STUDENT EQUALITY DATA

Data Reporting Period:
1st August 2017 – 31st July 2018

Published March 2019

CONTENTS

INTRODUCTION

This report presents a snap shot of the gender, ethnicity and disability status of all Bangor University Students registered for the 2017/2018 year. It aims to assist those working to maintain an inclusive university community, to better understand the main equality challenges for students and to direct future efforts to overcome them.

The report compares Bangor University figures against the most recently available national statistics (2018/19), so that it may consider the diversity and inclusivity of the University student body whilst taking into account new and emerging trends . The complete set of Bangor University figures for the reporting period can be found in the appendix to this report. During the reporting period, Bangor University's academic schools and departments were structured differently to what they are today. This report therefore refers to some schools which no longer exist, or exist in a different configuration.
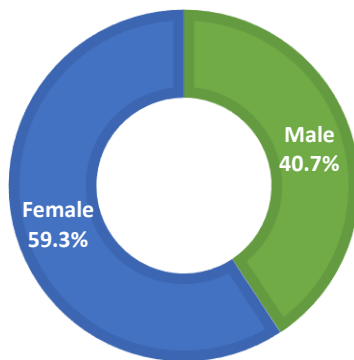
Prepared by Helen Munro, Student Equality and Diversity Officer, Student Services.

All national and Wales HEI data for comparison is taken from the ECU 'Equality in Higher Education: Student Statistical Report' 2018 (figures for 2016/17, the most up to date available).
***See also:** Annual Equality Report 2017 – 2018, Student Equality and Diversity - Prevention and Support Strategy 2018 – 2021*
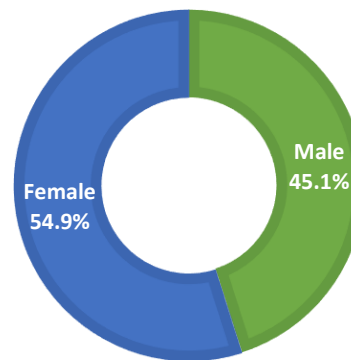
STUDENT DEMOGRAPHIC OVERVIEW

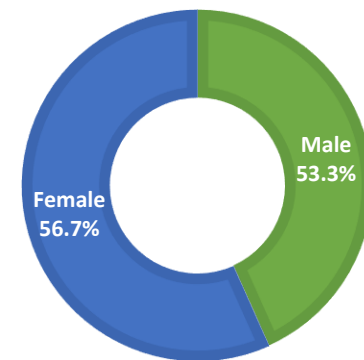During the academic year 2017/18, there were 11156 students registered to study at Bangor University.

BANGOR STUDENTS BY GENDER

- Male 40.7%
- Female 59.3%

WALES STUDENTS BY GENDER

- Male 45.1%
- Female 54.9%

UK STUDENTS BY GENDER

- Male 53.3%
- Female 56.7%

BANGOR STUDENTS BY LEVEL OF STUDY
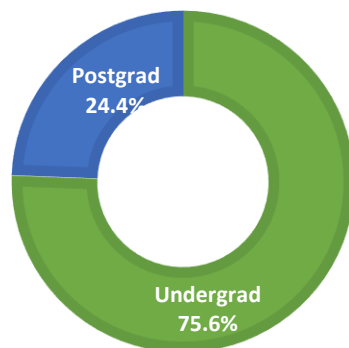
- Postgrad 24.4%
- Undergrad 75.6%

UK STUDENTS BY LEVEL OF STUDY

- Postgrad 23.8%
- Undergrad 76.2%

BANGOR STUDENTS BY MODE OF STUDY

- Part Time 14.3%
- Full Time 85.7%

UK STUDENTS BY MODE OF STUDY

- Part Time 22.4%
- Full Time 76.2%
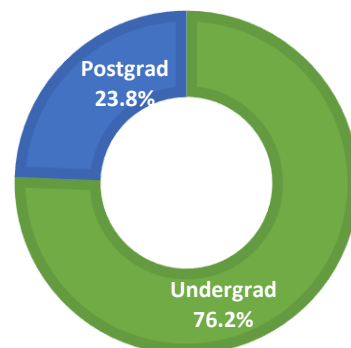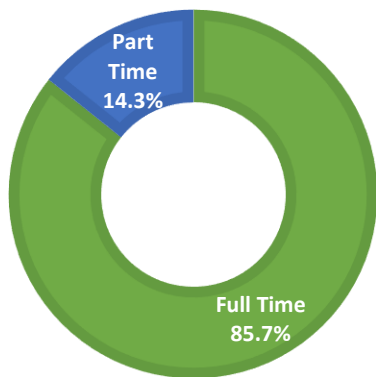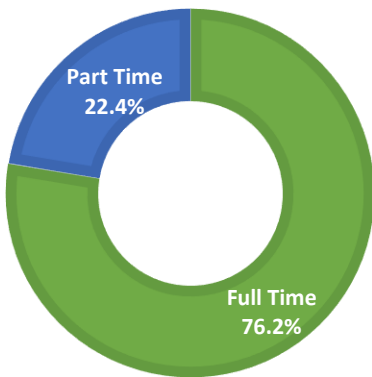
BANGOR STUDENTS BY ETHNICITY

- 3.3%
- BME 21.4%
- White 75.3%

BANGOR STUDENTS BY DISABILITY

- Declared 17.6%
- Not Declared 82.4%

UK STUDENTS BY DISABILITY

- Declared 12%
- Not Declared 88%
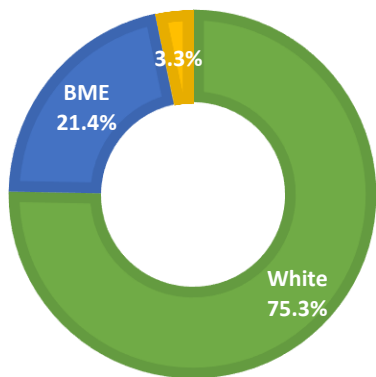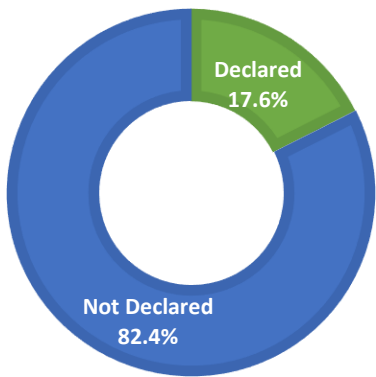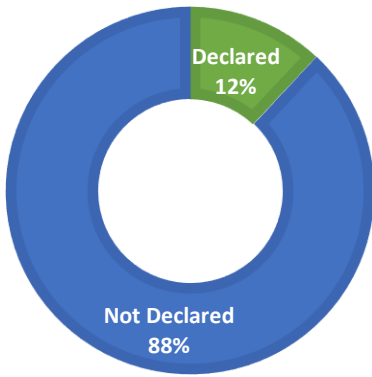
GENDER

Data on students' gender is returned to HESA with the possible options of 'Male', 'Female' and 'Other'. Due to the small number, and in line with HESA policy, students who have indicated their gender as 'Other' have been excluded from gender analyses in this report.

Women continue to make up the majority of students studying at Bangor. By mode and level of study men are only better represented in the part time Postgraduate Research group.

There are clear gender imbalances at subject level, which correlate with national figures. By Bangor University school, men are better represented in Sport, Health and Exercise Science, Chemistry, Computer Sciences and Electronics with a male percentage of 89.2% in the latter. Female students continue to be the majority in the Schools of Welsh, Social Sciences and Healthcare Sciences, making up over 80% of the cohort in each example.

There are also notable gender differences in outcomes, with female students accounting for 62.9% of those achieving a First and 58.2% of those achieving a 2:1, yet higher rates of men than women were in professional full time work six months after qualifying (Advance HE, Equality and Higher Education, Student Statistical Report 2018).

All Students by Gender
59.3% of all Bangor University students registered during the period 2017/18, identify as female. This is slightly higher than the UK figure of 56.7% and higher again than the Wales figure of 54.9%.

All Students by Mode of Study and Gender
There is a higher percentage of women studying part time at all levels of study. Women currently make up 63.7% of all part time students which rises to 67.1% at part time Undergraduate level.

All Students by Level of Study and Gender

The proportion of female students across all levels of study stays close to the overall Bangor percentage of 59.3%. Females are more highly represented than the UK average across all levels of study apart from Taught Postgraduate level where the figure is lower than the UK average. A similar trend can be seen in national figures.

Level of Study	Gender	Bangor	UK
All Students	Male	40.7%	43.3%
	Female	59.3%	56.7%
Undergraduates	Male	40.7%	44.3%
	Female	59.3%	55.7%
Taught Postgraduates	Male	42.7%	40.0%
	Female	57.3%	60.0%
Research Postgraduates	Male	48.2%	48.3%
	Female	51.8%	51.7%

All Students by Subject Area and Gender

Of Bangor's 25 schools, only 5 are able to demonstrate a gender balance which is within 5% of the University's overall figures of 40.3% male and 59.3% female. This includes, Creative Studies and Media, Music, Philosophy and Religion, Medical Sciences and Biological Sciences. The majority of schools do see gender imbalances however and these correlate with national figures. (Lifelong Learning, Humanities and IMSCAR are not included as they only include 4 students between them)

Gender Balance in favour of Female Students

Subject	% Female at Bangor	UK
Welsh	81.9%	
English	70.9%	
Linguistics and English Language	66.7%	
Modern Languages	65.0%	70.7%
Education	72.0%	76.9%
Law	63.5%	62.4%
Social Sciences	80.1%	
Healthcare Sciences	88.6%	
Psychology	72.7%	

Gender Balance in favour of Male Students

Subject	% Male at Bangor	UK
Electronics	89.2%	82.8%
Business	51.9%	50.55
Sport, Health and Exercise Sciences	66.3%	
Environment and Natural Resources	60.0%	
Ocean Sciences	49.6%	
Chemistry	71.1%	
Computer Science	87.0%	
History, Welsh History and Archaeology	53%	

STEM Subjects   Non-STEM Subjects

STEM subjects at Bangor tend to see a gender imbalance in favour of men with Chemistry, Computer Science and Electronics (Physical Applied Sciences) all having the highest percentage of male students. Non STEM subjects such as Languages, Linguistics, Law, Social Sciences and Psychology are attracting more female students and this correlates with UK trends. Where national figures are available, the UK percentage is presented in the column on the right.

The school with the highest gender imbalance in favour of female students is Healthcare Sciences. This school offers courses in Nursing and Midwifery and Health and Social Care, roles still traditionally seen as being associated with women. Males made up only 10.8% of all registered nurses in the UK in 2017 (Nursing and Midwifery Council, 2017) and the Royal College of Nursing considers nursing to be one of the most gender segregated jobs in the UK (Royal College of Nursing, 2018).

Another area where the gender imbalance is particularly pronounced is within the School of Education, with 72%, almost 3 in 4 students, identifying as female. This is slightly lower than the UK figure for Education students of 76.9% but it is in line with national trends in the education sector. The General Teaching Council for Wales says Wales has three times as many female teachers as male.

It is the expectation that whilst society continues to view teaching and nursing as female roles, this trend will continue.

DISABILITY

This report uses the term 'disabled students' to refer to students who are indicated as disabled on their University record. Disability is declared on the basis of a student's own self-assessment. The term 'non-disabled student' is used to refer to those who are not disabled, or whose disability status is unknown by the institution.

Disability disclosure rates in the UK have steadily increased amongst students in recent years, rising from 5.4% in 2003/04 to 12.0% in 2016/17. UK disability disclosure rates are higher among undergraduates, among UK domiciled students and also within subjects such as creative arts and design. (Advance HE, Equality and Higher Education, Student Statistical Report 2018).

All Students by Disability

17.6% of the total number of Bangor University students registered during the period 2017/18, were recorded as being disabled. This is higher than the UK figure of 12.0% and the Wales figure of 13.0%.

All Students by Mode of Study and Disability

The overall proportion of part-time students who disclosed as disabled was lower than that of full time students.

	Bangor	UK (2016/17)
All Full Time Students – Disabled	23.1%	11.7%
All Part Time Students – Disabled	11.4%	16.7%

National figures present a different picture however, with Bangor University seeing higher than average numbers of full time students disclosing as disabled compared with a much lower percentage of part time students. These figures differ again when examining solely undergraduates.

	Bangor	UK (2016/17)
All Full Time Undergraduate Students – Disabled	20.2%	13.0%
All Part Time Undergraduate Students – Disabled	35.5%	17.9%

Higher figures are still observed at Bangor University compared with the rest of the UK, however the undergraduate group show a higher percentage amongst part time students compared to full time, which is observable in UK figures and could suggest that in the UK as a whole, some disabled students may be opting to study part time instead of full time. There may also be financial implications to students which influence this decision.

All Students by Level of Study and Disability
There are more students identifying as disabled amongst full time undergraduates than at postgraduate level. This is also the case when examining UK figures.

	Bangor	UK (2016/17)
All Full Time Undergraduate Students – Disabled	20.2%	11.75%
All Full Time Postgraduate Students -Disabled	14.0%	8.35%

All Students by Subject Area and Disability
Of Bangor's 25 schools, 6 have an average percentage of students disclosing as disabled which is more than 5 percentage points higher than the Bangor University average of 17.6%. This includes, the schools of English, History, Welsh History and Archaeology, Social Sciences, Biological Sciences, Ocean Sciences and Electronics. Two schools have an average percentage of students which is more than 5 percentage points lower than the average, the Business School and the School of Electronics.

Similar numbers of STEM and non-STEM students have disclosed as disabled, which is line with UK figures. UK figures also show that disability disclosure rates were highest amongst those studying creative arts and design (19.3%) and historical and philosophical studies (17.0%). In contrast, only 7.0% of those studying business and administrative studies and 8.0% studying engineering and technology disclosed as disabled which compares accordingly with Bangor's own figures.

All Students by Outcome
Of the 2206 students who graduated with an undergraduate degree in 2017/18, 401 (18.2%) had declared a disability.

Degree Classification	Disabled Students	Non-disabled Students
First	25.5%	29.3%
2:1	45.6%	43.5%
2:2	22.9%	22.8%
Third	6.0%	3.0%

Overall, 72.8% of non-disabled students graduated in 2018/2019 with a first/2:1 compared to 71.1% of disabled students. This represents an attainment gap of 1.7 percentage points. This is less than the UK figure of 1.9 percentage points.

According to Advance HE, proportionally more disabled students who qualified in 2016/17 are unemployed compared to their non-disabled peers.

ETHNICITY

The University collects and presents ethnicity data for all students at point of registration. It presents data for the ethnic categories, White, Asian, Black and Mixed/Other and categories where the information has been refused or where it is unknown. For comparison, HESA only presents data for UK domiciled students because it is only compulsory to collect ethnicity data for UK domiciled students that choose to disclose. Non-white groups are also aggregated into a single BME group. It is therefore not possible to accurately compare Bangor data in its current form (all students) with national figures (UK domiciled students).

All Students by Ethnicity

UK figures show us that 98.4% of all UK domiciled students disclosed ethnicity information. Of those whose ethnicity information is known, 22.7% identified as BME. BME representation varied considerably by country, from 26.0% in England to 3.4% in Northern Ireland. At Bangor, 21.5% of all students identified as BME.

All Students by Mode of Study and Ethnicity

UK figures show that 22.7% of all UK domiciled students identify as BME. At Bangor, the proportion of students identifying as BME across part time courses and full time courses are relatively similar. When examining the UK figures however, we see very different results with a much higher than average number of BME students studying full time. With Bangor figures remaining close to its overall BME proportion of 21.5%, it does not suggest any notable trends in ethnicity and mode of study.

	Bangor	UK
All Full Time Students – BME	21.1%	27.0%
All Part Time Students – BME	24.1%	19.0%

When examining our full time undergraduate students exclusively, we see that at Bangor only 16.7% identify as BME compared to 22.9% nationally. When bearing in mind that Bangor's figures include all its international students, the proportion of UK domiciled undergraduate students identifying as BME must be much lower than this figure and therefore much lower than the national percentage. As UK figures show BME representation varying considerably by country, we should expect that there are considerable regional differences across the UK.

When examining full time Postgraduate students exclusively we see a much higher proportion of BME students. 36.6% of the full time postgraduate cohort identify as BME compared to 21.3% nationally. This figure may also indicate that the inclusion of our international students in our figures skews the results.

All Students by Level of Study and Ethnicity
UK figures reveal that BME representation was relatively high among undergraduates and taught postgraduates (23.9% and 22.0%, respectively). It was however, markedly lower among research postgraduate students (16.8%). At Bangor, BME representation amongst undergraduates is 12.5%, lower than the all Bangor students proportion of 21.5%. Amongst Bangor's postgraduate student cohort however, BME representation stands at 30.8%.

All Students by Subject Area and Ethnicity
Of Bangor's 25 schools, only 2 have an average percentage of students identifying as BME which is within 5 percentage points either way of the University average of 21.5%. These are the School of Medical Sciences where BME students are represented as 21.0% and the School of Law where BME students are represented as 21.9%. 18 schools see BME representation of between 2.1% and 15.1% with the mean average being 8.3% BME. Only two schools have a BME percentage over 22%, The School of Business, where the proportion of students identifying as BME is 67.9% and the School of Electronics where the proportion is 45.1%. Both cases represent a considerably higher proportion of BME students than the average.

Similar trends can be found in UK figures with BME students being markedly underrepresented in subjects such as combined studies (10.1%) and historical and philosophical studies (11.0%). In contrast, around one in three students studying law (34.1%) and business and administrative studies (32.7%) were BME.

All Students by Outcome and Ethnicity
Of the 2206 students who graduated with an undergraduate degree in 2017/18, 2151 (97.5%) had declared their ethnicity. 22.3% of the total number of students recorded their ethnicity as BME. The figures show that slightly fewer BME students are achieving the top two degree classifications of a First and 2:1 than white students.

Classification	All Students – Ethnicity BME	All Students – Ethnicity White
All Graduates	22.3%	75.2%
First	19.2%	77.9%
2:1	19.7%	77.9%
2:2	29.6%	68.2%
Third	24.5%	74.2%

Overall, 75.3% of white students graduated in 2018/2019 with a first/2:1 compared to 64.4% of BME students. This represents an attainment gap of 10.9 percentage points. Most recent UK figures show an attainment gap of 13.6 percentage points.

SUMMARY

It is anticipated that Student Data will be reported annually from this point onwards and as the data available to us changes, so too will the ways in which we are able to draw upon this data to inform our future Equality and Diversity planning and meet challenges.

As the University examines its student equality data over time, comparisons with previous years will be able to be drawn and trends may emerge. In future years, it will be helpful to also examine 'Age' and 'Domicile' of all students in order to consider the diversity of the student body and ensure thorough examination of intersectional equality matters. For example, looking at a student's ethnicity and their gender to determine what other factors might create equality challenges.

REFERENCES

Equality and Higher Education, Student Statistical Report 2018, Advance HE (2018)
Nursing and Midwifery Council www.nmc.org.uk
The General Teaching Council for Wales www.ewc.wales

APPENDICES

APPENDIX 1 – Student Data - Gender

Number and Proportion of Students by Gender, Mode of Study and Level of Study – 2017/18
(Data taken from Bangor University HESA Student Return 2017/18)

Gender	Full Time					Part Time					Grand Total
	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	
Male	3205	14	516	189	39	56		367	64	91	4541
	40.8%	50.0%	43.5%	46.7%	40.6%	32.9%	0.0%	41.6%	53.3%	21.7%	40.7%
Female	4643	14	671	216	57	114		516	56	328	6615
	59.2%	50.0%	56.5%	53.3%	59.4%	67.1%	0.0%	58.4%	46.7%	78.3%	59.3%
Total	**7848**	**28**	**1187**	**405**	**96**	**170**	**0**	**883**	**120**	**419**	**11156**

Number and Proportion of Students by School, Gender, Mode of Study and Level of Study – 2017/18
(Data taken from Bangor University HESA Student Return 2017/18)

College	School	Gender	Full Time					Part Time					Grand Total
			Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	
Arts and Humanities		Male	118.83		10	8		6.5		1	2.5		146.83
			47.6%		66.7%	57.1%		20.6%		50.0%	45.5%		45.8%

	Subject	Gender												Total
	Creative Studies and Media	Female	130.66		5	6	3	25		1	3			173.66
			52.4%		33.3%	42.9%	100.0%	79.4%		50.0%	54.5%			54.2%
	Cymraeg	Male	8.5		1	2		3			1	1		16.5
			18.1%		33.3%	100.0%		100.0%			33.3%	12.5%		23.6%
		Female	38.5		2					4	2	7		53.5
			81.9%		66.7%					100.0%	66.7%	87.5%		76.4%
	English	Male	71.5		4	1		0.5		1	3.5			81.5
			29.1%		40.0%	12.5%		100.0%		33.3%	53.8%			29.6%
		Female	174		6	7	2			2	3			194
			70.9%		60.0%	87.5%	100.0%			66.7%	46.2%			70.4%
	History, Welsh History and Archaeology	Male	157.67		2	5	2	2		3	4			175.67
			53.0%		18.2%	62.5%	40.0%	25.0%		30.0%	28.6%			49.7%
		Female	139.99		9	3	3	6		7	10			177.99
			47.0%		81.8%	37.5%	60.0%	75.0%		70.0%	71.4%			50.3%
	Humanities	Male												0
		Female			2									2
					100.0%									100.0%
	Lifelong Learning	Male						1						1
								14.3%						8.3%
		Female						6		5				11
								85.7%		100.0%				91.7%
	Linguistics and English Language	Male	44.5		10	5	1			1	2			63.5
			33.3%		35.7%	45.5%	100.0%			33.3%	50.0%			34.0%
		Female	89		18	6		6.5		2	2			123.5
			66.7%		64.3%	54.5%		100.0%		66.7%	50.0%			66.0%
	Modern Languages	Male	62.83		4	2		2					34	104.83
			35.0%		40.0%	40.0%		66.7%					50.0%	39.4%
		Female	116.49		6	3		1		1			34	161.49
			65.0%		60.0%	60.0%		33.3%		100.0%			50.0%	60.6%
	Music	Male	56.5		9	4					4			73.5
			42.2%		45.0%	36.4%					66.7%			40.2%
		Female	77.5		11	7	8	2		2	2			109.5
			57.8%		55.0%	63.6%	100.0%	100.0%		100.0%	33.3%			59.8%

	Philosophy and Religion	Male	34			4					23		61
			41.5%			57.1%					95.8%		53.6%
		Female	47.83			3		1			1		52.83
			58.5%			42.9%		100.0%			4.2%		46.4%
		Total	**1368.3**	**0**	**99**	**66**	**19**	**62.5**	**0**	**30**	**63**	**76**	**1783.8**
Business, Law, Education & Social Sciences	Business	Male	409.83	6	180	14	5	5		155.5	1	10	786.33
			51.9%	66.7%	61.5%	45.2%	41.7%	83.3%		53.3%	33.3%	52.6%	54.1%
		Female	380	3	112.5	17	7	1		136.5	2	9	668
			48.1%	33.3%	38.5%	54.8%	58.3%	16.7%		46.7%	66.7%	47.4%	45.9%
	Education	Male	118		66			2		37	4	1	228
			28.0%		31.7%			33.3%		36.6%	40.0%	33.3%	29.6%
		Female	303.5	8	142	12		4		64	6	2	541.5
			72.0%	100.0%	68.3%	100.0%		66.7%		63.4%	60.0%	66.7%	70.4%
	Law	Male	95.5		19.5	1		1				6	123
			36.5%		44.8%	12.5%		50.0%				60.0%	37.7%
		Female	166.03		24	7		1		1.5		4	203.53
			63.5%		55.2%	87.5%		50.0%		100.0%		40.0%	62.3%
	Social Sciences	Male	79.5		13.5	5		3					101
			19.9%		21.8%	31.3%		26.1%					20.3%
		Female	319.5		48.5	11	2	8.5		5	2		396.5
			80.1%		78.2%	68.8%	100.0%	73.9%		100.0%	100.0%		79.7%
		Total	**1871.86**	**17**	**606**	**67**	**14**	**25.5**	**0**	**399.5**	**15**	**32**	**3047.86**
Health and Behavioural Sciences	Healthcare Sciences	Male	121		14	5		2		18	5	33	198
			11.4%		38.9%	41.7%		5.9%		17.0%	41.7%	12.0%	12.9%
		Female	943		22	7		32		88	7	243	1342
			88.6%		61.1%	58.3%		94.1%		83.0%	58.3%	88.0%	87.1%
	IMSCAR	Male									1		1
											100.0%		100.0%
		Female											0
	Medical Sciences	Male	93		14			1		8			116
			41.5%		35.9%			33.3%		66.7%			40.8%
		Female	131		25	3	2	2		4		1	168
			58.5%		64.1%	100.0%	100.0%	66.7%		33.3%		100.0%	59.2%
	Psychology	Male	234.84		59	16	3	1		47	1	1	362.84

Field	Subfield	Gender											
			27.3%		29.0%	23.5%	37.5%	7.1%		23.7%	11.1%	5.0%	26.3%
		Female	624		144.5	52	5	13		151	8	19	1016.5
			72.7%		71.0%	76.5%	62.5%	92.9%		76.3%	88.9%	95.0%	73.7%
	Sport, Health and Exercise Sciences	Male	243	8	26	15		5		3	1		301
			66.3%	72.7%	68.4%	53.6%		100.0%		100.0%	100.0%		66.2%
		Female	123.5	3	12	13	2						153.5
			33.7%	27.3%	31.6%	46.4%	100.0%						33.8%
	Total		**2513.34**	**11**	**316.5**	**111**	**12**	**56**	**0**	**319**	**23**	**297**	**3658.84**
Natural Sciences	Biological Sciences	Male	305		7	20	2	1			1		336
			47.6%		36.8%	58.8%	22.2%	25.0%			50.0%		47.3%
		Female	336		12	14	7	3		1	1		374
			52.4%		63.2%	41.2%	77.8%	75.0%		100.0%	50.0%		52.7%
	Environment and Natural Resources	Male	258		23	24	2	2		92	1	5	407
			58.0%		56.1%	49.0%	100.0%	66.6%		69.7%	50.0%	35.7%	59.2%
		Female	187		18	25		1		40	1	9	281
			42.0%		43.9%	51.0%		33.4%		30.3%	50.0%	64.3%	40.8%
	Ocean Sciences	Male	220		26	8		3			5		262
			59.6%		40.0%	50.0%		75.0%			55.6%		48.7%
		Female	223.5		39	8		1		1	4		276.5
			50.4%		60.0%	50.0%		25.0%		100.0%	44.4%		51.3%
	Total		**1529.5**	**0**	**125**	**99**	**11**	**11**	**0**	**134**	**13**	**14**	**1936.5**
Physical and Applied Sciences	Chemistry	Male	102		3	23		2			3		133
			71.1%		30.0%	74.2%		100.0%			60.0%		69.1%
		Female	41.5		7	8	1				2		59.5
			28.9%		70.0%	25.8%	100.0%				40.0%		30.9%
	Computer Science	Male	205		8	8	1	6		0.5	1		229.5
			87.0%		69.6%	72.7%	100.0%	100.0%		100.0%	100.0%		86.1%
		Female	30.5		3.5	3							37
			13.0%		30.4%	27.3%							13.9%
	Electronics	Male	166		17	19	23	7					232
			89.2%		89.5%	95.0%	60.5%	100.0%					86.0%
		Female	20		2	1	15						38

			10.8%		10.5%	5.0%	39.5%						14.0%
		Total	565	0	40.5	62	40	15	0	0.5	6	0	729

Number and Proportion of Degree Classifications Awarded by Gender – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

Gender	Degree Classification - Headcount					Grand Total
	First	**2:1**	**2:2**	**Third**	**Unclassified**	
Male	234	405	245	41	12	937
	37.1%	41.8%	48.7%	46.1%	80.0%	42.5%
Female	396	564	258	48	3	1269
	62.9%	58.2%	51.3%	53.9%	20.0%	57.5%
Total	**630**	**969**	**503**	**89**	**15**	**2206**

Number of Leavers by Reason for Leaving and Gender – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

SEXID	Successful Completion of Course	Completion of Course – Result Unknown	Transferred to another Institution	Academic Failure Exclusion	Financial	Gone into Employment	Health	Other	Unknown	TOTAL
Male	1189	4	2	51	2	1	3	82	78	1412
	40.0%	40.0%	40.0%	61.4%	100.0%	100.0%	42.9%	45.1%	47.0%	41.2%
Female	1781	6	3	32			4	100	88	2014
	60.0%	60.0%	60.0%	38.6%	0.0%	0.0%	57.1%	54.9%	53.0%	58.8%
Total	**2970**	**10**	**5**	**83**	**2**	**1**	**7**	**182**	**166**	**3426**

APPENDIX 2 – Student Data – Disability

Number and Proportion of Students by Disability, Mode of Study and Level of Study – 2017/18

(Data taken from HESA Student Return 2017/18)

Disability Status	Full Time					Part Time					Grand Total
	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	
Disability Declared	1586	6	127	69	7	60	0	69	16	18	1958
	20.2%	21.4%	10.7%	17.0%	7.3%	35.3%	0.0%	13.3%	7.8%	4.3%	17.6%
No Disability Declared	6262	22	1060	336	89	110	0	814	104	401	9198
	79.8%	78.6%	89.3%	83.0%	92.7%	64.7%	0.0%	86.7%	92.2%	95.7%	**82.4%**
Total	7848	28	1187	405	96	170	0	883	120	419	11156

Number and Proportion of Students by School, Disability Status, Mode of Study and Level of Study – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

College	School	Disability Status	Full Time					Part Time					Grand Total
			Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	
Arts and Humanities	Creative Studies and Media	Disability Declared	62.66			4		16			2		84.66
			25.1%			28.6%		50.8%			36.4%		16.4%
		No Disability Declared	186.83		15	10	3	15.5		2	3.5		235.83
			74.9%		100.0%	71.4%	100.0%	49.2%		100.0%	63.6%		73.6%
	Cymraeg	Disability Declared	4.5					1					5.5
			9.6%					33.3%					7.9%

		No Disability	42.5		3	2		2		4	3	8	464.5
		Declared	90.4%		100.0%	100.0%		66.7%		100.0%	100.0%	100.0%	92.1%
English		Disability	70		1		1						72
		Declared	28.5%		10.0%		50.0%						26.1%
		No Disability	175.5		9	8	1	0.5		3	6.5		203.5
		Declared	71.5%		90.0%	100.0%	50.0%	100.0%		100.0%	100.0%		73.9%
History, Welsh History and Archaeology		Disability	78.5		3	1		5		3	3		93.5
		Declared	26.4%		27.3%	12.5%		62.5%		30.0%	21.4%		26.4%
		No Disability	219.16		8	7	5	3		7	11		260.16
		Declared	73.6%		72.7%	87.5%	100.0%	37.5%		70.0%	78.6%		73.6%
Humanities		Disability											0
		Declared											
		No Disability			2								2
		Declared			100.0%								100.0%
Lifelong Learning		Disability						1		2			3
		Declared						14.3%		40.0%			25.0%
		No Disability						6		3			9
		Declared						85.7%		60.0%			75.0%
Linguistics and English Language		Disability	25.5		7	3		3.5		1	1		41
		Declared	19.1%		25.0%	27.3%		53.8%		33.3%	25.0%		21.9%
		No Disability	108		21	8	1	3		2	3		146
		Declared	80.9%		75.0%	72.7%	100.0%	46.2%		66.7%	75.0%		78.1%
Modern Languages		Disability	49.83		3							3	55.83
		Declared	27.8%		30.0%							4.4%	21.0%
		No Disability	129.49		7	5		3		1		65	210.49
		Declared	72.2%		70.0%	100.0%		100.0%		100.0%		95.6%	79.0%
Music		Disability	34		1	2		2			2		41
		Declared	25.4%		5.0%	18.2%		100.0%			33.3%		22.1%
		No Disability	100		19	9	8			2	4		142
		Declared	74.6%		95.0%	81.8%	100.0%			100.0%	66.7%		77.6%
Philosophy and Religion		Disability	16.5			2					1		19.5
		Declared	20.2%			28.6%					4.2%		17.1%
		No Disability	65.33			5		1			23		94.33
		Declared	79.8%			71.4%		100.0%			95.8%		82.9%
		Total	1368.3	0	99	66	19	62.5	0	30	63	76	1783.8

													Total
Business, Law, Education & Social Sciences	Business	Disability Declared	54		6	2		1		4		1	68
			6.8%		2.1%	6.5%		16.7%		1.4%		5.3%	4.7%
		No Disability Declared	735.83	9	286.5	29	12	5		288	3	18	1386.33
			93.2%	100.0%	97.9%	93.5%	100.0%	83.3%		98.6%	100.0%	94.7%	95.3%
	Education	Disability Declared	69	3	19	3		1		13	1	1	110
			16.4%	37.5%	9.1%	25.0%		16.7%		12.9%	10.0%	33.3%	14.3%
		No Disability Declared	352.5	5	189	9		5		88	9	2	659.5
			83.6%	62.5%	90.9%	75.0%		83.3%		87.1%	90.0%	66.7%	85.7%
	Law	Disability Declared	50.01		3	2		1		0.5			56.51
			19.1%		6.9%	25.0%		50.0%		33.3%			17.3%
		No Disability Declared	211.52		40.5	6		1		1		10	270.02
			80.9%		93.1%	75.0%		50.0%		66.7%		100.0%	82.7%
	Social Sciences	Disability Declared	94		13.5	4	2	3		0.5	1		118
			23.6%		21.8%	25.0%	100.0%	26.1%		10.0%	50.0%		23.7%
		No Disability Declared	305		48.5	12		8.5		4.5	1		379.5
			76.4%		78.2%	75.0%		73.9%		90.0%	50.0%		76.3%
		Total	1871.86	17	606	67	14	25.5	0	399.5	15	32	3047.86
Health and Behavioural Sciences	Healthcare Sciences	Disability Declared	188		2	3		3		7	1	12	216
			17.7%		5.6%	25.0%		8.8%		6.6%	8.3%	4.3%	14.0%
		No Disability Declared	876		34	9		31		99	11	264	1324
			82.3%		94.4%	75.0%		91.2%		93.4%	91.7%	95.7%	86.0%
	IMSCAR	Disability Declared											0
		No Disability Declared									1		1
											100.0%		100.0%
	Medical Sciences	Disability Declared	48		3	2	1	2					56
			21.4%		7.7%	66.7%	50.0%	66.7%					19.7%
		No Disability Declared	176		36	1	1	1		12		1	228
			78.6%		92.3%	33.3%	50.0%	33.3%		100.0%		100.0%	80.3%
	Psychology	Disability Declared	214		38.5	9		8.5		26	1		297
			24.9%		18.9%	13.2%		60.7%		13.1%	11.1%		21.5%
		No Disability Declared	644.84		165	59	8	5.5		172	8	20	1082.34
			75.1%		81.1%	86.8%	100.0%	39.3%		86.9%	88.9%	100.0%	78.5%
			55	3	5	5				1			69

													Total
	Sport, Health and Exercise Sciences	Disability Declared	15.0%	27.3%	13.2%	17.9%				33.3%			15.2%
		No Disability Declared	311.5	8	33	23	2	5		2	1		385.5
			85.0%	72.7%	86.8%	82.1%	100.0%	100.0%		66.7%	100.0%		84.8%
		Total	**2513.34**	**11**	**316.5**	**111**	**12**	**56**	**0**	**319**	**23**	**297**	**3658.84**
Natural Sciences	Biological Sciences	Disability Declared	158			5	1	3		1	1		169
			24.6%			14.7%	11.1%	75.0%		100.0%	50.0%		23.8%
		No Disability Declared	483		19	29	8	1			1		541
			75.4%		100.0%	85.3%	88.9%	25.0%			50.0%		76.2%
	Environment and Natural Resources	Disability Declared	101		7	5				9		1	123
			22.7%		17.1%	10.2%				6.8%		7.1%	17.9%
		No Disability Declared	344		34	44	2	3		123	2	13	565
			77.3%		82.9%	89.8%	100.0%	100.0%		93.2%	100.0%	92.9%	82.1%
	Ocean Sciences	Disability Declared	110		14	3		2		1	1		131
			24.8%		21.5%	18.8%		50.0%		100.0%	11.1%		24.3%
		No Disability Declared	333.5		51	13		2			8		407.5
			75.2%		78.5%	81.3%		50.0%			88.9%		75.7%
		Total	**1529.5**	**0**	**125**	**99**	**11**	**11**	**0**	**134**	**13**	**14**	**1936.5**
Physical and Applied Sciences	Chemistry	Disability Declared	22			10		2					34
			15.3%			32.3%		100.0%					17.7%
		No Disability Declared	121.5		10	21	1				5		158.5
			84.7%		100.0%	67.7%	100.0%				100.0%		76.2%
	Computer Science	Disability Declared	50.5			1		3			1		55.5
			21.4%			9.1%		50.0%			100.0%		17.9%
		No Disability Declared	185		11.5	10	1	3		0.5			211
			78.6%		100.0%	90.9%	100.0%	50.0%		100.0%			82.1%
	Electronics	Disability Declared	31		1	3	2	2					39
			16.7%		5.3%	15.0%	5.3%	28.6%					24.3%
		No Disability Declared	155		18	17	36	5					231
			83.3%		94.7%	85.0%	94.7%	71.4%					75.7%
		Total	**7848**	**28**	**1187**	**405**	**96**	**170**	**0**	**883**	**120**	**419**	**11156**

Number and Proportion of Degree Classifications Awarded by Disability Status – 2017/18

(Data taken from HESA Student Return 2017/18)

Disability Status	Degree Classification - Headcount					Grand Total
	First	2:1	2:2	Third	Unclassified	
Disability Declared	102	183	92	24		401
	16.2%	18.9%	18.3%	27.0%	0.0%	18.2%
No Disability Declared	528	786	411	65	15	1805
	83.8%	81.1%	81.7%	73.0%	100.0%	81.8%
Total	**630**	**969**	**503**	**89**	**15**	**2206**

Number of Leavers by Reason for Leaving and Disability Status– 2017/18

(Data taken from HESA Student Return 2017/18)

Disability Status	Successful Completion of Course	Completion of Course – Result	Transferred to another Institution	Academic Failure Exclusion	Financial	Gone into Employment	Health	Other	Unknown	TOTAL
Disability Declared	454		2	22			1	26	35	540
	15.3%	0.0%	40.0%	26.5%	0.0%	0.0%	14.3%	14.3%	21.1%	15.8%
No Disability Declared	2516	10	3	61	2	1	6	156	131	2886
	84.7%	100.0%	60.0%	73.5%	100.0%	100.0%	85.7%	85.7%	78.9%	84.2%
Total	**2970**	**10**	**5**	**83**	**2**	**1**	**7**	**182**	**166**	**3426**

APPENDIX 3 – Student Data – Ethnicity

Number and Proportion of Students by Ethnicity, Mode of Study and Level of Study – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

Ethnic Group	Full Time					Part Time					Grand Total
	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	Undergraduate	Sub Degree	Postgraduate	Postgraduate Research	Non-Graduating	
White	6303	25	617	286	35	151		525	107	347	8396
	80.3%	89.3%	52.0%	70.6%	36.5%	88.8%	0.0%	59.5%	89.2%	82.8%	75.3%
Asian	748	1	318	55	14	8		40	6	2	1192
	9.5%	3.6%	26.8%	13.6%	14.6%	4.7%	0.0%	4.5%	5.0%	0.5%	10.7%
Black	133		37	16	3	4		271	2	2	468
	1.7%	0.0%	3.1%	4.0%	3.1%	2.4%	0.0%	30.7%	1.7%	0.5%	4.2%
Information Refused	118	2	18	9		2		12		27	188
	1.5%	7.1%	1.5%	2.2%	0.0%	1.2%	0.0%	1.4%	0.0%	6.4%	1.7%
Mixed/Other	430		191	39	29	2		32	5	10	738
	5.5%	0.0%	16.1%	9.6%	30.2%	1.2%	0.0%	3.6%	4.2%	2.4%	6.6%
Not Known	116		6		15	3		3		31	174
	1.5%	0.0%	0.5%	0.0%	15.6%	1.8%	0.0%	0.3%	0.0%	7.4%	1.6%
Total	**7848**	**28**	**1187**	**405**	**96**	**170**	**0**	**883**	**120**	**419**	**11156**

Number and Proportion of Students by School, Gender, Mode of Study and Level of Study – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

College	School	Ethnic Group	Full Time Undergraduate	Full Time Sub Degree	Full Time Postgraduate	Full Time Postgraduate Research	Full Time Non-Graduating	Part Time Undergraduate	Part Time Sub Degree	Part Time Postgraduate	Part Time Postgraduate Research	Part Time Non-Graduating	Grand Total
Arts and Humanities	Creative Studies and Media	White	211.16		10	12	1	29.5		2	5.5		271.16
			84.7%		66.7%	85.7%	33.3%	93.7%		100.0%	100.0%		84.7%
		Asian	12.5		3								15.5
			5.0%		20.0%								4.8%
		Black	3.5			1							4.5
			1.4%			7.15%							1.4%
		Information Refused	2.5					1					3.5
			1.0%					3.15%					1.1%
		Mixed/Other	15.33		2	1	2						20.33
			6.1%		13.3%	7.15%	66.7%						6.3%
		Not Known	4.5					1					5.5
			1.8%					3.15%					1.7%
	Cymraeg	White	46		3	2		3		4	3	8	69
			97.9%		100.0%	100.0%		100.0%		100.0%	100.0%	100.0%	98.6%
		Mixed/Other	1										1
			2.1%										1.4%
	English	White	216.5		6	7	2	0.5		3	6.5		241.5
			88.2%		60.0%	87.5%	100.0%	100.0%		100.0%	100.0%		88.6%
		Asian	8.5		1								9.5
			3.5%		10.0%								3.5%
		Black	1		1								2
			0.4%		10.0%								0.7%
		Information Refused	4.5		1								5.5
			1.8%		10.0%								2.0%
		Mixed/Other	12		1	1							14

Subject	Ethnicity											Total
		4.9%		10.0%	12.5%							5.1%
	Not Known	3										3
		1.2%										1.1%
History, Welsh History and Archaeology	White	276.83		10	7	2	8		10	14		327.83
		93.0%		90.9%	87.5%	40.0%	100.0%		100.0%	100.0%		92.7%
	Asian	4			1							5
		1.3%			12.5%							1.4%
	Information Refused	5										5
		1.8%										1.4%
	Mixed/Other	10.83		1		3						14.83
		3.6%		9.1%		60.0%						4.2%
	Not Known	1										1
		0.3%										0.3%
Humanities	White			2								2
				100.0%								100.0%
Lifelong Learning	White						7		5			12
							100.0%		100.0%			100.0%
Linguistics an English Language	White	115.5		12	4		6		2	4		143.5
		86.5%		42.9%	36.4%		92.3%		66.7%	100.0%		76.8%
	Asian	4.5		4	4	1						13.5
		3.4%		14.3%	36.4%	100.0%						7.2%
	Black	1.5		1								2.5
		1.1%		3.6%								1.3%
	Information Refused	2.5		3	1							6.5
		1.9%		10.7%	9.1%							3.5%
	Mixed/Other	7.5		8	2				1			18.5
		5.6%		2856%	18.1%				33.3%			9.9%
	Not Known	2					0.5					2.5
		1.5%					7.7%					1.3%
Modern Languages	White	150.49		5	3		2		1		43	204.49
		83.9%		50.0%	60.0%		66.7%		100.0%		63.2%	76.8%
	Asian	3		4	2							9
		1.7%		40.0%	40.0%							3.4%
	Black	2.5					1					3.5
		1.4%					33.3%					1.3%

Faculty	Subject	Ethnicity											Total
		Information Refused	6.5									25	31.5
			3.6%									36.8%	11.8%
		Mixed / Other	12.5		1								13.5
			7.0%		10.0%								5.1%
		Not Known	4.33										4.33
			2.4%										1.6%
	Music	White	116		10	8		2		2	5		143
			86.7%		80.0%	72.7%		100.0%		100.0%	83.3%		78.2%
		Asian	7.5		9	2	8				1		27.5
			5.6%		45.0%	18.2%	100.0%				16.7%		15.1%
		Black	1										1
			0.7%			9.1%							0.5%
		Information Refused	3		1	1							5
			2.2%		5.0%								2.7%
		Mixed / Other	5										5
			3.7%										2.7%
		Not Known	1.5										1.5
			1.1%										0.8%
	Philosophy and Religion	White	72			6		1			21		100
			88.0%			85.7%		100.0%			87.5%		87.7%
		Asian	3.5								1		4.5
			4.3%								4.2%		4.0%
		Black									1		1
											4.2%		0.9%
		Information Refused	1										1
			1.2%										0.9%
		Mixed / Other	4.33			1					1		6.33
			5.3%			14.3%					4.2%		5.6%
		Not Known	1										1
			1.2%										0.9%
		Total	1368.3	0	99	66	19	62.5	0	30	63	76	1783.8
Business, Law, Education &	Business	White	217.16	8	31	9	4	2		17.5	2	19	309.66
			27.5%	88.9%	10.5%	29.0%	33.4%	33.3%		6.0%	66.7%	100.0%	21.3%
		Asian	423	1	169.5	14	2	4		18			631.5
			53.6%	11.1%	57.8%	45.2%	16.6%	66.7%		6.2%			43.4%

Social Sciences	Department	Ethnicity											Total
Social Sciences		Black	9		10.5	1	1			236.5	1		259
			1.1%		3.6%	3.2%	8.3%			81.0%	33.3%		17.8%
		Information Refused	7.5		6.5					5			19
			0.9%		2.2%					1.7%			1.3%
		Mixed / Other	104		74	7	3			15			203
			13.2%		25.6%	22.6%	25.0%			5.1%			14.0%
		Not Known	29.17		1		2						32.17
			3.7%		0.3%		16.7%						2.2%
	Education	White	399	7	187	10		6		98	10	3	720
			94.7%	87.5%	90.0%	83.3%		100.0%		97%	100.0%	100.0%	93.6%
		Asian	5		14	2				3			24
			1.2%		6.7%	16.7%				3.0%			3.1%
		Black	1.5										1.5
			0.4%										0.2%
		Information Refused	2	1									3
			0.5%	12.5%									0.4%
		Mixed / Other	11		7								18
			2.5%		3.3%								2.3%
		Not Known	3										3
			0.7%										0.4%
	Law	White	186.52		14	2		1		1		4	208.52
			71.4%		32.3%	25.0%		50.0%		66.7%		40.0%	63.9%
		Asian	22		16.5	1							39.5
			8.4%		37.9%	12.5%							12.1%
		Black	14.5		4.5	5				0.5		1	25.5
			5.5%		10.3%	62.5%				33.3%		10.0%	7.8%
		Information Refused	6.5		0.5							1	8
			2.5%		1.1%							10.0%	2.5%
		Mixed / Other	21.01		7			1				4	33.01
			8.0%		16.1%			50.0%				40.0%	10.0%
		Not Known	11		1								12
			4.2%		2.3%								3.7%
	Social Sciences	White	353		55	10		10.5		5	2		435.5
			88.5%		88.7%	62.6%		91.3%		100.0%	100.0%		87.5%
		Asian	10		2.5	4		1					17.5

Faculty	Department	Ethnicity											
			2.5%		4.0%	25.0%		8.7%					3.5%
			12.5			1							13.5
		Black	3.1%			6.2%							2.7%
		Information Refused	4		0.5								4.5
			1.0%		0.8%								0.9%
		Mixed / Other	14		4	1	2						21
			3.5%		6.5%	6.2%	100.0%						4.2%
			5.5										5.5
		Not Known	1.4%										1.1%
		Total	**1871.86**	**17**	**606**	**67**	**14**	**25.5**	**0**	**399.5**	**15**	**32**	**3047.86**
Health and Behavioural Sciences	Healthcare Sciences	White	966		16	11		33		103	9	242	1380
			90.7%		44.5%	91.7%		97.0%		97.3%	75.0%	87.7%	89.6%
		Asian	37		6					1	2	1	47
			3.5%		16.7%					0.9%	16.7%	0.4%	3.0%
		Black	37		7	1						1	46
			3.5%		19.4%	8.3%						0.4%	3.0%
		Information Refused	7							1			8
			0.7%							0.9%			0.5%
		Mixed / Other	15		7					1	1	1	25
			1.4%		19.4%					0.9%	8.3%	0.4%	1.7%
		Not Known	2					1				31	34
			0.2%					3.0%				11.1%	2.2%
	IMSCAR	White									1		1
											100.0%		100.0%
	Medical Sciences	White	174		20	2		2		7		1	206
			77.7%		51.3%	66.7%							72.5%
		Asian	18		2					3			23
			8.0%		5.1%					60.%			8.1%
		Black	15		3			1		2			21
			6.7%		7.7%			100.0%		40.0%			7.4%
		Information Refused	2										2
			0.9%										0.7%
		Mixed / Other	14		14	1	1						30
			6.3%		35.9%	33.3%	50.0%						10.6%
		Not Known	1					1					2

Faculty	Department	Ethnicity											
			0.4%				50.0%						0.7%
	Psychology	White	706.84		124	60	4	10.5		176	6	17	1104.34
			82.4%		60.1%	88.2%	50.0%	75.0%		88.9%	66.7%	85%	80.2%
		Asian	62.5		45.5	4				11	2		125
			7.3%		22.5%	5.9%				5.6%	22.2%		9.1%
		Black	12.5		2			2		2			18.5
			1.4%		1.1%			14.3%		1.0%			1.3%
		Information Refused	13		4	1				2		1	21
			1.5%		1.9%	1.5%				1.0%		5.0%	1.5%
		Mixed / Other	47.5		26	3	4	1		7	1	2	91.5
			5.5%		12.9%	4.4%	50.0%	7.1%		3.5%	11.1%	10.0%	6.6%
		Not Known	16.5		2			0.5					19
			1.9%		1.1%			3.6%					1.3%
	Sport, Health and Exercise Sciences	White	331.5	10	21	26	1	5		3	1		398.5
			90.5%	90.9%	55.3%	92.8%	50.0%	100.0%		100.0%	100.0%		87.8%
		Asian	10		9	1	1						21
			2.7%		23.7%	3.6%	50.0%						4.5%
		Black	2										2
			0.5%										0.4%
		Information Refused	4	1									5
			1.1%	9.1%									1.1%
		Mixed / Other	15		7	1							23
			4.1%		18.4%	3.6%							5.1%
		Not Known	4		1								5
			1.1%		2.6%								1.1%
	Total		2513.34	11	316.5	111	12	56	0	319	23	297	3658.84
Natural Sciences	Biological Sciences	White	570		8	23	2	4		1	1		609
			88.9%		42.1%	67.6%	22.2%	100.0%		100.0%	50.0%		85.8%
		Asian	15		8	5							28
			2.3%		42.1%	14.7%							3.9%
		Black	4										4
			0.6%										0.6%
		Information Refused	13			2							15
			2.0%			5.9%							2.1%
			31		3	4	5					1	44

		Mixed / Other	4.9%		15.8%	11.8%	55.6%				50.0%		6.2%
		Not Known	8				2						10
			1.3%				22.2%						1.4%
	Environment and Natural Resources	White	393		25	34		3		83	2	10	550
			88.3%		61.0%	69.4%		100.0%		62.9%	100.0%	71.4%	79.9%
		Asian	19		3	5	1			4		1	33
			4.3%		7.3%	10.2%	50.0%			3.0%		7.1%	4.8%
		Black	3		5	4	1			30			43
			0.7%		12.2%	8.2%	50.0%			22.8%			6.4%
		Information Refused	9			3				4			16
			2.0%			6.1%				3.0%			2.3%
		Mixed / Other	15		7	3				8		3	36
			3.4%		17.0%	6.1%				6.0%		21.5%	5.2%
		Not Known	6		1					3			10
			1.3%		2.4%					2.3%			1.4%
	Ocean Sciences	White	397.5		54	13		3		1	8		476.5
			89.6%		83.1%	81.2%		75.0%		100.0%	88.9%		88.5%
		Asian	13		6			1					20
			2.9%		9.2%			25.0%					3.7%
		Black			2								2
					3.1%								0.4%
		Information Refused	7		1								8
			1.6%		1.5%								1.5%
		Mixed / Other	23		2	3					1		29
			5.2%		3.1%	18.8%					11.1%		5.4%
		Not Known	3										3
			0.7%										0.5%
		Total	1529.5	0	125	99	11	11	0	134	13	14	1936.5
Physical and Applied Sciences	Chemistry	White	119.5		2	21	1	2			5		150.5
			83.3%		20.0%	67.7%	100.0%	100.0%			100.0%		78.2%
		Asian	7		1	2							10
			4.9%		10.0%	6.5%							5.2%
		Black	2		1	2							5
			1.4%		10.0%	6.5%							2.6%

	Subject	Ethnicity											Total
		Information Refused	6			1							7
			4.2%			3.2%							3.6%
		Mixed / Other	5		6	5							16
			3.5%		60.0%	16.1%							8.3%
		Not Known	4										4
			2.7%										2.1%
	Computer Science	White	189		1	5		4		0.5	1		200.5
			80.3%		8.7%	45.4%		66.8%		100.0%	100.0%		75.2%
		Asian	17		7	3		1					28
			7.2%		60.9%	27.3%		16.6%					10.5%
		Black	7.5										7.5
			3.2%										2.8%
		Information Refused	7		0.5			1					8.5
			3.0%		4.3%			16.6%					3.2%
		Mixed / Other	11		3	3	1						18
			4.7%		26.1%	27.3%	100.0%						6.7%
		Not Known	4										4
			1.6%										1.6%
	Electronics	White	95.5		1	11	18	6					131.5
			51.4%		5.3%	55.0%	47.4%	85.7%					48.7%
		Asian	46		7	5	1	1					60
			24.7%		36.8%	25.0%	2.6%	14.3%					22.2%
		Black	3			1	1						5
			1.6%			5.0%	2.6%						1.8%
		Information Refused	5										5
			2.7%										1.8%
		Mixed / Other	35		11	3	8						57
			18.8%		57.9%	15.0%	21.1%						21.2%
		Not Known	1.5				10						11.5
			0.8%				26.3%						4.3%
	Total		565	0	40.5	62	40	15	0	0.5	6	0	729

Number and Proportion of Degree Classifications Awarded by Ethnic Group – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

Ethnicity	Degree Classification - Headcount					Grand Total
	First	2:1	2:2	Third	Unclassified	
White	491	755	343	66	4	1659
	77.9%	77.9%	68.2%	74.2%	26.7%	75.2%
Asian	91	121	77	9	7	305
	14.4%	12.5%	15.3%	10.1%	46.7%	13.8%
Black	5	12	9	1		27
	0.8%	1.2%	1.8%	1.1%	0.0%	1.2%
Information Refused	9	14	4	1		28
	1.4%	1.4%	0.8%	1.1%	0.0%	1.3%
Mixed/Other	25	58	63	11	3	160
	4.0%	6.0%	12.5%	12.4%	20.0%	7.3%
Not Known	9	9	7	1	1	27
	1.4%	0.9%	1.4%	1.1%	6.7%	1.2%

Number of Leavers by Reason for Leaving and Ethnic Group – 2017/18

(Data taken from Bangor University HESA Student Return 2017/18)

Ethnic Group	Successful Completion of Course	Completion of Course – Result Unknown	Transferred to another Institution	Academic Failure Exclusion	Financial	Gone into Employment	Health	Other	Unknown	TOTAL
	2188	1	3	61	2		6	151	124	2536
White	73.7%	10.0%	60.0%	73.5%	100.0%	0.0%	85.7%	83.0%	74.7%	74.0%
Asian	340	2	1	10				16	14	383

	11.4%	20.0%	20.0%	12.0%	0.0%	0.0%	0.0%	8.8%	8.4%	11.2%
	106	5		3				4	3	121
Black	3.6%	50.0%	0.0%	3.6%	0.0%	0.0%	0.0%	2.2%	1.8%	3.5%
Information	55	1		1					6	63
Refused	1.9%	10.0%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	3.6%	1.8%
	208			6		1	1	9	17	242
Mixed / Other	7.0%	0.0%	0.0%	7.2%	0.0%	100.0%	14.3%	4.9%	10.2%	7.1%
	73	1	1	2				2	2	81
Not Known	2.5%	10.0%	20.0%	2.4%	0.0%	0.0%	0.0%	1.1%	1.2%	2.4%
Total	**2970**	**10**	**5**	**83**	**2**	**1**	**7**	**182**	**166**	**3426**