



THE UNIVERSITY *of* EDINBURGH

**Equality and Diversity Monitoring and Research
Committee (EDMARC)**

STUDENT REPORT

2017

NINTH REPORT

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1. Introduction

The NINTH 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.

This report focuses on student data for 2016/17 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 Vice-Principal People & Culture, Professor Jane Norman.

The current members of the EDMARC committee are:

Professor Jane Norman, Vice-Principal People & Culture, Convener

Ms Denise Boyle, University HR Services

Ms Rebecca Gaukroger, Student Recruitment and Admissions

Esther Dominy, EUSA Vice President Welfare

Dr Pamela Warner, CMVM

Dr Caroline Wallace, University HR Services

Peter Phillips, Deputy Director of Planning

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 200/08 to 2016/17. Outcome data is presented for students entering the University from 2009/10 to 2012/13 for undergraduate students, 2008/09 to 2013/14 for postgraduate taught students and 2007/08 to 2011/12 for postgraduate research students. 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 Continual Professional Development programmes are also included. Both Home and Overseas students are included, with the exception of the reporting of ethnic minority status, where only UK-domiciled students are included. Where unknown-values are present in the data, these have been excluded.

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.

Outcomes are presented in terms of the summary status of the population at 22/3/18 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, 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. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion.

Comparisons to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI plus) database and uses 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 from 2009/10 students on sabbatical. A comparison 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 HEFCE report 'Difference in degree outcomes: Equality and diversity characteristics' published on 1st October 2015' and the Equality Challenge Unit report 'Equality in higher education: students statistical report 2017' published on 6th November 2017 have been used to provide context within the report.

Comparison to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI plus) database and uses 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 from 2009/10 students on sabbatical. A comparison of the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students are used for the comparison of disabled students.

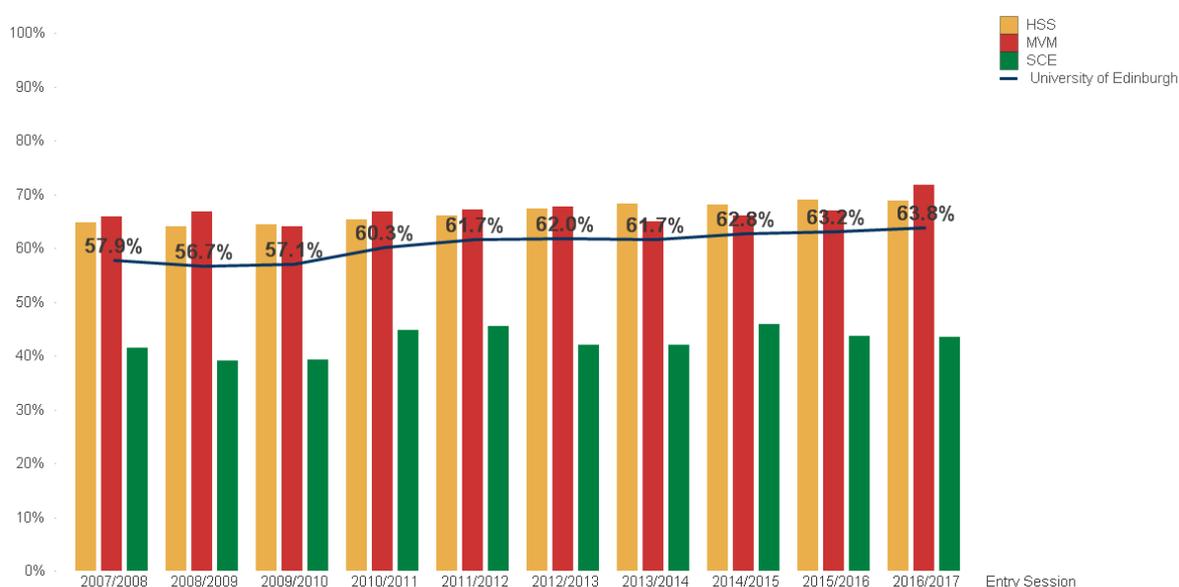
There are two appendices to this report. Appendix 1 shows the base populations for entrants and Appendix 2 shows the base populations for the outcomes [to be published later in April 2018).

3. Gender

3.1. Proportions- gender

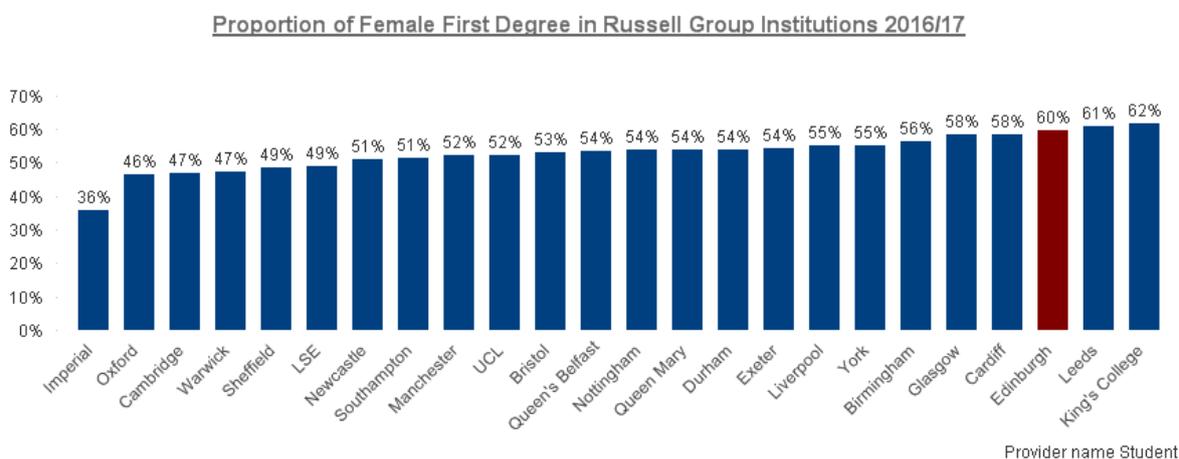
Figure 1a shows the proportion of **undergraduate entrants** who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 63.8%), and places us in the top three Russell Group universities for this measure (Figure 1b).

Figure 1a: Proportion of undergraduate entrants who are female (Total Population for 2016/17 – 6,716 (HSS), 938 (MVM), 2,042 (SCE), 9,696 (UoE))



The University of Edinburgh had the third highest proportion of female UG students in the Russell Group in 2016/17. In the previous four years we had the 3rd, 3rd, 3rd, and 2nd highest proportion.

Figure 1b: Proportion of undergraduate students who are female – Russell Group 2016/17



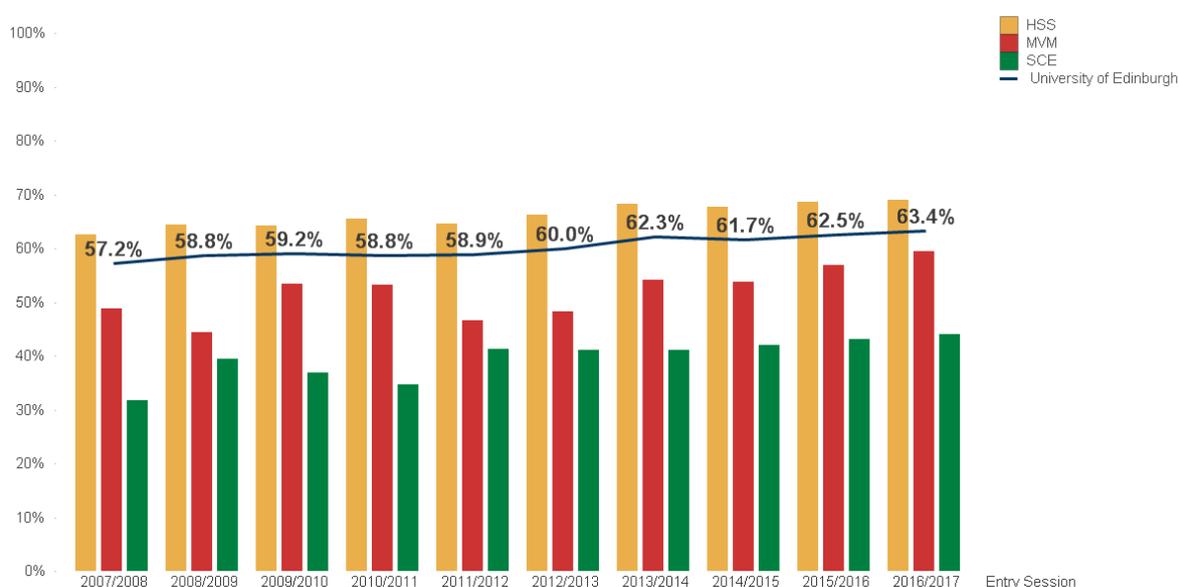
Analysis of 2016/17 undergraduate entrant gender balance by subject shows distinct outlying subjects that are heavily dominated by female or male entrants. Programmes with an entry of 30 or more and with more than 80% male or female entrants are:

- Clinical Veterinary Medicine (89% female – intake 164)
- Computer Science (17% female – intake 100)
- Psychology (89% female – intake 98)
- History of Art (90% female – intake 67)
- Sociology (87% female – intake 45)
- Primary Education with History (90% female – intake 40)
- Nursing (85% female – intake 39)
- English Literature and History (92% female – intake 38)
- Primary Education with Scottish Studies (94% female – intake 35)
- French and Spanish (85% female – intake 33)
- Art (84% female – intake 32)

Figure 2a shows the proportion of **Postgraduate Taught entrants** who are female. Female entrants have been in the majority (range 57.2% - 63.4%) for the last ten years and have been 60% or above for the five most recent years. This puts us in the top three Russell Group institutions for female taught postgraduates (Figure 2b).

The drop in the proportion of female students in the College of Medicine and Veterinary Medicine since 2007/08 was largely explained by the introduction of new distance learning programmes such as the MSc Surgical Sciences which has a high proportion of men matriculating from overseas.

Figure 2a: Proportion of Postgraduate Taught entrants who are female, 2007/08 to 2016/17 (counts for 2016/17 – 4,538(HSS), 1,029 (MVM), 1,127 (SCE), 6,694 (UoE))



The University of Edinburgh had the third highest proportion of female postgraduate taught students in the Russell Group in 2016/17. In the previous four years we had the 4th 3rd, 5th, and 8th highest proportion.

Figure 2b: Proportion of taught postgraduate students who are female – Russell Group 2016/17

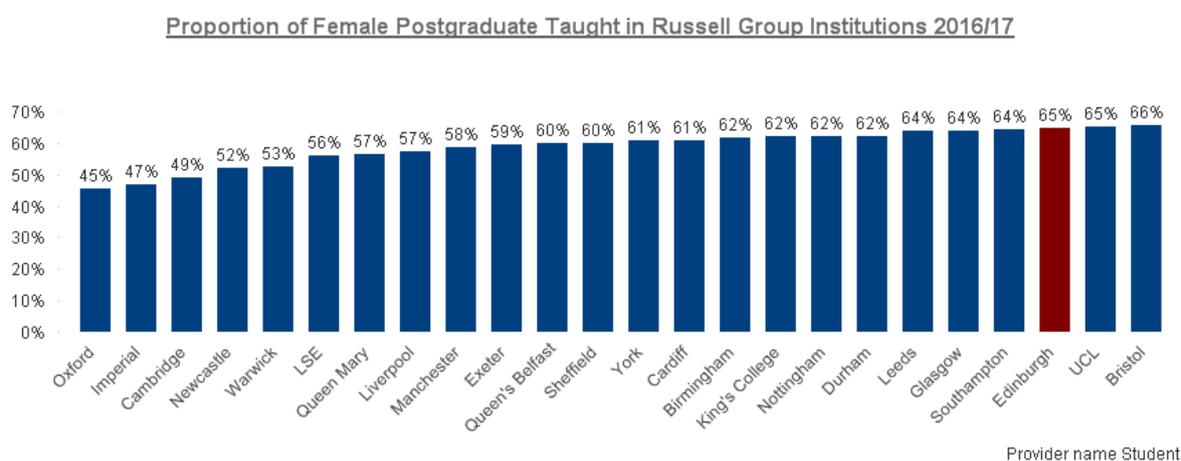
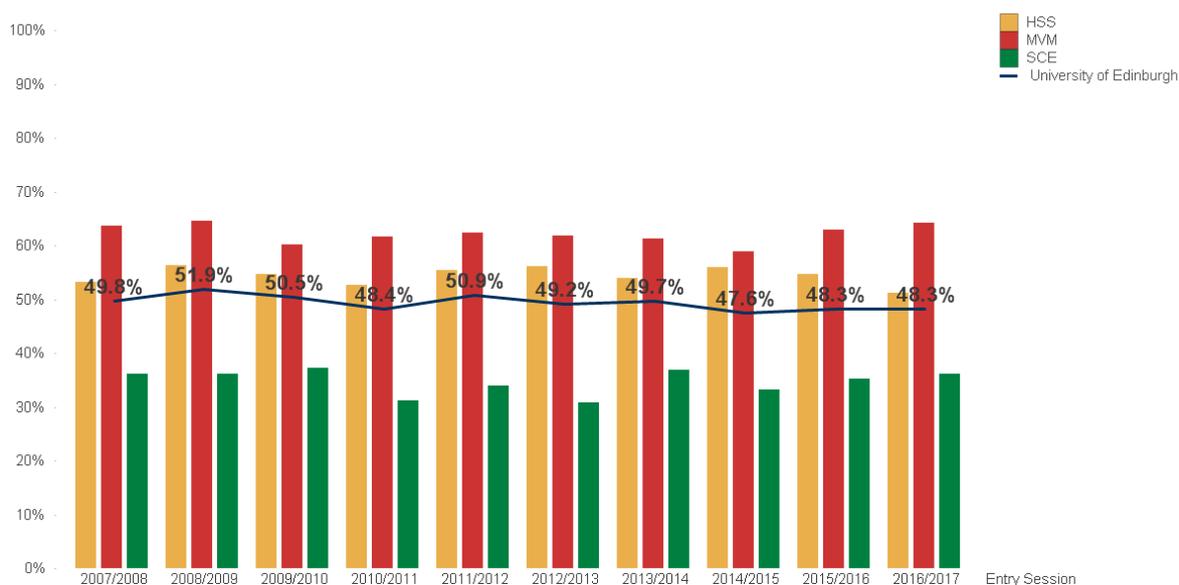


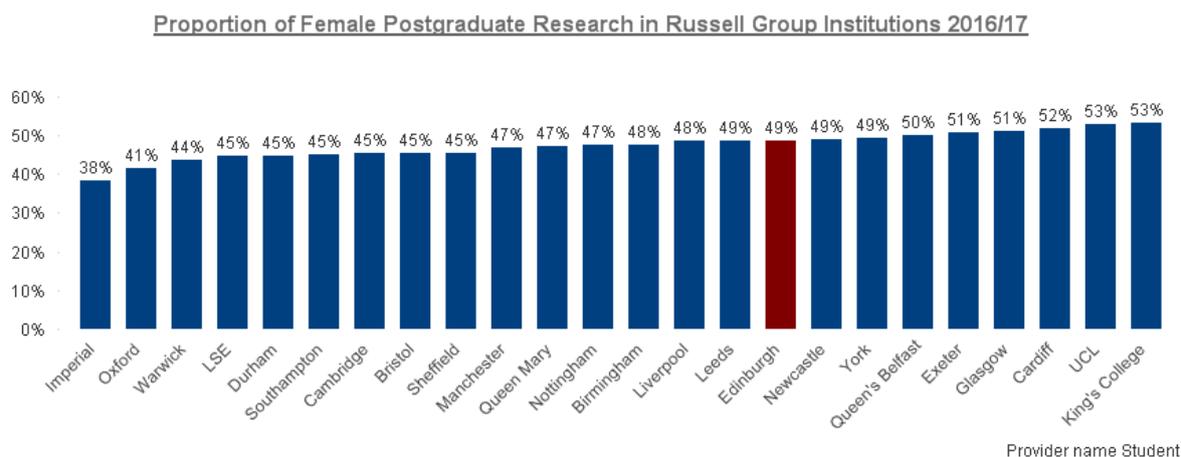
Figure 3a shows the proportion of **Postgraduate Research** entrants who are female. Over the ten-year period the proportion of female students (range 47.6% to 51.9%) is lower than for the proportion of female students at undergraduate and taught postgraduate level.

Figure 3a: Proportion of Postgraduate Research entrants who are female, 2007/08 to 2016/17 (counts for 2016/17 - 537 (HSS), 363(MVM), 602 (SCE), 1,502 (UoE))



The University of Edinburgh had the 9th highest proportion of female postgraduate research students in the Russell Group in 2016/17 (Figure 3b). In the previous four years we had the 7th, 9th, 8th and 1st highest proportion.

Figure 3b: Proportion of research postgraduate students who are female – Russell Group 2016/17



At all levels of study over the ten-year period female students are in the minority in CSE, whereas in CHSS they are in the majority at all levels of study. In MVM female students are in the majority at both undergraduate and research postgraduate level (mainly on-campus delivery) and are clearly in the majority for six out of ten years at taught postgraduate level which has a significant distance learning element.

For all levels of study we had 30 entrants who disclosed their gender as 'Other'. 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.

3.2. Outcomes - gender

Figures 4 and 5 show the proportion of **undergraduate entrants** with an exit qualification and the proportion achieving a 1st Class or 2.1 Honours degree respectively for male and female students. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 2.4%-points to 3.7%-points) and more markedly in the proportion achieving a 1st or 2.1 Honours degree (difference in range 6.8%-points to 9.8%-points). This observation is in line with that seen throughout the sector. The proportion of females exiting with a first or 2.1 Honours degree

in Russell group universities over the last five years has been between 4%-points and 5%-points higher than for males. 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 institutions¹. 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.

Figure 4: Proportion of undergraduate entrants with an exit qualification, 2007/08 to 2012/13 (counts for 2012/13 are 4,816 (Female), 2,950 (Male))

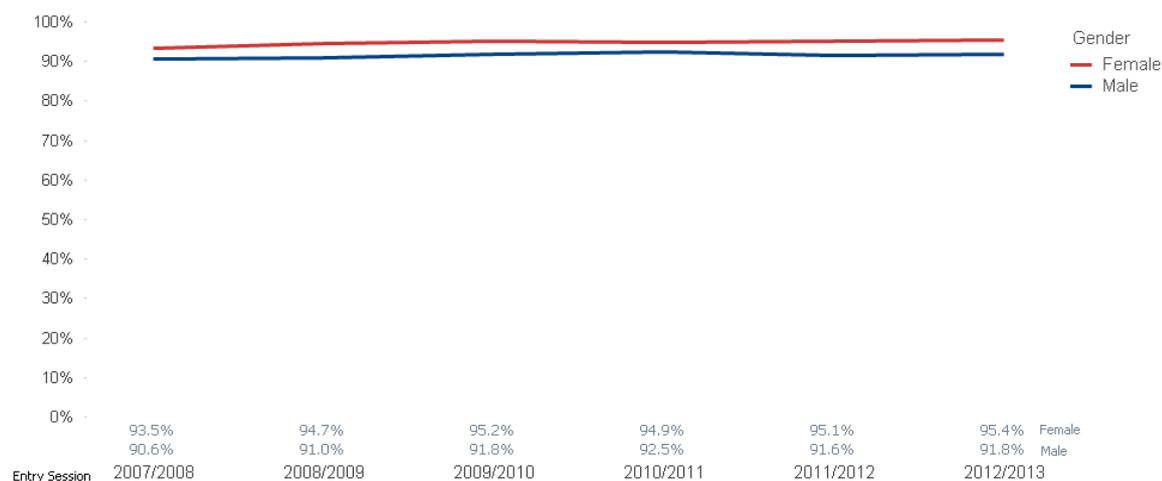
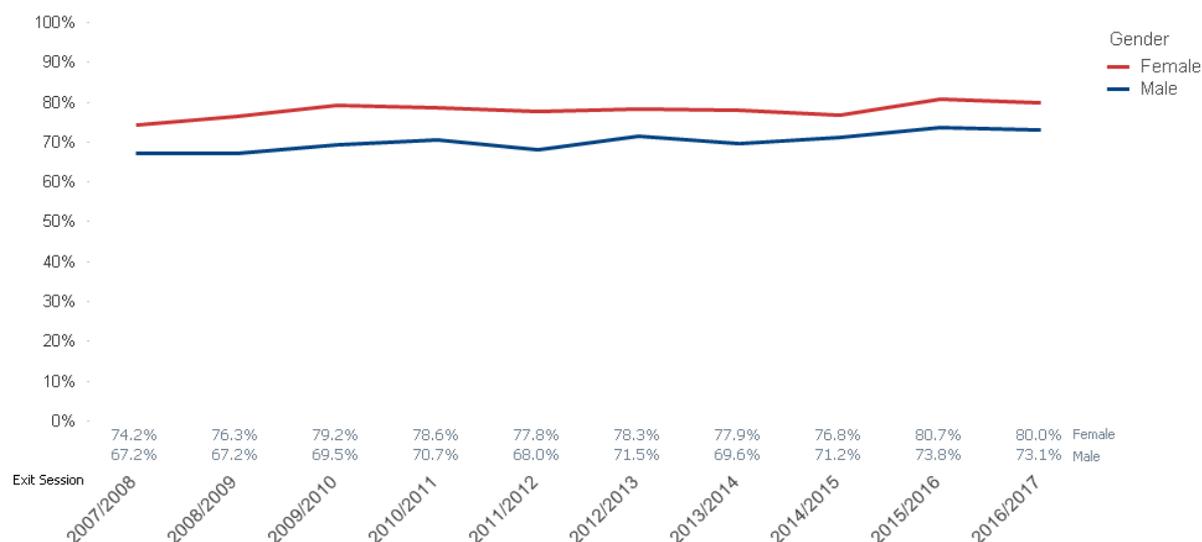


Figure 5: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2007/08 to 2016/17 (counts for 2016/17 are 2,618 (Female), 1,748 (Male))



¹ Differences in degree outcomes: The effect of subject and student characteristics. HEFCE 2015/21

Table 1 shows the five year average 2012/13 to 2016/17 proportion of students achieving a 1st class or 2.1 honours degree, by Gender, School and Centres and shows females outperforming males in 20 out of 21 Schools and Centres.

Table 1: Proportion of students achieving a 1st class or 2.1 honours degree, by Gender and School, five year average 2011/12 to 2015/16

School	Female		Male		Female - Male Difference in 1st/2.1 Outcome 2012/13 - 2016/17
	%	Number	%	Number	% - Points
Business School	87.3%	577	79.2%	466	8.2%
Centre for Medical Education	0.0%	11	0.0%	14	0.0%
College of Humanities and Social Science	0.0%	490	0.0%	329	0.0%
College of Science and Engineering	13.3%	248	7.7%	439	5.6%
Deanery of Biomedical Sciences	91.6%	547	81.0%	273	10.6%
Deanery of Clinical Sciences	96.8%	31	50.0%	2	46.8%
Edinburgh College of Art	79.7%	1554	72.8%	615	6.8%
Moray House School of Education	61.6%	936	56.7%	466	5.0%
School of Biological Sciences	80.4%	474	73.6%	280	6.8%
School of Chemistry	74.8%	262	73.8%	233	1.0%
School of Divinity	92.6%	176	91.0%	100	1.6%
School of Economics	84.8%	361	84.1%	578	0.7%
School of Engineering	81.4%	296	77.8%	1084	3.7%
School of Geosciences	84.9%	591	81.6%	451	3.3%
School of Health in Social Science	87.4%	143	75.0%	4	12.4%
School of History, Classics and Archaeology	87.9%	812	84.6%	551	3.4%
School of Informatics	70.7%	82	80.9%	440	-10.2%
School of Law	88.6%	554	85.9%	311	2.8%
School of Literatures, Languages and Cultures	92.4%	1564	87.4%	486	4.9%
School of Mathematics	78.7%	221	78.5%	246	0.3%
School of Philosophy, Psychology and Language Sciences	88.9%	909	85.7%	370	3.2%
School of Physics and Astronomy	79.0%	119	68.7%	326	10.3%
School of Social and Political Science	85.6%	864	82.4%	410	3.2%

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 at taught postgraduate level (range -0.9 – 5.1%-points (Figure 6) and at research postgraduate levels (0.3 – 4.0%-points, Figure 7) apart from a single year when males outperformed females by 0.6%-point.

Figure 6: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2009/10 to 2013/14 (counts for 2013/14 are 3,091 (Female) and 1,869 (Male)).

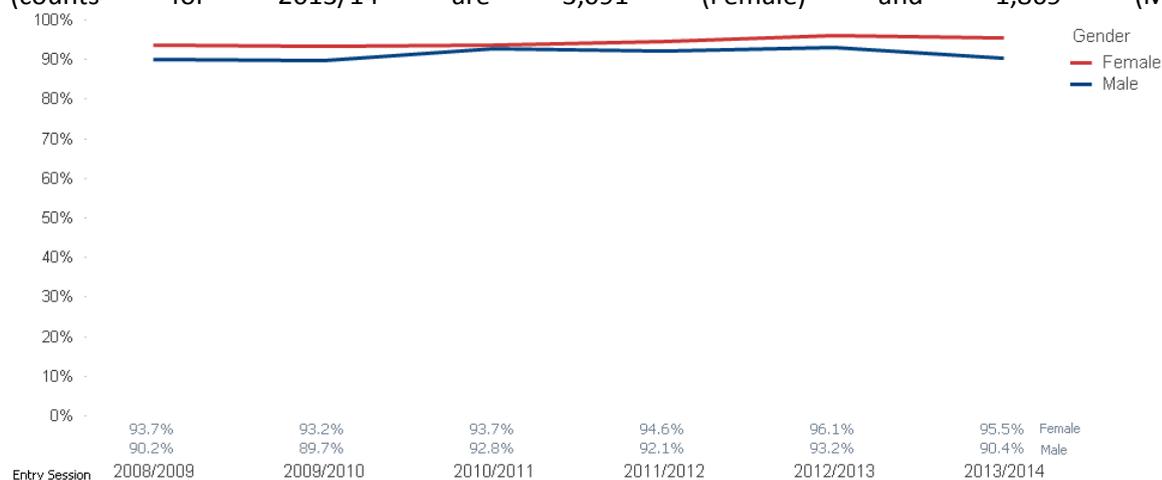
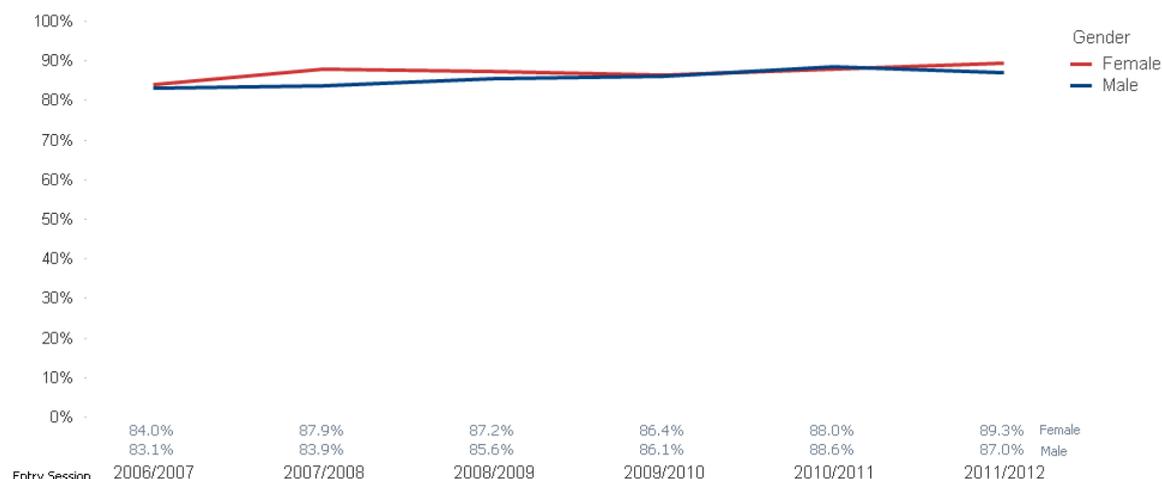


Figure 7: Proportion of **Postgraduate Research** entrants with an exit qualification, 2006/07 to 2011/12 (counts for 2011/12 are 647 (Female) and 624 (Male)).



4. Disability

4.1. Proportions- Disability

Figure 8a 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, not just entrants – to capture students that disclose a disability later in their university career.

Figure 8a: Proportion of undergraduate students disclosing a disability, 2007/07 to 2016/17 (Total Population for 2016/17 – 15,611 (HSS), 3,033 (MVM), 6,286 (SCE), 24,930 (UoE))

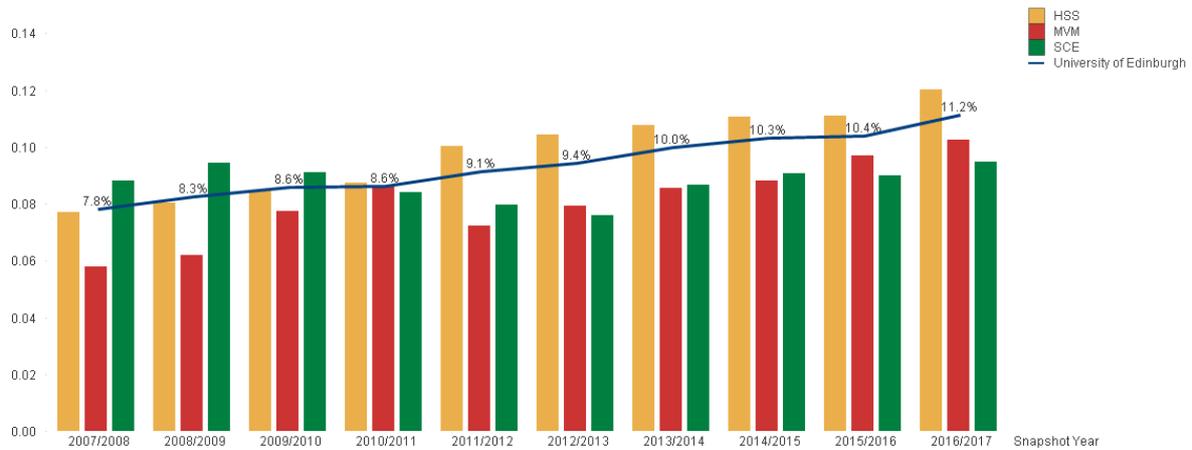
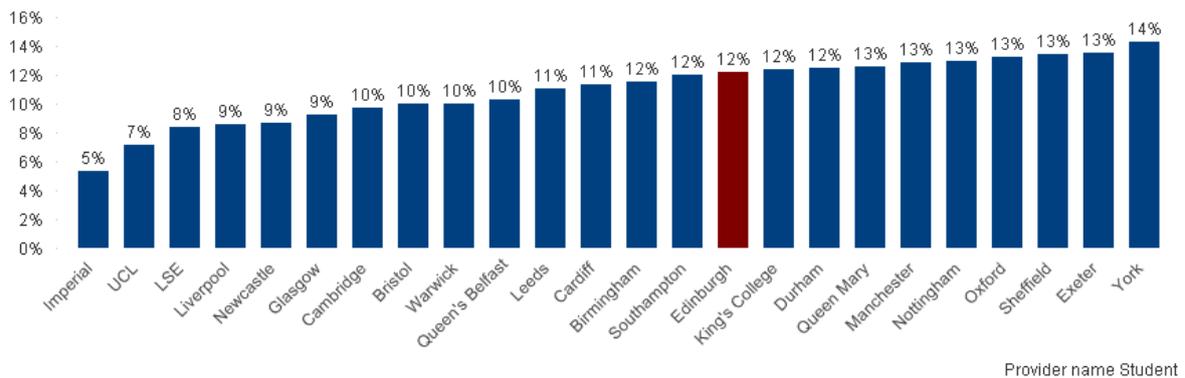


Figure 8b: Proportion of undergraduate students disclosing a disability, Russell Group 2016/17

Proportion of First Degree students declaring a disability in Russell Group Institutions 2016/17



The proportions of students declaring a disability at taught postgraduate level (Figure 9a) and research postgraduate (Figure 10a) level are lower than at undergraduate level but shows similar proportional increases over the ten year period of 55% (PGT) and 43% (PGR) compared to that seen at undergraduate level of study (43%).

Figure 9a: Proportion of all Postgraduate Taught students declaring a disability, 2007/08 to 2016/17 (Total Population for 2016/17 – 5,902(HSS), 2,111 (MVM), 1,256 (SCE), 9,269 (UoE))

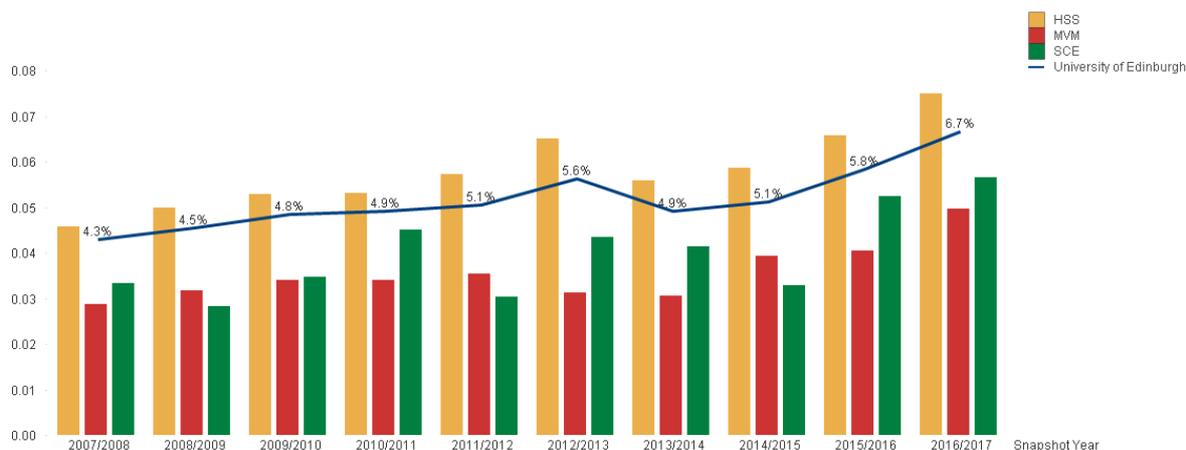


Figure 9b: Proportion of taught postgraduate students disclosing a disability, Russell Group 2016/17

Proportion of Postgraduate Taught students declaring a disability in Russell Group Institutions 2016/17

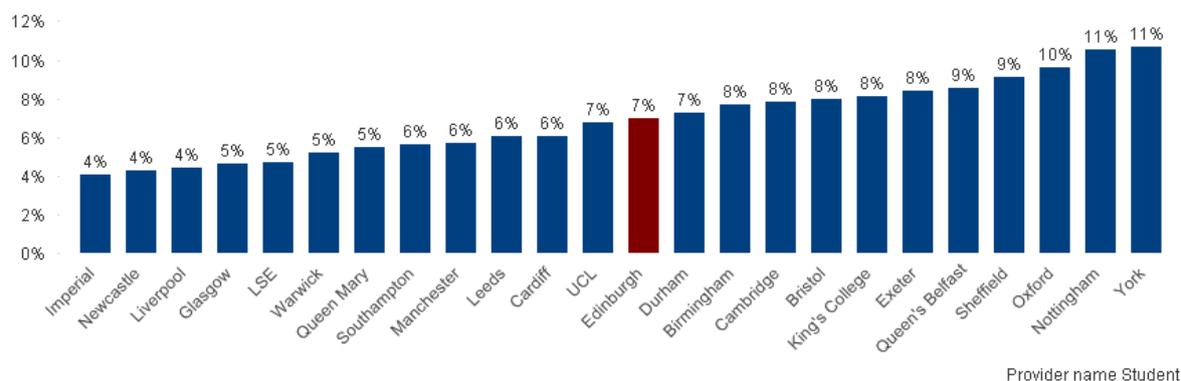


Figure 10: Proportion of all Postgraduate Research students declaring a disability, 2007/08 to 2016/17 (Total Population for 2016/17 – 2,115 (HSS), 1,178 (MVM), 2,065 (SCE), 5,358 (UoE))

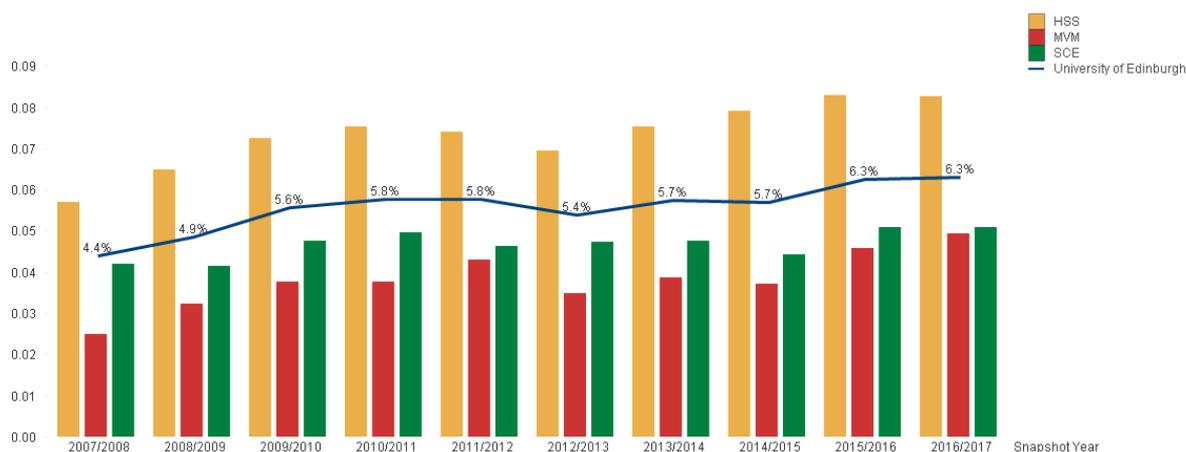
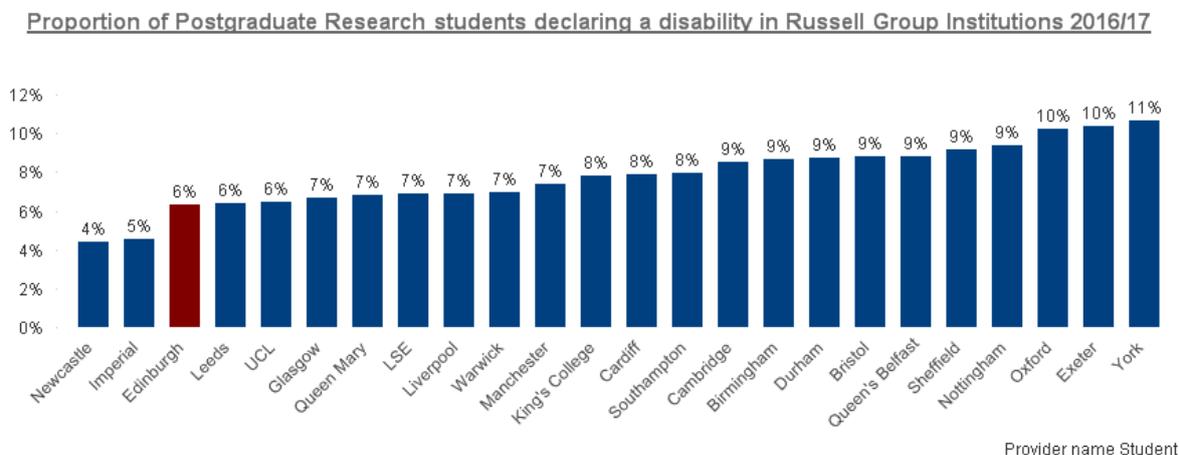


Figure 10b: Proportion of research postgraduate students disclosing a disability, Russell Group 2016/17



For the most recent two 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, whereas for taught postgraduate students it has fluctuated between the middle two quartiles, and for research postgraduate students has been in the lowest quartile for the past four years.

4.2. Outcomes - Disability

Figures 11 and 12 shows 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 proportion of students declaring a disability exiting with a qualification compared to students with no declared disability over the 10 year period apart from a 1.4%-points and a 2.3%-points lower proportion in the two most recent years. 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 ten years shown (difference in range 1.1%-points to 6.6%-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 latest Equality Challenge Unit statistical report² also highlights the gap in attainment between disabled and non-disabled students in the UK, wit the gap in attainment being widest in Scotland at 4.6%-points.

² Equality in higher education: student statistical report 2017

Figure 11: Proportion of undergraduate entrants with an exit qualification, 2007/08 to 2012/13 (the counts for 2012/13 are 820 (declaring a disability) and 6,951 (not declaring a disability))

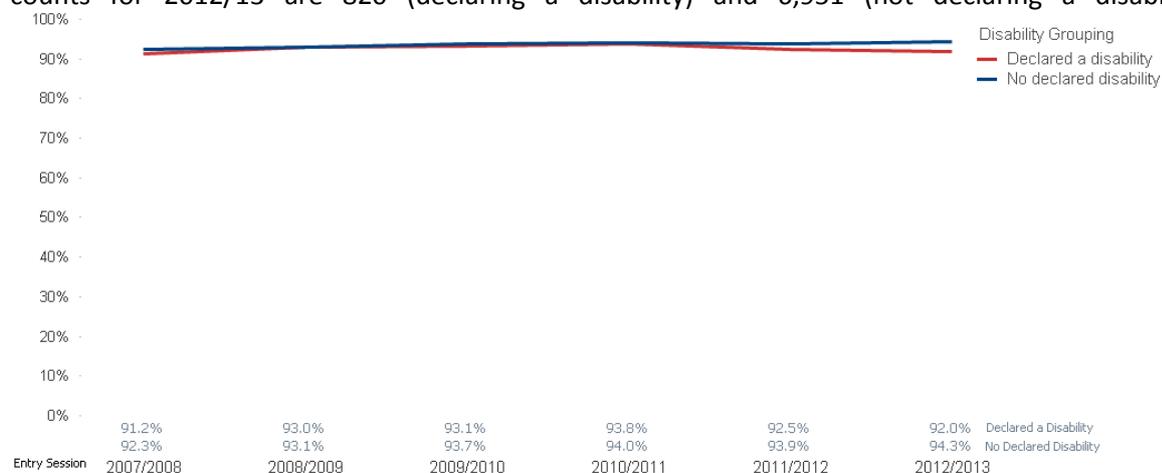


Figure 12: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2007/08 to 2016/17 (the counts for 2016/17 are 618 (Disclosed a disability) and 3,752 (No disclosed disability))

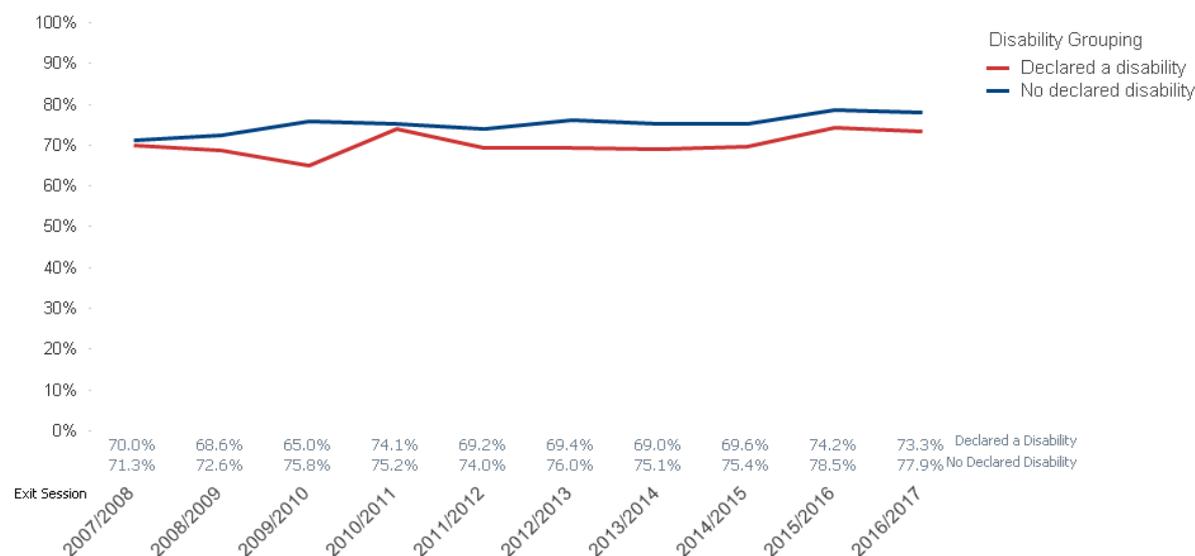


Figure 13 shows that the proportion of entrants declaring a disability at taught postgraduate level with an exit qualification is consistently slightly lower (range 1.4 – 5.2%-points) than entrants with no declared disability.

Figure 13: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 223 (declaring a disability) and 4,797 (not declaring a disability))

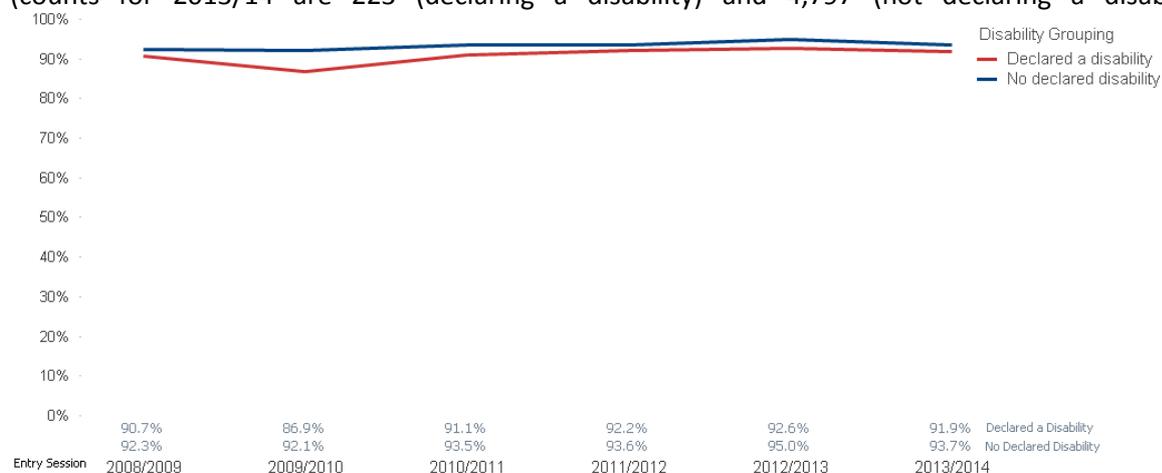
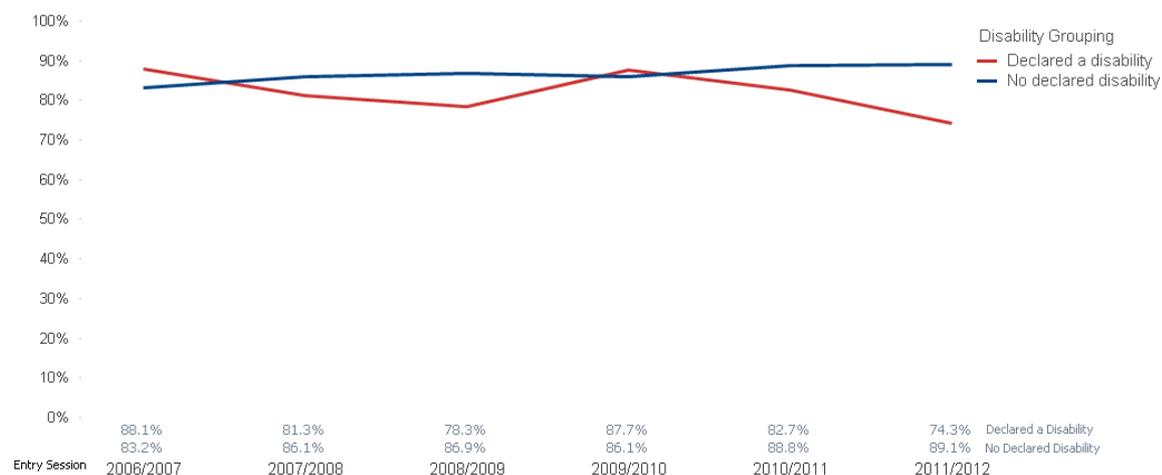


Figure 14 shows the proportion of **postgraduate research** entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 14: Proportion of Postgraduate Research entrants with an exit qualification, 2006/07 to 2010/11 (counts for 2011/12 are 74 (declaring a disability) and 1,197 (not declaring a disability))



5. Ethnicity

5.1. 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.

5.2. Proportions Ethnicity - % BME

Figure 15 shows the proportion of UK domiciled **undergraduate entrants** who are black and ethnic minority (BME). The most recent five years has seen a step increase in the proportion of BME students (range 7.9% - 10.0%) compared to the five years previously (range of 5.8% - 6.3%) with the greatest proportion of BME students entering CMVM.

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 93% of our Undergraduate entrants (see Figure 22).

Figure 15: The proportion of UK domiciled undergraduate entrants who declare themselves black and ethnic minority 2007/08 to 2016/17. (Total Population (except unknown) for 2016/17 – 3,208 (HSS), 487 (MVM), 1,008 (SCE), 4,703 (UoE)

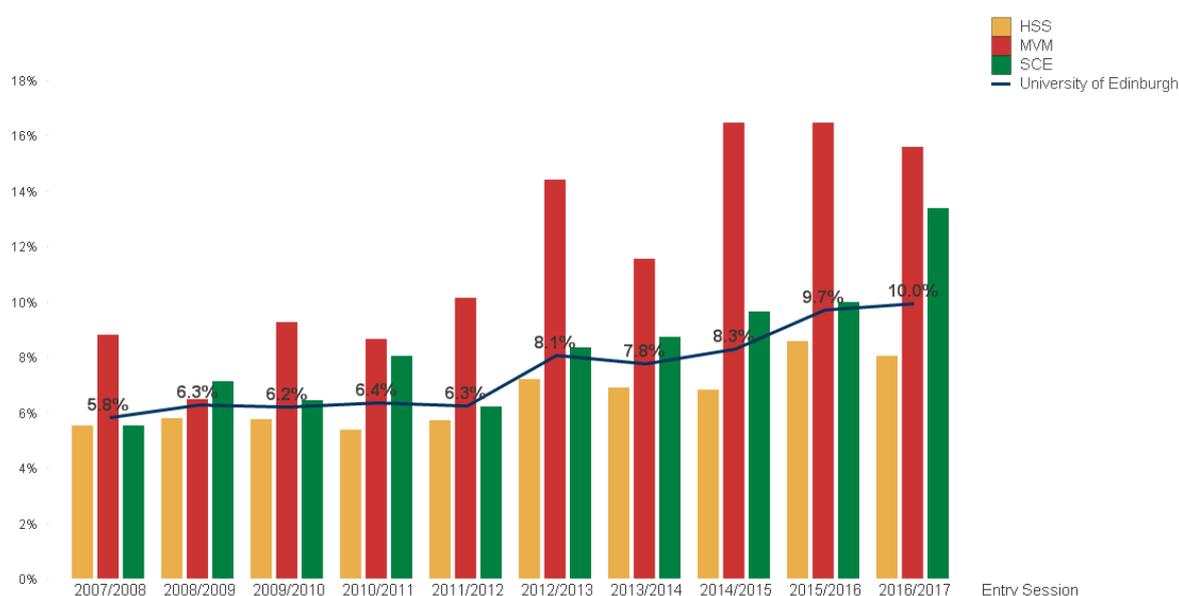
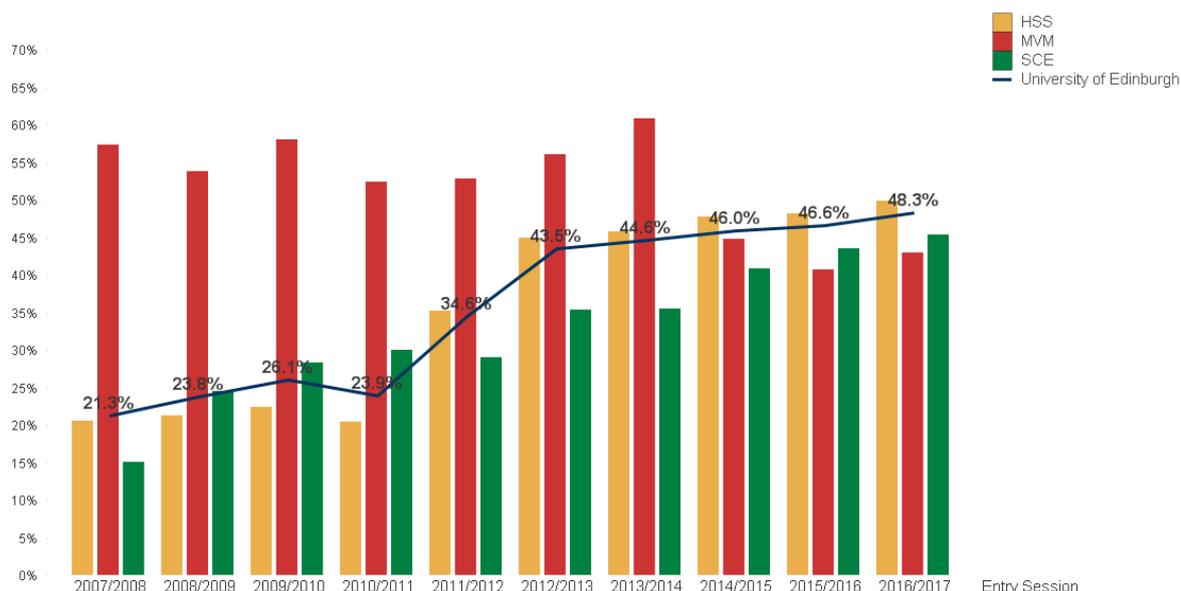


Figure 16 shows the proportion of non UK-domiciled entrants who are of BME origin. Over the last ten years there has been a year-on-year increase in the overall proportion of BME students (apart from 2010/11) rising from 21.3% to 48.3% in 2016/17. This is a much higher proportion than that seen for UK-domiciled students and is seen across all Colleges.

Figure 16: The proportion of non-UK domiciled undergraduate entrants who declare themselves black and ethnic minority 2007/08 to 2016/17. (Total Population (except unknown) for 2016/17 – 3,326 (HSS), 443 (MVM), 1,028 (SCE), 4,797 (UoE))



Figures 17 and 18 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 of UK-domiciled entrants is much lower than that for non UK-domiciled entrants, although both groups show an upward trend over the ten years (UK-domiciled rising from 9.6% to 11.6% and non UK-domiciled rising from 48.6% to 60.4%). The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges, whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The overall proportion of UK-domiciled BME students is fairly similar in undergraduate and PGT entrants, whereas the proportion of non-UK domiciled BME is higher in PGT than undergraduate entrants.

Figure 17: Proportion of UK-domiciled Postgraduate Taught entrants who are black and ethnic minority, 2007/08 to 2016/17. Total Population (except unknown) for 2016/17 – 1,710 (HSS), 443 (MVM), 236 (SCE), 2,379 (UoE)

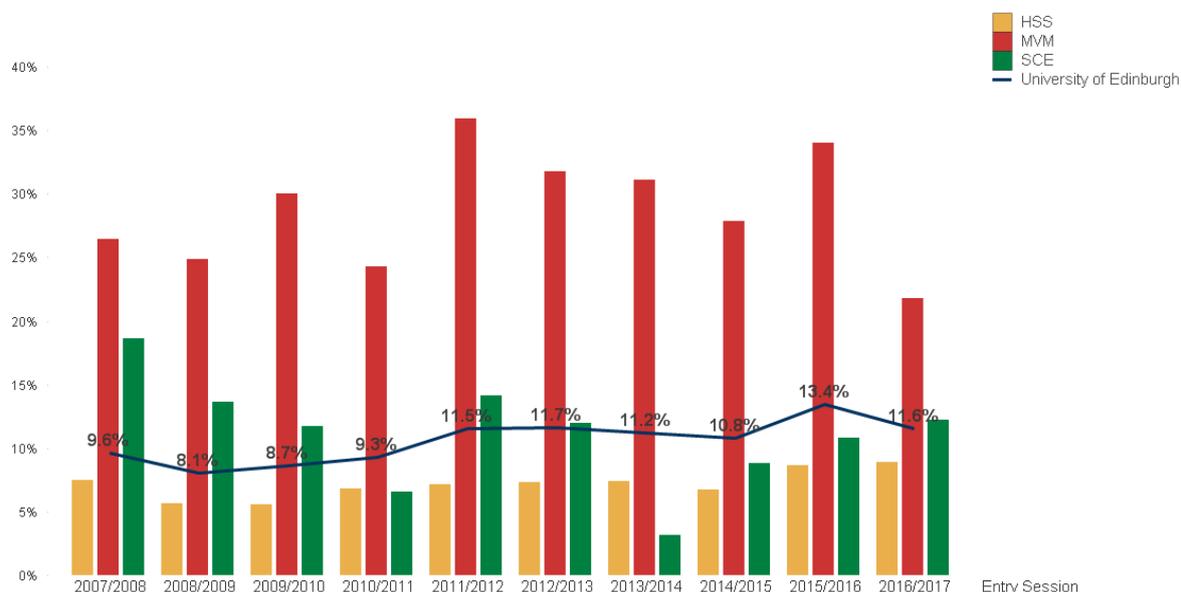
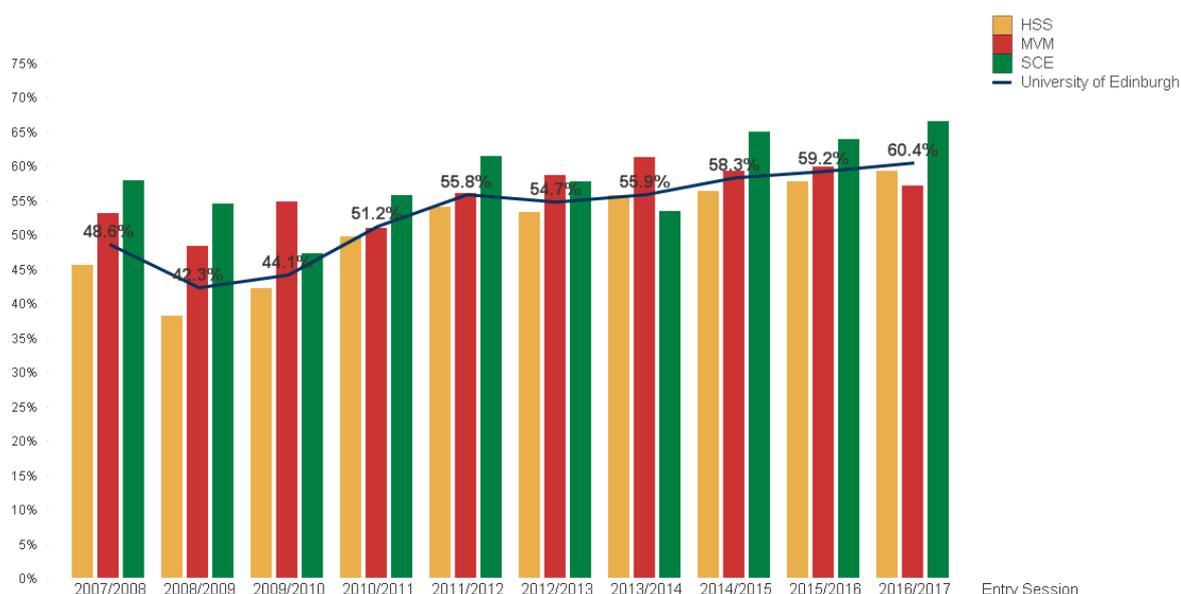


Figure 18: Proportion of non-UK-domiciled Postgraduate Taught entrants who are black and ethnic minority, 2007/08 to 2016/17. Total Population (except unknown) for 2016/17 – 2,782 (HSS), 587 (MVM), 885 (SCE), 4,254 (UoE)



Figures 19 and 20 show the proportion of **Postgraduate Research** UK-domiciled entrants and non UK-domiciled entrants who are black and ethnic minority respectively. The ten year trend shows little increase in the proportion of BME students for UK-domiciled entrants and no increase in non UK-domiciled entrants. However, the higher proportion of BME entrants in

the non UK-domiciled group compared to the UK-domiciled group follows the trend seen at undergraduate and taught postgraduate level.

Figure 19: Proportion of UK-domiciled Postgraduate Research entrants who are black and ethnic minority, 2007/08 to 2016/17 – Total Population (except unknown) for 2016/17 - 189 (HSS), 190 (MVM), 221 (SCE), 600 (UoE)

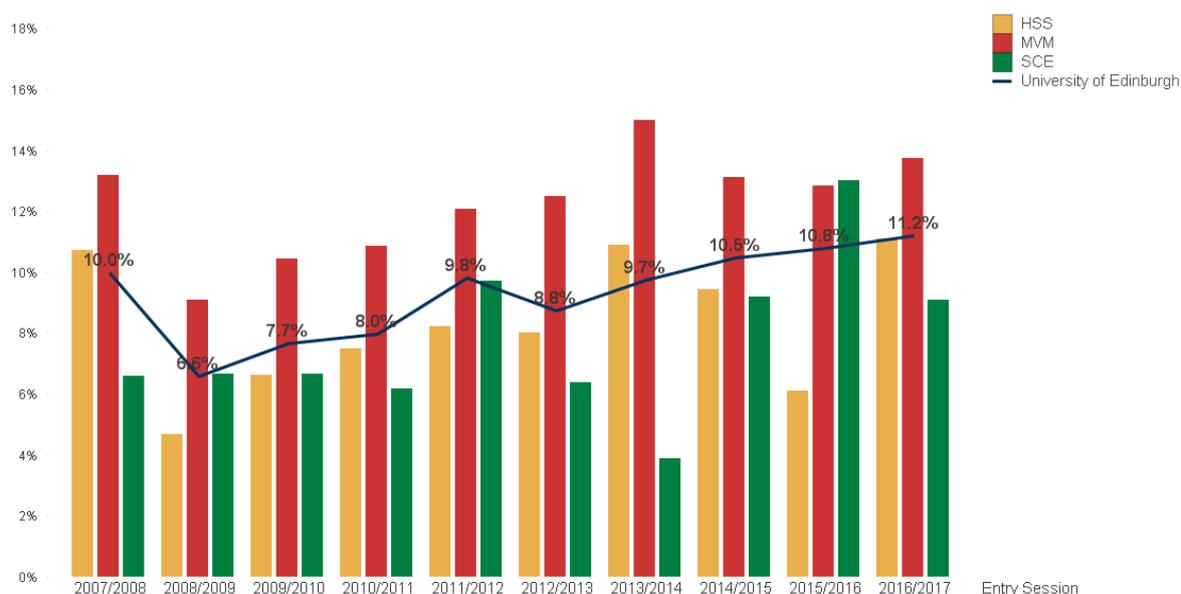
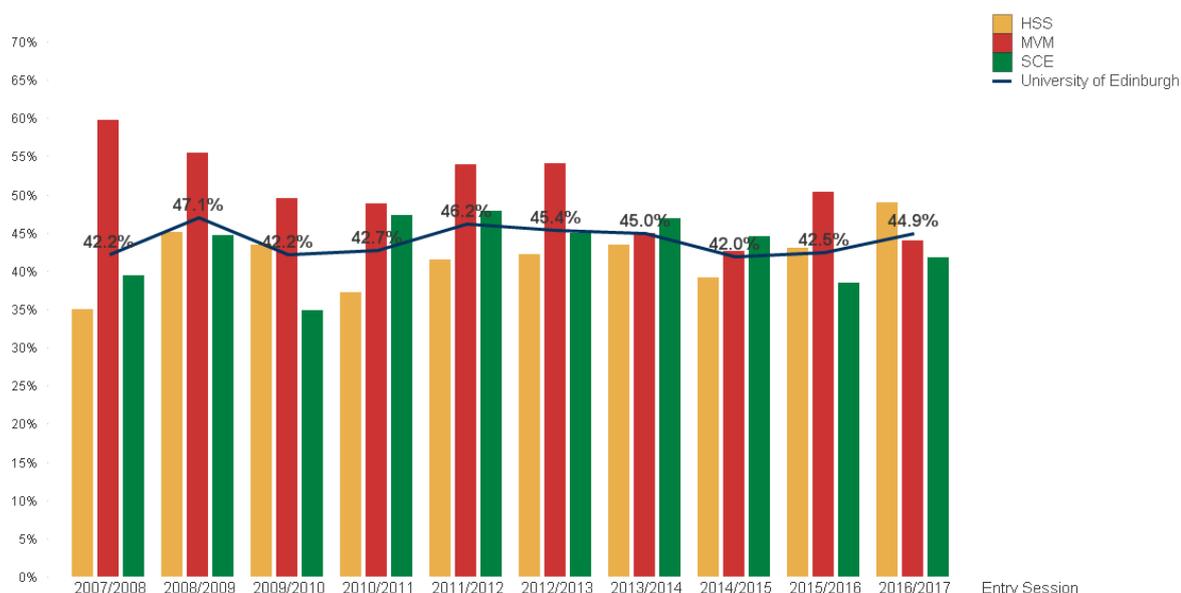
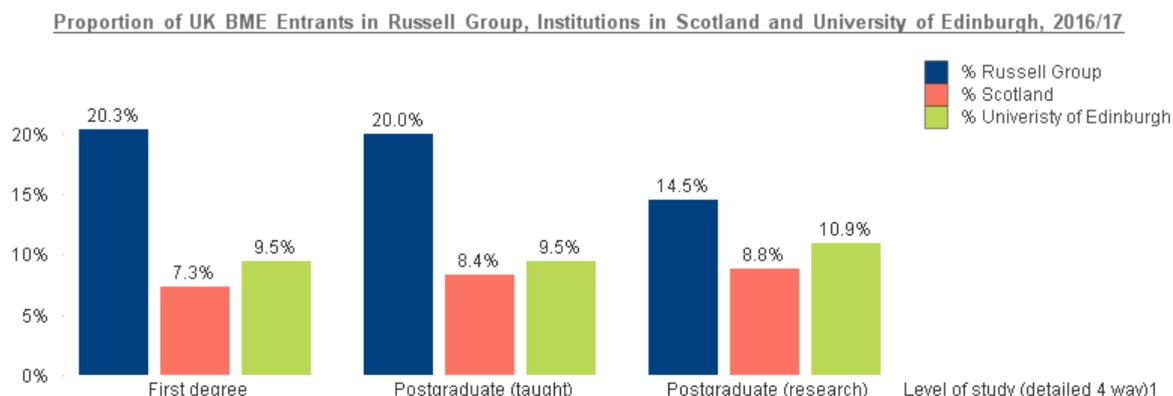


Figure 20: Proportion of non-UK-domiciled Postgraduate Research entrants who are black and ethnic minority, 2007/08 to 2016/17 – Total Population (except unknown) for 2016/17 - 338 (HSS), 171 (MVM), 370 (SCE), 879 (UoE)



Figures are shown for University of Edinburgh and aggregated peer comparison institutions in Scotland (excluding UoE) and the Russell Group (excluding UoE) for UK BME students

Figure 21: Proportion of UK domiciled BME entrants, Russell Group 2016/17



As set out in Figure 21, for all levels of study the proportion of our UK BME entrants is higher than that of Scottish institutions but markedly lower than the Russell Group average. 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. We will start to analyse some of these factors in the supplementary report on the BME journey from application to exit we plan to publish in the summer of 2018.

5.3. Outcomes – ethnicity % BME

Figures 22 to 25 show the proportion of UK-domiciled and non UK domiciled **undergraduate entrants** with an exit qualification 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.

However, in contrast, the proportion of BME students achieving a 1st Class or 2.1 Honours degree is lower than that for white students for 9 out of the 10 years for UK-domiciled students (difference in range 0.6%-points to 9.0%-points) and is more pronounced still for non UK-domiciled students (difference in range 6.8%-points to 17.7%-points). The difference in proportions of UK-domiciled white and BME students³ 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 ECU report (England 15.6%-points; Northern Ireland 9.8%-points; Scotland 8.6%-points; and Wales 8.5%-points

³ Data on non-UK domiciled BME outcomes in these reports is not available.

Figure 22: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2007/08 to 2012/13 (counts in 2012/13 are 308 (BME), 3,598 (white))

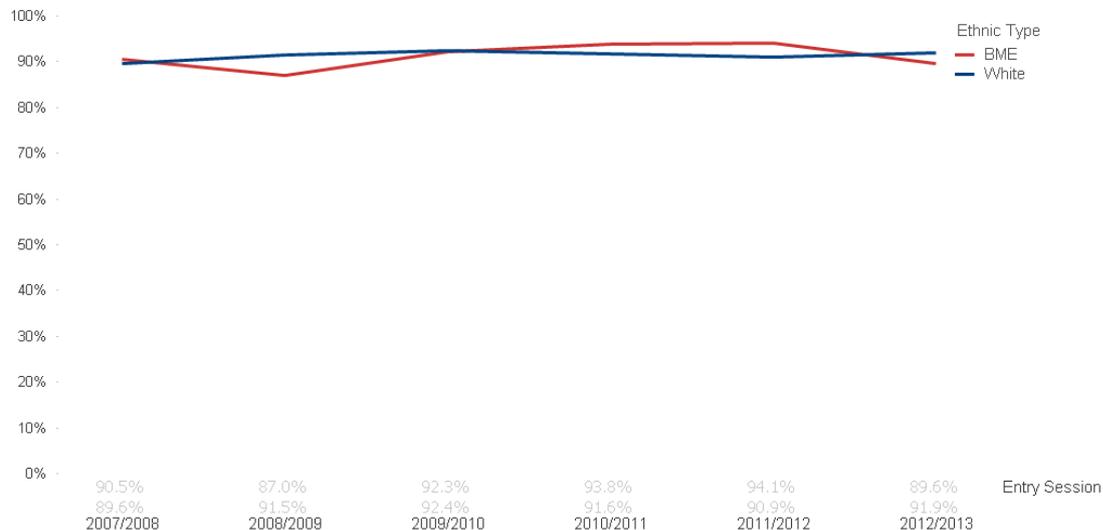


Figure 23: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2007/08 to 2016/17 (counts in 2016/17 are 226 (BME) and 2,864 (White))

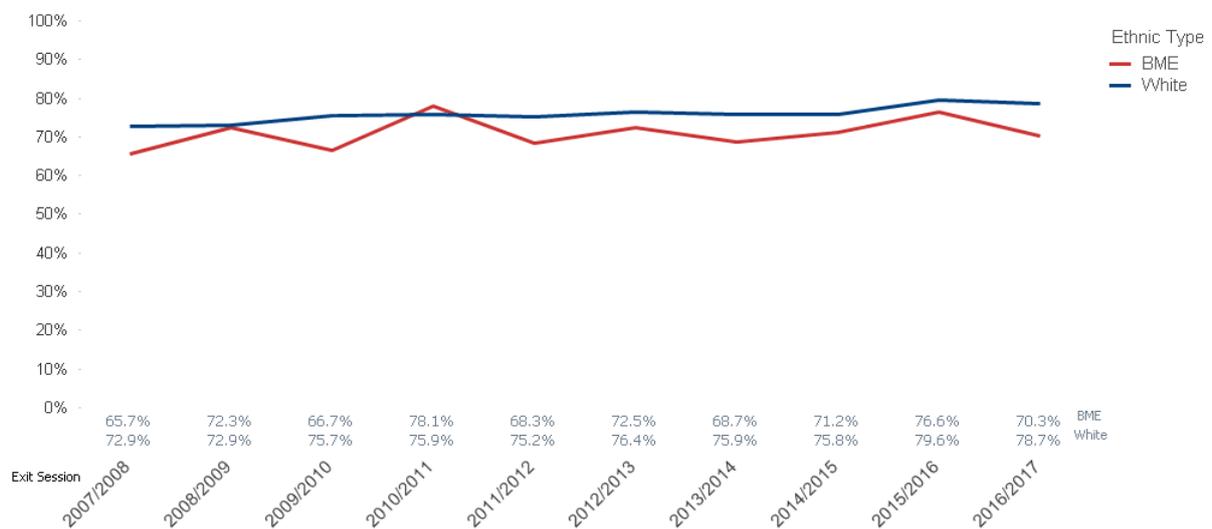


Figure 24: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2007/08 to 2012/13 (counts in 2012/13 are 1,068 (BME), 1,442 (white))

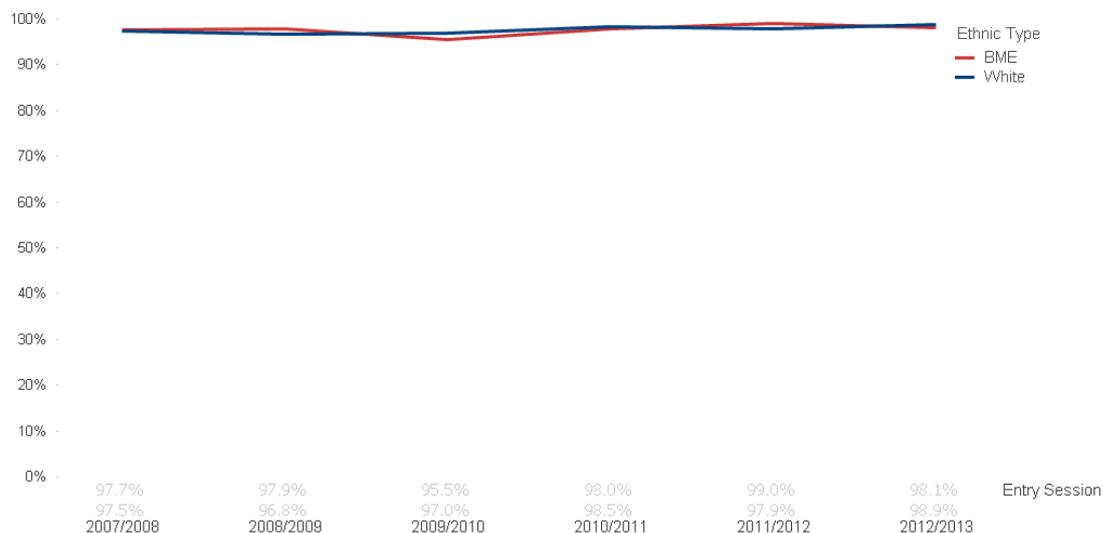
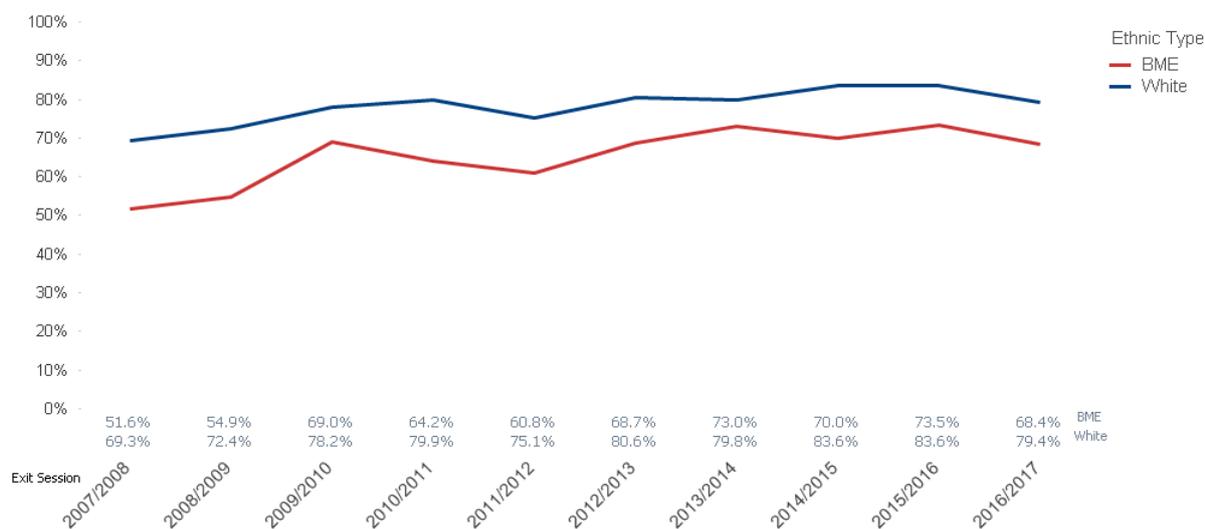


Figure 25: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2007/08 to 2016/17 (counts in 2016/17 are 299 (BME) and 417 (White))



Figures 26 and 27 show the proportion of **postgraduate taught** UK-domiciled entrants and non UK-domiciled entrants respectively with an exit qualification for BME and white students. Over the period shown a higher proportion of white entrants exit with a qualification than do BME entrants (range 2.1%-points to 12.2%-points difference) for UK-domiciled entrants, whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 2.1%-points to -0.6%-point).

Figure 26: Proportion of UK-domiciled Postgraduate Taught entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 183 (BME) and 1,602 (white))

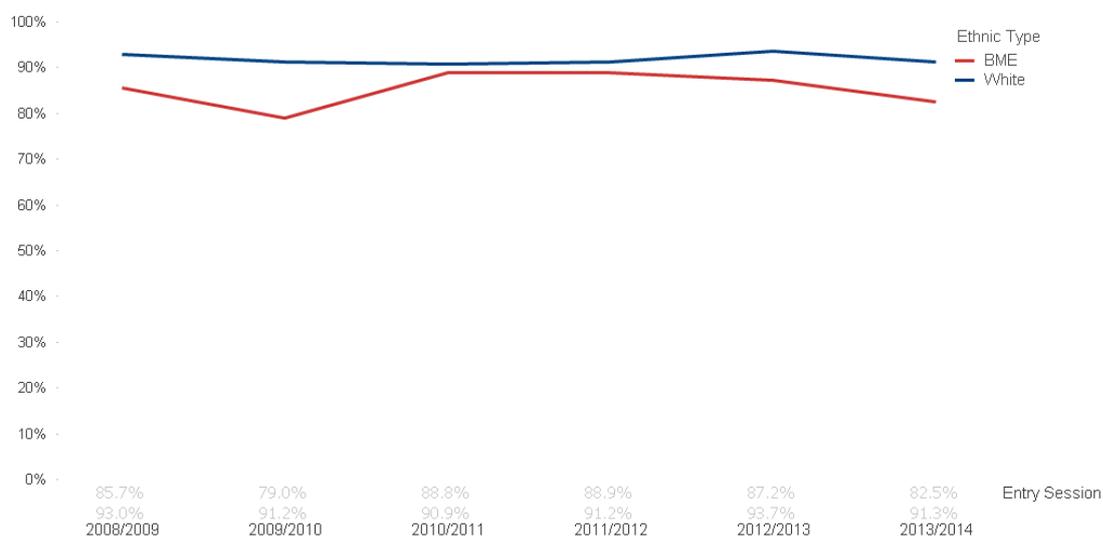
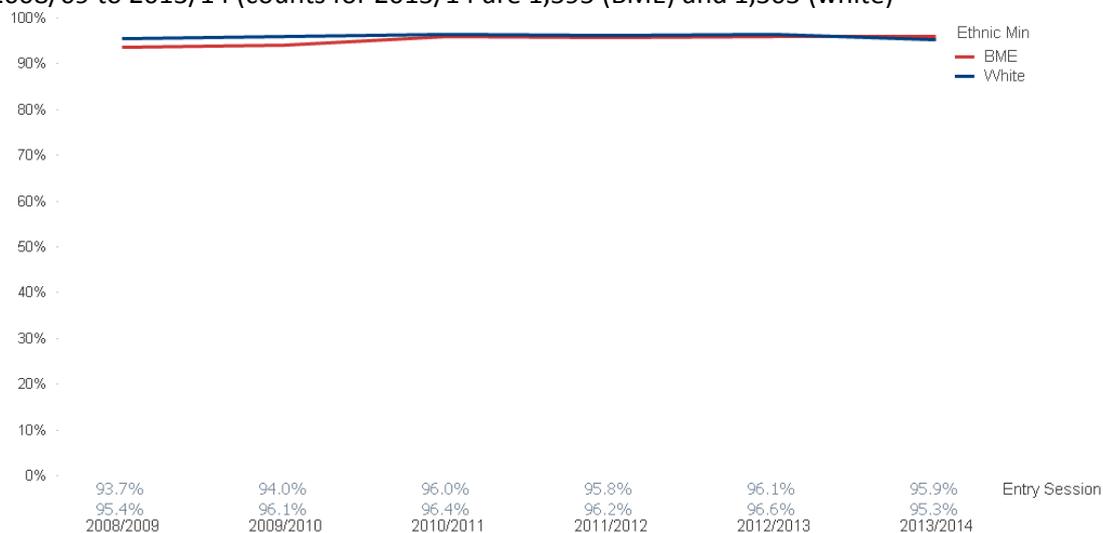


Figure 27: Proportion of non-UK-domiciled Postgraduate Taught entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 1,595 (BME) and 1,303 (white))



Figures 28 and 29 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 but the observed percentages have widened in each of the most recent four years from 7.3%-points to 9.8%-points below the figure for white entrants. For non UK-domiciled entrants the proportion of BME entrants

achieving an exit qualification is lower than for white students to a lesser degree (range 4.1%-points to -1.7%-points).

Figure 28: Proportion of UK-domiciled Postgraduate Research entrants with an exit qualification, 2007/08 to 2011/12, separately for BME and white (counts for 2011/12 are 55 (BME) and 532 (white)).

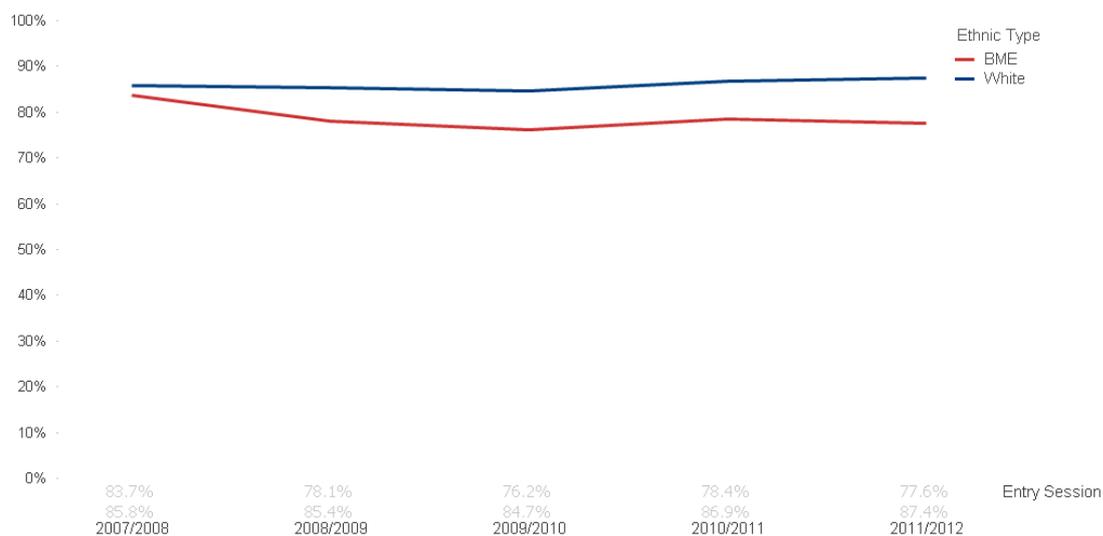
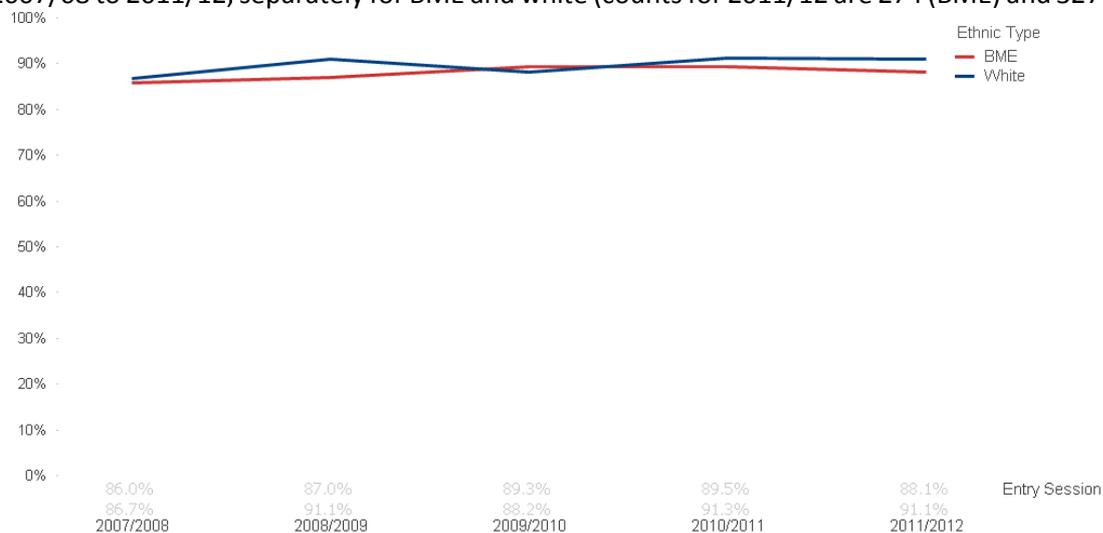


Figure 29: Proportion of non-UK-domiciled Postgraduate Research entrants with an exit qualification, 2007/08 to 2011/12, separately for BME and white (counts for 2011/12 are 274 (BME) and 327 (white)).



We will start to analyse some of the factors relating to achievement in more detail in the supplementary report on the BME journey from application to exit we plan to publish in the summer of 2018.

6. Age on Entry

6.1. Proportions – age on entry

Figure 30 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 an increase in visiting students in the College of Humanities and Social Science.

Figure 30: Undergraduate entrants by age grouping on programme entry, 2007/08 to 2016/17

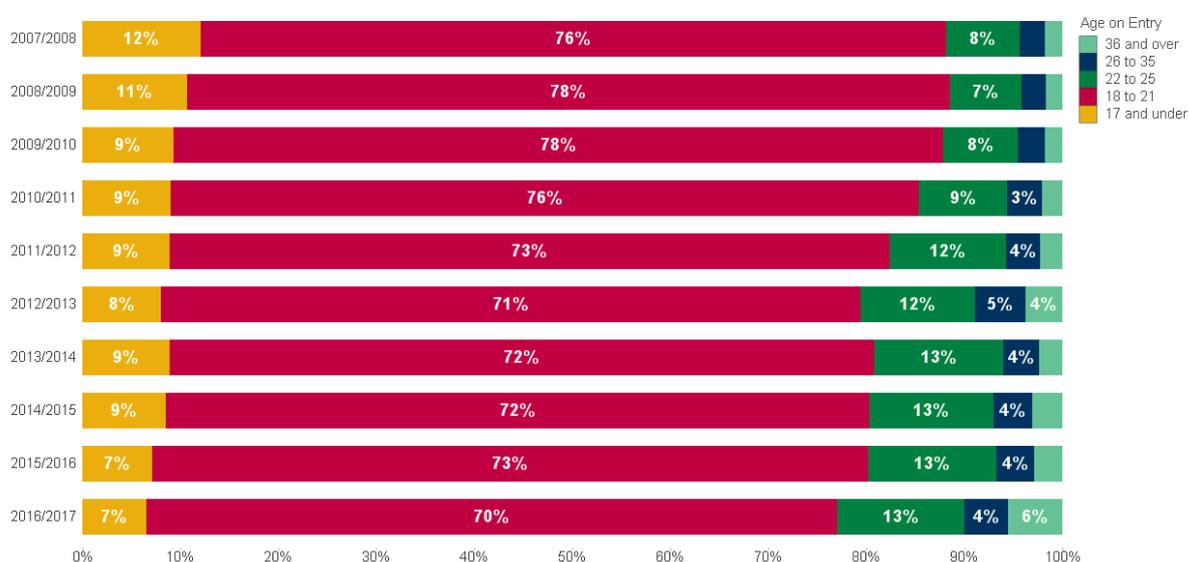


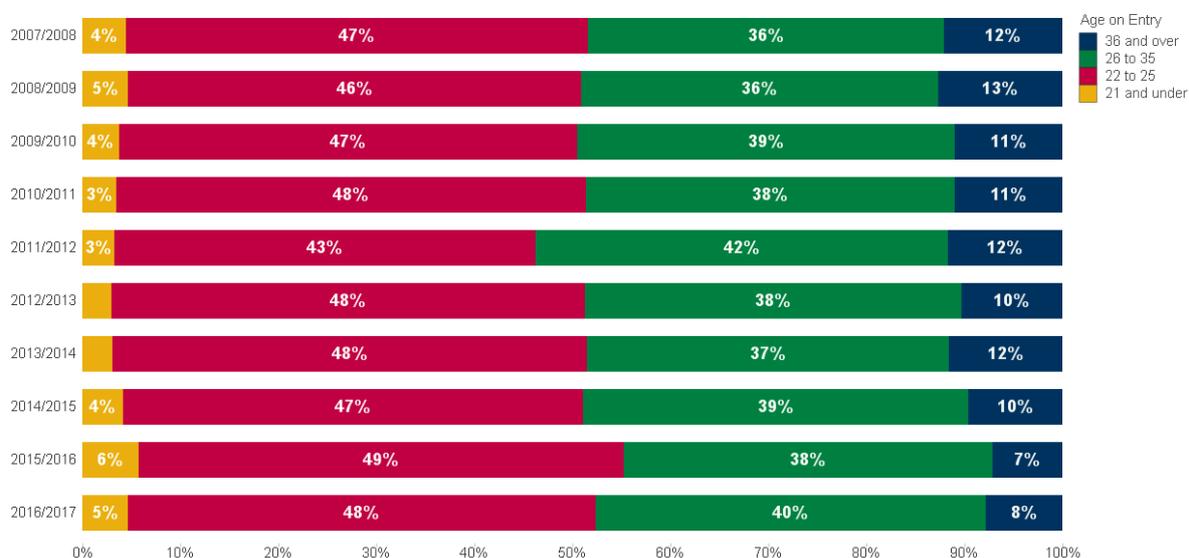
Figure 31 shows the proportion of **Postgraduate Taught** entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period from the low 50s to the low 60s.

Figure 31: Proportion of Postgraduate Taught entrants, by age on entry, 2007/08 to 2016/17



Figure 32 shows **Postgraduate Research** entrants by age on entry grouping. Over the ten year period approximately half of our entrants are 25 or under.

Figure 32: Postgraduate Research entrants by age on entry grouping, 2007/08 to 2016/17.



6.2. Outcomes– age on entry

Figure 33 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.

Figure 33: Proportion of undergraduate entrants with an exit qualification, 2007/08 to 2012/13 (count for 2012/13 – 6,175 (21 and under) 903 (22-25) 405 (26-35) 298 (36 and over))

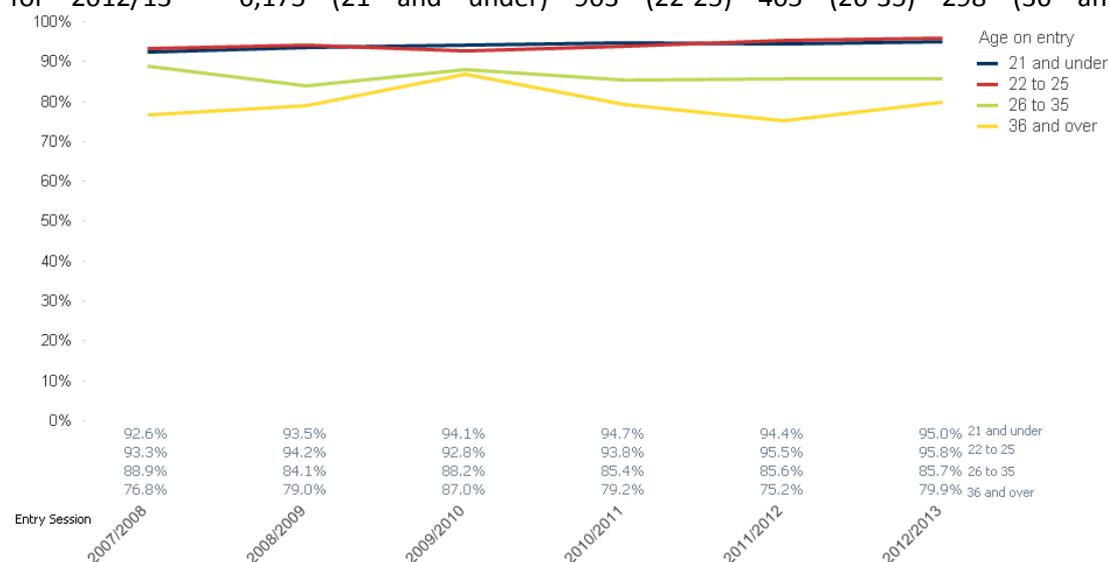
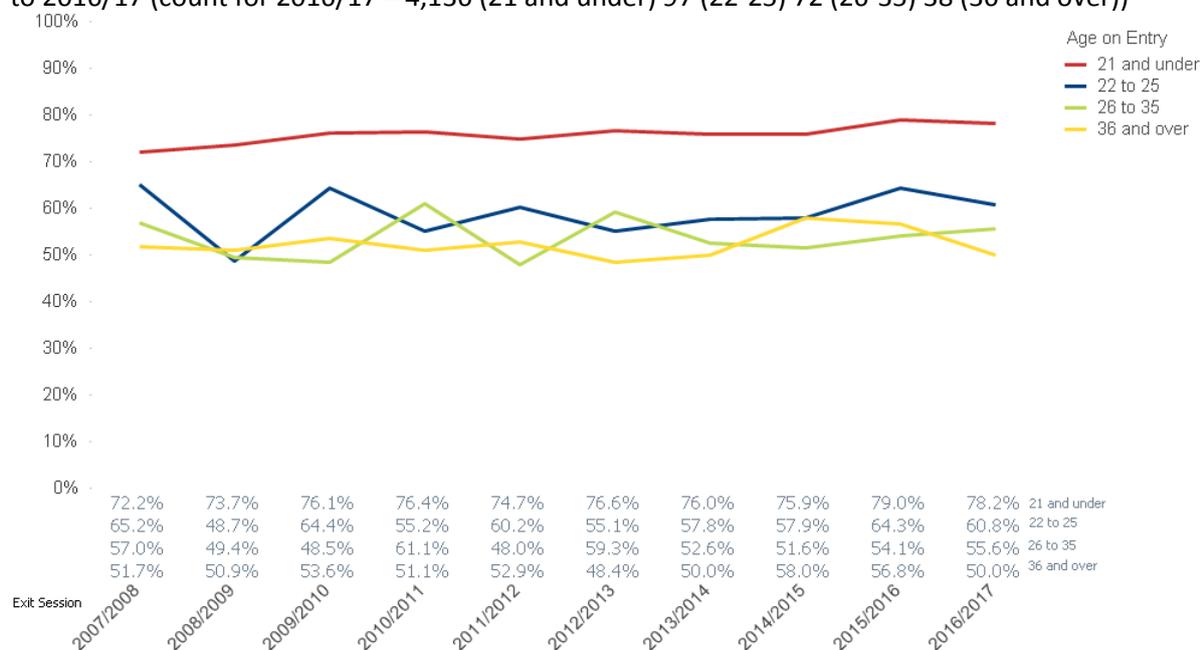


Figure 34 shows the proportion of students achieving a 1st class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups is similar in pattern and scale to the Russell Group universities over the last five years.

Figure 34: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2007/08 to 2016/17 (count for 2016/17 – 4,136 (21 and under) 97 (22-25) 72 (26-35) 38 (36 and over))



The proportions of the two youngest age groups on entry with an exit qualification at taught postgraduate level (Figure 34) are very similar and is consistently higher than the older age groups, mirroring the pattern seen at undergraduate level.

Figure 35: Proportion of **Postgraduate Taught** entrants with an exit qualification, 2009/10 to 2013/14 (counts for 2013/14 are 378 (21 and under), 2,653 (22 to 25), 1,259 (26 to 35) and 671 (36 and over)

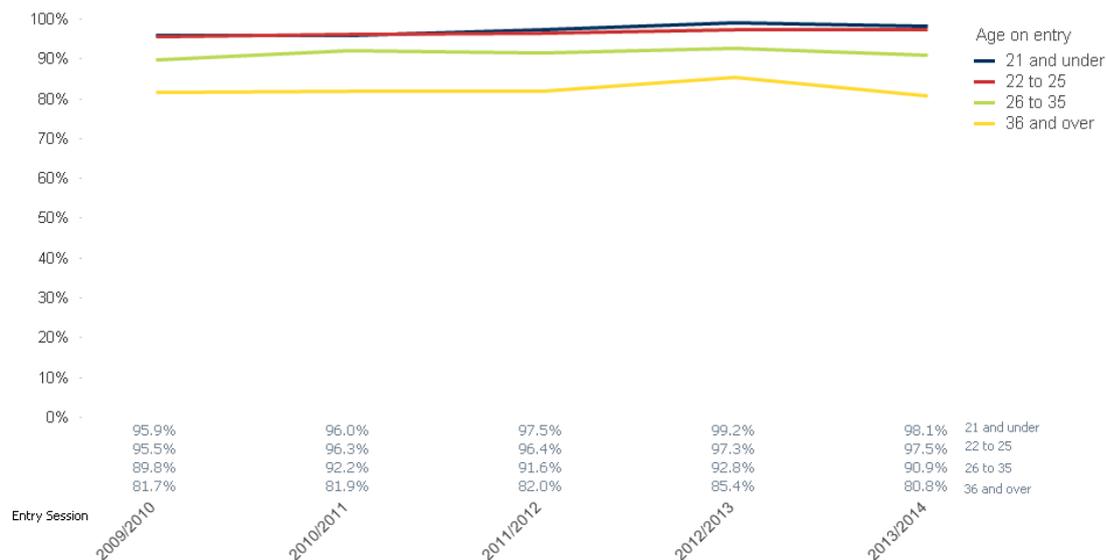


Figure 36 shows the proportion of **postgraduate research** entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher the younger the age groups on entry. The small denominators for entrants under 21 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, 2006/07 to 2011/12 (counts for 2011/12 are 41 (21 and under), 547 (22 to 25), 534 (26 to 35) and 149 (36 and over)).

