



THE UNIVERSITY *of* EDINBURGH

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

**STUDENT REPORT**

**2019**

**ELEVENTH REPORT**

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## 1. Introduction

The ELEVENTH report from the Equality and Diversity Monitoring and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh. The remit of the committee is to report and monitor equality and diversity issues and to carry out further research where appropriate. EDMARC also provides advice and technical expertise to make policy and research recommendations.

This report focuses on student data for 2018/19 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

EDMARC is composed of senior staff with interest in equality and diversity issues and expertise in the area of analysis and management of data with support from the University's professional services. EDMARC is chaired by the University lead for Equality, Diversity & Inclusion, Professor Sarah Cunningham-Burley.

The current members of the EDMARC committee are:

Professor Sarah Cunningham-Burley, Convener

Ms Denise Boyle, University HR Services

Oona Miller, EUSA Vice President Welfare

Ms Rebecca Gaukroger, Student Recruitment and Admissions

Peter McDonald, Joint Unions

Peter Phillips, Deputy Director of Planning

Dr Caroline Wallace, University HR Services

Dr Pamela Warner, CMVM

The reports will be published on the EDMARC website

<http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc>

Further information on equality and diversity in the university can be found at

<http://www.ed.ac.uk/schools-departments/equality-diversity>

## 2. Notes and Definitions

Entrant student data is presented for intake years 2009/10 to 2018/19 for gender, disability and age and for intake years 2014/15 to 2018/19 for ethnicity. Outcome data (exit qualification) is presented for students entering the University from 2008/09 to 2014/15 for undergraduate students, 2009/10 to 2015/16 for postgraduate taught students and 2008/09 to 2013/14 for postgraduate research students. 1<sup>st</sup>/2.1 data is given for exit years 2014/15 to 2018/19 for disability and ethnicity and 2009/10 to 2018/19 for gender. All fully matriculated University of Edinburgh students are included in this report, including those studying on distance learning programmes and all visiting students. Credit bearing Continual Professional Development programmes are also included. Both Home and International students are included, with the exception of the reporting of ethnic minority status, where only UK-domiciled students are included. Where unknown-values are present in the data, these have been excluded.

Intake figures are based on undergraduate, taught postgraduate and research postgraduate populations. All figures are headcounts and represent all students studying at the

University, including part-time, visiting and distance learning students. Figures are primarily presented at University level but where appropriate, a breakdown by college has been given.

Outcomes are presented in terms of the summary status of the population at 1<sup>st</sup> October 2019 by various categories and degree classification or degree type achieved by those who have completed. The measure used in this report for achievement and completion is 'the proportion of students with an exit qualification' and includes those students who have successfully completed an award, currently interrupted or still matriculated on programme. Those students who exit with an intermediate award e.g. Cert. HE are deemed to have successfully completed. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion.

Comparisons to other institutions in the UK are provided. This data is sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI plus) database and uses the standard registration population from the HESA student record. It includes all students who were active at a reporting institution between 1 August and 31 July of the particular year. HESA figures exclude students who are classified as Dormant, Incoming/Outgoing exchange, students where the whole of the programme of study is outside of the UK, writing-up students and from 2009/10 students on sabbatical. A comparison of the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students is used for the comparison of disabled students.

The HEFCE report 'Difference in degree outcomes: Equality and diversity characteristics' published on 1<sup>st</sup> October 2015' and the Advance HE report 'Equality + higher education: students statistical report 2019' have been used to provide context within the report.

### Key Abbreviations

AHSS	College of Arts, Humanities and Social Sciences
MVM	College of Medicine & Veterinary Medicine
SCE	College of Science & Engineering
UG	Undergraduate
PGT	Taught postgraduate
PGR	Research postgraduate

There are two appendices to this report. Appendix 1 shows the base populations for entrants and Appendix 2 shows the base populations for the outcomes (to be published separately).

### 3. Ethnicity

#### 3.1. Approach

When analysing the ethnicity data, we have separately considered the UK-domiciled and non UK-domiciled student populations. This approach is in line with the Equality Challenge Unit guidance for the Race Charter, and recognises the different life experiences between the two sets of students.

#### 3.2. Proportions Ethnicity - % BME+

Figure 1 shows the proportion of **UK domiciled Undergraduate entrants** who are black and minority ethnic (BME). The most recent six years has seen an increase in the proportion of BME students (increasing annually from 8.4% in 2014/15 to 12.8% in 2018/19). The greatest proportion of BME students enter MVM and the least in AHSS, which reflects the UK wide pattern of higher BME participation in SET subjects than non-SET subjects overall.

For context, the 2011 UK Census reports 12.9% of the UK population to be of ethnic minority and 4.1% in Scotland. These figures rise to 20.0% in the UK and 6.2% in Scotland when looking solely at under 25s, who make up 95% of our undergraduate entrants (see Figure 23).

Figure 1: The proportion of UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2014/15 to 2018/19. (Total population (except unknown) for 2018/19 – 2,747 (AHSS), 406 (MVM), 951 (CSE), 4,104 (UoE))

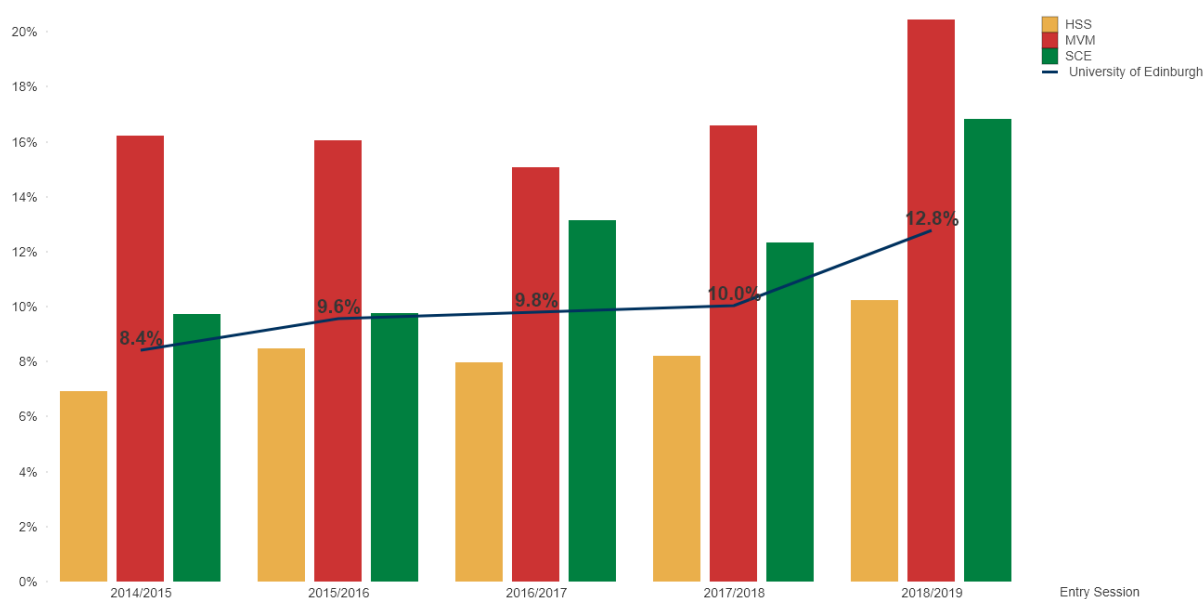
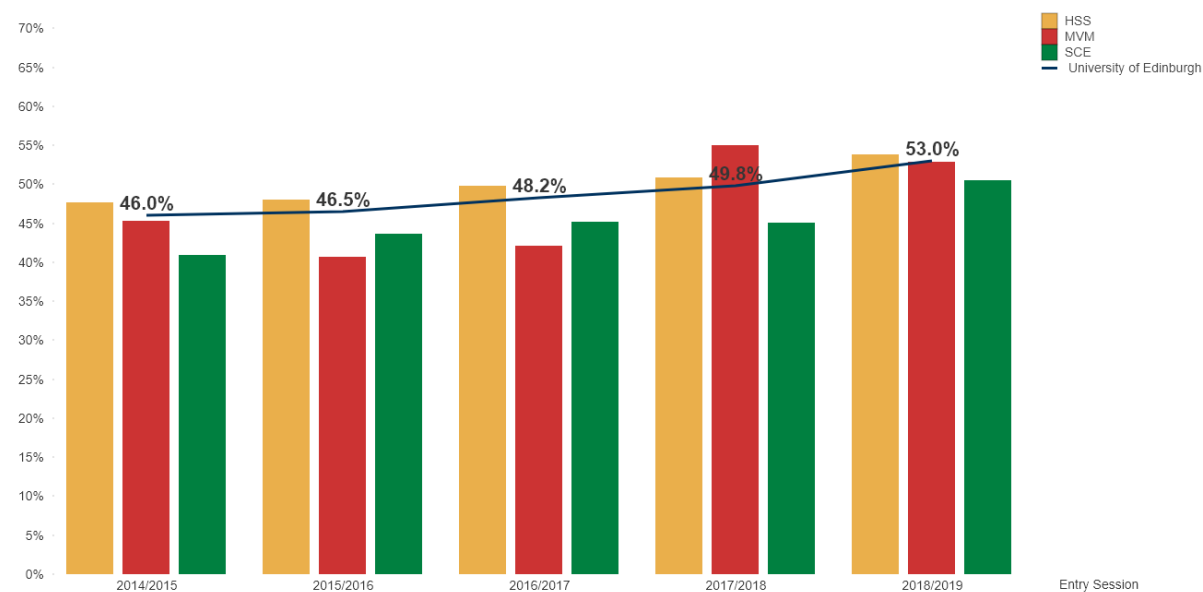


Figure 2 shows the proportion of **non UK-domiciled undergraduate entrants** who are of BME origin. Over the last five years there has been a year-on-year increase in the overall proportion of BME students rising from 46.0% in 2014/15 to 53.0% in 2018/19. This is a

much higher proportion than that seen for UK-domiciled students and is seen across all Colleges.

Figure 2: The proportion of non-UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2014/15 to 2018/19. (Total Population (except unknown) for 2018/19 – 3,784 (AHSS), 476 (MVM), 1,222 (CSE), 5,482 (UoE))



Figures 3 and 4 show the proportion of **Postgraduate Taught entrants** who are Black and Minority Ethnic origin for UK-domiciled and non UK-domiciled students respectively. The proportion of UK-domiciled entrants is much lower than that for non UK-domiciled entrants, although both groups show a slight upward trend over the five years (UK-domiciled rising from 10.8% to 14.3% and non UK-domiciled rising from 58.2% to 65.0%). The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges, whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The overall proportion of UK-domiciled BME entrants and non UK-domiciled entrants are both slightly higher at PGT than for UG level.

Figure 3: Proportion of UK-domiciled postgraduate taught entrants who are black and minority ethnic, 204/15 to 2018/19. Total Population (except unknown) for 2018/19 – 1,673 (AHSS), 490 (MVM), 306 (SCE), 2,469 (UoE)

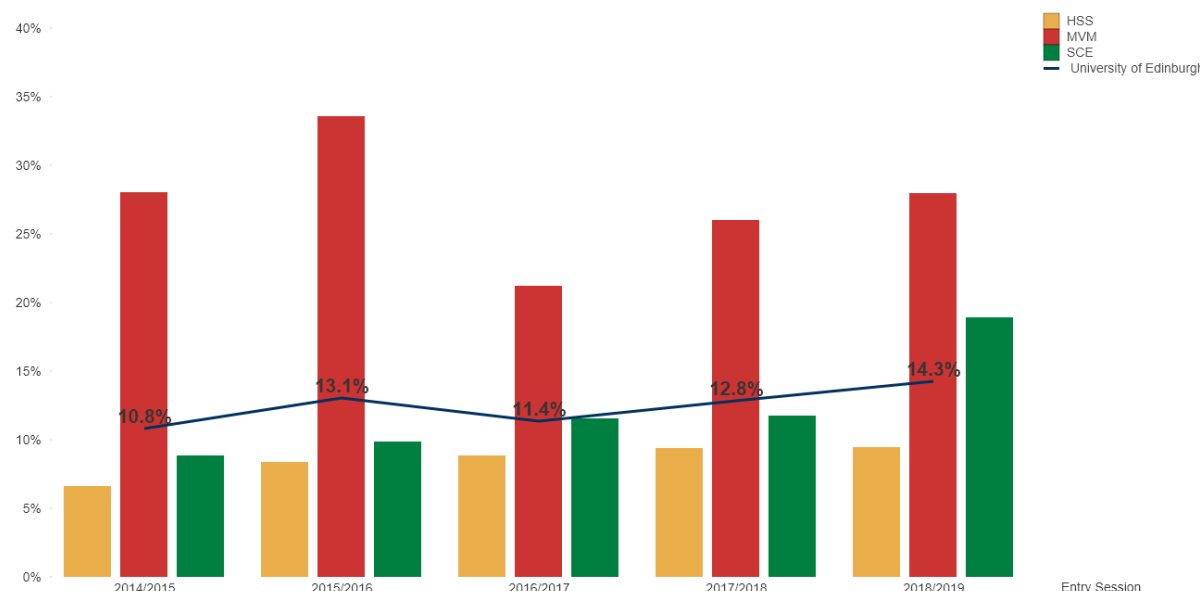
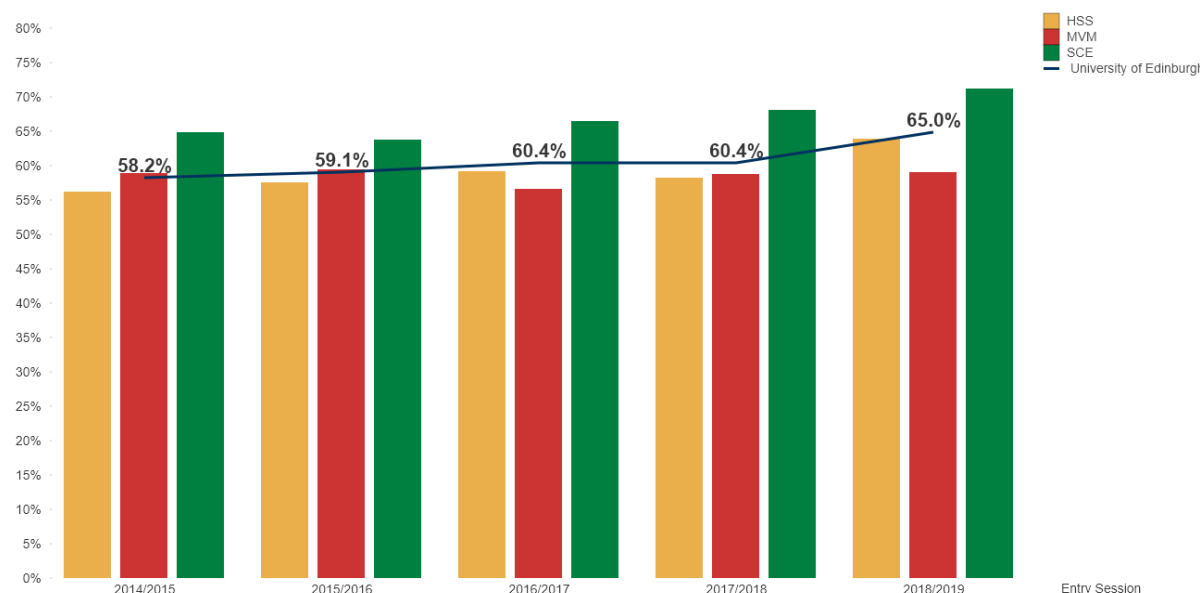


Figure 4: Proportion of non-UK-domiciled postgraduate taught entrants who are black and minority ethnic, 2014/15 to 2018/19. Total Population (except unknown) for 2018/19 – 3,126 (AHSS), 698 (MVM), 1,174 (SCE), 4,998 (UoE)



Figures 5 and 6 show the proportion of **Postgraduate Research** UK-domiciled entrants and non UK-domiciled entrants who are black and minority ethnic respectively. The five year trend shows a small annual increase year on year in the proportion of BME students for UK domiciled entrants (from 10.4% in 2014/15 to 12.7% in 2018/19) together with a smaller variation between colleges that is seen at UG and PGT levels of study. The proportion of

BME students in non UK-domiciled entrants is higher than for UK-domiciled students, rising from 41.8% in 2014/15 to 45.4% in 2018/19.

Figure 5: Proportion of UK-domiciled postgraduate research entrants who are black and minority ethnic, 2014/15 to 2018/19 – Total Population (except unknown) for 2018/19 - 195 (AHSS), 198 (MVM), 246 (SCE), 639 (UoE)

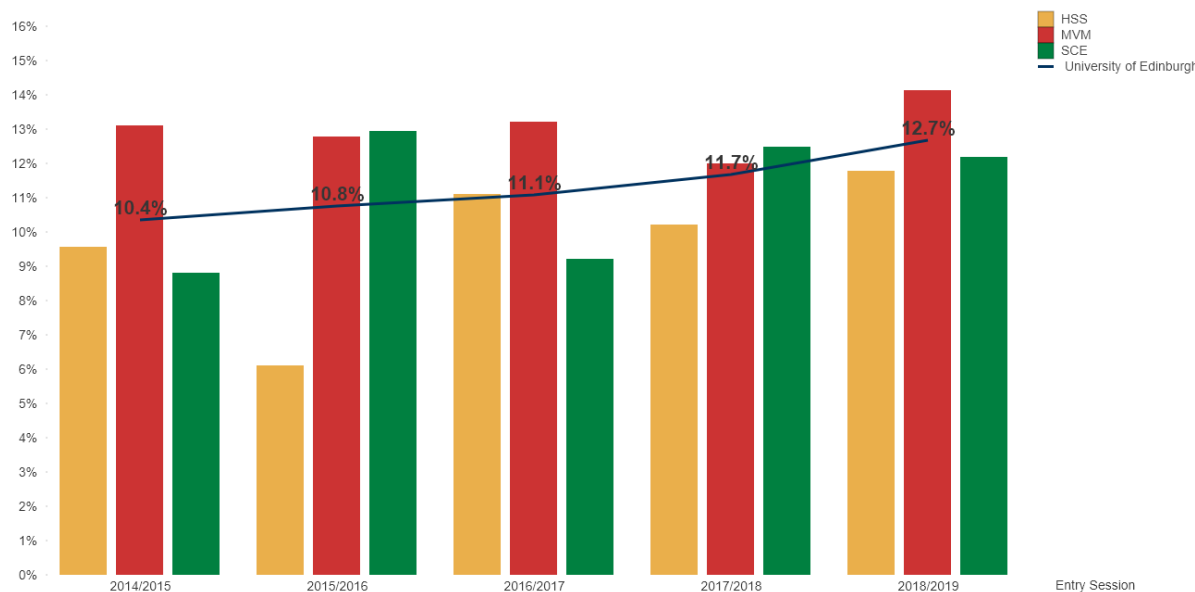


Figure 6: Proportion of non-UK-domiciled postgraduate research entrants who are black and minority ethnic, 2014/15 to 2018/19 – Total Population (except unknown) for 2018/19 - 365 (AHSS), 210 (MVM), 446 (SCE), 1,021 (UoE)

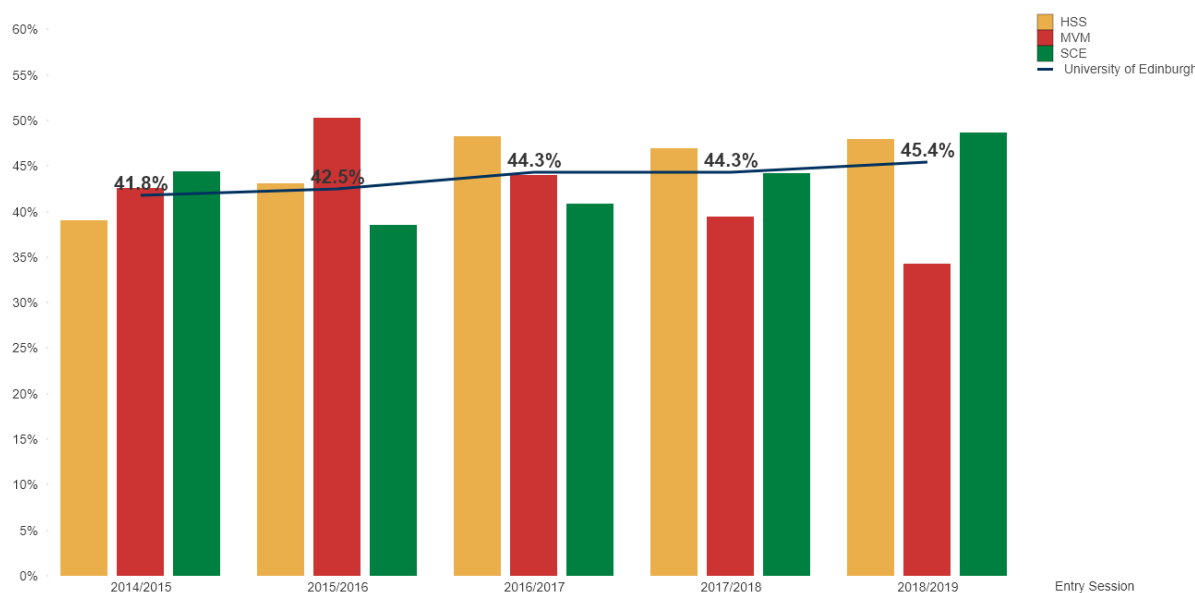
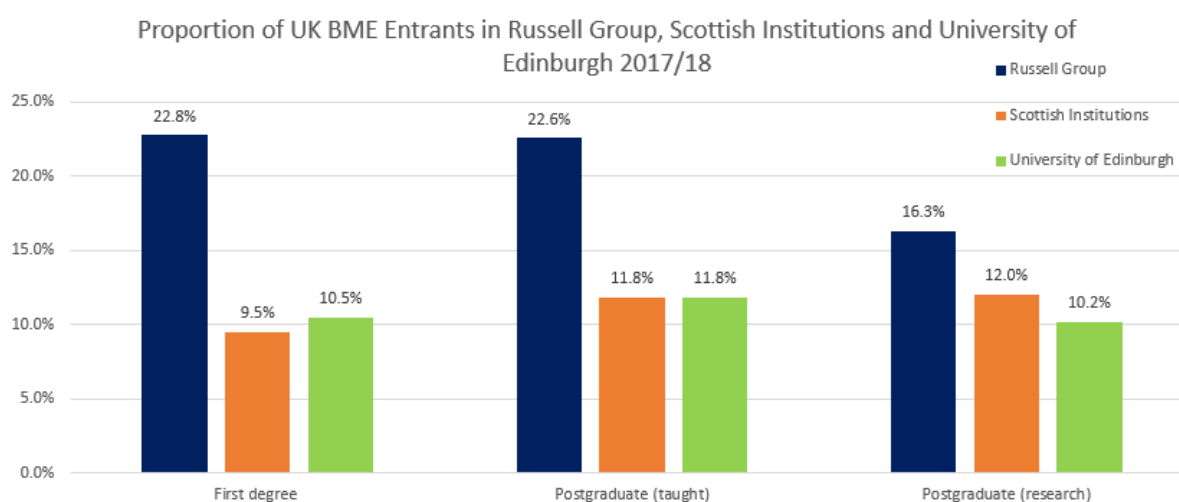


Figure 7 shows the University of Edinburgh and aggregated peer comparison institutions in Scotland (excluding UoE) and the Russell Group (excluding UoE) for UK BME students

In 2017/18 the overall proportion of UK domiciled BME students in Scottish institutions was 8.8% (and 3.8% of the UK domiciled BME population). For all institutions, the BME proportion of the UK domiciled students is 26.9% which is heavily influenced by London institutions with 49.0% BME (and 30.6% of the UK domiciled BME population) and England without London at 22.4% (with 69.4% of the UK domiciled BME population – England overall had 93.1% of the UK domiciled BME population compared with 78.0% of the White UK domiciled population)<sup>1</sup>.

Figure 7: Proportion of UK domiciled BME entrants, Russell Group 2017/18



As set out in Figure 7, for all levels of study the proportion of our UK BME entrants is higher than that of Scottish institutions but markedly lower than the Russell Group average. At both undergraduate and taught postgraduate level we have approximately half as many BME entrants proportionally as our Russell Group peers. However, at research postgraduate level this discrepancy is less marked, and we have approximately 63% BME entrants proportionately compared to the Russell Group.

This pattern is influenced by a complex mix of factors including the widely different ethnic mix of local populations and the different geographic range that individual institutions recruit from across the UK at UG, PGT and PGR levels of study.

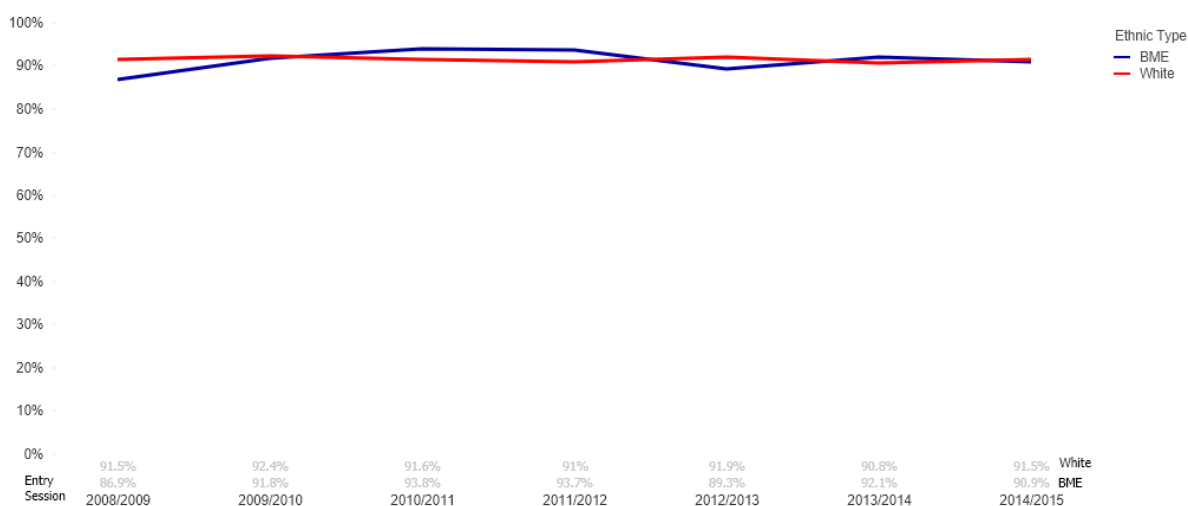
### 3.3. Outcomes – ethnicity % BME

Figures 8 to 11 show the proportion of UK-domiciled and non UK domiciled **Undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree. Over the period shown there is little difference in the proportion of BME and white students who leave with an exit qualification in either case.

<sup>1</sup> AdvanceHE student statistical report 2019

However, in contrast, the proportion of BME students achieving a 1<sup>st</sup> Class or 2.1 Honours degree is lower than that for white students in each year of the five year period for UK-domiciled students (difference in range 3.9%-points to 10.3%-points) and for non UK-domiciled students (difference in range 3.8%-points to 12.6%-points). The difference in proportions of UK-domiciled white and BME students<sup>2</sup> attainment in achieving a 1<sup>st</sup> or 2.1 Honours degree is reported across the sector in both the HEFCE study (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest AdvanceHE student report (England 13.6%-points; Northern Ireland 18.4%-points; Scotland 10.5%-points; and Wales 9.3%-points). Overall for UK institutions, within the BME group, the gap in the proportion receiving a First or 2.1 Honours degree compared with white students was widest for black students, and much narrower for Chinese, mixed heritage and Asian Indian students. The difference in outcomes UK-side between white and BME students is greater in non-SET than SET subjects.

*Figure 8: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15 (counts in 2014/15 are 351 (BME), 3,823 (white))*



<sup>2</sup> Data on non-UK domiciled BME outcomes in these reports is not available.

Figure 9: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, exit sessions 2014/15 to 2018/19 (counts in 2018/19 are 266 (BME) and 2,839 (White))

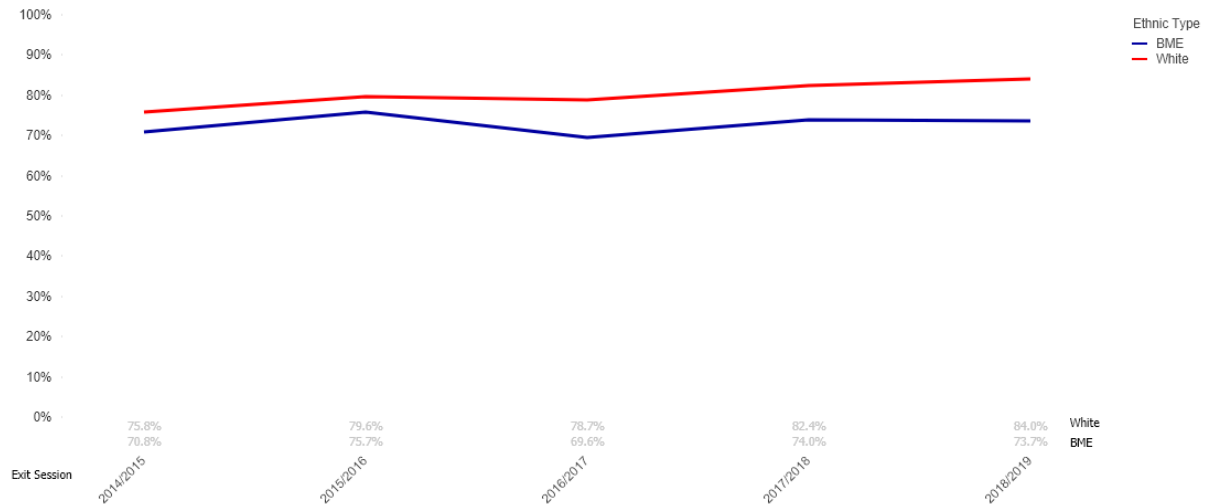


Figure 10: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15 (counts in 2014/15 are 1,831 (BME), 2,151 (white))

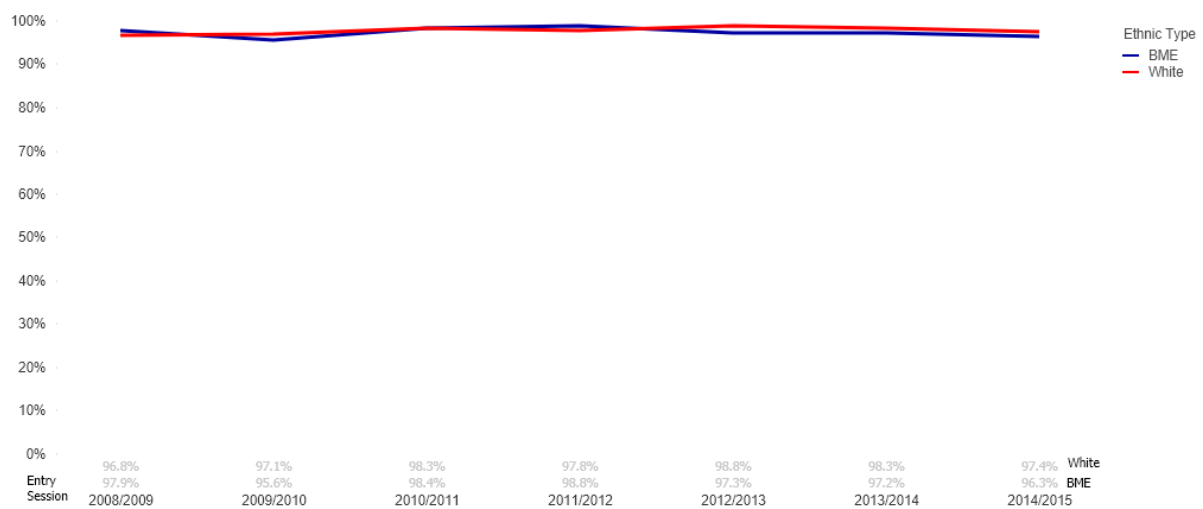


Figure 11: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2014/15 to 2018/19 (counts in 2018/19 are 588 (BME) and 634 (White))

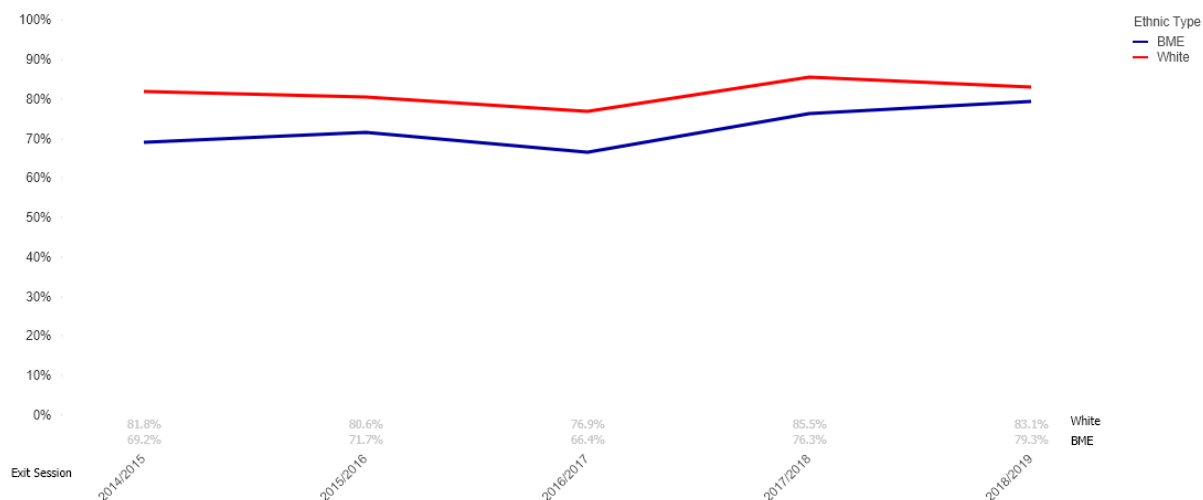


Table 1 shows the five year average 2014/15 to 2018/19 proportion of students achieving a 1st class or 2.1 honours degree, by ethnicity, School and Centres and shows white students outperforming BME students in 20 out of 21 Schools and Centres (range 1.8%-points to 17.7%-points). The latest sector data for UK domiciled students shows that a greater proportion of first degree white students obtain a First or 2.1 Honours degree than BME students in all subject areas, and that the disparity is greater in non-SET subjects (15.4%) than SET subjects (10.0%).

Table 1: Proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by ethnicity and School, five year average 2013/14 to 2017/18

School	BME		White		BME - White Difference in 1st/2.1 Outcome 2014/15 - 2018/19
	%	Number	%	Number	% - Points
Moray House School of Education	67.6%	34	67.0%	1315	0.7%
School of Chemistry	72.7%	77	74.6%	389	-1.8%
School of History, Classics and Archaeology	84.8%	92	87.5%	1341	-2.7%
School of Divinity	88.2%	17	91.4%	290	-3.1%
School of Social and Political Science	82.3%	181	85.7%	1091	-3.4%
School of Literatures, Languages and Cultures	86.6%	172	90.4%	1859	-3.8%
School of Health in Social Science	84.6%	13	88.7%	159	-4.1%
School of Informatics	74.8%	103	79.3%	421	-4.6%
School of Philosophy, Psychology and Language Sciences	84.7%	190	89.5%	1132	-4.8%
School of Law	83.3%	126	89.0%	670	-5.6%
School of Mathematics	75.4%	114	82.3%	356	-6.9%
School of Engineering	71.6%	366	78.9%	889	-7.3%
College of Science and Engineering	4.3%	46	12.3%	284	-8.0%
Business School	81.0%	248	90.9%	726	-9.9%
Deanery of Biomedical Sciences	80.4%	148	90.4%	596	-10.0%
School of Physics and Astronomy	60.0%	60	70.7%	410	-10.7%
Edinburgh College of Art	68.6%	334	80.0%	1835	-11.4%
School of Biological Sciences	68.1%	138	79.9%	548	-11.8%
School of Economics	78.0%	241	92.1%	534	-14.1%
Deanery of Clinical Sciences	66.7%	6	81.1%	37	-14.4%
School of Geosciences	68.9%	103	86.6%	896	-17.7%

A positive difference in the table represents a greater proportion of BME students achieving a 1<sup>st</sup> class or 2:1 honours degree than white students. We have not reported on any Schools where there are five or less BME or white students.

Figures 12 and 13 show the proportion of **Postgraduate Taught** UK-domiciled entrants and non UK-domiciled entrants respectively with an exit qualification for BME and white students. Over the period shown a higher proportion of white entrants exit with a qualification than do BME entrants (range 2.1%-points to 11.7%-points difference) for UK-domiciled entrants, whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 2.1%-points to -0.8%-point).

Figure 12: Proportion of UK-domiciled postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 259 (BME) and 1,725 (white))

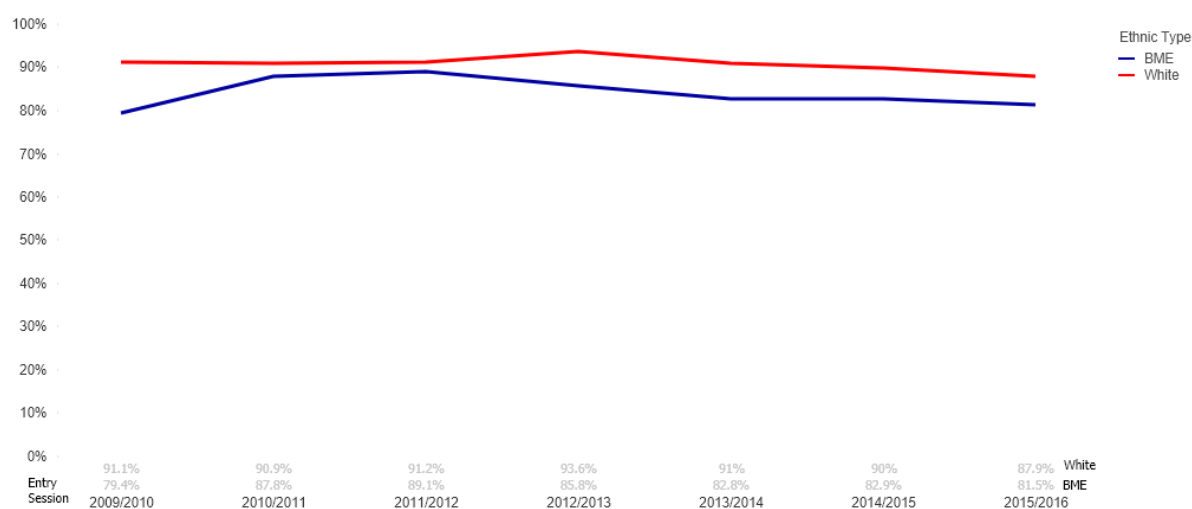
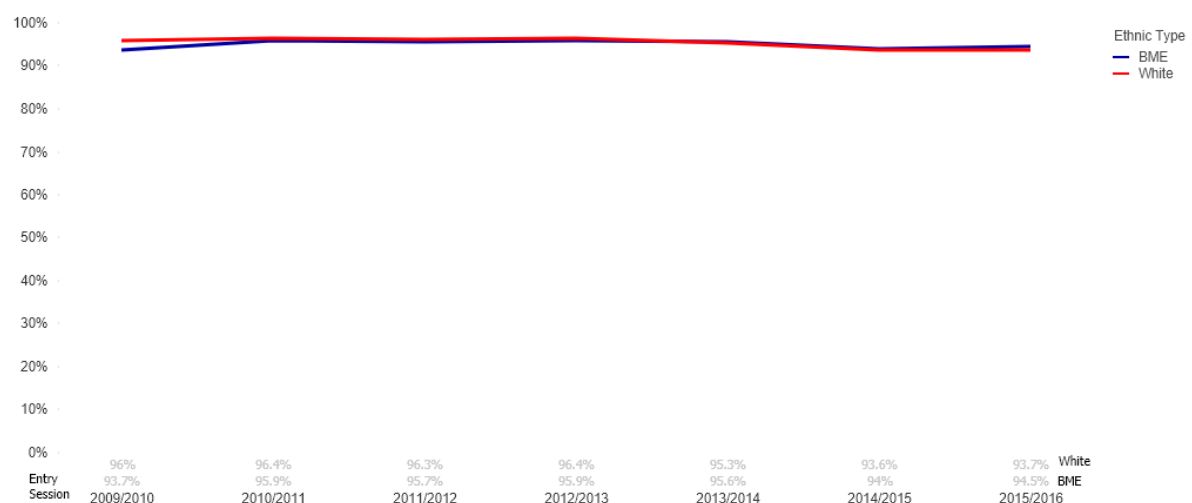


Figure 13: Proportion of non-UK-domiciled postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 2,239 (BME) and 1,548 (white))



Figures 14 and 15 show the proportion of UK-domiciled **Postgraduate Research** entrants and non UK-domiciled entrants with an exit qualification by ethnicity. For UK-domiciled entrants the small denominators for BME entrants would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification

Figure 14: Proportion of UK-domiciled postgraduate research entrants with an exit qualification, 2008/09 to 2013/14, separately for BME and white (counts for 2013/14 are 59 (BME) and 544 (white)).

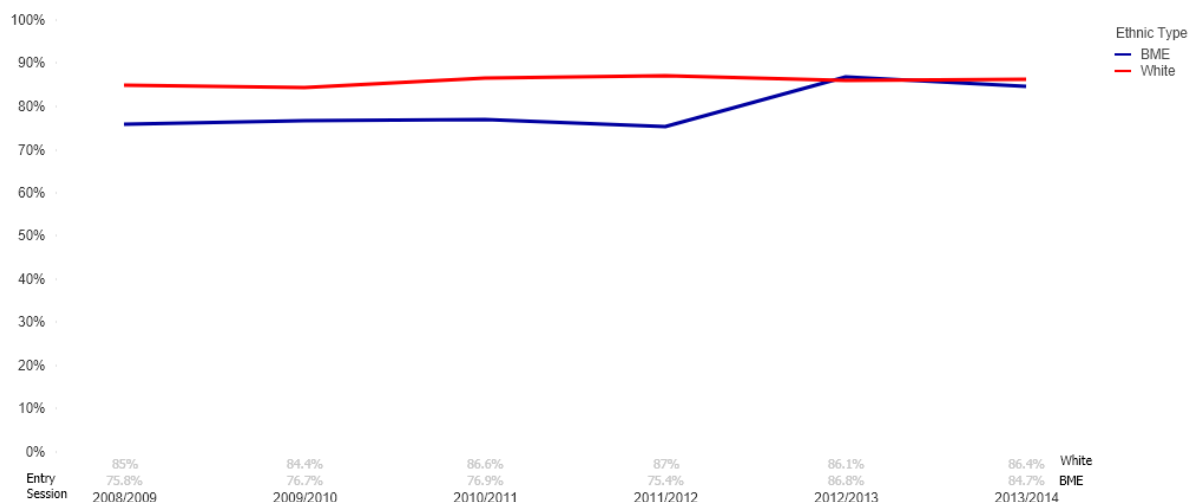
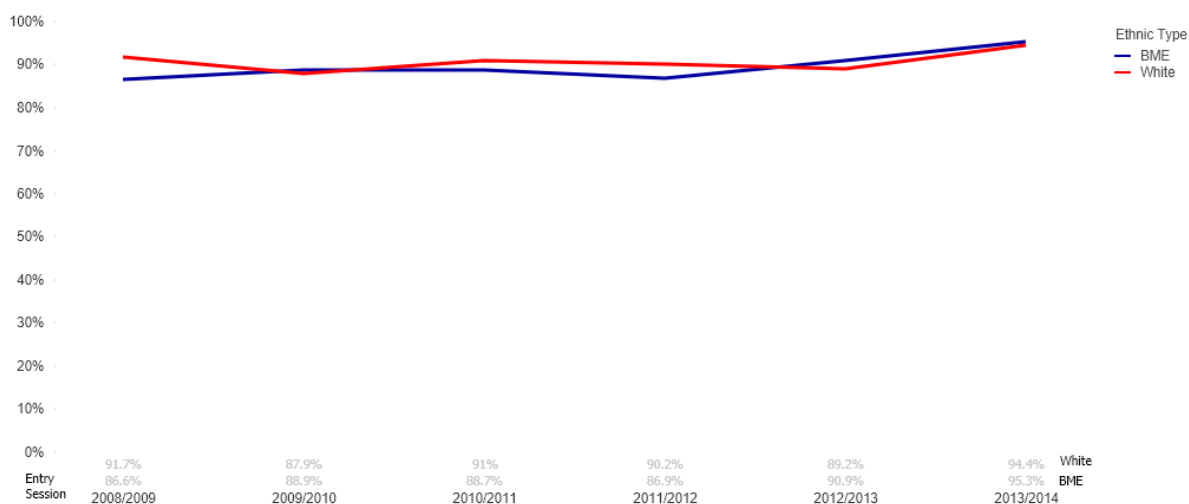


Figure 15: Proportion of non-UK-domiciled postgraduate research entrants with an exit qualification, 2008/09 to 2013/14, separately for BME and white (counts for 2013/14 are 276 (BME) and 342 (white)).

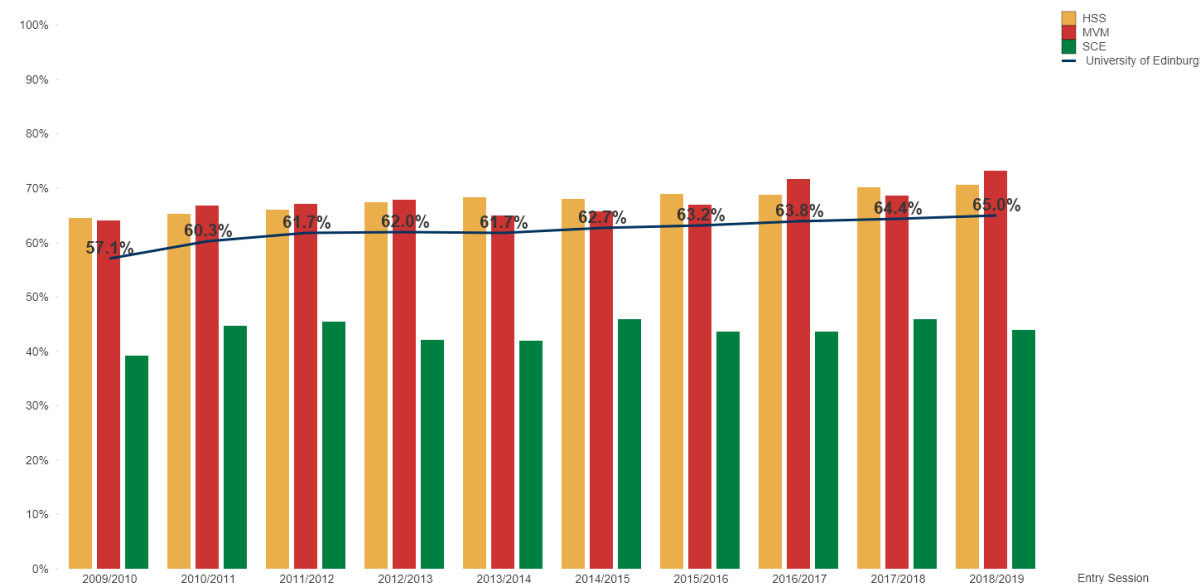


## 4. Gender

### 4.1. Proportions- gender

Figure 16a shows the proportion of **Undergraduate entrants** who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 65.0%), and places us second in the Russell Group universities for this measure (Figure 16b).

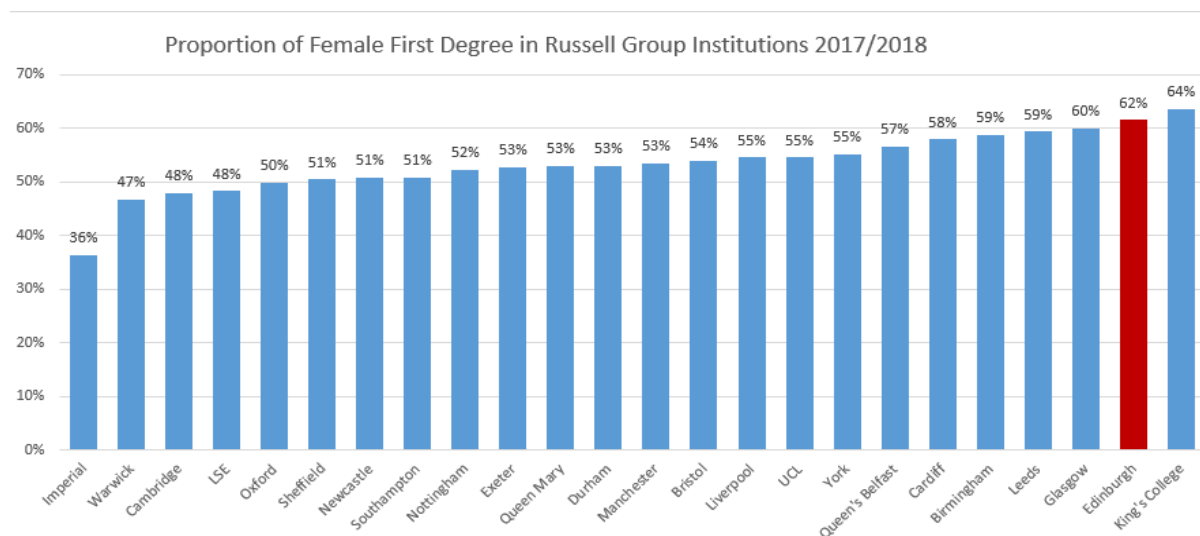
Figure 16a: Proportion of undergraduate entrants who are female 2009/10 to 2018/19 (counts for 2018/19 – 7,014 (AHSS), 957 (MVM), 2,250 (SCE), 10,221 (UoE))



The University of Edinburgh had the second highest proportion of female UG students in the Russell Group in 2017/18. In the previous four years we had the 3<sup>rd</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> highest proportion. The proportion of female UG students in 2018/19 was also higher than that for first degree UG students in the UK overall in 2017/18 (55.9%).

The proportion of female UG students in each College reflects the UK wide pattern of high female participation in Medicine and Veterinary science (CMVM) and non-SET subjects and nursing (CAHSS), and a lower participation in SET subjects (CSE).

Figure 16b: Proportion of undergraduate students who are female – Russell Group 2017/18



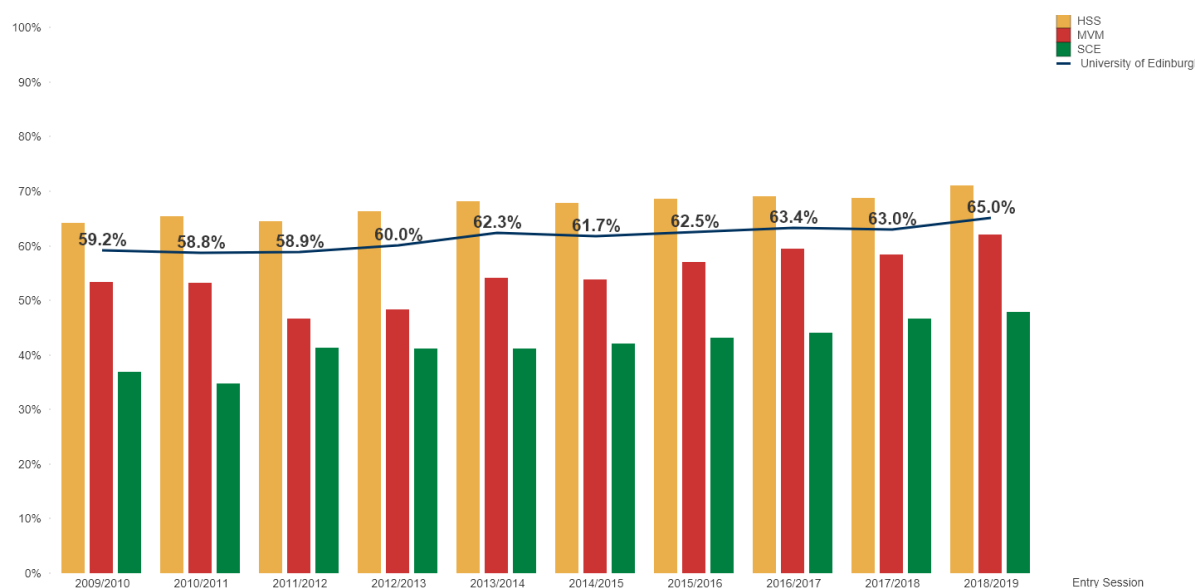
The Scottish Funding Council (SFC) has developed a Gender Action Plan (Ref: SFC/CP/05/2016)<sup>3</sup> to address gender imbalances at the subject level within Colleges and Universities, focussing on subject areas with severe imbalances (greater than 75% one gender). The University has generated its own gender action plan to reflect the SFC priorities that initially focusses on Architecture, Engineering, Computer Sciences and Nursing<sup>4</sup> with Education and teacher training to follow.

Analysis of 2018/19 undergraduate entrant gender balance by subjects initially included in the gender action plan are:

- Nursing (90.5% female – intake 42)
- Architecture (67.8% female – intake 115)
- Engineering (29.2% female – intake 442)
- Informatics (31% - intake 287)

Figure 17a shows the proportion of **Postgraduate Taught entrants** who are female. Female entrants have been in the majority (range 58.8% - 63.4%) for the last ten years and have been 60% or above for the six most recent years.

*Figure 17a: Proportion of postgraduate taught entrants who are female, 2009/10 to 2018/19 (counts for 2018/19 – 4,950 (AHSS), 1,222 (MVM), 1,518 (SCE), 7,690 (UoE))*



The University of Edinburgh had the third highest proportion of female postgraduate taught students in the Russell Group in 2016/17 (Fig 17b). In the previous four years we had the 3<sup>rd</sup>, 4<sup>th</sup>, 3<sup>rd</sup> and 5<sup>th</sup> highest proportion. The overall proportion of female PGT in the UK for 2017/18 was 60.7%.

<sup>3</sup>

[http://www.sfc.ac.uk/web/FILES/Corporate\\_publications\\_SFCCP052016\\_GenderActionPlan/SFCCP052016\\_Gender\\_Action\\_Plan.pdf](http://www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCP052016_GenderActionPlan/SFCCP052016_Gender_Action_Plan.pdf)

<sup>4</sup> [https://www.ed.ac.uk/files/atoms/files/gender\\_action\\_planuoe2017.pdf](https://www.ed.ac.uk/files/atoms/files/gender_action_planuoe2017.pdf)

Figure 17b: Proportion of taught postgraduate students who are female – Russell Group 2017/18

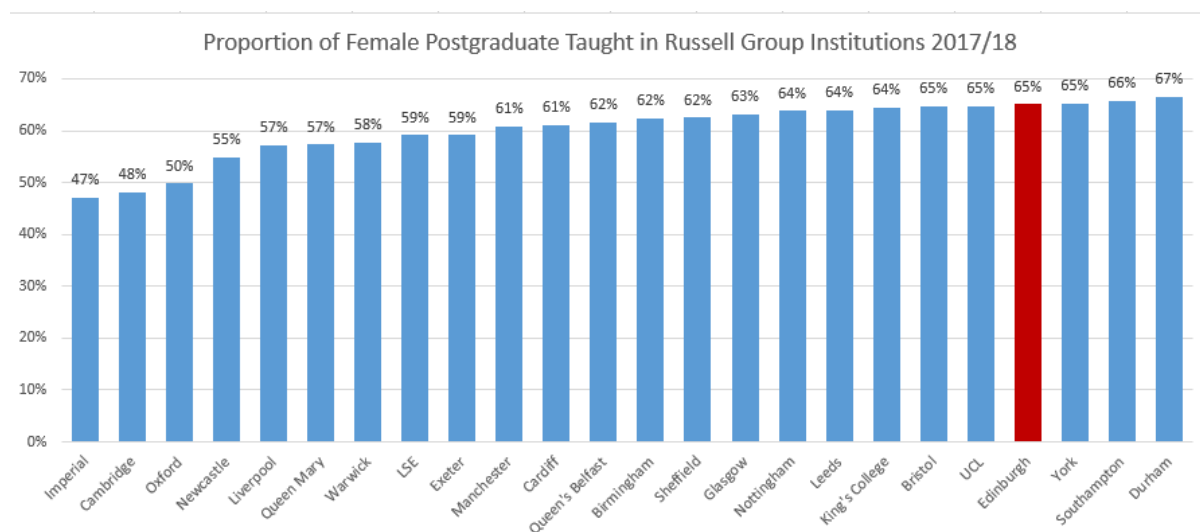
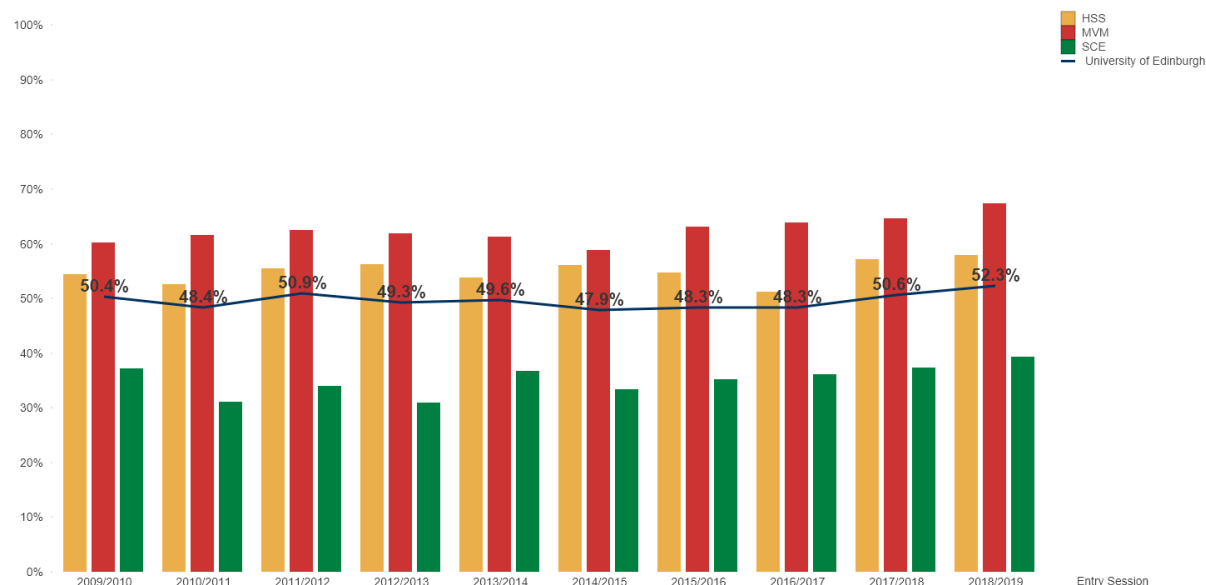


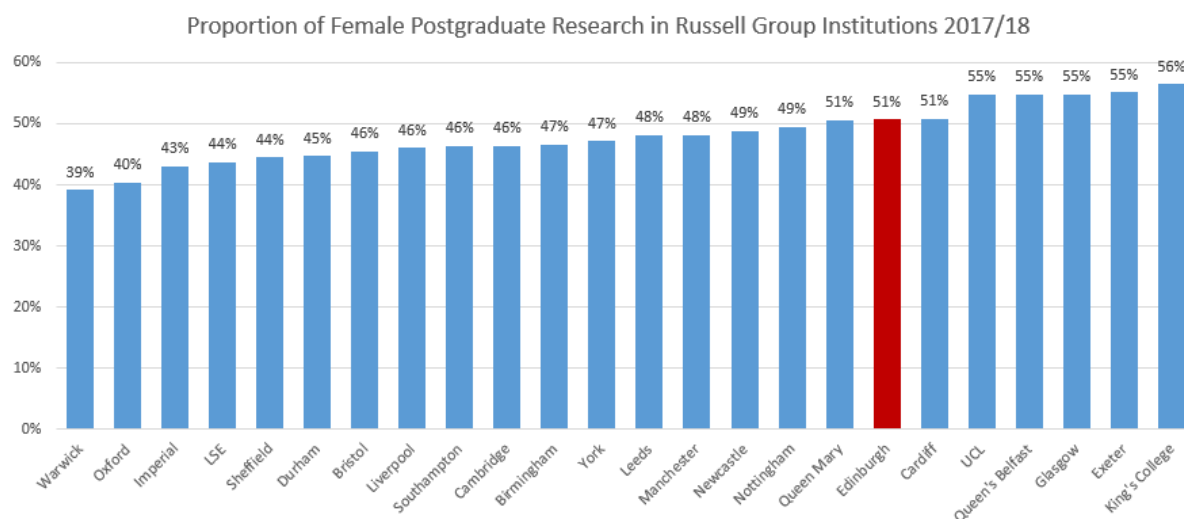
Figure 18a shows the proportion of **Postgraduate Research** entrants who are female. Over the ten-year period the proportion of female students (range 47.7% to 52.3%) is lower than for the proportion of female students at undergraduate and taught postgraduate level.

Figure 18a: Proportion of postgraduate research entrants who are female, 2009/10 to 2018/19 (counts for 2018/19 - 616 (AHSS), 417(MVM), 758 (SCE), 1,791 (UoE))



The University of Edinburgh had the 7<sup>th</sup> highest proportion of female postgraduate research students in the Russell Group in 2016/17 (Figure 18b). In the previous four years we had the 9<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 8<sup>th</sup> highest proportion. In 2017/18 the proportion of female PGR students in the UK was 48.6%.

Figure 18b: Proportion of research postgraduate students who are female – Russell Group 2017/18



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

For all levels of study we had 47 entrants who disclosed their gender as 'Other', compared to 29 in the previous year. The Equality Challenge Unit recommends the use of the terms 'other' and 'prefer not to say' for people who associate with the terms intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer. HESA do not include a 'prefer not to say' option.

#### 4.2. Outcomes - gender

Figures 19 and 20 show the proportion of **Undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree respectively for male and female students. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 1.8%-points to 3.7%-points) and more markedly in the proportion achieving a 1<sup>st</sup> or 2.1 Honours degree (difference in range 4.4%-points to 9.8%-points).

This observation is in line with that seen overall throughout the sector. In 2013/14 74% of UK-domiciled female graduates obtained a first of upper second class degree compared to 70% of male graduates in English institutions<sup>5</sup>. Furthermore the difference persists across a wide range of entry qualifications and male students achieve a lower actual percentage than predicted after other factors (eg age on entry, ethnicity) had been modelled. The 2019 AdvanceHE student statistical report shows that a higher proportion of female first degree graduates across the UK HEI achieved a 1<sup>st</sup> Class or 2.1 Honours degree in 2017/18 (78.4%) than male graduates (73.5%), with little difference overall between SET and non-SET subjects, with only Social studies (1.3%-points difference) having a lower proportion of females achieving these grades. Within Scotland, 81.9% of female graduates and 77.4% of

<sup>5</sup> Differences in degree outcomes: The effect of subject and student characteristics. HEFCE 2015/21

male graduates achieved a 1<sup>st</sup> Class or 2.1 Honours degree in 2016/17 (4.5%-points difference).

The proportion of female graduates exiting with a First or 2.1 Honours degree in Russell group universities over the last five years (2013/14 to 2017/18) has averaged 4.5%-points higher than for male graduates, compared to an average difference over the same period of 6.5% for the University of Edinburgh.

Figure 19: Proportion of undergraduate entrants with an exit qualification, 2008/09 to 2014/15 (counts for 2014/15 are 5,357 (Female), 3,172 (Male))

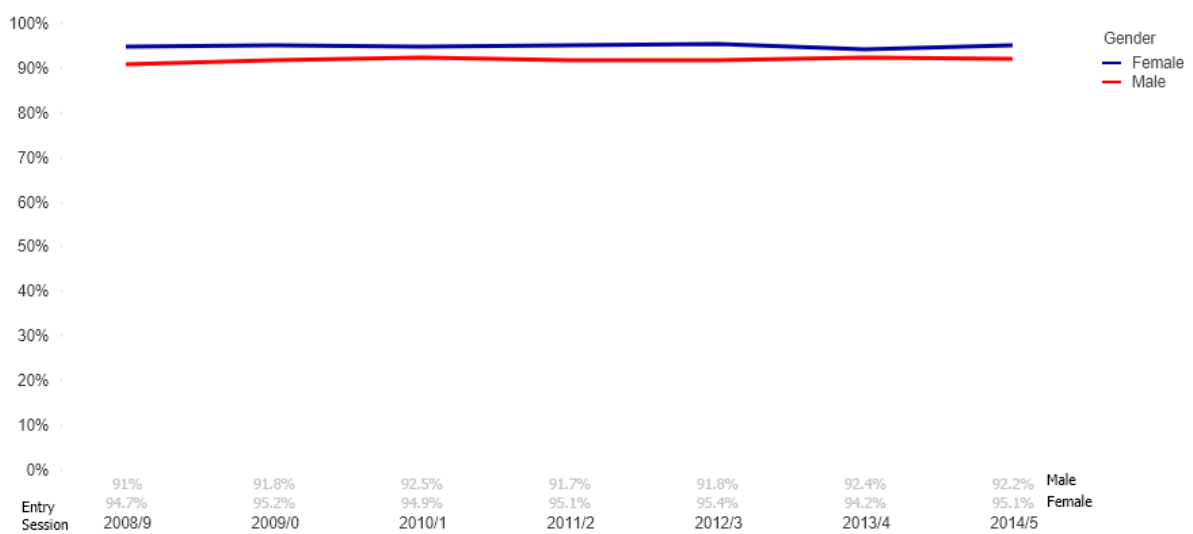


Figure 20: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2009/10 to 2018/19 (counts for 2018/19 are 2,709 (Female), 1,798 (Male))

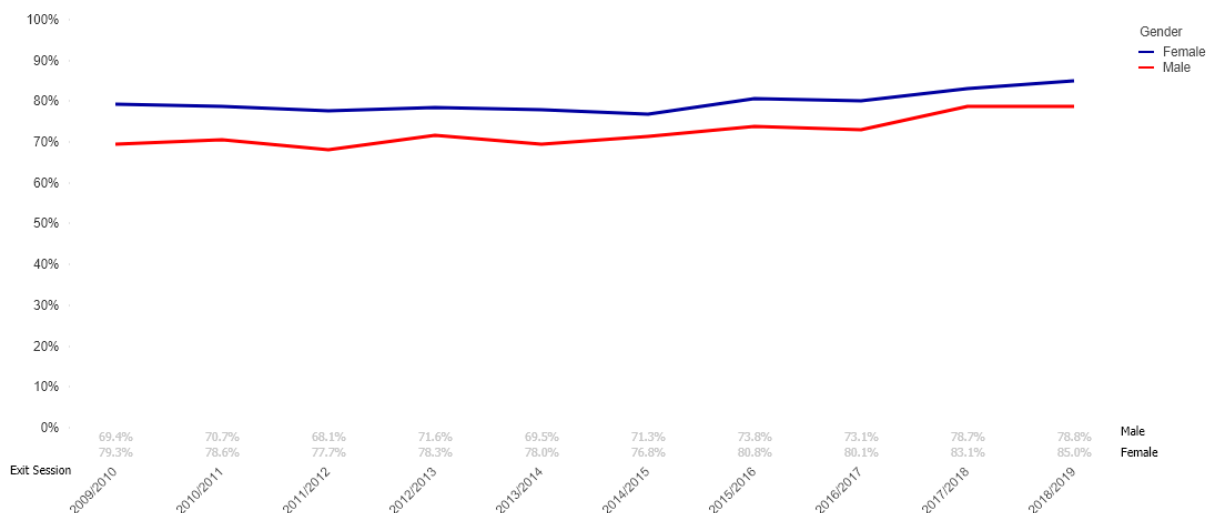


Table 2 shows the five year average 2014/15 to 2018/19 proportion of students achieving a 1st class or 2.1 honours degree, by Gender, School and Centres and shows females outperforming males in 17 out of 20 Schools and Centres. Only the Schools of Engineering (0.3%-points), Economics (1.7%-points) and Informatics (9.8%-points) had a higher proportion of male students achieving a First or 2.1 Honours degree. For all other Schools the proportion of female students awarded a First/2:1 was higher than males (range 0.8%-points to 16.7%-points). For the UK, in 2018/19 a greater proportion of female students achieved a First or 2.1 Honours degree in all subject groups apart from Social Studies (1.3%-points).

Table 2: Proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by Gender and School, five year average 2014/15 to 2018/19

School	Female		Male		Female - Male Difference in 1st/2.1 Outcome 2014/15 - 2018/19
	%	Number	%	Number	% - Points
School of Informatics	70.7%	147	80.6%	520	-9.8%
School of Economics	84.7%	391	86.4%	602	-1.7%
School of Engineering	75.3%	376	75.6%	1150	-0.3%
School of Mathematics	79.2%	260	78.4%	273	0.8%
School of Divinity	91.5%	200	90.6%	117	0.9%
School of History, Classics and Archaeology	87.6%	935	86.2%	587	1.4%
Moray House School of Education	67.8%	897	65.7%	466	2.1%
School of Literatures, Languages and Cultures	91.2%	1675	87.1%	518	4.1%
School of Chemistry	76.9%	286	72.6%	230	4.3%
School of Philosophy, Psychology and Language Sciences	89.6%	1064	85.0%	420	4.6%
Edinburgh College of Art	78.6%	1709	73.7%	617	4.8%
School of Social and Political Science	87.0%	1036	81.7%	438	5.2%
School of Law	88.4%	602	82.5%	286	5.9%
School of Biological Sciences	79.1%	513	73.0%	285	6.2%
School of Geosciences	86.9%	611	80.7%	450	6.2%
Business School	88.6%	641	81.4%	511	7.2%
College of Science and Engineering	22.2%	171	12.5%	264	9.7%
Deanery of Biomedical Sciences	91.3%	622	80.5%	236	10.8%
School of Physics and Astronomy	78.7%	141	67.3%	382	11.4%
School of Health in Social Science	88.1%	168	71.4%	7	16.7%

A positive difference in the table represents a greater proportion of female students achieving a 1<sup>st</sup> class or 2:1 honours degree than male students. We have not reported on any Schools where there are five or less male or female students.

As seen at undergraduate level, the proportion of female entrants with an exit qualification is consistently higher than male entrants at **Taught Postgraduate level** (range -0.8 – 5.2%-points, Figure 21) and at research postgraduate levels the proportion of female and male entrants who leave with a qualification are similar (Figure 22).

Figure 21: Proportion of postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 3,681 (Female) and 2,198 (Male)).

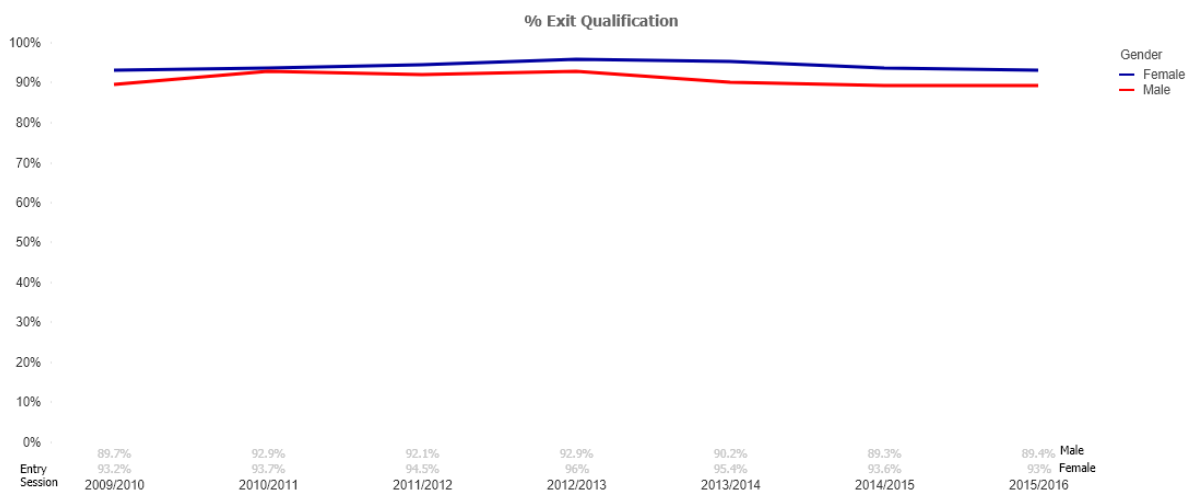
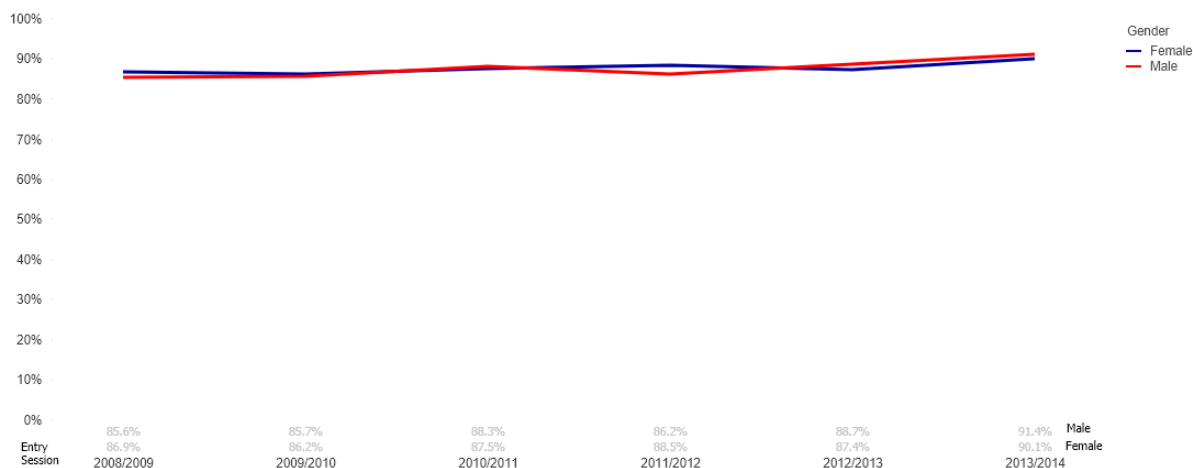


Figure 22: Proportion of postgraduate research entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 626 (Female) and 637 (Male)).



## 5. Age on Entry

### 5.1. Proportions – age on entry

Figure 23 shows **Undergraduate entrants** by age grouping on entry over a ten-year period. The University's undergraduate intake is dominated by young entrants (ie <17 to 21 years old on entry) with the increase in the proportion of students aged 22 to 25 first seen in

2011/12 being largely due to an increase in visiting students in the College of Arts, Humanities and Social Sciences.

Figure 23: Undergraduate entrants by age grouping on programme entry, 2009/10 to 2018/19

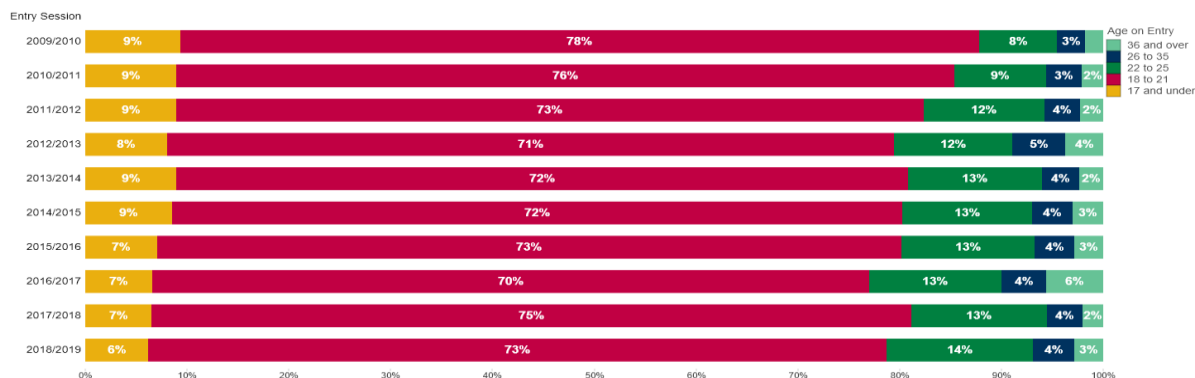


Figure 24 shows the proportion of **Postgraduate Taught** entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period from the low 50% to the low 60%.

Figure 24: Proportion of postgraduate taught entrants, by age on entry, 2009/10 to 2018/19

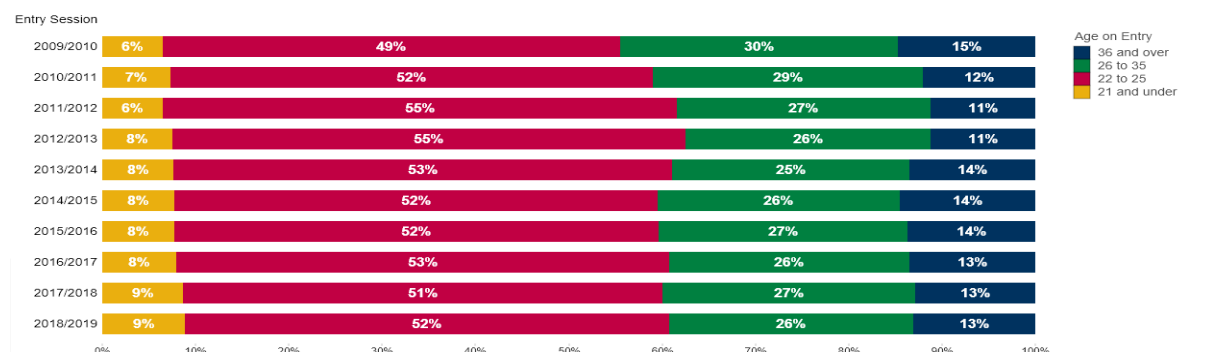
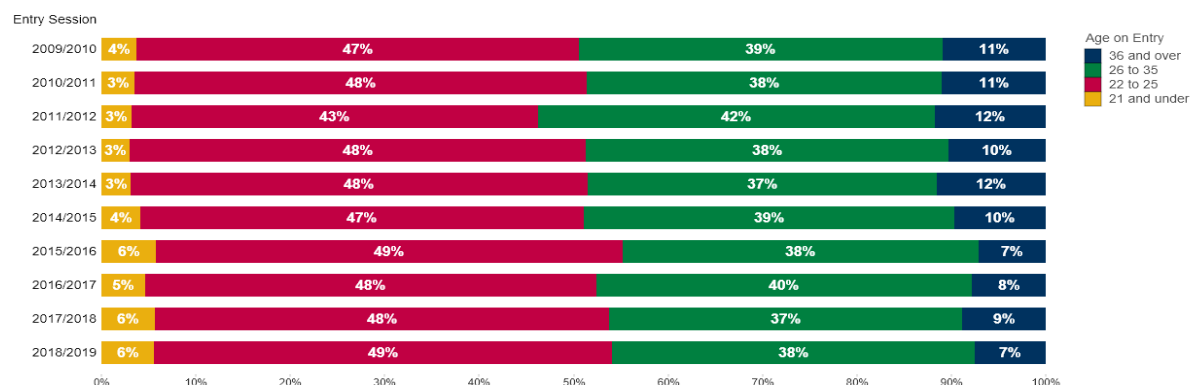


Figure 25 shows **Postgraduate Research** entrants by age on entry grouping. Over the ten year period approximately half of our entrants are 25 or under.

Figure 25: Postgraduate research entrants by age on entry grouping, 2009/10 to 2018/19.



## 5.2. Outcomes– age on entry

Figure 26 shows the proportion of **Undergraduate entrants** with an exit qualification, by age on entry grouping. The proportions of the two youngest age groups who exit with a qualification are very similar and are consistently higher than those of the older age groups, with the spread between age groups varying from between 6.9%-points to 20.3%-points.

Figure 26: Proportion of undergraduate entrants with an exit qualification, 2008/09 to 2014/15 (count for 2014/15 – 6,855 (21 and under) 1,084 (22-25) 339 (26-35) 259 (36 and over))

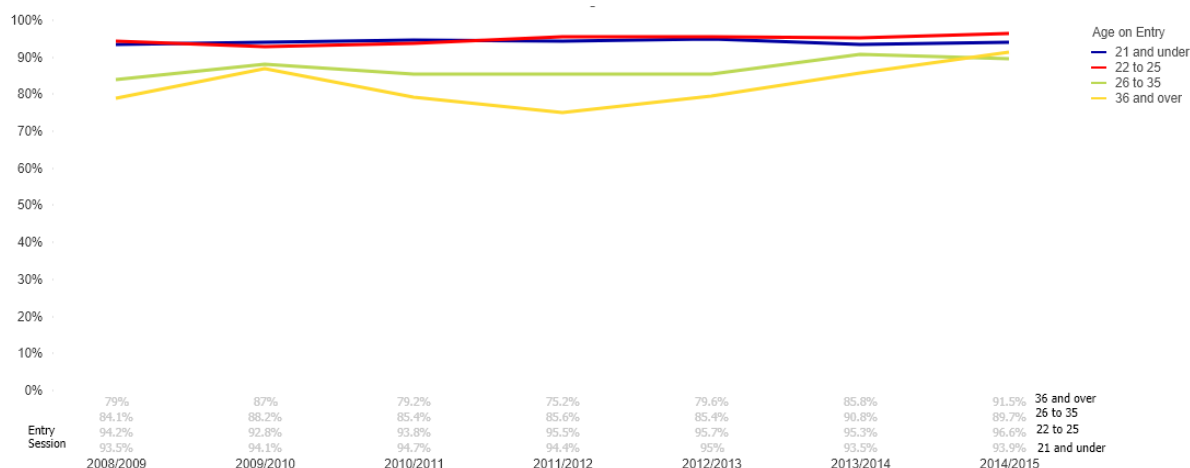
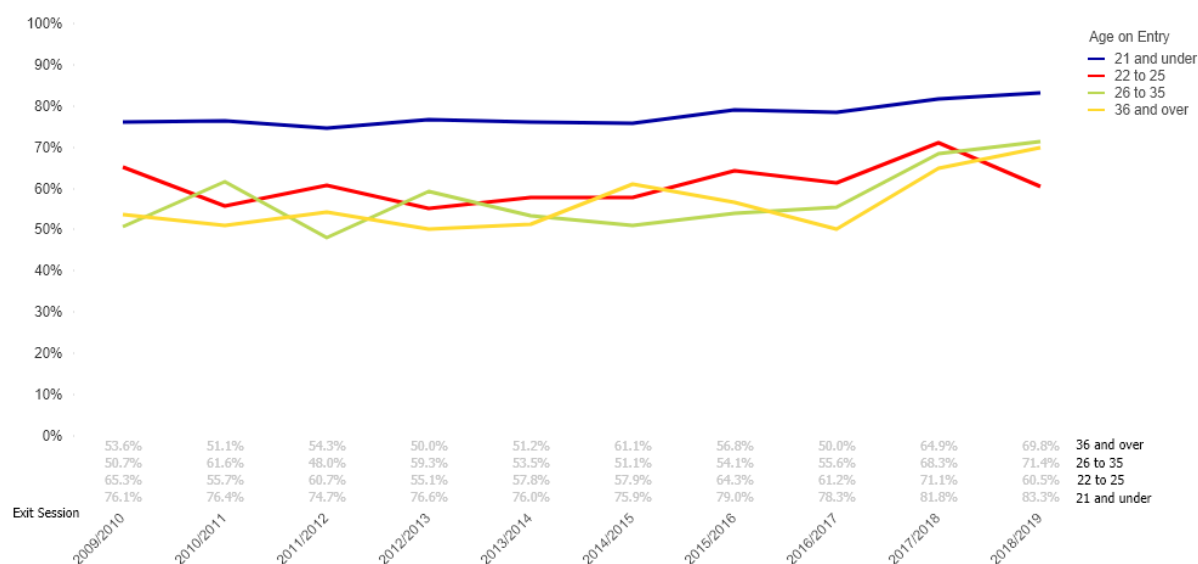


Figure 27 shows the proportion of students achieving a 1<sup>st</sup> class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups (a spread of 10.3%-points between the highest and lowest proportion in the range of 16.9%-points to 28.3%-points) is similar in pattern and scale to the Russell Group universities. The AdvanceHE student report 2019 showed that overall, the proportion of full-time first degree undergraduate qualifiers receiving a first/2:1 declined as age increased. 81.1% of those aged 21 and under and 78.1% of those aged 22–25 received a first/2:1, compared with 74.2% of those aged 26–35 and 70.8% aged 36 and over (a spread of 10.3%-points between the highest and lowest proportion). In England the attainment gap for first degree proportion of First/2:1 was 17.6%-points between qualifiers aged 21 and under and qualifiers aged 36 and over. In Scotland the difference was 16.5%-points and Northern Ireland and Wales the gaps were smaller (13.6 and 6.0%-points respectively).

Figure 27: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2009/10 to 2018/19 (count for 2018/19 – 4,319 (21 and under) 86 (22-25) 63 (26-35) 43 (36 and over))



The proportions of the two youngest age groups on entry with an exit qualification at **Taught Postgraduate level** (Figure 28) are very similar and is consistently higher than the older age groups, mirroring the pattern seen at undergraduate level.

Figure 28: Proportion of postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 454 (21 and under), 3,063 (22 to 25), 1,572 (26 to 35) and 805 (36 and over))

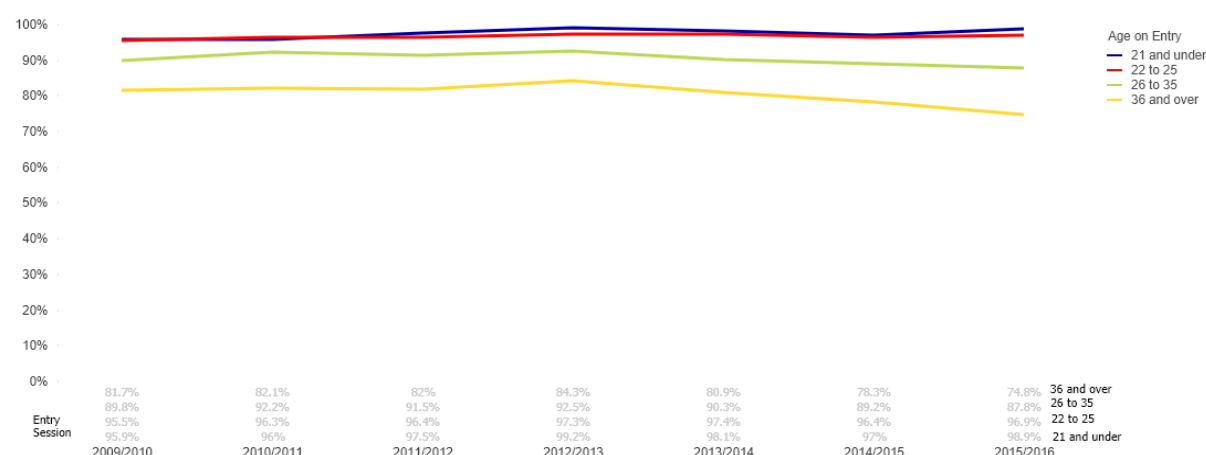
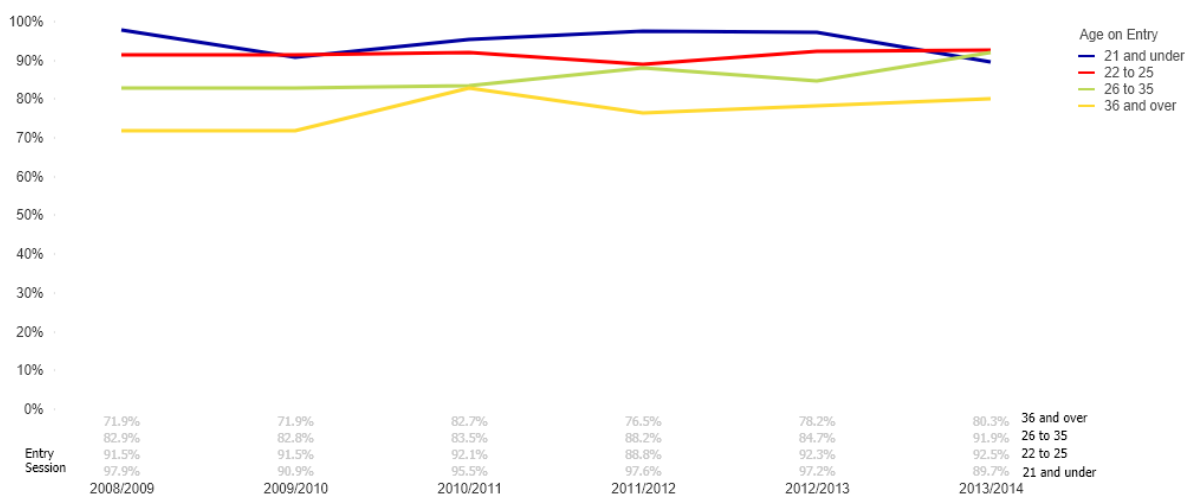


Figure 29 shows the proportion of **Postgraduate Research** entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher in the two younger age groups on entry, with the oldest age group having the lowest proportion of entrants achieving an exit qualification. The small denominators for entrants under 21 would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 29: Proportion of postgraduate research entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 39 (21 and under), 616 (22 to 25), 471 (26 to 35) and 147 (36 and over)).



## 6. Disability

### 6.1. Proportions- Disability

Figure 30a shows the proportion of **Undergraduate Students** disclosing a disability. The proportion of students disclosing a disability has increased overall year-on-year over the last ten years with some variation between Colleges. Note that this chart is for all undergraduate students, not just entrants – to capture students that disclose a disability later in their university career. The proportion of students disclosing a disability for first UG degree in the UK in 2018/19 was 16.9%.

Figure 30b shows that for 2017/18, the proportion of undergraduate students reporting a disability at the University of Edinburgh (15%) was 11th highest of the Russell Group Universities (range 6% to 18%).

Figure 30a: Proportion of undergraduate students disclosing a disability, 2009/10 to 2018/19 (Total Population for 2018/19 – 17,610 (AHSS), 3,217 (MVM), 6,990 (SCE), 27,817 (UoE))

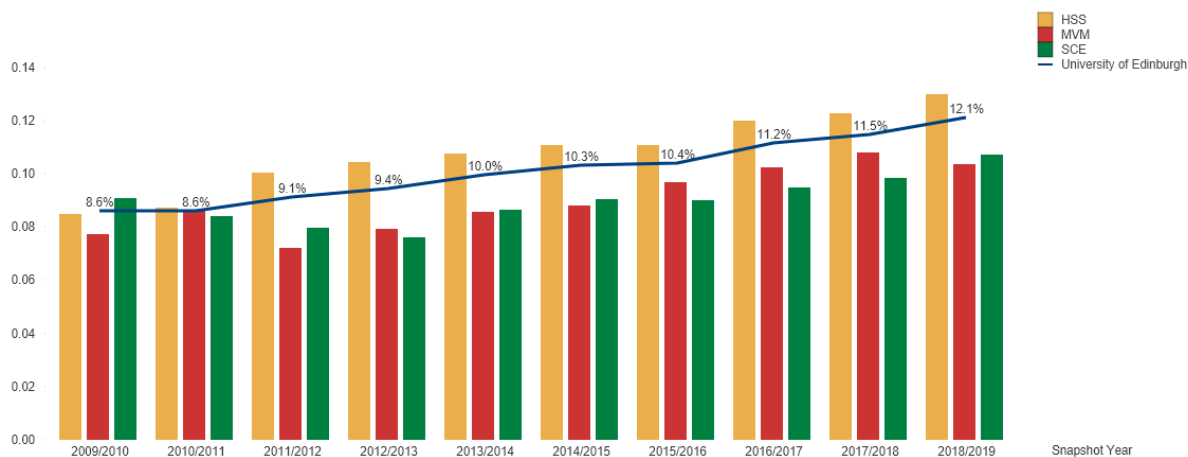
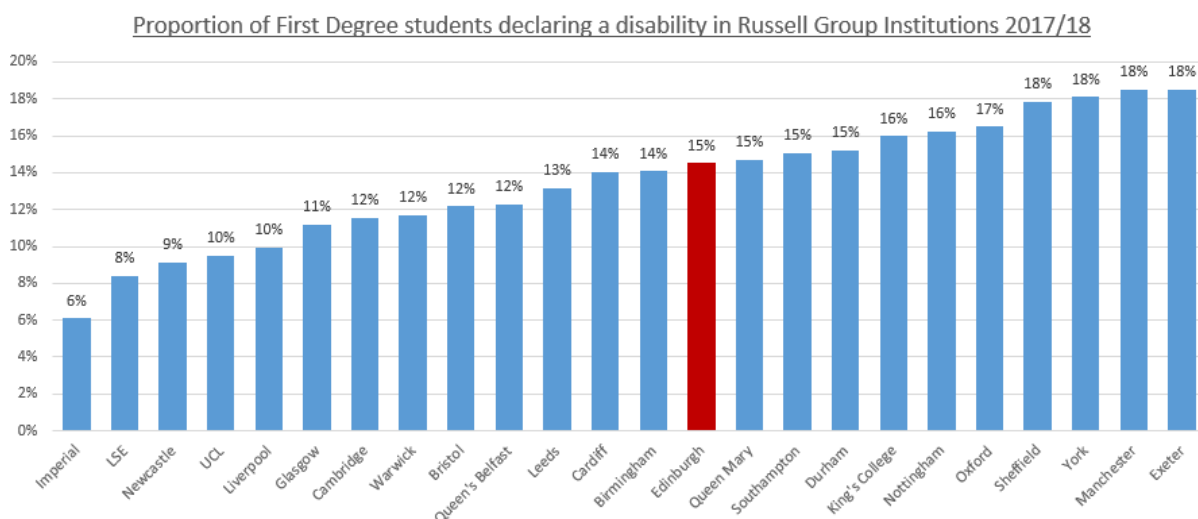


Figure 30b: Proportion of undergraduate students disclosing a disability, Russell Group 2017/18



The proportions of students declaring a disability at taught postgraduate level (Figure 31a) and research postgraduate (Figure 32a) level at 6.8% and 7.6% respectively for 2018/19 are lower than at undergraduate level but shows broadly similar proportional increases over the ten year period of 42% (PGT) and 36% (PGR) compared to that seen at undergraduate level of study (41%). The proportion of students disclosing a disability in the UK in 2018/19 was 8.6% for PGT and 8.5% for PGR.

Figure 31a: Proportion of all postgraduate taught students declaring a disability, 2009/10 to 2018/19 (counts for 2018/19 – 9,936 (AHSS), 3,236 (MVM), 2,741 (SCE), 15,913 (UoE))

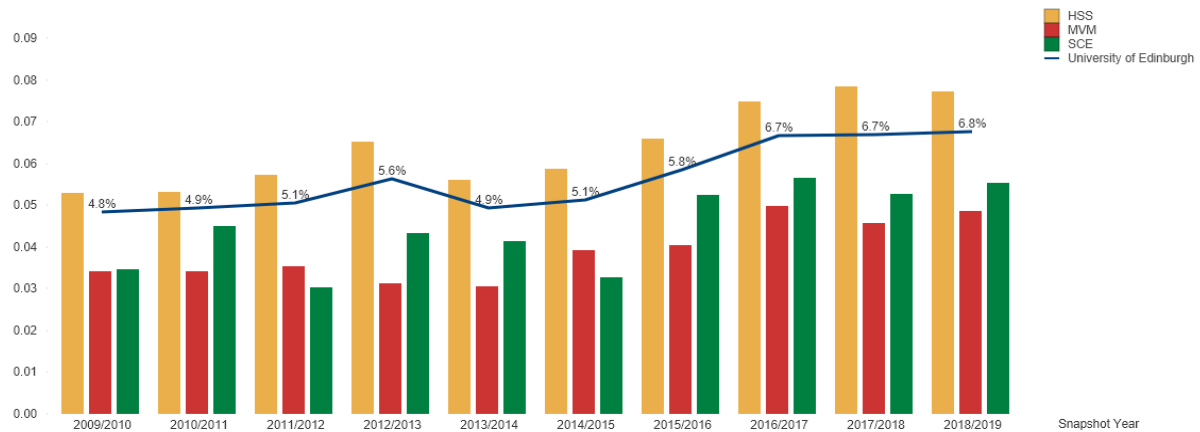


Figure 31b: Proportion of taught postgraduate students disclosing a disability, Russell Group 2016/17

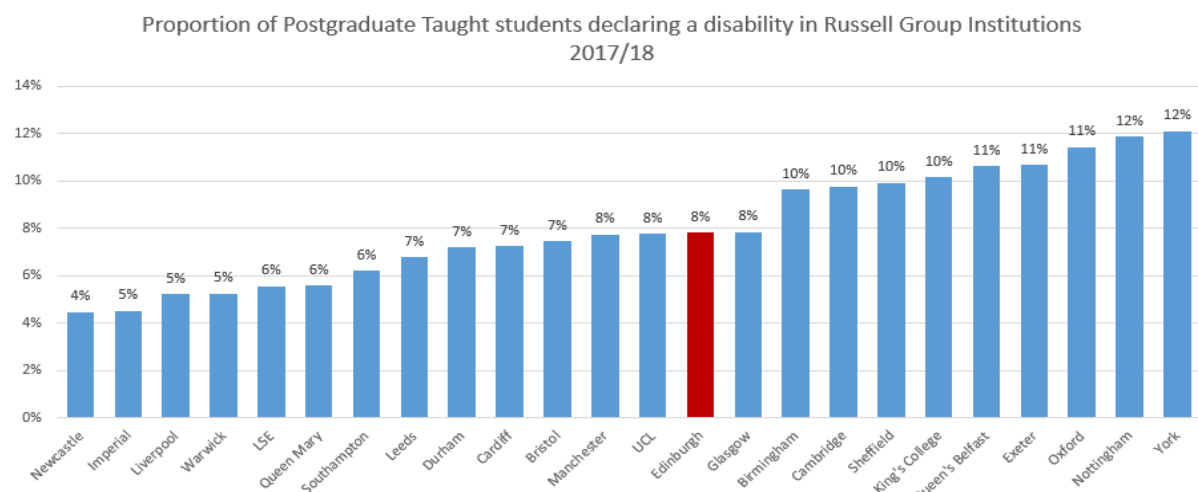


Figure 32a: Proportion of all postgraduate research students declaring a disability, 2009/10 to 2018/19 (counts for 2018/19 – 2,361 (AHSS), 1,360 (MVM), 2,566 (SCE), 6,287 (UoE))

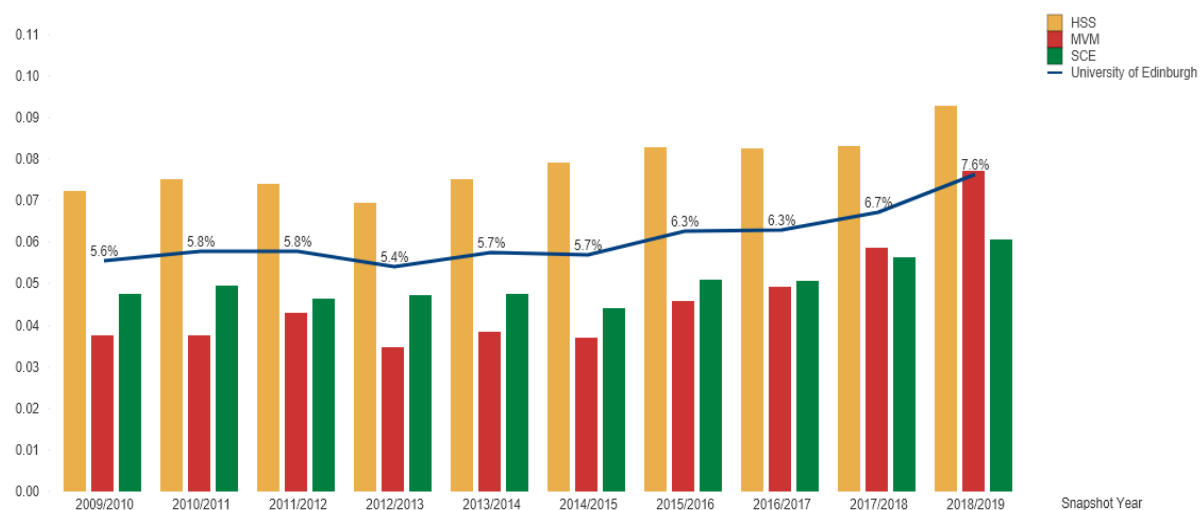
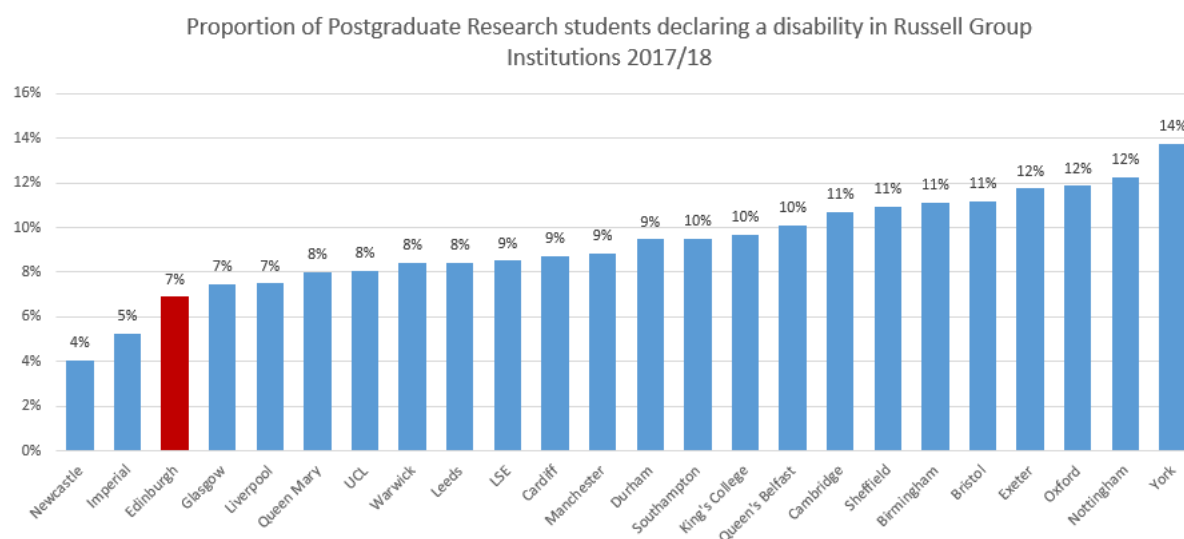


Figure 32b: Proportion of postgraduate research students disclosing a disability, Russell Group 2017/18



For the most recent three years we have been in the second highest quartile (after being in the highest quartile for the two years prior to that) of Russell Group institutions for the proportion of first degree students declaring a disability (Figure 30b), whereas for taught postgraduate students it has fluctuated between the middle two quartiles (Figure 31b), and for research postgraduate students has been in the lowest quartile for the past five years (Figure 32b).

## 6.2. Outcomes - Disability

Figures 33 and 34 shows the proportion of **Undergraduate entrants** with an exit qualification and the proportion achieving a 1<sup>st</sup> Class or 2.1 Honours degree who disclosed a disability. There is little difference between the proportions of students declaring a disability exiting with a qualification compared to students with no declared disability over the seven year period (range 0.0%-points – 3.8%-points lower proportion for students declaring a disability). However, the proportion of students who disclosed a disability exiting with a 1<sup>st</sup> Class or 2:1 Honours is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability. The HEFCE 2015/21 publication shows that in 2013/14 students with a declared disability had a performance gap of 4%-points compared to students not declaring a disability, and that this difference was still largely present after modelling for other factors. The AdvanceHE student report 2019 also highlights the gap in attainment between disabled and non-disabled students in the UK (1.9%points), with the gap in attainment in Scotland at 4.0%-points.

Figure 33: Proportion of undergraduate entrants with an exit qualification, 2008/09 to 2014/15 (the counts for 2014/15 are 930 (declaring a disability) and 7,609 (not declaring a disability))

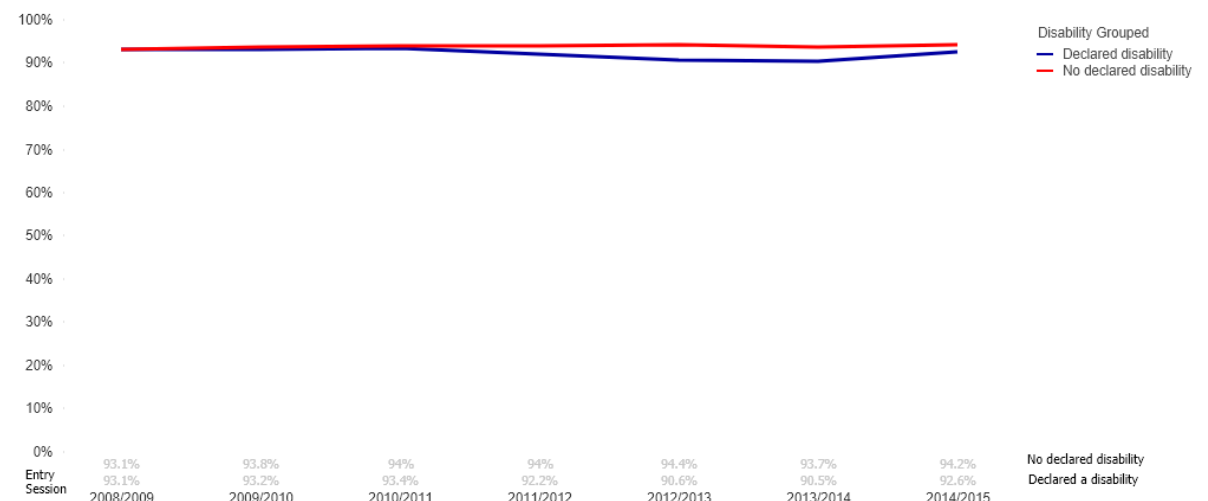


Figure 34: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2016/17 to 2018/19 (the counts for 2018/19 are 671 (Disclosed a disability) and 3,840 (No disclosed disability))

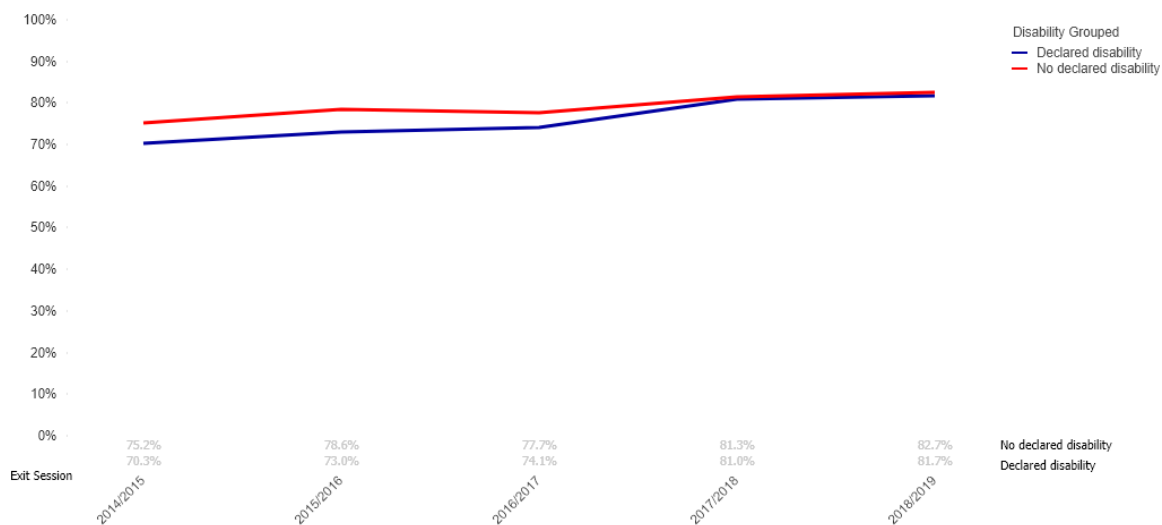


Figure 35 shows that the proportion of entrants declaring a disability at taught postgraduate level with an exit qualification is consistently lower (range 1.7%-points – 6.5%-points) than entrants with no declared disability.

Figure 35: Proportion of postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 339 (declaring a disability) and 5,556 (not declaring a disability))

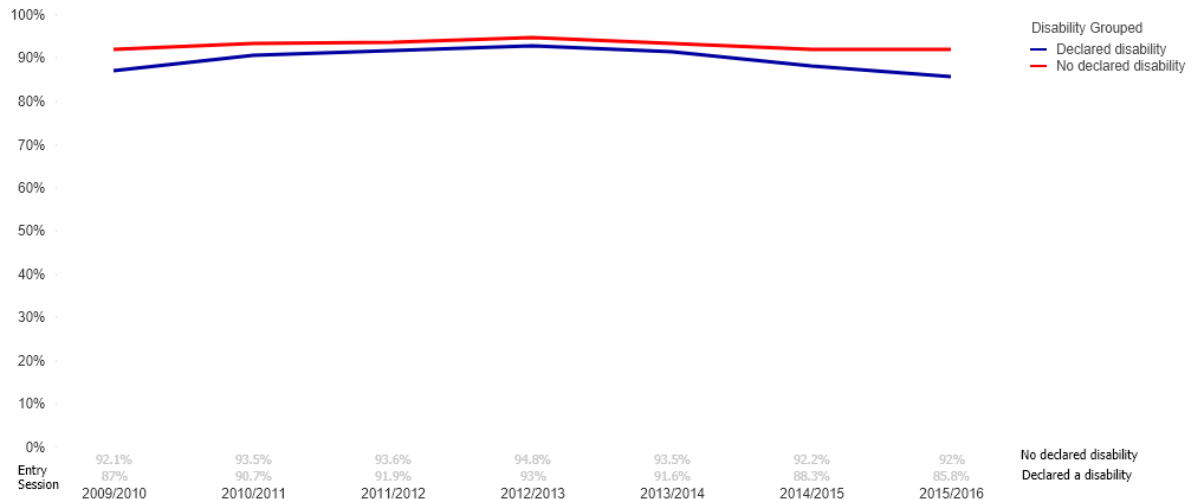


Figure 36 shows the proportion of **Postgraduate Research** entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The proportion of entrants declaring a disability at research postgraduate level with an exit qualification is consistently lower (range 1.7%-points to 16.8%-points) than entrants with no declared disability. The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 36: Proportion of postgraduate research entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2013/14 are 65 (declaring a disability) and 1,198 (not declaring a disability))

