

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 2017.

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 2016*. Benchmarking data included within the Student Body and Classifications sections refers to all students (both home/EU students and international), with the exception of ethnicity which is based on UK-domiciled students only. All benchmarking data is related to the 2014/15 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 2016* 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.

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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 information 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:

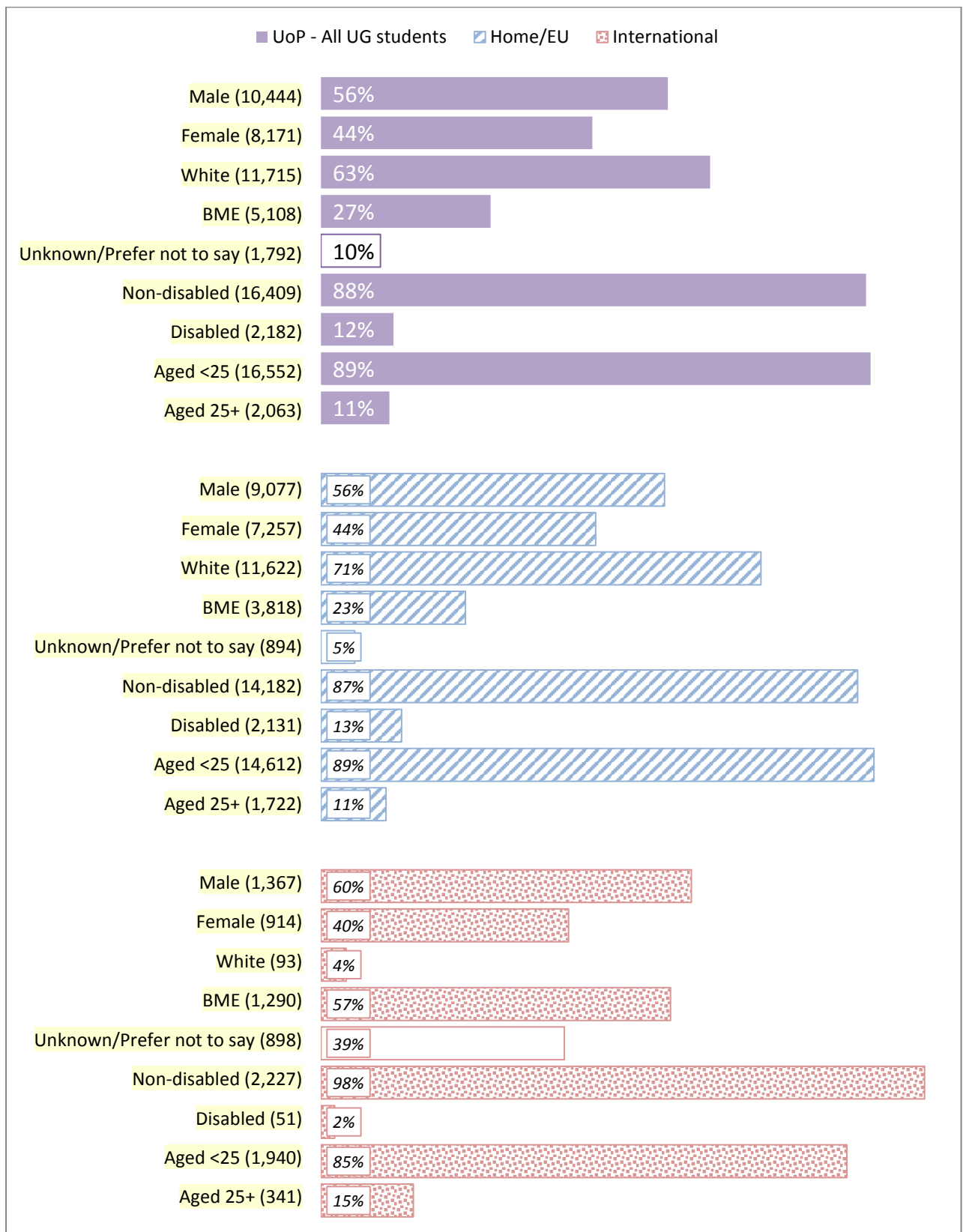
- **CCI** – Faculty of Creative & Cultural Industries
- **HUM** – Faculty of Humanities & Social Sciences
- **PBS** – Portsmouth Business School
- **SCI** – Faculty of Science
- **TEC** – Faculty of Technology

1. The Student Body

- The University had over 18,500 undergraduate students in 2015/16
- The number of home/EU undergraduate students increased by 3.4%, whereas the number of international undergraduate students decreased by 1.4%
- As a proportion, 12.3% of the undergraduate population were international students, from outside of the EU (down from 12.7% in 2014/15)
- 7.8% of the undergraduate population were part-time students (up from 7.2% in 2014/15)
- The University gender profile continued to differ from the UK benchmark, with Portsmouth having a majority of male students, whereas nationally there were more female students.
- The University has a higher proportion of home/EU students who are BME, than the national average (23% vs 21%)
- The proportion of students with a disability at the University of Portsmouth was in line with the national average.
- The University age profile differed from the UK benchmark. Portsmouth had 11% of students who were aged 25 or over, whereas this figure was 19% at a national level.
- At a faculty level; the percentage of female students ranged from a high of 66% (HUM) to a low of 12% (TEC)
- At a faculty level; the percentage of BME students ranged from a high of 35% (TEC) to a low of 20% (CCI)
- At a faculty level; the percentage of students with a disability ranged from a high of 16% (CCI) to a low of 8% (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)
- Compared to 2014/15, the home/EU student population increased by 3.4%, whereas the international student population decreased by 1.4%
- Compared with 2014/15, the University saw an 11.9% increase in home/EU students with BME ethnicity, compared to a 1.3% increase in home/EU students of white ethnicity
- Compared with 2014/15, the University saw an 10.6% increase in the number of home/EU students with a disability

1.1 Student Composition, by characteristic

A breakdown of the undergraduate student population at the university, in the 2015/16 academic year

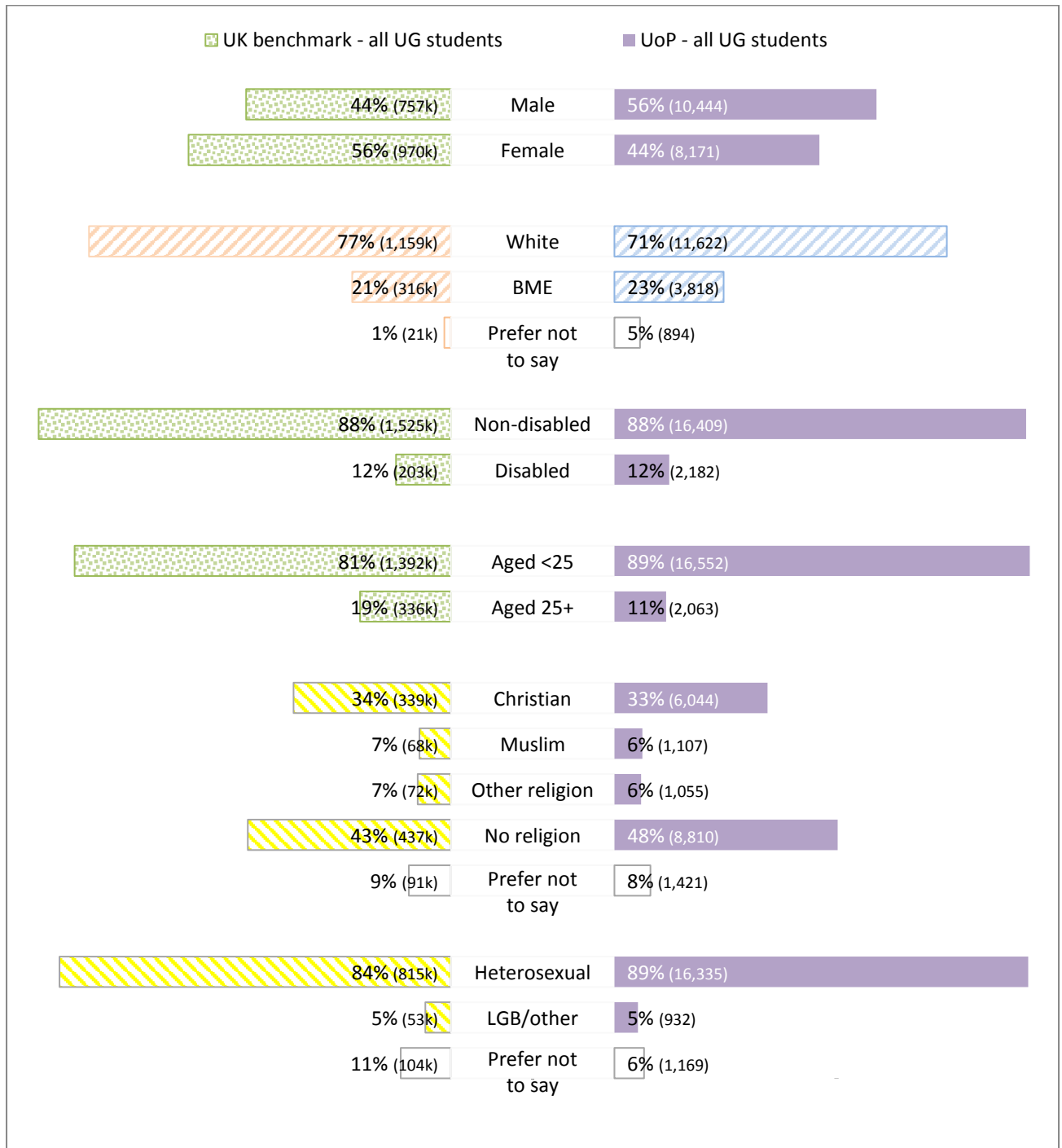


1.2 Student Composition - UK benchmark

Comparing the university student population in the 2015/16 academic year, against the ECU national benchmarks for **2014/15**

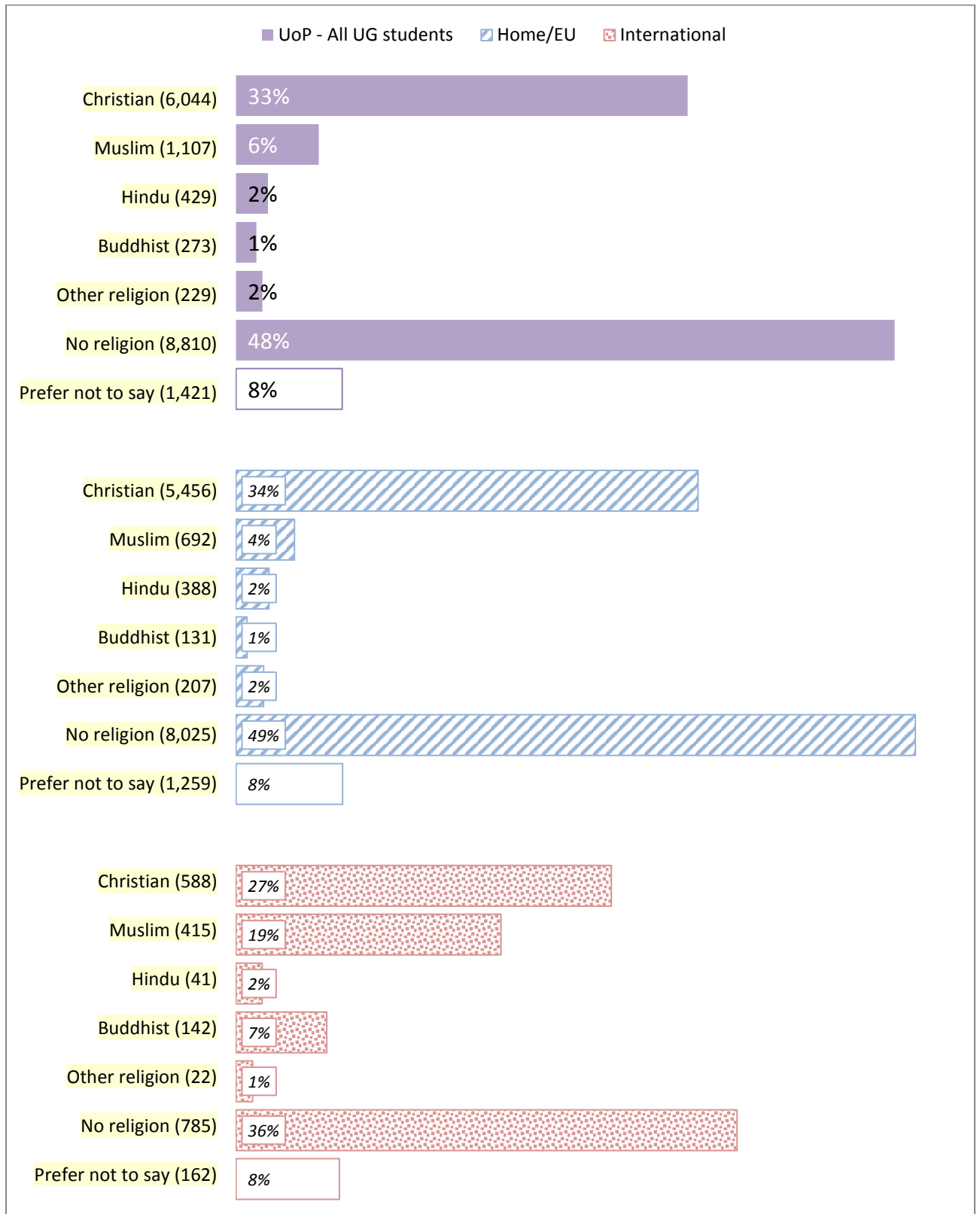
UK benchmarks: Gender, Disability & Age = all UG students; Ethnicity = all UK domiciled UG students; Religion & Sexual Orientation = all UG, PGT & PGR students

UoP data: Gender, Disability, Age, Religion & Sexual Orientation = all UG students; Ethnicity = all Home/EU UG students



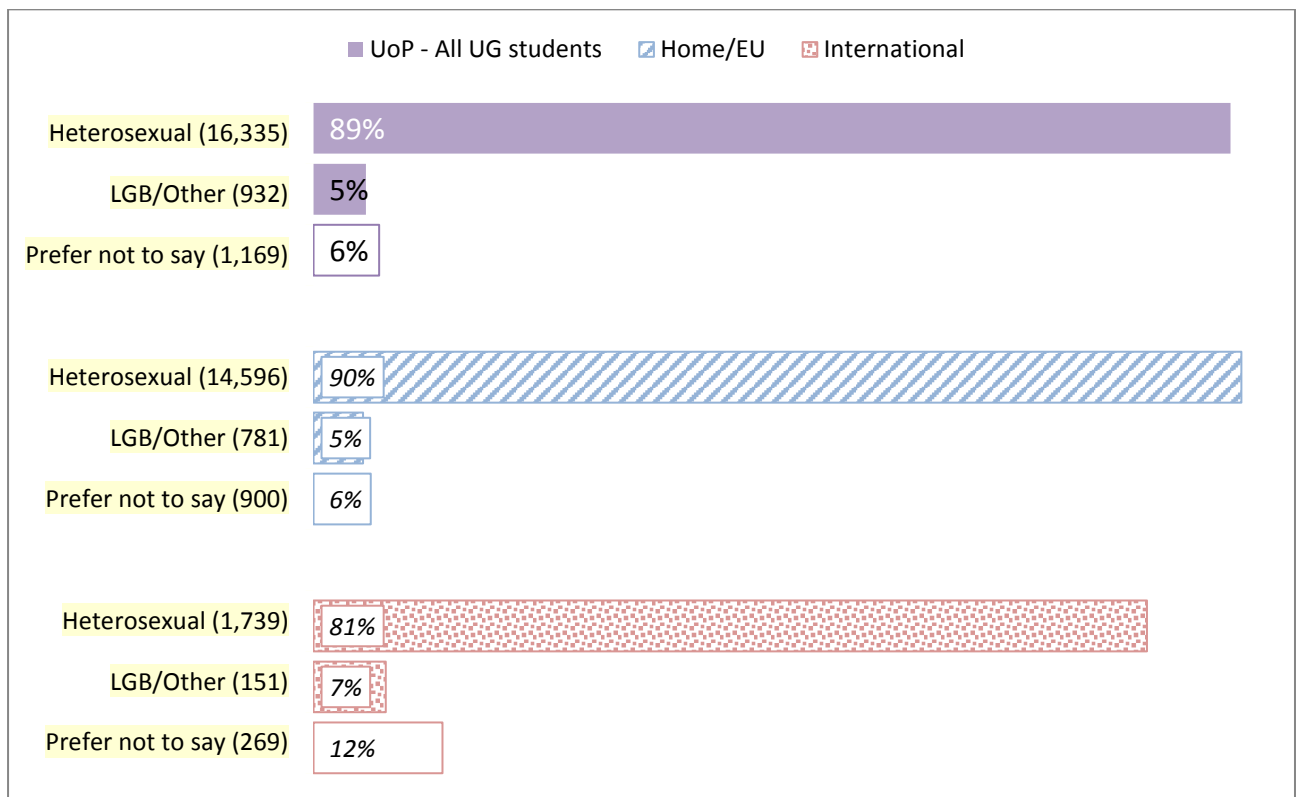
1.3 Religion or Belief

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

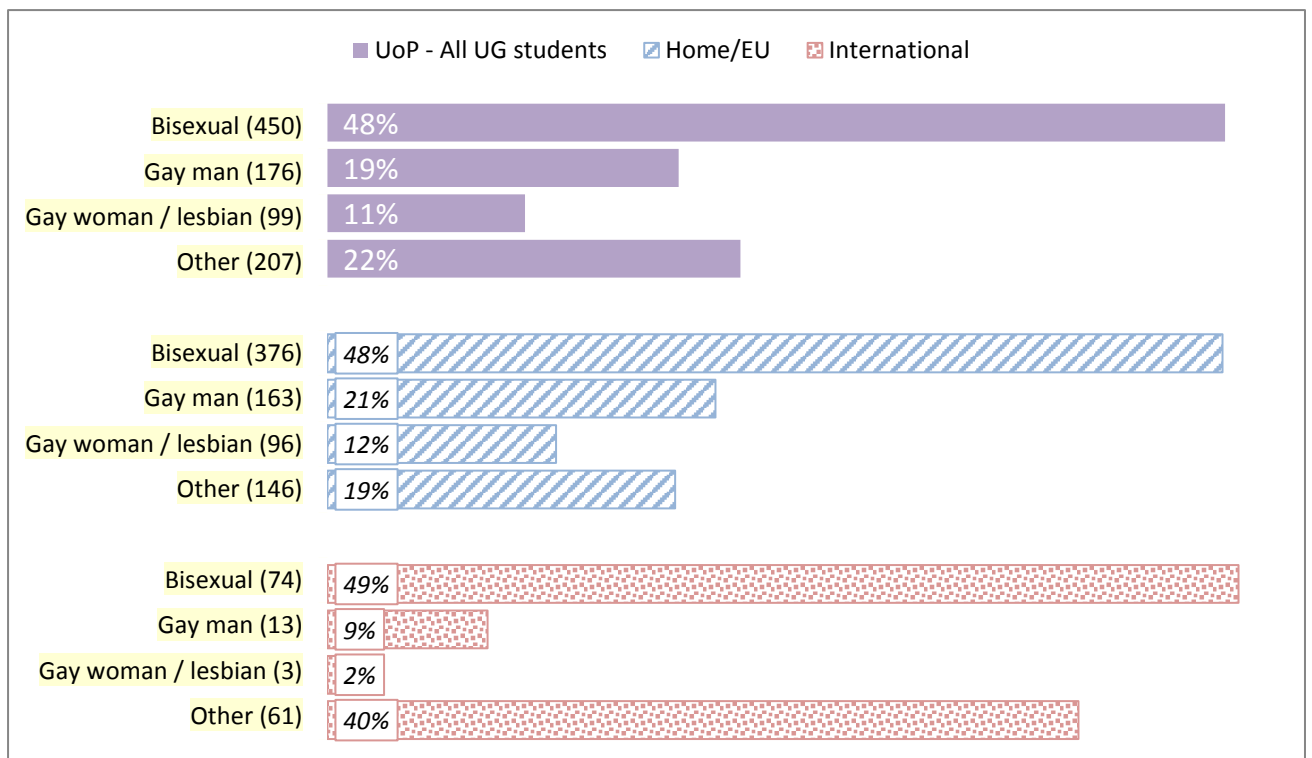


1.4 Sexual Orientation

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

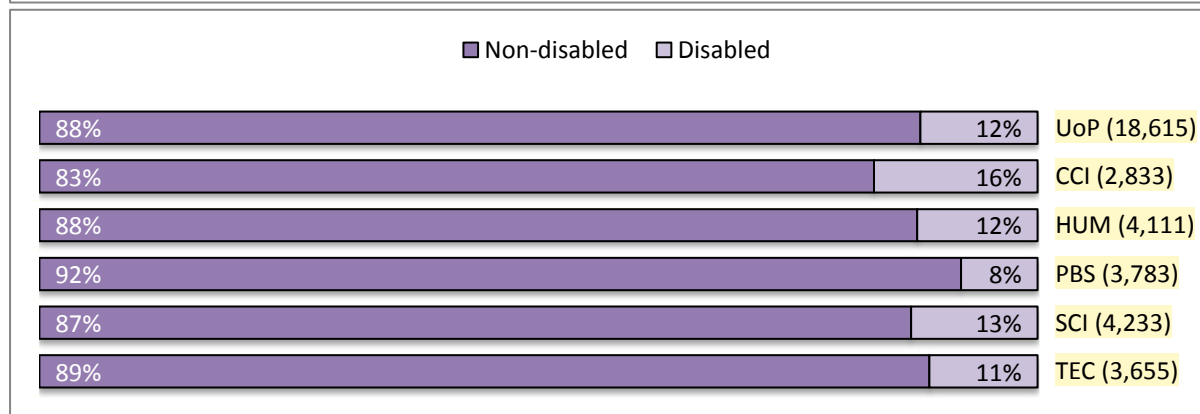
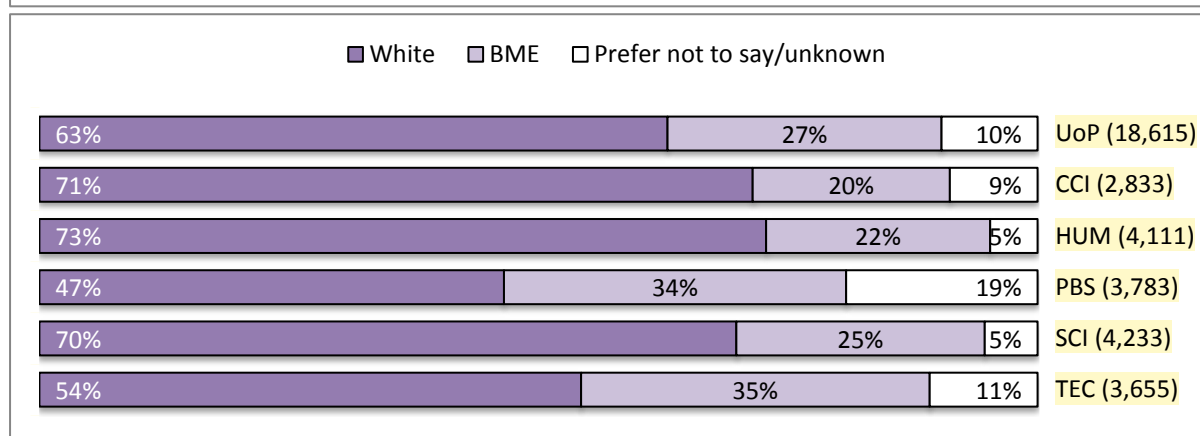
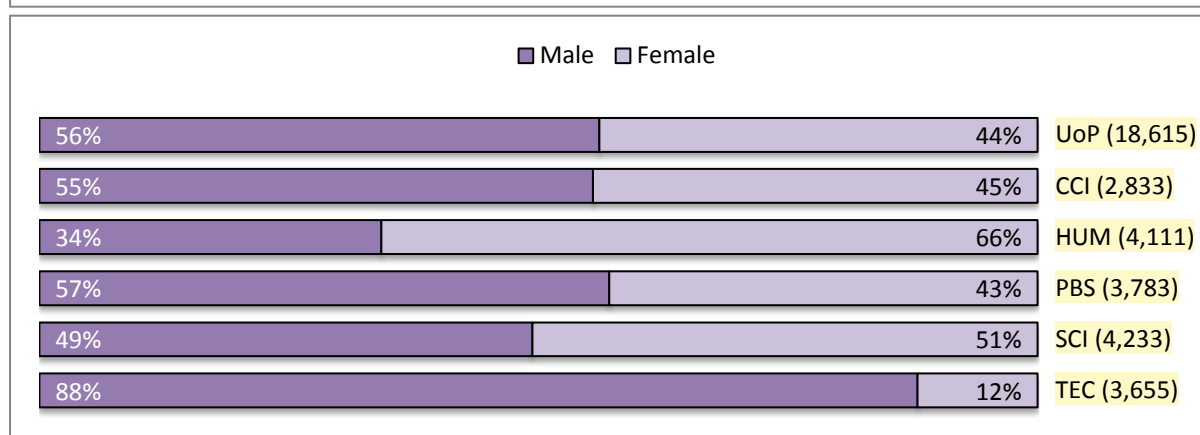
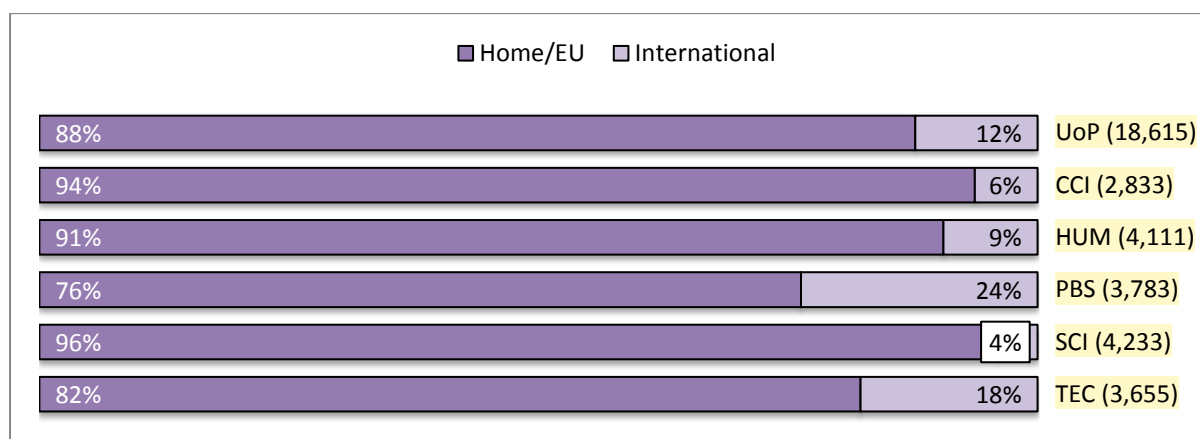


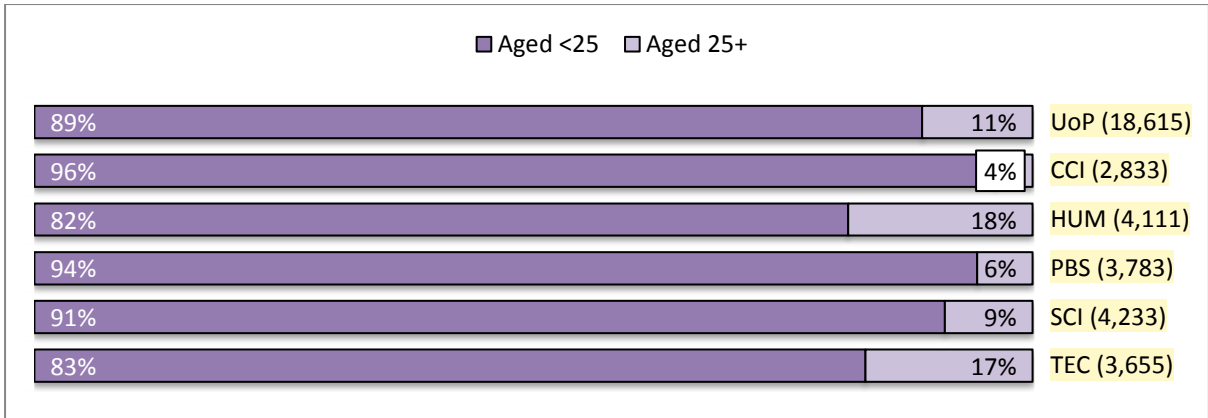
Breakdown of the LGB/Other category



1.5 Faculty Composition, by characteristic

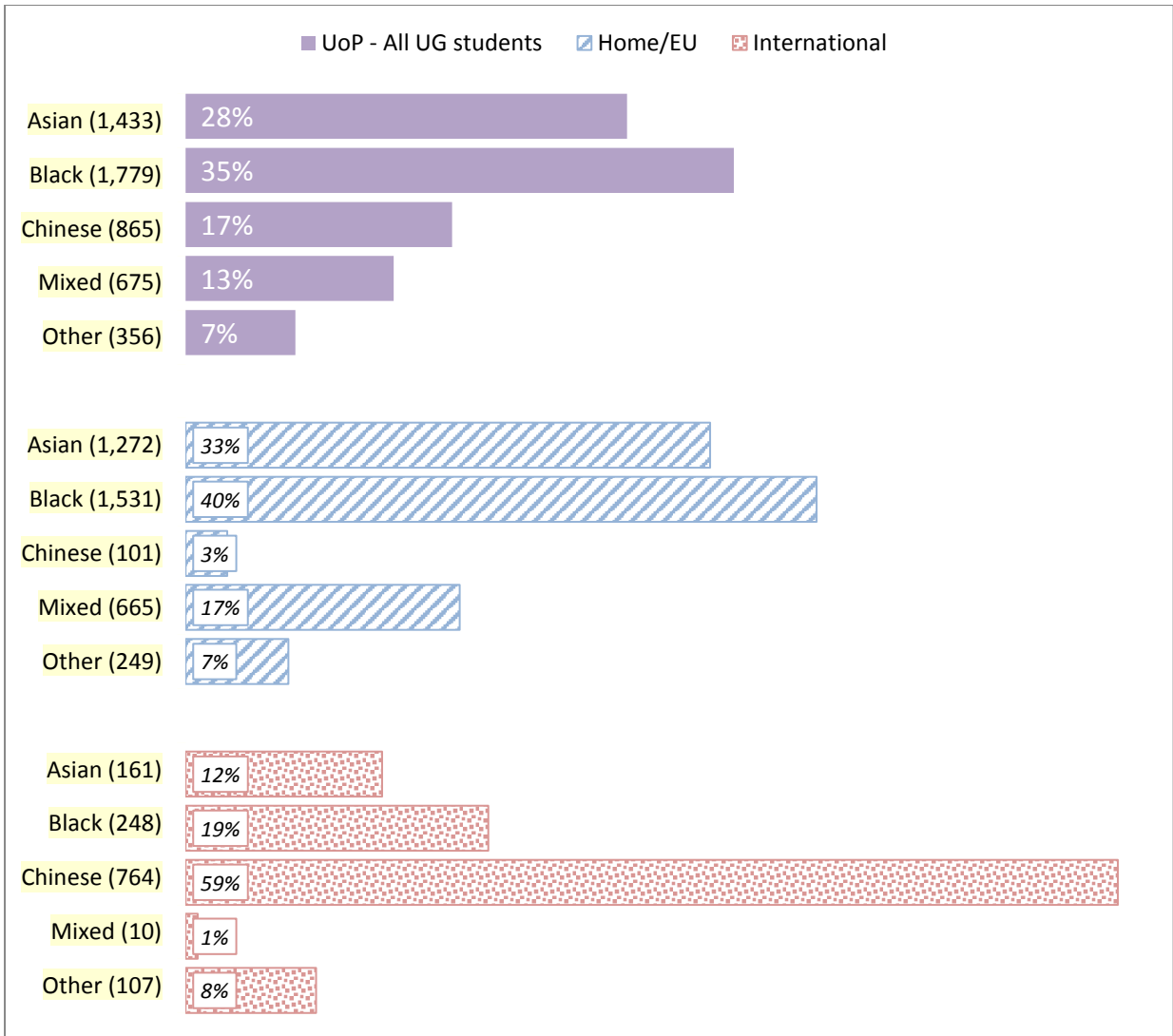
A faculty breakdown of the undergraduate student population at the university in 2015/16





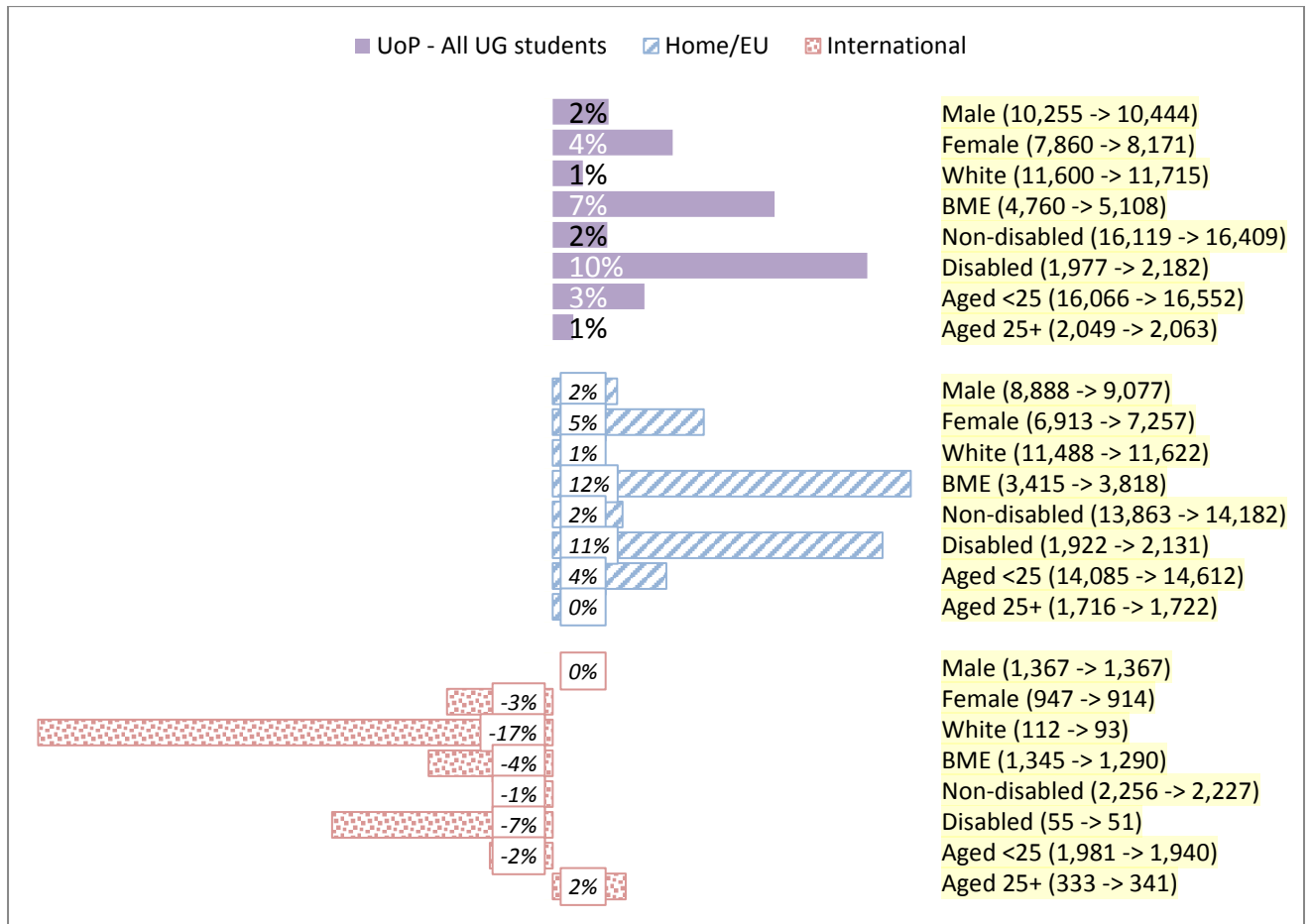
1.6 BME Composition

A breakdown of the BME undergraduate student population in 2015/16, by ethnic grouping

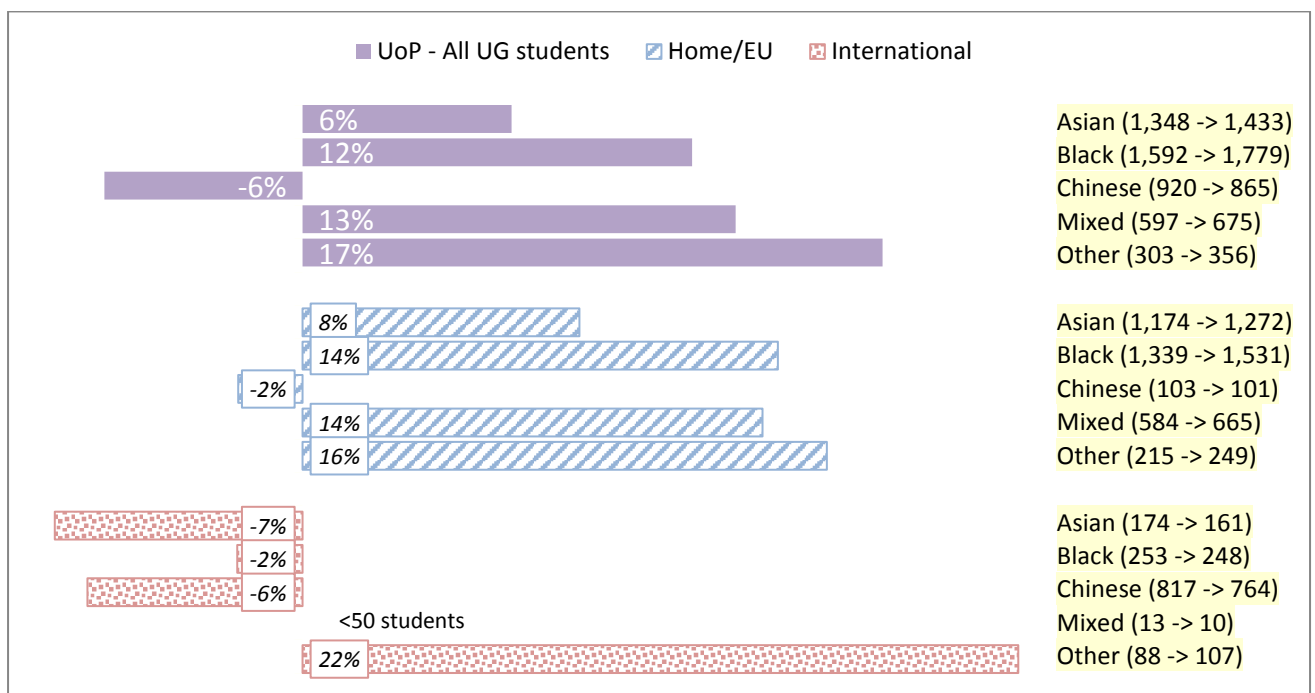


1.7 Changes in Composition

The proportional change in the number of undergraduate students, between 14/15 & 15/16



Ethnicity breakdown of the BME increase

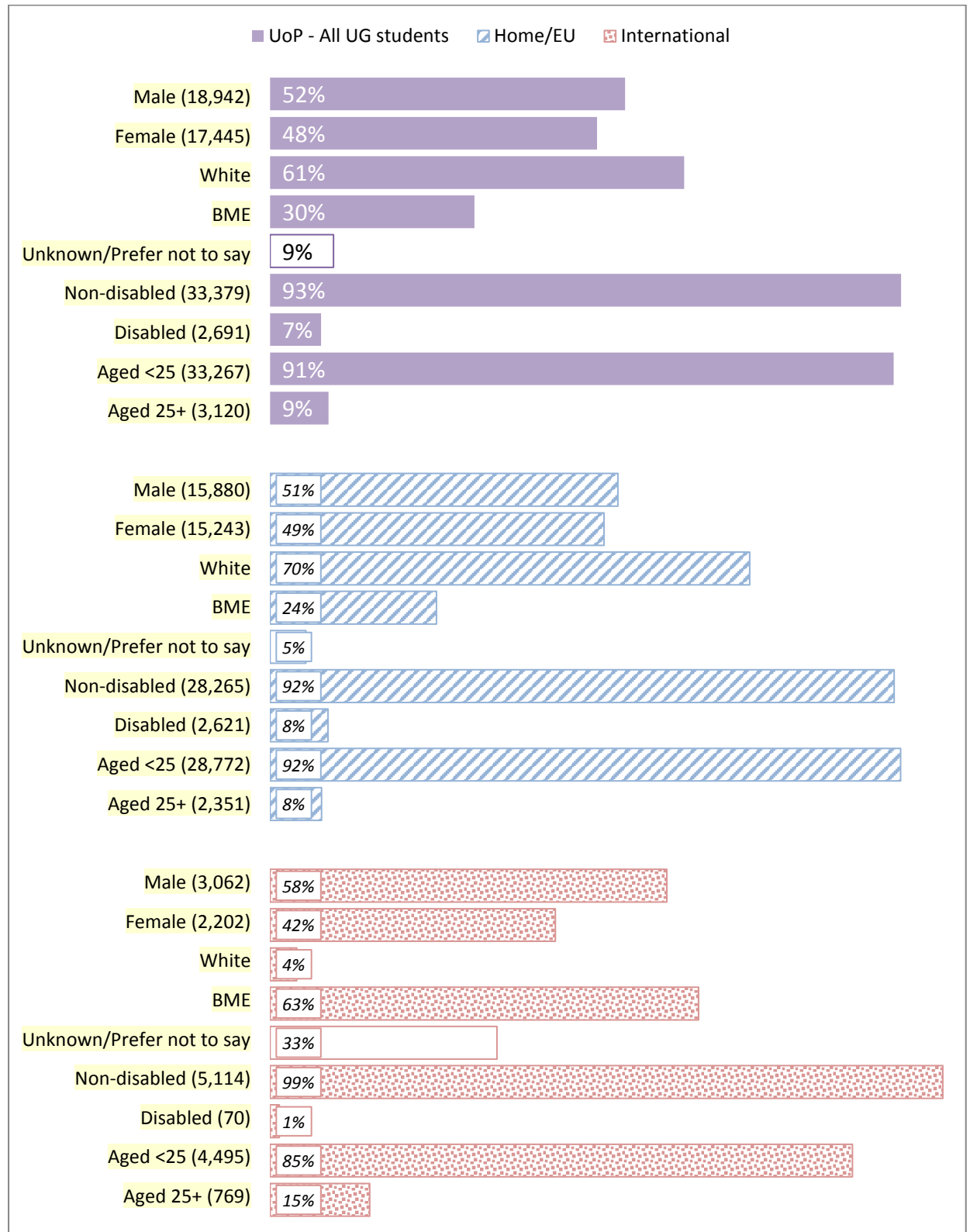


2. Applications

- There were approximately 36,000 applications submitted for 2015/16 academic year
- 14.5% of the applications came from international students, from outside the EU
- Only 23% of student applications contained ethnicity data. Therefore the white and BME proportions reported in sections 2.1 to 2.4 are estimated totals based on the data available
- Applications submitted by those aged 25 or over, were 27 percentage points less likely to lead to an offer of a placement, than applications submitted those aged younger than 25
- 48% of offers made to people aged 25 or over were accepted, whereas only 21% of offers made to people aged younger than 25 were accepted
- The data shows a higher acceptance rate for disabled students (34%), when compared to non-disabled students (22%). One explanation for this may be down to the individual not disclosing their disability at the application stage, and then declaring this once the offer has been accepted
- Only 9% of applications were received from those aged 25 or over
- For the third consecutive year, the University saw increases in applications (6.4%), offers (6.0%) and entrants (12.8%) for students with a disability
- Despite an decrease in the number of females who were offered a place at the university, the number of new female entrants increased by 5.5%
- The number of new entrants aged 25+ rose by 15.3%, which reversed the decline of 18.2% that was reported a year ago

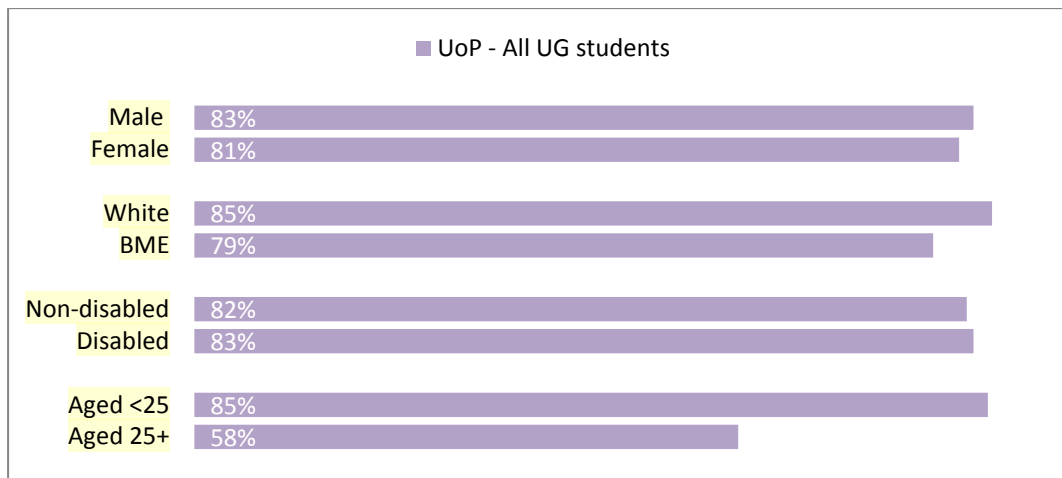
2.1 University Applications, by characteristic

A breakdown of the undergraduate student applications received by the university in 2015/16



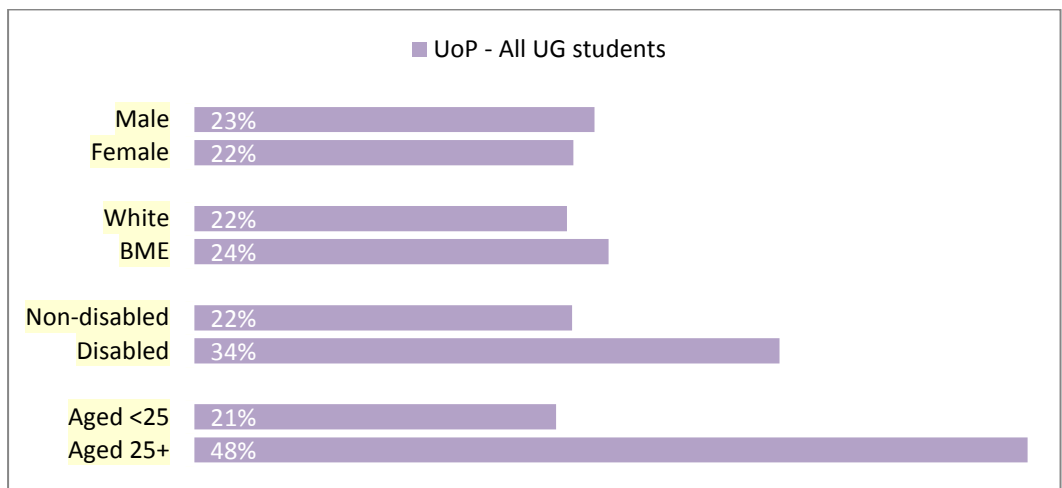
2.2 University Applications and Offers

The proportion of applications which led to an offer



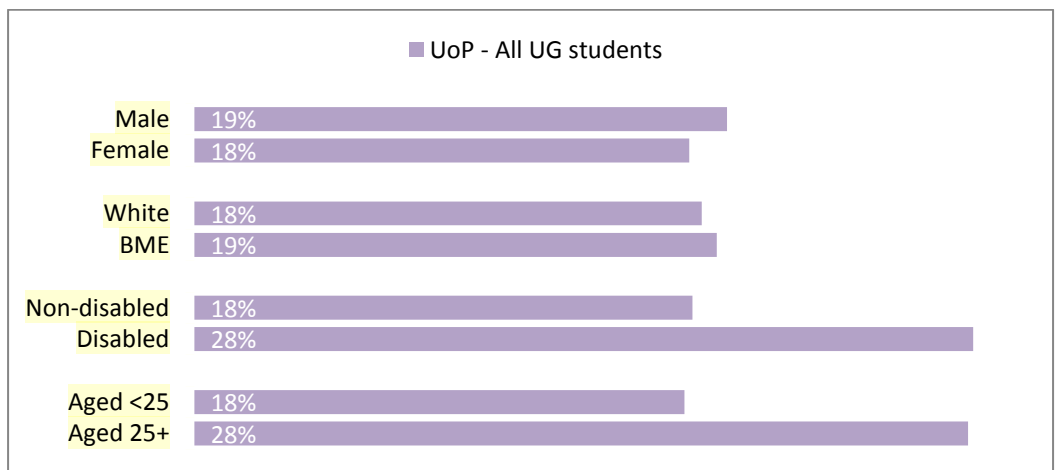
2.3 University Offers and Entrants

The proportion of offers which led to a new entrant



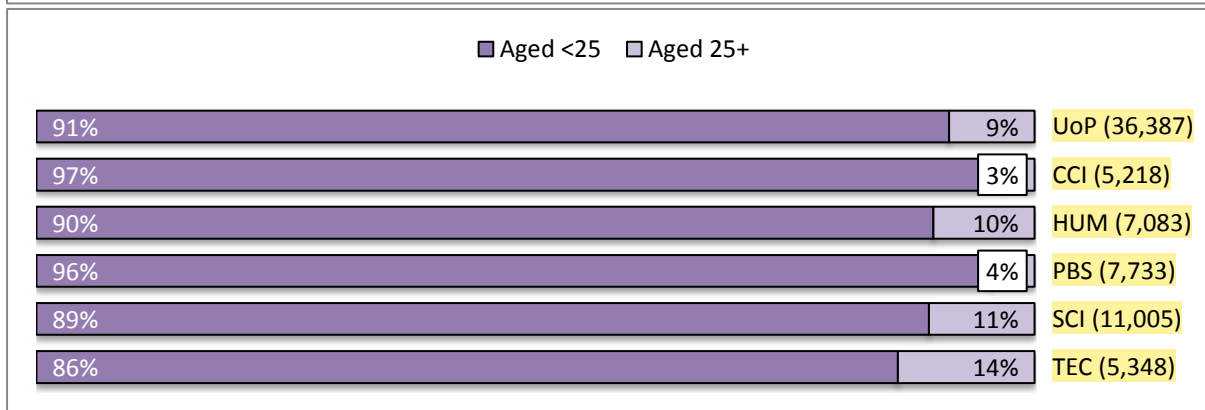
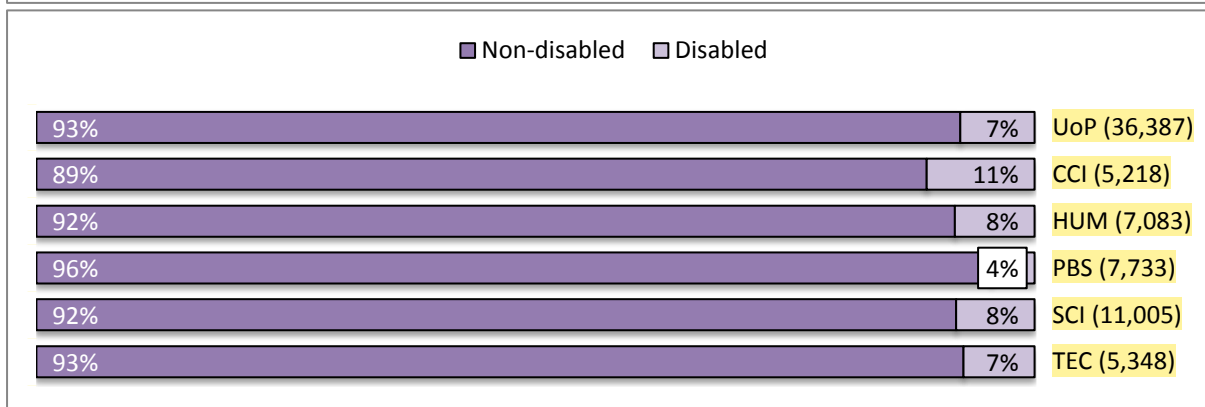
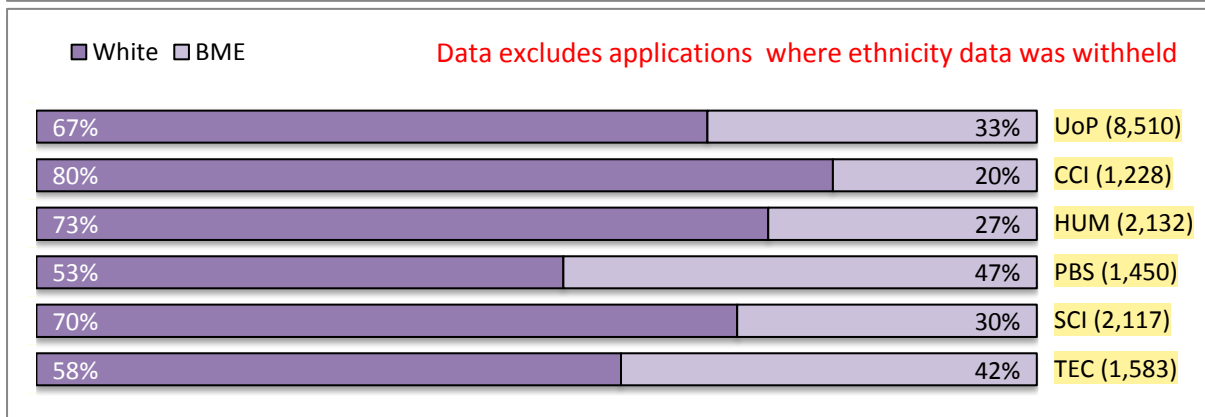
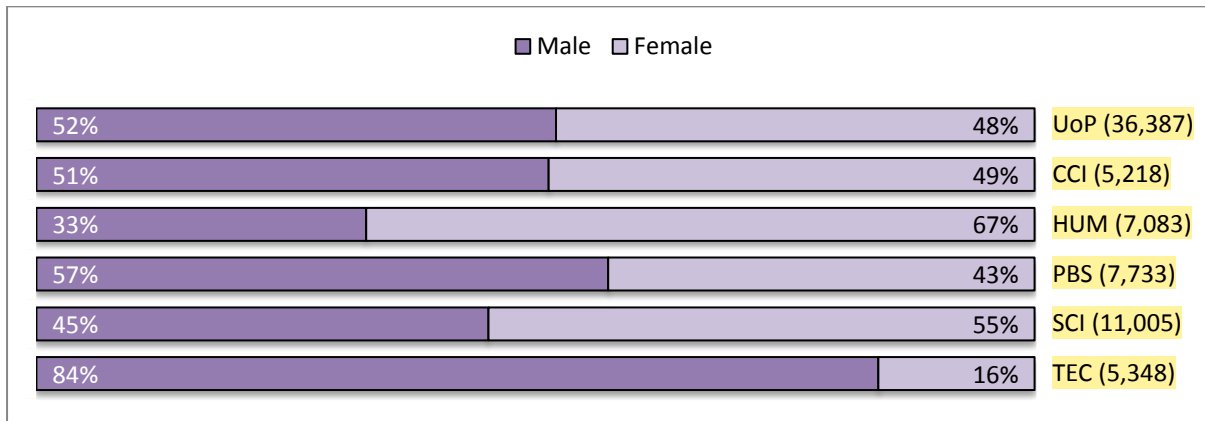
2.4 University Applications and Entrants

The proportion of applications which led to a new entrant



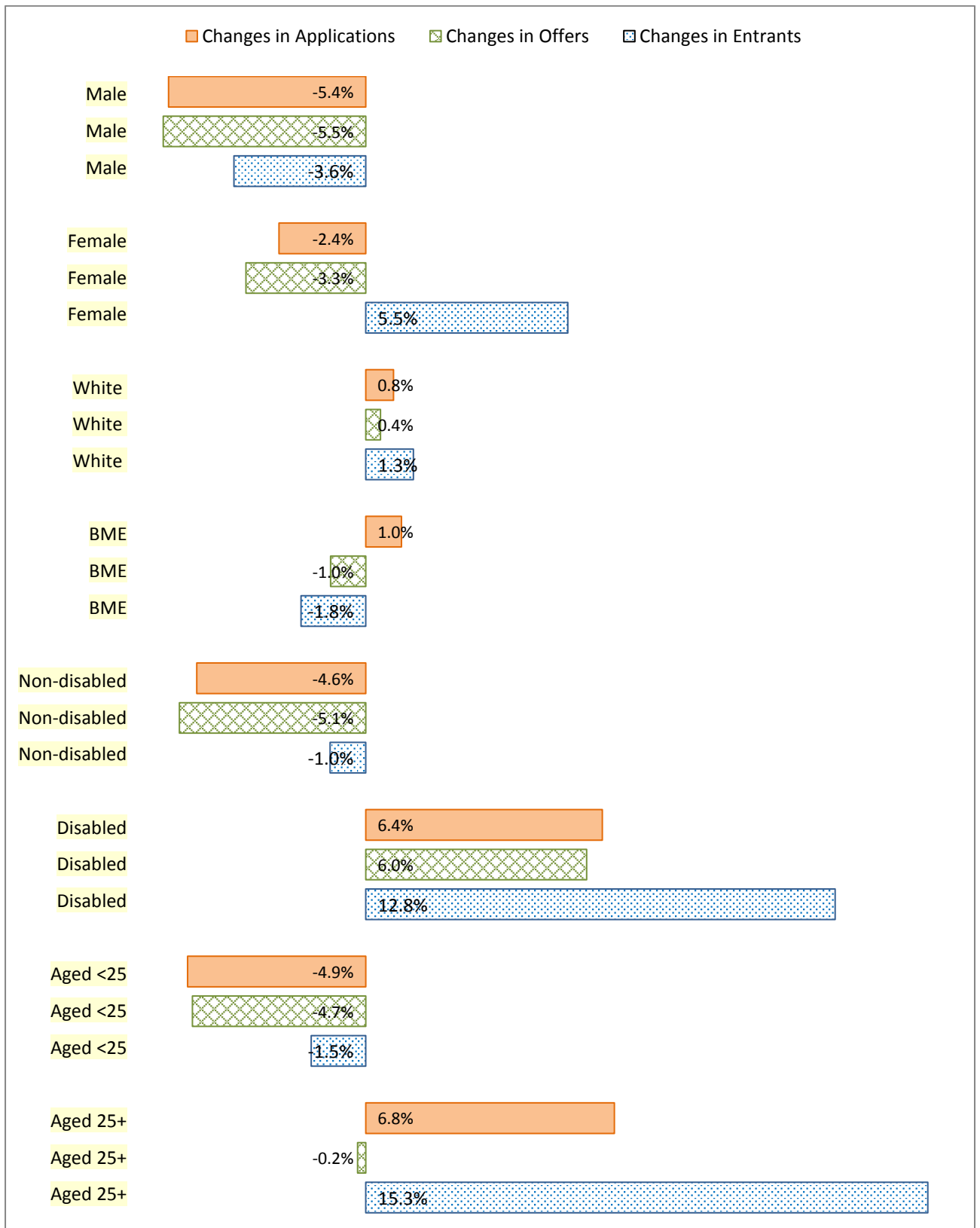
2.5 Faculty Applications, by characteristic

A faculty breakdown of the undergraduate student applications received by the university in 2015/16



2.6 Changes in Applications, Offers and Entrants

The proportional change in the total number of applications, offers and new entrants between 2014/2015 and 2015/2016



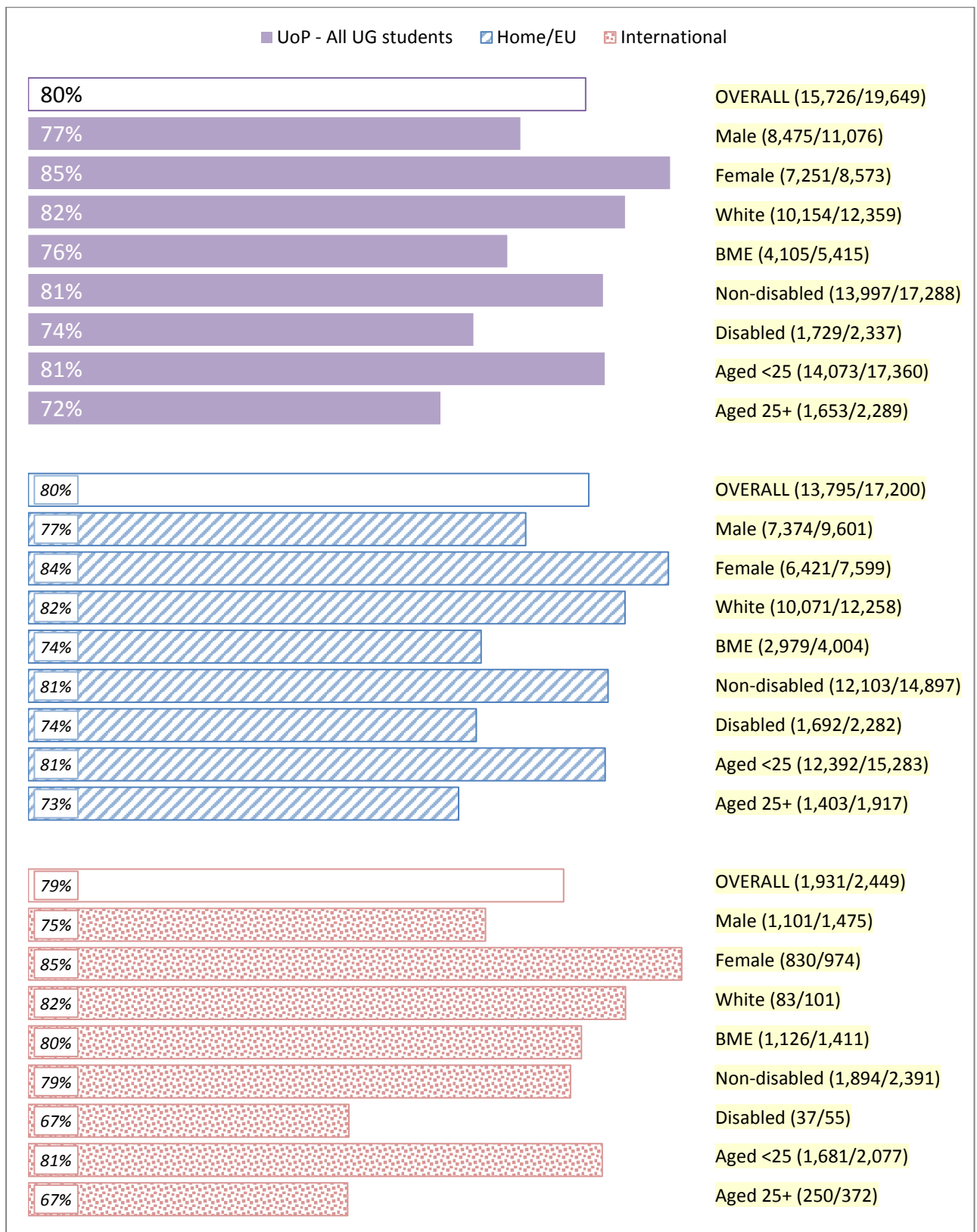
3. Progression

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
- Within the BME category, for home/EU students, the progression percentage ranged from 83% (Chinese) to 70% (black)
- Progression rates for international students improved in each of the protected characteristic categories, with the exception of students of white ethnicity
- A higher proportion of female students progressed in all faculties, with gaps ranging from 9.8% (TEC) to 3.0% (PBS)
- With the exception of PBS, a higher proportion of white students progressed in all faculties, with gaps ranging from 7.1% (HUM) to 5.8% (SCI)
- A higher proportion of non-disabled students progressed in all faculties, with gaps ranging from 11.6% (HUM) to 4.8% (SCI)
- A higher proportion of students aged <25 progressed in all faculties, with gaps ranging from 14.3% (HUM) to 3.2% (TEC)
- A higher proportion of students from low participation neighbourhoods progressed successfully, when compared to students who were not from low participation neighbourhoods.

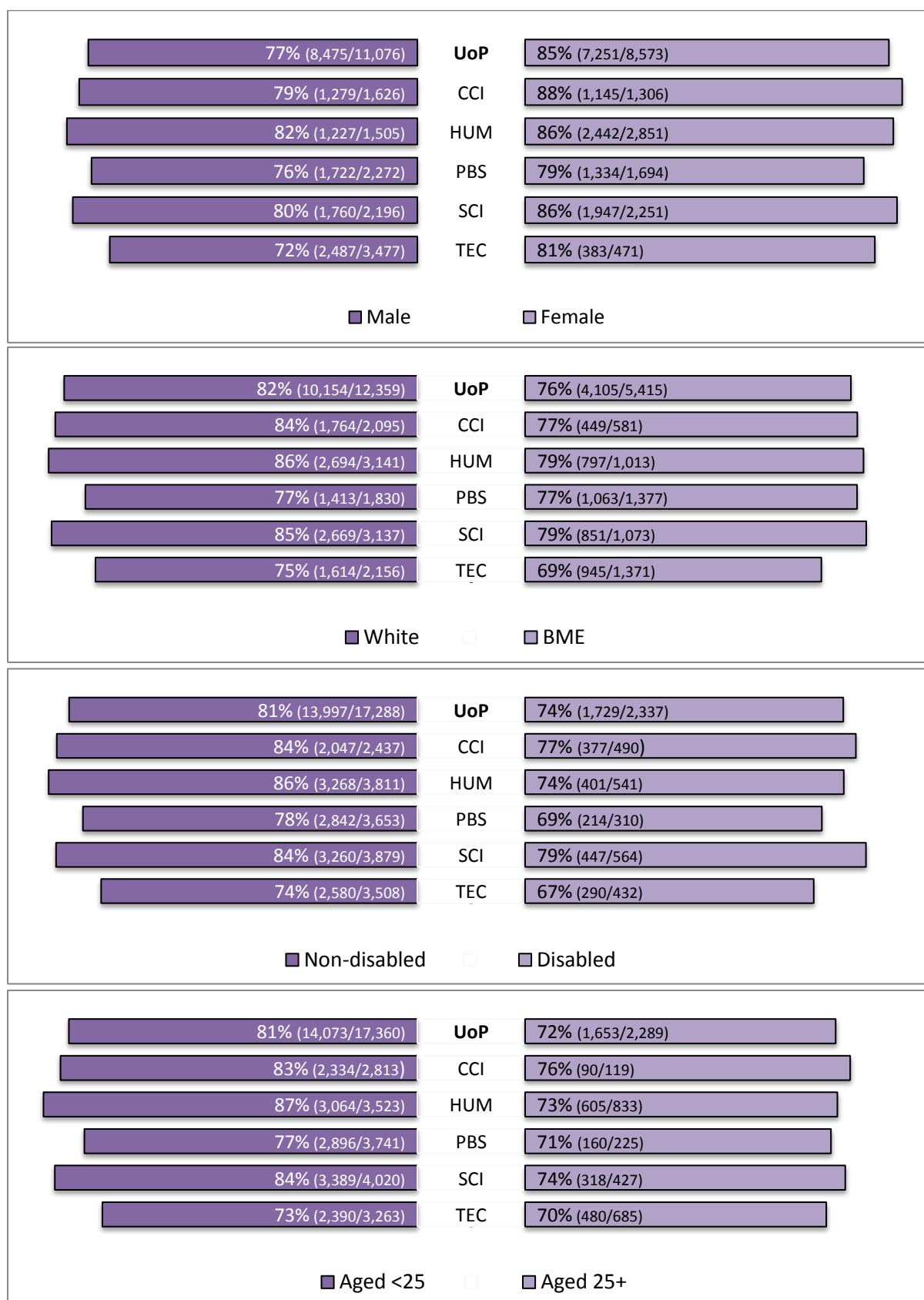
3.1 University Progression, by characteristic

The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2015/16 academic year



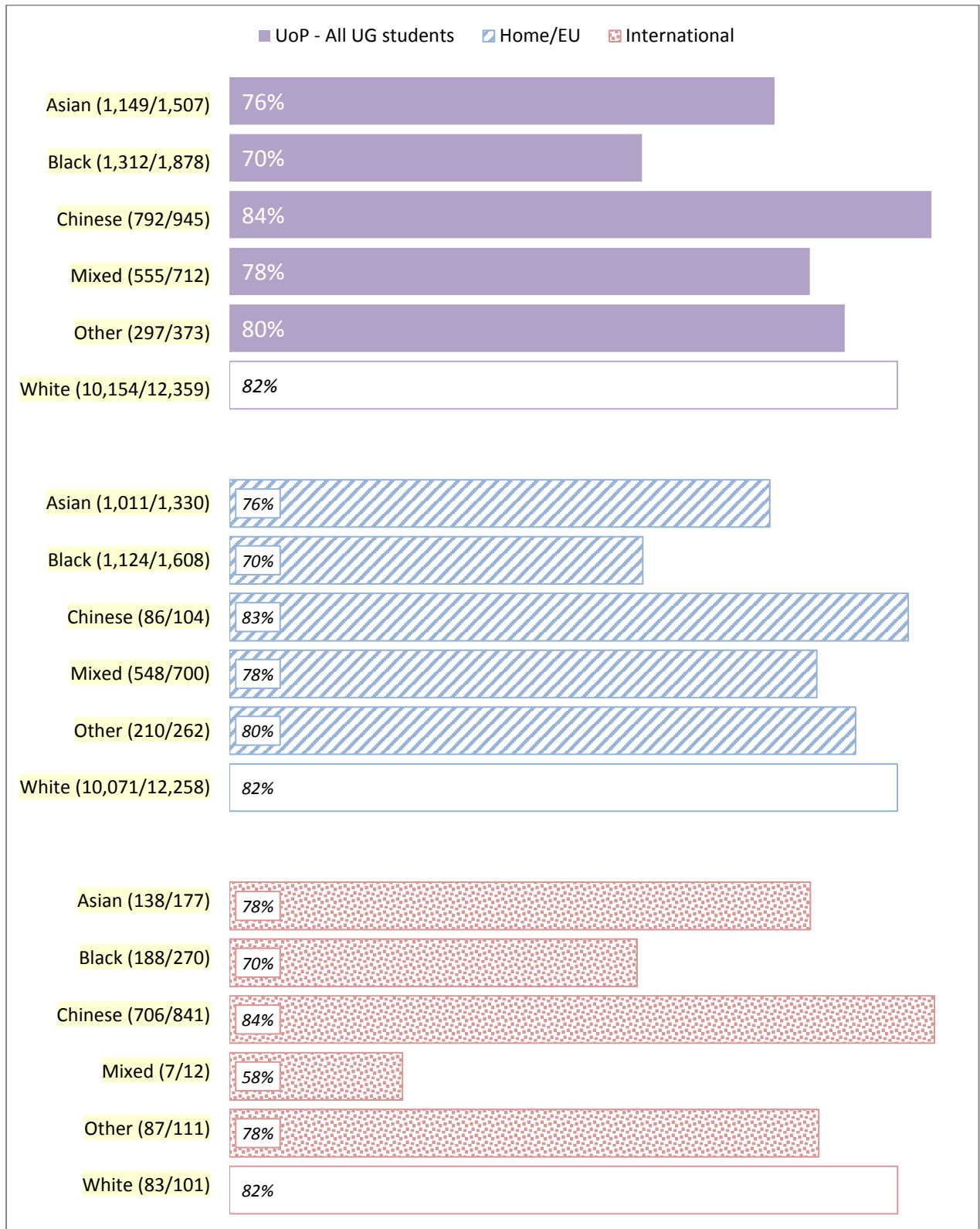
3.2 Faculty Progression, by characteristic

The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2015/16 academic year, by faculty



3.3 BME Progression

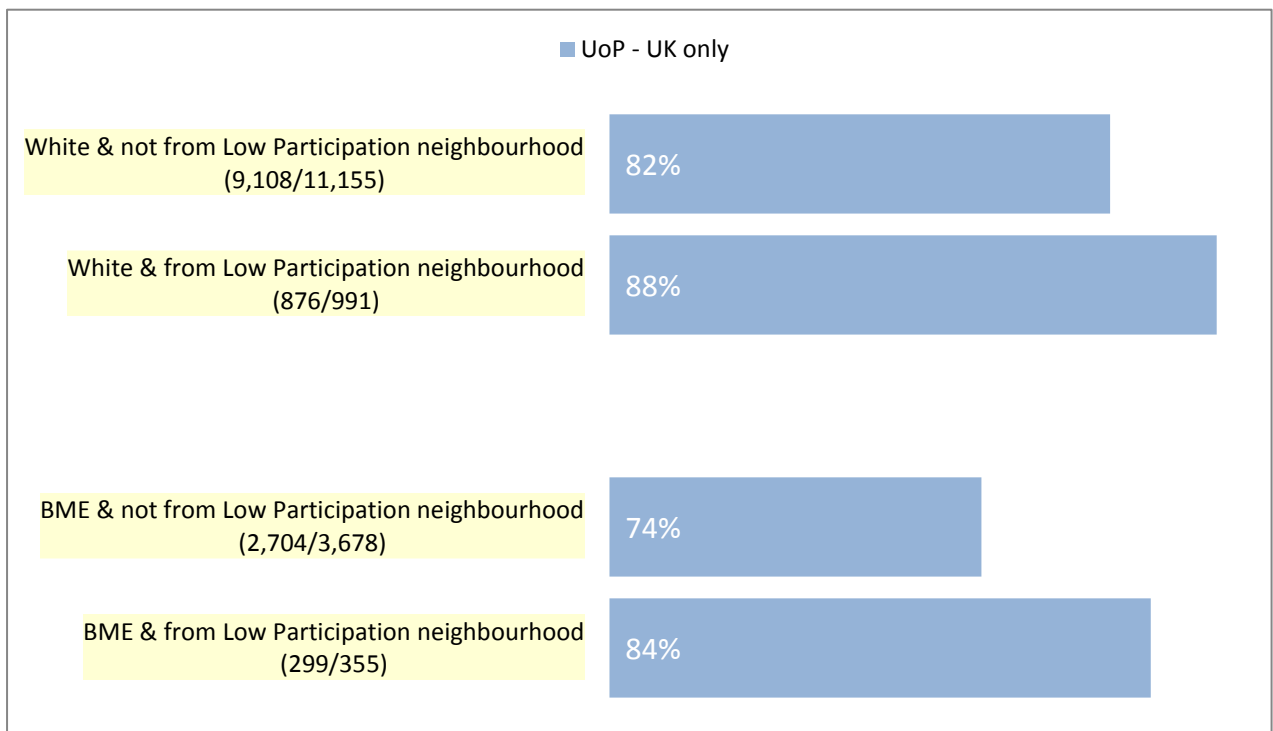
The proportion of undergraduate students who were successful in progressing to the next stage of their course in the 2015/16 academic year, by ethnic grouping



3.4 Widening Participation Progression

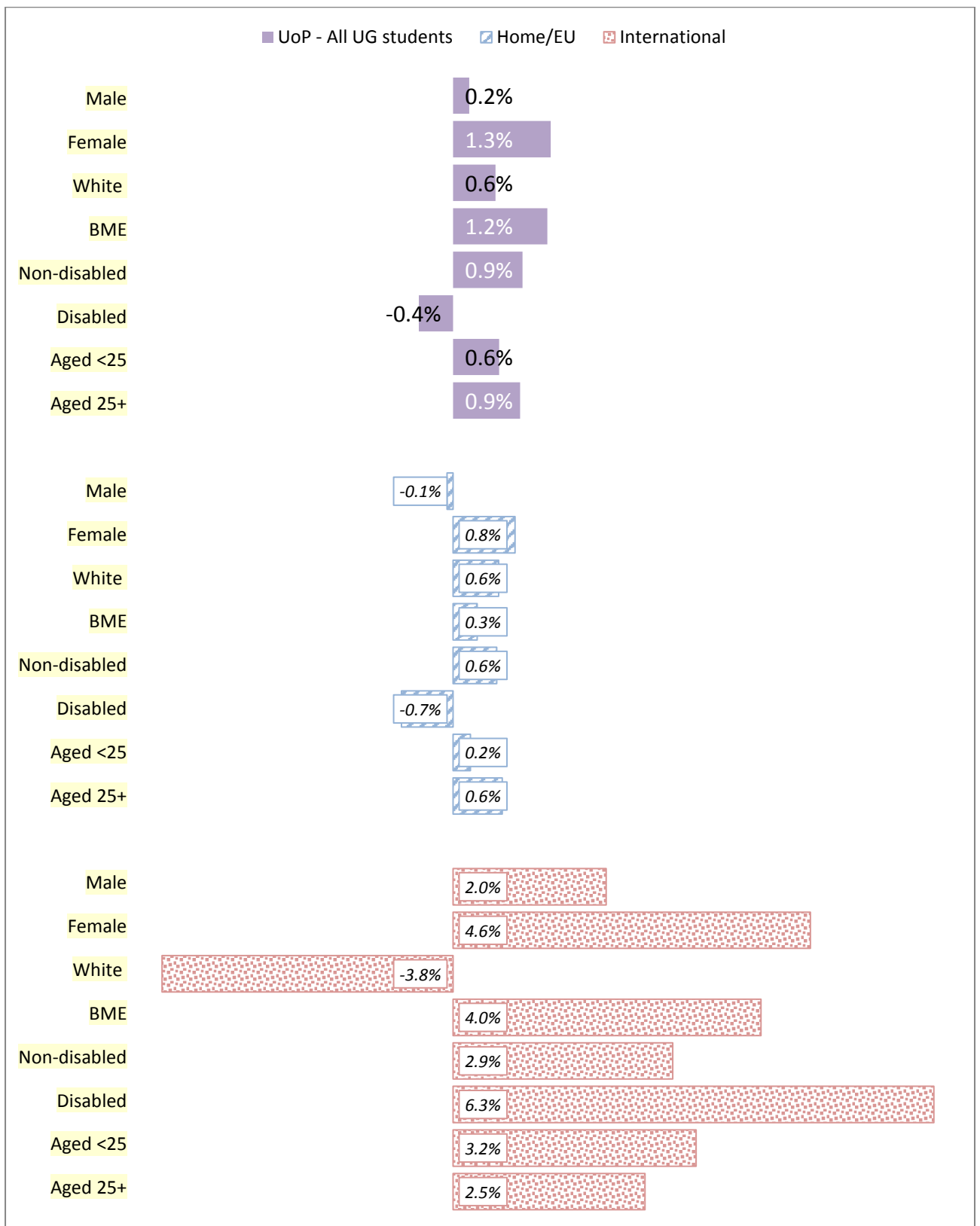
The proportion of 'low participation neighbourhood' students who were successful in progressing to the next stage of their course in the 2015/16 academic year

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 2014/15 and 2015/16



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.

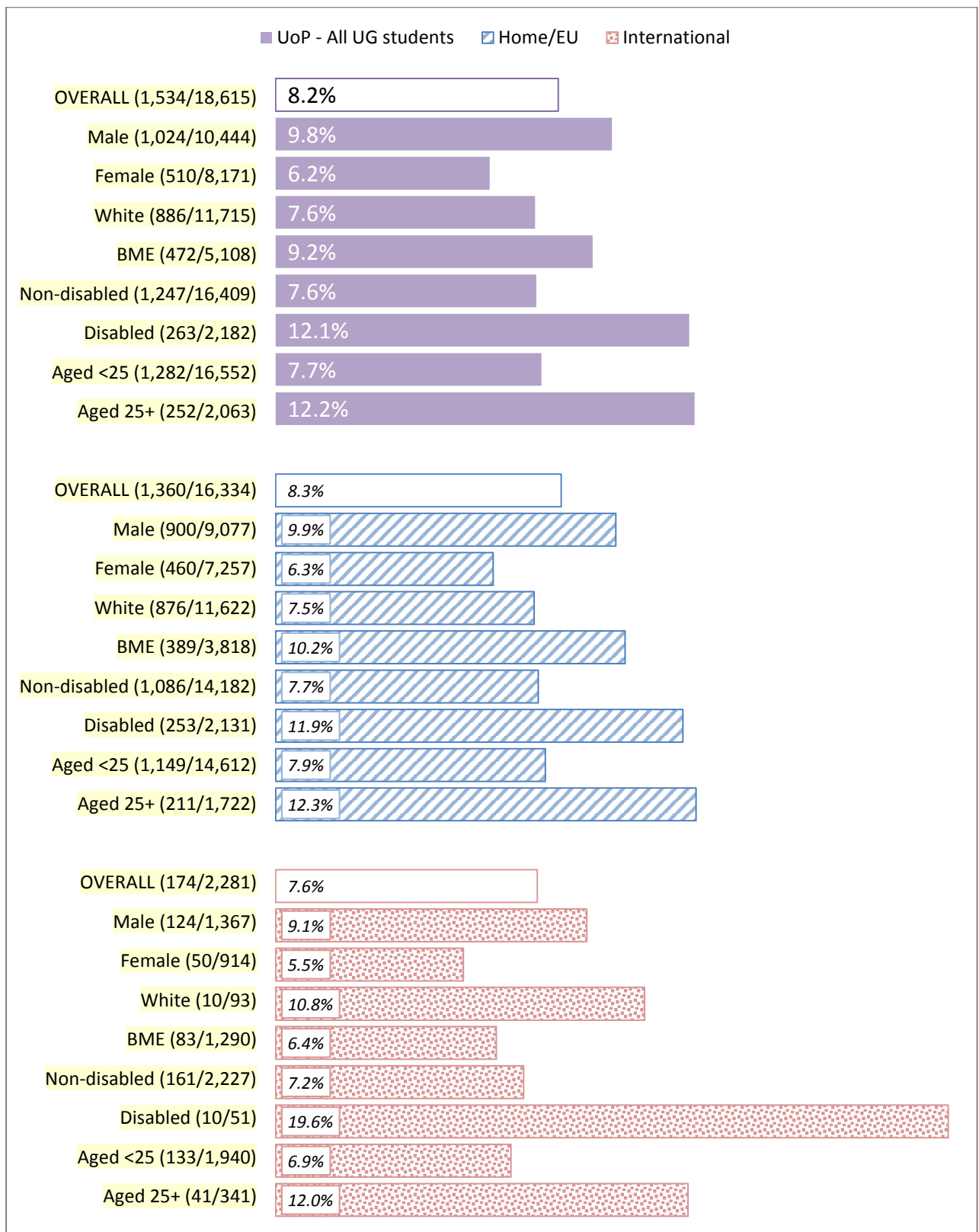
Exclusion includes: Tuition Fees; Qualification; Attendance/Assessment; ID; Halls.

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

- The differences in the withdrawal rate percentages for male/female, white/BME, non-disabled/disabled and aged <25/25+ students are all statistically significant
- The highest withdrawal rates were seen from students with a disability (12.1%) and students aged 25+ (12.2%)
- Within the BME category, the withdrawal rate ranged from a low of 3.5% (Chinese) to a high of 12.6% (black)
- The withdrawal rate increased, year on year, in every protected characteristic
- 43% of the home/EU BME students who withdrew from study, did so due to academic failure. This compared to 24% of the white students who withdrew from study

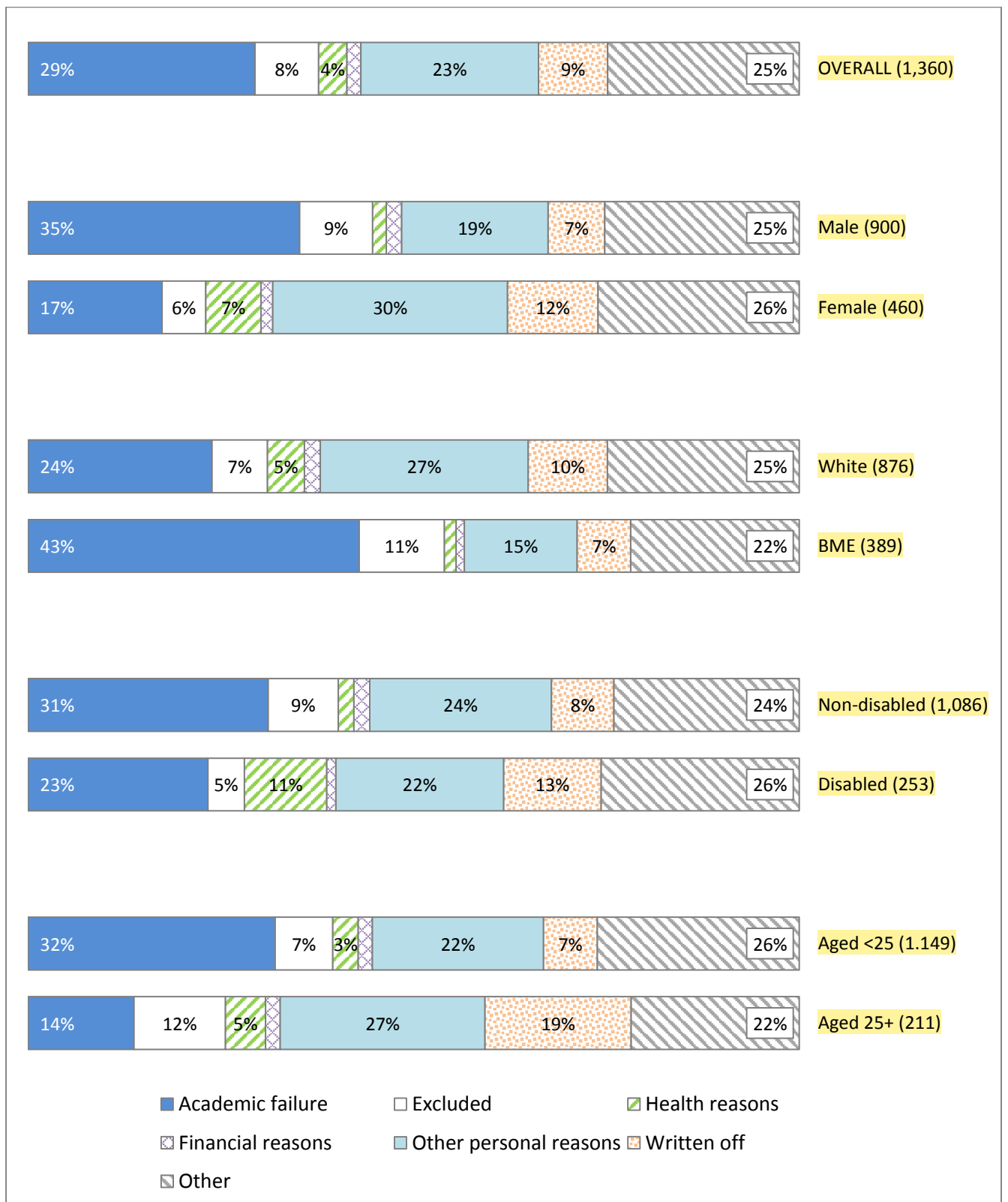
4.1 University Withdrawals, by characteristic

The proportion of undergraduate students who withdrew from study in the 2015/16 academic year



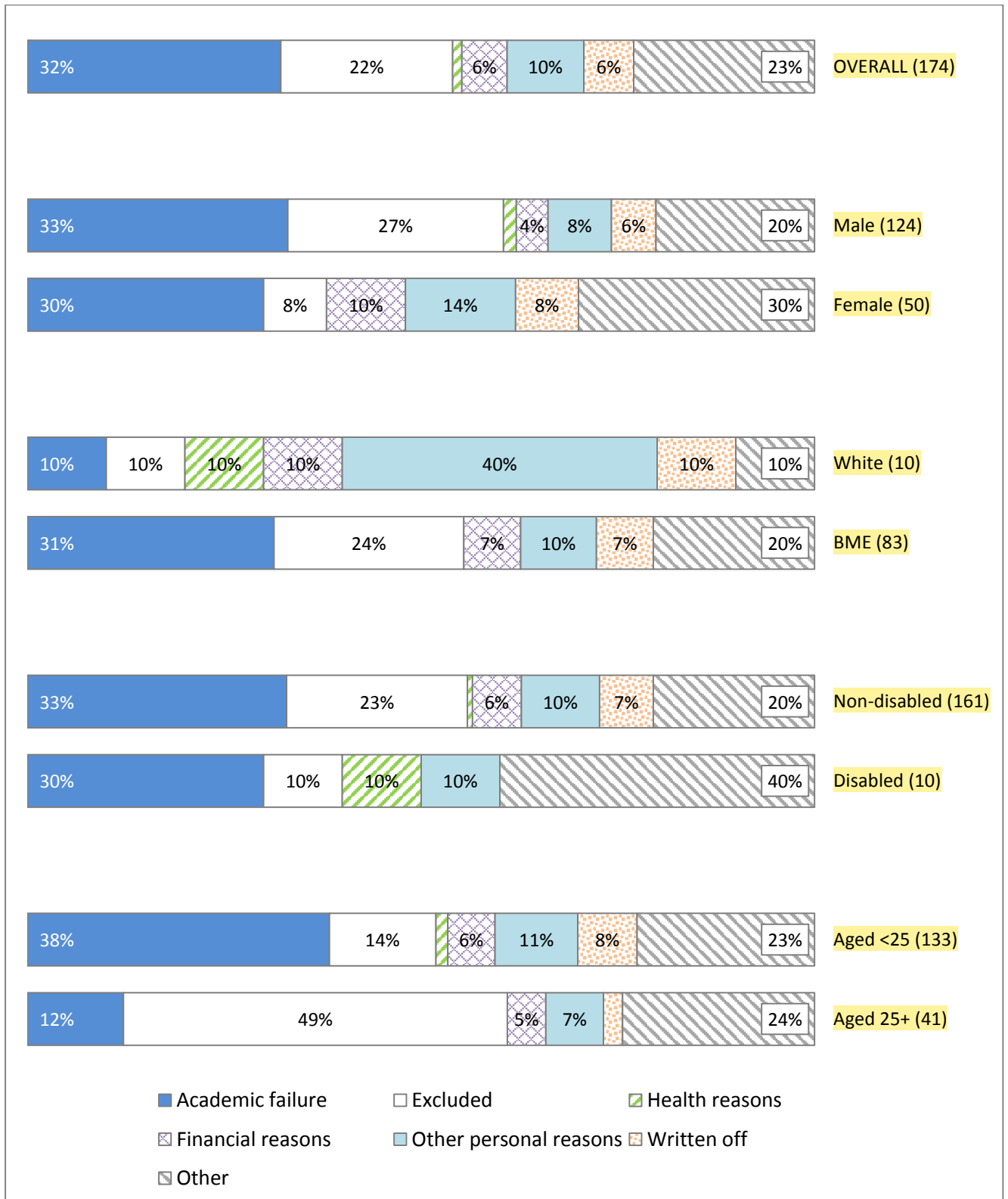
4.2 Reasons for Withdrawals – Home/EU students

The distribution of withdrawal reasons for undergraduate students in the 2015/16 academic year



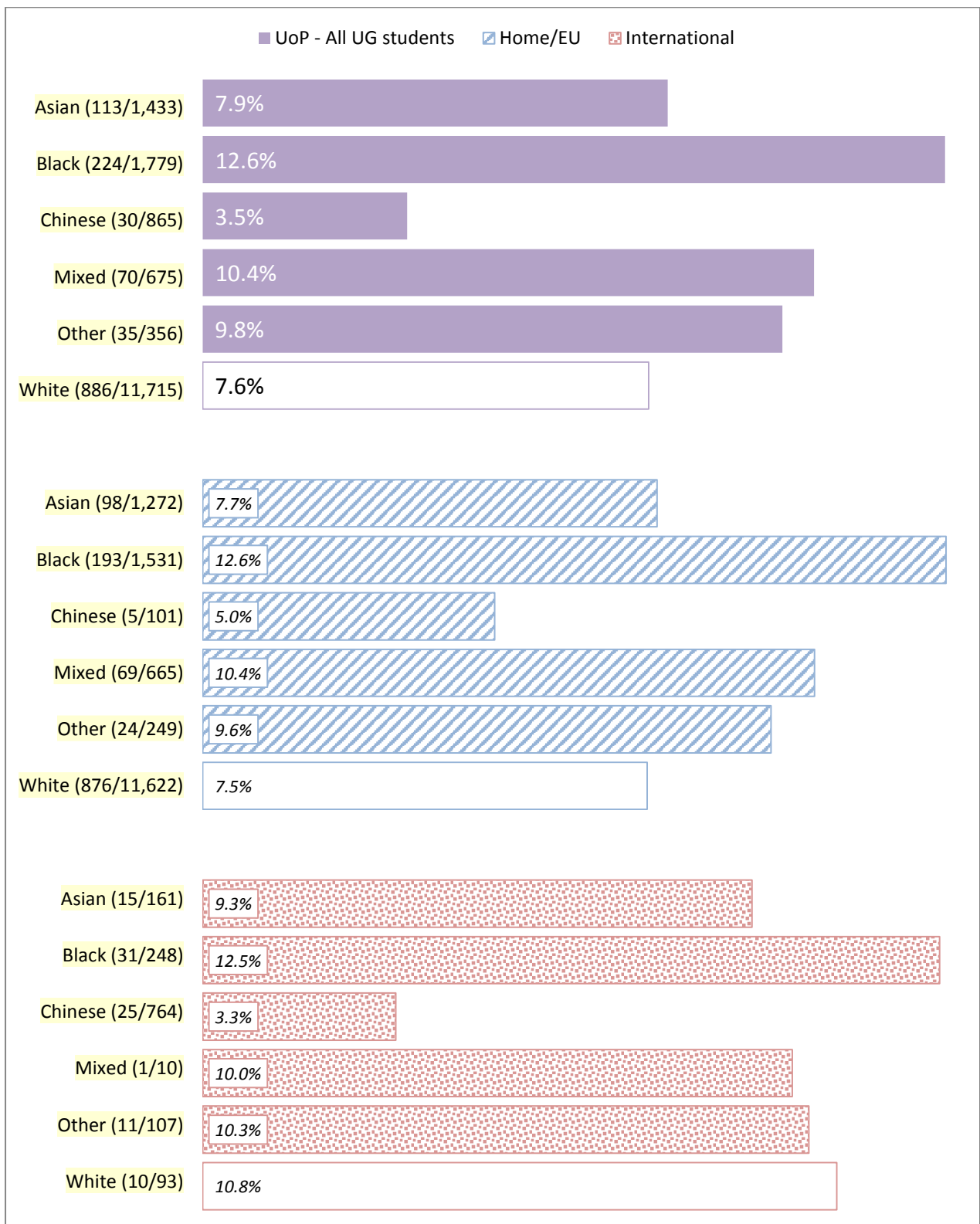
4.3 Reasons for Withdrawals – International students

The distribution of withdrawal reasons for undergraduate students in the 2015/16 academic year



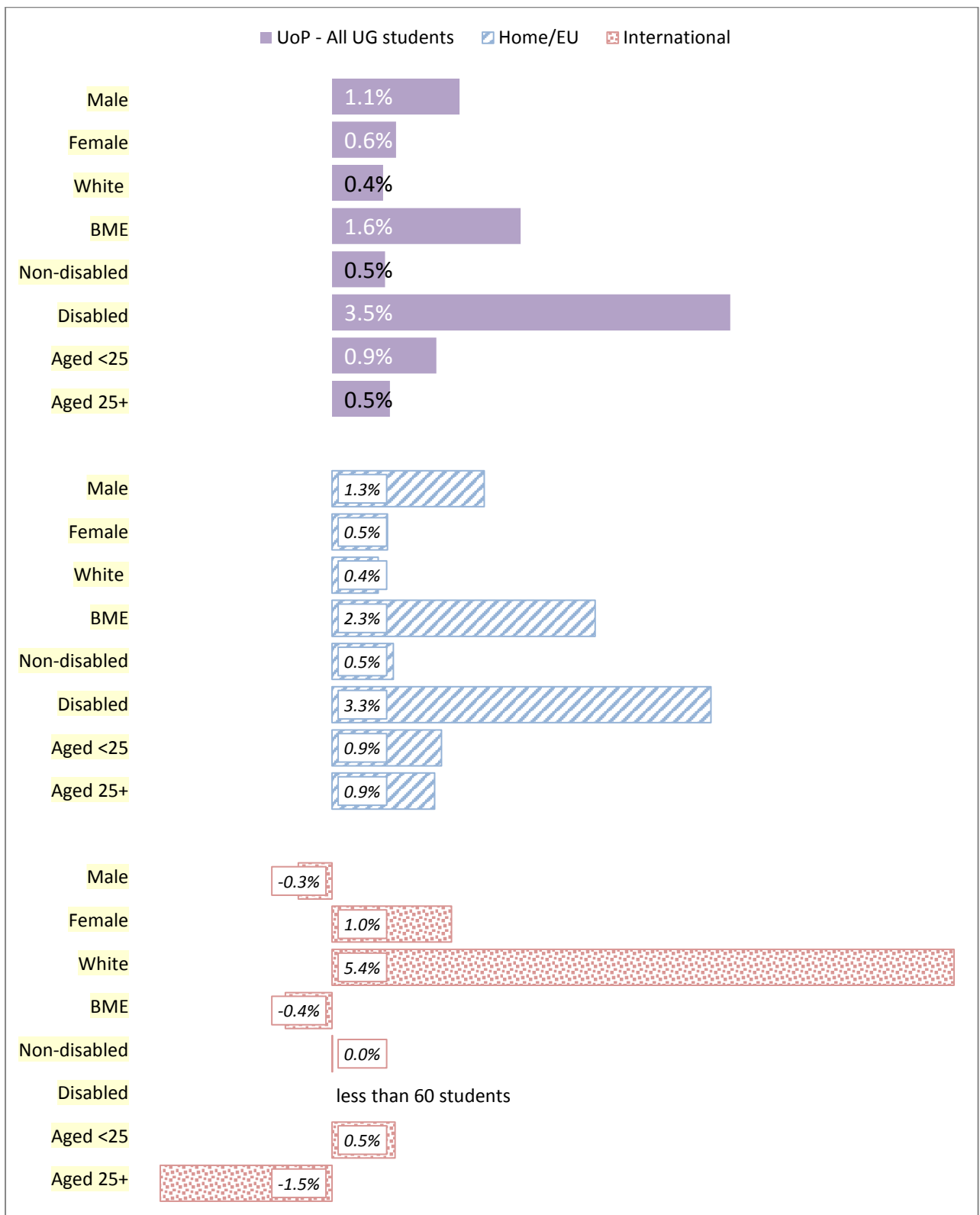
4.4 BME Withdrawals

The proportion of BME undergraduate students who withdrew from study in the 2015/16 academic year



4.5 Changes in Withdrawals

The percentage change in withdrawal rates of undergraduate students, between 2014/15 and 2015/16

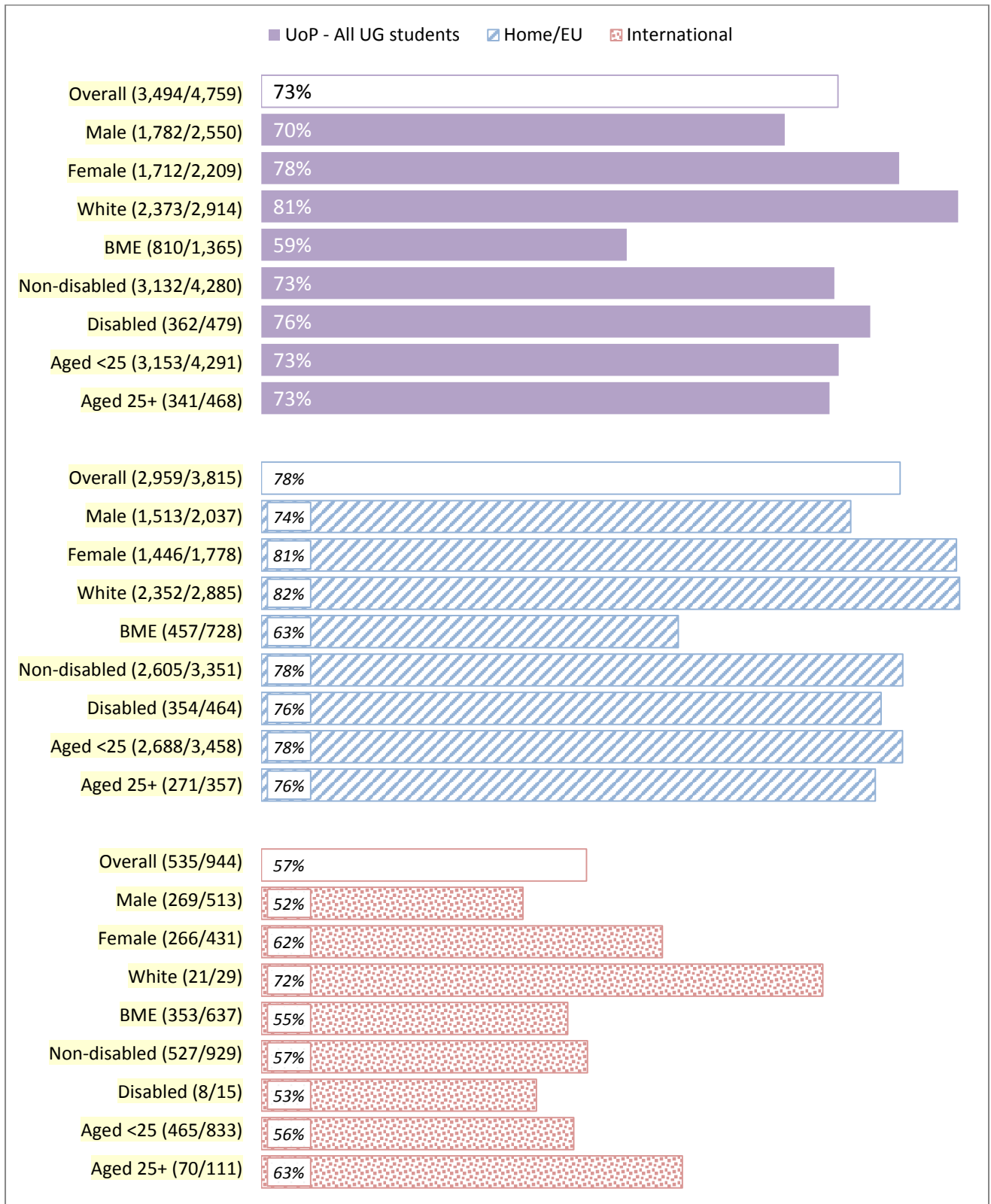


5. Classifications

- The University outperformed the UK benchmark in the male, female, white, BME, non-disabled, disabled, aged <25 and aged 25+ protected characteristics
- The proportion of students achieving a 'good degree' increased year on year for male, female, white, BME, non-disabled, disabled, aged <25 and aged 25+ students
- Female students continue to outperform their male counterparts, with a 7.0% 'good degree' attainment gap for home/EU students, and a 9.3% gap for international students
- White students continued to outperform their BME counterparts, with a 18.7% 'good degree' attainment gap for home/EU students
- Only 59% of black and 60% of Asian home/EU students achieved a 'good degree'. This compares to 82% of white home/EU students
- A larger proportion of female home/EU students achieved a 'good degree' in each faculty, with gaps ranging from 14.6% (SCI) to 3.4% (PBS)
- A larger proportion of white home/EU students achieved a 'good degree' in each faculty, with gaps ranging from 28.8% (TEC) to 10.6% (SCI)
- 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 home/EU students
 - Faculty of Creative & Cultural Industries (ethnicity)
 - Faculty of Humanities & Social Sciences (ethnicity & age)
 - Portsmouth Business School (ethnicity)
 - Faculty of Science (gender, ethnicity & age)
 - Faculty of Technology (ethnicity & age)
- Home/EU students aged 25 or over had the highest proportion of both First class degrees (34%)
- Only 18% of home/EU BME students achieved a 1st class degree classification. No other protected characteristic is below 23%
- The difference in attainment 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 2015/16 academic year

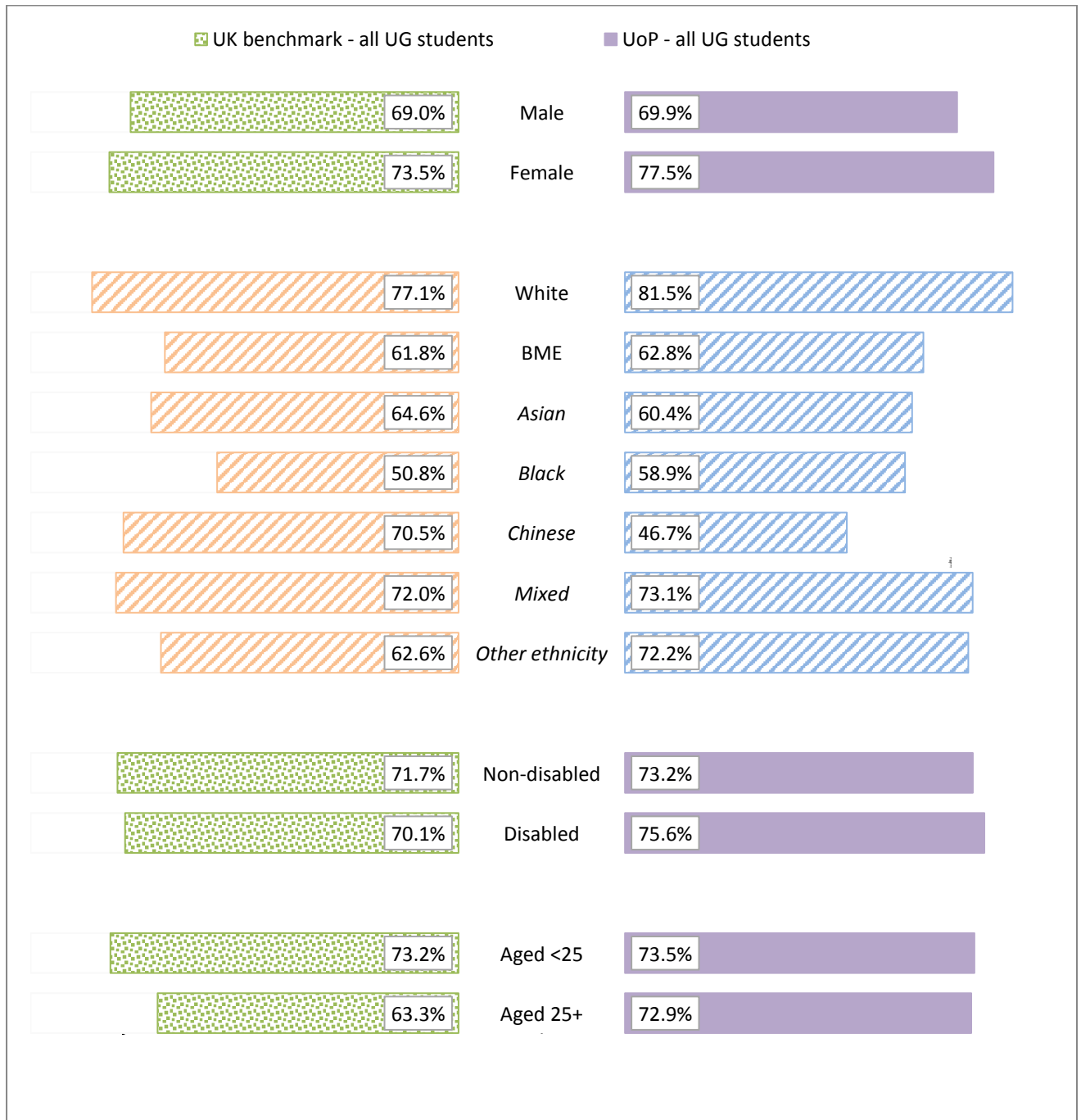


5.2 University 'Good degrees' - UK benchmark

Comparing the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) at the university in the 2015/16 academic year, against the ECU national benchmarks for **2014/15**

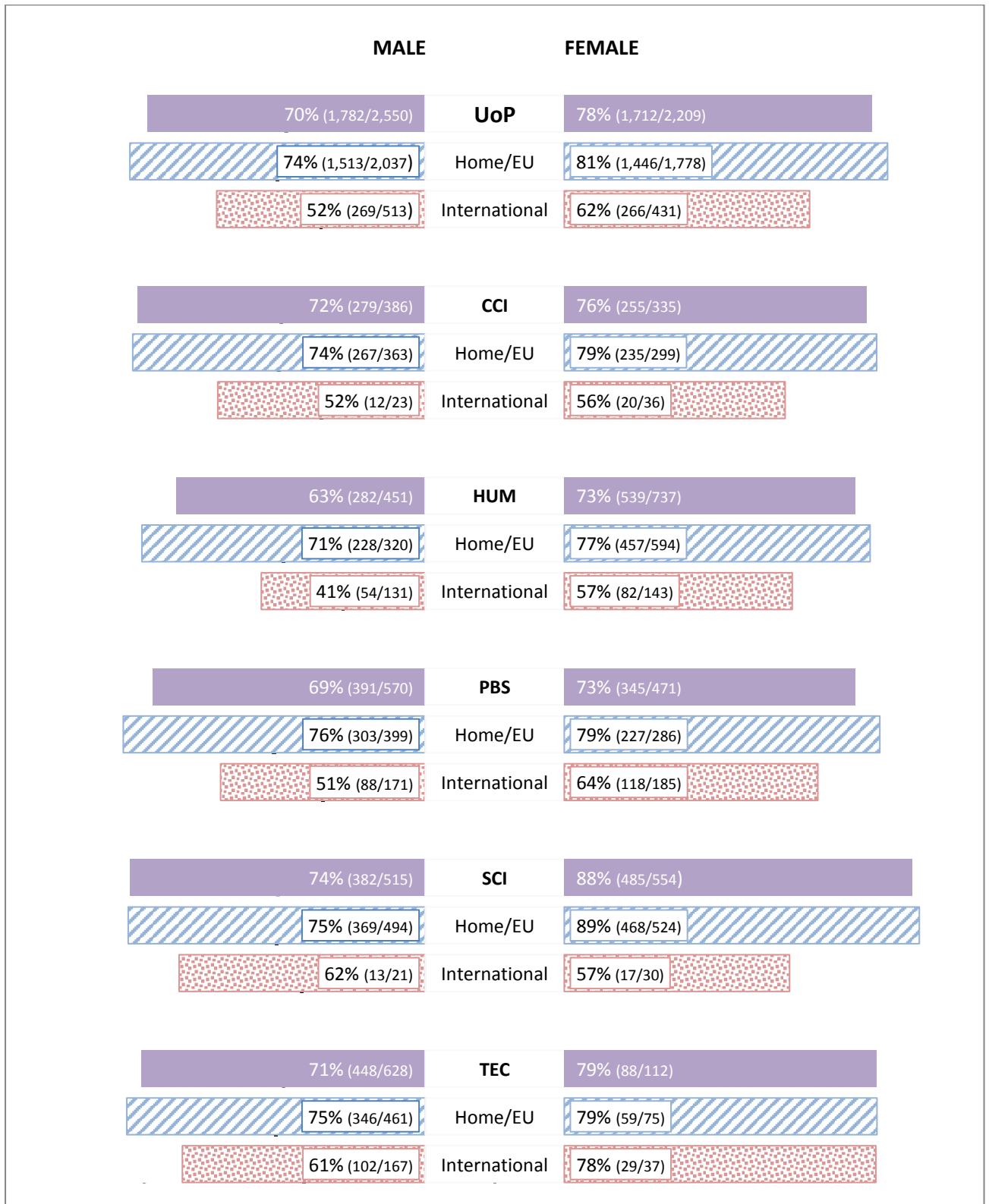
UK benchmarks: Gender, Disability & Age = all UG students, Ethnicity = all UK domiciled UG students

UoP data: Gender, Disability & Age = all UG students, Ethnicity = all home/EU UG students



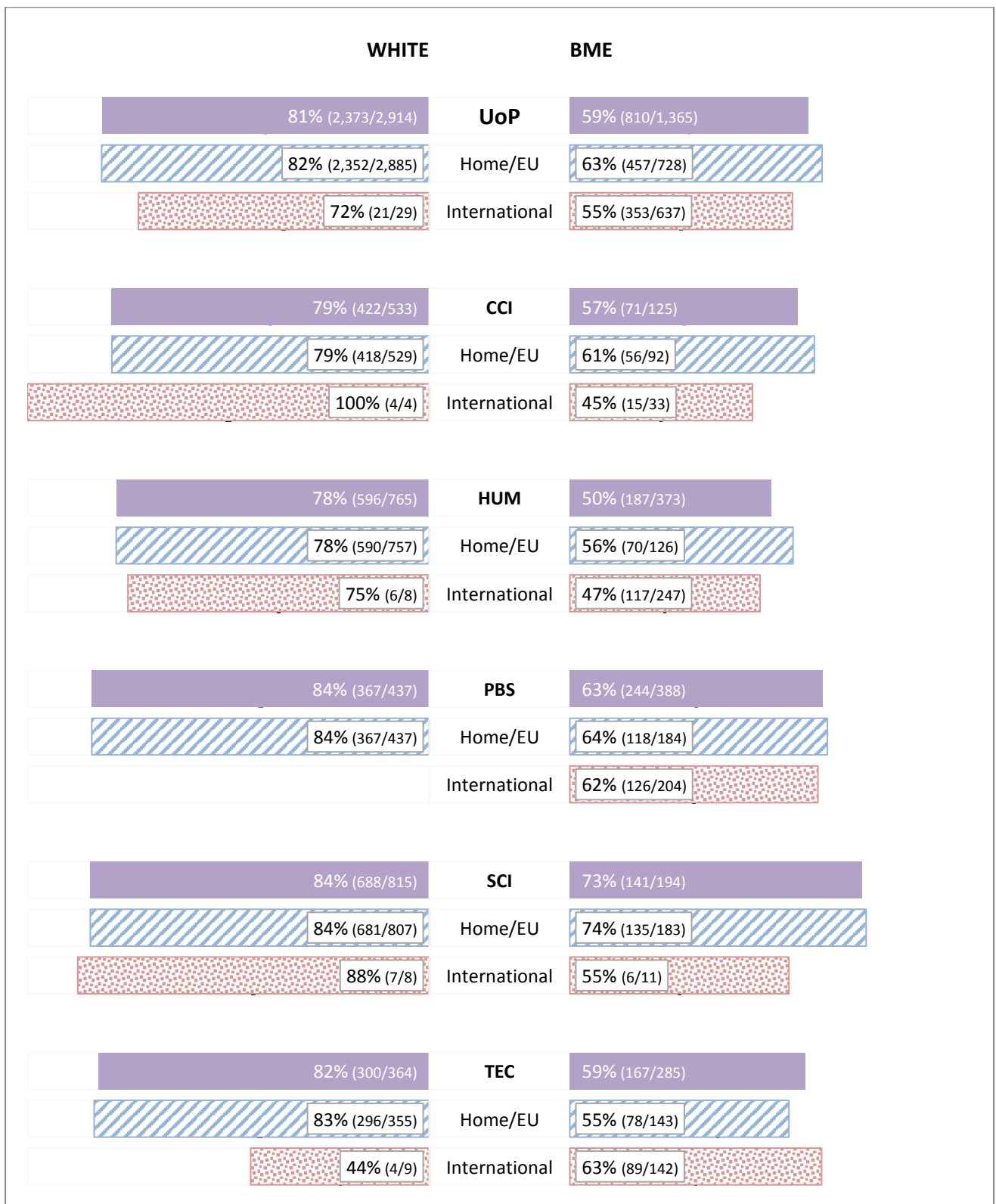
5.3 Faculty 'Good Degrees', by gender

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year



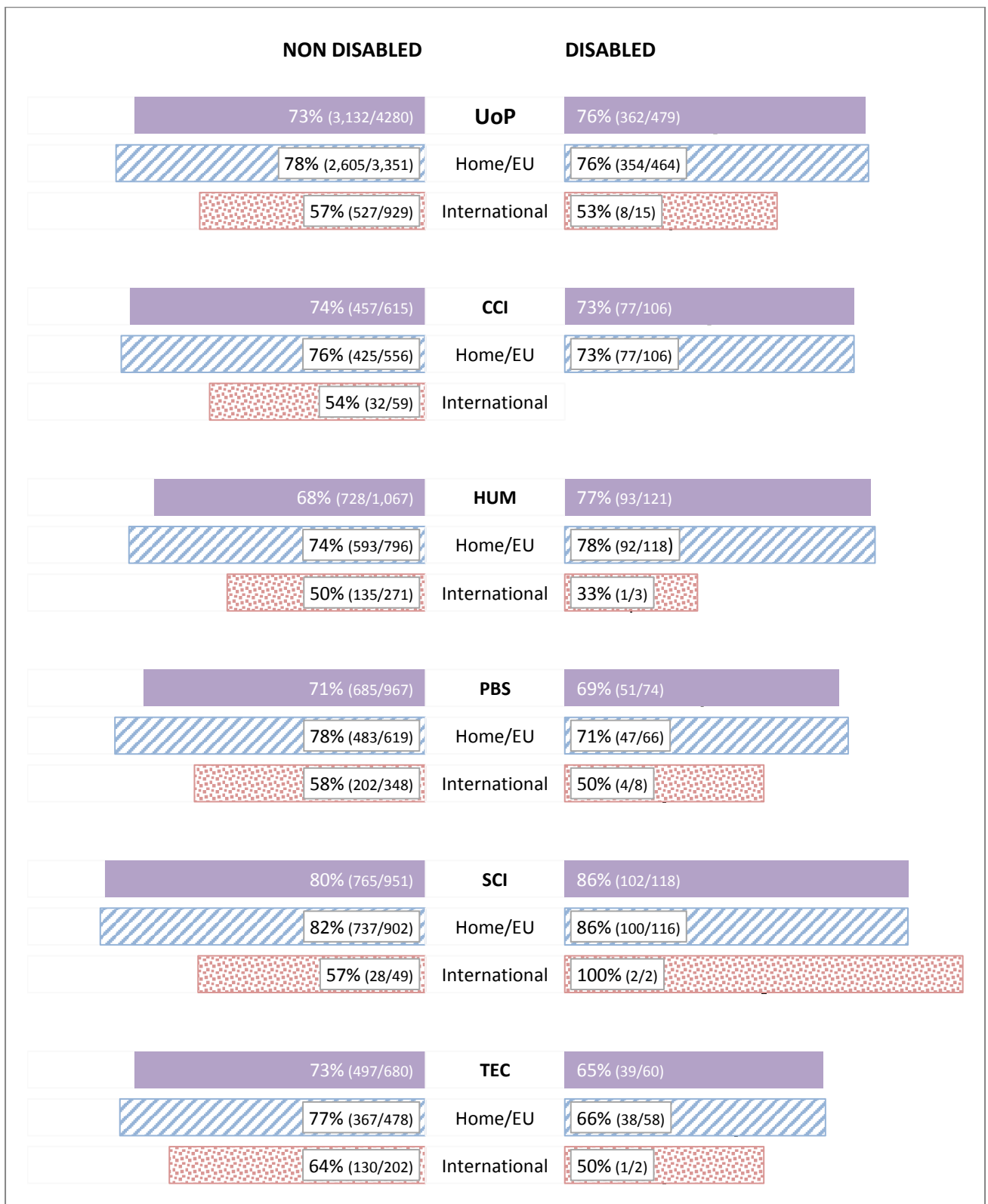
5.4 Faculty 'Good Degrees', by ethnicity

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year



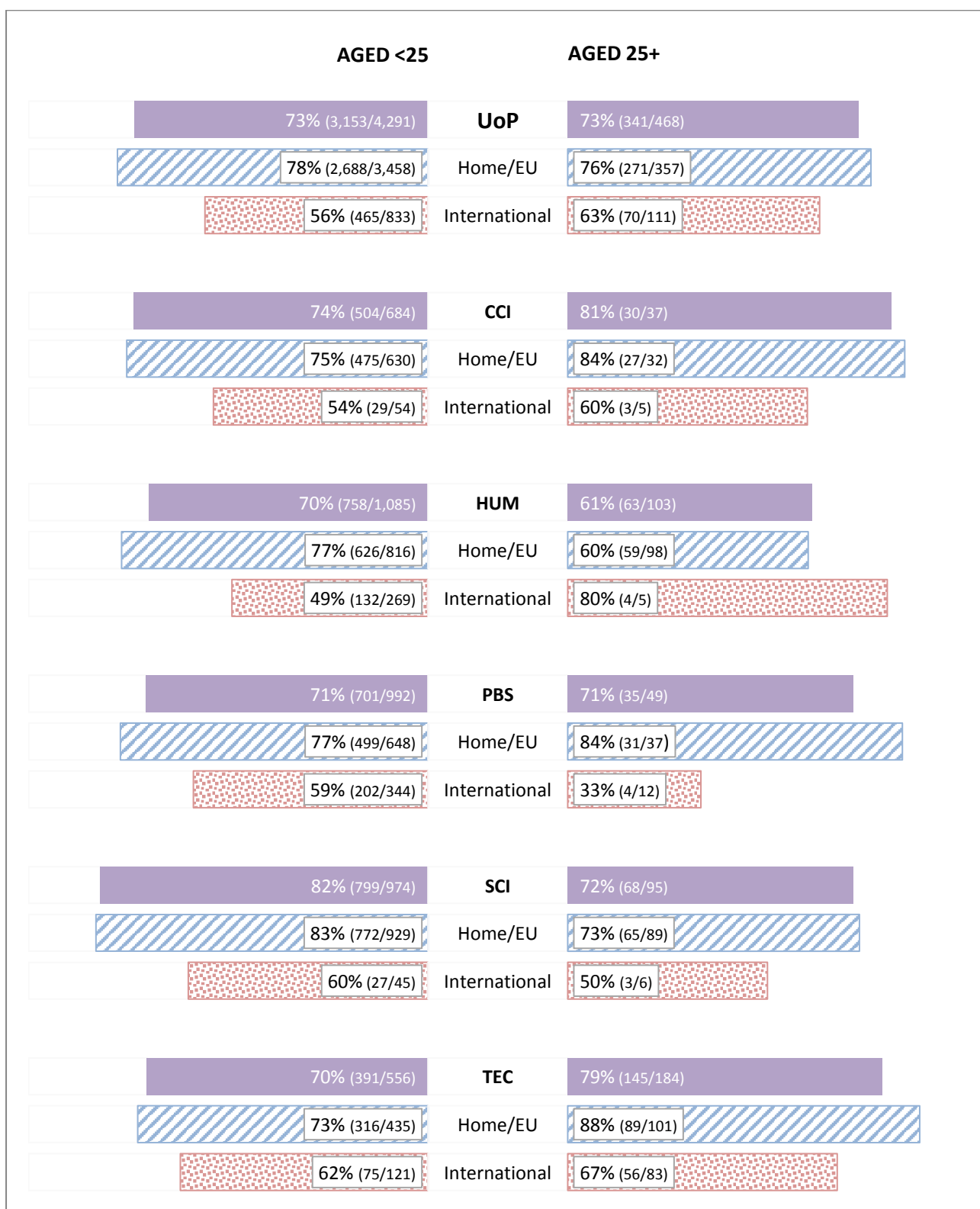
5.5 Faculty 'Good Degrees', by disability status

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year



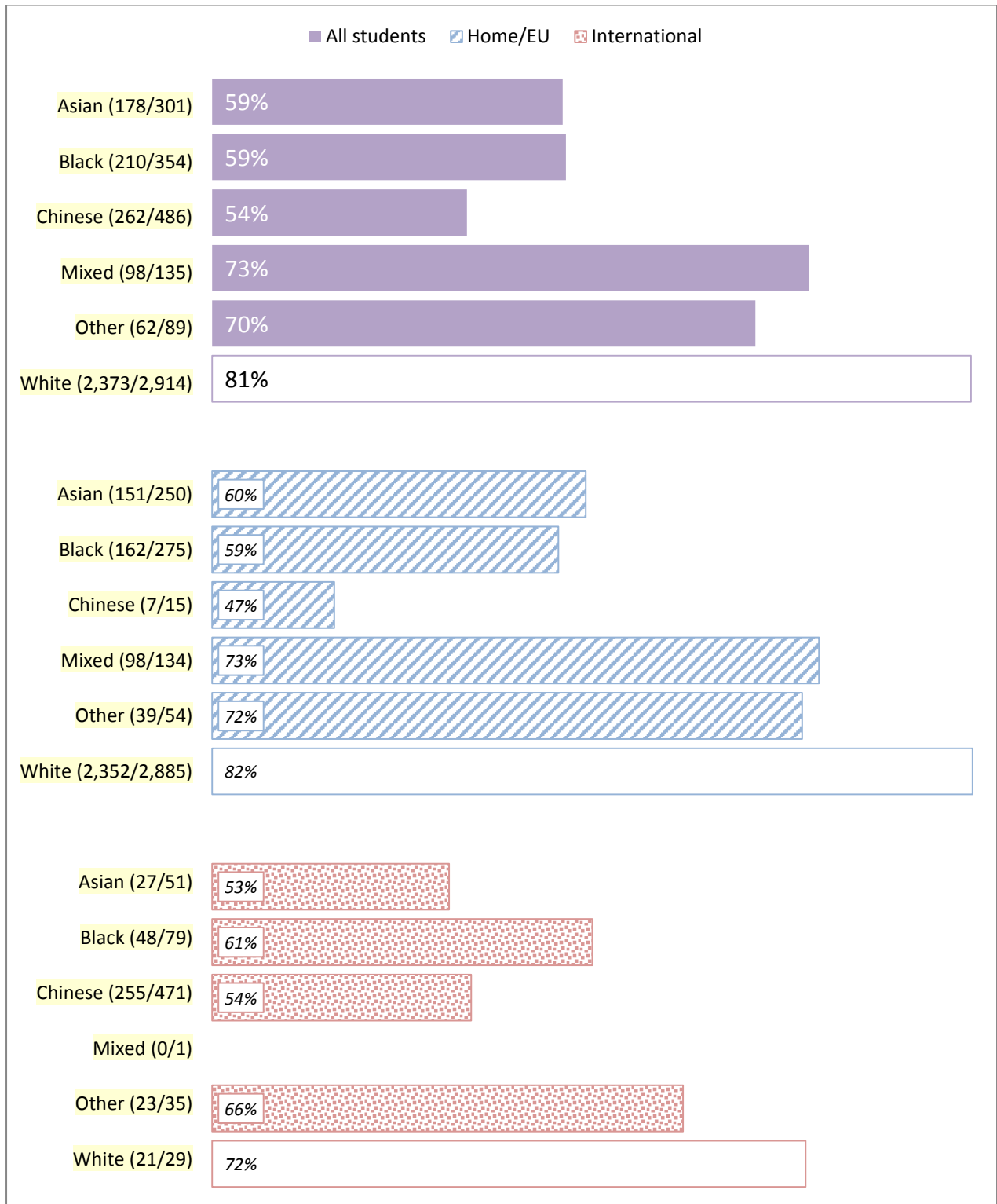
5.6 Faculty 'Good Degrees', by age category

A faculty breakdown of the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year



5.7 BME 'Good Degrees'

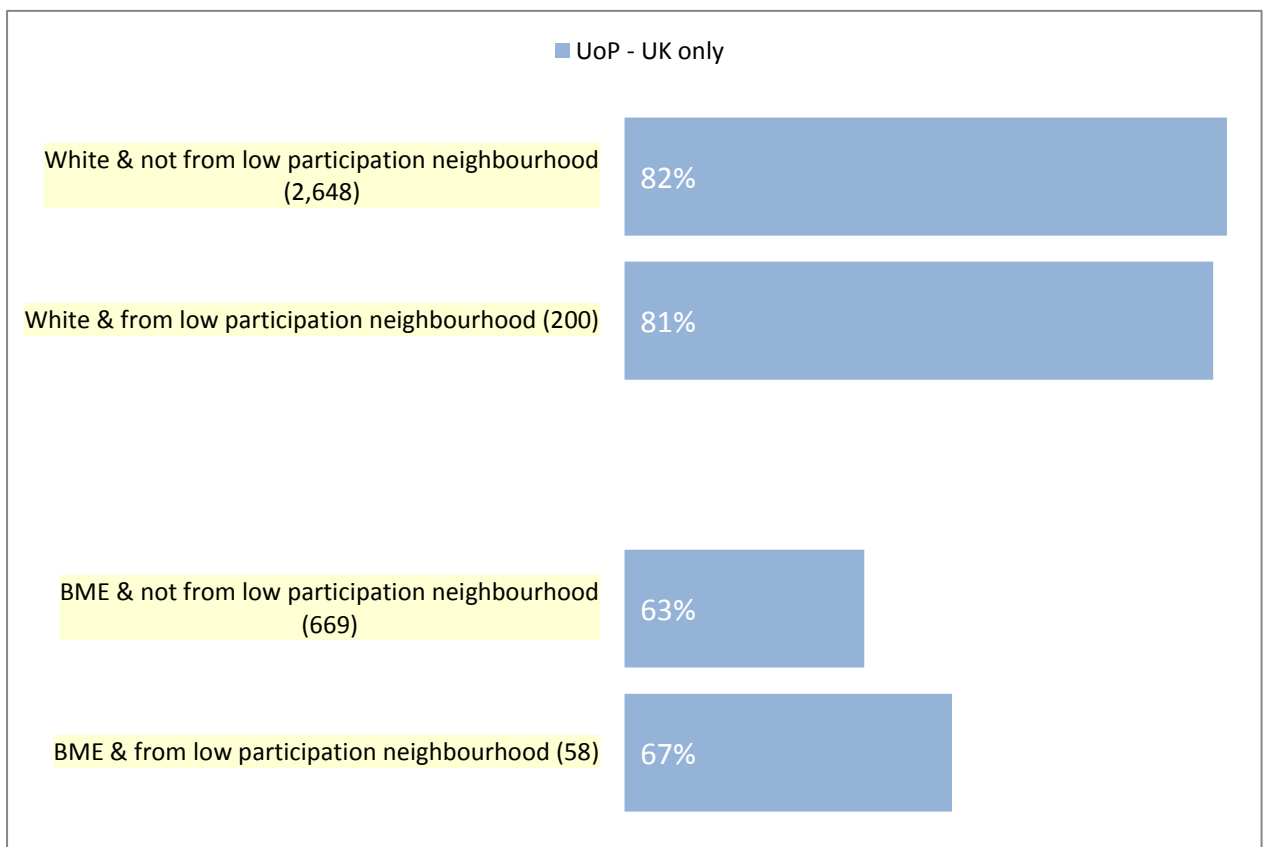
The proportion of BME undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year



5.8 Widening Participation 'Good Degrees'

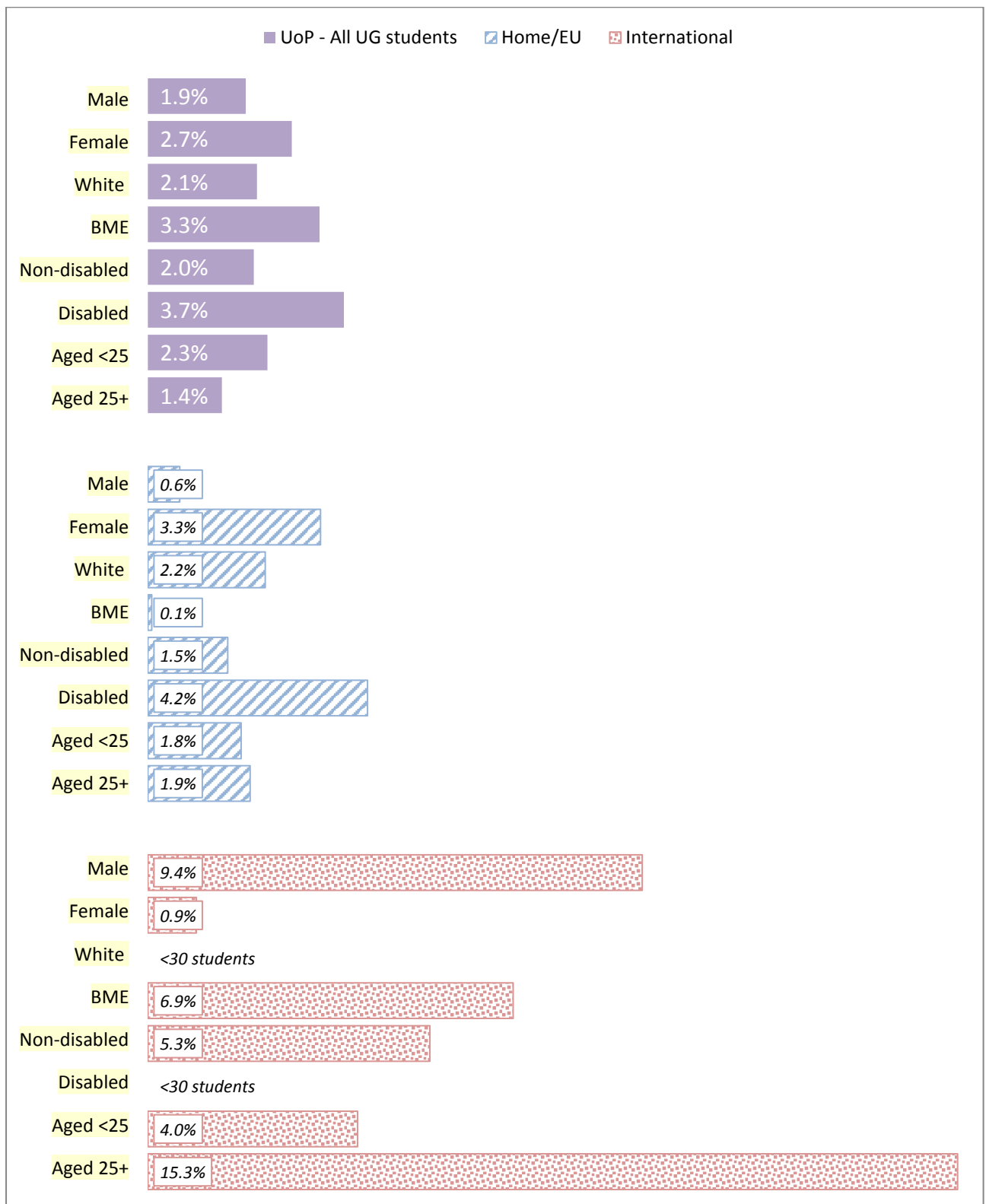
The proportion of 'low participation neighbourhood' undergraduate students who achieved a 'good degree' (a First or 2:1) in the 2015/16 academic year

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



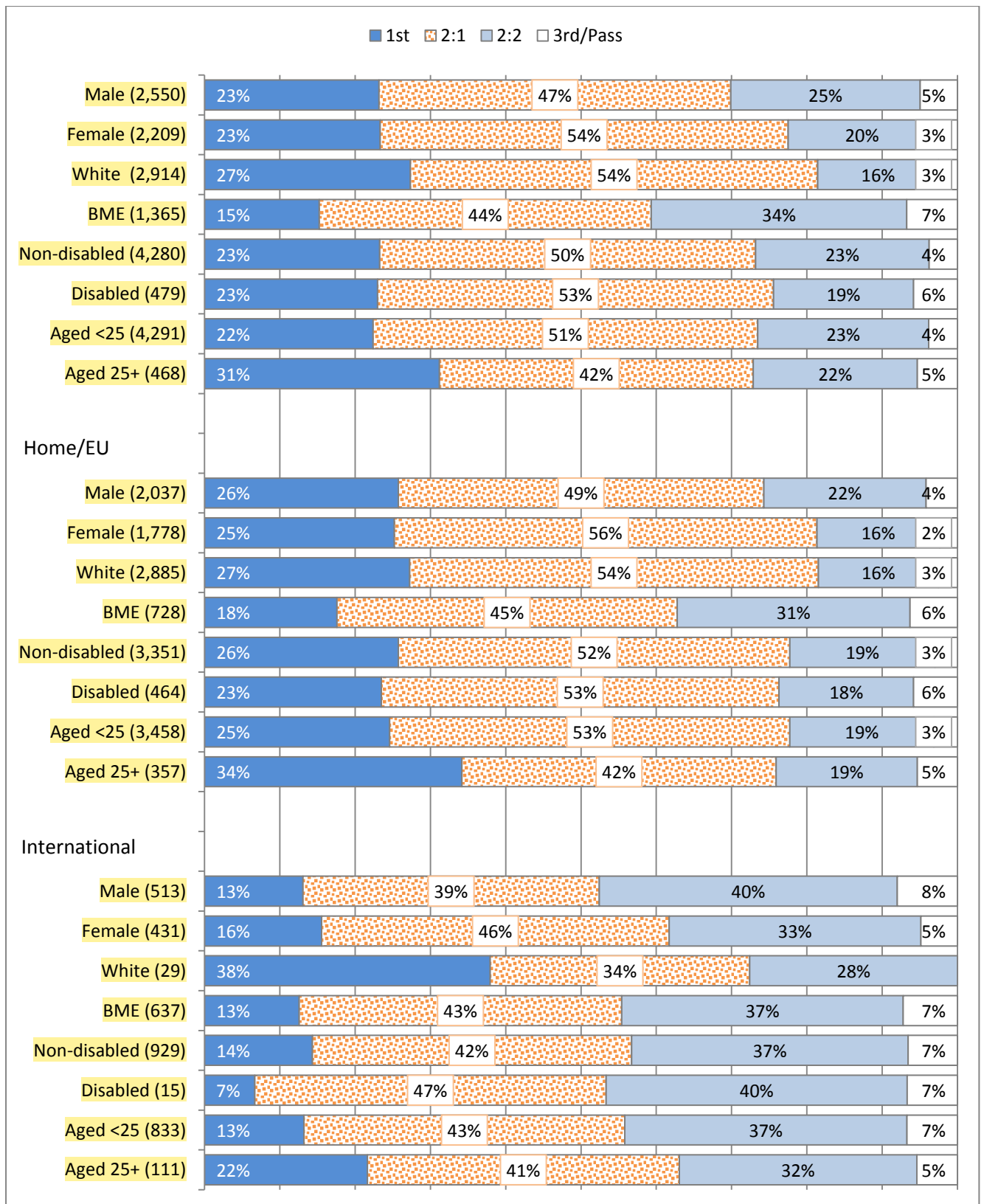
5.9 Changes in 'Good Degrees'

The percentage change in the proportion of undergraduate students who achieved a 'good degree' (a First or 2:1), between 2014/15 and 2015/16



5.10 University Degree Classifications, by characteristic

The distribution of undergraduate student attainment in the 2015/16 academic year

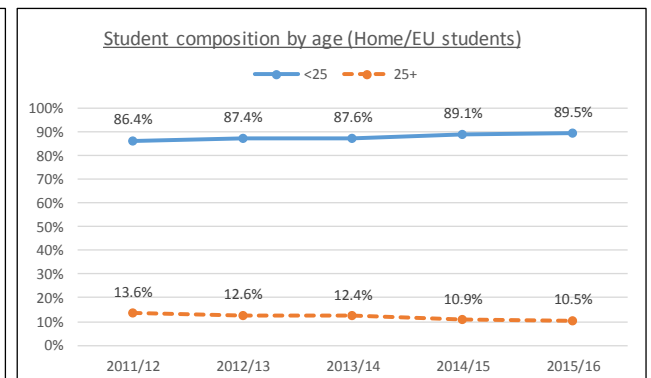
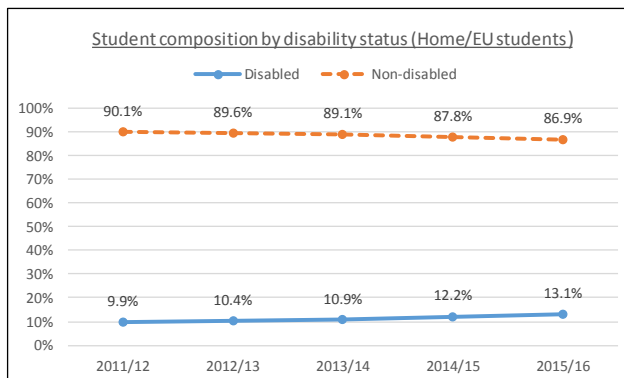
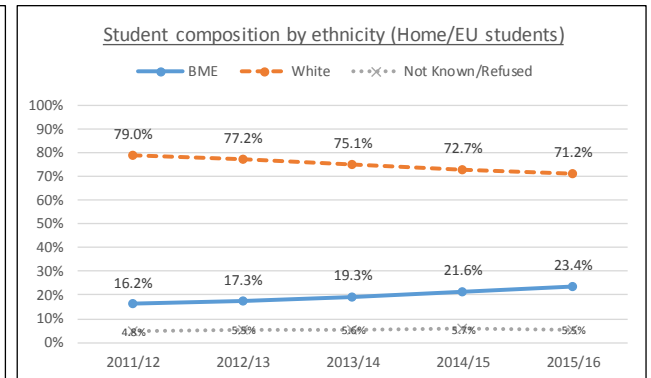
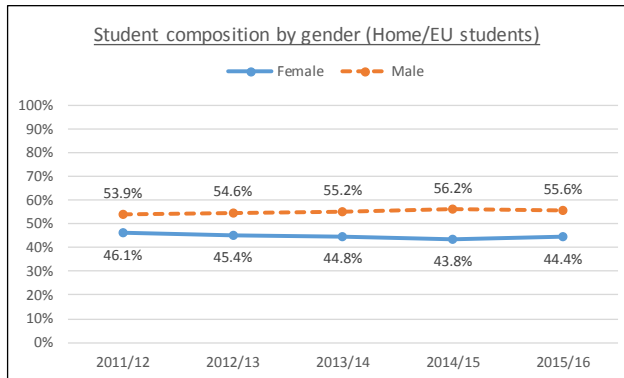


6. Destinations

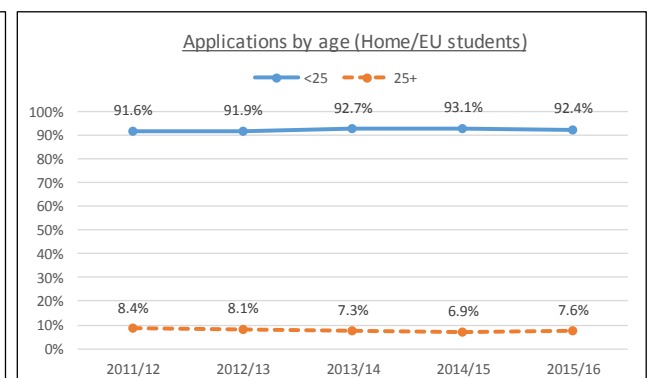
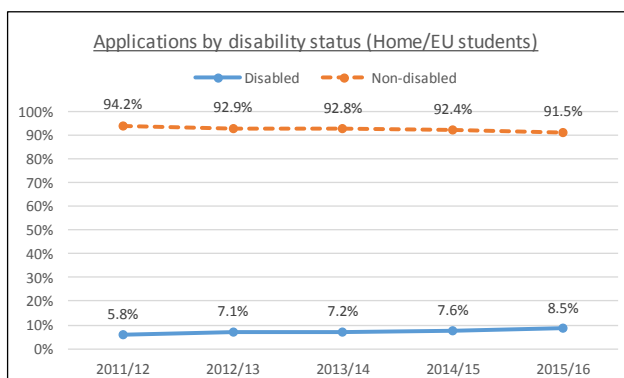
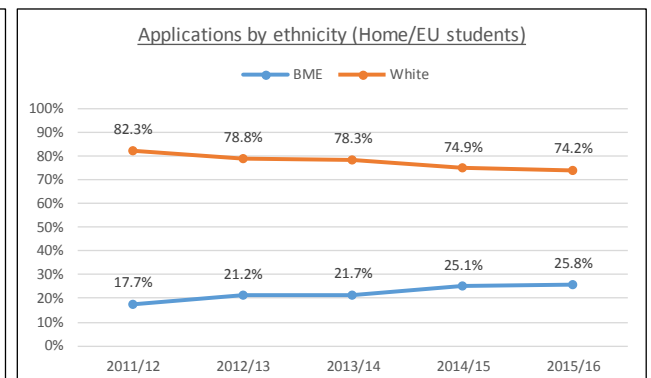
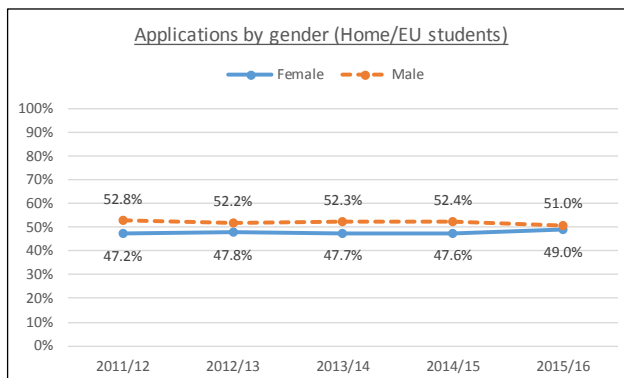
- The Department of Employability published a Destinations Report in August 2016
- The report contains data from students who responded to the DLHE (Destinations of Leavers from Higher Education) survey
- The survey asks graduates what they were doing on a specific date six months after their graduation
- 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 2014/15 Destinations Report is enclosed below. The protected characteristic data can be found on page 15
- <http://www.port.ac.uk/intranet/employability/DestinationsofLeaversfromHigherEducation/2015DestinationsData/>

7. University of Portsmouth Trend Charts

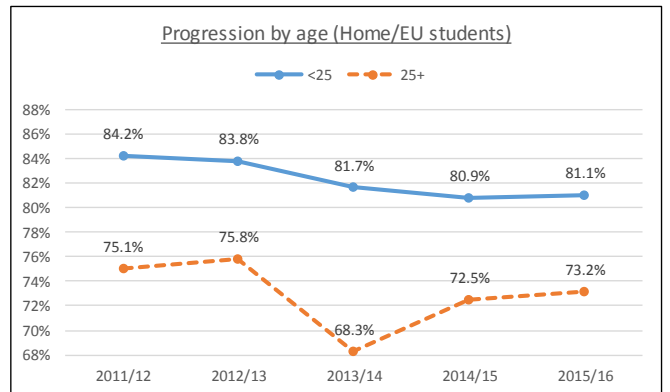
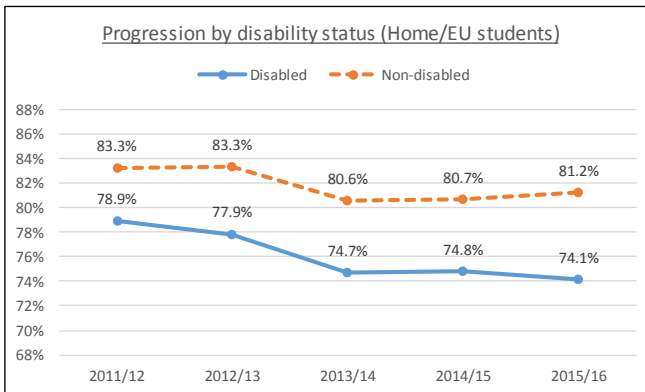
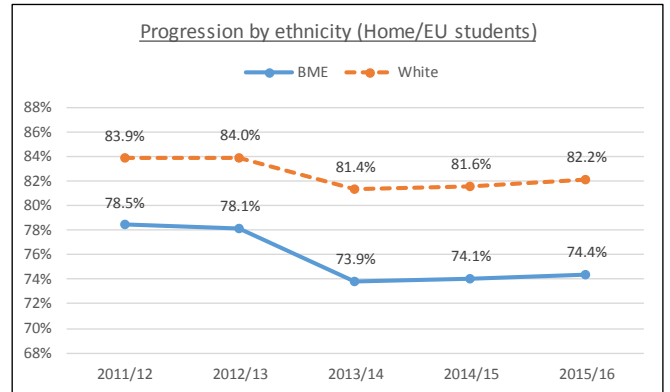
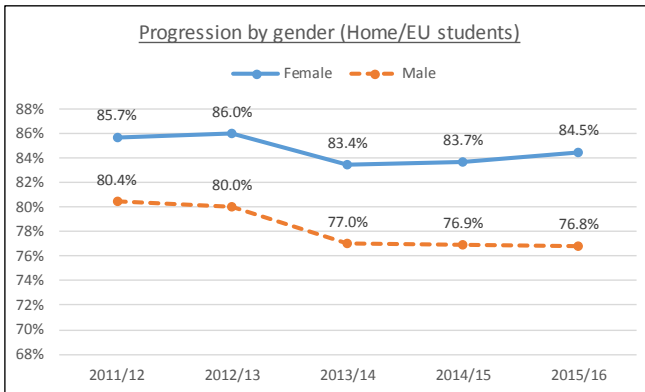
7.1 Student Composition



7.2 Applications



7.3 Progression



7.4 Classification

