

Data in this report relates to undergraduate students only.

The University of Portsmouth data in this report, was collated from data held within the Equality & Diversity view on the PMR Dashboards (www.port.ac.uk/bidashboards), as of February 2016.

All benchmarking data was sourced from HESA (www.hesa.ac.uk) and the Equality Challenge Unit's (www.ecu.ac.uk) *Equality in higher education: statistical report 2015*. Benchmarking data included within the Student Body and Classifications sections refers to home/EU students, with the exception of Ethnicity which is based on UK-domiciled students only. All benchmarking data is related to the 2013/14 academic year.

Applications data is based on an applicant's declarations upon application. Therefore, an applicant not disclosing a disability may appear in a future report as a disabled student if they make the disclosure upon enrolment.

The Black and Minority Ethnicity (BME) category is comprised of 15 protected characteristics, as specified in the 2011 Census. With the aim of presenting more meaningful data, these characteristics have been aggregated into five sub-categories, using the same method and structure specified in the *Equality in higher education: statistical report 2015* produced by ECU.

Where possible, tests for statistical significance have been conducted to highlight where the probability of relationships between variables have been due to chance, or, to highlight where there have been pronounced differences between variables. The outcomes of these tests are included within the commentary.

Any additional figures supporting the content of the report are available on request from james.ross@port.ac.uk.

Contents

Introduction	5
How to read the report.....	5
The Student Journey 2014/15.....	6
1. The Student Body.....	8
1.1 Student Composition, by characteristic.....	9
1.2 Student Composition - UK benchmark.....	10
1.3 Religion or Belief	11
1.4 Sexual Orientation	12
1.5 Faculty Composition, by characteristic.....	13
1.6 BME Composition.....	14
1.7 Changes in Composition.....	15
2. Applications	16
2.1 University Applications, by characteristic.....	17
2.2 University Applications and Offers	18
2.3 University Offers and Entrants.....	18
2.4 University Applications and Entrants.....	18
2.5 Faculty Applications, by characteristic.....	19
2.6 Changes in Applications, Offers and Entrants.....	20
3. Progression	21
3.1 University Progression, by characteristic.....	22
3.2 Faculty Progression, by characteristic.....	23
3.3 BME Progression	24
3.4 Widening Participation Progression.....	25
3.5 Changes in Progression	26

4.	Withdrawals	27
4.1	University Withdrawals, by characteristic	28
4.2	Reasons for Withdrawals	29
4.3	BME Withdrawals.....	31
4.4	BME Withdrawals.....	31
4.5	Changes in Withdrawals.....	32
5.	Classifications	33
5.1	University 'Good Degrees', by characteristic.....	34
5.2	University 'Good degrees' - UK benchmark.....	35
5.3	Faculty 'Good Degrees', by gender	36
5.4	Faculty 'Good Degrees', by ethnicity	37
5.5	Faculty 'Good Degrees', by disability status	38
5.6	Faculty 'Good Degrees', by age category.....	39
5.7	BME 'Good Degrees'	40
5.8	Widening Participation 'Good Degrees'.....	41
5.9	Changes in 'Good Degrees'	42
5.10	University Degree Classifications, by characteristic.....	43
6.	Destinations	44
7.	Trend Charts	45
7.1	Student Composition	45
7.2	Applications.....	45
7.3	Progression	46
7.4	Classifications.....	46

Introduction

The aim of the Equality & Diversity Student Data Report is to monitor, consider and share information that illustrates the diverse student population at the University, as well as meeting the requirements of the Equality Act 2010 (Specific Duty) to publish equality information. The document provides key data that should be used at all levels of the University to inform and highlight equality and diversity areas that may require action or further investigation.

How to read the report

The report covers:

- **The Student Body** – the population at a University and Faculty level
- **Applications** – the number of applications received, not the number of applicants
- **Progression** – students moving on to the next stage of their course
- **Withdrawals** – students leaving their course, and their reasons for doing so
- **Classifications** – students achieving a First, 2:1, 2:2 or 3rd/pass
- **Destinations** – students gaining employment (DLHE survey)

Within each section of the report, four protected characteristics are examined:

- **Gender**
- **Ethnicity** – White & Black and Minority Ethnicity (BME)
 - **Black** – Black/Black British Caribbean, Black/Black British African, Black Other
 - **Asian** – Asian/Asian British Pakistani, Asian/Asian British Bangladeshi, Asian/Asian British Indian, Asian Other
 - **Chinese** – This category is separated from Asian within ECU statistical data
 - **Mixed** – Mixed White and Black Caribbean, Mixed White and Black African, Mixed White and Asian, Mixed Other
 - **Other** – Arab, Other Ethnic Background
- **Disability**
- **Age** – Less than 25 (<25):25 or over (25+)

The student body section also reports on two additional protected characteristics

- **Religion or belief** – Buddhist, Christian, Hindu, Jewish, Muslim, Sikh, None, Other
- **Sexual orientation** – Bisexual, Gay, Lesbian, Straight, Other

Within each section of the report, the University's five faculties are examined:

- **CCI** – Faculty of Creative & Cultural Industries
- **HUM** – Faculty of Humanities & Social Sciences
- **PBS** – Portsmouth Business School
- **SCI** – Faculty of Science
- **TEC** – Faculty of Technology

The Student Journey 2014/15

By using data gathered in 2014/15 within this document we present an overview representation of the student journey for gender, ethnicity, disability, age and those classed as international. This information cannot provide a detailed analysis of the student experience overall, but can illustrate disparities within the system for these particular groups within the main key measurable areas of applications, progression, withdrawals and classifications:

Gender

Despite a healthy 14% increase in the number of placement offers made to females, the overall number of female students at the University declined. Those who did come to Portsmouth, continued to have a consistent and positive journey. The proportion of female students who withdrew from their studies remained much lower than that for male students. It should be noted that more than one-third of females who withdrew did so under the catch-all category of 'other personal reasons' which may require further exploration. Academic failure continued to be the most likely reason for male students to withdraw. This links back to whether support services are being accessed by male students, and if not, why not. In relation to classification, female students again outperformed male students, however the gap between the genders fell from 7% to 4%.

Ethnicity

BME students began their journey well, with large increases in the number of applications, offers and new entrants. This helped to contribute towards a 10% increase in the overall BME student population, compared to a 5% decrease in the overall white student population. However, after this positive start, the BME journey became more problematic. The percentage of BME students withdrawing from study remained higher than that for white students, however the gap has closed. The percentage of BME students who withdrew due to academic failure or exclusion remained very high. The gap in the progression percentage between white and BME students was still significant, at 8%, and drilling down further it becomes clear that black students, both home/EU and international, had the lowest progression rate. White students remained much more likely to obtain a 'good degree' classification. Again there were large variances between different ethnicities within the BME category, with Asian students more likely to obtain a good degree classification than black students. This signifies that BME students are not a homogenous group, and the actions and responses required to improve results, need to be tailored accordingly.

Disability

As with last year, disabled students began their journey well, with marked increases in the number of applications, offers and new entrants. When compared to non-disabled applicants, a high proportion of disabled applicants accepted the offer to study. As we move on, the journey for disabled students is punctuated by highs and lows. A lower proportion of disabled students successfully progressed, and a higher proportion withdrew from study, when compared to non-disabled students. The 'good degree' classification gap for disabled students was only four percentage points lower than for non-disabled students, which is not statistically significant.

Age

Despite an increase in the number of placement offers made to those aged 25+, the number of new entrants, in this age category, declined by 18%. The journey for students aged 25+ remains a slow and difficult one. The proportion of students who successfully progressed was eight percentage points lower than that for students aged <25, although the gap did close by five percentage points. The withdrawal rate for those aged 25+ is a higher proportion than for any other protected characteristic. Compared to other groups, few students aged 25+ withdrew due to academic failure, which could be an indication that the academic rigours required at this level of study are not a barrier to succeed. Students aged 25+ are conversely, both the characteristic most likely to obtain a 1st class degree and most likely to obtain a 3rd class degree.

International Students

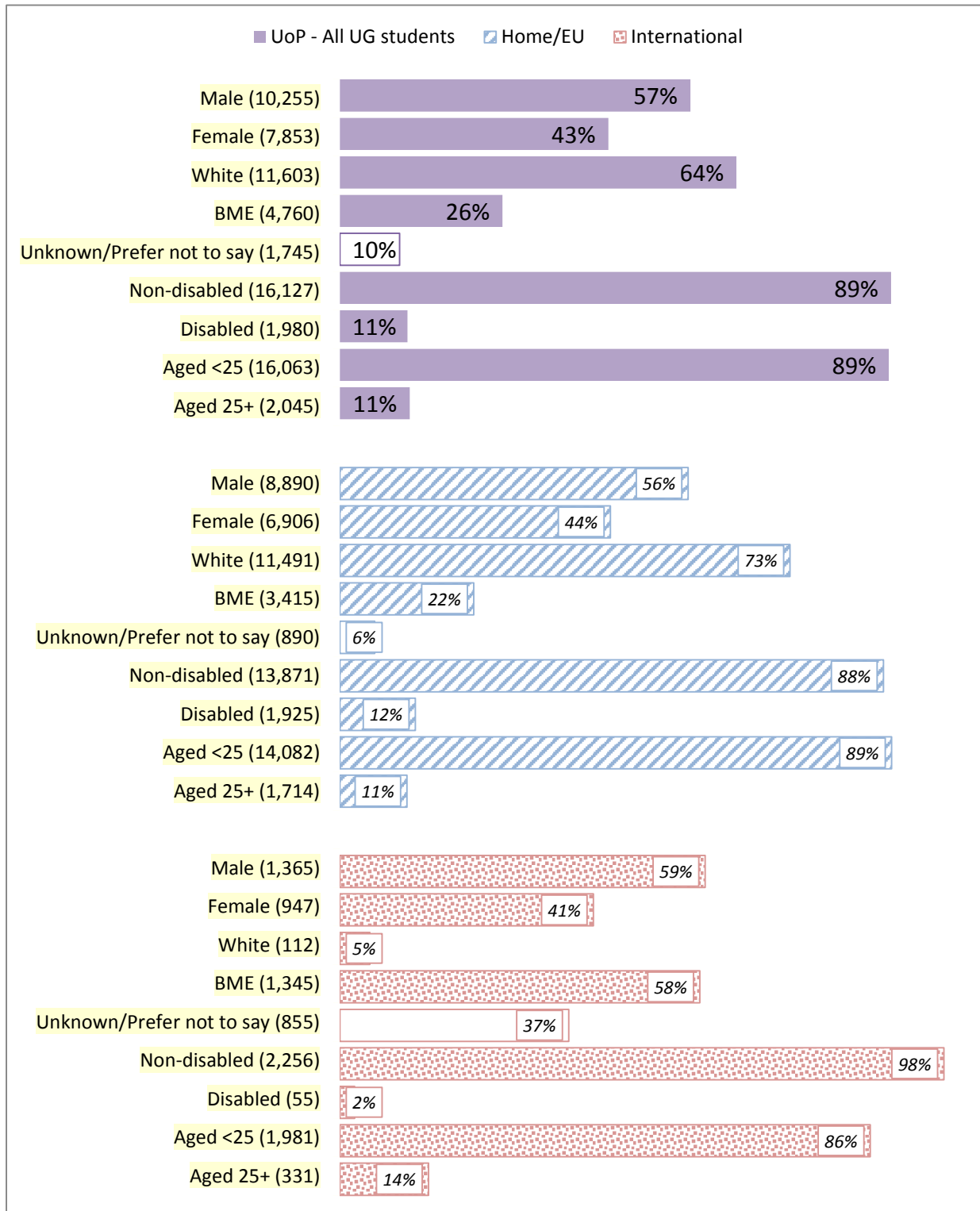
The international student population at the University continued to grow, with double digit percentage increases for female, BME, disabled, non-disabled and aged 25+ students. The highest increases were seen in students of black ethnicity (19%) and Chinese ethnicity (17%). Progression rates declined for all of the protected characteristics. Despite a drop of 3%, the progression rate for international BME students remains higher than that for home/EU BME students. There was no significant difference in the proportion of international students who withdraw, when compared to home/EU students. However, when looking at protected characteristics, we can see similar patterns to those seen for home/EU students, with a high proportion of male and aged 25+ students withdrawing. The proportion of students who withdrew from study due to exclusion was more than three times higher for international students. This could be due to visa and associated fee complications. The journey ends with just 52% of international students obtaining a 'good degree' classification, compared to 76% of home/EU students. Last year, the gap between female student and male students obtaining a 'good degree' was 1%, however this year the gap grew to 18%.

1. The Student Body

- The University had over 18,000 undergraduate students in 2014/15.
- 12.7% of the undergraduate population were international students, from outside of the EU
- 7.2% of the undergraduate population were part-time students
- The University gender profile differed from the ECU benchmark, with Portsmouth having a higher proportion of male students, whereas nationally there were more female students.
- The proportion of both BME and disabled students at the University of Portsmouth was broadly in line with the national average.
- The University age profile differed from the ECU benchmark. Portsmouth had 11% of students who were aged 25 or over, whereas this figure was 29% at national level.
- Religion or belief and sexual orientation data was collated for the first time, during registration at the start of the 2015/16 academic year. The declaration rate for religion or belief was 92%. The declaration rate for sexual orientation was 94%.
- At a faculty level; the percentage of female students ranged from a high of 64% (HUM) to a low of 12% (TEC)
- At a faculty level; the percentage of BME students ranged from a high of 34% (TEC) to a low of 20% (CCI)
- At a faculty level; the percentage of students with a disability ranged from a high of 13% (CCI) to a low of 7% (PBS)
- At a faculty level; the percentage of students aged 25 or over ranged from a high of 18% (HUM) to a low of 4% (CCI)
- Of the international student population, 61% were of Chinese ethnicity
- Compared to 2013/14, the home/EU student population decreased by 2%, whereas the international student population increased by 10%
- Compared with 2013/14, the University saw an 10% increase in students with BME ethnicity, and a 5% decrease in students of white ethnicity
- Compared with 2013/14, the University saw an 11% decrease in the number of students aged 25 or over. This decline was even higher for home/EU students in this age category (14%)

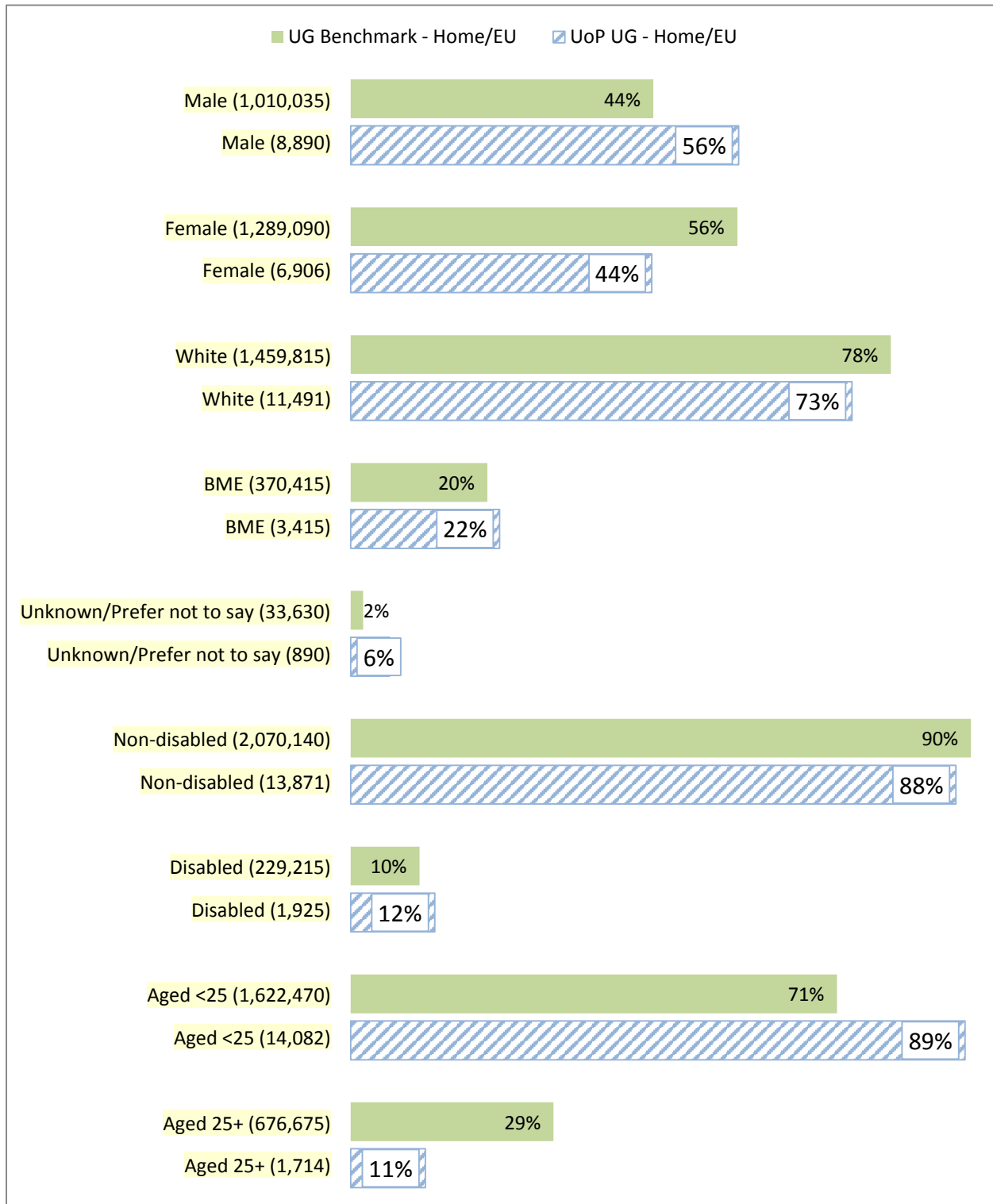
1.1 Student Composition, by characteristic

A breakdown of the undergraduate student population at the university, in the 2014/15 academic year



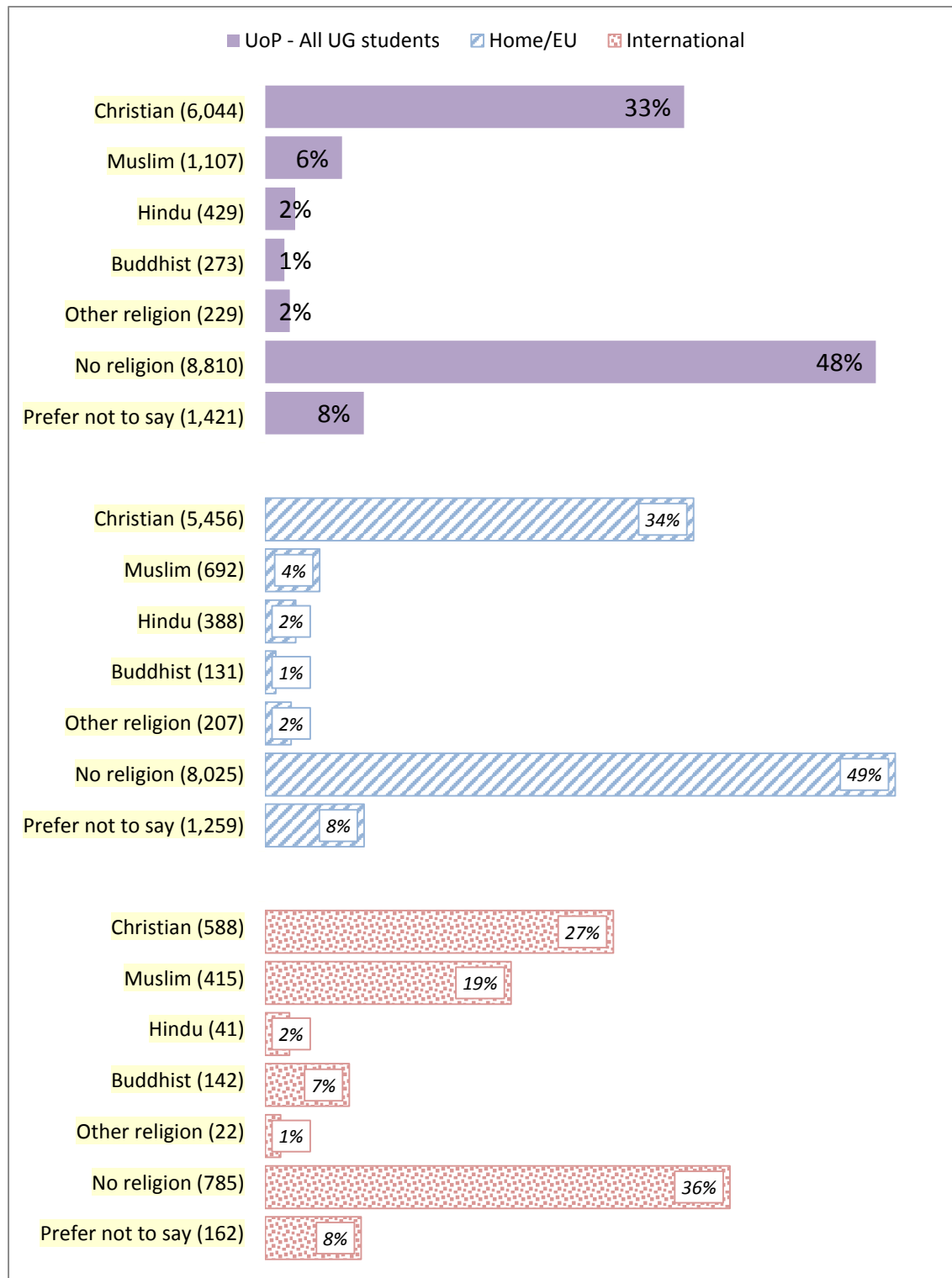
1.2 Student Composition - UK benchmark

Comparing the undergraduate, home & EU student population at the university in the 2014/15 academic year, against the ECU national benchmarks for **2013/14**



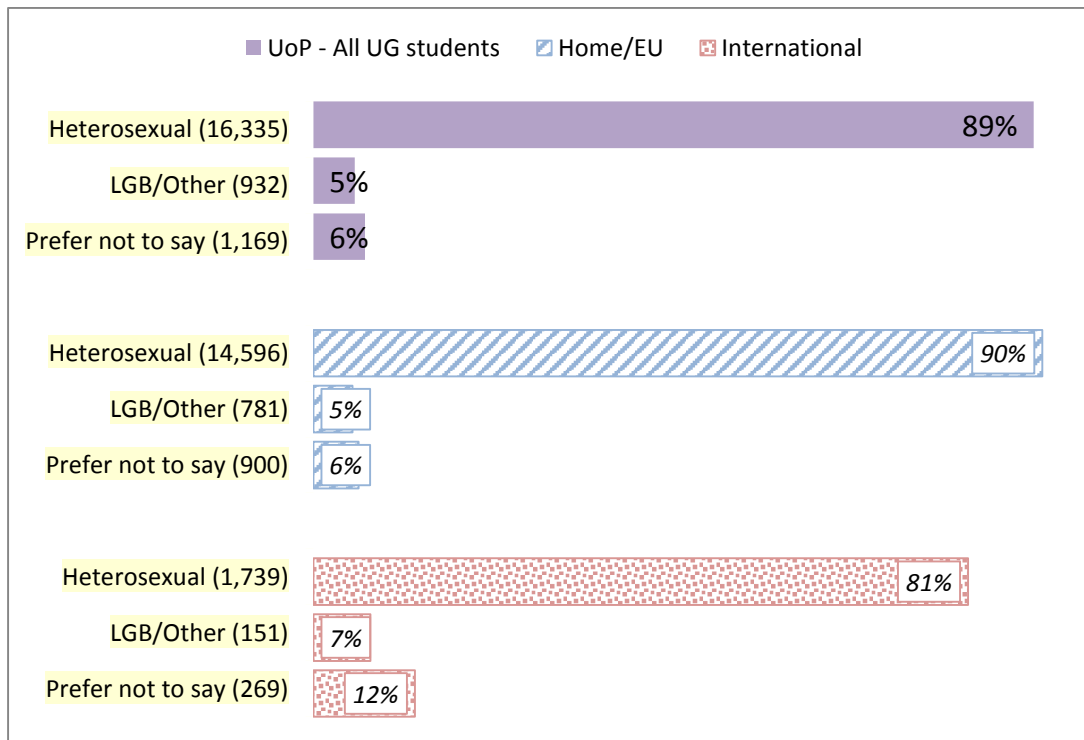
1.3 Religion or Belief

The religion or belief of the undergraduate student population at the university, in the 2015/16 academic year

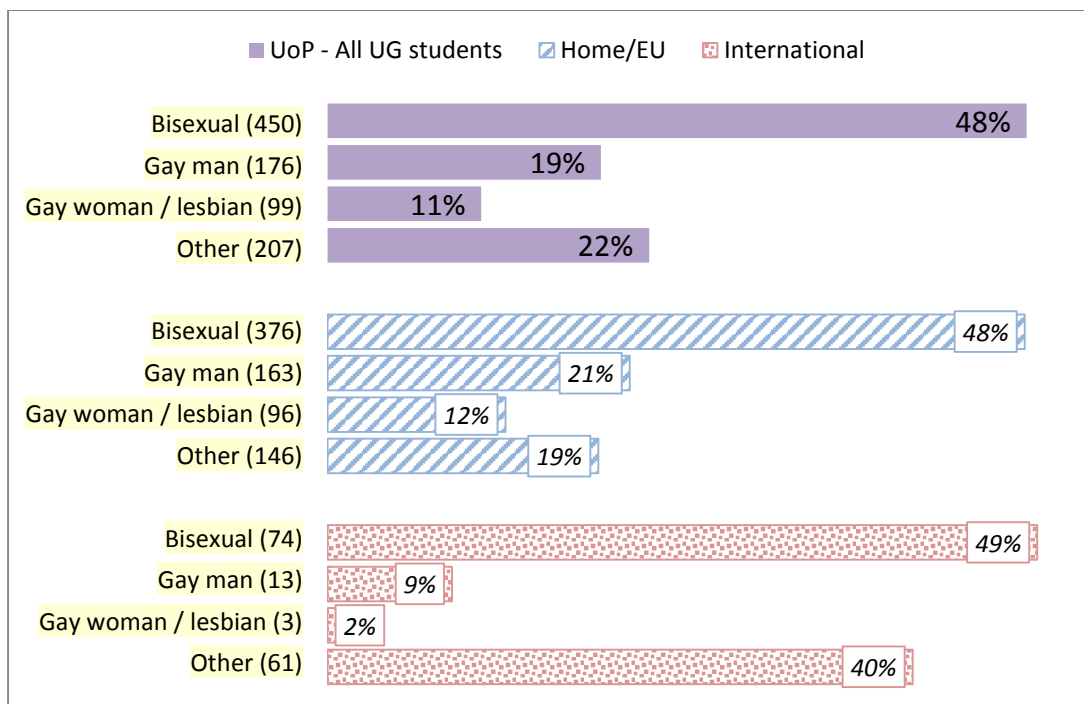


1.4 Sexual Orientation

The sexual orientation of the undergraduate student population at the university, in the 2015/16 academic year

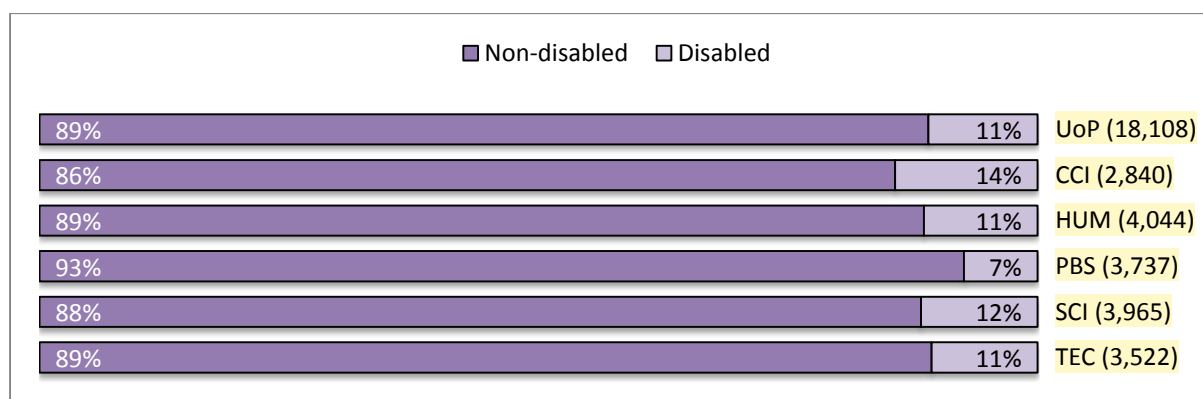
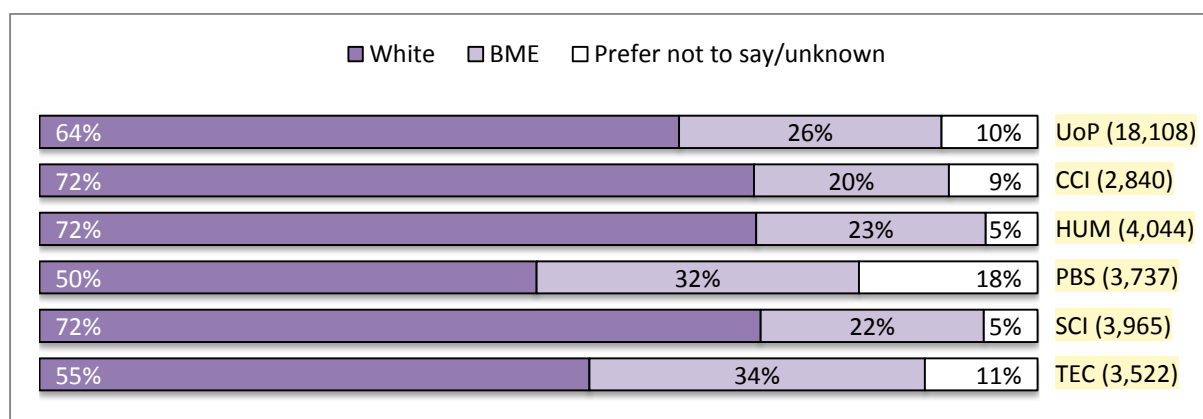
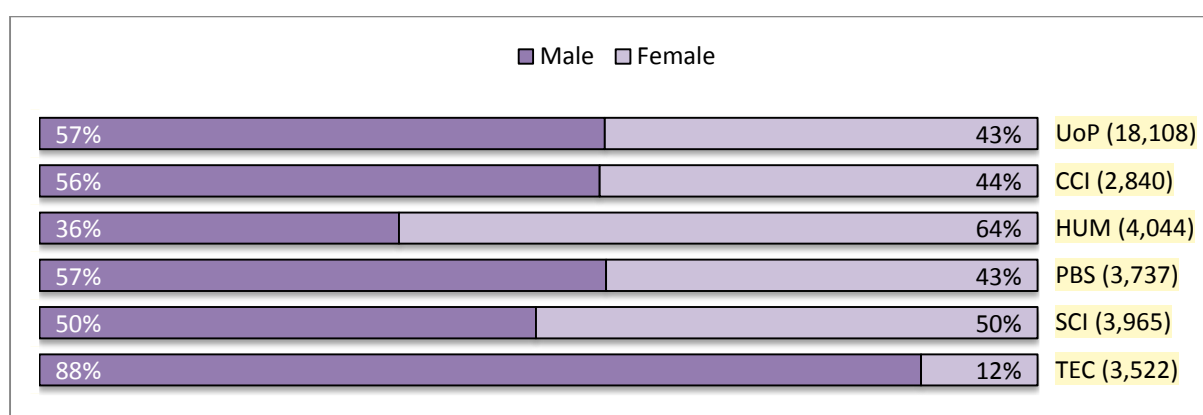
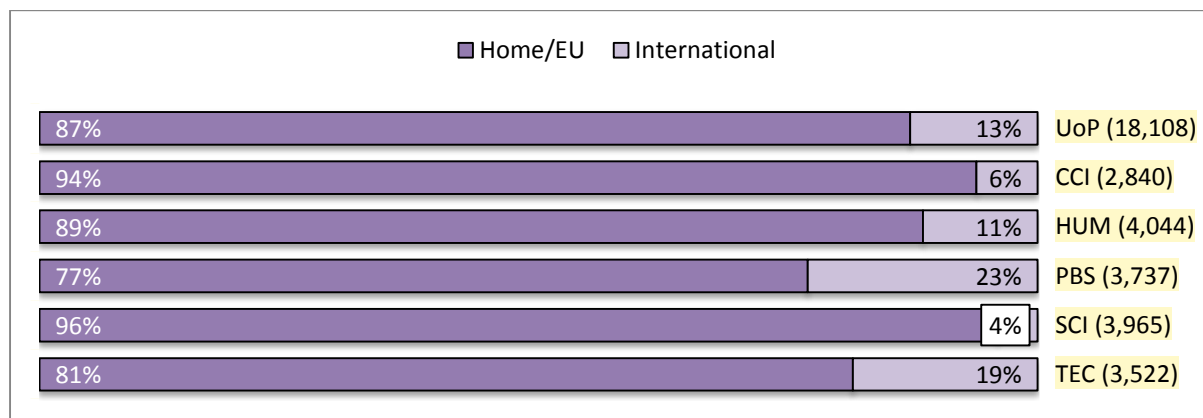


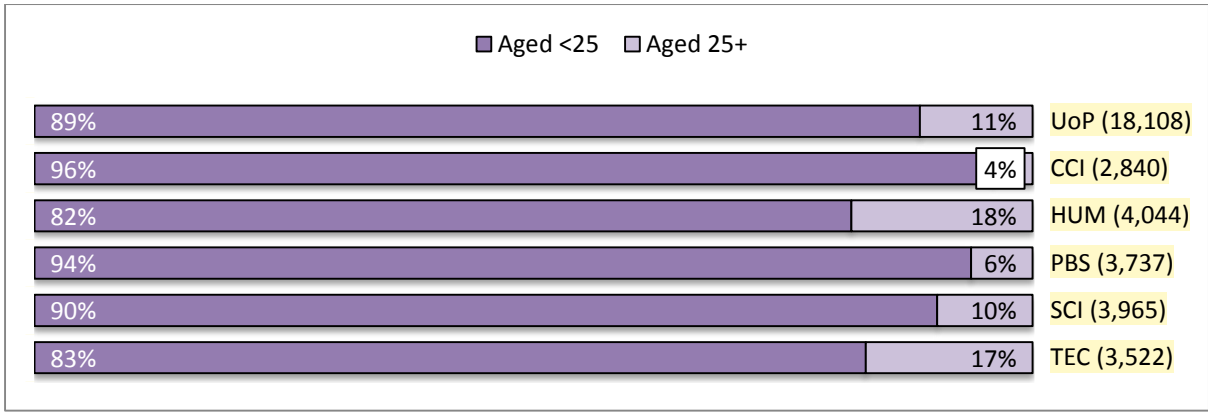
Breakdown of the LGB/Other category



1.5 Faculty Composition, by characteristic

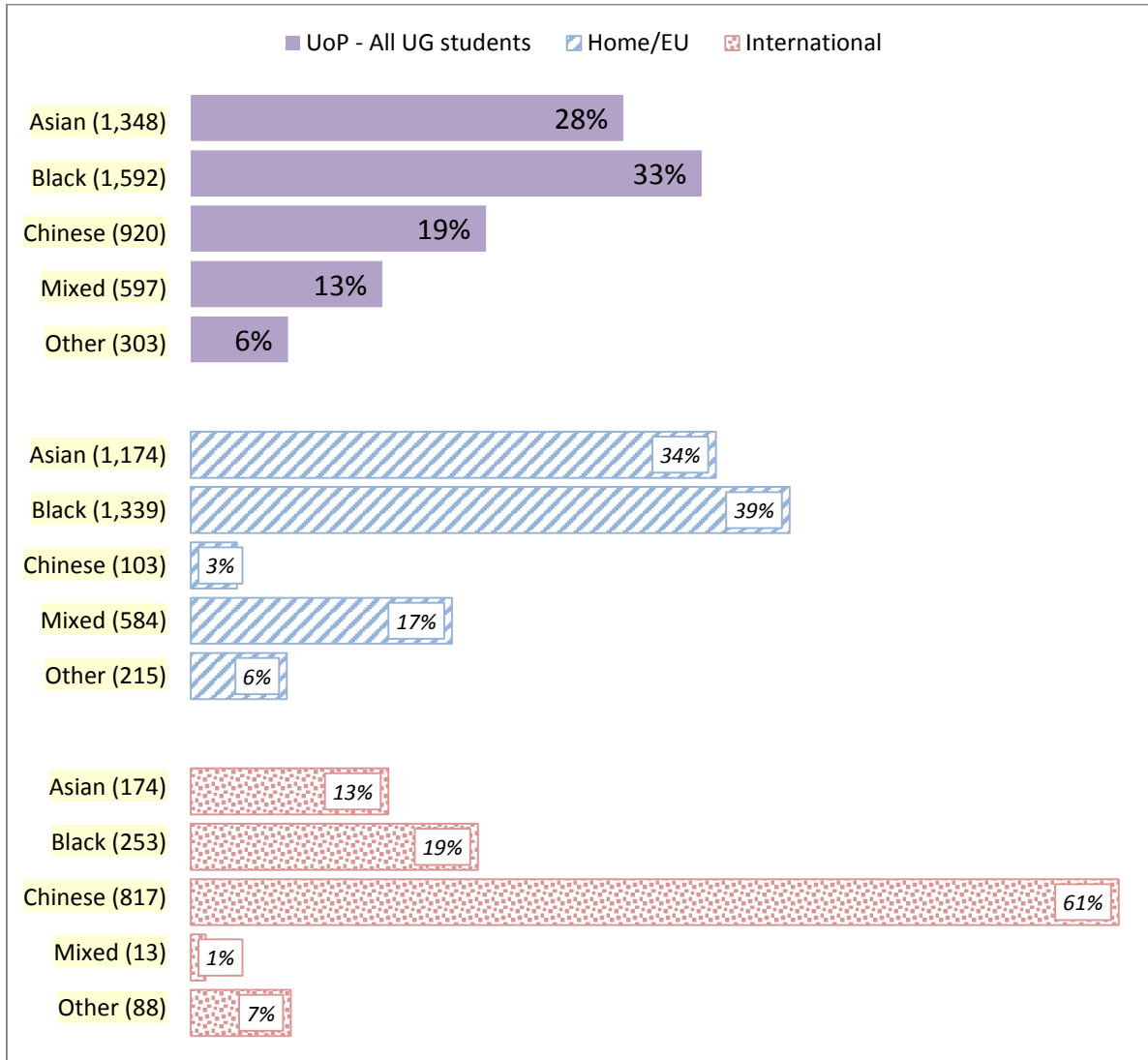
A faculty breakdown of the undergraduate student population at the university in 2014/15





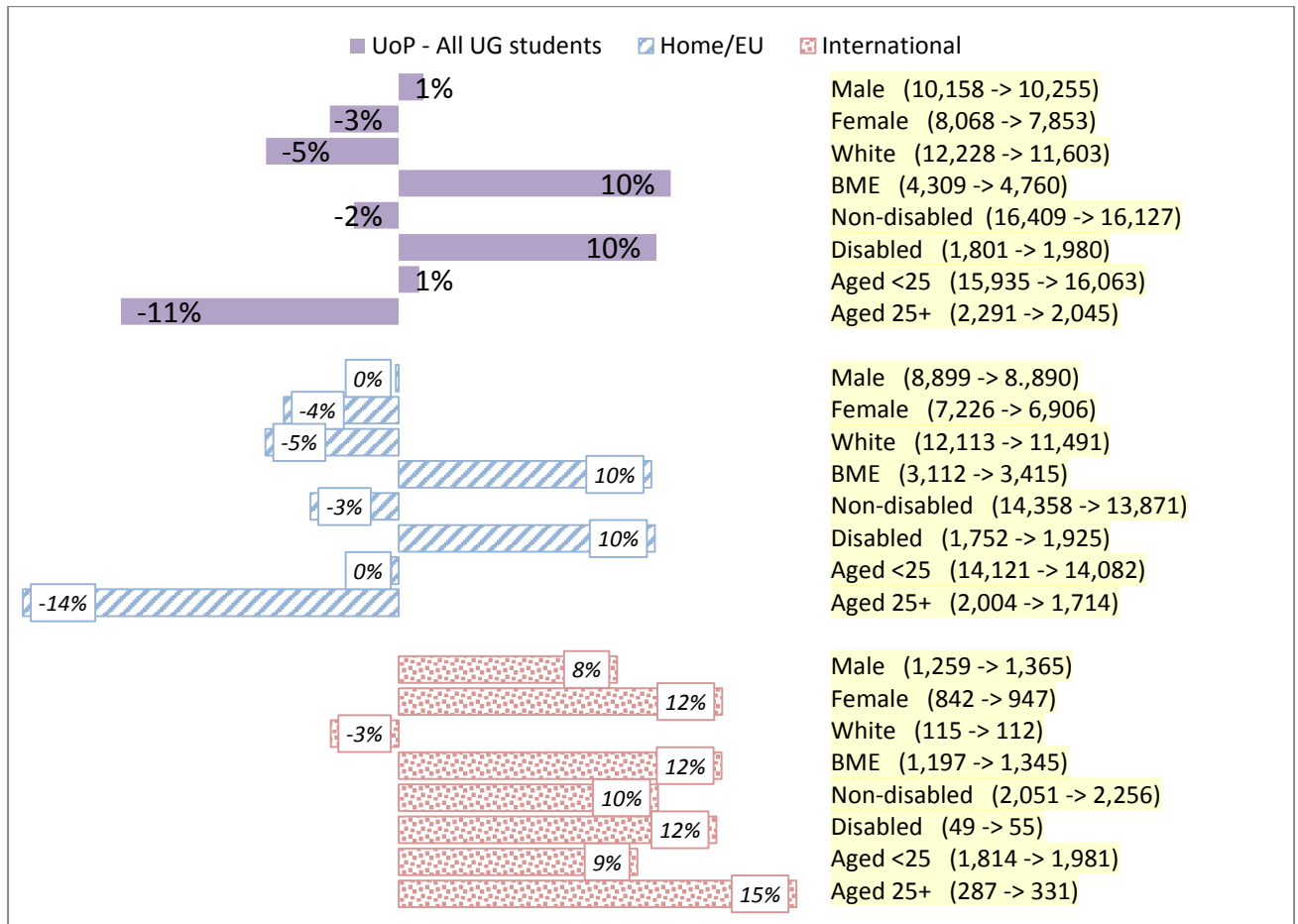
1.6 BME Composition

A breakdown of the BME undergraduate student population in 2014/15, by ethnic grouping

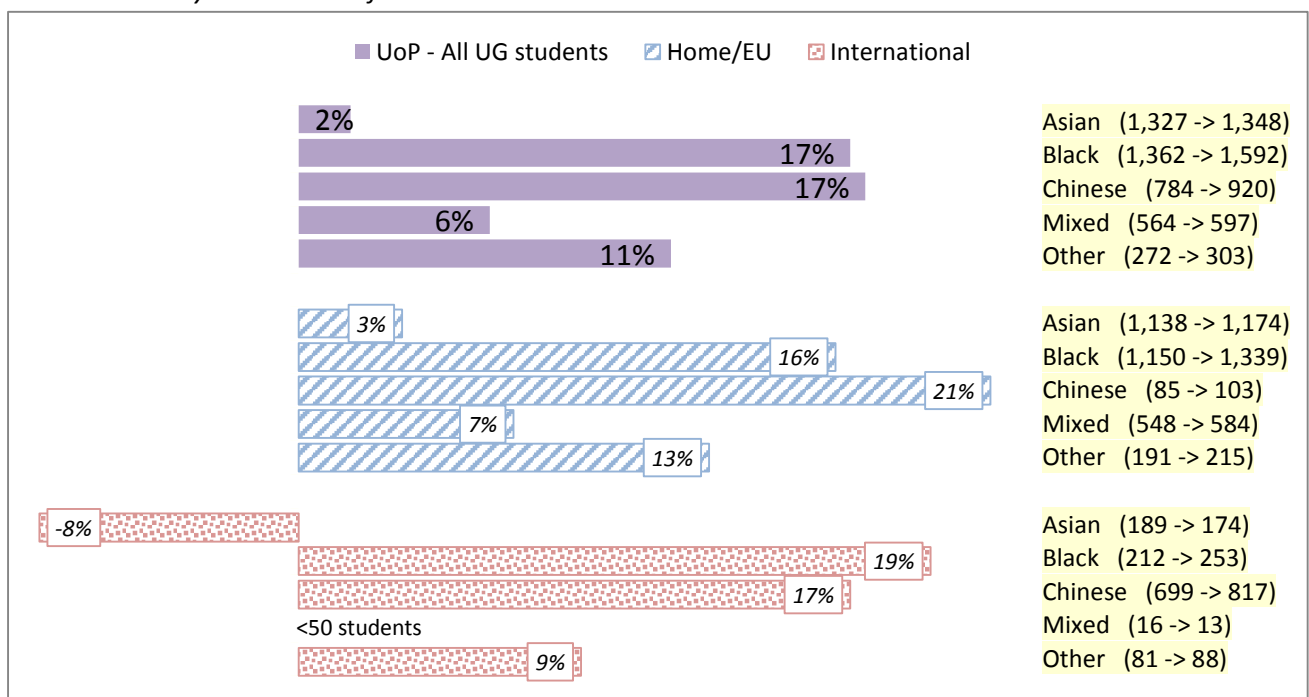


1.7 Changes in Composition

The proportional change in the number of undergraduate students, between 13/14 & 14/15



Ethnicity breakdown of the BME increase

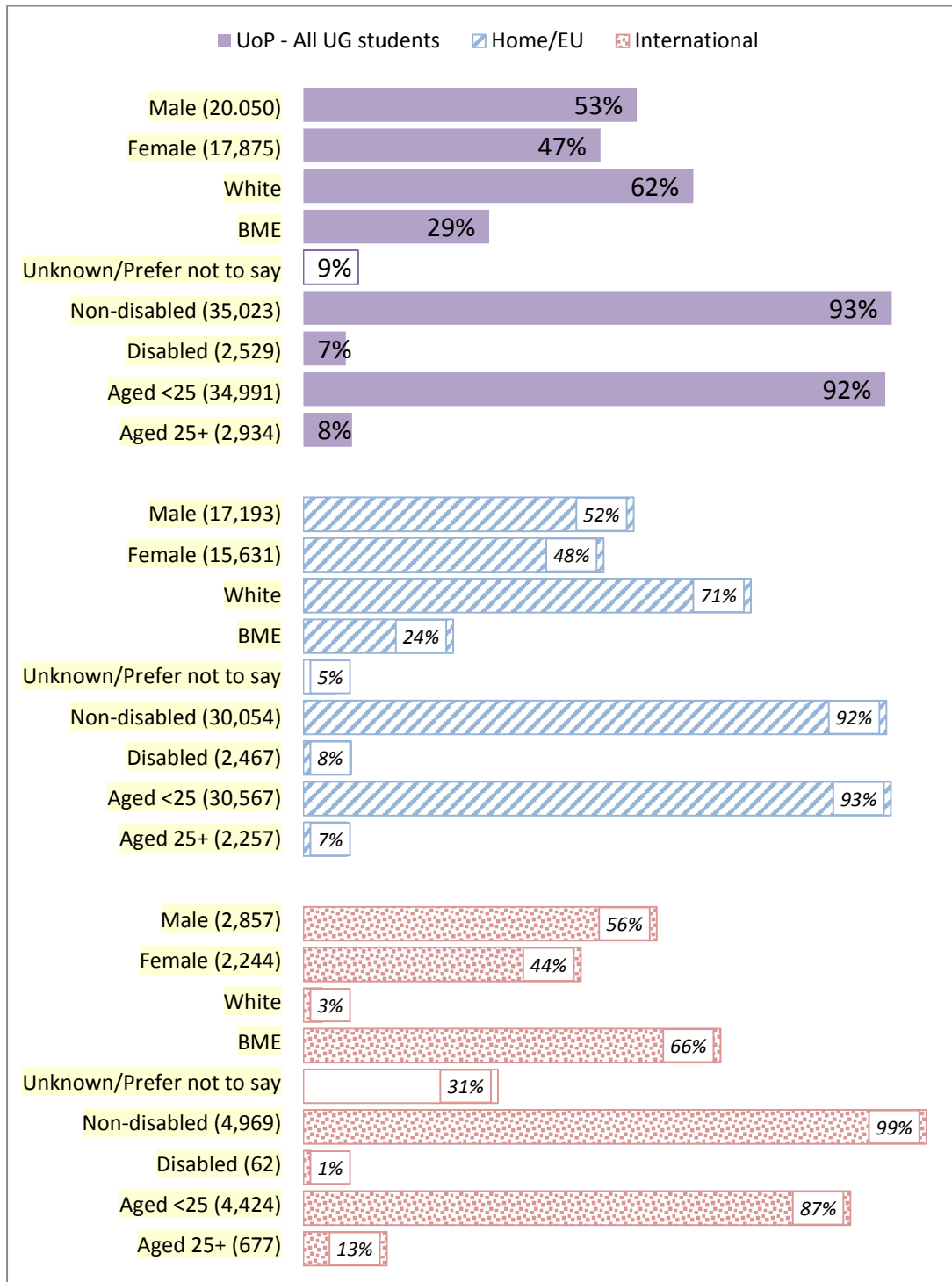


2. Applications

- There were approximately 38,000 applications submitted for 2014/15 academic year.
- 13.5% of the applications came from international students, from outside the EU.
- Only 22% of student applications contained ethnicity data. Therefore the white and BME proportions reported in sections 2.1 to 2.4 are estimates based on the data available
- Applications submitted by those aged 25 or over, were 22 percentage points less likely to lead to an offer of a placement, than applications submitted those aged younger than 25.
- 42% of offers made to people aged 25 or over were accepted, whereas only 20% of offers made to people aged younger than 25 were accepted.
- The data shows a higher acceptance rate for disabled students (32%), when compared to non-disabled students (21%). One reason for this may be due to a person not declaring a disability at the application stage, and then declaring this once the offer has been accepted.
- Only 8% of applications were received from those aged 25 or over
- There were large year to year increases in applications (20.6%), offers (21.5%) and entrants (19.1%) for those of BME ethnicity
- Despite an increase of 14.3% in the number of females who were offered a place at the university, the number of new female entrants increased by only 1.1%
- Despite an increase of 5.2% in the number of people aged 25 or over who were offered a place at the university, the number of new entrants in this age category declined by 18.2%

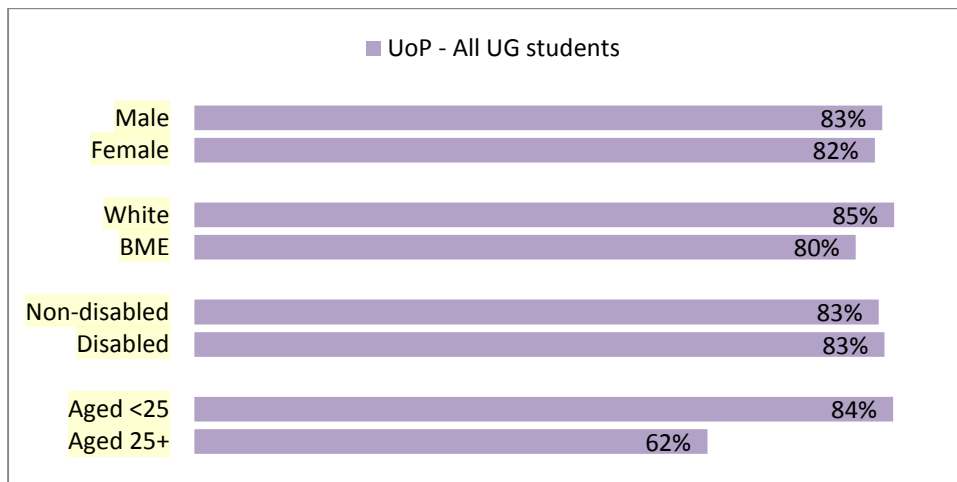
2.1 University Applications, by characteristic

A breakdown of the undergraduate student applications received by the university in 2014/15



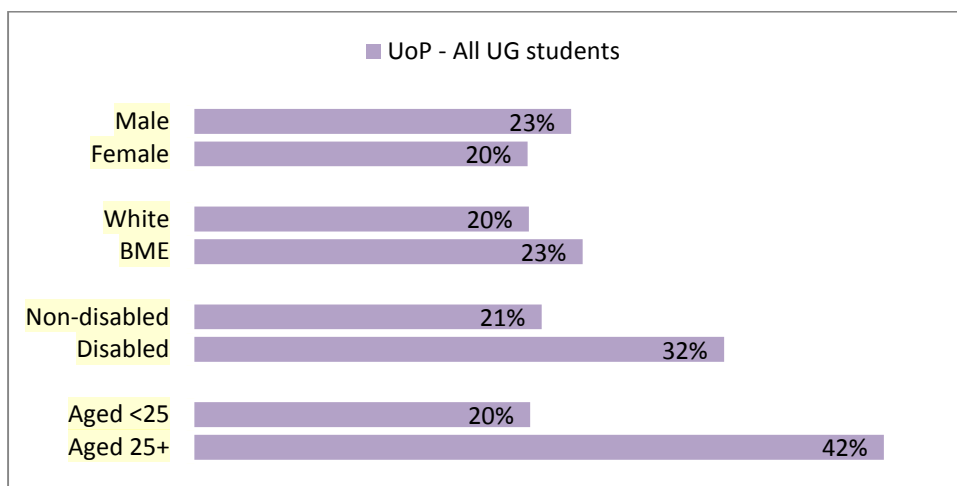
2.2 University Applications and Offers

The proportion of applications which led to an offer



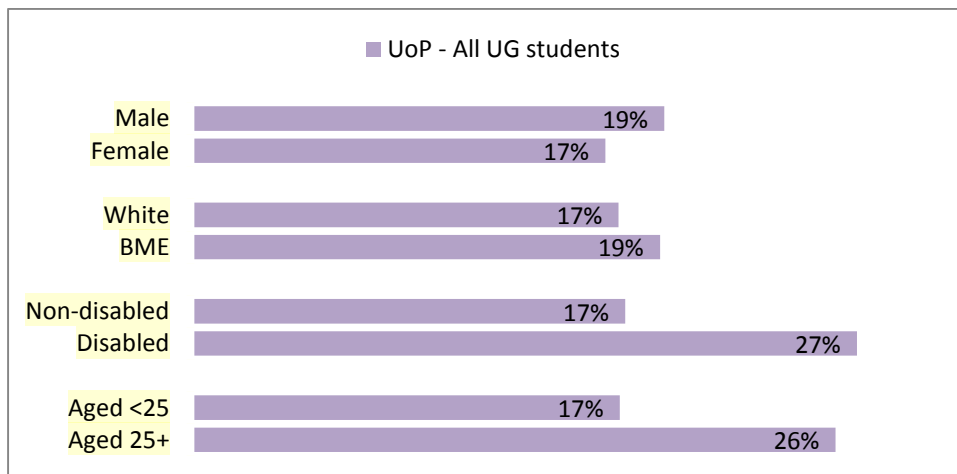
2.3 University Offers and Entrants

The proportion of offers which led to a new entrant



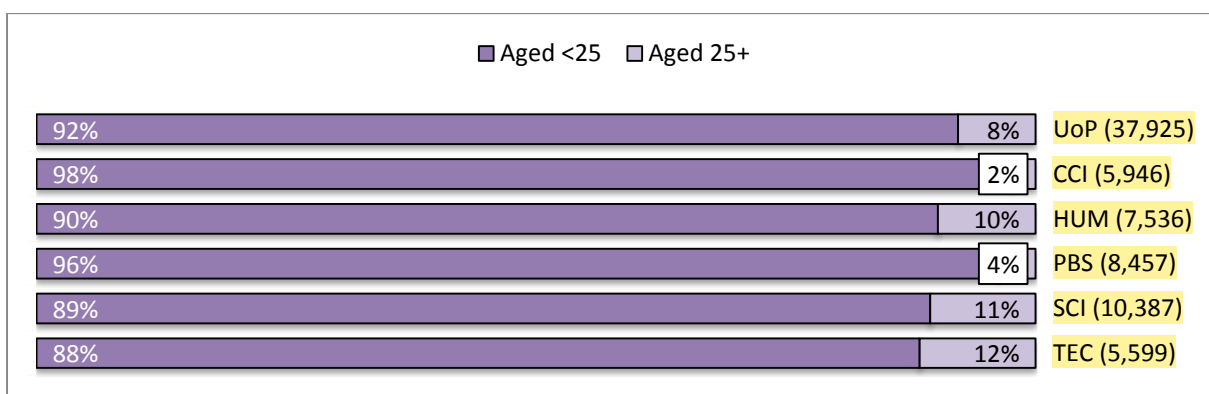
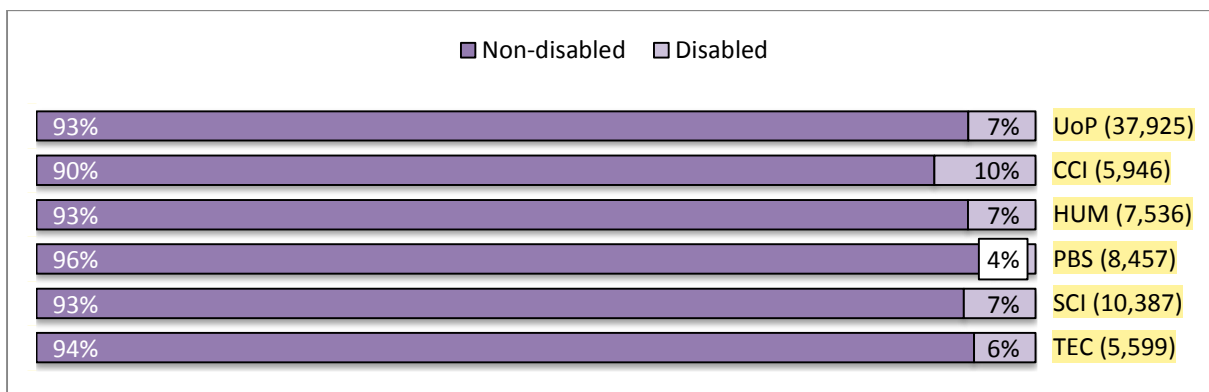
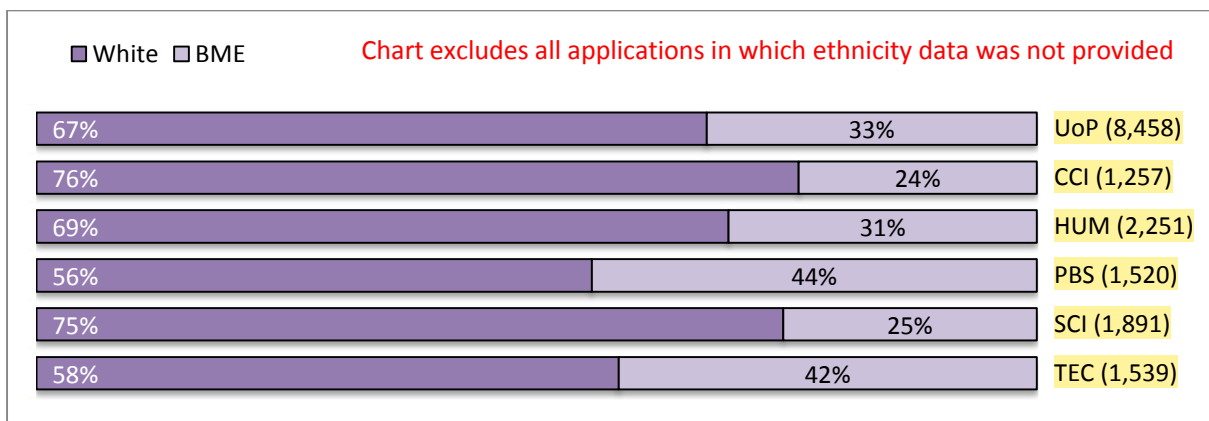
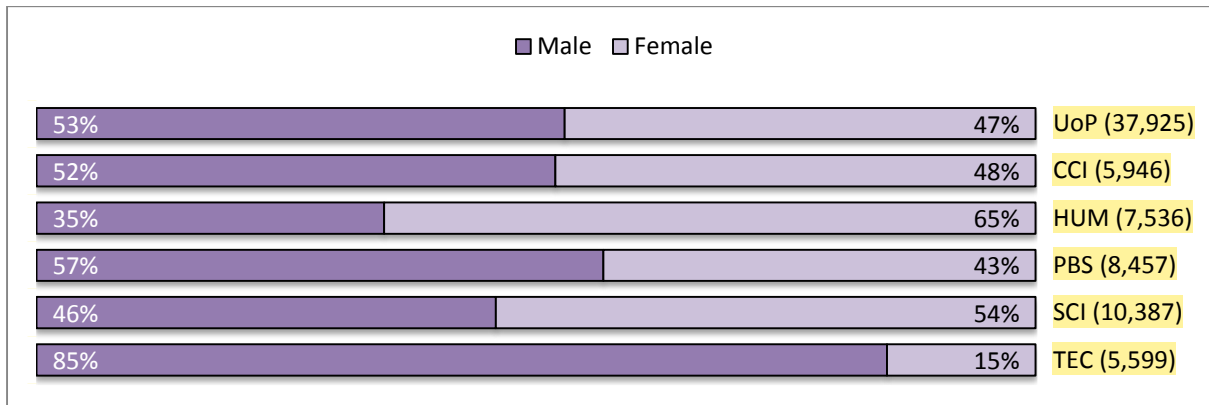
2.4 University Applications and Entrants

The proportion of applications which led to a new entrant



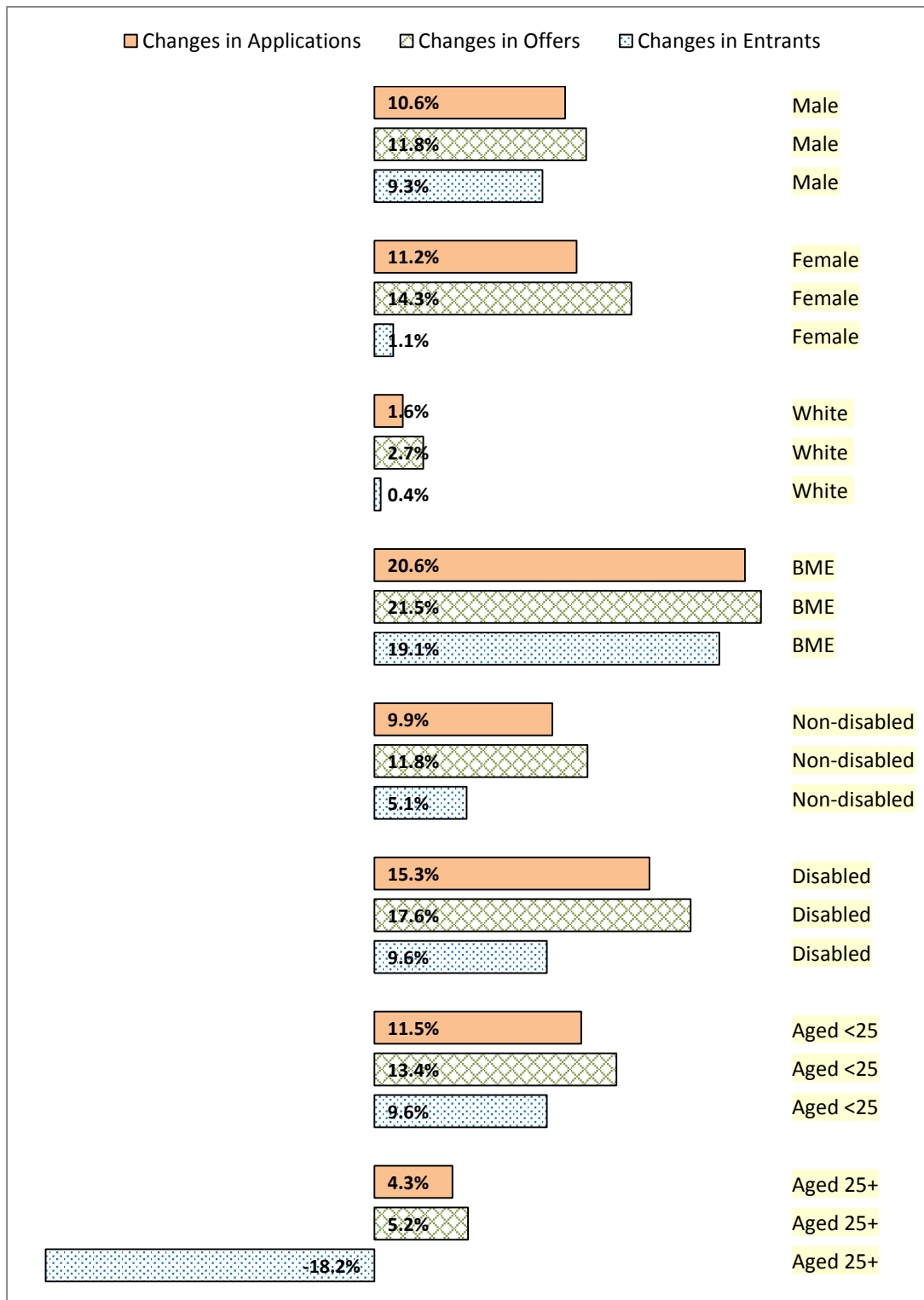
2.5 Faculty Applications, by characteristic

A faculty breakdown of the undergraduate student applications received by the university in 2014/15



2.6 Changes in Applications, Offers and Entrants

The proportional change in the total number of applications, offers and new entrants between 2013/2014 and 2014/2015



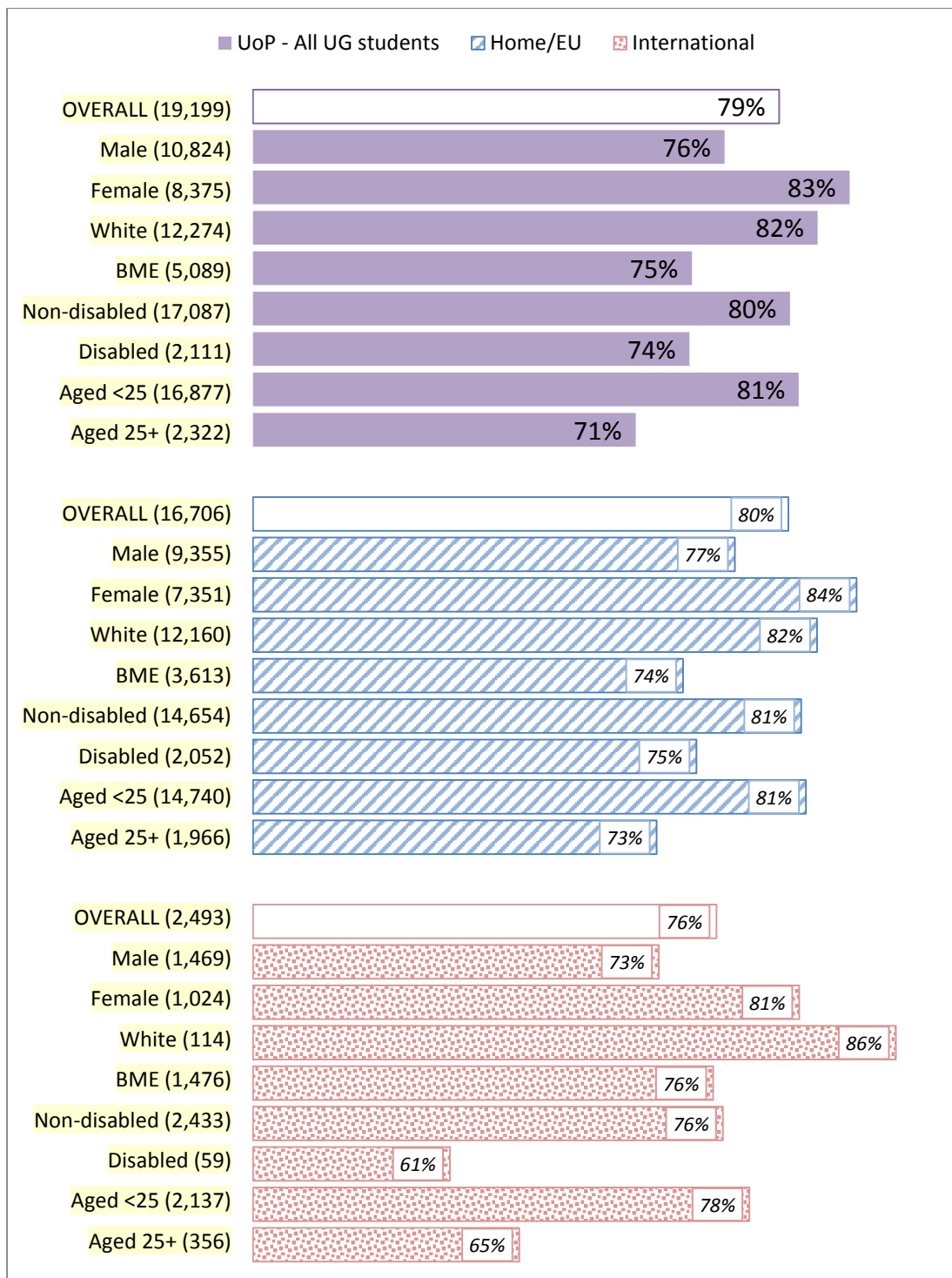
3. Progression

Students who do not progress do not necessarily withdraw from study, but may instead be deferring or repeating.

- The difference in progression rates for female/male, BME/white, disabled/non-disabled and those aged <25/25+ are all highly statistically significant.
- Black students are the ethnicity grouping which had the lowest progression rates for both Home/EU (70%) and International (65%)
- Progression rates for international students have declined in each of the protected characteristic categories.
- The Faculty of Science had the highest progression rate in each of the protected characteristics.
- A higher proportion of female students progressed in all faculties, with gaps ranging from 7.6% (SCI) to 1.0% (HUM)
- A higher proportion of white students progressed in all faculties, with gaps ranging from 10.3% (TEC) to 2.9% (SCI)
- A higher proportion of non-disabled students progressed in all faculties, with gaps ranging from 9.2% (SCI) to 2.4% (TEC)
- A higher proportion of students aged <25 progressed in all faculties, with gaps ranging from 16.1% (HUM) to 2.9% (SCI)
- A higher proportion of students from low participation neighbourhoods progressed successfully, when compared to students who were not from low participation neighbourhoods.

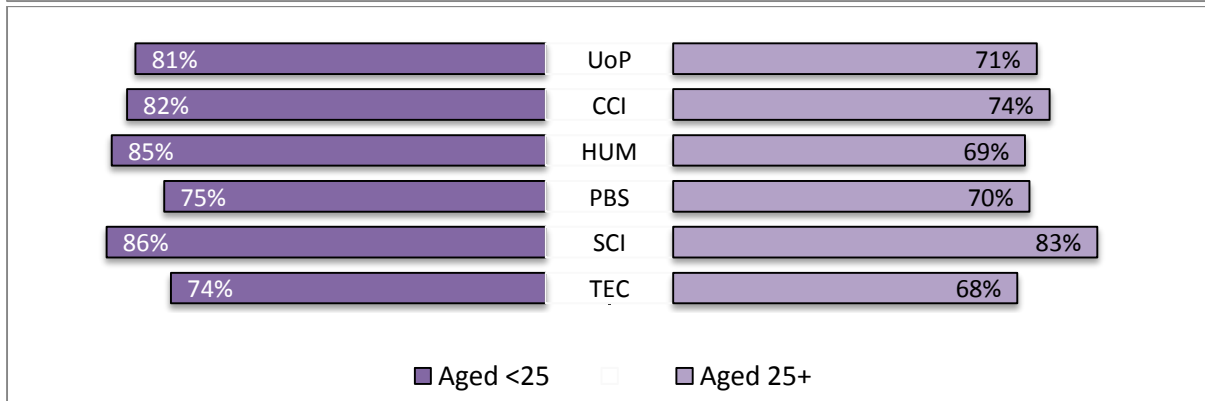
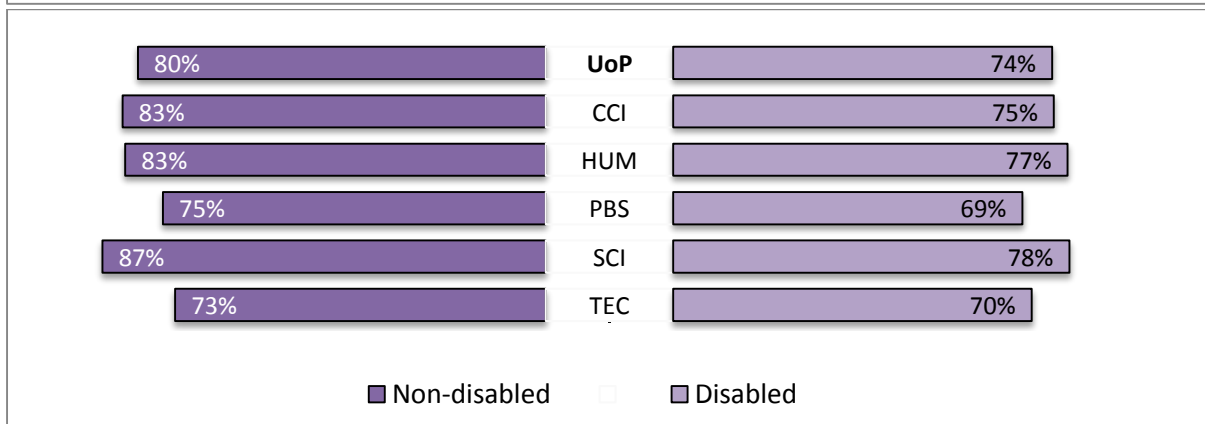
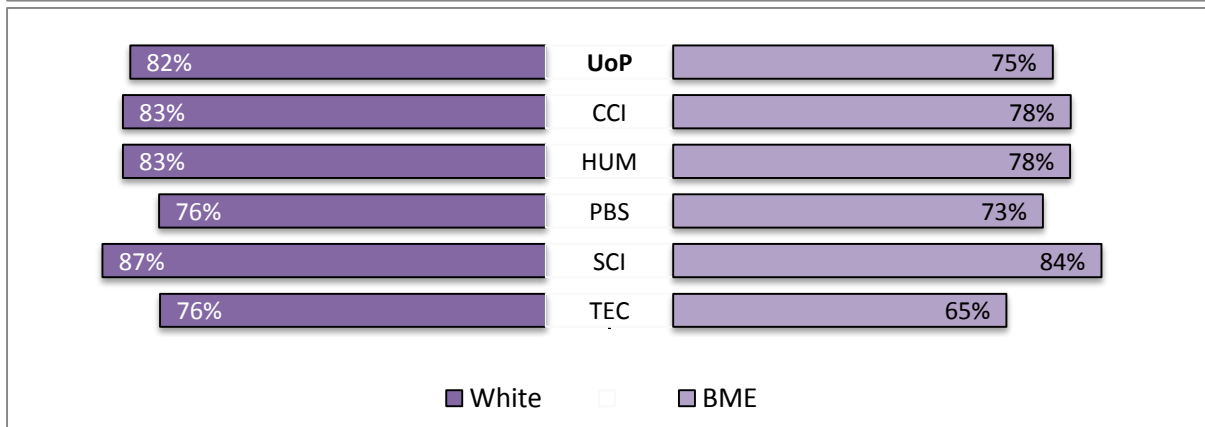
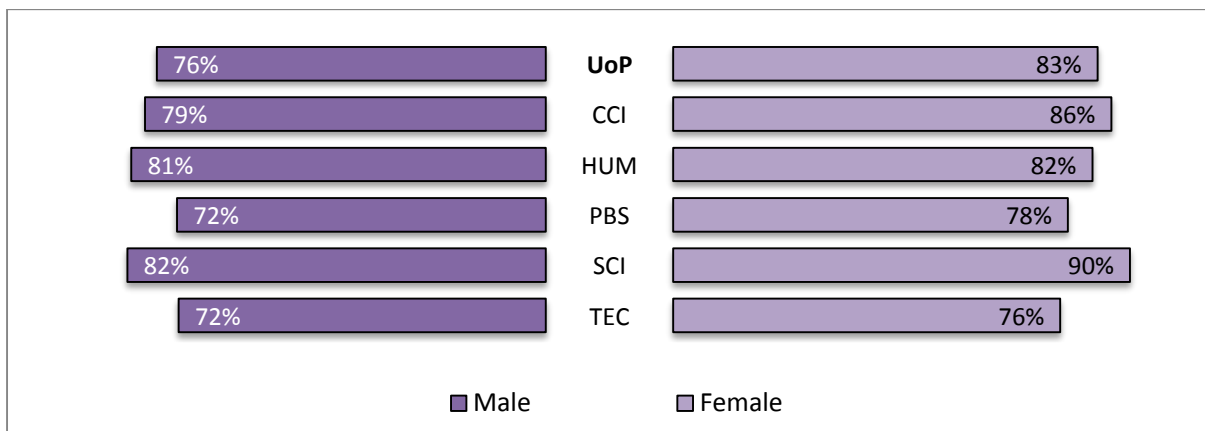
3.1 University Progression, by characteristic

The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2014/15 academic year



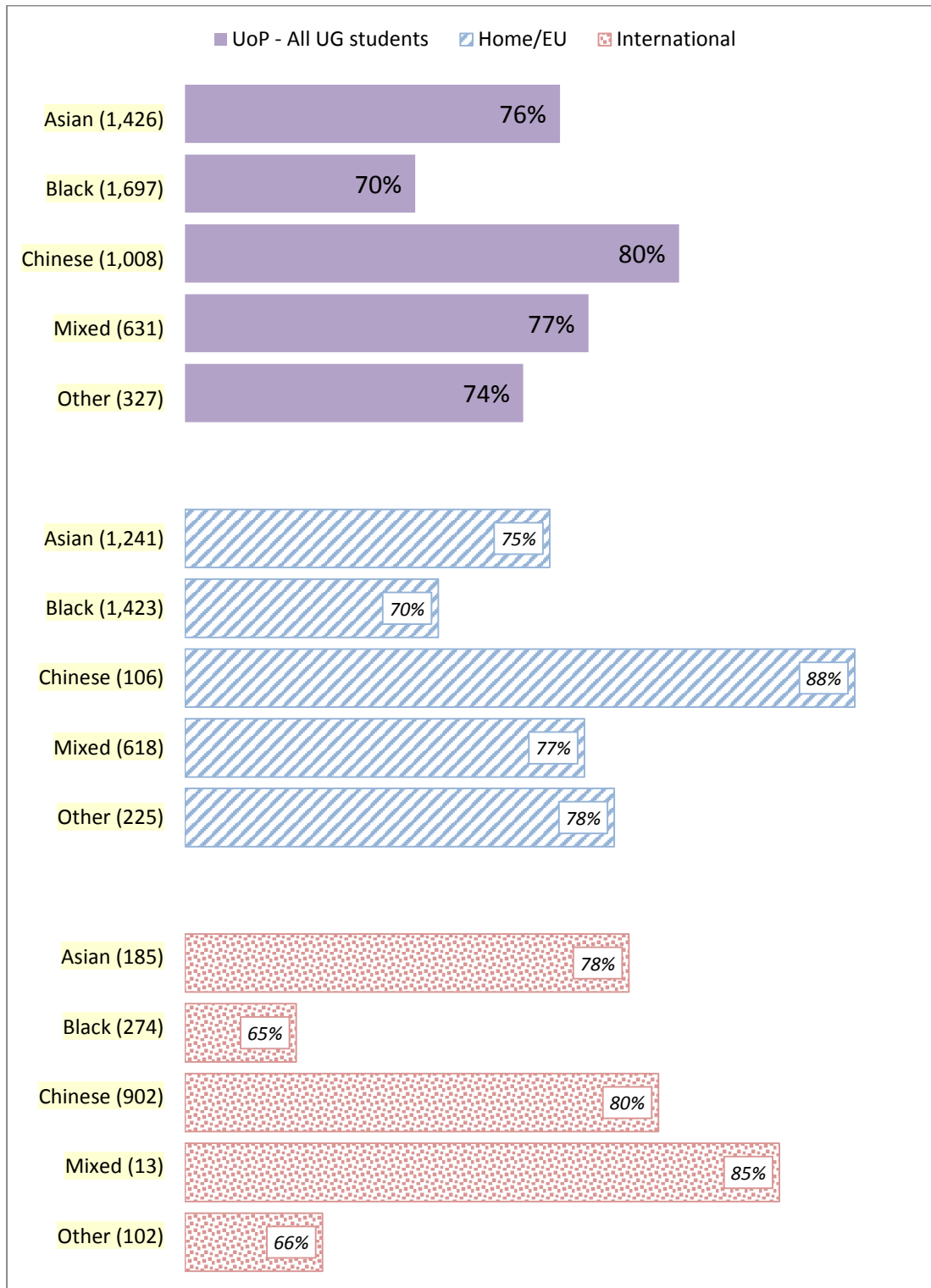
3.2 Faculty Progression, by characteristic

The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2014/15 academic year, by faculty



3.3 BME Progression

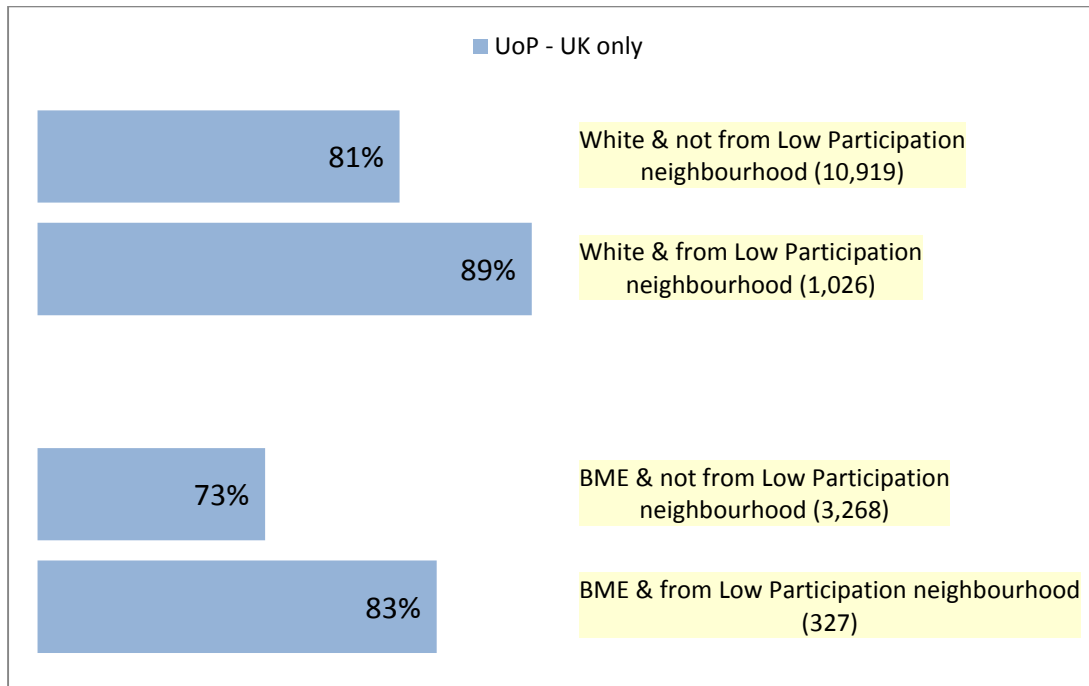
The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2014/15 academic year, by ethnic grouping



3.4 Widening Participation Progression

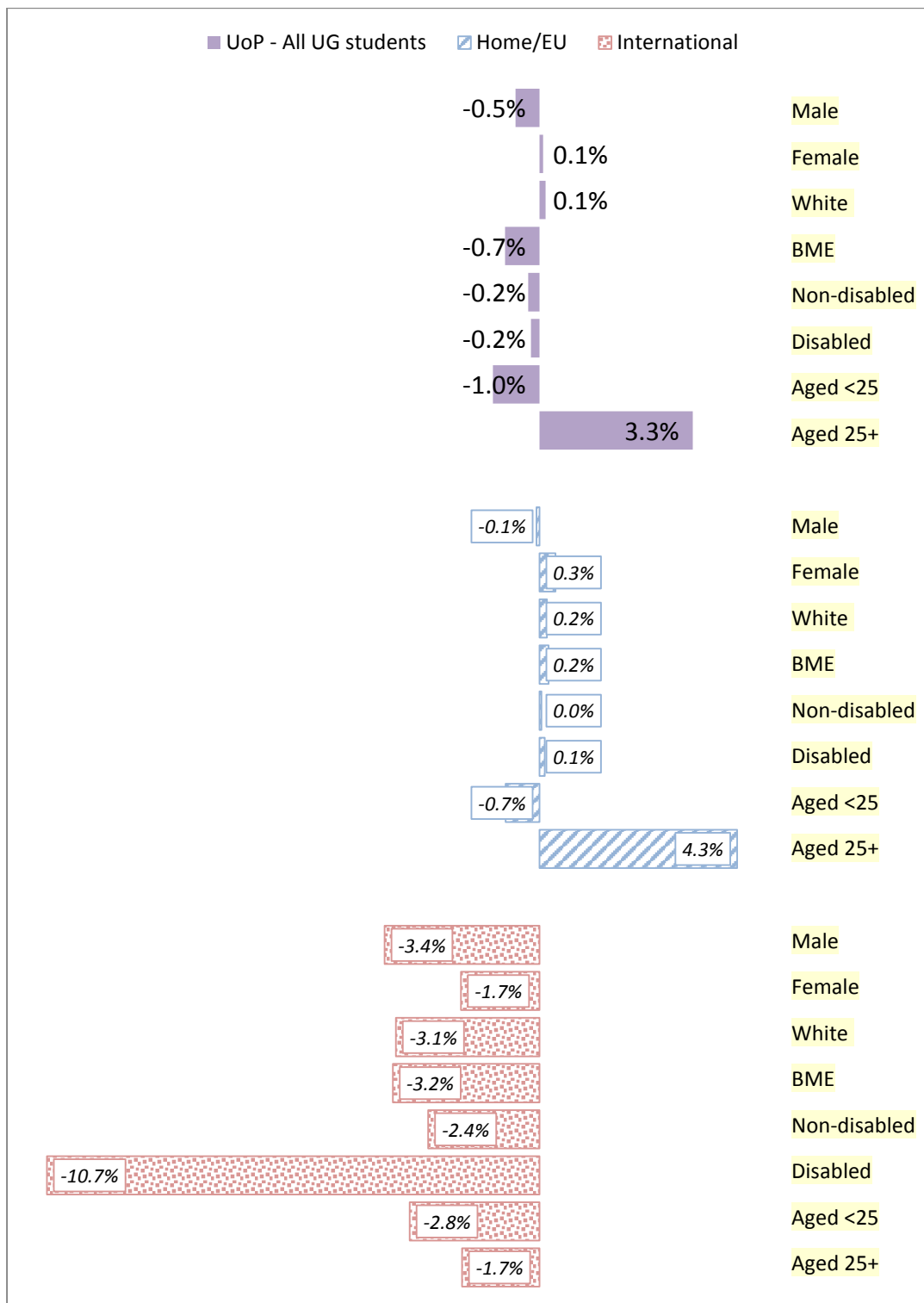
The proportion of 'low participation neighbourhood' students who were successful in progressing to the next stage of their course in the 2014/15 academic year

Students are allocated into five quintile groups of areas ordered from '1' (wards with the lowest participation) to '5' (wards with the highest participation), each representing 20% of UK young cohort. Students have been allocated to neighbourhoods on the basis of their postcode. Those students who fall within wards with the lowest participation are denoted as being from a low participation neighbourhood



3.5 Changes in Progression

The percentage change in the progression rates of undergraduate students, between 2013/14 and 2014/15



4. Withdrawals

Definitions of withdrawal: Academic Failure; Health Reasons; Financial Reasons; Other Personal Reasons; Exclusion; Written off after a lapse of time; Other.

Other Personal Reasons is any reason considered personal that is not otherwise defined within the above definitions.

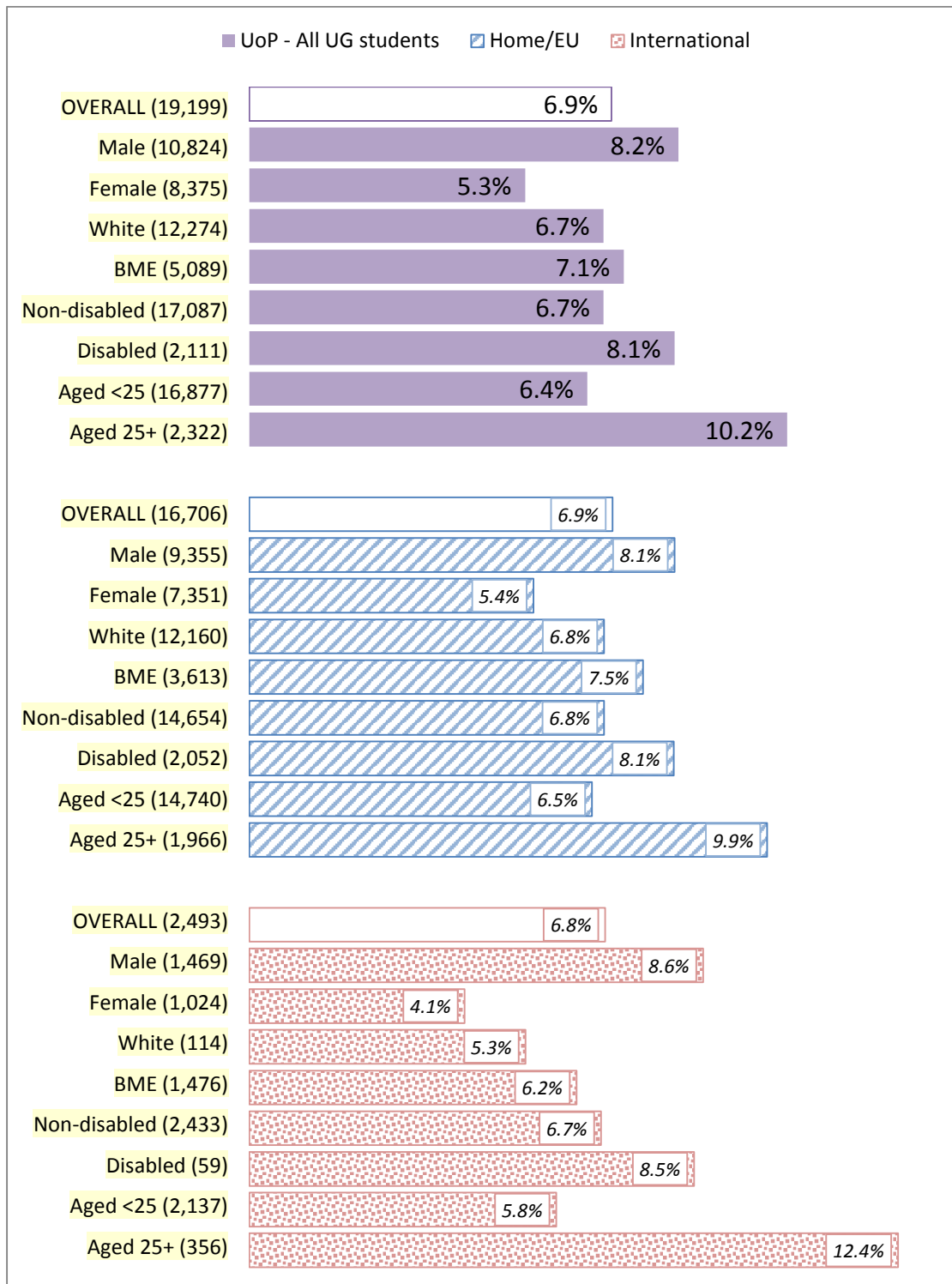
Exclusion includes: Tuition Fees; Qualification; Attendance/Assessment; ID; Halls.

Other includes: Transfer to another institution; Death; Employment; Unknown.

- The differences in the withdrawal rate percentages for male/female, non-disabled/disabled and aged <25/25+ students are all statistically significant.
- More than 10% of all students aged 25 or over withdrew from their studies.
- Students of black ethnic origin had the highest withdrawal rate percentages for both Home/EU students (8.6%) and International students (14.2%)
- 57% of BME students who withdrew, did so due to either 'academic failure' or 'exclusion'. In comparison, only 33% of white students who withdrew did so for these reasons.

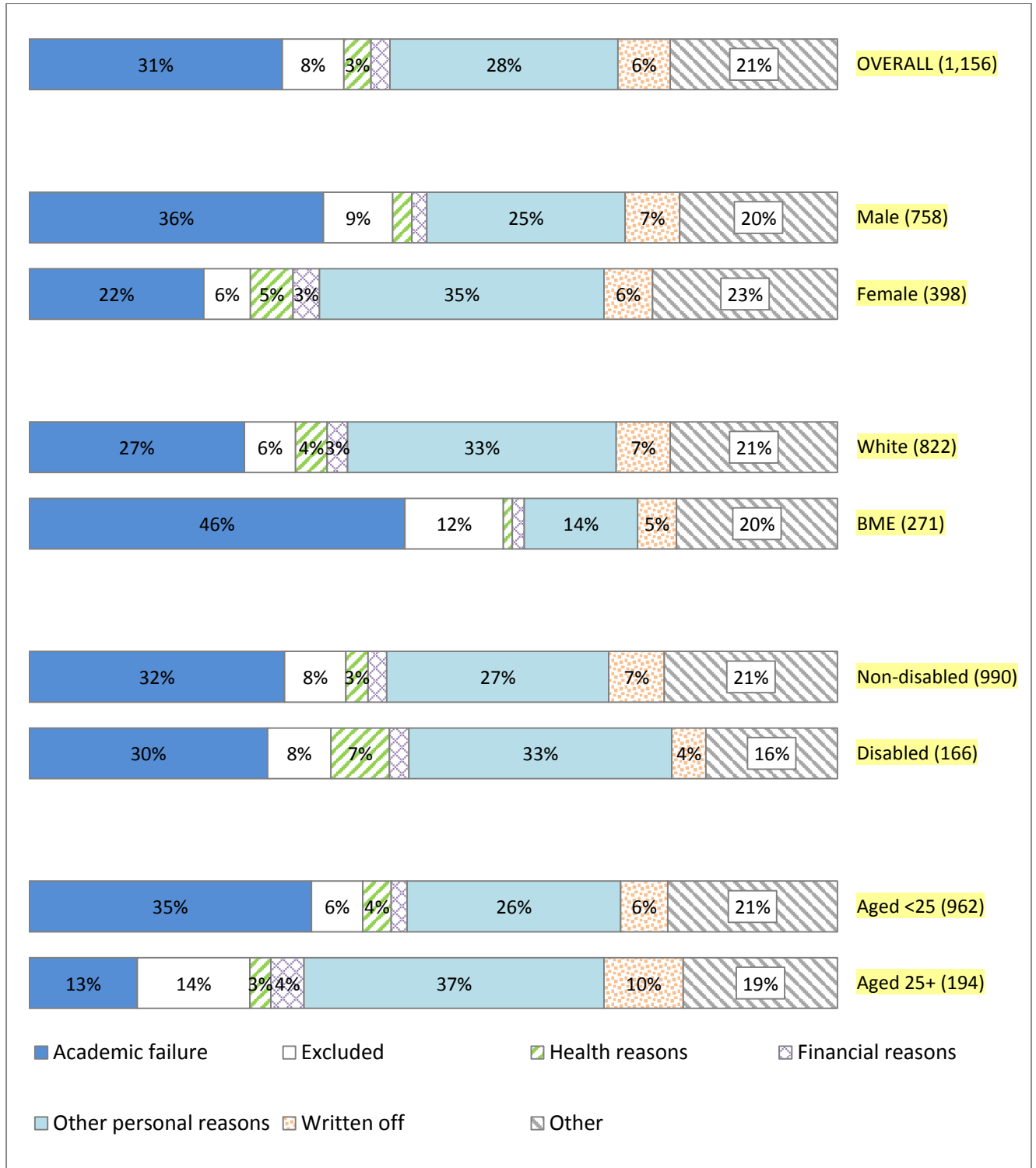
4.1 University Withdrawals, by characteristic

The proportion of undergraduate students who withdrew from study in the 2014/15 academic year



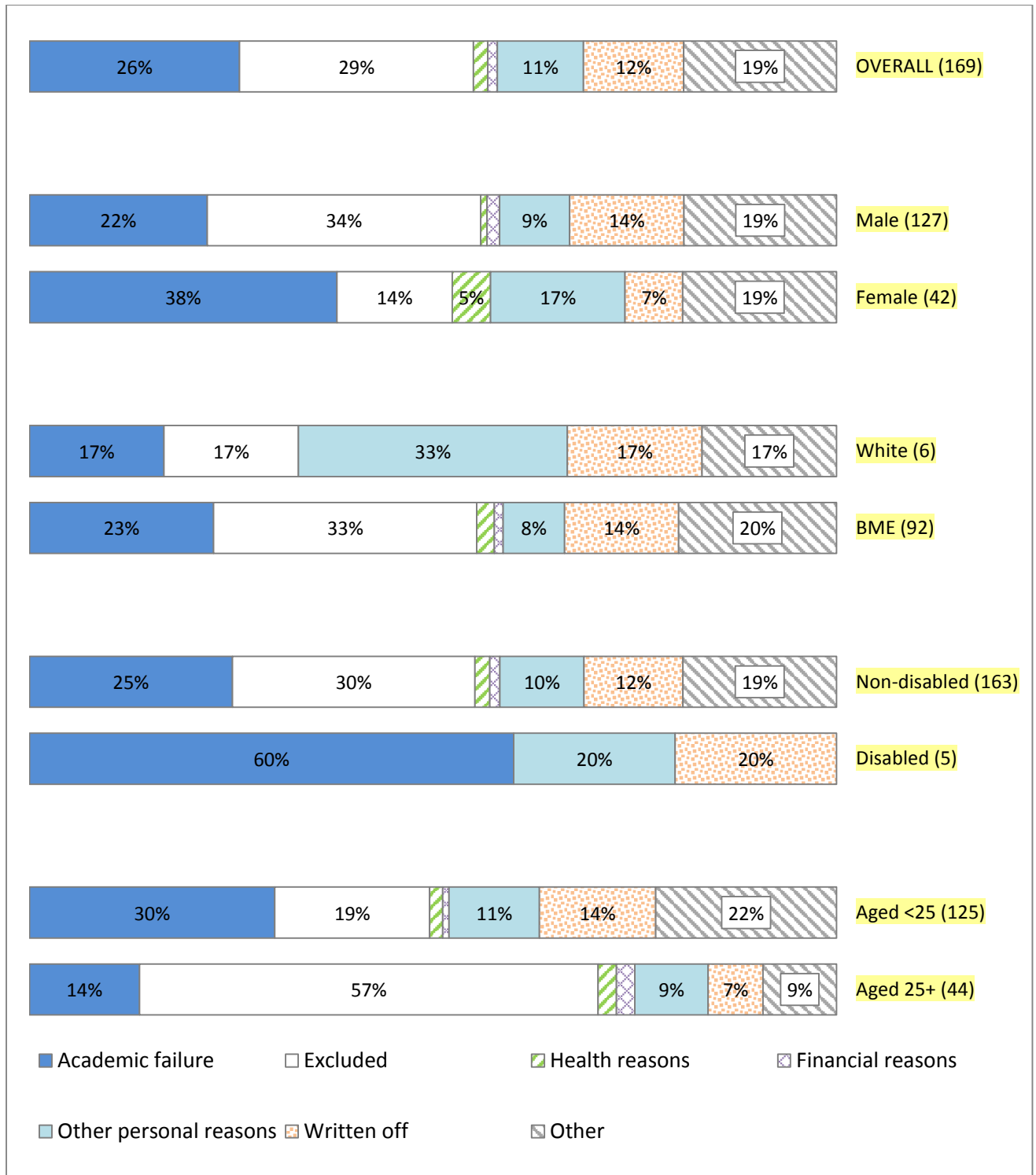
4.2 Reasons for Withdrawals – Home/EU students

The distribution of withdrawal reasons for undergraduate students in the 2014/15 academic year



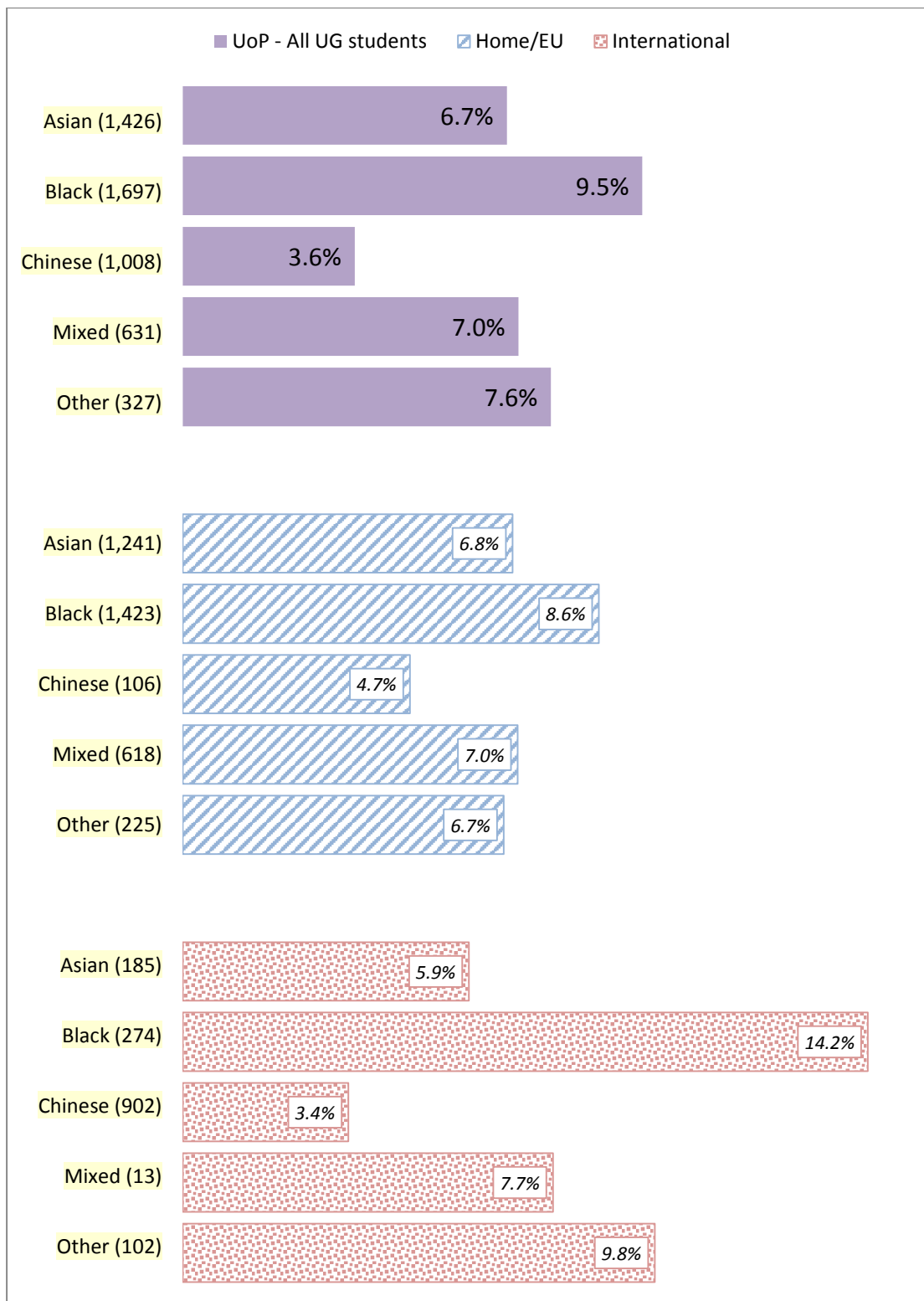
4.3 Reasons for Withdrawals – International students

The distribution of withdrawal reasons for undergraduate students in the 2014/15 academic year



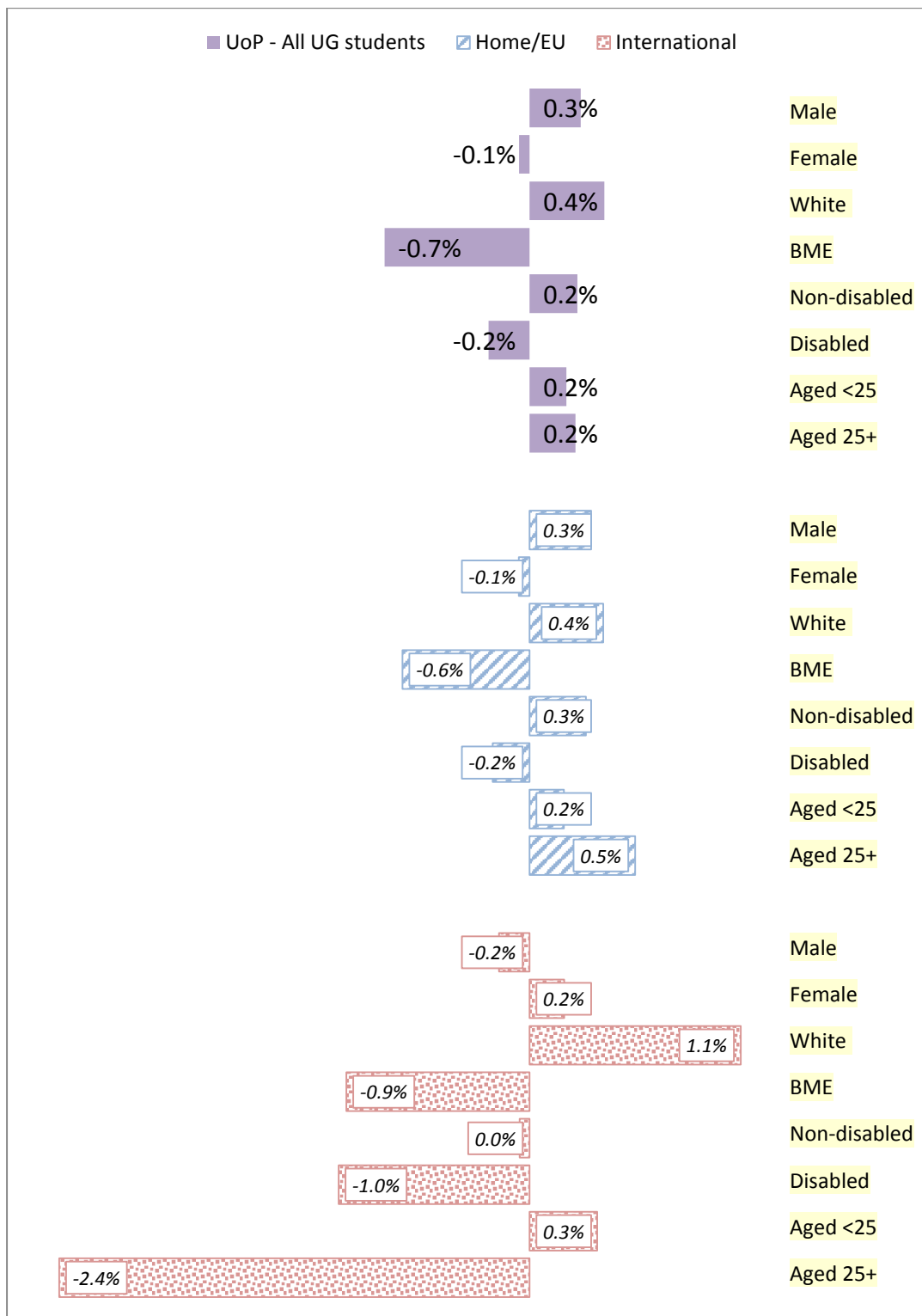
4.4 BME Withdrawals

The proportion of BME undergraduate students who withdrew from study in the 2014/15 academic year



4.5 Changes in Withdrawals

The percentage change in withdrawal rates of undergraduate students, between 2013/14 and 2014/15

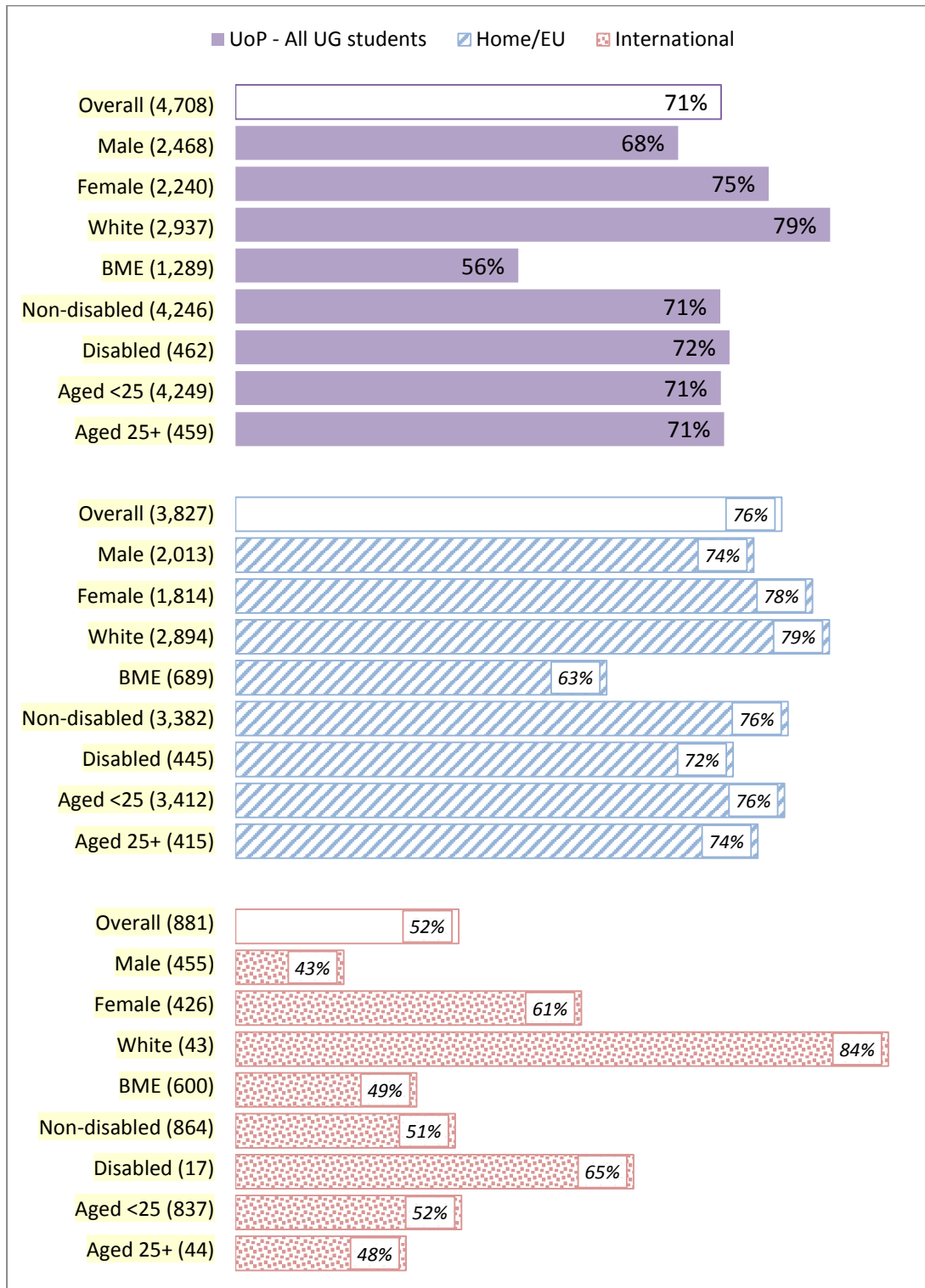


5. Classifications

- The University outperformed the UK benchmark in each protected characteristic.
- Female students continue to outperform their male counterparts, with a 4% 'good degree' attainment gap for home/EU students, however this gap has reduced from 7% in 2013/14.
- For International students, the 'good degree' attainment gap between the genders was 18%. The gap was only 1% in 2013/14.
- White students continued to outperform their BME counterparts, with a 16% 'good degree' attainment gap for home/EU students.
- Only 54% of Black home/EU students achieved a 'good degree'. This compares to 79% of White students and 67% of Asian students.
- At a faculty level; the widest gender attainment gap for home/EU students, was in the Faculty of Science (85% to 73%)
- At a faculty level; the ethnicity attainment gap for home/EU students was at least 17% in all faculties, with the exception of the Faculty of Science where the gap was just 4%
- At a faculty level, non-disabled home/EU students outperformed disabled students in all faculties with the exception of the Business School.
- The difference between the proportion of disabled and non-disabled students attaining a good degree is not statistically significant, nor is the difference between students aged under 25 and 25 or over.
- Each of the faculties had statistically significant differences in at least one characteristic, when comparing the attainment gap of their home/EU students
 - Faculty of Creative & Cultural Industries (ethnicity)
 - Faculty of Humanities & Social Sciences (ethnicity)
 - Portsmouth Business School (ethnicity & age)
 - Faculty of Science (gender)
 - Faculty of Technology (ethnicity & age)
- Home/EU students aged 25 or over had the highest proportion of both First class degrees (32%) and 3rd class degrees (7%).
- Only 16% of home/EU BME students achieved a 1st class degree classification. No other protected characteristic is below 23%
- The difference in attainment rates between students from low participation neighbourhoods, and students not from low participation neighbourhoods, was not statistically significant.

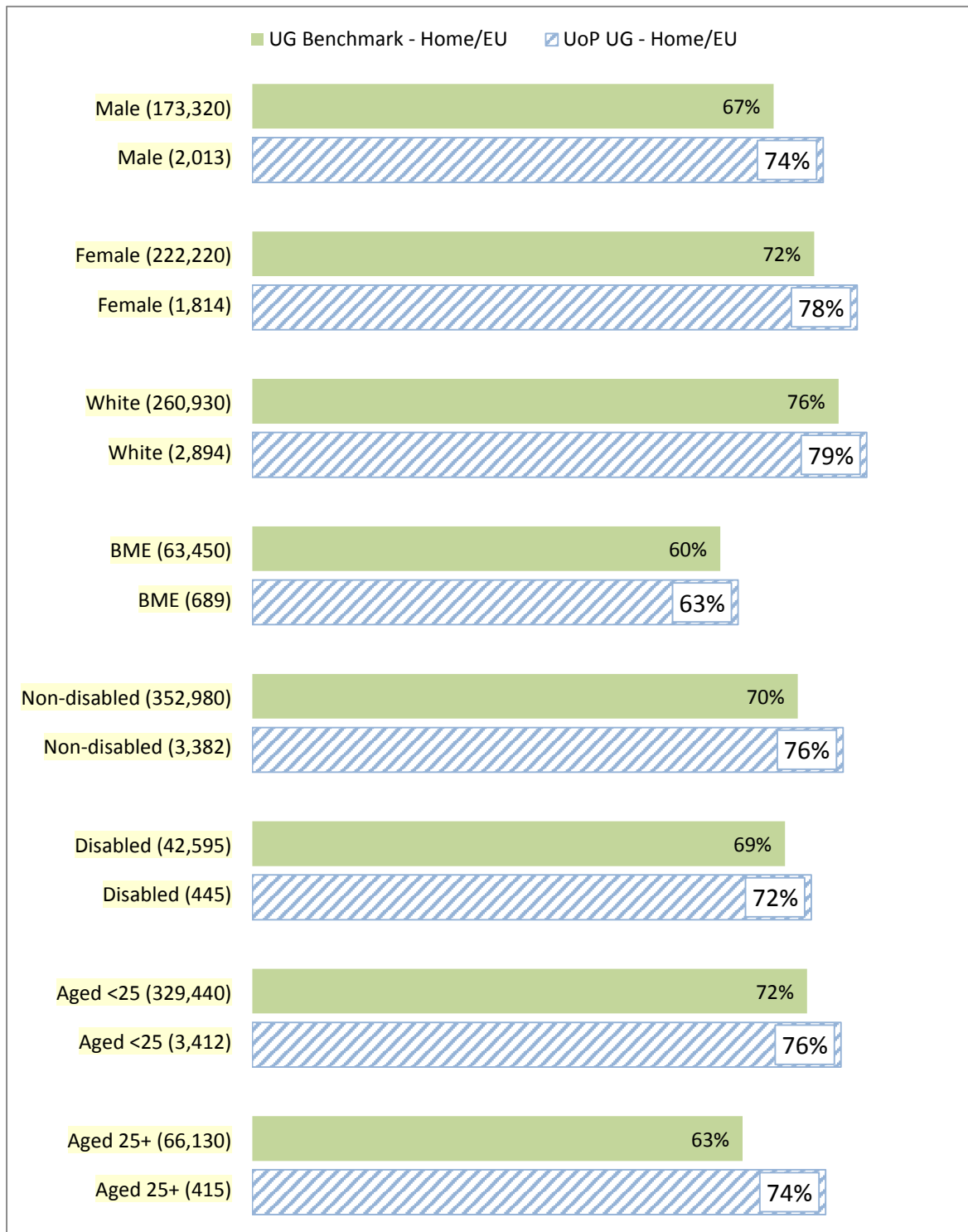
5.1 University 'Good Degrees', by characteristic

The proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



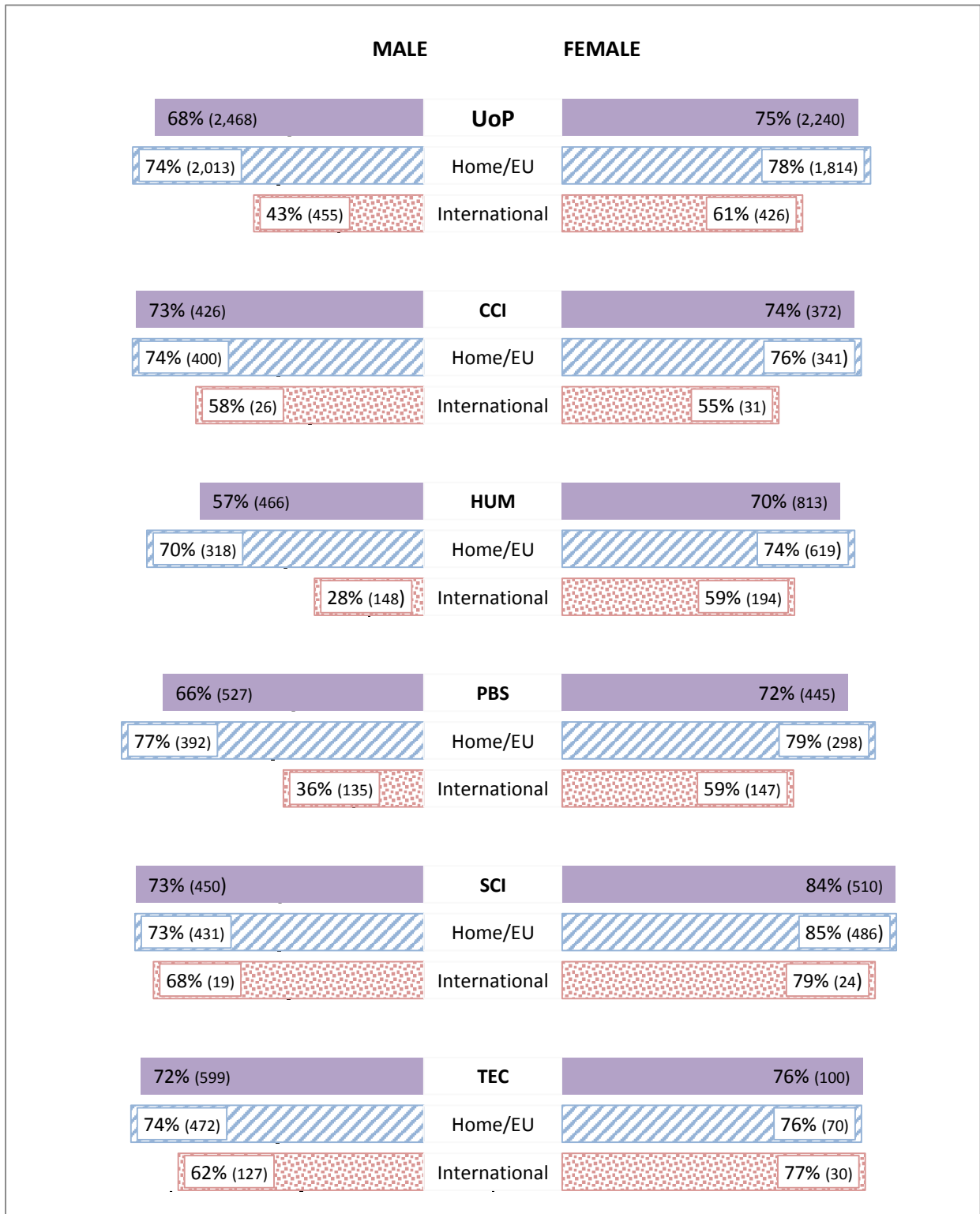
5.2 University 'Good degrees' - UK benchmark

Comparing the proportion of undergraduate home & EU students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year, against the ECU national benchmarks for **2013/14**



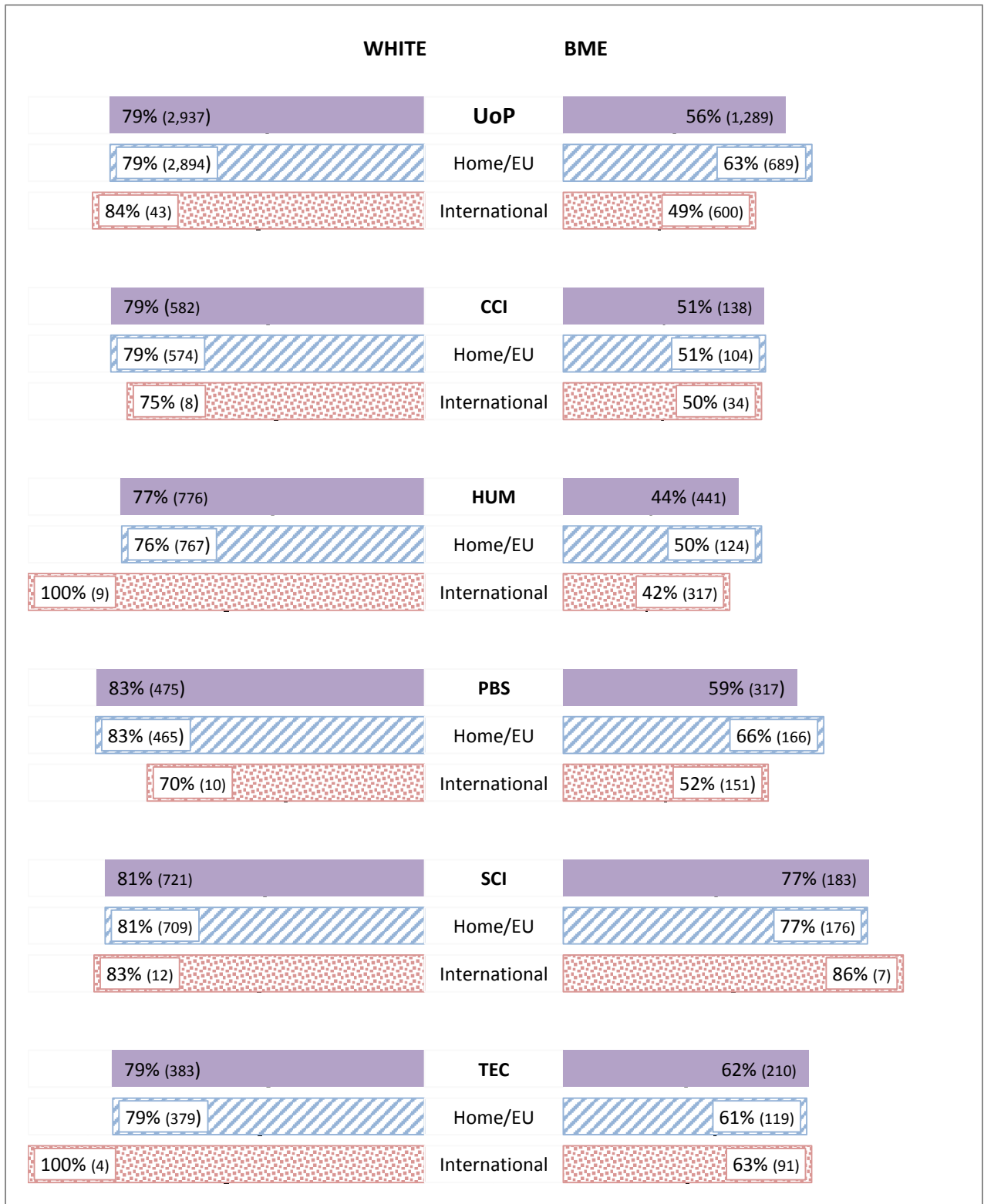
5.3 Faculty 'Good Degrees', by gender

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



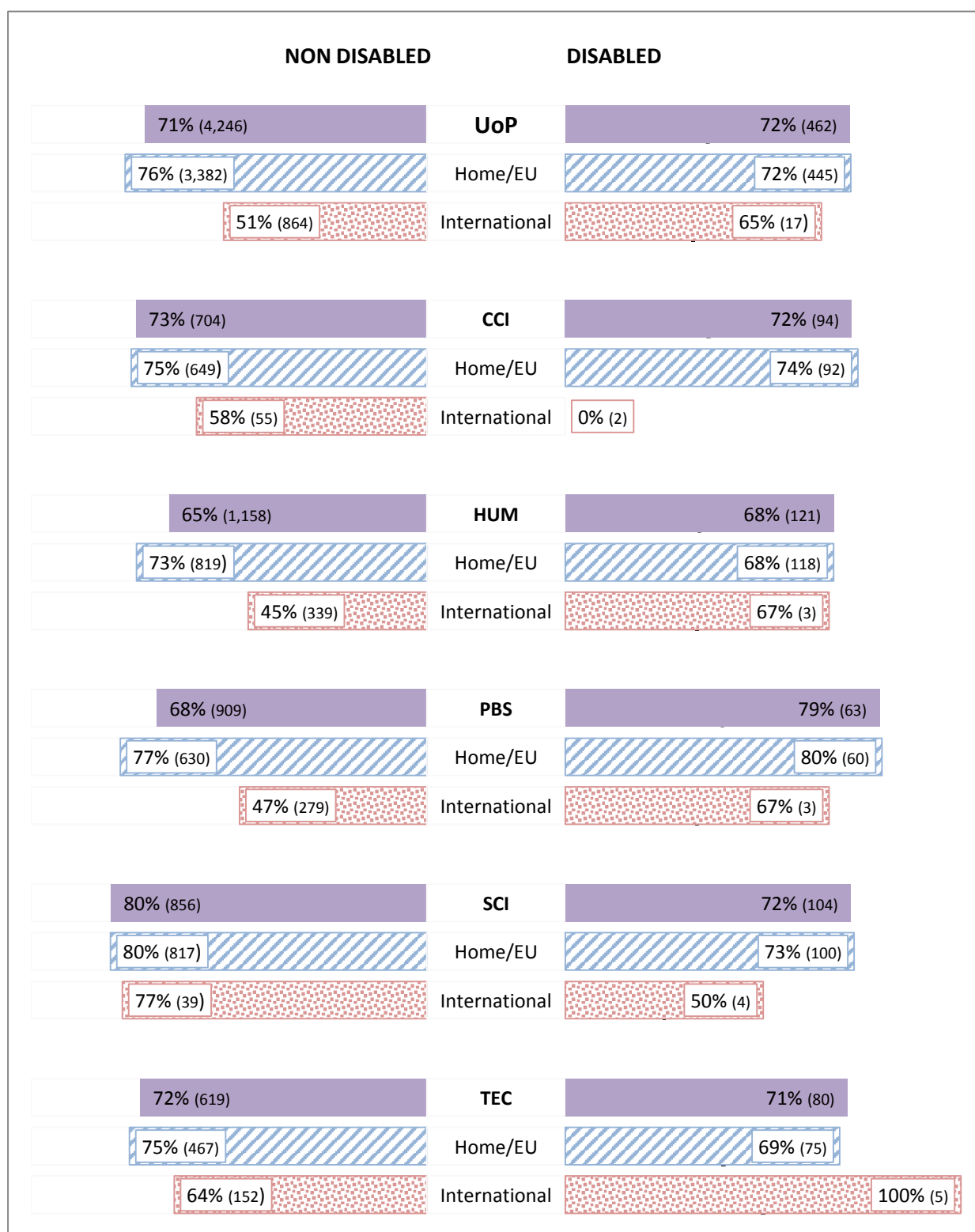
5.4 Faculty 'Good Degrees', by ethnicity

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



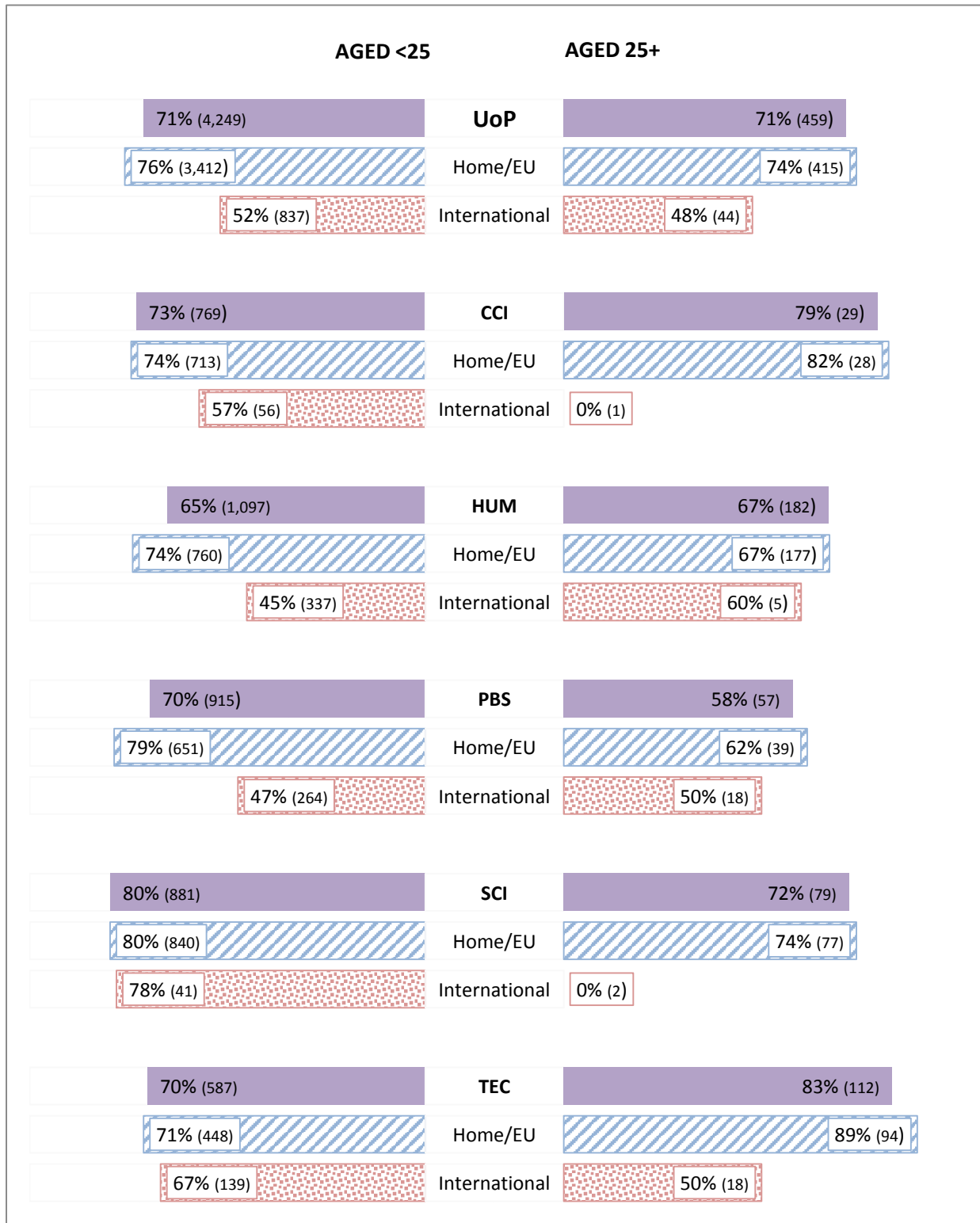
5.5 Faculty 'Good Degrees', by disability status

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



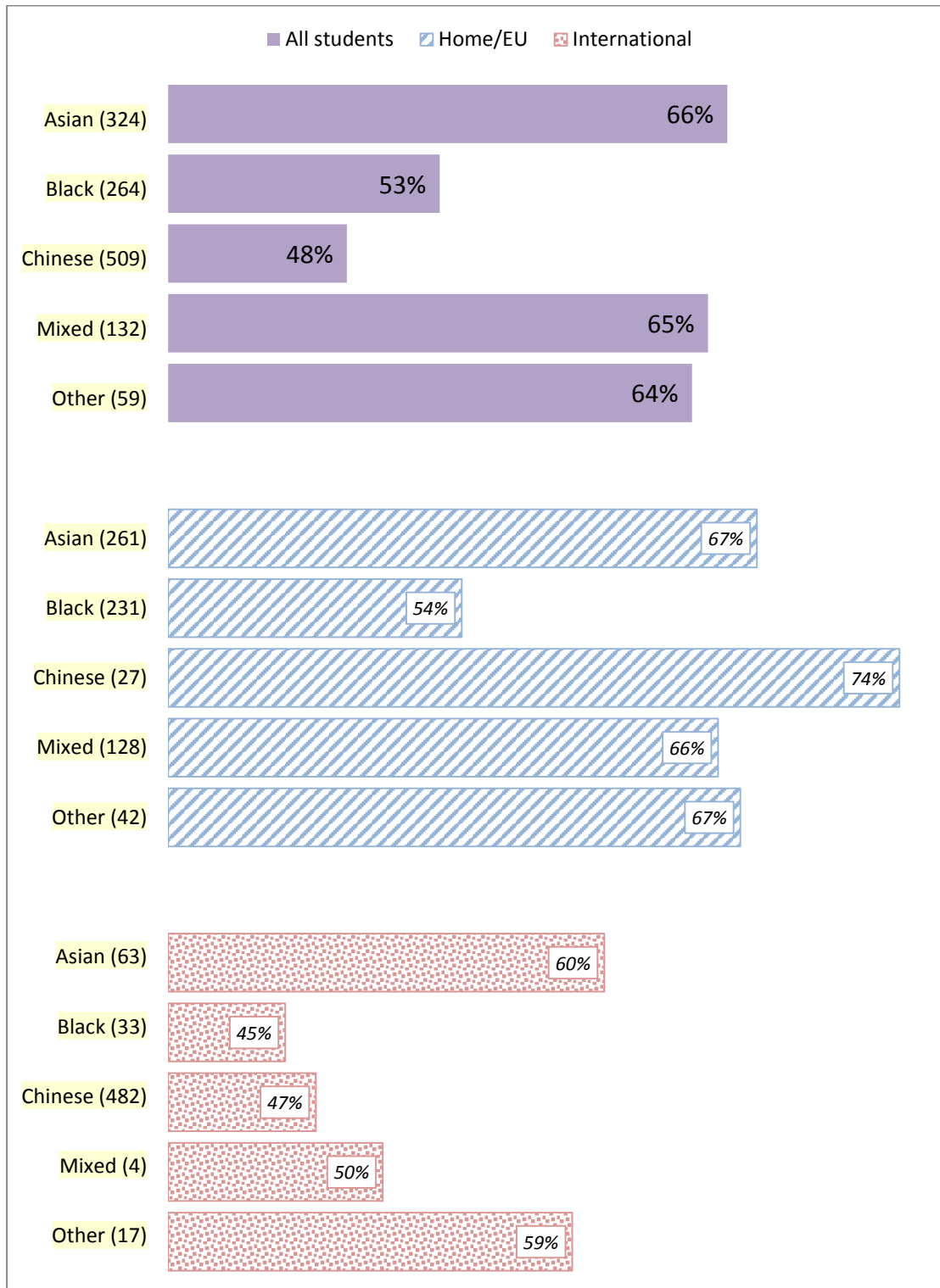
5.6 Faculty 'Good Degrees', by age category

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



5.7 BME 'Good Degrees'

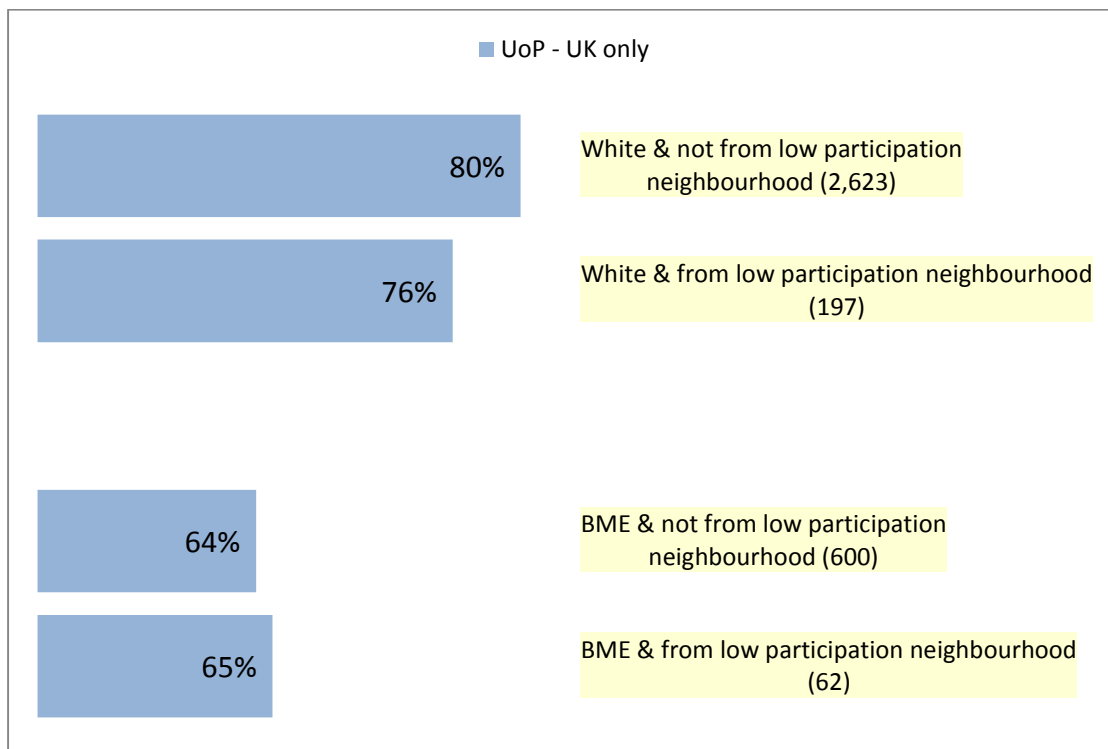
The proportion of BME undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year



5.8 Widening Participation 'Good Degrees'

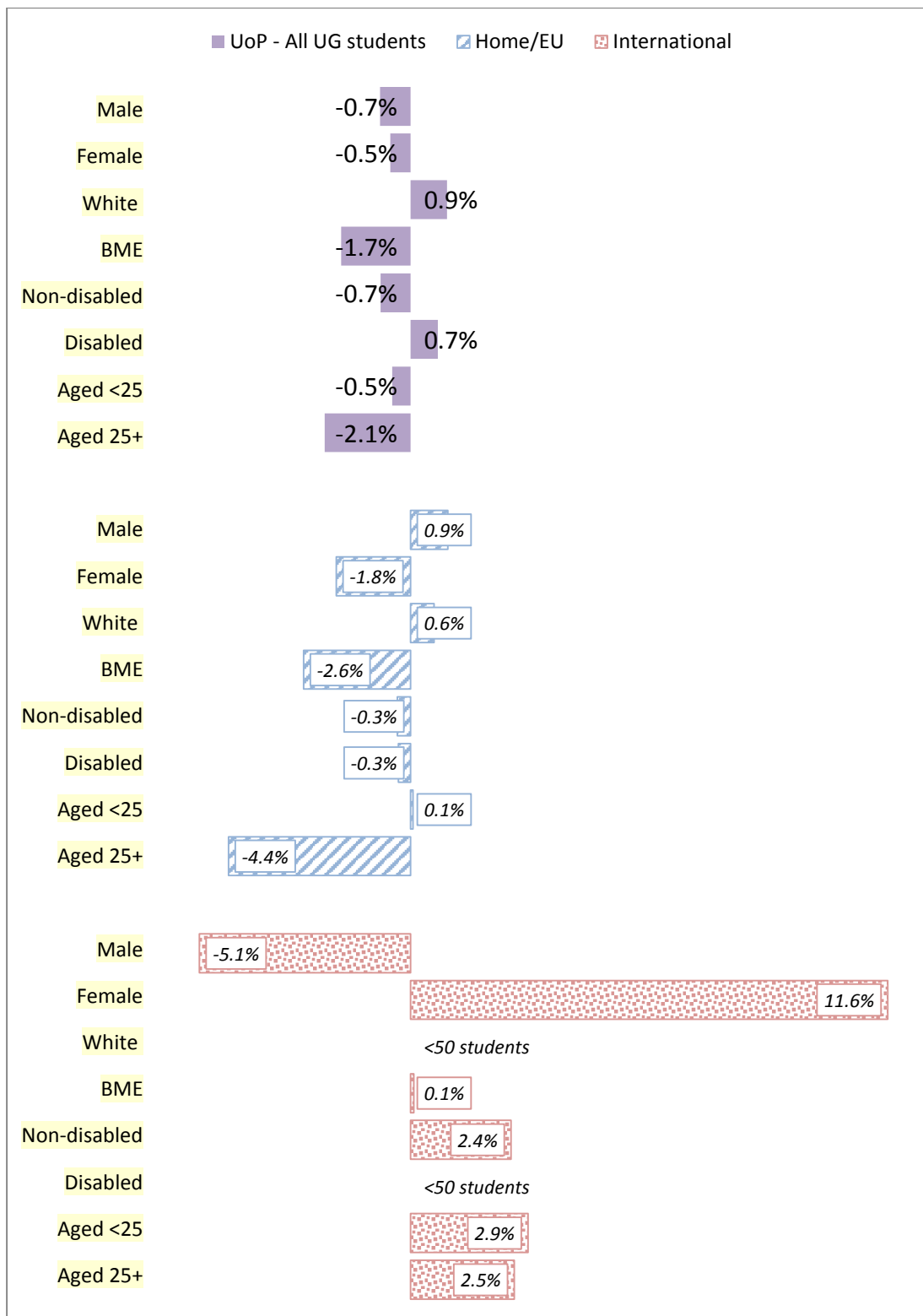
The proportion of 'low participation neighbourhood' undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2014/15 academic year

Students are allocated into five quintile groups of areas ordered from '1' (wards with the lowest participation) to '5' (wards with the highest participation), each representing 20% of UK young cohort. Students have been allocated to neighbourhoods on the basis of their postcode. Those students who fall within wards with the lowest participation are denoted as being from a low participation neighbourhood



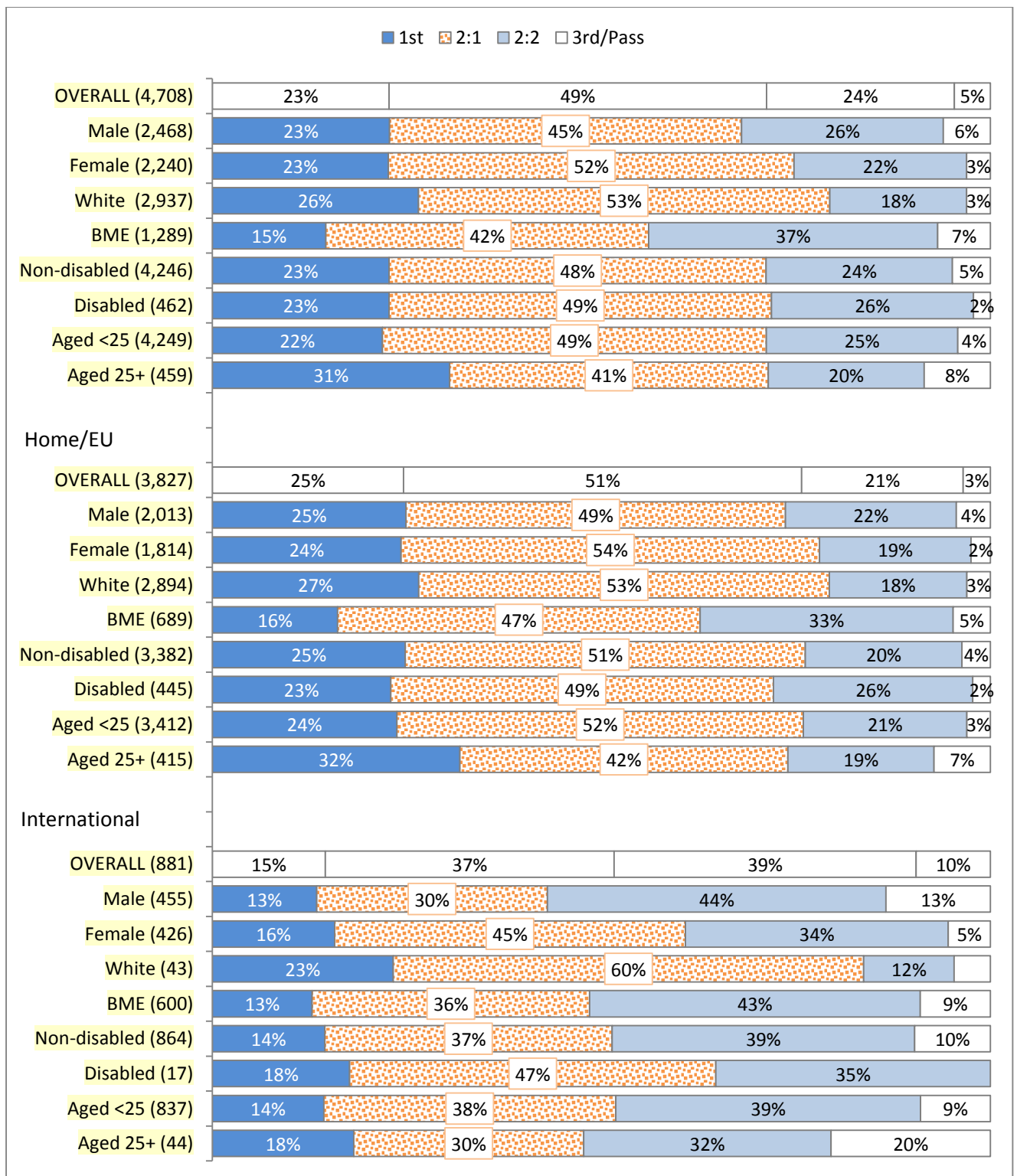
5.9 Changes in 'Good Degrees'

The percentage change in the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1), between 2013/14 and 2014/15



5.10 University Degree Classifications, by characteristic

The distribution of undergraduate student attainment in the 2014/15 academic year

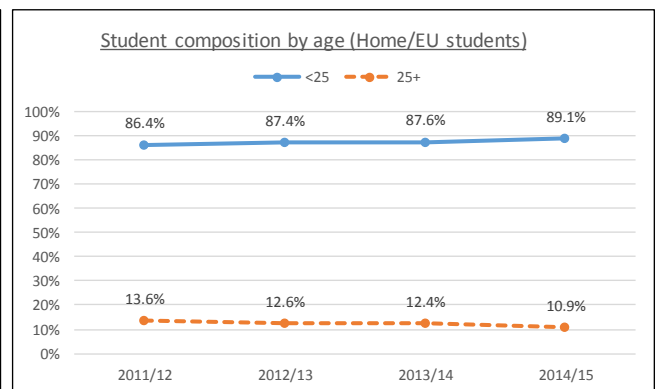
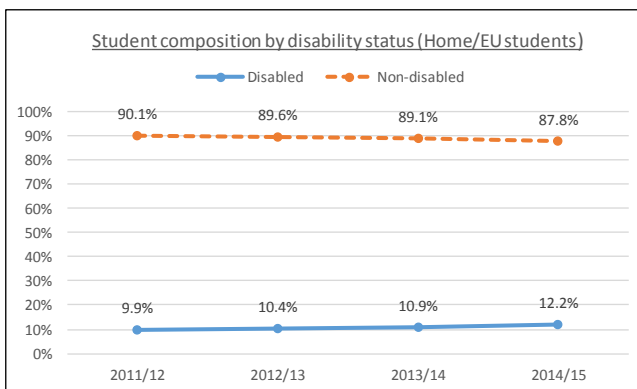
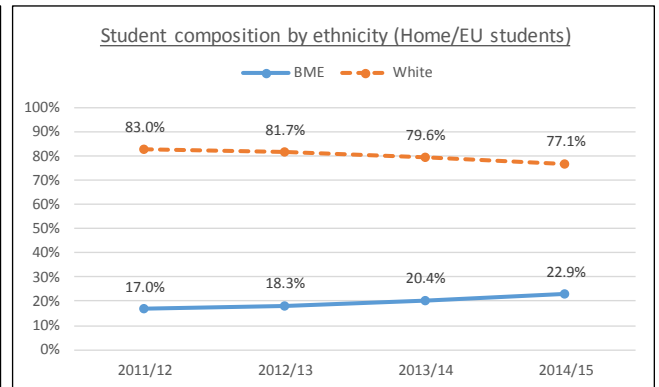
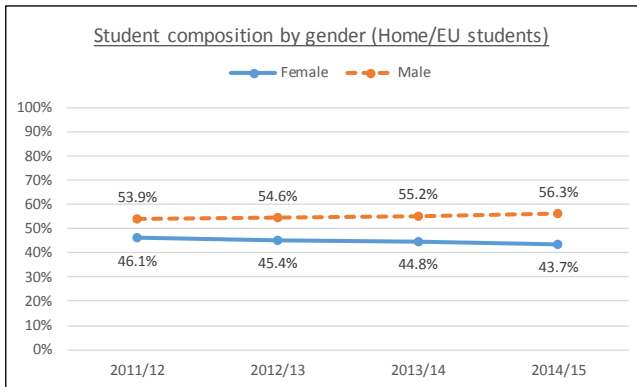


6. Destinations

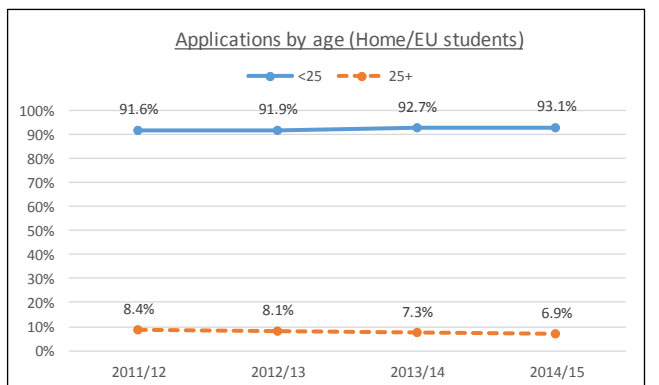
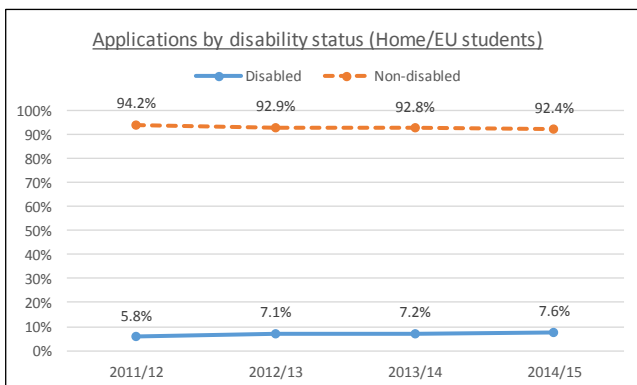
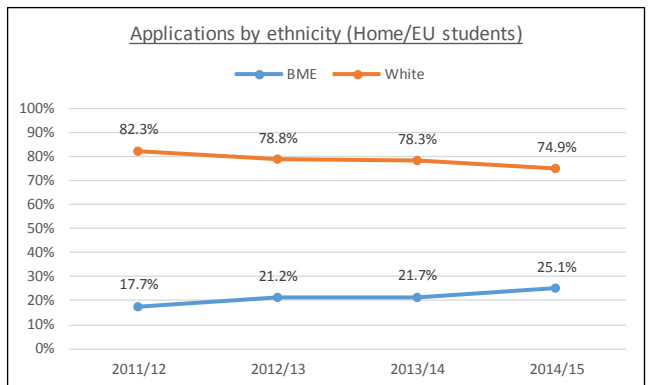
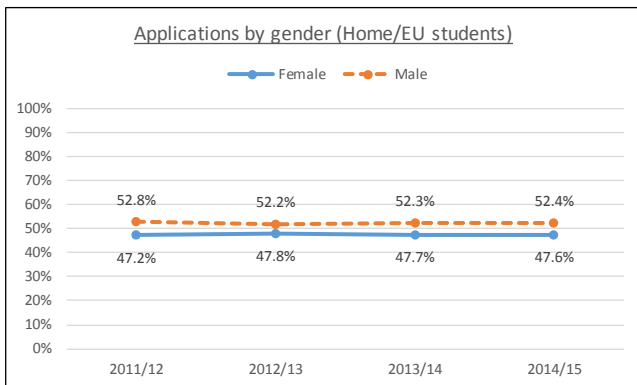
- The Department of Employability published a Destinations Report in August 2015.
- The report contains data from students who responded to the DLHE (Destinations of Leavers from Higher Education) survey.
- The survey asks graduates what they were doing on a specific date six months after their graduation.
- If you would like to discuss any aspect of the DLHE survey, please contact Paul Spendlove, Graduate Destinations Officer, paul.spendlove@port.ac.uk.
- A link to the 2013/14 Destinations Report is enclosed below
- <http://www.port.ac.uk/intranet/employability/DestinationsofLeaversfromHigherEducation/2014DestinationsData/#d.en.190618>

7. Trend Charts

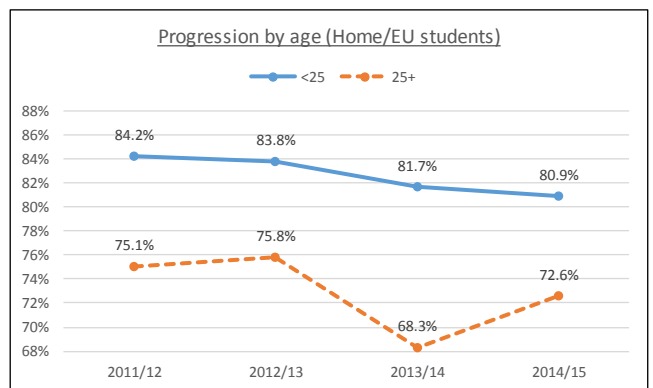
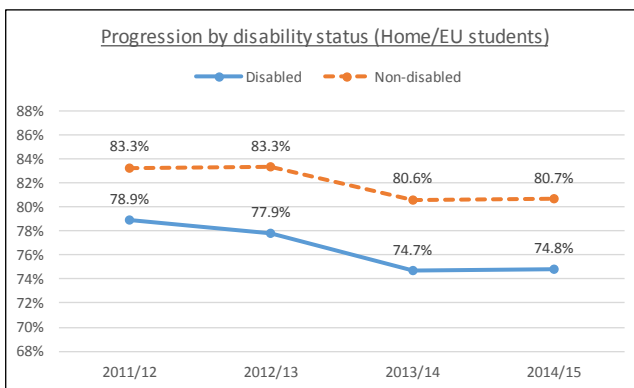
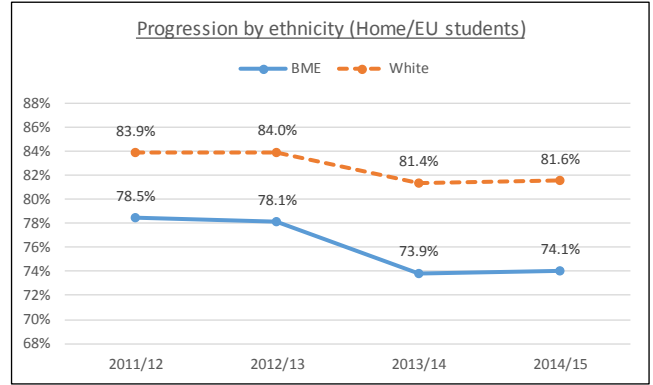
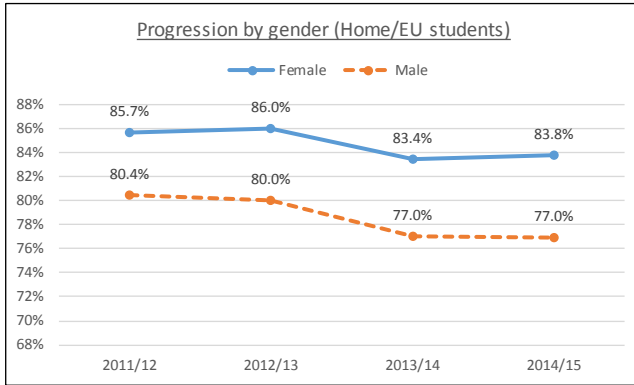
7.1 Student Composition



7.2 Applications



7.3 Progression



7.4 Classification

