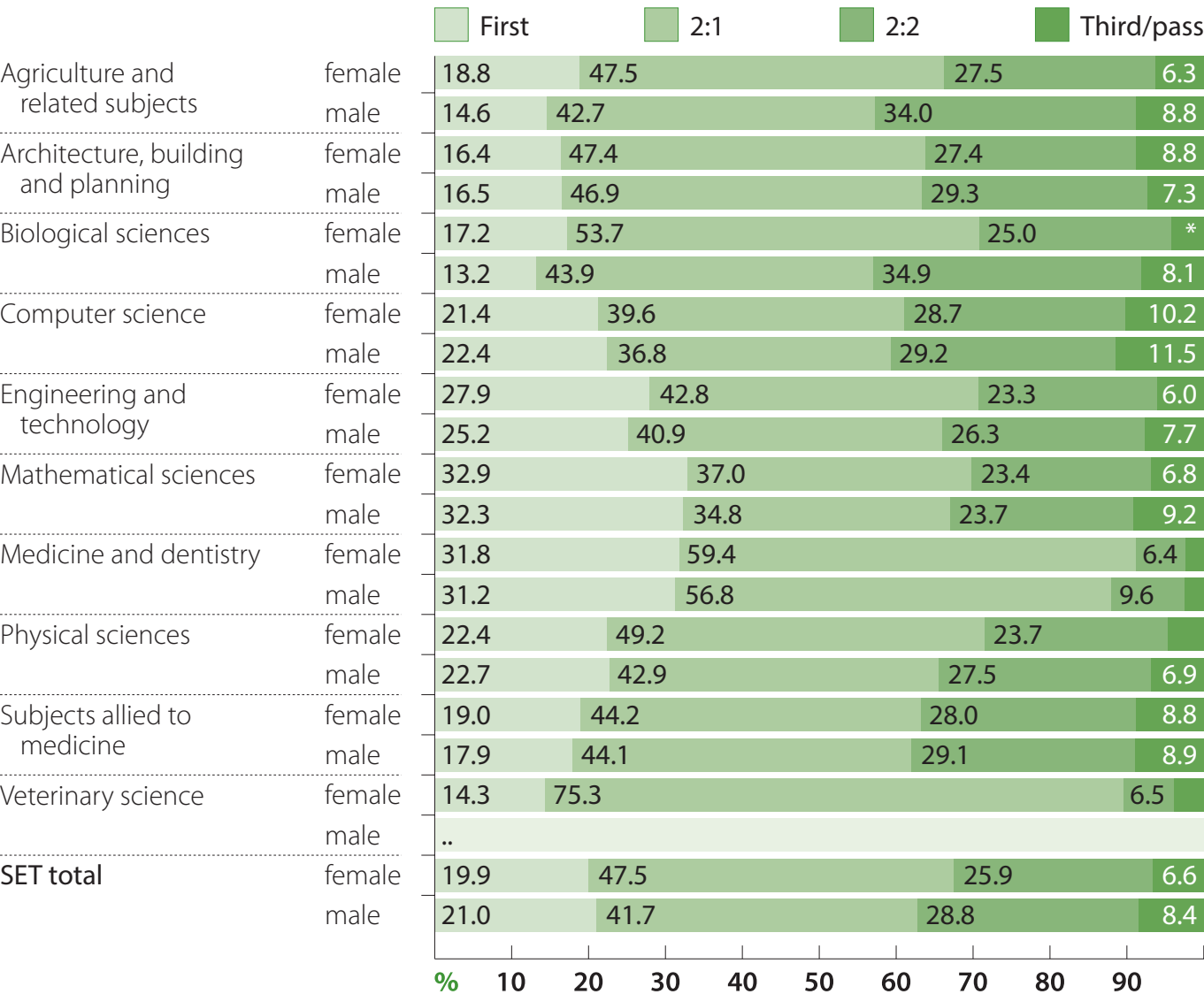
1.12 FDU qualifiers by subject area, degree class and gender

	First			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	315	18.8	115	14.6
Architecture, building, planning	490	16.4	1165	16.5
Biological sciences	3750	17.2	1755	13.2
Computer science	540	21.4	2655	22.4
Engineering and technology	975	27.9	4680	25.2
Mathematical sciences	1035	32.9	1325	32.3
Medicine and dentistry	240	31.8	210	31.2
Physical sciences	1445	22.4	1950	22.7
Subjects allied to medicine	5030	19.0	1175	17.9
Veterinary science	10	14.3	5	..
SET total	13830	19.9	15040	21.0
Non-SET				
Business, administrative studies	4785	16.3	3300	12.0
Combined	140	12.7	80	11.1
Creative arts and design	4255	16.8	2625	17.4
Education	2040	13.9	330	13.8
Historical, philosophical studies	1525	15.9	1345	16.4
Languages	2710	16.4	1200	17.7
Law	1160	10.9	655	10.4
Mass communications and documentation	795	12.0	640	12.7
Social studies	2975	13.0	2170	14.9
Non-SET total	20390	14.9	12345	14.3
Total	34220	16.6	27385	17.3

FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

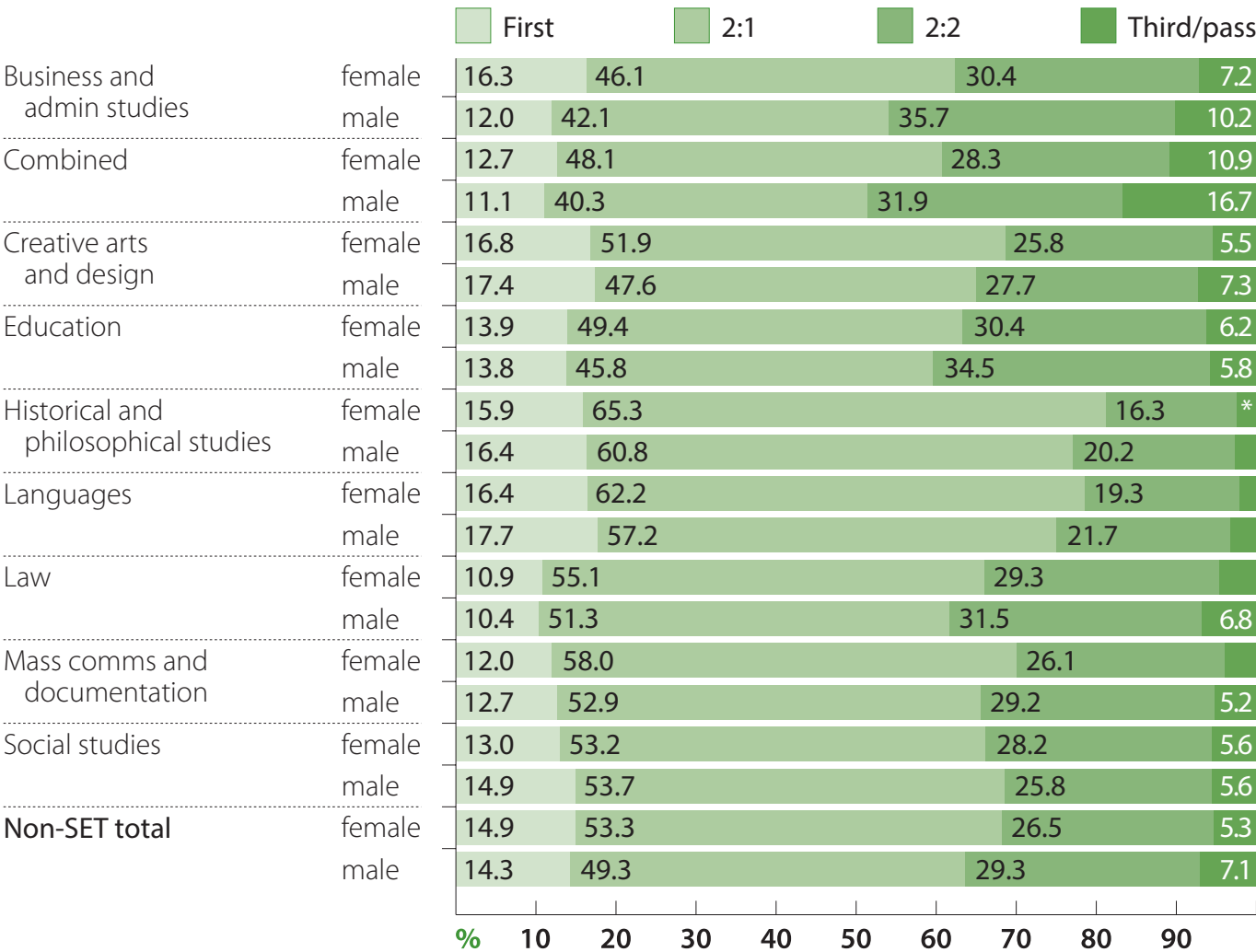
2:1				2:2				Third/pass			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
795	47.5	340	42.7	460	27.5	270	34.0	105	6.3	70	8.8
1420	47.4	3310	46.9	820	27.4	2065	29.3	265	8.8	510	7.3
11735	53.7	5835	43.9	5455	25.0	4635	34.9	910	4.2	1070	8.1
995	39.6	4355	36.8	720	28.7	3465	29.2	255	10.2	1365	11.5
1490	42.8	7585	40.9	810	23.3	4875	26.3	210	6.0	1425	7.7
1165	37.0	1425	34.8	735	23.4	970	23.7	215	6.8	375	9.2
445	59.4	385	56.8	50	6.4	65	9.6	20	2.4	15	2.5
3175	49.2	3680	42.9	1530	23.7	2365	27.5	305	4.7	590	6.9
11700	44.2	2895	44.1	7425	28.0	1910	29.1	2325	8.8	585	8.9
60	75.3	10	..	5	6.5	5	..	5	3.9	0	..
32980	47.5	29825	41.7	18015	25.9	20625	28.8	4610	6.6	6015	8.4
13570	46.1	11545	42.1	8955	30.4	9800	35.7	2130	7.2	2815	10.2
535	48.1	290	40.3	315	28.3	230	31.9	120	10.9	120	16.7
13125	51.9	7170	47.6	6510	25.8	4165	27.7	1390	5.5	1100	7.3
7245	49.4	1085	45.8	4455	30.4	820	34.5	910	6.2	140	5.8
6250	65.3	5005	60.8	1560	16.3	1665	20.2	235	2.5	220	2.7
10270	62.2	3870	57.2	3180	19.3	1470	21.7	350	2.1	220	3.3
5890	55.1	3225	51.3	3125	29.3	1985	31.5	505	4.7	425	6.8
3845	58.0	2675	52.9	1735	26.1	1480	29.2	260	3.9	265	5.2
12225	53.2	7805	53.7	6475	28.2	3755	25.8	1290	5.6	815	5.6
72955	53.3	42665	49.3	36315	26.5	25360	29.3	7190	5.3	6115	7.1
105935	51.4	72490	45.9	54330	26.3	45985	29.1	11800	5.7	12130	7.7

Female/male FDU qualifiers in SET subject areas by degree class



* values less than 5.0 are not displayed
.. percentages based on totals of 52 or less are not shown

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



* values less than 5.0 are not displayed

Destination of leavers

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 (45.3% compared with 42.7%).

A higher proportion of female leavers went on to part-time work than male leavers (14.4% compared with 10.5%).

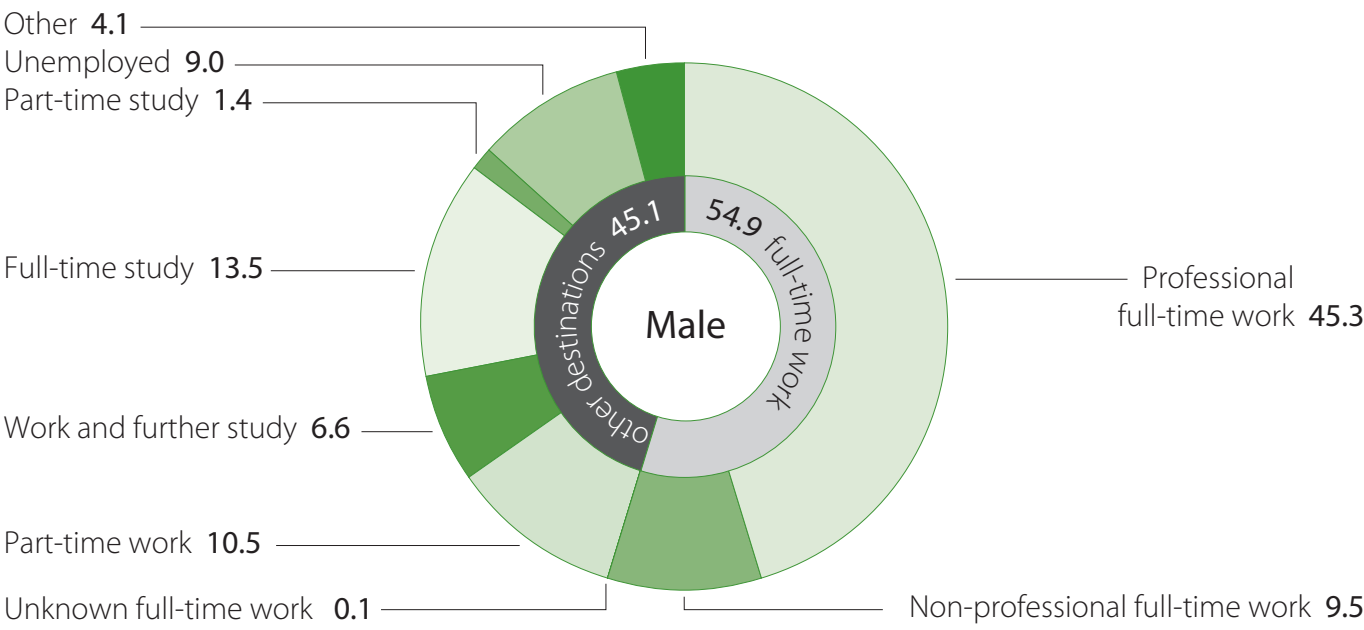
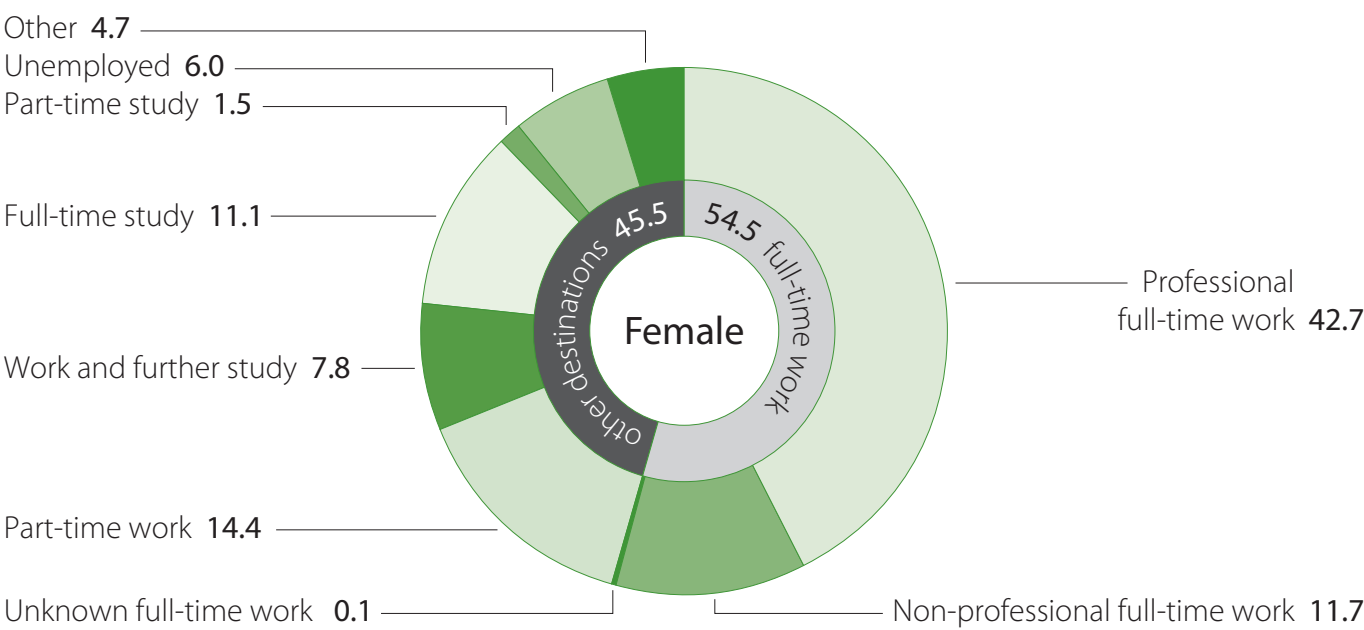
A higher proportion of male leavers went on to full-time study than female leavers (13.5% compared with 11.1%).

A higher proportion of male leavers were unemployed than female leavers (9.0% compared with 6.0%).

1.13 DLHE leavers by leaving destination and gender

	Female		Male	
	No.	%	No.	%
Full-time work total	130400	54.5	94245	54.9
Professional full-time work	102230	42.7	77800	45.3
Non-professional full-time work	28010	11.7	16280	9.5
Unknown full-time work	160	0.1	160	0.1
Part-time work	34385	14.4	18005	10.5
Work and further study	18705	7.8	11240	6.6
Full-time study	26605	11.1	23165	13.5
Part-time study	3555	1.5	2445	1.4
Unemployed	14420	6.0	15390	9.0
Other	11330	4.7	7120	4.1

Female/male DLHE leavers by leaving destination



- = Across the UK, 18.8% of UK-domiciled students with known ethnicity information were BME. However, the proportion of UK-domiciled students who were BME varied considerably by country, from 21.0% of students in England to 2.1% in Northern Ireland. Excluding London from the England figures brought the proportion of UK-domiciled students who were BME in England to 16.0%.
- = Black and Asian UK-domiciled students made up a higher proportion of postgraduate taught students (6.1% and 7.9% respectively) than postgraduate research students (3.1% and 6.3% respectively). The opposite was true for white, Chinese, mixed and other UK-domiciled students.
- = A higher proportion of BME UK-domiciled students studied SET subjects (46.9%) than white UK-domiciled students (42.1%). However, this varied considerably between ethnic groups. For example, 50.5% of Asian UK-domiciled students studied SET subjects compared with 39.7% of mixed UK-domiciled students.
- = At every degree level, the proportion of UK-domiciled students who were BME was higher in SET than non-SET subject areas.
- = Over 3.0% of UK-domiciled students from black or black British: Caribbean, African, other, and Asian or Asian British: Pakistani, Bangladeshi and other backgrounds transferred to a different higher education institution.
- = The degree attainment gap was highest in England, where 72.1% of white UK-domiciled qualifiers received a first/2:1 degree, compared with 53.6% of BME UK-domiciled qualifiers (an 18.5% difference). This was larger than for Wales (10.5%), Scotland (9.1%) and Northern Ireland (4.4%), though the numbers of BME UK-domiciled qualifiers were considerably lower in these nations.
- = The proportion of UK-domiciled qualifiers receiving a first class degree varied considerably between minority ethnic groups. For example, 15.2% of mixed and 14.9% of Chinese qualifiers received a first class degree, compared with 5.7% of black or black British: Caribbean and 6.3% of black or black British: African.
- = The difference in attainment between UK-domiciled ethnic groups was slightly bigger among those studying non-SET subjects than in SET subjects. Among those studying non-SET subjects, 72.6% of white UK-domiciled qualifiers received a first/2:1, compared with 53.4% of BME UK-domiciled qualifiers, a 19.2% degree attainment gap.

2 Ethnicity

Ethnicity overview

In 2011/12, 97.7% of UK-domiciled students disclosed ethnicity information.

Across the UK, 18.8% of UK-domiciled students with known ethnicity information were BME. However, the proportion of UK-domiciled students who were BME varied considerably by country, from 21.0% of students in England to 2.1% in Northern Ireland. Excluding London from the England figures brought the proportion of UK-domiciled students who were BME in England to 16.0%.

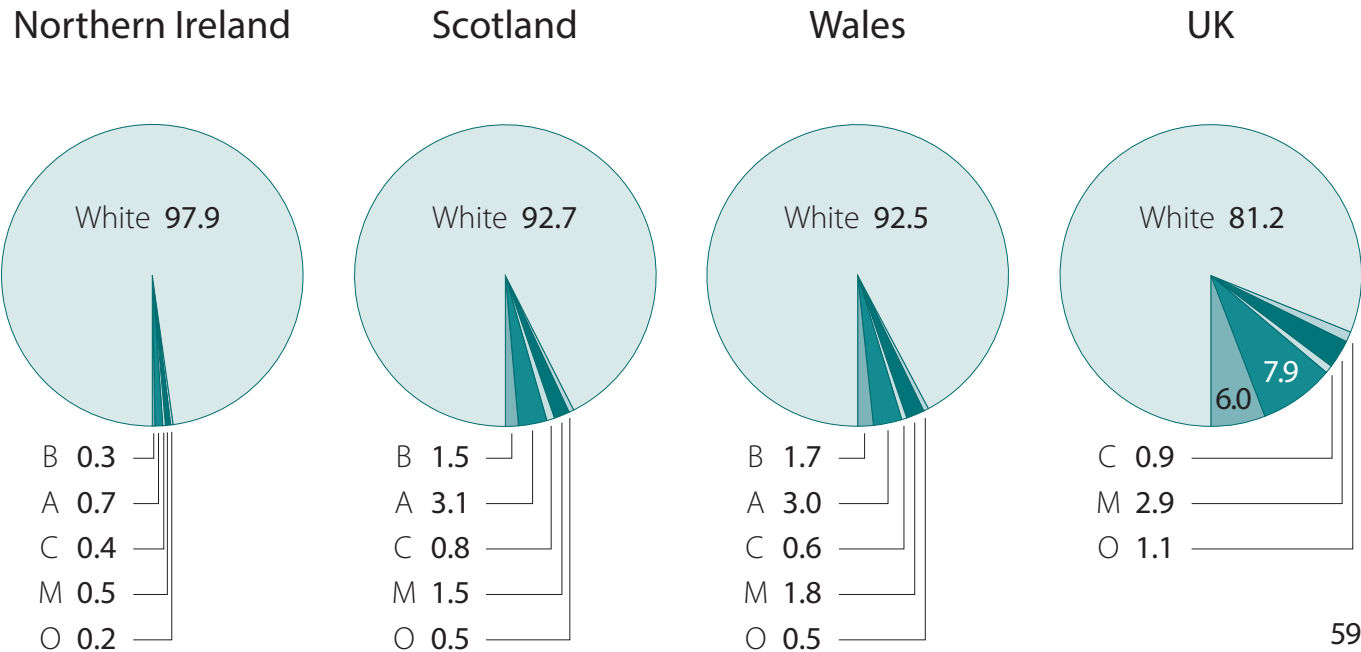
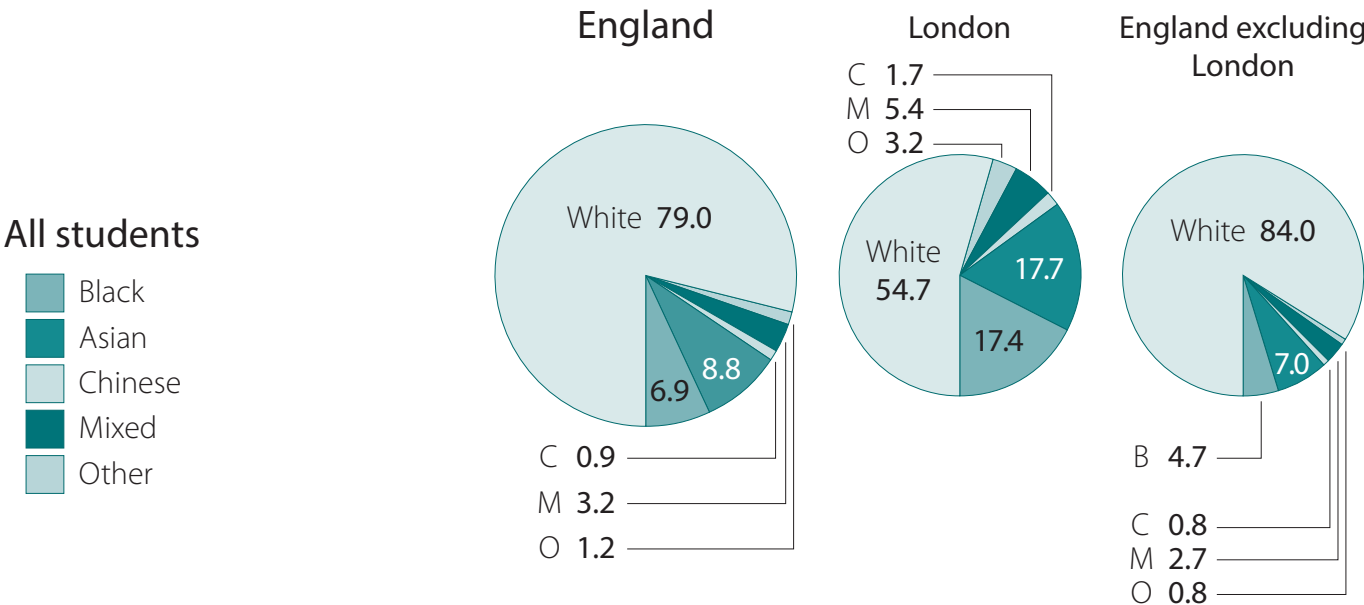
18.6% of first year UK-domiciled students were BME, compared with 18.8% of all UK-domiciled students.

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

	White		Black				
			All		Caribbean	African	Other
	No.	%	No.	%	%	%	%
All students							
England	1345195	79.0	117480	6.9	1.8	4.8	0.4
London	158990	54.7	50530	17.4	4.5	12.0	0.9
Eng. exc. London	1186205	84.0	66950	4.7	1.2	3.3	0.2
Northern Ireland	42150	97.9	140	0.3	0.0	0.3	0.0
Scotland	153265	92.7	2485	1.5	0.1	1.3	0.1
Wales	95785	92.5	1755	1.7	0.3	1.3	0.1
UK total	1636395	81.2	121855	6.0	1.5	4.2	0.3
First years							
England	579350	79.3	50690	6.9	1.8	4.8	0.4
London	71325	56.6	21340	16.9	4.2	11.8	0.9
Eng. exc. London	508025	84.1	29350	4.9	1.2	3.4	0.3
Northern Ireland	16580	97.6	70	0.4	0.1	0.3	0.0
Scotland	56805	92.8	1000	1.6	0.1	1.4	0.1
Wales	43800	91.7	985	2.1	0.3	1.7	0.1
UK total	696535	81.4	52745	6.2	1.5	4.3	0.3

Asian						Chinese		Mixed		Other		BME total		Unknown	
All		Indian	Pakistani	Bangladeshi	Other										
						No.	%	%	%	%	%	No.	%	No.	%
150350	8.8	3.7	2.5	0.9	1.7	15560	0.9	54460	3.2	19900	1.2	357750	21.0	37125	2.1
51470	17.7	6.5	3.7	2.6	4.9	4810	1.7	15810	5.4	9245	3.2	131865	45.3	8575	2.9
98880	7.0	3.2	2.2	0.5	1.1	10750	0.8	38650	2.7	10655	0.8	225885	16.0	28550	2.0
315	0.7	0.4	0.1	0.0	0.2	160	0.4	230	0.5	70	0.2	910	2.1	2025	4.5
5115	3.1	1.0	1.3	0.1	0.7	1295	0.8	2400	1.5	760	0.5	12050	7.3	5025	3.0
3085	3.0	1.2	0.6	0.4	0.8	575	0.6	1850	1.8	510	0.5	7775	7.5	2350	2.2
158865	7.9	3.3	2.2	0.8	1.6	17585	0.9	58940	2.9	21245	1.1	378490	18.8	46525	2.3
61725	8.5	3.4	2.4	0.9	1.8	6440	0.9	23480	3.2	8440	1.2	150775	20.7	17710	2.4
20690	16.4	5.7	3.5	2.5	4.7	2015	1.6	6945	5.5	3785	3.0	54780	43.4	3530	2.7
41035	6.8	2.9	2.1	0.5	1.2	4425	0.7	16535	2.7	4655	0.8	96000	15.9	14180	2.3
155	0.9	0.5	0.2	0.0	0.3	55	0.3	100	0.6	30	0.2	410	2.4	1825	9.7
1815	3.0	0.8	1.4	0.1	0.6	460	0.8	850	1.4	295	0.5	4425	7.2	1855	2.9
1565	3.3	1.2	0.7	0.5	0.8	300	0.6	865	1.8	265	0.6	3975	8.3	1500	3.0
65260	7.6	3.1	2.2	0.8	1.6	7250	0.8	25295	3.0	9030	1.1	159580	18.6	22895	2.6

All UK-domiciled students in countries of institution by ethnic group



The proportion of UK-domiciled students from BME backgrounds increased from 14.9% in 2003/04 to 18.8% in 2011/12.

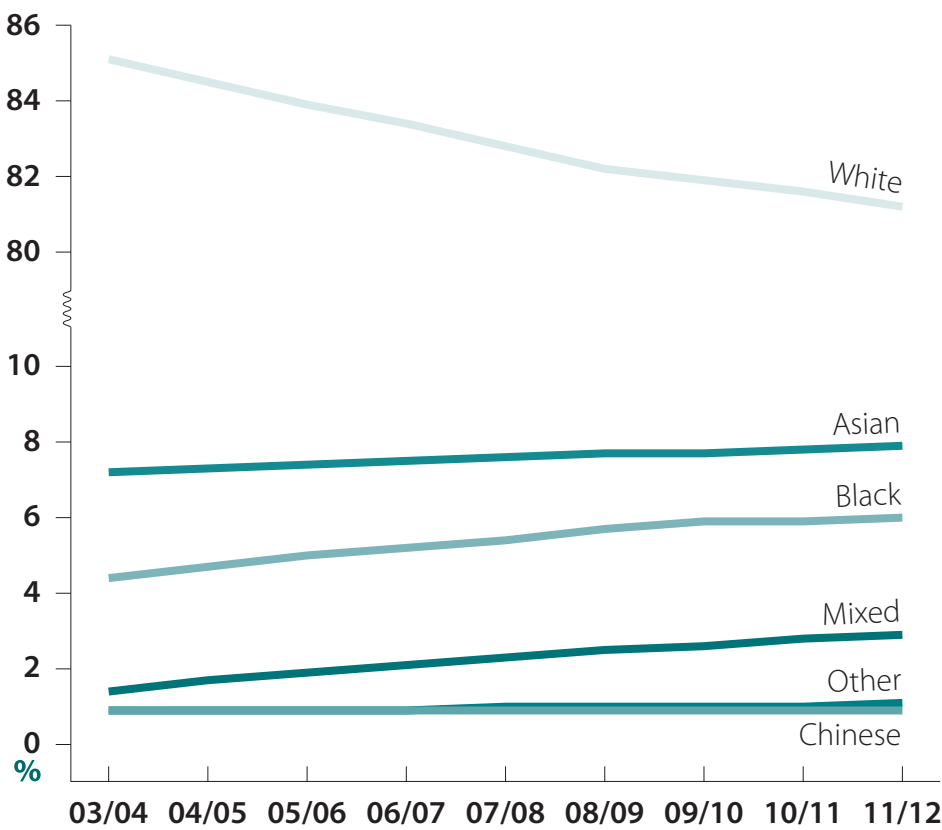
The proportions of students within all UK-domiciled minority ethnic groups have increased during this period, except the proportion of Chinese UK-domiciled students which has remained static.

The biggest increase was among black UK-domiciled students, from 4.4% in 2003/04 to 6.0% in 2011/12 (a difference of 1.6%). The proportion of mixed UK-domiciled students has doubled from 1.4% to 2.9% in the same time period.

2.2 Profile of all UK-domiciled students over time by ethnic group

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

All UK-domiciled students over time by ethnic group



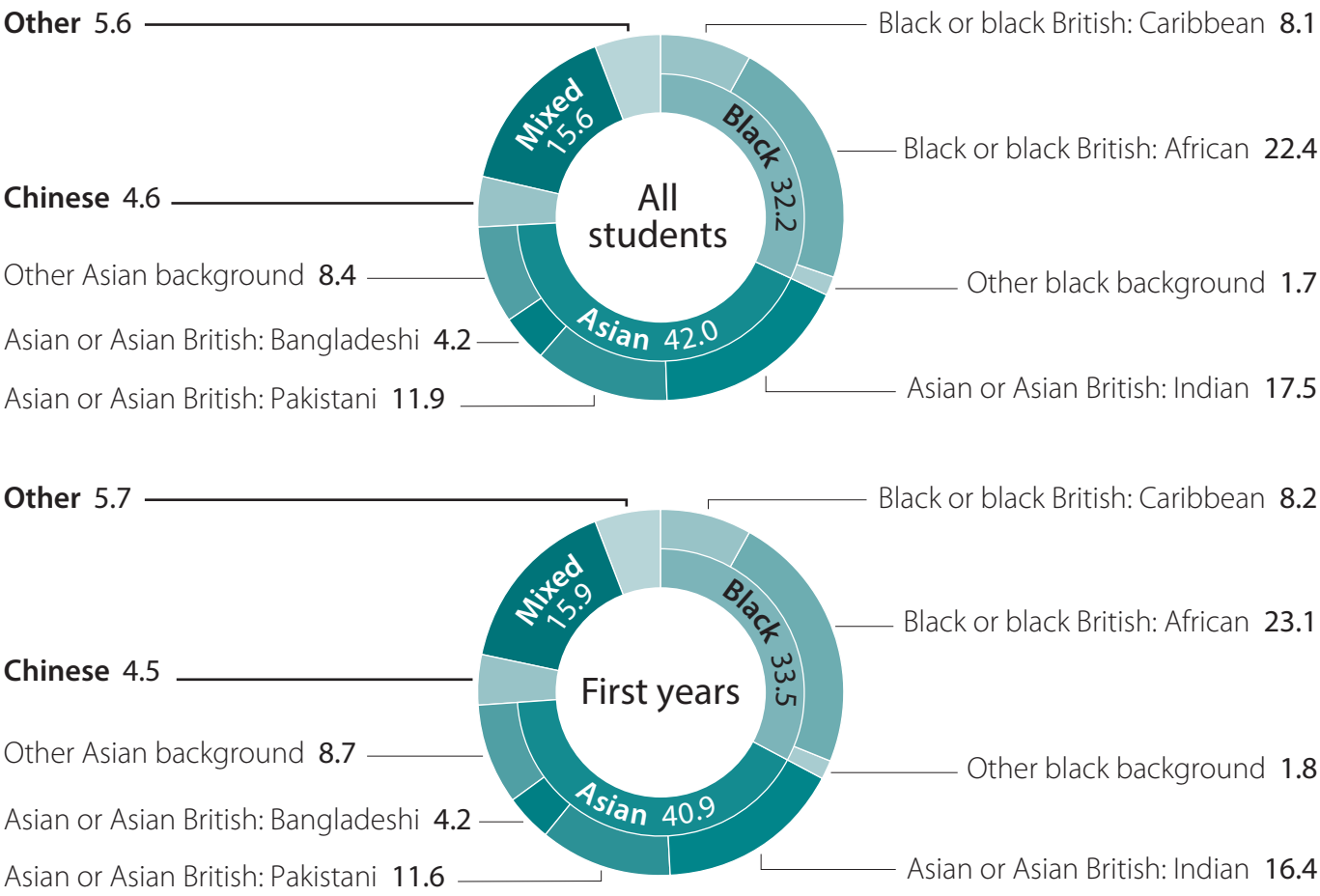
Relatively large proportions of UK-domiciled BME students were black or black British: African (22.4%) and Asian or Asian British: Indian (17.5%).

In contrast, only 1.7% of UK-domiciled BME students were of an other black background and 4.2% were Asian or Asian British: Bangladeshi.

2.3 All/first year BME UK-domiciled students by ethnic group

	All students		First years	
	No.	%	No.	%
Black	121855	32.2	52745	33.1
Black or black British: Caribbean	30630	8.1	13095	8.2
Black or black British: African	84800	22.4	36850	23.1
Other black background	6430	1.7	2800	1.8
Asian	158865	42.0	65260	40.9
Asian or Asian British: Indian	66415	17.5	26180	16.4
Asian or Asian British: Pakistani	44875	11.9	18540	11.6
Asian or Asian British: Bangladeshi	15885	4.2	6685	4.2
Other Asian background	31690	8.4	13855	8.7
Chinese	17585	4.6	7250	4.5
Mixed	58940	15.6	25295	15.9
Other	21245	5.6	9030	5.7

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



Mode and level

A higher proportion of Chinese UK-domiciled students studied full-time than students of any other ethnic group across all degree levels except other undergraduate.

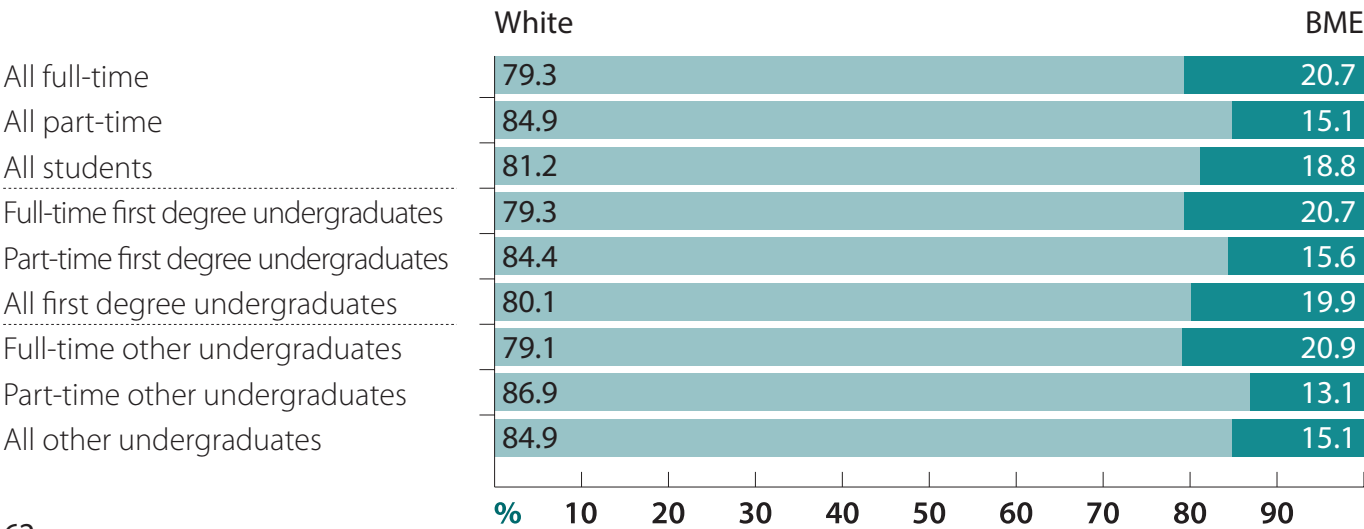
Black and Asian UK-domiciled students made up a higher proportion of postgraduate taught students (6.1% and 7.9% respectively) than postgraduate research students (3.1% and 6.3% respectively).

The opposite was true for white, Chinese, mixed and other UK-domiciled students.

2.4 All UK-domiciled students by degree level, mode and ethnic group

	White			Black		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	1052770	64.3	79.3	82150	67.4	6.2
Part-time	583625	35.7	84.9	39705	32.6	5.8
All students	1636395	100	81.2	121855	100	6.0
First degree undergraduate						
Full-time	880655	82.9	79.3	66195	82.2	6.0
Part-time	181775	17.1	84.4	14360	17.8	6.7
All first degree UG	1062430	100	80.1	80550	100	6.1
Other undergraduate						
Full-time	69710	23.7	79.1	8745	39.4	9.9
Part-time	223865	76.3	86.9	13440	60.6	5.2
All other UG	293575	100	84.9	22190	100	6.4
Postgraduate research						
Full-time	33035	63.6	83.9	1035	53.8	2.6
Part-time	18900	36.4	84.9	890	46.2	4.0
All research PG	51935	100	84.3	1930	100	3.1
Postgraduate taught						
Full-time	69370	30.4	77.6	6175	35.9	6.9
Part-time	159085	69.6	82.7	11015	64.1	5.7
All taught PG	228455	100	81.1	17190	100	6.1

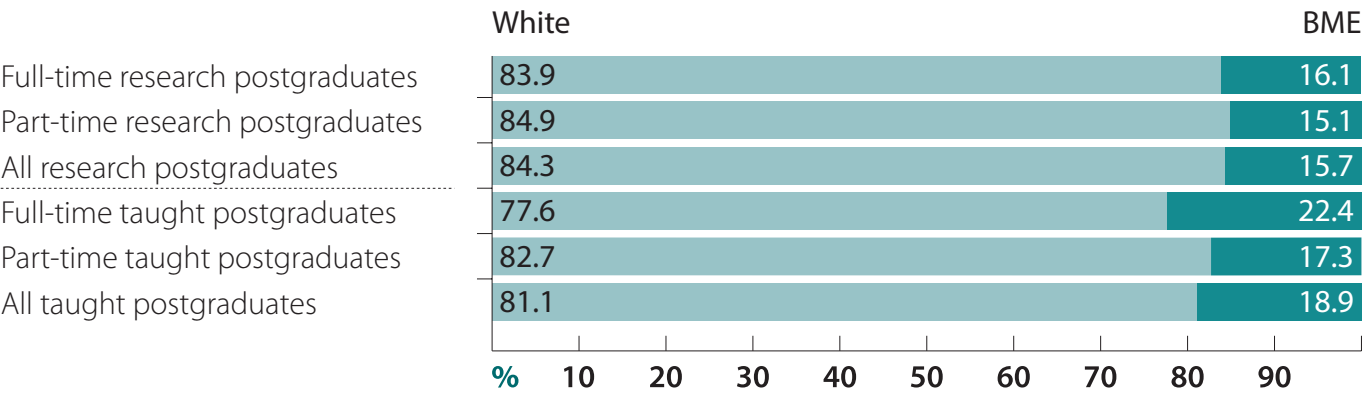
All full-time/part-time UK-domiciled all/undergraduate students in degree levels by BME/white identity



Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
118800	74.8	8.9	14080	80.1	1.1	45165	76.6	3.4	14465	68.1	1.1	274670	72.6	20.7
40065	25.2	5.8	3500	19.9	0.5	13775	23.4	2.0	6775	31.9	1.0	103820	27.4	15.1
158865	100	7.9	17585	100	0.9	58940	100	2.9	21245	100	1.1	378490	100	18.8
102540	89.9	9.2	11065	93.8	1.0	38495	88.5	3.5	11665	86.0	1.1	229960	87.3	20.7
11530	10.1	5.4	725	6.2	0.3	5025	11.5	2.3	1900	14.0	0.9	33535	12.7	15.6
114070	100	8.6	11790	100	0.9	43520	100	3.3	13560	100	1.0	263495	100	19.9
5970	32.0	6.8	385	26.4	0.4	2560	37.0	2.9	730	25.8	0.8	18390	35.3	20.9
12700	68.0	4.9	1065	73.6	0.4	4365	63.0	1.7	2095	74.2	0.8	33670	64.7	13.1
18670	100	5.4	1450	100	0.4	6925	100	2.0	2825	100	0.8	52060	100	15.1
2535	65.4	6.4	810	77.8	2.1	1200	71.1	3.0	750	64.4	1.9	6330	65.3	16.1
1340	34.6	6.0	230	22.2	1.0	485	28.9	2.2	415	35.6	1.9	3360	34.7	15.1
3875	100	6.3	1040	100	1.7	1685	100	2.7	1165	100	1.9	9690	100	15.7
7760	34.9	8.7	1825	55.3	2.0	2910	42.8	3.3	1325	35.9	1.5	19995	37.6	22.4
14495	65.1	7.5	1475	44.7	0.8	3895	57.2	2.0	2365	64.1	1.2	33250	62.4	17.3
22255	100	7.9	3300	100	1.2	6810	100	2.4	3695	100	1.3	53245	100	18.9

* within an ethnic group, the percentage of students within a level who study full-time/part-time (compare vertically within degree levels)
^ within a level and mode, the percentage of students who are in a certain ethnic group (compare horizontally)

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



There were higher proportions of BME UK-domiciled students among first years than across all years at all degree levels except other undergraduate (see table 2.4).

Among all ethnic groups, a higher proportion of UK-domiciled first years studied part-time than students across all years (see table 2.4).

Compared with 2010/11

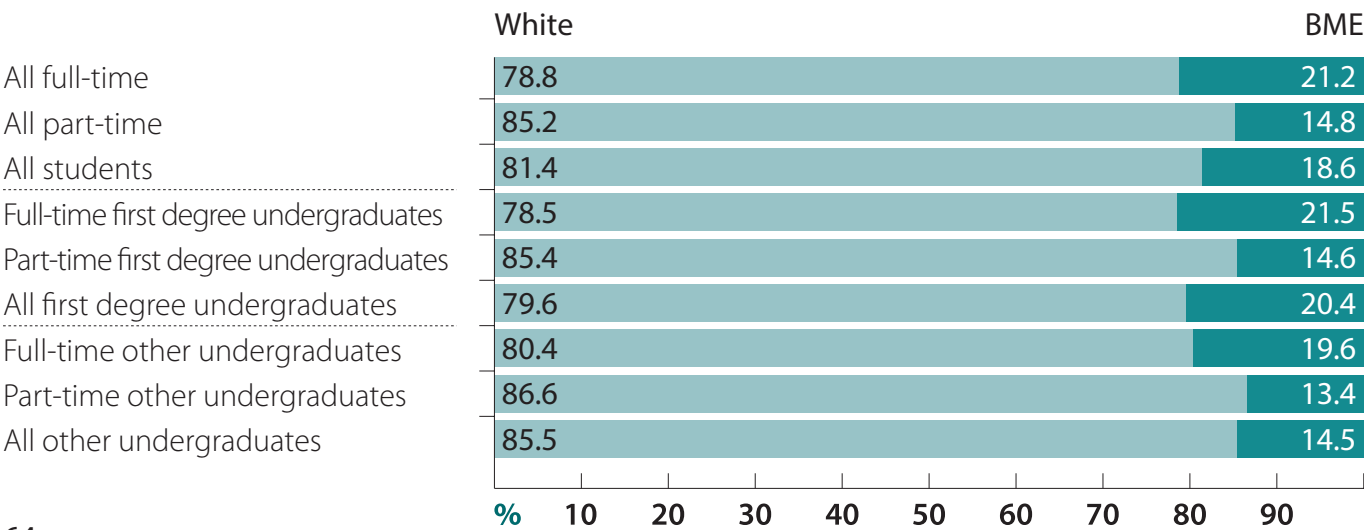
There was an increase in the proportion of first year BME UK-domiciled other undergraduate students studying part-time (75.9% compared with 71.7%).

2.5 First year UK-domiciled students by degree level, mode and ethnic group

	White			Black		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	405055	58.2	78.8	33655	63.8	6.5
Part-time	291485	41.8	85.2	19095	36.2	5.6
All students	696535	100	81.4	52745	100	6.2
First degree undergraduate						
Full-time	306640	83.1	78.5	25955	84.7	6.6
Part-time	62345	16.9	85.4	4685	15.3	6.4
All first degree UG	368985	100	79.6	30640	100	6.6
Other undergraduate						
Full-time	30650	16.7	80.4	2830	23.5	7.4
Part-time	152560	83.3	86.6	9190	76.5	5.2
All other UG	183210	100	85.5	12020	100	5.6
Postgraduate research						
Full-time	11310	70.9	83.7	355	58.0	2.6
Part-time	4645	29.1	83.1	260	42.0	4.6
All research PG	15955	100	83.5	615	100	3.2
Postgraduate taught						
Full-time	56455	44.0	78.7	4510	47.6	6.3
Part-time	71935	56.0	82.4	4965	52.4	5.7
All taught PG	128390	100	80.8	9470	100	6.0

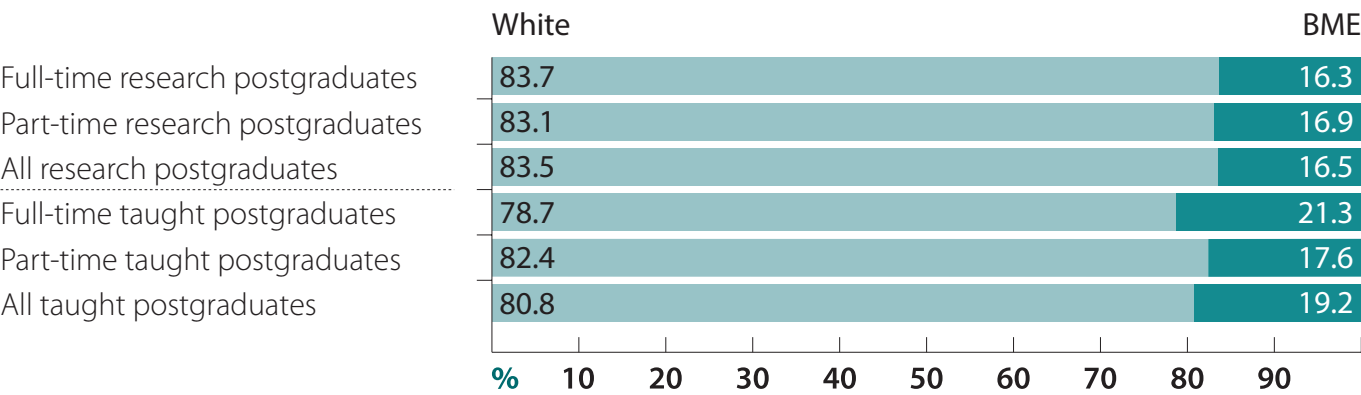
* compare vertically within degree levels ^ compare horizontally

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



Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
45845	70.3	8.9	5480	75.6	1.1	18395	72.7	3.6	5745	63.6	1.1	109120	68.4	21.2
19415	29.7	5.7	1770	24.4	0.5	6900	27.3	2.0	3285	36.4	1.0	50465	31.6	14.8
65260	100	7.6	7250	100	0.8	25295	100	3.0	9030	100	1.1	159580	100	18.6
35965	91.5	9.2	3680	94.8	0.9	14455	89.0	3.7	4130	87.4	1.1	84195	88.8	21.5
3360	8.5	4.6	200	5.2	0.3	1785	11.0	2.4	595	12.6	0.8	10625	11.2	14.6
39325	100	8.5	3885	100	0.8	16240	100	3.5	4730	100	1.0	94820	100	20.4
2950	24.8	7.7	190	18.9	0.5	1185	27.9	3.1	325	17.6	0.8	7480	24.1	19.6
8965	75.2	5.1	810	81.1	0.5	3075	72.1	1.7	1520	82.4	0.9	23560	75.9	13.4
11915	100	5.6	1000	100	0.5	4260	100	2.0	1845	100	0.9	31040	100	14.5
870	70.4	6.4	275	81.0	2.0	435	75.3	3.2	270	70.6	2.0	2205	70.0	16.3
365	29.6	6.6	65	19.0	1.1	140	24.7	2.5	115	29.4	2.0	945	30.0	16.9
1235	100	6.5	335	100	1.8	575	100	3.0	385	100	2.0	3145	100	16.5
6060	47.4	8.5	1335	65.8	1.9	2315	54.9	3.2	1020	49.2	1.4	15240	49.8	21.3
6725	52.6	7.7	695	34.2	0.8	1900	45.1	2.2	1050	50.8	1.2	15335	50.2	17.6
12785	100	8.0	2035	100	1.3	4215	100	2.7	2070	100	1.3	30575	100	19.2

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



Subjects

A higher proportion of BME UK-domiciled students studied SET subjects (46.9%) than white UK-domiciled students (42.1%). However, this varied considerably between ethnic groups. For example, 50.5% of Asian UK-domiciled students studied SET subjects compared with 39.7% of mixed UK-domiciled students.

20.6% of black UK-domiciled students studied subjects allied to medicine, compared with 9.2% of mixed UK-domiciled students and 9.3% of Chinese UK-domiciled students.

Among non-SET students, 20.5% of Chinese UK-domiciled students studied business and administrative studies, compared with 10.1% of white UK-domiciled students.

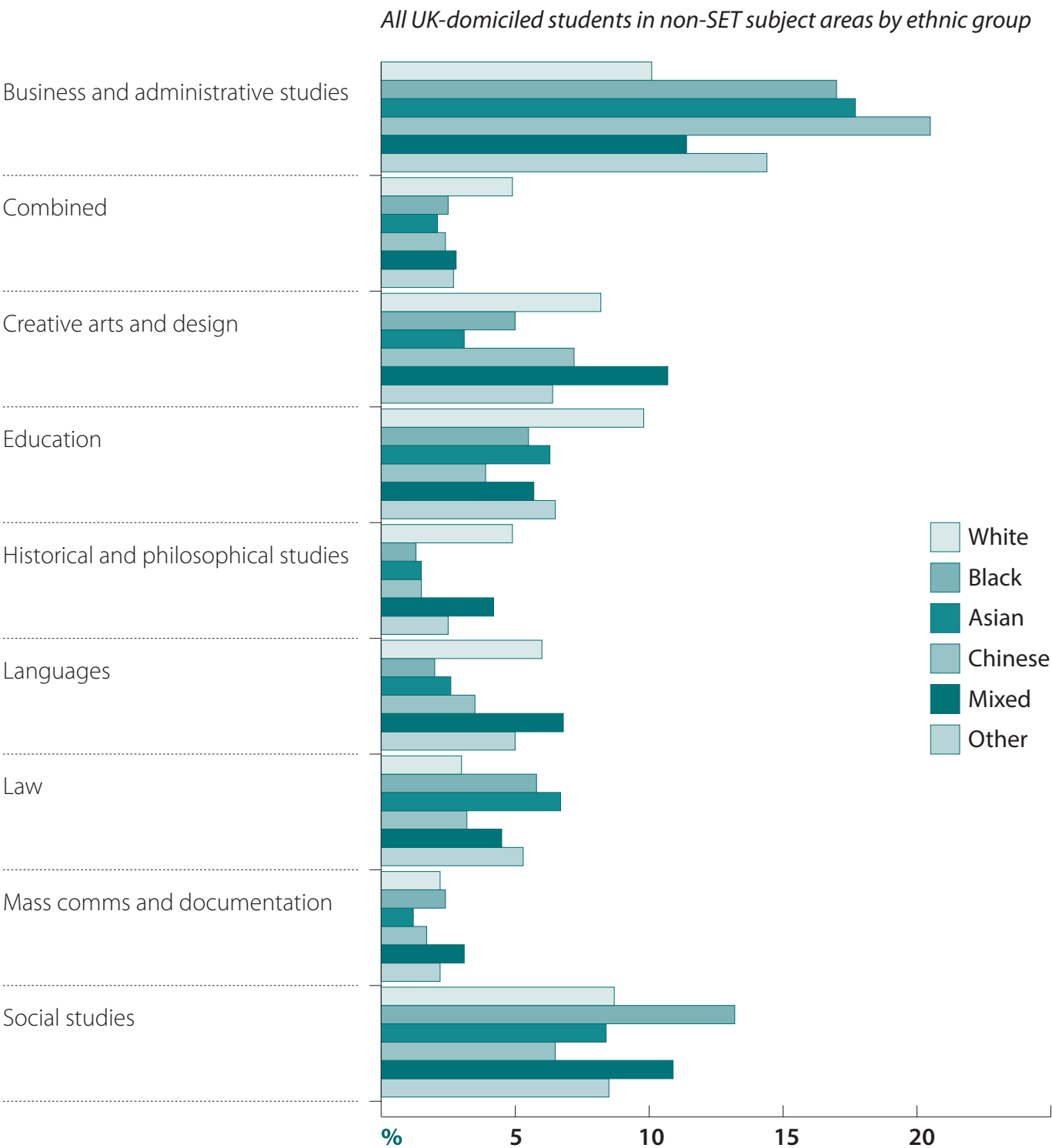
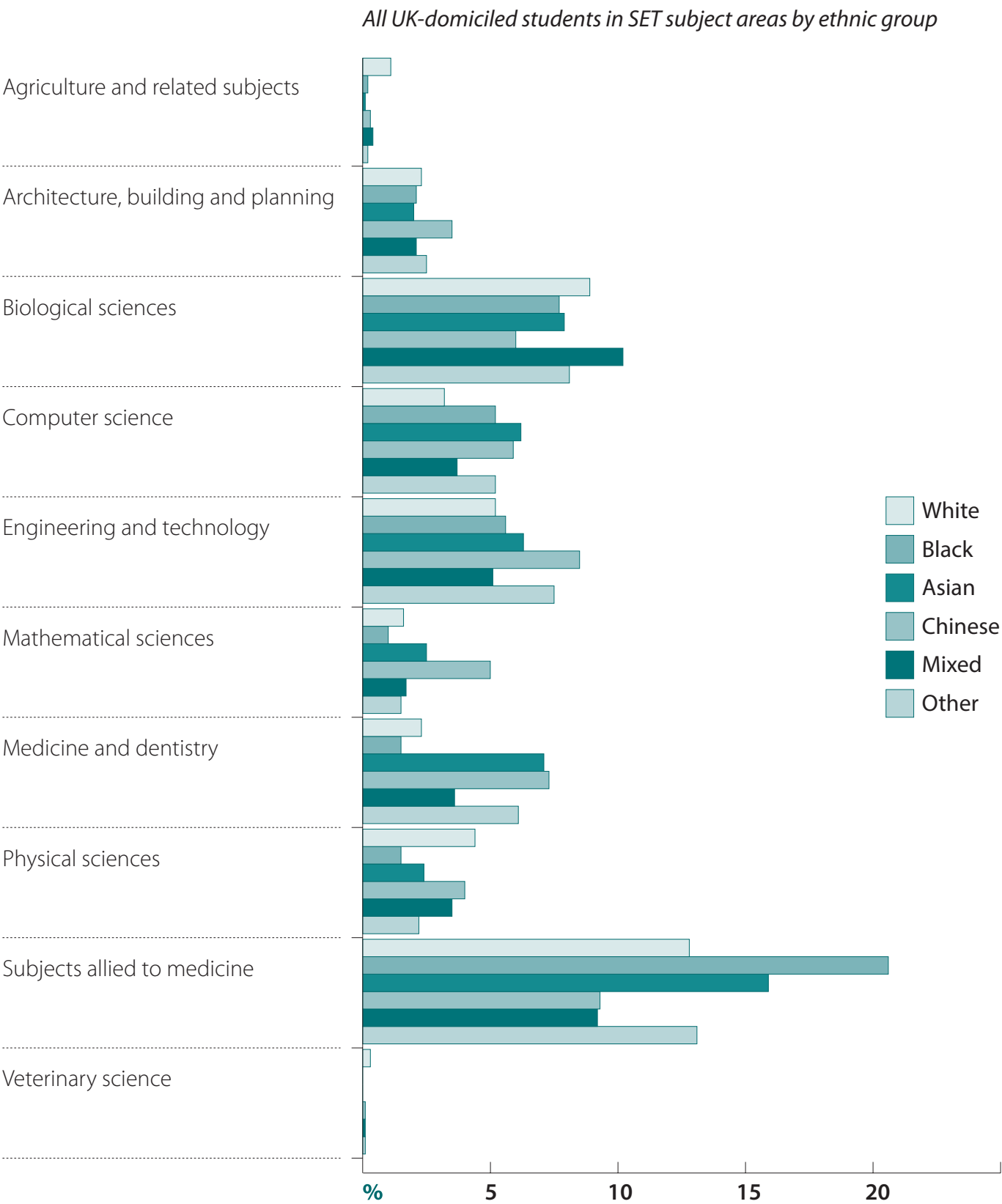
13.2% of black UK-domiciled students studied social sciences, compared with 6.5% of Chinese UK-domiciled students.

2.6 All UK-domiciled students by subject area and ethnic group

	White			Black		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	17675	1.1	95.8	280	0.2	1.5
Architecture, building, planning	37895	2.3	82.3	2605	2.1	5.7
Biological sciences	146310	8.9	82.6	9405	7.7	5.3
Computer science	52410	3.2	71.9	6310	5.2	8.7
Engineering and technology	85335	5.2	78.9	6795	5.6	6.3
Mathematical sciences	26995	1.6	78.4	1230	1.0	3.6
Medicine and dentistry	38115	2.3	68.2	1805	1.5	3.2
Physical sciences	71450	4.4	88.9	1830	1.5	2.3
Subjects allied to medicine	209080	12.8	77.6	25120	20.6	9.3
Veterinary science	4345	0.3	96.3	10	0.0	0.2
SET total	689610	42.1	79.5	55385	45.4	6.4
Non-SET						
Business, admin studies	165275	10.1	72.7	20685	17.0	9.1
Combined	80365	4.9	90.0	3030	2.5	3.4
Creative arts and design	134655	8.2	87.1	6130	5.0	4.0
Education	160795	9.8	87.9	6650	5.5	3.6
Historical and philosophical studies	80630	4.9	91.8	1565	1.3	1.8
Languages	97815	6.0	89.0	2380	2.0	2.2
Law	49160	3.0	69.0	7125	5.8	10.0
Mass comms and documentation	36445	2.2	83.2	2875	2.4	6.6
Social studies	141640	8.7	78.5	16030	13.2	8.9
Non-SET total	946785	57.9	82.5	66475	54.6	5.8
Total	1636395	100	81.2	121855	100	6.0

* compare vertically ^ compare horizontally

Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
170	0.1	0.9	50	0.3	0.3	230	0.4	1.3	50	0.2	0.3	780	0.2	4.2
3110	2.0	6.8	615	3.5	1.3	1255	2.1	2.7	540	2.5	1.2	8125	2.1	17.7
12585	7.9	7.1	1060	6.0	0.6	6020	10.2	3.4	1720	8.1	1.0	30790	8.1	17.4
9865	6.2	13.5	1030	5.9	1.4	2165	3.7	3.0	1095	5.2	1.5	20470	5.4	28.1
9980	6.3	9.2	1495	8.5	1.4	3005	5.1	2.8	1600	7.5	1.5	22870	6.0	21.1
3980	2.5	11.6	880	5.0	2.6	1025	1.7	3.0	320	1.5	0.9	7430	2.0	21.6
11335	7.1	20.3	1280	7.3	2.3	2095	3.6	3.7	1295	6.1	2.3	17810	4.7	31.8
3865	2.4	4.8	705	4.0	0.9	2075	3.5	2.6	465	2.2	0.6	8935	2.4	11.1
25270	15.9	9.4	1635	9.3	0.6	5445	9.2	2.0	2790	13.1	1.0	60260	15.9	22.4
50	0.0	1.2	15	0.1	0.4	80	0.1	1.7	15	0.1	0.3	170	0.0	3.7
80210	50.5	9.2	8765	49.8	1.0	23395	39.7	2.7	9885	46.5	1.1	177635	46.9	20.5
28150	17.7	12.4	3595	20.5	1.6	6720	11.4	3.0	3060	14.4	1.3	62210	16.4	27.3
3285	2.1	3.7	415	2.4	0.5	1675	2.8	1.9	575	2.7	0.6	8975	2.4	10.0
4930	3.1	3.2	1265	7.2	0.8	6315	10.7	4.1	1360	6.4	0.9	20000	5.3	12.9
9940	6.3	5.4	685	3.9	0.4	3385	5.7	1.9	1380	6.5	0.8	22040	5.8	12.1
2370	1.5	2.7	265	1.5	0.3	2480	4.2	2.8	530	2.5	0.6	7210	1.9	8.2
4080	2.6	3.7	615	3.5	0.6	4010	6.8	3.6	1055	5.0	1.0	12145	3.2	11.0
10630	6.7	14.9	555	3.2	0.8	2670	4.5	3.7	1130	5.3	1.6	22115	5.8	31.0
1890	1.2	4.3	295	1.7	0.7	1835	3.1	4.2	465	2.2	1.1	7360	1.9	16.8
13385	8.4	7.4	1135	6.5	0.6	6450	10.9	3.6	1800	8.5	1.0	38805	10.3	21.5
78655	49.5	6.9	8820	50.2	0.8	35545	60.3	3.1	11355	53.5	1.0	200855	53.1	17.5
158865	100	7.9	17585	100	0.9	58940	100	2.9	21245	100	1.1	378490	100	18.8



Within all ethnic groups, a lower proportion of first years than students across all years studied SET subjects. The largest difference (of 5.4%) was among Chinese UK-domiciled students (44.4% of first years compared with 49.8% of students across all years – see table 2.6).

Mirroring trends for students across all years, particularly low proportions of UK-domiciled first years studying the following subjects were BME:

- = agriculture and related subjects (4.3%)
- = veterinary science (4.7%)
- = historical and philosophical studies (8.9%)

- Particularly high proportions of UK-domiciled first years studying the following subjects were BME:
- = medicine and dentistry (31.7%)
- = law (30.4%)
- = computer science (28.3%)

	White			Black		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	9320	1.3	95.7	160	0.3	1.7
Architecture, building, planning	14280	2.1	81.4	1055	2.0	6.0
Biological sciences	56360	8.1	81.7	3950	7.5	5.7
Computer science	20370	2.9	71.7	2545	4.8	9.0
Engineering and technology	32520	4.7	78.0	2760	5.2	6.6
Mathematical sciences	9120	1.3	76.2	525	1.0	4.4
Medicine and dentistry	10775	1.5	68.3	600	1.1	3.8
Physical sciences	25260	3.6	87.7	765	1.5	2.7
Subjects allied to medicine	98545	14.1	78.7	11175	21.2	8.9
Veterinary science	1025	0.1	95.3	5	0.0	0.4
SET total	277575	39.9	79.5	23550	44.6	6.7
Non-SET						
Business, admin studies	71455	10.3	73.6	8730	16.6	9.0
Combined	47530	6.8	89.2	1810	3.4	3.4
Creative arts and design	53420	7.7	86.6	2530	4.8	4.1
Education	82535	11.8	87.4	3405	6.5	3.6
Historical and philosophical studies	30675	4.4	91.1	710	1.3	2.1
Languages	38700	5.6	88.4	1025	1.9	2.3
Law	20330	2.9	69.6	2900	5.5	9.9
Mass comms and documentation	14745	2.1	82.5	1205	2.3	6.8
Social studies	59570	8.6	78.6	6885	13.1	9.1
Non-SET total	418960	60.1	82.7	29200	55.4	5.8
Total	696535	100	81.4	52745	100	6.2

* compare vertically ^ compare horizontally

Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
85	0.1	0.9	25	0.4	0.3	115	0.5	1.2	30	0.3	0.3	420	0.3	4.3
1250	1.9	7.1	255	3.5	1.4	490	1.9	2.8	220	2.4	1.3	3265	2.0	18.6
5065	7.8	7.3	390	5.4	0.6	2500	9.9	3.6	720	8.0	1.0	12630	7.9	18.3
3780	5.8	13.3	385	5.3	1.4	900	3.6	3.2	445	4.9	1.6	8060	5.1	28.3
4020	6.2	9.6	545	7.5	1.3	1220	4.8	2.9	655	7.2	1.6	9200	5.8	22.0
1445	2.2	12.1	315	4.3	2.6	440	1.7	3.7	125	1.4	1.1	2850	1.8	23.8
3055	4.7	19.3	335	4.6	2.1	615	2.4	3.9	400	4.4	2.5	5005	3.1	31.7
1560	2.4	5.4	245	3.4	0.8	805	3.2	2.8	175	1.9	0.6	3545	2.2	12.3
11145	17.1	8.9	720	9.9	0.6	2415	9.6	1.9	1220	13.5	1.0	26675	16.7	21.3
15	0.0	1.3	5	0.1	0.5	20	0.1	2.0	5	0.1	0.7	50	0.0	4.7
31415	48.1	9.0	3220	44.4	0.9	9515	37.6	2.7	4000	44.3	1.1	71700	44.9	20.5
11240	17.2	11.6	1540	21.3	1.6	2880	11.4	3.0	1305	14.4	1.3	25695	16.1	26.4
2205	3.4	4.1	320	4.4	0.6	1060	4.2	2.0	360	4.0	0.7	5750	3.6	10.8
2035	3.1	3.3	495	6.9	0.8	2610	10.3	4.2	565	6.3	0.9	8235	5.2	13.4
5470	8.4	5.8	425	5.9	0.5	1895	7.5	2.0	740	8.2	0.8	11940	7.5	12.6
940	1.4	2.8	115	1.6	0.3	995	3.9	3.0	230	2.5	0.7	2990	1.9	8.9
1695	2.6	3.9	290	4.0	0.7	1610	6.4	3.7	435	4.8	1.0	5055	3.2	11.6
4120	6.3	14.1	255	3.5	0.9	1160	4.6	4.0	465	5.2	1.6	8900	5.6	30.4
785	1.2	4.4	140	1.9	0.8	790	3.1	4.4	205	2.3	1.2	3125	2.0	17.5
5360	8.2	7.1	445	6.1	0.6	2785	11.0	3.7	720	8.0	1.0	16195	10.1	21.4
33845	51.9	6.7	4030	55.6	0.8	15780	62.4	3.1	5030	55.7	1.0	87885	55.1	17.3
65260	100	7.6	7250	100	0.8	25295	100	3.0	9030	100	1.1	159580	100	18.6

At every degree level, the proportion of UK-domiciled students who were BME was higher in SET than non-SET subject areas.

Within SET and non-SET subject areas, lower proportions of UK-domiciled students at other undergraduate and postgraduate research levels were BME than at first degree undergraduate and postgraduate taught levels.

Compared with 2010/11
The proportion of other undergraduates in medicine and dentistry who were BME increased from 11.7% to 19.3%, a 7.6% difference.

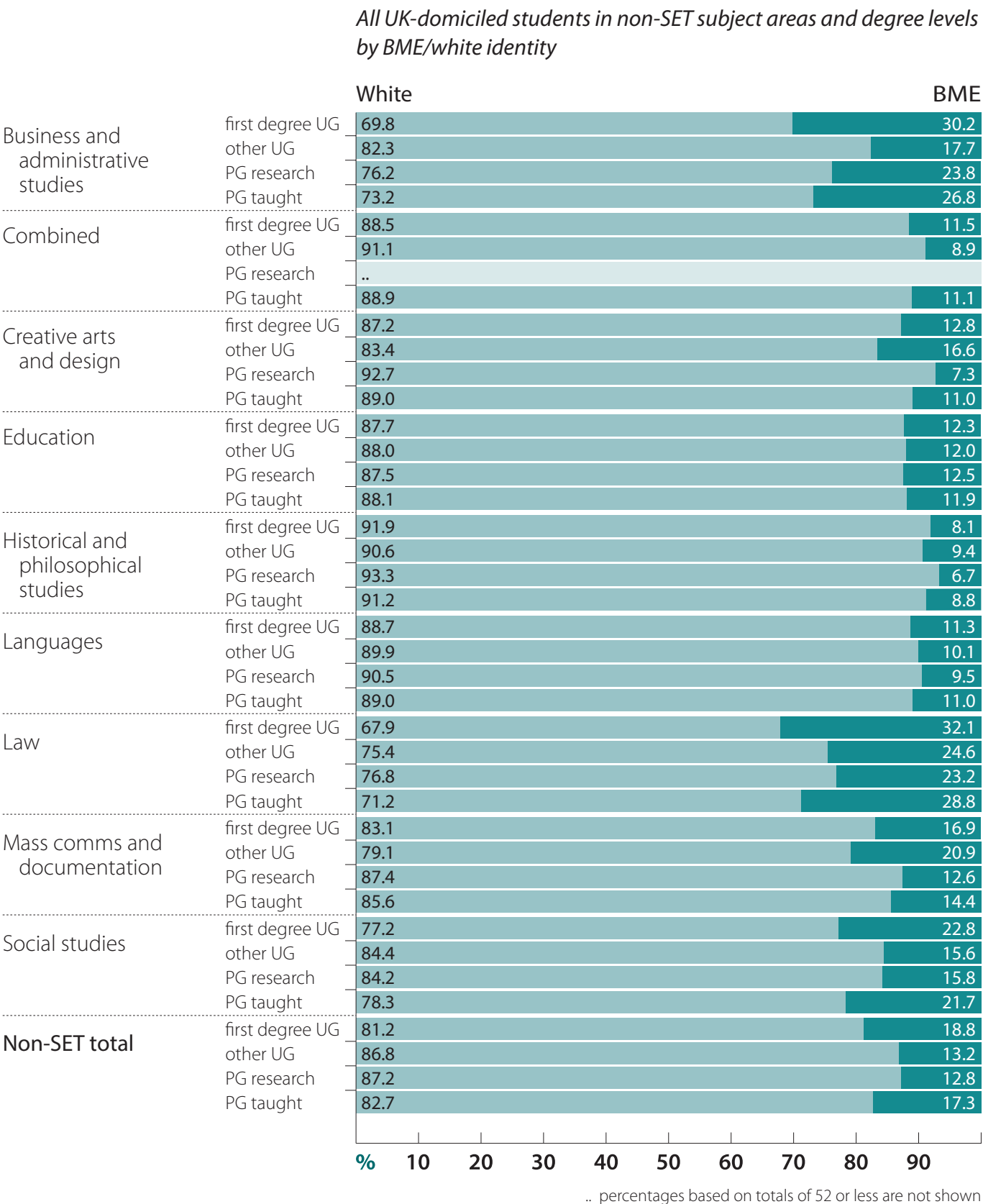
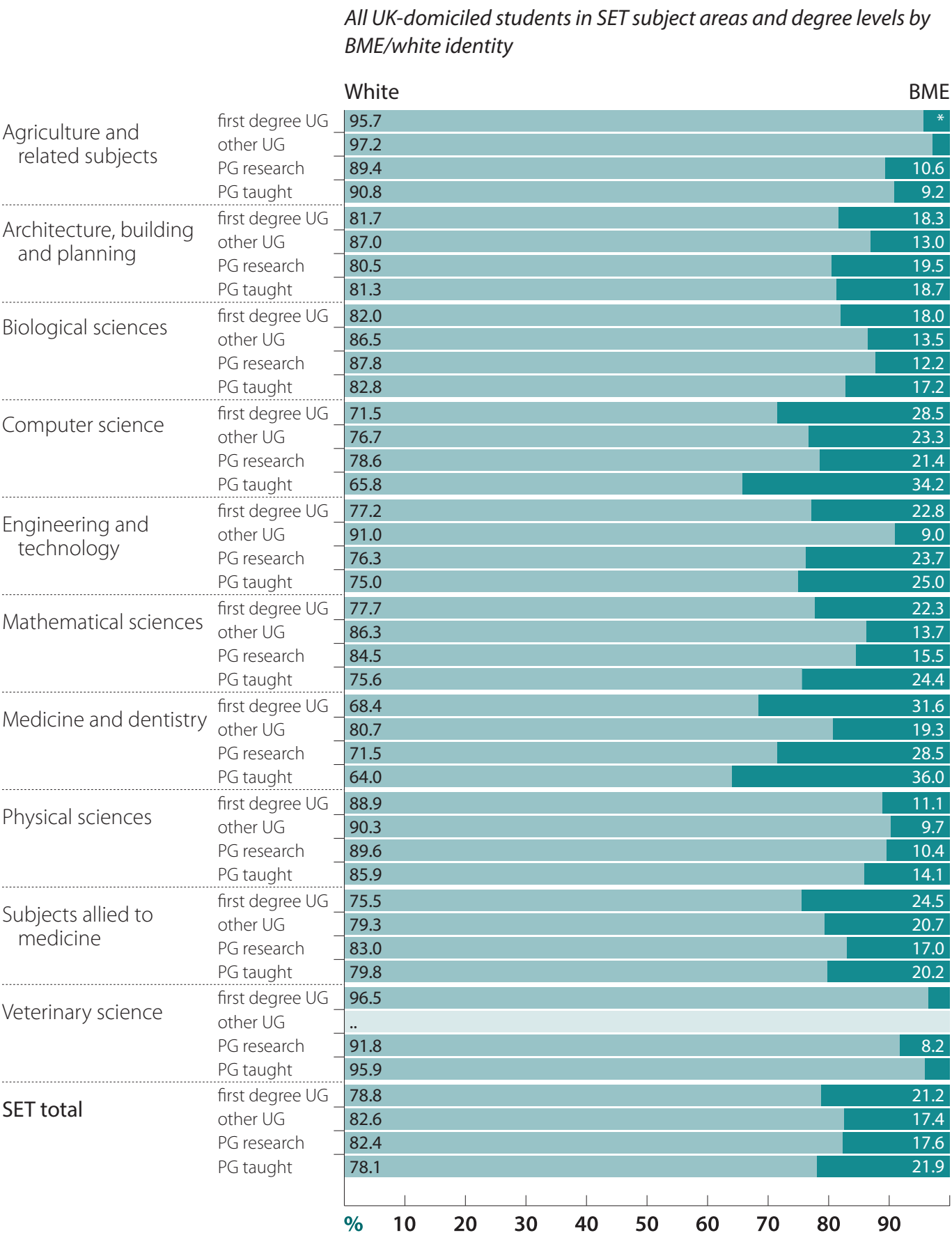
The proportion of other undergraduates studying mass communications and documentation who were BME decreased from 28.1% to 20.9%, a 7.2% difference.

2.8 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	8050	95.7	365	4.3
Architecture, building, planning	24255	81.7	5445	18.3
Biological sciences	117090	82.0	25720	18.0
Computer science	40760	71.5	16210	28.5
Engineering and technology	58780	77.2	17350	22.8
Mathematical sciences	22950	77.7	6570	22.3
Medicine and dentistry	27860	68.4	12880	31.6
Physical sciences	56580	88.9	7045	11.1
Subjects allied to medicine	97415	75.5	31580	24.5
Veterinary science	3685	96.5	130	3.5
SET total	457420	78.8	123300	21.2
Non-SET				
Business, administrative studies	101450	69.8	43870	30.2
Combined	34425	88.5	4465	11.5
Creative arts and design	112305	87.2	16530	12.8
Education	53240	87.7	7445	12.3
Historical, philosophical studies	61535	91.9	5420	8.1
Languages	76725	88.7	9740	11.3
Law	37380	67.9	17680	32.1
Mass communications and documentation	29785	83.1	6075	16.9
Social studies	98165	77.2	28965	22.8
Non-SET total	605010	81.2	140200	18.8
Total	1062430	80.1	263495	19.9

.. percentages based on totals of 52 or less are not shown

Other undergraduate				Postgraduate research				Postgraduate taught			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7840	97.2	230	2.8	365	89.4	45	10.6	1420	90.8	145	9.2
5790	87.0	865	13.0	775	80.5	190	19.5	7075	81.3	1630	18.7
9090	86.5	1420	13.5	7555	87.8	1045	12.2	12575	82.8	2605	17.2
6520	76.7	1980	23.3	1560	78.6	425	21.4	3570	65.8	1850	34.2
13780	91.0	1360	9.0	4445	76.3	1380	23.7	8330	75.0	2780	25.0
1810	86.3	290	13.7	1075	84.5	195	15.5	1155	75.6	375	24.4
430	80.7	105	19.3	4285	71.5	1705	28.5	5540	64.0	3120	36.0
4200	90.3	450	9.7	6535	89.6	760	10.4	4135	85.9	675	14.1
75365	79.3	19660	20.7	3895	83.0	800	17.0	32405	79.8	8220	20.2
35	..	0	..	225	91.8	20	8.2	400	95.9	15	4.1
124860	82.6	26350	17.4	30720	82.4	6565	17.6	76610	78.1	21420	21.9
32565	82.3	6990	17.7	2045	76.2	640	23.8	29215	73.2	10710	26.8
44830	91.1	4375	8.9	20	..	5	..	1085	88.9	135	11.1
10620	83.4	2120	16.6	2305	92.7	180	7.3	9420	89.0	1170	11.0
35865	88.0	4895	12.0	4015	87.5	575	12.5	67680	88.1	9125	11.9
7775	90.6	805	9.4	4290	93.3	310	6.7	7030	91.2	675	8.8
12380	89.9	1385	10.1	3105	90.5	325	9.5	5610	89.0	690	11.0
3165	75.4	1030	24.6	785	76.8	235	23.2	7835	71.2	3160	28.8
1810	79.1	480	20.9	505	87.4	70	12.6	4350	85.6	735	14.4
19705	84.4	3630	15.6	4145	84.2	780	15.8	19625	78.3	5430	21.7
168715	86.8	25705	13.2	21215	87.2	3125	12.8	151845	82.7	31825	17.3
293575	84.9	52060	15.1	51935	84.3	9690	15.7	228455	81.1	53245	18.9



Within SET subjects, at every degree level except other undergraduate, higher proportions of first years than students across all years were BME.

For those studying non-SET subjects, higher proportions of first years than students across all years were BME at every degree level.

Compared with 2010/11
Among first year other undergraduate students, the proportion of BME students studying mass communications and documentation decreased from 31.3% to 21.4%, a 9.9% difference.

While BME UK-domiciled students comprised 20.4% of first year first degree undergraduates and 19.2% of first year postgraduate taught students, only 16.5% of first year postgraduate research students were from a BME background.

2.9 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	3105	95.0	160	5.0
Architecture, building, planning	7360	79.5	1900	20.5
Biological sciences	42040	81.0	9850	19.0
Computer science	14625	71.4	5850	28.6
Engineering and technology	19450	75.2	6425	24.8
Mathematical sciences	7525	76.1	2365	23.9
Medicine and dentistry	6215	70.4	2615	29.6
Physical sciences	18450	87.7	2600	12.3
Subjects allied to medicine	37045	75.5	12050	24.5
Veterinary science	765	95.8	35	4.2
SET total	156580	78.1	43850	21.9
Non-SET				
Business, administrative studies	36380	69.8	15730	30.2
Combined	12505	86.7	1910	13.3
Creative arts and design	41220	87.0	6175	13.0
Education	19570	86.4	3075	13.6
Historical, philosophical studies	20205	91.2	1950	8.8
Languages	24315	88.0	3310	12.0
Law	12650	67.5	6080	32.5
Mass communications and documentation	10880	82.3	2340	17.7
Social studies	34680	76.9	10390	23.1
Non-SET total	212405	80.6	50970	19.4
Total	368985	79.6	94820	20.4

.. percentages based on totals of 52 or less are not shown

Other undergraduate				Postgraduate research				Postgraduate taught			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5240	97.3	145	2.7	140	88.6	20	11.4	835	89.8	95	10.2
3025	87.7	425	12.3	245	79.6	65	20.4	3650	80.6	880	19.4
4880	84.2	910	15.8	2390	87.3	345	12.7	7055	82.3	1520	17.7
3475	75.8	1105	24.2	465	79.3	120	20.7	1810	64.8	980	35.2
7925	91.2	765	8.8	1320	75.1	440	24.9	3825	70.9	1575	29.1
715	80.3	175	19.7	330	83.7	65	16.3	550	69.5	240	30.5
220	76.5	65	23.5	1370	72.0	535	28.0	2975	62.4	1790	37.6
2110	89.6	245	10.4	2045	88.6	265	11.4	2655	85.9	435	14.1
42510	81.5	9660	18.5	1175	81.4	270	18.6	17810	79.1	4700	20.9
35	..	0	..	65	86.5	10	13.5	155	95.7	5	4.3
70135	83.9	13495	16.1	9540	81.8	2130	18.2	41320	77.2	12220	22.8
20980	82.9	4310	17.1	580	74.5	200	25.5	13515	71.3	5450	28.7
34190	90.2	3725	9.8	10	..	0	..	825	88.0	115	12.0
5955	81.9	1320	18.1	695	93.6	50	6.4	5555	88.9	695	11.1
21520	87.7	3025	12.3	1070	86.7	165	13.3	40375	87.7	5675	12.3
4965	90.2	540	9.8	1370	92.9	105	7.1	4135	91.3	395	8.7
9845	89.3	1175	10.7	990	89.6	115	10.4	3545	88.7	450	11.3
2215	75.1	735	24.9	255	76.1	80	23.9	5210	72.2	2005	27.8
1050	78.6	285	21.4	160	86.4	25	13.6	2655	84.9	475	15.1
12355	83.6	2425	16.4	1275	81.9	280	18.1	11255	78.4	3100	21.6
113075	86.6	17545	13.4	6415	86.3	1020	13.7	87070	82.6	18355	17.4
183210	85.5	31040	14.5	15955	83.5	3145	16.5	128390	80.8	30575	19.2

Continuation

In 2010/11, 92.6% of Chinese UK-domiciled entrants continued or qualified, compared with 83.8% of UK-domiciled students from an other black background.

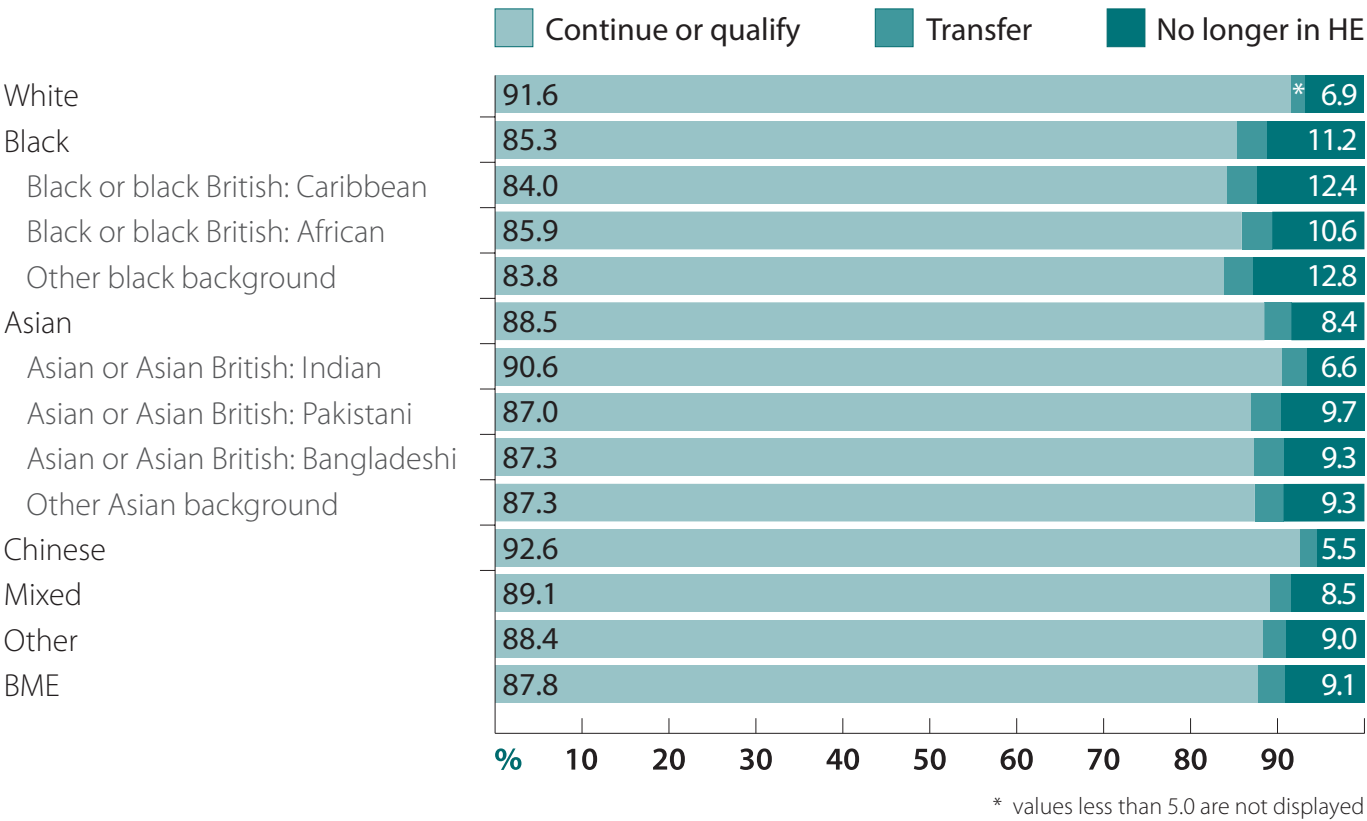
A higher proportion of other black UK-domiciled entrants (12.8%) and black or black British: Caribbean UK-domiciled entrants (12.4%) were no longer in higher education than entrants from other ethnic groups.

Over 3.0% of UK-domiciled students from black or black British: Caribbean, African, other, and Asian or Asian British: Pakistani, Bangladeshi and other backgrounds transferred to a different higher education institution.

2.10 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	260360	91.6	4415	1.6	19585	6.9
Black	19995	85.3	820	3.5	2620	11.2
Black or black British: Caribbean	4880	84.0	205	3.5	720	12.4
Black or black British: African	14160	85.9	575	3.5	1750	10.6
Other black background	955	83.8	40	3.3	145	12.8
Asian	29850	88.5	1065	3.2	2820	8.4
Asian or Asian British: Indian	12020	90.6	375	2.8	875	6.6
Asian or Asian British: Pakistani	8935	87.0	345	3.4	995	9.7
Asian or Asian British: Bangladeshi	3310	87.3	130	3.5	350	9.3
Other Asian background	5585	87.3	215	3.3	600	9.3
Chinese	3235	92.6	65	1.9	190	5.5
Mixed	11325	89.1	305	2.4	1085	8.5
Other	3375	88.4	100	2.6	345	9.0
BME	67785	87.8	2355	3.1	7060	9.1

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



Degree attainment

The ethnicity degree attainment gap among first degree undergraduate qualifiers receiving a first/2:1 is worked out as the percentage of white qualifiers minus the percentage of BME qualifiers at this level.

With the exception of Scotland, a higher proportion of white UK-domiciled qualifiers received a first class degree than qualifiers from any other ethnic group in all nations.

The degree attainment gap was highest in England, where 72.1% of white UK-domiciled qualifiers received a first/2:1 degree, compared with 53.6% of BME UK-domiciled qualifiers (an 18.5% difference). This was larger than for Wales (10.5%), Scotland (9.1%) and Northern Ireland (4.4%), though the numbers of BME UK-domiciled qualifiers were considerably lower in these nations.

Compared with 2010/11

The proportion of black UK-domiciled qualifers receiving a first/2:1 increased in all nations, particularly in Scotland and Wales (by 12.8% and 11.7% respectively).

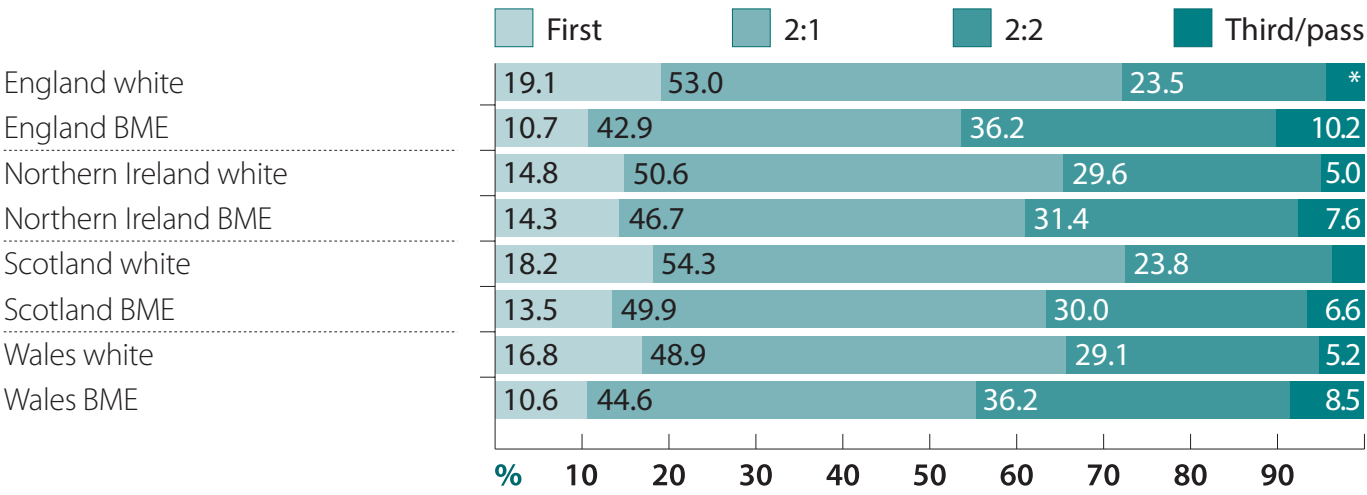
The ethnicity degree attainment gap decreased in all nations.

2.11 UK-domiciled FDU qualifiers by country of institution, degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
White	38330	19.1	106275	53.0	47230	23.5	8750	4.4
Black	1000	6.2	6000	36.9	7005	43.1	2240	13.8
Asian	2750	11.5	10400	43.6	8475	35.5	2240	9.4
Chinese	390	15.2	1215	47.5	740	28.8	215	8.4
Mixed	1290	15.0	4315	50.3	2445	28.5	540	6.3
Other	330	12.0	1240	45.4	895	32.9	265	9.7
BME total	5760	10.7	23170	42.9	19560	36.2	5500	10.2
Northern Ireland								
White	1180	14.8	4025	50.6	2355	29.6	395	5.0
Black	0	..	5	..	5	..	0	..
Asian	5	..	10	..	5	..	5	..
Chinese	0	..	10	..	5	..	0	..
Mixed	10	..	20	..	10	..	5	..
Other	0	..	0	..	5	..	0	..
BME total	15	14.3	50	46.7	35	31.4	10	7.6
Scotland								
White	3270	18.2	9735	54.3	4260	23.8	660	3.7
Black	20	10.4	75	42.2	70	39.9	15	7.5
Asian	55	11.6	235	49.6	150	31.2	35	7.6
Chinese	20	11.9	85	50.6	55	31.5	10	6.0
Mixed	60	19.5	170	53.7	70	22.4	15	4.5
Other	5	10.9	30	52.7	15	27.3	5	9.1
BME total	160	13.5	590	49.9	355	30.0	80	6.6
Wales								
White	2790	16.8	8125	48.9	4845	29.1	865	5.2
Black	5	3.1	80	41.5	80	42.5	25	13.0
Asian	30	8.7	160	44.4	140	39.4	25	7.5
Chinese	10	14.5	40	45.8	25	28.9	10	10.8
Mixed	45	15.9	140	47.6	85	30.0	20	6.6
Other	10	16.1	25	40.3	25	37.1	5	6.5
BME total	105	10.6	440	44.6	355	36.2	85	8.5

FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

BME/white UK-domiciled FDU qualifiers in countries of institution by degree class



* values less than 5.0 are not displayed

The proportion of UK-domiciled qualifiers receiving a first/2:1 has increased for all ethnic groups and 2011/12 figures were the highest in the last nine years.

From 2003/04 to 2011/12 the increase in qualifiers receiving a first/2:1 was largest among Chinese UK-domiciled qualifiers (11.5%) followed by Asian or Asian British: Indian UK-domiciled qualifiers (11.3%). The increase was smallest among other black UK-domiciled qualifiers (2.2%) followed by other Asian UK-domiciled qualifiers (3.9%) and mixed UK-domiciled qualifiers (4.3%).

The degree attainment gap increased from 17.2% in 2003/04 to a peak of 18.8% in 2005/06. The degree attainment gap for 2011/12 marks the second consecutive year of decrease (17.7% compared with 18.4% in 2010/11 and 18.6% in 2009/10).

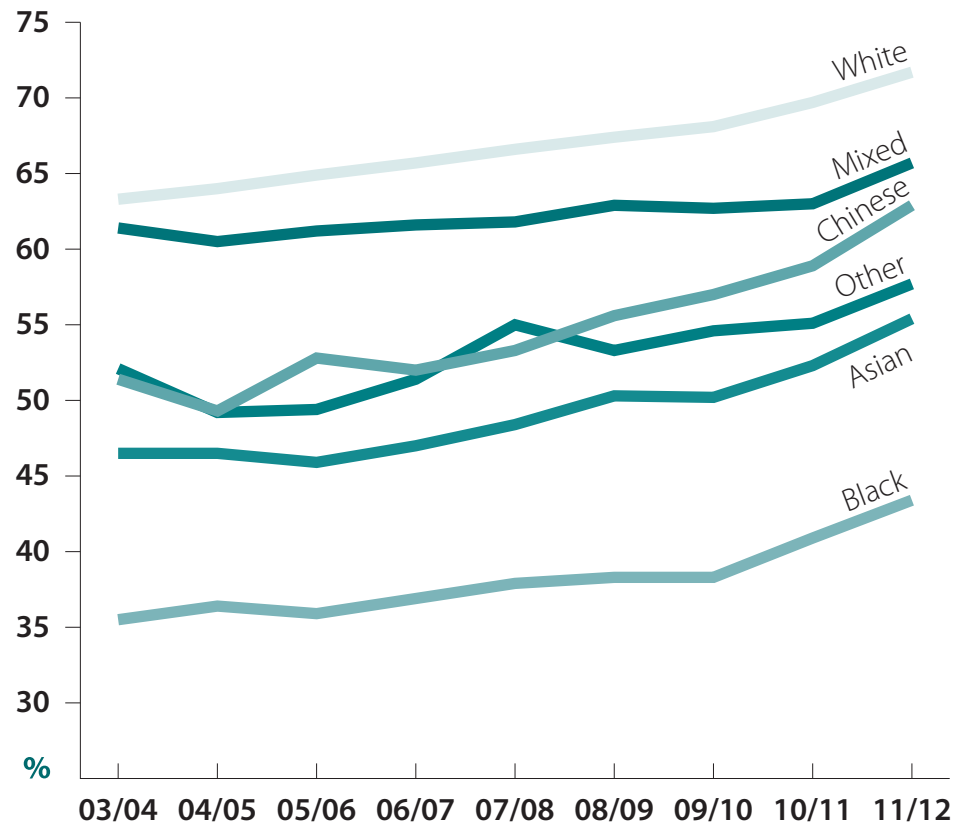
2.12 Profile of UK-domiciled FDU qualifiers receiving a first or 2:1 degree over time by ethnic group

	White		Black					
			All		Caribbean	African	Other	
	No.	%	No.	%	%	%	%	
2003/04	121820	63.1	2580	35.5	38.1	33.1	39.7	
2004/05	126560	63.8	2870	36.2	38.6	34.8	36.5	
2005/06	131130	64.7	3230	35.7	37.9	34.3	38.0	
2006/07	133065	65.5	3635	36.7	40.4	34.9	37.2	
2007/08	143140	66.4	4185	37.7	40.7	36.5	37.1	
2008/09	141970	67.2	4740	38.1	41.5	37.0	35.8	
2009/10	148500	67.9	5125	38.1	41.0	37.1	36.8	
2010/11	159870	69.5	6015	40.7	42.1	40.3	39.4	
2011/12	173730	71.5	7185	43.2	45.3	42.5	41.9	

FDU first degree undergraduate

Asian						Chinese		Mixed		Other		BME total		Total	
All		Indian	Pakistani	Bangladeshi	Other										
No.	%	%	%	%	%	No.	%	No.	%	No.	%	No.	%	No.	%
8485	46.3	48.7	40.4	41.4	50.8	1300	51.2	1615	61.2	1175	51.9	15150	45.9	136970	60.6
8860	46.3	48.6	40.8	41.8	50.6	1315	49.1	2390	60.3	910	49.0	16350	46.0	142905	61.1
9110	45.7	49.0	39.4	41.2	48.2	1410	52.6	2875	61.0	820	49.2	17445	45.9	148575	61.7
9560	46.8	50.0	41.9	41.6	48.5	1420	51.8	3390	61.4	1015	51.2	19015	46.9	152080	62.4
10225	48.2	51.6	43.9	42.0	48.9	1445	53.1	3860	61.6	1200	54.8	20910	48.1	164050	63.3
10905	50.1	54.2	44.1	45.6	50.6	1550	55.4	4155	62.7	1275	53.1	22625	49.2	164595	64.0
11450	50.0	54.0	45.0	44.7	49.8	1625	56.8	4730	62.5	1350	54.4	24275	49.3	172775	64.5
12290	52.1	56.2	46.9	48.1	52.0	1705	58.7	5240	62.8	1405	54.9	26655	51.1	186525	66.1
13645	55.2	60.0	49.3	51.7	54.7	1775	62.7	6050	65.5	1635	57.5	30285	53.8	204015	68.2

UK-domiciled FDU qualifiers receiving a first/2:1 by ethnic group



18.7% of white UK-domiciled qualifiers received a first class degree, compared with 10.7% of BME UK-domiciled qualifiers.

However, the proportion of UK-domiciled qualifiers receiving a first class degree varied considerably between minority ethnic groups. For example, 15.2% of mixed and 14.9% of Chinese qualifiers received a first class degree, compared with 5.7% of black or black British: Caribbean and 6.3% of black or black British: African.

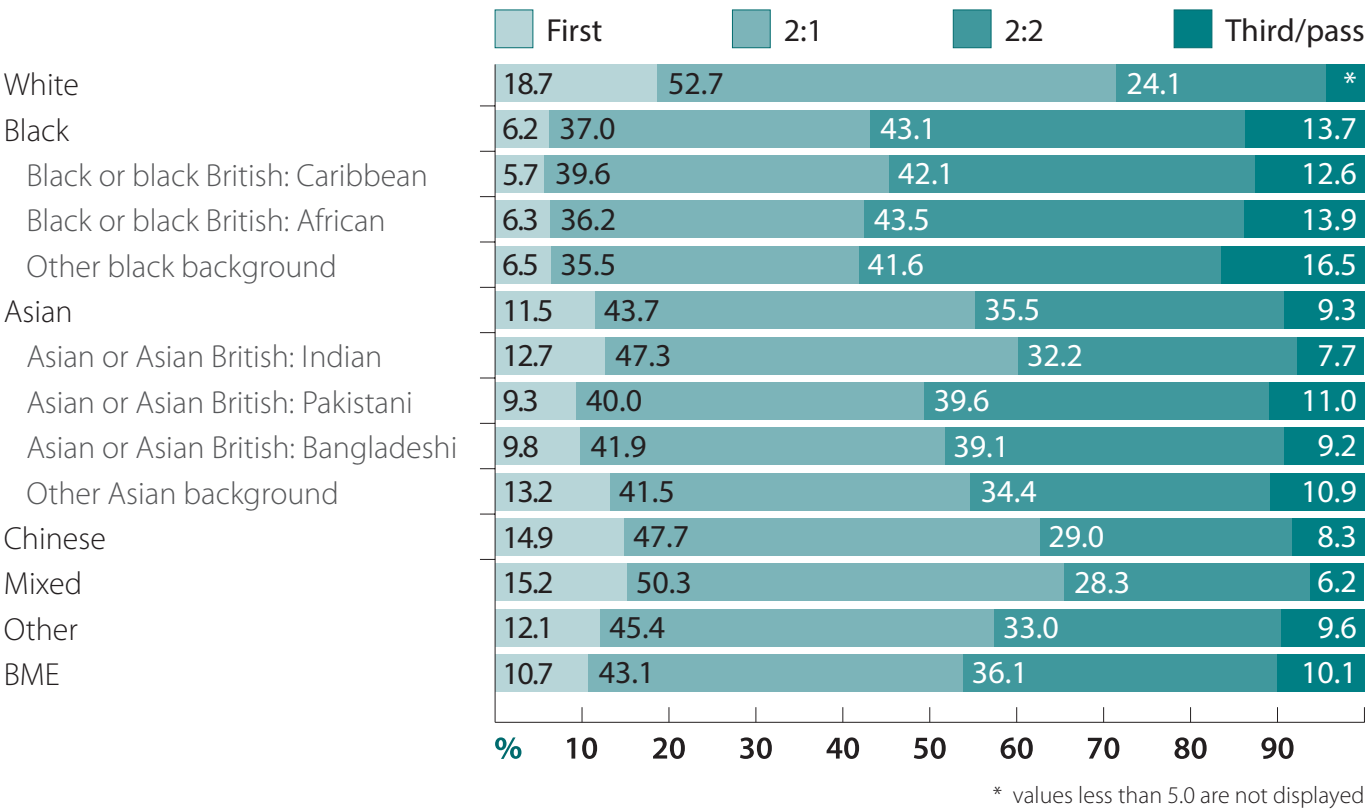
The highest proportion of UK-domiciled qualifiers to receive a third/pass was among other black UK-domiciled qualifiers (16.5%). The lowest proportion was among white UK-domiciled qualifiers (4.4%).

2.13 UK-domiciled FDU qualifiers by degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	45570	18.7	128160	52.7	58690	24.1	10670	4.4
Black	1025	6.2	6155	37.0	7160	43.1	2280	13.7
Black: Caribbean	245	5.7	1690	39.6	1800	42.1	535	12.6
Black: African	730	6.3	4165	36.2	5010	43.5	1600	13.9
Other black background	55	6.5	300	35.5	355	41.6	140	16.5
Asian	2840	11.5	10800	43.7	8770	35.5	2305	9.3
Asian: Indian	1380	12.7	5155	47.3	3510	32.2	845	7.7
Asian: Pakistani	645	9.3	2760	40.0	2735	39.6	760	11.0
Asian: Bangladeshi	285	9.8	1220	41.9	1140	39.1	270	9.2
Other Asian background	530	13.2	1665	41.5	1385	34.4	435	10.9
Chinese	425	14.9	1350	47.7	820	29.0	235	8.3
Mixed	1405	15.2	4645	50.3	2610	28.3	575	6.2
Other	345	12.1	1295	45.4	940	33.0	270	9.6
BME total	6040	10.7	24250	43.1	20305	36.1	5670	10.1

FDU first degree undergraduate

UK-domiciled FDU qualifiers in ethnic groups by degree class



Among those studying SET subjects, 69.7% of white UK-domiciled qualifiers received a first/2:1, compared with 54.4% of BME UK-domiciled qualifiers, a 15.3% degree attainment gap.

The attainment gap for SET subjects was largest between white and black UK-domiciled qualifiers (26.9%), and smallest between white and Chinese UK-domiciled qualifiers (4.2%).

2.14 UK-domiciled FDU qualifiers in SET subjects by degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	21340	22.6	44530	47.1	23525	24.9	5165	5.5
Black	470	7.2	2330	35.6	2750	42.0	995	15.2
Black: Caribbean	75	5.4	505	37.4	570	42.4	200	14.8
Black: African	375	7.7	1720	35.2	2050	41.9	740	15.2
Other black background	25	7.2	110	34.2	130	41.3	55	17.3
Asian	1505	13.9	4615	42.7	3650	33.8	1035	9.6
Asian: Indian	735	15.2	2225	46.0	1505	31.1	375	7.7
Asian: Pakistani	330	11.5	1150	40.0	1075	37.4	320	11.1
Asian: Bangladeshi	120	12.5	405	41.6	355	36.7	90	9.2
Other Asian background	315	14.8	835	39.4	715	33.7	255	12.0
Chinese	255	19.3	610	46.2	350	26.7	100	7.8
Mixed	585	18.6	1455	46.4	875	28.0	220	7.0
Other	185	15.7	490	42.2	370	31.5	125	10.5
BME total	2995	13.0	9500	41.4	7995	34.8	2475	10.8

FDU first degree undergraduate

The difference in attainment between different UK-domiciled ethnic groups was slightly bigger among those studying non-SET subjects than in SET subjects.

Among those studying non-SET subjects, 72.6% of white UK-domiciled qualifiers received a first/2:1, compared with 53.4% of BME UK-domiciled qualifiers, a 19.2% degree attainment gap.

The attainment gap for non-SET subjects was largest between white and black UK-domiciled qualifiers (29.1%), and smallest between white and mixed UK-domiciled qualifiers (6.9%).

2.15 UK-domiciled FDU qualifiers in non-SET subjects by degree class and ethnic group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	24230	16.3	83630	56.3	35170	23.7	5505	3.7
Black	555	5.5	3825	38.0	4410	43.8	1285	12.7
Black: Caribbean	170	5.8	1185	40.6	1230	42.0	340	11.6
Black: African	355	5.3	2445	37.0	2960	44.7	860	13.0
Other black background	30	6.0	190	36.2	220	41.8	85	16.0
Asian	1340	9.6	6190	44.5	5120	36.8	1270	9.1
Asian: Indian	645	10.7	2930	48.4	2005	33.2	470	7.8
Asian: Pakistani	310	7.8	1610	40.0	1660	41.3	440	11.0
Asian: Bangladeshi	165	8.5	815	42.0	785	40.3	180	9.2
Other Asian background	220	11.5	835	43.7	670	35.2	180	9.6
Chinese	170	11.1	745	49.1	470	31.0	135	8.8
Mixed	820	13.4	3190	52.3	1735	28.4	355	5.8
Other	160	9.6	800	47.6	570	34.0	150	8.9
BME total	3045	9.1	14745	44.3	12310	37.0	3195	9.6

FDU first degree undergraduate

Among SET UK-domiciled qualifiers, the largest ethnicity attainment gap was in architecture, building and planning where 69.9% of white qualifiers received a first/2:1 compared with 47.8% of BME qualifiers (a 22.1% gap). The smallest was in medicine and dentistry where 91.5% of white qualifiers receive a first/2:1 compared with 87.4% of BME qualifiers (a 4.1% gap).

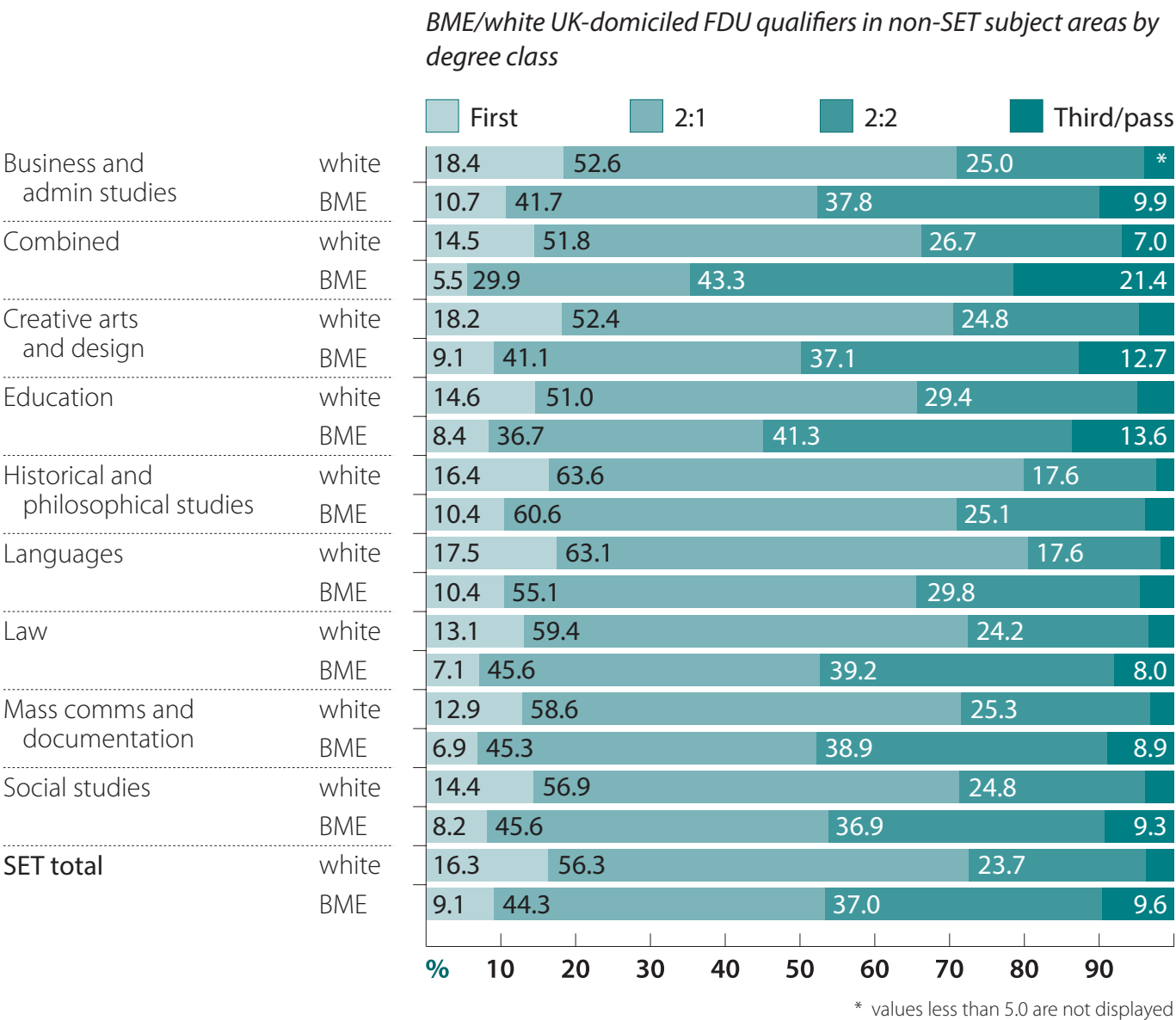
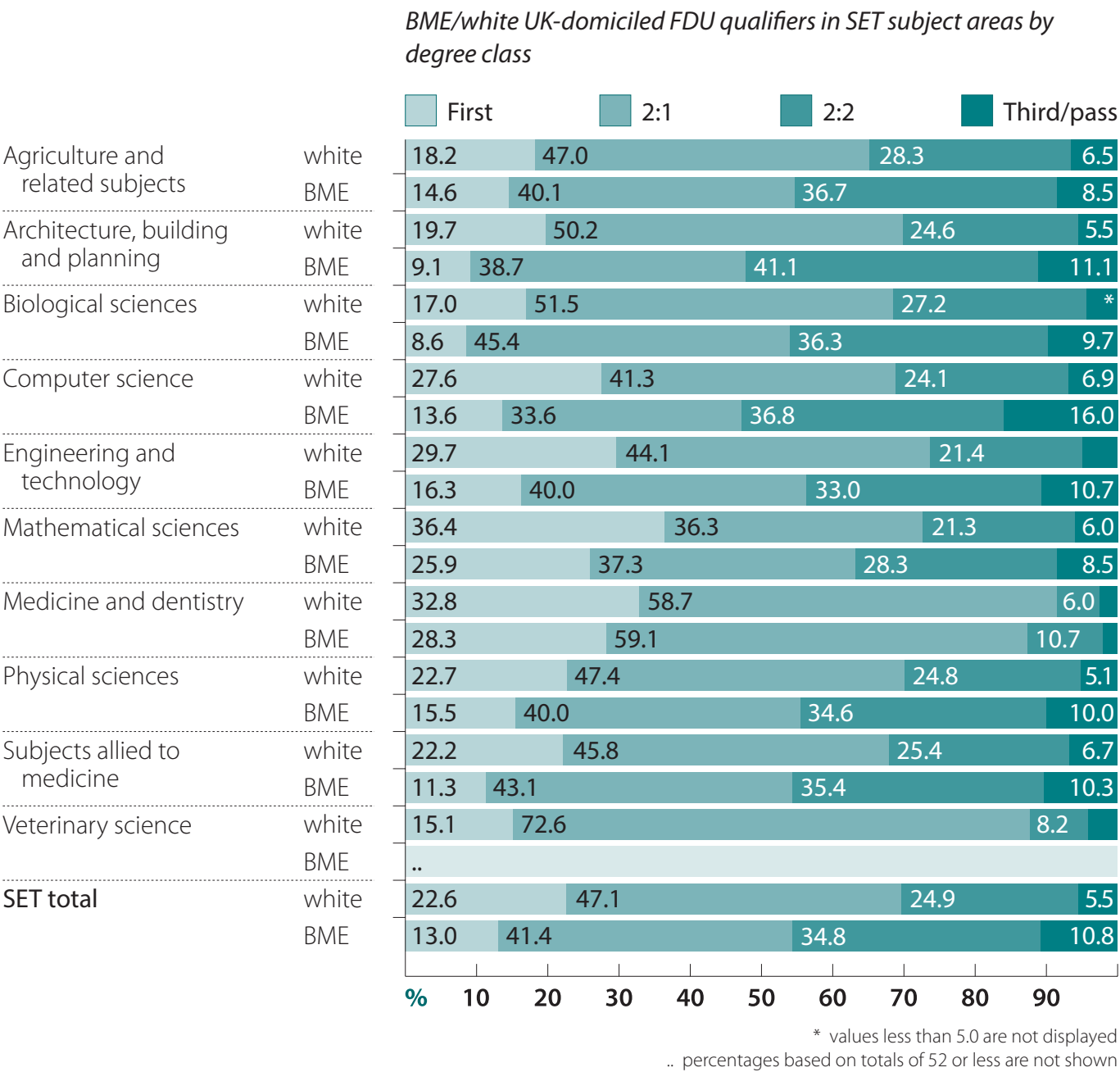
Among non-SET UK-domiciled qualifiers, the largest ethnicity attainment gap was in combined studies where 66.3% of white qualifiers received a first/2:1 compared with 35.4% of BME qualifiers (a 30.9% gap). The smallest was in historical and philosophical studies where 80.0% of white qualifiers received a first/2:1 compared with 71.0% of BME qualifiers (a 9.0% gap).

2.16 UK-domiciled FDU qualifiers by subject area, degree class and BME/white identity

	First			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	390	18.2	15	14.6
Architecture, building, planning	1360	19.7	110	9.1
Biological sciences	4550	17.0	450	8.6
Computer science	2145	27.6	455	13.6
Engineering and technology	3345	29.7	515	16.3
Mathematical sciences	1590	36.4	350	25.9
Medicine and dentistry	265	32.8	130	28.3
Physical sciences	2780	22.7	200	15.5
Subjects allied to medicine	4905	22.2	765	11.3
Veterinary science	10	15.1	0	..
SET total	21340	22.6	2995	13.0
Non-SET				
Business, administrative studies	4575	18.4	1165	10.7
Combined	180	14.5	20	5.5
Creative arts and design	5715	18.2	375	9.1
Education	2130	14.6	150	8.4
Historical, philosophical studies	2505	16.4	135	10.4
Languages	3225	17.5	230	10.4
Law	1195	13.1	305	7.1
Mass communications and documentation	1105	12.9	100	6.9
Social studies	3600	14.4	565	8.2
Non-SET total	24230	16.3	3045	9.1

FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

2:1				2:2				Third/pass			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1000	47.0	45	40.1	605	28.3	40	36.7	140	6.5	10	8.5
3465	50.2	480	38.7	1695	24.6	510	41.1	385	5.5	135	11.1
13830	51.5	2380	45.4	7295	27.2	1900	36.3	1165	4.3	505	9.7
3215	41.3	1125	33.6	1875	24.1	1230	36.8	540	6.9	535	16.0
4965	44.1	1265	40.0	2410	21.4	1045	33.0	550	4.9	340	10.7
1585	36.3	500	37.3	930	21.3	380	28.3	265	6.0	115	8.5
470	58.7	270	59.1	50	6.0	50	10.7	20	2.5	10	2.0
5800	47.4	510	40.0	3040	24.8	445	34.6	620	5.1	130	10.0
10140	45.8	2925	43.1	5620	25.4	2400	35.4	1480	6.7	695	10.3
55	72.6	5	..	5	8.2	0	..	5	4.1	0	..
44530	47.1	9500	41.4	23525	24.9	7995	34.8	5165	5.5	2475	10.8
13105	52.6	4555	41.7	6235	25.0	4130	37.8	995	4.0	1085	9.9
645	51.8	110	29.9	330	26.7	160	43.3	90	7.0	80	21.4
16485	52.4	1685	41.1	7805	24.8	1520	37.1	1470	4.7	520	12.7
7425	51.0	655	36.7	4285	29.4	735	41.3	710	4.9	245	13.6
9710	63.6	780	60.6	2685	17.6	325	25.1	360	2.4	50	3.9
11635	63.1	1215	55.1	3255	17.6	655	29.8	325	1.8	100	4.6
5415	59.4	1955	45.6	2205	24.2	1680	39.2	310	3.4	345	8.0
5000	58.6	660	45.3	2160	25.3	565	38.9	270	3.2	130	8.9
14215	56.9	3135	45.6	6205	24.8	2540	36.9	975	3.9	640	9.3
83630	56.3	14745	44.3	35170	23.7	12310	37.0	5505	3.7	3195	9.6



Destination of leavers

56.5% of white UK-domiciled leavers were in full-time work, compared with 47.8% of BME UK-domiciled leavers. The ethnic group with the lowest proportion of UK-domiciled leavers in full-time work was Asian or Asian British: Bangladeshi (42.1%), and the group with the highest proportion of leavers who were unemployed was black or black British: African (16.2%).

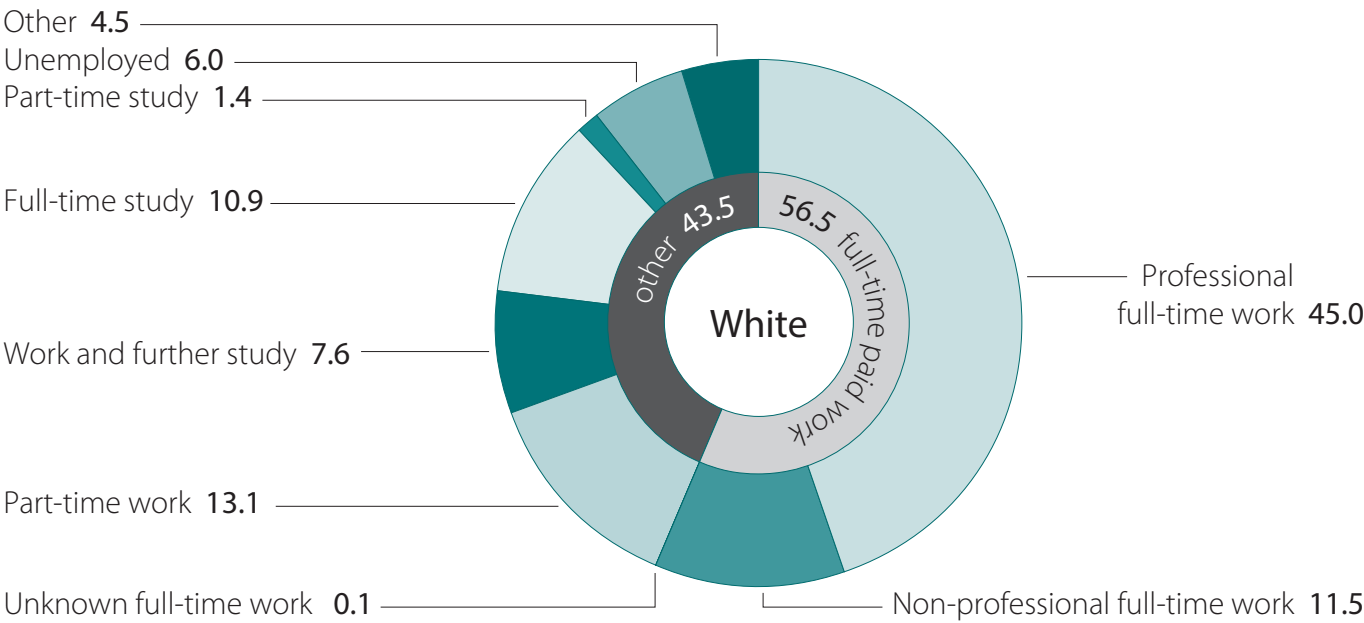
The ethnic group with the highest proportion of UK-domiciled leavers in full-time study was Chinese (18.4%), and the lowest was black or black British: Caribbean (10.1%).

2.17 UK-domiciled DLHE leavers by leaving destination and ethnic group

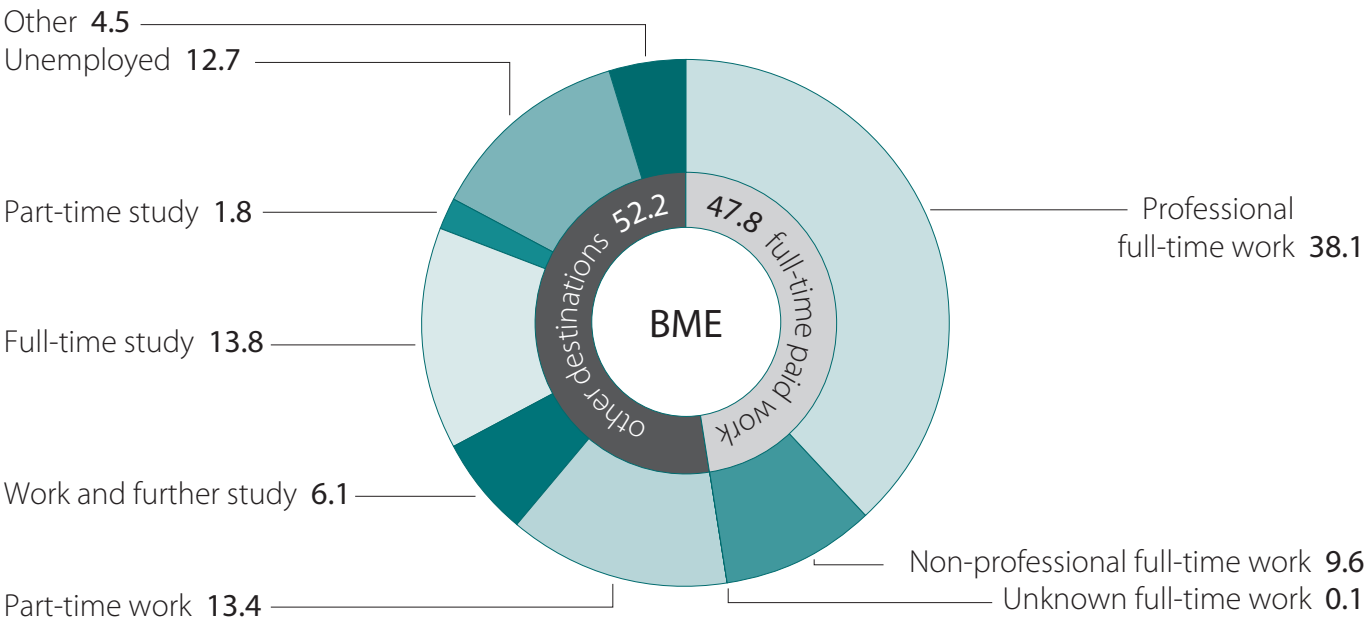
	White		BME total	
	No.	%	No.	%
Full-time work total	178690	56.5	30005	47.8
Professional full-time work	142195	45.0	23930	38.1
Non-professional full-time work	36250	11.5	6030	9.6
Unknown full-time work	245	0.1	45	0.1
Part-time work	41375	13.1	8430	13.4
Work and further study	24150	7.6	3815	6.1
Full-time study	34590	10.9	8680	13.8
Part-time study	4360	1.4	1105	1.8
Unemployed	18865	6.0	7975	12.7
Other	14175	4.5	2815	4.5

Black					Asian						Chinese		Mixed		Other	
All		Caribbean	African	Other	All		Indian	Pakistani	Bangladeshi	Other						
No.	%	%	%	%	No.	%	%	%	%	%	No.	%	No.	%	No.	%
8095	45.4	47.9	44.4	46.5	13735	48.6	53.8	43.6	42.1	46.3	1560	47.3	5065	50.6	1550	45.3
6275	35.2	35.5	35.0	37.3	11145	39.4	45.0	34.2	30.3	38.3	1315	39.8	3945	39.4	1255	36.8
1810	10.2	12.5	9.4	9.1	2575	9.1	8.8	9.3	11.7	7.9	245	7.4	1115	11.1	285	8.3
5	0.0	0.0	0.0	0.1	20	0.1	0.0	0.1	0.0	0.1	5	0.2	5	0.1	5	0.2
2615	14.7	18.7	13.2	14.4	3755	13.3	11.7	13.8	19.7	12.5	370	11.2	1315	13.2	375	10.9
1060	6.0	6.7	5.7	5.9	1765	6.2	6.4	6.6	5.4	5.8	145	4.3	640	6.4	205	6.1
2265	12.7	10.1	13.8	11.4	3875	13.7	12.5	15.1	12.7	15.4	610	18.4	1395	13.9	540	15.7
355	2.0	2.2	1.9	1.7	485	1.7	1.3	2.4	1.5	1.8	60	1.8	140	1.4	70	2.0
2595	14.6	10.3	16.2	14.9	3560	12.6	10.9	14.1	15.1	13.2	400	12.0	935	9.4	485	14.2
825	4.6	4.1	4.8	5.1	1115	3.9	3.4	4.5	3.6	4.9	165	5.0	510	5.1	195	5.7

White UK-domiciled DLHE leavers by leaving destination



BME UK-domiciled DLHE leavers by leaving destination



- = Over the last five years, the proportion of disabled students who declared a mental health condition increased from 5.9% in 2007/08 to 9.6% in 2011/12 (from 0.4% to 0.8% of the entire student population).
- = More than half of full-time disabled first degree undergraduates (56.2%) and full-time other undergraduates (52.1%) received DSA.
- = At postgraduate research and postgraduate taught level, the majority of full-time disabled students did not receive DSA (71.1% and 61.4% respectively).
- = The proportion of students within a subject area who were disabled ranged from 15.7% of those studying creative arts and design to 4.9% of those studying business and administrative studies.
- = 58.5% of disabled students studying creative arts and design and 53.8% studying veterinary science received DSA, compared with 17.7% studying combined subjects (non-SET) and 39.7% studying languages.
- = Within all subject areas, a higher proportion of disabled first degree undergraduates received DSA than disabled students in any other degree level.
- = Overall, the disability degree attainment gap was 2.2%. However, qualifiers with certain impairment types had higher proportions receiving a first/2:1 than non-disabled qualifiers.
- = A higher proportion of disabled students who received DSA received a first/2:1 (64.6%) than those who did not receive DSA (63.3%).
- = In England, Northern Ireland and Wales, a higher proportion of disabled students who received DSA received a first/2:1 than disabled students who did not receive DSA.
- = With the exception of computer science and law, in every subject a higher proportion of non-disabled qualifiers received a first class degree than disabled qualifiers. The largest difference was in medicine and dentistry where 23.6% of disabled qualifiers received a first, compared with 32.0% of non-disabled qualifiers (a 8.4% difference).

3 Disability

Disability overview

Disabled students are those indicated as disabled on their HESA student record. **Non-disabled students** are those not indicated as disabled, or whose disability status is unknown by their institution.

The proportion of students who were disabled varied by country, from 6.0% in Northern Ireland to 8.8% in England and Wales.

A lower proportion of first years were disabled (7.5%) than students across all years (8.6%). This was the case within each country.

Overall, more than half of disabled students (54.0%) did not receive DSA. However, this varied by nation: 56.4% of disabled students received DSA in Northern Ireland compared with 37.6% in Scotland.

A lower proportion of first year disabled students received DSA (39.9%) than disabled students across all years (46.0%).

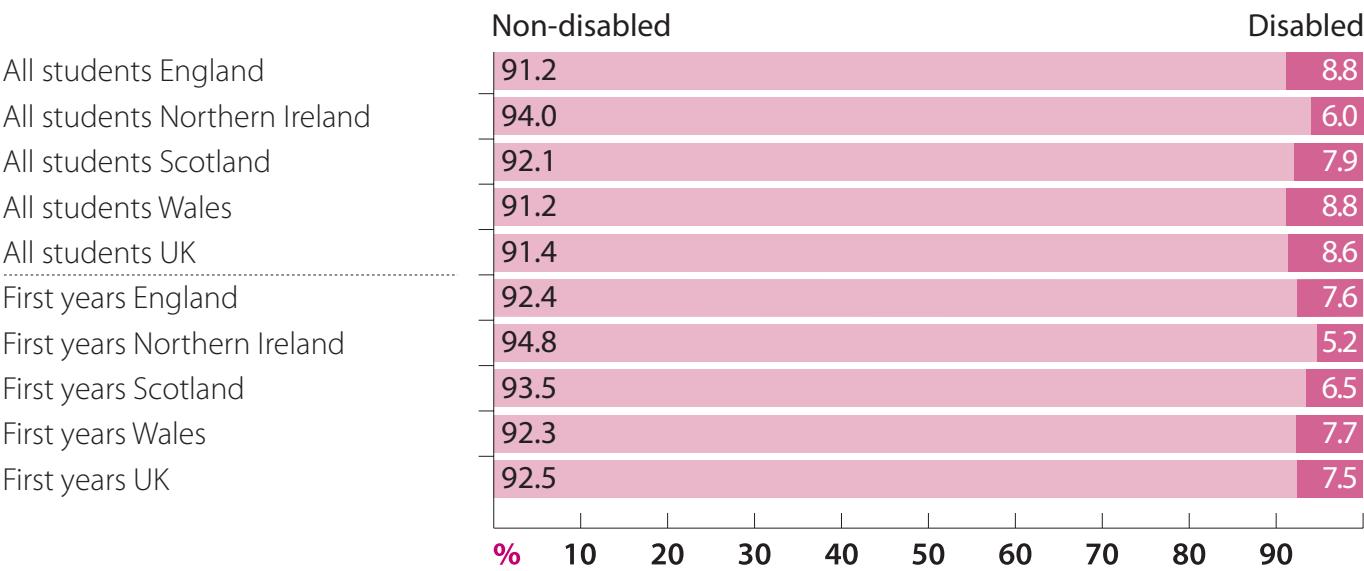
3.1 All/first year students by country of institution and disability status

	Non-disabled		Disabled	
	No.	%	No.	%
All students				
England	1913705	91.2	183525	8.8
Northern Ireland	48805	94.0	3100	6.0
Scotland	199165	92.1	17155	7.9
Wales	119600	91.2	11585	8.8
UK total	2281275	91.4	215370	8.6
First years				
England	869775	92.4	71885	7.6
Northern Ireland	21815	94.8	1195	5.2
Scotland	81840	93.5	5645	6.5
Wales	60180	92.3	4995	7.7
UK first years total	1033615	92.5	83725	7.5

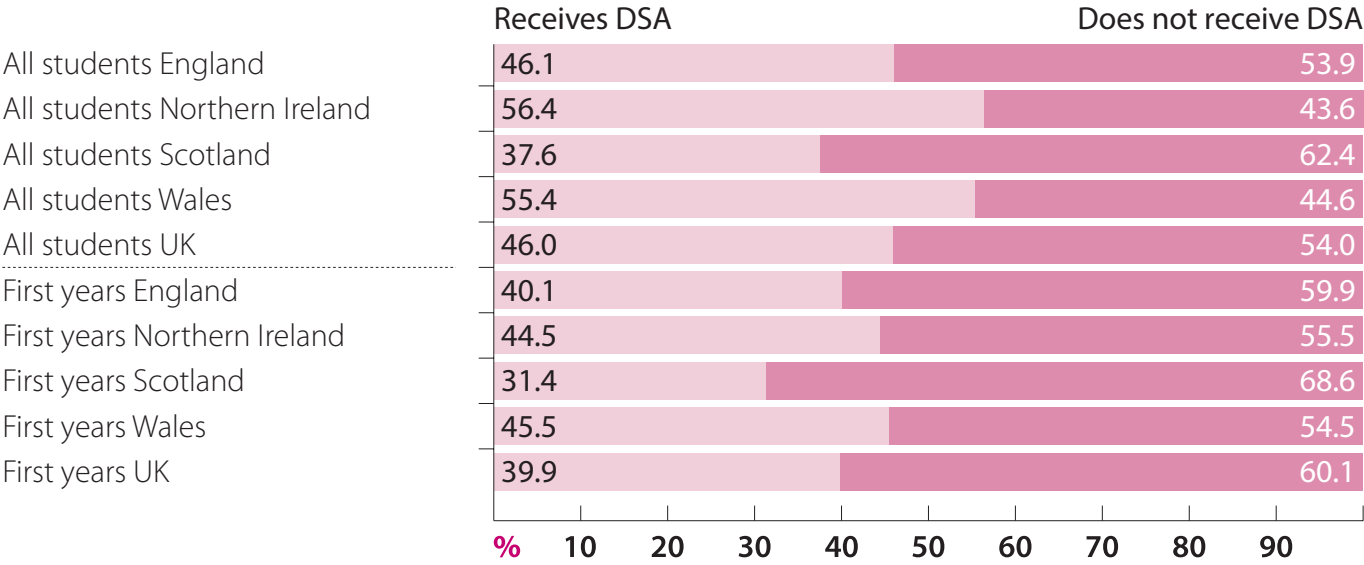
3.2 All/first year disabled students by country of institution and DSA take-up

	Disabled: receives DSA		Disabled: does not receive DSA	
	No.	%	No.	%
All students				
England	79325	46.1	92885	53.9
Northern Ireland	1515	56.4	1170	43.6
Scotland	5925	37.6	9845	62.4
Wales	5725	55.4	4610	44.6
UK total	92490	46.0	108515	54.0
First years				
England	26390	40.1	39445	59.9
Northern Ireland	450	44.5	560	55.5
Scotland	1565	31.4	3415	68.6
Wales	2005	45.5	2405	54.5
UK first years total	30410	39.9	45825	60.1

All/first year students in countries of institution by disability status



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



Over the last nine years, the proportion of students who were disabled steadily increased from 5.4% in 2003/04 to 8.6% in 2011/12.

While consistently lower than for the student population as a whole, the proportion of first years who were disabled also steadily increased during this time period. 4.7% of first years were disabled in 2003/04 compared with 7.5% in 2011/12.

3.3 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
First years				
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

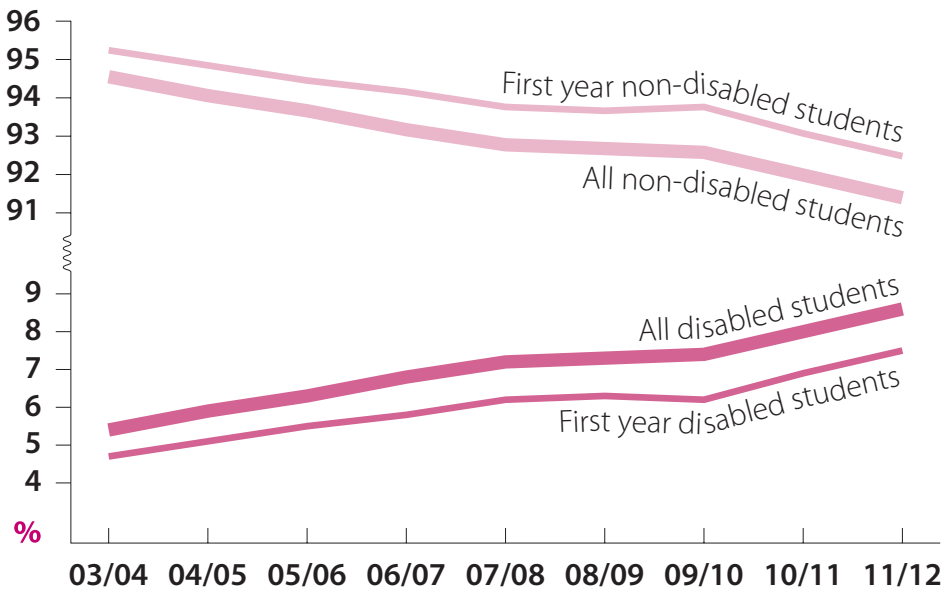
Overall, the proportion of all disabled students who received DSA increased from 42.5% in 2003/04 to 46.0% in 2011/12, although the rate experienced slight fluctuations over this period.

The proportion of first year disabled students who received DSA was lower than for disabled students across all years, but has also increased. 36.7% of disabled first years received DSA in 2003/04 compared with 39.9% in 2011/12.

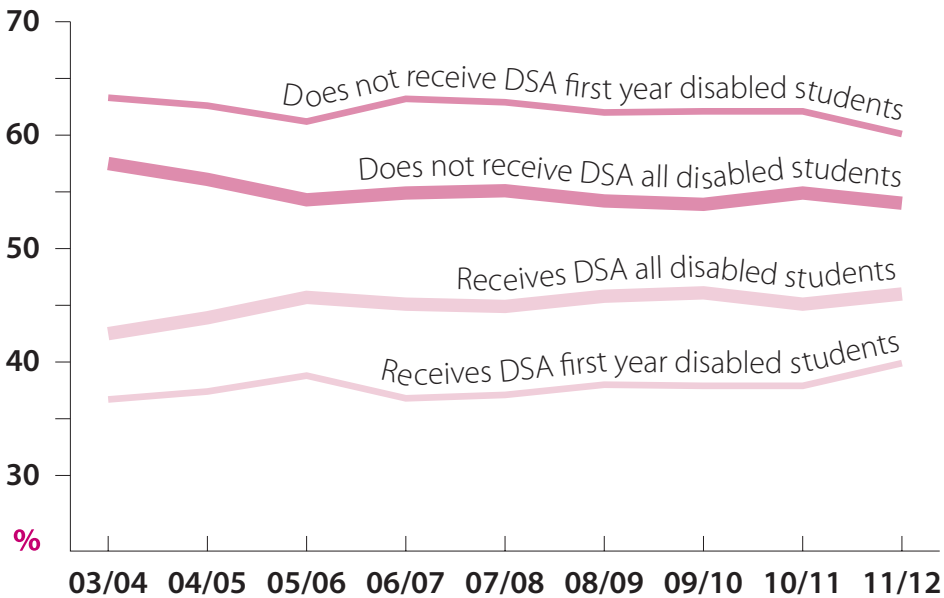
3.4 Profile of all/first year disabled students over time by DSA take-up

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
First years				
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

All/first year students over time by disability status



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



A new coding framework was introduced for entrants in 2010/11. For full details, please see [About the data](#).

Over the last five years, the proportion of disabled students who declared a mental health condition increased from 5.9% in 2007/08 to 9.6% in 2011/12 (from 0.4% to 0.8% of the entire student population).

The proportion of disabled students who declared a specific learning disability increased from 46.3% in 2007/08 to 48.4% in 2011/12 (from 3.3% to 4.2% of the entire student population).

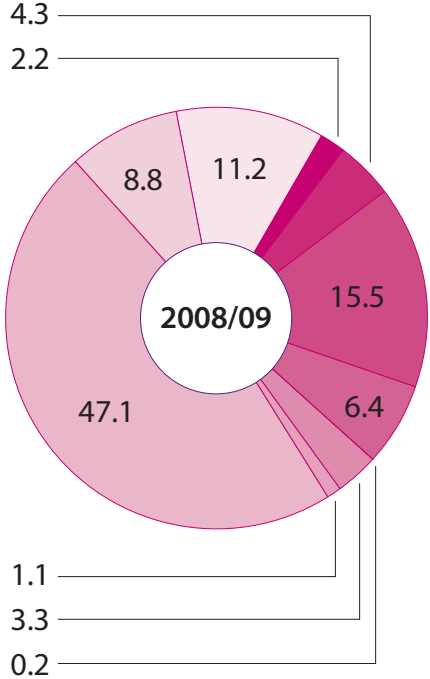
The proportion of disabled students who declared a social communication or autistic spectrum disorder increased from 0.9% in 2007/08 to 2.1% in 2011/12.

3.5 Profile over time of disabled students by 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

Profile over time of disabled students by impairment type

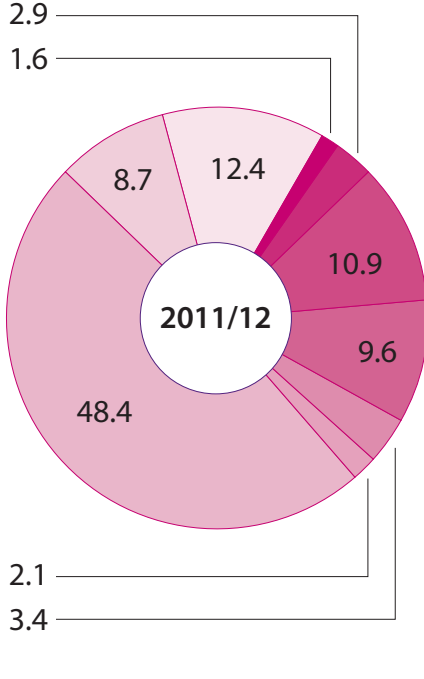
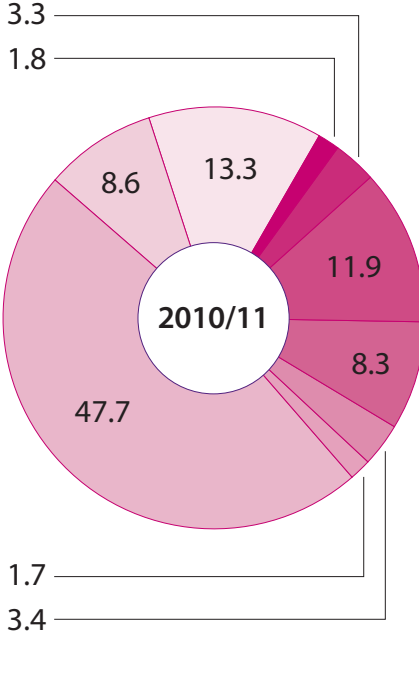
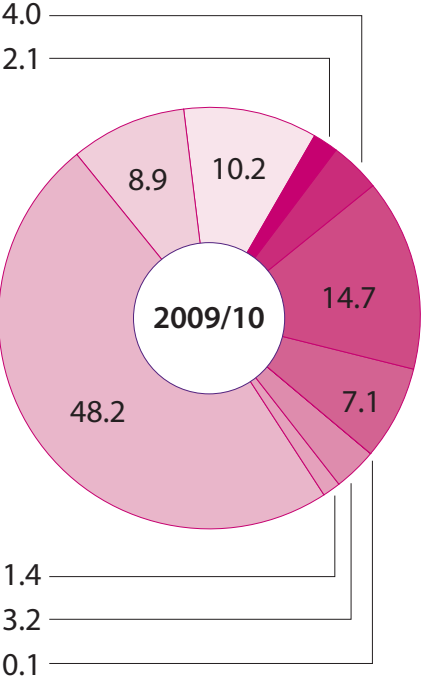
- Blind/serious visual impairment
- Deaf/serious hearing impairment
- Long-standing illness or health condition
- Mental health condition
- Personal care support
- Physical impairment/mobility issues
- Social communication/autistic spectrum disorder
- Specific learning difficulty
- Two or more impairments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



2007/08			2008/09			2009/10			2010/11			2011/12		
No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b
3685	0.2	2.2	3875	0.2	2.2	3925	0.2	2.1	3615	0.1	1.8	3520	0.1	1.6
6940	0.3	4.2	7500	0.3	4.3	7380	0.3	4.0	6695	0.3	3.3	6215	0.2	2.9
25920	1.1	15.7	27325	1.1	15.5	27165	1.1	14.7	23765	1.0	11.9	23480	0.9	10.9
9675	0.4	5.9	11200	0.5	6.4	13055	0.5	7.1	16510	0.7	8.3	20730	0.8	9.6
360	0.0	0.2	265	0.0	0.2	240	0.0	0.1	40	0.0	0.0	15	0.0	0.0
6265	0.3	3.8	5850	0.2	3.3	5965	0.2	3.2	6755	0.3	3.4	7345	0.3	3.4
1455	0.1	0.9	1925	0.1	1.1	2595	0.1	1.4	3410	0.1	1.7	4450	0.2	2.1
76385	3.3	46.3	82860	3.5	47.1	88975	3.6	48.2	95330	3.8	47.7	104220	4.2	48.4
14460	0.6	8.8	15580	0.7	8.8	16455	0.7	8.9	17205	0.7	8.6	18780	0.8	8.7
19885	0.9	12.0	19690	0.8	11.2	18790	0.8	10.2	26605	1.1	13.3	26620	1.1	12.4

^a as a proportion of all students

^b as a proportion of all disabled students



At all degree levels, a lower proportion of EU and non-EU students were disabled than UK-domiciled students.

This difference was largest among first degree undergraduates where 10.8% of UK students were disabled compared with 4.6% of EU students and 2.5% of non-EU students.

The domicile profile between non-disabled and disabled students was particularly disparate at the postgraduate taught level. At this level, 88.7% of disabled students were UK-domiciled compared with 62.6% of non-disabled students. The proportion of disabled students who were non-EU (7.3%) was much lower than the proportion of non-disabled students who were non-EU (29.4%)

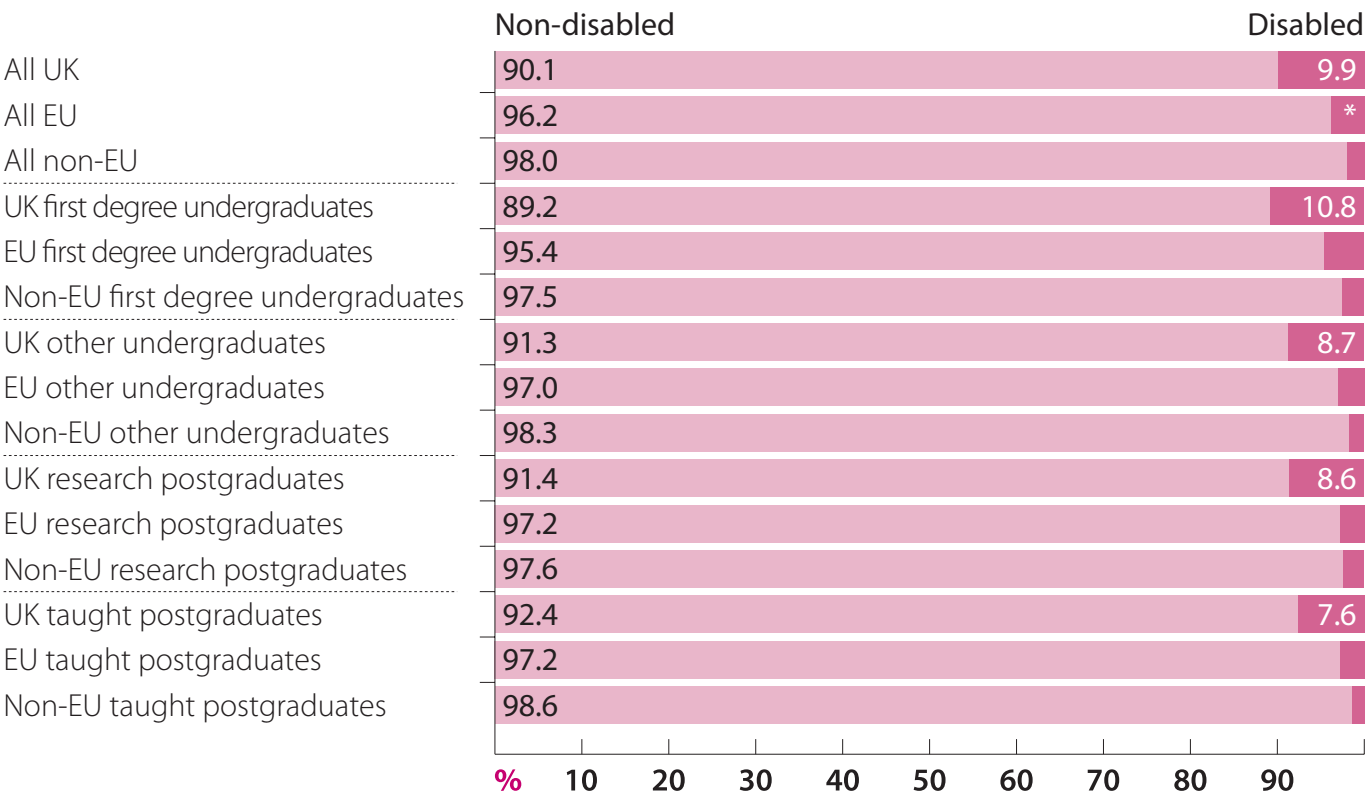
3.6 All students by degree level, domicile category and disability status

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All levels						
UK	1857080	81.4	90.1	204330	94.9	9.9
EU	127525	5.6	96.2	5025	2.3	3.8
Non-EU	296670	13.0	98.0	6015	2.8	2.0
First degree undergraduate						
UK	1197365	86.2	89.2	145325	95.7	10.8
EU	70600	5.1	95.4	3370	2.2	4.6
Non-EU	121585	8.7	97.5	3125	2.1	2.5
Other undergraduate						
UK	328725	92.6	91.3	31195	98.2	8.7
EU	8850	2.5	97.0	270	0.9	3.0
Non-EU	17430	4.9	98.3	300	0.9	1.7
Postgraduate research						
UK	58960	57.6	91.4	5545	83.0	8.6
EU	13670	13.4	97.2	390	5.8	2.8
Non-EU	29755	29.1	97.6	745	11.2	2.4
Postgraduate taught						
UK	272030	62.6	92.4	22260	88.7	7.6
EU	34405	7.9	97.2	1000	4.0	2.8
Non-EU	127895	29.4	98.6	1845	7.3	1.4

* within a disability status the percentage of students who are UK/EU/non-EU domiciles (compare vertically within degree levels)

^ within a domicile group the percentage of students who are disabled/non-disabled (compare horizontally)

All students in domicile categories and degree levels by disability status



* values less than 5.0 are not displayed

Mode and level

A higher proportion of undergraduate students were disabled than postgraduate students. 9.8% of first degree undergraduates and 8.2% of other undergraduates were disabled, compared with 6.1% of postgraduate research students and 5.5% of postgraduate taught students.

For all degree levels except other undergraduate, a higher proportion of disabled students studied part-time than non-disabled students. 64.2% of disabled other undergraduates studied part-time, compared with 75.1% of non-disabled other undergraduates.

3.7 All students by degree level, mode and disability status

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	1569500	68.8	91.2	151900	70.5	8.8
Part-time	711775	31.2	91.8	63465	29.5	8.2
All students	2281275	100	91.4	215370	100	8.6
First degree undergraduate						
Full-time	1187415	85.5	90.5	124700	82.1	9.5
Part-time	202130	14.5	88.2	27115	17.9	11.8
All first degree undergraduates	1389545	100	90.2	151820	100	9.8
Other undergraduate						
Full-time	88480	24.9	88.6	11380	35.8	11.4
Part-time	266530	75.1	92.9	20385	64.2	7.1
All other undergraduates	355010	100	91.8	31765	100	8.2
Postgraduate research						
Full-time	74365	72.6	94.2	4610	69.0	5.8
Part-time	28020	27.4	93.1	2070	31.0	6.9
All research postgraduates	102385	100	93.9	6680	100	6.1
Postgraduate taught						
Full-time	219245	50.5	95.1	11205	44.6	4.9
Part-time	215090	49.5	93.9	13900	55.4	6.1
All taught postgraduates	434335	100	94.5	25105	100	5.5

* compare vertically within degree levels ^ compare horizontally

At all degree levels, the majority (67.0%–80.9%) of part-time disabled students did not receive DSA.

More than half of full-time disabled first degree undergraduates (56.2%) and full-time other undergraduates (52.1%) received DSA.

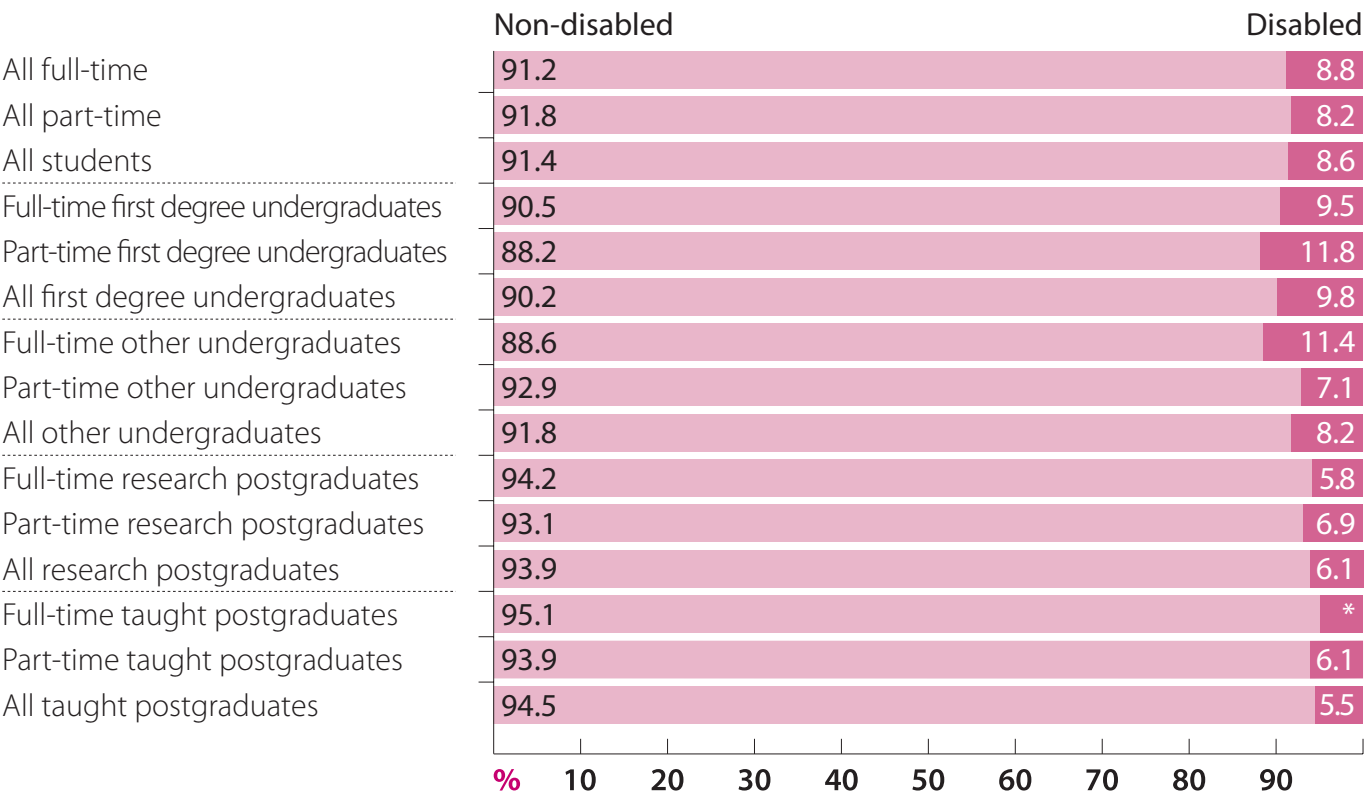
At postgraduate research and postgraduate taught level, the majority of full-time disabled students did not receive DSA (71.1% and 61.4% respectively).

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

	Disabled: receives DSA			Disabled: does not receive DSA		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	76370	82.6	53.8	65525	60.4	46.2
Part-time	16120	17.4	27.3	42990	39.6	72.7
All students	92490	100	46.0	108515	100	54.0
First degree undergraduate						
Full-time	65925	88.3	56.2	51400	74.4	43.8
Part-time	8705	11.7	33.0	17685	25.6	67.0
All first degree undergraduates	74630	100	51.9	69080	100	48.1
Other undergraduate						
Full-time	5315	60.2	52.1	4880	24.7	47.9
Part-time	3520	39.8	19.1	14890	75.3	80.9
All other undergraduates	8835	100	30.9	19775	100	69.1
Postgraduate research						
Full-time	1225	70.6	28.8	3020	69.3	71.2
Part-time	510	29.4	27.6	1340	30.7	72.4
All research postgraduates	1735	100	28.4	4360	100	71.6
Postgraduate taught						
Full-time	3910	53.6	38.6	6225	40.7	61.4
Part-time	3385	46.4	27.2	9075	59.3	72.8
All taught postgraduates	7295	100	32.3	15300	100	67.7

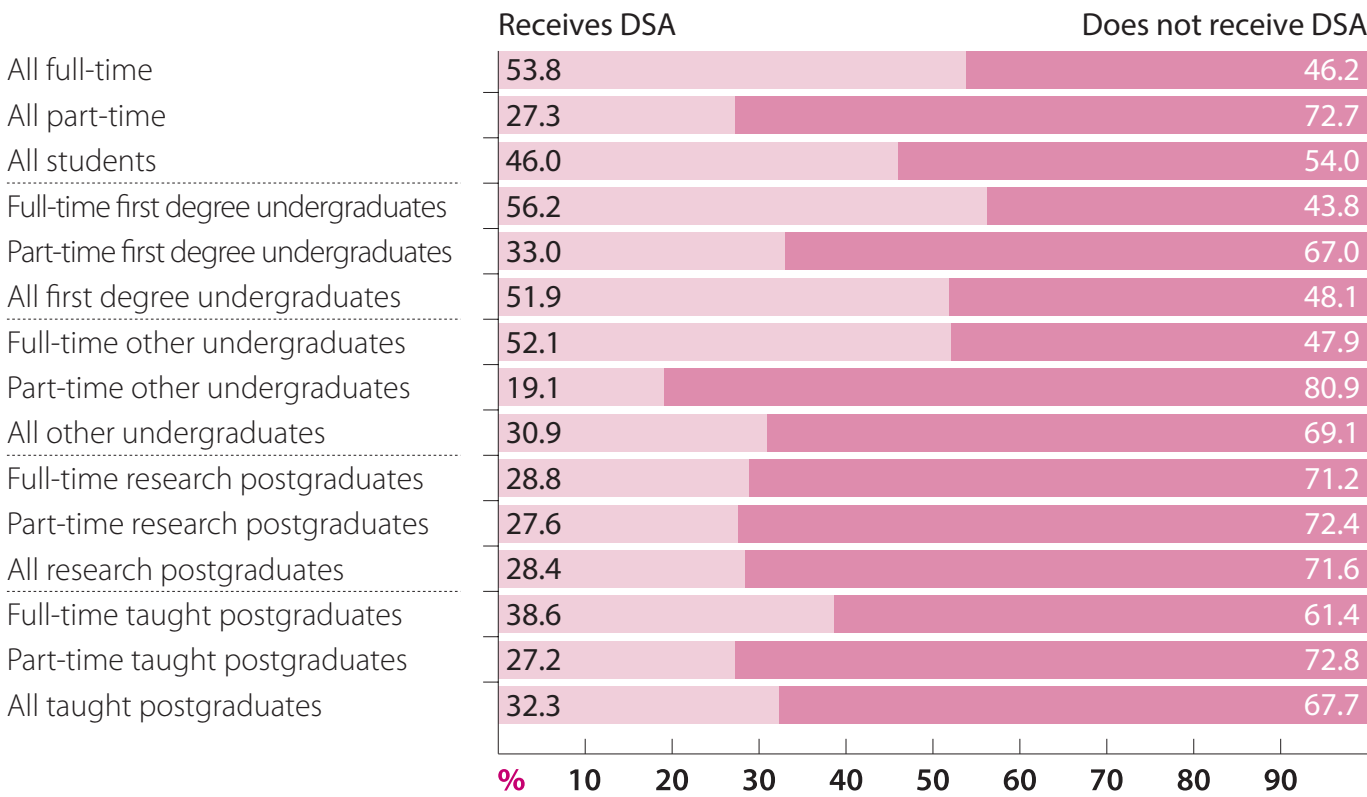
* compare vertically within degree levels ^ compare horizontally

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



* values less than 5.0 are not displayed

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



17.5% of postgraduate research disabled students declared a long-standing illness or health condition, compared with 9.9% of first degree undergraduate disabled students.

However, 50.8% of first degree undergraduate disabled students declared a specific learning difficulty, compared with 36.1% of postgraduate research disabled students.

3.9 All/disabled students by degree level and impairment type

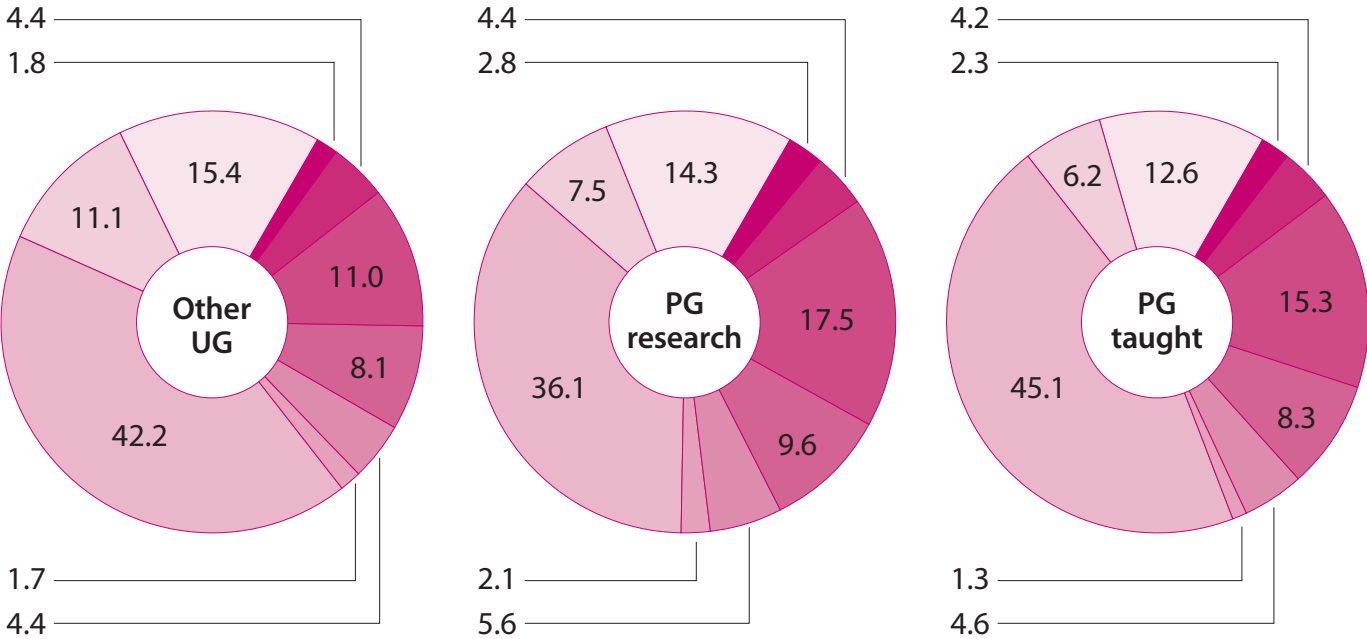
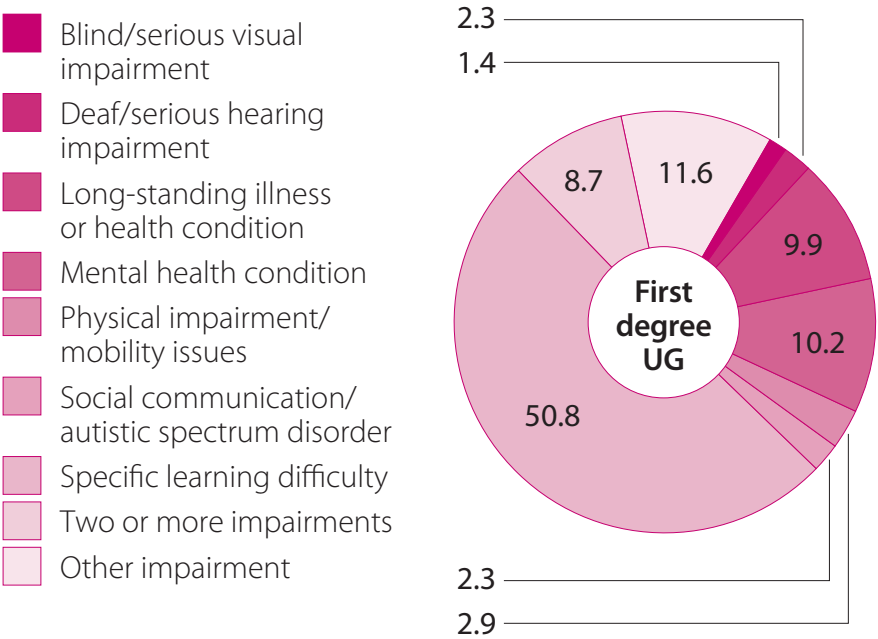
Blind or serious visual impairment
Deaf or serious hearing impairment
Long-standing illness or health condition
Mental health condition
Personal care support
Physical impairment/mobility issues
Social communication or autistic spectrum disorder
Specific learning difficulty
Two or more impairments
Other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

First degree undergraduate			Other undergraduate			Postgraduate research			Postgraduate taught		
No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b
2180	0.1	1.4	575	0.1	1.8	185	0.2	2.8	580	0.1	2.3
3450	0.2	2.3	1405	0.4	4.4	295	0.3	4.4	1065	0.2	4.2
14985	1.0	9.9	3490	0.9	11.0	1170	1.1	17.5	3835	0.8	15.3
15430	1.0	10.2	2580	0.7	8.1	645	0.6	9.6	2075	0.5	8.3
10	0.0	0.0	0	0.0	0.0	0	0.0	0.0	5	0.0	0.0
4425	0.3	2.9	1385	0.4	4.4	375	0.3	5.6	1165	0.3	4.6
3450	0.2	2.3	525	0.1	1.7	140	0.1	2.1	335	0.1	1.3
77080	5.0	50.8	13395	3.5	42.2	2415	2.2	36.1	11330	2.5	45.1
13200	0.9	8.7	3525	0.9	11.1	505	0.5	7.5	1550	0.3	6.2
17605	1.1	11.6	4890	1.3	15.4	955	0.9	14.3	3170	0.7	12.6

^a as a proportion of all students

^b as a proportion of all disabled students

All disabled students in degree levels by impairment type



8.9% of first year first degree undergraduates were disabled, compared with 5.3% of first year postgraduate taught students.

Compared with 2010/11
The proportion of first years who were disabled across all degree levels decreased slightly (by less than 1.0%). The decrease was larger among part-time first years than full-time first years across all degree levels except other undergraduate.

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

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	673210	65.1	92.3	56010	66.9	7.7
Part-time	360400	34.9	92.9	27710	33.1	7.1
All students	1033615	100	92.5	83725	100	7.5
First degree undergraduate						
Full-time	433225	86.1	91.3	41065	83.6	8.7
Part-time	69925	13.9	89.7	8030	16.4	10.3
All first degree undergraduates	503145	100	91.1	49095	100	8.9
Other undergraduate						
Full-time	42505	18.5	89.9	4770	27.0	10.1
Part-time	187755	81.5	93.6	12870	73.0	6.4
All other undergraduates	230255	100	92.9	17635	100	7.1
Postgraduate research						
Full-time	25905	79.1	94.3	1555	75.9	5.7
Part-time	6825	20.9	93.2	495	24.1	6.8
All research postgraduates	32725	100	94.1	2050	100	5.9
Postgraduate taught						
Full-time	171585	64.1	95.2	8625	57.7	4.8
Part-time	95900	35.9	93.8	6320	42.3	6.2
All taught postgraduates	267485	100	94.7	14940	100	5.3

* compare vertically within degree levels ^ compare horizontally

47.6% of disabled first year first degree undergraduates received DSA, compared with 24.1% at other undergraduate and 27.4% at postgraduate research level.

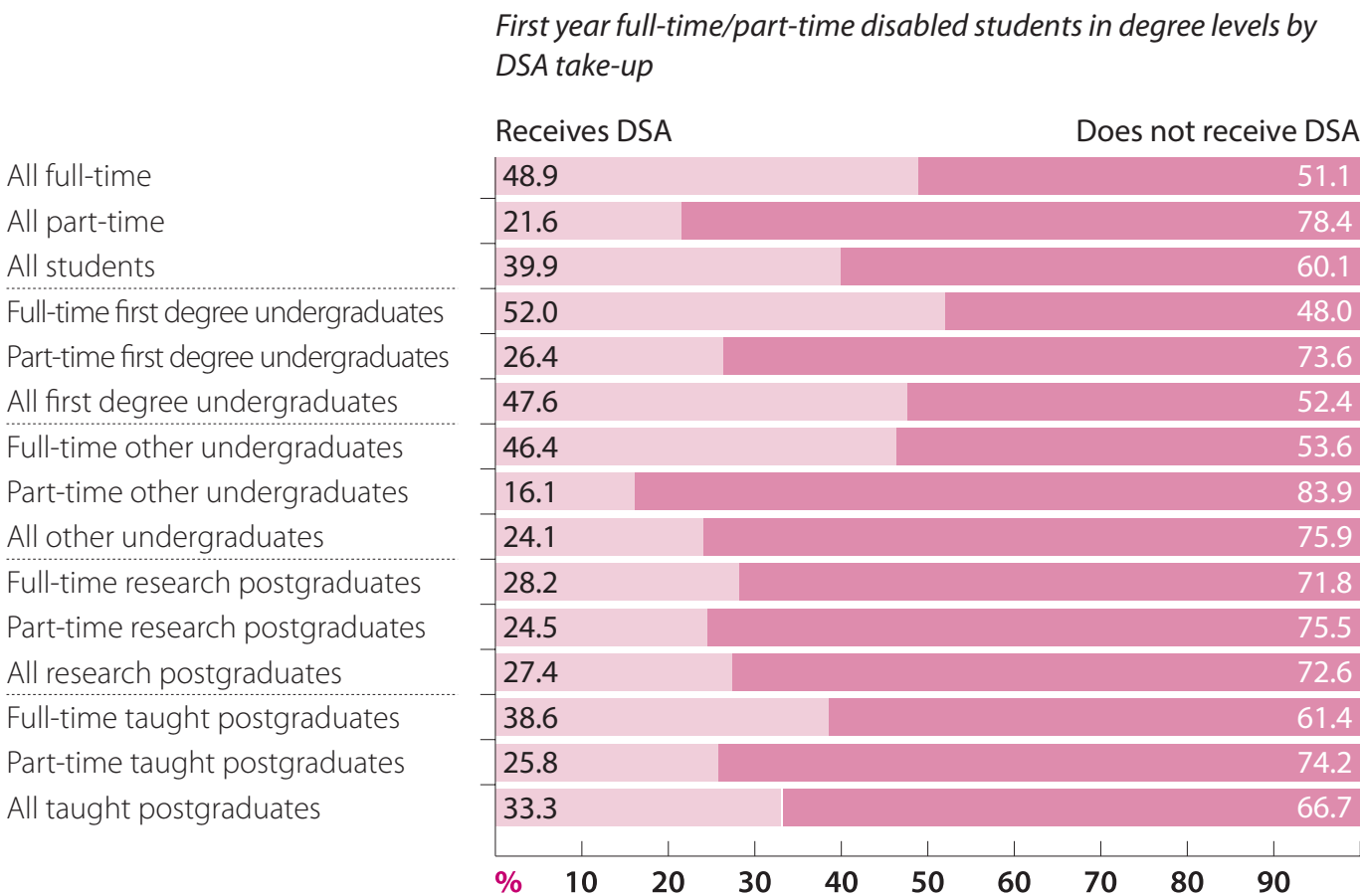
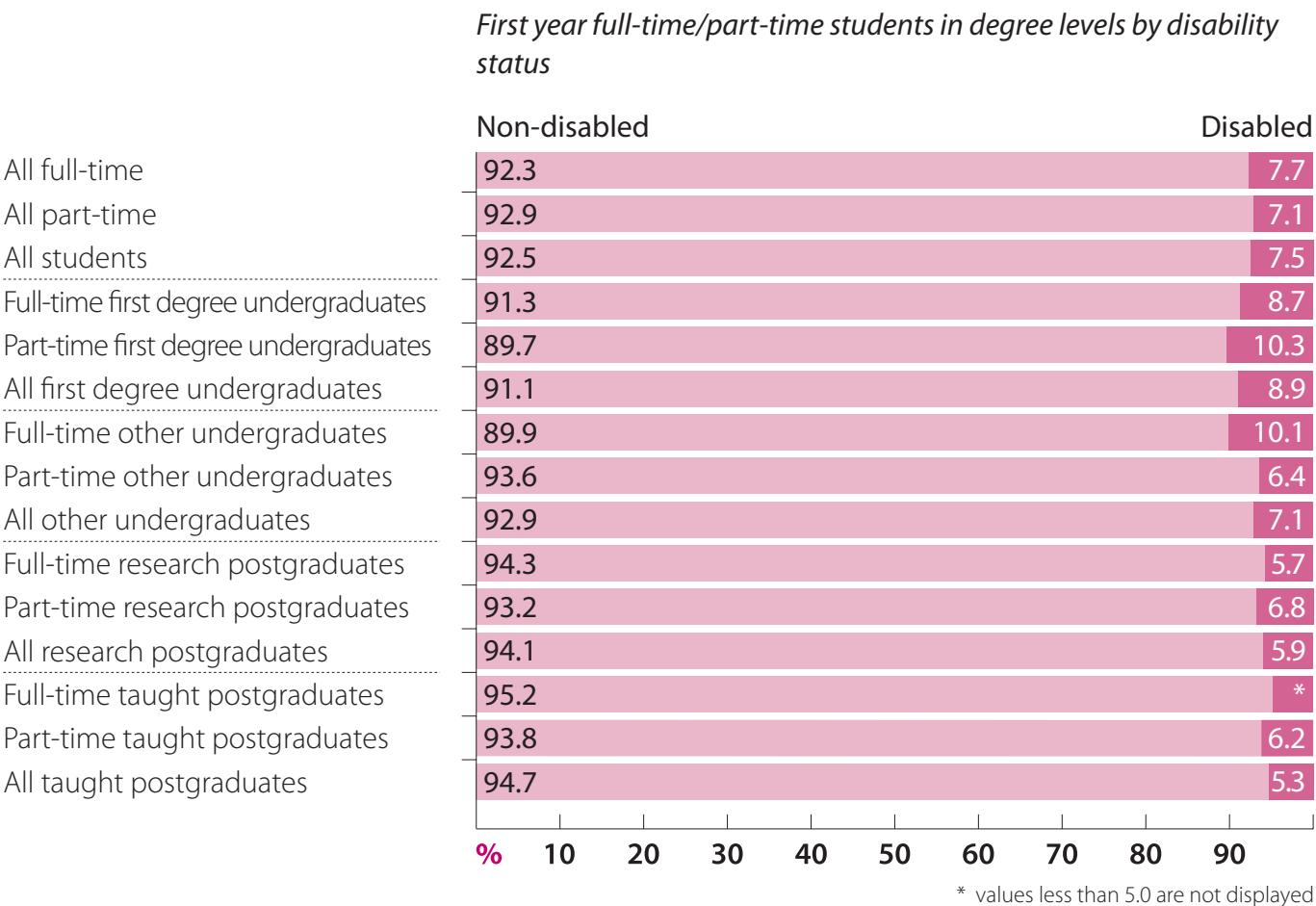
At undergraduate levels, a lower proportion of disabled first years received DSA than disabled students across all years, (see table 3.8).

At postgraduate levels, similar proportions of disabled students received DSA among first year and all students (see table 3.8).

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

	Disabled: receives DSA			Disabled: does not receive DSA		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	24975	82.1	48.9	26125	57.0	51.1
Part-time	5430	17.9	21.6	19700	43.0	78.4
All students	30410	100	39.9	45825	100	60.1
First degree undergraduate						
Full-time	19695	90.5	52.0	18160	75.9	48.0
Part-time	2065	9.5	26.4	5760	24.1	73.6
All first degree undergraduates	21760	100	47.6	23920	100	52.4
Other undergraduate						
Full-time	1885	50.8	46.4	2175	18.6	53.6
Part-time	1825	49.2	16.1	9495	81.3	83.9
All other undergraduates	3710	100	24.1	11670	100	75.9
Postgraduate research						
Full-time	400	78.9	28.2	1020	75.8	71.8
Part-time	105	20.7	24.5	325	24.1	75.5
All research postgraduates	505	99.6	27.4	1345	99.9	72.6
Postgraduate taught						
Full-time	2995	67.6	38.6	4765	53.6	61.4
Part-time	1435	32.4	25.8	4120	46.4	74.2
All taught postgraduates	4430	100	33.3	8885	100	66.7

* compare vertically within degree levels ^ compare horizontally



Subjects

8.8% of non-SET students were disabled, compared with 8.4% of SET students.

The proportion of students within a subject area who were disabled ranged from 15.7% of those studying creative arts and design to 4.9% of those studying business and administrative studies.

Similarly, 14.0% of first years studying creative arts and design, and 4.0% of business and administrative studies first years were disabled.

58.5% of disabled students studying creative arts and design and 53.8% studying veterinary science received DSA, compared with 17.7% studying combined subjects (non-SET) and 39.7% studying languages.

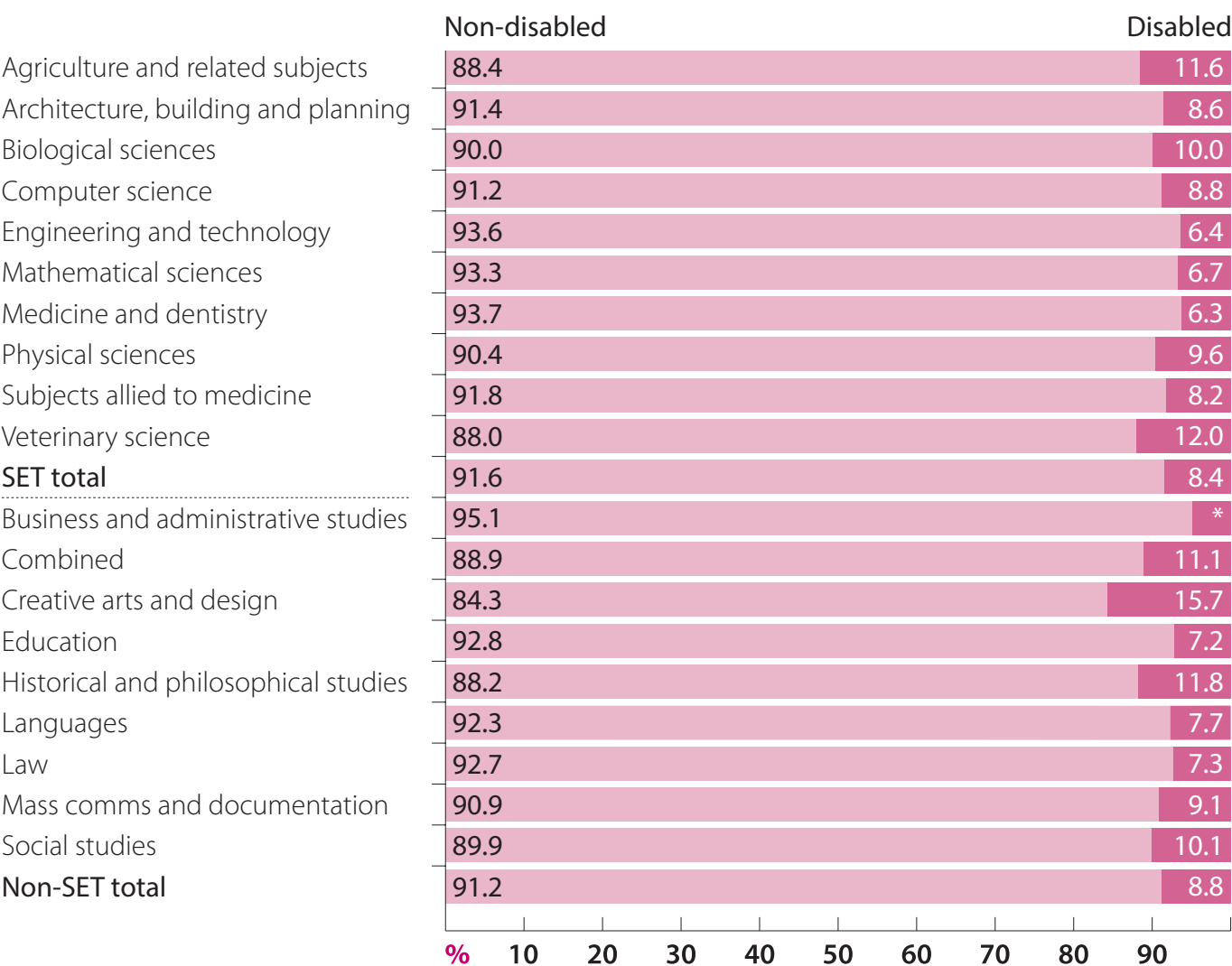
3.12 All/first year students by subject area, disability status and DSA take-up

	All students		
	Non-disabled		
	No.	%*	%^
SET			
Agriculture and related subjects	18715	0.8	88.4
Architecture, building, planning	53350	2.3	91.4
Biological sciences	179435	7.9	90.0
Computer science	87210	3.8	91.2
Engineering and technology	151680	6.6	93.6
Mathematical sciences	40265	1.8	93.3
Medicine and dentistry	63655	2.8	93.7
Physical sciences	85810	3.8	90.4
Subjects allied to medicine	275380	12.1	91.8
Veterinary science	4905	0.2	88.0
SET total	960410	42.1	91.6
Non-SET			
Business, admin studies	346180	15.2	95.1
Combined	84410	3.7	88.9
Creative arts and design	153555	6.7	84.3
Education	187220	8.2	92.8
Historical and philosophical studies	87500	3.8	88.2
Languages	125530	5.5	92.3
Law	86735	3.8	92.7
Mass comms and documentation	49855	2.2	90.9
Social studies	199880	8.8	89.9
Non-SET total	1320865	57.9	91.2
Total	2281275	100	91.4

* compare vertically ^ compare horizontally (consider DSA separately)

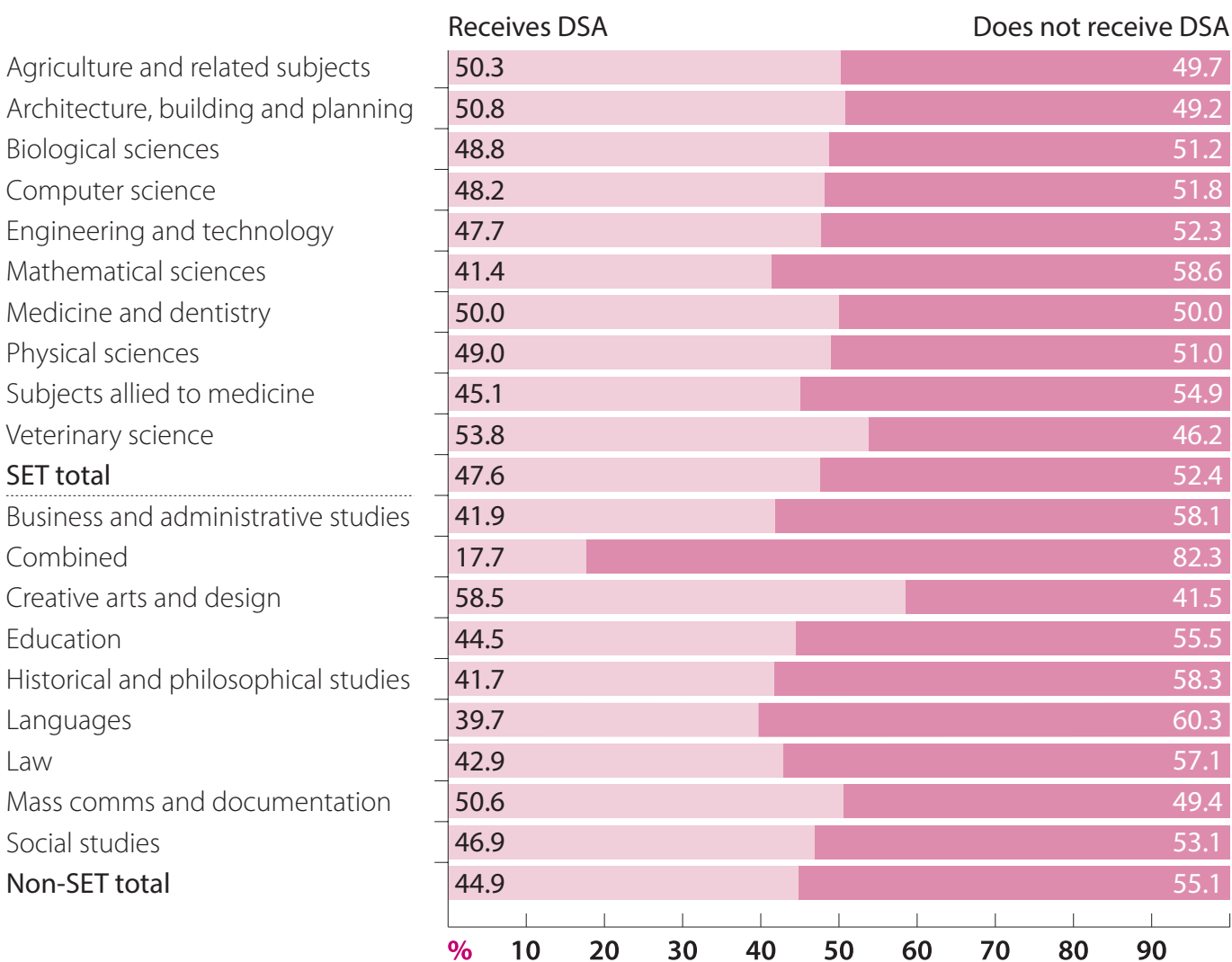
									First years					
Disabled			Disabled: receives DSA			Disabled: does not receive DSA			Non-disabled			Disabled		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
2450	1.1	11.6	1135	1.2	50.3	1125	1.0	49.7	10120	1.0	89.6	1180	1.4	10.4
5000	2.3	8.6	2380	2.6	50.8	2305	2.1	49.2	21950	2.1	92.5	1790	2.1	7.5
19840	9.2	10.0	9150	9.9	48.8	9605	8.8	51.2	71980	7.0	90.8	7300	8.7	9.2
8460	3.9	8.8	3840	4.1	48.2	4130	3.8	51.8	36295	3.5	91.9	3195	3.8	8.1
10340	4.8	6.4	4595	5.0	47.7	5035	4.6	52.3	64270	6.2	94.5	3750	4.5	5.5
2900	1.3	6.7	1135	1.2	41.4	1605	1.5	58.6	14965	1.4	93.7	1000	1.2	6.3
4300	2.0	6.3	2010	2.2	50.0	2010	1.9	50.0	19430	1.9	94.8	1060	1.3	5.2
9145	4.2	9.6	4230	4.6	49.0	4395	4.1	51.0	32455	3.1	91.3	3090	3.7	8.7
24560	11.4	8.2	10255	11.1	45.1	12485	11.5	54.9	129655	12.5	93.2	9495	11.3	6.8
670	0.3	12.0	340	0.4	53.8	290	0.3	46.2	1315	0.1	92.2	110	0.1	7.8
87660	40.7	8.4	39070	42.2	47.6	42985	39.6	52.4	402430	38.9	92.6	31975	38.2	7.4
17680	8.2	4.9	6890	7.4	41.9	9535	8.8	58.1	172555	16.7	96.0	7275	8.7	4.0
10535	4.9	11.1	1825	2.0	17.7	8465	7.8	82.3	52650	5.1	91.3	4990	6.0	8.7
28530	13.2	15.7	15630	16.9	58.5	11080	10.2	41.5	65200	6.3	86.0	10575	12.6	14.0
14500	6.7	7.2	5760	6.2	44.5	7170	6.6	55.5	98115	9.5	93.1	7295	8.7	6.9
11665	5.4	11.8	4535	4.9	41.7	6325	5.8	58.3	34935	3.4	89.3	4180	5.0	10.7
10460	4.9	7.7	3825	4.1	39.7	5815	5.4	60.3	57220	5.5	93.4	4025	4.8	6.6
6840	3.2	7.3	2735	3.0	42.9	3645	3.4	57.1	38905	3.8	93.6	2640	3.2	6.4
5010	2.3	9.1	2360	2.6	50.6	2310	2.1	49.4	22280	2.2	91.9	1950	2.3	8.1
22490	10.4	10.1	9865	10.7	46.9	11190	10.3	53.1	89325	8.6	91.0	8820	10.5	9.0
127710	59.3	8.8	53420	57.8	44.9	65525	60.4	55.1	631185	61.1	92.4	51750	61.8	7.6
215370	100	8.6	92490	100	46.0	108515	100	54.0	1033615	100	92.5	83725	100	7.5

All students in subject areas by disability status



* values less than 5.0 are not displayed

All disabled students in subject areas by DSA take-up



Within subject areas, the difference in the proportion of students who declared a disability between different degree levels ranged from an 8.5% difference for combined studies (15.0% of first degree undergraduates compared with 6.5% of postgraduate taught students) to a 3.3% difference for business and administrative studies, and education (see table 3.14).

Within all subject areas, a higher proportion of disabled first degree undergraduates received DSA than disabled students in any other degree level (see table 3.14).

3.13 All undergraduate students by subject area, degree level, disability status and DSA take-up

	First degree undergraduate			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	8025	86.9	1215	13.1
Architecture building planning	32390	90.6	3370	9.4
Biological sciences	138960	89.6	16055	10.4
Computer science	60760	90.2	6590	9.8
Engineering and technology	95160	92.4	7785	7.6
Mathematical sciences	32575	93.1	2415	6.9
Medicine and dentistry	42660	92.5	3450	7.5
Physical sciences	62355	89.5	7280	10.5
Subjects allied to medicine	128480	90.5	13470	9.5
Veterinary science	4085	86.9	615	13.1
SET total	605450	90.7	62240	9.3
Non-SET				
Business, admin studies	191865	94.1	12080	5.9
Combined	34260	85.0	6045	15.0
Creative arts and design	120865	83.6	23730	16.4
Education	56815	90.9	5670	9.1
History, philosophy	62785	87.6	8905	12.4
Languages	86930	91.5	8115	8.5
Law	62035	92.3	5140	7.7
Mass comms and documentation	37345	90.4	3955	9.6
Social studies	131195	89.2	15935	10.8
Non-SET total	784095	89.7	89580	10.3
Total	1389545	90.2	151820	9.8

.. percentages based on totals of 52 or less are not shown

				Other undergraduate							
Disabled: receives DSA		Disabled: does not receive DSA		Non-disabled		Disabled		Disabled: receives DSA		Disabled: does not receive DSA	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
725	62.7	430	37.3	7535	88.1	1015	11.9	360	39.9	540	60.1
1820	56.8	1385	43.2	6755	92.4	555	7.6	200	40.2	295	59.8
7905	51.6	7410	48.4	10130	89.7	1170	10.3	370	35.7	665	64.3
3230	51.5	3040	48.5	8195	88.7	1045	11.3	385	40.7	560	59.3
3960	53.7	3410	46.3	16070	94.1	1005	5.9	295	33.3	590	66.7
1020	44.9	1250	55.1	2025	89.8	230	10.2	45	20.5	180	79.5
1850	56.9	1400	43.1	585	92.3	50	7.7	25	..	25	..
3700	53.7	3190	46.3	4950	91.2	480	8.8	145	32.9	300	67.1
6525	51.7	6090	48.3	92940	92.2	7890	7.8	2925	40.4	4310	59.6
320	54.5	270	45.5	35	..	0	..	0	..	0	..
31050	52.7	27875	47.3	149220	91.7	13440	8.3	4740	38.9	7460	61.1
5700	50.3	5630	49.7	43415	94.4	2590	5.6	640	26.8	1745	73.2
1540	25.7	4445	74.3	48755	91.7	4395	8.3	275	6.5	3935	93.5
13700	61.1	8715	38.9	12650	85.4	2155	14.6	875	47.5	965	52.5
3130	59.0	2180	41.0	41425	92.5	3355	7.5	890	31.5	1925	68.5
3870	45.9	4565	54.1	8585	89.8	975	10.2	195	23.8	625	76.2
3310	43.2	4345	56.8	22155	94.9	1195	5.1	210	22.0	735	78.0
2245	46.2	2610	53.8	4195	90.7	430	9.3	135	34.0	265	66.0
2040	54.8	1685	45.2	2215	87.0	330	13.0	125	41.2	180	58.8
8045	53.3	7035	46.7	22395	88.6	2890	11.4	750	28.0	1930	72.0
43580	51.4	41205	48.6	205785	91.8	18325	8.2	4090	24.9	12315	75.1
74630	51.9	69080	48.1	355010	91.8	31765	8.2	8835	30.9	19775	69.1

There was a considerable difference in the proportion of disabled students studying agriculture and related subjects, where 13.1% of first year undergraduates and 11.9% of other undergraduates were disabled, compared with 5.1% of postgraduate research and 7.1% of postgraduate taught students (see table 3.13).

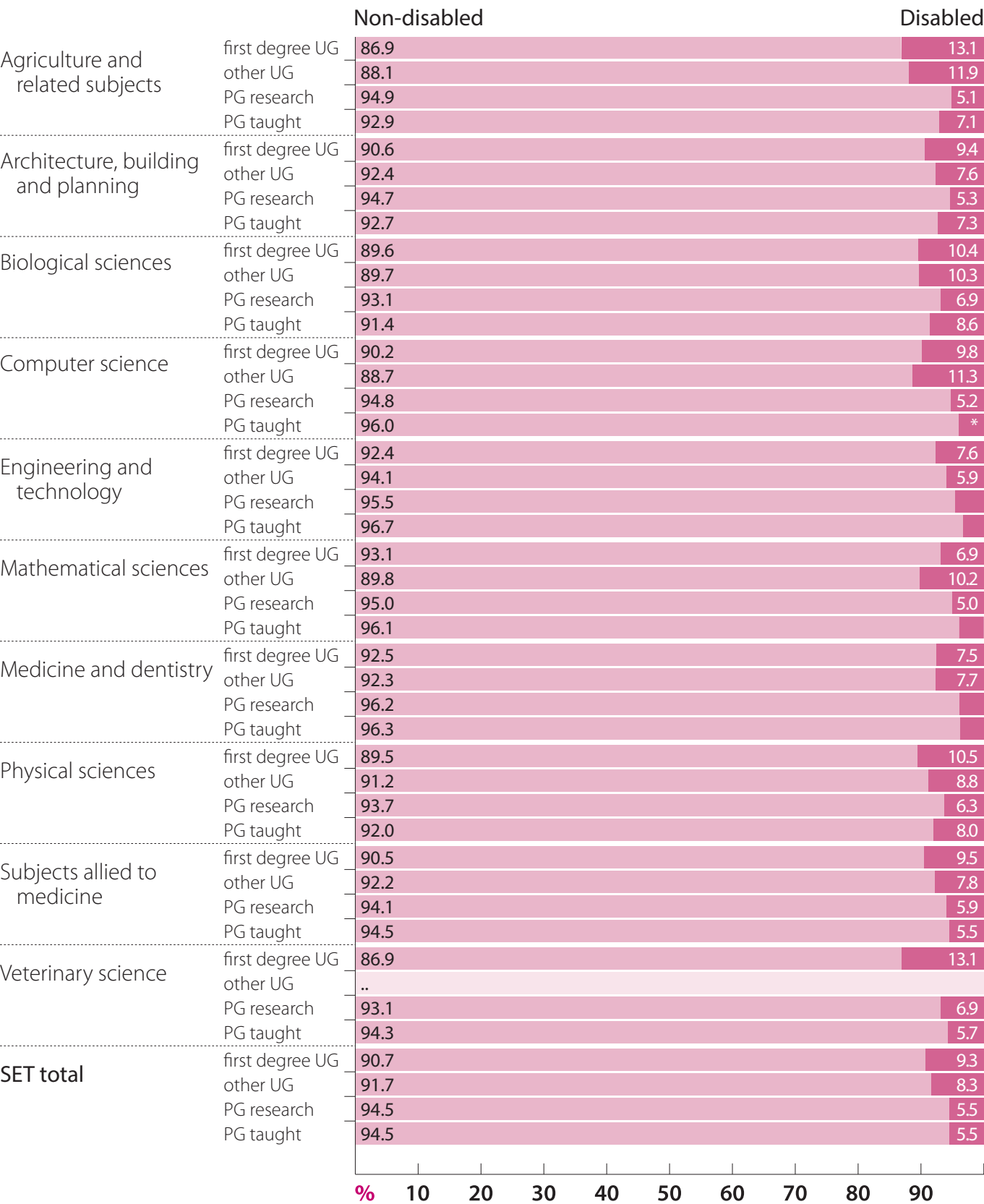
3.14 All postgraduate students by subject area, degree level, disability status and DSA take-up

	Postgraduate research			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	830	94.9	45	5.1
Architecture building planning	1935	94.7	110	5.3
Biological sciences	11960	93.1	890	6.9
Computer science	4410	94.8	245	5.2
Engineering and technology	12930	95.5	610	4.5
Mathematical sciences	2445	95.0	130	5.0
Medicine and dentistry	8630	96.2	345	3.8
Physical sciences	11040	93.7	745	6.3
Subjects allied to medicine	6610	94.1	415	5.9
Veterinary science	305	93.1	25	6.9
SET total	61095	94.5	3550	5.5
Non-SET				
Business, admin studies	6385	96.4	240	3.6
Combined	40	..	0	..
Creative arts and design	3435	89.3	410	10.7
Education	6625	93.8	435	6.2
History, philosophy	6760	91.1	665	8.9
Languages	5820	93.2	420	6.8
Law	2195	92.8	170	7.2
Mass comms and documentation	1010	91.9	90	8.1
Social studies	9015	92.8	700	7.2
Non-SET total	41290	93.0	3130	7.0
Total	102385	93.9	6680	6.1

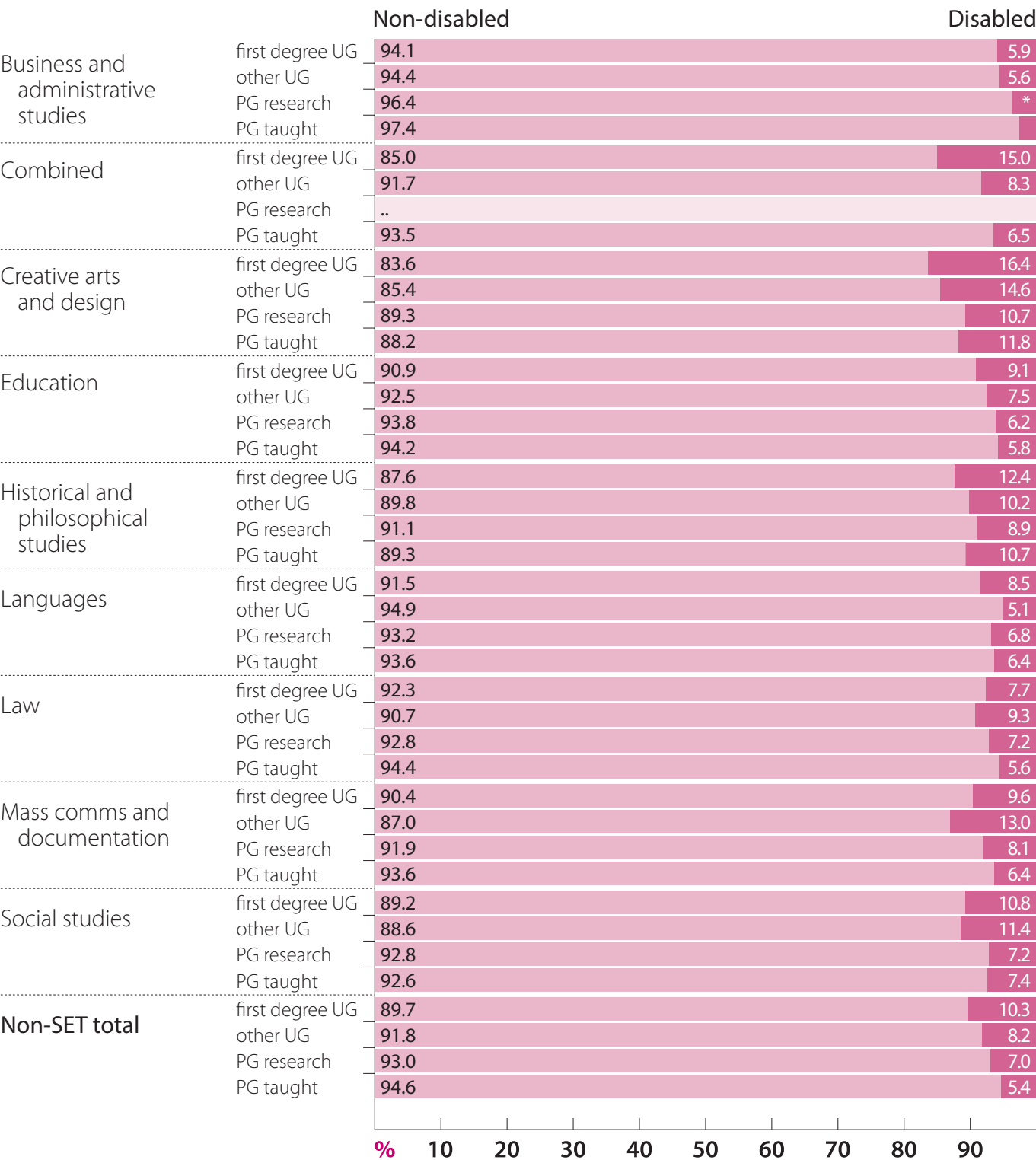
.. percentages based on totals of 52 or less are not shown

				Postgraduate taught							
Disabled: receives DSA		Disabled: does not receive DSA		Non-disabled		Disabled		Disabled: receives DSA		Disabled: does not receive DSA	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15	..	30	..	2325	92.9	180	7.1	40	24.8	125	75.2
20	23.0	75	77.0	12270	92.7	970	7.3	340	38.0	555	62.0
270	33.7	530	66.3	18385	91.4	1725	8.6	605	37.8	995	62.2
60	27.0	165	73.0	13840	96.0	580	4.0	165	31.3	360	68.7
150	27.1	410	72.9	27515	96.7	935	3.3	195	23.6	625	76.4
35	31.1	85	68.9	3225	96.1	130	3.9	30	25.8	90	74.2
65	20.2	255	79.8	11780	96.3	455	3.7	75	18.3	330	81.7
180	26.4	505	73.6	7470	92.0	645	8.0	200	33.0	405	67.0
110	29.1	270	70.9	47350	94.5	2780	5.5	695	27.6	1815	72.4
10	..	15	..	485	94.3	30	5.7	10	..	10	..
925	28.3	2340	71.7	144640	94.5	8430	5.5	2350	30.7	5310	69.3
50	22.9	170	77.1	104515	97.4	2770	2.6	500	20.1	1990	79.9
0	..	0	..	1355	93.5	95	6.5	10	12.2	80	87.8
135	34.8	250	65.2	16605	88.2	2230	11.8	925	44.6	1150	55.4
90	23.9	285	76.1	82355	94.2	5045	5.8	1650	37.3	2775	62.7
150	25.3	450	74.7	9370	89.3	1120	10.7	315	31.4	690	68.6
115	30.0	275	70.0	10625	93.6	725	6.4	190	29.2	460	70.8
50	32.2	105	67.8	18310	94.4	1095	5.6	305	31.4	660	68.6
25	32.3	55	67.7	9285	93.6	630	6.4	170	30.1	395	69.9
190	30.8	430	69.2	37275	92.6	2965	7.4	880	32.9	1795	67.1
810	28.6	2015	71.4	289695	94.6	16675	5.4	4945	33.1	9990	66.9
1735	28.4	4360	71.6	434335	94.5	25105	5.5	7295	32.3	15300	67.7

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



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



With the exception of law, a higher proportion of first year first degree undergraduates in every subject area declared a disability than first year postgraduate research and taught students.

This difference was most pronounced within agriculture and related subjects, where 12.5% of first year first degree undergraduates were disabled compared with 4.2% of first year postgraduate research and 7.2% of first year postgraduate taught students.

Compared with 2010/11
Across all degree levels, the proportion of non-SET students who declared a disability increased.

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

	First degree undergraduate			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	3185	87.5	455	12.5
Architecture, building, planning	10695	91.9	940	8.1
Biological sciences	51305	90.6	5345	9.4
Computer science	22515	91.0	2225	9.0
Engineering and technology	33835	93.2	2470	6.8
Mathematical sciences	11060	93.5	775	6.5
Medicine and dentistry	9440	93.4	665	6.6
Physical sciences	20915	90.3	2245	9.7
Subjects allied to medicine	49050	91.6	4525	8.4
Veterinary science	965	91.3	90	8.7
SET total	212955	91.5	19735	8.5
Non-SET				
Business, administrative studies	77115	94.8	4200	5.2
Combined	13095	87.3	1910	12.7
Creative arts and design	45810	85.2	7965	14.8
Education	21210	91.4	1995	8.6
Historical, philosophical studies	21015	88.5	2725	11.5
Languages	28385	91.9	2515	8.1
Law	22095	93.3	1575	6.7
Mass communications and documentation	14185	91.2	1365	8.8
Social studies	47280	90.3	5110	9.7
Non-SET total	290190	90.8	29360	9.2
Total	503145	91.1	49095	8.9

.. percentages based on totals of 52 or less are not shown

Other undergraduate				Postgraduate research				Postgraduate taught			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5120	89.6	595	10.4	320	95.8	15	4.2	1495	92.8	115	7.2
3530	93.2	260	6.8	615	94.9	35	5.1	7105	92.8	555	7.2
5805	90.2	630	9.8	3840	92.9	295	7.1	11030	91.5	1030	8.5
4575	89.0	565	11.0	1430	95.2	70	4.8	7770	95.9	335	4.1
9570	94.2	585	5.8	4090	96.1	170	3.9	16780	96.9	530	3.1
905	89.3	110	10.7	740	94.5	45	5.5	2255	96.7	75	3.3
315	92.3	25	7.7	2710	96.4	100	3.6	6960	96.3	270	3.7
2760	92.9	210	7.1	3610	94.3	215	5.7	5175	92.5	420	7.5
52540	94.1	3290	5.9	2150	94.6	120	5.4	25910	94.3	1555	5.7
35	..	0	..	110	96.4	5	3.6	210	94.1	15	5.9
85155	93.1	6275	6.9	19625	94.8	1070	5.2	84695	94.5	4895	5.5
28980	95.0	1515	5.0	1985	96.6	70	3.4	64475	97.7	1485	2.3
38475	92.7	3010	7.3	15	..	0	..	1065	93.7	70	6.3
7630	86.7	1170	13.3	1015	88.9	125	11.1	10745	89.1	1315	10.9
25910	92.9	1980	7.1	1815	93.9	120	6.1	49180	93.9	3205	6.1
5735	91.5	530	8.5	2215	90.7	225	9.3	5965	89.5	695	10.5
19315	95.5	915	4.5	2025	93.6	140	6.4	7495	94.3	455	5.7
3025	91.4	285	8.6	720	92.0	60	8.0	13065	94.8	715	5.2
1350	87.9	185	12.1	340	93.8	25	6.2	6405	94.4	380	5.6
14680	89.2	1770	10.8	2970	93.2	215	6.8	24395	93.4	1725	6.6
145100	92.7	11360	7.3	13105	93.0	980	7.0	182790	94.8	10045	5.2
230255	92.9	17635	7.1	32725	94.1	2050	5.9	267485	94.7	14940	5.3

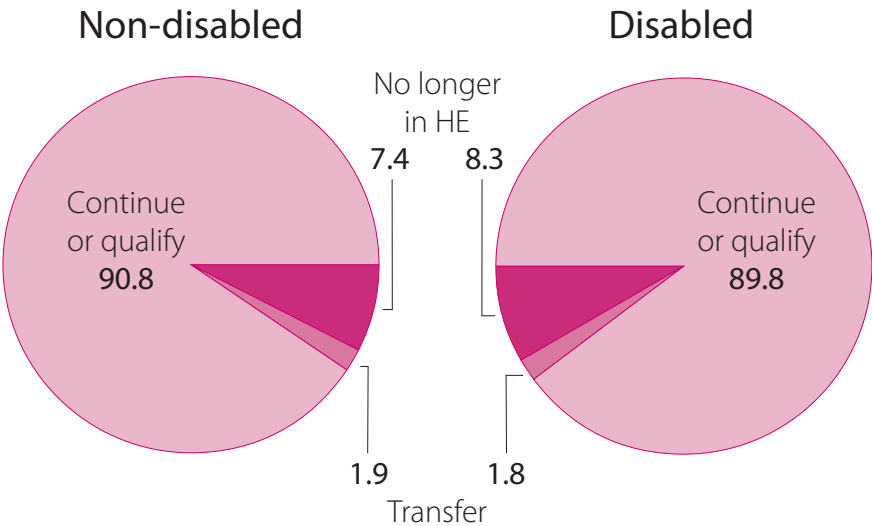
Continuation

In 2010/11, a slightly lower proportion of disabled first degree entrants continued or qualified (89.8%) than non-disabled first degree entrants (90.8%).

3.16 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	301495	90.8	6260	1.9	24435	7.4
Disabled	30145	89.8	620	1.8	2790	8.3

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



Degree attainment

The disability degree attainment gap among first degree undergraduate qualifiers is worked out as the percentage of non-disabled qualifiers receiving a first/2:1 minus the percentage of disabled qualifiers at this level.

The disability degree attainment gap was 2.2%. However, within some impairment types higher proportions of qualifiers received a first/2:1 than non-disabled qualifiers (66.1%):

- = physical impairment or mobility issue (68.5%)
- = long-standing illness or health condition (67.0%)
- = mental health condition (66.9%)

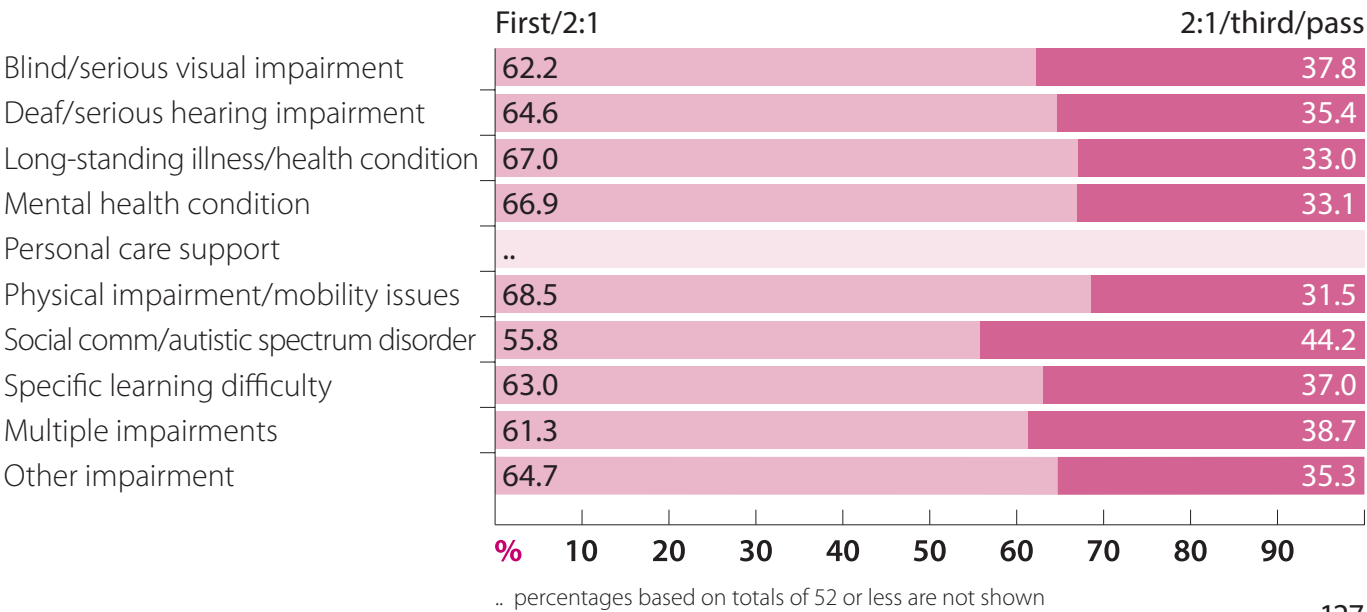
A higher proportion of disabled students who received DSA received a first/2:1 (64.6%) than those who did not receive DSA (63.3%).

3.17 FDU qualifiers by degree class, disability status, DSA take-up and impairment type

	First/2:1		2:2/third/pass	
	No.	%	No.	%
Non-disabled	218405	66.1	112010	33.9
Disabled	21625	63.9	12230	36.1
Blind or serious visual imp.	325	62.2	200	37.8
Deaf or serious hearing imp.	560	64.6	310	35.4
Long-standing illness or health condition	2415	67.0	1190	33.0
Mental health condition	1875	66.9	930	33.1
Personal care support	0	..	0	..
Physical impairment or mobility issues	655	68.5	300	31.5
Social communication or autistic spectrum disorder	335	55.8	265	44.2
Specific learning difficulty	12310	63.0	7230	37.0
Two or more impairments	1110	61.3	700	38.7
Other impairment	2025	64.7	1110	35.3
Disabled: receives DSA	11835	64.6	6485	35.4
Disabled: does not receive DSA	8720	63.3	5055	36.7

FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

Disabled full-time first degree entrants in impairment types by degree class



The disability degree attainment gap was highest in Northern Ireland (9.3%) and lowest in Wales (-0.2%).

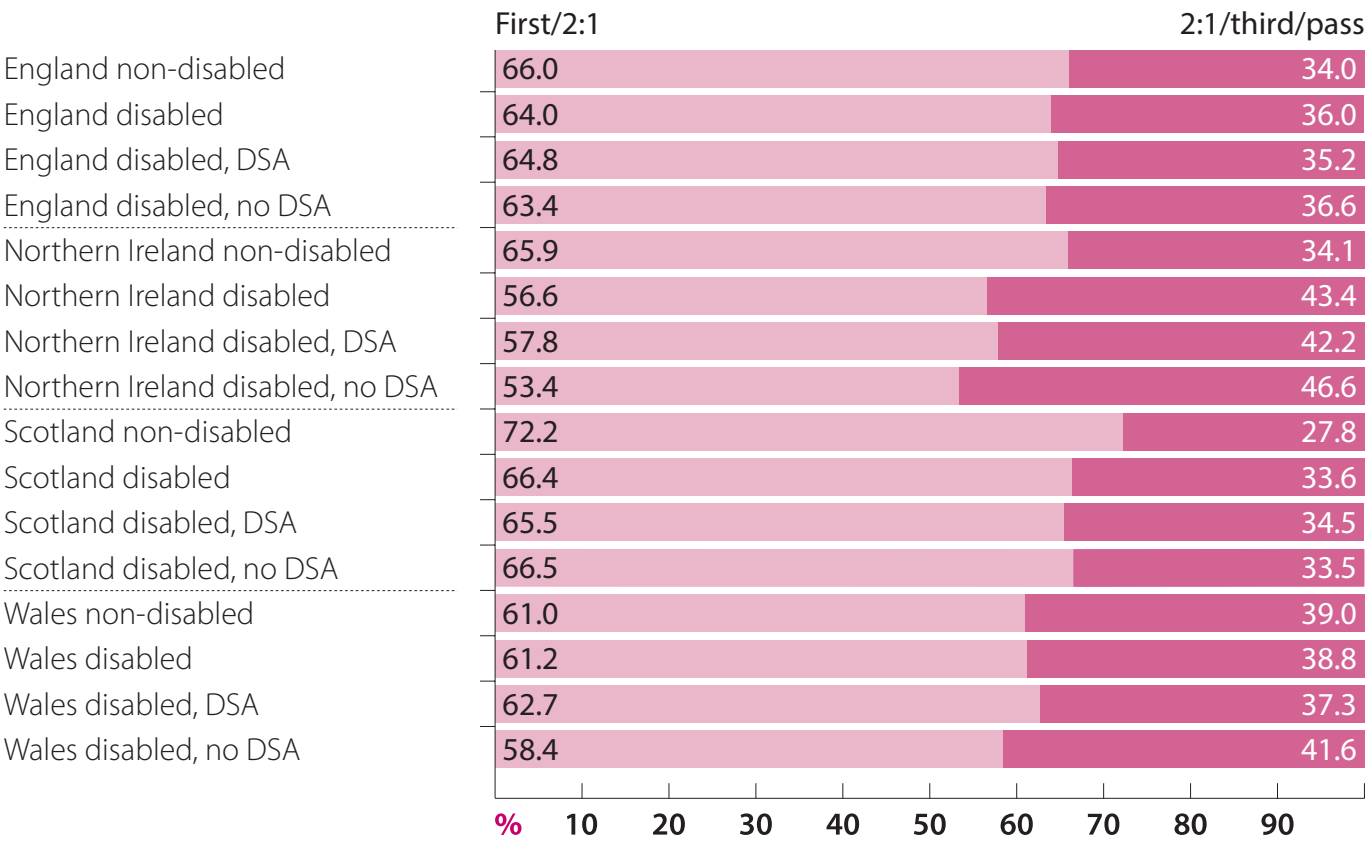
In England, Northern Ireland and Wales, a higher proportion of disabled students who received DSA received a first/2:1 than disabled students who did not receive DSA.

Compared with 2010/11
The degree attainment gap in Northern Ireland increased from 6.6% to 9.3%.

	First/2:1		2:2/third/pass	
	No.	%	No.	%
England				
Non-disabled	186195	66.0	95920	34.0
Disabled	18480	64.0	10395	36.0
Disabled: receives DSA	10225	64.8	5540	35.2
Disabled: does not receive DSA	7430	63.4	4285	36.6
Northern Ireland				
Non-disabled	5295	65.9	2740	34.1
Disabled	335	56.6	255	43.4
Disabled: receives DSA	195	57.8	145	42.2
Disabled: does not receive DSA	110	53.4	95	46.6
Scotland				
Non-disabled	15120	72.2	5810	27.8
Disabled	1565	66.4	790	33.6
Disabled: receives DSA	640	65.5	340	34.5
Disabled: does not receive DSA	825	66.5	415	33.5
Wales				
Non-disabled	11800	61.0	7540	39.0
Disabled	1245	61.2	790	38.8
Disabled: receives DSA	770	62.7	460	37.3
Disabled: does not receive DSA	360	58.4	255	41.6

FDU first degree undergraduate

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



With the exception of computer science and law, in every subject a higher proportion of non-disabled qualifiers received a first class degree than disabled qualifiers.

The largest difference was in medicine and dentistry where 23.6% of disabled qualifiers received a first, compared with 32.0% of non-disabled qualifiers (a 8.4% difference).

There was a negative disability attainment gap in the following subject areas, where a high proportion of disabled students received a first/2:1 than non-disabled students:

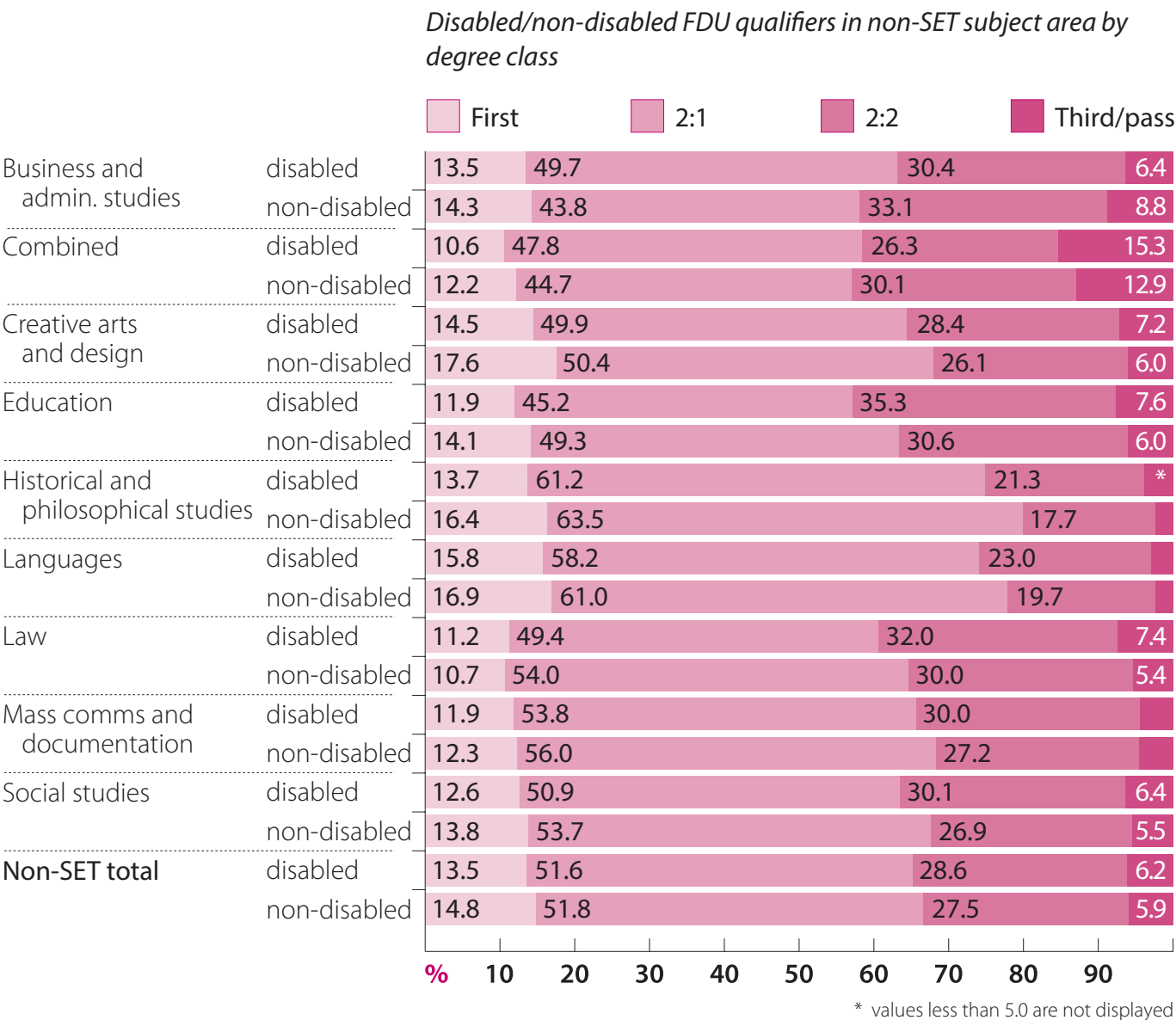
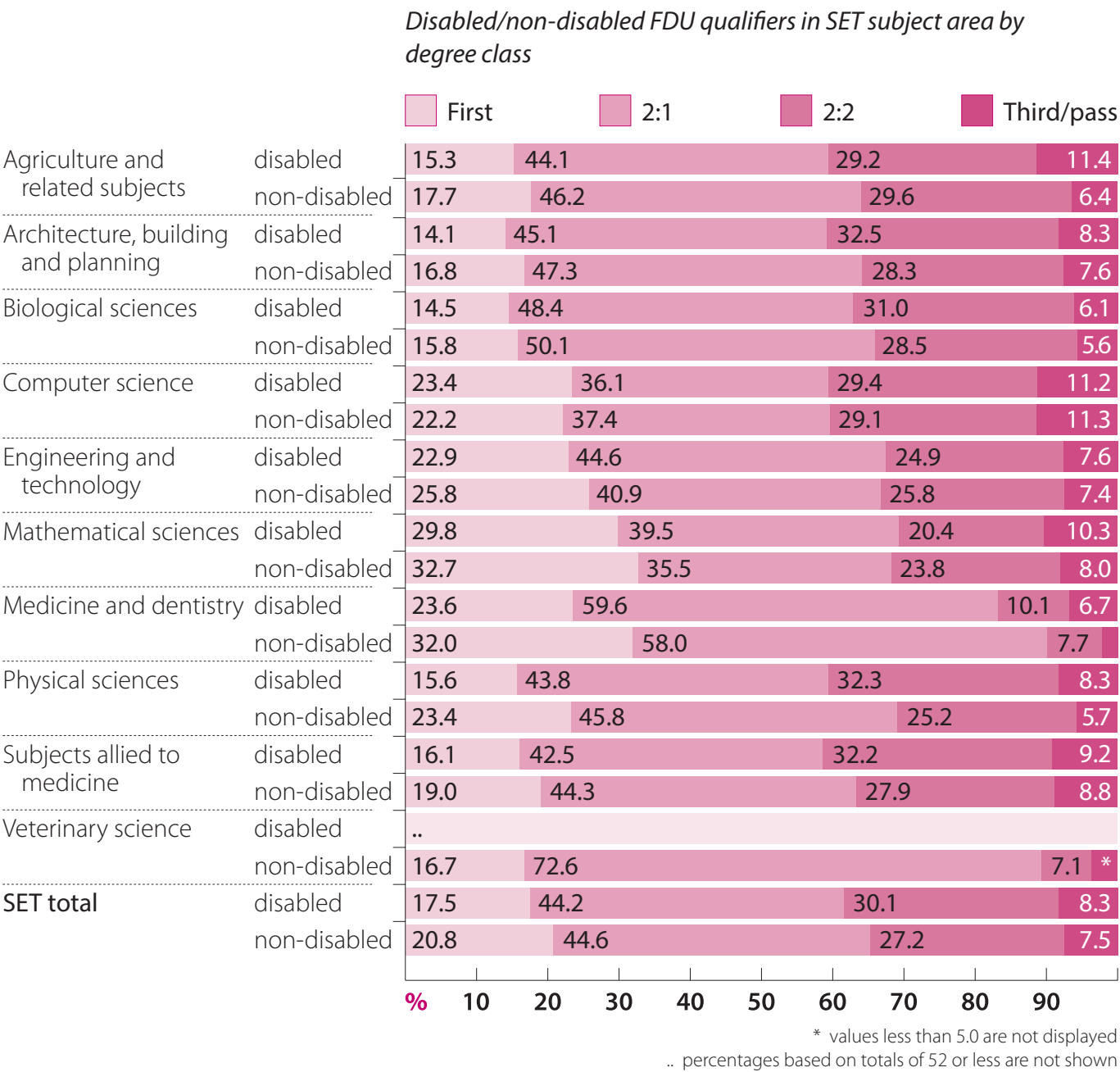
- = business, administrative studies (a -5.1% gap)
- = combined (a -1.5% gap)
- = mathematical sciences (a -1.1% gap)
- = engineering and technology (a -0.8% gap)

3.19 FDU qualifiers by subject area, degree class and disability status

	First			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	385	17.7	50	15.3
Architecture, building, planning	1525	16.8	135	14.1
Biological sciences	5025	15.8	480	14.5
Computer science	2910	22.2	280	23.4
Engineering and technology	5300	25.8	350	22.9
Mathematical sciences	2235	32.7	125	29.8
Medicine and dentistry	430	32.0	20	23.6
Physical sciences	3155	23.4	240	15.6
Subjects allied to medicine	5740	19.0	470	16.1
Veterinary science	15	16.7	0	..
SET total	26720	20.8	2150	17.5
Non-SET				
Business, administrative studies	7655	14.3	430	13.5
Combined	200	12.2	20	10.6
Creative arts and design	5895	17.6	985	14.5
Education	2195	14.1	175	11.9
Historical, philosophical studies	2600	16.4	270	13.7
Languages	3625	16.9	280	15.8
Law	1685	10.7	135	11.2
Mass communications and documentation	1305	12.3	130	11.9
Social studies	4655	13.8	490	12.6
Non-SET total	29820	14.8	2915	13.5
Total	56540	17.1	5065	15.0

FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

2:1				2:2				Third/pass			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1000	46.2	140	44.1	640	29.6	90	29.2	140	6.4	35	11.4
4300	47.3	430	45.1	2575	28.3	310	32.5	695	7.6	80	8.3
15955	50.1	1615	48.4	9060	28.5	1030	31.0	1780	5.6	205	6.1
4915	37.4	435	36.1	3830	29.1	355	29.4	1490	11.3	135	11.2
8390	40.9	685	44.6	5300	25.8	385	24.9	1520	7.4	115	7.6
2425	35.5	165	39.5	1620	23.8	85	20.4	545	8.0	45	10.3
780	58.0	55	59.6	105	7.7	10	10.1	30	2.2	5	6.7
6180	45.8	670	43.8	3400	25.2	495	32.3	765	5.7	125	8.3
13355	44.3	1240	42.5	8400	27.9	940	32.2	2645	8.8	265	9.2
60	72.6	10	..	5	7.1	5	..	5	3.6	0	..
57360	44.6	5445	44.2	34935	27.2	3705	30.1	9605	7.5	1015	8.3
23535	43.8	1580	49.7	17790	33.1	965	30.4	4735	8.8	205	6.4
735	44.7	90	47.8	495	30.1	50	26.3	210	12.9	30	15.3
16910	50.4	3390	49.9	8750	26.1	1930	28.4	2000	6.0	490	7.2
7675	49.3	660	45.2	4760	30.6	515	35.3	940	6.0	110	7.6
10040	63.5	1215	61.2	2800	17.7	425	21.3	380	2.4	75	3.8
13105	61.0	1035	58.2	4235	19.7	410	23.0	520	2.4	50	2.9
8525	54.0	585	49.4	4730	30.0	380	32.0	845	5.4	85	7.4
5940	56.0	580	53.8	2890	27.2	325	30.0	475	4.5	50	4.4
18050	53.7	1980	50.9	9060	26.9	1170	30.1	1855	5.5	250	6.4
104510	51.8	11115	51.6	55505	27.5	6165	28.6	11965	5.9	1345	6.2
161865	49.0	16560	48.9	90440	27.4	9870	29.2	21570	6.5	2360	7.0



Destination of leavers

A lower proportion of disabled leavers were in full-time paid work than non-disabled leavers (47.4% compared with 55.4%). Proportions in full-time study were similar (12.6% and 12.1% respectively).

Among disabled leavers, a higher proportion of those who declared a specific learning difficulty were employed (52.1%) than others. A higher proportion of those who declared a social communication or autistic spectrum disorder were in full-time study (19.8%) than others.

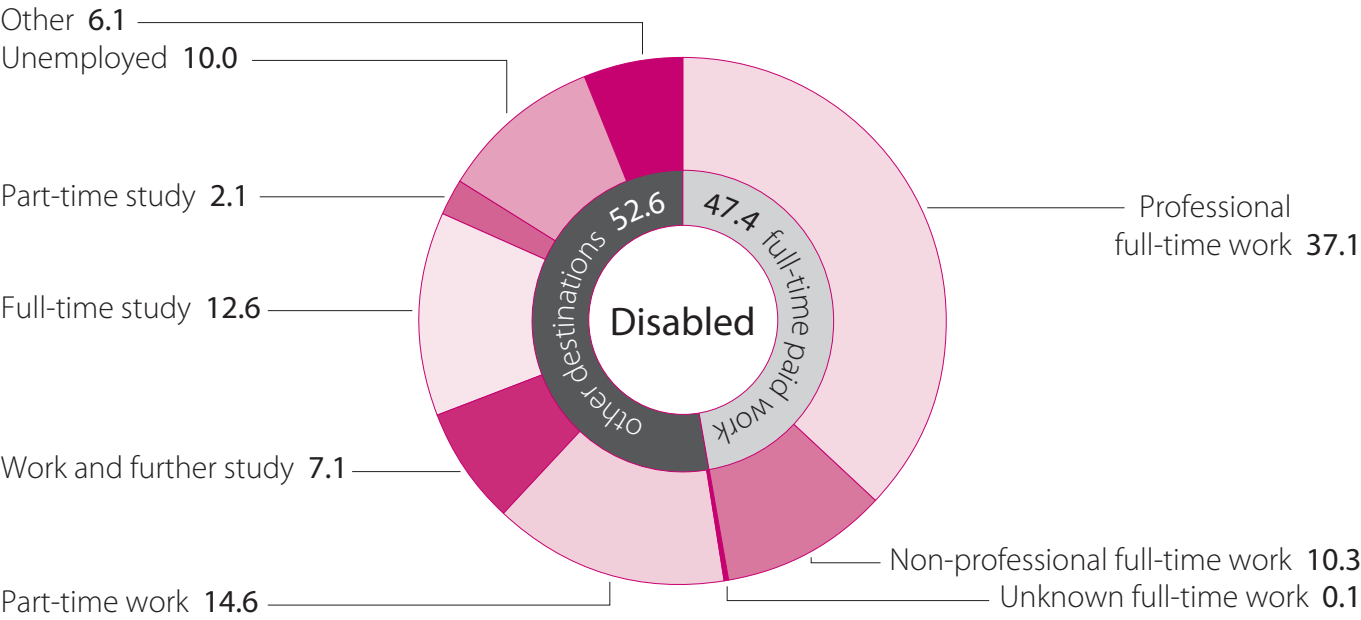
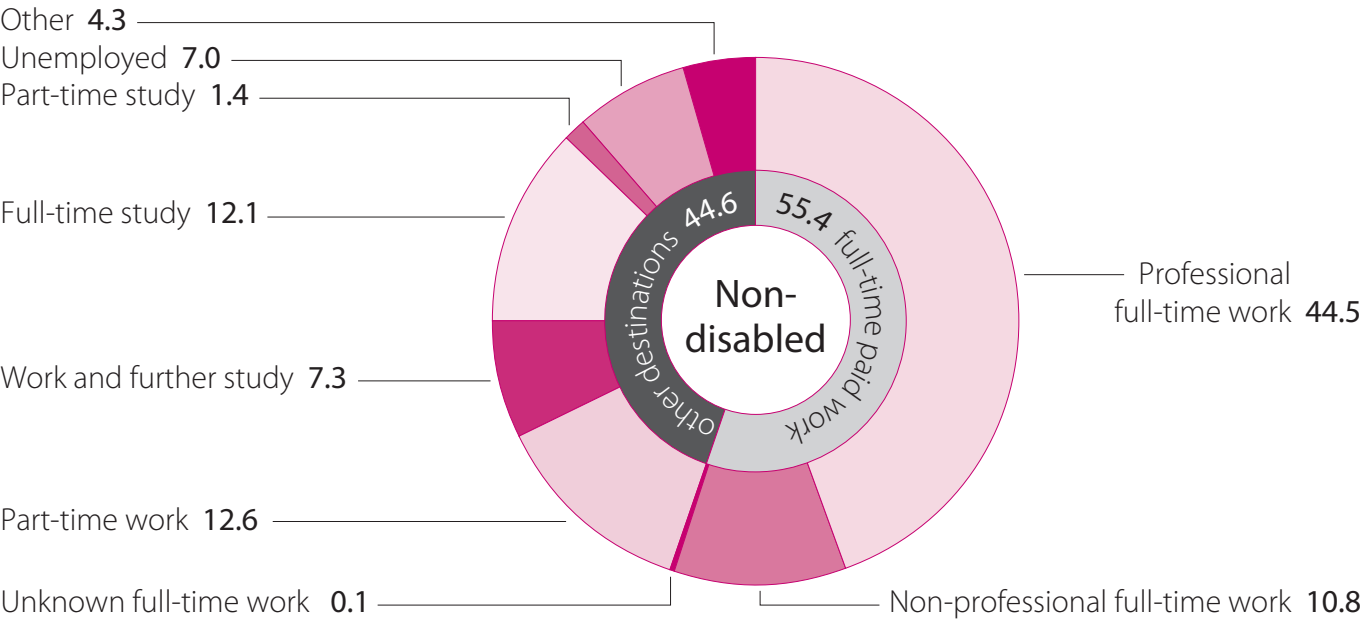
3.20 DLHE leavers by leaving destination and disability status

	Non-disabled		Disabled	
	No.	%	No.	%
Full-time work total	206055	55.4	18590	47.4
Professional full-time work	165510	44.5	14525	37.1
Non-professional full-time work	40255	10.8	4040	10.3
Unknown full-time work	295	0.1	25	0.1
Part-time work	46670	12.6	5720	14.6
Work and further study	27155	7.3	2795	7.1
Full-time study	44815	12.1	4950	12.6
Part-time study	5170	1.4	830	2.1
Unemployed	25885	7.0	3925	10.0
Other	16075	4.3	2370	6.1

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.
%	%	%	%	%	%	%	%	%	%
40.6	51.1	49.2	37.5	..	38.0	29.4	52.1	29.3	44.5
32.0	41.5	39.3	27.3	..	31.5	22.5	40.7	21.2	35.5
8.6	9.5	9.8	10.1	..	6.5	6.9	11.4	8.1	8.9
0.0	0.0	0.0	0.1	..	0.0	0.0	0.1	0.0	0.1
14.7	14.2	14.1	15.4	..	14.4	15.0	14.5	15.1	14.9
6.1	7.9	7.3	9.1	..	8.1	4.7	6.2	10.3	8.9
15.8	10.8	12.8	14.3	..	12.9	19.8	12.3	11.8	12.4
4.1	2.3	1.8	3.1	..	4.4	2.1	1.3	6.1	2.6
12.3	8.1	9.2	13.4	..	12.6	22.8	8.8	13.5	10.0
6.4	5.6	5.6	7.3	..	9.5	6.2	4.8	14.0	6.8

.. percentages based on totals of 52 or less are not shown

Disabled/non-disabled DLHE leavers by leaving destination



- = 51.3% of students were aged 21 and under. Northern Ireland had the highest proportion of students aged 21 and under (56.4%) while England had the lowest (50.7%).
- = For all four nations, the age profile of first years was older than for students across all years.
- = Over the last nine years, the proportion of students in the 21 and under and 22–25 age groups increased, while the 26–35 and 36 and over age groups decreased. The proportion of students aged 21 and under increased from 45.4% in 2003/04 to 51.3% in 2011/12 (a 5.9% increase). 2.0% of this increase occurred in the last year.
- = During this time period, the proportion of students aged 36 and over decreased by 5.0% from 21.3% in 2003/04 to 16.3% in 2011/12. The proportion of students aged 26–35 decreased by 2.3% from 19.1% in 2003/04 to 16.8% in 2011/12.
- = 61.9% of students aged 36 and over studied non-SET subjects, compared with 55.7% of students aged 26–35.
- = A lower proportion of first degree entrants aged 22–25 (86.3%) continued or qualified in 2010/11 than any other age group.
- = The proportion of first degree entrants who continued or qualified increased among all age groups (by between 1.3% and 2.7%) compared with 2010/11 figures.
- = The proportion of qualifiers receiving a first class degree increased with age: 14.7% of qualifiers aged 21 and under compared with 19.7% of those aged 36 and over.
- = The age group with the highest proportion of qualifiers to receive a first/2:1 was 21 and under. Those aged 26–35 had the lowest proportion of qualifiers receiving a first/2:1.
- = 43.9% of leavers aged 21 and under were in full-time work, compared with 63.5% of those aged 26–35. The highest proportion of leavers in part-time work was in the 36 and over age group (15.8%).

4 Age

Age overview

With the exception of data on qualifiers and leavers, this section refers to students' age on entry, as calculated at the start date of their studies. The age of qualifiers and leavers is calculated at 31 July 2012.

51.3% of students were aged 21 and under. Northern Ireland had the highest proportion of students aged 21 and under (56.4%) while England had the lowest (50.7%).

For all four nations, the age profile of first years was older than for students across all years.

Compared with 2010/11

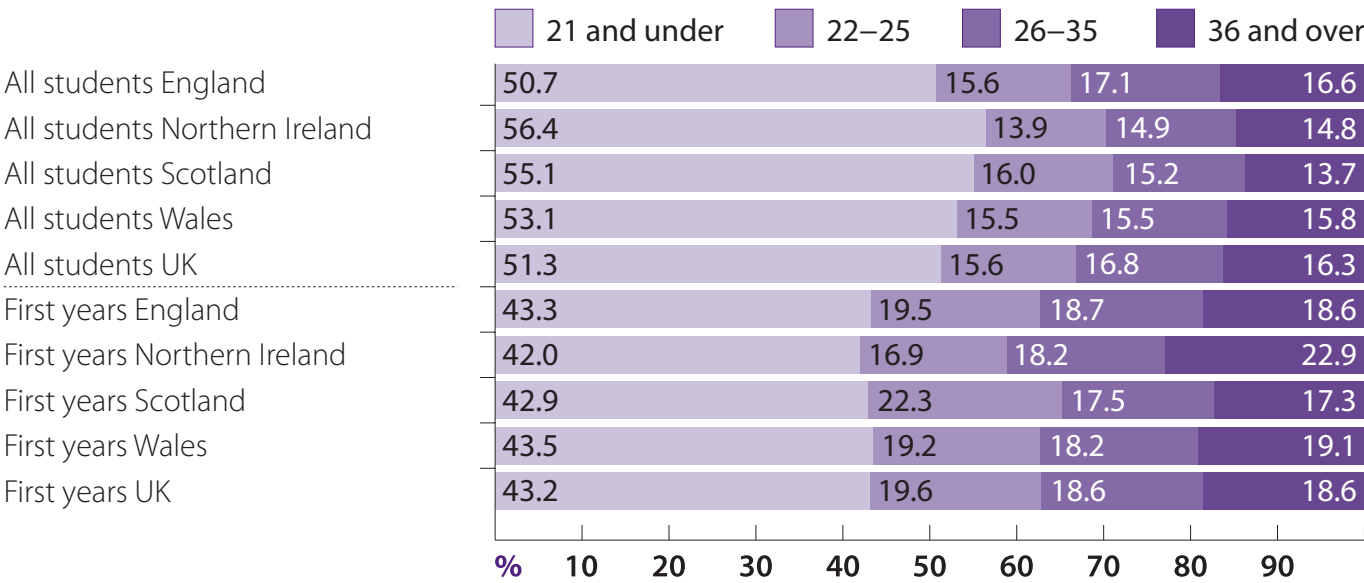
In all nations except Northern Ireland there was an increase in the proportion of first years aged 21 and under and a decrease in the proportion of those aged 26–35.

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

	21 and under	
	No.	%
All students		
England	1061870	50.7
Northern Ireland	29250	56.4
Scotland	119135	55.1
Wales	69675	53.1
UK total	1279925	51.3
First years		
England	407050	43.3
Northern Ireland	9655	42.0
Scotland	37525	42.9
Wales	28305	43.5
UK first years total	482535	43.2

22–25		26–35		36 and over		Unknown age	
No.	%	No.	%	No.	%	No.	%
326915	15.6	359035	17.1	348615	16.6	790	0.0
7235	13.9	7710	14.9	7705	14.8	0	0.0
34645	16.0	32965	15.2	29555	13.7	20	0.0
20380	15.5	20385	15.5	20685	15.8	60	0.0
389180	15.6	420100	16.8	406565	16.3	870	0.0
183410	19.5	175745	18.7	174840	18.6	615	0.1
3890	16.9	4190	18.2	5275	22.9	0	0.0
19490	22.3	15335	17.5	15125	17.3	10	0.0
12525	19.2	11870	18.2	12420	19.1	55	0.1
219315	19.6	207140	18.6	207665	18.6	685	0.1

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



Over the last nine years, the proportion of students in the 21 and under and 22–25 age groups increased, while the 26–35 and 36 and over age groups decreased.

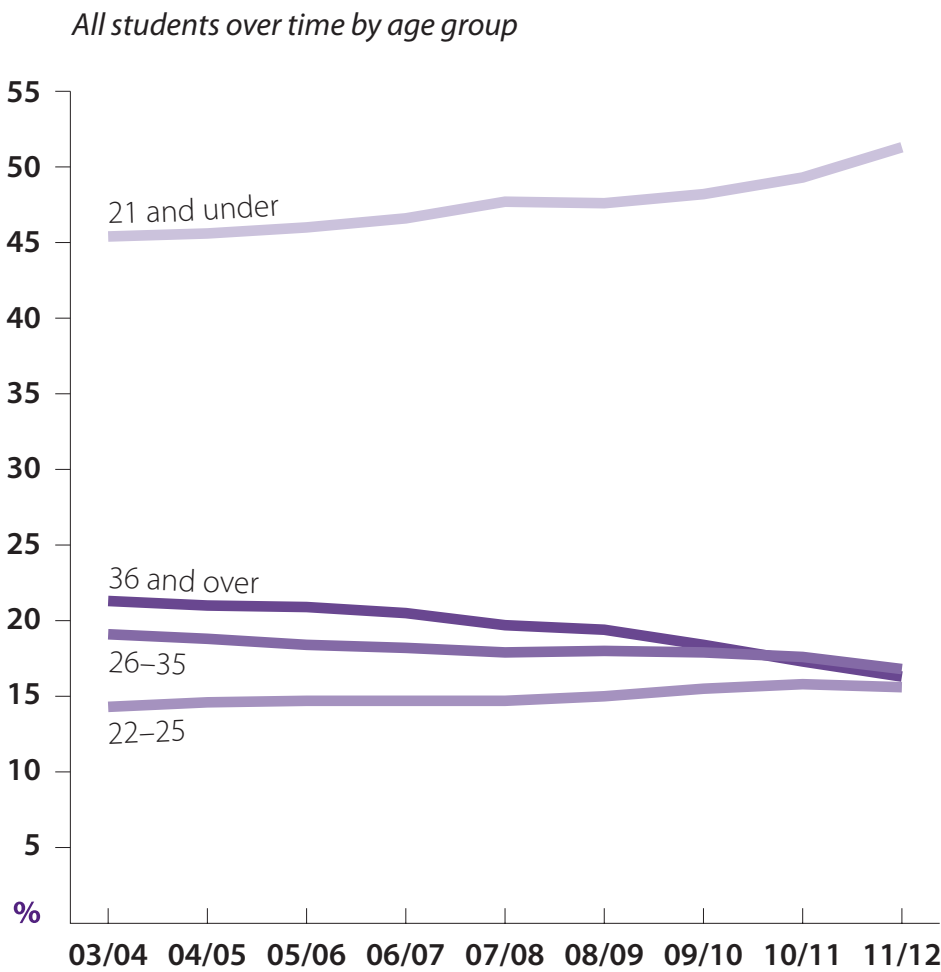
The proportion of students aged 21 and under increased from 45.4% in 2003/04 to 51.3% in 2011/12 (a 5.9% increase). 2.0% of this increase occurred in the last year.

During this time period, the proportion of students aged 36 and over decreased by 5.0% from 21.3% in 2003/04 to 16.3% in 2011/12. The proportion of students aged 26–35 decreased by 2.3% from 19.1% in 2003/04 to 16.8% in 2011/12.

4.2 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

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



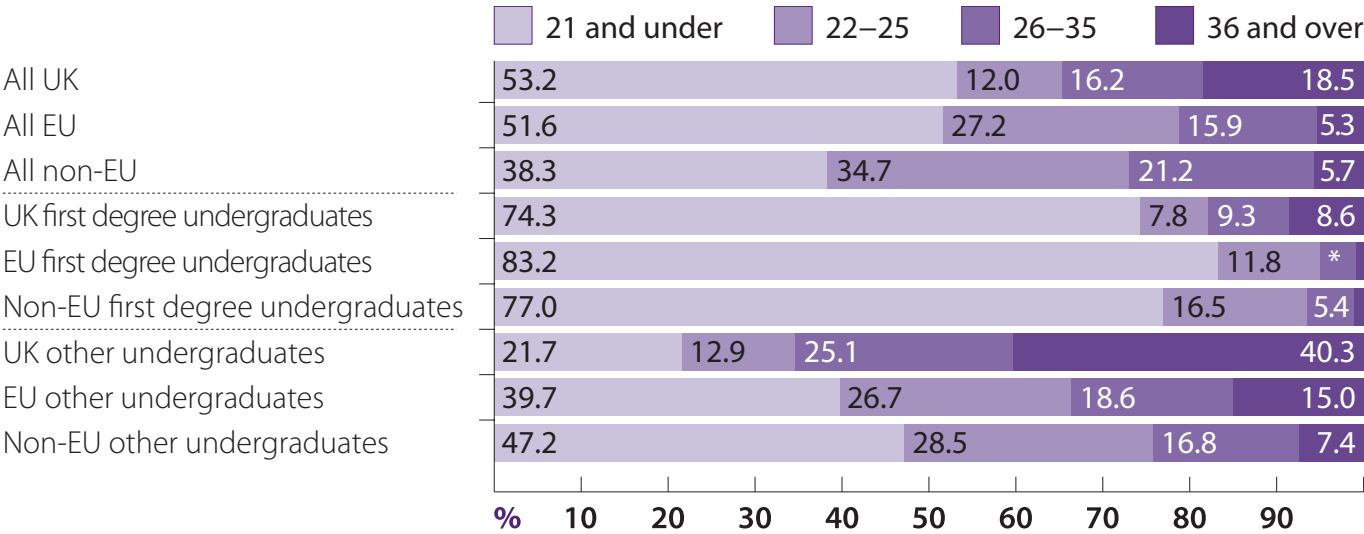
At every degree level except postgraduate research, higher proportions of EU and non-EU students were in the two youngest age groups than UK-domiciled students.

For example, at the postgraduate taught level, 24.7% of UK-domiciled students were aged 22–25, compared with more than double this proportion of EU students (53.5%) and non-EU students (54.5%).

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

	21 and under		
	No.	%*	%^
All levels			
UK	1095535	85.6	53.2
EU	68425	5.3	51.6
Non-EU	115965	9.1	38.3
First degree undergraduate			
UK	997745	86.4	74.3
EU	61550	5.3	83.2
Non-EU	96015	8.3	77.0
Other undergraduate			
UK	78020	86.7	21.7
EU	3620	4.0	39.7
Non-EU	8360	9.3	47.2
Postgraduate research			
UK	2560	78.5	4.0
EU	270	8.3	1.9
Non-EU	435	13.3	1.4
Postgraduate taught			
UK	17210	54.9	5.9
EU	2985	9.5	8.4
Non-EU	11160	35.6	8.6

All and undergraduate students in domicile categories and degree levels by age group

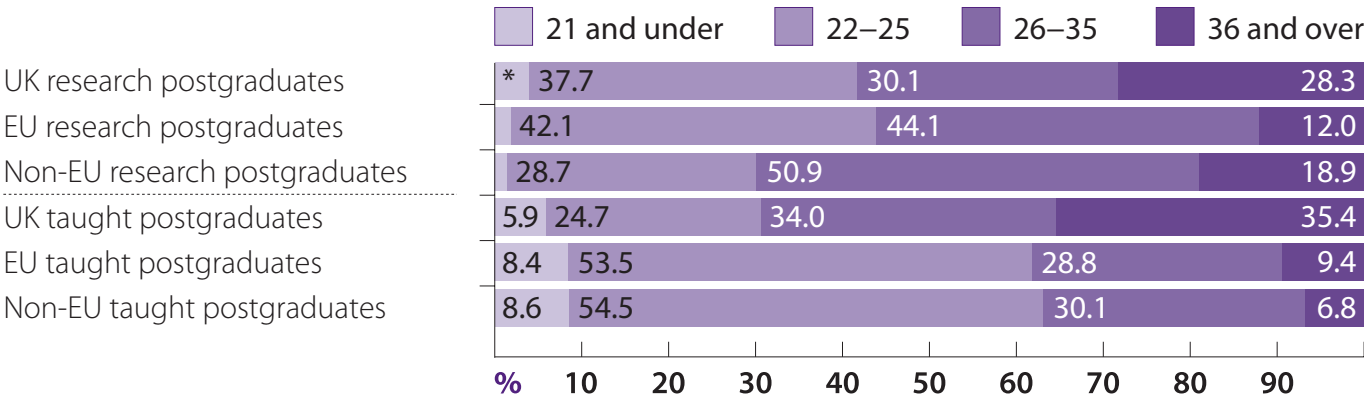


* values less than 5.0 are not displayed

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
248115	63.8	12.0	334765	79.7	16.2	382170	94.0	18.5
36000	9.2	27.2	21065	5.0	15.9	7045	1.7	5.3
105065	27.0	34.7	64265	15.3	21.2	17350	4.3	5.7
104705	78.1	7.8	124915	92.8	9.3	115250	98.2	8.6
8730	6.5	11.8	3005	2.2	4.1	685	0.6	0.9
20580	15.4	16.5	6705	5.0	5.4	1405	1.2	1.1
46340	86.1	12.9	90310	95.1	25.1	144650	98.2	40.3
2430	4.5	26.7	1690	1.8	18.6	1370	0.9	15.0
5050	9.4	28.5	2980	3.1	16.8	1315	0.9	7.4
24290	62.3	37.7	19385	47.1	30.1	18255	71.0	28.3
5915	15.2	42.1	6195	15.1	44.1	1685	6.5	12.0
8755	22.5	28.7	15540	37.8	50.9	5775	22.5	18.9
72785	44.8	24.7	100160	67.1	34.0	104020	89.5	35.4
18925	11.7	53.5	10180	6.8	28.8	3310	2.8	9.4
70680	43.5	54.5	39040	26.1	30.1	8855	7.6	6.8

* within an age group and degree level the percentage of students who are UK/EU/non-EU domiciles (compare vertically within degree levels)
^ within a domicile group the percentage of students within an age group (compare horizontally)

All postgraduate students in domicile categories and degree levels by age group



* values less than 5.0 are not displayed

Mode and level

Within each degree level, higher proportions of students aged 26–35 and 36 and over studied part-time than those in younger age groups. This was most marked at postgraduate taught level, where 85.8% of students aged 36 and over studied on a part-time basis compared with 12.4% of students aged 21 and under.

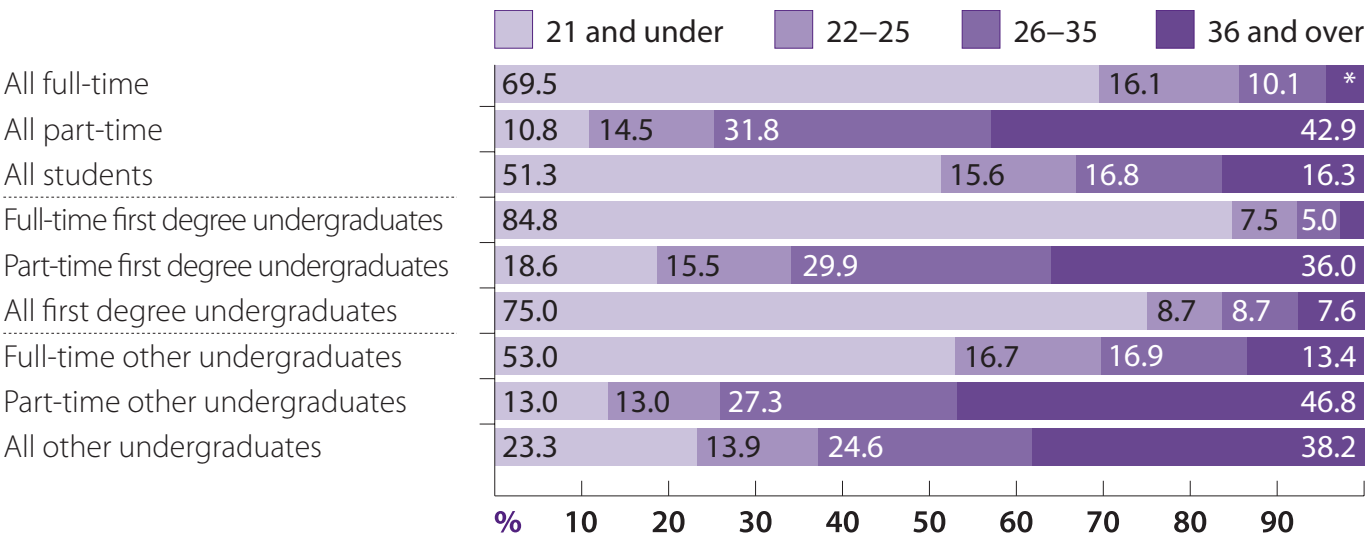
84.8% of full-time first degree undergraduates were aged 21 and under, as were 53.0% of other undergraduates.

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

	21 and under		
	No.	%*	%^
All levels			
Full-time	1196120	93.5	69.5
Part-time	83810	6.5	10.8
All students	1279925	100	51.3
First degree undergraduate			
Full-time	1112680	96.3	84.8
Part-time	42635	3.7	18.6
All first degree undergraduates	1155315	100	75.0
Other undergraduate			
Full-time	52880	58.8	53.0
Part-time	37120	41.2	13.0
All other undergraduates	90000	100	23.3
Postgraduate research			
Full-time	3090	94.7	3.9
Part-time	175	5.3	0.6
All research postgraduates	3265	100	3.0
Postgraduate taught			
Full-time	27470	87.6	11.9
Part-time	3885	12.4	1.7
All taught postgraduates	31350	100	6.8

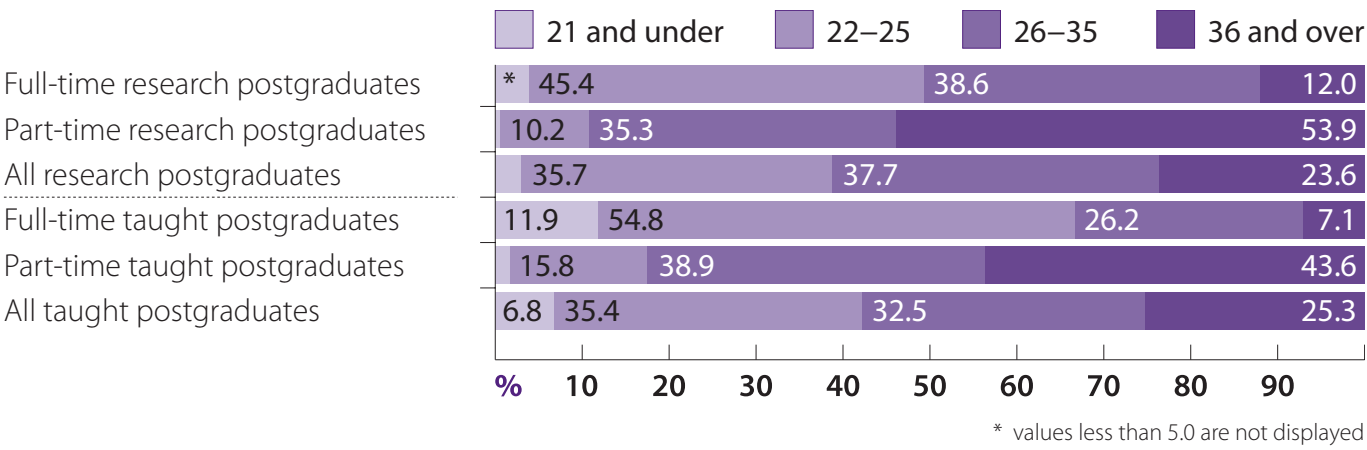
* compare vertically within degree levels ^ compare horizontally
.. percentages based on totals of 52 or less are not shown

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



22–25			26–35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
277270	71.2	16.1	173865	41.4	10.1	74110	18.2	4.3	35	3.8	0.0
111910	28.8	14.5	246235	58.6	31.8	332450	81.8	42.9	840	96.2	0.1
389180	100	15.6	420100	100	16.8	406565	100	16.3	870	100	0.0
98515	73.5	7.5	66120	49.1	5.0	34790	29.6	2.7	15	16.5	0.0
35500	26.5	15.5	68500	50.9	29.9	82550	70.4	36.0	65	83.5	0.0
134015	100	8.7	134620	100	8.7	117340	100	7.6	80	100	0.0
16685	31.0	16.7	16915	17.8	16.9	13380	9.1	13.4	0	0.3	0.0
37140	69.0	13.0	78070	82.2	27.3	133950	90.9	46.8	635	99.7	0.2
53825	100	13.9	94980	100	24.6	147330	100	38.2	640	100	0.2
35885	92.1	45.4	30495	74.2	38.6	9500	37.0	12.0	10	..	0.0
3070	7.9	10.2	10625	25.8	35.3	16210	63.0	53.9	10	..	0.0
38955	100	35.7	41115	100	37.7	25710	100	23.6	20	..	0.0
126185	77.7	54.8	60340	40.4	26.2	16445	14.2	7.1	10	6.8	0.0
36200	22.3	15.8	89040	59.6	38.9	99745	85.8	43.6	125	93.2	0.1
162385	100	35.4	149380	100	32.5	116185	100	25.3	135	100	0.0

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



* values less than 5.0 are not displayed

In all age groups across all degree levels except other undergraduate, a higher proportion of first years than students across all years studied full-time (see table 4.4).

The proportion of first year first degree undergraduates who were aged 21 and under was lower than the proportion across all years (see table 4.4).

Compared with 2010/11

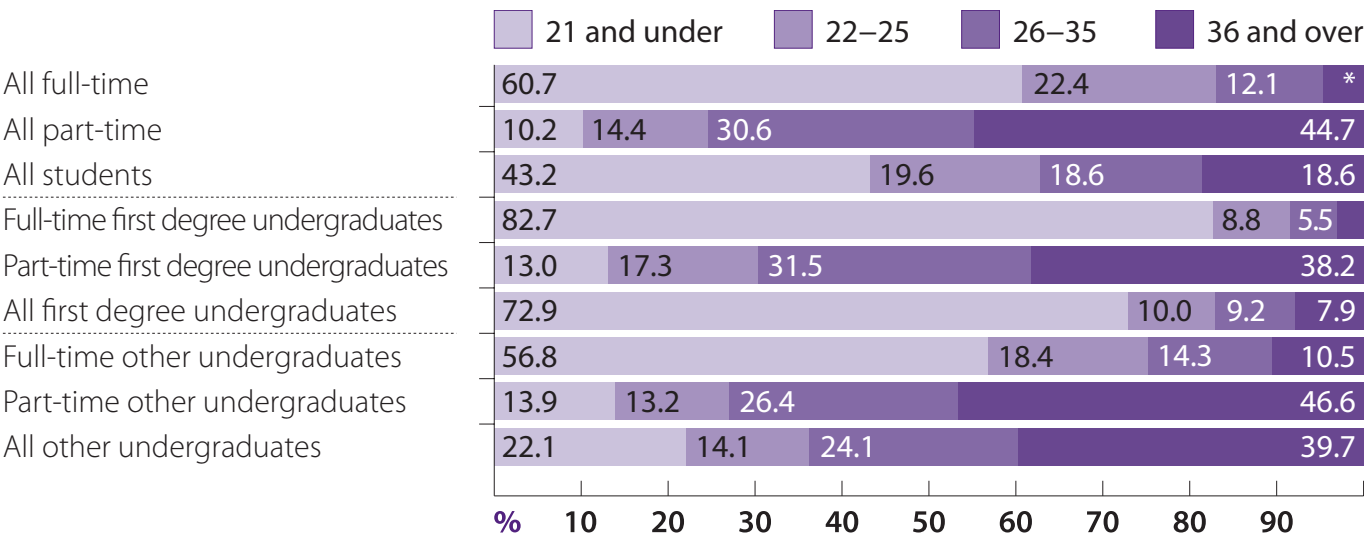
In all age groups at first degree undergraduate and other undergraduate levels there was an increase in the proportion studying part-time.

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

	21 and under		
	No.	%*	%^
All levels			
Full-time	442850	91.8	60.7
Part-time	39685	8.2	10.2
All students	482535	100	43.2
First degree undergraduate			
Full-time	392345	97.5	82.7
Part-time	10155	2.5	13.0
All first degree undergraduates	402500	100	72.9
Other undergraduate			
Full-time	26850	49.2	56.8
Part-time	27725	50.8	13.9
All other undergraduates	54580	100	22.1
Postgraduate research			
Full-time	1215	96.7	4.4
Part-time	40	3.3	0.6
All research postgraduates	1255	100	3.6
Postgraduate taught			
Full-time	22440	92.7	12.5
Part-time	1765	7.3	1.7
All taught postgraduates	24205	100	8.6

* compare vertically within degree levels ^ compare horizontally
.. percentages based on totals of 52 or less are not shown

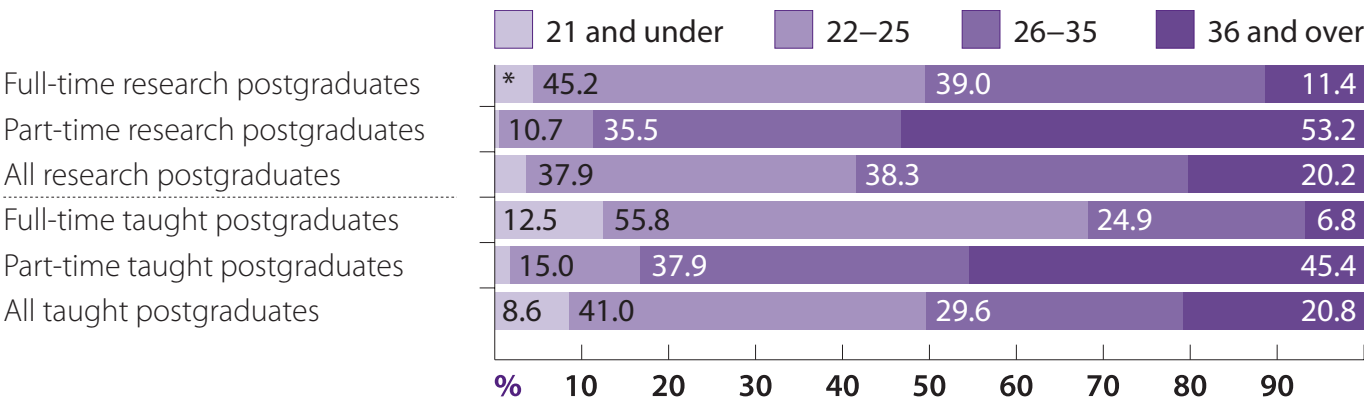
First year full-time/part-time all/undergraduate students in degree levels by age group



* values less than 5.0 are not displayed

22-25			26-35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
163425	74.5	22.4	88475	42.7	12.1	34455	16.6	4.7	20	3.2	0.0
55890	25.5	14.4	118665	57.3	30.6	173210	83.4	44.7	660	96.8	0.2
219315	100	19.6	207140	100	18.6	207665	100	18.6	685	100	0.1
41750	75.6	8.8	26150	51.6	5.5	14035	32.1	3.0	10	18.2	0.0
13490	24.4	17.3	24515	48.4	31.5	29740	67.9	38.2	55	81.8	0.1
55240	100	10.0	50665	100	9.2	43775	100	7.9	65	100	0.0
8685	24.8	18.4	6750	11.3	14.3	4980	5.1	10.5	0	0.0	0.0
26315	75.2	13.2	52895	88.7	26.4	93155	94.9	46.6	530	100	0.3
35000	100	14.1	59645	100	24.1	98135	100	39.7	530	100	0.2
12405	94.0	45.2	10710	80.5	39.0	3125	44.5	11.4	5	..	0.0
785	6.0	10.7	2595	19.5	35.5	3895	55.5	53.2	5	..	0.0
13195	100	37.9	13305	100	38.3	7020	100	20.2	5	..	0.0
100580	86.8	55.8	44860	53.7	24.9	12315	21.0	6.8	5	8.8	0.0
15300	13.2	15.0	38665	46.3	37.9	46420	79.0	45.4	75	91.3	0.1
115880	100	41.0	83525	100	29.6	58735	100	20.8	80	100	0.0

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



* values less than 5.0 are not displayed

Subjects

61.9% of students aged 36 and over studied non-SET subjects, compared with 55.7% of students aged 26–35.

72.9% of students studying creative arts and design were 21 and under, compared with 19.0% of students studying combined studies.

Combined studies (44.7%) and education (31.6%) had the highest proportions of students aged 36 and over, while veterinary science (2.7%) and mass communication and documentation (4.7%) had the lowest.

55.2% of students studying subjects allied to medicine were aged 26 and over.

4.6 All students by subject area and age group

	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	11010	0.9	52.4
Architecture, building, planning	30050	2.3	51.5
Biological sciences	129840	10.1	65.2
Computer science	55055	4.3	57.6
Engineering and technology	91650	7.2	56.6
Mathematical sciences	29615	2.3	68.6
Medicine and dentistry	38915	3.0	57.3
Physical sciences	61575	4.8	64.9
Subjects allied to medicine	90790	7.1	30.3
Veterinary science	3715	0.3	66.7
SET total	542215	42.4	51.7
Non-SET			
Business, administrative studies	183540	14.3	50.4
Combined	17945	1.4	19.0
Creative arts and design	132635	10.4	72.9
Education	51940	4.1	25.8
Historical and philosophical studies	55070	4.3	55.5
Languages	85865	6.7	63.2
Law	55640	4.3	59.5
Mass communications and documentation	39375	3.1	71.8
Social studies	115700	9.0	52.0
Non-SET total	737710	57.6	50.9
Total	1279925	100	51.3

* compare vertically ^ compare horizontally

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
3100	0.8	14.7	3710	0.9	17.6	3215	0.8	15.3
12740	3.3	21.8	10215	2.4	17.5	5345	1.3	9.2
24795	6.4	12.4	25685	6.1	12.9	18945	4.7	9.5
16490	4.2	17.2	15920	3.8	16.6	8200	2.0	8.6
32560	8.4	20.1	25155	6.0	15.5	12645	3.1	7.8
4725	1.2	10.9	4345	1.0	10.1	4480	1.1	10.4
10830	2.8	15.9	13200	3.1	19.4	5015	1.2	7.4
14760	3.8	15.5	11130	2.6	11.7	7480	1.8	7.9
43520	11.2	14.5	76195	18.1	25.4	89380	22.0	29.8
985	0.3	17.7	720	0.2	13.0	150	0.0	2.7
164505	42.3	15.7	186265	44.3	17.8	154855	38.1	14.8
74980	19.3	20.6	61605	14.7	16.9	43700	10.7	12.0
10315	2.7	10.9	24025	5.7	25.4	42315	10.4	44.7
21985	5.6	12.1	15060	3.6	8.3	12360	3.0	6.8
35695	9.2	17.7	50330	12.0	25.0	63680	15.7	31.6
10235	2.6	10.3	11505	2.7	11.6	22330	5.5	22.5
17220	4.4	12.7	14775	3.5	10.9	18050	4.4	13.3
14910	3.8	15.9	13640	3.2	14.6	9380	2.3	10.0
8125	2.1	14.8	4795	1.1	8.7	2565	0.6	4.7
31215	8.0	14.0	38090	9.1	17.1	37325	9.2	16.8
224675	57.7	15.5	233830	55.7	16.1	251710	61.9	17.4
389180	100	15.6	420100	100	16.8	406565	100	16.3

Within all age groups except 36 and over, the proportion of non-SET first years was higher than the proportion of non-SET students across all years. For example, 63.7% of first year students aged 22–25 studied non-SET subjects, compared with 57.7% of all students (see table 4.6).

Compared with 2010/11
Within every subject area except medicine and dentistry, the proportion of students who were aged 21 and under increased.

The proportion of students within each age group who studied education decreased slightly (by between 0.2% for those aged 21 and under to 3.3% for those aged 36 and over).

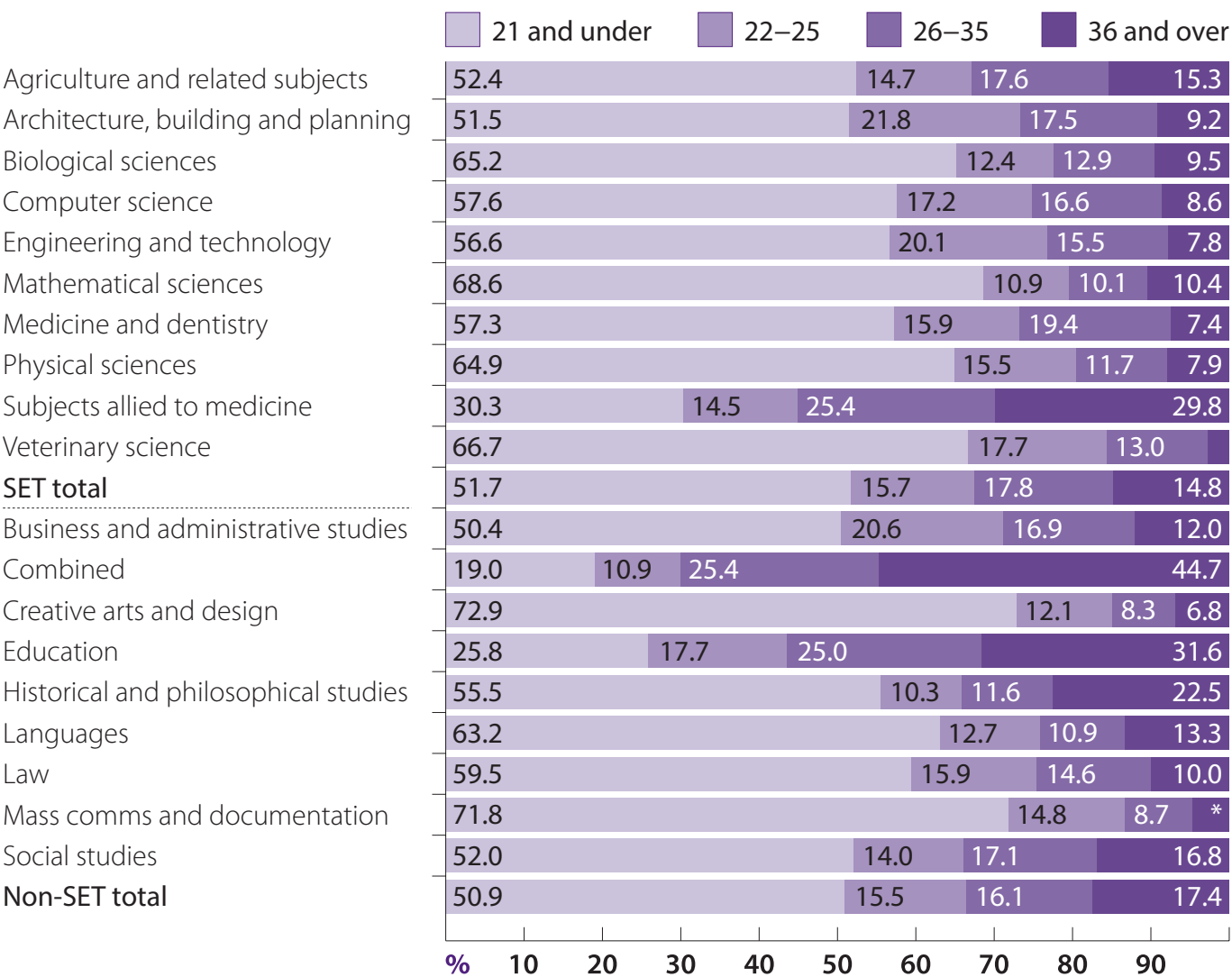
4.7 First year students by subject area and age group

	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	4800	1.0	43.0
Architecture, building, planning	10075	2.1	42.4
Biological sciences	49410	10.2	62.3
Computer science	20785	4.3	52.6
Engineering and technology	33520	6.9	49.3
Mathematical sciences	10350	2.1	64.8
Medicine and dentistry	8385	1.7	40.9
Physical sciences	21625	4.5	60.9
Subjects allied to medicine	30015	6.2	21.6
Veterinary science	805	0.2	56.6
SET total	189775	39.3	43.7
Non-SET			
Business, administrative studies	74185	15.4	41.3
Combined	12950	2.7	22.6
Creative arts and design	51435	10.7	67.9
Education	21885	4.5	20.8
Historical and philosophical studies	19855	4.1	50.8
Languages	32455	6.7	53.0
Law	20585	4.3	49.6
Mass communications and documentation	15445	3.2	63.7
Social studies	43965	9.1	44.8
Non-SET total	292760	60.7	42.9
Total	482535	100	43.2

* compare vertically ^ compare horizontally

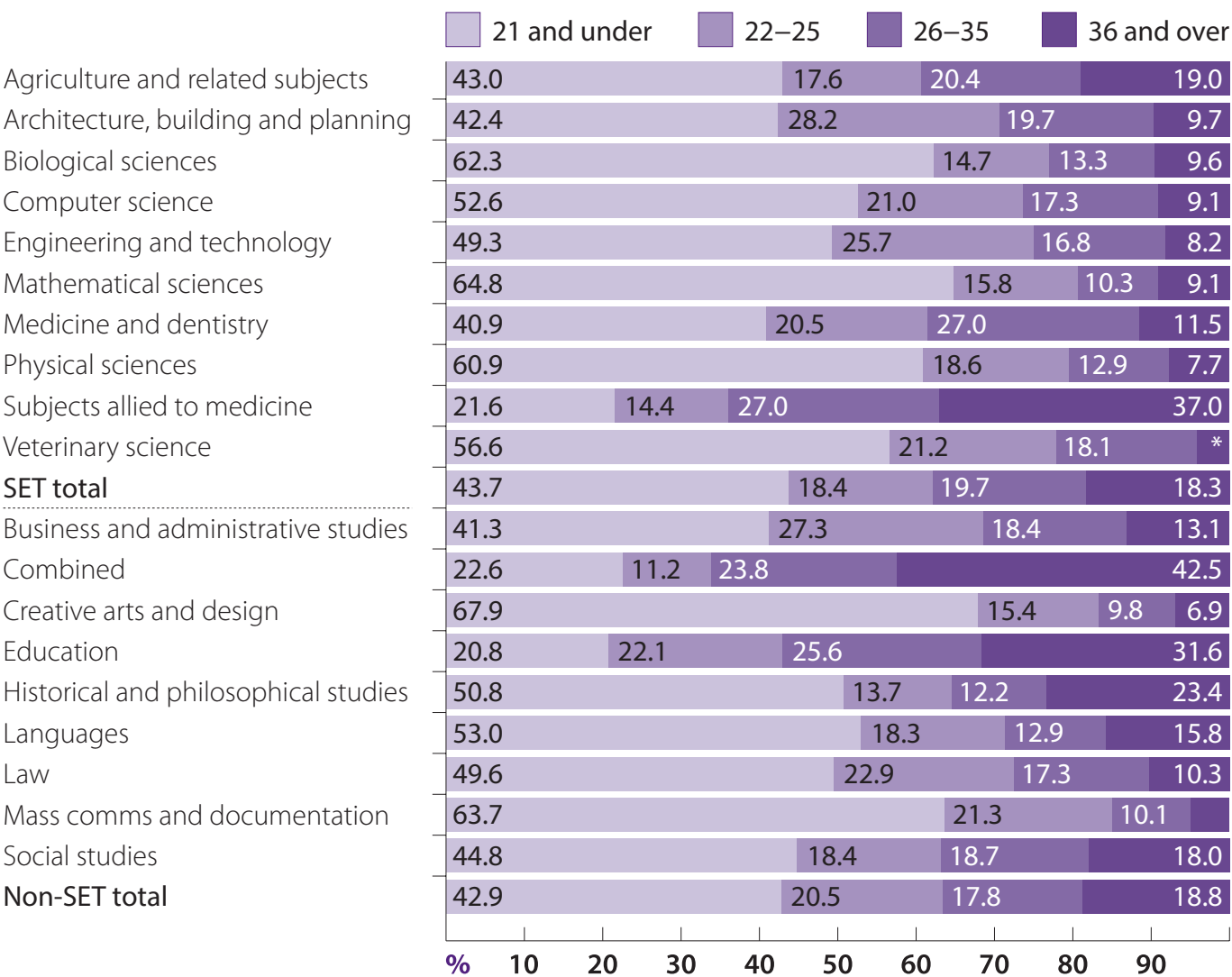
22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
1965	0.9	17.6	2280	1.1	20.4	2125	1.0	19.0
6685	3.0	28.2	4680	2.3	19.7	2300	1.1	9.7
11690	5.3	14.7	10545	5.1	13.3	7630	3.7	9.6
8275	3.8	21.0	6850	3.3	17.3	3580	1.7	9.1
17470	8.0	25.7	11440	5.5	16.8	5585	2.7	8.2
2520	1.1	15.8	1645	0.8	10.3	1455	0.7	9.1
4195	1.9	20.5	5540	2.7	27.0	2365	1.1	11.5
6605	3.0	18.6	4580	2.2	12.9	2730	1.3	7.7
20000	9.1	14.4	37555	18.1	27.0	51540	24.8	37.0
305	0.1	21.2	255	0.1	18.1	60	0.0	4.1
79705	36.3	18.4	85365	41.2	19.7	79360	38.2	18.3
49010	22.3	27.3	33125	16.0	18.4	23475	11.3	13.1
6410	2.9	11.2	13635	6.6	23.8	24385	11.7	42.5
11675	5.3	15.4	7400	3.6	9.8	5245	2.5	6.9
23240	10.6	22.1	26950	13.0	25.6	33290	16.0	31.6
5350	2.4	13.7	4760	2.3	12.2	9130	4.4	23.4
11170	5.1	18.3	7880	3.8	12.9	9670	4.7	15.8
9505	4.3	22.9	7190	3.5	17.3	4260	2.1	10.3
5155	2.4	21.3	2450	1.2	10.1	1180	0.6	4.9
18100	8.3	18.4	18380	8.9	18.7	17675	8.5	18.0
139610	63.7	20.5	121775	58.8	17.8	128305	61.8	18.8
219315	100	19.6	207140	100	18.6	207665	100	18.6

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

First degree undergraduates had a relatively young age profile, with around three in four aged 21 and under (73.7% in SET and 75.0% in non-SET). However, in certain subjects the age profile was considerably older. For example, only 17.8% of first degree undergraduates studying combined studies and 52.6% in subjects allied to medicine were aged 21 or under.

In comparison, other undergraduates were markedly older, with around two in three aged 26 and over (62.3% in SET and 62.8% in non-SET). In subjects such as mathematical studies (78.9%), subjects allied to medicine (72.0%) and historical and philosophical studies (81.3%) the proportion aged 26 and above was considerably higher.

4.8 All undergraduate students by subject area, degree level and age group

	First degree undergraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	7495	81.2	675	7.3
Architecture, building, planning	26875	75.2	4645	13.0
Biological sciences	122345	78.9	10720	6.9
Computer science	49860	74.0	7480	11.1
Engineering and technology	81705	79.4	10200	9.9
Mathematical sciences	28870	82.5	1380	3.9
Medicine and dentistry	37975	82.4	5655	12.3
Physical sciences	58595	84.2	3365	4.8
Subjects allied to medicine	74635	52.6	18520	13.0
Veterinary science	3685	78.4	770	16.4
SET total	492040	73.7	63410	9.5
Non-SET				
Business, administrative studies	162875	79.9	21375	10.5
Combined	7160	17.8	4900	12.2
Creative arts and design	122445	84.7	11170	7.7
Education	42310	67.7	5695	9.1
Historical and philosophical studies	52745	73.6	3675	5.1
Languages	78360	82.4	5110	5.4
Law	52580	78.3	5410	8.1
Mass communications and documentation	36935	89.4	2675	6.5
Social studies	107865	73.3	10590	7.2
Non-SET total	663275	75.9	70605	8.1
Total	1155315	75.0	134015	8.7

.. percentages based on totals of 52 or less are not shown

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
610	6.6	455	4.9	3280	38.9	1185	14.1	1850	22.0	2105	25.0
2900	8.1	1335	3.7	2515	34.4	1755	24.0	1685	23.0	1355	18.5
12520	8.1	9430	6.1	4510	39.9	1375	12.2	2415	21.4	2995	26.5
6775	10.1	3235	4.8	3780	40.9	1235	13.4	2170	23.5	2055	22.3
7635	7.4	3405	3.3	7425	43.5	3135	18.4	3625	21.2	2890	16.9
2085	6.0	2650	7.6	235	10.3	240	10.7	745	33.1	1030	45.8
2185	4.7	295	0.6	180	28.3	145	23.0	190	29.9	120	18.9
4195	6.0	3480	5.0	1495	27.6	645	11.9	1445	26.6	1835	33.9
26355	18.6	22440	15.8	14975	14.9	13190	13.1	29060	28.8	43585	43.2
215	4.5	30	0.6	5	..	5	..	20	..	10	..
65475	9.8	46755	7.0	38390	23.6	22915	14.1	43200	26.6	57985	35.7
12640	6.2	7050	3.5	12420	27.0	7150	15.5	11875	25.8	14540	31.6
11750	29.2	16445	40.8	10755	20.3	5250	9.9	11795	22.3	25065	47.4
5945	4.1	5030	3.5	8655	58.5	1850	12.5	1940	13.1	2355	15.9
6845	11.0	7630	12.2	5395	12.0	6600	14.7	11600	25.9	21170	47.3
5370	7.5	9900	13.8	1015	10.6	785	8.2	1495	15.7	6245	65.5
5545	5.8	6025	6.3	6225	26.7	4705	20.2	4015	17.3	8330	35.8
5205	7.8	3975	5.9	825	17.8	1050	22.7	1505	32.6	1245	26.9
1175	2.8	520	1.3	1490	58.7	310	12.1	415	16.3	325	12.9
14670	10.0	14005	9.5	4830	19.1	3220	12.7	7135	28.3	10070	39.9
69145	7.9	70585	8.1	51610	23.1	30910	13.8	51780	23.2	89345	39.9
134620	8.7	117340	7.6	90000	23.3	53825	13.9	94980	24.6	147330	38.2

The age profile of research postgraduate students studying SET was younger than that of those studying non-SET subjects. 48.6% of postgraduate research students studying SET subjects were aged 25 and under, compared with 38.7% of non-SET postgraduate research students. Physical sciences had the highest proportion of postgraduate research students aged 25 and under (66.8%), whereas education had the lowest (9.1%).

A slightly higher proportion of postgraduate taught students in non-SET subjects were aged 25 and under than those in SET subjects (42.2% compared with 38.3%). Mathematical sciences and mass communication and documentation had the highest proportion of postgraduate taught students aged 25 and under (59.2% each), while combined studies had the lowest (12.8%).

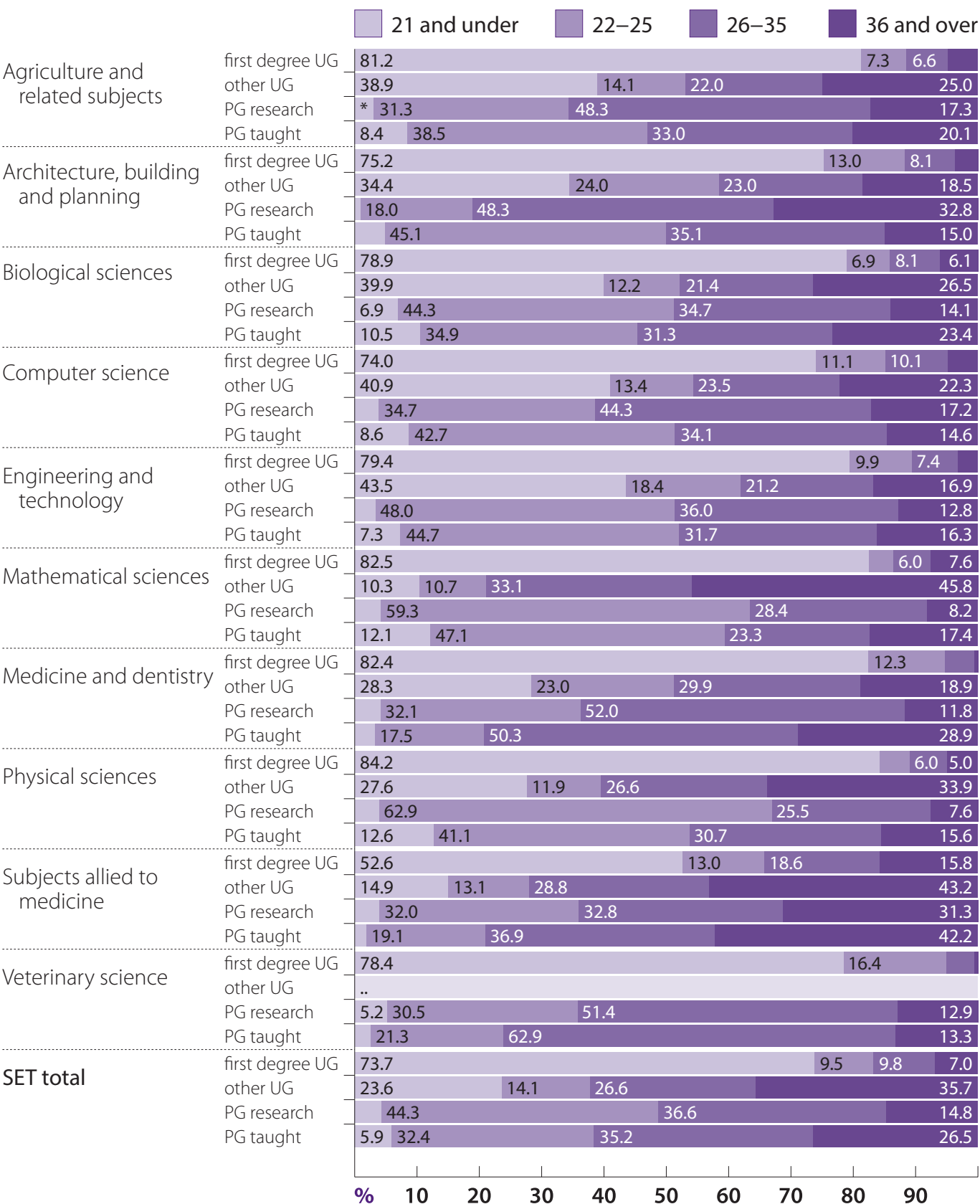
4.9 All postgraduate students by subject area, degree level and age group

	Postgraduate research			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	25	3.0	275	31.3
Architecture, building, planning	20	0.9	370	18.0
Biological sciences	885	6.9	5690	44.3
Computer science	175	3.8	1615	34.7
Engineering and technology	445	3.3	6495	48.0
Mathematical sciences	105	4.1	1525	59.3
Medicine and dentistry	365	4.1	2880	32.1
Physical sciences	465	3.9	7415	62.9
Subjects allied to medicine	275	3.9	2250	32.0
Veterinary science	15	5.2	100	30.5
SET total	2780	4.3	28615	44.3
Non-SET				
Business, administrative studies	35	0.5	1110	16.8
Combined	0	..	10	..
Creative arts and design	60	1.5	695	18.1
Education	30	0.4	615	8.7
Historical and philosophical studies	125	1.7	2275	30.6
Languages	90	1.5	2235	35.8
Law	35	1.5	580	24.4
Mass communications and documentation	5	0.6	215	19.5
Social studies	100	1.0	2605	26.8
Non-SET total	485	1.1	10340	23.3
Total	3265	3.0	38955	35.7

.. percentages based on totals of 52 or less are not shown

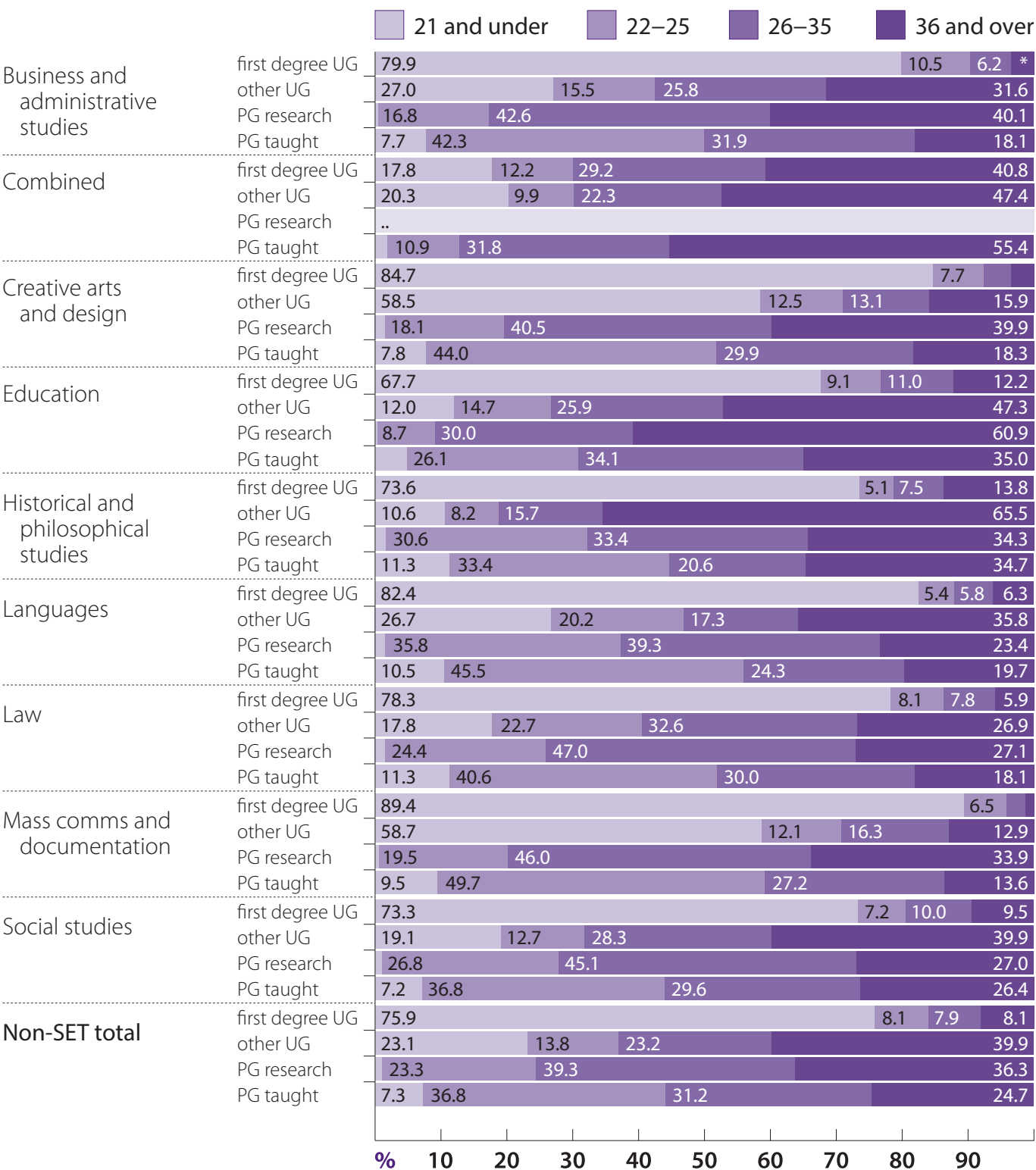
				Postgraduate taught							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
425	48.3	150	17.3	210	8.4	965	38.5	825	33.0	505	20.1
985	48.3	670	32.8	635	4.8	5975	45.1	4645	35.1	1985	15.0
4455	34.7	1820	14.1	2105	10.5	7010	34.9	6295	31.3	4700	23.4
2060	44.3	800	17.2	1240	8.6	6155	42.7	4915	34.1	2110	14.6
4875	36.0	1730	12.8	2080	7.3	12725	44.7	9020	31.7	4625	16.3
730	28.4	210	8.2	405	12.1	1580	47.1	780	23.3	585	17.4
4665	52.0	1060	11.8	395	3.2	2145	17.5	6160	50.3	3535	28.9
3005	25.5	900	7.6	1020	12.6	3335	41.1	2490	30.7	1270	15.6
2300	32.8	2195	31.3	910	1.8	9570	19.1	18475	36.9	21160	42.2
165	51.4	40	12.9	15	2.5	110	21.3	320	62.9	70	13.3
23670	36.6	9580	14.8	9010	5.9	49565	32.4	53925	35.2	40540	26.5
2820	42.6	2655	40.1	8210	7.7	45340	42.3	34270	31.9	19455	18.1
25	..	5	..	30	1.9	155	10.9	460	31.8	800	55.4
1555	40.5	1535	39.9	1475	7.8	8270	44.0	5625	29.9	3440	18.3
2115	30.0	4295	60.9	4210	4.8	22780	26.1	29770	34.1	30580	35.0
2480	33.4	2550	34.3	1185	11.3	3505	33.4	2160	20.6	3640	34.7
2455	39.3	1460	23.4	1190	10.5	5165	45.5	2760	24.3	2240	19.7
1110	47.0	640	27.1	2195	11.3	7875	40.6	5815	30.0	3520	18.1
505	46.0	370	33.9	945	9.5	4925	49.7	2700	27.2	1345	13.6
4380	45.1	2620	27.0	2905	7.2	14800	36.8	11900	29.6	10630	26.4
17450	39.3	16130	36.3	22340	7.3	112820	36.8	95455	31.2	75650	24.7
41115	37.7	25710	23.6	31350	6.8	162385	35.4	149380	32.5	116185	25.3

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



* values less than 5.0 are not displayed
.. percentages based on totals of 52 or less are not shown

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



* values less than 5.0 are not displayed
.. percentages based on totals of 52 or less are not shown

A higher proportion of SET first years at other undergraduate level were 36 and over (41.3%) than the proportion SET students across all years at this level (35.7%) (see table 4.8).

This was most marked among other undergraduates studying subjects allied to medicine, where 52.6% of first years were 36 and over compared with 43.2% of students across all years (a 9.4% difference) (see table 4.8).

4.10 First year undergraduate students by subject area, degree level and age group

	First degree undergraduate			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	2805	77.2	320	8.8
Architecture, building, planning	8520	73.2	1735	14.9
Biological sciences	44640	78.8	4155	7.3
Computer science	17710	71.6	3250	13.1
Engineering and technology	27665	76.2	4405	12.1
Mathematical sciences	9785	82.7	540	4.6
Medicine and dentistry	7835	77.5	1580	15.6
Physical sciences	19710	85.1	1185	5.1
Subjects allied to medicine	25655	47.9	7170	13.4
Veterinary science	790	74.7	205	19.6
SET total	165105	71.0	24550	10.6
Non-SET				
Business, administrative studies	60715	74.7	11435	14.1
Combined	2935	19.6	1975	13.2
Creative arts and design	45325	84.3	4540	8.4
Education	14675	63.2	2250	9.7
Historical and philosophical studies	18055	76.1	1245	5.2
Languages	25470	82.4	1860	6.0
Law	18145	76.7	2210	9.3
Mass communications and documentation	13830	88.9	1135	7.3
Social studies	38245	73.0	4040	7.7
Non-SET total	237395	74.3	30690	9.6
Total	402500	72.9	55240	10.0

.. percentages based on totals of 52 or less are not shown

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
275	7.6	230	6.4	1815	32.5	850	15.2	1350	24.2	1570	28.1
935	8.0	455	3.9	1115	29.5	950	25.1	885	23.4	835	22.1
4430	7.8	3420	6.0	2770	43.1	805	12.5	1285	20.0	1570	24.4
2540	10.3	1235	5.0	2220	43.2	690	13.4	1100	21.4	1130	22.0
2950	8.1	1280	3.5	4190	41.3	1865	18.4	2210	21.8	1890	18.6
685	5.8	820	6.9	170	16.8	140	13.7	315	31.0	390	38.5
610	6.1	80	0.8	85	24.5	65	19.8	110	32.7	80	23.0
1305	5.6	955	4.1	940	31.8	390	13.3	745	25.2	880	29.7
10805	20.2	9945	18.6	3665	6.6	6490	11.6	16310	29.2	29345	52.6
50	4.8	10	0.9	5	..	5	..	20	..	10	..
24595	10.6	18430	7.9	16975	18.6	12250	13.4	24330	26.7	37700	41.3
5810	7.1	3345	4.1	7480	24.5	4740	15.6	7830	25.7	10425	34.2
4185	27.9	5875	39.3	9995	24.2	4305	10.4	9075	22.0	17890	43.4
2250	4.2	1660	3.1	5025	57.1	1170	13.3	1225	13.9	1375	15.6
2795	12.0	3490	15.0	3465	12.4	4260	15.3	6940	24.9	13215	47.4
1645	6.9	2795	11.8	770	12.3	610	9.7	980	15.6	3895	62.3
1845	6.0	1725	5.6	5970	29.6	4445	22.0	3370	16.7	6385	31.7
1920	8.1	1395	5.9	650	19.7	845	25.5	1055	31.9	760	23.0
415	2.7	170	1.1	845	55.0	210	13.7	270	17.5	215	13.9
5215	10.0	4885	9.3	3400	20.7	2170	13.2	4575	27.8	6280	38.2
26070	8.2	25340	7.9	37600	24.1	22750	14.6	35315	22.6	60435	38.7
50665	9.2	43775	7.9	54580	22.1	35000	14.1	59645	24.1	98135	39.7

There were lower proportions of SET (12.4%) and non-SET (31.6%) first year postgraduate research students aged 36 and over, compared with students across all years at this level (14.8 and 36.3% respectively) (see table 4.9).

This was the case for all subject areas with the exception of mass communications and documentation.

For example, 52.9% of first year postgraduate research students studying education were aged 36 and over, compared with 60.9% of all students at this level and age group (see table 4.9).

For all subjects, a higher proportion of first year postgraduate taught students were aged 25 and under in both SET (44.8%) and non-SET (51.9%), than all students at this level (38.3% and 44.1% respectively) (see table 4.9).

For example, 74.0% of first year postgraduate taught students studying mathematical sciences were aged 25 and under, compared with 59.2% of all students at this level and age group (see table 4.9).

4.11 First year postgraduate students by subject area, degree level and age group

	Postgraduate research			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	15	5.1	100	30.2
Architecture, building, planning	10	1.4	135	20.7
Biological sciences	325	7.9	1875	45.3
Computer science	60	4.0	515	34.3
Engineering and technology	130	3.1	2130	50.0
Mathematical sciences	25	3.1	485	61.6
Medicine and dentistry	130	4.7	965	34.3
Physical sciences	165	4.3	2440	63.7
Subjects allied to medicine	125	5.5	820	36.1
Veterinary science	5	2.7	25	22.9
SET total	990	4.8	9485	45.8
Non-SET				
Business, administrative studies	10	0.6	375	18.3
Combined	0	..	5	..
Creative arts and design	40	3.5	230	20.3
Education	10	0.5	245	12.8
Historical and philosophical studies	80	3.2	810	33.0
Languages	65	3.0	825	38.2
Law	10	1.2	210	26.9
Mass communications and documentation	0	0.4	70	18.8
Social studies	50	1.6	935	29.3
Non-SET total	265	1.9	3705	26.3
Total	1255	3.6	13195	37.9

.. percentages based on totals of 52 or less are not shown

				Postgraduate taught							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
175	52.1	40	12.6	160	10.0	690	42.9	480	29.8	280	17.2
315	48.7	190	29.1	430	5.6	3865	50.5	2545	33.2	820	10.7
1445	35.0	485	11.8	1670	13.8	4855	40.2	3380	28.0	2155	17.9
700	46.7	225	15.0	795	9.8	3820	47.1	2505	30.9	985	12.1
1555	36.5	445	10.4	1540	8.9	9070	52.4	4725	27.3	1970	11.4
225	28.6	50	6.7	370	15.9	1355	58.1	420	17.9	190	8.1
1425	50.6	295	10.5	340	4.7	1585	21.9	3395	46.9	1915	26.5
990	25.8	235	6.2	810	14.5	2585	46.3	1540	27.5	655	11.7
745	32.7	585	25.7	570	2.1	5520	20.1	9695	35.3	11665	42.5
70	61.9	15	12.5	10	5.4	65	29.9	115	52.9	25	11.8
7645	36.9	2570	12.4	6700	7.5	33415	37.3	28800	32.2	20655	23.1
915	44.5	750	36.6	5975	9.1	32455	49.2	18575	28.2	8950	13.6
5	..	5	..	25	2.0	125	10.8	375	33.0	615	54.2
460	40.1	415	36.1	1045	8.7	5735	47.6	3465	28.8	1795	14.9
655	33.9	1020	52.9	3740	7.1	16485	31.5	16560	31.6	15560	29.7
810	33.2	745	30.5	950	14.2	2685	40.3	1330	20.0	1695	25.5
855	39.6	415	19.2	950	12.0	4045	50.9	1810	22.8	1145	14.4
365	46.7	195	25.2	1780	12.9	6240	45.3	3850	27.9	1910	13.9
170	46.4	125	34.4	770	11.3	3745	55.2	1600	23.6	670	9.9
1430	44.9	775	24.3	2270	8.7	10950	41.9	7165	27.4	5735	22.0
5660	40.2	4450	31.6	17500	9.1	82465	42.8	54725	28.4	38080	19.8
13305	38.3	7020	20.2	24205	8.6	115880	41.0	83525	29.6	58735	20.8

Continuation

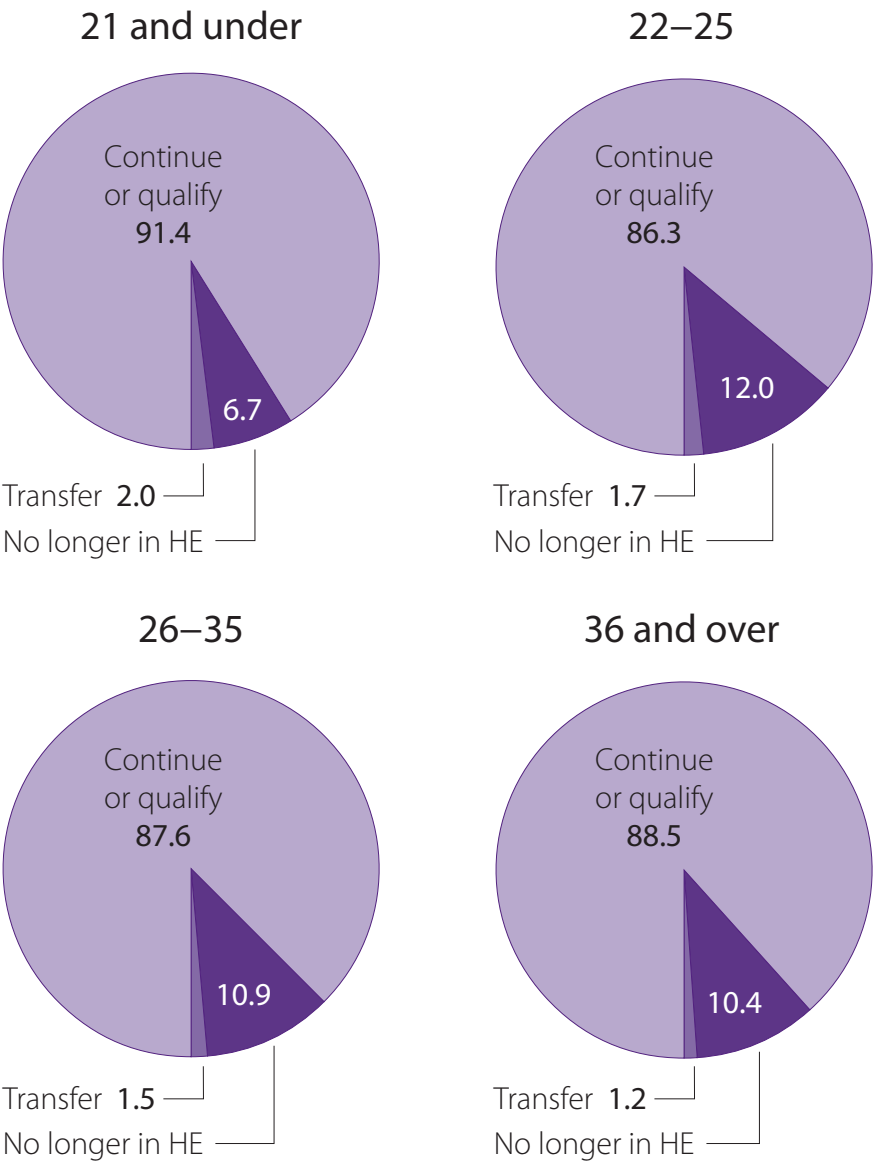
A lower proportion of first degree entrants aged 22–25 (86.3%) continued or qualified in 2010/11 than any other age group.

Compared with 2010/11
The proportion of first degree entrants who continued or qualified increased among all age groups (by between 1.3% and 2.7%).

4.12 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	278725	91.4	5955	2.0	20375	6.7
22–25	23345	86.3	460	1.7	3260	12.0
26–35	18315	87.6	320	1.5	2270	10.9
36 and over	11255	88.5	150	1.2	1320	10.4

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



Degree attainment

Qualifiers' ages are calculated at 31 July 2012. Data on qualifiers will not be directly comparable to other age data, which refers to students' ages on entry.

The proportion of qualifiers receiving a first class degree increased with age: 14.7% of qualifiers aged 21 and under compared with 19.7% of those aged 36 and over.

Compared with 2010/11
The proportion of part-time qualifiers aged 21 and under receiving a first class degree increased from 9.8% to 14.2%.

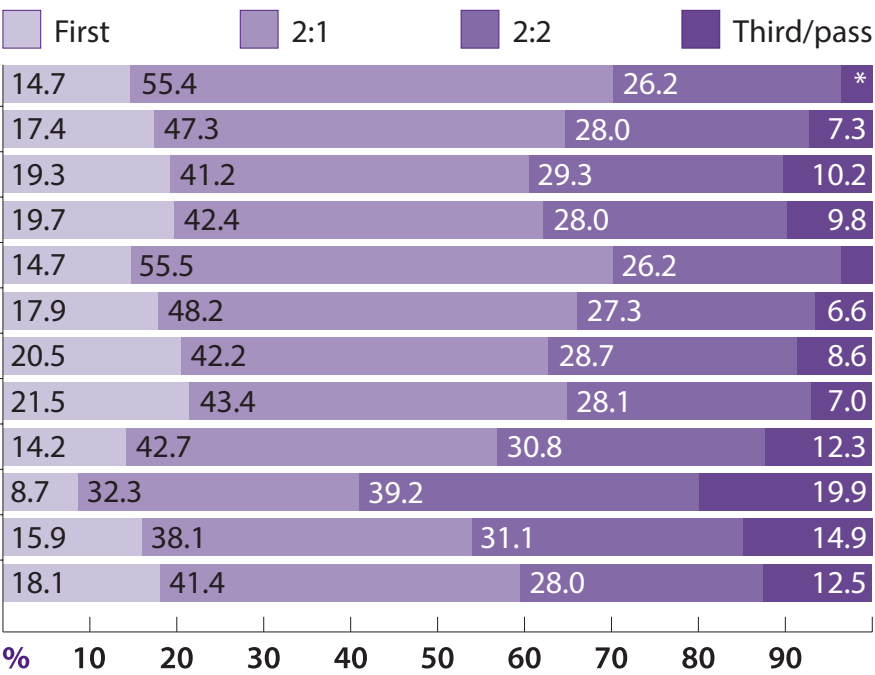
4.13 FDU qualifiers by degree class, mode and age group

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
All first degree undergraduate qualifiers								
21 and under	17530	14.7	66050	55.4	31250	26.2	4325	3.6
22–25	31470	17.4	85420	47.3	50455	28.0	13120	7.3
26–35	7260	19.3	15475	41.2	11010	29.3	3820	10.2
36 and over	5345	19.7	11480	42.4	7595	28.0	2665	9.8
Full-time								
21 and under	17460	14.7	65845	55.5	31105	26.2	4270	3.6
22–25	30645	17.9	82365	48.2	46745	27.3	11240	6.6
26–35	5740	20.5	11830	42.2	8040	28.7	2395	8.6
36 and over	2830	21.5	5725	43.4	3705	28.1	925	7.0
Part-time								
21 and under	70	14.2	205	42.7	150	30.8	60	12.3
22–25	825	8.7	3055	32.3	3710	39.2	1880	19.9
26–35	1520	15.9	3645	38.1	2970	31.1	1425	14.9
36 and over	2515	18.1	5755	41.4	3890	28.0	1740	12.5

FDU first degree undergraduate

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

All qualifiers 21 and under
All qualifiers 22–25
All qualifiers 26–35
All qualifiers 36 and over
Full-time 21 and under
Full-time 22–25
Full-time 26–35
Full-time 36 and over
Part-time 21 and under
Part-time 22–25
Part-time 26–35
Part-time 36 and over



* values less than 5.0 are not displayed

The degree attainment gap among age groups was widest in England where 70.6% of qualifiers aged 21 and under received a first/2:1 compared with 60.3% of those aged 26–35 (a 10.3% gap).

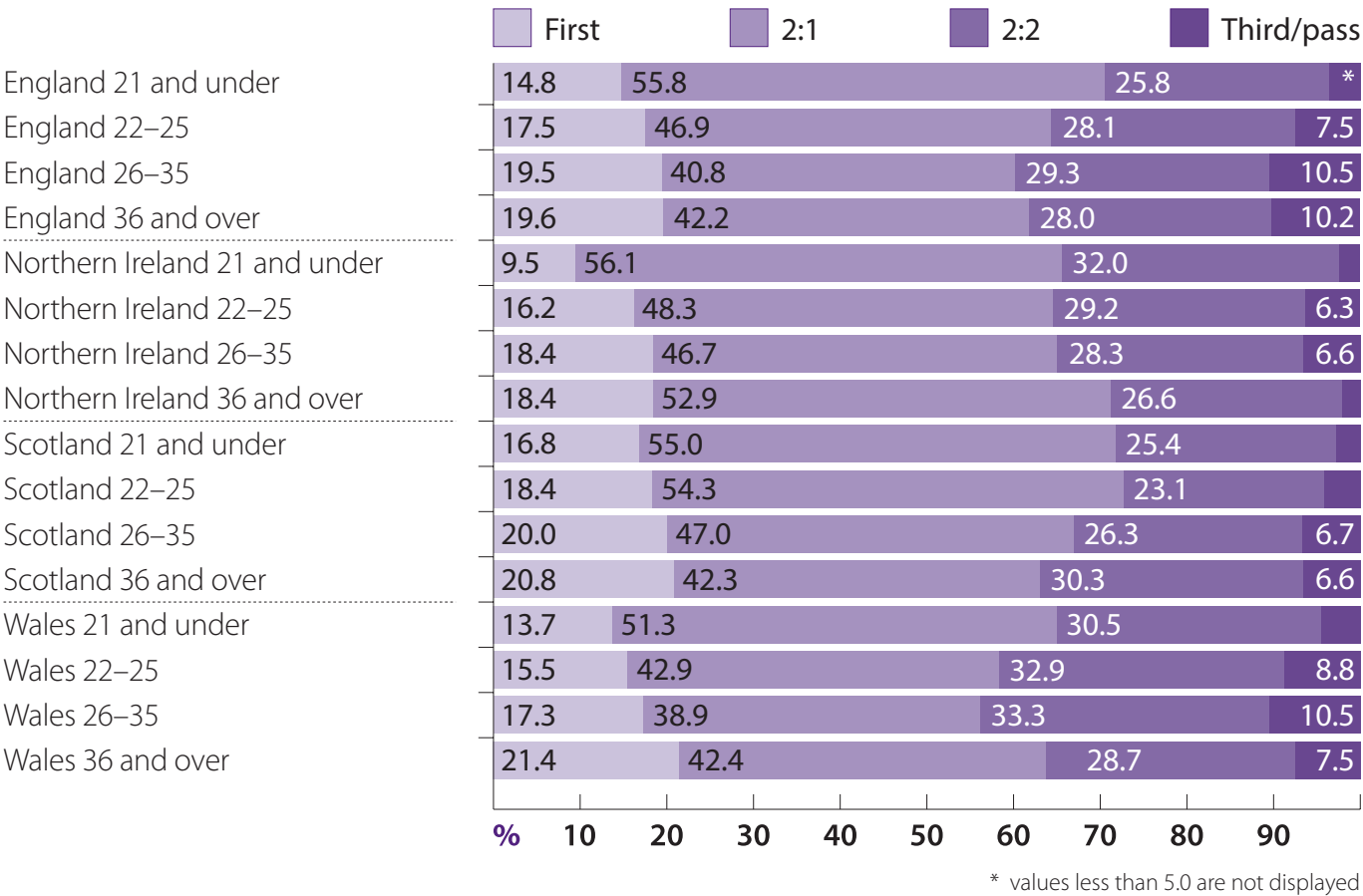
Compared with 2010/11
In Northern Ireland, among qualifiers aged 26–35 there was a decrease in the proportion who received a 2:1 degree to from 51.8% to 46.7%.

4.14 FDU 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	15350	14.8	57860	55.8	26775	25.8	3765	3.6
22–25	26385	17.5	70630	46.9	42340	28.1	11325	7.5
26–35	6240	19.5	13075	40.8	9380	29.3	3365	10.5
36 and over	4810	19.6	10325	42.2	6845	28.0	2505	10.2
Northern Ireland								
21 and under	205	9.5	1205	56.1	685	32.0	50	2.4
22–25	805	16.2	2400	48.3	1450	29.2	315	6.3
26–35	180	18.4	460	46.7	280	28.3	65	6.6
36 and over	95	18.4	275	52.9	140	26.6	10	2.1
Scotland								
21 and under	840	16.8	2745	55.0	1270	25.4	140	2.8
22–25	2810	18.4	8320	54.3	3540	23.1	640	4.2
26–35	445	20.0	1045	47.0	585	26.3	150	6.7
36 and over	160	20.8	320	42.3	230	30.3	50	6.6
Wales								
21 and under	1135	13.7	4240	51.3	2520	30.5	370	4.5
22–25	1470	15.5	4070	42.9	3125	32.9	835	8.8
26–35	395	17.3	895	38.9	765	33.3	240	10.5
36 and over	280	21.4	555	42.4	380	28.7	100	7.5

FDU first degree undergraduate

FDU qualifiers in countries of institution and age groups by degree class



The age group with the highest proportion of qualifiers to receive a first/2:1 was 21 and under. The 26–35 age group had the lowest proportion of qualifiers receiving a first/2:1.

71.3% of qualifiers aged 21 and under studying non-SET and 68.0% studying SET subjects received a first or 2:1 degree compared with 60.8% and 60.3% of those aged 26–35.

Compared with 2010/11
In medicine and dentistry, the proportion of qualifiers aged 22–25 who received a first/2:1 increased from 80.9% to 91.3%.

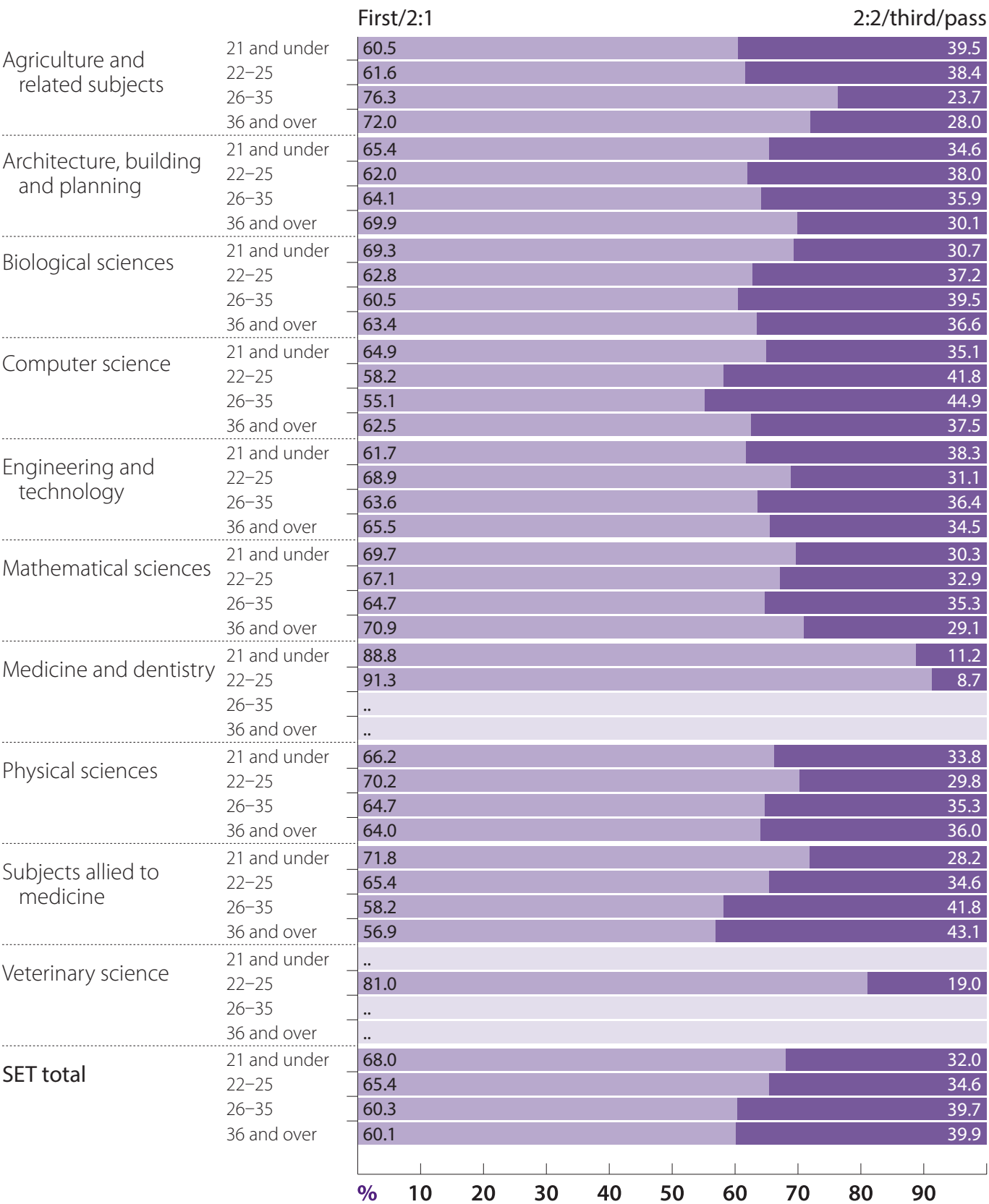
4.15 FDU qualifiers by subject area, degree class and age group

	First/2:1			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	500	60.5	775	61.6
Architecture, building, planning	1440	65.4	3460	62.0
Biological sciences	11190	69.3	9315	62.8
Computer science	2195	64.9	4830	58.2
Engineering and technology	2500	61.7	9930	68.9
Mathematical sciences	2240	69.7	2415	67.1
Medicine and dentistry	445	88.8	800	91.3
Physical sciences	3690	66.2	5670	70.2
Subjects allied to medicine	3925	71.8	8330	65.4
Veterinary science	15	..	50	81.0
SET total	28135	68.0	45575	65.4
Non-SET				
Business, administrative studies	10415	64.3	18930	56.0
Combined	300	69.6	395	58.9
Creative arts and design	8785	70.0	14975	65.7
Education	2990	62.0	4180	61.8
Historical and philosophical studies	6855	82.3	5205	79.7
Languages	6665	79.3	9630	77.6
Law	5285	70.8	4420	61.7
Mass communications and documentation	3750	70.9	3570	65.1
Social studies	10395	72.7	10010	66.2
Non-SET total	55440	71.3	71320	64.4
Total	83580	70.1	116895	64.8

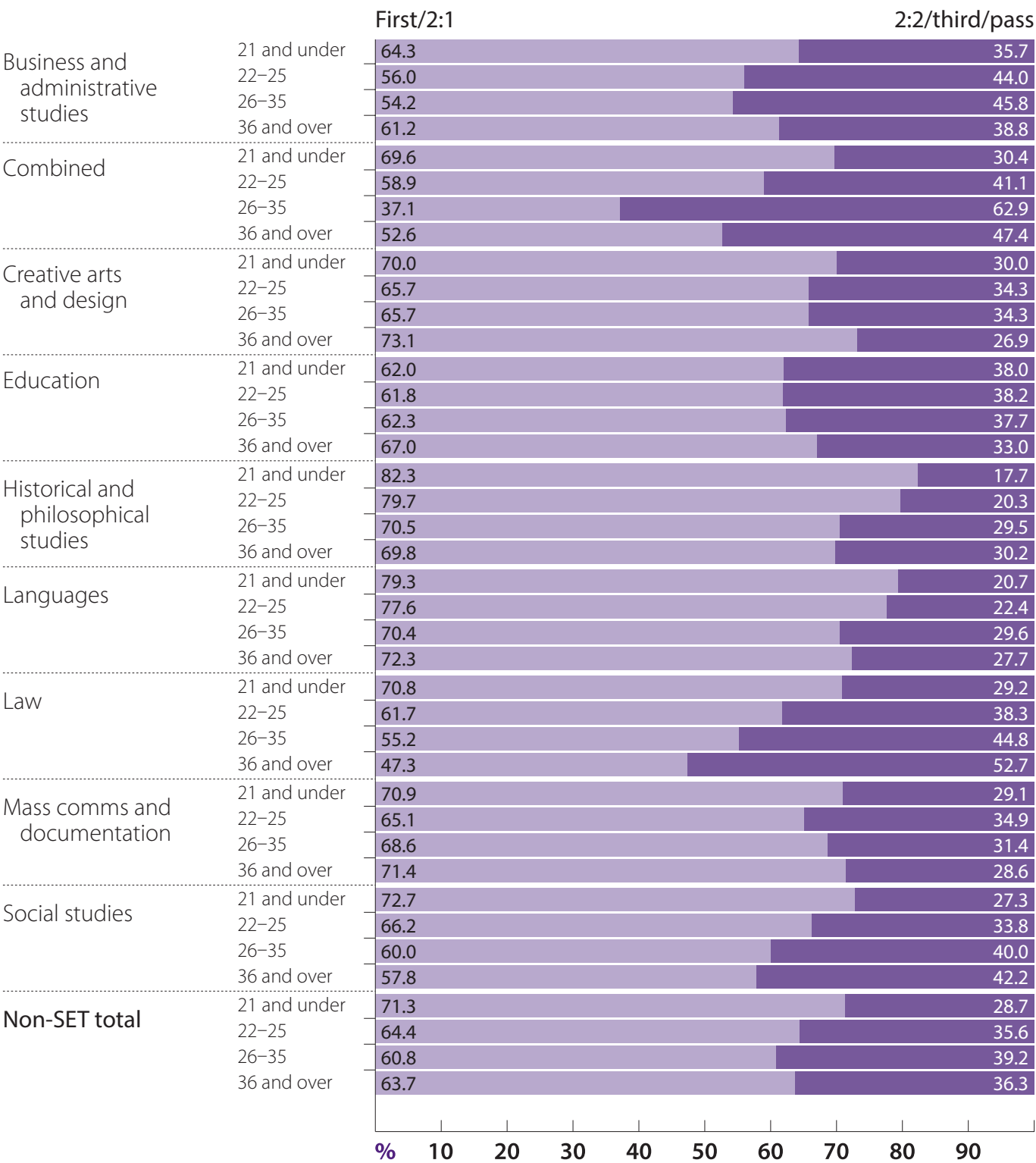
FDU first degree undergraduate
.. percentages based on totals of 52 or less are not shown

				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.	%
190	76.3	105	72.0	325	39.5	480	38.4	60	23.7	40	28.0
1100	64.1	385	69.9	760	34.6	2115	38.0	615	35.9	165	30.1
1525	60.5	1040	63.4	4950	30.7	5530	37.2	995	39.5	600	36.6
1110	55.1	410	62.5	1185	35.1	3470	41.8	905	44.9	245	37.5
1695	63.6	600	65.5	1550	38.3	4485	31.1	970	36.4	315	34.5
140	64.7	155	70.9	975	30.3	1185	32.9	75	35.3	65	29.1
35	..	5	..	55	11.2	75	8.7	10	..	5	..
540	64.7	355	64.0	1885	33.8	2405	29.8	295	35.3	200	36.0
4445	58.2	4105	56.9	1540	28.2	4405	34.6	3190	41.8	3110	43.1
15	..	0	..	0	..	10	19.0	0	..	0	..
10800	60.3	7165	60.1	13230	32.0	24160	34.6	7120	39.7	4750	39.9
2725	54.2	1125	61.2	5790	35.7	14890	44.0	2300	45.8	715	38.8
80	37.1	265	52.6	130	30.4	275	41.1	135	62.9	240	47.4
2215	65.7	1200	73.1	3760	30.0	7805	34.3	1160	34.3	440	26.9
1500	62.3	2035	67.0	1835	38.0	2580	38.2	910	37.7	1000	33.0
710	70.5	1355	69.8	1475	17.7	1325	20.3	295	29.5	585	30.2
970	70.4	785	72.3	1735	20.7	2775	22.4	410	29.6	300	27.7
815	55.2	410	47.3	2180	29.2	2745	38.3	660	44.8	455	52.7
510	68.6	125	71.4	1540	29.1	1910	34.9	235	31.4	50	28.6
2410	60.0	2355	57.8	3900	27.3	5105	33.8	1610	40.0	1720	42.2
11935	60.8	9660	63.7	22345	28.7	39410	35.6	7710	39.2	5510	36.3
22735	60.5	16825	62.1	35580	29.9	63575	35.2	14830	39.5	10260	37.9

FDU qualifiers in SET subject areas and age groups by degree class



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



Destination of leavers

Leavers' ages are calculated at 31 July 2012. Data on leavers will not be directly comparable to other age data, which refers to students' age on entry.

43.9% of leavers aged 21 and under were in full-time work, compared with 63.5% of those aged 26–35. The highest proportion of leavers in part-time work was in the 36 and over age group (15.8%).

The proportion of leavers who were unemployed decreased with age. 8.0% of leavers aged 21 and under were unemployed, compared with 5.3% of leavers aged 36 and over.

The proportion of leavers who went on to full-time study also decreased with age. 20.3% of leavers aged 21 and under went on to full-time study, compared with 4.5% aged 36 and over.

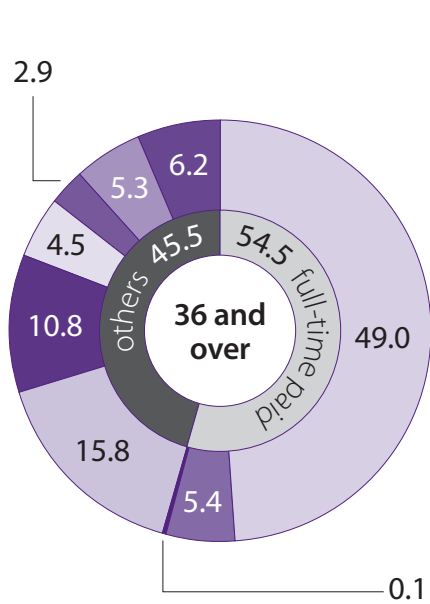
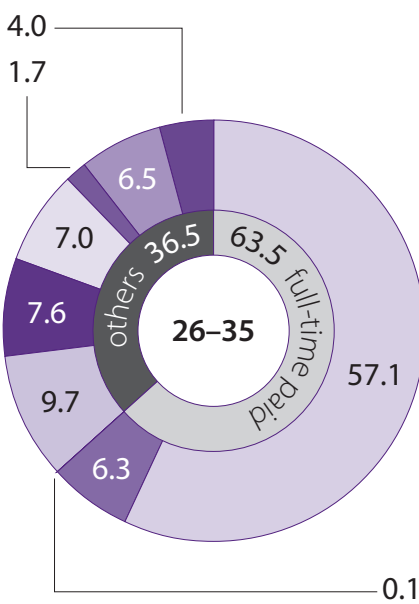
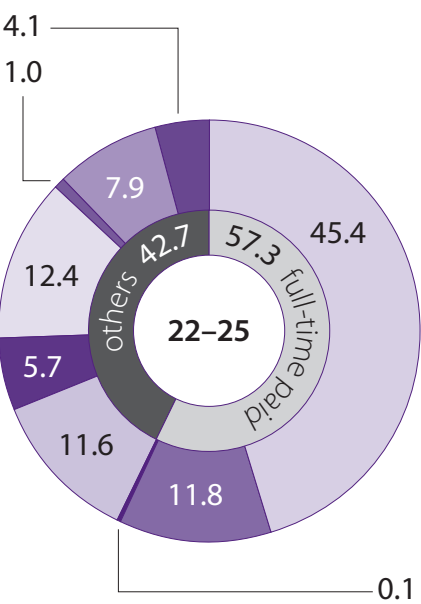
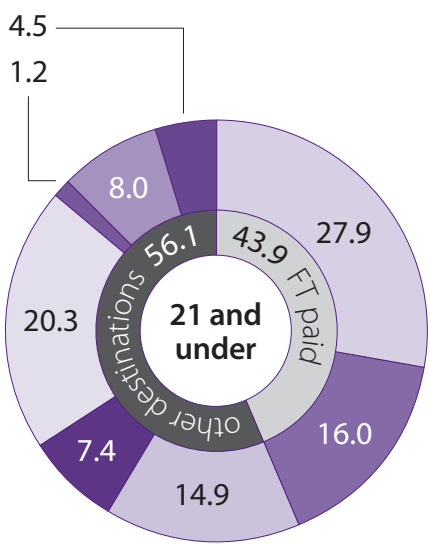
4.16 DLHE leavers by leaving destination and age group

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

21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%
44760	43.9	95430	57.3	48305	63.5	36125	54.5
28430	27.9	75670	45.4	43430	57.1	32480	49.0
16285	16.0	19605	11.8	4795	6.3	3605	5.4
45	0.0	155	0.1	80	0.1	40	0.1
15160	14.9	19365	11.6	7400	9.7	10460	15.8
7510	7.4	9465	5.7	5790	7.6	7180	10.8
20745	20.3	20710	12.4	5305	7.0	3005	4.5
1180	1.2	1635	1.0	1290	1.7	1895	2.9
8150	8.0	13190	7.9	4940	6.5	3525	5.3
4560	4.5	6755	4.1	3020	4.0	4115	6.2

DLHE leavers in age groups by leaving destination

- 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



- = 19.7% of male students were from BME backgrounds compared with 18.1% of female students.
- = Male students had a younger profile than female students. 54.1% of male students were aged 21 and under, compared with 49.1% of female students.
- = Among UK-domiciled students, a higher proportion of white students were disabled (10.5%) than BME students (7.6%). However, mixed UK-domiciled students had the highest proportion of disabled students (11.3%).
- = A higher proportion of students aged 36 and over were disabled than students in other age groups (9.5%).
- = The majority of disabled students who declared a social communication/autistic spectrum disorder (75.2%) or a specific learning difficulty (62.3%) were aged 21 and under.
- = For all UK-domiciled ethnic groups, a higher proportion of female qualifiers received a first/2:1 than male qualifiers. This difference was largest for Chinese qualifiers (66.8% of female and 58.0% of male qualifiers).
- = The ethnicity degree attainment gap varied between 8.6% for qualifiers aged 21 and under and 26.3% for qualifiers aged 36 and over.

5 Multiple identities

Gender and ethnicity

Within every ethnic group, the majority of students were women.

19.7% of male students were from BME backgrounds compared with 18.1% of female students.

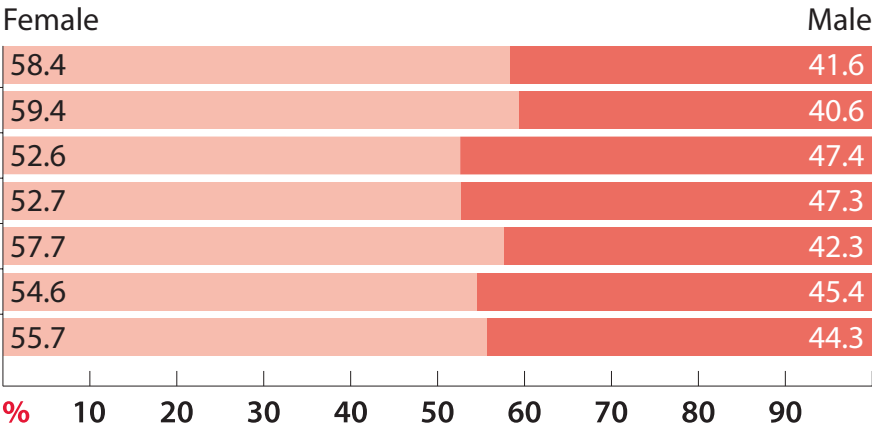
5.1 UK-domiciled students by ethnic group and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
White	955165	81.9	58.4	681225	80.3	41.6
Black	72395	6.2	59.4	49460	5.8	40.6
Asian	83595	7.2	52.6	75270	8.9	47.4
Chinese	9265	0.8	52.7	8320	1.0	47.3
Mixed	34005	2.9	57.7	24935	2.9	42.3
Other	11595	1.0	54.6	9645	1.1	45.4
BME total	210855	18.1	55.7	167635	19.7	44.3
Unknown ethnicity	24425	2.1	52.5	22095	2.5	47.5

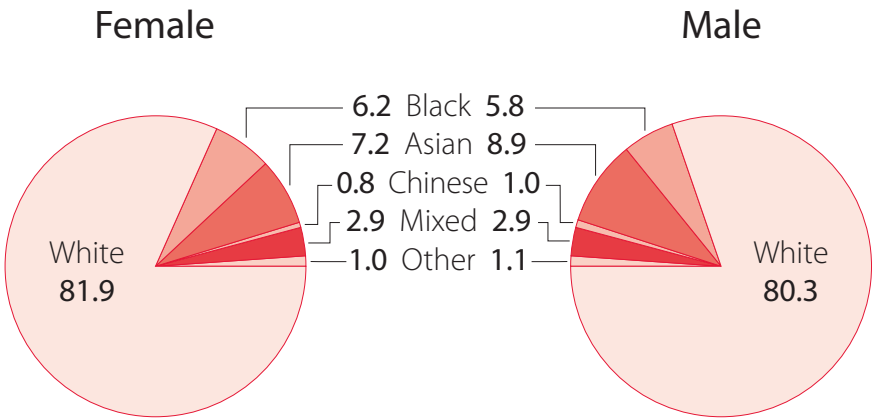
* within a gender the percentage of students within an ethnic group (compare vertically)
^ within an ethnic group the percentage of students who are male/female (compare horizontally)

White
Black
Asian
Chinese
Mixed
Other
BME total

UK-domiciled students in ethnic groups by gender



UK-domiciled female/male students by ethnic group



Gender and disability

8.8% of female students were disabled, compared with 8.4% of male students. 57.6% of disabled students were female, slightly higher than the proportion of female students overall (56.4%, see table 1.1).

Women accounted for 65.7% of students who declared a mental health condition.

Compared with 2010/11
The proportion of female disabled students who declared a mental health condition has increased slightly from 9.2% to 11.0%.

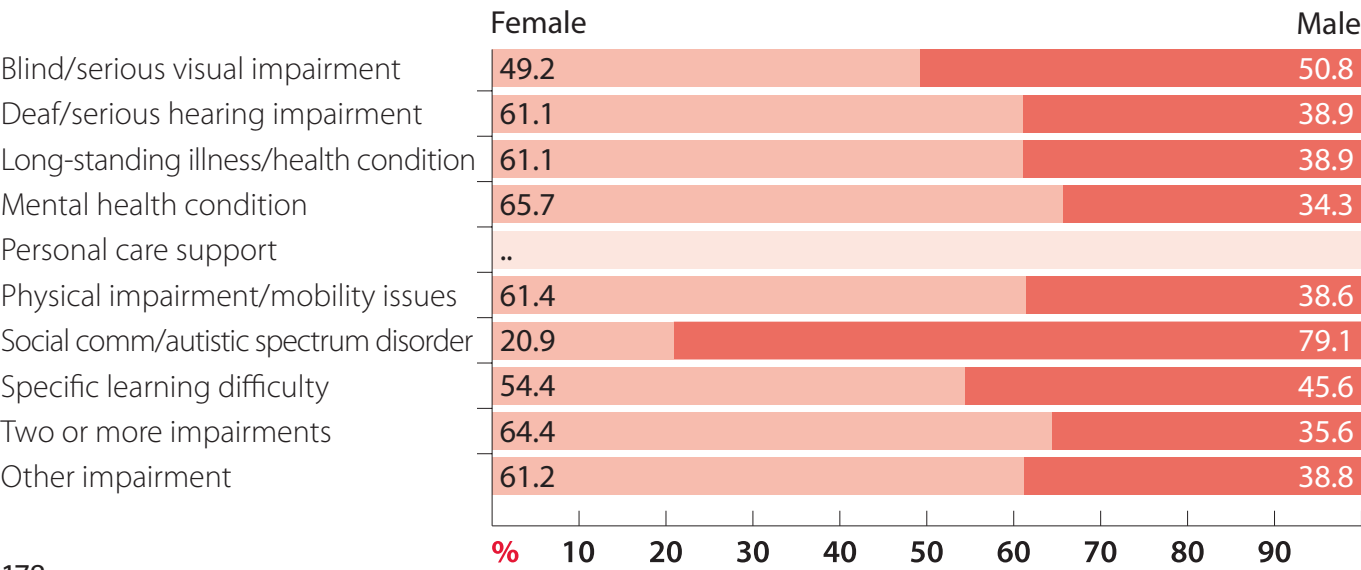
79.1% of students who disclosed a social communication or autistic spectrum disorder were male.

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

	Female			Male		
	No.	%*	%^	No.	%*	%^
Disabled	123990	8.8	57.6	91380	8.4	42.4
Blind/serious visual impairment	1730	1.4	49.2	1790	2.0	50.8
Deaf/serious hearing impairment	3800	3.1	61.1	2415	2.6	38.9
Long-standing illness or health condition	14335	11.6	61.1	9145	10.0	38.9
Mental health condition	13610	11.0	65.7	7120	7.8	34.3
Personal care support	10	0.0	..	5	0.0	..
Physical impairment/mobility issues	4505	3.6	61.4	2835	3.1	38.6
Social comm./autistic spectrum disorder	930	0.7	20.9	3520	3.9	79.1
Specific learning difficulty	56685	45.7	54.4	47535	52.0	45.6
Two or more impairments	12085	9.7	64.4	6690	7.3	35.6
Other impairment	16300	13.1	61.2	10320	11.3	38.8
Non-disabled	1282955	91.2	56.2	998310	91.6	43.8

* compare vertically ^ compare horizontally
.. percentages based on totals of 52 or less are not shown

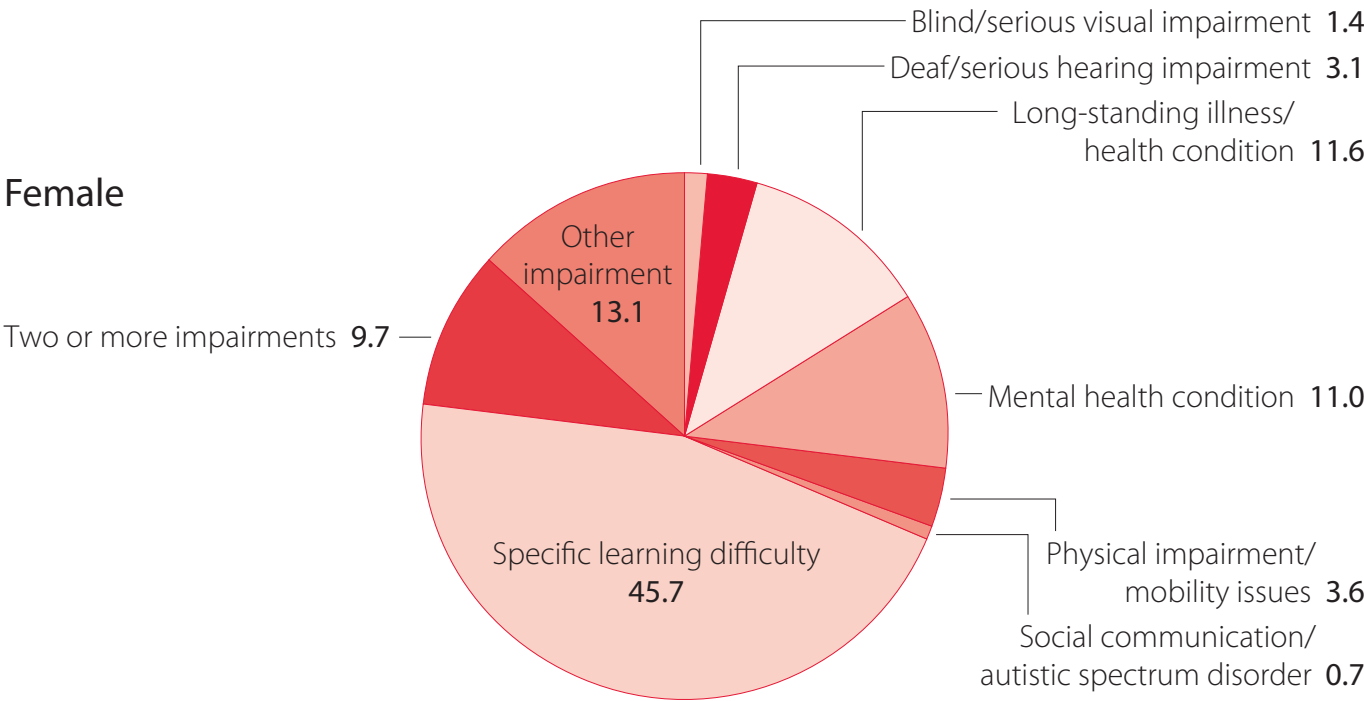
Disabled students in impairment types by gender



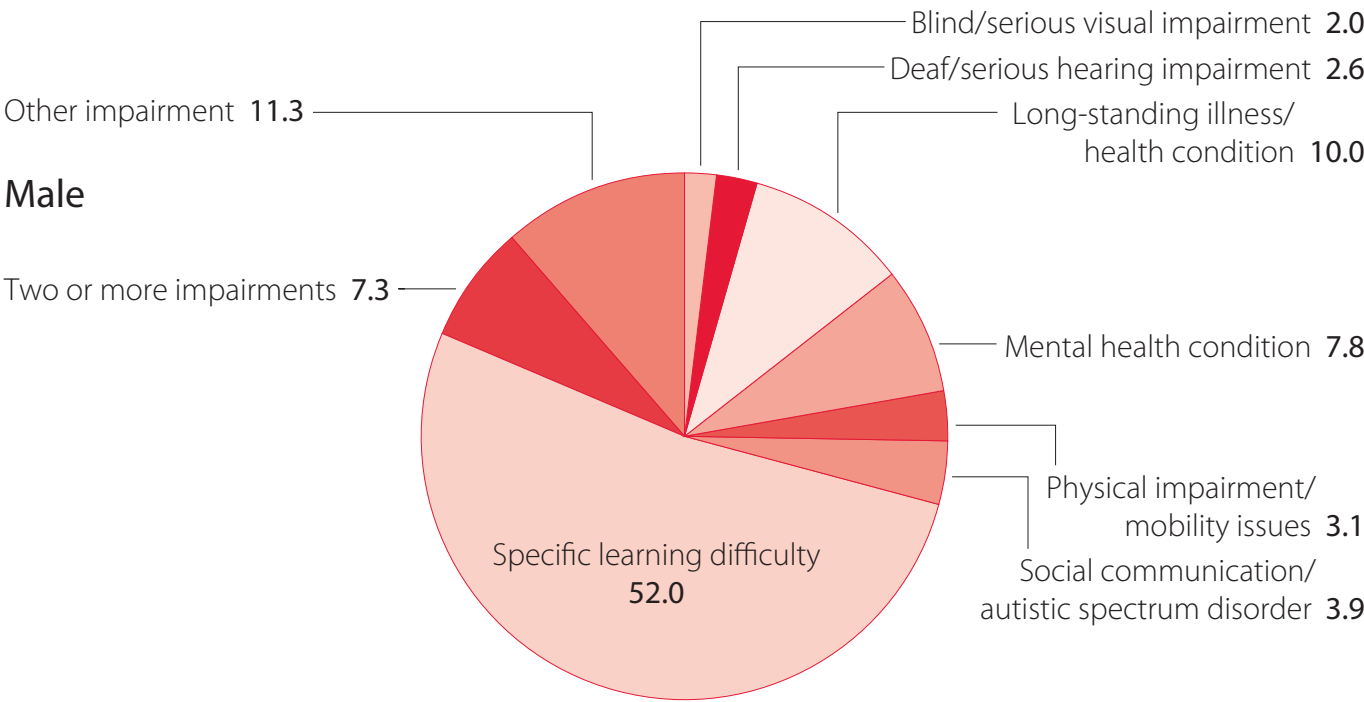
.. percentages based on totals of 52 or less are not shown

Female/male disabled students by impairment type

Female



Male



Gender and age

Male students had a younger profile than female students. 54.1% of male students were aged 21 and under, compared with 49.1% of female students.

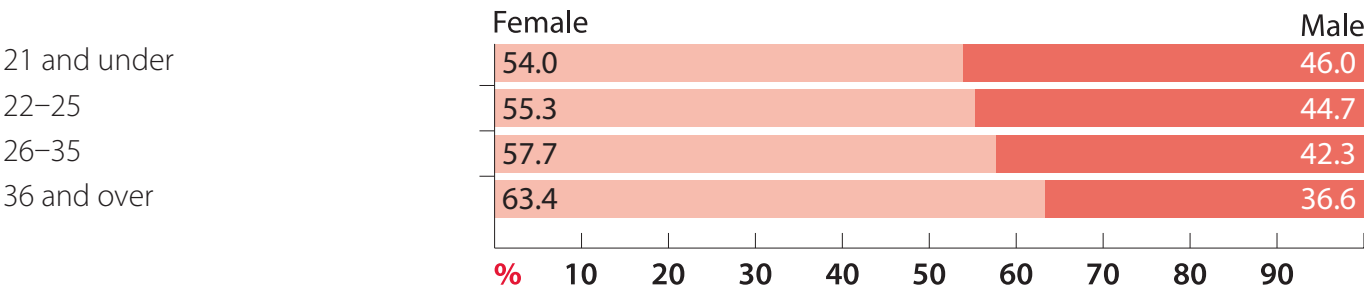
63.4% of students aged 36 and over and 57.7% aged 26 to 35 were women.

5.3 All students by age group and gender

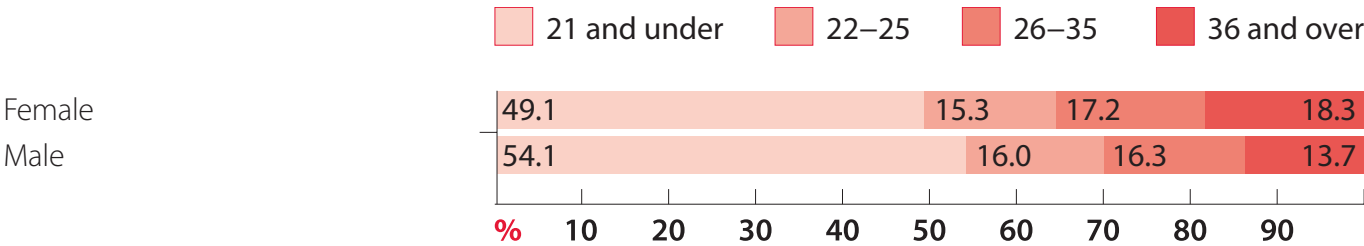
	Female			Male		
	No.	%*	%^	No.	%*	%^
21 and under	690975	49.1	54.0	588950	54.1	46.0
22–25	215245	15.3	55.3	173930	16.0	44.7
26–35	242475	17.2	57.7	177615	16.3	42.3
36 and over	257735	18.3	63.4	148825	13.7	36.6

* compare vertically ^ compare horizontally

Students in age groups by gender



Female/male students by age group



Ethnicity and disability

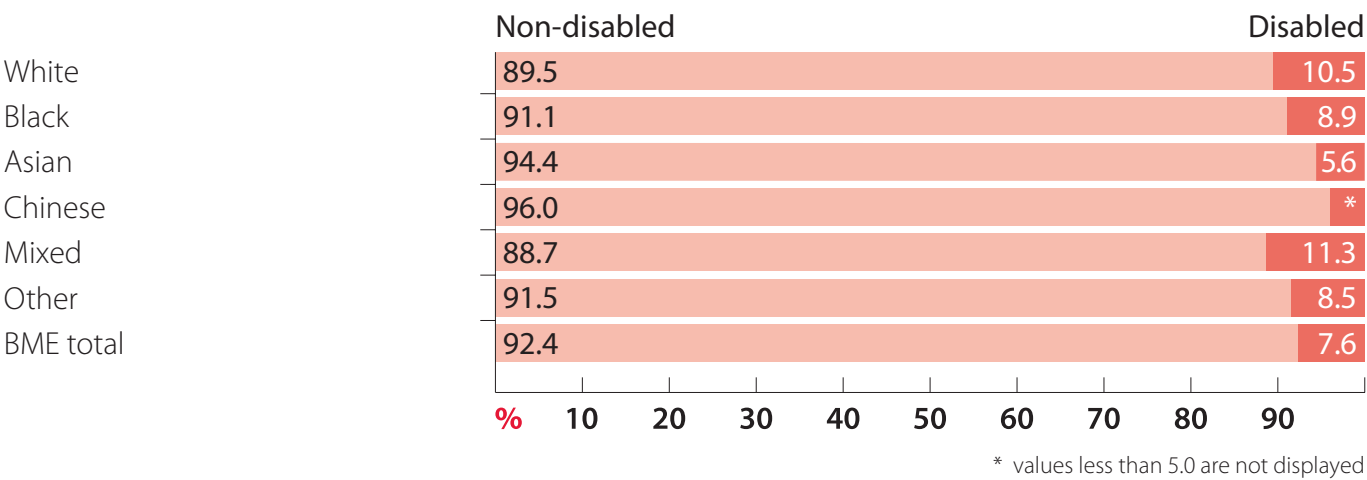
Among UK-domiciled students, a higher proportion of white students were disabled (10.5%) than BME students (7.6%). However, mixed UK-domiciled students had the highest proportion of disabled students (11.3%).

5.4 UK-domiciled students by disability status and ethnic group

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
White	1464780	80.7	89.5	171615	85.6	10.5
Black	110970	6.1	91.1	10885	5.4	8.9
Asian	150010	8.3	94.4	8855	4.4	5.6
Chinese	16880	0.9	96.0	705	0.4	4.0
Mixed	52260	2.9	88.7	6680	3.3	11.3
Other	19445	1.1	91.5	1795	0.9	8.5
BME total	349570	19.3	92.4	28920	14.4	7.6

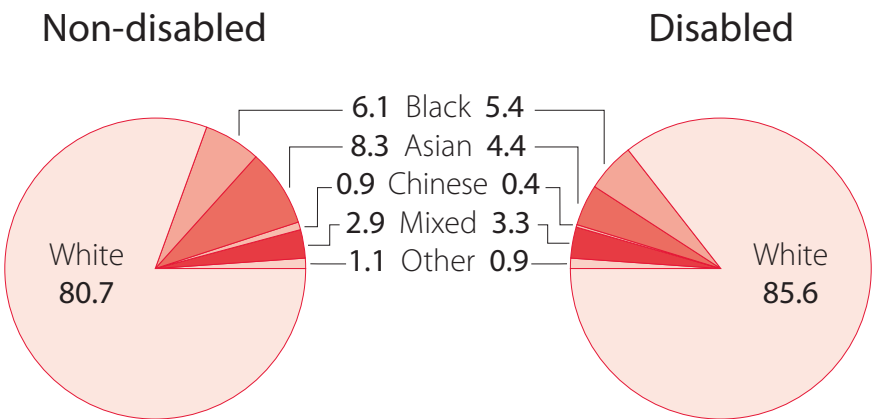
* compare vertically ^ compare horizontally

UK-domiciled students in ethnic groups by disability status



* values less than 5.0 are not displayed

Disabled/non-disabled students by ethnic group



21.3% of students who were blind or had a serious visual impairment were BME, compared with 7.8% of students who disclosed a social communication or autistic spectrum disorder.

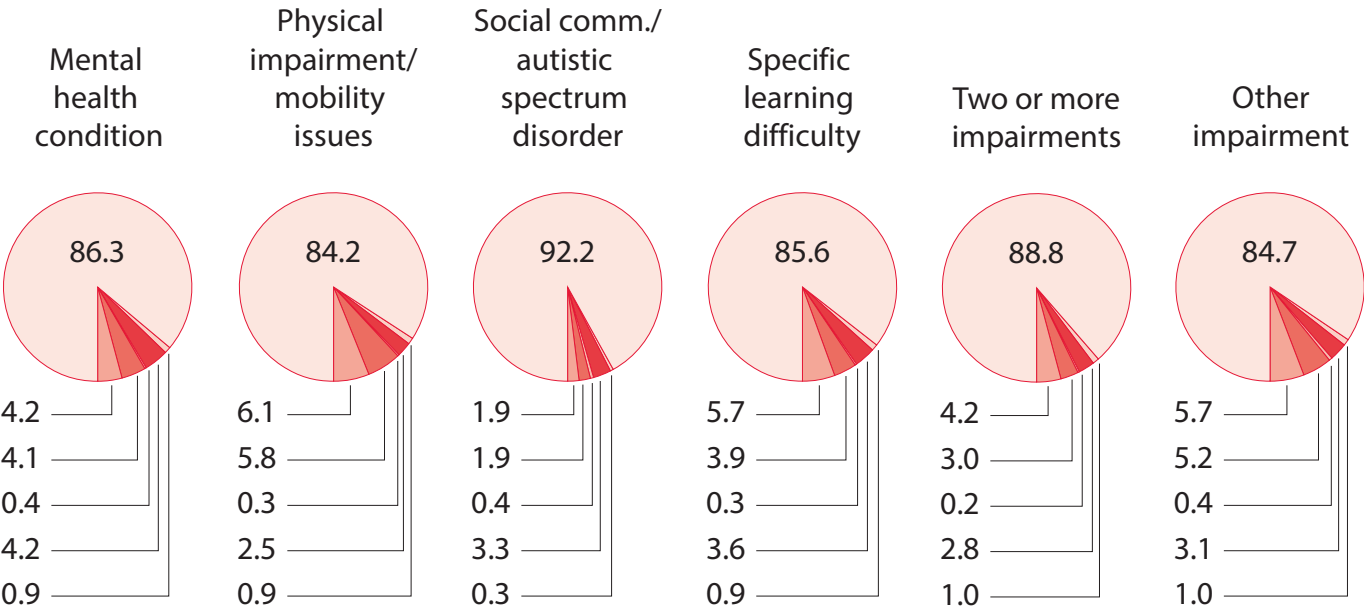
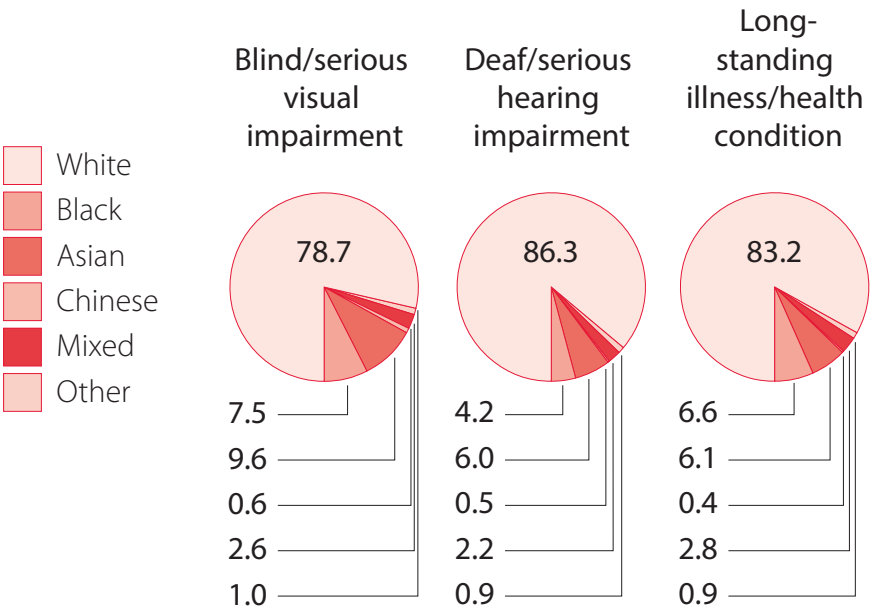
5.5 UK-domiciled disabled students by impairment type and ethnic group

	White			Black		
	No.	%*	%^	No.	%*	%^
Blind/serious visual impairment	2445	1.4	78.7	235	2.1	7.5
Deaf/serious hearing impairment	4965	2.9	86.3	240	2.2	4.2
Long-standing illness or health condition	17780	10.4	83.2	1420	13.1	6.6
Mental health condition	16460	9.6	86.3	795	7.3	4.2
Personal care support	5	0.0	..	0	0.0	..
Physical impairment/mobility issues	5670	3.3	84.2	415	3.8	6.1
Social comm./autistic spectrum disorder	3860	2.2	92.2	80	0.7	1.9
Specific learning difficulty	84065	49.0	85.6	5575	51.2	5.7
Two or more impairments	15875	9.3	88.8	745	6.8	4.2
Other impairment	20490	11.9	84.7	1380	12.7	5.7

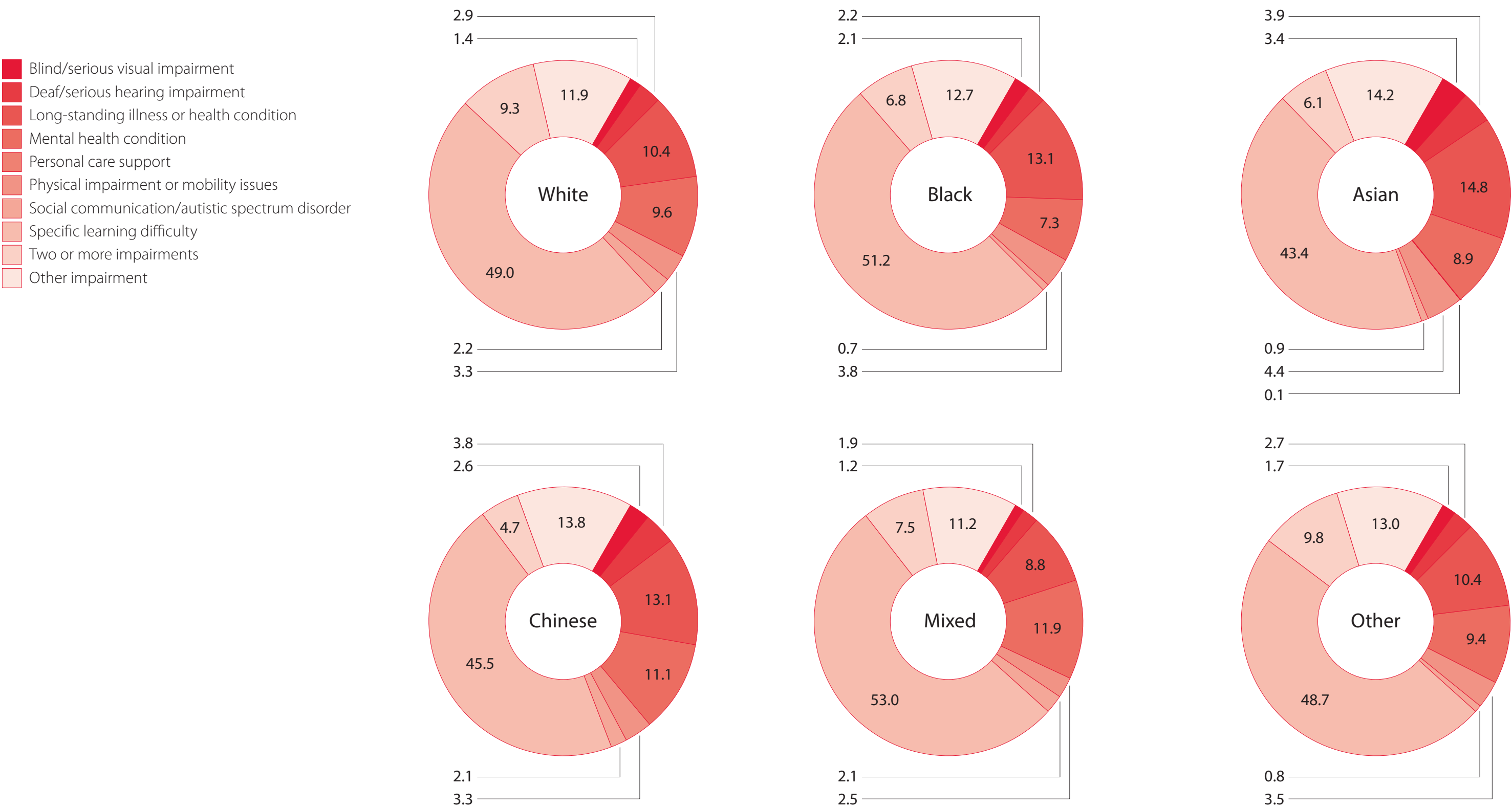
* compare vertically ^ compare horizontally
.. percentages based on totals of 52 or less are not shown

Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
295	3.4	9.6	20	2.6	0.6	80	1.2	2.6	30	1.7	1.0	660	2.3	21.3
345	3.9	6.0	25	3.8	0.5	125	1.9	2.2	50	2.7	0.9	790	2.7	13.7
1310	14.8	6.1	90	13.1	0.4	590	8.8	2.8	185	10.4	0.9	3595	12.4	16.8
790	8.9	4.1	80	11.1	0.4	790	11.9	4.2	170	9.4	0.9	2625	9.1	13.7
5	0.1	..	0	0.0	..	0	0.0	..	0	0.0	..	5	0.0	..
395	4.4	5.8	25	3.3	0.3	170	2.5	2.5	65	3.5	0.9	1060	3.7	15.8
80	0.9	1.9	15	2.1	0.4	135	2.1	3.3	15	0.8	0.3	325	1.1	7.8
3845	43.4	3.9	320	45.5	0.3	3540	53.0	3.6	875	48.7	0.9	14150	48.9	14.4
545	6.1	3.0	35	4.7	0.2	505	7.5	2.8	175	9.8	1.0	2000	6.9	11.2
1255	14.2	5.2	95	13.8	0.4	745	11.2	3.1	235	13.0	1.0	3710	12.8	15.3

UK-domiciled disabled students in impairment types by ethnic group



UK-domiciled disabled students in ethnic groups by impairment type



Ethnicity and age

25.4% of black UK-domiciled students were aged 36 and over, compared with 7.8% of Chinese UK-domiciled students.

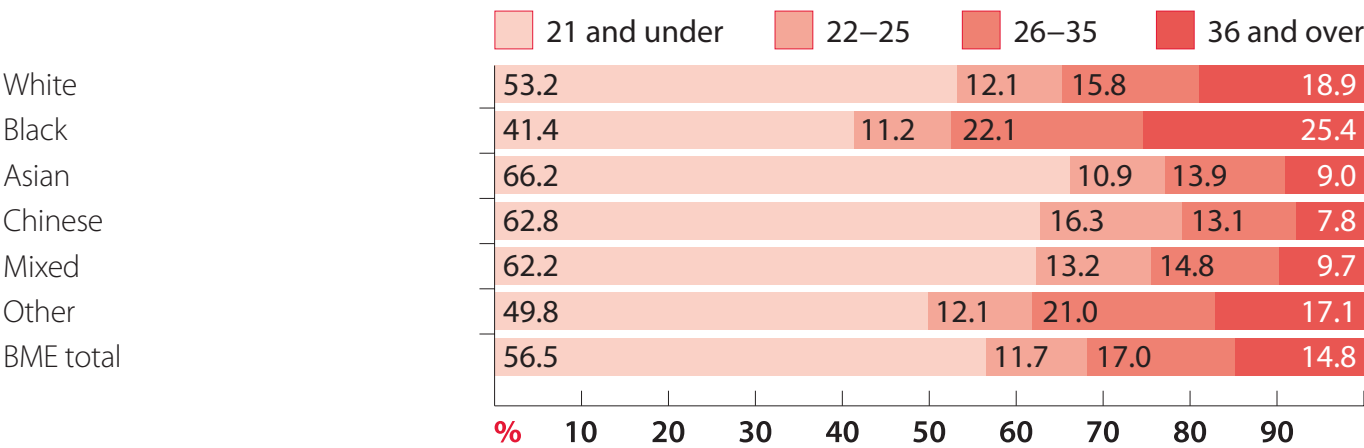
20.0% of UK-domiciled students aged 26 to 35 were BME, compared with 15.3% of those aged 35 and over.

5.6 UK-domiciled students by age group and ethnic group

	White			Black		
	No.	%*	%^	No.	%*	%^
21 and under	869900	53.2	80.3	50390	41.4	4.6
22–25	197880	12.1	81.8	13640	11.2	5.6
26–35	258295	15.8	80.0	26875	22.1	8.3
36 and over	309660	18.9	84.7	30945	25.4	8.5

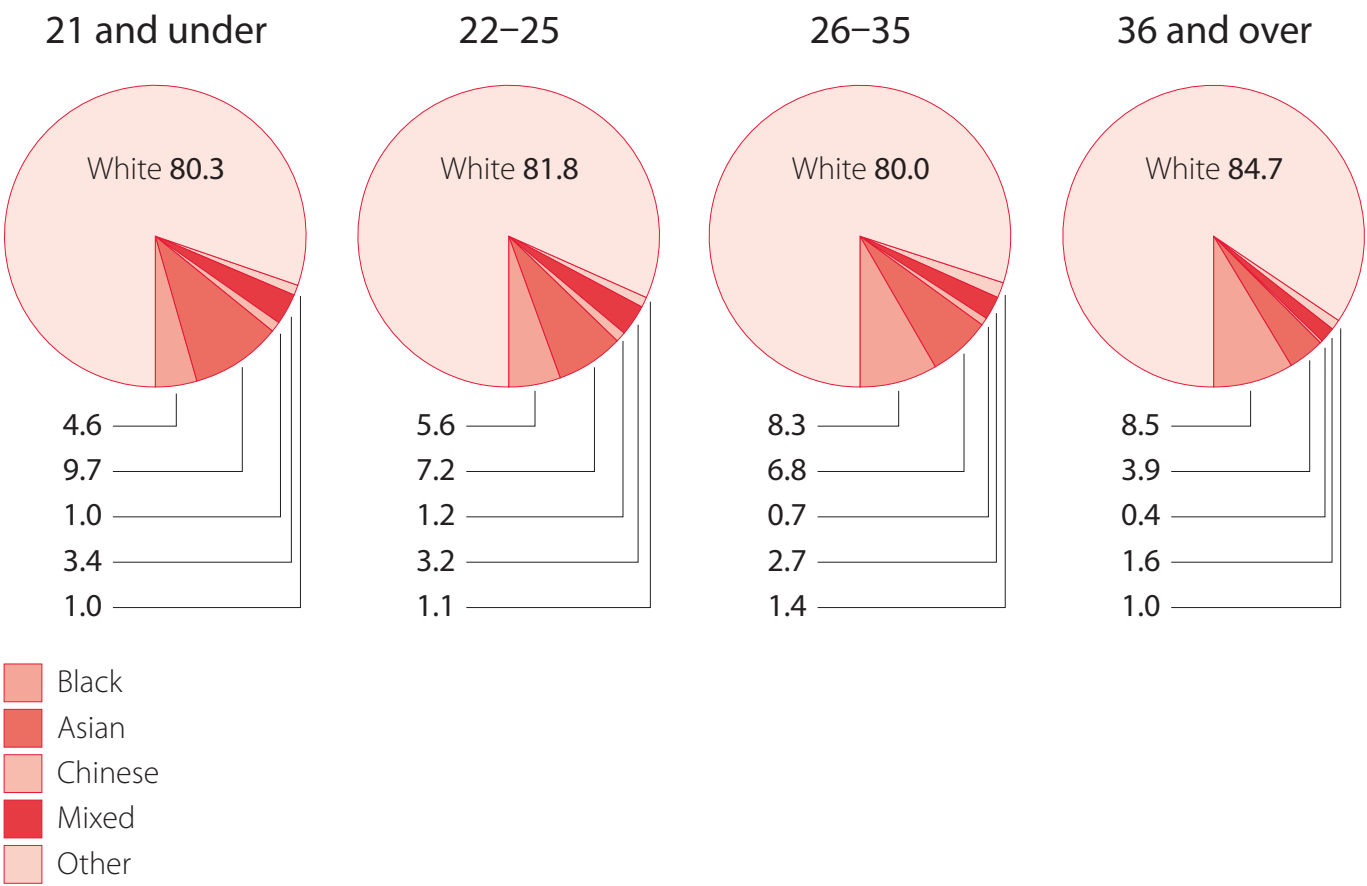
* compare vertically ^ compare horizontally

UK-domiciled students in ethnic groups by age group



Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
105210	66.2	9.7	11050	62.8	1.0	36670	62.2	3.4	10580	49.8	1.0	213895	56.5	19.7
17310	10.9	7.2	2860	16.3	1.2	7785	13.2	3.2	2570	12.1	1.1	44160	11.7	18.2
22000	13.9	6.8	2300	13.1	0.7	8745	14.8	2.7	4465	21	1.4	64385	17.0	20.0
14320	9.0	3.9	1375	7.8	0.4	5730	9.7	1.6	3625	17.1	1.0	55990	14.8	15.3

UK-domiciled students in age groups by ethnic group



Disability and age

A higher proportion of students aged 36 and over were disabled than students in other age groups (9.5%).

19.0% of disabled students aged 36 and over declared two or more impairments, compared with 4.7% of disabled students aged 21 and under.

The majority of disabled students who declared a social communication/autistic spectrum disorder (75.2%) or a specific learning difficulty (62.3%) were aged 21 and under.

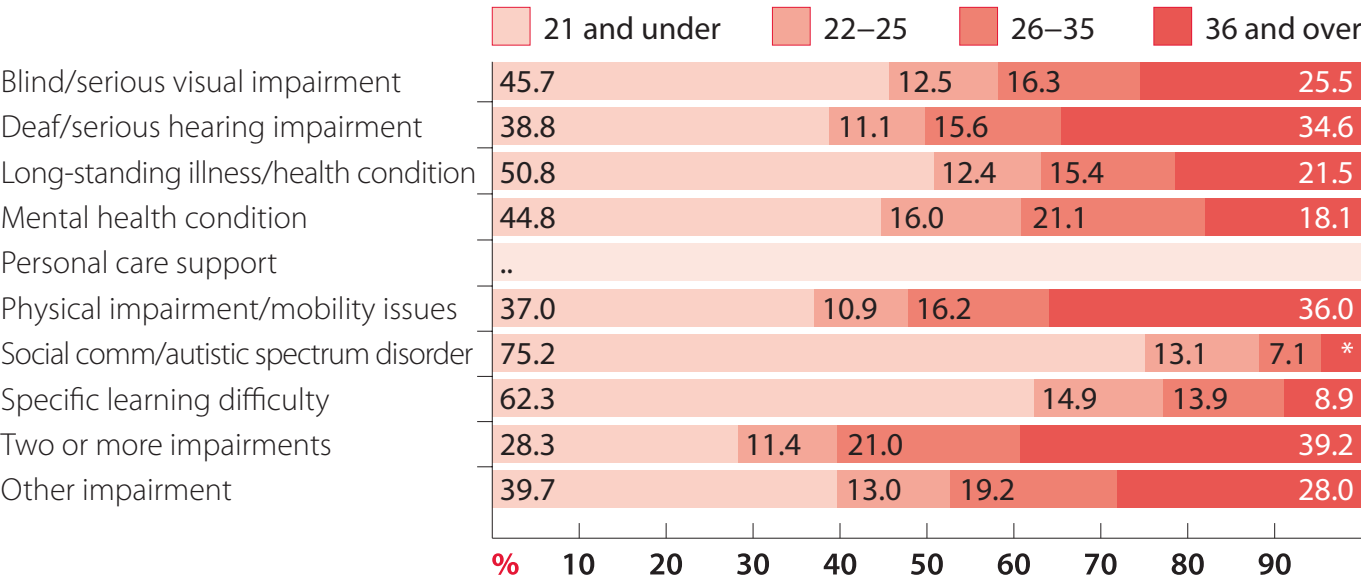
5.7 All students by disability status, impairment type and age group

	21 and under		
	No.	%*	%^
Disabled	112105	8.8	52.1
Blind/serious visual impairment	1610	1.4	45.7
Deaf/serious hearing impairment	2405	2.1	38.8
Long-standing illness or health condition	11915	10.6	50.8
Mental health condition	9295	8.3	44.8
Personal care support	5	0.0	..
Physical impairment/mobility issues	2720	2.4	37.0
Social comm./autistic spectrum disorder	3350	3.0	75.2
Specific learning difficulty	64915	57.9	62.3
Two or more impairments	5315	4.7	28.3
Other impairment	10575	9.4	39.7
Non-disabled	1167820	91.2	51.2

* compare vertically ^ compare horizontally
.. percentages based on totals of 52 or less are not shown

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
29870	7.7	13.9	34535	8.2	16.0	38795	9.5	18.0
440	1.5	12.5	570	1.7	16.3	895	2.3	25.5
685	2.3	11.1	965	2.8	15.6	2150	5.5	34.6
2900	9.7	12.4	3620	10.5	15.4	5035	13.0	21.5
3315	11.1	16.0	4365	12.6	21.1	3755	9.7	18.1
0	0.0	..	0	0.0	..	5	0.0	..
795	2.7	10.9	1185	3.4	16.2	2640	6.8	36.0
580	1.9	13.1	315	0.9	7.1	205	0.5	4.7
15555	52.1	14.9	14445	41.8	13.9	9285	23.9	8.9
2145	7.2	11.4	3945	11.4	21.0	7365	19.0	39.2
3450	11.5	13.0	5120	14.8	19.2	7460	19.2	28.0
359310	92.3	15.8	385560	91.8	16.9	367770	90.5	16.1

Disabled students in impairment types by age group



.. percentages based on totals of 52 or less are not shown
* values less than 5.0 are not displayed

Degree attainment

For all UK-domiciled ethnic groups, a higher proportion of female qualifiers received a first/2:1 than male qualifiers. This difference was largest for Chinese qualifiers (66.8% of female and 58.0% of male qualifiers).

However, for all UK-domiciled ethnic groups except Chinese, a higher proportion of male qualifiers than female qualifiers received a first class degree.

Compared with 2010/11
The proportion of male and female qualifiers receiving a first/2:1 increased slightly for all UK-domiciled ethnic groups except mixed.

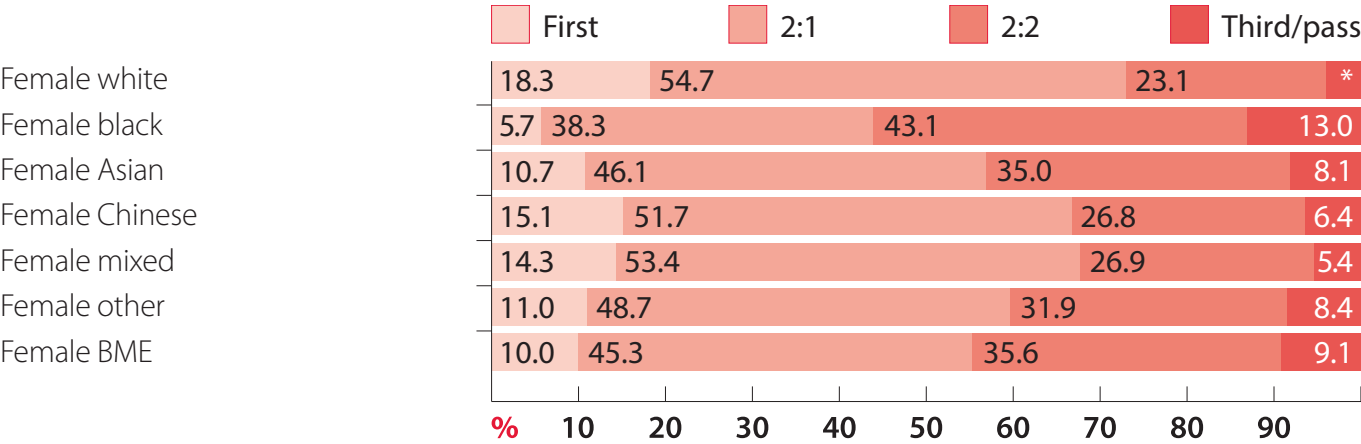
5.8 UK-domiciled FDU qualifiers by degree class, gender and ethnic group

	First and 2:1	
	No.	%
Female		
White	102640	73.0
Black	4415	43.9
Asian	7610	56.8
Chinese	1005	66.8
Mixed	3655	67.7
Other	975	59.6
BME	17665	55.2
Male		
White	71085	69.4
Black	2770	42.1
Asian	6035	53.3
Chinese	770	58.0
Mixed	2390	62.3
Other	660	54.5
BME	12625	52.0

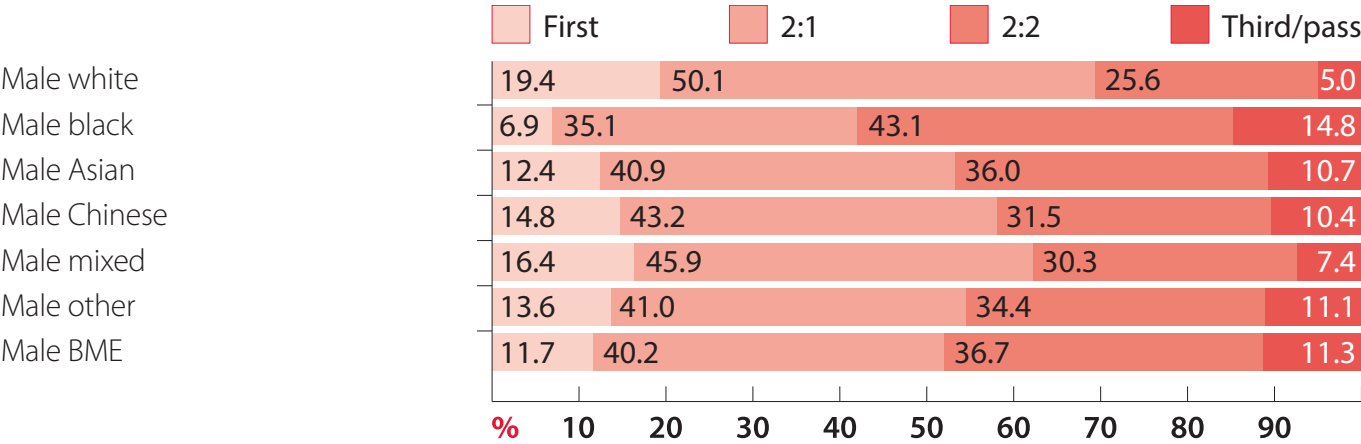
FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
25745	18.3	76895	54.7	32460	23.1	5575	4.0
570	5.7	3845	38.3	4325	43.1	1305	13.0
1440	10.7	6170	46.1	4690	35.0	1090	8.1
225	15.1	780	51.7	405	26.8	95	6.4
775	14.3	2885	53.4	1450	26.9	290	5.4
180	11.0	795	48.7	525	31.9	140	8.4
3190	10.0	14475	45.3	11395	35.6	2920	9.1
19825	19.4	51260	50.1	26235	25.6	5090	5.0
455	6.9	2310	35.1	2835	43.1	975	14.8
1405	12.4	4630	40.9	4080	36.0	1215	10.7
195	14.8	575	43.2	420	31.5	140	10.4
630	16.4	1760	45.9	1160	30.3	285	7.4
165	13.6	495	41.0	415	34.4	135	11.1
2850	11.7	9775	40.2	8910	36.7	2750	11.3

UK-domiciled female/male FDU qualifiers in ethnic groups by degree class



* values less than 5.0 are not displayed



* values less than 5.0 are not displayed

Within both genders, a lower proportion of disabled qualifiers than non-disabled qualifiers received a first/2:1.

This difference was biggest among female qualifiers, where 65.0% of disabled students received a first/2:1, compared with 68.3% of non-disabled students (a 3.3% difference).

Compared with 2010/11
The proportion of female disabled students receiving a first/2:1 increased slightly from 62.6% to 65.0%.

For both disabled and non-disabled students, a higher proportion of male students than female students received a first class degree.

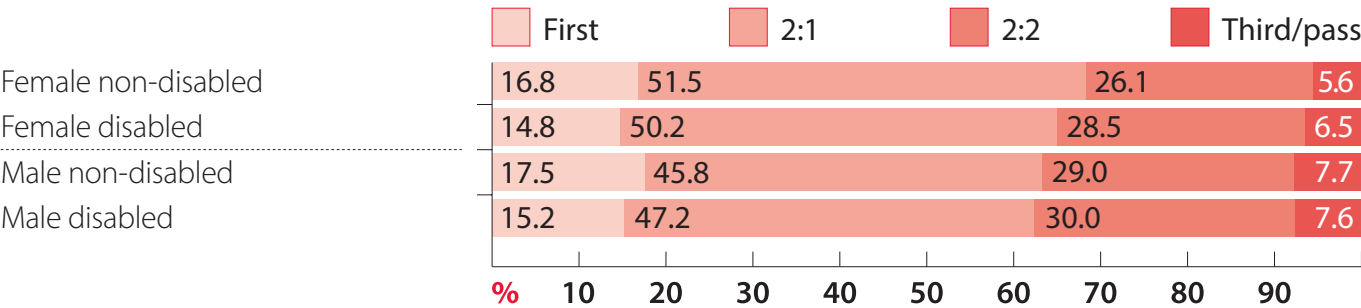
5.9 FDU qualifiers by degree class, gender and disability status

	First and 2:1	
	No.	%
Female		
Non-disabled	127530	68.3
Disabled	12625	65.0
Male		
Non-disabled	90875	63.3
Disabled	9000	62.4

FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
31355	16.8	96180	51.5	48780	26.1	10535	5.6
2870	14.8	9755	50.2	5550	28.5	1265	6.5
25185	17.5	65690	45.8	41660	29.0	11035	7.7
2195	15.2	6800	47.2	4320	30.0	1095	7.6

Disabled/non-disabled female/male FDU qualifiers by degree class



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

This difference was largest for the younger age groups, where 72.6% of female qualifiers aged 21 and under and 67.2% aged 22–25 received a first/2:1, compared with 66.6% and 62.0% of male qualifiers (a 6.0% and 5.2% difference respectively).

Compared with 2010/11

There was a slight increase in the proportion of female qualifiers aged 21 and under receiving a first/2:1 degree from 69.7% to 72.6%.

A higher proportion of male qualifiers than female qualifiers received a first class degree in every age group. However, in every age group a higher proportion of male qualifiers also received a third/pass than female qualifiers.

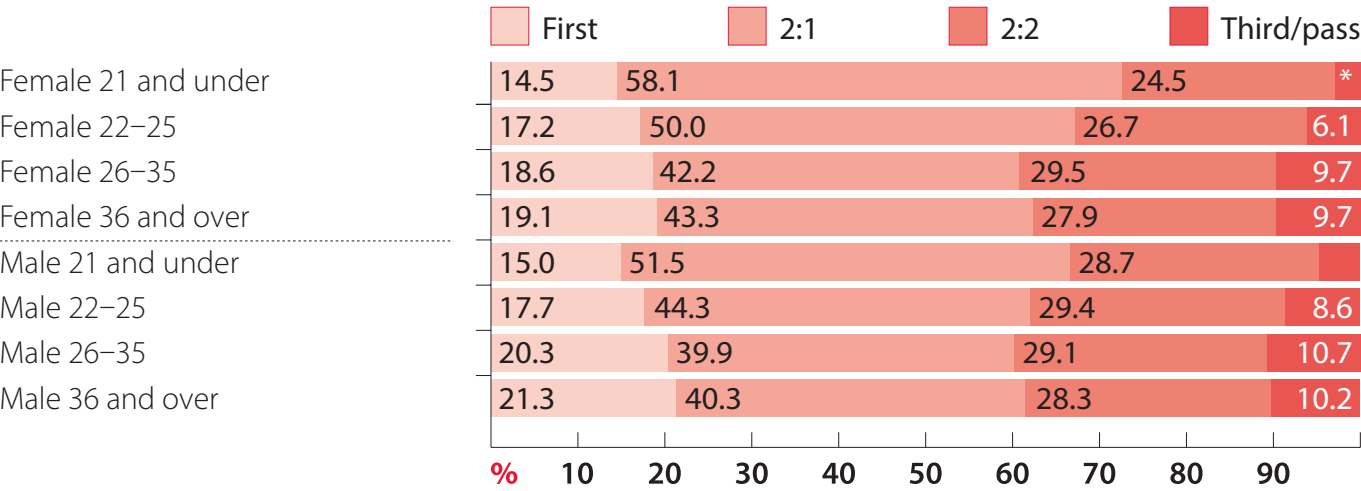
5.10 FDU qualifiers by degree class, gender and age group

	First and 2:1	
	No.	%
Female		
21 and under	51305	72.6
22–25	63980	67.2
26–35	13035	60.8
36 and over	11835	62.4
Male		
21 and under	32270	66.6
22–25	52915	62.0
26–35	9695	60.2
36 and over	4990	61.5

FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
10235	14.5	41070	58.1	17335	24.5	2055	2.9
16375	17.2	47605	50.0	25375	26.7	5815	6.1
3990	18.6	9045	42.2	6320	29.5	2090	9.7
3620	19.1	8215	43.3	5305	27.9	1840	9.7
7290	15.0	24980	51.5	13920	28.7	2270	4.7
15100	17.7	37820	44.3	25080	29.4	7300	8.6
3270	20.3	6425	39.9	4690	29.1	1730	10.7
1725	21.3	3265	40.3	2290	28.3	825	10.2

Female/male FDU qualifiers in age groups by degree class



* values less than 5.0 are not displayed

For all UK-domiciled ethnic groups, a higher proportion of non-disabled qualifiers received a first/2:1 than disabled qualifiers.

This difference was largest for Chinese qualifiers, where 56.7% of disabled qualifiers received a first/2:1 compared with 63.0% of non-disabled qualifiers (a 6.3% difference).

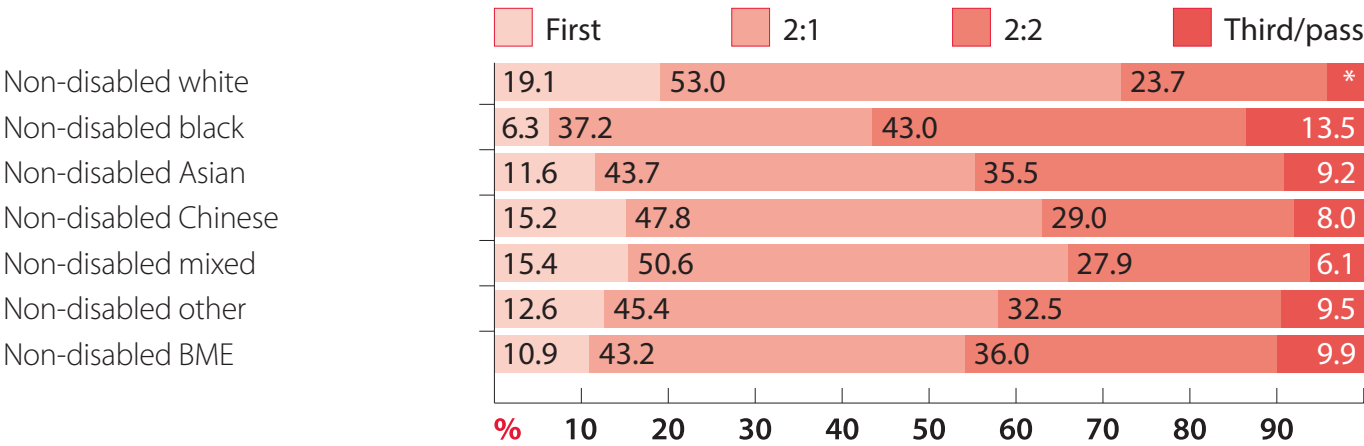
Compared with 2010/11
There was a slight increase in the proportion of non-disabled Chinese qualifiers receiving a first/2:1 from 58.7% to 63.0%.

5.11 UK-domiciled FDU qualifiers by degree class, disability status and ethnic group

	First and 2:1	
	No.	%
Non-disabled		
White	155705	72.1
Black	6540	43.6
Asian	12855	55.3
Chinese	1695	63.0
Mixed	5385	66.0
Other	1510	58.0
BME	27980	54.1
Disabled		
White	18025	66.5
Black	645	40.0
Asian	790	53.3
Chinese	80	56.7
Mixed	665	61.6
Other	130	52.2
BME	2305	50.6

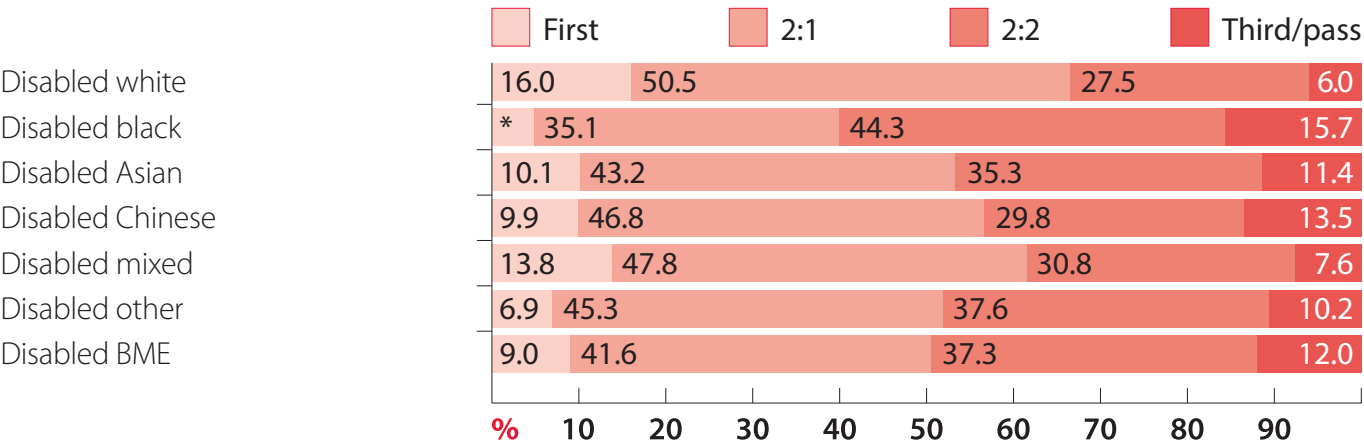
FDU first degree undergraduate

Disabled/non-disabled FDU 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.	%
41225	19.1	114475	53.0	51225	23.7	9050	4.2
945	6.3	5595	37.2	6450	43.0	2025	13.5
2690	11.6	10160	43.7	8245	35.5	2140	9.2
410	15.2	1285	47.8	780	29.0	215	8.0
1255	15.4	4130	50.6	2280	27.9	495	6.1
325	12.6	1180	45.4	845	32.5	245	9.5
5630	10.9	22350	43.2	18600	36.0	5120	9.9
4340	16.0	13680	50.5	7465	27.5	1615	6.0
80	4.9	565	35.1	710	44.3	255	15.7
150	10.1	640	43.2	525	35.3	170	11.4
15	9.9	65	46.8	40	29.8	20	13.5
150	13.8	515	47.8	330	30.8	80	7.6
15	6.9	110	45.3	90	37.6	25	10.2
410	9.0	1895	41.6	1700	37.3	550	12.0



* 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 varied between 8.6% for qualifiers aged 21 and under and 26.3% for qualifiers aged 36 and over.

While the proportion of white UK-domiciled qualifiers receiving a first class degree increased with age (15.1% of qualifiers aged 21 and under up to 23.4% of those aged 36 and over), the proportion of BME UK-domiciled qualifiers receiving this degree decreased with age (11.6% of qualifiers aged 21 and under to 7.9% of those aged 36 and over).

Compared with 2010/11
The proportion of BME qualifiers aged 21 and under receiving a first/2:1 increased slightly from 60.6% to 64.0%.

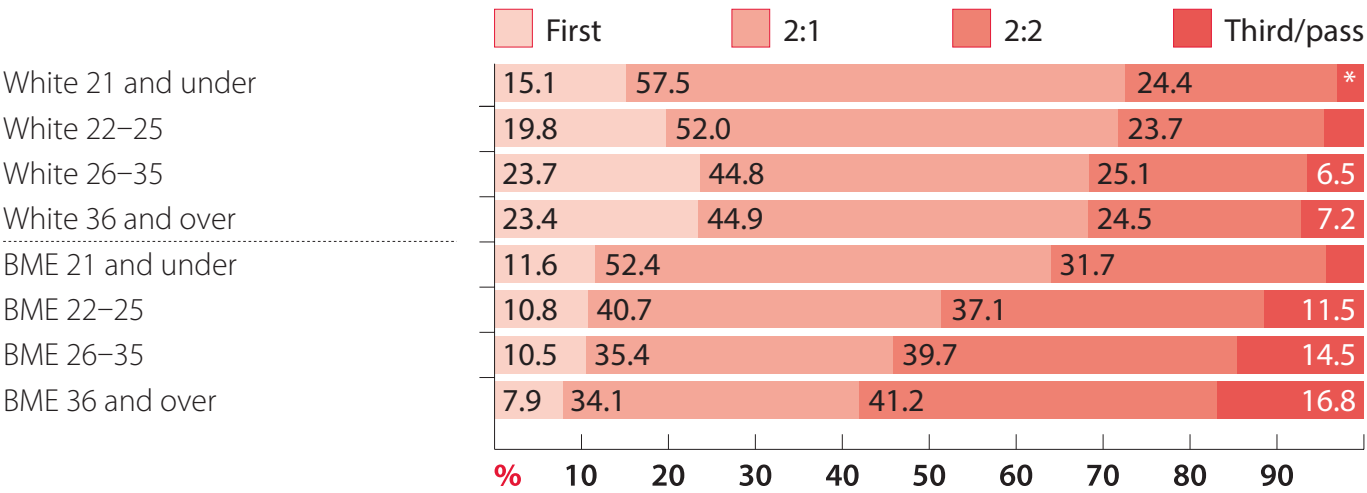
5.12 UK-domiciled FDU qualifiers by degree class, BME/white identity and age group

	First and 2:1	
	No.	%
White		
21 and under	64040	72.6
22–25	80025	71.8
26–35	16015	68.4
36 and over	13650	68.3
BME		
21 and under	11100	64.0
22–25	14080	51.5
26–35	3000	45.8
36 and over	2105	42.0

FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
13305	15.1	50730	57.5	21555	24.4	2650	3.0
22055	19.8	57970	52.0	26380	23.7	5050	4.5
5535	23.7	10480	44.8	5865	25.1	1520	6.5
4670	23.4	8980	44.9	4895	24.5	1450	7.2
2005	11.6	9095	52.4	5505	31.7	745	4.3
2955	10.8	11130	40.7	10135	37.1	3135	11.5
685	10.5	2315	35.4	2595	39.7	950	14.5
395	7.9	1710	34.1	2065	41.2	840	16.8

UK-domiciled BME/white FDU qualifiers in age groups by degree class



* values less than 5.0 are not displayed

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

This difference was largest for qualifiers aged 36 and over, where 56.1% of disabled qualifiers received a first/2:1, compared with 63.0% of non-disabled qualifiers (a 6.9% difference).

Compared with 2010/11
There was a slight increase in disabled qualifiers aged 21 and under receiving a first/2:1 from 64.5% to 67.8%.

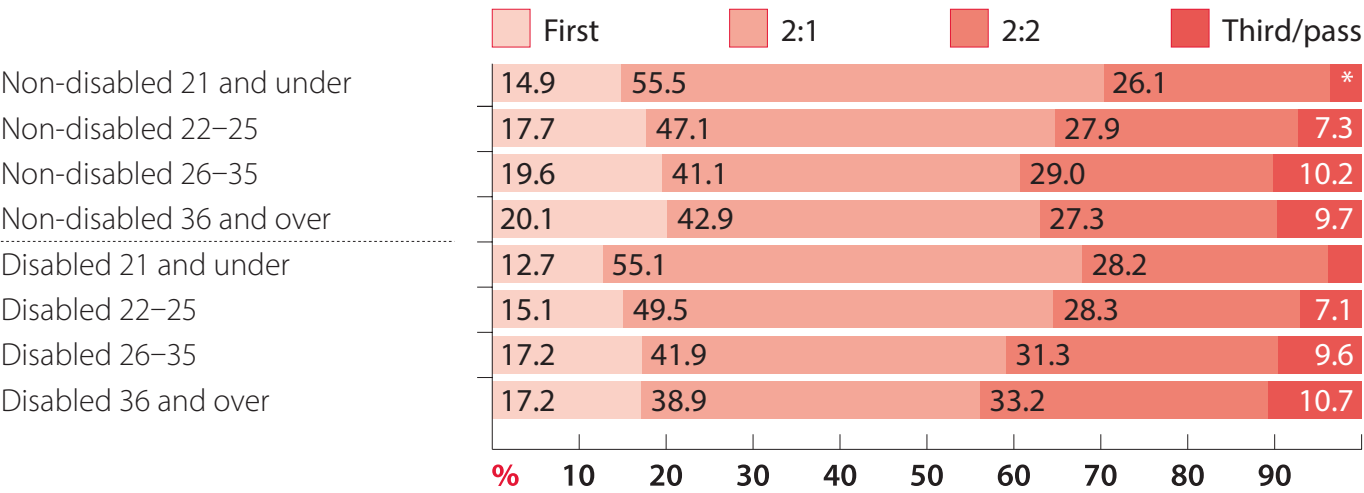
5.13 FDU qualifiers by degree class, disability status and age group

	First and 2:1	
	No.	%
Non-disabled		
21 and under	77625	70.3
22–25	105700	64.8
26–35	20170	60.7
36 and over	14910	63.0
Disabled		
21 and under	5950	67.8
22–25	11190	64.6
26–35	2565	59.1
36 and over	1915	56.1

FDU first degree undergraduate

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
16410	14.9	61215	55.5	28775	26.1	3980	3.6
28855	17.7	76845	47.1	45555	27.9	11885	7.3
6515	19.6	13655	41.1	9650	29.0	3405	10.2
4760	20.1	10150	42.9	6460	27.3	2300	9.7
1115	12.7	4835	55.1	2475	28.2	345	3.9
2615	15.1	8575	49.5	4900	28.3	1235	7.1
745	17.2	1820	41.9	1360	31.3	415	9.6
585	17.2	1330	38.9	1135	33.2	365	10.7

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



* values less than 5.0 are not displayed

Mission group profile

The profile of students varied considerably by mission group.

The highest proportion of female students was in GuildHE institutions (59.5%), though this was a decrease from 64.0% in 2010/11. The highest proportion of male students was in the Russell Group (46.2%).

The highest proportion of BME students was in Million+ institutions (26.5%).

GuildHE institutions had the highest proportion of disabled students (13.0%).

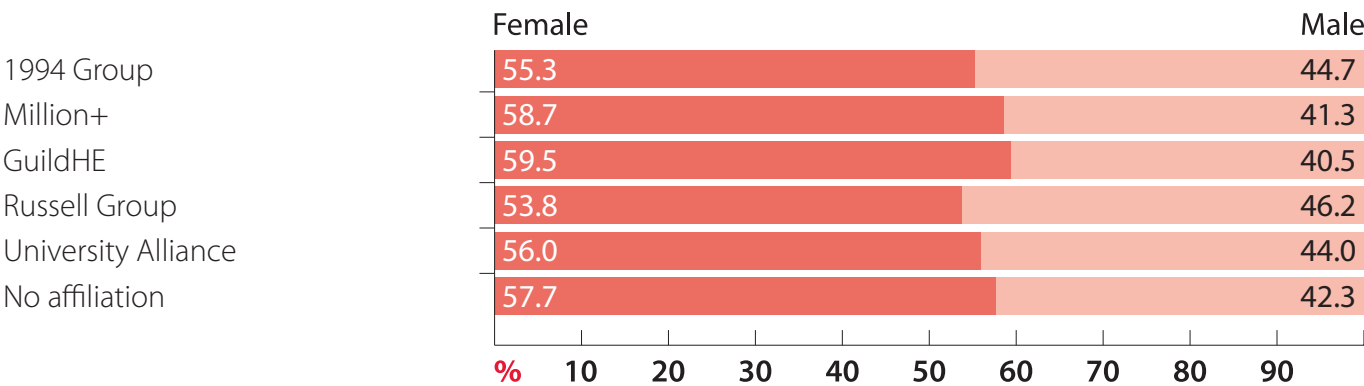
The highest proportion of students aged 21 and under was in GuildHE institutions (60.4%), and the highest proportion aged 36 and over was in institutions in the University Alliance (22.2%).

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

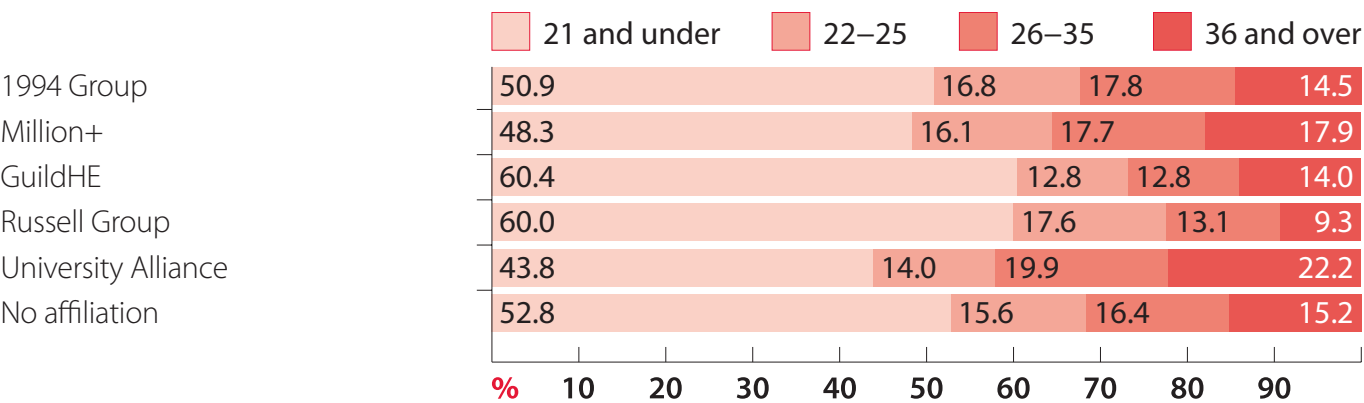
	1994 Group	
	No.	%
Gender		
Female	78405	55.3
Male	63275	44.7
Ethnicity		
White	80110	77.2
Black	7945	7.7
Asian	8305	8.0
Chinese	1160	1.1
Mixed	4475	4.3
Other	1705	1.6
Disability status		
Non-disabled	129335	91.3
Disabled	12345	8.7
DSA take-up		
Disabled: receives DSA	5140	44.5
Disabled: does not receive DSA	6420	55.5
Age		
21 and under	72045	50.9
22–25	23800	16.8
26–35	25280	17.8
36 and over	20540	14.5

Million+		GuildHE		Russell Group		University Alliance		No affiliation	
No.	%	No.	%	No.	%	No.	%	No.	%
205685	58.7	64860	59.5	309310	53.8	430960	56.0	317725	57.7
144650	41.3	44155	40.5	265765	46.2	339235	44.0	232605	42.3
216090	73.5	83065	87.2	345440	83.5	562405	82.9	349290	81.3
33135	11.3	4590	4.8	11010	2.7	38360	5.7	26815	6.2
29400	10.0	4140	4.3	33345	8.1	50330	7.4	33350	7.8
1605	0.5	340	0.4	6360	1.5	4395	0.6	3720	0.9
9680	3.3	2600	2.7	13360	3.2	17305	2.5	11525	2.7
3935	1.3	580	0.6	4410	1.1	5895	0.9	4720	1.1
321660	91.8	94790	87.0	535695	93.2	697145	90.5	502650	91.3
28675	8.2	14225	13.0	39385	6.8	73055	9.5	47680	8.7
12615	49.2	7880	58.5	16465	45.5	28865	41.0	21525	49.1
13020	50.8	5570	41.3	19715	54.4	41470	58.9	22315	50.9
169255	48.3	65705	60.4	345200	60.0	337370	43.8	290350	52.8
56365	16.1	13915	12.8	101355	17.6	108035	14.0	85710	15.6
62000	17.7	13945	12.8	75035	13.1	153440	19.9	90405	16.4
62640	17.9	15240	14.0	53270	9.3	171190	22.2	83680	15.2

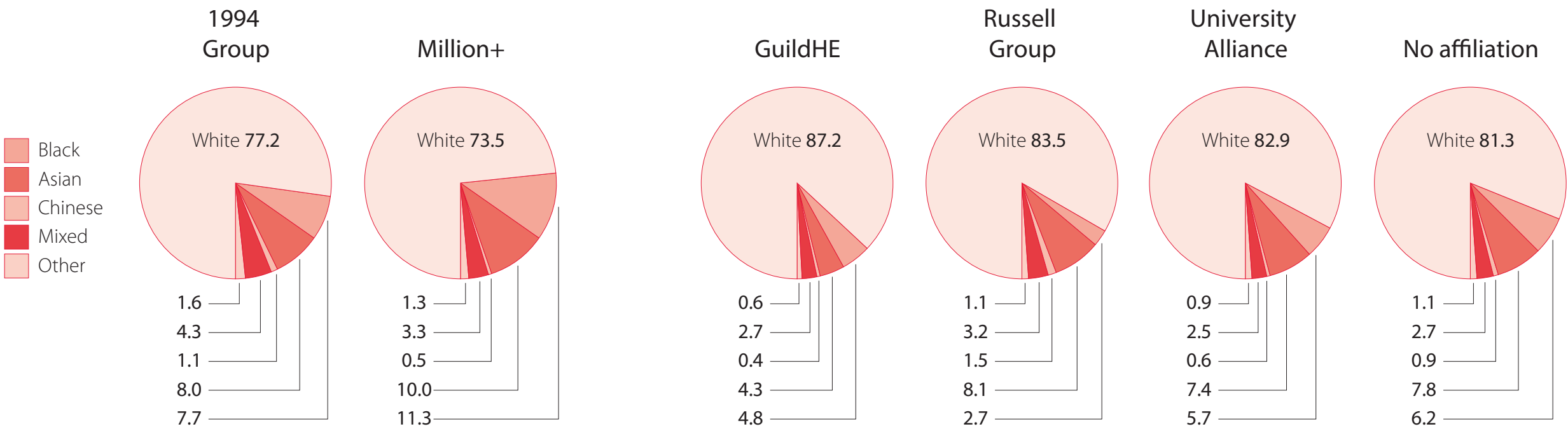
All students in mission group of institution by gender



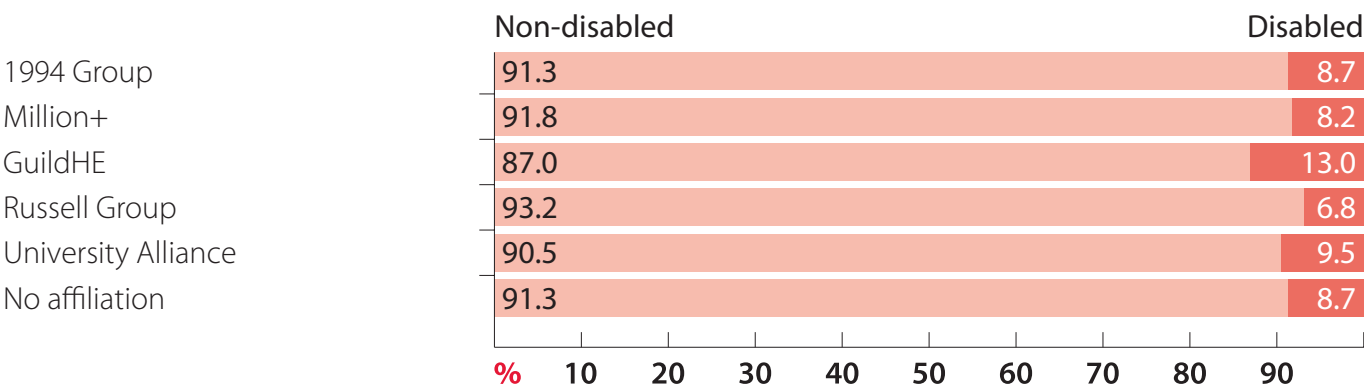
All students in mission group of institution by age group



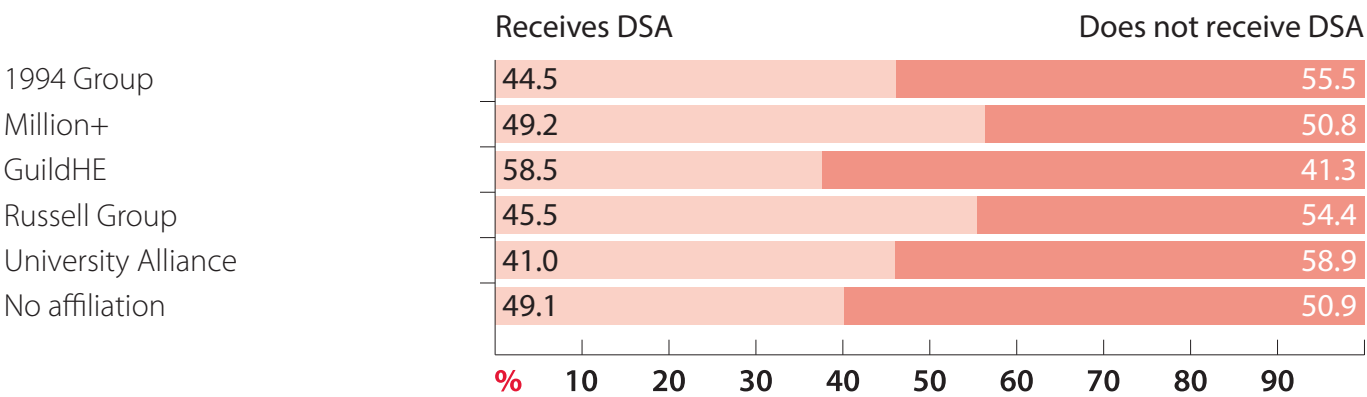
All UK-domiciled students in mission group of institution by ethnic group



All students in mission group of institution by disability status



All students in mission group of institution by DSA take-up



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Equality Challenge Unit

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