

# Sociology Entrants and Academic Staff at UK Higher Education Providers 2015/16 to 2022/23

Conducted on behalf of the British Sociological  
Association by Jisc

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**Jisc data analytics**

## Contents

Introduction.....	4
Entrant students .....	5
Chart 1: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by level of study, 2015/16 to 2022/23. ....	6
Chart 2: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by mode of study and level of study, 2015/16 to 2022/23.....	7
Chart 3: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by subject balance indicator and level of study, 2015/16 to 2022/23 .....	8
Chart 4: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by sex and level of study, 2015/16 to 2022/23.....	9
Chart 5: UK domiciled entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by Black, Asian and Minority Ethnic (BAME) marker and level of study, 2015/16 to 2022/23. ....	10
Chart 6: UK domiciled entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by Black, Asian and Minority Ethnicity (BAME) and level of study, 2015/16 to 2022/23.....	11
Chart 7: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by disability marker and level of study, 2015/16 to 2022/23. ....	12
Chart 8: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by disability, 2015/16 to 2022/23.....	14
Chart 9: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by gender identity and level of study, 2020/21 to 2022/23.....	16
Chart 10: Map of entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by region of HE provider, 2015/16 and 2022/23.....	17
Chart 11: Map of undergraduate entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by region of HE Provider, 2015/16 and 2022/23. ....	18
Chart 12: Map of postgraduate entrant students enrolled at UK HE providers who studied an element of Sociology by region of HE Provider, 2015/16 and 2022/23. ....	19
Chart 13: Map of entrant students enrolled at UK HE providers whose course had 100% of time allocated to CAH15-01-02 Sociology by region of HE Provider and level of study, 2015/16. ....	20
Chart 14: Map of entrant students enrolled at UK HE providers whose course had less than 100% , but more than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2015/16. ....	21
Chart 15: Map of entrant students enrolled at UK HE providers whose course had less than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2015/16. ....	22
Chart 16: Map of entrant students enrolled at UK HE providers whose course had 100% of time allocated to CAH15-01-02 Sociology by region of HE Provider and level of study, 2022/23. ....	23
Chart 17: Map of entrant students enrolled at UK HE providers whose course had less than 100% , but more than 50% of time allocated to CAH15-01-02 Sociology by region of HE provider and level of study, 2022/23. ....	24
Chart 18: Map of entrant students enrolled at UK HE providers whose course had less than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2022/23. ....	25
Academic staff.....	26
Chart 19: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by highest qualification held, 2015/16 to 2022/23.....	26
Chart 20: Academic staff at UK HE provider with an element of CAH15-01-02 Sociology in their current academic discipline by Sex, 2015/16 to 2022/23. ....	28
Chart 21: Academic staff at UK HE provider with an element of CAH15-01-02 Sociology in their current academic discipline by Black Asian and Minority Ethnic (BAME) marker, 2015/16 to 2022/23.....	29

Chart 22: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by Black Asian and Minority Ethnicity (BAME) , 2015/16 to 2022/23 .....	30
Chart 23: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by disability marker, 2015/16 to 2022/23. ....	31
Chart 24: Academic staff UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by disability, 2015/16 to 2022/23. ....	32
Chart 25: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by academic employment function, 2015/16 to 2022/23. ....	34
Chart 26: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by mode of employment, 2015/16 to 2022/23. ....	35
Chart 27: Map of academic staff at a UK HE provider with an element of Sociology in their current academic discipline by Region of HE provider in 2015/16 and 2022/23. ....	36

## Introduction

This report contains analysis on entrants who studied an element of Sociology at UK Higher Education (HE) providers and on academic staff<sup>1</sup> at UK HE providers who had an element of Sociology in their current academic discipline from 2015/16 to 2022/23. The report uses descriptive statistics to compare cohorts and not all differences have been statistically validated.

The data is sourced from the HESA Student Record, Legacy HESA Student Record, Legacy Student Alternative Record and HESA Staff record. Please note the 2019/20 and 2020/21 data was collected during the COVID-19 pandemic; a number of insights briefs<sup>2</sup> were published.

Sociology is defined using the Common Aggregation Hierarchy (CAH) code CAH 15-01-02. The CAH<sup>3</sup> is a standard grouping of subjects which has been applied across the timeseries. The subject coding framework which the CAH is derived from has changed over time.

- 2018/19 and prior, the CAH is derived from the JACS<sup>4</sup> coding framework;
- 2019/20 and onwards, CAH is derived from the HECoS<sup>5</sup> coding framework.

For students under the JACS coding framework, up to three subjects of study could be returned for each course. This increased to up to five subjects for each course under the HECoS coding framework. Similarly for academic staff working across multiple subjects, under the JACS coding framework, up to three subjects could be returned to describe their current academic discipline which increased to up to five subjects under the HECoS coding framework.

All numbers are rounded to the nearest 5. Percentages are based on unrounded figures to 0 decimal places. Percentage point differences between figures are calculated based on unrounded percentages. All percentages are based on a denominator of 22.5 or more.

HE providers confirm their preference for the onward use of their data when they return it to HESA. This report falls under a Category 3 Permitted Purpose<sup>6</sup>. Several HE providers decided not to opt in to the Category 3 Permitted Purpose and are omitted from this analysis.

<sup>1</sup> Those staff with an academic contract that is either research only, teaching only, both teaching and research, or neither teaching nor research.

<sup>2</sup> <https://www.hesa.ac.uk/tags/covid-19>

<sup>3</sup> <https://www.hesa.ac.uk/collection/coding-manual-tools/hecoscahdata/cah>

<sup>4</sup> <https://www.hesa.ac.uk/support/documentation/jacs>

<sup>5</sup> <https://www.hesa.ac.uk/collection/coding-manual-tools/hecoscahdata/hecos>

<sup>6</sup> <https://www.hesa.ac.uk/support/provider-info/subscription/onward-use>

## Entrant students

This chapter of the report contains analysis of entrant students who studied an element of Sociology at UK Higher Education (HE) providers from 2015/16 to 2022/23.

An entrant is a student who was in their first year of study. A student who studied an element of Sociology is defined as a student whose course had a proportion of time allocated to Sociology (i.e. one or more CAH 15-01-02 Sociology subjects returned for the course).

Typically, subject information in the HESA data is reported by Full Person Equivalent (FPE)<sup>7</sup>. This chapter of the report has a focus on a count of entrants on courses which contain an element of the subject Sociology. Therefore, the analysis here will differ to other published analysis of Sociology which is based on FPE.

The analysis includes time series comparisons based on the mode of study, level of study, subject of study balance, sex, ethnicity, disability, and gender identity. The analysis also includes region of HE provider statistics based on level of study and subject of study balance.

In 2015/16, the total number of entrants who studied an element of Sociology was 22,335; this increased to 32,140 in 2022/23, an increase of 44%. The highest number of entrants was observed in 2020/21 at 33,580. HESA noted that overall entrants increased by approximately 10% between the 2019/20 and 2020/21, driven by a mix of UK-based first degree (undergraduate) students and students from the UK and abroad beginning taught postgraduate courses<sup>8</sup>.

<sup>7</sup> <https://www.hesa.ac.uk/support/definitions/students#count-students-vs-full-person-equivalent-fpe-vs-full-time-equivalent-fte>

<sup>8</sup> <https://www.hesa.ac.uk/insight/19-01-2023/impact-covid-19-2022-student-data#:~:text=Looking%20at%20the%20whole%20student,taking%20part%20in%20industrial%20placements.>

Chart 1: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by level of study, 2015/16 to 2022/23.

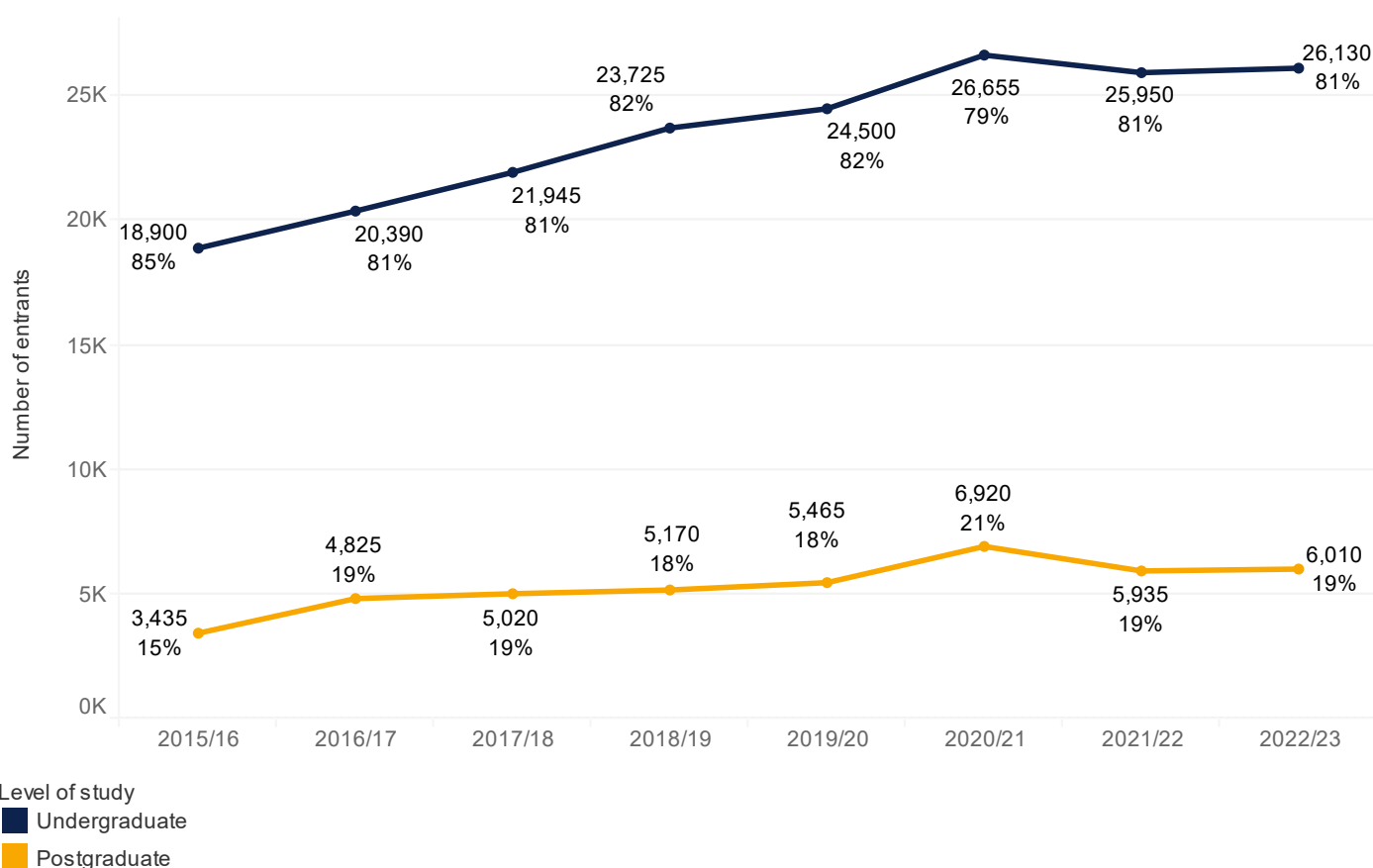


Chart 1 shows number of entrants who studied an element of Sociology from 2015/16 to 2022/23. The undergraduate population was larger than the postgraduate population across all academic years. From 2015/16 to 2020/21, there was a consistent growth in undergraduate and postgraduate entrant numbers, at the undergraduate level there was a growth of 7,755 entrants, at the postgraduate level there was a growth of 3,485 entrants. In 2016/17, postgraduate entrants increased by 4 percentage points, this was the highest year-on-year increase coinciding with the introduction of postgraduate loans for students from England studying a master’s course<sup>9</sup>. In 2021/22, the number of entrants who studied an element of sociology decreased across both levels of study, by 3% for undergraduates and 14% for postgraduates. This coincides with the COVID-19 pandemic in the UK. With the exception of postgraduate taught students, the HESA student record saw an overall year-on-year decrease in the count of entrants enrolling in 2021/22<sup>10</sup>. In 2022/23, both undergraduate and postgraduate numbers had increased in comparison to the previous year.

<sup>9</sup> <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics>

<sup>10</sup> <https://www.hesa.ac.uk/insight/19-01-2023/impact-covid-19-2022-student-data#:~:text=Looking%20at%20the%20whole%20student,taking%20part%20in%20industrial%20placements.>

Chart 2: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by mode of study and level of study, 2015/16 to 2022/23.

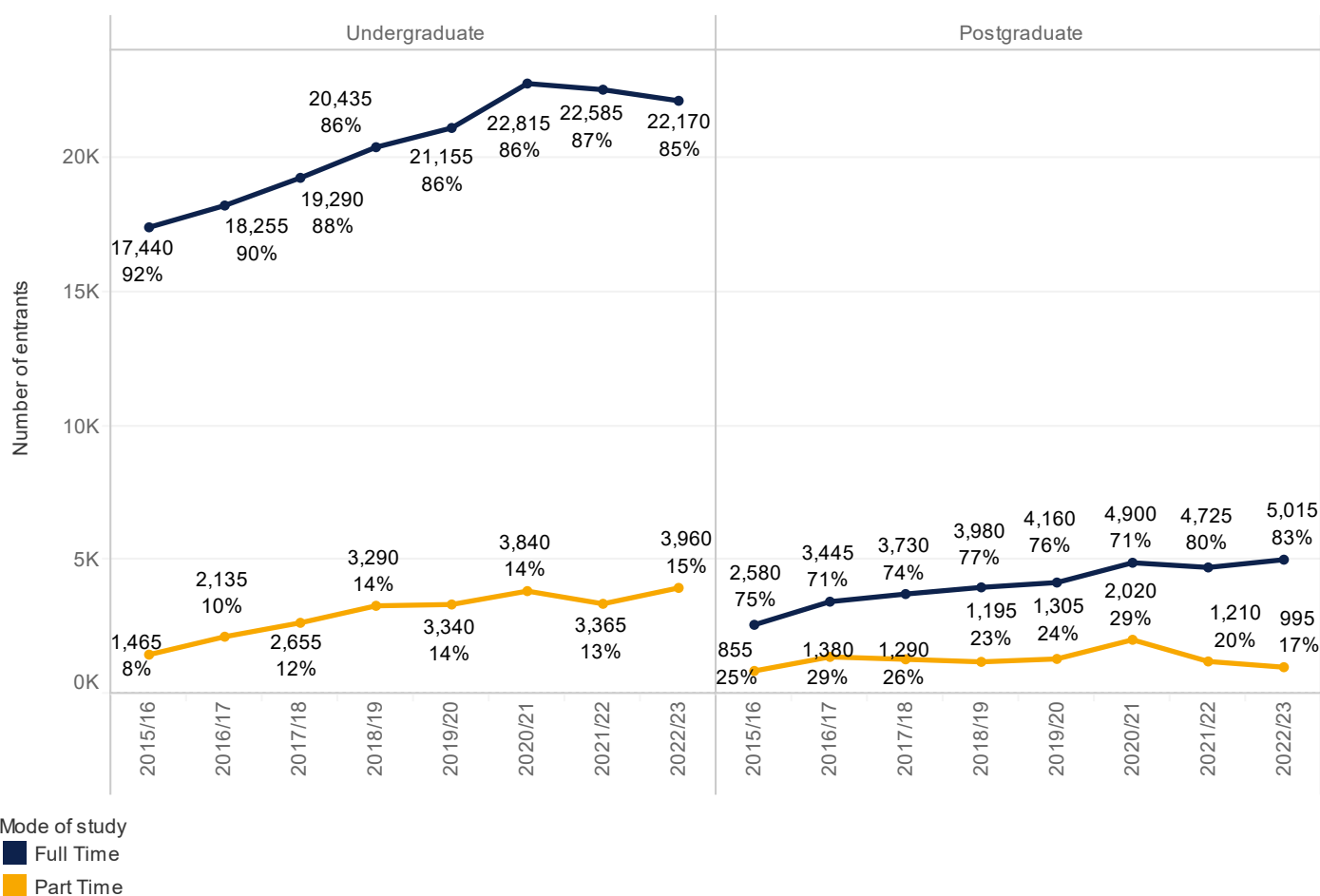


Chart 2 shows the number of entrants who studied an element of Sociology from 2015/16 to 2022/23 by mode of study. For undergraduate entrants, the number of full-time and part-time students increased year-on-year from 2015/16 to 2020/21. Full-time entrants made up the majority across the timeseries at both the undergraduate and postgraduate level. The proportion of undergraduate entrants studying part-time was steady between 2018/19 to 2020/21. From 2015/16 to 2022/23, there was an increase of 171% of part time undergraduate entrants.

The difference in the number of entrants who studied full-time versus part-time is much smaller for postgraduate entrants than undergraduates. Year-on-year full-time postgraduate entrants increased, with the exception of 2021/22 with a small decline (175). The number of postgraduate entrants who studied part-time has fluctuated across the timeseries lacking an overall trend, with a low of 855 in 2015/16 and a peak of 2,020 in 2020/21. The number of full-time postgraduate entrants has nearly doubled from 2015/16 to 2022/23, with a percentage increase of 95%.

A subject balance indicator was constructed for the purpose of reporting on entrants who had studied an element of Sociology, allowing for analysis to subset entrants by the proportion of time allocated to Sociology on their course. This has been split into 3 subsets:

- 100% of time allocated to Sociology
- Less than 100%, more than 50% of time allocated to Sociology
- Less than 50% of time allocated to Sociology

Chart 3: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by subject balance indicator and level of study, 2015/16 to 2022/23

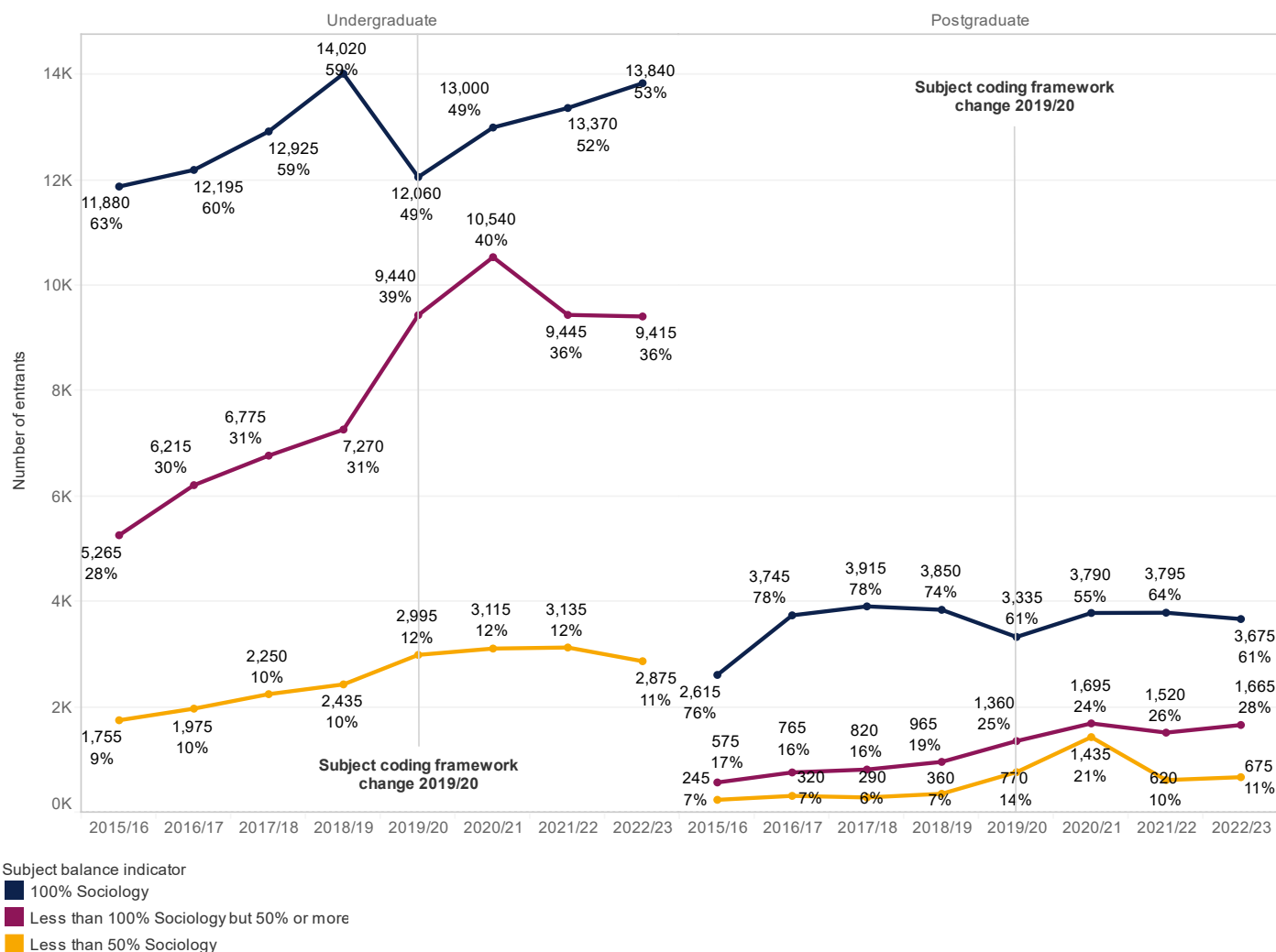


Chart 3 shows the number of entrants who studied an element of Sociology from 2015/16 to 2022/23 by subject balance indicator and level of study.

Chart 3 shows a decrease in the number of undergraduate and postgraduate entrants whose course had 100% of time allocated to Sociology in 2019/20, and conversely an increase in the number of entrants whose course had less than 100%, more than 50% of time allocated to Sociology. This coincides with the change in the subject coding framework; which moved from assigning up to three subjects to each course under the JACS coding framework to five subjects under the HECoS coding framework. All HE providers were required to re-evaluate the subjects allocated to their courses from the transition to one coding framework to the next<sup>11</sup>.

The majority of both undergraduate and postgraduate entrants studied a course with 100% of time allocated to Sociology across the time series.

For undergraduate entrants, 12% or less entrants annually studied a course with less than 50% of time allocated to Sociology. For postgraduate entrants, 14% or less entrants annually studied a course with less than 50% of time allocated to Sociology with the exception of 2020/21 (21%).

<sup>11</sup> Subject timeseries: <https://www.hesa.ac.uk/news/08-08-2024/sb269-higher-education-student-statistics/notes>



Chart 4: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by sex<sup>12</sup> and level of study, 2015/16 to 2022/23.

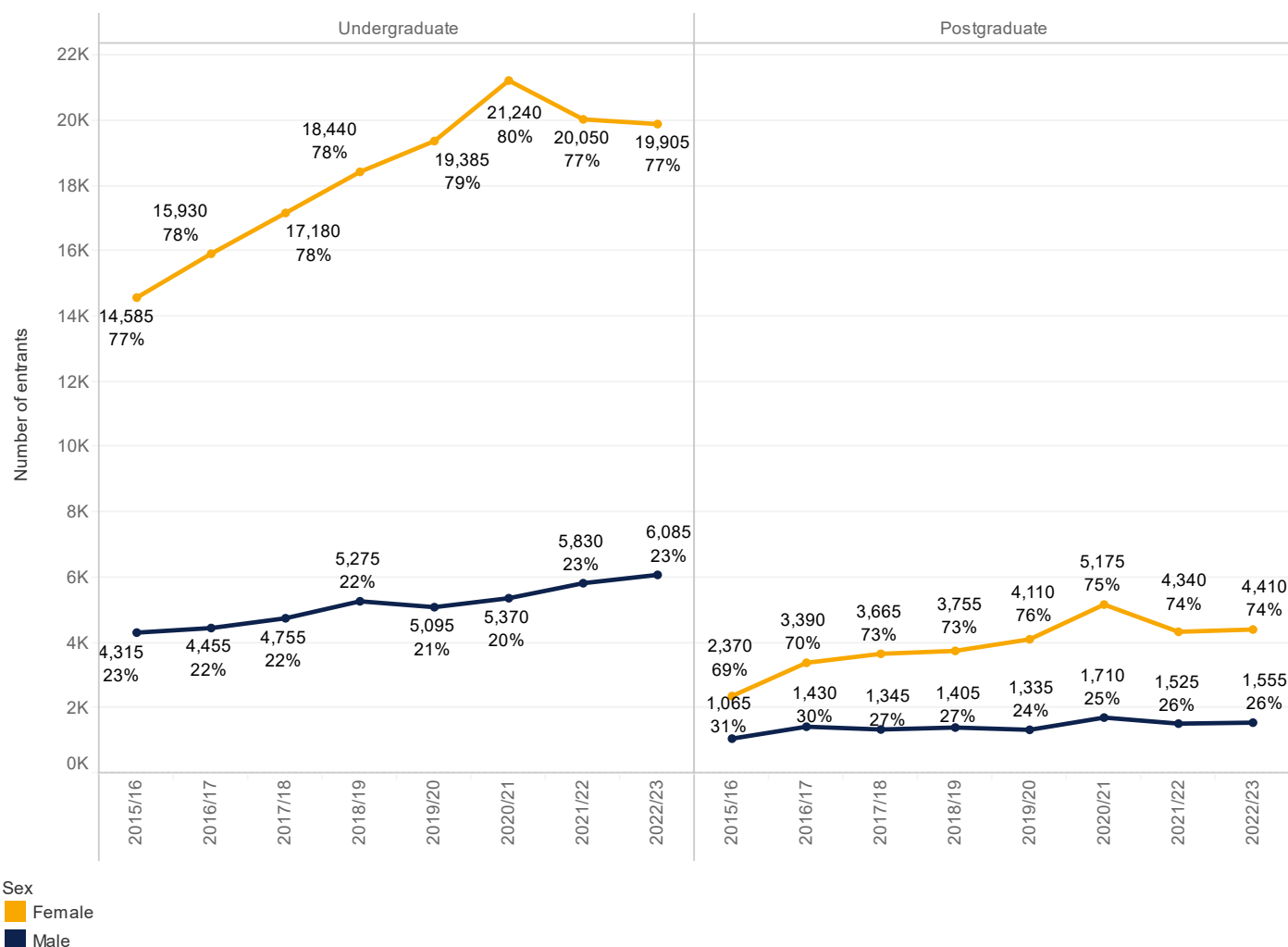


Chart 4 shows the number of entrants who studied an element Sociology 2015/16 to 2022/23 by level of study and sex. The majority of entrants were female across the timeseries at the undergraduate and postgraduate level. Although the number of entrants fluctuated between academic years, the male: female ratio remained similar.

From 2015/16 to 2020/21, undergraduate female entrants increased year on year, from 14,585 in 2015/16 to 21,240 in 2020/21, this increased by 46%. Between 2020/21 and 2022/23, there was a decline of 1,335 female entrants. Similarly, postgraduate female entrants increased from 2,370 in 2015/16 to 5,175 in 2020/21, this was an increase of 118%. Postgraduate female entrants decreased in 2021/22 but saw a small increase of 70 in 2022/23.

Undergraduate male entrants increased from 2015/16 to 2022/23 overall by 41%. This increased year on year with the exception of 2019/20, where there was a decline in undergraduate entrants (180). Postgraduate male entrants increased from 1,065 in 2015/16 to 1,555 in 2022/23; unlike the undergraduate male entrant trend, the

<sup>12</sup> In 2022/23, the sex identifier coding framework changed to include new codes for 'Not available' and 'Information refused'. Data quality analysis found that some providers appear to have returned one of the new sex identifier codes 'Information Refused' and 'Not Available' for students previously returned as 'other', for this reason it is not deemed appropriate to show these categories separately in the published data and they have therefore been aggregated with 'other'. [Issue ID: 22056024](#). 'Other': This code should be used only for a third sex that is legally recognised by another country - this will recognise the scenarios where, for example, an international student has a legal sex other than male or female.

growth in numbers was not consistent and fluctuated year-on-year. Chart 4 shows 2020/21 had the highest number of postgraduate male entrants (1,710).

The sex field includes an Unknown<sup>4</sup> category which makes up those who had returned ‘Other’, ‘Information Refused’ (2022/23 only), or ‘Not available’ (2022/23 only). The undergraduate entrants with unknown sex increased over time from 0 in 2015/16 to 140 in 2022/23. The postgraduate entrants with unknown sex increased over time from 5 in 2015/16 to 45 in 2022/23.

**Chart 5: UK domiciled entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by Black, Asian and Minority Ethnic (BAME) marker and level of study, 2015/16 to 2022/23.**

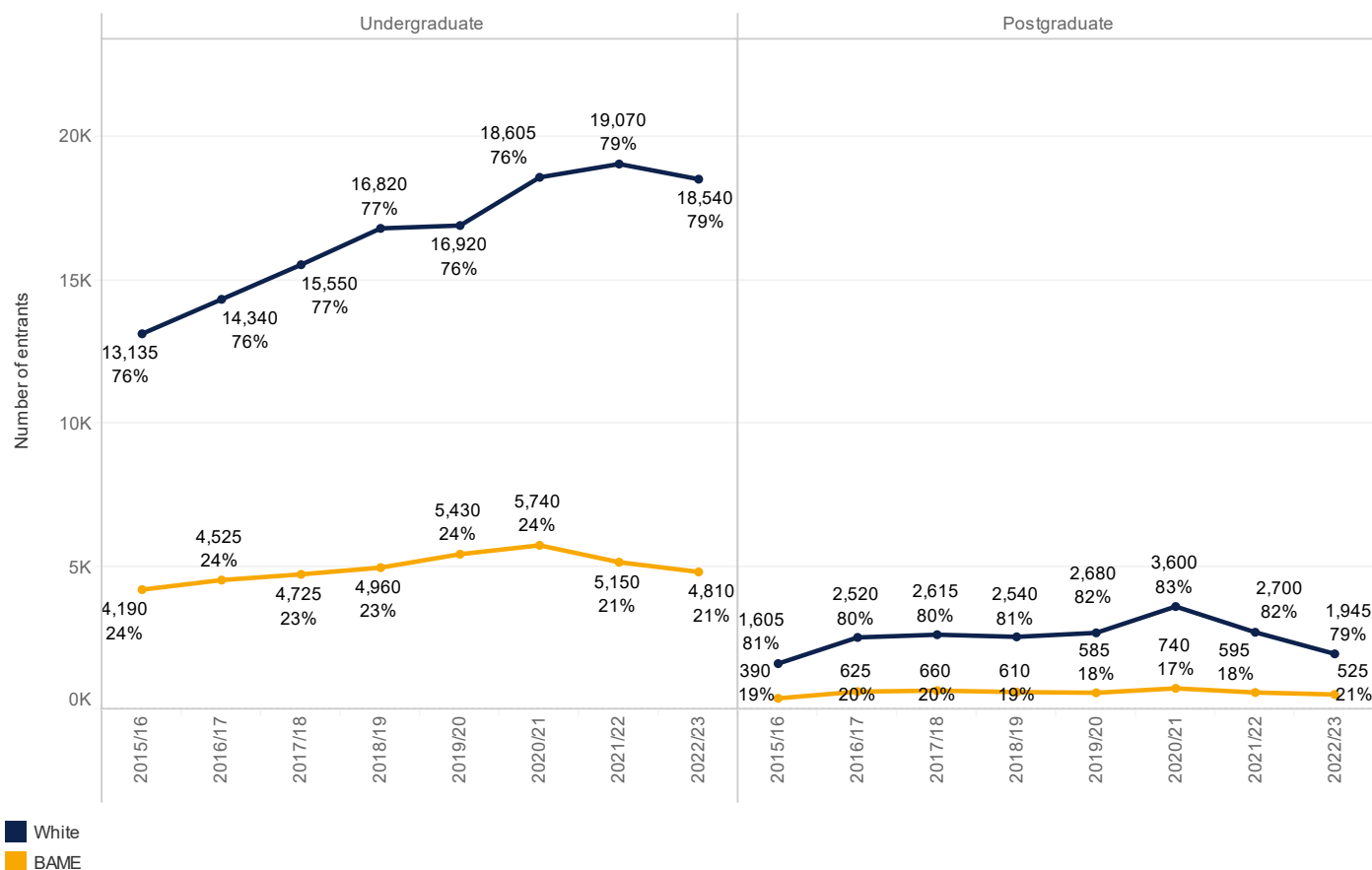


Chart 5 shows the number of UK domiciled entrants who studied an element of Sociology 2015/16 to 2022/23 by Black, Asian and Minority Ethnic (BAME) marker and level of study.

The majority of entrants across the timeseries at both undergraduate and postgraduate level were of White ethnicity. The population count fluctuated between academic years.

The undergraduate BAME entrants increased from 4,190 in 2015/16 to 5,740 in 2020/21, an increase of 37%. From 2020/21 to 2022/23, the number of BAME undergraduate entrants decreased by 16%. The population share of undergraduate BAME entrants declined from just under a quarter of entrants in 2015/16 to just over a fifth of entrants in 2022/23.

Undergraduate entrants of White ethnicity increased from 13,135 in 2015/16 to 19,070 in 2021/22, an increase of 45%. There was a percentage decrease of 3% from 2021/22 to 2022/23.

Postgraduate BAME entrants experienced an overall increase from 390 in 2015/16 to 525 in 2022/23, an increase of 35%. The overall population share of postgraduate BAME entrants increased by 2 percentage points, from 2015/16 (19%) to 2022/23 (21%). Although the academic year 2020/21 saw the largest number of

postgraduate BAME entrants at 740, this academic year had the lowest population share of 17%. Postgraduate entrants of White ethnicity increased from 1,605 in 2015/16 to 3,600 in 2020/21; following this there was a decline to 1,945 entrants in 2022/23.

**Chart 6: UK domiciled entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by Black, Asian and Minority Ethnicity (BAME) and level of study, 2015/16 to 2022/23.**

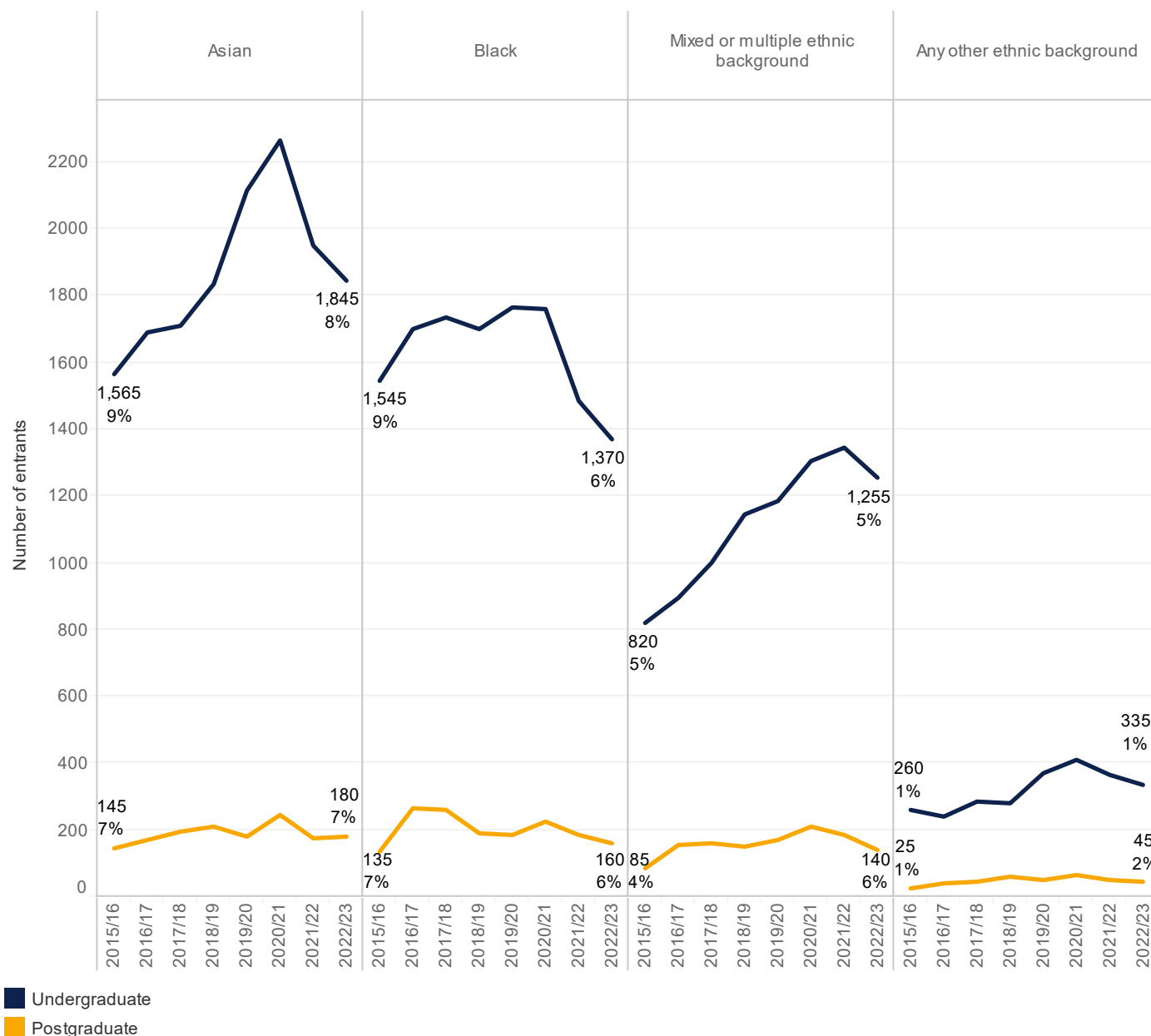


Chart 6 is an extension of Chart 5; Chart 6 shows the number of UK domiciled entrants who studied an element of Sociology 2015/16 to 2022/23 by BAME ethnicity and level of study. Entrants of White ethnicity have been excluded from Chart 6, but percentage calculations are based on totals across all ethnicities including White ethnicity.

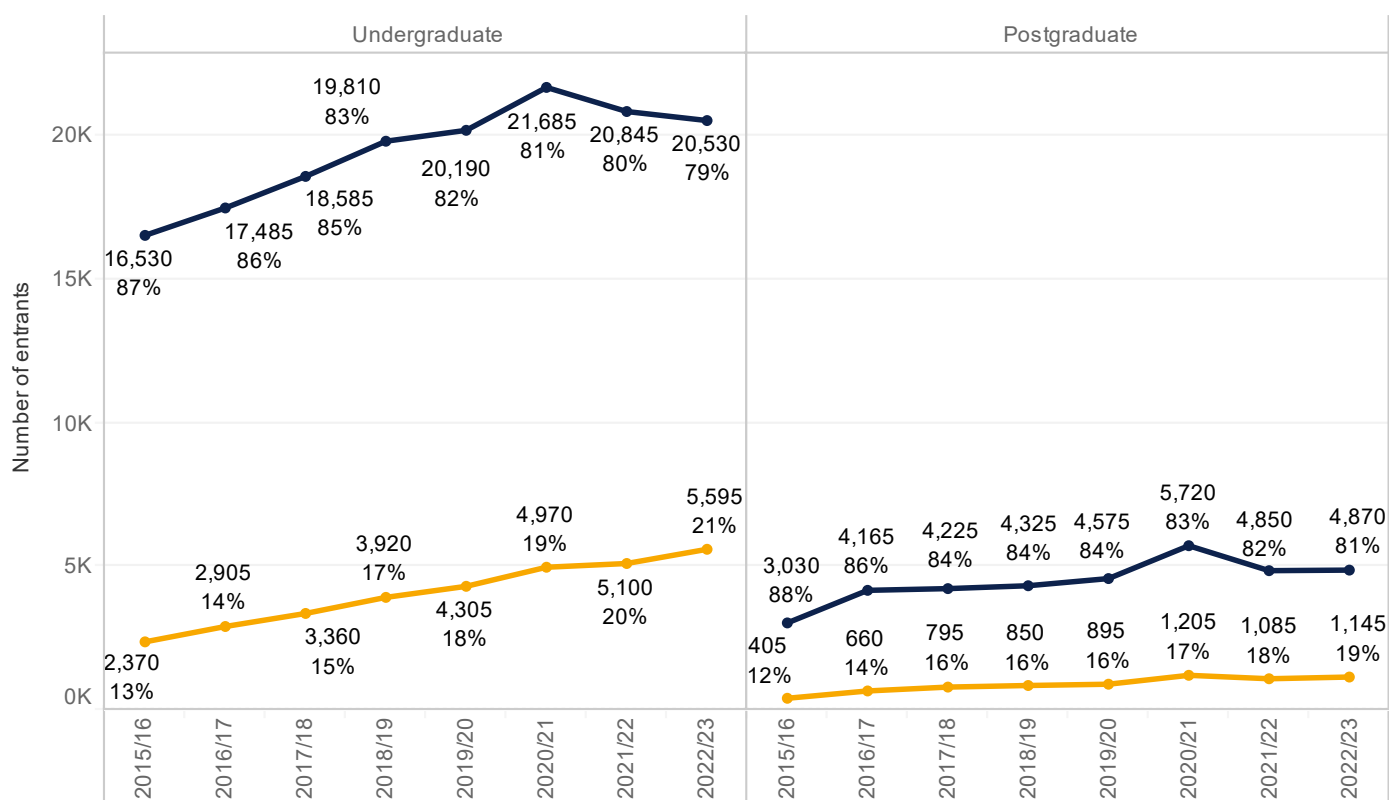
Undergraduate Asian entrants increased by 44% from 2015/16 to 2020/21. From 2020/21 to 2022/23, the number of undergraduate Asian entrants decreased by 18%. In 2022/23, undergraduate Asian entrants constituted 8% of the total population, this is a one percentage point decrease from 2015/16 to 2022/23. Postgraduate Asian entrants increased by 23% from 2015/16 to 2022/23. The postgraduate Asian entrants peaked in 2021/22 at 245 students. The population share of postgraduate Asian entrants remained steady at 7% in 2015/16 and 2022/23.

There was an overall decrease of 11% in undergraduate Black entrants from 2015/16 to 2022/23. 2020/21 had the largest number of undergraduate Black entrants (1,760), this was 7% of the population, 2 percentage points lower than 2015/16. There was a decline of 3 percentage points overall from 2015/16 to 2022/23 for the undergraduate Black entrants. Postgraduate Black entrants increased by 19% from 2015/16 to 2022/23. The overall population share decreased by 1 percentage point, from 7% in 2015/16 to 6% in 2022/23. In 2016/17, the postgraduate Black entrants reached their peak across the timeseries at 265, increasing population share by 1 percentage point on the previous academic year.

There was an increase of 64% in undergraduate entrants with Mixed or multiple ethnic background from 2015/16 to 2021/22. There was a slight decrease of 7% in 2022/23 (1,255). The undergraduate entrants with Mixed or multiple ethnic background consistently made up 5% of the total population, except in 2021/22 when it increased by 1 percentage point. Postgraduate entrants with Mixed or multiple ethnic background increased by 66% from 2015/16 to 2022/23. Postgraduate entrants with Mixed or multiple ethnic background peaked in 2020/21 at 210. The population share of postgraduate entrants with Mixed or multiple ethnic background increased by 2 percentage points from 2015/16 to 2022/23.

There was an increase of 30% in the undergraduate entrants with any other ethnic background from 2015/16 to 2022/23. There was a peak in entrants in 2020/21 (410), this made up 2% of the total undergraduate population. There was also an increase of 84% in the postgraduate entrants with any other ethnic background from 2015/16 to 2022/23. There was a peak of entrants in 2020/21 (65), this made up 1% of the total postgraduate population.

Chart 7: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by disability marker and level of study, 2015/16 to 2022/23.



Disability Marker  
■ Known impairment, health condition or learning difference  
■ No known impairment, health condition or learning difference & Not know

Chart 7 shows the number of entrants who studied an element of Sociology from 2015/16 to 2022/23 by disability marker and level of study.

Students are not obliged to report a disability if they have one. Jisc therefore advises that the figures reported in analyses are derived from a subset which may not be representative of the total student population. Only those students known to have a disability are used in onward reporting, missing data and students recorded as 'No known impairment, health condition or learning difference', 'Prefer not to say' and 'Not available' are grouped into 'No known disability'.

The majority of undergraduate entrants had no known impairment, health condition or learning difference across the timeseries. The number of undergraduate entrants with known impairment, health condition or learning difference increased by 136% from 2015/16 to 2022/23. The proportion of undergraduate entrants with a known impairment, health condition or learning difference increased from 2015/16 to 2022/23 by 8 percentage points (13% in 2015/16, 21% in 2022/23- which was the peak).

Similarly, the majority of postgraduate entrants had no known impairment, health condition or learning difference across the timeseries. The number of postgraduate entrants with known impairment, health condition or learning difference increased by 181% from 2015/16 to 2022/23. The percentage share of undergraduate entrants with a known impairment, health condition or learning difference increased across the timeseries by 7 percentage points (12% in 2015/16, 19% in 2022/23).

Chart 8: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by disability, 2015/16 to 2022/23.

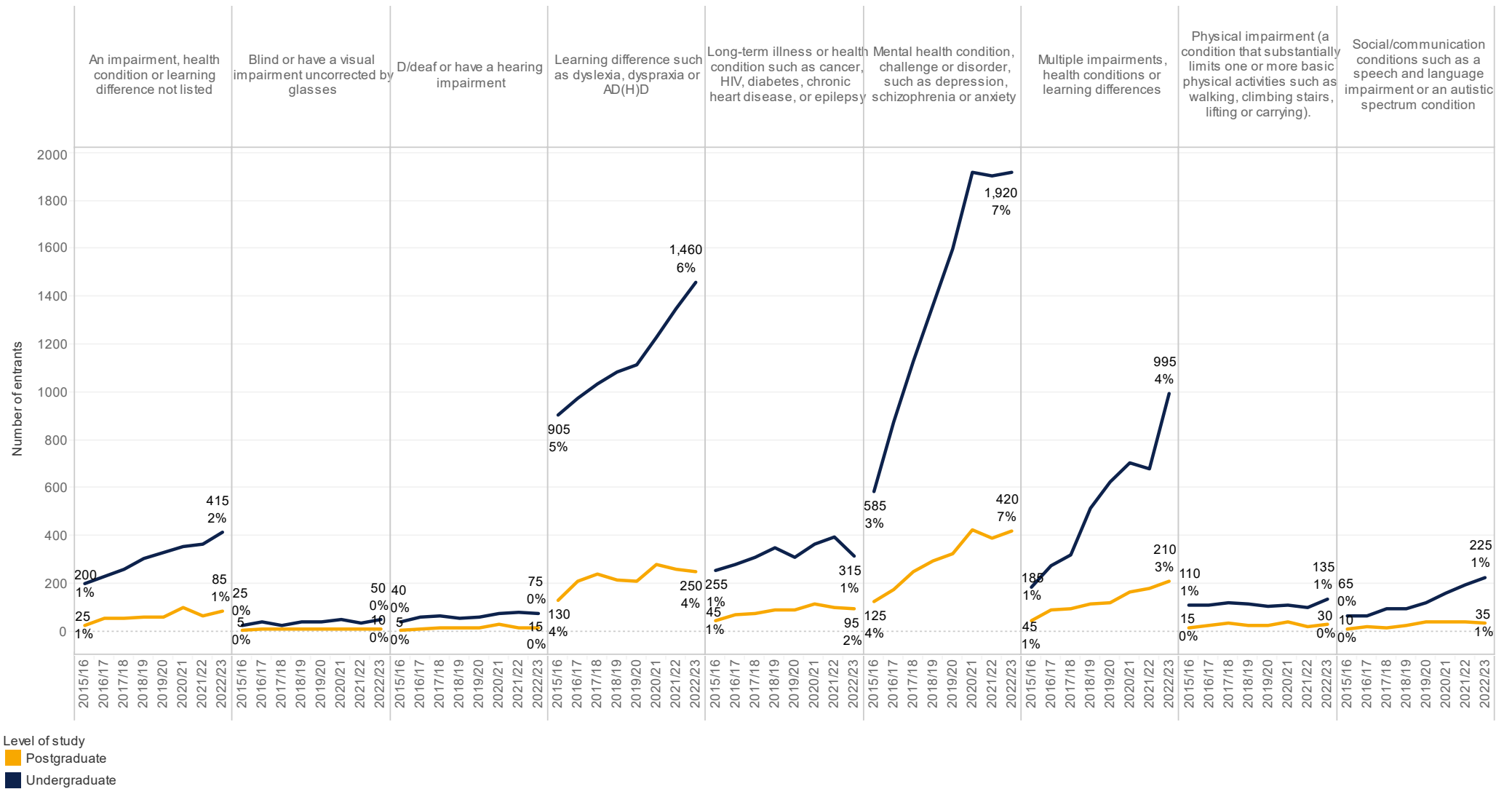


Chart 8 shows the number of entrants who studied an element of Sociology from 2015/16 to 2022/23<sup>13</sup> by disability and level of study. The no known impairment, health condition or learning difference has been excluded from Chart 8 but the percentage calculations display the percentage total across all possible returns including no known impairment, health condition or learning difference.

Undergraduate entrants reporting mental health condition, challenge or disorders increased by 229% from 2015/16 to 2022/23. This category had the greatest increase in share of population by 4 percentage points from 2015/16 (585) to 2022/23 (1,920). This trend was also apparent in postgraduate entrants; it increased by 241% from 2015/16 to 2022/23. The share of population increased by 3 percentage points from 2015/16 (125) to 2022/23 (420).

Entrants with multiple impairments, health conditions or learning difficulties disabilities experienced the second largest increase of 435% from 2015/16 to 2022/23. In 2015/16, 185 undergraduate entrants reported multiple impairments, health conditions or learning difficulties, this increased to 995 in 2022/23.

Undergraduate entrants reporting multiple impairments, health conditions or learning difficulties increased by 3 percentage points from 2015/16 to 2022/23. In 2015/16, 45 postgraduate entrants reported multiple impairments, health conditions or learning difficulties, this increased to 210 in 2022/23. Postgraduate entrants reporting multiple impairments, health conditions or learning difficulties increased by 345% from 2015/16 to 2022/23.

In 2015/16, the highest number of both undergraduate (905) and postgraduate (130) entrants reported a learning difference such as dyslexia, dyspraxia or AD(H)D category reported the largest number undergraduate. However, in 2022/23 this was surpassed by the highest number of both undergraduate and postgraduate entrants reporting a mental health condition, challenge or disorder.

<sup>13</sup> In 2022/23, the disability category 'Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language' was introduced. In 2022/23, 5 undergraduate entrants and 0 postgraduate entrants who studied an element of Sociology returned this disability category.

Chart 9: Entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by gender identity and level of study, 2020/21 to 2022/23.

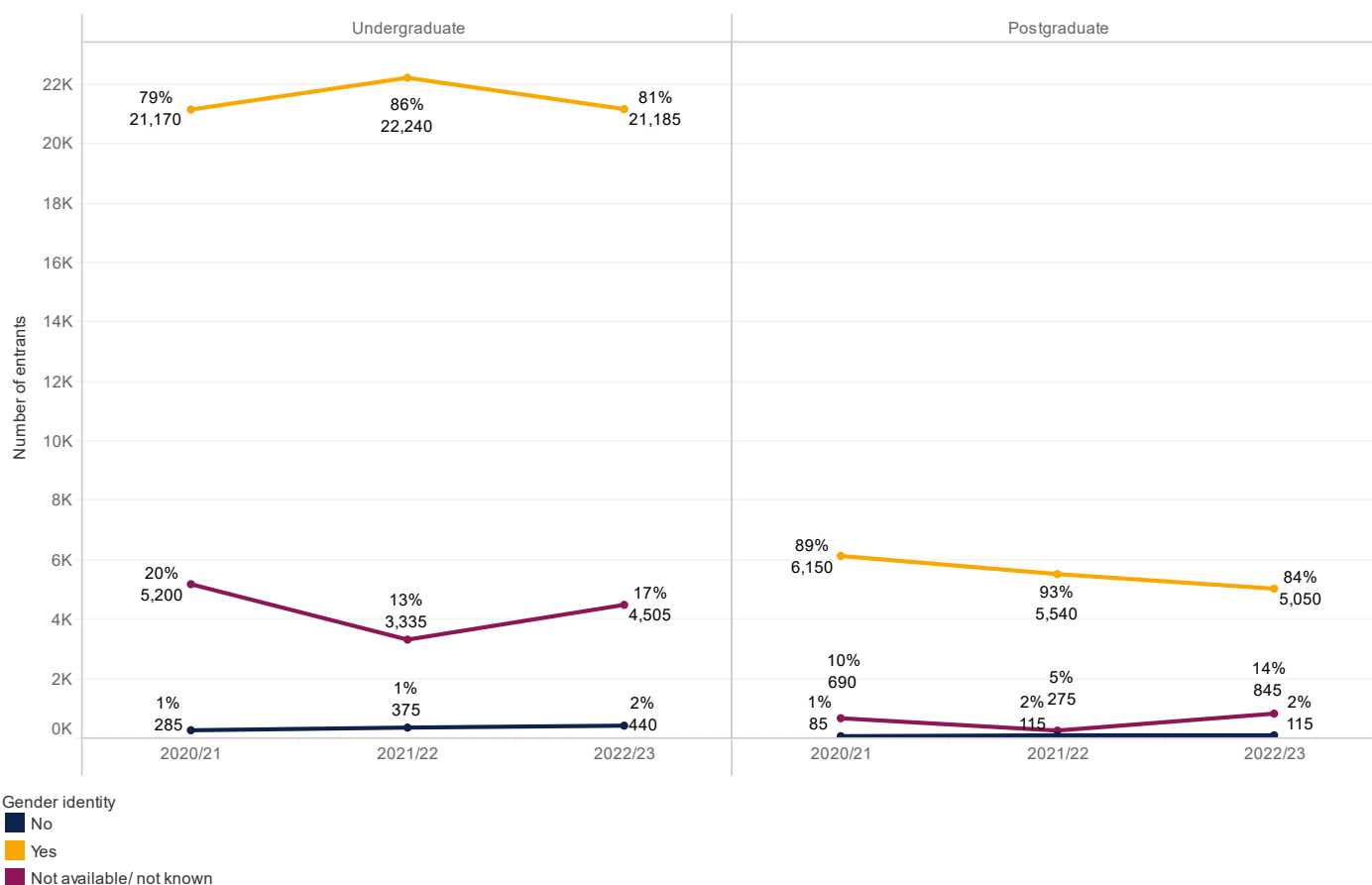


Chart 9 shows the number of entrants who studied an element of Sociology from 2020/21 to 2022/23 by gender identity and level of study. Students should, according to their own self-assessment, indicate if their gender identity is the same as the gender originally assigned to them at birth. Note the coverage of this field has changed over time; prior to 2020/21 it was optional for HE providers to return information, from 2020/21 onwards returns were mandatory from HE providers in England, Northern Ireland and Wales. Returns were still optional for HE providers in Scotland up until 2021/22, in 2022/23 they were no longer required to return this information. When comparing figures at the country of HE provider, Scotland was comparable to other nations up to 2021/22. ‘Information refused’ (2022/22 and prior) and ‘Prefer not to say’ (2022/23) were valid returns which are included in the Not available/ not known.

Entrants who answered No, their gender is not the same as the gender originally assigned to them at birth were the smallest proportion of the population in each academic year for undergrad; entrants increased by 53% for undergraduates and 38% for postgraduates from 2020/21 to 2022/23. The share of population increased by 1 percentage point from 2020/21 to 2022/23 for undergraduates and postgraduates.

In 2022/23, it was optional for HE providers in Scotland to record the transgender status of their students, according to the students own self-assessment they were asked whether they consider themselves to be trans, or have a trans history. Out of 14 HE providers in Scotland, four returned all entrants as not available/ not known, these HE providers are excluded from the following figures. There were 20 undergraduate entrants who studied an element of Sociology who returned ‘Yes’, they considered themselves to be trans or have a trans history, 610 undergraduate entrants returned ‘No’, they do not consider themselves to be trans or have a trans history and 20 undergraduate entrants returned as not available/not known. There were 5 postgraduate entrants who studied an element of Sociology who returned ‘Yes’, they considered themselves to be trans or



have a trans history, 350 postgraduate entrants returned 'No', they do not consider themselves to be trans or have a trans history and 15 postgraduate entrants returned as not available/not known.

The following charts analyse entrants to UK HE providers by region of HE provider. These charts are likely influenced by the number of HE providers within each region offering courses which included an element of Sociology.

**Chart 10: Map of entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by region of HE provider, 2015/16 and 2022/23.**

Count of new entrants studying an element of Sociology in 2015/16

Count of new entrants studying an element of Sociology in 2022/23

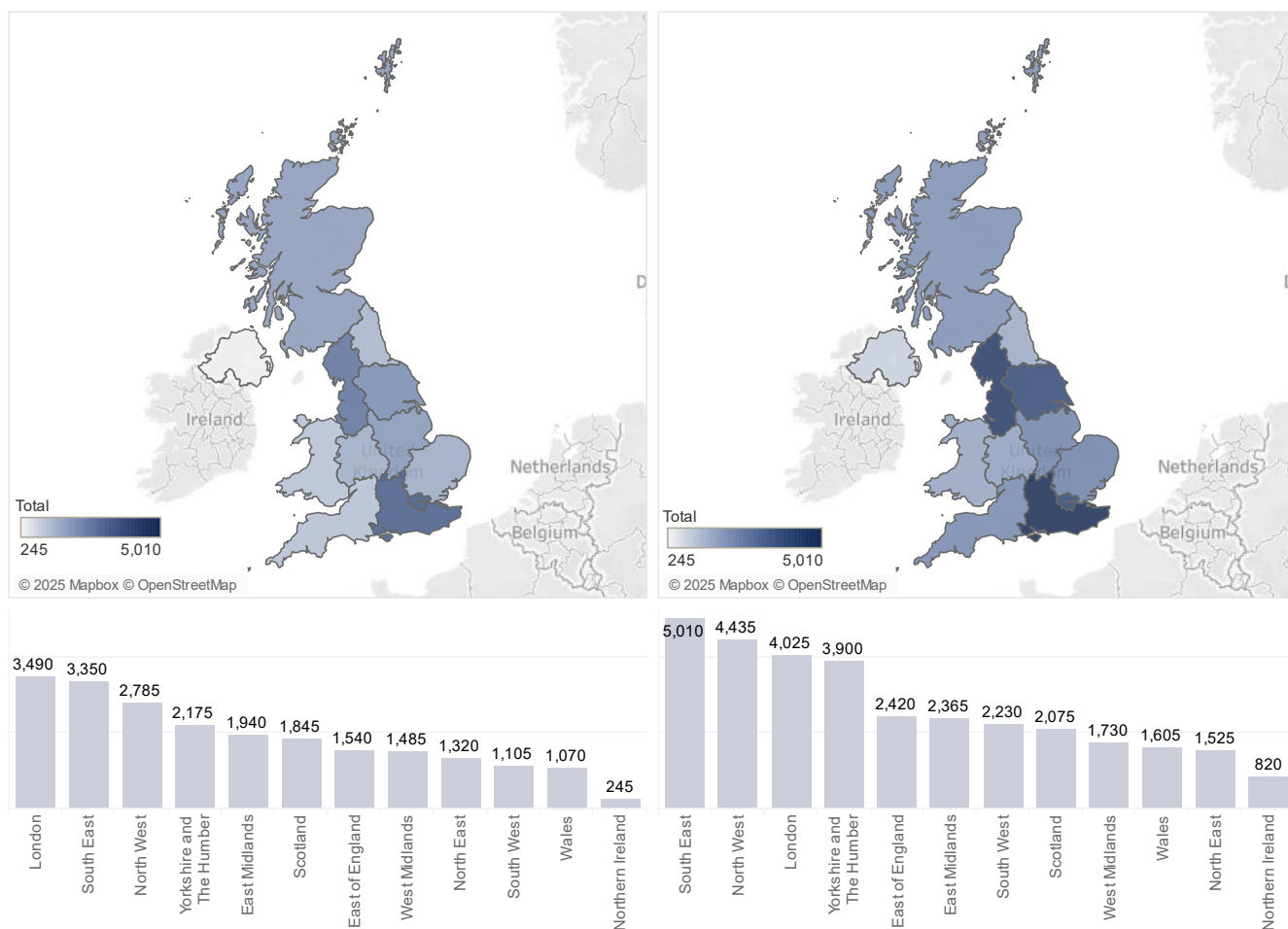


Chart 10 shows the geographic location of entrants who studied an element of Sociology by region of HE provider in 2015/16 and 2022/23.

In 2015/16, entrants were concentrated within London (3,490) and the South East of England (3,350). In 2022/23, the highest number of entrants were found in the South East (5,010) and North West of England (4,435).

Chart 11: Map of undergraduate entrant students enrolled at UK HE providers who studied an element of CAH15-01-02 Sociology by region of HE Provider, 2015/16 and 2022/23.

Count of Undergraduate new entrants studying an element of Sociology in 2015/16

Count of Undergraduate new entrants studying an element of Sociology in 2022/23

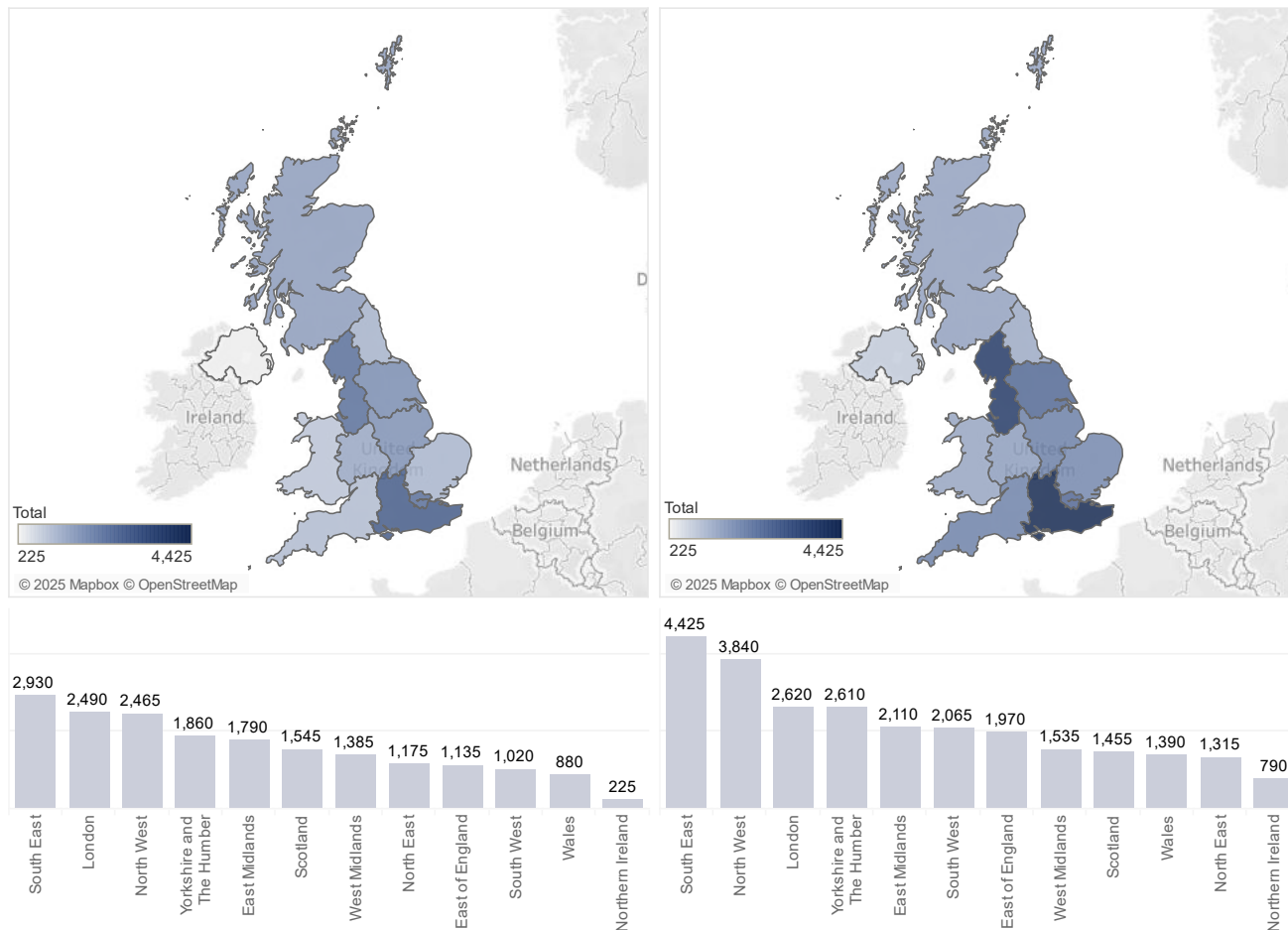
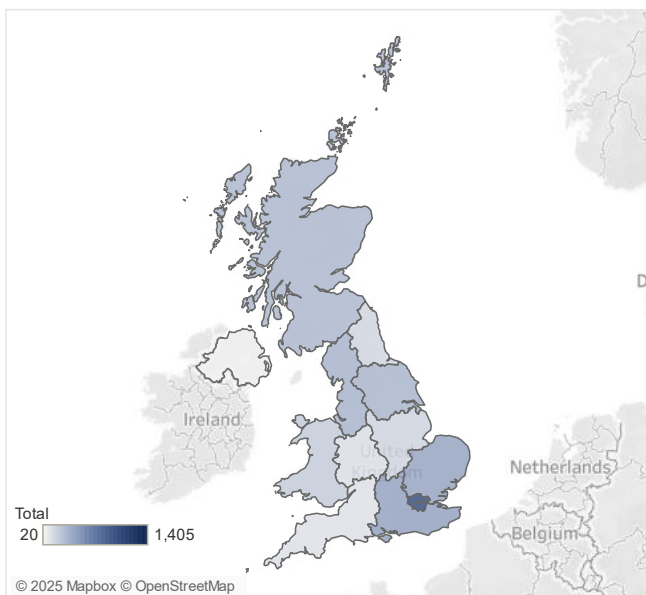


Chart 11 shows the geographic location of entrants who studied an element of Sociology by region of HE provider in 2015/16 and 2022/23.

In both 2015/16 and 2022/23, the South East region had the highest number of undergraduate entrants. In 2022/23, London had the second highest number of entrants in 2015/16 (2,930); the North West had the second highest number of entrants in 2022/23 (4,425).

Chart 12: Map of postgraduate entrant students enrolled at UK HE providers who studied an element of Sociology by region of HE Provider, 2015/16 and 2022/23.

Count of Postgraduate new entrants studying an element of Sociology in 2015/16



Count of Postgraduate new entrants studying an element of Sociology in 2022/23

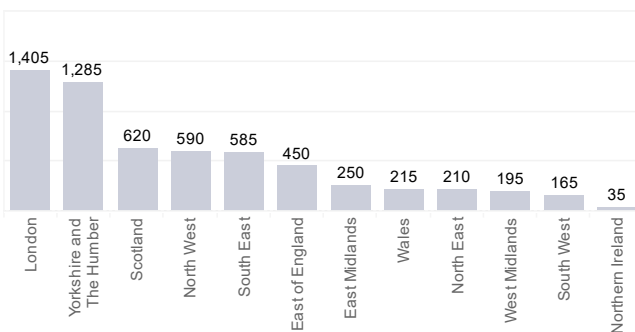
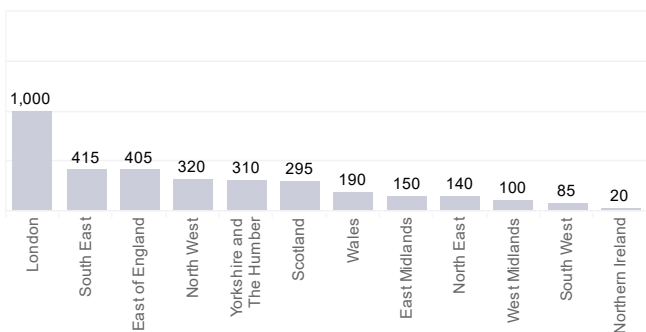
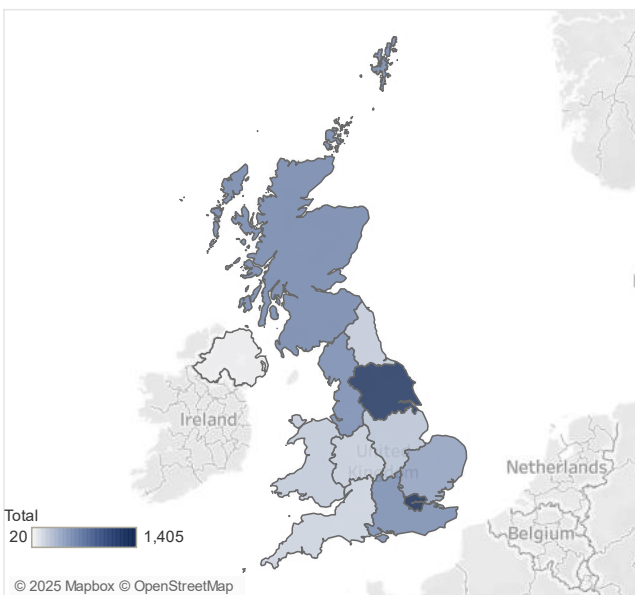
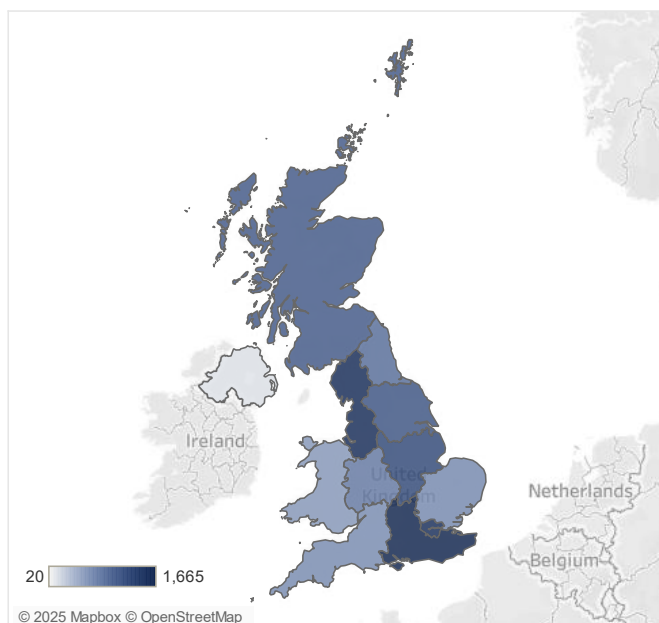


Chart 12 shows the geographic location of postgraduate entrants who studied an element of Sociology by region of HE provider in 2015/16 and 2022/23. London had the highest number of entrants in both academic years. In 2022/23, Yorkshire and the Humber closely followed London as a popular region for postgraduate students to study.

Chart 11 and Chart 12 do show differing landscapes. For the postgraduate population, students were more concentrated at HE providers located in London for both years, and the Yorkshire and the Humber region in 2022/23. Whereas in Chart 11, the undergraduate entrants are more spread across the country; with smaller differences between HE provider regions. As noted, this is likely to be influenced by the differences in the undergraduate and postgraduate provision of courses which included an element of Sociology across the UK regions.

Chart 13: Map of entrant students enrolled at UK HE providers whose course had 100% of time allocated to CAH15-01-02 Sociology by region of HE Provider and level of study, 2015/16.

Undergraduate - 100% Sociology 2015/16



Postgraduate - 100% Sociology 2015/16

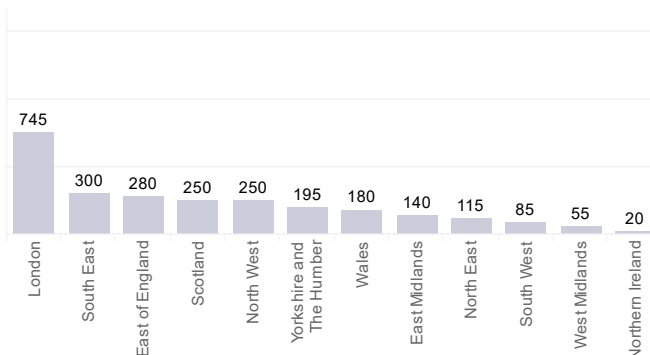
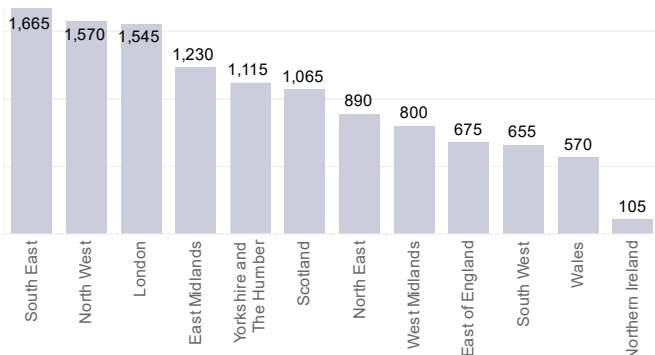
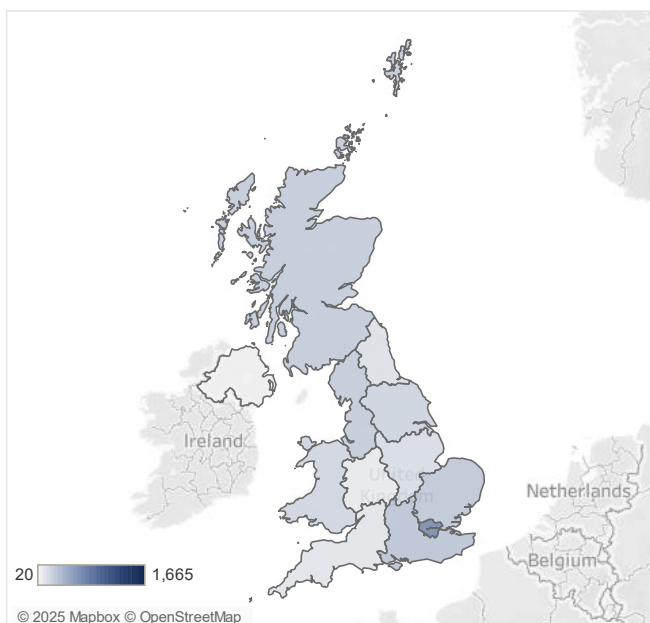


Chart 13 shows the geographic location of undergraduate and postgraduate entrants whose course had 100% of time allocated to Sociology by region of HE provider in 2015/16. In 2015/16, HE providers in the South East region had the highest number of undergraduate entrants (1,665), followed by the North West (1,570) and London (1,545). In contrast, HE providers in London had the highest number of postgraduate entrants (745), followed by the South East (300).

Chart 14: Map of entrant students enrolled at UK HE providers whose course had less than 100% , but more than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2015/16.

Undergraduate - Less than 100%, more than 50% Sociology 2015/16

Postgraduate - Less than 100%, more than 50% Sociology 2015/16

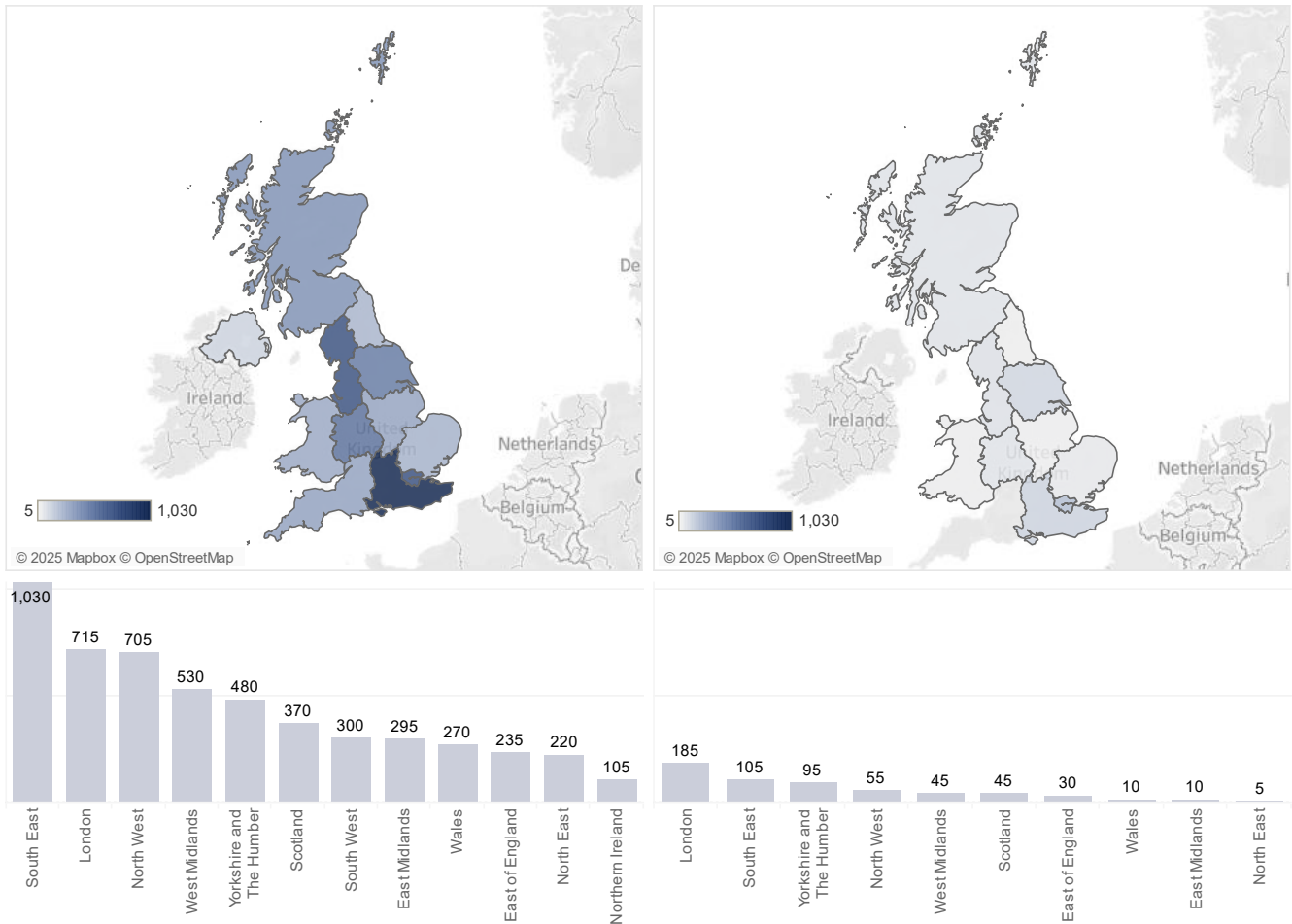
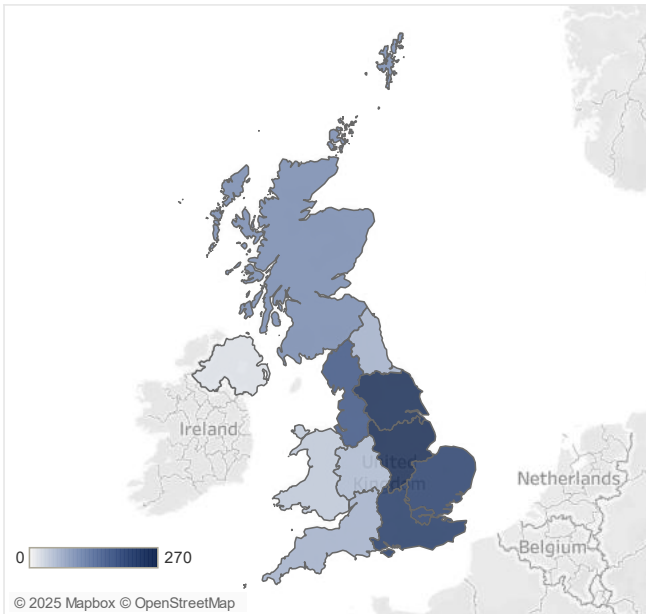


Chart 14 shows the geographic location of undergraduate and postgraduate entrants whose course had less than 100%, more than 50% of time allocated to Sociology by region of HE provider in 2015/16. The South East (1030) followed by London (715) had the highest number of undergraduate entrants. This was reversed for postgraduate entrants.

Chart 15: Map of entrant students enrolled at UK HE providers whose course had less than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2015/16.

Undergraduate - Less than 50% Sociology 2015/16



Postgraduate - Less than 50% Sociology 2015/16

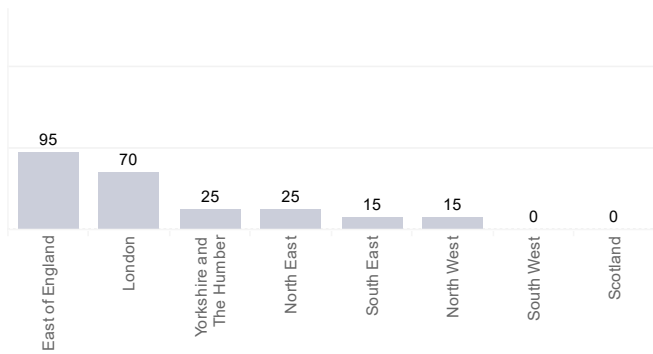
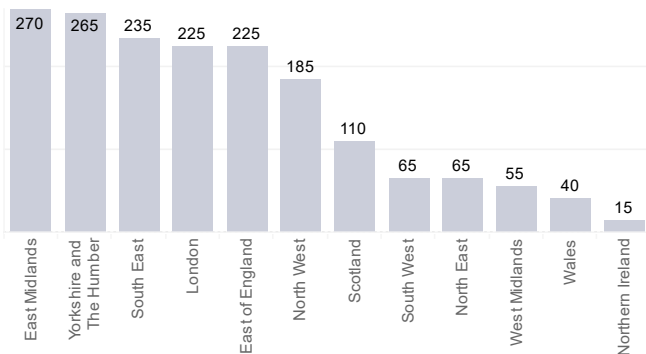
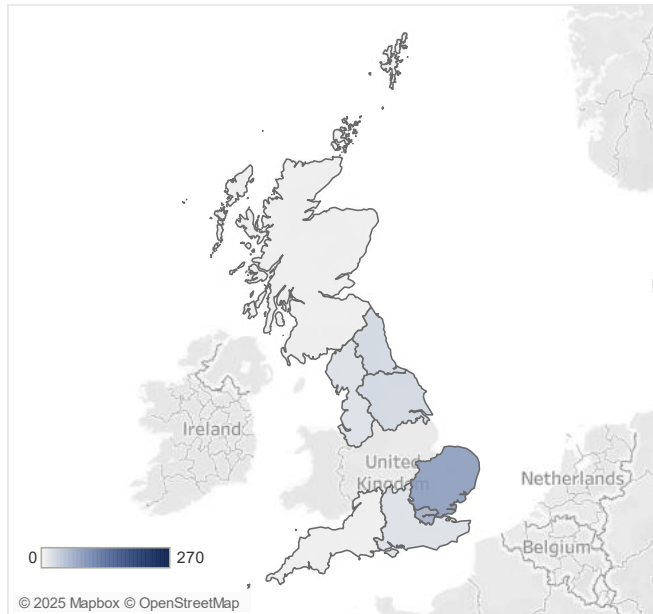
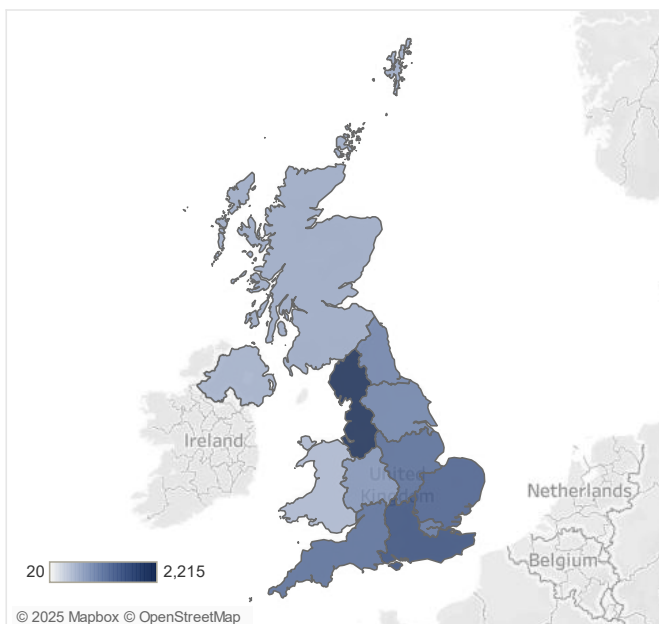


Chart 15 shows the geographic location of undergraduate and postgraduate entrants whose course had less than 50% of time allocated to Sociology by region of HE provider in 2015/16. In 2015/16, HE providers in the East Midlands had the highest number of undergraduate entrants (270), this was followed closely by Yorkshire and the Humber (265). HE providers in the East of England had the highest number of postgraduate entrants in 2015/16 (95); this was followed by London (70) and Yorkshire and the Humber (25) and the North East (25).

Chart 16: Map of entrant students enrolled at UK HE providers whose course had 100% of time allocated to CAH15-01-02 Sociology by region of HE Provider and level of study, 2022/23.

Undergraduate - 100% Sociology 2022/23



Postgraduate - 100% Sociology 2022/23

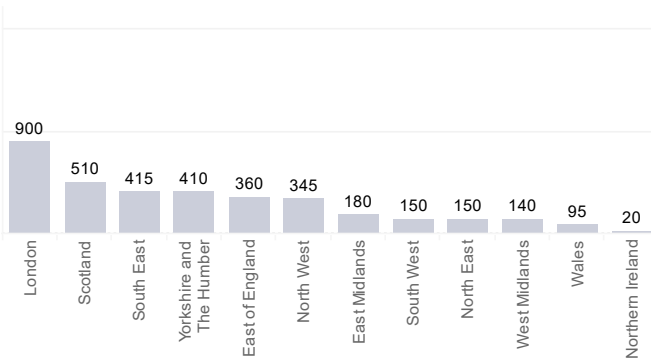
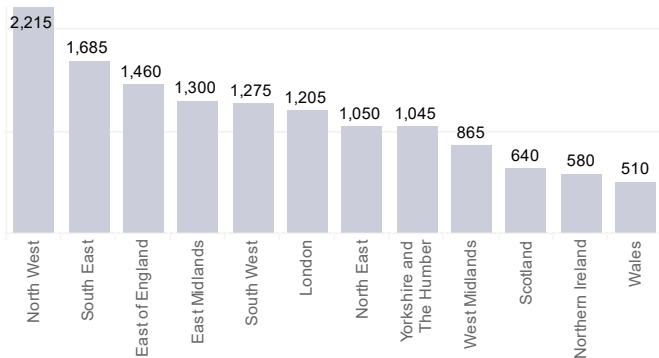
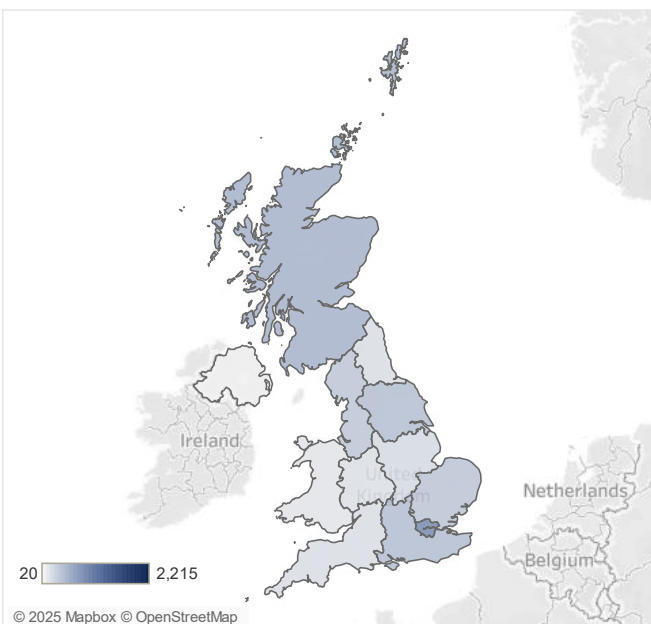


Chart 16 shows the geographic location of undergraduate and postgraduate entrants whose course had 100% of time allocated to Sociology by region of HE provider in 2022/23. In 2022/23, the North West had the highest number of undergraduate entrants (2,215). This was followed by the South East (1,685) and the East of England (1,460). In 2022/23, London had the highest number of postgraduate entrants (900) compared to other regions. This was followed by Scotland (510).

Chart 17: Map of entrant students enrolled at UK HE providers whose course had less than 100% , but more than 50% of time allocated to CAH15-01-02 Sociology by region of HE provider and level of study, 2022/23.

Undergraduate - Less than 100%, more than 50% Sociology 2022/23

Postgraduate - Less than 100%, more than 50% Sociology 2022/23

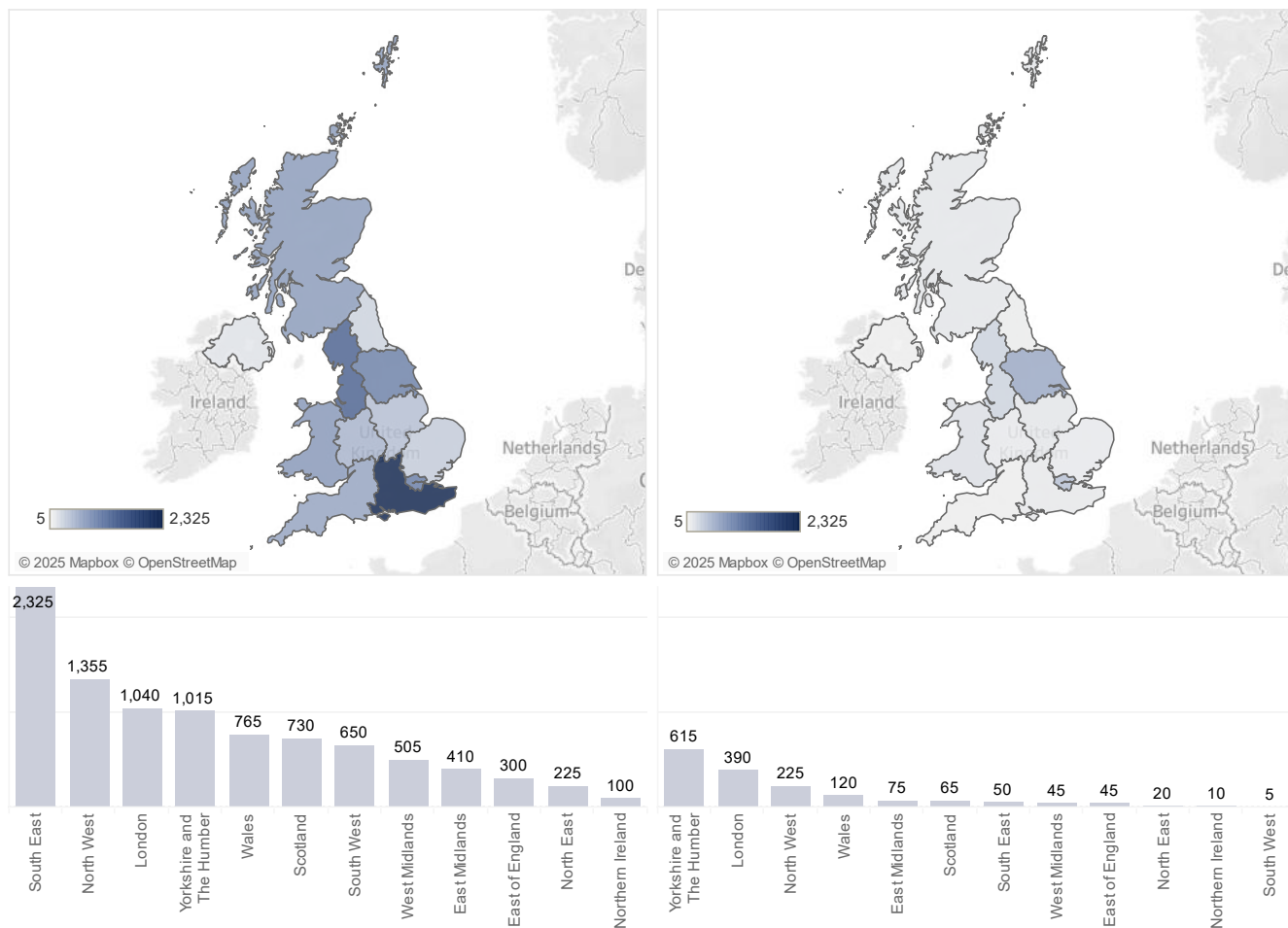


Chart 17 displays the geographic location of undergraduate and postgraduate entrants whose course had less than 100%, more than 50% of time allocated to Sociology by region of HE provider in 2022/23.

The South East saw the largest number of undergraduate entrants in 2022/23, at 2,325 students. This was higher than the North West (1,355); approximately 1000 students less than the number of entrants who studied in the South East. HE providers in Yorkshire and The Humber had the highest number of postgraduate entrants (615) in 2022/23 followed by London (390).



Chart 18: Map of entrant students enrolled at UK HE providers whose course had less than 50% of time allocated CAH15-01-02 Sociology by region of HE provider and level of study, 2022/23.

Undergraduate - Less than 50% Sociology 2022/23

Postgraduate - Less than 50% Sociology 2022/23

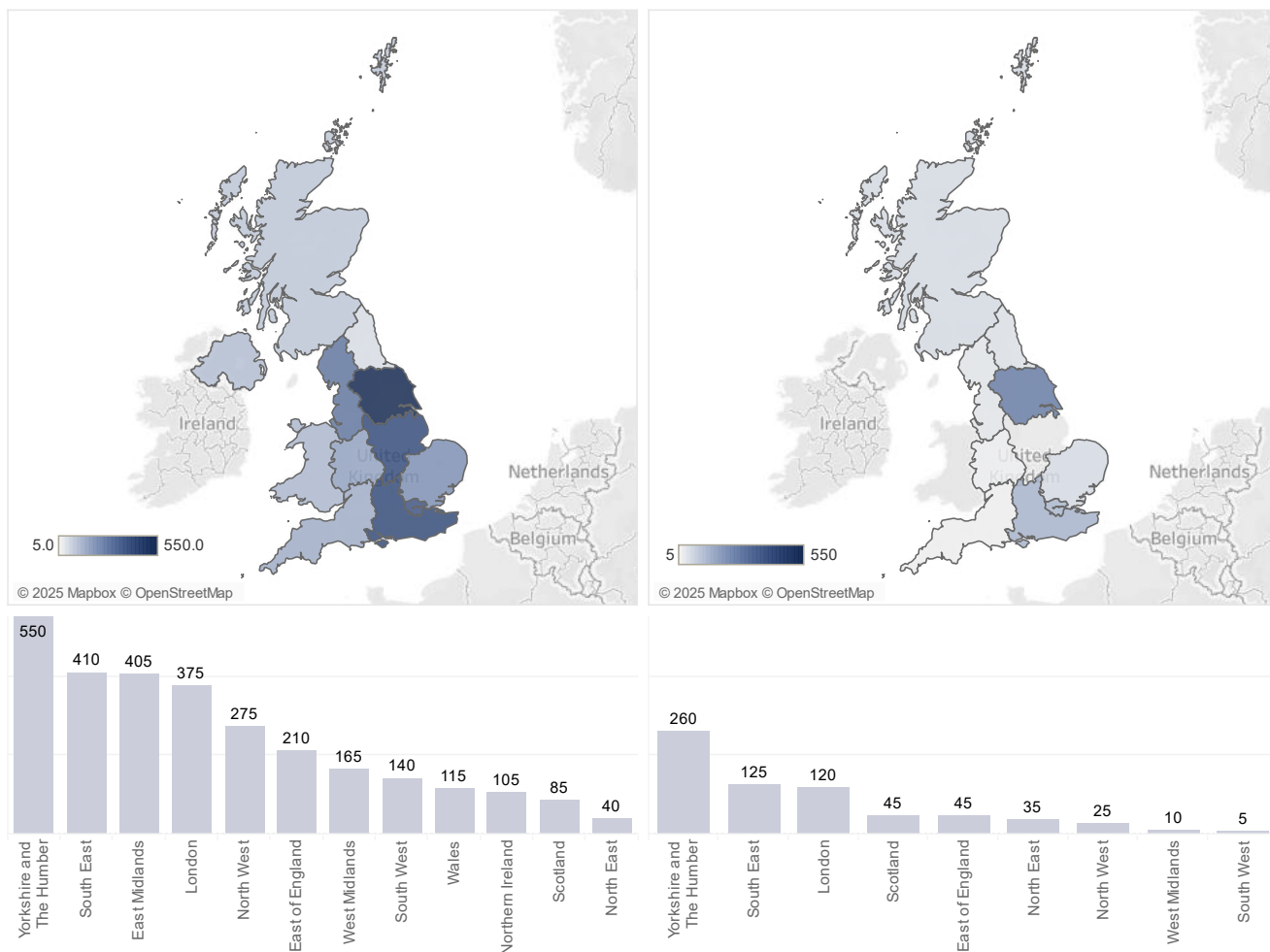


Chart 18 shows the geographic location of undergraduate and postgraduate entrants whose course had less than 50% of time allocated to Sociology by region of HE provider. HE providers based in Yorkshire and the Humber had the highest count of undergraduate entrants in 2022/23 (550), followed by the South East (410) and London (405). At the postgraduate level, HE providers in the region Yorkshire and the Humber had the highest number of entrants (260), followed by the South East (125), and London (120).

## Academic staff

This chapter of the report contains analysis on academic staff at UK HE providers who had an element of Sociology in their current academic discipline from 2015/16 to 2022/23. The data is sourced from the HESA Staff Record.

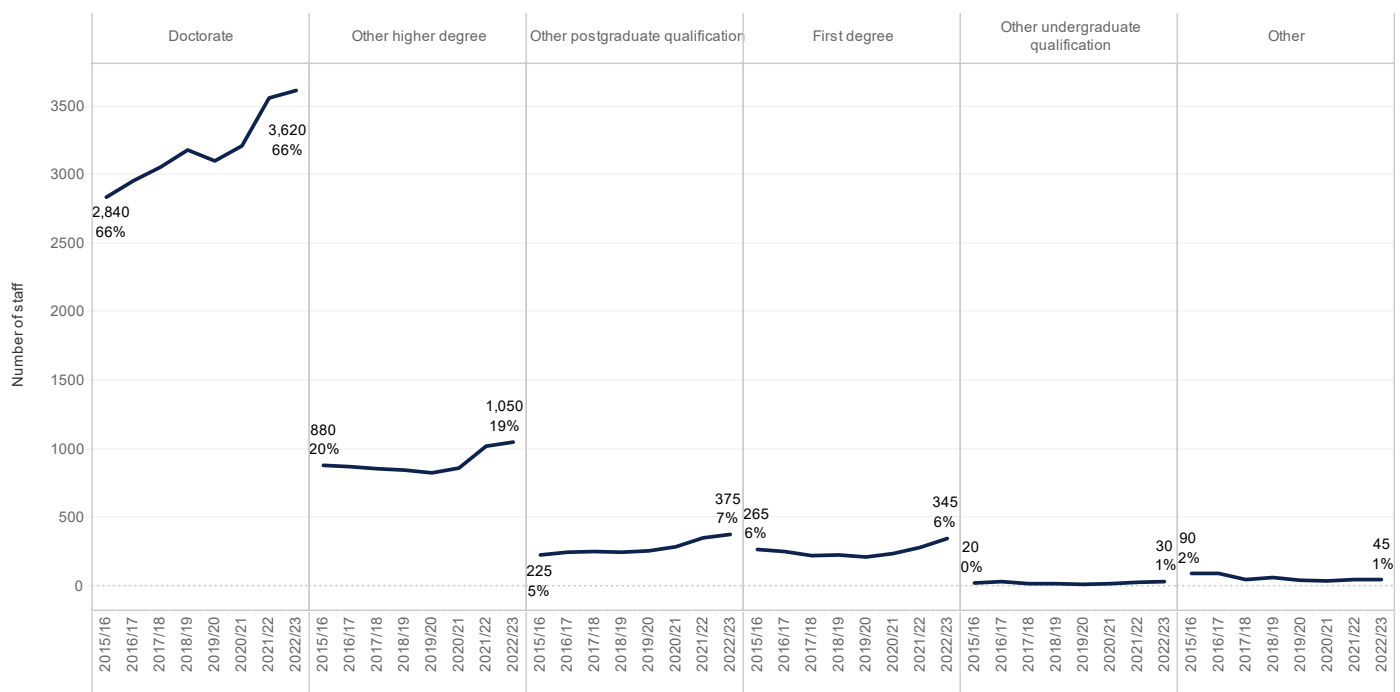
The inclusion of a staff member in the HESA Staff Record depends on the existence of one or more contracts of employment between the HE provider and the individual and/or the liability of the HEP to pay Class 1 National Insurance contributions for that individual.

An academic staff member is an individual who has at least one contract for an academic function<sup>14</sup> and whose contract activity can be categorised as 'Managers, directors and senior officials', 'Professional occupations' or 'Associate professional and technical occupations' as defined by the 2010 Standard Occupational Classification (SOC) major groups 1, 2 or 3. Only staff with at least one active academic contract are included in this analysis.

Each academic staff member who is employed on an open-ended/ permanent or fixed-term contract is required to return the academic discipline(s) currently being taught and/or researched, referred to as their current academic discipline. Only staff members are included in this analysis if they returned at least one of their current academic disciplines as Sociology.

The analysis includes time series comparisons based on highest qualification held, sex, ethnicity, disability, gender identity, terms of employment and region of employment.

**Chart 19: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by highest qualification held, 2015/16 to 2022/23.**



<sup>14</sup> The academic employment function may be teaching, research, teaching and research or neither teaching nor research (where an academic professional that has taken up a senior administrative responsibility but there is no change to the academic function in their contract of employment).

Chart 19 shows academic staff members at UK HE providers with an element of Sociology in their current academic discipline 2015/16 to 2022/23 by highest qualification held<sup>15</sup>. Staff who had an unknown highest qualification are excluded from Chart 19 and percentage calculations.

The majority of academic staff held a Doctorate qualification (66% in both 2015/16 and 2022/23). The percentage increase in academic staff with a Doctorate qualification was 27% from 2015/16 to 2022/23. There was an upward trend in academic staff with a Doctorate qualification across the time series, a decrease in 2019/20 to 3,105 from 3,185 in 2018/19.

Following this, the second largest proportion of academic staff held an other Higher Degree; though there was a decline of 1 percentage point from 2015/16 to 2022/23 (20% to 19%). The percentage increase in academic staff with an other Higher Degree was 19% from 2015/16 to 2022/23. There was a decrease in academic staff with an other Higher Degree between 2015/16 and 2019/20 (825 staff members), however from 2019/20 to 2022/23, there was an annual increase up to 1,050 by 2022/23.

The remainder of the academic staff held other postgraduate, first degree and other undergraduate qualifications in small proportions across the time series.

<sup>15</sup> Doctorate includes doctorate degrees. Other higher degree includes other higher degrees (including masters degrees). Other postgraduate qualification includes other postgraduate qualifications (including professional qualifications) and Postgraduate and Professional Graduate Certificates in Education (PGCE). First degree includes first degrees (including those with Qualified Teacher Status (QTS)). Other undergraduate qualification includes other qualifications at first-degree level (including professional qualifications), Diploma of Higher Education (DipHE), Higher National Diploma (HND), Higher National Certificate (HNC) and all other undergraduate qualifications (including professional qualifications). Other includes A level, Scottish Higher or equivalent (NVQ/SVQ Level 3); O level/GCSE or equivalent (NVQ/SVQ Level 2); other qualifications and no qualifications.

Chart 20: Academic staff at UK HE provider with an element of CAH15-01-02 Sociology in their current academic discipline by Sex, 2015/16 to 2022/23.

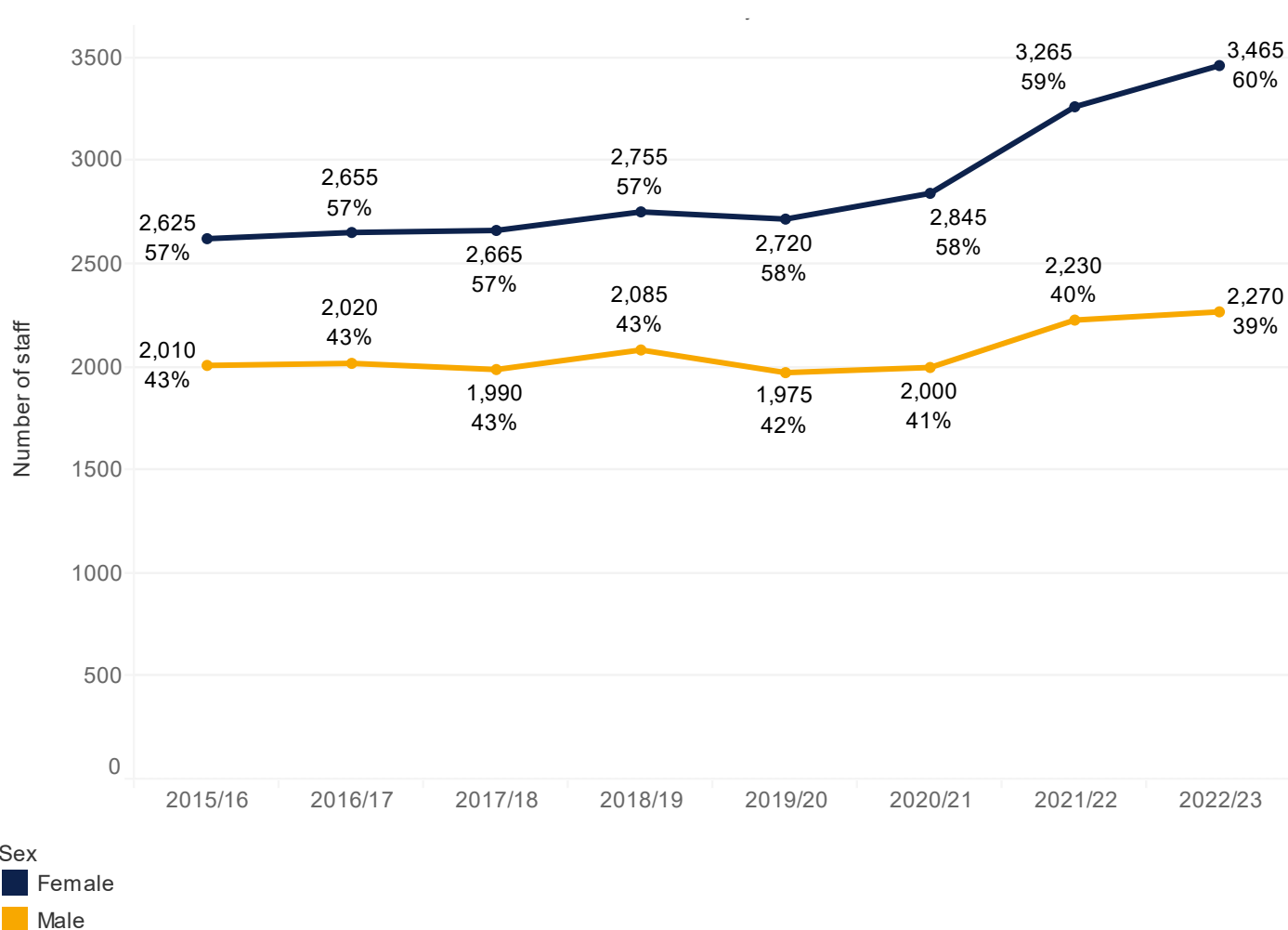


Chart 20 shows academic staff at UK HE providers with an element of Sociology in their current academic discipline from 2015/16 to 2022/23 by Sex.

The majority of academic staff across 2015/16 to 2022/23 were female, with a percentage increase of 32% from 2015/16 to 2022/23. In 2022/23, the proportion of the academic staff who were female was 60%, this proportion had increased year on year from 2020/21 to 2022/23 by 1 percentage points. The percentage increase of academic male staff was 13% from 2015/16 to 2022/23; this is less growth than in the academic female staff population.

Chart 20 illustrates that the balance between males and females had become less equal over the time series. The proportion of female to male academic staff remained consistent between 2015/16 to 2018/19; 57% were female, and 43% were male. However, the proportion of female academic staff increased consistently over the subsequent years from 2019/20 to 2022/23.

The sex field includes an Other<sup>16</sup> category. In 2022/23, 15 staff members were Other sex. From 2017/18 to 2021/22, Other sex staff members did not exceed 30 per academic year.

<sup>16</sup> Prior to 2022/23 the sex field was based on a person's choice of sex. Other is included for staff whose sex aligns with terms such as intersex, androgyne, intergender, ambigender, gender fluid, polygender and gender queer.

From 2022/23, additional guidance provided meant that sex should be based on what is recorded in the person's legal documents such as their birth certificate, Gender Recognition Certificate, or passport. The definition of 'Other' has been

Chart 21: Academic staff at UK HE provider with an element of CAH15-01-02 Sociology in their current academic discipline by Black Asian and Minority Ethnic (BAME) marker, 2015/16 to 2022/23.

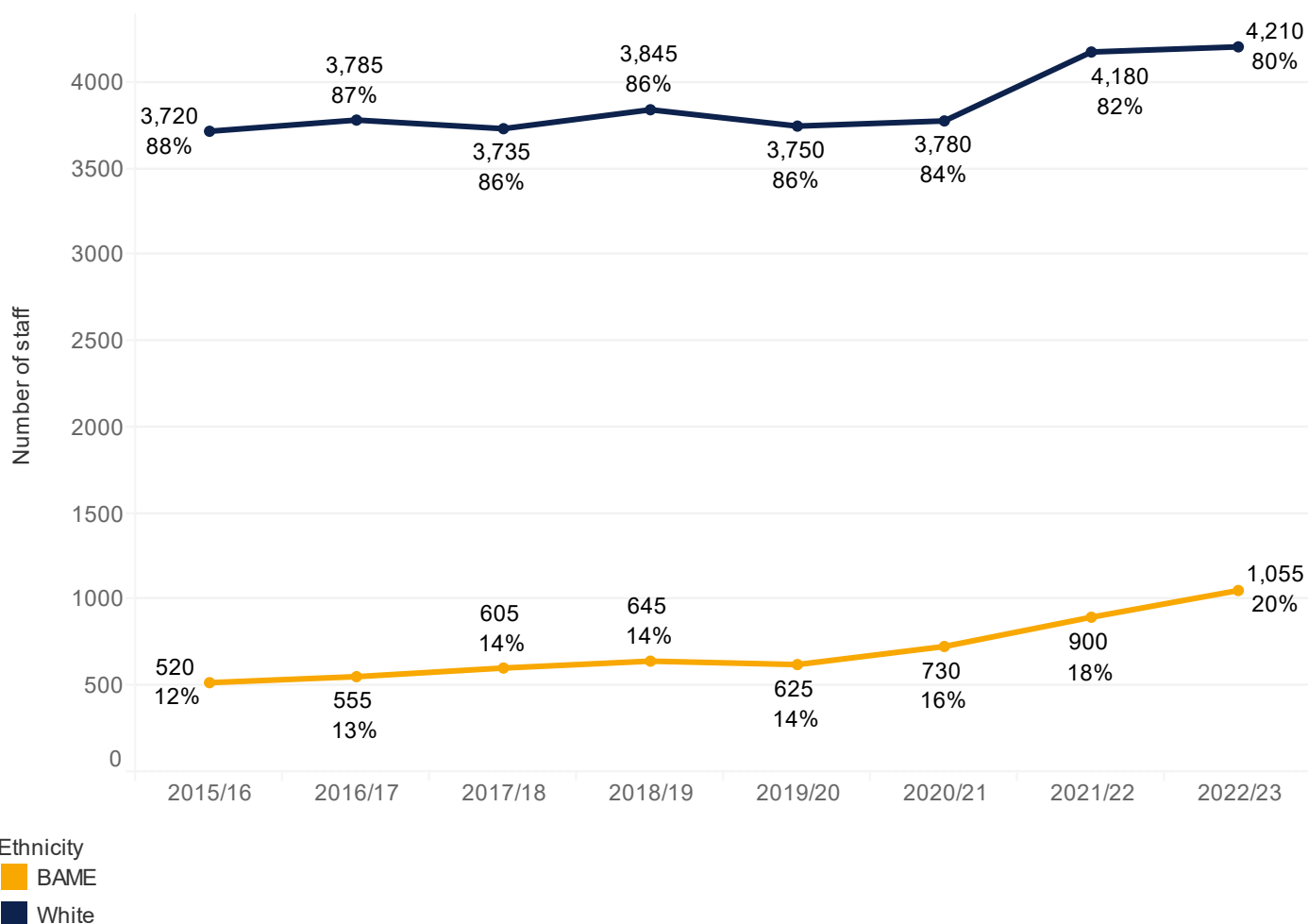


Chart 21 shows the academic staff at UK HE providers with an element of Sociology in their current academic discipline from 2015/16 to 2022/23 by a BAME marker.

The majority of academic staff in 2015/16 to 2022/23 were of White ethnicity with a percentage increase of 13% from 2015/16 to 2022/23.

BAME academic staff increased year-on-year, with the exception of 2019/20 which saw a reduction of 20 staff members. The number of BAME academic staff doubled from 2015/16 to 2022/23. From 2019/20, the proportion of BAME academic staff increased year-on-year by 2 percentage points consistently up to 2022/23.

updated. 'Other' now refers to a third sex that is legally recognized by another country. Additionally, a 'Not known' value has been introduced. This category applies to staff who explicitly state that they do not wish to provide the information or in cases where it is not possible to supply the information, such as following the event of a cyber-attack.

Chart 22: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by Black Asian and Minority Ethnicity (BAME) , 2015/16 to 2022/23.

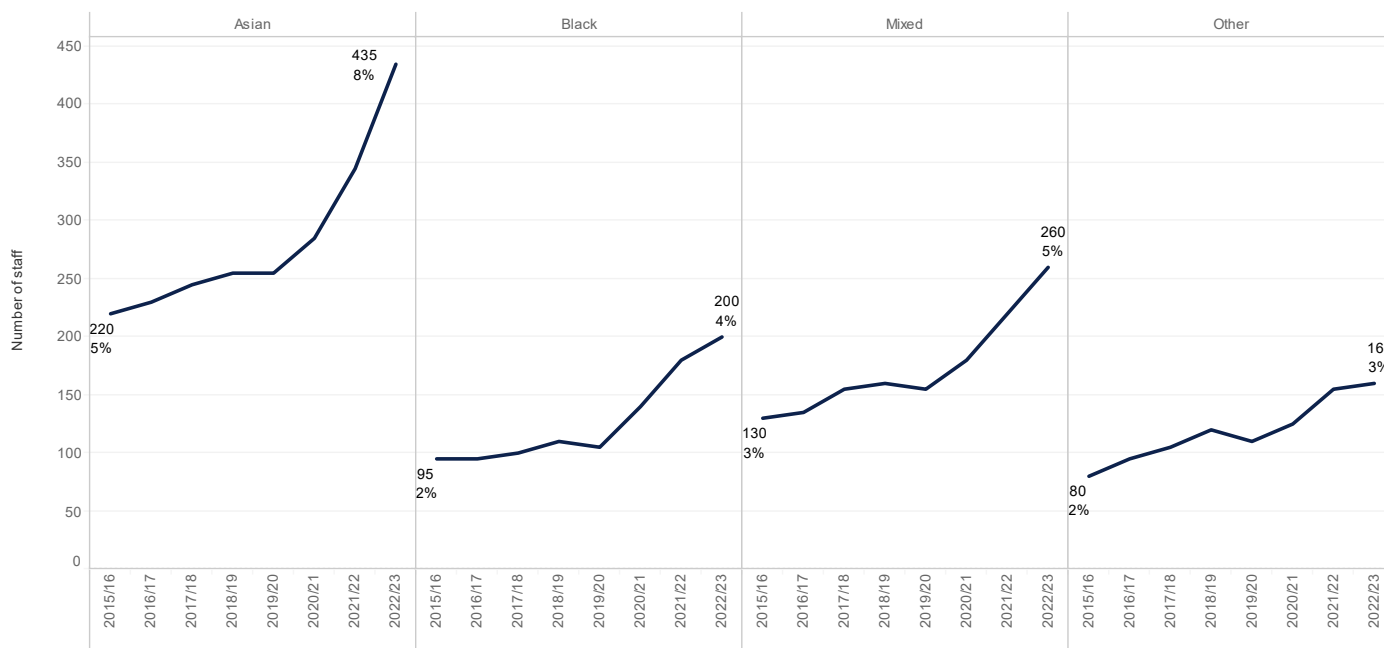


Chart 22 is an extension of Chart 21; Chart 22 shows the academic staff at UK HE providers with an element of Sociology in their current academic discipline 2015/16 to 2022/23 by Minority Ethnic group. Academic staff of White ethnicity have been excluded from Chart 22, but percentage calculations are based on totals across all ethnicities including White ethnicity.

As illustrated by Chart 22, Asian academic staff had the largest population out of all the minority ethnic groups, with 5% population share in 2015/16 and 8% population share in 2022/23. This ethnic group had the largest increase in population share of 3 percentage points from 2015/16 to 2022/23. Asian academic staff almost doubled in size from 2015/16 to 2022/23.

There was an increase in the proportion of Black academic staff from 2015/16 to 2022/23, with an increase of 2 percentage points. Black academic staff had a percentage increase from 2015/16 to 2022/23 of 116%. Overall, Black academic staff increased across the timeseries, with only one year-on-year decline in 2019/20, from 110 in 2018/19 to 105 in 2019/20.

Academic staff with Mixed ethnicity had an increase in population share of 2 percentage points from 2015/16 to 2022/23. There was a percentage increase of 103% of academic staff with mixed ethnicity from 2015/16 to 2022/23. There was an increase in academic staff with mixed ethnicity over the timeseries, with only one year-on-year decrease in 2019/20, from 160 in 2018/19 to 155 in 2019/20.

Academic staff with other ethnicity had the smallest proportion of all minority ethnic groups in 2022/23 and the smallest growth across the timeseries, increasing by only 1 percentage point. There was a percentage increase of 105% of academic staff with other ethnicity from 2015/16 to 2022/23. Academic staff with other ethnicity saw a decrease in 2019/20, from 120 in 2018/19 to 110 in 2019/20.

Chart 23: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by disability marker, 2015/16 to 2022/23.

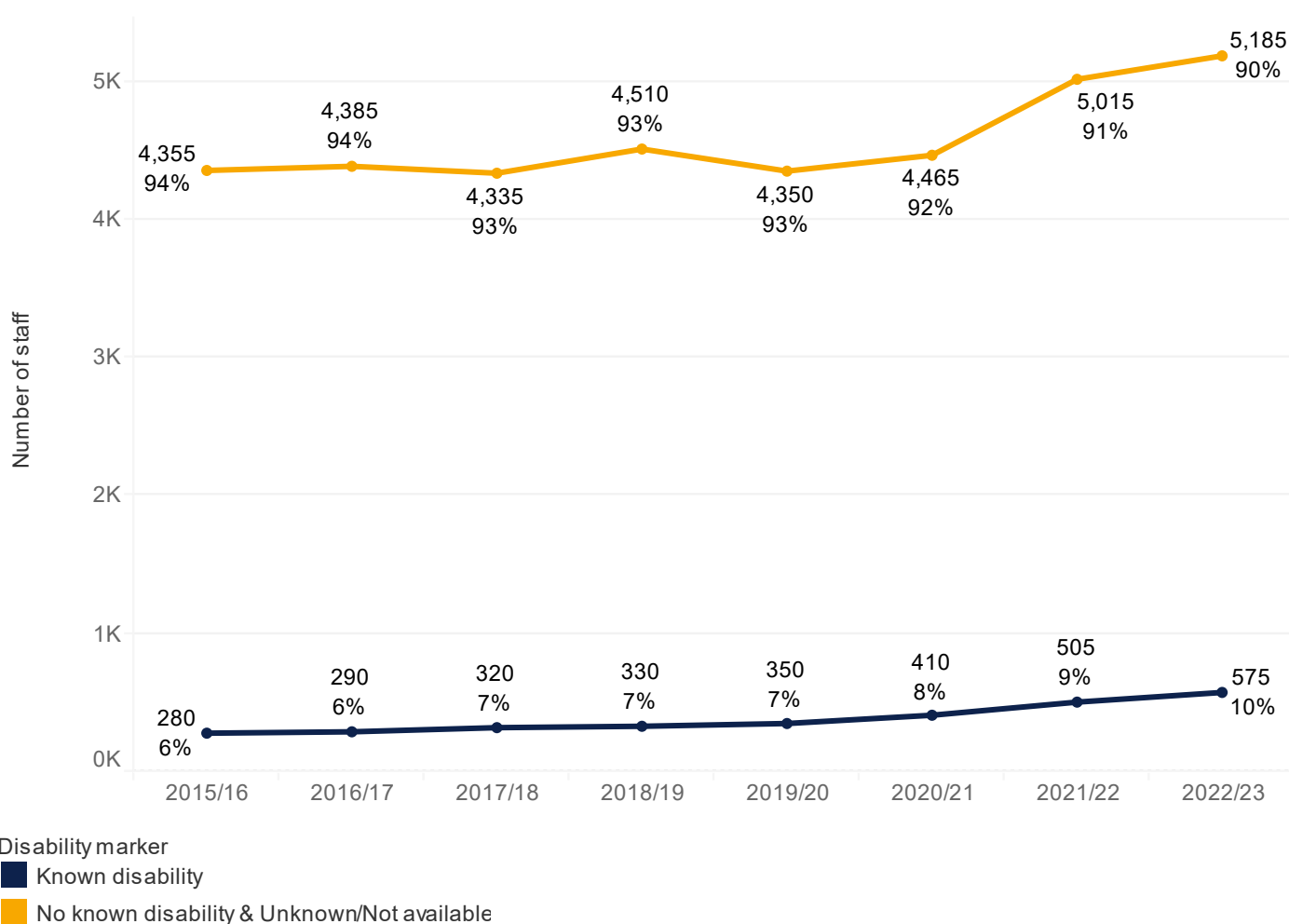


Chart 23 shows the academic staff at UK HE providers with an element of Sociology in their current academic discipline 2015/16 to 2022/23 by disability marker. Academic staff who reported no known disability or unknown or not available disability information have been combined. Note that analysis is based on those academic staff who chose to declare a disability to their employer and therefore may not fully represent all academic staff with an element of Sociology in their current academic discipline with a known disability.

A minority of academic staff reported a known disability across the timeseries. The proportion of academic staff with known disability increased year-on-year by 1 percentage point from 2016/17 to 2017/18, and by 3 percentage points from 2019/20 to 2022/23. There was a 106% increase in academic staff members who reported a known disability from 2015/16 to 2022/23.

Chart 24: Academic staff UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by disability, 2015/16 to 2022/23.

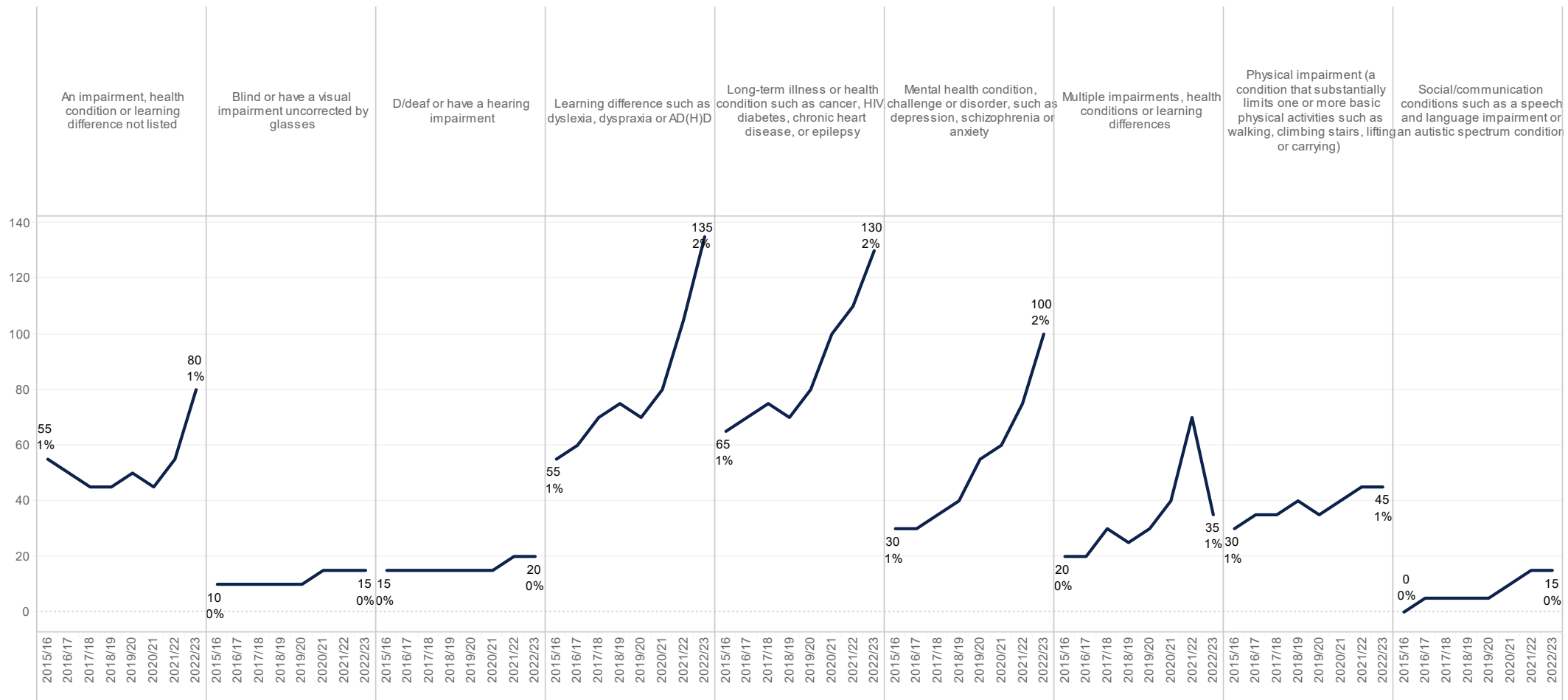




Chart 24 shows the number of academic staff with an element of CAH15-01-02 Sociology in their current academic discipline by disability<sup>17</sup>. The no known impairment, health condition or learning difference data has been excluded from Chart 24 but the percentage calculations display the percentage total across all possible returns including no known impairment, health condition or learning difference.

Staff reporting learning difference such as dyslexia, dyspraxia or AD(H)D increased by 157% from 2015/16 to 2022/23. This disability category had the highest staff number in 2022/23 (135). Staff reporting long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy increased by 94% from 2015/16 to 2022/23. This disability category had the highest staff number in 2015/16 (65).

Staff should, according to their own self-assessment, indicate if their gender identity is the same as their sex registered birth. Note the coverage of this field has changed over time; prior to 2022/23 it was optional for all HE providers to return this information. For 2022/23, this field became mandatory for HE providers in England and Wales, but optional for HE providers in Northern Ireland. This was not collected for HE providers in Scotland. Nine HE providers returned only not known/not available in 2022/23. In 2022/23, 2,520 staff identified 'Yes', their gender identity is that assigned at birth, 40 staff identified 'No', their gender identity is not that assigned at birth, 2,570 staff were identified as not known/not available.

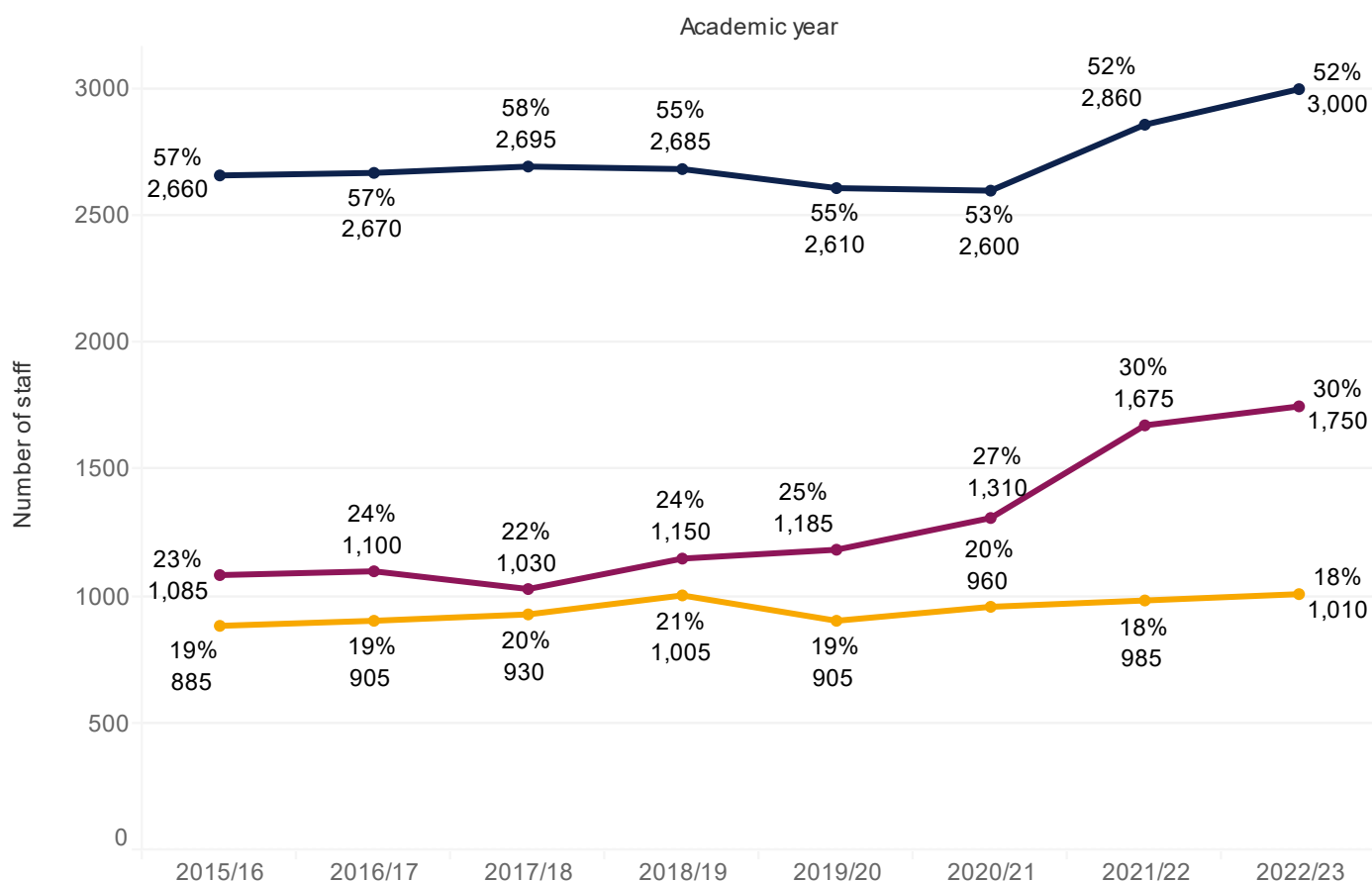
For HE providers in Scotland in 2022/23, it was optional for them to record the transgender status of the member of staff. Out of four HE providers in Scotland who returned data for academic staff with an element of Sociology in their current academic discipline, 65 returned 'No', they do not consider themselves to be trans or have a trans history, 0 staff returned 'Yes', that they consider themselves to be trans or have a trans history, 105 staff identified as not available/prefer not to say.

Staff can have one or more contract of employment at a HE provider and each contract can have one or more activities. For the analysis in this report, all the academic contracts for each academic staff member were ordered alongside the full-time equivalent<sup>18</sup> (FTE) associated with each contract. The FTE was summed for the different types of academic employment function; teaching only, research only, both teaching and research and neither (an example here would be an academic staff member who had taken up a senior administrative responsibility but there is no change to the academic function in their contract of employment). The academic employment function with the highest FTE is reported in the following charts for academic staff, which is defined as their 'main' academic employment function. Please note this methodology is bespoke for this analysis and so will differ to other published analysis.

<sup>17</sup> In 2022/23, the disability category 'Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language' was introduced. In 2022/23, 0 academic staff with an element of CAH15-01-02 Sociology in their current academic discipline returned this disability.

<sup>18</sup> Staff full-time equivalent (FTE) is defined by the contract(s) of employment and is proportioned to each activity's cost centre. FTE indicates the proportion of a full-time year being undertaken over the course of the academic year. The FTE is therefore counted using a population of staff who were active during the active year. Only staff with FTE greater than 0 are included.

Chart 25: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by academic employment function, 2015/16 to 2022/23.



Main academic employment function

- Academic contract that is both teaching and research
- Academic contract that is teaching only
- Academic contract that is research only

Chart 25 shows the academic staff at UK HE providers with an element of Sociology in their current academic discipline from 2015/16 to 2022/23 by academic employment function.

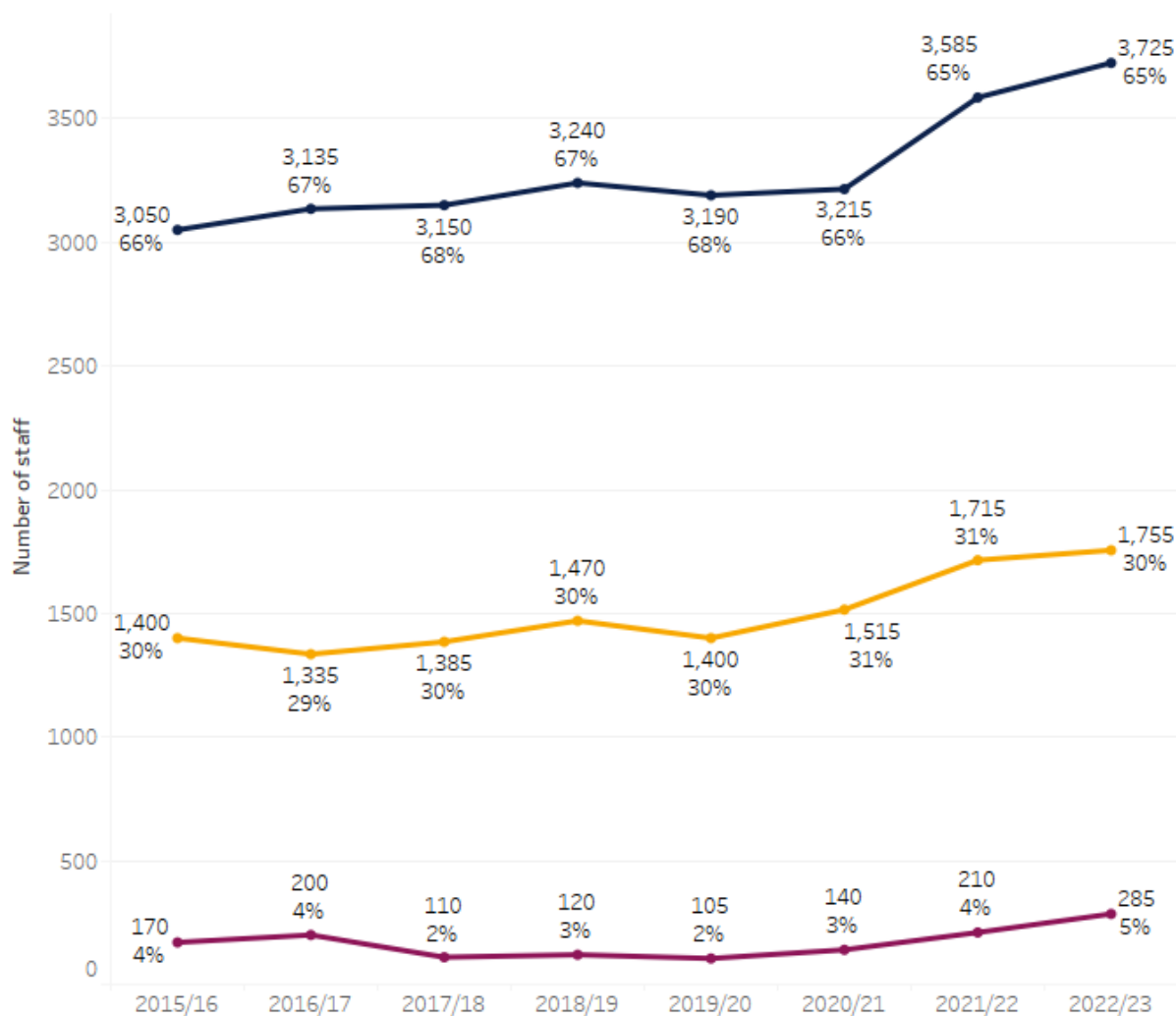
The majority of academic staff were involved in both teaching and research, this increased by 13% from 2015/16 to 2022/23.

There was a 61% increase in academic teaching-only staff from 2015/16 to 2022/23. Although there was an increase in academic staff with research-only contracts, their proportion remained relatively stable, with a 1 percentage point change from 2015/16 to 2022/23. The number of research-only staff increased by 14% from 2015/16 to 2022/23.

From 2020/21 to 2021/22 experienced the largest year-on-year increase in the proportion of total staff with contracts for teaching only of 3 percentage points. Despite this growth, the proportion of staff on teaching and research contracts decreased by 1 percentage point, while the proportion of teaching-only staff increased by 3 percentage points from 2020/21 to 2021/22.

Those that had academic employment function of neither teaching or research did not exceed 5 in any of the academic years.

Chart 26: Academic staff at UK HE providers with an element of CAH15-01-02 Sociology in their current academic discipline by mode of employment, 2015/16 to 2022/23.



Main mode of employment

- Full-time
- Part-time
- Dormant

Chart 26 shows the academic staff at UK HE providers with an element of Sociology in their current academic discipline from 2015/16 to 2022/23 by main mode of employment.

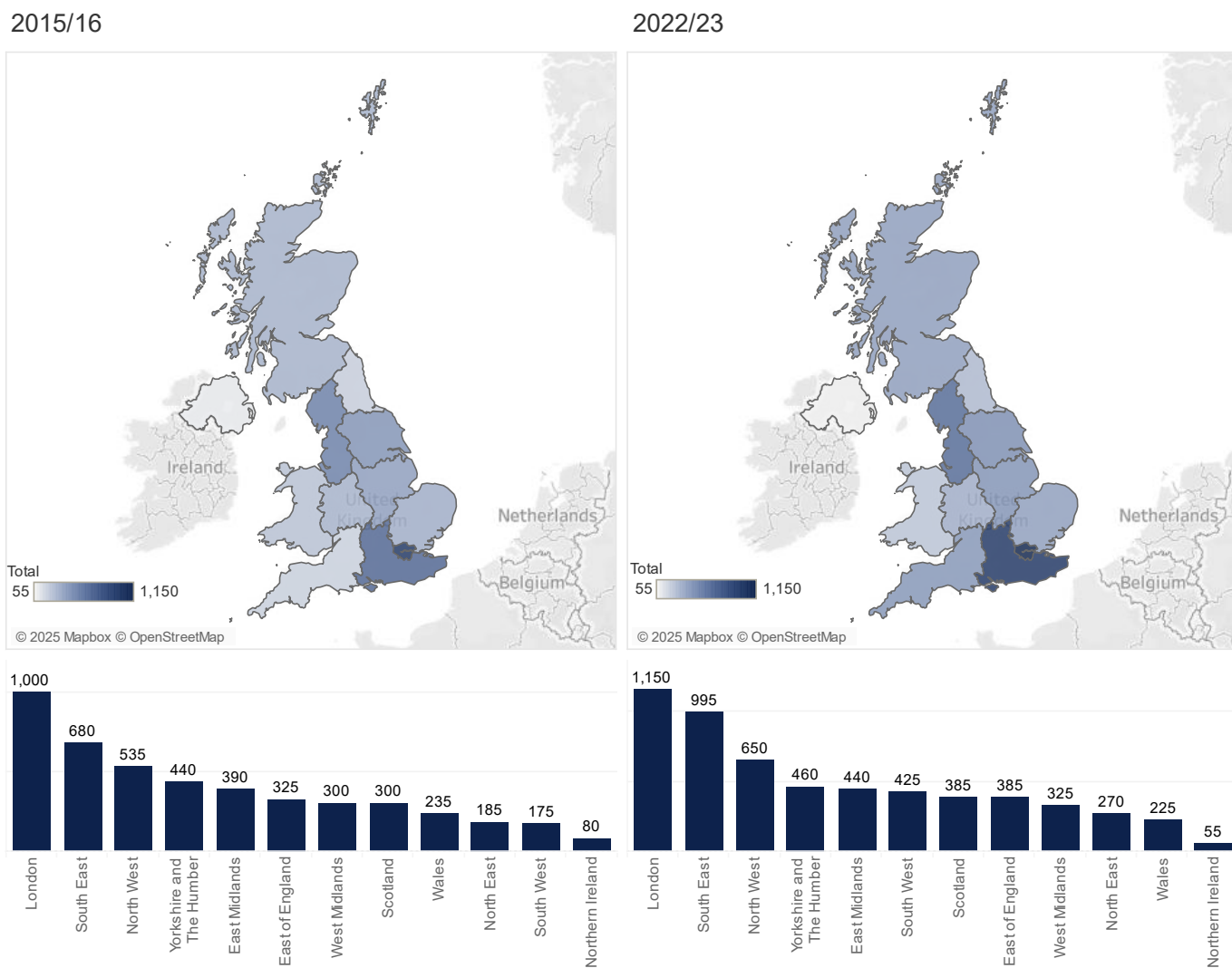
The majority of academic staff had full time as their main mode of employment from 2015/16 to 2022/23. The number of staff with full time as their main mode of employment has increased by 22% from 2015/16 to 2022/23. The number of part time academic staff increased from 1,400 in 2015/16 to 1,755 in 2022/23, a percentage increase of 25% across the timeseries.

For mode of employment, 'Dormant'<sup>19</sup> is returned to identify staff who, while holding a contract with the HE provider, have not undertaken any work during the reporting year. 'Dormant' is also returned when satisfying

<sup>19</sup> <https://www.hesa.ac.uk/collection/c22025/a/MOEMP>

the expected contract population for next year by reporting leavers from the previous reporting period. Only small numbers of staff across the time series had a dormant mode of employment.

**Chart 27: Map of academic staff at a UK HE provider with an element of Sociology in their current academic discipline by Region of HE provider in 2015/16 and 2022/23.**



In both 2015/16 and 2022/23, academic staff by region of provider is highest in London, the South East, the North West, Yorkshire and The Humber and the East Midlands.