

## EDINBURGH NAPIER UNIVERSITY

### STUDENT DIVERSITY REPORT 2014

#### Background and Context

1. The University published its Equality Outcomes Scheme 2013-15 in April 2014 and elected to continue analysing and publishing student diversity data on an annual basis and in greater detail than was required by the Specific Duties for Scotland.
2. This report continues to use the now well-established format used in previous annual reports and compares the University's student profile with data published by the Equality Challenge Unit (ECU). A summary is provided in the pages that follow and further more detailed information is provided in the appendices.
3. All general duty activity not directly relevant to student diversity will be contained in the Equality Outcomes Scheme 2013-15 report due to be published in April 2015. The collection and interrogation of student diversity data supports the University's general duty obligations to:
  - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
  - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
  - Foster good relations between people who share a protected characteristic and those who do not.
4. In addition to Specific Duty obligations, the University committed to various activity (outlined in its Equality Outcomes Scheme) that complements and supports its main student-specific Equality Outcome 3 which stated that it will "Continue to collect and analyse student diversity data to ensure that **all students are supported to reach their full potential**".
5. The collection of this data is not an end in itself and, in order to meet the Public Sector Equality Duty, it must be used as a tool to establish whether inadvertent discrimination may be occurring. To that end, the data is interrogated against the ECU's data at a national (UK) level and at Scotland-level (where relevant and available) thereby allowing the University to interrogate an increasing amount of 'experiential' information which can "reveal hidden inequalities, including unequal outcomes and areas of segregation"<sup>1</sup>.

---

<sup>1</sup> The public sector equality duty: Implications for colleges and HEIs, Equality Challenge Unit.

6. As is now established practice, data is divided into four categories in order to map the student journey from application to awards and, where available, disaggregated by protected characteristic. In January 2014 the University began to ask matriculating students for additional personal sensitive information in line with the anticipated extension of data sought by HESA. This new data is also presented in the information that follows.

### **Alignment to Strategic Objectives/External Policy Driver**

7. The information summarised in this report aligns with the University's overall mission statement and in particular with its stated objectives:
  - To be academically excellent
  - To develop confident employable graduates
  - To achieve the highest standards.

### **Summary of the data**

#### *Applications*

8. A total of 24,022 applications to study at the University were made (down from 27,775 last year) and of these the Faculty of Health, Life and Social Sciences (FHLSS) attracted the greatest number (40%) followed by the Faculty of Engineering, Computing and Creative Industries (FECCI) (33%) and the Business School (27%).
9. The gap between female and male applicants reported last year has continued to widen albeit with fewer total applications (down from 27,775 applications last year to this year's figure of 24,022). Female applicants were up to 58%, an increase of 3%, and males to 42%, down 3%. This increasing female presence is in line with ECU national data which reports female students made up 56% of all students at UK level and 57% in Scotland<sup>2</sup>.
10. The popularity of some areas of the University remained heavily determined by gender despite the overall increased percentage of female applicants (it is not possible to do a direct comparison with ECU data as its data categories are radically different to the University's). Within FHLSS the greatest numbers of female applications were made to the School of Nursing, Midwifery and Social Care (92%). Within the School of Life, Sport and Social Sciences, female applicants also outnumbered male applicants although the contrast was not as stark (62%). Within the faculty as a whole, female applicants made up 74% of all applicants.

---

<sup>2</sup> Equality Challenge Unit: *Equality in higher education: Statistical report 2014. Part 2: Students, p152.*

11. In FECCI, there are similar situations of schools being dominated by one or other sex. In the School of Computing and the School of Engineering and the Built Environment, male applicants heavily outnumbered females (86% and 85% respectively). Within the School of Arts and creative Industries this is less so with female applicants comprising a majority (58%). Overall, the gender breakdown within faculty is 64% male applicants and 36% female.
12. The situation is reversed within the Business School where overall 63% of its applicants were female and 37% male. This is not however the same throughout the school. Female applications (77%) to the School of Marketing, Tourism and Languages heavily outnumbered male while in the remaining two schools applications were more evenly matched. The school closest to a 'gender balance' within the University was the School of Management which attracted 51% female applicants and 49% male.
13. The age group profile of applicants was heavily in favour of the 'Under 25' group which accounted for 88% of all applications. This figure is considerably higher than the national (69%) and Scotland-wide (72%) figures. The School of Nursing, Midwifery and Social Care received the highest percentage of applications from the 'Over 25' group (27%).
14. Applications from potential students with a disability hovered around the 7% to 8% figure and were numerically the greatest in the FHLSS, as in previous years. The national figure of 10% is higher than the University's but this compares better when looking at Scottish institutions (8%).

### *Enrolments*

15. Roughly comparable proportions of female and male applications translated into enrolments following the trend reported last year. Female to male enrolments were consistent across the three faculties with previous years although as before there are areas of the University where one or other gender presents in overwhelming numbers (Table B1). Numerically, the greatest number of female enrolments were to the School of Nursing, Midwifery and Social Care whereas the greatest number of male enrolments were to the School of Engineering and Built Environment (SEBE).
16. A comparison with national data shows that this form of gender bias in favour of certain subject areas is evident across the sector. Within those Science, Engineering and Technology (SET) subjects with directly comparable ECU data the University's enrolment percentages by gender are roughly comparable. For example, female enrolments to computing (17%) and Engineering and the Built Environment (12%) at undergraduate level mirror

the national ratios of 16% and 14% respectively<sup>3</sup>. The ratios are not quite as stark at postgraduate level but do nevertheless show a marked skew in favour of male students (30% female 70% male in computing and 23% female 77% male in SEBE).

17. This may suggest that the principles and aspirations outlined in the Athena SWAN Charter may take longer to realise than may at first have been hoped. The University's Bronze Level application is being assessed by the ECU and a decision is not expected before 30<sup>th</sup> April 2015, by which time the Charter may have been expanded to include non-SET subjects. Whether this transpires or not the University should continue to monitor gender-based change over a longer timeframe.
18. The largest proportion of undergraduate enrolments were made by students in the 18-20 age group (38%) followed by the 21-24 age group (29%). The undergraduate and taught postgraduate enrolled population at Edinburgh Napier is consistently older than the Scottish average. Edinburgh Napier students are typically mature and female.
19. The levels of minority ethnic students (Table B3) has remained fairly static with 8% of enrolling students self-identifying as minority ethnic. This figure is in line with the Scottish figure but well below the national figure nearly 20%<sup>4</sup>. Of these, the largest group were those who identified as 'Asian' (including all the various permutations such as 'Indian', 'British and Indian' and 'Mixed-Indian and White' etc.).
20. Rather like the situation with gender, there is uneven distribution of this group of undergraduate students with schools such as Nursing, Midwifery and Social Care particularly popular (10%) and, conversely, Life, Sport and Social Sciences not so (4%). The reasons for this are unclear and ECU data only hints at this being a national trend by citing "subjects allied to medicine" attracting the largest percentage of minority ethnic undergraduates<sup>5</sup>. Caution is advised however as this subject group appears under the column heading for SET courses but does not provide details of the subjects within "subjects allied to medicine".
21. The percentage of students declaring a disability has increased slightly to 10% (Table B4). This figure is in line with ECU national data<sup>6</sup> and the proportion of undergraduate students with a disclosed disability ranged from

---

<sup>3</sup> Ibid , p.166.

<sup>4</sup> Ibid, p.111.

<sup>5</sup> Ibid, p.122.

<sup>6</sup> Ibid, p.69.

7% in the School of Management to 13% in the School of Computing. Interestingly, considerably greater numbers of students with a disability present in the Schools of Life, Sport and Social Sciences and Nursing, Midwifery and Social Care (212 or 12% and 258 or 11% respectively).

### *Continuation*

22. Continuation rates have continued to improve overall (90%). This compares well with ECU national data which reports that 91.4% of entrants continued or qualified<sup>7</sup>. However, the gap between male and female undergraduates has widened again with female continuing students at 92% while males are at 88%.
23. There are however trends within the age group categories which may require further investigation. Continuation rates among Under 18, 21-24 and 30-34 age groups have remained constant when compared over a longer timespan (2009/10) and rates among the 18-20 and 25-29 age groups have shown a marked improvement over the same period. However, among the 35-39 age group there has been a marked deterioration falling from 92.5% in 2009/10 to 82.4% in 2012/13.
24. Continuation rates by ethnicity are to be treated cautiously as the numbers are relatively small and can therefore be easily skewed. With this qualification in mind, two groups ('Asian' and 'Chinese') have shown year-on-year fluctuations in the percentages continuing. The 'Black' group, which was the subject of further interrogation last year due to a perceived deterioration, also shows a deterioration this year.
25. Continuation rates among students with a declared disability show a slight dip from 2011/12 figures falling from 89% to 87%. The national continuation rate for disabled students is 90.3%<sup>8</sup> but, once again, due to the relatively small numbers involved caution is advised. The national rate for non-disabled students is 91.5% which is slightly higher than the University's rate (90.7%).

### *Attainment*

26. Table D1 provides a breakdown of awards by gender and shows that percentage of female students obtaining a first class degree increased to 22%, an increase of 4% from last year. The percentage of male students obtaining a first has remained at 19%. This is in line with national trends where ECU data shows that a higher proportion of female first degree

---

<sup>7</sup> Ibid, p.22.

<sup>8</sup> Ibid, p.100.

qualifiers received a first or 2:1 than male first degree qualifiers<sup>9</sup>. The situation is not as clear-cut when compared with attainment levels at a Scotland-wide level (slightly more male students obtained a first than females) but, as with other data contained within this report, 'sample' sizes are critically important and a small sample size can be easily skewed.

27. There has been a similar increase in the percentage of female students obtaining a 2:1, up from 50% last year to 55%. Male students obtaining the same award remained at 48%. Fewer female students obtained a 2:2 (21%) which is down from last year's 27%.
28. The University's data now provides age-related comparisons with both HESA and ECU generated data. This shows that a relatively even spread across all age groups obtaining a first or 2:1. This is in direct contrast to ECU data which shows that the '21 and under' age as the group most likely to obtaining this level. HESA data, which uses a different set of age groups (see Table D2) shows a closer correlation with the University's award levels.
29. Award levels by ethnicity are, as they were last year, too small to draw any robust conclusions from and therefore no comment is provided.
30. The percentage of students with a declared disability and who obtained a first or 2:1 increased from 68% last year to 76%. This is well above the national average of 68%<sup>10</sup>. Although this figure is made up of just 114 students as a percentage it fares well with non-disabled students (71%).

### *New Data*

31. Commencing in January 2015, matriculating students have been asked to provide additional sensitive data voluntarily. The additional questions, as reported in last year's Student Diversity Report 2013, asked the following questions:
  - What religion, religious denomination or religious body do you belong to?
  - What is your sexual orientation?
  - Is your gender identity the same as the gender you were assigned at birth?
  - What is your sex?

---

<sup>9</sup> Ibid, p151.

<sup>10</sup> Ibid, p.102.

32. As anticipated, completion rates have varied according to the question asked. It is gratifying to note however that completion rates have been well above the national average cited by ECU<sup>11</sup>.

33. When asked about religious affiliation, just 5% refused to provide the information and a surprisingly similar picture emerges to the one that emerged when applicants for employment to the University were asked the same question, suggesting that this is a true snapshot of the student body's religious or faith affiliations<sup>12</sup>.

No religion or belief	6125 (55%)
Buddhist	65 (<1%)
Christian (all denominations)	3754 (34%)
Hindu	113 (1%)
Jewish	18 (<1%)
Muslim	316 (3%)
Sikh	23 (<1%)
Spiritual	103 (1%)
Other	120 (1%)
Information refused	525 (5%)
<b>Total</b>	<b>11162 (100%)</b>

\* Percentages rounded

34. For sexual orientation the following responses were received and, as with religion or belief, closely match those of applicants for employment and ECU data, reinforcing the estimate accepted by Stonewall of 5% of the population being lesbian, gay or bisexual<sup>13</sup>.

Bisexual	229 (2%)
Gay Man	152 (1%)
Lesbian	95 (1%)
Heterosexual	9203 (83%)
Other	190 (2%)
Information refused	1293 (11%)
<b>Total</b>	<b>11162 (100%)</b>

\* Percentages rounded

<sup>11</sup> Ibid, p.217.

<sup>12</sup> See Staff Diversity Report 2014 available at <http://www.napier.ac.uk/policies/equality-diversity/Pages/Diversity-reports.aspx>

<sup>13</sup> [http://www.stonewall.org.uk/at\\_home/sexual\\_orientation\\_fags/2694.asp](http://www.stonewall.org.uk/at_home/sexual_orientation_fags/2694.asp)

35. When asked to identify their sex, the following responses were received. The figure varies from the enrolled student population figures at Table B1 as not all students are required to matriculate every year.

Male	5238 (47%)
Female	5907 (53%)
Information refused	19 (<1%)
<b>Total</b>	<b>11162 (100%)</b>

\* Percentages rounded

36. Finally, in response to the gender identity question the following responses were received. Estimates vary about the prevalence of 'gender non-conformity'<sup>14</sup> but have been accepted by both the Equality and Human Rights Commission and the Gender Identity Research and Education Society to be around 1% of the UK population<sup>15</sup>. It is highly likely, due to the understandable sensitivities around the issues, that the University's 0.4% declaration rate is an underestimate. It should nevertheless be viewed as a positive that students have the confidence to identify as such.

Yes	10641 (95%)
No	53 (0.4%)
Information refused	468 (4%)
<b>Total</b>	<b>11162 (100%)</b>

## Conclusions and Recommendations

37. As stated earlier, the collection and interrogation of this data is not an end in itself and the Public Sector Equality Duty requires the University to take action where barriers are identified. Comparisons with ECU data provide the University with a useful sectoral comparator.

38. The analysis shows that the University's student diversity profile continues to appear typical of the sector at a national level. Where there is variance, it is difficult to draw any firm conclusions especially where the presentation of data differs from the way the University collects and publishes its data. A commitment was made in last year's report to address this and some progress has been made. However, it is probable that this will not always be possible.

<sup>14</sup> 'Non-conformity' is a generic term used to describe anyone who does not identify as either male or female but is somewhere along the spectrum between the two.

<sup>15</sup> <http://www.gires.org.uk/prevalence.php>



39. The University has produced student diversity reports since 2009 and has gradually increased the scope of the reports to keep pace with institutional and legislative requirements. As a further step along this path, it is recommended that Committee consider whether producing 'non-positive outcomes' data would be helpful. The production and interrogation of this type of data by protected characteristic (where available) could help to inform the focus of future Equality Outcomes Schemes.

#### Equality Considerations

40. This paper is intended to meet the University's statutory obligations by providing comparative data for the purposes of specific duty obligations and the action taken by the University to support its general duty obligations. An Equality Impact Assessment is not therefore necessary.

Mohammed Hameed

Diversity Partner

19<sup>th</sup> March 2015

Helen Sinclair

Planning Officer

# Appendix 1

## Notes and Definitions

**Gender:** Gender is recorded as male, female or indeterminate. The numbers of indeterminate are very small and have been excluded from this analysis.

**Age:** Student age is calculated at the commencement date of their studies.

**Ethnicity:** Ethnicity details are based on the 2011 census classification systems

**BME:** Black and minority ethnic

**Disability:** Students indicate the impairment that they have based on their own self-assessment or they can choose not to disclose this information.

**Applications:** Applications are made via UCAS (University and College Admission Service) and the majority of the applications are for undergraduate degree level study but for some institutions this also includes HND (Higher National Diploma) and other applications (mainly sub-degree nursing courses). Please note this is the number of applications not applicants as some applicants make multiple applications to the same university (for different courses)

**Enrolments:** Enrolment populations are published by HESA (Higher Education Statistics Agency) and include all undergraduate and postgraduate students by headcount.

**Continuation or qualification:** The Scottish and UK data for this is the Performance Indicator, Non-continuation following year of entry for full-time first degree entrants. This indicator categorises students into one of three possible states; continuation or qualification, transfer or no longer in HE.

**Classification:** The qualification class that the student obtained

**GCU:** Glasgow Caledonian University

**GSA:** Glasgow School of Art

**QMU:** Queen Margaret University

**RGU:** Robert Gordon University

**SRUC:** Scottish Rural University College

**UHI:** University of the Highlands and Islands

**UWS:** University of the West of Scotland

**RCS:** Royal Conservatoire of Scotland

## Summary

In brief Edinburgh Napier applications have increased for the last four years and become increasingly female in-line with Scottish and UK averages. The application age group profile remains constant and 10% above the Scottish and UK averages in the 21plus age group. The enrolled population is becoming increasingly female similar to the Scottish and UK figures and the age group profile has remained constant. The UK-domiciled ethnicity percentage remains constant and in line with the Scottish average and the numbers of students with a declared disability is increasing to above the Scottish but below the UK average figures.

Continuation or qualification rates are improving for the white and female populations and remain consistent in the 20 and under age group.

An improving percentage of male students are being awarded either a 1<sup>st</sup> or upper second degree during the last four years. There is a consistent difference in age group with the 25plus group gaining more firsts than the other groups.

Looking at the Edinburgh Napier student diversity data at the faculty, school and programme level reveals different trends and pockets of behaviour to the overall totals.

In 13/14 both the Schools of Computing and Engineering and the Built Environment enrolled high male populations at UG,TPG and RPG levels, with the School of Nursing, Midwifery and Social Care enrolling high female populations at UG,TPG and RPG.

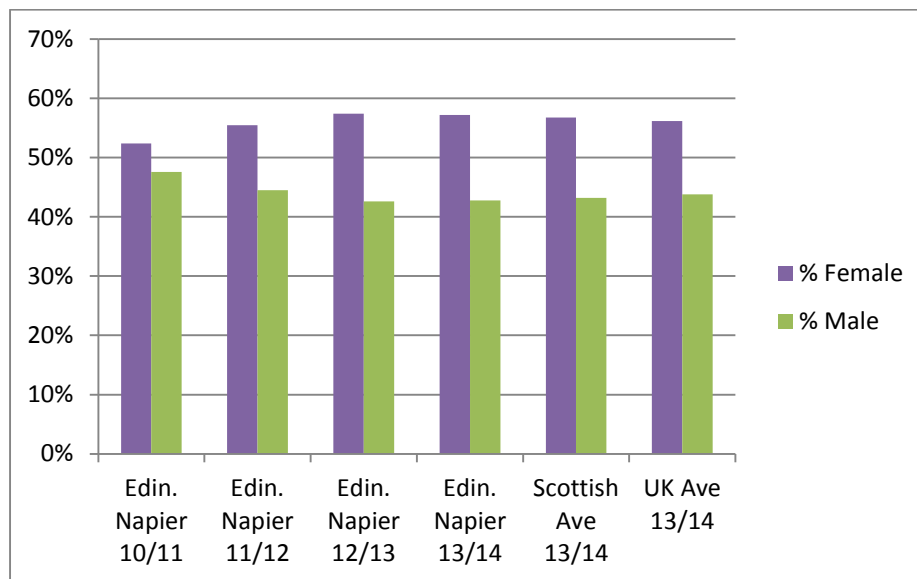
At the university level there are no areas of concern in the composition of the student diversity data. Below this level there are significant differences and this should be borne in mind when introducing any form of course review.

## Gender

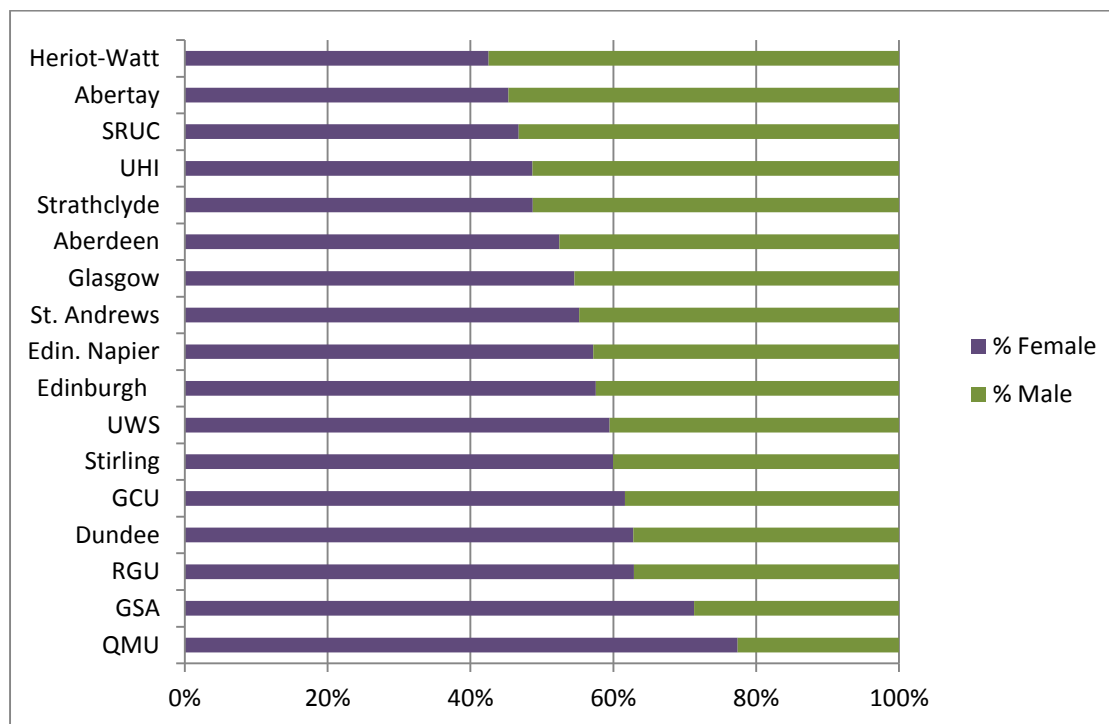
- There have been increasing numbers of Female applications to Edinburgh Napier through UCAS in the last 4 years bringing it in line with the Scottish and UK averages. This may, in part, be explained by the introduction in 2010/11 of nursing applications to the UCAS system which has had an impact given our portfolio of courses.
- The Female undergraduate and taught postgraduate enrolled population has increased from 54.6% in 2009/10 to 56.7% in 2012/13 which now closely matches the Scottish and UK average figures.
- Female continuation or qualification has increased from 89.3% in 2009/10 to 92% in 2012/13 in contrast Male continuation or qualification is more susceptible to variance across this time period.
- For the last 4 years there has been an improving percentage of the Male population gaining a 'Good honours' (1<sup>st</sup> and 2:1) degree.

## Applications

UCAS Applications by Gender 10/11 to 13/14 (HESA)



2013/14 Scottish institutions UCAS applications by Gender (HESA)

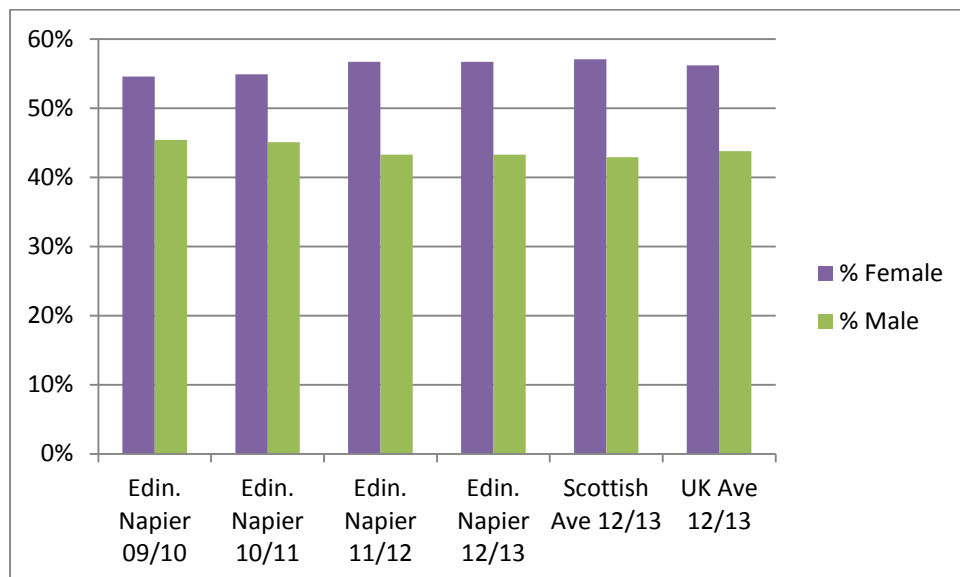


The 14/15 Edinburgh Napier UCAS application figures by gender are 58% female and 42% male.

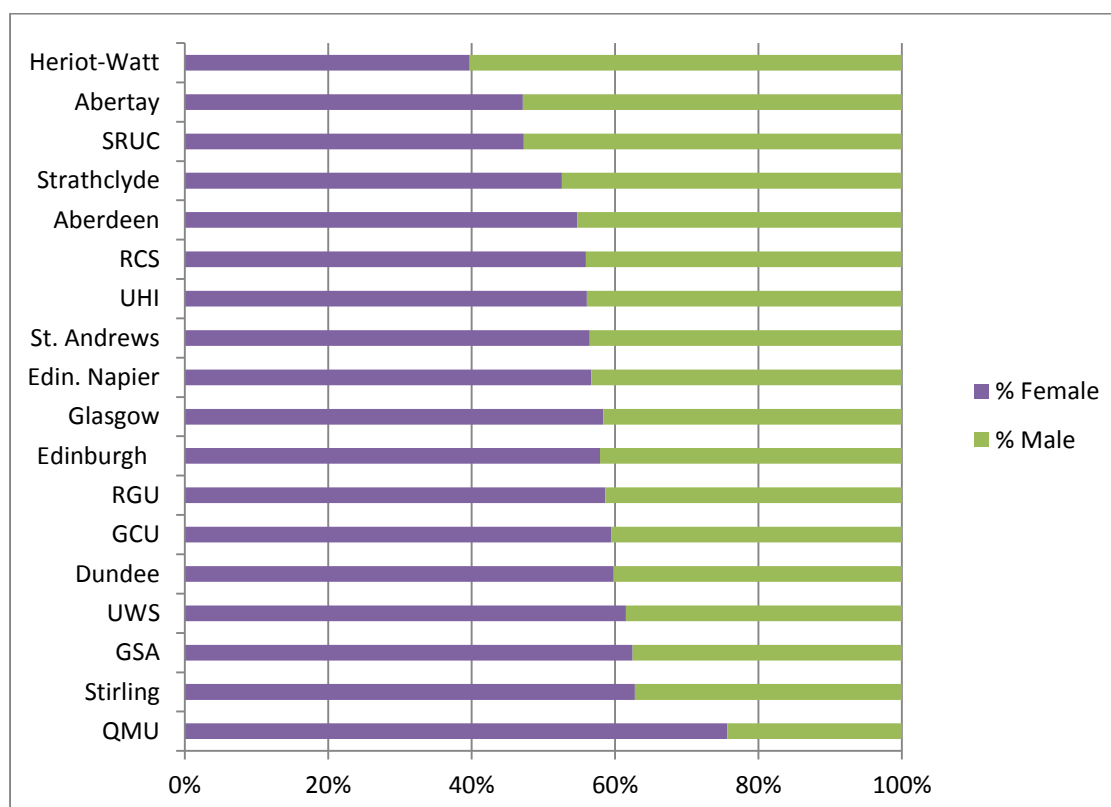
Further details of the Edinburgh Napier 2014/15 UCAS student applications by faculty, school and gender can be found in Appendix A: Table A1

## Enrolments

### UG and PG Enrolments by Gender 09/10 to 12/13 (HESA)



### 2012/13 Scottish institutions UG and PG enrolments by Gender (HESA)

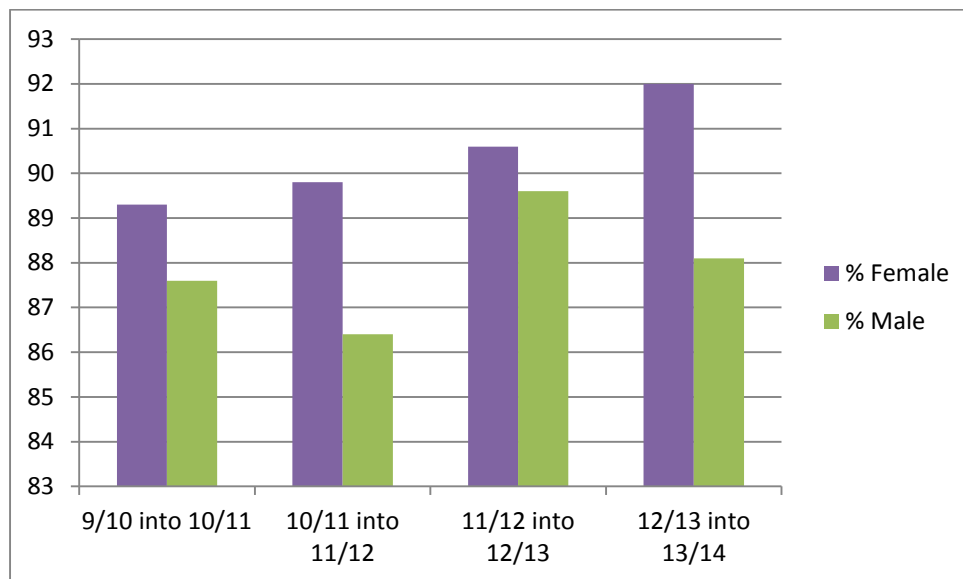


The 13/14 Edinburgh Napier undergraduate and postgraduate enrolment figures by gender are 57% female and 43% male.

Further details of the Edinburgh Napier 2013/14 student enrolments by level of study, faculty, school and gender can be found in Appendix B: Table B1

## Continuation or qualification

Continuation or qualification (FT first degree, UG entrants, UK Domiciled)

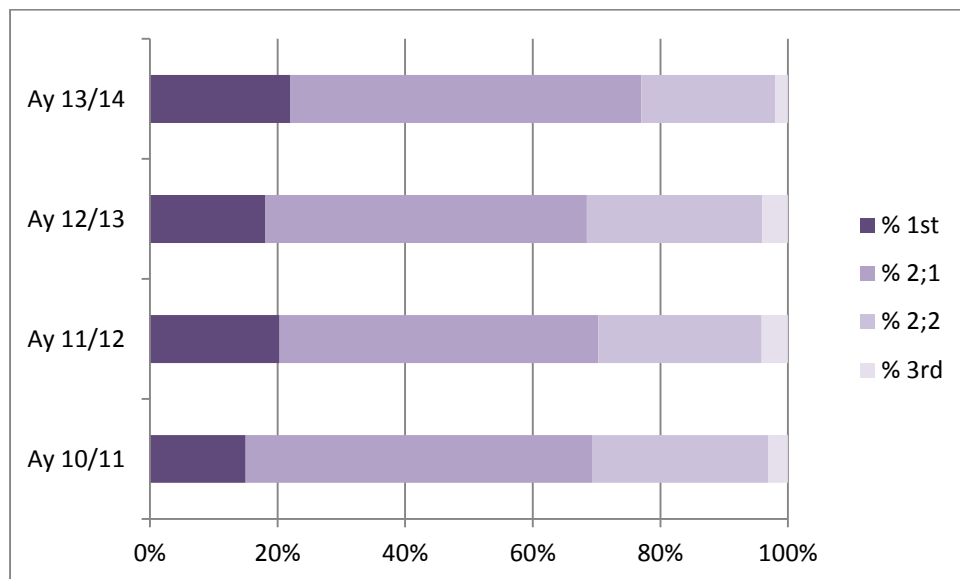


2011/12 into 2012/13	% Continuation or qualifying
UK Female	92.3
UK Male	90.3
UK Total	91.4

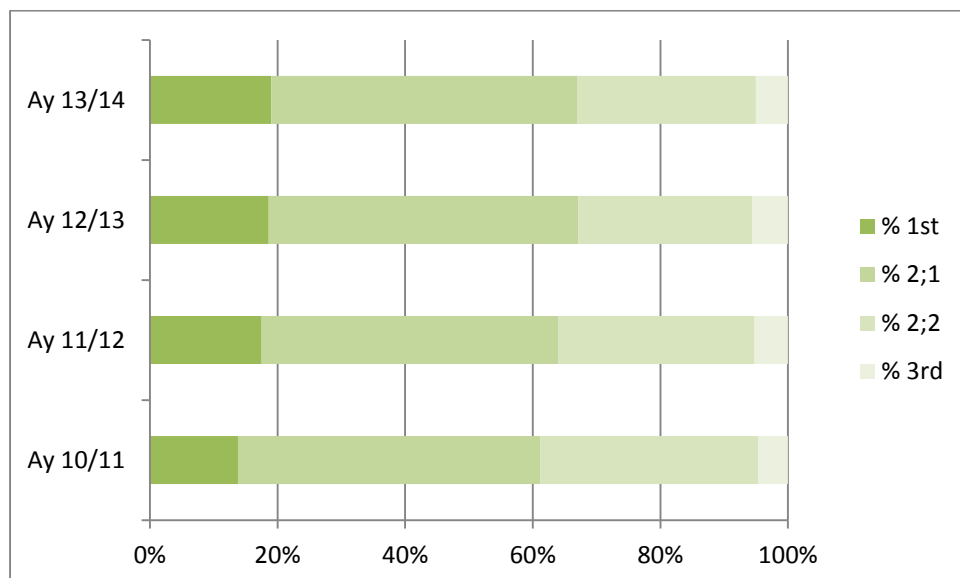
Continuation figures for Edinburgh Napier students 09/10, 10/11, 11/12 and 12/13 by gender can be seen in Appendix C: Table C1

## Honours Classification

### Honours classification (Female) 1011 to 1314



### Honours classification (Male) 1011 to 1314



### Classification 2012/13 (HESA)

	% 1st	% 2:1's	% 2:2's	% 3rd
Scottish	18.7%	53.7%	23.7%	3.9%
UK	18.4%	49.5%	25.9%	6.2%

Classification of Edinburgh Napier students in 12/13 and 13/14 by gender can be seen in Appendix D: Table D1

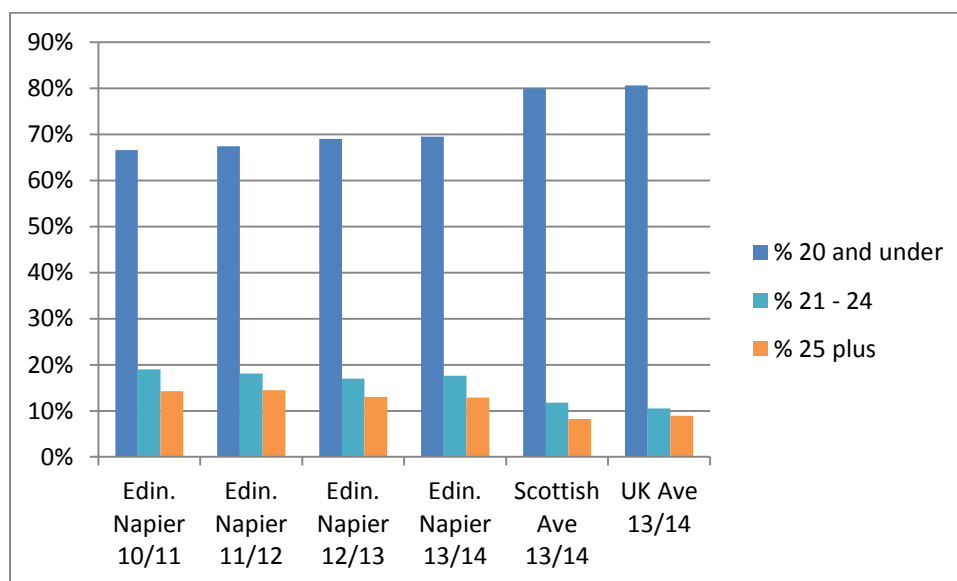


## Age group

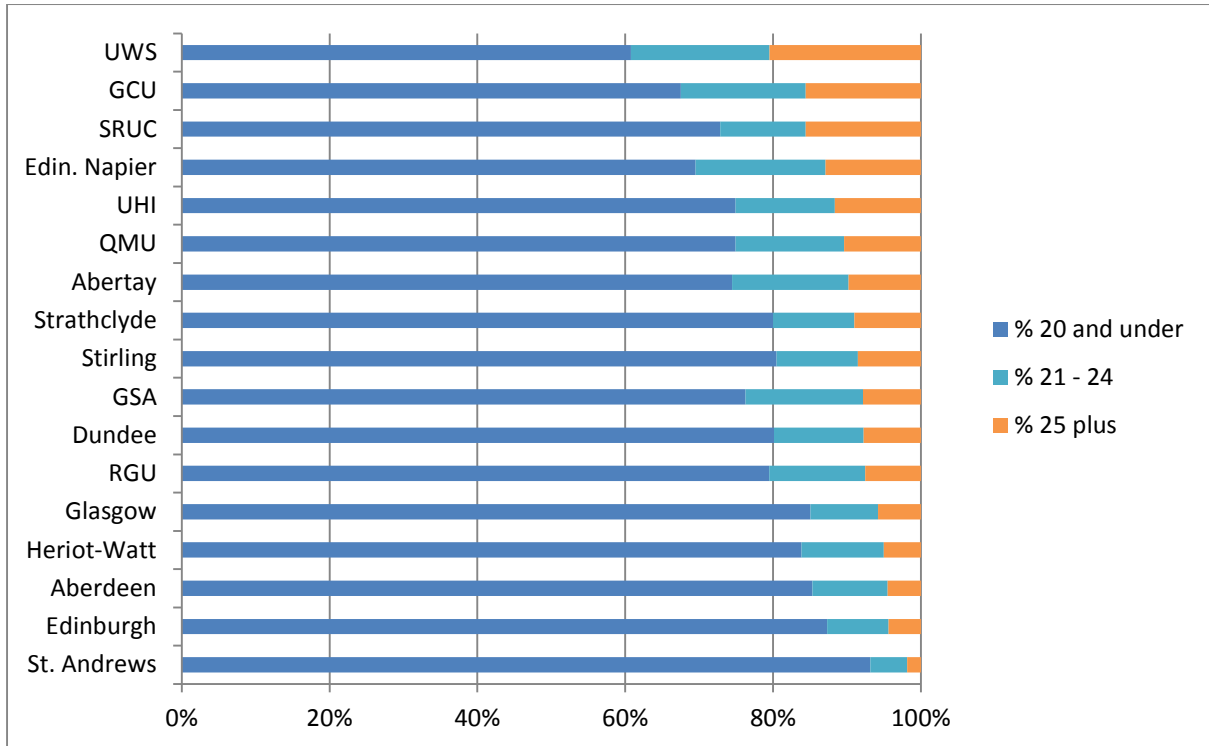
- Edinburgh Napier applications from the 21+ group for the last 5 years are 10% above the Scottish and UK averages, largely due to the inclusion of nursing applications in the UCAS system.
- The undergraduate and taught postgraduate enrolled population at Edinburgh Napier is consistently older than the Scottish average. Edinburgh Napier students are typically mature and female.
- The continuation or qualifying rate remains steady for the 20 and under age categories and is more variable in the older age groups where population numbers are smaller.
- Age group differences remain fairly consistent over the last four years. The older age groups have a greater percentage of firsts than the younger students.

## Applications

UCAS Applications by Age group 10/11 to 13/14 (HESA)



2013/14 Scottish institutions UCAS applications by Age-group (HESA)

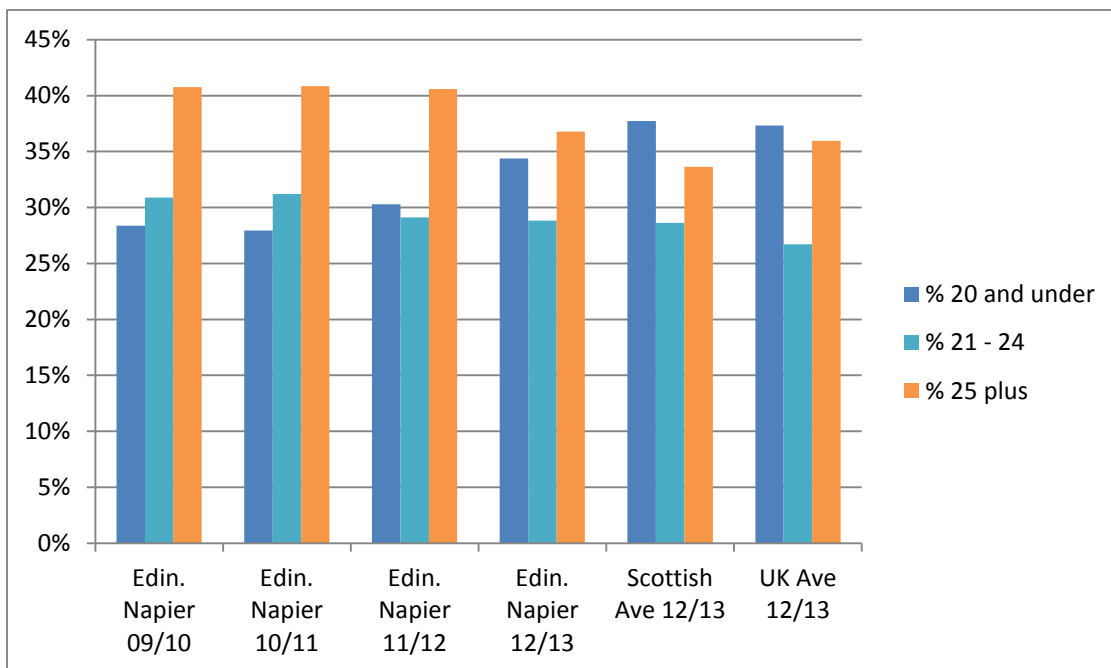


The 14/15 Edinburgh Napier undergraduate, delivered here application figures by age group are 86% Under 25 and 14% 25 and over.

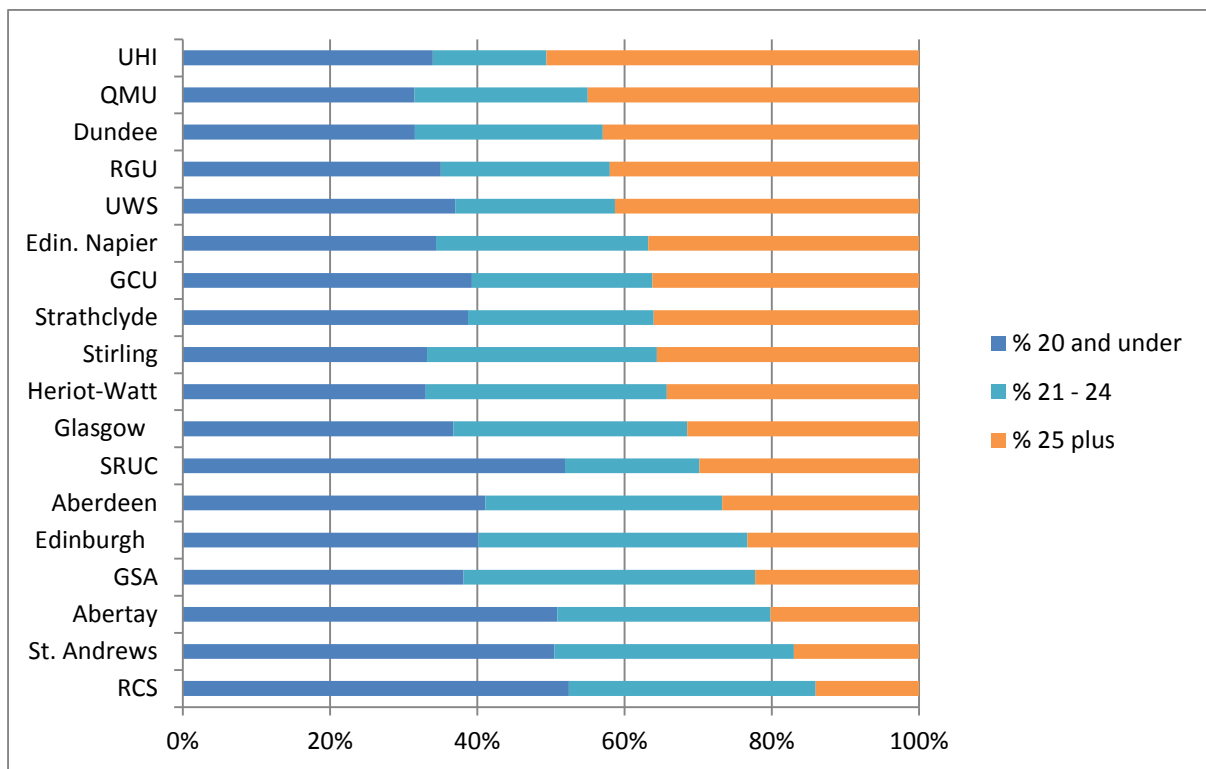
Further details of the 2014/15 applications by level of study, faculty, school and age group can be found in Appendix A: Table A2

### Enrolments

UG and PG Enrolments by Age group 09/10 to 12/13 (HESA)



2012/13 Scottish institutions UG and PG enrolments by Age-group

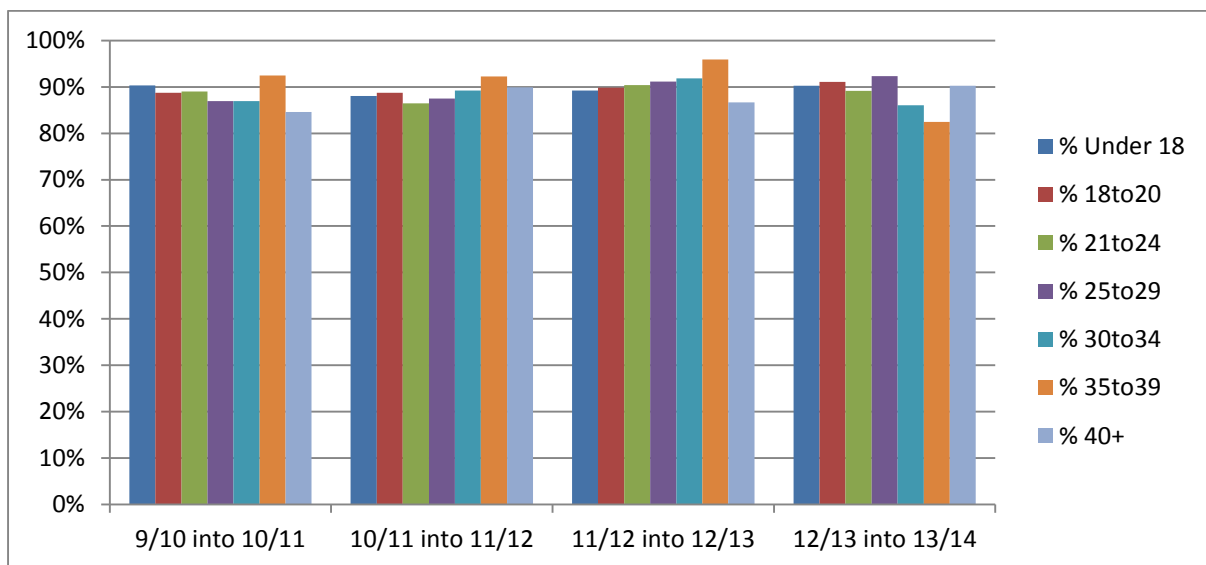


The 13/14 Edinburgh Napier undergraduate and postgraduate enrolment figures by Age group are 34%, 20 and under 29%, 21 to 24 and 37%, 25 and over.

Further details of the 2013/14 enrolments by level of study, faculty, school and age group can be found in Appendix B Table 2

Continuation or qualification

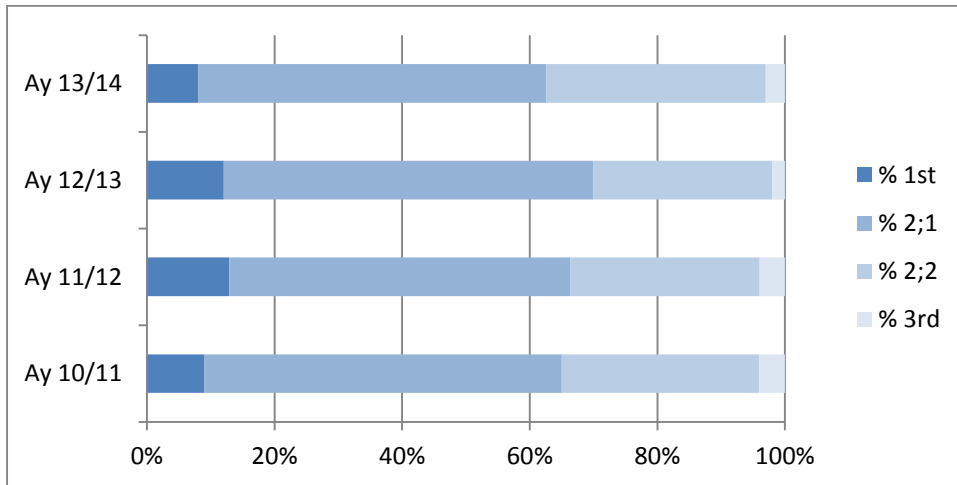
Continuation or qualification (FT first degree, UG entrants, UK Domiciled)



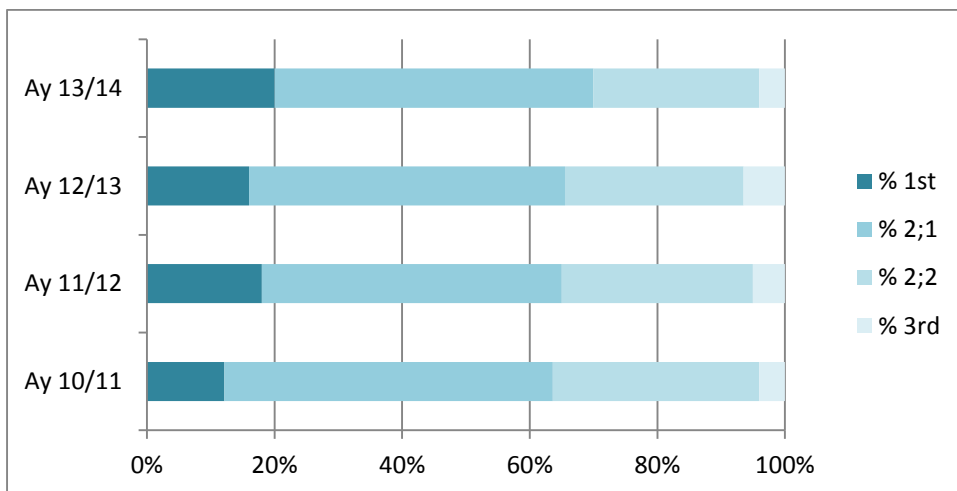
Continuation for 09/10, 10/11, 11/12 and 12/13 by age group can be seen in Appendix C Table 2

## Classification

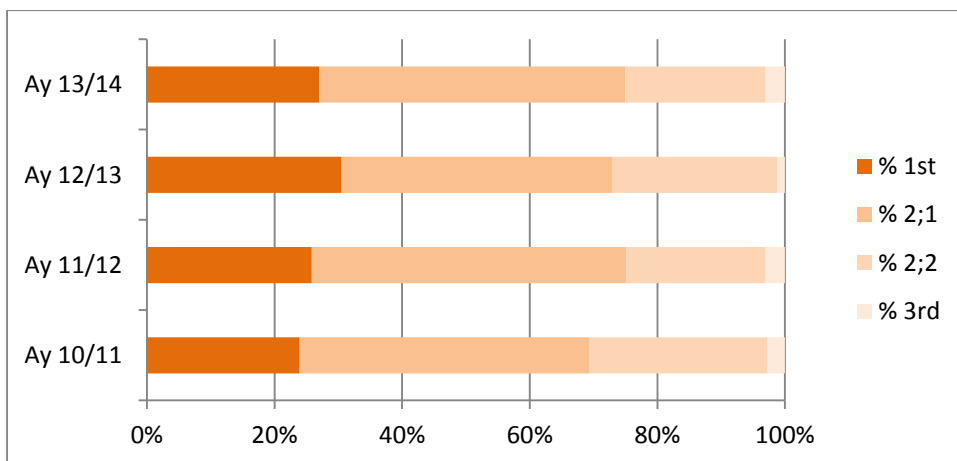
### Honours classification (20 and under) 1011 to 1314



### Honours classification (21 to 24) 1011 to 1314



### Honours classification (25 plus) 1011 to 1314



Classification in 12/13 and 13/14 by age group can be seen in Appendix D Table 2

## Ethnicity

- There has been an increase in percentage of Black students in the Edinburgh Napier enrolled population which is above the Scottish average.
- The White student population have improving levels of continuation or qualification for the last four years.
- Improving 'Good Honours' (1<sup>st</sup> and 2:1) degree classification is evident across the White student population.

### Applications

There is no student ethnicity background information available at the application stage via HESA

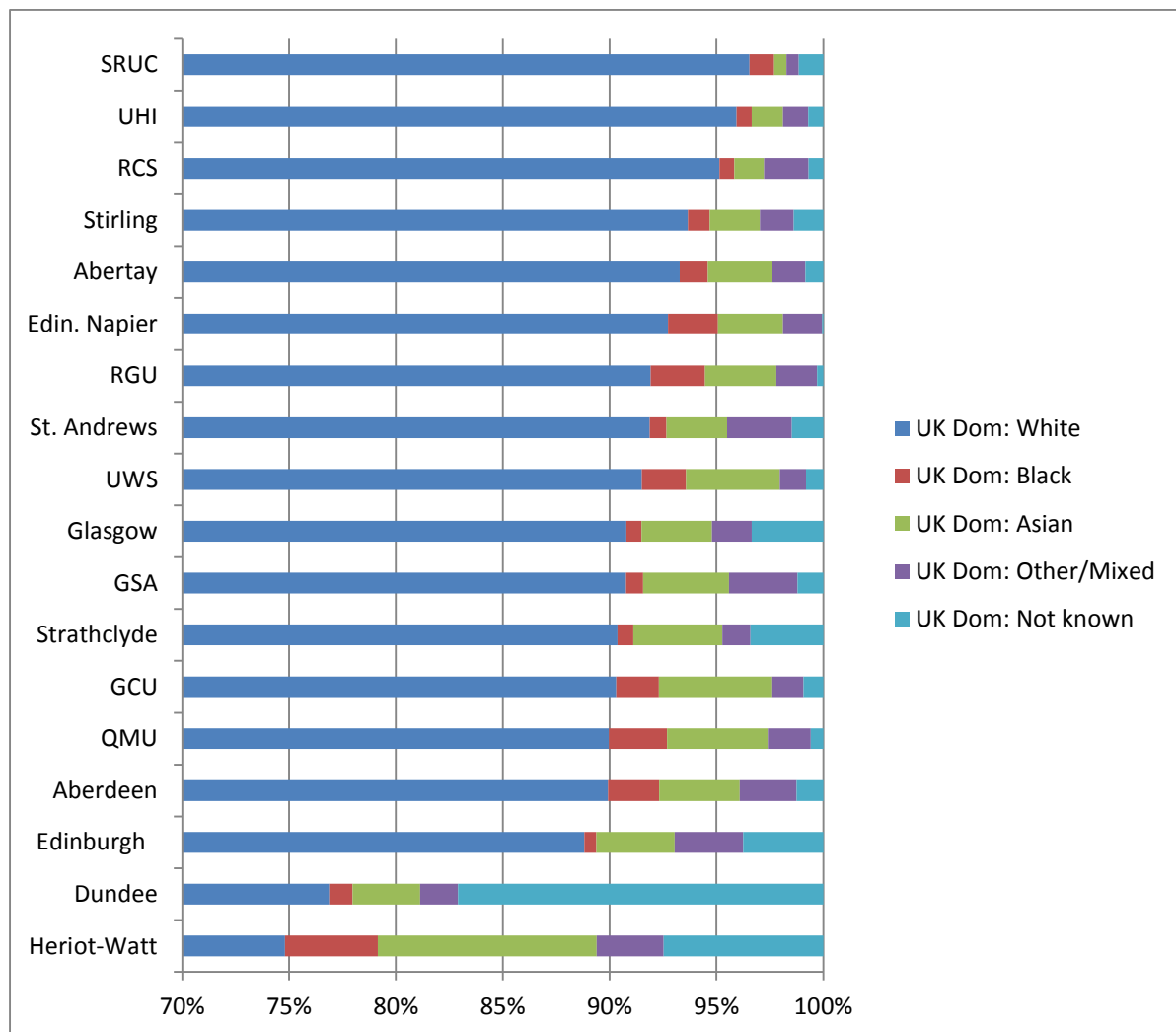
### Enrolments

Both HESA and the Equality challenge unit report ethnicity at the UK-domicile level. In other words they do not include the non-UK domiciled students who are on courses in the UK in the figures. The charts and tables below follow this definition.

<b>UG and TPG Enrolments</b>	<b>% White</b>	<b>% Black</b>	<b>% Asian</b>	<b>% Mixed</b>
Edin. Napier 09/10	93.2%	2.0%	3.2%	1.6%
Edin. Napier 10/11	93.3%	2.1%	3.0%	1.6%
Edin. Napier 11/12	93.1%	2.4%	2.8%	1.8%
Edin. Napier 12/13	92.8%	2.3%	3.0%	1.8%
Scottish Ave 12/13	92.4%	1.6%	4.0%	2.0%
UK Ave 12/13	80.4%	6.3%	8.3%	5.0%

The UK-domiciled Edinburgh Napier BME group percentages in 2012/13 are generally in line with the Scottish but not the UK figures. The latest Equality Challenge Unit report published in November 2014 has further analysis of the 2012/13 ethnicity figures. In it they find that there is a particularly large proportion (46.0%) of students studying in London were BME leaving the rest of England with a White population of 82.8%. Equality in higher education: statistical report 2014. Part 2: students.

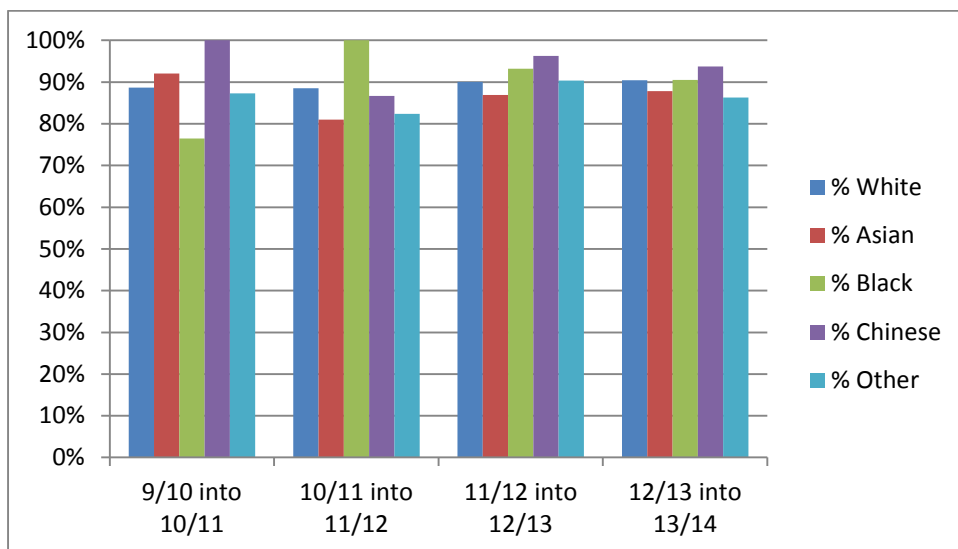
2012/13 UK-domiciled, UK delivered UG and PG students by Scottish institution and Ethnicity



The 13/14 Edinburgh Napier UK domiciled, UK Delivered undergraduate and postgraduate enrolment figures by ethnicity are 92% White, 8% BME.

Further details of the 2013/14 UK domiciled, UK Delivered enrolments by level of study, faculty, school and ethnicity can be found in Appendix B Table 3

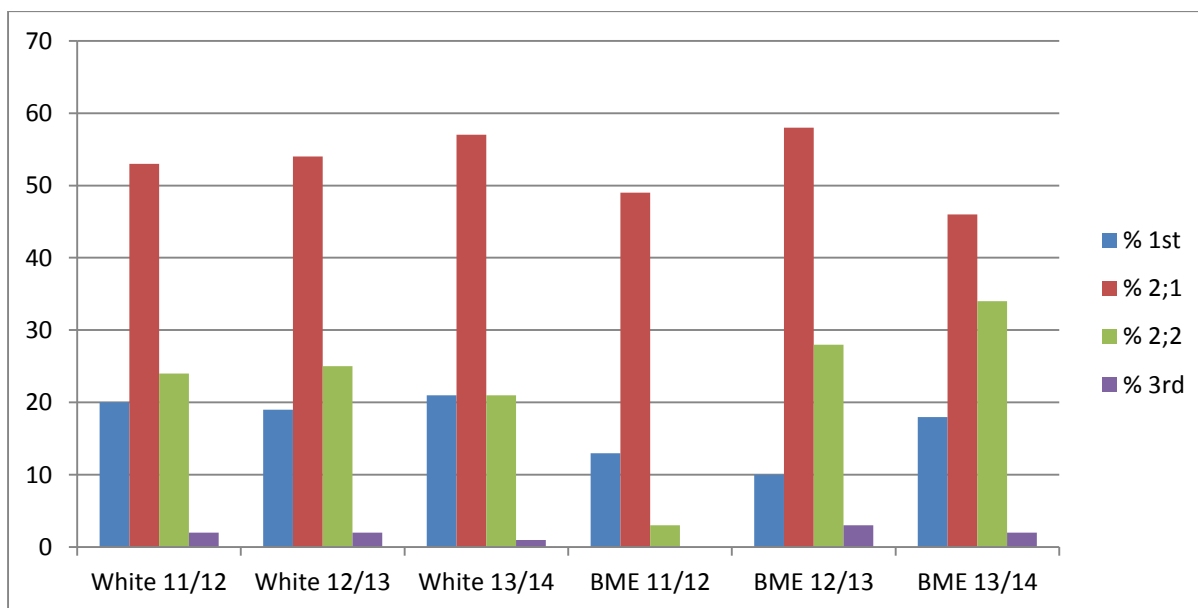
### Continuation or qualification



Continuation for 09/10, 10/11, 11/12 and 12/13 by ethnicity can be found in Appendix C Table 3

### Classification

UK-domiciled, UK Delivered UG degree classification by Ethnicity



Classification in 12/13 and 13/14 by UK Domiciled, UK Delivered Ethnicity can be found in Appendix D Table 3

## Disability

- Edinburgh Napier enrolled student disclosed disability trends have increased from 8.2% in 09/10 to 9.1% in 12/13 which is above the Scottish and below the UK levels for 12/13.
- Continuation or qualification rates for students with a declared disability have decreased for the last three years from 10/11.
- Improving 'Good Honours' (1<sup>st</sup> and 2:1) degree classification for the last four years in both disabled and non-disabled groups.

## Applications

There is no student disability background information available at the Scottish and UK application stage via HESA

8% of the 14/15 Edinburgh Napier student undergraduate, delivered here applications are from students who have declared a disability.

Further details of the 2014/15 applications by level of study, faculty, school and disability can be found in Appendix A Table 3

## Enrolments

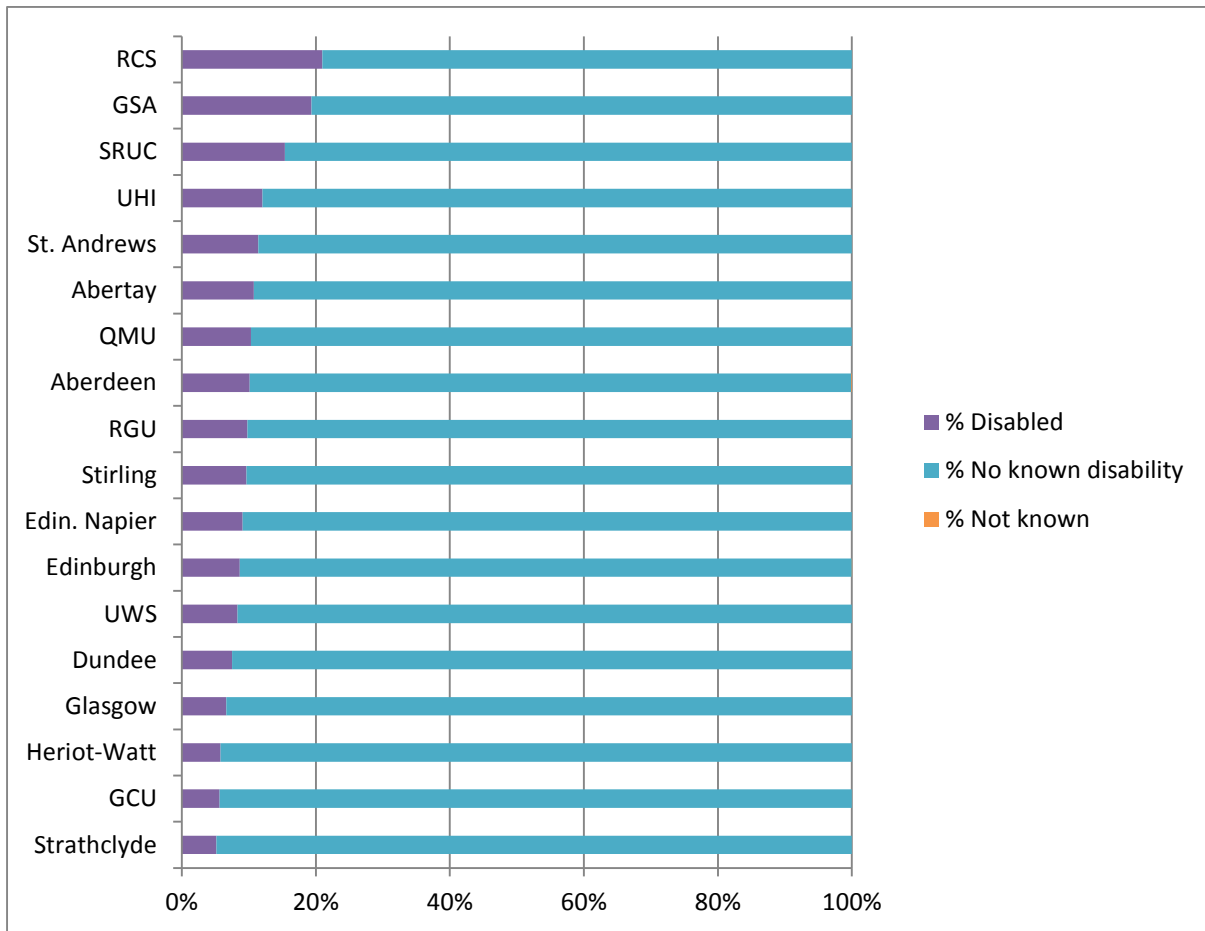
<b>UG and PG Enrolments</b>	% Known to be disabled	% No known disability	% Unknown
Edin. Napier 09/10	8.2%	91.8%	0.0%
Edin. Napier 10/11	8.7%	91.3%	0.0%
Edin. Napier 11/12	9.0%	91.0%	0.0%
Edin. Napier 12/13	9.1%	90.9%	0.0%
Scottish Ave 12/13	8.4%	91.6%	0.0%
UK Ave 12/13	9.5%	90.5%	0.0%

The 13/14 Edinburgh Napier undergraduate and postgraduate enrolment figures by Disability are 10%, with a declared disability and 90% with no known disability.

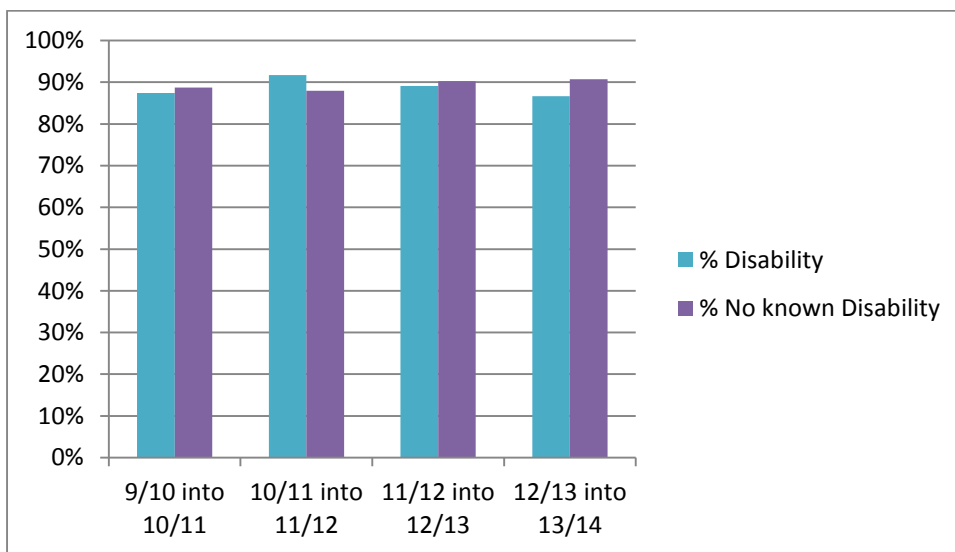
Details of the 2013/14 enrolments by level of study, faculty, school and disability can be found in Appendix B Table 4



**2012/13 Scottish institutions UG and PG enrolments by Declared disability**



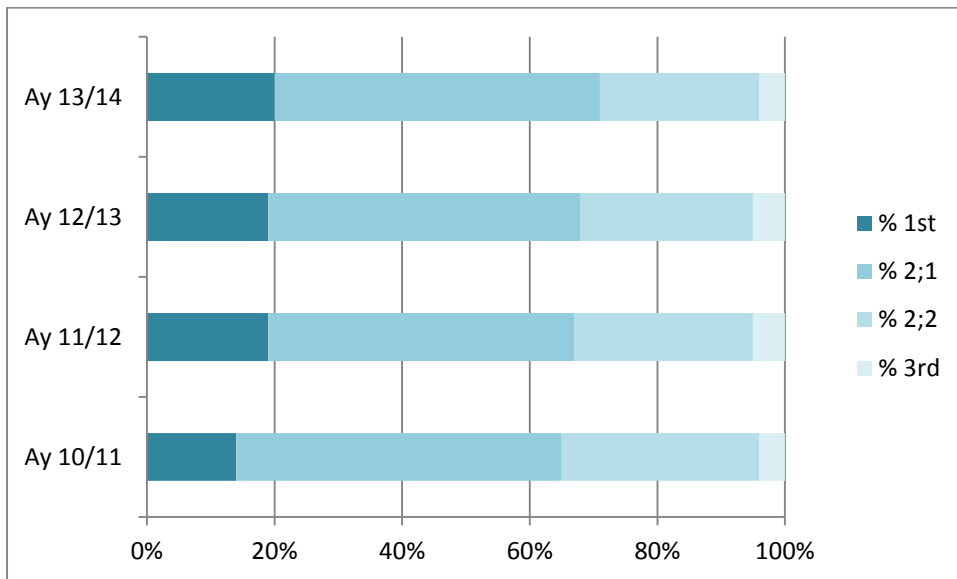
**Continuation or qualification**



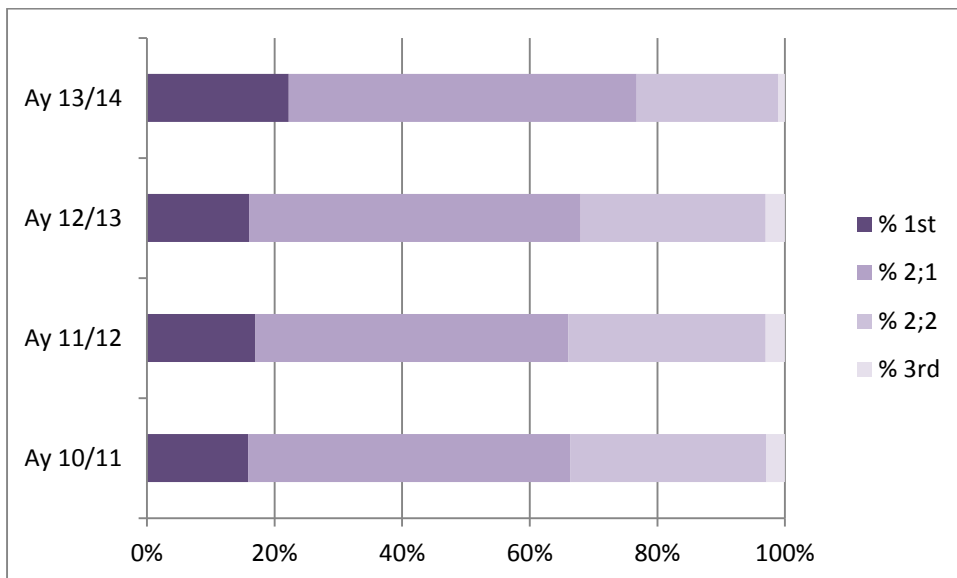
Continuation for 09/10, 10/11, 11/12 and 12/13 by disability can be found in Appendix C Table 4

## Classification

### Honours classification (No known Disability) 1011 to 1314



### Honours classification (Declared Disability) 1011 to 1314



Classification in 12/13 and 13/14 by disability can be found in Appendix D Table 4

# UCAS Applications

## 2014/15 Applications

**Table A1. Gender  
by Faculty and  
School**

		Female		Male		Summary
Faculty	School	No.	%	No.	%	
Business School	Accounting Financial Services and Law	725	54%	624	46%	1,349
	Management	1,212	51%	1,168	49%	2,380
	Marketing, Tourism and Languages	2,152	77%	656	23%	2,808
	<b>Summary</b>	<b>4,089</b>	<b>63%</b>	<b>2,448</b>	<b>37%</b>	<b>6,537</b>
FECCI	Arts & Creative Industries	2,269	58%	1,663	42%	3,932
	Computing	261	14%	1,574	86%	1,835
	Engineering and the Built Environment	332	15%	1,842	85%	2,174
	<b>Summary</b>	<b>2,862</b>	<b>36%</b>	<b>5,079</b>	<b>64%</b>	<b>7,941</b>
FHLSS	Life, Sport & Social Sciences	3,353	62%	2,097	38%	5,450
	Nursing Midwifery & Social Care	3,748	92%	346	8%	4,094
	<b>Summary</b>	<b>7,101</b>	<b>74%</b>	<b>2,443</b>	<b>26%</b>	<b>9,544</b>
<b>Summary</b>		<b>14,052</b>	<b>58%</b>	<b>9,970</b>	<b>42%</b>	<b>24,022</b>

**Table A2. Age Group by Faculty and School**

		Under 25		Over 25		Summary
Faculty	School	No.	%	No.	%	
Business School	Accounting Financial Services and Law	1,197	89%	152	11%	<b>1,349</b>
	Management	2,215	93%	165	7%	<b>2,380</b>
	Marketing, Tourism and Languages	2,548	91%	260	9%	<b>2,808</b>
	<b>Summary</b>	<b>5,960</b>	<b>91%</b>	<b>577</b>	<b>9%</b>	<b>6,537</b>
FECCI	Arts & Creative Industries	3,631	92%	301	8%	<b>3,932</b>
	Computing	1,513	82%	322	18%	<b>1,835</b>
	Engineering and the Built Environment	1,939	89%	235	11%	<b>2,174</b>
	<b>Summary</b>	<b>7,083</b>	<b>89%</b>	<b>858</b>	<b>11%</b>	<b>7,941</b>
FHLSS	Life, Sport & Social Sciences	5,054	93%	396	7%	<b>5,450</b>
	Nursing Midwifery & Social Care	2,975	73%	1,119	27%	<b>4,094</b>
	<b>Summary</b>	<b>8,029</b>	<b>84%</b>	<b>1,515</b>	<b>16%</b>	<b>9,544</b>
<b>Summary</b>		<b>21,072</b>	<b>88%</b>	<b>2,950</b>	<b>12%</b>	<b>24,022</b>

**Table A3.  
Disability by  
Faculty and  
School**

		Disability		No Disability		Not Known/Refused		Summary
Faculty	School	No.	%	No.	%	No.	%	
Business School	Accounting Financial Services and Law	83	6%	1,266	94%		0%	1,349
	Management	151	6%	2,222	93%	7	0%	2,380
	Marketing, Tourism and Languages	188	7%	2,616	93%	4	0%	2,808
	<b>Summary</b>	<b>422</b>	<b>6%</b>	<b>6,104</b>	<b>93%</b>	<b>11</b>	<b>0%</b>	<b>6,537</b>
FECCI	Arts & Creative Industries	395	10%	3,534	90%	3	0%	3,932
	Computing	191	10%	1,637	89%	7	0%	1,835
	Engineering and the Built Environment	160	7%	2,012	93%	2	0%	2,174
	<b>Summary</b>	<b>746</b>	<b>9%</b>	<b>7,183</b>	<b>90%</b>	<b>12</b>	<b>0%</b>	<b>7,941</b>
FHLSS	Life, Sport & Social Sciences	474	9%	4,975	91%	1	0%	5,450
	Nursing Midwifery & Social Care	370	9%	3,719	91%	5	0%	4,094
	<b>Summary</b>	<b>844</b>	<b>9%</b>	<b>8,694</b>	<b>91%</b>	<b>6</b>	<b>0%</b>	<b>9,544</b>
<b>Summary</b>		<b>2,012</b>	<b>8%</b>	<b>21,981</b>	<b>92%</b>	<b>29</b>	<b>0%</b>	<b>24,022</b>

# Student Population (HESA figures)

## 2013/14 Enrolled Student Population

Table B1. Gender by Level, Faculty and School

Prog. Level	Faculty	School	F		M		Total
			No.	%	No.	%	
UG	Business School	Accounting Financial Services and Law	353	53%	309	47%	662
		Management	517	51%	492	49%	1,009
		Marketing, Tourism and Languages	605	75%	198	25%	803
		Business School Central	159	44%	199	56%	358
	FECCI	Arts & Creative Industries	753	57%	564	43%	1,317
		Computing	173	17%	835	83%	1,008
		Engineering and the Built Environment	147	12%	1,035	88%	1,182
		FECCI Central	10	34%	19	66%	29
	FHLSS	Life, Sport & Social Sciences	1,091	63%	630	37%	1,721
		Nursing Midwifery & Social Care	2,052	90%	217	10%	2,269
		FHLSS Central	4	44%	5	56%	9
<b>Summary</b>			<b>5,864</b>	<b>57%</b>	<b>4,503</b>	<b>43%</b>	<b>10,367</b>
TPG	Business School	Accounting Financial Services and Law	44	47%	49	53%	93
		Management	154	52%	140	48%	294
		Marketing, Tourism and Languages	124	74%	44	26%	168
		Business School Central	76	50%	77	50%	153
	FECCI	Arts & Creative Industries	134	61%	85	39%	219
		Computing	57	30%	135	70%	192

		Engineering and the Built Environment	62	23%	210	77%	<b>272</b>
		FECCE Central	3	30%	7	70%	<b>10</b>
	FHLSS	Life, Sport & Social Sciences	127	70%	55	30%	<b>182</b>
		Nursing Midwifery & Social Care	264	89%	33	11%	<b>297</b>
	Academic Development	Academic Practice	53	62%	33	38%	<b>86</b>
	<b>Summary</b>		<b>1,098</b>	<b>56%</b>	<b>868</b>	<b>44%</b>	<b>1,966</b>
RPG	Business School	Accounting Financial Services and Law	4	50%	4	50%	<b>8</b>
		Management	13	57%	10	43%	<b>23</b>
		Marketing, Tourism and Languages	6	46%	7	54%	<b>13</b>
		Business School Central	8	36%	14	64%	<b>22</b>
	FECCE	Arts & Creative Industries	7	39%	11	61%	<b>18</b>
		Computing	7	28%	18	72%	<b>25</b>
		Engineering and the Built Environment	3	14%	18	86%	<b>21</b>
	FHLSS	Life, Sport & Social Sciences	27	54%	23	46%	<b>50</b>
		Nursing Midwifery & Social Care	16	89%	2	11%	<b>18</b>
	Academic Development	Academic Practice	1				<b>1</b>
	<b>Summary</b>		<b>92</b>	<b>46%</b>	<b>107</b>	<b>54%</b>	<b>199</b>
<b>Summary</b>			<b>7,054</b>	<b>56%</b>	<b>5,478</b>	<b>44%</b>	<b>12,532</b>

**Table B2. Age Group by Level, Faculty and School**

			Under 18		18 - 20		21 - 24		25 - 29		30+		Summary	
Prog. Level	Faculty	School	No.	%	No.	%	No.	%	No.	%	No.	%		
UG	Business School	Accounting Financial Services and Law	20	3%	266	40%	210	32%	57	9%	109	16%	662	
		Management	37	4%	464	46%	380	38%	58	6%	70	7%	1,009	
		Marketing, Tourism and Languages	26	3%	423	53%	287	36%	43	5%	24	3%	803	
		Business School Central			24	7%	27	8%	27	8%	280	78%	358	
	FECCI	Arts & Creative Industries	51	4%	668	51%	454	34%	86	7%	58	4%	1,317	
		Computing	37	4%	391	39%	300	30%	125	12%	155	15%	1,008	
		Engineering and the Built Environment	52	4%	473	40%	406	34%	154	13%	97	8%	1,182	
		FECCI Central		0%	8	28%	14	48%	3	10%	4	14%	29	
	FHLSS	Life, Sport & Social Sciences	73	4%	854	50%	542	31%	115	7%	137	8%	1,721	
		Nursing Midwifery & Social Care	35	2%	366	16%	424	19%	472	21%	972	43%	2,269	
		FHLSS Central			7	78%	2	22%					9	
	<b>Summary</b>			<b>331</b>	<b>3%</b>	<b>3,944</b>	<b>38%</b>	<b>3,046</b>	<b>29%</b>	<b>1,140</b>	<b>11%</b>	<b>1,906</b>	<b>18%</b>	<b>10,367</b>
	TPG	Business School	Accounting Financial Services and Law			1	1%	69	74%	17	18%	6	6%	93
Management					1	0%	88	30%	89	30%	116	39%	294	
Marketing, Tourism and Languages							93	55%	56	33%	19	11%	168	
Business School Central							47	31%	33	22%	73	48%	153	
FECCI		Arts & Creative Industries			1	0%	69	25%	82	30%	120	44%	272	
		Computing					101	46%	53	24%	65	30%	219	
		Engineering and the Built Environment					27	14%	46	24%	119	62%	192	
		FECCI Central					2	20%	1	10%	7	70%	10	
FHLSS		Life, Sport & Social Sciences					57	31%	53	29%	72	40%	182	
		Nursing Midwifery & Social Care					9	3%	29	10%	259	87%	297	



	Academic Development	Academic Practice					2	2%	10	12%	74	86%	<b>86</b>	
	<b>Summary</b>				<b>3</b>	<b>0%</b>	<b>564</b>	<b>29%</b>	<b>469</b>	<b>24%</b>	<b>930</b>	<b>47%</b>	<b>1,966</b>	
RPG	Business School	Accounting Financial Services and Law					3	38%			5	63%	<b>8</b>	
		Management					2	9%	5	22%	16	70%	<b>23</b>	
		Marketing, Tourism and Languages							6	46%	7	54%	<b>13</b>	
		Business School Central									22	100%	<b>22</b>	
	FECCI	Arts & Creative Industries						2	11%	6	33%	10	56%	<b>18</b>
		Computing						2	8%	4	16%	19	76%	<b>25</b>
		Engineering and the Built Environment						1	5%	4	19%	16	76%	<b>21</b>
	FHLSS	Life, Sport & Social Sciences						14	28%	20	40%	16	32%	<b>50</b>
		Nursing Midwifery & Social Care								4	22%	14	78%	<b>18</b>
	Academic Development	Academic Practice									1	100%	<b>1</b>	
	<b>Summary</b>						<b>24</b>	<b>12%</b>	<b>49</b>	<b>25%</b>	<b>126</b>	<b>63%</b>	<b>199</b>	
<b>Summary</b>			<b>331</b>	<b>3%</b>	<b>3,947</b>	<b>31%</b>	<b>3,634</b>	<b>29%</b>	<b>1,658</b>	<b>13%</b>	<b>2,962</b>	<b>24%</b>	<b>12,532</b>	

Table B3. UK Domiciled students Ethnicity by Level, Faculty and School

			White		Black		Chinese		Asian		Other		Unknown	Total
Prog Level	Faculty	School	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
UG	Business School	Accounting Financial Services and Law	413	86%	11	2%	5	1%	41	8%	12	2%	1	483
		Management	583	91%	7	1%	6	1%	33	5%	13	2%	1	643
		Marketing, Tourism and Languages	534	95%	7	1%	4	1%	4	1%	15	3%		564
		Business School Central	314	95%	3	1%	1	0%	6	2%	5	2%	3	332
	FECCI	Arts & Creative Industries	1,068	96%	3	0%	7	1%	11	1%	19	2%	1	1,109
		Computing	714	89%	22	3%	8	1%	34	4%	23	3%	2	803
		Engineering and the Built Environment	795	93%	12	1%	4	0%	27	3%	21	2%		859
		FECCI Central	12	86%					1	7%			1	14
	FHLSS	Life, Sport & Social Sciences	1,470	96%	9	1%	6	0%	19	1%	25	2%	2	1,531
		Nursing Midwifery & Social Care	1,930	90%	121	6%	17	1%	49	2%	22	1%	1	2,140
Summary			7,833	92%	195	2%	58	1%	225	3%	155	2%	12	8478
TPG	Business School	Accounting Financial Services and Law	3	43%	1	14%			3	43%				7
		Management	126	90%	6	4%	1	1%	6	4%	1	1%		140
		Marketing, Tourism and Languages	28	80%	1	3%			3	9%	2	6%	1	35
		Business School Central	71	99%	1	1%				0%				72
	FECCI	Arts & Creative Industries	117	96%	1	1%			2	2%	1	1%	1	122
		Computing	102	82%	7	6%			11	9%	2	2%	2	124
		Engineering and the Built Environment	103	83%	10	8%	1	1%	7	6%	2	2%	1	124

		FECCI Central	6	86%					1	14%				7
	FHLSS	Life, Sport & Social Sciences	85	90%					2	2%	6	6%	1	94
		Nursing Midwifery & Social Care	225	94%	8	3%			4	2%	2	1%		239
	Academic Development	Academic Practice	65	94%			2	3%		0%	1	1%	1	69
	Summary		931	90%	35	3%	4	0%	39	4%	17	2%	7	1033
RPG	Business School	Accounting Financial Services and Law	10	91%	1	9%								11
		Management	4	100%										4
		Marketing, Tourism and Languages	3	100%										3
		Business School Central	11	85%	1	8%	1	8%						13
	FECCI	Arts & Creative Industries	9	90%	1	10%								10
		Computing	8	80%	1	10%	1	10%						10
		Engineering and the Built Environment	13	100%										13
	FHLSS	Life, Sport & Social Sciences	29	100%										29
		Nursing Midwifery & Social Care	17	100%										17
	Summary		104	95%	4	4%	2	2%		0%		0%		110
Summary			8,868	92%	234	2%	64	1%	264	3%	172	2%	19	9,621

**Table B4. Disability by Level, Faculty and School**

Prog. Level	Faculty	School	Disability		No Disability		Total	
			No.	%	No.	%		
UG	Business School	Accounting Financial Services and Law	59	9%	603	91%	<b>662</b>	
		Management	67	7%	942	93%	<b>1,009</b>	
		Marketing, Tourism and Languages	61	8%	742	92%	<b>803</b>	
		Business School Central	19	5%	339	95%	<b>358</b>	
	FECCI	Arts & Creative Industries	148	11%	1,169	89%	<b>1,317</b>	
		Computing	132	13%	876	87%	<b>1,008</b>	
		Engineering and the Built Environment	91	8%	1,091	92%	<b>1,182</b>	
		FECCI Central	4	14%	25	86%	<b>29</b>	
	FHLSS	Life, Sport & Social Sciences	212	12%	1,509	88%	<b>1,721</b>	
		Nursing Midwifery & Social Care	258	11%	2,011	89%	<b>2,269</b>	
		FHLSS Central		0%	9	100%	<b>9</b>	
	<b>Summary</b>			<b>1,051</b>	<b>10%</b>	<b>9,316</b>	<b>90%</b>	<b>10367</b>
	TPG	Business School	Accounting Financial Services and Law	2	2%	91	98%	<b>93</b>
Management			19	6%	275	94%	<b>294</b>	
Marketing, Tourism and Languages			9	5%	159	95%	<b>168</b>	
Business School Central			10	7%	143	93%	<b>153</b>	
FECCI		Arts & Creative Industries	22	10%	197	90%	<b>219</b>	
		Computing	21	11%	171	89%	<b>192</b>	
		Engineering and the Built Environment	17	6%	255	94%	<b>272</b>	
		FECCI Central		0%	10	100%	<b>10</b>	
FHLSS		Life, Sport & Social Sciences	16	9%	166	91%	<b>182</b>	
		Nursing Midwifery & Social Care	15	5%	282	95%	<b>297</b>	
Academic Development		Academic Practice	10	12%	76	88%	<b>86</b>	
<b>Summary</b>			<b>141</b>	<b>7%</b>	<b>1,825</b>	<b>93%</b>	<b>1966</b>	

RPG	Business School	Accounting Financial Services and Law	3	13%	20	87%	<b>23</b>	
		Management	1	8%	12	92%	<b>13</b>	
		Marketing, Tourism and Languages		0%	8	100%	<b>8</b>	
		Business School Central	1	5%	21	95%	<b>22</b>	
	FECCI	Arts & Creative Industries	4	22%	14	78%	<b>18</b>	
		Computing	1	4%	24	96%	<b>25</b>	
		Engineering and the Built Environment	1	5%	20	95%	<b>21</b>	
	FHLSS	Life, Sport & Social Sciences	3	6%	47	94%	<b>50</b>	
		Nursing Midwifery & Social Care	2	11%	16	89%	<b>18</b>	
	Academic Development	Academic Practice			1		<b>1</b>	
	<b>Summary</b>			16	8%	183	92%	199
	<b>Summary</b>			1,208	10%	<b>11,324</b>	90%	<b>12,532</b>

## Continuation (Full-time First Degree UG entrants who continue or qualify following the year of entry: UK Domiciled)

N.B. "2012/13" are students from 2012/3 who have returned in 2013/14 population

Table C1. Gender

Gender	2009/10			2010/11			2011/12			2012/13		
	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
Female	85.3%	4.0%	89.3%	84.0%	5.8%	89.8%	86.7%	3.9%	90.6%	87.8%	4.2%	92.0%
Male	81.5%	6.1%	87.6%	80.3%	6.2%	86.4%	83.3%	6.2%	89.6%	82.6%	5.5%	88.1%
<b>Summary</b>	<b>83.7%</b>	<b>4.9%</b>	<b>88.6%</b>	<b>82.4%</b>	<b>6.0%</b>	<b>88.3%</b>	<b>85.2%</b>	<b>4.9%</b>	<b>90.1%</b>	<b>85.5%</b>	<b>4.8%</b>	<b>90.3%</b>

Table C2. Age

Age Category	2009/10			2010/11			2011/12			2012/13		
	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
Under 18	89.6%	0.7%	90.3%	86.4%	1.6%	88.0%	87.5%	1.7%	89.2%	89.7%	0.6%	90.3%
18-20	85.4%	3.3%	88.7%	84.4%	4.4%	88.8%	85.9%	3.9%	89.8%	87.0%	4.1%	91.1%
21-24	81.6%	7.4%	89.0%	75.1%	11.3%	86.4%	84.5%	5.9%	90.4%	81.5%	7.7%	89.2%
25-29	80.6%	6.4%	86.9%	81.7%	5.8%	87.5%	83.1%	8.0%	91.1%	86.9%	5.4%	92.3%
30-34	78.4%	8.5%	86.9%	84.2%	5.0%	89.2%	83.7%	8.1%	91.9%	77.0%	9.0%	86.1%
35-39	81.7%	10.8%	92.5%	81.1%	11.1%	92.2%	86.5%	9.5%	95.9%	77.0%	5.4%	82.4%
40+	79.5%	5.1%	84.6%	76.4%	13.5%	89.9%	76.7%	10.0%	86.7%	79.3%	11.0%	90.2%
<b>Summary</b>	<b>83.7%</b>	<b>4.9%</b>	<b>88.6%</b>	<b>82.4%</b>	<b>6.0%</b>	<b>88.3%</b>	<b>85.2%</b>	<b>4.9%</b>	<b>90.1%</b>	<b>85.5%</b>	<b>4.8%</b>	<b>90.3%</b>

**Table C3. Ethnicity**

Ethnicity	2009/10			2010/11			2011/12			2012/13		
	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
White	83.7%	4.9%	88.6%	82.4%	6.1%	88.5%	85.0%	5.1%	90.1%	85.5%	4.9%	90.4%
Asian	84.0%	8.0%	92.0%	78.6%	2.4%	81.0%	85.2%	1.6%	86.9%	86.6%	1.2%	87.8%
Black	70.6%	5.9%	76.5%	100.0%	0.0%	100.0%	90.9%	2.3%	93.2%	83.3%	7.1%	90.5%
Chinese	100.0%	0.0%	100.0%	66.7%	20.0%	86.7%	96.3%	0.0%	96.3%	93.8%	0.0%	93.8%
Other	85.5%	1.8%	87.3%	82.4%	0.0%	82.4%	85.5%	4.8%	90.3%	82.4%	3.9%	86.3%
<b>Summary</b>	<b>83.7%</b>	<b>4.9%</b>	<b>88.6%</b>	<b>82.4%</b>	<b>6.0%</b>	<b>88.3%</b>	<b>85.2%</b>	<b>4.9%</b>	<b>90.1%</b>	<b>85.5%</b>	<b>4.8%</b>	<b>90.3%</b>

**Table C4. Disability Category**

Disability	2009/10			2010/11			2011/12			2012/13		
	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
Disability	84.7%	2.7%	87.4%	83.5%	8.3%	91.7%	84.5%	4.6%	89.1%	82.2%	4.4%	86.7%
No known Disability	83.6%	5.2%	88.7%	82.3%	5.7%	88.0%	85.3%	4.9%	90.2%	85.9%	4.8%	90.7%
<b>Summary</b>	<b>83.7%</b>	<b>4.9%</b>	<b>88.6%</b>	<b>82.4%</b>	<b>6.0%</b>	<b>88.3%</b>	<b>85.2%</b>	<b>4.9%</b>	<b>90.1%</b>	<b>85.5%</b>	<b>4.8%</b>	<b>90.3%</b>

# Honours Classification (UK Delivered courses)

Table D1.  
Gender

	Female				Male			
	2013/4		2012/3		2013/4		2012/3	
Class	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	169	22%	153	18%	170	19%	157	19%
2:1	434	55%	419	50%	418	48%	407	48%
2:2	164	21%	229	27%	242	28%	231	27%
3rd	16	2%	33	4%	48	5%	47	6%
<b>Summary</b>	<b>783</b>	<b>100%</b>	<b>834</b>	<b>100%</b>	<b>878</b>	<b>100%</b>	<b>842</b>	<b>100%</b>

Table D2. Age

	18-20				21-24				25-29				OVER 30			
	2013/4		2012/3		2013/4		2012/3		2013/4		2012/3		2013/4		2012/3	
Class	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	37	15%	27	12%	214	20%	178	16%	48	25%	63	29%	40	30%	42	35%
2:1	143	59%	124	57%	553	50%	561	50%	96	50%	90	42%	60	45%	51	43%
2:2	56	23%	63	29%	280	26%	311	28%	44	23%	62	29%	26	20%	24	20%
3rd	5	2%	5	2%	49	4%	71	6%	3	2%	1	0%	7	5%	3	3%
<b>Summary</b>	<b>241</b>	<b>100%</b>	<b>219</b>	<b>100%</b>	<b>1096</b>	<b>100%</b>	<b>1121</b>	<b>100%</b>	<b>191</b>	<b>100%</b>	<b>216</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>120</b>	<b>100%</b>



**Table D3. UK Domiciled Ethnicity**

Class	Asian				Black				Chinese			
	2013/4		2012/3		2013/4		2012/3		2013/4		2012/3	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	2	7%	1	5%	4	40%	1	8%			2	33%
2:1	16	53%	10	53%	2	20%	7	58%	2	67%	2	33%
2:2	11	37%	8	42%	4	40%	2	17%	1	33%	2	33%
3rd	1	3%					2	17%				
<b>Summary</b>	<b>30</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>3</b>	<b>100%</b>	<b>6</b>	<b>100%</b>

White				Other			
2013/4		2012/3		2013/4		2012/3	
No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
221	21%	191	19%	5	25%	2	9%
614	57%	543	54%	9	45%	16	70%
228	21%	249	25%	6	30%	5	22%
14	1%	18	2%				
<b>1077</b>	<b>100%</b>	<b>1,001</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>23</b>	<b>100%</b>

**Table D4. Disability**

Class	Disability				No Disability			
	2013/4		2012/3		2013/4		2012/3	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	33	22%	25	16%	306	20%	285	19%
2:1	81	54%	81	52%	771	51%	745	49%
2:2	33	22%	45	29%	373	25%	415	27%
3rd	2	1%	4	3%	62	4%	76	5%
<b>Summary</b>	<b>149</b>	<b>100%</b>	<b>155</b>	<b>100%</b>	<b>1512</b>	<b>100%</b>	<b>1521</b>	<b>100%</b>