

EDINBURGH NAPIER UNIVERSITY
EQUALITY AND DIVERSITY COMMITTEE
STUDENT DIVERSITY REPORT 2012

Background and Context

1. The University's Equality Scheme and Action Plan is nearing the end of its 3 year cycle and this report is the last to be produced under the guidance issued by the Equality and Human Rights Commission to aid institutions in the intervening period between the old Specific Duties for Scotland and the new ones which come into effect on 30th April 2013.
2. The University can confidently claim to be prepared for the new duties as it has been working towards the revised compliance framework since the Equality Act 2010 came into force. The ability to produce and interrogate student diversity data and thereby identify and address inequalities is a key requirement of the duties and the University has consistently improved its ability to do so over the last 3 years.
3. This year's report follows the format produced in last year's report and provides comparative data at a Scotland and United Kingdom level where available. The data captured refers to academic year 2010/11. To bring it more completely into line with the requirements of the Specific Duties, the report restricts itself to reporting and analysing diversity data only.
4. All general duty activity not directly relevant to student diversity will be contained in the main annual report due to be published in April 2013. 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.

Alignment to Strategic Objectives/External Policy Driver

5. 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

6. The collection and interrogation of diversity data for potential barriers to equality of opportunity forms a key part of the University's practice. The Equality and Diversity Committee has received several reports and updates on the development of diversity data sets in 2012 and endorsed the approach taken.

7. Data is divided into four categories in order to map the 'student journey' from application through to awards. As in previous years, where available, the data is disaggregated by protected characteristic. Reliable data is currently only available for sex, age, disability and ethnicity.

Applications

8. Appendix 1 shows that there has been an overall increase in applications to study at the University. This is not matched by other Scottish or UK institutions and may be explained, at least in part, by the impact of process changes in Nursing and Creative Arts & Design (2010/11 is the first year that applications for nursing have been made through UCAS rather than CATCH, leading to an impact on reported application trends from UCAS).

9. Roughly equal numbers of applications were made by both sexes (51%female, 49% male) and more detailed analysis can be found in appendix 1. The numbers of applications by students with a disability (1545) continued to increase, standing at the highest number since 2008/9 (1060). Of these, 1221 or 79% subsequently enrolled. Whether the increase in applications is as a result of a greater awareness of the benefits of declaring at application stage or a positive consequence of the University's presence on the DisabledGo website remains unclear (www.disabledgo.com/en/org/edinburgh-napier-university).

10. Applications by age group show considerable fluctuations from previous years with 'Mature' applications at gender parity. This is against a backdrop of increased applications from 'Young' applicants which have risen from 41% to 58% of the total population.

Enrolments

11. Enrolment data (appendix 2) shows a consistent picture for the third year running and mirrors closely the Scottish gender split with female students (55%) continuing to form a greater percentage than male students (45%). There are variations in the gender split as other factors, such as part-time or full-time study and choice of subject areas are taken into consideration.
12. Female students made up the majority (and in some cases an overwhelming majority) in the following subject groups. Caution is advisable however as the numbers for Veterinary Sciences and Languages are relatively small:
 - Subjects allied to Medicine (87%)
 - Veterinary Sciences, Agriculture and related subjects (93%)
 - European Languages, Literature and related subjects (86%)
13. Similarly, male students formed a majority (and in some cases an overwhelming majority) in the following subject groups:
 - Mathematical and Computer Sciences (82%)
 - Engineering (79%)
 - Architecture, Building and Planning (82%)
14. The University has been a signatory to the Athena SWAN Charter since 2008 and is working towards setting-out its plans on how it will meet the new requirement to bring the University's STEM (Science, Engineering, Technology and Mathematics) departments to bronze award level of the Charter, as required by the Scottish Funding Council. The aim is to improve the student (and ultimately staff) journey for female students and this initiative may begin to affect the gender distribution as noted above.
15. The figures above suggest a similar case for looking at the reasons why male students form a minority in some subject areas. It should however be noted that with the exception of 'Subjects allied to Medicine' (which includes Nursing) the numbers are relatively small. Further, this gender split mirrors very closely the national (UK-wide) picture.¹

¹ Equality Challenge Unit: *Equality in higher education: Statistical report 2012. Part 2: Students pp38-45. To be made available to download from www.ecu.ac.uk/publications.*

16. The percentage of enrolled students declaring a disability has increased again this year to 9%, which remains slightly above the Scottish and UK figure of 8%². This represents a steadily increasing figure up from 964 in 2008/9 to 1221 in 2010/11.
17. As in previous years, Dyslexia, Dyspraxia and Attention Deficit Hyperactivity disorders form the largest category of disclosed disability (715 or 58%). The percentage of enrolled disabled students across all faculties has remained fairly steady over the same period. This is also the case when the data is further interrogated with reference to ethnicity and age group.
18. The percentage of UK-domiciled minority ethnic students enrolled at the University has remained at 15% and tend to predominantly study full-time taught and postgraduate courses. This figure remains well above the Scottish average of 5%. An interesting change in 2010/11 was the marked narrowing of the overall gender distribution within this group. Male minority ethnic students formed a reduced majority, down from 59% in 2009/10 to 53% in 2010/11.
19. Mature students, defined as over 21 for undergraduate courses and over 25 for postgraduate courses, continued to account for the majority (2/3rds) of students. Mature students are predominately in part-time study. This is much higher than the percentage of mature students across Scotland (47%).³

Continuation

20. Appendix 3 shows a continuing gender variation in the number of students either continuing with studies or qualifying. Although the gap narrowed to near-parity in 2009/10 it appears to be widening again with less male continuing students than female. This trend mirrors national trends although the percentages of continuing students are slightly higher.⁴
21. There is some evidence to suggest that continuation or qualifying rates for students with a disclosed disability are continuing to improve but this should be treated with caution as the numbers are relatively small (86% in 2008/9, 92% in 2010/11). This is also the case for students who self-identified as 'Black'.

² Ibid, p96

³ Ibid, p139

⁴ Ibid, p48

Awards

22. Reliable trend data is only available for awards by gender and age. No comment is offered on attainments by students from a minority ethnic background and or who disclosed a disability due to the relatively small numbers.
23. Appendix 4 shows that the percentage of the University's students who attained a First (15% female, 14% male) is lower than the Scotland average (17.4% female, 18.4% male). The percentages for all other classes of degree are much closer to the Scotland average.⁵
24. A higher percentage of female students were awarded 2:1s (54%) than male students (47%). The situation is reversed for 2:2s (34% male, 28% female). The figures for 3rds are relatively small and no comment is provided for them. This has been a consistent picture for 3 consecutive years.
25. A direct comparison with national data is problematic as the Equality Challenge Unit employs different age groups but the overall trend appears to be that the two older age groups attained a greater percentage of 1st s than the younger age groups. This has been the case for 3 consecutive years.

Conclusions

26. The University's student diversity profile appears typical of the sector at both Scotland and UK-wide levels. Where there is some variance, it is difficult to draw any firm conclusions, as the numbers are relatively small.
27. There remain concerns in some quarters that the gender make-up in particular subject areas, such as STEM and Nursing, remain predominantly male or female. National initiatives, such as Athena SWAN and the recently-proposed extension of this to non-STEM areas, may result in changes to the make-up. However, it should also be noted that subject (and ultimately career) choices begin at a much earlier stage in a student's education.

Communication Issues

28. This paper is fully disclosable under the Freedom of Information (Scotland) Act 2002.

Equality Considerations

29. This paper is intended to meet the University's statutory obligations by providing comparative data for the purposes of specific duty obligations and

⁵ Ibid, p49

the action taken by the University to support its general duty obligations. An Equality Impact Assessment is therefore not necessary.

Recommendations

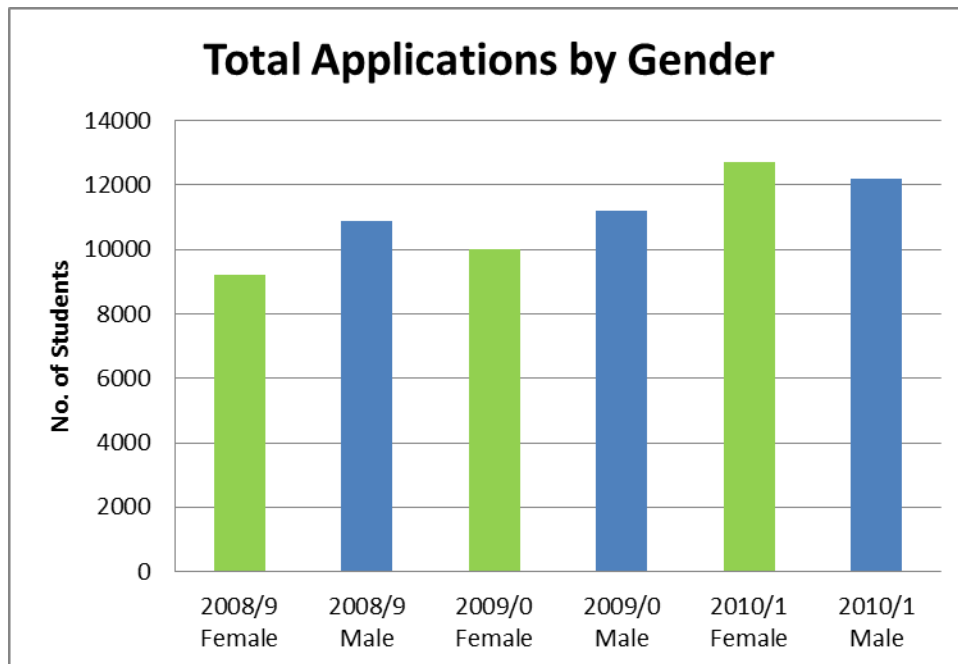
30. Committee is asked to note the contents of this paper and approve the paper for submission to the Students' Association Committee.

Mohammed Hameed
Diversity Partner
21st January 2013

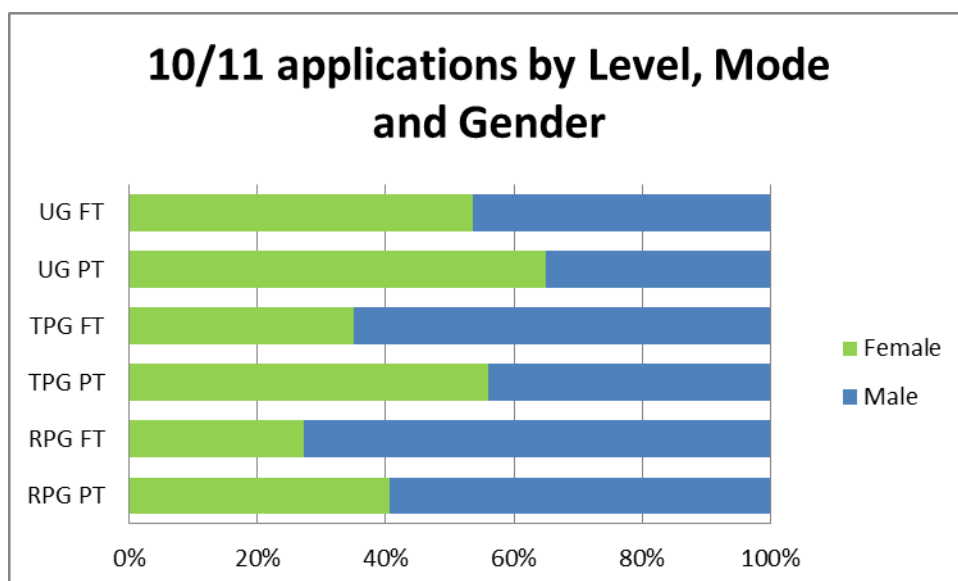
Helen Sinclair
Planning Officer

Appendix 1: Student Applications Data

Note: 2010/11 is the first year that applications for nursing have been made through UCAS rather than CATCH, which has had an impact on reported application trends from UCAS



- Increase of 5.3% in total applications from 8/9 to 9/10
- Increase of 14.8% in total applications from 9/10 to 10/1
- The increase in applications from 9/10 to 10/1 to Edinburgh Napier are not matched by other Scottish or UK institutions. This may, in part, reflect differences in academic portfolio considering the impact of process changes in Nursing and Creative Arts & Design.



- There are differences in gender split by level and mode of study which remain fairly constant from the previous year

- Increasing Female UG FT&PT, TPG FT populations
- Increasing Male UG FT&PT populations

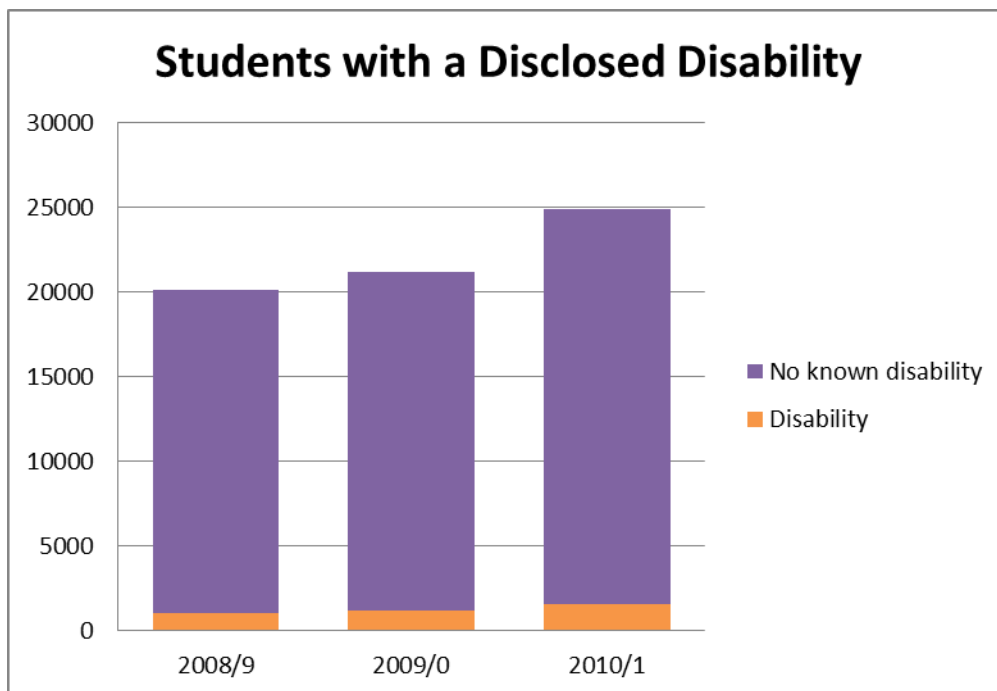
Applications by Gender, level and Mode of study

	2008/9				2009/0				2010/1			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
UG FT	6717	49%	7100	51%	7179	50%	7283	50%	9558	54%	8261	46%
UG PT	1051	67%	524	33%	979	66%	502	34%	1076	65%	582	35%
TPG FT	979	26%	2811	74%	1289	30%	2958	70%	1550	35%	2883	65%
TPG PT	407	54%	346	46%	508	57%	391	43%	494	56%	388	44%
RPG FT	29	28%	76	72%	23	29%	57	71%	19	27%	51	73%
RPG PT	26	49%	27	51%	20	43%	26	57%	13	41%	19	59%
Total	9209	46%	10884	54%	9998	47%	11217	53%	12710	51%	12184	49%

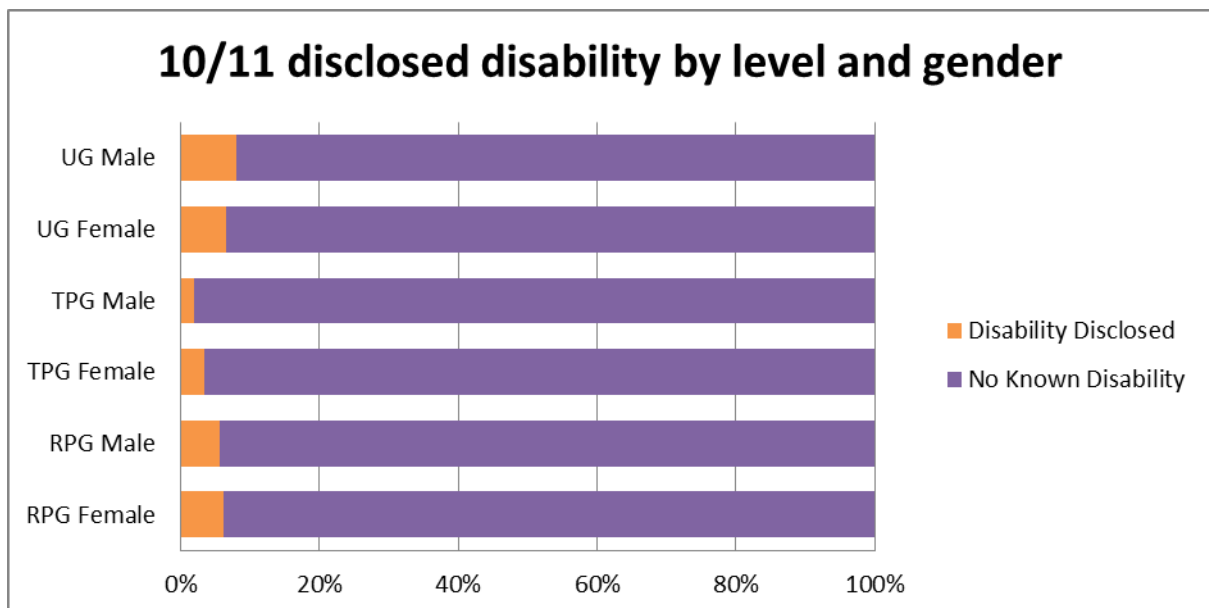
Applications by Gender and Subject Group

Subjects	2008/9				2009/0				2010/1			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Subjects allied to Medicine	1941	86%	307	14%	2101	85%	383	15%	3418	85%	610	15%
Biological Sciences	1287	55%	1061	45%	1484	57%	1129	43%	1639	55%	1352	45%
Veterinary Sciences, Agriculture and related subjects	146	95%	7	5%	153	94%	9	6%	223	87%	32	13%
Physical Sciences												
Mathematical and Computer Sciences	246	14%	1519	86%	224	13%	1532	87%	275	16%	1438	84%
Engineering	443	18%	2070	82%	423	17%	2122	83%	486	17%	2339	83%
Technologies	3	6%	44	94%	23	22%	80	78%	24	30%	55	70%
Architecture, Building and Planning	203	18%	913	82%	196	16%	1032	84%	198	18%	916	82%
Social studies	343	68%	165	32%	334	63%	200	37%	305	65%	165	35%
Law	231	57%	171	43%	230	60%	156	40%	477	66%	244	34%
Business and Administrative studies	3151	47%	3553	53%	3250	50%	3274	50%	3711	53%	3338	47%
Mass Communications and Documentation	393	62%	240	38%	425	62%	263	38%	516	59%	352	41%
Linguistics, Classics and related subjects	181	64%	100	36%	206	59%	141	41%	319	64%	181	36%
European Languages, Literature and related subjects	72	88%	10	12%	148	77%	44	23%	208	80%	51	20%
Creative Arts and Design	556	45%	679	55%	801	48%	851	52%	911	45%	1111	55%
Customised Programmes	13	22%	45	78%		0%	1	100%		0%		0%
Total	9209		10884		9998		11217		12710		12184	

Disclosed Disability Applications



- Disclosed disability application trends have increased from 5.3% in 8/9 to 6.2% in 10/1



- There are differences in disclosed disability by level of study and gender
- Increasing UG Female disclosed disability from 5.8% in 8/9 to 6.6% in 10/1
- Increasing UG Male disclosed disability from 6.5% in 8/9 to 8.0% in 10/1

Disclosed Disability Applications by Type

DisabilityType	2008/9	2009/0	2010/1
Asperger's Syndrome	9	10	28
Autistic Spectrum Disorder	15	12	???
Blind/Partial Sighted	33	25	25
Deaf/Hearing Difficulty	41	47	51
Disability not listed	89	99	135
Dyslexia, Dyspraxia, ADHD	577	636	929
Mental Health Difficulties	51	64	106
Wheelchair User/Mobility Difficulties	42	34	44
Multiple Disabilites	32	37	24
Unseen Disability	171	193	203
Grand Total	1060	1157	1545

Disclosed Disability Applications by Faculty

FACULTY	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
BUSINESS SCHOOL	262	25%	263	23%	348	23%
FECCI	415	39%	468	40%	593	38%
FHLSS	364	34%	408	35%	584	38%
ACADEMIC DEVELOPMENT	19	2%	18	2%	20	1%
TOTAL	1060		1157		1545	

Disclosed Disability Applications by Age Group

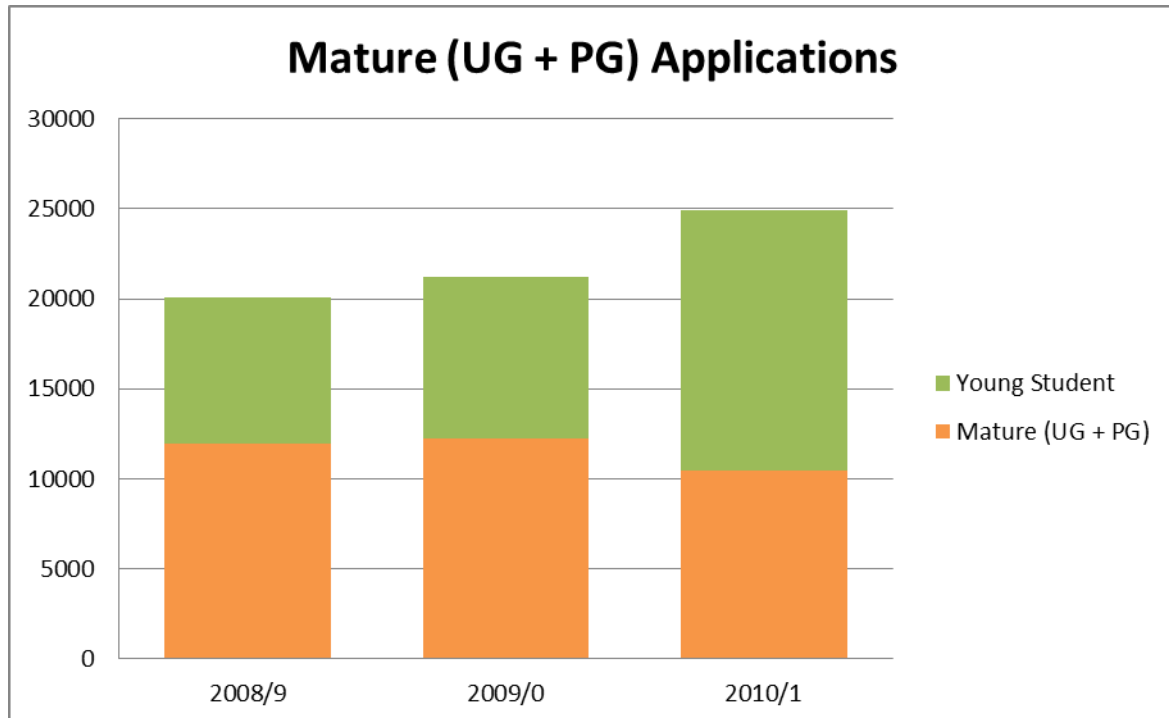
AGE GROUP	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Under 18		0%		0%	129	8%
18 -20	436	41%	467	40%	692	45%
21 -24	297	28%	289	25%	284	18%
25-29	129	12%	170	15%	194	13%
30+	198	19%	231	20%	246	16%
TOTAL	1060		1157		1545	

Disclosed Disability Applications by Level and Gender

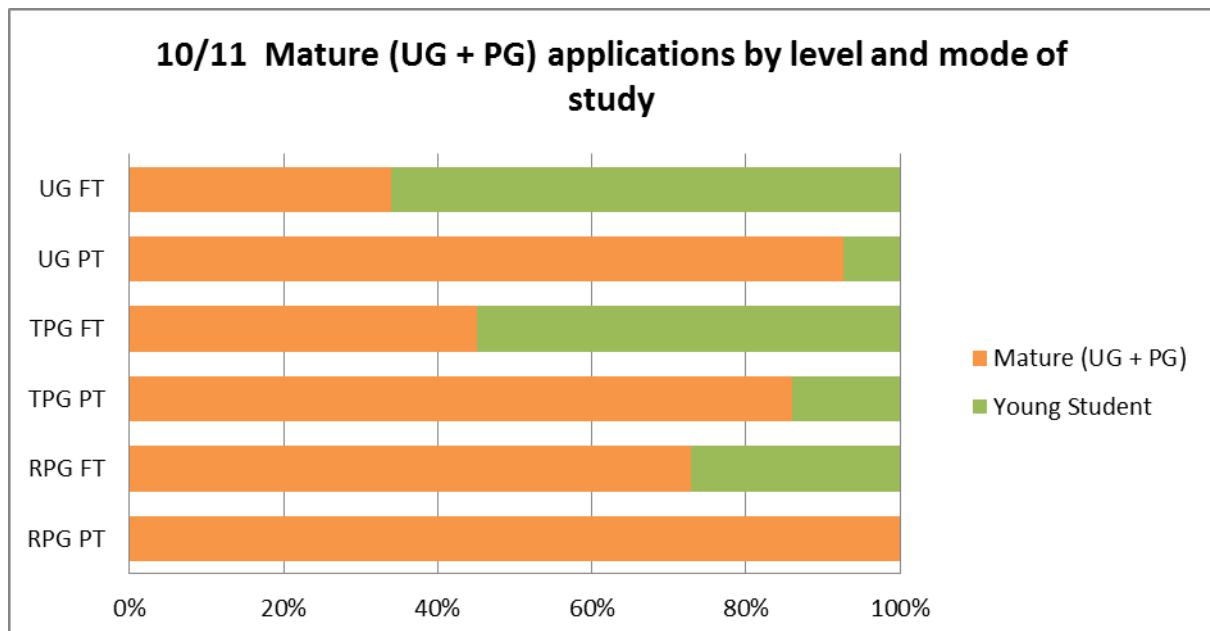
	2008/9				2009/0				2010/1			
	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability
UG Female	453	6%	7315	94%	491	6%	7667	94%	702	7%	9932	93%
UG Male	498	7%	7126	93%	534	7%	7251	93%	704	8%	8139	92%
TPG Female	50	4%	1336	96%	59	3%	1738	97%	71	3%	1973	97%
TPG Male	55	2%	3102	98%	70	2%	3279	98%	62	2%	3209	98%
RPG Female	1	2%	54	98%	1	2%	42	98%	2	6%	30	94%
RPG Male	3	3%	100	97%	2	2%	81	98%	4	6%	66	94%
Total	1060	5%	19033	95%	1157	5%	20058	95%	1545	6%	23349	94%

Mature (UG + PG) Student Applications

Mature students defined as over 21 for undergraduate and over 25 for postgraduate courses.



- Young applications have increased as a proportion of the total population from 41% in 8/9 to 58% in 10/1



Mature (UG + PG) Applications by Faculty

FACULTY	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
BUSINESS SCHOOL	4453	37%	4215	34%	3093	30%
FECCI	4067	34%	4575	37%	3581	34%
FHLSS	3078	26%	3252	27%	3554	34%
ACADEMIC DEVELOPMENT	330	3%	189	2%	204	2%
Total	11928		12231		10432	

Mature (UG + PG) Applications by Gender

GENDER	2008/9	% 2008/9	2009/0	% 2009/0	2010/0	% 2010/1
FEMALE	5364	44%	5659	54%	5170	50%
MALE	6564	54%	6572	63%	5262	50%
TOTAL	11928		12231		10432	

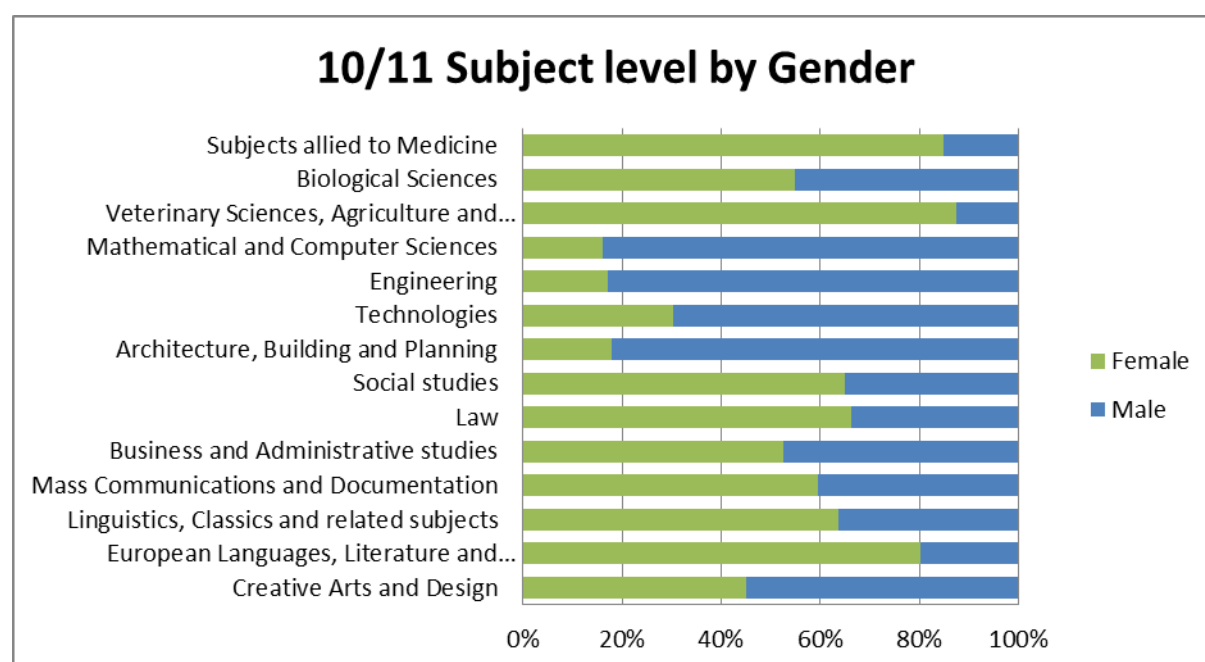
Mature (UG + PG) Applications by Level and Mode of study

	2008/9				2009/0				2010/1			
	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young
UG FT	7086	51%	6731	49%	7281	50%	7181	50%	6053	34%	11766	66%
UG PT	1546	98%	29	2%	1452	98%	29	2%	1537	93%	121	7%
TPG FT	2456	65%	1334	35%	2548	60%	1699	40%	2000	45%	2433	55%
TPG PT	696	92%	57	8%	833	93%	66	7%	759	86%	123	14%
RPG FT	92	88%	13	12%	72	90%	8	10%	51	73%	19	27%
RPG PT	52	98%	1	2%	45	98%	1	2%	32	100%		0%
Total	11928	59%	8165	41%	12231	58%	8984	42%	10432	42%	14462	58%

Subject Group Applications

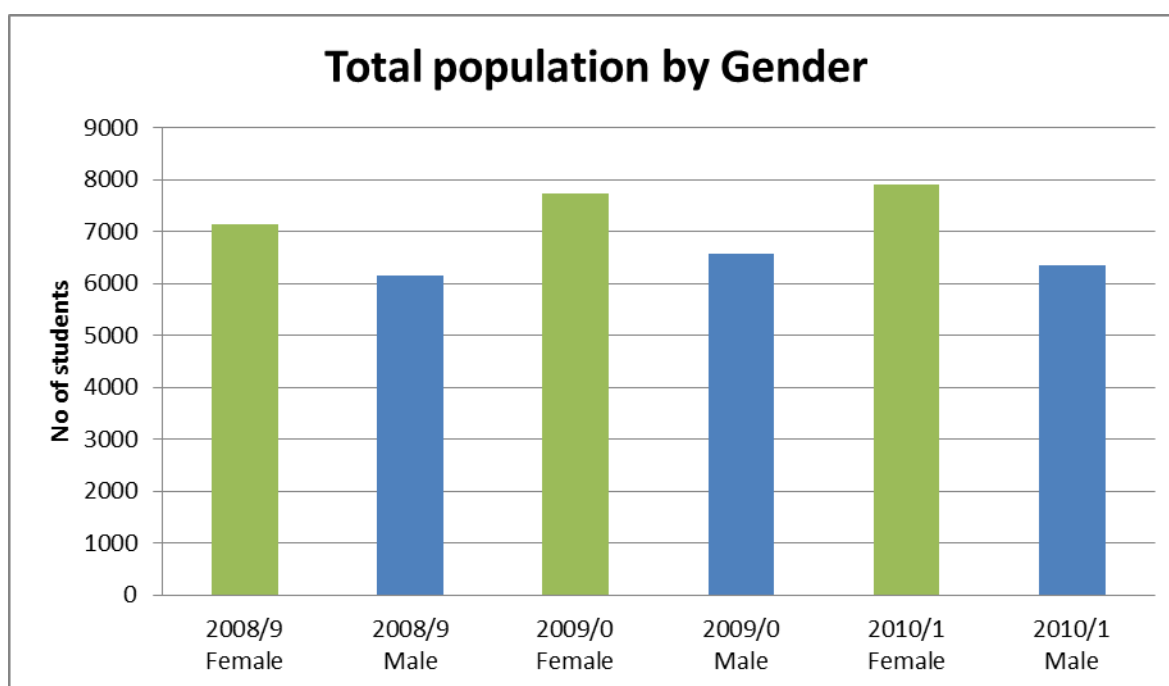
Subject Group	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Subjects allied to Medicine	2248	11%	2484	12%	4028	16%
Biological Sciences	2348	12%	2613	12%	2991	12%
Veterinary Sciences, Agriculture and related subjects	153	1%	162	1%	255	1%
Mathematical and Computer Sciences	1765	9%	1756	8%	1713	7%
Engineering	2513	13%	2545	12%	2825	11%
Technologies	47	0%	103	0%	79	0%
Architecture, Building and Planning	1116	6%	1228	6%	1114	4%
Social studies	508	3%	534	3%	470	2%
Law	402	2%	386	2%	721	3%
Business and Administrative studies	6704	33%	6524	31%	7049	28%
Mass Communications and Documentation	633	3%	688	3%	868	3%
Linguistics, Classics and related subjects	281	1%	347	2%	500	2%
European Languages, Literature and related subjects	82	0%	192	1%	259	1%
Creative Arts and Design	1235	6%	1652	8%	2022	8%
Customised Programmes	58	0%	1	0%		0%
Total	20093		21215		24894	

- % applications by subject group have remained constant for most of the groups except:
- Slight decrease in Business and Administrative studies, Architecture, Building and Planning studies, Engineering and Mathematical and Computer Sciences.
- Slight increase in Subjects allied to Medicine.

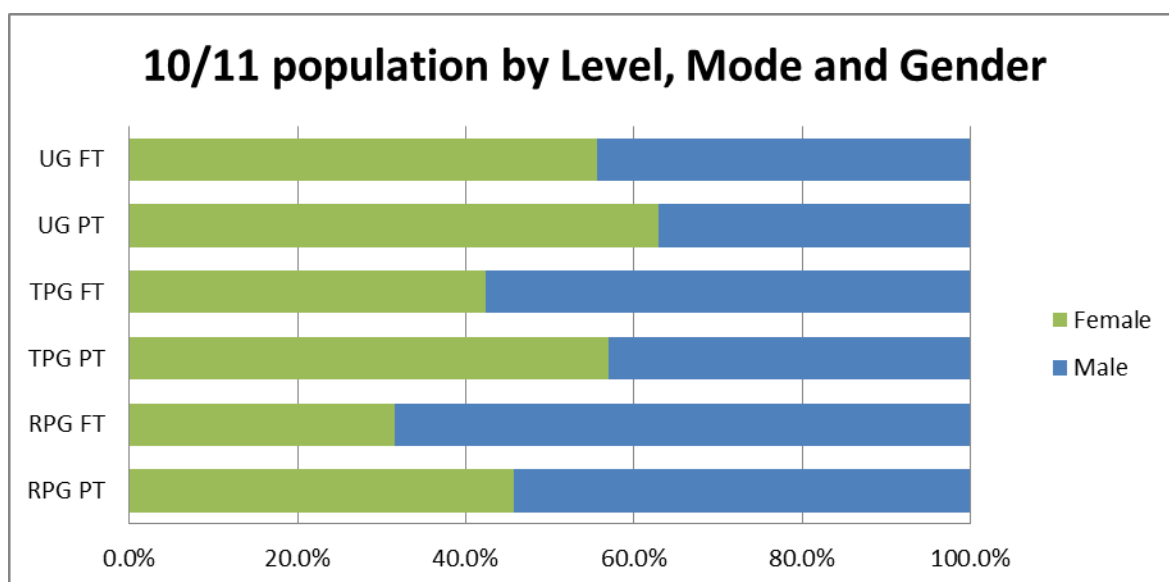


- Applications by gender have remained constant for most of the subject groups except:
- Increase in Male applications in Subjects allied to medicine, Veterinary Sciences, Maths and computing and Social studies.
- Increase in Female applications in Biological Sciences, Law and Creative Arts.

Appendix 2: Student Enrolment Data Analysis



- % gender split remains constant at 55% Female, 45% Male
- UK and Scottish enrolment trends have remained constant over this time period at 56% Female, 43% Male.



- Female students are predominately in Part-time study.
- UG population remains fairly constant. Increasing Female TPG FT population. Increasing Male RPG FT population.

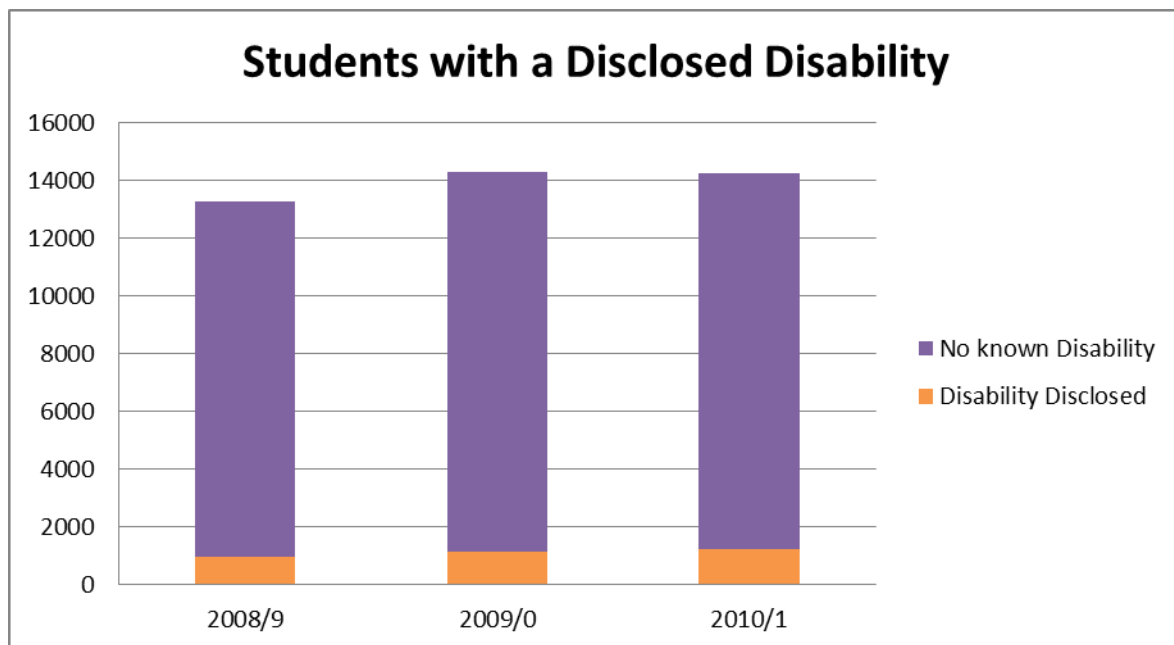
Enrolments by Gender, level and Mode of study

	2008/9				2009/0				2010/1			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
UG FT	5102	54%	4338	46%	5359	54%	4562	46%	5323	56%	4245	44%
UG PT	1070	62%	647	38%	1145	63%	672	37%	1285	63%	755	37%
TPG FT	329	34%	625	66%	428	37%	725	63%	516	42%	701	58%
TPG PT	545	58%	401	42%	721	60%	479	40%	691	57%	520	43%
RPG FT	49	38%	79	62%	39	35%	74	65%	35	32%	76	68%
RPG PT	41	45%	51	55%	52	48%	56	52%	53	46%	63	54%
Total	7136	54%	6141	46%	7744	54%	6568	46%	7903	55%	6360	45%

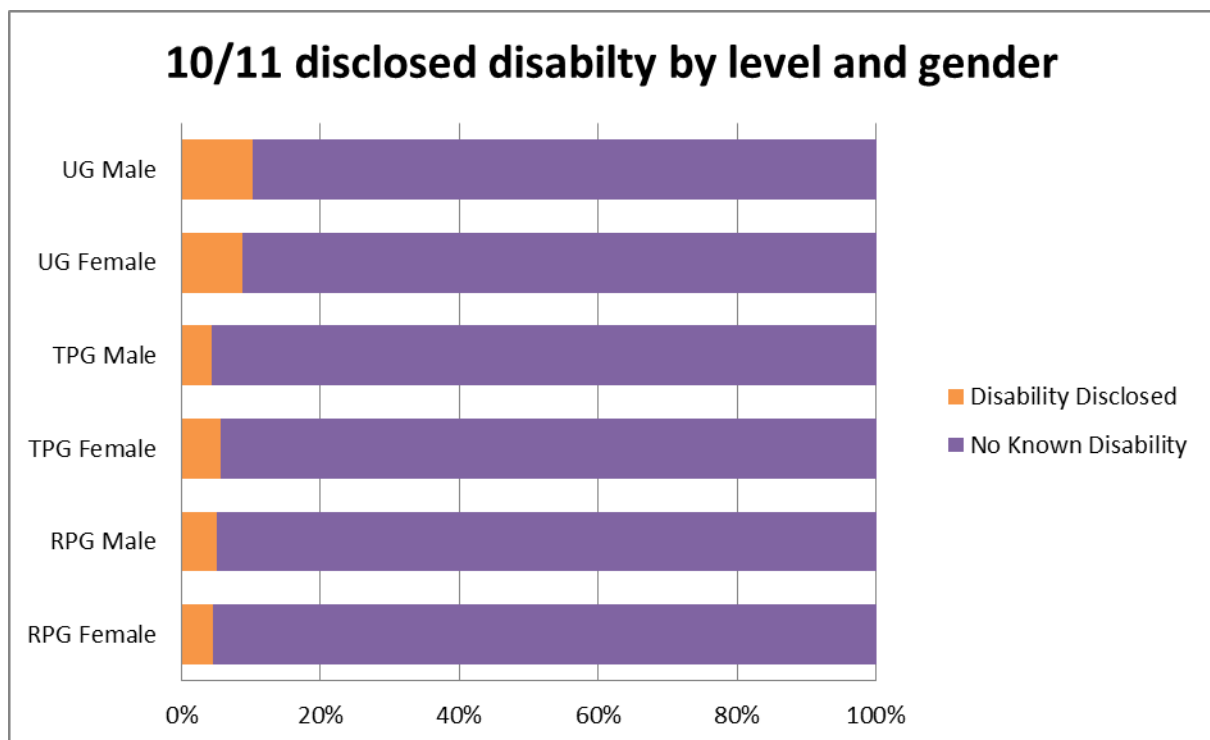
Enrolments by Gender and Subject group

	2008/9				2009/0				2010/1			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Subjects allied to Medicine	2657	87%	405	13%	2845	86%	453	14%	2941	87%	457	13%
Biological Sciences	753	58%	553	42%	838	58%	603	42%	825	56%	641	44%
Veterinary Sciences, Agriculture and related subjects	74	99%	1	1%	88	99%	1	1%	99	93%	7	7%
Mathematical and Computer Sciences	183	17%	905	83%	174	15%	961	85%	204	18%	938	82%
Engineering	242	17%	1182	83%	299	20%	1216	80%	289	21%	1088	79%
Technologies	1	10%	9	90%	7	44%	9	56%	10	45%	12	55%
Architecture, Building and Planning	142	20%	562	80%	127	18%	576	82%	105	18%	483	82%
Social studies	241	70%	102	30%	208	69%	95	31%	192	67%	96	33%
Law	219	66%	111	34%	180	63%	104	37%	210	64%	120	36%
Business and Administrative studies	1830	53%	1648	47%	2060	53%	1852	47%	2083	54%	1804	46%
Mass Communications and Documentation	232	56%	179	44%	245	58%	177	42%	249	61%	162	39%
Linguistics, Classics and related subjects	74	61%	47	39%	94	60%	62	40%	134	58%	97	42%
European Languages, Literature and related subjects	97	80%	25	20%	83	85%	15	15%	96	86%	15	14%
Creative Arts and Design	391	49%	412	51%	496	53%	444	47%	466	51%	440	49%
Total	7136	54%	6141	46%	7744	54%	6568	46%	7903	55%	6360	45%

Disability



- Edinburgh Napier disclosed disability trends have increased from 7% in 8/9 to 9% in 10/1.
- UK and Scottish disclosed disability trends have increased slightly from 7% in 8/9 to 8% in 10/1



Disclosed Disability Enrolments by Type

Disability Type	2008/9	2009/0	2010/1
Asperger's Syndrome		8	18
Autistic Spectrum Disorder	14	10	
Visual Impairment	23	20	24
Hearing Impaired	45	45	43
Disability not listed	72	80	85
Dyslexia, Dyspraxia, ADHD	526	663	715
Mental Health Difficulties	59	65	67
Wheelchair User/Mobility Impaired	23	27	30
Multiple Disabilities	23	26	22
Hidden Disability	179	216	217
Total	964	1160	1221

Disclosed Disability Enrolments by Faculty

FACULTY	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2009/0
BUSINESS SCHOOL	232	24%	236	20%	263	22%
FECCI	347	36%	437	38%	428	35%
FHLSS	373	39%	465	40%	520	43%
ACADEMIC DEVELOPMENT	12	1%	22	2%	10	1%
Total	964		1160		1221	

Disclosed Disability Enrolments by Ethnicity

Ethnicity	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2009/0
Asian	41	4%	43	4%	34	3%
Black	13	1%	12	1%	20	2%
Chinese	11	1%	10	1%	10	1%
Mixed	9	1%	10	1%	16	1%
Other/Unknown	9	1%	4	0%	5	0%
White	881	91%	1081	93%	1136	93%
Total	964		1160		1221	

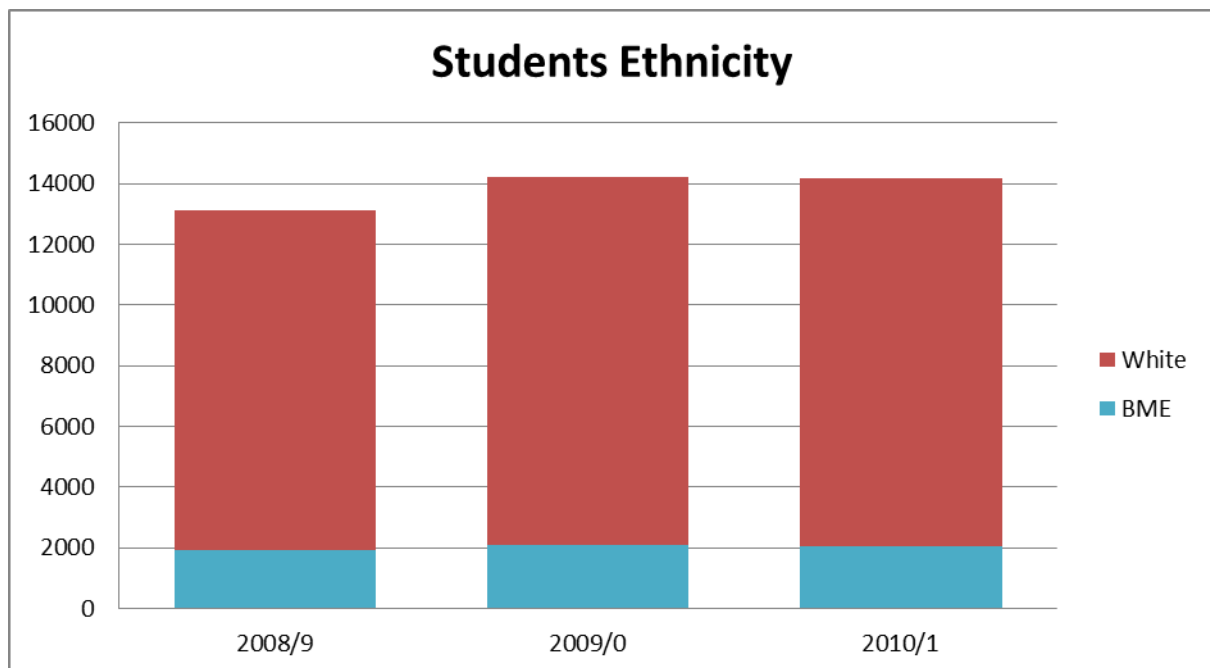
Disclosed Disability Enrolments by Age Group

Age Group	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2009/0
Under 18	23	2%	21	2%	23	2%
18-20	270	28%	337	29%	316	26%
21-24	277	29%	346	30%	365	30%
25-29	151	16%	175	15%	198	16%
30 +	243	25%	281	24%	319	26%
Total	964		1160		1221	

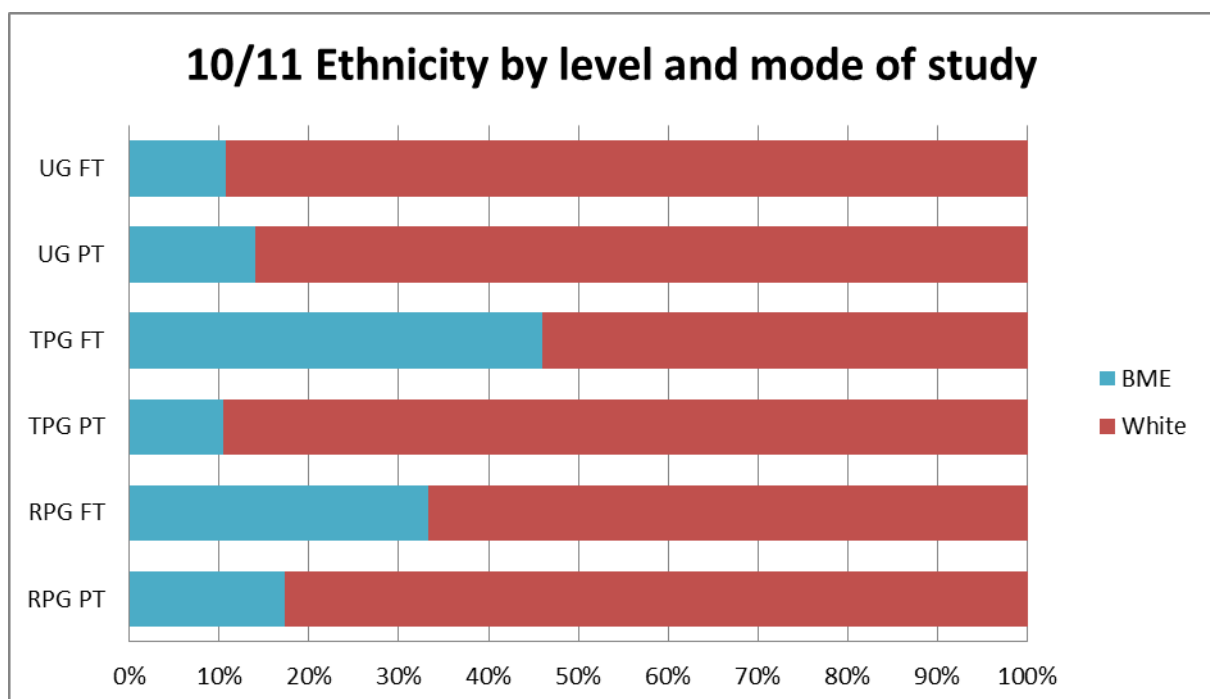
Disclosed Disability Enrolments by Level and Gender

	2008/9				2009/0				2010/1			
	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability
UG Female	461	7%	5711	93%	539	8%	5965	92%	573	9%	6035	91%
UG Male	403	8%	4582	92%	499	10%	4735	90%	516	10%	4484	90%
TPG Female	41	5%	833	95%	56	5%	1093	95%	69	6%	1138	94%
TPG Male	46	4%	980	96%	54	4%	1150	96%	52	4%	1169	96%
RPG Female	8	9%	82	91%	7	8%	84	92%	4	5%	84	95%
RPG Male	5	4%	125	96%	5	4%	125	96%	7	5%	132	95%
Total	964	7%	12313	93%	1160	8%	13152	92%	1221	9%	13040	91%

Ethnicity



- BME students at Napier account for 15% of the total population.
- Scottish BME figures have remained constant at 5% for the last 3 years.
- UK BME figures have remained constant at 15% for the last 2 years.



- BME students are predominantly in Full-time TPG and RPG courses which reflect the university recruitment policy for more overseas students at this level of study.
- BME TPG FT population has decreased over the last few years .

Further breakdown of BME enrolment

Ethnicity	2008/9	2009/0	2010/1
Asian - Other Backgrounds	150	151	158
Asian or Asian British - Bangladeshi	29	28	24
Asian or Asian British - Indian	479	583	415
Asian or Asian British - Pakistani	175	154	150
Black - African	290	298	334
Black - Caribbean	34	33	35
Black - Other	42	50	60
Chinese	515	586	697
Mixed - Other Backgrounds	80	95	82
Mixed - White and Asian	64	66	61
Mixed - White and Black African	24	33	28
Mixed - White and Black Caribbean	21	18	19
Total	1903	2095	2063

BME Enrolments by Faculty

FACULTY	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
BUSINESS SCHOOL	910	48%	1049	50%	1029	50%
FECCI	626	33%	628	30%	557	27%
FHLSS	336	18%	396	19%	448	22%
ACADEMIC DEVELOPMENT	31	2%	22	1%	29	1%
Total	1903		2095		2063	

BME Enrolments by Gender

GENDER	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Female	780	41%	851	41%	961	47%
Male	1123	59%	1244	59%	1102	53%
Total	1903		2095		2063	

BME Enrolments by Age Group

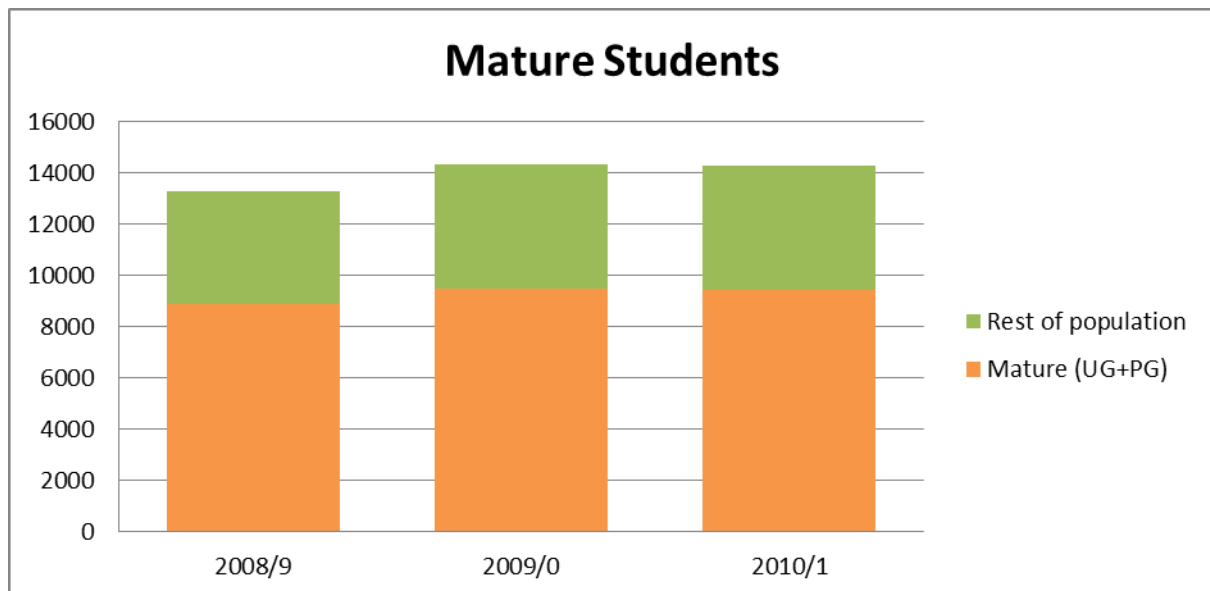
Age Group	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Under 18	15	1%	14	1%	17	1%
18-20	317	17%	374	18%	272	13%
21-24	807	42%	907	43%	945	46%
25-29	364	19%	383	18%	349	17%
30 +	396	21%	415	20%	479	23%
Unknown	4	0%	2	0%	1	0%
Total	1903	100%	2095	100%	2063	100%

BME Enrolments by Level and Mode of study

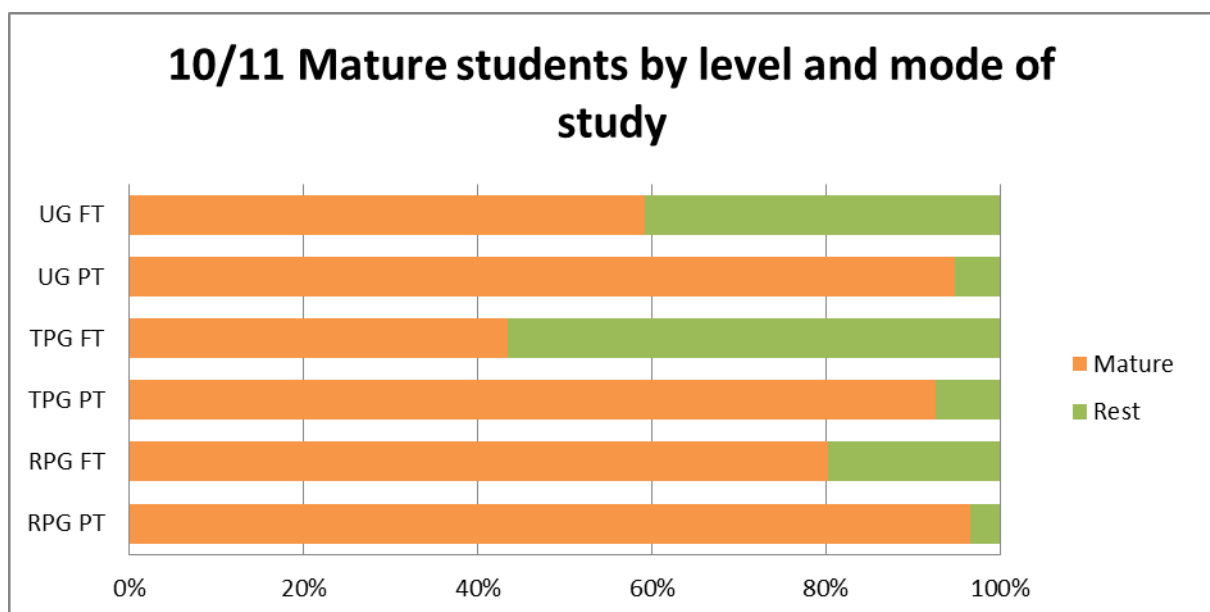
	2008/9				2009/0				2010/1			
	BME	% BME	White	% White	BME	% BME	White	% White	BME	% BME	White	% White
UG FT	993	11%	8313	89%	1107	11%	8735	89%	1033	11%	8484	89%
UG PT	189	11%	1515	89%	203	11%	1607	89%	286	14%	1743	86%
TPG FT	560	60%	381	40%	618	54%	518	46%	560	46%	647	54%
TPG PT	101	11%	837	89%	105	9%	1088	91%	127	11%	1081	89%
RPG FT	45	38%	74	62%	44	42%	60	58%	37	37%	63	63%
RPG PT	15	17%	72	83%	18	17%	90	83%	20	17%	96	83%
Total	1903		11192		2095		12098		2063		12114	

Mature Student Enrolments

Mature students defined as over 21 for undergraduate and over 25 for postgraduate courses.



- Mature students account for 2/3rds of the total population across all the years.



- Mature students are predominately in Part-time study.

Mature Student Enrolments by Level and Mode of study

	2008/9				2009/0				2010/1			
	Mature	% Mature	Rest	% Rest	Mature	% Mature	Rest	% Rest	Mature	% Mature	Rest	% Rest
UG FT	5728	61%	3712	39%	5925	60%	3996	40%	5664	59%	3904	41%
UG PT	1648	96%	69	4%	1730	95%	87	5%	1933	95%	107	5%
TPG FT	448	47%	506	53%	519	45%	634	55%	528	43%	689	57%
TPG PT	853	90%	93	10%	1113	93%	87	7%	1121	93%	90	7%
RPG FT	107	84%	21	16%	91	81%	22	19%	89	80%	22	20%
RPG PT	80	87%	12	13%	94	87%	14	13%	112	97%	4	3%
Total	8864	67%	4413	33%	9472	66%	4840	34%	9447	66%	4816	34%

Mature students by Faculty

FACULTY	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
BUSINESS SCHOOL	2458	28%	2678	28%	2707	29%
FECCI	2757	31%	2964	31%	2833	30%
FHLSS	3504	40%	3640	38%	3719	39%
ACADEMIC DEVELOPMENT	145	2%	190	2%	188	2%
Total	8864		9472		9447	

Mature students by Gender

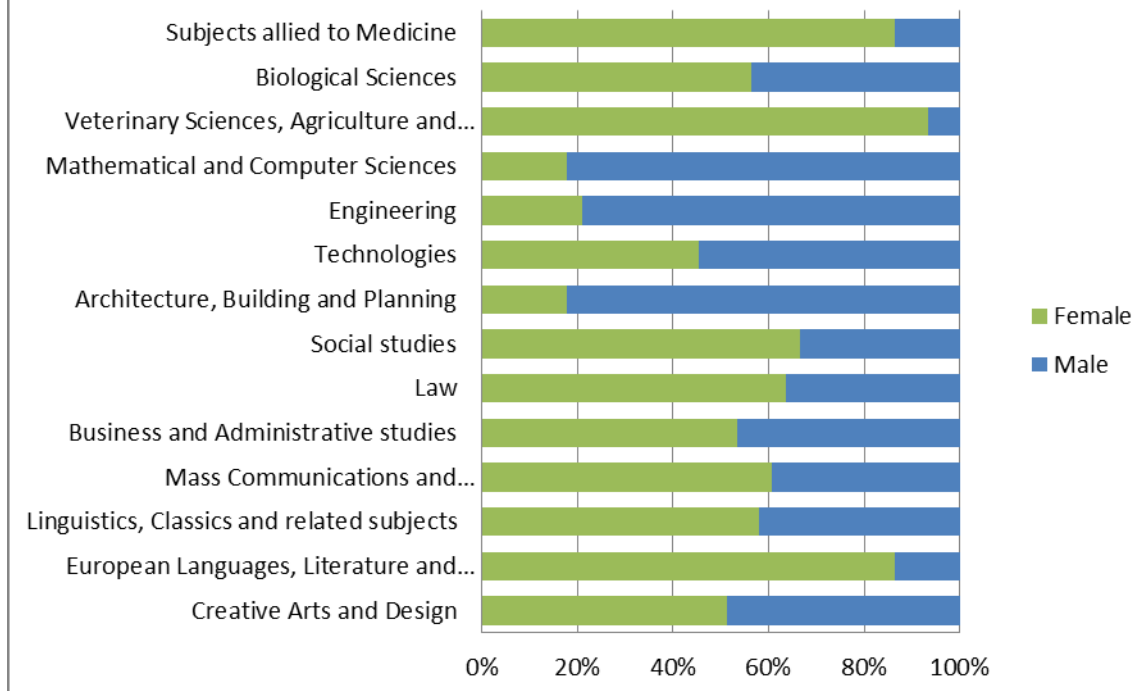
GENDER	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Female	4933	56%	5237	55%	5338	57%
Male	3931	44%	4235	45%	4109	43%
Total	8864		9472		9447	

Subject Group Enrolments

Subject Group	2008/9	% 2008/9	2009/0	% 2009/0	2010/1	% 2010/1
Subjects allied to Medicine	3062	23%	3298	23%	3398	24%
Biological Sciences	1306	10%	1441	10%	1466	10%
Veterinary Sciences, Agriculture and related subjects	75	1%	89	1%	106	1%
Mathematical and Computer Sciences	1088	8%	1135	8%	1142	8%
Engineering	1424	11%	1515	11%	1377	10%
Technologies	10	0%	16	0%	22	0%
Architecture, Building and Planning	704	5%	703	5%	588	4%
Social studies	343	3%	303	2%	288	2%
Law	330	2%	284	2%	330	2%
Business and Administrative studies	3478	26%	3912	27%	3887	27%
Mass Communications and Documentation	411	3%	422	3%	411	3%
Linguistics, Classics and related subjects	121	1%	156	1%	231	2%
European Languages, Literature and related subjects	122	1%	98	1%	111	1%
Creative Arts and Design	803	6%	940	7%	906	6%
Total	13277		14312		14263	

- % enrolment by subject group has remained constant for most of the groups.
- Slight increases in Subjects allied to Medicine
- Slight decreases in Engineering, Architecture, Building and Planning, Creative Arts.

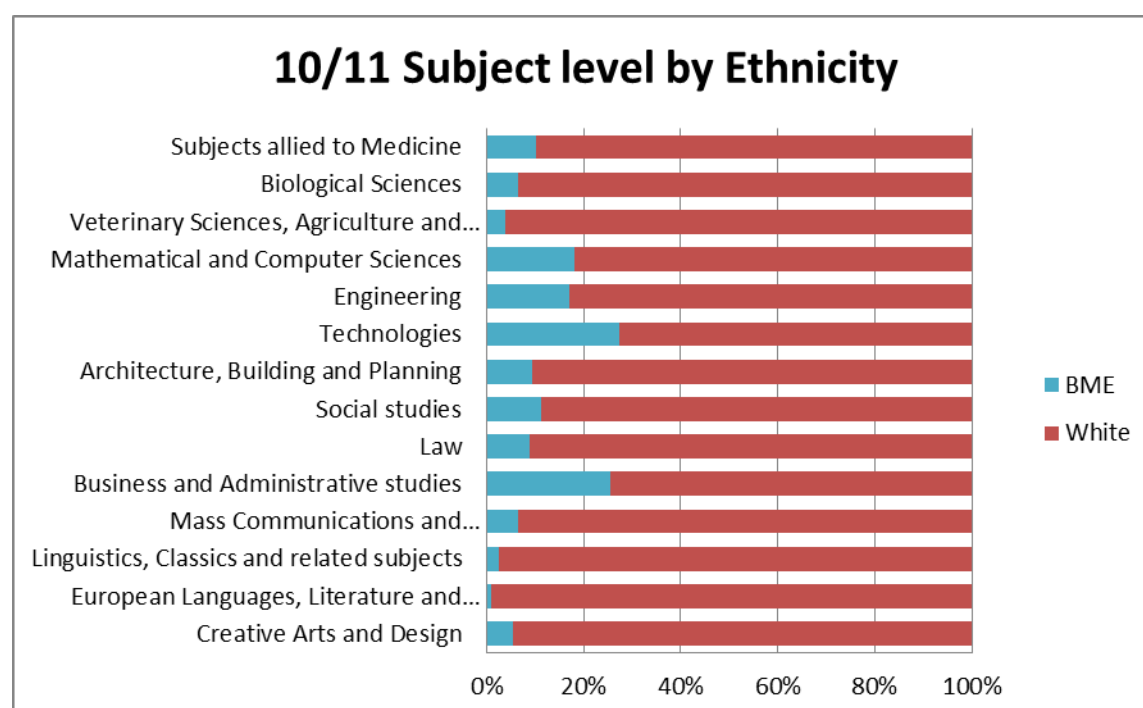
10/11 Subject level by Gender



- Increase in Female enrolments in Engineering, Technologies and Mass communication and documentation.

Subject Group Enrolments by Gender

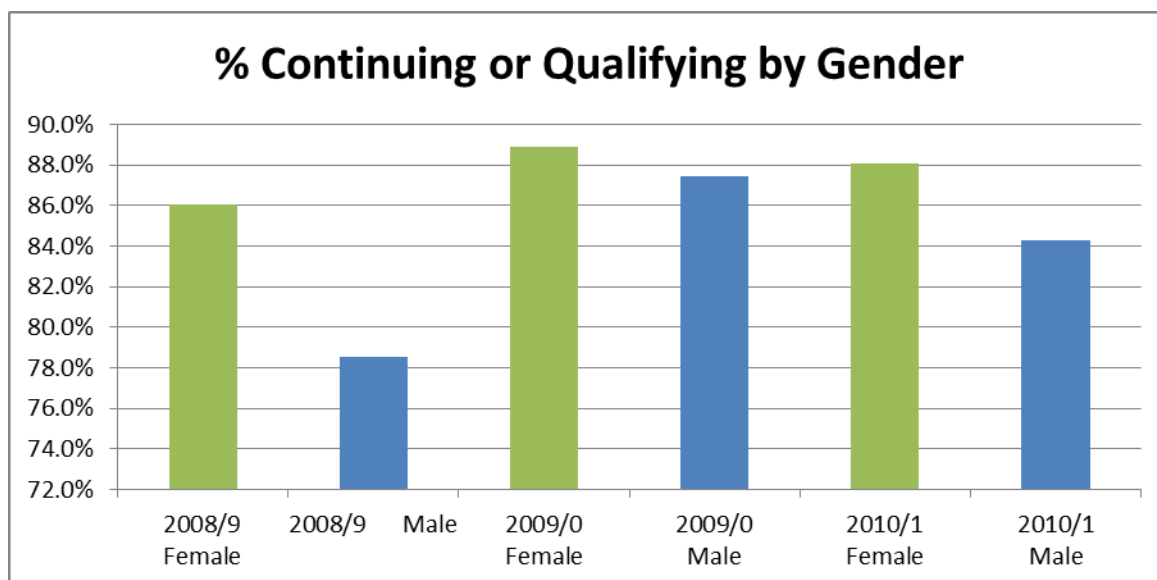
	2008/9				2009/0				2010/1			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Subjects allied to Medicine	2657	87%	405	13%	2845	86%	453	14%	2941	87%	457	13%
Biological Sciences	753	58%	553	42%	838	58%	603	42%	825	56%	641	44%
Veterinary Sciences, Agriculture and related subjects	74	99%	1	1%	88	99%	1	1%	99	93%	7	7%
Mathematical and Computer Sciences	183	17%	905	83%	174	15%	961	85%	204	18%	938	82%
Engineering	242	17%	1182	83%	299	20%	1216	80%	289	21%	1088	79%
Technologies	1	10%	9	90%	7	44%	9	56%	10	45%	12	55%
Architecture, Building and Planning	142	20%	562	80%	127	18%	576	82%	105	18%	483	82%
Social studies	241	70%	102	30%	208	69%	95	31%	192	67%	96	33%
Law	219	66%	111	34%	180	63%	104	37%	210	64%	120	36%
Business and Administrative studies	1830	53%	1648	47%	2060	53%	1852	47%	2083	54%	1804	46%
Mass Communications and Documentation	232	56%	179	44%	245	58%	177	42%	249	61%	162	39%
Linguistics, Classics and related subjects	74	61%	47	39%	94	60%	62	40%	134	58%	97	42%
European Languages, Literature and related subjects	97	80%	25	20%	83	85%	15	15%	96	86%	15	14%
Creative Arts and Design	391	49%	412	51%	496	53%	444	47%	466	51%	440	49%
Total	7136	54%	6141	46%	7744	54%	6568	46%	7903	55%	6360	45%



Appendix 3: Continuation Data Analysis

The population for this analysis is the Full-time, First Degree Undergraduate entrants based in the UK

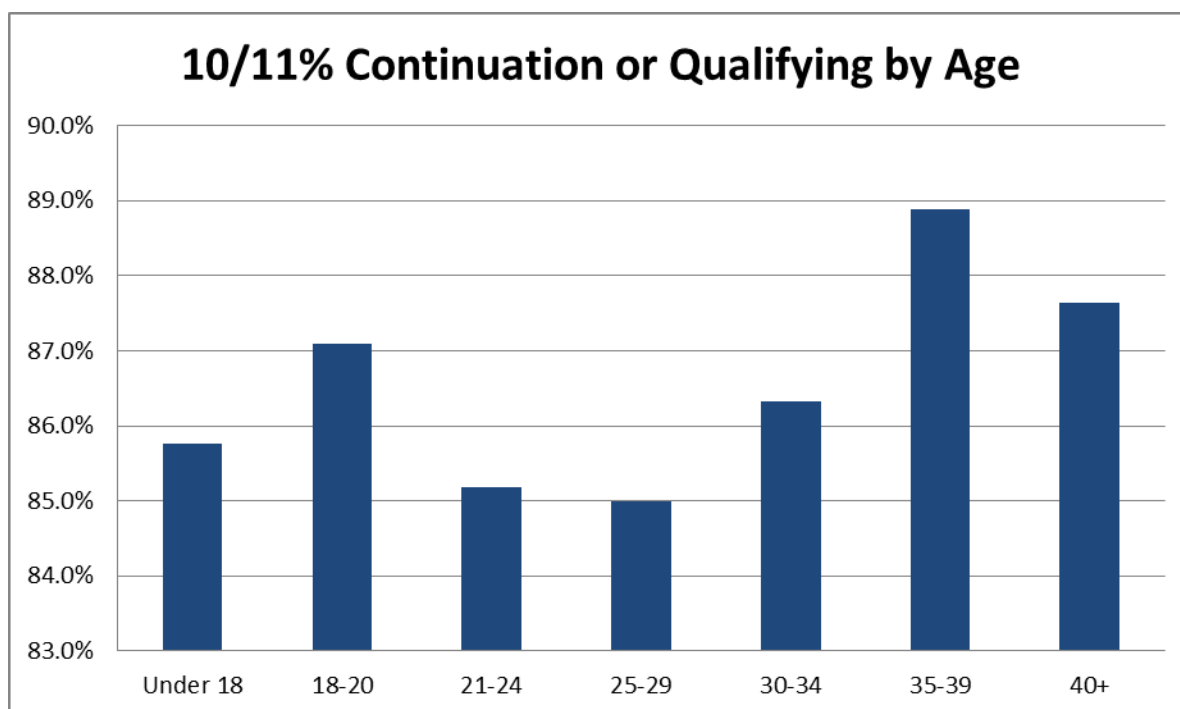
Gender



- The gender imbalance is still evident in the number of students either continuing with their studies next year or qualifying.

Gender	2008/09				2009/10				2010/11 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
Male	1224	72.6%	5.9%	78.5%	1078	81.5%	5.9%	87.5%	1024	79.2%	5.1%	84.3%
Female	1565	82.9%	3.2%	86.1%	1497	85.4%	3.5%	88.9%	1325	83.2%	4.8%	88.1%
Grand Total	2789	78.4%	4.4%	82.8%	2575	83.8%	4.5%	88.3%	2349	81.5%	4.9%	86.4%

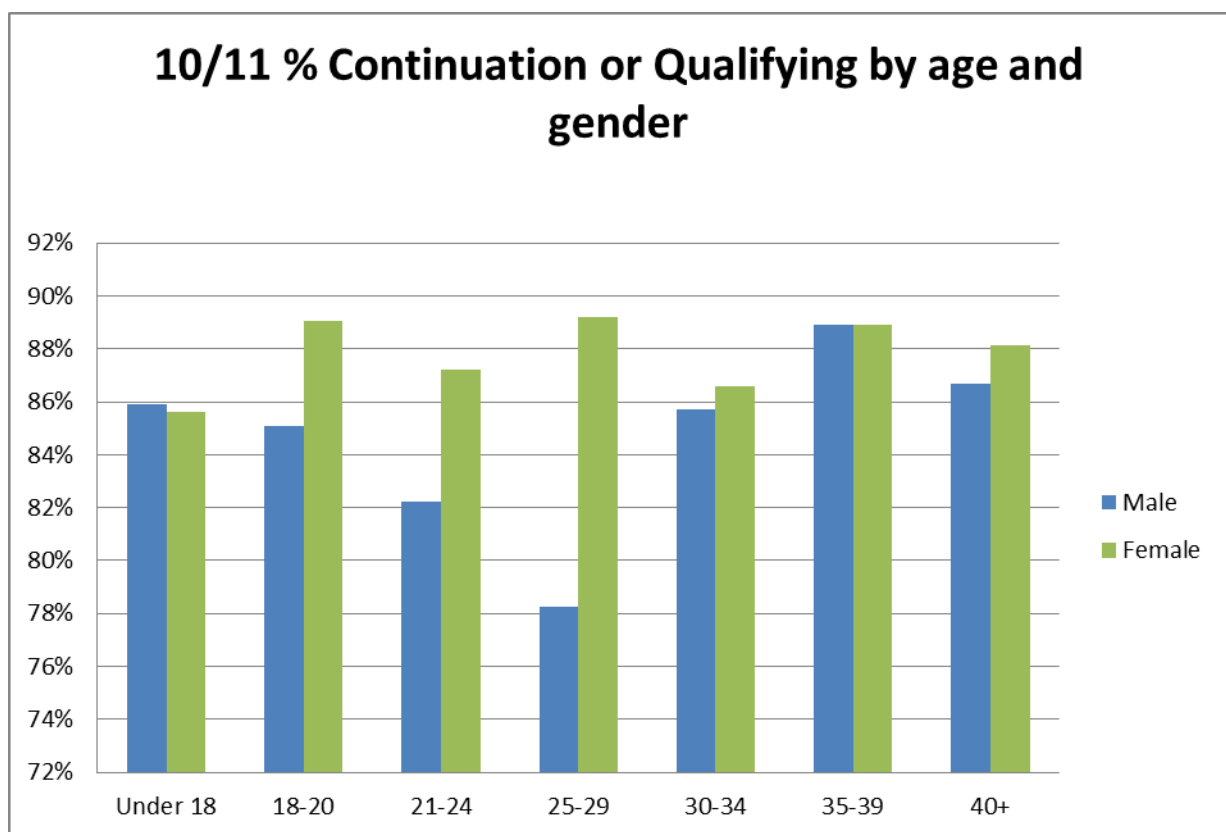
Age Group



- The 35 to 39 age group have the largest percentage of students continuing or qualifying compared to the other age groups in 2010/11. Although numbers are small in this category.

Age Category	2008/09				2009/10				2010/11 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
Under 18	350	80.3%	0.6%	80.9%	268	89.6%	0.7%	90.3%	316	85.1%	0.6%	85.8%
18-20	1161	80.4%	2.8%	83.2%	1134	85.4%	2.9%	88.3%	1077	83.7%	3.4%	87.1%
21-24	565	79.8%	5.1%	85.0%	500	81.6%	7.0%	88.6%	398	74.4%	10.8%	85.2%
25-29	306	74.8%	6.5%	81.4%	311	81.0%	6.1%	87.1%	240	80.8%	4.2%	85.0%
30-34	160	66.3%	11.3%	77.5%	153	78.4%	7.8%	86.3%	139	82.0%	4.3%	86.3%
35-39	105	68.6%	12.4%	81.0%	93	81.7%	9.7%	91.4%	90	80.0%	8.9%	88.9%
40+	142	79.6%	5.6%	85.2%	116	80.2%	5.2%	85.3%	89	76.4%	11.2%	87.6%
Grand Total	2789	78.4%	4.4%	82.8%	2575	83.8%	4.5%	88.3%	2349	81.5%	4.9%	86.4%

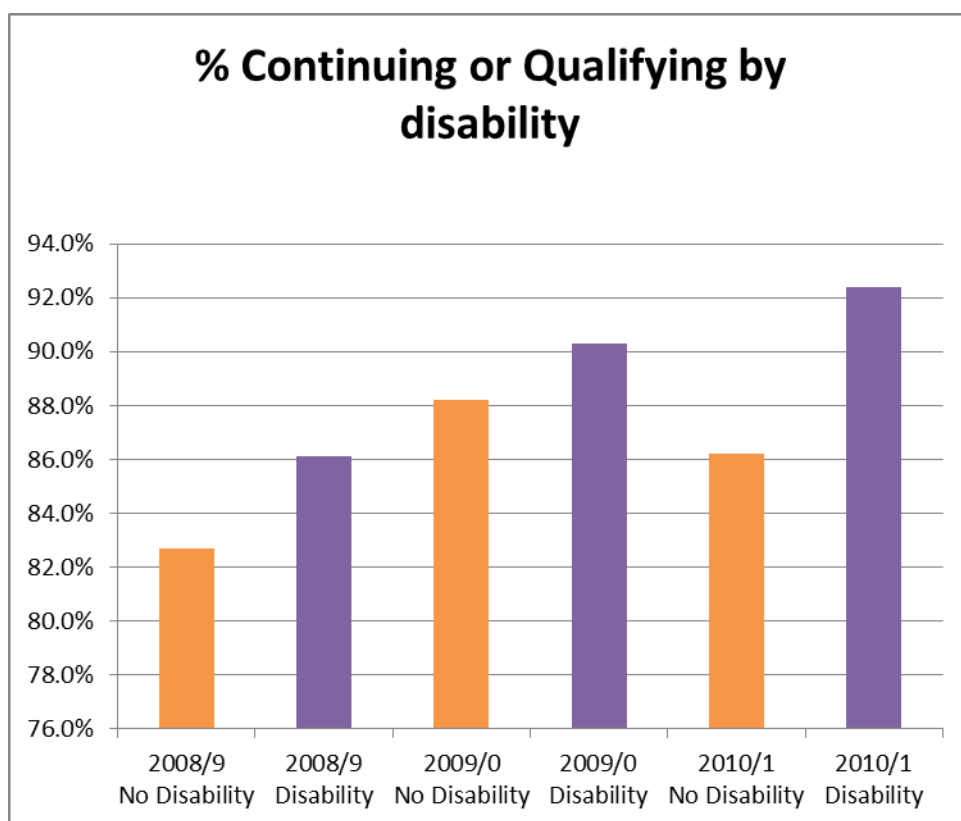
Age Group and Gender



- In 10/11 there is a marked difference in rates between Females and Males in the 18-20, 21-24 and 25-29 age group categories.
- This is a changing picture from previous years.

Gender	Age Category	2008/09			2009/10			2010/11 Mid Year		
		Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
Male	Under 18	73.9%	1.4%	75.4%	87.2%	0.9%	88.1%	85.2%	0.7%	85.9%
	18-20	77.6%	2.8%	80.5%	83.8%	4.0%	87.8%	81.9%	3.2%	85.1%
	21-24	74.1%	6.2%	80.3%	78.2%	8.7%	86.9%	69.3%	12.9%	82.2%
	25-29	65.0%	9.2%	74.2%	79.5%	8.7%	88.2%	73.9%	4.3%	78.3%
	30-34	55.2%	19.0%	74.1%	70.0%	11.7%	81.7%	81.0%	4.8%	85.7%
	35-39	50.0%	22.7%	72.7%	85.0%	15.0%	100.0%	77.8%	11.1%	88.9%
	40+	61.9%	14.3%	76.2%	79.4%	5.9%	85.3%	70.0%	16.7%	86.7%
	Male Total	72.6%	5.9%	78.5%	81.5%	5.9%	87.5%	79.2%	5.1%	84.3%
Female	Under 18	84.4%	0.0%	84.4%	91.3%	0.6%	91.9%	85.1%	0.6%	85.6%
	18-20	83.1%	2.7%	85.8%	86.8%	2.1%	88.8%	85.4%	3.7%	89.1%
	21-24	84.6%	4.2%	88.9%	84.5%	5.5%	90.0%	77.9%	9.4%	87.2%
	25-29	81.2%	4.8%	86.0%	82.1%	4.3%	86.4%	85.1%	4.1%	89.2%
	30-34	72.5%	6.9%	79.4%	83.9%	5.4%	89.2%	82.5%	4.1%	86.6%
	35-39	82.0%	4.9%	86.9%	80.8%	8.2%	89.0%	80.6%	8.3%	88.9%
	40+	87.0%	2.0%	89.0%	80.5%	4.9%	85.4%	79.7%	8.5%	88.1%
	Female Total	82.9%	3.2%	86.1%	85.4%	3.5%	88.9%	83.2%	4.8%	88.1%
Grand Total		78.4%	4.4%	82.8%	83.8%	4.5%	88.3%	81.5%	4.9%	86.4%

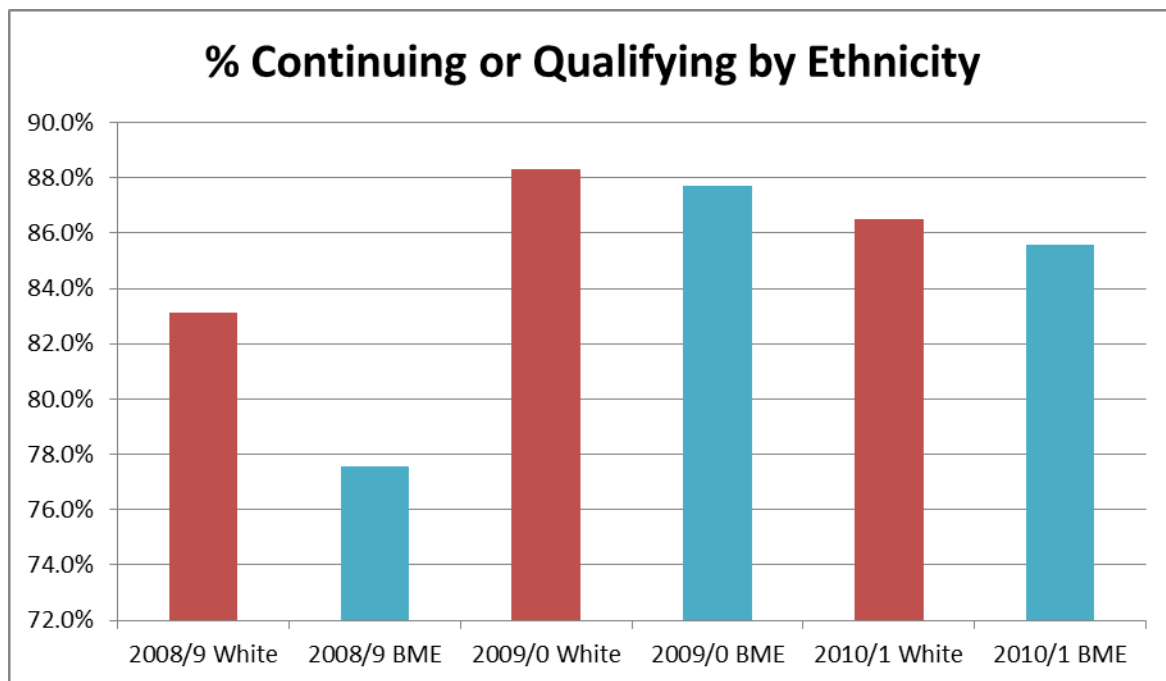
Disclosed Disability



- There is an improving continuation or qualifying rate of students with a disclosed disability however population numbers are still quite small.

Disability Allowance	2008/09				2009/10				2010/11 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
No Disability Allowance	2753	78.3%	4.4%	82.7%	2753	83.8%	4.5%	88.2%	2462	81.3%	4.9%	86.2%
Disability Allowance	36	86.1%	0.0%	86.1%	36	85.0%	5.3%	90.3%	113	86.4%	6.1%	92.4%
Grand Total	2789	78.4%	4.4%	82.8%	2789	83.8%	4.5%	88.3%	2575	81.5%	4.9%	86.4%

Ethnicity



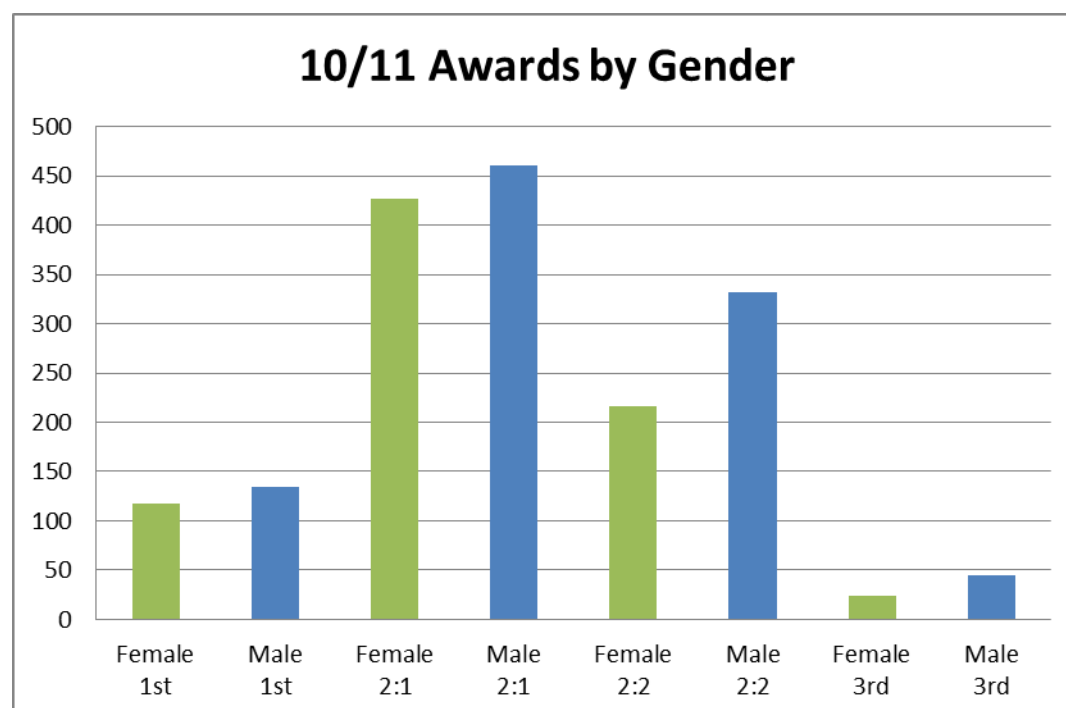
- Black students have the highest continuation scores compared with the rest of the student population and previous years. (but numbers are quite small)

Ethnicity	2008/09				2009/10				2010/11 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
White	2592	78.8%	4.3%	83.1%	2420	83.8%	4.5%	88.3%	2238	81.5%	4.9%	86.5%
Asian	70	74.3%	5.7%	80.0%	50	84.0%	8.0%	92.0%	42	78.6%	2.4%	81.0%
Black	62	62.9%	3.2%	66.1%	34	70.6%	5.9%	76.5%	20	95.0%	0.0%	95.0%
Chinese	18	77.8%	5.6%	83.3%	16	100.0%	0.0%	100.0%	15	53.3%	33.3%	86.7%
Other	47	80.4%	6.5%	87.0%	55	85.5%	1.8%	87.3%	34	85.3%	2.9%	88.2%
Grand Total	2789	78.4%	4.4%	82.8%	2575	83.8%	4.5%	88.3%	2349	81.5%	5.0%	86.5%

Appendix 4: Awards Analysis

The population for this analysis is all undergraduate Honours awards (including MEng Hons)

Gender

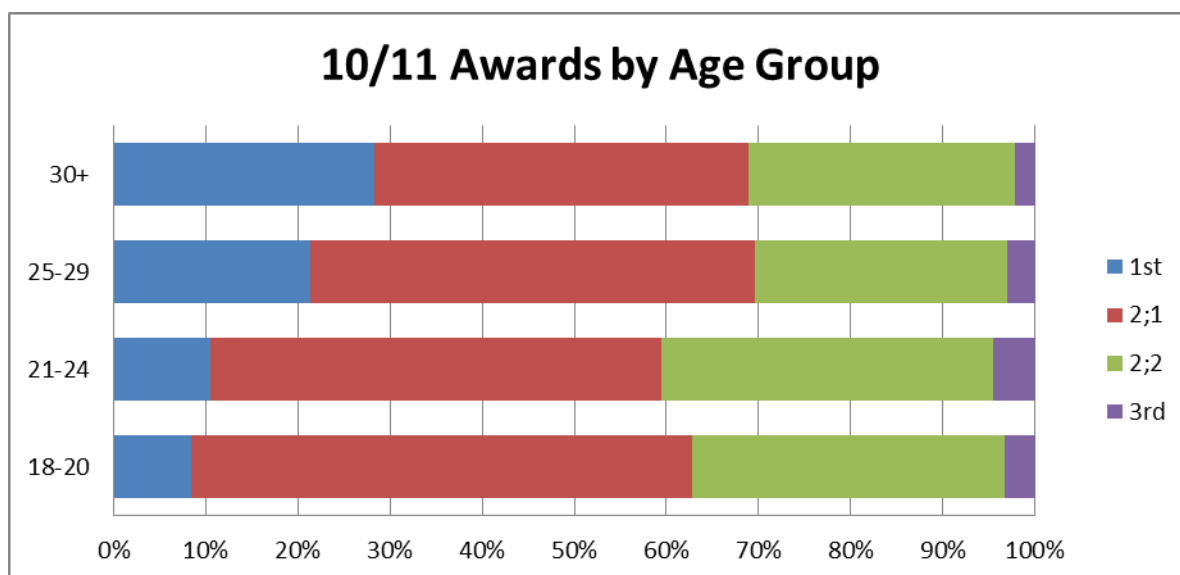


The table below shows that

- A higher percentage of Females have been awarded 2:1's than Males for the last 3 years.
- A higher percentage of Males have been awarded 2:2's than Females for the last 3 years.

	Female						Male					
	2010/1		2009/0		2008/9		2010/1		2009/0		2008/9	
Class	No.Stus	% Stus	No.Stus	% Stus	No.Stus	% Stus	No.Stus	% Stus	No.Stus	% Stus	No.Stus	% Stus
1st	118	15%	83	12%	91	16%	134	14%	111	13%	107	15%
2:1	427	54%	395	55%	304	52%	461	47%	370	45%	352	48%
2:2	216	28%	225	31%	167	28%	332	34%	307	37%	235	32%
3rd	24	3%	18	2%	24	4%	45	5%	42	5%	40	5%
Total	785	100%	721	100%	586	100%	972	100%	830	100%	734	100%

Age Group

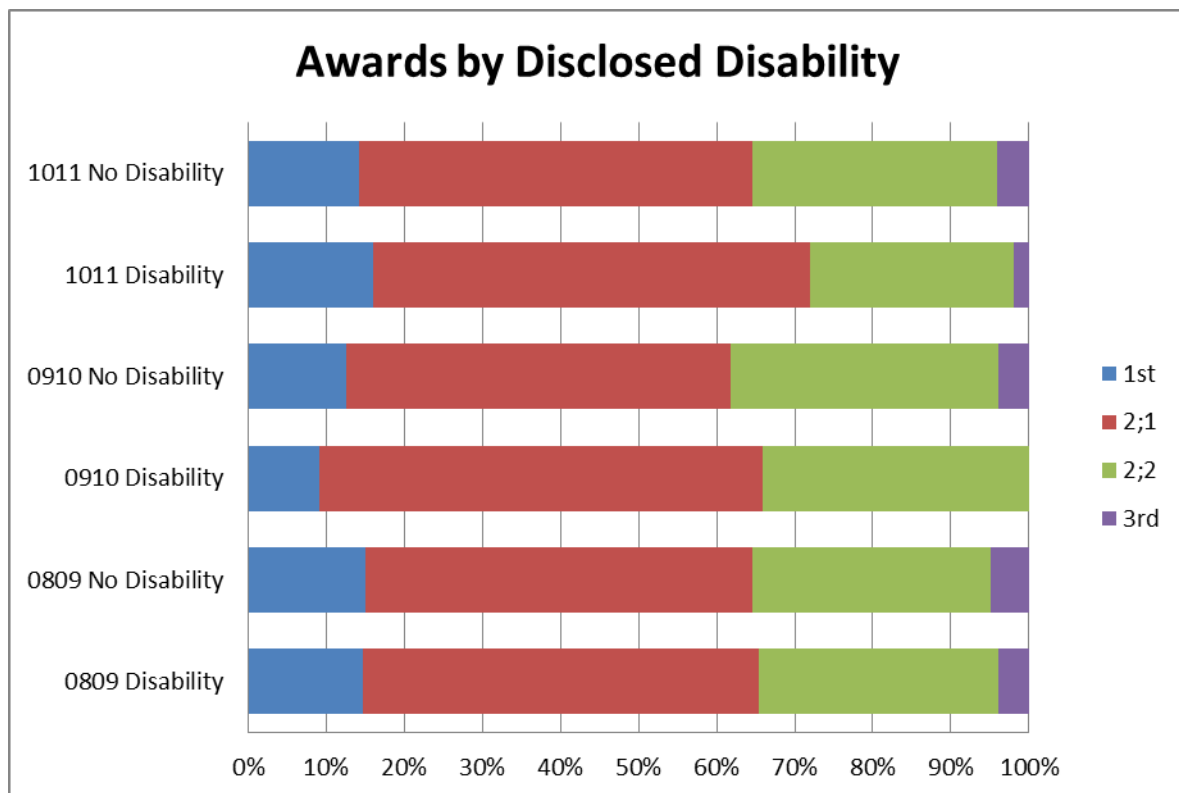


- These age group differences remain fairly constant over the last 3 years.
- The two older age groups have a greater percentage of 1st than the younger age groups.

	18-20						21-24					
	2010/1		2009/0		2008/9		2010/1		2009/0		2008/9	
	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus
1st	18	8%	18	8%	16	11%	108	11%	108	11%	114	13%
2:1	117	54%	117	54%	67	44%	503	49%	503	49%	473	52%
2:2	73	34%	73	34%	61	40%	371	36%	371	36%	277	31%
3rd	7	3%	7	3%	7	5%	46	4%	46	4%	42	5%
Total	215	100%	215	100%	151	100%	1028	100%	1028	100%	906	100%

	25-29						OVER 30					
	2010/1		2009/0		2008/9		2010/1		2009/0		2008/9	
	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus
1st	49	21%	46	24%	38	25%	39	28%	22	19%	30	27%
2:1	111	48%	90	47%	69	46%	56	41%	55	47%	47	42%
2:2	63	27%	50	26%	38	25%	40	29%	38	32%	26	23%
3rd	7	3%	4	2%	5	3%	3	2%	3	3%	10	9%
Total	230	100%	190	100%	150	100%	138	100%	118	100%	113	100%

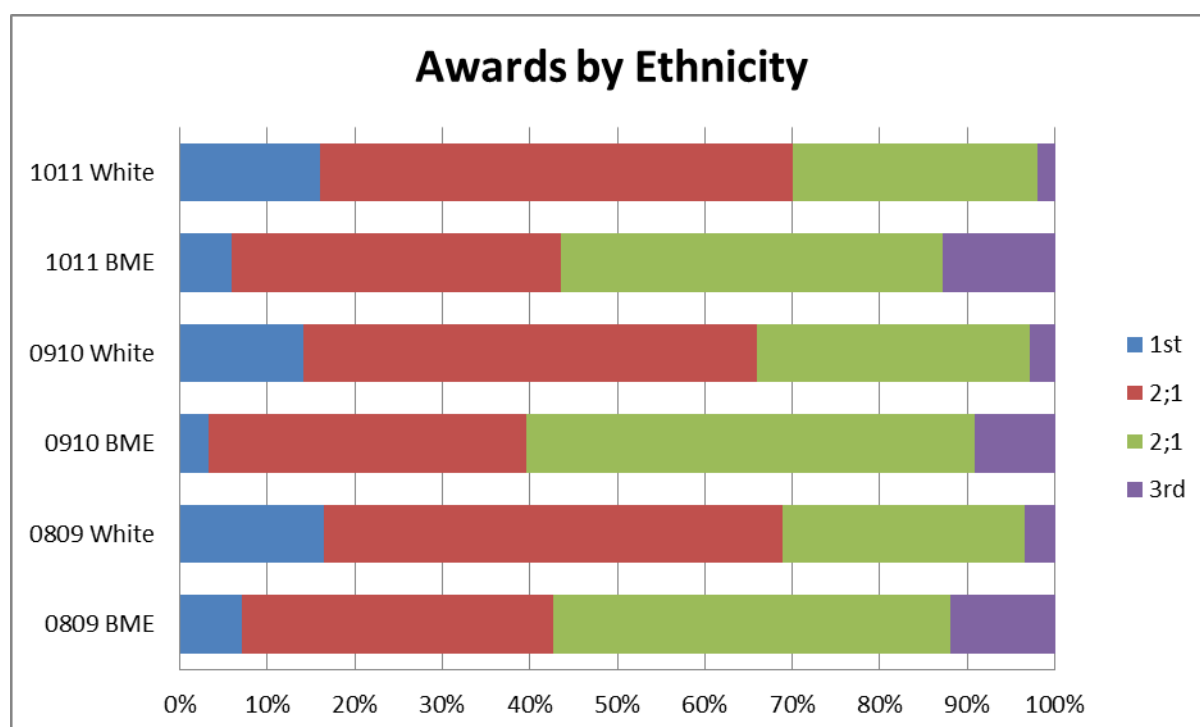
Disclosed Disability



- There are slight variations year on year but this is probably explained by the small numbers involved.

	Disability						No Disability					
	2010/1		2009/0		2008/9		2010/1		2009/0		2008/9	
Class	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus	No.	Stus % Stus
1st	10	16%	4	9%	11	15%	242	14%	190	13%	187	15%
2:1	34	56%	25	57%	38	51%	854	50%	740	49%	616	50%
2:2	16	26%	15	34%	23	31%	532	31%	517	34%	378	30%
3rd	1	2%		0%	3	4%	68	4%	60	4%	61	5%
Total	61	100%	44	100%	75	100%	1696	100%	1507	100%	1242	100%

Ethnicity



- The percentage of White students gaining a 1st has remained relatively even over the last few years. However the percentage of BME students gaining a 1st is quite variable but this could simply be a result of small population numbers

	White						BME					
	2010/1		2009/0		2008/9		2010/1		2009/0		2008/9	
Class	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	231	16%	185	14%	177	16%	21	6%	8	3%	13	7%
2:1	754	54%	675	52%	564	52%	134	38%	87	36%	65	36%
2:2	392	28%	407	31%	298	28%	156	44%	123	51%	83	45%
3rd	24	2%	38	3%	37	3%	45	13%	22	9%	22	12%
Total	1401	100%	1305	100%	1076	100%	356	100%	240	100%	183	100%

