

# Student Data Analysis 2015/16

**ETHNICITY**

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## EXECUTIVE SUMMARY

- In 15/16, approximately 15% of the new first year intake was BME; this proportion has remained static since 13/14.
- Across the sector, whilst student numbers have declined overall there has been a steady increase in the proportion of BME students entering higher education.
- Over time, the greatest proportion of BME enrolments is within FBL and the lowest proportion in ACE; in FET, BME enrolments have fluctuated slightly above the institutional average and in HAS, they have fluctuated slightly below.
- Consistently across the university, the non-continuation rate for BME students has been higher than the non-continuation rate for white students; however, over time the gap has reduced. This trend is not consistent when broken down by faculty: the gap between BME and white students is most significant within FET and for BME students, remains the highest non-continuation rate across all four faculties (10.9%); within ACE and FBL, since 14/15 the non-continuation rate for white students has been higher than the rate for black students.
- Asian students rated their satisfaction with the university overall, more highly than other students did; however, they were also the least satisfied with teaching and least likely to have responded to the survey.
- The least satisfied with the university overall were Black students and in particular, they were least satisfied with learning resources and academic support.
- Our NSS data is representative of the sector overall. The Higher Education Policy Institute (HEPI) noted in 15/16, that black, Asian and Chinese students were generally the least satisfied and in particular, BME students consistently express low levels of satisfaction with teaching quality.
- In 15/16, there was an 18.3pp gap between the good honours rate achieved by BME students and the rate achieved by white students; this is a 3.2pp increase since 13/14.
- This compares to a sector-wide attainment gap of 15.3pp in 14/15, as noted by the Equality Challenge Unit.
- Since 13/14, BME students have consistently been achieving a third at nearly double the rate of white students; the gap between BME students and white students achieving a 2.1 has also widened.
- Over time, the rate of good honours achieved by Asian and Chinese students has increased but in 15/16, it is still lower than the university average; over time, black students are significantly achieving the lowest rate of good honours.
- BME students are less likely to achieve a good graduate outcome: less likely to achieve professional level employment and less likely to pursue further study.
- Across the sector, there is a pattern of disparity in graduate outcomes, split by ethnicity. HEFCE analysed the outcomes for cohorts starting in 06/07 and reported how black students were significantly below the sector-adjusted average for all graduate outcomes.

# ENROLMENTS

**Table 1** Breakdown of enrolments in 15/16 by ethnicity

			White	BME	Unknown	White	BME	Unknown
<b>University</b>			4842	854	40	84%	15%	1%
	<b>ACE</b>		1054	105	5	91%	9%	0%
		Art and Design	296	36	1	89%	11%	0%
		Arts and Cultural Industries	230	31	1	88%	12%	0%
		Education	195	13	0	94%	6%	0%
		Film and Journalism	333	25	3	92%	7%	1%
	<b>FBL</b>		956	273	4	78%	22%	0%
		Accounting, Economics and Finance	162	79	597	67%	33%	0%
		Business and Management	597	121	3	83%	17%	0%
		Law	197	73	1	73%	27%	0%
	<b>FET</b>		985	211	9	82%	18%	1%
		Architecture and the Built Environment	248	44	3	84%	15%	1%
		Computer Science and Creative Technologies	288	49	0	85%	15%	0%
		Engineering, Design and Mathematics	288	80	4	77%	22%	1%
		Geography and Environmental Management	161	39	2	80%	19%	1%
	<b>HAS</b>		1462	244	4	86%	14%	0%
		Allied Health Professions	254	24	1	91%	9%	0%
		Applied Sciences	281	89	3	75%	24%	1%
		Health and Social Sciences	468	76	0	86%	14%	0%
		Nursing and Midwifery	459	55	0	89%	11%	0%

Table 1 shows that approximately 15% of the new first year intake was BME and there was variation across the university:

- In ACE, there were fewer BME enrolments, particularly within Education (6%) and Film and Journalism (7%).
- FBL have the greatest proportion of BME enrolments, particularly in Accounting and Law.

- In FET, there was a greater than average proportion of BME enrolments, particularly in Engineering, Design and Mathematics (22%).
- In HAS, BME enrolments were highest in Applied Sciences and lowest in Allied Health Professions.

**National Comparison: Across the sector in 14/15, student numbers declined overall however, the proportion of BME students enrolled has steadily increased. Of those enrolled in 14/15 whose ethnicity was known, 21% identified as BME. In 14/15, this represents a 44% increase from 03/04 numbers.<sup>1</sup>**

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<sup>1</sup> Equality Challenge Unit (2016) *Equality in Higher Education: Students Statistical Report 2016*. Available from: <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

**Table 2** Breakdown of enrolments over time by ethnicity

University		13/14			14/15			15/16		
		White	BME	Unknown	White	BME	Unknown	White	BME	Unknown
		85%	15%	0%	85%	15%	1%	84%	15%	1%
	<b>ACE</b>	90%	10%	0%	91%	9%	1%	91%	9%	0%
	Art and Design	89%	11%	0%	89%	9%	1%	89%	11%	0%
	Arts and Cultural Industries	90%	10%	1%	91%	9%	0%	88%	12%	0%
	Education	92%	8%	0%	90%	10%	0%	94%	6%	0%
	Film and Journalism	90%	10%	1%	92%	7%	1%	92%	7%	1%
	<b>FBL</b>	80%	20%	0%	77%	23%	0%	78%	22%	0%
	Accounting, Economics and Finance	72%	28%	0%	70%	30%	0%	67%	33%	0%
	Business and Management	85%	15%	0%	82%	17%	1%	83%	17%	0%
	Law	76%	24%	0%	68%	32%	0%	73%	27%	0%
	<b>FET</b>	82%	18%	0%	83%	17%	0%	82%	18%	1%
	Architecture and the Built Environment	84%	15%	1%	87%	12%	1%	84%	15%	1%
	Computer Science and Creative Technologies	83%	17%	0%	85%	15%	0%	85%	15%	0%
	Engineering, Design and Mathematics	75%	24%	1%	77%	23%	0%	77%	22%	1%
	Geography and Environmental Management	87%	13%	0%	84%	16%	0%	80%	19%	1%
	<b>HAS</b>	85%	15%	0%	86%	13%	0%	86%	14%	0%
	Allied Health Professions	91%	9%	0%	90%	10%	0%	91%	9%	0%
	Applied Sciences	76%	24%	0%	83%	17%	0%	75%	24%	1%
	Health and Social Sciences	89%	11%	0%	87%	13%	0%	86%	14%	0%
	Nursing and Midwifery	85%	15%	0%	87%	13%	0%	89%	11%	0%

Table 2 shows the overall proportion of BME enrolments has remained consistent across the three-year period with fluctuating rates within faculties. Over time, FBL have had the greatest proportion of BME enrolments and ACE have continued to have the lowest

proportion; in FET, BME enrolments have fluctuated slightly above the institutional average and in HAS, they have fluctuated slightly below.

- In ACE, Education remains the department with the lowest proportion of BME enrolments; Arts and Cultural Industries saw a decrease in 14/15 but over the three-year period has seen an increase of 2pp.
- In FBL, the proportion of BME enrolments has increased each year across most of the departments: over the three-year period the proportion in Accounting has increased by 5pp and within Business, it has increased by 2pp.
- In FET, the proportion of BME enrolments in Geography and Environmental Management has increased by 3pp each year; over time, the proportion in Engineering, Design and Mathematics has decreased 1pp each year.
- In HAS, there is variation between departments: Allied Health Professions consistently shows a lower than average proportion of BME enrolments however, Applied Sciences is consistently higher.

## NON-CONTINUATION

(see below) **Table 3** shows non-continuation rates broken down by ethnicity

University			13/14			14/15			15/16		
			BME	Unknown	White	BME	Unknown	White	BME	Unknown	White
			10.7%	0.0%	8.9%	7.1%	5.6%	6.8%	8.2%	0.0%	7.2%
	<b>ACE</b>		13.0%	0.0%	8.8%	3.6%	0.0%	7.6%	5.8%	0.0%	8.6%
		Art and Design	15.6%	0.0%	13.0%	2.9%	0.0%	7.5%	5.4%	0.0%	11.0%
		Arts and Cultural Industries	12.5%	0.0%	5.7%	0.0%	0.0%	7.1%	10.0%	0.0%	8.0%
		Education	5.0%	0.0%	4.7%	4.3%	0.0%	5.5%	0.0%	0.0%	6.7%
		Film and Journalism	16.1%	0.0%	11.0%	7.4%	0.0%	9.5%	4.2%	0.0%	8.0%
	<b>FBL</b>		5.4%	0.0%	8.4%	4.7%	0.0%	6.1%	6.5%	0.0%	7.5%
		Accounting, Economics and Finance	7.1%	9.1%	6.5%	5.2%	5.1%	5.6%	5.6%	8.4%	9.7%

		Business and Management	6.5%	0.0%	7.8%	5.6%	0.0%	6.8%	9.7%	0.0%	8.3%
		Law	1.6%	0.0%	9.0%	2.9%	0.0%	5.2%	2.7%	0.0%	4.7%
	<b>FET</b>		14.5%	0.0%	12.2%	12.4%	25.0%	8.6%	10.9%	0.0%	8.7%
		Architecture and the Built Environment	7.9%	0.0%	10.6%	5.4%	50.0%	6.5%	7.7%	0.0%	5.1%
		Computer Science and Creative Technologies	13.0%	0.0%	15.2%	23.3%	0.0%	13.1%	11.9%	0.0%	12.2%
		Engineering, Design and Mathematics	18.5%	0.0%	12.2%	12.5%	0.0%	7.6%	10.4%	0.0%	8.9%
		Geography and Environmental Management	23.8%	0.0%	7.9%	0.0%	0.0%	4.8%	15.2%	0.0%	7.8%
	<b>HAS</b>		11.2%	0.0%	7.0%	6.2%	0.0%	5.7%	8.9%	0.0%	5.1%
		Allied Health Professions	3.7%	0.0%	1.9%	0.0%	0.0%	4.7%	5.4%	0.0%	2.7%
		Applied Sciences	20.0%	0.0%	13.2%	11.9%	0.0%	9.9%	13.5%	0.0%	7.1%
		Health and Social Sciences	9.3%	0.0%	7.6%	6.8%	0.0%	3.4%	7.2%	0.0%	7.0%
		Nursing and Midwifery	5.6%	0.0%	5.0%	3.5%	0.0%	6.0%	5.7%	0.0%	3.8%

Consistently across the university, the non-continuation rate for BME students has been higher than the non-continuation rate for white students; however, over time the gap has reduced. This trend is not consistent when broken down by faculty: the gap between BME and white students is most significant within FET and for BME students, remains the highest non-continuation rate across all four faculties (10.9%); within ACE and FBL, since 14/15 the non-continuation rate for white students has been higher than the rate for black students. When broken down by department, rates broken down by ethnicity vary considerably:

- Over time in ACE, non-continuation rates have more than halved for BME students in Film and Journalism and Art and Design; they have also reduced considerably within Education.



- In FBL, the non-continuation rate for white students is consistently higher and this trend is evident across most departments; the only exception in 15/16 is Business and Management where the non-continuation rate for BME students is 9.7%, reflecting a non-continuation gap of 1.4pp.
- In FET, the non-continuation rate for BME students is higher than it is for white students and over time, has only reduced by 0.1pp. The non-continuation rate for BME students is consistently higher across all departments within FET. The only exception is Computer Science and Creative Technologies; whilst there was a significant gap between BME and white students in 14/15 (10.2pp), in 15/16, the non-continuation rate for BME students has reduced by 11.4pp and is slightly lower than the non-continuation rate for white students (0.3pp). Within Geography and Environmental Management, the non-continuation rate for BME students in 15/16 was the highest across all departments in all four faculties (15.2%).
- In HAS, the non-continuation gap between BME and white students has reduced over time (0.2pp) but the non-continuation rate for BME students remains consistently higher than it is for white students. This trend is evident across all departments and the only exception is within Allied Health Professions in 14/15 when all BME students remained active in the university. In 15/16, the most pronounced gap is within Applied Sciences: whilst reducing over time, the non-continuation rate for BME students is 13.5%

## STUDENT SATISFACTION

**Table 4** NSS Satisfaction rates broken down by ethnicity

	No. of respondents	Response rate	Teaching	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Personal Development	Students' Union	Overall satisfaction
Asian	152	68%	87	76	85	84	92	89	77	91
Black	164	73%	88	75	82	82	89	86	75	84
White	2718	76%	90	75	85	79	91	87	71	87
Other	118	73%	88	76	85	81	92	89	65	87
Unknown	343	74%	87	79	84	87	90	85	82	87

Table 4 shows that Asian students rated their satisfaction with the university overall, more highly than other students did; however, they were also the least satisfied with teaching and least likely to have responded to the survey. The least satisfied with the university overall were Black students and in particular, they were least satisfied with learning resources and academic support. White students were the most likely to respond to the survey and expressed the least satisfaction with organisation and management.

**National Comparison: The Higher Education Policy Institute (HEPI) cite that their analysis shows that UK students of 'Black, Asian and Chinese ethnicity are much less likely than average to be very satisfied with their experience.' HEPI identified that both 'teaching quality' and 'meeting expectations' were significant contributing factors to overall satisfaction and that BME students typically were consistently least satisfied with these aspects of the student experience.<sup>2</sup>**

<sup>2</sup> Neves, J and Hillman, N (2016) *Student Academic Experience Survey 2016*. Higher Education Policy Institute. Available from: <http://www.hepi.ac.uk/2016/06/09/hepi-hea-2016-student-academic-experience-survey/>

## GOOD HONOURS AND DEGREE CLASSIFICATION

**Table 5** Good honours rates for the university by ethnicity over time

	13/14		14/15		15/16	
	Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
BME	553	62.4%	504	61.9%	520	61.3%
Unknown	16	81.3%	33	66.7%	14	57.1%
White	4,419	77.5%	3,659	77.3%	3,594	79.6%

Table 5 shows a significant gap in good honours rates between BME and white students, a gap that has continued to widen over the three-year period.

In 15/16, there was an 18.3pp gap between the good honours rate achieved by BME students and the rate achieved by white students; this is a 3.2pp increase over the three-year period.

**Figure 1**

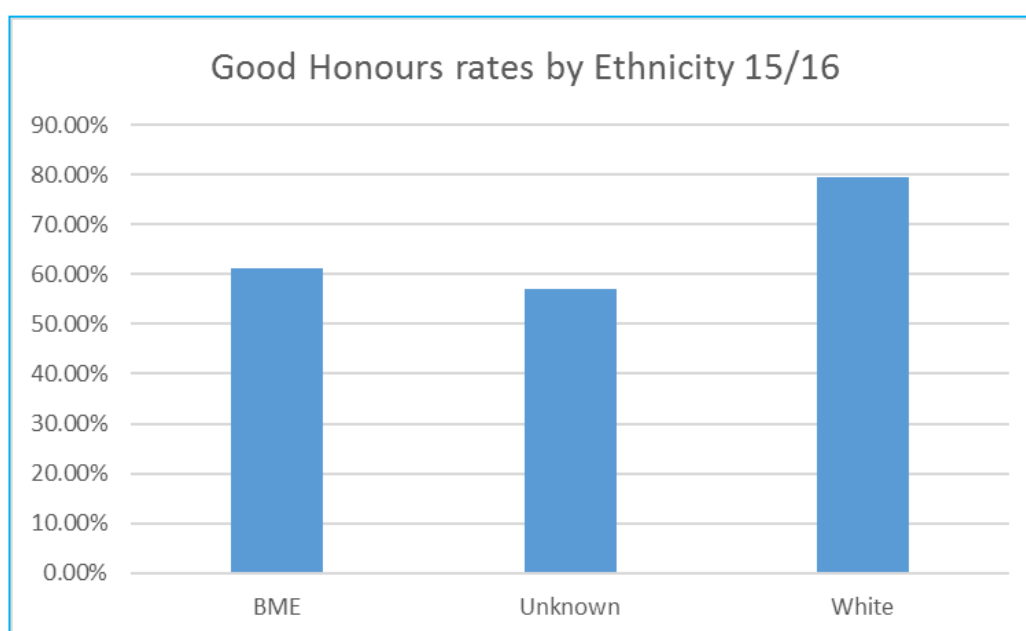


Figure 1 represents the good honours rates in 15/16, broken down by ethnicity; we can see the notable difference between the rate of good honours achieved by white and BME students.

**National Comparison:** In their latest statistical report, the Equality Challenge Unit (ECU) have noted that overall in 14/15, 77.1% of white students received good honours compared with 61.8% of BME students – an attainment gap of 15.3pp.<sup>3</sup>

<sup>3</sup> Equality Challenge Unit (2016) *Equality in Higher Education: Students Statistical Report 2016*. Available from: <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

**Table 6** Degree classification rates for the university by ethnicity over time

%	13/14				14/15				15/16			
	1st	U2	L2	3rd	1st	U2	L2	3rd	1st	U2	L2	3rd
BME	13.7%	48.6%	33.5%	4.16%	11.7%	50.2%	32.3%	5.75%	14.4%	46.9%	34.2%	4.42%
Unknown	25.0%	56.3%	18.8%	0.00%	15.2%	51.5%	27.3%	6.06%	21.4%	35.7%	35.7%	7.14%
White	24.2%	53.2%	20.1%	2.40%	25.6%	51.7%	19.9%	2.76%	26.1%	53.5%	18.0%	2.45%

Table 6 shows that across the three-year period, BME students have consistently been achieving a third at nearly double the rate of white students; the gap between BME students and white students achieving a 2.1 has also widened. Over time, the rate of BME students achieving a first has increased (0.7pp) but this has not been as great as the increase for white students (1.9pp). Over time, BME students are achieving a 2.2 and a third at a significantly higher rate than white students are.

**Table 7** Good honours rate by ethnicity across faculties

Faculty	Category	13/14		14/15		15/16	
		Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
Arts, Creative Industries and Education	BME	103	62.0%	79	73.4%	80	68.8%
	Unknown	4	100.0%	8	75.0%	3	100.0%
	White	1115	81.8%	897	79.2%	877	83.5%
Business and Law	BME	170	62.7%	165	65.8%	155	68.8%
	Unknown	4	50.0%	4	50.0%	1	100.0%
	White	833	77.0%	769	82.7%	680	84.4%
Environment and Technology	BME	97	66.0%	96	57.3%	104	51.9%
	Unknown	3	100.0%	4	50.0%	4	25.0%
	White	775	76.6%	609	79.5%	586	76.5%
Health and Applied Sciences	BME	173	62.2%	152	56.2%	160	58.3%
	Unknown	5	80.0%	5	100.0%	3	100.0%
	White	1430	77.5%	1132	75.8%	1182	78.5%

Table 7 shows the variation in good honours rates by faculty over the period:

- In ACE, the gap in 15/16 was 14.7pp, an increase from 14/15 however, this is 5.1pp less than the gap in 13/14.
- Over time in FBL, the gap has fluctuated but ultimately widened slightly to 15.6pp.
- In FET, the BME good honours rate has worsened in 15/16 with a gap of 24.6pp.
- In HAS, the gap has widened to 20.2pp.

**Table 8** Breakdown of degree classifications by ethnicity across the faculties

Faculty / Ethnicity		13/14				14/15				15/16			
		1st	2:1	2:2	3rd	1st	2:1	2:2	3rd	1st	2:1	2:2	3rd
ACE	BME	13.7%	48.3%	36.1%	1.95%	13.9%	59.5%	22.8%	3.80%	15.0%	53.8%	26.3%	5.00%
ACE	Unknown	0.0%	100.0%	0.0%	0.00%	25.0%	50.0%	25.0%	0.00%	33.3%	66.7%	0.0%	0.00%
ACE	White	21.9%	59.9%	15.9%	2.24%	22.5%	56.7%	18.1%	2.68%	23.7%	59.7%	14.0%	2.51%
FBL	BME	15.9%	46.8%	32.6%	4.70%	13.8%	52.0%	29.9%	4.25%	12.2%	56.6%	28.0%	3.22%
FBL	Unknown	25.0%	25.0%	50.0%	0.00%	25.0%	25.0%	50.0%	0.00%	0.0%	100.0%	0.0%	0.00%
FBL	White	26.0%	51.0%	20.8%	2.18%	27.9%	54.7%	16.0%	1.30%	28.4%	56.1%	13.9%	1.66%
FET	BME	16.5%	49.5%	30.9%	3.09%	8.3%	49.0%	39.6%	3.13%	21.2%	30.8%	43.3%	4.81%
FET	Unknown	33.3%	66.7%	0.0%	0.00%	0.0%	50.0%	50.0%	0.00%	25.0%	0.0%	75.0%	0.00%
FET	White	29.3%	47.4%	22.3%	1.03%	33.8%	45.6%	19.2%	1.31%	33.1%	43.3%	21.3%	2.22%
HAS	BME	10.4%	51.8%	33.8%	4.04%	10.7%	45.5%	33.3%	10.51%	12.5%	45.8%	37.9%	3.75%
HAS	Unknown	40.0%	40.0%	20.0%	0.00%	40.0%	60.0%	0.0%	0.00%	33.3%	66.7%	0.0%	0.00%
HAS	White	23.6%	53.9%	19.9%	2.64%	24.5%	51.3%	21.3%	2.91%	23.4%	55.1%	19.7%	1.84%

- In ACE, the rate of good honours achieved has consistently been lower than white students however; over time, the rate of 2.2s achieved by BME students has decreased but the rate of thirds achieved has increased.
- In FBL, the rate of BME students achieving a 2.2 or a third has decreased over the three-year period and the rate of BME students achieving a 2.1 has gradually increased. Whilst these are positive patterns, the widening gap in overall good honours within FBL, as

seen in Table 8, has grown larger; statistically, this can be attributed to the concurrent gradual increase in good honours achieved by white students.

- In FET, the proportion of BME students achieving a 2.2 in 15/16 was 43.3%; this is the same proportion of white students that achieved a 2.1. Over time, degree classification rates have remained relatively consistent with subtle fluctuations for white students but for BME students, there has been an increase in the proportion achieving a 2.2 and third, at the same time as seeing a significant decrease in the achievement of 2.1 (18.7pp).
- In HAS, degree classification rates have remained fairly consistent for white students but over time, for BME, there has been a slight increase in those achieving a first (2.1pp) however, good honours rates have been affected by the decrease in BME students achieving a 2.1 (6pp). There was a significant rise in BME students achieving a third in 14/15 but this decreased in 15/16 (6.8pp).

**Table 9** shows good honours over time by ethnic group

	13/14		14/15		15/16	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Asian	169	60.9%	129	52.7%	159	67.9%
Black	179	55.3%	160	50.6%	172	45.3%
Chinese	25	52.0%	30	56.7%	19	68.4%
Mixed	164	73.8%	158	79.1%	138	72.5%
Other	16	56.3%	27	77.8%	32	62.5%
Unknown	16	81.3%	33	66.7%	14	57.1%
White	4,419	77.5%	3,659	77.3%	3,594	79.6%

Table 9 shows that over time, black students are significantly achieving the lowest rate of good honours; conversely, white students have consistently achieved good honours at the highest rate.

Students of mixed ethnicity are achieving good honours at a rate that is only slightly lower than that of white students. Over time, this rate has varied.

Over time, the rate of good honours achieved by Asian and Chinese students has increased but in 15/16, it is still lower than the university average (77.2%).

Figure 2

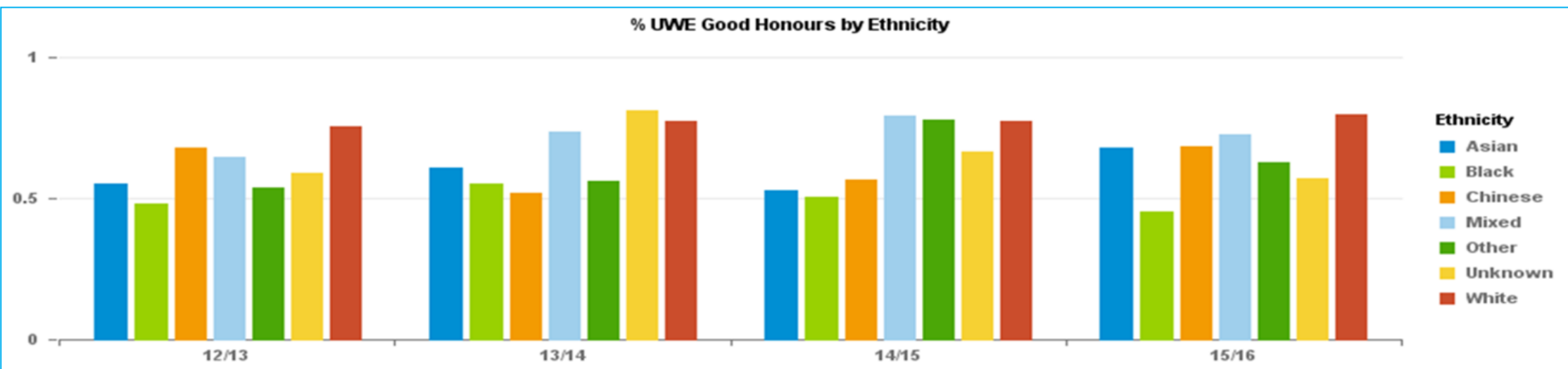


Figure 2 illustrates how over time, the rate of good honours achieved by particular ethnic groups has fluctuated: since 14/15, black students have achieved the lowest rate of good honours across the university; proportionally, the rate of good honours achieved by Chinese and Asian students has fluctuated quite significantly and in 13/14, it was Chinese students who had achieved the lowest rate of good honours; since 13/14, the good honours rate for Chinese students has improved.

## GRADUATE OUTCOMES

**Table 10** Graduate outcomes broken down by ethnicity

Ethnicity	KPI %	Prof %	Study %	Self-employed %	U/E %	R.R. %
White	77%	78%	10%	4%	4%	88%
BME	74%	76%	16%	4%	7%	82%

Prof = professional/ graduate level work and constitutes a 'good' outcome,

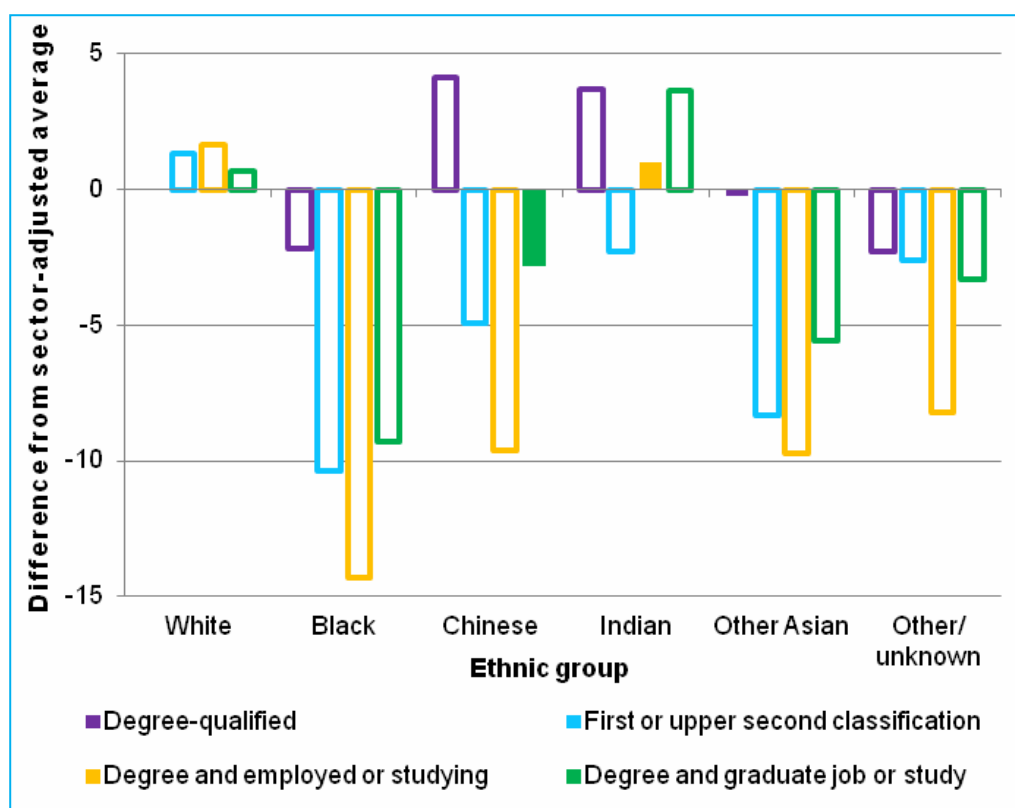
KPI = our institutional KPI

U/E = unemployed

R.R. = response rate

Table 10 shows that BME students are 3pp less likely to achieve a good graduate outcome: 6pp less likely to go on to further study and 2pp less likely to achieve a professional level work. Furthermore, BME students have showed a higher level of unemployment when compared to white students (3pp).

**Figure 3**



**National Comparison:** Figure 3 shows the percentage point difference of the outcome from the sector-adjusted average for all four outcomes, split by ethnicity for cohorts starting in 06/07.

This graph shows that within the analysed cohort, 'black students were significantly below the sector-adjusted average for all outcomes.'<sup>4</sup>

<sup>4</sup> HEFCE (2013) *Higher Education and Beyond: Outcomes from full-time first degree study*. Available from: <http://www.hefce.ac.uk/pubs/year/2013/201315/>