PART B
STUDENT DATA

NOTES AND DEFINITIONS

1. **Source Data:** student data is presented for intake years 1995/96 to 2003/04. The figures aggregate underlying data as input by 31st October 2004 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 (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".

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: (usually labeled "Undergraduate Taught" in DACS): - 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: PGCE, PGCI; - 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. Full Time MBChB: only those from the undergraduate intake population who entered with the intention of pursuing the full-time MBChB (note, however, that all entrants in this population were full-time) Full Time BVM: only those from the undergraduate intake population who entered with the intention of pursuing the full-time BVM (note, however, that all entrants in this population were full-time)
Taught Postgraduate Intake Includes the following academic groupings on entry: - Taught Masters (1 year) - Taught Masters (2 year) - Taught Doctorate (3 year) - Taught Supervised Postgraduate Excludes the following qualification types on entry: - Postgraduate teaching quals: PGCE, PGCI; - Part time unstructured qualifications; - Postgraduate diploma.	**Taught Postgraduate Outcomes** Full-Time Taught Masters (1 year): 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.
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.	**Research Postgraduate Outcomes** Full-time Research Doctorate: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time Doctorate by Research.

3. **Merger with the Moray House Institute of Education 1998/99:** while figures for entrants in this report are provided for intake years from 1995/96, it should be noted that not all Moray House Institute of Education students to enter between 1 August 1995 and 1 August 1998 (i.e. pre-merger) are included. The University of Edinburgh student record absorbed only those students who were *still on programme* at the point of merger. Thus, those who entered Moray House between 1 August 1995 and 1 August 1998, and withdrew or successfully completed before the point of merger at 1 August 1998 were not merged into the University of Edinburgh Student Record System and are not reflected in the aggregate data. For contextual information, the following table summarises the number of students within the intake populations as defined above who were "merged" into DACS, by intake year:

Intake Year	Undergraduate	Taught Postgraduate	Research Postgraduate
1995/96	274		4
1996/97	354		1
1997/98	342	14	5
1998/99	388	15	
Total	**1,358**	**29**	**10**

4. **Outcome Category Definitions:** outcomes are presented in terms of (i) the summary status of the population at 31.10.04 by various categories and (ii) degree classification or degree type achieved by those who have completed. The following table provides further definitions for those categories which have been derived from fields in DACS:

Transfer to another institution	A sub-category of the "withdrawn" field in DACS
Return to a new prog of study	A sub-category of the "withdrawn" field in DACS
Withdrawal	This category should not be equated with the commonly used term "drop-out". It is derived from the following, wider, range of sub-categories of the "withdrawn" field in DACS: - Academic - Discipline - Financial - Gone into employment - Health/medical - Lapse of time so written off - Personal - Other reason - Unknown reason - Death
Non-Honours classification	Represents aggregate outcomes for those who entered to pursue a Honours degree but exited with another type of qualification which, in the vast majority of cases, will be a sub-Honours qualification such as an Ordinary degree or Certificate. In a very small number of cases, however, this category includes students who entered for an Honours degree but exited with an equivalent/higher type of qualification such as the MBChB. Note these Non-Honours awards (as with the other classification categories) represent those achieved after "successful completion" and not those given to students on premature withdrawal.

5. **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

1 INTAKE

1.1 Undergraduate Intake

1.1.1 Gender

Figure 1 and Figure 2 illustrate intake by sex for 2003/04 and trends in intake respectively. Total female intake for 2003/04, at 56%, fell just short of maintaining the highest ever female undergraduate intake of 56.6% seen in 2002/03. The SCE figure, at 40.6%, was also the second highest ever for this College, as was the Medical intake figure of 64.5%, both markedly up compared with the mid-1990s. Veterinary Medicine female intake in 2003/04 also reached its highest ever level, at 81.2%, leading us to question again why it is that more men are not wishing to enter a Vet career. Figures for other Schools have not been presented in this report due to changes in school composition in 2002/03, but shorter-run figures will merit some further analysis next year. Table 1.1 in the Appendix provides complete time series figures for each College/Sub-College.

Figure 1: Undergraduate Entrants by Sex, 2003/04, HSS, SCE, Med, Vet & UoE.

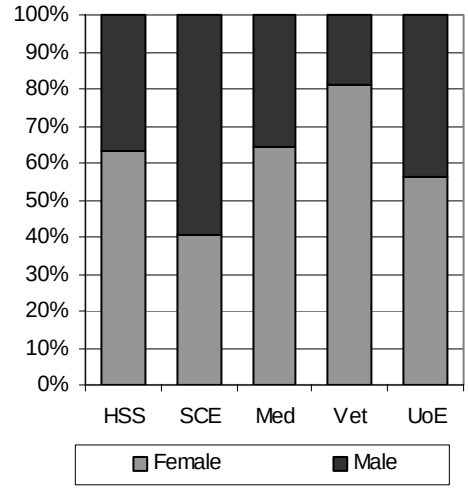
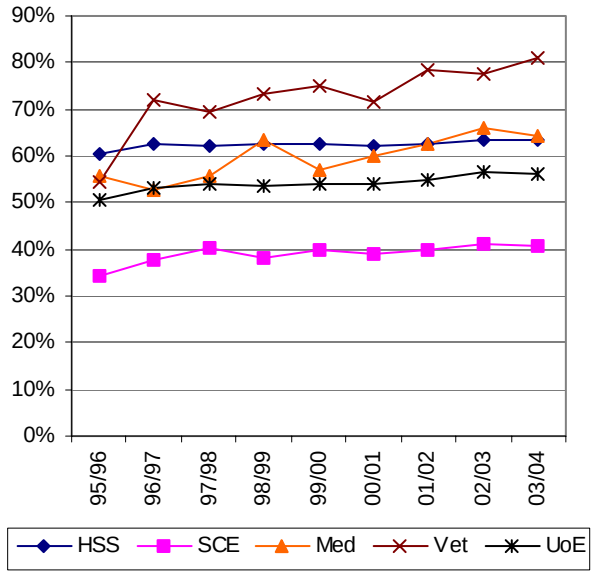


Figure 2: Proportion of Female Undergraduate Entrants, HSS, SCE, Med, Vet & UoE, 1995/96 – 2003/04



1.1.2 Disability

Figure 3 shows the total University figures for disabled undergraduate intake since 1995/96.The overall proportion of students reporting a disability at entry in 2003/04 was the highest ever recorded, at 6.9%. This covers a wide range of conditions, including dyslexia. At College/Sub-College level, the proportion of undergraduate entrants reporting a disability remain highest in SCE (at 8%) and lowest in MVM (3%). The low figure for Veterinary Medicine in 2003/04 may well be a random fluctuation on a one year basis. Table 1.2 in the Appendix provides complete time series figures for each College/Sub-College.

1.1.3 Ethnic Minority Background (UK domicile)

Figure 4 shows the trend in UK start-domiciled ethnic minority intake across Colleges since 1995/96. The corresponding figures can be found in Table 1.3 in the Appendix. The proportion of the UK domiciled intake reporting themselves as non-white peaked in 2001/02 at 6.2%, reducing to 4.8% for 2003/04. The reduction was more marked for HSS with a drop from 5.2% in 2001/02 to 3.5% in 2003/04. If this trend continues for another year, it is unlikely to be due simply to random fluctuation and some further investigation may be merited. The Medical intake figure remains well above the University average at 13.0%.

Figure 3: Proportion of Disabled Undergraduate Entrants, Total University, 1995/96 – 2003/04

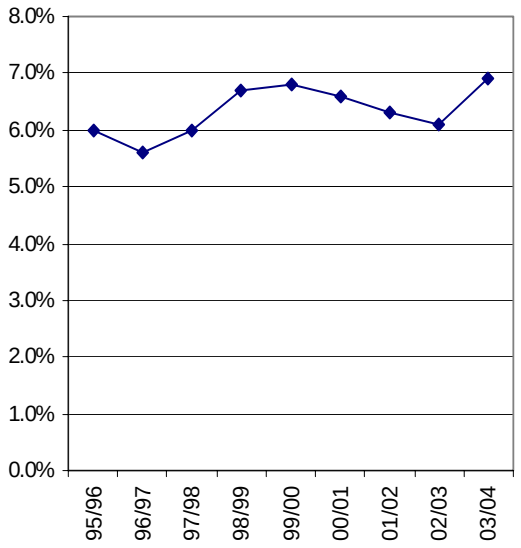
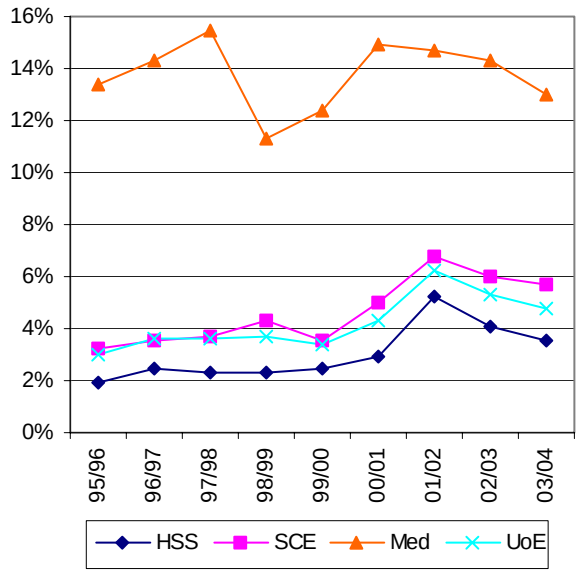


Figure 4: Proportion of UK Start Domicile Ethnic Minority Undergraduate Entrants, 1995/96 – 2003/04, HSS, SCE, Med & UoE



1.1.4 Age

Figure 5 shows the breakdown of intake by age group across Colleges for 2003/04. Table 1.4 in the Appendix provides complete time series figures. The proportion of the total University undergraduate mature intake (“21 to 24” combined with “25 and over”) has remained fairly constant at between 11% and 13% for a number of years. The numbers of older students are particularly low in SCE, with only 8% of undergraduate entrants aged 21 and over (and within this group only 2% are aged 25 or over). The high figures in recent years for Vet students (34% aged 21 and over in 2003/04) reflect an increase in second first degree students.

Figure 5: Age Groups for Undergraduate Entrants, 2003/04, HSS, SCE, Med, Vet & UoE

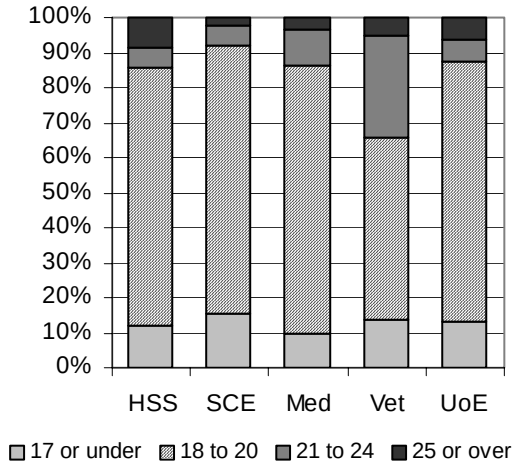
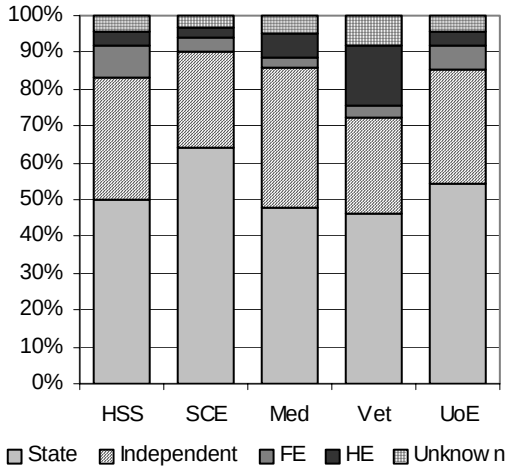


Figure 6: Previous Institution Groups for UK Start Domiciled Undergraduate Entrants, 2003/04 HSS, SCE, Med, Vet & UoE



1.1.5 Previous Institution (UK domicile)

Figure 6 shows the breakdown of UK start-domiciled intake by previous institution across Colleges for 2003/04. Table 1.5 in the Appendix provides complete time series figures. The proportion of the intake from state schools has remained in the range 54%-55% in recent years and there are no clear trends in intake from independent schools, further education (FE) or higher education (HE) institutions. The state figure remains highest by a considerable margin in SCE (at 64%) while the FE figure is low everywhere except for HSS (and even there the proportion is only 9% for 2003/04).

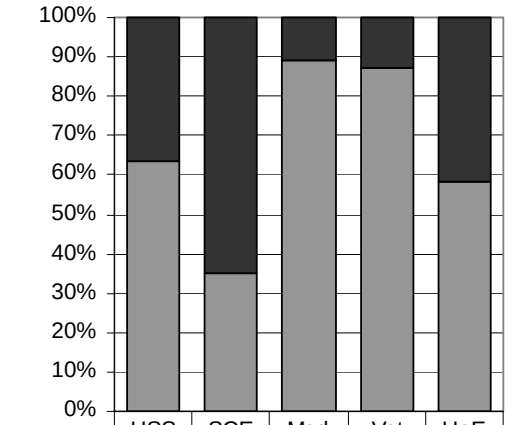
1.2 Taught Postgraduate Intake

1.2.1 Gender

In considering these figures it is important to note that most of the step-change that can be observed in the University and the HSS figures between the 1997/98 and the 1998/99 intakes come from the inclusion of students from the former Moray House College of Education in the statistics for the first time. Also, some underlying effects in terms of ethnic background are probably concealed by the step change in 2000/01 in the level of reporting of ethnicity in the data.

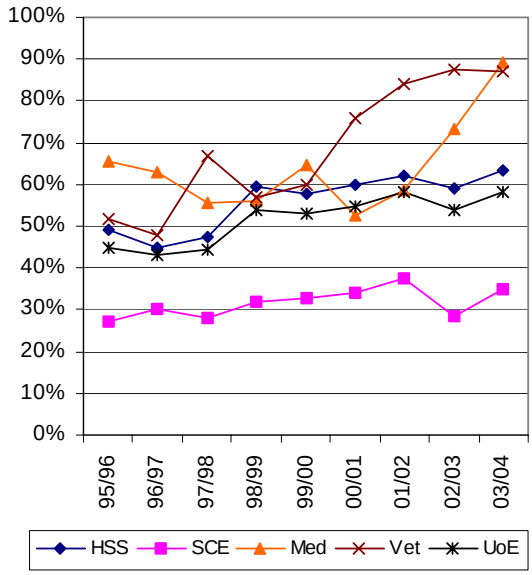
Figure 7 shows the breakdown of taught postgraduate intake by sex for each College/Sub-College in 2003/04 and Figure 8 illustrates trends since 1995/96. Table 1.6 in the Appendix provides complete time series data. All Colleges/Sub-Colleges have seen a marked rise in the proportion of PGT students who are female. In 2003/04, the share of female entrants within HSS intake was similar to that for the University as a whole, at 63% (this College offers the largest share of PGT programmes), while only 35% of PGT entrants to SCE were female. Medicine and Veterinary Medicine (although with much smaller numbers of PGT students overall) both saw the female share of their total entrants approaching 90%.

Figure 7: Taught Postgraduate Entrants by Sex, 2003/04, HSS, SCE, Med, Vet and UoE.



	HSS	SCE	Med	Vet	UoE
Male	36.7%	65.1%	10.8%	13.0%	41.8%
Female	63.3%	34.9%	89.2%	87.0%	58.2%
Total No.	1,304	367	37	23	1,731

Figure 8: Proportion of Female Taught Postgraduate Entrants, 2003/04 HSS, SCE, Med, Vet and UoE



1.2.2 Disability

Figure 9 shows the trend in taught postgraduate entrants reporting a disability since 1995/96. There are no significant changes in the proportions of this group in PGT intake. The range is small, with the proportion falling between 3% and 4.5% in most years. Table 1.7 in the Appendix provides complete time series figures.

Figure 9: Proportion of Disabled Taught Postgraduate Entrants ,Total University, 2003/04

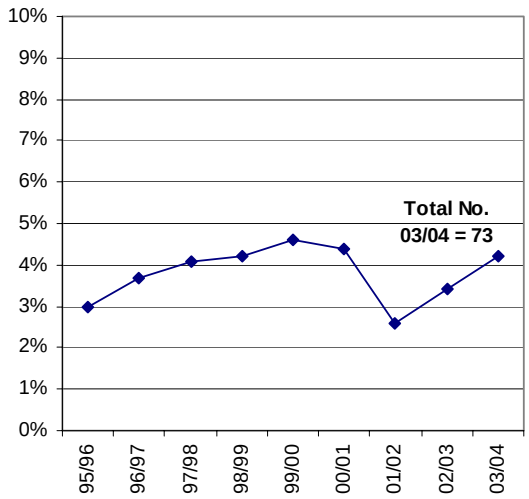
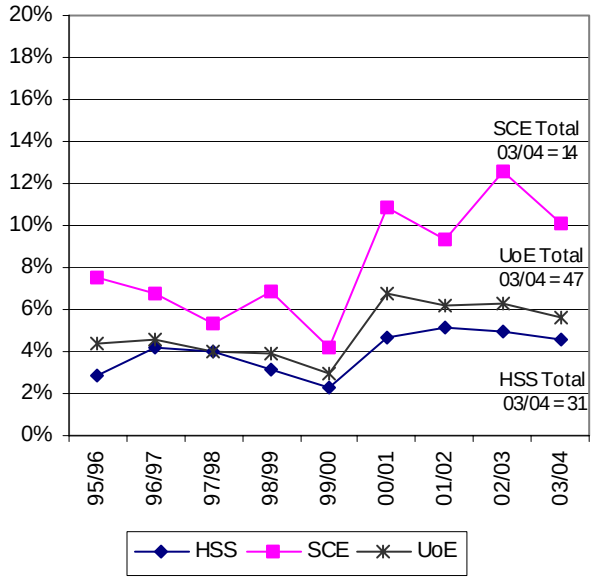


Figure 10: Proportion of UK Start Domicile Ethnic Minority Taught Postgraduate Entrants, 1995/96 – 2003/04, HSS, SCE & UoE



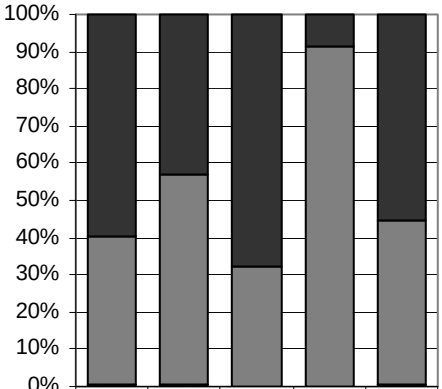
1.2.3 Ethnic Minority Background (UK)

Figure 10 shows trends in the UK-domiciled ethnic minority proportion of taught postgraduate intake for HSS, SCE and the total University since 1995/96. Ignoring the increases between 1999/00 and 2000/01 (due to changes in reporting levels at this point), there have only been slight changes in the intake proportion of this group. The HSS proportion has remained fairly constant at about 5% while the overall University figure has seen a very slight decline from 7% to 6%. Numbers are much smaller for SCE and no clear trend is discernible. Table 1.8 in the Appendix provides complete time series figures.

1.2.4 Age

Figure 11 shows the breakdown of taught postgraduate intake by age group for each College/Sub-College in 2003/04. In terms of the University overall, there is a slightly higher proportion of PGTs in the older age group, at 56% of the total, than aged 21 to 24, although this is heavily influenced by the large HSS PGT population (which makes up 75% of total PGTs). By contrast, this older age group makes up 43% of total PGT intake in SCE. Over time, however, there has been a tendency towards a decline in the proportion (though not the number) of older PGT entrants, as total PGT numbers have risen. Table 1.9 in the Appendix gives complete time series figures.

Figure 11: Age Groupings of Taught Postgraduate Entrants, 2003/04, HSS, SCE, Med, Vet & UoE



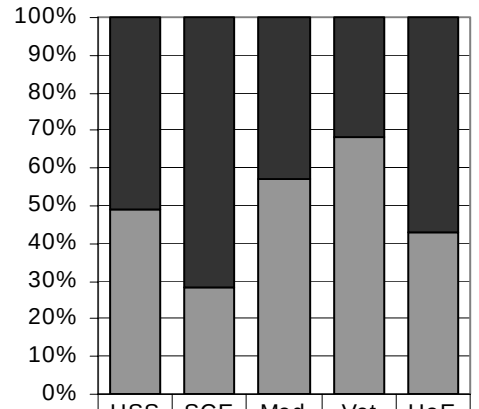
	HSS	SCE	Med	Vet	UoE
25 or over	59.6%	42.8%	67.6%	8.7%	55.5%
21 to 24	39.8%	56.9%	32.4%	91.3%	44.0%
18 to 20	0.6%	0.3%	0	0	0.5%
Total No.	1,304	367	37	23	1,731

1.3 Research Postgraduate Intake

1.3.1 Gender

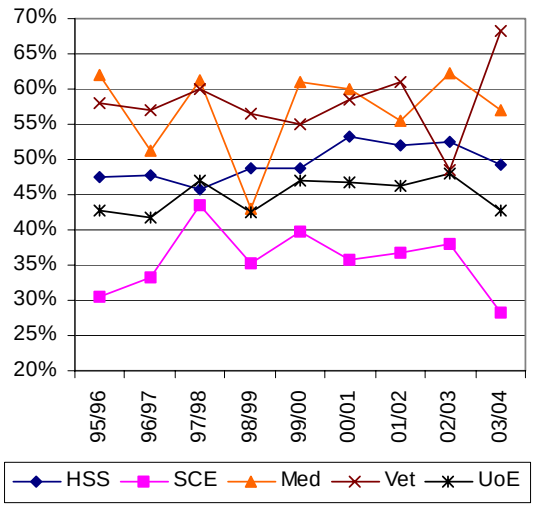
Figure 12 shows the breakdown of research postgraduate intake by sex for each College/Sub-College in 2003/04 while Figure 13 illustrates the trends since 1995/96. It is notable that the proportion of women among our PGR intakes fell back quite markedly in 2003/04 compared with the peak in 2002/03. The fall was particularly large in SCE, where the proportion of women in the 2003/04 intake reached an all-time low of just 28% (less than half MVM). Table 1.10 in the Appendix provides the complete time series figures.

Figure 12: Research Postgraduate Entrants by Sex, 2003/04, HSS, SCE, Med, Vet & UoE



	HSS	SCE	Med	Vet	UoE
Male	50.8%	71.8%	43.0%	31.8%	57.2%
Female	49.2%	28.2%	57.0%	68.2%	42.8%
Total No.	380	337	135	22	874

Figure 13: Proportion of Female Research Postgraduate Entrants, 1995/96 -2003/04, HSS, SCE, Med, Vet and UoE



1.3.2 Disability

Figure 14 illustrates trends in the *headcount* of disabled research postgraduate intake for each College/Sub-College since 1995/96. All Colleges/Sub-Colleges saw a 2003/04 increase in headcount of disabled PGR compared to last year. In terms of proportion of intakes, the ongoing rise seemed to have stalled from 2001/02 but, HSS excepted, has resumed in 2003/04. However, the overall University proportion of 4.7% for 2003/04 does not match the 2001/02 high of 5.9%. Table 1.11 in the Appendix provides complete time series figures.

1.3.3 *Ethnic Minority Background (UK)*

Figure 15 shows trends in the *headcount* of UK domiciled ethnic minority research postgraduate entrants. As with the PGT data, there was an upwards shift in the level of reporting of this information from 2000/01 inwards, accounting for most of the rise in the figures for that year. Since this point, the proportions of PGR intake from a UK domicile who have declared themselves as members of an ethnic minority group have at best stabilised. The overall University proportion of UK domiciled ethnic minority PGR entrants in 2003/04 was 6.5% (a total of 29 students). Table 1.12 in the Appendix provides complete time series figures.

Figure 14: HEADCOUNT of UK Domicile Disabled Research Postgraduate Entrants, 1995/96 – 2003/04, HSS, SCE, Med, Vet & UoE

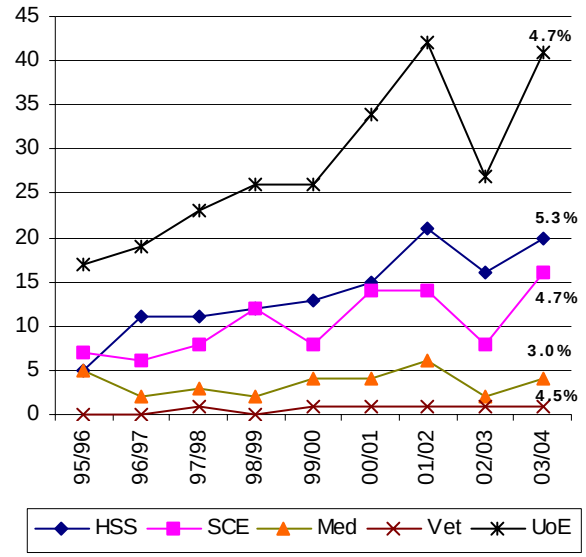
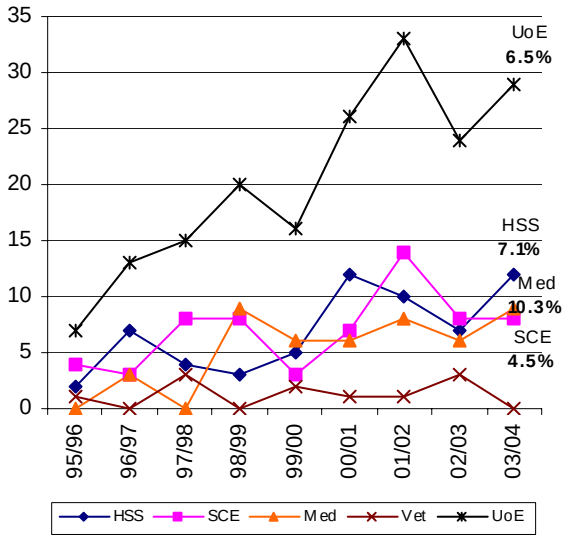


Figure 15: HEADCOUNT of UK Domicile Ethnic Minority Research Postgraduate Entrants, 1995/96 – 2003/04, HSS, SCE, Med, Vet & UoE

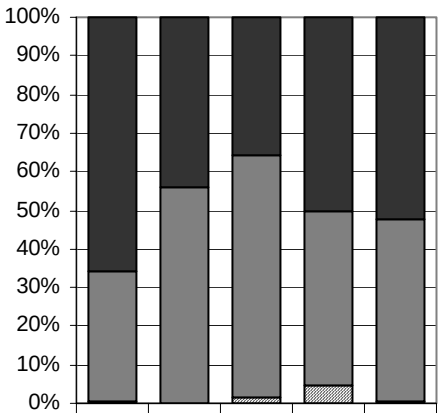


1.3.4 Age

Figure 16 shows the breakdown of research postgraduate intake by age groups for each College/Sub-College for 2003/04. Table 1.13 in the Appendix provides complete time series figures. At overall University level in 2003/04, there was almost an even split between PGRs aged 21 to 24 (at 47% of total intake) and the older group, aged 25 or over (at 52% of total intake), with the former group constituting a gradually rising share of total University PGR intake over the past few years.

The rise in proportion of the 21 to 24 age group was most marked in HSS, with this share of PGR intake rising from 25% in 2002/03 to 34% in 2003/04, coinciding with a substantial rise in HSS PGR headcount. SCE also saw a marked rise in PGR headcount across these two years but, in contrast to HSS, the increased numbers have been drawn from the older age group, aged 25 or over, which increases its share of SCE PGR intake from 35% to 44%.

Figure 16: Age Groupings of Research Postgraduate Entrants, 2003/04, HSS, SCE, Med, Vet & UoE



	HSS	SCE	Med	Vet	UoE
25 or over	65.5%	44.2%	35.6%	50.0%	52.3%
21 to 24	33.9%	55.8%	63.0%	45.5%	47.1%
18 to 20	0.5%	0.0%	1.5%	4.5%	0.6%

2 OUTCOMES

This section summarises the main findings from the analysis of outcomes for groups of students entering with the intention of undertaking the following three degree types.

(a) Entry to full-time Honours programmes in HSS and SCE (Appendix Section 2.1);

(b) Entry to full-time 1 year Taught Masters programmes in all Colleges (Appendix Section 2.4);

(c) Entry to full-time Research Doctorates in all Colleges (Appendix Section 2.5).

Outcome analyses were also undertaken for entrants to the MBChB degree in Medicine and the BVM degree in Veterinary Studies and the results of these can be found in Sections 2.2 and 2.3 of the Appendix (Tables 2.17 to 2.26).

The analyses cover intake years where the standard study period has now elapsed for the programme in question and reflect the as entered in the University student records system at 31 October 2004. Reference sections providing total population outcome figures for each of the three degree groupings are also included in the Appendix for comparative purposes.

Note that caution should be exercised when interpreting “summary status” charts showing completions and withdrawals across intake years in which there remain a proportion of entrants still to complete (this proportion also shown on the chart). It should also be borne in mind that the analysis relates to students who entered with the intention of undertaking the particular degree in question and not to the final population exiting with this qualification. Resulting degree type outcomes *are* presented for the selected intake groups but the reverse scenario is not considered (e.g. those who entered intending to take an Ordinary degree but exited with an Honours degree).

2.1 Undergraduate Honours Entry

Tables 2.1 and 2.2 in the Appendix provide complete time series outcome figures for the total population entering to read a full-time Honours degree in each intake session. Note that Enhanced Honours degree take 5 years to complete, rather than four, and that outcomes for 2000/01 will reflect this in the numbers “still to complete”.

2.1.1 Gender

In general, for the University as a whole, but especially in SCE, women have consistently had somewhat better completion rates than men, but this differential seems to be narrowing slightly as women’s withdrawal rates have risen closer to those of men in both SCE and HSS. Overall, completion rates are somewhat lower in SCE than in HSS, and higher, but with no marked gender difference in MVM. Table 2.3 provides complete time series summary status outcomes figures, showing completion rates.

Figure 17 and Figure 18 show degree classification outcomes for completed females and males respectively, for those entering both HSS and SCE combined and intending to take a full-time Honours degree. Men have in most years been somewhat more likely to get firsts but have also markedly and consistently been more likely to get 2:2s and thirds. Some of these effects reflect subject mix.

Tables 2.4 to 2.8 in the Appendix provide complete status and degree classification time series figures at both University and College levels. There is no consistent gender differential with respect to firsts in HSS and men are only a little more likely to get 2:2s and thirds in this College. In SCE men have been slightly more likely to get firsts in most years, but here they are markedly more likely to get 2:2s, thirds and also to graduate with non-honours degrees. This is an area in SCE which merits further analysis, although it may in part reflect gender differences in outcomes by subject mix within that College.

Figure 17

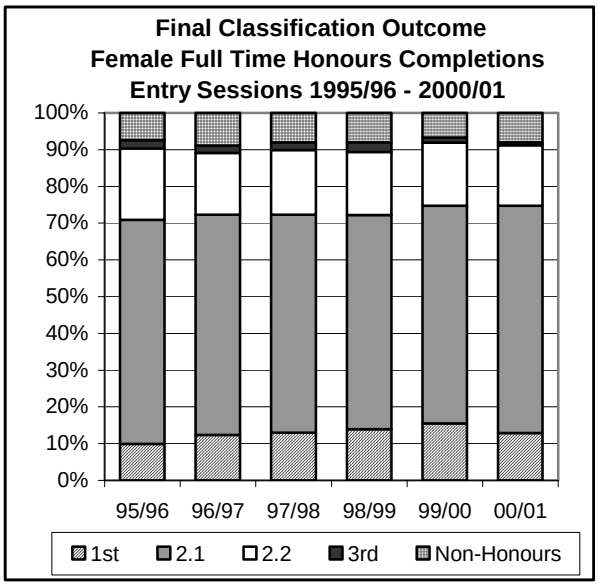
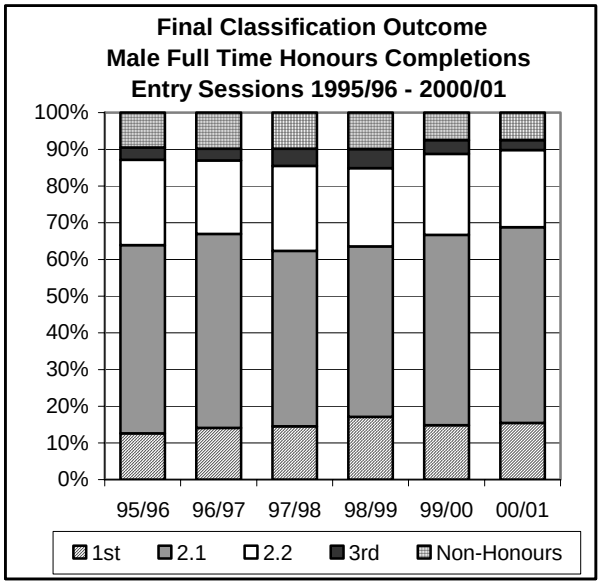


Figure 18



2.1.2 Disability

More recently, students reporting a disability on entry have been approximately two percentage points less likely than their peers to complete a degree and two percentage points more likely to withdraw before completion of study (with a completion rate of 85% and a withdrawal rate of 11% for the intake year of 1997/98, the most recent year in which there are no longer any current students). Table 2.9 in the Appendix provides complete time series summary status outcomes figures, showing completion and withdrawal rates.

Figure 19 shows the degree classification outcomes for those reporting a disability on full-time entry to both HSS and SCE combined, intending to take an Honours degree and having since completed. Those who entered to read an Honours degree have been slightly less likely in most years to get firsts and slightly more likely to graduate with a non-Honours degree than their peers, but these effects are not very marked and may in part reflect differences in subject mix. Table 2.10 in the Appendix provides complete time series degree classification figures.

Figure 19

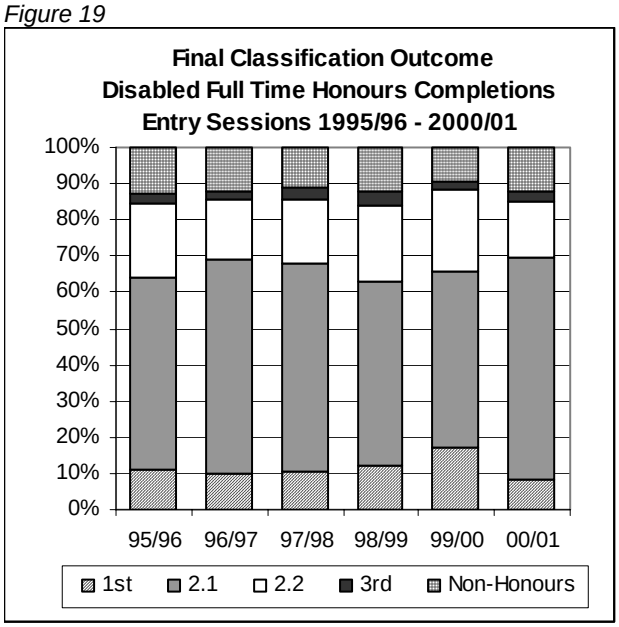
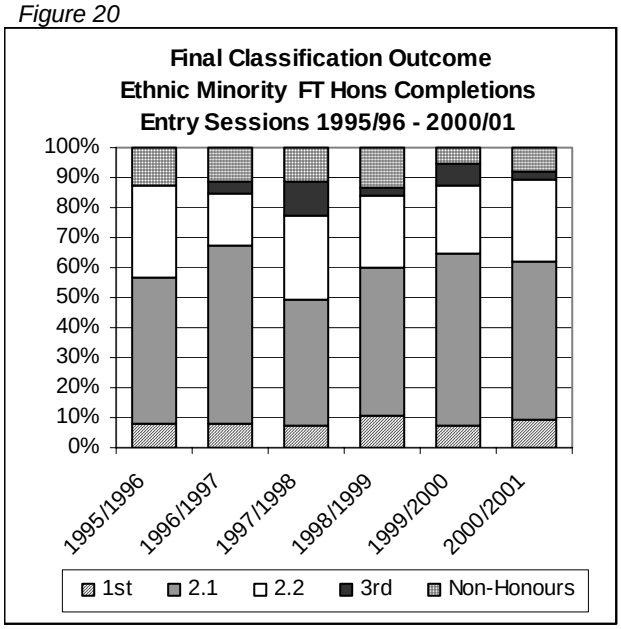


Figure 20



2.1.3 Ethnic Minority Background (UK)

Completion rates for students from ethnic minority backgrounds show no marked differences from white students. They do, however, in spite of anonymous marking of examination papers, seem consistently to be less likely to get firsts and somewhat more likely to get 2:2s, thirds or to graduate with a non-Honours degree. These differences, though not dramatic, need further statistical consideration, in the first instance at a subject mix and gender level. Figure 20 shows the breakdown of these degree classification outcomes for those in this group to have completed, for both HSS and SCE combined. Tables 2.11 and 2.12 in the Appendix provides complete time series figures.

2.1.4 Age

Outcomes by age confirm patterns from earlier years which show that the highest completion levels are among those who enter between ages 18 and 20. Withdrawal rates are somewhat higher among those aged under 18 on entry and markedly higher among those aged 21 and over and especially 25 and over. Table 2.13 in the Appendix provides the complete time series figures.

Figures 21 to 24 show degree classification outcomes for each age group of completed full-time Honours entry for HSS and SCE combined. The older group of students (aged 25 or over) are also much more likely to graduate with a non-Honours degree even when they entered to read Honours – this may well reflect their greater likelihood of coming from an FE background rather than a directly age-related factor (see also Section 2.1.5 below). However, those who entered aged 21-24 and completed degrees are almost as likely to get firsts as younger entrants, though this does not apply to those entering at 25 and over. Those entering under the age of 18 seem quite markedly more likely to get 2:2s and thirds than those entering at 18-20; there may be admission policy issues here. Table 2.14 in the Appendix provides the complete time series figures.

Figure 21

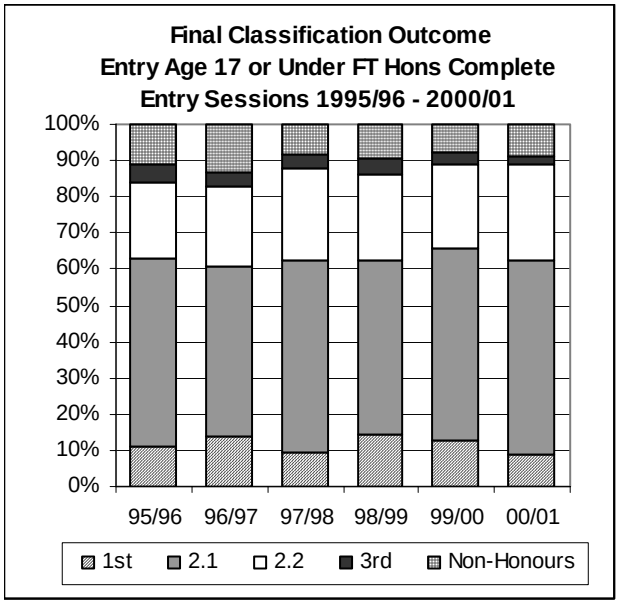


Figure 22

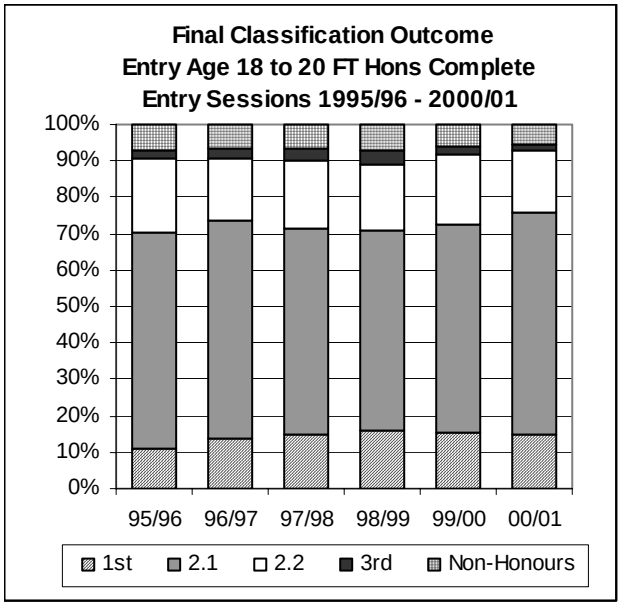


Figure 23

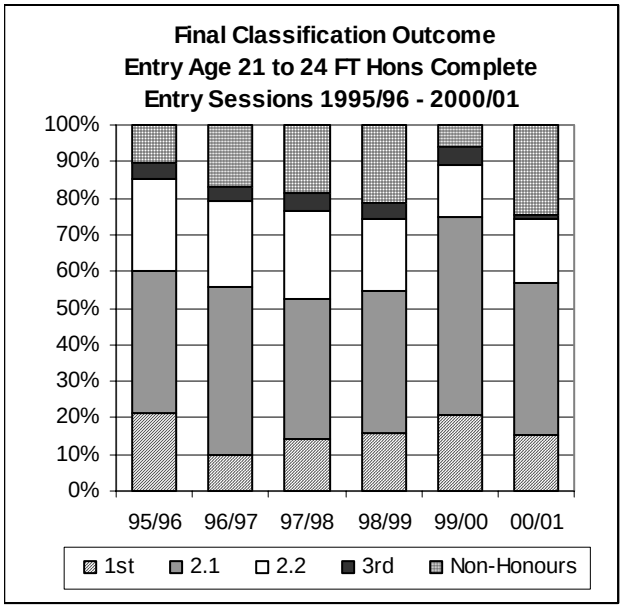
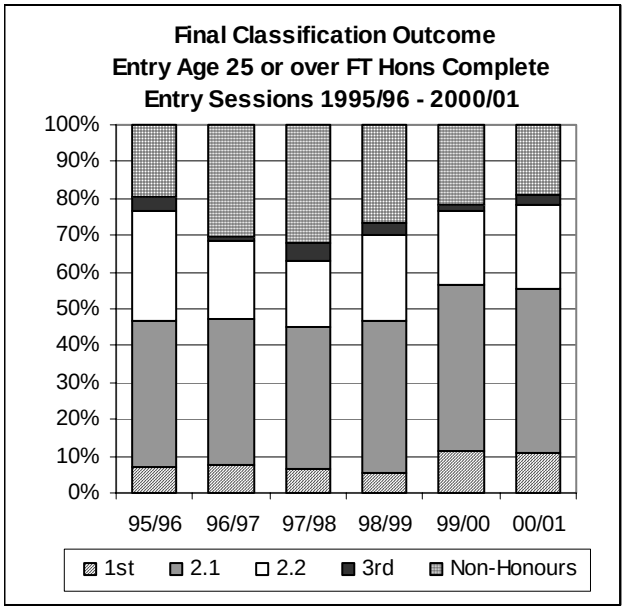


Figure 24



2.1.5 Previous Institution

In terms of school background, independent school pupils are the most likely to complete an Honours degree if that was their aim on entry; by contrast, in most years, less than three quarters of FE entrants intending to take an Honours degree actually complete with us. While these patterns may be a cause for some concern, they may well in great part be linked to level of entrance qualifications, and this will merit further research when linked data become available. Table 2.15 in the Appendix provides complete time series summary status figures by previous institution, showing completion and withdrawal rates. Figures 25 to 28 show degree classification outcomes for each previous institution grouping for completed full-time Honours entry for HSS and SCE combined.

Figure 25

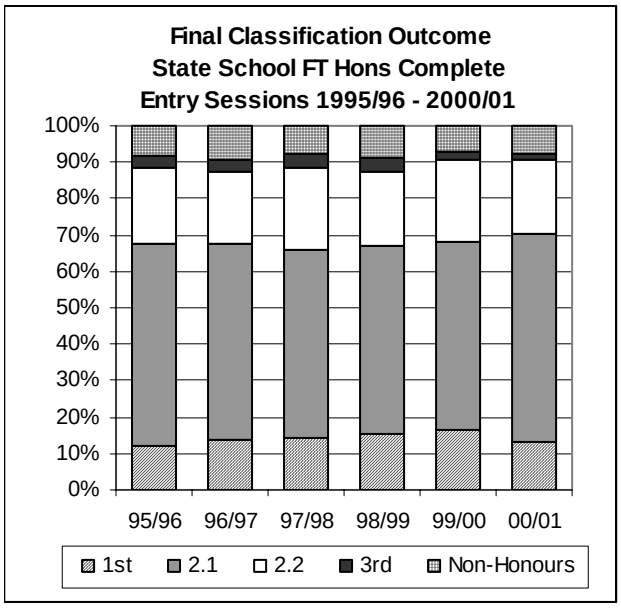
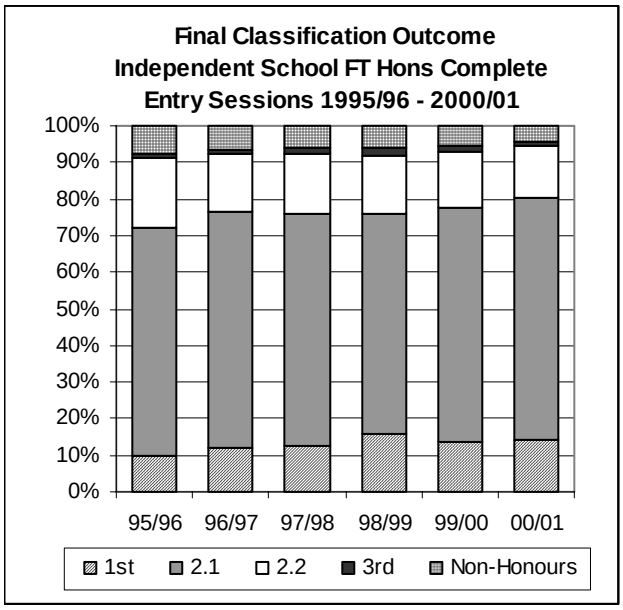


Figure 26



Among those who complete a degree, no consistent differences are apparent between those from state and independent backgrounds in terms of obtaining first class degrees, though state students are somewhat more likely to get 2:2s and thirds (which may in part reflect subject mix). FE entrants are markedly less likely to get firsts and more likely than other groups to get 2:2s and thirds. This is very unlikely to be a subject-mix effect and is an issue that merits further consideration. Table 2.16 in the Appendix provides complete time series degree classification figures.

Figure 27

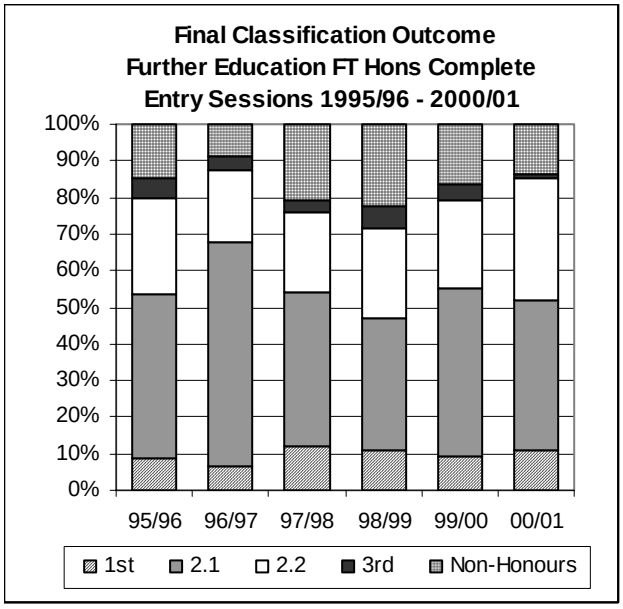
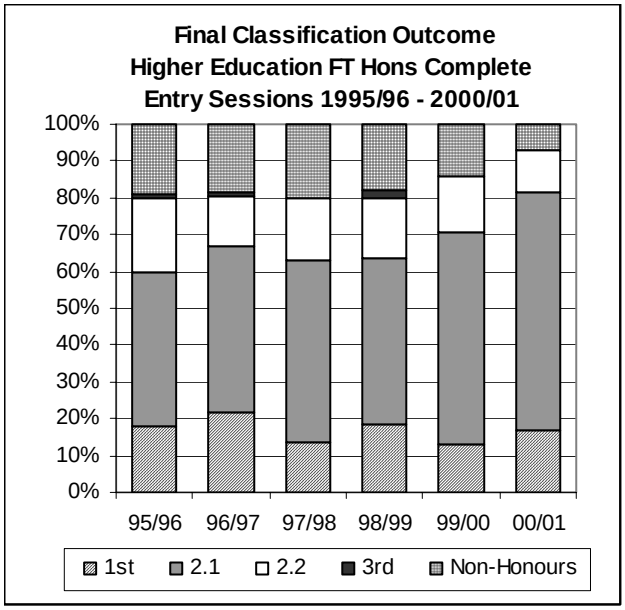


Figure 28



2.2 Taught Masters (1 year) Outcomes

Tables 2.29 and 2.20 in the Appendix provide complete time series outcome figures for the total population entering to study 1 year taught Masters degrees in each intake session.

2.2.1 Gender

Figure 29 and Figure 30 show the summary status as of 31.10.04 for female and male 1 year full-time taught masters entrants respectively, up to intake session 2001/02. Table 2.31 in the Appendix provides complete time series figures.

Figure 29

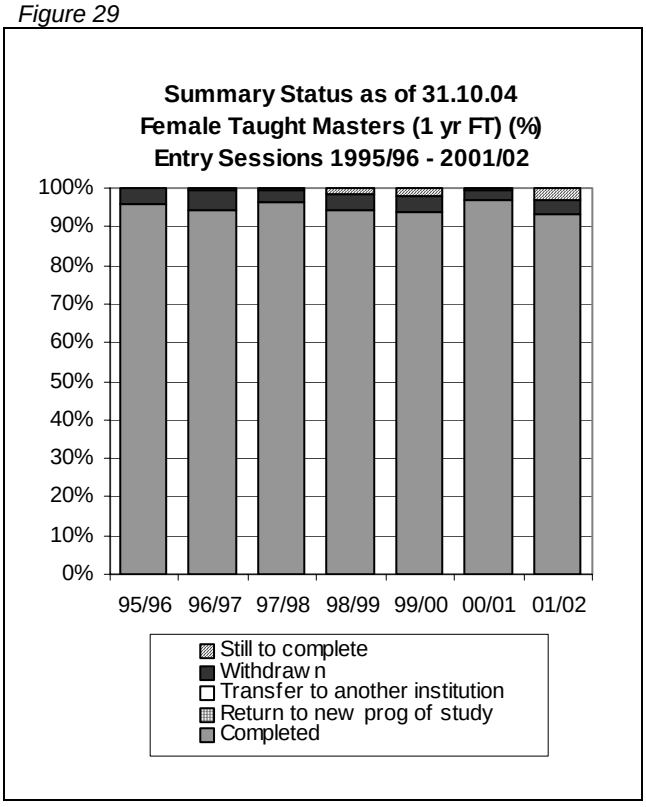
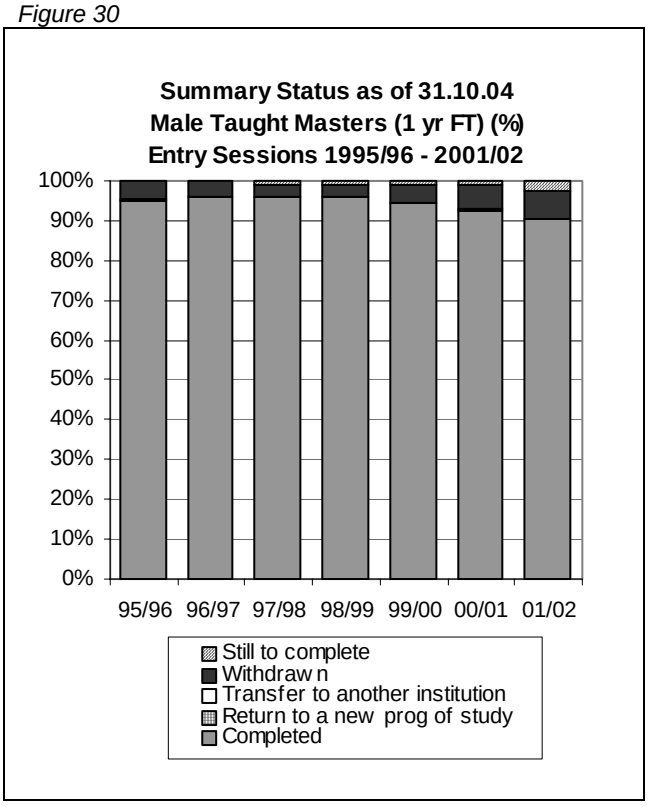


Figure 30



For the more recent years (bearing in mind the proportions still to complete), the male withdrawal rate has begun to increase more noticeably compared to that for females. Having been lower than or equal to female rates up until intake year 1998/99, the male withdrawal rates for the subsequent three intake years have been higher, reaching 6.9% for the intake of 2001/02 (compared to 3.6% for females, with a similar proportion still to complete for each group at this point). No clear pattern emerges, however, when comparing degree type on completion (i.e. Diploma versus Masters) for male and female entrants. Table 2.32 in the Appendix provides full time series figures for degree outcomes.

2.2.2 Disability

Due to the small number of disabled taught masters students in any one intake year, aggregate outcome rates for intake years 1995/96 to 2001/02 have been calculated as an approximate means of comparing this group to the total taught masters population in question (for whom aggregate rates are also presented) and these are illustrated in Figure 31. Table 2.33 in the Appendix provides full details. As can be seen from the chart, there is little difference in outcomes between the full sample and the disabled taught postgraduate group with both showing completion rates of around 94% across all years.

Figure 32 shows aggregate proportions for the degree type achieved by taught masters entrants who have completed a programme of study and exited the University (this does not include those to have withdrawn with some kind of qualification). Of all completions, it can be seen that a slightly higher proportion of the disabled intake have exited with a Postgraduate Diploma (at 5.2%) than for the taught Masters sample as a whole (at 4%), in terms of aggregate figures over the intake years 1995/96 to 2001/02. Table 2.34 in the Appendix provides full time series figures for degree outcomes.

Figure 31

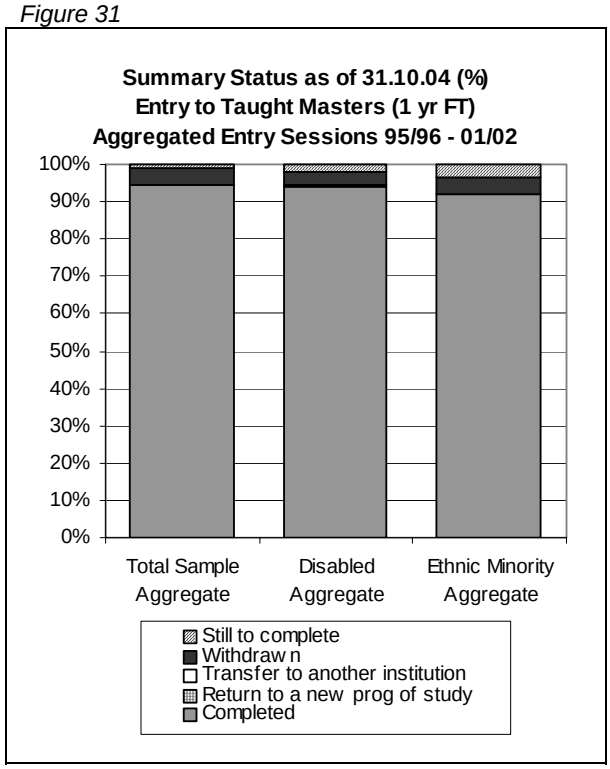
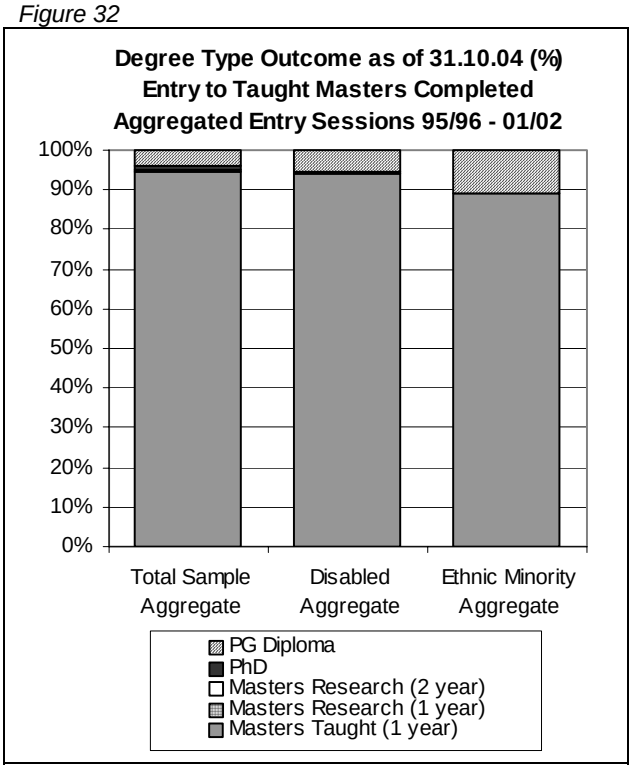


Figure 32



2.2.3 Ethnic Minority Background (UK)

The same types of aggregate outcome rates were calculated for UK domiciled 1 year taught Masters entrants from ethnic minority backgrounds. These are also shown in Figure 31. Contrary to the case for the disabled group, however, taught masters UK domiciled students from ethnic minority backgrounds seem to show slightly lower completion rates (while bearing in mind the slightly higher proportion for this group who have still to complete). Table 2.35 in the Appendix provides full details.

In terms of degree type achieved by completed students, the aggregate proportions shown in Figure 32 indicate that the ethnic minority UK domiciled taught masters entrants are more likely than the sample as a whole to exit with a Postgraduate Diploma rather than the full Masters degree (with 11% of this group receiving a Diploma compared to 4% for the full sample). This is an issue which merits further investigation. Table 2.36 in the Appendix provides full time series figures for degree outcomes.

2.2.4 Age

Figure 33 and Figure 34 show the summary status as of 31.10.04 for 1 year taught masters entrants aged 21 to 24 and 25 and over respectively, up to intake session 2001/02. Table 2.37 in the Appendix provides complete time series figures.

The charts show more of a tendency for the older age group (25 and over) to withdraw from the programme, compared to the younger group. With similar proportions still to complete for the most recent year, 6% of those aged 25 and over had withdrawn compared to 4% of those aged 21 to 24. These withdrawal rates are also the highest across all intake years since 1995/96 for both age groups, regardless of the fact that there are still students to complete (and who may contribute further to the withdrawals). No clear pattern emerges, however, when comparing degree type on completion (i.e. Diploma versus Masters) for male and female entrants. Table 2.38 in the Appendix provides full time series figures for degree outcomes.

Figure 33

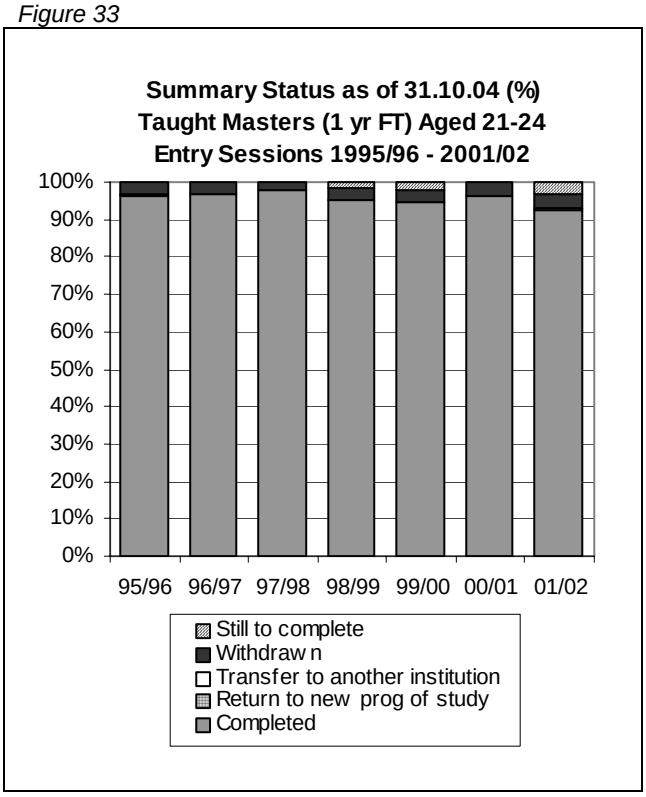
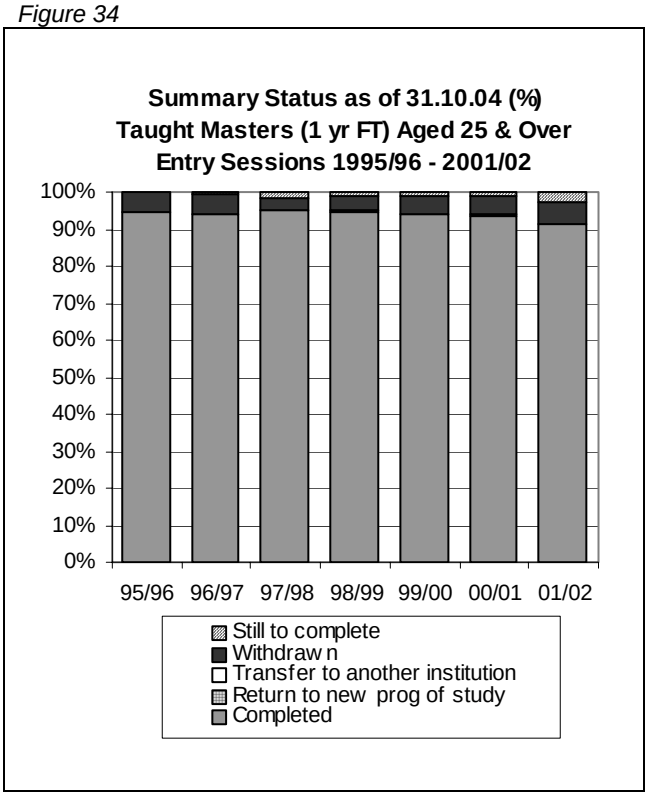


Figure 34



2.3 Research Doctorate Outcomes

Tables 2.39 and 2.40 in the Appendix provide complete time series outcome figures for the total population entering to study 1 year taught Masters degrees in each intake session.

2.3.1 Gender

Figure 35 and Figure 36 show the summary status as of 31.10.04 for female and male 1 year full-time research doctorate entrants respectively, up to intake session 1999/00. Table 2.41 in the Appendix provides complete time series figures. There are no major differences in outcomes between the two groups, although for all intake years bar 1997/98, the female withdrawal rate has been higher than that for males. There are no clear patterns emerging with respect to degree type on completion in terms of female versus male outcomes. Table 2.42 in the Appendix provided complete time series figures for this outcome.

Figure 35

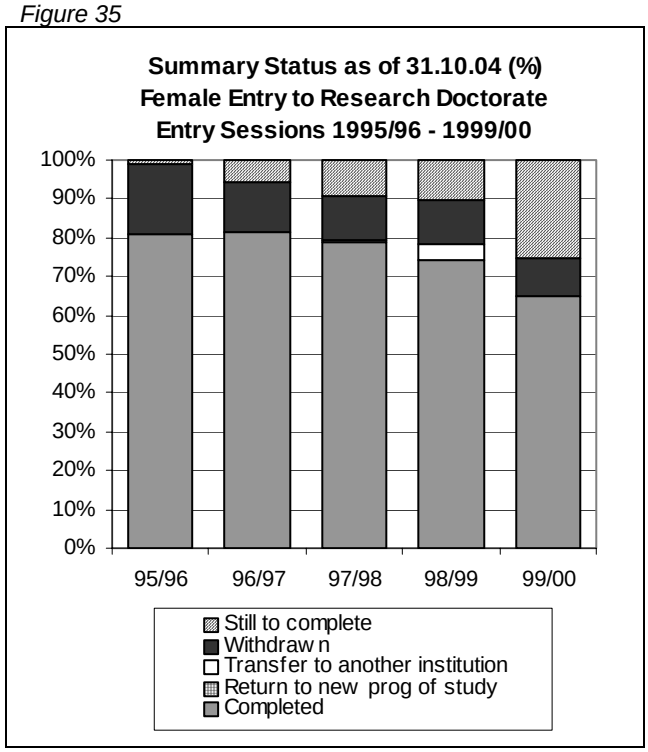
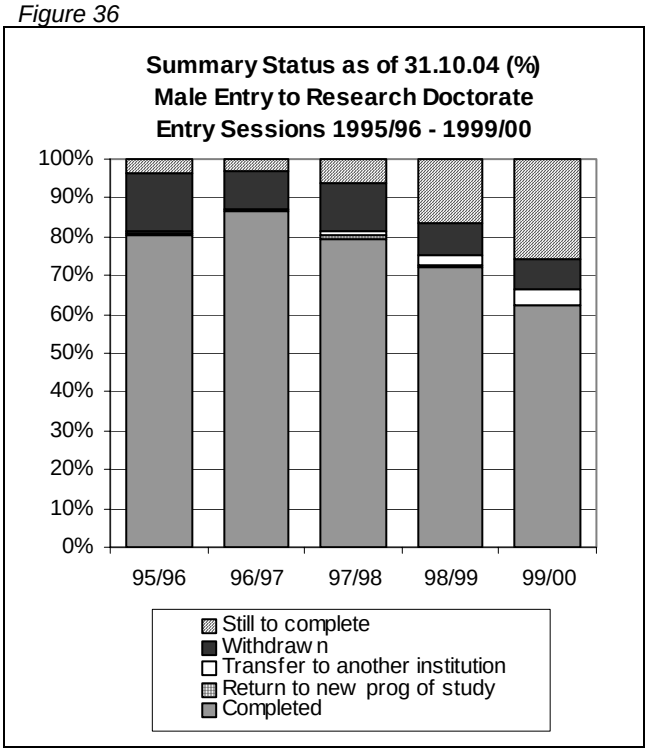


Figure 36



2.3.2 Disability

As with the taught postgraduate outcome analysis, aggregate outcome rates have been calculated for the disabled research doctorate intakes. The results are shown in Figure 37 against aggregate rates for the total research doctorate sample. Table 2.43 in the Appendix provides the complete time series figures.

Figure 37

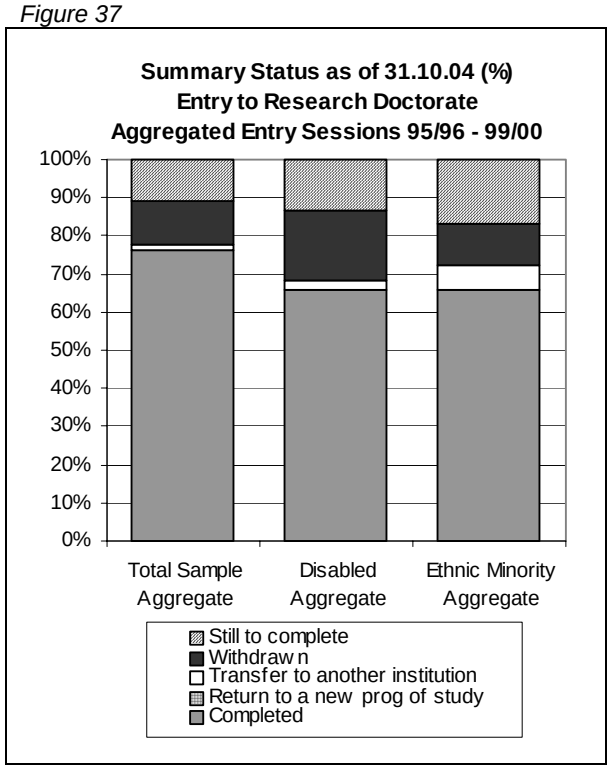
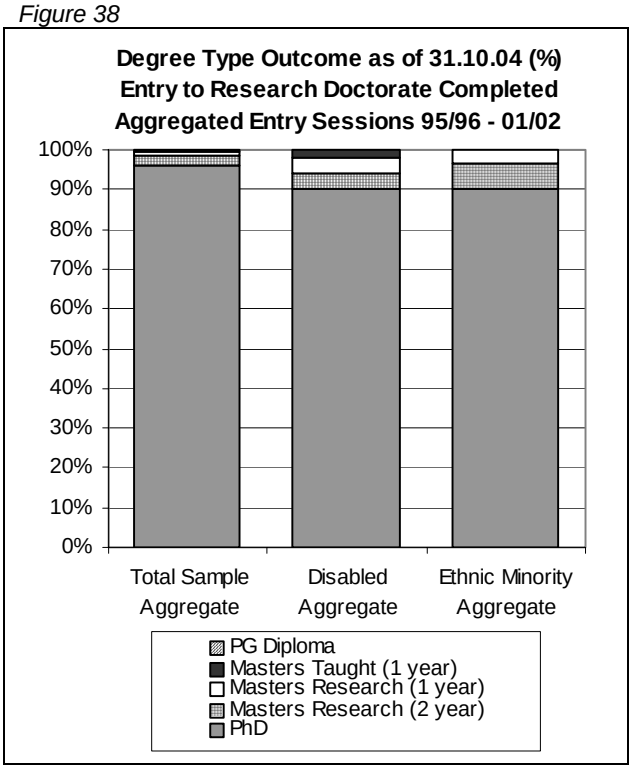


Figure 38



While possibly due to some degree of random fluctuation (based as it is on only 76 cases), the aggregate completion rate for the disabled entrants is lower than that for the overall sample (at 66% compared to 76%), reflecting a higher aggregate withdrawal rate of 18% against a rate of 11% for the sample as whole. This tendency will continue to be monitored.

Figure 38 shows aggregate proportions for the degree type achieved by the 50 disabled research doctorate entrants who have completed a programme of study and exited the University (this does not include those to have withdrawn with some kind of qualification). Of all completions, it can be seen that about 10% of the disabled entrants over these combined intake years have exited with a sub-Doctorate qualification, in most cases a Masters by Research. This compares with an aggregate proportion of 4% for the total sample. This difference needs continuing monitoring. Table 2.44 in the Appendix provides full time series figures for degree outcomes.

2.3.3 Ethnic Minority Background (UK Domicile)

Aggregate outcome rates were also calculated for UK domiciled research doctorate entrants from ethnic minority backgrounds. These are also shown in Figure 37. Table 2.45 in the Appendix provides the complete time series figures.

As with the disabled group, the aggregate completion rate for UK domiciled ethnic minority entrants to the doctorate is lower than that for the sample as a whole, at 66% compared to 76% (though the ethnic minority figure is based on just 47 cases). In contrast to the disabled intake, however, this is not due to a higher withdrawal rate (which is almost identical to the rate for the overall sample, at 10.6% compared with 11.3%) but, rather, to a higher proportion of this group (17% compared with 11% for the total sample) still being in the process of completing their programme of study (beyond the standard period of study). Again, these results may be due to random fluctuation but will continue to be monitored for subsequent intake years. Table 2.46 in the Appendix provides full time series figures for degree outcomes.

2.3.4 Age

Figure 39 and Figure 40 show the summary status as of 31.10.04 for research doctorate entrants aged 21 to 24 and 25 and over respectively, up to intake session 1999/00. Table 2.47 in the Appendix provides complete time series figures.

Figure 39

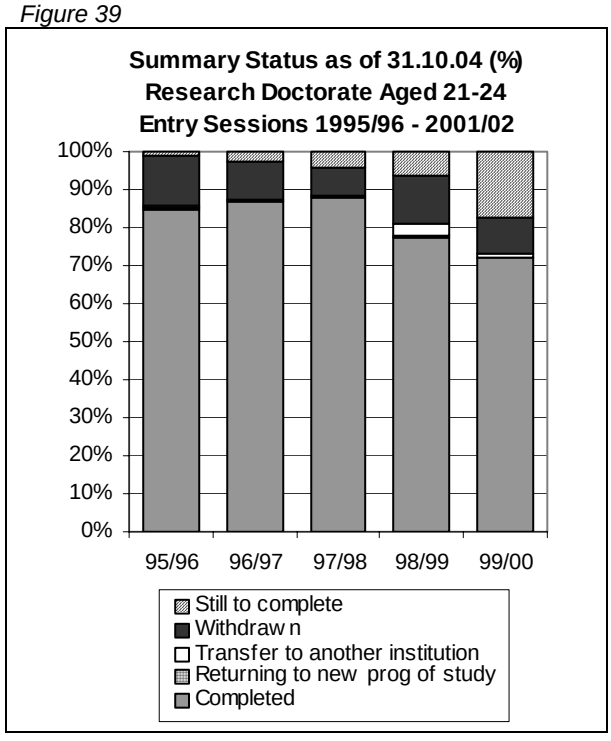
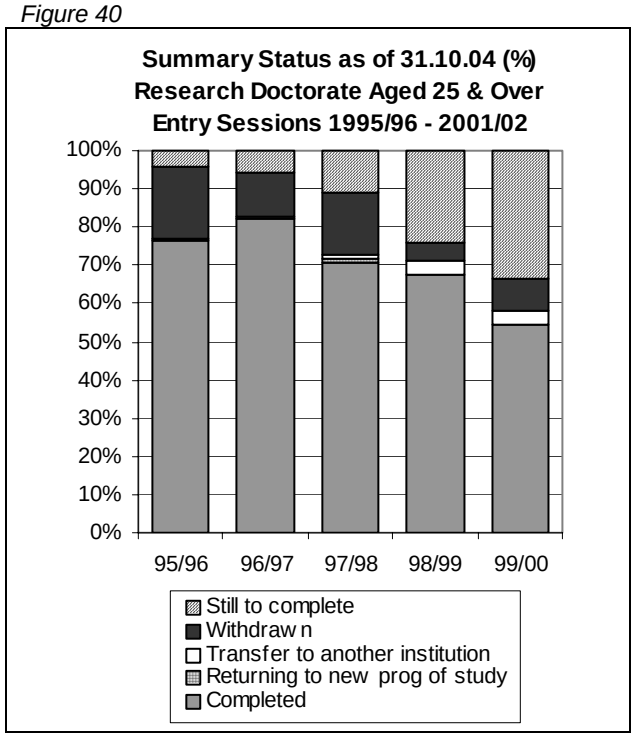


Figure 40



Most notable is the tendency for the older age group (aged 25 and over) to take longer to complete than those in the age group 21 to 24. This is perhaps not unexpected but merits further attention. Given the high proportion of those still to complete in this older age group, it is difficult at his stage to comment meaningfully on the apparent differences between withdrawal rates for these two age groups. Of all completions, there seems also to be a tendency among the older age group to exit with a sub-Doctorate qualification such as a Masters by Research, compared with the group aged 21-24. Table 2.48 in the Appendix provides complete time series figures for outcome by degree type.