



THE UNIVERSITY *of* EDINBURGH

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

**STUDENT REPORT**

**2016**

**EIGHTH REPORT**

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### 1. Introduction

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

This report focuses on student data for 2015/16 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

EDMARC is composed of senior staff with interest in equality and diversity issues and expertise in the area of analysis and management of data with support from the University's

professional services. EDMARC is chaired by the Vice-Principal People & Culture, Professor Jane Norman.

The current members of the EDMARC committee are:

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

Ms Denise Boyle, University HR Services

Ms Rebecca Gaukroger, Student Recruitment and Admissions

Laura Cattell, Student Recruitment and Admissions

Ms Angi Lamb, Joint Unions

Jess Husbands, EUSA Vice President Societies and Activities

Ms Karen Osterburg, Student Systems

Dr Pamela Warner, CMVM

Dr Caroline Wallace, University HR Services

The reports will be published on the EDMARC website

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

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

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

## **2. Notes and Definitions**

Entrant student data is presented for intake years 2006/07 to 2015/16. Outcome data is presented for students entering the University from 2008/09 to 2011/12 for undergraduate students, 2007/08 to 2012/13 for postgraduate taught students and 2006/07 to 2010/11 for postgraduate research students. All fully matriculated University of Edinburgh students are included in this report, including those studying on distance learning programmes and all visiting students. Credit bearing Continual Professional Development programmes are also included. Both Home and Overseas students are included, with the exception of the reporting of ethnic minority status, where only UK-domiciled students are included. Where unknown-values are present in the data, these have been excluded.

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

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

Outcomes are presented in terms of the summary status of the population at 14/9/16 by various categories and degree classification or degree type achieved by those who have completed. The measure used in this report for achievement and completion is 'the proportion of students with an exit qualification' and includes those students who have successfully completed an award, currently interrupted or still matriculated on programme. Those students who exit with an intermediate award e.g. Cert. HE are deemed to have successfully completed. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion.

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

The HEFCE report 'Difference in degree outcomes: Equality and diversity characteristics' published on 1<sup>st</sup> October 2015 and the Equality Challenge Unit report 'Equality in higher education: statistical report 2015 Part 2: students' published in November 2015 have been used to provide context within the report.

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

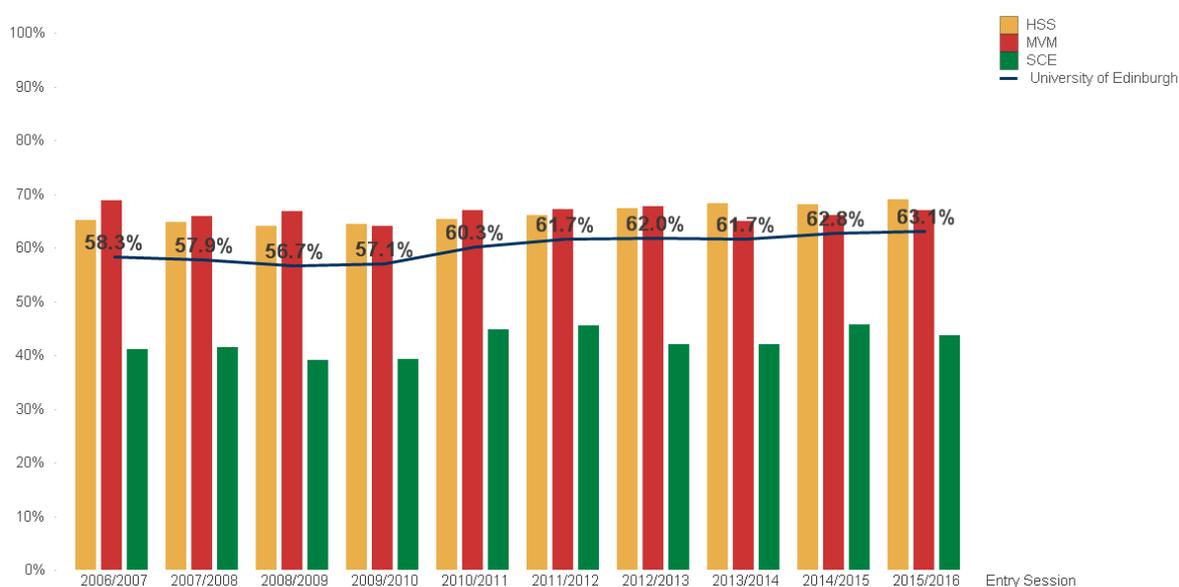
There are two appendices to this report. Appendix 1 shows the base populations for entrants and Appendix 2 shows the base populations for the outcomes [to be published later in January 2017).

### 3. Gender

#### 3.1. Proportions- gender

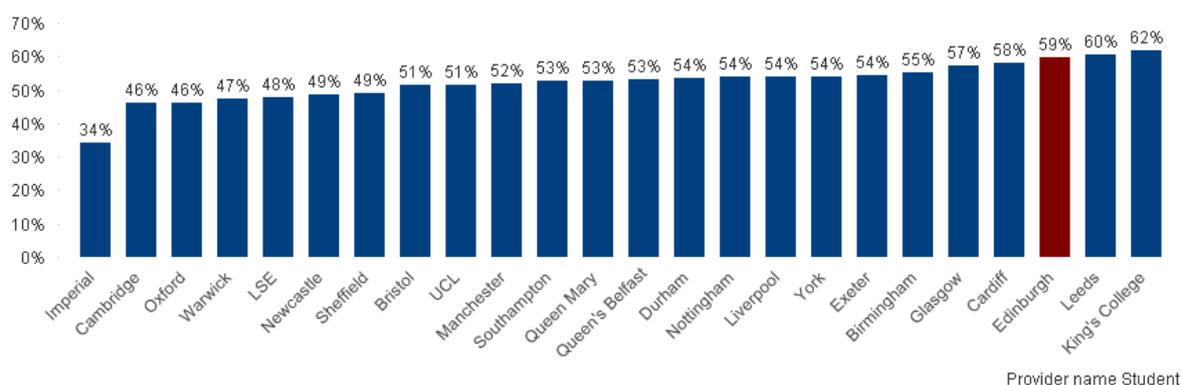
Figure 1 shows the proportion of **undergraduate entrants** who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 63.1%), and places us in the top three Russell Group universities for this measure (see section 7.1).

Figure 1: Proportion of undergraduate entrants who are female (Total Population for 2015/16 – 6,222 (HSS), 846 (MVM), 2,027 (SCE), 9,095 (UoE))



The University of Edinburgh had the third highest proportion of female UG students in the Russell Group in 2014/15. In the previous four years we had the 3<sup>rd</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> and 4<sup>th</sup> highest proportion.

Proportion of Female First Degree in Russell Group Institutions 2014/15



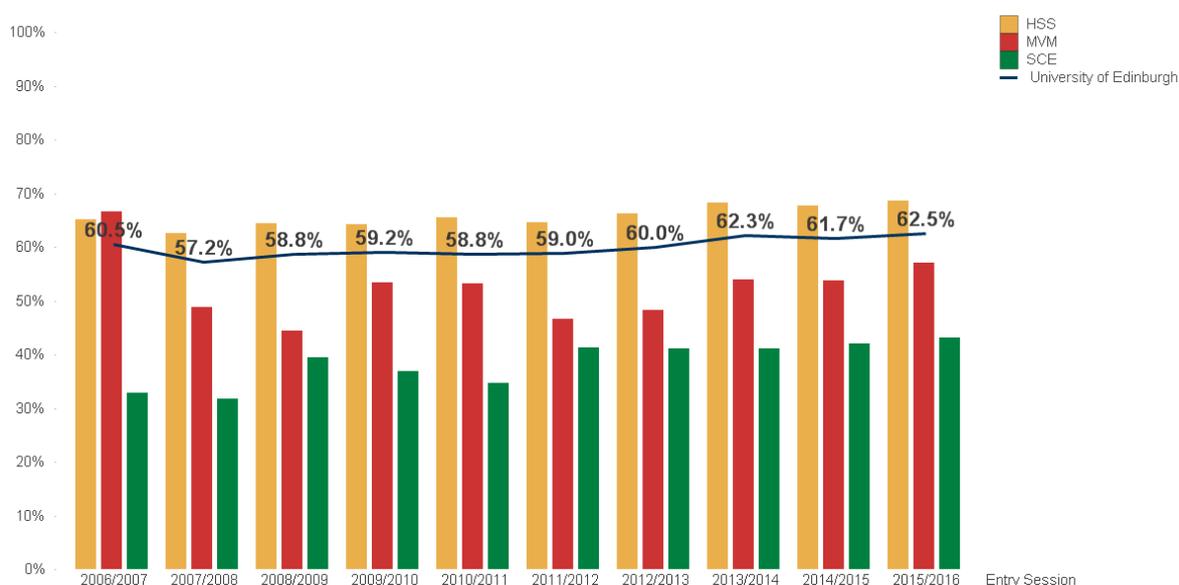
Analysis of 2015/16 undergraduate entrant gender balance by subject shows distinct outlying subjects that are heavily dominated by female or male entrants. Programmes with an entry of 30 or more and with more than 80% male or female entrants are:

- Clinical Veterinary Medicine (85% female – intake 164)
- Psychology (82% female – intake 159)
- Physics (19% female – intake 89)
- History of Art (87% female – intake 55)
- Primary Education with History (89% female – intake 44)
- Social Anthropology (89% female – intake 39)
- Primary Education with Religious Studies (89% female – intake 37)
- French and Spanish (85% female – intake 34)
- Nursing (97% female – intake 33)
- Art (88% female – intake 32)

Figure 2 shows the proportion of **Postgraduate Taught entrants** who are female. Female entrants have been in the majority (range 57.2% - 62.5%) for the last ten years and have been 60% or above for the four most recent years. This puts us in the top four Russell Group institutions for female taught postgraduates (see section 7.1).

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

Figure 2: Proportion of Postgraduate Taught entrants who are female, 2006/07 to 2015/16 (counts for 2015/16 – 3,984(HSS), 909 (MVM), 1,000 (SCE), 5,893 (UoE))



The University of Edinburgh had the fourth highest proportion of female postgraduate taught students in the Russell Group in 2013/14. In the previous four years we had the 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 6<sup>th</sup> highest proportion.

Proportion of Female Postgraduate Taught in Russell Group Institutions 2014/15

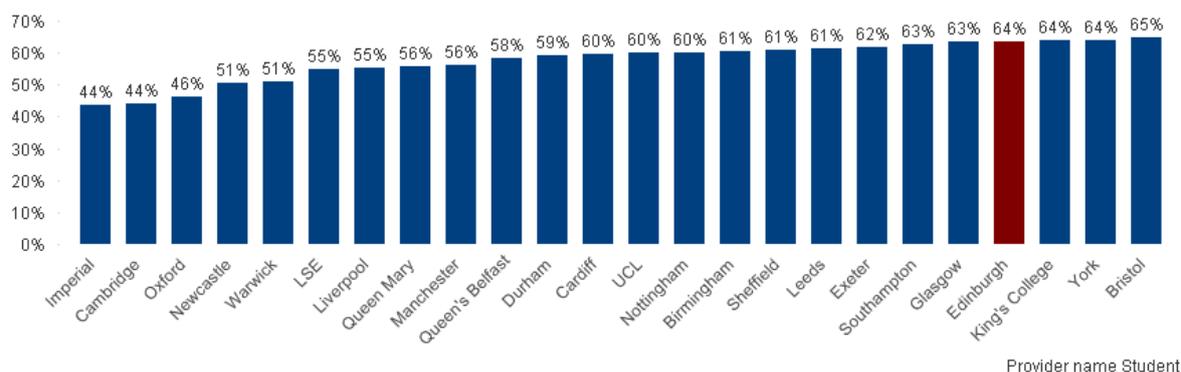
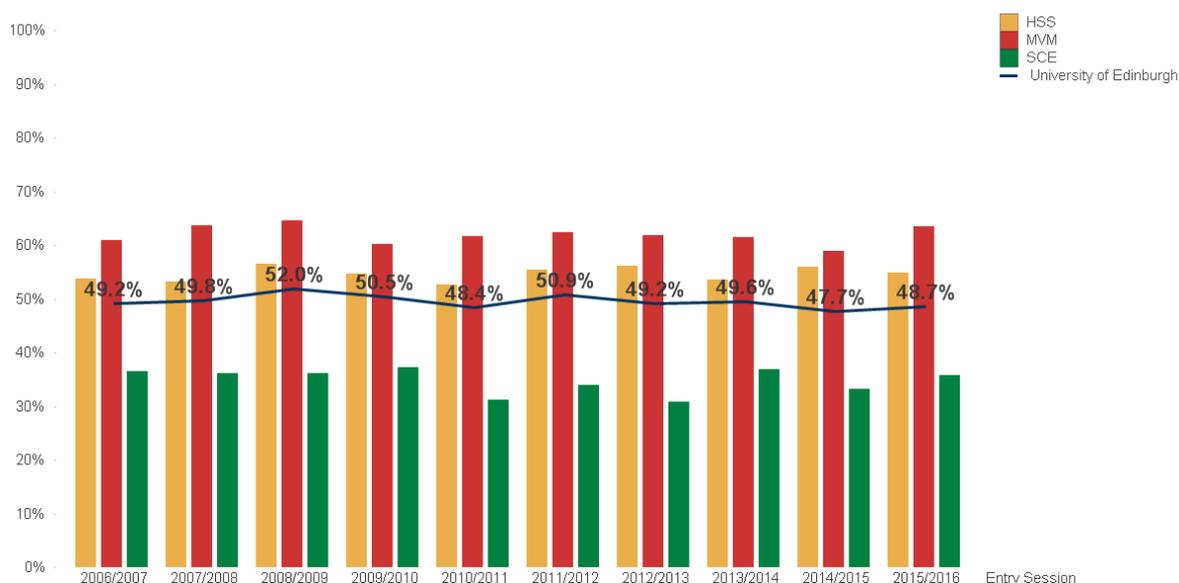


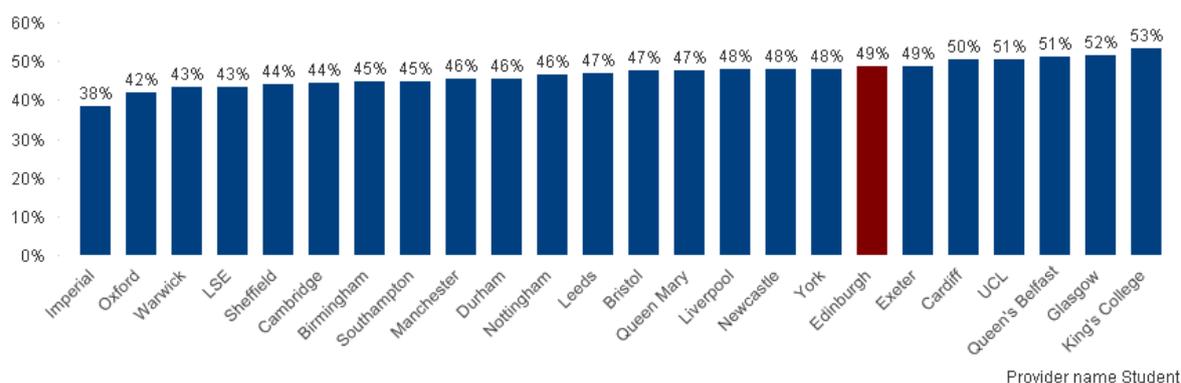
Figure 3 shows the proportion of **Postgraduate Research** entrants who are female. Over the ten-year period the proportion of female students (range 47.7% to 52.0%) is lower than for the proportion of female students at undergraduate and taught postgraduate level.

Figure 3: Proportion of Postgraduate Research entrants who are female, 2006/07 to 2015/16 (counts for 2015/16 - 494 (HSS), 327(MVM), 619 (SCE), 1,440 (UoE))



The University of Edinburgh had the 7th highest proportion of female postgraduate research students in the Russell Group in 2013/14. In the previous four years we had the 9<sup>th</sup>, 8<sup>th</sup>, 1<sup>st</sup> and 6<sup>th</sup> highest proportion.

Proportion of Female Postgraduate Research in Russell Group Institutions 2014/15



At all levels of study over the ten-year period female students are in the minority in CSE, whereas in CHSS they are in the majority at all levels of study. In MVM female students are in the majority at both undergraduate and research postgraduate level (mainly on-campus delivery) and are clearly in the majority for six out of ten years at taught postgraduate level which has a significant distance learning element.

For all levels of study we had 21 entrants who disclosed their gender as 'Other'. The Equality Challenge Unit recommends the use of the terms 'other' and 'prefer not to say' for people who associate with the terms intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer. HESA do not include a 'prefer not to say' option.

### 3.2. Outcomes - gender

Figures 4 and 5 show the proportion of **undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree respectively for male and female students. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 2.4%-points to 3.9%-points) and more markedly in the proportion achieving a 1<sup>st</sup> or 2.1 Honours degree (difference in range 5.5%-points to 10.5%-points). This observation is in line with that seen throughout the sector. The proportion of females exiting with a first or 2.1 Honours degree in Russell group universities over the last five years has been between 4%-points and 5%-points higher than for males. In 2013/14 74% of UK-domiciled female graduates obtained a first or upper second class degree compared to 70% of male graduates in English

institutions<sup>1</sup>. Furthermore the difference persists across a wide range of entry qualifications and male students achieve a lower actual percentage than predicted after other factors (eg age on entry, ethnicity) had been modelled.

Figure 4: Proportion of undergraduate entrants with an exit qualification, 2006/07 to 2011/12 (counts for 2011/12 are 4,115 (Female), 2,550 (Male))

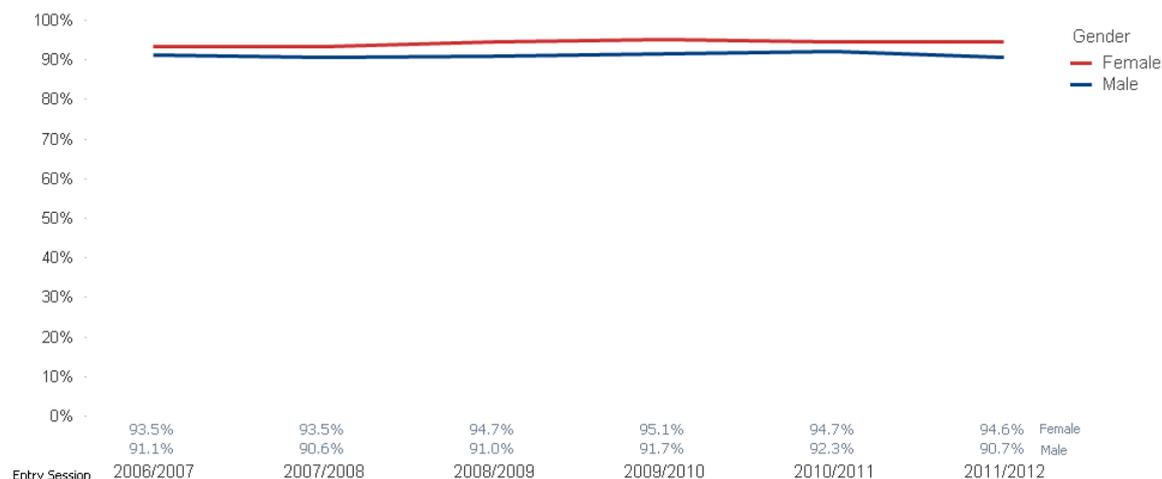
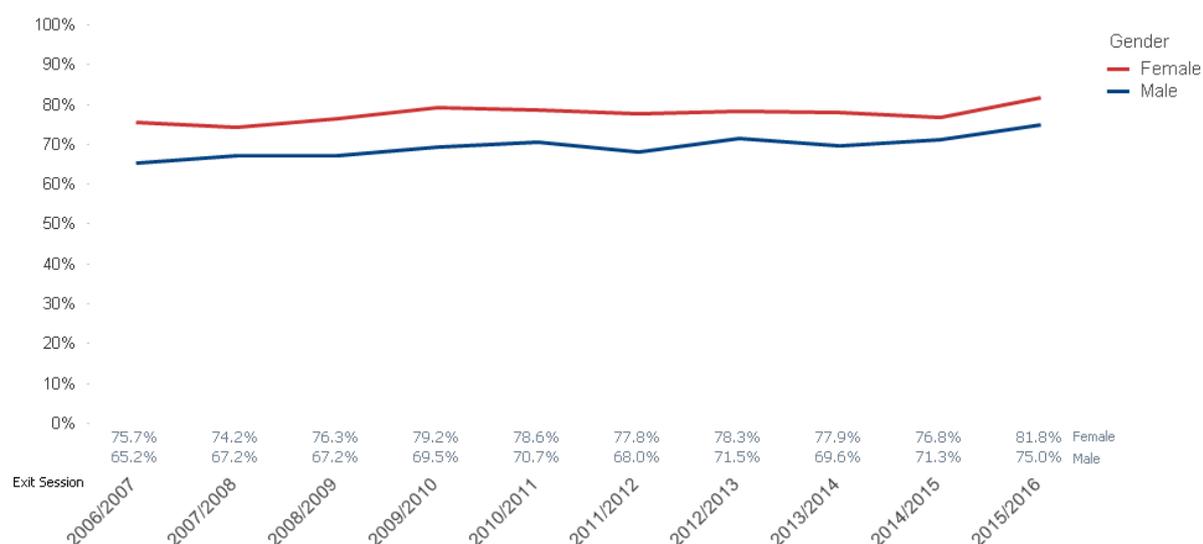


Figure 5: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2006/07 to 2015/16 (counts for 2015/16 are 2,443 (Female), 1,627 (Male))



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

Table 1 shows the five year average 2011/12 to 2015/16 proportion of students achieving a 1st class or 2.1 honours degree, by Gender and School and shows females outperforming males in 10 out of 18 Schools.

Table 1: Proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by Gender and School, five year average 2011/12 to 2015/16

School	Female		Male		Female - Male Difference in 1st/2.1 Outcome 2011/12 - 2015/16
	%	Number	%	Number	% - Points
Business School	28.3%	541	22.0%	460	<b>6.3%</b>
Deanery of Biomedical Sciences	22.2%	531	15.0%	253	<b>7.2%</b>
Edinburgh College of Art	25.7%	1496	25.5%	658	<b>0.2%</b>
Moray House School of Education	9.9%	987	6.4%	466	<b>3.5%</b>
School of Biological Sciences	22.5%	435	21.9%	270	<b>0.7%</b>
School of Chemistry	36.9%	255	39.4%	231	<b>-2.5%</b>
School of Divinity	22.5%	169	25.0%	116	<b>-2.5%</b>
School of Economics	29.0%	331	23.5%	536	<b>5.5%</b>
School of Engineering	31.0%	277	29.8%	1067	<b>1.2%</b>
School of Geosciences	21.7%	605	17.1%	519	<b>4.5%</b>
School of Health in Social Science	21.2%	146	20.0%	5	<b>N/A</b>
School of History, Classics and Archaeology	15.8%	752	16.5%	565	<b>-0.6%</b>
School of Informatics	38.2%	76	41.6%	435	<b>-3.5%</b>
School of Law	19.6%	540	22.3%	323	<b>-2.7%</b>
School of Literatures, Languages and Cultures	30.7%	1532	32.2%	481	<b>-1.5%</b>
School of Mathematics	39.4%	216	45.5%	275	<b>-6.1%</b>
School of Philosophy, Psychology and Language Sciences	24.1%	875	27.1%	361	<b>-3.0%</b>
School of Physics and Astronomy	38.9%	95	36.3%	306	<b>2.7%</b>
School of Social and Political Science	21.3%	802	17.7%	384	<b>3.6%</b>

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

As seen at undergraduate level, the proportion of female entrants with an exit qualification is consistently higher at taught postgraduate level (range -0.9 – 3.6%-points, Figure 6) and at research postgraduate levels (0.4 – 4.4%-points, Figure 7) apart from a single year when males outperformed females by 0.5%-point.

Figure 6: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2008/09 to 2012/13 (counts for 2012/13 are 2,970 (Female) and 1,976 (Male)).

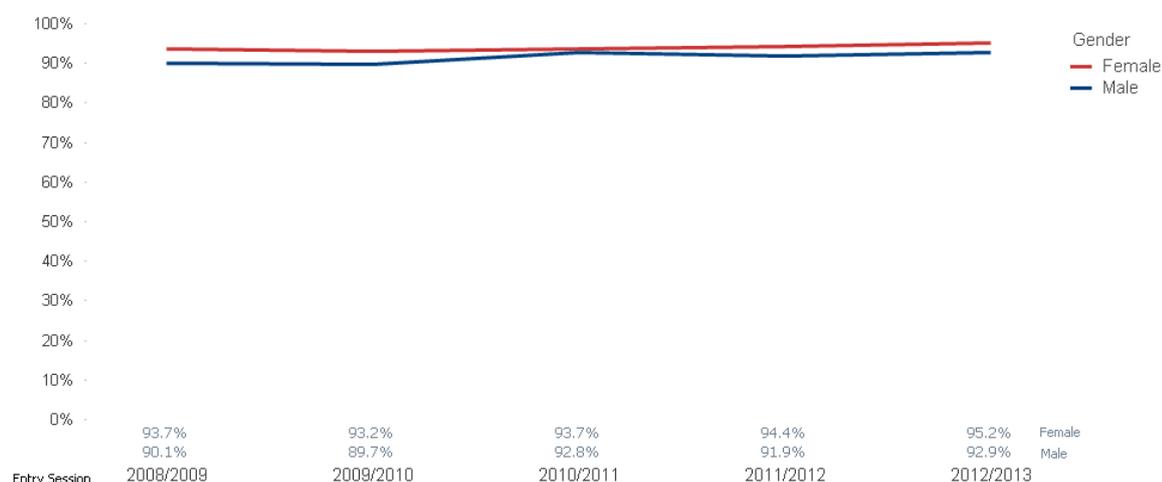
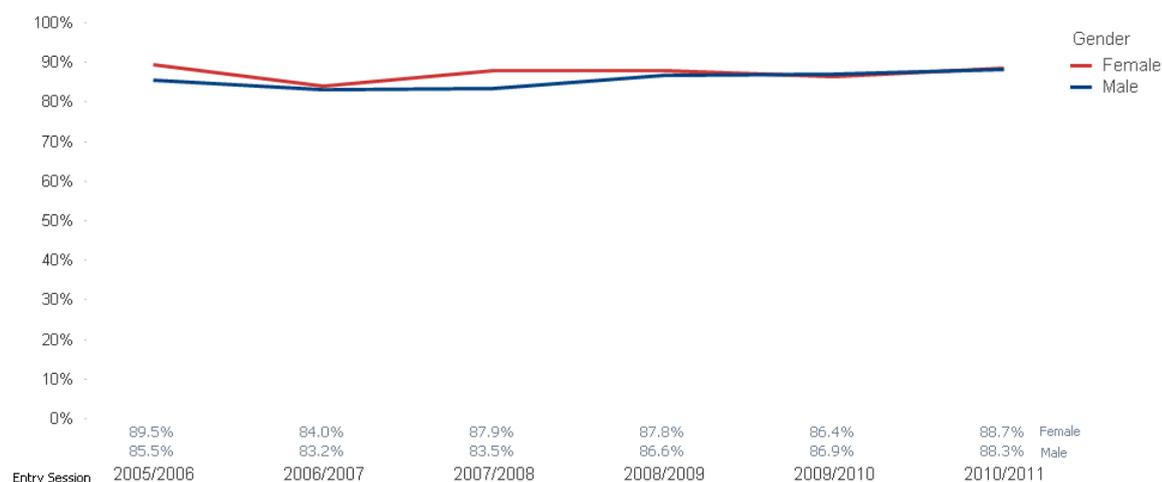


Figure 7: Proportion of Postgraduate Research entrants with an exit qualification, 2005/06 to 2010/11 (counts for 2010/11 are 610 (Female) and 650 (Male)).



## 4. Disability

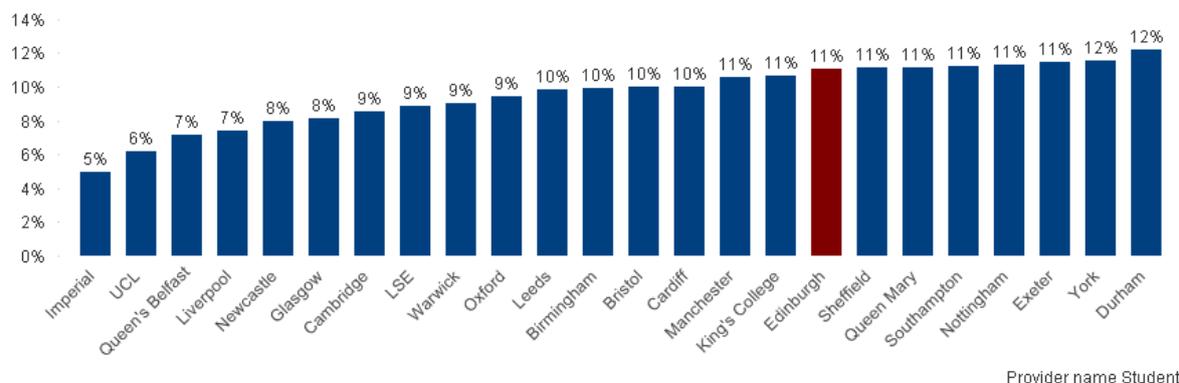
### 4.1. Proportions- Disability

Figure 8 shows the proportion of **undergraduate students** disclosing a disability. The proportion of students disclosing a disability has increased overall year-on-year over the last ten years with some variation between Colleges. Note that this chart is for all undergraduate students, not just entrants – to capture students that disclose a disability later in their university career.

Figure 8: Proportion of undergraduate students disclosing a disability, 2006/07 to 2015/16 (Total Population for 2015/16 – 15,047 (HSS), 2,838 (MVM), 6,074 (SCE), 23,959 (UoE))

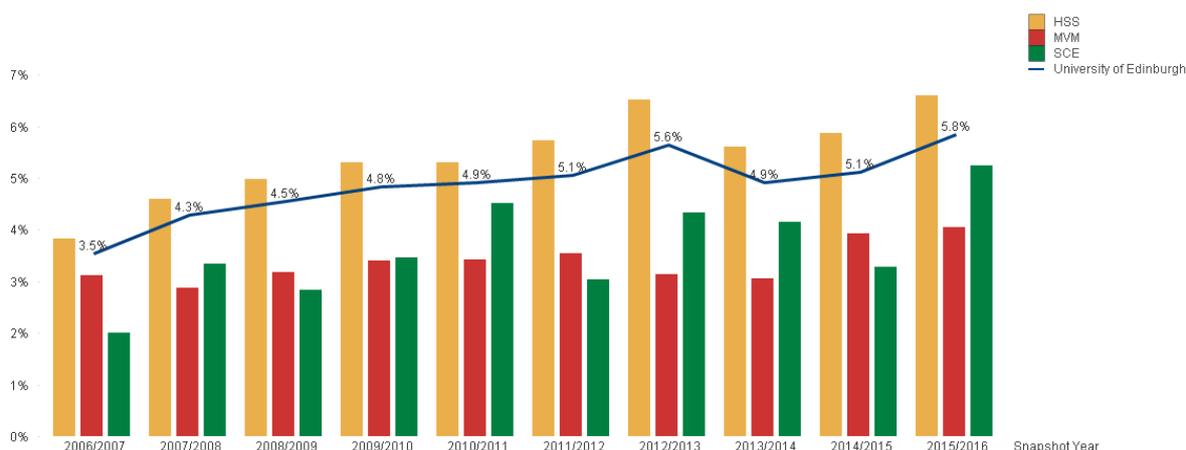


Proportion of First Degree students declaring a disability in Russell Group Institutions 2014/15



The proportion of students declaring a disability at taught postgraduate level (Figure 9) and research postgraduate (Figure 10) level is lower than at undergraduate level and shows a less steep increase over the ten-year period.

Figure 9: Proportion of all Postgraduate Taught students declaring a disability, 2006/07 to 2015/16 (Total Population for 2015/16 – 5,357 (HSS), 1,878 (MVM), 1,049 (SCE), 8,284 (UoE))



Proportion of Postgraduate Taught students declaring a disability in Russell Group Institutions 2014/15

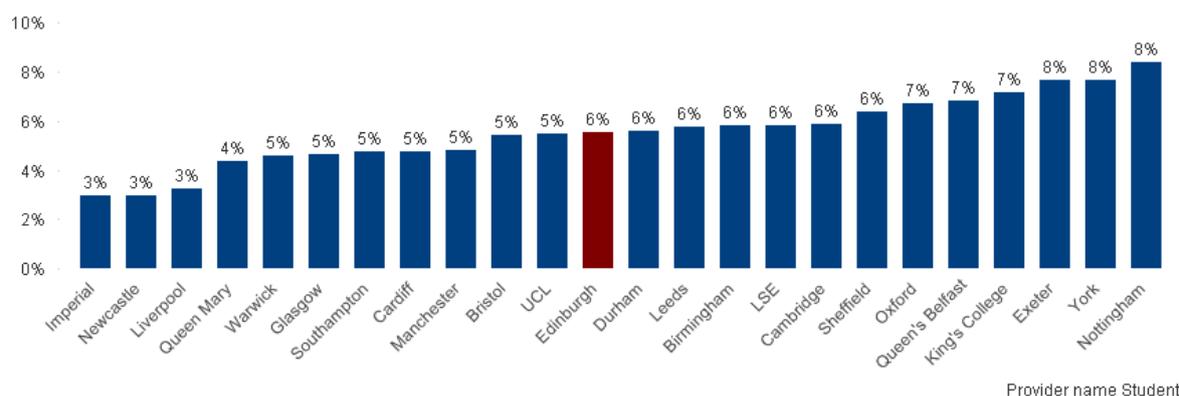
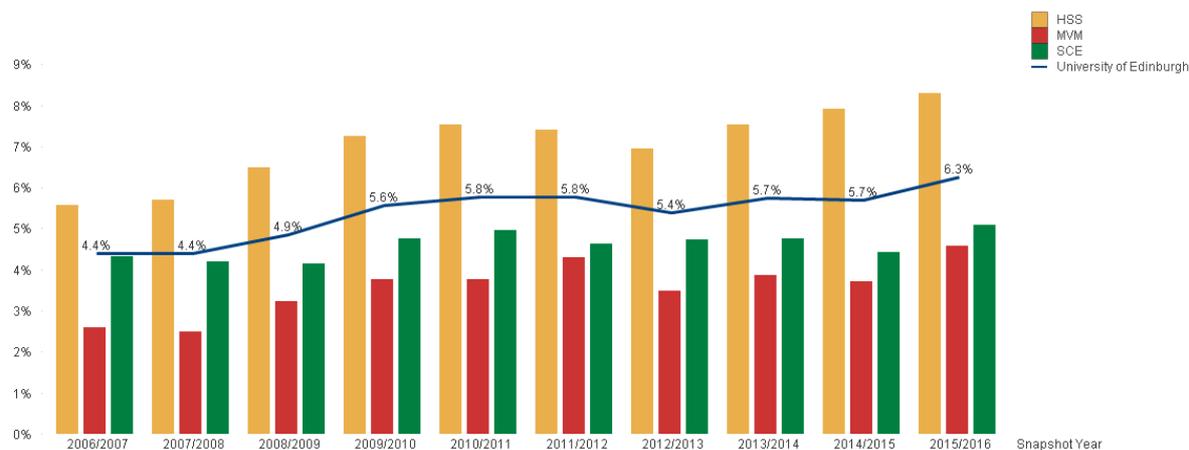
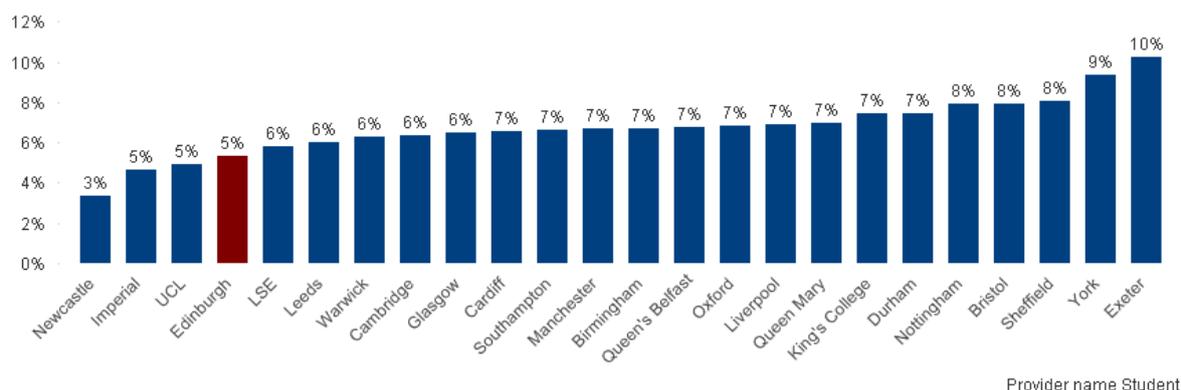


Figure 10: Proportion of all Postgraduate Research students declaring a disability, 2006/07 to 2015/16 (Total Population for 2015/16 – 2,115 (HSS), 1,135 (MVM), 2,022 (SCE), 5,272 (UoE))



Proportion of Postgraduate Research students declaring a disability in Russell Group Institutions 2014/15



Apart from the current year (second highest quartile) for the previous four years the University of Edinburgh has been in the highest quartile of Russell Group institutions for the proportion of first degree students declaring a disability, whereas for taught postgraduate students it has fluctuated between the middle two quartiles, and for research postgraduate students has decreased from the middle two quartiles to the lowest quartile for the past three years.

#### 4.2. Outcomes - Disability

Figures 11 and 12 shows the proportion of **undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree who disclosed a disability. There is little difference between the proportion of students declaring a disability exiting with a qualification compared to students with no declared disability over the 10 year period apart from a 3.0%-points in the most recent year. However, the proportion of students who disclosed a disability exiting with a 1<sup>st</sup> Class or 2:1 Honours is lower in each of the last ten years shown (difference in range 1.3%-points to 10.5%-points lower) than students with no

declared disability. The HEFCE 2015/21 publication shows that in 2013/14 students with a declared disability had a performance gap of 4%-points compared to students not declaring a disability, and that this difference was still largely present after modelling for other factors. The latest Equality Challenge Unit statistical report<sup>2</sup> also highlights the gap in attainment between disabled and non-disabled students in all four countries of the UK.

Figure 11: Proportion of undergraduate entrants with an exit qualification, 2006/07 to 2011/12 (the counts for 2011/12 are 690 (declaring a disability) and 5,978 (not declaring a disability))

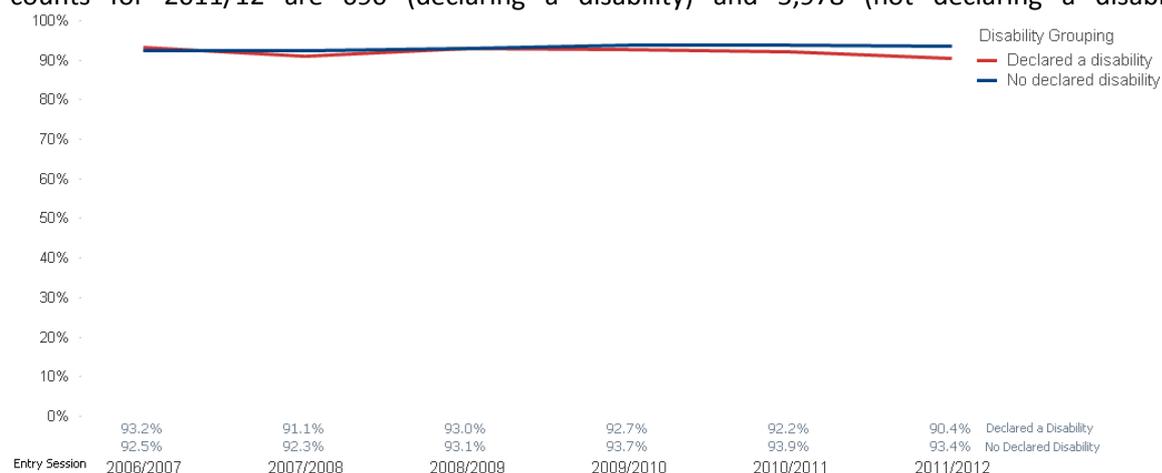
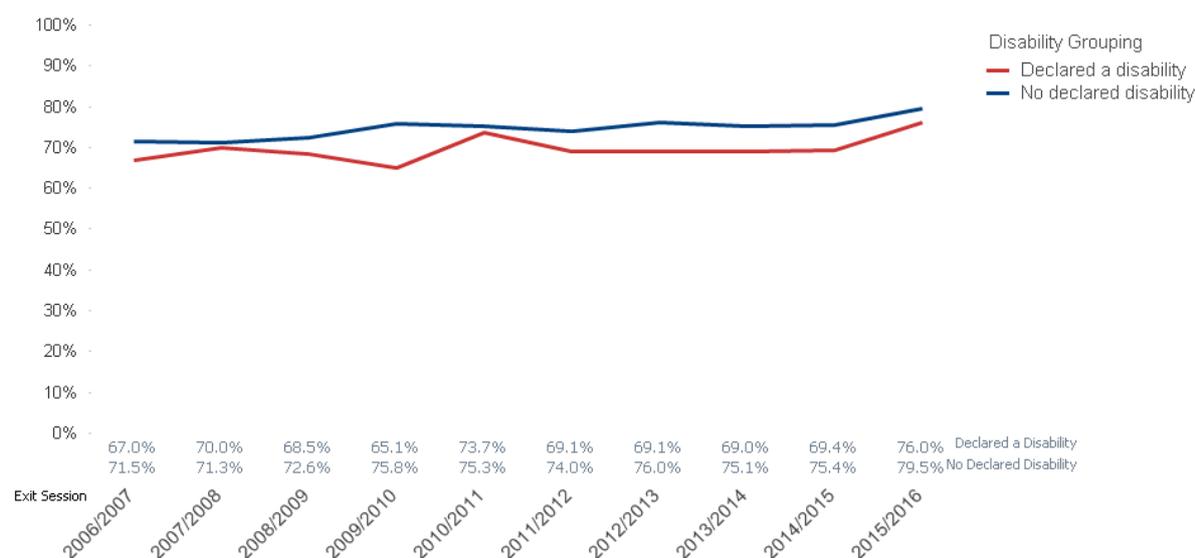


Figure 12: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2006/07 to 2015/16 (the counts for 2015/16 are 530 (Disclosed a disability) and 3,543 (No disclosed disability))



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

Figure 13 shows that the proportion of entrants declaring a disability at taught postgraduate level with an exit qualification is slightly lower (range 1.3 – 5.2%-points) than entrants with no declared disability.

Figure 13: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2008/09 to 2012/13 (counts for 2012/13 are 272 (declaring a disability) and 4,677 (not declaring a disability))

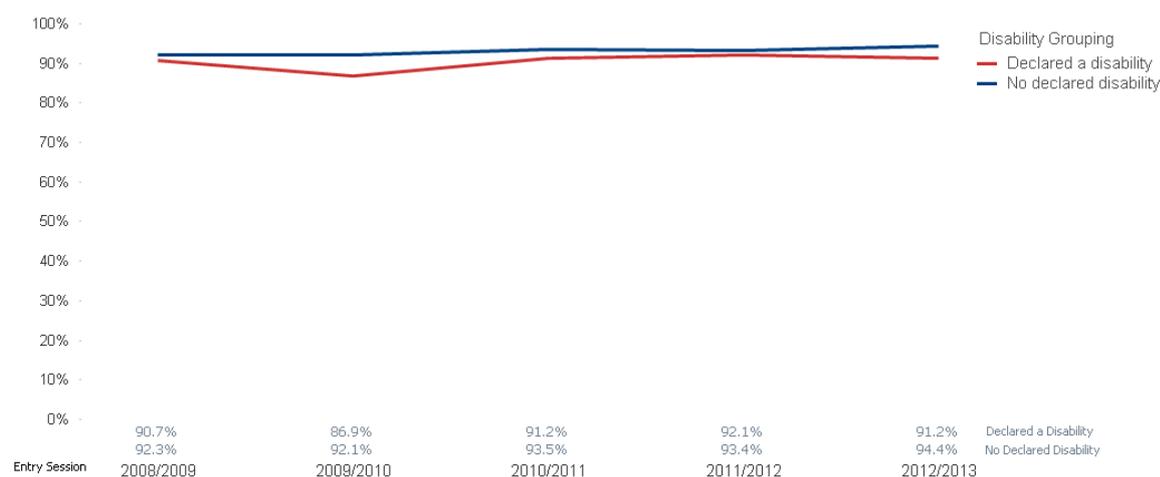
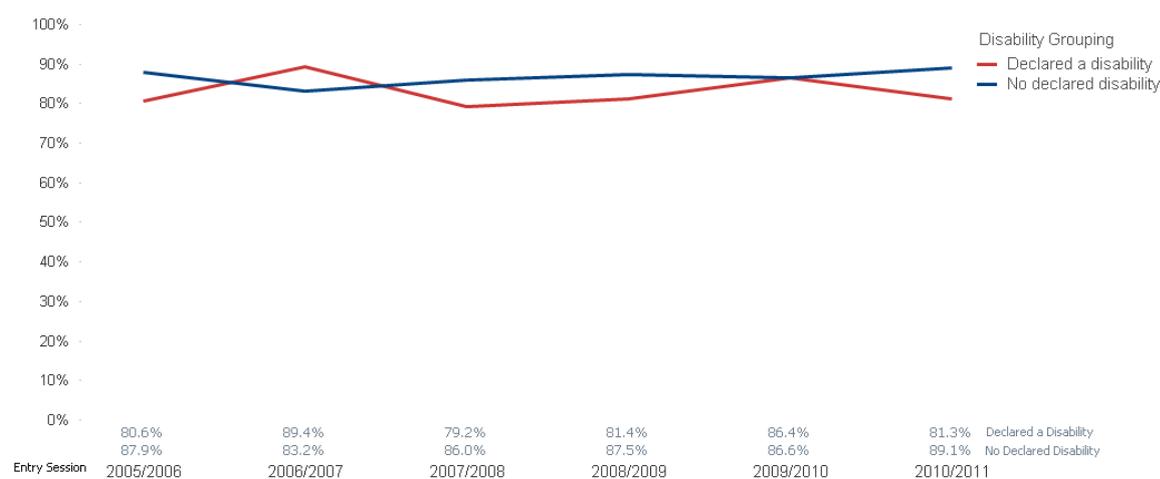


Figure 14 shows the proportion of **postgraduate research** entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 14: Proportion of Postgraduate Research entrants with an exit qualification, 2006/07 to 2010/11 (counts for 2010/11 are 96 (declaring a disability) and 1,165 (not declaring a disability))



## 5. Ethnicity

### 5.1. Approach

When analysing the ethnicity data, we have separately considered the UK-domiciled and non UK-domiciled student populations. This approach is in line with the Equality Challenge Unit guidance for the Race Charter, and recognises the different life experiences between the two sets of students.

### 5.2. Proportions Ethnicity - % BME

Figure 15 shows the proportion of UK domiciled **undergraduate entrants** who are black and ethnic minority (BME). The most recent four years has seen a step increase in the proportion of BME students (range 7.8% - 9.7%) compared to the six years previously (range of 5.9% - 6.4%) with the greatest proportion of BME students entering CMVM.

For context, the 2011 UK Census reports 12.9% of the UK population to be of ethnic minority and 4.1% in Scotland. These figures rise to 20.0% in the UK and 6.2% in Scotland when looking solely at under 25s, who make up 93% of our Undergraduate entrants (see Figure 22).

Figure 15: The proportion of UK domiciled undergraduate entrants who declare themselves black and ethnic minority 2006/07 to 2015/16. (Total Population (except unknown) for 2015/16 – 2,944 (HSS), 449 (MVM), 1,010 (CSE), 4,403 (UoE)

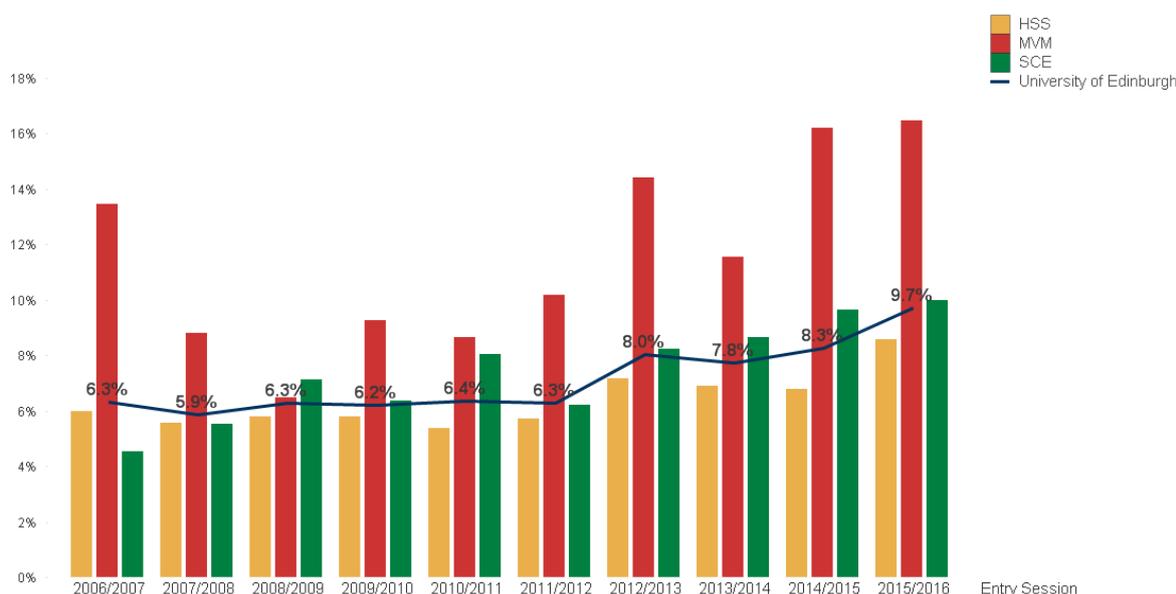
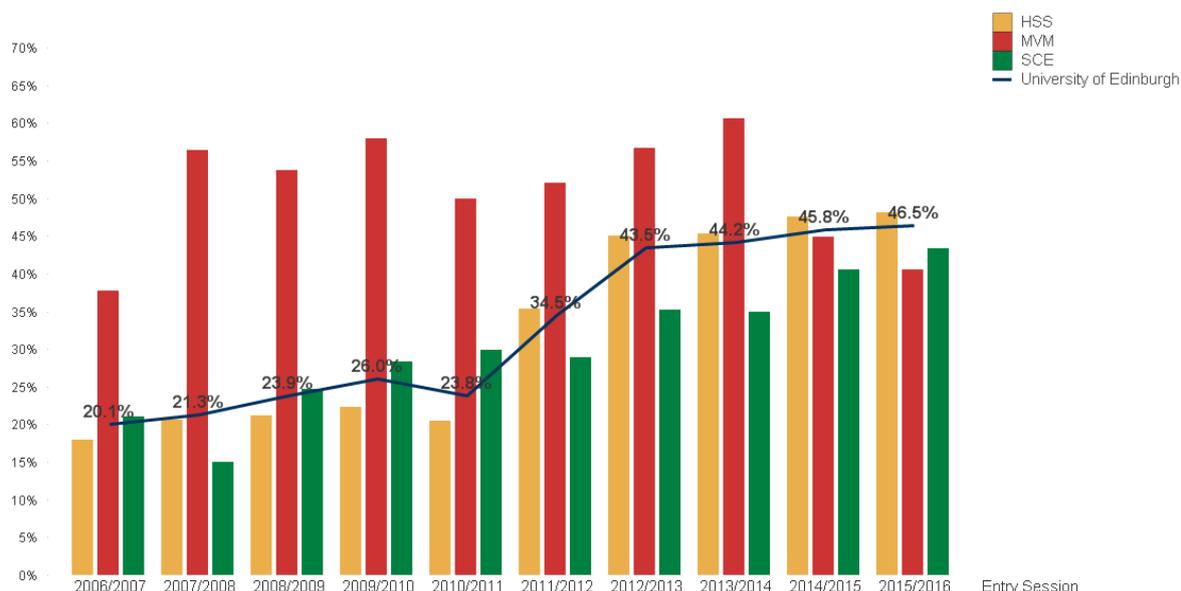


Figure 16 shows the proportion of non UK-domiciled entrants who are of BME origin. Over the last ten years there has been a year-on-year increase in the overall proportion of BME students (apart from 2010/11) rising from 20.1% to 46.5% in 2015/16. This is a much higher proportion than that seen in for UK-domiciled students and is seen across all Colleges.

Figure 16: The proportion of non-UK domiciled undergraduate entrants who declare themselves black and ethnic minority 2006/07 to 2015/16. (Total Population (except unknown) for 2015/16 – 2,998 (HSS), 340 (MVM), 919 (CSE), 4,257 (UoE))



Figures 17 and 18 show the proportion of **Postgraduate Taught** entrants who are Black and Minority Ethnic origin for UK-domiciled and non UK-domiciled students respectively. The proportion of UK-domiciled entrants is much lower than that for non UK-domiciled entrants, although both groups show an upward trend over the ten years (UK-domiciled rising from 8.0% to 13.4% and non UK-domiciled rising from 48.1% to 59.3%). The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges, whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The overall proportion of taught postgraduate BME students in both categories are higher than the corresponding proportions for undergraduate entrants.

Figure 17: Proportion of UK-domiciled Postgraduate Taught entrants who are black and ethnic minority, 2006/07 to 2015/16. Total Population (except unknown) for 2015/16 – 1,427 (HSS), 357 (MVM), 200 (SCE), 1,984 (UoE)

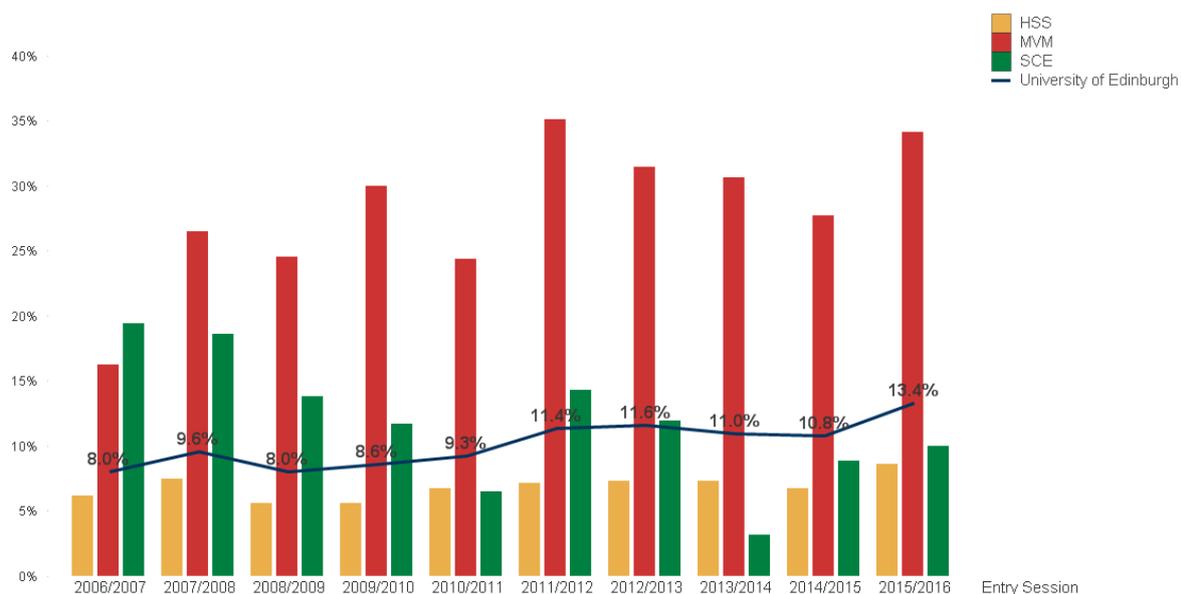
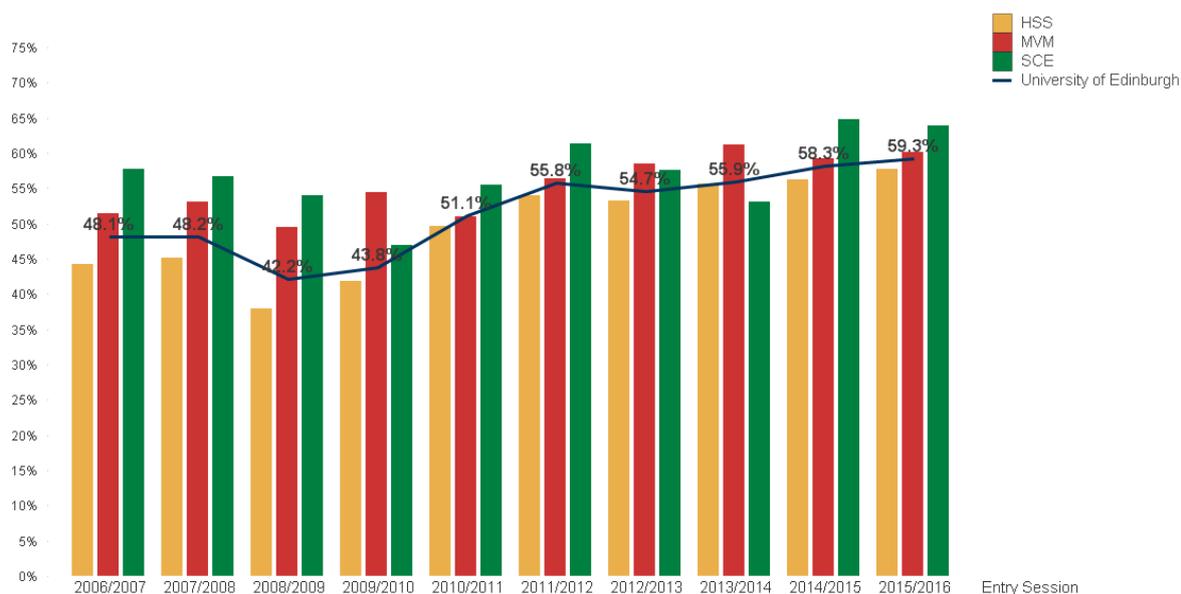


Figure 18: Proportion of non-UK-domiciled Postgraduate Taught entrants who are black and ethnic minority, 2006/07 to 2015/16. Total Population (except unknown) for 2015/16 – 2,503 (HSS), 535 (MVM), 753 (SCE), 3,791 (UoE)



Figures 19 and 20 show the proportion of **Postgraduate Research** UK-domiciled entrants and non UK-domiciled entrants who are black and ethnic minority respectively. In contrast to the undergraduate and taught postgraduate entrants, the ten year trend does not show any increase in the proportion of BME students for both UK-domiciled and non UK-domiciled

entrants. However, the higher proportion of BME entrants in the non UK-domiciled group compared to the UK-domiciled group follows the trend seen at undergraduate and taught postgraduate level.

Figure 19: Proportion of UK-domiciled Postgraduate Research entrants who are black and ethnic minority, 2006/07 to 2015/16 – Total Population (except unknown) for 2015/16 - 196 (HSS), 178 (MVM), 240 (SCE), 614 (UoE)

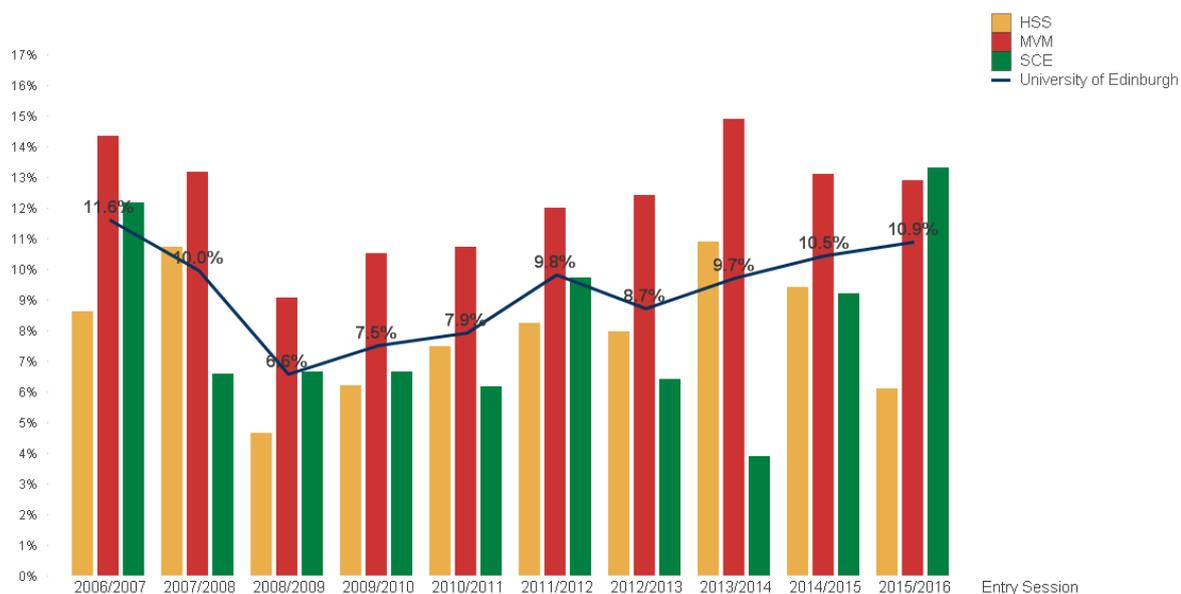
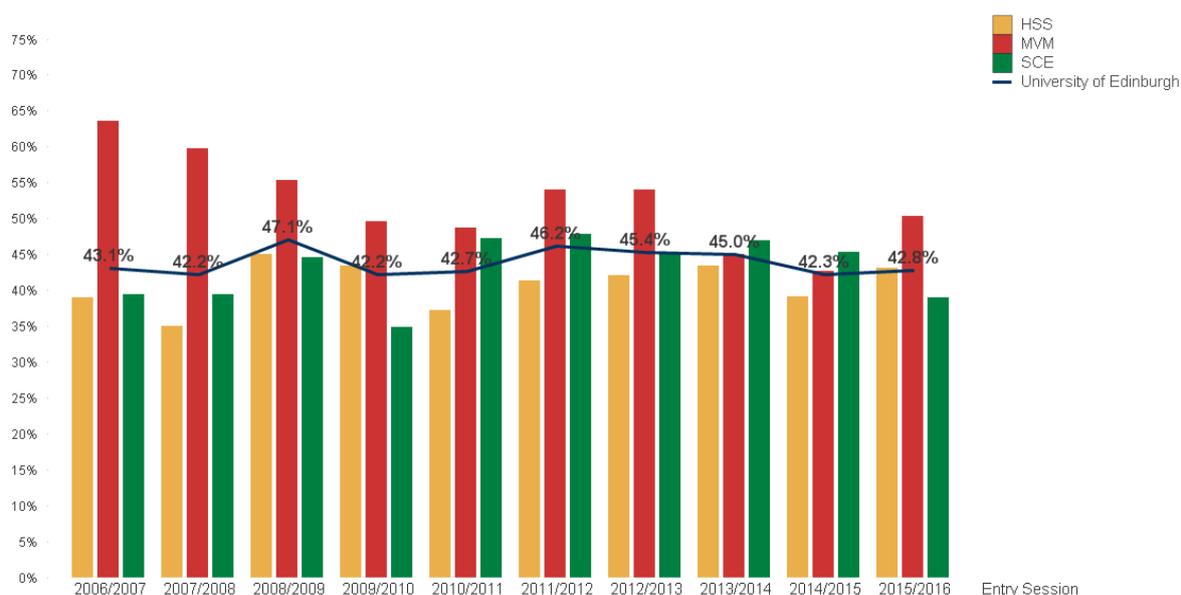
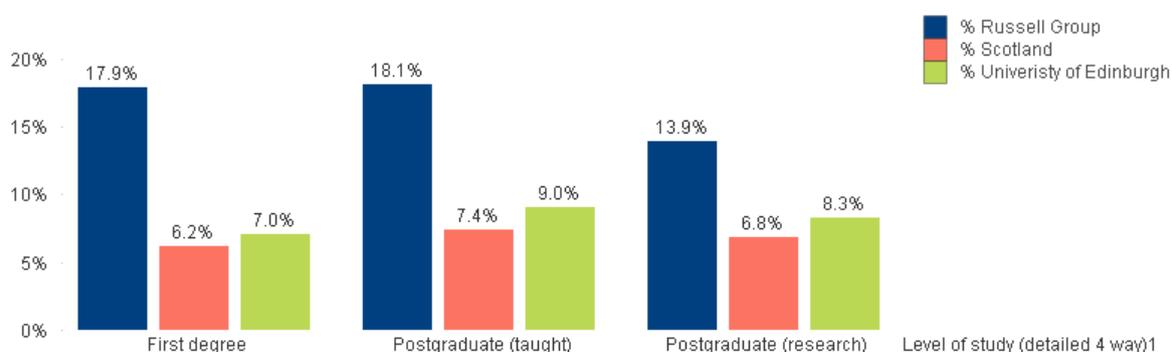


Figure 20: Proportion of non-UK-domiciled Postgraduate Research entrants who are black and ethnic minority, 2006/07 to 2015/16 – Total Population (except unknown) for 2015/16 - 276 (HSS), 143 (MVM), 315 (SCE), 734 (UoE)



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

Proportion of UK BME Entrants in Russell Group, Institutions in Scotland and University of Edinburgh, 2014/15



For all levels of study the proportion of our UK BME entrants is higher than that of Scottish institutions but markedly lower than the Russell Group average. This pattern is influenced by a complex mix of factors including the widely different ethnic mix of local populations and the different geographic range that individual institutions recruit from across the UK. We will start to analyse some of these factors in the supplementary report on the BME journey from application to exit we plan to publish in the spring of 2017.

### 5.3. Outcomes – ethnicity % BME

Figures 21 to 24 show the proportion of UK-domiciled and non UK domiciled **undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree. Over the period shown there is little difference in the proportion of BME and white students who leave with an exit qualification in either case.

However, in contrast, the proportion of BME students achieving a 1<sup>st</sup> Class or 2.1 Honours degree is lower than that for white students for 9 out of the 10 years for UK-domiciled students (difference in range 0.1%-points to 9.0%-points) and is more pronounced still for non UK-domiciled students (difference in range 6.9%-points to 18.9%-points). The difference in proportions of white and BME students attainment in achieving a 1<sup>st</sup> or 2.1 Honours degree is reported across the sector: it is seen in the Russell Group (difference in range 10%-points to 14%-points over the last five years), the HEFCE study (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest ECU report (England 18.5%-points; Northern Ireland 4.4%-points; Scotland 9.1%-points; and Wales 10.5%-points)

Figure 21: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2006/07 to 2011/12 (counts in 2011/12 are 205 (BME), 3,123 (white))

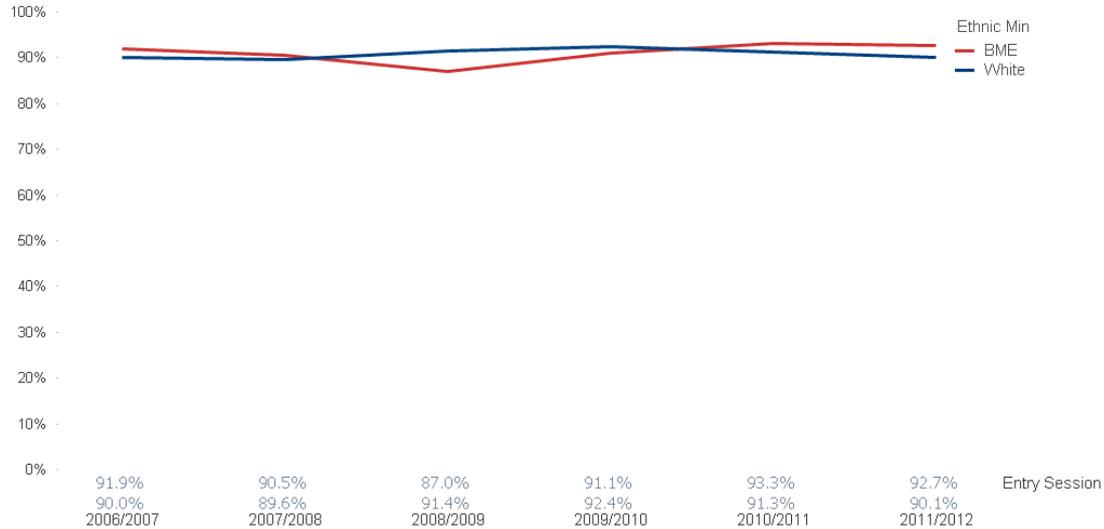


Figure 22: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2006/07 to 2015/16 (counts in 2015/16 are 204 (BME) and 2,707 (White))

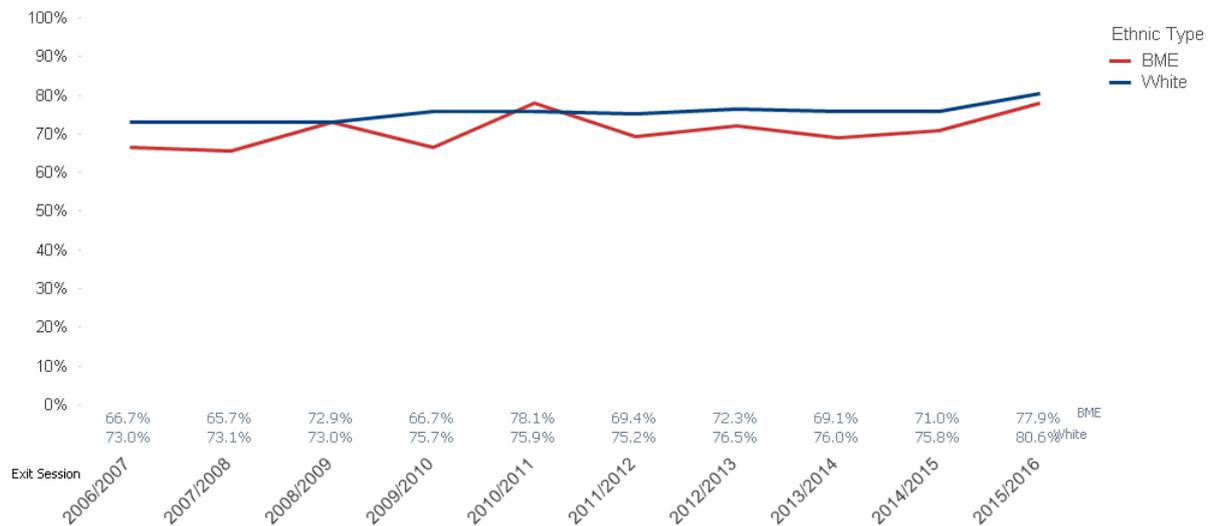


Figure 23: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2006/07 to 2011/12 (counts in 2011/12 are 785(BME), 1,502 (white))

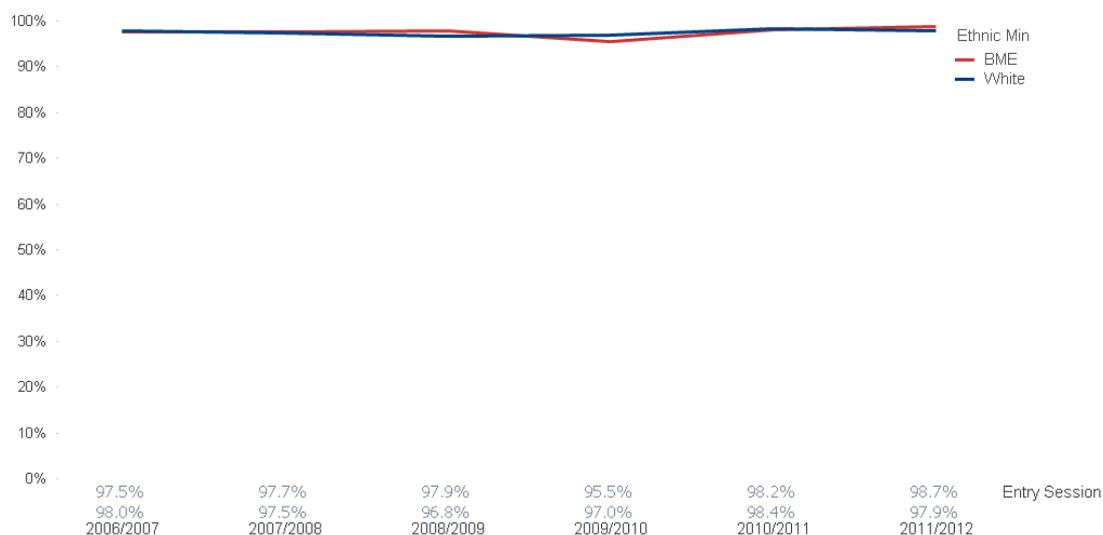
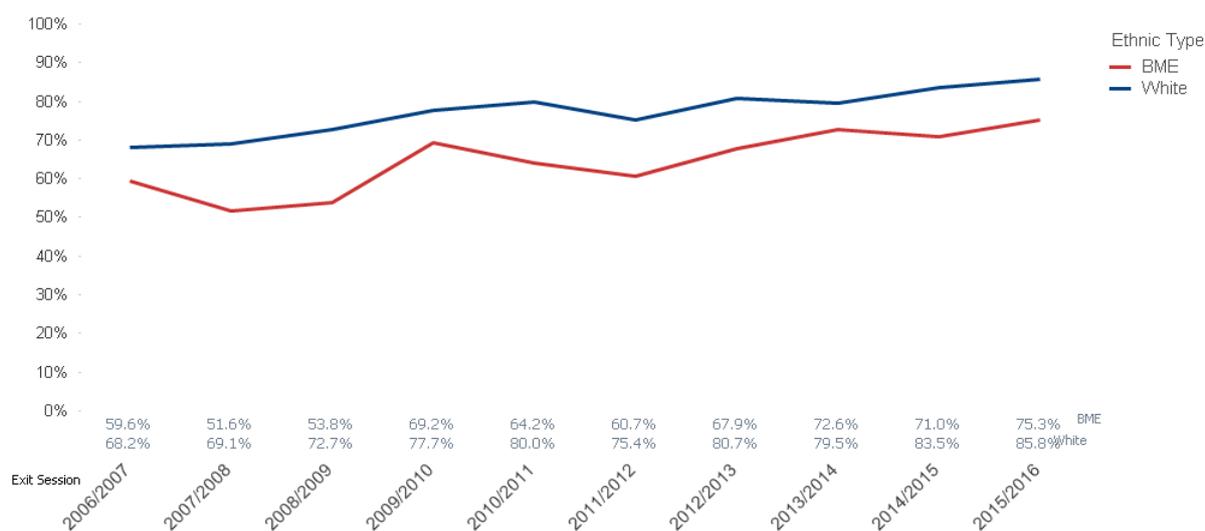


Figure 24: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2006/07 to 2015/16 (counts in 2015/16 are 304 (BME) and 351 (White))



Figures 25 and 26 show the proportion of **postgraduate taught** UK-domiciled entrants and non UK-domiciled entrants respectively with an exit qualification for BME and white students. Over the period shown a higher proportion of white entrants exit with a qualification than do BME entrants (range 2.5%-points to 12.1%-points difference) for UK-domiciled entrants, whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 1.9%-points to -0.1%-point).

Figure 25: Proportion of UK-domiciled Postgraduate Taught entrants with an exit qualification, 2008/09 to 2012/13 (counts for 2012/13 are 187 (BME) and 1,516 (white))

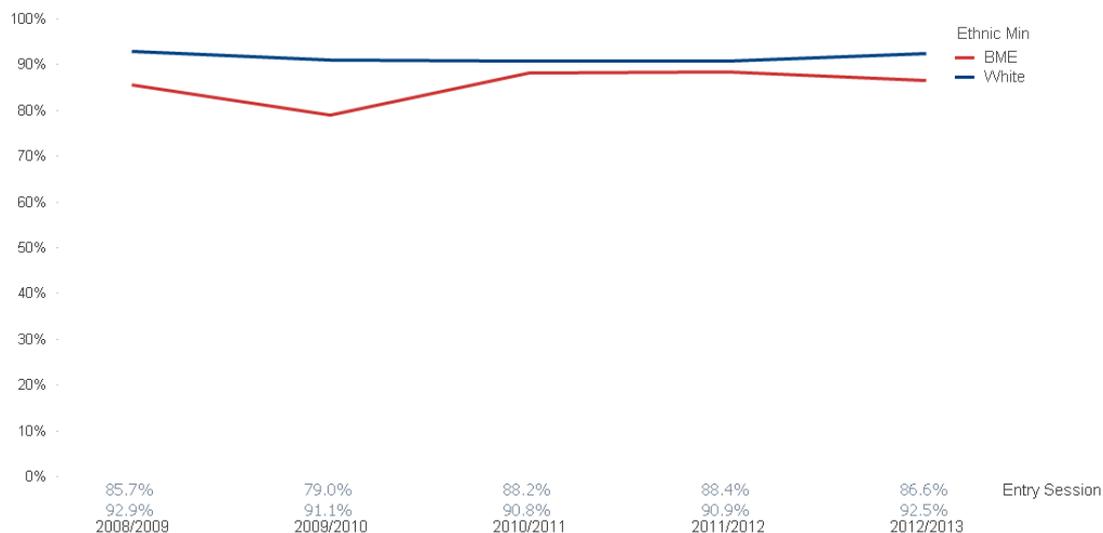
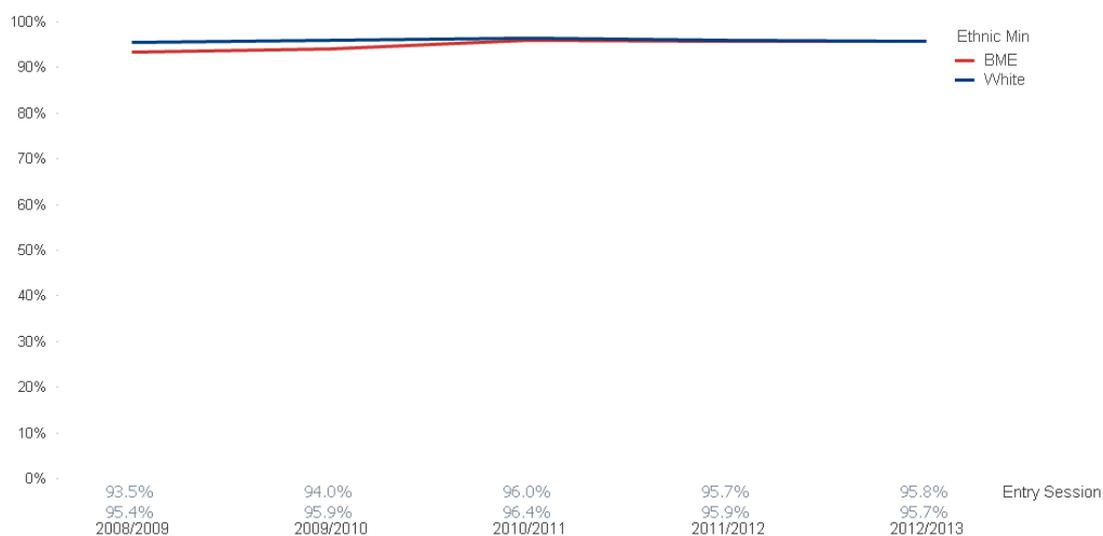


Figure 26: Proportion of non-UK-domiciled Postgraduate Taught entrants with an exit qualification, 2008/09 to 2012/13 (counts for 2012/13 are 1,056 (BME) and 1,423 (white))



Figures 27 and 28 show the proportion of UK-domiciled **Postgraduate Research** entrants and non UK-domiciled entrants with an exit qualification by ethnicity. For UK-domiciled entrants the small denominators for BME entrants would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification but the observed percentages have widened in each of the most recent three years from 4.8%-points to 7.0%-points below the figure for white entrants. For non UK-domiciled entrants the proportion of BME entrants

achieving an exit qualification is lower than for white students to a lesser degree (range 4.5%-points to -2.2%-points).

Figure 27: Proportion of UK-domiciled Postgraduate Research entrants with an exit qualification, 2006/07 to 2010/11, separately for BME and white (counts for 2010/11 are 51 (BME) and 603 (white)).

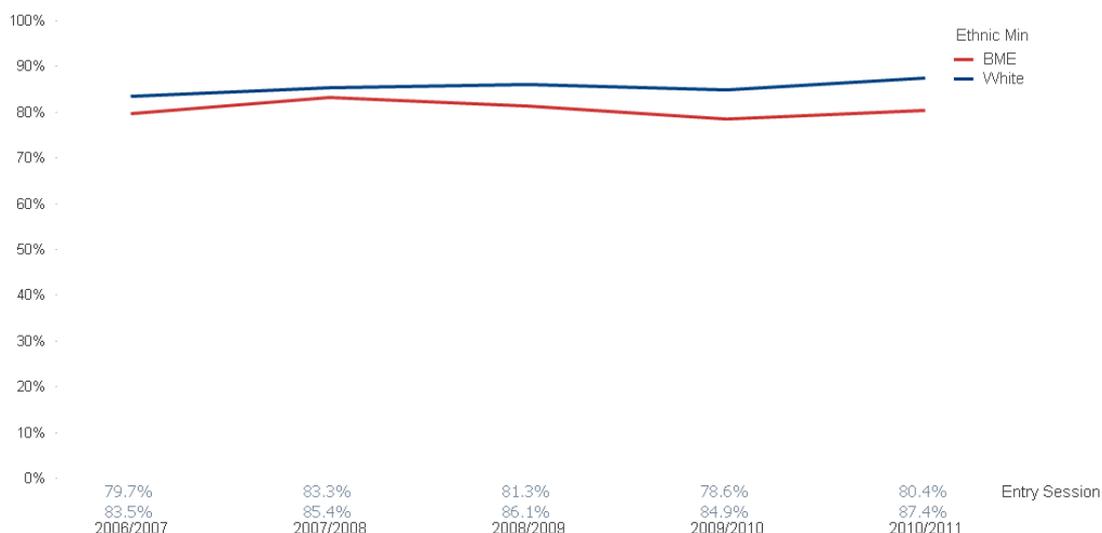
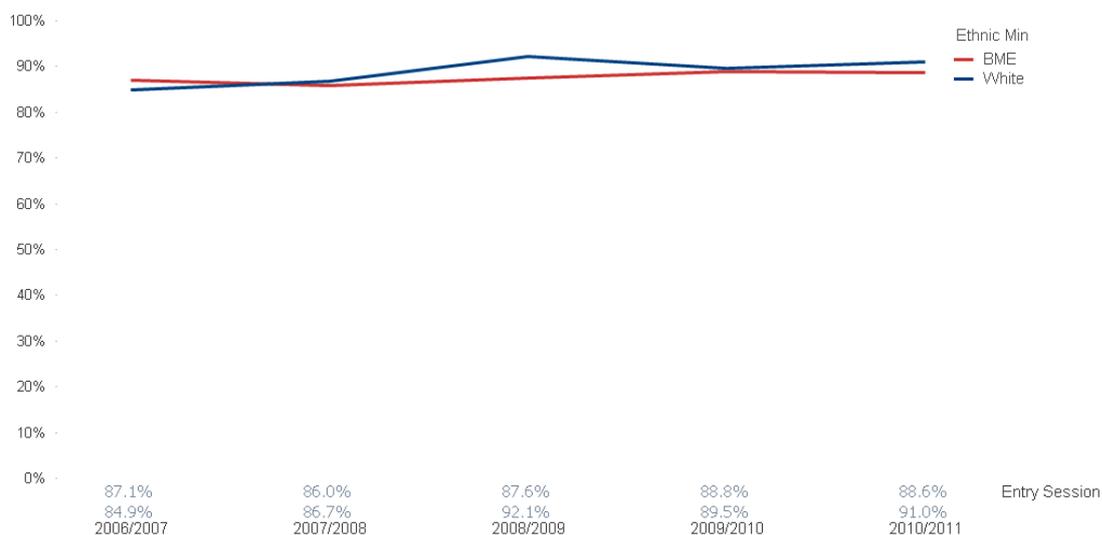


Figure 28: Proportion of non-UK-domiciled Postgraduate Research entrants with an exit qualification, 2006/07 to 2010/11, separately for BME and white (counts for 2010/11 are 393 (BME) and 1,287 (white)).



We will start to analyse some of the factors relating to achievement in more detail in the supplementary report on the BME journey from application to exit we plan to publish in the spring of 2017.

## 6. Age on Entry

### 6.1. Proportions – age on entry

Figure 29 shows **undergraduate entrants** by age grouping on entry over a ten-year period. The University's undergraduate intake is dominated by young entrants (ie <17 to 21 years old on entry) with the increase in the proportion of students aged 22 to 25 first seen in 2011/12 being largely due to an increase in visiting students in the College of Humanities and Social Science.

Figure 29: Undergraduate entrants by age grouping on programme entry, 2006/07 to 2015/16

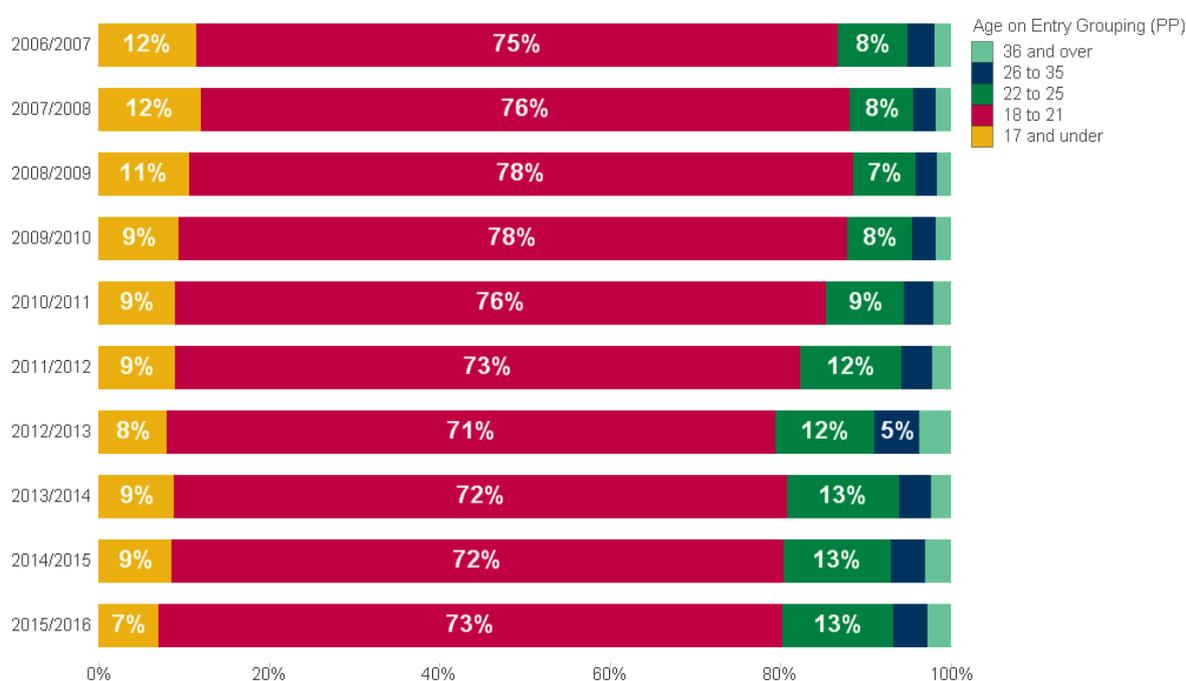


Figure 30 shows the proportion of **Postgraduate Taught** entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period from the low 50s to the low 60s.

Figure 30: Proportion of Postgraduate Taught entrants, by age on entry, 2006/07 to 2015/16



Figure 31 shows **Postgraduate Research** entrants by age on entry grouping. Over the ten year period approximately half of our entrants are 25 or under.

Figure 31: Postgraduate Research entrants by age on entry grouping, 2006/07 to 2015/16.



## 6.2. Outcomes– age on entry

Figure 32 shows the proportion of **undergraduate entrants** with an exit qualification, by age on entry grouping. The proportions of the two youngest age groups who exit with a qualification are very similar and are consistently higher than those of the older age groups.

Figure 32: Proportion of undergraduate entrants with an exit qualification, 2006/07 to 2011/12 (count for 2011/12 – 5,490 (21 and under) 793 (22-25) 236 (26-35) 149 (36 and over))

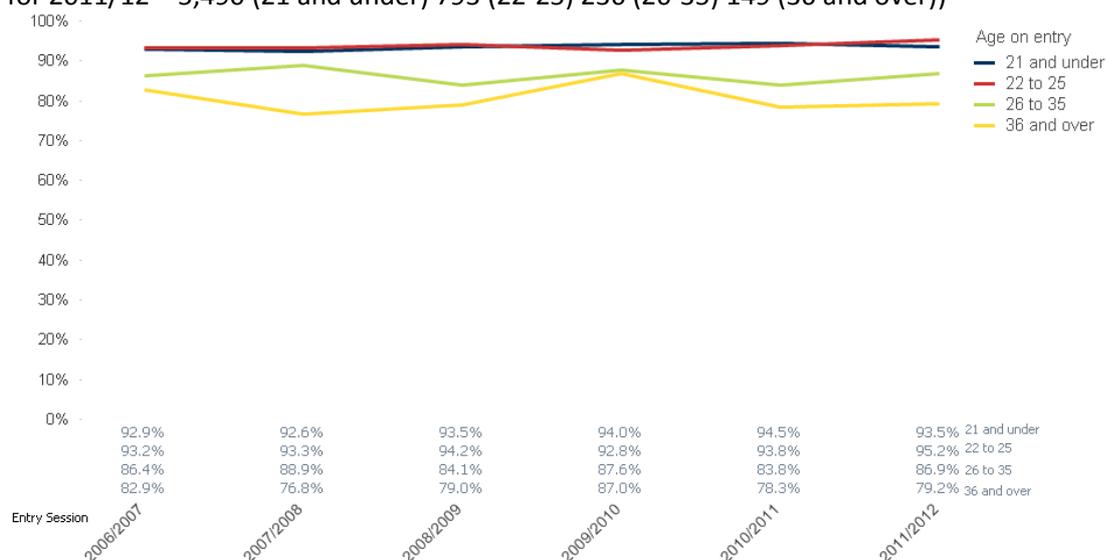
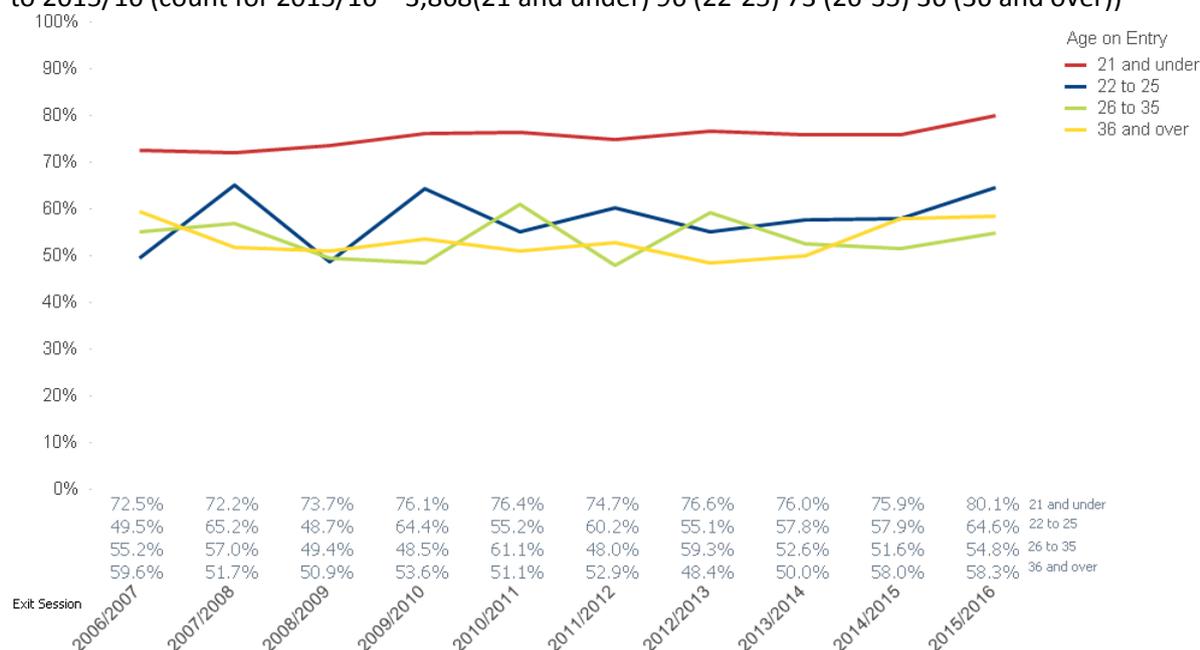


Figure 33 shows the proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups is similar in pattern and scale to the Russell Group universities over the last five years.

Figure 33: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2006/07 to 2015/16 (count for 2015/16 – 3,868(21 and under) 96 (22-25) 73 (26-35) 36 (36 and over))



The proportions of the two youngest age groups on entry with an exit qualification at taught postgraduate level (Figure 34) are very similar and is consistently higher than the older age groups, mirroring the pattern seen at undergraduate level.

Figure 34: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2008/09 to 2012/13 (counts for 2012/13 are 374 (21 and under), 2,721 (22 to 25), 1,299 (26 to 35) and 555 (36 and over))

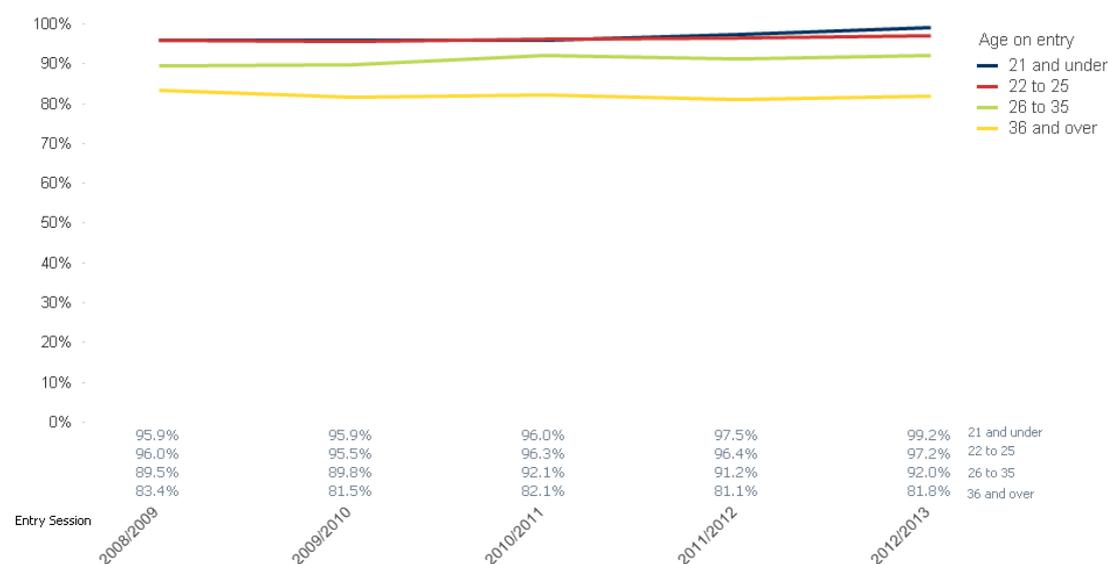


Figure 35 shows the proportion of **postgraduate research** entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher the younger the age groups on entry. The small denominators for entrants under 21 would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 35: Proportion of Postgraduate Research entrants with an exit qualification, 2006/07 to 2010/11 (counts for 2010/11 are 44 (21 and under), 604 (22 to 25), 474 (26 to 35) and 139 (36 and over)),

