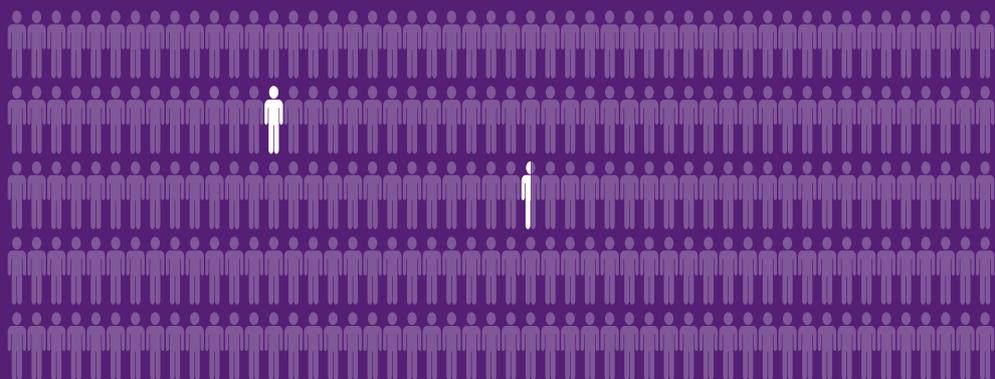


Equality in higher education: statistical report 2012

Part 2: students



The statistic on the cover shows the proportion of students who, according to the HESA student record, have disclosed a mental health condition to their university or college. Across the UK higher education sector in 2010/11 this was fewer than one in 150 students.

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

Further information

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Equality in higher education: statistical report 2012

Part 2: students

Contents

Introduction	1
Thinking beyond current monitoring information	1
Using heidi	2
How to use this report	3
About the data	4
Equality areas	5
Mode and level	9
Subjects	9
Continuation	10
Degree attainment	11
Destination of leavers	12
Overview	15
1 Gender	29
Gender overview	30
Mode and level	34
Subjects	38
Continuation	48
Degree attainment	49
Destination of leavers	54
2 Ethnicity	57
Ethnicity overview	58
Mode and level	62
Subjects	66
Continuation	78
Degree attainment	80
Destination of leavers	92

3 Disability	95
Disability overview	96
Mode and level	104
Subjects	114
Continuation	126
Degree attainment	127
Destination of leavers	134
4 Age	137
Age overview	138
Mode and level	144
Subjects	148
Continuation	164
Degree attainment	165
Destination of leavers	172
5 Multiple identities	175
Gender and ethnicity	176
Gender and disability	178
Gender and age	180
Ethnicity and disability	181
Ethnicity and age	186
Disability and age	188
Degree attainment	190
Mission groups	202
Index	206

Introduction

This report presents an analysis of student data from the Higher Education Statistics Agency (HESA) covering gender, ethnicity, disability and age for the 2010/11 academic year. The report shows how equality has progressed in these areas over time, using data covering 2003/04 to 2010/11. The data relates to all students, both part-time and full-time, across the whole of the UK higher education sector.

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

HESA provides an online data management tool for institutions called heidi. A section of this system is dedicated to equality statistics. heidi contains a series of reports that allow institutions to compare their institutional figures with the national figures provided in this statistical report. Specific reports are highlighted in the relevant section of this publication.

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. There are also signposts to the reports already produced in heidi.

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

About the data

The analysis in this report is based upon data drawn from the HESA student record 2003/04 to 2010/11.

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

The University of Falmouth has been excluded from class of degree data for 2009/10 due to an error in coding

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 teaches throughout the UK, however its administrative centre is located in England.

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 2010, 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**

At present, this field refers to biological sex and HESA records whether a person's sex is male, female or indeterminate. This will change for the 2012/13 data return.

HESA uses the category 'indeterminate' 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. HESA uses this category to be consistent with the managing information across partnerships (MIAP) common data definitions coding frame.

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.

From 2012/13, the current field for gender will become sex and will reflect 'legal' sex. As the UK law only recognises two sexes: male and female, the indeterminate field will be removed as a valid entry in the student record. Legal sex is the sex given on the person's birth certificate (note that this is not necessarily the same as their sex at birth).

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

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 Caribbean, black African, black British and black other)
- = Asian (including Asian Indian, Asian Pakistani, Asian Bangladeshi, Asian British and Asian other)
- = Chinese
- = mixed
- = other ethnic background

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

Previously, '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 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.

BME

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 staff are a homogenous group. Where possible, this report will present data disaggregated by more detailed ethnicity categories in addition to data consolidating BME staff 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. The percentage of disabled students may therefore represent a slight undercount compared with previous reports.

Further, HESA has adopted a version of the coding frame introduced by the Disability Rights Commission (DRC) for 2010/11 entrants.

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 2011. In 2010/11, 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 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

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 obtained at their original institution in 2009/10, but have an active record at a different HEI in 2010/11.
- = no longer in HE
No qualification obtained in 2009/10 and no active record found in 2010/11.

Degree attainment

Qualifiers

Qualifiers refers to first degree undergraduates.

Classification

The classification of an undergraduate degree indicates the qualification class that the student obtained. Certain qualifications obtained at first degree undergraduate 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 achieving a first class honours or upper second class honours degree, compared with another group.

- = Gender degree attainment gap
(percentage of male first degree undergraduate qualifiers achieving a first/2:1) – (percentage of female first degree undergraduate qualifiers achieving a first/2:1)
- = Ethnicity degree attainment gap
(percentage of UK-domiciled white first degree undergraduate qualifiers achieving a first/2:1) – (percentage of UK-domiciled BME first degree undergraduate qualifiers achieving a first/2:1)
- = Disability degree attainment gap
(percentage of non-disabled first degree undergraduate qualifiers achieving a first/2:1) – (percentage of disabled first degree undergraduate qualifiers achieving 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 Destination of Leavers from HE (DLHE) record, using fields '5 Employment circumstances (EMPCIR)' and '11 Standard Occupational Classification (SOCDLHE)'.

- = The majority (83.8%) of students studied in England. 8.8% of students studied in Scotland, 5.2% in Wales and 2.1% in Northern Ireland.
- = With the exception of students studying at postgraduate research level, at every degree level the majority of students were studying in non-SET subject areas.
- = 89.3% of full-time first degree entrants continued or qualified in 2009/10.
- = The proportion of students obtaining a first class honours or upper second class degree varied by country, from 70.2% in Scotland to 59.9% in Wales.
- = A higher proportion of qualifiers who studied SET subjects obtained a first class honours degree (18.9%) than the proportion of qualifiers who studied non-SET subjects (13.3%).
- = 51.4% of leavers were in full-time paid work (40.9% of which was graduate full-time paid work) and 11.0% were in part-time paid work only. 13.7% of leavers were in further study only and 7.6% were assumed to be unemployed.

Overview

The majority (83.8%) of students studied in England. 8.8% of students studied in Scotland, 5.2% in Wales and 2.1% in Northern Ireland.

0.1 All/first year students by country of institution

	Total	
	No.	%
All students		
England	2097210	83.8
Northern Ireland	52000	2.1
Scotland	221075	8.8
Wales	131005	5.2
UK total	2501285	100
First years		
England	965310	84.2
Northern Ireland	21845	1.9
Scotland	92455	8.1
Wales	66350	5.8
UK first years total	1145960	100

In 2010/11, 2,501,285 students studied in the UK – a 13.7% increase on 2003/04 student numbers (2,200,175).

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

A higher proportion of first year students studied part-time (37.5%) than students overall (32.9%). However, this appeared to be the case in other undergraduates only. For first degree undergraduates, postgraduate research and postgraduate taught students the proportion of first year students studying on a part-time basis was lower than for students overall.

0.3 All/first year students by degree level and mode

	All students		First years	
	No.	%	No.	%
All levels				
Full-time	1677340	67.1	716555	62.5
Part-time	823945	32.9	429410	37.5
All students	2501285	100	1145960	100
First degree undergraduate				
Full-time	1250255	85.4	447595	86.4
Part-time	213825	14.6	70680	13.6
All first degree undergraduates	1464080	100	518275	100
Other undergraduate				
Full-time	117075	26.1	61425	21.0
Part-time	331420	73.9	230805	79.0
All other undergraduates	448495	100	292230	100
Postgraduate research				
Full-time	74780	72.0	27260	79.2
Part-time	29080	28.0	7145	20.8
All research postgraduates	103860	100	34400	100
Postgraduate taught				
Full-time	235235	48.5	180275	59.9
Part-time	249620	51.5	120780	40.1
All taught postgraduates	484855	100	301055	100

With the exception of students studying at postgraduate research level, at every degree level the majority of students were studying in non-SET subject areas.

This was particularly pronounced at postgraduate taught level, where 67.2% 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	20790	0.8
Architecture, building, planning	62780	2.5
Biological sciences	190035	7.6
Computer science	99025	4.0
Engineering and technology	160885	6.4
Mathematical sciences	41110	1.6
Medicine and dentistry	66835	2.7
Physical sciences	93580	3.7
Subjects allied to medicine	299800	12.0
Veterinary science	5540	0.2
SET total	1040375	41.6
Non-SET		
Business, administrative studies	358295	14.3
Combined	105955	4.2
Creative arts and design	176695	7.1
Education	223730	8.9
Historical, philosophical studies	96760	3.9
Languages	134720	5.4
Law	92950	3.7
Mass communications, documentation	53680	2.1
Social studies	218130	8.7
Non-SET total	1460915	58.4
Total	2501285	100

First degree undergraduate		Other undergraduate		Postgraduate research		Postgraduate taught	
No.	%	No.	%	No.	%	No.	%
8645	0.6	9080	2.0	785	0.8	2280	0.5
38270	2.6	8495	1.9	1785	1.7	14230	2.9
145455	9.9	12350	2.8	12465	12.0	19765	4.1
65515	4.5	11025	2.5	4405	4.2	18080	3.7
98215	6.7	17715	3.9	13105	12.6	31850	6.6
32510	2.2	2735	0.6	2480	2.4	3380	0.7
45540	3.1	820	0.2	8500	8.2	11975	2.5
66900	4.6	6745	1.5	11205	10.8	8730	1.8
129475	8.8	115530	25.8	6585	6.3	48205	9.9
4600	0.3	5	0.0	310	0.3	625	0.1
635135	43.4	184495	41.1	61630	59.3	159110	32.8
191930	13.1	49650	11.1	6135	5.9	110580	22.8
32880	2.2	70895	15.8	60	0.1	2120	0.4
138530	9.5	16230	3.6	3685	3.5	18250	3.8
59485	4.1	54315	12.1	6725	6.5	103205	21.3
69510	4.7	9865	2.2	7060	6.8	10325	2.1
91510	6.3	25815	5.8	6005	5.8	11390	2.3
65995	4.5	5420	1.2	2220	2.1	19315	4.0
39415	2.7	2905	0.6	1005	1.0	10355	2.1
139695	9.5	28905	6.4	9330	9.0	40200	8.3
828945	56.6	263995	58.9	42225	40.7	325745	67.2
1464080	100	448495	100	103860	100	484855	100

A higher proportion of first year students were studying non-SET subjects (61.7%) than students overall (58.4%, see figure 0.4). This was most prominent at the other undergraduate level, where 63.1% of first year students were studying non-SET subjects, compared with 58.9% of all students, a 4.2% difference (see figure 0.4).

0.5 First year students by subject area and degree level

	All levels	
	No.	%
SET		
Agriculture and related subjects	11310	1.0
Architecture, building, planning	24635	2.1
Biological sciences	77080	6.7
Computer science	42935	3.7
Engineering and technology	68210	6.0
Mathematical sciences	15680	1.4
Medicine and dentistry	20095	1.8
Physical sciences	35945	3.1
Subjects allied to medicine	141130	12.3
Veterinary science	1410	0.1
SET total	438435	38.3
Non-SET		
Business, administrative studies	175520	15.3
Combined	67615	5.9
Creative arts and design	73190	6.4
Education	128250	11.2
Historical, philosophical studies	38845	3.4
Languages	61755	5.4
Law	40755	3.6
Mass communications, documentation	23320	2.0
Social studies	98275	8.6
Non-SET total	707530	61.7
Total	1145960	100

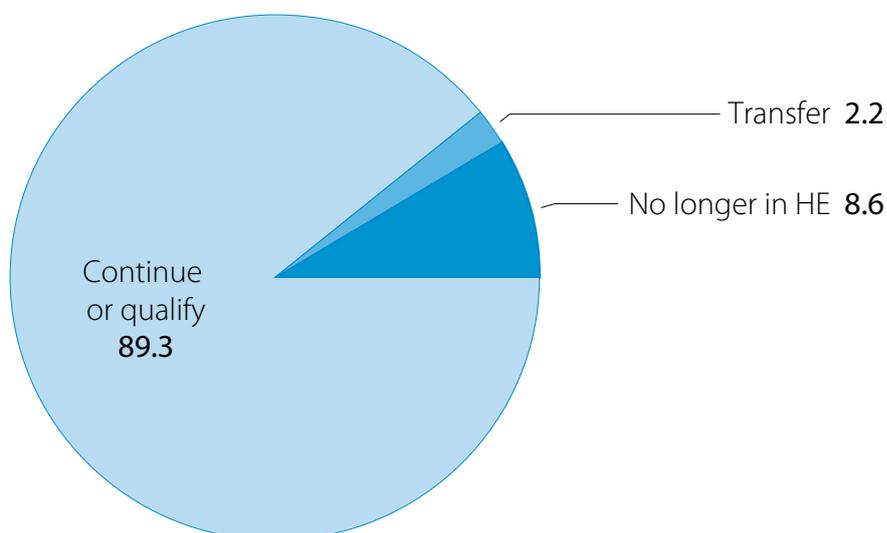
First degree undergraduate		Other undergraduate		Postgraduate research		Postgraduate taught	
No.	%	No.	%	No.	%	No.	%
3320	0.6	6315	2.2	285	0.8	1390	0.5
11895	2.3	4440	1.5	655	1.9	7645	2.5
53850	10.4	7215	2.5	4025	11.7	11990	4.0
24965	4.8	6155	2.1	1490	4.3	10330	3.4
34815	6.7	10680	3.7	4365	12.7	18350	6.1
11155	2.2	1385	0.5	795	2.3	2345	0.8
9975	1.9	505	0.2	2735	7.9	6875	2.3
21950	4.2	4280	1.5	3790	11.0	5925	2.0
46060	8.9	66960	22.9	2190	6.4	25920	8.6
1010	0.2	5	0.0	105	0.3	290	0.1
219000	42.3	107945	36.9	20435	59.4	91055	30.2
75010	14.5	31430	10.8	1985	5.8	67095	22.3
11230	2.2	54735	18.7	35	0.1	1615	0.5
50685	9.8	9570	3.3	1215	3.5	11725	3.9
21745	4.2	34815	11.9	1900	5.5	69795	23.2
23250	4.5	6610	2.3	2485	7.2	6500	2.2
29920	5.8	22025	7.5	2060	6.0	7750	2.6
22915	4.4	3900	1.3	780	2.3	13160	4.4
14470	2.8	1835	0.6	370	1.1	6650	2.2
50050	9.7	19370	6.6	3150	9.2	25705	8.5
299280	57.7	184285	63.1	13970	40.6	210000	69.8
518275	100	292230	100	34400	100	301055	100

89.3% of full-time first degree entrants continued or qualified in 2009/10.

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	331005	89.3	8075	2.2	31755	8.6

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

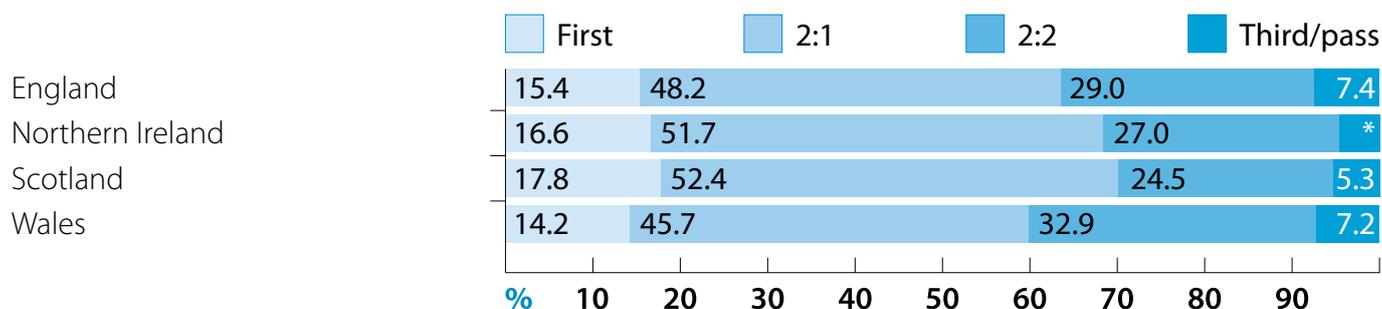


The proportion of students obtaining a first class honours or upper second class degree varied by country, from 70.2% in Scotland to 59.9% in Wales.

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England	45050	15.4	141105	48.2	85020	29.0	21825	7.4
Northern Ireland	1300	16.6	4035	51.7	2105	27.0	360	4.6
Scotland	4035	17.8	11850	52.4	5535	24.5	1210	5.3
Wales	2830	14.2	9110	45.7	6550	32.9	1425	7.2

First degree undergraduate qualifiers in countries of institution by degree class



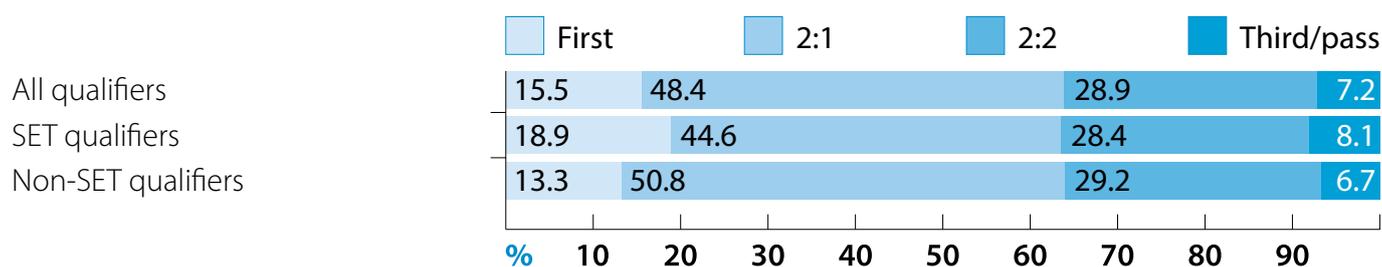
* values less than 5.0 are not displayed

A higher proportion of qualifiers who studied SET subjects obtained a first class honours degree (18.9%) than the proportion of qualifiers who studied non-SET subjects (13.3%).

0.8 First degree undergraduate qualifiers by SET category and degree class

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
All qualifiers	53215	15.5	166100	48.4	99210	28.9	24825	7.2
SET	25215	18.9	59525	44.6	37825	28.4	10800	8.1
Non-SET	28000	13.3	106575	50.8	61390	29.2	14025	6.7

First degree undergraduate qualifiers in SET categories by degree class



The proportion of qualifiers obtaining a first class honours degree was highest in mathematical sciences (30.0%) and lowest in law (8.1%).

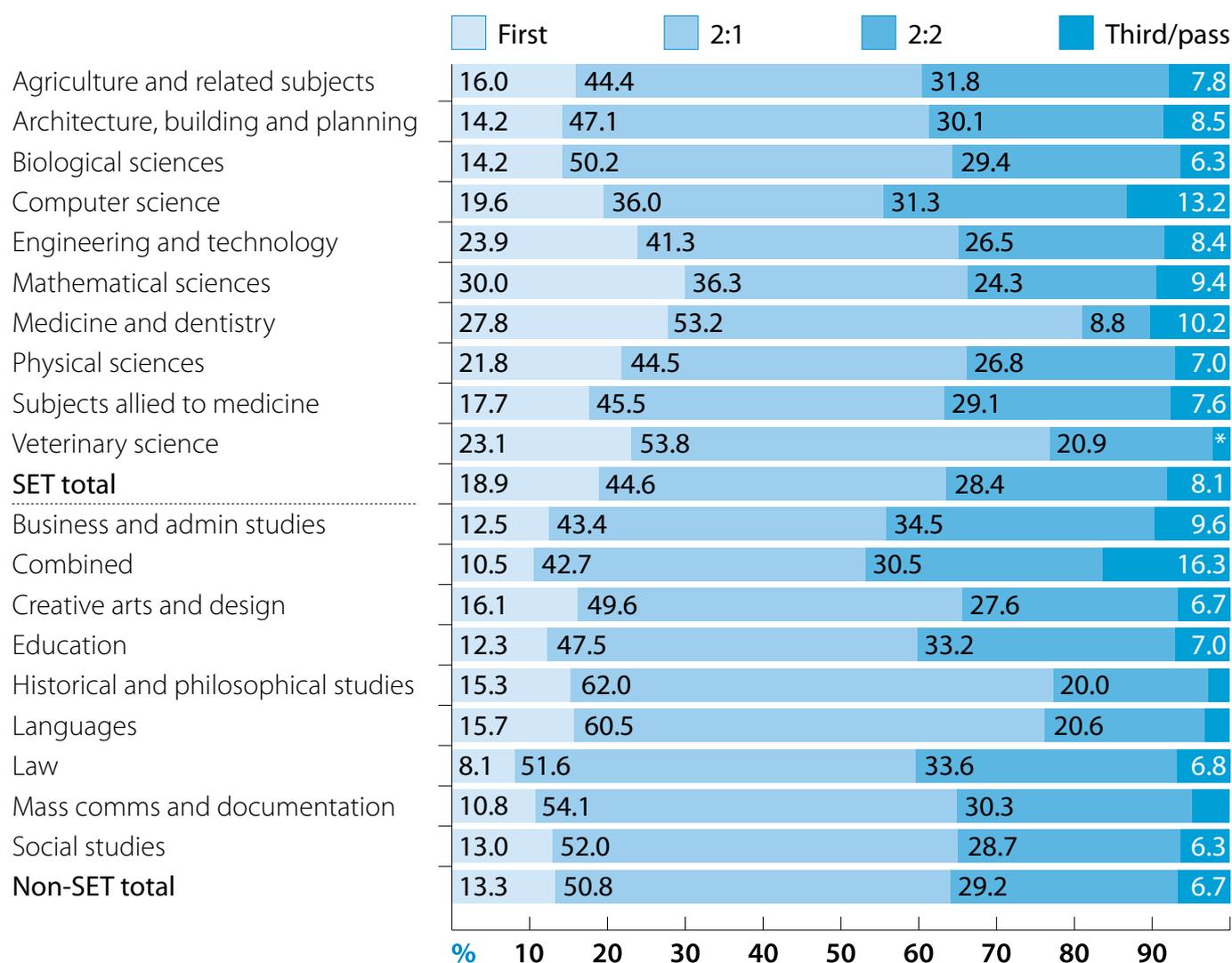
The proportion of qualifiers obtaining a third class degree/pass was highest in combined studies (16.3%) and lowest in veterinary sciences (2.2%).

0.9 First degree undergraduate qualifiers by subject area and degree class

SET
Agriculture and related subjects
Architecture, building and planning
Biological sciences
Computer science
Engineering and technology
Mathematical sciences
Medicine and dentistry
Physical sciences
Subjects allied to medicine
Veterinary science
SET total
Non-SET
Business and administrative studies
Combined
Creative arts and design
Education
Historical and philosophical studies
Languages
Law
Mass communications and documentation
Social studies
Non-SET total
Total

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
380	16.0	1060	44.4	755	31.8	185	7.8
1450	14.2	4805	47.1	3070	30.1	870	8.5
4675	14.2	16580	50.2	9705	29.4	2065	6.3
2685	19.6	4930	36.0	4295	31.3	1805	13.2
5105	23.9	8835	41.3	5665	26.5	1790	8.4
2030	30.0	2455	36.3	1645	24.3	640	9.4
430	27.8	825	53.2	135	8.8	160	10.2
3145	21.8	6420	44.5	3860	26.8	1005	7.0
5290	17.7	13570	45.5	8670	29.1	2280	7.6
20	23.1	50	53.8	20	20.9	0	2.2
25215	18.9	59525	44.6	37825	28.4	10800	8.1
6640	12.5	23055	43.4	18335	34.5	5085	9.6
155	10.5	630	42.7	450	30.5	240	16.3
6135	16.1	18940	49.6	10545	27.6	2570	6.7
1955	12.3	7510	47.5	5250	33.2	1100	7.0
2585	15.3	10495	62.0	3390	20.0	455	2.7
3480	15.7	13375	60.5	4555	20.6	715	3.2
1330	8.1	8470	51.6	5515	33.6	1115	6.8
1160	10.8	5830	54.1	3260	30.3	520	4.8
4560	13.0	18270	52.0	10090	28.7	2225	6.3
28000	13.3	106575	50.8	61390	29.2	14025	6.7
53215	15.5	166100	48.4	99210	28.9	24825	7.2

First degree undergraduate qualifiers in subject areas by degree class



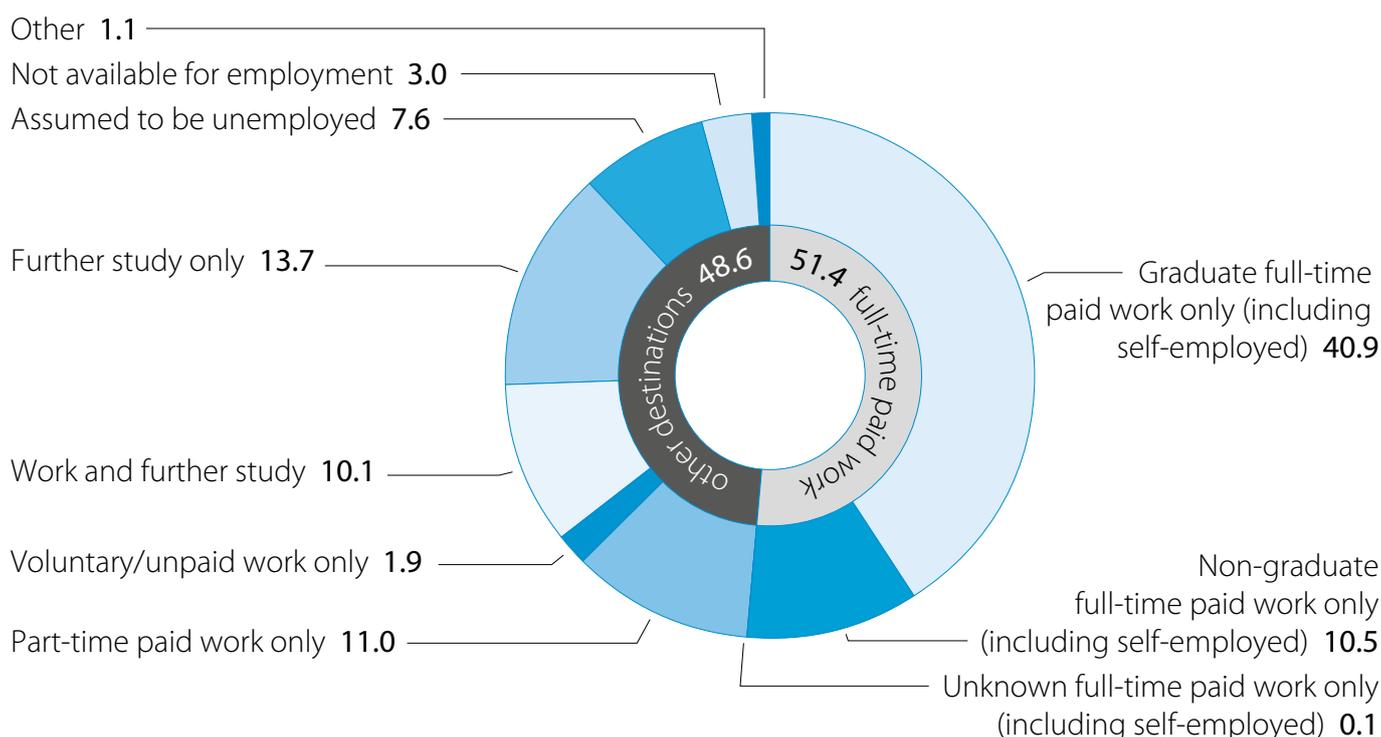
* values less than 5.0 are not displayed

51.4% of leavers were in full-time paid work (40.9% of which was graduate full-time paid work) and 11.0% were in part-time paid work only. 13.7% of leavers were in further study only and 7.6% were assumed to be unemployed.

0.10 DLHE leavers by leaving destination

	All leavers	
	No.	%
Full-time paid work only (including self-employed) total	204005	51.4
Graduate full-time paid work only (including self-employed)	162055	40.9
Non-graduate full-time paid work only (including self-employed)	41500	10.5
Unknown full-time paid work only (including self-employed)	450	0.1
Part-time paid work only	43755	11.0
Voluntary/unpaid work only	7730	1.9
Work and further study	40070	10.1
Further study only	54285	13.7
Assumed to be unemployed	30195	7.6
Not available for employment	12095	3.0
Other	4515	1.1
Total	396650	100

DLHE leavers by leaving destination



- = While the proportion of male students has risen in the last eight years, increasing from 42.7% in 2003/04 to 43.6% in 2010/11, there remains a gap of 12.8% between female and male representation.
- = The proportion of female students was highest among part-time other undergraduates (64.7%) and lowest among full-time postgraduate research students (45.0%).
- = With the exception of business and administrative studies (48.6%), female students were in the majority for all non-SET subjects. Particularly high proportions of students studying education (75.4%) and languages (67.8%) were women.
- = Women made up the majority of students studying non-SET subjects at all degree levels, though the proportion decreases from first degree/other undergraduate levels (60.3% and 63.0%, respectively) to postgraduate research/taught levels (51.5% and 59.2%). This was particularly prominent in languages, where women comprised 70.8% of first degree undergraduates, compared with 59.5% of postgraduate research students.
- = In England, Northern Ireland and Scotland, a higher proportion of male qualifiers obtained a first class honours degree than female qualifiers. In Wales, however, 14.9% of female qualifiers obtained a first class honours, compared with 13.4% of male qualifiers.
- = Overall, a higher proportion of male qualifiers studying SET obtained a first class honours degree than female qualifiers studying SET (19.2%, compared with 18.6%). However, in certain SET subjects a higher proportion of women obtained this degree class than men. This was most prominent in medicine and dentistry, where 29.8% of female qualifiers obtained a first class honours degree, compared with 25.5% of male qualifiers (a 4.3% difference).
- = A slightly higher proportion of women studying non-SET subjects obtained a first class honours degree than male qualifiers (13.5%, compared with 13.1%). The difference was highest in business and administrative studies, where 14.1% of female qualifiers obtained a first class honours degree compared with 10.8% of male qualifiers (a 3.3% difference). However, in certain subjects including languages, a higher proportion of male qualifiers obtained a first class honours degree (17.2% compared with 15.2% – a 2.0% difference).

1 Gender

Gender overview

Women made up the majority of students in all four countries, comprising 56.4% of the total UK student population. The proportion of women students was slightly higher among first year students (57.2%) than all students.

Over the past eight years, there have consistently been more female students than male students in higher education in the UK.

While the proportion of male students has risen in the last eight years, increasing from 42.7% in 2003/04 to 43.6% in 2010/11, there remains a gap of 12.8% between female and male representation.

This trend is also present among the first year population, with the gap decreasing from 17.6% in 2003/04 to 14.4% in 2010/11.

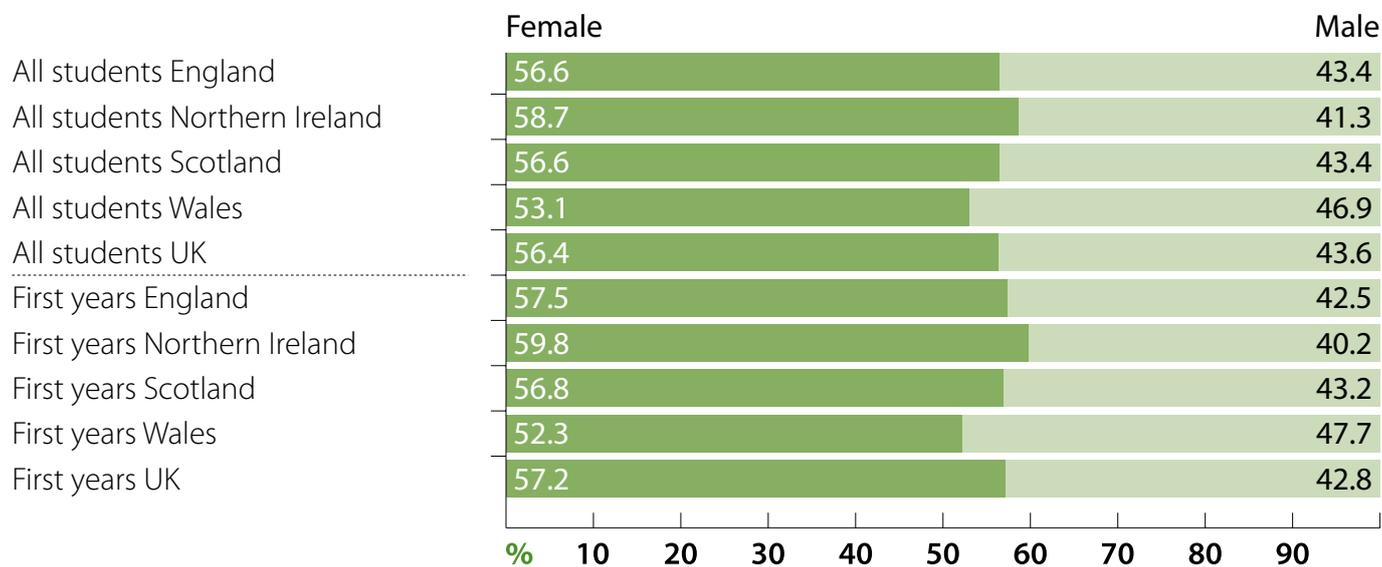
1.1 All/first year students by country of institution and gender

	Female		Male	
	No.	%	No.	%
All students				
England	1 185 975	56.6	911 235	43.4
Northern Ireland	30 525	58.7	21 475	41.3
Scotland	1 250 225	56.6	960 500	43.4
Wales	69 565	53.1	61 440	46.9
UK total	1 411 090	56.4	1 090 200	43.6
First years				
England	554 880	57.5	410 425	42.5
Northern Ireland	13 060	59.8	8 785	40.2
Scotland	525 150	56.8	399 400	43.2
Wales	34 735	52.3	31 615	47.7
UK first years total	655 190	57.2	490 770	42.8

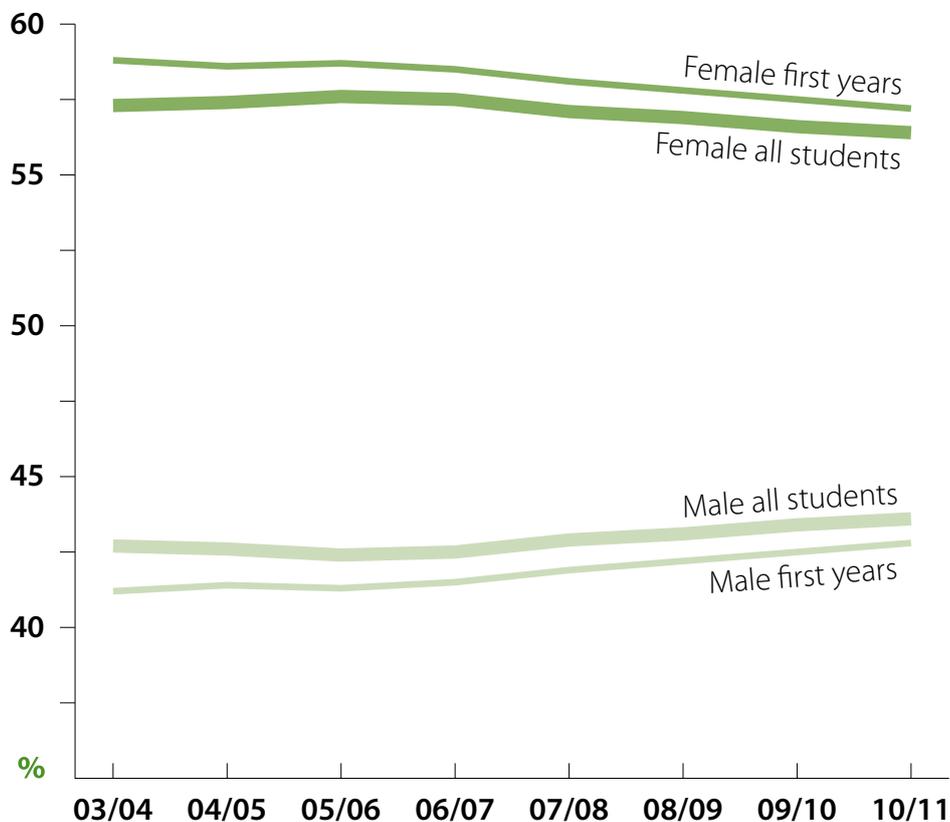
1.2 Profile of all/first year students over time by gender

	Female		Male	
	No.	%	No.	%
All students				
2003/04	1 260 140	57.3	940 035	42.7
2004/05	1 284 605	57.4	951 665	42.6
2005/06	1 313 130	57.6	968 110	42.4
2006/07	1 325 260	57.5	979 440	42.5
2007/08	1 317 735	57.1	988 220	42.9
2008/09	1 363 810	56.9	1 032 230	43.1
2009/10	1 412 185	56.6	1 081 225	43.4
2010/11	1 411 090	56.4	1 090 200	43.6
First years				
2003/04	594 505	58.8	417 395	41.2
2004/05	592 825	58.6	418 020	41.4
2005/06	620 335	58.7	437 185	41.3
2006/07	618 110	58.5	439 195	41.5
2007/08	621 140	58.1	447 550	41.9
2008/09	661 520	57.8	482 495	42.2
2009/10	681 575	57.5	503 610	42.5
2010/11	655 190	57.2	490 770	42.8

All/first year students in countries of institution by gender



All/first year students over time by gender



At all degree levels, a lower proportion of EU and non-EU students were female compared with UK students. This was most pronounced at postgraduate taught level where 44.5% of non-EU and 53.5% of EU students were female, compared with 60.9% of UK students.

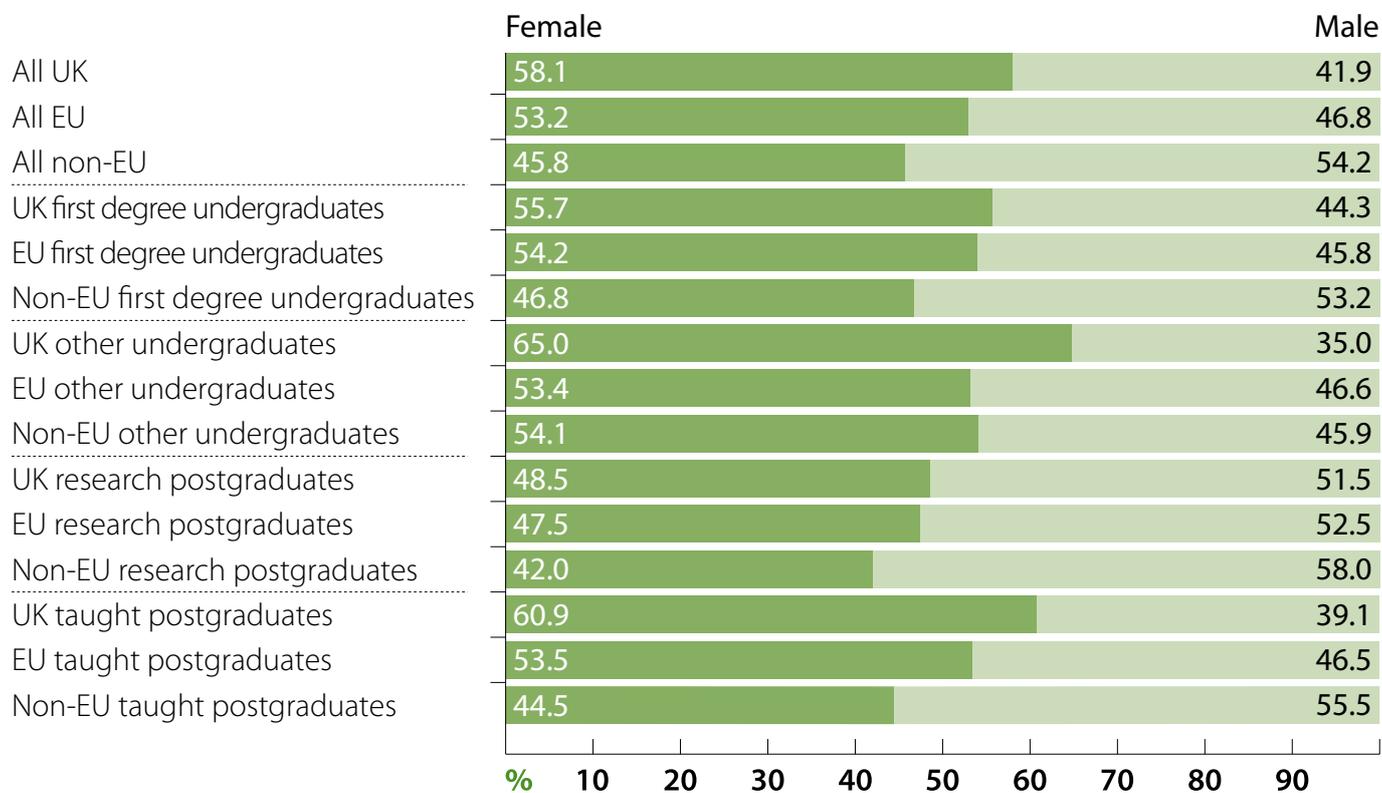
1.3 All students by degree level, domicile category and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
UK	1205370	85.4	58.1	867690	79.6	41.9
EU	69285	4.9	53.2	60835	5.6	46.8
Non-EU	136435	9.7	45.8	161675	14.8	54.2
First degree undergraduate						
UK	712455	88.6	55.7	567190	85.9	44.3
EU	37835	4.7	54.2	31940	4.8	45.8
Non-EU	53715	6.7	46.8	60955	9.2	53.2
Other undergraduate						
UK	272105	94.4	65.0	146290	91.3	35.0
EU	5635	2.0	53.4	4915	3.1	46.6
Non-EU	10575	3.7	54.1	8970	5.6	45.9
Postgraduate research						
UK	29660	61.4	48.5	31440	56.6	51.5
EU	6420	13.3	47.5	7110	12.8	52.5
Non-EU	12265	25.4	42.0	16965	30.6	58.0
Postgraduate taught						
UK	191150	70.7	60.9	122775	57.3	39.1
EU	19395	7.2	53.5	16870	7.9	46.5
Non-EU	59880	22.1	44.5	74780	34.9	55.5

* 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 all degree levels, with the exception of postgraduate research where 53.4% of students were male.

The proportion of female students was highest among part-time other undergraduates (64.7%) and lowest among full-time postgraduate research students (45.0%).

1.4 All students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	907795	64.3	54.1	769545	70.6	45.9
Part-time	503295	35.7	61.1	320655	29.4	38.9
All students	1411090	100	56.4	1090200	100	43.6
First degree undergraduate						
Full-time	679090	84.5	54.3	571165	86.5	45.7
Part-time	124910	15.5	58.4	88915	13.5	41.6
All first degree undergraduates	804000	100	54.9	660080	100	45.1
Other undergraduate						
Full-time	73960	25.7	63.2	43115	26.9	36.8
Part-time	214360	74.3	64.7	117060	73.1	35.3
All other undergraduates	288315	100	64.3	160175	100	35.7
Postgraduate research						
Full-time	33665	69.6	45.0	41115	74.1	55.0
Part-time	14685	30.4	50.5	14395	25.9	49.5
All research postgraduates	48345	100	46.6	55510	100	53.4
Postgraduate taught						
Full-time	121085	44.8	51.5	114145	53.2	48.5
Part-time	149340	55.2	59.8	100280	46.8	40.2
All taught postgraduates	270425	100	55.8	214430	100	44.2

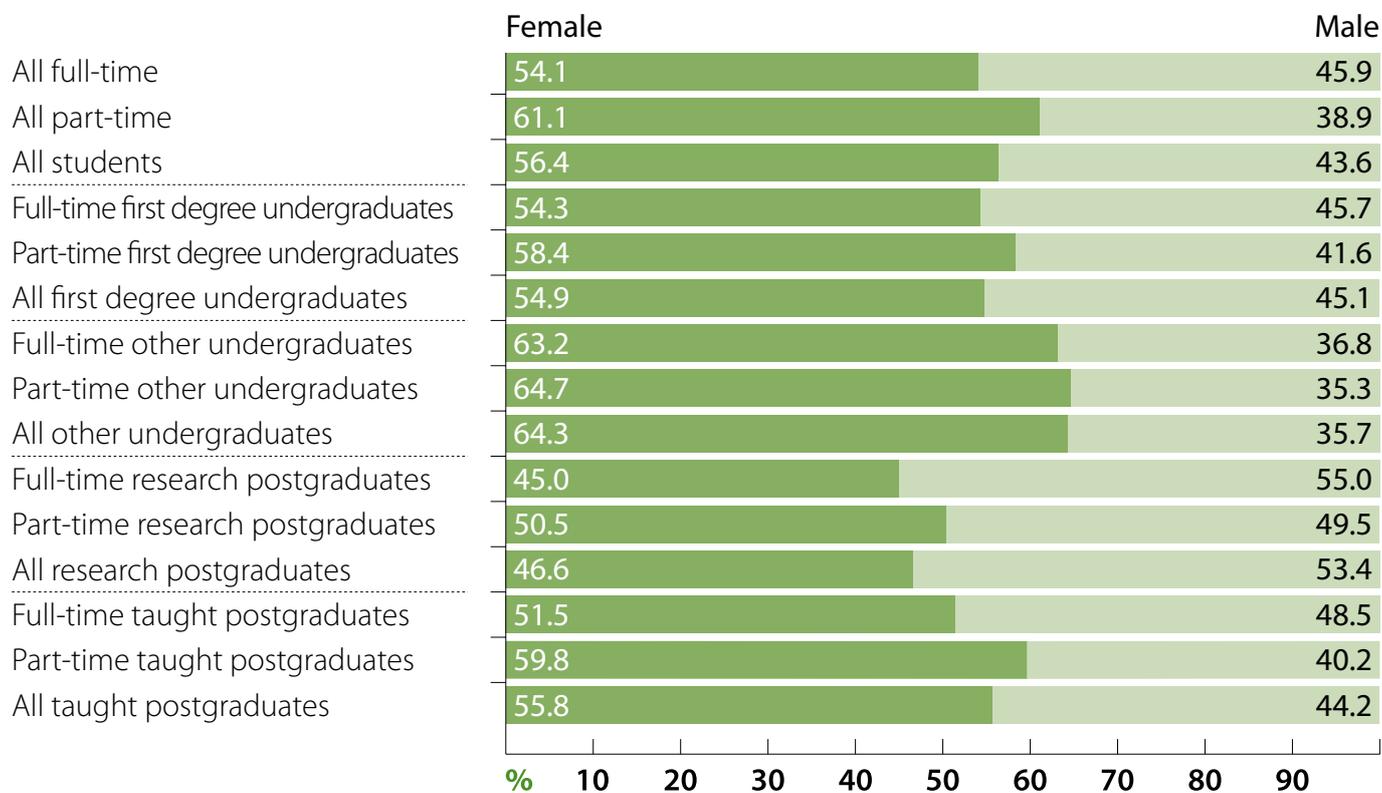
* compare vertically within degree levels ^ compare horizontally

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A.1a Undergraduate students by level, mode and gender 2010/11

A.1b Postgraduate students by level, mode and gender 2010/11

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



While overall 55.8% of postgraduate taught students were women (see figure 1.4), among first year students women made up 56.8% of those studying at this level (a 1.0% difference).

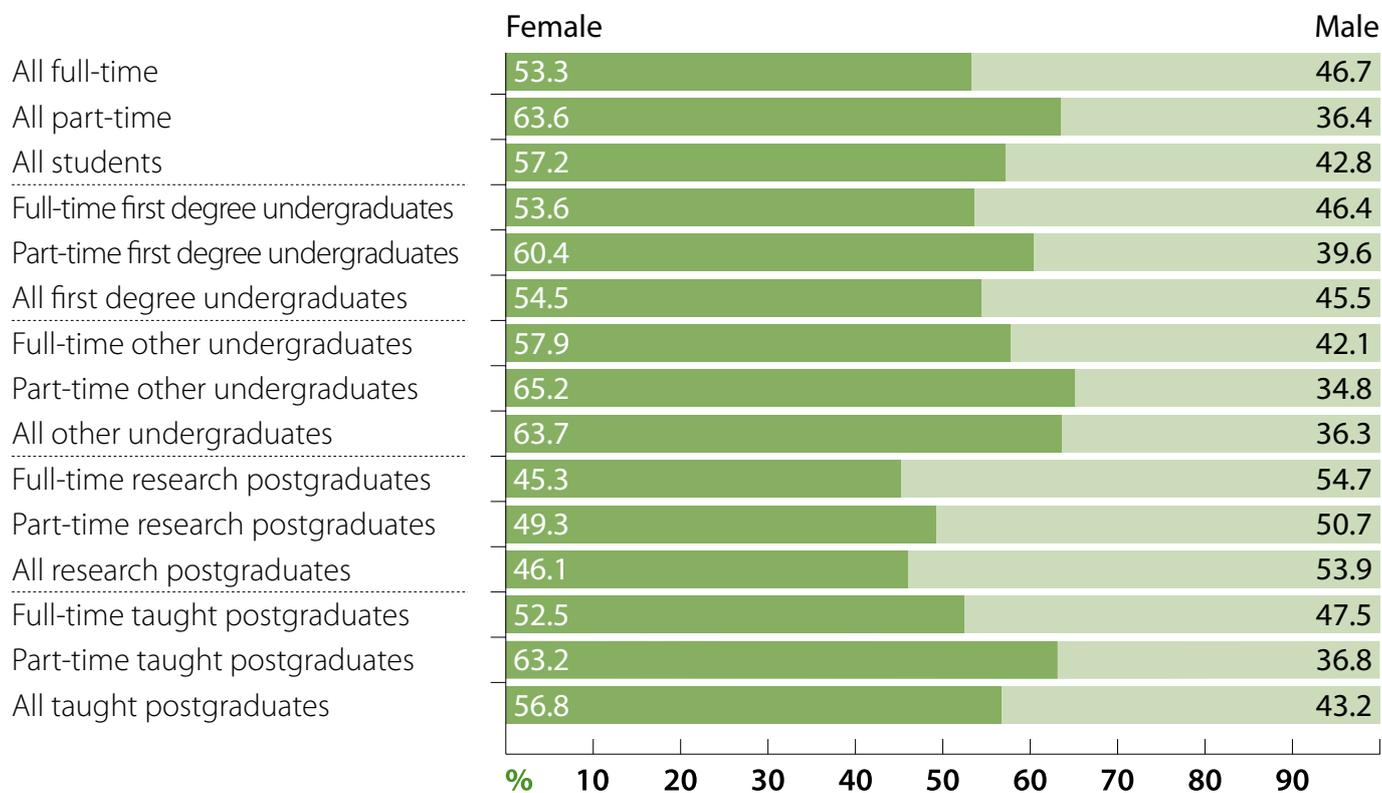
In all but postgraduate research, where 54.7% of students studying full-time and 50.7% part-time were male, women made up the majority of first year students at all degree levels.

1.5 First year students by degree level, mode and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	382280	58.3	53.3	334275	68.1	46.7
Part-time	272910	41.7	63.6	156495	31.9	36.4
All students	655190	100	57.2	490770	100	42.8
First degree undergraduate						
Full-time	239755	84.9	53.6	207840	88.1	46.4
Part-time	42690	15.1	60.4	27990	11.9	39.6
All first degree undergraduates	282445	100	54.5	235830	100	45.5
Other undergraduate						
Full-time	35590	19.1	57.9	25835	24.3	42.1
Part-time	150425	80.9	65.2	80380	75.7	34.8
All other undergraduates	186015	100	63.7	106215	100	36.3
Postgraduate research						
Full-time	12355	77.8	45.3	14905	80.4	54.7
Part-time	3520	22.2	49.3	3625	19.6	50.7
All research postgraduates	15870	100	46.1	18530	100	53.9
Postgraduate taught						
Full-time	94580	55.4	52.5	85695	65.8	47.5
Part-time	76275	44.6	63.2	44500	34.2	36.8
All taught postgraduates	170860	100	56.8	130195	100	43.2

* compare vertically within degree levels ^ compare horizontally

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



Subjects

Women made up 51.0% of students studying SET subjects. There were particularly high proportions of women in subjects allied to medicine (80.0%), veterinary science (75.5%) and biological sciences (62.2%). However, male students comprised the majority of students in engineering and technology (83.8%), computer science (82.0%) and architecture, building and planning (68.3%).

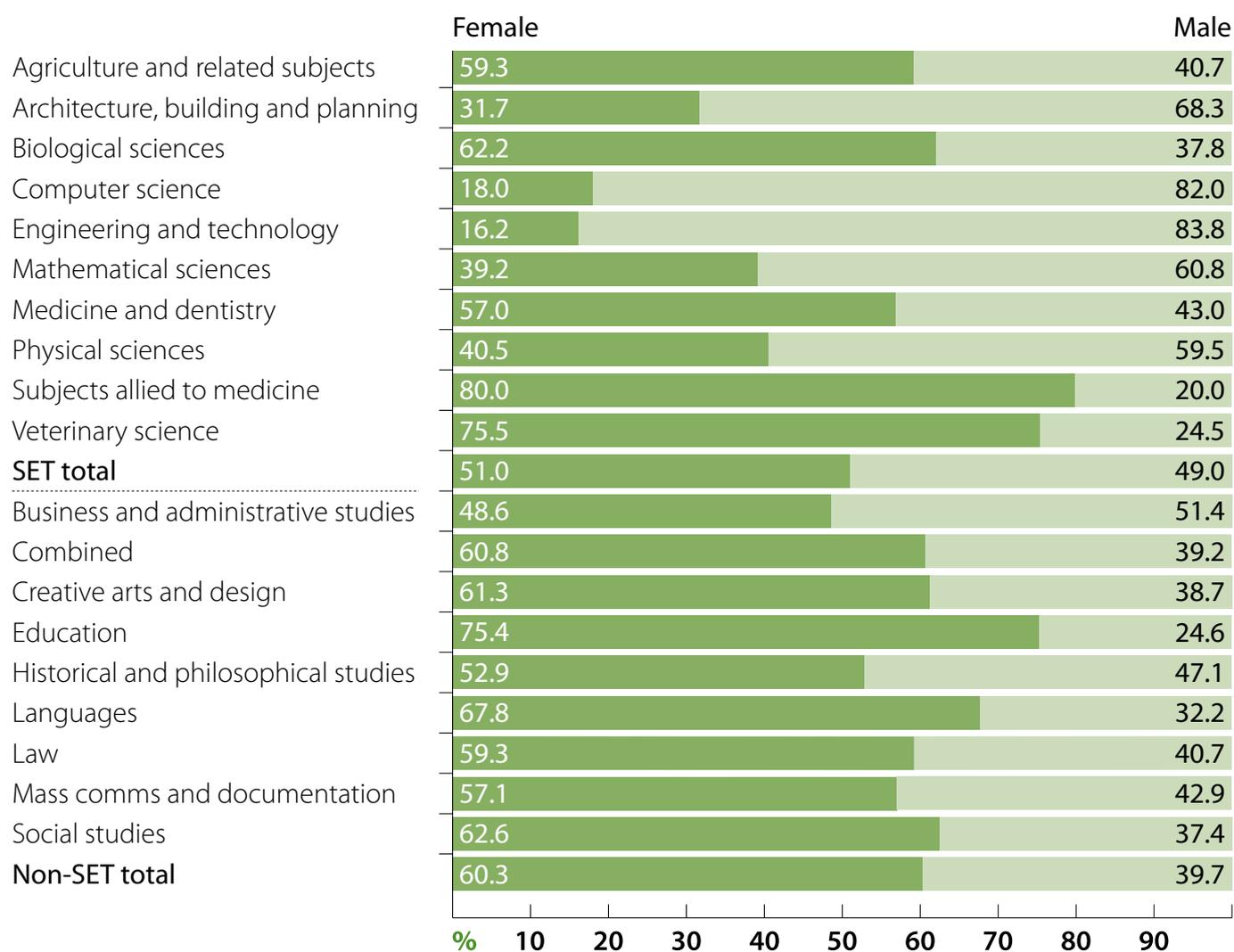
With the exception of business and administrative studies (48.6%), female students were in the majority for all non-SET subjects. Particularly high proportions of students studying education (75.4%) and languages (67.8%) were women.

1.6 All students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	12335	0.9	59.3	8450	0.8	40.7
Architecture, building, planning	19900	1.4	31.7	42875	3.9	68.3
Biological sciences	118150	8.4	62.2	71885	6.6	37.8
Computer science	17850	1.3	18.0	81170	7.4	82.0
Engineering and technology	26005	1.8	16.2	134880	12.4	83.8
Mathematical sciences	16115	1.1	39.2	24995	2.3	60.8
Medicine and dentistry	38120	2.7	57.0	28720	2.6	43.0
Physical sciences	37925	2.7	40.5	55655	5.1	59.5
Subjects allied to medicine	239970	17.0	80.0	59830	5.5	20.0
Veterinary science	4180	0.3	75.5	1360	0.1	24.5
SET total	530550	37.6	51.0	509825	46.8	49.0
Non-SET						
Business, admin studies	174255	12.3	48.6	184040	16.9	51.4
Combined	64450	4.6	60.8	41505	3.8	39.2
Creative arts and design	108260	7.7	61.3	68435	6.3	38.7
Education	168640	12.0	75.4	55085	5.1	24.6
Historical and philosophical studies	51210	3.6	52.9	45550	4.2	47.1
Languages	91310	6.5	67.8	43405	4.0	32.2
Law	55105	3.9	59.3	37845	3.5	40.7
Mass comms and documentation	30650	2.2	57.1	23030	2.1	42.9
Social studies	136655	9.7	62.6	81475	7.5	37.4
Non-SET total	880540	62.4	60.3	580375	53.2	39.7
Total	1411090	100	56.4	1090200	100	43.6

* compare vertically

^ compare horizontally

All students in subject areas by gender

The gender profile for all students and for first year students was very similar. However, at subject level there were some noticeable differences. For example, the proportions of male students studying agriculture and related subjects and languages were both 2.6% higher among first years than students overall (see figure 1.6). The proportion of first year students who are male studying veterinary science was 2.2% higher than for students overall.

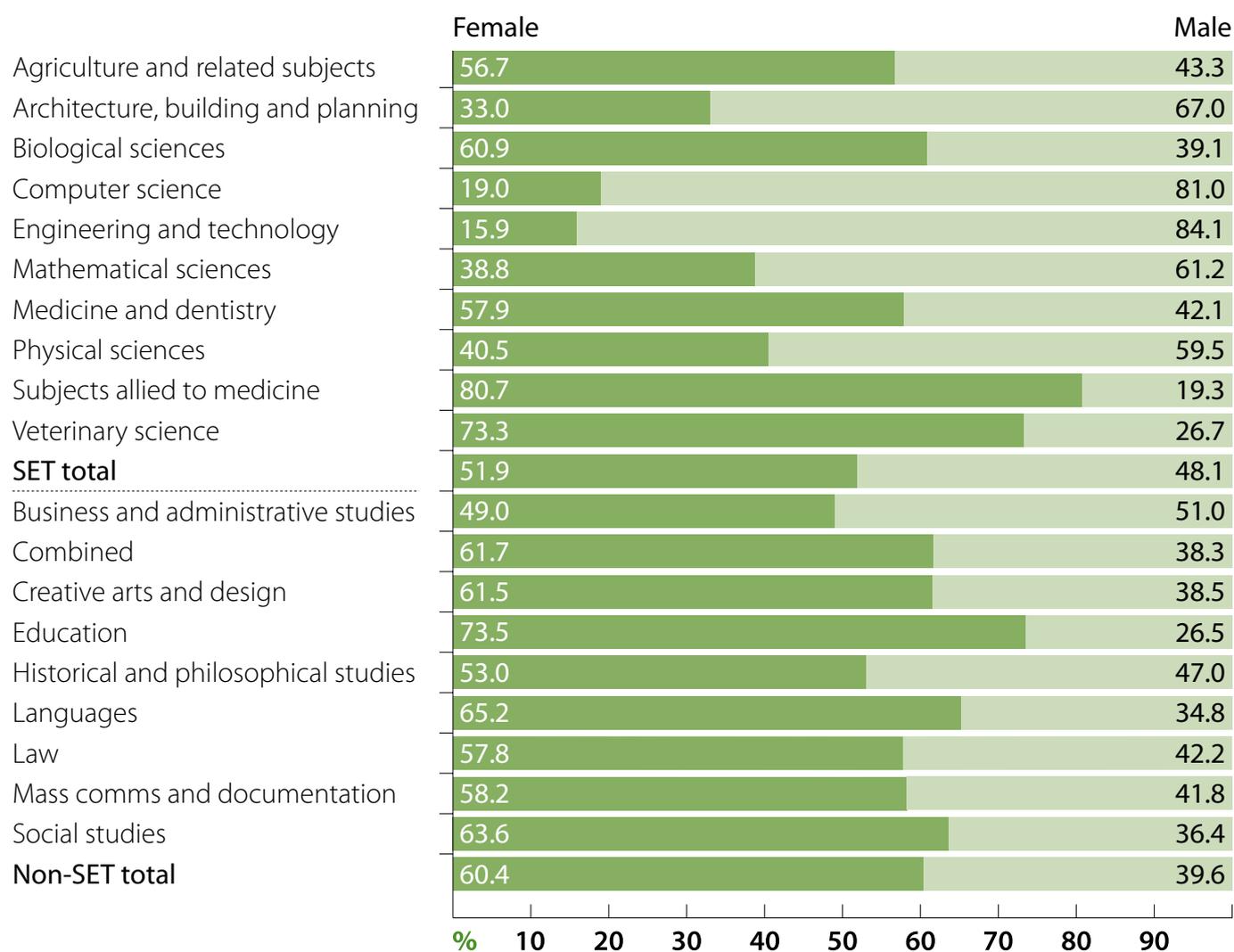
1.7 First year students by subject area and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	6410	1.0	56.7	4900	1.0	43.3
Architecture, building, planning	8125	1.2	33.0	16510	3.4	67.0
Biological sciences	46965	7.2	60.9	30115	6.1	39.1
Computer science	8170	1.2	19.0	34765	7.1	81.0
Engineering and technology	10815	1.7	15.9	57395	11.7	84.1
Mathematical sciences	6080	0.9	38.8	9600	2.0	61.2
Medicine and dentistry	11640	1.8	57.9	8450	1.7	42.1
Physical sciences	14545	2.2	40.5	21400	4.4	59.5
Subjects allied to medicine	113940	17.4	80.7	27190	5.5	19.3
Veterinary science	1035	0.2	73.3	375	0.1	26.7
SET total	227730	34.8	51.9	210705	42.9	48.1
Non-SET						
Business, admin studies	86035	13.1	49.0	89480	18.2	51.0
Combined	41685	6.4	61.7	25930	5.3	38.3
Creative arts and design	44995	6.9	61.5	28195	5.7	38.5
Education	94275	14.4	73.5	33980	6.9	26.5
Historical and philosophical studies	20590	3.1	53.0	18255	3.7	47.0
Languages	40245	6.1	65.2	21510	4.4	34.8
Law	23550	3.6	57.8	17210	3.5	42.2
Mass comms and documentation	13575	2.1	58.2	9745	2.0	41.8
Social studies	62510	9.5	63.6	35765	7.3	36.4
Non-SET total	427465	65.2	60.4	280065	57.1	39.6
Total	655190	100	57.2	490770	100	42.8

* compare vertically

^ compare horizontally

First year students in subject areas by gender



With the exception of other undergraduates, where women made up 66.1% of students, men comprised the majority of students in SET at all degree levels. The proportion of students studying computer science and engineering and technology who are male was particularly high across all degree levels.

Women made up the majority of students studying non-SET subjects at all degree levels, though the proportion decreases from first degree/ other undergraduate levels (60.3% and 63.0%, respectively) to postgraduate research/taught levels (51.5% and 59.2%). This was particularly prominent in languages, where women comprised 70.8% of first degree undergraduates, compared with 59.5% of postgraduate research students.

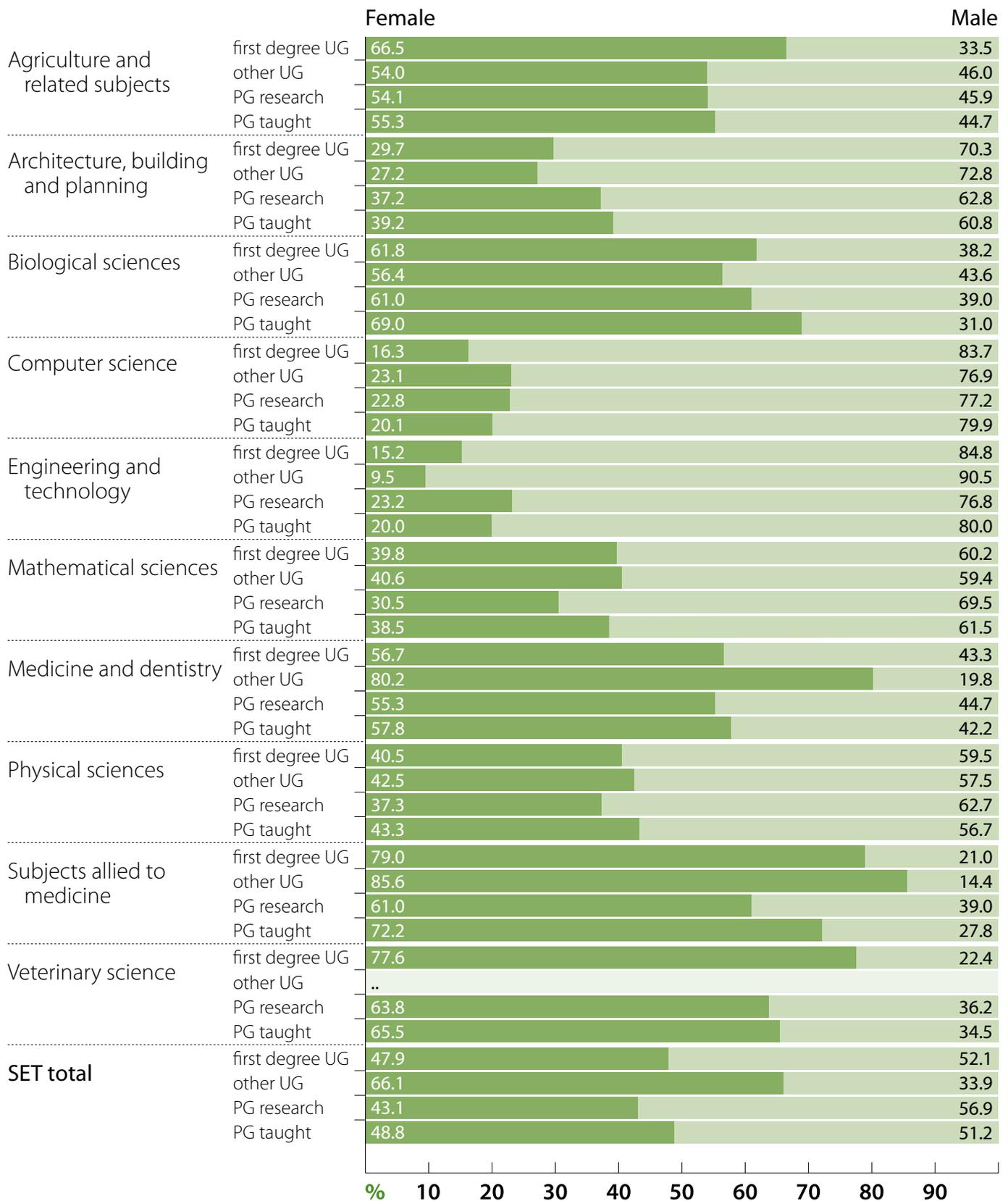
1.8 All students by subject area, degree level and gender

	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	5750	66.5	2900	33.5
Architecture, building, planning	11355	29.7	26915	70.3
Biological sciences	89935	61.8	55520	38.2
Computer science	10670	16.3	54845	83.7
Engineering and technology	14930	15.2	83290	84.8
Mathematical sciences	12945	39.8	19565	60.2
Medicine and dentistry	25835	56.7	19710	43.3
Physical sciences	27105	40.5	39795	59.5
Subjects allied to medicine	102240	79.0	27235	21.0
Veterinary science	3570	77.6	1030	22.4
SET total	304335	47.9	330800	52.1
Non-SET				
Business, administrative studies	94350	49.2	97580	50.8
Combined	20390	62.0	12490	38.0
Creative arts and design	85310	61.6	53220	38.4
Education	50355	84.7	9130	15.3
Historical, philosophical studies	36555	52.6	32950	47.4
Languages	64775	70.8	26735	29.2
Law	40795	61.8	25205	38.2
Mass communications and documentation	21810	55.3	17600	44.7
Social studies	85320	61.1	54375	38.9
Non-SET total	499665	60.3	329280	39.7
Total	804000	54.9	660080	45.1

Other undergraduate				Postgraduate research				Postgraduate taught			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4900	54.0	4175	46.0	425	54.1	360	45.9	1260	55.3	1015	44.7
2310	27.2	6180	72.8	665	37.2	1120	62.8	5570	39.2	8655	60.8
6965	56.4	5385	43.6	7605	61.0	4860	39.0	13640	69.0	6125	31.0
2545	23.1	8480	76.9	1005	22.8	3400	77.2	3630	20.1	14450	79.9
1675	9.5	16040	90.5	3045	23.2	10065	76.8	6355	20.0	25490	80.0
1110	40.6	1625	59.4	755	30.5	1725	69.5	1300	38.5	2080	61.5
660	80.2	160	19.8	4705	55.3	3800	44.7	6925	57.8	5050	42.2
2865	42.5	3880	57.5	4180	37.3	7030	62.7	3780	43.3	4945	56.7
98890	85.6	16640	14.4	4015	61.0	2570	39.0	34820	72.2	13385	27.8
5	..	0	..	195	63.8	110	36.2	410	65.5	215	34.5
121925	66.1	62570	33.9	26595	43.1	35040	56.9	77695	48.8	81415	51.2
26580	53.5	23070	46.5	2480	40.4	3655	59.6	50840	46.0	59740	54.0
42800	60.4	28095	39.6	35	54.8	30	45.2	1230	57.9	895	42.1
9825	60.5	6405	39.5	1885	51.2	1800	48.8	11240	61.6	7010	38.4
40370	74.3	13945	25.7	4325	64.3	2400	35.7	73590	71.3	29610	28.7
6190	62.7	3675	37.3	3145	44.6	3915	55.4	5320	51.5	5005	48.5
14960	57.9	10855	42.1	3570	59.5	2430	40.5	8005	70.3	3385	29.7
2990	55.1	2435	44.9	1010	45.5	1210	54.5	10315	53.4	9000	46.6
1320	45.5	1585	54.5	520	51.7	485	48.3	6995	67.6	3360	32.4
21360	73.9	7545	26.1	4780	51.3	4550	48.7	25195	62.7	15010	37.3
166390	63.0	97605	37.0	21755	51.5	20475	48.5	192730	59.2	133010	40.8
288315	64.3	160175	35.7	48345	46.6	55510	53.4	270425	55.8	214430	44.2

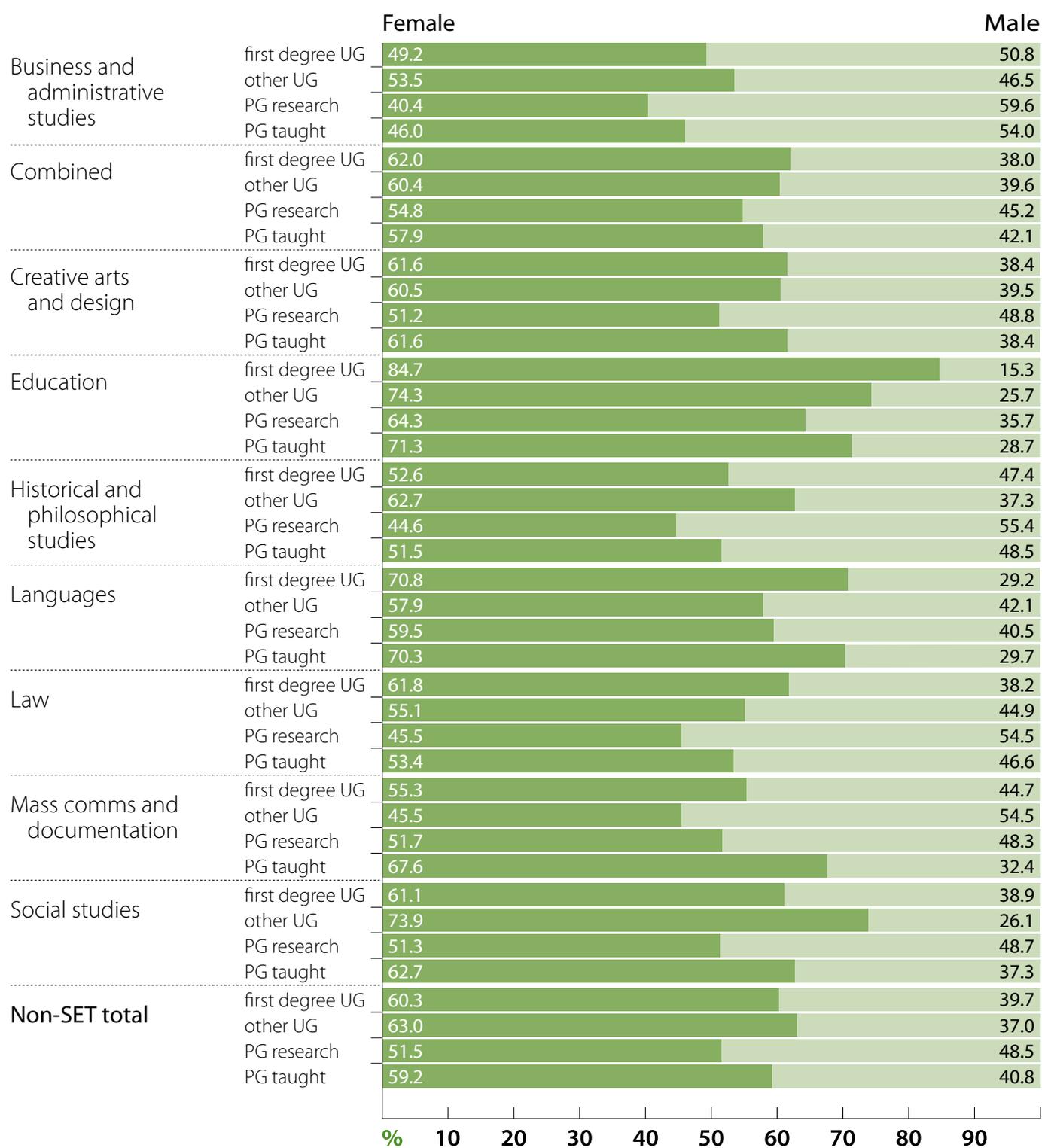
.. percentages based on totals of 52 or less are not shown

All students in SET subject areas and degree levels by gender



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

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



The gender profile of first year students by subject and degree level was, overall, similar to that of all students. There were, however, some notable differences.

59.2% of first year postgraduate research students in agriculture and related subjects were women, compared with 54.1% of all students studying agriculture and related subjects at this level (a 5.1% difference; see figure 1.8).

37.7% of first year postgraduate taught students studying veterinary science were male, compared with 34.5% of all students studying this subject at this level (a 3.2% difference; see figure 1.8).

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

	First degree undergraduate			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	2170	65.3	1155	34.7
Architecture, building, planning	3635	30.6	8260	69.4
Biological sciences	32350	60.1	21500	39.9
Computer science	4125	16.5	20840	83.5
Engineering and technology	5110	14.7	29710	85.3
Mathematical sciences	4405	39.5	6750	60.5
Medicine and dentistry	5585	56.0	4395	44.0
Physical sciences	8845	40.3	13105	59.7
Subjects allied to medicine	36515	79.3	9545	20.7
Veterinary science	780	77.3	230	22.7
SET total	103515	47.3	115480	52.7
Non-SET				
Business, administrative studies	36625	48.8	38385	51.2
Combined	7140	63.6	4090	36.4
Creative arts and design	31270	61.7	19415	38.3
Education	18290	84.1	3455	15.9
Historical, philosophical studies	11955	51.4	11295	48.6
Languages	21010	70.2	8915	29.8
Law	13990	61.1	8925	38.9
Mass communications and documentation	7970	55.1	6495	44.9
Social studies	30680	61.3	19370	38.7
Non-SET total	178930	59.8	120350	40.2
Total	282445	54.5	235830	45.5

Other undergraduate				Postgraduate research				Postgraduate taught			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
3315	52.5	3000	47.5	170	59.2	115	40.8	760	54.5	630	45.5
1190	26.8	3250	73.2	250	38.1	405	61.9	3050	39.9	4595	60.1
4075	56.5	3140	43.5	2430	60.3	1600	39.7	8110	67.7	3875	32.3
1510	24.6	4640	75.4	340	22.7	1150	77.3	2195	21.2	8135	78.8
985	9.2	9695	90.8	995	22.8	3370	77.2	3725	20.3	14620	79.7
530	38.2	855	61.8	230	29.0	565	71.0	915	39.0	1430	61.0
400	78.9	105	21.1	1510	55.2	1225	44.8	4150	60.4	2725	39.6
1710	39.9	2575	60.1	1390	36.7	2400	63.3	2600	43.9	3325	56.1
57165	85.4	9795	14.6	1285	58.8	900	41.2	18975	73.2	6945	26.8
5	..	0	..	65	64.2	35	35.8	180	62.3	110	37.7
70885	65.7	37060	34.3	8665	42.4	11770	57.6	44665	49.1	46395	50.9
16890	53.7	14540	46.3	795	40.2	1185	59.8	31725	47.3	35370	52.7
33590	61.4	21145	38.6	20	..	15	..	935	58.0	680	42.0
5785	60.5	3780	39.5	620	51.2	590	48.8	7320	62.5	4400	37.5
24990	71.8	9820	28.2	1255	66.1	645	33.9	49740	71.3	20060	28.7
4145	62.7	2465	37.3	1050	42.2	1435	57.8	3440	52.9	3065	47.1
12515	56.8	9510	43.2	1255	60.9	805	39.1	5465	70.5	2280	29.5
2105	54.0	1795	46.0	365	47.1	410	52.9	7085	53.8	6080	46.2
860	46.8	975	53.2	195	53.4	170	46.6	4550	68.4	2100	31.6
14245	73.5	5125	26.5	1650	52.4	1500	47.6	15935	62.0	9770	38.0
115130	62.5	69155	37.5	7210	51.6	6760	48.4	126195	60.1	83805	39.9
186015	63.7	106215	36.3	15870	46.1	18530	53.9	170860	56.8	130195	43.2

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

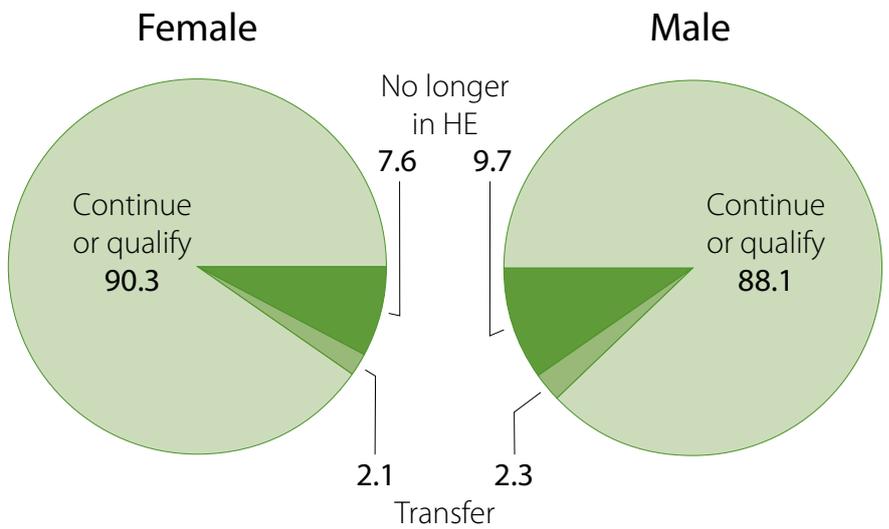
Continuation

A higher proportion of female entrants (90.3%) continued or qualified in 2009/10 than male entrants (88.1%).

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	183005	90.3	4255	2.1	15495	7.6
Male	147995	88.1	3820	2.3	16260	9.7

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



Degree attainment

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

In England, Northern Ireland and Scotland, a higher proportion of male qualifiers obtained a first class honours degree than female qualifiers. In Wales, however, 14.9% of female qualifiers obtained a first class honours, compared with 13.4% of male qualifiers.

Across all four countries, there was a negative attainment gap. The gap was largest in Wales (-5.9%) and smallest in Northern Ireland (-1.4%).

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
Female	24820	15.0	83740	50.7	46240	28.0	10445	6.3
Male	20230	15.8	57365	44.9	38775	30.4	11380	8.9
Northern Ireland								
Female	735	15.3	2575	53.6	1315	27.3	180	3.7
Male	565	18.8	1460	48.7	795	26.5	180	6.1
Scotland								
Female	2215	17.4	7040	55.2	2895	22.7	600	4.7
Male	1820	18.4	4810	48.6	2645	26.7	610	6.2
Wales								
Female	1655	14.9	5310	47.7	3530	31.7	640	5.8
Male	1175	13.4	3795	43.3	3020	34.4	785	8.9

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



* values less than 5.0 are not displayed

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A.4a First degree qualifiers by class and gender 2010/11

Overall, a higher proportion of male qualifiers studying SET obtained a first class honours degree than female qualifiers studying SET (19.2%, compared with 18.6%). However, in certain SET subjects a higher proportion of women obtained this degree class than men. This was most prominent in medicine and dentistry, where 29.8% of female qualifiers obtained a first class honours degree, compared with 25.5% of male qualifiers (a 4.3% difference).

A slightly higher proportion of women studying non-SET subjects obtained a first class honours degree than male qualifiers (13.5%, compared with 13.1%). The difference was highest in business and administrative studies, where 14.1% of female qualifiers obtained a first class honours degree compared with 10.8% of male qualifiers (a 3.3% difference). However, in certain subjects including languages, a higher proportion of male qualifiers obtained a first class honours degree (17.2% compared with 15.2% – a 2.0% difference).

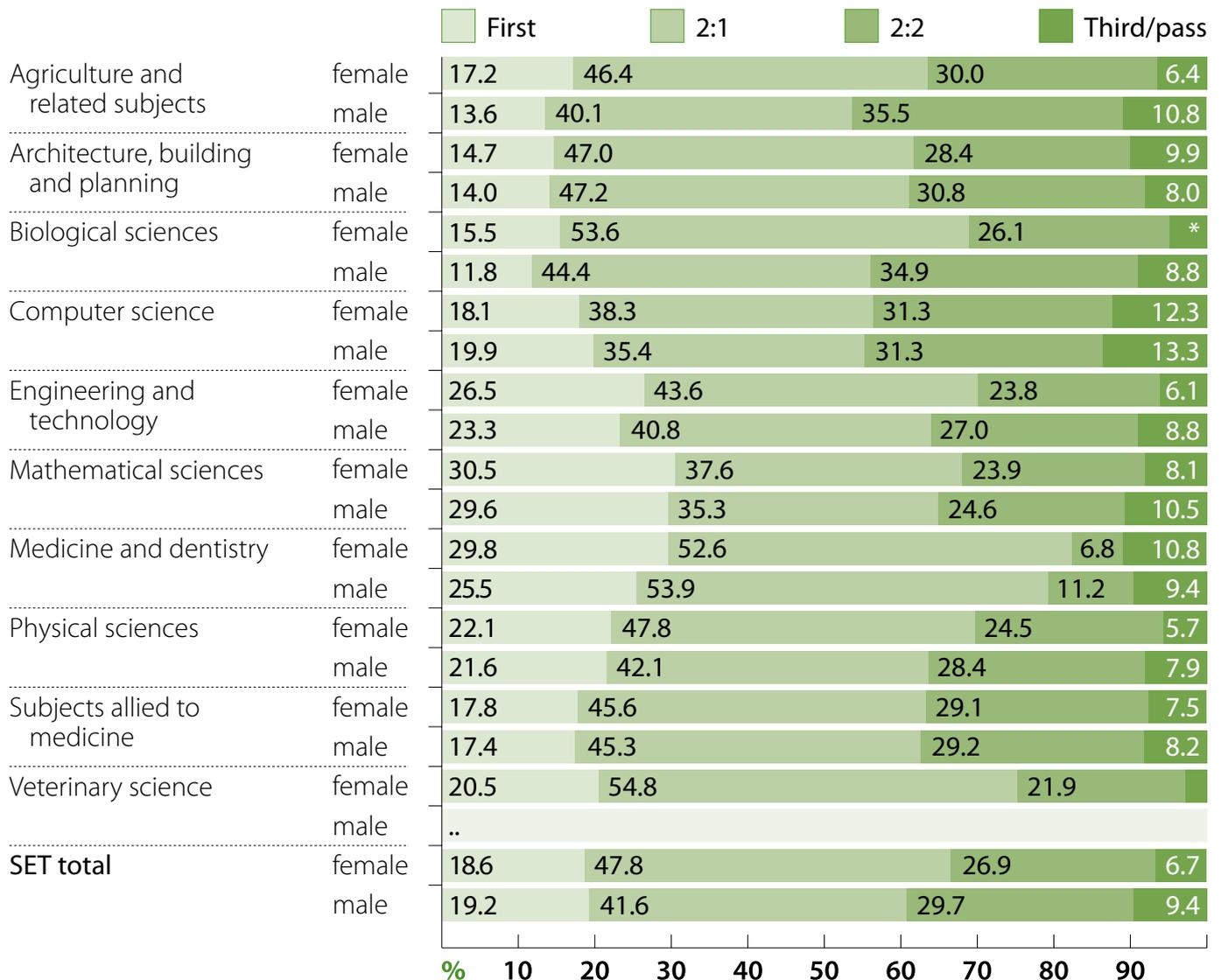
1.12 First degree undergraduate qualifiers by subject area, degree class and gender

	First			
	Female		Male	
	No.	%	No.	%
SET				
Agriculture and related subjects	280	17.2	105	13.6
Architecture, building, planning	420	14.7	1025	14.0
Biological sciences	3235	15.5	1445	11.8
Computer science	440	18.1	2240	19.9
Engineering and technology	940	26.5	4165	23.3
Mathematical sciences	890	30.5	1140	29.6
Medicine and dentistry	250	29.8	180	25.5
Physical sciences	1355	22.1	1790	21.6
Subjects allied to medicine	4245	17.8	1045	17.4
Veterinary science	15	20.5	5	..
SET total	12075	18.6	13140	19.2
Non-SET				
Business, administrative studies	3860	14.1	2780	10.8
Combined	95	10.0	60	11.2
Creative arts and design	3755	15.8	2385	16.5
Education	1715	12.5	235	11.4
Historical, philosophical studies	1340	14.9	1245	15.7
Languages	2395	15.2	1080	17.2
Law	855	8.2	475	7.9
Mass communications and documentation	645	10.6	515	11.0
Social studies	2695	12.3	1865	14.1
Non-SET total	17350	13.5	10650	13.1
Total	29425	15.2	23790	15.9

2:1				2:2				Third/pass			
Female		Male		Female		Male		Female		Male	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
755	46.4	305	40.1	490	30.0	270	35.5	105	6.4	80	10.8
1350	47.0	3450	47.2	815	28.4	2255	30.8	285	9.9	585	8.0
11150	53.6	5425	44.4	5435	26.1	4270	34.9	990	4.8	1080	8.8
935	38.3	3995	35.4	765	31.3	3530	31.3	300	12.3	1500	13.3
1545	43.6	7290	40.8	845	23.8	4820	27.0	215	6.1	1575	8.8
1100	37.6	1355	35.3	700	23.9	945	24.6	235	8.1	405	10.5
440	52.6	385	53.9	55	6.8	80	11.2	90	10.8	65	9.4
2930	47.8	3490	42.1	1500	24.5	2360	28.4	345	5.7	655	7.9
10845	45.6	2720	45.3	6915	29.1	1755	29.2	1790	7.5	490	8.2
40	54.8	10	..	15	21.9	5	..	0	2.7	0	..
31100	47.8	28425	41.6	17535	26.9	20290	29.7	4360	6.7	6440	9.4
12595	46.2	10460	40.5	8735	32.0	9600	37.1	2090	7.7	2995	11.6
435	46.9	200	35.8	265	28.6	185	33.6	135	14.5	105	19.3
12180	51.3	6760	46.8	6405	27.0	4135	28.6	1410	5.9	1160	8.0
6620	48.2	895	43.0	4495	32.7	755	36.4	910	6.6	190	9.2
5710	63.7	4785	60.2	1700	18.9	1690	21.2	220	2.5	235	2.9
9785	61.9	3590	56.9	3190	20.2	1365	21.6	445	2.8	270	4.3
5485	52.9	2985	49.3	3405	32.8	2110	34.8	630	6.1	480	8.0
3455	56.5	2375	51.0	1765	28.8	1500	32.2	245	4.0	275	5.9
11310	51.6	6955	52.5	6480	29.6	3610	27.3	1415	6.5	810	6.1
67575	52.4	39000	48.1	36445	28.3	24945	30.8	7505	5.8	6520	8.0
98670	50.9	67425	45.1	53980	27.8	45230	30.3	11865	6.1	12960	8.7

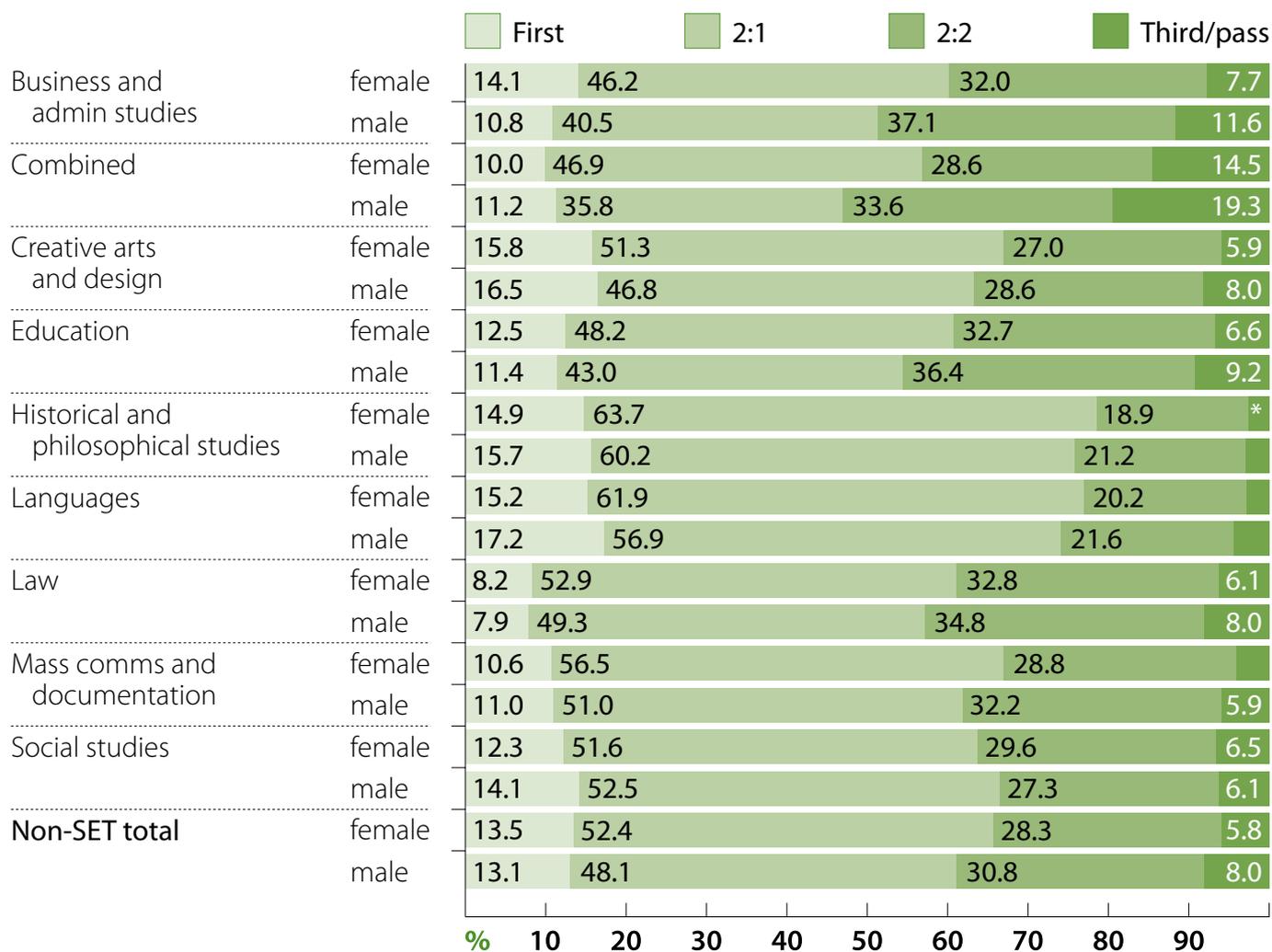
.. percentages based on totals of 52 or less are not shown

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



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

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



* values less than 5.0 are not displayed

Destination of leavers

While similar proportions of female and male leavers were in full-time paid work, a higher percentage of male leavers were in graduate full-time paid work than female leavers (42.0% compared with 40.1%).

Assumed unemployment rates were higher for male leavers (9.3%) than female leavers (6.4%).

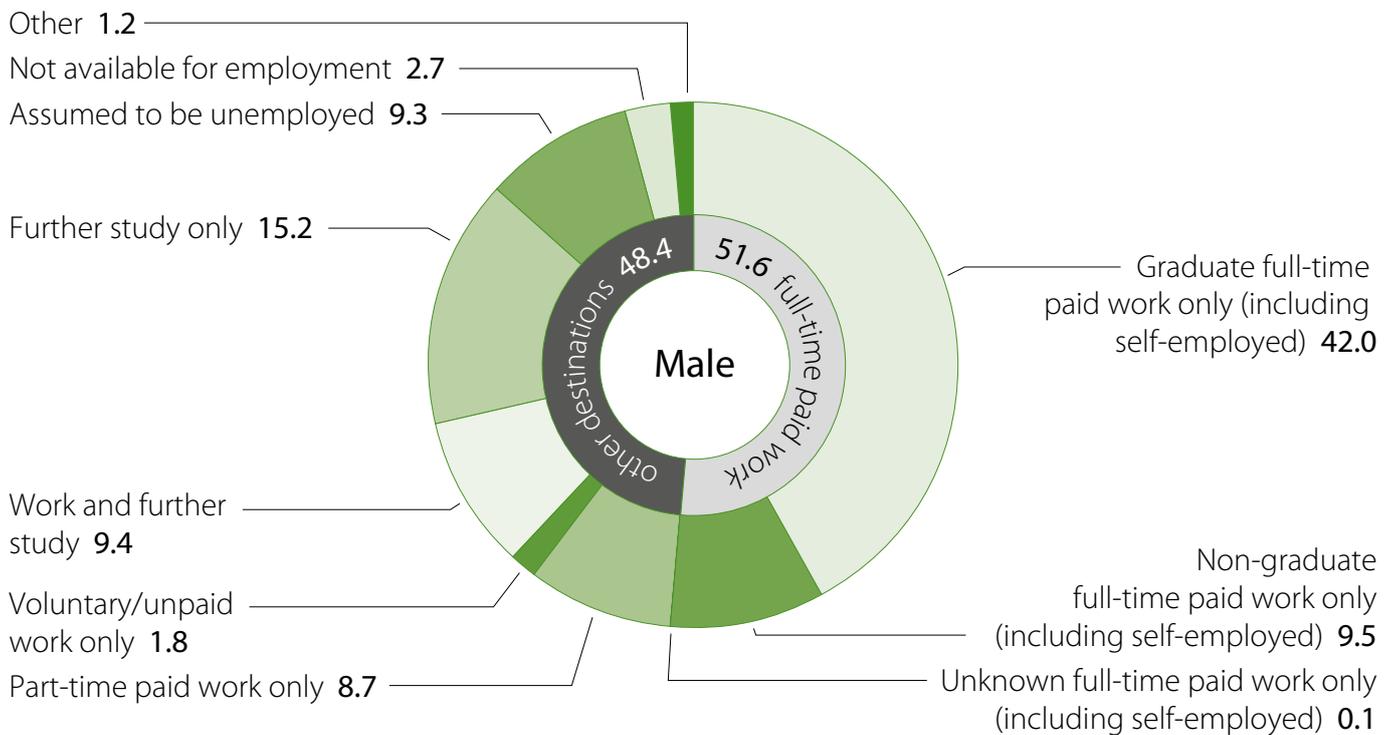
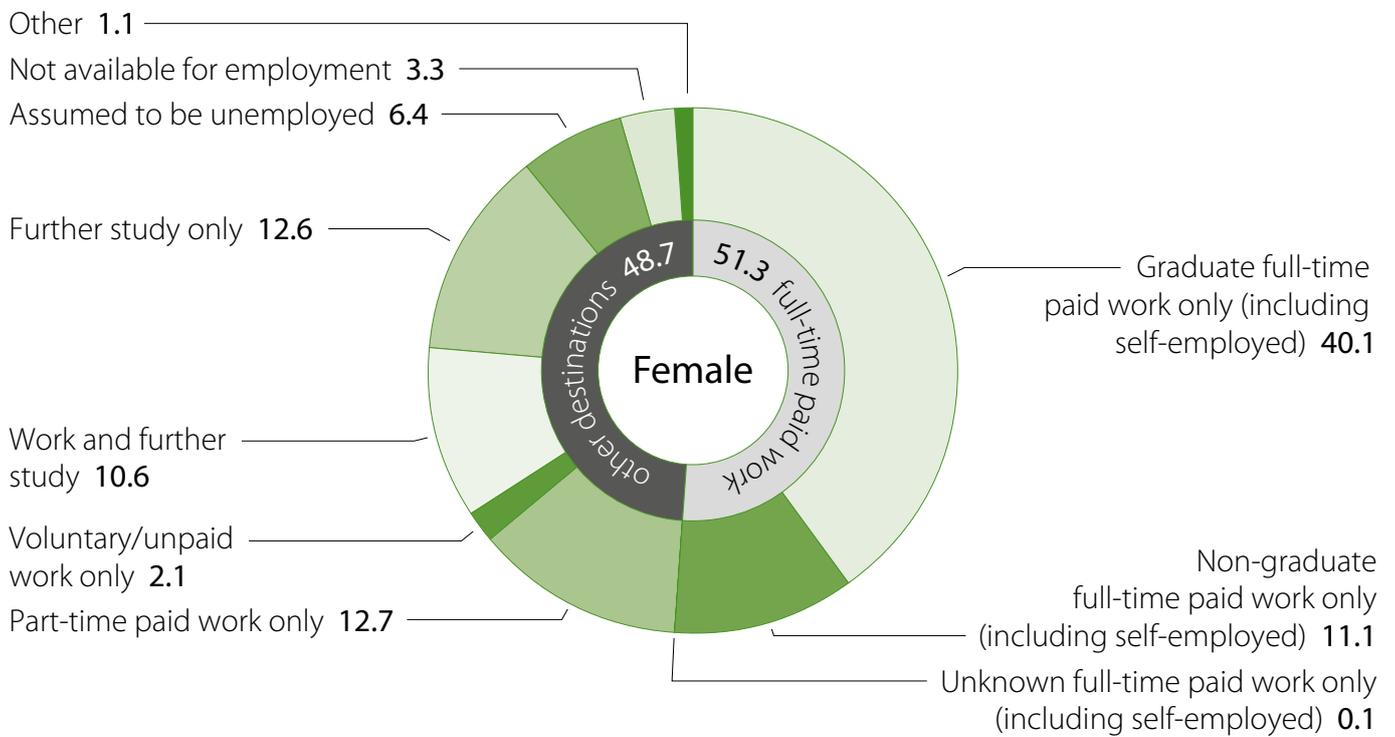
1.13 DLHE leavers by leaving destination and gender

	Female		Male	
	No.	%	No.	%
Full-time paid work only (including self-employed) total	118485	51.3	85525	51.6
Graduate full-time paid work only (including self-employed)	92560	40.1	69500	42.0
Non-graduate full-time paid work only (including self-employed)	25705	11.1	15795	9.5
Unknown full-time paid work only (including self-employed)	220	0.1	230	0.1
Part-time paid work only	29285	12.7	14470	8.7
Voluntary/unpaid work only	4810	2.1	2915	1.8
Work and further study	24450	10.6	15620	9.4
Further study only	29080	12.6	25205	15.2
Assumed to be unemployed	14730	6.4	15465	9.3
Not available for employment	7640	3.3	4455	2.7
Other	2550	1.1	1965	1.2

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B.1a DLHE leavers by activity and gender 2010/11

Female/male DLHE leavers by leaving destination



2 Ethnicity

- = Over the past eight years, the proportion of UK-domiciled BME students increased from 14.9% in 2003/04 to 18.4% in 2010/11.
- = The largest increase has been in the proportion of UK-domiciled black students, which has risen from 4.4% in 2003/04 to 5.9% in 2010/11. The proportion of UK-domiciled mixed students has doubled from 1.4% to 2.8% in the same time period.
- = In 2009/10, 92.3% of Chinese UK-domiciled entrants continued or qualified, compared with 82.5% of UK-domiciled students from an other black background.
- = The degree attainment gap increased from 17.2% in 2003/04 to a peak of 18.8% in 2005/06. At 18.4%, the degree attainment gap in 2010/11 marks a slight decrease from the previous year, when it was 18.6%.
- = 68.1% of UK-domiciled white qualifiers studying SET subjects obtained a first class or upper second class honours degree, compared with 52.1% of BME qualifiers studying SET subjects – a degree attainment gap of 16.0%.
- = 70.4% of UK-domiciled white qualifiers obtained a first class or upper second class honours degree, compared with 50.4% of BME qualifiers studying non-SET subjects – a degree attainment gap of 20.0%.
- = 53.5% of white UK-domiciled leavers were in full-time paid work (including self-employed), compared with 43.3% of BME leavers. Black or black British African leavers were least likely to be in full-time paid work (38.4%) and most likely to be assumed to be unemployed (16.3%).

2 Ethnicity

Ethnicity overview

In 2010/11, 97.3% of UK-domiciled students disclosed ethnicity information.

Across the UK, 18.4% 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 20.6% of students in England to 2.1% in Northern Ireland. Notably, when London is excluded, the proportion of UK-domiciled students who were BME in England drops to 15.5%.

18.1% of first year UK-domiciled students were BME, compared with 18.4% of all UK-domiciled students.

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

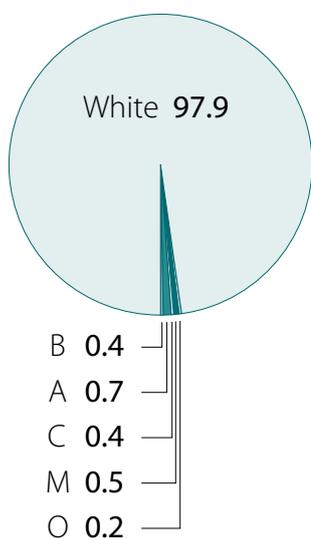
	White		Black				
	No.	%	All	Caribbean	African	Other	
	No.	%	No.	%	%	%	%
All students							
England	1350335	79.4	115630	6.8	1.8	4.6	0.4
London	156525	54.3	51410	17.8	4.7	12.2	1.0
Eng. exc. London	1193810	84.5	64220	4.5	1.2	3.1	0.3
Northern Ireland	42390	97.9	165	0.4	0.0	0.3	0.0
Scotland	159115	92.9	2405	1.4	0.1	1.2	0.1
Wales	95035	92.6	1635	1.6	0.3	1.2	0.1
UK total	1646875	81.6	119835	5.9	1.5	4.1	0.3
First years							
England	599165	80.0	51205	6.8	1.8	4.7	0.4
London	71335	56.1	22370	17.6	4.5	12.2	0.9
Eng. exc. London	527830	84.8	28830	4.6	1.2	3.1	0.3
Northern Ireland	16605	97.9	60	0.3	0.0	0.3	0.0
Scotland	62115	93.0	1045	1.6	0.1	1.3	0.1
Wales	43205	91.9	905	1.9	0.3	1.5	0.1
UK total	721090	81.9	53210	6.0	1.5	4.2	0.3

All UK-domiciled students in countries of institution by ethnicity

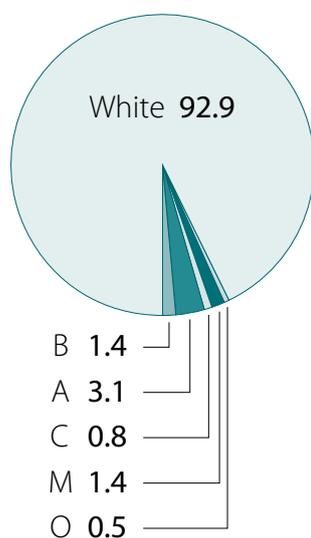


Asian						Chinese	Mixed	Other	BME total	Unknown					
All		Indian	Pakistani	Bangladeshi	Other										
No.	%	%	%	%	%	No.	%	No.	%	No.	%	No.	%	No.	%
148540	8.7	3.8	2.4	0.9	1.7	15720	0.9	51360	3.0	19245	1.1	350500	20.6	45230	2.6
51110	17.7	6.7	3.6	2.6	4.8	4865	1.7	15115	5.2	9000	3.1	131500	45.7	11705	3.9
97430	6.9	3.2	2.2	0.5	1.0	10855	0.8	36245	2.6	10250	0.7	219000	15.5	33525	2.3
290	0.7	0.4	0.1	0.0	0.2	170	0.4	200	0.5	65	0.2	890	2.1	2125	4.7
5275	3.1	1.0	1.3	0.1	0.7	1320	0.8	2355	1.4	790	0.5	12145	7.1	5625	3.2
3175	3.1	1.3	0.6	0.4	0.8	530	0.5	1670	1.6	535	0.5	7545	7.4	2140	2.0
157280	7.8	3.3	2.2	0.8	1.5	17740	0.9	55585	2.8	20635	1.0	371075	18.4	55120	2.7
61535	8.2	3.4	2.3	0.8	1.7	6590	0.9	22400	3.0	8330	1.1	150060	20.0	21120	2.7
20800	16.4	5.8	3.4	2.3	4.9	2025	1.6	6690	5.3	3835	3.0	55720	43.9	5075	3.8
40735	6.5	2.9	2.1	0.5	1.1	4565	0.7	15715	2.5	4490	0.7	94340	15.2	16040	2.5
130	0.8	0.4	0.1	0.0	0.2	65	0.4	70	0.4	25	0.1	350	2.1	1790	9.5
1950	2.9	0.9	1.2	0.1	0.7	495	0.7	835	1.3	330	0.5	4655	7.0	2105	3.1
1610	3.4	1.3	0.7	0.5	0.9	265	0.6	765	1.6	270	0.6	3820	8.1	1285	2.7
65230	7.4	3.0	2.1	0.7	1.6	7415	0.8	24075	2.7	8950	1.0	158880	18.1	26295	2.9

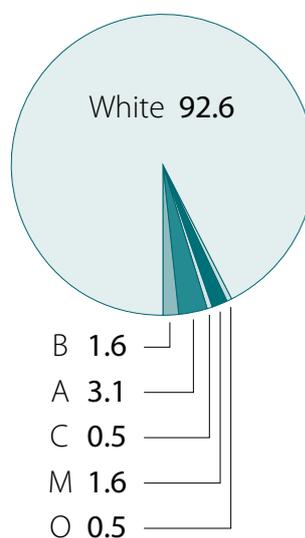
Northern Ireland



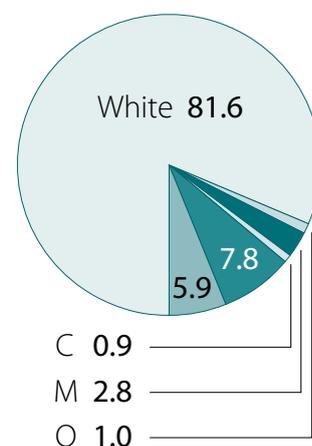
Scotland



Wales



UK



Over the past eight years, the proportion of UK-domiciled BME students increased from 14.9% in 2003/04 to 18.4% in 2010/11.

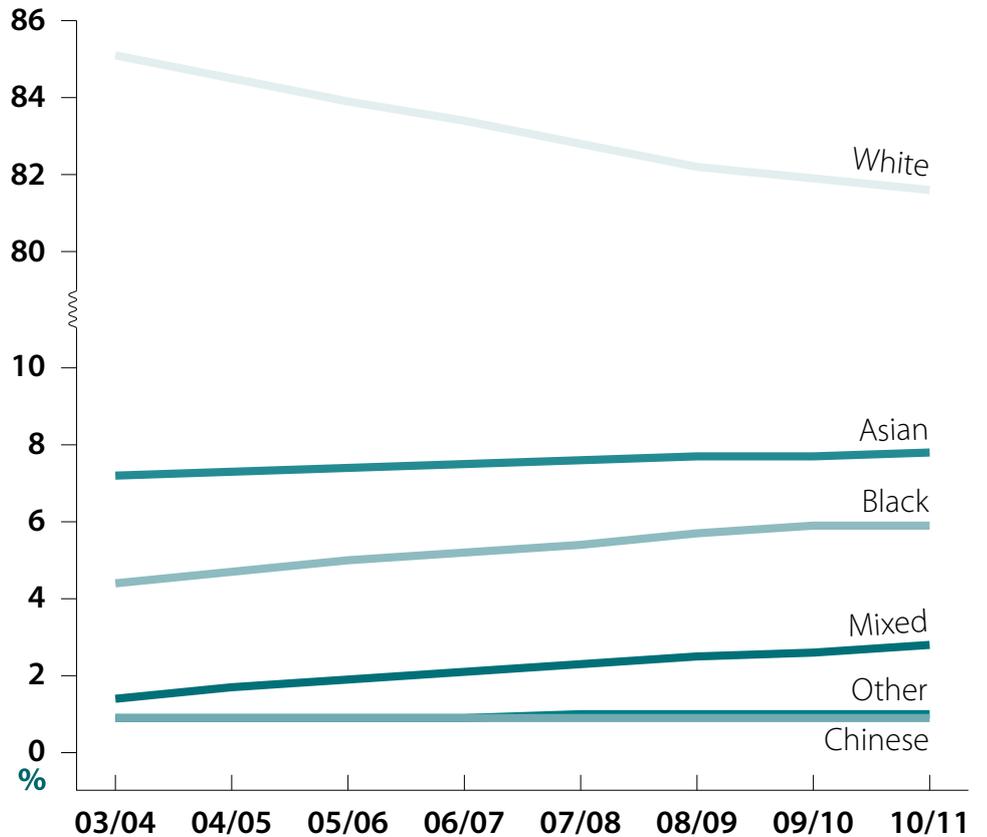
With the exception of UK-domiciled Chinese students, which has remained static, there has been an increase in the proportion of students across all UK-domiciled minority ethnic groups.

The largest increase has been in the proportion of UK-domiciled black students, which has risen from 4.4% in 2003/04 to 5.9% in 2010/11. The proportion of UK-domiciled mixed students has doubled from 1.4% to 2.8% in the same time period.

2.2 Profile of all UK-domiciled students over time by ethnicity

		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
White	%	85.1	84.5	83.9	83.4	82.8	82.2	81.9	81.6
Black	%	4.4	4.7	5.0	5.2	5.4	5.7	5.9	5.9
Asian	%	7.2	7.3	7.4	7.5	7.6	7.7	7.7	7.8
Chinese	%	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
Other	%	0.9	0.9	0.9	0.9	1.0	1.0	1.0	1.0
BME total	%	14.9	15.5	16.1	16.6	17.2	17.8	18.1	18.4

All UK-domiciled students over time by ethnicity

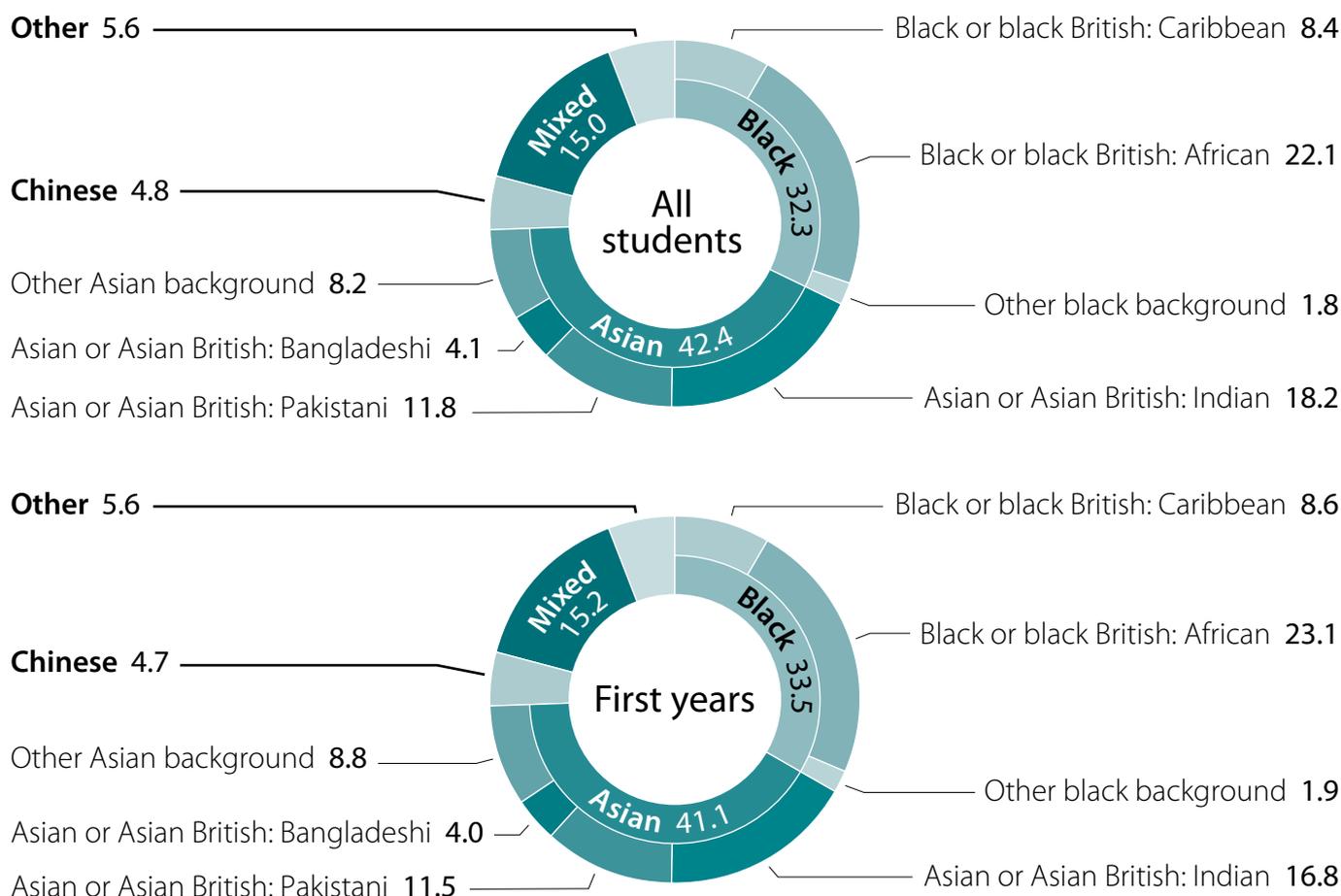


22.1% of BME students were black or black British: African, and a further 18.2% were Asian or Asian British: Indian. In contrast, only 4.1% of BME students were Asian or Asian British: Bangladeshi and 1.8% of an other black background.

2.3 All/first year BME UK-domiciled students by ethnicity

	All students		First years	
	No.	%	No.	%
Black	119835	32.3	53210	33.5
Black or black British: Caribbean	31135	8.4	13595	8.6
Black or black British: African	82020	22.1	36655	23.1
Other black background	6680	1.8	2965	1.9
Asian	157280	42.4	65230	41.1
Asian or Asian British: Indian	67410	18.2	26620	16.8
Asian or Asian British: Pakistani	43915	11.8	18320	11.5
Asian or Asian British: Bangladeshi	15355	4.1	6305	4.0
Other Asian background	30595	8.2	13985	8.8
Chinese	17740	4.8	7415	4.7
Mixed	55585	15.0	24075	15.2
Other	20635	5.6	8950	5.6

All/first year BME UK-domiciled students by ethnicity



Mode and level

A higher proportion of UK-domiciled black students studying at the first degree undergraduate and postgraduate research levels did so on a part-time basis than any other ethnic group (18.1% and 46.7%, respectively). At all other levels, more UK-domiciled white students studied part-time than other ethnic groups.

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A.2a Undergraduate UK-domiciled full-time students by BME marker 2010/11

A.2b Undergraduate UK-domiciled part-time students by BME marker 2010/11

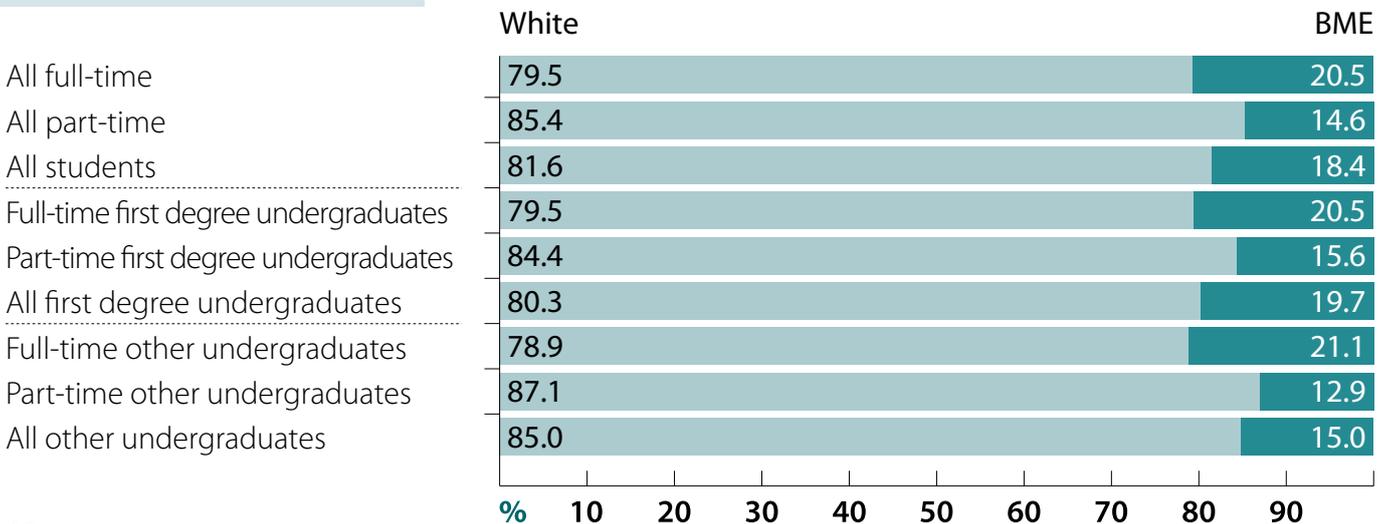
A.2c Postgraduate UK-domiciled full-time students by BME marker 2010/11

A.2d Postgraduate UK-domiciled part-time students by BME marker 2010/11

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

	White			Black		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	1025930	62.3	79.5	79155	66.1	6.1
Part-time	620945	37.7	85.4	40680	33.9	5.6
All students	1646875	100	81.6	119835	100	5.9
First degree undergraduate						
Full-time	843295	83.3	79.5	61470	81.9	5.8
Part-time	168610	16.7	84.4	13550	18.1	6.8
All first degree UG	1011910	100	80.3	75020	100	6.0
Other undergraduate						
Full-time	81415	23.9	78.9	10705	41.1	10.4
Part-time	259285	76.1	87.1	15345	58.9	5.2
All other UG	340700	100	85.0	26050	100	6.5
Postgraduate research						
Full-time	31140	63.3	84.2	905	53.3	2.5
Part-time	18065	36.7	85.4	795	46.7	3.8
All research PG	49205	100	84.6	1700	100	2.9
Postgraduate taught						
Full-time	70075	28.6	77.5	6075	35.6	6.7
Part-time	174985	71.4	84.0	10990	64.4	5.3
All taught PG	245060	100	82.0	17065	100	5.7

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

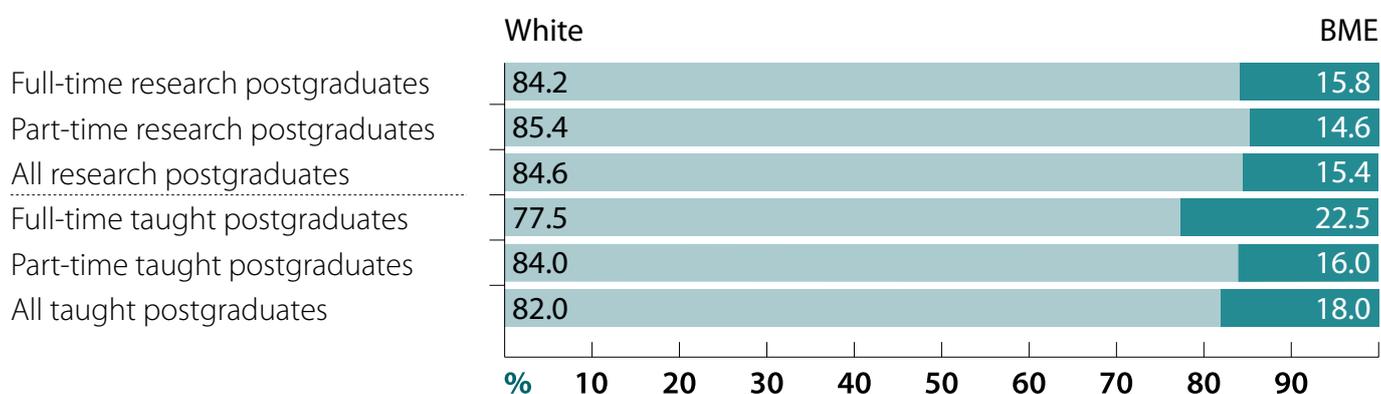


Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
116165	73.9	9.0	13925	78.5	1.1	41960	75.5	3.3	13810	66.9	1.1	265020	71.4	20.5
41110	26.1	5.7	3810	21.5	0.5	13625	24.5	1.9	6825	33.1	0.9	106055	28.6	14.6
157280	100	7.8	17740	100	0.9	55585	100	2.8	20635	100	1.0	371075	100	18.4
98605	90.2	9.3	10895	93.8	1.0	35235	88.9	3.3	10865	86.0	1.0	217065	87.4	20.5
10740	9.8	5.4	720	6.2	0.4	4400	11.1	2.2	1770	14.0	0.9	31175	12.6	15.6
109345	100	8.7	11615	100	0.9	39635	100	3.1	12635	100	1.0	248240	100	19.7
6845	32.1	6.6	445	25.1	0.4	2865	36.4	2.8	875	27.0	0.8	21735	36.1	21.1
14465	67.9	4.9	1335	74.9	0.4	5015	63.6	1.7	2365	73.0	0.8	38530	63.9	12.9
21310	100	5.3	1785	100	0.4	7880	100	2.0	3240	100	0.8	60265	100	15.0
2380	65.2	6.4	760	76.4	2.1	1110	72.7	3.0	690	65.2	1.9	5845	65.4	15.8
1270	34.8	6.0	235	23.6	1.1	415	27.3	2.0	370	34.8	1.7	3085	34.6	14.6
3650	100	6.3	995	100	1.7	1525	100	2.6	1060	100	1.8	8930	100	15.4
8335	36.3	9.2	1825	54.6	2.0	2755	42.0	3.0	1385	37.3	1.5	20375	38.0	22.5
14635	63.7	7.0	1520	45.4	0.7	3795	58.0	1.8	2325	62.7	1.1	33265	62.0	16.0
22975	100	7.7	3350	100	1.1	6545	100	2.2	3705	100	1.2	53640	100	18.0

* 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



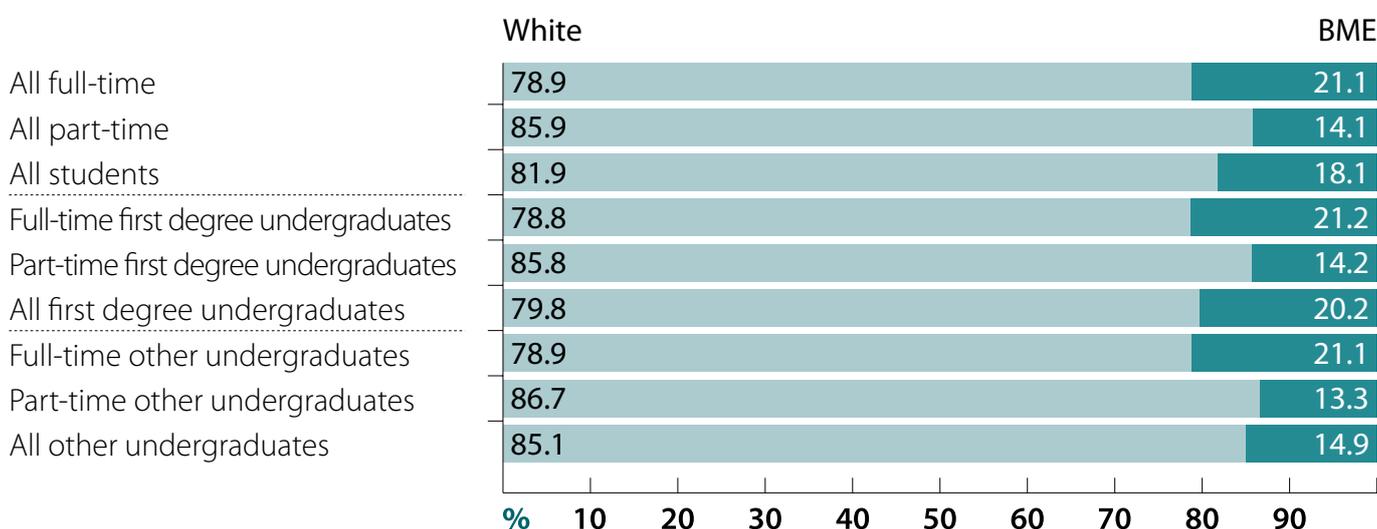
The proportion of first year students who were UK-domiciled BME (18.1%) was slightly lower than for students overall (18.4%; see figure 2.4). However, the proportions of UK-domiciled BME students among first year students at the first degree undergraduate and postgraduate research level were slightly higher than for UK-domiciled students overall (see figure 2.4).

For all ethnic groups, the proportion of first year UK-domiciled students studying part-time was higher than for all UK-domiciled students (see figure 2.4). This was most pronounced among white students, where 45.1% of first year students studied on a part-time basis compared with 37.7% of all students (a 7.4% difference).

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

	White			Black		
	No.	%*	%^	No.	%*	%^
All levels						
Full-time	395630	54.9	78.9	32970	62.0	6.6
Part-time	325460	45.1	85.9	20240	38.0	5.3
All students	721090	100	81.9	53210	100	6.0
First degree undergraduate						
Full-time	289165	83.6	78.8	23655	84.6	6.4
Part-time	56760	16.4	85.8	4310	15.4	6.5
All first degree UG	345925	100	79.8	27965	100	6.5
Other undergraduate						
Full-time	39910	18.4	78.9	4735	31.1	9.4
Part-time	176555	81.6	86.7	10465	68.9	5.1
All other UG	216460	100	85.1	15200	100	6.0
Postgraduate research						
Full-time	11495	71.9	84.1	355	60.8	2.6
Part-time	4500	28.1	84.5	230	39.2	4.3
All research PG	15990	100	84.2	580	100	3.1
Postgraduate taught						
Full-time	55065	38.6	78.9	4230	44.7	6.1
Part-time	87645	61.4	84.6	5240	55.3	5.1
All taught PG	142710	100	82.3	9465	100	5.5

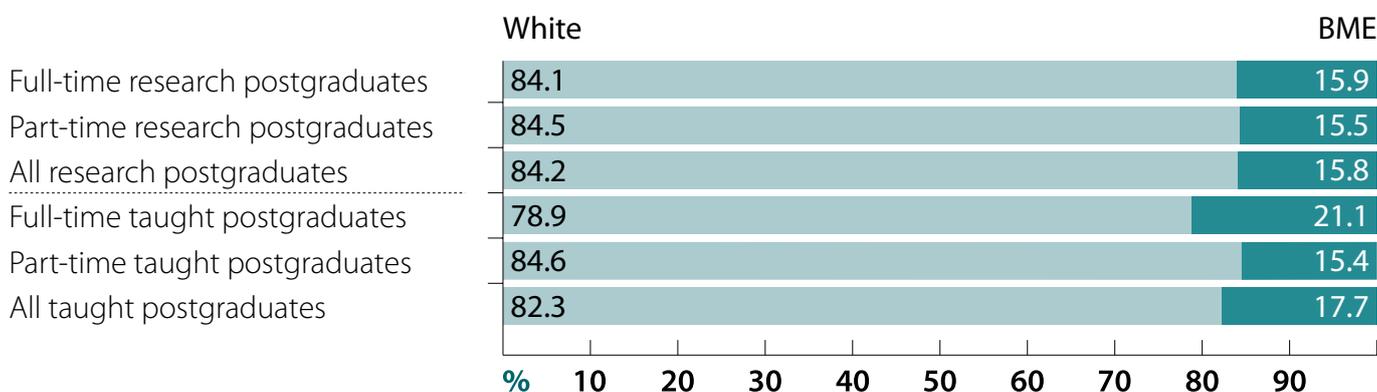
First year full-time/part-time UK-domiciled all/undergraduate students in degree levels by BME/white identity



Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
44715	68.5	8.9	5435	73.3	1.1	16905	70.2	3.4	5545	61.9	1.1	105570	66.4	21.1
20515	31.5	5.4	1980	26.7	0.5	7170	29.8	1.9	3405	38.1	0.9	53310	33.6	14.1
65230	100	7.4	7415	100	0.8	24075	100	2.7	8950	100	1.0	158880	100	18.1
34055	92.3	9.3	3515	94.9	1.0	12885	89.4	3.5	3865	88.0	1.1	77970	89.2	21.2
2860	7.7	4.3	190	5.1	0.3	1535	10.6	2.3	525	12.0	0.8	9420	10.8	14.2
36915	100	8.5	3705	100	0.9	14420	100	3.3	4390	100	1.0	87390	100	20.2
3755	26.7	7.4	240	19.0	0.5	1490	29.2	2.9	475	21.8	0.9	10695	28.3	21.1
10325	73.3	5.1	1015	81.0	0.5	3605	70.8	1.8	1710	78.2	0.8	27125	71.7	13.3
14080	100	5.5	1255	100	0.5	5100	100	2.0	2185	100	0.9	37815	100	14.9
895	73.9	6.6	285	81.1	2.1	420	78.3	3.1	225	69.9	1.6	2175	72.5	15.9
315	26.1	6.0	65	18.9	1.2	115	21.7	2.2	95	30.1	1.8	825	27.5	15.5
1215	100	6.4	350	100	1.8	535	100	2.8	320	100	1.7	3000	100	15.8
6005	46.1	8.6	1400	66.4	2.0	2115	52.5	3.0	985	47.8	1.4	14730	48.0	21.1
7015	53.9	6.8	710	33.6	0.7	1910	47.5	1.8	1075	52.2	1.0	15945	52.0	15.4
13020	100	7.5	2105	100	1.2	4025	100	2.3	2060	100	1.2	30675	100	17.7

* compare vertically within degree levels ^ compare horizontally

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 (46.2%) than white UK-domiciled students (41.4%). However, there was considerable variation between students of certain minority ethnic backgrounds: 49.7% of Chinese and 49.3% of Asian students studied SET subjects, compared with 39.1% of mixed students.

20.6% of Chinese UK-domiciled students and 18.3% of Asian UK-domiciled students studied business and administrative studies, compared with 9.9% of white UK-domiciled students.

20.6% of black UK-domiciled students studied subjects allied to medicine, compared with 9.2% of Chinese UK-domiciled students and 9.1% of mixed UK-domiciled students.

10.9% of white UK-domiciled students studied education, compared with 3.8% of Chinese UK-domiciled students.

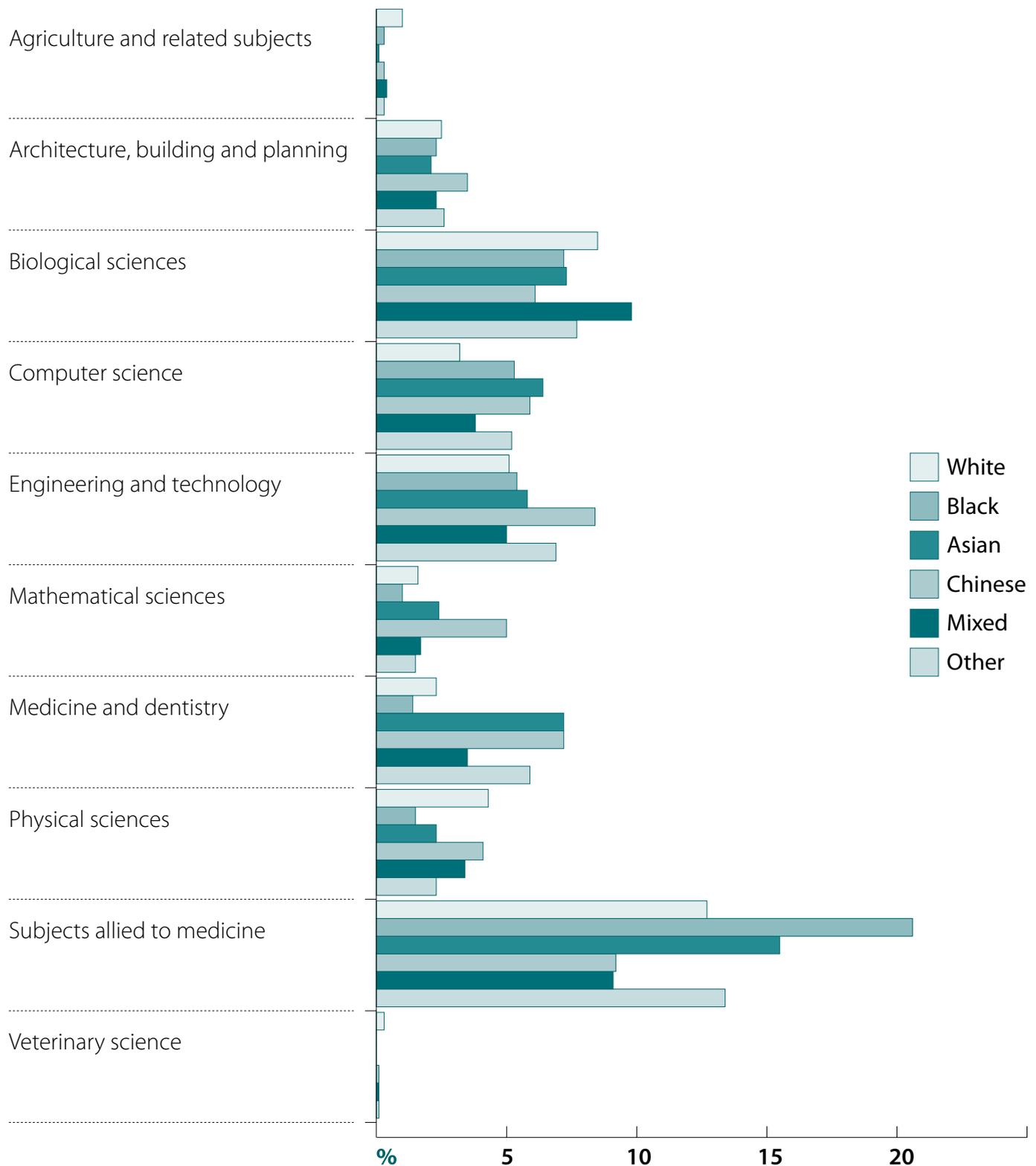
2.6 All UK-domiciled students by subject area and ethnicity

	White			Black		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	17175	1.0	95.1	315	0.3	1.7
Architecture, building, planning	41900	2.5	83.2	2720	2.3	5.4
Biological sciences	140605	8.5	83.3	8620	7.2	5.1
Computer science	52120	3.2	71.6	6320	5.3	8.7
Engineering and technology	83545	5.1	79.6	6505	5.4	6.2
Mathematical sciences	25660	1.6	78.4	1160	1.0	3.5
Medicine and dentistry	37380	2.3	68.1	1705	1.4	3.1
Physical sciences	70545	4.3	89.3	1755	1.5	2.2
Subjects allied to medicine	209060	12.7	78.1	24705	20.6	9.2
Veterinary science	4420	0.3	96.3	10	0.0	0.2
SET total	682405	41.4	79.9	53815	44.9	6.3
Non-SET						
Business, admin studies	163025	9.9	72.4	20495	17.1	9.1
Combined	90160	5.5	90.3	3180	2.7	3.2
Creative arts and design	131485	8.0	87.2	5940	5.0	3.9
Education	179160	10.9	88.5	7345	6.1	3.6
Historical and philosophical studies	79010	4.8	92.2	1340	1.1	1.6
Languages	96680	5.9	89.2	2395	2.0	2.2
Law	49175	3.0	68.9	7085	5.9	9.9
Mass comms and documentation	35900	2.2	83.2	2830	2.4	6.6
Social studies	139875	8.5	78.9	15405	12.9	8.7
Non-SET total	964470	58.6	82.9	66015	55.1	5.7
Total	1646875	100	81.6	119835	100	5.9

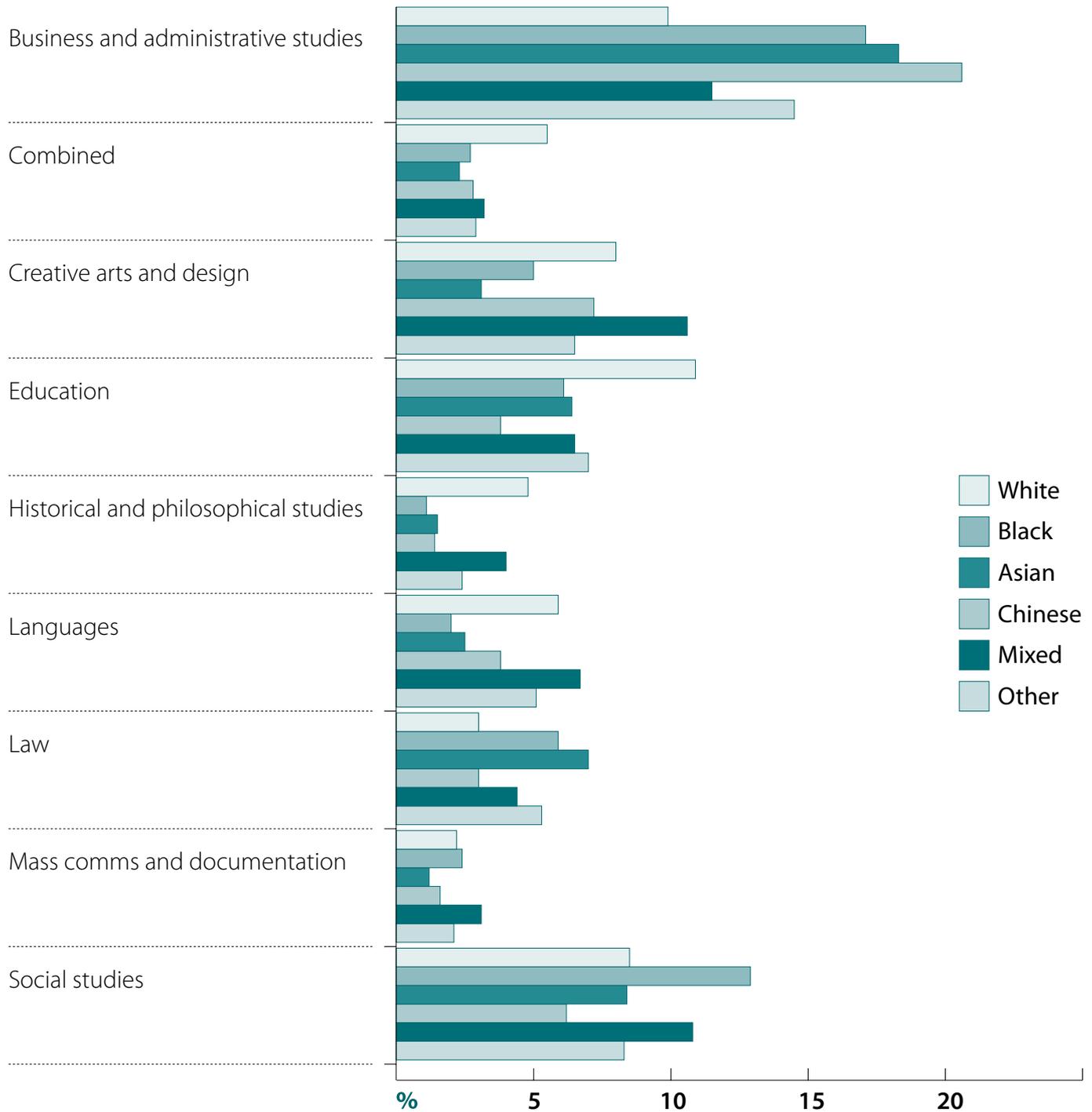
Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
225	0.1	1.2	60	0.3	0.3	235	0.4	1.3	60	0.3	0.3	885	0.2	4.9
3310	2.1	6.6	615	3.5	1.2	1255	2.3	2.5	540	2.6	1.1	8440	2.3	16.8
11555	7.3	6.8	1080	6.1	0.6	5445	9.8	3.2	1585	7.7	0.9	28290	7.6	16.7
10115	6.4	13.9	1050	5.9	1.4	2100	3.8	2.9	1070	5.2	1.5	20665	5.6	28.4
9195	5.8	8.8	1490	8.4	1.4	2780	5.0	2.6	1430	6.9	1.4	21395	5.8	20.4
3805	2.4	11.6	885	5.0	2.7	920	1.7	2.8	310	1.5	0.9	7085	1.9	21.6
11380	7.2	20.7	1270	7.2	2.3	1955	3.5	3.6	1225	5.9	2.2	17535	4.7	31.9
3620	2.3	4.6	720	4.1	0.9	1910	3.4	2.4	485	2.3	0.6	8495	2.3	10.7
24355	15.5	9.1	1630	9.2	0.6	5035	9.1	1.9	2755	13.4	1.0	58475	15.8	21.9
55	0.0	1.2	15	0.1	0.3	80	0.1	1.8	10	0.1	0.3	170	0.0	3.7
77610	49.3	9.1	8815	49.7	1.0	21720	39.1	2.5	9475	45.9	1.1	171430	46.2	20.1
28720	18.3	12.7	3645	20.6	1.6	6375	11.5	2.8	2995	14.5	1.3	62225	16.8	27.6
3610	2.3	3.6	505	2.8	0.5	1780	3.2	1.8	605	2.9	0.6	9680	2.6	9.7
4815	3.1	3.2	1280	7.2	0.8	5915	10.6	3.9	1340	6.5	0.9	19290	5.2	12.8
10100	6.4	5.0	670	3.8	0.3	3605	6.5	1.8	1440	7.0	0.7	23165	6.2	11.5
2370	1.5	2.8	245	1.4	0.3	2250	4.0	2.6	485	2.4	0.6	6690	1.8	7.8
3885	2.5	3.6	665	3.8	0.6	3745	6.7	3.5	1045	5.1	1.0	11735	3.2	10.8
10990	7.0	15.4	535	3.0	0.8	2465	4.4	3.5	1095	5.3	1.5	22175	6.0	31.1
1960	1.2	4.5	280	1.6	0.6	1735	3.1	4.0	440	2.1	1.0	7245	2.0	16.8
13225	8.4	7.5	1100	6.2	0.6	5995	10.8	3.4	1715	8.3	1.0	37440	10.1	21.1
79670	50.7	6.8	8925	50.3	0.8	33870	60.9	2.9	11160	54.1	1.0	199645	53.8	17.1
157280	100	7.8	17740	100	0.9	55585	100	2.8	20635	100	1.0	371075	100	18.4

* compare vertically ^ compare horizontally

All UK-domiciled students in SET subject areas by ethnicity



All UK-domiciled students in non-SET subject areas by ethnicity



Across all ethnicities, the proportion studying SET subjects was lower among first years than for all students. The largest difference was observed among Chinese UK-domiciled students, where 43.2% of first year students studied SET subjects compared with 49.7% of students overall, a 6.5% difference (see figure 2.6).

18.7% of first year students in architecture, building and planning were BME UK-domiciled, compared with 16.8% of all students, a 1.9% difference (see figure 2.6).

2.7 First year UK-domiciled students by subject area and ethnicity

	White			Black		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	9240	1.3	95.4	155	0.3	1.6
Architecture, building, planning	14875	2.1	81.3	1140	2.1	6.2
Biological sciences	55650	7.7	82.7	3660	6.9	5.4
Computer science	20450	2.8	70.6	2685	5.0	9.3
Engineering and technology	31630	4.4	78.8	2725	5.1	6.8
Mathematical sciences	9250	1.3	77.4	495	0.9	4.1
Medicine and dentistry	10680	1.5	68.9	550	1.0	3.5
Physical sciences	25645	3.6	88.2	775	1.5	2.7
Subjects allied to medicine	99115	13.7	79.3	11190	21.0	9.0
Veterinary science	1060	0.1	96.9	5	0.0	0.3
SET total	277590	38.5	80.0	23385	43.9	6.7
Non-SET						
Business, admin studies	68820	9.5	72.7	8670	16.3	9.2
Combined	56415	7.8	89.5	1990	3.7	3.2
Creative arts and design	52060	7.2	86.9	2470	4.6	4.1
Education	101810	14.1	88.3	4115	7.7	3.6
Historical and philosophical studies	30795	4.3	91.8	585	1.1	1.7
Languages	39090	5.4	88.6	1035	1.9	2.3
Law	20145	2.8	69.9	2865	5.4	9.9
Mass comms and documentation	14125	2.0	81.8	1195	2.3	6.9
Social studies	60240	8.4	78.9	6895	13.0	9.0
Non-SET total	443500	61.5	83.2	29825	56.1	5.6
Total	721090	100	81.9	53210	100	6.0

Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
125	0.2	1.3	25	0.3	0.3	105	0.4	1.1	35	0.4	0.4	445	0.3	4.6
1315	2.0	7.2	250	3.4	1.4	490	2.0	2.7	235	2.6	1.3	3430	2.2	18.7
4640	7.1	6.9	375	5.0	0.6	2300	9.5	3.4	650	7.3	1.0	11625	7.3	17.3
4130	6.3	14.2	400	5.4	1.4	880	3.7	3.0	435	4.8	1.5	8530	5.4	29.4
3630	5.6	9.0	515	7.0	1.3	1085	4.5	2.7	540	6.1	1.4	8500	5.4	21.2
1365	2.1	11.4	345	4.7	2.9	370	1.5	3.1	125	1.4	1.1	2700	1.7	22.6
2995	4.6	19.3	350	4.7	2.3	550	2.3	3.6	365	4.1	2.4	4815	3.0	31.1
1425	2.2	4.9	275	3.7	0.9	735	3.1	2.5	205	2.3	0.7	3420	2.2	11.8
10550	16.2	8.4	655	8.9	0.5	2275	9.5	1.8	1230	13.7	1.0	25900	16.3	20.7
10	0.0	1.0	5	0.1	0.4	15	0.1	1.2	5	0.0	0.3	35	0.0	3.1
30175	46.3	8.7	3200	43.2	0.9	8810	36.6	2.5	3825	42.8	1.1	69395	43.7	20.0
11485	17.6	12.1	1660	22.4	1.8	2720	11.3	2.9	1295	14.5	1.4	25835	16.3	27.3
2615	4.0	4.1	385	5.2	0.6	1200	5.0	1.9	420	4.7	0.7	6615	4.2	10.5
1920	2.9	3.2	500	6.7	0.8	2425	10.1	4.1	510	5.7	0.9	7825	4.9	13.1
5970	9.1	5.2	400	5.4	0.3	2155	9.0	1.9	845	9.4	0.7	13485	8.5	11.7
960	1.5	2.9	105	1.4	0.3	910	3.8	2.7	210	2.3	0.6	2770	1.7	8.2
1710	2.6	3.9	350	4.7	0.8	1505	6.3	3.4	450	5.0	1.0	5050	3.2	11.4
4120	6.3	14.3	235	3.2	0.8	1020	4.2	3.5	450	5.0	1.6	8685	5.5	30.1
870	1.3	5.0	135	1.9	0.8	735	3.0	4.3	200	2.2	1.2	3140	2.0	18.2
5410	8.3	7.1	445	6.0	0.6	2590	10.8	3.4	745	8.3	1.0	16085	10.1	21.1
35055	53.7	6.6	4215	56.8	0.8	15265	63.4	2.9	5125	57.2	1.0	89485	56.3	16.8
65230	100	7.4	7415	100	0.8	24075	100	2.7	8950	100	1.0	158880	100	18.1

* compare vertically ^ compare horizontally

At every degree level, the proportion of BME UK-domiciled students was higher in SET than in non-SET. The proportion of BME UK-domiciled students was highest among students studying SET subjects at the postgraduate taught level (21.4%) and lowest among other undergraduates studying non-SET subjects (15.0%).

Across all degree levels, particularly low proportions of students studying veterinary science and historical and philosophical studies were BME.

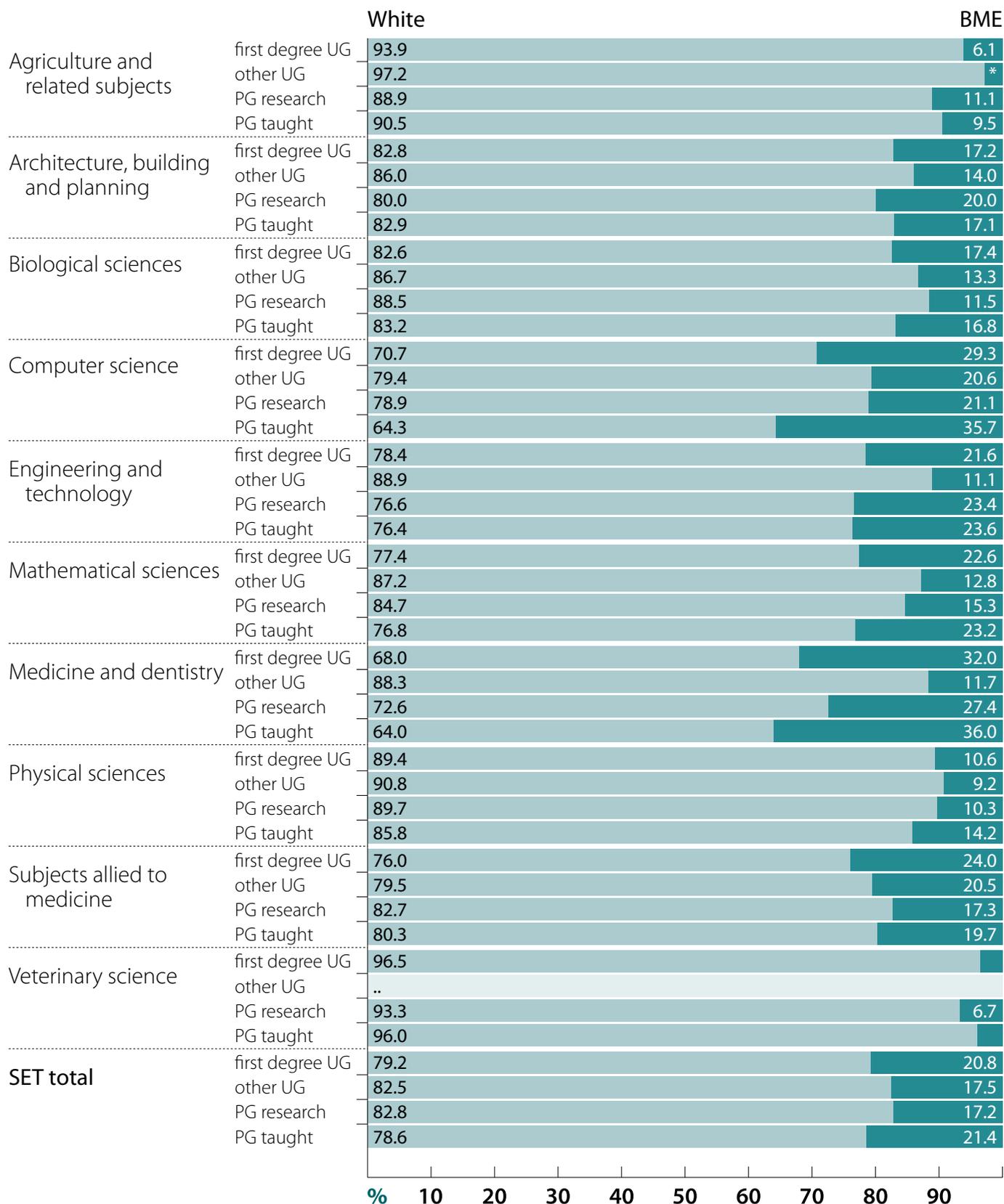
2.8 All UK-domiciled students by subject area, degree level and BME/white identity

	First degree undergraduate			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	7415	93.9	480	6.1
Architecture, building, planning	26730	82.8	5570	17.2
Biological sciences	111010	82.6	23305	17.4
Computer science	38865	70.7	16085	29.3
Engineering and technology	56680	78.4	15625	21.6
Mathematical sciences	21125	77.4	6185	22.6
Medicine and dentistry	27370	68.0	12905	32.0
Physical sciences	54575	89.4	6505	10.6
Subjects allied to medicine	88665	76.0	27940	24.0
Veterinary science	3690	96.5	135	3.5
SET total	436125	79.2	114735	20.8
Non-SET				
Business, administrative studies	95650	69.3	42350	30.7
Combined	28285	89.3	3380	10.7
Creative arts and design	107780	87.1	15965	12.9
Education	50680	88.1	6855	11.9
Historical, philosophical studies	59745	92.0	5175	8.0
Languages	73940	89.0	9125	11.0
Law	37180	67.8	17685	32.2
Mass communications and documentation	28765	83.4	5745	16.6
Social studies	93760	77.5	27225	22.5
Non-SET total	575785	81.2	133505	18.8
Total	1011910	80.3	248240	19.7

Other undergraduate				Postgraduate research				Postgraduate taught			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8230	97.2	240	2.8	330	88.9	40	11.1	1200	90.5	125	9.5
6625	86.0	1080	14.0	645	80.0	160	20.0	7905	82.9	1625	17.1
9990	86.7	1530	13.3	7270	88.5	950	11.5	12335	83.2	2500	16.8
7905	79.4	2045	20.6	1520	78.9	405	21.1	3830	64.3	2125	35.7
13635	88.9	1700	11.1	4230	76.6	1295	23.4	9000	76.4	2780	23.6
2230	87.2	325	12.8	1020	84.7	185	15.3	1290	76.8	390	23.2
600	88.3	80	11.7	4035	72.6	1525	27.4	5375	64.0	3025	36.0
5380	90.8	545	9.2	6215	89.7	715	10.3	4370	85.8	725	14.2
86270	79.5	22310	20.5	3660	82.7	765	17.3	30465	80.3	7465	19.7
5	..	0	..	225	93.3	15	6.7	505	96.0	20	4.0
140870	82.5	29855	17.5	29145	82.8	6055	17.2	76270	78.6	20785	21.4
33745	81.5	7670	18.5	1945	76.9	585	23.1	31685	73.2	11620	26.8
60285	90.8	6130	9.2	25	..	0	..	1570	90.3	170	9.7
12300	86.0	2000	14.0	2165	91.9	190	8.1	9240	89.1	1130	10.9
43180	87.7	6060	12.3	3735	88.0	510	12.0	81565	89.3	9740	10.7
8255	93.1	610	6.9	4055	93.5	285	6.5	6950	91.8	620	8.2
14055	89.8	1595	10.2	3010	90.3	325	9.7	5675	89.2	690	10.8
3675	74.5	1260	25.5	730	79.6	185	20.4	7590	71.4	3045	28.6
1885	71.9	735	28.1	475	88.0	65	12.0	4770	87.2	700	12.8
22450	83.8	4350	16.2	3915	84.3	725	15.7	19750	79.4	5140	20.6
199835	86.8	30410	13.2	20060	87.5	2875	12.5	168790	83.7	32855	16.3
340700	85.0	60265	15.0	49205	84.6	8930	15.4	245060	82.0	53640	18.0

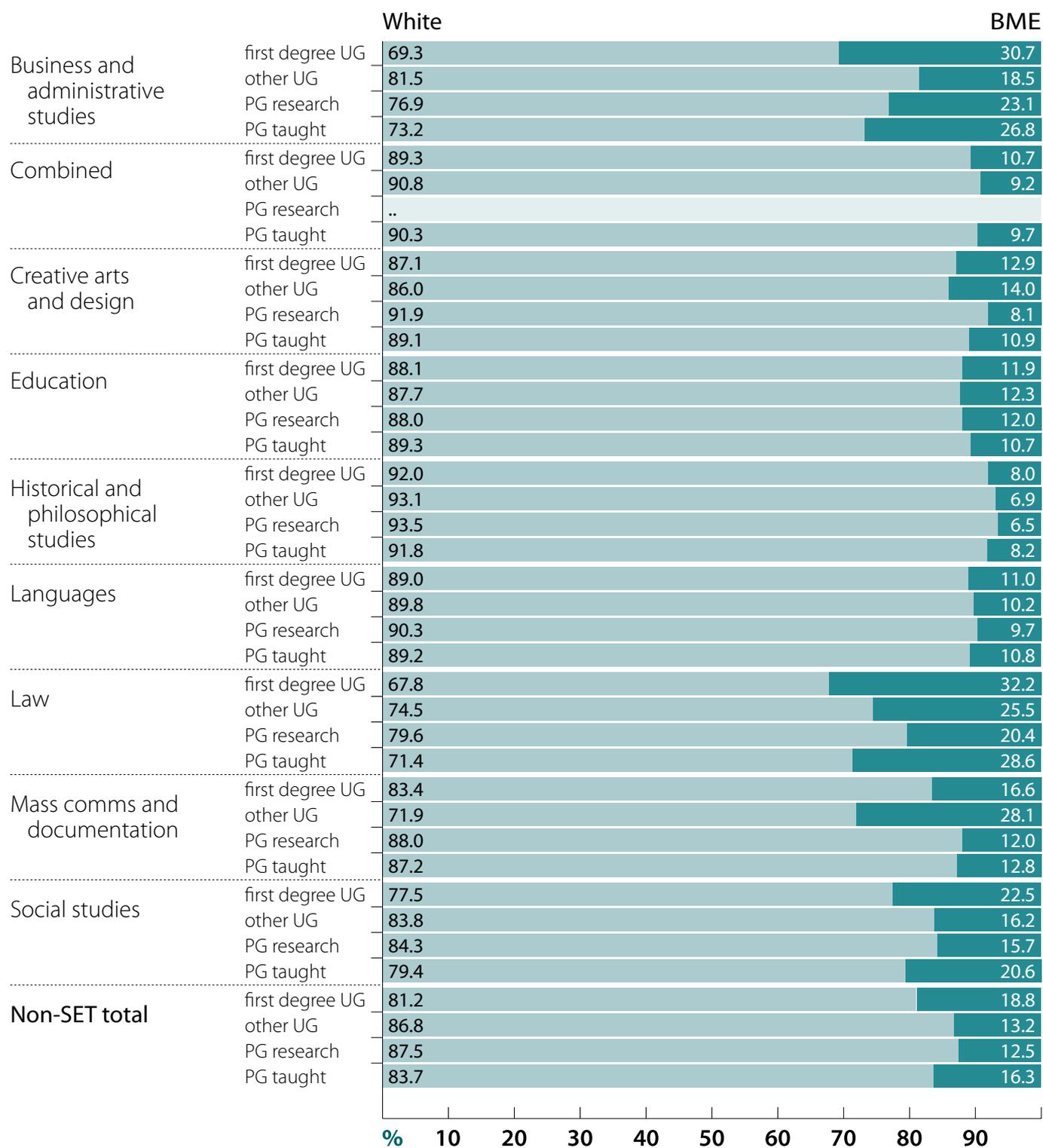
.. percentages based on totals of 52 or less are not shown

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



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

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



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

26.2% of first year students who studied architecture, building and planning at the postgraduate research level were BME UK-domiciled, compared with 20.0% of students overall in this subject and level (a 6.2% difference, see figure 2.8).

Similarly, 16.8% of first year students who studied mathematical sciences at the other undergraduate level were BME UK-domiciled, compared with 12.8% of students overall in this subject and level (a 4.0% difference, see figure 2.8).

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	2785	92.8	215	7.2
Architecture, building, planning	7555	79.9	1905	20.1
Biological sciences	40795	82.2	8815	17.8
Computer science	13880	69.1	6210	30.9
Engineering and technology	18515	76.9	5565	23.1
Mathematical sciences	7185	76.7	2185	23.3
Medicine and dentistry	6085	69.8	2625	30.2
Physical sciences	17550	88.1	2370	11.9
Subjects allied to medicine	31735	77.2	9390	22.8
Veterinary science	755	97.2	20	2.8
SET total	146835	78.9	39305	21.1
Non-SET				
Business, administrative studies	33040	68.5	15160	31.5
Combined	9490	87.7	1325	12.3
Creative arts and design	39000	86.9	5895	13.1
Education	18250	86.8	2775	13.2
Historical, philosophical studies	19835	91.4	1855	8.6
Languages	23595	88.3	3135	11.7
Law	12515	68.1	5865	31.9
Mass communications and documentation	10140	82.2	2190	17.8
Social studies	33225	77.1	9885	22.9
Non-SET total	199090	80.5	48085	19.5
Total	345925	79.8	87390	20.2

Other undergraduate				Postgraduate research				Postgraduate taught			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5680	97.5	145	2.5	125	89.2	15	10.8	650	90.7	65	9.3
3405	85.5	580	14.5	205	73.8	70	26.2	3715	81.0	875	19.0
5510	83.8	1065	16.2	2295	88.1	310	11.9	7050	83.1	1430	16.9
4155	78.2	1160	21.8	530	79.4	135	20.6	1885	64.8	1020	35.2
7885	88.7	1000	11.3	1350	74.1	470	25.9	3880	72.6	1460	27.4
1030	83.2	210	16.8	330	86.2	55	13.8	705	73.6	255	26.4
355	87.3	50	12.7	1315	72.6	495	27.4	2925	64.1	1640	35.9
3265	90.0	360	10.0	2095	89.6	240	10.4	2735	85.9	450	14.1
50195	80.6	12115	19.4	1175	82.1	255	17.9	16000	79.5	4140	20.5
5	..	0	..	75	97.3	0	2.7	225	95.8	10	4.2
81495	83.0	16690	17.0	9485	82.2	2055	17.8	39775	77.8	11345	22.2
20865	81.8	4635	18.2	585	74.8	195	25.2	14335	71.0	5845	29.0
45700	89.9	5155	10.1	10	..	0	..	1210	90.2	130	9.8
7055	85.6	1190	14.4	695	92.4	60	7.6	5305	88.6	685	11.4
26745	87.3	3905	12.7	1070	86.7	165	13.3	55745	89.4	6645	10.6
5485	92.9	420	7.1	1375	92.8	105	7.2	4100	91.4	385	8.6
10865	88.9	1360	11.1	1070	91.4	100	8.6	3565	88.7	455	11.3
2625	74.6	895	25.4	260	80.5	65	19.5	4745	71.8	1865	28.2
1130	68.7	515	31.3	170	86.3	25	13.7	2685	86.8	410	13.2
14500	82.6	3055	17.4	1270	85.0	225	15.0	11250	79.4	2920	20.6
134970	86.5	21125	13.5	6505	87.4	940	12.6	102935	84.2	19335	15.8
216460	85.1	37815	14.9	15990	84.2	3000	15.8	142710	82.3	30675	17.7

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

Continuation

In 2009/10, 92.3% of Chinese UK-domiciled entrants continued or qualified, compared with 82.5% of UK-domiciled students from an other black background.

Black or black British Caribbean entrants and students of an other black background were more likely than other groups to no longer be in HE (both 13.9%).

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

	Continue or qualify		Transfer		No longer in HE	
	No.	%	No.	%	No.	%
White	258905	90.2	5225	1.8	22765	7.9
Black	19710	83.2	915	3.9	3070	13.0
Black or black British: Caribbean	5060	82.8	200	3.3	850	13.9
Black or black British: African	13665	83.4	670	4.1	2055	12.5
Other black background	990	82.5	45	3.6	165	13.9
Asian	29915	87.6	1180	3.5	3045	8.9
Asian or Asian British: Indian	12590	89.9	425	3.0	990	7.1
Asian or Asian British: Pakistani	8740	85.4	390	3.8	1110	10.8
Asian or Asian British: Bangladeshi	3540	86.6	145	3.5	405	9.9
Other Asian background	5045	86.9	220	3.8	540	9.3
Chinese	3190	92.3	80	2.3	185	5.4
Mixed	10815	87.5	350	2.8	1190	9.6
Other	3295	86.5	140	3.7	375	9.8
BME	66920	86.4	2665	3.4	7870	10.2

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



* values less than 5.0 are not displayed

Degree attainment

The ethnicity degree attainment gap is worked out as the percentage of UK-domiciled white first degree undergraduate qualifiers achieving a first/2:1 minus the percentage of UK-domiciled BME first degree undergraduate qualifiers achieving a first/2:1.

In every country, a higher proportion of white UK-domiciled qualifiers obtained a first class honours degree than every other ethnicity.

The degree attainment gap is highest in England, where 69.9% of white qualifiers obtained a first class or upper second class honours degree compared with 50.9% of BME qualifiers (a 19.0% gap).

The gap is lowest in Northern Ireland (7.1%), though the overall numbers of UK-domiciled BME qualifiers is small.

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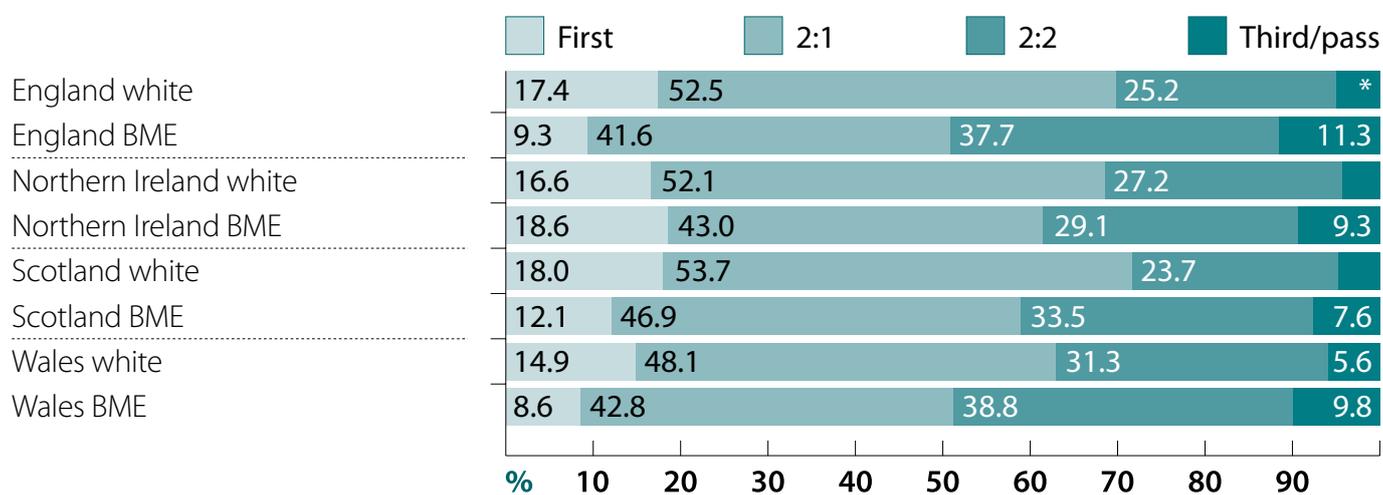
A.4b First degree UK-domiciled qualifiers by class and BME marker 2010/11

2.11 UK-domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnicity

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
White	32940	17.4	99540	52.5	47790	25.2	9265	4.9
Black	790	5.5	5115	35.3	6415	44.3	2155	14.9
Asian	2160	9.5	9675	42.4	8505	37.3	2460	10.8
Chinese	345	12.8	1235	46.1	845	31.6	250	9.4
Mixed	1100	14.2	3775	48.7	2325	30.0	555	7.2
Other	270	11.1	1070	43.8	845	34.5	260	10.5
BME total	4665	9.3	20875	41.6	18930	37.7	5675	11.3
Northern Ireland								
White	1185	16.6	3720	52.1	1940	27.2	295	4.2
Black	5	..	5	..	5	..	0	..
Asian	0	..	15	..	5	..	0	..
Chinese	5	..	10	..	5	..	0	..
Mixed	5	..	10	..	10	..	0	..
Other	0	..	0	..	0	..	0	..
BME total	15	18.6	35	43.0	25	29.1	10	9.3
Scotland								
White	3160	18.0	9410	53.7	4165	23.7	795	4.5
Black	10	8.3	35	31.5	50	46.3	15	13.9
Asian	50	10.9	200	45.9	160	35.9	30	7.3
Chinese	15	10.5	70	47.4	50	34.2	10	7.9
Mixed	45	15.6	155	52.9	75	25.6	15	5.9
Other	5	..	25	..	15	..	5	..
BME total	125	12.1	485	46.9	345	33.5	80	7.6
Wales								
White	2340	14.9	7570	48.1	4930	31.3	885	5.6
Black	10	4.6	50	28.3	90	52.6	25	14.5
Asian	25	8.4	160	50.6	105	32.5	25	8.4
Chinese	5	6.5	25	41.9	25	43.5	5	8.1
Mixed	30	11.1	120	44.4	95	35.9	25	8.5
Other	5	11.9	20	35.6	25	40.7	5	11.9
BME total	75	8.6	380	42.8	345	38.8	85	9.8

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

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



* values less than 5.0 are not displayed

The degree attainment gap increased from 17.2% in 2003/04 to a peak of 18.8% in 2005/06. At 18.4%, the degree attainment gap in 2010/11 marks a slight decrease from the previous year, when it was 18.6%.

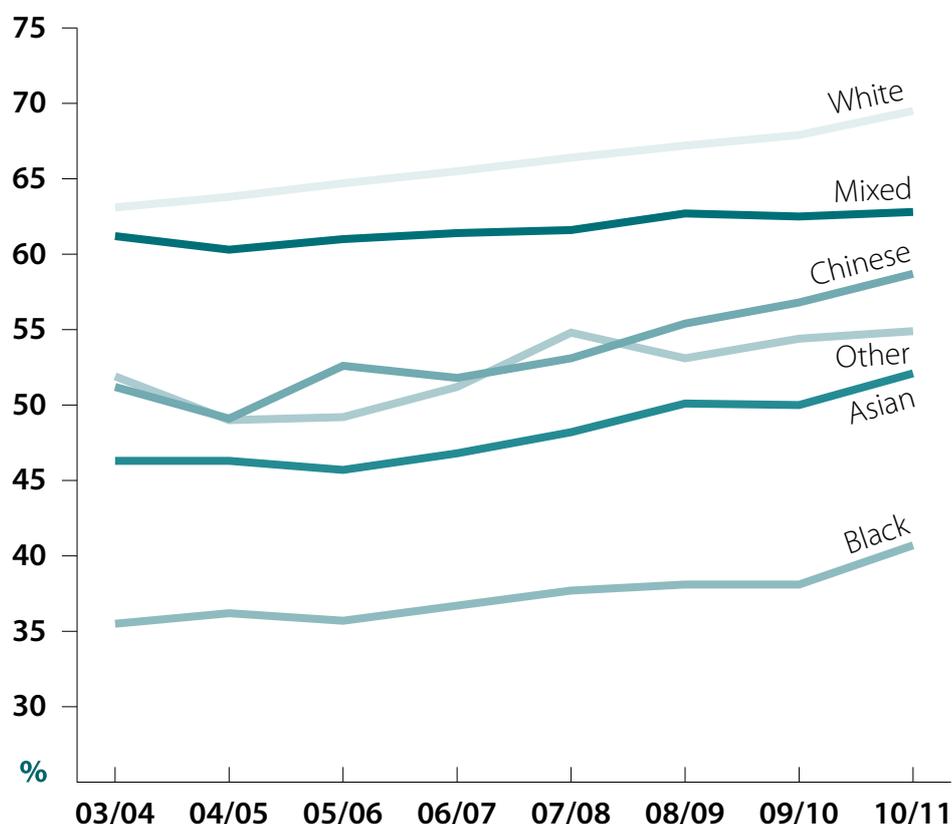
While the proportion of UK-domiciled other black qualifiers obtaining a first class or upper second class honours degree has increased for the second consecutive year, it remains slightly lower than 2003/04 levels (39.4%). For all other ethnicities, the proportion of UK-domiciled qualifiers obtaining a first class or upper second class honours degree is the highest it has been in the last eight years.

2.12 Profile of UK-domiciled first degree undergraduate qualifiers achieving a first or upper second class honours over time by ethnicity

	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

Asian						Chinese		Mixed		Other		BME total		Total	
All		Indian	Pakistani	Bangladeshi	Other	No.	%	No.	%	No.	%	No.	%	No.	%
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

UK-domiciled first degree undergraduate qualifiers achieving a first/2:1 by ethnicity



17.2% of UK-domiciled white qualifiers obtained a first class degree, compared with 9.4% of UK-domiciled BME qualifiers.

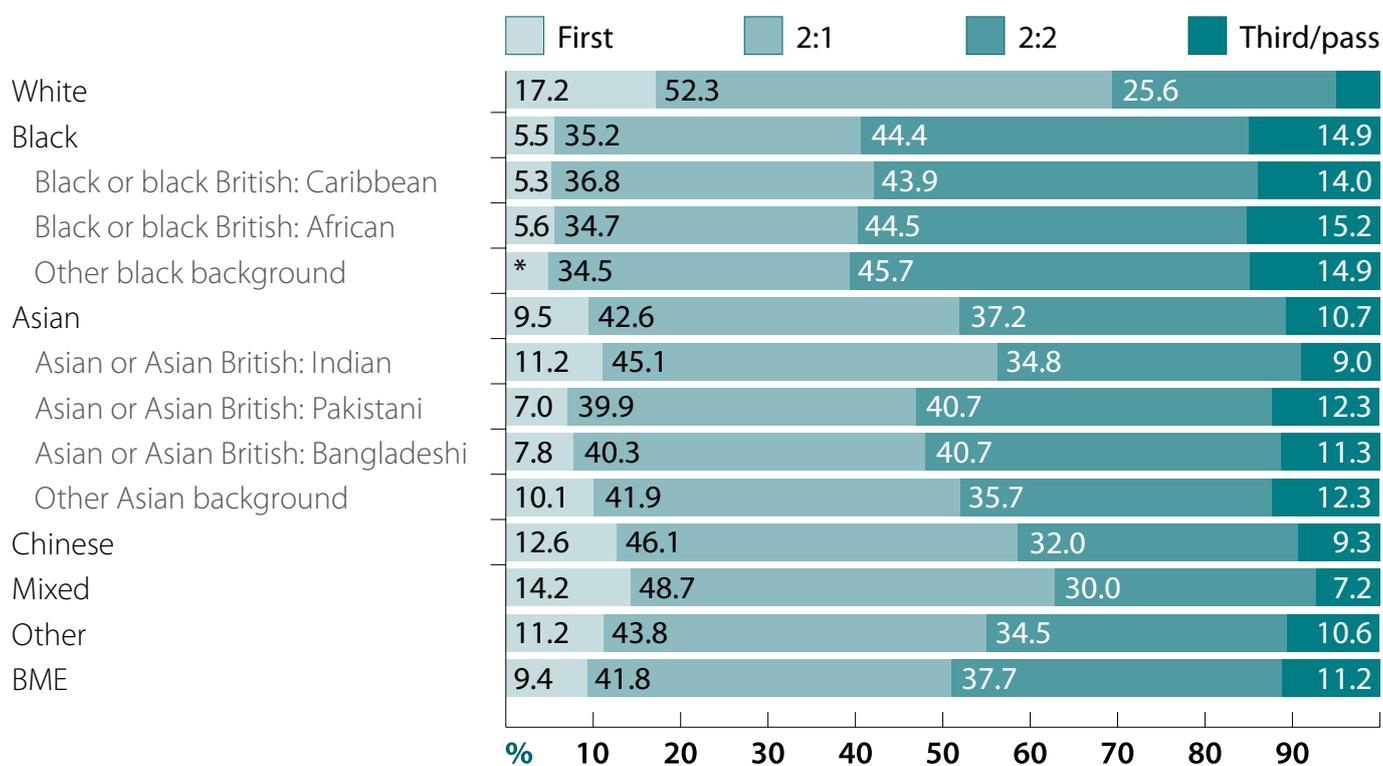
However, the proportion of UK-domiciled qualifiers achieving a first class degree varied considerably between minority ethnic backgrounds. 14.2% of mixed and 12.6% of Chinese qualifiers, for example, obtained a first class degree, compared with 4.9% of qualifiers of an other black background and 5.3% of black or black British Caribbean qualifiers.

The highest proportion of UK-domiciled qualifiers to obtain a third class degree/pass was among black or black British African qualifiers (15.2%), while the lowest was among white qualifiers (4.9%).

2.13 UK-domiciled first degree undergraduate qualifiers by degree class and ethnicity

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	39625	17.2	120240	52.3	58820	25.6	11245	4.9
Black	810	5.5	5205	35.2	6555	44.4	2195	14.9
Black: Caribbean	210	5.3	1445	36.8	1725	43.9	550	14.0
Black: African	560	5.6	3455	34.7	4430	44.5	1510	15.2
Other black background	45	4.9	305	34.5	405	45.7	130	14.9
Asian	2240	9.5	10055	42.6	8770	37.2	2520	10.7
Asian: Indian	1210	11.2	4895	45.1	3775	34.8	980	9.0
Asian: Pakistani	465	7.0	2620	39.9	2675	40.7	810	12.3
Asian: Bangladeshi	195	7.8	1025	40.3	1035	40.7	285	11.3
Other Asian background	365	10.1	1510	41.9	1285	35.7	445	12.3
Chinese	365	12.6	1340	46.1	930	32.0	270	9.3
Mixed	1180	14.2	4060	48.7	2505	30.0	595	7.2
Other	285	11.2	1120	43.8	880	34.5	270	10.6
BME total	4880	9.4	21775	41.8	19645	37.7	5850	11.2

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



* values less than 5.0 are not displayed

68.1% of UK-domiciled white qualifiers studying SET subjects obtained a first class or upper second class honours degree, compared with 52.1% of BME qualifiers studying SET subjects – a degree attainment gap of 16.0%.

The degree attainment gap was widest between white and black UK-domiciled qualifiers studying SET (26.7%) and smallest between white and mixed UK-domiciled qualifiers studying SET (6.6%).

2.14 UK-domiciled first degree undergraduate qualifiers in SET subjects by degree class and ethnicity

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	18700	20.8	42480	47.3	23400	26.0	5280	5.9
Black	385	6.7	1990	34.7	2470	43.0	895	15.6
Black: Caribbean	85	7.0	435	36.5	495	41.8	175	14.7
Black: African	285	6.7	1460	34.6	1820	43.0	665	15.7
Other black background	15	4.9	95	30.2	155	48.2	55	16.8
Asian	1205	11.6	4405	42.5	3610	34.8	1155	11.1
Asian: Indian	655	13.4	2190	44.8	1585	32.4	460	9.4
Asian: Pakistani	245	9.0	1070	39.2	1080	39.6	330	12.2
Asian: Bangladeshi	100	11.1	365	41.0	320	35.9	105	12.0
Other Asian background	205	11.1	780	41.9	620	33.4	255	13.6
Chinese	215	15.7	615	44.8	395	28.8	145	10.7
Mixed	495	17.6	1240	43.9	840	29.9	245	8.7
Other	135	13.2	430	41.6	340	33.2	125	12.0
BME total	2435	11.4	8680	40.7	7660	35.9	2565	12.0

The ethnicity degree attainment gap was more pronounced among UK-domiciled qualifiers studying non-SET subjects.

70.4% of UK-domiciled white qualifiers obtained a first class or upper second class honours degree, compared with 50.4% of BME qualifiers studying non-SET subjects – a degree attainment gap of 20.0%.

As with qualifiers studying SET subjects (see figure 2.14), among those studying non-SET the degree attainment gap was widest between white and black UK-domiciled qualifiers (30.1%) and smallest between white and mixed UK-domiciled qualifiers studying non-SET subjects (6.9%).

2.15 UK-domiciled first degree undergraduate qualifiers in non-SET subjects by degree class and ethnicity

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
White	20925	14.9	77760	55.5	35420	25.3	5965	4.3
Black	430	4.7	3215	35.6	4085	45.3	1300	14.4
Black: Caribbean	125	4.5	1015	36.9	1230	44.8	380	13.8
Black: African	275	4.8	1990	34.8	2610	45.6	845	14.8
Other black background	25	4.9	205	37.0	250	44.4	75	13.8
Asian	1030	7.8	5645	42.8	5160	39.1	1365	10.3
Asian: Indian	555	9.3	2705	45.3	2190	36.7	515	8.7
Asian: Pakistani	220	5.7	1550	40.4	1595	41.5	480	12.5
Asian: Bangladeshi	100	5.9	660	39.9	715	43.3	180	10.9
Other Asian background	160	9.2	730	41.9	665	38.1	190	10.9
Chinese	150	9.9	725	47.2	535	34.9	125	8.1
Mixed	685	12.4	2820	51.1	1660	30.1	350	6.4
Other	150	9.8	690	45.2	540	35.4	145	9.6
BME total	2445	7.9	13095	42.5	11985	38.9	3290	10.7

64.3% of UK-domiciled white qualifiers studying computer science obtained a first class honours or upper second class honours degree, compared with 42.8% of UK-domiciled BME qualifiers – an ethnicity degree attainment gap of 21.5%, the largest among SET subjects. Qualifiers studying medicine and dentistry, in contrast, had the smallest ethnicity degree attainment gap (3.8%) among SET subjects.

Among non-SET subjects, the ethnicity degree attainment gap was widest in combined studies (33.3%), where 62.4% of UK-white qualifiers obtained a first class honours or upper second class honours degree, compared with 29.1% of UK-domiciled BME qualifiers, and lowest in historical and philosophical studies (11.7%).

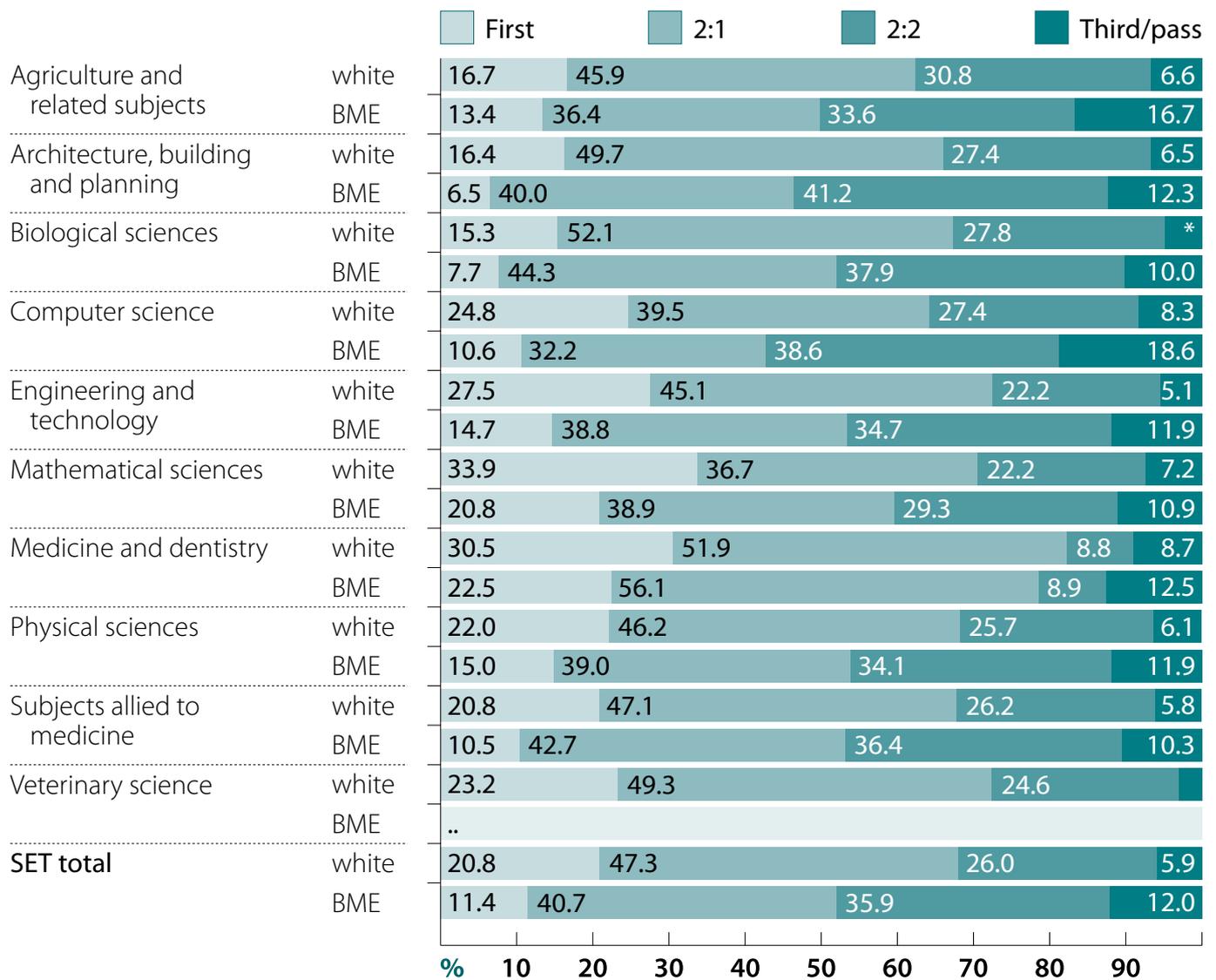
2.16 UK-domiciled first degree undergraduate qualifiers by subject area, degree class and BME/white identity

	First			
	White		BME	
	No.	%	No.	%
SET				
Agriculture and related subjects	335	16.7	15	13.4
Architecture, building, planning	1185	16.4	80	6.5
Biological sciences	3860	15.3	375	7.7
Computer science	1840	24.8	330	10.6
Engineering and technology	3050	27.5	425	14.7
Mathematical sciences	1375	33.9	280	20.8
Medicine and dentistry	260	30.5	110	22.5
Physical sciences	2580	22.0	190	15.0
Subjects allied to medicine	4200	20.8	635	10.5
Veterinary science	15	23.2	0	..
SET total	18700	20.8	2435	11.4
Non-SET				
Business, administrative studies	3755	16.3	925	9.1
Combined	135	12.5	10	4.7
Creative arts and design	5150	17.3	340	8.6
Education	1790	13.1	110	7.0
Historical, philosophical studies	2235	15.5	110	9.1
Languages	2840	16.2	205	10.2
Law	945	10.4	180	4.4
Mass communications and documentation	915	11.6	80	5.8
Social studies	3160	13.4	490	7.9
Non-SET total	20925	14.9	2445	7.9
Total	39625	17.2	4880	9.4

2:1				2:2				Third/pass			
White		BME		White		BME		White		BME	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
920	45.9	45	36.4	620	30.8	40	33.6	135	6.6	20	16.7
3600	49.7	495	40.0	1980	27.4	510	41.2	470	6.5	155	12.3
13165	52.1	2145	44.3	7015	27.8	1835	37.9	1240	4.9	485	10.0
2930	39.5	995	32.2	2035	27.4	1195	38.6	615	8.3	580	18.6
5000	45.1	1120	38.8	2460	22.2	1000	34.7	565	5.1	345	11.9
1495	36.7	520	38.9	905	22.2	390	29.3	295	7.2	145	10.9
440	51.9	280	56.1	75	8.8	45	8.9	75	8.7	60	12.5
5400	46.2	490	39.0	3005	25.7	425	34.1	710	6.1	150	11.9
9490	47.1	2595	42.7	5290	26.2	2210	36.4	1175	5.8	625	10.3
35	49.3	0	..	15	24.6	0	..	0	2.9	0	..
42480	47.3	8680	40.7	23400	26.0	7660	35.9	5280	5.9	2565	12.0
12055	52.5	4025	39.6	6090	26.5	4010	39.5	1085	4.7	1195	11.8
535	49.9	50	24.4	305	28.1	90	42.1	105	9.5	60	28.8
15355	51.6	1615	40.9	7690	25.8	1505	38.0	1590	5.3	495	12.5
6750	49.3	555	35.7	4380	32.0	675	43.1	760	5.6	220	14.2
9095	62.9	690	57.6	2785	19.3	355	29.5	340	2.3	45	3.8
11060	63.1	1110	55.9	3260	18.6	570	28.8	360	2.0	100	5.0
5250	58.0	1745	42.0	2480	27.4	1820	43.8	375	4.2	410	9.9
4480	56.8	585	43.8	2215	28.1	550	41.3	280	3.6	120	9.1
13175	55.8	2715	43.4	6215	26.3	2415	38.6	1075	4.6	640	10.2
77760	55.5	13095	42.5	35420	25.3	11985	38.9	5965	4.3	3290	10.7
120240	52.3	21775	41.8	58820	25.6	19645	37.7	11245	4.9	5850	11.2

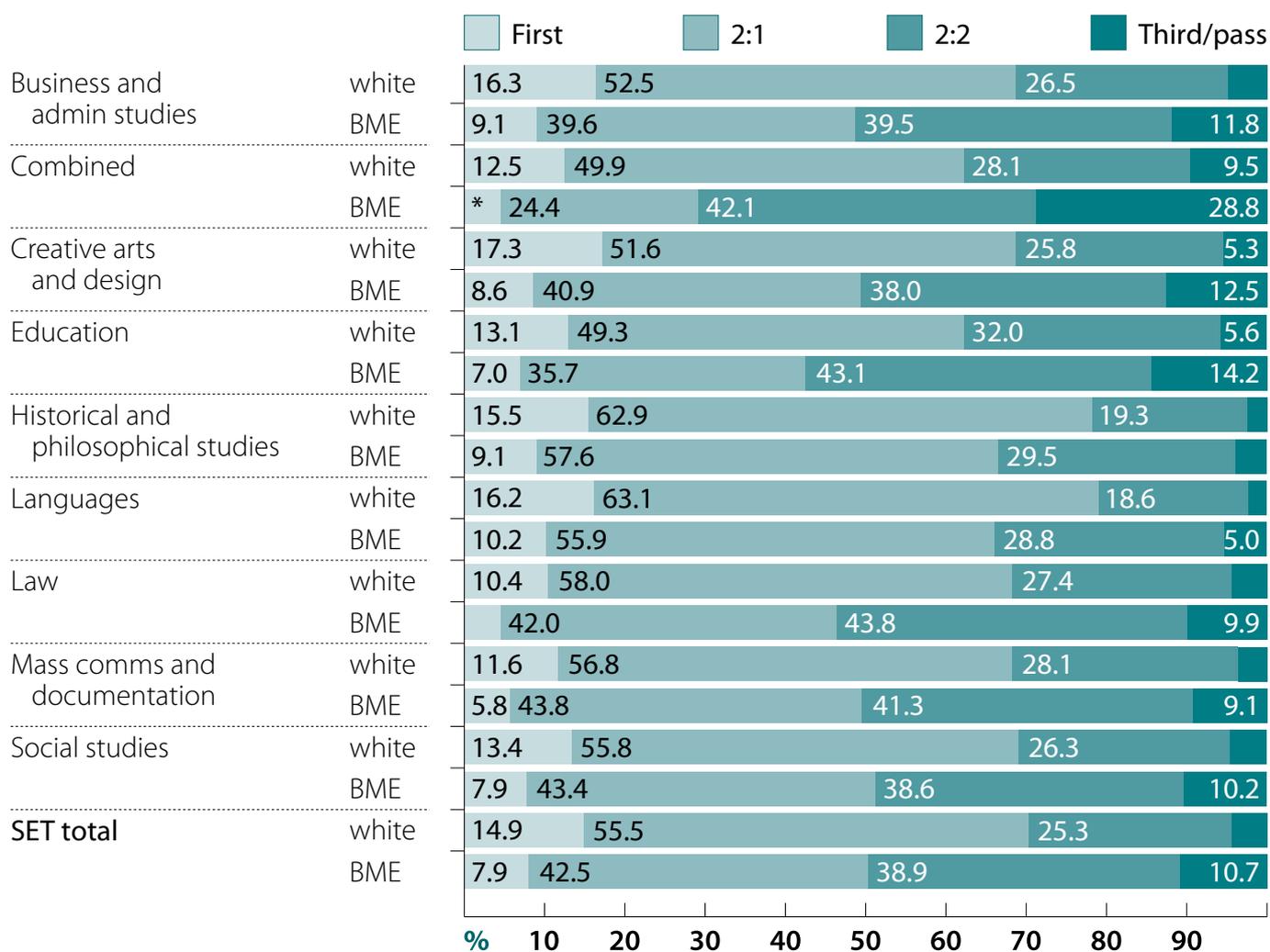
.. percentages based on totals of 52 or less are not shown

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



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

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



* values less than 5.0 are not displayed

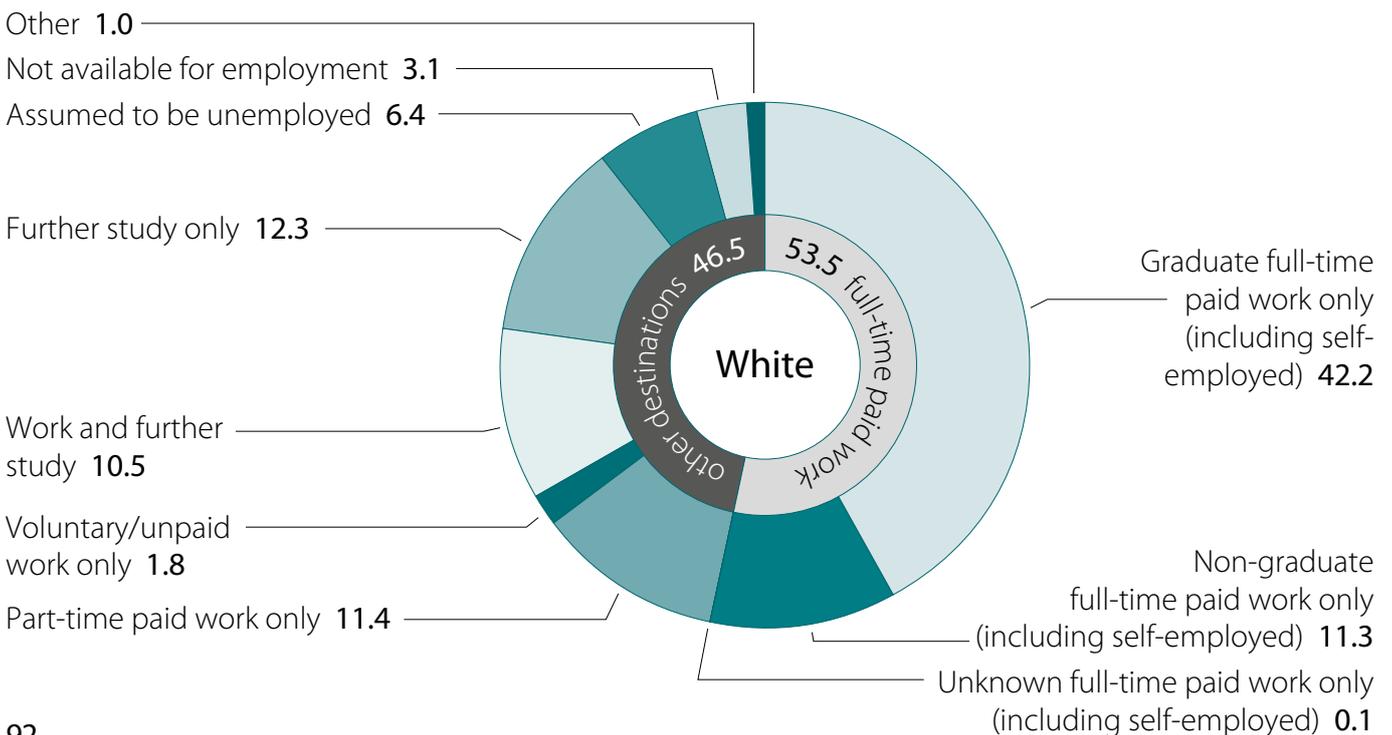
Destination of leavers

53.5% of white UK-domiciled leavers were in full-time paid work (including self-employed), compared with 43.3% of BME leavers. Black or black British African leavers were least likely to be in full-time paid work (38.4%) and most likely to be assumed to be unemployed (16.3%).

2.17 UK-domiciled DLHE leavers by leaving destination and ethnicity

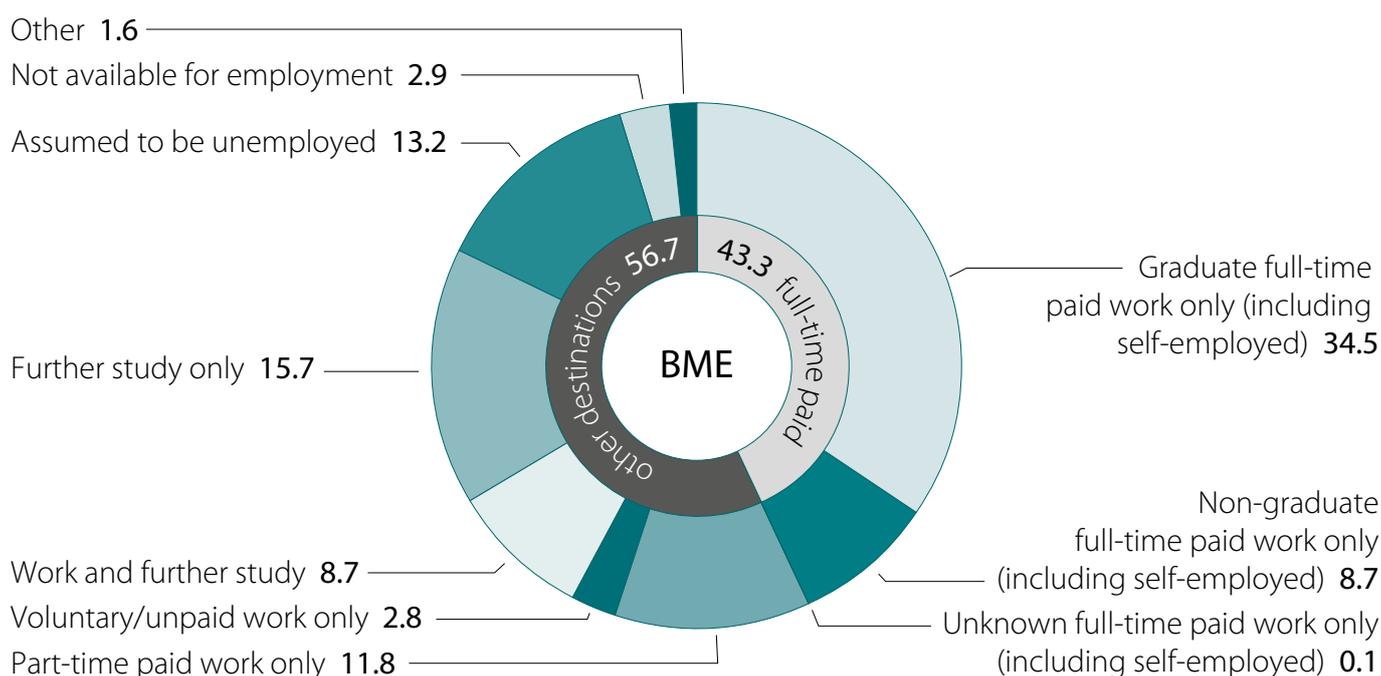
	White		BME total	
	No.	%	No.	%
Full-time paid work only (including self-employed) total	163410	53.5	25720	43.3
Graduate full-time paid work only	128655	42.2	20500	34.5
Non-graduate full-time paid work only	34390	11.3	5185	8.7
Unknown full-time paid work only	360	0.1	35	0.1
Part-time paid work only	34770	11.4	6985	11.8
Voluntary/unpaid work only	5350	1.8	1675	2.8
Work and further study	32155	10.5	5165	8.7
Further study only	37530	12.3	9325	15.7
Assumed to be unemployed	19430	6.4	7810	13.2
Not available for employment	9590	3.1	1720	2.9
Other	3000	1.0	975	1.6

White UK-domiciled DLHE leavers by leaving destination



Black					Asian							Chinese		Mixed		Other	
All		Caribbean	African	Other	All		Indian	Pakistani	Bangladeshi	Other	No.	%	No.	%	No.	%	
No.	%	%	%	%	No.	%	%	%	%	%	No.	%	No.	%	No.	%	
6490	40.6	46.1	38.4	41.5	12055	43.9	48.4	38.9	37.4	43.1	1400	41.7	4425	47.3	1345	42.0	
4995	31.3	34.2	30.2	30.2	9805	35.7	40.4	30.4	27.9	35.5	1165	34.6	3420	36.5	1115	34.9	
1490	9.3	11.9	8.2	11.2	2235	8.1	8.0	8.4	9.4	7.4	230	6.9	1000	10.7	225	7.1	
0	0.0	0.0	0.0	0.0	20	0.1	0.1	0.0	0.0	0.2	5	0.2	5	0.1	5	0.1	
2005	12.6	14.7	11.7	12.7	3275	11.9	10.7	13.1	17.3	10.1	305	9.1	1075	11.5	330	10.2	
540	3.4	3.1	3.5	2.6	725	2.6	2.8	2.5	3.0	2.4	85	2.5	245	2.6	80	2.5	
1450	9.1	10.0	8.7	8.7	2420	8.8	9.3	8.2	8.8	8.3	255	7.5	800	8.6	240	7.6	
2365	14.8	10.3	16.6	14.9	4285	15.6	13.8	17.4	14.6	18.2	675	20.0	1455	15.5	550	17.1	
2370	14.8	11.3	16.3	14.2	3605	13.1	11.4	15.6	15.2	12.7	445	13.2	930	9.9	455	14.2	
495	3.1	2.9	3.1	3.4	665	2.4	2.2	2.5	2.4	3.0	130	3.9	300	3.2	130	4.1	
265	1.7	1.4	1.7	1.9	440	1.6	1.4	1.9	1.3	2.1	70	2.1	130	1.4	75	2.3	

BME UK-domiciled DLHE leavers by leaving destination



3 Disability

- = The proportion of all students who declared a specific learning difficulty increased from 3.3% in 2007/8 to 3.8% in 2010/11.
- = At every degree level, a lower proportion of first year students were disabled than the proportion of all students, except at postgraduate research level, where it was the same (see figure 3.5).
- = A higher proportion of students studying creative arts and design were disabled than any other subject (14.7%). The proportion of students who were disabled studying veterinary science (11.7%) and historical and philosophical studies (11.1%) was also comparatively high.
- = Students studying business and administrative studies had the lowest rate of disabled students (4.6%). Mathematical sciences and engineering and technology also had low rates of disabled students (6.0% each).
- = The proportion of disabled postgraduate students studying at taught (5.1%) and research (5.9%) level was lower than for first degree undergraduates (9.2%) and other undergraduates (7.7%), (see figure 3.9).
- = Disabled students who received disabled students' allowance (DSA) were more likely to obtain a first class or upper second class honours degree (62.2%) than those who did not receive DSA (60.7%).

3 Disability

Disability overview

The proportion of all students who were disabled varied by country, from 5.8% in Northern Ireland to 8.4% in Wales.

The proportion of disabled students known to be in receipt of disabled students' allowance (DSA) also fluctuates by country, with the highest being in Northern Ireland (47.9%) and the lowest in Scotland (32.6%).

Overall, a lower proportion of first year students in the UK were disabled (6.9%) than all students (8.0%).

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A.3c First year students and all students by disability 2010/11

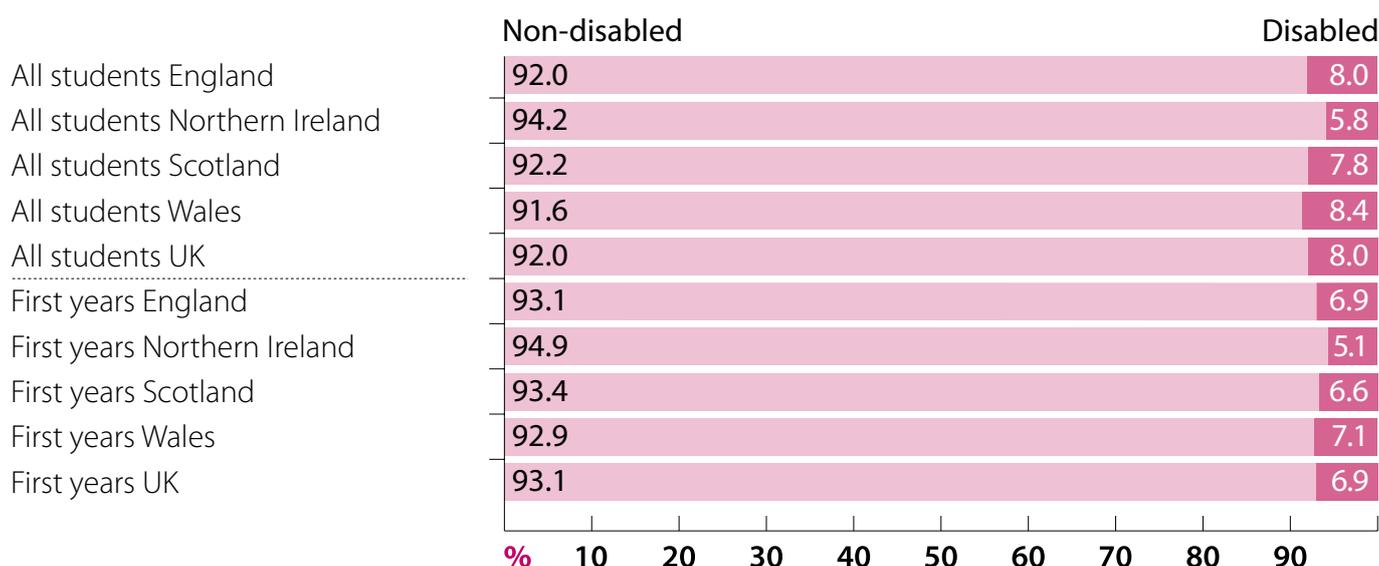
Throughout this section, **disabled students** refers to students who are indicated as disabled on their HESA student record.

Non-disabled students refers to students who are not indicated as disabled, or whose disability status is unknown by their institution (for further details refer to the **About the data** section).

3.1 All/first year students by country of institution, disability status and DSA take-up

	Non-disabled	
	No.	%
All students		
England	1928540	92.0
Northern Ireland	48975	94.2
Scotland	203795	92.2
Wales	120065	91.6
UK total	2301375	92.0
First years		
England	898385	93.1
Northern Ireland	20730	94.9
Scotland	86330	93.4
Wales	61665	92.9
UK first years total	1067110	93.1

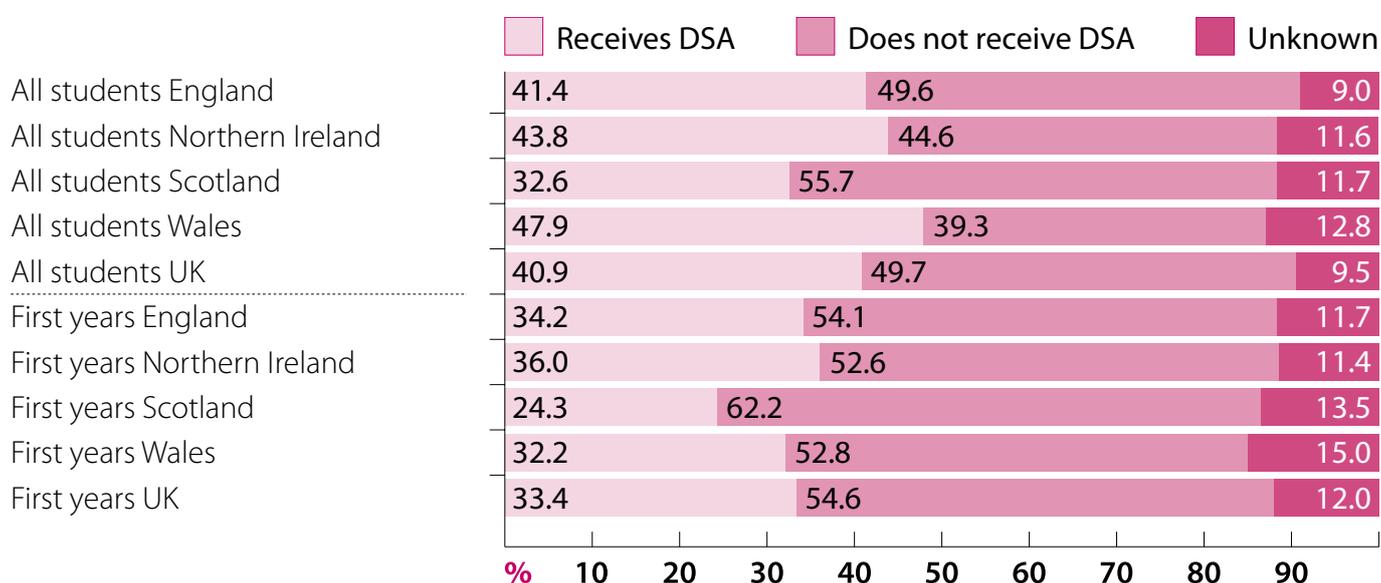
All/first year students in countries of institution by disability status



Disabled		Disabled: receives DSA		Disabled: does not receive DSA		Disabled: DSA take-up unknown	
No.	%	No.	% [†]	No.	% [†]	No.	% [†]
168680	8.0	69850	41.4	83585	49.6	15240	9.0
3025	5.8	1450	47.9	1190	39.3	390	12.8
17280	7.8	5630	32.6	9630	55.7	2015	11.7
10940	8.4	4790	43.8	4885	44.6	1265	11.6
199925	8.0	81725	40.9	99290	49.7	18910	9.5
66930	6.9	22905	34.2	36200	54.1	7830	11.7
1115	5.1	400	36.0	585	52.6	125	11.4
6125	6.6	1490	24.3	3810	62.2	825	13.5
4685	7.1	1505	32.2	2475	52.8	705	15.0
78860	6.9	26300	33.4	43075	54.6	9485	12.0

[†] consider DSA percentages separately

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



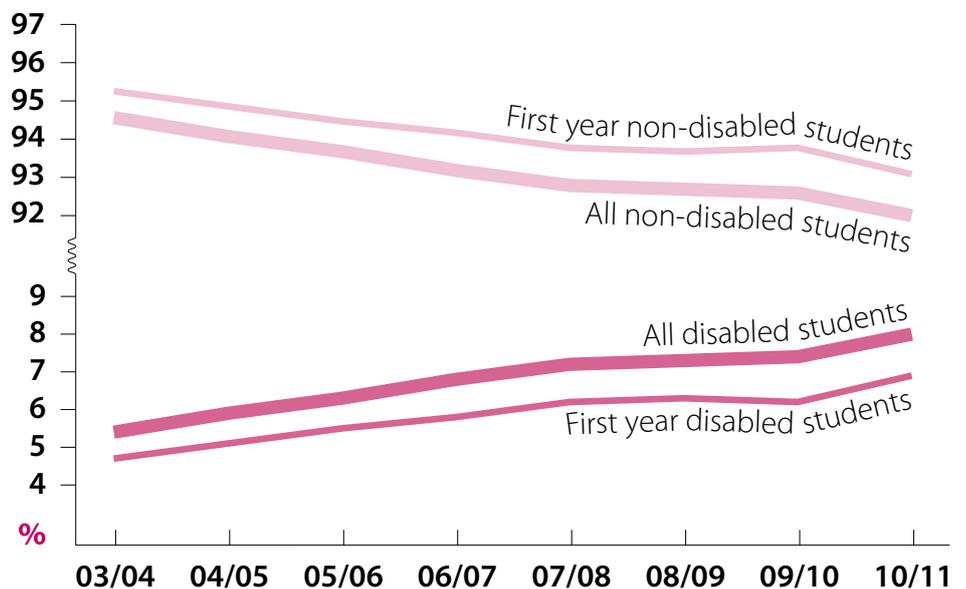
In the last eight years, the proportion of disabled students steadily increased, from 5.4% in 2003/04 to 8.0% in 2010/11.

The proportion of disabled students known to receive DSA also increased during this period, from 32.4% in 2003/04 to 40.9% in 2010/11 (an increase of 8.5%).

3.2 Profile of all/first year students over time by disability status and DSA take-up

	Non-disabled	
	No.	%
All students		
2003/04	2080635	94.6
2004/05	2103820	94.1
2005/06	2138635	93.7
2006/07	2148880	93.2
2007/08	2141075	92.8
2008/09	2219985	92.7
2009/10	2308865	92.6
2010/11	2301375	92.0
First years		
2003/04	963940	95.3
2004/05	959005	94.9
2005/06	999770	94.5
2006/07	996000	94.2
2007/08	1002570	93.8
2008/09	1072160	93.7
2009/10	1111210	93.8
2010/11	1067110	93.1

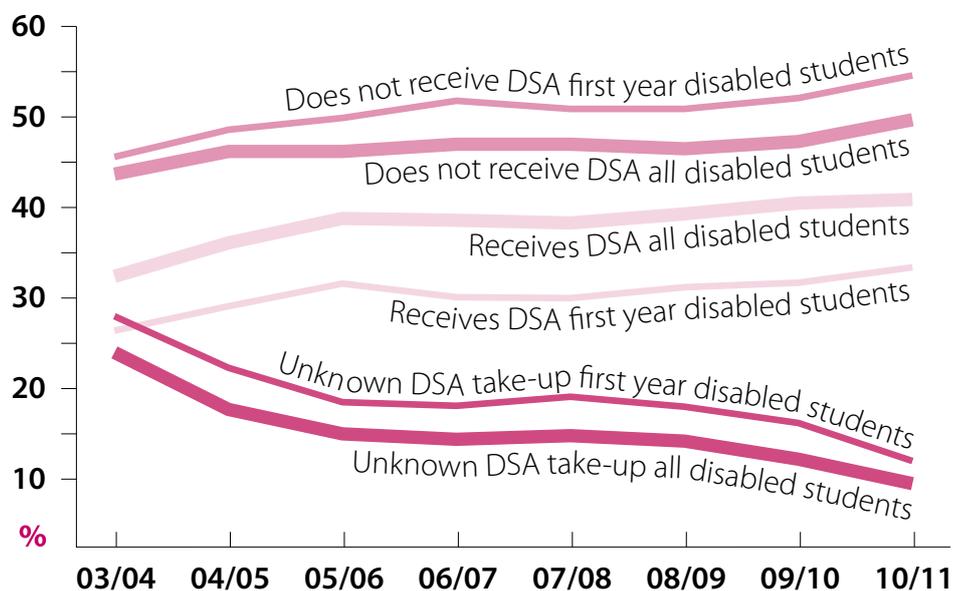
All/first year students over time by disability status



Disabled		Disabled: receives DSA		Disabled: does not receive DSA		Disabled: DSA take-up unknown	
No.	%	No.	% [†]	No.	% [†]	No.	% [†]
119545	5.4	38680	32.4	52230	43.7	28635	24.0
132445	5.9	47800	36.1	61140	46.2	23505	17.7
142605	6.3	55340	38.8	65860	46.2	21405	15.0
155820	6.8	60215	38.6	73200	47.0	22405	14.4
165030	7.2	63180	38.3	77485	47.0	24365	14.8
176070	7.3	69220	39.3	81805	46.5	25045	14.2
184550	7.4	74660	40.5	87320	47.3	22570	12.2
199925	8.0	81725	40.9	99290	49.7	18910	9.5
47965	4.7	12655	26.4	21865	45.6	13445	28.0
51845	5.1	15080	29.1	25200	48.6	11565	22.3
57745	5.5	18265	31.6	28790	49.9	10695	18.5
61305	5.8	18455	30.1	31765	51.8	11085	18.1
66255	6.2	19865	30.0	33720	50.9	12670	19.1
71860	6.3	22415	31.2	36545	50.9	12900	18.0
73980	6.2	23480	31.7	38545	52.1	11955	16.2
78860	6.9	26300	33.4	43075	54.6	9485	12.0

[†] consider DSA percentages separately

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 of how students who entered higher education before 2011/11 were re-coded, please see **About the data.**

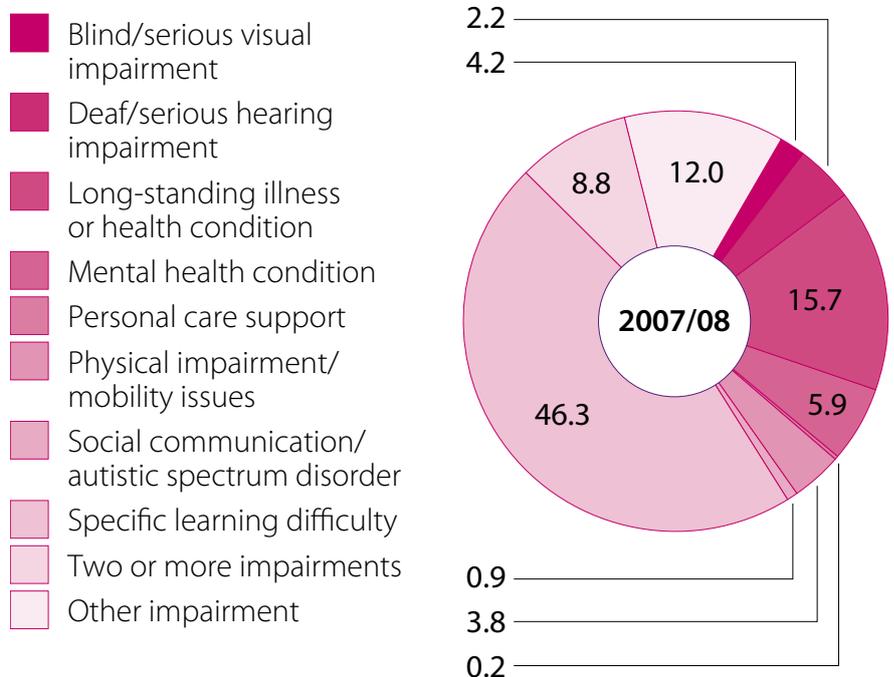
In the last four years, the proportion of disabled students declaring a mental health condition increased from 5.9% in 2007/08 to 8.3% in 2010/11, an increase from 0.4% to 0.7% of the entire student population. The Department of Health says that 'one in four adults experience mental illness at some point during their lifetime and one in six experience symptoms at any one time' (www.dh.gov.uk/health/category/policy-areas/social-care/mental-health).

The proportion of all students who declared a specific learning difficulty increased from 3.3% in 2007/8 to 3.8% in 2010/11.

3.3 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

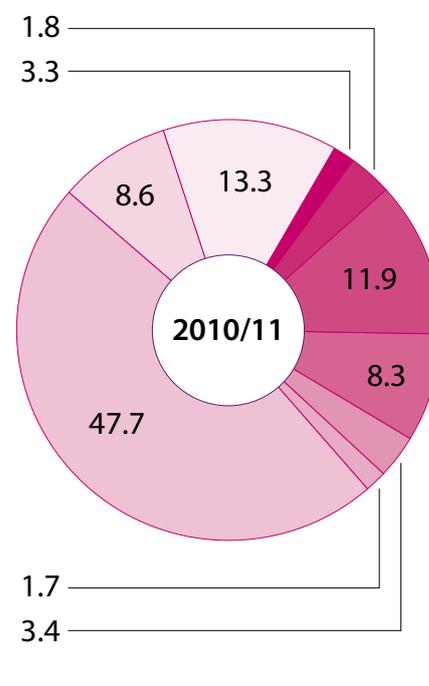
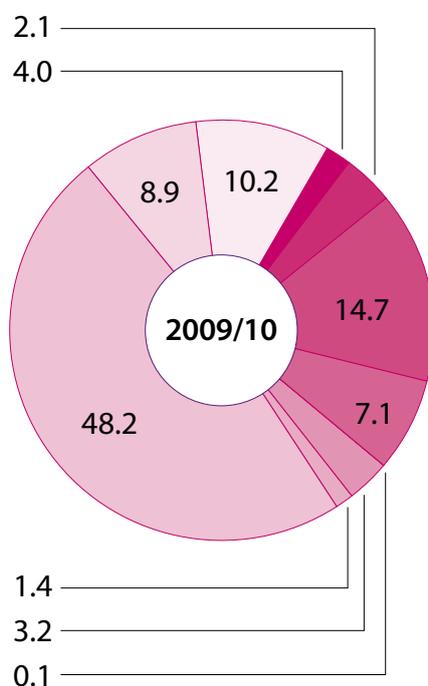
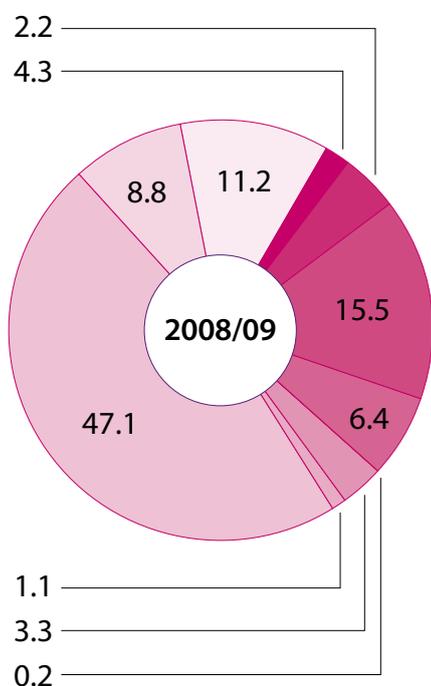
Profile over time of disabled students by impairment type



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

^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 indicated that they were disabled compared with UK-domiciled students.

This was particularly pronounced among other undergraduates where 8.1% of UK-domiciled students were disabled compared with 1.6% of non-EU and 2.8% of EU students.

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

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
All levels						
UK	1883450	81.8	90.9	189620	94.8	9.1
EU	125430	5.5	96.4	4690	2.3	3.6
Non-EU	292495	12.7	98.1	5615	2.8	1.9
First degree undergraduate						
UK	1150555	86.6	89.9	129085	95.7	10.1
EU	66740	5.0	95.7	3030	2.2	4.3
Non-EU	111870	8.4	97.6	2795	2.1	2.4
Other undergraduate						
UK	384615	92.9	91.9	33785	98.2	8.1
EU	10255	2.5	97.2	295	0.9	2.8
Non-EU	19235	4.6	98.4	315	0.9	1.6
Postgraduate research						
UK	56055	57.4	91.7	5045	82.4	8.3
EU	13160	13.5	97.3	370	6.0	2.7
Non-EU	28520	29.2	97.6	710	11.6	2.4
Postgraduate taught						
UK	292225	63.5	93.1	21705	88.6	6.9
EU	35270	7.7	97.2	1000	4.1	2.8
Non-EU	132870	28.9	98.7	1790	7.3	1.3

* 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 students studying at undergraduate level were disabled compared with those studying at postgraduate level. 9.2% of first degree undergraduates and 7.7% of other undergraduates were disabled, compared with 5.9% of those studying at postgraduate research level and 5.1% at postgraduate taught level.

With the exception of other undergraduates, in every degree level disabled students were more likely to study part-time than non-disabled students.

3.5 All students by degree level, mode, disability status and DSA take-up

	Non-disabled		
	No.	%*	%^
All levels			
Full-time	1538145	66.8	91.7
Part-time	763230	33.2	92.6
All students	2301375	100	92.0
First degree undergraduate			
Full-time	1138315	85.6	91.0
Part-time	190855	14.4	89.3
All first degree undergraduates	1329170	100	90.8
Other undergraduate			
Full-time	104815	25.3	89.5
Part-time	309290	74.7	93.3
All other undergraduates	414100	100	92.3
Postgraduate research			
Full-time	70515	72.1	94.3
Part-time	27225	27.9	93.6
All research postgraduates	97740	100	94.1
Postgraduate taught			
Full-time	224505	48.8	95.4
Part-time	235860	51.2	94.5
All taught postgraduates	460365	100	94.9

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A.3a Undergraduate students by level, mode and disability 2010/11

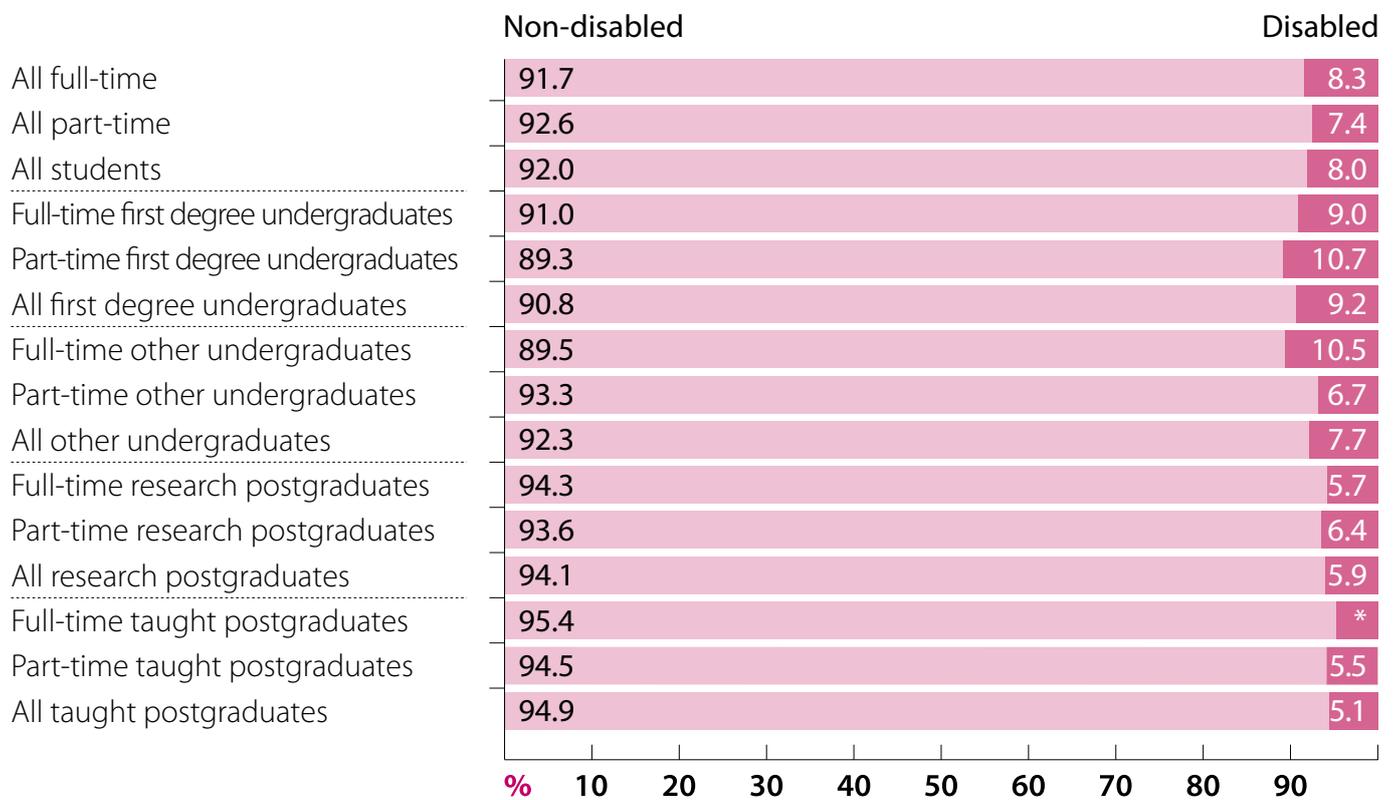
A.3b Postgraduate students by level, mode and disability 2010/11

Disabled			Disabled: receives DSA			Disabled: does not receive DSA			Disabled: DSA take-up unknown		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
139200	69.6	8.3	66805	81.7	48.0	59745	60.2	42.9	12650	66.9	9.1
60725	30.4	7.4	14920	18.3	24.6	39545	39.8	65.1	6260	33.1	10.3
199925	100	8.0	81725	100	40.9	99290	100	49.7	18910	100	9.5
111940	83.0	9.0	56710	87.9	50.7	45755	76.6	40.9	9480	88.8	8.5
22975	17.0	10.7	7805	12.1	34.0	13975	23.4	60.8	1195	11.2	5.2
134915	100	9.2	64510	100	47.8	59730	100	44.3	10675	100	7.9
12260	35.7	10.5	5455	59.7	44.5	5420	25.8	44.2	1390	32.8	11.3
22130	64.3	6.7	3690	40.3	16.7	15595	74.2	70.5	2845	67.2	12.9
34395	100	7.7	9145	100	26.6	21015	100	61.1	4235	100	12.3
4265	69.7	5.7	1060	71.8	24.9	2740	69.8	64.2	465	65.0	10.9
1855	30.3	6.4	415	28.2	22.5	1185	30.2	64.0	250	35.0	13.6
6120	100	5.9	1475	100	24.1	3925	100	64.1	720	100	11.7
10730	43.8	4.6	3580	54.3	33.4	5835	39.9	54.4	1315	40.0	12.2
13765	56.2	5.5	3010	45.7	21.9	8785	60.1	63.8	1970	60.0	14.3
24495	100	5.1	6590	100	26.9	14620	100	59.7	3285	100	13.4

* compare vertically within degree levels ^ compare horizontally (consider DSA separately)

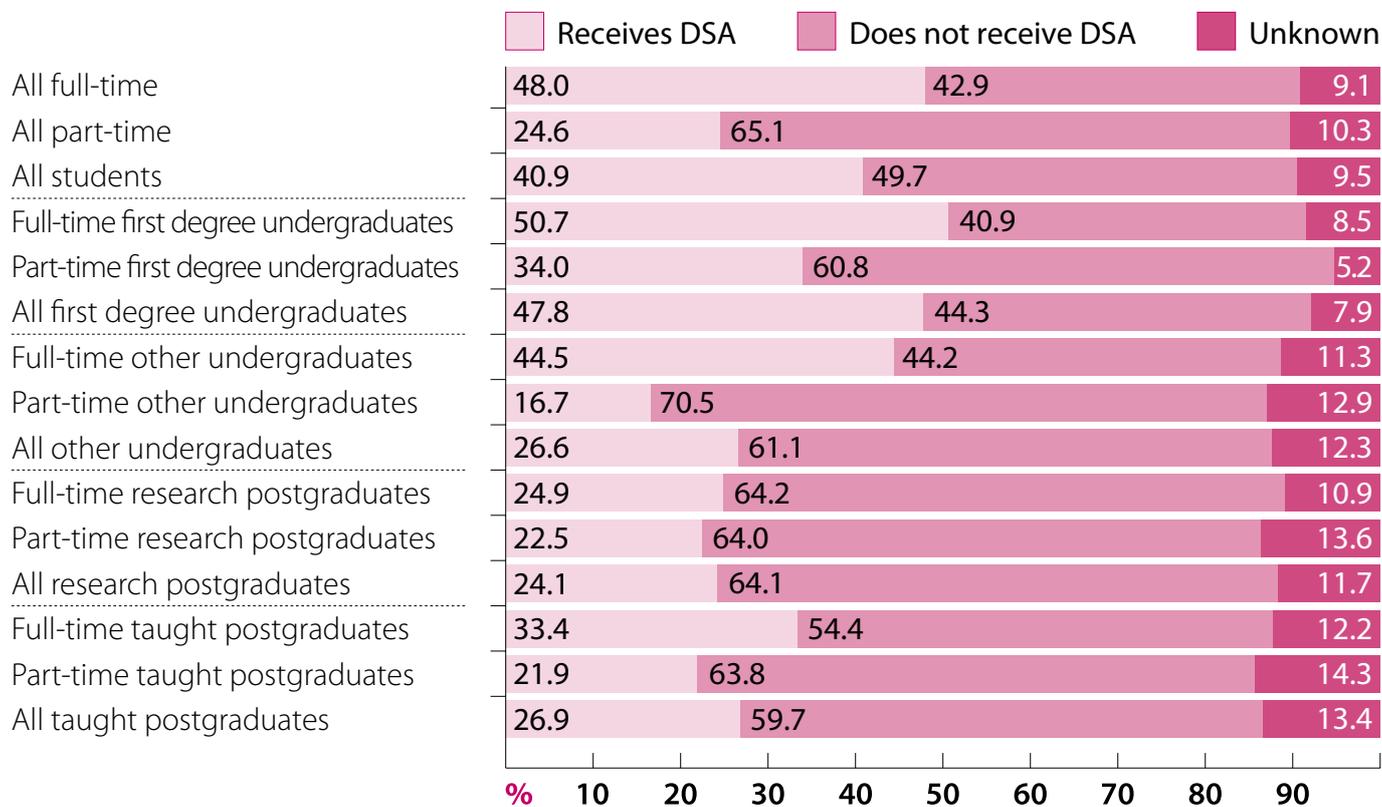
3 Disability

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



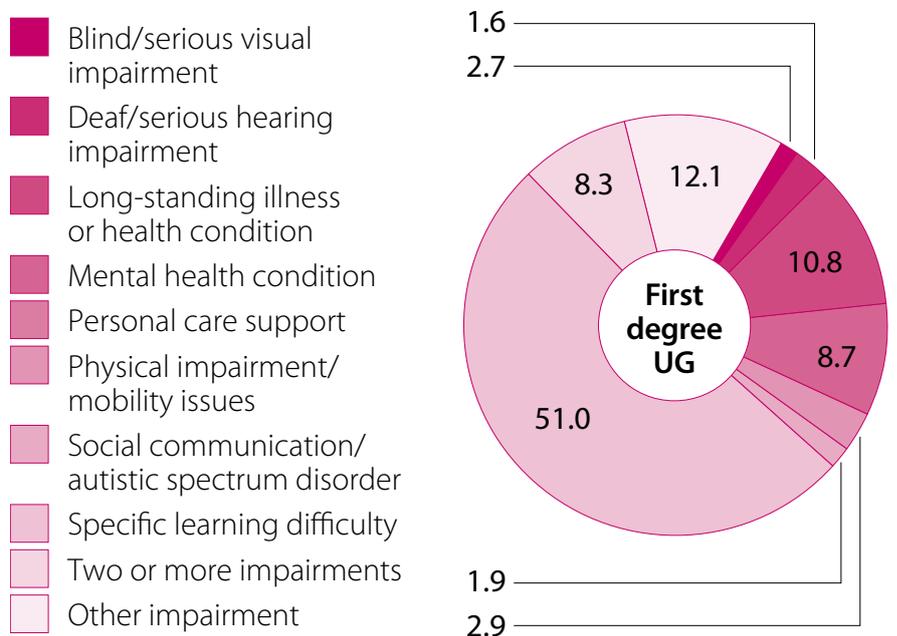
18.3% of disabled students studying at postgraduate research level had a long-standing illness/health condition, compared with 10.8% of disabled first degree undergraduates.

17.6% of disabled students studying at other undergraduate level reported an impairment or medical condition other than those listed, compared with 12.1% of those studying at first degree undergraduate level.

3.6 All students who declared a disability by degree level and impairment type

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

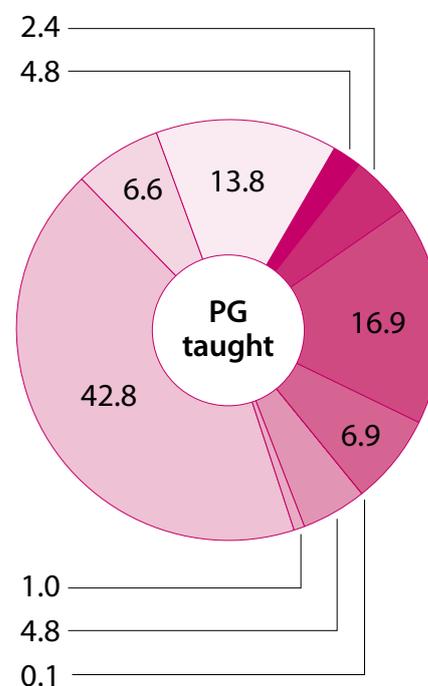
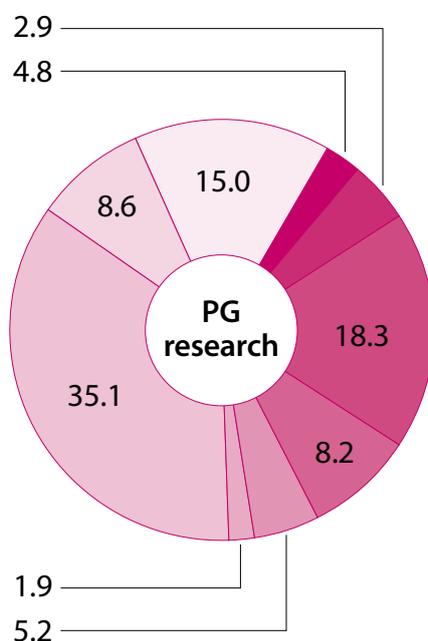
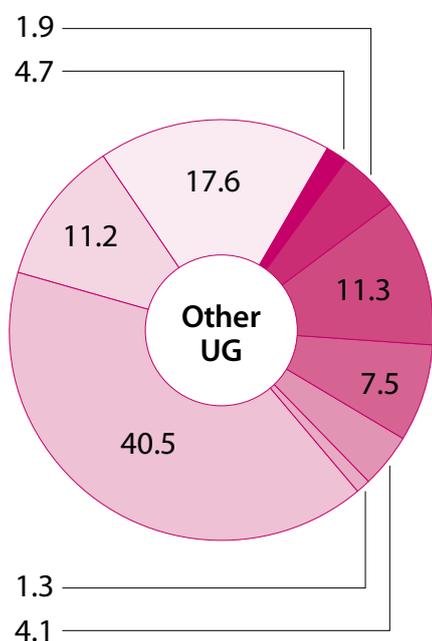
All disabled students in degree levels by impairment type



First degree undergraduate			Other undergraduate			Postgraduate research			Postgraduate taught		
No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b	No.	% ^a	% ^b
2210	0.2	1.6	645	0.1	1.9	180	0.2	2.9	580	0.1	2.4
3615	0.2	2.7	1610	0.4	4.7	290	0.3	4.8	1180	0.2	4.8
14600	0.3	10.8	3895	0.3	11.3	1120	0.3	18.3	4150	0.2	16.9
11750	0.0	8.7	2580	0.0	7.5	500	0.0	8.2	1680	0.0	6.9
20	0.8	0.0	5	0.6	0.0	0	0.5	0.0	15	0.3	0.1
3850	1.0	2.9	1405	0.9	4.1	320	1.1	5.2	1175	0.9	4.8
2595	0.8	1.9	455	0.9	1.3	115	0.5	1.9	245	0.3	1.0
68775	0.2	51.0	13915	0.1	40.5	2150	0.1	35.1	10485	0.1	42.8
11225	4.7	8.3	3850	3.1	11.2	525	2.1	8.6	1605	2.2	6.6
16275	1.1	12.1	6040	1.3	17.6	915	0.9	15.0	3375	0.7	13.8

^a as a proportion of all students

^b as a proportion of all disabled students



8.2% of first year first degree undergraduates were disabled, compared with 4.8% of first year students studying at postgraduate taught level.

At every degree level, a lower proportion of first year students were disabled than the proportion of all students, except at postgraduate research level, where it was the same (see figure 3.5).

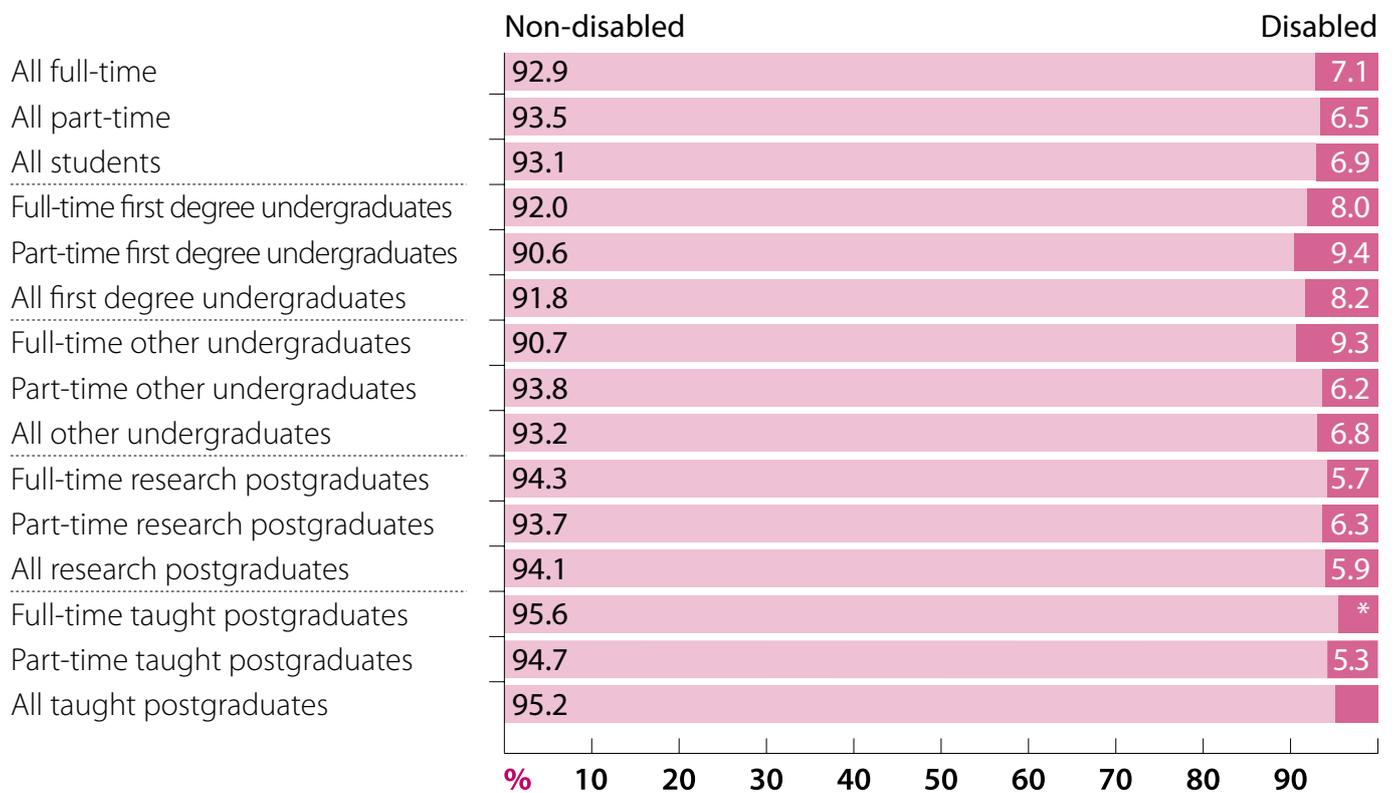
3.7 First year students by degree level, mode, disability status and DSA take-up

	Non-disabled		
	No.	%*	%^
All levels			
Full-time	665515	62.4	92.9
Part-time	401595	37.6	93.5
All students	1067110	100	93.1
First degree undergraduate			
Full-time	411715	86.5	92.0
Part-time	64040	13.5	90.6
All first degree undergraduates	475755	100	91.8
Other undergraduate			
Full-time	55745	20.5	90.7
Part-time	216520	79.5	93.8
All other undergraduates	272260	100	93.2
Postgraduate research			
Full-time	25690	79.3	94.3
Part-time	6690	20.7	93.7
All research postgraduates	32385	100	94.1
Postgraduate taught			
Full-time	172370	60.1	95.6
Part-time	114345	39.9	94.7
All taught postgraduates	286715	100	95.2

Disabled			Disabled: receives DSA			Disabled: does not receive DSA			Disabled: DSA take-up unknown		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
51040	64.7	7.1	21140	80.4	41.4	23890	55.5	46.8	6005	63.3	11.8
27820	35.3	6.5	5160	19.6	18.5	19185	44.5	69.0	3475	36.7	12.5
78860	100	6.9	26300	100	33.4	43075	100	54.6	9485	100	12.0
35880	84.4	8.0	16035	90.1	44.7	15880	77.7	44.3	3965	92.1	11.1
6645	15.6	9.4	1755	9.9	26.4	4550	22.3	68.5	340	7.9	5.1
42525	100	8.2	17790	100	41.8	20430	100	48.0	4305	100	10.1
5680	28.5	9.3	2145	52.0	37.7	2690	20.9	47.4	845	28.6	14.9
14290	71.5	6.2	1975	48.0	13.8	10200	79.1	71.4	2110	71.4	14.8
19970	100	6.8	4120	100	20.6	12895	100	64.6	2960	100	14.8
1565	77.6	5.7	395	81.4	25.2	980	76.7	62.5	195	75.1	12.3
450	22.4	6.3	90	18.6	19.9	300	23.3	65.9	65	24.9	14.2
2020	100	5.9	485	100	24.0	1275	100	63.2	255	100	12.7
7910	55.1	4.4	2570	65.7	32.5	4340	51.2	54.9	1000	50.9	12.6
6435	44.9	5.3	1340	34.3	20.8	4135	48.8	64.2	965	49.1	15.0
14345	100	4.8	3910	100	27.2	8475	100	59.1	1965	100	13.7

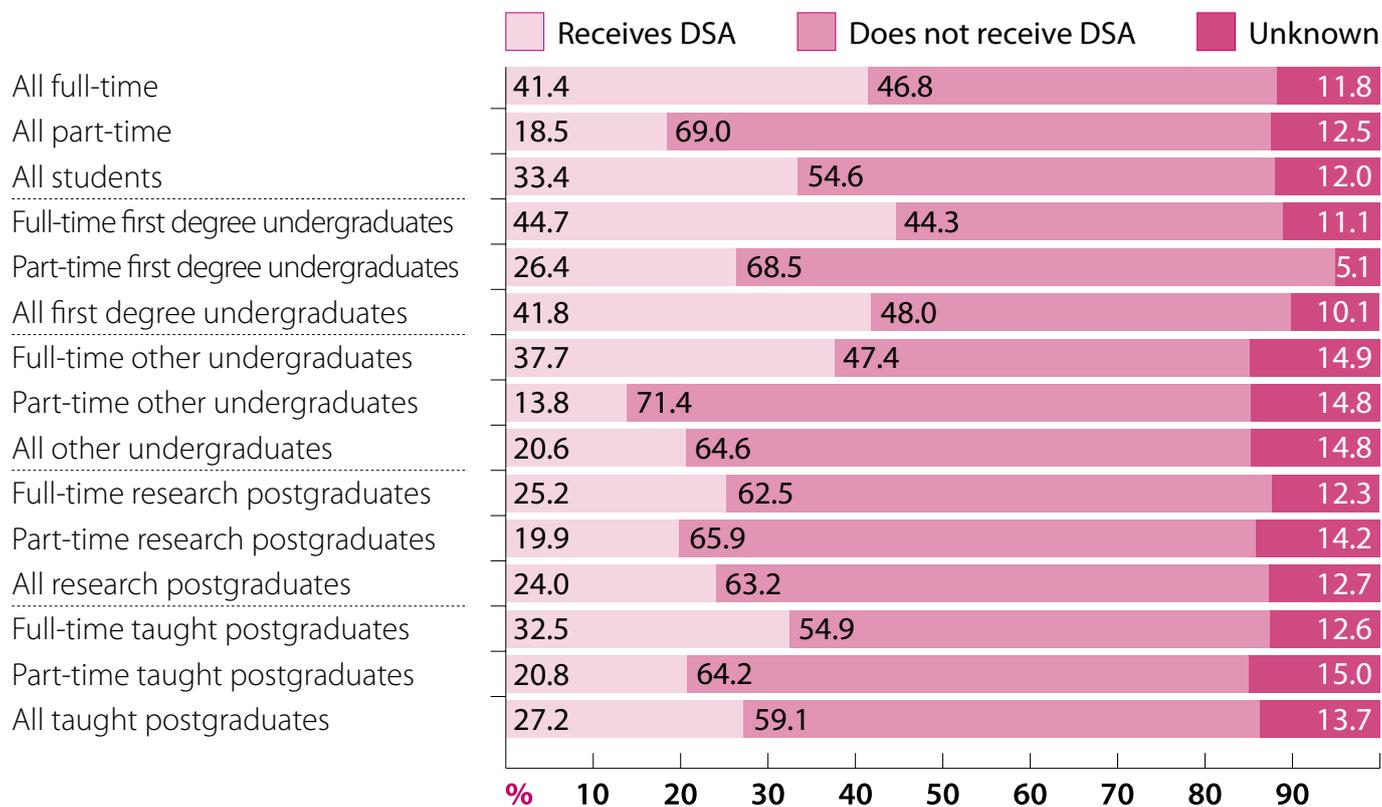
* compare vertically within degree levels ^ compare horizontally (consider DSA separately)

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



* values less than 5.0 are not displayed

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



Subjects

8.1% of all students studying non-SET subjects were disabled, compared with 7.8% of those studying SET subjects.

A higher proportion of students studying creative arts and design were disabled than any other subject (14.7%). The proportion of students who were disabled studying veterinary science (11.7%) and historical and philosophical studies (11.1%) was also comparatively high.

Students studying business and administrative studies had the lowest rate of disabled students (4.6%). Mathematical sciences and engineering and technology also had low rates of disabled students (6.0% each).

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

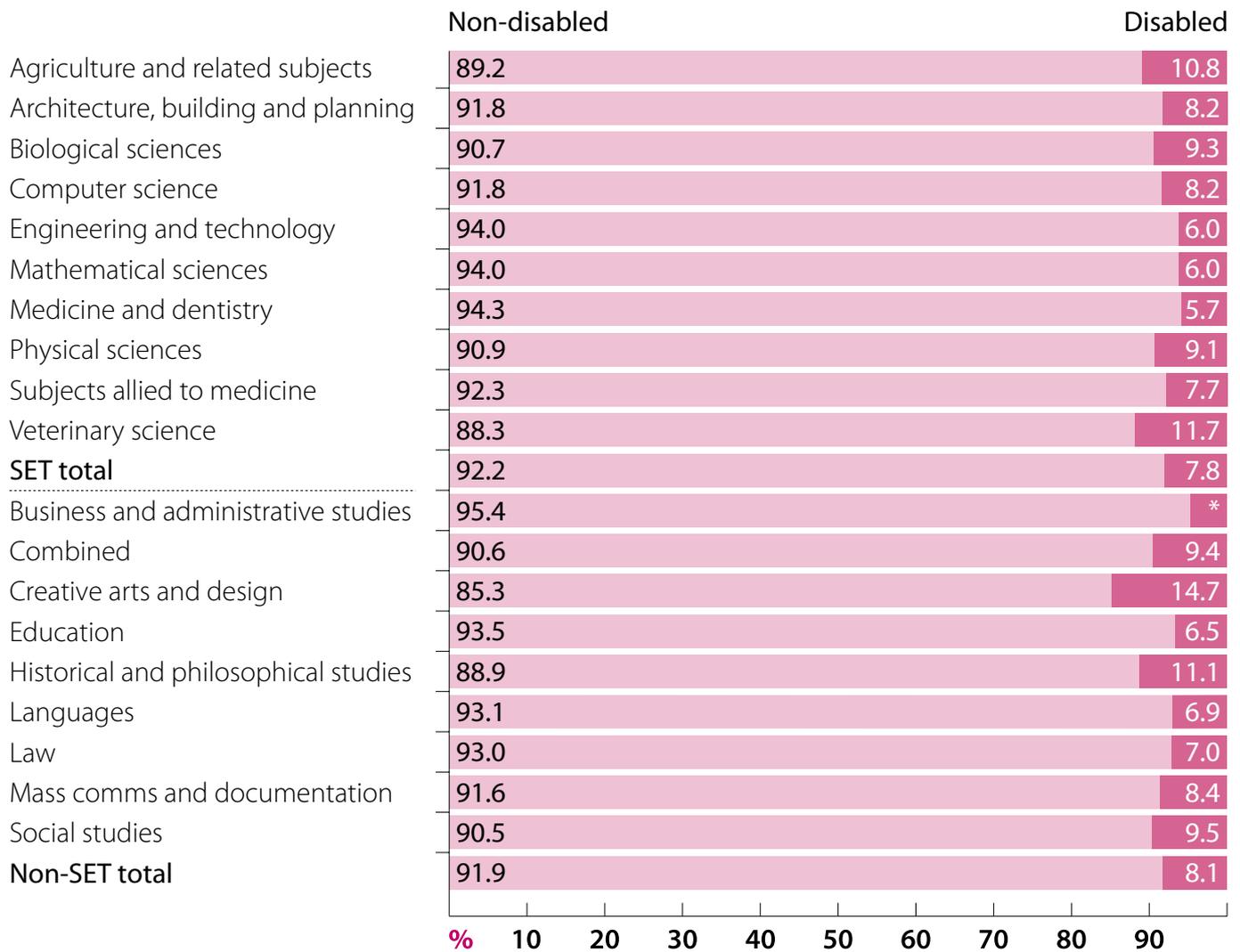
	All students					
	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
SET						
Agriculture and related subjects	18540	0.8	89.2	2250	1.1	10.8
Architecture, building, planning	57620	2.5	91.8	5160	2.6	8.2
Biological sciences	172430	7.5	90.7	17605	8.8	9.3
Computer science	90920	4.0	91.8	8105	4.1	8.2
Engineering and technology	151310	6.6	94.0	9575	4.8	6.0
Mathematical sciences	38650	1.7	94.0	2460	1.2	6.0
Medicine and dentistry	63030	2.7	94.3	3810	1.9	5.7
Physical sciences	85055	3.7	90.9	8525	4.3	9.1
Subjects allied to medicine	276705	12.0	92.3	23095	11.6	7.7
Veterinary science	4890	0.2	88.3	650	0.3	11.7
SET total	959150	41.7	92.2	81225	40.6	7.8
Non-SET						
Business, admin studies	341895	14.9	95.4	16400	8.2	4.6
Combined	96045	4.2	90.6	9910	5.0	9.4
Creative arts and design	150715	6.5	85.3	25985	13.0	14.7
Education	209135	9.1	93.5	14595	7.3	6.5
Historical and philosophical studies	86020	3.7	88.9	10740	5.4	11.1
Languages	125365	5.4	93.1	9355	4.7	6.9
Law	86490	3.8	93.0	6460	3.2	7.0
Mass comms and documentation	49160	2.1	91.6	4520	2.3	8.4
Social studies	197395	8.6	90.5	20735	10.4	9.5
Non-SET total	1342220	58.3	91.9	118700	59.4	8.1
Total	2301375	100	92.0	199925	100	8.0

									First years					
Disabled: receives DSA			Disabled: does not receive DSA			Disabled: DSA take-up unknown			Non-disabled			Disabled		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
970	1.2	43.1	1030	1.0	45.9	250	1.3	11.0	10220	1.0	90.4	1090	1.4	9.6
2315	2.8	44.9	2320	2.3	45.0	525	2.8	10.1	22875	2.1	92.9	1760	2.2	7.1
7710	9.4	43.8	8315	8.4	47.2	1580	8.4	9.0	70505	6.6	91.5	6575	8.3	8.5
3505	4.3	43.3	3890	3.9	48.0	705	3.7	8.7	39825	3.7	92.8	3115	3.9	7.2
4120	5.0	43.0	4550	4.6	47.5	905	4.8	9.5	64725	6.1	94.9	3480	4.4	5.1
965	1.2	39.3	1305	1.3	53.0	190	1.0	7.7	14800	1.4	94.4	880	1.1	5.6
1790	2.2	47.0	1685	1.7	44.2	335	1.8	8.8	19175	1.8	95.4	920	1.2	4.6
3730	4.6	43.7	4100	4.1	48.1	695	3.7	8.2	33010	3.1	91.8	2940	3.7	8.2
9430	11.5	40.8	11495	11.6	49.8	2175	11.5	9.4	132125	12.4	93.6	9010	11.4	6.4
340	0.4	52.7	275	0.3	42.2	35	0.2	5.1	1270	0.1	90.2	140	0.2	9.8
34870	42.7	42.9	38965	39.2	48.0	7390	39.1	9.1	408530	38.3	93.2	29905	37.9	6.8
6035	7.4	36.8	8515	8.6	51.9	1845	9.8	11.2	169025	15.8	96.3	6495	8.2	3.7
1695	2.1	17.1	7855	7.9	79.3	360	1.9	3.6	62445	5.9	92.4	5170	6.6	7.6
13420	16.4	51.6	10305	10.4	39.7	2255	11.9	8.7	63835	6.0	87.2	9355	11.9	12.8
5190	6.4	35.6	7400	7.5	50.7	2010	10.6	13.8	120390	11.3	93.9	7860	10.0	6.1
4005	4.9	37.3	5660	5.7	52.7	1075	5.7	10.0	34880	3.3	89.8	3965	5.0	10.2
3305	4.0	35.3	4980	5.0	53.2	1070	5.7	11.4	58040	5.4	94.0	3715	4.7	6.0
2405	2.9	37.2	3405	3.4	52.7	650	3.4	10.1	38265	3.6	93.9	2490	3.2	6.1
1980	2.4	43.8	2105	2.1	46.5	435	2.3	9.7	21595	2.0	92.6	1725	2.2	7.4
8815	10.8	42.5	10105	10.2	48.7	1815	9.6	8.8	90100	8.4	91.7	8175	10.4	8.3
46855	57.3	39.5	60325	60.8	50.8	11520	60.9	9.7	658580	61.7	93.1	48955	62.1	6.9
81725	100	40.9	99290	100	49.7	18910	100	9.5	1067110	100	93.1	78860	100	6.9

* compare vertically ^ compare horizontally (consider DSA separately)

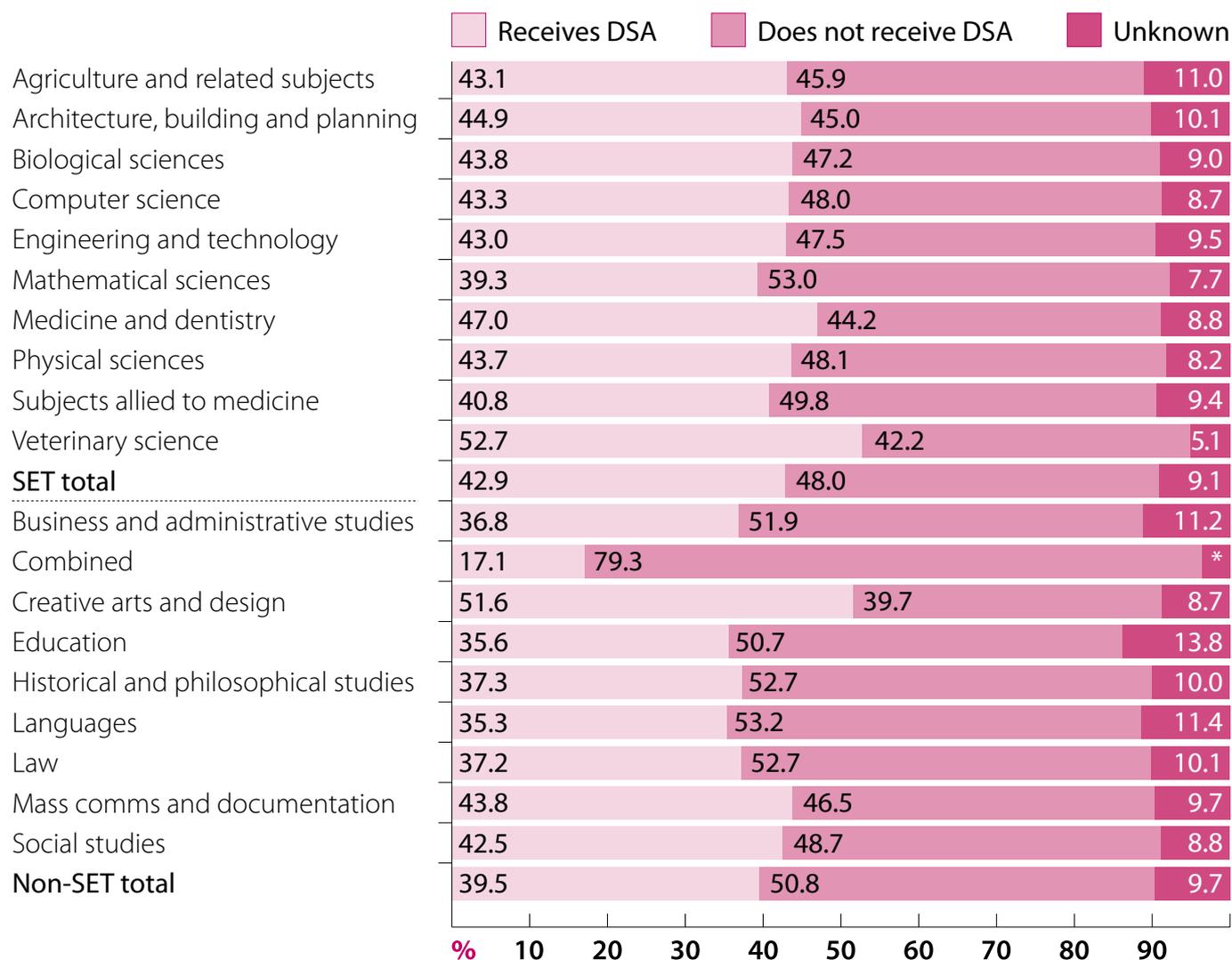
3 Disability

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



* values less than 5.0 are not displayed

A higher proportion of first degree undergraduates studying SET (8.7%) and non-SET subjects (9.6%) were disabled than other undergraduates (7.9% and 7.5%, respectively). This difference was most prominent among students studying combined studies, where almost double the proportion of first degree undergraduates were disabled than other undergraduates (14.2% compared with 7.2%).

The proportion of disabled first degree undergraduates who were known to receive DSA was also higher than for those who studied at other undergraduate level. 48.7% of disabled first degree undergraduates studying SET subjects and 47.2% of those studying non-SET subjects received DSA, compared with 34.1% of other undergraduates studying SET and 21.1% studying non-SET subjects.

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

	First degree undergraduate					
	Non-disabled		Disabled		Disabled: receives DSA	
	No.	%	No.	%	No.	%
SET						
Agriculture and related subjects	7555	87.4	1090	12.6	605	55.5
Architecture building planning	34815	91.0	3455	9.0	1795	52.0
Biological sciences	131405	90.3	14050	9.7	6640	47.3
Computer science	59505	90.8	6010	9.2	2900	48.3
Engineering and technology	91220	92.9	6995	7.1	3490	49.9
Mathematical sciences	30540	93.9	1970	6.1	855	43.4
Medicine and dentistry	42475	93.3	3070	6.7	1635	53.3
Physical sciences	60275	90.1	6630	9.9	3235	48.8
Subjects allied to medicine	117795	91.0	11685	9.0	5580	47.8
Veterinary science	4015	87.2	590	12.8	315	53.7
SET total	579590	91.3	55540	8.7	27055	48.7
Non-SET						
Business, admin studies	181160	94.4	10770	5.6	4925	45.7
Combined	28195	85.8	4680	14.2	1355	29.0
Creative arts and design	117165	84.6	21365	15.4	11585	54.2
Education	54505	91.6	4980	8.4	2650	53.2
History, philosophy	61470	88.4	8040	11.6	3410	42.4
Languages	84525	92.4	6980	7.6	2835	40.6
Law	61165	92.7	4830	7.3	2010	41.6
Mass comms and documentation	35925	91.2	3485	8.8	1660	47.7
Social studies	125460	89.8	14235	10.2	7025	49.3
Non-SET total	749575	90.4	79370	9.6	37455	47.2
Total	1329170	90.8	134915	9.2	64510	47.8

Other undergraduate													
Disabled: does not receive DSA		Disabled: DSA take-up unknown		Non-disabled		Disabled		Disabled: receives DSA		Disabled: does not receive DSA		Disabled: DSA take-up unknown	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
370	33.7	115	10.8	8085	89.0	995	11.0	325	32.5	565	57.0	105	10.6
1345	38.9	315	9.2	7845	92.4	645	7.6	215	33.0	340	52.4	95	14.5
6345	45.2	1060	7.6	11160	90.4	1190	9.6	350	29.4	655	55.2	185	15.5
2650	44.1	460	7.6	9785	88.8	1240	11.2	385	31.1	705	57.1	145	11.7
2935	41.9	575	8.2	16695	94.2	1020	5.8	300	29.6	590	58.0	125	12.4
950	48.3	165	8.3	2495	91.1	245	8.9	55	23.3	175	72.8	10	3.9
1180	38.5	250	8.2	780	95.4	40	4.6	10	..	15	..	10	..
2885	43.6	505	7.6	6150	91.2	595	8.8	150	25.4	390	65.2	55	9.4
5130	43.9	975	8.4	106950	92.6	8580	7.4	3175	37.0	4550	53.0	860	10.0
245	41.8	25	4.4	5	..	0	..	0	..	0	..	0	..
24030	43.3	4455	8.0	169950	92.1	14545	7.9	4965	34.1	7990	54.9	1590	10.9
4800	44.6	1045	9.7	47035	94.7	2610	5.3	595	22.8	1660	63.6	355	13.6
3275	70.0	50	1.1	65765	92.8	5130	7.2	330	6.4	4495	87.6	310	6.0
8080	37.8	1700	8.0	13960	86.0	2275	14.0	870	38.3	1040	45.8	360	15.9
1920	38.6	410	8.2	50515	93.0	3800	7.0	970	25.5	2135	56.2	695	18.3
3990	49.6	640	8.0	8790	89.1	1075	10.9	180	16.6	685	63.8	210	19.6
3550	50.8	595	8.6	24510	94.9	1310	5.1	215	16.5	770	58.8	325	24.7
2395	49.6	425	8.8	4980	91.9	440	8.1	115	26.5	265	59.9	60	13.6
1535	44.0	290	8.4	2585	89.0	320	11.0	145	45.1	115	36.6	60	18.3
6155	43.2	1055	7.4	26010	90.0	2900	10.0	765	26.3	1865	64.3	270	9.3
35700	45.0	6220	7.8	244150	92.5	19850	7.5	4180	21.1	13025	65.6	2645	13.3
59730	44.3	10675	7.9	414100	92.3	34395	7.7	9145	26.6	21015	61.1	4235	12.3

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

The proportion of disabled postgraduate students studying at taught (5.1%) and research (5.9%) level was lower than for first degree undergraduates (9.2%) and other undergraduates (7.7%), (see figure 3.9).

There was a considerable difference among students studying agriculture and related subjects, where 12.6% of first degree undergraduates were disabled (see figure 3.9) compared with 5.1% of postgraduate research students and 5.4% of postgraduate taught students.

Across all subject areas, the proportion of postgraduate research and taught students known to receive DSA was lower than for first degree undergraduates.

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

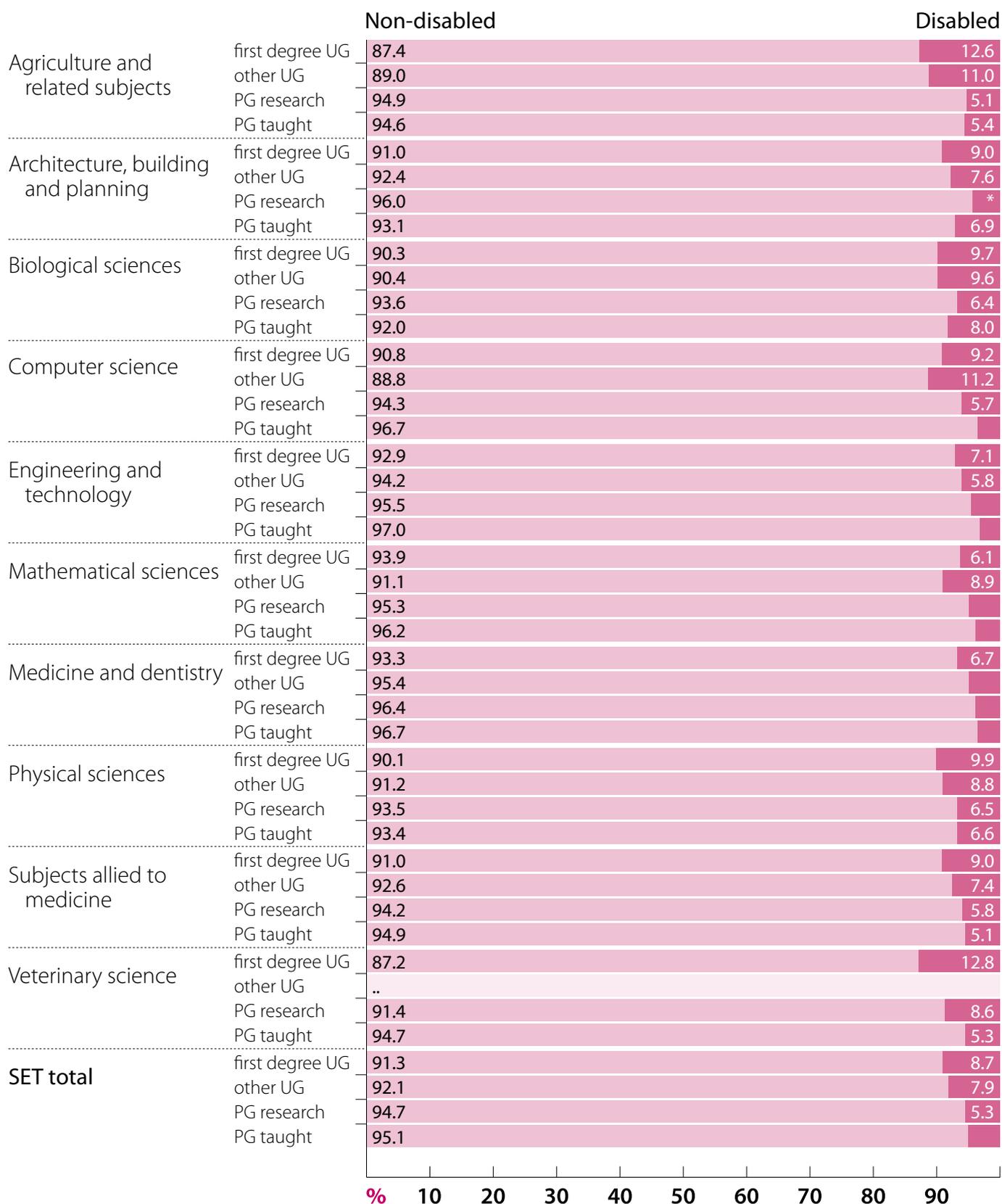
	Postgraduate research					
	Non-disabled		Disabled		Disabled: receives DSA	
	No.	%	No.	%	No.	%
SET						
Agriculture and related subjects	745	94.9	40	5.1	10	..
Architecture building planning	1715	96.0	70	4.0	15	17.7
Biological sciences	11670	93.6	795	6.4	210	26.2
Computer science	4155	94.3	250	5.7	65	25.2
Engineering and technology	12520	95.5	590	4.5	130	22.3
Mathematical sciences	2365	95.3	115	4.7	30	25.9
Medicine and dentistry	8195	96.4	305	3.6	75	23.7
Physical sciences	10480	93.5	725	6.5	175	23.8
Subjects allied to medicine	6205	94.2	380	5.8	85	22.6
Veterinary science	280	91.4	25	8.6	10	..
SET total	58335	94.7	3295	5.3	795	24.2
Non-SET						
Business, admin studies	5905	96.3	230	3.7	50	21.3
Combined	60	96.8	0	3.2	0	..
Creative arts and design	3335	90.6	345	9.4	130	37.5
Education	6345	94.3	380	5.7	70	18.8
History, philosophy	6465	91.6	595	8.4	135	22.6
Languages	5615	93.5	390	6.5	95	24.4
Law	2085	93.8	135	6.2	30	20.4
Mass comms and documentation	920	91.7	85	8.3	15	20.3
Social studies	8675	93.0	655	7.0	155	23.6
Non-SET total	39405	93.3	2825	6.7	680	24.1
Total	97740	94.1	6120	5.9	1475	24.1

														Postgraduate taught			
Disabled: does not receive DSA		Disabled: DSA take-up unknown		Non- disabled		Disabled		Disabled: receives DSA		Disabled: does not receive DSA		Disabled: DSA take-up unknown					
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
25	..	5	..	2155	94.6	125	5.4	30	24.6	70	57.5	20	17.9				
50	72.5	5	9.8	13245	93.1	985	6.9	290	29.6	590	59.7	105	10.7				
485	61.2	100	12.5	18195	92.0	1570	8.0	510	32.5	825	52.6	235	14.9				
160	64.1	25	10.8	17475	96.7	605	3.3	155	25.7	375	62.0	75	12.3				
390	65.8	70	11.9	30875	97.0	970	3.0	195	20.1	640	65.9	135	13.9				
80	70.2	5	3.9	3255	96.2	130	3.8	25	19.5	95	72.0	10	8.5				
215	69.9	20	6.5	11580	96.7	395	3.3	70	17.5	270	68.9	55	13.7				
480	66.1	75	10.0	8150	93.4	580	6.6	170	29.5	350	60.1	60	10.3				
265	70.2	25	7.2	45755	94.9	2450	5.1	590	24.1	1550	63.2	310	12.7				
15	..	0	..	590	94.7	35	5.3	15	..	10	..	5	..				
2170	65.8	330	10.1	151275	95.1	7840	4.9	2055	26.2	4775	60.9	1015	12.9				
160	70.0	20	8.7	107795	97.5	2790	2.5	470	16.8	1895	68.0	425	15.2				
0	..	0	..	2025	95.5	95	4.5	10	11.5	85	86.5	0	2.1				
190	55.2	25	7.3	16255	89.1	1995	10.9	835	41.7	995	49.9	165	8.4				
250	65.5	60	15.7	97770	94.7	5435	5.3	1500	27.6	3095	56.9	840	15.5				
375	62.6	90	14.8	9295	90.0	1030	10.0	285	27.6	610	59.4	135	13.0				
230	59.4	65	16.2	10720	94.1	675	5.9	160	23.6	425	63.4	85	12.9				
90	67.2	15	12.4	18260	94.5	1055	5.5	250	23.7	655	62.0	150	14.2				
55	66.6	10	13.1	9725	93.9	635	6.1	160	25.0	400	63.0	75	12.0				
400	61.0	100	15.5	37255	92.7	2945	7.3	875	29.6	1685	57.2	390	13.2				
1755	62.2	385	13.7	309090	94.9	16655	5.1	4535	27.2	9845	59.1	2270	13.6				
3925	64.1	720	11.7	460365	94.9	24495	5.1	6590	26.9	14620	59.7	3285	13.4				

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

3 Disability

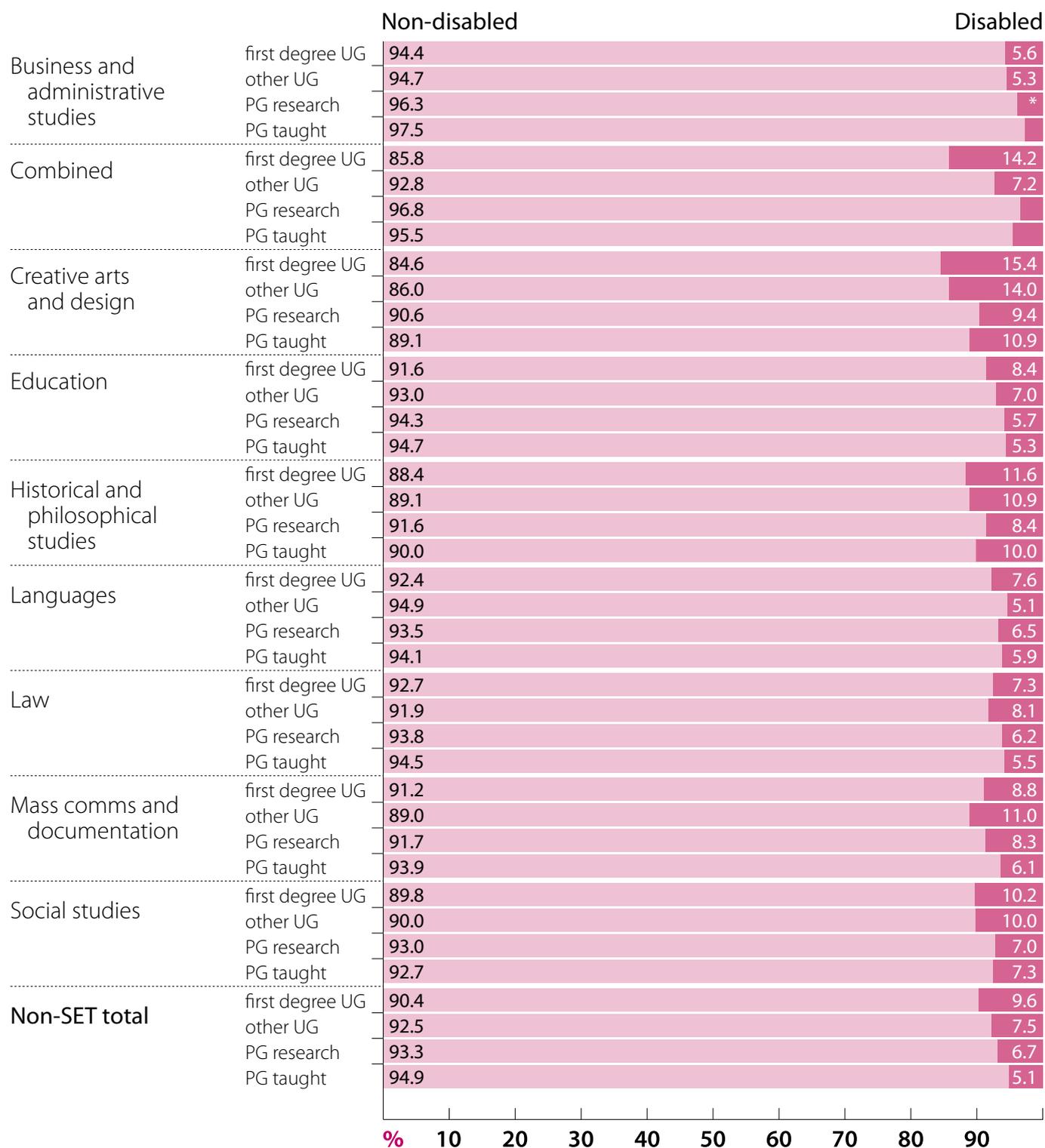
All students in SET subject areas and degree levels by disability status



* 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 disability status



* values less than 5.0 are not displayed

11.3% of first year students studying computer science at the other undergraduate level were disabled, compared with 3.2% at the postgraduate taught level.

12.5% of first year students studying agriculture and related subjects at the first degree undergraduate level were disabled, compared with 3.1% at the postgraduate research level.

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

	First degree undergraduate			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	2905	87.5	415	12.5
Architecture, building, planning	10980	92.3	910	7.7
Biological sciences	49065	91.1	4785	8.9
Computer science	22955	92.0	2005	8.0
Engineering and technology	32605	93.7	2210	6.3
Mathematical sciences	10500	94.1	655	5.9
Medicine and dentistry	9405	94.3	570	5.7
Physical sciences	19940	90.8	2015	9.2
Subjects allied to medicine	42420	92.1	3645	7.9
Veterinary science	900	89.3	110	10.7
SET total	201680	92.1	17320	7.9
Non-SET				
Business, administrative studies	71600	95.5	3410	4.5
Combined	9775	87.0	1455	13.0
Creative arts and design	43790	86.4	6895	13.6
Education	20080	92.3	1665	7.7
Historical, philosophical studies	20745	89.2	2505	10.8
Languages	27765	92.8	2160	7.2
Law	21435	93.5	1480	6.5
Mass communications and documentation	13330	92.1	1140	7.9
Social studies	45555	91.0	4495	9.0
Non-SET total	274075	91.6	25205	8.4
Total	475755	91.8	42525	8.2

Other undergraduate				Postgraduate research				Postgraduate taught			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5720	90.6	595	9.4	280	96.9	10	3.1	1315	94.8	70	5.2
4135	93.1	305	6.9	630	96.3	25	3.7	7125	93.2	515	6.8
6585	91.2	635	8.8	3765	93.5	260	6.5	11090	92.5	895	7.5
5455	88.7	700	11.3	1410	94.6	80	5.4	10005	96.8	325	3.2
10125	94.8	555	5.2	4170	95.5	200	4.5	17830	97.2	520	2.8
1270	91.5	120	8.5	755	95.0	40	5.0	2275	97.0	70	3.0
480	95.3	25	4.7	2635	96.3	100	3.7	6655	96.8	220	3.2
3960	92.4	325	7.6	3560	94.0	230	6.0	5550	93.7	375	6.3
63000	94.1	3965	5.9	2055	94.0	130	6.0	24650	95.1	1270	4.9
5	..	0	..	95	91.7	10	8.3	270	92.5	20	7.5
100730	93.3	7215	6.7	19355	94.7	1080	5.3	86765	95.3	4290	4.7
29855	95.0	1575	5.0	1910	96.4	70	3.6	65655	97.9	1440	2.1
51090	93.3	3645	6.7	35	..	0	..	1545	95.8	70	4.2
8345	87.2	1225	12.8	1090	90.0	120	10.0	10610	90.5	1115	9.5
32465	93.2	2350	6.8	1795	94.6	105	5.4	66055	94.6	3745	5.4
5945	90.0	660	10.0	2285	92.1	195	7.9	5900	90.8	600	9.2
21015	95.4	1010	4.6	1930	93.6	130	6.4	7330	94.6	415	5.4
3590	92.1	310	7.9	730	93.7	50	6.3	12510	95.0	650	5.0
1655	90.2	180	9.8	330	90.3	35	9.7	6280	94.4	370	5.6
17570	90.7	1805	9.3	2920	92.7	230	7.3	24060	93.6	1650	6.4
171530	93.1	12755	6.9	13030	93.3	940	6.7	199945	95.2	10055	4.8
272260	93.2	19970	6.8	32385	94.1	2020	5.9	286715	95.2	14345	4.8

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

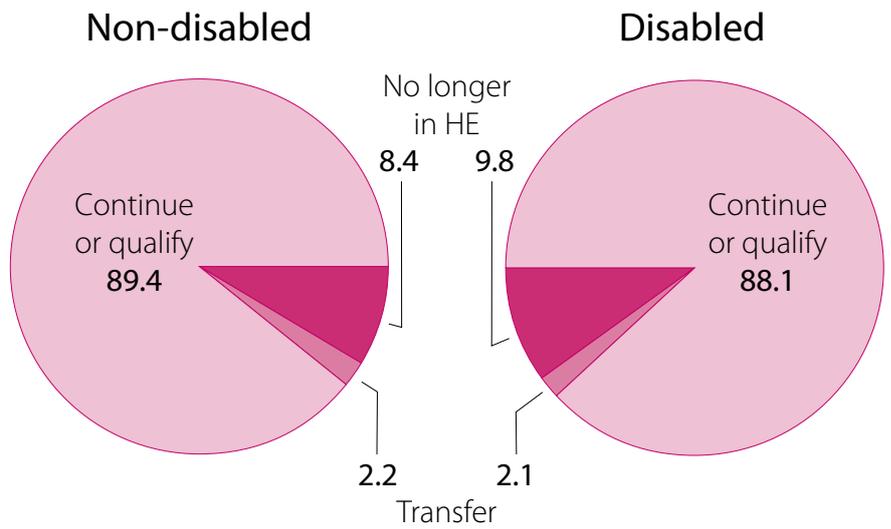
Continuation

In 2009/10, a slightly lower proportion of disabled first degree entrants continued or qualified (88.1%) than non-disabled first degree entrants (89.4%).

3.12 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	302800	89.4	7385	2.2	28510	8.4
Disabled	27500	88.1	670	2.1	3045	9.8

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



Degree attainment

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

The overall disability degree attainment gap was 2.7%.

Disabled students who received DSA were more likely to obtain a first class or upper second class honours degree (62.2%) than those who did not receive DSA (60.7%).

64.4% of qualifiers with a mental health condition obtained a first class or upper second class honours degree.

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A.4c First degree qualifiers by class and disability 2010/11

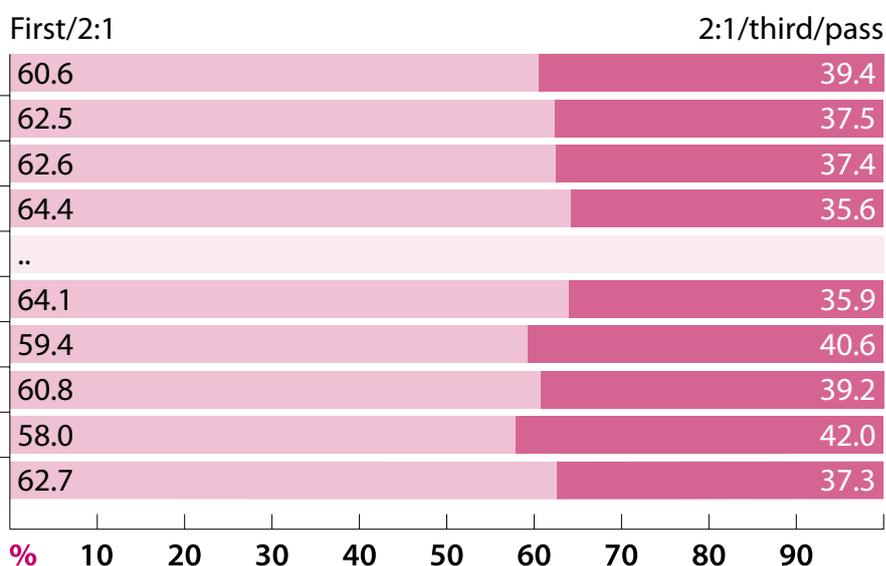
Blind/serious visual impairment
Deaf/serious hearing impairment
Long-standing illness/health condition
Mental health condition
Personal care support
Physical impairment/mobility issues
Social comm/autistic spectrum disorder
Specific learning difficulty
Multiple impairments
Other impairment

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

	First/2:1		2:2/third/pass	
	No.	%	No.	%
Non-disabled	200450	64.1	112160	35.9
Disabled	18865	61.4	11875	38.6
Blind or serious visual impairment	320	60.6	210	39.4
Deaf or serious hearing impairment	580	62.5	350	37.5
Long-standing illness or health condition	2235	62.6	1335	37.4
Mental health condition	1425	64.4	785	35.6
Personal care support	0	..	5	..
Physical impairment or mobility issues	525	64.1	295	35.9
Social communication or autistic spectrum disorder	255	59.4	175	40.6
Specific learning difficulty	10720	60.8	6925	39.2
Two or more impairments	995	58.0	720	42.0
Other impairment	1805	62.7	1075	37.3
Disabled: receives DSA	10000	62.2	6085	37.8
Disabled: does not receive DSA	7550	60.7	4885	39.3

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

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



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

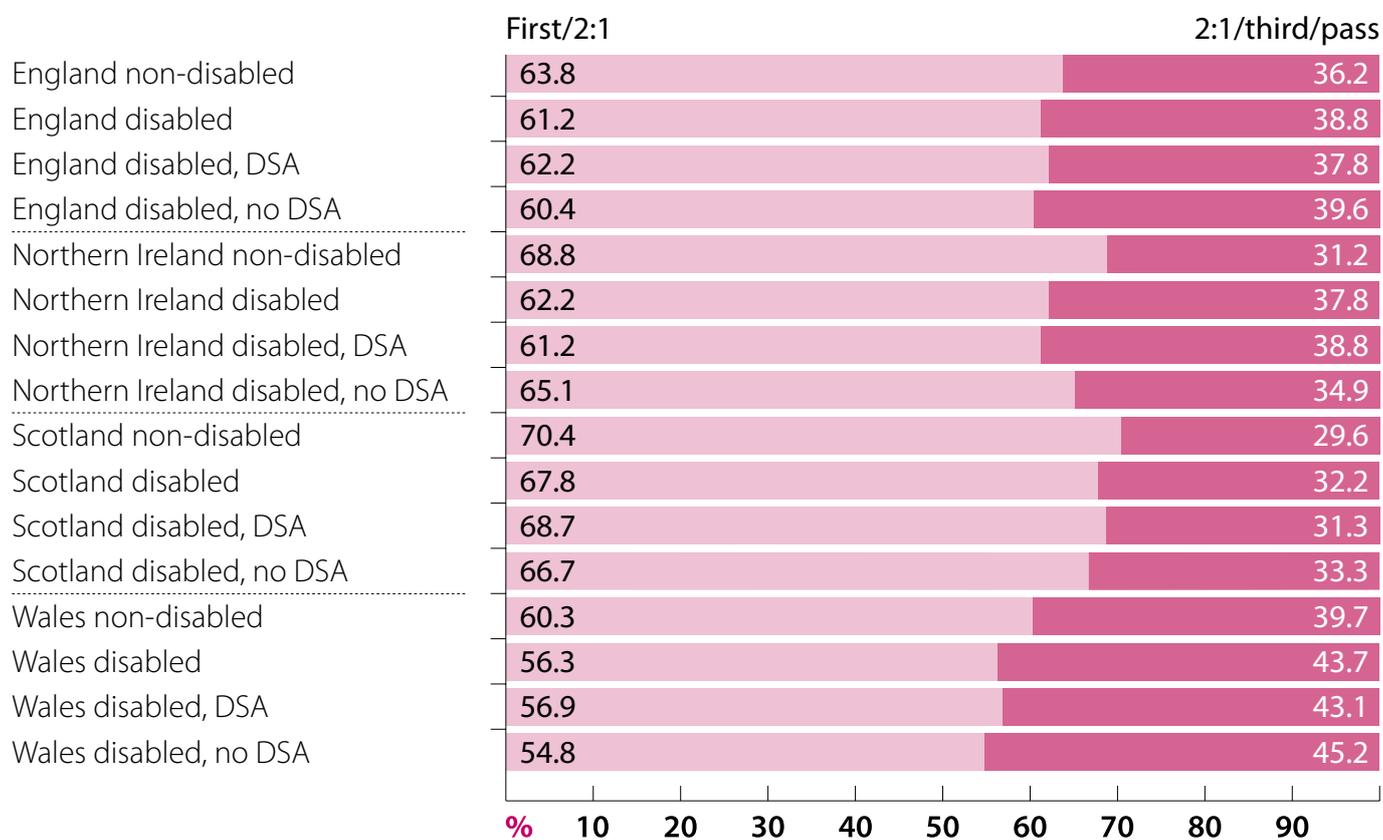
The disability degree attainment gap was highest in Northern Ireland (6.6%) and jointly lowest in England and Scotland (2.6%).

In England, Scotland and Wales disabled students who received DSA were more likely to receive a first class or upper class second honours degree than disabled student who did not receive DSA.

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

	First/2:1		2:2/third/pass	
	No.	%	No.	%
England				
Non-disabled	170045	63.8	96635	36.2
Disabled	16115	61.2	10210	38.8
Disabled: receives DSA	8620	62.2	5245	37.8
Disabled: does not receive DSA	6455	60.4	4225	39.6
Northern Ireland				
Non-disabled	4985	68.8	2255	31.2
Disabled	350	62.2	215	37.8
Disabled: receives DSA	205	61.2	130	38.8
Disabled: does not receive DSA	85	65.1	45	34.9
Scotland				
Non-disabled	14510	70.4	6095	29.6
Disabled	1375	67.8	655	32.2
Disabled: receives DSA	590	68.7	270	31.3
Disabled: does not receive DSA	670	66.7	335	33.3
Wales				
Non-disabled	10910	60.3	7180	39.7
Disabled	1025	56.3	795	43.7
Disabled: receives DSA	585	56.9	440	43.1
Disabled: does not receive DSA	340	54.8	280	45.2

Disabled/non-disabled first degree undergraduate qualifiers by DSA take-up and degree class



With the exception of combined studies, law and medicine and dentistry, in every subject area a higher proportion of non-disabled qualifiers obtained a first class honours degree than disabled qualifiers. This gap was highest in agriculture and related subjects, where 17.4% of non-disabled students obtained a first, compared with 6.8% of disabled qualifiers (a 10.6% difference). However, it should be noted that the actual number of students in this group was small.

In physical sciences, 22.4% of non-disabled qualifiers obtained a first class honours degree, compared with 16.4% of disabled qualifiers (a 6.0% difference).

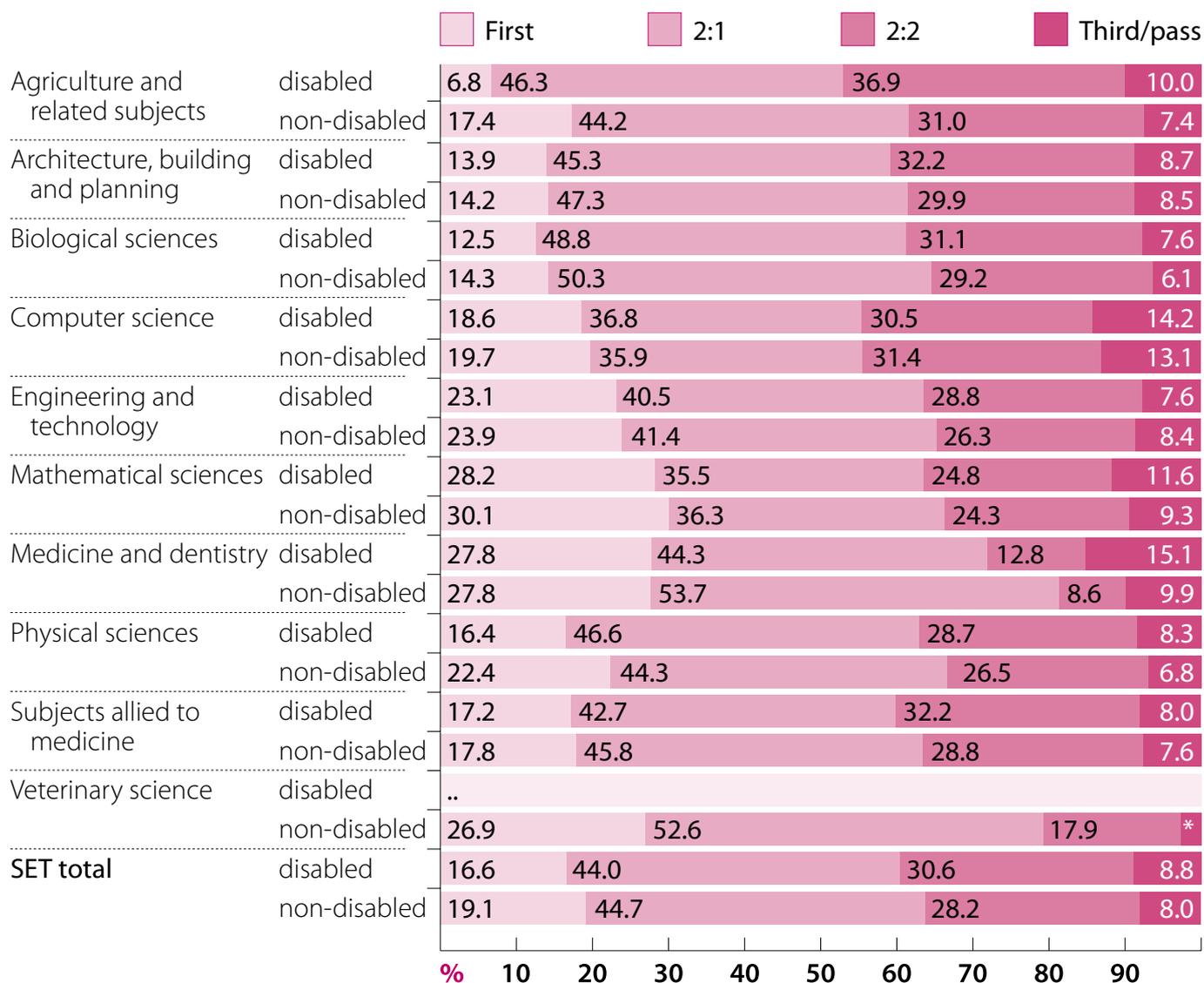
3.15 First degree undergraduate qualifiers by subject area, degree class and disability status

	First			
	Non-disabled		Disabled	
	No.	%	No.	%
SET				
Agriculture and related subjects	360	17.4	20	6.8
Architecture, building, planning	1315	14.2	130	13.9
Biological sciences	4310	14.3	365	12.5
Computer science	2470	19.7	215	18.6
Engineering and technology	4770	23.9	335	23.1
Mathematical sciences	1935	30.1	95	28.2
Medicine and dentistry	405	27.8	25	27.8
Physical sciences	2905	22.4	240	16.4
Subjects allied to medicine	4840	17.8	450	17.2
Veterinary science	20	26.9	0	..
SET total	23340	19.1	1875	16.6
Non-SET				
Business, administrative studies	6305	12.5	335	12.1
Combined	140	10.3	15	12.2
Creative arts and design	5310	16.6	830	13.4
Education	1810	12.5	140	10.9
Historical, philosophical studies	2330	15.4	255	14.0
Languages	3260	15.9	220	13.7
Law	1230	8.0	100	9.2
Mass communications and documentation	1075	10.9	90	9.2
Social studies	4190	13.3	370	10.4
Non-SET total	25645	13.5	2355	12.1
Total	48985	15.7	4230	13.8

2:1				2:2				Third/pass			
Non-disabled		Disabled		Non-disabled		Disabled		Non-disabled		Disabled	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
920	44.2	140	46.3	645	31.0	110	36.9	155	7.4	30	10.0
4375	47.3	430	45.3	2765	29.9	305	32.2	790	8.5	85	8.7
15150	50.3	1430	48.8	8795	29.2	910	31.1	1845	6.1	225	7.6
4505	35.9	420	36.8	3945	31.4	350	30.5	1640	13.1	165	14.2
8245	41.4	590	40.5	5245	26.3	420	28.8	1680	8.4	110	7.6
2335	36.3	120	35.5	1565	24.3	85	24.8	600	9.3	40	11.6
785	53.7	40	44.3	125	8.6	10	12.8	145	9.9	15	15.1
5740	44.3	680	46.6	3445	26.5	420	28.7	885	6.8	120	8.3
12445	45.8	1125	42.7	7820	28.8	845	32.2	2070	7.6	210	8.0
40	52.6	10	..	15	17.9	5	..	0	2.6	0	..
54545	44.7	4980	44.0	34360	28.2	3460	30.6	9805	8.0	990	8.8
21745	43.2	1310	47.5	17440	34.6	890	32.3	4865	9.7	220	8.0
575	43.1	55	39.6	410	30.5	40	30.2	215	16.1	25	18.0
16005	50.0	2935	47.4	8600	26.9	1945	31.4	2095	6.5	480	7.7
6920	47.7	590	45.3	4775	32.9	475	36.3	1000	6.9	100	7.6
9425	62.5	1070	58.3	2940	19.5	450	24.5	395	2.6	60	3.2
12460	60.7	915	57.5	4140	20.2	415	26.0	670	3.3	45	2.7
7950	51.9	525	47.4	5140	33.5	375	33.8	1005	6.6	105	9.7
5345	54.5	485	50.6	2940	30.0	320	33.6	455	4.6	65	6.5
16495	52.2	1770	49.8	8940	28.3	1150	32.3	1955	6.2	270	7.6
96920	50.9	9655	49.7	55330	29.0	6055	31.2	12660	6.6	1365	7.0
151465	48.5	14630	47.6	89695	28.7	9520	31.0	22465	7.2	2355	7.7

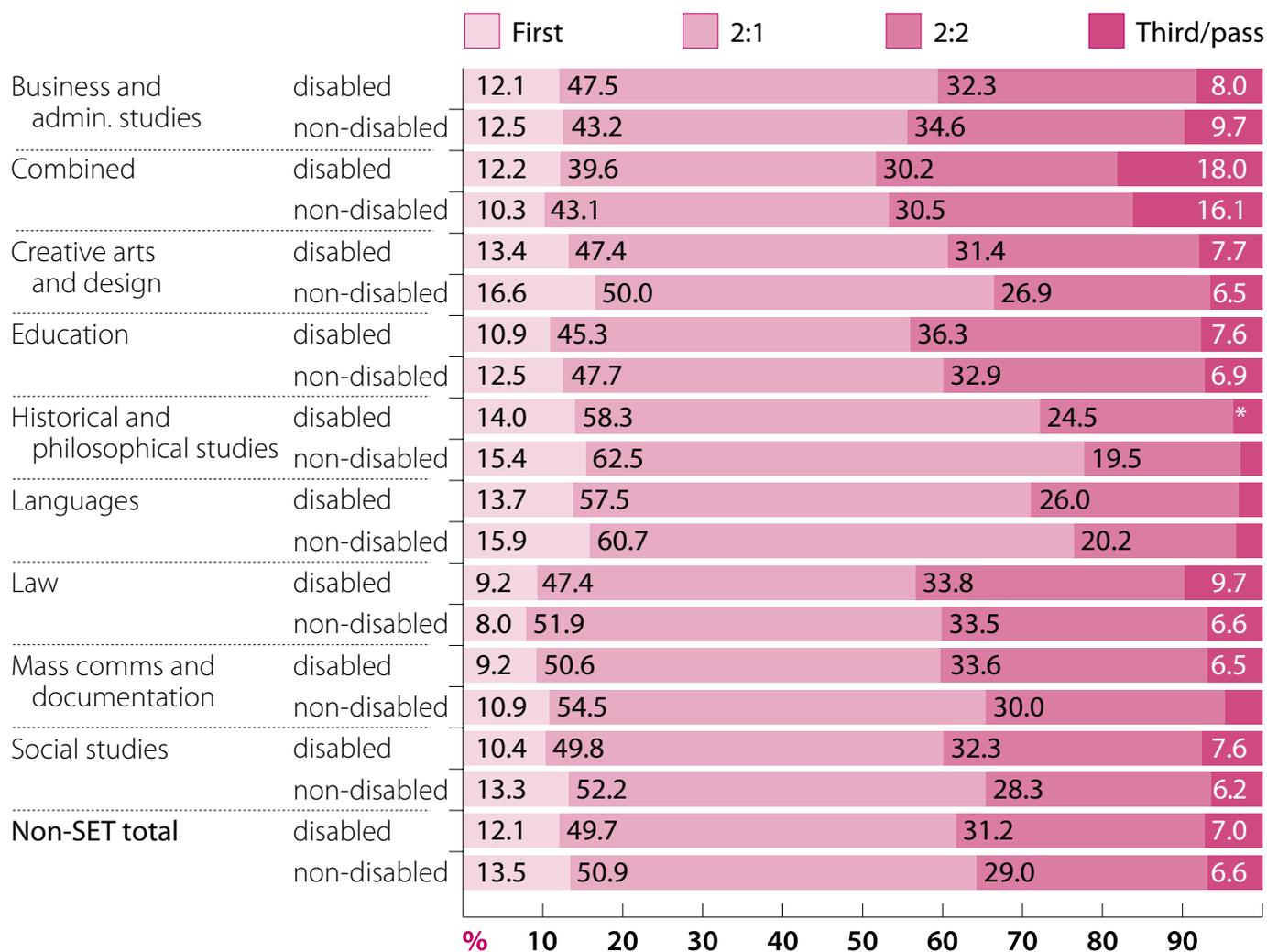
.. percentages based on totals of 52 or less are not shown

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



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

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



* values less than 5.0 are not displayed

Destination of leavers

A lower proportion of disabled DLHE leavers were in full-time paid work (44.5%) than non-disabled DLHE leavers (52.1%).

15.1% of DLHE disabled leavers were in further study, compared with 13.5% of non-disabled leavers.

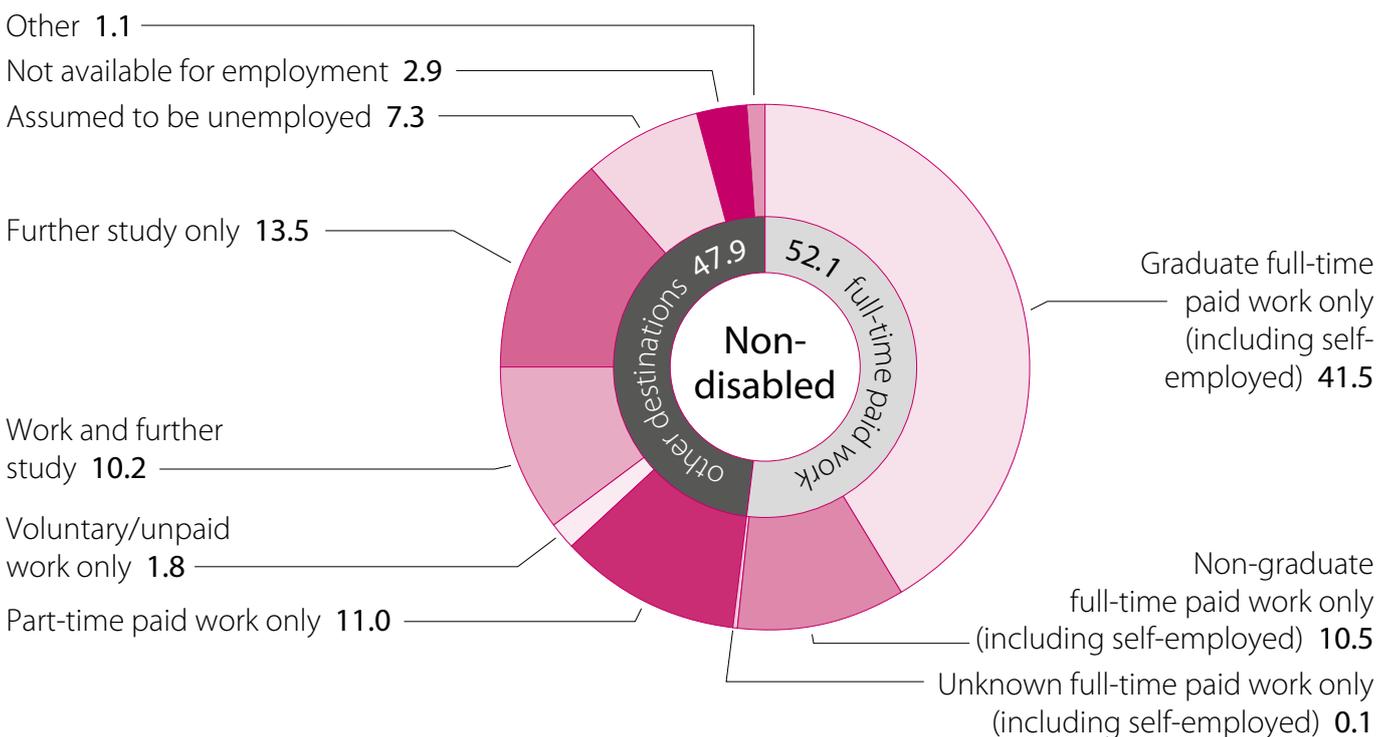
Leavers who had disclosed a social communication or autistic spectrum disorder were the group most likely to be in further study (26.5%). They were also the group most likely to be assumed to be unemployed (22.9%).

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B.1b DLHE leavers by activity and disability 2010/11

3.16 DLHE leavers by leaving destination and disability status

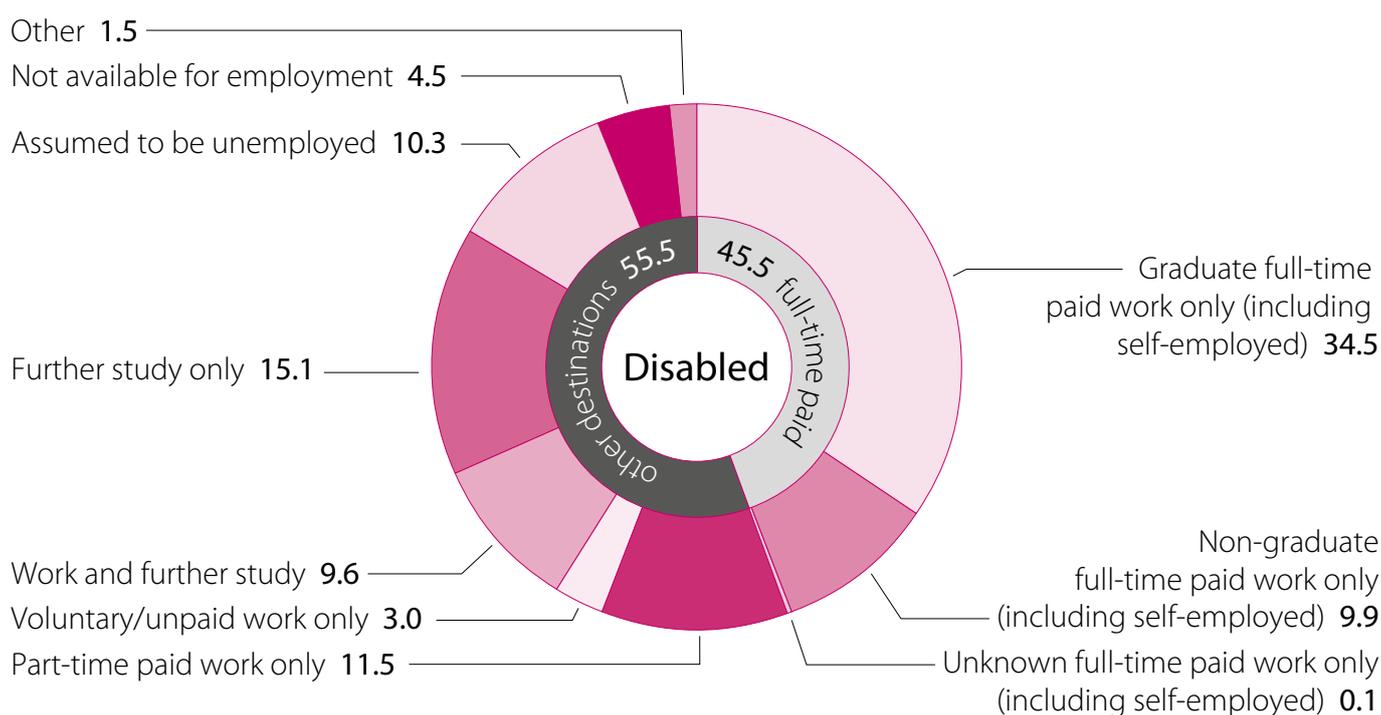
	Non-disabled		Disabled	
	No.	%	No.	%
Full-time paid work only (including self-employed) total	187910	52.1	16100	44.5
Graduate full-time paid work only	149580	41.5	12475	34.5
Non-graduate full-time paid work	37910	10.5	3595	9.9
Unknown full-time paid work only	420	0.1	30	0.1
Part-time paid work only	39605	11.0	4150	11.5
Voluntary/unpaid work only	6655	1.8	1075	3.0
Work and further study	36595	10.2	3475	9.6
Further study only	48840	13.5	5445	15.1
Assumed to be unemployed	26465	7.3	3730	10.3
Not available for employment	10450	2.9	1645	4.5
Other	3960	1.1	555	1.5

Disabled/non-disabled DLHE leavers by leaving destination



Blind/ serious visual impairment	Deaf/serious hearing impairment	Physical impairment/ mobility issues	Personal care support	Mental health condition	Long-standing illness/health condition	Social comm./ autistic spectrum disorder	Specific learning difficulty	Two or more impairments	Another impairment/ medical cond.
%	%	%	%	%	%	%	%	%	%
37.3	44.6	30.3	..	34.0	46.3	21.9	49.0	28.3	42.2
29.7	36.2	25.2	..	22.9	37.4	14.8	37.9	21.1	33.3
7.5	8.4	5.1	..	11.0	8.9	7.1	11.1	7.2	8.7
0.2	0.1	0.1	..	0.0	0.0	0.0	0.1	0.1	0.1
10.1	11.8	11.3	..	12.5	12.5	10.1	11.5	10.2	10.4
4.4	2.9	6.6	..	3.5	2.7	5.5	2.6	4.0	2.6
9.3	11.1	9.3	..	10.4	9.2	7.3	9.3	11.8	10.1
16.7	13.1	17.2	..	19.0	13.5	26.5	14.1	18.7	15.9
13.9	10.1	13.3	..	12.7	9.8	22.9	9.1	12.0	11.7
5.9	4.9	8.7	..	5.9	4.3	2.8	3.2	12.3	5.4
2.4	1.5	3.2	..	2.1	1.6	3.0	1.1	2.7	1.7

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



- = Across all four countries, the proportion of students aged 21 and under was considerably lower among first year students than for students overall. This was most stark in Northern Ireland, where the proportion of first year students aged 21 and under (42.7%) was 13.2% less than the proportion of all students (55.9%).
- = In the last eight 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 rise was most prominent in the 21 and under age group, increasing from 45.4% in 2003/04 to 49.3% in 2010/11 (a 3.9% increase).
- = Combined studies (45.9%) and education (33.9%) had the highest proportions of students aged 36 and over, while veterinary science (2.8%) and mass communication and documentation (4.8%) had the lowest.
- = Postgraduate research students studying SET subjects had a younger age profile than those studying non-SET subjects. 48.3% of postgraduate research students in SET subjects were aged 25 and under, compared with 24.7% of those in non-SET subjects. Physical sciences had the highest proportion of postgraduate research students aged 25 and under (66.3%), while education had the lowest (8.9%).
- = A higher proportion of first year students studying SET subjects at other undergraduate level were 36 and over (39.5%) than the proportion of all students studying SET subjects at this level (35.3%).
- = This was most pronounced among students studying subjects allied to medicine at other undergraduate degree level, where 49.1% of first year students were 36 and over, compared with 42.1% of all students (a 7.0% difference).
- = A lower proportion of first degree entrants aged 22–25 continued or qualified in 2009/10 than any other age group (84.0%).
- = The proportion of qualifiers obtaining a first class honours degree increased with age: 12.9% of qualifiers aged 21 and under compared with 19.7% of those aged 36 and over.

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 commencement date of their studies. The age of qualifiers and leavers is calculated at 31 July 2011.

49.3% of all students were aged 21 and under. Northern Ireland had the highest proportion of students aged 21 and under (55.9%) while England had the lowest (48.5%).

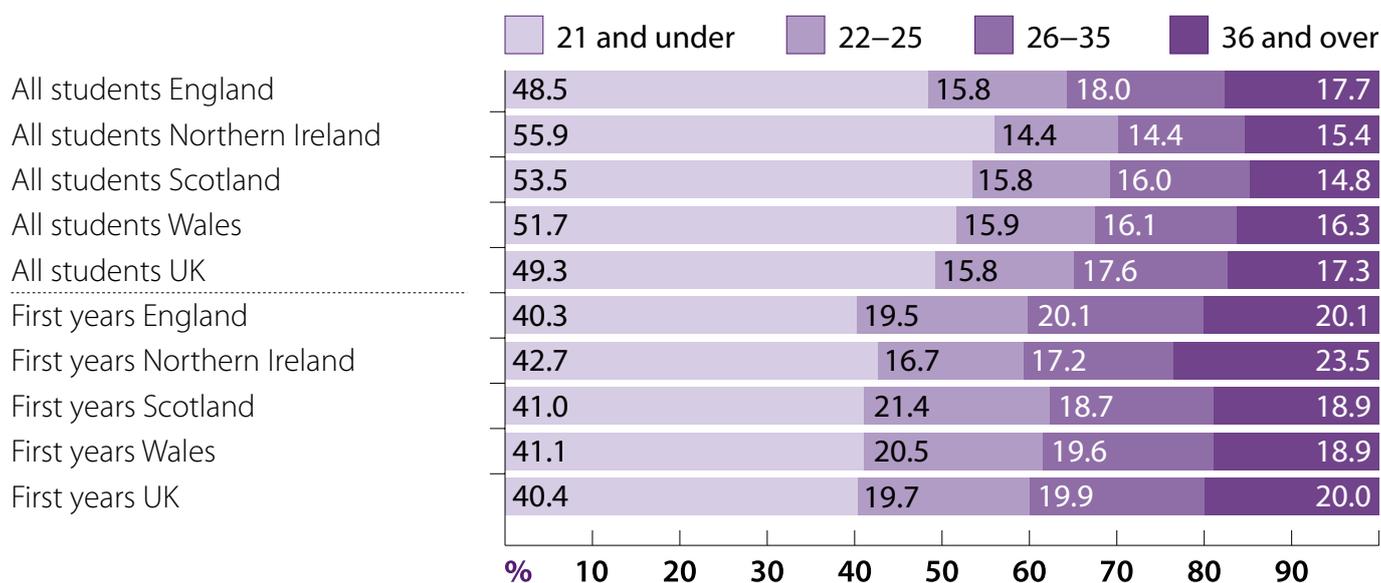
Across all four countries, the proportion of students aged 21 and under was considerably lower among first year students than for students overall. This was most stark in Northern Ireland, where the proportion of first year students aged 21 and under (42.7%) was 13.2% less than the proportion of all students (55.9%).

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

	21 and under	
	No.	%
All students		
England	1017335	48.5
Northern Ireland	29040	55.9
Scotland	118235	53.5
Wales	67635	51.7
UK total	1232240	49.3
First years		
England	388490	40.3
Northern Ireland	9315	42.7
Scotland	37935	41.0
Wales	27215	41.1
UK first years total	462960	40.4

22–25		26–35		36 and over		Unknown age	
No.	%	No.	%	No.	%	No.	%
331145	15.8	376520	18.0	371105	17.7	1115	0.1
7480	14.4	7475	14.4	8000	15.4	5	0.0
34865	15.8	35275	16.0	32655	14.8	45	0.0
20870	15.9	21125	16.1	21305	16.3	70	0.1
394365	15.8	440390	17.6	433065	17.3	1235	0.0
188220	19.5	194015	20.1	193725	20.1	865	0.1
3645	16.7	3755	17.2	5125	23.5	5	0.0
19755	21.4	17275	18.7	17450	18.9	40	0.0
13585	20.5	12960	19.6	12530	18.9	60	0.1
225205	19.7	228010	19.9	228830	20.0	965	0.1

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



In the last eight 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 rise was most prominent in the 21 and under age group, increasing from 45.4% in 2003/04 to 49.3% in 2010/11 (a 3.9% increase).

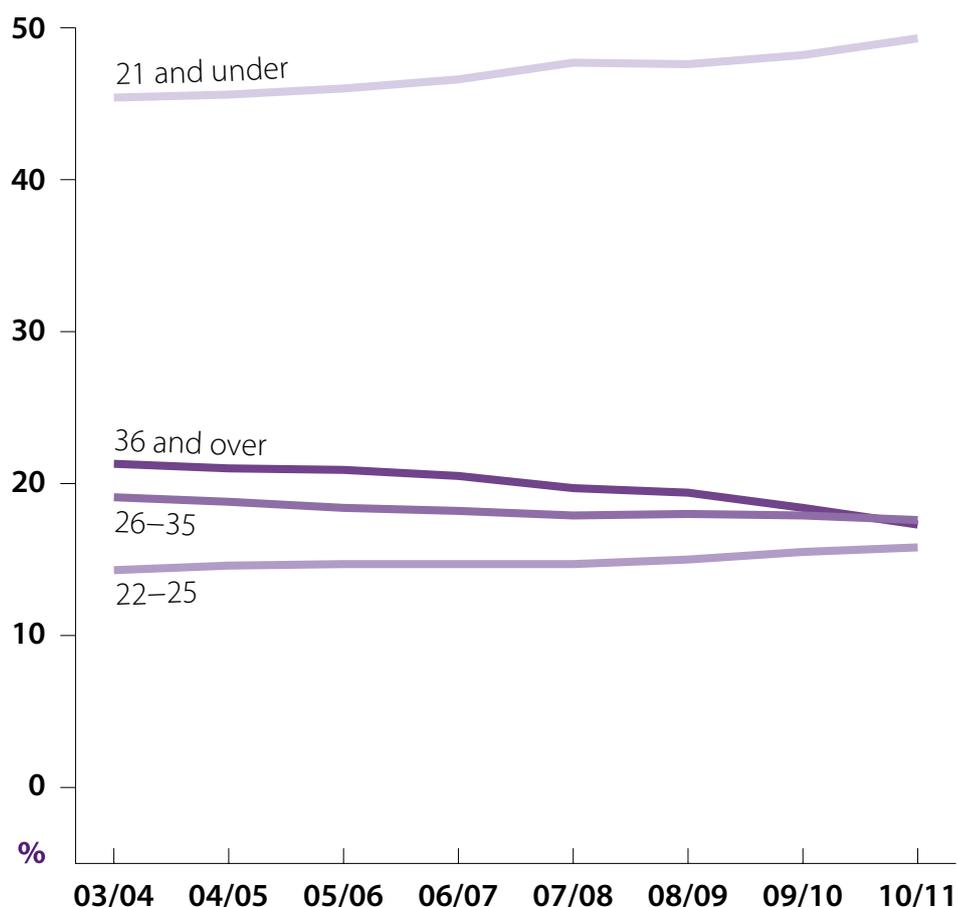
In the same time period the proportion of students aged 36 and over has decreased from 21.3% to 17.3% (a 4.0% decrease); the proportion of students aged 26–35 has also seen a decline from 19.1% to 17.6% (a 1.5% decrease).

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

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

All students over time by age group



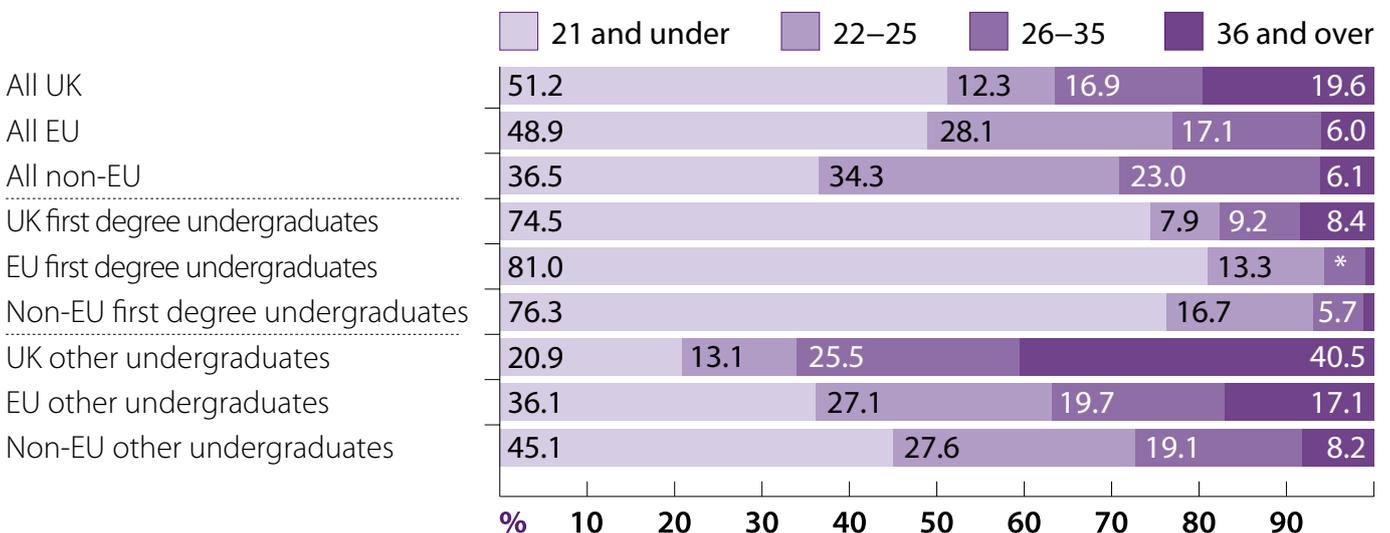
With the exception of students at postgraduate research level, at every degree level a higher proportion of EU and non-EU domiciles were in the 21 and under and 22 to 25 age groups than UK-domiciled students.

For example, 60.6% of non-EU and 59.9% of EU postgraduate taught students were aged 25 and under, more than double the proportion of UK-domiciled students studying at this level (29.8%).

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

	21 and under		
	No.	%*	%^
All levels			
UK	1059785	86.0	51.2
EU	63555	5.2	48.9
Non-EU	108900	8.8	36.5
First degree undergraduate			
UK	952880	86.9	74.5
EU	56540	5.2	81.0
Non-EU	87535	8.0	76.3
Other undergraduate			
UK	87155	87.4	20.9
EU	3805	3.8	36.1
Non-EU	8805	8.8	45.1
Postgraduate research			
UK	2495	79.5	4.1
EU	245	7.7	1.8
Non-EU	400	12.8	1.4
Postgraduate taught			
UK	17260	53.3	5.5
EU	2965	9.2	8.2
Non-EU	12160	37.6	9.0

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



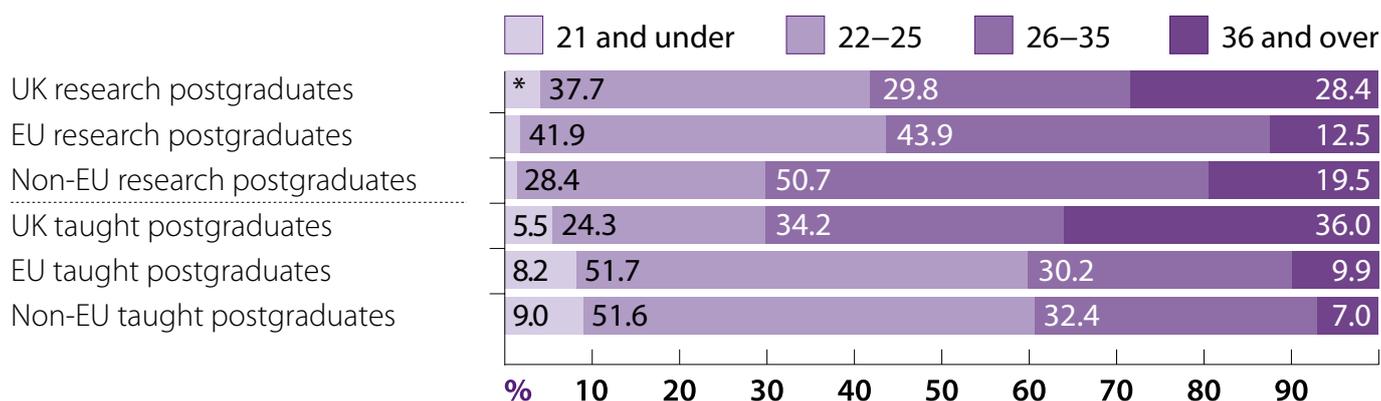
* values less than 5.0 are not displayed

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
255470	64.8	12.3	349520	79.4	16.9	407115	94.0	19.6
36545	9.3	28.1	22190	5.0	17.1	7810	1.8	6.0
102350	26.0	34.3	68680	15.6	23.0	18145	4.2	6.1
101440	78.1	7.9	117500	92.3	9.2	107785	98.1	8.4
9290	7.2	13.3	3210	2.5	4.6	725	0.7	1.0
19170	14.8	16.7	6570	5.2	5.7	1395	1.3	1.2
54890	86.9	13.1	106440	94.8	25.5	169115	98.0	40.5
2850	4.5	27.1	2080	1.9	19.7	1805	1.0	17.1
5390	8.5	27.6	3725	3.3	19.1	1610	0.9	8.2
23055	62.3	37.7	18190	46.7	29.8	17340	70.1	28.4
5660	15.3	41.9	5940	15.3	43.9	1685	6.8	12.5
8305	22.4	28.4	14810	38.0	50.7	5715	23.1	19.5
76085	46.3	24.3	107395	66.3	34.2	112870	89.7	36.0
18740	11.4	51.7	10965	6.8	30.2	3590	2.9	9.9
69485	42.3	51.6	43575	26.9	32.4	9425	7.5	7.0

* 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

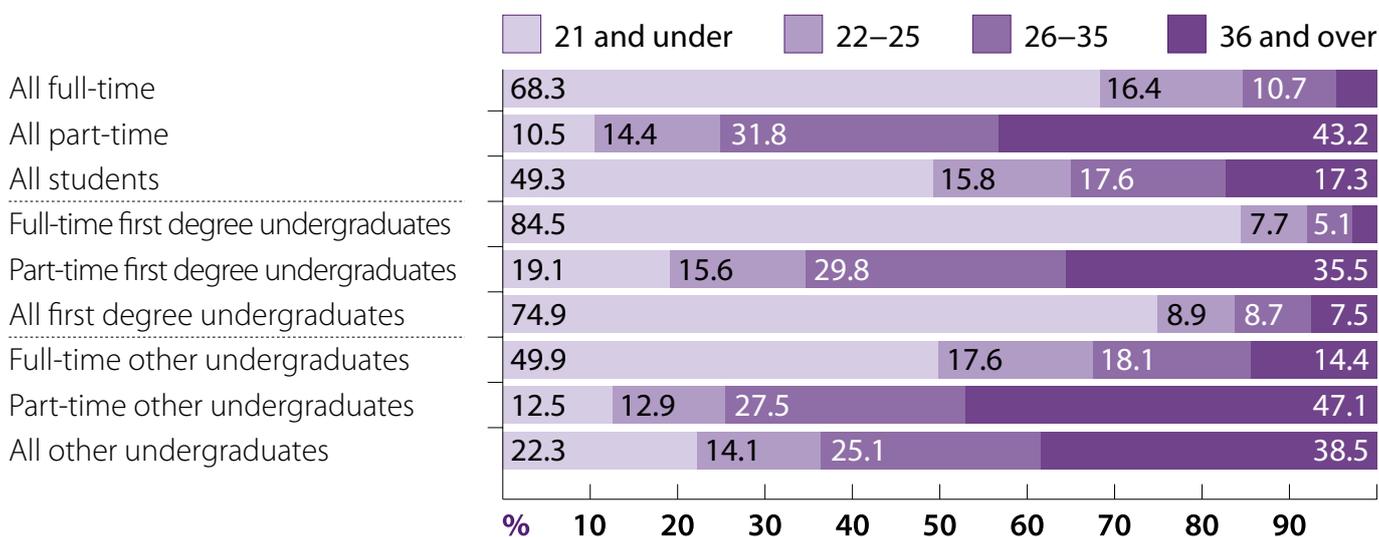
Across all degree levels, much higher proportions of students aged 26–35 and 36 and over studied part-time than students in the younger age groups. This was most pronounced at the postgraduate taught level, where 86.3% of students aged 36 and over studied on a part-time basis compared with 13.8% of students aged 21 and under.

84.5% of full-time first degree undergraduates were aged 21 and under, as were 49.9% of full-time other undergraduates.

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

	21 and under		
	No.	%*	%^
All levels			
Full-time	1145445	93.0	68.3
Part-time	86800	7.0	10.5
All students	1232240	100	49.3
First degree undergraduate			
Full-time	1056130	96.3	84.5
Part-time	40825	3.7	19.1
All first degree undergraduates	1096955	100	74.9
Other undergraduate			
Full-time	58435	58.6	49.9
Part-time	41330	41.4	12.5
All other undergraduates	99760	100	22.3
Postgraduate research			
Full-time	2970	94.6	4.0
Part-time	170	5.4	0.6
All research postgraduates	3135	100	3.0
Postgraduate taught			
Full-time	27915	86.2	11.9
Part-time	4475	13.8	1.8
All taught postgraduates	32390	100	6.7

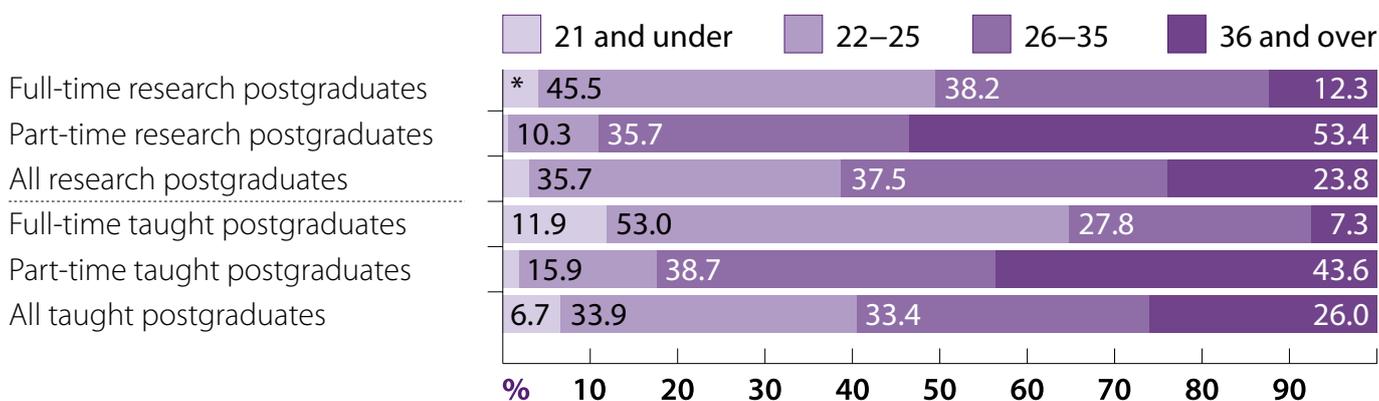
All full-time/part-time all/undergraduate students by degree level and age group



22–25			26–35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
275775	69.9	16.4	178700	40.6	10.7	77370	17.9	4.6	50	4.2	0.0
118590	30.1	14.4	261695	59.4	31.8	355690	82.1	43.2	1185	95.8	0.1
394365	100	15.8	440390	100	17.6	433065	100	17.3	1235	100	0.0
96475	74.3	7.7	63530	49.9	5.1	34115	31.0	2.7	10	23.7	0.0
33430	25.7	15.6	63750	50.1	29.8	75790	69.0	35.5	30	76.3	0.0
129905	100	8.9	127280	100	8.7	109910	100	7.5	40	100	0.0
20645	32.7	17.6	21175	18.9	18.1	16805	9.7	14.4	15	1.8	0.0
42485	67.3	12.9	91065	81.1	27.5	155730	90.3	47.1	810	98.2	0.2
63130	100	14.1	112245	100	25.1	172535	100	38.5	825	100	0.2
34030	91.9	45.5	28560	73.4	38.2	9215	37.2	12.3	5	26.9	0.0
2990	8.1	10.3	10375	26.6	35.7	15525	62.8	53.4	20	73.1	0.1
37020	100	35.7	38935	100	37.5	24740	100	23.8	25	100	0.0
124630	75.8	53.0	65435	40.4	27.8	17235	13.7	7.3	20	6.1	0.0
39680	24.2	15.9	96500	59.6	38.7	108645	86.3	43.6	325	93.9	0.1
164310	100	33.9	161935	100	33.4	125885	100	26.0	345	100	0.1

* compare vertically within degree levels ^ compare horizontally

All full-time/part-time postgraduate students by degree level and age group



* values less than 5.0 are not displayed

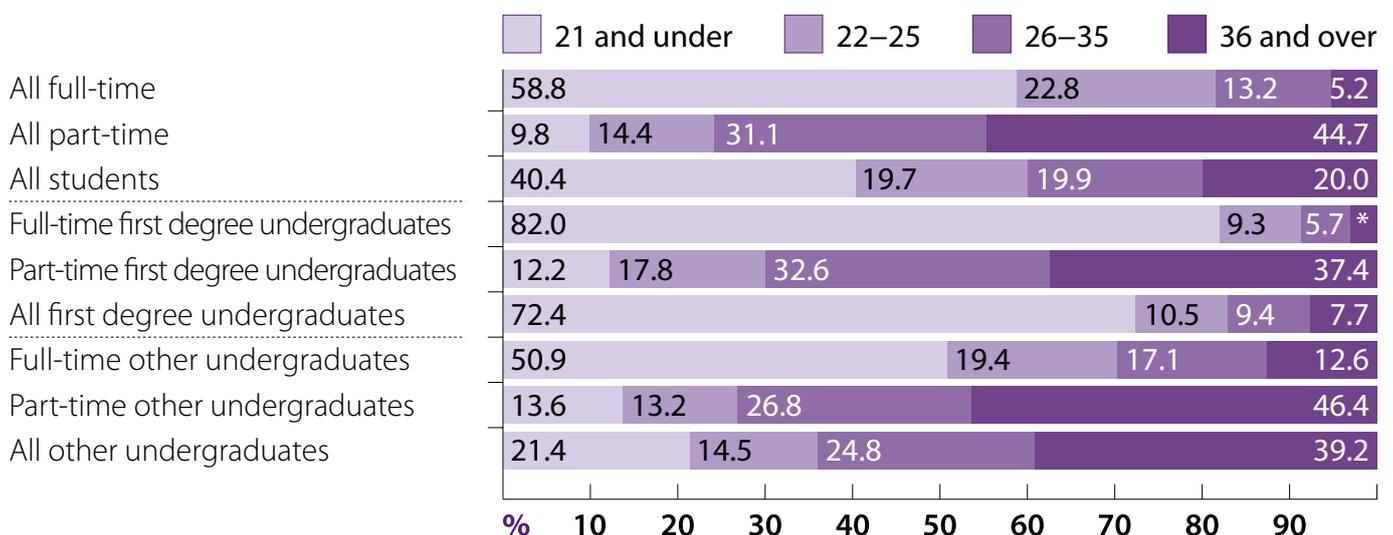
Higher proportions of first year students studying at the postgraduate research level and postgraduate taught students were aged 22–25 (38.9% and 38.3%, respectively) than the proportion of all students studying at these levels (35.7% and 33.9%; see figure 4.4).

The percentage of students aged 21 and under in the first degree undergraduate and other undergraduate levels was lower among first year students (72.4% and 21.4%, respectively) than for students overall (74.9% and 22.3%; see figure 4.4).

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

	21 and under		
	No.	%*	%^
All levels			
Full-time	421000	90.9	58.8
Part-time	41955	9.1	9.8
All students	462960	100	40.4
First degree undergraduate			
Full-time	366820	97.7	82.0
Part-time	8595	2.3	12.2
All first degree undergraduates	375415	100	72.4
Other undergraduate			
Full-time	31250	50.0	50.9
Part-time	31275	50.0	13.6
All other undergraduates	62530	100	21.4
Postgraduate research			
Full-time	1180	96.6	4.3
Part-time	40	3.4	0.6
All research postgraduates	1220	100	3.6
Postgraduate taught			
Full-time	21750	91.4	12.1
Part-time	2045	8.6	1.7
All taught postgraduates	23790	100	7.9

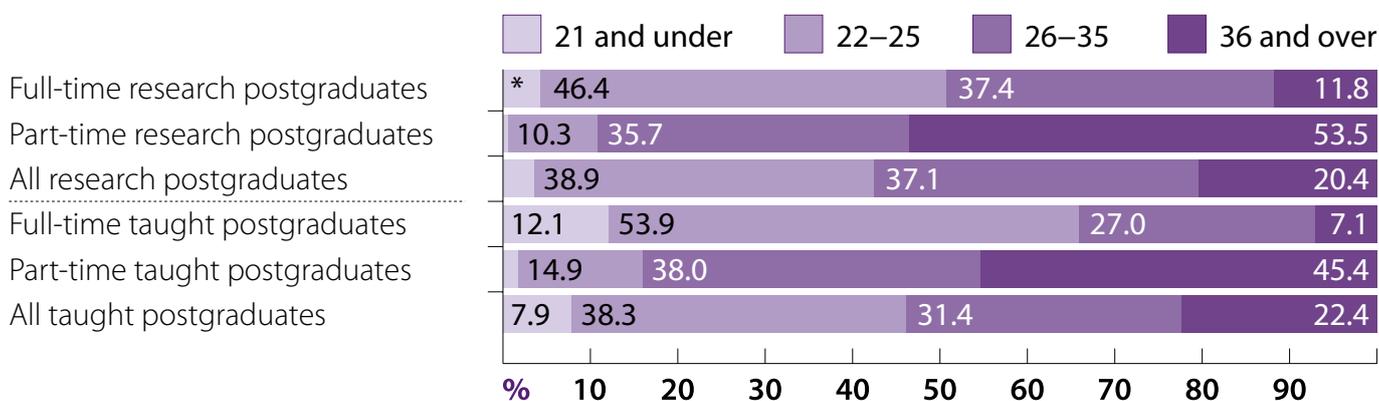
First year full-time/part-time all/undergraduate students by degree level and age group



22–25			26–35			36 and over			Unknown age		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
163485	72.6	22.8	94865	41.6	13.2	37165	16.2	5.2	35	3.7	0.0
61720	27.4	14.4	133145	58.4	31.1	191665	83.8	44.7	930	96.3	0.2
225205	100	19.7	228010	100	19.9	228830	100	20.0	965	100	0.1
41805	76.8	9.3	25490	52.5	5.7	13480	33.8	3.0	5	26.1	0.0
12615	23.2	17.8	23025	47.5	32.6	26430	66.2	37.4	15	73.9	0.0
54420	100	10.5	48510	100	9.4	39910	100	7.7	25	100	0.0
11895	28.1	19.4	10510	14.5	17.1	7750	6.8	12.6	10	1.7	0.0
30415	71.9	13.2	61755	85.5	26.8	106670	93.2	46.4	685	98.3	0.3
42315	100	14.5	72270	100	24.8	114425	100	39.2	700	100	0.2
12655	94.5	46.4	10205	80.0	37.4	3220	45.8	11.8	0	16.7	0.0
735	5.5	10.3	2545	20.0	35.7	3815	54.2	53.5	10	83.3	0.1
13390	100	38.9	12750	100	37.1	7030	100	20.4	10	100	0.0
97130	84.4	53.9	48660	51.5	27.0	12720	18.9	7.1	15	6.9	0.0
17955	15.6	14.9	45820	48.5	38.0	54745	81.1	45.4	215	93.1	0.2
115085	100	38.3	94480	100	31.4	67465	100	22.4	235	100	0.1

* compare vertically within degree levels ^ compare horizontally

First year full-time/part-time postgraduate students by degree level and age group



* values less than 5.0 are not displayed

Subjects

63.3% of students aged 36 and over studied non-SET subjects, compared with 56.9% of students aged 26–35.

71.4% of students studying creative arts and design were aged 21 and under, compared with 16.5% of students studying combined studies.

Combined studies (45.9%) and education (33.9%) had the highest proportions of students aged 36 and over, while veterinary science (2.8%) and mass communication and documentation (4.8%) had the lowest.

4.6 All students by subject area and age group

	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	10505	0.9	51.0
Architecture, building, planning	32000	2.6	51.0
Biological sciences	121610	9.9	64.0
Computer science	54140	4.4	54.7
Engineering and technology	88420	7.2	55.0
Mathematical sciences	27890	2.3	67.8
Medicine and dentistry	38580	3.1	57.7
Physical sciences	58395	4.7	62.4
Subjects allied to medicine	89420	7.3	29.8
Veterinary science	3665	0.3	66.2
SET total	524620	42.6	50.4
Non-SET			
Business, administrative studies	174905	14.2	48.8
Combined	17480	1.4	16.5
Creative arts and design	126225	10.2	71.4
Education	50935	4.1	22.8
Historical and philosophical studies	53635	4.4	55.4
Languages	83240	6.8	61.8
Law	54485	4.4	58.6
Mass communications and documentation	37345	3.0	69.6
Social studies	109370	8.9	50.1
Non-SET total	707620	57.4	48.5

22-25			26-35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
3050	0.8	14.8	3710	0.8	18.0	3325	0.8	16.1
13640	3.5	21.7	11350	2.6	18.1	5780	1.3	9.2
24070	6.1	12.7	25315	5.7	13.3	19030	4.4	10.0
18620	4.7	18.8	17310	3.9	17.5	8950	2.1	9.0
33535	8.5	20.8	26040	5.9	16.2	12885	3.0	8.0
4345	1.1	10.6	4410	1.0	10.7	4460	1.0	10.8
10135	2.6	15.2	13220	3.0	19.8	4900	1.1	7.3
14700	3.7	15.7	12035	2.7	12.9	8445	1.9	9.0
43340	11.0	14.5	75780	17.2	25.3	91155	21.0	30.4
955	0.2	17.2	760	0.2	13.7	155	0.0	2.8
166380	42.2	16.0	189935	43.1	18.3	159085	36.7	15.3
73575	18.7	20.5	65065	14.8	18.2	44650	10.3	12.5
11615	2.9	11.0	28045	6.4	26.5	48540	11.2	45.9
21540	5.5	12.2	15540	3.5	8.8	13360	3.1	7.6
39075	9.9	17.5	57645	13.1	25.8	75800	17.5	33.9
9945	2.5	10.3	11010	2.5	11.4	22145	5.1	22.9
17215	4.4	12.8	15510	3.5	11.5	18630	4.3	13.8
14985	3.8	16.1	14045	3.2	15.1	9435	2.2	10.1
8690	2.2	16.2	5060	1.1	9.4	2580	0.6	4.8
31345	7.9	14.4	38530	8.7	17.7	38845	9.0	17.8
227985	57.8	15.6	250455	56.9	17.2	273980	63.3	18.8

* compare vertically ^ compare horizontally

Across all age groups, the proportion of students studying non-SET subjects was higher among first year students than the proportion of students overall. This was most pronounced in the 22–25 age group, where 63.6% of first year students studied non-SET subjects compared with 57.8% of students overall in this age group (see figure 4.6).

21.1% of first year students aged 22–25 studied business and administrative studies, compared with 18.7% of all students aged 22–25 (a 2.4% difference; see figure 4.6).

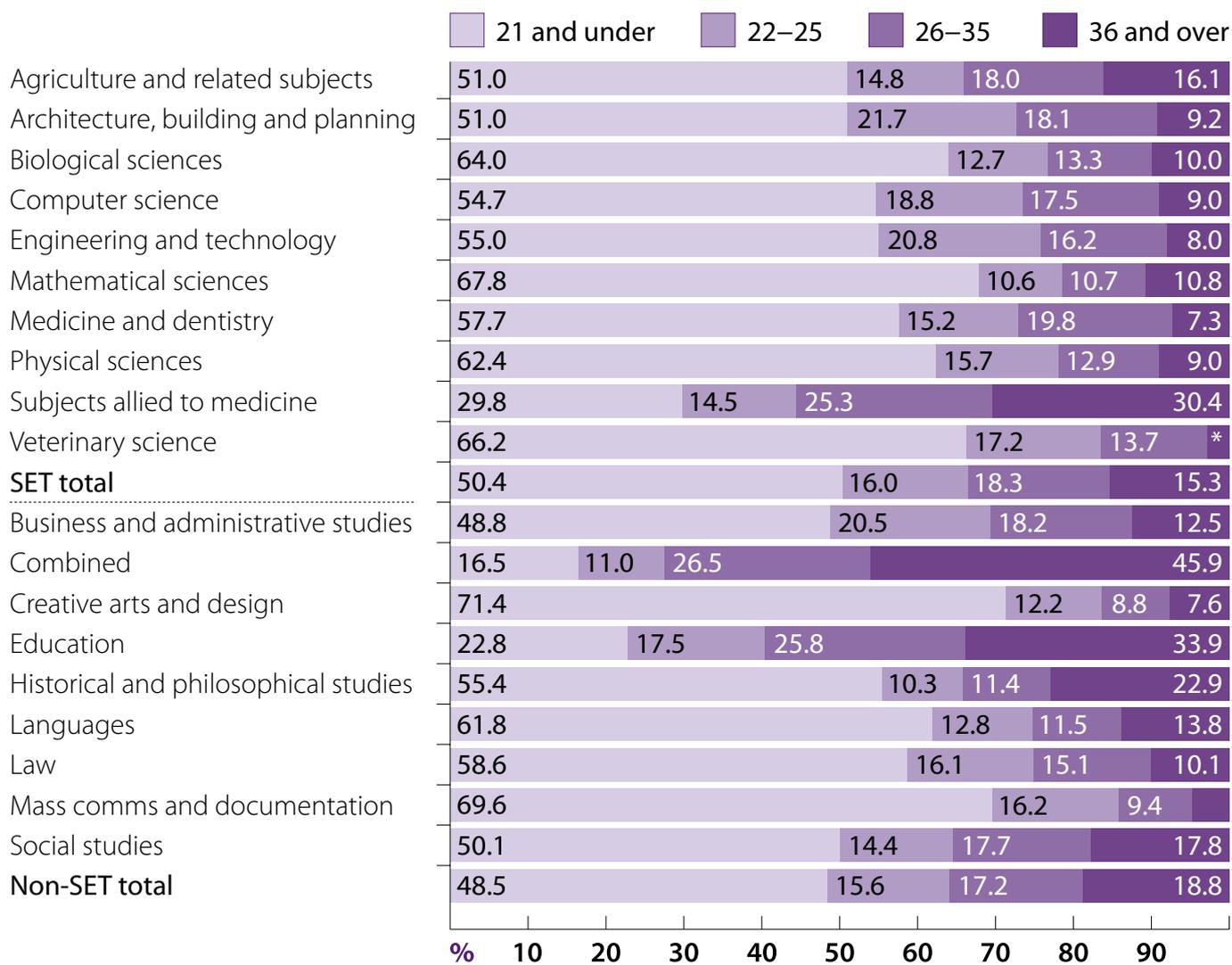
4.7 First year students by subject area and age group

	21 and under		
	No.	%*	%^
SET			
Agriculture and related subjects	4585	1.0	41.3
Architecture, building, planning	10245	2.2	41.6
Biological sciences	46130	10.0	59.9
Computer science	21005	4.5	48.9
Engineering and technology	32665	7.1	47.9
Mathematical sciences	9825	2.1	62.7
Medicine and dentistry	8435	1.8	42.0
Physical sciences	20160	4.4	56.1
Subjects allied to medicine	30025	6.5	21.3
Veterinary science	780	0.2	55.4
SET total	183865	39.7	42.0
Non-SET			
Business, administrative studies	69920	15.1	39.9
Combined	13215	2.9	19.6
Creative arts and design	47950	10.4	65.5
Education	21805	4.7	17.0
Historical and philosophical studies	18965	4.1	48.9
Languages	31825	6.9	51.6
Law	19580	4.2	48.0
Mass communications and documentation	14175	3.1	60.8
Social studies	41655	9.0	42.4
Non-SET total	279095	60.3	39.5

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
1965	0.9	17.7	2355	1.0	21.2	2210	1.0	19.9
6585	2.9	26.7	5300	2.3	21.5	2495	1.1	10.1
11635	5.2	15.1	10990	4.8	14.3	8315	3.6	10.8
9745	4.3	22.7	8150	3.6	19.0	4035	1.8	9.4
17740	7.9	26.0	12190	5.3	17.9	5610	2.5	8.2
2315	1.0	14.8	1865	0.8	11.9	1670	0.7	10.7
3915	1.7	19.5	5510	2.4	27.4	2235	1.0	11.1
6810	3.0	18.9	5515	2.4	15.3	3455	1.5	9.6
20940	9.3	14.8	37965	16.7	26.9	52130	22.8	37.0
280	0.1	19.8	290	0.1	20.6	60	0.0	4.1
81930	36.4	18.7	90125	39.5	20.6	82215	35.9	18.8
47510	21.1	27.1	35200	15.4	20.1	22820	10.0	13.0
7710	3.4	11.4	17060	7.5	25.3	29425	12.9	43.7
11450	5.1	15.6	7970	3.5	10.9	5795	2.5	7.9
27385	12.2	21.4	34755	15.2	27.1	44115	19.3	34.5
5440	2.4	14.0	4910	2.2	12.6	9505	4.2	24.5
11190	5.0	18.2	8540	3.7	13.9	10080	4.4	16.4
9255	4.1	22.7	7540	3.3	18.5	4380	1.9	10.7
5430	2.4	23.3	2625	1.2	11.3	1085	0.5	4.7
17905	8.0	18.2	19285	8.5	19.6	19405	8.5	19.7
143275	63.6	20.3	137885	60.5	19.5	146615	64.1	20.7

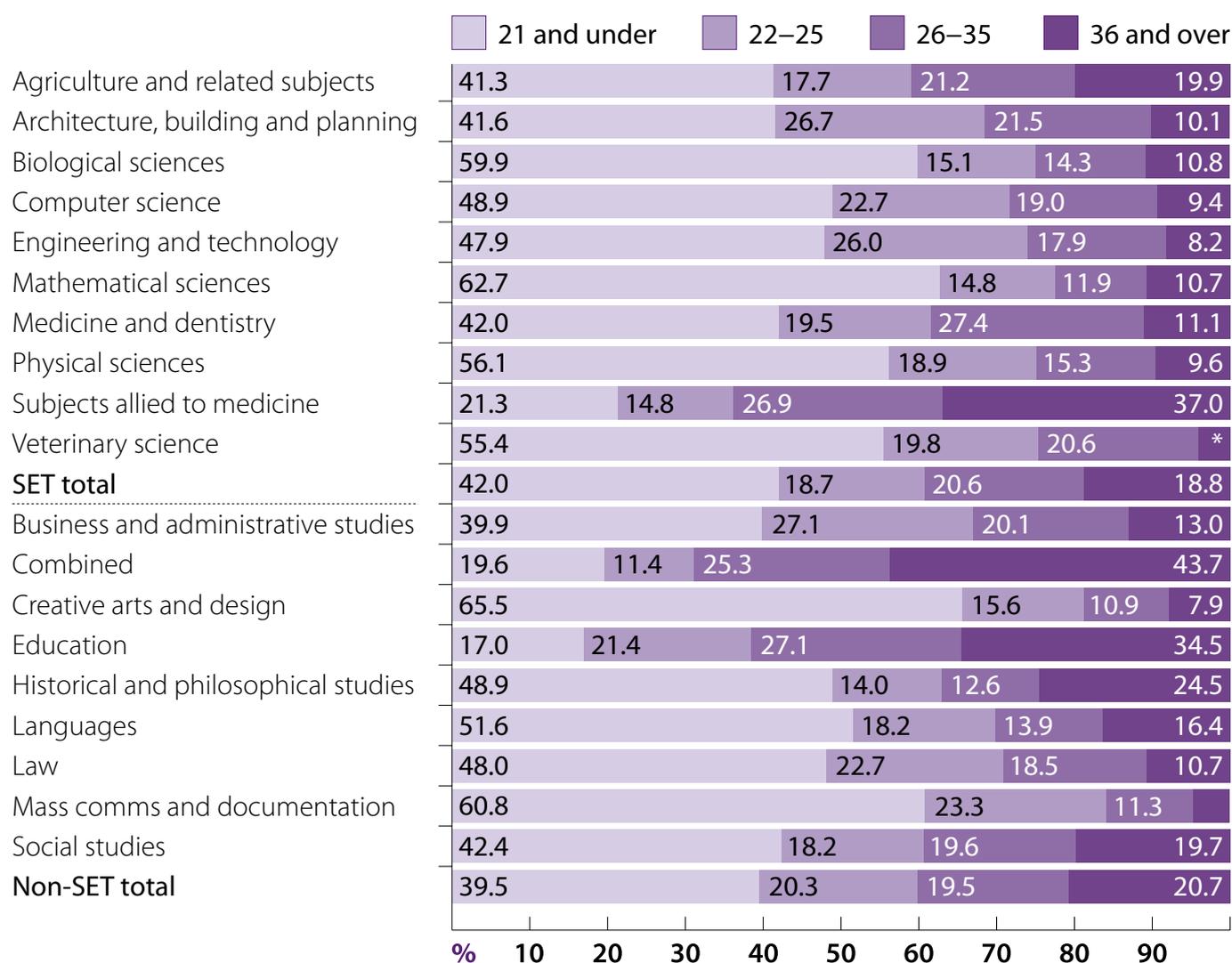
* compare vertically ^ compare horizontally

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

In every subject area, the age profile of other undergraduates was markedly older than of first degree undergraduates. This was most prominent in mathematical sciences, where students aged 21 and under comprised 83.4% studying at the first degree undergraduate level but only 9.7% of students at the other undergraduate level.

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	6985	80.8	685	7.9
Architecture, building, planning	28490	74.4	5025	13.1
Biological sciences	113950	78.3	10285	7.1
Computer science	48140	73.5	7540	11.5
Engineering and technology	77480	78.9	10060	10.2
Mathematical sciences	27110	83.4	1230	3.8
Medicine and dentistry	37700	82.8	5345	11.7
Physical sciences	55450	82.9	3455	5.2
Subjects allied to medicine	68995	53.3	16920	13.1
Veterinary science	3625	78.8	730	15.9
SET total	467925	73.7	61280	9.6
Non-SET				
Business, administrative studies	153465	80.0	20515	10.7
Combined	5340	16.2	4175	12.7
Creative arts and design	115850	83.6	11225	8.1
Education	40010	67.3	5415	9.1
Historical and philosophical studies	51430	74.0	3610	5.2
Languages	75330	82.3	5105	5.6
Law	51450	78.0	5355	8.1
Mass communications and documentation	34830	88.4	2760	7.0
Social studies	101335	72.5	10465	7.5
Non-SET total	629030	75.9	68625	8.3
Total	1096955	74.9	129905	8.9

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
545	6.3	435	5.0	3300	37.1	1245	14.0	2055	23.1	2280	25.7
3245	8.5	1510	3.9	2795	32.9	2280	26.9	1995	23.5	1420	16.7
12145	8.4	9070	6.2	4940	40.0	1515	12.3	2695	21.8	3195	25.9
6685	10.2	3145	4.8	4125	37.4	1495	13.6	2615	23.7	2785	25.3
7350	7.5	3330	3.4	7870	44.4	3280	18.5	3725	21.0	2835	16.0
1890	5.8	2280	7.0	265	9.7	275	10.1	870	31.9	1320	48.4
2190	4.8	305	0.7	240	29.1	215	26.2	225	27.6	140	17.1
4375	6.5	3620	5.4	1485	22.0	820	12.2	1975	29.3	2460	36.5
23200	17.9	20355	15.7	19115	16.6	15140	13.1	32595	28.2	48620	42.1
210	4.5	35	0.8	5	..	0	..	0	..	0	..
61830	9.7	44085	6.9	44135	24.0	26265	14.3	48760	26.5	65055	35.3
11640	6.1	6310	3.3	13140	26.5	8380	16.9	13145	26.5	14930	30.1
9970	30.3	13385	40.7	12125	17.2	7200	10.2	17290	24.5	34015	48.2
6060	4.4	5395	3.9	8950	55.2	1965	12.1	2245	13.8	3050	18.8
6595	11.1	7465	12.6	6345	11.7	7730	14.2	14155	26.1	26045	48.0
5170	7.4	9295	13.4	900	9.2	765	7.8	1495	15.2	6680	67.9
5315	5.8	5765	6.3	6700	26.1	4970	19.3	4850	18.9	9170	35.7
5200	7.9	3995	6.1	915	16.9	1385	25.5	1735	32.0	1385	25.6
1260	3.2	565	1.4	1550	53.3	645	22.2	425	14.5	290	9.9
14245	10.2	13650	9.8	5000	17.3	3825	13.2	8150	28.2	11915	41.2
65450	7.9	65820	7.9	55630	21.1	36865	14.0	63485	24.1	107480	40.8
127280	8.7	109910	7.5	99760	22.3	63130	14.1	112245	25.1	172535	38.5

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

Postgraduate research students studying SET subjects had a younger age profile than those studying non-SET subjects. 48.3% of postgraduate research students in SET subjects were aged 25 and under, compared with 24.7% of those in non-SET subjects. Physical sciences had the highest proportion of postgraduate research students aged 25 and under (66.3%), while education had the lowest (8.9%).

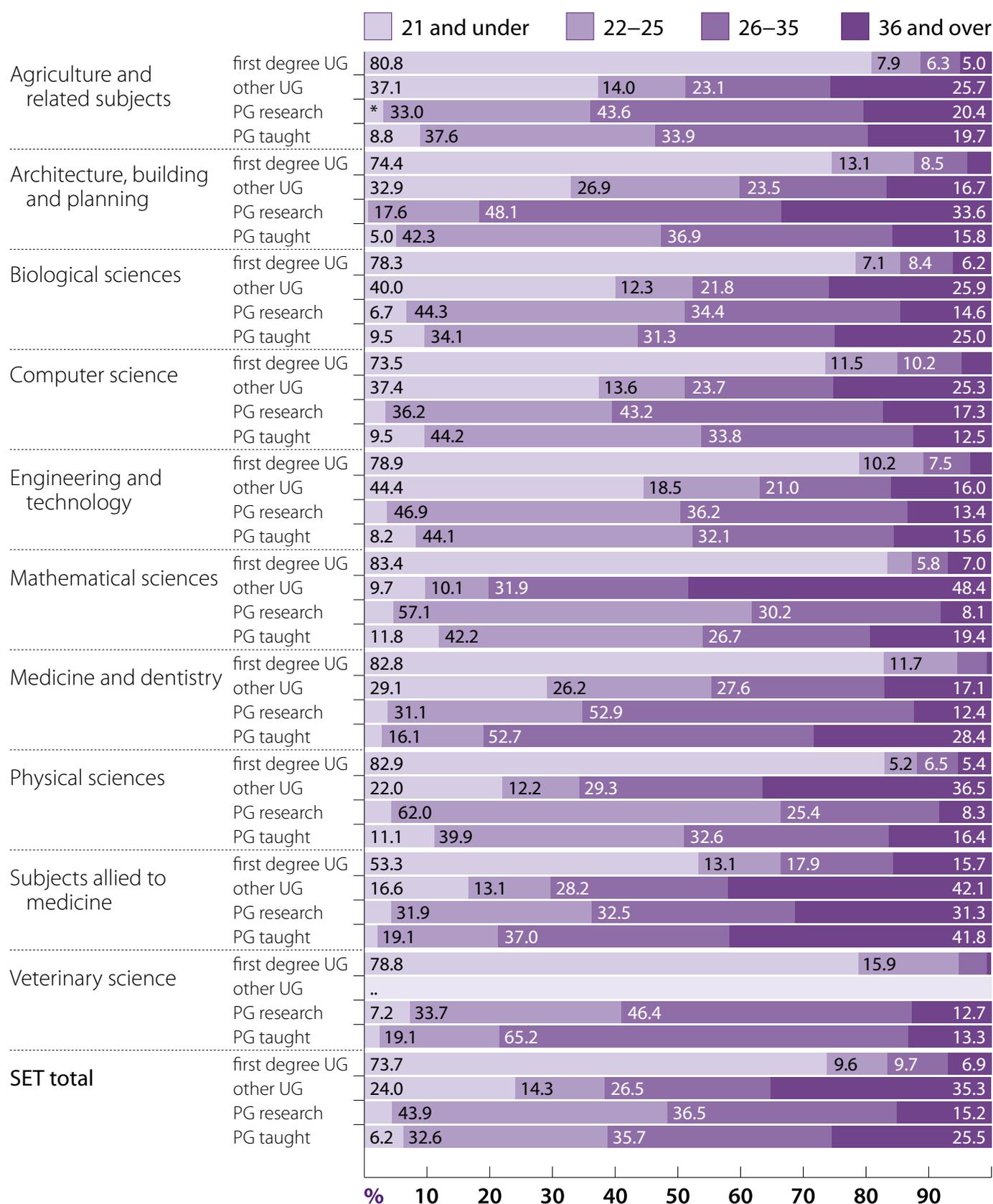
A higher proportion of postgraduate taught students in non-SET subjects were aged 25 and under than those in SET subjects (41.5% compared with 38.8%). Mass communications and documentation had the highest proportion of postgraduate taught students aged 25 and under (58.3%), while combined studies had the lowest (11.0%).

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	260	33.0
Architecture, building, planning	10	0.6	315	17.6
Biological sciences	835	6.7	5525	44.3
Computer science	145	3.3	1590	36.2
Engineering and technology	455	3.5	6150	46.9
Mathematical sciences	115	4.6	1415	57.1
Medicine and dentistry	310	3.7	2640	31.1
Physical sciences	485	4.3	6945	62.0
Subjects allied to medicine	285	4.3	2100	31.9
Veterinary science	20	7.2	105	33.7
SET total	2685	4.4	27050	43.9
Non-SET				
Business, administrative studies	40	0.6	1005	16.4
Combined	0	3.2	15	22.6
Creative arts and design	35	1.0	705	19.2
Education	25	0.3	575	8.6
Historical and philosophical studies	115	1.6	2175	30.8
Languages	90	1.5	2180	36.4
Law	45	2.0	560	25.2
Mass communications and documentation	10	0.8	205	20.4
Social studies	95	1.0	2550	27.4
Non-SET total	450	1.1	9975	23.6
Total	3135	3.0	37020	35.7

				Postgraduate taught							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
340	43.6	160	20.4	200	8.8	855	37.6	770	33.9	450	19.7
860	48.1	600	33.6	705	5.0	6015	42.3	5255	36.9	2250	15.8
4290	34.4	1815	14.6	1885	9.5	6740	34.1	6185	31.3	4950	25.0
1900	43.2	760	17.3	1725	9.5	7990	44.2	6105	33.8	2260	12.5
4740	36.2	1760	13.4	2620	8.2	14045	44.1	10225	32.1	4955	15.6
750	30.2	200	8.1	400	11.8	1425	42.2	905	26.7	655	19.4
4500	52.9	1050	12.4	330	2.8	1930	16.1	6305	52.7	3405	28.4
2845	25.4	930	8.3	975	11.1	3480	39.9	2840	32.6	1435	16.4
2140	32.5	2060	31.3	1025	2.1	9180	19.1	17840	37.0	20120	41.8
145	46.4	40	12.7	15	2.4	120	19.1	405	65.2	85	13.3
22510	36.5	9380	15.2	9880	6.2	51785	32.6	56840	35.7	40560	25.5
2620	42.7	2465	40.2	8265	7.5	43680	39.5	37665	34.1	20940	18.9
40	61.3	10	12.9	15	0.6	220	10.4	750	35.4	1135	53.6
1455	39.5	1485	40.3	1390	7.6	7645	41.9	5780	31.7	3435	18.8
2020	30.1	4105	61.0	4560	4.4	25355	24.6	34875	33.9	38180	37.1
2285	32.3	2490	35.3	1190	11.5	3395	32.9	2060	19.9	3680	35.7
2295	38.2	1435	23.9	1120	9.8	4960	43.5	3050	26.8	2260	19.8
1070	48.1	550	24.7	2080	10.8	7685	39.8	6045	31.3	3500	18.1
460	45.8	330	33.0	955	9.2	5085	49.1	2920	28.2	1395	13.5
4185	44.9	2490	26.7	2940	7.3	14505	36.1	11950	29.7	10790	26.9
16425	38.9	15360	36.4	22510	6.9	112525	34.6	105095	32.3	85320	26.2
38935	37.5	24740	23.8	32390	6.7	164310	33.9	161935	33.4	125885	26.0

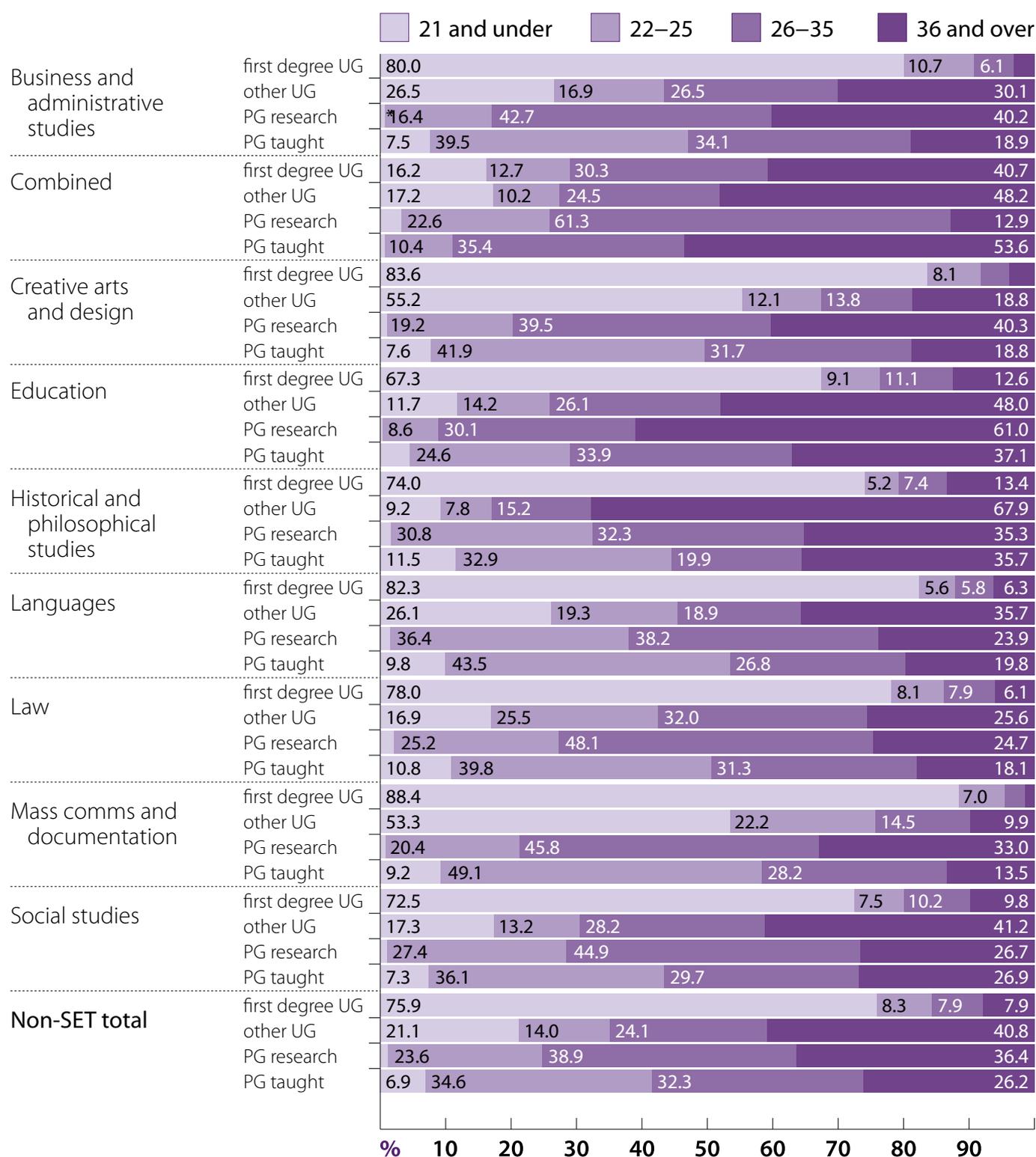
All students in SET subject areas and degree levels by age group



* 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

A higher proportion of first year students studying SET subjects at other undergraduate level were 36 and over (39.5%) than the proportion of all students studying SET subjects at this level (35.3%; see figure 4.8).

This was most pronounced among students studying subjects allied to medicine at other undergraduate degree level, where 49.1% of first year students were 36 and over, compared with 42.1% of all students (a 7.0% difference; see figure 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	2545	76.6	330	10.0
Architecture, building, planning	8435	70.9	1865	15.7
Biological sciences	41290	76.7	4230	7.9
Computer science	17630	70.6	3410	13.7
Engineering and technology	26250	75.4	4445	12.8
Mathematical sciences	9250	82.9	510	4.6
Medicine and dentistry	7895	79.1	1470	14.7
Physical sciences	18245	83.1	1240	5.6
Subjects allied to medicine	22405	48.6	6510	14.1
Veterinary science	760	75.5	180	17.8
SET total	154705	70.6	24190	11.0
Non-SET				
Business, administrative studies	56085	74.8	10910	14.5
Combined	2045	18.2	1620	14.5
Creative arts and design	41795	82.5	4705	9.3
Education	13380	61.5	2205	10.1
Historical and philosophical studies	17300	74.4	1370	5.9
Languages	24455	81.7	1965	6.6
Law	17320	75.6	2135	9.3
Mass communications and documentation	12630	87.3	1205	8.3
Social studies	35705	71.3	4110	8.2
Non-SET total	220710	73.8	30230	10.1
Total	375415	72.4	54420	10.5

				Other undergraduate							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
240	7.2	205	6.2	1895	31.0	925	15.1	1560	25.5	1730	28.3
1075	9.1	520	4.4	1380	31.1	1185	26.7	1110	25.1	765	17.2
4780	8.9	3550	6.6	3130	43.4	980	13.6	1465	20.3	1640	22.7
2740	11.0	1185	4.7	2305	37.5	885	14.4	1365	22.2	1595	25.9
2865	8.2	1250	3.6	4560	42.7	1975	18.5	2295	21.5	1845	17.3
665	6.0	725	6.5	195	14.2	175	12.5	435	31.2	585	42.1
545	5.5	70	0.7	145	28.9	115	23.1	140	27.5	105	20.6
1425	6.5	1035	4.7	1020	23.8	560	13.1	1290	30.2	1410	32.9
9035	19.6	8110	17.6	6840	10.2	8230	12.3	18980	28.4	32875	49.1
55	5.6	10	1.0	5	..	0	..	0	..	0	..
23430	10.7	16660	7.6	21475	19.9	15025	14.0	28645	26.6	42550	39.5
5180	6.9	2840	3.8	7930	25.3	5550	17.7	8425	26.9	9475	30.2
3375	30.1	4180	37.2	11155	20.5	5890	10.8	13080	24.0	24410	44.8
2360	4.7	1830	3.6	5180	54.2	1210	12.7	1395	14.6	1765	18.5
2760	12.7	3395	15.6	4360	12.5	5275	15.2	8865	25.5	16285	46.8
1775	7.6	2810	12.1	715	10.9	625	9.5	1055	16.0	4185	63.6
1790	6.0	1715	5.7	6460	29.5	4655	21.2	4025	18.4	6770	30.9
2015	8.8	1440	6.3	650	16.7	1055	27.0	1235	31.7	955	24.5
460	3.2	175	1.2	860	46.9	490	26.8	310	16.9	175	9.4
5360	10.7	4870	9.7	3735	19.3	2540	13.1	5225	27.0	7860	40.6
25080	8.4	23250	7.8	41055	22.3	27290	14.8	43625	23.7	71875	39.1
48510	9.4	39910	7.7	62530	21.4	42315	14.5	72270	24.8	114425	39.2

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

With the exception of architecture, building and planning, in every subject area at postgraduate taught and research levels a higher proportion of first year students were aged 22–25 than among all students studying these subjects and levels (see figure 4.9). For example, 39.2% of first year students studying agriculture and related subjects at the postgraduate research level were in the 22–25 age group, compared with 33.0% of students overall (a 6.2% difference).

Similarly, at the postgraduate taught level, 49.5% of first year students studying mathematical sciences were aged 22–25, compared with 42.2% of students overall (a 7.3% difference).

With the exception of postgraduate researchers in veterinary sciences, for all subject areas a lower proportion of first year postgraduate taught and research students were aged 36 and over, compared with the proportion of all students at these levels and subject areas (see figure 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	10	3.8	110	39.2
Architecture, building, planning	0	0.2	110	17.0
Biological sciences	310	7.7	1885	46.8
Computer science	45	3.1	550	36.8
Engineering and technology	155	3.6	2105	48.2
Mathematical sciences	40	5.0	470	59.4
Medicine and dentistry	110	4.0	925	33.9
Physical sciences	150	4.0	2430	64.1
Subjects allied to medicine	135	6.1	820	37.4
Veterinary science	5	3.9	35	34.4
SET total	965	4.7	9445	46.2
Non-SET				
Business, administrative studies	15	0.7	330	16.6
Combined	0	..	10	..
Creative arts and design	20	1.7	265	22.0
Education	15	0.7	235	12.4
Historical and philosophical studies	60	2.5	915	36.8
Languages	60	3.0	865	41.9
Law	25	3.4	235	30.5
Mass communications and documentation	5	1.1	90	24.4
Social studies	55	1.8	1000	31.8
Non-SET total	260	1.9	3945	28.3
Total	1220	3.6	13390	38.9

				Postgraduate taught							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
125	43.5	40	13.5	135	9.6	595	42.7	430	31.0	230	16.7
325	49.7	215	33.1	435	5.7	3430	44.9	2785	36.4	995	13.0
1310	32.6	520	12.9	1400	11.7	4545	37.9	3435	28.6	2610	21.8
655	44.1	240	16.0	1025	9.9	4900	47.4	3390	32.8	1015	9.8
1590	36.4	515	11.8	1700	9.3	9210	50.2	5435	29.6	2000	10.9
235	29.4	50	6.2	340	14.4	1160	49.5	535	22.8	310	13.3
1410	51.6	290	10.5	285	4.2	1400	20.4	3415	49.6	1775	25.8
940	24.9	270	7.1	745	12.6	2580	43.6	1855	31.3	745	12.5
690	31.6	545	24.9	650	2.5	5385	20.8	9255	35.7	10600	40.9
50	46.2	15	15.6	10	4.1	65	21.6	185	63.4	30	11.0
7330	35.9	2695	13.2	6725	7.4	33270	36.6	30720	33.7	20315	22.3
880	44.5	760	38.2	5895	8.8	30725	45.8	20710	30.9	9745	14.5
20	..	5	..	10	0.6	190	11.9	580	35.9	830	51.6
485	40.2	435	36.1	960	8.2	5265	44.9	3730	31.8	1765	15.1
590	31.1	1060	55.8	4050	5.8	19670	28.2	22540	32.4	23380	33.6
810	32.6	700	28.1	890	13.7	2530	38.9	1270	19.5	1815	27.9
755	36.7	380	18.3	845	10.9	3715	47.9	1970	25.4	1220	15.7
335	43.1	180	23.1	1585	12.0	5825	44.3	3950	30.0	1805	13.7
155	42.5	115	32.0	685	10.3	3640	54.8	1700	25.6	620	9.3
1380	43.9	710	22.5	2155	8.4	10255	39.9	7315	28.5	5970	23.2
5420	38.8	4335	31.1	17070	8.1	81815	39.0	63760	30.4	47155	22.5
12750	37.1	7030	20.4	23790	7.9	115085	38.3	94480	31.4	67465	22.4

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

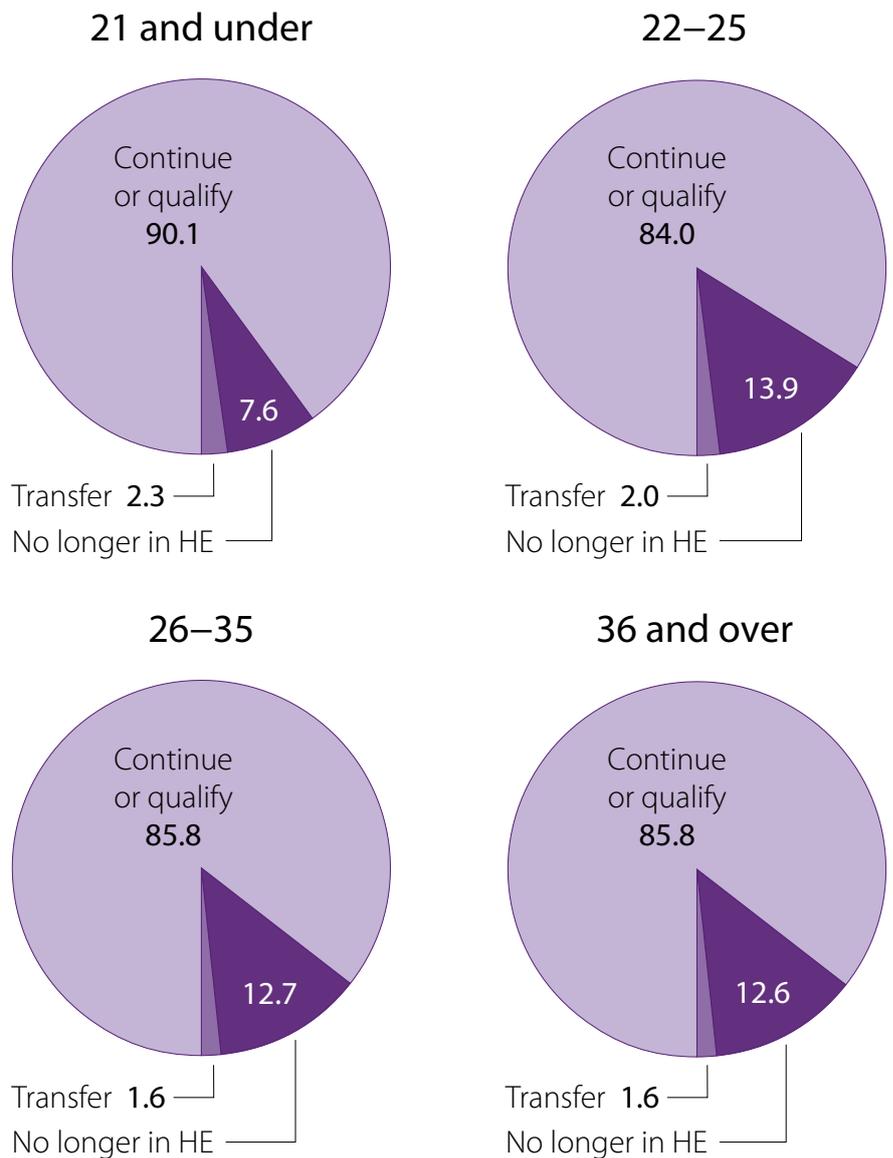
Continuation

A lower proportion of first degree entrants aged 22–25 continued or qualified in 2009/10 than any other age group (84.0%).

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	276900	90.1	6940	2.3	23340	7.6
22–25	23870	84.0	575	2.0	3960	13.9
26–35	18600	85.8	340	1.6	2745	12.7
36 and over	11625	85.8	220	1.6	1705	12.6

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



Degree attainment

Qualifiers' ages are calculated at 31 July 2011. Data on qualifiers will not be directly comparable to other age data, which refers to students' ages on entry.

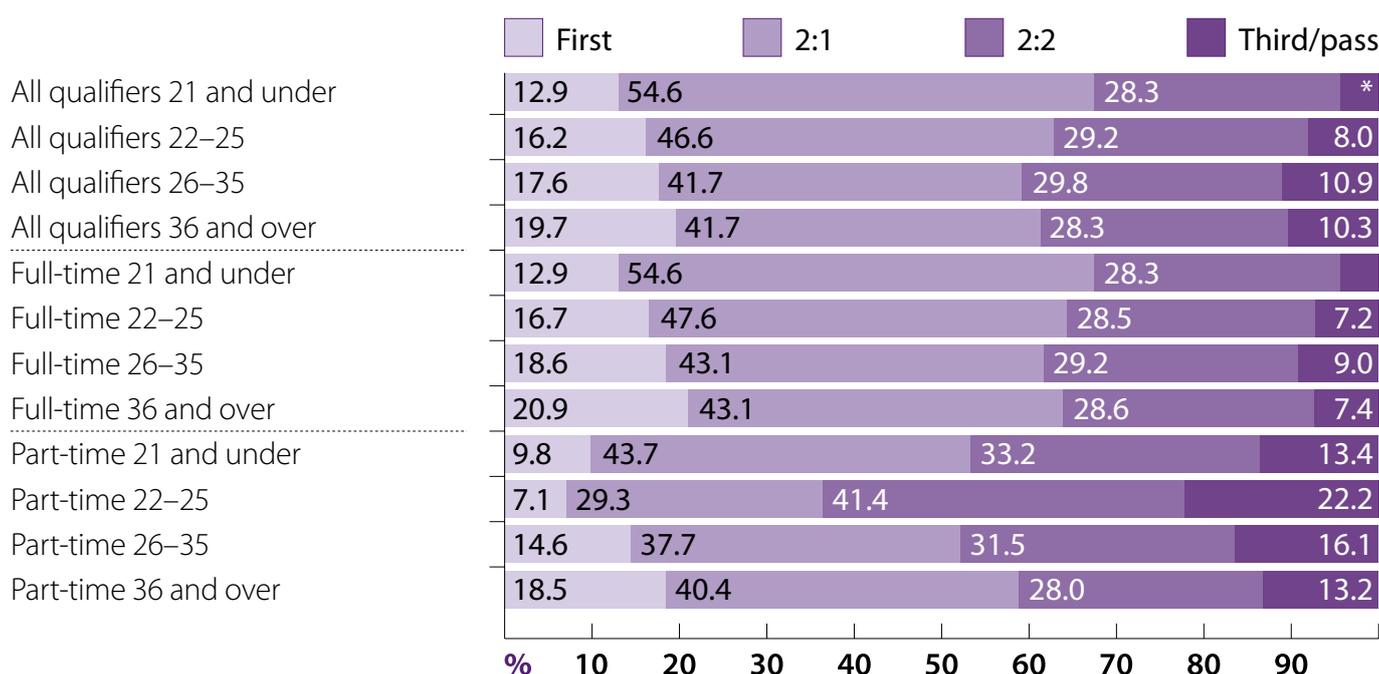
The proportion of qualifiers obtaining a first class honours degree increased with age: 12.9% of qualifiers aged 21 and under compared with 19.7% of those aged 36 and over.

Within every age group, a lower proportion of part-time students obtained a first class honours degree than full-time students, most clearly among students aged 22–25, where 16.7% of full-time qualifiers obtained a first class honours degree compared with 7.1% of part-time qualifiers (a 9.6% difference).

4.13 First degree undergraduate 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	14540	12.9	61670	54.6	32025	28.3	4755	4.2
22–25	27400	16.2	78980	46.6	49390	29.2	13570	8.0
26–35	6185	17.6	14655	41.7	10470	29.8	3820	10.9
36 and over	5090	19.7	10795	41.7	7320	28.3	2675	10.3
Full-time								
21 and under	14500	12.9	61500	54.6	31895	28.3	4705	4.2
22–25	26770	16.7	76380	47.6	45720	28.5	11600	7.2
26–35	4850	18.6	11220	43.1	7600	29.2	2350	9.0
36 and over	2635	20.9	5425	43.1	3595	28.6	930	7.4
Part-time								
21 and under	40	9.8	170	43.7	130	33.2	50	13.4
22–25	630	7.1	2600	29.3	3670	41.4	1965	22.2
26–35	1335	14.6	3435	37.7	2875	31.5	1470	16.1
36 and over	2455	18.5	5370	40.4	3725	28.0	1750	13.2

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



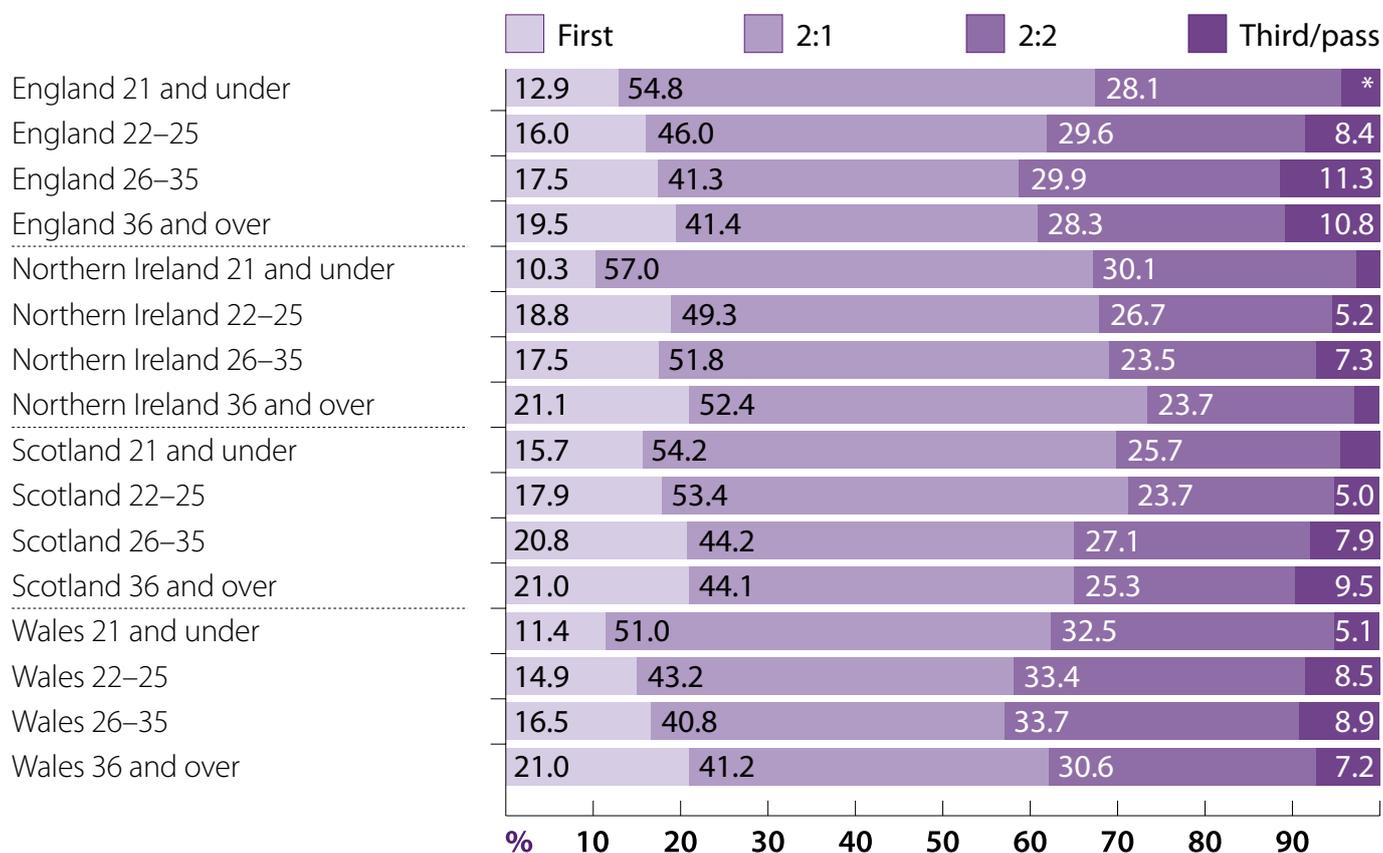
The proportions of students receiving a third/pass in the 26–35 and 36 and over age groups were highest in England (11.3% and 10.8%, respectively).

The proportions of students receiving a third/pass in the 21 and under and 22–25 age groups were highest in Wales (5.1% and 8.5%, respectively).

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

	First		2:1		2:2		Third/pass	
	No.	%	No.	%	No.	%	No.	%
England								
21 and under	12760	12.9	54235	54.8	27810	28.1	4125	4.2
22–25	22565	16.0	64930	46.0	41695	29.6	11820	8.4
26–35	5260	17.5	12445	41.3	9010	29.9	3410	11.3
36 and over	4470	19.5	9495	41.4	6500	28.3	2470	10.8
Northern Ireland								
21 and under	200	10.3	1120	57.0	590	30.1	50	2.6
22–25	835	18.8	2195	49.3	1190	26.7	235	5.2
26–35	150	17.5	440	51.8	200	23.5	60	7.3
36 and over	115	21.1	280	52.4	125	23.7	15	2.8
Scotland								
21 and under	715	15.7	2470	54.2	1175	25.7	200	4.4
22–25	2690	17.9	8050	53.4	3565	23.7	760	5.0
26–35	440	20.8	935	44.2	570	27.1	165	7.9
36 and over	185	21.0	390	44.1	225	25.3	85	9.5
Wales								
21 and under	860	11.4	3845	51.0	2455	32.5	380	5.1
22–25	1310	14.9	3800	43.2	2940	33.4	750	8.5
26–35	340	16.5	835	40.8	690	33.7	185	8.9
36 and over	320	21.0	630	41.2	465	30.6	110	7.2

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



* values less than 5.0 are not displayed

Qualifiers aged 21 and under were most likely to receive a first class honours or upper second degree, while qualifiers aged 26–35 were least likely.

68.5% of qualifiers aged 21 and under studying non-SET and 65.6% studying SET subjects obtained a first class honours or upper second class degree, compared with 59.1% and 59.6% of those aged 26–35.

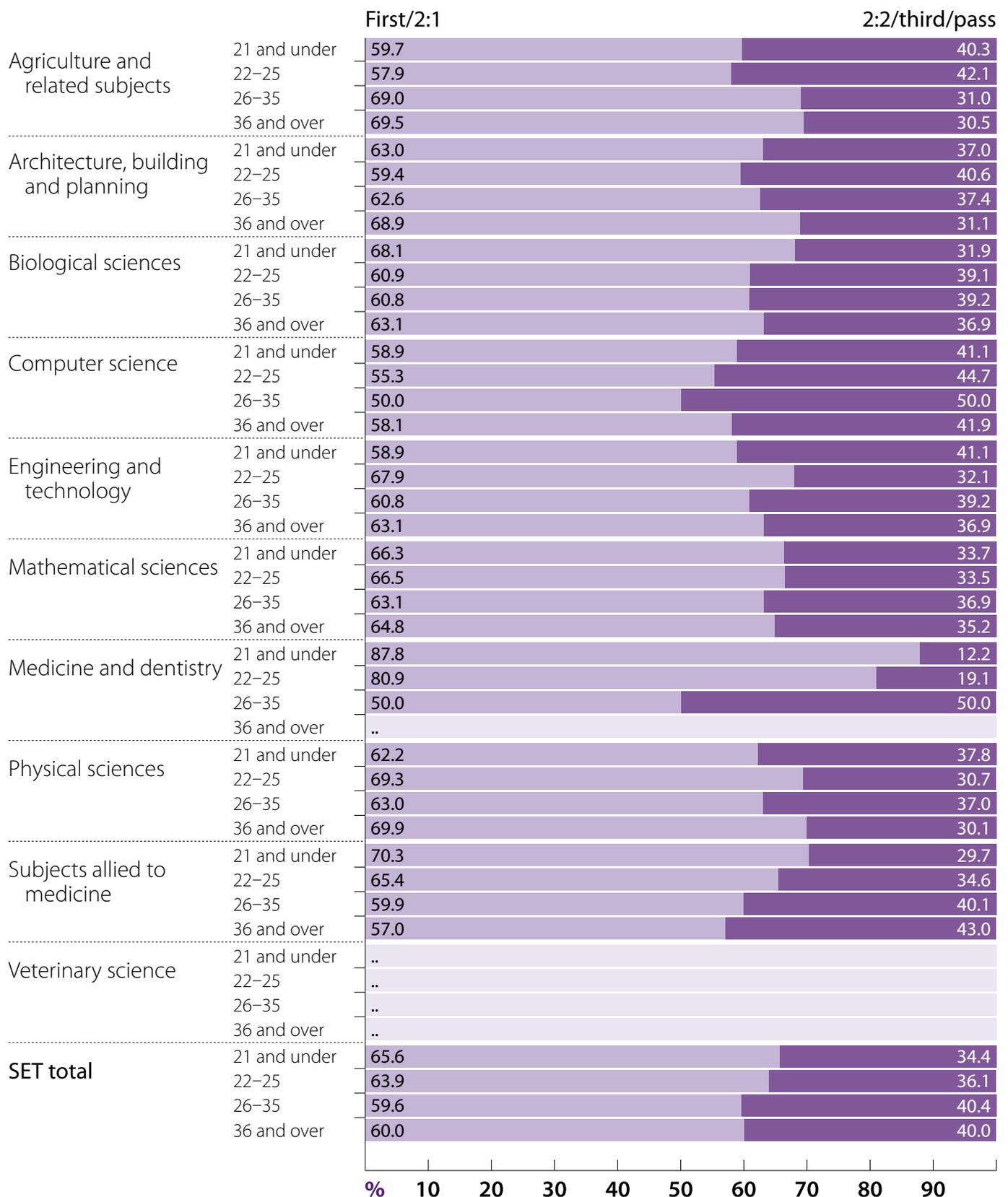
4.15 First degree undergraduate qualifiers by subject area, degree class and age group

	First/2:1			
	21 and under		22–25	
	No.	%	No.	%
SET				
Agriculture and related subjects	470	59.7	685	57.9
Architecture, building, planning	1400	63.0	3315	59.4
Biological sciences	10400	68.1	8405	60.9
Computer science	1970	58.9	4260	55.3
Engineering and technology	2290	58.9	9495	67.9
Mathematical sciences	2105	66.3	2130	66.5
Medicine and dentistry	430	87.8	780	80.9
Physical sciences	3405	62.2	5305	69.3
Subjects allied to medicine	3690	70.3	7690	65.4
Veterinary science	10	..	35	..
SET total	26175	65.6	42095	63.9
Non-SET				
Business, administrative studies	9440	61.2	16680	53.5
Combined	195	71.8	260	55.0
Creative arts and design	7900	69.0	13735	63.3
Education	2580	56.6	3720	61.1
Historical and philosophical studies	6410	79.6	4810	77.6
Languages	6175	77.5	8960	76.2
Law	4780	65.5	3900	56.4
Mass communications and documentation	3180	66.8	3205	62.7
Social studies	9365	70.5	9015	64.1
Non-SET total	50035	68.5	64285	62.1
Total	76205	67.4	106380	62.8

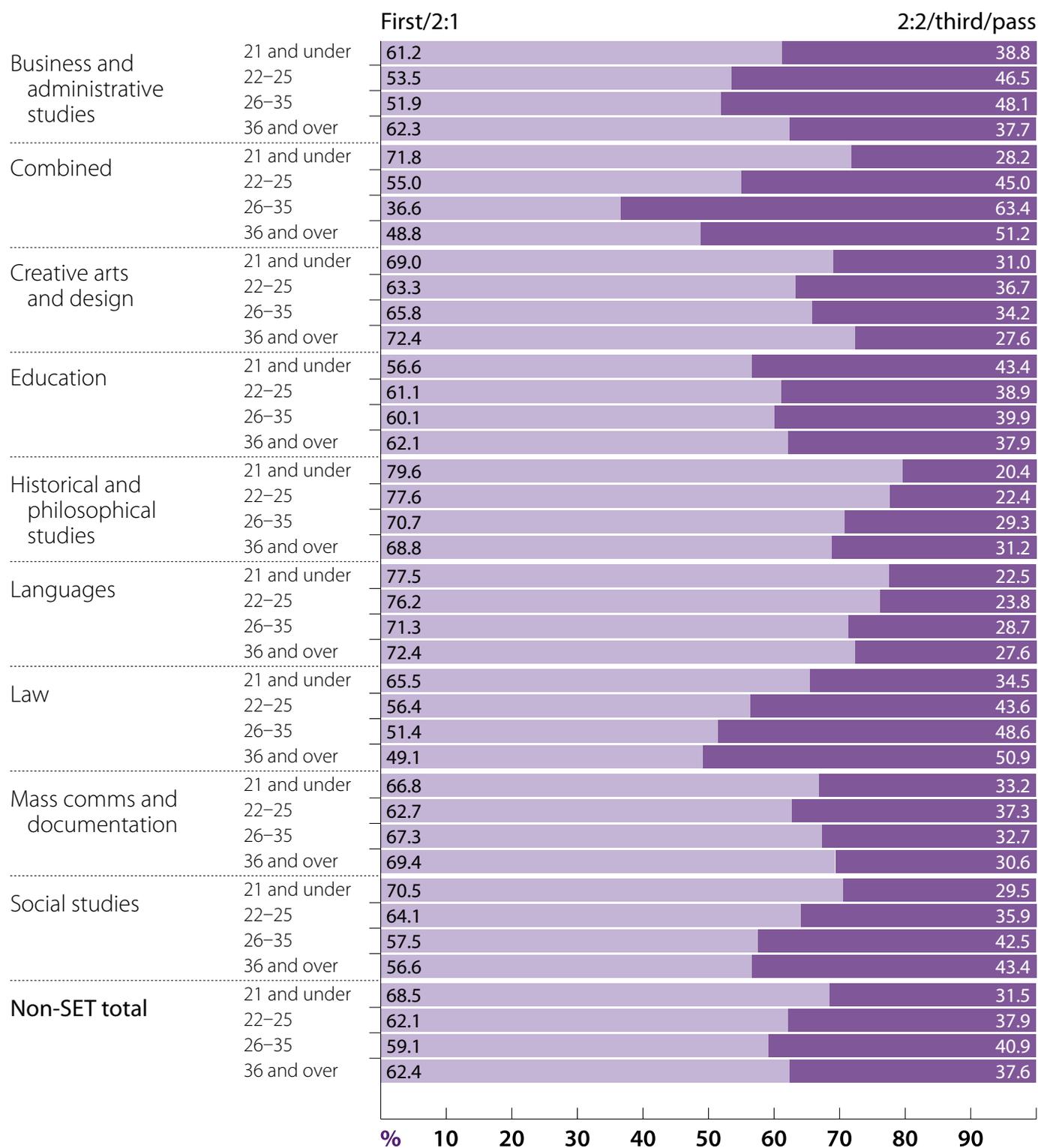
				2:2/third/pass							
26–35		36 and over		21 and under		22–25		26–35		36 and over	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
155	69.0	135	69.5	315	40.3	500	42.1	70	31.0	60	30.5
1080	62.6	455	68.9	825	37.0	2270	40.6	645	37.4	205	31.1
1500	60.8	945	63.1	4865	31.9	5390	39.1	965	39.2	555	36.9
995	50.0	385	58.1	1375	41.1	3450	44.7	995	50.0	280	41.9
1575	60.8	580	63.1	1600	41.1	4495	32.1	1020	39.2	340	36.9
125	63.1	125	64.8	1070	33.7	1075	33.5	75	36.9	70	35.2
40	50.0	5	..	60	12.2	185	19.1	40	50.0	10	..
505	63.0	355	69.9	2070	37.8	2350	30.7	295	37.0	150	30.1
3850	59.9	3625	57.0	1560	29.7	4070	34.6	2580	40.1	2740	43.0
25	..	0	..	10	..	10	..	0	..	0	..
9845	59.6	6625	60.0	13745	34.4	23785	36.1	6680	40.4	4410	40.0
2480	51.9	1095	62.3	5980	38.8	14485	46.5	2295	48.1	665	37.7
80	36.6	245	48.8	75	28.2	215	45.0	140	63.4	260	51.2
2180	65.8	1260	72.4	3545	31.0	7955	36.7	1135	34.2	480	27.6
1305	60.1	1855	62.1	1980	43.4	2370	38.9	870	39.9	1135	37.9
620	70.7	1235	68.8	1640	20.4	1385	22.4	255	29.3	560	31.2
925	71.3	795	72.4	1790	22.5	2800	23.8	370	28.7	305	27.6
725	51.4	395	49.1	2520	34.5	3010	43.6	685	48.6	410	50.9
475	67.3	130	69.4	1580	33.2	1910	37.3	230	32.7	60	30.6
2210	57.5	2240	56.6	3920	29.5	5045	35.9	1630	42.5	1720	43.4
10995	59.1	9260	62.4	23035	31.5	39175	37.9	7615	40.9	5585	37.6
20840	59.3	15880	61.4	36780	32.6	62960	37.2	14295	40.7	9995	38.6

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

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



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



Destination of leavers

Leavers' ages are calculated at 31 July 2011. Data on leavers will not be directly comparable to other age data, which refers to students' ages on entry.

The proportion of leavers in full-time paid work (including self-employed) increased with age. 40.3% of leavers aged 21 and under were in full-time paid work, compared with 52.7% of leavers aged 36 and over.

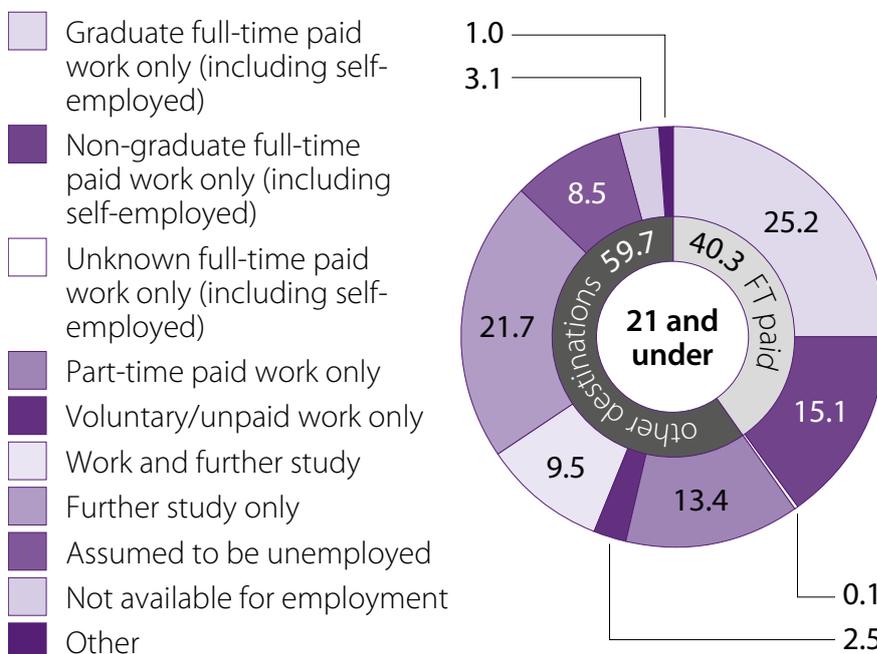
The proportion of qualifiers assumed to be unemployed decreased with age. 8.5% of qualifiers aged 21 and under were assumed to be unemployed, compared with 5.6% of those aged 36 and over.

21.7% of qualifiers aged 21 and under were in further study only, compared with 6.6% of qualifiers aged 36 and over.

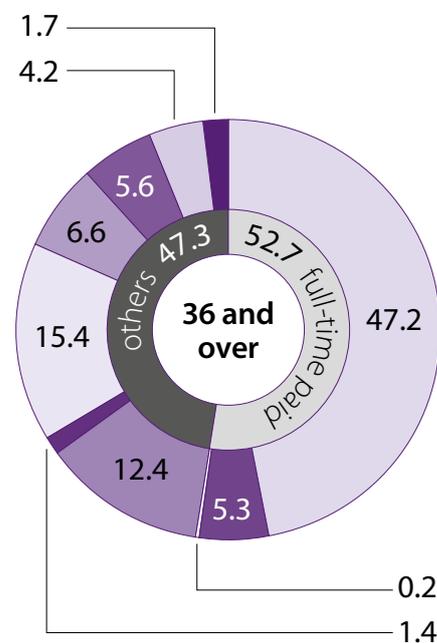
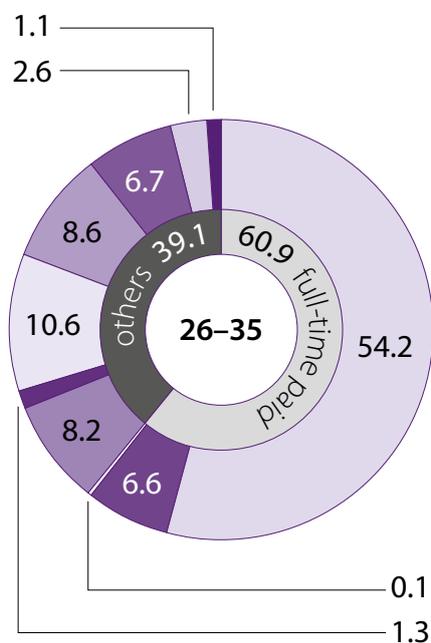
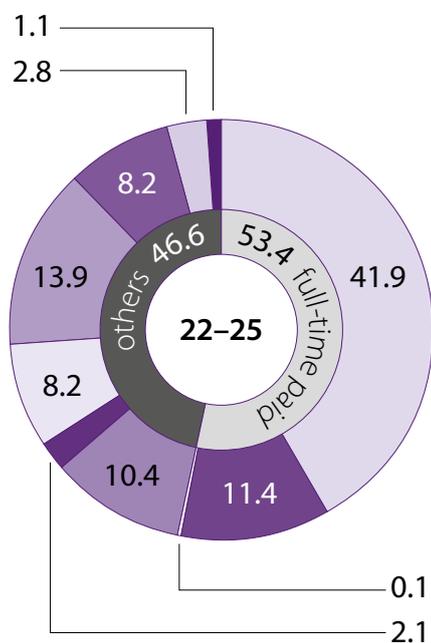
4.16 DLHE leavers by leaving destination and age group

Full-time paid work only (including self-employed) total
Graduate full-time paid work only (including self-employed)
Non-graduate full-time paid work only (including self-employed)
Unknown full-time paid work only (including self-employed)
Part-time paid work only
Voluntary/unpaid work only
Work and further study
Further study only
Assumed to be unemployed
Not available for employment
Other

DLHE leavers in age groups by leaving destination



21 and under		22-25		26-35		36 and over	
No.	%	No.	%	No.	%	No.	%
39630	40.3	86950	53.4	44205	60.9	33200	52.7
24770	25.2	68250	41.9	39310	54.2	29710	47.2
14790	15.1	18545	11.4	4805	6.6	3360	5.3
70	0.1	155	0.1	90	0.1	135	0.2
13175	13.4	16860	10.4	5930	8.2	7790	12.4
2435	2.5	3460	2.1	935	1.3	900	1.4
9325	9.5	13325	8.2	7720	10.6	9695	15.4
21310	21.7	22620	13.9	6225	8.6	4130	6.6
8380	8.5	13430	8.2	4845	6.7	3540	5.6
3045	3.1	4505	2.8	1915	2.6	2630	4.2
945	1.0	1730	1.1	785	1.1	1060	1.7



5 Multiple identities

- = With the exception of black and white students, there were higher proportions of male students than female students in every ethnicity.
- = Male students had a younger age profile than female students: 52.0% of male students were aged 21 and under, compared with 47.2% of female students.
- = UK-domiciled students of mixed ethnicity had the highest proportion of disabled students (10.5%), while UK-domiciled Chinese students had the lowest (3.6%).
- = 25.9% of black students were aged 36 and over, compared with 8.0% of Chinese students.
- = 18.0% of disabled students aged 36 and over disclosed two or more impairments, compared with 4.7% of disabled students aged 21 and under.
- = For all UK-domiciled ethnic groups, a higher proportion of female qualifiers achieved a first class or upper second class honours degree than male qualifiers. This was most prominent among UK-domiciled Chinese students, where 61.8% of female qualifiers obtained a first class or upper second class honours degree compared with 55.5% of male qualifiers (a 6.3% difference).
- = The disability attainment gap was largest among white qualifiers, where 70.2% of non-disabled qualifiers obtained a first class or upper second class honours degree, compared with 63.9% of disabled qualifiers (a 6.3% difference).
- = While for white qualifiers the percentage of first class honours degrees increased in each progressive age group (13.2% of those aged 21 and under, 23.0% of those aged 36 and over), the opposite was true of BME qualifiers (10.1% of those aged 21 and under, 7.7% of those aged 36 and over).

5 Multiple identities

Gender and ethnicity

With the exception of black and white students, there were higher proportions of male students than female students in every ethnicity.

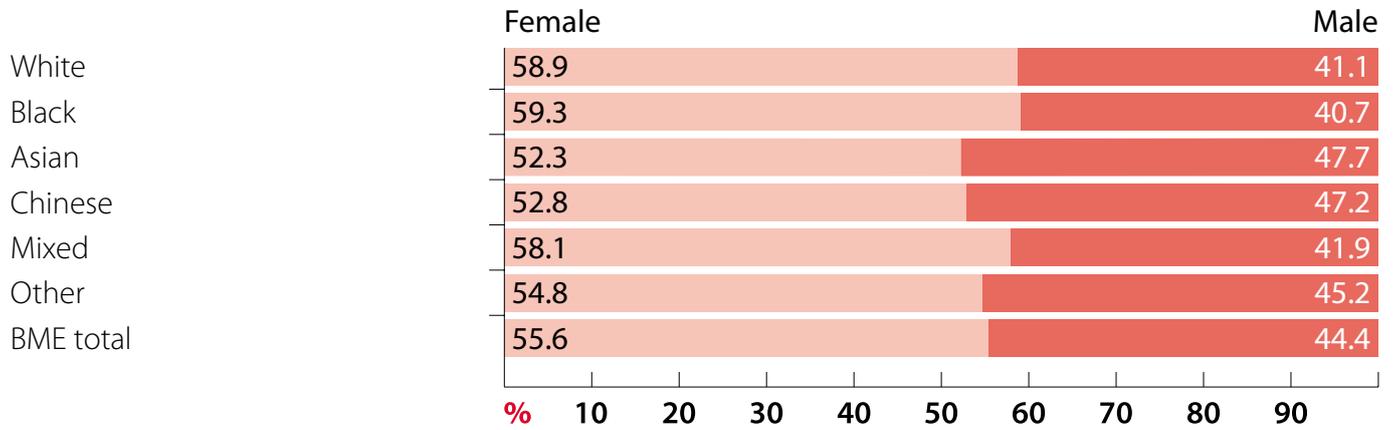
5.1 UK-domiciled students by ethnicity and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
White	970250	82.5	58.9	676620	80.4	41.1
Black	71080	6.0	59.3	48750	5.8	40.7
Asian	82210	7.0	52.3	75065	8.9	47.7
Chinese	9360	0.8	52.8	8375	1.0	47.2
Mixed	32300	2.7	58.1	23290	2.8	41.9
Other	11315	1.0	54.8	9320	1.1	45.2
BME total	206265	17.5	55.6	164805	19.6	44.4
Unknown ethnicity	28850	2.4	52.3	26265	3.0	47.7

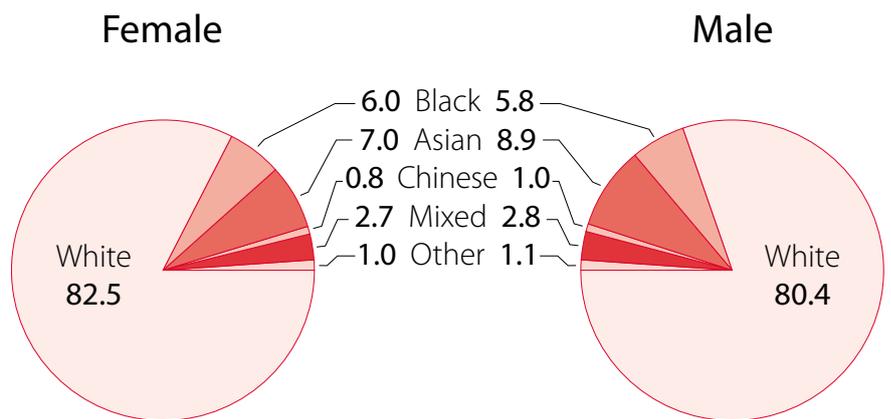
* within a gender the percentage of students within an ethnic group (compare vertically)

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

UK-domiciled students in ethnic groups by gender



UK-domiciled female/male students by ethnicity



Gender and disability

8.1% of female students were disabled, compared with 7.8% of male students. 57.2% of disabled students were female, slightly higher than the proportion of students overall who were female (56.4%; see figure 1.1).

Women comprised 64.1% of disabled students who disclosed a mental health condition.

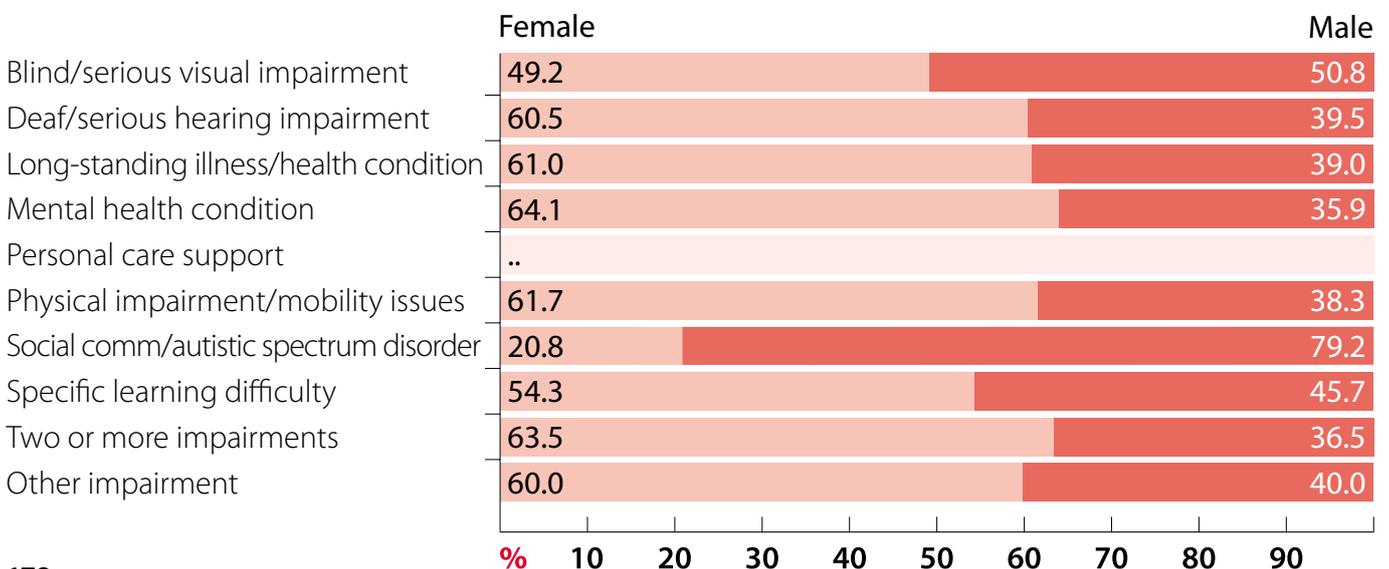
79.2% of disabled students who disclosed a social communication or autistic spectrum disorder were male.

5.2 Students by disability status, impairment type and gender

	Female			Male		
	No.	%*	%^	No.	%*	%^
Disabled	114430	8.1	57.2	85490	7.8	42.8
Blind/serious visual impairment	1780	1.6	49.2	1835	2.1	50.8
Deaf/serious hearing impairment	4050	3.5	60.5	2645	3.1	39.5
Long-standing illness or health condition	14505	12.7	61.0	9260	10.8	39.0
Mental health condition	10585	9.2	64.1	5925	6.9	35.9
Personal care support	20	0.0	..	15	0.0	..
Physical impairment/mobility issues	4170	3.6	61.7	2585	3.0	38.3
Social comm./autistic spectrum disorder	710	0.6	20.8	2700	3.2	79.2
Specific learning difficulty	51740	45.2	54.3	43590	51.0	45.7
Two or more impairments	10915	9.5	63.5	6285	7.4	36.5
Other impairment	15960	13.9	60.0	10645	12.5	40.0
Non-disabled	1296660	91.9	56.3	1004705	92.2	43.7

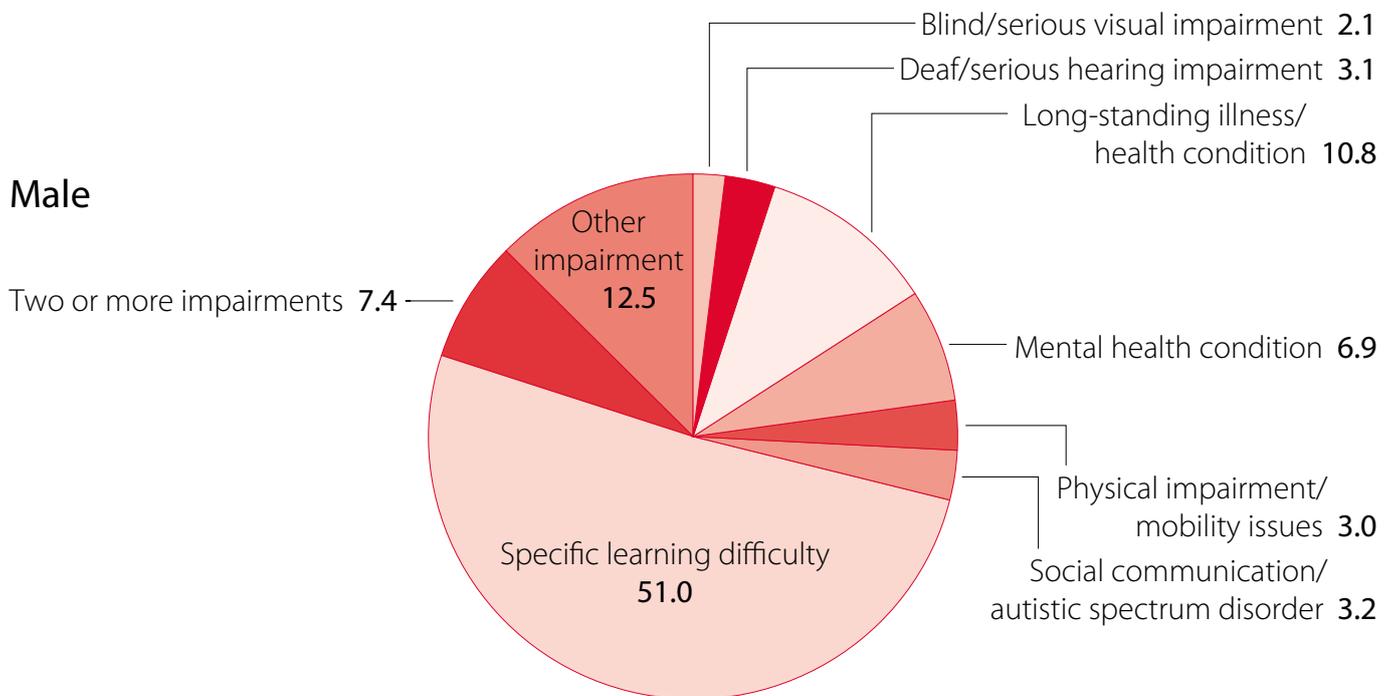
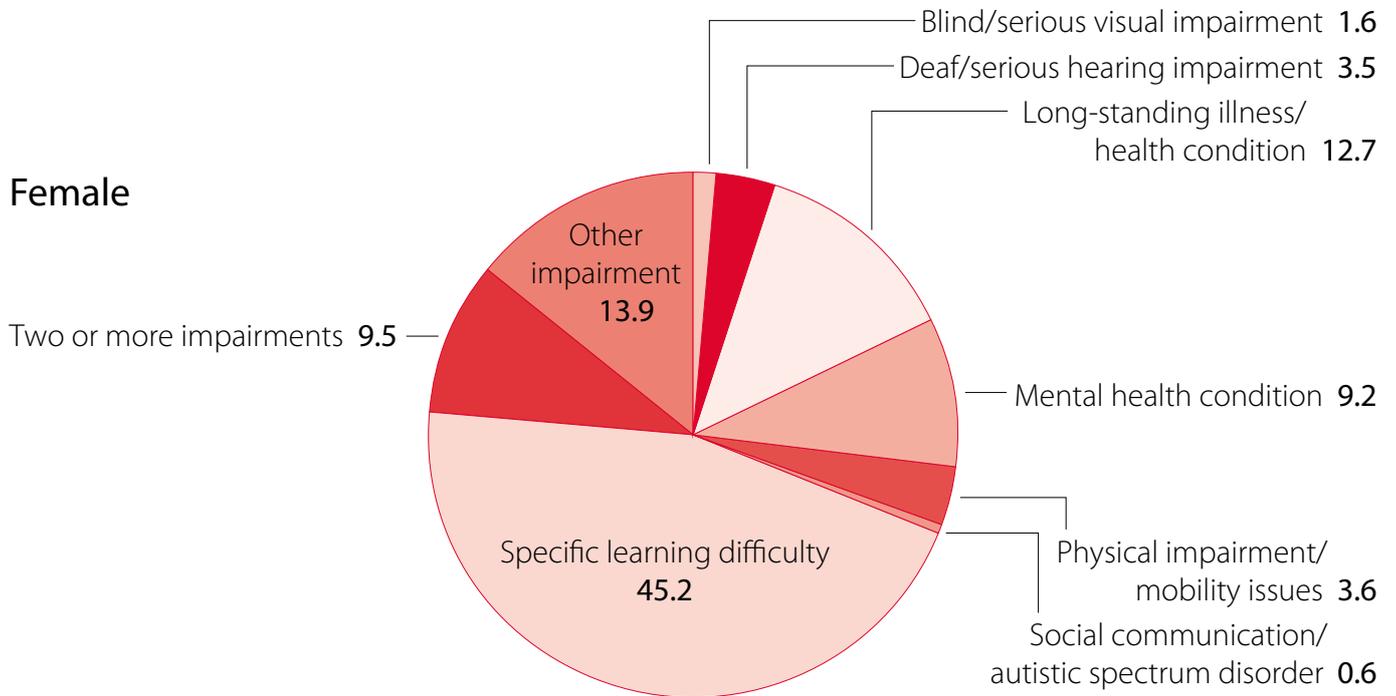
* compare vertically ^ compare horizontally
 .. percentages based on totals of 52 or less are not shown

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



Gender and age

Male students had a younger age profile than female students: 52.0% of male students were aged 21 and under, compared with 47.2% of female students.

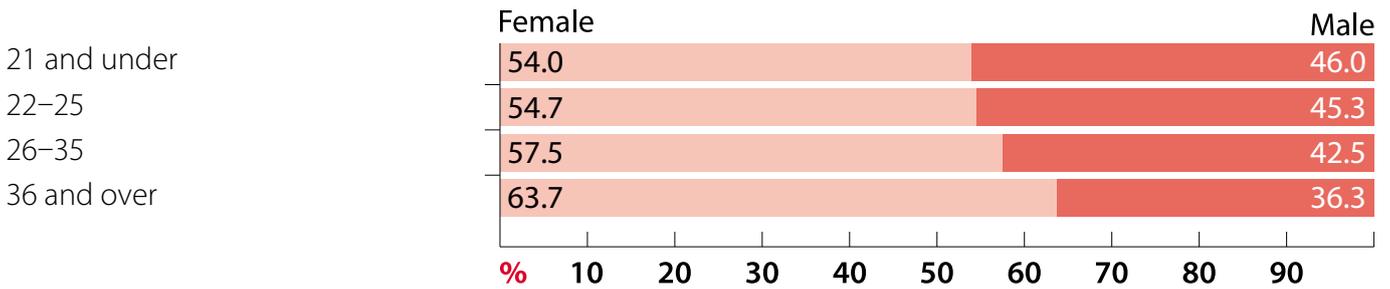
57.5% of students aged 26–35 and 63.7% of students aged 36 and over were women.

5.3 Students by age group and gender

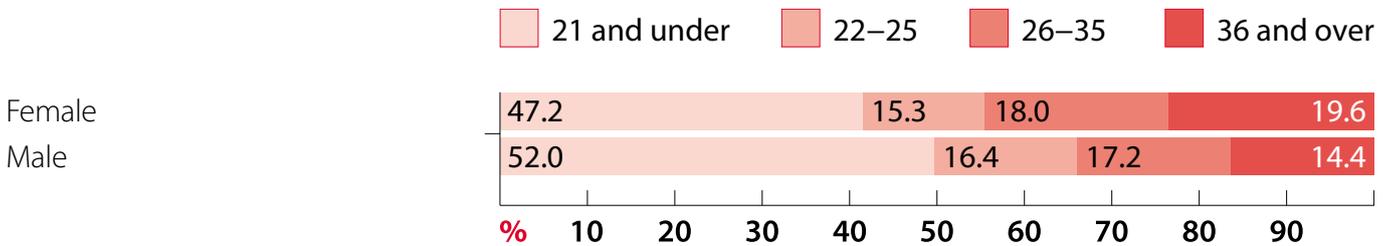
	Female			Male		
	No.	%*	%^	No.	%*	%^
21 and under	665315	47.2	54.0	566925	52.0	46.0
22–25	215560	15.3	54.7	178800	16.4	45.3
26–35	253425	18.0	57.5	186965	17.2	42.5
36 and over	276015	19.6	63.7	157045	14.4	36.3

* 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 (9.7%) than BME students (7.1%).

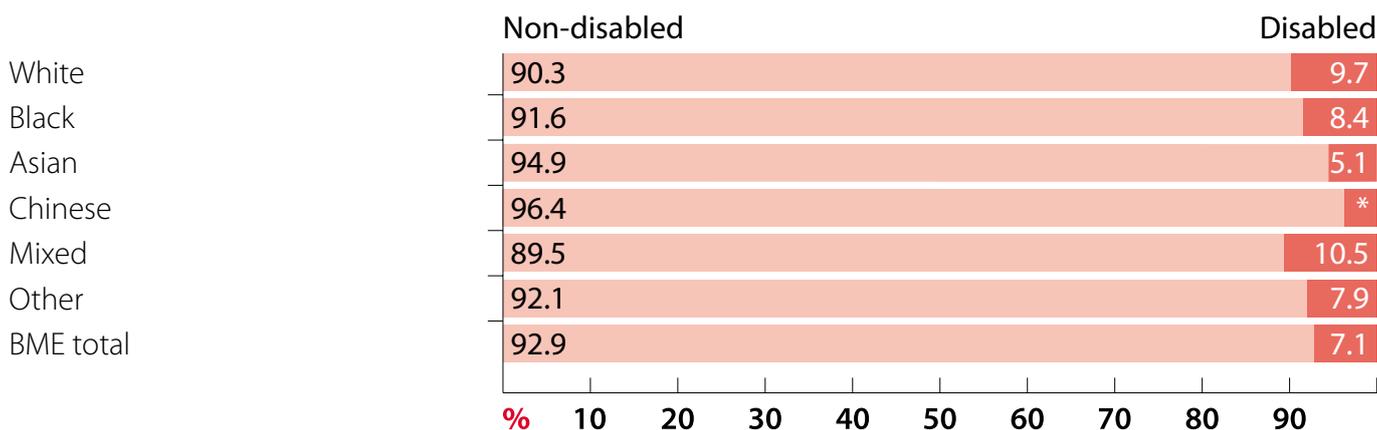
UK-domiciled students of mixed ethnicity had the highest proportion of disabled students (10.5%), while UK-domiciled Chinese students had the lowest (3.6%).

5.4 UK-domiciled students by disability status and ethnicity

	Non-disabled			Disabled		
	No.	%*	%^	No.	%*	%^
White	1487920	81.2	90.3	158960	85.8	9.7
Black	109715	6.0	91.6	10115	5.5	8.4
Asian	149220	8.1	94.9	8055	4.3	5.1
Chinese	17095	0.9	96.4	645	0.3	3.6
Mixed	49770	2.7	89.5	5815	3.1	10.5
Other	19005	1.0	92.1	1635	0.9	7.9
BME total	344810	18.8	92.9	26265	14.2	7.1

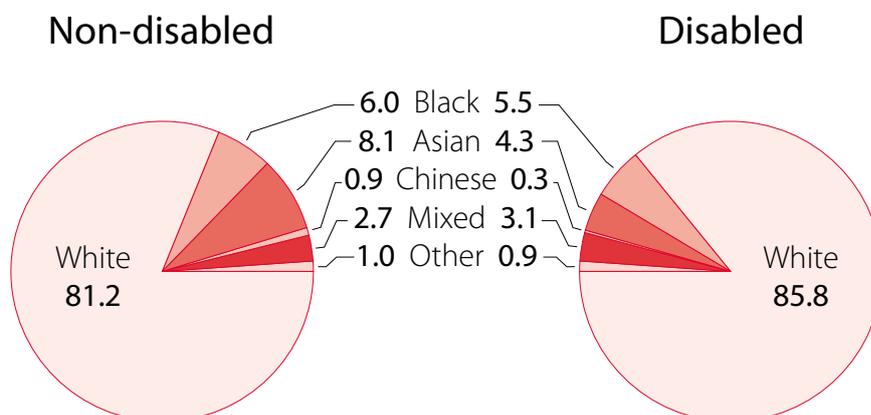
* compare vertically ^ compare horizontally

UK-domiciled students in ethnic groups by disability status



* values less than 5.0 are not displayed

Disabled/non-disabled students by ethnicity

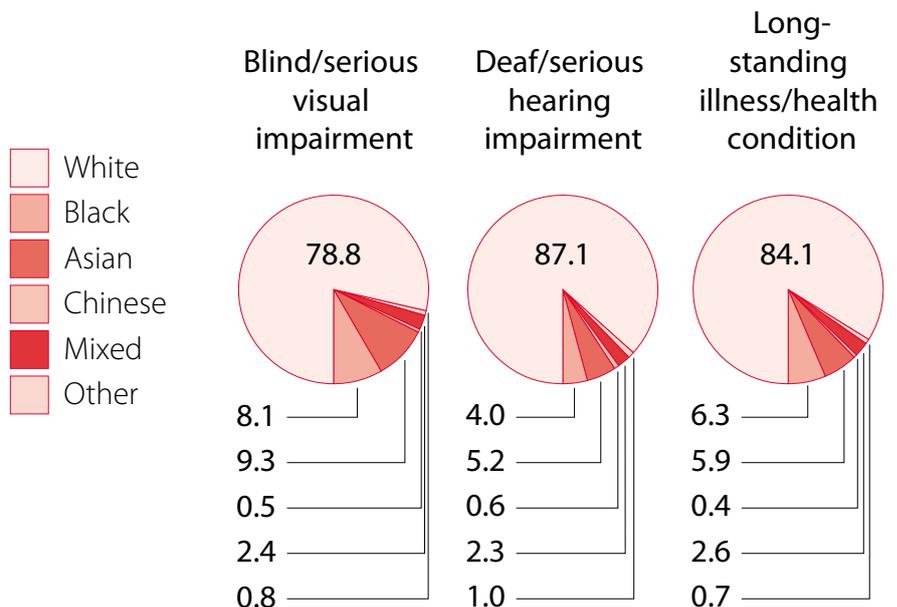


21.2% of disabled students who were blind or had a serious visual impairment were BME, compared with 7.1% of disabled students who disclosed a social communication or autistic spectrum disorder.

5.5 UK-domiciled disabled students by impairment type and ethnicity

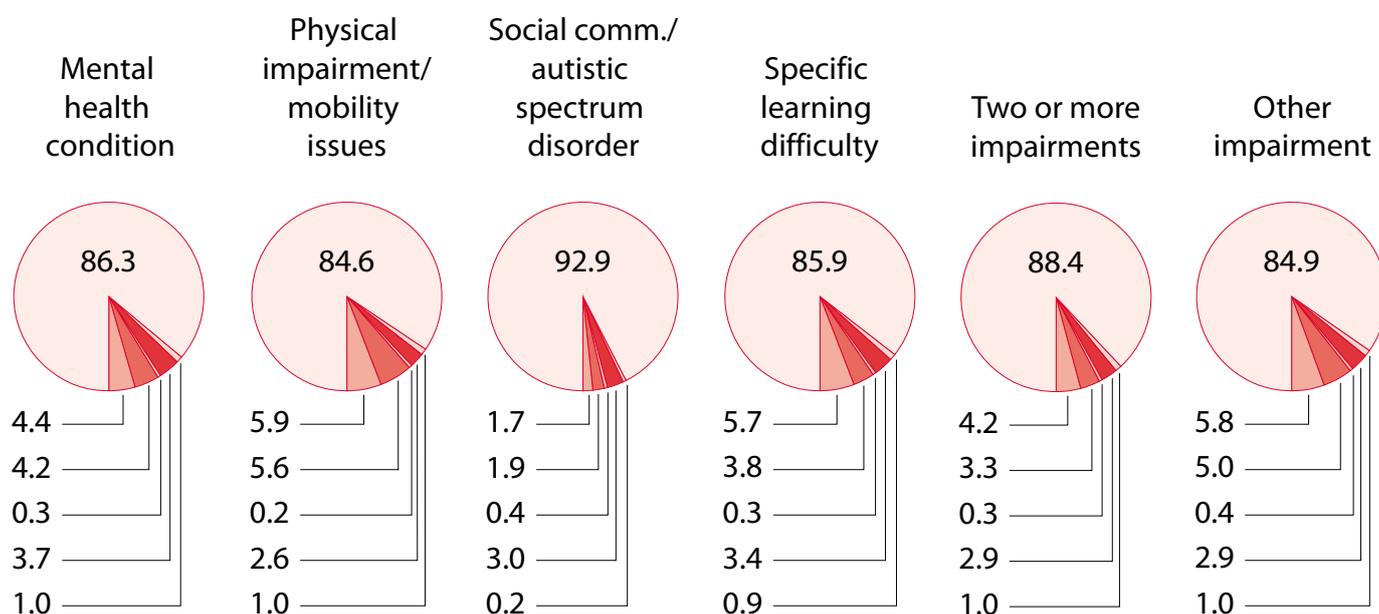
	White			Black		
	No.	%*	%^	No.	%*	%^
Blind/serious visual impairment	2480	1.6	78.8	255	2.5	8.1
Deaf/serious hearing impairment	5355	3.4	87.1	245	2.4	4.0
Long-standing illness or health condition	18085	11.4	84.1	1360	13.4	6.3
Mental health condition	13085	8.2	86.3	675	6.7	4.4
Personal care support	15	0.0	..	5	0.0	..
Physical impairment/mobility issues	5190	3.3	84.6	360	3.5	5.9
Social comm./autistic spectrum disorder	2990	1.9	92.9	55	0.5	1.7
Specific learning difficulty	77005	48.4	85.9	5090	50.3	5.7
Two or more impairments	14335	9.0	88.4	675	6.7	4.2
Other impairment	20420	12.8	84.9	1405	13.9	5.8

UK-domiciled disabled students in impairment types by ethnicity



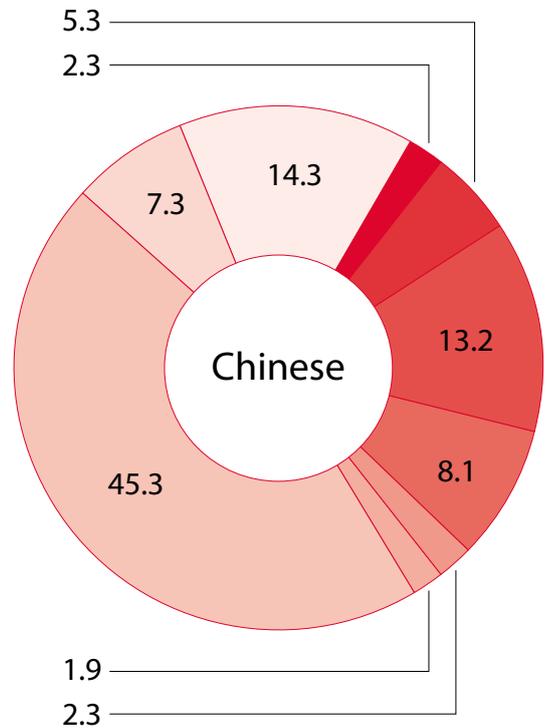
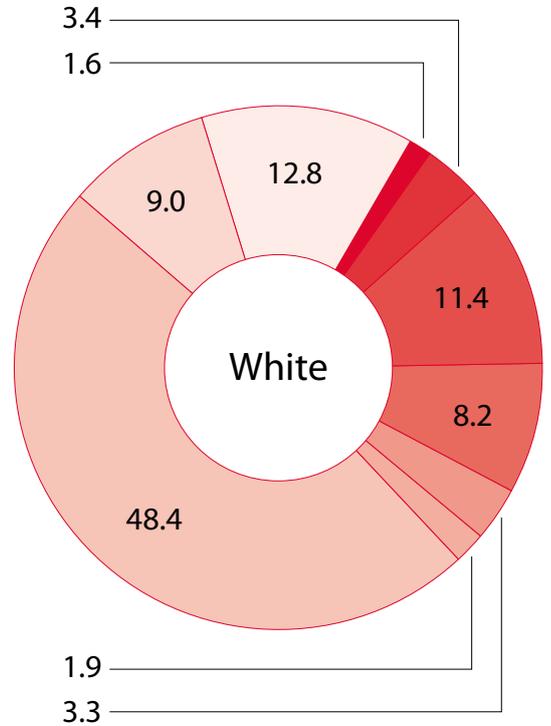
Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
295	3.6	9.3	15	2.3	0.5	75	1.3	2.4	25	1.5	0.8	665	2.5	21.2
320	4.0	5.2	35	5.3	0.6	140	2.4	2.3	60	3.6	1.0	795	3.0	12.9
1270	15.7	5.9	85	13.2	0.4	555	9.5	2.6	155	9.4	0.7	3420	13.0	15.9
635	7.9	4.2	50	8.1	0.3	560	9.6	3.7	150	9.1	1.0	2070	7.9	13.7
5	0.1	..	0	0.0	..	0	0.0	..	0	0.0	..	15	0.0	..
345	4.3	5.6	15	2.3	0.2	160	2.8	2.6	65	3.9	1.0	945	3.6	15.4
60	0.7	1.9	10	1.9	0.4	95	1.6	3.0	5	0.4	0.2	225	0.9	7.1
3385	42.0	3.8	290	45.3	0.3	3075	52.9	3.4	770	47.2	0.9	12615	48.0	14.1
540	6.7	3.3	45	7.3	0.3	465	8.0	2.9	155	9.6	1.0	1880	7.1	11.6
1205	15.0	5.0	90	14.3	0.4	690	11.8	2.9	250	15.3	1.0	3640	13.9	15.1

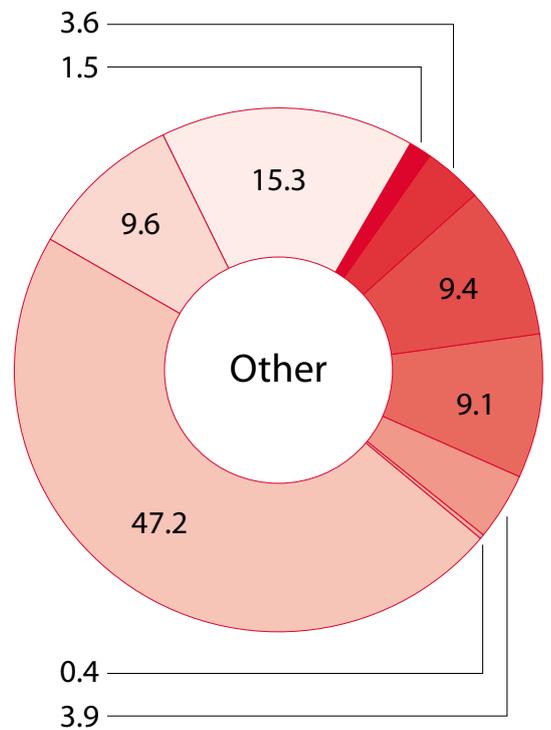
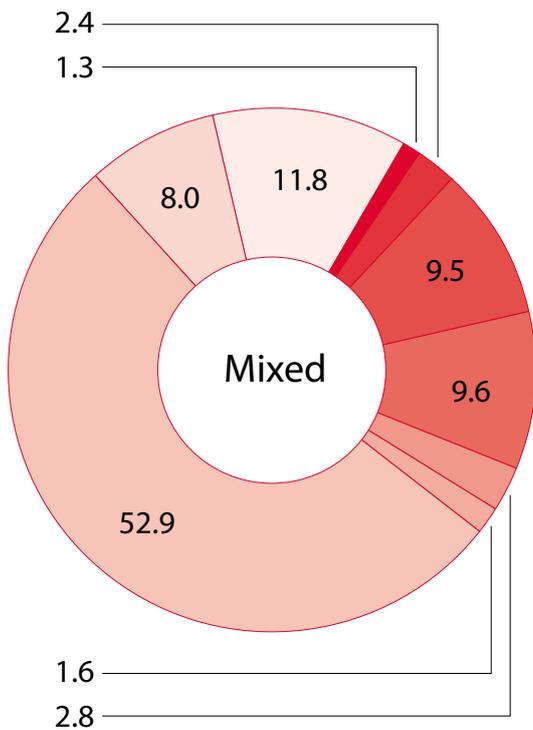
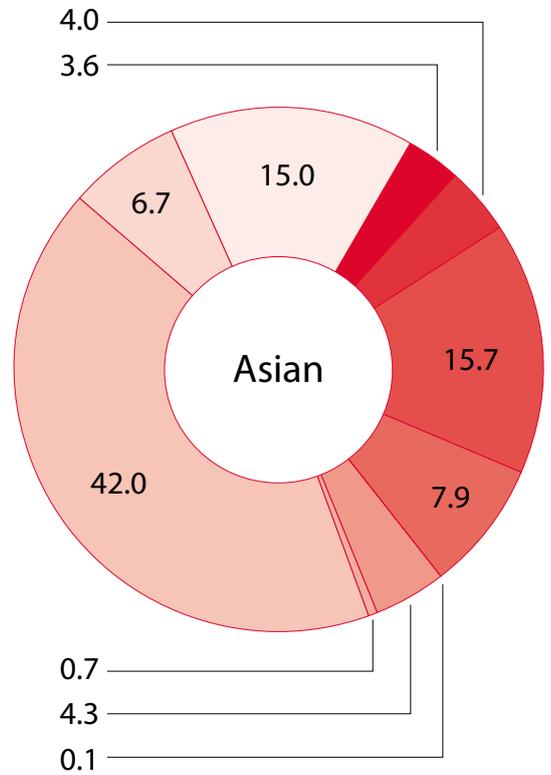
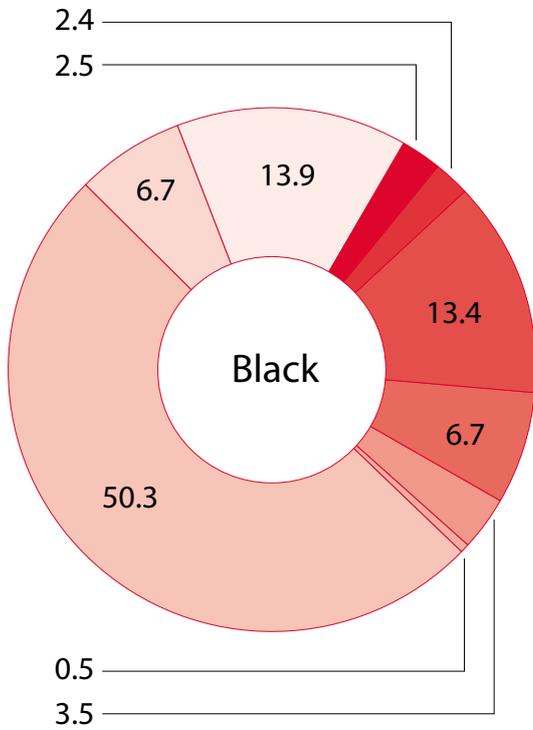
* compare vertically ^ compare horizontally
 .. percentages based on totals of 52 or less are not shown



UK-domiciled disabled students in ethnic groups 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 or mobility issues
- Social communication/autistic spectrum disorder
- Specific learning difficulty
- Two or more impairments
- Other impairment





Ethnicity and age

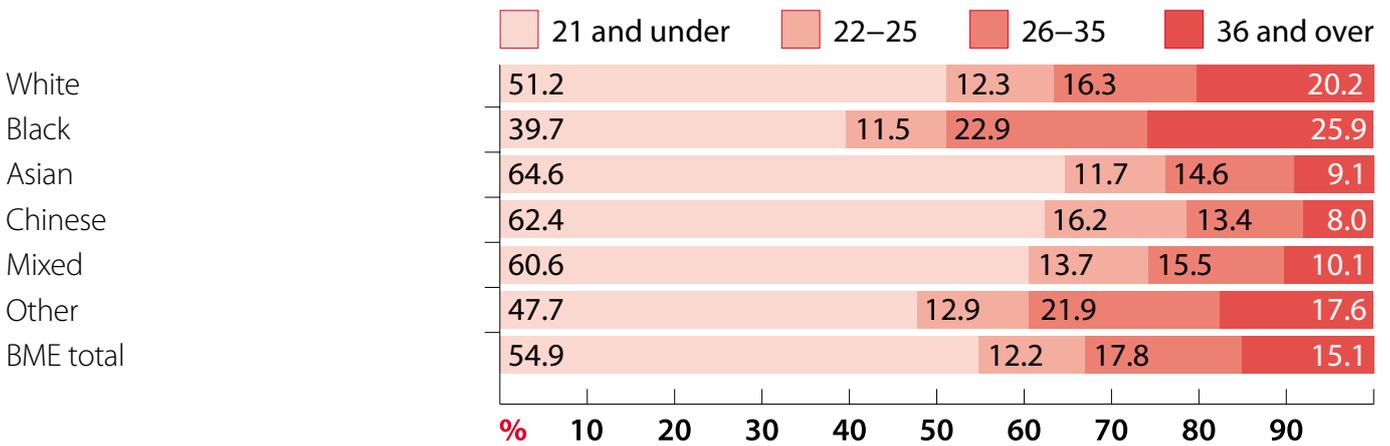
25.9% of black students were aged 36 and over, compared with 8.0% of Chinese students.

19.7% of students aged 26–35 were BME, compared with 14.4% of those aged 36 and over.

5.6 UK-domiciled students by age group and ethnicity

	White			Black		
	No.	%*	%^	No.	%*	%^
21 and under	842295	51.2	80.5	47565	39.7	4.5
22–25	202665	12.3	81.7	13820	11.5	5.6
26–35	269095	16.3	80.3	27420	22.9	8.2
36 and over	332010	20.2	85.6	31005	25.9	8.0

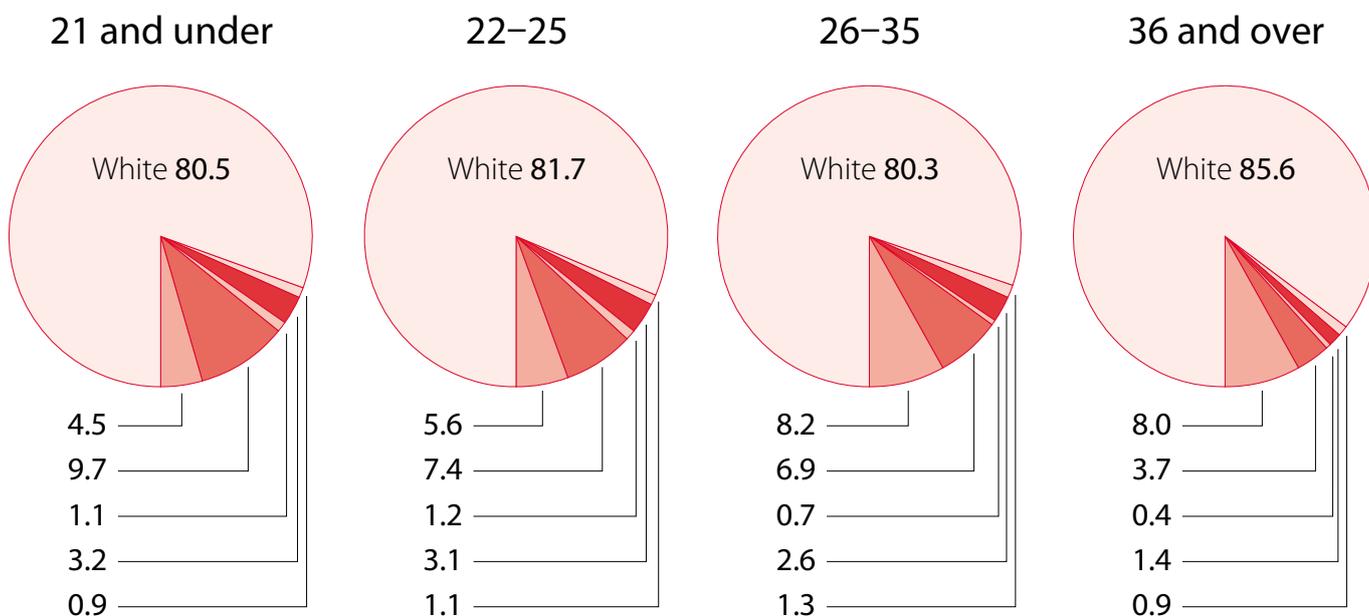
UK-domiciled students in ethnic groups by age group



Asian			Chinese			Mixed			Other			BME total		
No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
101650	64.6	9.7	11060	62.4	1.1	33700	60.6	3.2	9830	47.7	0.9	203805	54.9	19.5
18325	11.7	7.4	2875	16.2	1.2	7620	13.7	3.1	2650	12.9	1.1	45300	12.2	18.3
23030	14.6	6.9	2375	13.4	0.7	8625	15.5	2.6	4510	21.9	1.3	65965	17.8	19.7
14235	9.1	3.7	1415	8.0	0.4	5625	10.1	1.4	3630	17.6	0.9	55915	15.1	14.4

* compare vertically ^ compare horizontally

UK-domiciled students in age groups by ethnicity



- Black
- Asian
- Chinese
- Mixed
- Other

Disability and age

Students aged 36 and over were slightly more likely to be disabled (8.9%) than students in other age groups.

18.0% of disabled students aged 36 and over disclosed two or more impairments, compared with 4.7% of disabled students aged 21 and under.

The majority of disabled students disclosing a social communication/autistic spectrum disorder (74.7%) or a specific learning difficulty (61.4%) were aged 21 and under.

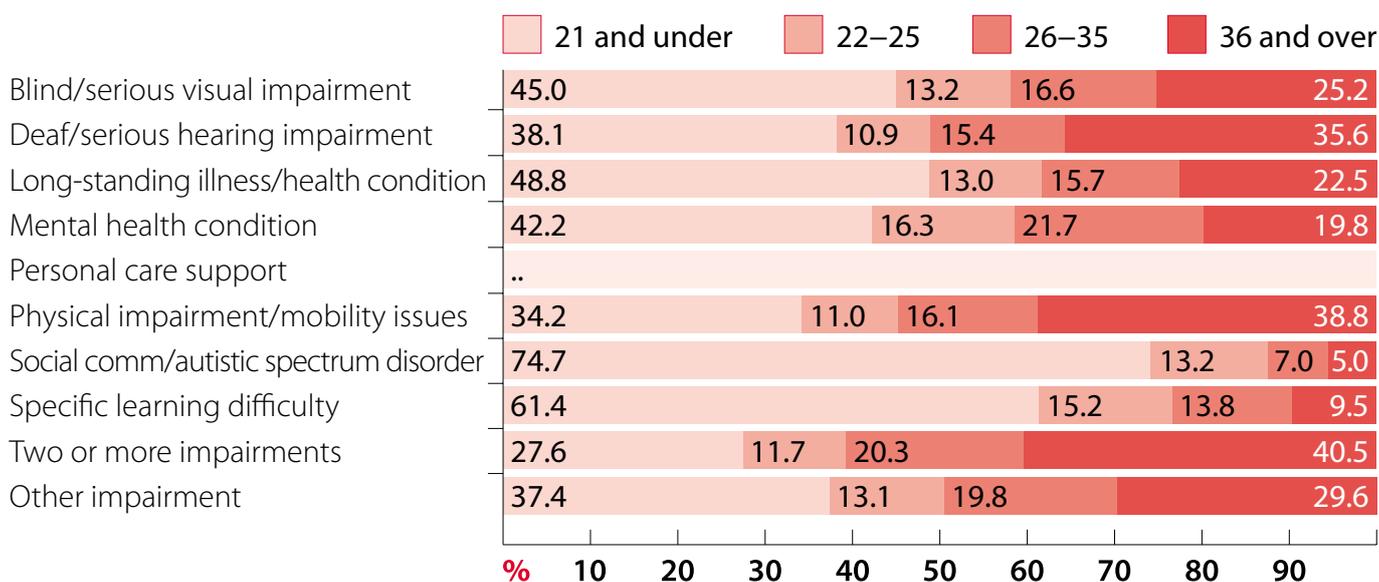
5.7 Students by disability status, impairment type and age group

	21 and under		
	No.	%*	%^
Disabled	100810	8.2	50.4
Blind/serious visual impairment	1630	1.6	45.0
Deaf/serious hearing impairment	2550	2.5	38.1
Long-standing illness or health condition	11585	11.5	48.8
Mental health condition	6970	6.9	42.2
Personal care support	15	0.0	..
Physical impairment/mobility issues	2305	2.3	34.2
Social comm./autistic spectrum disorder	2550	2.5	74.7
Specific learning difficulty	58520	58.0	61.4
Two or more impairments	4745	4.7	27.6
Other impairment	9940	9.9	37.4
Non-disabled	1131435	91.8	49.2

22–25			26–35			36 and over		
No.	%*	%^	No.	%*	%^	No.	%*	%^
28215	7.2	14.1	32235	7.3	16.1	38620	8.9	19.3
475	1.7	13.2	600	1.9	16.6	910	2.4	25.2
730	2.6	10.9	1030	3.2	15.4	2385	6.2	35.6
3095	11.0	13.0	3740	11.6	15.7	5335	13.8	22.5
2700	9.6	16.3	3580	11.1	21.7	3260	8.4	19.8
5	0.0	..	10	0.0	..	10	0.0	..
740	2.6	11.0	1085	3.4	16.1	2620	6.8	38.8
450	1.6	13.2	240	0.7	7.0	170	0.4	5.0
14515	51.4	15.2	13195	40.9	13.8	9085	23.5	9.5
2010	7.1	11.7	3490	10.8	20.3	6960	18.0	40.5
3495	12.4	13.1	5275	16.4	19.8	7880	20.4	29.6
366150	92.8	15.9	408155	92.7	17.7	394445	91.1	17.1

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

Disabled students in impairment types by age group



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

Degree attainment

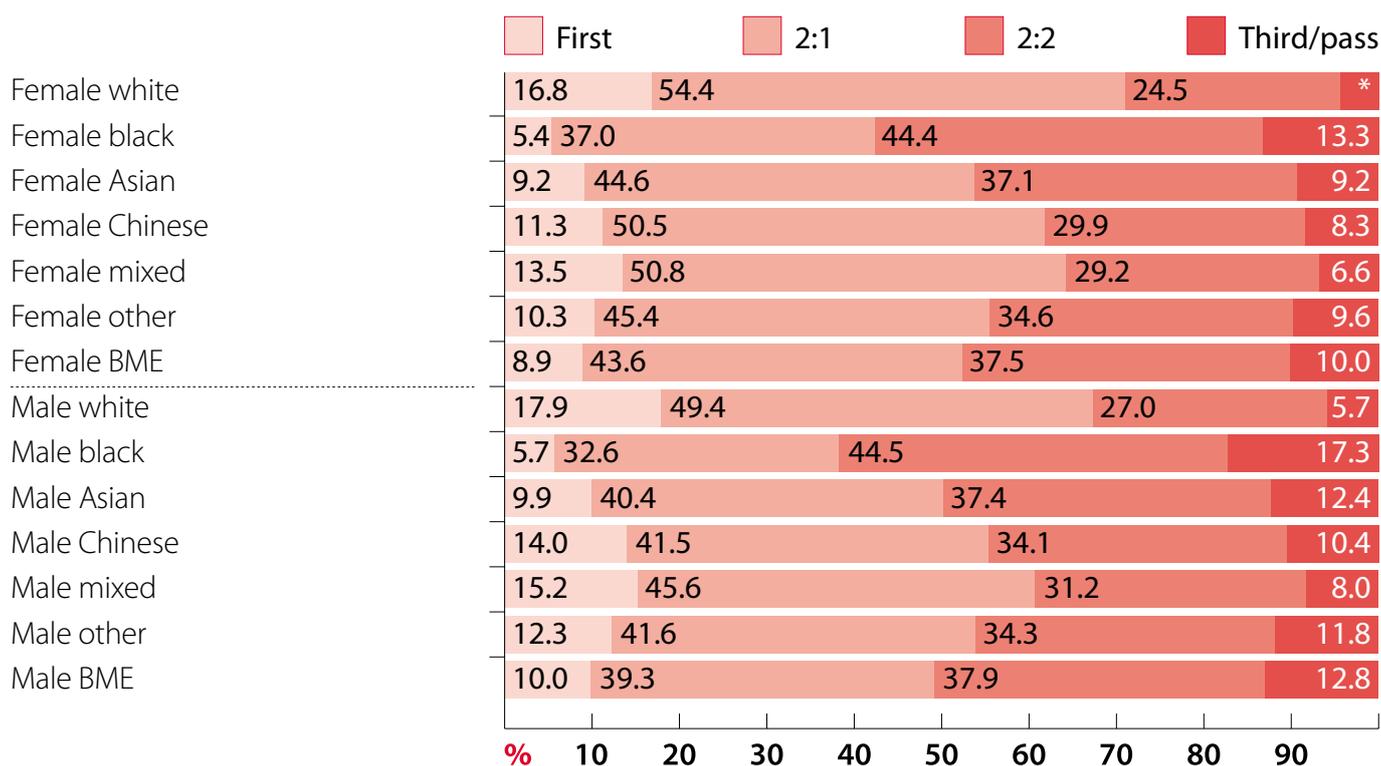
For all UK-domiciled ethnic groups, a higher proportion of female qualifiers achieved a first class or upper second class honours degree than male qualifiers. This was most prominent among UK-domiciled Chinese students, where 61.8% of female qualifiers obtained a first class or upper second class honours degree compared with 55.5% of male qualifiers (a 6.3% difference).

5.8 UK-domiciled first degree undergraduate qualifiers by degree class, gender and ethnicity

	First and 2:1	
	No.	%
Female		
White	94845	71.2
Black	3800	42.3
Asian	6780	53.8
Chinese	920	61.8
Mixed	3150	64.2
Other	805	55.7
BME	15455	52.5
Male		
White	65025	67.3
Black	2215	38.3
Asian	5515	50.2
Chinese	785	55.5
Mixed	2090	60.8
Other	600	53.9
BME	11205	49.3

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
22340	16.8	72505	54.4	32705	24.5	5720	4.3
485	5.4	3320	37.0	3985	44.4	1195	13.3
1155	9.2	5620	44.6	4670	37.1	1160	9.2
170	11.3	750	50.5	445	29.9	125	8.3
660	13.5	2490	50.8	1430	29.2	320	6.6
150	10.3	655	45.4	500	34.6	140	9.6
2615	8.9	12835	43.6	11030	37.5	2935	10.0
17290	17.9	47735	49.4	26115	27.0	5525	5.7
330	5.7	1885	32.6	2575	44.5	1000	17.3
1080	9.9	4430	40.4	4100	37.4	1360	12.4
200	14.0	590	41.5	485	34.1	150	10.4
520	15.2	1570	45.6	1075	31.2	275	8.0
135	12.3	460	41.6	380	34.3	130	11.8
2265	10.0	8940	39.3	8615	37.9	2915	12.8

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



Within both genders, a lower proportion of disabled students obtained a first class or upper second class honours degree than non-disabled students.

The gap was widest among female qualifiers, where 62.6% of disabled students obtained a first class or upper second class honours degree compared with 66.4% of non-disabled students (a 3.8% gap).

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

	First and 2:1	
	No.	%
Female		
Non-disabled	117160	66.4
Disabled	10935	62.6
Male		
Non-disabled	83285	61.2
Disabled	7930	59.8

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
27110	15.4	90055	51.0	48715	27.6	10595	6.0
2315	13.3	8615	49.3	5265	30.1	1270	7.3
21875	16.1	61410	45.1	40980	30.1	11870	8.7
1915	14.4	6015	45.3	4250	32.0	1085	8.2

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



Within every age group, a higher proportion of female qualifiers obtained a first class or upper second class honours degree than male qualifiers. The gap was most prominent in the younger age groups, where 69.7% of women aged 21 and under and 65.5% of women aged 22–25 obtained a first class or upper second class honours degree, compared with 64.1% of men aged 21 and under and 59.9% of men aged 22–25 (a 5.6% difference in both cases).

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

	First and 2:1	
	No.	%
Female		
21 and under	46770	69.7
22–25	58060	65.5
26–35	12000	60.3
36 and over	11265	61.5
Male		
21 and under	29440	64.1
22–25	48320	59.9
26–35	8840	58.0
36 and over	4615	61.1

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
8430	12.6	38340	57.2	18095	27.0	2200	3.3
14125	15.9	43930	49.6	24725	27.9	5875	6.6
3370	16.9	8630	43.4	5945	29.9	1950	9.8
3500	19.1	7765	42.4	5210	28.5	1840	10.1
6110	13.3	23325	50.8	13930	30.3	2555	5.6
13275	16.5	35045	43.4	24670	30.6	7690	9.5
2815	18.5	6025	39.5	4525	29.7	1875	12.3
1585	21.0	3030	40.1	2110	27.9	835	11.0

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



* values less than 5.0 are not displayed

With the exception of Chinese qualifiers, within every ethnic group the proportion of disabled qualifiers obtaining a first class or upper second class honours degree was lower than for non-disabled qualifiers.

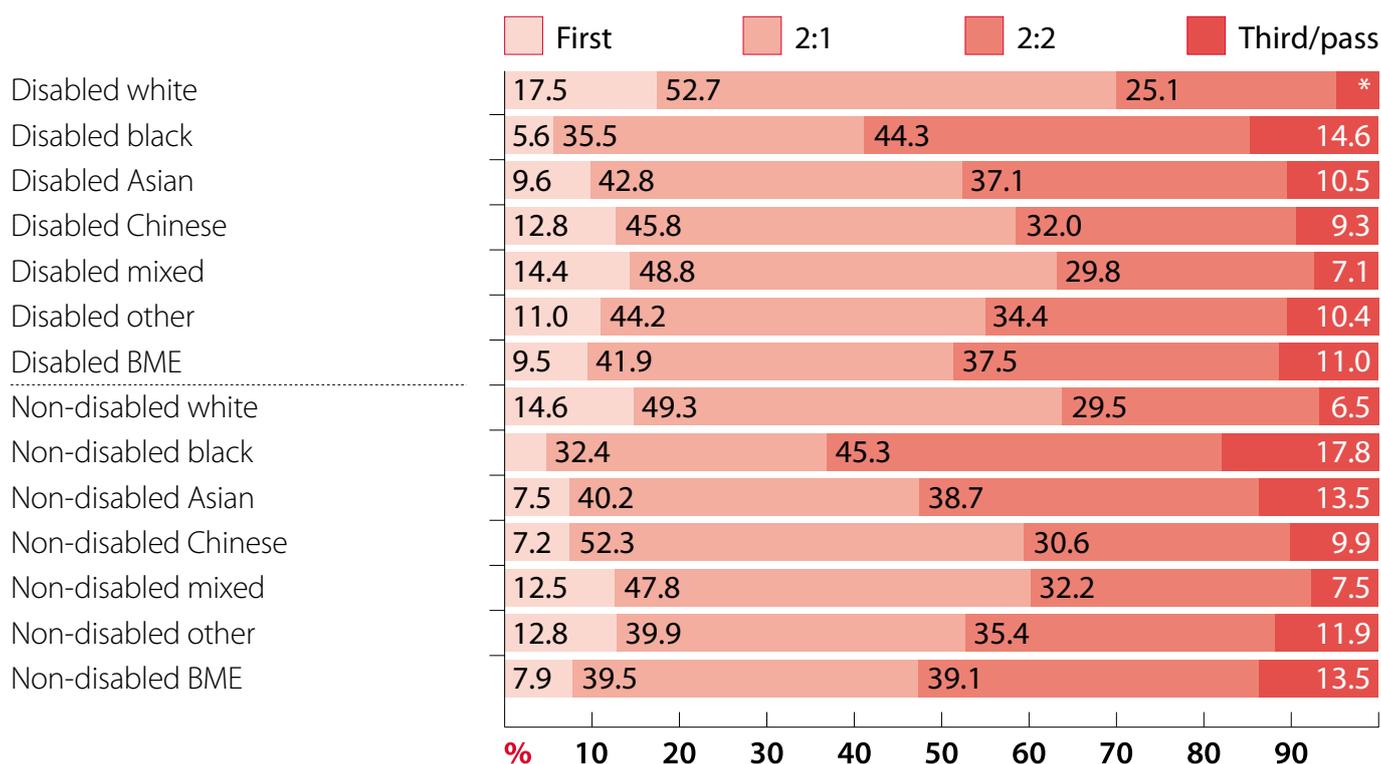
This gap was largest among white qualifiers, where 70.2% of non-disabled qualifiers obtained a first class or upper second class honours degree, compared with 63.9% of disabled qualifiers (a 6.3% difference).

5.11 UK-domiciled first degree undergraduate qualifiers by degree class, disability status and ethnicity

	First and 2:1	
	No.	%
Non-disabled		
White	144085	70.2
Black	5495	41.1
Asian	11640	52.4
Chinese	1640	58.7
Mixed	4700	63.1
Other	1275	55.2
BME	24750	51.4
Disabled		
White	15785	63.9
Black	520	37.0
Asian	655	47.8
Chinese	65	59.5
Mixed	540	60.3
Other	130	52.7
BME	1910	47.4

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
36015	17.5	108070	52.7	51530	25.1	9630	4.7
745	5.6	4745	35.5	5920	44.3	1945	14.6
2135	9.6	9505	42.8	8245	37.1	2335	10.5
360	12.8	1280	45.8	895	32.0	260	9.3
1070	14.4	3630	48.8	2215	29.8	530	7.1
255	11.0	1020	44.2	795	34.4	240	10.4
4565	9.5	20185	41.9	18070	37.5	5310	11.0
3610	14.6	12170	49.3	7290	29.5	1615	6.5
65	4.5	460	32.4	640	45.3	250	17.8
105	7.5	550	40.2	530	38.7	185	13.5
10	7.2	60	52.3	35	30.6	10	9.9
110	12.5	425	47.8	290	32.2	65	7.5
30	12.8	95	39.9	85	35.4	30	11.9
320	7.9	1590	39.5	1575	39.1	545	13.5

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



* values less than 5.0 are not displayed

Across all age groups, a higher proportion of white qualifiers achieved a first class or upper second class honours degree than BME qualifiers.

The ethnicity attainment gap ranges from 9.4% for qualifiers aged 21 and under to 27.5% for those aged 36 and over.

While for white qualifiers the percentage of first class honours degrees increased in each progressive age group (13.2% of those aged 21 and under, 23.0% of those aged 36 and over), the opposite was true of BME qualifiers (10.1% of those aged 21 and under, 7.7% of those aged 36 and over).

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

	First and 2:1	
	No.	%
White		
21 and under	58335	70.0
22–25	73885	69.9
26–35	14525	67.8
36 and over	13125	67.4
BME		
21 and under	9865	60.6
22–25	12425	48.8
26–35	2670	43.3
36 and over	1695	39.9

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
10995	13.2	47340	56.8	22085	26.5	2890	3.5
19485	18.4	54400	51.4	26465	25.0	5395	5.1
4670	21.8	9855	46.0	5425	25.3	1465	6.8
4480	23.0	8645	44.4	4845	24.9	1495	7.7
1640	10.1	8225	50.5	5555	34.1	870	5.3
2340	9.2	10085	39.6	9865	38.7	3165	12.4
575	9.3	2095	34.0	2450	39.8	1040	16.9
330	7.7	1365	32.2	1775	41.8	775	18.3

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



Across all age groups, a higher proportion of non-disabled qualifiers achieved a first class or upper second class honours degree than disabled qualifiers.

This gap was most prominent among qualifiers aged 36 and over, where 62.0% of non-disabled qualifiers obtained a first class or upper second class honours degree, compared with 57.0% of disabled qualifiers (a 5.0% difference).

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

	First and 2:1	
	No.	%
Non-disabled		
21 and under	71235	67.7
22–25	96575	62.9
26–35	18620	59.6
36 and over	14015	62.0
Disabled		
21 and under	4970	64.5
22–25	9805	61.7
26–35	2220	57.3
36 and over	1865	57.0

First		2:1		2:2		Third/pass	
No.	%	No.	%	No.	%	No.	%
13710	13.0	57525	54.6	29665	28.2	4385	4.2
25170	16.4	71405	46.5	44530	29.0	12355	8.1
5520	17.7	13100	41.9	9205	29.4	3435	11.0
4585	20.3	9430	41.7	6295	27.8	2295	10.2
830	10.8	4140	53.7	2365	30.7	370	4.8
2230	14.0	7575	47.7	4860	30.6	1215	7.6
665	17.2	1555	40.1	1270	32.7	390	10.0
505	15.4	1360	41.6	1025	31.3	380	11.7

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



* values less than 5.0 are not displayed

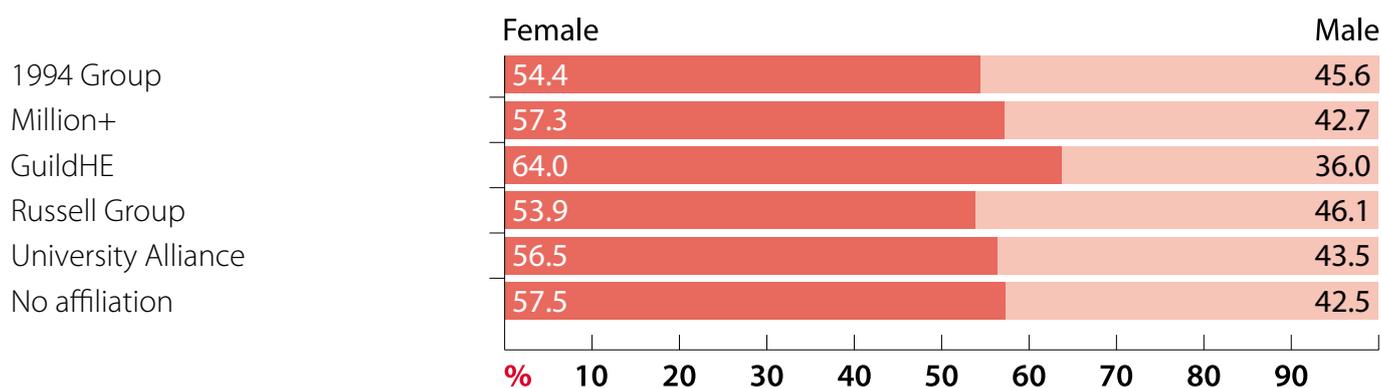
Mission groups

The profile of students varied considerably by mission group.

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

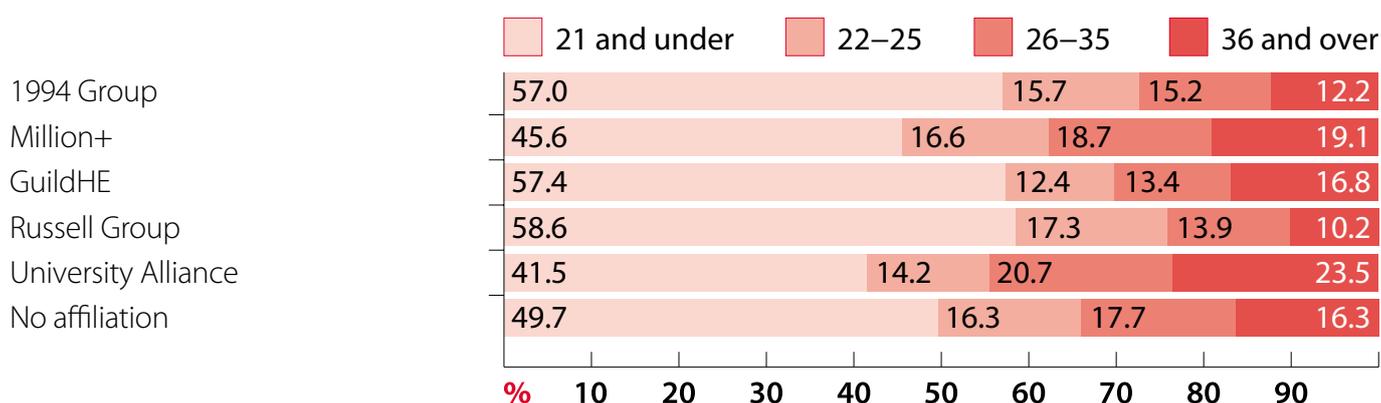
	1994 Group	
	No.	%
Gender		
Female	139750	54.4
Male	116955	45.6
Ethnicity		
White	151135	80.3
Black	10010	5.3
Asian	15565	8.3
Chinese	2245	1.2
Mixed	6775	3.6
Other	2400	1.3
Disability status		
Non-disabled	236570	92.2
Disabled	20140	7.8
DSA take-up		
Disabled: receives DSA	7980	39.6
Disabled: does not receive DSA	8485	42.1
Disabled: DSA take-up unknown	3670	18.2
Age		
21 and under	146170	57.0
22–25	40235	15.7
26–35	38990	15.2
36 and over	31230	12.2

All students in mission group of institution by gender

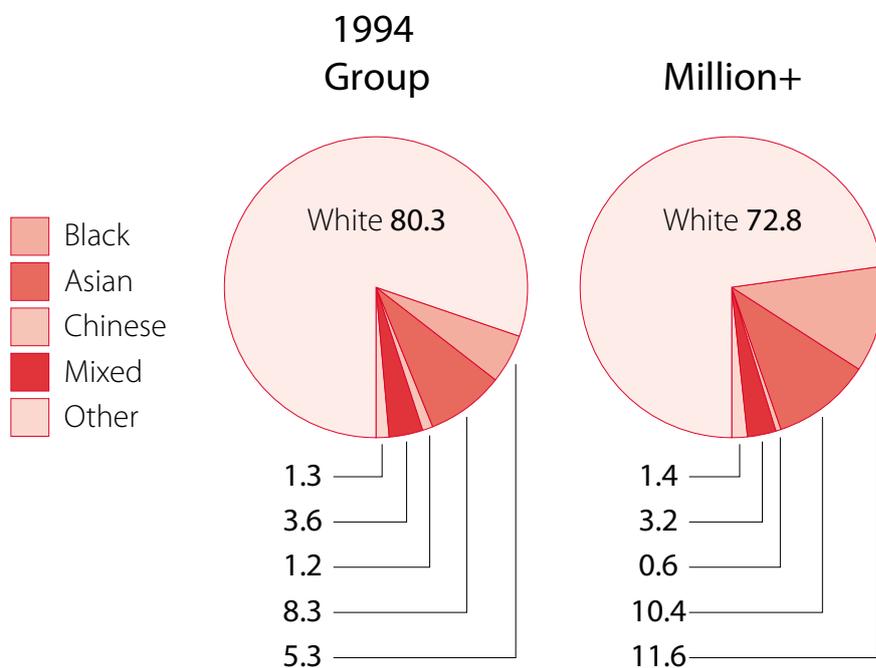


Million+		GuildHE		Russell Group		University Alliance		No affiliation	
No.	%	No.	%	No.	%	No.	%	No.	%
281220	57.3	55050	64.0	271590	53.9	406395	56.5	276840	57.5
209340	42.7	30955	36.0	232675	46.1	312515	43.5	204865	42.5
292435	72.8	68565	87.6	307245	83.8	537500	84.5	306520	81.3
46755	11.6	3445	4.4	9650	2.6	31185	4.9	24085	6.4
41725	10.4	3495	4.5	28980	7.9	43550	6.8	29600	7.9
2510	0.6	270	0.3	6020	1.6	3935	0.6	3170	0.8
12880	3.2	2020	2.6	11130	3.0	14925	2.3	9410	2.5
5585	1.4	440	0.6	3800	1.0	5090	0.8	4280	1.1
454390	92.6	75190	87.4	472690	93.7	654575	91.1	442030	91.8
36170	7.4	10810	12.6	31575	6.3	64335	8.9	39675	8.2
15660	43.3	5630	52.1	12540	39.7	23910	37.2	17205	43.4
16745	46.3	4220	39.0	16735	53.0	35975	55.9	18480	46.6
3770	10.4	960	8.9	2300	7.3	4450	6.9	3990	10.1
223635	45.6	49200	57.4	295145	58.6	298280	41.5	239220	49.7
81520	16.6	10615	12.4	87295	17.3	102375	14.2	78410	16.3
91750	18.7	11460	13.4	69975	13.9	149000	20.7	85425	17.7
93515	19.1	14440	16.8	51610	10.2	169055	23.5	78370	16.3

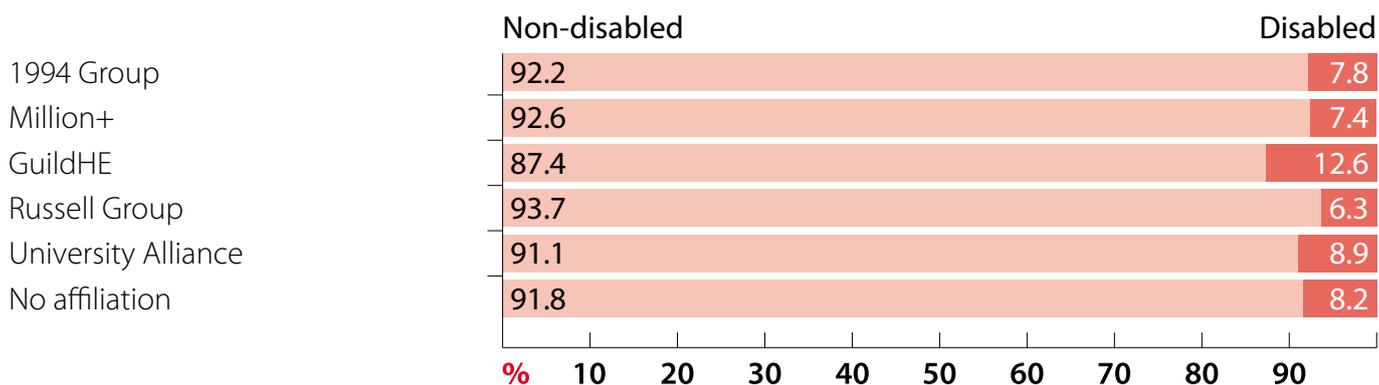
All students in mission group of institution by age group

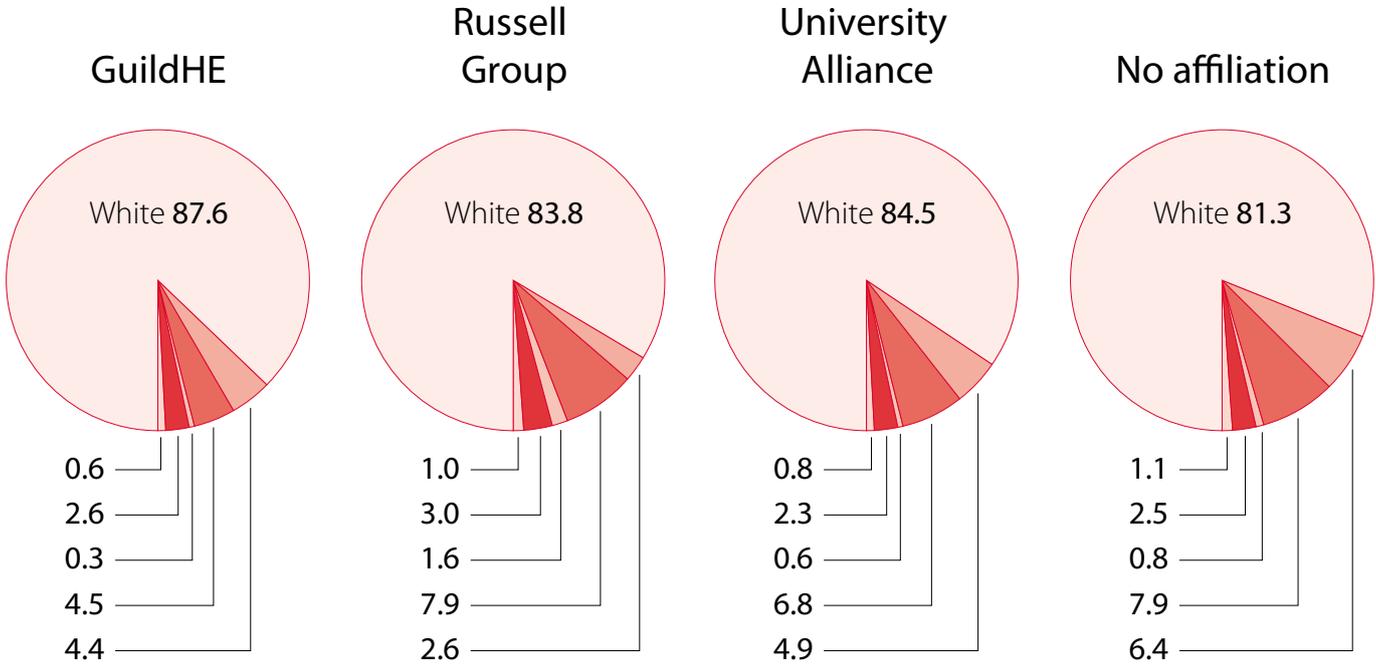


All UK-domiciled students in mission group of institution by ethnicity

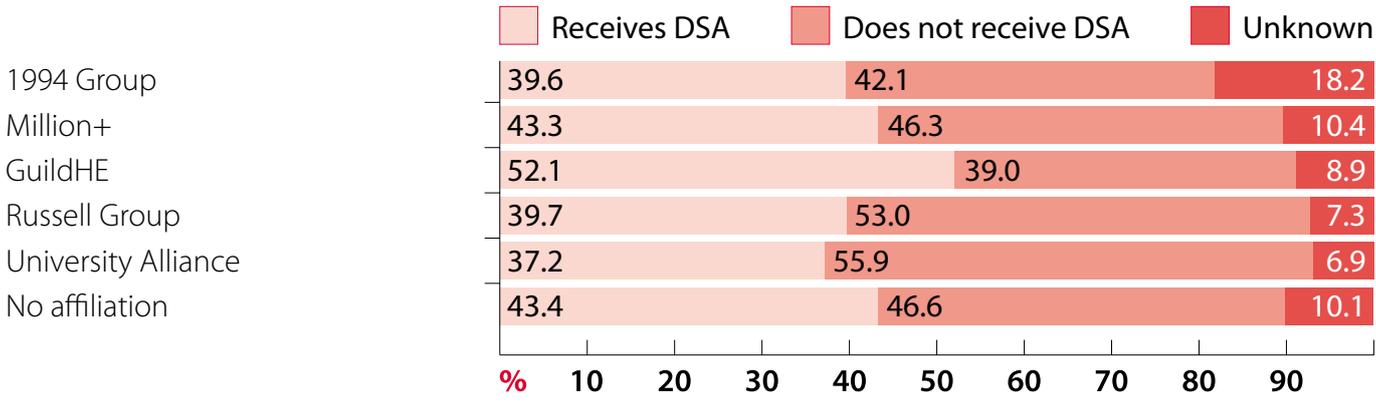


All students in mission group of institution by disability status





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



Index

Overview	0.1	All/first year students by country of institution	16
	0.2	Profile of all/first year students over time	16
	0.3	All/first year students by degree level and mode	17
	0.4	All students by subject area and degree level	18
	0.5	First year students by subject area and degree level	20
	0.6	UK-domiciled full-time first degree entrants by continuation category	22
		<i>UK-domiciled full-time first degree entrants by continuation category</i>	22
	0.7	First degree undergraduate qualifiers by country of institution and degree class	23
		<i>First degree undergraduate qualifiers in countries of institution by degree class</i>	23
	0.8	First degree undergraduate qualifiers by SET category and degree class	23
		<i>First degree undergraduate qualifiers in SET categories by degree class</i>	23
	0.9	First degree undergraduate qualifiers by subject area and degree class	24
		<i>First degree undergraduate qualifiers in subject areas by degree class</i>	26
	0.10	DLHE leavers by leaving destination	27
		<i>DLHE leavers by leaving destination</i>	27
<hr/>			
1 Gender	1.1	All/first year students by country of institution and gender	30
	1.2	Profile of all/first year students over time by gender	30
		<i>All/first year students in countries of institution by gender</i>	31
		<i>All/first year students over time by gender</i>	31
	1.3	All students by degree level, domicile category and gender	32
		<i>All students in domicile categories and degree levels by gender</i>	33
	1.4	All students by degree level, mode and gender	34
		<i>All full-time/part-time students in degree levels by gender</i>	35
	1.5	First year students by degree level, mode and gender	36
		<i>First year full-time/part-time students in degree levels by gender</i>	37
	1.6	All students by subject area and gender	38
		<i>All students in subject areas by gender</i>	39
	1.7	First year students by subject area and gender	40
		<i>First year students in subject areas by gender</i>	41
	1.8	All students by subject area, degree level and gender	42
		<i>All students in SET subject areas and degree levels by gender</i>	44
		<i>All students in non-SET subject areas and degree levels by gender</i>	45
	1.9	First year students by subject area, degree level and gender	46

1.10	UK-domiciled full-time first degree entrants by continuation category and gender	48
	<i>UK-domiciled female/male full-time first degree entrants by continuation category</i>	48
1.11	First degree undergraduate qualifiers by country of institution, degree class and gender	49
	<i>Female/male first degree undergraduate qualifiers in countries of institution by degree class</i>	49
1.12	First degree undergraduate qualifiers by subject area, degree class and gender	50
	<i>Female/male first degree undergraduate qualifiers in SET subject areas by degree class</i>	52
	<i>Female/male first degree undergraduate qualifiers in non-SET subject areas by degree class</i>	53
1.13	DLHE leavers by leaving destination and gender	54
	<i>Female/male DLHE leavers by leaving destination</i>	55
<hr/>		
2	Ethnicity	
2.1	All/first year UK-domiciled students by country of institution and ethnicity	58
	<i>All UK-domiciled students in countries of institution by ethnicity</i>	58
2.2	Profile of all UK-domiciled students over time by ethnicity	60
	<i>All UK-domiciled students over time by ethnicity</i>	60
2.3	All/first year BME UK-domiciled students by ethnicity	61
	<i>All/first year BME UK-domiciled students by ethnicity</i>	61
2.4	All UK-domiciled students by degree level, mode and ethnicity	62
	<i>All full-time/part-time UK-domiciled all/undergraduate students in degree levels by BME/white identity</i>	62
	<i>All full-time/part-time UK-domiciled postgraduate students in degree levels by BME/white identity</i>	63
2.5	First year UK-domiciled students by degree level, mode and ethnicity	64
	<i>First year full-time/part-time UK-domiciled all/undergraduate students in degree levels by BME/white identity</i>	64
	<i>First year full-time/part-time UK-domiciled postgraduate students in degree levels by BME/white identity</i>	65
2.6	All UK-domiciled students by subject area and ethnicity	66
	<i>All UK-domiciled students in SET subject areas by ethnicity</i>	68
	<i>All UK-domiciled students in non-SET subject areas by ethnicity</i>	69
2.7	First year UK-domiciled students by subject area and ethnicity	70
2.8	All UK-domiciled students by subject area, degree level and BME/white identity	72

	<i>All UK-domiciled students in SET subject areas and degree levels by BME/white identity</i>	74
	<i>All UK-domiciled students in non-SET subject areas and degree levels by BME/white identity</i>	75
2.9	First year UK-domiciled students by subject area, degree level and BME/white identity	76
2.10	UK-domiciled full-time first degree entrants by continuation category and ethnicity	78
	<i>UK-domiciled full-time first degree entrants in ethnic groups by continuation status</i>	79
2.11	UK-domiciled first degree undergraduate qualifiers by country of institution, degree class and ethnicity	80
	<i>BME/white UK-domiciled first degree undergraduate qualifiers in countries of institution by degree class</i>	81
2.12	Profile of UK-domiciled first degree undergraduate qualifiers achieving a first or upper second class honours over time by ethnicity	82
	<i>UK-domiciled first degree undergraduate qualifiers achieving a first/2:1 by ethnicity</i>	83
2.13	UK-domiciled first degree undergraduate qualifiers by degree class and ethnicity	84
	<i>UK-domiciled first degree undergraduate qualifiers in ethnic groups by degree class</i>	85
2.14	UK-domiciled first degree undergraduate qualifiers in SET subjects by degree class and ethnicity	86
2.15	UK-domiciled first degree undergraduate qualifiers in non-SET subjects by degree class and ethnicity	87
2.16	UK-domiciled first degree undergraduate qualifiers by subject area, degree class and BME/white identity	88
	<i>BME/white UK-domiciled first degree undergraduate qualifiers in SET subject areas by degree class</i>	90
	<i>BME/white UK-domiciled first degree undergraduate qualifiers in non-SET subject areas by degree class</i>	91
2.17	UK-domiciled DLHE leavers by leaving destination and ethnicity	92
	<i>White UK-domiciled DLHE leavers by leaving destination</i>	92
	<i>BME UK-domiciled DLHE leavers by leaving destination</i>	93
<hr/>		
3 Disability		
3.1	All/first year students by country of institution, disability status and DSA take-up	96
	<i>All/first year students in countries of institution by disability status</i>	96
	<i>All/first year disabled students in countries of institution by DSA take-up</i>	97

3.2	Profile of all/first year students over time by disability status and DSA take-up	98
	<i>All/first year students over time by disability status</i>	98
	<i>All/first year disabled students over time by DSA take-up</i>	99
3.3	Profile over time of disabled students by impairment type	100
	<i>Profile over time of disabled students by impairment type</i>	100
3.4	All students by degree level, domicile category and disability status	102
	<i>All students in domicile categories and degree levels by disability status</i>	103
3.5	All students by degree level, mode, disability status and DSA take-up	104
	<i>All full-time/part-time students in degree levels by disability status</i>	106
	<i>All full-time/part-time disabled students in degree levels by DSA take-up</i>	107
3.6	All students who declared a disability by degree level and impairment type	108
	<i>All disabled students in degree levels by impairment type</i>	108
3.7	First year students by degree level, mode, disability status and DSA take-up	110
	<i>First year full-time/part-time students in degree levels by disability status</i>	112
	<i>First year full-time/part-time disabled students in degree levels by DSA take-up</i>	113
3.8	All/first year students by subject area, disability status and DSA take-up	114
	<i>All students in subject areas by disability status</i>	116
	<i>All disabled students in subject areas by DSA take-up</i>	117
3.9	All undergraduate students by subject area, degree level, disability status and DSA take-up	118
3.10	All postgraduate students by subject area, degree level, disability status and DSA take-up	120
	<i>All students in SET subject areas and degree levels by disability status</i>	122
	<i>All students in non-SET subject areas and degree levels by disability status</i>	123
3.11	First year students by degree level, subject area and disability status	124
3.12	UK-domiciled full-time first degree entrants by continuation category and disability status	126
	<i>UK-domiciled disabled/non-disabled full-time first degree entrants by continuation category</i>	126

3.13	First degree undergraduate qualifiers by degree class, disability status, DSA take-up and impairment type <i>Disabled full-time first degree entrants in impairment types by degree class</i>	127 127
3.14	First degree undergraduate qualifiers by country of institution, degree class, disability status and DSA take-up <i>Disabled/non-disabled first degree undergraduate qualifiers by DSA take-up and degree class</i>	128 129
3.15	First degree undergraduate qualifiers by subject area, degree class and disability status <i>Disabled/non-disabled first degree undergraduate qualifiers in SET subject area by degree class</i> <i>Disabled/non-disabled first degree undergraduate qualifiers in non-SET subject area by degree class</i>	130 132 133
3.16	DLHE leavers by leaving destination and disability status <i>Disabled/non-disabled DLHE leavers by leaving destination</i>	134 134
<hr/>		
4 Age		
4.1	All/first year students by country of institution and age group <i>All/first year students in countries of institution by age group</i>	138 139
4.2	Profile of all students over time by age group <i>All students over time by age group</i>	140 141
4.3	All students by degree level, domicile category and age group <i>All and undergraduate students in domicile categories and degree levels by age group</i> <i>All postgraduate students in domicile categories and degree levels by age group</i>	142 142 143
4.4	All students by degree level, mode, and age group <i>All full-time/part-time all/undergraduate students by degree level and age group</i> <i>All full-time/part-time postgraduate students by degree level and age group</i>	144 144 145
4.5	First year students by degree level, mode and age group <i>First year full-time/part-time all/undergraduate students by degree level and age group</i> <i>First year full-time/part-time postgraduate students by degree level and age group</i>	146 146 147
4.6	All students by subject area and age group	148
4.7	First year students by subject area and age group <i>All students in subject areas by age group</i> <i>First year students in subject areas by age group</i>	150 152 153
4.8	All undergraduate students by subject area, degree level and age group	154

4.9	All postgraduate students by subject area, degree level and age group	156
	<i>All students in SET subject areas and degree levels by age group</i>	158
	<i>All students in non-SET subject areas and degree levels by age group</i>	159
4.10	First year undergraduate students by subject area, degree level and age group	160
4.11	First year postgraduate students by subject area, degree level and age group	162
4.12	UK-domiciled full-time first degree entrants by continuation category and age group	164
	<i>UK-domiciled full-time first degree entrants in age groups by continuation status</i>	164
4.13	First degree undergraduate qualifiers by degree class, mode and age group	165
	<i>Full-time/part-time first degree undergraduate qualifiers in age groups by degree class</i>	165
4.14	First degree undergraduate qualifiers by country of institution, degree class and age group	166
	<i>First degree undergraduate qualifiers in countries of institution and age groups by degree class</i>	167
4.15	First degree undergraduate qualifiers by subject area, degree class and age group	168
	<i>First degree undergraduate qualifiers in SET subject areas by age group and degree class</i>	170
	<i>First degree undergraduate qualifiers in non-SET subject areas by age group and degree class</i>	171
4.16	DLHE leavers by leaving destination and age group	172
	<i>DLHE leavers in age groups by leaving destination</i>	172
<hr/>		
5 Multiple identities		
5.1	UK-domiciled students by ethnicity and gender	176
	<i>UK-domiciled students in ethnic groups by gender</i>	177
	<i>UK-domiciled female/male students by ethnicity</i>	177
5.2	Students by disability status, impairment type and gender	178
	<i>Disabled students in impairment types by gender</i>	178
	<i>Female/male disabled students by impairment type</i>	179
5.3	Students by age group and gender	180
	<i>Students in age groups by gender</i>	180
	<i>Female/male students by age group</i>	180
5.4	UK-domiciled students by disability status and ethnicity	181
	<i>UK-domiciled students in ethnic groups by disability status</i>	181
	<i>Disabled/non-disabled students by ethnicity</i>	181

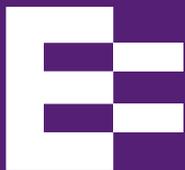
5.5	UK-domiciled disabled students by impairment type and ethnicity	182
	<i>UK-domiciled disabled students in impairment types by ethnicity</i>	182
	<i>UK-domiciled disabled students in ethnic groups by impairment type</i>	184
5.6	UK-domiciled students by age group and ethnicity	186
	<i>UK-domiciled students in ethnic groups by age group</i>	186
	<i>UK-domiciled students in age groups by ethnicity</i>	187
5.7	Students by disability status, impairment type and age group	188
	<i>Disabled students in impairment types by age group</i>	189
5.8	UK-domiciled first degree undergraduate qualifiers by degree class, gender and ethnicity	190
	<i>UK-domiciled female/male first degree undergraduate qualifiers in ethnic groups by degree class</i>	191
5.9	First degree undergraduate qualifiers by degree class, gender and disability status	192
	<i>Disabled/non-disabled female/male first degree undergraduate qualifiers by degree class</i>	193
5.10	First degree undergraduate qualifiers by degree class, gender and age group	194
	<i>Female/male first degree undergraduate qualifiers in age groups by degree class</i>	195
5.11	UK-domiciled first degree undergraduate qualifiers by degree class, disability status and ethnicity	196
	<i>Disabled/non-disabled first degree undergraduate qualifiers in ethnic groups by degree class</i>	197
5.12	UK-domiciled first degree undergraduate qualifiers by degree class, BME/white identity and age group	198
	<i>UK-domiciled BME/white first degree undergraduate qualifiers in age groups by degree class</i>	199
5.13	First degree undergraduate qualifiers by degree class, disability status and age group	200
	<i>Disabled/non-disabled first degree undergraduate qualifiers in age groups by degree class</i>	201
5.14	All students by mission group of institution, gender, ethnicity, disability status, DSA take-up and age group	202
	<i>All students in mission group of institution by gender</i>	202
	<i>All students in mission group of institution by age group</i>	203
	<i>All UK-domiciled students in mission group of institution by ethnicity</i>	204
	<i>All students in mission group of institution by disability status</i>	204
	<i>All students in mission group of institution by DSA take-up</i>	205

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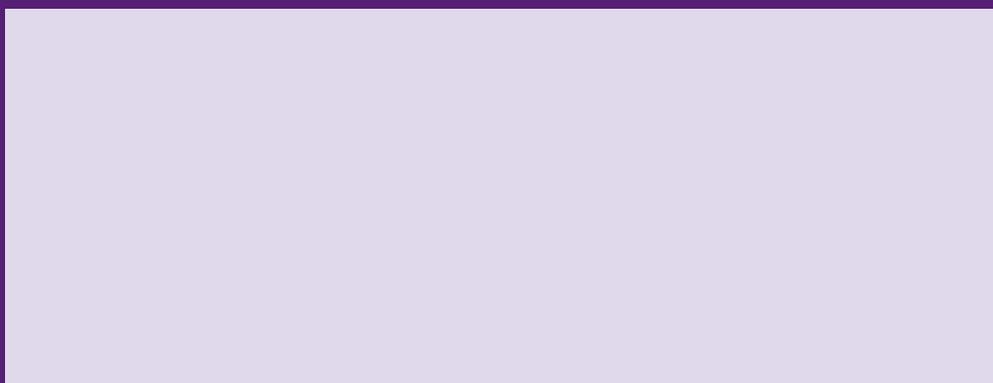
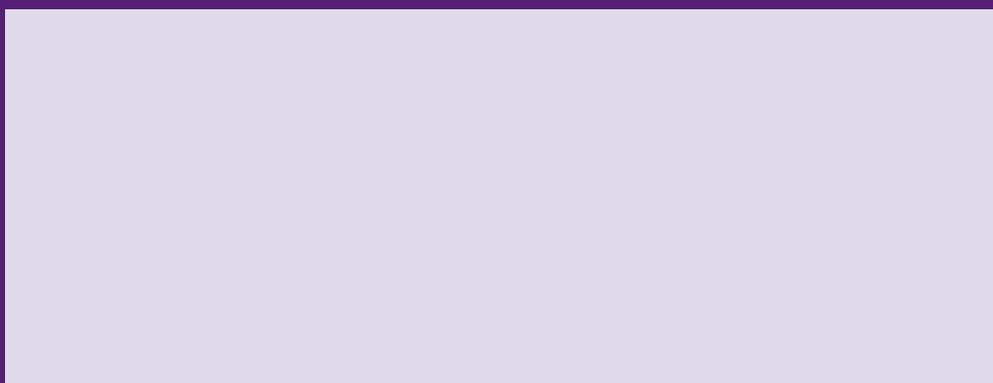
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