THE UNIVERSITY of EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2020
TWELFTH REPORT
EXECUTIVE SUMMARY

1. Introduction

The twelfth EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability, and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink, https://www.ed.ac.uk/equality-diversity/about/reports/edmarc or by contacting Jim Galbraith in Strategic Planning, telephone: 0131 650 2088 or email: Jim.Galbraith@ed.ac.uk.

2. Students

2.1 Ethnicity

The overall proportion of black and ethnic minority (BME) UK UG entrants is at the second highest level recorded by EDMARC. The most recent five years has seen the proportion of UK-domiciled BME entrants rise from 9.6% to 12.7% in 2018/19, followed by 11.4% in 2019/20. Similarly, the overall proportion of non-UK domiciled, UG BME entrants is the second highest recorded, at 50.9% (59.8% if visiting and non-graduating students are excluded).

The proportion of UK-domiciled PGT entrants from a black and ethnic minority background has varied between 11.6% and 14.6% over the last five years and is 12.8% for 2019/20. The proportion of UK-domiciled PGT BME entrants is higher in MVM than the other two Colleges. The proportion of non-UK PGT BME entrants has increased from 59.2% to 72.7% over the same period, mainly due to recruitment from China.

The proportion of UK-domiciled PGR entrants from an ethnic minority background has risen over the last five years from 10.5% to 13.0%. For non-UK domiciled entrants the BME proportion has risen from 42.7% to 52.6%.

Analysis of ethnicity data from peer groups shows that in 2018/19 we have a higher proportion of BME amongst UK entrants at UG and PGT levels of study in comparison to other

institutions in Scotland although is some way off the proportion of UK BME entrants to Russell Group institutions at UG, PGT, and PGR level.

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as a measure, along with the proportion of students that achieve a First or Upper Second Class Honours degree. While there is little difference between the proportion of white and BME UG students that leave with an exit qualification, there is a divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for each of the last five years (range 2.6%-points to 10.1%-points) and for non-UK BME UG students (range 4.0%-points to 11.4%-points). Over a five year average, a lower proportion of BME students achieved a 1st or 2.1 honours degree in almost all Schools and Centres (range -0.9%-points to -18.1%-points).

The latest sector data (AdvanceHE report) for UK domiciled students shows that a greater proportion white students obtain a First or 2.1 Honours for their first 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).

Over the cohorts examined for PGT a higher proportion of white UK-domiciled entrants exited with a qualification than did BME entrants until the entry session 2016/17 cohort which sees a convergence. For non UK-domiciled entrants the proportion of BME students exiting with a qualification remains very similar to that of white students.

The proportion of UK-domiciled PGR BME students with an exit qualification is lower than that of white students in the 2014/15 cohort, after a convergence of the proportions for two years, however the relatively small numbers of UK BME PGR entrants will lead to statistical fluctuations. For non UK-domiciled PGR entrants the proportion of BME entrants achieving an exit qualification is generally very close to that for white students.

2.2 Gender
Since 2010/11 the proportion of female UG entrants has consistently exceeded 60% (range 60.3% - 65.1%), and places us second highest in the Russell Group universities for this measure in the latest available HESA data. While overall 63.5% of undergraduate (UG) entrants were female in 2019/20, a decrease, the proportion amongst UK entrants rose (to 63.2%) whilst the proportion amongst non-UK entrants fell (to 63.8%). Whilst overall these percentages are consistently over 60%, there remain marked differences between SCE and the other two Colleges (linked to subject differences seen across the sector).

The overall proportion of female postgraduate taught (PGT) entrants in 2019/20 was 67.7%, an increase due to non-UK students (from 68.1% to 71.7% female) rather than UK students (64.9% female, unchanged). Noticeable subject differences remain at postgraduate taught level, with CAHSS attracting the highest proportion of female entrants, but female PGT entrants being the majority in all Colleges for the first time in 2019/20. For 2018/19 HESA data we have the second highest proportion of female PGT entrants in the Russell Group.

For Postgraduate Research (PGR) entrants the proportion of female entrants in 2019/20 is lower than for UG or PGT, at 51.6% and there remain marked subject gender differences between the Colleges with CAHSS and CMVM having a majority intake of female students and SCE consistently less than 40%. Our proportion of female entrants in the 2018/19 HESA data for PGR entrants is the 7th highest in the Russell Group.

Overall, and consistently over the last ten years, females are more likely to exit with a qualification and to achieve a First or Upper Second Class Honours degree than males. Using the most recent five year average, almost all Schools and Centres have a higher proportion of female students graduating with a first class or upper second degree (difference ranging between 0.5% and 16.3%).

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no consistent difference between the successful outcomes of women and men on Postgraduate Research programmes.

2.3 Age
The large majority of our UG entrants continue to be 21 or under on entry, with a general pattern of decrease seen over the period from 85% in 2010/11 to 81% in 2019/20. For PGT entrants, the long term trend is towards younger entrants, with 65% of 2019/20 entrants aged 25 and under, compared to 59% in 2010/11.

As reflected in the sector as a whole, students aged 21 or under are markedly more likely to achieve a First or Upper Second Class Honours degree than other age groups. For both PGT and PGR the proportion of students that exit with a qualification decreases for the older age groups.

2.4 Disability
The proportion of UG students disclosing a disability continues to rise year on year and is 12.7% in 2019/20, with variations by College. The proportion of PGT entrants declaring a disability has increased less steadily, from 4.9% in 2010/11 to 6.9% in 2019/20 and that of PGR entrants has increased from 5.8% in 2010/11 to 9.4% in 2019/20. The University of Edinburgh has one of the lowest proportion of students declaring a disability in the Russell Group at PGR level, but is close to the median within the Group at UG and PGT level.

There tends to be little difference between the proportions of UG students declaring a disability exiting with a qualification compared to UG students with no declared disability. However, the proportion of students who disclosed a disability exiting with a First or Upper Second Class Honours degree 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.

Students with no declared disability at PGT level are more likely to have a successful outcome from their programme of study than students declaring a disability (range 1.7% to 6.5%). For PGR students, there is more variability in outcomes for students with a declared disability

which is partly influenced by the low numbers compared to students with no declared disability.

3. Staff

3.1 Ethnicity
Staff data is a snapshot of the staff database, as at 31 July 2020. The proportion of UK-nationality academic BME staff is 6.7% and for those staff from outside the UK it is 33.7%, with the proportion non-UK BME staff showing an upward trend over the last six years (increasing year on year from 25.4% to 33.7%) than UK staff (increase from 6.3% in 2014/15 to 6.7% in 2019/20). The proportion of UK BME professional services staff is 3.6% and for non-UK staff is 24.9% with the trend showing small increases over the six year period for UK BME staff, and 0.5% for non-UK staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white staff than BME staff on higher grades for both academic and professional services staff.

For academic staff, non-UK nationality BME staff are most likely to be employed on a fixed-term contract and white UK staff the least likely, a pattern has not changed significantly over the last six years. However, the proportion of UK BME academic staff on fixed-term contracts has fallen from 52% in 2014/15 to 34% in 2019/20, and is now a lower proportion than white non-UK academic staff (41% in 2019/20) and is reducing the gap with white UK staff (7% points higher in 2019/20 compared to 21.0% points in 2014/15). For professional services staff, non-UK BME staff overall are more likely to be on a fixed term contract than their UK counterparts over the last six years, with BME staff being more likely to be on fixed-term contracts than white staff for both UK and non-UK staff.

3.2 Gender
For 2019/20, 44.4% of academic staff and 61.4% of professional services staff are women. There remains an under-representation of women in senior academic posts as women make up 37% of academic staff at grade UE09 and 27% of academic staff at UE10. For professional services staff women make up 50% of grade UE09 staff and 48% of UE10 staff. Women are more likely to be employed on a fixed-term contract (slightly more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.3 Age
Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.4 Disability

Staff declaring a disability are presented at an aggregated University level as the figures are too small to by split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 397 in 2014/15 to 495 in 2019/20. The proportion of staff disclosing a disability (3.1%) is slightly lower than the benchmarking data for higher education in Scotland (3.8%, AdvanceHE statistical report 2020).

3.5 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2019/20, 8223 staff (48% of all staff) disclosed their religion or belief. Of those declared, 59% were of no religion. The proportion of staff declaring their religion as Christian (26%) is lower than the Scottish (57.9%) and City of Edinburgh (46.7%) 2011 census proportions, and lower than the AdvanceHE 2019 statistical report data for staff across the UK (31.9%). Those who declared as Muslim, Spiritual, Buddhist, Jewish, Sikh are broadly in line with the census and HESA, data making allowances for variability given the small numbers in each of these categories.

In 2019/20 51.9% of our staff declared their sexual orientation. Of those declared, 83% were heterosexual.

4.   **EDMARC actions**

Following the publication of this EDMARC report, student and staff data broken down by School will be made available to all Colleges and Schools within the University. The EDMARC Staff and Student Reports, alongside the Executive Summary will be made public on the Equality and Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward and inform EDI strategy across the University.

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