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Equality, Diversity and Inclusion (EDI) in the social sciences: summary data report

UKRI

Economic and Social Research Council

Foreword

This report, produced at the request of the Academy of Social Sciences' member social science societies, is a summary data report that draws on 2021/22 Higher Education Statistics Agency (HESA) data to present a top-level summary of equality, diversity and inclusion (EDI) data for the social sciences, for both academic and teaching staff and for student populations in UK higher education.

It presents an overview of selected protected characteristics under the Equality Act 2010, and includes some socio-economic indicators, which allows for comparisons between the social sciences sector and the UK's total academic staff and student populations to be made, in addition to comparisons between disciplines within the social sciences sector.

The report is a snapshot in time and presents just a selection of the data available and analysed. It does not set out to analyse discipline level data comprehensively nor to compare individual disciplines systematically, while recognising there are many nuanced differences.

This report is part of the Academy's programme of EDI work in partnership with the Economic and Social Research Council (ESRC). Find out more about other aspects of this work on our EDI hub.

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the Academy of Social Sciences

Contents

Executive summary

- The social sciences[1] make up one of the largest sectors within UK higher education (HE). In the academic year 2021/22 the sector had a total of 1,232,220 enrolled students and a total of 64,755 academic staff.

- This report is a summary data report that draws on 2021/22 Higher Education Statistics Agency (HESA) data to present a top-level summary of EDI data for the social sciences, for both academic and teaching staff and for student populations in UK higher education.

- It presents an overview of selected protected characteristics under the Equality Act 2010 (sex[2], ethnicity[3], nationality[4] and disability) and includes some socio-economic indicators.

- The overview allows for comparisons between the social sciences sector and UK total academic staff and student populations, and for comparisons between disciplines within the social sciences sector.

- While much of the data indicate the social sciences as a whole are broadly comparable with the data averages across the total, sector-wide, UK HE staff and student populations (including medicine, STEM, social science and the humanities and arts), there are some notable variances both between sectors and between disciplines in the social sciences.

- For academic staff these include:
  - There are higher proportions of female staff in senior management positions (45%) and professor roles (36%) within the social sciences than there are within the sector-wide HESA dataset (42% and 30% respectively) but, even so, there remain twice as many male than female professors within the social sciences sector.
  - Within the social sciences there is a higher proportion of the total male academic staff employed in research and teaching functions (65%) than there is total female academic staff (58%), however, there is a far higher percentage of total female academic staff employed in research and teaching functions compared to the average across all sectors (39%).
  - There are notable differences between the social science disciplines in the proportions of female and male total academic staff; with subjects including Education, Health Science (social), Psychology, and Social Work including Social Policy, for example, having a higher proportion of female than male staff.
  - Disability data for staff in the social sciences are broadly in line with sector-wide UK HE staff.
  - Ethnicity data for staff in the social sciences shows that there are higher proportions of White, Asian, Black and Mixed staff in permanent/open ended contracts than there are within the sector-wide HESA dataset, with those of Asian and White ethnicity having the highest proportions across the social sciences (with

82% of Asian staff and 82% of White staff being in permanent/open ended contracts).

- o There exist differences between disciplines in the social sciences in terms of ethnicity; for example, Business and Management and Economics show lower proportions of White total academic staff (Full Person Equivalent - FPE), in contrast to other disciplines, such as Communications, Media and Journalism or Sport Studies, Leisure and Tourism. The proportions vary between 73% and 94% across the social science disciplines.

- For social sciences students in 2021/22 these include:
  - o At undergraduate level, a higher percentage of female students are awarded first-class honours classification than male students[5].
  - o Black undergraduate students receive a lower proportion of first-class degrees than other ethnic groups; the difference being 12% compared with 25% across all social science undergraduate students. 28% of White students graduate with first-class honours.
  - o 28% of total students studying in the social sciences are international, and when disaggregated by level of study, the greatest proportional difference is seen in those studying at postgraduate taught level (PGT) where the social sciences are known to attract high numbers of international students, especially in Business and Management courses.
  - o POLAR4 data was used to measure participation levels in HE across the UK. It shows differences between disciplines, for example, Demography, Social Statistics and Methods, Geography, and International Studies and Development are underperforming in attracting students from the lowest participation neighbourhoods compared with the wider HE sector.

- The report is a snapshot in time and presents just a selection of the data available and analysed.
- The report does not set out to analyse discipline level data comprehensively nor to compare individual disciplines systematically, while recognising there are many nuanced differences. It, and the data from which it derived, paves the way for discipline-level analyses to be carried out by the Academy's member learned societies, should they wish.
- The purpose of the report is to provide a catalyst for further research. We hope the data summary and subsequent discipline-based reports will support and help trigger further research and understanding. Our EDI small grants initiative for learned societies in the social sciences is already helping to facilitate this.
- This report is part of the Academy's programme of EDI work in partnership with ESRC. For more information on other aspects of the work please see our EDI pages.
- The Academy will continue to analyse and report on the social sciences data on a regular basis, undertaking deeper dives in areas of greatest interest and concern.

Notes:

1. The social science disciplines are based on the Academy of Social Sciences' main disciplines as outlined in the methodology and on the Academy's website https://acss.org.uk/what-is-social-science/ It includes the social science elements of Geography, History and Psychology disciplines. As these sub-disciplinary elements are not differentiated within the HESA dataset, the data for those disciplines as a whole has been included in the analysis. The social sciences aggregate is the combined dataset of the main disciplines as outlined in the methodology.

2. Sex is a protected characteristic under the Equality Act 2010 and is the term used by HESA. At the time of writing this report, data on gender were not being collected. The data reported is for female/male only with numbers of other/unknown sex in the data not meeting the minimum threshold for reporting (as per the guidance on rounding).

3. The terminology used to report ethnicity reflects the terminology used by HESA https://www.hesa.ac.uk/collection/c21051/a/ethnic

4. In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality.

5. The figures for attainment rates in awarding of degree class are unadjusted.

If you require a copy of any images or graphs contained within this report in a different colour or format, please email office@acss.org.uk

1. Methodology

1. Methodology

Two main raw data sources were used in generating this report. They are the Higher Education Statistics Agency (HESA) returns for the most recent year available at the time (academic year 2021/22) for students and staff and the Participation of Local Areas (POLAR).

What is HESA?

HESA (Higher Education Statistics Agency) is part of Jisc. Data on UK higher education are collected annually and have been since the 1994/95 academic year. Tailored datasets are available to purchase through Jisc and for the purposes of this project we drew from the data in two subsets:

- Students: studying at UK higher education providers or abroad for UK provider accredited qualifications
- Staff: at UK higher education providers

The data are provided by Jisc as unrounded data, and any data proposed to be published must comply with the Jisc Services Standard Rounding Methodology.

What data has been used in generating this report?

Core data on sex, ethnicity and disability for staff and students for the social sciences disciplines and by institution type, together with a number of other differentiating markers, including socio-economic status and domicile, among others. Specific fields used can be found in the appendix.

HESA cost centres

Cost centres are used as a proxy for academic departments/areas of study in HESA data. For the purposes of this programme, the cost centres were selected that most closely match the Academy's definition of social science disciplines. The aggregate of the cost centres is used to generate the data for the social sciences as a whole.

The individual social science disciplines/study areas provided in this data set include:

- Anthropology (including Development Studies)
- Architecture & Built Environment (including Planning)
- Business & Management
- Communications, Media & Journalism
- Economics & Econometrics
- Education (including Teacher Training)
- Geography (including Environmental Studies)
- Health Sciences (social)
- History
- Law
- Politics & International Relations
- Psychology

- Social Work (including Social Policy)
- Sociology
- Sport Studies, Leisure & Tourism

The Academy recognises that for some disciplines the social science elements comprise only part of the discipline. Most notably, this applies to aspects of History, Psychology and Health Sciences. The available data cannot be disaggregated for History (social and economic) or Psychology (social and behavioural) and thus the discipline data as a whole are included for those; but we have included disaggregated data for the social science aspect of the Health Sciences.

HESA data

For all data used, we have applied the Jisc Services Standard Rounding Methodology, which is:

- Counts of people are rounded to the nearest multiple of 5.
- Percentages (like % of students who are disabled) are not published if they are fractions of a small group of people (fewer than 22.5).
- This includes percentage change calculations ([New-Old]/Old) where either the old or new number is less than 22.5.
- Averages (like average age or average salary) are not published if they are averages of a small group of people (7 or fewer).

The rounding methodology is designed to reduce the risk of identifying individuals from their data. When the analytical results produced data sets that were too small to be statistically significant, and therefore not meaningfully representative, or that risk being able to identify an individual these have been excluded from the report or aggregated where appropriate. Data have been rounded to the nearest five or excluded if fewer than three. This means occasional percentages may look incorrect but are a by-product of our anonymity requirements.

Comparing the data sets with national data sets

Data used to compare the social sciences with the sector-wide HESA data (meaning the total HESA data set including the social sciences) were taken from the following sources:

Staff

HESA Staff Statistics 2021/22 https://www.hesa.ac.uk/data-and-analysis/staff/working-in-he

Student

HESA Student Statistics 2021/22 https://www.hesa.ac.uk/data-and-analysis/students

POLAR4

Participation of Local Areas (POLAR) groups areas across the UK based on the proportion of young people who participate in higher education and is calculated by the OfS (Office for Students). It can be used to indicate how likely young people are to participate in higher

education. The low participation neighbourhood marker POLAR4 classification is published by HESA and is based on UCAS applications. The data are for undergraduate UK domiciled full-time students only. It can therefore be used as a measure of socio-economic status for those entering higher education and is formed by ranking five groups from quintile 1 areas, with the lowest young participation (i.e. the most disadvantaged), up to quintile 5 areas with the highest rates (most advantaged), each representing 20 percent of the UK young cohort.

Using and publishing the data
The Academy is permitted to generate reports on the outcome of its analysis derived from the HESA data commissioned provided it is rounded in compliance with the Jisc Services Standard Rounding Methodology. Such reports may be used internally within the Academy, shared with the institutional learned society members of the Academy (https://acss.org.uk/societies/) for their internal purposes in relation to communication about and analysis of the Equality, Diversity and Inclusion project and related purposes.

Information derived from the data and its analysis may be published on the Academy's website (https://acss.org.uk) and member social science societies' websites provided that any information derived is in compliance with the Jisc Services Standard Rounding Methodology.

The analysis presented in this report are largely based on cross-tabulations for the core HESA data collected for sex, ethnicity, nationality and disability.

For staff, the following variables were cross tabbed against the above and each other:

- Breakdown by institution type (Russell Group, other pre-92, post-92 (plus other specialist institutions)
- Contract level (Senior Management, Professor, other)
- Terms of employment (Open-ended/permanent, Atypical/Fixed)
- Employment function (Teaching and Research, Teaching only, Research only)
- Mode of employment (Full-time, Part-time)

For students, the following variables were cross tabbed against the above and each other:

- Breakdown by institution type (Russell Group, other pre-92, post-92 (plus other specialist institutions))
- Level of study (Undergraduate; Postgraduate (taught); Postgraduate (research))
- Mode of study (Full-time, Part-time))
- Domicile (UK, non-UK/unknown)
- POLAR4 (Undergraduate UK only)

2. Staff data

2.1 Summary of staff data

Staff data for the social sciences are broadly in line with the total staff sector-wide HESA data (i.e. including Medical Sciences, STEM, Social Sciences, Humanities and Arts) when considering the four main protected characteristics (sex, ethnicity, nationality and disability) that have been examined as part of this report. In some cases, the social sciences data shows greater diversity when compared to the sector-wide HESA data, although a deeper dive suggests that there are areas for further improvement and exploration.

2.2 Sex

As can be seen in Figure 1, the sex split among the total academic staff population (regardless of contract type) within the social sciences is almost equal, at 51% female and 49% male. While broadly similar to the wider sector HESA dataset (referred to as sector in all Figures throughout this report), there are a slightly higher proportion of female staff in the social sciences.
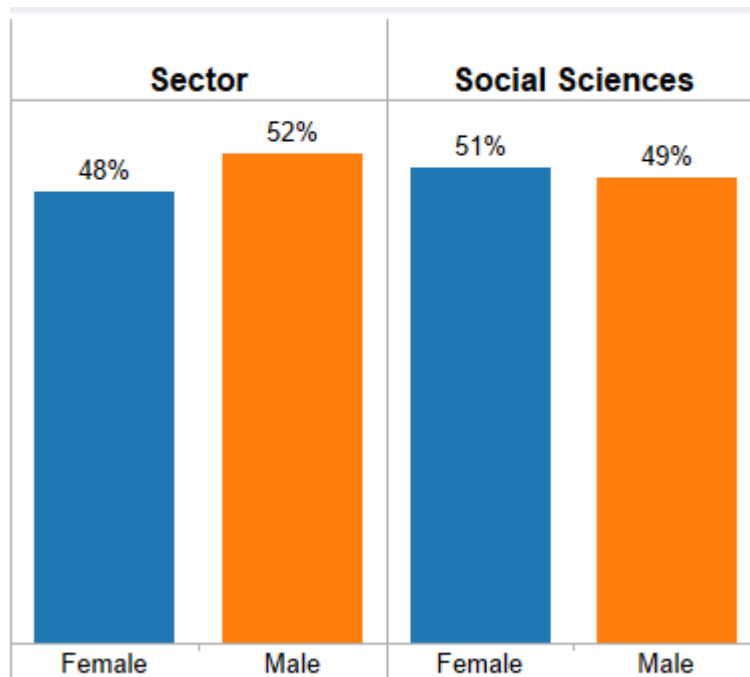

Figure 1 – Sex split for total academic staff (including all contract types)

Of those employed in the social sciences, as can be seen in Figure 2, a higher proportion of academic male staff hold full time positions than academic female staff.
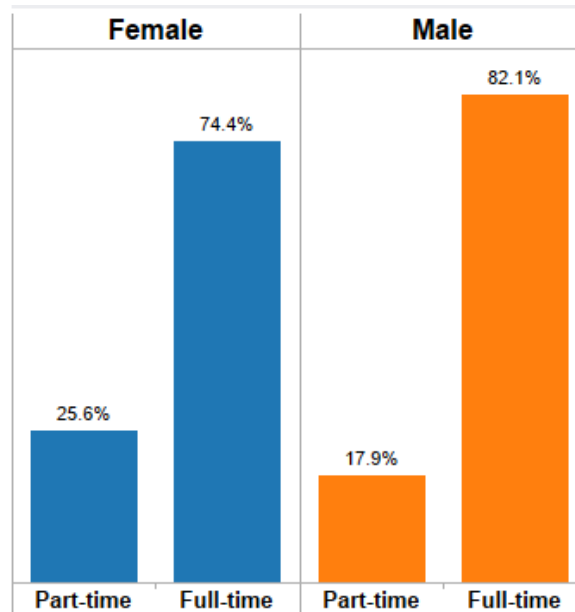
Figure 2 – Sex split for total academic staff for the social sciences aggregate (by mode of employment)

Of the total male academic staff employed within the social sciences, 14% are professors, 4% are in senior management positions and 82% are in other contract levels. Of the total female academic staff within the social sciences, 8% are professors, 3% are in senior management positions and 89% are in other contract levels. There are noticeably lower proportions of female staff in senior management positions, and at professorial levels, compared to male students. Proportionally, there are twice as many male professors as female professors in the social sciences as a whole. However, when making comparisons with academia as a whole, there are higher proportions of female staff in senior management positions (45%) and professor roles (36%) within the social sciences than there are within the sector-wide HESA dataset (42% and 30% respectively).

In terms of contract type, in the social sciences there is a higher proportion of male staff on open ended/permanent contracts than female staff, a pattern that also replicates the HESA sector-wide dataset. However, there are higher proportions on permanent/open ended contracts in the social sciences than within the wider sector HESA dataset, with 65% female staff and 69% male staff being in open ended/permanent contracts in the wider sector HESA dataset compared to 76% and 81% in the social sciences (as shown in Figure 3).
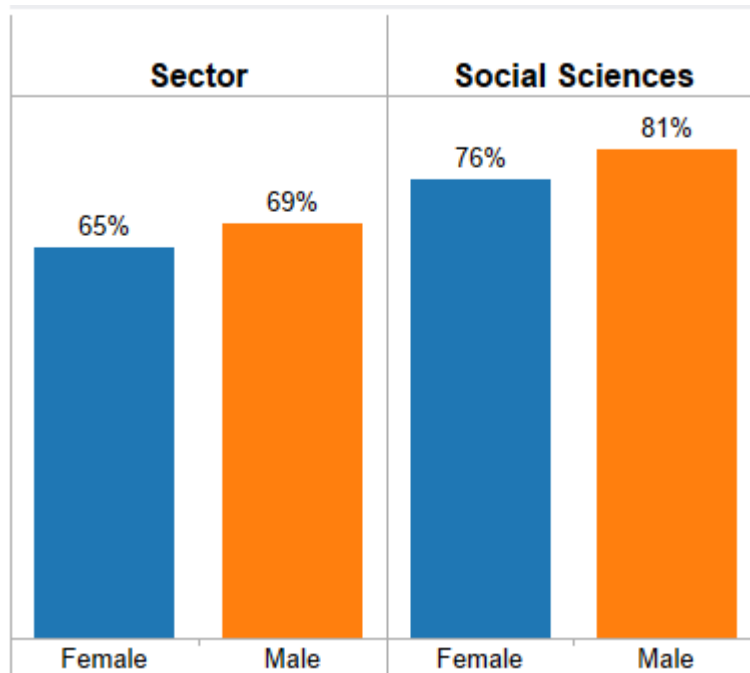
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Figure 3 – Percentages of academic staff with open ended/permanent contracts

As shown in Table 1 below, with regard to employment functions in the social sciences, male staff are more prevalent in teaching and research positions than female staff, while more female staff are employed in teaching only functions and research only functions.

Academic staff category	Female		Male	
	FPE rounded	%	FPE rounded	%
Teaching and research	18,960	58	20,855	65
Teaching only	9,680	30	8,385	26
Research only	4,045	12	2,760	9

Table 1 – Sex split for academic staff by employment function

However, as shown in Figure 4 below, when compared to the wider sector HESA dataset, the social sciences have a far higher percentage of female staff in teaching and research functions (58%), compared to the sector as a whole (39%).
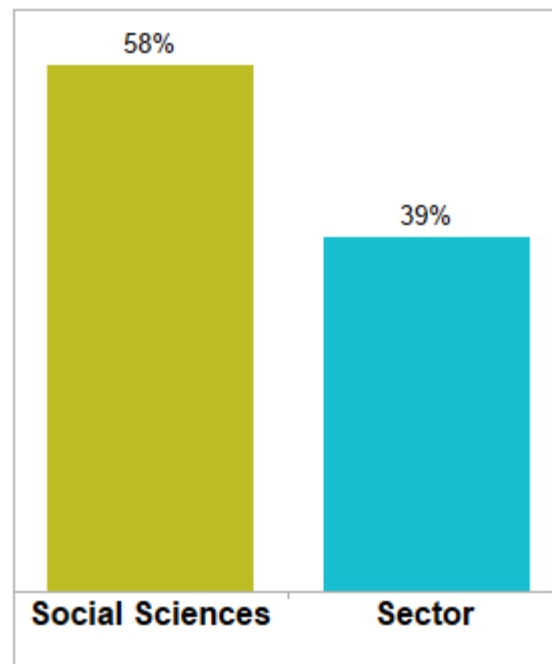
Figure 4 – Percentage of female staff employed in teaching and research only functions

2.3 Disability

6% of the total academic staff population in the social sciences has a known disability, which is in line with the total number of academic staff with a known disability within the sector-wide HESA dataset (6%).

Of those with a known disability within the social sciences, 2% are employed in senior management positions and 8% are in professorial positions. This is slightly higher than those within the sector-wide HESA dataset (6% of those with a known disability are in professorial positions).

Within the social sciences, 75% of those with a known disability hold permanent/open ended contracts; and 79% of those with no known disability hold permanent/open ended contracts. In comparison with the sector-wide HESA data, there is a higher proportion with a known disability working in permanent/open ended employment in the social sciences, as shown in Figure 5 below.
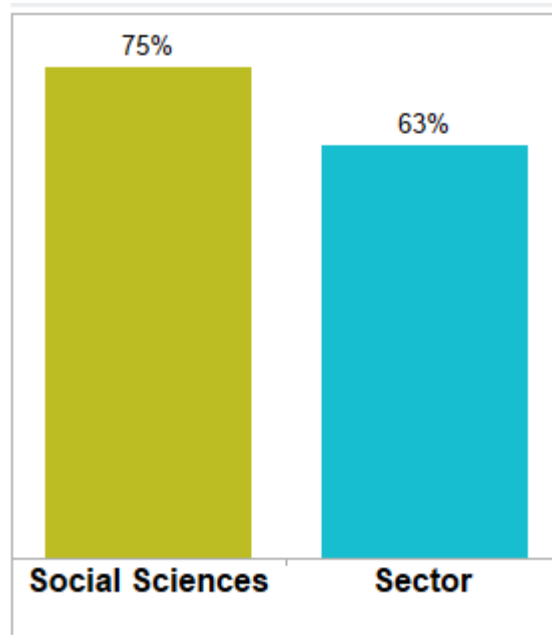
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Figure 5 – Percentage of academic staff with a known disability employed in permanent/open ended contracts

As outlined in the Table 2, with regards to employment functions in the social sciences, of those with no known disability 62% are on teaching and research contracts, while of those with a known disability 56% are on teaching and research contracts.

Academic staff category	Known disability FPE rounded	Known disability %	No Known disability FPE rounded	No Known disability %
Teaching and research	2,275	56	37,590	62
Teaching only	1,315	32	16,760	28
Research only	485	12	6,330	10

Table 2 – Breakdown of academic staff by employment function and disability

In the social sciences, 75% of those with a known disability are in full time employment, compared with 78% of those with no known disability. However, as shown in Figure 6, the social sciences have a higher percentage of those with a known disability in full time employment compared with the sector-wide HESA dataset.
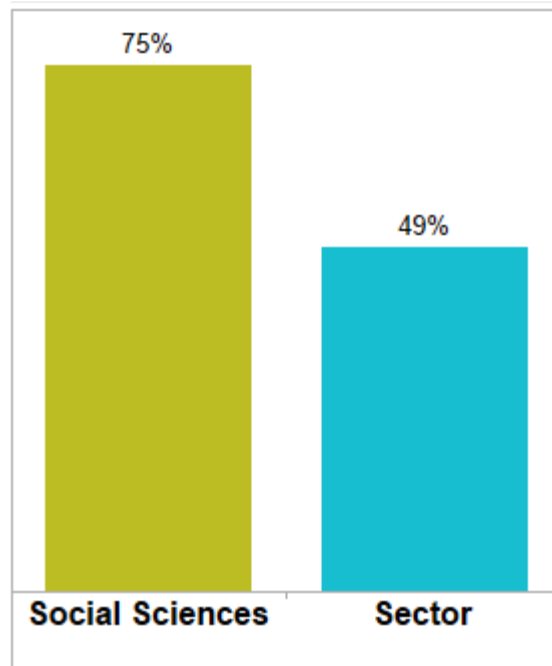
Figure 6 – Percentage of academic staff with a known disability in full-time employment

2.4   Nationality

The nationality breakdown of the total academic staff population in the social sciences appears broadly in line with the sector-wide HESA dataset, with 33% of all academic staff in the social sciences being non-UK nationals compared to 31% in the sector-wide HESA dataset.

2.5   Ethnicity

Of the known ethnicities of those working in the social sciences, 83% were White, 6% were Asian, 3% were Black, 2% were Mixed.

As outlined in Figure 7 below, the percentages are very similar within the social sciences between the different ethnicities and the terms of employment. The largest percentage for permanent/open ended terms of employment for known ethnicities is Asian and White, closely followed by Mixed and Black. However, as also highlighted in Figure 7, this varies noticeably from the sector-wide HESA dataset, both in terms of the ethnic makeup and the number of those in permanent/open ended contracts.

Figure 7 – Percentage of academic staff in permanent/open ended contracts by ethnicity

With regards to contract levels in the social sciences, differences can be seen in the ethnic
breakdown at senior management and professor contract levels, with higher percentages of
White staff than Asian, Mixed and Black. The percentages and rounded full person equivalent
(FPE) are both given in the table below.

Contract Level	Asian		Black		Mixed		White	
	%	FPE rounded	%	FPE rounded	%	FPE rounded	%	FPE rounded
Senior Management	3	80	2	25	3	30	4	1,555
Professor	12	285	5	55	8	85	12	4,345
Other contract level	85	2,085	93	1,075	89	925	84	30,130

Table 3 – Breakdown of staff (FPE) by ethnicity and contract level

However, the fact those of Asian ethnicity were the second most likely known ethnic group to be
in senior management or professor contract levels is in line with the sector-wide HESA dataset.

As summarised below in Table 4, of those whose ethnicity is known, those of Asian ethnicity
have the highest percentage of their total academic staff in teaching and research within the
social sciences, closely followed by White, then Mixed and then Black. Whereas Black had the
highest percentage of their total academic staff in teaching only employment functions within the
social sciences, followed by Mixed, White, and then Asian. For those employed in research only
functions, White staff had the highest percentage, followed by Mixed, Asian and Black.

Academic staff category	Asian		Black		Mixed		White		Unknown/other	
	%	FPE rounded	%	FPE rounded	%	FPE rounded	%	FPE rounded	%	FPE rounded
Teaching and research	74	1,475	68	605	69	560	72	21,015	66	1,405
Teaching only	24	485	30	270	27	220	25	7,265	27	585
Research only	2	50	2	15	4	30	4	1,095	7	140

Table 4 – Breakdown of academic staff by ethnicity and employment function

As can be seen in Figure 8, the percentage of academic staff employed full time is higher in the social sciences for all ethnic groups than the sector-wide HESA dataset.

Figure 8 - Percentage of academic staff in full-time employment by ethnicity

3. Student data

3.1 Summary of student data

Student data for the social sciences broadly align with the total student population data when looking at domicile, sex, disability and ethnicity. There are nuanced differences in proportions, which often equate to thousands of students in terms of numbers, but major variances are only really seen on drilling deeper into the ethnicity data. Social indicators show social sciences do, however, differ to the total student population, particularly in POLAR4 data which shows a higher proportion of social science students coming from the upper quintiles (more advantaged) than the total student population data.

3.2 Domicile

72% of total students studying in the social sciences are from the UK, compared with 76% for the total HESA population data. As can be seen in Figure 9, when disaggregated by level of study, the greatest proportional difference is seen in those studying at postgraduate taught level (PGT) where the social sciences are known to attract high numbers of international students, especially in Business and Management courses.
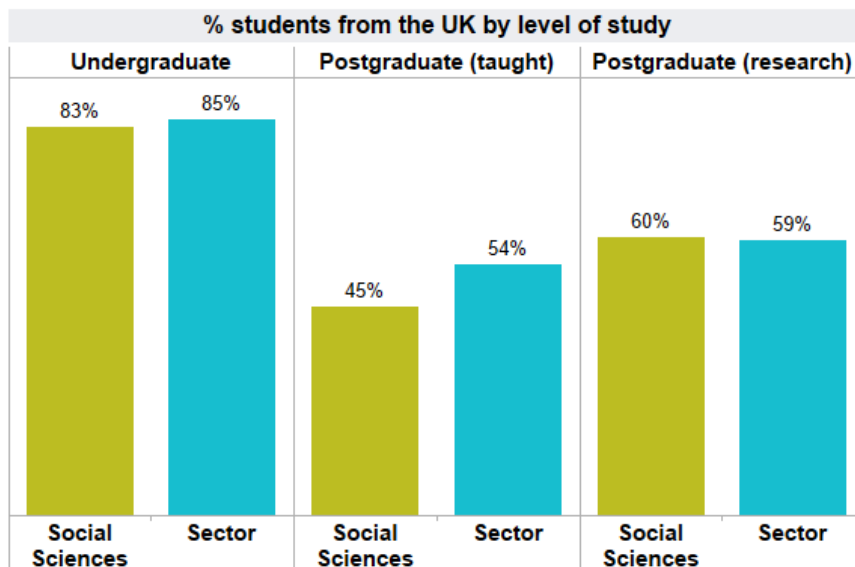

Figure 9 – Percentage of total students in the UK by level of study

3.3 Sex

There are more female students (58%) than male students (42%) studying in the field of social sciences, which is broadly in line with the HESA student population data at 57% female to 43% male.
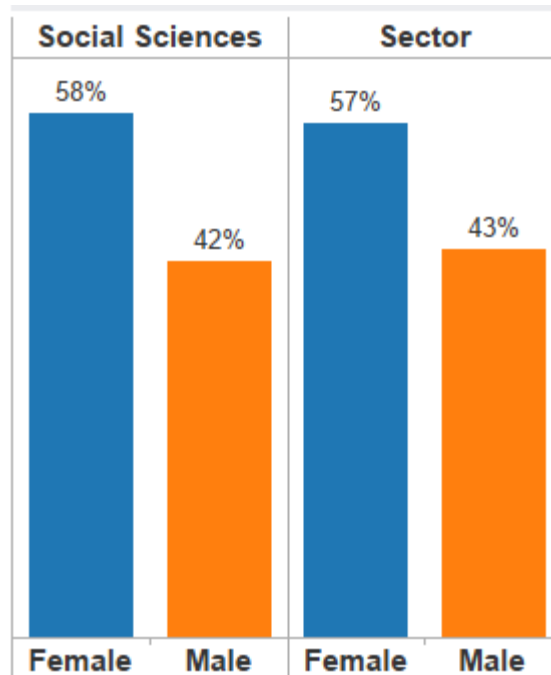
Figure 10 – Sex split for total student population (sector) and the social sciences

Modest differences exist when looking at the mode of study, with 78% of female students within the social sciences studying full-time compared with 82% of male students. When it comes to degree class award at undergraduate level within the social sciences, there is a higher percentage of female students receiving first-class honours than male students and a higher percentage of male students receiving lower second-class honours than female students, (Figure 11 below). The percentage of male students coming from privately funded schools is higher than for female students, at 11% and 7% respectively.
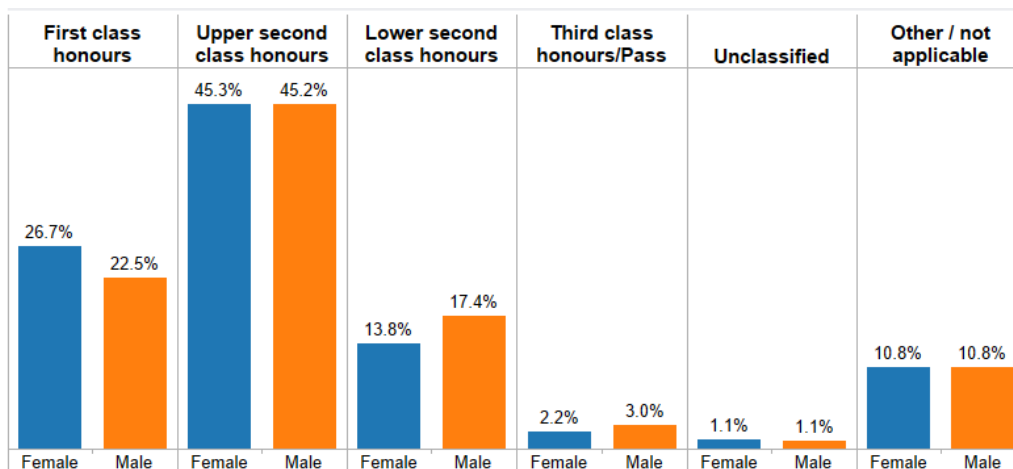

Figure 11 – Breakdown by sex of undergraduate student population degree awarding class for the social sciences

3.4 Disability

The disability data shows 14% of the student population within the social sciences self-identify
as having a known disability. This is lower than the HESA student population data of 16%. For
the social sciences, when looked at by level of study, the percentage of the total undergraduate
student population with a known disability and the percentage of the total postgraduate research
population with a known disability is similar, whereas the PGT population is slightly lower. This
can be seen in Table 5 below.

Social Sciences Undergraduate student population / disability	
Known disability	16%
No known disability	84%
Social Sciences Postgraduate taught population / disability	
Known disability	9%
No known disability	91%
Social Sciences Postgraduate research population / disability	
Known disability	15%
No known disability	85%

Table 5 – Percentage breakdown of student population with a known disability by level of study

3.5 Ethnicity

Of the known ethnicities, 71% are White, 12% are Asian, 8% are Black and 5% are Mixed. The
ethnic breakdown (split five ways) of the student population within the social sciences as a whole
shows little difference to that of the HESA student population data (Figure 12).
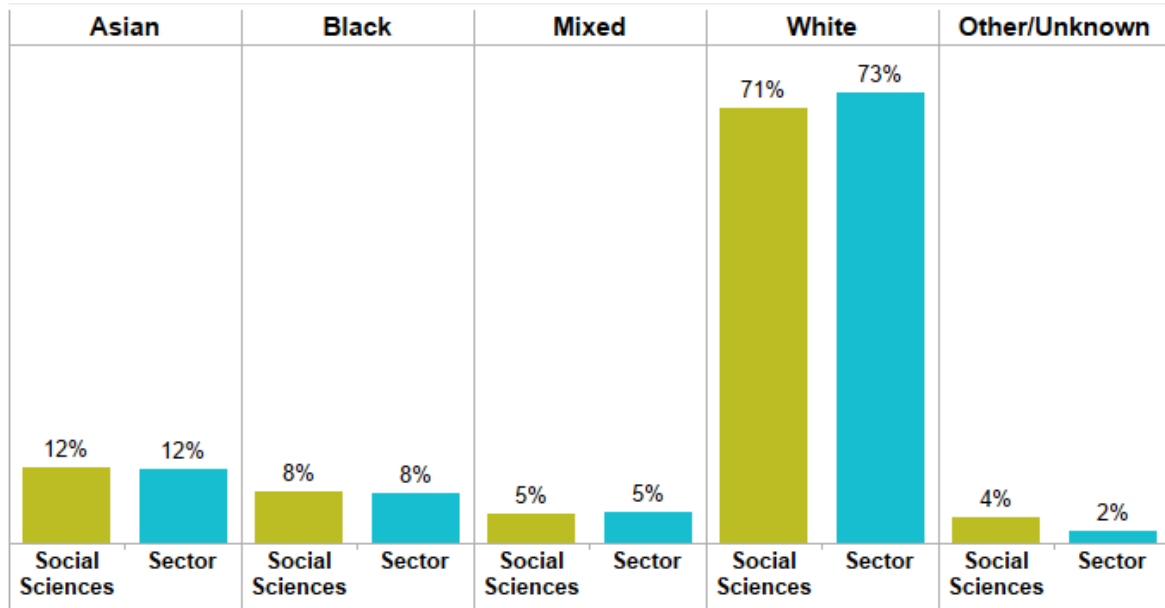
Figure 12 – Ethnic breakdown for total students in the social sciences versus the total student population (UK only)

When it comes to mode of study, more White students within the social sciences study part-time (29%) than other ethnic groups, with 85% of Asian students studying full-time, 81% of Black students studying full time and 81% Mixed students studying full time (Table 6 below).

		FPE (rounded)	%
Asian	**Full-time**	91,475	85
	Part-time/other	16,530	15
Black	**Full-time**	60,310	81
	Part-time/other	14,325	19
Mixed	**Full-time**	33,100	81
	Part-time/other	7,810	19
White	**Full-time**	444,625	71
	Part-time/other	181,340	29
Other/Unknown	**Full-time**	27,455	75
	Part-time/other	9,195	25

Table 6 – Ethnic breakdown of students in the social sciences

As can be seen in Figure 13, there are notable differences in student degree awards among different ethnicities. Black students are less likely to receive first-class and upper second-class

degrees than other ethnic groups. Only 12% of Black students receive first-class honours, as opposed to 25% across the total social sciences undergraduate population; and 24% are awarded lower second-class degrees, compared with 15% across the social science undergraduate population as a whole. A higher proportion of White students are awarded first class degrees when compared to the total social science undergraduate population, with 28% receiving first-class honours.
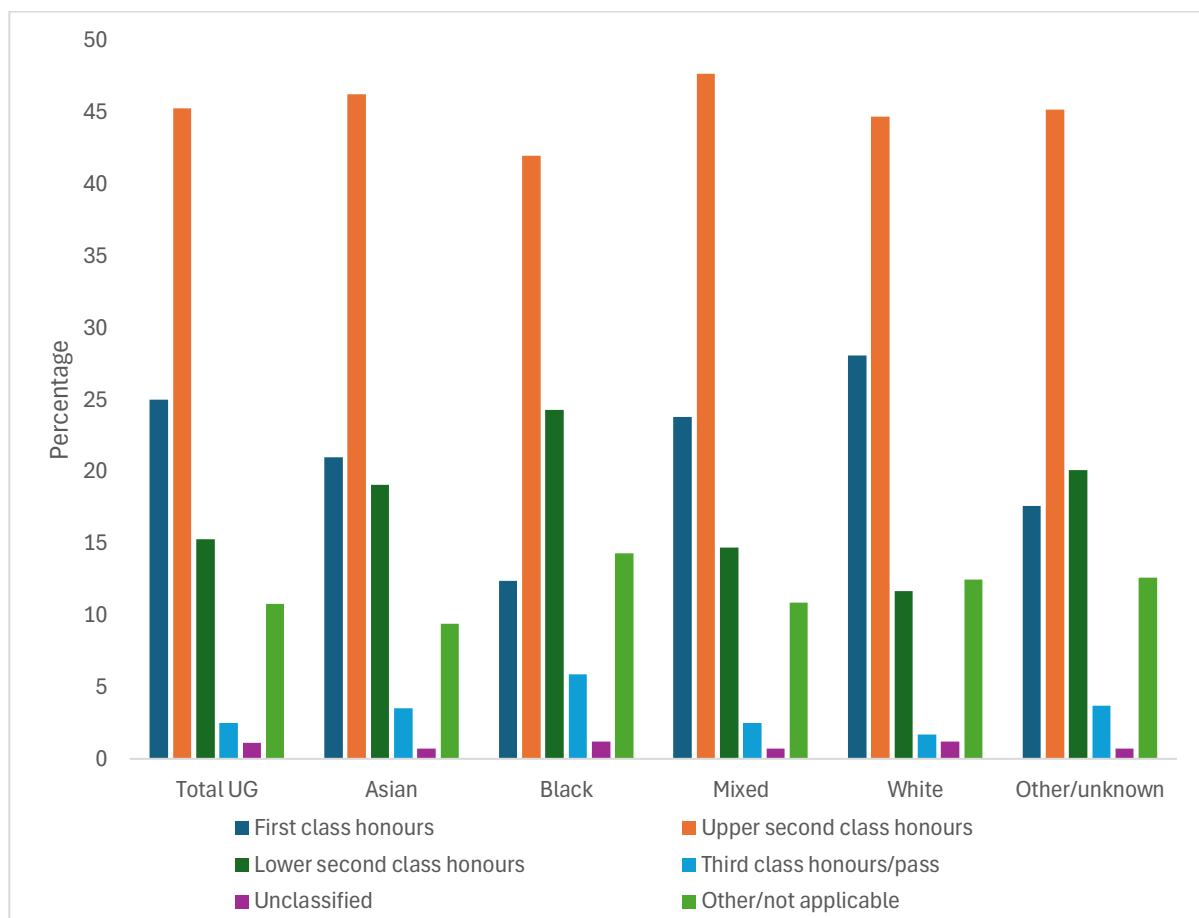

Figure 13 – Ethnic breakdown by degree awarding class in the social sciences (undergraduate students only)

3.6   POLAR

Participation of Local Areas (POLAR) data for undergraduate UK domiciled full-time students only, as outlined in Table 7, shows just over 13% of social science undergraduate students are from quintile 1 areas, which is broadly in line with the general HESA student data. HESA combines the remaining four quintiles and, again, the percentages for social sciences are

broadly in line with the general HESA student data (87%). However, further breakdown of the social sciences data shows that half of all social science undergraduate students come from quintiles 4 and 5 (23% and 29%), and the largest percentage from quintile 5, the most advantaged areas. Unfortunately, it is not possible to directly compare this breakdown against published HESA data for the whole student population because quintiles are not separated out.

	Social Sciences (undergraduate UK domiciled full time students)		Undergraduate UK domiciled full-time students	
POLAR 4 quintile	FPE (rounded)	%	FPE (rounded)	%
1	93,750	13	163,925	13
2-5	610, 230	87	1,085,00	87

Table 7 – POLAR4 breakdown of UK undergraduate students in the social sciences compared with the population of undergraduate UK domiciled full-time students

3.7 Secondary school type

8% of students within the social sciences come from privately funded schools, while 92% come from state schools. This is in line with the sector-wide HESA student population data that found 9% of students come from privately funded schools, while the other 91% come from state schools.

When broken down by institution type, a higher percentage of privately educated students go into studying social sciences in the Russell Group institutions compared with other pre-92 institutions and even fewer into post-92. This is outlined in Table 8 below.

	Grand Total	Russell Group	Other Pre-92	Post-92 (plus specialist institutions)
	%	%	%	%
State school/college	92	79	93	96
Privately funded school	8	21	7	4

Table 8 - Percentage of privately educated students studying social sciences by institution group

4. Discipline comparison

For the purposes of this report, a selection of the top-level data for the Academy's fifteen defined main disciplines in the social sciences has been compared with the social sciences aggregate data.

4.1 Breakdown of staff in the social sciences by sex

For staff (FPE) some differences between the disciplines and social science aggregate can be seen in Figure 14. For example, Economics 31% female, Education 69% female, Health science (social) 66% female, Psychology 62% female, Social Work including Social Policy 65%, Sport Studies, Leisure & Tourism 37% female.
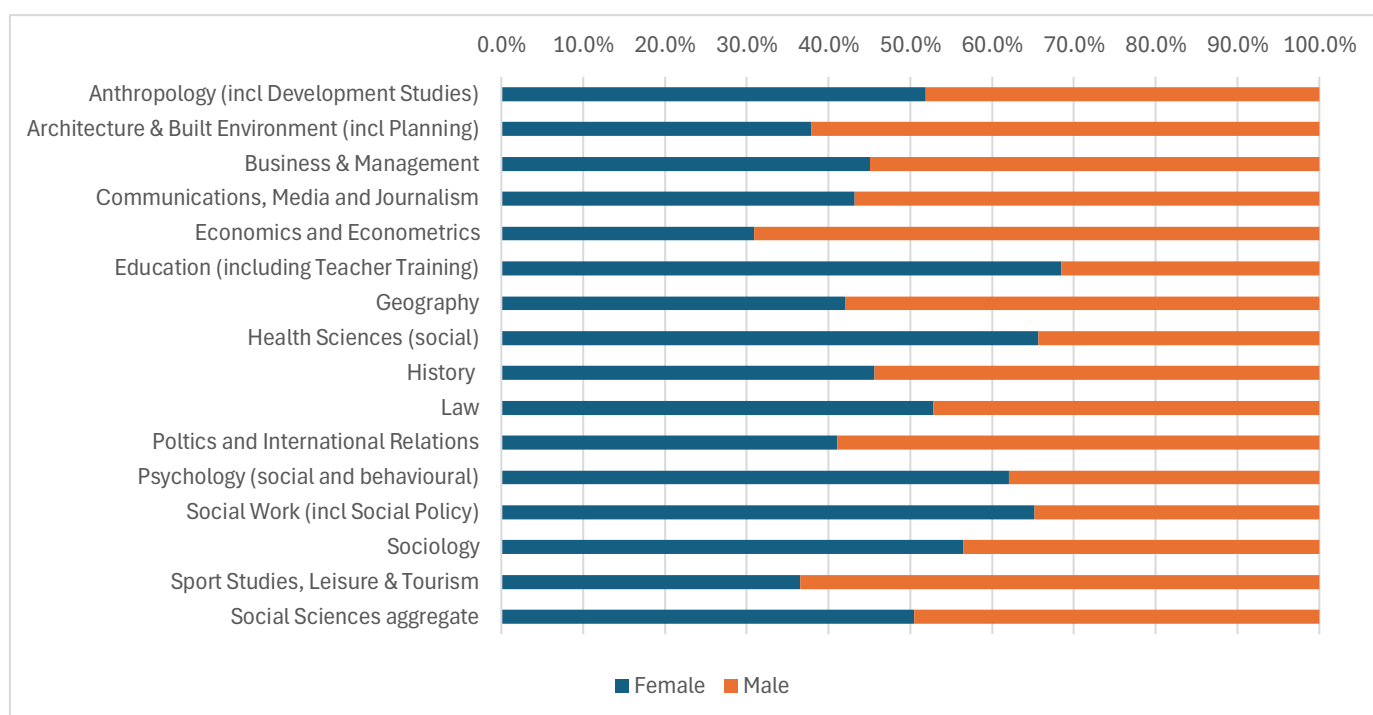

Figure 14 – Percentage breakdown of academic staff by sex for the social sciences disciplines and social science aggregate

4.2 Staff ethnicity (total academic staff, UK only) breakdown for the social science discipline

As shown in Figure 15, many of the fifteen disciplines are broadly in line with the social sciences aggregate. However, there are some variances, with Business and Management and Economics showing a lower percentage of FPE staff are White (73% and 71% respectively). At the other end of the spectrum, Sports Studies, Leisure and Tourism show the highest percentage of FPE White staff with 94%.
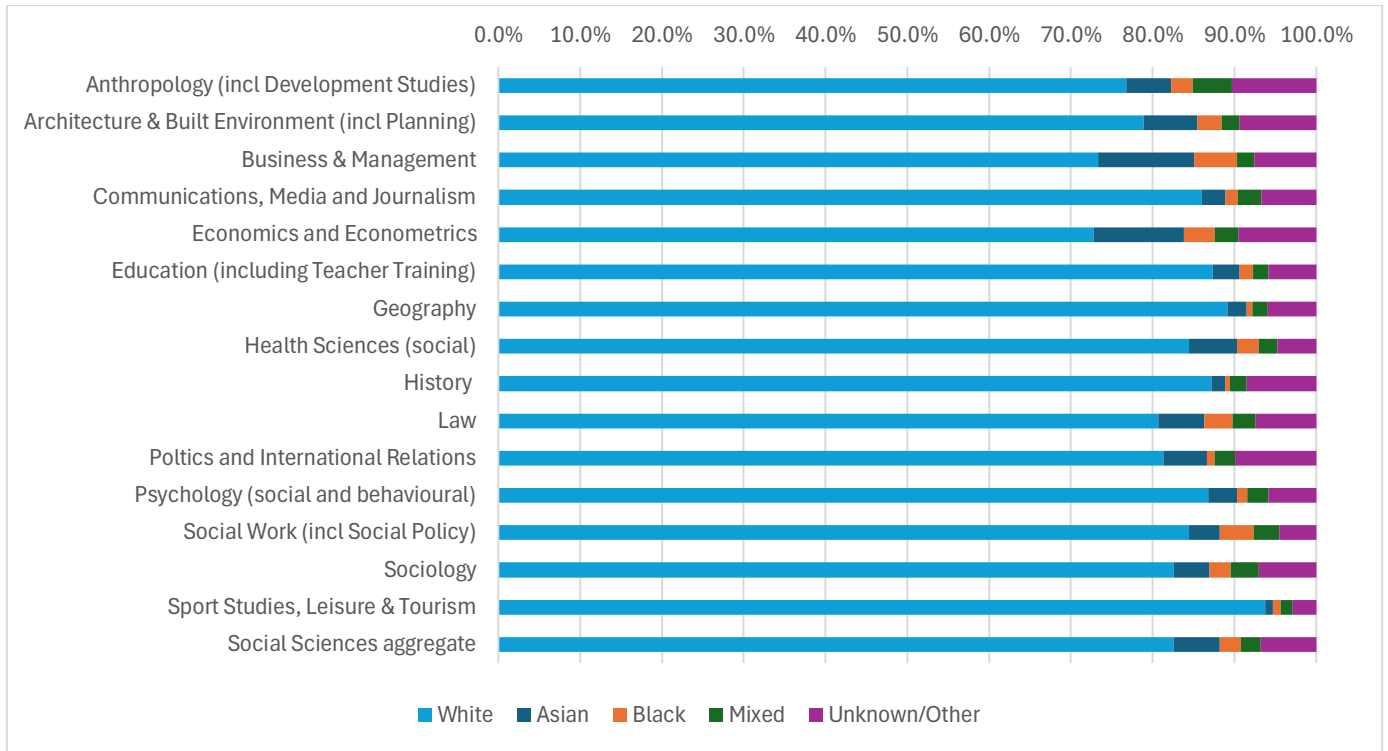
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Figure 15 – Breakdown of staff ethnicity for the social sciences disciplines against the social science aggregate

4.3 Breakdown of sex for students (all study levels) in the social sciences disciplines

Figure 16 shows the sex composition for the social science aggregate compared with the fifteen main disciplines for students of all study levels. Compared with the aggregate of 58%, there are some noticeable differences for example with more female students in Anthropology (76%), Education (80%), Health Sciences (social) (83%), Psychology (81%), Social Policy (70%), Social Work (86%) and Sociology (77%).
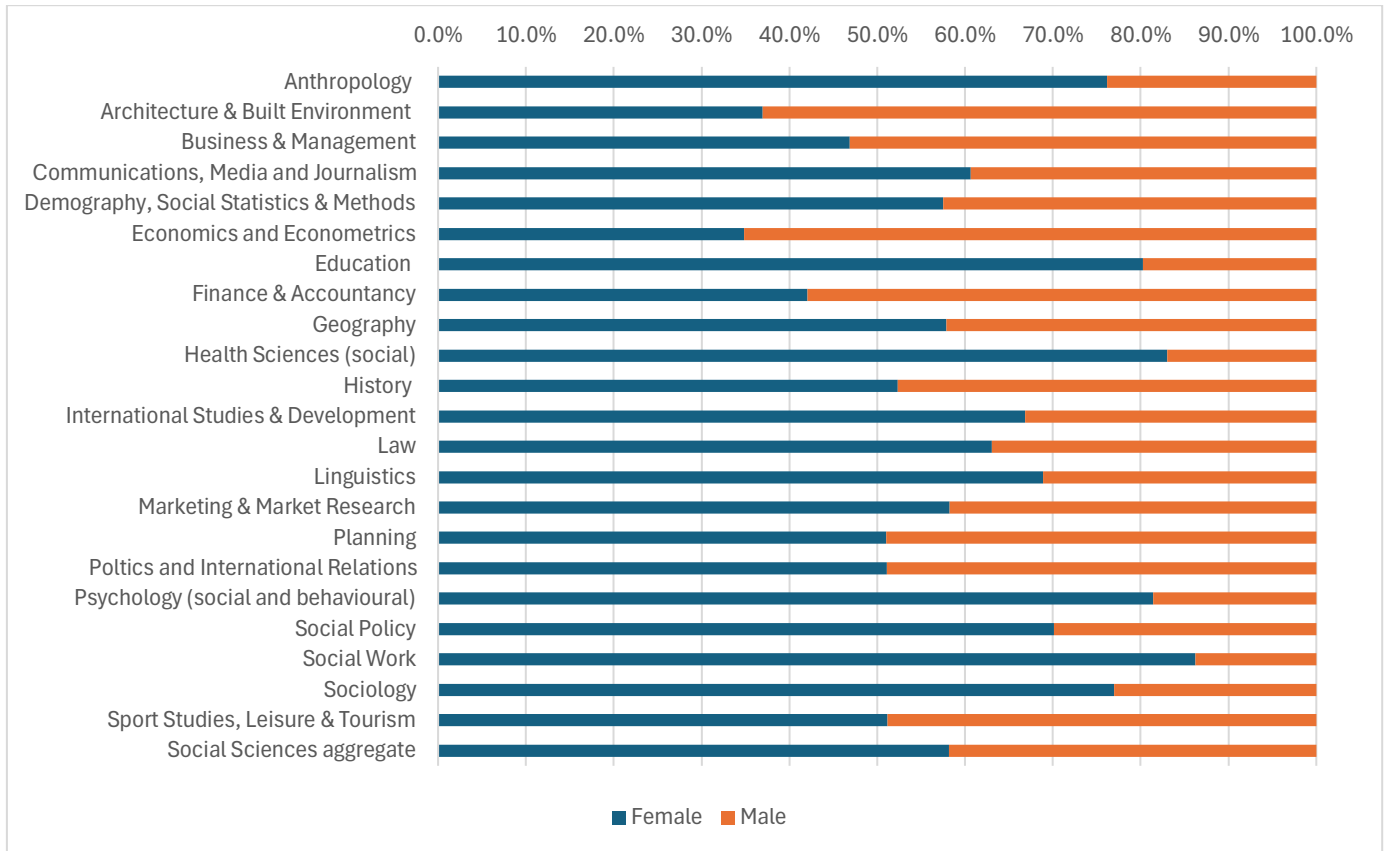
Figure 16 – Breakdown of total student population by sex in the social sciences disciplines versus the social science aggregate

4.4 Student ethnicity (total student population, UK only) for the social science disciplines

Figure 17 shows a number of variances when looking at ethnicity data for the social sciences when compared with the fifteen main disciplines. The aggregate for social sciences shows 71% of total students are White,12% are Asian, 8% are Black, 5% are Mixed and 4% are unknown. Notable variances from this are shown when looking at the discipline specific data which shows several disciplines with much higher proportions of White students, for example Communications, Media and Journalism (78%), Demography, Social Statistics and Methods (86%), Education (86%), Geography (87%), History (social) (86%) and Linguistics (79%), whilst the other disciplines are broadly in line with the social sciences aggregate.
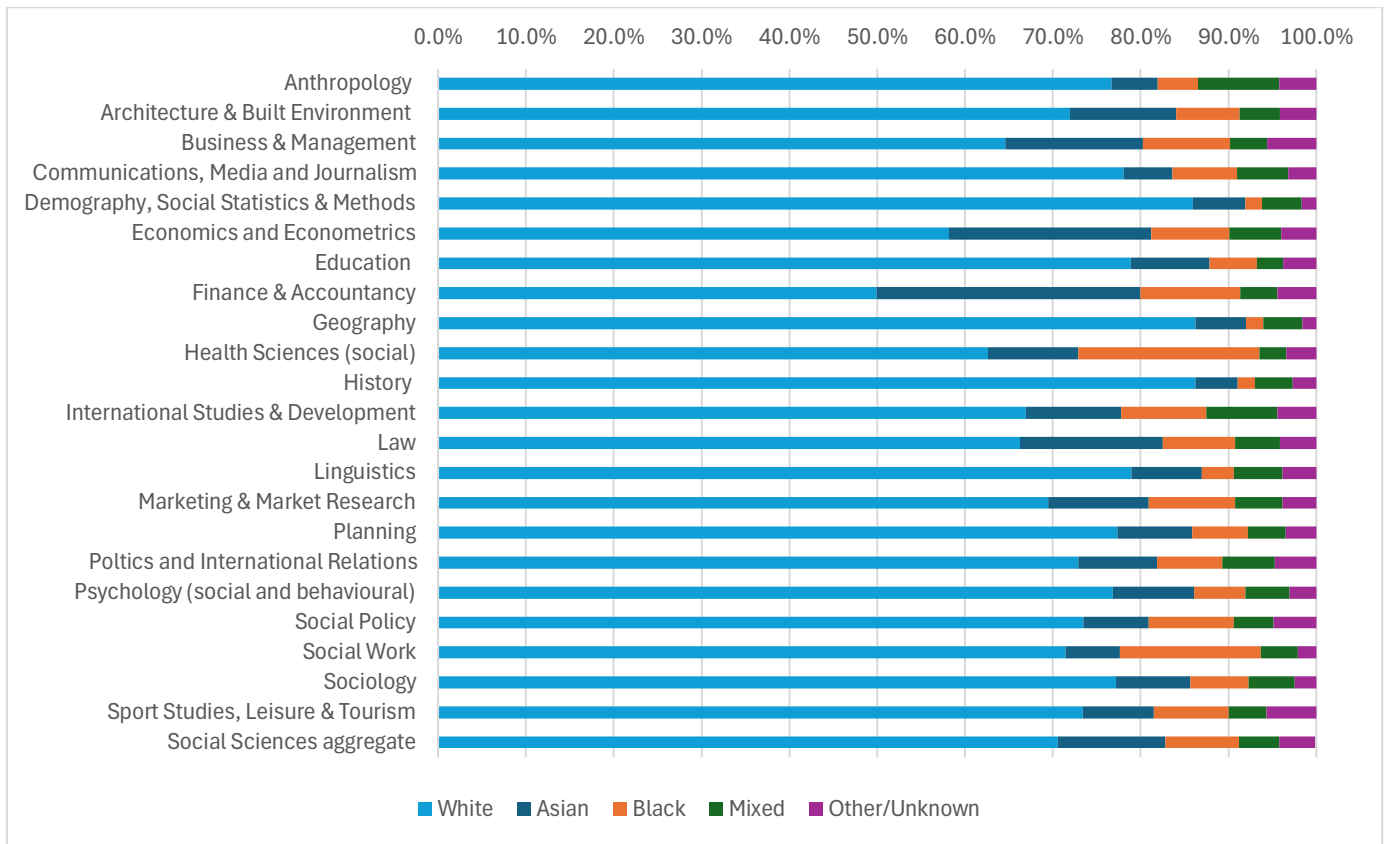
Figure 17 - Student ethnicity (total student population, UK only) for the social science disciplines versus the social science aggregate

4.5   POLAR4 (Undergraduate UK domiciled full-time students) for the social science disciplines

It is quintile 1 that is of most interest, which shows the data on students entering higher education from the most disadvantaged areas. For social science undergraduates this is 13% (same for total undergraduate UK domiciled full-time students published by HESA). However, what is interesting and will require further investigation is the more vocational disciplines that show notable variances from the social sciences aggregate such as Education (19%), Health Sciences (social) (20%) and Social Work (20%). A number of the disciplines are also well below the social science aggregate e.g. Demography, Social Statistics and Methods (6%), Economics (6%), Geography (6%) and International Studies and Development (6%). Further analysis is needed and a breakdown of the other quintiles by HESA would be a useful addition to their annual reporting.
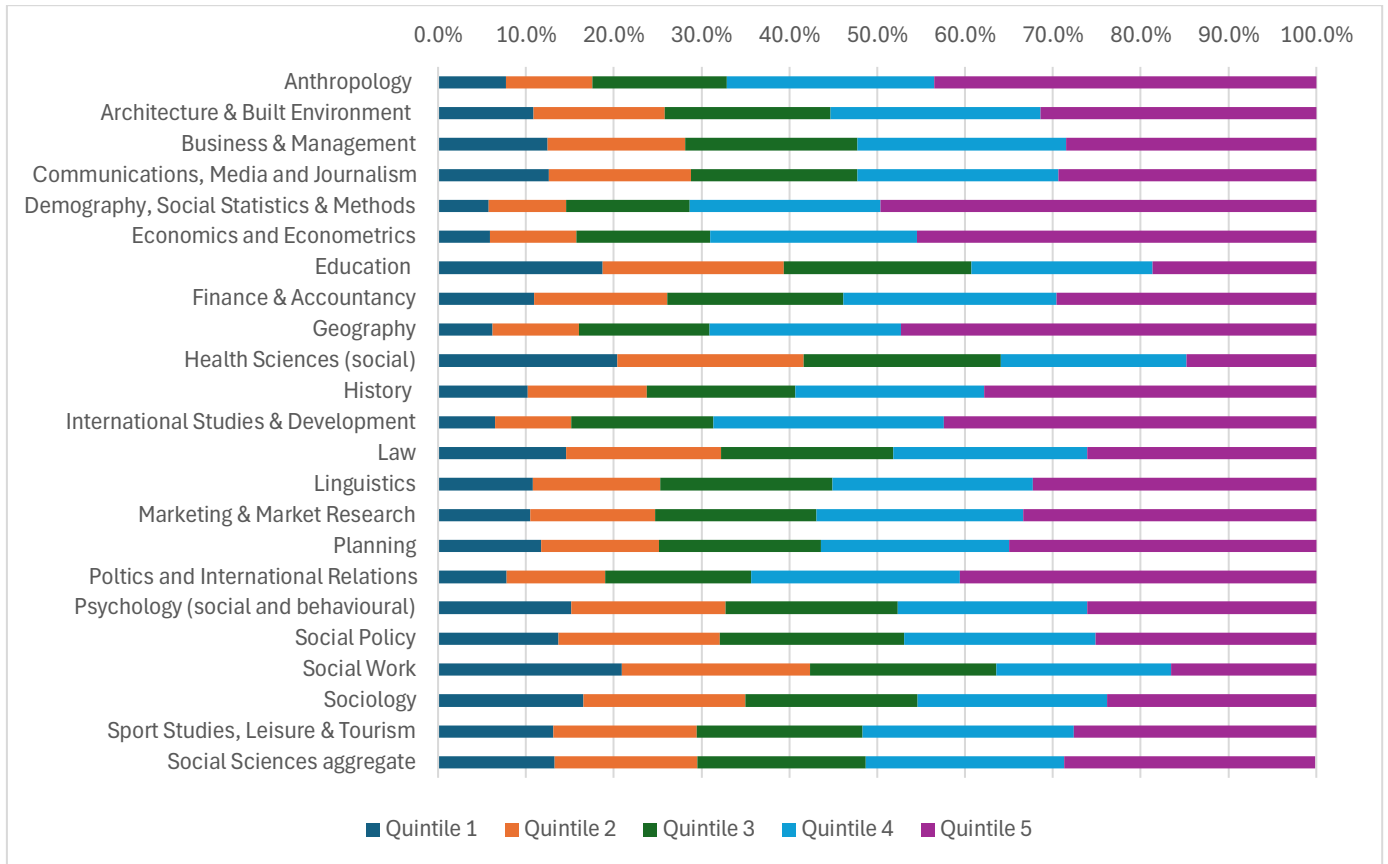
Figure 18 – POLAR4 breakdown (undergraduate UK domiciled full-time students) for the social science disciplines versus the social science aggregate

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APPENDIX – HESA field lists

Student data:
Full person equivalent (FPE) for 2021/2 academic year for
- Level of study (Postgraduate (research)/ Postgraduate (taught)/ First degree/ Other undergraduate)
- First year marker
- Mission Groups marker (Russell group/Other pre-92/Post-92)
- Sex
- Ethnicity (White/ Black/ Asian/ Mixed/ Other/ [Unknown/Not applicable])
- Disability marker (Known disability/No known disability)
- Domicile (UK/ Non-UK/ Unknown)
- Mode of study (Full-time/ Part-time)
- Mode of qualification (Full-time/ Part-time)
- Level of qualification (Postgraduate (research)/ Postgraduate (taught)/ First degree/ Other undergraduate)
- Class of first degree
- Population marker (Student)
- Population marker (Qualifiers)
- Domicile (Country)
- State school marker
- Socio-economic Classification
- Subject of study (CAH3) (2019/20 onwards)
- Age of student (17 & under/ Individual year/ 75 & over/ Unknown)
- Age of qualifier (17 & under/ Individual year/ 75 & over/ Unknown)
- Low participation neighbourhood marker (POLAR4 Quintiles)
- Ethnicity (White/ Black - Caribbean/ Black - African/ Other Black background/ Asian - Indian/ Asian - Pakistani/ Asian - Bangladeshi/ Chinese/ Other Asian background/ Mixed/ Other/ [Unknown/Not applicable])

Staff data:
Academic staff full person equivalent (FPE) for 2021/2 academic year for
- Sex (Staff)
- Terms of employment
- Mission Groups marker (Russell group/Other pre-92/Post-92)
- Ethnicity (Staff) (White/ Black/ Asian/ Mixed/ Other/ [Unknown/Not applicable])
- Disability (Staff) marker (Known disability/ No known disability)
- Contract level (Grouped) - 2012/13 onward
- Academic employment function (Research only/ Teaching & research/ Teaching only/ Neither teaching nor research/ [Not applicable/Unknown])
- Mode of employment (Full-time/ Part-time)
- Cost centre (Staff) - 2012/13 onwards
- Nationality (Staff) (Full)