EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

STUDENT REPORT

2011/12

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INTRODUCTION

The third 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 2010/11 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

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, Registry (EUCLID)
Ms Emma Meehan, 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)
1.1. Notes and definitions

1. Source Data: Entrant student data is presented for intake years 2001/02 to 2010/11. Outcome data is presented for students entering the University from 2001/02 to 2005/06 for undergraduate students, 2004/05 to 2008/09 for postgraduate taught students and 2001/02 to 2005/06 for postgraduate research students.

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.
4. Outcome Category Definitions: outcomes are presented in terms of the summary status of the population at 31/07/2011 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. The snapshot for the student data was 31/07/10. The figures do not include those students included in the merger with Edinburgh College of Art.

6. 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.
### Undergraduate Intake
Includes the following academic groupings on entry:
- First Degree
- Enhanced First Degree
- First Degree with QTS
- First Degree with eligibility to practice

Excludes the following qualification types on entry:
- Entry to pre-first degree programmes such as Access;
- Entry to undergraduate certificate and diploma courses;
- 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
- Postgraduate teaching quals: PGDE
- All visiting or otherwise non-graduating;
- 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.

### Undergraduate Outcomes
Each of the three undergraduate outcome populations is based on the intake population and further filtered.
- 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.

### Taught Postgraduate Intake
Includes the following academic groupings on entry:
- PG Diploma
- Doctorate not mainly by research
- Masters not mainly by research (eg MSc)

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 programmes.

### Taught Postgraduate Outcomes

### 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.
1. UNDERGRADUATE ENTRANTS

1.1 ENTRANTS

In 2010/11 there were 4,033 undergraduate taught entrants to the University of Edinburgh. It should be noted that there has been a decrease in the number of entrants from 2009/10. Table 1 shows the breakdown of undergraduate entrants by academic session year and Academic Grouping.

Table 1: Undergraduate entrants by entry session, 2001/02 to 2010/11

<table>
<thead>
<tr>
<th>Entry Session Year</th>
<th>First degree with QTS</th>
<th>First degree with eligibility for practice eg Doc</th>
<th>First degree</th>
<th>Enhanced first degree (eg MEng)</th>
<th>Cert of Higher Education (U4)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/2002</td>
<td>262</td>
<td>338</td>
<td>3073</td>
<td>307</td>
<td>3</td>
<td>4093</td>
</tr>
<tr>
<td>2002/2003</td>
<td>263</td>
<td>369</td>
<td>3235</td>
<td>289</td>
<td>1</td>
<td>4119</td>
</tr>
<tr>
<td>2003/2004</td>
<td>249</td>
<td>376</td>
<td>3250</td>
<td>276</td>
<td>1</td>
<td>4271</td>
</tr>
<tr>
<td>2004/2005</td>
<td>266</td>
<td>347</td>
<td>3072</td>
<td>259</td>
<td>4</td>
<td>4342</td>
</tr>
<tr>
<td>2005/2006</td>
<td>260</td>
<td>357</td>
<td>3438</td>
<td>352</td>
<td>2</td>
<td>4549</td>
</tr>
<tr>
<td>2006/2007</td>
<td>261</td>
<td>425</td>
<td>3085</td>
<td>359</td>
<td>-</td>
<td>4151</td>
</tr>
<tr>
<td>2007/2008</td>
<td>268</td>
<td>378</td>
<td>3313</td>
<td>314</td>
<td>-</td>
<td>4330</td>
</tr>
<tr>
<td>2008/2009</td>
<td>294</td>
<td>402</td>
<td>3278</td>
<td>515</td>
<td>-</td>
<td>4913</td>
</tr>
<tr>
<td>2009/2010</td>
<td>305</td>
<td>426</td>
<td>4029</td>
<td>470</td>
<td>-</td>
<td>5110</td>
</tr>
<tr>
<td>2010/2011</td>
<td>247</td>
<td>452</td>
<td>2952</td>
<td>352</td>
<td>-</td>
<td>4033</td>
</tr>
</tbody>
</table>

1.2 GENDER

Figure 1 shows the proportion of female undergraduate entrants over the period 2001/02 to 2010/11. For the University as a whole, 57.7% of undergraduate entrants were female. Subject differences can still be observed between the colleges over the reporting period although there has been little shift over the time period.
It is encouraging that the proportion of women studying in the college of Science and Engineering is at a 10-year high of 43.7%. A further comparison of Science, Engineering and Technology (SET) subjects to figures published by the Equality Challenge Unit (ECU) show that the University of Edinburgh performs favourably in the recruitment of female undergraduate students with other UK institutions. Table 2 shows a comparison of the proportion of female entrants by subject area. University of Edinburgh Schools have been used as a proxy for comparison to the national statistics. In five out of the seven subject areas, the University of Edinburgh matches or exceeds the national figure of the proportion of women recruited to Science, Engineering and Technology programmes.
Table 2: comparison of proportion of female students, by subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>University of Edinburgh</th>
<th>All institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>Mathematical Science</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Medicine and Dentistry</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>82%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Source: University of Edinburgh Schools and Equality Challenge Unit Statistical report, 2010

Note: Physical Sciences include Schools of Chemistry and Physics

1.4 DISABILITY

Figure 2 shows the proportion of undergraduate students with a registered disability over the period, 2006/07 to 2010/11. A student is able to declare a disability at any point over their studies and so it is more beneficial to analyse all students, as opposed to those who enter with a declared disability. Some students may not register a disability until later in their studies. It is encouraging to see a rise in the proportion of disabled students rising, with 9% in 2010/11.
1.5 ETHNICITY

Figure 3 shows the proportion of UK-domiciled undergraduate entrants from an ethnic minority, to the University of Edinburgh. In 2010/11 the proportion of entrants from an ethnic minority was 6.3%. The last three years has seen a stabilisation in the proportions of entrants from ethnic minority groups entering the University.
Figure 3: Proportion of UK-domiciled undergraduate entrants from an ethnic minority, 2001/02 to 2010/11

Figure 4 shows the proportion of UK-domiciled undergraduate entrants from an ethnic minority, split by college and overall for the institution, 2001/02 to 2010/11. The figures have remained consistent across the period.
Figure 4: Proportion of UK-domiciled undergraduate entrants from an ethnic minority, by college and overall for the institution, 2001/02 to 2010/11

1.6 AGE ON ENTRY

Figure 5 shows the distribution of undergraduate entrants for the period 2001/02 to 2010/11, split by age group on entry. There has been very little change with the proportions of age groups, with those aged 18 to 20 years comprising the largest age group.
Figure 5: Distribution by age groups on entry for undergraduate entrants, 2005/06 to 2010/11

The chart shows the distribution of undergraduate entrants by age groups for each year from 2001/02 to 2010/11. The age groups are as follows:

- 25 or over
- 21 to 24
- 18 to 20
- 17 or under

The chart indicates the percentage of entrants in each age group for each year, allowing for an analysis of trends and changes over time.
2. UNDERGRADUATE OUTCOMES

Undergraduate outcomes are presented here for full-time, honours entrants in academic sessions between 2001/02 and 2006/07. The snapshot of the data is taken on 31/07/11 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 2006/07 entrants in parentheses:

- Completed (88.1%)
- Withdrawn (10.3%)
- Interrupted (0.1%)
- Still to complete (1.5%)

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’.

2.2 GENDER

Figure 6 shows the outcomes of undergraduate honours entrants with a withdrawn status for the period 2001/02 to 2006/07, for male and female students. Male students are more likely to withdraw overall, although the gender gap is slightly smaller than previous cohorts.
Figure 6: Proportion of full-time undergraduate honours entrants with a withdrawn status, by gender, 2001/02 to 2006/07

Figures 7 and 8 show the proportion of full-time undergraduate entrants with a withdrawn status in the colleges of Humanities and Social Science (CHSS) and Science and Engineering (CSE) respectively. For students entering in 2006/07 in CHSS the gender gap is negligible with male and female figures converging. In CSE the gender differences remain should be monitored in future years.
Figure 7: Proportion of full-time undergraduate honours entrants with a withdrawn status in College of Humanities and Social Science, by gender, 2001/02 to 2006/07

Figure 8: Proportion of full-time undergraduate honours entrants with a withdrawn status in College of Science and Engineering, by gender, 2001/02 to 2006/07
Figure 9 shows the proportion of completed undergraduate honours students who achieved a first or a 2.1 classification. Female students consistently are more likely to achieve a first or 2.1. An identical pattern can be seen in the colleges of CHSS (figure 10) and CSE (figure 11).

**Figure 9: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, 2001/02 to 2005/06**

**Figure 10: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for the College of Humanities and Social Sciences, by gender, 2001/02 to 2010/11**
**Figure 11**: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for the College of Science and Engineering, by gender, 2001/02 to 2010/11

2.3 DISABILITY

Figure 12 shows the proportion of full-time undergraduate honours entrants with a withdrawn status for those declaring a disability and those not. Full-time undergraduate students declaring a disability entering in 2005/06 have a lower withdrawal rate than those not declaring a disability.
Figure 12: Proportion of full-time undergraduate entrants with a withdrawn status, for declaring a disability and non-disabled entrants, 2001/02 to 2005/06

Figure 13 shows the proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification, for those declaring a disability and those not. For the last five exit sessions, students declaring a disability were less likely to achieve a first or 2.1 honours degree, although the difference has been very small. The difference between the groups was vastly reduced in 2010/11.
Figure 13: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for students declaring a disability and non-disabled entrants, 2001/02 to 2005/06

2.4 ETHNICITY

Figure 14 shows the proportion of full-time, UK-domiciled undergraduate entrants with a withdrawn status, for white and non-white entrants. White entrants have traditionally had a higher withdrawal rate than non-white entrants although for entrants in 2006/07 the results are broadly similar.

Figure 14: Proportion of UK-domiciled full-time undergraduate entrants with a withdrawn status, for white and non-white entrants, 2001/02 to 2005/06
Figure 15 shows the proportion of undergraduate honours students who achieve a first or a 2.1 classification, for white and non-white entrants. For those exiting the University in 2010/11 there is little difference between the withdrawal rates of white and non-white entrants.

Figure 15: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, for white and non-white entrants, 2001/02 to 2005/06

2.5 AGE ON ENTRY

Figure 16 shows the proportion of full-time undergraduate entrants with a withdrawn status, by age group on entry. Those aged 21 and under have traditionally had the lowest withdrawal rate and this remains for those students entering in 2006/07. The highest withdrawal rate can be seen in those aged 26 and above. Figure 17 shows the proportion of completed undergraduate honours students with a first or 2.1 classification. Students entering aged 21 and below are more likely to achieve a first or 2.1 classification. However, it is to be commended that over 50% of mature students are achieving a good class honours degree.
Figure 16: Proportion of full-time undergraduate entrants with a withdrawn status, by age group on entry, 2001/02 to 2005/06

Figure 17: Proportion of completed undergraduate honours entrants who achieved a first or a 2.1 classification, by age group on entry, 2001/02 to 2005/06
3. POSTGRADUATE TAUGHT ENTRANTS

3.1 ENTRANTS

Table 3 shows the total populations of Postgraduate Taught entrants, broken down by academic grouping, 2001/02 to 2010/11.

*Table 3: Postgraduate taught entrants by entry session, 2001/02 to 2010/11*

<table>
<thead>
<tr>
<th>Entry Session Year</th>
<th>PGCE/PGDE</th>
<th>PG Diploma</th>
<th>Masters not mainly by research (eg MSc)</th>
<th>Masters not mainly by research - 2 year (eg MPhil)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/2002</td>
<td>555</td>
<td>117</td>
<td>516</td>
<td>5</td>
<td>1395</td>
</tr>
<tr>
<td>2002/2003</td>
<td>300</td>
<td>137</td>
<td>1211</td>
<td>16</td>
<td>1664</td>
</tr>
<tr>
<td>2003/2004</td>
<td>356</td>
<td>144</td>
<td>1237</td>
<td>17</td>
<td>1757</td>
</tr>
<tr>
<td>2004/2005</td>
<td>470</td>
<td>86</td>
<td>1399</td>
<td>13</td>
<td>1986</td>
</tr>
<tr>
<td>2005/2006</td>
<td>602</td>
<td>143</td>
<td>1601</td>
<td>12</td>
<td>2358</td>
</tr>
<tr>
<td>2006/2007</td>
<td>625</td>
<td>170</td>
<td>1910</td>
<td>26</td>
<td>2731</td>
</tr>
<tr>
<td>2007/2008</td>
<td>524</td>
<td>183</td>
<td>2001</td>
<td>13</td>
<td>2751</td>
</tr>
<tr>
<td>2008/2009</td>
<td>521</td>
<td>220</td>
<td>2066</td>
<td>16</td>
<td>3132</td>
</tr>
<tr>
<td>2009/2010</td>
<td>485</td>
<td>244</td>
<td>2744</td>
<td>15</td>
<td>3488</td>
</tr>
<tr>
<td>2010/2011</td>
<td>222</td>
<td>219</td>
<td>3152</td>
<td>15</td>
<td>3638</td>
</tr>
</tbody>
</table>

3.2 GENDER

Figure 18 shows the proportion of female postgraduate taught entrants, by college and overall, 2001/02 to 2010/11. Despite the large increases in the postgraduate taught entrants over the last ten years the proportion of female entrants has remained steady over the period at approximately 57%. Subject differences remain at postgraduate taught level, with HSS attracting the highest proportion of female entrants.
3.3 DISABILITY

Figure 19 shows the proportion of disabled postgraduate taught students between 2006/07 and 2010/11. The proportion of disabled entrants to postgraduate taught programmes has remained steady over the period with a slight overall increase to 4.9% in 2010/11.
3.4 ETHNICITY

Figure 20 shows the proportion of UK-domiciled postgraduate taught entrants from an ethnic minority, 2001/02 to 2010/11. Over the 10-year period there has been a general increase to 9.4% in 2010/11. Figure 21 shows the breakdown by college.

**Figure 20: Proportion of UK-domiciled postgraduate taught entrants from an ethnic minority, 2001/02 to 2010/11**
Figure 21: Proportion of UK-domiciled postgraduate taught entrants from an ethnic minority, by college and overall for the institution 2001/02 to 2010/11

3.5 AGE ON ENTRY

Figure 22 shows postgraduate taught entrants by age group on entry, 2001/02 to 2010/11. There has been little change in the last ten years with the majority of students aged between 21 and 24.
Figure 22: Age on entry of postgraduate taught entrants, 2001/02 to 2010/11

The chart shows the distribution of age groups among postgraduate taught entrants from 2001/02 to 2010/11. The age groups are 25 or over, 21 to 24, and 18 to 20. The data is displayed in a bar chart format, with each year’s entrants split into age groups.
4. POSTGRADUATE TAUGHT OUTCOMES

Postgraduate taught full-time entrants includes students on one and two-year Masters programmes. Postgraduate Diploma students are included in the population for reporting. The measure used in this report for outcomes is the proportion of entrants who withdrew from the institution with no award.

4.1 GENDER

Figure 23 shows the proportion of full-time postgraduate taught entrants with a withdrawn status for male and female students. There has been a slight increase in the proportion of male students withdrawing from programmes since last year's report.

Figure 23: Withdrawal of full-time postgraduate taught entrants, by gender 2003/04 to 2007/08

4.2 DISABILITY

Figure 24 shows the proportion of full-time 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 have reduced and are converging with the figures for non-disabled entrants.
Figure 24: Withdrawal of full-time postgraduate taught entrants, by disability status 2003/04 to 2007/08

4.3 ETHNICITY

Figure 25 shows the proportion of UK-domiciled, full-time postgraduate taught entrants with a withdrawn status by white and non-white entrants. There remains a difference between the proportions withdrawing between white and non-white entrants although it is encouraging that less non-white students are withdrawing.
Figure 25: Withdrawal of full-time postgraduate taught entrants, by ethnic grouping, 2003/04 to 2007/08

Figure 26: Withdrawal of postgraduate taught entrants, by age on entry grouping, 2003/04 to 2007/08

4.4 AGE ON ENTRY

Figure 26 shows the proportion of full-time postgraduate taught entrants with a withdrawn status, 2004/05 to 2008/09. Entrants below the age of 25 on entry have the lowest withdrawal rate.
5. POSTGRADUATE RESEARCH ENTRANTS

5.1 ENTRANTS

Table 4 shows the total population of postgraduate research entrants for entry sessions 2001/02 to 2010/11.

Table 4: Postgraduate research entrants by entry session, 2001/02 to 2010/11

<table>
<thead>
<tr>
<th>Entry Session Year</th>
<th>Masters by Research - 2 years or more (eg MPhil)</th>
<th>Masters by Research - 1 year</th>
<th>Doctorate not many by research</th>
<th>Doctorate many by Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001/2002</td>
<td>22</td>
<td>170</td>
<td>25</td>
<td>511</td>
<td>736</td>
</tr>
<tr>
<td>2002/2003</td>
<td>17</td>
<td>222</td>
<td>30</td>
<td>507</td>
<td>776</td>
</tr>
<tr>
<td>2003/2004</td>
<td>13</td>
<td>259</td>
<td>40</td>
<td>512</td>
<td>934</td>
</tr>
<tr>
<td>2004/2005</td>
<td>11</td>
<td>265</td>
<td>54</td>
<td>630</td>
<td>955</td>
</tr>
<tr>
<td>2005/2006</td>
<td>6</td>
<td>205</td>
<td>49</td>
<td>699</td>
<td>959</td>
</tr>
<tr>
<td>2006/2007</td>
<td>10</td>
<td>216</td>
<td>41</td>
<td>747</td>
<td>1014</td>
</tr>
<tr>
<td>2007/2008</td>
<td>2</td>
<td>238</td>
<td>37</td>
<td>746</td>
<td>1013</td>
</tr>
<tr>
<td>2008/2009</td>
<td>18</td>
<td>220</td>
<td>37</td>
<td>701</td>
<td>973</td>
</tr>
<tr>
<td>2009/2010</td>
<td>9</td>
<td>276</td>
<td>48</td>
<td>806</td>
<td>1137</td>
</tr>
<tr>
<td>2010/2011</td>
<td>4</td>
<td>261</td>
<td>37</td>
<td>881</td>
<td>1183</td>
</tr>
</tbody>
</table>

5.2 Gender

Figure 27 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 27: Proportion of female postgraduate research entrants, by college and overall for institution, 2001/02 to 2010/11
5.3 Disability

The proportion of disabled postgraduate research students is shown in figure 28, showing an increase from 4.7% in 2007/08 to 6% in 2010/11.

*Figure 28: Proportion of disabled postgraduate research students, 2006/07 to 2010/11*
5.4 Ethnicity

The proportion of UK-domiciled postgraduate research entrants from an ethnic minority is shown in figure 29. A breakdown by college can be seen in figure 30.

Figure 29: Proportion of UK-domiciled postgraduate research entrants from an ethnic minority, 2001/02 to 2010/11
Figure 30: Proportion of UK-domiciled postgraduate research entrants from an ethnic minority, by college and overall for the institution, 2001/02 to 2010/11
5.5 Age on entry

Figure 31 shows postgraduate research entrants, by age on entry grouping.

Figure 31: Age on entry of postgraduate research entrants, 2010/11
6. POSTGRADUATE RESEARCH OUTCOMES

6.1 GENDER

The proportion of full-time postgraduate research entrants with a withdrawn status for male and female students is shown in figure 32. There has been a decrease in the proportion withdrawing for both male and female entrants.

Figure 32: Withdrawal of postgraduate research entrants, by gender 2001/02 to 2005/06

6.2 DISABILITY

Withdrawal rates of postgraduate research entrants by disability status is shown in figure 33. There has been a decrease in the proportion of withdrawn entrants with a declared disability.
6.3 ETHNICITY

The withdrawal rates of UK-domiciled postgraduate research entrants split by ethnic grouping is presented in figure 34. The graph has been analysed using a 3-year rolling average. It is encouraging that the withdrawal rate difference between ethnic minority students and white students is decreasing.
6.4 Age on entry

The withdrawal rates of postgraduate research entrants by age grouping on entry is shown in figure 35. This shows that those aged 36 and over are still most vulnerable to withdrawal. Further research to examine the reasons for withdrawal would be necessary.
Figure 35: Withdrawal of postgraduate research entrants, by age on entry grouping, 2001/02 to 2005/06
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 2010/11.

7.2 GENDER

Figures 36, 37 and 38 show the proportion of female entrants to Russell Group institutions for first degree, postgraduate taught and postgraduate research respectively.

Figure 36: Comparison of proportion of female first degree entrants, Russell Group, 2009/10
Figure 37: Comparison of proportion of female postgraduate taught entrants, Russell Group, 2009/10

Figure 38: Comparison of proportion of female postgraduate research entrants, Russell Group, 2009/10
7.3 DISABILITY

The proportion of students with a declared disability in Russell group institutions is shown in figure 39 for undergraduate students. Postgraduate taught entrants are shown in figure 40 and postgraduate research in figure 41.

*Figure 39: Comparison of proportion of undergraduate students with a declared disability, Russell Group, 2009/10*
Figure 40: Comparison of proportion of postgraduate taught students with a declared disability, Russell Group, 2009/10

Figure 41: Comparison of proportion of postgraduate research students with a declared disability, Russell Group, 2009/10
7.4 ETHNICITY

Figure 42 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 42: Comparison of proportion of ethnic minority first-year students, by study level and comparator groups, 2009/10
8. OUTCOMES COMPARISON DATA

Comparison data for outcomes is obtained from the Higher Education Statistics Agency (HESA). The most recent data available is for 2009/10.

8.1 GENDER

Figure 43 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 43: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by gender, 2009/10*

![Proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by gender, 2009/10](image)

*Figure 44: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, for University of Edinburgh and Russell Group, split by gender, 2009/10*
8.2 DISABILITY

Figure 45 shows the proportion of undergraduate students achieving a first or upper second class degree, by disability status for Russell Group institutions.

*Figure 45: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by disability status, 2009/10*
Figure 46: 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, 2009/10

Figure 47 shows the proportion of UK-domiciled undergraduate students achieving a first or upper second class degree, by ethnicity group for Russell Group institutions.
Figure 47: comparison of proportion of undergraduate students achieving a 1st or 2.1 honours degree, split by ethnicity group, 2009/10

Figure 48: 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, 2009/10