



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

# Annual Equality Report

## Student Data

Reporting period

1<sup>st</sup> August 2023 – 31<sup>st</sup> July 2024



This Annual Student Equality Report presents equality monitoring information for Bangor University students, focusing on the following protected characteristics covered by The Equality Act 2010: Age; Disability; Ethnicity or Race; Religion or belief; Sex; Sexual orientation; Trans.

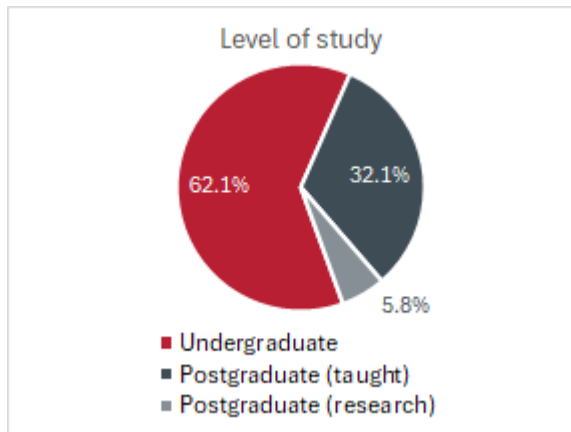
The data is based on the student record that is returned annually to HESA (Higher Education Statistics Agency) and provides a snapshot of the diversity profile of Bangor University students who were enrolled on a course within the reporting period 1<sup>st</sup> August 2023 – 31<sup>st</sup> July 2024.

The report compares Bangor University figures against national statistics to consider the diversity and inclusivity of student populations in the wider UK context. Five-year sector averages referenced in this report are based on the latest available sector data, up to the 2022-23 academic year. The release of the 2023-24 sector data by HESA has been delayed this year and was not available at the time of writing this report.

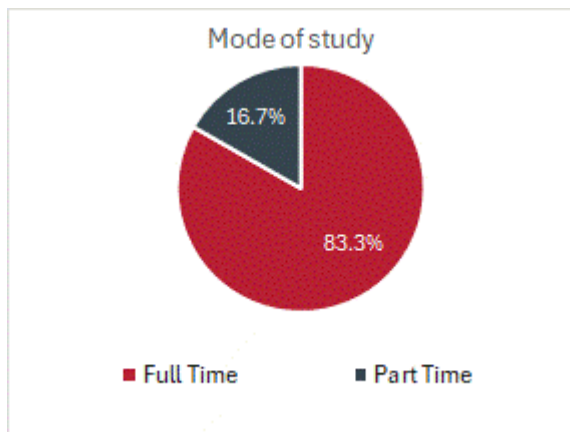
This report was prepared by Bangor University's Strategy, Projects & Planning department, in March 2025.

# Student Profile

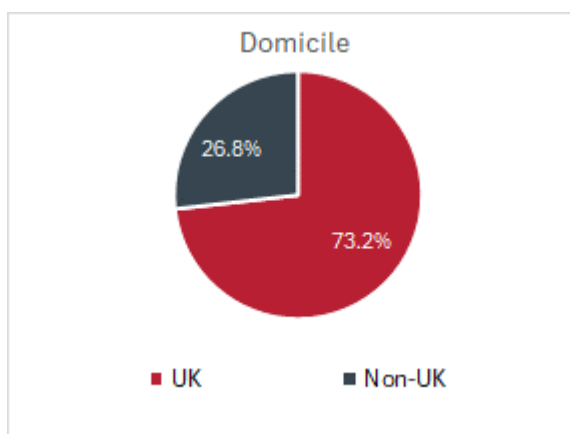
These pages provide the profile of students at Bangor University for the academic year 2023-24, as wider context for the analysis of diversity data. The student population is broken down by level of study, mode of study, domicile group, and subject.



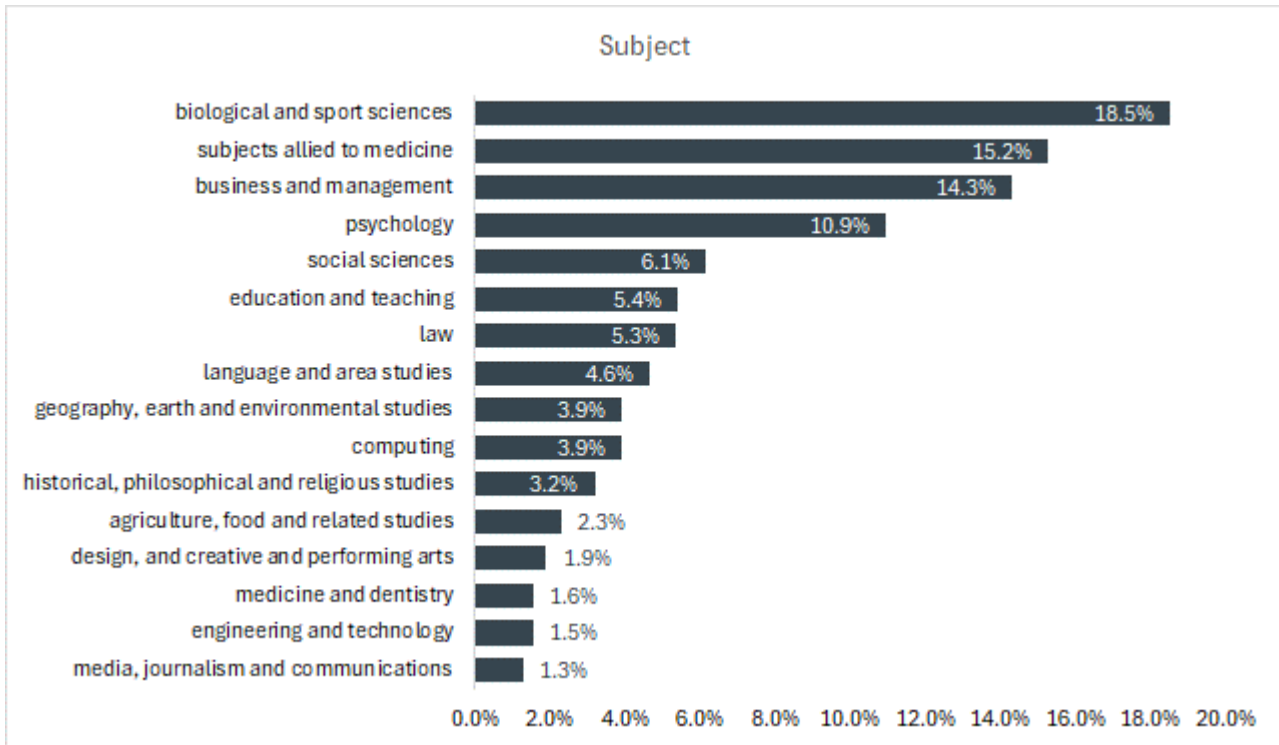
62% of students at Bangor study at undergraduate level, lower than the UK average of 73%. Numbers have been on a downward trend over the five-year period to 2023-24 (-11% pts), higher than the decline (-5% pts) in the sector. 32% of students are studying at postgraduate (taught) level, higher than the UK average of 23%; students have been increasing year-on-year, growing by 11% pts over five years, surpassing the 6% pts sector increase. 6% are postgraduate research students, higher than the UK average of 4%; numbers have remained relatively constant at Bangor and across the UK sector over five years.



83% of students were studying on full-time courses, slightly higher than the UK average of 80%. Full-time students have decreased by 7% pts over five years, with UK figures showing a growth of 1% pt. Students studying on part-time courses are lower than the UK average of 20%; there was an increase of 7% pts over five years, performing better than the sector decrease of 1% pt.



73% of students had a UK domicile, lower than the UK average of 78%. UK students have decreased from 78% five years ago, with the sector average figure declining at the same rate; the decline was caused by lower proportions of UK undergraduate students, although there were increases at postgraduate taught level over the same period. 27% of students were from outside the UK, higher than the UK average of 20%. Non-UK students increased by 5% pts over five years, in line with sector trends, driven by an increase in overseas undergraduate level students; there were decreases (-17% pts) for the primary overseas postgraduate taught market over this time, more recently impacted by government policy changes in relation to visa rules in 2024.



The subjects with the highest proportions of students enrolled (> 10%) were: Biological and sport sciences; Subjects allied to medicine; Business and management; Psychology.

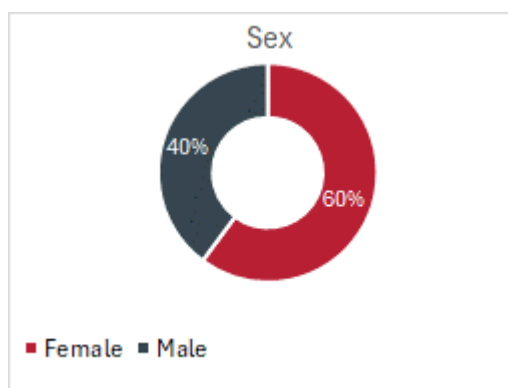
Lower proportions (< 2%) were enrolled in Media, journalism and communications; Engineering and technology; Medicine and dentistry; Design, and creative and performing arts.

Biological and sport sciences have increased proportions the most over the five-year period to 2023-24 (+5% pts), followed by Business and management (+3% pts); Law (+2% pts).

Language and area studies have decreased proportions the most (-3% pts) over the five-year period, followed by Subjects allied to medicine (-2% pts); Agriculture, food and related studies (-2% pts).

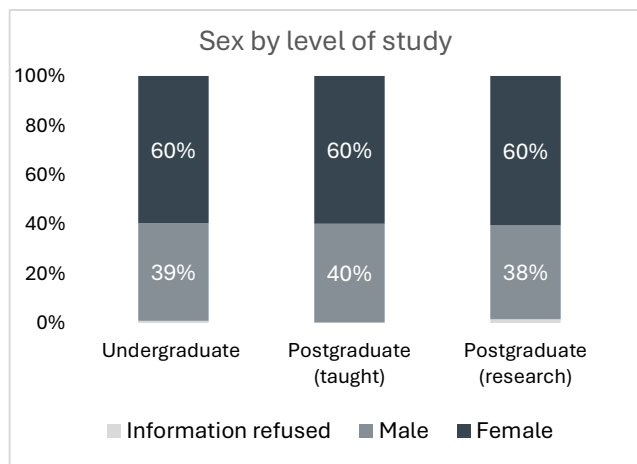
The courses on which students are enrolled are categorised into subjects. The subject categorisation above is based on the Higher Education Classification of Subjects (HECoS) coding framework, developed and managed by HESA to provide a consistent approach to national subject classifications. The HECoS subject codes are grouped according to a Common Aggregation Hierarchy (CAH), from a high level (CAH1) to a more granular level (CAH3). The subjects in this report are based on CAH1.

## Protected characteristic: Sex

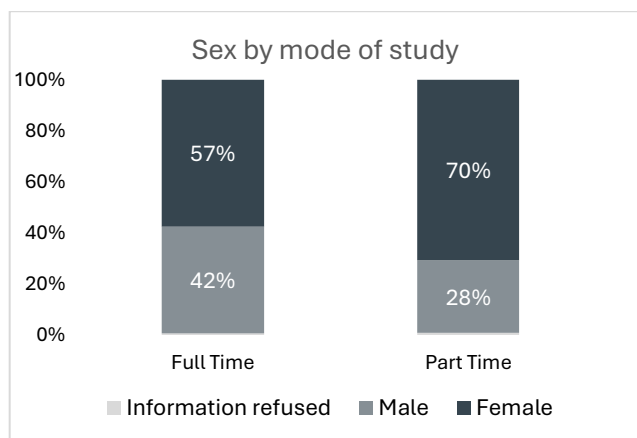


This data is collected by HESA, students are asked the question “what is your sex” with the following valid entries: Female; Male; Other; information refused.

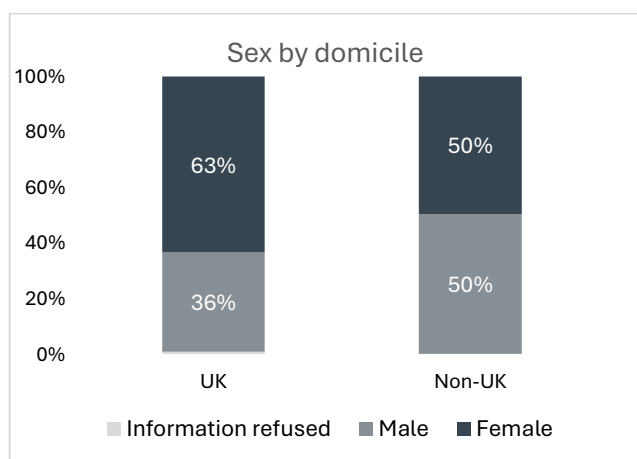
Overall, the split between female and male students at Bangor has remained at an average of 60% and 40% over the last five years. The proportion of female students at Bangor is slightly higher than the UK average of 57%.



Proportions of students identifying as female, or male do not significantly vary by the students' level of study. Those identifying as 'other' sex are minimal and below 1%. Around 1% of students refused to provide the information. The figures do not vary significantly in the UK sector for undergraduate or postgraduate (taught) students, but proportion of females at postgraduate (research) levels are lower at 50%.



57% of full-time students were female, slightly lower than the University average, but aligned with the UK sector average. Part-time female students were significantly higher at 70%, higher than the UK average of 61%. The higher part-time figure is driven by traditionally female-dominated subjects, such as Subjects allied to medicine (including nursing and midwifery), social Sciences, and Education and teaching. These subjects tend to be attractive to mature female students, returning to education or pursuing post-qualification professional courses in health-related fields.

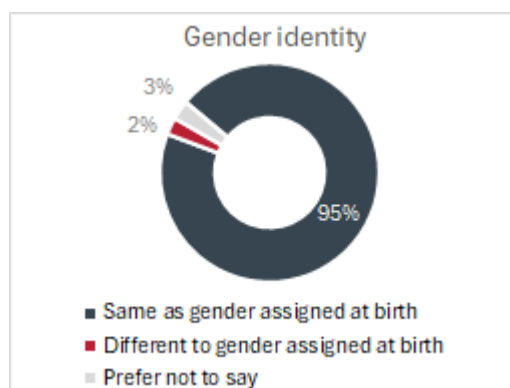


63% of UK students were female, slightly higher than the University average, and higher than the UK average of 58%. Female UK students remained consistent at Bangor over five years. In contrast, 50% of non-UK students were female, substantially lower than the University average, and slightly lower than the UK average of 52%. Non-UK female students increased by 12% pts at Bangor over five years, against a 3% pts decrease across the UK sector.

Subject	Female	Male	Other	Information refused	Total
agriculture, food and related studies	41.9%	55.7%	1.6%	0.8%	100%
biological and sport sciences	54.8%	43.5%	0.4%	1.2%	100%
business and management	42.7%	57.0%	0.2%	0.1%	100%
computing	23.9%	74.7%	0.0%	1.4%	100%
design, and creative and performing arts	43.9%	55.6%	0.0%	0.5%	100%
education and teaching	74.6%	25.0%	0.2%	0.2%	100%
engineering and technology	16.2%	82.6%	0.0%	1.2%	100%
geography, earth and environmental studies	51.9%	46.9%	0.2%	0.9%	100%
historical, philosophical and religious studies	48.3%	49.7%	0.9%	1.2%	100%
language and area studies	67.1%	30.1%	0.4%	2.4%	100%
law	48.0%	51.5%	0.2%	0.3%	100%
media, journalism and communications	47.9%	50.7%	0.0%	1.4%	100%
medicine and dentistry	72.6%	27.4%	0.0%	0.0%	100%
psychology	75.2%	24.0%	0.3%	0.6%	100%
social sciences	75.6%	23.9%	0.2%	0.3%	100%
subjects allied to medicine	82.3%	17.5%	0.1%	0.2%	100%

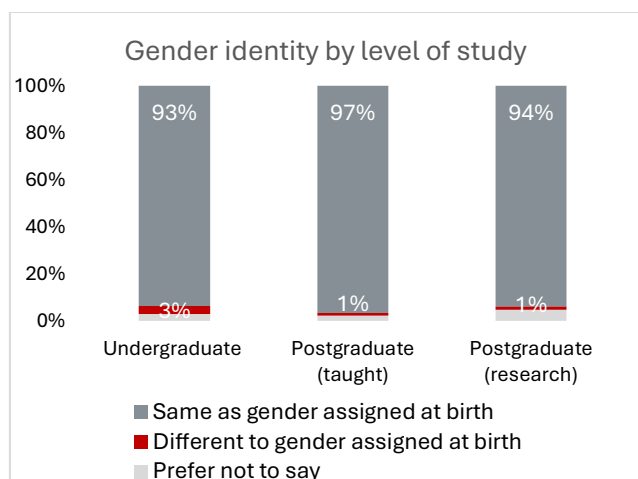
Higher proportions of female students are seen in subjects allied to medicine, which includes nursing and other healthcare courses. Proportions are also high in Social sciences, Psychology, Medicine and dentistry (including dental hygiene and medical science courses), and Education and teaching. Many of these are areas that are traditionally female dominated. Proportions of female students are particularly low in Engineering and technology, and Computing, areas that traditionally tend to attract male students.

# Protected characteristic: Trans

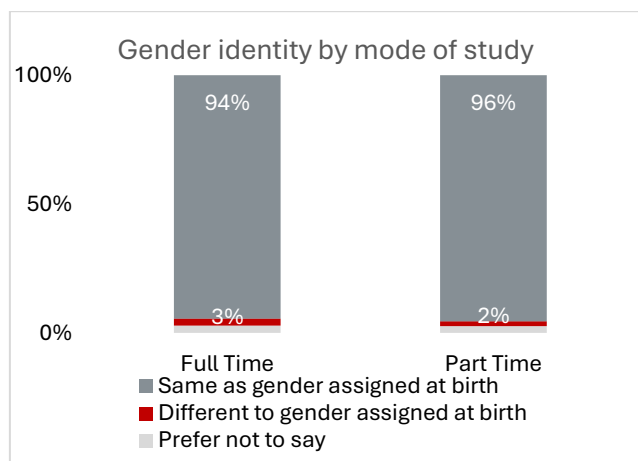


Data for trans students is collected by HESA in two ways: (i) the transgender status of the student is collected only in Scotland (ii) the gender identity question is collected in all areas of the UK, the question used here is “is the gender you identify with the same as your sex registered at birth?” with the following valid entries: Yes, No, Prefer not to say. 95% of Bangor University students identified with the same gender as that assigned to them at birth. 2% identified with a different gender, and 3% of students preferred not to answer the question.

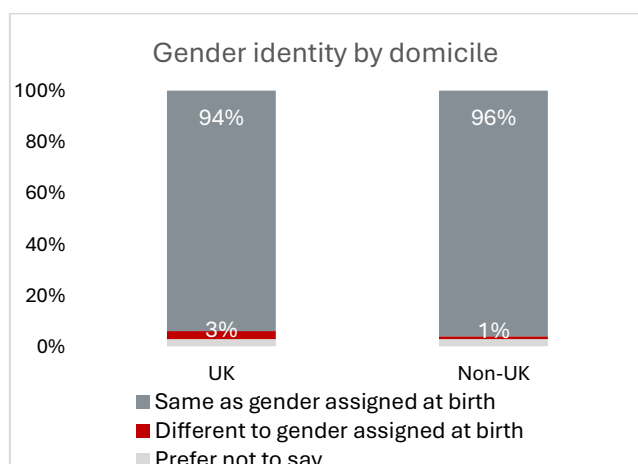
There has been little movement in Bangor’s figures for gender identity over five years. Please also note that national higher education statistics are not available for gender identity.



When we analyse the data by level of study, we see some differences. Less undergraduate students identified with the same gender at birth (93%) when compared with the University average, with higher levels identifying differently (3%). 97% of postgraduate taught students identified with the same gender as birth, above the University average, and 1% identifying with a different gender. Although lower proportions of postgraduate research students had the same gender identity (94%), higher levels of these students preferred not to answer the question (5%).



3% of full-time students identified with a different gender, compared with 2% of part-time students.



Higher levels of UK students had a different gender identity (3%) compared with non-UK students (1%).



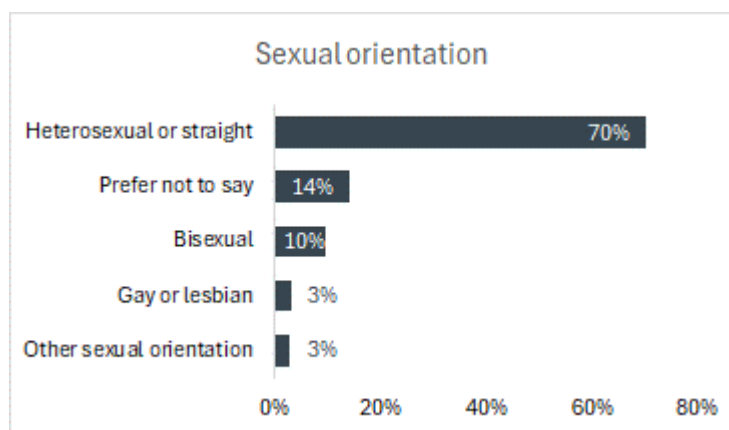
## Protected characteristic: Trans

Subject	Different to gender assigned at birth	Same as gender assigned at birth	Prefer not to say	Total
agriculture, food and related studies	1.6%	93.9%	4.5%	100%
biological and sport sciences	5.0%	90.9%	4.2%	100%
business and management	1.1%	96.4%	2.5%	100%
computing	1.9%	95.3%	2.8%	100%
design, and creative and performing arts	3.9%	94.1%	2.0%	100%
education and teaching	0.5%	97.8%	1.7%	100%
engineering and technology	2.4%	94.6%	3.0%	100%
geography, earth and environmental studies	4.0%	91.3%	4.7%	100%
historical, philosophical and religious studies	4.9%	91.9%	3.2%	100%
language and area studies	5.2%	90.0%	4.8%	100%
law	2.4%	95.7%	1.9%	100%
media, journalism and communications	2.9%	92.9%	4.3%	100%
medicine and dentistry	1.2%	97.0%	1.8%	100%
psychology	2.5%	94.6%	2.9%	100%
social sciences	0.6%	97.9%	1.5%	100%
subjects allied to medicine	1.0%	97.6%	1.5%	100%

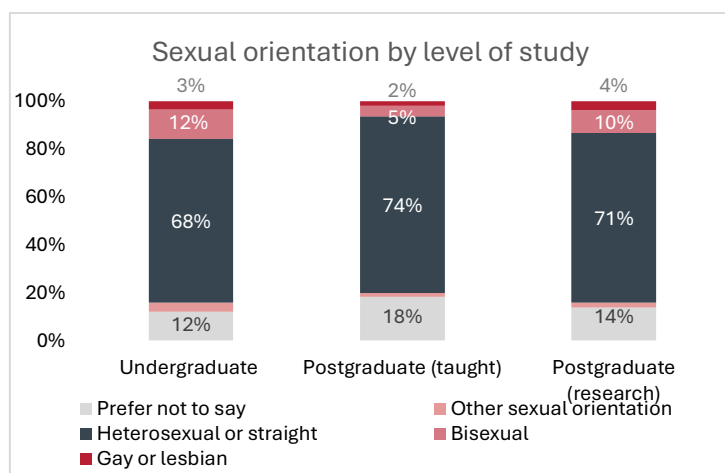
Levels of students identifying with a gender different to that assigned at birth were relatively high in the following subjects (>3%) Language and area studies, Biological and sport sciences, Historical, Philosophical and religious studies, Geography, earth and environmental studies, and Design, and creative and performing arts.



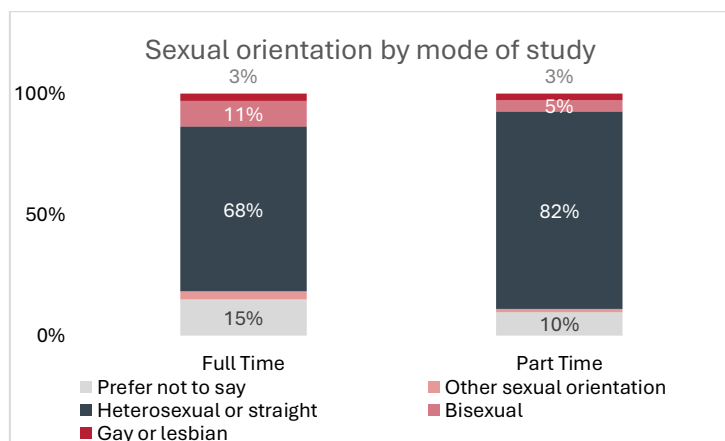
# Protected characteristic: Sexual orientation



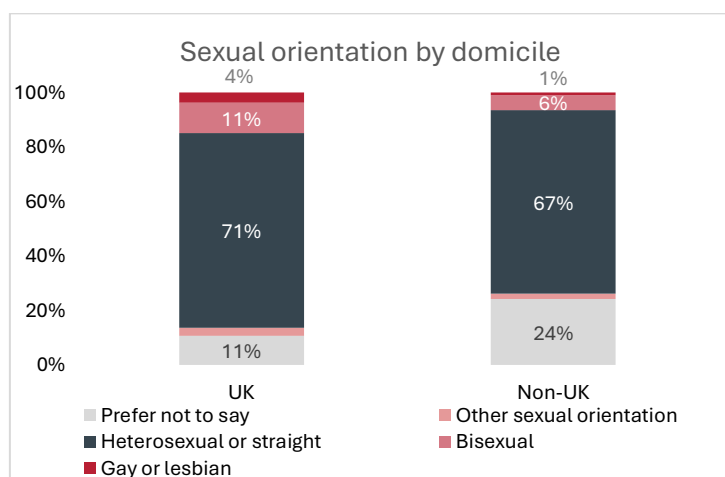
This data is collected by HESA, students are asked “which of the following best described your sexual orientation?”, with the following valid entries: Bisexual, Gay or lesbian, Heterosexual or straight, Other sexual orientation, Prefer not to say. Overall, most students identify as heterosexual, with 14% opting not to provide the information. 10% identified as bisexual, with lower proportions identifying as gay or lesbian, or another sexual orientation. There has been little movement in Bangor’s figures over five years. Note that national higher education statistics are not available for sexual orientation.



68% of undergraduate students identified as heterosexual. 12% were bisexual, and 4% identified with another sexual orientation, higher figures than the University average. Higher levels of postgraduate taught students were heterosexual, with substantially lower numbers identifying as bisexual, gay or lesbian, or other. Particularly high levels (18%) of these students preferred not to answer. Heterosexual postgraduate research students were just above the University average, with similar levels identifying as bisexual, and higher levels of gay or lesbian students.



68% full-time students were heterosexual, just below the University average, with higher proportions of bisexual students (11%), and similar figures for gay or lesbian, or other. A particularly high proportion of full-time students (15%) opted not to answer the question. Part-time heterosexual students were significantly higher than the University average, at 82%, with lower levels of bisexual students (5%) and similar figures for gay or lesbian. Other sexual orientation was low at 1%.



71% of UK-based students identified as heterosexual, just above the University average, with bisexual students slightly higher at 11%. Students who were gay or lesbian and other sexual orientations were at similar levels. 67% of non-UK students were heterosexual, below the University average, with lower levels identifying as bisexual, gay or lesbian, or other sexual orientations. A substantial proportion of non-UK students opted not to answer the question.

## Protected characteristic: Sexual orientation

Subject	Bisexual	Gay or lesbian	Heterosexual or straight	Other sexual orientation	Prefer not to say	Grand Total
agriculture, food and related studies	6.1%	2.4%	69.1%	3.3%	19.1%	100%
biological and sport sciences	16.5%	4.6%	60.7%	5.1%	13.1%	100%
business and management	5.0%	0.3%	70.9%	1.6%	22.2%	100%
computing	8.3%	1.4%	66.4%	2.6%	21.3%	100%
design, and creative and performing arts	12.7%	1.5%	67.3%	2.9%	15.6%	100%
education and teaching	5.0%	1.2%	80.2%	1.2%	12.4%	100%
engineering and technology	4.2%	2.4%	71.3%	1.8%	20.4%	100%
geography, earth and environmental studies	14.2%	2.1%	60.6%	3.5%	19.6%	100%
historical, philosophical and religious studies	16.6%	4.1%	59.3%	4.7%	15.4%	100%
language and area studies	14.6%	6.0%	58.4%	5.4%	15.6%	100%
law	5.5%	1.7%	77.9%	0.7%	14.2%	100%
media, journalism and communications	22.1%	3.6%	55.0%	5.7%	13.6%	100%
medicine and dentistry	9.5%	3.0%	80.4%	1.2%	6.0%	100%
psychology	11.2%	5.2%	69.5%	3.3%	10.8%	100%
social sciences	7.2%	3.0%	77.9%	1.4%	10.5%	100%
subjects allied to medicine	4.5%	2.8%	83.3%	1.4%	7.9%	100%

Patterns varied when broken down by subject.

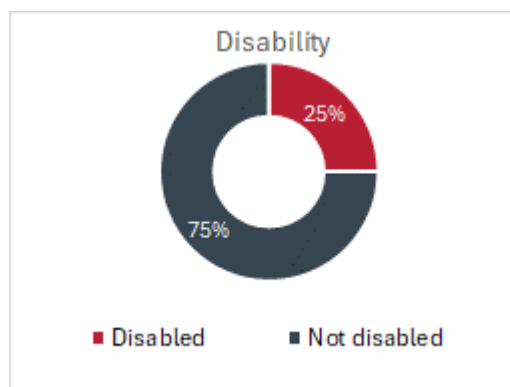
High proportions of students (>10%) identifying as bisexual were in the Media, journalism and communications, Historical, philosophical and religious studies, Biological and sport sciences, Language and area studies, Geography, earth and environmental studies subject, Design, and creative and performing arts, and Psychology.

Students identifying as gay or lesbian were highest (>5%) in Language and area studies, and Psychology. Proportions were relatively low in most cases.

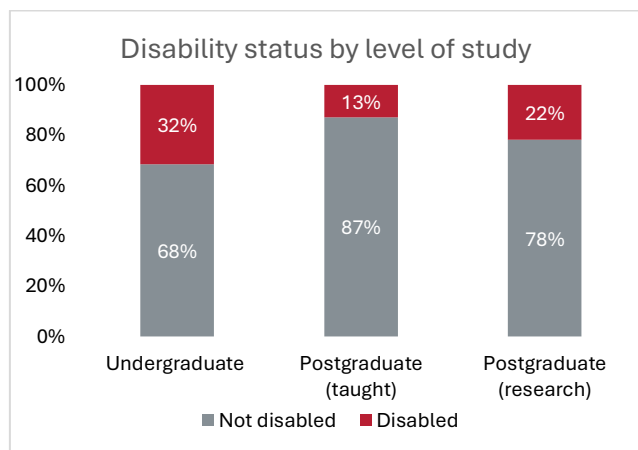
Students who identified as other sexual orientations were also generally low in proportion but were highest (>5%) in Media, journalism and communication, Language and area studies, and Biological and sport sciences.

Heterosexual or straight students were generally high in proportion, and particularly high (>80%) in Subjects allied to medicine, Education and Teaching, and Medicine and dentistry.

# Protected characteristic: Disability

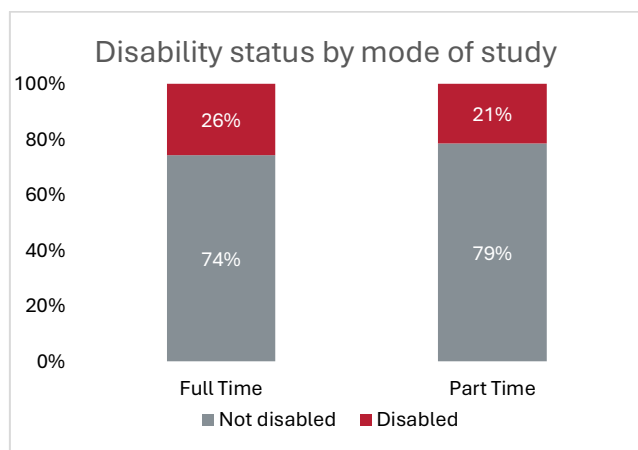


This data is collected by HESA, and students are asked “do you have an impairment, health condition, or learning difference that has a substantial impact of your ability to carry out day-to-day activities and has lasted, or is expected to last, at least 12 months?”. They are then able to select a specific type of condition, record no disability, or opt not to answer the question. 25% of students at Bangor disclosed a disability, significantly higher than the UK average of 15%. Rate of disability disclosure at Bangor increased by 1% pt over five years, with national rates increasing to a greater degree (+3%)



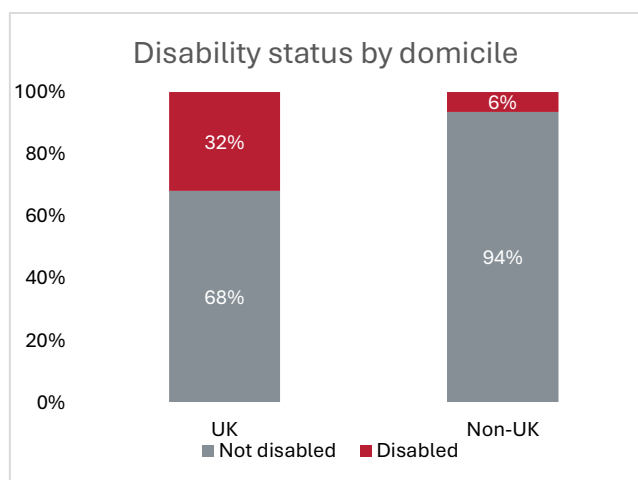
32% of undergraduate students had a disability, higher than the University average, and higher than the UK average of 17%. Bangor’s figures fell by 2% pts over five years, with the sector increasing by 4% pts.

13% of postgraduate taught students had a disability, higher than the UK average of 10%. Bangor’s figures fell by 11% pts over five years, with UK averages remaining constant. 22% of postgraduate research students had a disability, higher than the UK average of 12%. Bangor’s figures fell by 4% pts over five years, against a 6% pts increase across the UK sector.



26% of full-time students disclosed a disability, lower than the UK average of 15%. This figure decreased by 7% pts over five years, against an increase of 2% pts for UK averages.

21% of part-time students had a disability, compared with the UK average of 16%. Bangor’s figure increased by 2% pts over five years, with the sector increasing at a faster rate (+4% pts).



UK students had a particularly high rate of disability disclosure at 32%, compared with the UK average of 18%. Bangor’s figures fell by 4% pts over five years, with the UK sector increasing by 4% pts.

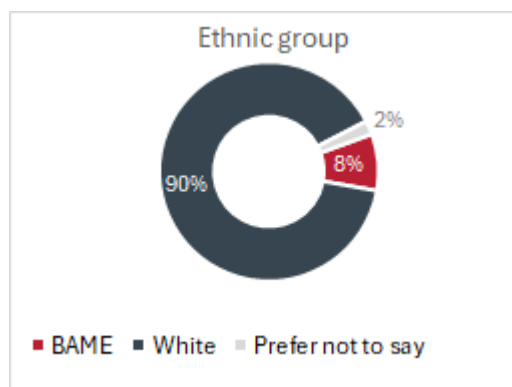
Disability rates for non-UK students at Bangor were low at 6%, but only slightly higher than the UK average of 5%. Bangor’s disability rates decreased by 12% pts over five years, with the UK sector increasing by 1% pts.

## Protected characteristic: Disability

Subject	Disabled	Not disabled	Total
agriculture, food and related studies	23.2%	76.8%	100%
biological and sport sciences	37.9%	62.1%	100%
business and management	6.3%	93.7%	100%
computing	20.6%	79.4%	100%
design, and creative and performing arts	28.8%	71.2%	100%
education and teaching	16.3%	83.7%	100%
engineering and technology	10.8%	89.2%	100%
geography, earth and environmental studies	31.6%	68.4%	100%
historical, philosophical and religious studies	31.7%	68.3%	100%
language and area studies	35.7%	64.3%	100%
law	17.8%	82.2%	100%
media, journalism and communications	33.6%	66.4%	100%
medicine and dentistry	29.8%	70.2%	100%
psychology	30.0%	70.0%	100%
social sciences	23.2%	76.8%	100%
subjects allied to medicine	24.3%	75.7%	100%

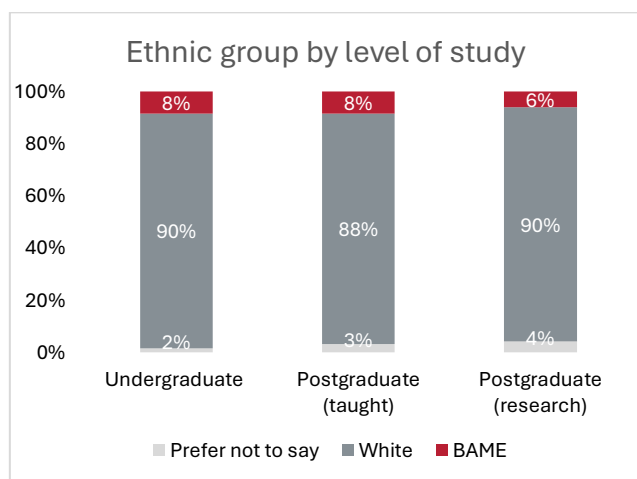
High rates of disclosed disability of 30% or higher were seen in the following subjects: Biological and sport sciences, Language and area studies, Geography, earth and environmental studies, Historical, philosophical and religious studies, Media, journalism, and communications, and Psychology. Particularly low rates of disability were seen in Business and management (6.3%); there is a strong international market for this subject, and the figure of 6% aligns with the overall rate for non-UK students.

## Protected characteristic: Ethnicity or race



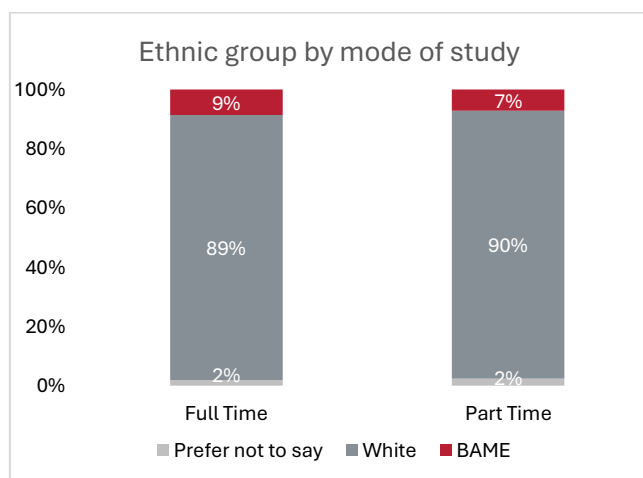
This data is collected by HESA for UK domiciled students only; for this reason, it is not possible to present the information for non-UK students. Students are asked the question “what is your ethnicity or ethnic group?” and they can select from a list of granular ethnic groups or opt not to answer the question. We have grouped BAME (Black, Asian and minority ethnic) students to be able to publish figures, rather than redact small numbers, for the purposes of this report. We recognise that there are several issues inherent in grouping individuals into larger categories such as ‘BAME’, and as part of our Race Equality Charter work, we are currently considering alternative terminology.

8% of UK students at Bangor identified as black, Asian or minority ethnic, significantly lower than the UK average of 28%. Figures at Bangor remained constant over five years, whilst UK averages increased by 4% pts



The highest proportion of students identifying as black, Asian or minority ethnic were studying at both undergraduate and postgraduate taught levels, aligned with the University average of 8%. UK averages for these levels of study were around 28%. Changes over five years for Bangor and sector averages aligned to the overall picture noted above.

6% of postgraduate research student at Bangor identified as black, Asian or minority ethnic, compared to the UK average of 21%. Bangor’s figure decreased by 1% pt over five years, compared with a 3% pts increase in UK sector averages.



9% of full-time students identified as black, Asian or minority ethnic at Bangor, an increase of 1% pt over five years. The UK sector average of 29% had increased by 4% pts over five years.

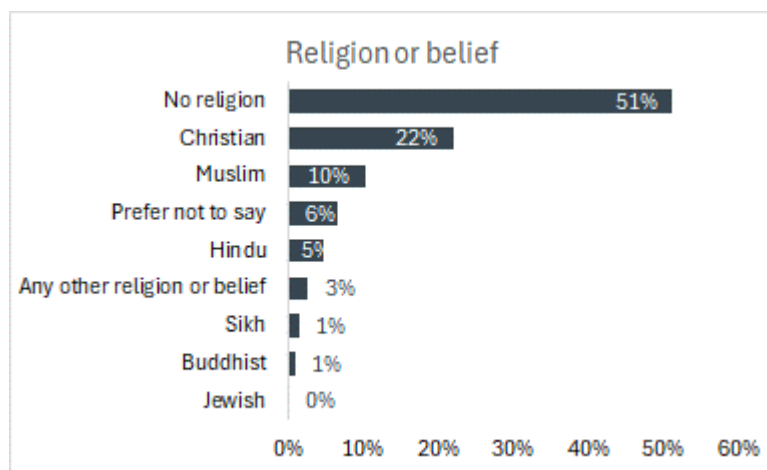
7% of part-time students at Bangor identified as black, Asian or minority ethnic, compared with the UK sector average of 20%. Bangor’s figure increased by 2% pts over five years, with the UK sector increasing by 3% pts.

## Protected characteristic: Ethnicity or race

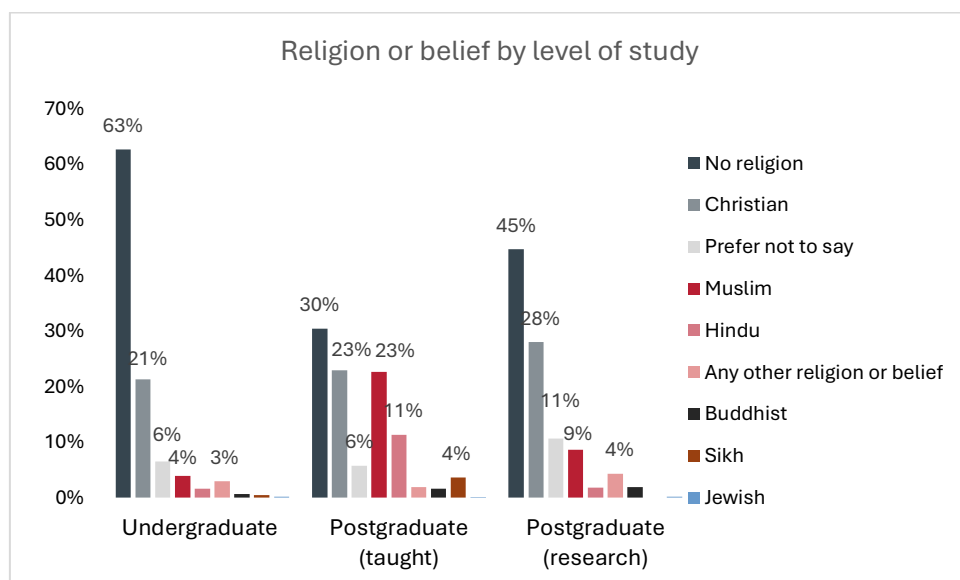
Subject	BAME	White	Unknown	Total
agriculture, food and related studies	6.8%	89.5%	3.7%	100%
biological and sport sciences	6.3%	92.2%	1.5%	100%
business and management	19.6%	71.6%	8.8%	100%
computing	13.5%	81.2%	5.3%	100%
design, and creative and performing arts	8.9%	89.2%	1.9%	100%
education and teaching	3.2%	95.7%	1.1%	100%
engineering and technology	4.9%	93.9%	1.2%	100%
geography, earth and environmental studies	6.3%	92.3%	1.4%	100%
historical, philosophical and religious studies	4.1%	94.9%	1.0%	100%
language and area studies	7.2%	89.1%	3.7%	100%
law	6.3%	92.4%	1.3%	100%
media, journalism and communications	8.6%	90.5%	1.0%	100%
medicine and dentistry	22.4%	73.0%	4.6%	100%
psychology	12.8%	85.5%	1.7%	100%
social sciences	4.6%	94.6%	0.8%	100%
subjects allied to medicine	9.0%	89.4%	1.7%	100%

At subject level, higher proportions of students (>10%) identifying as black, Asian or ethnic minority were in Medicine and dentistry, Business and management, Computing, and Psychology. Particularly low levels (<5%) were in Education and teaching, Social sciences, Historical, philosophical and religious studies, and Engineering and technology.

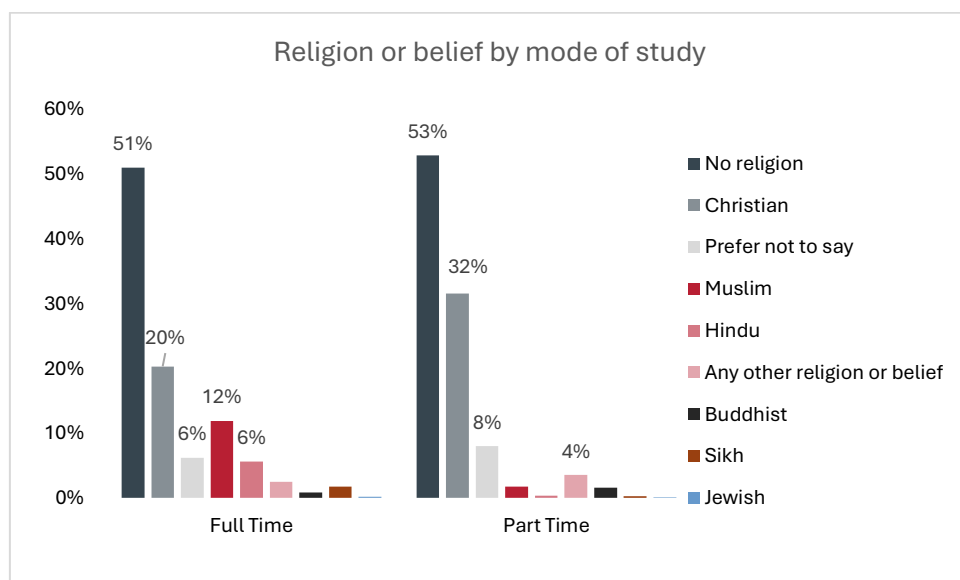
# Protected characteristic: Religion or belief



This data is collected by HESA, and students are asked the question “what is your religion or belief?”, they can then select from a number of religious faiths or beliefs or opt not to answer the question. Over half of Bangor students selected no religion, with 22% selecting Christianity. 10% selected Muslim, with lower levels across the remaining categories. 6% opted not to answer the question. There has been little movement in Bangor’s figures over five years. Note that national higher education statistics are not available for religion.



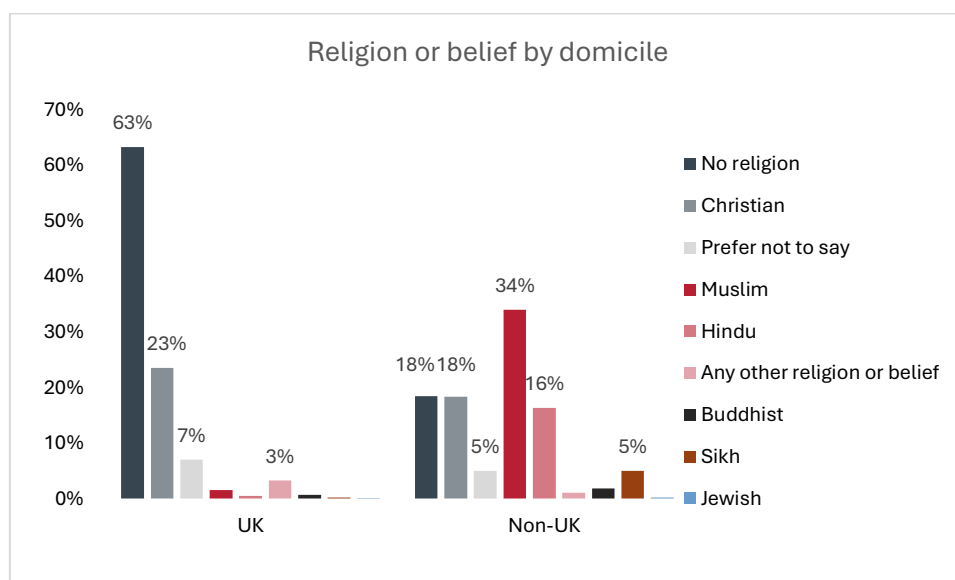
Most undergraduates had no religion (63%), 21% were Christian, with very low levels across other categories. Lower levels of postgraduate taught students had no religion (30%), with relatively high proportions (23%) identifying as Muslim or Christian. 45% of postgraduate research students had no religion, 28% were Christian, and low levels in other categories.



Over half of full-time students had no religion, aligned with the University average. 20% were Christian, and 12% were Muslim, with other categories below 10%. Higher levels of part-time students had no religion (53%), with over a third identifying as Christian.



# Protected characteristic: Religion or belief



63% of UK students had no religion, significantly higher than the University average. 23% were Christian, with lower levels across other categories. 18% of non-UK students had no religion, substantially lower than the University average. 34% of non-UK students identified as Muslim, 18% as Christian, and 16% as Hindu.

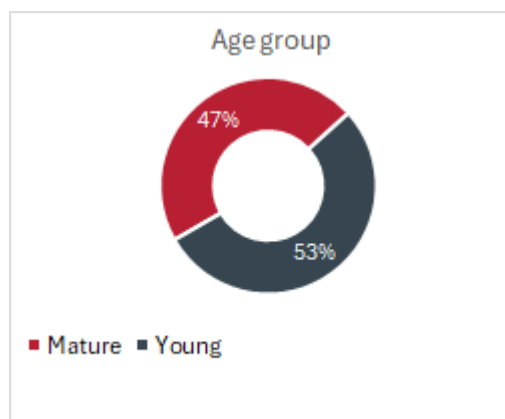
Subject	Any other religion or belief	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Sikh	Prefer not to say	Grand Total
agriculture, food and related studies	6.1%	1.6%	15.4%	3.7%	0.0%	7.7%	51.6%	0.0%	13.8%	100%
biological and sport sciences	3.9%	0.4%	15.7%	1.1%	0.2%	1.1%	70.4%	0.1%	7.0%	100%
business and management	0.5%	1.2%	15.9%	21.3%	0.1%	28.6%	21.7%	7.2%	3.5%	100%
computing	1.7%	0.5%	15.8%	8.3%	0.2%	20.8%	39.5%	5.4%	7.8%	100%
design, and creative and performing arts	5.9%	2.9%	31.2%	0.0%	0.0%	1.5%	52.7%	0.0%	5.9%	100%
education and teaching	1.2%	0.9%	33.7%	0.5%	0.0%	11.9%	46.4%	0.7%	4.8%	100%
engineering and technology	1.8%	0.0%	18.6%	3.6%	0.0%	32.9%	40.1%	0.0%	3.0%	100%
geography, earth and environmental studies	2.6%	1.2%	13.0%	2.4%	0.0%	3.1%	70.5%	0.5%	6.8%	100%
historical, philosophical and religious studies	6.4%	1.2%	26.7%	1.5%	0.9%	2.6%	51.5%	0.3%	9.0%	100%
language and area studies	3.8%	0.2%	26.0%	0.2%	0.2%	7.4%	51.0%	0.4%	10.8%	100%
law	1.0%	0.3%	23.7%	0.5%	0.0%	20.3%	48.3%	0.2%	5.6%	100%
media, journalism and communications	2.9%	0.0%	20.0%	0.7%	1.4%	7.9%	58.6%	0.0%	8.6%	100%
medicine and dentistry	3.6%	1.8%	30.4%	1.8%	0.0%	10.1%	45.8%	0.6%	6.0%	100%
psychology	3.8%	2.6%	21.4%	2.9%	0.1%	5.1%	54.6%	0.3%	9.3%	100%
social sciences	1.7%	0.9%	25.0%	2.7%	0.0%	13.7%	52.0%	0.3%	3.8%	100%
subjects allied to medicine	2.0%	0.5%	32.2%	1.8%	0.0%	2.9%	54.8%	0.1%	5.6%	100%

Over 70% of students in Biological and sport sciences, and Geography, earth and environmental studies indicated they had no religious belief.

Proportions of students identifying as Christian were above 20% in ten subjects out of 16.

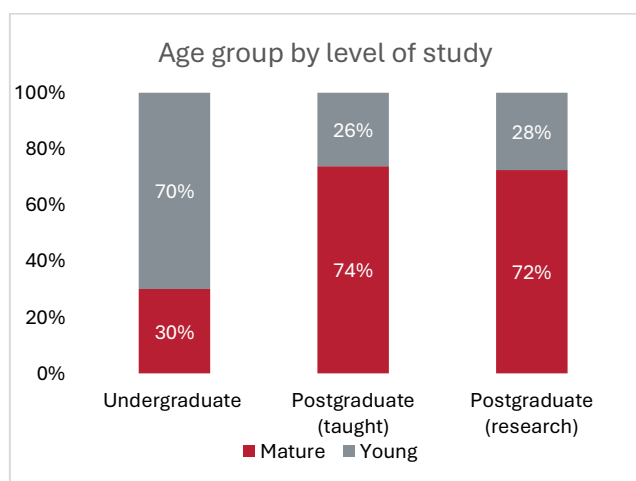
Proportions of students identifying with the Hindu religion was particularly high (21%) in Business and management. Over 20% of students were Muslim in Engineering and technology, Business and management, Computing, and Law. Students identifying with Sikh or Buddhist religions or beliefs were particularly low across most subjects, on average 1%. Students identifying with the Jewish religion were lower across subjects, on average 0.2%.

## Protected characteristic: Age

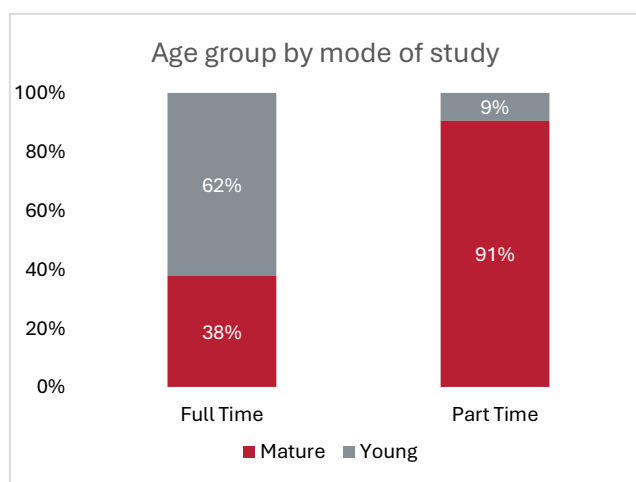


Data collected by HESA on the date of birth of students and the start date of their course enables them to calculate the age of the student upon entry to the course. The definition of mature and young students varies between levels of study. Young undergraduates are defined as under 21 on entry to the course, and mature as 21 and over. Young postgraduates are defined as aged under 25 on entry to the course, and mature as 25 and over. 53% of student at Bangor were defined as young students, with 47% as mature.

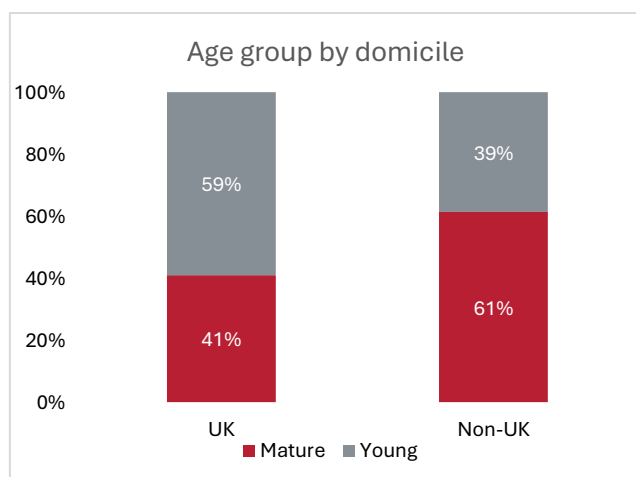
At present, national higher education statistics are not available for age on entry.



The highest proportions of mature students are studying at postgraduate taught level, and at 74% is significantly above the University average. High levels are also seen at postgraduate research level. 30% of undergraduate students are mature, substantially lower than the University average.



As perhaps expected, particularly high proportions of part-time students (90%) are in the mature age category. For full-times students, this drops to 38%.



41% of UK students are mature, lower than the University average. 61% of non-UK students are mature, significantly above the university average. The majority of mature non-UK students are studying at postgraduate taught levels, with many studying for distance learning masters or MBA qualification in business subjects.

## Protected characteristic: Age

Subject	Mature	Young	Grand Total
agriculture, food and related studies	69.9%	30.1%	100%
biological and sport sciences	15.3%	84.7%	100%
business and management	60.4%	39.6%	100%
computing	49.2%	50.8%	100%
design, and creative and performing arts	21.0%	79.0%	100%
education and teaching	62.4%	37.6%	100%
engineering and technology	54.5%	45.5%	100%
geography, earth and environmental studies	26.4%	73.6%	100%
historical, philosophical and religious studies	29.1%	70.9%	100%
language and area studies	39.1%	60.9%	100%
law	58.9%	41.1%	100%
media, journalism and communications	29.3%	70.7%	100%
medicine and dentistry	47.0%	53.0%	100%
psychology	53.8%	46.2%	100%
social sciences	48.6%	51.4%	100%
subjects allied to medicine	66.7%	33.3%	100%

The highest proportions of mature students (>60%) are in Agriculture, food and related studies (many of these are on distance learning pathways), Subjects allied to medicine (pursuing post-qualification professional courses in health-related fields), Business and management (many are on online Masters or MBAs), and Education and teaching (postgraduate teaching qualifications). The lowest figures are in Biological and sport sciences at 15%.