

Office for
Students



Sexual misconduct survey 2025

Analysis of student groups
and study contexts

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Introduction and summary

1. This publication sits alongside the Office for Students (OfS) sexual misconduct survey 2025.¹ We published the survey results and our main analysis in September 2025. This explained why we undertook the survey, how it worked and what the overall results showed.²
2. We are publishing this further analysis to show how experiences vary across different student groups and study contexts (for example, by subject, level of study, study location, domicile, provider type, disability type and other characteristics). This adds detail to the overall picture. Students, universities, colleges and the wider public can see where patterns look consistent and where they vary.
3. The analysis largely confirms the patterns identified in the sexual misconduct survey 2025 analysis when examined across a wider range of student, study and provider characteristics. It therefore extends and deepens the existing evidence base. It highlights where patterns in reported experience, reporting behaviour and confidence are consistently observed across different student groups and study contexts.
4. All these characteristics, including those analysed and published in the 2025 main report, are available in the underlying dataset published alongside this report.³ Readers can use this data alongside the findings we have published. They can also use the dataset to cross-tabulate by characteristic (for example, splitting results by parental higher education and age).
5. The analysis does not explain the underlying causes of the patterns it describes. Nor does it assess the effectiveness of individual providers' arrangements. This does not imply that the reported patterns are random or uninterpretable. It only means that the survey data alone cannot isolate causes. Understanding why reported prevalence varies across groups would require additional qualitative or longitudinal evidence. This is beyond the scope of the present analysis.

Sexual harassment

6. Several groups report sexual harassment more often than the overall average of 24.5 per cent (see Figures 1 and 4). This includes students who study at a provider that is not local to their home address (29.2 per cent) and students reporting a mental health condition (42.2 per cent) or multiple and/or other impairments (38.4 per cent).
7. Background and provider type also matter. EU-domiciled students report a higher prevalence (31.1 per cent) than UK students (25.1 per cent). Students domiciled in the rest of the world report lower prevalence (18.5 per cent). Among students with at least one parent with a higher education qualification the figure is 31.5 per cent (compared with 23.1 per cent for students whose parents did not have a higher education qualification). For students at higher-tariff providers the figure is 34.9 per cent.

¹ For further details, see [Sexual misconduct survey](#).

² See [Sexual misconduct survey 2025 - analysis of results](#).

³ See [Sexual misconduct survey 2025 data](#).

8. By subject, students report higher prevalence in language and area studies (42.4 per cent), veterinary sciences (41.3 per cent), and medicine and dentistry (40.3 per cent) compared with overall reported prevalence (24.5 per cent). While these results differ by student characteristic, reported prevalence among these subjects is typically higher.
9. The identity of the alleged perpetrator sometimes varies by provider type. Students at Level 4 or 5 providers more often report involvement of another student. Reports at specialist providers do so less often. High, medium, and low or unknown tariff providers show broadly similar patterns overall.
10. By subject (with small samples in some groups), students less often report another student as the perpetrator in medicine and dentistry (50.6 per cent) and veterinary medicine (49.2 per cent). In those subjects they more often select 'Someone else'. This may indicate more incidents involving people outside the provider in these subjects.
11. These subgroup differences do not point to one simple explanation. The survey data shows clear variation across student groups and study contexts. Further work would be needed to understand what drives these differences.

Sexual assault/violence

12. Students report lower overall prevalence of sexual assault/violence than harassment, but patterns look similar. The overall average prevalence is 14.1 per cent. Higher prevalence appears among students studying somewhere not local to their home address (16.9 per cent), those with at least one parent with a higher education qualification (18.9 per cent), students reporting a mental health condition (27.5 per cent), and students at higher-tariff providers (20.7 per cent)
13. As with harassment, the results do not suggest a single explanation. For example, lesbian, gay and bisexual students report higher prevalence than heterosexual students among both women and men. While overall prevalence differs by sex, the relative ordering for sexual orientation groups is similar for female and male students.
14. By subject, students report higher prevalence in veterinary sciences (29.0 per cent), language and area studies (25.0 per cent), and medicine and dentistry (23.3 per cent), compared with the overall reported prevalence across all subjects.
15. For sexual assault/violence, provider-type differences in alleged perpetrator identity mirror those for harassment. Reports at small Level 4 or 5 providers are more often reported to involve another student, while reports at specialist providers less often report involvement of another student. High and medium tariff providers show broadly similar patterns in the identity of the perpetrator.
16. In some subjects, such as medicine and dentistry (43.4 per cent) and veterinary medicine (37.5 per cent), students were less likely to name another student as the perpetrator, and more likely to select 'Someone else'. As with harassment, this may indicate that these subjects see more incidents involving perpetrators from outside the provider.

Reporting incidents

17. Formal reporting of sexual harassment varies across groups with an overall reporting rate of 13.2 per cent. However, the sample size limits the detail with which we can break down the data. Students report higher reporting rates among those domiciled in the rest of the world (25.4 per cent), distance learners (22.5 per cent), students studying for other undergraduate qualifications (40.1 per cent) and students studying business and management (21.9 per cent).
18. For sexual assault/violence, the overall reporting rate is 16.2 per cent. The analysis also covers reporting and people's experience of the reporting process. Students report higher formal reporting rates among distance learners (86.4 per cent), students studying for other undergraduate qualifications (69.3 per cent) and students studying business and management (35.5 per cent). Fewer respondents answered these questions than for harassment, so these findings should be treated with particular caution.

Next steps

19. Providers may find this report helpful to understand how reported experiences differ across student groups and study contexts. They may also find it useful to compare the sector-level patterns it contains with their own data. They may use the findings to inform how they prevent and address harassment and sexual misconduct and continue to comply with our regulatory requirements in this area.⁴
20. Providers should, however, interpret the figures in this report with care, especially where they relate to smaller groups or specific combinations of characteristics.
21. The findings also suggest a need for further investigation to improve understanding. The OfS will run the sexual misconduct survey again within the National Student Survey in 2027. This will help build the base of evidence over time.

⁴ For full details, see [Harassment and sexual misconduct](#).

Background and method

22. This publication did not introduce a new methodological approach. We have not repeated the details for the survey design, weighting or data quality. This information appears in the main analysis. The same quality limitations apply to the data. The sexual misconduct survey was administered as a follow-up to the National Student Survey and is therefore limited to students eligible for the NSS. Postgraduate students are not included in the analysis. The sexual misconduct survey is a social survey and as such has a limited response rate and other potential methodological issues. These should be considered when interpreting results.
23. In particular, while we suppress any results based on fewer than 12.5 students (split by subject) for disclosure reasons, it should be noted that all estimates are subject to uncertainty, especially where they are based on relatively few students. They should not be treated as exact. The downloadable data includes the number of students used to calculate the figures. This limitation should be borne in mind when using the data.
24. The original analysis provided detailed reporting on overall reported prevalence, patterns of sexual harassment and sexual assault/violence, experiences of reporting and support and the identities of individuals allegedly connected to incidents. This second release of data covers an expanded set of breakdowns, now including:
 - subject of study
 - level of study
 - domicile
 - provider type
 - study location
 - region of provider
 - parental higher education
 - TUNDRA classification⁵
 - disability type.
25. All these breakdowns, alongside those published previously (including sex, age, disability status, ethnicity, religion, sexual orientation, eligibility for free school meals, index of multiple deprivation), are included in the updated dashboard.
26. In addition, the expanded dataset now enables cross-tabulation of key identity characteristics – sex, age, ethnicity, disability status, sexual orientation, and religion or belief – against all other fields. This allows for a more detailed exploration of variation within groups. It does not

⁵ TUNDRA (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. For further information, see [About the TUNDRA area-based measures data](#).

in itself indicate causal relationships or new headline trends. These cross-tabulations are available in the downloadable dataset but are not reproduced in the dashboard.

New analyses of sexual harassment

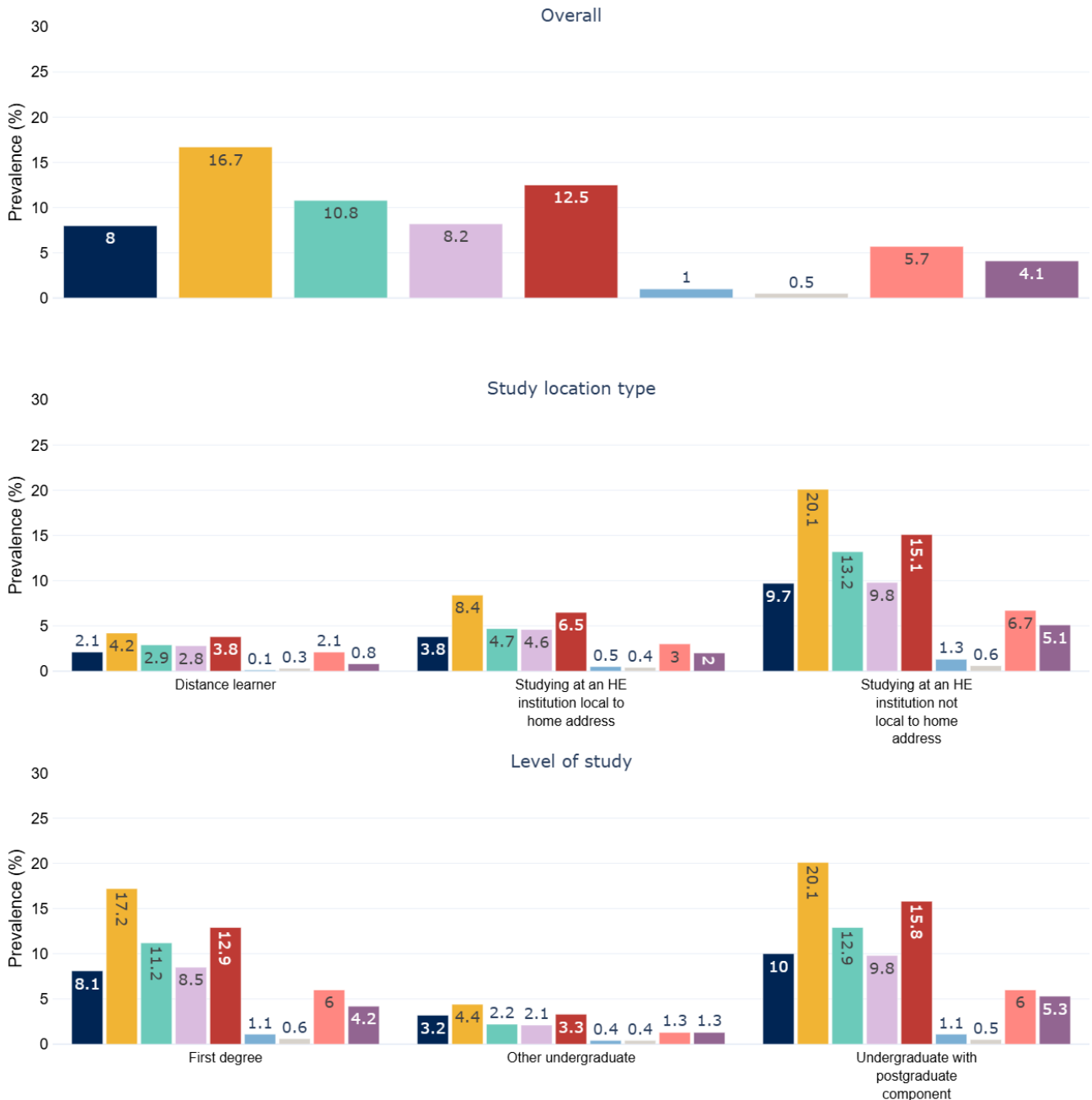
27. The 2025 report set out the overall prevalence of sexual harassment patterns by core demographic characteristics. This section focuses only on new breakdowns not included in that publication. It expands the descriptive analysis rather than revisiting earlier findings.
28. This analysis reflects a deliberate selection of characteristics to support descriptive reporting at this level. While the survey allows for analysis on a wider range of characteristics by linking to the underlying administrative student record data, including all such characteristics in this report would make findings more complex and harder to interpret clearly for readers, particularly where subgroup sizes are small.
29. For that reason the analysis is limited to characteristics where patterns can be presented clearly and with appropriate caution for publication. All other characteristics collected through the survey, including those analysed and published in the sexual misconduct survey 2025 main report, are available in the underlying dataset.
30. The new breakdowns presented in this section show higher reported prevalence of sexual harassment among students with certain characteristics:
 - a. Students with the following characteristics were more likely to report experiencing at least one instance of sexual harassment than students overall:
 - i. studying at a higher education institution not local to home address (29.2 per cent)
 - ii. undergraduate with postgraduate component level of study (31.4 per cent)
 - iii. parental education including a higher education qualification (31.5 per cent)
 - iv. studying language and area studies (42.4 per cent), veterinary sciences (41.3 per cent) or medicine and dentistry (40.3 per cent)
 - v. having a mental health condition (42.2 per cent) or multiple or other impairments (38.4 per cent)
 - vi. having an EU domicile (31.1 per cent), rather than UK (25.1 per cent) or rest of world (18.5 per cent).
 - b. This further analysis reinforces the conclusion from the 2025 report that experiences of sexual misconduct are complex and associated with a broad range of characteristics, rather than being explained by one or two key factors.
 - c. Despite the complexity of the patterns observed, the harassment behaviours analysis (Figures 1 to 4) shows that some student groups reported higher prevalence across more than one form of sexual misconduct. The relative ordering of behaviours is also broadly consistent across groups. Suggestive looks or staring is the most commonly reported behaviour. This pattern aligns with the findings reported in the September 2025 analysis. It may help inform how providers prioritise their approaches to preventing and responding to sexual harassment.

- d. The patterns observed in this analysis may reflect influences that are not directly captured in the survey data. As set out in the 2025 report, the survey focuses on students' reported experiences. It includes limited reporting about alleged perpetrators, which constrains further interpretation of these patterns.

Prevalence by new breakdowns

Location and level of study

Figure 1: Prevalence of sexual harassment broken down by study location type and level of study



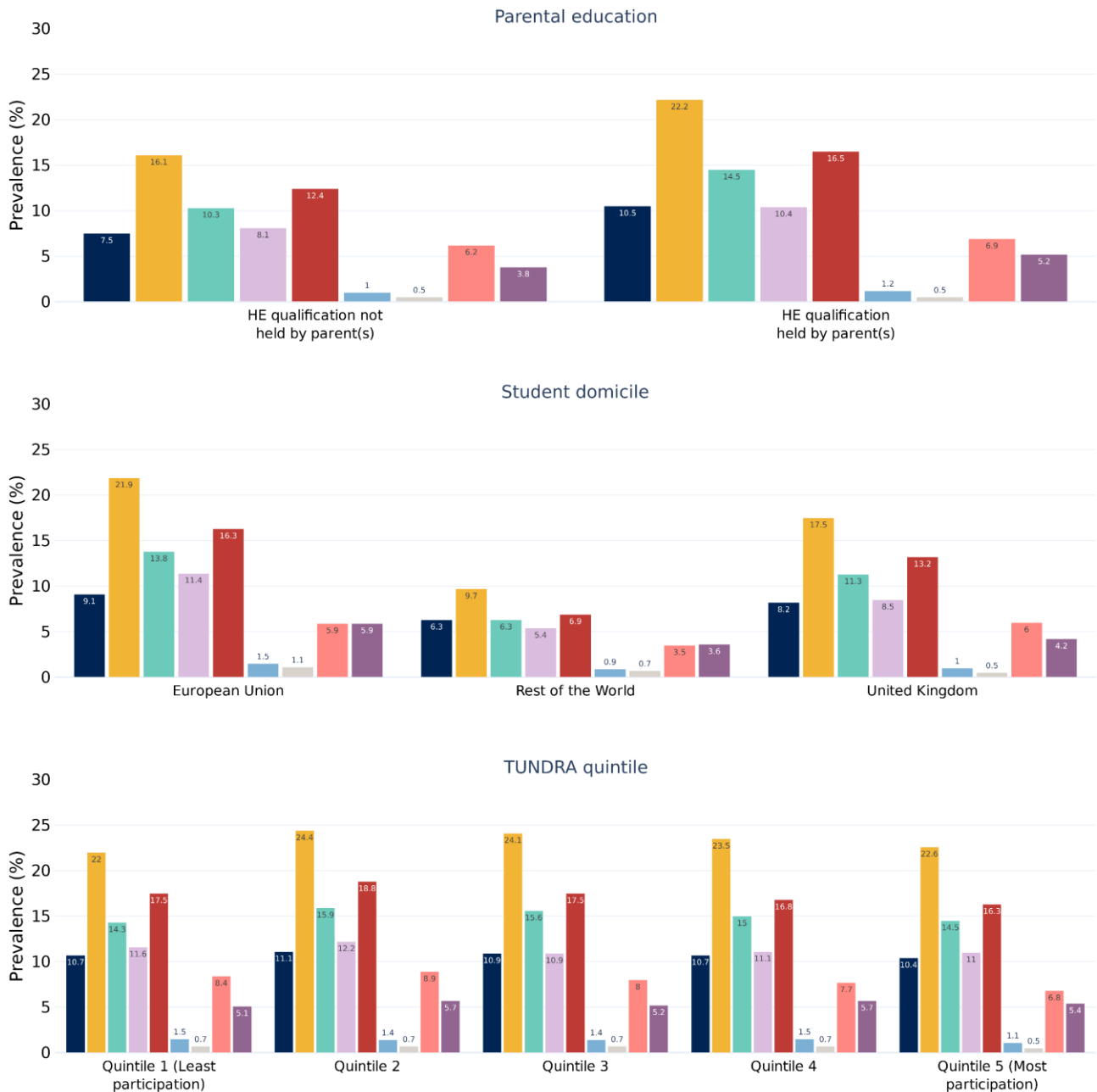
Since being a student, have you experienced any of the following behaviours?

- Making sexual gestures or exposing themselves to you
- Making sexually suggestive looks or staring at your body
- Asking, hinting, or making unwelcome requests that you have sex with them
- Persisting with suggestions that you establish a sexual or romantic relationship with them
- Making unwelcome sexual comments or asking sexualised questions about your private life, body, or physical appearance
- Taking a nude or sexual photo or video of you without your permission
- Posting a nude or sexual photo or video of you online, or sending it to others, without your permission
- Privately sending you sexualised messages electronically, via text message, email, social media, etc.
- Spreading unwelcome sexual rumours about you, either in person, or by text, email, social media, or other electronic means

31. This shows that the same broad patterns exist across these different groups. 'Making sexually suggestive looks or staring at your body' is the most commonly reported behaviour, followed by 'Making unwelcome sexual comments or asking sexualised questions about your private life, body, or physical appearance'. This is consistent with the patterns reported in the 2025 analysis for previously published characteristics.
32. Non-local students were most likely to report experiencing sexual harassment across all behaviour types, with 'sexually suggestive looks' reaching 20.1 per cent compared with 8.4 per cent for local students and 4.2 per cent for distance learners. We can observe this pattern across each behaviour included in the survey. Differences may reflect a range of factors associated with students' living arrangements, patterns of social interaction and study environment, which are not directly measured in the survey.

Parental education, student domicile and TUNDRA quintile

Figure 2: Prevalence sexual harassment broken down by parental education, student domicile and TUNDRA quintile



Since being a student, have you experienced any of the following behaviours?

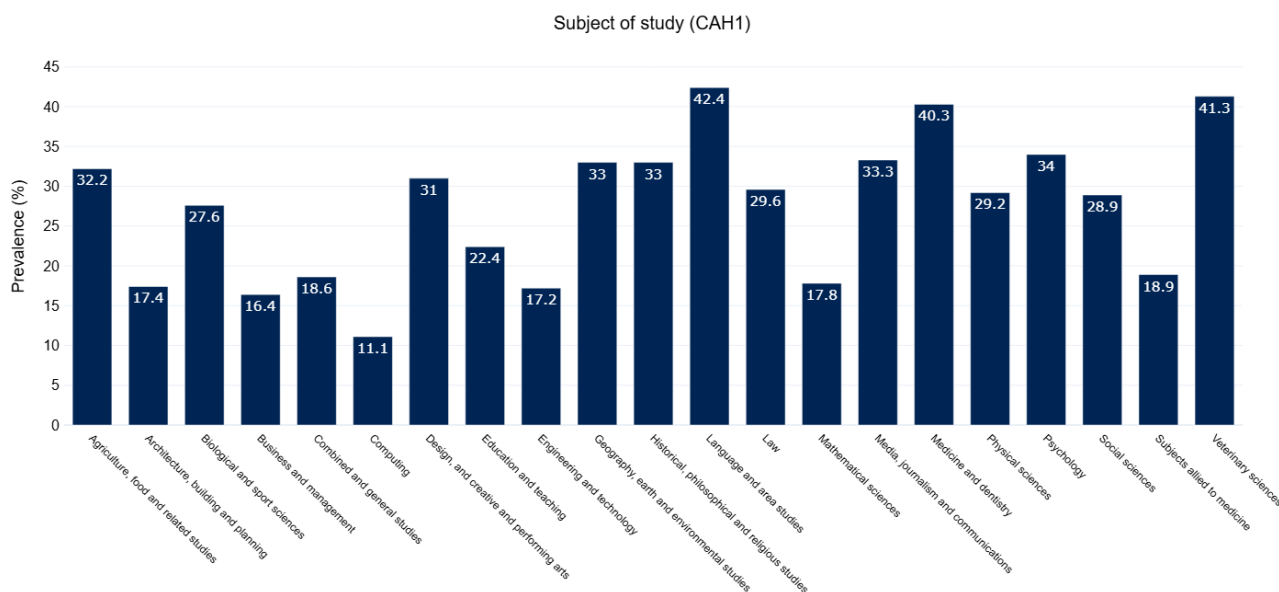
- Making sexual gestures or exposing themselves to you
- Making sexually suggestive looks or staring at your body
- Asking, hinting, or making unwelcome requests that you have sex with them
- Persisting with suggestions that you establish a sexual or romantic relationship with them
- Making unwelcome sexual comments or asking sexualised questions about your private life, body, or physical appearance
- Taking a nude or sexual photo or video of you without your permission
- Posting a nude or sexual photo or video of you online, or sending it to others, without your permission
- Privately sending you sexualised messages electronically, via text message, email, social media, etc.
- Spreading unwelcome sexual rumours about you, either in person, or by text, email, social media, or other electronic means

33. Figure 2 shows the prevalence of reported experience of sexual harassment by parental education, student domicile and TUNDRA. Across these characteristics, broadly similar patterns are observed, although there are differences within each split.

34. Students who have at least one parent holding a higher education qualification show higher prevalence of reported experience than those who do not.
35. By student domicile, EU students show the highest prevalence, followed by UK students, with students from the rest of the world reporting lower prevalence.
36. There is no clear or consistent pattern in prevalence across TUNDRA quintiles.

Course subject

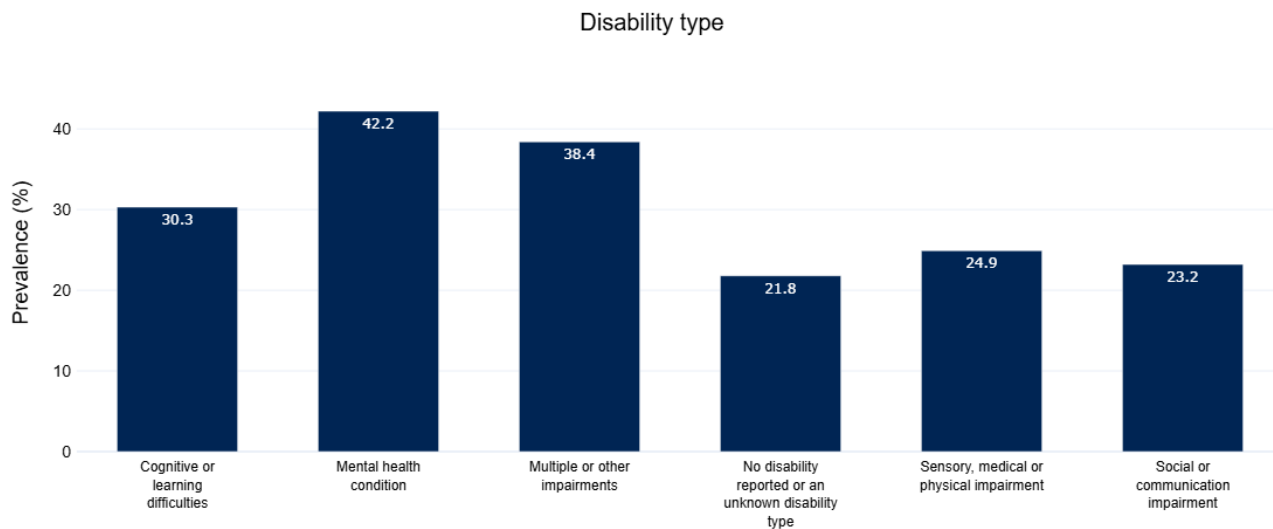
Figure 3: Prevalence of reported experience of sexual harassment behaviours broken down by course subject



37. Reported experiences of sexual harassment vary by subject of study. Students studying language and area studies (42.4 per cent), veterinary sciences (41.3 per cent) and medicine and dentistry (40.3 per cent) show the highest prevalence of reported experience, while computing (11.1 per cent) shows the lowest prevalence.
38. Differences by subject should be interpreted alongside variation in the demographic composition of subjects, particularly differences by sex, given the higher prevalence of reported experiences among female students overall.

Disability type

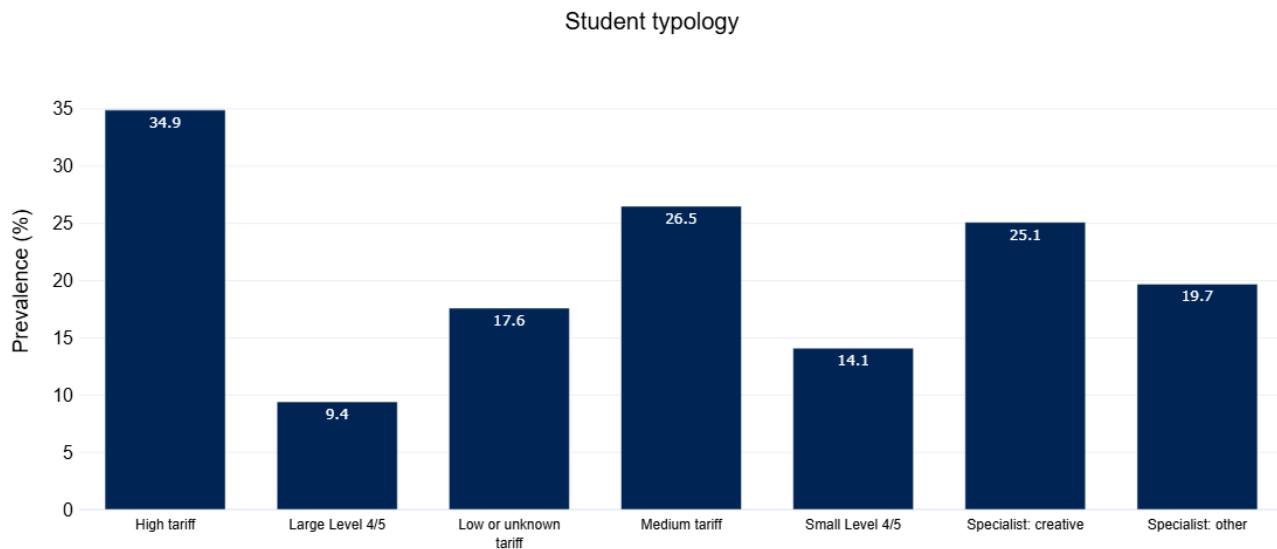
Figure 4: Prevalence of reported experience of sexual harassment behaviours and broken down by disability type



39. There are differences across disability categories, with students who report a mental health condition (42.2 per cent) or multiple or other impairments (38.4 per cent) more commonly reporting experiences of sexual harassment than those in the other categories.
40. All disability categories show higher prevalence of reported experience of sexual harassment compared with students with no disability reported or an unknown disability type (21.8 per cent).

Type of provider

Figure 5: Prevalence of reported experience of sexual harassment behaviours broken down by provider type



41. Figure 5 shows the prevalence of reported experience of sexual harassment by type of provider (which we sometimes call ‘student typology’). Reported prevalence varies across provider type. We observe higher prevalence among students studying at those with high tariffs compared with the sector overall. These differences indicate variation across provider contexts. The analysis does not assess the reasons for this variation and should therefore be interpreted with caution.

Cross-tabulations for harassment

42. The expanded dataset enables selected cross-tabulations between core demographic characteristics and the additional segmentation variables introduced in this report. These cross-tabulations extend the descriptive analysis presented in the 2025 report. They illustrate how patterns of reported experience vary within groups, rather than only between them when characteristics are considered individually.

43. Examples of cross-tabulations include:

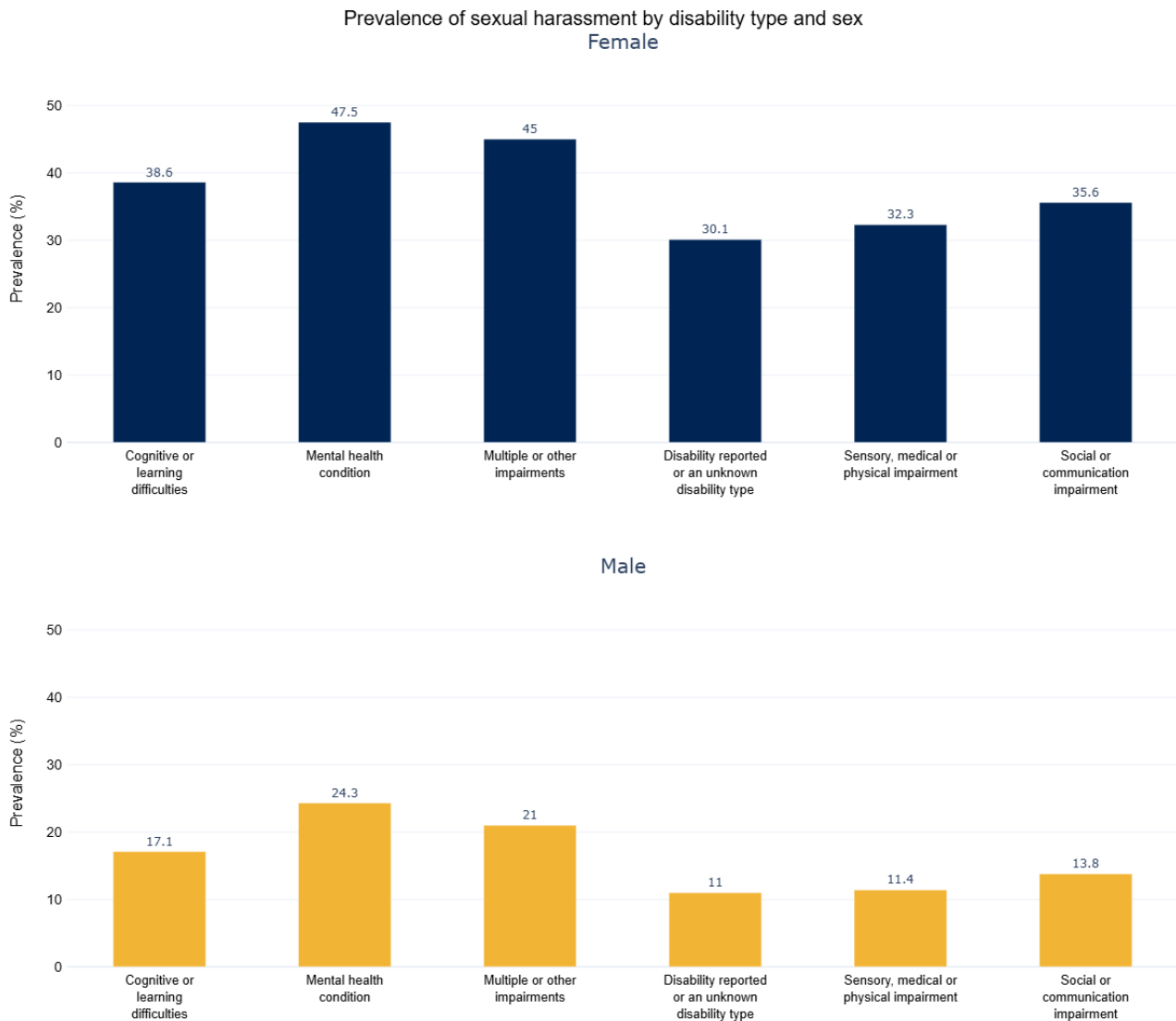
- sex × subject
- age × level of study
- ethnicity × study location
- sexual orientation × provider type
- disability status × region of provider.

44. These cross-tabulations mirror the breakdown style used in the original report’s analysis of harassment. However they extend it to more characteristics. Results are presented selectively, where sample size allows. They are intended to support descriptive interpretation

rather than to provide definitive conclusions. Other cross-tabulations are also available in the downloadable data.

Sex and disability type

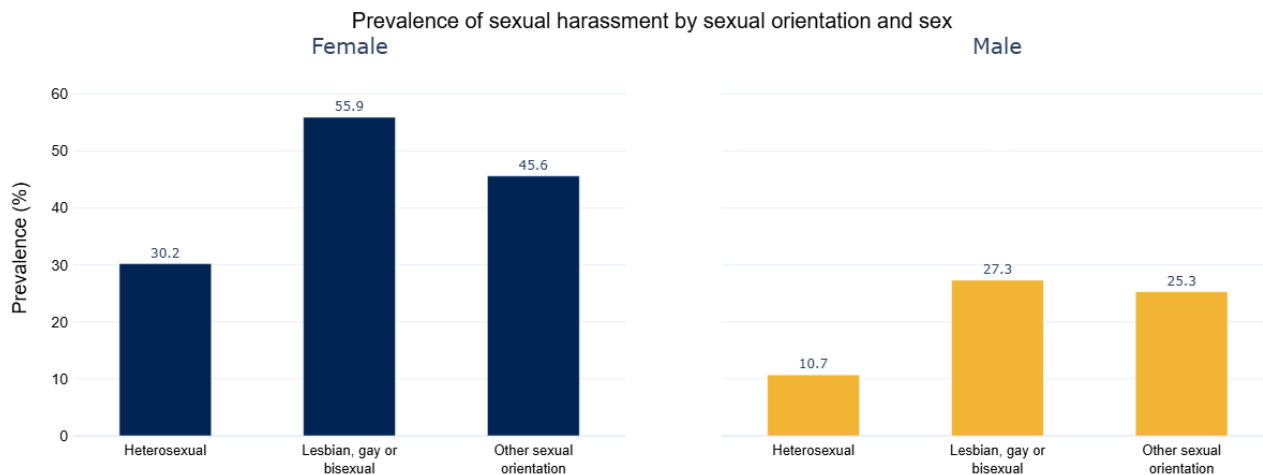
Figure 6: Prevalence of reported experience of sexual harassment behaviours by sex and disability type



45. The higher prevalence for female students is clear. Comparisons across disability types within each sex show a very similar ordering.

Sex and sexual orientation

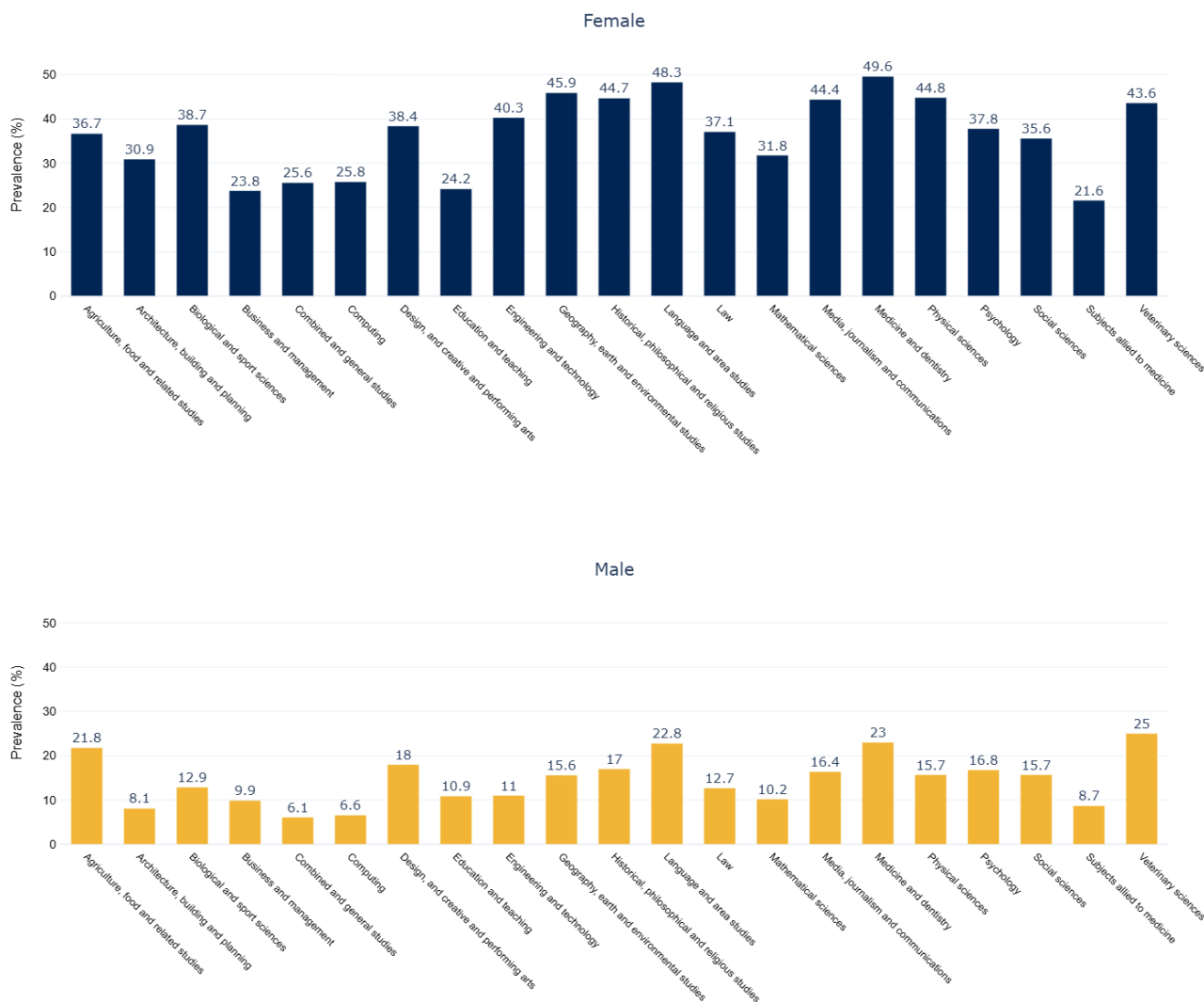
Figure 7: Prevalence of reported experience of sexual harassment behaviours since being a student by sex and sexual orientation



46. For harassment by sex and sexual orientation the patterns are broadly similar. However, the gap between lesbian, gay or bisexual and other sexual orientation is smaller for male students.

Sex and subject of study

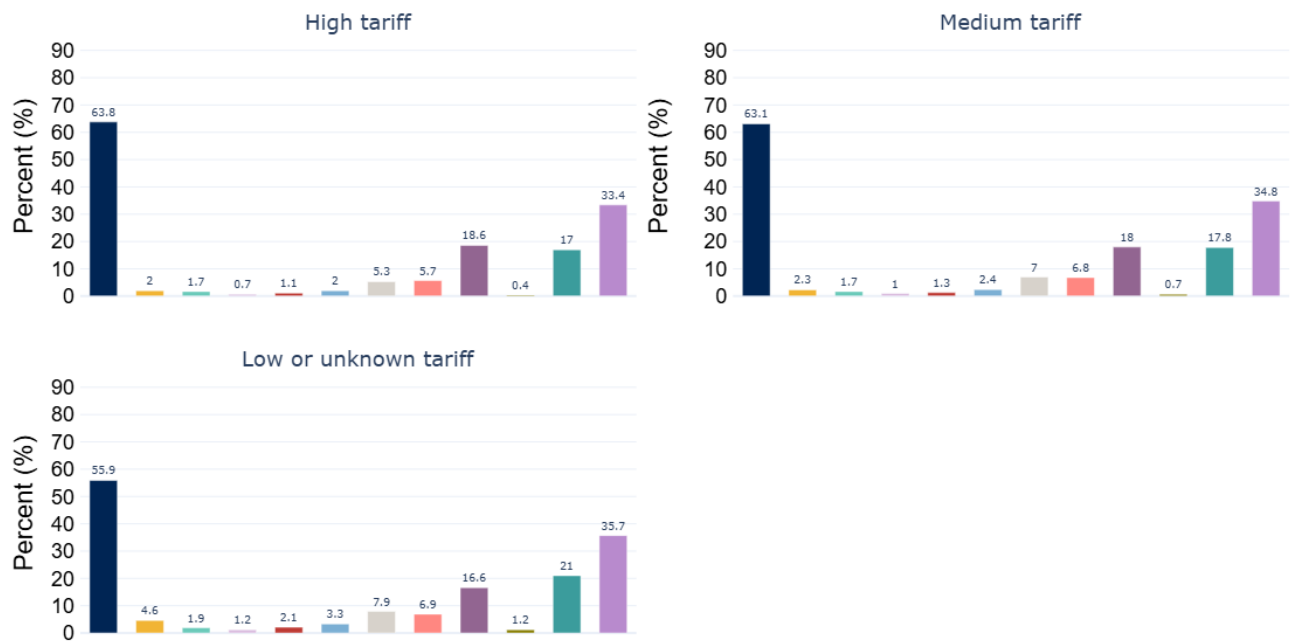
Figure 8: Prevalence of reported experience of sexual harassment behaviours since being a student by sex and subject of study



47. By subject, there are some broadly similar patterns of reported harassment across female and male students. However the patterns do not match entirely. For example, physical sciences is one of the highest subjects for female students (44.8 per cent) but in the middle of the range of subjects for male students (15.7 per cent). Conversely, agriculture, food and related studies is one of the highest subjects for male students (21.8 per cent), but one of the lower subjects for female students (36.7 per cent).
48. As this example shows, in most cases even the higher rates for male students are still lower than the rates for female students. However, veterinary sciences and medicine and dentistry show higher reported prevalence for male students (25.0 per cent and 23.0 per cent respectively) than the lowest groups for female students.

Type of provider

Figure 9a: Identity of reported perpetrator of sexual harassment by student typology

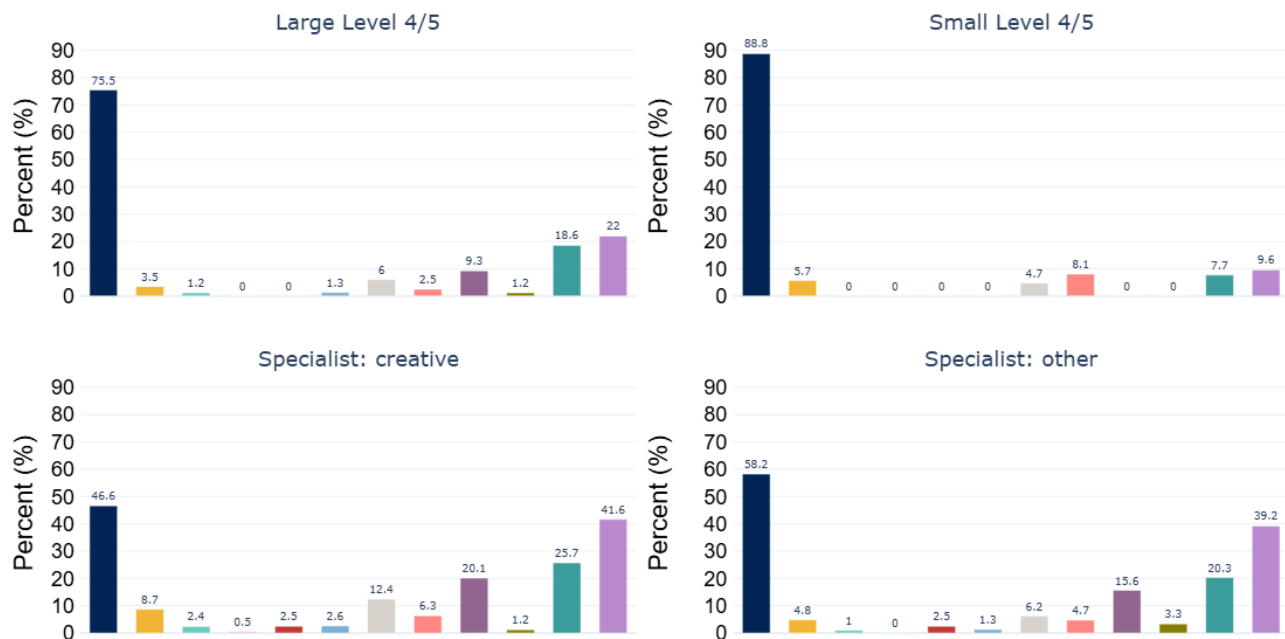


Were the people/was the person any of the following...?

- A student from your university/college
- A tutor, lecturer, research supervisor, or another member of academic staff from your university/college
- A non-academic (administrative) university/college staff member
- A sports coach
- Any other member of university/college staff
- Your supervisor or co-worker at your professional placement or internship
- An employer, manager, or co-worker at work
- A partner
- A hook-up, or date
- A family member
- A friend or acquaintance not from your university/college
- Someone else

Alleged perpetrator and type of provider

Figure 9b: Identity of reported perpetrator of sexual harassment by student typology



Were the people/was the person any of the following...?

- A student from your university/college
- A tutor, lecturer, research supervisor, or another member of academic staff from your university/college
- A non-academic (administrative) university/college staff member
- A sports coach
- Any other member of university/college staff
- Your supervisor or co-worker at your professional placement or internship
- An employer, manager, or co-worker at work
- A partner
- A hook-up, or date
- A family member
- A friend or acquaintance not from your university/college
- Someone else

49. Reported categories of alleged person(s) involved vary across different types of provider. Within small Level 4 or 5 providers a higher proportion of incidents allegedly involved another student (88.8 per cent). Few students reported the involvement of other types of person.
50. Within Specialist: creative providers, however, fewer incidents allegedly involved other students from the same university or college (46.6 per cent). Almost as many incidents allegedly involved 'Someone else' (41.6 per cent). These findings reflect respondents' reports to the survey question on the category of alleged person(s) involved and should be interpreted with caution, particularly for smaller provider types where the number of responses is limited.

51. Further breakdowns by provider financial characteristics are available in the downloadable data.

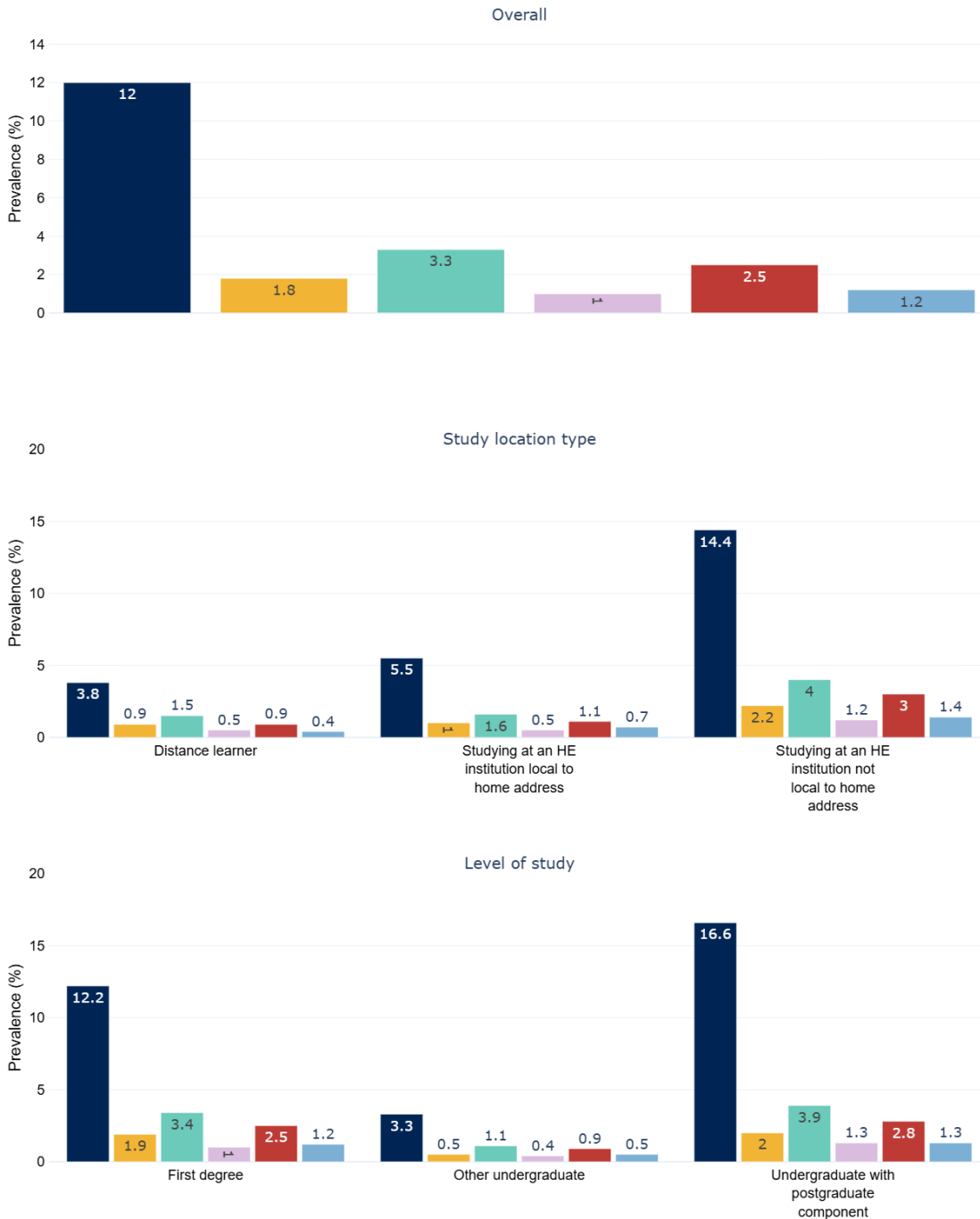
New analyses of sexual assault/violence

52. The 2025 report set out the overall prevalence of unwanted sexual contact (sexual assault/violence) and patterns across core demographic characteristics. This section focuses on new breakdowns not included in that publication. It extends the descriptive analysis rather than revisiting earlier findings.
53. As with sexual harassment, the analysis examines how prevalence, reporting behaviour and experience of reporting processes vary across additional student, study and provider characteristic. Readers should interpret the findings in line with the approaches set out in the 2025 report.
54. Across the new breakdowns, many of the patterns observed for sexual assault/violence are broadly similar to those for sexual harassment. However, some differences become more apparent for particular student groups.

Prevalence by new breakdowns

Location and level of study

Figure 10: Prevalence of sexual assault/violence broken down by student location and level of study



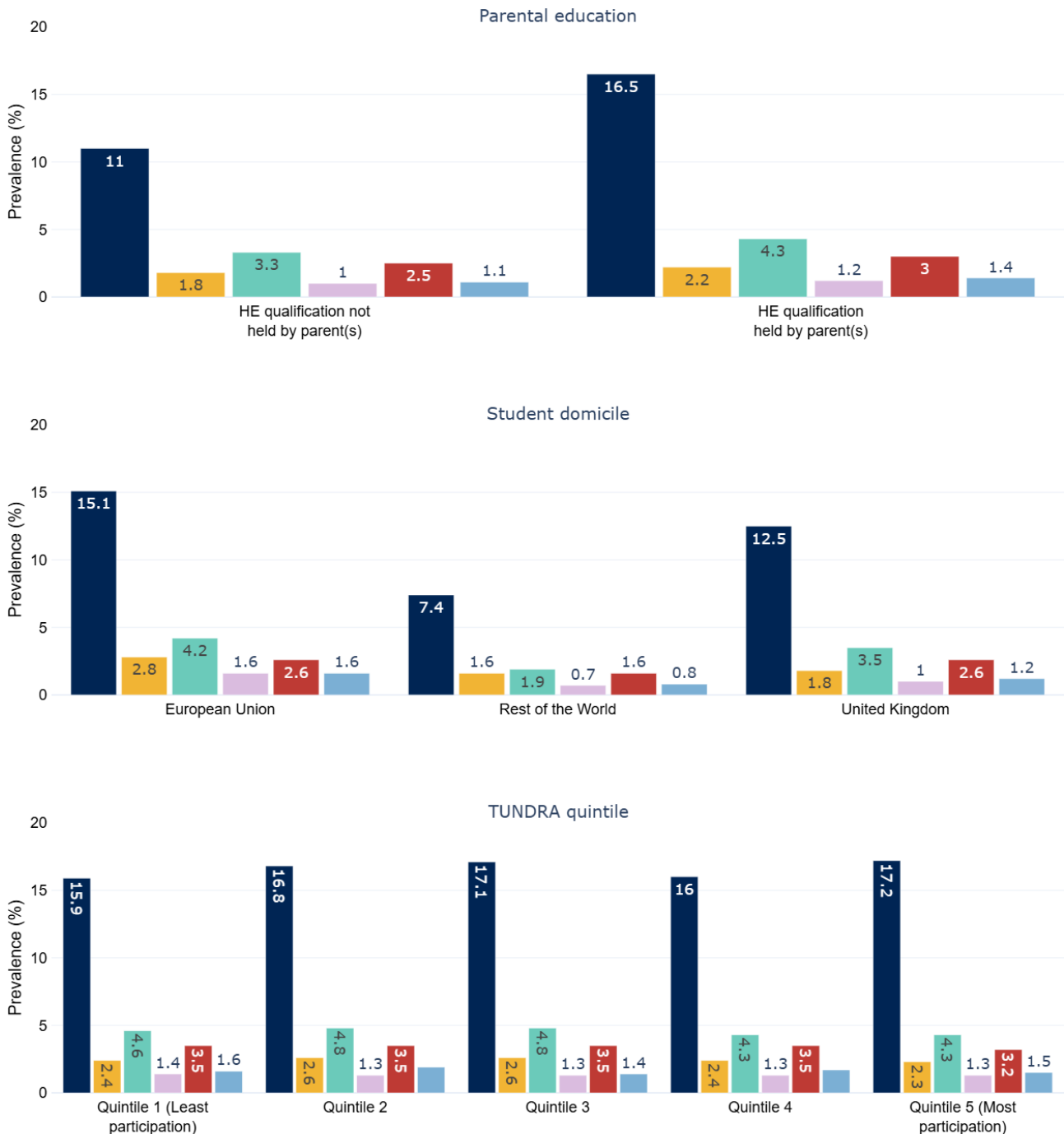
Since being a student, has anyone ever done the following things to you when you did not want them to?

- Someone touched me in a sexual manner, kissed, pinched, or rubbed up against the private areas of my body (lips, breast/chest, crotch or bottom) or removed some of my clothes when I did not want them to (but did not attempt sexual penetration)
- Someone performed oral sex on me or made me perform oral sex with them when I did not want them to
- Someone put their penis, fingers, or other parts of their body, or objects into my anus or my vagina when I did not want them to
- Someone made ME perform anal or vaginal sex when I did not want them to (i.e., putting my penis or my fingers, or other body parts or objects, into their anus or vagina)
- Even though they were not successful, someone TRIED to put their penis, fingers, or other body parts, or objects into my vagina or my anus when I did not want them to
- Even though they were not successful, someone TRIED to have oral sex with me when I did not want them to, or TRIED to make me perform oral sex on them when I did not want to

55. Figure 10 shows the prevalence of reported experience of unwanted sexual contact (sexual assault/violence) by study location type and level of study.
56. The relative reported prevalence of different types of unwanted sexual contact is broadly similar across location and level of study. However, overall reported prevalence is lower among distance learners and students classified as 'other undergraduate' compared with other groups.
57. These differences reflect variation in reported experience and should be interpreted with caution, in line with the approach taken throughout this report.

Parental education, student domicile and TUNDRA quintile

Figure 11: Prevalence of sexual assault/violence broken down by parental education, student domicile and TUNDRA quintile



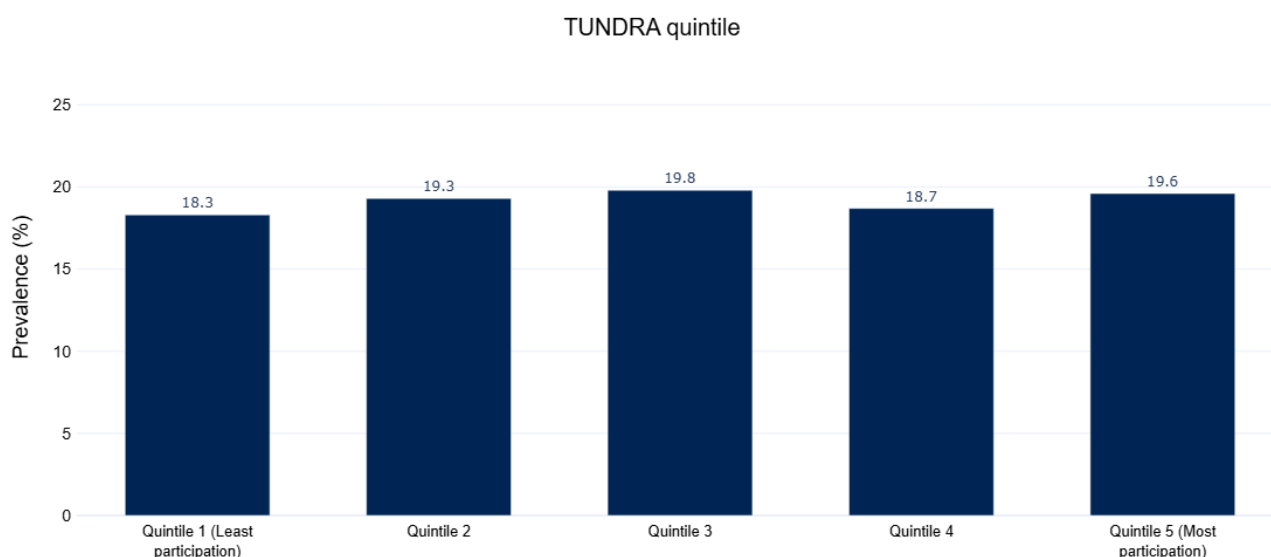
Since being a student, has anyone ever done the following things to you when you did not want them to?

- Someone touched me in a sexual manner, kissed, pinched, or rubbed up against the private areas of my body (lips, breast/chest, crotch or bottom) or removed some of my clothes when I did not want them to (but did not attempt sexual penetration)
- Someone performed oral sex on me or made me perform oral sex with them when I did not want them to
- Someone put their penis, fingers, or other parts of their body, or objects into my anus or my vagina when I did not want them to
- Someone made ME perform anal or vaginal sex when I did not want them to (i.e., putting my penis or my fingers, or other body parts or objects, into their anus or vagina)
- Even though they were not successful, someone TRIED to put their penis, fingers, or other body parts, or objects into my vagina or my anus when I did not want them to
- Even though they were not successful, someone TRIED to have oral sex with me when I did not want them to, or TRIED to make me perform oral sex on them when I did not want to

- 58. For sexual assault/violence, the patterns observed are broadly similar to those for harassment. Higher prevalence of reported experience is observed among students who have at least one parent holding a higher education qualification (18.9 per cent), compared with students whose parents did not hold a higher education qualification (12.9 per cent).
- 59. By student domicile, EU students have the highest prevalence, followed by UK students, with the rest of the world reporting lower prevalence. TUNDRA has no obvious trend, with little difference between quintiles.
- 60. Overall, the similarities between the patterns observed for sexual harassment and sexual assault/violence indicate that groups showing higher prevalence of reported experience of sexual harassment also tend to show higher prevalence of reported experience of sexual assault/violence.

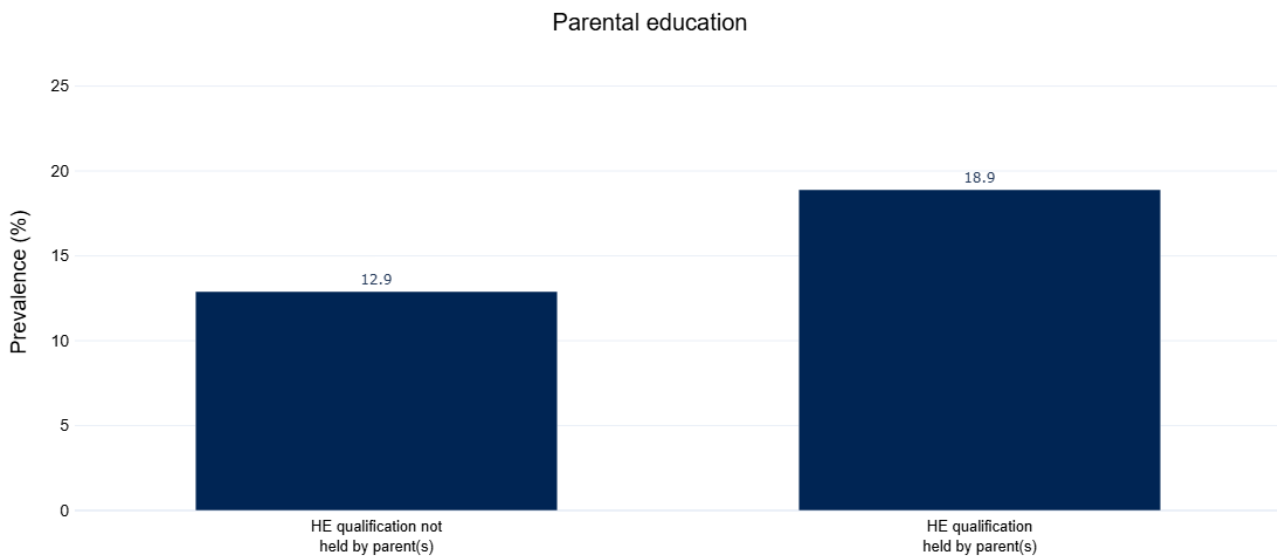
TUNDRA quintile

Figure 12: Prevalence of sexual assault/violence broken down by TUNDRA quintile



Parental education

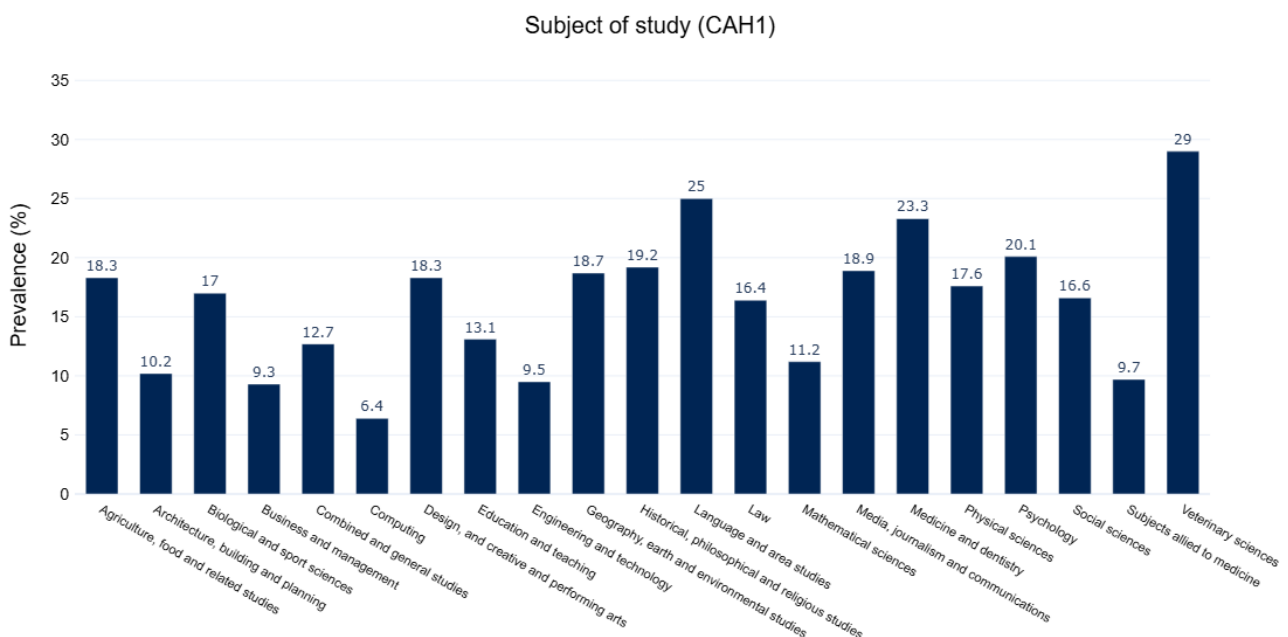
Figure 13: Prevalence of sexual assault/violence broken down by parental education



61. Figures 12 and 13 show the prevalence of reported experience of unwanted sexual contact by TUNDRA quintile and parental education respectively. Consistent with the patterns shown in Figure 11, there is no clear pattern in prevalence across TUNDRA quintiles, with relatively small differences between groups.

Course subject

Figure 14: Prevalence of sexual assault/violence broken down by subject

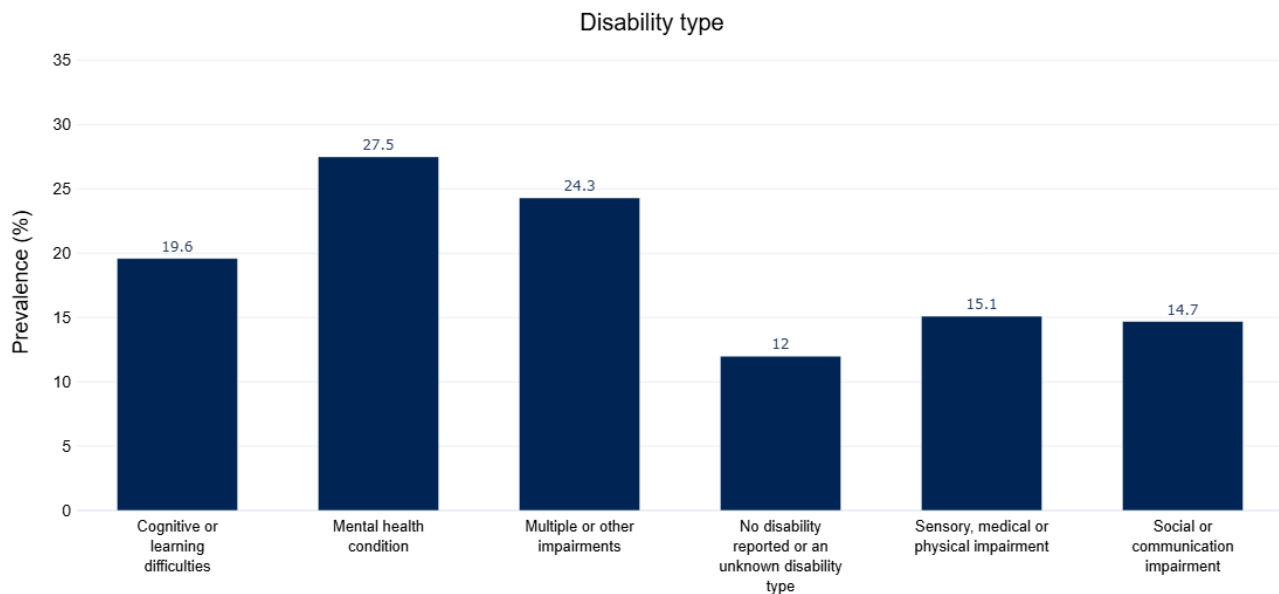


62. By subject of study, veterinary sciences (29.0 per cent), language and area studies (25.0 per cent) and medicine and dentistry (23.3 per cent) show the highest prevalence of reported

experience of unwanted sexual contact. These patterns are broadly similar to those observed for sexual harassment.

Disability type

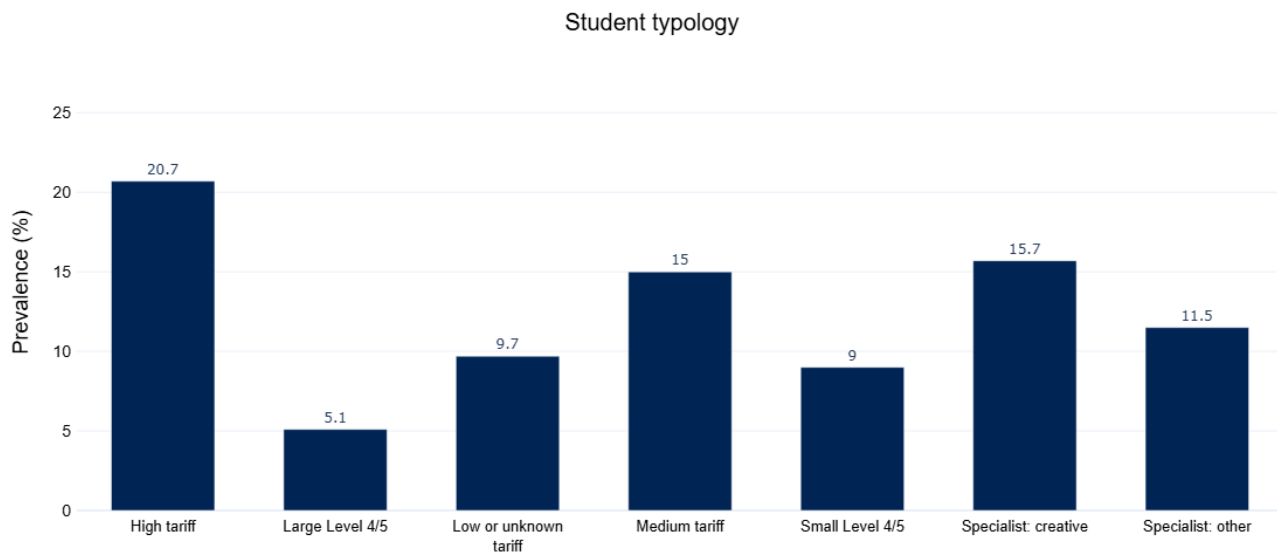
Figure 15: Prevalence of sexual assault/violence broken down by disability type



63. Among disabled students, students who report a mental health condition (27.5 per cent) or multiple or other impairments (24.3 per cent) also report higher prevalence of sexual assault/violence than the other disability categories.
64. All reported disability categories show higher prevalence than for students with no disability reported or an unknown disability type (12.0 per cent).

Type of provider

Figure 16: Prevalence of sexual assault/violence broken down by provider type



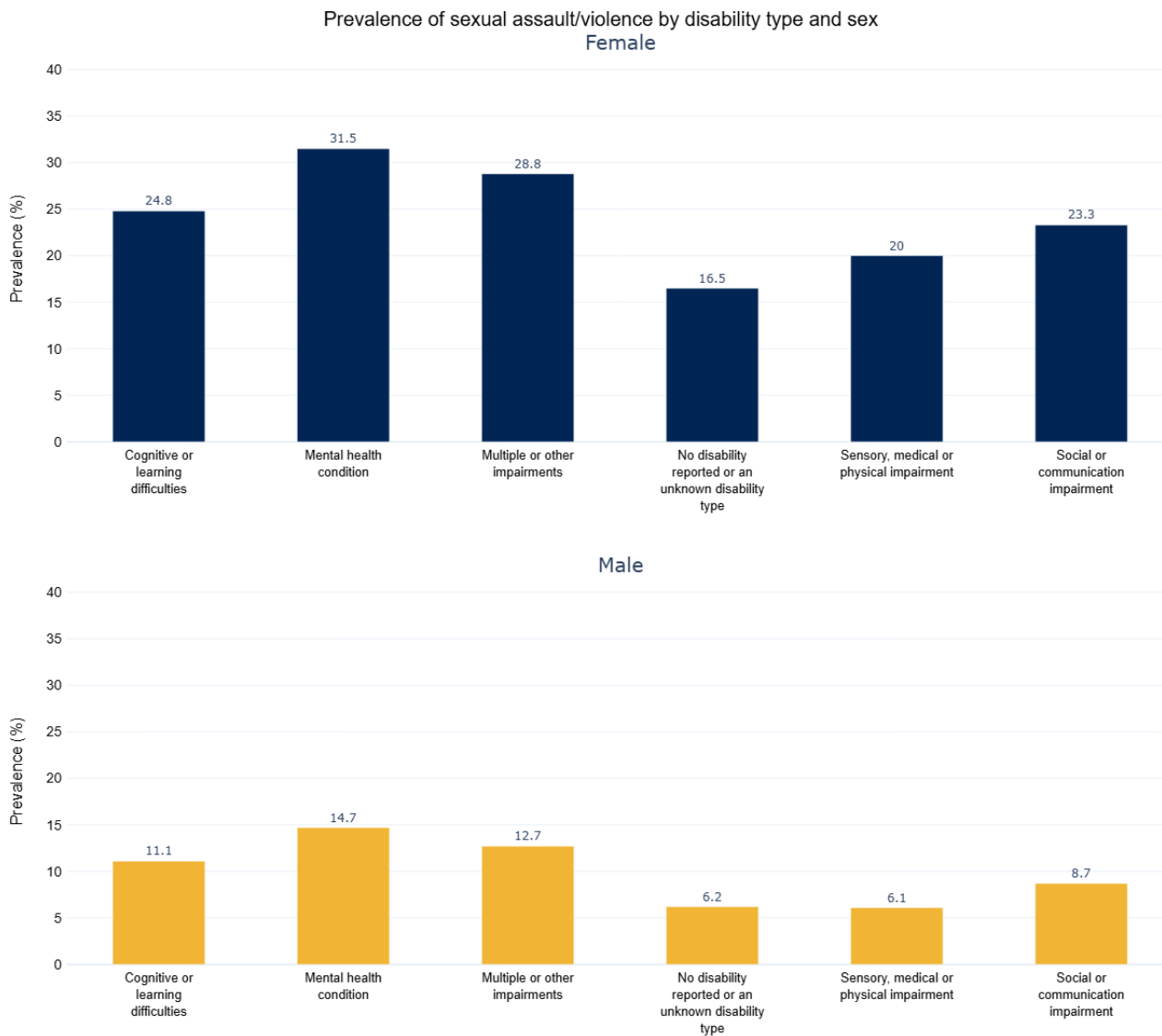
65. Similarly to harassment, reported experiences of unwanted sexual contact vary by student typology of provider. Higher reported prevalence of unwanted sexual contact is observed among students studying at larger providers and those at higher-tariff providers.
66. Further breakdowns by provider financial characteristics are available in the downloadable data.

Cross-tabulations for sexual assault/violence

67. This section explores how patterns of reported sexual assault/violence vary when sex is considered alongside other student characteristics. These analyses are descriptive and illustrate how reported prevalence differs across combinations of characteristics, rather than indicating underlying causes.

Sex and disability type

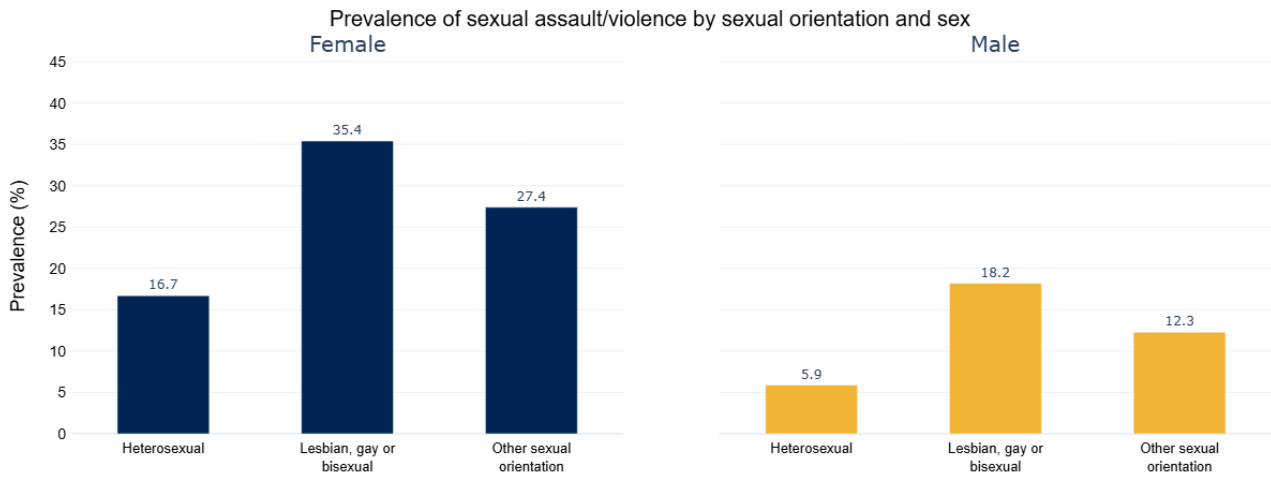
Figure 17: Prevalence of sexual assault/violence broken down by sex and disability type



68. Looking at sex and disability type, broadly similar patterns are observed across female and male students, with higher reported prevalence among female students. For men, reported prevalence is lowest for those with a sensory, medical or physical impairment (6.1 per cent). This is very close to the figure for no disability reported or unknown disability type (6.2 per cent).

Sex and sexual orientation

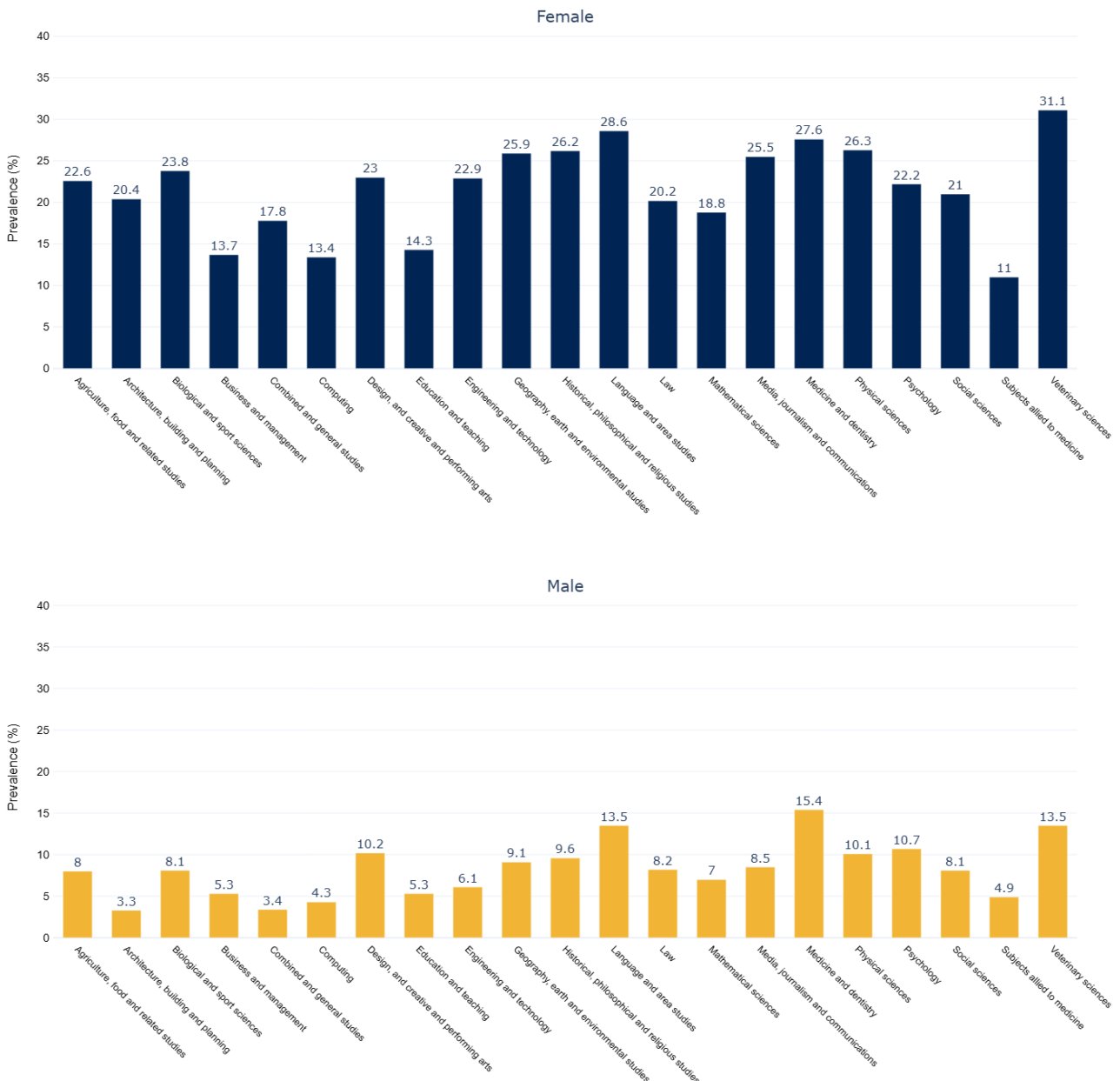
Figure 18: Prevalence of sexual assault/violence broken down by sex and sexual orientation



69. Looking at sex and sexual orientation again shows broadly similar patterns. Men and women experience different overall levels of reported sexual assault/violence. But there is higher reported prevalence among the same sexual orientation groups.

Sex and subject of study

Figure 19: Prevalence of sexual assault/violence broken down by sex and subject of study

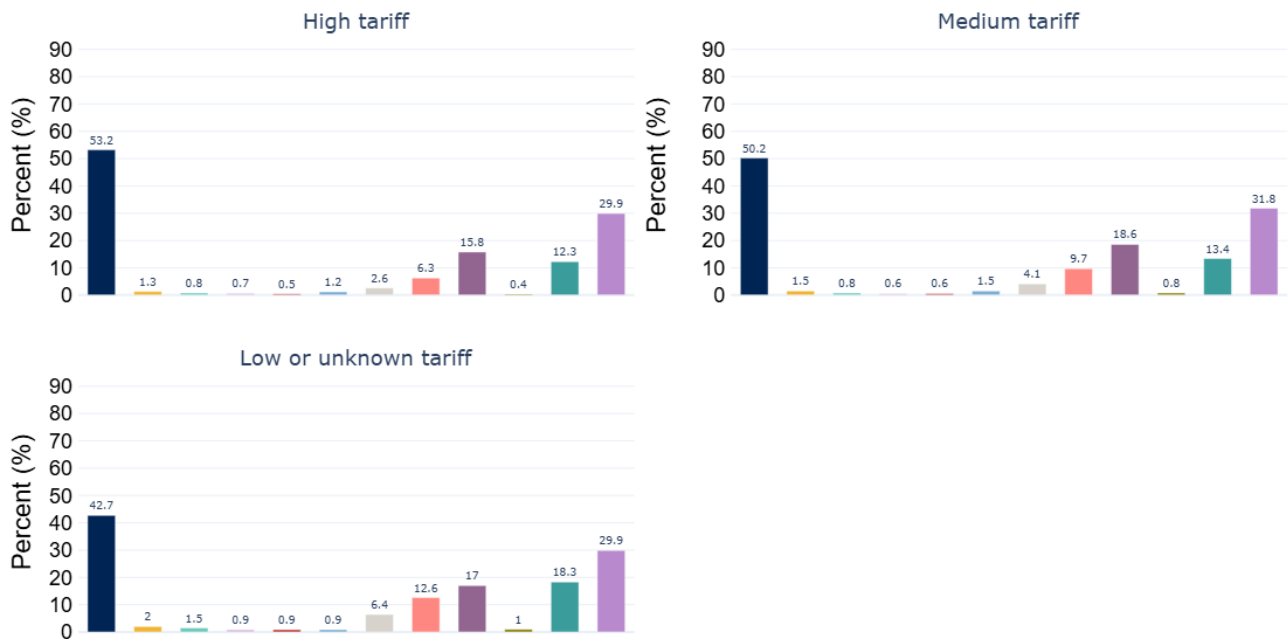


70. There are differences in the ordering of subjects with the highest prevalence of sexual assault/violence across men and women. While the order differs, the same three subjects (veterinary sciences, language and area studies, medicine and dentistry) show higher reported prevalence for both female and male students.

71. Architecture, building and planning is an example of a subject where patterns are different. While this subject has the lowest reported prevalence among men (3.3 per cent), reported prevalence among women is closer to the middle of the overall distribution (20.4 per cent).

Identity of alleged perpetrator and type of provider

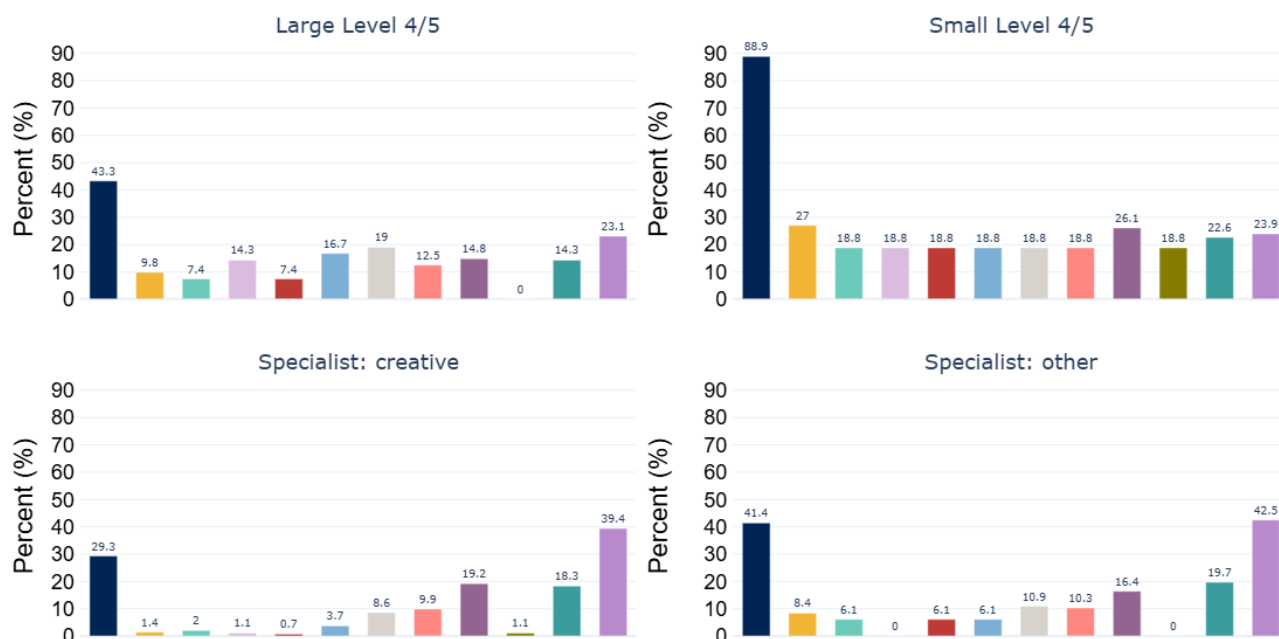
Figure 20a: Identity of person or people reportedly connected to the reported incident(s) of sexual assault/violence by student typology



Were the people/was the person any of the following...?

- A student from your university/college
- A tutor, lecturer, research supervisor, or another member of academic staff from your university/college
- A non-academic (administrative) university/college staff member
- A sports coach
- Any other member of university/college staff
- Your supervisor or co-worker at your professional placement or internship
- An employer, manager, or co-worker at work
- A partner
- A hook-up, or date
- A family member
- A friend or acquaintance not from your university/college
- Someone else

Figure 20b: Identity of person or people allegedly connected to the reported incident(s) of sexual assault/violence by student typology



Were the people/was the person any of the following...?

- A student from your university/college
- A tutor, lecturer, research supervisor, or another member of academic staff from your university/college
- A non-academic (administrative) university/college staff member
- A sports coach
- Any other member of university/college staff
- Your supervisor or co-worker at your professional placement or internship
- An employer, manager, or co-worker at work
- A partner
- A hook-up, or date
- A family member
- A friend or acquaintance not from your university/college
- Someone else

72. Further breakdowns by provider financial characteristics are available in the downloadable data, noting that we have suppressed some results where sample sizes are small.

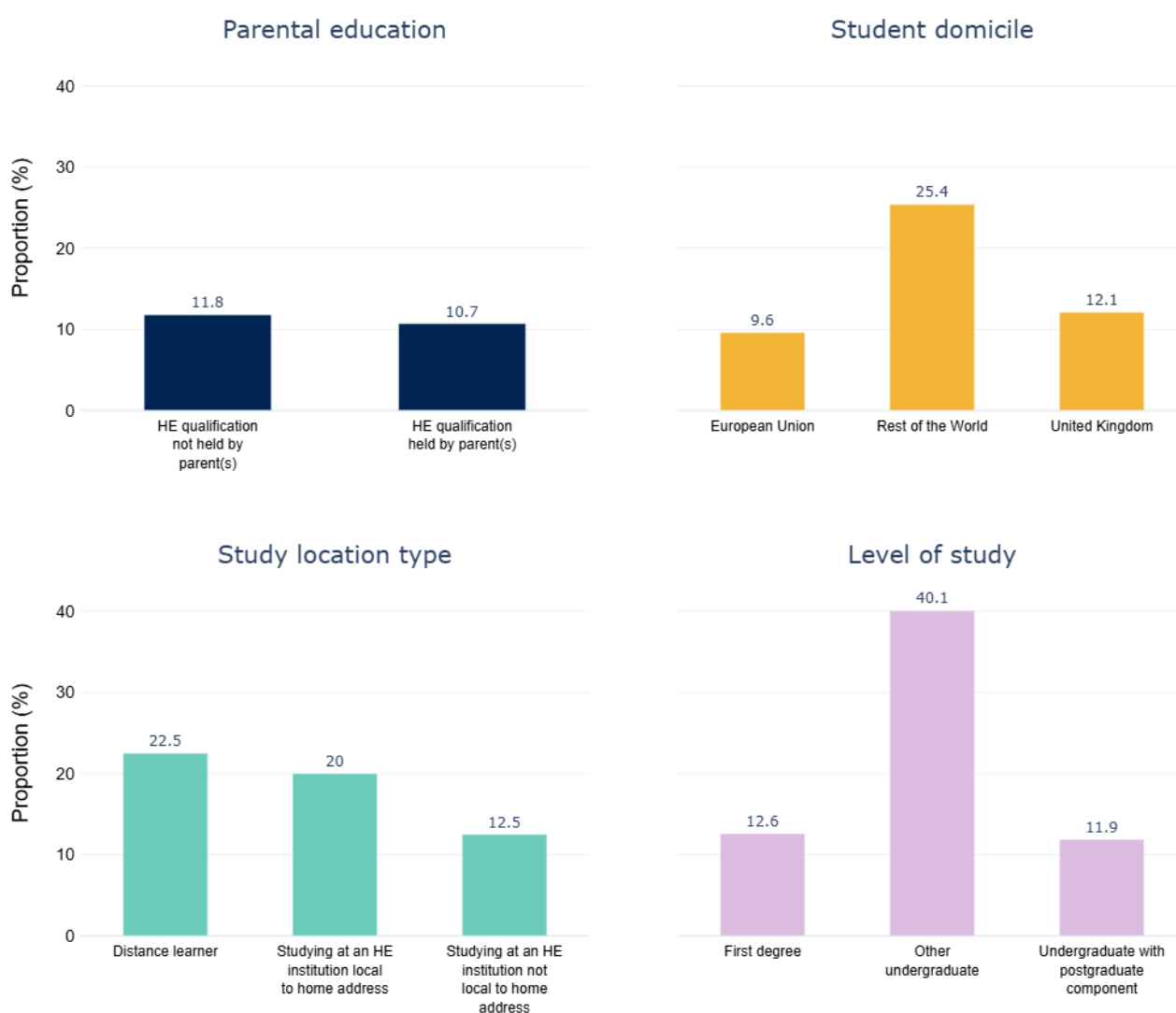
Reporting behaviour and confidence

73. This section extends the analysis of reporting and confidence in the 2025 report. It examines how reporting behaviour, experiences of reporting processes and confidence in seeking support vary across the additional student and provider characteristics introduced in this analysis.

Reporting and reporting processes

74. Students who reported experiencing harassment were asked whether they had reported an incident, and their experience of that process. The questions about reporting (Figures 21 to 28) therefore relate only to students who experienced an incident.

Figure 21: Proportion of students who made a formal report or complaint to their university or college after experiencing sexual harassment, by parental education, student domicile, study location and level of study

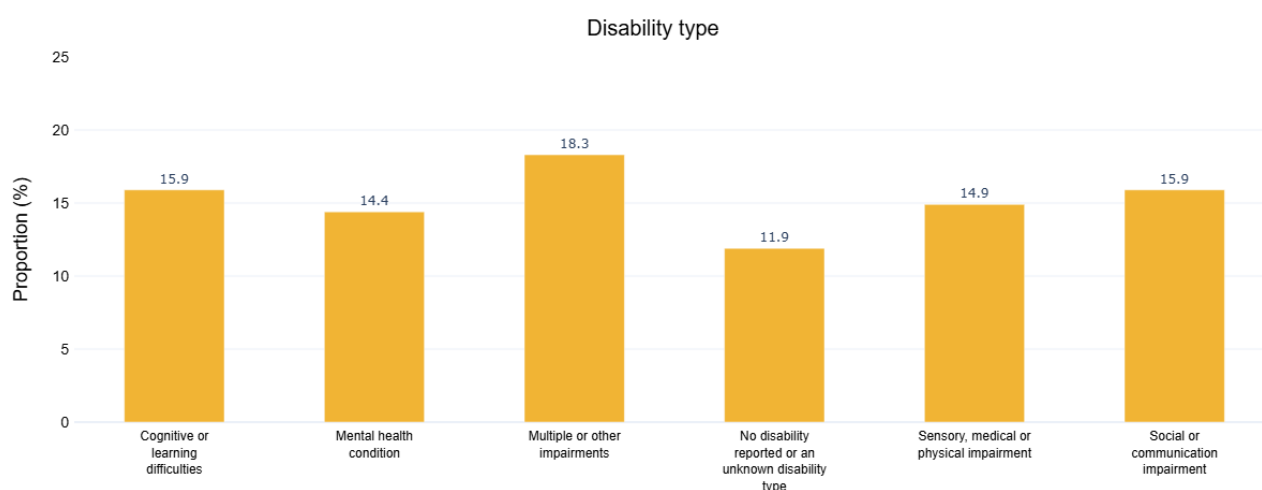


75. Figure 21 shows the proportion of students who made a formal report or complaint to their university or college in relation to incidents of sexual harassment, by parental education,

student domicile, study location type and level of study. Reporting rates vary across these characteristics.

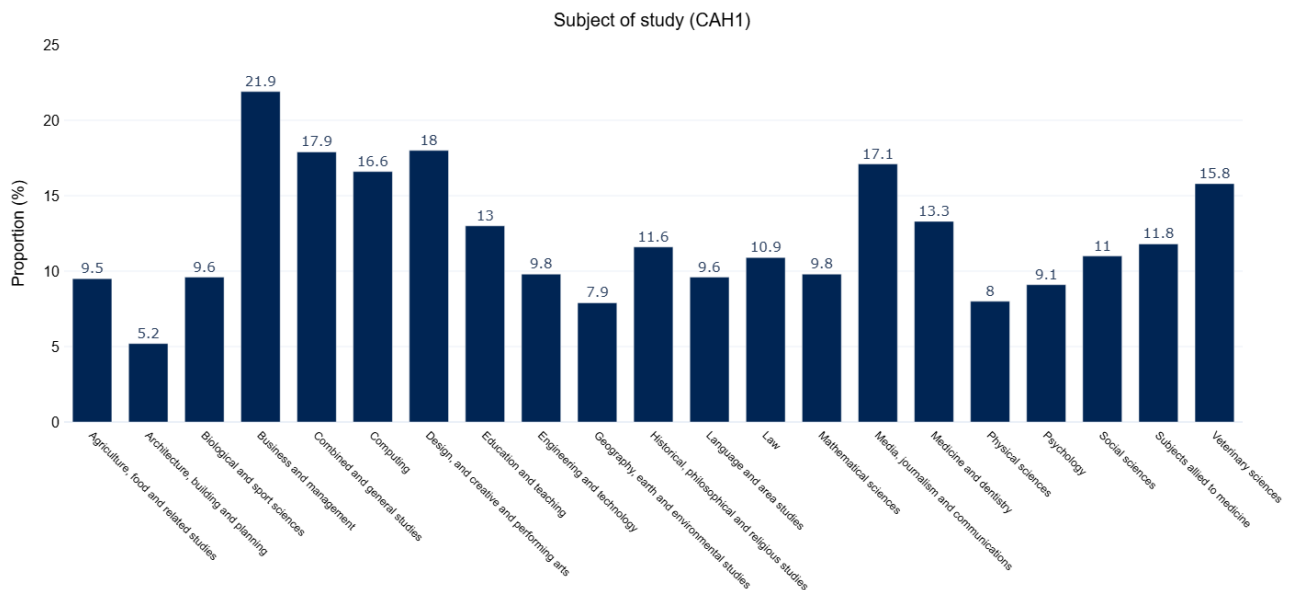
76. Students classified as 'other undergraduate' report at the highest rate (41.3 per cent), compared with first degree students (12.6 per cent) and students on undergraduate programmes with an integrated postgraduate component (11.9 per cent).
77. Distance learners report at higher rates (22.5 per cent) than students studying at institutions local to their home address (20.0 per cent) or not local to their home address (12.5 per cent).
78. By student domicile, students domiciled outside the UK and EU report at the highest rate (25.4 per cent).
79. Students without a parent holding a higher education qualification report at slightly higher rates (11.8 per cent) than those with at least one parent holding a higher education qualification (10.7 per cent).
80. These findings describe variation in reporting behaviour and should be interpreted with caution.

Figure 22: Proportion of students who made a formal report or complaint to their university or college after experiencing sexual harassment, by disability type



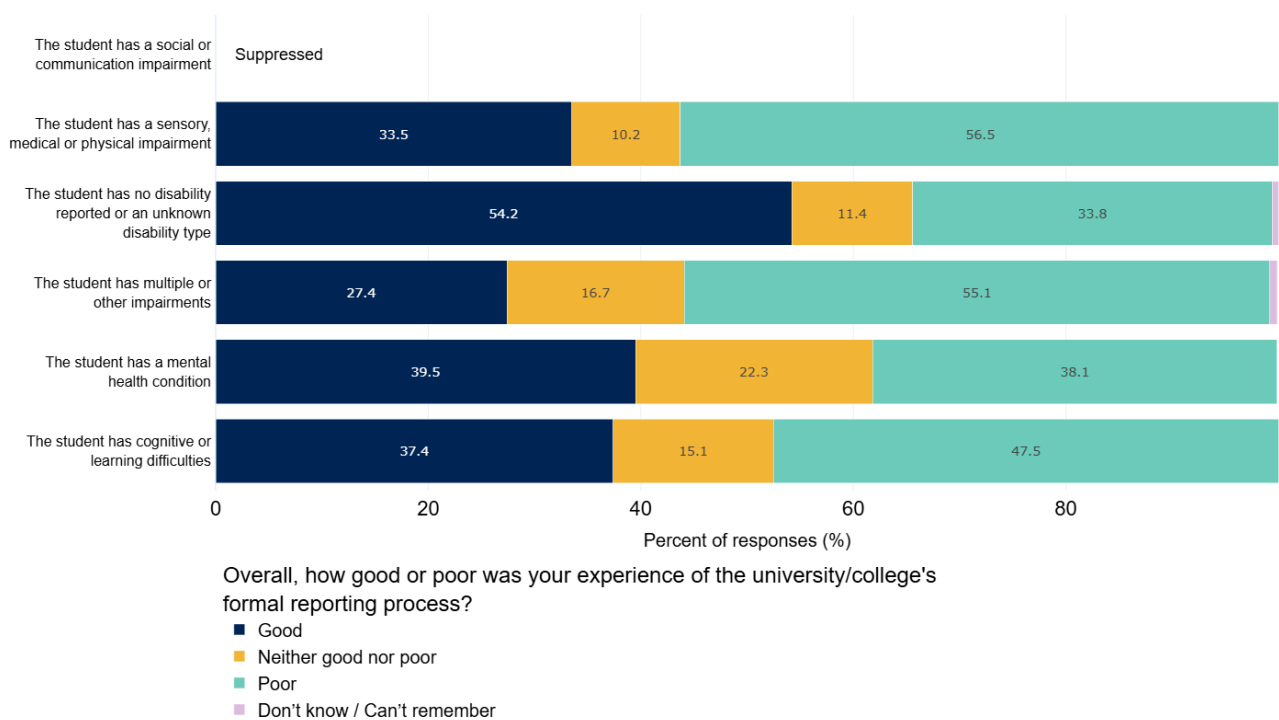
81. Looking at differences by disability type, reporting of incidents of sexual harassment varies across groups.
82. Students reporting multiple or other impairments report at the highest rate (18.3 per cent).
83. Reporting rates are also higher among students reporting a social or communication impairment (15.9 per cent), cognitive or learning difficulties (15.9 per cent), sensory or physical impairments (14.9 per cent), and a mental health condition (14.4 per cent), compared with students with no reported disability or an unknown disability type (11.9 per cent).

Figure 23: Proportion of students who made a formal report or complaint to their university or college after experiencing sexual harassment, by subject of study



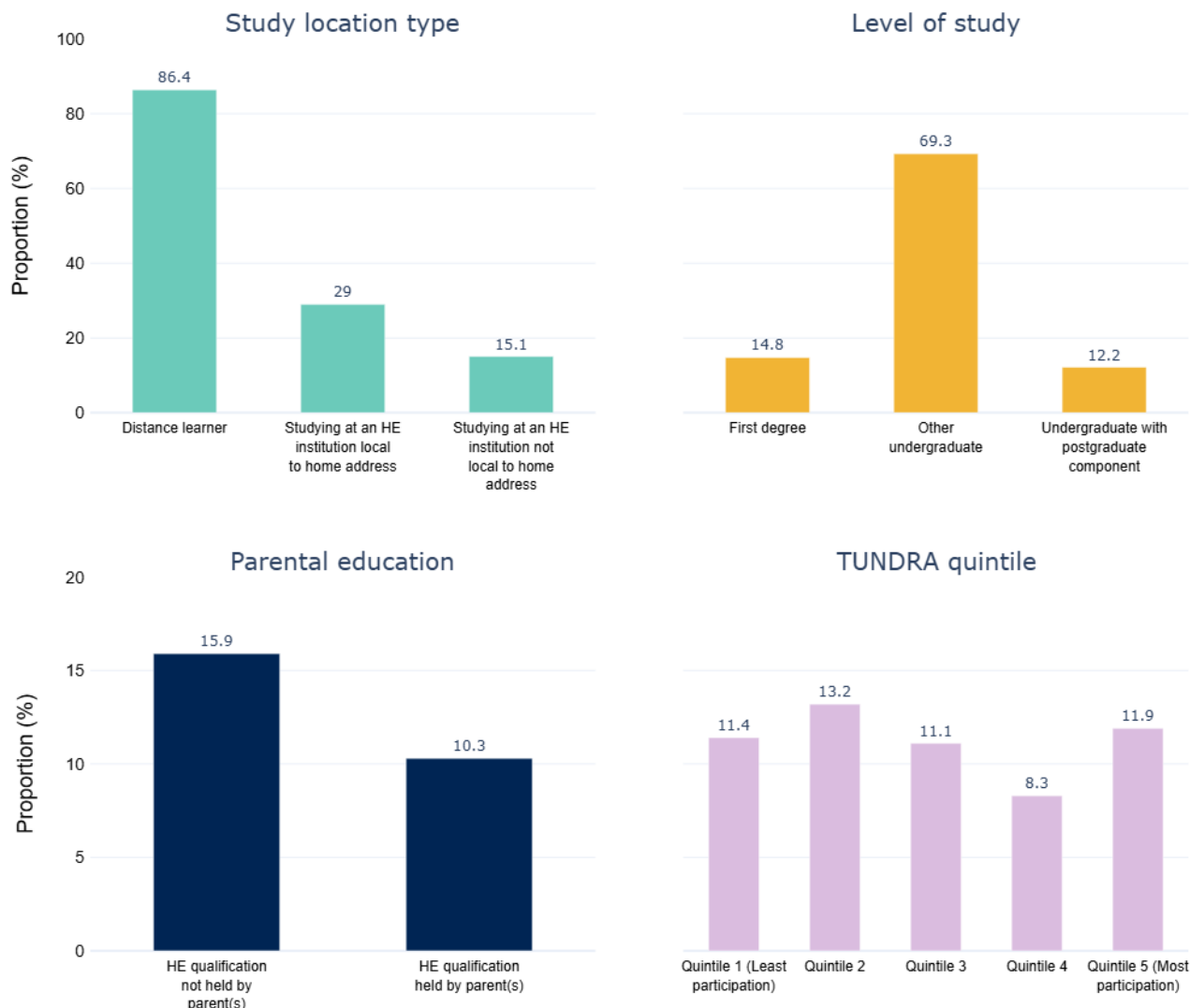
84. By subject of study, we can also see differences. Students studying business and management report incidents of sexual harassment at the highest rate (21.9 per cent).
85. Reporting rates are also higher among students studying creative arts and design (18.0 per cent), combined and general studies subjects (17.9 per cent), media, journalism and communications (17.1 per cent), and computing (16.6 per cent).
86. Lower reporting rates are observed among students studying architecture, building and planning (5.2 per cent), geography, earth and environmental studies (7.9 per cent), physical sciences (8.0 per cent) and psychology (9.1 per cent).

Figure 24: Experience of the university or college’s reporting process when reporting an incident of sexual harassment, by disability type



87. Students were also asked to rate their experience of the university or college’s formal reporting process for incidents of sexual harassment.
88. For disabled students, experience of the reporting process varies. Students with no reported disability or an unknown disability type are more likely to rate their experience as ‘good’ than students reporting a disability.
89. Correspondingly, higher proportions of students reporting a disability report a ‘poor’ experience of the reporting process.
90. We have suppressed results for students reporting a social or communication impairment due to small numbers.

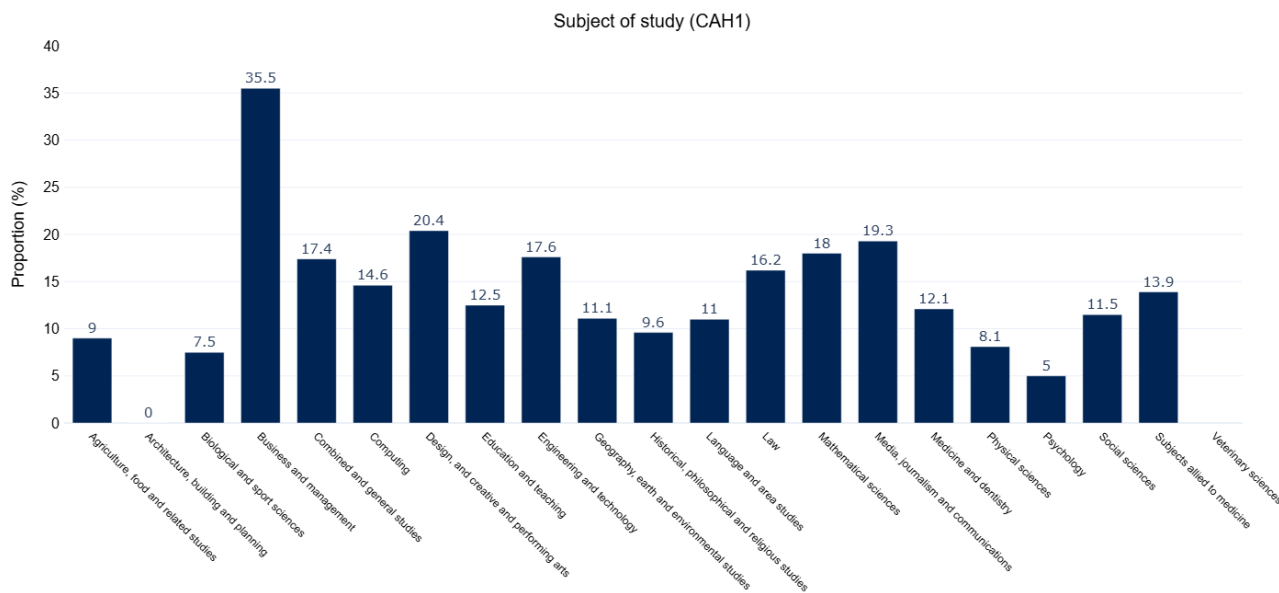
Figure 25: Proportion of students who reported experiencing sexual assault/violence who made a formal report or complaint to their university or college, by study location type, level of study, parental education and TUNDRA quintile



91. Figure 25 highlights variation in formal reporting rates across different student groups.
92. Distance learners report at the highest rate (86.4 per cent), followed by students studying at an institution local to their home address (29.0 per cent) and those studying at an institution not local to their home address (15.1 per cent).
93. Students classified as 'Other undergraduate' report at a higher rate (69.3 per cent) than first degree students (14.8 per cent) and students on undergraduate programmes with a postgraduate component (12.2 per cent).
94. Students whose parents did not hold a higher education qualification report at a higher rate (15.9 per cent) than those with at least one parent holding an higher education qualification (10.3 per cent).

95. Reporting rates are relatively similar across TUNDRA quintiles, ranging from 8.3 per cent (quintile 4) to 13.2 per cent (quintile 2), with no strong gradient between the most and least participation areas.

Figure 26: Proportion of students who made a formal report or complaint to their university or college after experiencing sexual assault/violence by subject of study



96. Students were also asked if they had made a formal report or complaint to their university or college following an incident of sexual assault/violence. The results are presented by CAH1 subject group.⁶

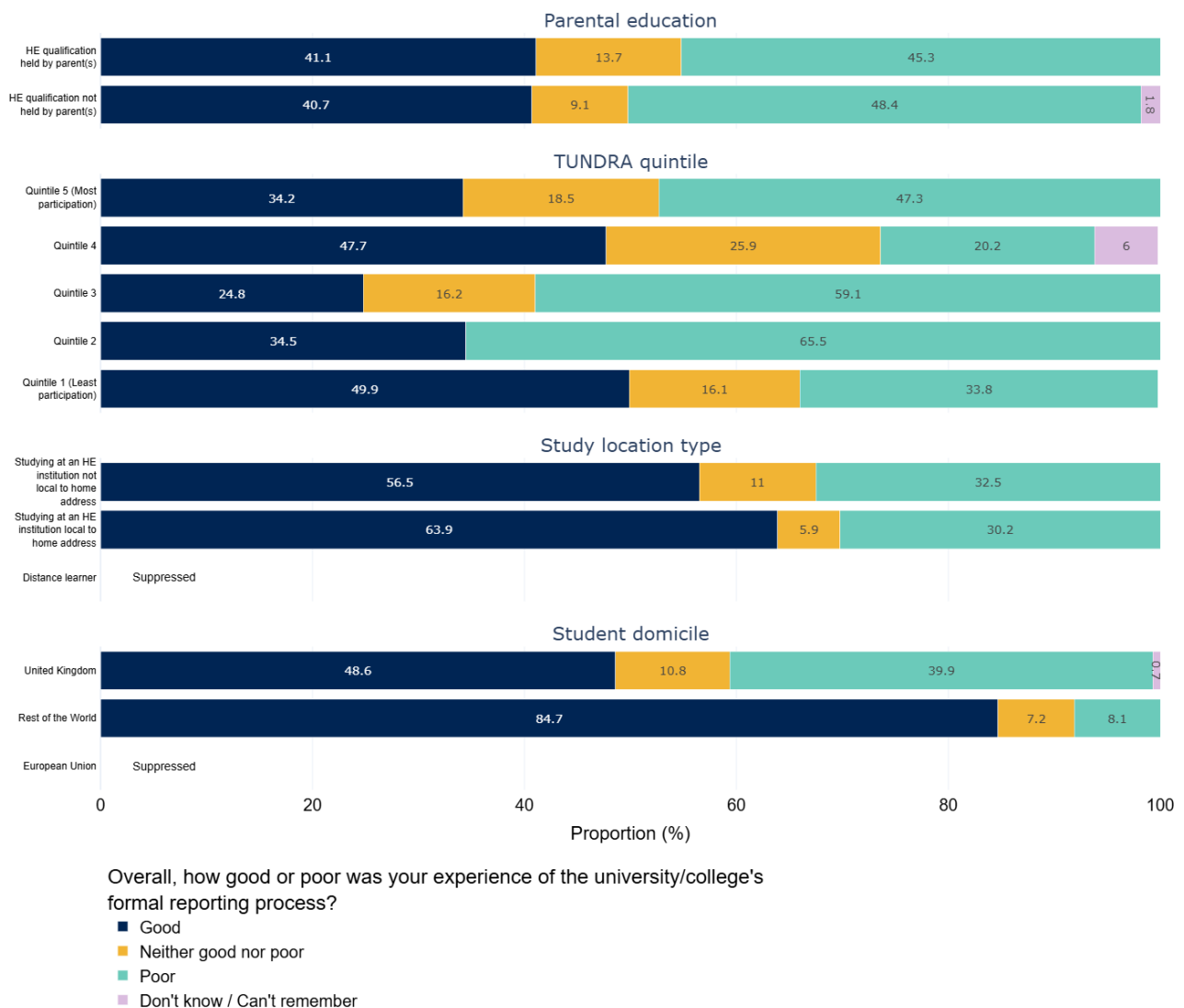
97. Reporting behaviour across subjects varies, with reporting rates ranging from 5.0 per cent to 35.5 per cent.

98. Students studying business and management report at the highest rate (35.5 per cent), followed by students studying design, creative and performing arts (20.4 per cent) and media, journalism and communications (19.3 per cent).

99. We have suppressed results for some subjects due to small numbers.

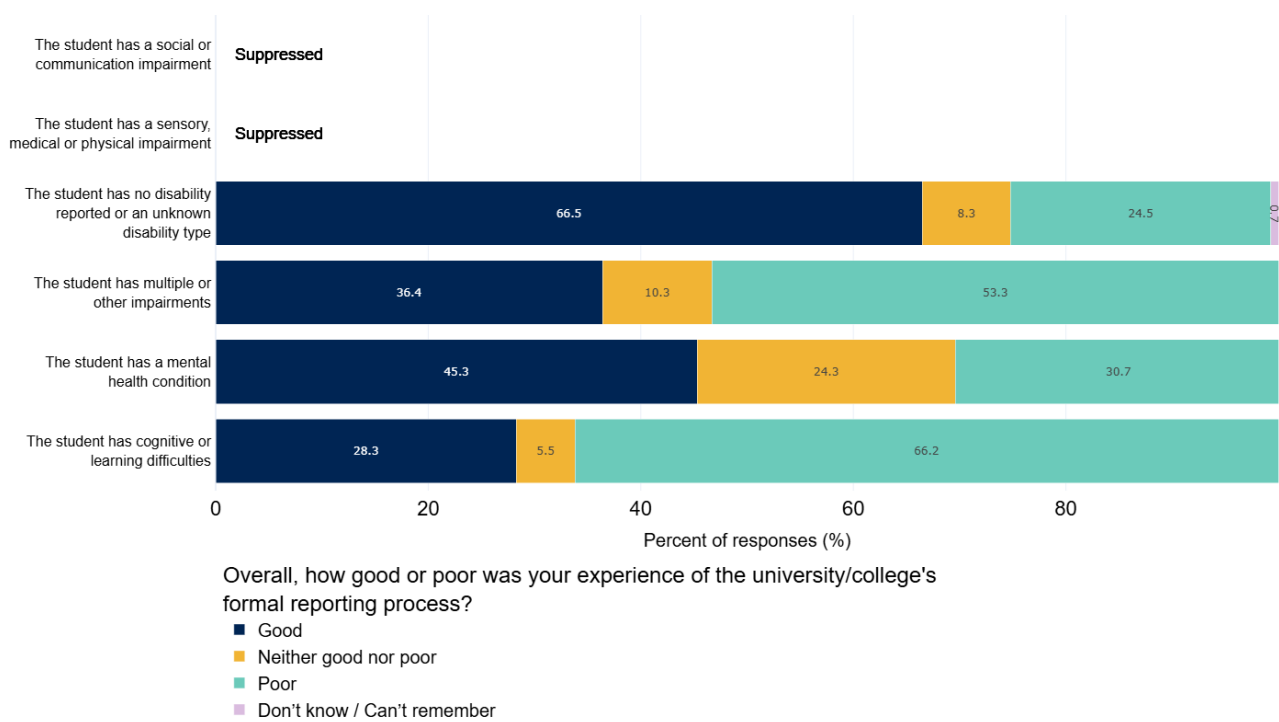
⁶ For more information on the Common Aggregation Hierarchy (CAH) subject groupings, please see [Technical algorithms for 2025 National Student Survey measures](#).

Figure 27: Experience of the university or college’s reporting process when reporting an incident of sexual assault/violence by parental education, TUNDRA quintile, study location type and student domicile



100. Reported experience of the university or college’s formal reporting process for incidents of sexual assault/violence is examined across parental education, TUNDRA quintile, study location type and student domicile.
101. Our analysis shows similar satisfaction rates for students whose parents held a higher education qualification and those whose parents did not.
102. Students studying at an institution local to their home address are more likely to report a ‘good’ experience than students whose institution was not local or distance learners.
103. Students outside the UK and EU report higher rates of ‘good’ experiences.

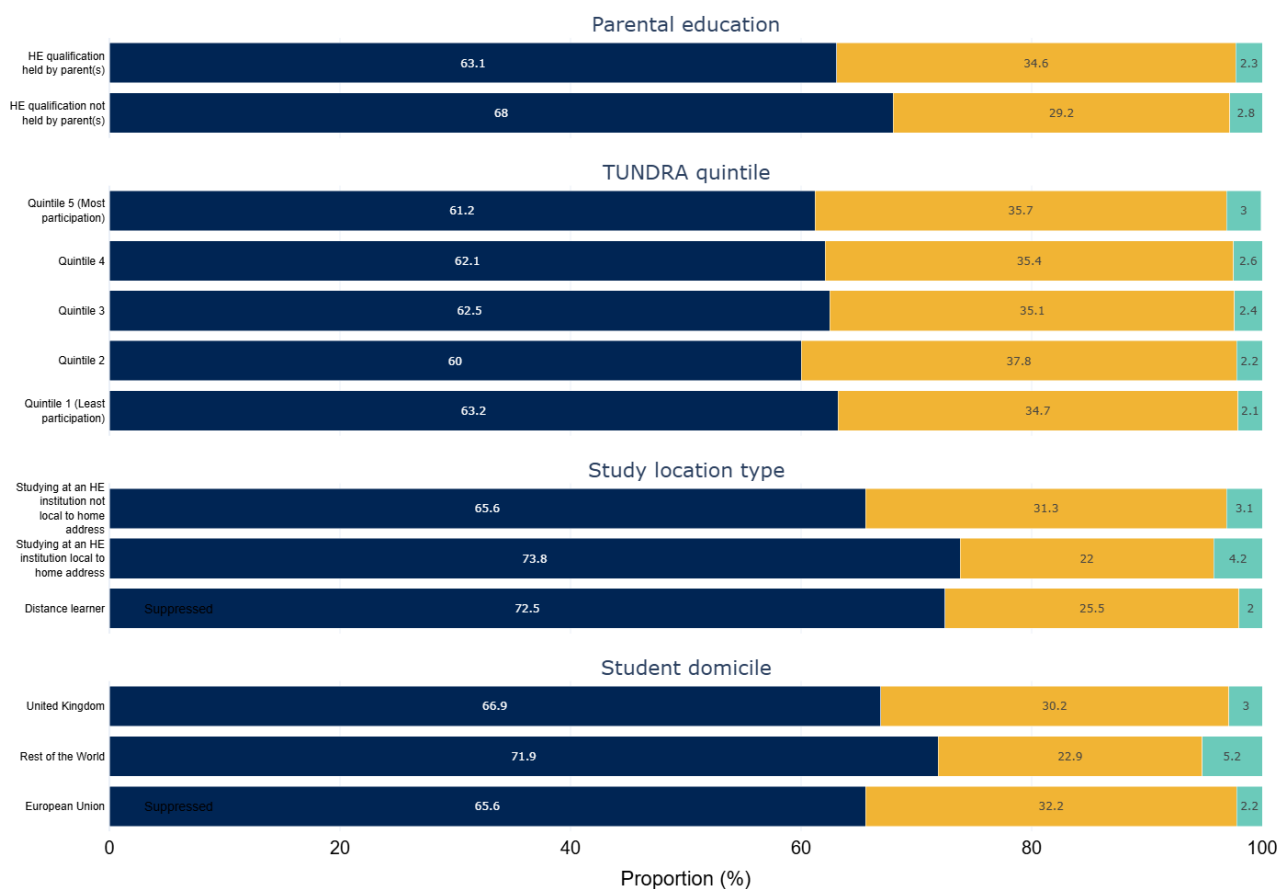
Figure 28: Experience of the university or college’s reporting process when reporting an incident of sexual assault/violence by disability type



104. Figure 28 shows that students reporting cognitive or learning difficulties, a mental health condition or multiple or other impairments are more likely to report a poor experience of the formal reporting process compared with students with no disability reported or an unknown disability type.

Confidence in seeking support

Figure 29: Confidence in seeking support from the university or college, by parental education, TUNDRA quintile, study location type and student domicile



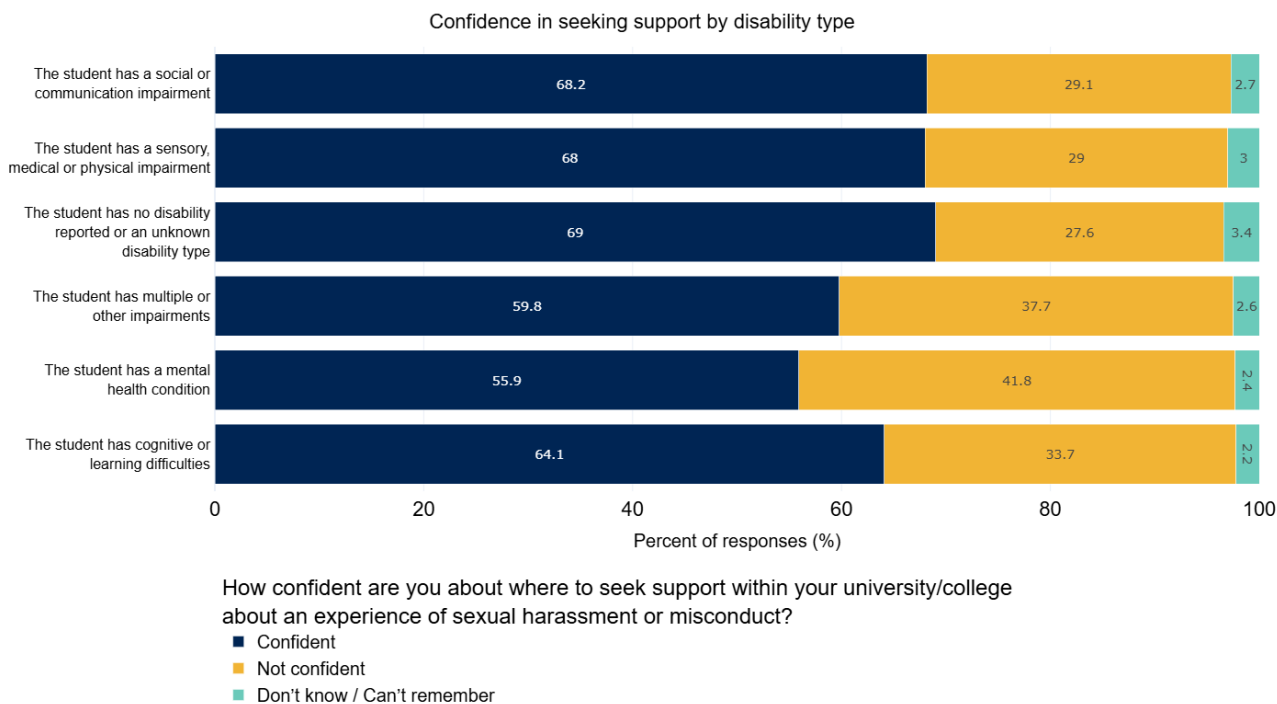
How confident are you about where to seek support within your university/college about an experience of sexual harassment or misconduct?

- Confident
- Not confident
- Don't know / Can't remember

105. All respondents, regardless of whether they recorded an incident of sexual misconduct, were asked about their confidence in where to seek support from their university or college and reporting sexual harassment or misconduct

106. Confidence in where to seek support shows limited variation across the characteristics shown. However, differences are more evident for certain groups in the analyses that follow.

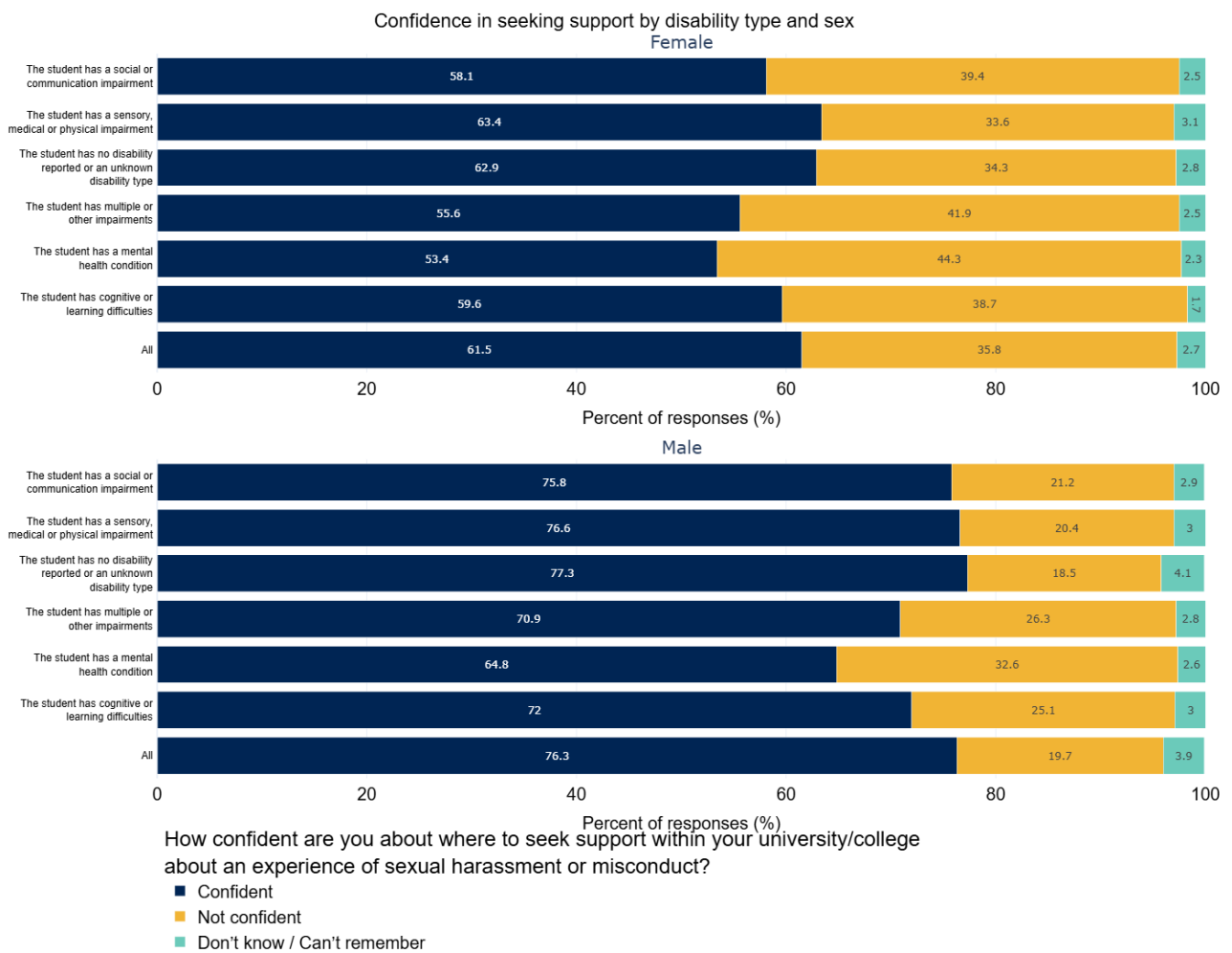
Figure 30: Confidence in seeking support from the university or college, by disability type



107. This chart shows how confident students are about where to seek support within their university or college following an experience of sexual harassment or misconduct, broken down by reported disability type.

108. Students with a mental health condition or multiple or other impairments report lower confidence compared with students with no reported disability or an unknown disability type.

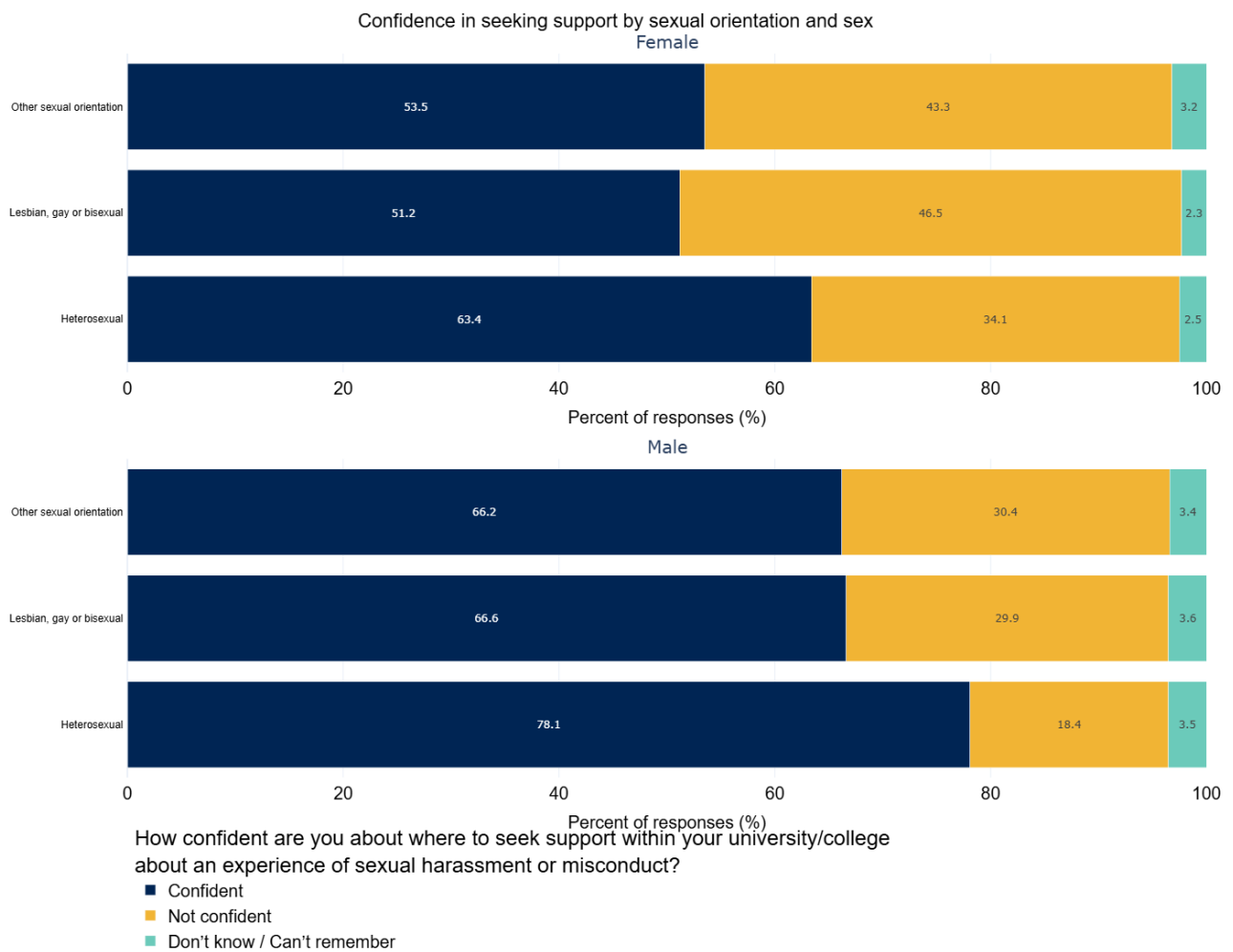
Figure 31: Confidence in seeking support from the university or college, by sex and disability type



109. Male students report higher levels of confidence in where to seek support compared with female students across disability categories (see Figures 15 and 16 in the main 2025 sexual misconduct survey analysis).

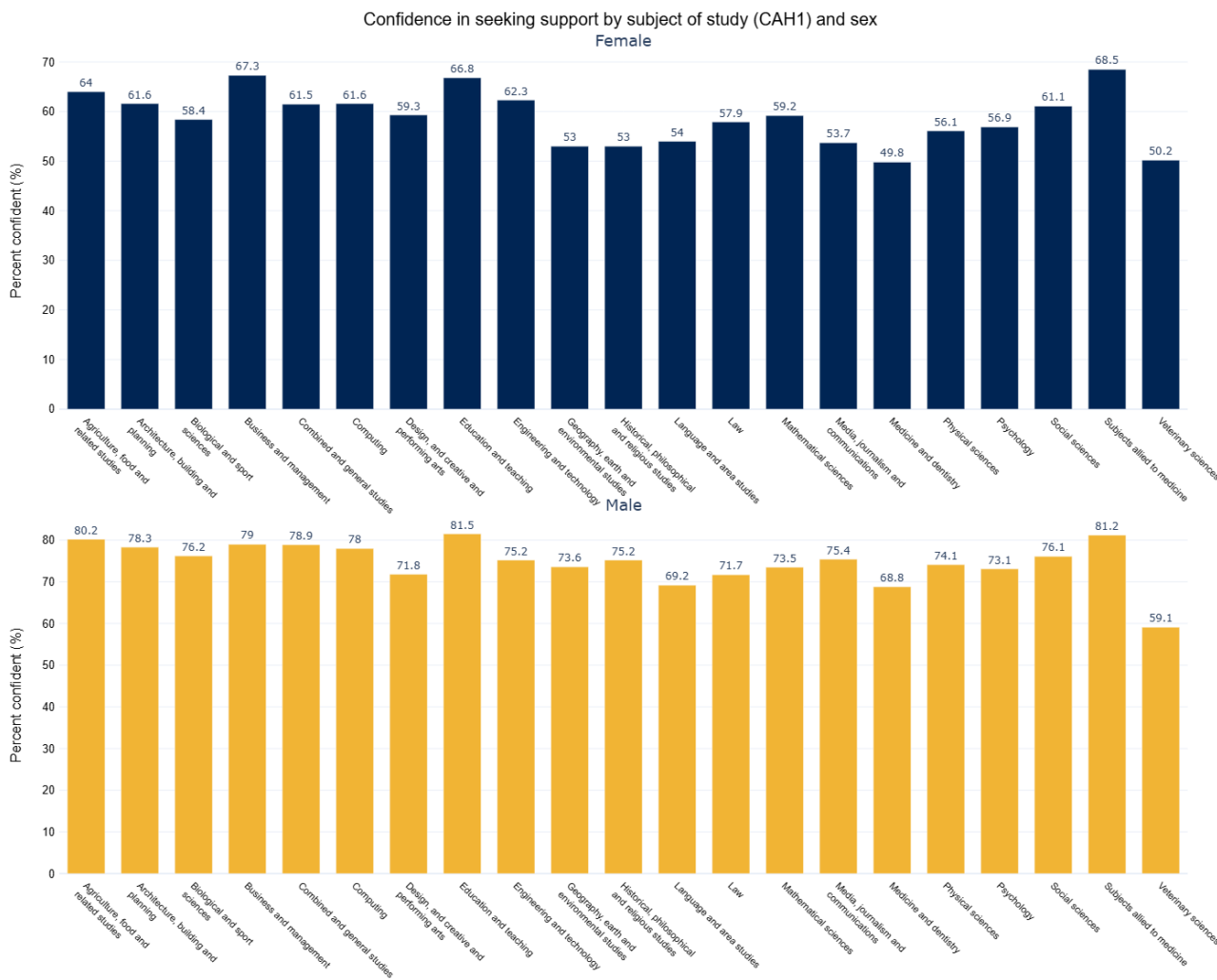
110. Among both male and female students, those reporting a mental health condition show the lowest levels of confidence in where to seek support.

Figure 32: Confidence in seeking support from the university or college, by sex and sexual orientation



111. Among both male and female students, heterosexual students report higher levels of confidence in where to seek support. Lower levels of confidence are observed among lesbian, gay or bisexual female students, with around half reporting that they were not confident about where to seek support.

Figure 33: Confidence in seeking support from the university or college, by sex and subject of study



112. There is a variation in confidence in where to seek support across subjects. For both male and female students, medicine and dentistry and veterinary sciences show lower levels of reported confidence compared with other subjects. In contrast, subjects allied to medicine show higher levels of confidence.



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