Equality and Diversity Monitoring and Research Committee (EDMARC)

STUDENT REPORT

2020

TWELFTH REPORT

Equality and Diversity Monitoring and Research Committee

Student Report 2019/20

CONTENTS

1. Introduction

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

In this unusual year, EDMARC was not able to meet, and instead, the Equality, Diversity and Inclusion Committee discussed and approved the reports.

Equality and Diversity Monitoring and Research Committee

Student Report 2019/20

This report focuses on student data for 2019/20 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

EDMARC is composed of senior staff with interest in equality and diversity issues and expertise in the area of analysis and management of data with support from the University's professional services. EDMARC is chaired by the University lead for Equality, Diversity & Inclusion, Professor Sarah Cunningham-Burley.

The current members of the EDMARC committee are:

Professor Sarah Cunningham-Burley, University Lead, Equality, Diversity & Inclusion

Denise Boyle, Human Resources

EUSA Vice President Welfare

Rebecca Gaukroger, Student Recruitment and Admissions

Joint Unions Representative

Pauline Manchester, Interim Director of Planning

Dr Caroline Wallace, Human Resources

The reports will be published on the EDMARC website
http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc

Further information on equality and diversity in the university can be found at
http://www.ed.ac.uk/schools-departments/equality-diversity

2. Notes and Definitions

Entrant student data is presented for intake years 2010/11 to 2019/20 for gender, disability and age and for intake years 2015/16 to 2019/20 for ethnicity. Outcome data (exit qualification) is presented for students entering the University from 2009/10 to 2015/16 for undergraduate students, 2010/11 to 2016/17 for postgraduate taught students and 2009/10 to 2014/15 for postgraduate research students. 1st/2.1 data is given for exit years 2015/16 to 2019/20 for disability and ethnicity and exit years 2010/11 to 2019/20 for gender. All fully matriculated University of Edinburgh students are included in this report, including those studying on distance learning programmes and all visiting students. Credit bearing Continuing Professional Development programmes are also included. Both Home and International students are included. Where unknown-values are present in the data, these have been excluded.

'UK' domicile for this report has been defined as Scotland, England, Wales and Northern Ireland, ie not including UK overseas territories and Channel Islands/IoM.

Equality and Diversity Monitoring and Research Committee

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Intake figures are based on undergraduate, taught postgraduate and research postgraduate populations. All figures are headcounts and represent all students studying at the University, including part-time, visiting and distance learning students. Figures are primarily presented at University level but where appropriate, a breakdown by college has been given. All entrants who became fully matriculated are included in the data, including those who subsequently withdrew in the initial weeks of the programme.

The data were extracted as at 1 December 2020; given Covid disruption a later than usual extract was used in order to minimise the number of students of unresolved status.

Outcomes are presented in terms of the summary status of the population at the snapshot date by various categories and degree classification or degree type achieved by those who have completed. The measure used in this report for achievement and completion is 'the proportion of students with an exit qualification' and includes those students who have successfully completed an award, and the small minority currently interrupted or still matriculated on programme. Those students who exit with an intermediate award e.g. Cert. HE are deemed to have successfully completed, as are visiting and non-graduating students who completed their studies. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion. When examining the proportion who exit with a 1st or 2.1 honours degree, we compare this to the number who exit with a qualification, whether Certificate, Diploma or degree, who commenced a programme that leads to a classified Honours degree.

Comparisons to other institutions in the UK are provided. These data are sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI plus) database and use the 'standard registration population' from the HESA student record. It includes all students who were active at a reporting institution between 1 August and 31 July of the particular year. HESA figures exclude students who are classified as Dormant, Incoming/Outgoing exchange, students where the whole of the programme of study is outside of the UK, writing-up students and students on sabbatical. A comparison of the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students is used for the comparison of disabled students. The HESA data are headcounts for session 2018/19, the most recent available at the time of writing.

The HEFCE report 'Difference in degree outcomes: Equality and diversity characteristics' published on 1st October 2015' and the Advance HE report 'Equality + higher education: students statistical report 2020' have been used to provide context within the report.

Key Abbreviations

AHSS   College of Arts, Humanities and Social Sciences
MVM   College of Medicine & Veterinary Medicine
SCE   College of Science & Engineering
UG   Undergraduate
PGT   Taught postgraduate
PGR   Research postgraduate

3. Ethnicity

3.1. Approach

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

3.2. Proportions Ethnicity - % BME+

Figure 1 shows the proportion of **UK domiciled Undergraduate entrants** who are black and minority ethnic (BME). The most recent five years has seen an increase in the proportion of BME students (increasing from 9.6% in 2015/16 to 11.4% in 2019/20). The greatest proportion of BME students enter MVM and the least in AHSS, which reflects the UK wide pattern of higher BME participation in SET[1] subjects than non-SET subjects overall.

For context, the 2011 UK Census reports 12.9% of the UK population to be of ethnic minority and 4.1% in Scotland. These figures rise to 20.0% in the UK and 6.2% in Scotland when looking solely at under 25s, who make up over 90% of our undergraduate entrants (see Figure 23).

Figure 1: The proportion of UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total population (except unknown ethnicity) for 2019/20 – 2,598 (AHSS), 408 (MVM), 897 (CSE), 3,903 (UoE)
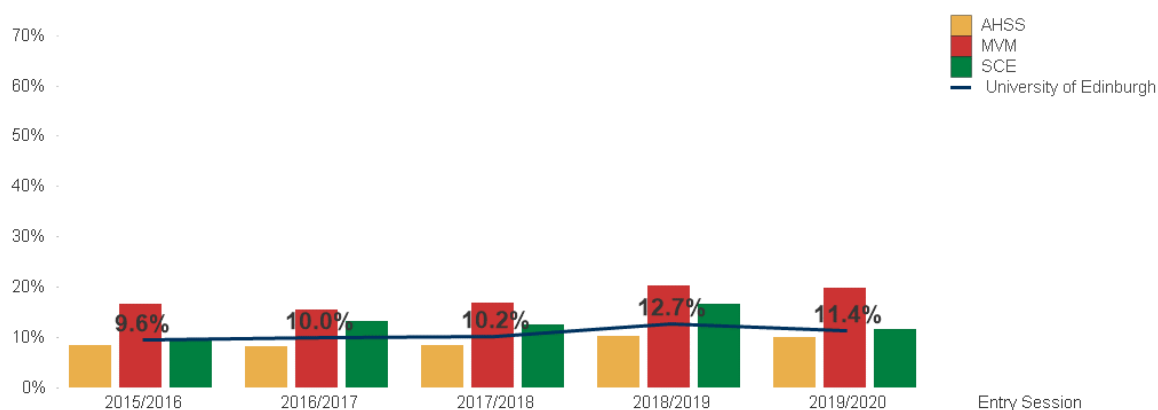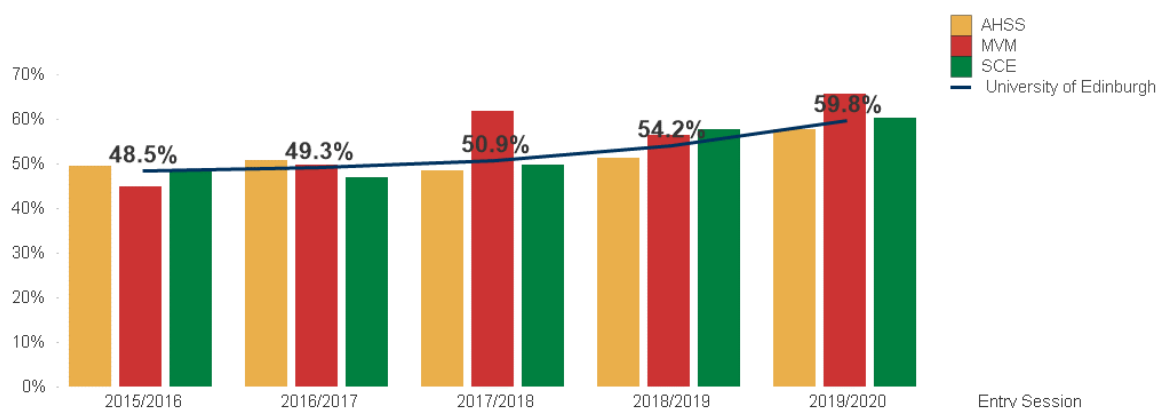

Figure 2a shows the proportion of **non UK-domiciled undergraduate entrants** who are of BME origin. Over the last five years there has been an increase in the overall proportion of BME students rising from 46.6% in 2015/16 to 50.9% in 2019/20. This is a much higher proportion than that seen for UK-domiciled students, a pattern seen across all Colleges.

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[1] Science Engineering and Technology, which includes Medicine and Veterinary science.

Figure 2a: The proportion of non-UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total Population (except unknown ethnicity) for 2019/20 – 3,146 (AHSS), 407 (MVM), 1,280 (CSE), 4,833 (UoE)
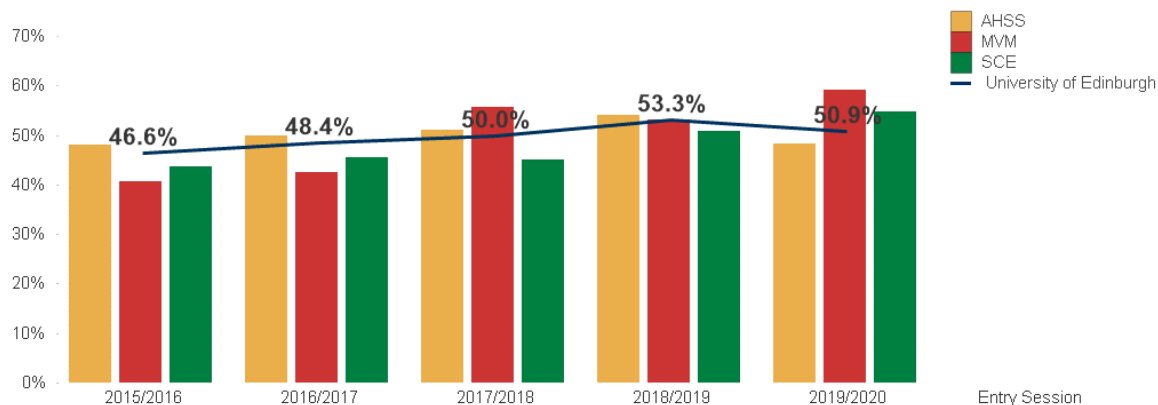
Whilst the proportion for 2019/20 is reduced compared to the year before, that is Covid related; these figures include visiting students and non-graduating (credit bearing) students. In particular, many pre-sessional English language students who are mostly BME join us in June/July each year; in 2018/19 there were 742 June/July starts, whereas in 2019/20 there were 267, a much lower figure reflecting the disruption caused by Covid. Figure 2b shows the trend excluding all visiting and non-graduating students. By this measure the increase in the proportion of BME entrants has continued year on year.

Figure 2b: The proportion of non-UK domiciled undergraduate entrants – excluding visiting and non-graduating - who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total Population (except unknown ethnicity) for 2019/20 – 1,139 (AHSS), 318 (MVM), 836 (CSE), 2,293 (UoE)

Figures 3 and 4 show the proportion of **Postgraduate Taught entrants** who are Black and Minority Ethnic origin for UK-domiciled and non UK-domiciled students respectively. The proportion for UK-domiciled entrants is much lower than that for non UK-domiciled entrants, and does not show the same upward trend over the five years (non UK-domiciled rising from 59.2% to 72.7%). The absolute number of non-UK PGT entrants has increased by

more than 50% over those five years and students from China represent the majority of that increase. The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges (which is the case for both distance learning and campus based programmes) whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The overall proportion of UK-domiciled BME entrants and non UK-domiciled entrants are both higher at PGT than for UG level.

Figure 3: Proportion of UK-domiciled postgraduate taught entrants who are black and minority ethnic, 2015/16 to 2019/20. Total Population (except unknown) for 2019/20 – 1,536 (AHSS), 446 (MVM), 355 (SCE), 2,337 (UoE)
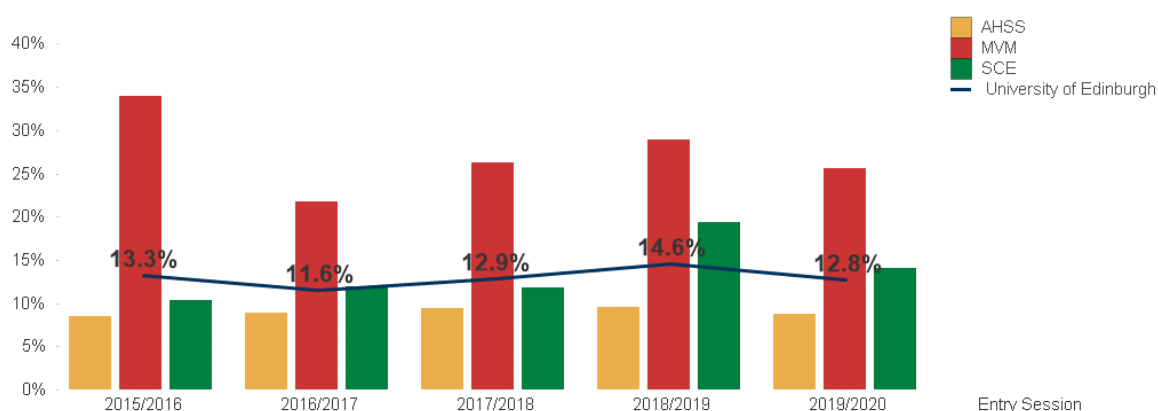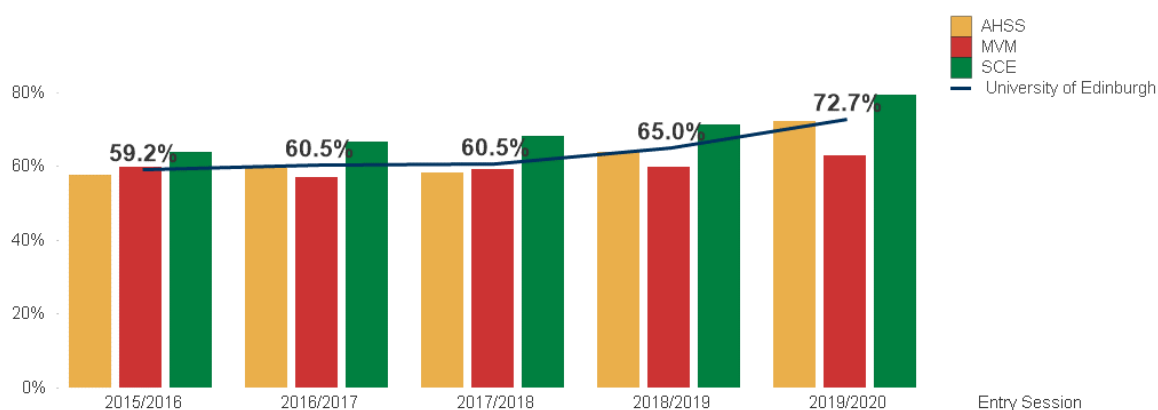

Figure 4: Proportion of non-UK-domiciled postgraduate taught entrants who are black and minority ethnic, 2015/16 to 2019/20. Total Population (except unknown) for 2019/20 – 3,808 (AHSS), 718 (MVM), 1,359 (SCE), 5,885 (UoE)

Figures 5 and 6 show the proportion of **Postgraduate Research** who are black and minority ethnic for UK-domiciled entrants and non UK-domiciled entrants respectively. The five year trend broadly shows an increase in the proportion of BME students for UK domiciled entrants (from 10.5% in 2015/16 to 13.0% in 2019/20). The proportion of BME students amongst non UK-domiciled entrants is higher than for UK-domiciled students, rising from 42.7% in 2015/16 to 52.6% in 2019/20.

Figure 5: Proportion of UK-domiciled postgraduate research entrants who are black and minority ethnic, 2015/16 to 2019/20 – Total Population (except unknown) for 2019/20 - 209 (AHSS), 197 (MVM), 241 (SCE), 647 (UoE)
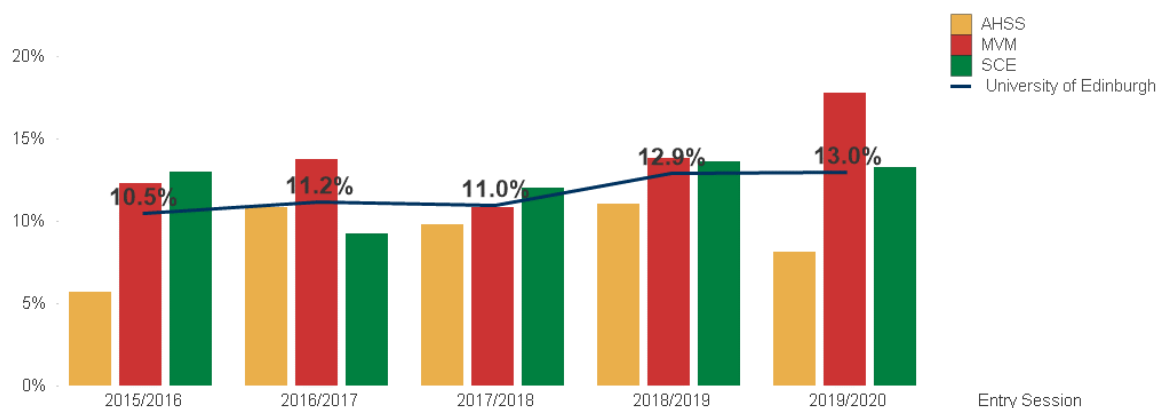

Figure 6: Proportion of non-UK-domiciled postgraduate research entrants who are black and minority ethnic, 2015/16 to 2019/20 – Total Population (except unknown) for 2018/19 - 373 (AHSS), 168 (MVM), 348 (SCE), 889 (UoE)
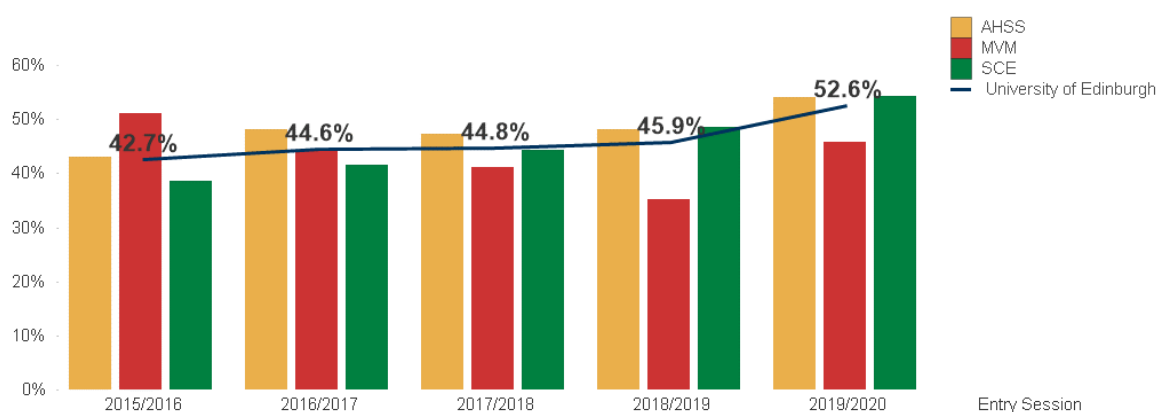

Figure 7 shows the University of Edinburgh and aggregated peer comparison institutions; those in Scotland (excluding UoE) and those in the Russell Group (excluding UoE) for UK BME entrants.

In 2018/19 the overall proportion of UK domiciled BME students in Scottish institutions was 9.3%, accounting for 3.9% of the UK domiciled BME population in the UK sector. For all institutions, the BME proportion of the UK domiciled students is 24.3% which is heavily influenced by London institutions with 50.2% BME (and 27.6% of the UK domiciled BME population) and England without London at 23.3% (with 65.1% of the UK domiciled BME population). – England overall had 92.7% of the UK domiciled BME population compared with 77.6% of the White UK domiciled population)[2].

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[2] AdvanceHE students statistical report 2020

Figure 7: Proportion of UK domiciled BME entrants, Russell Group 2018/19
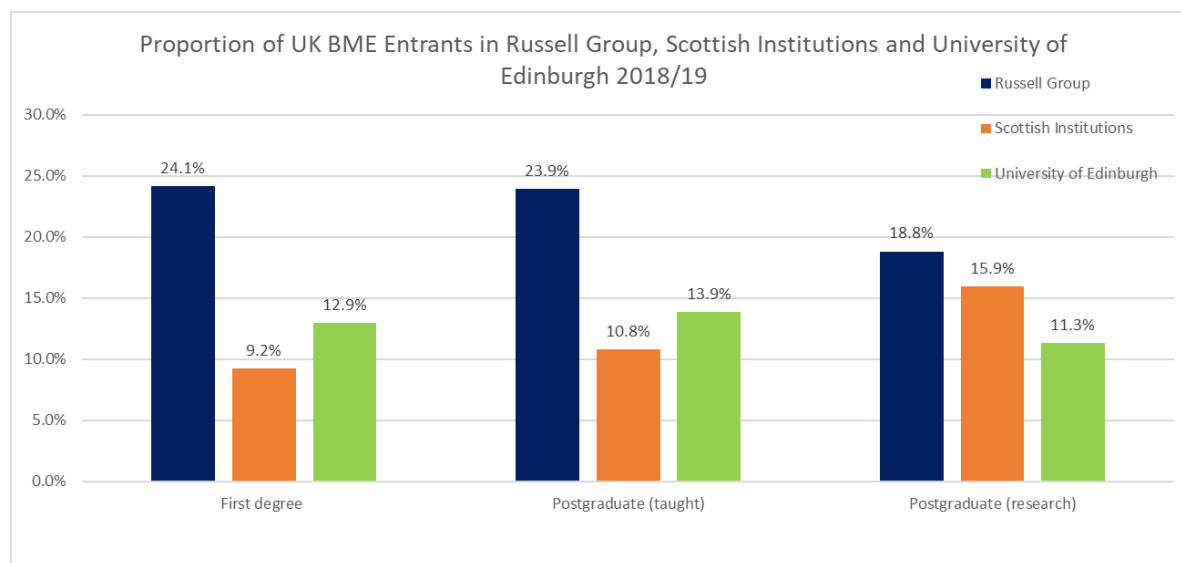
As set out in Figure 7, for first degree entrants and for taught postgraduate UK entrants, the proportion of BME students amongst our UK entrants is higher than that of Scottish institutions but markedly lower than the Russell Group average; at least 10 percentage points lower. At research postgraduate level our BME entrant proportion is lower than both the Scottish sector average and the Russell Group average but the difference is less marked.

This pattern is influenced by a complex mix of factors including the widely different ethnic mix of local populations and the different geographic range that individual institutions recruit from across the UK at UG, PGT and PGR levels of study.

3.3. Outcomes – ethnicity % BME

Figures 8 to 11 show the proportion of UK-domiciled and non UK domiciled **Undergraduate entrants** with an exit qualification[3] and the proportion achieving a 1st Class or 2.1 Honours degree. Over the period shown there is little difference in the proportion of BME and white students who leave with an exit qualification in either case (UK and non UK).

However, in contrast, the proportion of BME students achieving a 1st Class or 2.1 Honours degree is lower than that for white students in each year of the five year period for UK-domiciled students (difference in range 2.6%-points to 10.1%-points) and for non UK-domiciled students (difference in range 4.0%-points to 11.4%-points). The difference in proportions of UK-domiciled white and BME students[4] attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both the HEFCE study (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest AdvanceHE student report (England 13.7%-points; Northern Ireland 14.2%-points;

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[3] In the case of visiting and non-graduating students, successful completion.
[4] Data on non-UK domiciled BME outcomes are not available in these reports.

Scotland 9.7%-points; and Wales 10.4%-points). Overall for UK institutions, within the BME group, the gap in the proportion receiving a First or 2.1 Honours degree compared with white students was widest for black students, and much narrower for Chinese, mixed heritage and Asian Indian students. The difference in outcomes UK-wide between white and BME students is greater in non-SET than SET[5] subjects.

Figure 8: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 423 (BME), 3,971 (white))
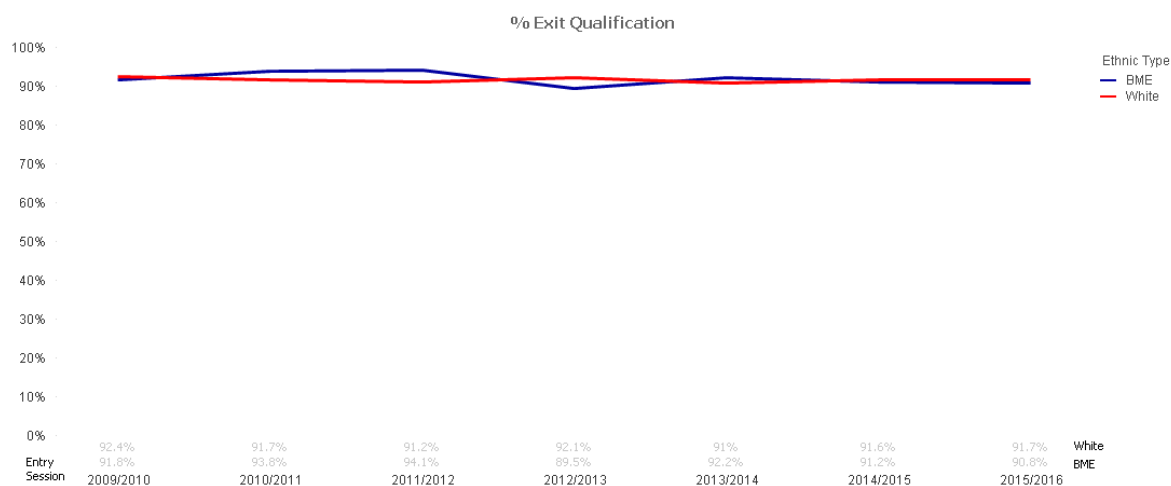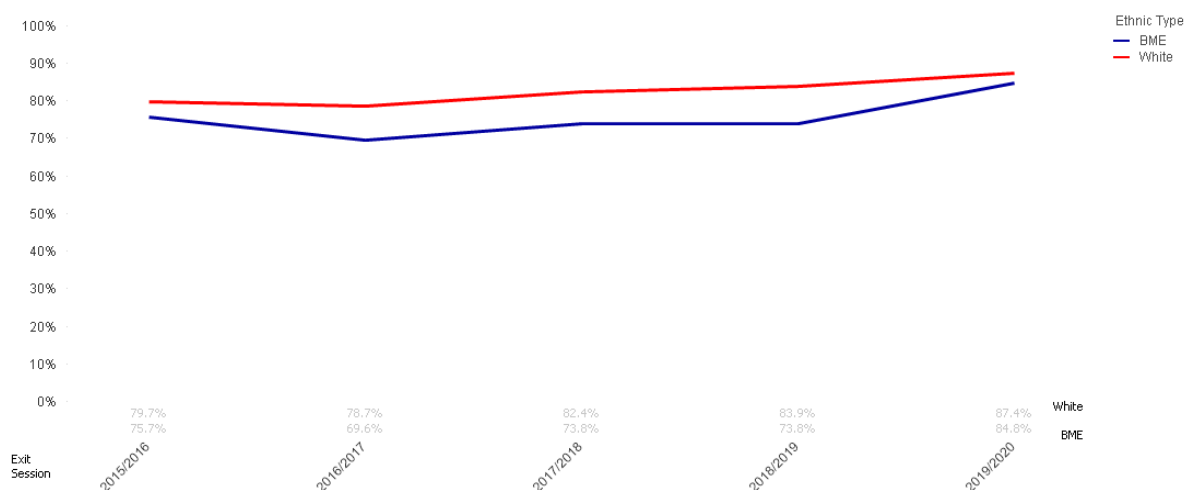

Figure 9: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, exit sessions 2015/16 to 2019/20 (counts in 2018/19 are 354 (BME) and 3,083 (White)

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[5] Science, Engineering and Technology (includes Medicine and Veterinary Science)

Figure 10: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 1,998 (BME), 2,294 (white))

Figure 11: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2015/16 to 2019/20 (counts in 2019/20 are 689 (BME) and 692 (White)
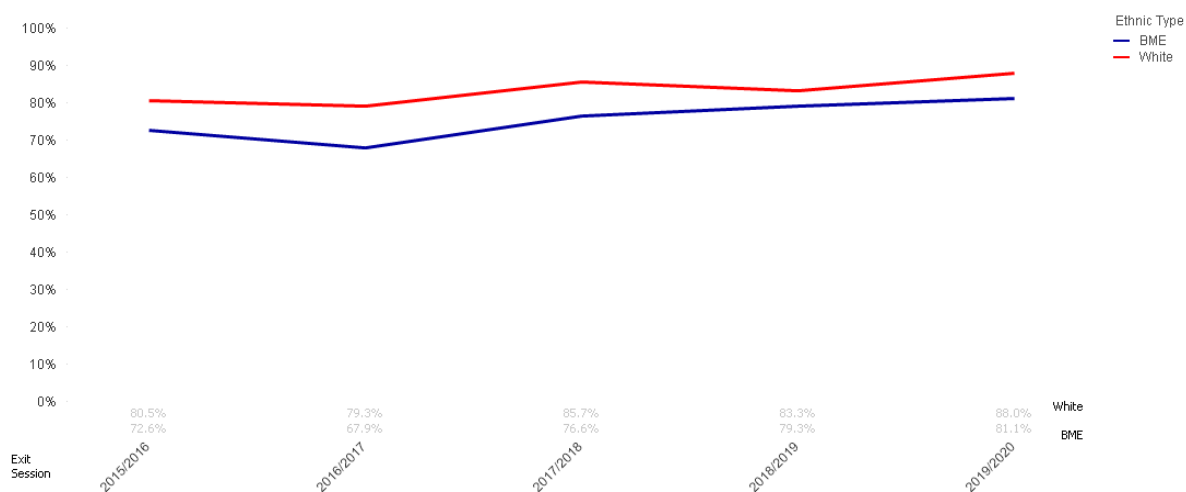

Table 1 shows the five year average 2015/16 to 2019/20 proportion of students achieving a 1st class or 2.1 honours degree, by ethnicity, School and Centres and shows white students outperforming BME students in the majority of Schools and Centres (range 0.9%-points to 18.1%-points). The latest sector data for UK domiciled students shows that a greater proportion of first degree white students obtain a First or 2.1 Honours degree than BME students in all subject areas, and that the disparity is greater in non-SET subjects (17.5%-points) than SET subjects (7.2%-points).
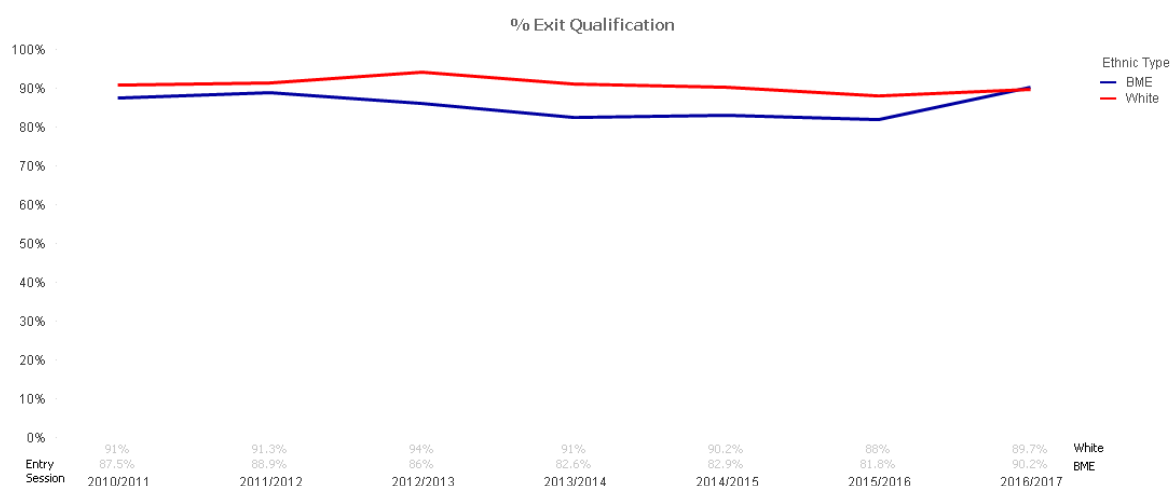
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Table 1: Proportion of students achieving a 1st class or 2.1 honours degree, by ethnicity and School, five year average 2015/16 to 2019/20

School	BME		White		BME - White Difference in 1st/2.1 Outcome 2015/16 - 2019/20
	%	Number	%	Number	% - Points
Moray House School of Education and Sport	77.1%	35	70.4%	1317	6.7%
School of Health in Social Science	93.8%	16	89.0%	164	4.8%
School of Divinity	91.3%	23	92.2%	283	-0.9%
School of Social and Political Science	84.7%	242	86.5%	1232	-1.8%
School of History, Classics and Archaeology	86.1%	108	88.3%	1447	-2.2%
School of Chemistry	75.6%	90	78.5%	404	-2.9%
School of Literatures, Languages and Cultures	87.5%	200	91.4%	1874	-3.9%
School of Philosophy, Psychology and Language Sciences	85.0%	226	88.9%	1185	-3.9%
School of Informatics	77.1%	166	81.1%	509	-4.0%
School of Mathematics	78.5%	149	83.3%	450	-4.8%
School of Engineering	73.4%	482	79.2%	956	-5.8%
Business School	84.1%	283	90.9%	755	-6.8%
School of Law	80.9%	152	89.4%	648	-8.5%
Deanery of Biomedical Sciences	82.8%	209	91.5%	681	-8.7%
School of Physics and Astronomy	63.7%	80	72.5%	466	-8.8%
Edinburgh College of Art	70.4%	419	80.8%	1841	-10.4%
School of Economics	79.5%	297	91.8%	537	-12.3%
School of Biological Sciences	67.8%	177	81.4%	587	-13.6%
School of Geosciences	68.9%	119	87.0%	938	-18.1%

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

Figures 12 and 13 show the proportion of **Postgraduate Taught** UK-domiciled entrants and non UK-domiciled entrants respectively with an exit qualification for BME and white students. Up to 2015/16 entry session, a higher proportion of white entrants exited with a qualification than did BME entrants (range 2.4%-points to 8.4%-points difference) for UK-domiciled entrants, whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification is consistently very similar to that of white students (range 0.9%-points to -0.5%-point).

Figure 12: Proportion of UK-domiciled postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 275 (BME) and 2,102 (white)

Figure 13: Proportion of non-UK-domiciled postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 2,542 (BME) and 1,659 (white)

Figures 14 and 15 show the proportion of UK-domiciled **Postgraduate Research** entrants and non UK-domiciled entrants with an exit qualification by ethnicity. For UK-domiciled entrants the small denominators for BME entrants would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 14: Proportion of UK-domiciled postgraduate research entrants with an exit qualification, 2009/10 to 2014/15, separately for BME and white (counts for 2014/15 are 63 (BME) and 538 (white).
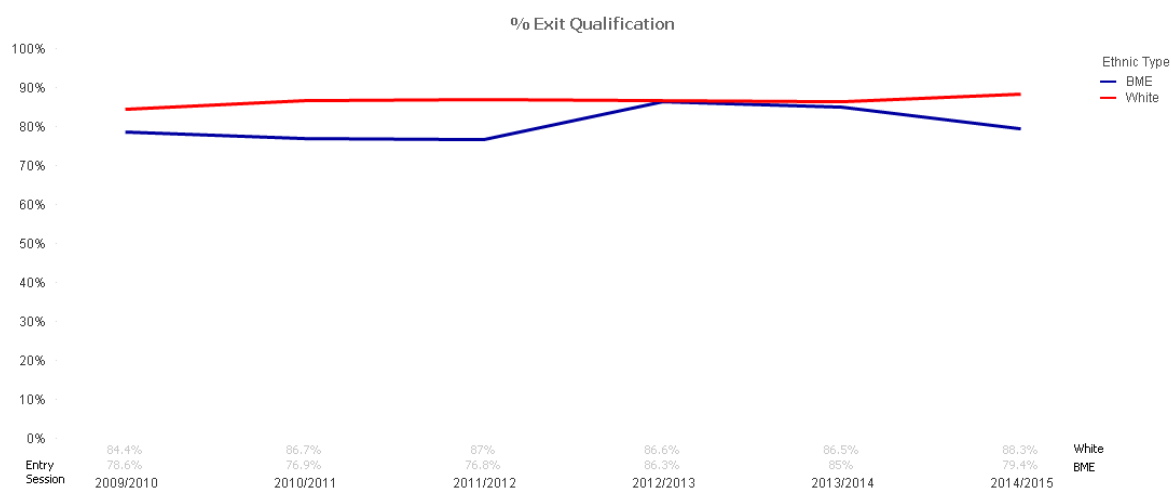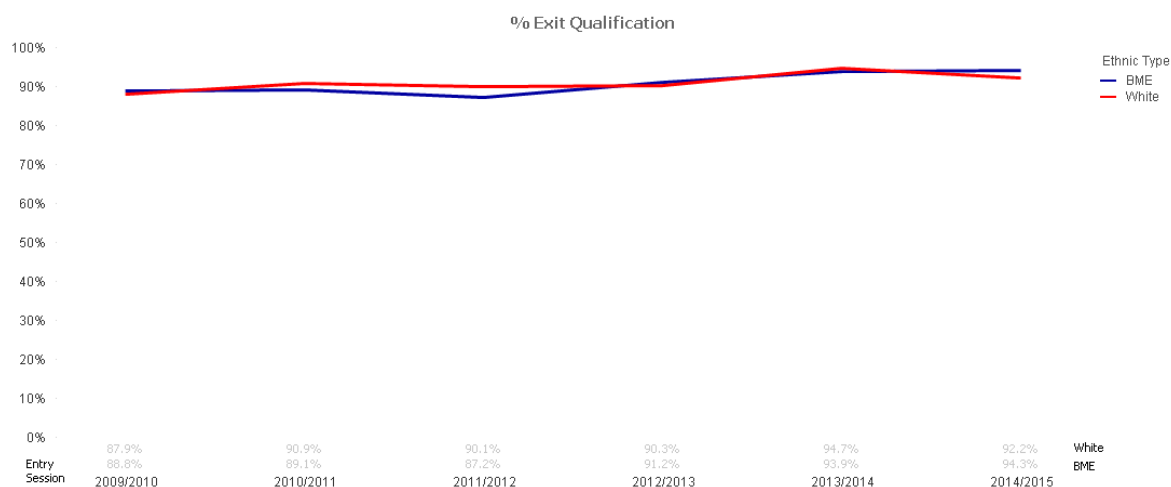
Figure 15: Proportion of non-UK-domiciled postgraduate research entrants with an exit qualification, 2009/10 to 2014/15, separately for BME and white (counts for 2014/15 are 298 (BME) and 411 (white).


4. <u>Gender</u>

4.1. Proportions- gender

Figure 16a shows the proportion of **Undergraduate entrants** who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 65.1%), and places us second in the Russell Group universities for this measure (Figure 16b).

Figure 16a shows that the proportion of female entrants has decreased for 2019/20 compared to 2018/19. It includes both first degree undergraduates and visiting/non-graduating; both groups show a decreased proportion for 2019/20 compared to 2018/19. It also includes both UK and non UK entrants; the proportion of UK entrants who are female has increased (from 62.7% to 63.2%) whist the proportion of females amongst non UK entrants, many of whom are visiting students, has decreased markedly from a high of 66.9% in 2018/19 to 63.8% in 2019/20.

Figure 16a: Proportion of undergraduate entrants who are female 2010/11 to 2019/20 (counts for 2019/20 – 6,656 (AHSS), 863 (MVM), 2,266 (SCE), 9,785 (UoE))
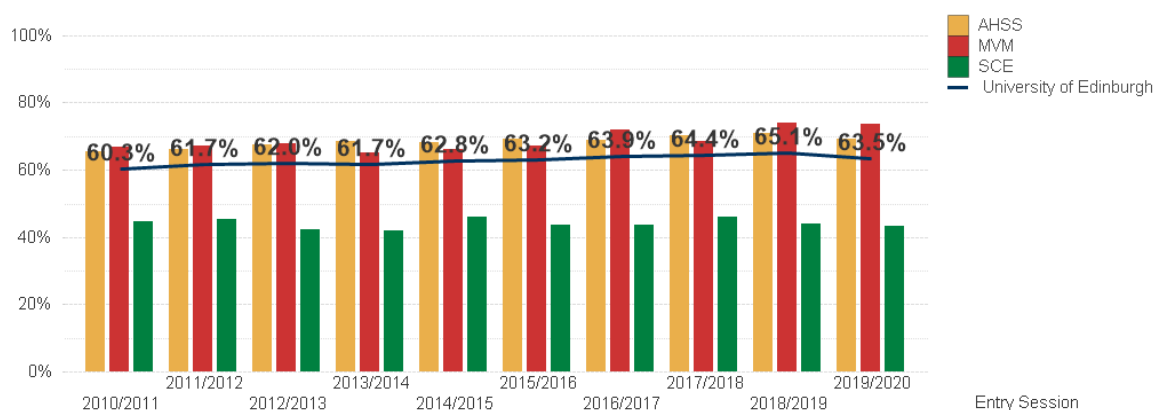
The University of Edinburgh had the second highest proportion of female UG students in the Russell Group in 2018/19. In each of the previous five years we had the 2nd or 3rd highest proportion. The proportion of female first degree UG students in 2018/19 was also higher than that for first degree UG students in the UK overall in 2018/19 (56.3%).

The proportion of female UG students in each College reflects the UK wide pattern of high female participation in Medicine and Veterinary science (CMVM) and non-SET subjects and nursing (CAHSS), and a lower participation in SET subjects (CSE).

Figure 16b: Proportion of undergraduate students who are female – Russell Group 2018/19
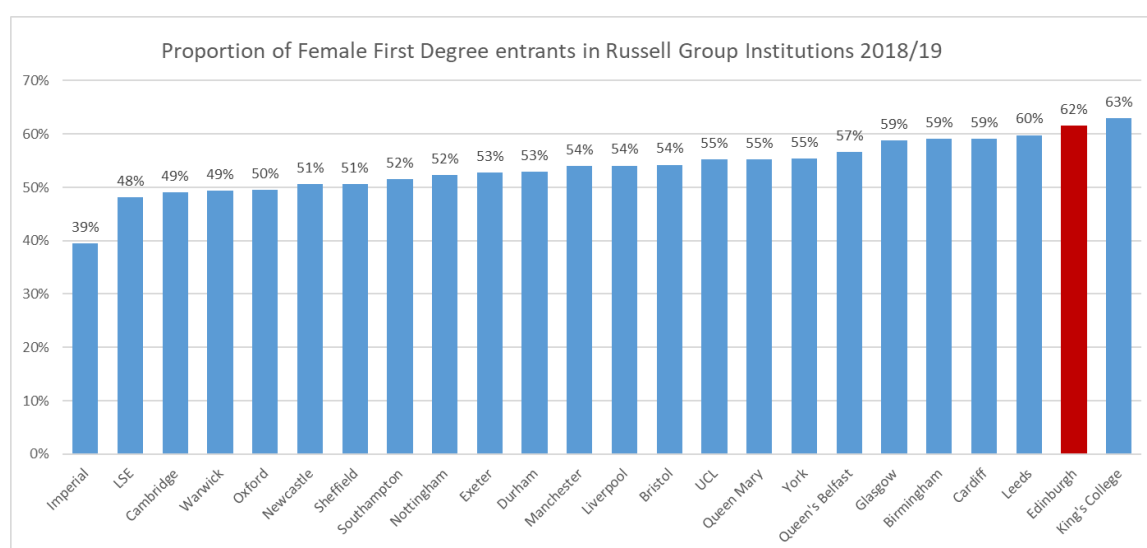
The Scottish Funding Council (SFC) has developed a Gender Action Plan (Ref: SFC/CP/05/2016)[6] to address gender imbalances at the subject level within Colleges and Universities, focussing on subject areas with severe imbalances (greater than 75% one gender). The University has generated its own gender action plan to reflect the SFC priorities that initially focusses on Architecture, Engineering, Computer Sciences and Nursing[7] with Education and teacher training to follow.

Analysis of 2019/20 undergraduate entrant gender balance by subjects initially included in the gender action plan are:
- Nursing (93.8% female – intake 48; 2018/19 intake was 90.5% female)
- Architecture (64.5% female – intake 121; 2018/19 intake was 67.8% female)
- Engineering (32.3% female – intake 597; 2018/19 was 29.2% female)
- Informatics (29.0% female – intake 421; 2018/19 intake was 31% female)
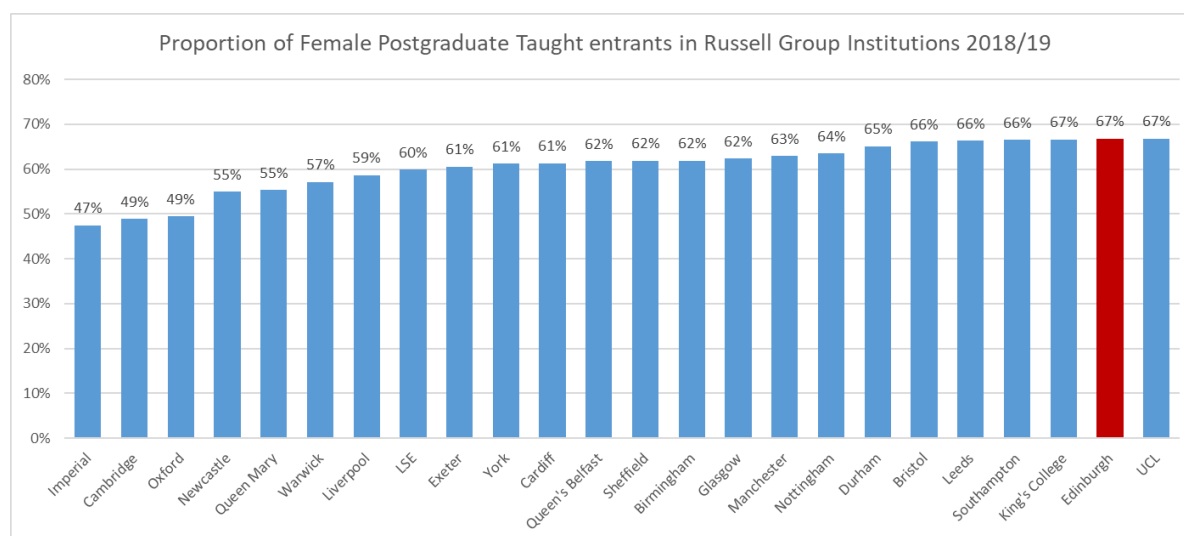

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Figure 17a shows the proportion of **Postgraduate Taught entrants** who are female. Female entrants have been in the majority (range 58.8% - 67.7%) for the last ten years and have been 60% or above for the eight most recent years. These figures include some visiting students, online learning programmes, and both UK and non UK entrants. The most marked increase in the proportion of female entrants is amongst campus based non-UK students; from 68.1% in 2018/19 to 71.7% in 2019/20. The proportion of female entrants amongst UK domiciled campus based entrants is unchanged at 64.9%.

Figure 17a: Proportion of postgraduate taught entrants who are female, 2010/11 to 2019/20 (counts for 2019/20 – 5,506 (AHSS), 1,186 (MVM), 1,779 (SCE), 8,471 (UoE))
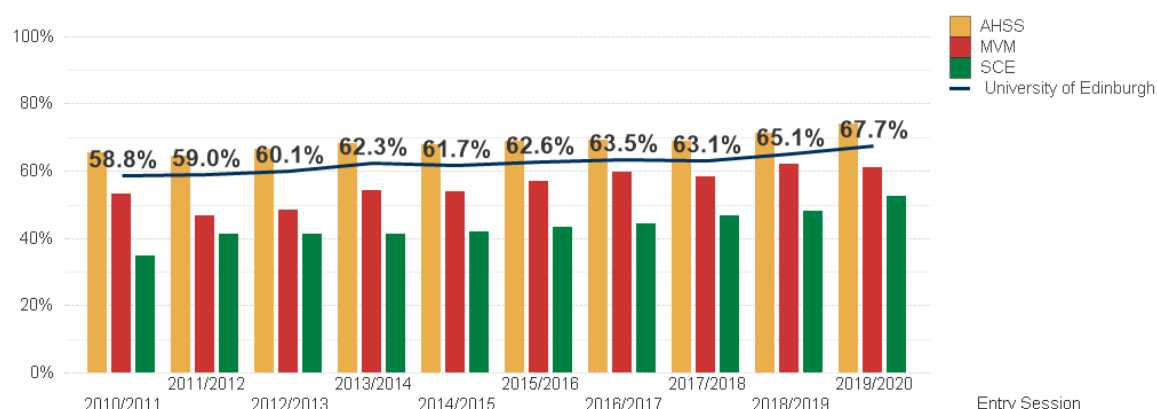
The University of Edinburgh had the second highest proportion of female postgraduate taught students in the Russell Group in 2018/19 (Fig 17b). In the previous five years we had the 3rd, 3rd, 4th, 3rd and 5th highest proportion. The overall proportion of female PGT in the UK for 2018/19 was 61.5%.

Figure 17b: Proportion of taught postgraduate students who are female – Russell Group 2018/19

**Equality and Diversity Monitoring and Research Committee**

Figure 18a shows the proportion of **Postgraduate Research** entrants who are female. Over the ten-year period the proportion of female students (range 48.0% to 52.1%) is lower than the proportion of female students at undergraduate and taught postgraduate level.

Figure 18a: Proportion of postgraduate research entrants who are female, 2010/11 to 2019/20 (counts for 2019/20 - 633 (AHSS), 376 (MVM), 636 (SCE), 1,645 (UoE))
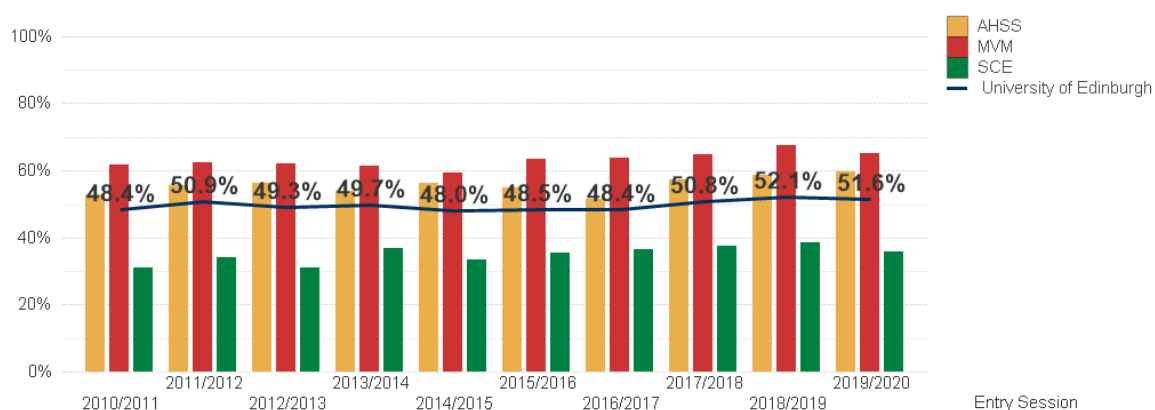
The University of Edinburgh had the 7th highest proportion of female postgraduate research students in the Russell Group in 2018/19 (Figure 18b). In the previous five years we had the 7th, 9th, 7th, 9th and 8th highest proportion. In 2018/19 the proportion of female PGR students in the UK was 48.9%.

Figure 18b: Proportion of research postgraduate students who are female – Russell Group 2018/19
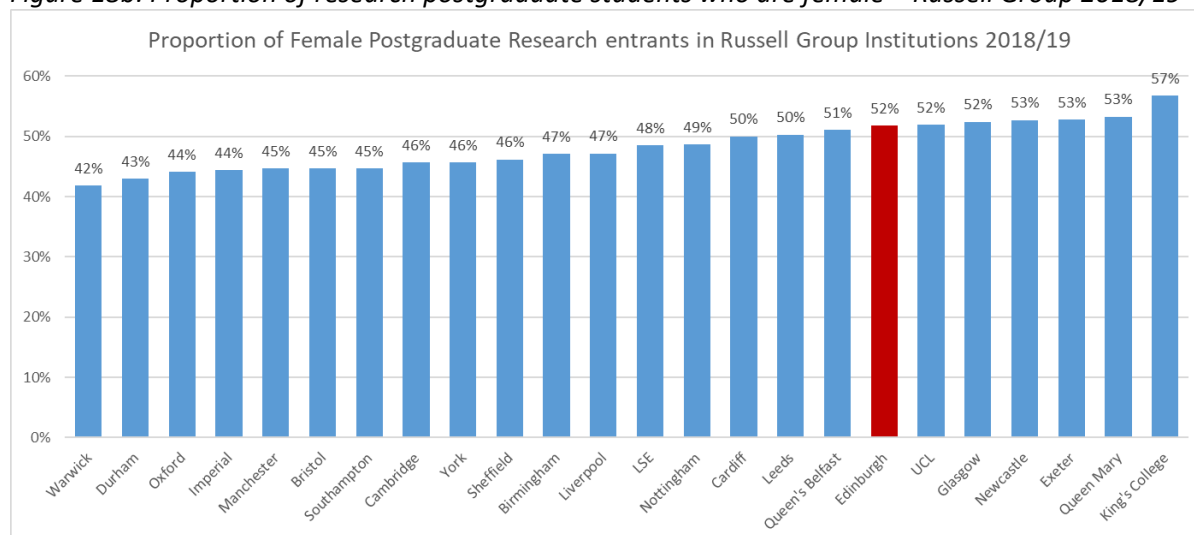
Until 2019/20, at all levels of study female students were in the minority in SCE amongst entrants; undergraduate and research postgraduate female entrants are still in the minority but female taught postgraduates are narrowly in the majority in 2019/20 (at 52.3%), due to non-UK entrants (54.4%) rather than UK entrants (44.2%). In CAHSS females are in the majority amongst entrants at all levels of study, in each of the last ten years. In MVM female

students are in the majority at both undergraduate and research postgraduate level (mainly on-campus delivery) throughout the ten-year period, with the proportion of female undergraduate entrants exceeding 70%. Female MVM entrants are in the majority for eight of the last ten years at taught postgraduate level, the majority of which consists of Online Learning programmes.

For all levels of study we had 74 entrants who disclosed (or have since disclosed) their gender as 'Other' from the options available, compared to 55 in the previous year. The Equality Challenge Unit recommends the use of the terms 'other' and 'prefer not to say' for people who associate with the terms intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer. HESA do not include a 'prefer not to say' option, instead specifying 'male', 'female', and 'other' as the categories; our data reflect this approach.

4.2. Outcomes - gender

Figures 19 and 20 show the proportion of **Undergraduate entrants** with an exit qualification (fig 19) and the proportion achieving a 1^{St} Class or 2.1 Honours degree (fig 20) for male and female students in each case. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 0.3%-points to 3.6%- points) and more markedly in the proportion achieving a 1st or 2.1 Honours degree (difference in range 4.3%-points to 9.7%-points).

This observation is in line with that seen overall throughout the sector. In 2013/14 74% of UK-domiciled female graduates obtained a first of upper second class degree compared to 70% of male graduates in English institutions[8]. Furthermore the difference persists across a wide range of entry qualifications and male students achieve a lower actual percentage than predicted after other factors (eg age on entry, ethnicity) had been modelled. The 2020 AdvanceHE student statistical report shows that a higher proportion of female first degree graduates across the UK HEI achieved a 1^{St} Class or 2.1 Honours degree in 2018/19 (78.9%) than male graduates (73.8%), with little difference overall between SET and non-SET subjects, with only Social studies (1.5%-points difference) having a lower proportion of females achieving these classifications. Within Scotland, 82.2% of female graduates and 77.7% of male graduates achieved a 1^{St} Class or 2.1 Honours degree in 2018/19 (4.5%-points difference).

The proportion of female graduates exiting with a First or 2.1 Honours degree in Russell group universities over the last five years (2014/15 to 2018/19) has averaged 5.3%-points higher than for male graduates, compared to an average difference over the same period of 4.1% for the University of Edinburgh.

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[8] Differences in degree outcomes: The effect of subject and student characteristics. HEFCE 2015/21

Figure 19: Proportion of undergraduate entrants with an exit qualification, entry sessions 2009/10 to 2015/16 (counts for 2015/16 are 5,357 (Female), 3,172 (Male))
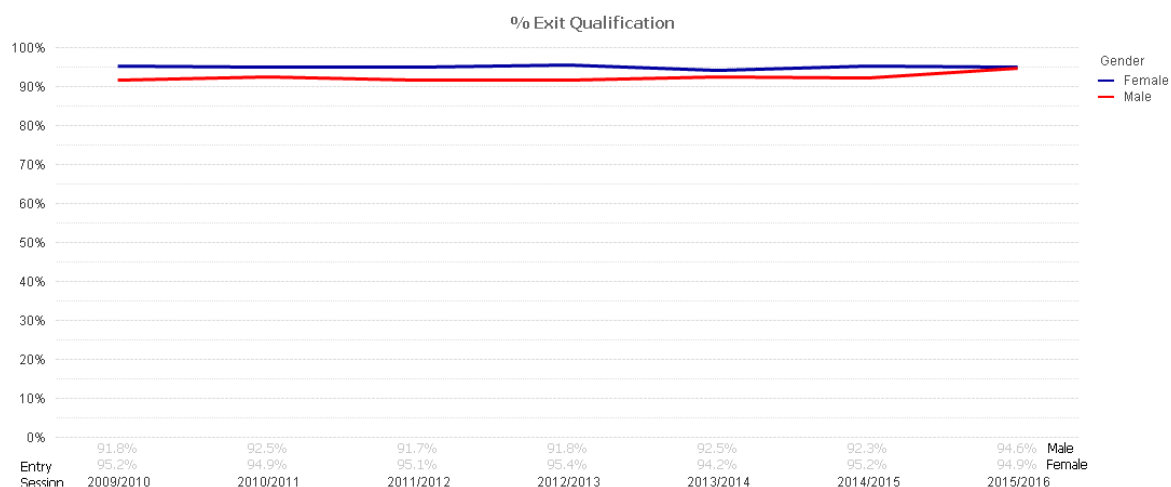

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	
	91.8%	92.5%	91.7%	91.8%	92.5%	92.3%	94.6%	Male
Entry Session	95.2%	94.9%	95.1%	95.4%	94.2%	95.2%	94.9%	Female

Figure 20: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2010/11 to 2019/20 (counts for 2019/20 are 2,709 (Female), 1,768 (Male))

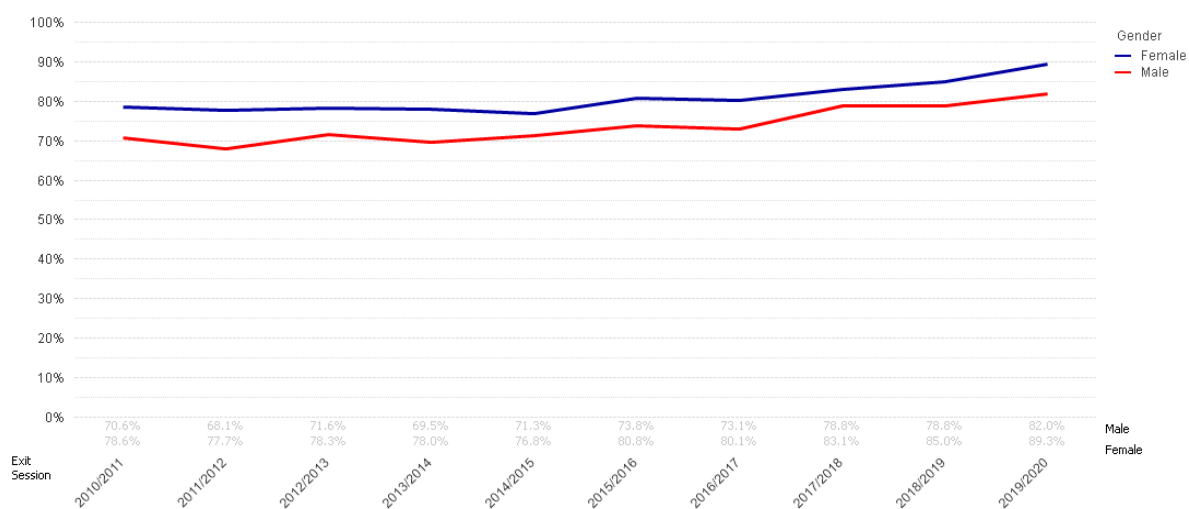|	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	
	70.6%	68.1%	71.6%	69.5%	71.3%	73.8%	73.1%	78.8%	78.8%	82.0%	Male
Exit Session	78.6%	77.7%	78.3%	78.0%	76.8%	80.8%	80.1%	83.1%	85.0%	89.3%	Female

Table 2 shows the five year average 2015/16 to 2019/20 proportion of students achieving a 1st class or 2.1 honours degree, by Gender, School and Centres. It shows females outperforming males in the majority of Schools and Centres. Only the Schools of Divinity (0.8%-points), Informatics (8.1%-points) and Health in Social Science (0.6%-points, albeit based on only 10 graduating males) had a higher proportion of male students achieving a First or 2.1 Honours degree. For all other Schools the proportion of female students awarded a First/2:1 was higher than males (range 0.5%-points to 16.3%-points). For the UK, in 2018/19 a greater proportion of female students achieved a First or 2.1 Honours degree in all subject groups apart from Social Studies (1.5%-points).

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Table 2: Proportion of students achieving a 1st class or 2.1 honours degree, by Gender and School, five year average 2015/16 to 2019/20

School	Female		Male		Female - Male Difference in 1st/2.1 Outcome 2015/16 - 2019/20
	%	Number	%	Number	% - Points
School of Informatics	73.9%	180	82.0%	606	-8.1%
School of Divinity	91.7%	204	92.5%	107	-0.8%
School of Health in Social Science	89.4%	170	90.0%	10	-0.6%
School of Economics	86.7%	375	86.2%	600	0.5%
School of Engineering	76.7%	417	76.1%	1192	0.6%
Moray House School of Education and Sport	71.7%	888	68.4%	472	3.3%
School of Mathematics	83.0%	300	79.7%	335	3.3%
School of Literatures, Languages and Cultures	91.8%	1639	88.5%	537	3.3%
School of History, Classics and Archaeology	89.1%	1019	85.5%	600	3.6%
School of Social and Political Science	87.6%	1144	82.8%	470	4.8%
School of Biological Sciences	80.2%	536	75.1%	305	5.1%
School of Chemistry	80.5%	282	75.4%	248	5.1%
Edinburgh College of Art	79.9%	1753	74.5%	603	5.4%
School of Physics and Astronomy	76.0%	154	70.1%	432	5.9%
School of Philosophy, Psychology and Language Sciences	90.2%	1070	83.1%	432	7.1%
Business School	90.7%	636	83.5%	510	7.2%
School of Geosciences	87.9%	626	80.4%	479	7.5%
School of Law	89.6%	586	80.8%	261	8.8%
Deanery of Biomedical Sciences	91.9%	704	81.3%	256	10.6%
College of Science and Engineering	33.1%	124	16.8%	196	16.3%

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

As seen at undergraduate level, the proportion of female entrants with an exit qualification is consistently higher than male entrants at **Taught Postgraduate level** (range -0.8 – 5.1%-points, Figure 21) and at research postgraduate levels the proportion of female and male entrants who leave with a qualification are similar (Figure 22).

Figure 21: Proportion of postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 3,687 (Female) and 2,198 (Male).
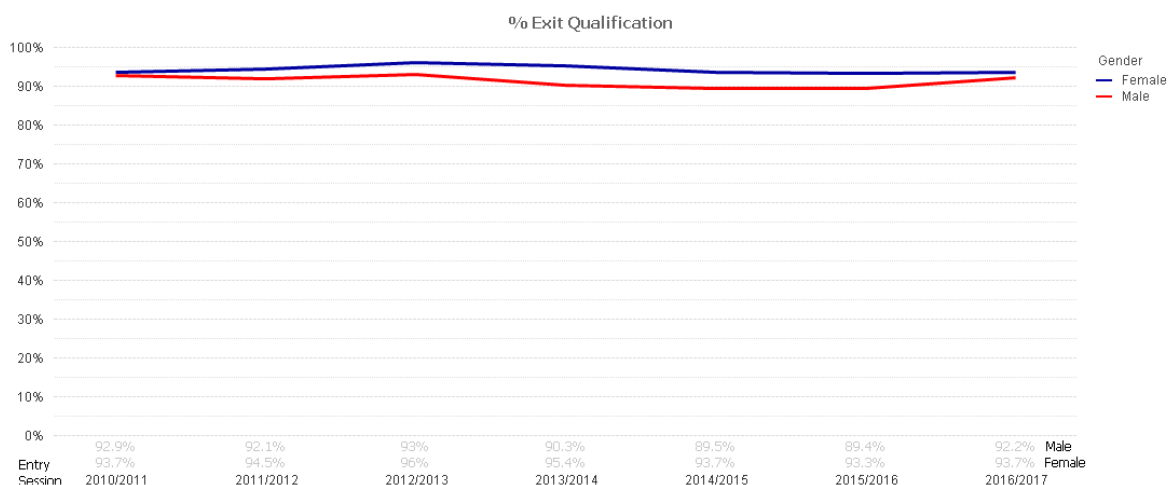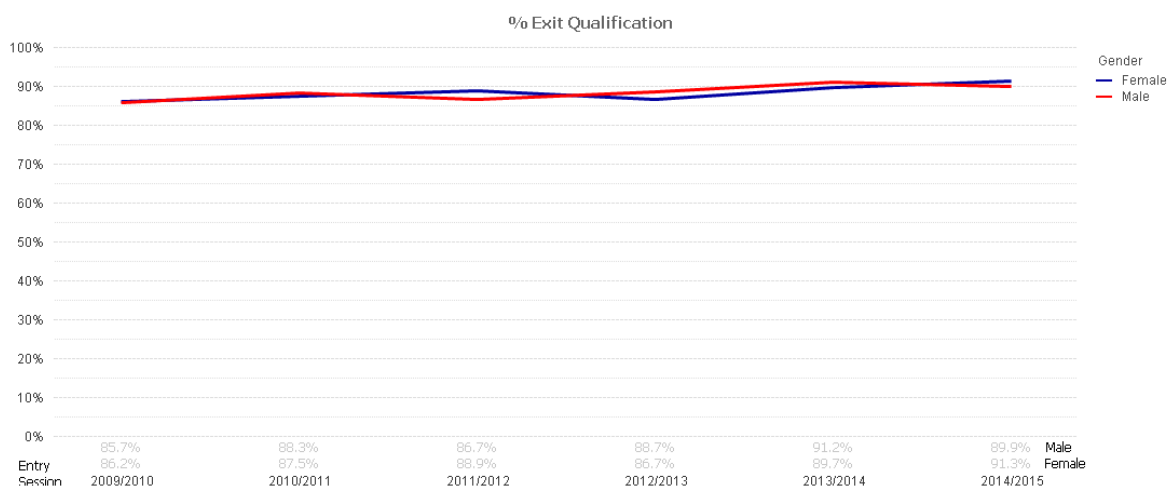

Figure 22: Proportion of postgraduate research entrants with an exit qualification, 2009/10 to 2014/15 (counts for 2014/15 are 626 (Female) and 637 (Male).

5. Age on Entry

5.1. Proportions – age on entry

Figure 23 shows **Undergraduate entrants** by age grouping on entry over a ten-year period. The University's undergraduate intake is dominated by young entrants (ie <17 to 21 years old on entry) with the increase in the proportion of students aged 22 to 25 first seen in 2011/12 being largely due to the introduction of COL/pre-sessional English Language students into the student data.

Visiting and non-graduating students tend to be older than first degree undergraduate entrants. Excluding visiting and non-graduating, 10% of 2019/20 entrants were age 17 or under, and 83% were age 18-21; the same proportions as for 2018/19 and 2017/18 entrants.

Figure 23: Undergraduate entrants by age grouping on programme entry, 2010/11 to 2019/20
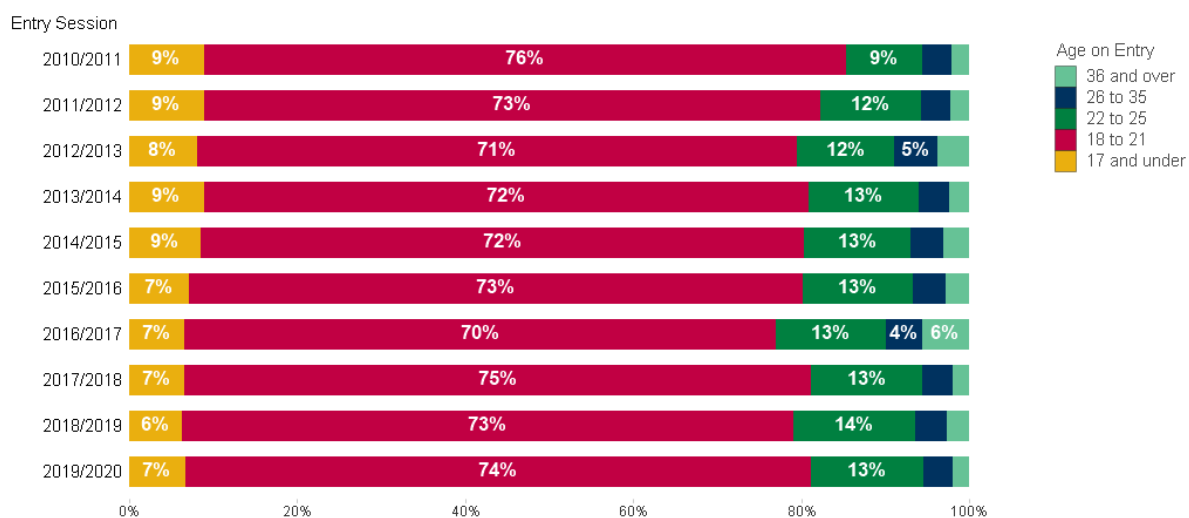
Figure 24 shows the proportion of **Postgraduate Taught** entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period, with an increase for 2019/20 bringing that combined group to 65% of the cohort. The figures include distance learning programmes which have an older demographic; for 2019/20 36% of such entrants were age 36 or over and 48% were age 26-35.

Figure 24: Proportion of postgraduate taught entrants, by age on entry, 2010/11 to 2019/20
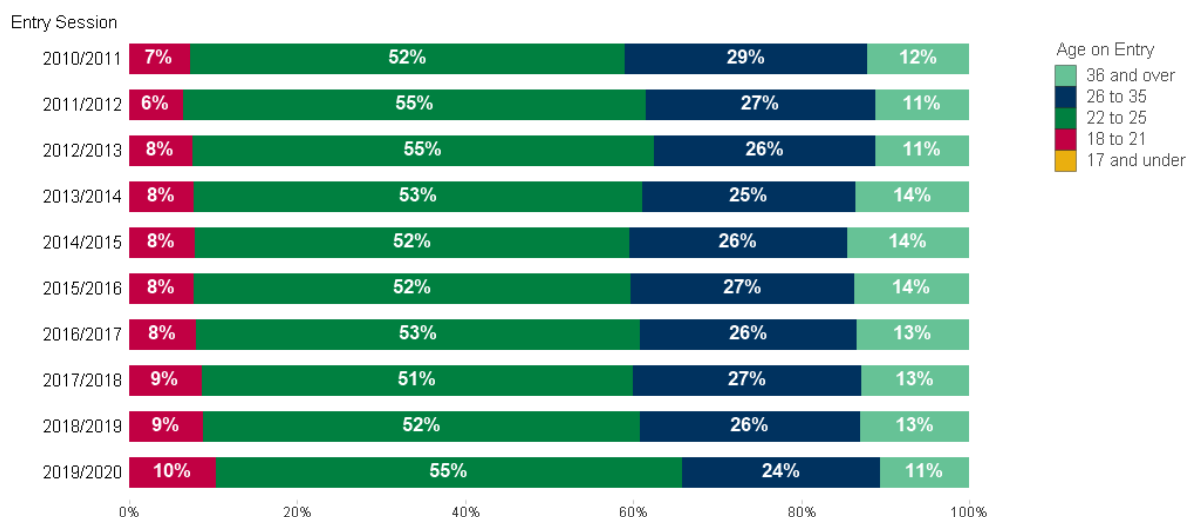
Figure 25 shows **Postgraduate Research** entrants by age on entry grouping. Over the ten year period just over half of our entrants are 25 or under.

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Figure 25: Postgraduate research entrants by age on entry grouping, 2010/11 to 2019/20.
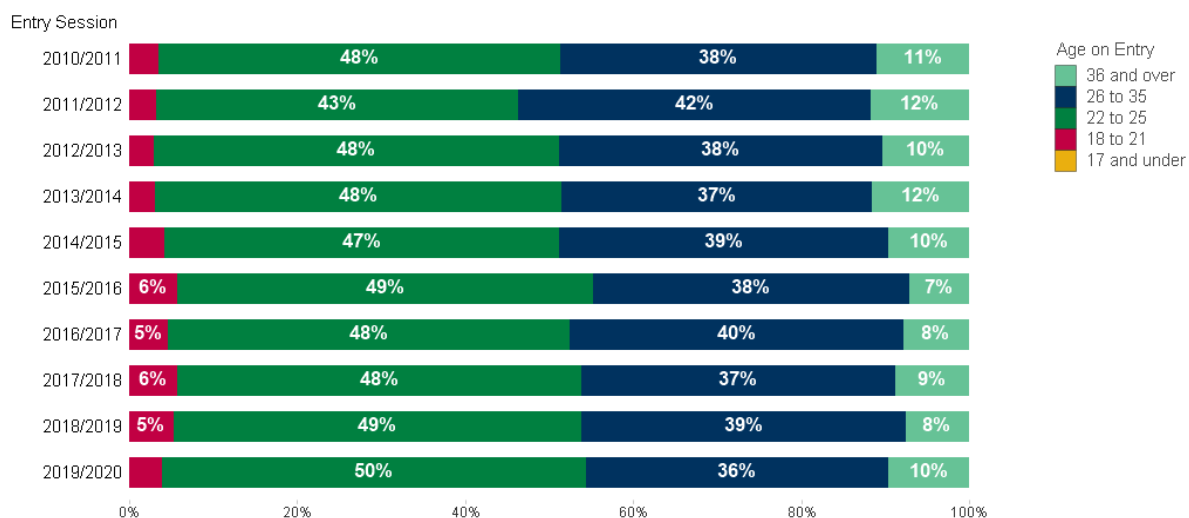
5.2. Outcomes– age on entry

Figure 26 shows the proportion of **Undergraduate entrants** with an exit qualification, by age on entry grouping. The proportions of the two youngest age groups who exit with a qualification are very similar and are consistently higher than those of the older age groups, with the spread between age groups varying from between 6.7%-points to 20.3%-points.

Figure 26: Proportion of undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (count for 2015/16 – 7,295 (21 and under) 1,188 (22-25) 356 (26-35) 257 (36 and over))
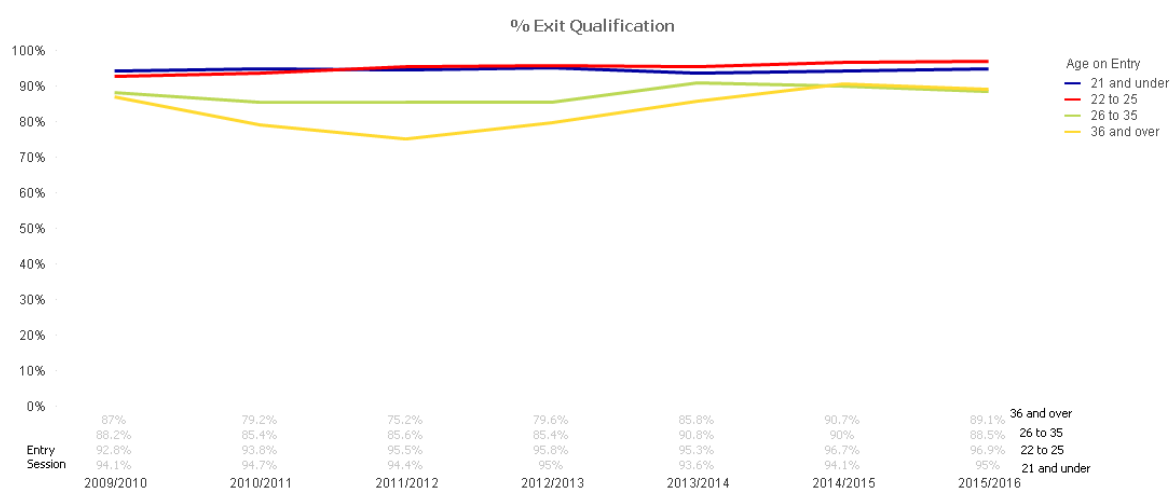
Figure 27 shows the proportion of students achieving a 1st class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups with the spread varying between 13.6%-points and 28.3%-points, however the relatively small population size of the older student groups means greater variability. This is similar in pattern and scale to the Russell Group universities. The AdvanceHE student report 2020 showed that overall, the proportion of full-time first degree undergraduate qualifiers (in 2018/19) receiving a

first/2:1 declined as age increased. 80.8% of those aged 21 and under and 77.6% of those aged 22–25 received a first/2:1, compared with 72.4% of those aged 26–35 and 68.0% aged 36 and over (a spread of 12.8%-points between the highest and lowest proportion). In England the attainment gap for first degree proportion of First/2:1 was 15.5%-points between qualifiers aged 21 and under and qualifiers aged 36 and over. In Scotland the difference was 13.5%-points and Northern Ireland and Wales the gaps were smaller (8.1 and 7.7%-points respectively).

Figure 27: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2010/11 to 2019/20 (count for 2019/20 – 4,200 (21 and under) 72 (22-25) 56 (26-35) 25 (36 and over))
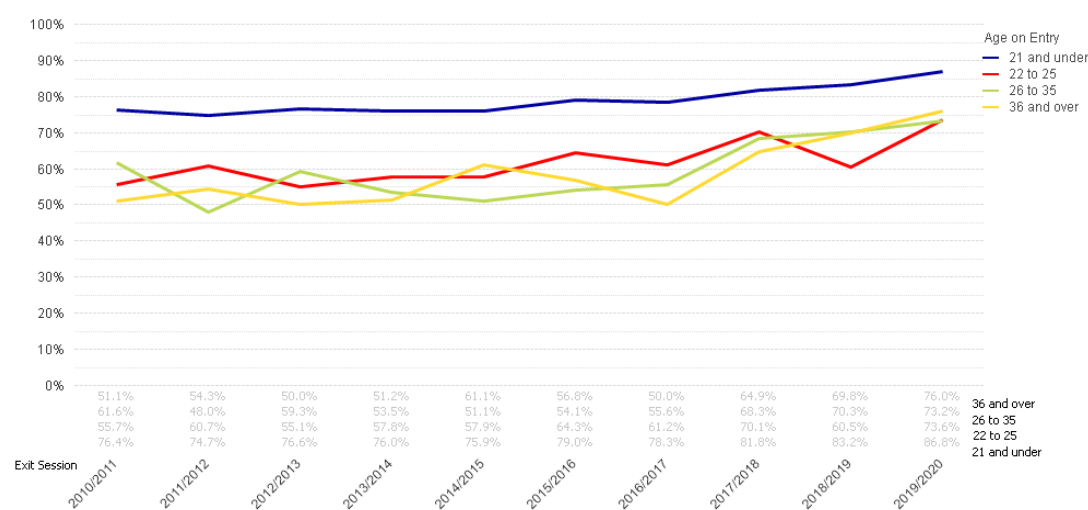
The proportions of the two youngest age groups on entry with an exit qualification at **Taught Postgraduate level** (Figure 28) are very similar and is consistently higher than the older age groups, mirroring the pattern seen at undergraduate level.

Figure 28: Proportion of postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 528 (21 and under), 3,543 (22 to 25), 1,723 (26 to 35) and 900 (36 and over)

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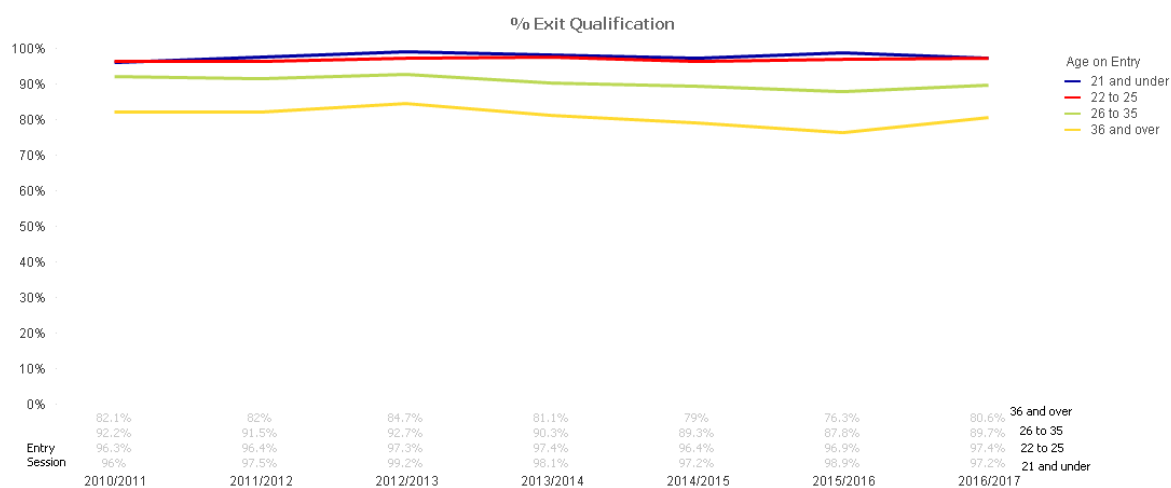
Figure 29 shows the proportion of **Postgraduate Research** entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher in the two younger age groups on entry, with the oldest age group having the lowest proportion of entrants achieving an exit qualification. The small denominators for entrants under 21 would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 29: Proportion of postgraduate research entrants with an exit qualification, 2009/10 to 2014/15 (counts for 2014/15 are 56 (21 and under), 637 (22 to 25), 530 (26 to 35) and 130 (36 and over).
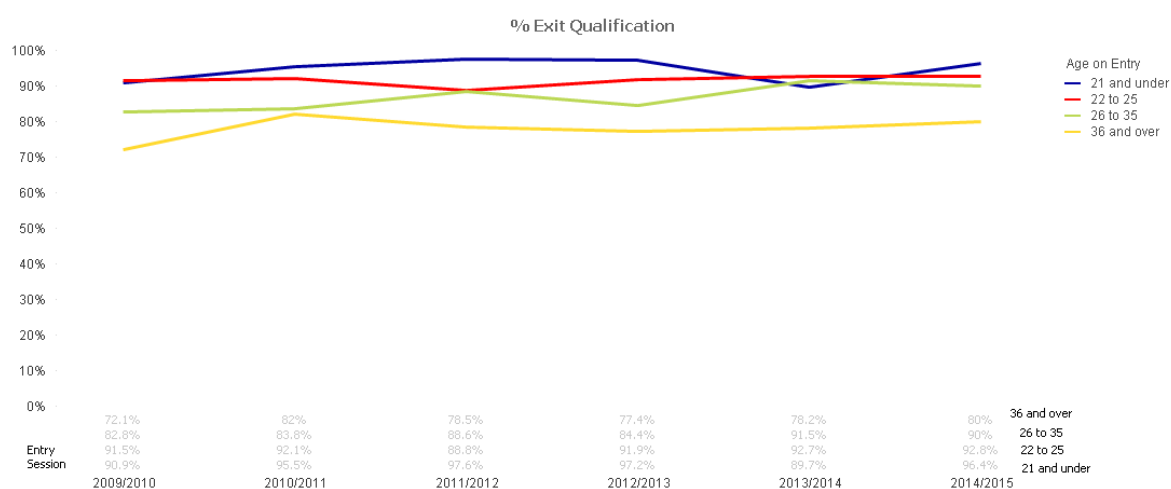
6. Disability

6.1. Proportions- Disability

Figure 30a shows the proportion of **Undergraduate Students** disclosing a disability. The proportion of students disclosing a disability has increased overall year-on-year over the last ten years with some variation between Colleges. Note that this chart is for all undergraduate students (population), not just entrants – to capture students that disclose a disability later in their university career. The 2020 Advance HE report shows the proportion of students disclosing a disability at UG first degree level in the UK in 2018/19 was 17.2%.

Figure 30b shows that for 2018/19, the proportion of all first degree undergraduate students reporting a disability at the University of Edinburgh (16%) was 10th highest of the Russell Group Universities (range 6% to 21%).

Figure 30a: Proportion of undergraduate students disclosing a disability, 2010/11 to 2019/20 (Total Population for 2019/20 – 17,706 (AHSS), 3,293 (MVM), 7,247 (SCE), 28,246 (UoE))
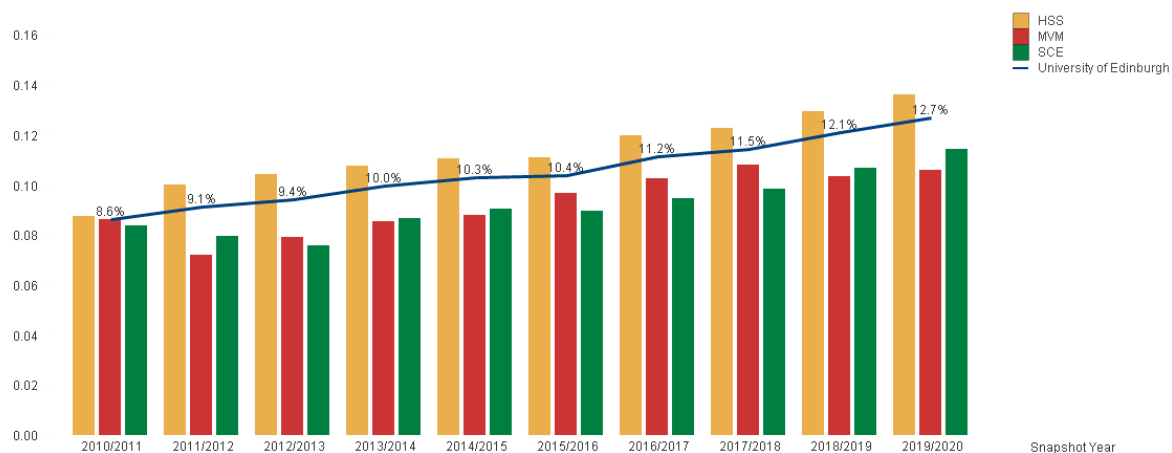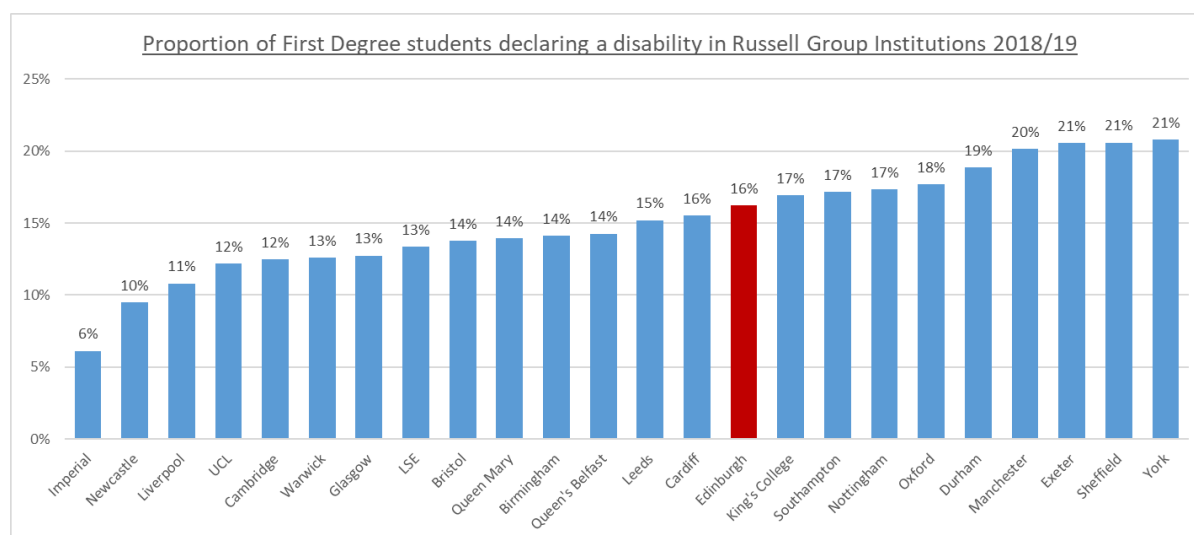

Figure 30b: Proportion of undergraduate students disclosing a disability, Russell Group 2018/19

The proportions of students declaring a disability at taught postgraduate level (Figure 31a) and research postgraduate (Figure 32a) level at 6.9% and 9.4% respectively for 2019/20 are lower than at undergraduate level but show broadly similar proportional increases over the ten year period of 41% (PGT) and 62% (PGR) compared to that seen at undergraduate level of study (48%). The proportion of students disclosing a disability in the UK in 2018/19 was 8.6% for PGT and 8.5% for PGR.

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Figure 31a: Proportion of all postgraduate taught students declaring a disability, 20010/11 to 2019/20 (counts for 2019/20 – 10,877 (AHSS), 3,407 (MVM), 3,364 (SCE), 17,643 (UoE))
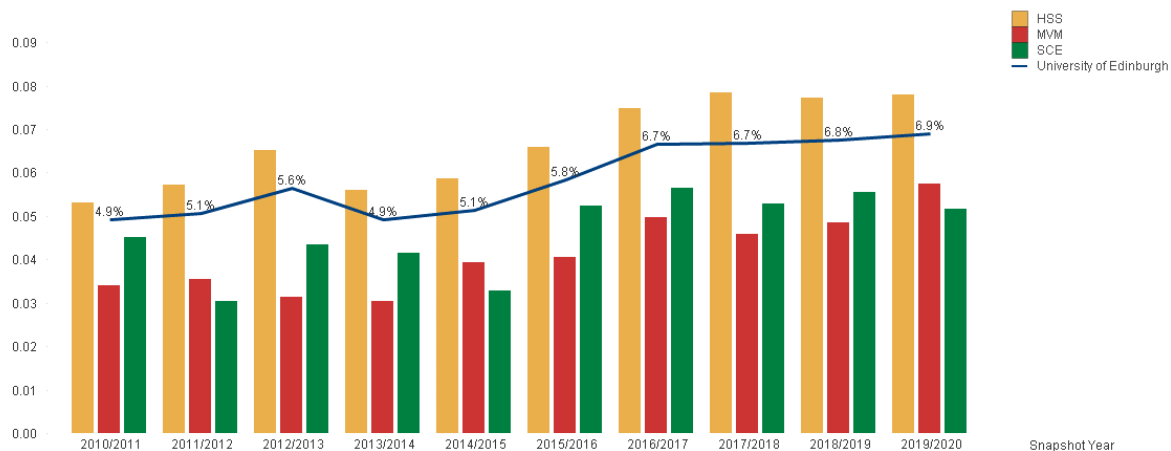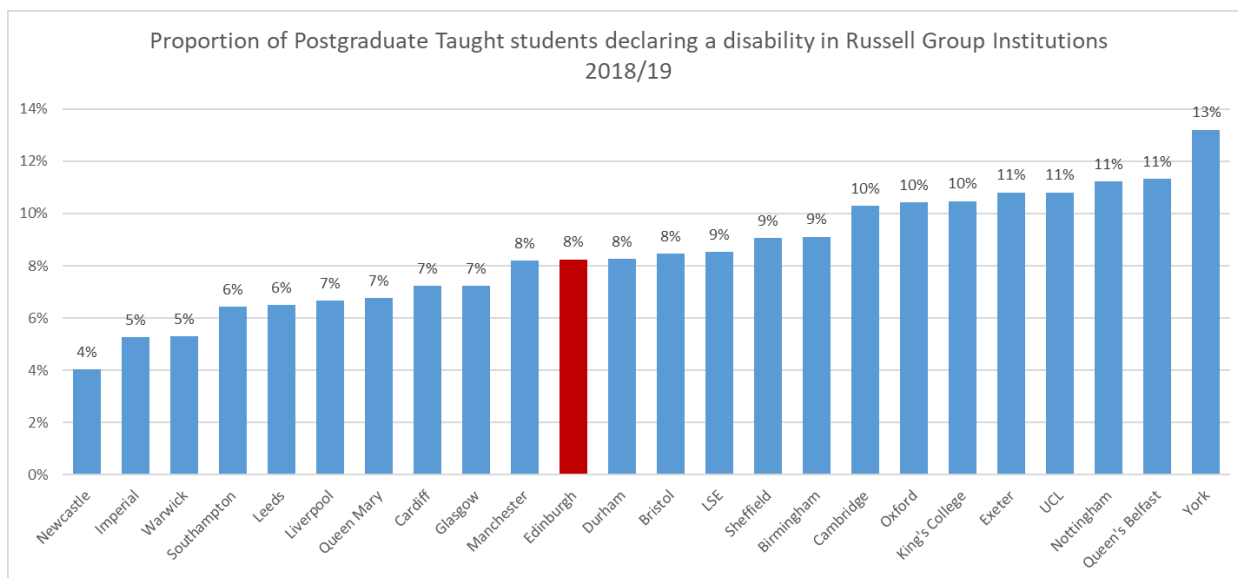

Figure 31b: Proportion of taught postgraduate students disclosing a disability, Russell Group 2018/19

Figure 32a: Proportion of all postgraduate research students declaring a disability, 2010/11 to 2019/20 (counts for 2019/20 – 2,447 (AHSS), 1,388 (MVM), 2,638 (SCE), 6,473 (UoE))
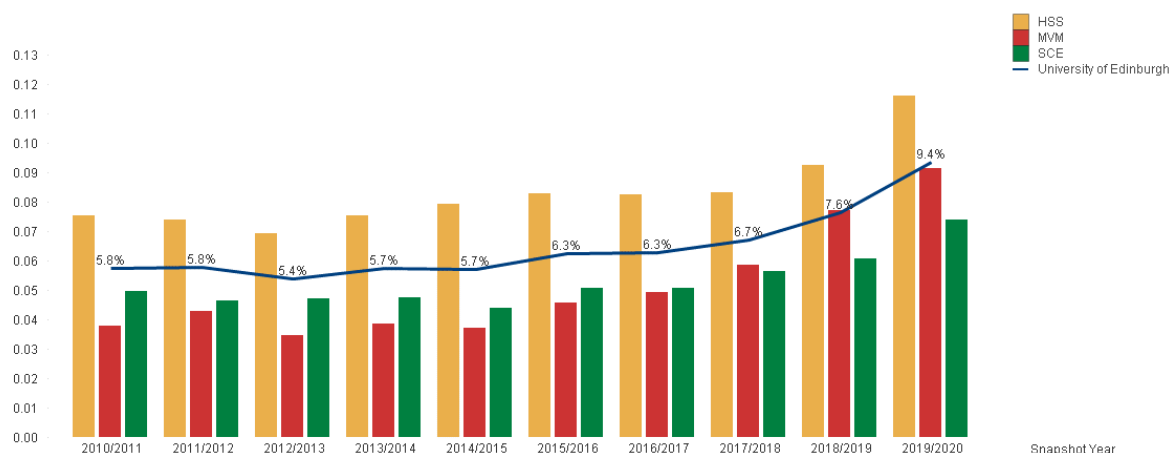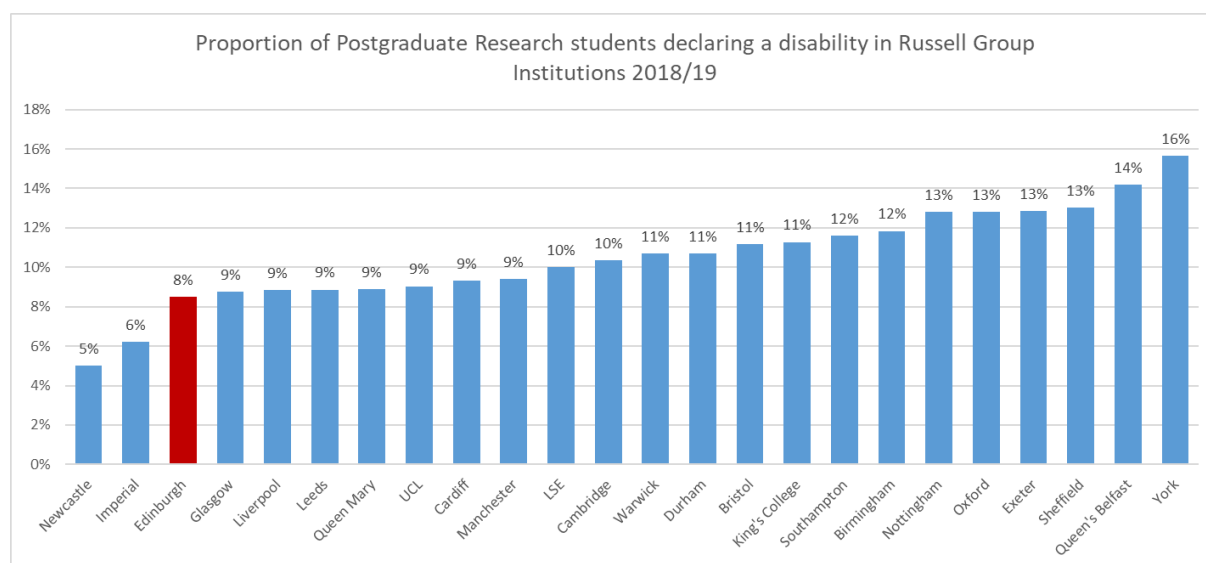

Figure 32b: Proportion of postgraduate research students disclosing a disability, Russell Group 2018/19

For the most recent four years we have been in the second highest quartile (after being in the highest quartile for the two years prior to that) of Russell Group institutions for the proportion of first degree students declaring a disability (Figure 30b), whereas for taught postgraduate students it has fluctuated between the middle two quartiles (Figure 31b), and for research postgraduate students has been in the lowest quartile for the past six years (Figure 32b).

6.2. Outcomes - Disability

Figures 33 and 34 show the proportion of **Undergraduate entrants** with an exit qualification and the proportion achieving a 1st Class or 2.1 Honours degree who disclosed a disability. There is little difference between the proportions of students declaring a disability exiting with a qualification compared to students with no declared disability over the seven year

period (range 0.0%-points – 3.8%-points lower proportion for students declaring a disability). However, the proportion of students who disclosed a disability exiting with a 1St Class or 2:1 Honours is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability. The HEFCE 2015/21 publication shows that in 2013/14 students with a declared disability had a performance gap of 4%-points compared to students not declaring a disability, and that this difference was still largely present after modelling for other factors. The AdvanceHE students report 2020 also highlights the gap in attainment between disabled and non-disabled first degree students in the UK (1.8%-points), with a wider gap in attainment in Scotland at 4.3%-points. Both disabled and non-disabled students in Scotland show better attainment than the respective UK averages (76.6% vs 75.2% for disabled, 80.9% vs 77.0% for non-disabled).

Figure 33: Proportion of undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (the counts for 2015/16 are 1,066 (declaring a disability) and 8,030 (not declaring a disability))
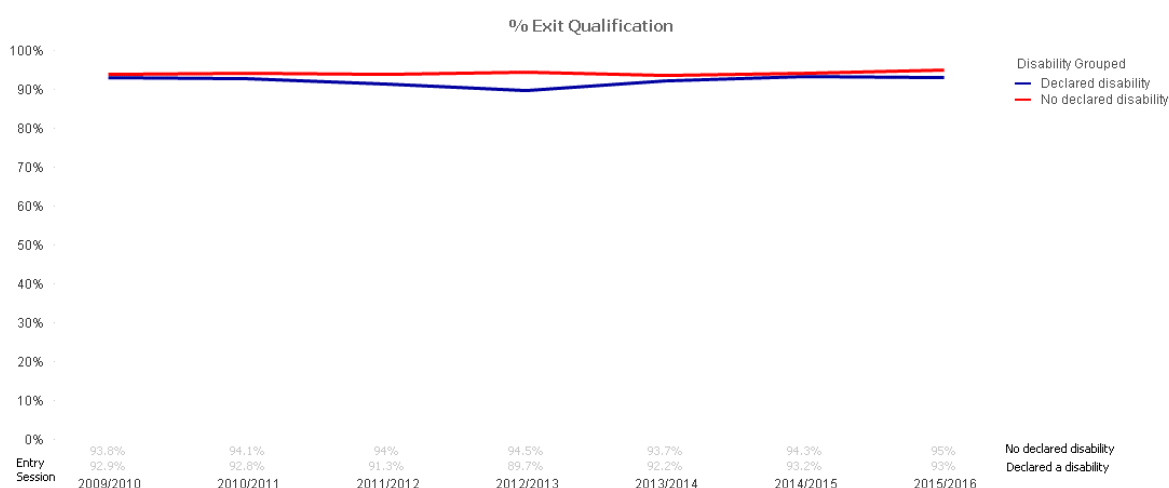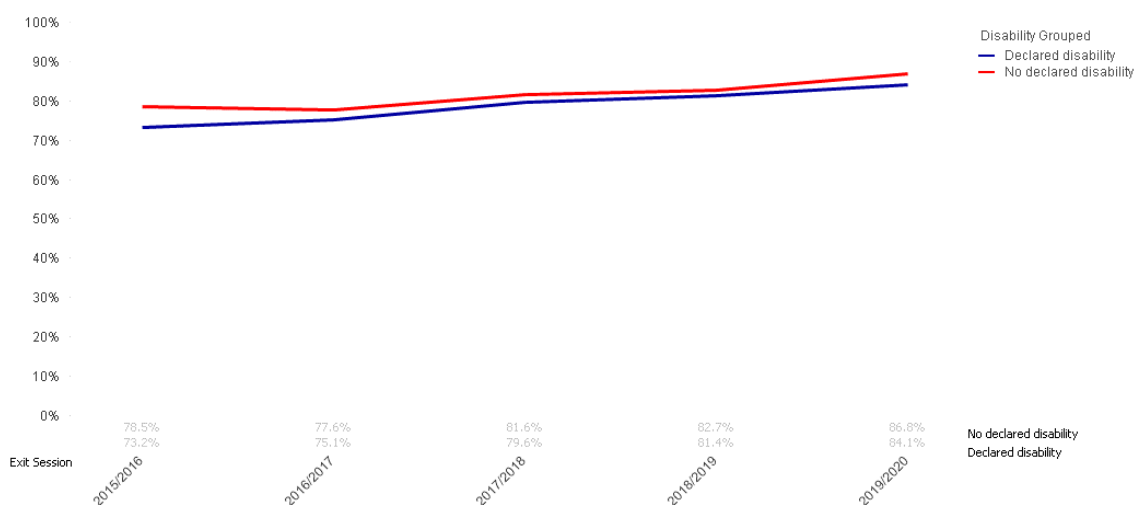

Figure 34: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2016/17 to 2018/19 (the counts for 2019/20 are 725 (Disclosed a disability) and 3,628 (No disclosed disability)

Figure 35 shows that the proportion of entrants declaring a disability at taught postgraduate level with an exit qualification is consistently lower (range 1.7%-points – 6.5%-points) than entrants with no declared disability.

Figure 35: Proportion of postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2016/17 are 495 (declaring a disability) and 6,201 (not declaring a disability)
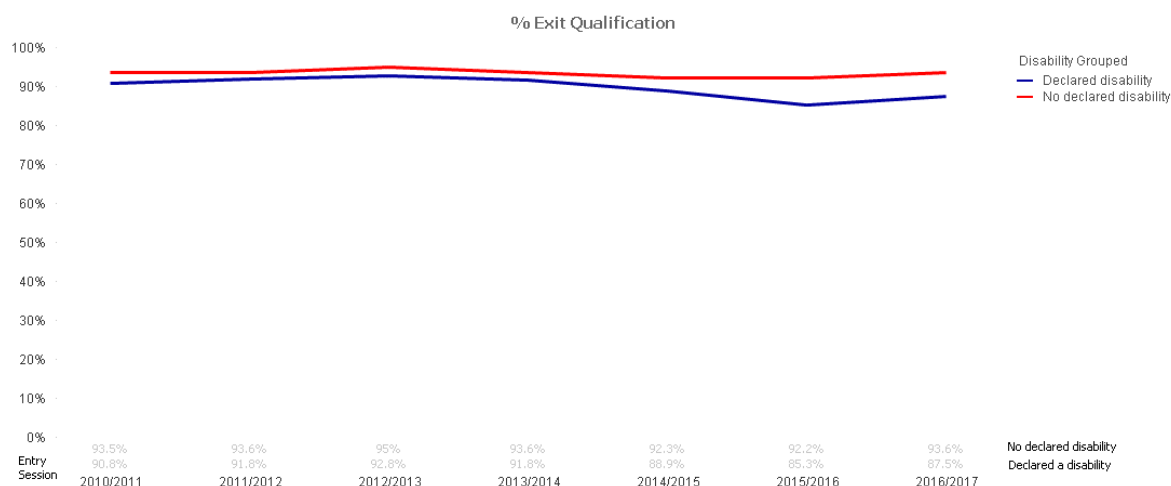

Figure 36 shows the proportion of **Postgraduate Research** entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The proportion of entrants declaring a disability at research postgraduate level with an exit qualification is consistently lower (range 1.4%-points to 16.8%-points) than entrants with no declared disability The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 36: Proportion of postgraduate research entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2014/15 are 100 (declaring a disability) and 1,253 (not declaring a disability)