PART B
STUDENT DATA

NOTES AND DEFINITIONS

1. **Source Data:** student data is presented for intake years 1995/96 to 2005/06. The figures aggregate underlying data as input by 30th November 2006 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 labelled "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 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 30.11.06 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 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.

5. **Differences Between 'Withdrawal' Rates and Performance Indicators:** HESA, on behalf of the funding councils, produces annual performance indicators relating to "Non Continuation Rates" of students in Higher Education, these are commonly referred to as 'drop out rates'. Please see the following page on the HESA website for details: http://www.hesa.ac.uk/pi/home.htm

These should not be considered comparable to the withdrawal rates given in the outcomes section of this report and its associated appendices. The primary Performance Indicator used for comparative purposes is entitled "Non Continuation Following Year of Entry" and this differs from the EOTAG tables in two main ways: it only covers 1 year following entry whilst our data follows entrants over their complete university career (and therefore also captures those withdrawing in years 2, 3 and beyond), it does not includes those who withdrew before the 1 December of their first year and it relates to all first degree entrants whilst our data relates only to those entering Honours degree programmes.

HESA also produces a PI relating to "Projected Outcomes" which attempts to estimate the 'end states' of entrants to all first degree programmes for a particular year over a 15 year period. It is designed to project whether entrants will gain a degree, transfer to another institution (or return to another institution at any time over the 15 years) or whether they will leave Higher Education completely. It is projected using a complex statistical matrix based on the continuation rates of first year entrants rather than actual data on individual students. The University does not track students following withdrawal from the institution and therefore has no way of establishing how many of these students return to Higher Education. In reference to the University's performance this is largely irrelevant.

Cross checking of our methods against the HESA figures reveal that our figures are entirely compatible with theirs, and confirm that our completion figures are still extremely good compared with Scottish and other UK comparators.

6. **Abbreviations:**

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

1 INTAKE

1.1 Undergraduate Intake

1.1.1 Gender

Figure 1 shows the undergraduate entry profile by gender for 2005/06 while Figure 2 illustrates the trends in intakes by gender since 1995/96. The total female intake for 2005/06 was 55.3%, a slight reduction on the 2004/05 figure of 56.4% and the lowest since 2001/02. The drop in the proportion of females in SCE seen in the 2004/05 entry figure of 37.9% was followed in 2005/06 with the second highest figure since reporting began at 41.0%. The Medicine figure for 2005/06 was the first time since 1999/00 that this group had seen a drop rather than a growth in the proportion of female entrants. Similarly in Vet Medicine the 79.8% female entrants figure was a slight drop on the previous 2 years, however this figure remains very high. A complete set of time series figures is given in Table 1.1 of the appendix.

Figure 1: Undergraduate Entrants by Gender, 2005/06, HSS, SCE, Med, Vet & UoE

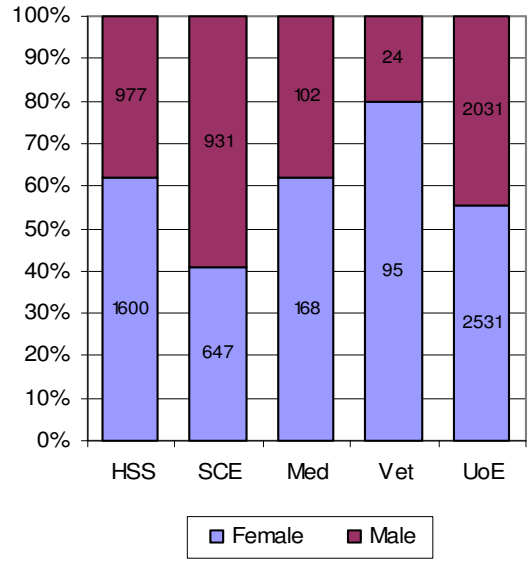
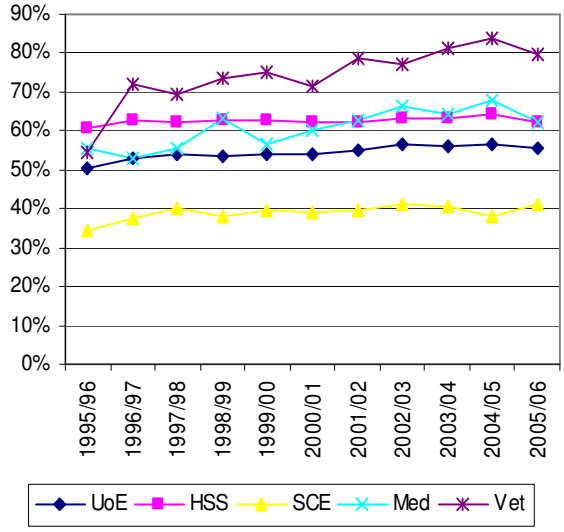


Figure 2: Proportion of Female Undergraduate Entrants, HSS, SCE, Med, Vet & UoE, 1995/96 - 2005/06



1.1.2 Disability

Figure 3 shows the proportion of disabled entrants since 1995/96 for the total University. 2004/05 and 2005/06 saw a drop from the highest figure recorded figure of 8.6% in 2003/04. Apart from 2003/04 the level of disabled entrants has remained relatively stable since 1999/00, around 7% to 7.5%. At College/Sub College level Vet Medicine has the highest figure at 10.1% and Medicine the lowest (3.7%). Table 1.2 in the Appendix provides complete time series figures.

1.1.3 Ethnic Minority Background (UK domicile)

Figure 4 shows the trend in UK domiciled ethnic minority first degree entrants since 1995/96 by college. The proportion of UK domiciled entrants describing themselves as non white in 2005/06 was 5.3%; the highest figure remains that of 2001/02 at 6.4%. In 2004/05 (4.4%) and 2005/06 (5.1%) the HSS figures steadily increased from the 2003/04 drop of 3.6%. However, the 2005/06 figure of 4.7% for SCE was the lowest since 2000/01 and a significant drop from the 6.3% seen in 2004/05. The Medicine figure remains higher than the university average at 11.4% although this is a drop on most of the previous years figures for this sub college group. Table 1.3 of the Appendix gives a set of the corresponding figures.

Figure 3: Proportion of Disabled Undergraduate Entrants, Total University, 1995/96 - 2005/06

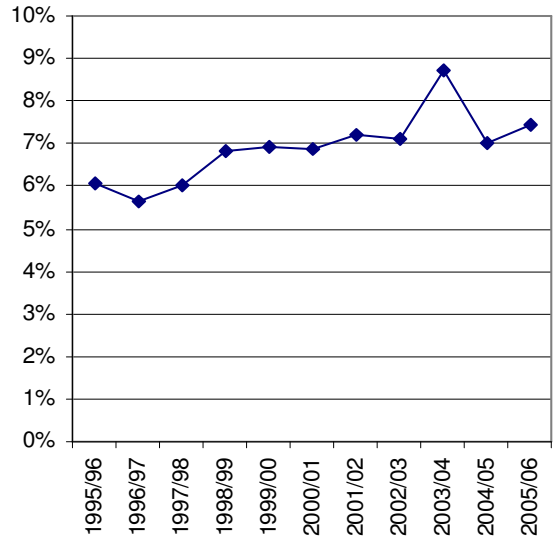
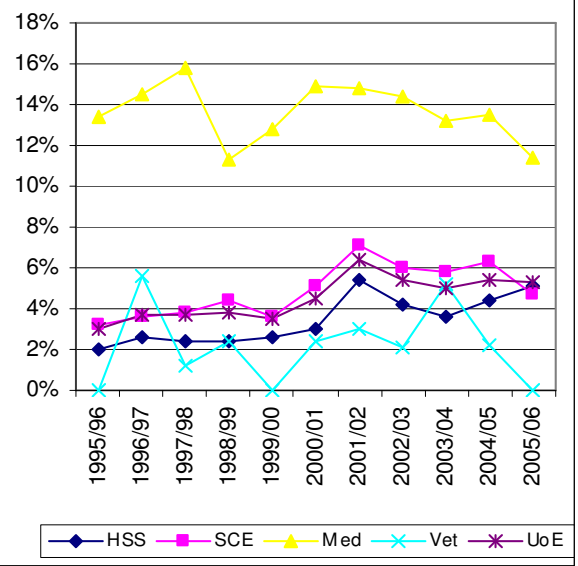


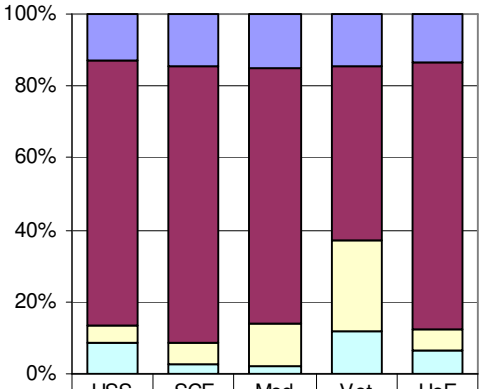
Figure 4: Proportion of UK Domicile Ethnic Minority Undergraduate Entrants, 1995/96 - 2005/06, HSS, SCE, Med, Vet & UoE



1.1.4 Age

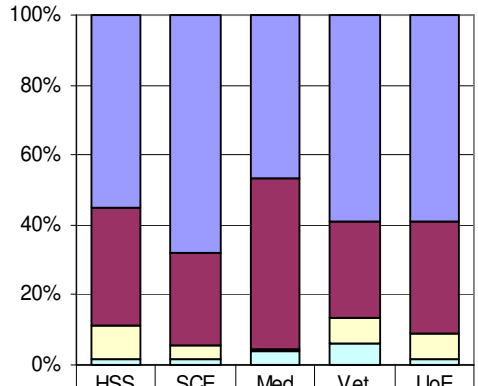
Figure 5 shows the breakdown of entrants by age group across Colleges for 2005/06. The total intake of mature undergraduates ("21 to 24" and "25 and over") for the University remains fairly constant at 12.5%. The numbers remain proportionately lower in SCE with figures around 8% and 9% for the last 3 entry sessions. Vet Medicine continues to have high levels of undergraduates of 21 and over with a figure of 37% in 2005/06. As noted in the last report this reflects an increase in the number of second first degree students. Table 1.4 in the Appendix provides a complete set of time series figures.

Figure 5: Age groups for Undergaduate Entrants 2005/06, HSS, SCE, Med, Vet & UoE



	HSS	SCE	Med	Vet	UoE
17 or under	327	227	41	17	613
18 to 20	1899	1214	191	58	3363
21 to 24	129	98	32	30	286
25 or over	222	39	6	14	282

Figure 6: Previous Institution Groups for UK Domiciled Undergraduate Entrants, 2005/06 HSS, SCE, Med, Vet & UoE



	HSS	SCE	Med	Vet	UoE
State	1216	854	108	48	2226
Independent	744	325	113	22	1206
FE	217	53	2	6	276
HE	38	20	9	5	72

1.1.5 Previous Institution (UK domicile)

Figure 6 gives a breakdown of UK domiciled first degree entrants by previous institution across Colleges for 2005/06. Although figures for state and independent school entrants continues to remain relatively stable there has been a slight increase in the proportion of state school entrants overall in 2004/05 and 2005/06 with the latter figure the highest ever at 58.9%. SCE continues to have the highest level of states school entrants at 68.2%. The entrants from Higher Education saw a drop in 2005/06 to 1.9%, the lowest ever level. Table 1.5 in the Appendix provides a complete set of time series figures.

1.2 Taught Postgraduate Intake

1.2.1 Gender

Figure 7 shows the gender breakdown of postgraduate taught entrants for 2005/06 while Figure 8 illustrates the trends in intakes since 1995/96. It is worth noting that over the timescale of Figure 8 the number of PGT entrants overall has nearly doubled reflecting trends in HSS and SCE. There has been a gradual growth in the overall proportion of female entrants since 1995/96 with a recent leveling off between 52% and 54% since 2003/04. SCE saw a drop in female entrants in both 2004/05 (30.5%) and 2005/06 (27.5%) although there was some fluctuation prior to this. This may be an area that requires some further work if the trend continues for another year. HSS continues to have a higher proportion of female entrants to PGT programmes at 61.9% in 2005/06, a gradual growth that is reflected in the overall University figures. The Vet Medicine figures also follow the pattern seen in previous years with the highest level of female entrants ever at 89%. Medicine, by comparison, has seen a significant drop in the share of female entrants at 66.2% which is over 20 percentage points less than the 2003/04 figure. However, both Medicine and Vet Medicine have much lower numbers of PGT students overall. Table 1.6 in the Appendix provides complete time series data.

Figure 7: Taught Postgraduate Entrants by Gender, 2005/06, HSS, SCE, Med, Vet and UoE

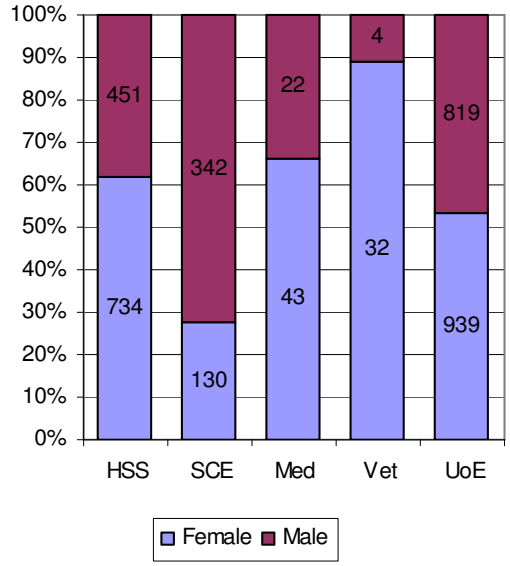
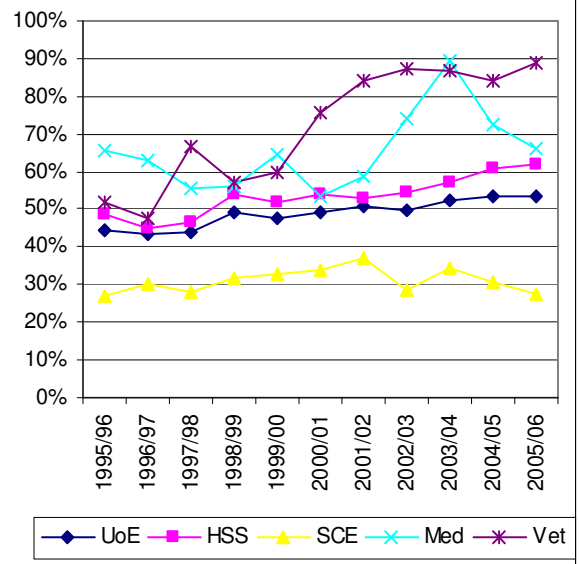


Figure 8: Proportion of Female Taught Postgraduate Entrants. 1995/96 - 2005/06, HSS, SCE, Med, Vet & UoE



1.2.2 Disability

Figure 9 shows the trend in taught postgraduate entrants reporting a disability since 1995/96. Although the range is small at between 3.0% and 4.5% in most years, 2005/06 did see a proportionate drop in levels of reporting to 2.9% in comparison with a 2004/05 figure of 3.9%. Table 1.7 in the Appendix provides complete time series figures.

Figure 9: Proportion of Disabled Taught Postgraduate Entrants, Total University, 1995/96 - 2005/06

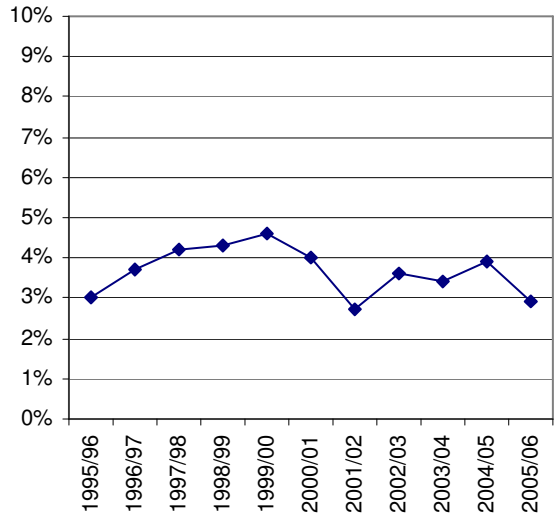
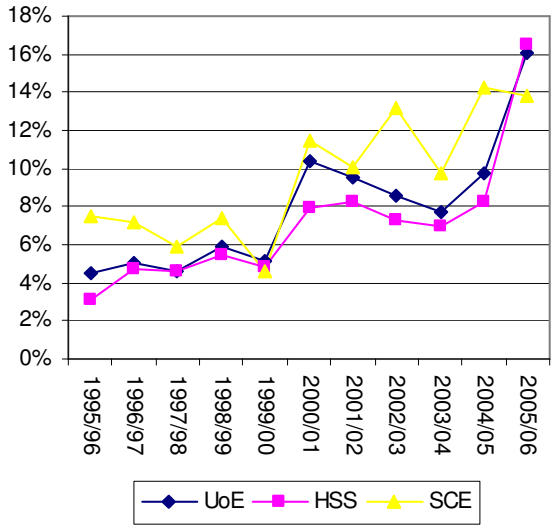


Figure 10: Proportion of UK Domicile Ethnic Minority Taught Postgraduate Entrants, 1995/96 - 2005/06. HSS, SCE, Med & UoE

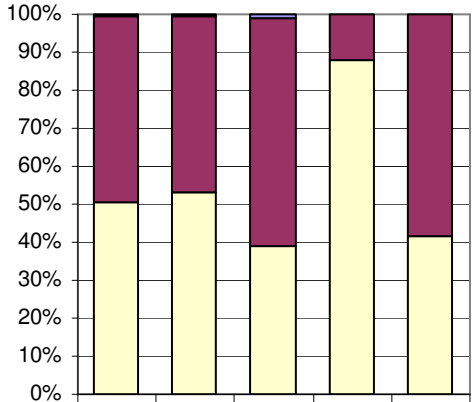


1.2.3 Ethnic Minority Background (UK)

Figure 10 shows trends in the proportion of UK domiciled ethnic minority taught postgraduate entrants for HSS, SCE and the total University since 1995/96. The total University figure shows that the proportion of ethnic minority entrants to taught postgraduate programmes increased dramatically in 2005/06 to 16.9% compared to 9.8% in 2004/05. Table 1.8 in the Appendix provides complete time series data.

1.2.4 Age

Figure 11: Age Groupings of Taught Postgraduate Entrants, 2005/06, HSS, SCE, Med, Vet & UoE



	UoE	HSS	SCE	Med	Vet
18 to 20	13	8	5	0	0
21 to 24	859	546	284	8	21
25 or over	886	631	183	57	15

Figure 11 provides the breakdown of intake to taught postgraduate programmes by age group for 2005/06 by College/Sub-College. Overall the proportion of entrants to the 25 or over age group is slightly higher than for the 21 to 24 group. As noted in the previous report this is largely influenced by the large HSS PGT population, whereas in SCE the age balance is reversed with the proportion of 21 to 24 PGTs being 60.2%. Table 1.9 of the Appendix gives complete time series figures. Overall the trend towards higher proportions of older PGT entrants appears to be leveling off. However the number of PGT students continues to rise, therefore the effect on age is proportionate as opposed to a drop in the number of older PGT entrants.

1.3 Research Postgraduate Intake

1.3.1 Gender

Figure 12 shows the proportion of research postgraduate entrants by gender for each College/Sub College in 2005/06 while Figure 13 shows the trends since 1995/96. Overall the proportion of female entrants was 45.7% for 2005/06, a slight increase on the low figure of 43% in 2003/04. The level of female entrants has remained relatively stable fluctuating between 42% and 47% for most years since 1995/96. In SCE the levels remain lower than average while in Medicine they are much higher than average at 61.9%. In all cases except Medicine the proportions are lower than the proportion of women in the relevant undergraduate population. Table 1.10 in the Appendix gives the complete time series figures.

Figure 12: Research Postgraduate Entrants by Gender, 2005/06, HSS, SCE, Med, Vet & UoE

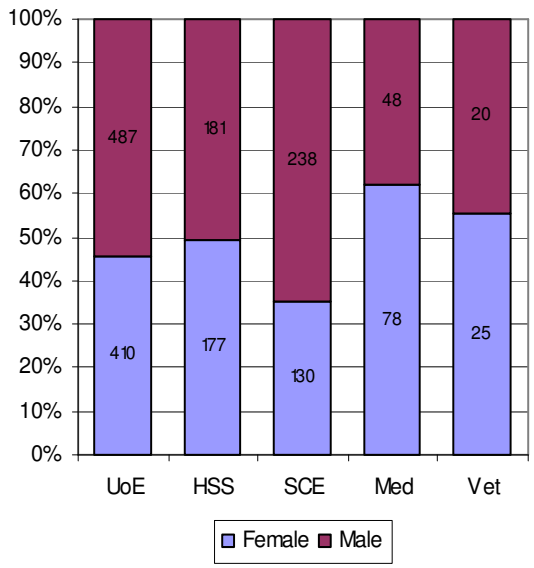
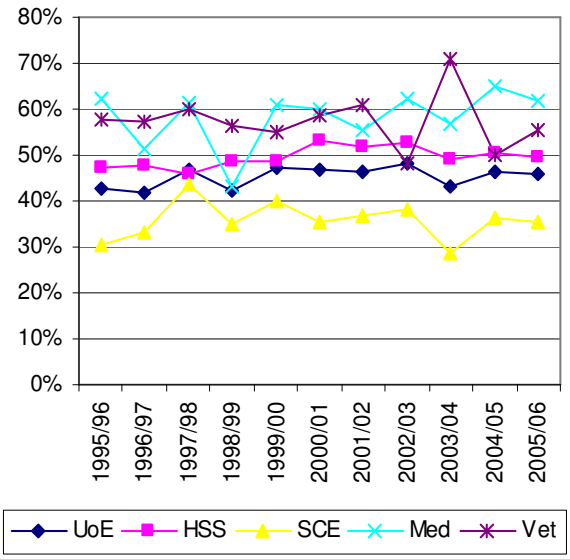


Figure 13: Proportion of Female Research Postgraduate Entrants, 1995/96 - 2005/06



1.3.2 Disability

Figure 14 illustrates the trends in the proportion of disabled entrants to postgraduate research programmes for the University since 1995/96. The more recent figures, since the high of 6.1% in 2001/02, show some fluctuation with the proportion dropping to 3.7% in 2004/05 and rising to 4.6% in 2005/06. This is particularly marked in HSS where the proportion of disabled PGR dropped to 4% in 2004/05 and rose again to 6.4% in 2005/06, but in all cases the numbers are small so some random fluctuation between years is to be expected. Table 1.11 in the Appendix provides complete time series figures.

Figure 14: Proportion of UK Domicile Disabled Research Postgraduate Entrants, 1995/96 - 2005/06, UoE

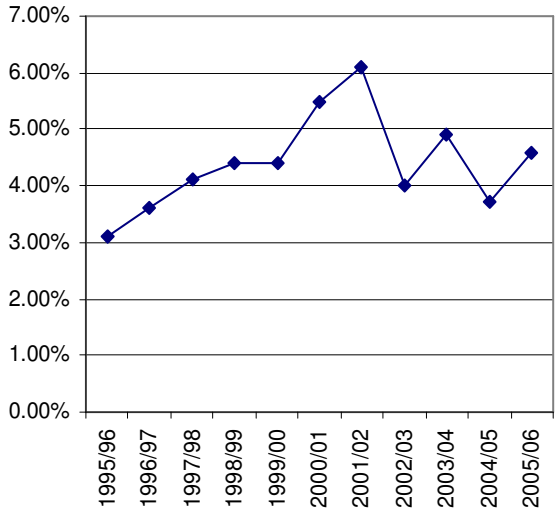
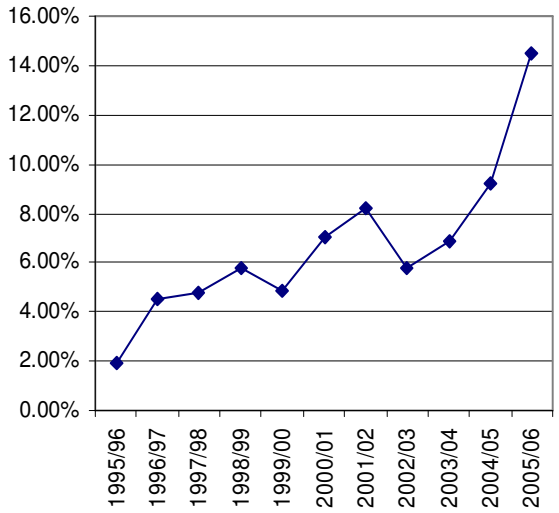


Figure 15: Headcount of UK Domicile Ethnic Minority Research Postgraduate Entrants, 1995/96 - 2005/06, HSS, SCE, Med, Vet & UoE

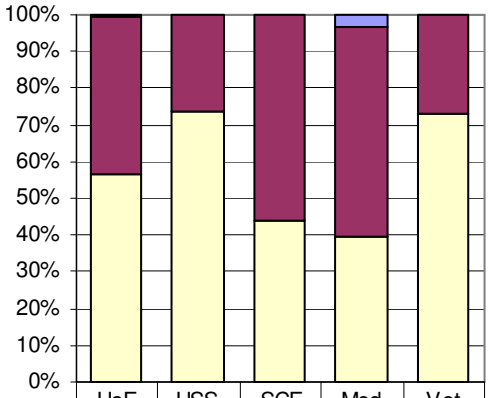


1.3.3 Ethnic Minority Background (UK)

Figure 15 shows the proportion of UK domiciled ethnic minority postgraduate research entrants for the University since 1995/96. As with the PGT figures this group has seen a large increase in the headcount of ethnic minority students in 2005/06. The proportion of PGR describing themselves as non white in this year reached 14.5%, more than twice the level of 2003/04. Medicine reported the highest level of ethnic minority entrants (15.6%) and SCE the lowest (13.7%) although all figures were at the highest ever recorded. Table 1.12 in the Appendix provides complete time series figures.

1.3.4 Age

Figure 16: Age Groupings of Research Postgraduate Entrants, 2005/06, HSS, SCE, Med, Vet & UoE



	UoE	HSS	SCE	Med	Vet
18 to 20	4	0	0	4	0
21 to 24	386	95	207	72	12
25 or over	507	263	161	50	33

Figure 11 shows the breakdown of taught postgraduate intake by age group in 2005/06 by College/Sub-College. In terms of the total University figures, PGR entrants are most likely to be in the 25 or over age group with the 2005/06 figure being the highest level since recording began at 56.5%. However figures since 1995/96 have fluctuated between 50% and 55%. Although overall the oldest group is also the largest group, in SCE and Medicine have higher proportions of entrants aged between 21 and 24. The overall figure is influenced primarily by the HSS figures where the proportion of entrants aged 25 or over has relatively consistently been between 70% and 75%. Table 1.13 in the Appendix provides full time series data.

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 picture as entered in the University student records system at 30 November 2006. 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 qualified to graduate and withdrawal rates 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).

Please note also the caution on interpreting the 'qualified to graduate' figures in this section for undergraduate students. These are calculated on a quite different basis from the figures supplied by HESA to the funding councils (see page 4 above).

2.1 Undergraduate Honours Entry

2.1.1 Gender

For the total University, the female entrants to full time Honours degrees have consistently higher qualified to graduate rates than their male counterparts although the qualified to graduate rates for both male and females have decreased during the reporting period and especially for entrants in 2001/02 and 2002/03. The qualified to graduate rate for females entering in 2001/02 is 83.9% compared to a figure of 76.5% for males. This difference is more pronounced in SCE with qualified to graduate rates for 2001/02 male entrants at 72.4% with around a fifth still not complete; the qualified to graduate rate for women at 81.5% is also lower than ever reported. There is some evidence that not only are males less likely to qualify to graduate in SCE they are also generally more likely to take longer to qualify to graduate than females. This may in some part be related to subject mix and requires further investigation. Table 2.3 provides a complete time series for summary status outcomes.

Figures 17 and 18 show degree classification outcomes for qualified to graduate males and females since 1995/96 for those entering either of the colleges of HSS and SCE to take a full time Honours degree. Prior to 1999/00 there was a tendency for males to be more likely to receive a first class degree (14.5% of males and 12.3% of females). Since 1999/00 this pattern of males being more likely to receive a first class degree is no longer clear with the proportion of females receiving firsts increasing. It is clear that males are more likely to obtain 2:2s and thirds as well as non Honours degrees, 32.1% compared to 24.1% of females in 2001/02.

Tables 2.3 To 2.8 in the Appendix provide complete status and classification time series figures at both the University and College levels.

Figure 17: Final Classification Outcome Female Full Time Honours Completions Entry Session 1995/96 - 2001/02 (ns=1451,1685,1608,1561,1512,1580,1569)

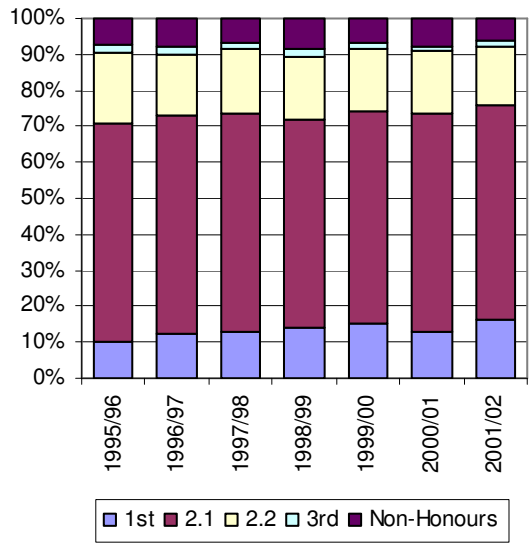
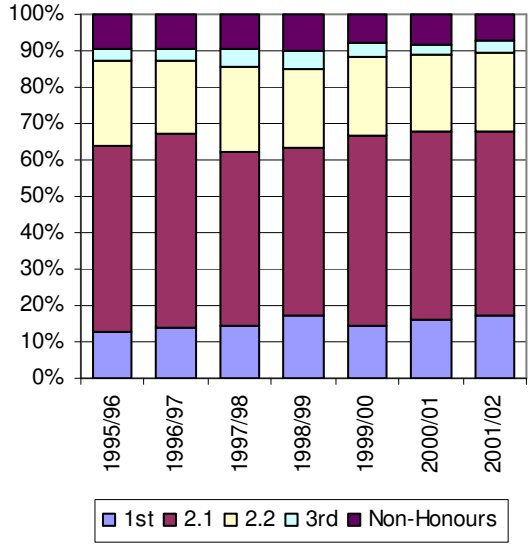


Figure 18: Final Classification Outcome Male Full Time Honours Completions Entry Sessions 1995/96 - 2001/02 (ns=1354,1446,1376,1359,1296,1340,1266)



2.1.2 Disability

The qualified to graduate rates for disabled students entering in 2001/02 is 81.0% compared to an overall rate of 80.4% therefore disabled students appear to be slightly more likely to qualify for graduation than non disabled students although this has only been the case since 2000/01. Disabled students are, however, slightly more likely to take longer to qualify to graduate with 4.3% of 2001/02 disabled entrants not yet finished compared to 2% of overall entrants that year. Table 2.9 in the appendix gives complete times series summary status outcome figures.

Figure 19 shows the degree classification outcomes for those reporting a disability on entry to a full time Honours degree who have since qualified to graduate. Generally those identifying themselves as disabled are less likely in most years to receive firsts or 2:1s than those who are not disabled. They are also more likely to receive non Honours degrees than those who do not identify themselves as being disabled. Table 2.10 in the Appendix provides complete time series classification data from 1995/96.

Figure 19: Final Classification Outcome
Disabled Full Time Honours Completions
Entry Sessions 1995/96 - 2001/02
(ns=204,200,216,243,234,245,253)

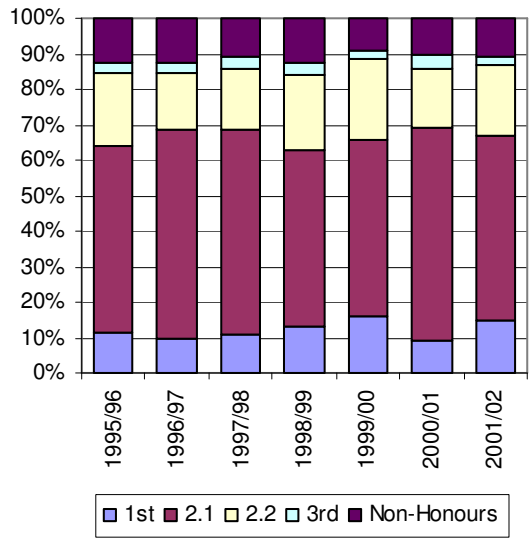
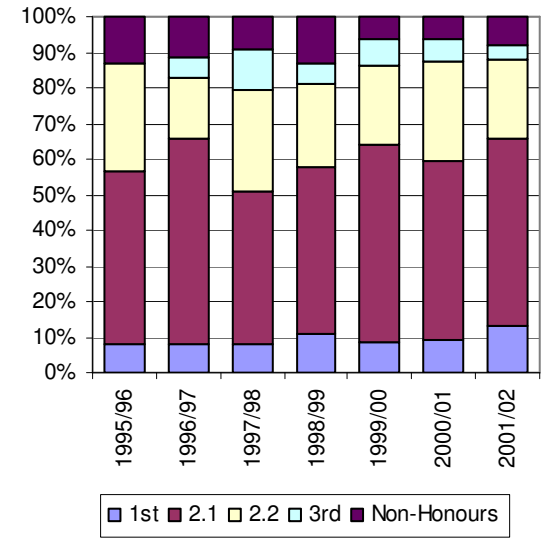


Figure 20: Full Classification Outcome
Ethnic Minority FT Hons Completions
Entry Sessions 95/96 - 01/02
(ns=76,100,86,93,92,118,184)



2.1.3 Ethnic Minority Background (UK)

There were no marked differences in qualified to graduate rates for students from ethnic minority backgrounds compared to those from white backgrounds. In fact the rates of ethnic minority students qualified to graduate have been consistently higher since 1996/97. Figure 20 shows degree classification outcomes for those identifying themselves as belonging to an ethnic minority in HSS and SCE combined. The results show that white students are more likely to receive firsts or 2:1s than non-white students and that non-white students are generally more likely to receive 2:2s, thirds and non-Honours degrees. Tables 2.11 and 2.12 in the Appendix give complete time series figures.

2.1.4 Age

The rates of entrants qualifying to graduate continue to be highest amongst those in the 18 to 20 age group on entry and generally lowest for entrants within the 25 or over age group. However qualified to graduate rates for those aged 21 to 24 have decreased most markedly across time, so they are similar to (and at times lower than) the 25 or over age group. Table 2.13 in the Appendix gives complete time series figures.

Figures 21 to 24 illustrate the degree classification outcomes for each age group of full-time Honours entrants who have qualified to graduate for HSS and SCE combined. The youngest group of students (17 or under) are more likely to receive 2:2s or thirds than those in the 18 to 20 category and are also less likely to receive firsts. Those in the 21 to 24 group are consistently more likely to receive firsts than any other group but also less likely to receive 2:1s and more likely to graduate with non-Honours degrees than those in the younger age groups. Those belonging to the 25 or over group are much more likely to graduate with non-Honours degrees, particularly when compared to the 17 or under and the 18 to 20 age groups. It was noted in the last report that this may be accounted for by the greater likelihood of this group entering via an FE route as opposed to a directly age related factor. Table 2.14 in the Appendix gives complete time series figures.

Figure 21: Final Classification Outcome
Entry Age 17 or Under FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=372,441,424,364,368,396,354)

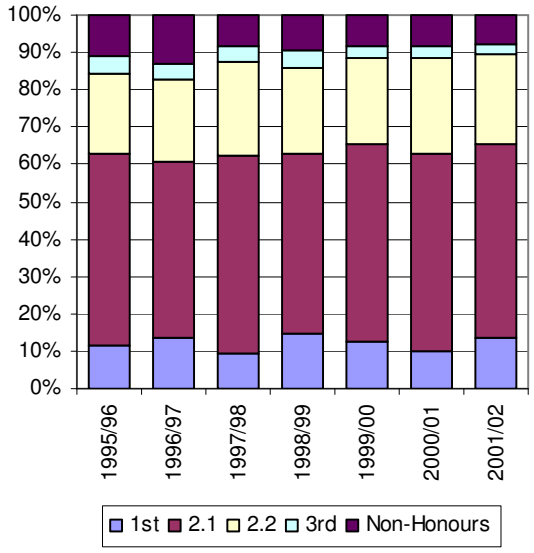


Figure 22: Final Classification Outcome
Entry Age 18 to 20 FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=2156,2418,2286,2296,2198,2223,2258)

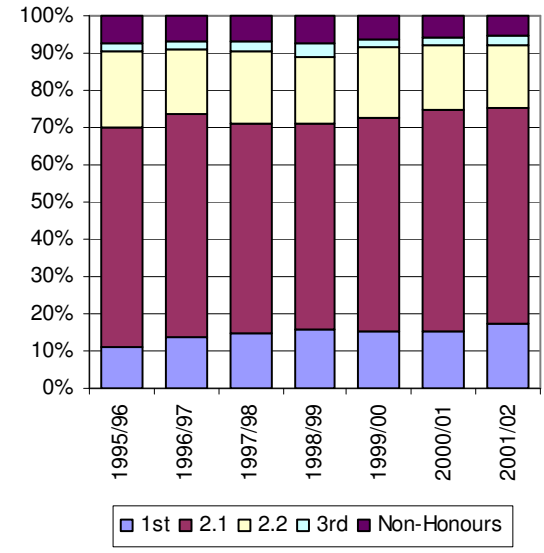


Figure 23: Final Classification Outcome
Entry Age 21 to 24 FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=118,115,127,129,100,173,110)

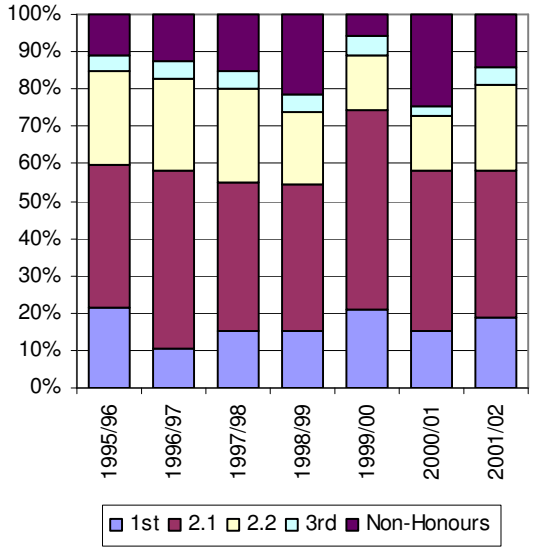
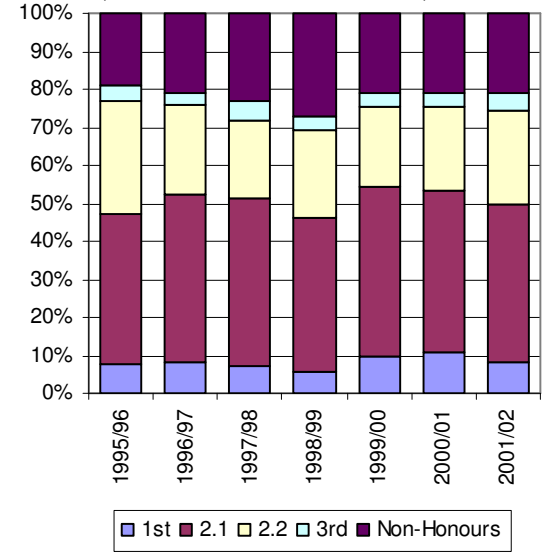


Figure 24: Final Classification Outcome
Entry Age 25 or over FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=157,153,139,125,141,128,112)



2.1.5 Previous Institution

Those entering full time Honours degree programmes from independent schools are generally most likely to qualify to graduate. While the decrease in qualified to graduate rates is seen in all groups (although there has been some fairly marked fluctuation in Higher Education) the trend for lower qualified to graduate rates is relatively greatest amongst students entering from independent schools, so that the differential has diminished in this regard between independent and state, and between schools and FE/HE. Table 2.15 in the Appendix provides complete times series summary status figures.

Figures 25 to 28 show degree classification outcomes for each previous institution grouping for full time Honours entrants qualified to graduate for SCE and HSS combined. There has been a tendency for those from state school backgrounds to be slightly more likely to receive firsts than those from independent school backgrounds although this is not consistent through all entry years. However state school students are also less likely to get 2:1s. FE entrants are far more likely to receive a non-Honours degree than any other previous institution type and are least likely to obtain firsts or 2:1s. As noted in the previous EOTAG report this is an area that requires further consideration as it is unlikely to be related to subject type. Table 2.16 in the Appendix provides complete time series degree classification figures.

Figure 25: Final Classification Outcome
State School FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=1357,1501,1525,1485,1367,1487,1388)

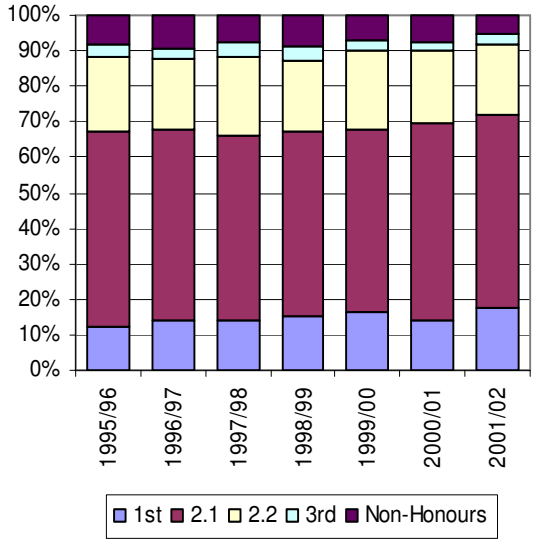


Figure 26: Final Classification Outcome
Independent School FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=918,1032,832,804,844,824,810)

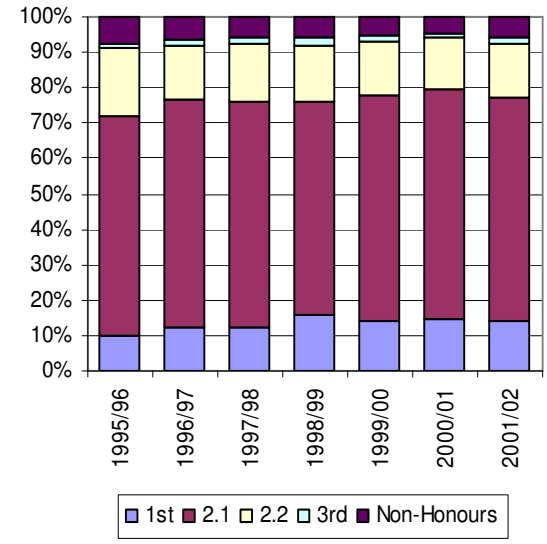


Figure 27: Final Classification Outcome
Further Education FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=154,135,138,186,163,127,164)

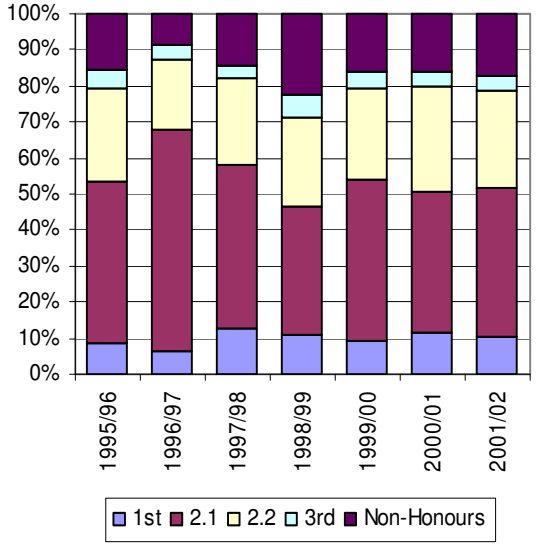
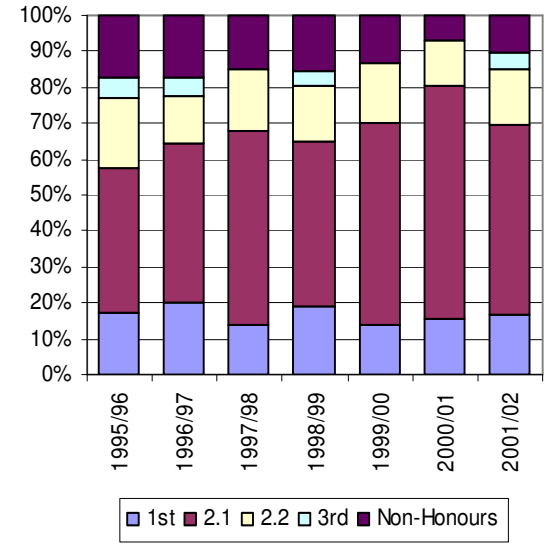


Figure 28: Final Classification Outcome
Higher Education FT Hons Complete
Entry Sessions 1995/96 - 2001/02
(ns=89,94,93,125,108,72,111)



2.2 Taught Masters (1 year) Outcomes

2.2.1 Gender

Figure 29 and Figure 30 show the summary status of female and male full time 1 year masters entrants from 1995/96 to 2004/05. There is a slight tendency for females to have a higher qualified to graduate rate than males from 2000/01 onwards but this does not occur for every year of entry. In the last EOTAG report it was noted that the male qualified to graduate rate appeared to be decreasing relative to the female, this trend has not continued into the most recent years of 03/04 and 04/05. Table 2.31 in the Appendix gives complete time series figures. Males do appear to be taking longer to qualify to graduate from a taught masters programme than females with only 0.9% of female entrants from 2004/05 still to qualify to graduate compared with 2.3% males. There remains no clear pattern when comparing degree type on qualification to graduate (i.e. Diploma versus Masters) for male and female entrants. Table 2.32 In the Appendix provides full time series figures.

Figure 29: Summary Status as of 30.11.06
Female Taught Masters (1 yr FT) (%)
Entry Sessions 1995/96 - 2004/05
(ns=306,315,310,377,398,410,414,551,623,689)

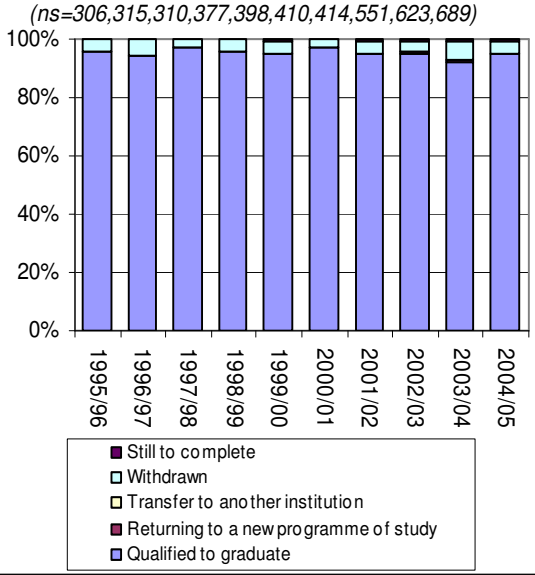
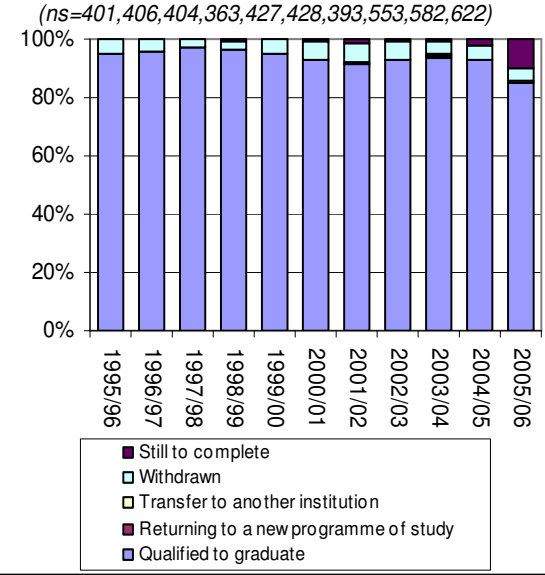


Figure 30: Summary Status as of 30.11.06
Male Taught Masters (1 yr FT) (%)
Entry Sessions 1995/96 - 2004/05
(ns=401,406,404,363,427,428,393,553,582,622)



2.2.2 Disability

As a result of the small number of disabled taught Masters entrants in one intake year the aggregate outcomes for intake years 2000/01 to 2004/05 have been calculated as an approximate means of comparing this group to the total taught masters population. These are illustrated in Figure 31. It shows that there are slightly lower qualified to graduate rates for disabled students (90.2%) compared to the total population figure of 93.7%. Table 2.33 In the Appendix provides full details.

Figure 32 shows the aggregate figures for taught masters entrants who have qualified to graduate from a programme of study and exited the university. It shows that those identifying themselves as disabled are somewhat more likely to graduate with a Postgraduate Diploma (8.9%) compared to a total masters population figure of 4.8%. Table 2.34 In the Appendix gives full time series figures for degree outcomes.

Figure 31: Summary Status as of 30.11.06 (%)
Entry to Taught Masters (1 yr FT)
Aggregated Entry Sessions 00/01 - 04/05
(ns=5275,174,171)

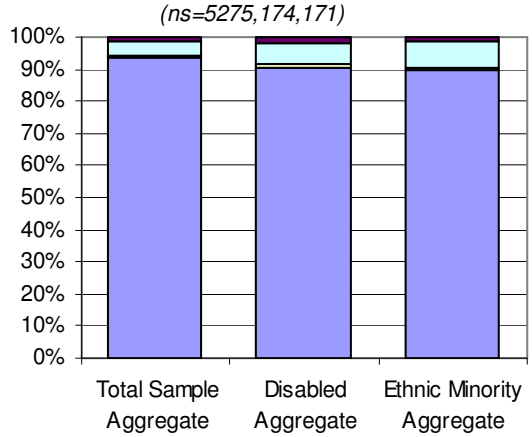
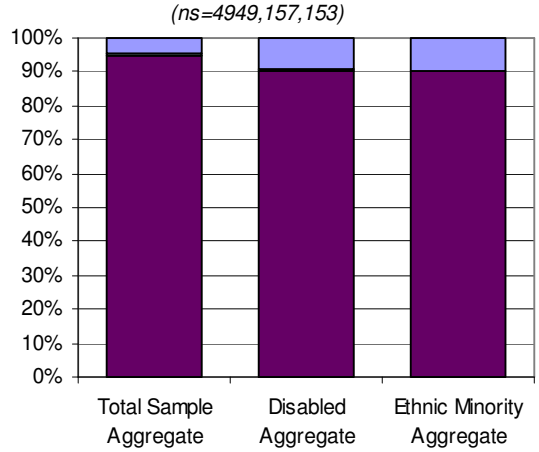


Figure 32: Summary Status as of 30.11.06 (%)
Entry to Taught Masters (1 yr FT)
Aggregated Entry Sessions 00/01 - 04/05
(ns=4949,157,153)



2.2.3 Ethnic Minority Background (UK)

The same type of aggregate outcome rates were calculated for UK domiciled ethnic minority entrants to 1 year masters programmes and these are also shown in Figure 31. Again ethnic minority entrants show slightly lower qualified to graduate rates than the total population figures, 89.5% compared to 93.7%. Table 2.35 In the Appendix provides full details.

Similarly, as can be seen in Figure 32, in terms of degree type those from ethnic minority backgrounds are more likely to graduate with a Postgraduate Diploma (9.8%) than the total population (4.8%). Table 2.36 in the appendix provides full time series figures of degree outcomes.

2.2.4 Age

Figure 33: Summary Status as of 30.11.06
Taught Masters (1 yr FT) Aged 21-24
Entry Sessions 1995/96 - 2004/05
(ns=264,267,275,324,368,362,363,547,586,731)

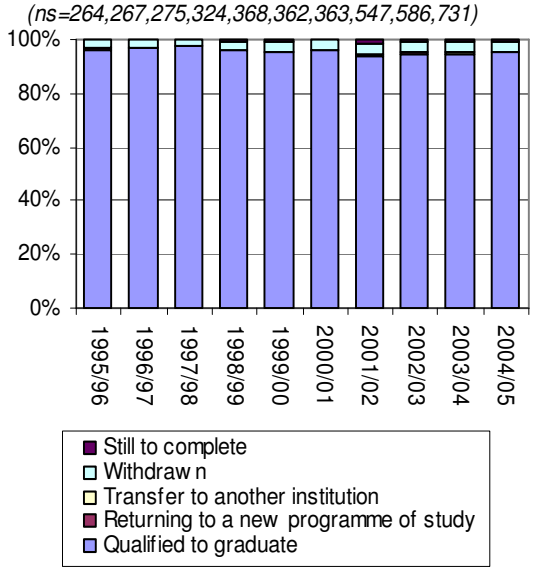


Figure 34: Summary Status as of 30.11.06
Taught Masters (1 yr FT) Aged 25 & Over
Entry Sessions 1995/96 - 2004/05
(ns=438,452,432,412,451,474,440,550,612,568)

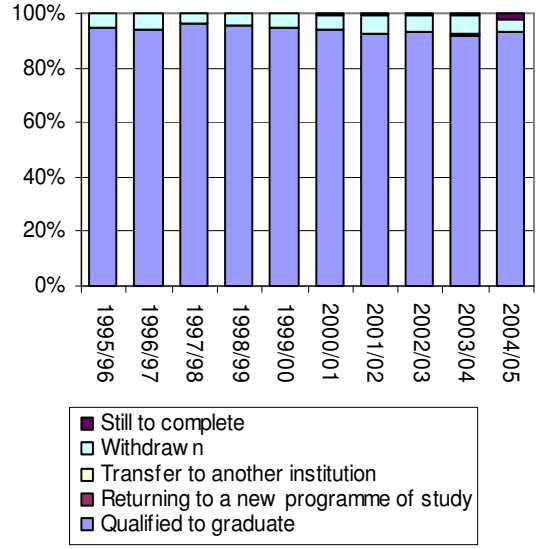


Figure 33 and Figure 34 show the summary status for 1 year taught masters entrants aged 21 to 24 and 25 or over up to intake session 2004/05. Table 2.37 in the Appendix provides complete time series figures. The data shows that those aged 25 or over are less likely to qualify to graduate compared to the younger group. In 2003/04 the qualified to graduate rate for those in the older group was 92.0% compared to 94.2% of those aged between 21 and 24.

There is no clear pattern over an extended period of time in terms of the degree type on qualification to graduate with regards Masters and Postgraduate Diploma although in the years 02/03, 03/04 and 04/05 the older students appear more likely to receive Postgraduate Diplomas than those in the younger group. Table 2.38 In the Appendix provides complete time series figures for degree outcomes.

2.3 Research Doctorate Outcomes

2.3.1 Gender

Figure 35 and Figure 36 provide the summary status for female and male full time research doctorate entrants for intake session 1995/96 to 2000/01. Table 2.41 In the Appendix provides complete time series figures. There are no clear trend differences in terms of gender. Although female withdrawal rates have generally been higher these differences have been marginal in most years. There are no clear patterns in terms of degree type on qualification to graduate either in terms of gender. Table 2.42 In the Appendix provides complete times series figures for degree outcomes.

Figure 35: Summary Status 30.11.06
Female Entry to Research Doctorates
Entry Sessions 1995/96 - 2000/01
(ns=164,160,185,172,173,178)

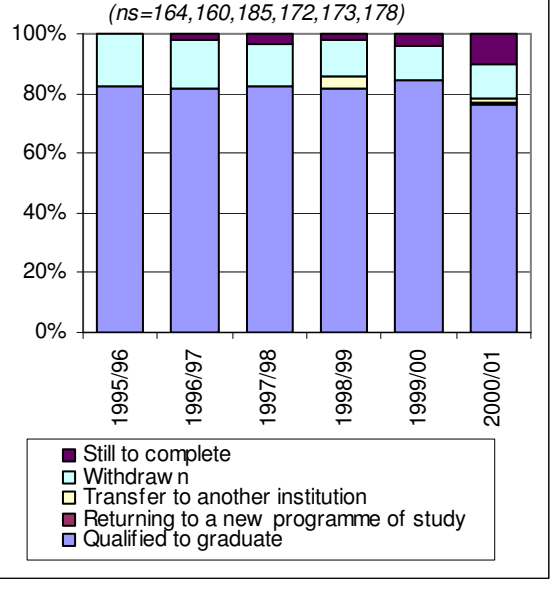
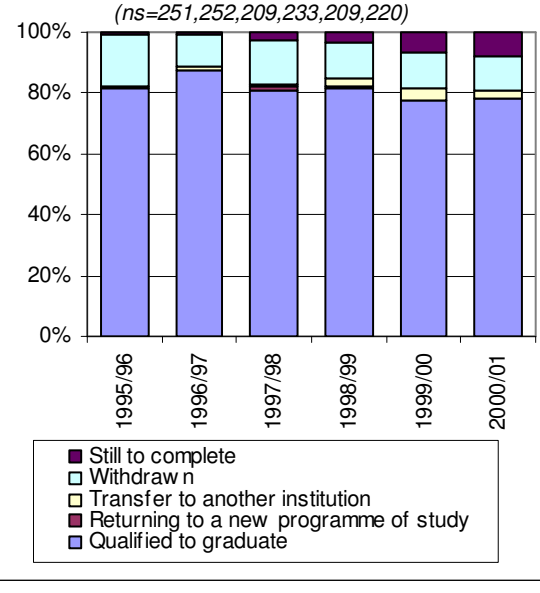


Figure 36: Summary Status 30.11.06
Male Entry to Research Doctorates
Entry Sessions 1995/96 - 2000/01
(ns=251,252,209,233,209,220)



2.3.2 Disability

The data for postgraduate research outcomes has been aggregated in a similar way to that of the postgraduate taught outcomes for disabled entrants. Figure 37 illustrates the aggregated summary status for the entry sessions 1996/97 to 2000/01. Although there was a fair amount of fluctuation over the 5 sessions the proportion of completions for disabled students is lower than the overall sample (74.7% compared to 81.5%).

Figure 38 shows the aggregate proportions of degree types achieved by the disabled students who qualified to graduate from a programme and exited the university between 1996/97 and 2000/01. Compared to a total population figure of 96.7% the proportion of disabled students achieving a Doctorate degree was 91.9%. Table 2.44 In the Appendix provides full time series figures for degree outcomes.

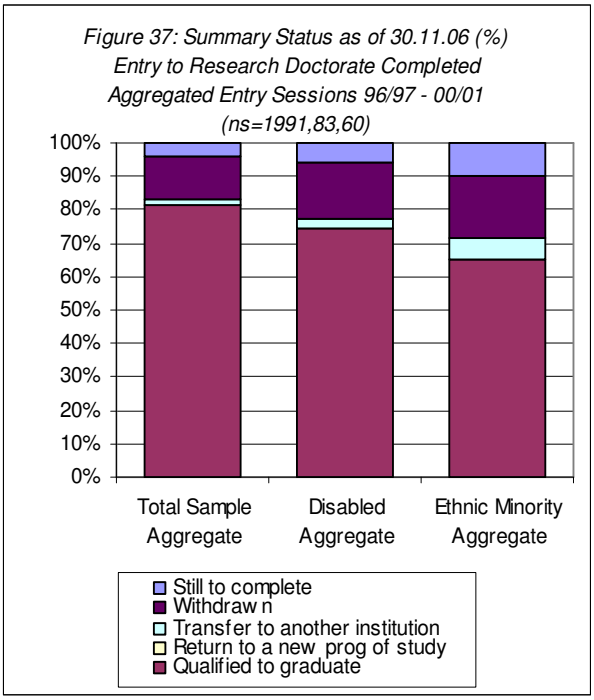


Figure 37: Summary Status as of 30.11.06 (%) Entry to Research Doctorate Completed Aggregated Entry Sessions 96/97 - 00/01 (ns=1991,83,60)

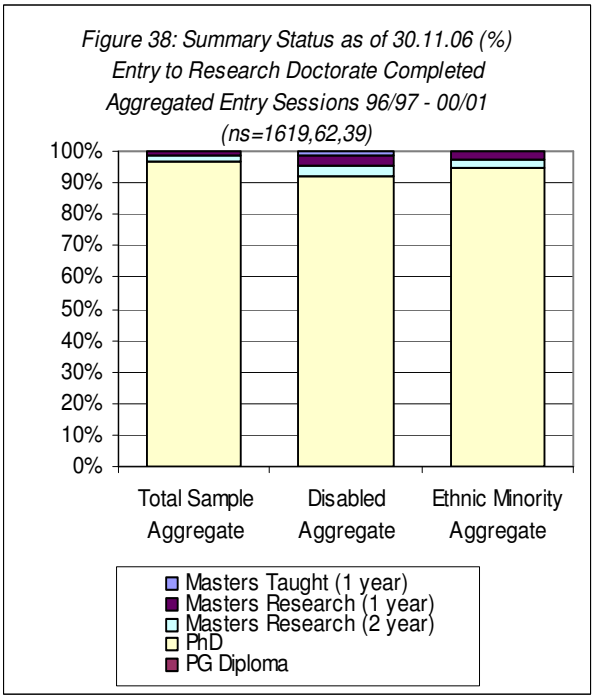


Figure 38: Summary Status as of 30.11.06 (%) Entry to Research Doctorate Completed Aggregated Entry Sessions 96/97 - 00/01 (ns=1619,62,39)

2.3.3 Ethnic Minority Background (UK Domicile)

Aggregate outcomes were also calculated for UK domiciled ethnic minority research doctorate entrants. These are also shown in Figure 37. Compared to the total population (81.5%) ethnic minority PGR are less likely to qualify to graduate from a programme (65.0%). They also appear to take longer to qualify to graduate than the total population. Table 2.45 in the Appendix provides complete time series figures.

Figure 38 also shows aggregate figures for ethnic minority entrants compared to the total population. Ethnic minority entrants (94.9%) are almost as likely to obtain a PhD when compared to the total population figures (96.7%). Table 2.46 in the Appendix provides complete time series figures.

2.3.4 Age

Figure 39 below provides the summary status for PGR entrants by age group from 1995/96. In terms of qualified to graduate rates for each of the age groups there is a fair amount of fluctuation but generally those in the 21 to 24 age group are more likely to qualify to graduate than those aged 25 and over. There is some indication from the numbers that are still to qualify to graduate that those in the older age group (i.e. 25 or over) take longer to obtain a qualification. Table 2.47 in the Appendix provides complete time series data.

In terms of degree outcomes those aged between 21 and 24 are consistently more likely to achieve PhDs than their older counterparts, although the differences are small. Table 2.48 in the Appendix provides complete time series data.

Figure 39: Summary Status as of 30.11.06
Research Doctorate Aged 21 - 24
Entry Sessions 1995/96 - 2001/02
(ns=178,196,179,184,154,184)

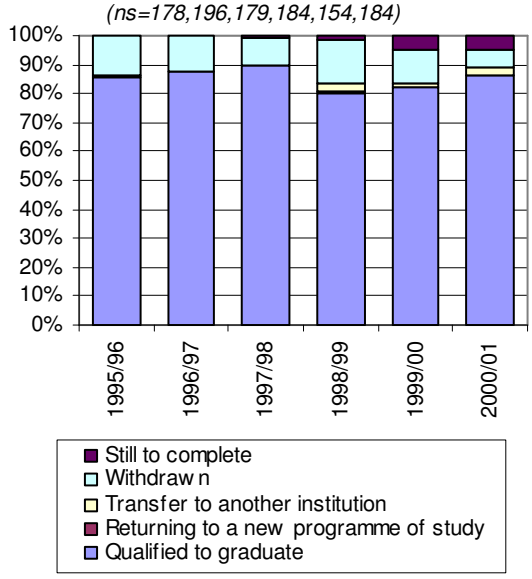


Figure 40: Summary Status as of 30.11.06
Research Doctorate Aged 25 & Over
Entry Sessions 1995/96 - 2001/02
(ns=157,156,141,147,152,125)