GENDER – STUDENT DATA

CONTENTS

EXECUTIVE SUMMARY - GENDER

- Across the University we have equal numbers of male and female students; however there are wide variations between faculties. These variations largely follow national trends.
- There has been a decrease in male student numbers over the three year period.
- The gender imbalance is greater for students from LPN postcodes with more of these students being female rather than male.
- The university received more applications from female applicants. But the male conversion rate is slightly higher than female.
- Male students are more likely to withdraw at the end of first year and are more likely to not make appropriate progress or graduate at the end of year three.
- There was no gender difference in overall satisfaction according to NSS results.
- Over the three year period, female students achieve more good honours however; the gender gap has reduced significantly.

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STUDENT POPULATION ANALYSIS

Table 1 Breakdown of students by gender

Faculty	**FEMALE**			**MALE**		
	12/13	**13/14**	**14/15**	**12/13**	**13/14**	**14/15**
Arts, Creative Industries and Education	2647	2381	2204	1279	1211	1101
Business and Law	1466	1532	1563	2277	2294	2208
Environment and Technology	741	749	761	3365	3389	3255
Health and Applied Sciences	3697	3752	3735	1613	1598	1466
University total	**8551**	**8414**	**8263**	**8534**	**8492**	**8030**

Table 1 shows that across the university we have equal numbers of male and female students, however there are wide variations between faculties. Ace and HAS have more female students than male; in comparison, FBL and FET have more male students than female. Considering the proportion of students by gender appears to show the faculties (except HAS) have become more balanced over the 3 year period but this is largely due to a fall in student numbers rather than an actual rebalancing. The only exception is FET where the proportion of female to male students has gone from 18% female to 19% female between 12/13 and 14/15 and where both female and male student numbers has increased.

National Comparison: In comparison to the rest of the sector, HESA data collected in 2013/14 showed there were a higher proportion of female students in higher education across all modes of study[1]. For first year, full time undergraduates, 54.7% were female. This slight difference in proportion continued into 2014/15.

[1] Higher Education Statistics Agency Limited 2015

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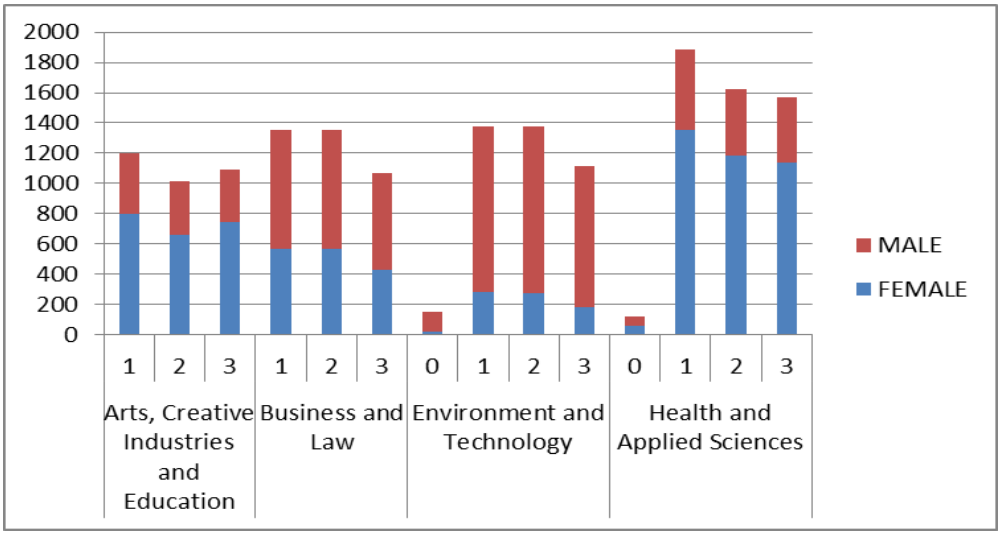

Figure 1 Breakdown of student numbers by faculty and year of study for gender

Figure 1 shows that the gender breakdown for a faculty is largely consistent across years of study. The exceptions are FET's Year 0 programmes that are almost exclusively male. Equally, FET's year 3 gender balance is much greater than year 1 and 2 which echoes the changes in numbers shown above, over the 3 year period.

Table 2 breakdown of student numbers over 3 years by gender for departments within faculties

Faculty	**Department**	**FEMALE**			**MALE**		
		12/13	**13/14**	**14/15**	**12/13**	**13/14**	**14/15**
Arts, Creative Industries and Education	Art and Design	702	653	609	321	311	290
	Arts and Cultural Industries	664	521	460	508	422	344
	Education	777	711	624	107	91	83
	Film and Journalism	504	496	511	343	387	384
Business and Law	Accounting, Economics and Finance	220	230	214	718	760	733
	Business and Management	699	748	829	1215	1198	1193
	Law	547	554	520	344	336	282
Environment and Technology	Architecture and the Built Environment	235	250	254	898	867	783
	Computer Science and Creative Technologies	120	122	127	1082	1080	1028
	Engineering, Design and Mathematics	129	131	122	800	884	928
	Geography and Environmental	257	246	258	585	558	516

	Management						
Health and Applied Sciences	Allied Health Professions	469	486	489	239	226	236
	Biological, Biomedical and Analytical Sciences	570	598	509	570	639	559
	Health and Social Sciences	1272	1180	1113	660	561	483
	Nursing and Midwifery	1386	1488	1624	144	172	188

Table 2 shows a variation of patterns of changes in student numbers by gender across departments.

In ACE, for all departments except Film and Journalism, there has been an equal decrease in male and female student numbers over the 3 year period. In Film and Journalism there has been a greater increase in male numbers than in female numbers over this period. Across ACE approximately 1/3 of students are male, with more female students in Education and Art and Design, in particular.

In FBL, there has been a considerable growth in female students in Business and Management while there has been a drop in male student numbers. Conversely, there has been a slight decrease in female numbers in Law, whereas there has been a significant decrease in male student numbers. Accounting, Economics and Finance continues to see a significant gender imbalance (with far more male students) but the numbers are remaining static over the 3 year period. In FBL, there is the most even gender balance across the university (41% of students are female) however, this ranges from 64% in Law to 23% in Accounting).

In FET, all departments except EDM have seen slight increases in female student numbers accompanied by small decreases in male student numbers. Overall, in FET, 18% of students are female, with departmental proportions ranging from 33% in Geography to 11% in Computer Science.

In HAS, there has been a slight increase in male student numbers in Nursing and Midwifery over the 3 years but all other departments have either maintained their unequal gender ratio or it has worsened. Only 28% of students in HAS overall are male, and this worsens to 90% in Nursing & Midwifery and 70% in Health and Social sciences.

National comparison: These reported gender patterns in subject areas can be found within the Equality Challenge Unit's statistical report 2015; two of the most notable imbalances were: 79.7% first degree undergraduates studying subjects allied to medicine were women and 14.4% first degree undergraduates studying engineering and technology were women.[2]

CHANGES IN THE GENDER BREAKDOWN OF THE STUDENT BODY OVER TIME

[2] Equality in higher education: statistical report 2015

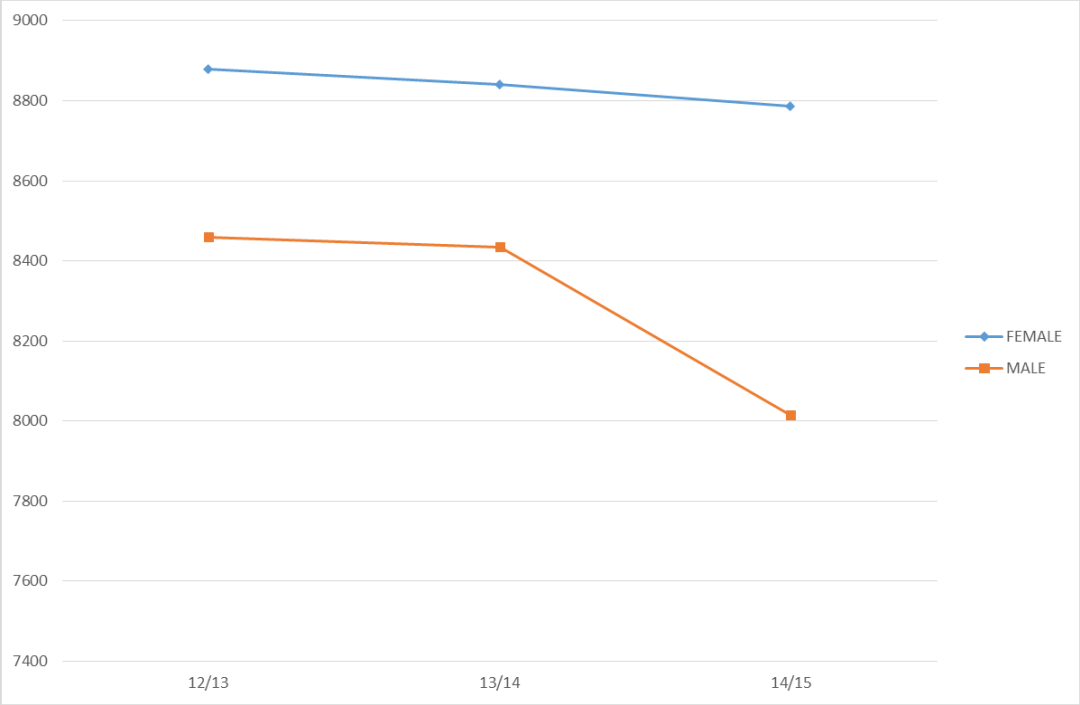

Figure 2change in student numbers over time by gender

The graph above shows the significant decrease in male student numbers over the 3 year period and the much less steep decrease in female numbers across the same period.

UNDERSTANDING GENDER WITH OTHER PROTECTED CHARACTERISTICS

AGE AND GENDER

Table 3 breakdown of student numbers by age and gender

Gender	21 and above	Under 21	21 and above	Under 21
FEMALE	7114	20450	60.60%	48.93%
MALE	4797	21667	39.40%	51.07%

Table 3 shows that the gender imbalance is greater for mature students than young students, with parity almost being achieved in the young student population.

Table 4 breakdown of students by faculty summarised by age and gender

		21 and above	Under 21	21 and above	Under 21
Arts, Creative Industries and Education	Female	1218	6014	64.01%	67.76%
	Male	702	2889	35.99%	32.24%
Business and Law	Female	376	4185	41.36%	40.92%
	Male	572	6207	58.64%	59.08%
Environment and Technology	Female	373	1878	16.88%	17.89%
	Male	1846	8163	83.12%	82.11%
Health and	Female	4819	6365	77.78%	65.94%

Applied Sciences	Male	1383	3294	22.22%	34.06%

Table 4 shows that the traditional gender patterns (with more female students in HAS and more male students in FET) is further pronounced with mature students in comparison to young students. The gender breakdown is largely the same in FBL and ACE for mature and young students.

DISABILITY AND GENDER

Table 5 breakdown of student numbers by disability and gender

Gender	Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
FEMALE	4058	23506	52.96%	51.33%	10.72%
MALE	3715	22749	47.04%	48.67%	9.80%

Table 5 shows that there is no greater gender imbalance for disabled students in comparison to non-disabled students – both groups are slightly more likely to be female. Female students with a disability are also slightly more likely to be in receipt of DSA than male students.

Table 6 breakdown of students by faculty summarised by age and gender

		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
Arts, Creative Industries and Education	Female	373	1788	17.26%	82.74%	12.08%
	Male	179	899	16.60%	83.40%	11.83%
Business and Law	Female	187	1242	13.09%	86.91%	8.87%
	Male	216	1749	10.99%	89.01%	7.11%
Environment and Technology	Female	117	577	16.86%	83.14%	11.82%
	Male	453	2634	14.67%	85.33%	10.07%
Health and Applied Sciences	Female	559	3106	15.25%	84.75%	11.36%
	Male	232	1210	16.11%	83.89%	12.08%

Table 6 shows that in all faculties, disabled students are more likely to be female than male. Further, in all faculties except for HAS, female disabled students are more likely to be in receipt of DSA.

ETHNICITY AND GENDER

Table 7 breakdown of student numbers by ethnicity and gender

Broad category		Female	Male	Female	Male
BME		**3616**	**3942**	**12.90%**	**14.73%**
	Asian	1004	1221	3.58%	4.62%

	Black	1310	1364	4.67%	4.98%
	Chinese	146	224	0.52%	0.84%
	Mixed	997	964	3.56%	3.64%
	Other	159	169	0.56%	0.65%
White	White	**23850**	**22386**	**86.74%**	**84.75%**
Not Known	Not Known	98	136	0.37%	0.51%

Table 8 breakdown of students by faculty summarised by age and ethnicity

		Female	**Male**	**Female**	**Male**
Arts, Creative Industries and Education	BME	636	297	8.76%	8.31%
	White	6568	3278	90.84%	91.23%
	Unknown	28	16	0.40%	0.47%
Business and Law	BME	955	1294	20.54%	18.95%
	White	3595	5460	79.20%	80.65%
	Unknown	11	25	0.26%	0.40%
Environment and Technology	BME	428	1509	18.77%	14.90%
	White	1821	8451	81.13%	84.66%
	Unknown	2	49	0.10%	0.44%
Health and Applied Sciences	BME	1515	700	13.52%	15.06%
	White	9649	3952	86.31%	84.39%
	Unknown	20	25	0.18%	0.55%

Across the University, there is a greater proportion of BME students in the male student population than the female student population. This is particularly true in FET where there is a 4pp difference between the female and male proportion of BME students.

GENDER AND LPN

Table 9 breakdown of students by gender and LPN

Gender	**LPN**	**Not LPN**	**LPN**	**Not LPN**
FEMALE	918	5524	53.87%	49.02%
MALE	786	5745	46.13%	50.98%

Table 9 shows that the gender imbalance is greater for students from LPN postcodes with more of these students being female rather than male.

Table 10 breakdown of students by faculty summarised by gender and LPN

		LPN	**Not LPN**	**LPN**	**Not LPN**
Arts, Creative Industries and Education	Female	276	1546	17.49%	14.96%
	Male	104	768	6.56%	7.43%
Business and Law	Female	178	1127	11.31%	10.91%
	Male	179	1627	11.34%	15.74%
Environment and Technology	Female	81	495	5.13%	4.79%
	Male	333	2196	21.10%	21.25%
Health and	Female	302	1736	19.11%	16.79%

Applied Sciences	Male	126	841	7.96%	8.13%

Table 10 shows that in FET there are significantly more female students from LPN postcodes than male students from LPN postcodes. There is a similar pattern in FET and HAS but the proportion of male and female students from LPN postcodes is largely the same in FBL.

STUDENT METRICS ANALYSIS – 2014/15 DATA

APPLICATION DATA

Table 11 breakdown of applications in 14/15 by gender for faculties and departments

		Female	Male	Female %	Male %
University		16,118	12,226	57%	43%
ACE	Faculty total	4,363	2,162	67%	33%
	Art and Design	1,264	597	68%	32%
	Arts and Cultural Industries	820	553	60%	40%
	Education	1,220	215	85%	15%
	Film and Journalism	1,059	797	57%	43%
FBL	Faculty total	2,096	2,473	46%	54%
	Accounting, Economics and Finance	224	576	28%	72%
	Business and Management	1,253	1,564	44%	56%
	Law	619	333	65%	35%
FET	Faculty total	1,127	4,488	20%	80%
	Architecture and the built environment	401	1,055	28%	72%
	Computer Science and Creative Technologies	187	1,528	11%	89%
	Engineering, Design and Mathematics	201	1,332	13%	87%
	Geography and Environmental Management	338	573	37%	63%
HAS	Faculty total	8,081	2,846	74%	26%
	Allied Health Professions	1,551	1,078	59%	41%
	Biological, Biomedical and Analytical Sciences	792	699	53%	47%
	Health and Social Sciences	1,779	676	72%	28%
	Nursing and Midwifery	3,959	393	91%	9%

Table 11 shows that the university receives more applications from female applicants. This pattern is fairly consistent across the university, except in FBL and FET. In FBL, there is greater variation with the faculty achieving an overall gender balance in applications (disguising wide variations by department and subject area). Accounting, Economics and Finance attract far greater numbers of male applications, whereas Law, attracts more female applications. In FET, there is generally more applications from male applicants, particularly in Computer Science and Creative Technology, and Engineering Design and Mathematics.

ENROLMENTS AND CONVERSION DATA

Table 12 Student enrolments in 2014/15 and conversion rate by gender

			Female	Male	Female %	Male %	Female conversion rate	Male conversion rate
University			3360	2800	55%	45%	21%	23%
	ACE		867	398	69%	31%	20%	18%
		Art and Design	248	101	71%	29%	20%	17%
		Arts and Cultural Industries	173	109	61%	39%	21%	20%
		Education	218	26	89%	11%	18%	12%
		Film and Journalism	229	163	58%	42%	22%	20%
	FBL		546	674	45%	55%	26%	27%
		Accounting, Economics and Finance	65	201	24%	76%	29%	35%
		Business and Management	325	393	45%	55%	26%	25%
		Law	156	79	66%	34%	25%	24%
	FET		272	1051	21%	79%	24%	23%
		Architecture and the built environment	97	219	31%	69%	24%	21%
		Computer Science and Creative Technologies	44	346	11%	89%	24%	23%
		Engineering, Design and Mathematics	41	347	11%	89%	20%	26%
		Geography and Environmental Management	91	139	39%	61%	27%	24%
	HAS		1411	525	73%	27%	17%	18%
		Allied Health Professions	163	88	65%	35%	11%	8%
		Biological, Biomedical and Analytical Sciences	207	190	52%	48%	26%	27%
		Health and Social Sciences	419	174	71%	29%	24%	26%
		Nursing and Midwifery	622	73	89%	11%	16%	19%

Table 12 shows that overall the male conversion rate is slightly higher than the female conversion rate but that the university enrols slightly fewer male than female first year students. There are clearly differences across subject areas with some areas being heavily female (all ACE departments, all HAS departments and Law) and others being heavily male (all FET subjects and the rest of FBL, excluding Law). This pattern is similar in applications too but conversion rates vary, suggesting some attempts are being made to rebalance this pattern. While conversion rates follow the gendered patterns in ACE (with a stronger conversion rate for women in all departments), two male dominated departments in FBL (Accounting and Business) have stronger conversion rates for female students. Also, FET has typically stronger female conversion rates (except for Engineering, which has a much lower female conversion rate). In HAS, there is a mixed picture, with all departments except Allied Health Professions having a stronger conversion rate for male students.

Looking more closely at these traditionally female and traditionally male areas we can see that 60% of female enrolments are into areas where there is a higher application rate for women, and equally 60% of male enrolments are into areas with higher male application rates. There is a higher conversion rate for men into areas with more male applications (25%) than for women into female dominated areas for applications (19%). There is also a higher conversion rate for women into non-traditional areas where we receive fewer female applications (25%). However, we do not see the converse – in areas where we

receive fewer male applications (such as HAS and Law) we see a lower conversion rate for male than into the more traditional male areas (FET and Business) – 19% vs 25%.

PROGRESSION

Table 13 Breakdown of progression by gender

Transition point	Age group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	Female	2581	285	96	2199	1	11.04%	3.72%	85.20%	0.04%
	Male	1975	276	139	1560		13.97%	7.04%	78.99%	0.00%
Year 2 – 3 (2011 to 2012)	Female	2296	118	76	2098	4	5.14%	3.31%	91.38%	0.17%
	Male	1700	136	105	1459		8.00%	6.18%	85.82%	0.00%
Year 3- 4 (2012 to 2013)	Female	2182	78	105	110	1889	3.57%	4.81%	5.04%	86.57%
	Male	1574	115	158	122	1179	7.31%	10.04%	7.75%	74.90%
Year 4- 5 (2013 to 2014)	Female	240	37	30	24	149	15.42%	12.50%	10.00%	62.08%
	Male	295	58	32	20	185	19.66%	10.85%	6.78%	62.71%

Table 13 shows that male students are more likely to withdraw at the end of first year and are more likely to not make appropriate progression the next year of study in each year. They are also less likely to graduate at the end of year 3.

SATISFACTION

Table 14 NSS Satisfaction rates for 14/15 broken down by gender

	Number of respondents	**Response rate**	The teaching on my course	Assessment and feedback	Academic support	Organisation and management	Learning resources	Personal development	**Overall Satisfaction**	Students Union
Female	1984	79%	87	71	82	73	88	83	**85**	68
Male	1513	71%	87	70	83	77	87	83	**85**	69

Table 14 shows that there was no gender difference in overall satisfaction, despite some differences on key aspects of student life. Female students were more likely to respond to the survey.

In particular, male students were less satisfied with learning resources (giving slightly lower scores to the library and their ability to access the specialist resources they require). On the other hand, female students were less satisfied with organisation and management – expressing particular dissatisfaction with the way that changes are communicated.

GOOD HONOURS AND DEGREE CLASSIFICATION

Table 15 good honours rates for the university by gender over time

	12/13		**13/14**		**14/15**	
	Enrols	**Good Honours Rate**	**Enrols**	**Good Honours Rate**	**Enrols**	**Good Honours Rate**
Female	2230	79.51%	2482	79.81%	2073	79.45%
Male	1826	70.59%	2076	72.98%	1671	74.33%

Table 16 degree classification rates for the university by gender over time

	12/13								13/14								14/15							
	1st		U2		L2		3rd		1st		U2		L2		3rd		1st		U2		L2		3rd	
Row Labels	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	519	22.29%	1254	57.43%	413	18.35%	44	1.93%	617	24.64%	1364	55.37%	452	18.01%	49	1.98%	543	25.94%	1104	53.65%	369	17.74%	57	2.67%
Male	387	20.94%	902	49.72%	482	26.42%	55	2.92%	448	21.46%	1067	51.42%	507	24.54%	54	2.58%	377	22.42%	865	51.64%	387	23.39%	42	2.55%

Table 15 shows that over the 3 year period, female students achieve more good honours than male students. However, the male student good honours rate has increased considerably in this period and the gender gap is now only 5pp (down from 9pp in 2012/13).

Table 16 shows that this is likely to be due to:

- Male students increasingly achieving 1st (up by 2pp over the 3 year period)
- A decrease in the proportion of female students achieving 2.1s (U2) in this period by 4pp
- A decrease (by 3pp) in the proportion of male students achieving a 2.2 (L2) while the corresponding rate for female students stayed more or less static (a decrease of 0.61pp)
- A slowly increasing rate of female students achieving a 3rd and a slowly decreasing rate of male students achieving a 3rd

National Comparison: HESA data shows that across the sector, female students are generally achieving on par with male students, or in the case of upper second degree classifications, excelling their male counterparts. Furthermore, more male students than female are achieving a lower second or third/pass classification.

The Chart below shows the percentage distribution of first degree qualifiers in the UK obtaining each classification by sex and mode of study for 2014/15.

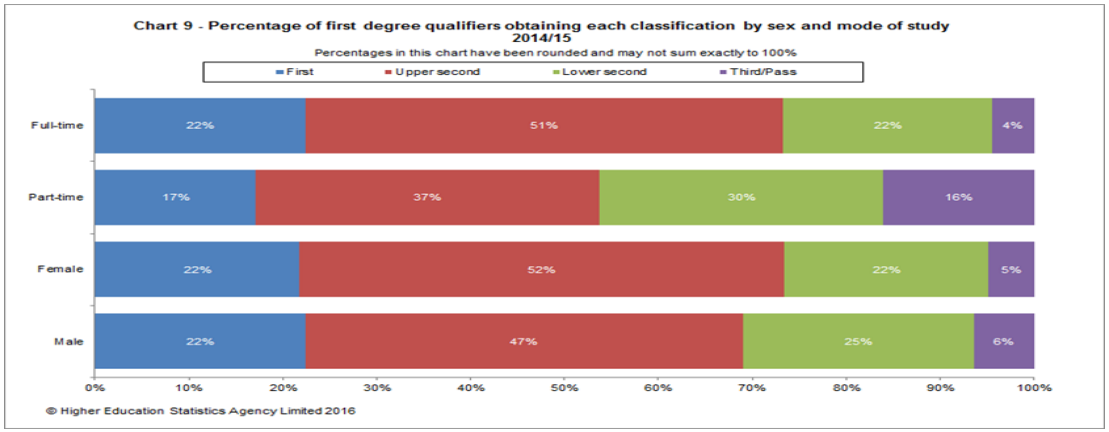

Figure 3. HESA 2014/15 data comparing degree classification rates by gender

Table 17. Good honours rate by gender for faculties

		12/13		13/14		14/15	
	Row Labels	**Enrols**	**Good Honours Rate**	**Enrols**	**Good Honours Rate**	**Enrols**	**Good Honours Rate**
ACE	Female	817	83.60%	829	82.27%	653	80.08%
	Male	361	77.31%	352	75.38%	292	76.88%
FBL	Female	341	73.34%	394	80.71%	378	85.62%
	Male	441	65.96%	573	70.35%	502	76.55%
FET	Female	154	75.97%	152	76.32%	125	84.00%
	Male	664	70.01%	686	75.80%	539	74.95%
HAS	Female	918	78.75%	1107	78.14%	918	75.85%
	Male	360	70.62%	465	70.23%	338	67.82%

Table 17 shows the variation in good honours rates by faculty over the period. It shows that the biggest gender differences are in FBL, FET and HAS where there are almost 9pp differences between female and male good honours rates in 2014/15. In ACE, the differential is 3pp and it has decreased steadily across the 3 year period. In FBL, the gap is widening: in 2012/13 the gap was 7pp and is now 9pp. In FET, the differential is variable year to year – it was 7pp in 2012/13, decreased to 1pp in 2013/14 and increased again to 9pp in 2014/15. In HAS, the gap has remained around 8pp across the 3 years.

Table 18 breakdown of degree classifications in 2014/15 by faculty and gender

		1st		U2		L2		3rd	
Target Outcome Faculty Name		**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Arts, Creative Industries and Education	Female	153	22.85%	370	57.57%	113	17.06%	17	2.52%
	Male	53	17.55%	172	59.60%	60	20.20%	8	2.65%
Business and Law	Female	113	29.88%	211	55.31%	50	13.83%	4	0.99%
	Male	112	22.84%	272	52.70%	105	21.76%	13	2.70%
Environment and Technology	Female	38	30.47%	67	53.13%	19	15.63%	1	0.78%
	Male	164	29.95%	240	44.56%	127	23.89%	8	1.60%
Health and Applied Sciences	Female	239	25.83%	457	50.16%	187	20.24%	35	3.77%
	Male	48	13.83%	181	54.47%	96	27.95%	13	3.75%

Table 18 provides further evidence of differentials in degree outcome by gender.

- In ACE, female students were more likely to achieve a first but were slightly less likely to receive a 2.1 (U2). Male students were more likely to receive a 2.2.
- In FBL, the greatest difference can be seen in the proportion of 2.2 (L2) and 3rds with male students almost 8pp more likely to get a 2.2 and nearly 2pp more likely to get a 3rd than a female student.
- In FET, female and male students achieved a 1st at almost comparable rates, but male students were almost 10pp less likely to achieve a 2.1 (U2) than a female student and almost ¼ of male students achieved a 2.2. (L2).

- In HAS, ¼ of all female students achieved a 1st (12pp more than male students). Male students were slightly more likely to achieve a 2.2 (U2) than female students but almost 1/3 (28%) achieved a 2.2 (L2).

GRADUATE OUTCOMES

Table 19 graduate destinations broken down by gender

Gender	**Work + Work & Study**	***Work + Work & Study (Prof)***	**Prof %**	**KPI %**	**U/E %**	**Study %**	**R.R.%**
Female	**1759**	***1254***	72.3%	73.2%	3.3%	10.9%	84.6%
Male	**1352**	***972***	72.6%	70.2%	7.1%	11.8%	86.5%

Prof = professional/ graduate level work and constitutes a 'good' outcome,
KPI = our institutional KPI
U/E = unemployed
R.R. response rate

Table 19 shows that there was no gender difference between the rates of professional employment. Male students had a higher unemployment rate than female students and a slightly higher study rate.