

**EQUALITY AND DIVERSITY MONITORING AND RESEARCH
COMMITTEE (EDMARC)
FIRST REPORT – STUDENT DATA**

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1. Introduction

1.1 EDMARC

The first report from the Equality and Diversity Monitoring and Research Committee (EDMARC), formerly known as EOTAG, reports on student and staff data for the University of Edinburgh. The remit of the committee is to report on and monitor equality and diversity issues and provide advice and analytical expertise to make policy and research recommendations

Reporting on the key equality dimensions of gender, ethnicity and disability the report is divided into two parts to cover student and staff data.

The student section reports on student entrants over the period 1999/00 to 2008/09. All levels of study are examined for the above equality dimensions, alongside previous institution data and age on entry. The student section is divided into three further areas of reporting, firstly examining the entry profiles of students entering the University of Edinburgh; secondly, reporting on the outcomes of students at the institution. The third section compares University of Edinburgh data with other institutions in the UK, specifically against peer institutions.

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 EDMARC are:

Mr Ian Bettison, Equality and Diversity Manager
Mr Niall Bradley Student Recruitment and Admissions
Professor Sarah Cunningham-Burley, Convener, CMVM
Ms Eilidh Fraser, Corporate HR
Professor Brian Main, CHSS
Ms Karen Osterburg, EUCLID
Ms Camilla Pierry, EUSA
Ms Frances Provan, Joint Unions
Mr Andrew Quickfall, Governance and Strategic Planning
Professor David Raffe, CHSS
Dr Pamela Warner, CMVM
Professor Lorraine Waterhouse, Vice-Principal (Equality and Diversity)

1.2 Notes and definitions

1. Source Data: Entrant student data is presented for intake years 1999/00 to 2008/09. Outcome data is presented for students entering the University from 1999/00 to 2004/05 for undergraduate students, 1999/00 to 2006/07 for postgraduate taught students and 1999/00 to 2003/04 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 (1 year) Masters and Research Doctorates. The population definitions are provided in the right hand column of the table below. College figures represent aggregated School figures (for "School owning the programme of study"), not the DACS field "College to which student admitted".
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.

<p>Undergraduate Intake</p> <p>Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - First Degree - Enhanced First Degree - First Degree with QTS - First Degree with eligibility to practice <p>Excludes the following qualification types on entry: (usually labelled "Undergraduate Taught" in DACS):</p> <ul style="list-style-type: none"> - 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; Licentiate in Theology; - 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. 	<p>Undergraduate Outcomes</p> <p>Each of the three undergraduate outcome populations is based on the intake population and further filtered.</p> <p><u>Full Time Honours</u>: only those from the undergraduate intake population who entered with the intention of pursuing a full-time Honours or Enhanced Honours degree.</p>
<p>Taught Postgraduate Intake</p>	<p>Taught Postgraduate Outcomes</p>

<p>Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - Taught Masters (1 year) - Taught Masters (2 year) - Taught Doctorate (3 year) - Taught Supervised Postgraduate <p>Excludes the following qualification types on entry:</p> <ul style="list-style-type: none"> - Postgraduate teaching quals: PGDE - Part time unstructured qualifications; - Postgraduate diploma. 	<p><u>Full-Time Taught Masters (1 year)</u>: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time 1 year taught Masters degree.</p>
<p>Postgraduate Diploma Intake Includes entrants on Postgraduate Diploma including PGDE entrants</p>	<p>Postgraduate Diploma Outcomes Full-time Postgraduate Diploma entrants are summarised for those students who entered with the intention of pursuing a full-time 1 year PG Dip programme.</p>
<p>Research Postgraduate Intake Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - Research Doctorate - Masters by Research (2 years or more) - Masters by Research (1 year, including Mode BC); - Research Supervised Postgraduate. <p>Excludes the following qualification types on entry:</p> <ul style="list-style-type: none"> - Higher Doctorate. 	<p>Research Postgraduate Outcomes <u>Full-time Research Doctorate</u>: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time Doctorate by Research.</p>

4. Outcome Category Definitions: outcomes are presented in terms of the summary status of the population at 31/07/2009 by various categories and degree classification or degree type achieved by those who have completed. Non-completions are presented in this report as a measure of achievement and include entrants who did not complete their programme of study. Categories included in non-completions are 'Transferring to another institution', 'Returning to a new programme of study' and 'Withdrawal'.
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 2007/08 students on sabbatical.
6. Abbreviations:

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

2. Undergraduate

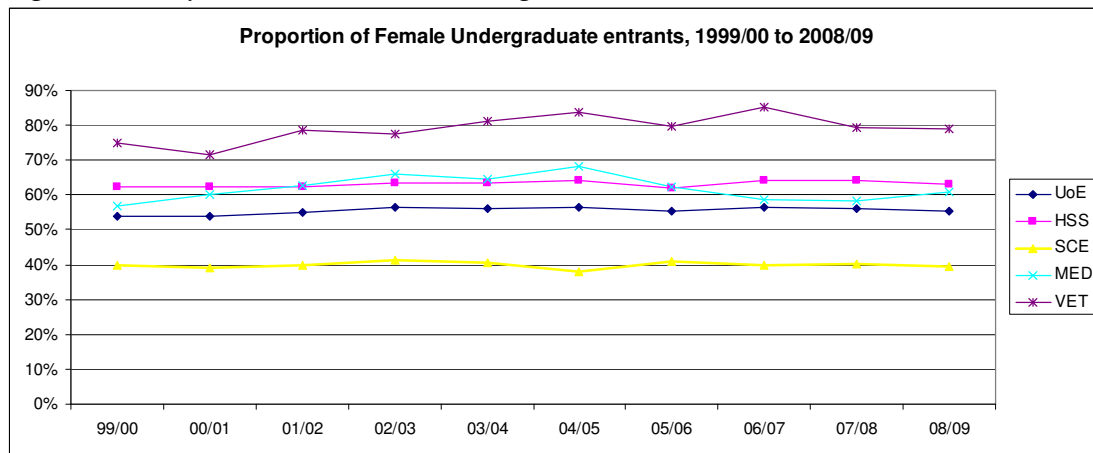
2.1 Entrants

The number of undergraduate entrants for the University of Edinburgh increased from 3,851 in 1999/00 to 4,688 in 2008/09.

2.1.1 Gender

The proportion of female undergraduate honours entrants has remained steady over the period, rising slightly from 53.8% in 1999/00 to 55.5% in 2008/09. There are differences between colleges, with a particularly high proportion of female undergraduate students in veterinary medicine.

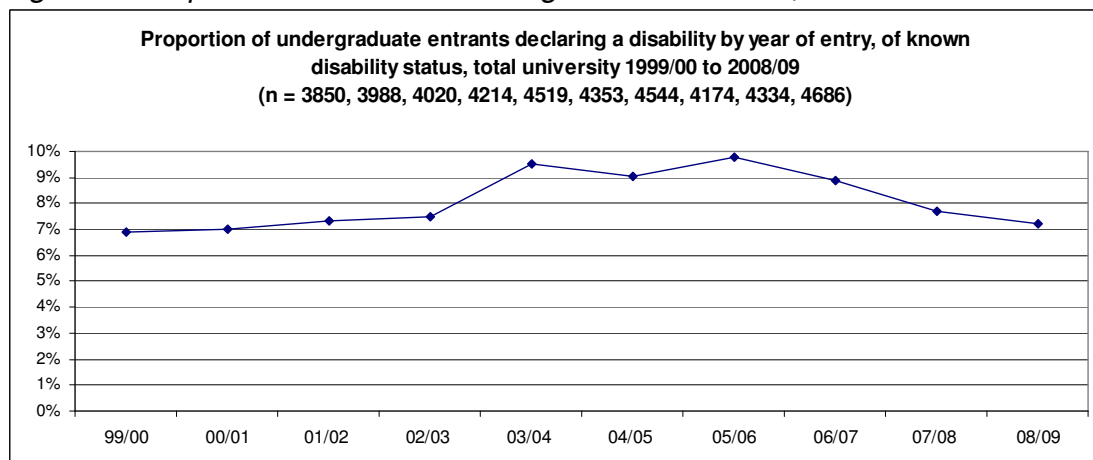
Figure 1: Proportion of female undergraduate entrants, 199/99 to 2008/09



2.1.2 Disability

The proportion of disabled undergraduate honours entrants has fallen for the third year in a row since a high of 9.8% in 2005/06 to 7.2% in 2008/09. However, the latest figure is still higher than 1999/00. It is difficult at this point to assess whether this is a downward trend or whether there were specific external factors that caused a rise between 02/02 and 05/06.

Figure 2: Proportion of disabled undergraduate entrants, 1999/00 to 2008/09

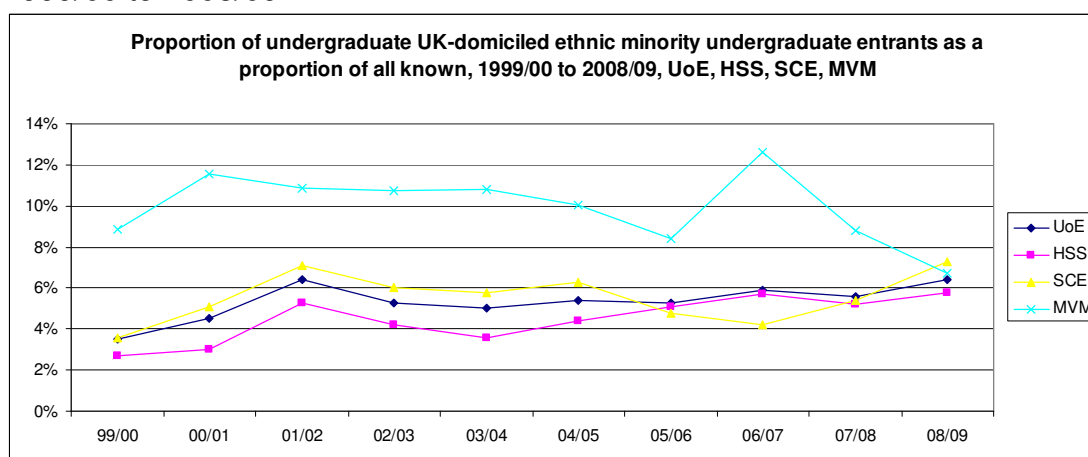


2.1.3 Ethnicity

The quality of information held on students' ethnic background has increased over the period. In 1999/00, 2.1% of students had an 'unknown' ethnicity and this has reduced to 0.4% in 2008/09.

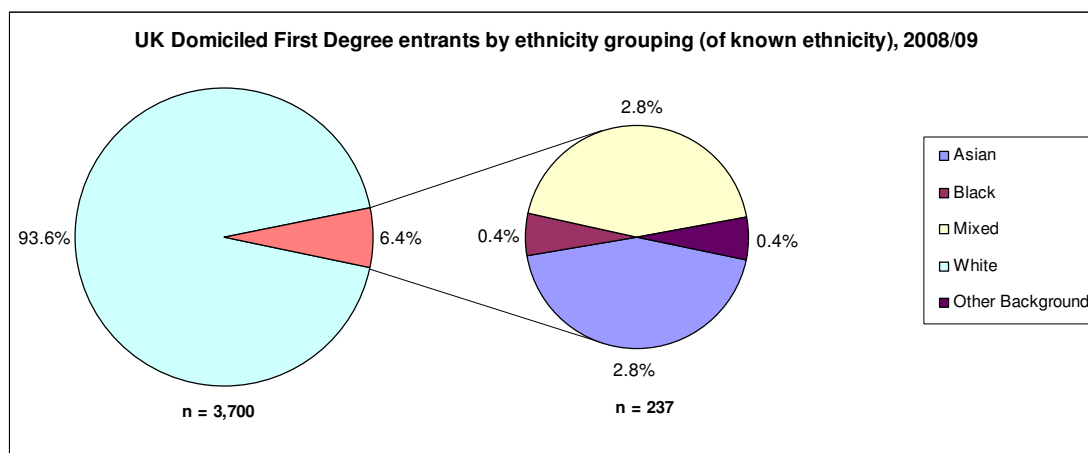
The proportion of UK-domiciled honours undergraduate entrants from an ethnic minority for the institution as a whole has risen from 3.5% in 1999/00 to 6.4% in 2008/09. When broken down by college, the most notable change is within the college of MVM which after a spike in 2006/07 has seen a reduction in its proportion of UK-domiciled ethnic minority students to 6.7% which is slightly above the overall proportion for the institution. The underlying trend for the institution as a whole is upwards.

Figure 3: Proportion of undergraduate entrants from an ethnic minority, 1999/00 to 2008/09



With a further breakdown of the available data we can see that the majority of UK-domiciled ethnic minority undergraduate entrants are classified as Asian and Mixed ethnicity. Figure 4 shows this breakdown by ethnic background.

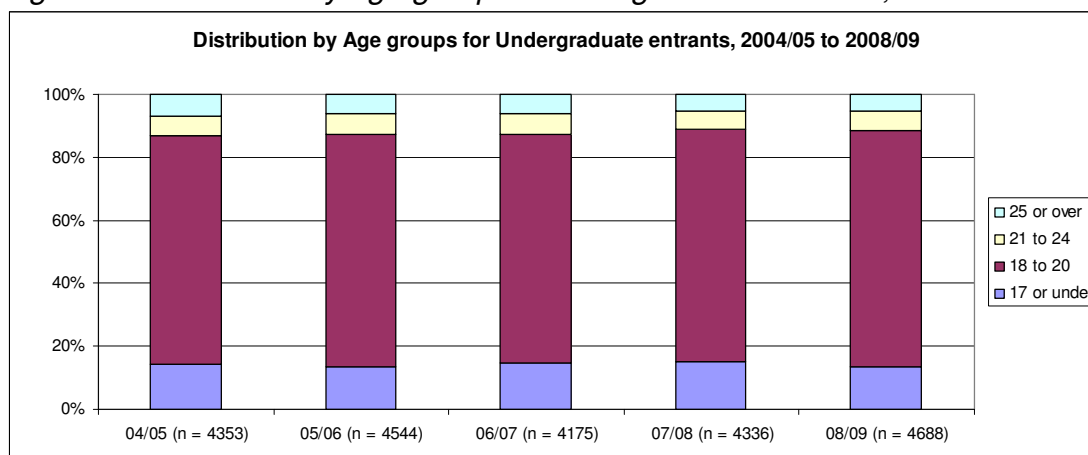
Figure 4: Proportion of undergraduate entrants, split by ethnic background, 2008/09



2.1.4 Age on entry

Figure 5 shows undergraduate honours entrants split by age on entry for 2004/05 to 2008/09. The age distribution has been steady over the period with no major change in entry profile. The largest age group is those aged 18 to 20 (75.8%).

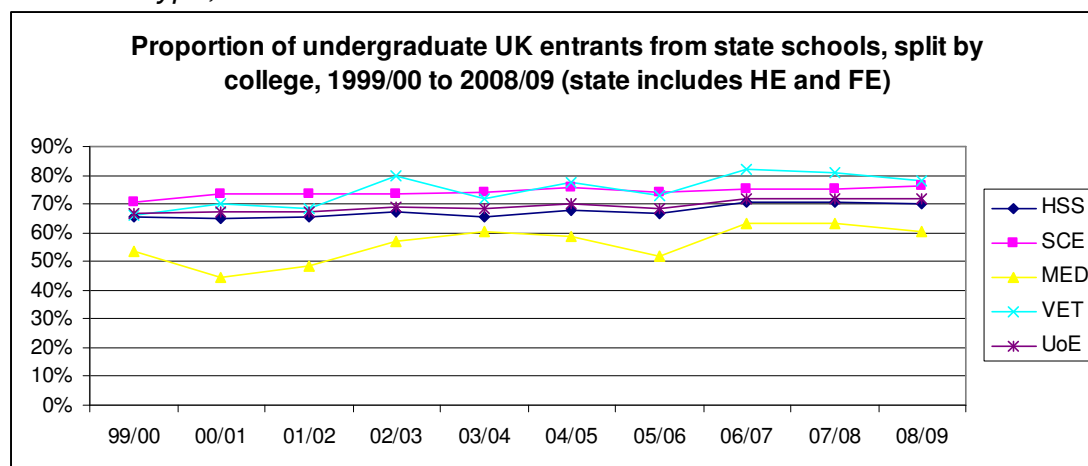
Figure 5: Distribution by age group for undergraduate entrants, 2008/09



2.1.5 Previous Institution

The overall proportion of undergraduate honours entrants from state schools has risen from 66.8% in 1999/00 to 71.8% in 2008/09.

Figure 6: Proportion of undergraduate entrants split by known previous institution type, 1999/00 to 2008/09



The University of Edinburgh has run access programmes for students wishing to study at the University. Programmes include the 'Pathways to Professions' scheme that encourages students from under-represented schools to study professional courses such as Medicine, Law and Architecture. The programmes have been running for more than ten years. In 2008/09, the number of entrants from these programmes was 113¹.

¹ Includes entrants registered on all access programmes, including the Scottish Wider Access Programme, Lothian Equal Access Partnership Summer School (LEAPS) and access programmes in collaboration with other institutions.

2.2 Undergraduate Outcomes

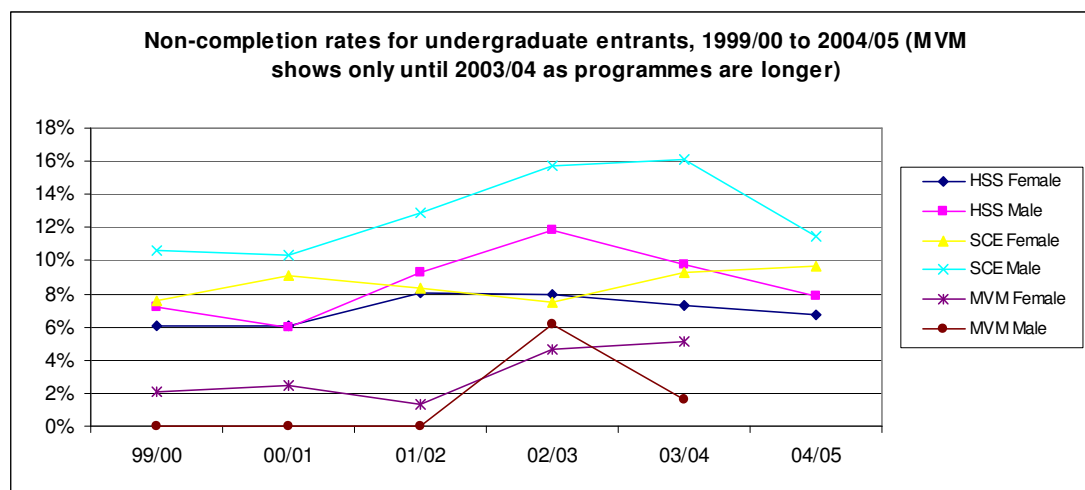
Undergraduate outcomes for entrants 1999/00 to 2004/05 (2003/04 for Medicine and Veterinary entrants) are presented here using the final outcome status. The measure used to report achievement for the different equality dimensions is non-completion. Categories included in non-completions are 'Transferring to another institution', 'Returning to a new programme of study' and 'Withdrawal'.

The calculation of completion and withdrawal rates presented in this report is a rather crude monitoring of an entrant's progress. A detailed and robust measure of progression and achievement is provided by HESA which uses a projected completion rate². In the most recent statistics the projected completion rate for The University of Edinburgh for all undergraduate students was 87.6% (including other awards) and a withdrawal (neither award nor transfer) rate of 5.9%. A breakdown of the HESA data by the equality dimensions is not available.

2.2.1 Gender

Non-completion rates for undergraduate students are shown in figure 8 for the period 1999/00 to 2004/05. This suggests a complex picture between colleges and between males and females. With very small numbers in MVM we would be unable to identify any observable trends. We cannot yet assess whether the drop in male non-completions in SCE for 04/05 is the beginning of a downward trend.

Figure 8: Non-completion rates for undergraduate entrants, by college, 1999/00 to 2004/05

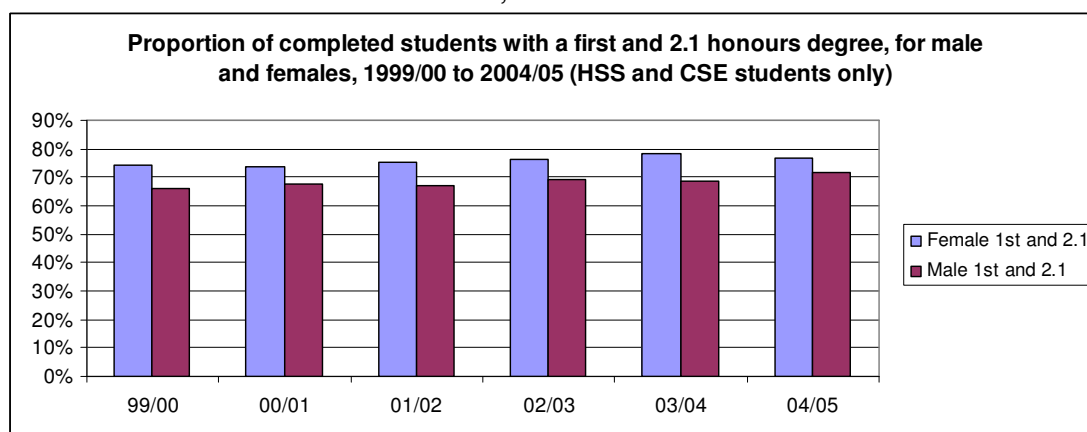


The proportion of undergraduate honours students achieving a first or 2.1 classification is shown in figure 9. It should be noted that students studying in

² For more detailed information on Performance Indicators produced by HESA please see <http://www.hesa.ac.uk/index.php/content/view/1446/141/>

MVM are excluded as MBChB and BVM students are not awarded a classification of degree. Between 2003/04 and 2004/05 the gap between the proportion of women and men achieving a first or 2.1 classification has reduced from 9.6% to 4.9%.

Figure 9: Proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification, 1999/00 to 2004/05



2.2.2 Disability

Figure 10 shows a comparison of non-completion rates for undergraduate entrants for disabled and non-disabled students, 1999/00 to 2004/05. Disabled students who entered in 2004/05 overall have a marginally increased success rate of completion.

Figure 10: Non-completion rates for disabled and non-disabled entrants, 1999/00 to 2004/05

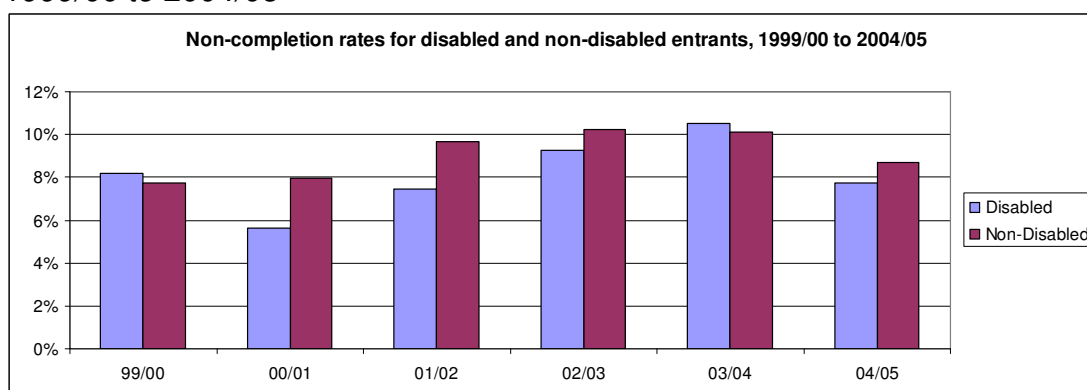
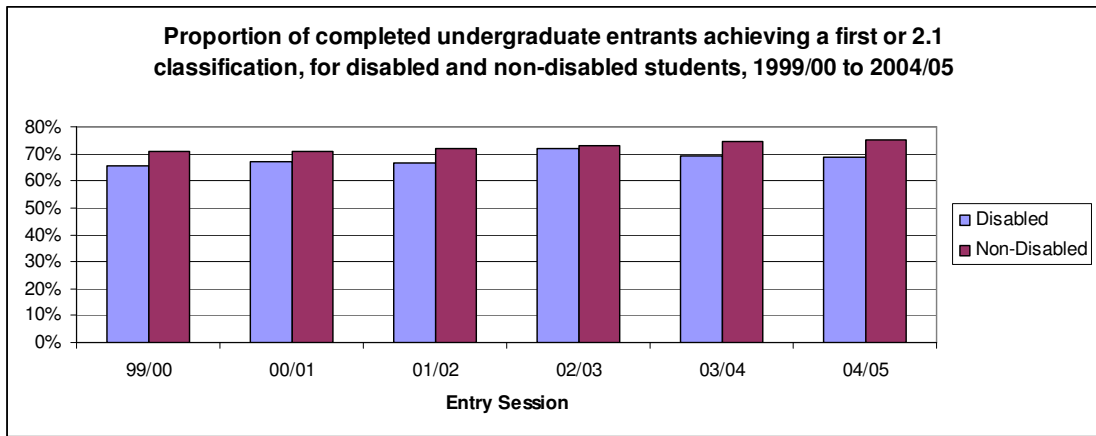


Figure 11 shows the proportion of disabled and non-disabled undergraduate entrants who achieved a first or 2.1 classification. Over the period, a slightly higher proportion of non-disabled students achieve a first or 2.1 classification in every year.

Figure 11: Proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification for disabled and non-disabled students, 1999/00 to 2004/05 (HSS and SCE students only)



2.2.3 Ethnicity

Non-completion rates, shown in figure 14, show a slightly lower non-completion rate amongst non-white students.

Figure 12: Non-completion rates for white and non-white entrants, 1999/00 to 2004/05

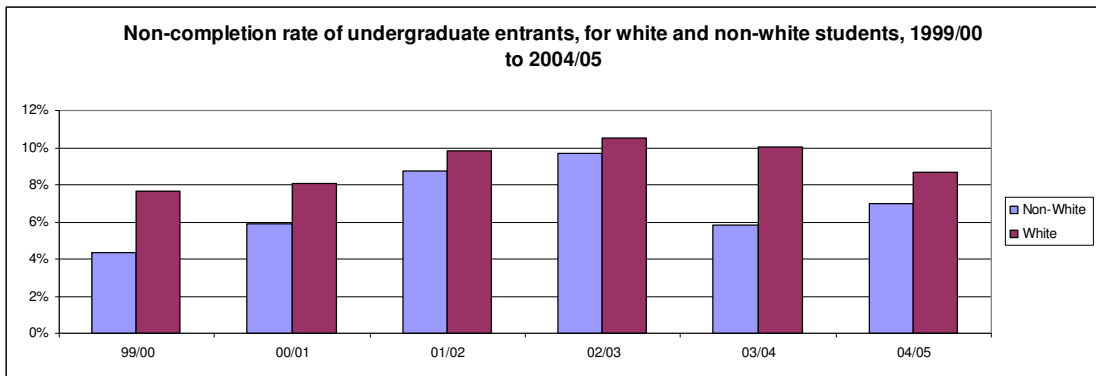
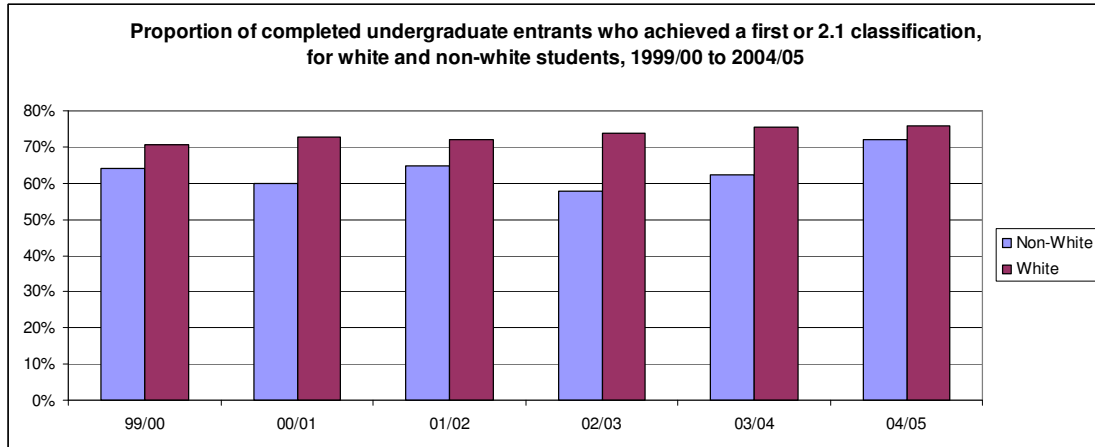


Figure 13 shows the proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification. In all years, the proportion of entrants achieving a first or 2.1 has been higher for white students, although the difference has reduced for entrants in 2004/05.

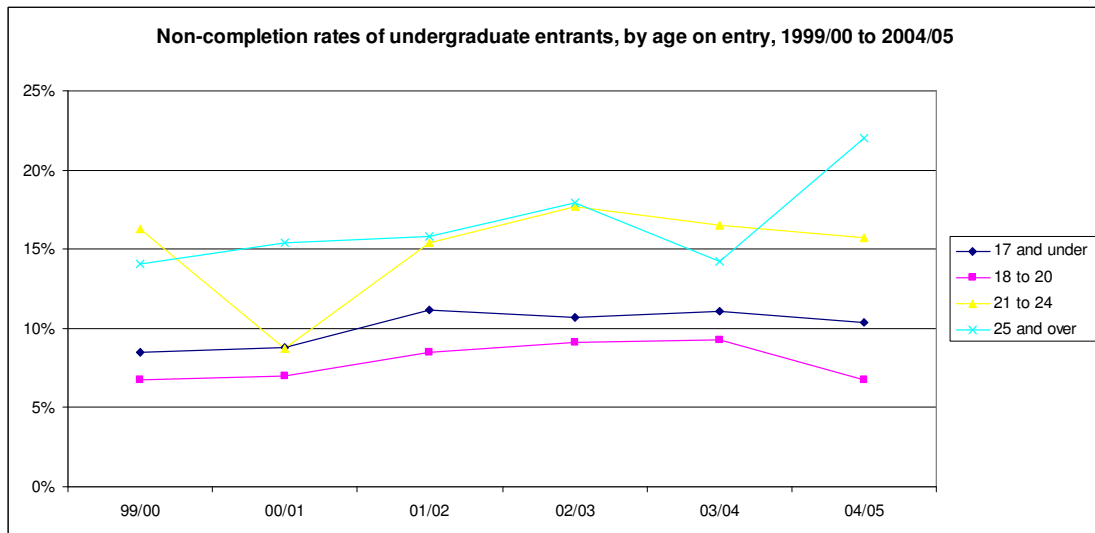
Figure 13: Proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification for white and non-white students, 1999/00 to 2004/05 (HSS and CSE students only)



2.2.4 Age on entry

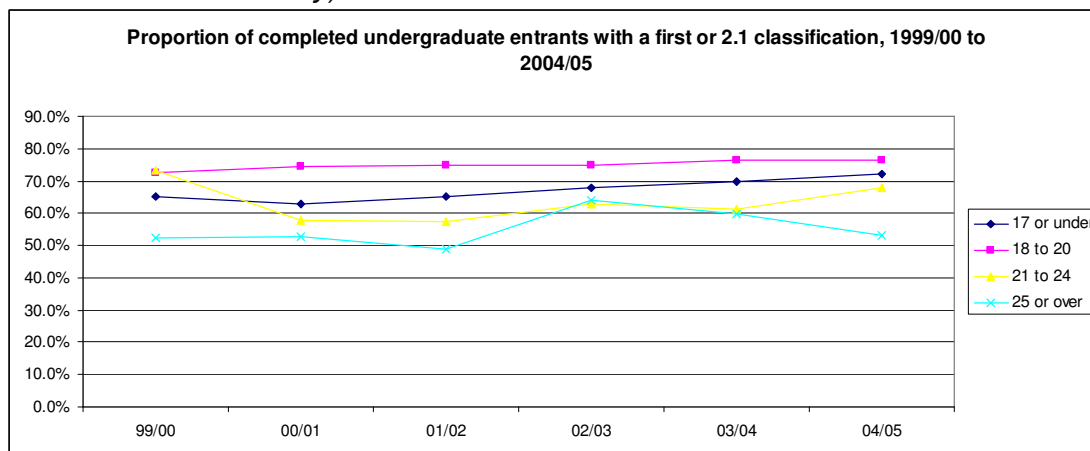
Figures for the non-completion rates, broken down by age on entry have remained steady over the period, although monitoring of those aged 25 and above might be necessary in future years. Previous research within the University of Edinburgh suggests that withdrawal is not a simple phenomenon and that there are a range of internal and external factors come into play in different ways for different individuals.

Figure 14: Non-completion rates by age on entry for undergraduate entrants, 1999/00 to 2004/05



The proportion of completed undergraduate entrants with a first or 2.1 classification, split by age on entry, is shown in figure 18. Entrants aged 18 to 20 have the highest success rate of achieving a first or 2.1 whilst older students, particularly those 25 and over, have a lower rate. However, it is important not to equate success only with first or 2.1 degree classifications, but rather recognise the achievements of all graduating students.

Figure 15: Proportion of completed undergraduate honours entrants who achieved a first or 2.1 classification by age on entry, 1999/00 to 2004/05 (HSS and SCE students only)



3. Postgraduate Taught

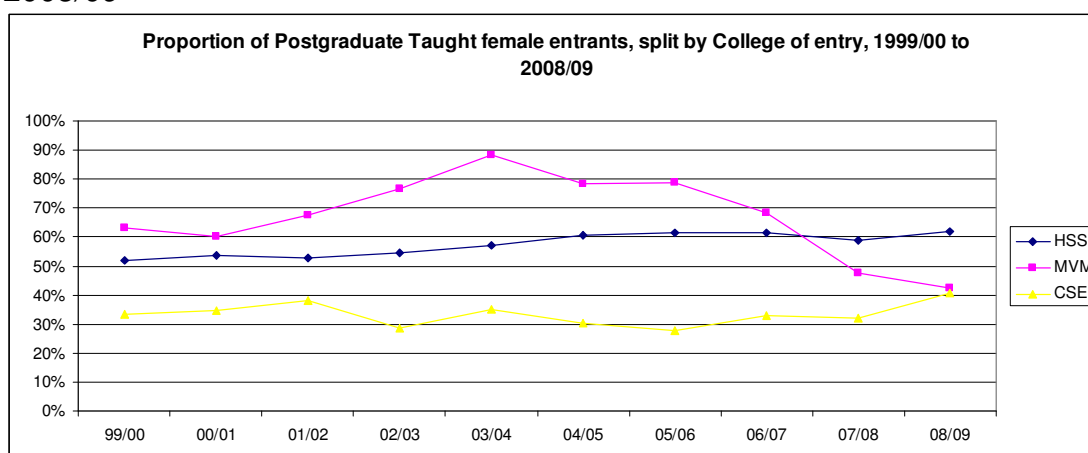
3.1 Intakes

The number of postgraduate taught entrants has risen from 996 in 1999/00 to 2501 in 2008/09.

3.1.1 Gender

Figure 16 shows the proportion of postgraduate taught female entrants in each of the colleges over the period, 1999/00 to 2004/05. In 2008/09 HSS has the highest proportion of female entrants with 61.8% with MVM and CSE at 42.6% and 40.7% respectively. The most notable change in recent years is the relative drop in the proportion of women PGT entrants in MVM; however, the number of PGT students in MVM is small so interpretation of these data needs to be cautious. Further inquiry would be necessary to see if new PGT programmes are attracting more males than females.

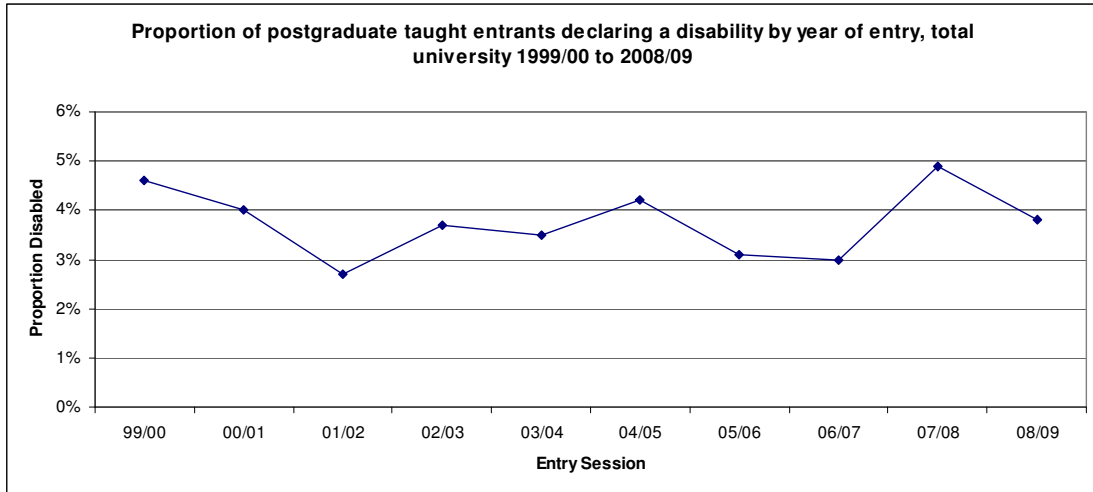
Figure 16: Proportion of female postgraduate taught entrants, 1999/00 to 2008/09



3.1.2 Disability

The proportion of disabled postgraduate entrants is shown in figure 17. From 2007/08 to 2008/09 there has been a drop of 1.1% to 3.8%. Small numbers mean that there will be year on year fluctuations, making analysis of trends inappropriate.

Figure 17: Proportion of disabled postgraduate taught entrants, 1999/00 to 2008/09



3.1.3 Ethnicity

Figure 18 shows the proportion of UK-domiciled, postgraduate taught entrants from an ethnic minority background (of known ethnicity), 1999/00 to 2008/09. MVM is not presented separately in the graph due to small student numbers but is included in the overall institution figures (UoE). The most notable change in 2008/09 is the increase in SCE from 18.8% in 2007/08 to 32.1% in 2008/09. Figure 19 provides a further breakdown of the population of UK domiciled ethnic minority PGT students, showing that the largest category is Asian.

Figure 18: Proportion of ethnic minority postgraduate taught entrants, 1999/00 to 2008/09

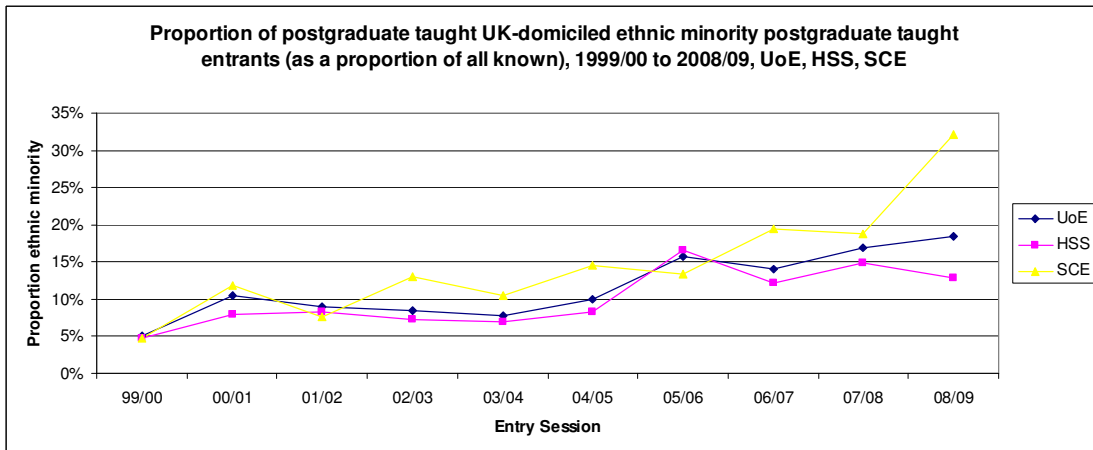
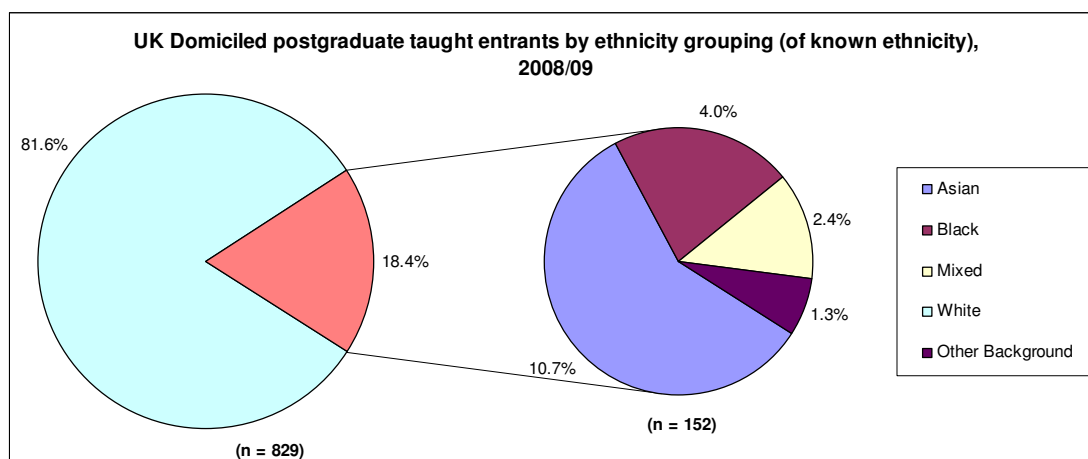


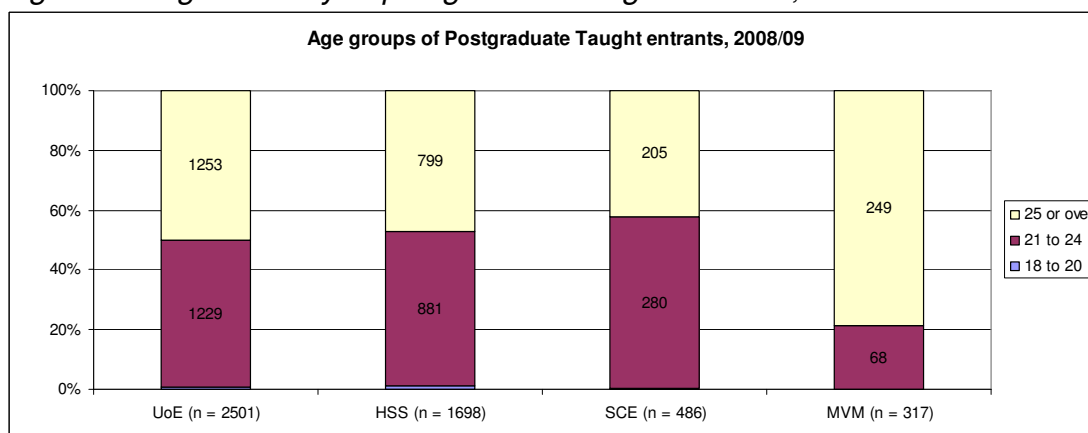
Figure 19: Postgraduate taught entrants, split by known ethnic background, 2008/09



3.1.4 Age on entry

Figure 20 shows the age groups of postgraduate taught entrants, presented for each college and the overall institution. In the colleges of HSS and SCE there is roughly and even split between entrants aged 21 to 24 and those aged 25 and over. MVM has an older profile with 78.5% of entrants aged over 25.

Figure 20: Age on entry of postgraduate taught entrants, 2008/09



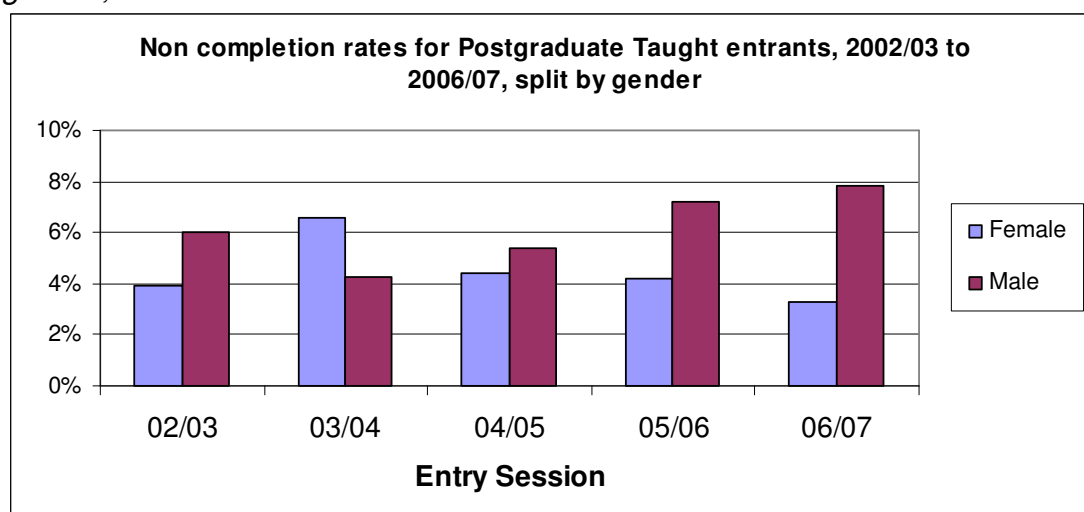
3.2 Outcomes

3.2.1 Gender

Female entrants have a slightly higher completion rate in postgraduate taught programmes than their male counterparts.

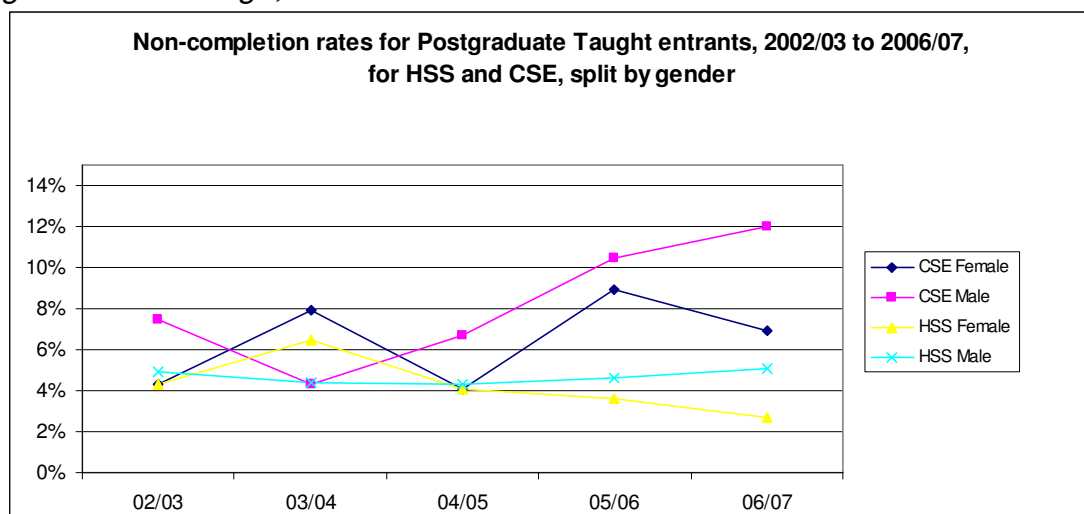
Figure 21 shows the non-completion rates of postgraduate taught entrants, 2002/03 to 2006/07. The most notable recent change is the increase in non-completion rate of male postgraduate taught entrants, further widening the gap between males and females.

Figure 21: Non-completion rates of postgraduate taught entrants, split by gender, 2002/03 to 2006/07



Further analysis of the withdrawal data shows that the high proportion of male non-completions are from students in CSE. Figure 22 shows the non-completion rates split by college respectively. The figures for the most recent year 2006/07 show that although females are more likely to complete and have a lower non-completion-rate CSE students have a higher non-completion rate than those students in HSS. Nonetheless, it should be noted that completion rates remain high overall.

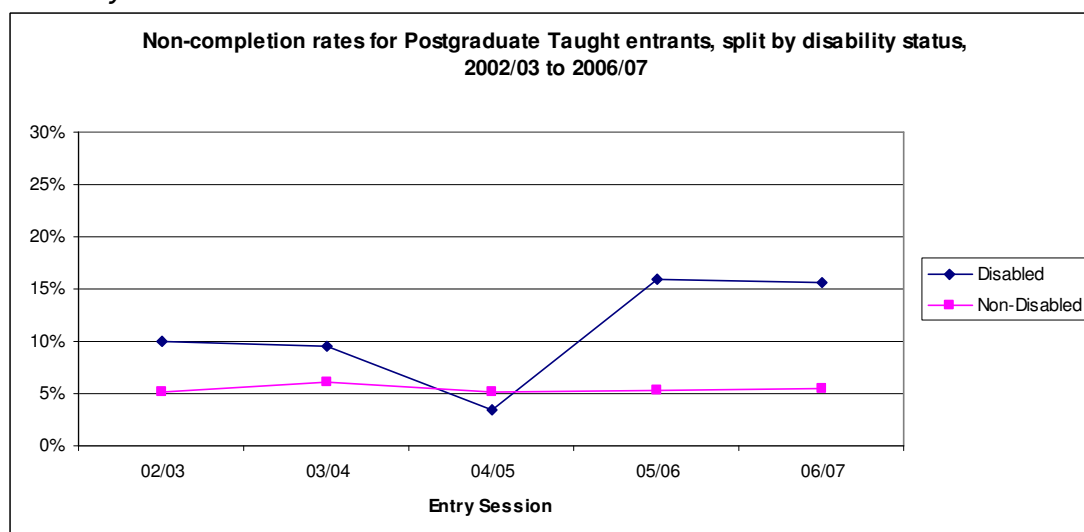
Figure 22: Non-completion rates of postgraduate taught entrants, split by gender and college, 2002/03 to 2006/07



3.2.2 Disability

Figure 23 shows the non-completion rates for postgraduate taught entrants, for disabled and non-disabled students. For the last two years the proportion of disabled students non-completing has increased above those with no disability; however, numbers are small thus making interpretation difficult.

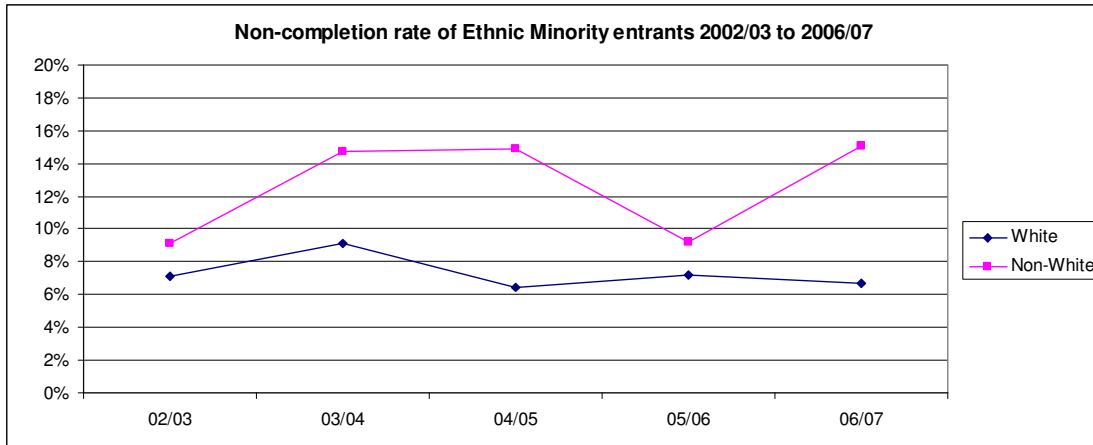
Figure 23: Non-completion rates for Postgraduate Taught entrants, split by disability status 2002/03 to 2006/07



3.2.3 Ethnicity

Figure 24 shows the non-completion rates of postgraduate taught entrants for white and non-white ethnic background. For entrants in 2006/07 those of a non-white ethnic background (UK domiciled) had a slightly lower non-completion rate.

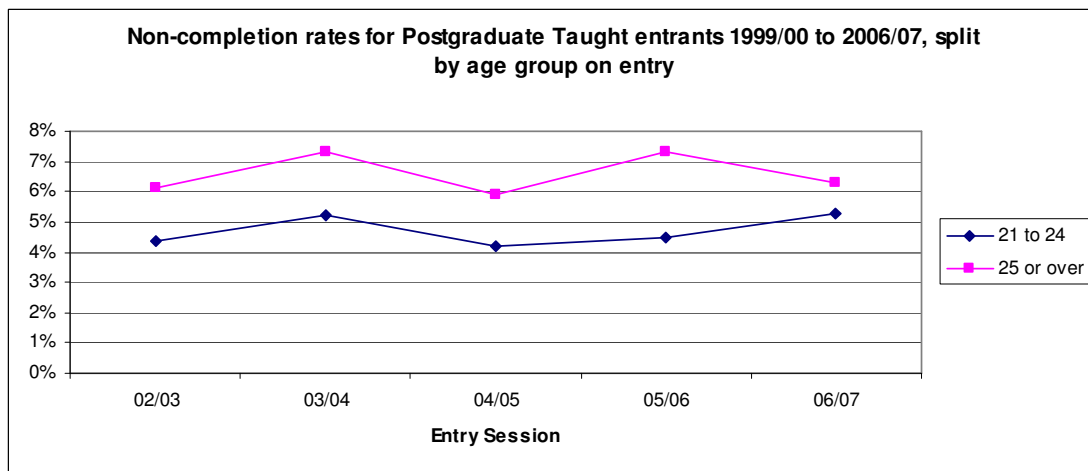
Figure 24: Non-completion rates of postgraduate taught entrants, split by ethnic grouping, 1999/00 to 2006/07



3.2.4 Age on entry

Figure 25 shows the non-completion rates of postgraduate taught entrants, split by age group. There is little difference between the non-completion rates of those aged 21 to 24 and those aged 25 and above.

Figure 25: Non-completion rates of postgraduate taught entrants, split by age group, 1999/00 to 2006/07



4. Postgraduate Diploma

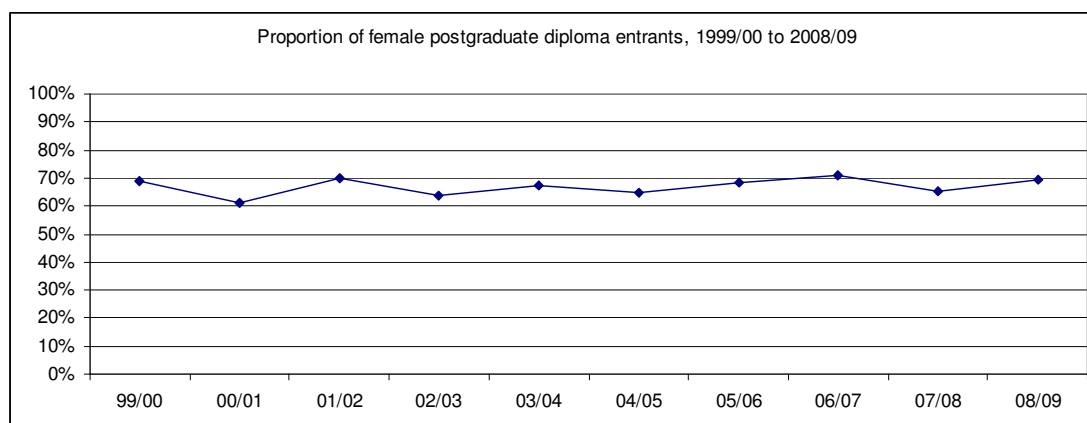
4.1 Entrants

Entrants to Postgraduate Diploma programmes are presented separately here due to the qualification not fitting neatly under the Undergraduate or Postgraduate Taught degree headings³. Over two-thirds of postgraduate diploma entrants are students studying for the PGDE in Secondary and Primary Education although there are a sizeable number of entrants on other programmes such as the PG Diploma in Legal Practice. It is also worth recognising that this level of qualification has seen an increase in entrants over the last ten years. For reference, the total number of entrants from 1999/00 to 2008/09 has risen from 355 in 1999/00 to 740 in 2008/09.

4.1.1 Gender

The proportion of female postgraduate diploma entrants has remained steady over the period, with 69% of entrants being female in 2008/09.

Figure 26: Proportion of female postgraduate diploma entrants, 1999/00 to 2008/09

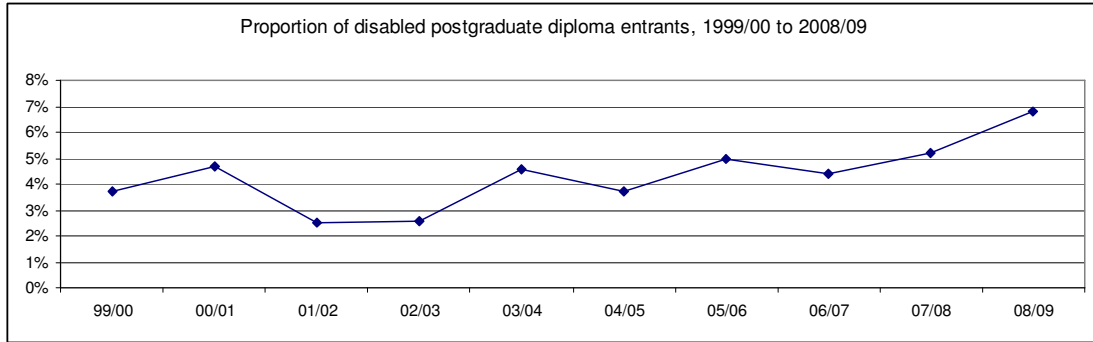


4.1.2 Disability

The proportion of disabled postgraduate diploma entrants is shown in figure 27. It is encouraging that there has been a steady increase in the proportion of disabled entrants to these programmes with 6.9% of entrants in 2008/09 declaring a disability.

³ In PGT programmes, students usually register for a degree rather than diploma qualification.

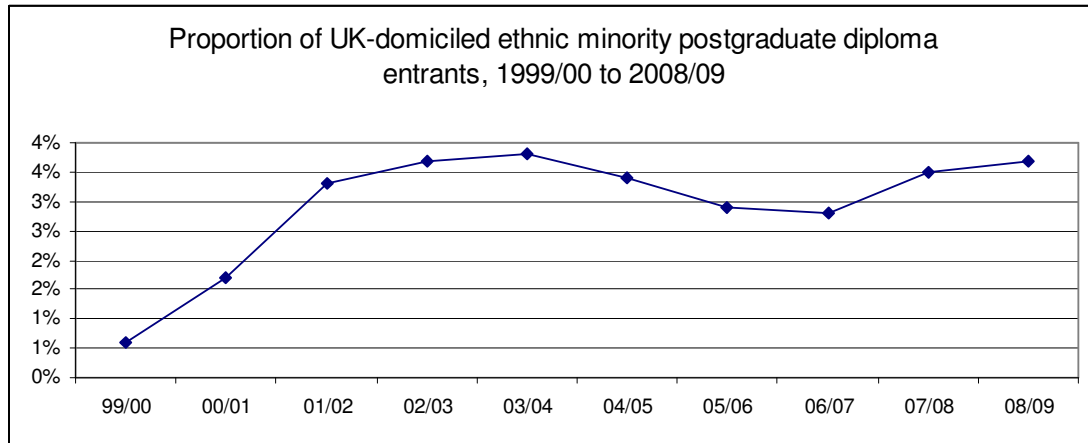
Figure 27: Proportion of disabled postgraduate diploma entrants, 1999/00 to 2008/09



4.1.3 Ethnicity

The proportion of UK-domiciled ethnic minority postgraduate diploma entrants is shown in figure 28. The proportion of ethnic minority entrants has increased significantly over the 10 year period from 0.6% in 1999/00 to 3.7% in 2008/09.

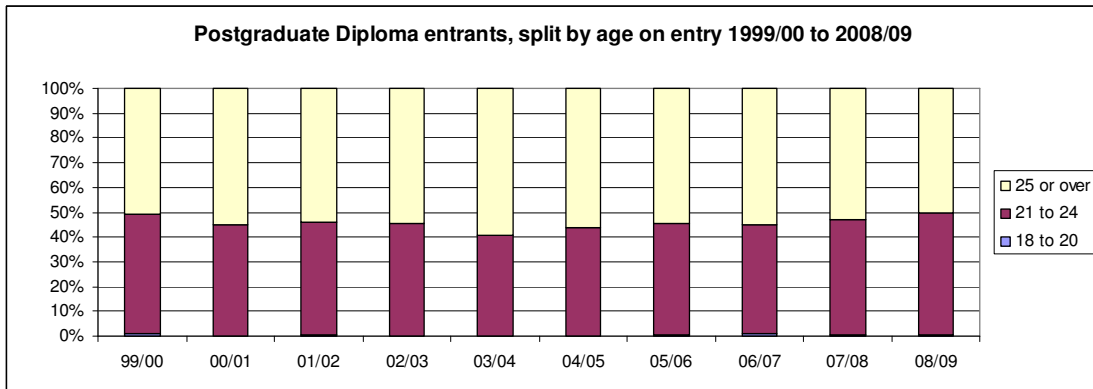
Figure 28: Proportion of UK-domiciled ethnic minority postgraduate diploma entrants, 1999/00 to 2008/09



4.1.4 Age on entry

The breakdown of age on entry to postgraduate diploma programmes is shown in figure 29. Due to the programmes requiring entrants to have an undergraduate degree the majority of entrants are over 21. The age profile of students has remained roughly steady over the period.

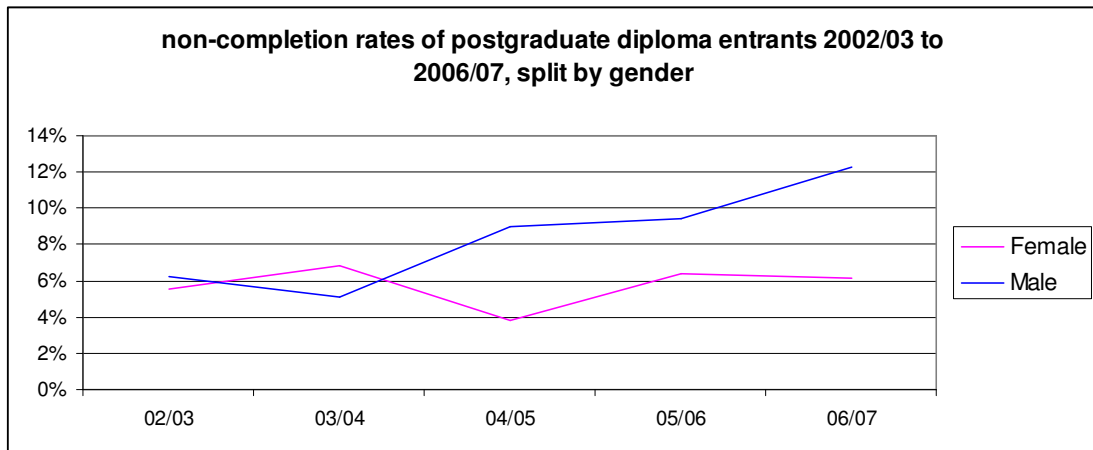
Figure 29: Postgraduate Diploma entrants, split by age on entry, 1999/00 to 2008/09



4.2 Outcomes

Completion rates are presented for postgraduate diploma entrants, 2002/03 to 2006/07. Due to the small numbers of students involved, a breakdown is only available split by gender which is shown in figure 30. Male entrants have a slightly higher non-completion rate than females and this appears to be rising. Future monitoring of this will be necessary.

Figure 30: Non-completion rates of postgraduate diploma entrants 2002/03 to 2006/07



5. Postgraduate Research

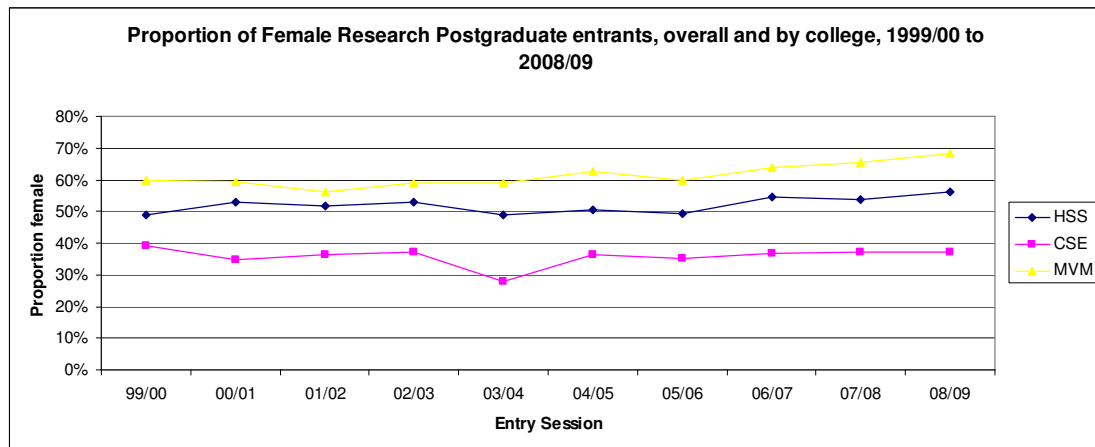
5.1 Intakes

The total number of postgraduate research entrants has risen from 596 in 1999/00 to 880 in 2008/09.

5.1.1 Gender

Figure 31 shows the proportion of female postgraduate research entrants in each of the colleges over the period 1999/00 to 2008/09. Over the 10-year period there has been a gradual increase of female entrants in the colleges of MVM and HSS with CSE dropping slightly.

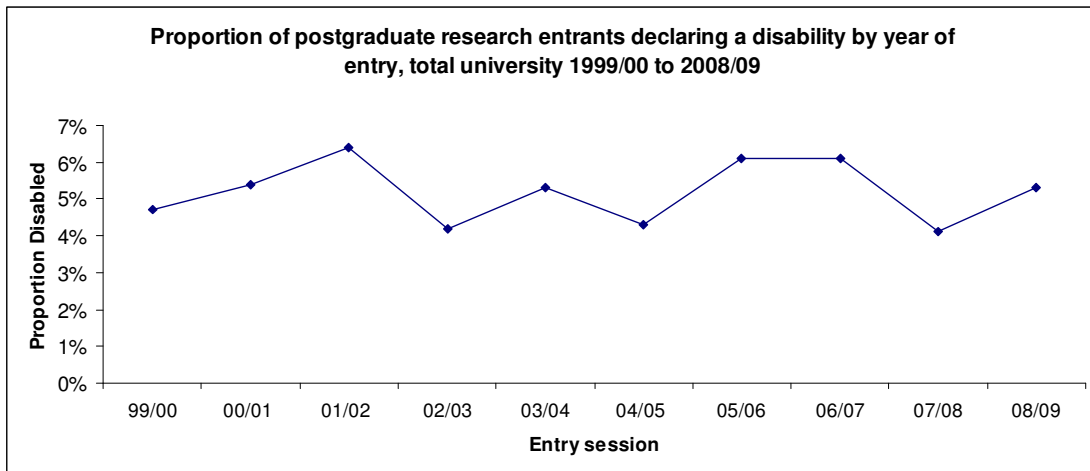
Figure 31: Proportion of female postgraduate research entrants, 1999/00 to 2008/09



5.1.2 Disability

Figure 32 shows the proportion of disabled postgraduate research entrants, 1999/00 to 2008/09. There has been an increase from 4.1% in 2007/08 to 5.3% in 2008/09.

Figure 32: Proportion of disabled postgraduate research entrants, 1999/00 to 2008/09



5.1.3 Ethnicity

The proportion of research postgraduate students from an ethnic minority background is shown in figure 33. Over the period there has been an increase from 4.8% in 1999/00 to 11.6% in 2008/09. Figure 34 shows the breakdown by ethnic minority background and shows that Asian students make-up almost 70% of non-white students.

Figure 33: Proportion of ethnic minority postgraduate research entrants, 1999/00 to 2008/09

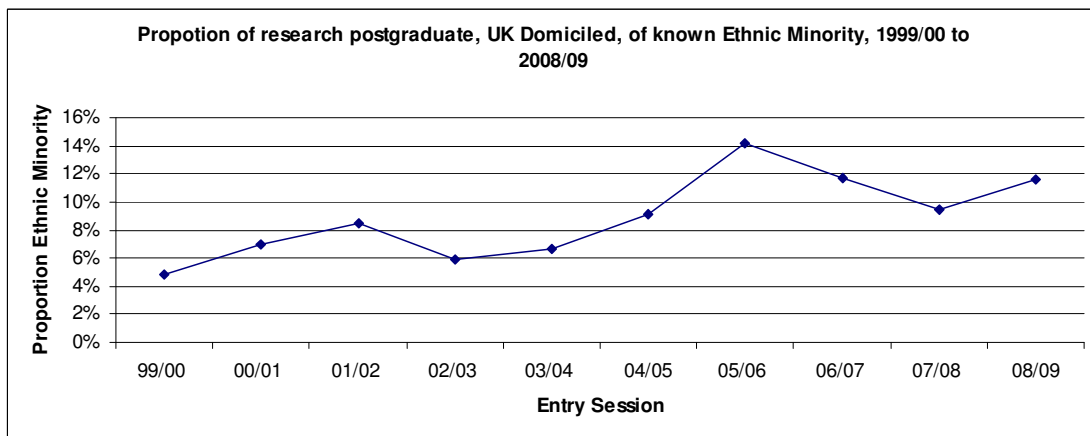
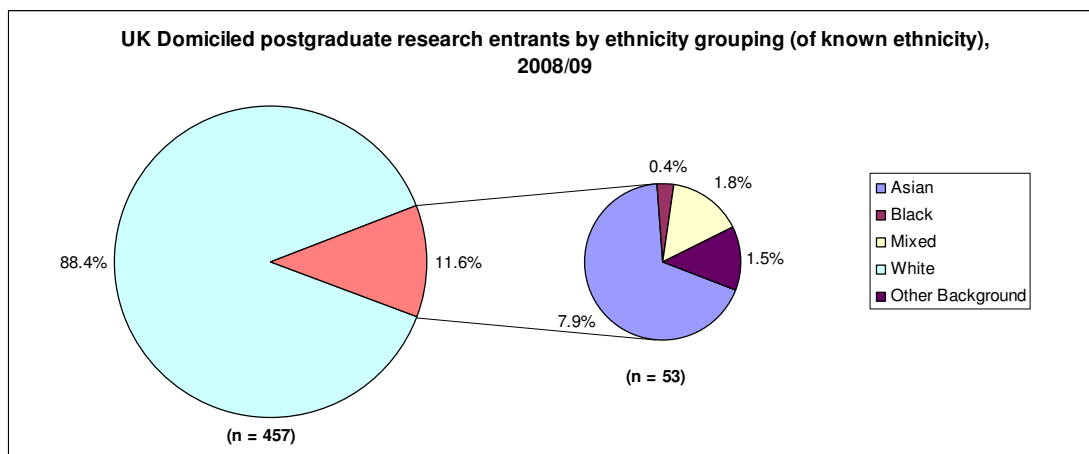


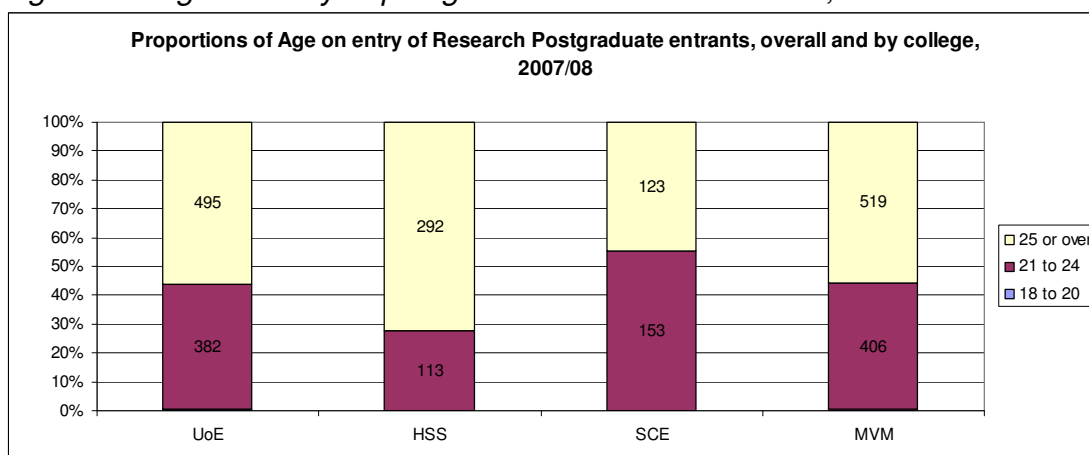
Figure 34: postgraduate research entrants split by known ethnic background, 2008/09



5.1.4 Age on entry

Figure 35 shows the distribution of age on entry of postgraduate research entrants in 2008/09. HSS has an older entry profile with a high proportion of entrants aged 25 and above (72%) compared to SCE (44%) and MVM (56%).

Figure 35: Age on entry of postgraduate research entrants, 2008/09



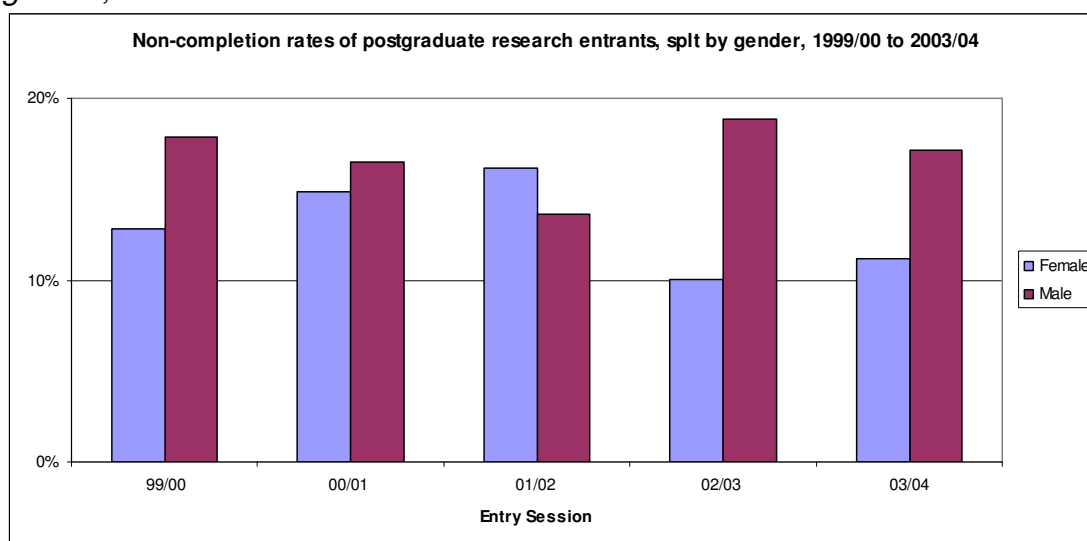
5.2 Outcomes

Outcome data is provided for entrants commencing a programme in 1999/00 to 2003/04.

5.2.1 Gender

Figure 36 shows the non-completion rates of postgraduate research entrants for male and female students. In the past two years female entrants have a lower non-completion rate than men.

Figure 36: Non-completion rates of postgraduate research entrants, split by gender, 1999/00 to 2003/04



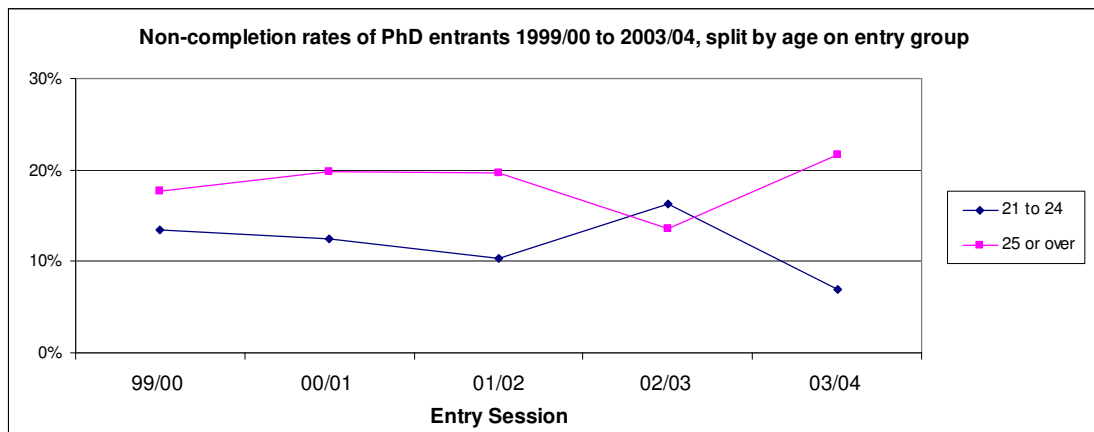
5.2.2 Ethnic background

Overall, white students have a lower non-completion rate than non-white students. White entrants to PGR programmes have a non-completion rate of 14.3% compared with 30.0% of non-white entrants. While numbers are quite small, further qualitative investigation may be useful.

5.2.3 Age on entry

Figure 37 shows the non-completion rates of entrants respectively, broken down by age on entry. Entrants aged 25 and above are more likely to not complete their programme of study, with the exception of 2002/03 entrants. Further research will be necessary in future years regarding the differences.

Figure 37: Non-completion rates of PhD entrants, by age on entry, 1999/00 to 2003/04



6. Student comparison data

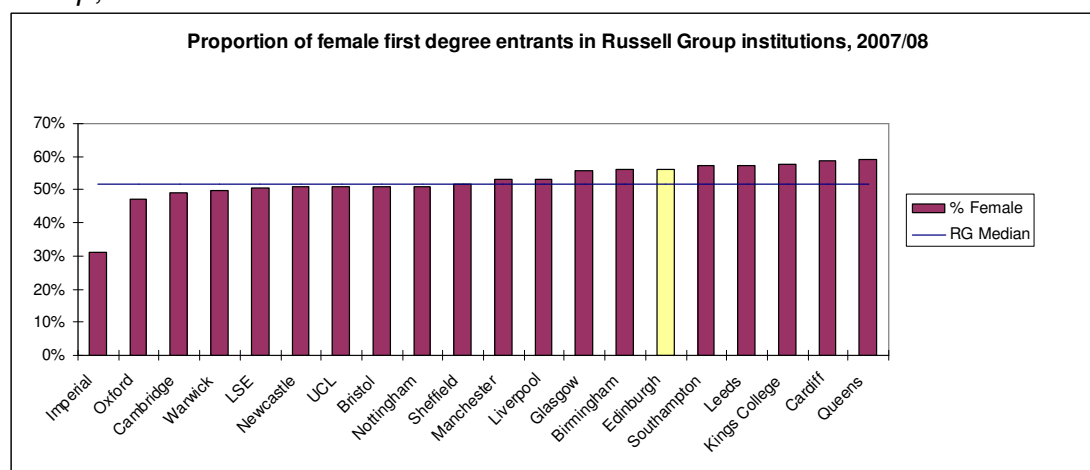
An analysis of entrant and completion data is presented in this section. Student data for UK institutions has been extracted from the Higher Education Statistics Agency (HESA) and represents students returned in the annual student return. Where appropriate, The University of Edinburgh has been compared with other institutions in a peer group. The Russell group⁴ is a group of 20 research-intensive institutions and is the peer group used for the majority of comparisons due to the similarity in academic profile. Note that the comparison data used in this section relates to 2007/08.

6.1 Comparison of entrants

6.1.1 Gender

A comparison of the proportion of female entrants is shown for undergraduates, postgraduate taught and postgraduate research entrants in figures 38, 39 and 40 respectively. The University of Edinburgh has a proportion of females entrants above the median for all the Russell Group institutions at all study levels.

Figure 38: Comparison of proportion of female first degree students, Russell Group, 2007/08



⁴ The Russell Group includes the University of Birmingham, University of Bristol, University of Cambridge, Cardiff University, University of Edinburgh, University of Glasgow, Imperial College London, King's College London, University of Leeds, University of Liverpool, London School of Economics and Political Science, University of Manchester, Newcastle University, University of Nottingham, Queens University Belfast, University of Oxford, University of Sheffield, University of Southampton, University College London, University of Warwick

Figure 39: comparison of proportion of female Postgraduate Taught students, Russell Group, 2007/08

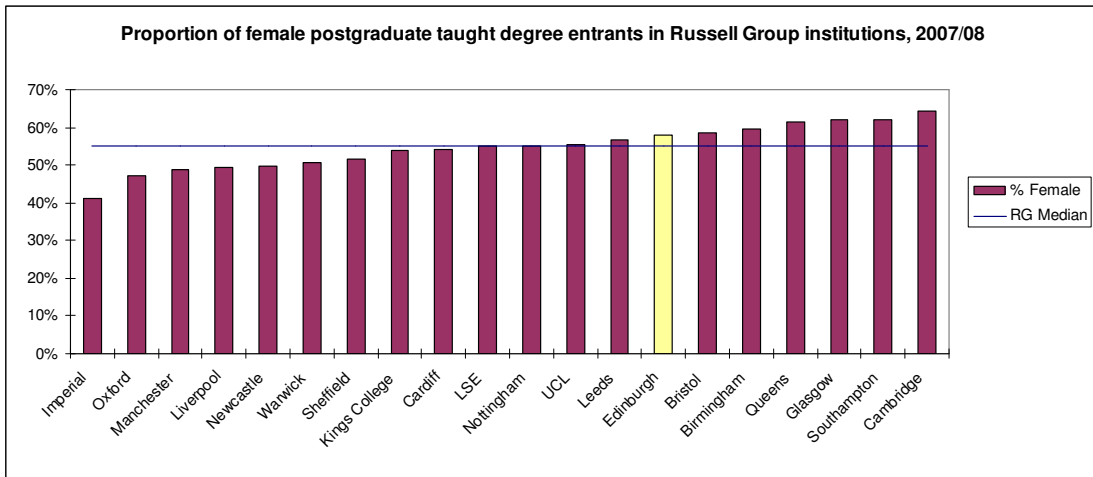
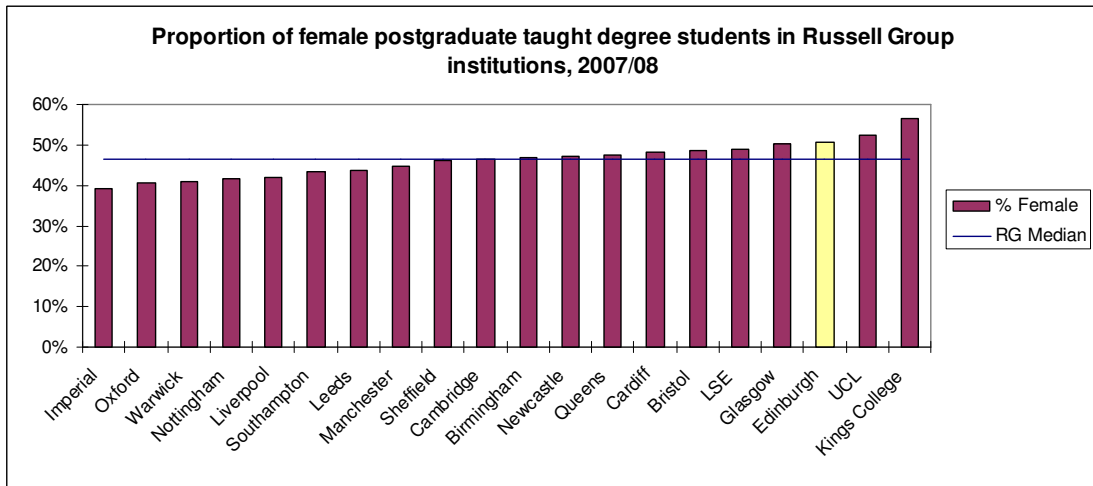


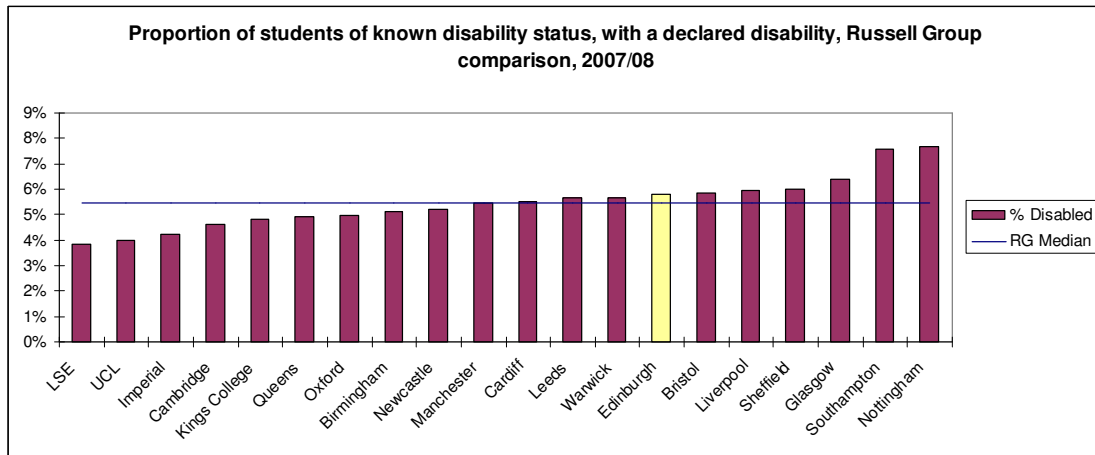
Figure 40: comparison of proportion of female Postgraduate Research students, Russell Group, 2007/08



6.1.2 Disability

Figure 41 shows a comparison of the proportion of students with a declared disability in Russell group institutions, 2007/08. The University of Edinburgh has a proportion of students with a declared disability that is slightly above the median for the Russell Group as a whole.

Figure 41: comparison of proportion of students with a declared disability, Russell Group, 2007/08



A detailed breakdown, available for the first time, of disability type is shown in figures 42, 43 and 44 for each study level. The charts show a comparison of the breakdown within the University of Edinburgh and to aggregated results of Russell Group institutions.

Figure 42: breakdown of disability type for undergraduate first year students, University of Edinburgh and aggregate results for Russell Group institutions

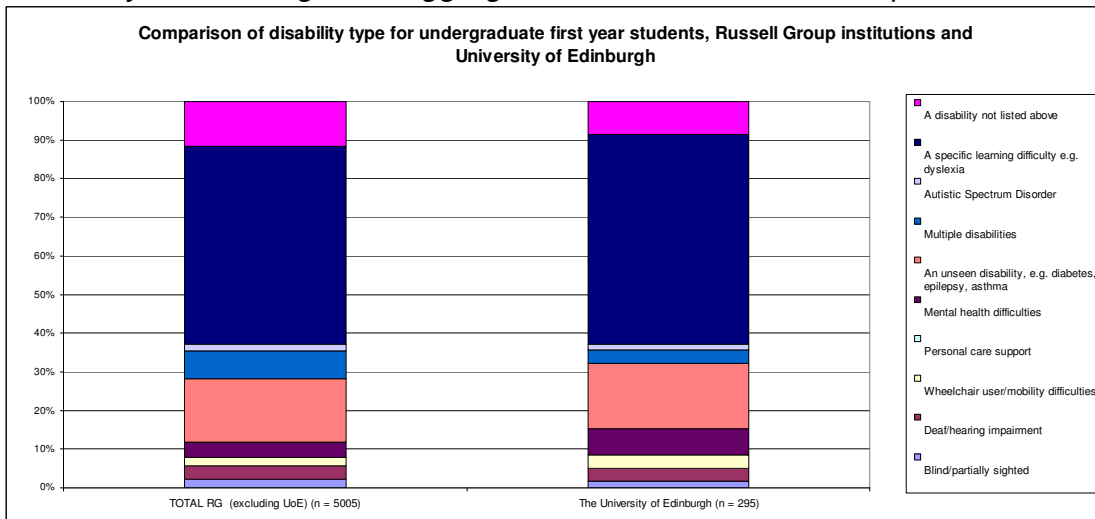


Figure 43: breakdown of disability type for postgraduate taught first year students, University of Edinburgh and aggregate results for Russell Group institutions

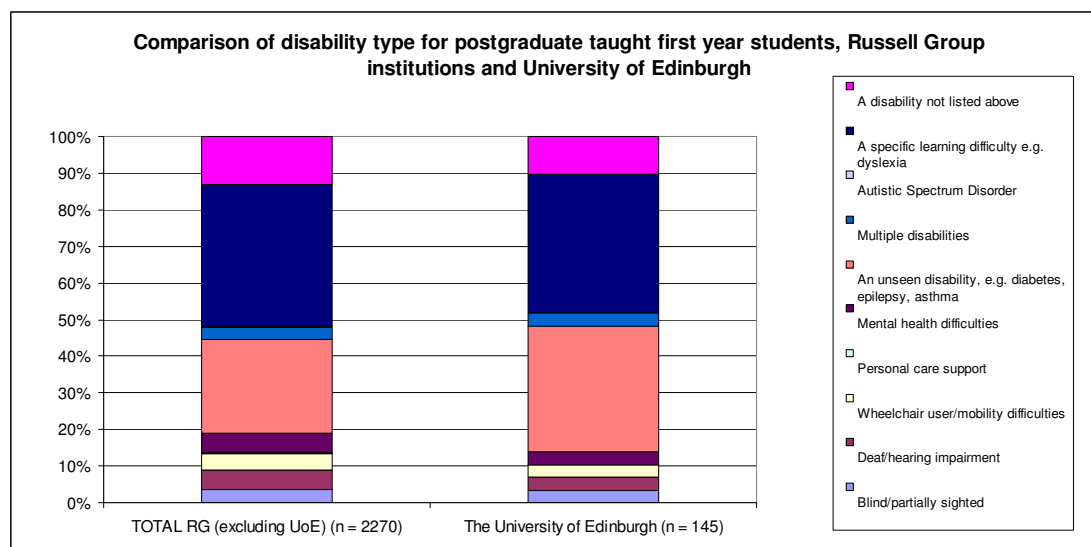
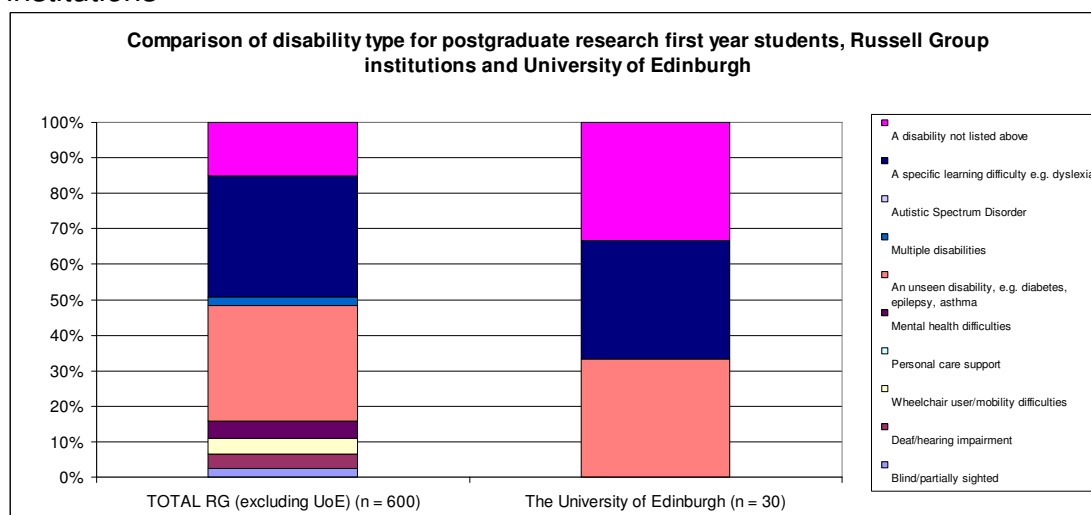


Figure 44: breakdown of disability type for postgraduate research first year students, University of Edinburgh and aggregate results for Russell Group institutions



6.1.3 Ethnic Minority

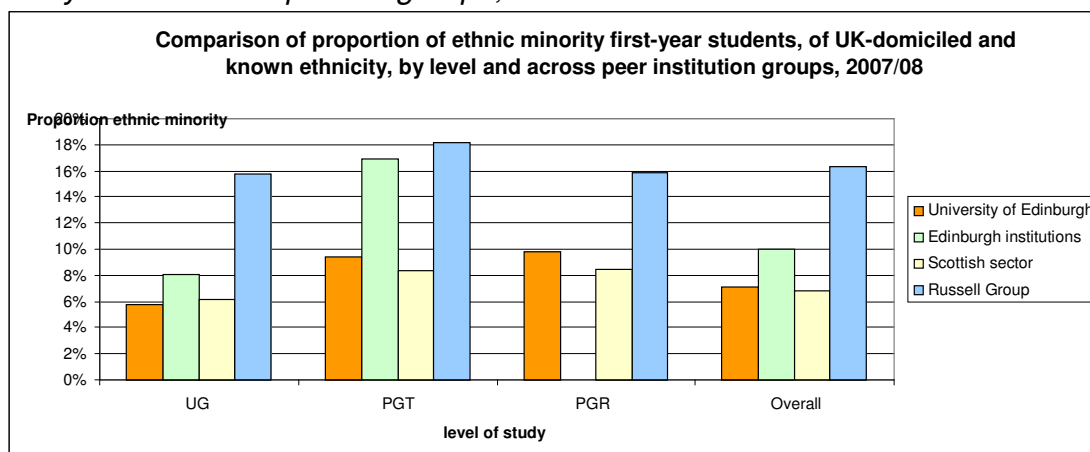
The comparison of the proportion of ethnic minority entrants, split by study level is shown in figure 45. The peer groups used in this comparison are aggregate figures for other Edinburgh institutions⁵, Scottish institutions⁶ and Russell Group.

⁵ Other Edinburgh institutions includes aggregate figures for Edinburgh College of Art, Edinburgh Napier University, Heriot-Watt University, Queen Margaret University

⁶ Scottish institutions includes aggregate figures for University of Aberdeen, University of Abertay Dundee, Edinburgh College of Art, Edinburgh Napier University, Glasgow Caledonian University, Glasgow School of Art, University of Glasgow, Glasgow School of Art, Heriot-Watt University, Queen Margaret University, Robert Gordon University, The Royal Scottish Academy of Music and Drama,

The University of Edinburgh has comparable proportions of ethnic minority entrants when compared to the aggregate figures for Scottish institutions, exceeding the proportions at postgraduate taught and research level. The high proportions of ethnic minority students in other Edinburgh institutions at PGT level can be attributed to recruitment at institutions that have a smaller number of postgraduate taught programmes that traditionally attract ethnic minority students such as Business studies.

Figure 45: Comparison of proportion of ethnic minority first-year students, by study level and comparator groups, 2007/08



6.2 Comparison of undergraduate achievements

6.2.1 Gender

Figure 46 shows a comparison of the proportion of undergraduates achieving a first or 2:1, split by gender for Russell Group institutions. In all but two Russell Group institutions, female honours students are more likely to achieve a first or 2:1 degree. The University of Edinburgh has the 5th highest proportion of female students achieving a first or 2:1. The difference between the achievements of a first or 2:1 between genders at The University of Edinburgh is 4.7% compared to an aggregate difference of 5.5% for all Russell Group institutions, as shown in figure 46.

Figure 46: comparison of proportion of undergraduates achieving a first or 2.1 honours degree, split by gender, 2007/08

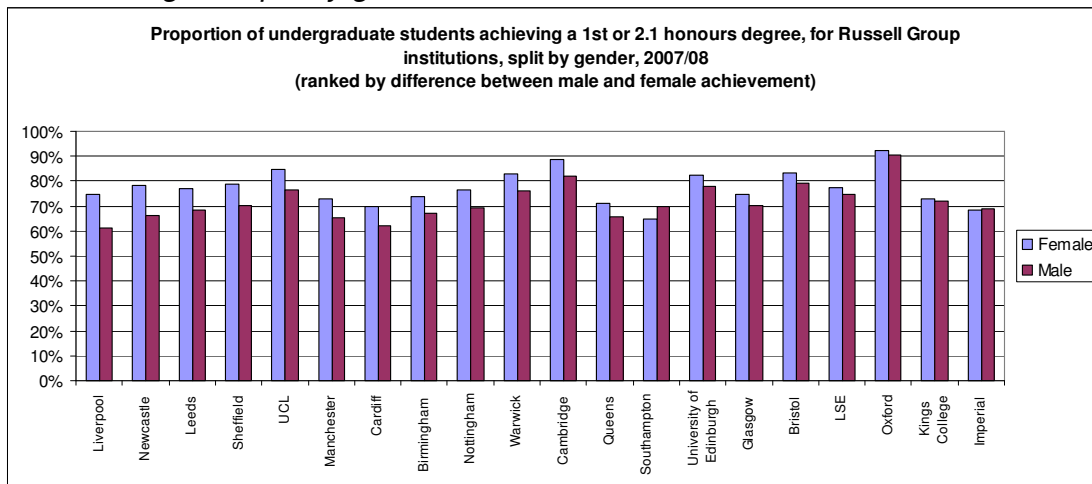
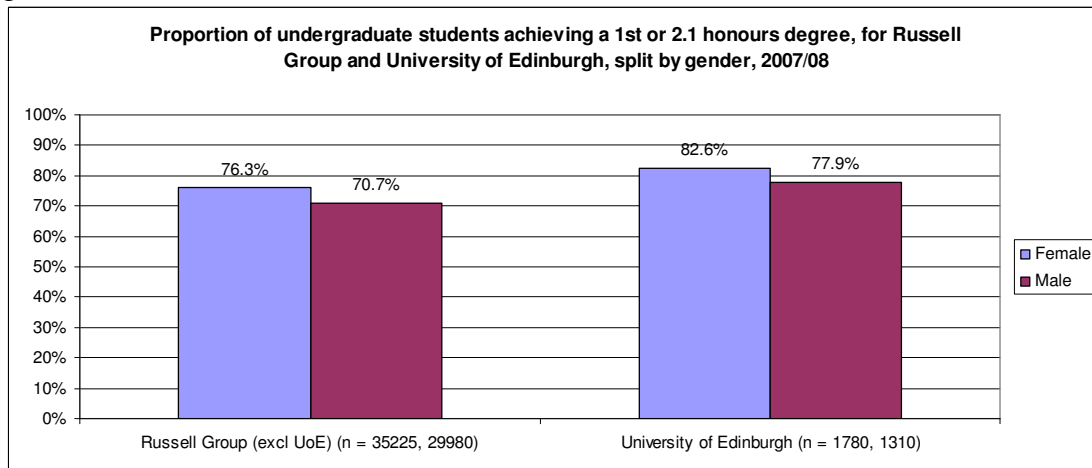


Figure 47: comparison of proportion of undergraduates achieving a first or 2.1 honours degree, for Russell Group and University of Edinburgh, split by gender, 2007/08



6.2.2 Disability

Figure 48 shows a comparison of the proportion of undergraduates achieving a first or 2:1 honours degree at Russell Group institution, split by disability status. The University of Edinburgh has the 5th highest proportion of disabled students achieving a first or 2:1 when compared to other Russell Group institutions.

Overall, students with a disability are slightly less likely to achieve a first or 2:1 in the majority of Russell Group institutions, although the difference between disabled and non-disabled is smaller at the University of Edinburgh.

Figure 48: comparison of proportion of undergraduates achieving a first or 2.1 honours degree, for Russell Group institutions, split by disability status, 2007/08

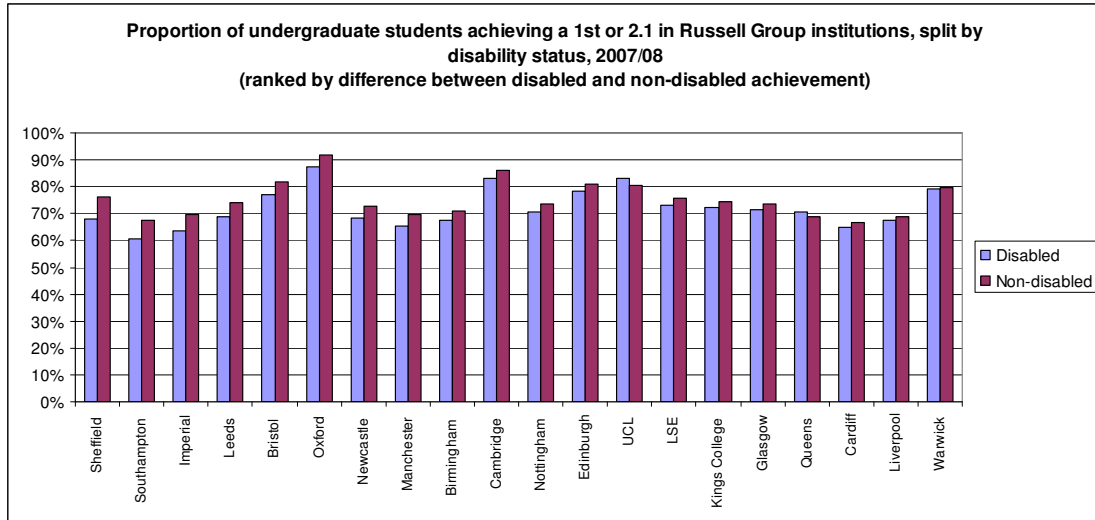
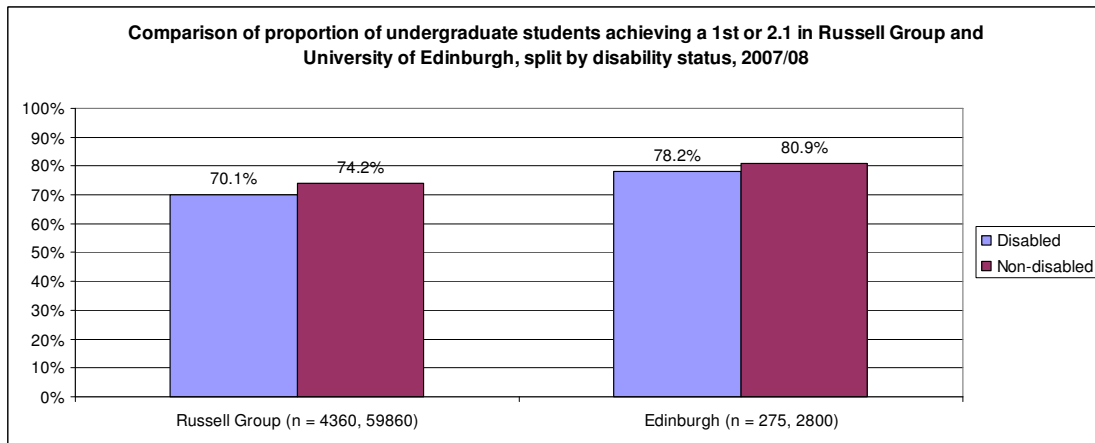


Figure 49: comparison of proportion of undergraduates achieving a first or 2.1 honours degree, for Russell Group and University of Edinburgh, split by Disability status, 2007/08



6.2.3 Ethnic background

Figure 50 shows a comparison of the proportion of undergraduate honours students achieving a first or 2:1 degree, split by ethnic minority background. The University of Edinburgh has the second highest proportion of non-white students achieving a first or 2:1 in comparison to other Russell Group institutions and also the second-smallest difference between ethnic groups. The aggregate difference for the Russell Group is 9.3% compared to 1.1% for The University of Edinburgh as shown in figure 51.

Figure 50: Comparison of proportion of undergraduates achieving a first or 2.1 honours degree, for Russell Group institutions, split by white and non-white ethnicity, 2007/08

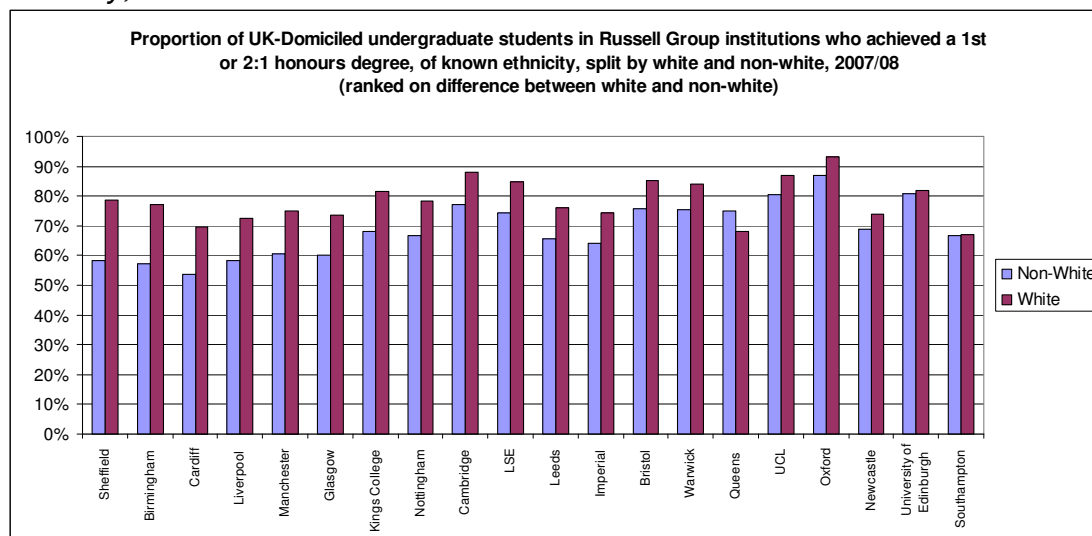
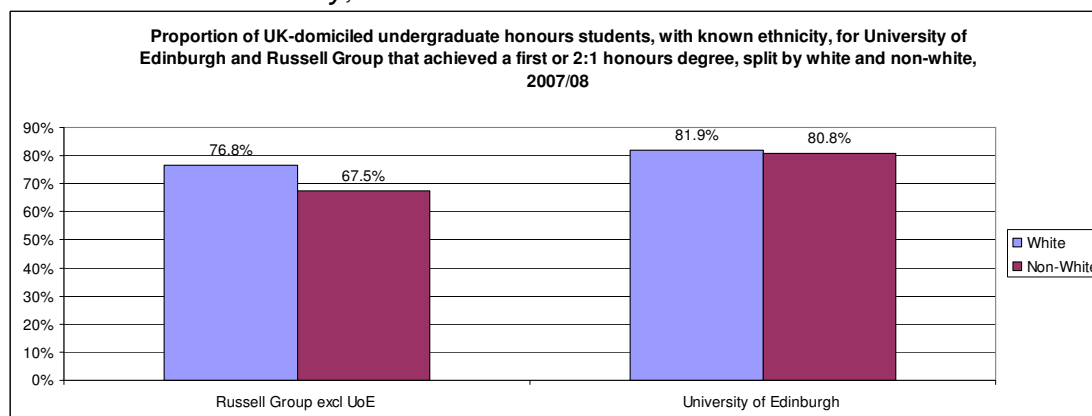


Figure 51: Comparison of proportion of undergraduates achieving a first or 2.1 honours degree, for Russell Group and University of Edinburgh, split by White and Non-White ethnicity, 2007/08



7. Spotlight: breakdown of intake data by School

For the first time, intake data is presented at School level across the University of Edinburgh and can be found in Appendix 1. This enables close comparisons to be made across Schools within the three Colleges and also between Schools within each College. A breakdown of 2008/09 entrants is presented for gender, ethnicity, disability and age on entry for all levels of study.

7.1 Gender

The breakdown of the gender of entrants at **undergraduate level** shows distinct subject-differences in terms of the gender profile of entrants.

With the exception of the School of Business Economics, all schools within the College of Humanities and Social Science attract a higher proportion of women than men. All Schools in HSS with the exception of Business and Economics (as it was then) and Divinity have on or above the university wide figure of 54.4% of female undergraduate entrants.

In the College of Science and Engineering, the overall proportion of women is 39% although there are also distinct gender differences between the schools. The School of Biological Sciences has the highest proportion of female entrants (60%) in comparison to the School of Informatics and School of Engineering and Electronics which have 15.3% and 19.2% respectively.

Figures for the UK by the Equality Challenge Unit⁷ show that 62.6% of students studying Science subjects in the UK are male, compared with 62.3% at the University of Edinburgh.

The relevant figures for the College of Medicine and Veterinary Medicine relate to their degree programmes rather than the four schools in the College. Across the three relevant Schools/degree programmes, all have higher proportions of women entrants than for the University as a whole.

In relation to Postgraduate Taught entrants, the picture is again one of diversity within and between Colleges. In HSS, the overall figure for the proportion of female PGT entrants is higher than for the University as a whole (61.8% compared to 55.3%). Divinity has the lowest proportion, followed by Business and Economics. Of note, perhaps, is where there is a drop in the proportion of female PGT entrants compared to undergraduate entrants. For example, Health in Social Science, Literature, Language and Culture, Philosophy, Psychology and Language Sciences, and Social and Political Studies all have undergraduate proportions above 72% (HinSS 94.4%), but their respective PGT figures for female entrants are: 85.9%, 66.7%, 59.2% and 67.5%. However, Moray House School of Education, Business and

⁷ Equality in Higher Education: Statistical Report 2009, <http://www.ecu.ac.uk/publications/equality-in-he-stats-09>

Economics and History, Classics and Archaeology all have higher proportion of female PGT entrants than is the case for their undergraduate entrants. For HCA the PGT figure is 67.6% compared to 54.4% for their undergraduate entrants.

In CSE the picture is rather different with all of the four schools offering PGT degrees showing higher proportions of female entrants than they did for their undergraduate entrants. For Biological Sciences the respective figures are 60.9% female undergraduate entrants compared to 70% for PGT; for Engineering and Electronics, the figures are 19.3% and 27.1% respectively; for Geosciences, 45.9% and 53.9% and for Informatics, 15.3% and 16.3%.

In MVM the picture for the gender profile of PGT entrants is very different for Medicine and Health Sciences (36.1% compared to 58.6% at undergraduate entrance) and for Veterinary Studies, 64.4% compared to 78.8% at undergraduate entrance.

For Postgraduate Research there is a small fall off in the proportion of female entrants for the University as a whole from 55.3% for PGT to 53.1% for PGR. Within HSS, Business and Economics and Health in Social Science show a reverse picture with increases in the proportion of female entrants (from 44.5% to 63% in Business and Economics and from 85.9% to 90.9% in Health in Social Science). In CSE, Geosciences shows an increase in the proportion of female entrants, from 53.9% to 56.9%, but the college overall has a proportion of 37.3%, with a divide between Biological Sciences, Chemistry and Geosciences on the one hand, all with proportions above 44% and Engineering and Electronics, Informatics and Mathematics all having proportions under 27%. MVM has an overall proportion of 68.3%, well above the rate of the University as a whole.

7.2 Ethnic background

The overall proportion of ethnic minority entrants at undergraduate level is 6.3%. When split by School there are variations, in particular a low proportion of ethnic minority students studying at Moray House School of Education, although this is explained by the high proportion of Scottish domiciled students studying Teacher Training. Other Schools show higher proportions, particularly Business and Economics, Biomedical Sciences, Biological Sciences and Informatics. CSE has the highest proportion at 7.3%, then MVM at 6.6%. HSS has the lowest rate at 5.85, although as noted above, the large Moray House School of Education has a particularly low proportion.

At Postgraduate level the University has traditionally attracted a higher proportion of ethnic minority students with an overall rate of 18.5%. This proportion is much higher in both MVM (29.1%) and CSE (32%). HSS has an overall proportion of 12.8%. In all Colleges there is again considerable variation between Schools. Moray House School of Education has a very different profile at PGT level than undergraduate with 15.1% of entrants being of an ethnic minority.

For PGR, the overall proportion for the University is 11.6%. The highest proportion is found in MVM at 16.5%, then CSE at 12.1%, then HSS at 8.5%. There is variation within Schools, with the highest proportions being found in Mathematics, Engineering and Electronics, Philosophy, Psychology and Language Sciences and Medicine and Health Sciences.

7.3 Disability

The overall proportion of disabled entrants at undergraduate level is 7.4%. The variation at School level ranges from 2.7% in Medicine to 22.2% in Divinity. At postgraduate taught level the overall proportion is lower at 3.8% and this is reflected throughout the Schools, although Divinity has 20.8% (although low numbers overall). The proportions rise slightly for Postgraduate Research but overall remain lower than they do for undergraduate entrants.

7.4 Age on entry

The majority of entrants at undergraduate level are aged 18 to 20 and this is reflected in all Schools within the University. Entrants aged 17 and above are most likely Scottish students and the proportion of these students at School level reflects this. Schools that have a high proportion of Scottish students also have a higher proportion of younger students such as the School of Law (25% aged 17 or under) and Moray House School of Education (18.2%). Particular Schools stand out as having a higher proportion of entrants aged 21-24, for example Health in Social Science and Veterinary Studies. The specific reasons are likely to be different for each of these Schools because of the nature of the degree programmes (many Veterinary Medicine entrants have an initial degree). There are also differences between Schools in relation to Postgraduate Taught and Postgraduate Research entrants, again reflecting the nature of the degree programmes and at what point in a career students uptake such programmes (for example, in Medicine, PGT attracts most students 25 and over than for the university as a whole, but less for PGR at those ages).