

UNIVERSITY OF NOTTINGHAM

STUDENT EQUALITY AND DIVERSITY ADVISORY GROUP

Student Data Monitoring

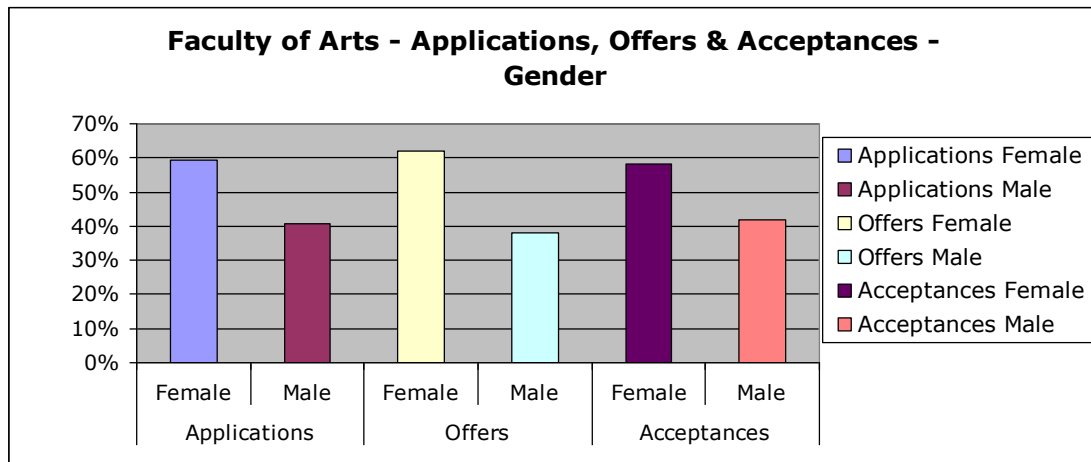
Regular monitoring has been undertaken for Gender, Ethnicity and Disability and is grouped in the following areas:

- Undergraduate Applications, Offers and Acceptances*
- Post graduate Applications, Offers and Acceptances*
- Attainment by Undergraduates and Post graduate (research and Taught)

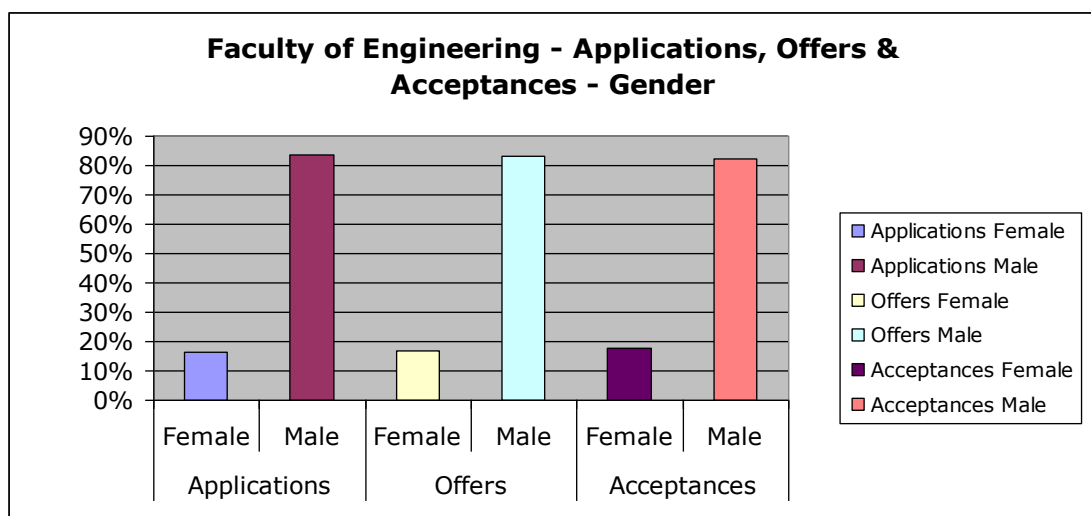
*NB Admissions statistics for Ethnicity do not include International students

1. Undergraduate Applications, Offers and Acceptances

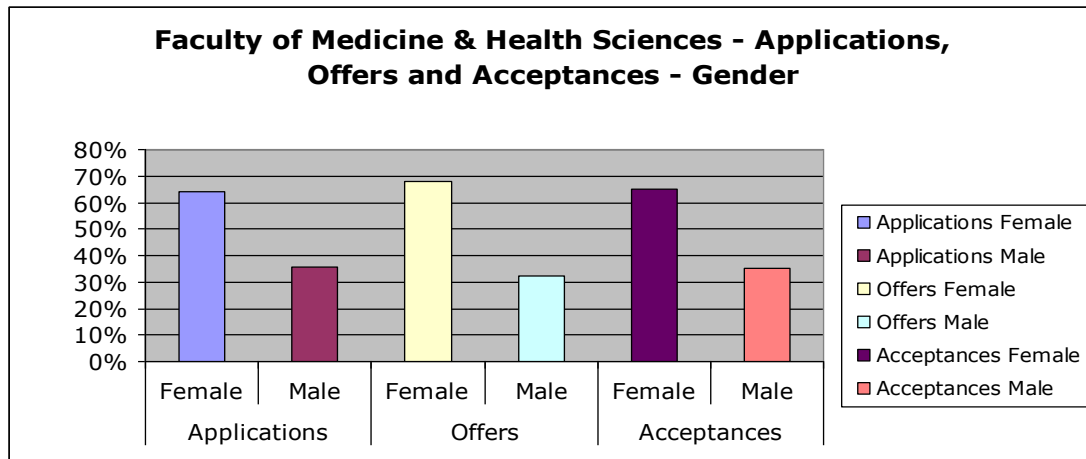
1.1 Gender Arts



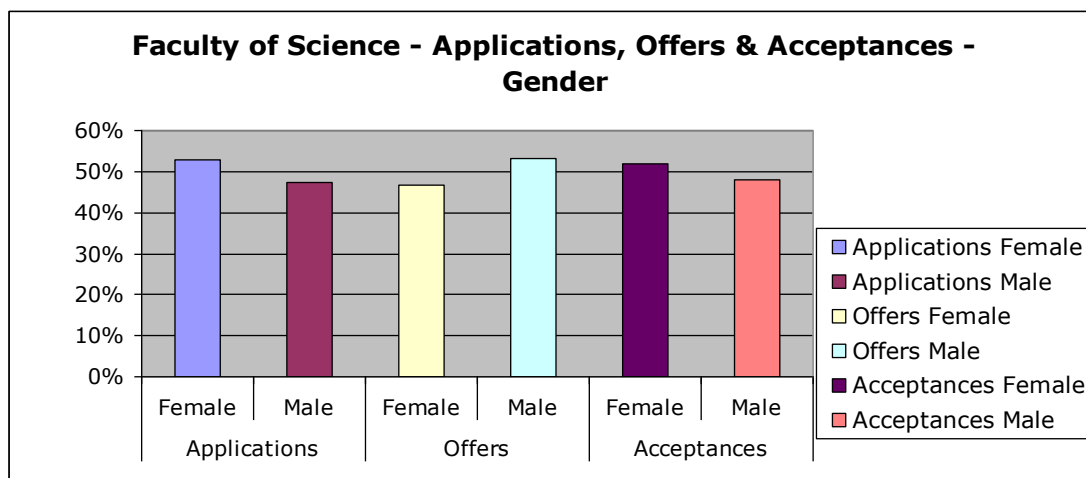
Engineering



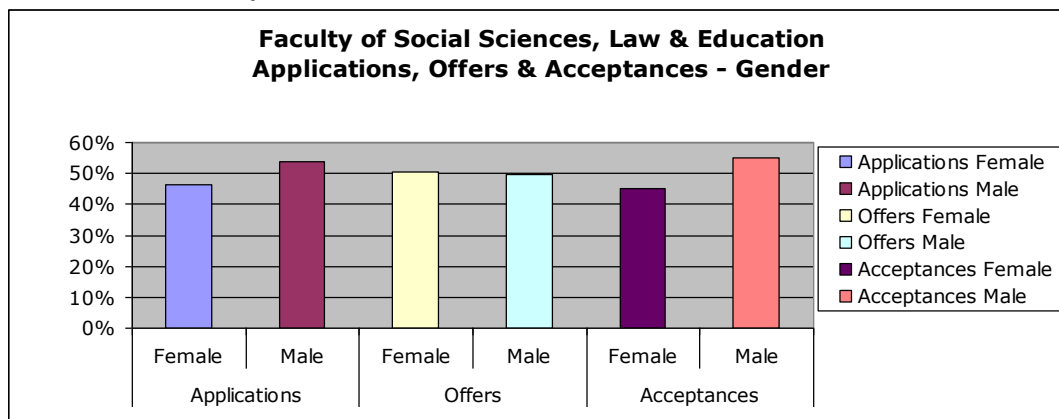
Medicine and Health Sciences



Science



Social Sciences, Law and Education



At undergraduate level there is evidence that the proportions of applications, offers and acceptances are largely consistent by gender within a particular area.

The figures continue to reflect the widespread gender imbalances across subject areas, with females more heavily represented in the arts based subjects and males more heavily represented in engineering and to a lesser extent science based subjects.

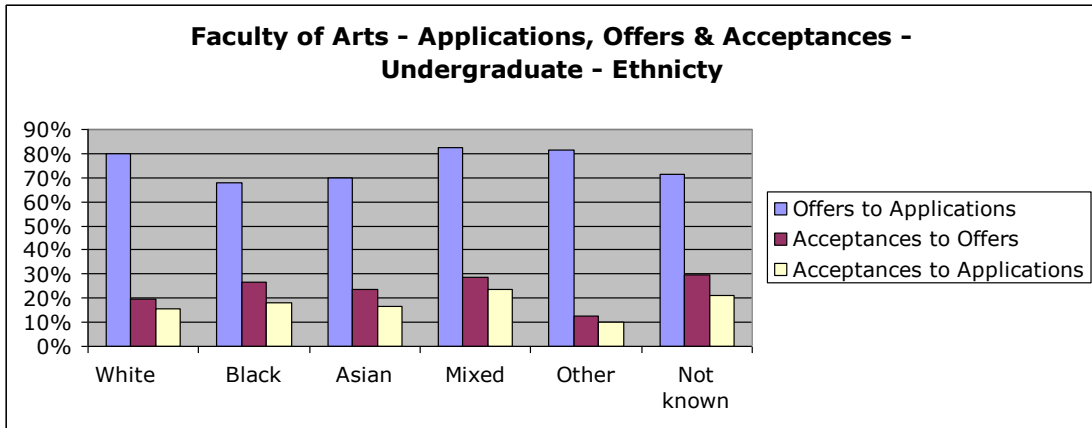
This imbalance is evident at both undergraduate and postgraduate levels.

1.2 Ethnicity

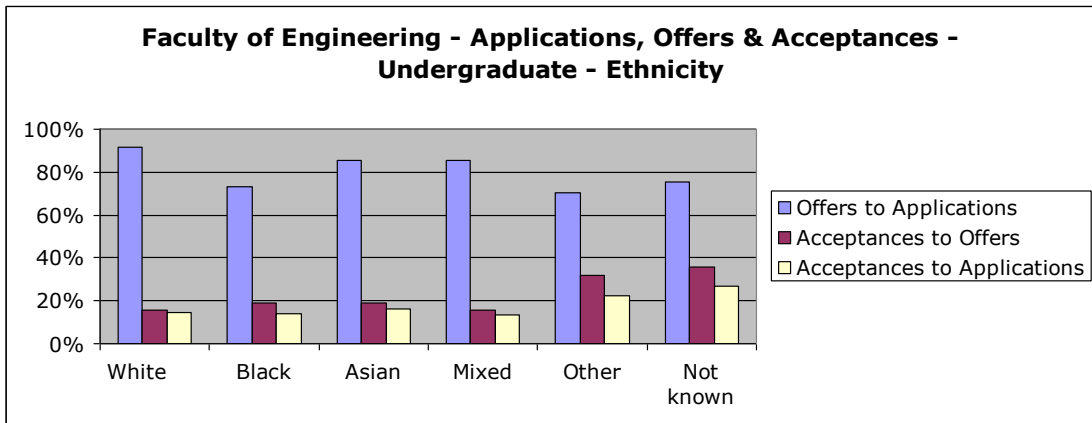
Figures below show offers are largely congruent with applications across ethnicity. Applications from Black applicants would seem to be low but when compared with the national demographic (2% UK and 2.2% England & Wales) the University of Nottingham seems to be attracting a slightly higher than expected number of applications. The largest group applying and accepting offers after White is Asian. Again this mirrors the national picture of 4%. The national statistic is far less than the number of applications to the University from this ethnic group.

NB Admissions statistics for Ethnicity do not include International students

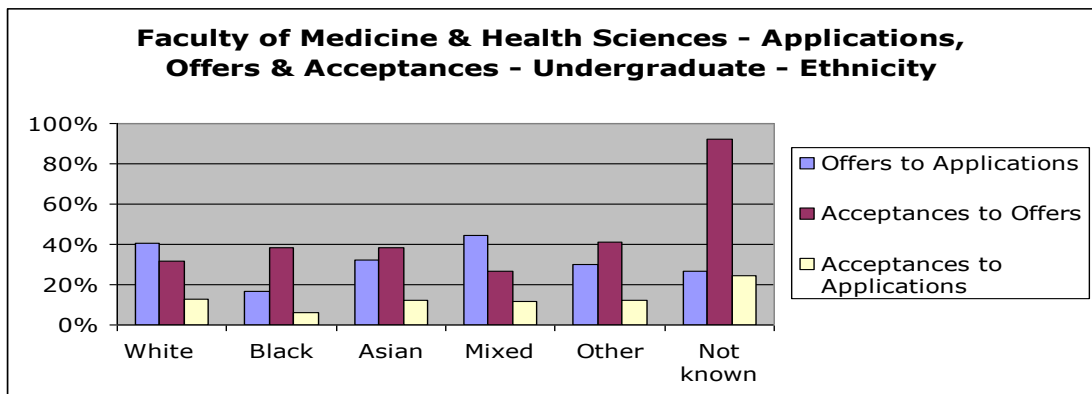
Arts



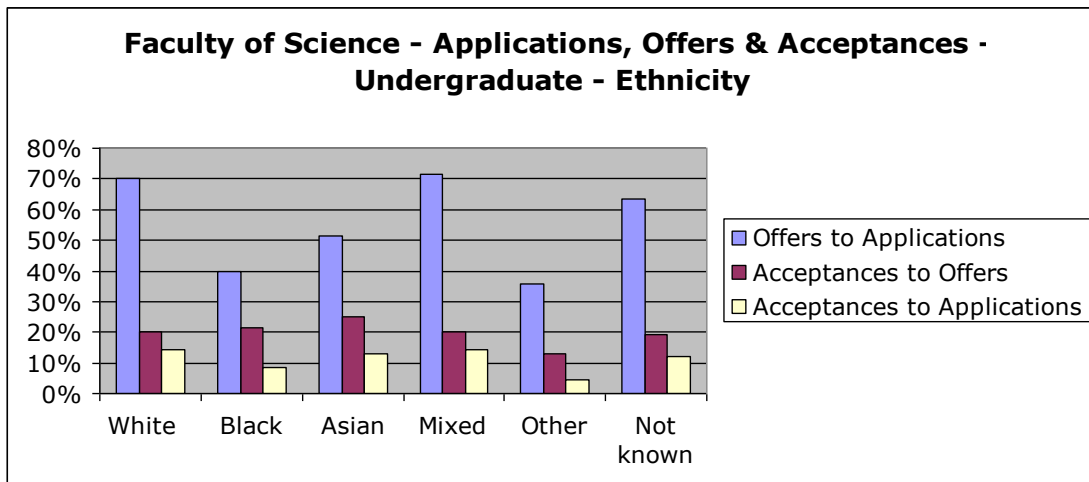
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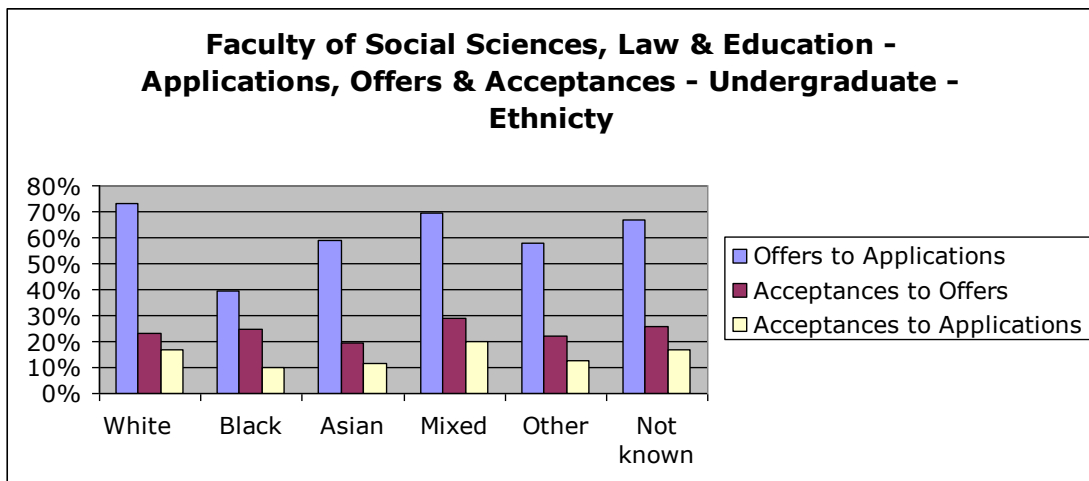
Medicine and Health Sciences



Science



Social Sciences, Law and Education



1.3 Disability

Breakdown of Students by Disability 2005 – 08

The table below shows the steady increase in numbers of students declaring a disability at some point during their time at the University of Nottingham*. It is encouraging to note that there is an increase year on year particularly in the area of Post graduate study. Post Graduate research for example having increased by 3% over three sessions.

	2005 - 06	2006 - 07	2007 - 08
Undergraduate	7%	8%	8%
Post Graduate Taught	5%	5%	6%
Post Graduate Research	4%	5%	7%
Overall %	6%	5%	6%
Totals (n)	1541	1784	1883

Statistics are from Planning and Management Information Division and exclude UNMC, UNNC and students from the Schools of Nursing and Continuing Education who are not based on the main campus.

*More detailed statistics are at:

<http://www.nottingham.ac.uk/planning/statistics/2006-07/list-excel.html>

The Wider Picture

The disabled population within Nottingham is 7.1% and within the East Midlands is 5.3% based on figures from the Office of National Statistics (measured in relation to economic activity). Nationally, the comparable figure is around 8% and probably closer to 18% if dyslexia is included in the figures.

Given the above the incidence of disability at the University of Nottingham is still low at 6% overall. Students can declare a disability at any stage in the admissions and enrolment cycle and beyond and so snapshot figures may be misleading.

The figures below show the comparison of offers to applications and acceptances to offers. Since the figures in any one school can be quite low a true picture of how applications translate into acceptances is difficult to illustrate. In the case of Music for example it appears that there were no offers taken up for this year, however the offers alone only totalled 6 and so no uptake is not significant.

Within Civil Engineering there would appear to be a significant result with 86% of offers being made converting to just 4% (one applicant) acceptance and in Graduate Entry Medicine we see the opposite effect where only 11% of applications resulted in offers yet 60% of those offers were accepted, again we are dealing with very small figures here and the findings cannot be thought to be significant.

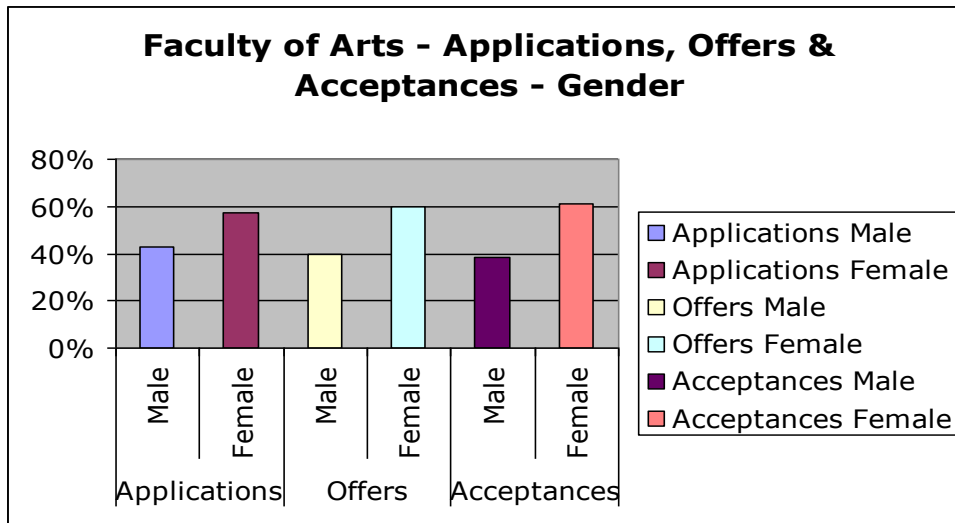
Apart from the small numbers anomalies, the rate at which applications result in offers is comfortably constant there being no real cause for concern that any discriminatory practice is in evidence.

Arts	Applications	Offers	% made offers	Accept	% accept
American & Canadian Studies	32	27	84%	10	37%
English Studies	38	23	61%	5	22%
History	75	57	76%	8	14%
Humanities	216	153	71%	26	17%
<i>Humanities - Archaeology</i>	27	23	85%	8	35%
<i>Humanities - Art History</i>	25	22	88%	5	23%
<i>Humanities - Classics</i>	55	46	84%	7	15%
<i>Humanities - Music</i>	16	6	38%	0	0%
<i>Humanities - Philosophy</i>	59	31	53%	5	16%
<i>Humanities - Theology & Religious Studies</i>	35	26	74%	3	12%
Modern Languages and Cultures	43	36	84%	11	31%
<i>Modern Languages - Cultural Studies</i>	3	3	100%	1	33%
<i>Modern Languages - French & Francophone Studies</i>	16	13	81%	3	23%
<i>Modern Languages - German Studies</i>	6	5	83%	1	20%
<i>Modern Languages - Russian & Slavonic Studies</i>	7	6	86%	3	50%
<i>Modern Languages - Spanish, Portuguese & Latin American Studies</i>	11	9	82%	4	44%
Law and Social Sciences					
Built Environment	48	38	79%	10	26%
Business School	125	89	71%	19	21%
Contemporary Chinese Studies	10	8	80%	4	50%
Economics	31	20	65%	3	15%
Education	6	5	83%	4	80%
Geography	60	55	92%	17	31%
Law	53	19	36%	5	26%
Politics & International Relations	51	43	84%	7	16%
Sociology & Social Policy	27	27	100%	7	26%
Science					
Biosciences	63	49	78%	15	31%
Chemistry	52	41	79%	10	24%
Computer Science	41	36	88%	5	14%
Mathematical Sciences	48	46	96%	10	22%
Pharmacy	36	22	61%	4	18%
Physics & Astronomy	42	33	79%	6	18%
Psychology	95	49	52%	14	29%
Engineering					
Chemical & Environmental Engineering	11	10	91%	2	20%
Civil Engineering	28	24	86%	1	4%
Electrical & Electronic Engineering	33	24	73%	3	13%
Mechanical, Materials and Manufacturing Engineering	52	47	90%	14	30%
Medicine and Health Sciences					
Biology	49	41	84%	9	22%
Biomedical Sciences	30	29	97%	6	21%
Community Health Sciences	33	4	12%	2	50%
Nursing	39	9	23%	3	33%
Veterinary Medicine and Surgery	58	15	26%	6	40%
Graduate Entry Medicine	47	5	11%	3	60%
Medicine Course	50	19	38%	7	37%

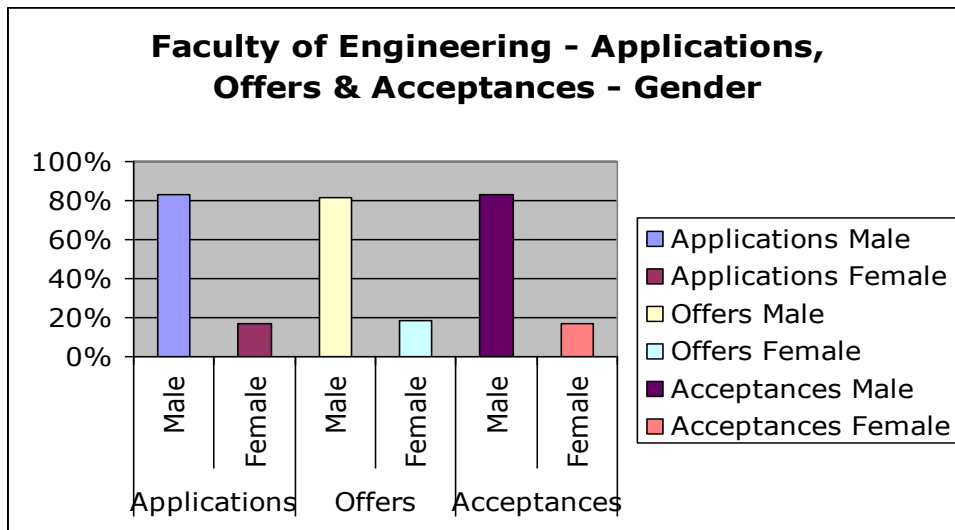
2. Postgraduate Applications, Offers and Acceptances

2.1 Gender

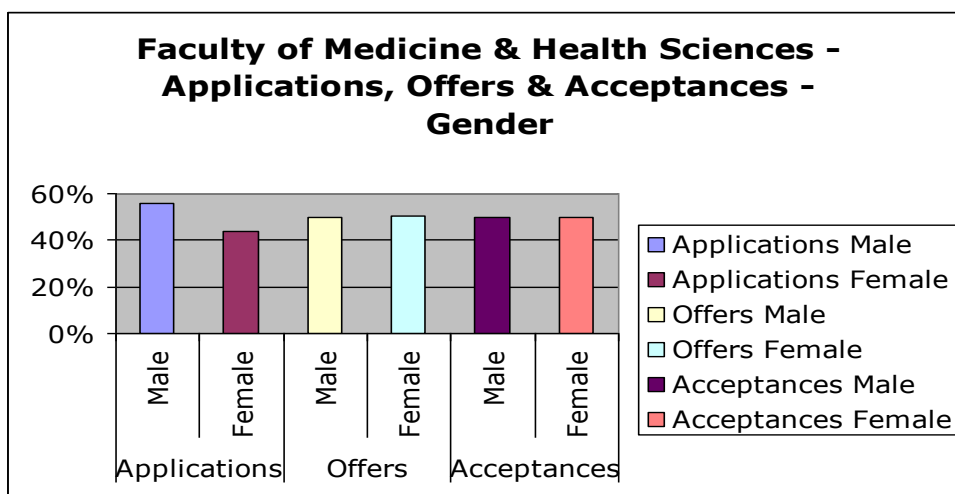
Arts



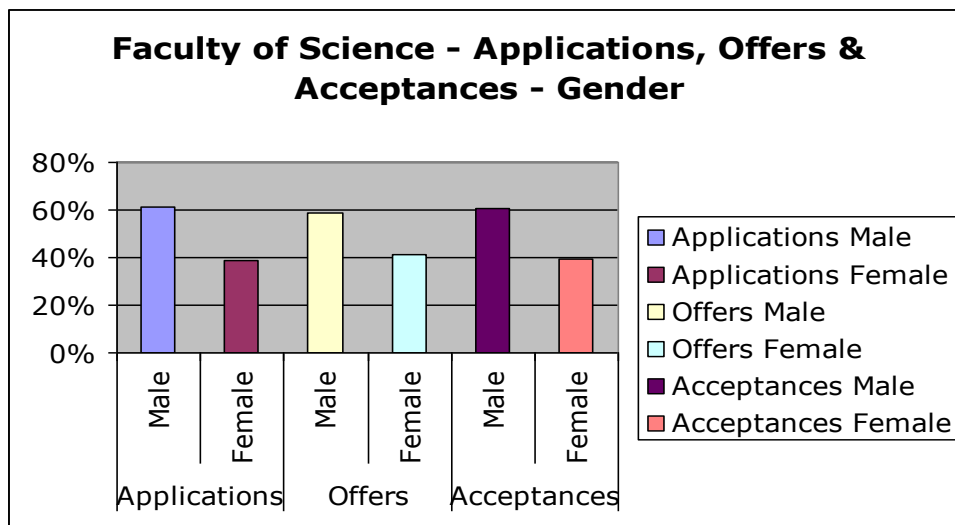
Engineering



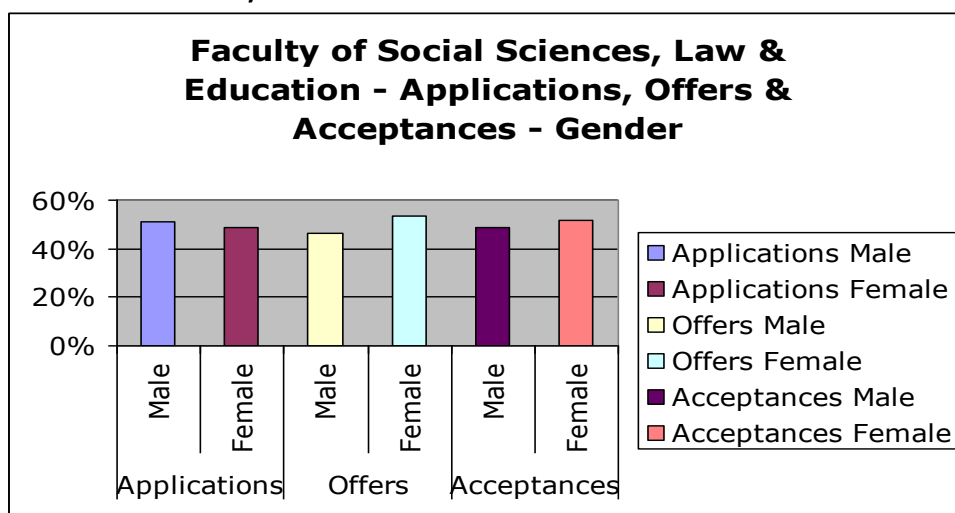
Medicine and Health Sciences



Science



Social Sciences, Law and Education



In the University's Gender Equality Scheme published in 2007 concern was expressed: *'There is a high degree of consistency in the proportions of females applying, being made offers and being accepted. As with the undergraduate data, there is evidence of very substantial variations in the proportions of female applicants by subject area. It is also noticeable that females are a smaller percentage of postgraduate applicants overall suggesting the females are less likely than males to apply to the University for postgraduate education'*.

This trend continues with the overall applications ratio at 43% Female and 57% Male.

Since 2006 there have been some changes to the number of applications from Female students. Most noticeably in the Faculties of Arts (- 5%) and Medicine and Health Sciences (+9%) and to a lesser extent in Science (+4%). Table 2.2 . illustrates these findings. It would be unwise to attempt to draw a conclusion on just two years and it is therefore proposed that these figures are examined again at 5 years to ascertain if there are any enduring trends.

Table 2.2: Distribution of Postgraduate Applications for 2006 and 2007 by Gender and Faculty

Faculty	Applications 2006		Applications 2007	
	Female	Male	Female	Male
Arts	62%	38%	57%	43%
Engineering	17%	83%	17%	83%
Social Sciences, Law and Education	49%	51%	49%	51%
Medicine and Health Sciences	45%	55%	56%	44%
Science	35%	65%	39%	61%
Overall	43%	57%	43%	57%

	Female	Male
Arts	- 5%	+ 5%
Engineering	same	Same
Social Sciences, Law and Education	same	Same
Medicine and Health Sciences	+9%	-9%
Science	+4%	-4%
Overall	Same	Same

Overall conversion of applications to acceptances 21%
 Acceptances overall Female 43% Male 57%

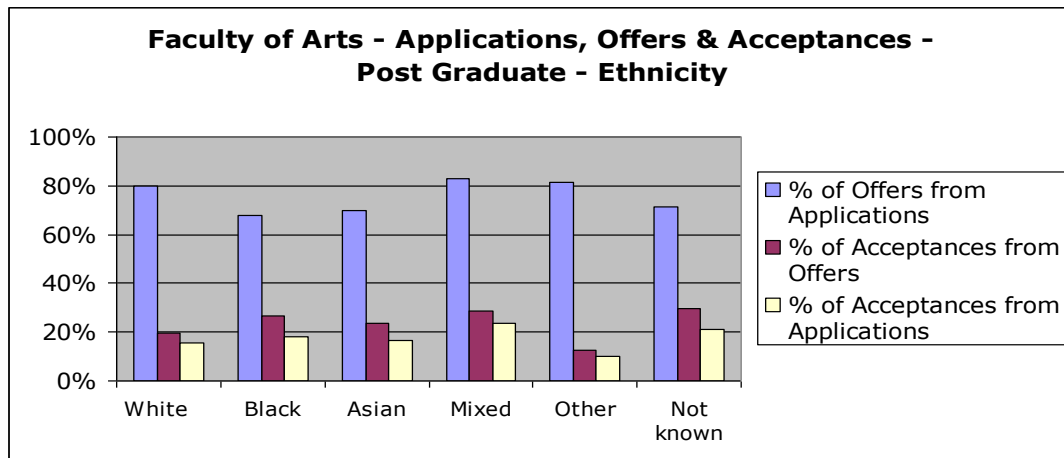
To offer some context Overall acceptance to offers rates for all students is 21%.

In all faculties both male and female students are accepting between 20% (Males SSLE) and 32% (Females MHS) with no faculties showing particular bias as seen in table 2.3.

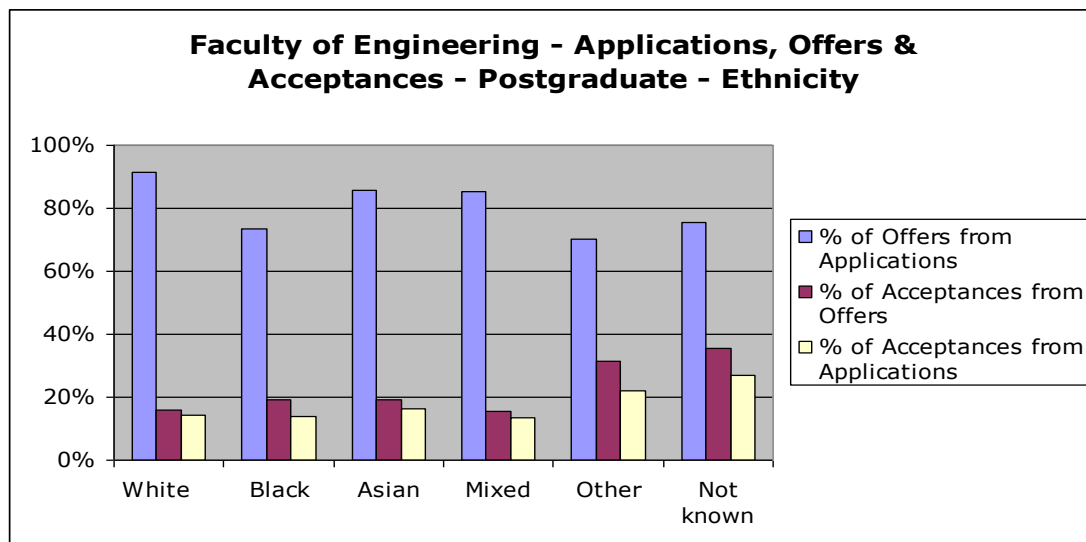
Table 2.3

	Females	Males	Overall
Arts	31%	26%	29%
Eng	30%	31%	31%
Medicine and Health Sciences	32%	26%	29%
Science	29%	29%	29%
SSLE	22%	20%	21%

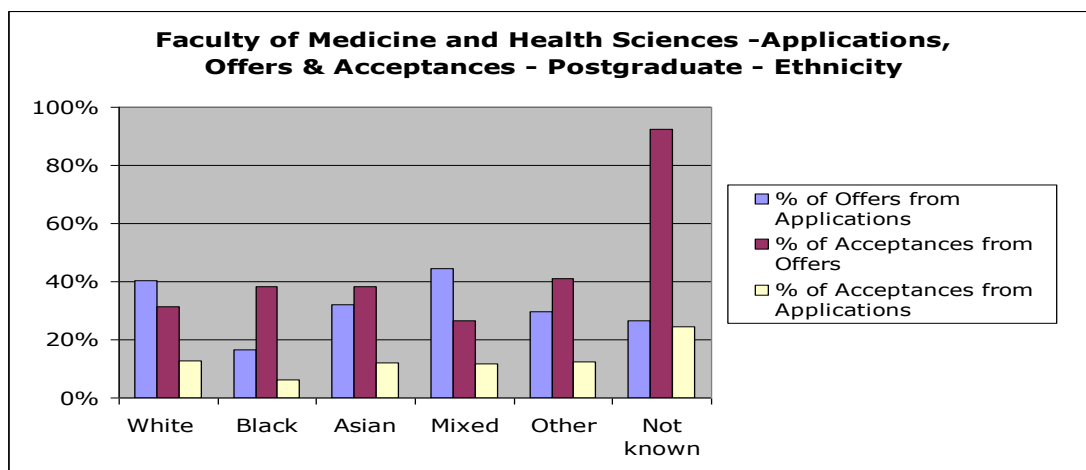
2.2 Ethnicity Arts



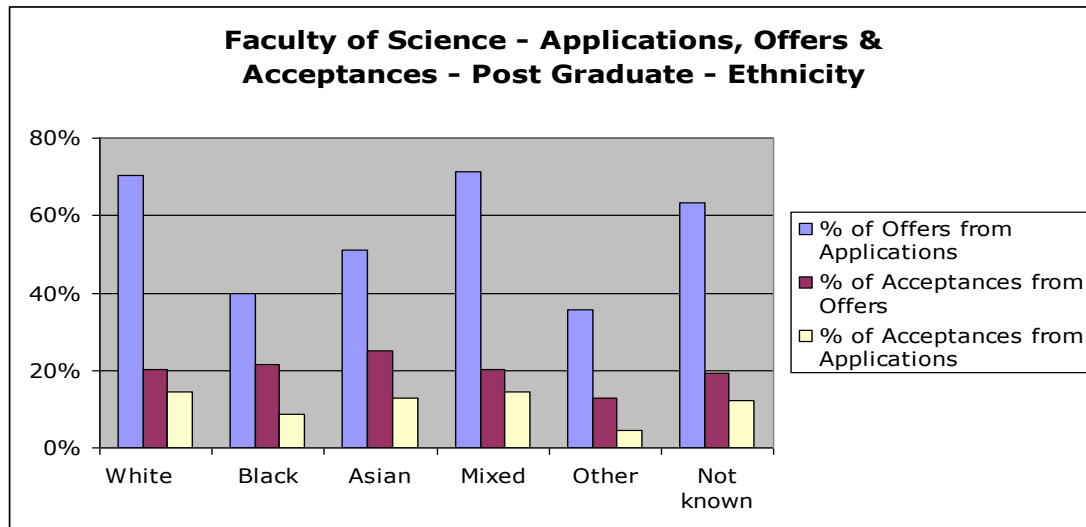
Engineering



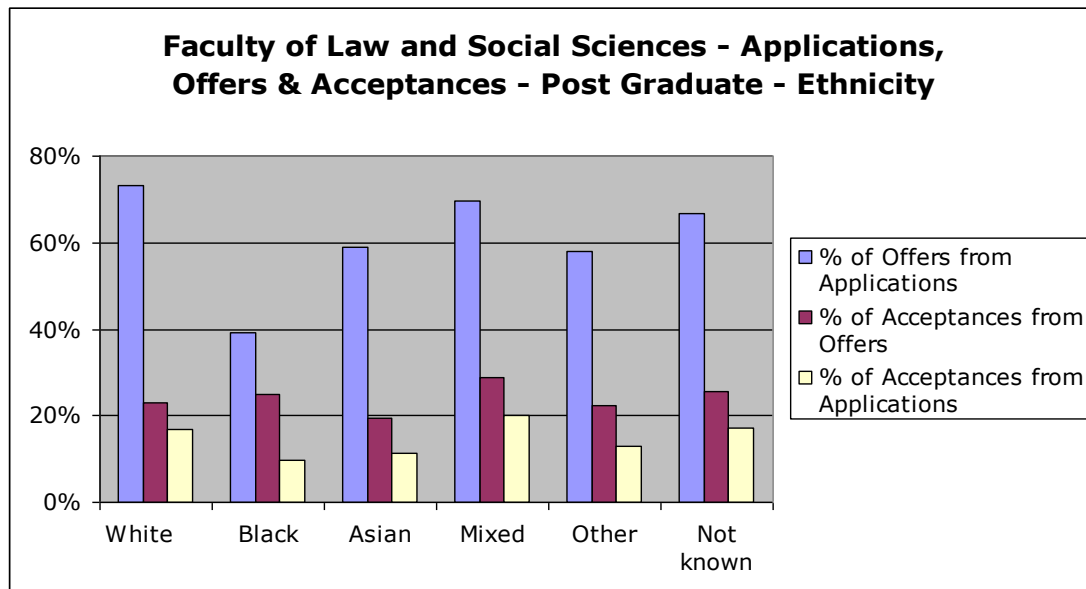
Medicine and Health Sciences



Science



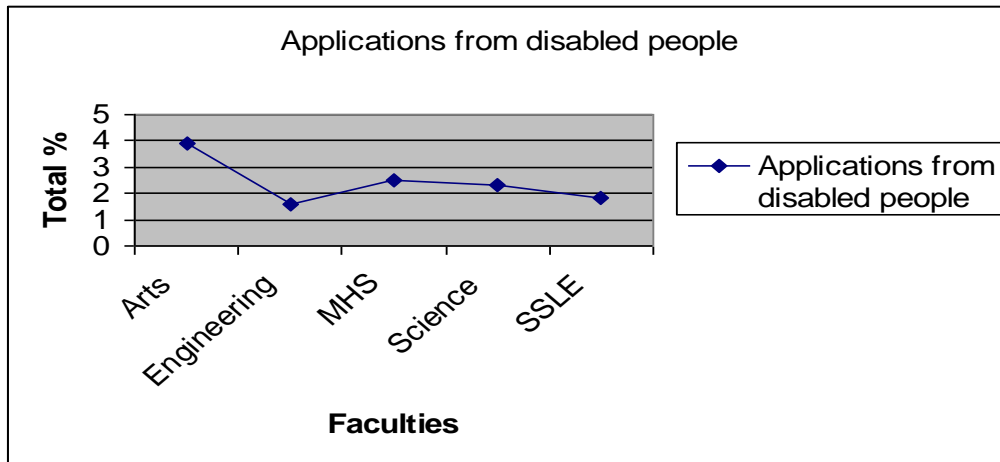
Social Sciences, Law and Education



Applications to Post graduate study appear broadly consistent across faculties and ethnicities.

Actual acceptances compared to applications made vary considerably with White students (80.25% of acceptances overall) maintaining between 13 – 17% and Asian applicants (10.5% of acceptances overall) following closely with between 11 and 17%. Black students (2.5% of acceptances overall) having a far wider range of between 6 and 18%, whilst 'other' (0.6% of acceptances overall) and 'Don't know' (2% of acceptances overall) have greatest variance between 5 and 22% and 12 and 27% respectively. The small figures effect is likely to amplify this discrepancy (2.6% of the data).

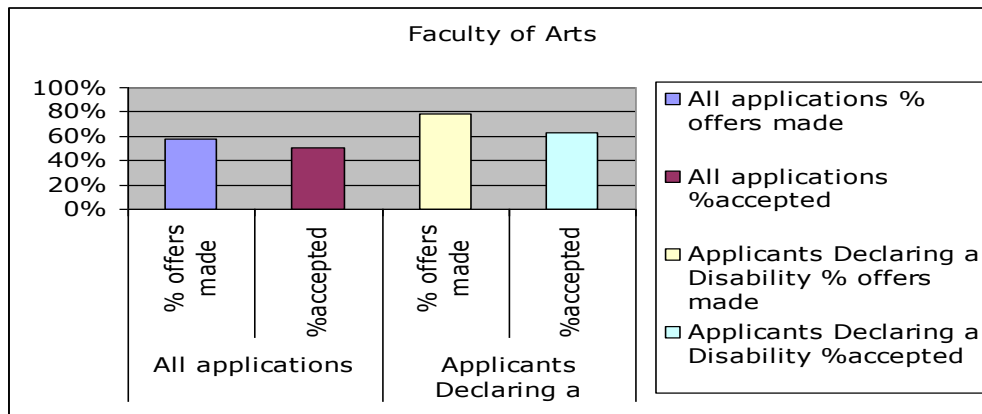
**Disability
Table 1
Applications across the University**



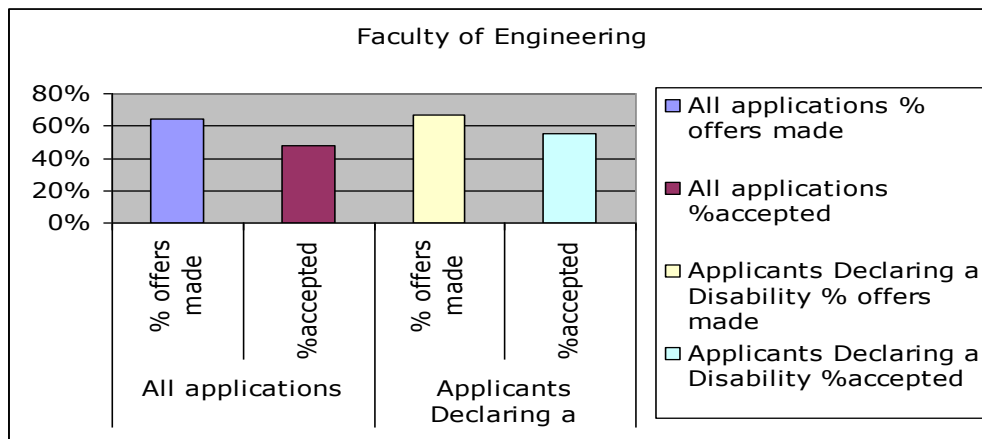
Applications

The overall figure for applications to the University from disabled applicants is 2%. As can be seen in table 1 the Faculty of Arts has attracted 4% of applications from disabled people. Engineering (1.6%) and Social Sciences and Law and Education (1.8%) have attracted below 2%.

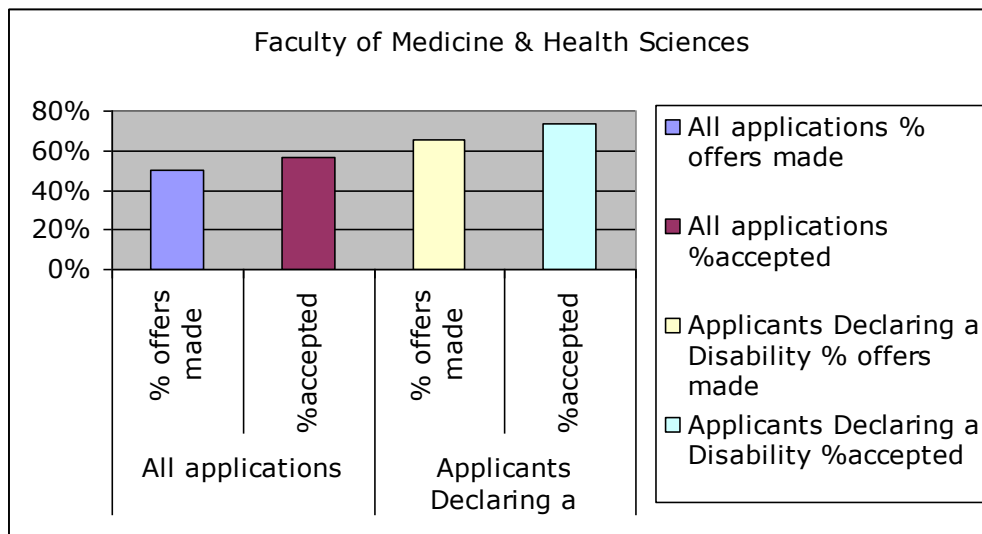
Arts



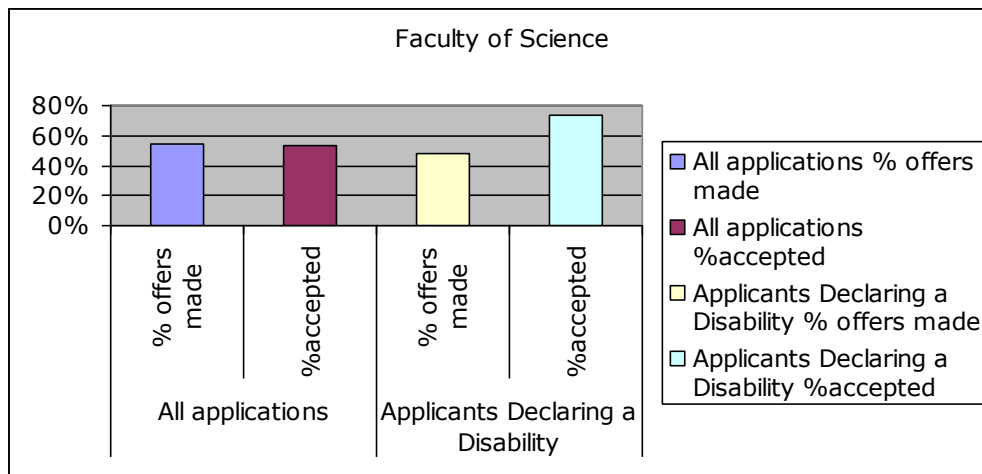
Engineering



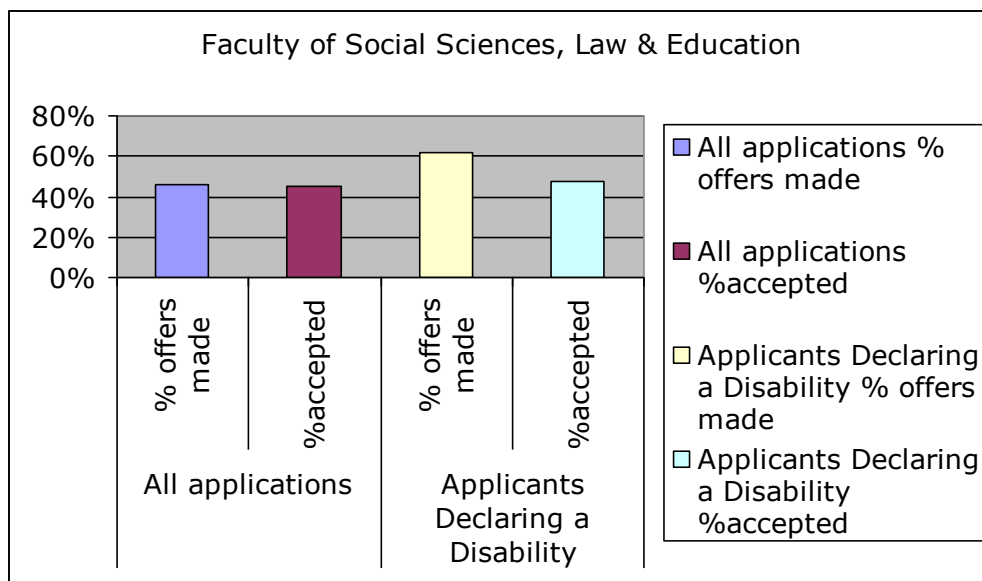
Medicine and Health Sciences



Science



Social Sciences, Law and Education



Offers to Applications

In each faculty the ratio of offers to applications is higher for disabled than for non disabled applicants. All except for Science have made offers to more than 60% of disabled applicants.

In Science the offer ratio to all applicants is 55% and to disabled applicants is 48%, whilst this does not represent a wide difference when compared with results from all other faculties the reverse trend is true 58:78 (Arts) 64:66 (Engineering) 50:65 (MHS) 46:62 (SSLE).

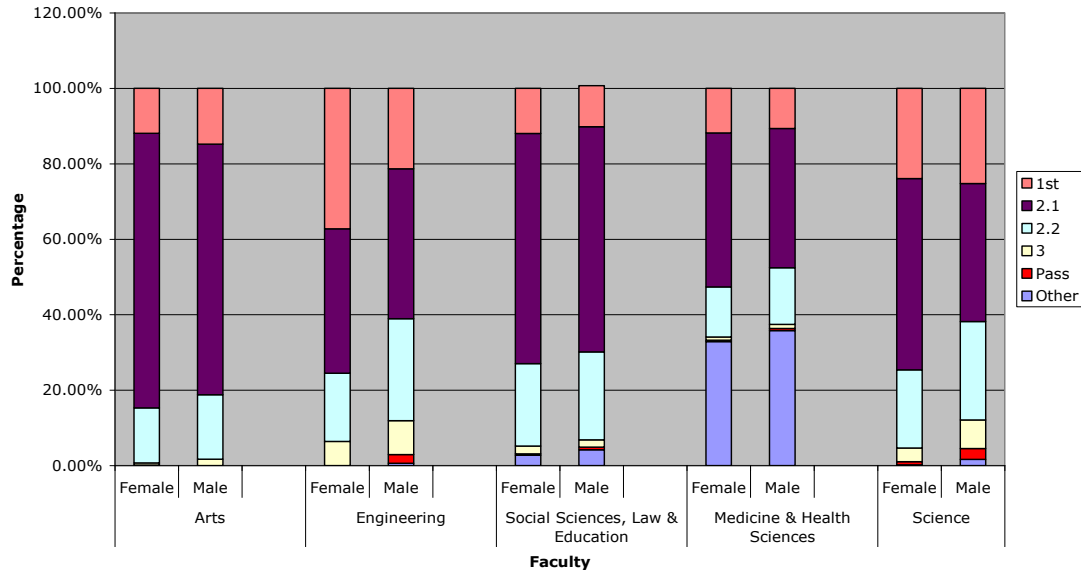
Offers to Acceptances

In all faculties there is evidence of greater percentage of offers accepted by disabled applicants, as much as 19% more disabled applicants accepted than non disabled. Small numbers effect of disabled applicants will render this trend insignificant but it is encouraging to note that having been made the offers disabled applicants are very willing to accept across all faculties.

3. Undergraduate Attainment

3.1 Gender

Student Degree Class Performance by Gender 2007



The above graph suggests that a similar proportion of males and females tend to obtain first class honours degrees but that a larger proportion of females obtain a 2.1 degree. Overall, this suggests that the academic performance of females is rather better than that of males and a comparative analysis of entry grades suggests that this difference is not simply the produce of higher academic achievement on entry.

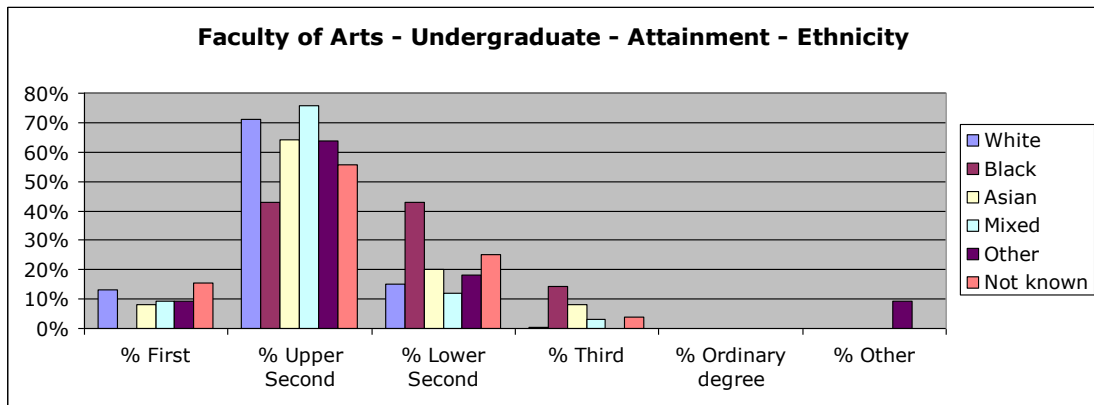
The Faculty of Engineering has returned a slightly different pattern with a greater percentage of women achieving first class degrees but a smaller percentage achieving a class 2.1 degree. However, these figures should be interpreted with caution because of the relatively small number of female students in Engineering.

Table 3: Student Degree Class Performance by Gender (2006/07)

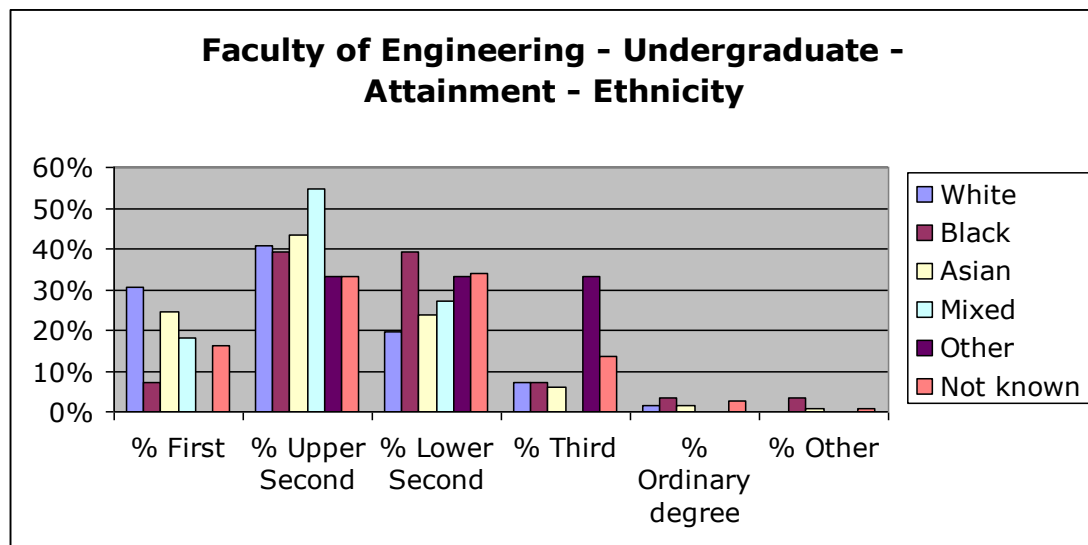
Faculty		Percentage achieving degree class				
		1st	2.1	2.2	3	Pass
<i>Arts</i>	<i>Female</i>	15	74	11	0	0
	<i>Male</i>	14	67	15	3	1
<i>Engineering</i>	<i>Female</i>	22.6	53.6	17.9	4.8	1.1
	<i>Male</i>	22.6	40.2	27.8	5.6	3.8
<i>Social Sciences, Law & Education</i>	<i>Female</i>	9.3	64.6	23.1	1.1	0.3
	<i>Male</i>	10.6	62.5	20.7	1.9	5.8
<i>Medicine & Health Sciences</i>	<i>Female</i>	12.2	42.8	11	0.7	33.1
	<i>Male</i>	13.2	38.9	9.6	1.8	36.5
<i>Science</i>	<i>Female</i>	22.8	54.3	19.8	1.2	1.8
	<i>Male</i>	22	41.1	25.5	9.2	2.2

Note percentage figures have not been rounded.

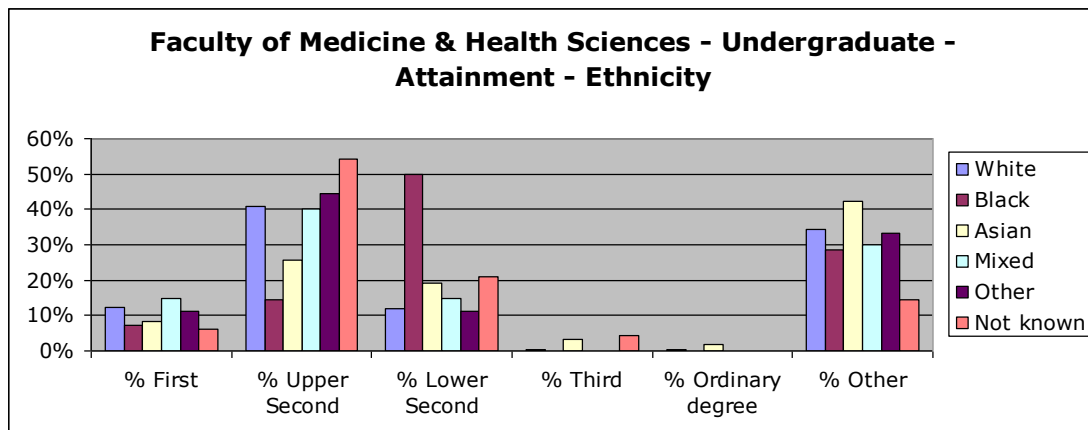
3.2 Ethnicity Attainment Arts



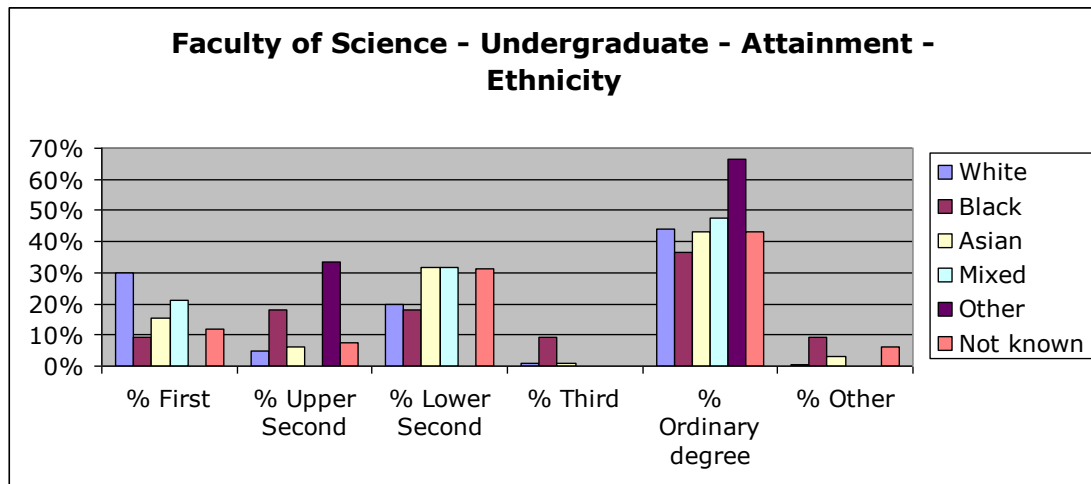
Engineering



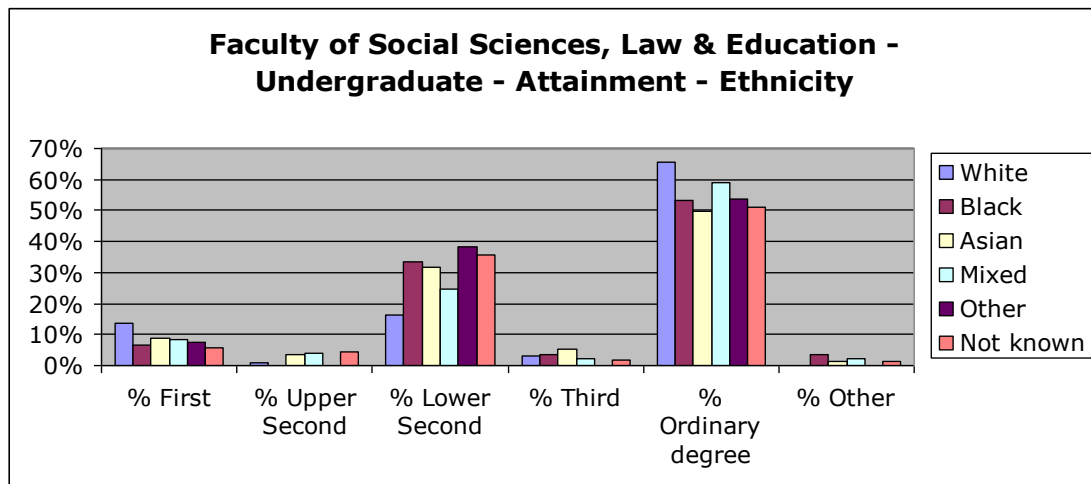
Medicine and Health Sciences



Science



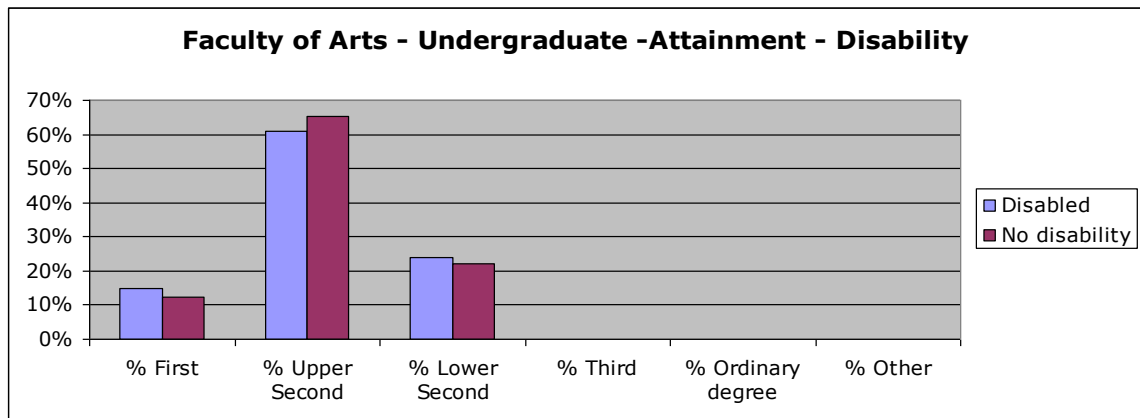
Social Sciences, Law and Education



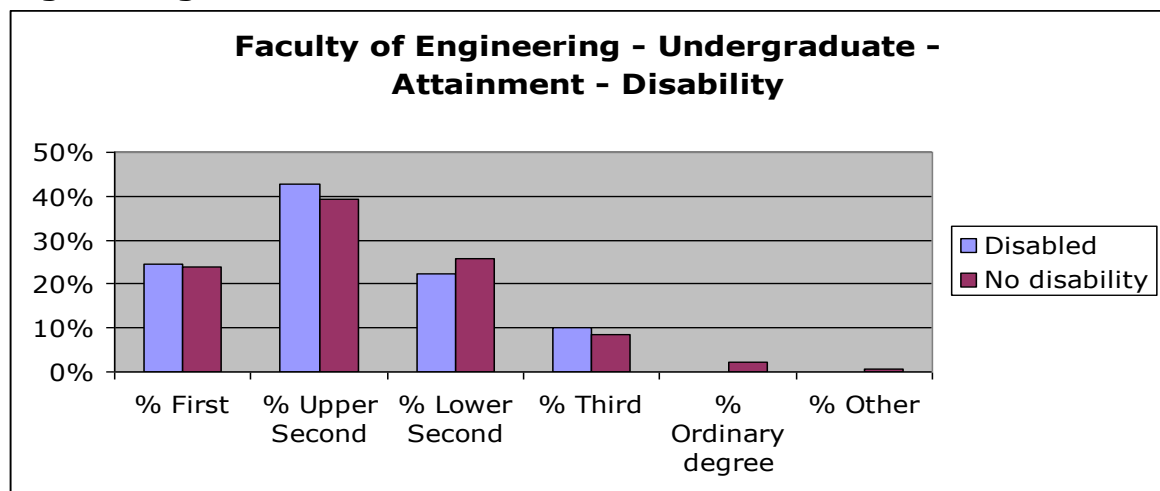
Overall, this suggests that the academic performance of white students is rather better than those from other ethnic backgrounds. The faculty of Social Sciences, Law and Education show more balance between students from differing ethnicities, however, these figures should be interpreted with caution because of the relatively small number of Black students in particular and students from other ethnic backgrounds in general across all five faculties.

Within the third class and below category there would seem to be a disproportionably high number of Asian, Mixed and Black students particularly in Engineering and Science. Analysis of differences between the ethnic groups reveals that Black students are likely to have the overall lowest performance.

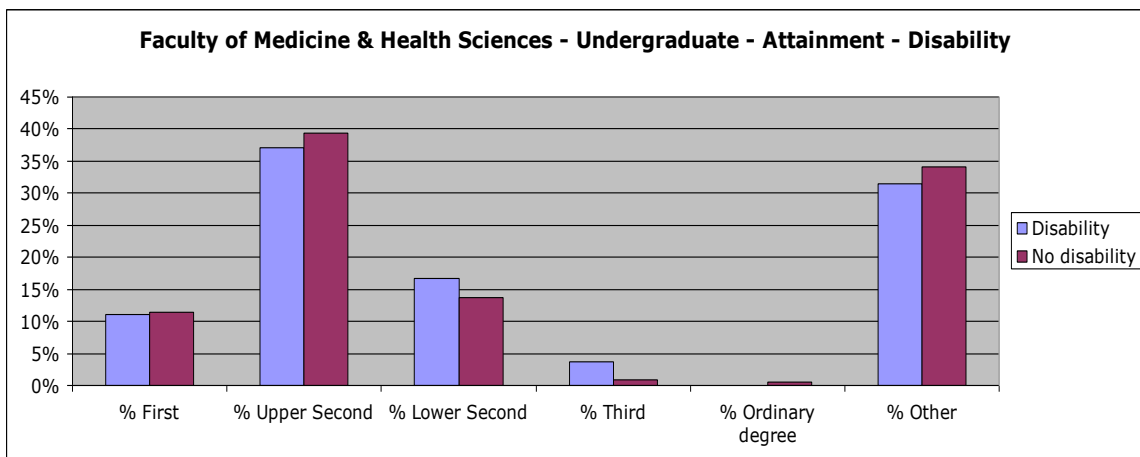
3.3 Disability Arts



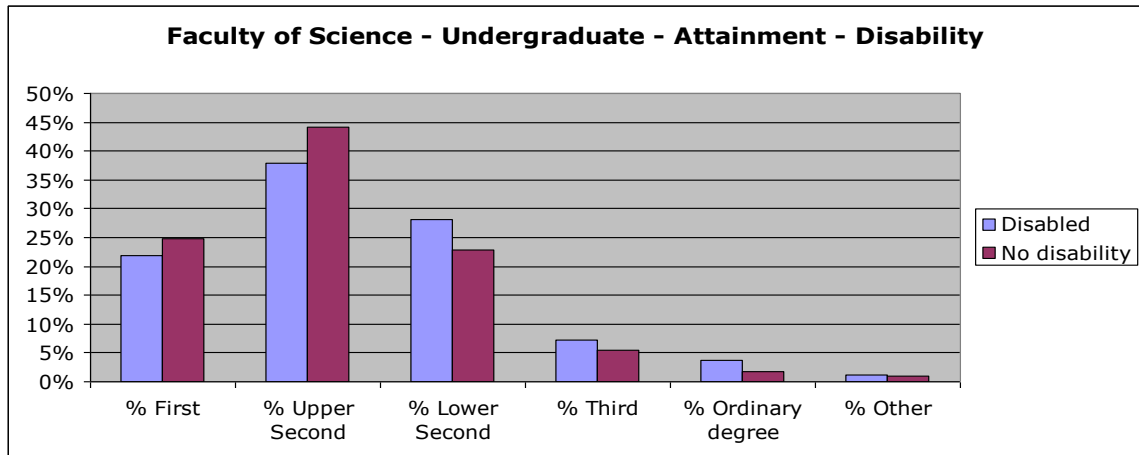
Engineering



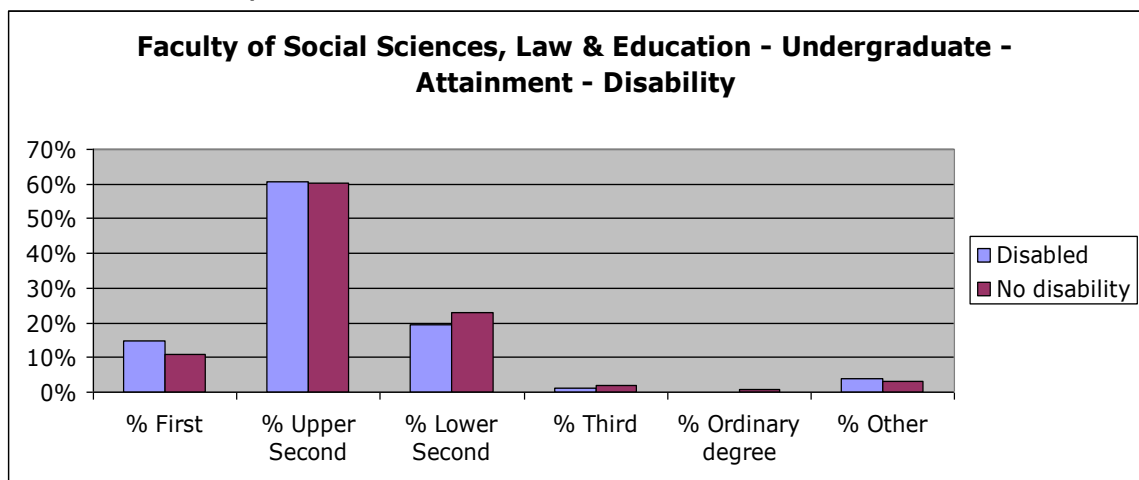
Medicine and Health Sciences



Science



Social Sciences, Law and Education



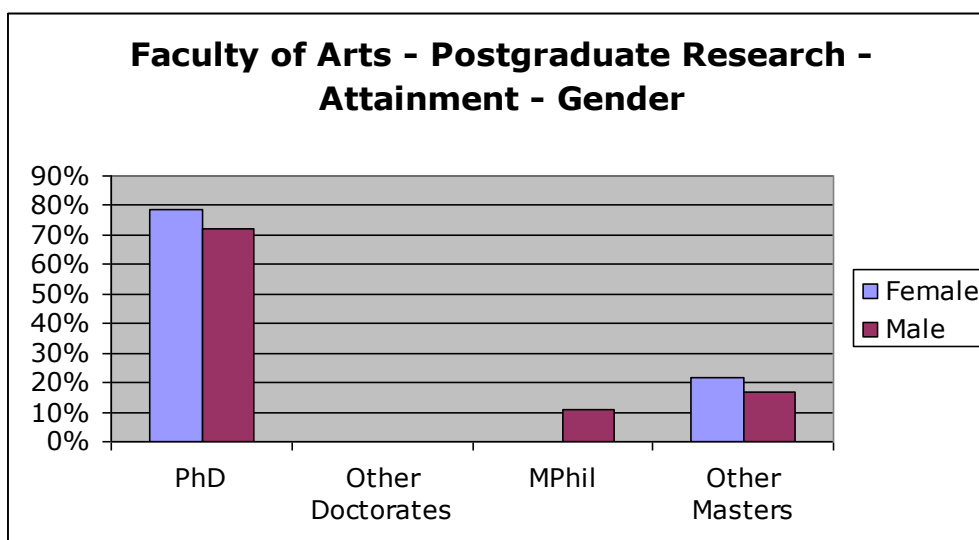
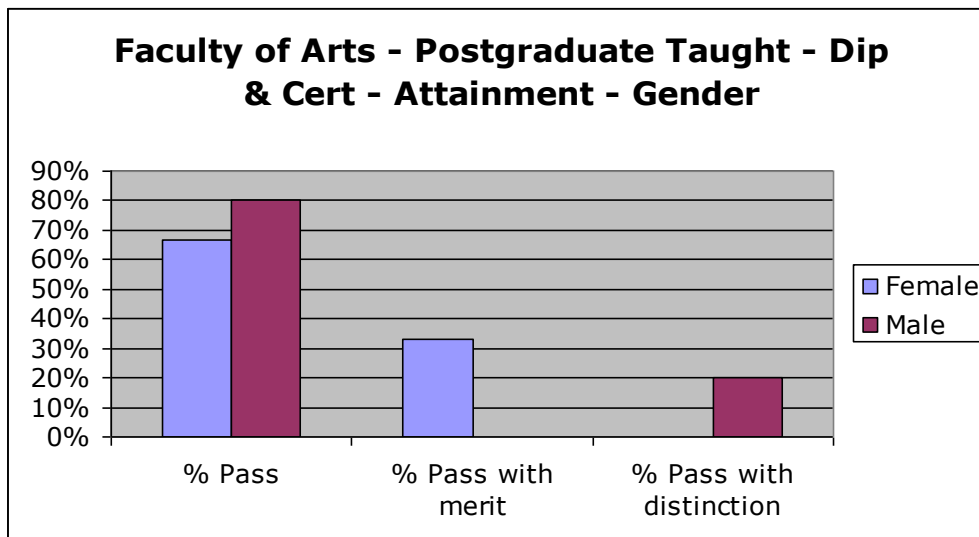
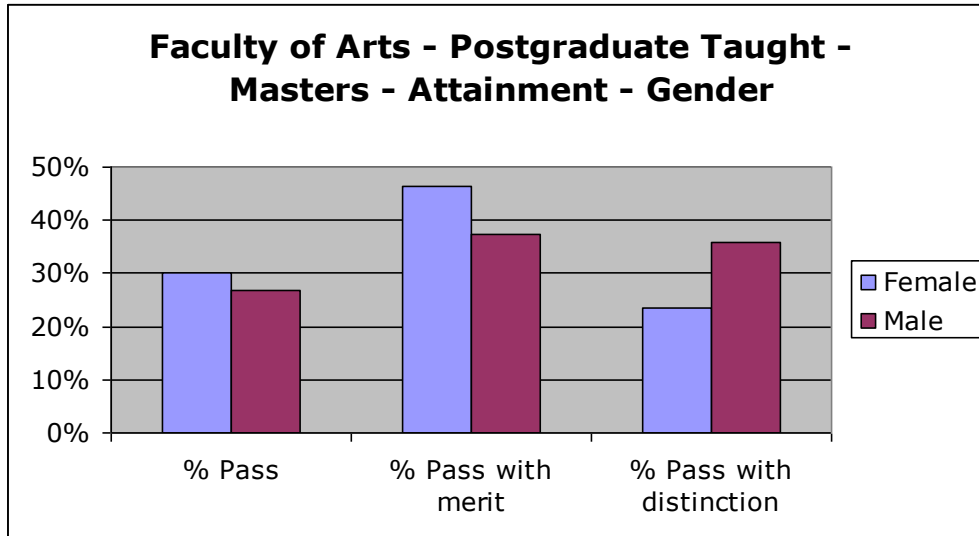
As mentioned earlier in this report national figures for 'economically active' (i.e. working age) disabled people is around 8%, with Nottingham's intake being nearer to 6% it is understood that the national figures do not include dyslexia which can account for up to 10% of the population. Numbers of disabled students at Nottingham are at least 2% and possibly 12% fewer than the national average.

The above graphs show that in most faculties disabled students are performing at least as well as their non disabled peers at 1st class division. At upper second level there is more 'evening out'.

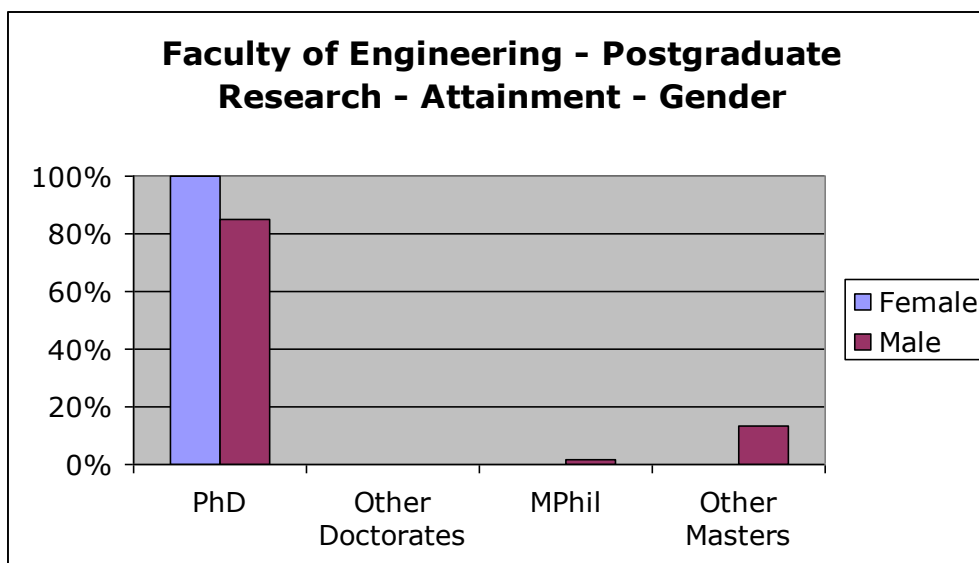
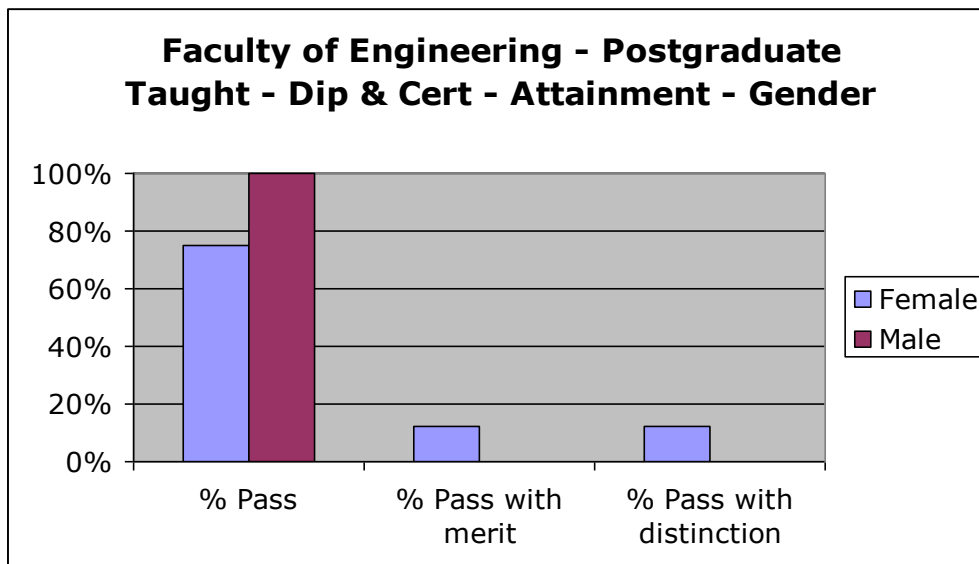
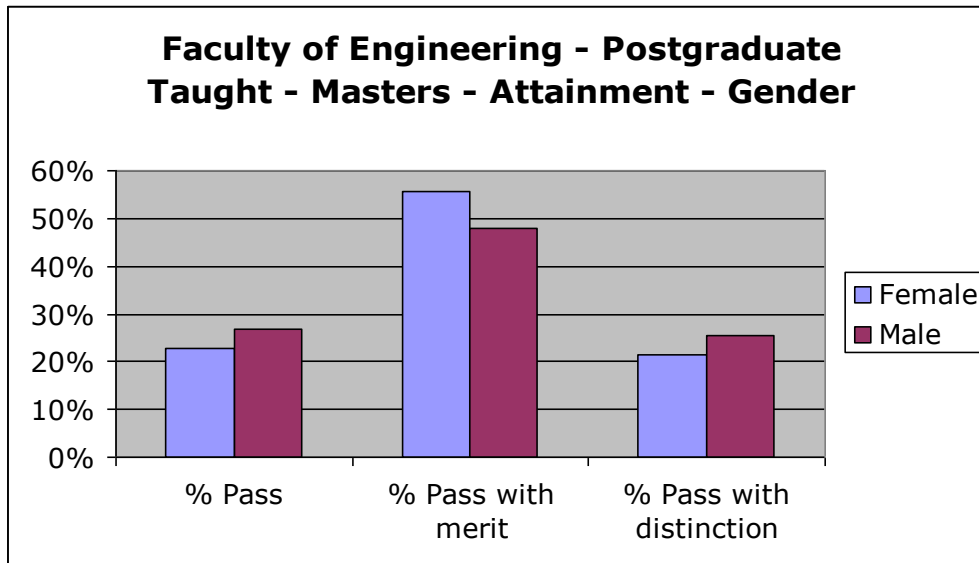
Overall it would appear that at undergraduate level Disabled students are performing at least as well as their non disabled peers.

4. Postgraduate Attainment

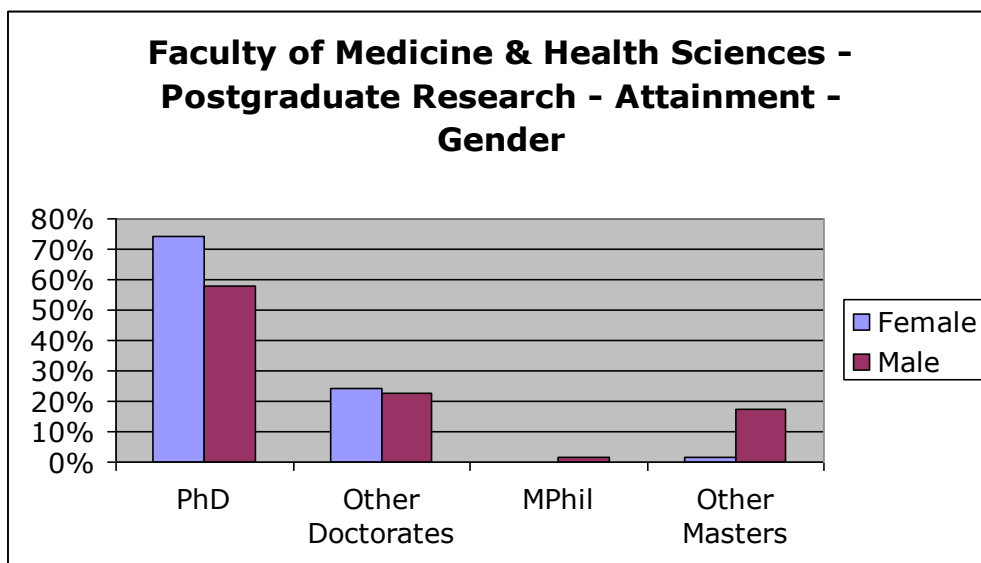
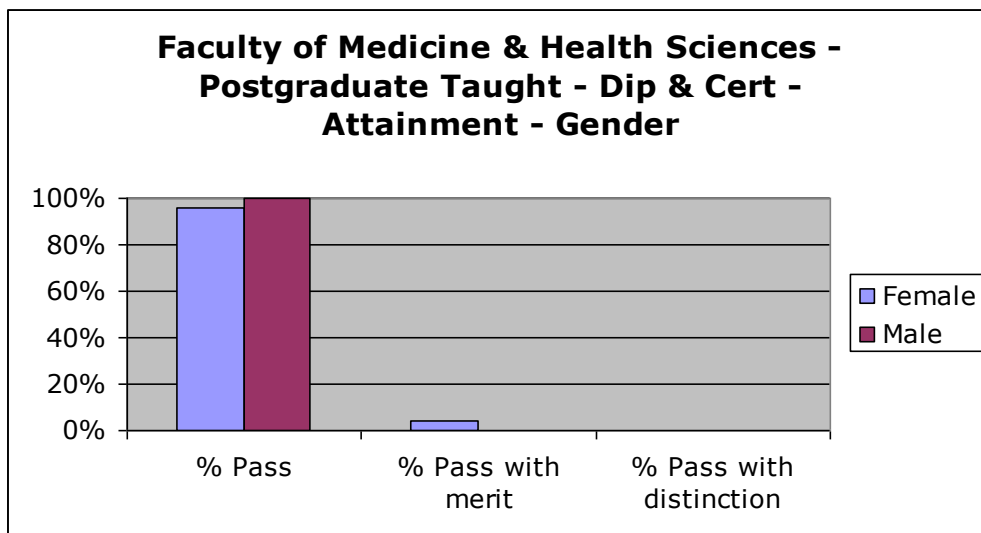
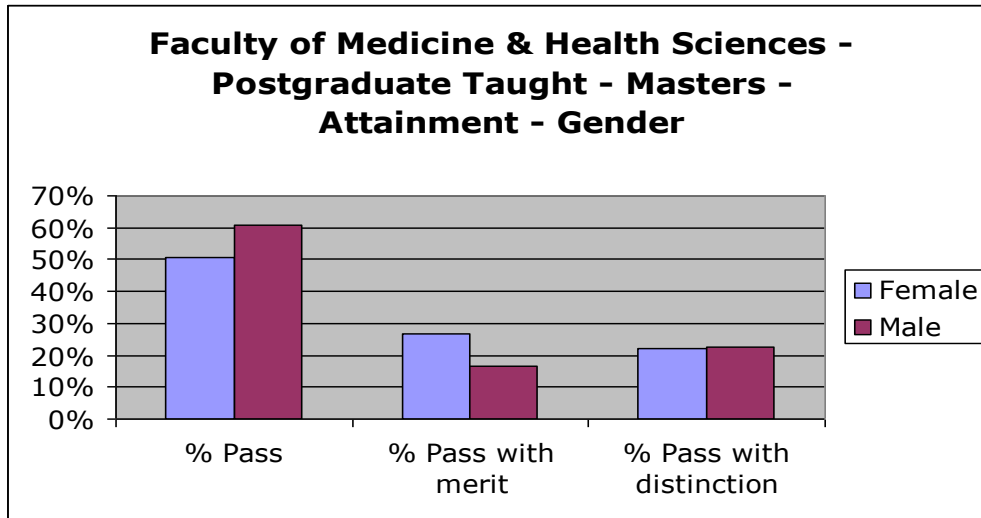
4.1 Gender Arts



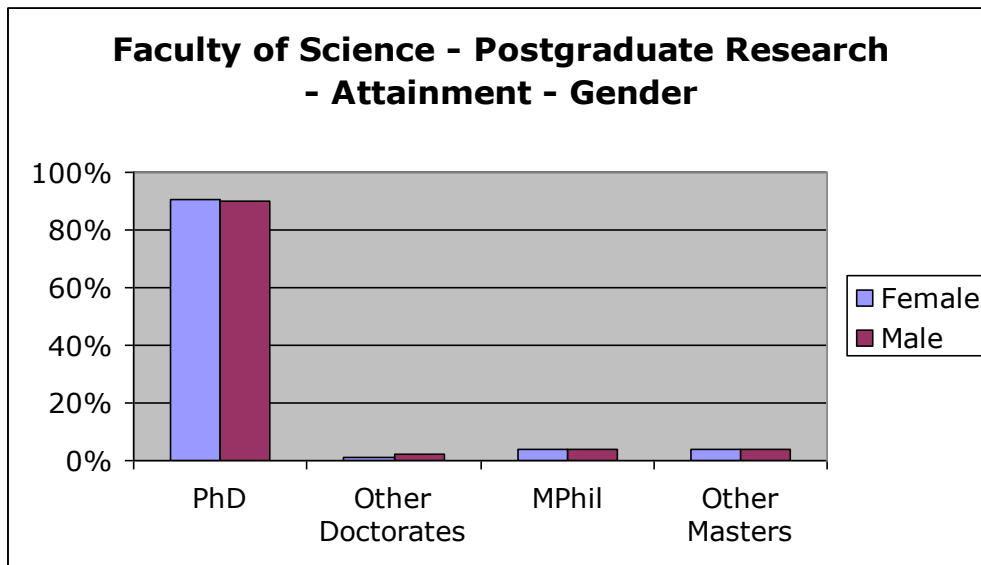
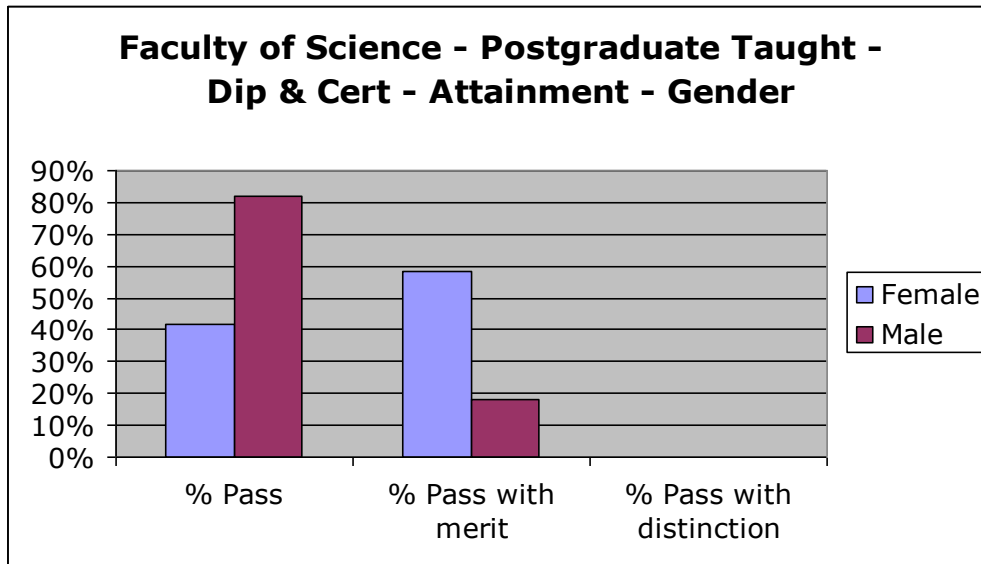
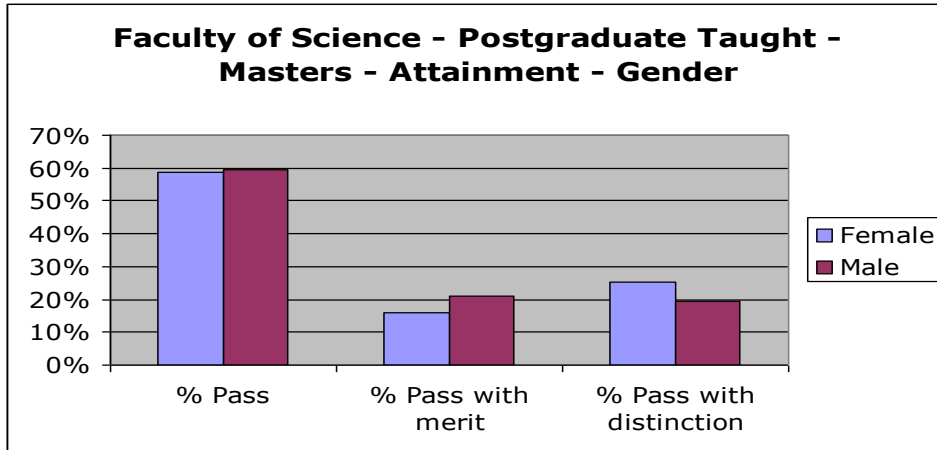
Engineering



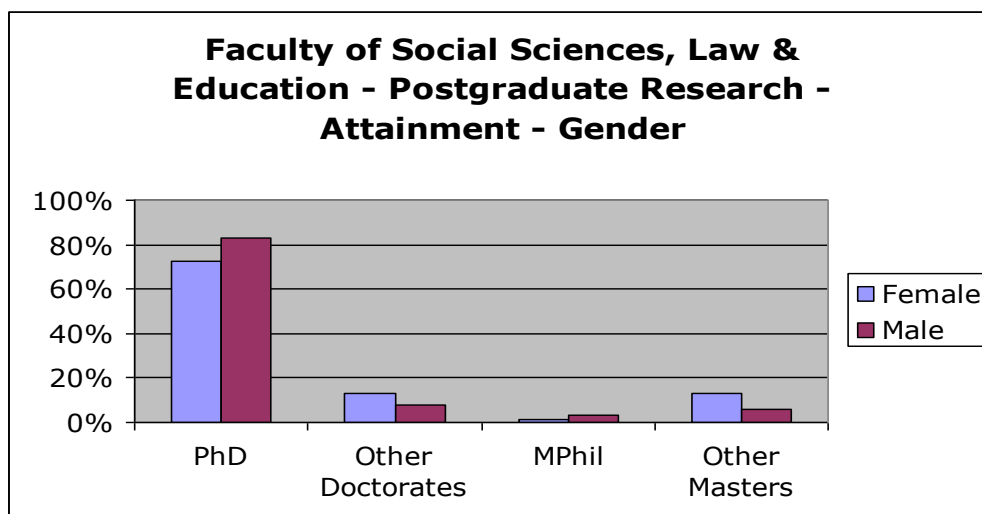
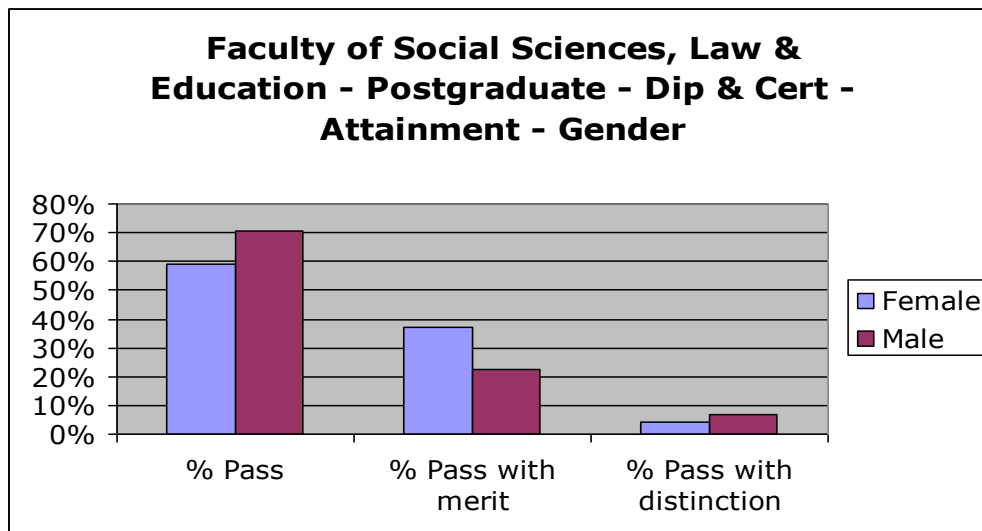
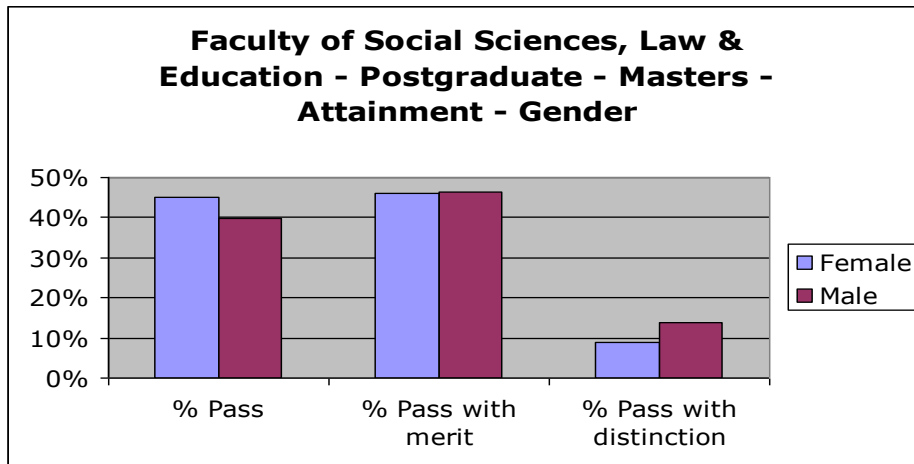
Medicine and Health Sciences



Science

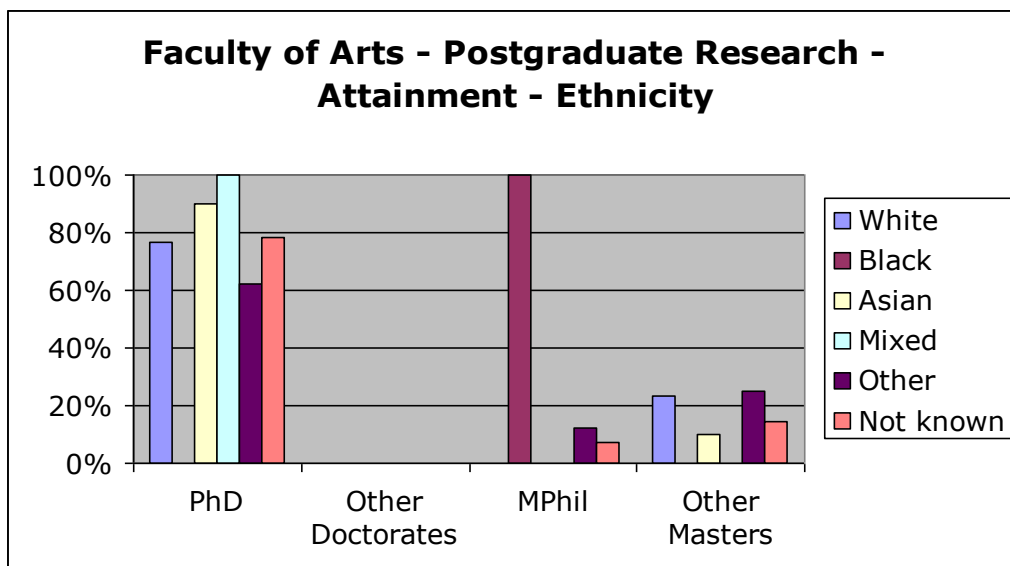
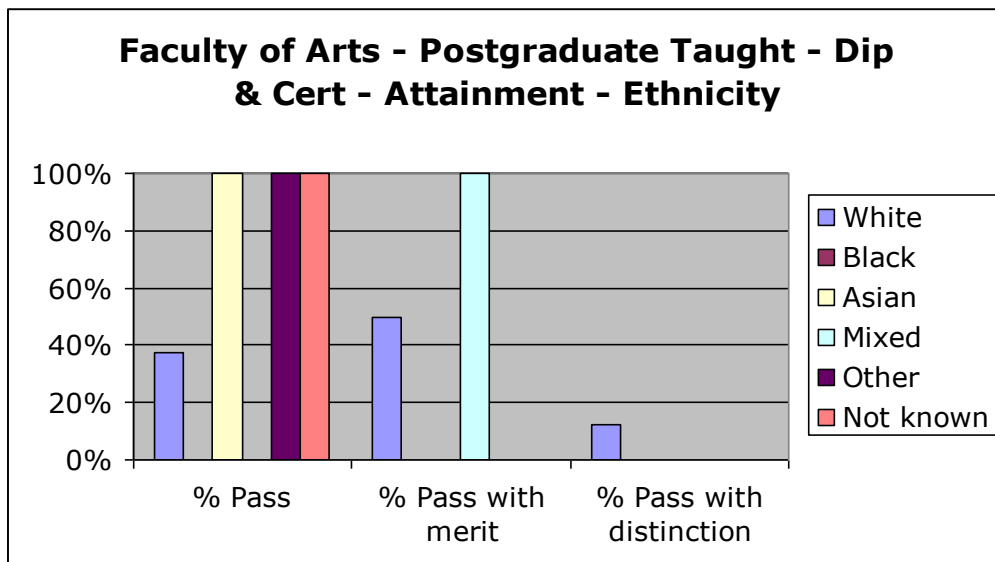
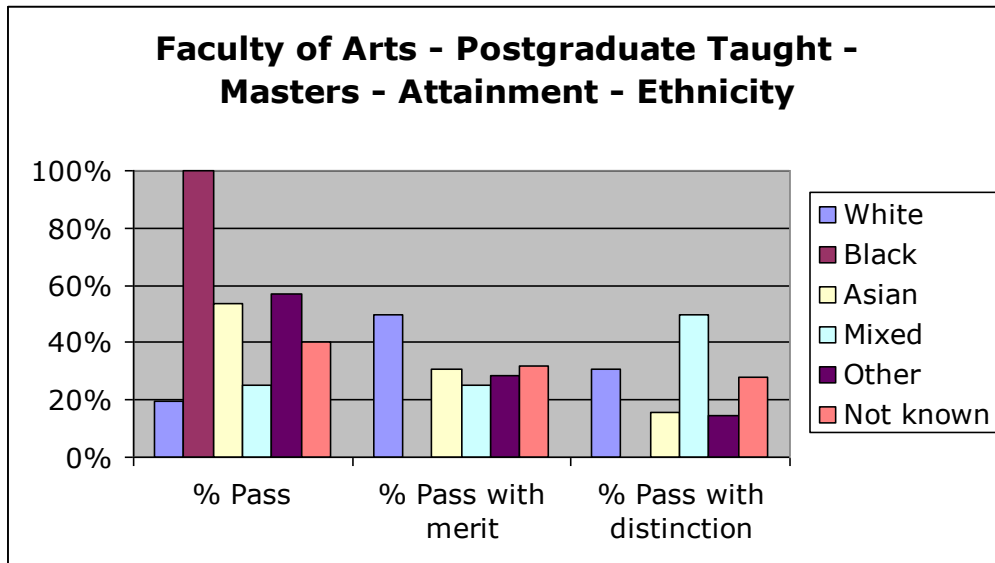


Social Sciences, Law and Education

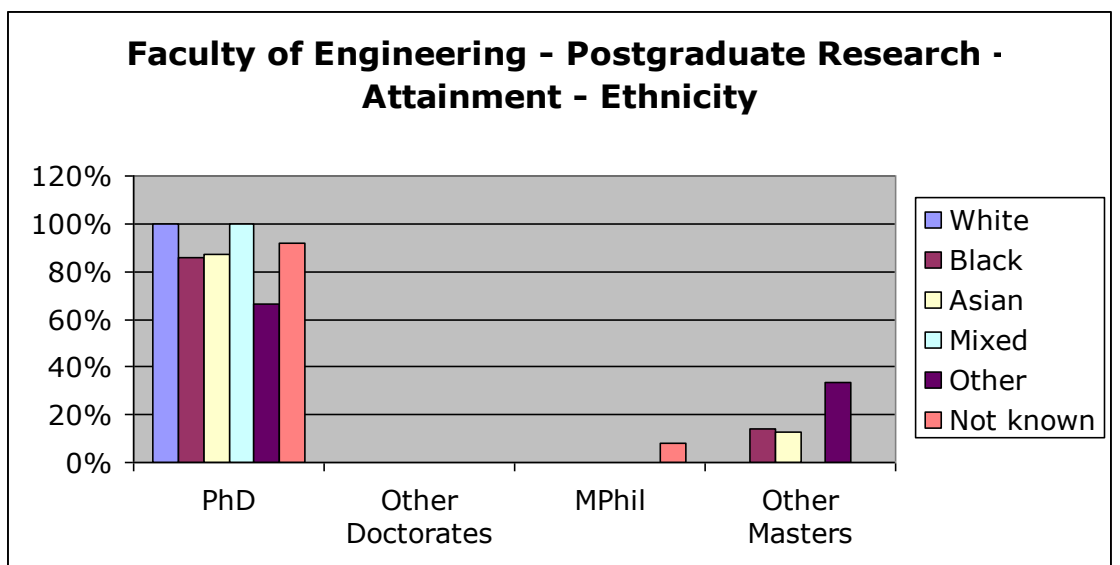
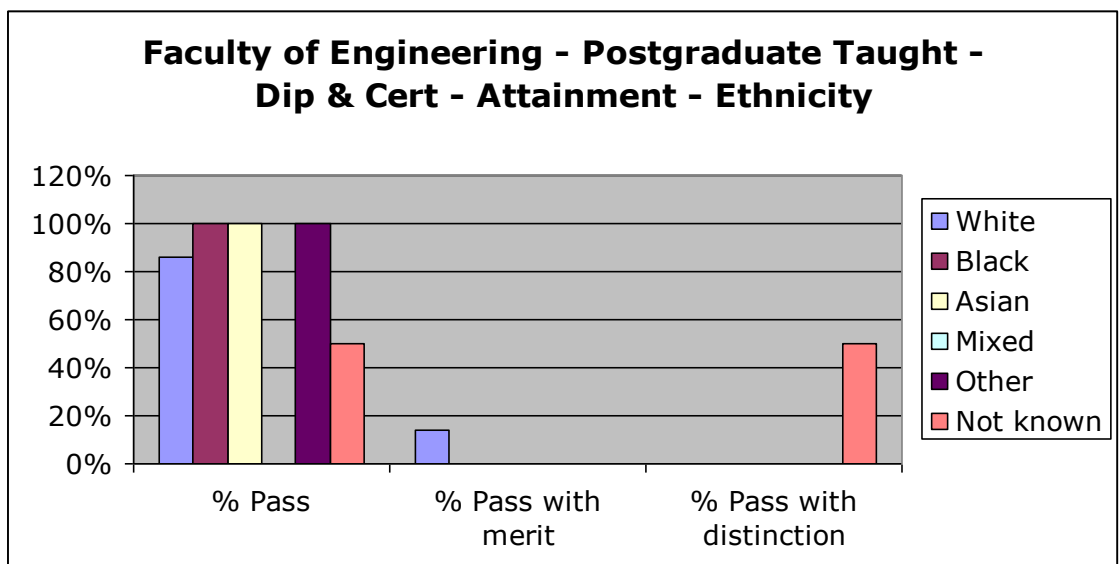
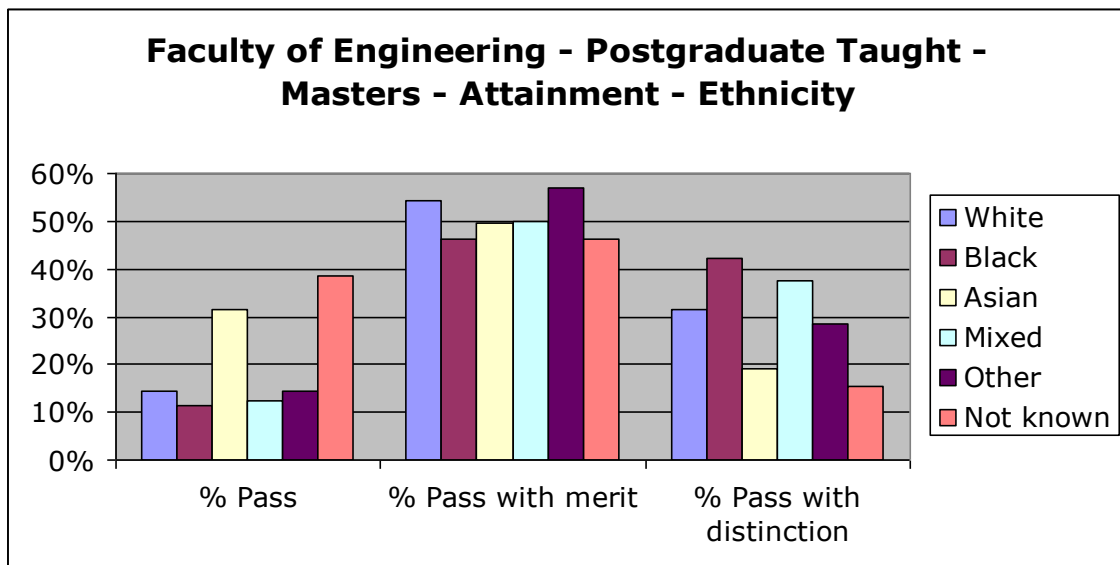


There would not appear to be a gender bias in attainment other than within the Faculty of Engineering, where small numbers of females may present what appears to be an imbalance. There would not appear to be any recognisable 'trends' in the charts.

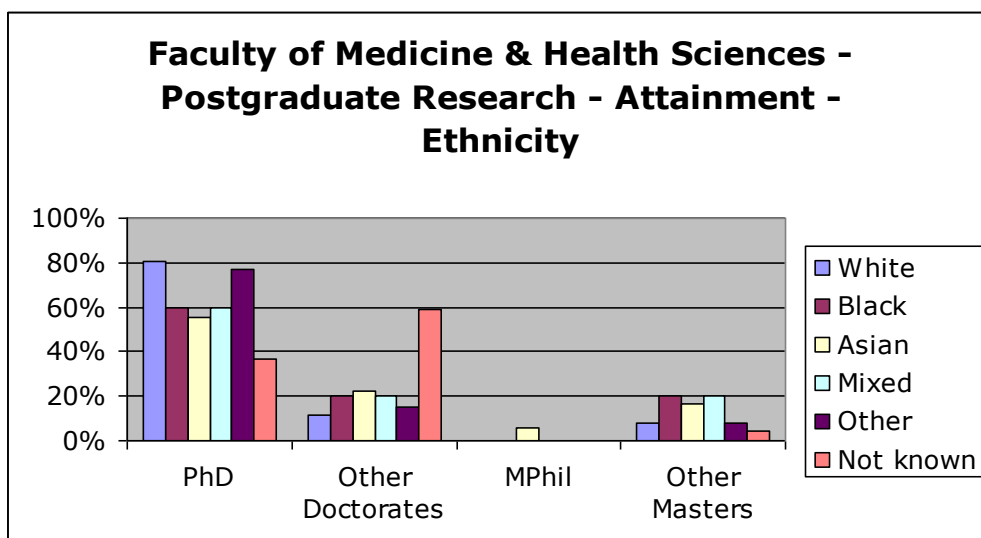
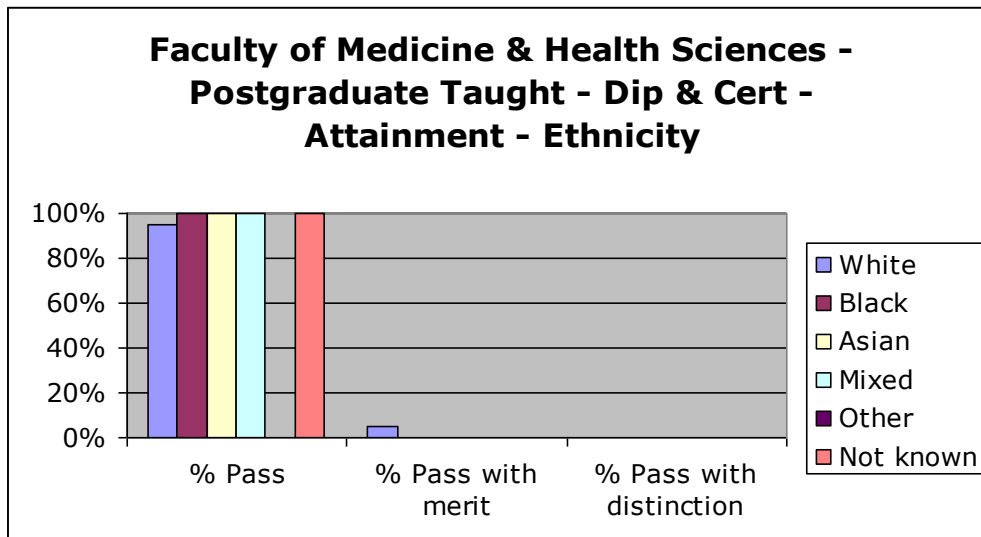
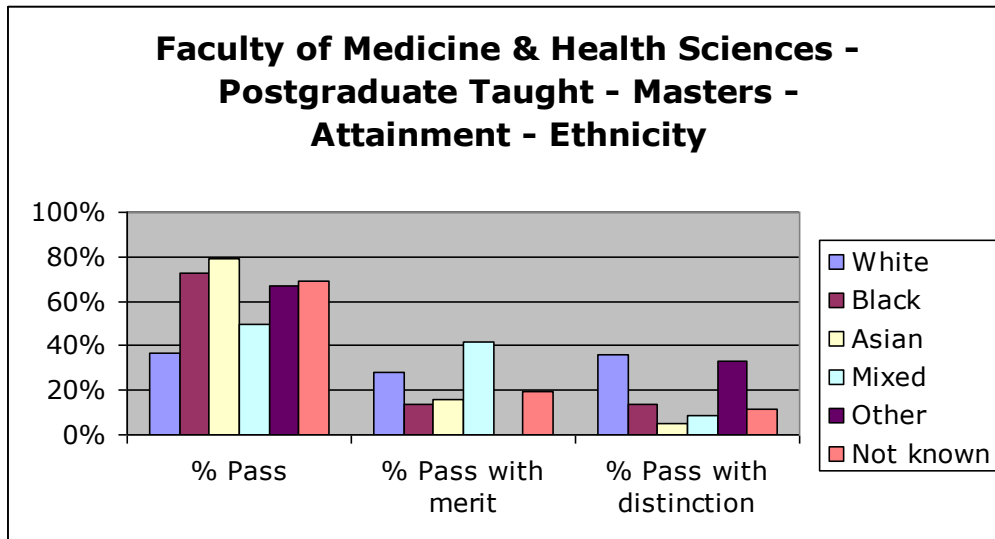
4.2 Ethnicity Arts



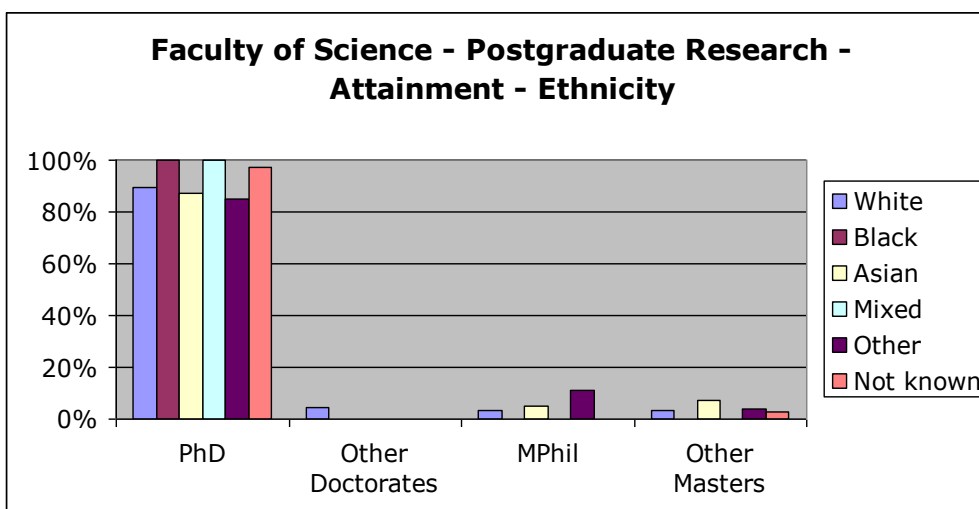
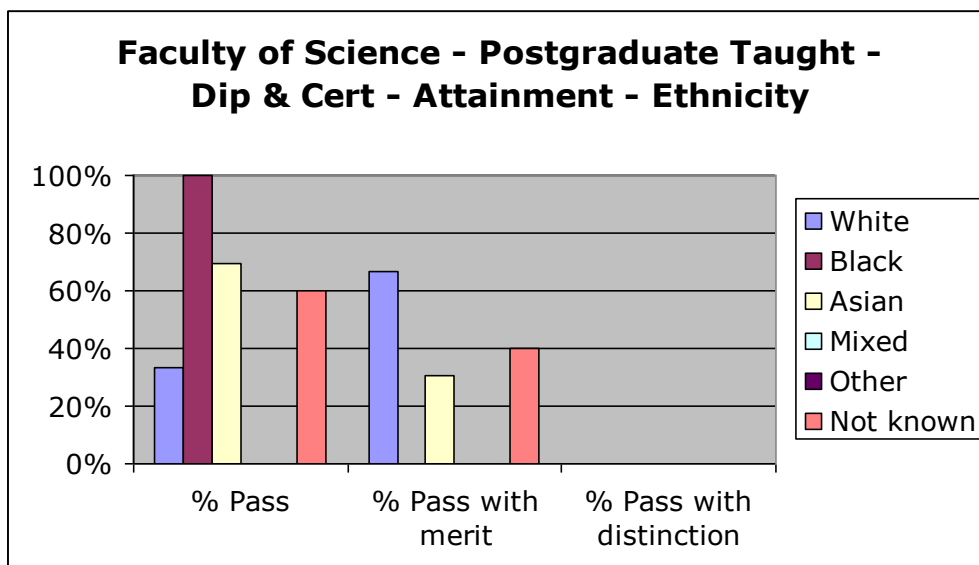
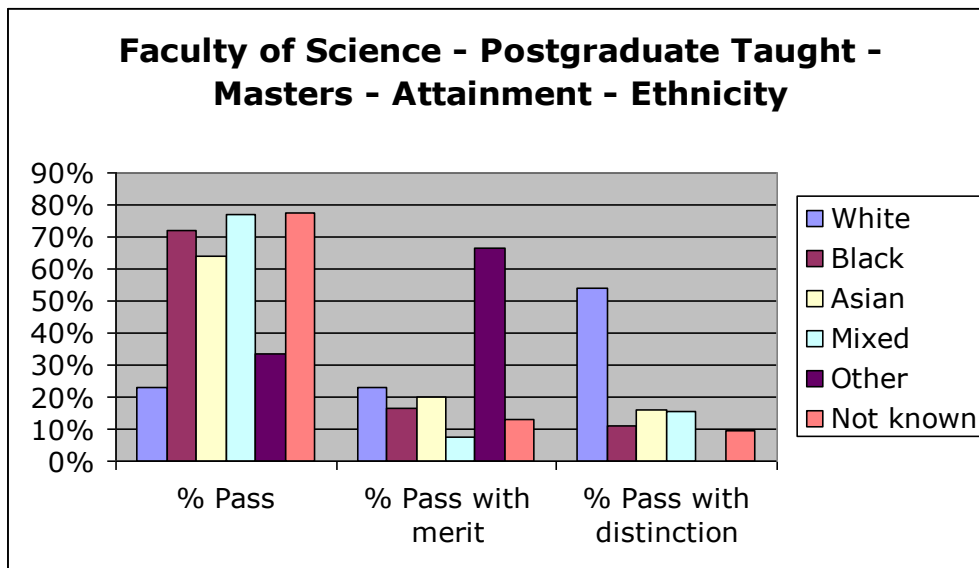
Engineering



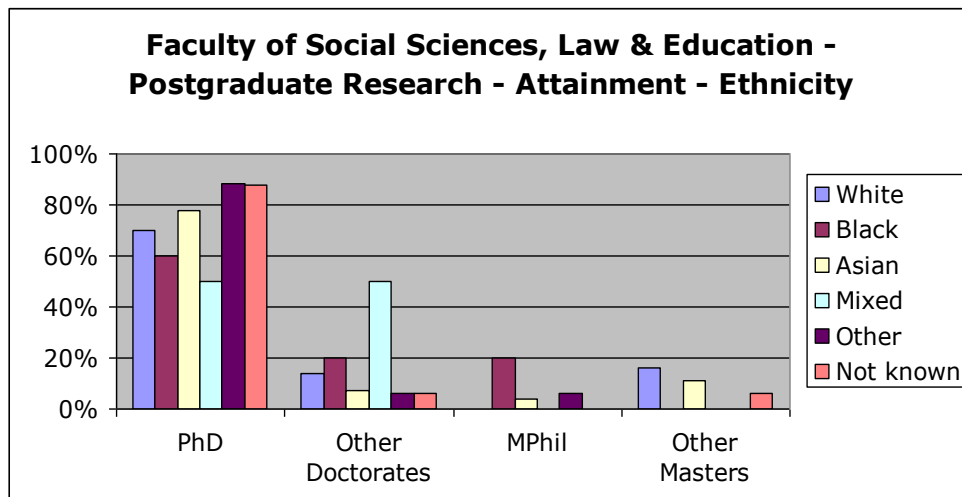
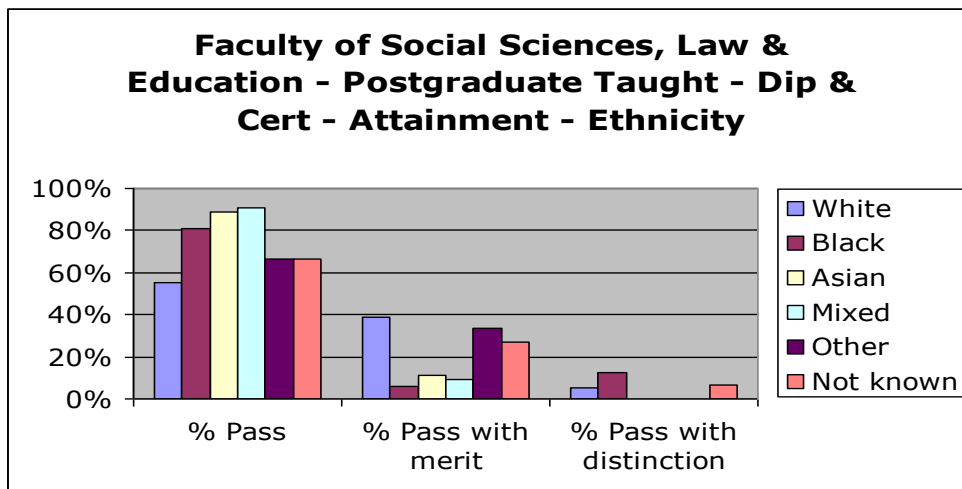
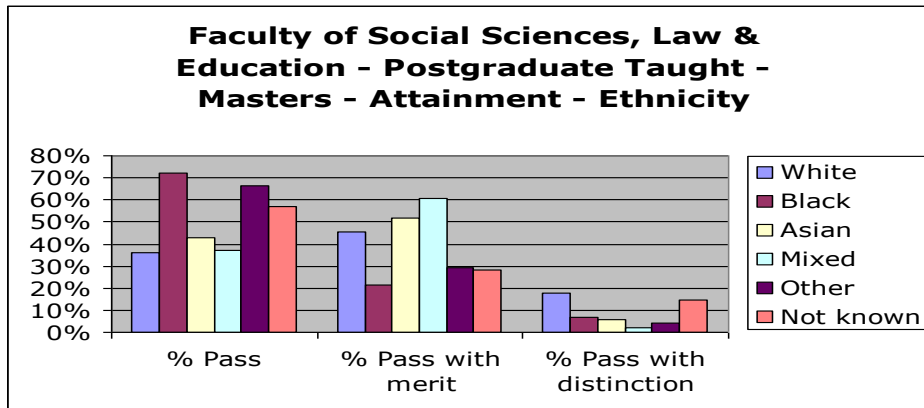
Medicine and Health Sciences



Science

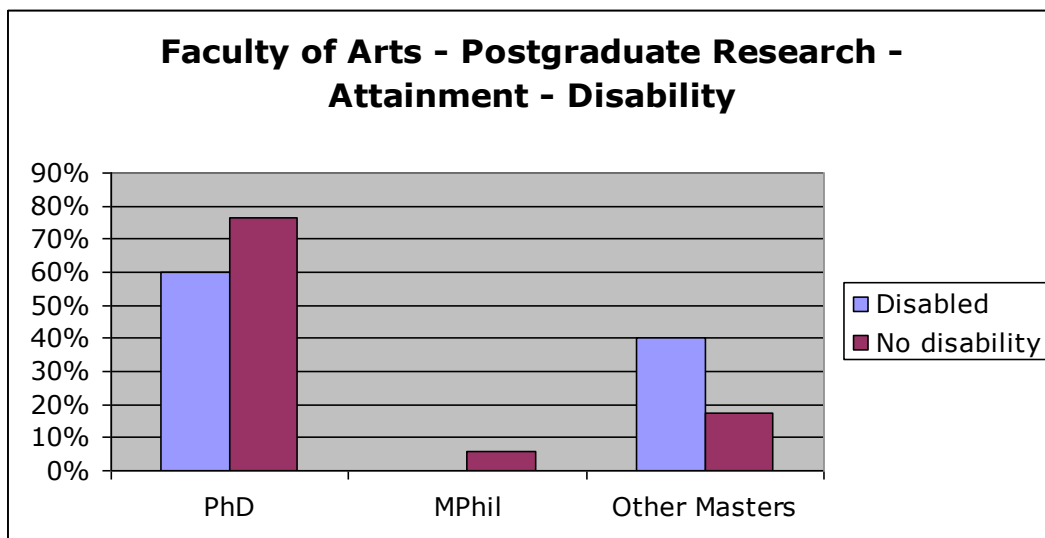
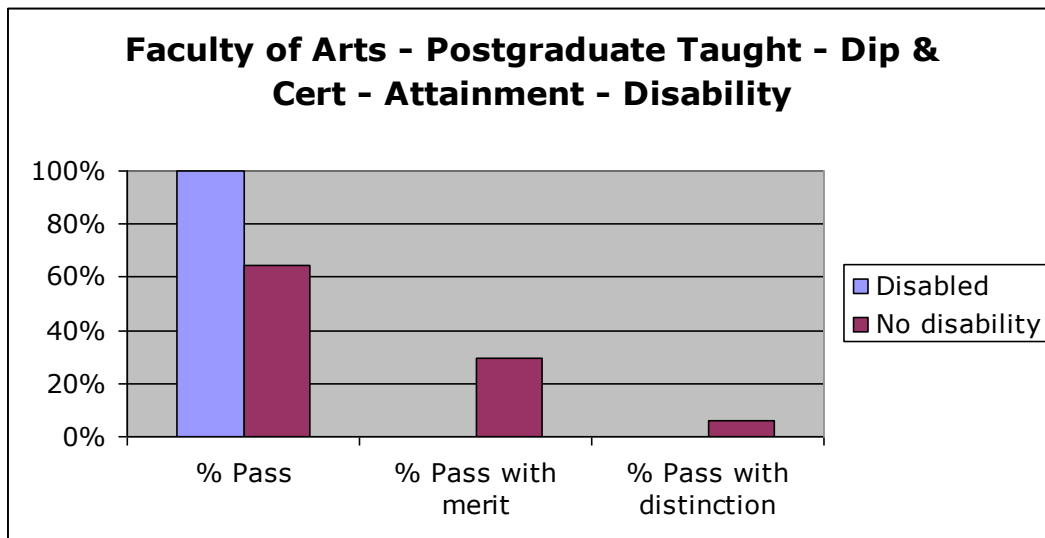
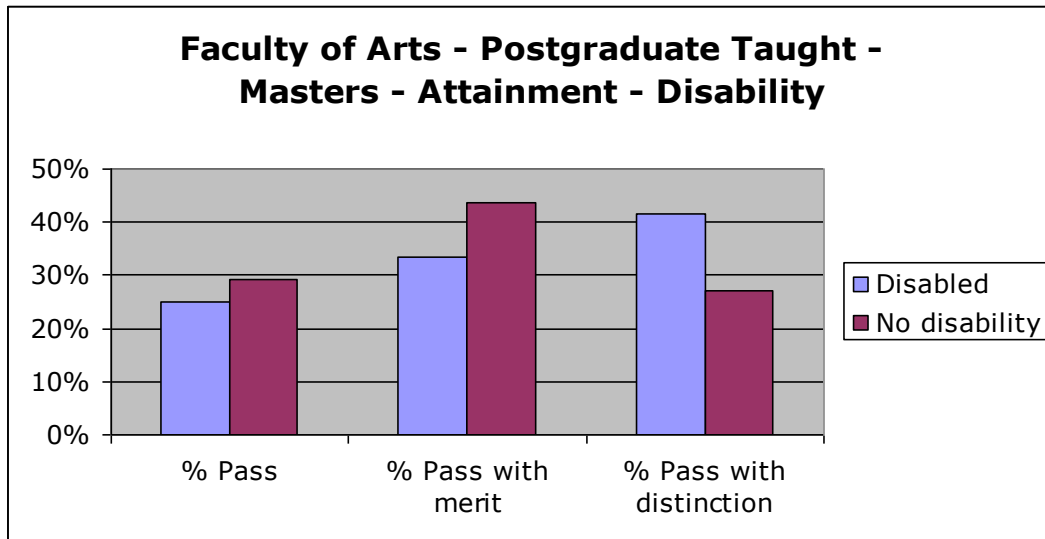


Social Sciences, Law and Education

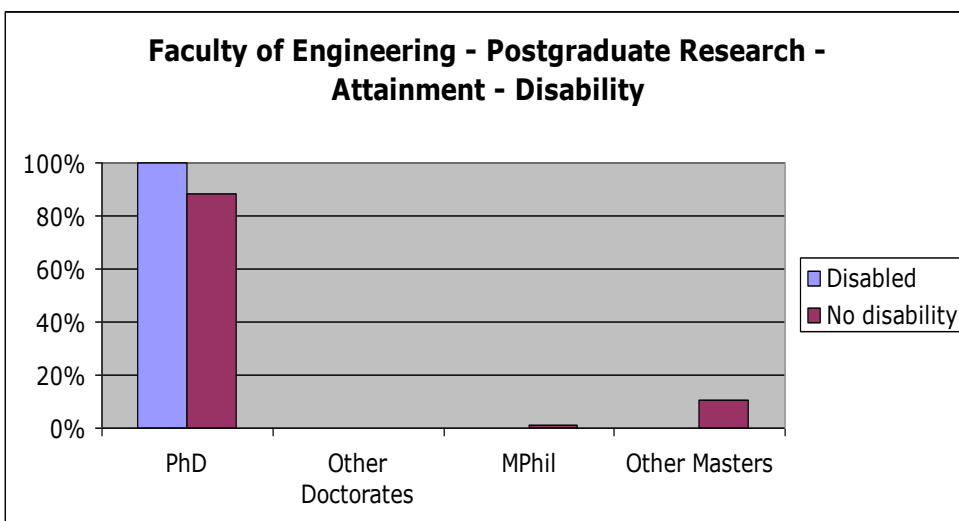
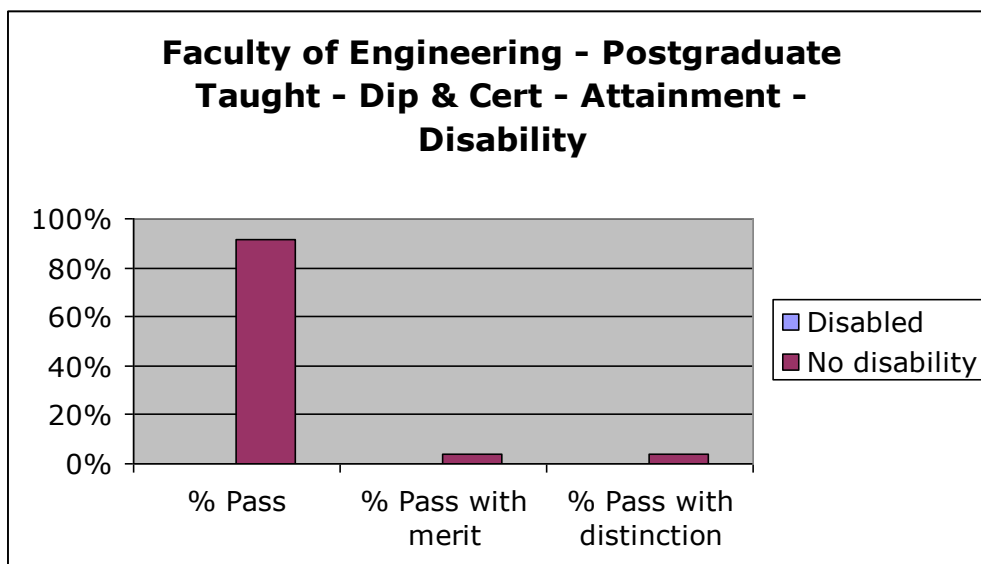
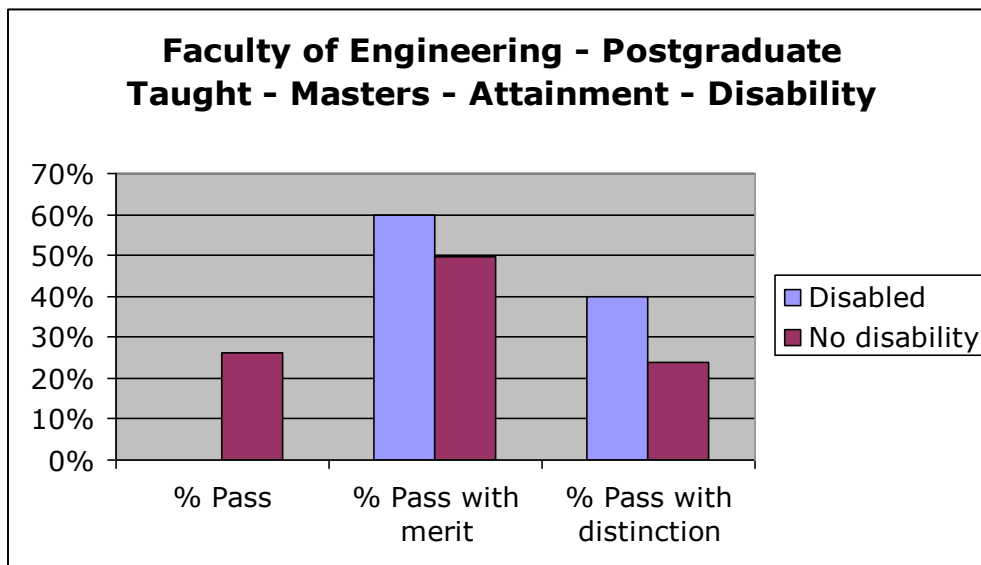


Where the left hand side of the chart represents a lower outcome (Pass) there would seem to be disproportionately more Black students in every faculty recorded in this area except Engineering. We are, however, comparing the largest group (White) with the smallest group (Black). As a form of control the next largest group (Asian) was looked at with similar results to Black, consistently White students tend to achieve more within the 'pass with merit' and 'pass with distinction' categories than do Black or Asian students. Again, this is with the exception of Engineering.

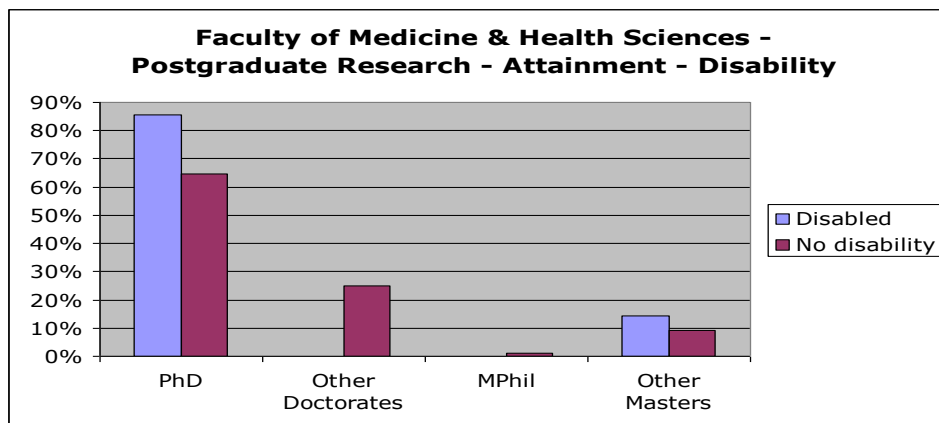
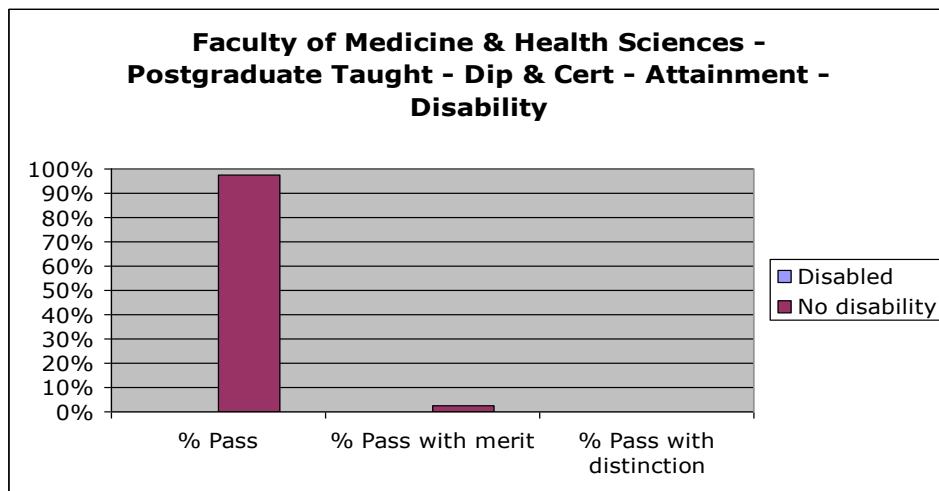
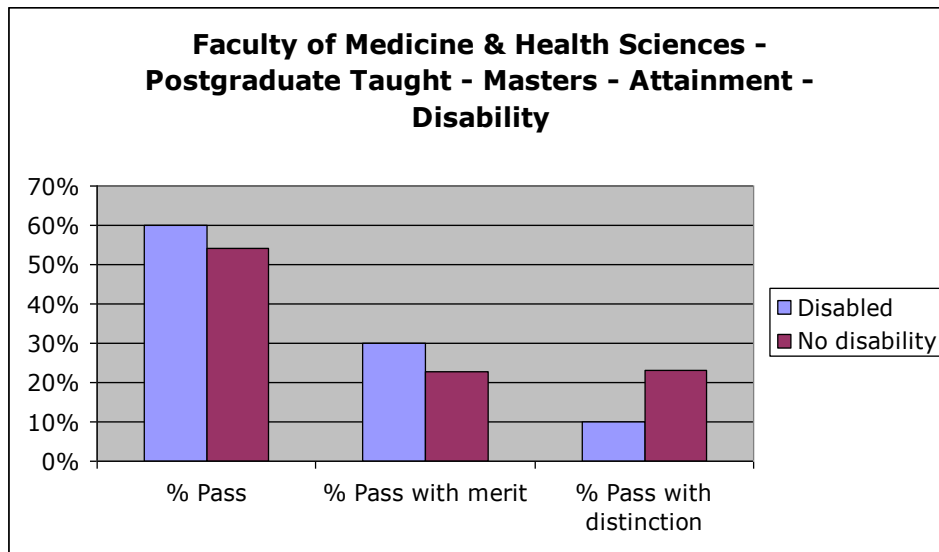
4.3 Disability Arts



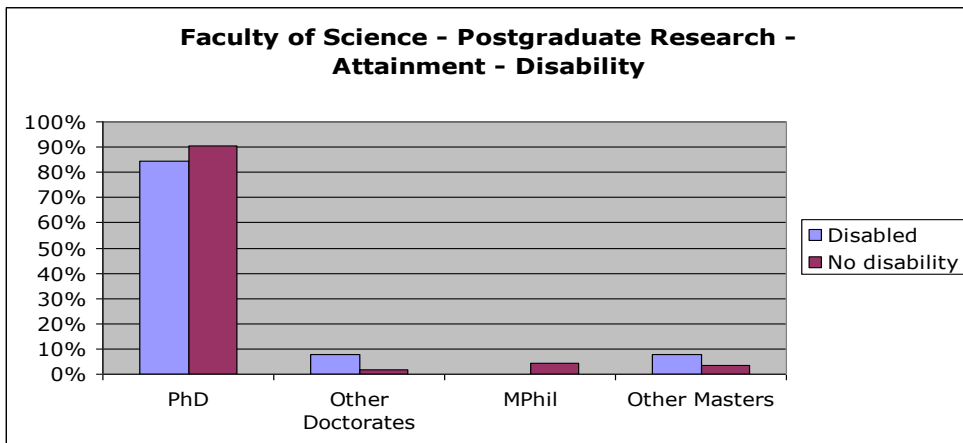
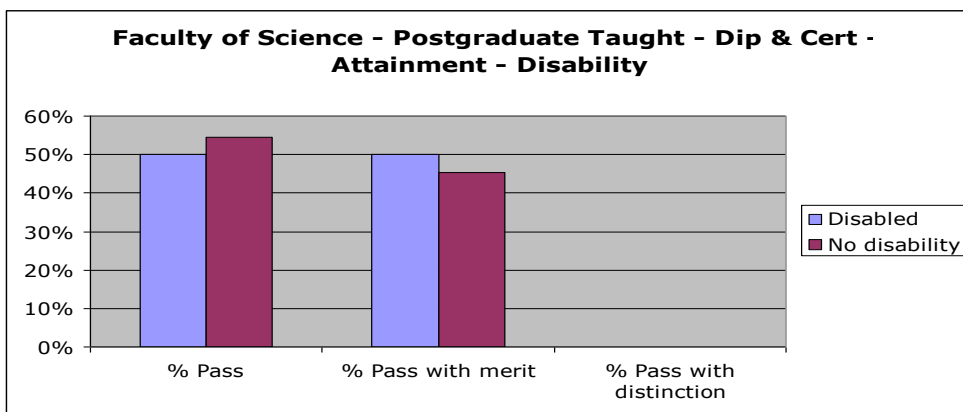
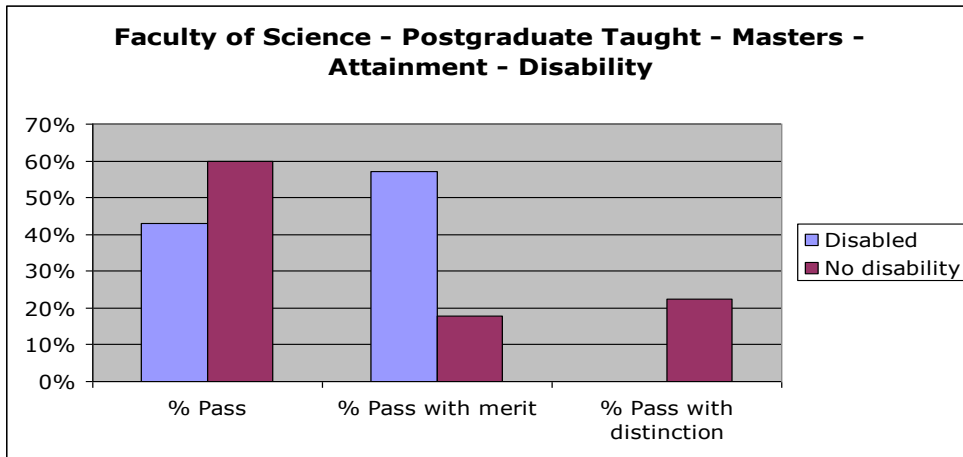
Engineering



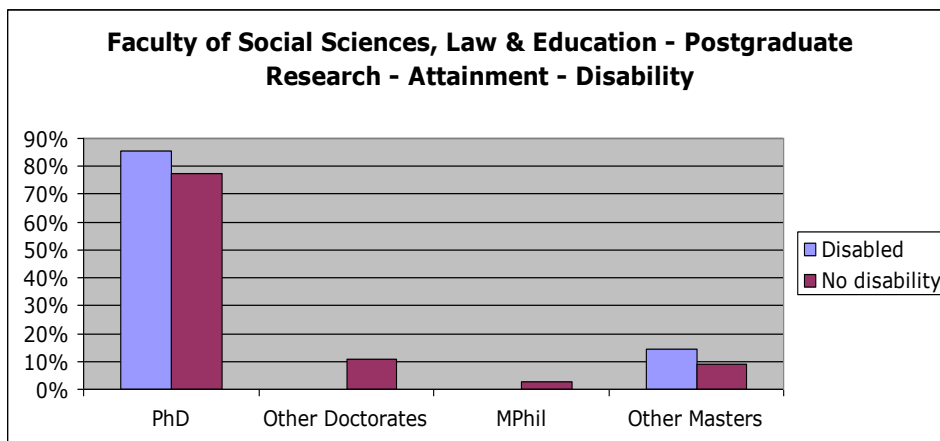
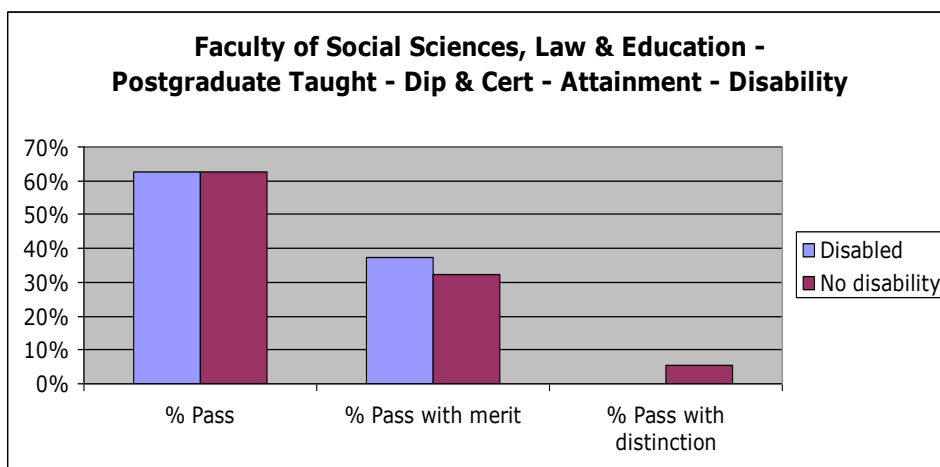
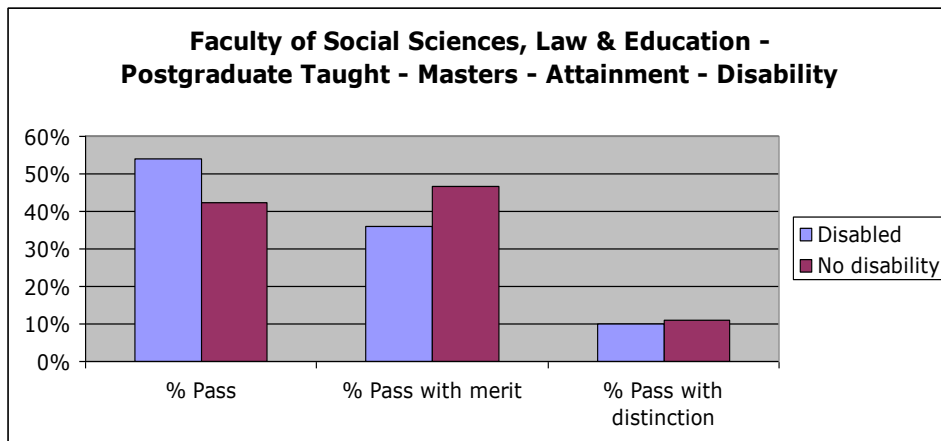
Medicine and Health Sciences



Science



Social Sciences, Law and Education



For Disabled students we see the opposite effect to Ethnicity where the minority overall seem to be achieving higher results than the majority, again the gap is so vast (94% non disabled: 6% disabled) that the 'small figures' effect makes any meaningful analysis difficult.

What is possible is the observation that Disabled students are performing at least as well as their non disabled counterparts.