



THE UNIVERSITY *of* EDINBURGH

**Equality and Diversity Monitoring and Research  
Committee (EDMARC)**

**STUDENT REPORT**

**2015**

**SEVENTH REPORT**

## CONTENTS

<b>1. INTRODUCTION .....</b>	<b>3</b>
<b>2. NOTES AND DEFINITIONS .....</b>	<b>4</b>
<b>3. UNDERGRADUATE ENTRANTS .....</b>	<b>5</b>
3.1. Gender - % of Female Entrants .....	5
3.2. Disability.....	5
3.3. Ethnicity - % BME (UK Only).....	6
3.4. Age On Entry .....	7
<b>4. UNDERGRADUATE OUTCOMES .....</b>	<b>8</b>
4.1. Gender .....	8
4.2. Disability.....	10
4.3. Ethnicity - % BME (UK Only).....	11
4.4. Age on Entry .....	12
<b>5. POSTGRADUATE TAUGHT ENTRANTS .....</b>	<b>14</b>
5.1. Gender - % of Female Entrants .....	14
5.2. Disability.....	14
5.3. Ethnicity - % BME (UK Only).....	15
5.4. Age On Entry .....	16
<b>6. POSTGRADUATE TAUGHT OUTCOMES .....</b>	<b>16</b>
6.1. Gender - % of Female Entrants .....	16
6.2. Disability.....	17
6.3. Ethnicity - % BME (UK Only).....	17
6.4. Age on Entry .....	18
<b>7. POSTGRADUATE RESEARCH ENTRANTS .....</b>	<b>18</b>
7.1. Gender - % of Female Entrants .....	18

7.2.	Disability.....	19
7.3.	Ethnicity - % BME (UK Only).....	19
7.4.	Age On Entry .....	20
<b>8.</b>	<b>POSTGRADUATE RESEARCH OUTCOMES .....</b>	<b>20</b>
8.1.	Gender - % of Female Entrants .....	20
8.2.	Disability.....	21
8.3.	Ethnicity - % BME (UK Only).....	21
8.4.	Age on Entry .....	22
<b>9.</b>	<b>SECTOR DATA.....</b>	<b>23</b>
9.1.	Gender .....	23
9.1.1.	First Degree .....	23
9.1.2.	Postgraduate Taught .....	24
9.1.3.	Postgraduate Research.....	24
9.2.	Disability.....	25
9.2.1.	First Degree .....	25
9.2.2.	Postgraduate Taught .....	25
9.2.3.	Postgraduate Research.....	26
9.3.	Ethnicity .....	26

#### 1. Introduction

The SEVENTH report from the Equality and Diversity Monitoring and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh. The remit of the committee is to report and monitor equality and diversity issues and to carry out further research where appropriate. EDMARC also provides advice and technical expertise to make policy and research recommendations.

This report focuses on student data for 2014/15 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

EDMARC is composed of senior staff with interest in equality and diversity issues and expertise in the area of analysis and management of data with support from the University's professional services. EDMARC is chaired by the Vice-Principal People & Culture, Professor Jane Norman.

The current members of the EDMARC committee are:

Professor Jane Norman, Vice-Principal People & Culture, Convener

Ms Denise Boyle, University HR Services

Ms Rebecca Gaukroger, Student Recruitment and Admissions

Ms Angi Lamb, Joint Unions

Professor Brian Main, CHSS

Andy Peel, EUSA Vice President Societies and Activities

Ms Karen Osterburg, Registry

Dr Pamela Warner, CMVM

Dr Caroline Wallace, University HR Services

Ms Sheila Williams, Student Disability Service

The reports will be published on the EDMARC website

<http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc>

Further information on equality and diversity in the university can be found at

<http://www.ed.ac.uk/schools-departments/equality-diversity>

## **2. Notes and Definitions**

Entrant student data is presented for intake years 2005/06 to 2014/15. Outcome data is presented for students entering the University from 2007/08 to 2010/11 for undergraduate students, 2006/07 to 20011/12 for postgraduate taught students and 2005/06 to 2009/10 for postgraduate research students. All fully matriculated University of Edinburgh students are included in this report, including those studying on distance learning programmes and visiting students. Credit bearing Continual Professional Development programmes are also included. Both Home and Overseas students are included, with the exception of the reporting of ethnic minority status, where only UK-domiciled students are included. Where unknown-values are present in the data, these have been excluded.

Intake figures are based on undergraduate, taught postgraduate and research postgraduate populations. All figures are headcounts and represent all students studying at the University, including part-time, visiting and distance learning students.

Figures are primarily presented at University level but where appropriate, a breakdown by college has been given.

Outcomes are presented in terms of the summary status of the population at 26/10/15 by various categories and degree classification or degree type achieved by those who have completed. The measure used in this report for achievement and completion is 'the proportion of students with an exit qualification' and includes those students who have successfully completed an award, currently interrupted or still matriculated on programme. Those students who exit with an intermediate award e.g. Cert. HE are deemed to have successfully completed. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion.

Comparisons to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI) database and uses the standard registration population from the HESA student record. It includes all students who were active at a reporting institution between 1 August and 31 July of the particular year. HESA figures exclude students who are classified as Dormant, Incoming/Outgoing exchange, students where the whole of the programme of study is outside of the UK, writing-up students and from 2008/09 students on sabbatical. A comparison the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students is used for the comparison of disabled students.

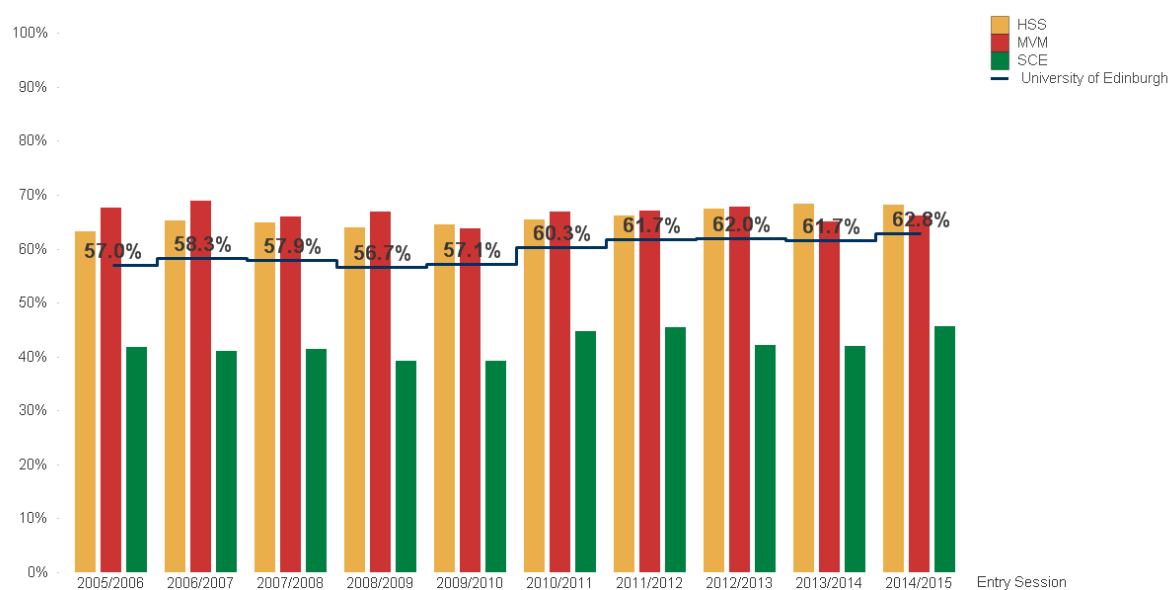
There are two appendices to this report. Appendix 1 shows the base populations for entrants and Appendix 2 shows the base populations for the outcomes[to be published later in January 2016).

### 3. Undergraduate Entrants

#### 3.1. Gender - % of Female Entrants

Figure 1 shows the proportion of undergraduate entrants who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 62.8%), and places us in the top three Russell Group universities for this measure (see section 9.1).

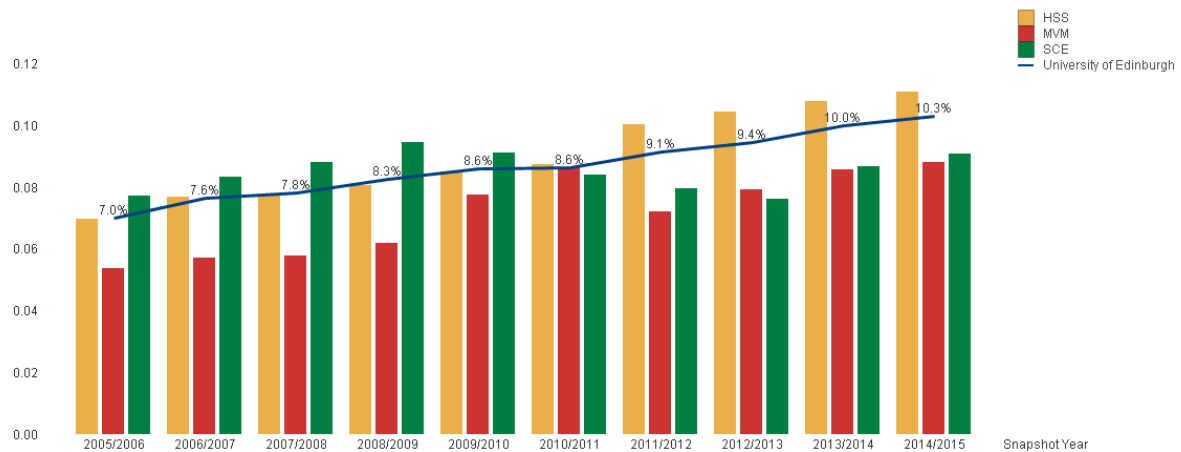
Figure 1: Proportion of undergraduate entrants who are female (Total Population for 2014/15 – 5,857 (HSS), 696 (MVM), 1,984 (SCE), 8,537 (UoE))



#### 3.2. Disability

Figure 2 shows the proportion of undergraduate students disclosing a disability. The proportion of students disclosing a disability has increased overall year-on-year over the last ten years with some variation between Colleges. Note that this chart is for all undergraduate students, not just entrants – to capture students that disclose a disability later in their university career.

Figure 2: Proportion of undergraduate students disclosing a disability (Total Population for 2014/15 – 14,500 (HSS), 2,625 (MVM), 5,684 (SCE), 22,809 (UoE))

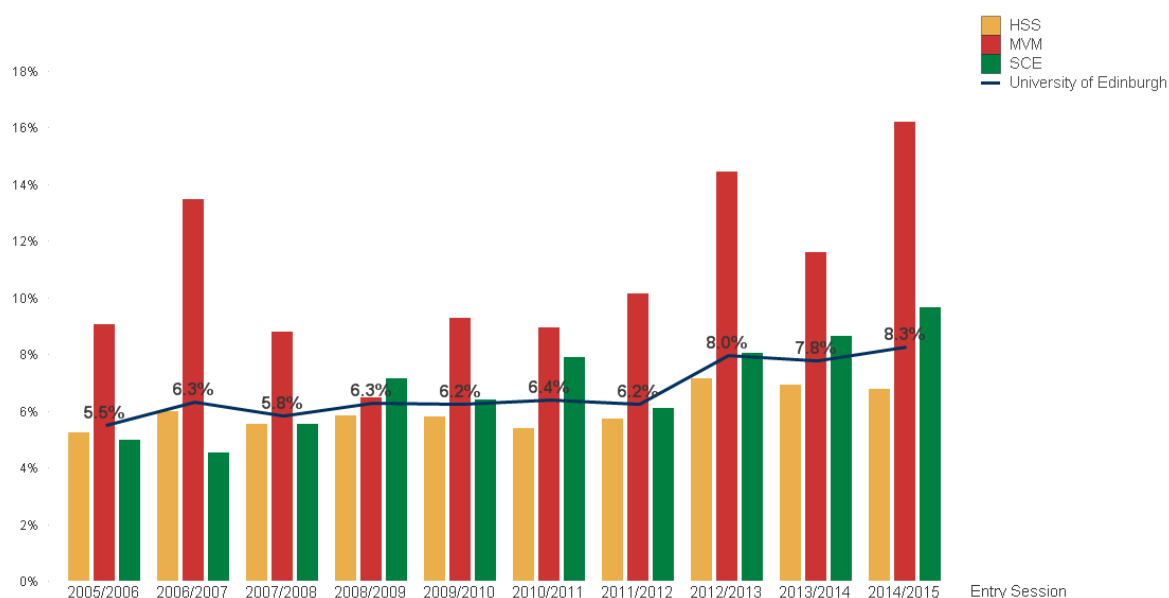


### 3.3. Ethnicity - % BME (UK Only)

Figure 3 shows the proportion of UK domiciled undergraduate entrants who are black and ethnic minority (BME). The last three years has seen a step increase in the proportion of BME students (range 7.8% - 8.3%) compared to the previous years (range of 5.6% - 6.4%) with the greatest proportion of BME students entering CMVM.

For context, the 2011 UK Census reports 12.9% of the UK population to be of ethnic minority and 4.1% in Scotland. These figures rise to 20.0% in the UK and 6.2% in Scotland when looking solely at under 25s, who make up 93% of our Undergraduate entrants (Figure 4).

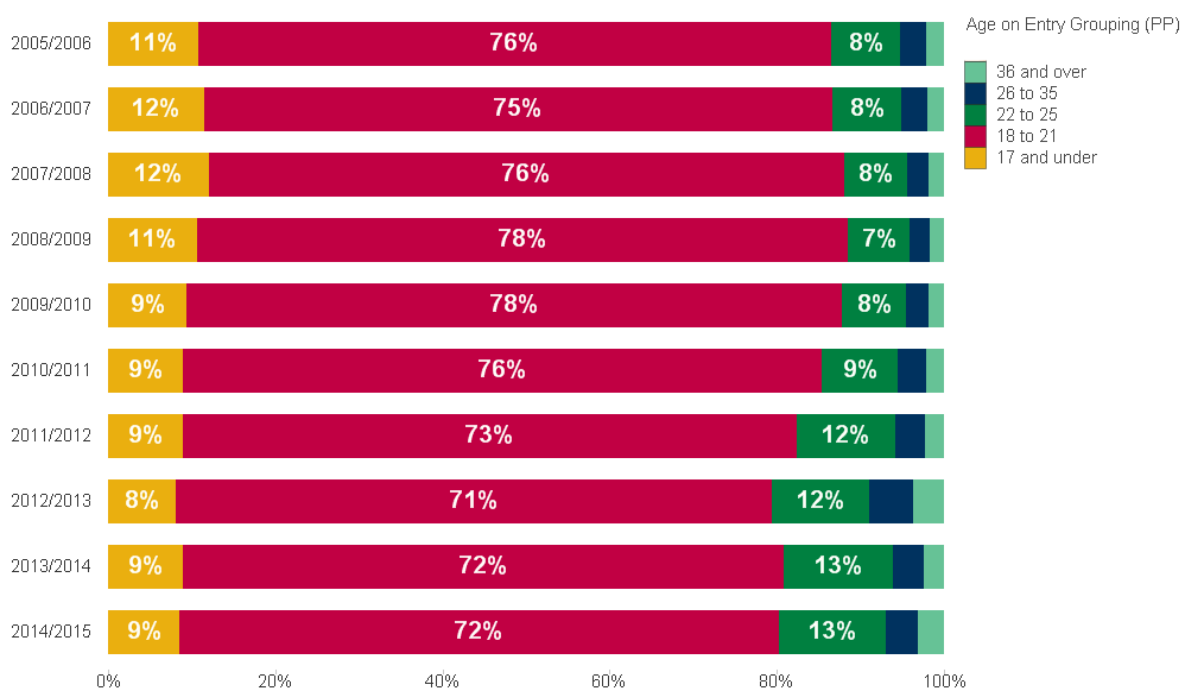
Figure 3: The proportion of UK domiciled undergraduate entrants who declare themselves black and ethnic minority 2004/05 to 2013/14 (Total Population (except unknown) for 2014/15 – 2,810 (HSS), 352 (MVM), 1,027 (CSE), 4,189 (UoE))



### 3.4. Age On Entry

Figure 4 shows undergraduate entrants by age grouping on entry. The increase in the proportion of students aged 22 to 25 first seen in 2011/12 is largely due to an increase in visiting students in the College of Humanities and Social Science.

Figure 4: Undergraduate entrants by age grouping on programme entry, 2005/06 to 2014/15



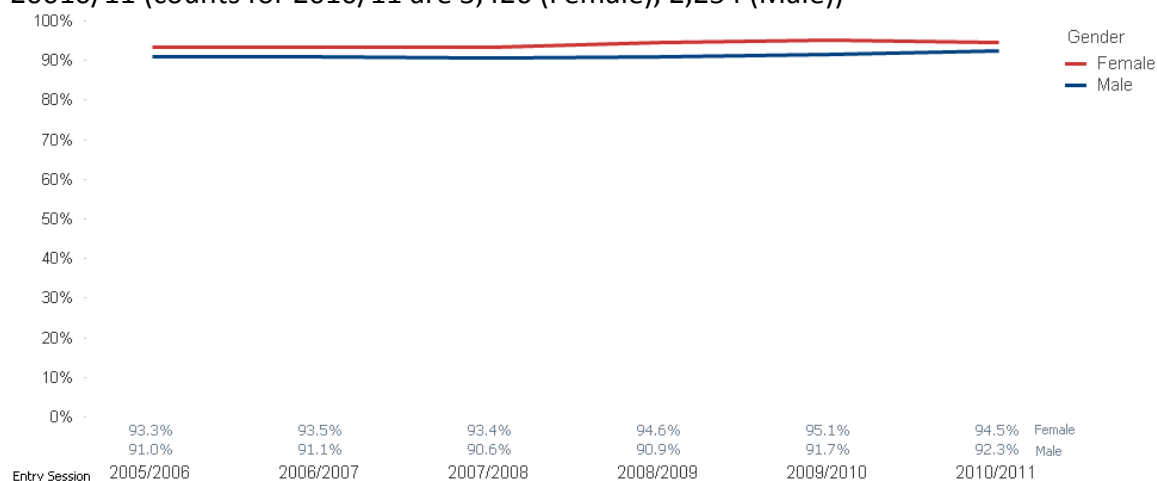


## 4. Undergraduate Outcomes

### 4.1. Gender

Figures 5 and 6 show the proportion of undergraduate entrants with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree respectively for male and female students. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 2.2%-points to 3.7%-points) and more markedly in the proportion achieving a 1<sup>st</sup> or 2.1 Honours degree (difference in range 5.5%-points to 10.5%-points). This observation is in line with that seen throughout the sector. The proportion of females exiting with a first or 2.1 Honours degree in Russell group universities over the last five years has been between 5%-points and 6%-points higher than for males. In 2013/14 74% of UK-domiciled female graduates obtained a first or upper second class degree compared to 70% of male graduates in English institutions<sup>1</sup>. Furthermore the difference persists across a wide range of entry qualifications and male students achieve a lower actual percentage than predicted after other factors (eg age on entry, ethnicity) had been modelled.

Figure 5: Proportion of undergraduate entrants with an exit qualification, 2005/06 to 2010/11 (counts for 2010/11 are 3,426 (Female), 2,254 (Male))




---

<sup>1</sup> Differences in degree outcomes: The effect of subject and student characteristics. HEFCE 2015/21

Figure 6: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2005/06 to 2014/15 (counts for 2014/15 are 2,340 (Female), 1,534 (Male))

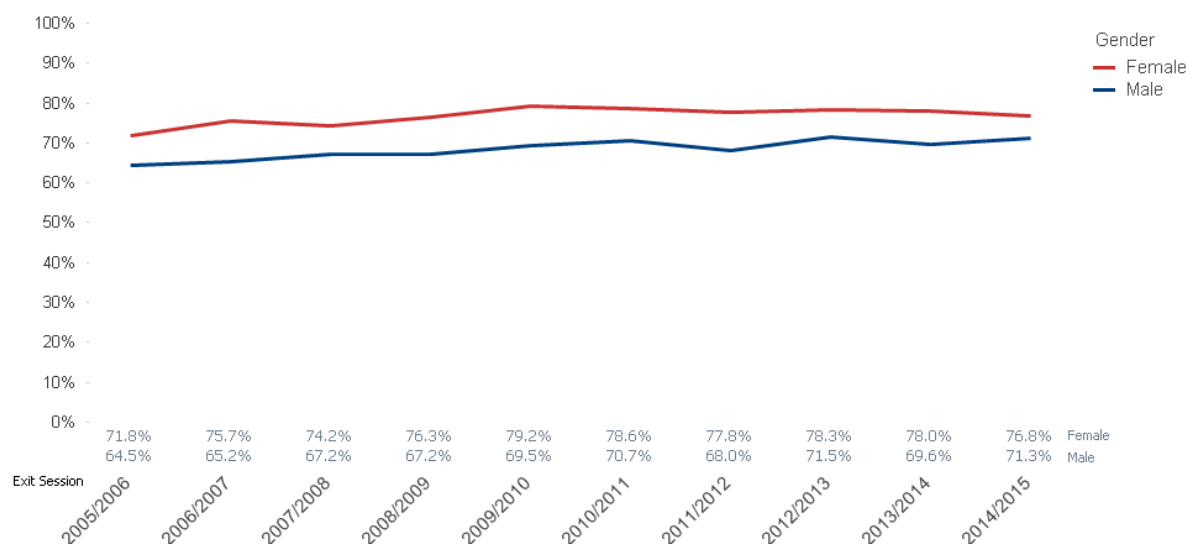


Table 1 shows the 2014/15 proportion of students achieving a 1st class or 2.1 honours degree, by Gender and School and shows females outperforming males in 13 out of 18 Schools. In the previous year females outperformed males in all but one of the schools.

Table 1: Proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by Gender and School, 2014/15

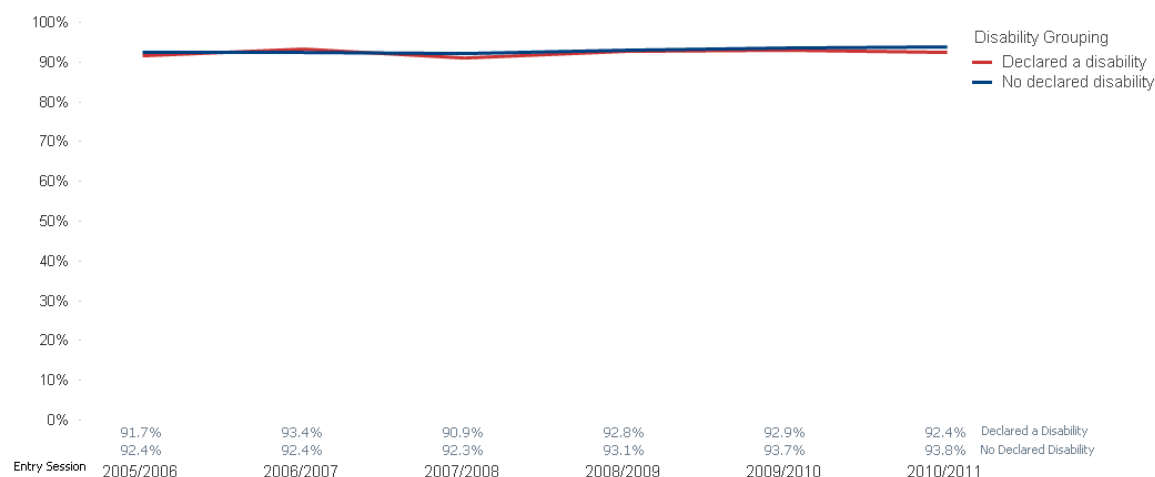
School	Female		Male		Female-Male difference in 1st/2.1 outcome
	%	Number	%	Number	% - Points
Business School	79.8%	99	75.6%	86	4.2%
Deanery of Biomedical Sciences	93.9%	98	78.6%	42	15.3%
Edinburgh College of Art	79.5%	317	72.5%	120	7.0%
Moray House School of Education	62.6%	195	60.5%	86	2.1%
School of Biological Sciences	80.7%	83	72.5%	40	8.2%
School of Chemistry	75.0%	60	66.0%	47	9.0%
School of Divinity	83.3%	36	80.0%	20	3.3%
School of Economics	80.3%	76	89.3%	121	-9.0%
School of Engineering	84.6%	65	78.1%	196	6.6%
School of Geosciences	84.6%	91	81.9%	72	2.7%
School of History, Classics and Archaeology	83.7%	135	87.4%	111	-3.7%
School of Informatics	62.5%	16	75.0%	72	-12.5%
School of Law	81.5%	119	88.4%	69	-6.9%
School of Literatures, Languages and Cultures	90.7%	345	83.1%	89	7.6%
School of Mathematics	71.0%	31	80.6%	31	-9.7%
School of Philosophy, Psychology and Language Sciences	89.3%	205	88.9%	81	0.4%
School of Physics and Astronomy	94.4%	18	62.8%	43	31.7%
School of Social and Political Science	85.4%	144	77.6%	67	7.8%

A positive difference in the table represents a greater proportion of female students achieving a 1<sup>st</sup> class or 2:1 honours degree than male students. We have not reported on any Schools where there are five or less male or female students.

## 4.2. Disability

Figures 7 and 8 shows the proportion of undergraduate entrants with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree who disclosed a disability. There is little difference between the proportion of students declaring a disability exiting with a qualification compared to students with no declared disability over the 10 year period. However, the proportion of students who disclosed a disability exiting with a 1<sup>st</sup> Class or 2:1 Honours is lower in 8 out of the 9 years shown (difference in range 1.3%-points to 10.5%-points lower) than students with no declared disability. The HEFCE 2015/21 publication shows that in 2013/14 students with a declared disability had a performance gap of 4%-points compared to students not declaring a disability, and that this difference was still largely present after modelling for other factors. The latest Equality Challenge Unit statistical report<sup>2</sup> also highlights the gap in attainment between disabled and non-disabled students in all four countries of the UK.

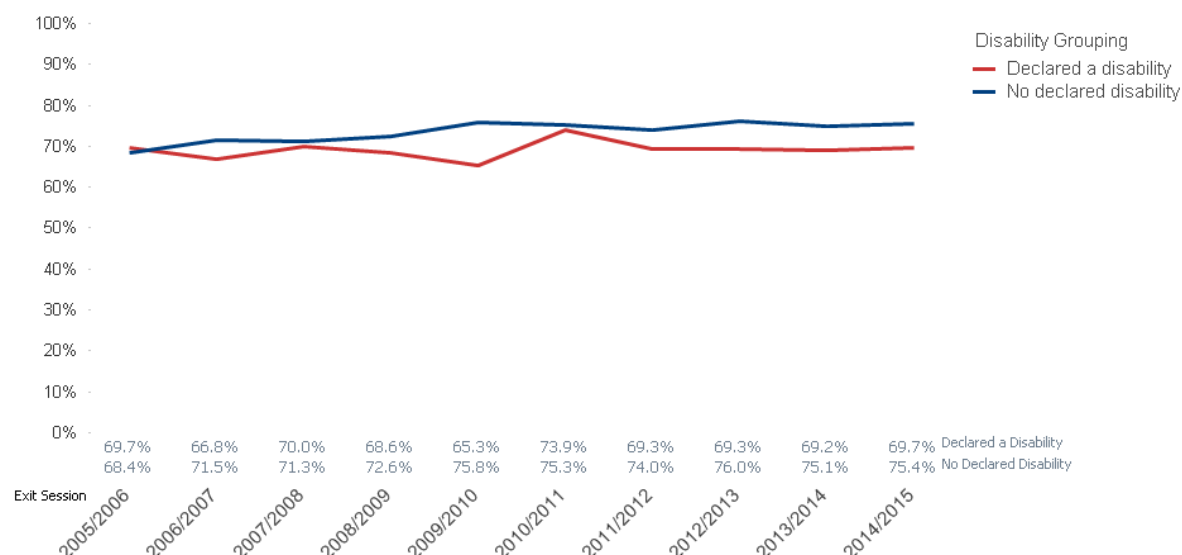
Figure 7: Proportion of undergraduate entrants with an exit qualification, 2005/06 to 2009/10 (the counts for 20010/11 are 578 (declaring a disability) and 5,100 (not declaring a disability))




---

<sup>2</sup> Equality in higher education: statistical report 2013 Part 2: students

Figure 8: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2005/06 to 2014/15 (the counts for 2014/15 are 523 (Disclosed a disability) and 3,351 (No disclosed disability))



#### 4.3. Ethnicity - % BME (UK domiciled only)

Figures 9 and 10 show the proportion of undergraduate entrants with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree respectively for Black and Minority Ethnic (BME) and white students. Over the period shown there is little difference in the proportion of BME and white students who leave with an exit qualification but for 8 out of the 10 years the proportion of white students achieving a 1<sup>st</sup> or 2.1 Honours degree has been greater than BME students (difference in range 5.0%-points to 12.9%-points). The difference in proportions of white and BME students attainment in achieving a 1<sup>st</sup> or 2.1 Honours degree is reported across the sector: it is seen in the Russell Group (difference in range 10%-points to 15%-points over the last five years), the HEFCE study (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest ECU report (England 18.5%-points; Northern Ireland 4.4%-points; Scotland 9.1%-points; and Wales 10.5%-points). We are currently undertaking work via the Race Charter Working Group to address this issue.

Figure 9: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2005/06 to 2010/11 (counts in 2010/11 are 195 (BME), 2,858 (white))

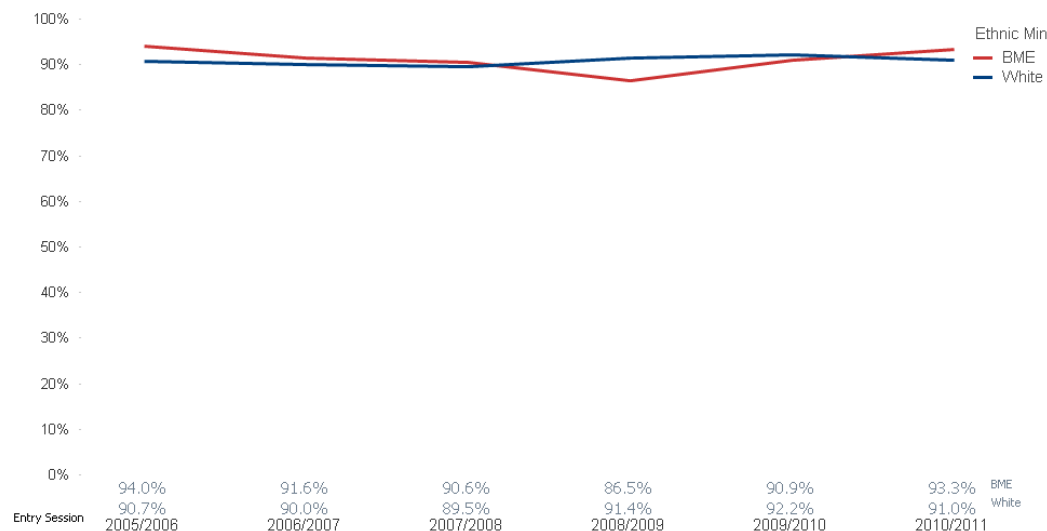
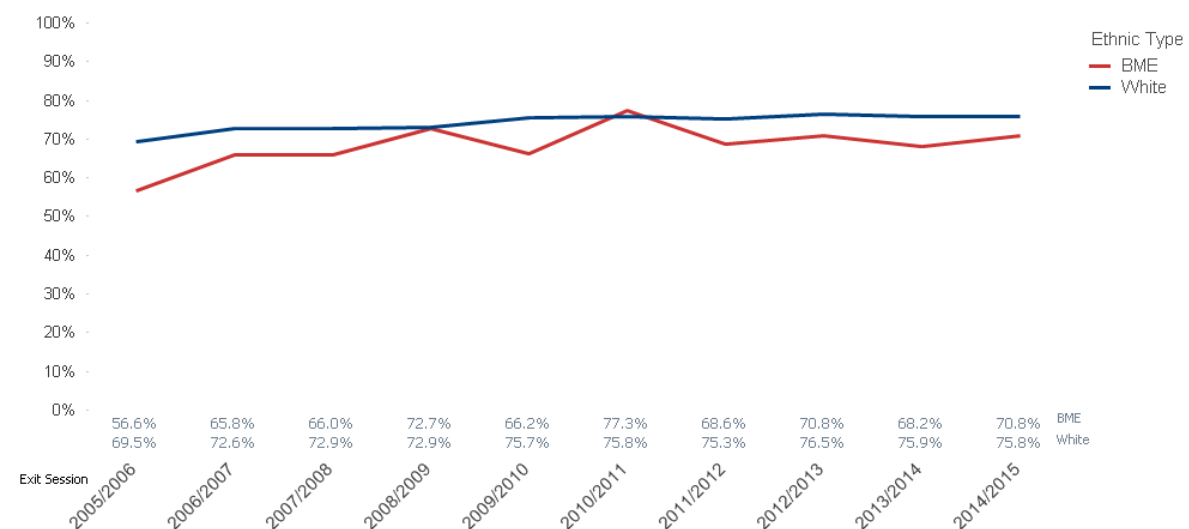


Figure 10: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2005/06 to 2014/15 (counts in 2014/15 are 154 (BME) and 2,523 (White))



#### 4.4. Age on Entry

Figure 11 shows the proportion of undergraduate entrants with an exit qualification, by age on entry grouping.

Figure 11: Proportion of undergraduate entrants with an exit qualification, 2005/06 to 2010/11 (count for 2010/11 – 4,850 (21 and under) 512 (22-25) 198 (26-35) 120 (36 and over))

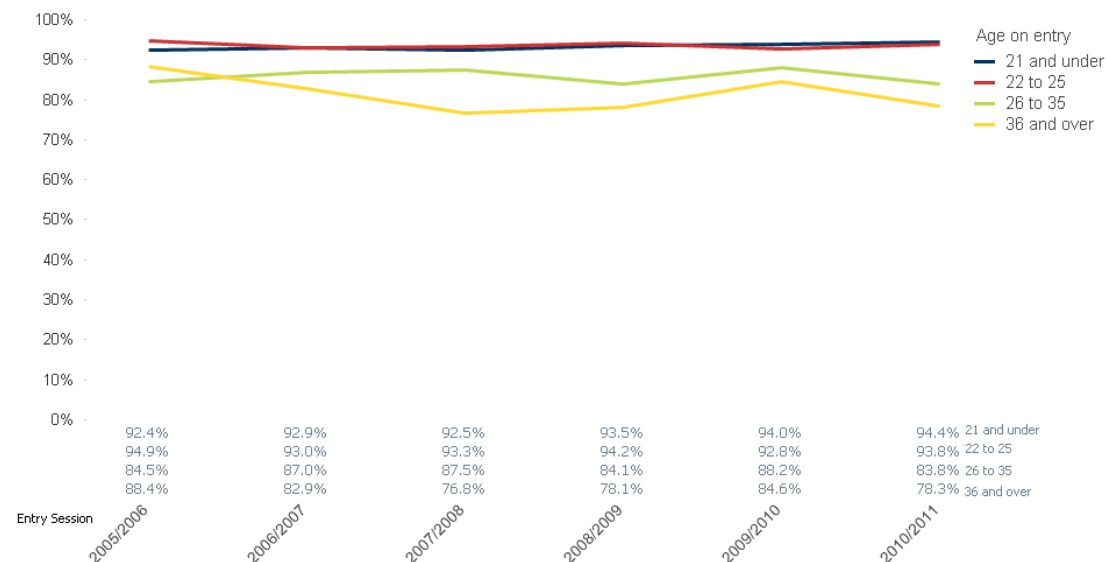
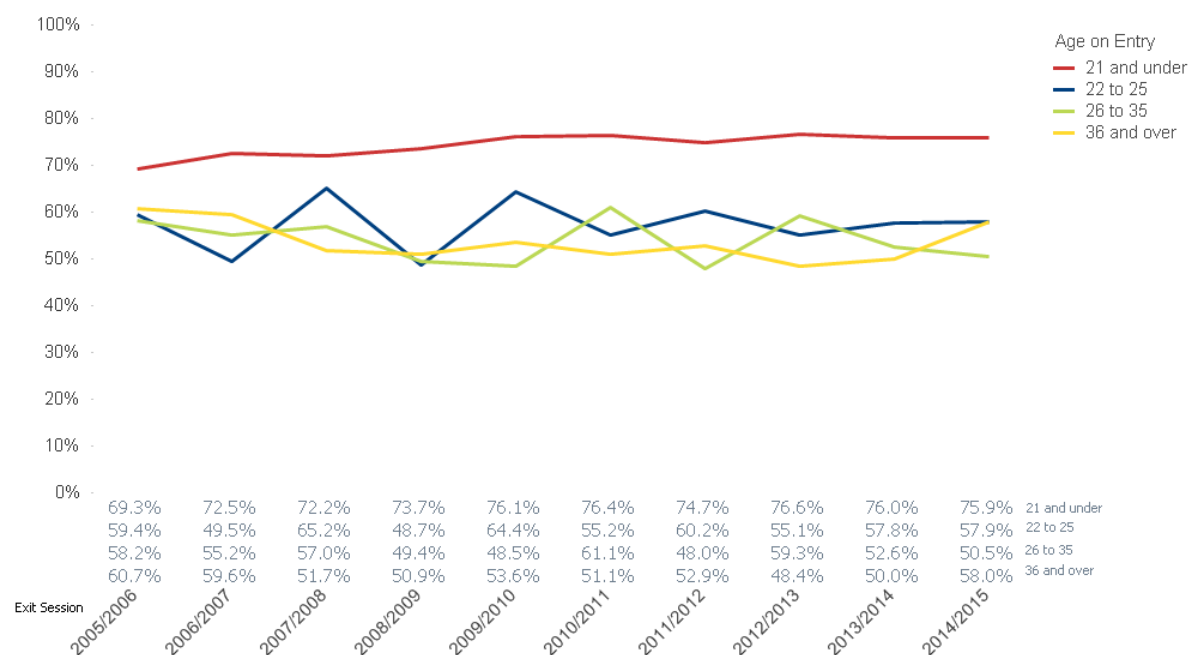


Figure 12 shows the proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups is similar in pattern and scale to the Russell Group universities over the last five years.

Figure 12: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2005/06 to 2014/15 (count for 2014/15 – 3,632 (21 and under) 95 (22-25) 94 (26-35) 54 (36 and over))



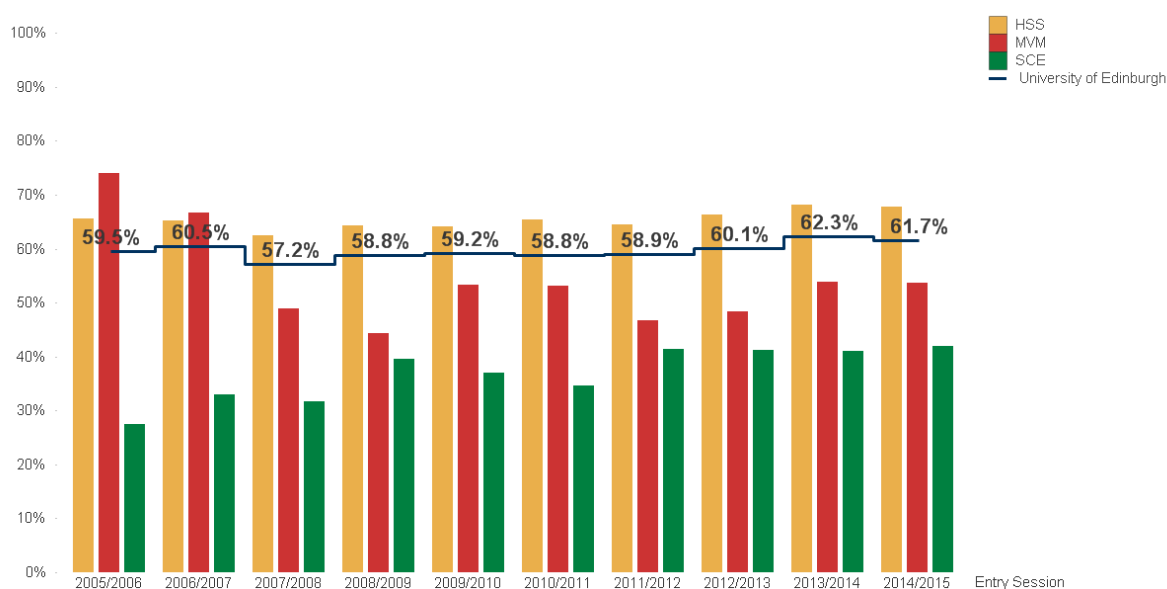
## 5. Postgraduate Taught Entrants

### 5.1. Gender - % of Female Entrants

Figure 13 shows the proportion of Postgraduate Taught entrants who are female. Female entrants have been in the majority (range 57.2%-62.3%) for the last ten years and have exceeded 60% for the three most recent years. This puts us in the top three Russell Group institutions for female taught postgraduates (see section 9).

The drop in the proportion of female students in the College of Medicine and Veterinary Medicine in 2007/08 was largely explained by the introduction of new distance learning programmes such as the MSc Surgical Sciences which has a high proportion of men matriculating from overseas.

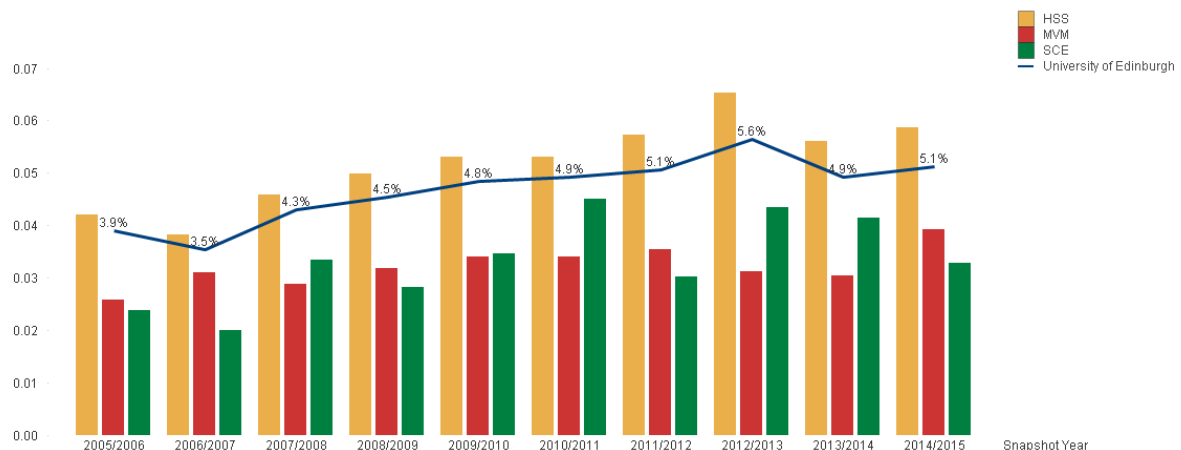
Figure 13: Proportion of Postgraduate Taught entrants who are female, 2005/06 to 2014/15 (counts for 2014/15 – 3,812(HSS), 916 (MVM), 811 (SCE), 5,539 (UoE))



### 5.2. Disability

Figure 14 shows the proportion of Postgraduate Taught students who have declared a disability.

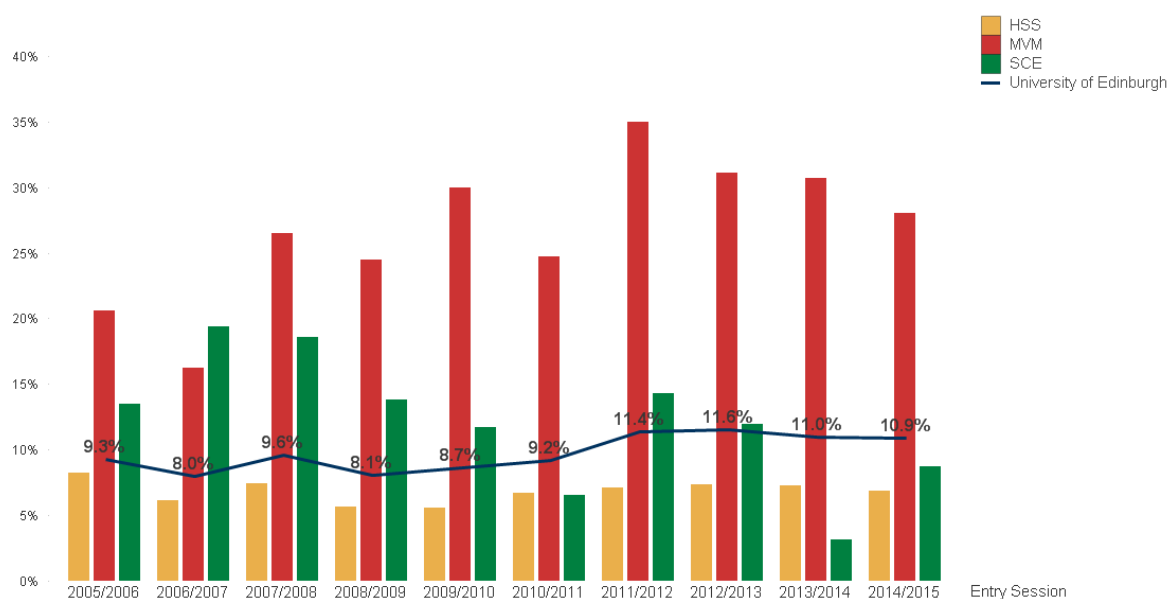
Figure 14: Proportion of all Postgraduate Taught students declaring a disability, 2005/06 to 2014/15 (Total Population for 2014/15 – 4,898 (HSS), 1,680 (MVM), 854 (SCE), 7,432 (UoE))



### 5.3. Ethnicity - % BME (UK Only)

Figure 15 shows the proportion of UK-domiciled Postgraduate Taught entrants who are Black and Minority Ethnic origin.

Figure 15: Proportion of UK-domiciled Postgraduate Taught entrants who are black and ethnic minority, 2005/06 to 2014/15 (counts 2014/15 – 1,464 (HSS), 371 (MVM), 172 (SCE), 2,007 (UoE))

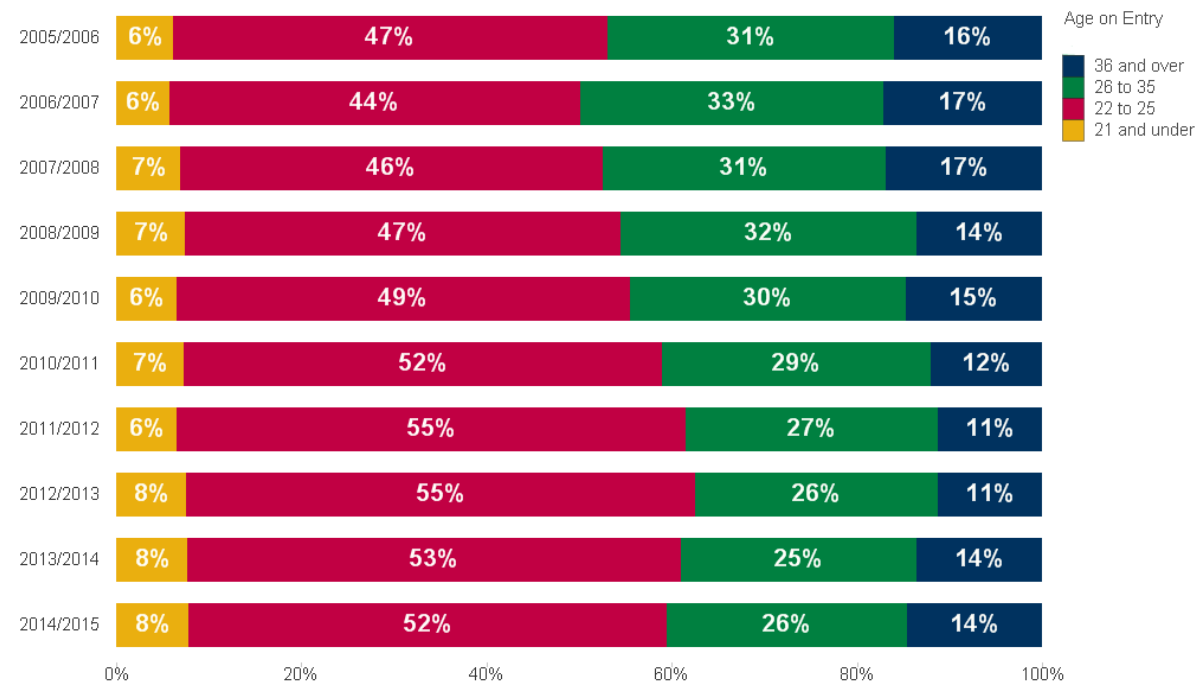




## 5.4. Age On Entry

Figure 16 shows the proportion of Postgraduate Taught entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period from the low 50s to the low 60s.

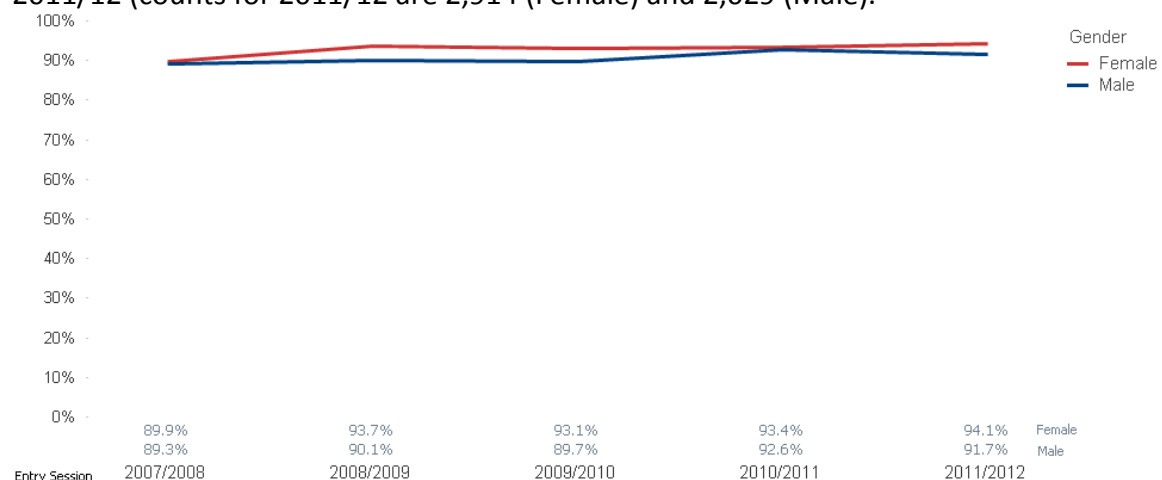
Figure 16: Proportion of Postgraduate Taught entrants, by age on entry, 2005/06 to 2014/15



## 6. Postgraduate Taught Outcomes

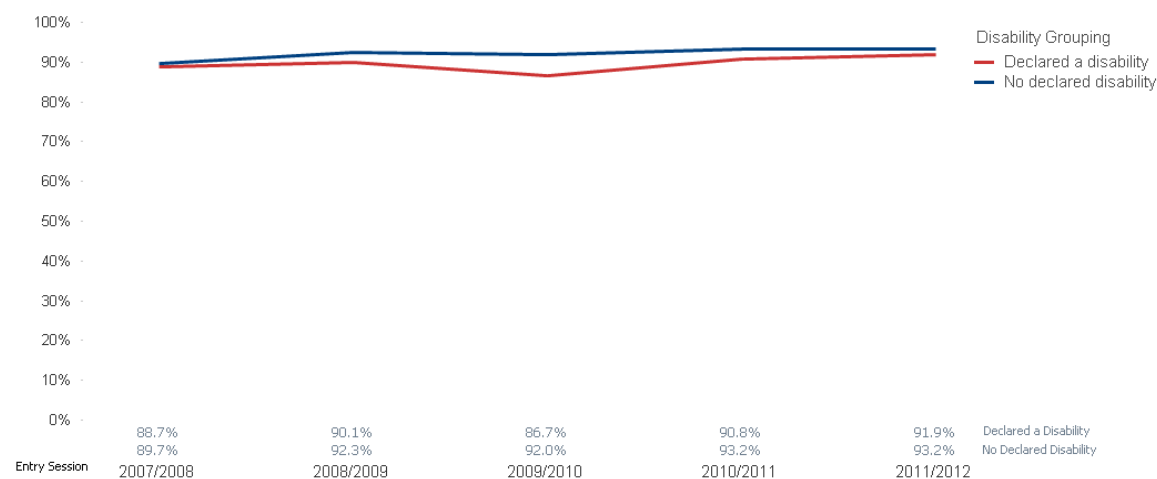
### 6.1. Gender - % of Female Entrants

Figure 17: Proportion of Postgraduate Taught entrants with an exit qualification, 2007/08 to 2011/12 (counts for 2011/12 are 2,914 (Female) and 2,029 (Male)).



## 6.2. Disability

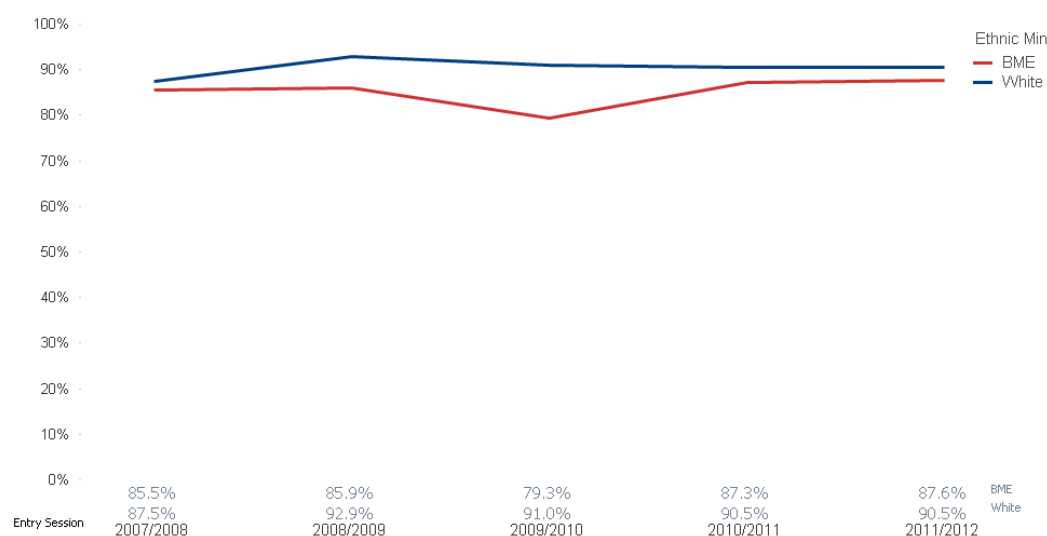
Figure 18: Proportion of Postgraduate Taught entrants with an exit qualification, 2007/08 to 2011/12 (counts for 2011/12 are 236 (declaring a disability) and 4,708 (not declaring a disability))



## 6.3. Ethnicity - % BME (UK Only)

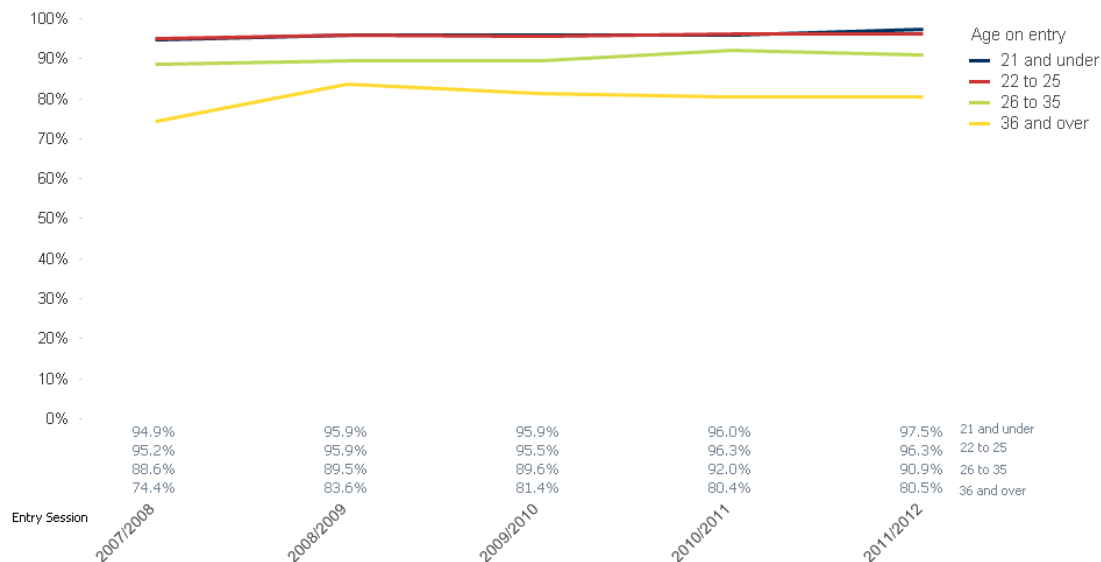
Figure 19 shows the proportion of postgraduate taught entrants with an exit qualification for BME and white students. Over the period shown a higher proportion of white entrants exit with a qualification than do BME entrants (range 2.9%-points to 11.7%-points difference).

Figure 19: Proportion of Postgraduate Taught entrants with an exit qualification, 2007/08 to 2011/12 (counts for 2011/12 are 202 (BME) and 1,575 (white))



## 6.4. Age on Entry

Figure 20: Proportion of Postgraduate Taught entrants with an exit qualification, 2007/08 to 2011/12 (counts for 2011/12 are 320 (21 and under), 2,723 (22 to 25), 1,346 (26 to 35) and 555 (36 and over))

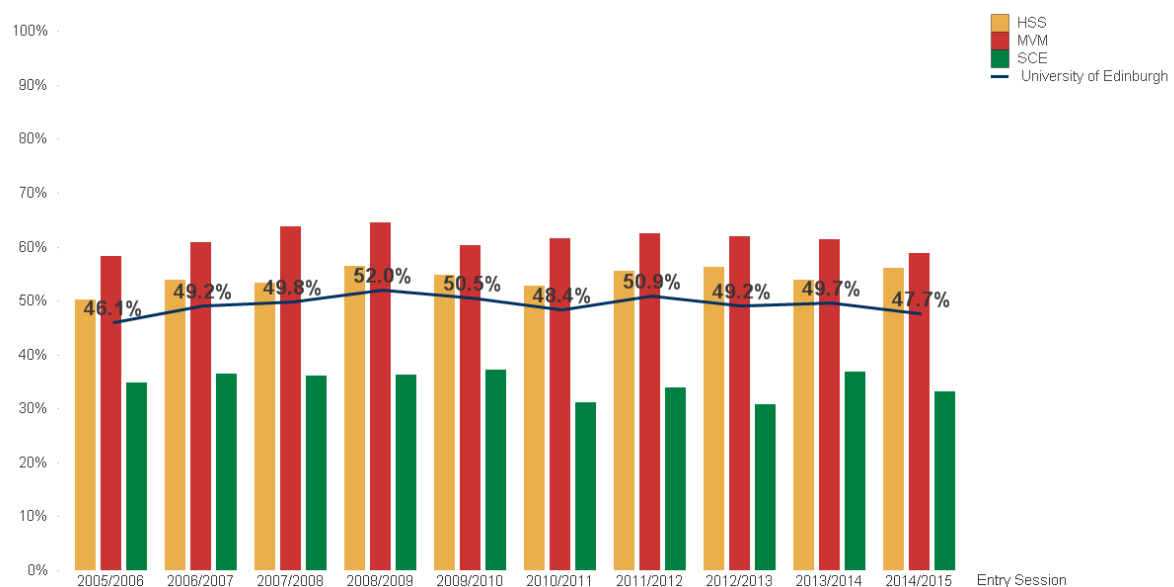


## 7. Postgraduate Research Entrants

### 7.1. Gender - % of Female Entrants

Figure 21 shows the proportion of Postgraduate Research entrants who are female.

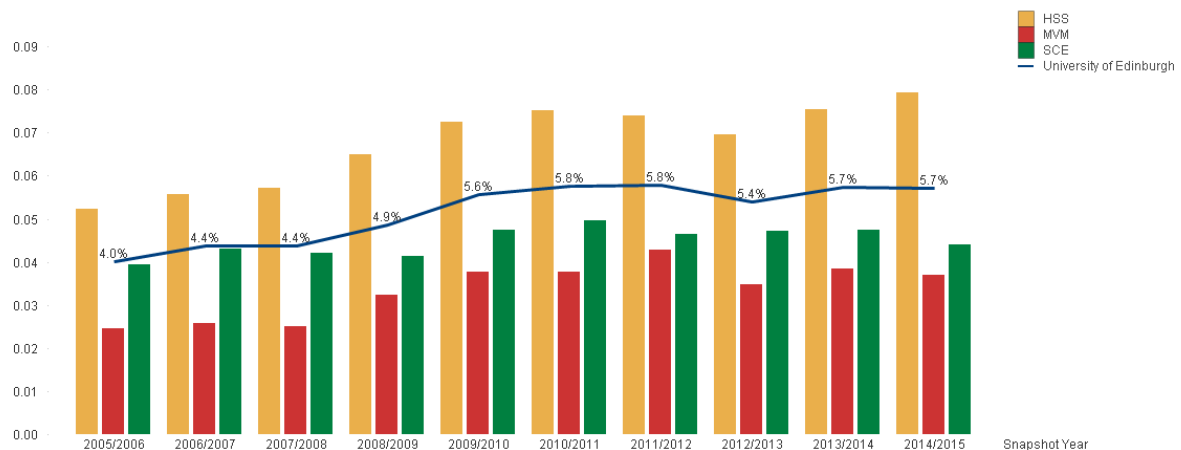
Figure 21: Proportion of Postgraduate Research entrants who are female, 2005/06 to 2014/15 (counts for 2014/15 - 512 (HSS), 308(MVM), 533 (SCE), 1,353 (UoE))



## 7.2. Disability

Figure 22 shows the proportion of all Postgraduate Research students declaring a disability

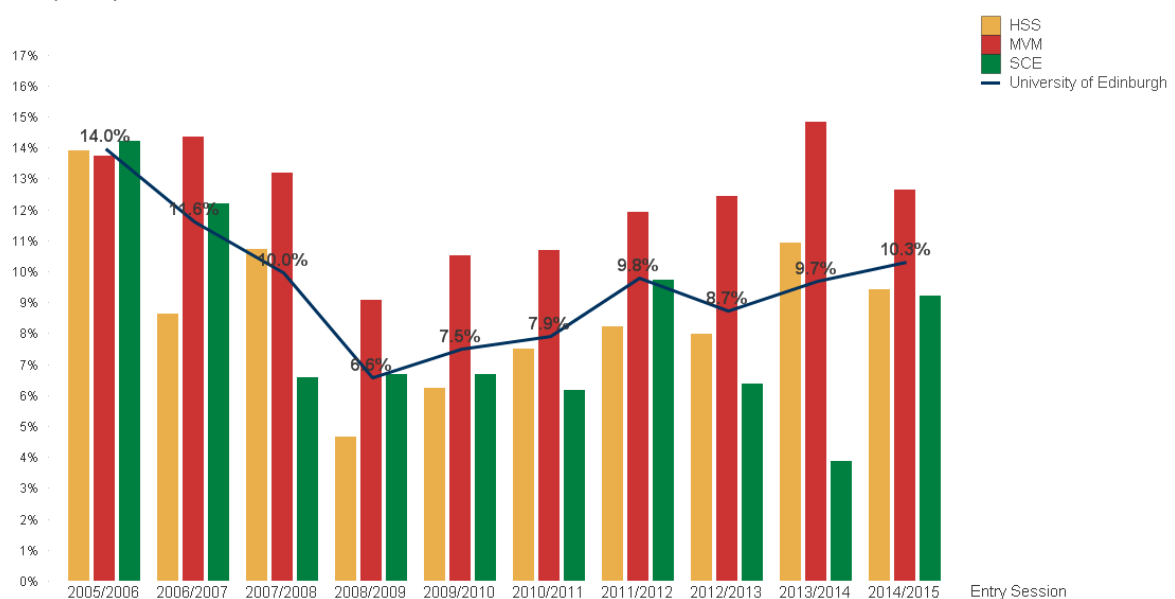
Figure 22: Proportion of all Postgraduate Research students declaring a disability, 2005/06 to 2014/15 (Total Population for 2014/15 – 2,073 (HSS), 1,180 (MVM), 1,841 (SCE), 5,094 (UoE))



## 7.3. Ethnicity - % BME (UK Only)

Figure 23 shows the proportion of UK-domiciled Postgraduate Research entrants who are black and ethnic minority.

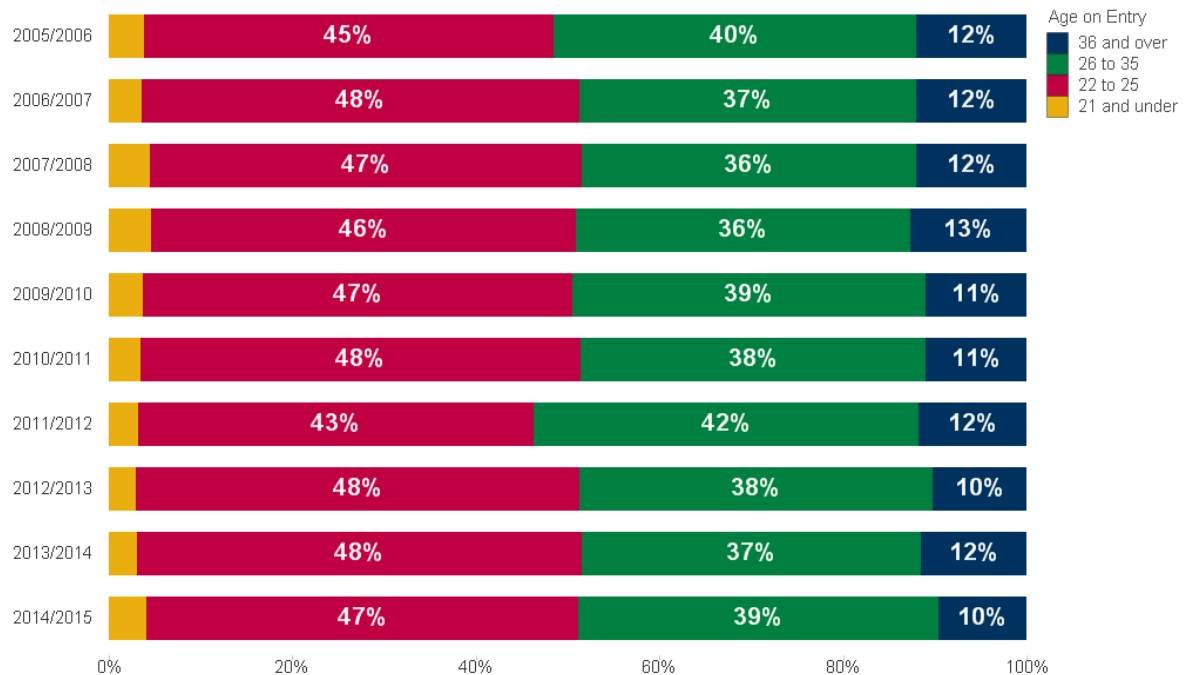
Figure 23: Proportion of UK-domiciled Postgraduate Research entrants who are black and ethnic minority, 2005/06 to 2014/15 – counts for 2014/15 - 191 (HSS), 182 (MVM), 228 (SCE), 601 (UoE)



## 7.4. Age On Entry

Figure 24 shows Postgraduate Research entrants by age on entry grouping.

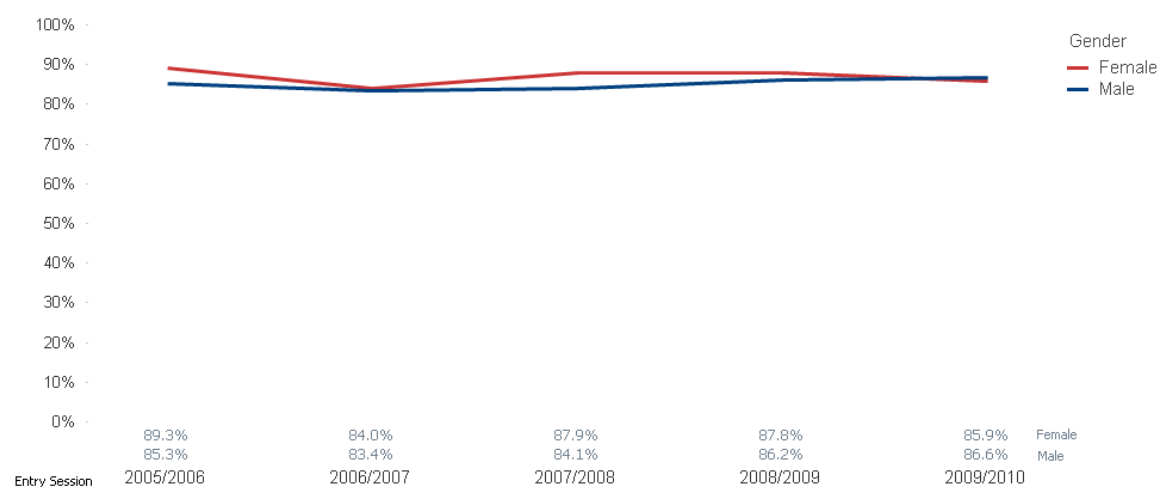
Figure 24: Postgraduate Research entrants by age on entry grouping, 2005/06 to 2014/15



## 8. Postgraduate Research Outcomes

### 8.1. Gender - % of Female Entrants

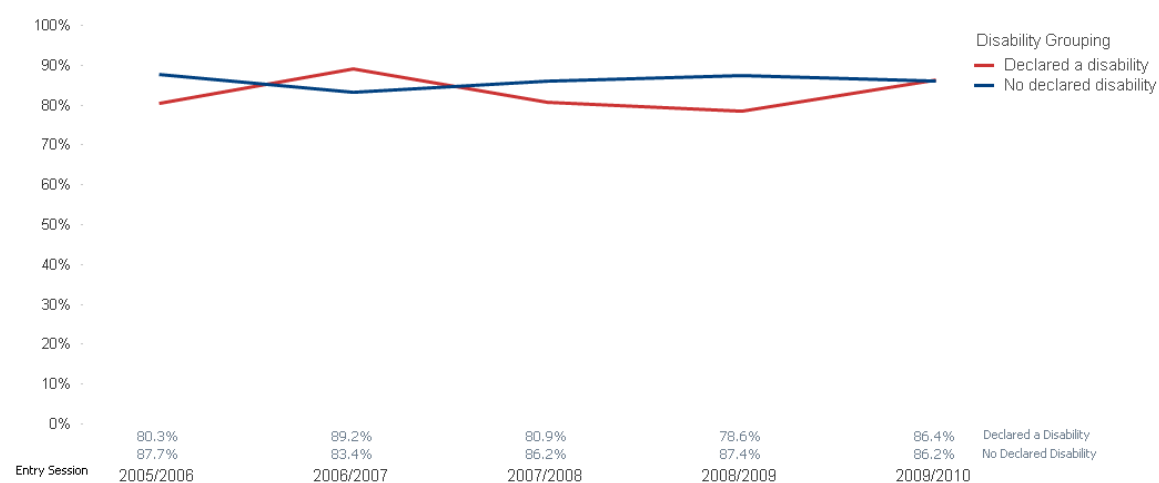
Figure 25: Proportion of Postgraduate Research entrants with an exit qualification, 2005/06 to 2009/10 (counts for 2009/10 are 594 (Female) and 582 (Male)).



## 8.2. Disability

Figure 26 shows the proportion of postgraduate research entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

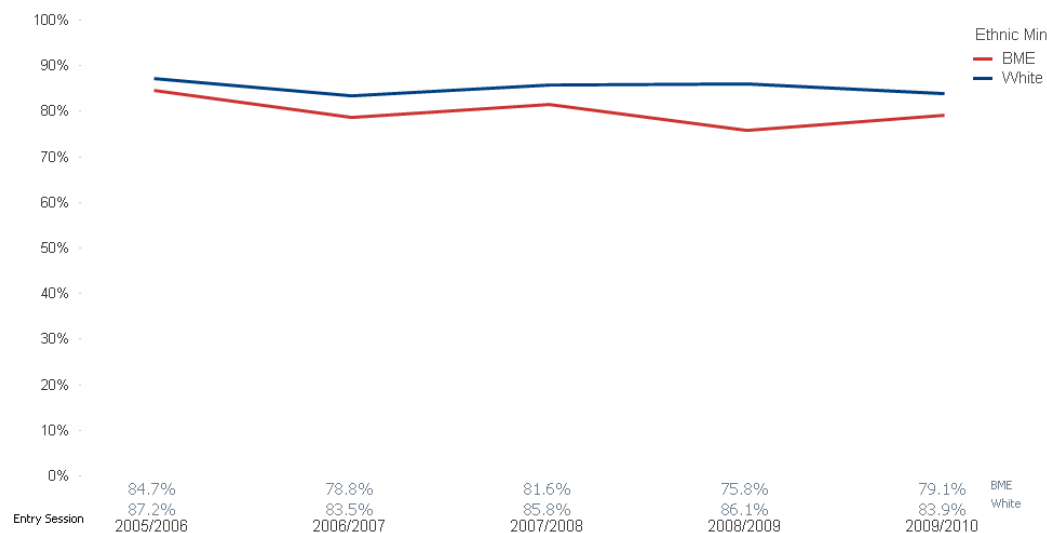
Figure 26: Proportion of Postgraduate Research entrants with an exit qualification, 2005/06 to 2009/10 (counts for 2009/10 are 81 (declaring a disability) and 1,091 (not declaring a disability))



## 8.3. Ethnicity - % BME (UK Only)

Figure 27 shows the proportion of UK-domiciled Postgraduate Research entrants with an exit qualification by ethnicity. The small denominators for BME entrants would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification but the observed percentages are fairly consistently about 4%-points below the figure for white entrants (except for in 2008/09).

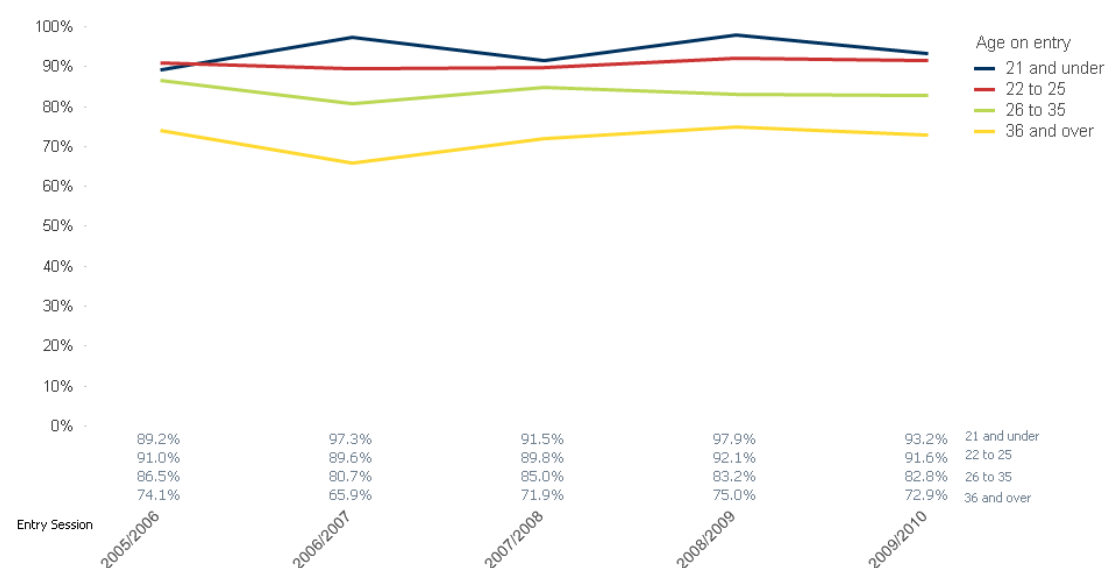
Figure 27: Proportion of UK-domiciled Postgraduate Research entrants with an exit qualification, 2005/06 to 2009/10, separately for BME and white (counts for 2009/10 are 43 (BME) and 529 (white)).



#### 8.4. Age on Entry

Figure 28 shows the proportion of postgraduate research entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher the younger the age groups on entry. The small denominators for entrants under 21 would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 28: Proportion of Postgraduate Research entrants with an exit qualification, 2005/06 to 2009/10 (counts for 2009/10 are 44 (21 and under), 550 (22 to 25), 453 (26 to 35) and 129 (36 and over))



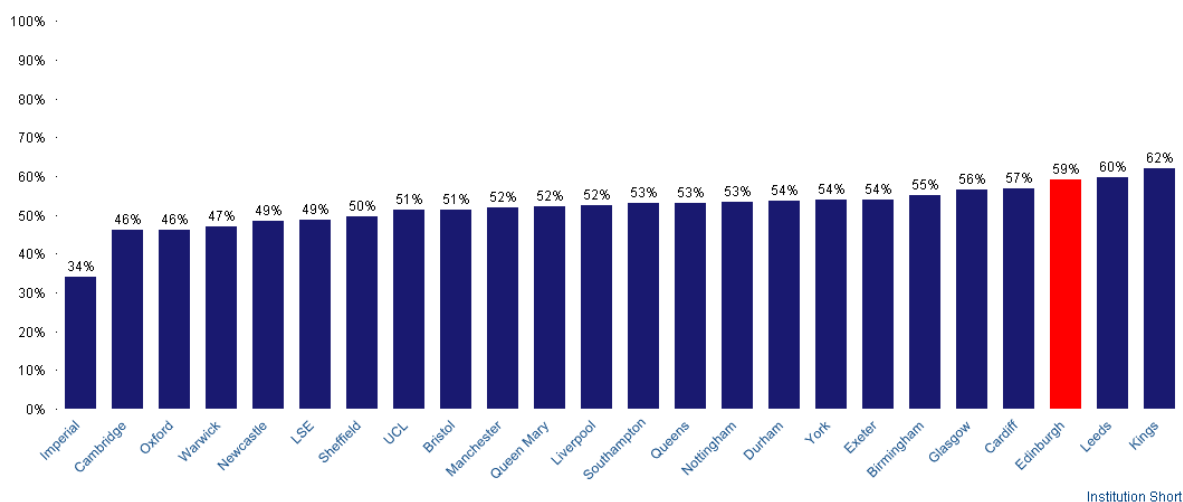
## 9. Sector data

Comparison to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI) database and uses the standard registration population from the HESA student record. It includes all students who were active at a reporting institution between 1 August and 31 July of the particular year. HESA figures exclude students who are classified as Dormant, Incoming/Outgoing exchange, students where the whole of the programme of study is outside of the UK, writing-up students and from 2009/10 students on sabbatical. A comparison the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students are used for the comparison of disabled students.

### 9.1. Gender

#### 9.1.1. First Degree

Proportion of female First degree in Russell Group Institutions, 2013/14

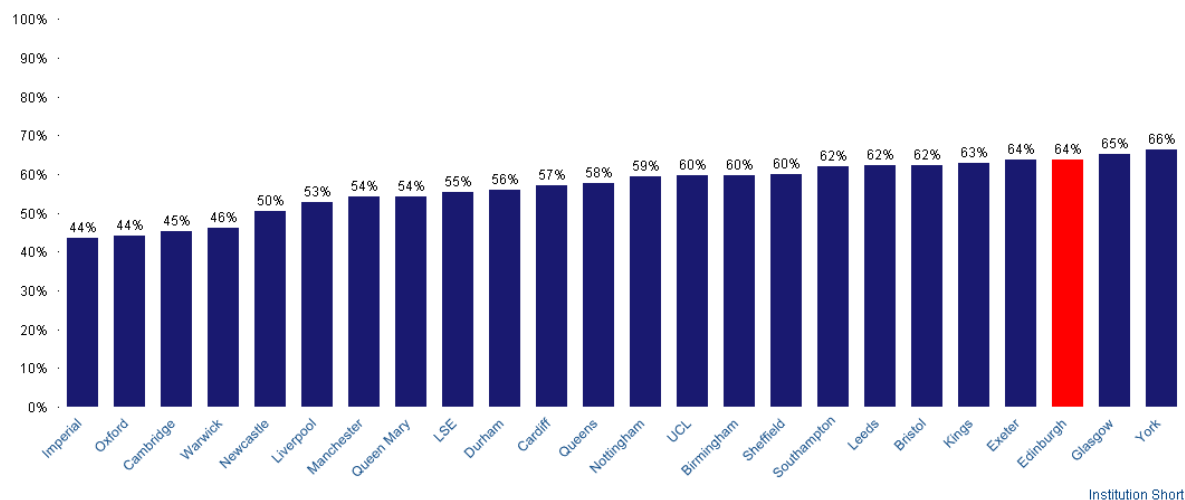


The University of Edinburgh had the third highest proportion of female UG students in the Russell Group in 2013/14. In the previous four years we had the 3<sup>rd</sup>, 2<sup>nd</sup>, 4<sup>th</sup> and 7<sup>th</sup> highest proportion.



### 9.1.2. Postgraduate Taught

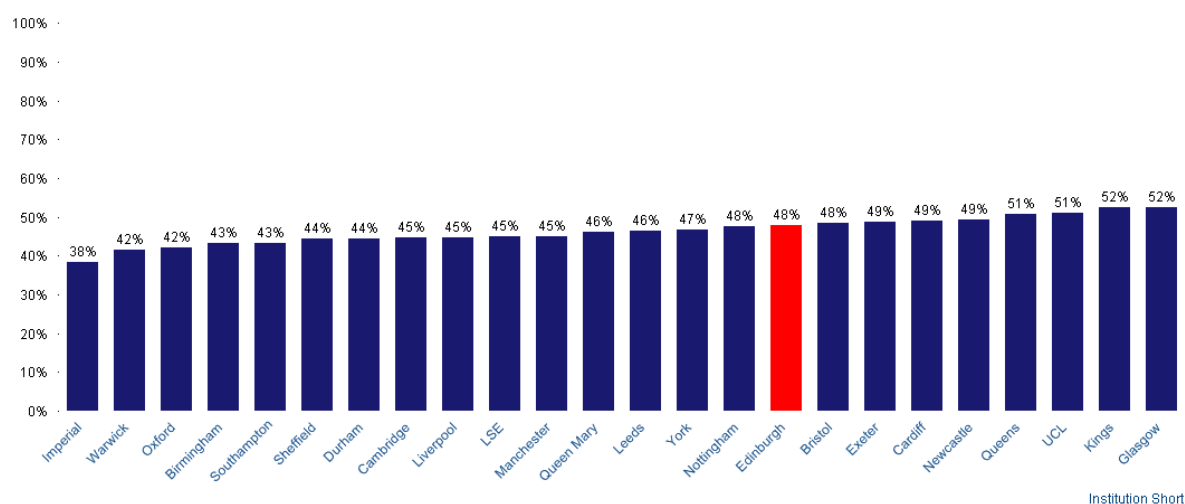
Proportion of female Postgraduate Taught in Russell Group Institutions, 2013/14



The University of Edinburgh had the third highest proportion of female postgraduate taught students in the Russell Group in 2013/14. In the previous four years we had the 5th, 8th, 6th and 2nd highest proportion.

### 9.1.3. Postgraduate Research

Proportion of female Postgraduate Research in Russell Group Institutions, 2013/14

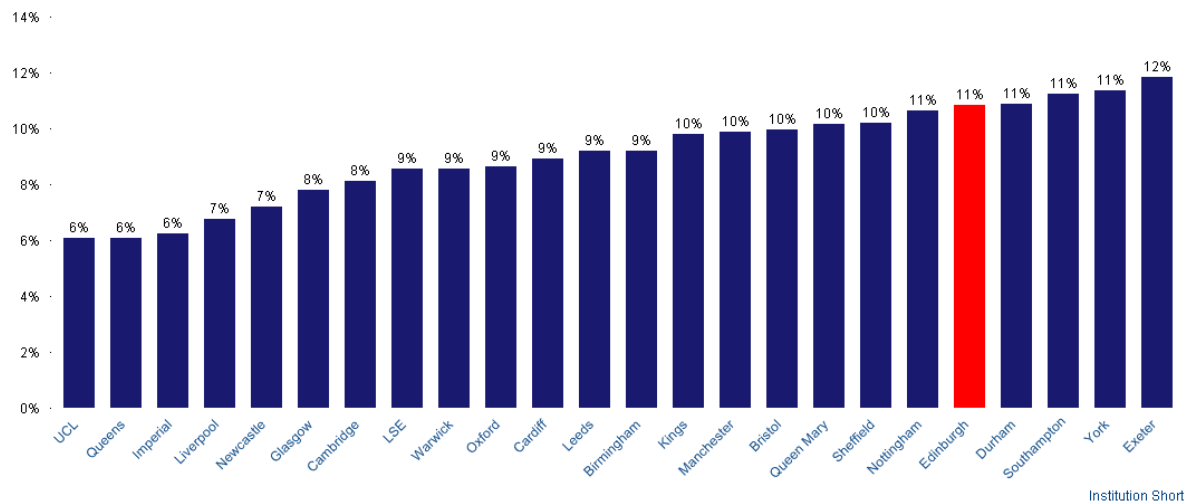


The University of Edinburgh had the 9th highest proportion of female postgraduate taught students in the Russell Group in 2013/14. In the previous four years we had the 8th, 1st, 6th and 2nd highest proportion.

## 9.2. Disability

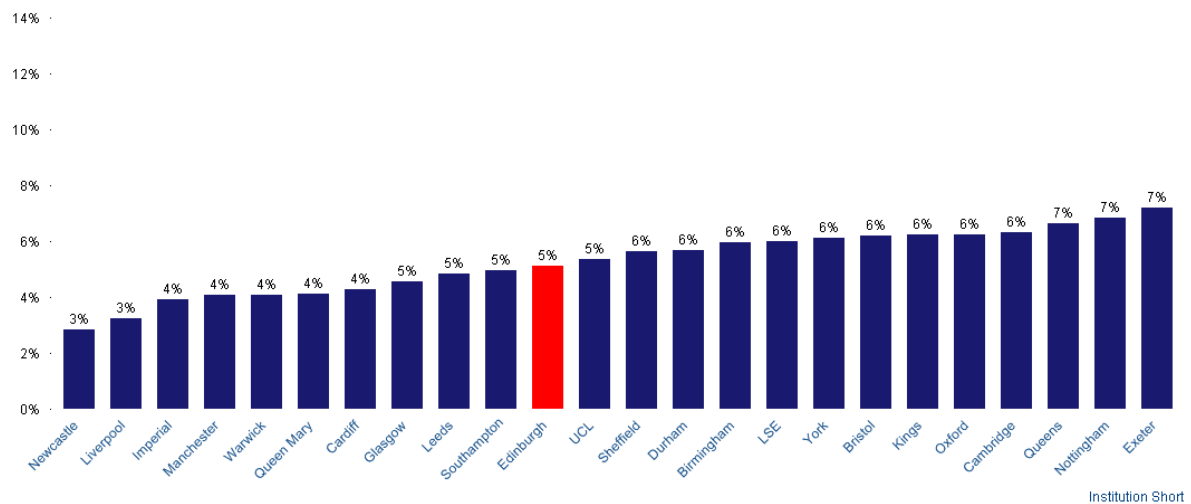
### 9.2.1. First Degree

Proportion of First degree students declaring a disability in Russell Group Institutions, 2013/14



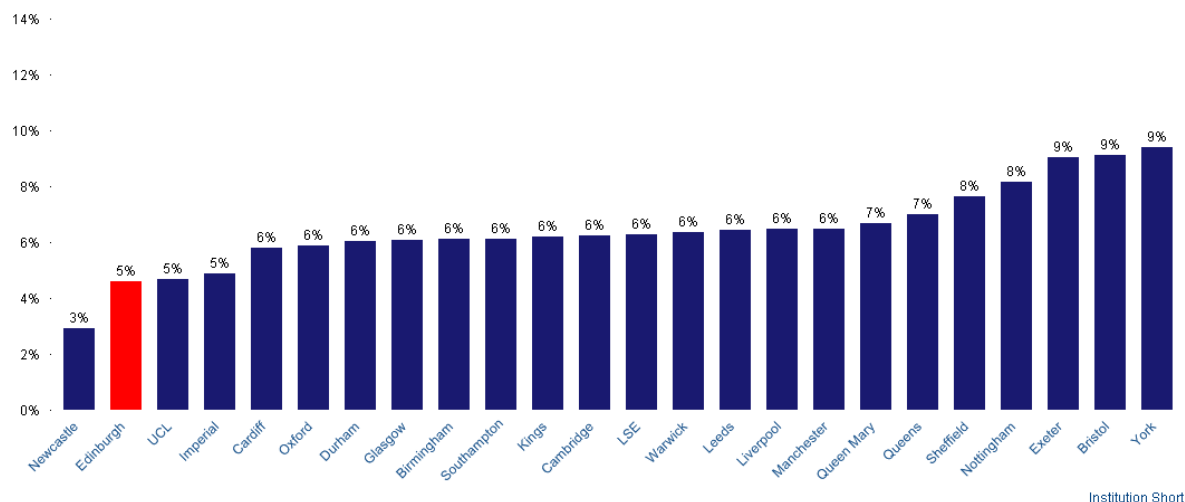
### 9.2.2. Postgraduate Taught

Proportion of Postgraduate Taught students declaring a disability in Russell Group Institution...



### 9.2.3. Postgraduate Research

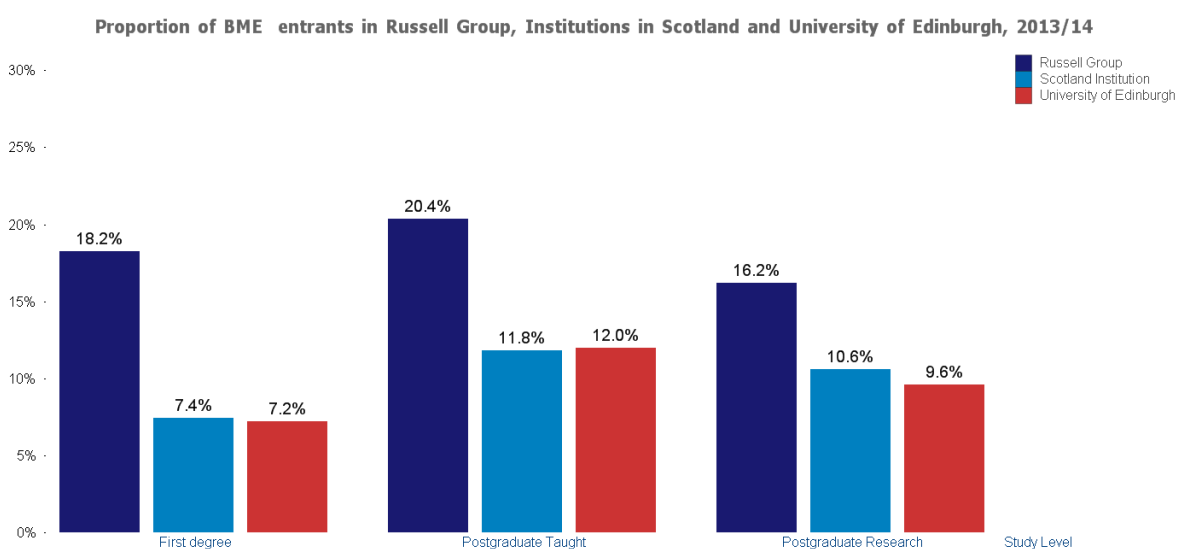
Proportion of Postgraduate Research students declaring a disability in Russell Gro...



For the last five years the University of Edinburgh has been in the highest quartile of Russell Group institutions for the proportion of first degree students declaring a disability, whereas for taught postgraduate students it has fluctuated between the middle two quartiles, and for research postgraduate students has decreased from the middle two quartiles to the lowest quartile for the past two years.

### 9.3. Ethnicity

Figures are shown for University of Edinburgh and aggregated peer comparison institutions in Scotland (excluding UoE) and the Russell Group (excluding UoE).



Considering change between 2012/13 and 2013/14, in percentage of BME entrants among UK domiciled students:

- For first degree entrants, the University of Edinburgh figure has increased by 0.5%-points to 7.2% in 2013/14, while the other Scottish institutions figure has also increased by 0.5%-points. Over the last five years the %-point difference between the University of Edinburgh figure and other Scottish institutions has ranged between -0.4% to +0.5%-points, and compared to Russell Group institutions has ranged between -9.4% to -11.0%-points.
- For Postgraduate Taught entrants, University of Edinburgh has decreased by 0.5%-points from 2012/13 to 2013/14, while the other Scottish institutions figure has decreased by 1.7%-points to 11.8%. Over the last five years the %-point difference between the University of Edinburgh figure and other Scottish institutions has ranged between -2.7% to +0.2%-points, and compared to Russell Group institutions has ranged between -8.0% to -11.2%-points.
- For Postgraduate Research entrants, University of Edinburgh has increased by 0.4%-points, while the other Scottish institutions figure has decreased by 0.4%-points to 10.6% over the same period. Over the last five years the %-point difference between the University of Edinburgh figure and other Scottish institutions has ranged between -2.7% to +0.2%-points, and compared to Russell Group institutions has ranged between -6.3% to -8.7%-points.