



PRIFYSGOL
BANGOR
UNIVERSITY

Annual Equality Report

Student Data

Reporting period

HESA return

1st August 2024 – 31st July 2025



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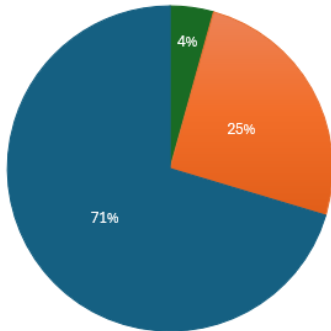
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This Annual Student Equality Report presents equality monitoring information for Bangor University students, focusing on the following protected characteristics covered by The Equality Act 2010: Age; Disability; Ethnicity or Race; Religion or belief; 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 2024/25 Academic year: 1st August 2024 – 31st July 2025.

These pages provide the profile of students at Bangor University for the academic year 2024-25, 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.

Level of Study



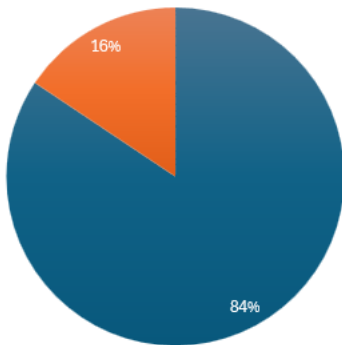
■ Postgraduate Research ■ Postgraduate Taught ■ Undergraduate

The proportion of undergraduate students were on a downward trend over the five-year period between 2018-19- 2023-24 (-11% pts) but have increased by 9% pts in the last year.

Currently over seven in every ten students at Bangor study at undergraduate level. A quarter of student's study at postgraduate taught level. Postgraduate research students have seen a 2% decline from last year's report.

These numbers are consistent with UK sector averages.

Mode of Study

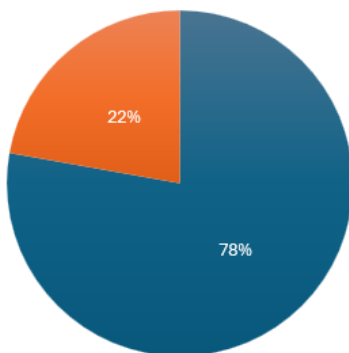


■ Full Time ■ Part Time

84% of students were studying on full-time courses in 2024-25, above the UK sector average of 81%.

16% of students were studying part-time in 2024-25, below the UK sector average of 19%.

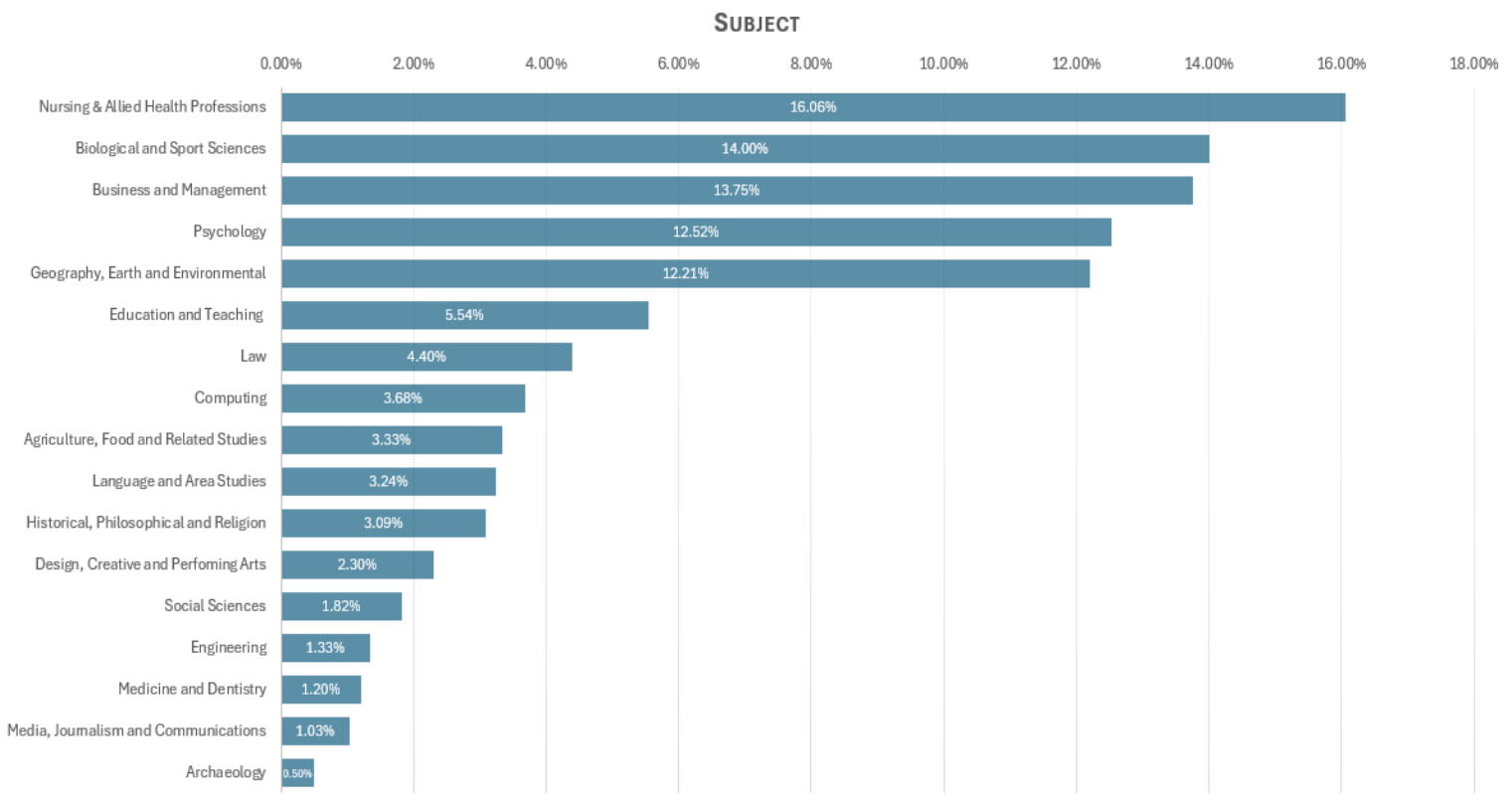
Domicile



■ UK ■ Non-UK

Over three quarters of Bangor students had a UK domicile, with 22% of students having a permanent address outside the UK, slightly lower than the sector average of 24%.

Compared to last year's figures, Bangor's percentage of non-UK students decreased by just under 5%. The decline in non-UK students follows sector-wide patterns impacted by changes in the UK government immigration policies.



More than 10% of Bangor's students are enrolled in the following subjects:

- Nursing and Allied Health Professions
- Biological and Sport Sciences
- Business and Management
- Psychology
- Geography, Earth and Environmental Studies

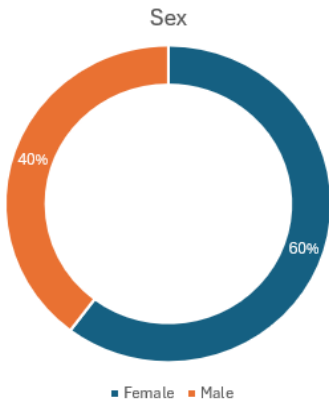
Lower proportions (< 2%) were enrolled in:

- Media, Journalism and Communications
- Engineering
- Medicine and Dentistry
- Social Sciences
- Archaeology

Biological and sport sciences have increased proportions the most between the years 2018-19 to 2024-25 (+9% pts).

Language and area studies have decreased proportions the most (-4% pts) over period 2018-19 to 2024-25.

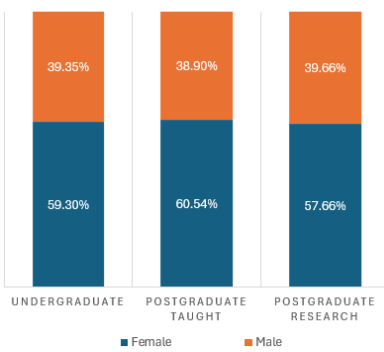
Protected Characteristic: Sex



Six in every ten students at Bangor are females. This is a slightly higher rate than the UK sector average of 56% of students identifying as female.

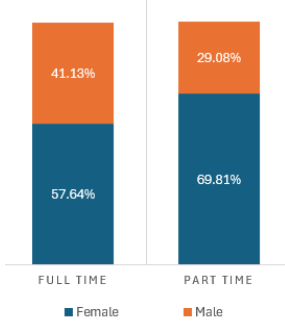
Overall, the split between female and male students at Bangor has remained at an average of 60% and 40% over the last six years.

SEX BY LEVEL OF STUDY



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.

SEX BY MODE

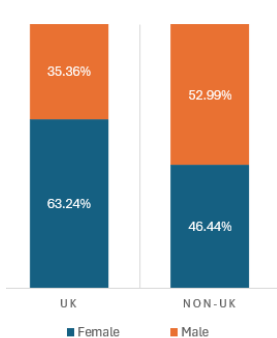


58% of full-time students were female, slightly lower than the University average.

Female students made up over two thirds of the part-time student population. This was noticeably higher than the sector average of 62%.

The higher part-time figure is driven by traditionally female-dominated subjects, such as Nursing and Allied Health Professions and Education and Teaching.

SEX BY DOMICILE



Figures for UK domiciled students remained consistent at Bangor over the period between 2018-19 to 2024-25.

63% of UK domiciled Bangor students were female. This figure exceeded the UK sector average of 58%.

In contrast, 46% of non-UK students were female, substantially lower than the University average but aligned with the sector average.

Subject	Female	Male	Information refused	Other	Total Students
Agriculture, Food and Related Studies	52%	46%	1%	1%	372
Archaeology	52%	48%	0%	0%	56
Biological and Sport Sciences	56%	43%	1%	0%	1564
Business and Management	37%	63%	0%	0%	1536
Computing	20%	77%	2%	0%	411
Design, Creative and Performing Arts	51%	45%	3%	1%	257
Education and Teaching	79%	21%	0%	0%	619
Engineering	14%	86%	0%	0%	149
Geography, Earth and Environmental	57%	42%	1%	0%	1364
Historical, Philosophical and Religion	50%	49%	1%	1%	345
Language and Area Studies	69%	28%	2%	1%	362
Law	56%	43%	1%	0%	491
Media, Journalism	57%	43%	1%	0%	115
Medicine and Dentistry	77%	23%	0%	0%	134
Nursing & Allied Health Professions	87%	13%	0%	0%	1794
Psychology	76%	23%	1%	0%	1399
Social Sciences	73%	27%	0%	0%	203

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

- Higher proportions (>65%) of female students are seen in nursing and allied health professions. Proportions are also high in Social Sciences, Psychology, Medicine and Dentistry, Language and Area studies and Education and Teaching.
- Higher proportions of male students (>60%) are in Engineering, Computing, Business and Management.

Subject	UK		Non-UK	
	Female	Male	Female	Male
Agriculture, Food and Related Studies	53.24%	46.76%	53.52%	46.48%
Biological and Sport Sciences	57.22%	42.78%	52.50%	47.50%
Business and Management	29.43%	70.57%	38.89%	61.11%
Computing	20.45%	79.55%	21.32%	78.68%
Design, Creative and Performing Arts	53.23%	46.77%	54.35%	45.65%
Education and Teaching	78.94%	21.06%	81.43%	18.57%
Engineering	15.22%	84.78%	12.28%	87.72%
Geography, Earth and Environmental	56.62%	43.38%	64.89%	35.11%
Historical, Philosophical and Religion	50.16%	49.84%	61.11%	38.89%
Language and Area Studies	72.39%	27.61%	64.71%	35.29%
Law	58.96%	41.04%	49.63%	50.37%
Nursing & Allied Health Professions	88.71%	11.29%	75.42%	24.58%
Psychology	77.57%	22.43%	71.25%	28.75%
Social Sciences	77.58%	22.42%	54.05%	45.95%

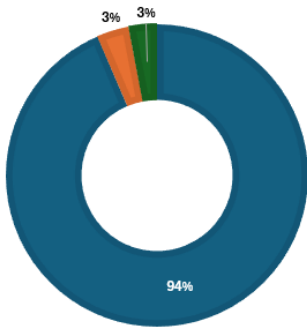
* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

When comparing UK to non-UK students, notable percentage changes (>10%) are present in the following subjects:

- Business and Management, where percentage of female students are higher among non-UK students.
- Social sciences, where the percentage of male students increases for non-UK students.
- For Nursing and Allied Health Professions, the proportion of male students increases for non-UK students.
- Historical, Philosophical and Religious studies see an 11% increase of female students among non-UK domiciles.
- For Law, non-UK students see the proportion of male students increase by just under 10% compared to UK students.

Protected Characteristic: Trans

GENDER IDENTITY



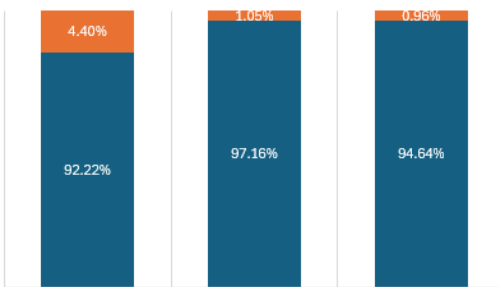
■ Same as Gender Assigned at Birth ■ Different to gender Assigned at Birth ■ Prefer not to say

94% of Bangor University students identified with the same gender as that assigned to them at birth. 3% 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 six years.

*Note: national higher education statistics are not available for gender identity.

GENDER IDENTITY BY LEVEL



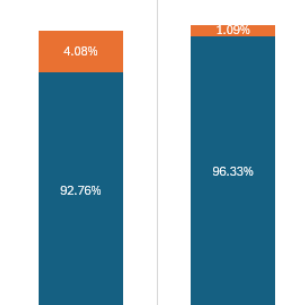
■ Different to gender Assigned at Birth ■ Same as Gender Assigned at Birth

When the data is analysed by level of study, different patterns become apparent. Higher proportions of Undergraduate students identified with a different gender to that assigned at birth when compared with students studying at postgraduate level.

97% of postgraduate taught students identified with the same gender as that assigned at birth, above the University average, and 1% identifying with a different gender.

Lower proportions of postgraduate research students identified with a different gender as that assigned at birth (below 1%).

GENDER IDENTITY BY DOMICILE

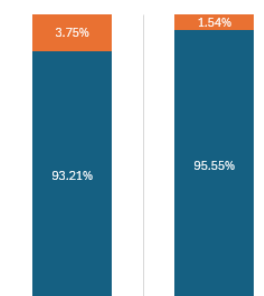


■ Different to gender Assigned at Birth ■ Same as Gender Assigned at Birth

Higher levels of UK students had a different gender identity (4%) compared with non-UK students (1%).

Compared to last year, there was a slight increase in trans students for UK students, going from 3% to 4%.

GENDER IDENTITY BY MODE OF STUDY



■ Different to gender Assigned at Birth ■ Same as Gender Assigned at Birth

4% of full-time students identified with a different gender, compared with 2% of part-time students.

Subject	Same as Gender	Different to Gender	Prefer Not to Say	Total Students
	Assigned at Birth	Assigned at Birth		
Agriculture, Food and Related Studies	89.52%	5.38%	5.11%	372
Biological and Sport Sciences	90.03%	6.39%	3.58%	1564
Business and Management	96.55%	1.43%	2.02%	1536
Computing	91.00%	3.89%	5.11%	411
Design, Creative and Performing Arts	90.27%	4.67%	5.06%	257
Education and Teaching	97.09%	1.29%	1.62%	619
Engineering	95.30%	0.67%	4.03%	149
Geography, Earth and Environmental	91.06%	4.91%	4.03%	1364
Historical, Philosophical and Religion	88.70%	6.38%	4.93%	345
Language and Area Studies	87.02%	6.63%	6.35%	362
Law	96.33%	1.83%	1.83%	491
Media, Journalism	89.57%	6.96%	3.48%	115
Medicine and Dentistry	96.27%	1.49%	2.24%	134
Nursing & Allied Health Professions	98.38%	0.78%	0.84%	1794
Psychology	94.28%	3.22%	2.50%	1399
Social Sciences	95.57%	2.96%	1.48%	203

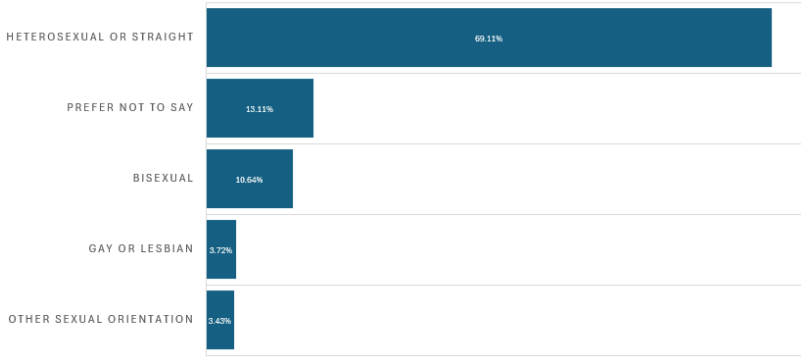
* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

Levels of students identifying with a gender different to that assigned at birth were relatively high in the following subjects (>6%):

- Language and area studies
- Biological and sport sciences
- Historical, Philosophical and religious studies
- Media and Journalism

Protected Characteristic: Sexual orientation

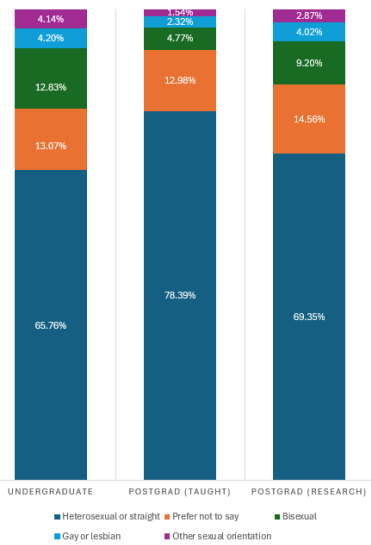
SEXUAL ORIENTATION



Overall, most students identify as heterosexual at 70% with 13% opting not to provide the information. 11% 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 the last six years.

*Note: national higher education statistics are not available for sexual orientation.

SEXUAL ORIENTATION BY LEVEL OF STUDY

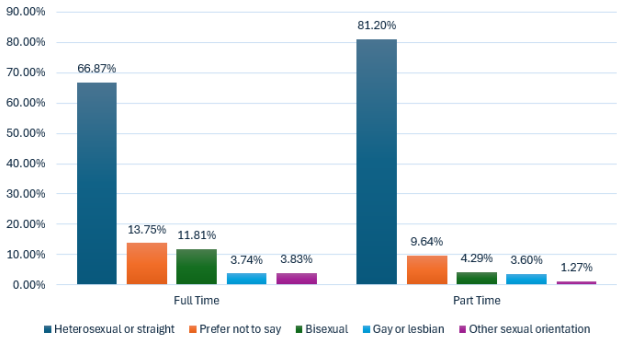


65% of undergraduate students identified as heterosexual. 12% were bisexual, and 4% identified with another sexual orientation, higher figures than the university average.

Higher levels of postgraduate taught students were heterosexual, with substantially lower numbers identifying as bisexual, gay or lesbian, or other.

Heterosexual postgraduate research students were just above the university average, with slightly less identifying as bisexual, and slightly higher levels of gay or lesbian students.

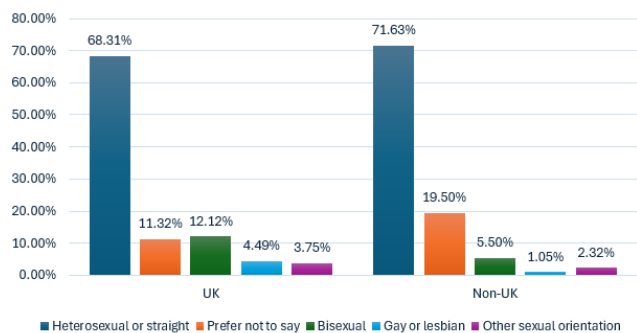
Sexual orientation by Study Mode



Two-thirds of 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.

Four in every five part-time students identified as heterosexual, significantly higher than the University average. They had lower levels of bisexual students (5%) and similar figures for gay or lesbian.

Sexual Orientation by Domicile



68% of UK-based students identified as heterosexual, just below the University average. One in every ten students responded with bisexual. Students who were gay or lesbian and other sexual orientations were at lower levels.

71% of non-UK students were heterosexual, above the University average, and higher levels than last year's figures (67%).

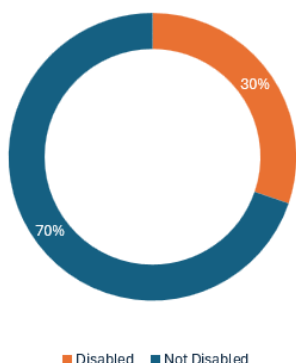
Lower levels identified as bisexual, gay or lesbian, or other sexual orientations. A substantial proportion of non-UK students opted not to answer the question.

Subject	Heterosexual or straight	Prefer not to say	Bisexual	Gay or lesbian	Other sexual orientation	Total Students
Agriculture, Food and Related Studies	60.75%	16.67%	13.17%	4.57%	4.84%	372
Biological and Sport Sciences	58.89%	13.11%	16.88%	5.69%	5.43%	1564
Business and Management	76.43%	17.32%	4.17%	0.72%	1.37%	1536
Computing	67.15%	16.30%	10.95%	2.43%	3.16%	411
Design, Creative and Performing Arts	58.75%	15.18%	14.79%	5.45%	5.84%	257
Education and Teaching	80.45%	9.05%	7.27%	1.78%	1.45%	619
Engineering	76.51%	14.77%	6.04%	2.01%	0.67%	149
Geography, Earth and Environmental	60.19%	15.10%	15.32%	3.74%	5.65%	1364
Historical, Philosophical and Religion	54.49%	16.81%	15.94%	4.64%	8.12%	345
Language and Area Studies	53.87%	19.34%	12.98%	6.63%	7.18%	362
Law	76.58%	13.03%	5.91%	3.26%	1.22%	491
Media, Journalism	63.48%	10.43%	20.87%	0.87%	4.35%	115
Medicine and Dentistry	79.85%	7.46%	6.72%	4.48%	1.49%	134
Nursing & Allied Health Professions	85.28%	7.02%	4.35%	2.51%	0.84%	1794
Psychology	67.83%	11.08%	11.65%	5.72%	3.72%	1399
Social Sciences	65.02%	13.79%	13.79%	3.94%	3.45%	203

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

- High proportions of students (>16%) identifying as bisexual were in the following subjects: Biological and Sport Sciences and Media and Journalism.
- Students identifying as gay or lesbian were highest (>5%) in Language and area studies, Psychology, Biological and Sport sciences, Design, Creative and Performing arts. Proportions were relatively low in most cases.
- Students who identified as other sexual orientations were also generally low in most subjects. They were highest (>7%) in Language and area studies, and Historical, Philosophical and Religion.
- Heterosexual or straight students were generally high in proportion, and particularly high (>80%) in Subjects Nursing and Allied Health Professions, Education and Teaching. The lowest proportion of heterosexual students (<55%) fell in Language and Area Studies, Historical, Philosophical and Religious Studies.

Disability

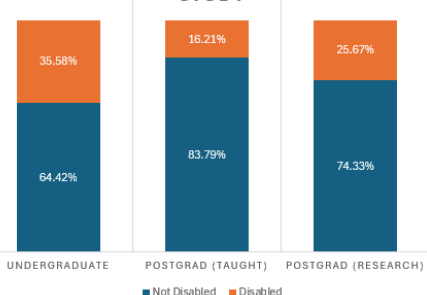


30% of students at Bangor disclosed a disability. This was a large increase from last year's 25%.

Rate of disability disclosure at Bangor has increased by 6% over the last six years.

Bangor's figures greatly exceeded the UK sector average, where only 19% of students disclosed a disability.

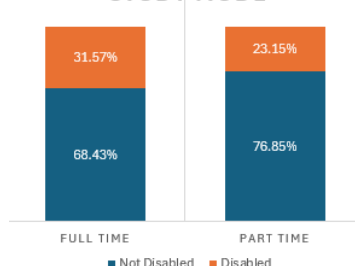
DISABILITY STATUS BY LEVEL OF STUDY



Over a third of undergraduate students had a disability, higher than the University average and significantly higher than the UK sector average of 21%. Bangor's UG students saw an increase in disability compared to last year's 25%.

16% of postgraduate taught students disclosed a disability compared to 25% of postgraduate research students. Looking at the UK sector averages for disclosed disabilities, postgraduate taught had 12% and postgraduate research students had 19%.

DISABILITY STATUS BY STUDY MODE

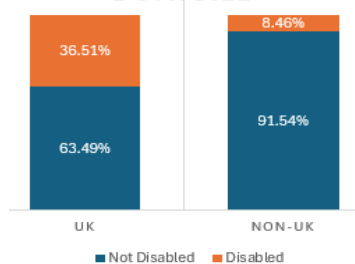


31% of full-time students disclosed a disability, higher than the UK average of 19%.

Significantly less part-time students had a disability, at 23%, in line with the sector average of 21%.

Both full-time and part time saw increases of disabled students compared to last year's figures, by 5% and 2% respectively.

DISABILITY STATUS BY DOMICILE



UK students had a particularly high rate of disability disclosure at 36%. This was an increase of 4% in the last 12 months.

The UK sector average for students disclosing a disability was 23%, significantly less than Bangor's rates.

Disability rates for non-UK students at Bangor were low at 8%. However, this aligned with the UK sector average of 7%.

Bangor's non-UK disability rates decreased by 10% pts between the period 2018-19 and 2024-25.

Subject	Not Disabled	Disabled	Total Students
Agriculture, Food and Related Studies	61.02%	38.98%	372
Archaeology	50.00%	50.00%	56
Biological and Sport Sciences	57.48%	42.52%	1564
Business and Management	91.80%	8.20%	1536
Computing	69.83%	30.17%	411
Design, Creative and Performing Arts	61.09%	38.91%	257
Education and Teaching	74.80%	25.20%	619
Engineering	82.55%	17.45%	149
Geography, Earth and Environmental	59.46%	40.54%	1364
Historical, Philosophical and Religion	57.97%	42.03%	345
Language and Area Studies	60.77%	39.23%	362
Law	81.06%	18.94%	491
Media, Journalism	66.96%	33.04%	115
Medicine and Dentistry	71.64%	28.36%	134
Nursing & Allied Health Professions	75.59%	24.41%	1794
Psychology	62.69%	37.31%	1399
Social Sciences	71.92%	28.08%	203

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

High rates of disclosed disability at 35% or higher were seen in the following subjects:

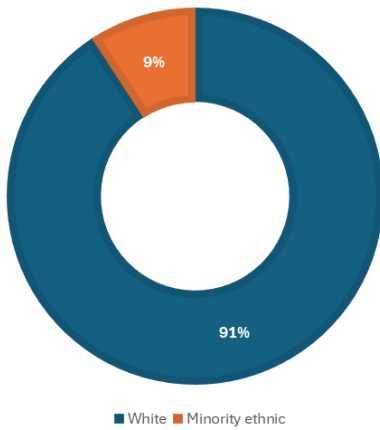
- Archaeology
- Biological and Sport Sciences
- Design, Creative and performing arts
- Geography and Environmental studies,
- Historical, philosophy and religion
- Language and area studies
- Psychology.

Particularly low rates of disability were seen in:

- Business and management (8.2%); there is a strong international market for this subject, and the figure of 8% aligns with the overall rate for non-UK students.
- Engineering had the second lowest rate of disability at 17%.
- Law had a low rate of disability at 19%.

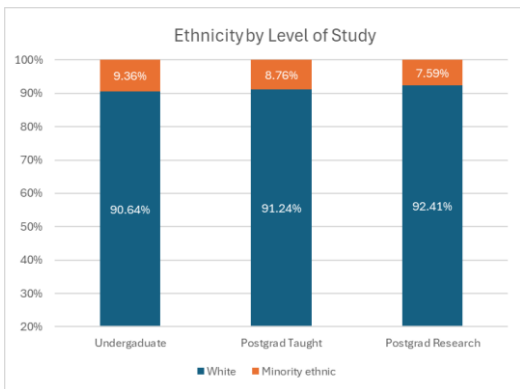
Protected Characteristic: Ethnicity or race

ETHNIC GROUP



Bangor's ethnicity figures have remained relatively constant between the period 2018-19 to 2024-25.

9% of Bangor's students identified as minority ethnic. This was substantially lower than the UK sector average of 31% minority ethnic students.



The highest proportion of students identifying as minority ethnic groups were studying at undergraduate, aligned with the University average of 9%.

9% of postgraduate taught, and 8% of postgraduate research students at Bangor identified as minority ethnic. These figures have not materially changed since 2018-19.



There was little difference between proportions of full and part-time students who identified as minority ethnic (9%), and both levels of study aligned with the university average.

The UK sector shows significant differences. 65% and 74% of full-time and part-time students identified as white, respectively.

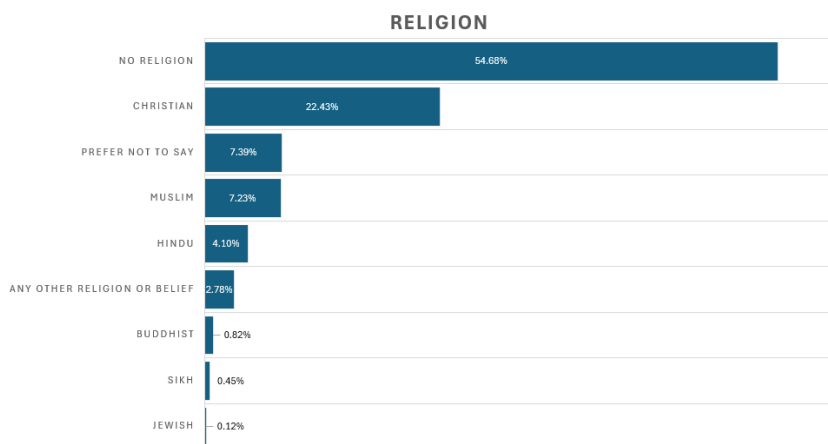
Subject	White	Minority ethnic	Total
Agriculture, Food and Related Studies	93.22%	6.78%	295
Archaeology	98.04%	1.96%	51
Biological and Sport Sciences	92.37%	7.63%	1429
Business and Management	81.76%	18.24%	329
Computing	86.04%	13.96%	265
Design, Creative and Performing Arts	91.67%	8.33%	204
Education and Teaching	97.04%	2.96%	540
Engineering	93.26%	6.74%	89
Geography, Earth and Environmental	90.98%	9.02%	1208
Historical, Philosophical and Religion	96.55%	3.45%	319
Language and Area Studies	88.59%	11.41%	298
Law	93.33%	6.67%	345
Media, Journalism	91.49%	8.51%	94
Medicine and Dentistry	77.68%	22.32%	112
Nursing & Allied Health Professions	94.46%	5.54%	1589
Psychology	88.19%	11.81%	1211
Social Sciences	94.48%	5.52%	163

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

The subjects with the highest percentage of non-white students (>10%) were:

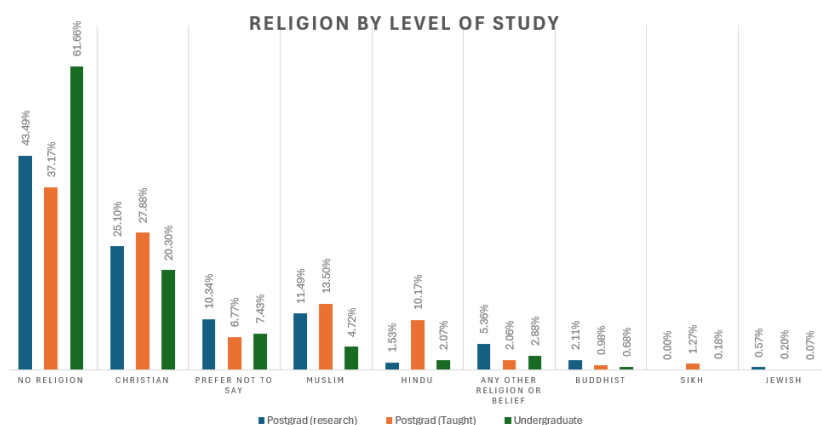
- Medicine and Dentistry
- Business and Management
- Computing
- Language and Area Studies
- Psychology

Protected Characteristic: Religion or belief



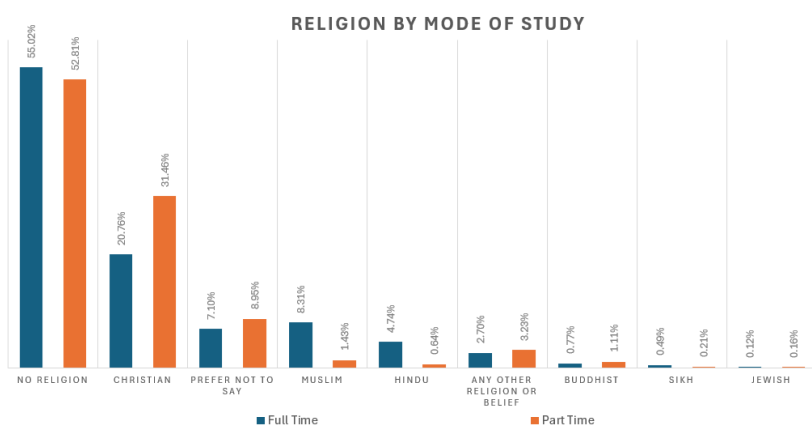
Over half of Bangor students selected no religion, much higher than the UK sector average of 44%.

22% selected Christian and 7% selected Muslim, below the university sector averages of 30% and 14% respectively.



Undergraduates had the highest levels of no religion (61%), significantly higher than sector averages of 46%.

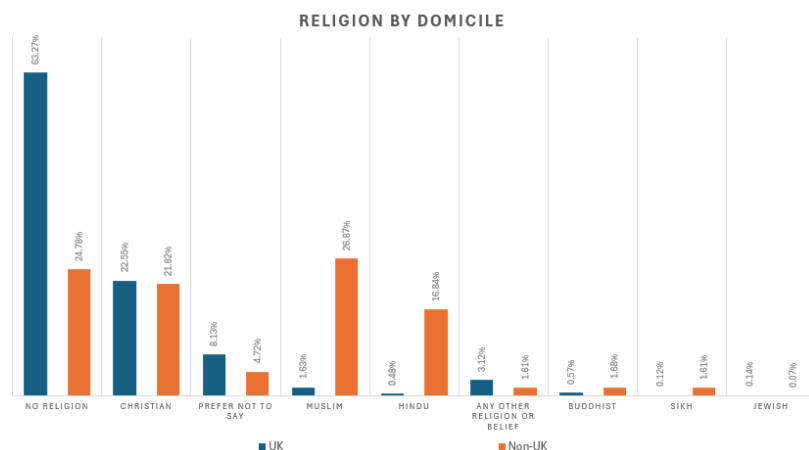
At Bangor, postgraduate taught students had the highest percentage of Christians (28%) as well as the highest percentage of Muslims and Hindus, at 13% and 10% respectively.



Over half of full-time and part-time students had no religion, aligned with the University average.

Bangor's part-time students had greater percentages of Christians than full time students by over 10%. Bangor full-time students had noticeable higher percentage in Muslim and Hindu religions.

Sector-wide, 29% of Christians and 16% of Muslims made up full-time populations, clearly higher than Bangor's numbers.



Bangor's UK based students had much higher levels of students identifying as non-religious, when compared to non-UK.

Non-UK Bangor students had 25% more Muslim students than the UK equivalent. Hindu students were also considerably higher for non-UK students.

By comparison with the UK sector average, Christian UK based students accounted for 33% of the population compared to Bangor's 22%. 47% of the UK sector stated they had no religion, much lower than Bangor's 63% average.

Subject	Prefer not to say					Any other religion				Total Students
	No religion	Christian	Muslim	Hindu	Buddhist	Sikh	Jewish			
Agriculture, Food and Related Studies	61.29%	14.25%	13.17%	3.23%	2.69%	4.84%	0.54%	0.00%	0.00%	372
Archaeology	66.07%	19.64%	8.93%	0.00%	0.00%	3.57%	0.00%	0.00%	1.79%	56
Biological and Sport Sciences	70.33%	15.09%	7.61%	1.92%	0.96%	3.52%	0.51%	0.00%	0.06%	1564
Business and Management	31.25%	19.92%	3.58%	21.68%	19.53%	0.52%	1.63%	1.89%	0.00%	1536
Computing	47.69%	19.95%	8.52%	13.14%	6.33%	2.68%	0.24%	1.46%	0.00%	411
Design, Creative and Performing Arts	62.65%	22.57%	8.56%	0.78%	0.39%	3.50%	1.56%	0.00%	0.00%	257
Education and Teaching	54.44%	31.83%	4.04%	6.30%	1.13%	1.94%	0.32%	0.00%	0.00%	619
Engineering	36.91%	20.13%	10.07%	27.52%	3.36%	1.34%	0.67%	0.00%	0.00%	149
Geography, Earth and Environmental	69.72%	14.88%	7.99%	1.25%	1.47%	3.59%	0.81%	0.07%	0.22%	1364
Historical, Philosophical and Religion	55.94%	26.09%	9.28%	0.58%	0.29%	5.80%	1.16%	0.00%	0.87%	345
Language and Area Studies	47.24%	25.41%	13.81%	7.73%	1.10%	4.14%	0.00%	0.28%	0.28%	362
Law	50.31%	24.64%	8.55%	13.24%	0.81%	1.43%	0.61%	0.41%	0.00%	491
Media, Journalism	54.78%	21.74%	13.91%	6.09%	0.00%	2.61%	0.00%	0.00%	0.87%	115
Medicine and Dentistry	49.25%	29.10%	3.73%	11.19%	2.24%	3.73%	0.00%	0.75%	0.00%	134
Nursing & Allied Health Professions	56.35%	31.10%	5.57%	3.12%	1.51%	1.56%	0.50%	0.17%	0.11%	1794
Psychology	56.40%	22.16%	9.44%	3.79%	2.29%	3.65%	1.72%	0.36%	0.21%	1399
Social Sciences	60.10%	18.72%	5.42%	10.34%	0.99%	2.96%	0.99%	0.49%	0.00%	203

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

Over 70% of students in Biological and sport sciences indicated they had no religious belief. The second highest proportion of non-religious students fell into Geography, Earth and Environmental studies.

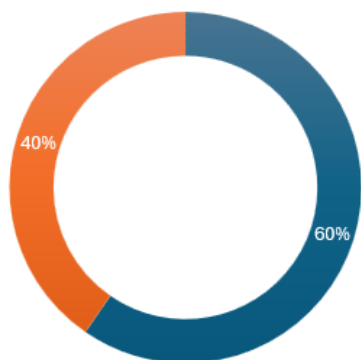
Proportions of students identifying as Christian were above 20% in 10 subjects out of 16.

Proportions of students identifying with the Hindu religion were particularly high (19%) in Business and management.

Over 20% of students were Muslim in Engineering and Business and management. They also had high numbers in 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 low across all subjects, on average 0.2%.

Age Group

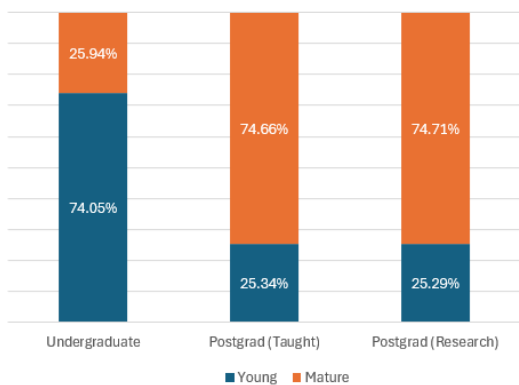


■ Young ■ Mature

60% of students at Bangor were defined as young students, an increase of 7% from last year.

40% identified as mature, a 7% decrease from last year.

Age Group by Level of Study

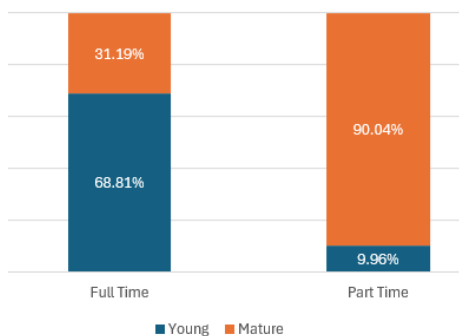


■ Young ■ Mature

The highest proportions of mature students are studying at postgraduate taught and research level, and at 74% is significantly above the University average. 25% of undergraduate students are mature, substantially lower than the University average.

Numbers have remained similar when comparing to figures from the 2023-24 report.

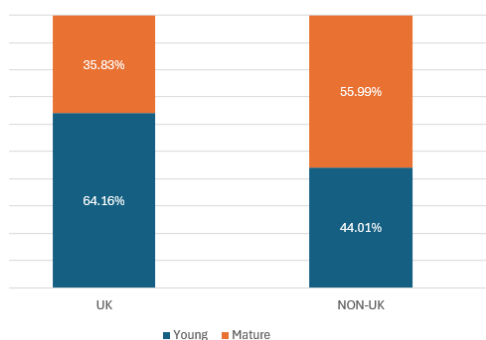
Age Group by Mode of Study



■ Young ■ Mature

As perhaps expected, particularly high proportions of part-time students (90%) are in the mature age category. For full-time students, this drops to 31%. However, this was a large decrease over nearly 7% compared to last year's figures.

Age Group by Domicile



■ Young ■ Mature

Over a third of UK students are mature, lower than the University average, and 6% lower than last year's numbers.

56% of non-UK students are mature, significantly above the university average. This was also a decrease from last year's 61%.

Most mature non-UK students are studying at postgraduate taught levels, with many studying for distance learning masters or MBA qualification in business subjects.

Subject	Undergraduate			Postgraduate		
	Young	Mature	Total Students	Young	Mature	Total Students
Agriculture, Food and Related Studies	79.51%	20.49%	205	17.37%	82.63%	167
Biological and Sport Sciences	87.51%	12.49%	1449	56.52%	43.48%	115
Business and Management	64.09%	35.91%	855	32.16%	67.84%	681
Computing	68.52%	31.48%	305	33.02%	66.98%	106
Design, Creative and Performing Arts	85.92%	14.08%	206	47.06%	52.94%	51
Education and Teaching	78.45%	21.55%	232	28.17%	71.83%	387
Engineering	41.94%	57.26%	124	40.00%	60.00%	25
Geography, Earth and Environmental	87.83%	12.17%	1200	40.85%	59.15%	164
Historical, Philosophical and Religion	88.58%	11.42%	289	41.07%	58.93%	56
Language and Area Studies	81.16%	18.84%	292	35.71%	64.29%	70
Law	56.63%	43.37%	415	14.47%	85.53%	76
Medicine and Dentistry	65.71%	34.29%	105	37.93%	62.07%	29
Nursing & Allied Health Professions	37.29%	62.71%	1180	15.96%	84.04%	614
Psychology	81.34%	18.66%	793	13.53%	86.47%	606
Social Sciences	80.00%	20.00%	150	33.96%	66.04%	53

* Note that it may not be possible to show data for all subjects due to low numbers in some cases.

The undergraduate courses with the highest level of mature students (>40%) were:

- Nursing and Allied Health Professions
- Law
- Engineering

The postgraduate courses with the highest percentage of young students (>40%) were:

- Biological and Sport Sciences
- Design, Creative and Performing Arts
- Engineering
- Geography, Earth and Environmental
- Historical, Philosophical and Religion

1. Sex

Data on students' sex is returned to HESA with the possible options of 'Male', 'Female' and 'Other'.

2. Trans

Data on students' gender identity is returned to HESA and is based on the student's own self-assessment in terms of indicating if their gender identity is the same as the gender originally assigned to them at birth.

3. Sexual orientation

Data on students' sexual orientation is returned to HESA, and is based on the student's own self-assessment, with the possible options of 'Bisexual', 'Gay or lesbian', 'Heterosexual', and 'Other'.

4. Disability

The term 'disabled students' is used here to refer to students who are known to have a disability, determined by their own self-assessment. The term 'non-disabled student' is used to refer to those who have not declared a disability, or whose disability status is unknown by the institution.

5. Ethnicity:

This data is collected by HESA for UK domiciled students only and based on their own self-assessment; for this reason, it is not possible to present the information for non-UK students. In the data collected, a large amount of 'not applicable or not known' answers came from non-UK students in which ethnicity data is not routinely collected. For this reason, this section will focus on UK based students only.

We have used aggregated figures to group Black, Asian and minority ethnic students for the purposes of this report to avoid redacting small numbers. As part of our Race Equality Charter work, we recognise that there are several issues inherent in grouping individuals into larger categories in this way, and we recognise that the 'BAME' terminology is problematic; we are using the term 'minority ethnic' to represent students from non-white ethnic groups in this report.

6. Religion

Data on students' religious belief is returned to HESA, and is based on the student's own self-assessment, with the possible options of 'Buddhist', 'Christian', 'Hindu', 'Jewish', 'Muslim', 'Sikh', 'No religion' and 'Other religion'.

7. Age group

Data on students' age on entry to their degree programme is returned to HESA and grouped into categories.

Note that HESA definitions of young and mature students vary by level of study:

Undergraduates:

- Young: students aged below 21 at the start of the degree course
- Mature: students aged 21 or over at the start of the degree course

Postgraduates:

- Young: students aged below 25 at the start of the degree course
- Mature: students aged 25 or over at the start of the degree course

Note on Subjects at Bangor

The courses that students are enrolled in are categorised by subject. The subject categorisation in this report is based on the Higher Education Subject Classification (HECoS) coding framework, developed and managed by HESA to provide a consistent method of national subject classification. HECoS subject codes are grouped by Common Aggregation Hierarchy (CAH), from a high level (CAH1) to a more detailed level (CAH3). The topics in this report are based on CAH1.