



THE UNIVERSITY *of* EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2010/11

SECOND REPORT

STUDENT DATA

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Appendix 1 – Breakdown by College and School of gender, disability and ethnicity

Introduction

The second 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 on equality and diversity issues and provide advice and technical expertise to make policy and research recommendations

This report focuses on student data for 2009/10 and looks at the equality dimensions of gender, disability and ethnicity for academic and professional support staff.

EDMARC is chaired by Professor Sarah Cunningham-Burley and 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. The current members of the EDMARC committee are:

Professor Sarah Cunningham-Burley, Convener, *CMVM*
Ms Eilidh Fraser, *Corporate Human Resources*
Ms Rebecca Gaugroger, *Student Recruitment and Admissions*
Professor Brian Main, *CHSS*
Ms Karen Osterburg, *EUCLID*
Ms Amy Woodgate, *EUSA*
Ms Frances Provan, *Joint Unions*
Mr Andrew Quickfall, Secretary, *Governance and Strategic Planning*
Professor David Raffe, *CHSS*
Dr Pamela Warner, *CMVM*
Professor Lorraine Waterhouse, *Vice-Principal (Equality and Diversity)*

Notes and definitions

1. Source Data: Entrant student data is presented for intake years 1999/00 to 2009/10. Outcome data is presented for students entering the University from 2000/01 to 2005/06 for undergraduate students, 2003/04 to 2007/08 for postgraduate taught students and 2000/01 to 2004//05 for postgraduate research students. The figures are correct as input to the University of Edinburgh Database of Admissions, Curricula and Students (DACS).
2. Intake and Outcome Population Definitions: intake figures are based on undergraduate, taught postgraduate and research postgraduate populations, as defined in the left hand column of the table below. Outcome figures are summarised for full-time entry to the following core degree types: Honours degrees (including Enhanced Honours), MBChB (Medicine), BVM&S (Veterinary Medicine), Taught Masters and Research Doctorates and Masters. The population definitions are provided in the right hand column of the table below.
3. Student data is presented by College, but where appropriate students being taught by the College of Medicine and Veterinary Medicine (MVM) are split into Medical and Veterinary Medical students.

Undergraduate Intake	Undergraduate Outcomes
<p>Includes the following academic groupings on entry:</p> <p>First Degree</p> <p>Enhanced First Degree</p> <p>First Degree with QTS</p> <p>First Degree with eligibility to practice</p> <p>Excludes the following qualification types on entry:</p> <p>Entry to pre-first degree programmes such as Access;</p> <p>Entry to undergraduate certificate and diploma courses;</p> <p>Post-first degree (but not strictly postgraduate) programmes required in addition to the four year honours degree for professional qualifications in architecture and theology: DipArch/MArch/BAR; Licentiate in Theology;</p> <p>Postgraduate teaching quals: PGDE</p> <p>All visiting or otherwise non-graduating;</p> <p>Intercalating registrations, given that the student in question has already been counted as an entrant for the intake year of their entry to the MBChB or BVM.</p>	<p>Each of the three undergraduate outcome populations is based on the intake population and further filtered.</p> <p>Full Time Honours: only those from the undergraduate intake population who entered with the intention of pursuing a full-time Honours or Enhanced Honours degree.</p>
Taught Postgraduate Intake	Taught Postgraduate Outcomes
<p>Includes the following academic groupings on entry:</p> <p>PG Diploma</p> <p>Doctorate not mainly by research</p>	<p>Full-Time Taught Masters: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time taught Masters degree. Excludes students on Taught Doctorate</p>

Masters not mainly by research (eg MSc)	programmes.
Research Postgraduate Intake	Research Postgraduate Intake
Includes the following academic groupings on entry: Research Doctorate Masters by Research (2 years or more) Masters by Research (1 year, including Mode BC); Research Supervised Postgraduate. Excludes the following qualification types on entry: Higher Doctorate.	Includes outcomes for students on full-time Research Doctorates, Masters by Research, Research supervised postgraduate. Excludes Higher Doctorate.

4. Outcome Category Definitions: outcomes are presented in terms of the summary status of the population at 31/07/2010 by various categories and degree classification or degree type achieved by those who have completed. Withdrawals are presented in this report as a measure of non-achievement and include entrants who did not withdraw before successful completion or exited with no award. Those students who exit with an intermediate award e.g. Cert. HE are not included in the withdrawal figures.
5. Comparison to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) 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.
6. Abbreviations:

CHSS	College of Humanities & Social Science	UoE	University of Edinburgh
CSE	College of Science & Engineering	UG	Undergraduate
Med	Schools in Medicine	PGT	Taught Postgraduate
Vet	Royal (Dick) School of Veterinary Studies	PGR	Research Postgraduate
CMV M	College of Medicine & Veterinary Medicine	FE/HE	Further Education/Higher Education

1. Undergraduates

1.1 Entrants

The total number of undergraduates entering in 2009/10 increased from 4,013 in 2000/01 to 5,210 in 2009/10. The breakdown by academic grouping is shown in table 1.

Table 1: Undergraduate entrants by entry session, 2000/01 to 2009/10

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Enhanced first degree (e.g. M Eng)	256	307	289	376	353	392	389	379	515	478
First degree	3,191	3,113	3,273	3,551	3,387	3,505	3,100	3,318	3,653	4,001
First degree with eligibility to practise (doctor/dentist/vet)	323	338	369	396	347	387	426	378	402	426
First degree with Qualified Teaching Status	243	262	283	268	266	260	261	268	284	305
Total	4,013	4,020	4,214	4,591	4,353	4,544	4,176	4,343	4,854	5,210

1.2 Postgraduate Diploma in Education

Entrants on postgraduate diploma of education programmes (PGDE) are not included in the undergraduate population or elsewhere in this EDMARC report. Although these programmes are deemed to be at an undergraduate level, it was thought inappropriate to include these figures alongside the other first degree entrants due to these students having a different student profile as they have already completed a first degree and the PGDE programme is only 1 year in length.

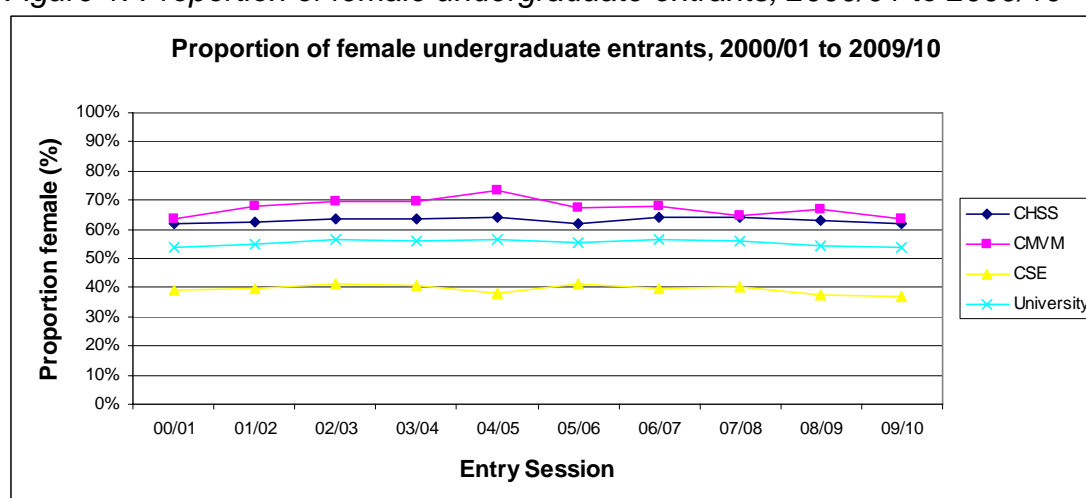
In 2009/10 there were 485 entrants onto PGDE programmes. Analysis of the PGDE entrants shows that it has a relatively high and steady composition of women (70% in 2009/10). In 2009/10 6% of entrants were declared to have a disability and 4.3% of UK-domiciled entrants are from an ethnic minority.

1.3 Gender

Figure 1 shows the proportion of female undergraduate entrants over the period 2000/01 to 2009/10. For the University as a whole, 53.7% of undergraduate entrants were female in 2009/10 and this has remained steady over the reporting period. Subject differences are still observed with the College of Science and Engineering reporting a lower proportion of female students at 37.1% in 2009/10. Research carried out by the Equality Challenge Unit reports that the proportion of undergraduate females studying

SET (Science, Engineering and Technology) subjects to be 37.4% for all UK institutions.

Figure 1: Proportion of female undergraduate entrants, 2000/01 to 2009/10



1.4 Disability

Figure 2 shows the proportion of undergraduate entrants with a registered disability over the period, 2000/01 to 2009/10. The graph shows the proportion of disabled undergraduate entrants in July 2010. The proportion of undergraduate entrants with a registered disability in 2009/10 is 7.5%. This figure is likely to rise slightly in future reporting years as students may declare a disability later on in their period of study.

Further analysis of disabled students in figure 3 shows the proportion of students who register a disability within the first year of their study. This analysis shows that the proportion of disabled students has risen slightly every year since 2006/07.

Figure 2: Proportion of disabled undergraduate entrants, 2000/01 to 2009/10

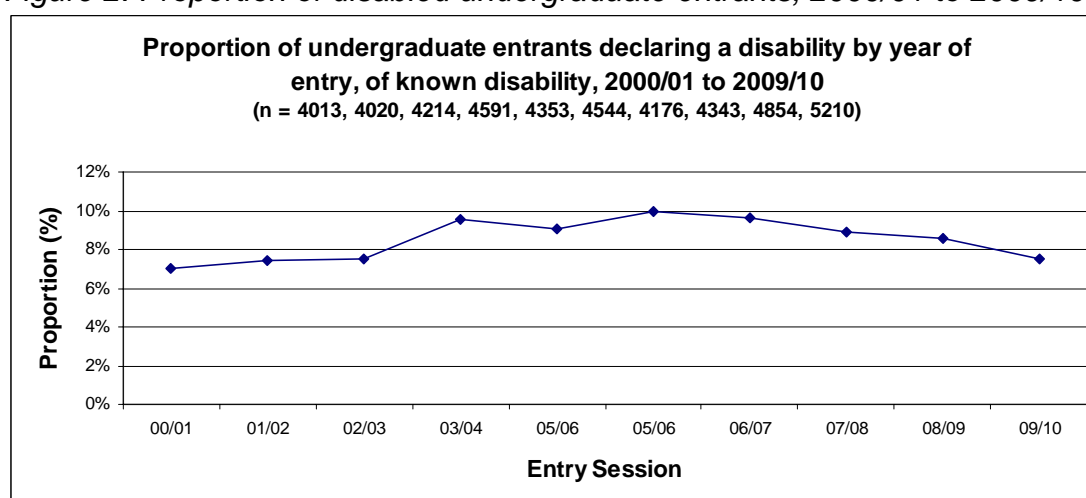
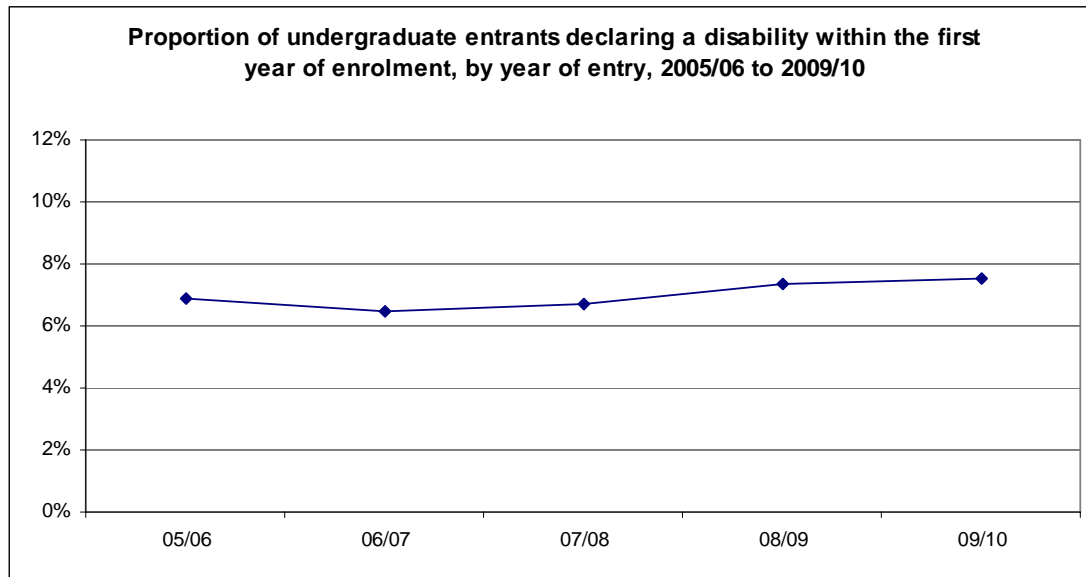


Figure 3: Proportion of disabled undergraduate entrants who declare a disability within the first year of enrolment, 2000/01 to 2009/10



1.5 Ethnicity

Figure 4 shows the proportion of UK-domiciled ethnic minority entrants to the University of Edinburgh, split by entry college. The overall proportion of UK-domiciled ethnic minority entrants was 6.4% in 2009/10. This figure excludes any student with an unknown ethnicity. Since 2002/03 there has been a steady increase in the proportion of ethnic minority entrants to the University.

Figure 4: Proportion of UK-domiciled undergraduate entrants from an ethnic minority, 2000/01 to 2009/10

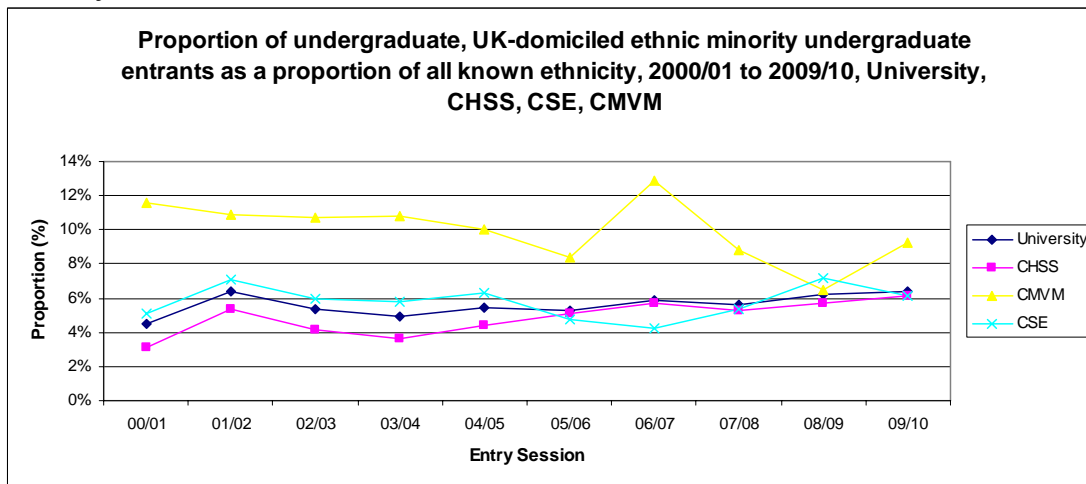


Figure 5 shows the breakdown of ethnicity of UK-domiciled undergraduate students.

Figure 5: Breakdown by ethnic group of UK-domiciled undergraduate entrants, 2009/10

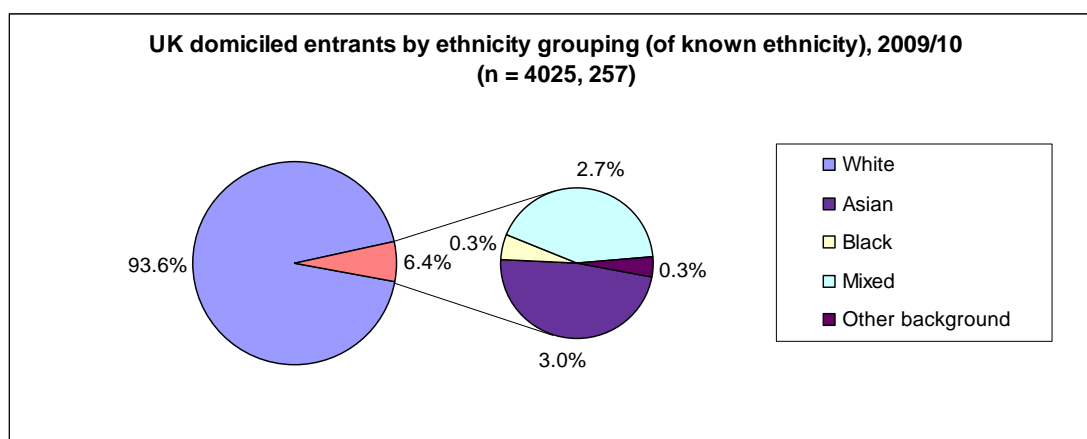


Table 6 shows a comparison of the proportion of UK-domiciled ethnic minority entrants broken down by home domicile, compared with census data taken in 2001 for the UK home countries. Of undergraduate students domiciled in Scotland, 5.1% of entrants are from an ethnic minority background compared with 2% of the population as a whole (not the undergraduate population). For students whose domicile is England, 8.5% of entrants are from an ethnic minority compared with 9.7% in the 2001 census; for those whose domicile is Scotland, 5.1% of entrants are from an ethnic minority compared with 2.0% in the 2001 census.

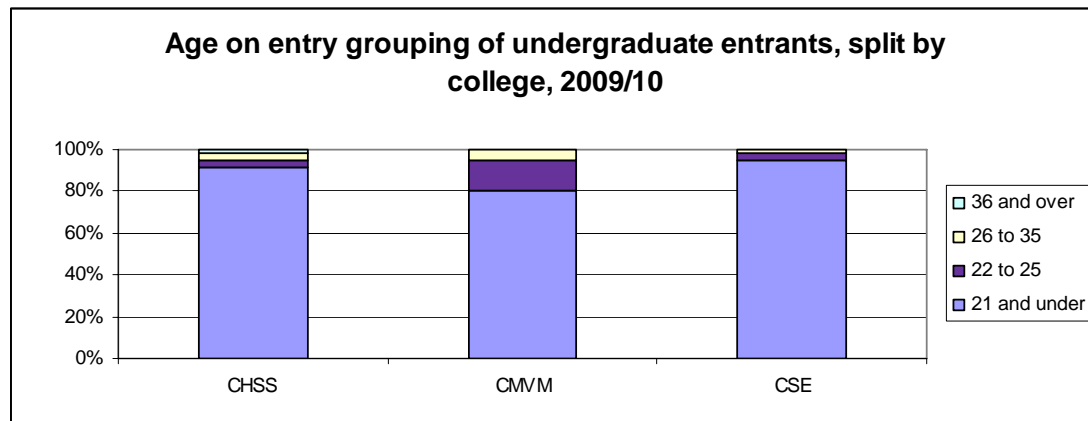
Table 6: Comparison of proportion of ethnic minorities in each of the home domiciles, for undergraduate entrants to University of Edinburgh in 2008/09 and a breakdown of proportion ethnicity in 2001 census.

Home domicile	% Ethnic Minority	All UG entrants	% all UG entrants	Census data % Ethnic Minority
England	8.5%	1628	40.4%	9.7%
Scotland	5.1%	2248	55.9%	2.0%
Wales	4.8%	42	1.0%	9.7%
Northern Ireland	1.9%	107	2.7%	0.6%

1.6 Age on entry

Figure 7 shows the distribution of undergraduate entrants for 2009/10 split by the age on programme entry grouping. The age groupings used here and throughout this report are consistent with those used by the Equality Challenge unit. The majority of undergraduate students are aged under 21 when entering their programme of study, with 622 entrants aged 17 or younger on programme entry for the whole University. The College of Medicine and Veterinary Medicine have a slightly higher proportion of students entering aged 22 to 25, probably accounted for by the proportion of Veterinary Medicine students having already completed a first degree.

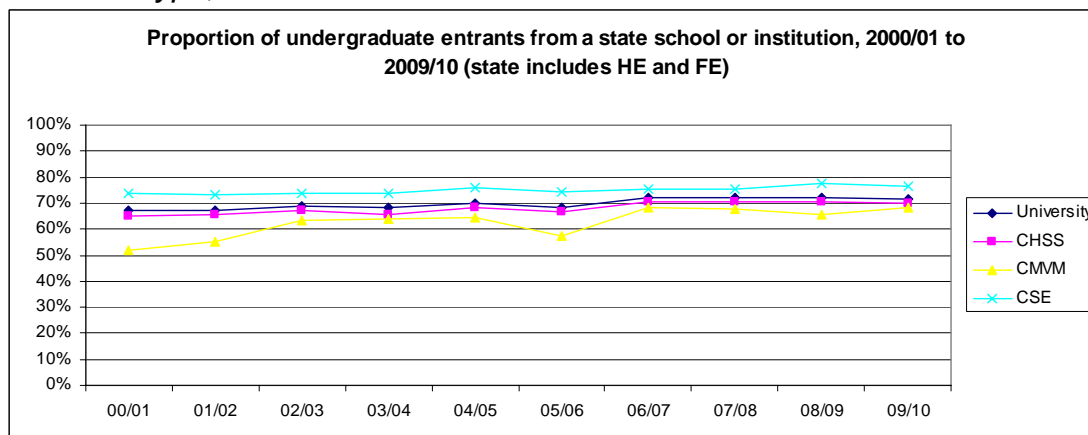
Figure 7: Distribution by age groups on entry for undergraduate entrants, 2005/06 to 2009/10



1.7 Previous Institution

Figure 8 shows the proportion of undergraduate entrants from state schools across the period, 2000/01 to 2009/10. The proportion of undergraduate entrants from a state school has remained fairly steady in all colleges across this period and especially over the last four years.

Figure 8: Proportion of undergraduate entrants split by known previous institution type, 2000/01 to 2009/10.



2. Undergraduate outcomes

Undergraduate outcomes are presented here for entrants in academic sessions between 2000/01 and 2005/06. The snapshot of the data is taken on 31/07/10 and reflects the status of entrants at that time. The majority of undergraduate programmes are successfully completed within 4 years. However, students may take longer to complete for a variety of reasons including repeating a year or interrupting for a period of time.

The status of students at the time of snapshot are categorised into one of the following statuses, with the proportions for 2005/06 entrants in parentheses:

- Completed (87.8%)
- Returning to a new programme of study (0.05%)
- Transfer to another institution (0.6%)
- Withdrawn (9.3%)
- Still to complete (2.3%)

For entrants in the latest entry session that are examined in this report, 92 undergraduate entrants (2.3%) are classed as 'still to complete' their programme of study. This EDMARC report can examine the proportion of students who have withdrawn prematurely and permanently from their programme of study as a proportion of the total population, against all of the chosen equality dimensions. To fully examine a completion rate would need a comprehensive set of entrants' final completion status, including those who transferred to another institution.

Note that students who are classified as 'withdrawn' in this report are students who did not exit with any award. Undergraduate students who exited with an intermediate award such as a Certificate in Higher Education (120 credits) or Diploma in Higher Education (240 credits) are classified as 'completed'. Outcomes figures presented in this way are a change from previous EDMARC reports where students exiting with a CertHE or DipHE award were classified as withdrawn. For 2005/06 entrants there were 188 students who exited with a Certificate of Higher Education and 67 who exited with an undergraduate diploma of Higher Education.

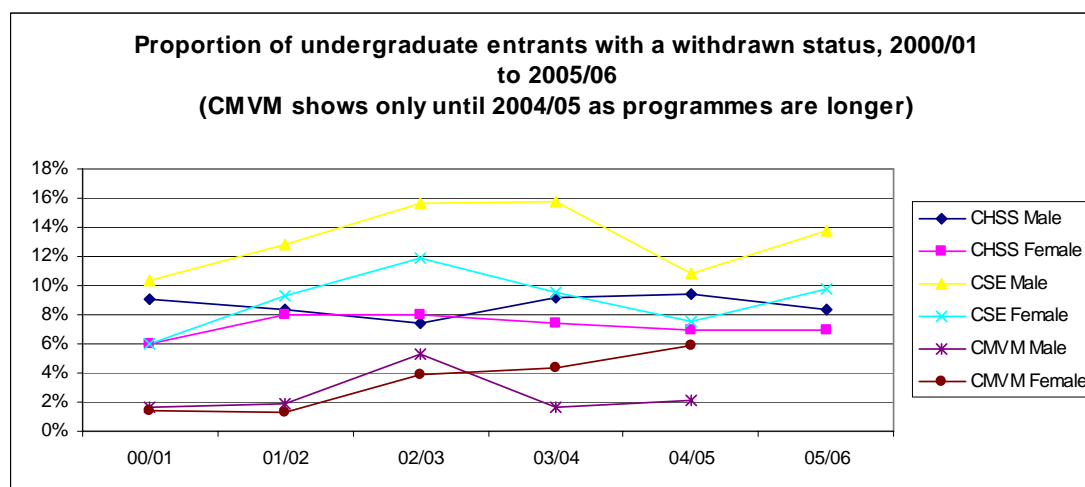
2.1 PGDE entrants

Postgraduate Diploma of Education entrants are not included in the outcomes data in the undergraduate section. For entrants in 2007/08, 5% of women and 10 % of men withdrew from their programme of study. The populations of entrants for disability, ethnicity and age on entry were too small for further analysis.

2.2 Gender

Figure 9 shows the outcomes of undergraduate entrants with a withdrawn status as a proportion of all entrants, by college and gender. In CHSS and CSE there remains a higher proportion of male students withdrawing from programmes, although in CHSS the gender difference has reduced for 2005/06 entrants. The fluctuation in withdrawal rates in CMVM since 2001/02 is likely to be due to the introduction of new programmes such as BSc Medical Sciences programmes compared with the MBChB and BVM programmes that traditionally have very low withdrawal rates for both male and female students.

Figure 9: Proportion of undergraduate entrants with a withdrawn status, by college and gender, 2000/01 to 2005/06



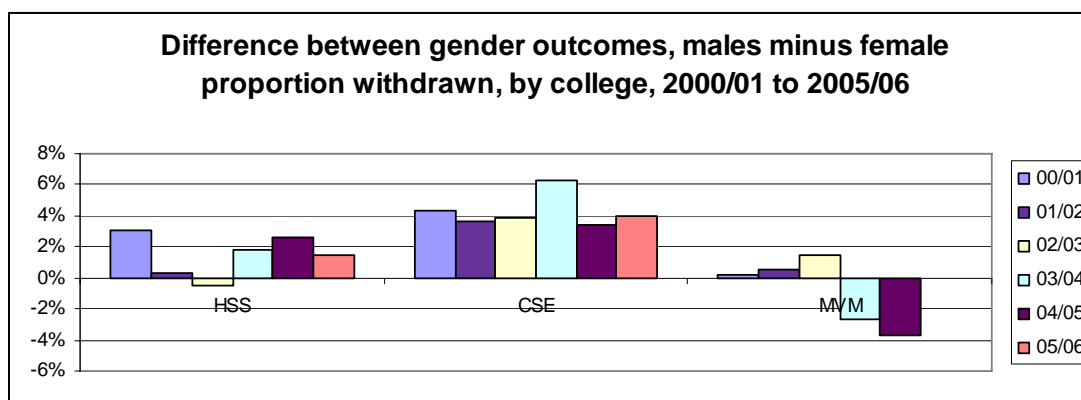
For reference, table 10 shows the total populations of entrants by college and gender. 2005/06 entrants are not shown for CMVM due to MBChB and BVM programmes taking longer to complete.

Table 10: Total populations of entrants by college and gender

		00/01	01/02	02/03	03/04	04/05	05/06
CHSS	Male	784	791	833	904	879	924
	Female	1,292	1,299	1,440	1,576	1,569	1,522
CSE	Male	879	863	818	938	876	930
	Female	566	572	575	639	534	647
CMVM	Male	118	108	113	121	93	-
	Female	205	230	256	275	254	-

Figure 11 shows the gender difference of the proportion withdrawn by college for undergraduate entrants between 2000/01 and 2005/06.

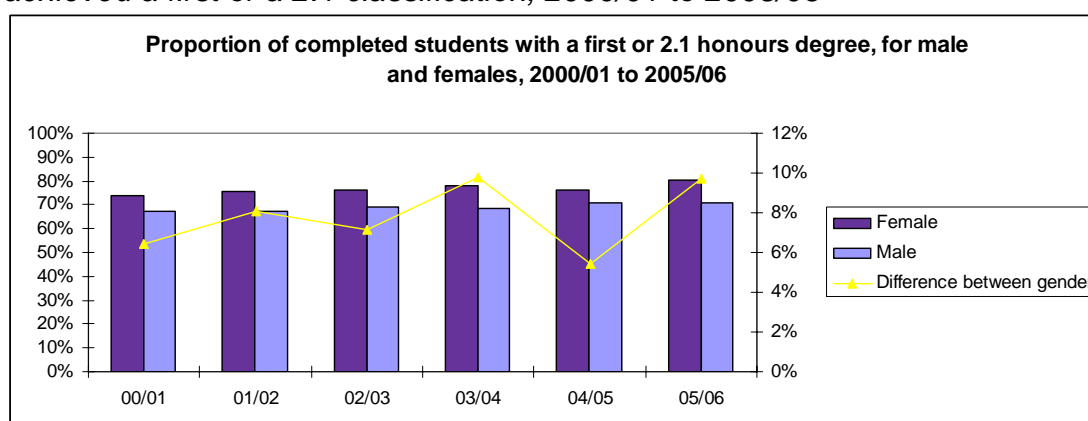
Figure 11: difference between gender outcomes, by college, 2000/01 to 2005/06



Further analysis of the figures for Medicine and Veterinary Medicine show that the numbers of entrants withdrawing with no has not increased substantially. The number of female students withdrawing has risen from 12 to 15 between 2003/04 and 2004/05. The populations of Medicine and Veterinary Medicine are small and any changes are amplified combined with the small decrease in overall entrant population of Medicine and Veterinary Medicine for 2004/5.

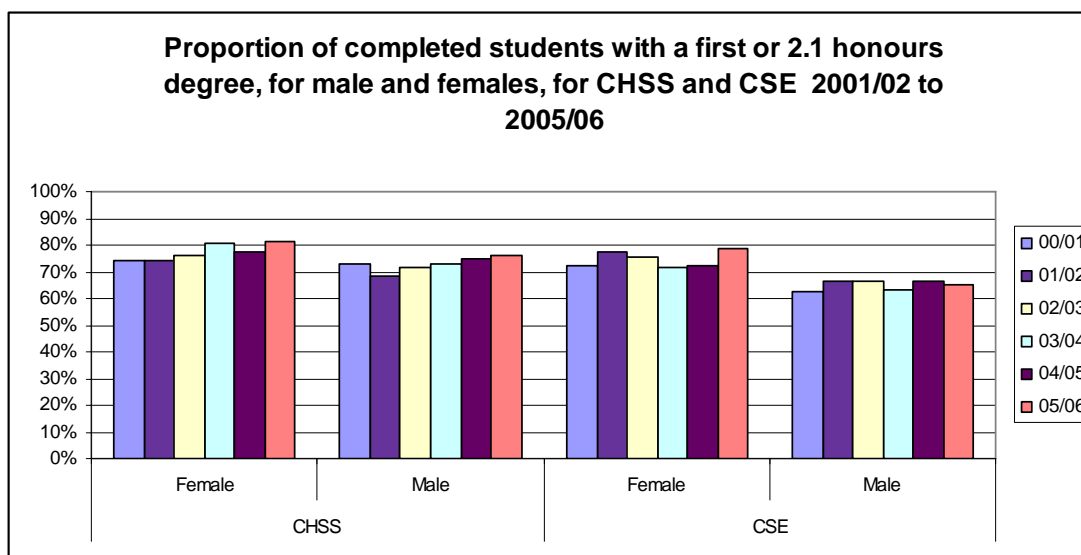
The proportion of completed undergraduate honours entrants who achieved a first of upper second class degree is shown in figure 12.

Figure 12: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, 2000/01 to 2005/06



A further breakdown of the proportion of undergraduate entrants awarded a first or upper second class degree by gender in the Colleges of Humanities and Social Science and Science and Engineering is shown in figure 13.

Figure 13: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for the colleges of CHSS and CSE, 2000/01 to 2005/06



2.3 Disability

Figure 14 shows the proportion of undergraduate entrants who withdraw, by disability status. For the second year running, disabled undergraduate students have a lower withdrawal rate. If this continues to become a trend, it might suggest that initiatives such as Teachability are having an effect on the experience of disabled students.

Figure 14: Proportion of undergraduate entrants with a withdrawn status, for disabled and non-disabled entrants, 2000/01 to 2005/06

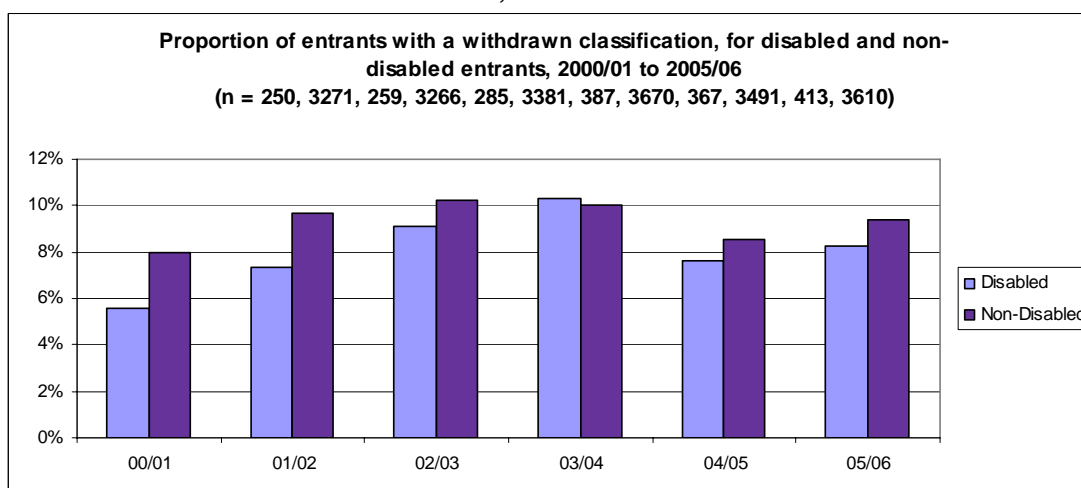
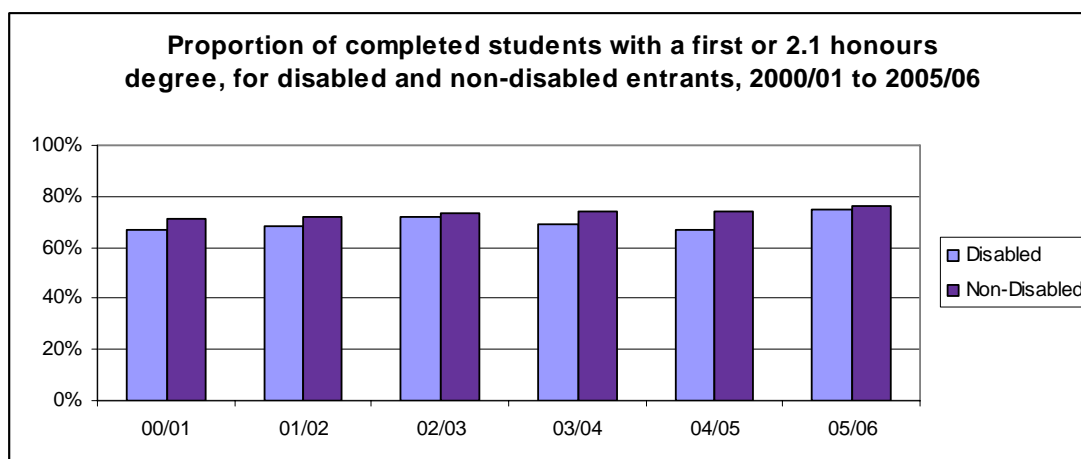


Figure 15 shows the proportion of completed undergraduate students who achieve a first or upper second class degree, split by disability status. The difference between disabled and non-disabled students is at the lowest level for the last six years.

Figure 15: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for disabled and non-disabled entrants, 2000/01 to 2005/06



2.4 Ethnicity

Figure 16 shows the proportion of UK-domiciled undergraduate entrants with a withdrawn status, split by white and non-white entrants. Non-white entrants have a lower withdrawal rate compared to white entrants.

Figure 16: Proportion of UK domiciled undergraduate entrants with a withdrawn status, for white and non-white entrants, 2000/01 to 2005/06

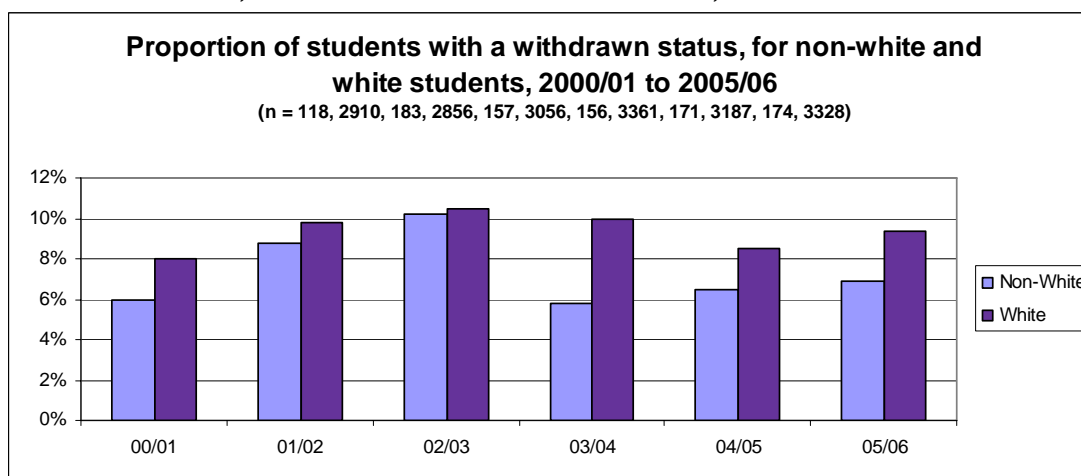
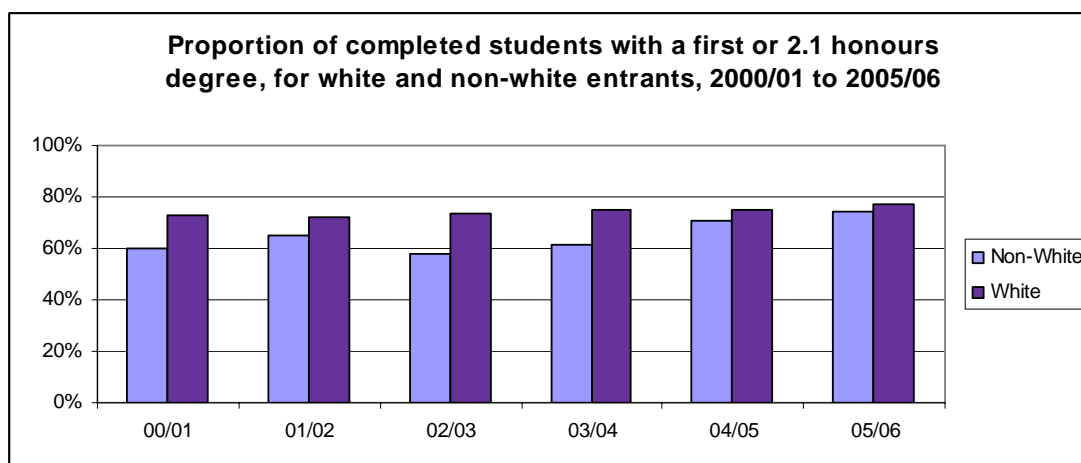


Figure 17 shows the proportion of completed undergraduate honours entrants who achieve a first or upper second class degree, for white and non-white entrants. The difference between ethnicity groups has reduced since 2000/01.

Figure 17: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for white and non-white entrants, 2000/01 to 2005/06



2.5 Age on entry

Figure 18 shows the proportion of undergraduate entrants with a withdrawn status by age group on entry. As might be expected, those aged 22 and over are more likely to withdraw; however there has been a large drop in those aged 36 and over. Further years need to be collected before any trend can be established.

Figure 18: Proportion of undergraduate entrants with a withdrawn status, by age group on entry, 2000/01 to 2005/06

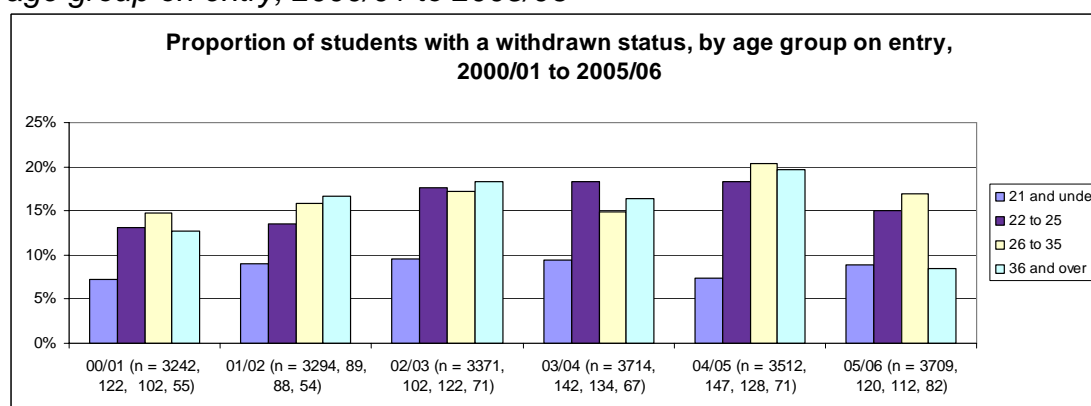
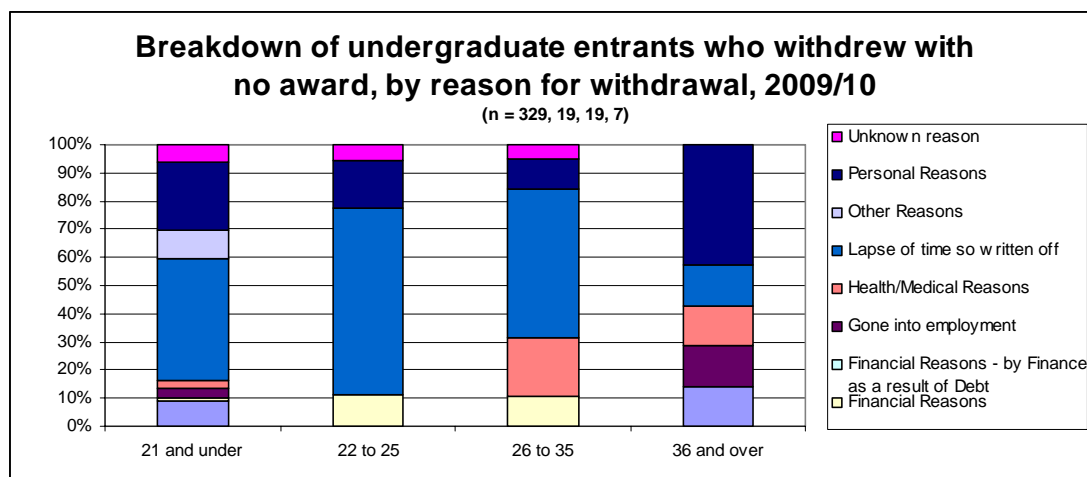


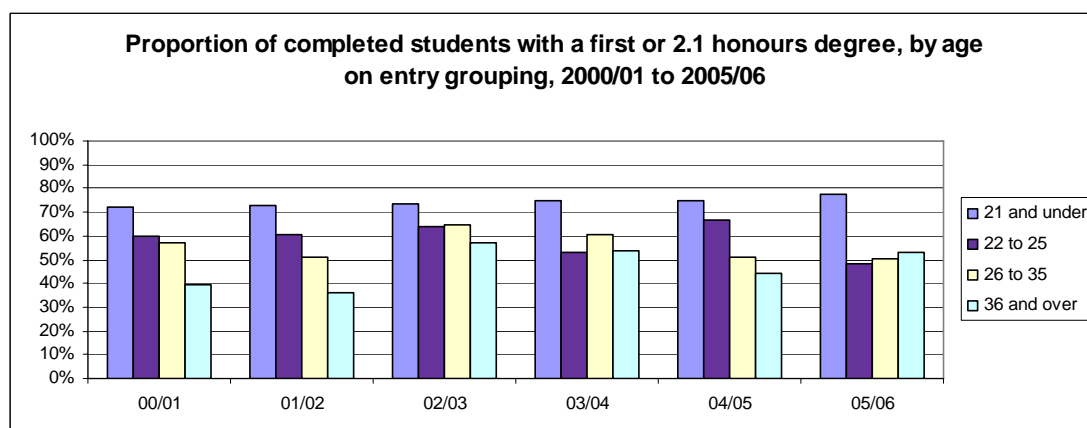
Figure 19 shows undergraduates who withdrew with no award and a breakdown of the reason for withdrawal by age group on entry. Lapse of time seems to be important in the 22-35 age groups which does not really suggest a reason rather an effect of circumstances that remain unknown.

Figure 19: Breakdown of undergraduate entrants who withdrew with no award, by reason of withdrawal, 2009/10



The proportion of completed undergraduate honours entrants who achieved a first or a upper class second degree, by age group on entry is shown in figure 20. Entrants aged 21 and below are most likely to achieve a first or upper second degree.

Figure 20: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, by age group on entry, 2000/01 to 2005/06



3. Postgraduate Taught entrants

3.1 Entrants

The total number of postgraduate taught students entering in 2009/10 increased from 1,150 in 2000/01 to 3,231 in 2009/10. The breakdown by academic grouping is shown in table 2.

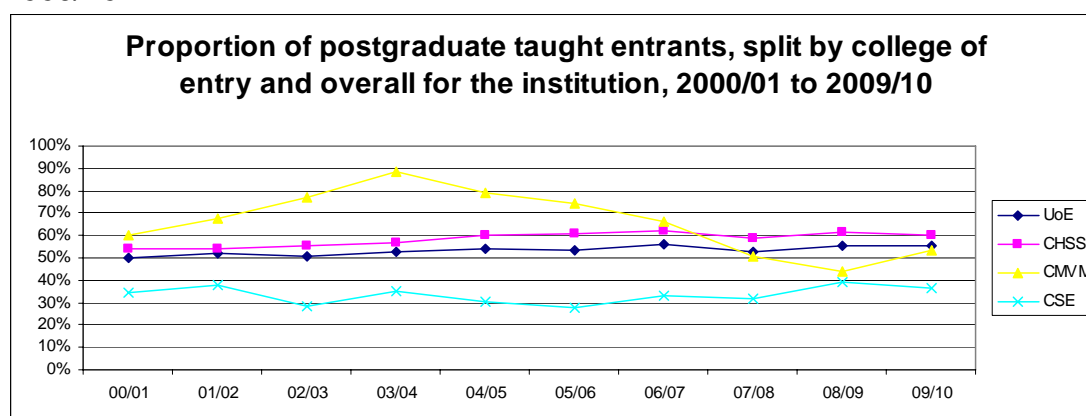
Table 2: Postgraduate taught entrants by entry session, 2000/01 to 2009/10

Entry Academic Grouping	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
PG Diploma	124	117	137	144	146	143	158	173	222	249
Doctorate not mainly by research	26	25	30	40	51	49	41	37	37	46
Masters not mainly by research (eg MSc)	1,000	977	1,282	1,338	1,482	1,743	2,087	2,168	2,555	2,936
	1,150	1,119	1,449	1,522	1,679	1,935	2,286	2,378	2,814	3,231

3.2 Gender

Figure 21 shows the proportion of female postgraduate taught entrants. The overall proportion of female entrants for the University has remained steady over the period. The decrease in the high proportion of female entrants at PGT level in MVM is due to the introduction of new programmes since 2003/04 that have a high proportion of male students. Examples of new programmes with a high proportion of male students are the Masters in Surgical Sciences, Masters in Neuroimaging for Research and Master of Science in Health Informatics.

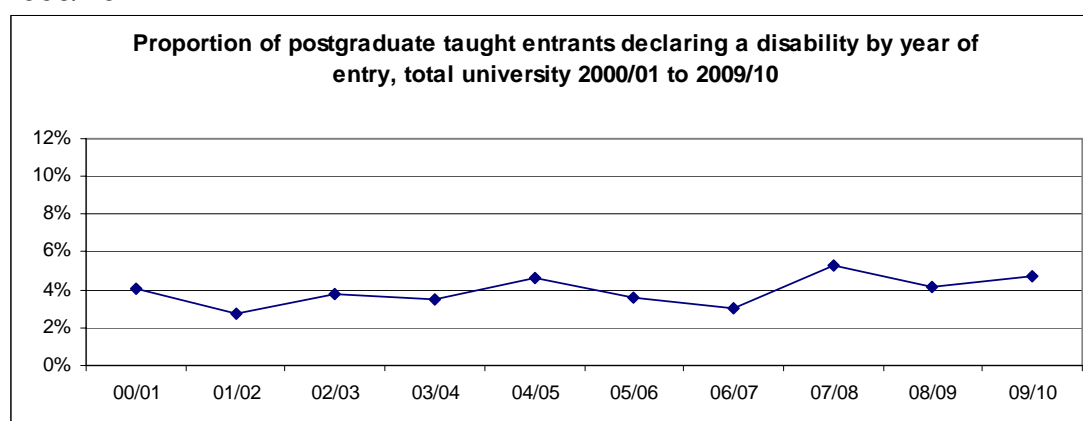
Figure 21: Proportion of female postgraduate taught entrants, 2000/01 to 2009/10



3.3 Disability

The proportion of disabled entrants to postgraduate taught programmes has remained steady over the period with a slight overall increase.

Figure 22: Proportion of disabled postgraduate taught entrants, 2000/01 to 2009/10



3.4 Ethnicity

Figure 23 shows the proportion of UK-domiciled postgraduate taught entrants from an ethnic minority background. Overall for the period there has been an increase.

Figure 23: Proportion of UK-domiciled postgraduate taught entrants from an ethnic minority, 2000/01 to 2009/10

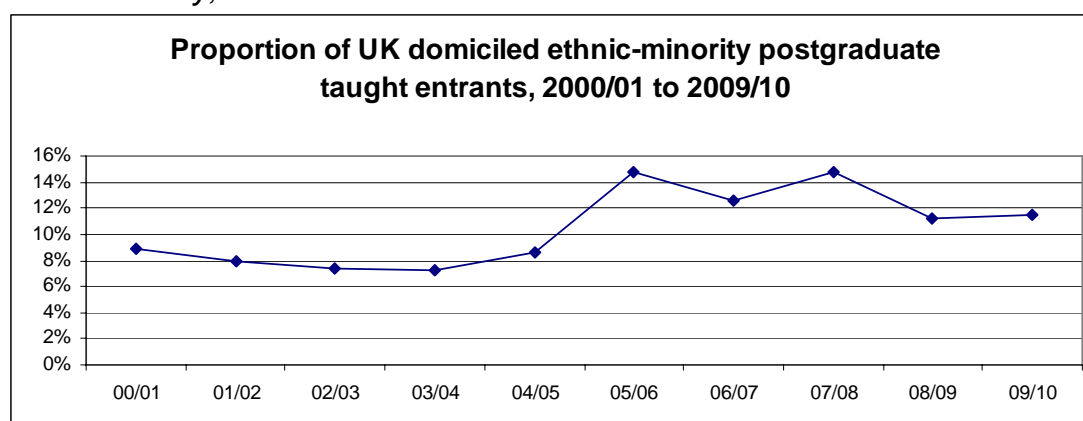
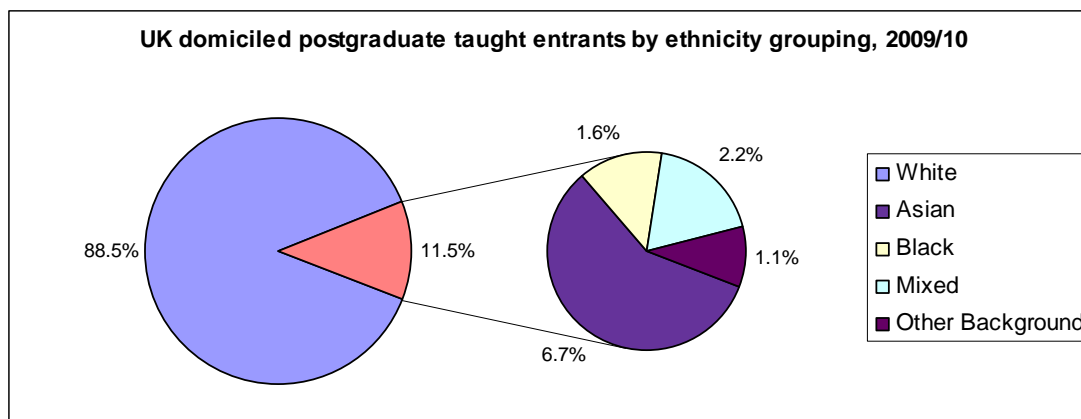


Figure 24 shows the breakdown of UK-domiciled entrants for 2009/10 broken down by ethnicity.

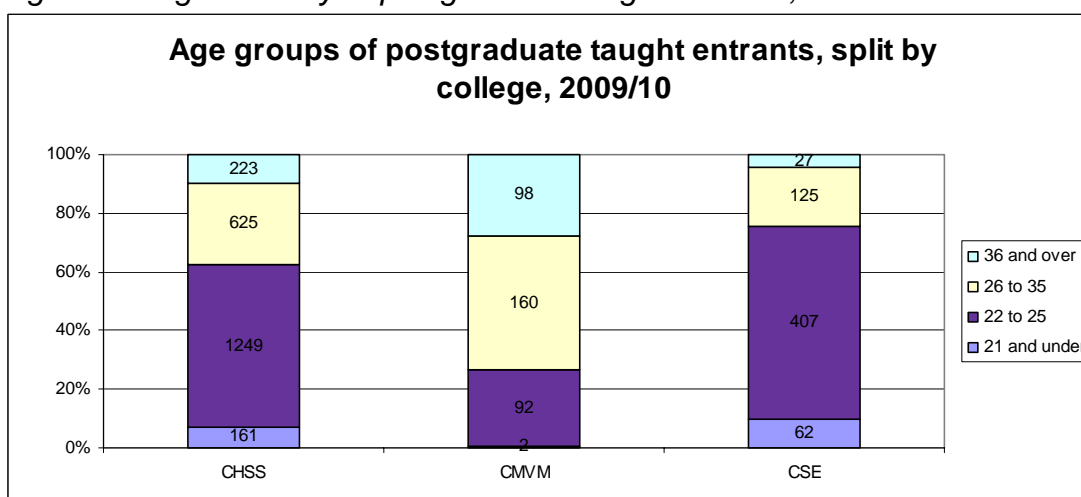
Figure 24: Postgraduate taught entrants, split by known ethnic background, 2009/10



3.5 Age on entry

Figure 25 shows the breakdown of postgraduate taught entrants for 2009/10, by age group on entry and college. The College of Medicine and Veterinary Medicine attracts an older profile of students in comparison to the other colleges.

Figure 25: Age on entry of postgraduate taught entrants, 2009/10



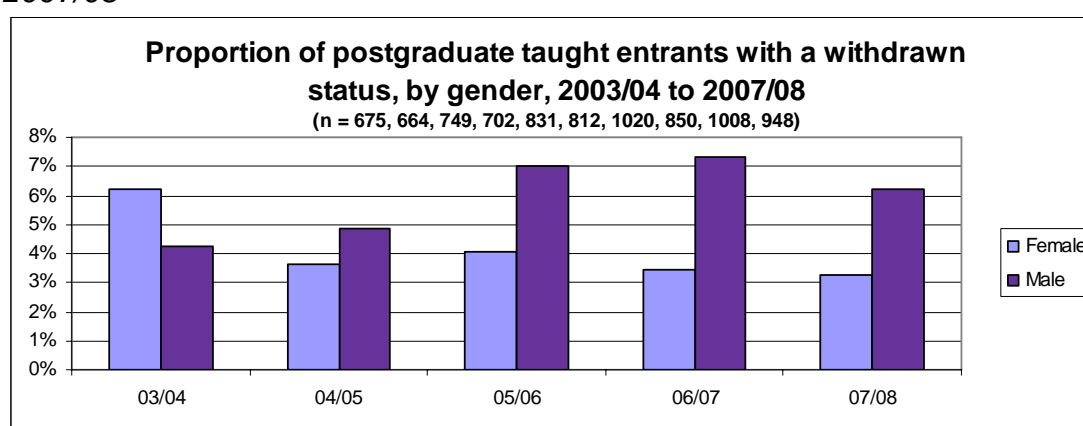
4. Postgraduate Taught outcomes

Postgraduate taught entrants includes students on one and two-year Masters programmes. It excludes any students who enter on Taught Doctorate programmes, of which there were 33 in 2009/10. Postgraduate Diploma students are included in the population for reporting. Only full-time students are included in the outcomes analysis. The measure used in this report for outcomes is the proportion of entrants who withdrew from the institution with no intermediate award.

4.1 Gender

Figure 26 shows the proportion of postgraduate taught entrants with a withdrawn status for male and female students. For the last 4 years male students are more likely to withdraw from their programme with no award. Overall withdrawal rates are improving compared to last year.

Figure 26: Withdrawal of postgraduate taught entrants, by gender 2003/04 to 2007/08

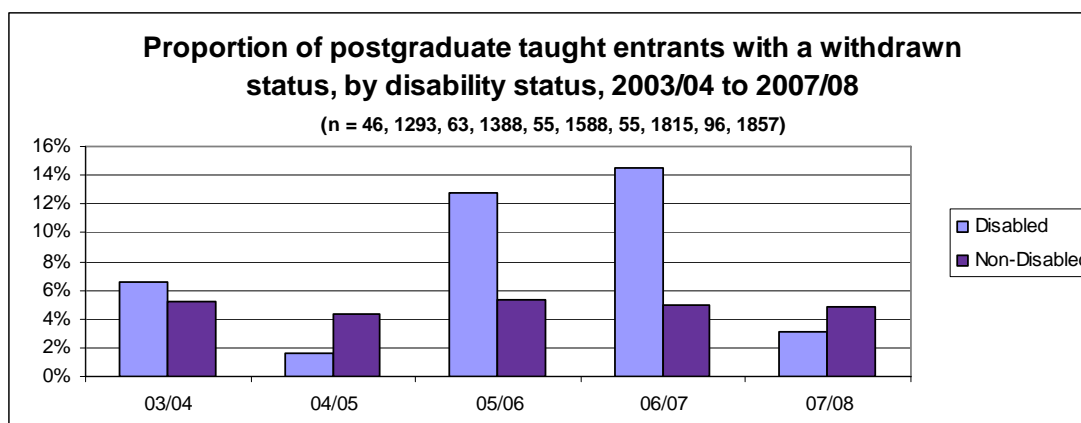


Further analysis of entrants who withdraw with no award shows that approximately one third of students withdraw in the first 10 weeks of semester. Of 2007/08 entrants who exit with no award, 36% of women and 27% of men withdraw before 1st December.

4.2 Disability

Figure 27 shows the proportion of postgraduate taught entrants with a withdrawn status by disability status. It is encouraging to see that the high withdrawal rates of disabled entrants in 2005/06 and 2006/07 have reduced and are even less than the figures for non-disabled entrants.

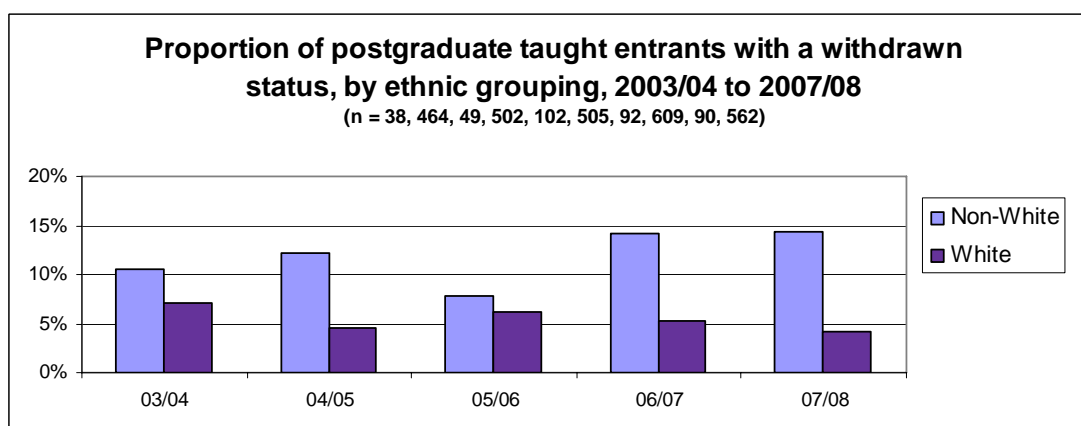
Figure 27: Withdrawal of postgraduate taught entrants, by disability status 2003/04 to 2007/08



4.3 Ethnicity

Figure 28 shows the proportion of UK-domiciled postgraduate taught entrants with a withdrawn status by white and non-white entrants. There remains a difference between proportions withdrawing between white and non-white entrants and the difference has increased.

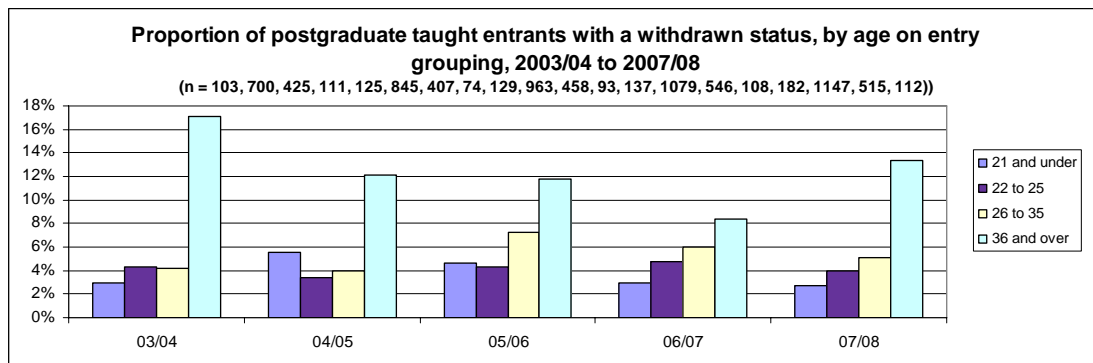
Figure 28: Withdrawal of postgraduate taught entrants, by ethnic grouping, 2003/04 to 2007/08



4.4 Age on entry

Figure 29 shows the withdrawal rates of postgraduate taught entrants, by age group on entry. The numbers are small, as a proportion of total entrants so data breaking down reasons for withdrawal cannot be reported. However, a range of reasons are reported, making no one cause to stand out. Qualitative follow up work would help to explore the reasons PGT students withdraw.

Figure 29: Withdrawal of postgraduate taught entrants, by age on entry grouping, 2003/04 to 2007/08



5. Postgraduate Research entrants

5.1 Entrants

The total number of postgraduate research students entering in 2009/10 increased from 626 in 2000/01 to 1,076 in 2009/10. The breakdown by academic grouping is shown in table 3.

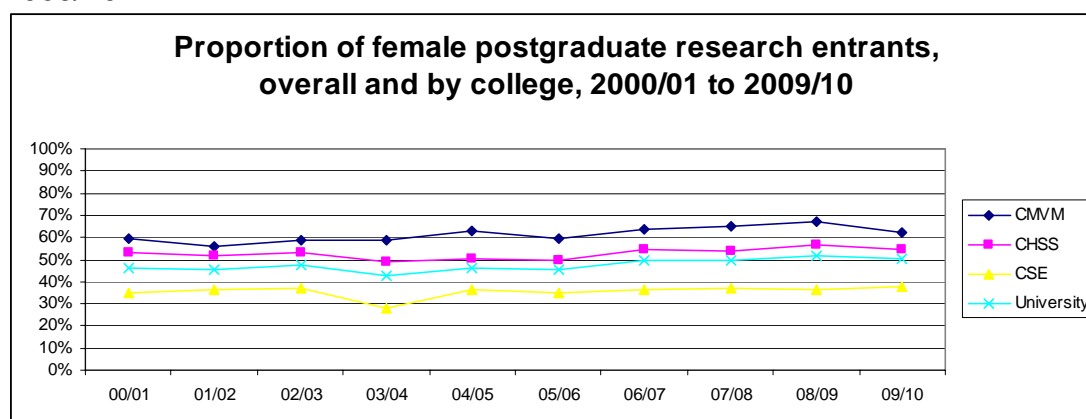
Table 3: Postgraduate research entrants by entry session, 2000/01 to 2009/10

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
Doctorate mainly by Research	456	513	500	578	627	694	745	744	703	799
Masters by Research	170	201	242	315	274	211	225	232	232	274
Total	626	714	742	893	901	905	970	976	935	1,076

5.2 Gender

Figure 30 shows the proportion of female postgraduate research entrants, split by college. The proportion of women has remained consistent in all of the colleges over the period.

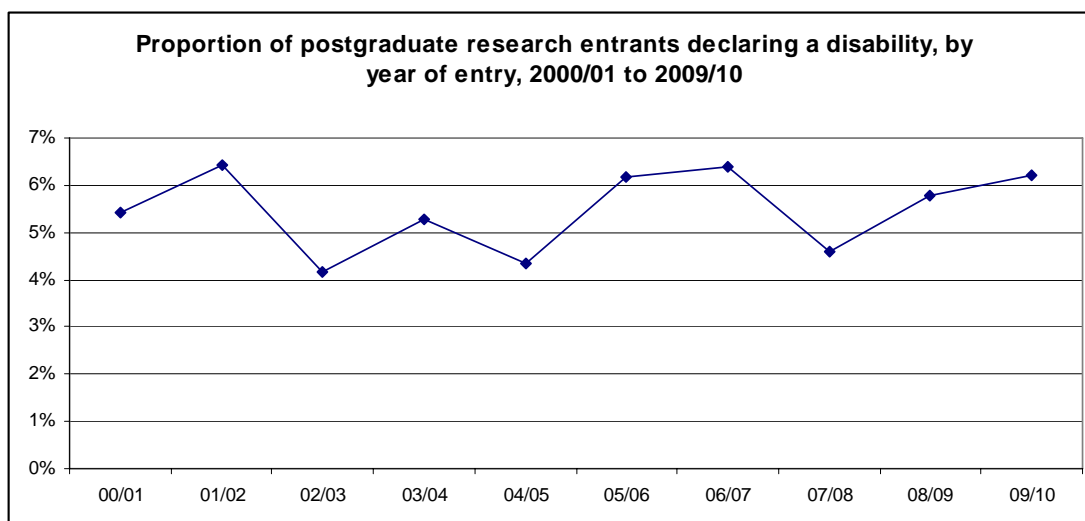
Figure 30: Proportion of female postgraduate research entrants, 2000/01 to 2009/10



5.3 Disability

The proportion of disabled postgraduate research entrants is shown in figure 31, showing year on year fluctuation.

Figure 31: Proportion of disabled postgraduate research entrants, 2000/01 to 2009/10



5.4 Ethnicity

The proportion of UK-domiciled postgraduate research entrants from an ethnic minority is shown in figure 32. A breakdown of ethnicity is shown in figure 33. There has been a decline since 2005/06, with a slight increase observed for the current report period.

Figure 32: Proportion of UK-domiciled postgraduate research entrants from an ethnic minority, 2000/01 to 2009/10

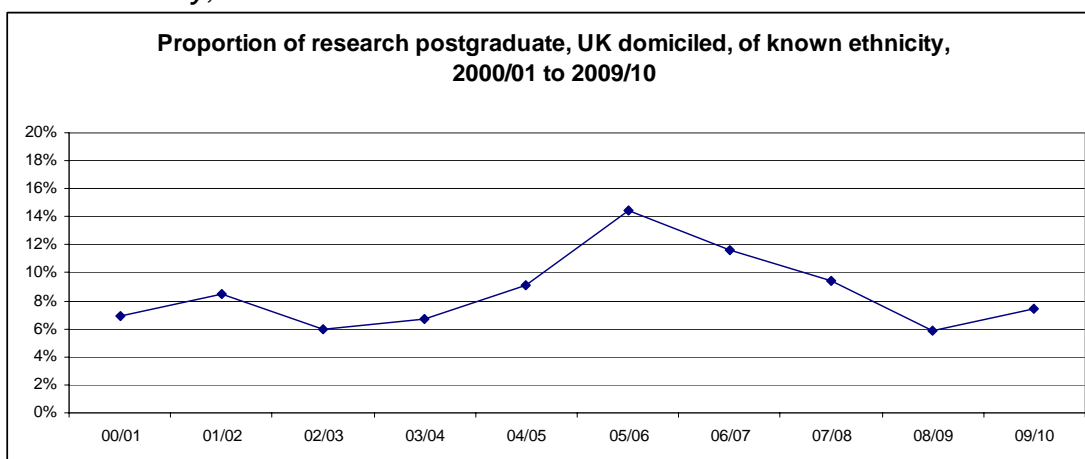
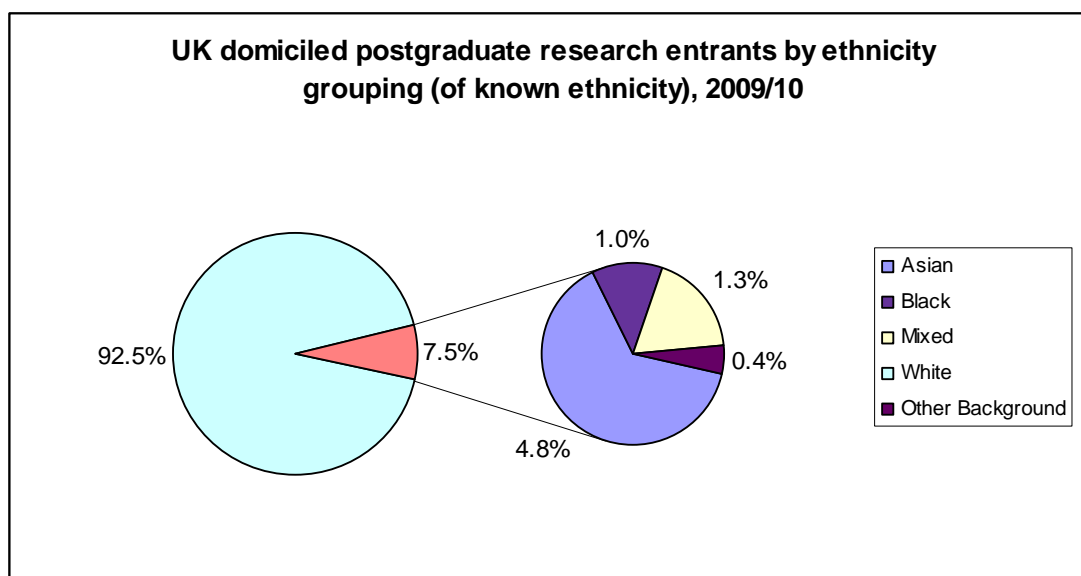


Figure 33: Postgraduate research entrants, split by known ethnic background, 2009/10



Further analysis of the decrease of UK domiciled ethnic minority postgraduate research entrants since 2005/06 shows that there has been a decrease of ethnic minority entrants in all three colleges. Table 4 shows the breakdown of postgraduate research entrants by college. It should be noted that the total numbers are relatively small so any fluctuation will give a greater percentage change and needs to be interpreted cautiously.

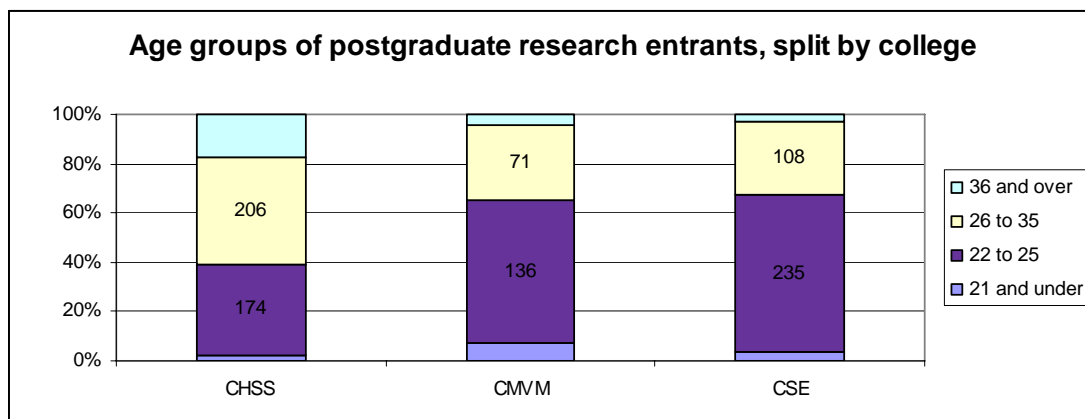
Table 4: Breakdown of postgraduate research entrants, by college and ethnic minority grouping, 2005/06 and 2009/10 (UK-domiciled and known ethnicity)

		2005/06	2009/10	% change
CHSS	Ethnic Minority	29	13	-55.2%
CHSS	White	175	195	+11.4%
CMVM	Ethnic Minority	19	13	-31.6%
CMVM	White	107	108	+0.9%
CSE	Ethnic Minority	33	13	-60.6%
CSE	White	197	180	-8.6%

5.5 Age on entry

Figure 34 shows postgraduate research entrants, by age on entry grouping and college.

Figure 34: Age on entry of postgraduate research entrants, 2009/10

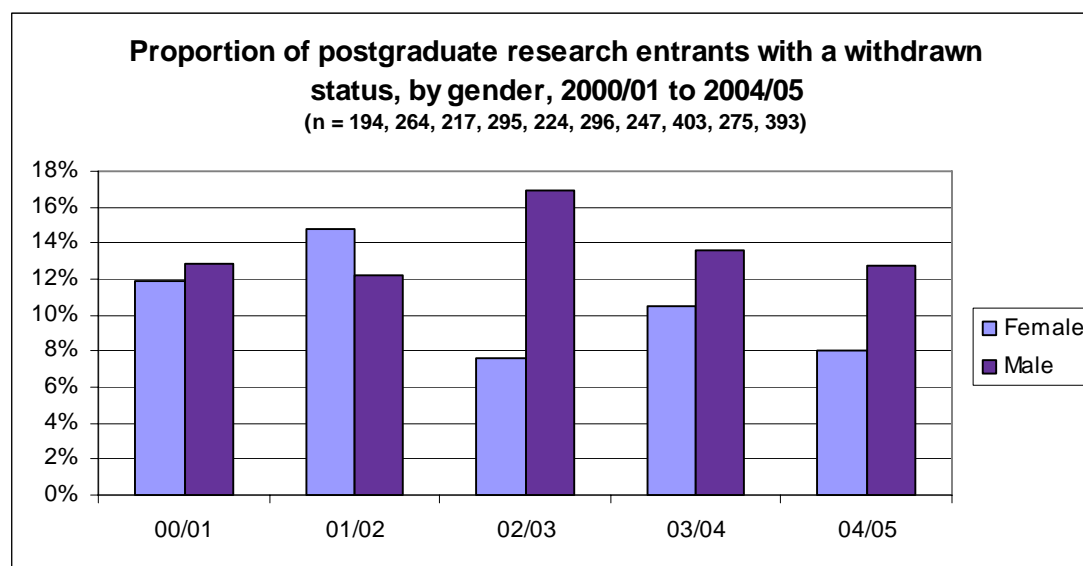


6. Postgraduate Research outcomes

6.1 Gender

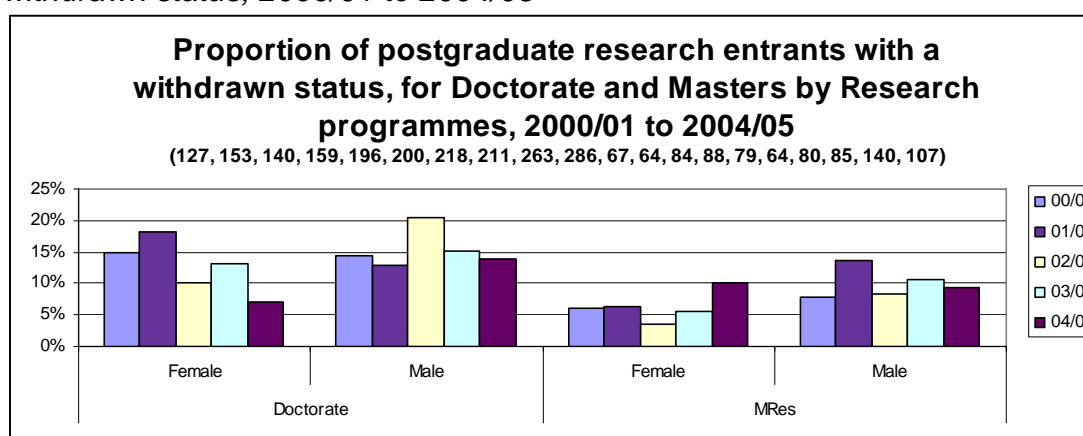
The proportion of postgraduate research entrants with a withdrawn status for male and female students is shown in figure 35.

Figure 35: Withdrawal of postgraduate research entrants, by gender 2000/01 to 2004/05



Further analysis and breakdown by academic qualification type of postgraduate entrants are shown in figure 36.

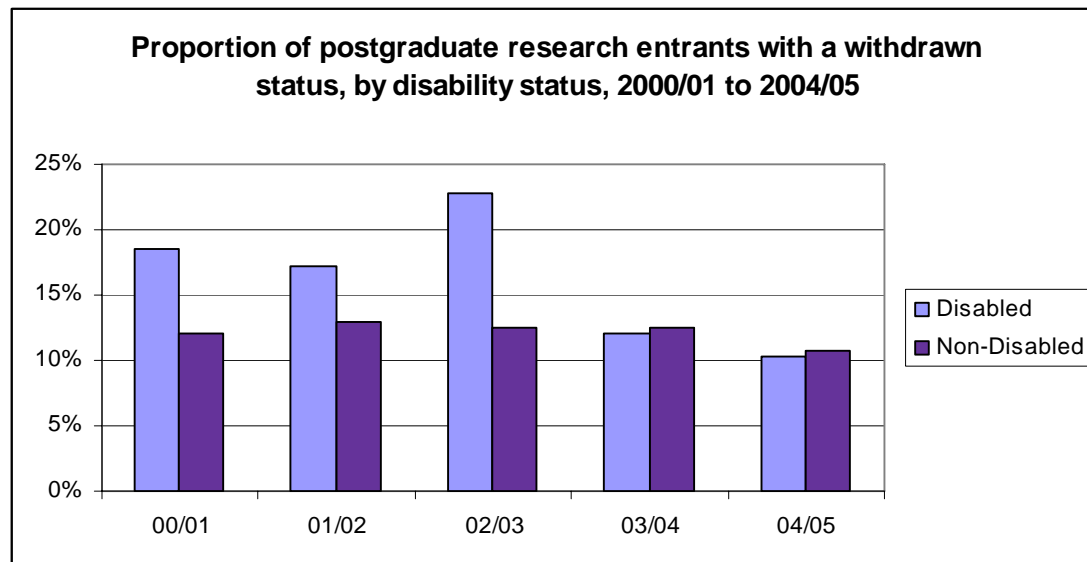
Figure 36: proportion of Doctorate and Masters by Research entrants with a withdrawn status, 2000/01 to 2004/05



6.2 Disability

Withdrawal rates of postgraduate research entrants by disability status is shown in figure 37. For the second year running the withdrawal rates of disabled entrants is comparable to non-disabled entrants and there has been an overall reduction for two years. This may suggest that mainstreaming of disability equality through Teachability, the effective dissemination of adjustments and the support provided through the Disability Office are having a direct effect on these observed patterns.

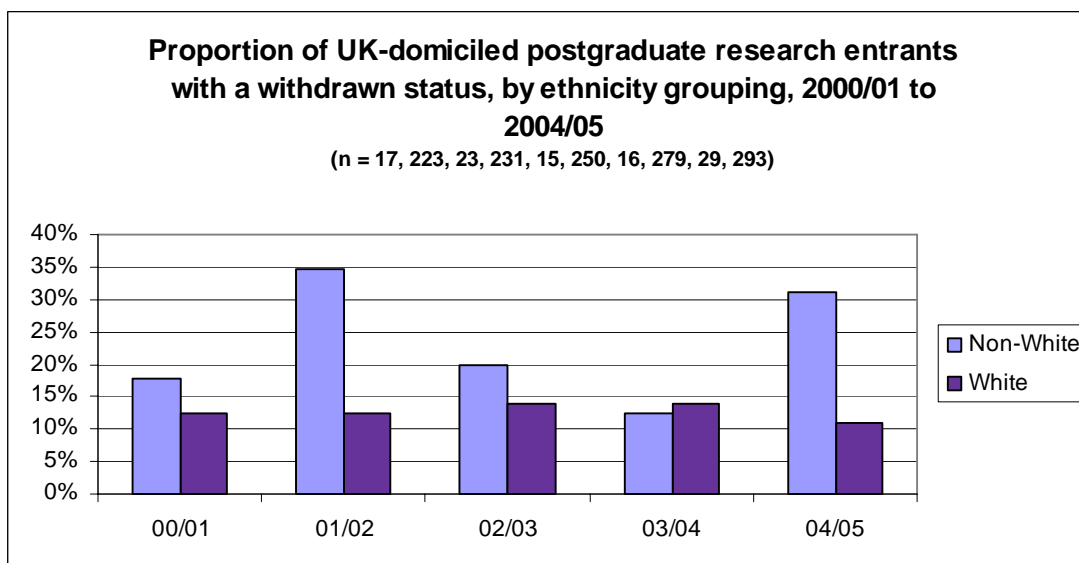
Figure 37: Withdrawal of postgraduate research entrants, by disability status 2000/01 to 2004/05



6.3 Ethnicity

The withdrawal rates of UK-domiciled postgraduate research entrants split by ethnic grouping is presented in figure 38. There has been a large increase in the withdrawal of non-white entrants and this will be monitored in future years. Further analysis of these students may be necessary to understand more about the reasons for withdrawal. Overall numbers are small making year on year fluctuations rather stark.

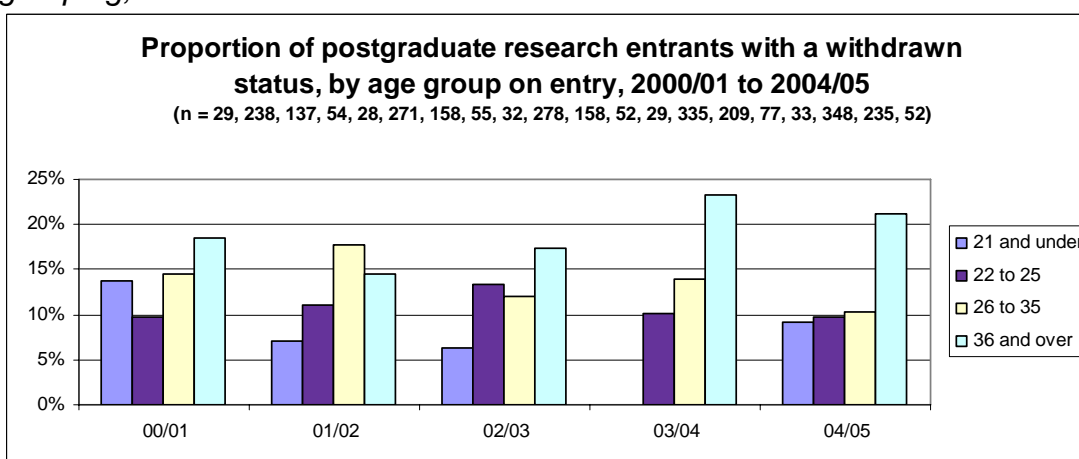
Figure 38X: Withdrawal of postgraduate research entrants, by ethnic minority grouping, 2000/01 to 2004/05



6.4 Age on entry

The withdrawal rates of postgraduate research entrants by age grouping on entry is shown in figure 39. This shows that those aged 36 and over are most vulnerable to withdrawal. Further research would be required to examine why.

Figure 39: Withdrawal of postgraduate research entrants, by age on entry grouping, 2000/01 to 2004/05



7. Comparison of student data

7.1 Entrants

Comparison data is provided here to contextualise the EDMARC internal data. Sector data is sourced from the Higher Education Statistics Agency (HESA). The University of Edinburgh is compared with other Russell Group institutions and where appropriate, other Scottish institutions. The most recent data available is for 2008/09.

7.2 Gender

Figures 40, 41 and 42 show the proportion of female entrants to Russell Group institutions for first degree, postgraduate taught and postgraduate research respectively.

Figure 40: Comparison of proportion of female first degree entrants, Russell Group, 2008/09

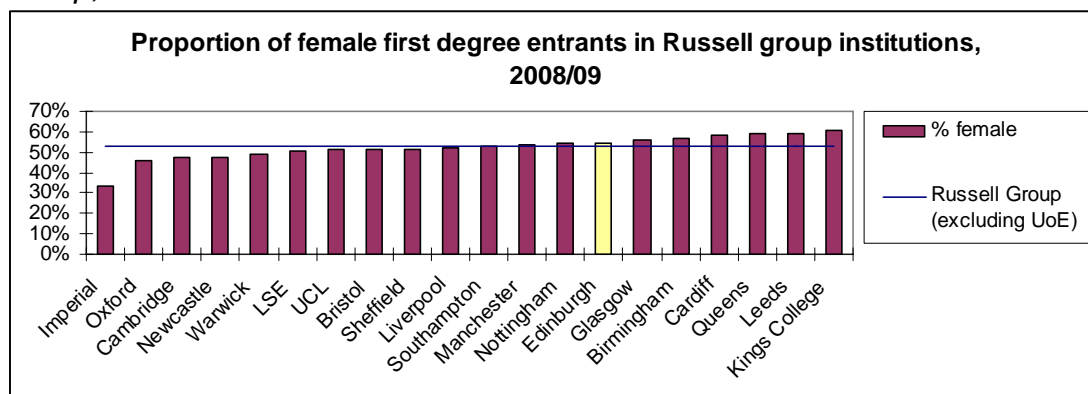


Figure 41: Comparison of proportion of female postgraduate taught entrants, Russell Group, 2008/09

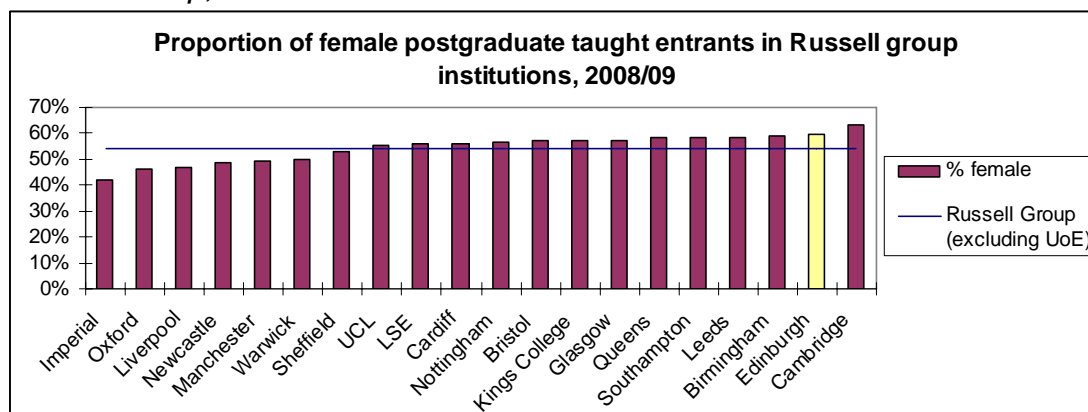
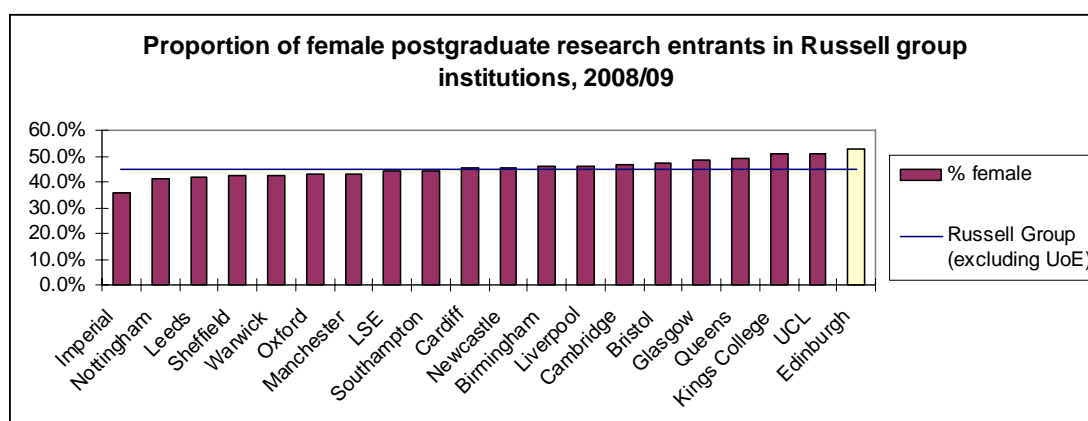


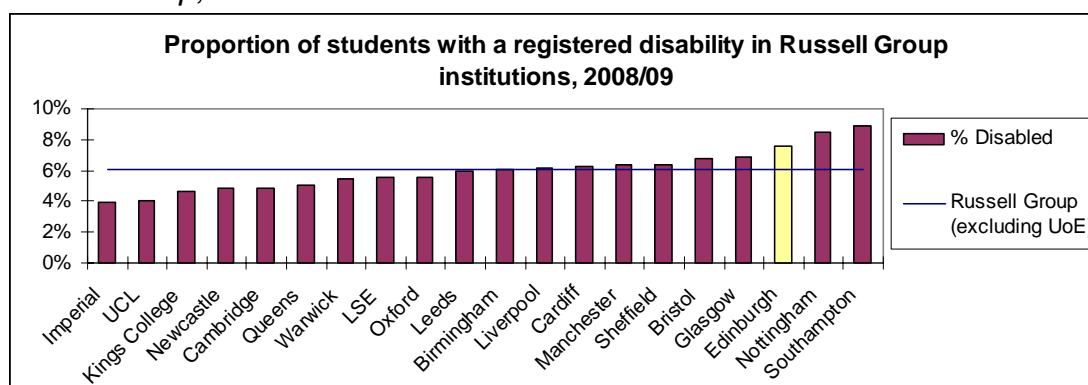
Figure 42: Comparison of proportion of female postgraduate research entrants, Russell Group, 2008/09



7.3 Disability

The proportion of students with a declared disability in Russell group institutions is shown in figure 43.

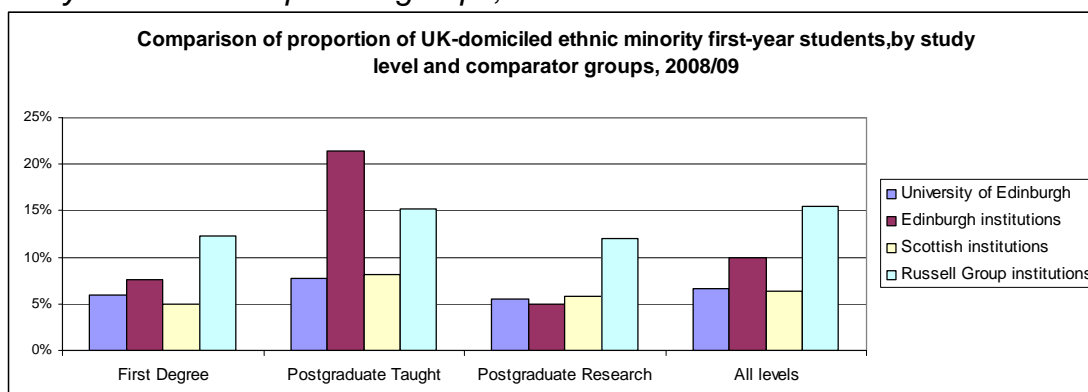
Figure 43: Comparison of proportion of students with a declared disability, RussellGroup,2008/09



7.4 Ethnicity

Figure 44 shows the proportion of UK-domiciled ethnic minority first-year students by study level and for other institutions in Edinburgh, Scottish institutions and the Russell Group.

Figure 44: Comparison of proportion of ethnic minority first-year students, by study level and comparator groups, 2008/09



8. Outcomes comparison data

Comparison data for outcomes is obtained from the Higher Education Statistics Agency (HESA). The most recent data available is for 2008/09.

8.1 Gender

Figure 45 shows a comparison of the proportion of male and female students achieving a first class or 2.1 honours degree in Russell Group institutions.

Figure 46: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by gender, 2008/09

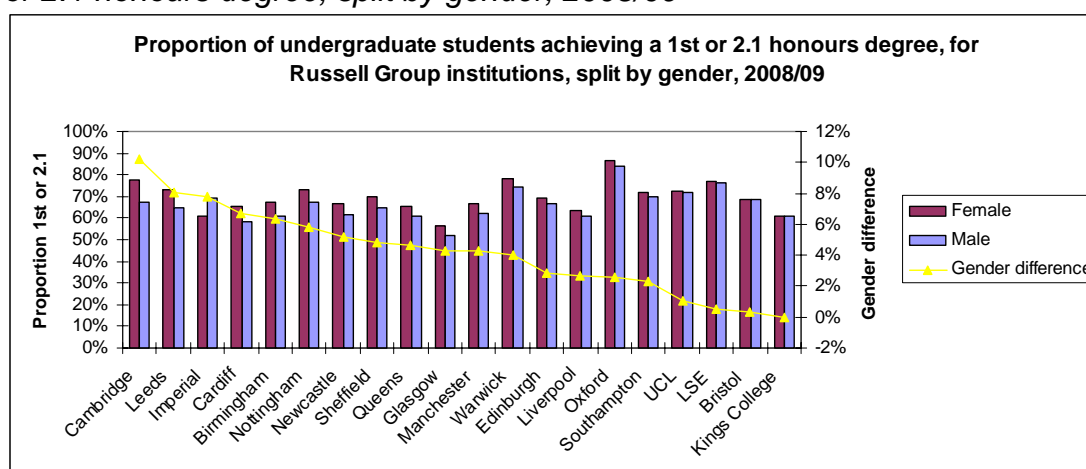
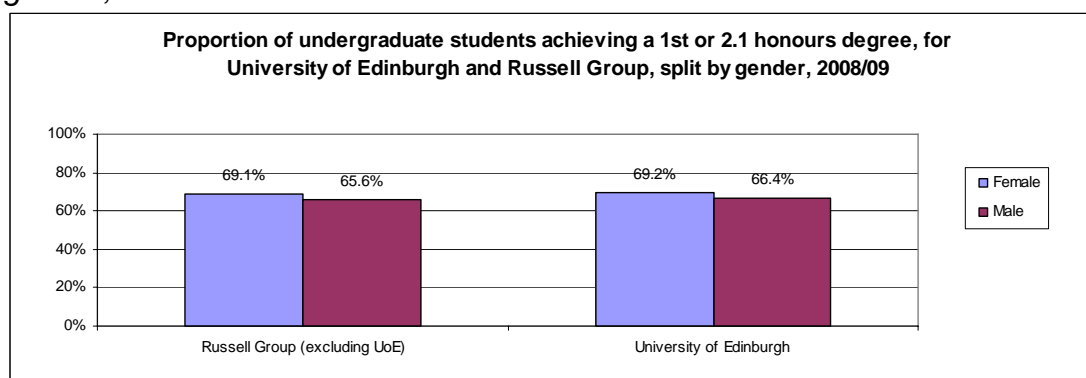


Figure 47: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, for University of Edinburgh and Russell Group, split by gender, 2008/09



8.2 Disability

Figure 48 shows the proportion of undergraduate students achieving a first or upper second class degree, by disability status for Russell Group institutions.

Figure 48: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by disability status, 2008/09

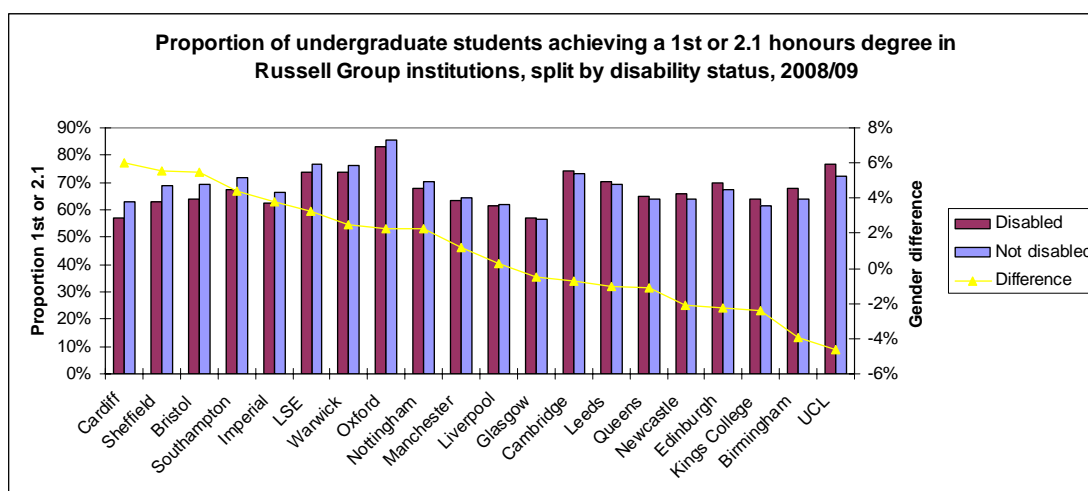
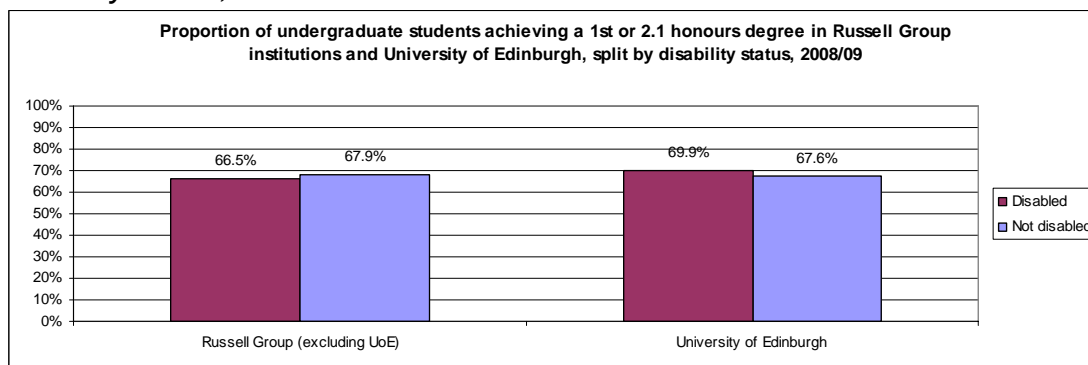


Figure 49: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, for University of Edinburgh and Russell Group, split by disability status, 2008/09



8.3 Ethnicity

Figure 50 shows the proportion of UK-domiciled undergraduate students achieving a first or upper second class degree, by ethnicity group for Russell Group institutions.

Figure 50: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by ethnicity group, 2008/09

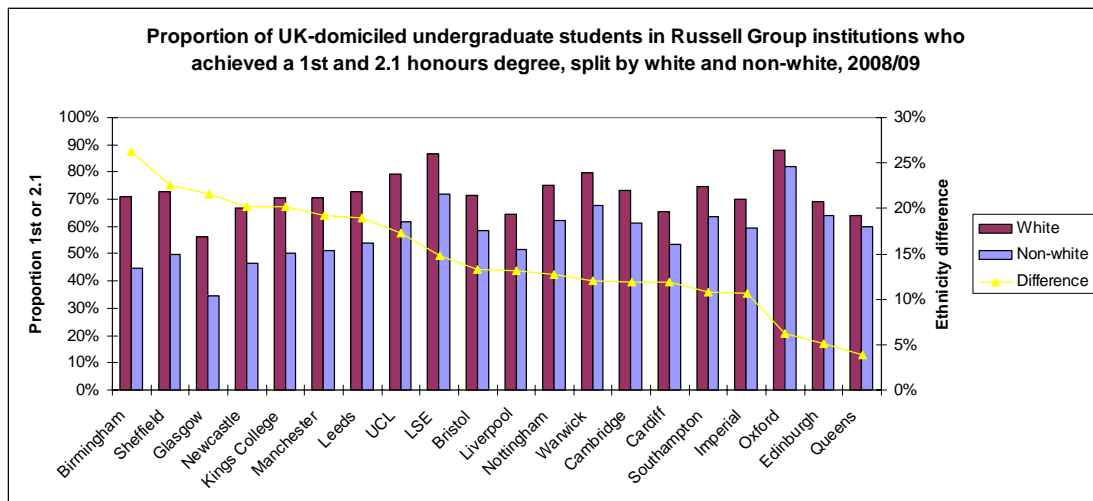


Figure 51: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, for University of Edinburgh and Russell Group, split by ethnicity group, 2008/09

