

STUDENT



# 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 with 61.6% of all students identifying as female and 38.4% identifying as male. This is higher than the UK figure of 57.0% and Wales figure of 56.4%. This is due to Bangor University having a high number of students within education, health, psychology and social science courses, which are traditionally female dominated subject areas.

There are gender variances at subject/school level, which correlate with national figures. By Bangor University school, men continue to make up the majority of students in the traditionally male-dominated subject areas within the Business School (57.0%), and the School of Computer Science and Electronic Engineering (83.2%).





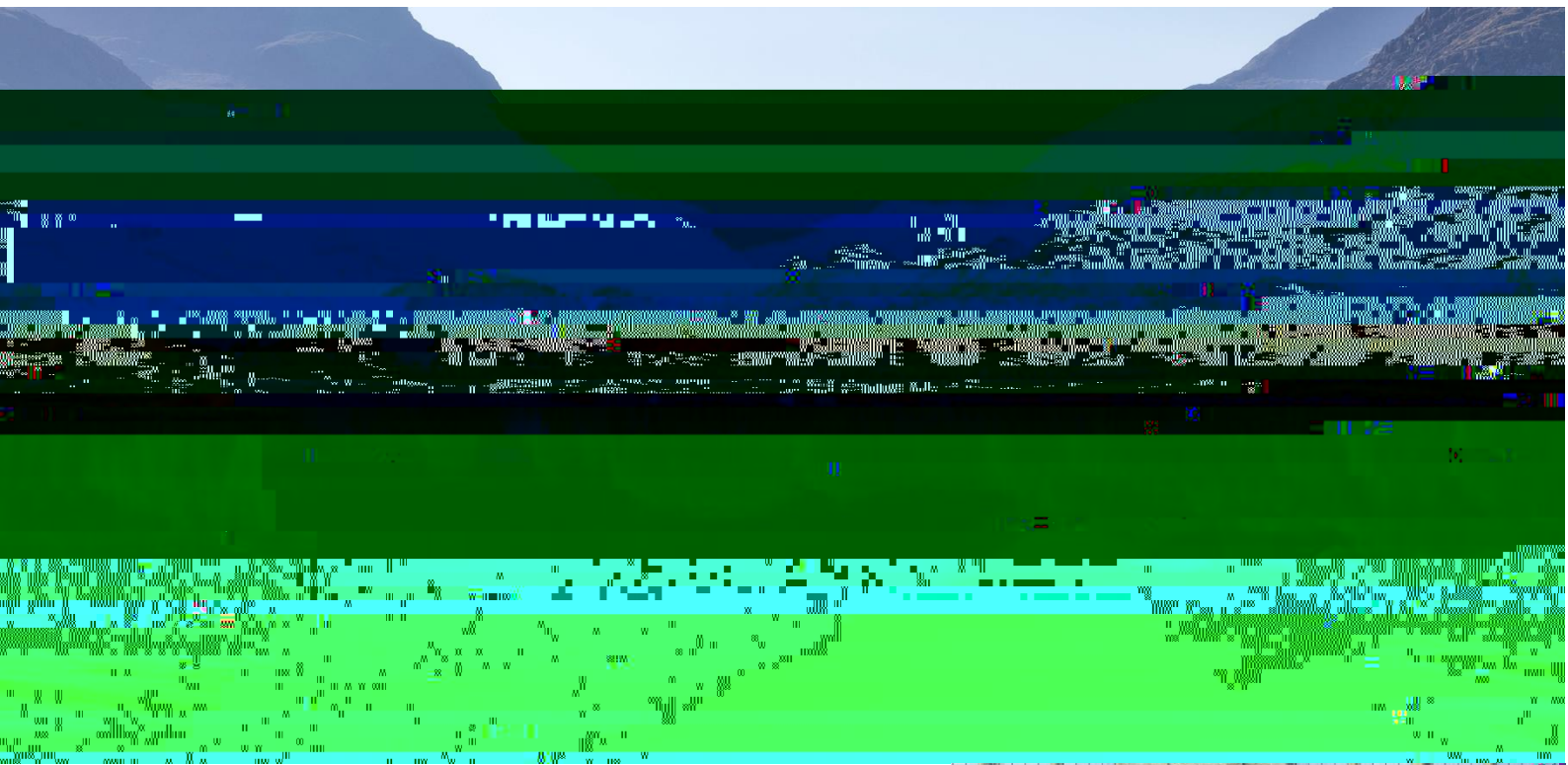
STUDENT









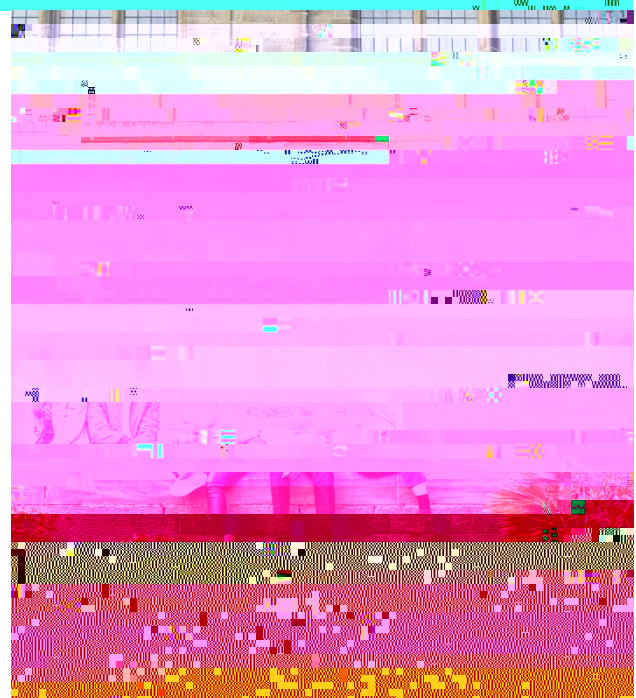


# ETHNICITY

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.

For comparison, HESA analysis aggregates groups into a single Black, Asian and Minority Ethnic group but acknowledges the limitations of the acronym BAME, particularly:

- the assumption that minority ethnic students are a homogenous group
- the acronym's function as a label to describe minority ethnic





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	Bangor	UK
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School	% Black, Asian and Minority Ethnic
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Student Data will continue to be reported annually 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 the next few years, comparisons with previous years will be able to be drawn and trends may emerge in future years. It would be helpful also examine 'Age' in the context of this report. Students' age on entry to the course is returned to HESA, and it is possible to derive the 'mature' and 'young' categories from Bangor's internal data; this information is not however available at the sector level, at present. It will also be helpful to expand upon the current domicile analysis in order to



## **STUDENT EQUALITY AND DIVERSITY**

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