

EQUAL OPPORTUNITIES TECHNICAL ADVISORY GROUP SEVENTH REPORT – STUDENT DATA

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1. Introduction

1.1 EOTAG

The seventh EOTAG report provide 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 year, the report includes some comparative analyses between Edinburgh and other Universities; this is more extensive within the student section. Within the student report there is also a spotlight on ethnicity; this includes both comparative analyses and a focussed look at offers and acceptances within The University of Edinburgh.

This report forms the Staff section of the Equal Opportunities Technical Advisory Group (EOTAG) which was set up by the Staff Committee in 1999 to identify the principal types of equal opportunities data which should be collected for staff and students.

This is the seventh report from EOTAG and reports on student data relating to entrants 1998/99 to 2007/08, data taken in July 2008. EOTAG is chaired by Professor Sarah Cunningham-Burley and is composed of senior staff with expertise in the area of analysis and management of this type of data with support from the University's support services. The current members of the EOTAG group are:

Mr Ian Bettison
Mr Niall Bradley
Professor Sarah Cunningham-Burley
Ms Eilidh Fraser
Naomi Hunter (EUSA)
Professor Brian Main
Ms Karen Osterburg
Ms Frances Provan
Mr Andrew Quickfall
Professor David Raffe
Dr Pamela Warner

1.2 Notes and definitions

- 1. Source Data:** student data is presented for intake years 1998/99 to 2007/08. The figures are correct as input to the University of Edinburgh Database of Admissions, Curricula and Students (DACs).
- 2. Intake and Outcome Population Definitions:** intake figures are based on undergraduate, taught postgraduate and research postgraduate populations, as defined in the left hand column of the table below. Outcome figures are summarised for full-time entry to the following core degree types: Honours degrees (including Enhanced Honours), MBChB (Medicine), BVM (Veterinary Medicine), Taught (1 year) Masters and Research Doctorates. The population definitions are provided in the right hand column of the table below. College figures represent aggregated School figures (for "School owning the programme of study"), not the DACs field "College to which student admitted".

Undergraduate Intake	Undergraduate Outcomes
<p>Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - First Degree - Enhanced First Degree - First Degree with QTS - First Degree with eligibility to practice <p>Excludes the following qualification types on entry: (usually labelled "Undergraduate Taught" in DACs):</p> <ul style="list-style-type: none"> - Entry to pre-first degree programmes such as Access; - Entry to undergraduate certificate and diploma courses; - Post-first degree (but not strictly postgraduate) programmes required in addition to the four year honours degree for professional qualifications in architecture and theology: DipArch/MArch/BAR; Licentiate in Theology; - Postgraduate teaching quals: PGCE, PGCI; - All visiting or otherwise non-graduating; - Intercalating registrations, given that the student in question has already been counted as an entrant for the intake year of their entry to the MBChB or BVM. 	<p>Each of the three undergraduate outcome populations is based on the intake population and further filtered.</p> <p><u>Full Time Honours:</u> only those from the undergraduate intake population who entered with the intention of pursuing a full-time Honours or Enhanced Honours degree.</p> <p><u>Full Time MBChB:</u> only those from the undergraduate intake population who entered with the intention of pursuing the full-time MBChB (note, however, that all entrants in this population were full-time)</p> <p><u>Full Time BVM:</u> only those from the undergraduate intake population who entered with the intention of pursuing the full-time BVM (note, however, that all entrants in this population were full-time)</p>

<p>Taught Postgraduate Intake</p> <p>Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - Taught Masters (1 year) - Taught Masters (2 year) - Taught Doctorate (3 year) - Taught Supervised Postgraduate <p>Excludes the following qualification types on entry:</p> <ul style="list-style-type: none"> - Postgraduate teaching quals: PGCE, PGCI; - Part time unstructured qualifications; - Postgraduate diploma. 	<p>Taught Postgraduate Outcomes</p> <p><u>Full-Time Taught Masters (1 year)</u>: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time 1 year taught Masters degree.</p>
<p>Research Postgraduate Intake</p> <p>Includes the following academic groupings on entry:</p> <ul style="list-style-type: none"> - Research Doctorate - Masters by Research (2 years or more) - Masters by Research (1 year, including Mode BC); - Research Supervised Postgraduate. <p>Excludes the following qualification types on entry:</p> <ul style="list-style-type: none"> - Higher Doctorate. 	<p>Research Postgraduate Outcomes</p> <p><u>Full-time Research Doctorate</u>: outcomes are summarised only for those from the intake population who entered with the intention of pursuing a full-time Doctorate by Research.</p>

3. Merger with Moray House Institute of Education 1998/99: Figures do not include those students who entered into Moray House Institute of Education in 1998/99. The University of Edinburgh student record absorbed only those students who were *still on programme* at the point of merger. Thus, those who entered Moray House between 1 August 1995 and 1 August 1998, and withdrew or successfully completed before the point of merger at 1 August 1998 were not merged into the University of Edinburgh Student Record System and are not reflected in the aggregate data. For contextual information, the following table summarises the number of students within the intake populations as defined above who were “merged” into DACS, by intake year:

Intake Year	Undergraduate	Taught Postgraduate	Research Postgraduate
1998/99	388	15	

4. Outcome Category Definitions: outcomes are presented in terms of (i) the summary status of the population at **31/07/2008** by various categories and (ii) degree classification or degree type achieved by those who have completed. The following table provides further definitions for those categories which have been derived from fields in DACS:

Transfer to another institution	A sub-category of the “withdrawn” field in DACS
Return to a new programme of study	A sub-category of the “withdrawn” field in DACS
Withdrawal	<p>This category should not be equated with the commonly used term “drop-out”. It is derived from the following, wider, range of sub-categories of the “withdrawn” field in DACS:</p> <ul style="list-style-type: none"> - Academic - Discipline - Financial - Gone into employment - Health/medical - Lapse of time so written off - Personal - Other reason - Unknown reason - Death
Non-Honours classification	<p>Represents aggregate outcomes for those who entered to pursue an Honours degree but exited with another type of qualification which, in the vast majority of cases, will be a sub-Honours qualification such as an Ordinary degree or Certificate. In a very small number of cases, however, this category includes students who entered for an Honours degree but exited with an equivalent/higher type of qualification such as the MBChB. Note these Non-Honours awards (as with the other classification categories) represent those achieved after “successful completion” and not those given to students on premature withdrawal.</p>

5. Abbreviations:

HSS	College of Humanities & Social Science	UoE	University of Edinburgh
SCE	College of Science & Engineering	UG	Undergraduate
Med	Schools in Medicine	PGT	Taught Postgraduate

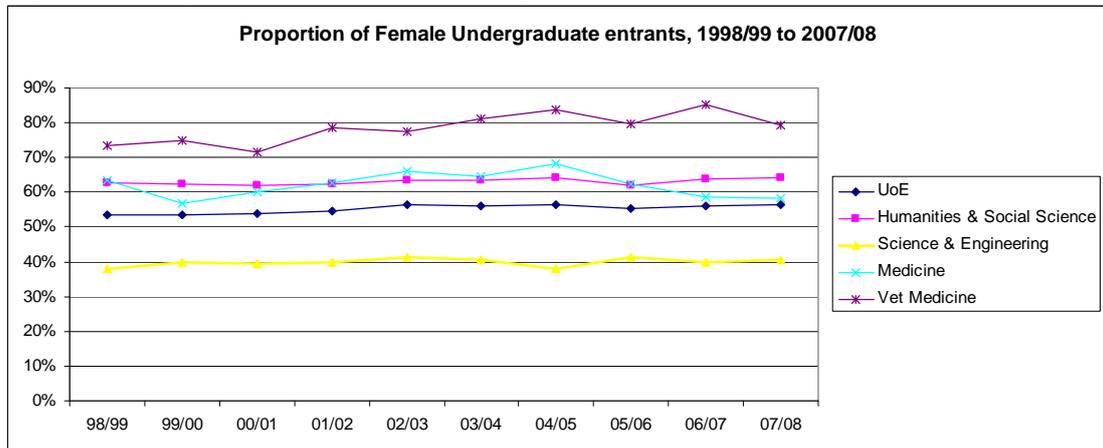
Vet	Royal (Dick) School of Veterinary Studies	PGR	Research Postgraduate
MVM	College of Medicine & Veterinary Medicine	FE/HE	Further Education/Higher Education

2. Undergraduate entrants - Intakes

The following figures show intakes of undergraduate entrants 1998/99 to 2007/08.

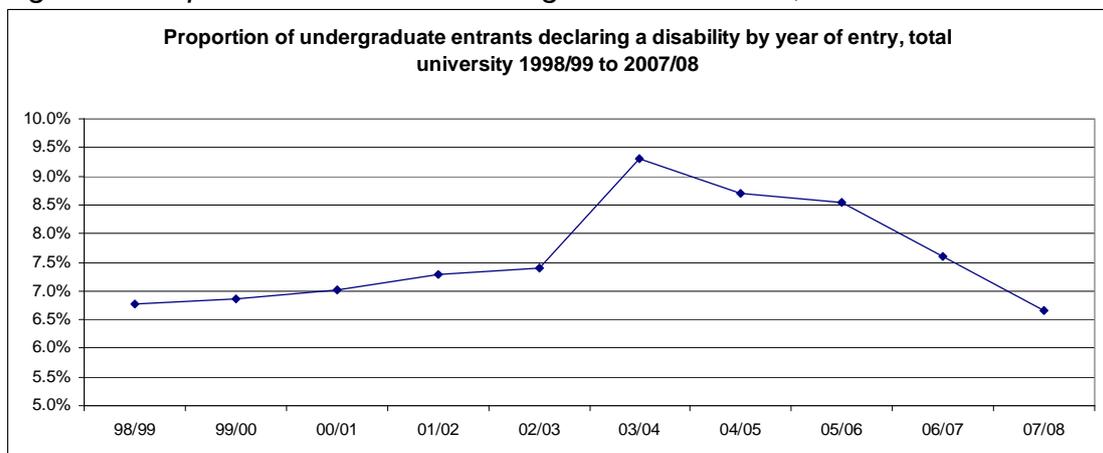
2.1 Gender

Figure 1: Proportion of female undergraduate entrants, 1998/99 to 2007/08



2.2 Disability

Figure 2: Proportion of disabled undergraduate entrants, 1998/99 to 2007/08



2.3 Ethnicity

Figure 3: Proportion of undergraduate entrants from an ethnic minority, 1998/99 to 2007/08

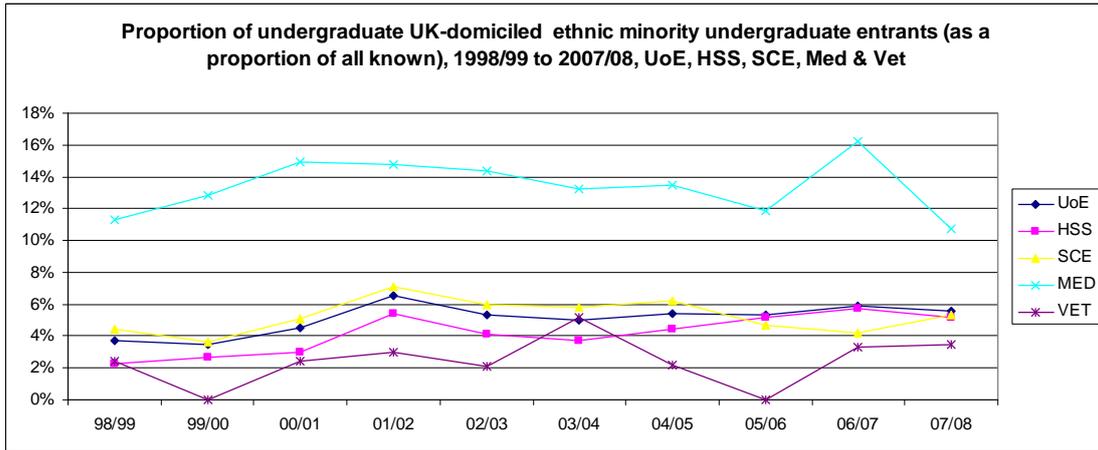
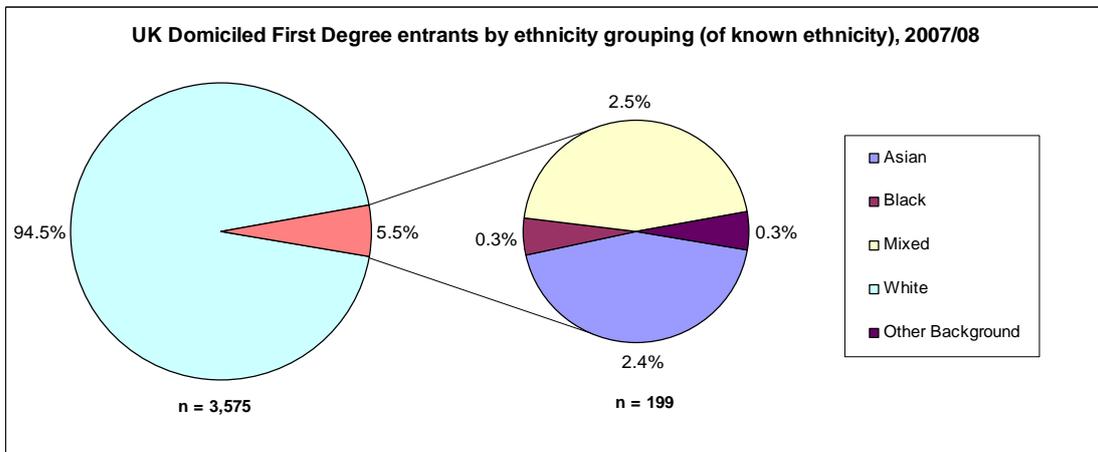
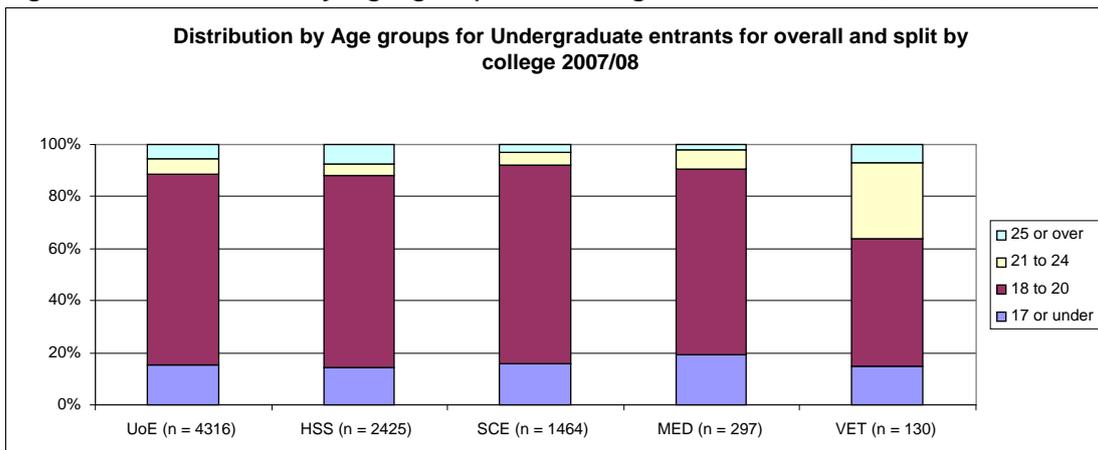


Figure 4: Proportion of undergraduate entrants, split by ethnic background, 2007/08



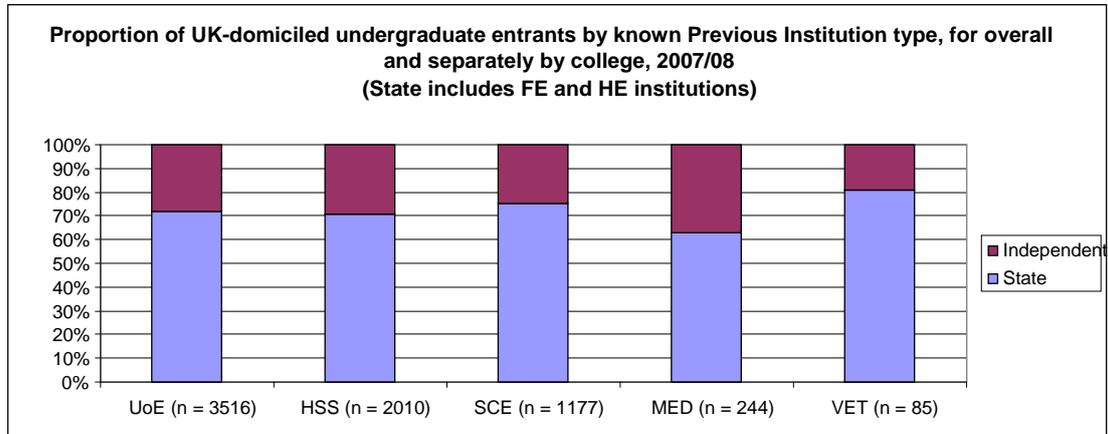
2.4 Age on entry

Figure 5: Distribution by age group for undergraduate entrants, 2007/08



2.5 Previous Institution type

Figure 6: Proportion of undergraduates split by known previous institution type, 2007/08

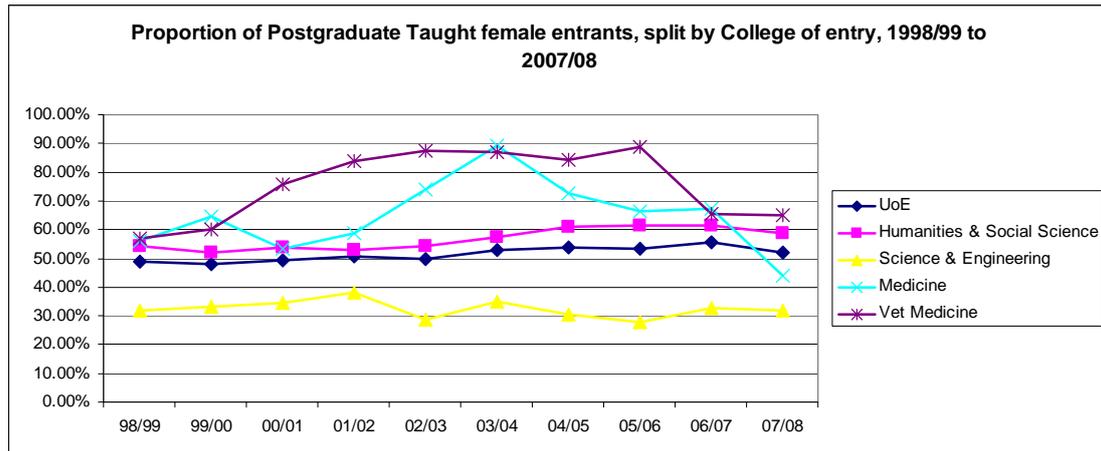


3. Postgraduate Taught – Intakes

The following figures show intakes of postgraduate taught entrants 1998/99 to 2007/08.

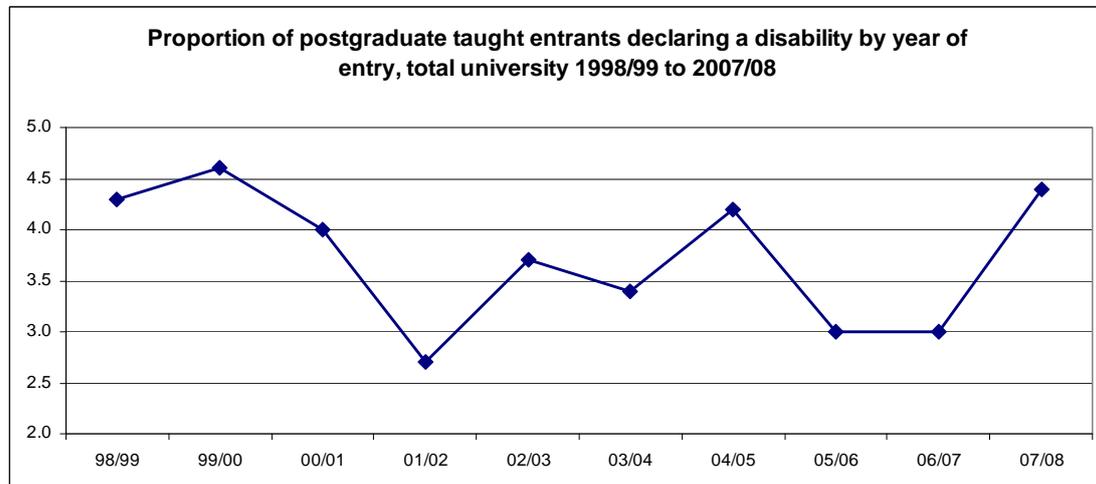
3.1 Gender

Figure 7: Proportion of female postgraduate taught entrants, 1998/99 to 2007/08



3.2 Disability

Figure 8: Proportion of disabled postgraduate taught entrants, 1998/99 to 2007/08



3.3 Ethnicity

Figure 9: Proportion of ethnic minority postgraduate taught entrants, 1998/99 to 2007/08

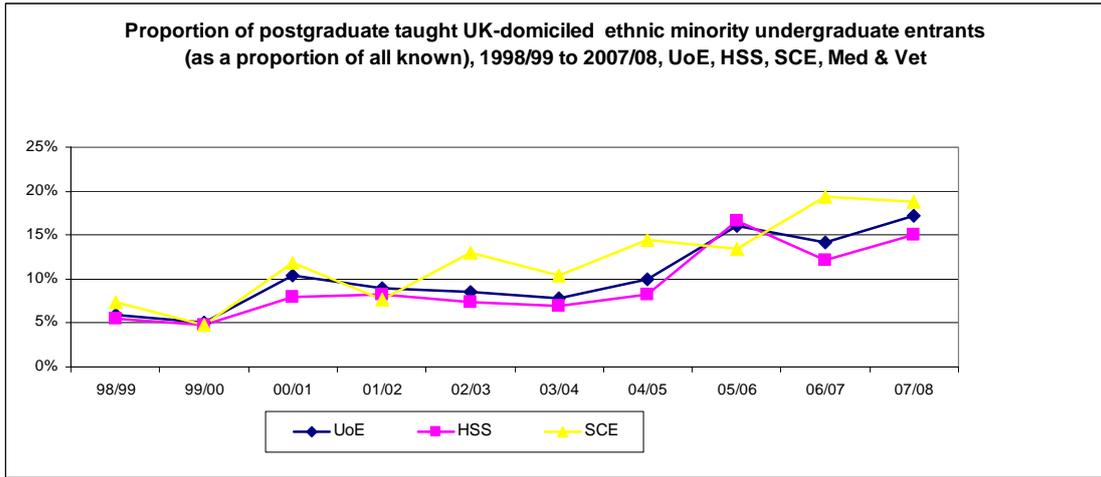
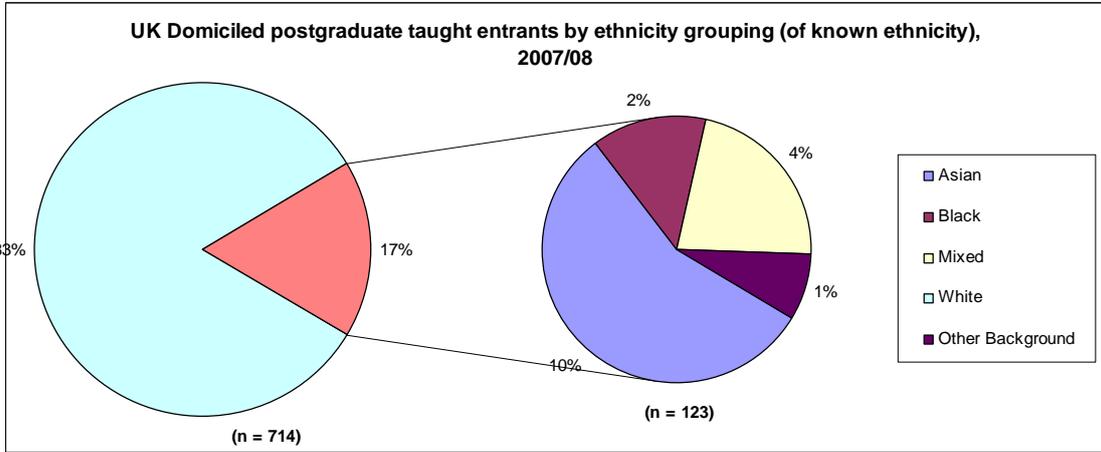
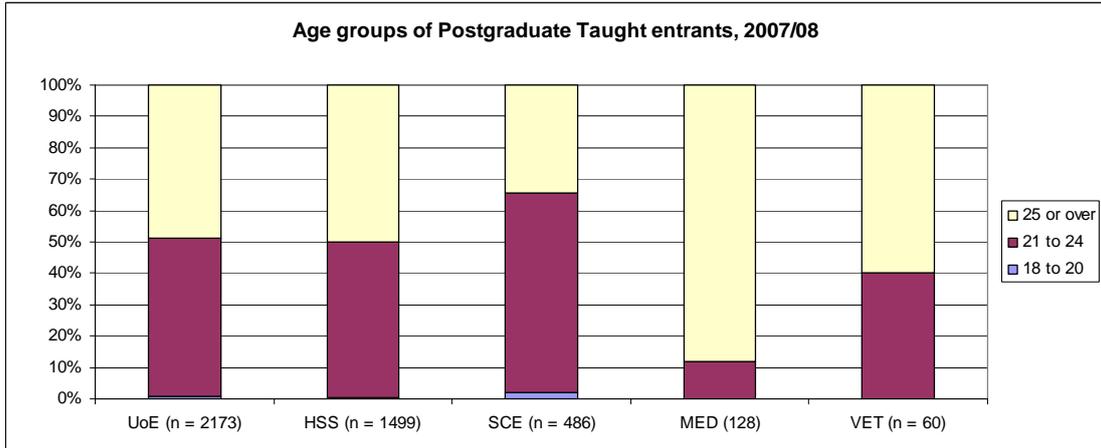


Figure 10: Postgraduate taught entrants, split by known ethnic background, 2007/08



3.4 Age on entry

Figure 11: Age on entry of postgraduate taught entrants, 2007/08

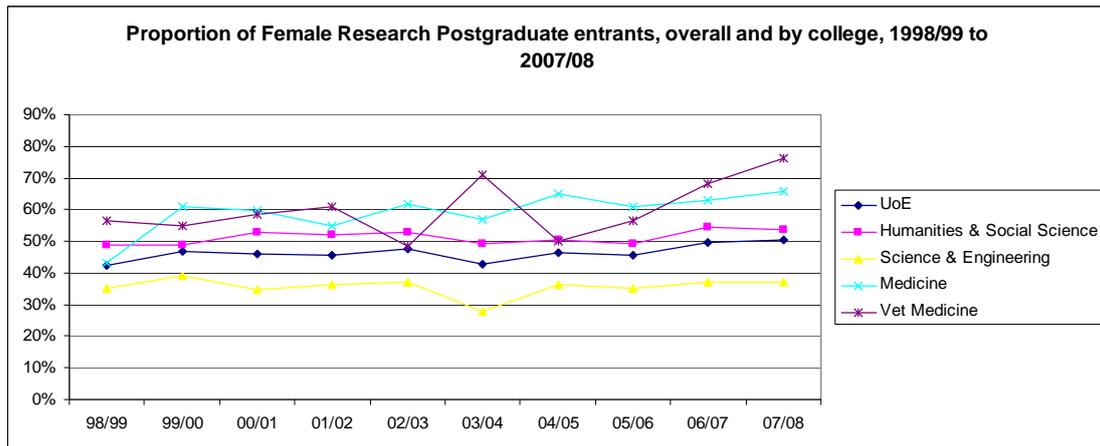


4. Postgraduate Research entrants - Intakes

The following figures show intakes of postgraduate research entrants 1998/99 to 2007/08.

4.1 Gender

Figure 12: Proportion of female postgraduate research entrants, 1998/99 to 2007/08



4.2 Ethnicity

Figure 13: Proportion of ethnic minority postgraduate research entrants, 1998/99 to 2007/08

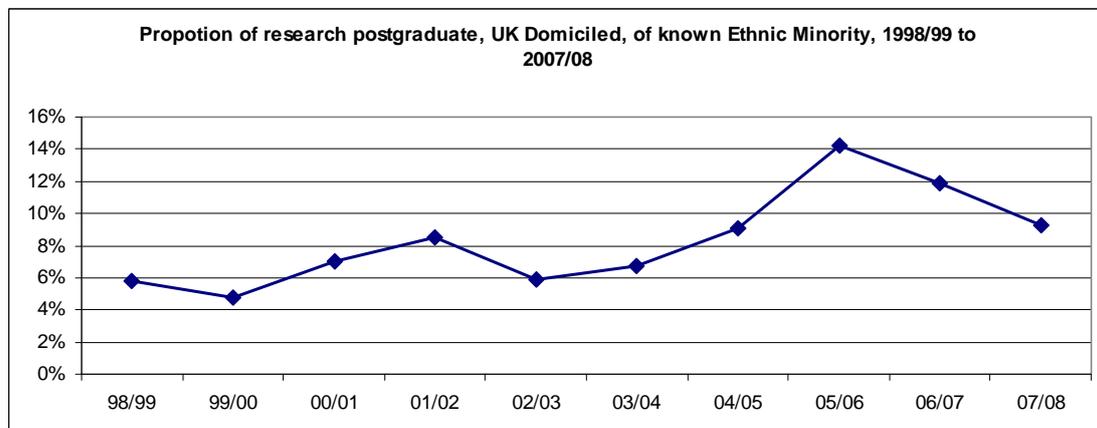
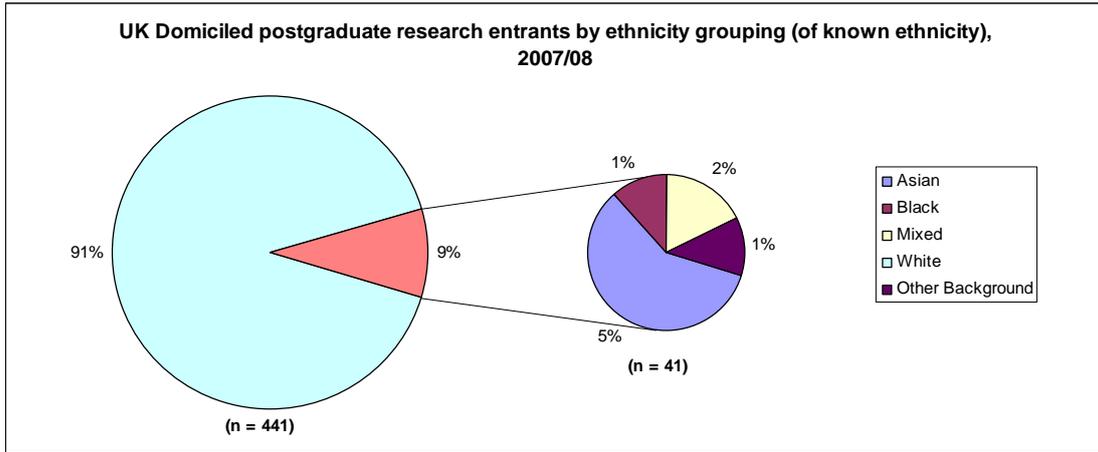
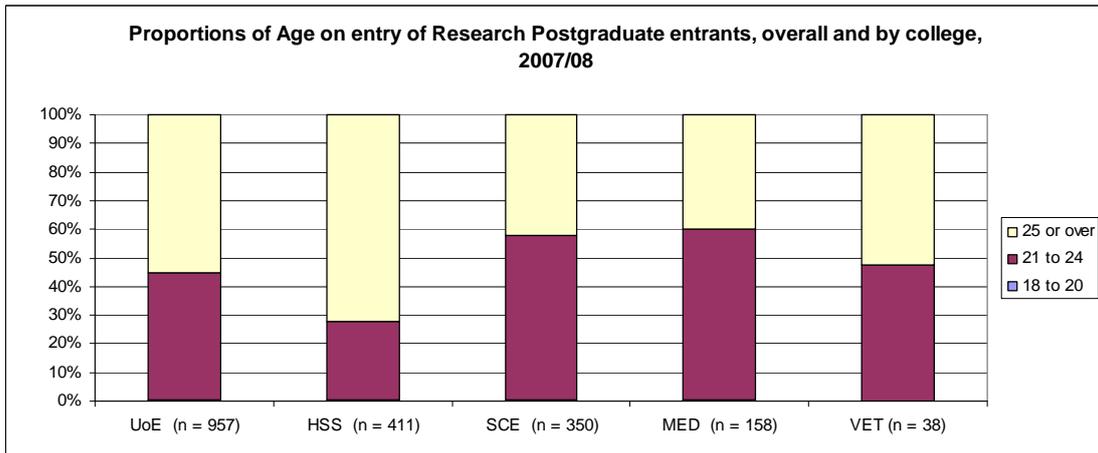


Figure 14: postgraduate research entrants, split by known ethnic background, 1998/99 to 2007/08



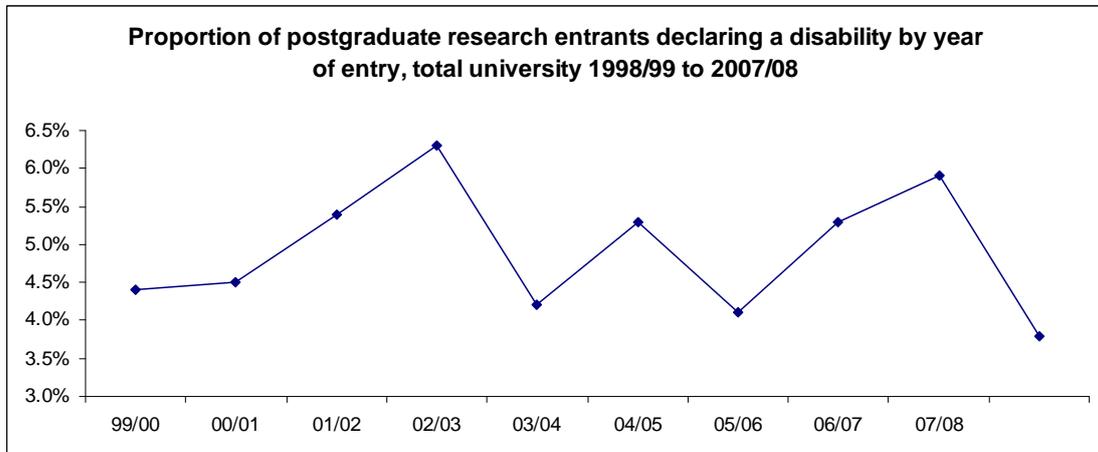
4.3 Age on entry

Figure 15: Age on entry of postgraduate research entrants, 1998/99 to 2007/08



4.4 Disability

Figure 16: Proportion of disabled postgraduate research entrants, 1998/99 to 2007/08



5. Undergraduate entrants - Outputs

The following figures show outcomes of undergraduate entrants 1998/99 to 2003/04.

5.1 Gender

Figure 17: Outcomes of undergraduate entrants, split by gender, 1998/99 to 2003/04

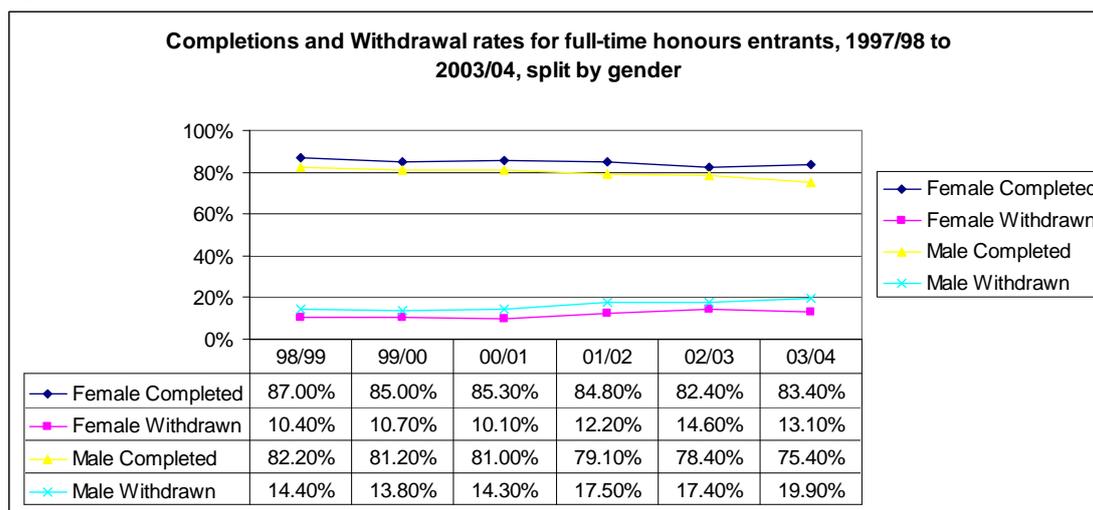


Figure 18: Outcomes of undergraduate entrants in HSS, split by gender, 1998/99 to 2003/04

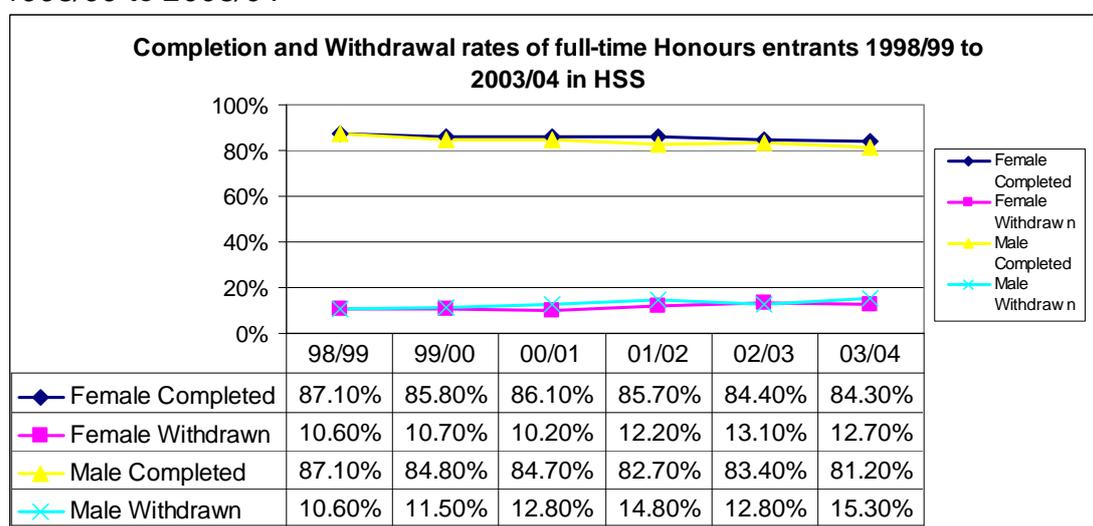


Figure 19: Outcomes of undergraduate entrants in SCE, split by gender, 1998/99 to 2003/04

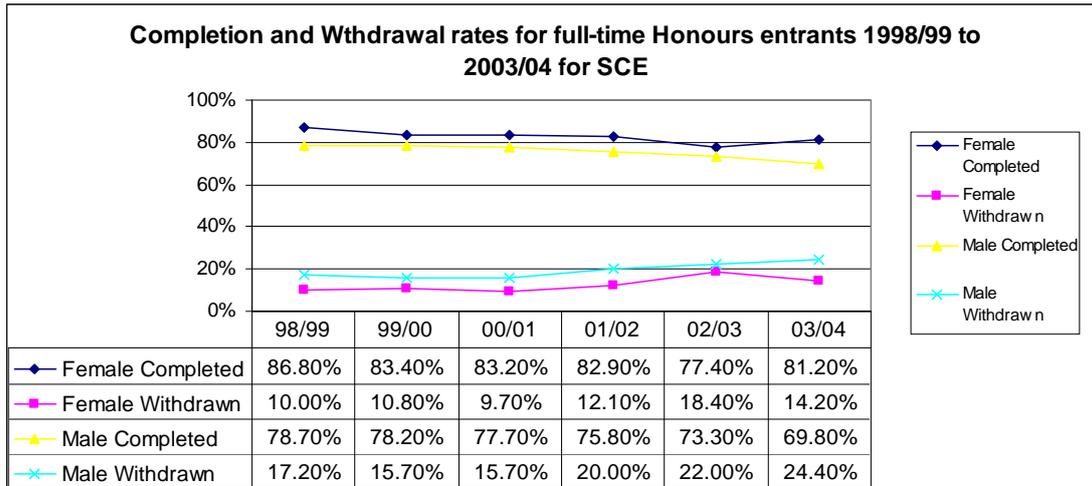


Figure 20: Outcomes of undergraduate entrants, 1998/99 to 2003/04

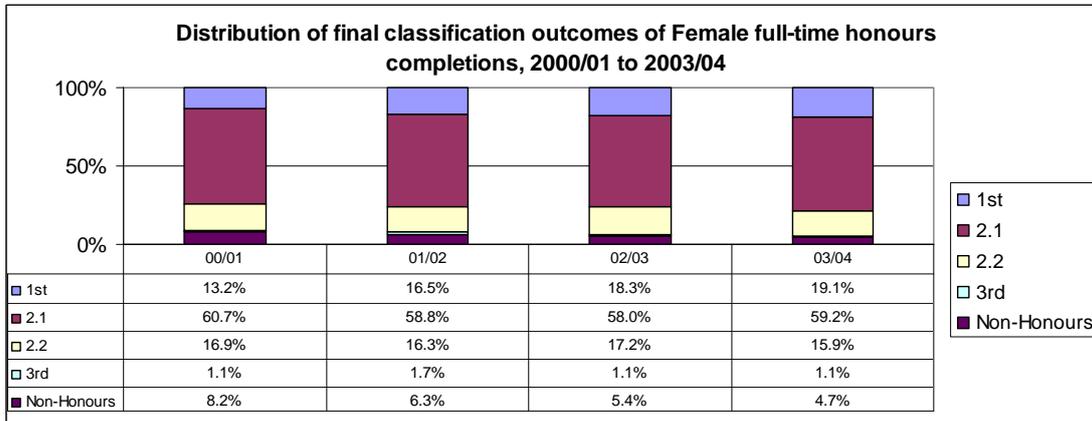
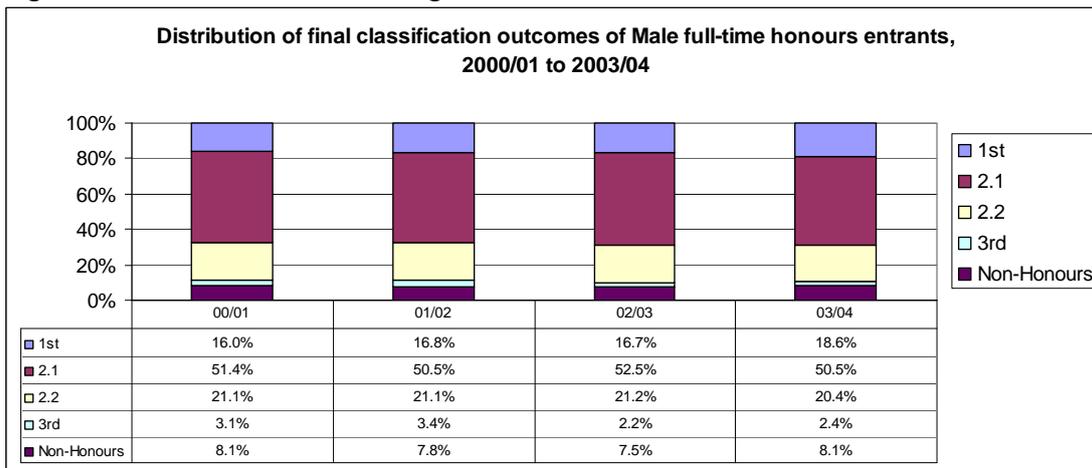


Figure 21: Outcomes of undergraduate entrants, 1998/99 to 2003/04



Ethnicity

Figure 22: Outcomes of undergraduate entrants, split by white and non-white ethnicity, 1998/99 to 2003/04

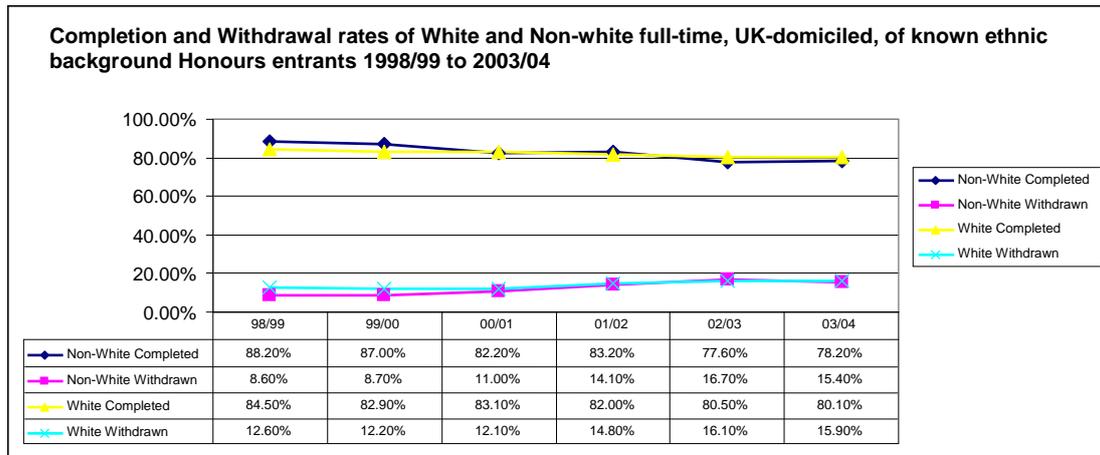
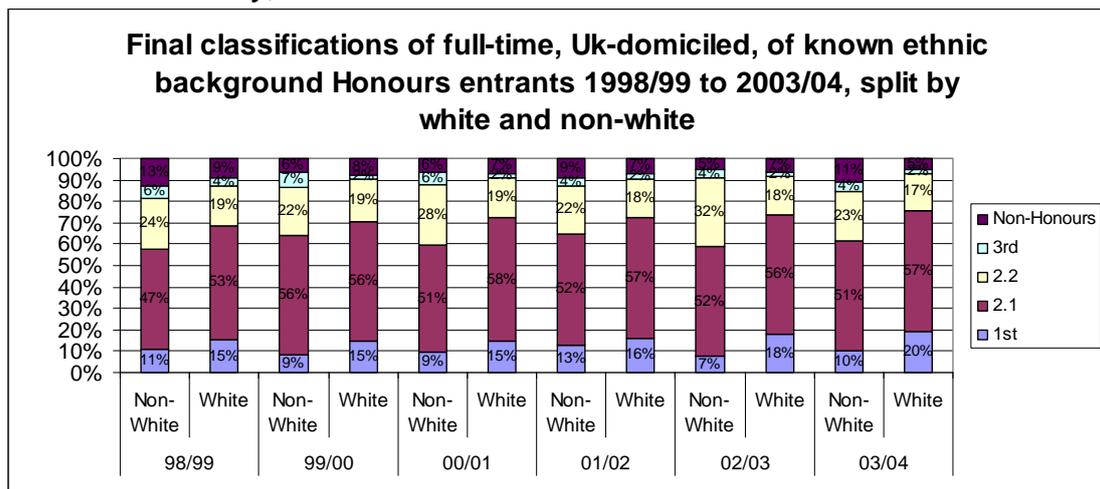
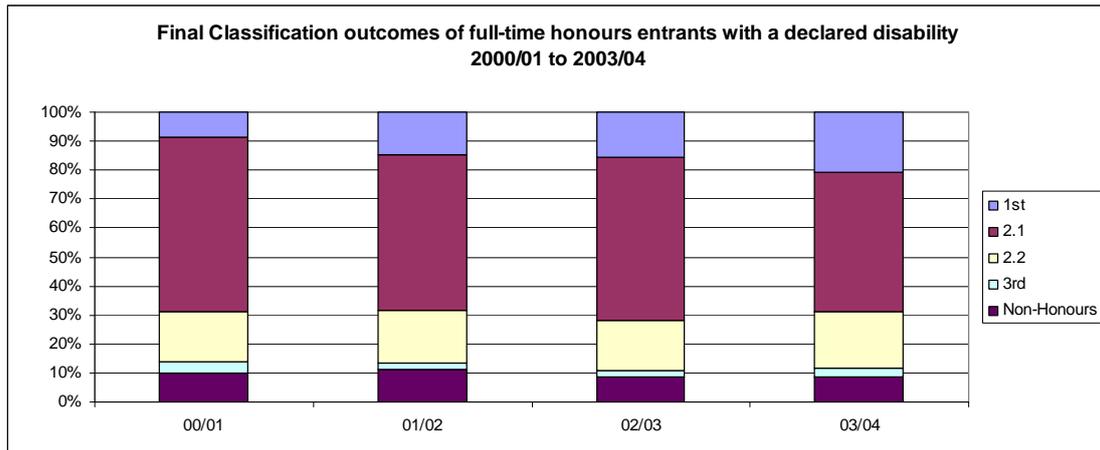


Figure 23: Final classifications of undergraduate entrants, split by white and non-white ethnicity, 1998/99 to 2003/04



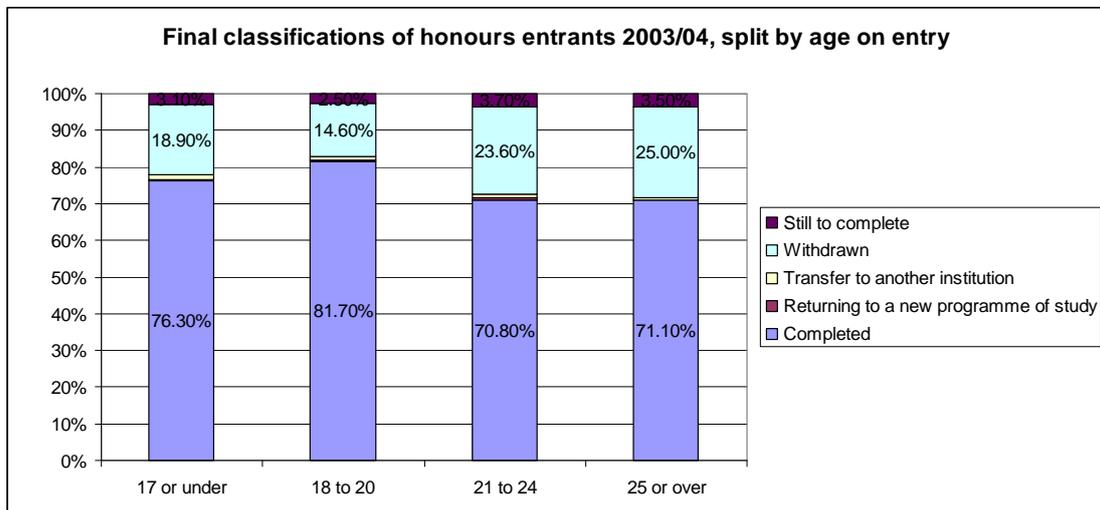
5.3 Disability

Figure 24: Final classifications of undergraduate disabled entrants, 1998/99 to 2003/04



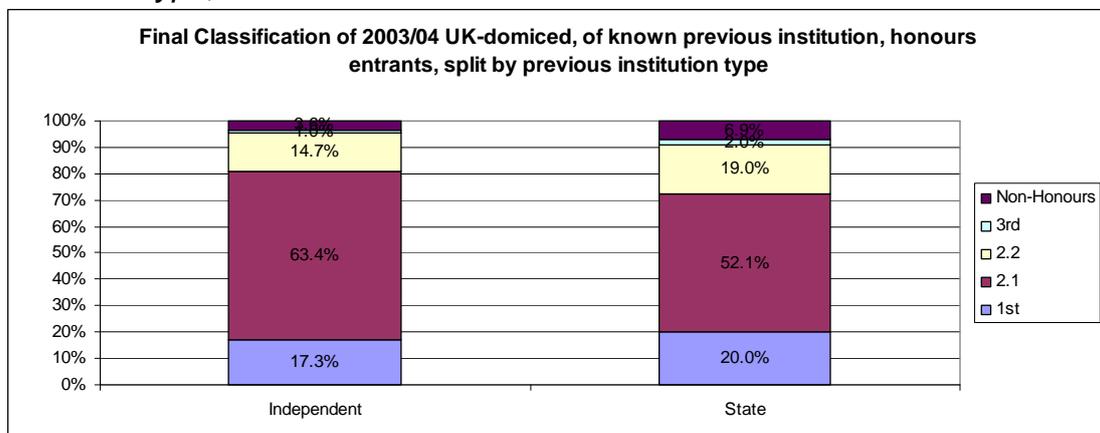
5.4 Age on entry

Figure 25: Outcomes of undergraduate entrants, split by age group, 1998/99 to 2003/04



5.5 Previous Institution

Figure 26: Final classifications of undergraduate entrants, split by previous institution type, 1998/99 to 2003/04



6. Postgraduate Taught Outcomes

The following figures show outcomes of postgraduate taught entrants 2001/02 to 2005/06.

6.1 Gender

Figure 27: Outcomes of postgraduate taught entrants, split by gender, 2001/02 to 2005/06

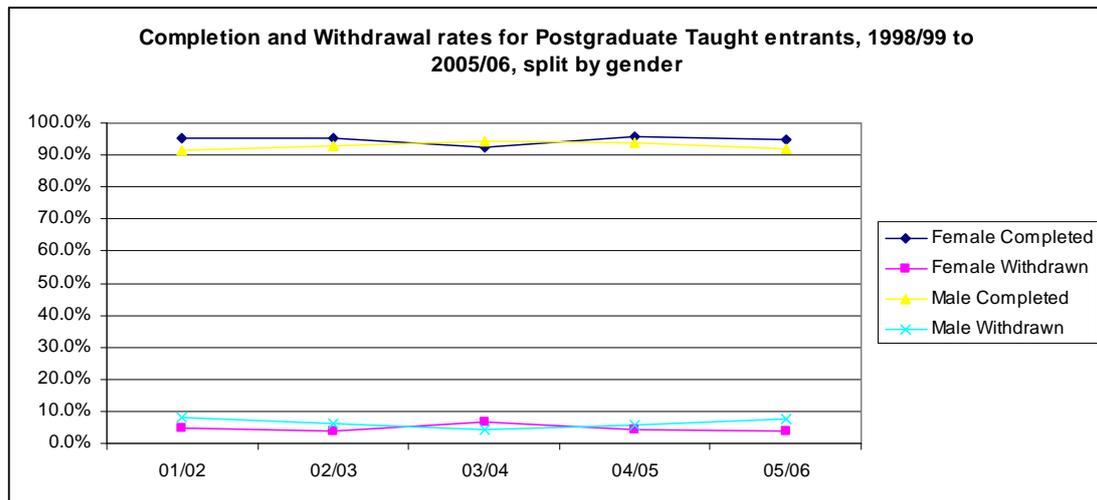


Figure 28: Outcomes of postgraduate taught entrants in HSS, split by gender, 2001/02 to 2005/06

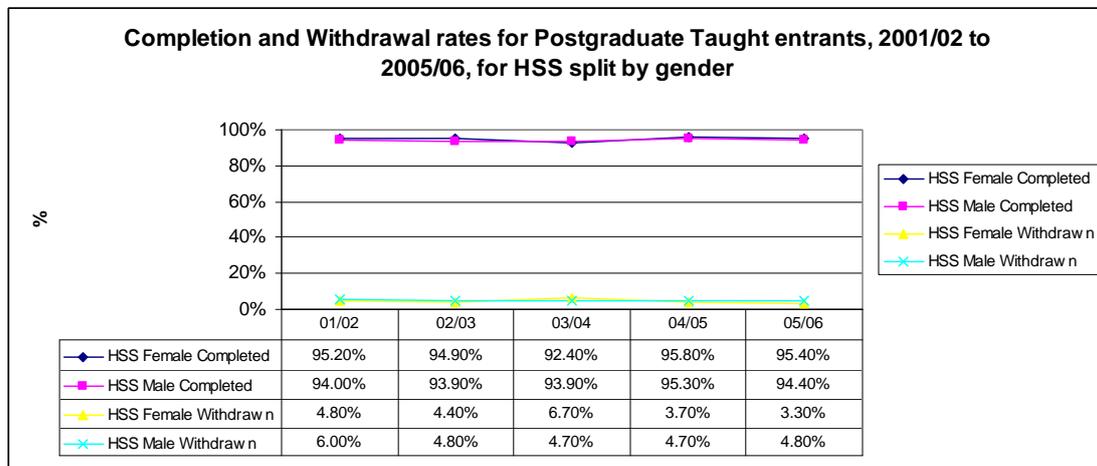


Figure X: Outcomes of postgraduate taught entrants in SCE, split by gender, 2001/02 to 2005/06

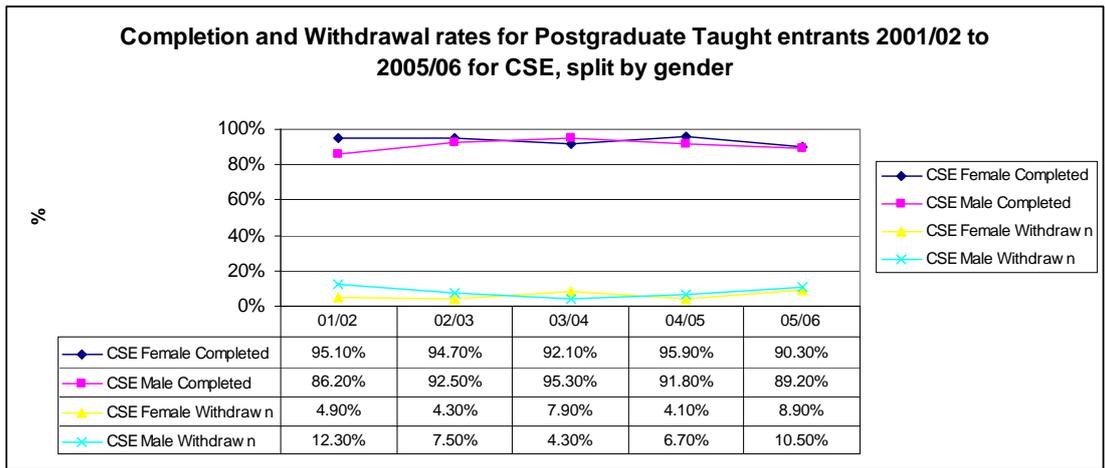
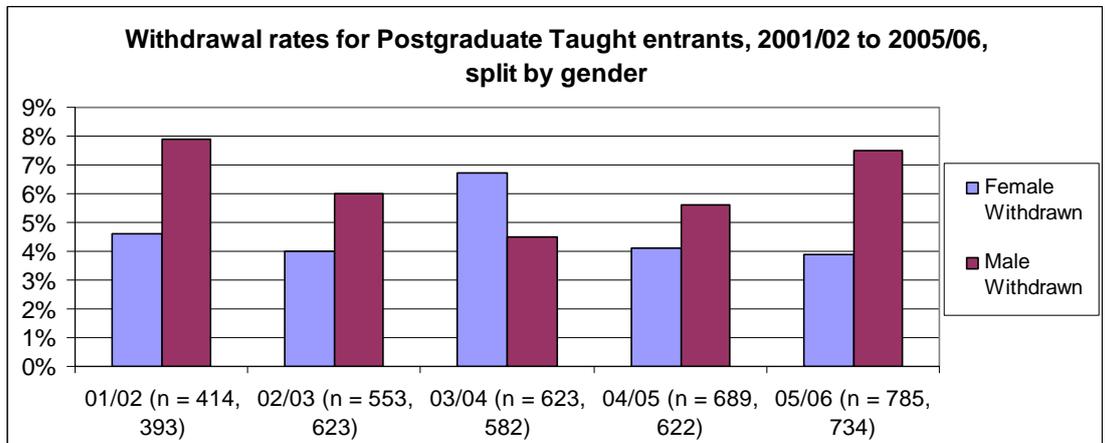
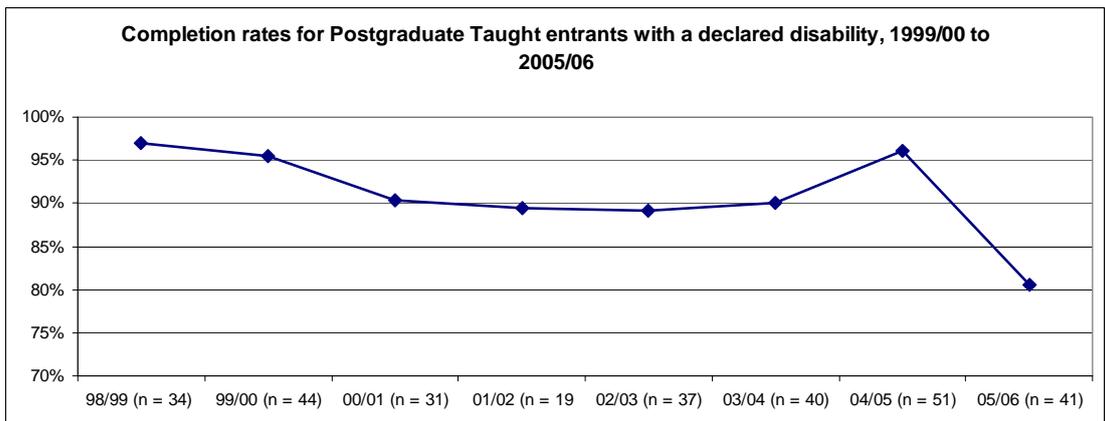


Figure 29: Withdrawal rates of postgraduate taught entrants, split by gender, 2001/02 to 2005/06



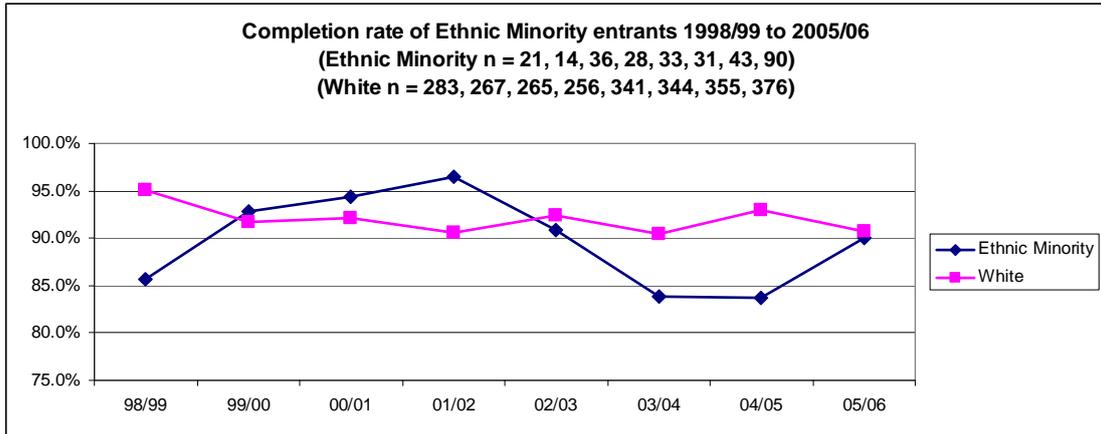
6.2 Disability

Figure 30: Completion rates of disabled postgraduate taught entrants,, 1998/99 to 2005/06



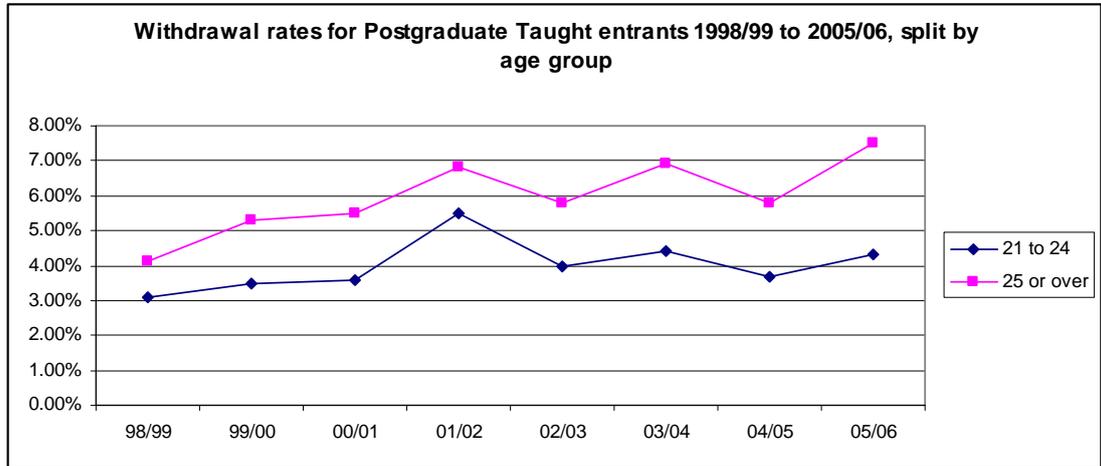
6.3 Ethnic Minority

Figure 31: Completion rates of disabled postgraduate taught entrants, 1998/99 to 2005/06



6.4 Age on entry

Figure 32: Withdrawal rates of postgraduate taught entrants, split by age group, 1998/99 to 2005/06

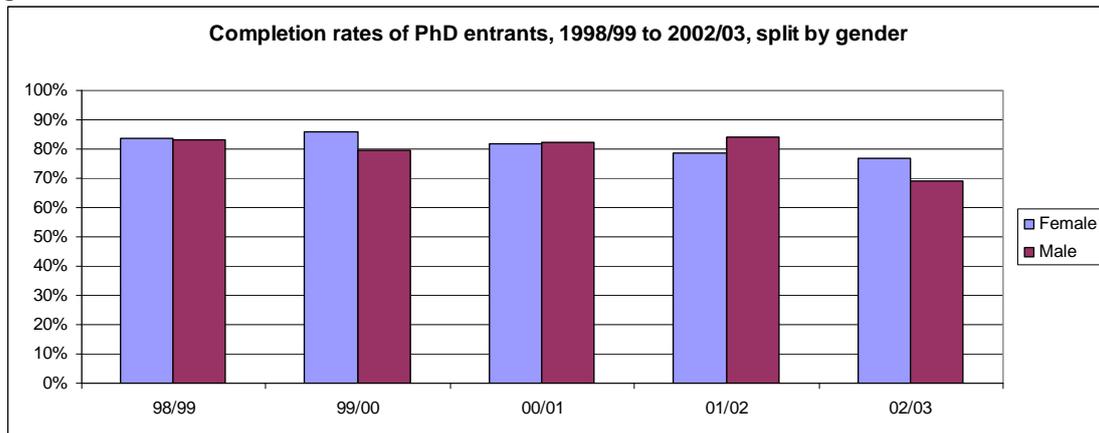


7. Postgraduate Research Outcomes

The following figures show outcomes of postgraduate research entrants 1998/99 to 2007/08.

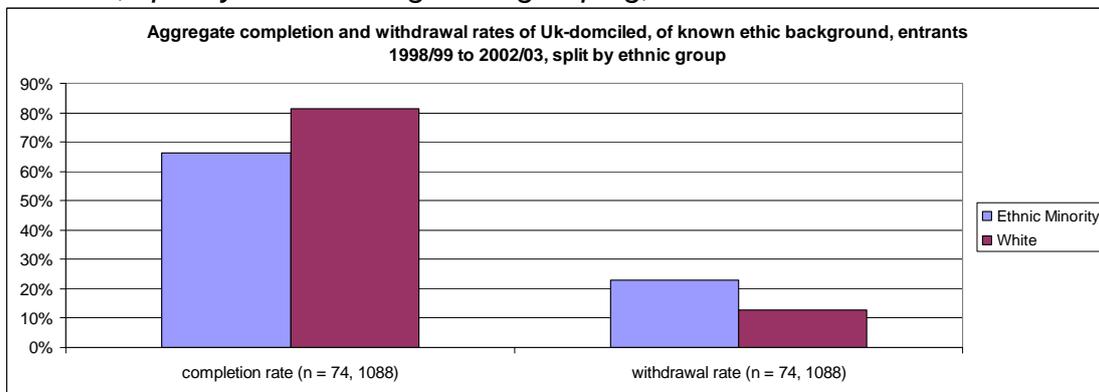
7.1 Gender

Figure 33: Completion rates of postgraduate research entrants, split by gender, 1998/99 to 2002/03



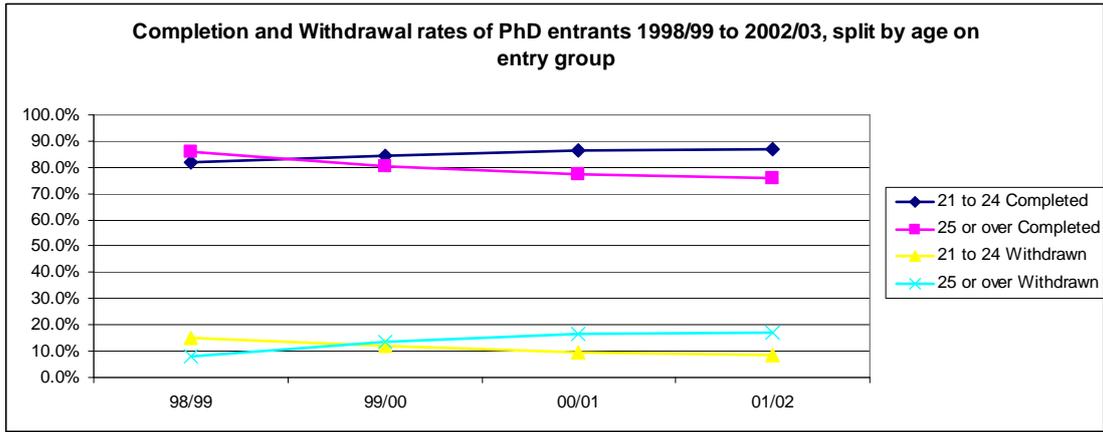
7.2 Ethnicity

Figure 34: Completion and withdrawal rates of postgraduate research entrants, split by ethnic background grouping, 1998/99 to 2002/03



7.3 Age on entry

Figure 35: Completion and withdrawal rates of postgraduate research entrants, split by age on entry grouping, 1998/99 to 2002/03



8. Student comparison data

Comparison data are shown for The University of Edinburgh and the Russell Group in order to examine both gender and disability. For ethnicity, three groups of other Universities are used as comparators: these groups are: Edinburgh institutions; Scottish institutions and the Russell Group.

In all the analyses, The University of Edinburgh is excluded from the group figures. Data for Edinburgh institutions include Edinburgh College of Art, Napier University, Queen Margaret University and the Scottish Agricultural College. This group excludes Heriot-Watt University due to a high proportion of students' ethnicity 'not known' which if included skew the figures. Figures for Scottish institutions include the data for Heriot-Watt University as the overall effect on is diluted.

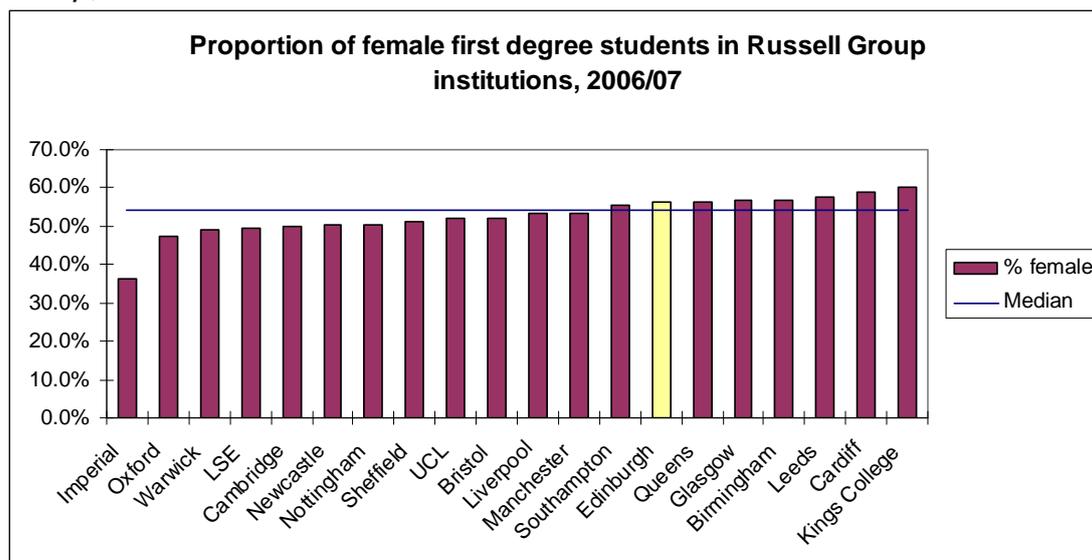
Ethnicity data are reported for UK domiciled students, whose ethnic background is known. Disability data include only known data. If the information for a student has not been collected, this is classified as 'unknown' and excluded from the analysis.

All comparison data are extracted from HESA and relates to academic year 2006/07.

8.1 Gender

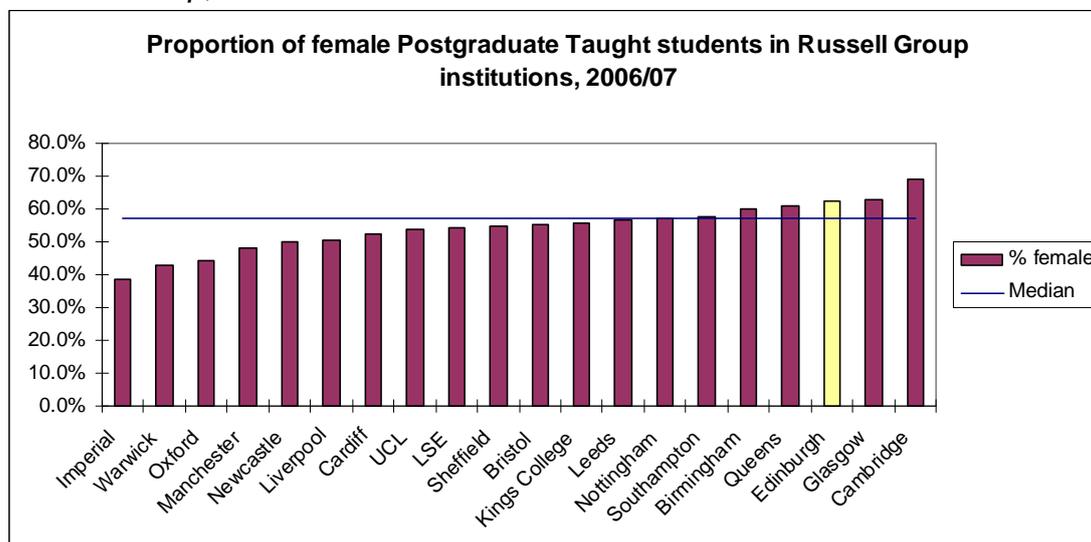
Comparing the proportion of female undergraduate students of all the Russell Group Universities, The University of Edinburgh has the seventh highest proportion at just over 50%.

Figure 36: Comparison of proportion of female first degree students, Russell Group, 2006/07



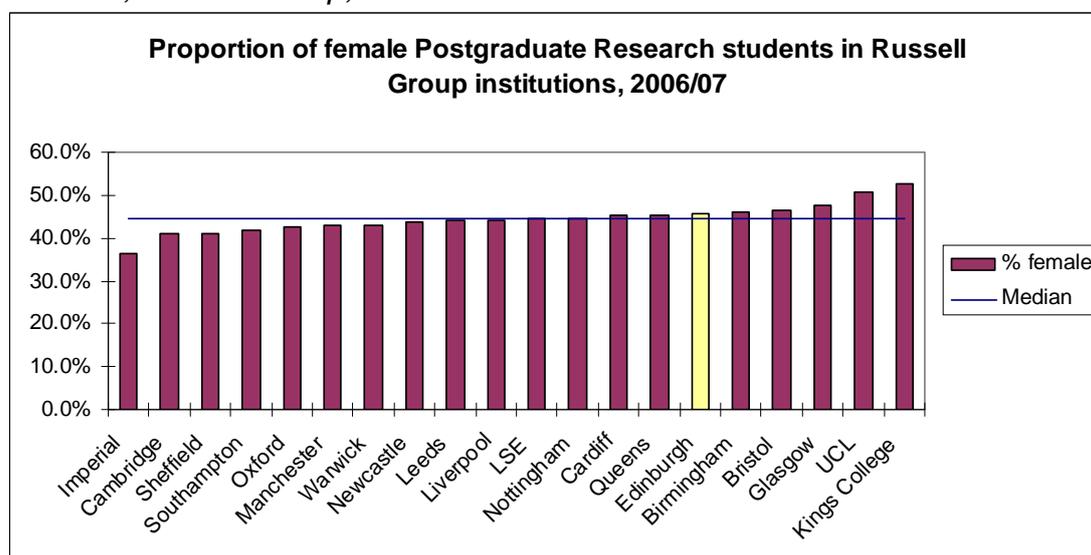
For the proportion of female postgraduate taught students, The University of Edinburgh lies third in the Russell Group, with over 60% of postgraduate taught students being female.

Figure 37: comparison of proportion of female Postgraduate Taught students, Russell Group, 2006/07



For postgraduate research students, The University of Edinburgh is ranked sixth, just above the median.

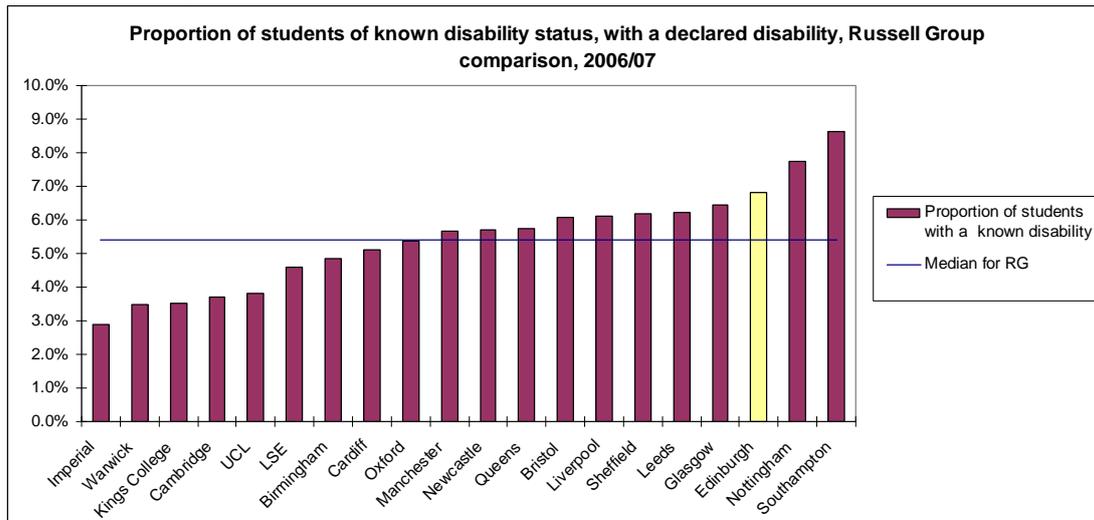
Figure 38: comparison of proportion of female Postgraduate Research students, Russell Group, 2006/07



8.2 Disability

The proportion of students at The University of Edinburgh with a declared disability lies well above the Russell Group median; and the institution lies third amongst the Group.

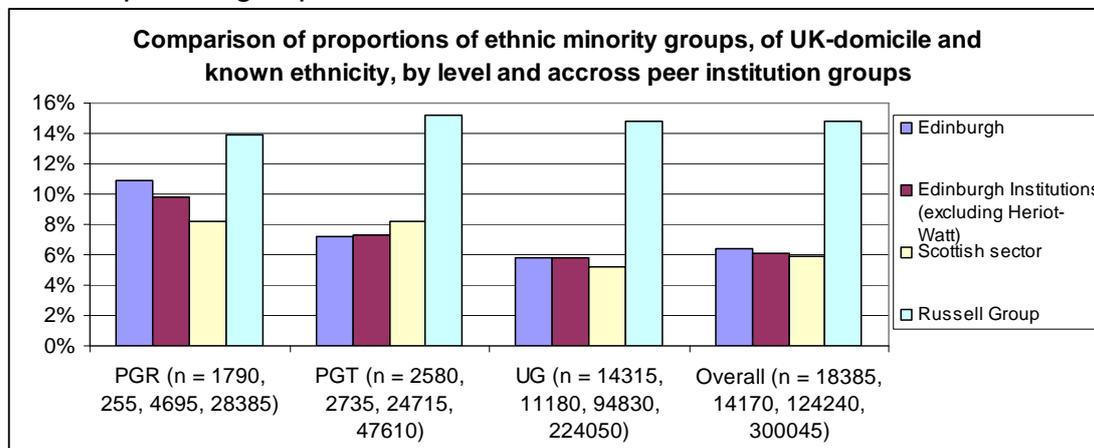
Figure 39: comparison of proportion of students with a declared disability, Russell Group, 2006/07



8.3 Ethnicity

Figure 40 shows a comparison of the proportion of ethnic minority students in The University of Edinburgh and three comparator groups. The University of Edinburgh shows a profile very similar to the other Edinburgh and Scottish Institutions although a higher proportion ethnic minority postgraduate research students.

Figure 40: comparison of proportion of ethnic minority students, by study level and comparator groups, 2006/07



Figures 41, 42 and 43 show a comparison of specific ethnic minority groups across the three comparator groups. For the Edinburgh institutions group, Heriot-Watt University has been excluded from the analysis.

Figure 41: comparison of proportion of Black students, split by study level and peer groups, 2006/07

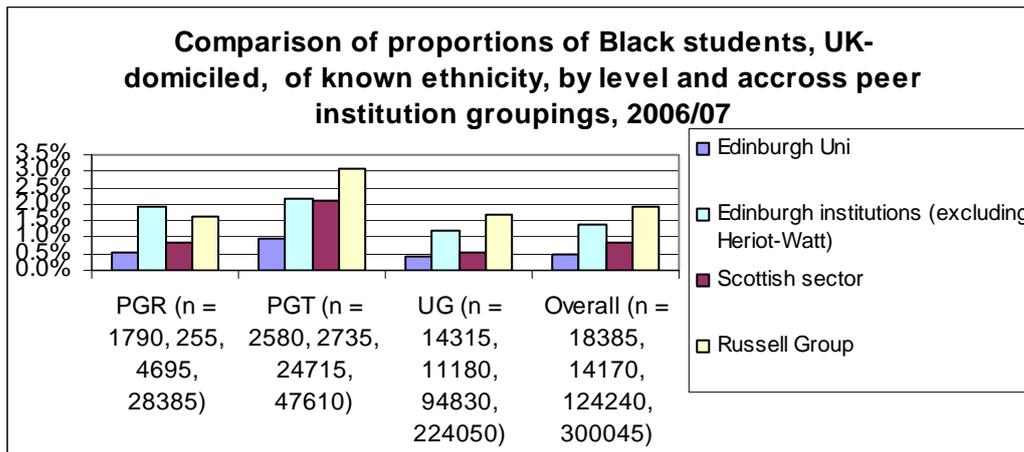


Figure 42: comparison of proportion of Asian students, split by study level and peer groups, 2006/07

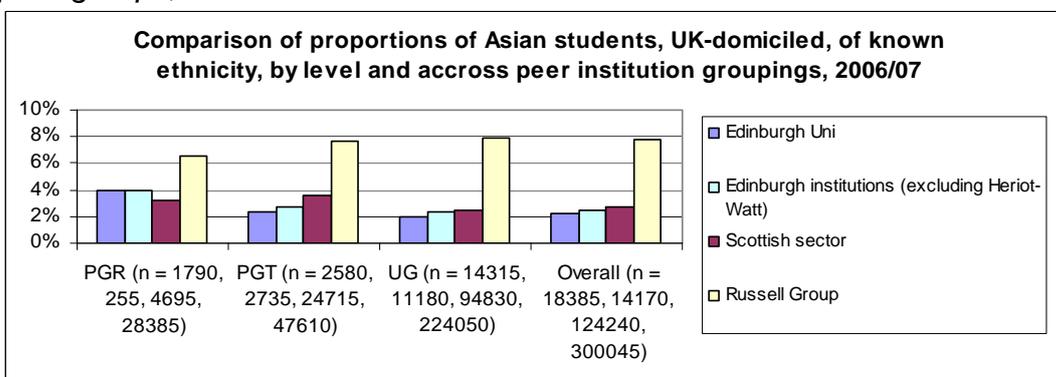
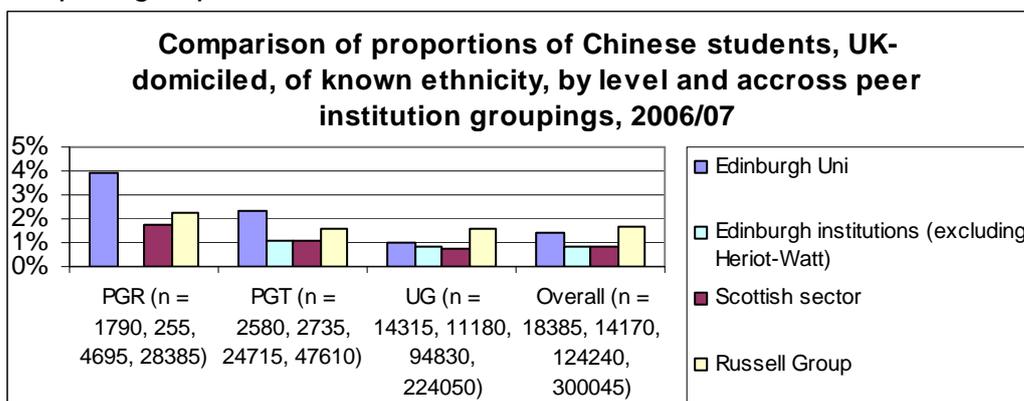


Figure 43: comparison of proportion of Chinese students, split by study level and peer groups, 2006/07



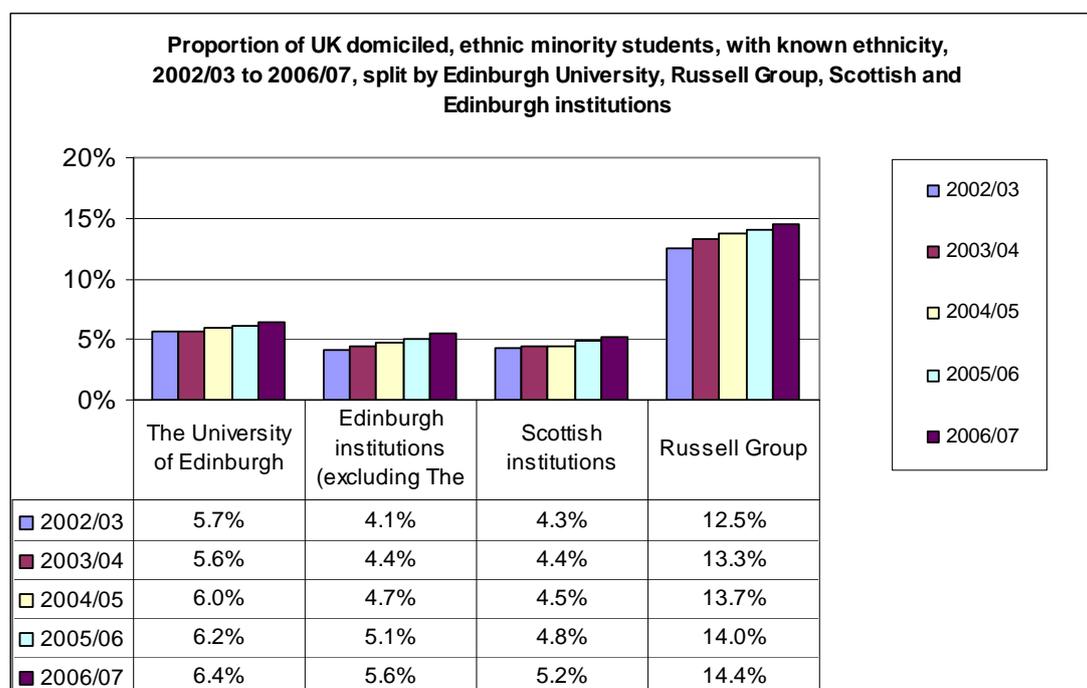
9. Spotlight on ethnicity

The proportion of ethnic minority students (UK domiciled only) at the University of Edinburgh for the year 2006/07 was 6.4%. In this focused section on ethnicity, we explore the available data in more detail, both through comparing the University of Edinburgh with a range of other institutions and through analysing aspects of our own data in some depth.

9.1 Proportion of Ethnic Minority Students: Comparisons with other institutions

As can be seen from Figure 1, the University of Edinburgh has a higher proportion of ethnic minority students when compared to other Edinburgh and Scottish institutions, but a lower proportion when compared to the Russell Group as a whole. Trends over time suggest a slow growth at the University of Edinburgh when compared to other Edinburgh institutions.

Figure 44: Comparison of Proportion of Ethnic Minority students across different institutions



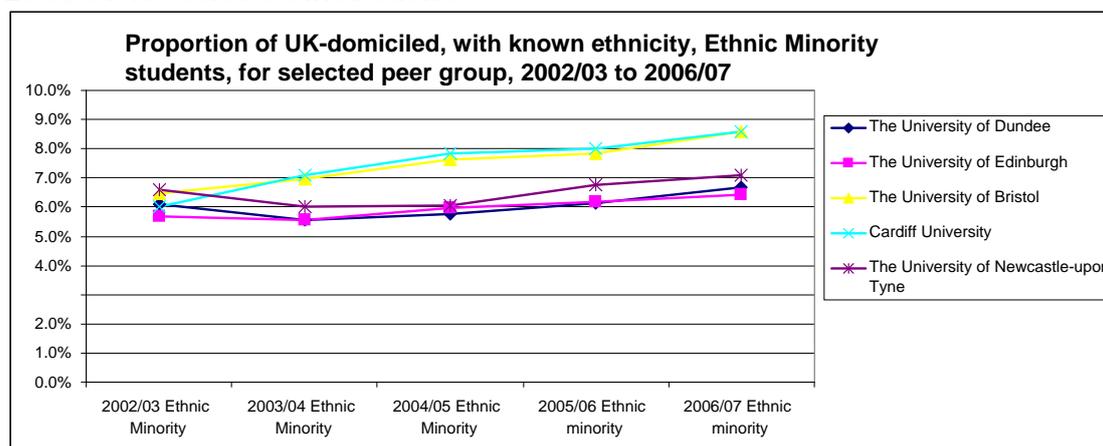
Heriot-Watt University was excluded from the Edinburgh institutions due to high proportion of students with an unknown ethnic background¹ making the data unreliable.

Many factors contribute to these different proportions, including the ethnic diversity of the local population and the subject-mix of Universities (with different subjects traditionally attracting different ethnic groups). However, both these factors are subject to change, and the latter factor is one that can perhaps be influenced through specific actions.

¹ Approximately 28% of UK domiciled students at Heriot-Watt University had an unknown ethnic background. For this reason the University was excluded from the Edinburgh Institutions.

To investigate the issue of the proportion of ethnic minority students in the University of Edinburgh, further analytical work has investigated trends over time. Four Universities, and the University of Edinburgh, with a similar proportion of ethnic minority students in 2002/03 are compared over time to see if the rate of increase has been similar over the period 2002/03 to 2006/07 for all the five institutions. Results are presented in Figure 2.

Figure 45: Comparison of proportion of ethnic minority students, 2002/03 to 2006/07 for selected institutions²



In 2002/03 Edinburgh's ethnic minority student population was 5.7% overall. Institutions with similar proportions in 2002/03 are compared for five years. Out of the four institutions selected here, Edinburgh's proportion has risen at the slowest rate, increasing by 0.7 percentage points to 6.4%. Although there are differences between these institutions in terms of geographical location, subject mix and entry profiles, the slow increase demonstrated by The University of Edinburgh suggests it should aspire to increase its proportion of ethnic minority students.

9.2 Ethnic Minority Students: Applications and Offers

Undergraduate admissions data (from UCAS) were analysed to explore whether applicants from different ethnic backgrounds were all as likely to receive offers. The first ratio is undergraduate offers as a proportion of all applications received. Table 2 splits the conversion ratio down into the two larger Colleges; figures for MVM were removed due to small student numbers. Figure 3 provides data for the whole institution.

² It should be noted that Cardiff University is the result of a merger between University of Wales, College of Medicine and University of Wales, Cardiff in 2004/05

Table 2: Undergraduate offers as a proportion of all applications, by CHSS and CSE, 2007/08

	HSS	CSE	Total
Black (n = 262, 78, 379)	17.2%	59.0%	25.1%
Asian (n = 675, 268, 1141)	28.4%	84.3%	40.4%
Mixed (n = 703, 199, 984)	31.0%	81.4%	40.8%
Other Ethnic Background (n = 115, 36, 170)	22.6%	69.4%	32.4%
Overall Ethnic Minority (n = 1755, 581, 2674)	27.4%	79.0%	37.8%
White (n = 24064, 8365, 35080)	28.9%	83.9%	41.7%
Not given (n = 377, 91, 495)	31.3%	81.3%	40.6%
Total (n = 26327, 9085, 38450)	28.8%	83.6%	41.4%

The data show that Black applicants are less likely to receive an offer than other ethnic minority applicants or white applicants, as are those from 'other ethnic backgrounds'. Although the application to offer ratio is substantially higher in CSE, similar differences are observed.

Figure 46: Comparison of undergraduate offers as a proportion of all applications, split by ethnic group. Data for all colleges included.

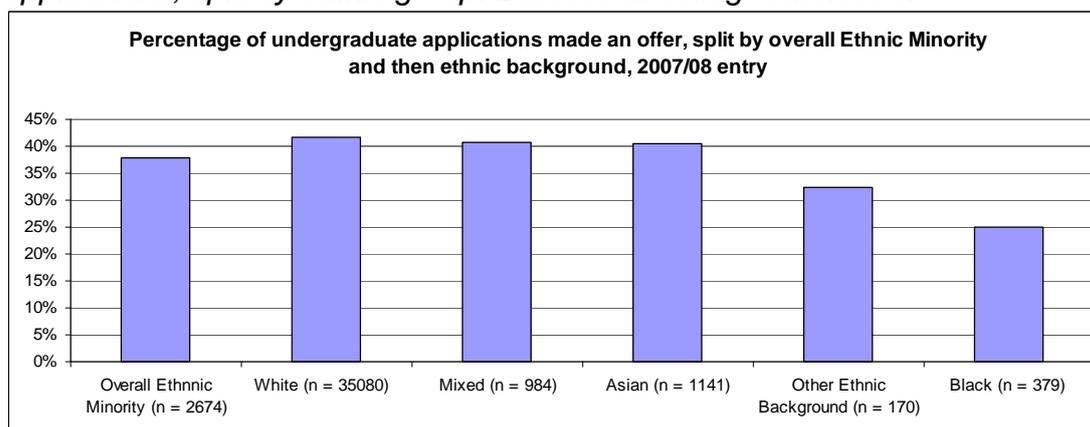


Figure 3 shows the proportion of offers to applications for all undergraduates. While Asian and mixed ethnic background students have similar or higher rates than White students, Black students, have lower rates, as do those identified as being of 'other ethnic background'. Given that the admissions process takes place without knowledge of ethnic background, the reasons for this pattern are unclear and would require further analyses, using internal data, and further qualitative research. Statistical testing shows that offer proportion differs statistically significantly across the ethnic minority groups ($p=0.001$), a result partly due to the overall large numbers.

9.3 Ethnic Minority Students: Offers and Acceptances

Further analyses were conducted on the 'acceptance rate', which considers the proportion of accepted offers (entrants) to offers made. An applicant may be made more than one offer.

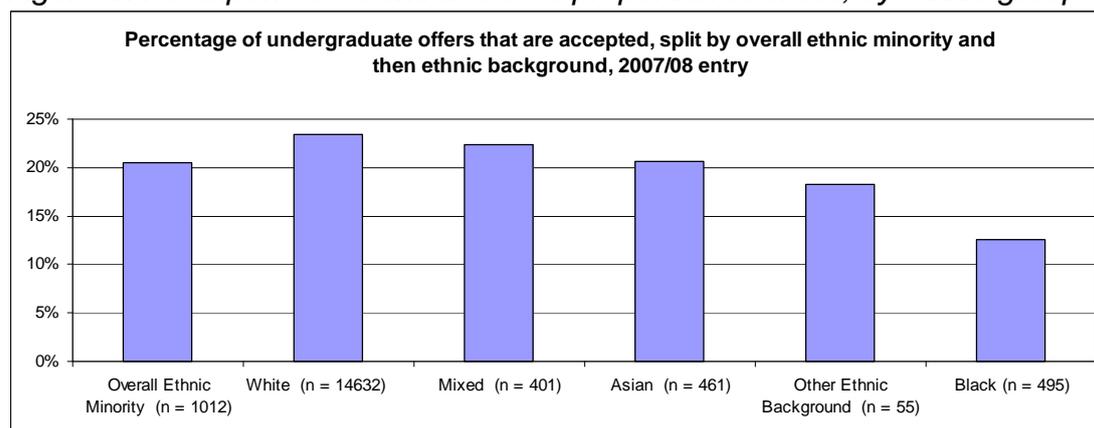
The results show that the 'acceptance rate' is lower for Black students across both HSS and SCE; the patterns for other ethnicities varies between the two colleges, with SCE having lower acceptance rates for Asian and Other Ethnic

backgrounds, and HSS for Mixed and Other backgrounds. Again, further research is required to examine the reasons for this (are conditions of offers not attained or do applicants decide not to come even if condition of offer is attained?). Further analyses of internal data and qualitative research may shed light on these issues. Statistical testing (chi sq test) shows the acceptance proportion does differ statistically significantly across the ethnic minority groups, but only at the borderline p value of 0.049, partly due to the smaller overall numbers.

Table 3: Undergraduate entrants as a proportion of all offers, 2007/08

	HSS	SCE	Total
Asian (n = 192, 226, 461)	27.1%	11.9%	20.6%
Black (n = 45, 46, 95)	17.8%	4.3%	12.6%
Mixed (n = 218, 162, 401)	24.8%	16.7%	22.4%
Other Ethnic Background (n = 26, 4, 55)	26.9%	8.0%	18.2%
Overall Ethnic Minority (n = 481, 459, 1012)	25.2%	12.6%	20.5%
White (n = 6961, 7019, 14632)	28.5%	16.3%	23.4%
Not given (n = 118, 9, 74)	22.0%	21.6%	22.4%
Total (n = 7579, 7594, 15907)	28.2%	16.1%	23.2%

Figure 47: Comparison of entrants as a proportion of offers, by ethnic group



9.4 Comparisons with other institutions

Detailed UCAS conversion rate data for other institutions and the sector is not currently available. Contact is being made with UCAS to discuss whether this would be possible in the future and the cost implications of this.