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# AGE – STUDENT DATA

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## EXECUTIVE SUMMARY- AGE

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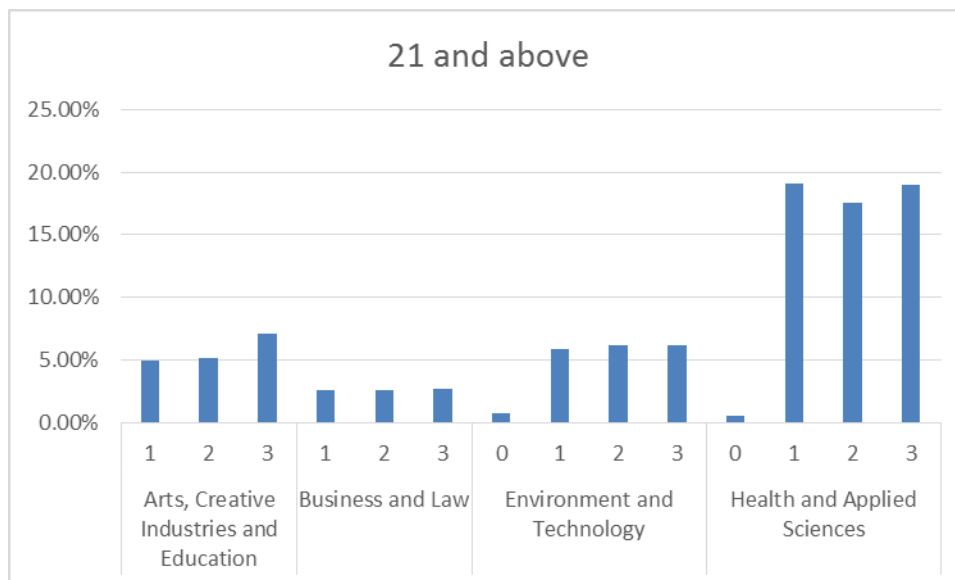
- More of the mature population has disclosed a disability than the young population. In particular, disclosure of mental health difficulties and learning difficulties are greater within the mature cohort.
- More mature students with a disability than young are in receipt of DSA.
- In all faculties, the proportion of mature students who are BME is higher than the proportion of young students who are BME and mature students are particularly more likely to be Black than young students.
- There is a greater gender imbalance within the mature population – nearly 21% more are female.
- The university recruits better from its mature pool of applicants, enrolling a greater proportion than young applicants.
- In the cohort analysis from years 1-2 (2010/11 to 2011/12), a greater proportion of mature students withdrew than young students.
- Young students were more satisfied with the university according to NSS results.
- Over the 3 year period, mature students have achieved comparatively fewer good honours whereas young students have achieved more.

## STUDENT POPULATION ANALYSIS

**Table 1** Faculty breakdown of students by age band (under/over 21)

Faculty	Under 21			21 and above		
	12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	3210	2938	2755	716	654	550
Business and Law	3417	3514	3461	326	312	310
Environment and Technology	3326	3414	3301	780	724	715
Health and Applied Sciences	3294	3278	3087	2016	2072	2114
<b>University total</b>	<b>13247</b>	<b>13144</b>	<b>12604</b>	<b>3838</b>	<b>3762</b>	<b>3689</b>

As can be seen from **table 1** almost 80% of our students are under 21 on entry. This university average disguises some variation between faculties, with HAS having many more mature students (38%) and FBL very few mature students (9%).



**Figure 1** 14/15 data

**Figure 1** shows the differing proportion of mature students across each faculty by year of study. From this we can see:

- In ACE, mature student numbers increase over year of study suggesting strong retention for mature students and also a possibility of decreasing recruitment for mature students.
- In FBL, low levels of mature students across all 3 years.
- In FET, high numbers of mature students in year 0 but decreasing student numbers over time, suggesting potential retention issues.
- In HAS, low numbers of mature students in year 0 programmes and then high proportions of mature students across years 1-3.

**Table 2** Total numbers of students broken down by age, department and year

Faculty	Department	Under 21			21 and above		
		12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	Art and Design	824	788	748	199	176	151
	Arts and Cultural Industries	1020	808	699	152	135	105
	Education	620	561	516	264	241	191
	Film and Journalism	746	781	792	101	102	103
Business and Law	Accounting, Economics and Finance	867	919	864	71	71	83
	Business and Management	1767	1807	1883	147	139	139
	Law	783	788	714	108	102	88
Environment and Technology	Architecture and the Built Environment	895	905	825	238	212	212
	Computer Science and Creative Technologies	983	994	945	219	208	210
	Engineering, Design and Mathematics	773	853	885	156	162	165
	Geography and Environmental Management	675	662	646	167	142	128
Health and Applied Sciences	Allied Health Professions	350	350	363	358	362	362
	Biological, Biomedical and Analytical Sciences	963	1032	877	177	205	191
	Health and Social Sciences	1480	1340	1233	452	401	363
	Nursing and Midwifery	501	556	614	1029	1104	1198

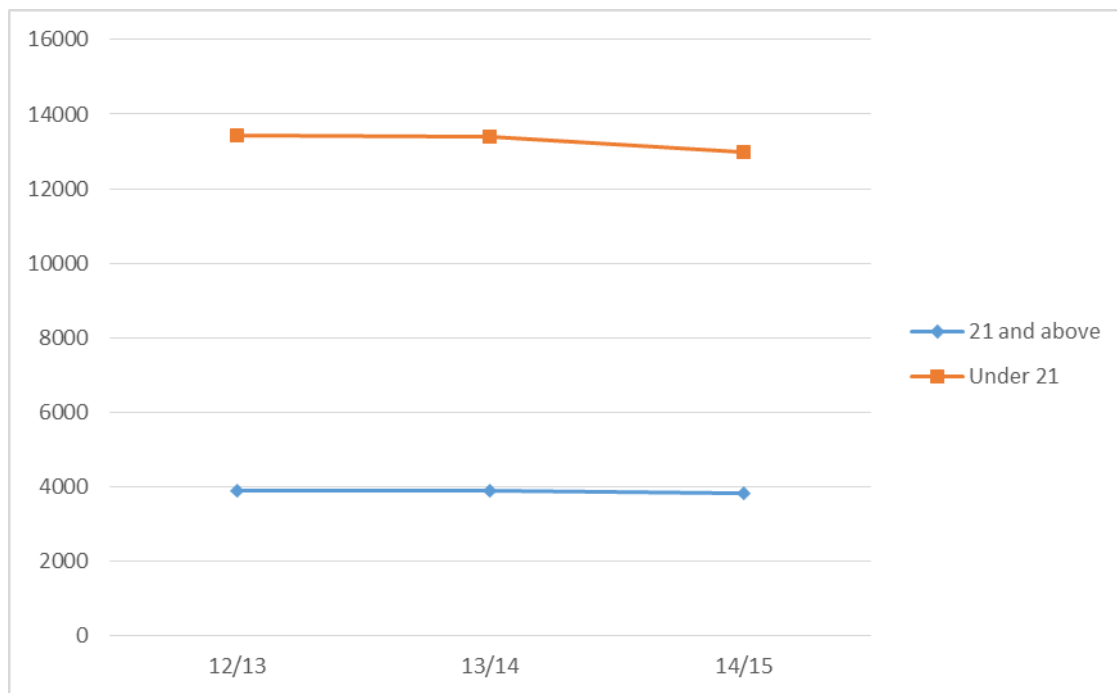
**Table 2** shows the total number of mature students over a 3 year period by department and displays further variation within faculties. In particular:

- Within ACE, the greatest proportion of mature students is within Education and the numbers of mature students in Art & Design have been falling.
- In FBL, Business and Management have the greatest number of mature students but numbers have been falling over the past 3 years. Numbers in Accounting, Economics and Finance have risen over the past year.

- In FET, Architecture and the Built Environment have the greatest number of mature students but broadly, numbers of mature students have been falling in most departments.
- In HAS, Nursing and Midwifery have considerably more mature, rather than young, students; Allied Health Professions have roughly equal numbers. The number of young students on Nursing and Midwifery programmes has been increasing over the 3 year period.

## CHANGES IN THE AGE BREAKDOWN OF THE STUDENT BODY OVER TIME

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**Figure 2**

**Figure 2** shows that the number of mature students has stayed fairly static over the 3 year period, although the number of young students has fallen slightly in the 2014/15 year.

## UNDERSTANDING AGE WITH OTHER PROTECTED CHARACTERISTICS

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The following section will provide a simple 2x2 breakdown of the total number of students within the university (and at faculty level) by age and the other protected characteristics in this report. Further analysis will be required to further investigate the significance of these comparisons.

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## AGE AND DISABILITY

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**Table 3** Age and disability

Broad category	Type of disability	21 and above	Under 21	21 and above	Under 21
<b>Disability</b>		<b>2305</b>	<b>5468</b>	<b>19.18%</b>	<b>12.99%</b>
	LEARNING DIFFICULTIES	1206	3558	10.12%	8.49%
	AUTISTIC SPECTRUM DISORDER	38	143	0.33%	0.35%
	BLIND/PARTIALLY SIGHTED	23	45	0.20%	0.11%
	DEAF/HEARING IMPAIRMENT	36	94	0.31%	0.21%
	DISABILITY NOT IN LIST	141	273	1.17%	0.66%
	MENTAL HEALTH DIFFICULTIES	387	545	3.26%	1.30%
	MULTIPLE DISABILITIES	222	273	1.74%	0.63%
	UNSEEN DISABILITY, E.G. DIABETES, ASTHMA	179	436	1.49%	1.02%
	WHEELCHAIR USER/MOBILITY DIFFICULTIES	73	101	0.57%	0.23%
<b>NO DISABILITY</b>		<b>9578</b>	<b>36512</b>	<b>19.18%</b>	<b>12.99%</b>
<b>not known</b>		<b>28</b>	<b>137</b>	<b>0.24%</b>	<b>0.34%</b>

**Table 3** shows that more of the mature student population has disclosed a disability than the young population. In particular, the incidences of learning difficulties and mental health difficulties are greater within the mature student population. However, due to the larger number of young students, the total number of young students with a disability is greater than for mature students.

**Table 4** comparison of DSA status for disabled students by age

Row Labels	21 and above	Under 21	21 and above	Under 21
In receipt of DSA	521	1073	73%	67%
Has disability but not in receipt of DSA	23	43	3%	3%
Has disability but not known if in receipt of DSA	167	489	23%	30%

**Table 4** shows that a greater proportion of mature students with a disability are in receipt of DSA than young students.

**Table 5** breakdown of students by faculty summarised by age and disabled/not disabled

		<b>21 and above</b>	<b>Under 21</b>	<b>21 and above</b>	<b>Under 21</b>
<b>ACE</b>	Disabled	438	1307	22.81%	14.97%
	Not disabled	1482	7596	77.19%	85.03%
<b>FBL</b>	Disabled	177	1170	18.48%	11.20%
	Not disabled	771	9222	81.52%	88.80%
<b>FET</b>	Disabled	480	1375	21.06%	13.51%
	Not disabled	1739	8666	78.94%	86.49%
<b>HAS</b>	Disabled	1120	1319	18.02%	13.63%
	Not disabled	5082	8340	81.98%	86.37%

As can be seen from **Table 5**, ACE has the largest proportion of its mature student population who disclose a disability, followed closely by FET.

**Table 6** DSA status by faculty broken down by age

	<b>Row Labels</b>	<b>21 and above</b>	<b>Under 21</b>	<b>21 and above</b>	<b>Under 21</b>
ACE	In receipt of DSA	107	282	77%	68%
	Has disability but not in receipt of DSA	2	5	1%	1%
	Has disability but not known if in receipt of DSA	29	128	21%	31%
FBL	In receipt of DSA	36	231	70%	66%
	Has disability but not in receipt of DSA	1	7	2%	2%
	Has disability but not known if in receipt of DSA	14	114	28%	32%
FET	In receipt of DSA	99	294	70%	69%
	Has disability but not in receipt of DSA	6	10	4%	2%
	Has disability but not known if in receipt of DSA	36	125	26%	29%
HAS	In receipt of DSA	280	266	73%	65%
	Has disability but not in receipt of DSA	14	21	4%	5%
	Has disability but not known if in receipt of DSA	88	122	23%	30%

**Table 6** shows that the pattern of more mature students with a disability being in receipt of DSA is replicated across all faculties. The greatest prevalence of disabled students not being in receipt of DSA is in FET and HAS; these faculties also have higher proportions of students for whom it is unknown whether they receive DSA.

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## AGE AND ETHNICITY

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**Table 7** Age and ethnicity

Broad category	Type of ethnicity	21 and above	Under 21	21 and above	Under 21
<b>BME</b>		<b>1954</b>	<b>5604</b>	<b>16.25%</b>	<b>13.07%</b>
	Asian	315	1910	2.57%	4.52%
	Black	1111	1563	9.26%	3.53%
	Chinese	42	328	0.36%	0.76%
	Mixed	412	1549	3.44%	3.65%
	Other	74	254	0.61%	0.60%
White	White	<b>9872</b>	<b>36364</b>	<b>83.05%</b>	<b>86.57%</b>
Not Known	Not Known	85	149	0.71%	0.36%

**Table 7** shows that overall a greater proportion of BME students are mature compared to young students however, there is a smaller proportion of Asian mature students than Asian young students. In particular, the mature student population is more likely to be Black.

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

		21 and above	Under 21	21 and above	Under 21
<b>Arts, Creative Industries and Education</b>	BME	192	741	9.97%	8.31%
	White	1714	8132	89.29%	91.34%
	Unknown	14	30	0.74%	0.35%
<b>Business and Law</b>	BME	321	1928	33.42%	18.34%
	White	619	8436	65.64%	81.37%
	Unknown	8	28	0.94%	0.29%
<b>Environment and Technology</b>	BME	405	1532	18.37%	14.97%
	White	1789	8483	80.58%	84.79%
	Unknown	25	26	1.06%	0.23%
<b>Health and Applied Sciences</b>	BME	998	1217	16.10%	12.57%
	White	5184	8417	83.58%	87.17%
	Unknown	20	25	0.32%	0.26%

In all faculties, the proportion of mature students who are BME is higher than the proportion of young students who are BME. This is particularly noticeable in FBL where a third of all mature students are BME and less than 20% of young students are BME.

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## AGE AND GENDER

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**Table 9** breakdown of student numbers by gender and age

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%
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**Table 9** shows that the gender imbalance is greater for mature students than young students, with parity almost being achieved in the young student population.

**Table 10** breakdown of students by faculty summarised by age and gender

		<b>21 and above</b>	<b>Under 21</b>	<b>21 and above</b>	<b>Under 21</b>
<b>Arts, Creative Industries and Education</b>	Female	1218	6014	64.01%	67.76%
	Male	702	2889	35.99%	32.24%
<b>Business and Law</b>	Female	376	4185	41.36%	40.92%
	Male	572	6207	58.64%	59.08%
<b>Environment and Technology</b>	Female	373	1878	16.88%	17.89%
	Male	1846	8163	83.12%	82.11%
<b>Health and Applied Sciences</b>	Female	4819	6365	77.78%	65.94%
	Male	1383	3294	22.22%	34.06%

**Table 10** 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.

## STUDENT METRICS ANALYSIS – 2014/15 DATA

### APPLICATIONS

**Table 11** breakdown of 2014/15 applications by age for faculty and departments

		<b>Under 21</b>	<b>Over 21</b>	<b>Under 21 %</b>	<b>Over 21 %</b>
<b>University</b>		21,245	7,099	75%	25%
ACE	<b>Faculty total</b>	<b>5,576</b>	<b>949</b>	<b>85%</b>	<b>15%</b>
	Art and Design	1,575	286	85%	15%
	Arts and Cultural Industries	1,215	158	88%	12%
	Education	1,142	293	80%	20%
	Film and Journalism	1,644	212	89%	11%
FBL	<b>Faculty total</b>	<b>4,022</b>	<b>547</b>	<b>88%</b>	<b>12%</b>
	Accounting, Economics and Finance	715	85	89%	11%
	Business and Management	2,483	334	88%	12%
	Law	824	128	87%	13%
FET	<b>Faculty total</b>	<b>4,698</b>	<b>917</b>	<b>84%</b>	<b>16%</b>
	Architecture and the Built Environment	1,271	185	87%	13%
	Computer Science and Creative Technologies	1,412	303	82%	18%
	Engineering, Design and Mathematics	1,271	262	83%	17%
	Geography and Environmental Management	744	167	82%	18%
HAS	<b>Faculty total</b>	<b>6,397</b>	<b>4,530</b>	<b>59%</b>	<b>41%</b>
	Allied Health Professions	1,477	1,152	56%	44%
	Biological, Biomedical and Analytical Sciences	1,176	315	79%	21%
	Health and Social Sciences	1,924	531	78%	22%



	Nursing and Midwifery	1,820	2,532	42%	58%
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Key highlights from the admissions data broken down by age across faculties and departments are:

- Overall, the university receives around ¼ of all applications from mature applicants.
- This figure is inflated by a very high mature proportion of applications in HAS, particularly in the healthcare related departments (Nursing & midwifery and Allied Health Professions).
- Excluding these two departments from the total university application pool reduces the proportion of mature applicants to 15% - as such the other HAS departments still have a higher than average proportion of mature applications.
- ACE, have relatively low numbers of mature applications with the exception of Education. Applications from mature applicants are particularly low in Arts & Creative Industries and Film and Journalism.
- Applicants in FBL tend to be young, with only between 11 and 13% of applicants being mature across departments. This is likely to be related to the faculty's postgraduate provision that welcomes applicants with evidence of work related prior learning.
- In FET the proportion of mature applicants is higher than average except in Architecture and the Built Environment.

## ENROLMENTS AND CONVERSION

**Table 12** breakdown of new enrolments in 2014/15 and conversion rates by age

			Under 21	Over 21	Under 21 %	Over 21 %	Under 21 conversion	Over 21 conversion
<b>University</b>			4585	1575	74%	26%	22%	22%
	<b>ACE</b>		1026	239	81%	19%	18%	25%
		Art and Design	286	63	82%	18%	18%	22%
		Arts and Cultural Industries	245	37	87%	13%	20%	23%
		Education	169	75	69%	31%	15%	26%
		Film and Journalism	327	65	84%	16%	20%	30%
	<b>FBL</b>		1081	138	89%	11%	27%	25%
		Accounting, Economics and Finance	232	33	87%	13%	33%	39%
		Business and Management	642	77	89%	11%	26%	23%
		Law	207	28	88%	12%	25%	22%
	<b>FET</b>		1051	272	79%	21%	22%	30%
		Architecture and the Built Environment	237	79	75%	25%	19%	42%
		Computer Science and Creative Technologies	304	86	78%	22%	22%	28%
		Engineering, Design and Mathematics	310	78	80%	20%	24%	30%
		Geography and Environmental Management	200	30	87%	13%	27%	18%
	<b>HAS</b>		1122	815	58%	42%	18%	18%
		Allied Health Professions	134	117	53%	47%	9%	10%
		Biological, Biomedical and Analytical Sciences	315	82	79%	21%	27%	26%
		Health and Social Sciences	425	169	72%	28%	22%	32%
		Nursing and Midwifery	248	447	36%	64%	14%	18%

Key highlights from the enrolments and conversion data broken down by age across faculties and departments are:

- Across the university there is a similar conversion rate for mature and young students, meaning that around 26% of our new students are mature.
- However, when you exclude the large entrant of mature students into Health related programmes in HAS (in Nursing and Midwifery and Allied Health Professions), the proportion of mature students in the new first year intake decreases to 18% with a conversion rate of 27% (compared to 22% for young students). This means that even when we exclude the large intakes of largely mature students, the university recruits better from its mature applicant population, enrolling a greater proportion than young applicants.
- This strong conversion rate is echoed across the university's departments and faculties, with most having a stronger conversion rate for mature than young applicants.
- Exceptions to this pattern are in FBL (Business and Management and Law) where already low numbers of mature applicants are less likely to enrol than young applicants.
- In addition, Geography, despite relatively strong applications from mature applicants, sees low levels of enrolment from mature students and a lower conversion rate for mature applicants than young applicants

## PROGRESSION

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**Table 13** cohort comparison across 4 years by age

Transition point	Age group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	Under 21	3607	428	191	2988		12%	5%	83%	0%
	21 and over	949	133	44	771	1	14%	5%	81%	0%
Year 2 - 3 (2011 to 2012)	Under 21	3180	184	132	2864		6%	4%	90%	0%
	21 and over	816	70	49	693	4	9%	6%	85%	0%
Year 3- 4 (2012 to 2013)	Under 21	3008	145	192	186	2485	5%	6%	6%	83%
	21 and over	748	48	71	46	583	6%	9%	6%	78%
Year 4- 5 (2013 to 2014)	Under 21	407	69	37	33	268	17%	9%	8%	66%
	21 and over	128	26	25	11	66	20%	20%	9%	52%

**Table 13** shows that at the transition from year 1 to year 2, a greater proportion of mature students withdrew than young students. In years 2 and 3, mature students were also less likely to make appropriate progress and were more likely to withdraw. At the end of year 3, mature students were less likely to have qualified and in year 4/5, were more likely to have left HE or have failed to make further progress.

## SATISFACTION

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**Table 14** NSS satisfaction scores broken down by age category

	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
Young	2568	76%	87%	70%	83%	76%	88%	83%	85%	70%
Mature	929	76%	87%	72%	80%	69%	88%	83%	83%	63%

**Table 14** shows that young students were more satisfied overall with the university but both groups were equally likely to take part in the survey.

In particular, young students were significantly more satisfied with the Students' Union and with the organisation and management on their programme. Mature students gave significantly lower ratings to the question "Any changes in the course or teaching have been communicated effectively" with only 65% reporting agreement with this statement in comparison to 76% of young students.

## GOOD HONOURS AND DEGREE CLASSIFICATION

**Table 15** good honours rates for the university by age over time

	12/13		13/14		14/15	
	Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
21 and above	915	76.94%	1019	75.27%	845	71.72%
Under 21	3141	75.07%	3539	77.11%	2899	78.75%

**Table 16** degree classification rates for the university by age over time

	12/13	13/14	14/15
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	1st		U2		L2		3rd		1st		U2		L2		3rd		1st		U2		L2		3rd	
Row Label	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
21 +	290	31.33%	414	45.46%	184	20.36%	27	2.85%	312	30.36%	455	44.54%	222	22.22%	30	2.87%	232	27.16%	374	44.64%	208	24.59%	31	3.61%
U21	616	19.00%	1742	56.27%	711	22.48%	72	2.25%	753	21.17%	1976	56.06%	737	20.69%	73	2.08%	688	23.55%	1595	55.03%	548	19.09%	688	2.33%

**Table 15** shows that over the 3 year period mature students have achieved less good honours whilst young students have achieved more. **Table 16** shows that this is likely to be due to:

- A decrease in the proportion of mature students receiving a 1<sup>st</sup> in this period
- An increase in the proportion of mature students receiving a 2.2 (L2) or a 3<sup>rd</sup> in this period
- An increase in the proportion of young students receiving a 1<sup>st</sup> in this period
- In each year, mature students were more likely to achieve a 3<sup>rd</sup> than young students and over this period have become both more likely to achieve a 2.2 (L2) than young students and less likely to achieve a 1<sup>st</sup>.

**National Comparison:** Within its statistical report 2015, the Equality Challenge Unit reports that the degree attainment gap between age groups was widest in England, where 76.0% of qualifiers aged 21 and under received a first/2:1 compared with 62.7% of those aged 26–35 (a 13.3 percentage point difference).<sup>1</sup> They also report that ‘the proportion of qualifiers receiving a first increased with age. However, the proportion of students receiving a third/pass also increased with age.’<sup>2</sup>

<sup>1</sup> Equality in higher education: statistical report 2015,p167

<sup>2</sup> Equality in higher education: statistical report 2015, p241

**Table 17.** breakdown of good honours rate by year and faculty broken down by age

	Row Labels	12/13		13/14		14/15	
		Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
<b>Arts, Creative Industries and Education</b>	21 and above	249	81.73%	244	76.84%	171	79.47%
	Under 21	929	81.66%	937	81.09%	774	79.01%
<b>Business and Law</b>	21 and above	72	65.45%	79	65.99%	63	68.25%
	Under 21	711	69.55%	888	75.33%	816	81.38%
<b>Environment and Technology</b>	21 and above	154	71.43%	127	78.74%	101	70.30%
	Under 21	664	71.06%	711	75.39%	563	77.80%
<b>Health and Applied Sciences</b>	21 and above	441	78.02%	569	75.11%	511	69.83%
	Under 21	838	75.63%	1002	76.20%	746	76.33%

**Table 17** shows the variation in good honours rates by faculty over the period. You can see that while ACE has a similar set of good honours rates for mature and young students, all other faculties have a significantly lower good honours rate for mature students. The gap in good honours by age has been widening in FBL and in HAS (where there has been a reversal in the past 3 years (in 12/13 mature students achieved a better good honours rate than young students)).

**Table 18** - breakdown of 2014/15 degree classification broken down by age and faculty

		1st		U2		L2		3rd	
		#	%	#	%	#	%	#	%
<b>Arts, Creative Industries and Education</b>	21 and above	46	26.90%	90	52.63%	29	16.96%	6	3.51%
	Under 21	160	20.00%	452	59.38%	144	18.26%	19	2.36%
<b>Business and Law</b>	21 and above	12	18.57%	31	50.00%	19	30.00%	1	1.43%
	Under 21	213	26.37%	452	54.10%	136	17.51%	16	2.02%
<b>Environment and Technology</b>	21 and above	23	21.50%	48	48.60%	28	28.04%	2	1.87%
	Under 21	179	31.62%	259	45.70%	118	21.31%	7	1.37%
<b>Health and Applied Sciences</b>	21 and above	151	29.61%	206	40.39%	132	25.69%	22	4.31%
	Under 21	136	17.89%	433	58.62%	151	20.10%	26	3.39%

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

- In Ace, despite overall similar good honours rates, mature students were less likely to achieve a 1<sup>st</sup>.
- In FBL, the lower good honours rate for mature students translates into more 2.2.s (L2) as they were slightly less likely to get a 3<sup>rd</sup> class degree.
- In FET, mature students were slightly more likely to achieve both a 2.1 (U2) and a 2.2 (L2) but were less likely to achieve a 1<sup>st</sup>.
- In HAS, mature students were more likely to achieve a 1<sup>st</sup> or a 2.2 (L2) but were less likely to achieve a 2.1 (U2).

## GRADUATE OUTCOMES

**Table 19.** Breakdown of graduate outcomes by age grouping from the 2014/15 DLHE survey

Age Category (at Census date)	Work + Work & Study	Work + Work & Study (Prof)	Prof %	KPI %	U/E %	Study %	R.R.%
Under 25	<b>2,220</b>	<b>1,477</b>	67.5%	67.9%	4.9%	12.3%	86.3%
25 to 34	<b>688</b>	<b>561</b>	82.5%	79.6%	5.5%	8.8%	82.9%
Over 34	<b>203</b>	<b>188</b>	92.6%	90.7%	4.3%	9.1%	84.9%

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 students who were under 25 when graduating (i.e. those students who are considered young in other metrics because they started their course before their 21<sup>st</sup> birthday) were least likely to be in a positive graduate outcome. They were also least likely to be employed at graduate level but were most likely to be studying further. Levels of employment and likelihood to be in professional level employment increased as age increased, with those who graduated over the age of 34 being largely in professional employment.

National Comparison: The Equality Challenge Unit reports that *50.1% of leavers aged 21 and under entered full-time work compared with 68.7% of leavers aged 26–35 and 59.4% of leavers aged 36 and over.*<sup>3</sup>

<sup>3</sup> Equality in higher education: statistical report 2015, p279