

SIXTH EOTAG REPORT Academic Year 2006/07

STUDENT DATA

EOTAG is the Equal Opportunities Technical Advisory Committee

Members:

Mr Ian Bettison
Mr Niall Bradley
Professor Sarah Cunningham-Burley (Convenor)
Ms Eilidh Fraser
Professor Brian Main
Ms Frances Proven
Mr Andrew Quickfall
Professor David Raffe
Dr Pamela Warner

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NOTES AND DEFINITIONS

1. **Source Data:** student data is presented for intake years 1997/98 to 2006/07. 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 (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	Undergraduate Outcomes
<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: 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. 	<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><u>Full Time MBChB:</u> 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)</p> <p><u>Full Time BVM:</u> 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)</p>

<p>Taught Postgraduate Intake</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, PGCI; - Part time unstructured qualifications; - Postgraduate diploma. 	<p>Taught Postgraduate Outcomes</p> <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>Research Postgraduate Intake</p> <p>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</p> <p><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>

3. Merger with 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 who entered 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
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 **03.02.08** 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 programme of study	A sub-category of the “withdrawn” field in DACS
Withdrawal	<p>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:</p> <ul style="list-style-type: none"> - Academic - Discipline - Financial - Gone into employment - Health/medical - Lapse of time so written off - Personal - Other reason - Unknown reason - Death
Non-Honours classification	<p>Represents aggregate outcomes for those who entered to pursue an 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.</p>

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

INTAKE

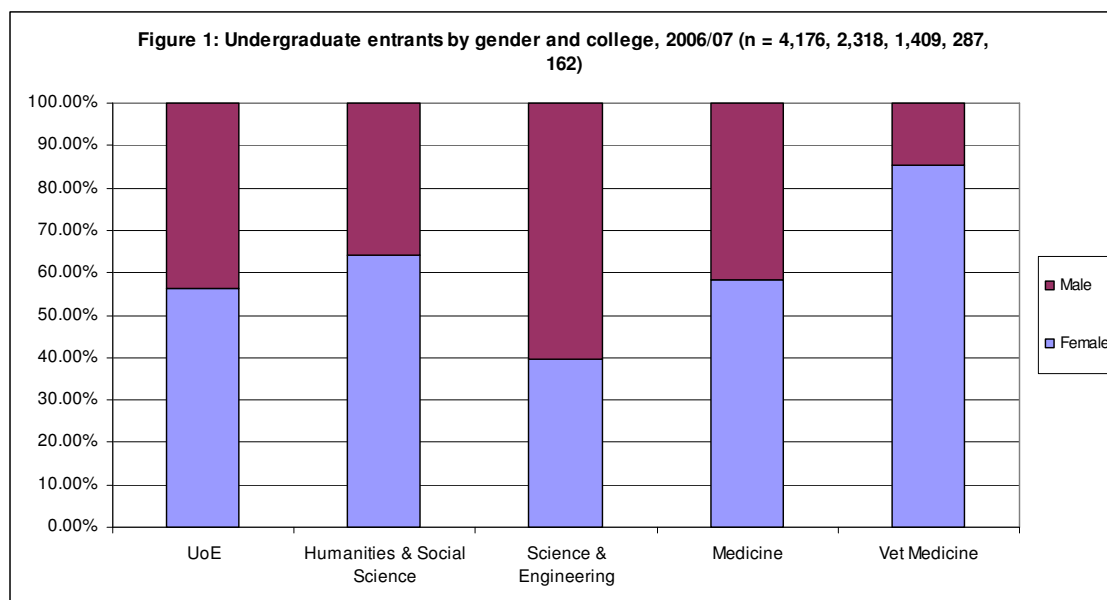
Undergraduate intake

Gender

The overall number of undergraduate entrants was 4176. The College of Humanities and Social Sciences (HSS) has the largest number of undergraduate entrants at 2318; followed by the College of Science and Engineering (SE) with 1409 and then the College of Medicine and Veterinary Medicine with 287 and 162 respectively.

The intake data (Figure 1) for the University as a whole, for 2006/07, show that 56.3% of undergraduate entrants were female. However, there are considerable differences across the University with the Science and Engineering having 39.7% female entrants and Medicine and Veterinary Medicine having 58.5% and 85.2% respectively. Humanities and Social Sciences, the largest College, has 64% female students.

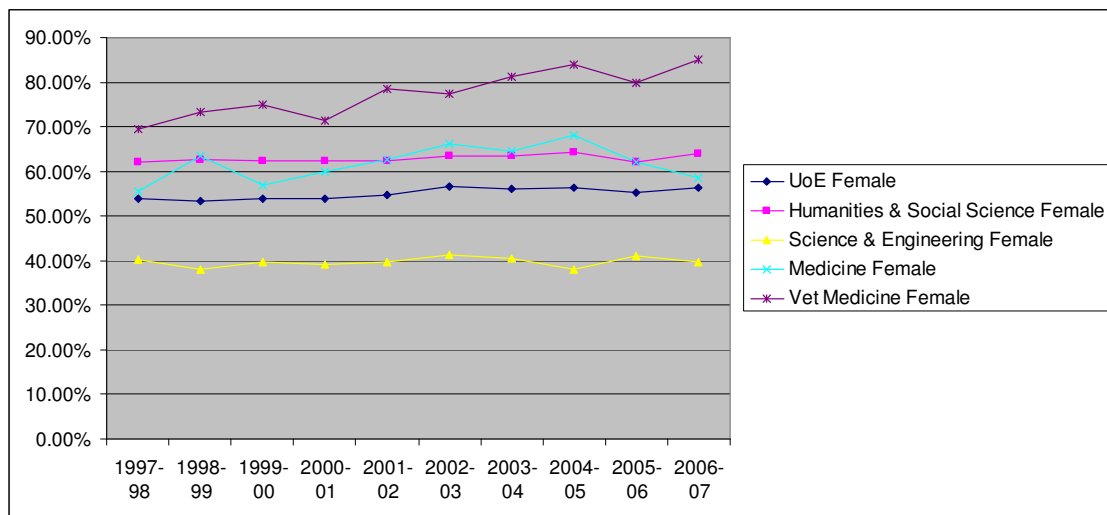
Figure 1: Undergraduate entrants by gender



The trend data are illustrated in Figure 2. The overall trend in relation to gender and undergraduate entry has remained stable over the past ten years with less

than a percentage point difference between the 1997/98 and 2006/07 intakes. The biggest changes are seen in the smallest College, MVM, with a continued increase in the proportion of female entrants to Veterinary Medicine and a fluctuating picture in Medicine, where there was an overall high of female entrants in 2004/05 at 68.1% dropping to 58.5% in 06/07, just two percentage points higher than ten years ago.

Figure 2 Proportion of female undergraduate entrants 1997/08 – 2006/07



Disability

The total number of undergraduate entrants for 2006/07 who had declared a disability was 294, which comprises 7.6% of total intake. The trend data presented in Figure 3 indicate an overall increase over the past ten years, from 237 (6.4%) to 294 (7.6%) students. However, as figure 3 shows, the comparison at these two points in time masks an upward trend culminating in high of 10.3% (427) in 2003/04, itself quite a spike from the previous year (7.9% or 309 students) and then a gradual decline to the current figures. The sudden increase in 03/04 can be partially accounted for by a steep rise in the number of students declaring a specific learning difficulty, for example dyslexia.

As with gender differences, there is marked variation by Colleges, as illustrated in figure 4. Humanities and Social Science had 6.8% disabled entrants; Science and Engineering 7.5%. The numbers for Medicine and Veterinary Medicine are small – 12 (4.2%) and 13 (11.7%) respectively in 2006/07. Over time there is considerable fluctuation in Medicine and Veterinary Medicine, as would be

expected with relatively small denominators. In the larger two Colleges, the trends over time broadly reflect those of the University as a whole, but, as noted above, with Science and Engineering having slightly higher proportions of disabled entrants.

Figure 3 Total number of undergraduate entrants with a declared disability from 1997/08- 2006/07

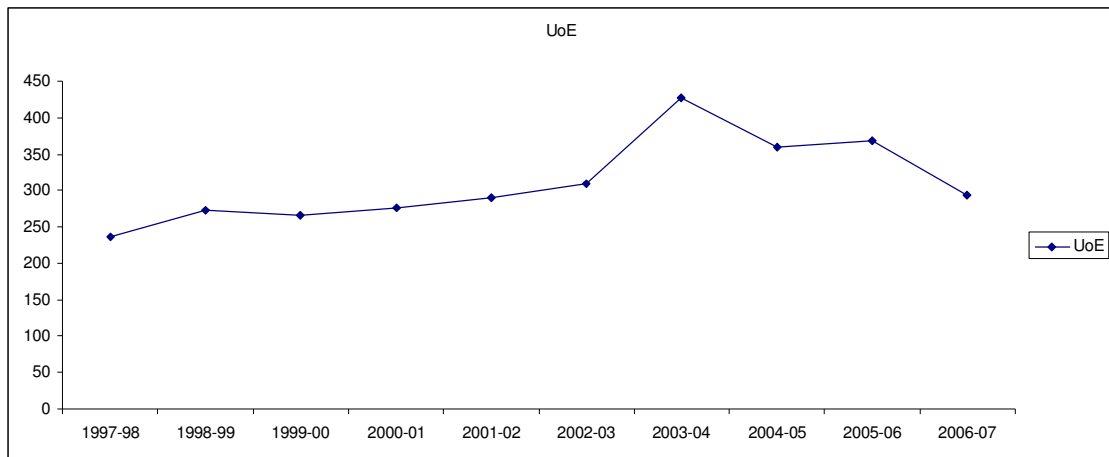
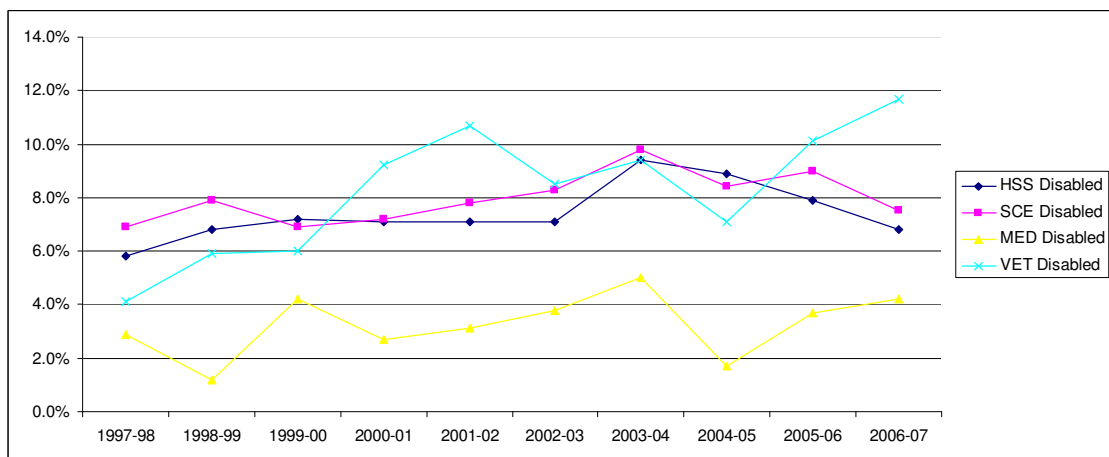


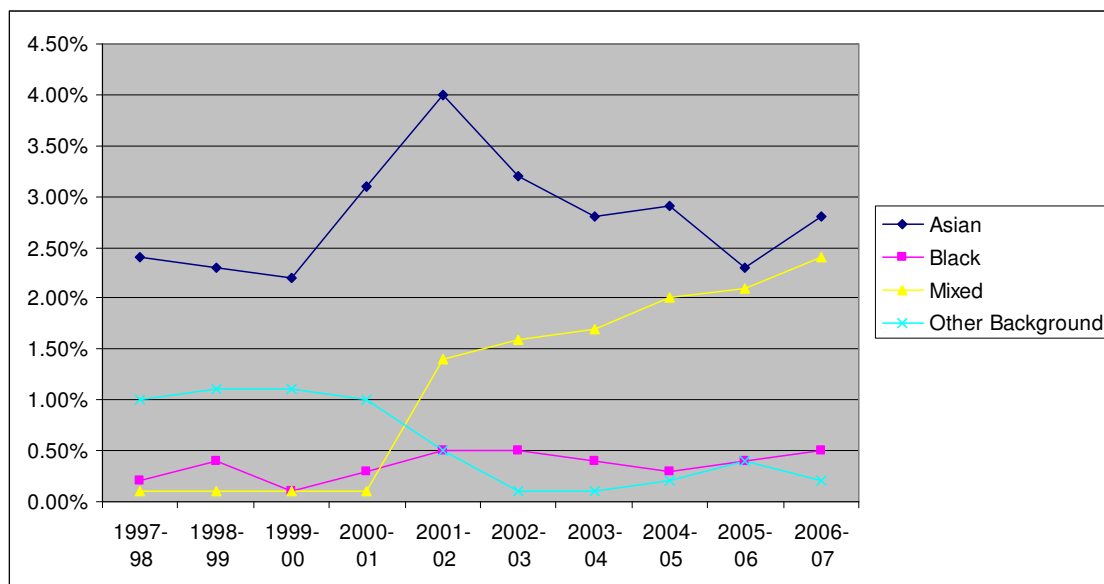
Figure 4 Percentage of undergraduate entrants with a declared disability by college from 1997/08-2006/07



Ethnicity

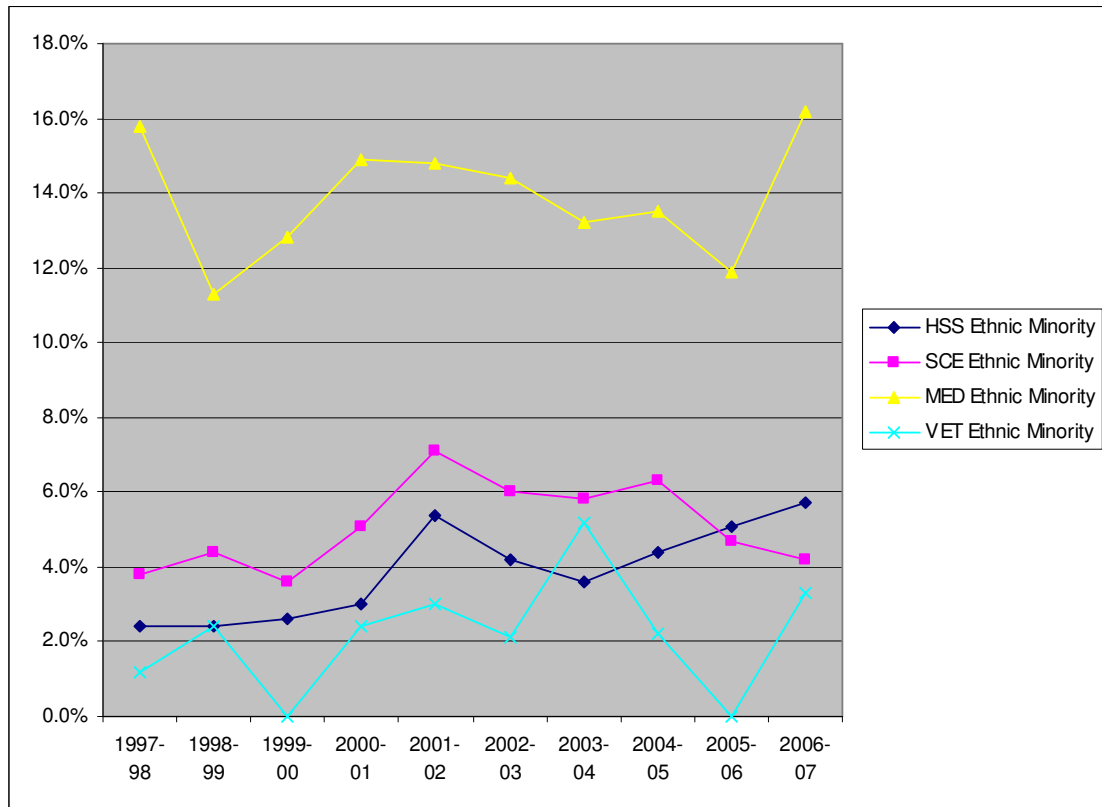
The overall proportion of UK domiciled entrants who described themselves as non white was 5.9% (204) in 2006/07, slightly higher than in the previous year. There is variation across the University with Humanities and Social Science having 5.7%, Science and Engineering 4.2%, Medicine 16.2% and Veterinary Medicine 3.3%. Although numbers are small, Figure 5 shows the proportions of different ethnic minority backgrounds comprising the University entrant population. Year on year fluctuations are to be expected with such small numbers in some groups.

Figure 5 Proportion of different ethnic minority backgrounds amongst UK domiciled undergraduate entrants 2006/07



Trends over the past ten years show an overall increase from 3.75 in 1997/98 to the 5.9% for 2006/07, with a peak of 6.4% in 2001/02. Figure 6 below shows trends over the past ten years across the different Colleges for entrants describing themselves as non white. The figure must be interpreted cautiously, however, there is a drop in the proportion of non white entrants into Science and Engineering for the second year, while the other Colleges show an increase.

Figure 6 Percentage of UK domiciled ethnic minority undergraduate entrants by College from 1997/08-2006/07



Age

A large majority of undergraduate entrants for 2006/07 were aged 18-20 (72.6%), with 14.7% aged 17 or under, 6.6% aged 21-24 and 6.1% aged 25 and over. These proportions have changed little over time, as figure 7 shows.

Figure 7 Undergraduate entrants by age group for 2006/07

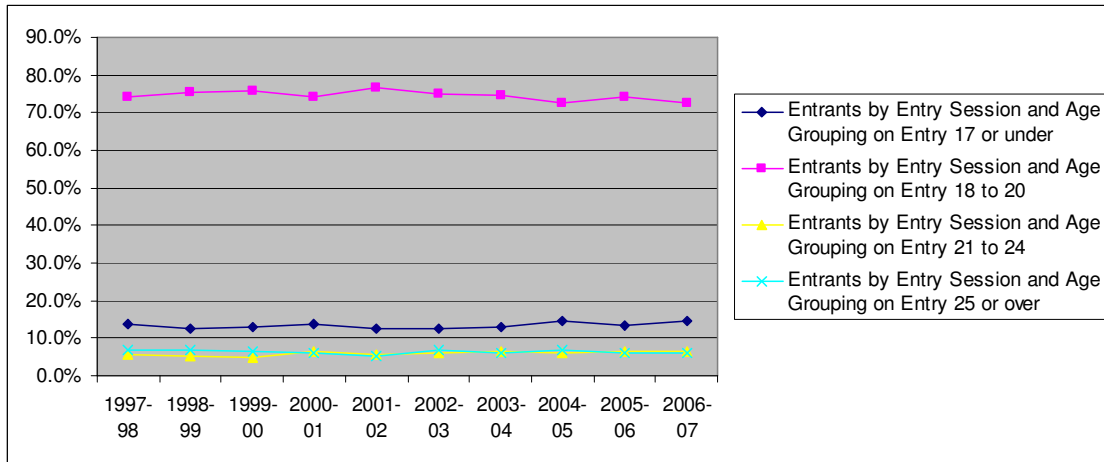
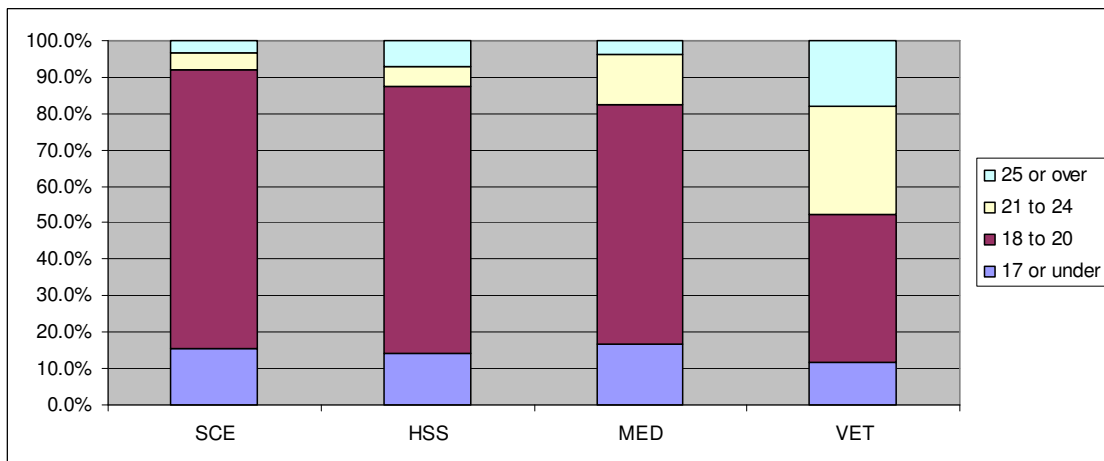


Figure 8 shows the distribution of different age groups within each College for 2006/07. Medicine, and more particularly Veterinary Medicine, have higher proportions of entrants aged 21 and over, reflecting the numbers who enter having already completed a first degree.

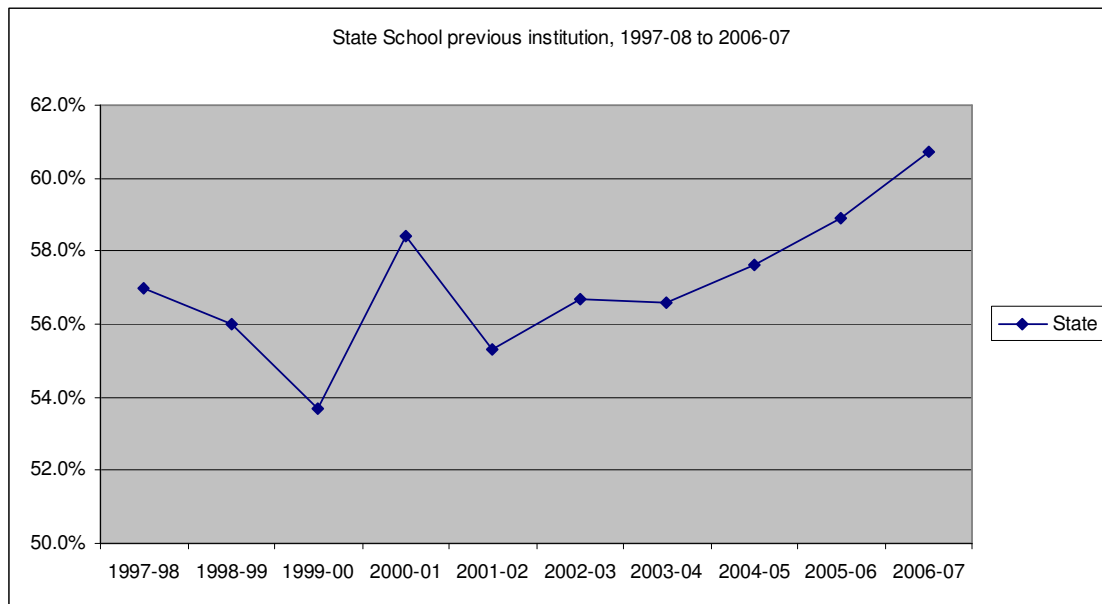
Figure 8 Undergraduate entrants by age group for the different Colleges in 2006/07



Previous Institution

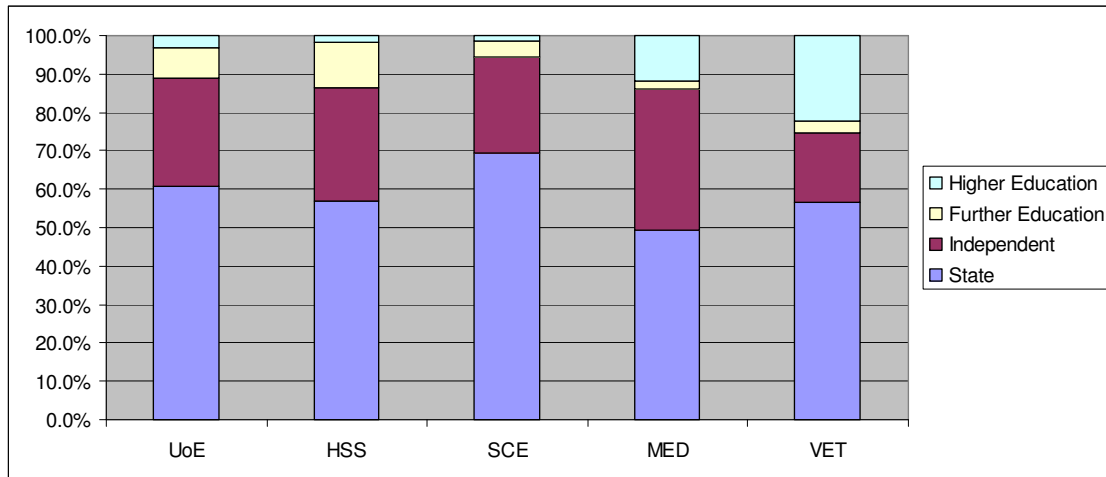
The overall percentage of undergraduate entrants whose previous institution was a state school was 60.7%; an independent school, 28.1%; a further education college, 8.2% and an institute of higher education, 3.0%. Figure 9 below demonstrates that the proportion of entrants from state schools continues to rise and has now surpassed the previous peak of 58.4% in 2001/02.

Figure 9 Proportion of undergraduate entrants from state schools 1997/98 – 2006/07



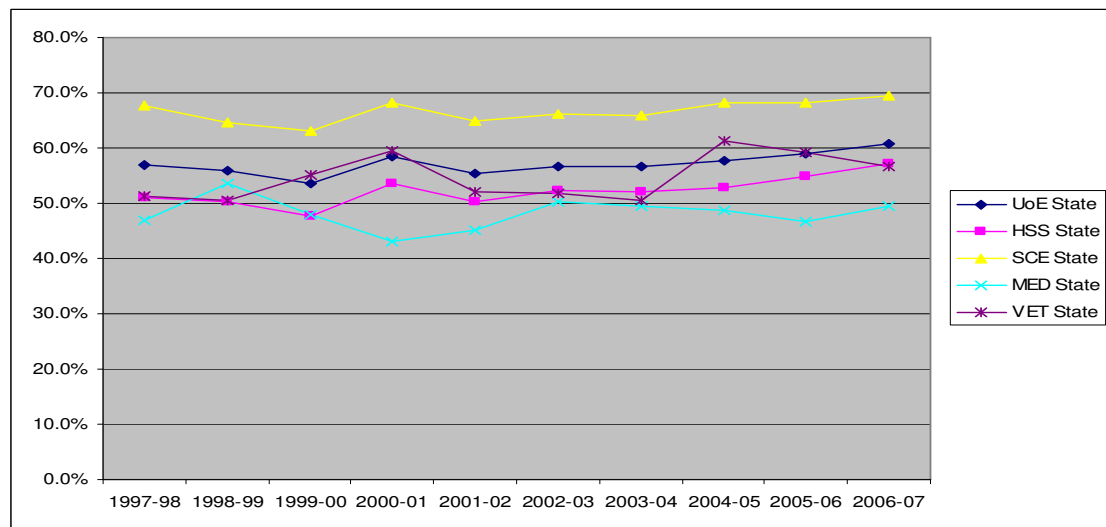
The pattern across the different Colleges varies, as the data for 2006/07 presented in figure 10 show. Science and Engineering continue to have the highest proportion of state school entrants and Medicine the lowest.

Figure 10 Proportion of undergraduate entrants by previous institution, by College, 2006/07



Trends over time are illustrated in figure 11, where there are increases in the proportion of state school entrants across Science and Engineering and Humanities and Social Science. Because of small numbers, there are fluctuations year on year for Veterinary Medicine; Medicine showed a slight rise from the previous year.

Figure 11 The percentage of undergraduate entrants whose previous institution was a state school by college, from 1997/08 to 2006/07

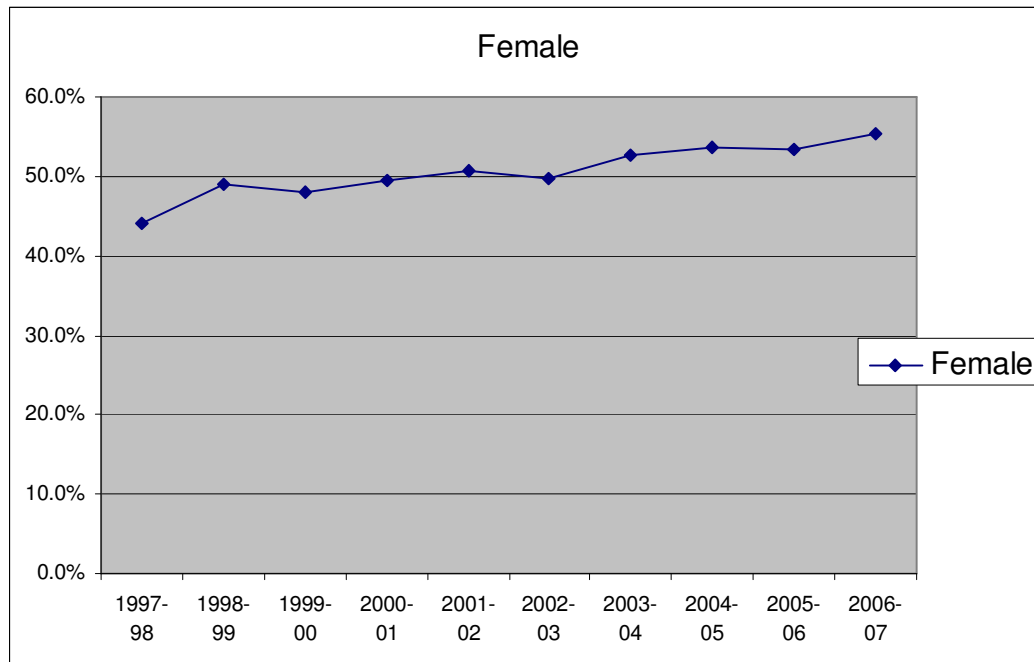


Taught Postgraduate

Gender

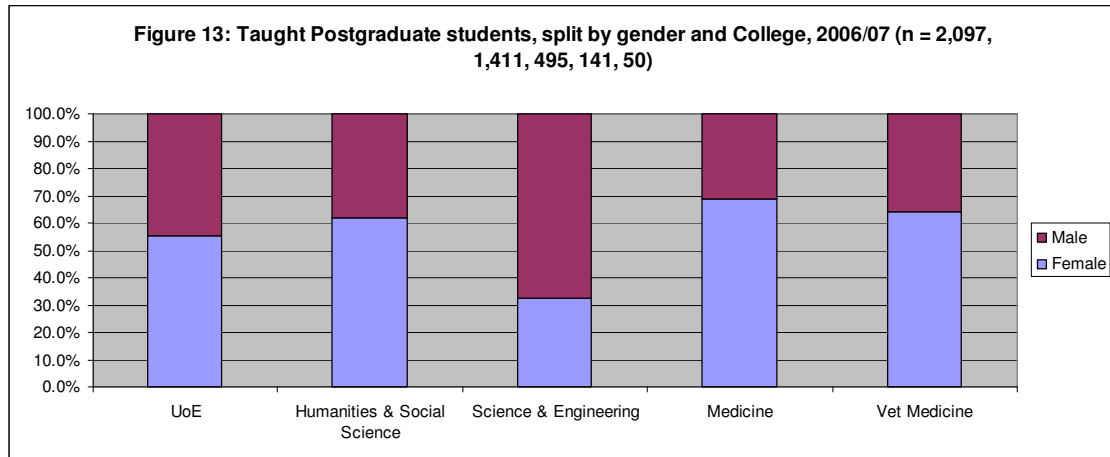
There were 2097 entrants for postgraduate taught courses in 2006/07, reflecting an almost continuous increase in numbers over the past ten years, from 912 in 1997/98. As figure 12 shows, there has also been an overall increase in the proportion of female entrants, from 44.1% in 1997/98 to 55.4% in 2006/07.

Figure 12 Proportion of female postgraduate taught entrants from 1997/98 to 2006/07



There is considerable variation by College in the gender division within their taught postgraduate entrants. As figure 13 shows, for 2006/07, Veterinary Medicine and Medicine have the highest proportion of female entrants (64% and 68.8%) although the total number of entrants, for both sexes combined, is much smaller than in the other Colleges (50 for Veterinary Medicine and 141 for Medicine). Humanities and Social Sciences has the highest overall number of taught postgraduate entrants at 1411 of which 61.7% are female. Science and Engineering have 495 altogether of which 32.7 are female.

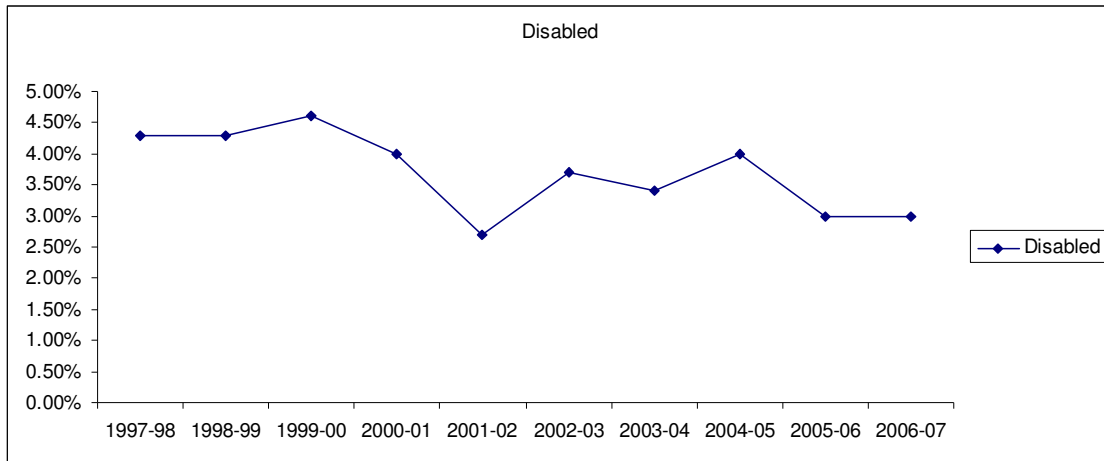
Figure 13 Proportions of male and female postgraduate taught entrants for 2006/07 by College



Disability

The overall number and proportion of entrants with a declared disability are small, 62 and 3% respectively. Most of these are in Humanities and Social Sciences. Although figure 14 suggests a downward trend, with such small numbers, any such interpretation must remain cautious. 4.3% (39) of taught postgraduate entrants reported a disability in 1997/8, falling to 2.7% (26) in 2001/02, rising to 3% (62) for 2006/07.

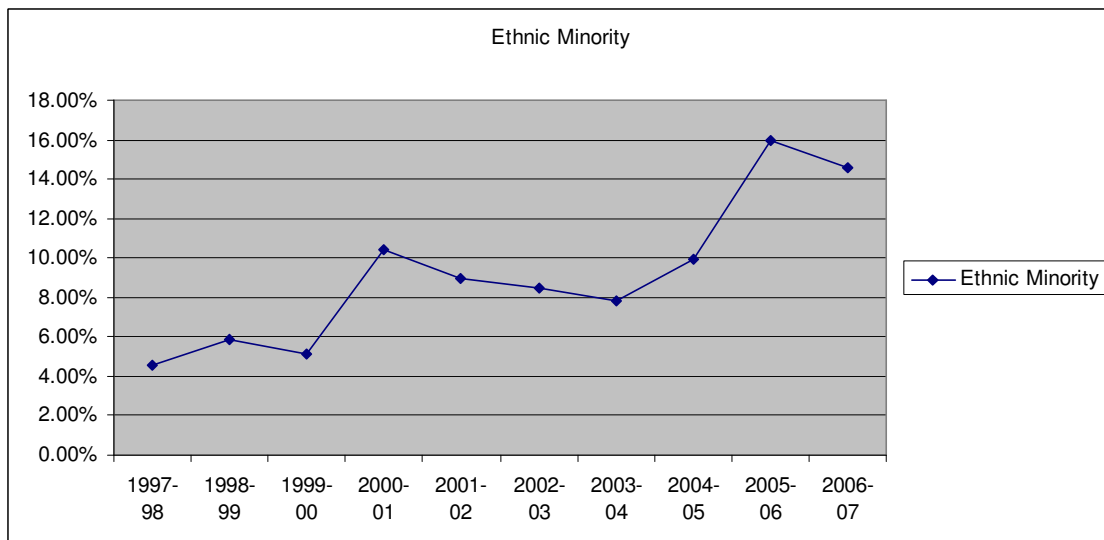
Figure 14 Percentage of postgraduate taught entrants reporting a disability for 1997/98 to 2006/07



Ethnicity

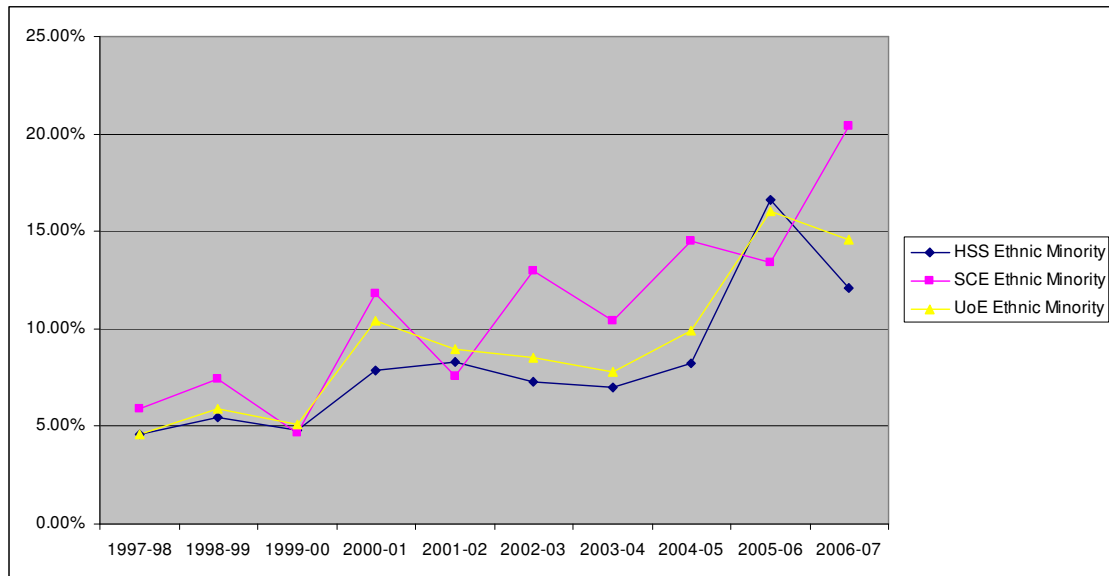
As figure 15 illustrates, there was a sharp increase in the proportion of UK domicile ethnic minority postgraduate taught entrants from 2003/04 to 2004/05. 2006/07 shows a slight fall, with an overall percentage of 14.6%. However, there is an overall upward gradient over the past ten years.

Figure 15 Proportion of UK domicile ethnic minority postgraduate taught entrants, 1997/98-2006/07



Although there are inevitable year on year fluctuations, figure 16 shows the proportions of UK domiciled ethnic minority entrants to taught postgraduate courses increasing in both Humanities and Social Sciences and Science and Engineering. The numbers in Medicine and Veterinary Medicine are too small to be included in this trend data.

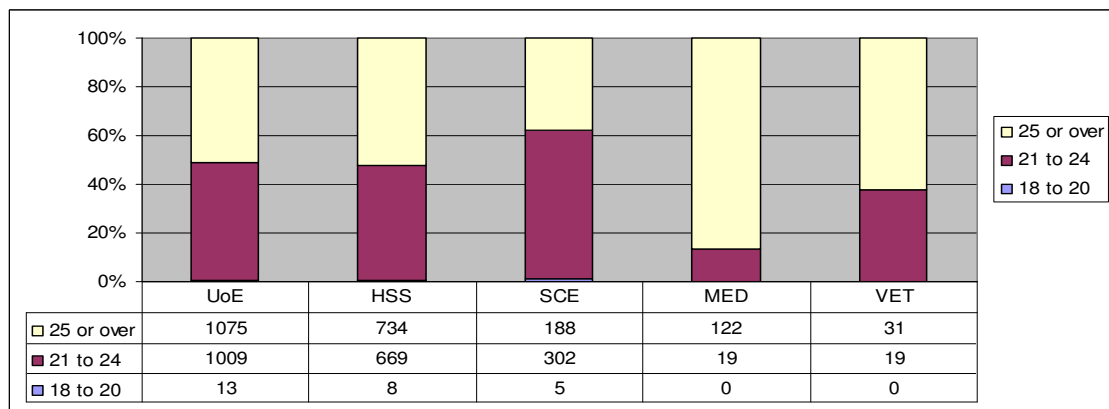
Figure 16 Proportion of UK domicile ethnic minority taught postgraduate entrants, 1997/98 to 2006/07 by College



Age

The vast majority of postgraduate taught entrants are 21 and over, with just 0.6% being under 21, for the 2006/07 entry. As figure 17 shows, there is some variation by College in the proportions who are over or under 25 at entrance, with Humanities and Social Sciences having a higher proportion of those aged 25 and over compared to Science and Engineering (52% and 38% respectively).

Figure 17 Age groupings of taught postgraduate entrants, 2006/07, by College



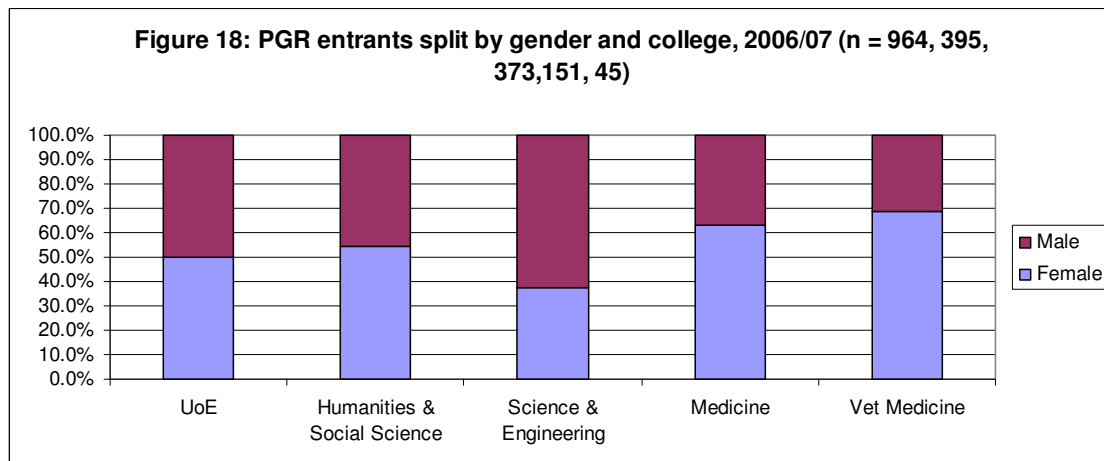
Trends over time show a decrease in the overall proportion of taught postgraduate entrants aged 25 and over and an increase in those aged 21-24.

Postgraduate Research

Gender

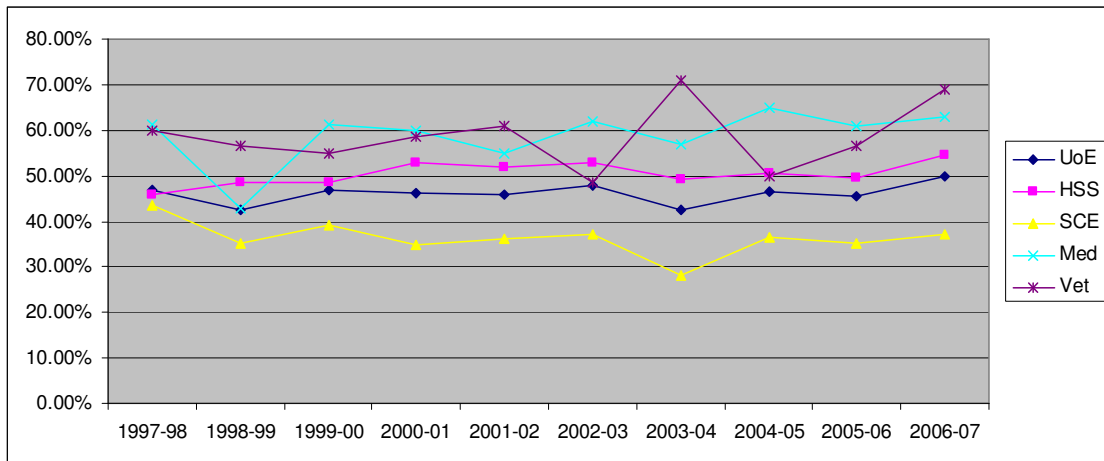
The overall percentage of women entering postgraduate research in 2006/07 was 49.8% from an overall number of entrants of 964. As figure 18 shows, there is variation by College and Subcollege, with the highest proportion of women found in Medicine and Veterinary Medicine, although numbers are small, and the lowest proportion in Science and Engineering.

Figure 18 Research postgraduate entrants by gender and College, 2006/07



The proportion of female entrants in 1997/98 was 47%, and the overall trend for the University as a whole over the past ten years has been fairly static. However, there are notable differences between Humanities and Social Sciences and Science and Engineering. For the former, there has been an increase in the proportion of female entrants over the past ten years, whereas for the latter, there has been a decrease.

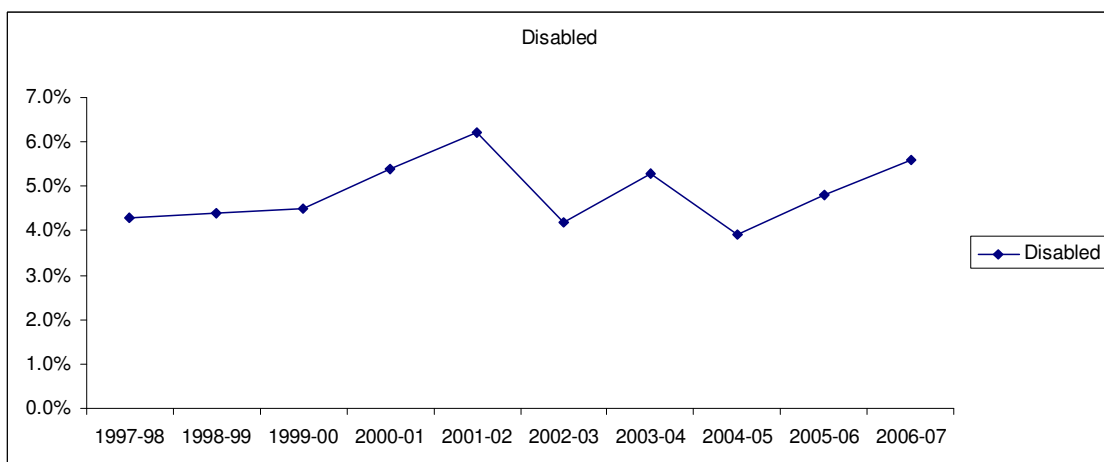
Figure 19 Proportion of female postgraduate research entrants by College, 1997/98 to 2006/07



Disability

The proportion of entrants to postgraduate research who reported a disability was 5.6% in 2006/07. This an increase on the previous year as figure 20 below identifies. However, with small numbers there are year on year fluctuations making it hard to assess whether there is any significant trend to this increase.

Figure 20 Proportion of postgraduate research entrants who reported a disability, 1997/98 to 2006/07



Ethnicity

For the 2006/07 entrance, the overall proportion of UK domicile ethnic minority entrants for postgraduate research was 11.9% out of a population of 514 for whom data are available (there are 14 'unknowns'). Figure 21 below shows the distribution across Colleges and Subcolleges. Medicine and Veterinary Medicine have the highest proportions (but smallest overall numbers), followed by Science and Engineering.

Figure 21 Proportions of UK domicile ethnic minority entrants for postgraduate research across Colleges and Subcolleges

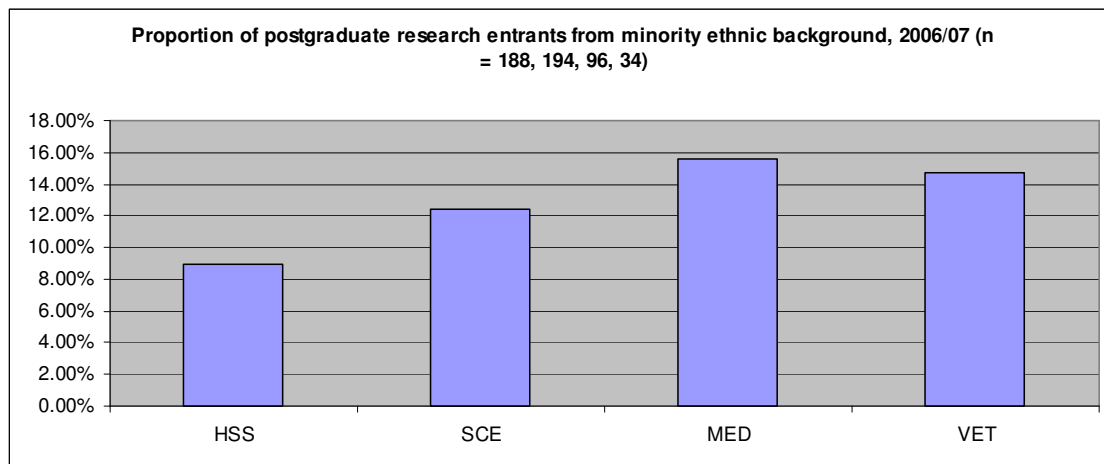
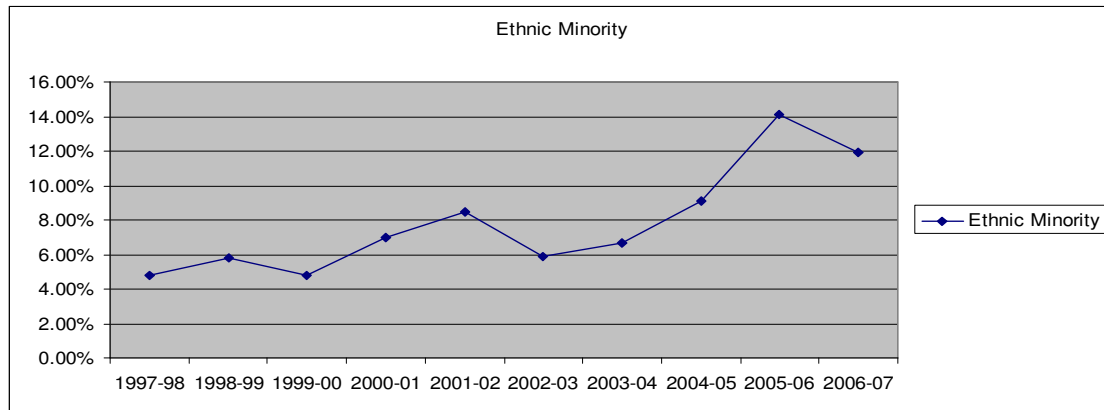


Figure 22 shows trends over time for the University as a whole. Although the figure for 2006/07 shows a drop of 2.2% from the previous year, the overall trend is of an increase over the past ten years, from a point of 4.8% in 1997/98. Total numbers of postgraduate research students have also increased over that time.

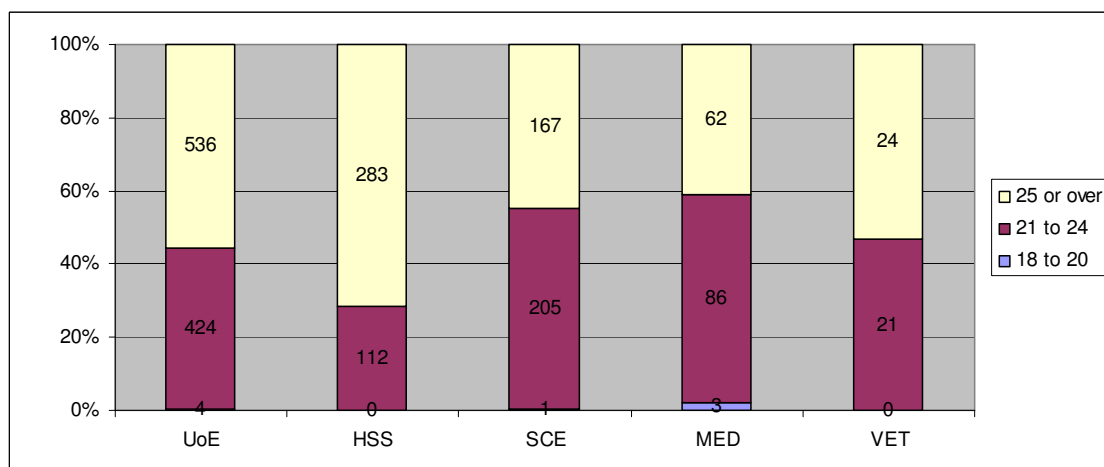
Figure 22 Proportion of ethnic minority postgraduate research entrants, 1997/98 to 2006/07



Age

Very few postgraduate research entrants are under 21 (0.4%). 44% are aged 21-24 and 55.6% are aged 25 and over (figures for 2006/07 entry). Time series data suggest there has been little change in these overall proportions over the past ten years. Figure 23 below shows the age groupings for postgraduate research entrants for the different Colleges and Subcolleges. Humanities and Social sciences have a higher proportion of entrants aged 25.

Figure 23 Age groupings of research postgraduate entrants by College, 2006/07



OUTCOMES

Outcome analyses have been undertaken for students entering for different degree programmes:

- Full time honours in the Colleges of Science and Engineering and Humanities and Social Science
- Full time taught masters' programmes in all Colleges
- Full time research doctorates in all Colleges

The analyses cover intake years where the standard study period has come to an end for the specific programme. However, caution needs to be exercised when interpreting the data. Firstly, 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. Secondly, the charts in the figures in this report show completions and withdrawals across intake years in which there remain a proportion of entrants still to complete (as indicated on the chart).

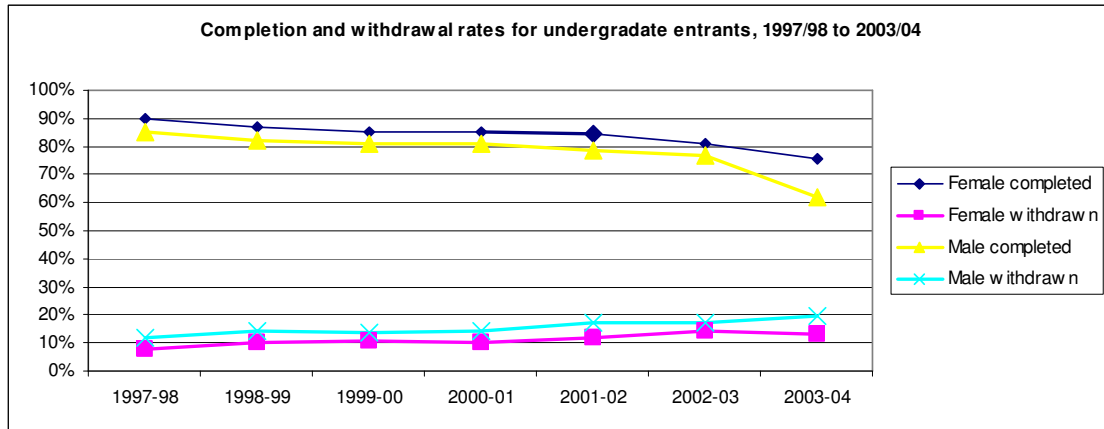
Undergraduate Honours

Gender

The time series data suggest a decrease in overall completion rates for both men and women. Considering data up until the 2002/03 entry, there has been an overall decline in completions from 98.8% to 81.2% for females and 85.2% to 76.9% for males and a concurrent increase in withdrawal rates, from 7.5% to 14.4% for females and 12.0% to 17.4% for males. However, it is likely that further students will still complete even for the 2002/03 session, so further analyses will be required in future.

The data from 2003/04 should be treated cautiously as 13.5% have still to complete. The reason for the high number of students registered as 'still to complete' are due to numbers of students who have either delayed their studies or their status has been delayed due to exam resits. Furthermore, the undergraduate population also includes students enrolled on MEng programmes which traditionally take five years to complete. Data taken more recently (October 2008) shows that the completion rate for the 2003/04 entrants is 83.4% for women and 75.4% for men.

Figure 24 Completions and withdrawals by gender for undergraduate honours degrees for entry dates 1997/98 to 2003/04



Figures 25 and 26 show the degree classification outcomes for males and females from entry sessions 1997/98 to 2003/04 (the latter being the last entry where completion would normally be expected by the session of this report, 2006/07). Females are consistently performing better overall with slightly higher proportions obtaining first class (difference of 1.4%) and upper second class honours (difference of 9.2%).

Figure 25 Final classification of outcomes of female full-time honours completions for entry sessions 1997/98 to 2002/03

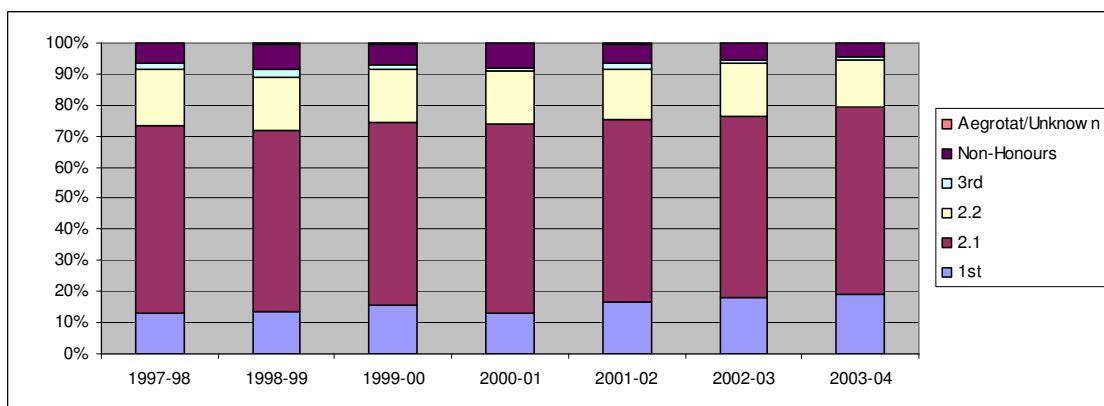
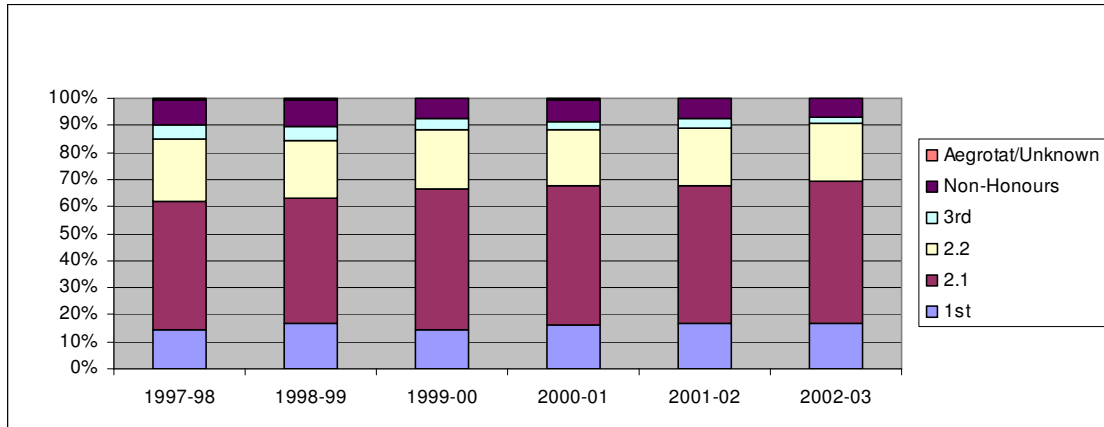
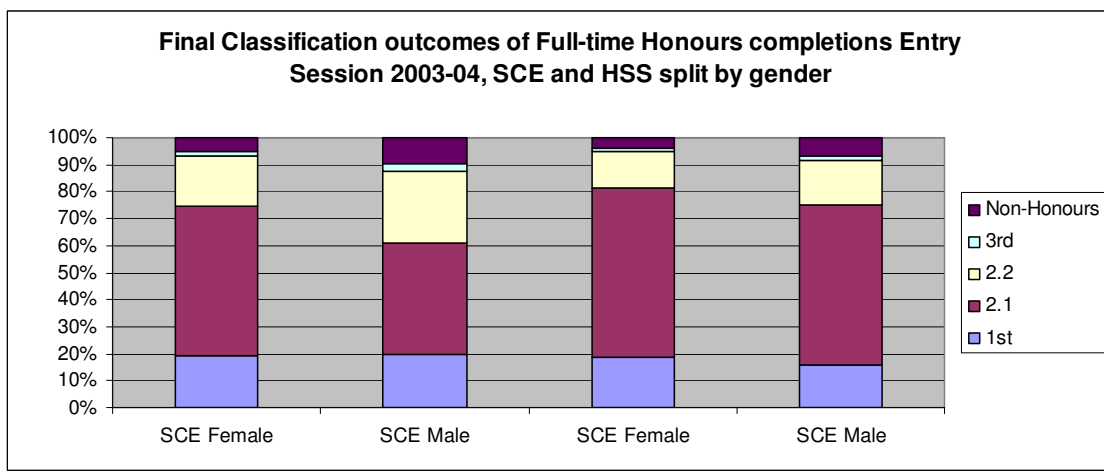


Figure 26 Final classification of outcomes of male full-time honours completions for entry sessions 1997/98 to 2002/03



There are some differences to note between Humanities and Social Science and Science and Engineering as the figure below highlights, with a considerably higher proportion of women obtaining 2:1s in Science and Engineering than men, and more first in Humanities and Social Science than men.

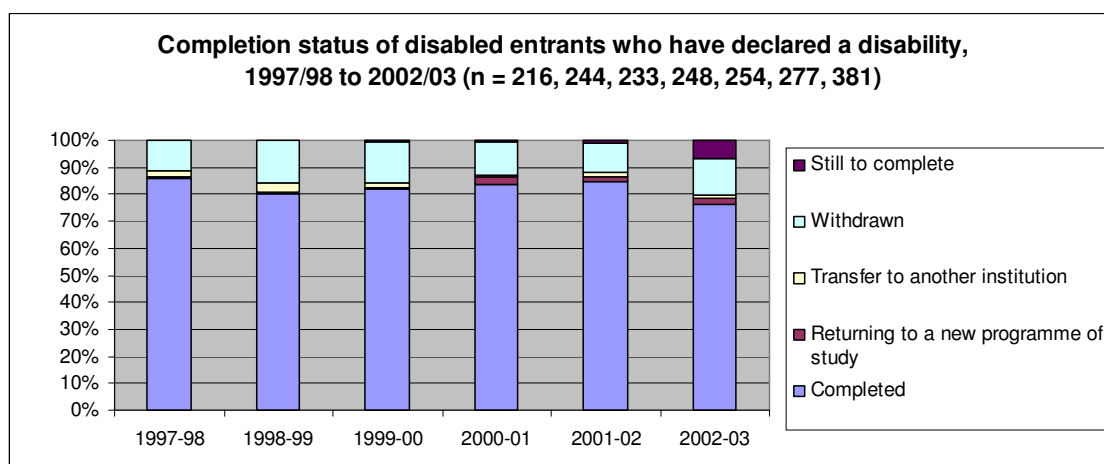
Figure 27 Final classification outcomes of full time honours completions for entry session 2003/04 by gender for Science and Engineering and Humanities and Social Science



Disability

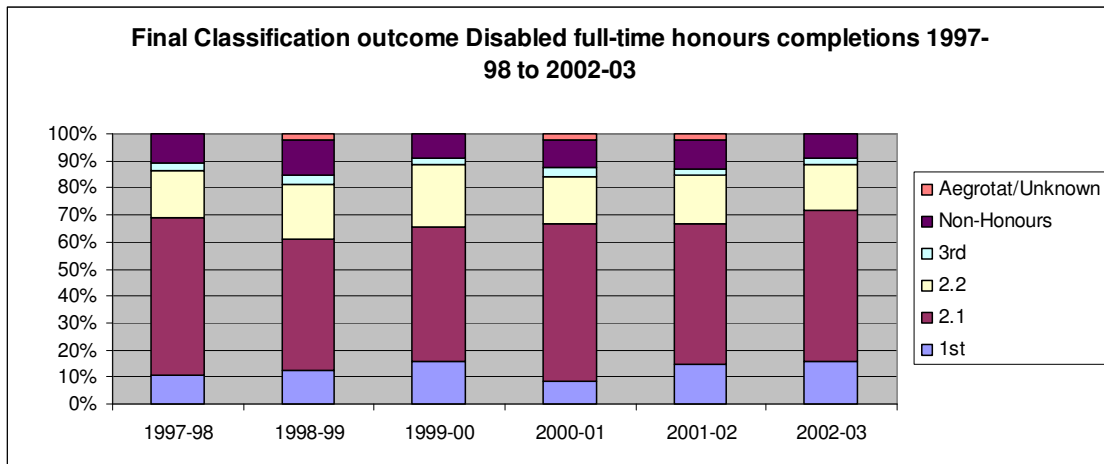
The withdrawal rates for disabled students entering in session 2002/03 is 13.7%, an increase on the previous year (11.1%) but still lower than the overall withdrawal rate for honours students in 2002/03 which is 15.8%. Overall disabled students seem less likely to withdraw from their programme. However, as figure 26 shows, there are a number of disabled students still to complete their degree from the 2002/03 entry and overall the proportions of disabled students taking longer to complete their degrees is higher than for entrants as a whole (for example, in 2001/02 the rate for disabled students was 6.5% whereas for all students it was 2.2%). Further analytical work was conducted for the current reporting period to examine completion rates for disabled students and their non-disabled counterparts (see the Spotlight section at the end of this report).

Figure 28 Completions and withdrawals amongst full time honours students who have declared a disability for entry session 1997/98 to 2002/03



The final classification outcome for disabled students is only slightly different from the full time honours entry population as a whole. In 2002/03, 16.1% of disabled students obtained a first compared to the overall University rate of 17.7%. Disabled students are more likely to obtain a non honours degree (9% in 2002/03) than for entrants as a whole (6.2%).

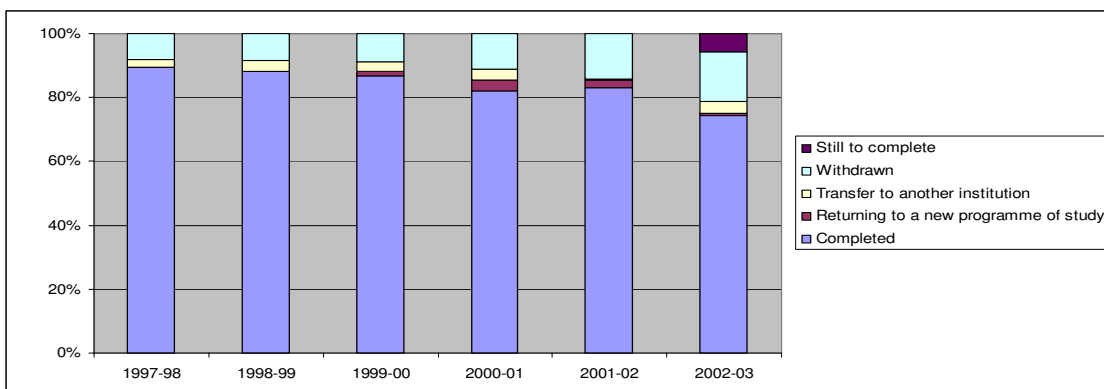
Figure 29 Final classification outcome for full time honours completions for students declaring a disability, entry sessions 1997/98 to 2002/03



Ethnicity (UK domiciled students)

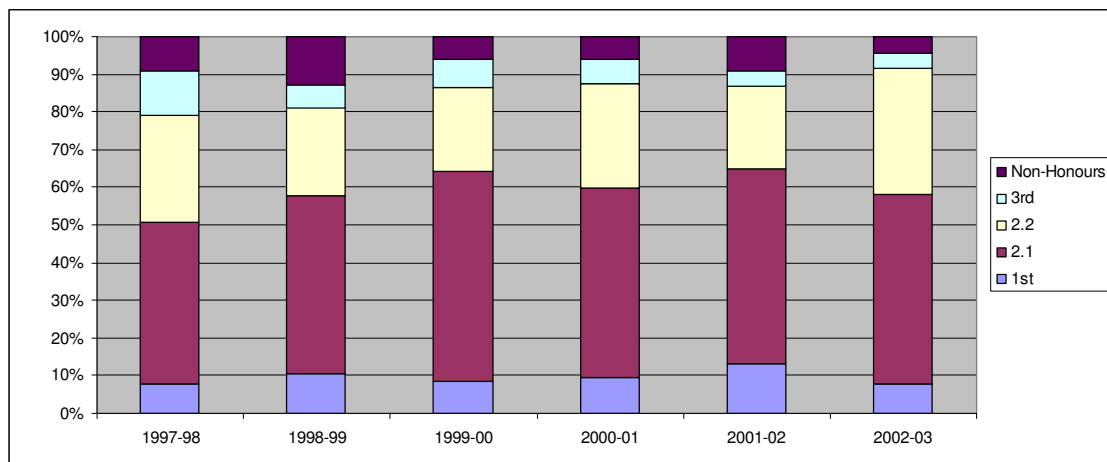
Comparing data for UK domicile non white entrants and those of white background, there is little difference in overall completion and withdrawal rates, both for the current snapshot year and in the time series data. For 2002/03, the proportion of ethnic minority entrants (UK domicile) completing their degrees was 74.4% compared to 79.1% for white entrants. Both groups have seen a similar fall in completion rates and rise in withdrawal rates, although the withdrawal rates for non white students are consistently slightly lower than for white students.

Figure 30 Final completion and withdrawal rates for non-white honours entrants, 1997/98 to 2002/03



The final degree classifications for non white entrants (UK domicile) show that the proportion of students gaining first class degrees tends to be around 10% (plus or minus up to around 3% per cent in year on year fluctuations). This is lower than for white entrants, where rates of first class awards have ranged from 13.8% in 1997/98 with a steady increase to 17.9% in 2002/03.

Figure 31 Final classification outcome for full time honours completions for non white entrants, 1997/98 to 2002/03



Age

Completion rates are highest amongst students in the 18-20 age group on entry and lowest in those 21 and over with some year on year fluctuations between the 21-24 and 25 and over age groups. Figure 32 shows the status of full time honours entrants for session 2002/03, with respective completion and withdrawal rates by age group. Withdrawal rates have increased for those aged 21 and over on entry, with a rate of 25% for 2002/03 compared to 10.3% in 1997/98. Rates remain fairly steady but nonetheless high for those 25 and over (24.5% for 2002/03).

Figure 32 Final status of full time honours entrants for 2002/03 by age group on entry

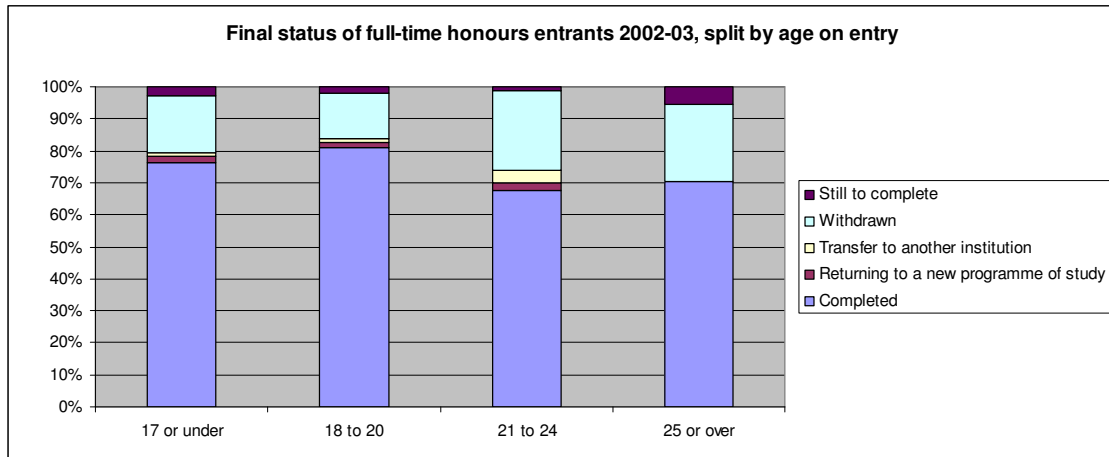
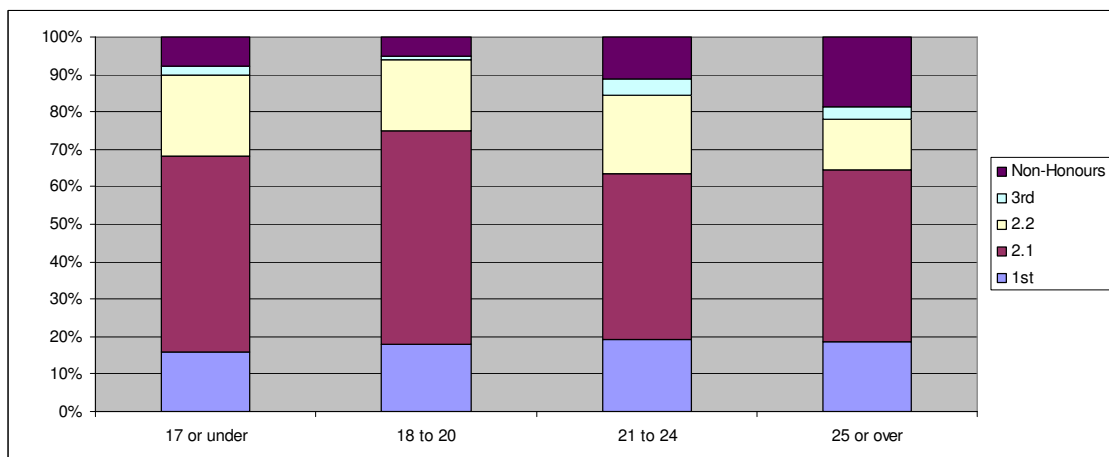


Figure 33 provides the final degree classification for entrants for 2002/03 by the different age groups. Those aged 18-20 on entrance are more likely to obtain firsts and 2:1s than the others. Those aged over 25 are more likely to graduate without honours but also more likely to obtain a first than the rest except for those aged 21-24 at entry. The time series data, from 1997/98 to 2002/03, suggests that the main difference between age groups relates to the proportions receiving non honours in those aged 21 and over at entry.

Figure 33 Final classification outcome of honours entrants, 2002/03 by age group on entry



Previous Institution (UK domiciled students)

As figure 34 below shows, those entering from independent schools are the least likely to withdraw and most likely to complete; those entering from Further Education are the least likely to complete and most likely to withdraw. The time series data suggest these differences have persisted over time, in the context of overall increasing withdrawal rates. However, there has been a marked increase in the withdrawal rate for entrants coming from Higher Education, from 10.3% in 1997/98 to 21.8% in 2002/03 but with some fluctuation in between.

Figure 34 Final status for full time honours entrants 2002/03 by previous institution type

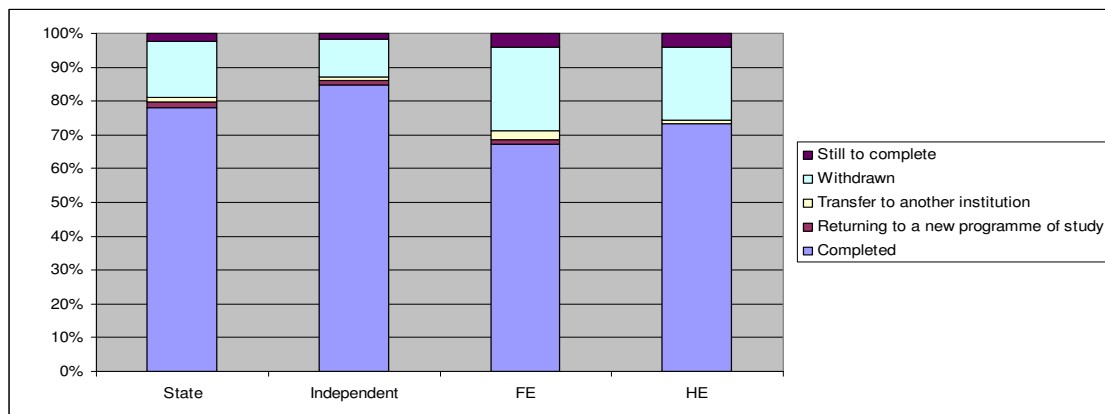
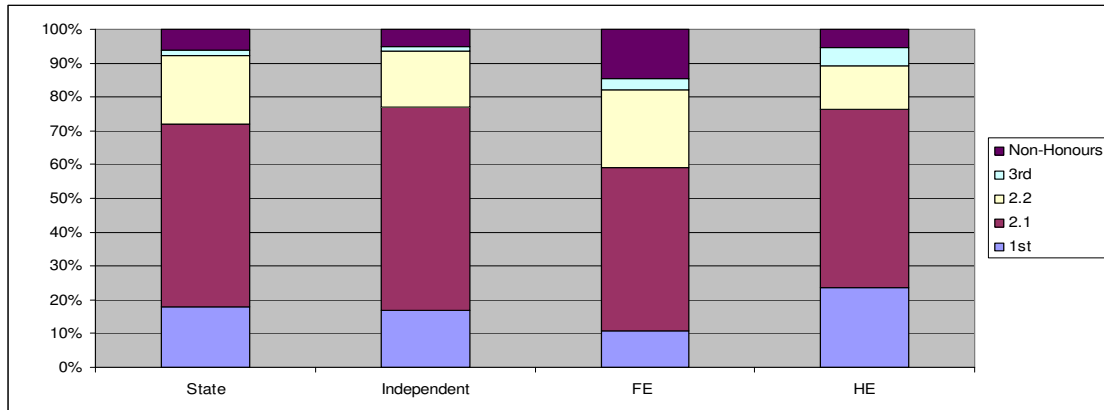


Figure 35 shows clearly that entrants from Further Education (many of whom will also be older students) are more likely to obtain non honours degrees and are least likely to obtain firsts. There are small differences between the other groups of entrants. This pattern is fairly consistent over time with some fluctuations.

Figure 35 Final classification outcome for honours entrants,2002/03, by previous institution type

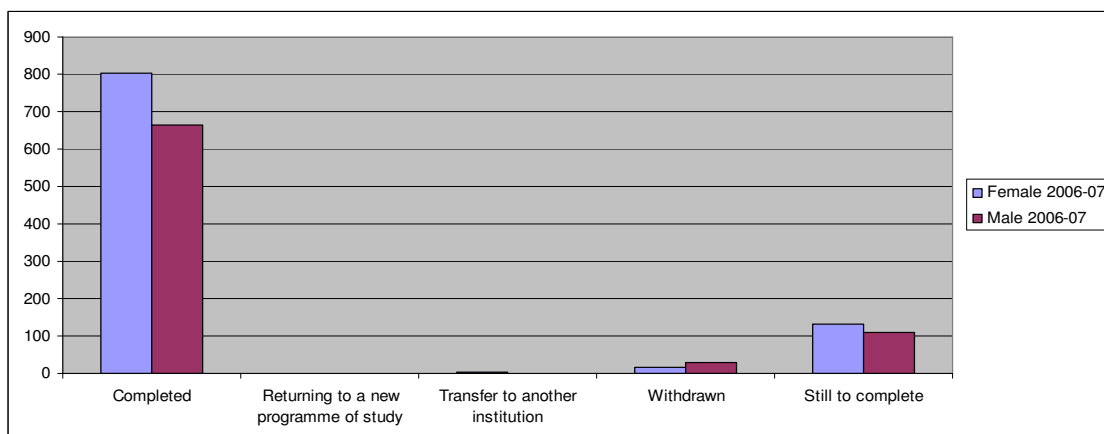


Postgraduate Taught

Gender

Completion rates have remained above 90% across the previous 10 years and there is little sustained difference between men and women. For the 2006/07 session 84.2% of women and 82.6% of men had completed their studies and 13.7% and 13.6% had still to complete respectively. The small difference between current completions lies in a small difference in the proportions of men and women withdrawing, 3.7% and 1.8% respectively.

Figure 36 Status of men and women postgraduate taught students in 2006/07 session



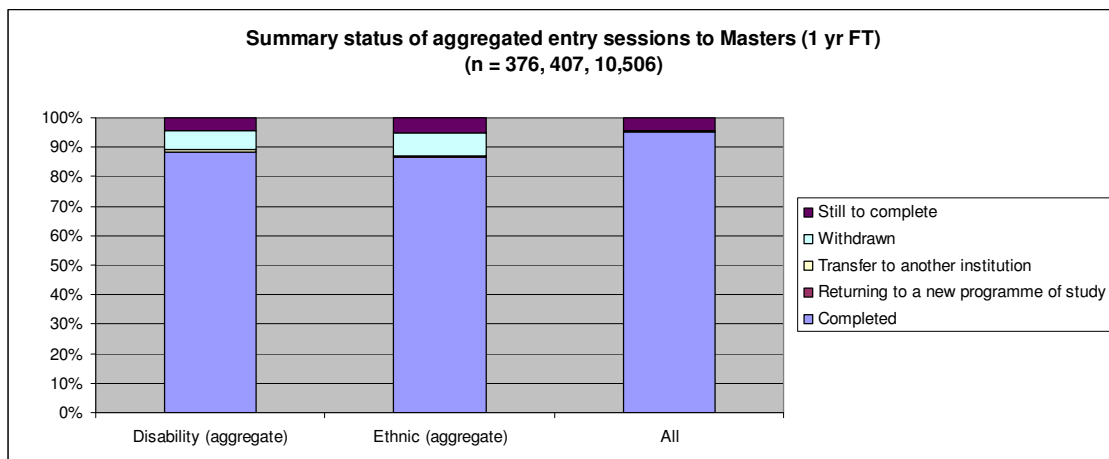
Disability

The numbers of students with a declared disability are small, making any analysis of trends unfeasible unless years are combined. The spotlight section looks at completion and withdrawal rates over combined years. The status of postgraduate taught students with a declared disability for the 2006/07 session is that 68.6% have completed; 25.5% have yet to complete; 3.9% have withdrawn and 2% had transferred to another institution. Figure 37 provides aggregated figures for the past ten years, comparing students with a declared disability, with UK domiciled non-white students, and all students.

Ethnicity (UK domiciled students)

The issue of small numbers also pertains to UK domiciled taught postgraduate students of non-white ethnic minority backgrounds. The status of this group for the 2006/07 (n = 603) session is that 75% have completed, 6.5% have withdrawn and 18.5% have yet to complete. Figure 37 provides aggregated figures for the past ten years, comparing students with a declared disability, with UK domiciled non-white students, and all students. A higher proportion of students with a declared disability and students from ethnic minority backgrounds withdraw from their courses, leading to lower completion rates than for the postgraduate taught student population as a whole.

Figure 37 Summary status of aggregated entry sessions 1997/98 to 2006/07 for disabled students, ethnic minority students and all students



Age

The figures below show a slight increase in withdrawal rates for the 21-24 year age group and those 25 and over. The younger age group is also a little less likely to withdraw. In 2005/06 the withdrawal rate for those aged 21-24 was 1.8% and for those 25 and over it was 3.9%.

Figure 38 Summary status of taught masters for students aged 21-24 from 1997/98 to 2005/06

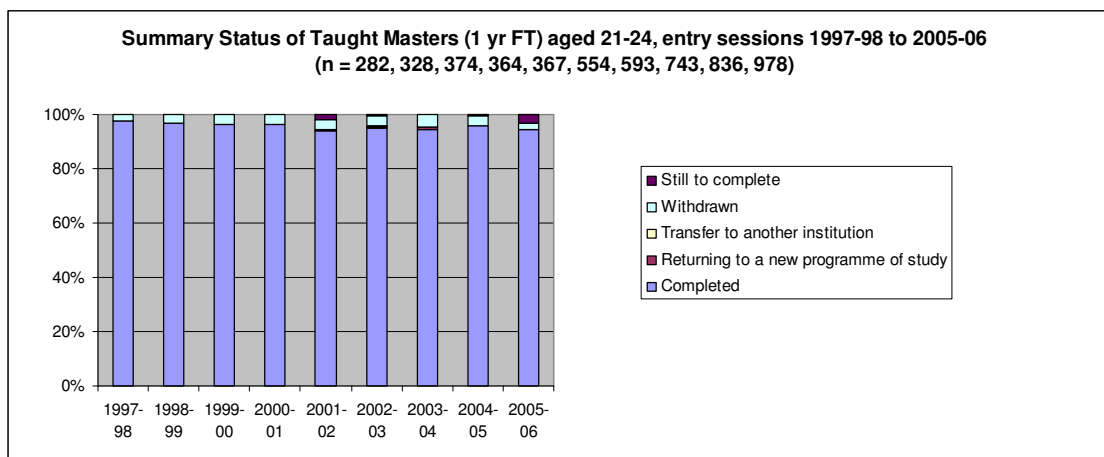
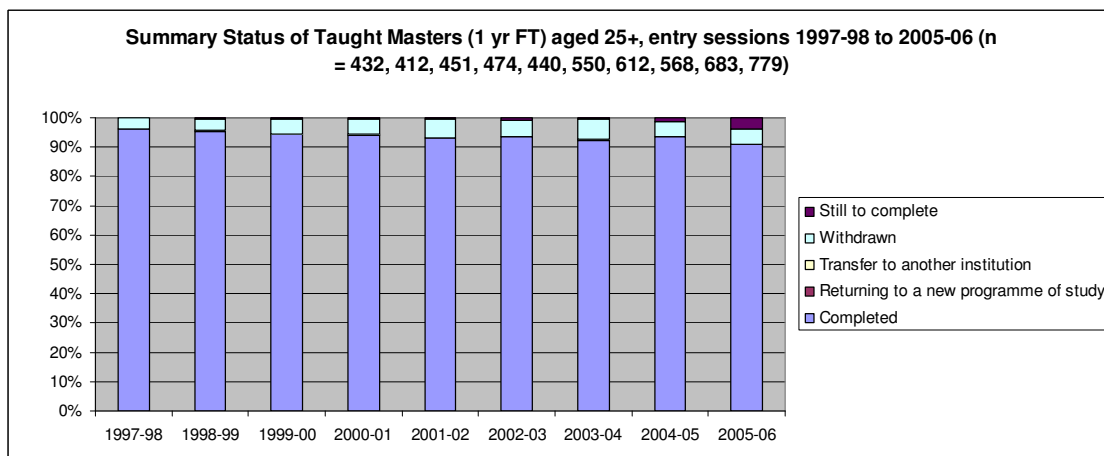


Figure 39 Summary status of taught masters for students aged 25 and over, from 1997/98 to 2005/06



Postgraduate Research

Gender

There is no clear gender difference in withdrawal rates between men and women in the most recent years, although there were small differences in earlier years. Men seem more likely to transfer to another institution, but numbers are small.

Figure 40 Outcomes for full time female entrants to doctorates from 1997/98 to 2001/02

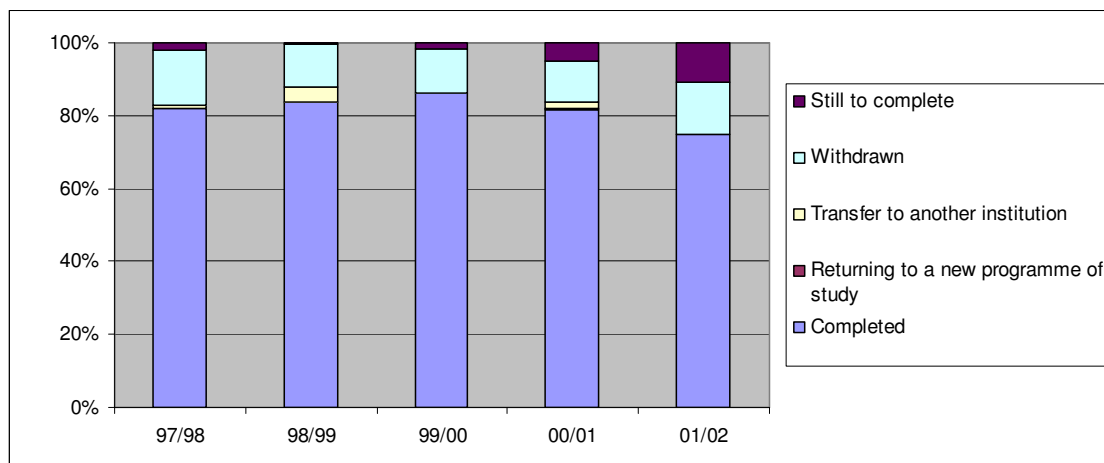
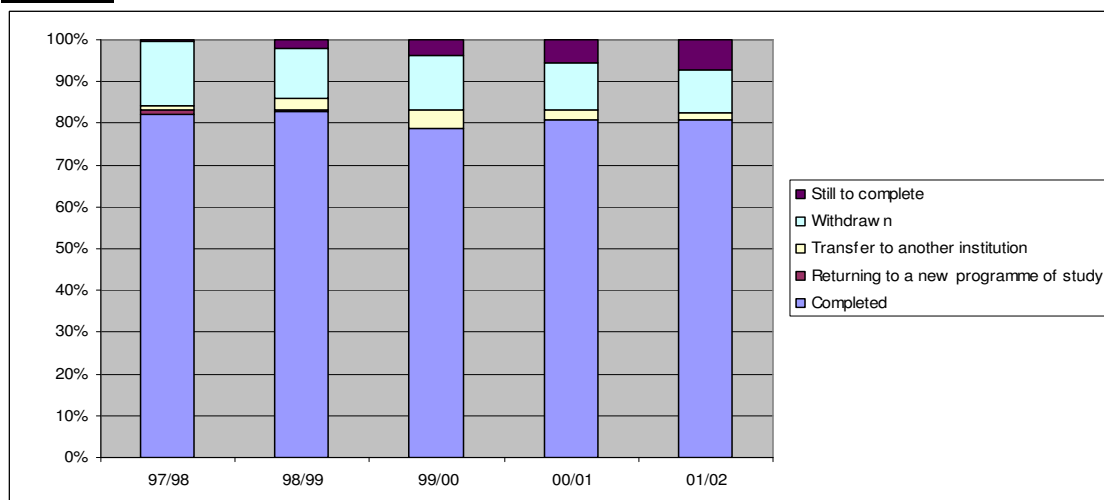


Figure 41 Outcomes for full time male entrants to doctorates from 1997/98 to 2001/02



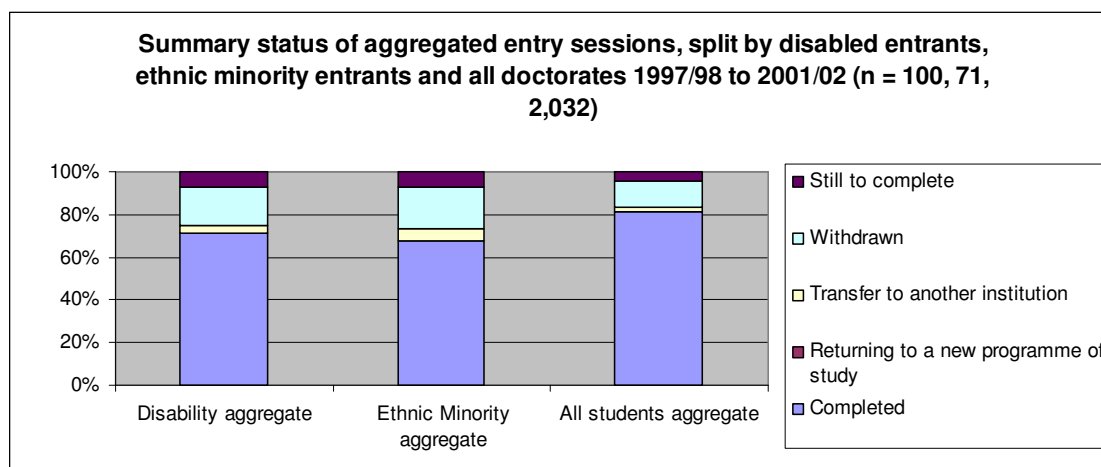
Disability

Data have been aggregated from 1997/98 to 2001/02 because of small numbers. Results are shown in figure 42 below, with comparisons with UK domiciled ethnic minority students and all students. Higher proportions of disabled students withdraw than students as a whole (18% and 13% respectively) and lower proportions complete (71% and 81% respectively).

Ethnicity (UK domiciled students)

The aggregated data are displayed below. Lower proportions of ethnic minority students complete (68%) than the total population of students and higher proportions withdraw (20%). This is a similar status profile to students with a declared disability.

Figure 42 Summary status of aggregated entry sessions 1997/98 to 2006/07 for disabled students, ethnic minority students and all students- doctorates



Age

The figures below show the summary status of different age groups (21-24 on entry and 25 and over on entry) by year of entry for doctorates. There are year on year fluctuations making trends difficult to interpret, but there is some difference in completions and withdrawals, with, for example, 85.2% of the younger age group of the 01/02 entrants having complete but 70.8% of the older

age group. Proportions of those withdrawing are also higher amongst the older age group, 7.4% compared to 17% in the younger age group. It can also be expected that some of those still to complete in 01/02 will do so.

Figure 43 Summary status of doctoral students aged 21-24 from 1997/98 to 2001/02

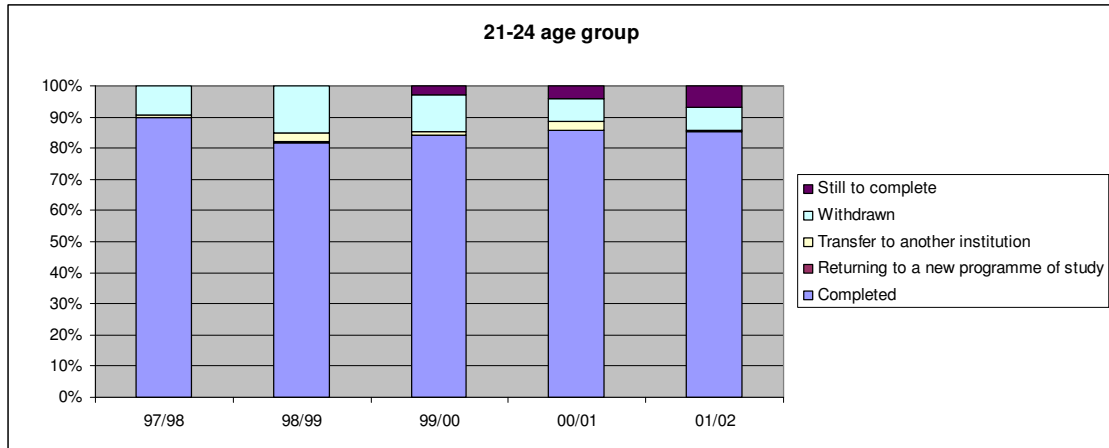
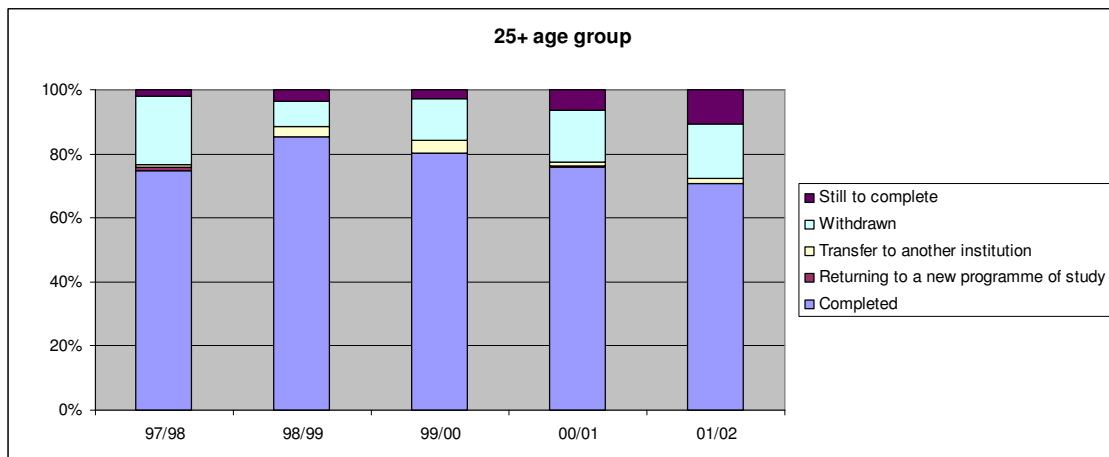


Figure 44 Summary status of doctoral students aged 25 and over from 1997/98 to 2001/02



SPOTLIGHT ON DISABILITY - Completion and withdrawal rates of disabled students against non-disabled student population

Introduction

The University is committed to creating an environment in which disabled students are enabled to participate fully in the mainstream of University life. Within that broad context, it is relevant to identify whether disabled students experience similar rates of completion as non-disabled students and whether or not they are any more likely to withdraw from their studies. These two measures, while not reflective of the whole student experience, are likely to be informative about student progression. An accessible and enabling environment should mean that there are no differences between disabled and non-disabled students' academic progression in terms of rates of completion and withdrawal. We might expect a very small minority of disabled students to take a longer time to complete. The EOTAG reports have pointed out that withdrawal rates for full time honours entrants is lower than the overall rate but that they do take longer to complete their studies. It is timely to review the progression of disabled students in the little more detail, using available evidence. The figures will not be identical to those elsewhere in the EOTAG report because they are compiled differently and are utilising some specific measures, for example of disabled students utilising the Disability Office's services as a way of identifying support.

The data

Progression data have been analysed for undergraduate and postgraduate students with comparisons made across three distinct groups:

- non-disabled students
- unsupported disabled students (those students who have declared a disability but who have not used the Disability Office's services– this may include students who do not need support as well as those who have not sought support)
- supported disabled students (those who have used the Disability Office's services)

Undergraduates

Overall Numbers for academic years 2001-2003

- Non-disabled students, n = 3, 275 (2001/2002) and 3,475 (2002/2003)

- Unsupported disabled students, n= 60 (2001/2002) and 61 (2002/2003)
- Supported disabled students, n= 163 (2001/2002) and 196 (2002/2003)

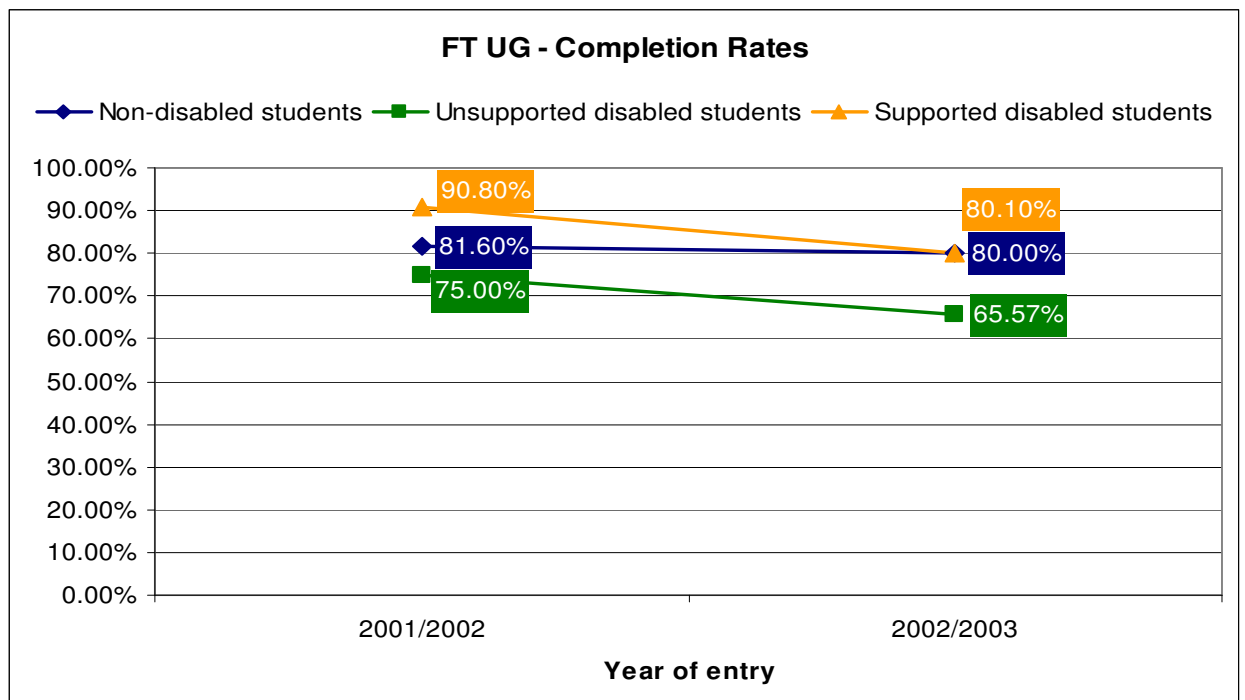
Available data and expected results

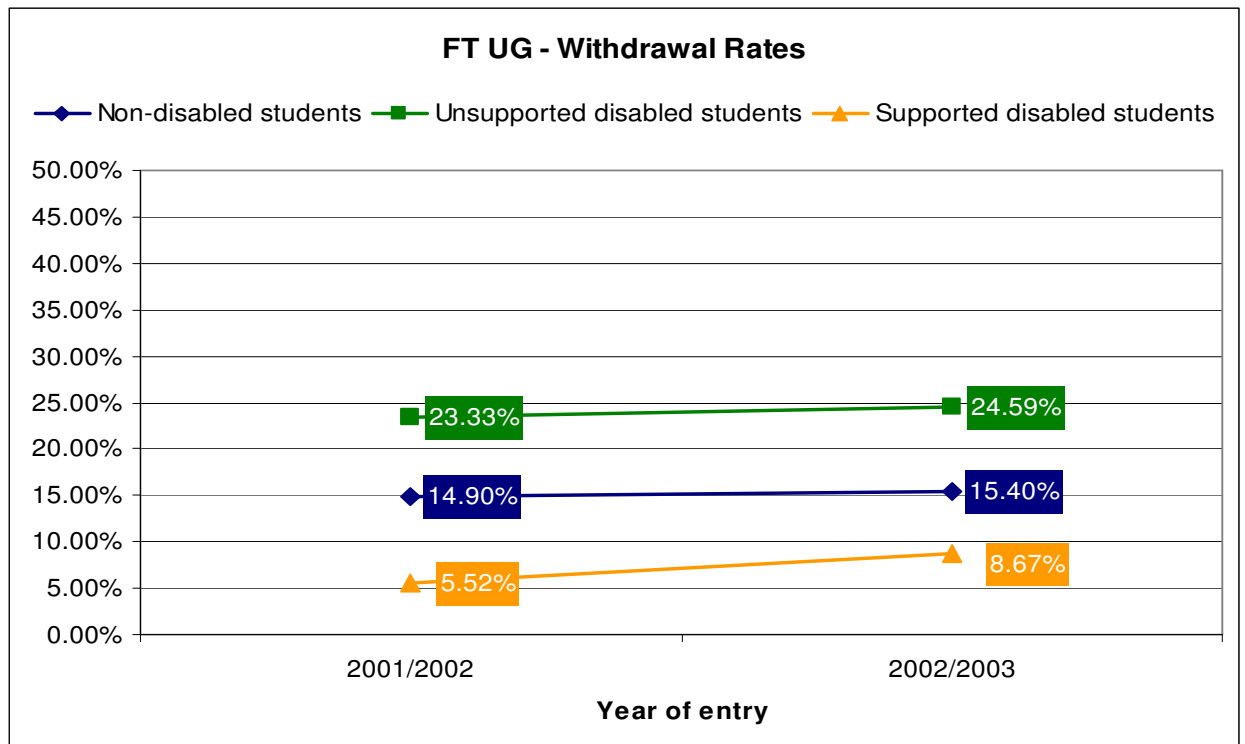
Undergraduate data are used for entrants who started in 2001/2002 and 2002/2003. Data for 2003/2004 is only partly available due to the number of students still continuing on these programmes (repeat years) and so this has not been included in this analysis.

Based on the premise that a substantial proportion of students who disclose a disability will require reasonable adjustments in order to achieve their full potential at the University, the expected results should be that some (but not all, as some will have no need for support) unsupported disabled students have a lower completion rate / higher withdrawal rate than the non-disabled students. Supported disabled students should have a similar completion and withdrawal rate to non-disabled students because reasonable adjustments have been made. Any deviation from that expected outcome would be a cause for concern, suggesting that support and adjustments are not effective or that other barriers persist for those students who have been supported through current practices.

Results

Undergraduate





In 2002/2003 the completion rates of supported disabled students and non-disabled students were at least equivalent as should be expected, even though rates have decreased for supported disabled students between these two years. Completion rates were lowest for unsupported disabled students as hypothesised. In both years the withdrawal rate is substantially lower for supported disabled students than for either non-disabled students or disabled students who are not receiving support. There is some evidence to suggest that this is a result of a higher incidence of students repeating years, so supported disabled students may not withdraw as frequently, but may take longer to complete their programme than the norm. Further data from other years is required to analyse this further. The results are also suggestive that the presence of support can improve a disabled student's progress.

Postgraduate Taught

Overall numbers for academic years 2003-06

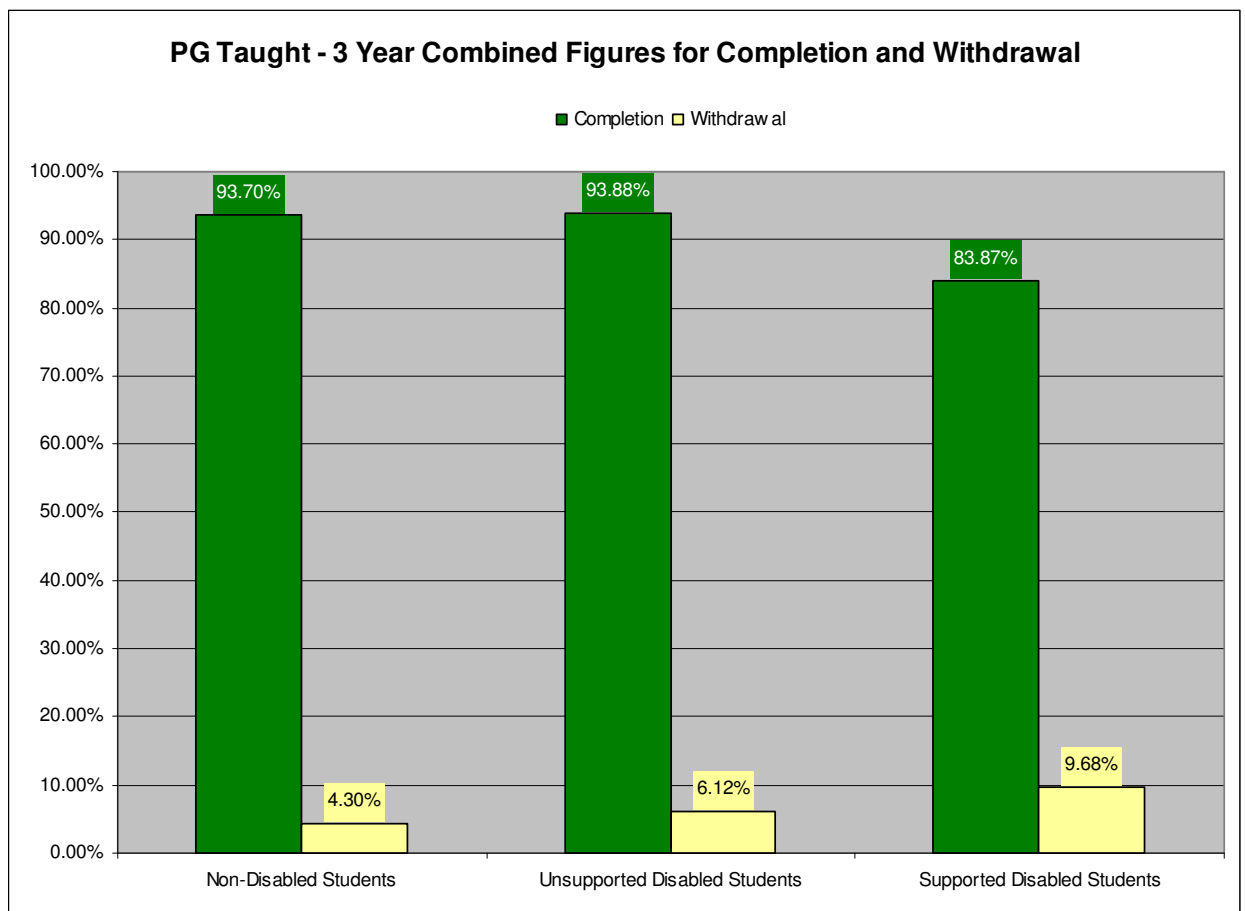
Non-disabled students, n = 3,905

Unsupported disabled students, n= 49

Supported disabled students, n= 62

Available data and results

As the number of disabled students is low, data here are accumulated and combined from the years 2003/04, 2004/05, and 2005/06 to give a single comparison between the populations, rather than over time. Even taking this into account, numbers are sufficiently low to raise strong concerns about drawing any conclusions (i.e. in some years just 1 or 0 withdrawals are recorded). Even though the results suggest a higher withdrawal and lower completion rate for supported disabled students, contrary to what would be expected, this might be due to low numbers rather than representing a trend.



Postgraduate Research

Overall student numbers for academic years 2000-04

Non-disabled students, n = 1,703

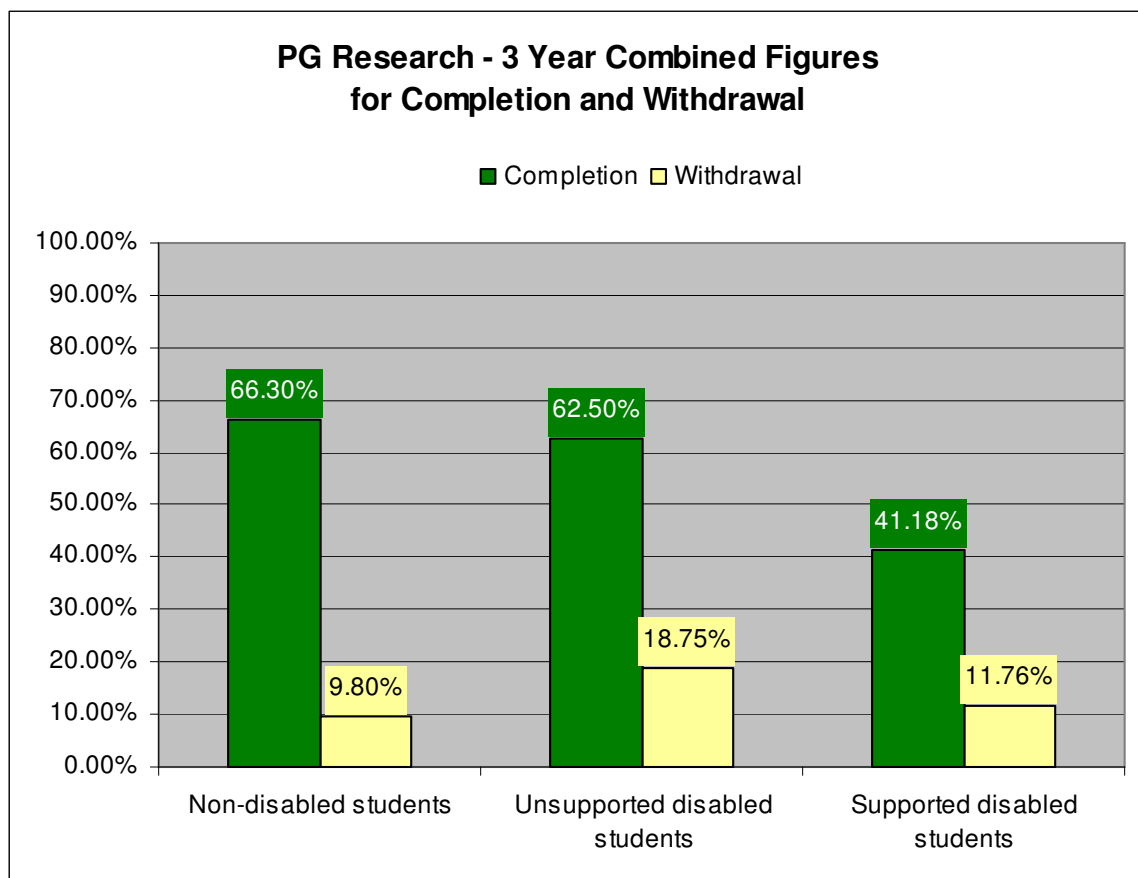
Unsupported disabled students, n= 80

Supported disabled students, n= 17

Data availability and results

As with PGT, data are accumulated from the years 2000/01 through to 2003/04 to give a single comparison between the populations, rather than over time. The same concern around the low number of records is true for PGR. In addition, there is a pronounced disparity between the number of PGR students who were supported in this period (17.5%) against the current number of PGR students receiving support (35.2%).

Chart PGR1 does not show students who are still to complete, and for supported disabled students this equates to 47.1% of students, compared to 22.6% in the non-disabled student population. Again this is likely to be unrepresentative due to the small numbers of students available to analyse. Withdrawal rates will also fluctuate due to small numbers, so it is not appropriate to draw specific conclusions at this stage.



Conclusion

We should be striving to minimise any observed differences between the three groups of students regarding completion and withdrawal, especially for undergraduate students where the progression data are robust enough to be confident that observed differences are real. A key issue is to ensure that those students who have declared a disability but who do not use the Disability Office are only those who do not require support. Current evidence would suggest that some students in this group would benefit from support, especially at undergraduate level, and that this would lead to an improvement in completion rates.

We should continue to monitor student progression in this way as a useful measure of our performance in relation to Disability Equality.

Notes on the data

Values do not always add to 100% due to the removal of other programme statuses (e.g. Transfer to another institution, Still to complete).

Appendix 1

This table gives a comparison of progression data against the current (February 2008) student cohort, showing percentage of each student level receiving support from the Disability Office. UG and PGT usage have declined slightly, while PGR usage is significantly higher.

	Percentage of disabled students using Disability Office services at the time of progression data	Percentage of disabled students using Disability Office services at present
PGR	17.53%	35.16%
PGT	55.86%	43.29%
UG	76.42%	70.70%