

# Student Data Analysis 2015-16

**GENDER**

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## EXECUTIVE SUMMARY

- The university continues to receive more applications from female applicants and subsequently, continues to enrol more female students.
- The gender gap in recruitment is larger within certain faculties and departments: Engineering and Computer Science related programmes continue to recruit more male students; conversely, programmes across both Education and Nursing and Midwifery are predominantly female.
- This trend in recruitment is reflective of the sector; whilst student recruitment rates have fluctuated, the number of female entrants has consistently been higher than male entrants (see figure 1).
- In 15/16, the non-continuation rate for male students is higher than it is for female students. Over time, there has been a great deal of fluctuation in the rate of non-continuation for both genders but generally, most departments see a higher proportion of female students continuing to remain active in the university.
- Overall, male students are more satisfied with the university however, when results are broken down by the various measures of satisfaction, female students appear more satisfied with the students' union and the quality of teaching.
- Female students have consistently achieved a higher rate of good honours than male students have. However, over time the rate of good honours for male students has steadily improved.
- Graduate outcomes are generally more positive for female graduates: across the university, more female graduates are entering further study and slightly more are entering professional employment; furthermore, the rate of unemployment for male graduates is higher than it is for female graduates. Institutional patterns are typical of the sector: more female graduates are entering professional employment however, more male students are entering senior roles (see figure 4).

## APPLICATIONS

**Table 1** shows application rates broken down by gender in 15/16

			<b>Female</b>	<b>Male</b>	<b>Female %</b>	<b>Male %</b>
<b>University</b>			15,533	11,010	59%	41%
	<b>ACE</b>		3898	1859	68%	32%
		Art and Design	1470	593	71%	29%
		Arts and Cultural Industries	645	397	62%	38%
		Education	780	146	84%	16%
		Film and Journalism	1003	723	58%	42%
	<b>FBL</b>		2001	2297	47%	53%
		Accounting, Economics and Finance	184	525	26%	74%
		Business and Management	1134	1476	43%	57%
		Law	683	296	70%	30%
	<b>FET</b>		1071	4057	21%	79%
		Architecture and the Built Environment	455	1100	29%	71%
		Computer Science and Creative Technologies	166	1288	11%	89%
		Engineering, Design and Mathematics	173	1198	13%	87%
		Geography and Environmental Management	277	471	37%	63%
	<b>HAS</b>		8172	2626	76%	24%
		Allied Health Professions	1722	882	66%	34%
		Applied Sciences	899	659	58%	42%
		Health and Social Sciences	1936	717	73%	27%
		Nursing and Midwifery	3615	368	91%	9%

Table 1 shows that proportionally, the university receives slightly more applications from female applicants than it does from male applicants. When broken down by faculty and department, application rates by gender vary:

- In ACE, a greater than average proportion of applications are from female applicants; this pattern is evident across all four departments, particularly in Education where 84% of applications are from female applicants and in Art and Design (71%).
- In FBL, overall the gender split between female and male applicants is the most balanced of all the faculties however, when admissions data is broken down by department, this balance changes: Accounting, Economics and Finance receive a much higher proportion of applications from male applicants (48pp gap) and Law receive a higher proportion of applications from female applicants (40pp gap).
- In FET, there is a notable gender gap; overall, the faculty receives a far higher rate of applications from male applicants and this pattern is consistent across all departments

particularly in Computer Science and Creative Technologies where the rate of male applications is 78pp greater than the rate of female applications.

- HAS receive far more applications from female applicants, both as a faculty and across all four departments; the gender gap is most notable within Nursing and Midwifery where the proportion of male applicants is only 9%.

## ENROLMENTS

**Table 2** Breakdown of new enrolments in 15/16 by gender

			<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>University</b>			3035	2701	53%	47%
	<b>ACE</b>		782	382	67%	33%
		Art and Design	224	109	67%	33%
		Arts and Cultural Industries	166	97	63%	37%
		Education	187	21	90%	10%
		Film and Journalism	206	156	57%	43%
	<b>FBL</b>		522	712	42%	58%
		Accounting, Economics and Finance	68	172	28%	72%
		Business and Management	283	438	39%	61%
		Law	170	102	63%	37%
	<b>FET</b>		256	949	21%	79%
		Architecture and the Built Environment	106	189	36%	64%
		Computer Science and Creative Technologies	35	302	10%	90%
		Engineering, Design and Mathematics	49	323	13%	87%
		Geography and Environmental Management	67	135	33%	67%
	<b>HAS</b>		1231	478	72%	28%
		Allied Health Professions	197	82	71%	29%
		Applied Sciences	182	191	49%	51%
		Health and Social Sciences	400	143	74%	26%
		Nursing and Midwifery	452	62	88%	12%

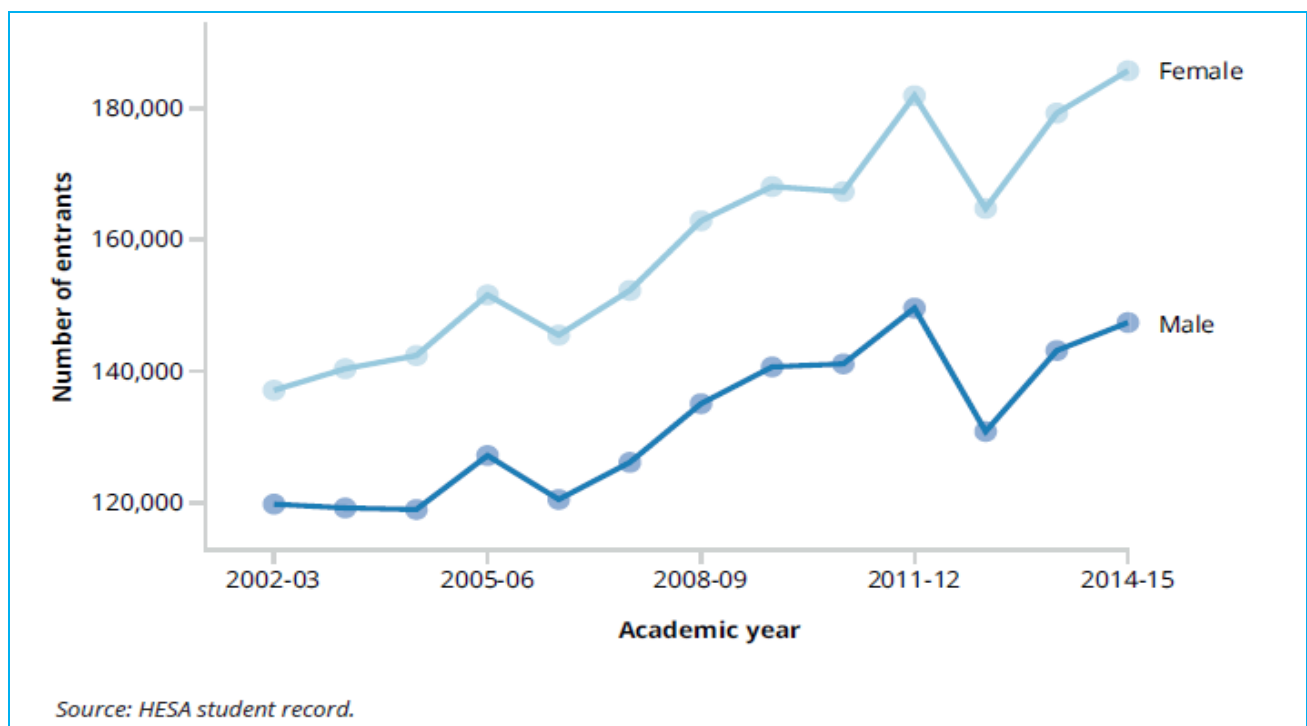
Table 2 shows that overall; the university enrolls slightly more female students than male. However, when broken down by faculty and department, there are greater differences across particular subject areas:

In both the Faculty of HAS and ACE, the proportion of female enrolments is far greater than male enrolments. This difference is most distinct within the department of Education where 90% of enrolments are female; this gender split is similar within the department of Nursing and Midwifery where 88% of enrolments are female.

In comparison, FBL and FET enrol a greater proportion of male students; this trend is more significant within FET where only 21% of enrolments are female. The gender difference is most notable within both the department of Computer Science and Creative Technologies (90% male) and department of Engineering, Design and Mathematics (87% male).

**National Comparison: Figure 1 depicts HESA record of full-time UK-domiciled first-degree entrants by sex and shows that across the sector, numbers for both UK-domiciled male and female entrants have fluctuated at a comparable rate. However, the number of female student entrants has consistently remained higher than male. In 14/15, female students made up 56% of the student population.<sup>1</sup>**

**Figure 1**



<sup>1</sup> HEFCE (2016) *Student Characteristics: Sex*. Available from: <http://www.hefce.ac.uk/analysis/HEinEngland/students/sex/>

**Table 3** Breakdown of enrolments by year and faculty broken down by gender

			<b>13/14</b>		<b>14/15</b>		<b>15/16</b>	
			<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>University</b>			53%	47%	55%	45%	53%	47%
	<b>ACE</b>		66%	34%	69%	31%	67%	33%
		Art and Design	68%	32%	71%	29%	67%	33%
		Arts and Cultural Industries	54%	46%	61%	39%	63%	37%
		Education	92%	8%	89%	11%	90%	10%
		Film and Journalism	54%	46%	58%	42%	57%	43%
	<b>FBL</b>		42%	58%	45%	55%	42%	58%
		Accounting, Economics and Finance	25%	75%	24%	76%	28%	72%
		Business and Management	41%	59%	45%	55%	39%	61%
		Law	64%	36%	66%	34%	63%	37%
	<b>FET</b>		18%	82%	21%	79%	21%	79%
		Architecture and the Built Environment	27%	73%	31%	69%	36%	64%
		Computer Science and Creative Technologies	11%	89%	11%	89%	10%	90%
		Engineering, Design and Mathematics	11%	89%	11%	89%	13%	87%
		Geography and Environmental Management	31%	69%	39%	61%	33%	67%
	<b>HAS</b>		73%	27%	73%	27%	72%	28%
		Allied Health Professions	74%	26%	65%	35%	71%	29%
		Applied Sciences	45%	55%	52%	48%	49%	51%
		Health and Social Sciences	74%	26%	71%	29%	74%	26%
		Nursing and Midwifery	89%	11%	89%	11%	88%	12%

Table 3 shows a consistency in the gender split over the past three academic years – the proportion of female enrolments has remained slightly higher than male.

The proportional gender split in enrolments remains consistent across all four faculties.

The department of Architecture and the Built Environment is the only department with a significant disparity in enrolments by gender that has seen an improvement over each academic year. Most departments have enrolled similar proportions of genders over time.

Figure 2

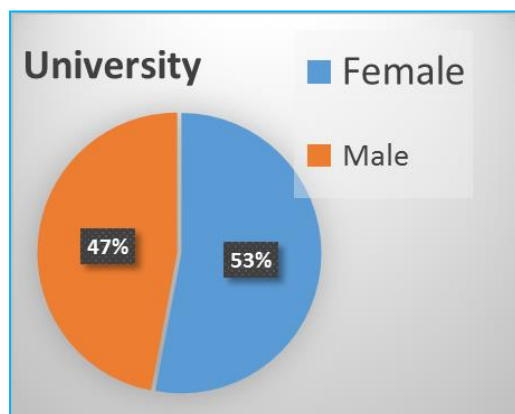
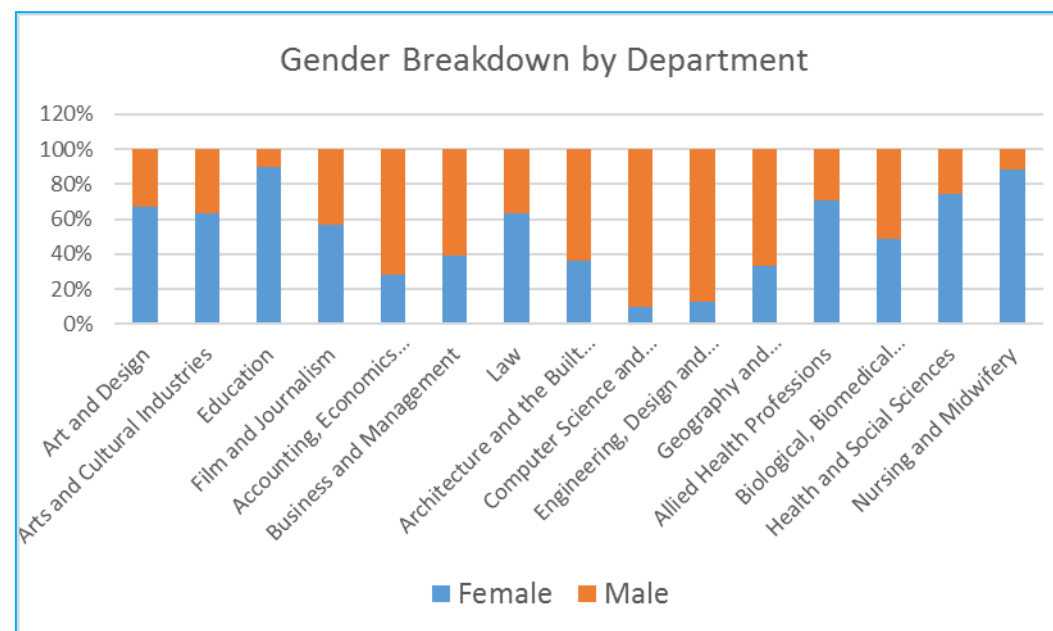


Figure 2 shows the enrolment split by gender across the university in 15/16; whilst there is only a gap of 6pp, figure 3 shows huge variation within particular departments including, Education and Computer Science.

Figure 3



**National Comparison:** HEFCE notes that this is a particular trend across the sector and that STEM subjects, computing and engineering continue to be male dominated. Conversely, 'only 15% of those studying education, nursing and subjects allied to medicine are male.'<sup>2</sup>

<sup>2</sup> HEFCE (2016) *Student Characteristics: Sex*. Available from: <http://www.hefce.ac.uk/analysis/HEinEngland/students/sex/>



## NON-CONTINUATION

**Table 4** shows non-continuation rates across the university

			<b>13/14</b>		<b>14/15</b>		<b>15/16</b>	
			<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>University</b>			7.2%	11.3%	6.2%	7.7%	6.3%	8.6%
	<b>ACE</b>		8.4%	10.5%	7.2%	7.1%	8.3%	8.6%
		Art and Design	13.7%	12.4%	7.3%	6.1%	8.6%	14.3%
		Arts and Cultural Industries	5.7%	7.2%	2.8%	12.1%	8.1%	8.5%
		Education	3.8%	14.3%	6%	0%	7.1%	0%
		Film and Journalism	11.2%	11.8%	12.3%	5%	9%	6%
	<b>FBL</b>		5.8%	9.2%	6.4%	5.2%	6.7%	7.7%
		Accounting, Economics and Finance	6.1%	9.4%	3.7%	5.6%	5.3%	8.3%
		Business and Management	5.9%	8.8%	8.4%	4.9%	9.3%	7.9%
		Law	5.6%	10.1%	4%	5.6%	3.4%	5.4%
	<b>FET</b>		10.3%	13.1%	6.4%	10%	6.6%	9.7%
		Architecture and the Built Environment	7.5%	11.2%	4.2%	7.4%	3.7%	6.5%
		Computer Science and Creative Technologies	12.2%	15.2%	13.2%	14.8%	11.8%	12.1%
		Engineering, Design and Mathematics	22.2%	12.7%	10%	8.6%	10%	9.1%
		Geography and Environmental Management	4.9%	12.1%	3.9%	4.5%	6.8%	10.2%
	<b>HAS</b>		6.4%	10.9%	5.5%	6.7%	4.9%	7.6%
		Allied Health Professions	2.9%	0%	3.8%	5.1%	2.5%	4.1%
		Applied Sciences	13.1%	16.2%	8.6%	12.1%	9.7%	7.8%
		Health and Social Sciences	6.7%	10.5%	4.3%	3%	5.5%	11.3%
		Nursing and Midwifery	5.1%	4.8%	5.8%	4.2%	3.8%	5%

Across the university, non-continuation rates for male students have consistently remained higher than for female students; table 4 shows that this trend is consistent across most faculties however, when broken down by department, non-continuation rates vary:

- In ACE, non-continuation rates improved and had decreased in 14/15; however, in 15/16 overall rates appear to have increased slightly. Across the four departments, non-continuation rates vary considerably: in Education, since 14/15, all male students remain active in the university whilst non-continuation rates for female students have increased over time; in contrast to the overall trend across the university, within Film and Journalism, non-continuation rates for female students have increased to become greater than the rate for male students.
- In FBL, non-continuation rates for male and female students vary: in Law, whilst non-continuation rates for male students have improved, they are still higher than the non-continuation rate for female students; in comparison, the non-continuation rate for female students has increased within Business and Management and since 14/15, has been greater than the rate for male students.
- In FET, the non-continuation rate for male students is consistently higher than it is for female students. When broken down by department, this trend is evident within all departments except for Engineering, Design and Mathematics where the non-continuation rate for female students is higher (0.9pp in 15/16). Over time, there is improvement for both female and male students in all departments.
- In HAS, over time, non-continuation rates have improved for both female and male students particularly, within Applied Sciences (female - 3.4pp and male -8.4pp). In 15/16, there is a higher non-continuation rate for male students in all departments within HAS except for Applied Science (1.9pp gap).

## STUDENT SATISFACTION

**Table 5** NSS Satisfaction rates for 15/16 broken down by gender

	No of respondents	Response rate	Teaching	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Personal Development	Students' Union	Overall satisfaction
Female	1944	86%	90	75	84	78	91	87	73	87
Male	1560	85%	89	76	86	84	90	86	70	88

Table 5 shows that overall, male students are slightly more satisfied than female students are. However, this is not a consistent pattern across the range of measures; female students are more satisfied with the students' union and slightly more satisfied with the quality of teaching. Male students show a marked increase in satisfaction with organisation and management when compared to female students.

## GOOD HONOURS AND DEGREE CLASSIFICATION

**Table 6** shows good honours rates for the university by gender over time

	13/14		14/15		15/16	
	Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
FEMALE	2,739	79.1%	2,338	77.8%	2,357	79.6%
MALE	2,249	71.9%	1,858	72.4%	1,771	74.0%

Table 6 shows that female students have consistently achieved a higher rate of good honours than male students have. However, over time, the rate of good honours for male students has steadily improved, reducing the gap from 7.2pp in 13/14 to 5.6pp in 15/16.

**Table 7** Breakdown of degree classification rate by year and broken down by gender

	13/14				14/15				15/16			
%	1st	U2	L2	3rd	1st	U2	L2	3rd	1st	U2	L2	3rd
<b>Female</b>	24.5%	54.6%	18.7%	2.26%	25.5%	52.3%	19.1%	3.08%	25.1%	54.5%	17.9%	2.50%
<b>Male</b>	21.3%	50.5%	25.2%	2.98%	21.7%	50.6%	24.4%	3.23%	23.9%	50.1%	23.0%	2.99%

Table 7 shows that over the three-year period, female students are consistently achieving a higher rate of firsts and 2.1s; conversely, male students are achieving a higher rate of 2.2s and thirds.

Across the three-year period, male students have seen a steady increase in the rate of good honours achieved; table 7 shows that this is likely to be due to male students increasingly achieving firsts (increase of 2.6pp) given the male rate of 2.1s has stayed at a similar level. Whilst the rate of achieving a third has remained steady for male students, over time there has been a gradual reduction in the rate of 2.2s (decrease of 2.2pp).

**Table 8** Breakdown of good honours rate by year and faculty broken down by gender

Faculty	Category	13/14		14/15		15/16	
		Enrols	Good Hons %	Enrols	Good Hons %	Enrols	Good Hons %
Arts, Creative Industries and Education	Female	861	82.2%	688	79.5%	637	84.3%
	Male	361	75.4%	296	76.9%	324	78.4%
Business and Law	Female	415	80.2%	409	84.5%	374	85.0%
	Male	593	70.5%	530	75.8%	463	78.7%
Environment and Technology	Female	156	75.6%	137	82.5%	136	73.5%
	Male	719	75.5%	572	74.8%	558	72.2%
Health and Applied Sciences	Female	1133	78.3%	941	75.9%	1019	77.3%
	Male	476	70.1%	348	67.3%	326	72.5%

Table 8 shows the variation in good honours rates by faculty over the three-year period. In ACE, the differential for 15/16 is 5.9pp, which is greater than 14/15 however, the rate of good honours achieved has increased for both female and male students. FBL has seen a slight reduction in differential over the period and is now 6.3pp. In FET, the gap widened in 14/15 but in 15/16, reduced by 1.3pp. In HAS, the differential has been variable but has reduced over the three-year period to 4.8pp in 15/16.

**Table 9** Breakdown of degree classification rate by year, faculty and gender

Faculty / Gender		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	FEMALE	21.6%	60.7%	16.0%	1.74%	23.4%	56.1%	17.7%	2.76%	22.5%	61.8%	13.2%	2.51%
ACE	MALE	20.2%	55.2%	21.2%	3.32%	18.2%	58.6%	20.4%	2.70%	24.1%	54.3%	18.5%	3.09%
FBL	FEMALE	29.0%	51.2%	17.9%	1.86%	29.8%	54.7%	14.5%	0.98%	29.8%	55.2%	14.6%	0.35%
FBL	MALE	20.9%	49.5%	26.4%	3.12%	22.1%	53.7%	21.8%	2.45%	21.7%	57.0%	18.0%	3.24%
FET	FEMALE	28.2%	47.4%	22.4%	1.92%	29.2%	53.3%	16.8%	0.73%	32.4%	41.2%	19.9%	6.62%
FET	MALE	27.8%	47.7%	23.4%	1.11%	30.4%	44.4%	23.4%	1.75%	31.0%	41.2%	26.2%	1.61%
HAS	FEMALE	25.3%	53.0%	19.3%	2.41%	26.1%	49.8%	20.4%	3.72%	23.5%	53.8%	20.6%	2.03%
HAS	MALE	15.1%	55.0%	26.2%	3.68%	14.4%	52.9%	28.7%	4.02%	18.0%	54.5%	25.4%	2.15%

Table 9 provides further evidence of differentials in degree outcome by gender.

- In ACE, more male students have consistently achieved a 2.2 than female students. In comparison, females are more likely to achieve good honours. The proportion of male students achieving a first has gradually increased over the period.
- In FBL, the proportion of male students achieving a 2.2 or a third is consistently higher than the proportion of females achieving both results.
- In FET, both male and female students are achieving good honours at a comparable rate however, over the three-year period, the differential in achieving a third has widened to a 5.01pp difference.
- In HAS, rates of 2.1 and thirds are comparable however, differences can be seen in the higher proportion of male students achieving 2.2 and female students achieving a first.

## GRADUATE OUTCOMES

**Table 10** Graduate destinations broken down by gender

	KPI %	Prof %	Study %	Self-employed %	U/E %	R.R. %
Female	79%	79%	12%	3%	3%	86%
Male	75%	78%	10%	5%	6%	87%

Table 10 shows that there was a slight difference between the rates of professional employment (1pp); Male students had a higher unemployment rate than female students and a slightly lower further study rate but had a higher rate of self-employment.

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

KPI = our institutional KPI

U/E = unemployed

R.R.= response rate

### Figure 4

**National Comparison: 'The percentage of males in the Managers, directors and senior officials group was almost double that of females. (4.2% male and 2.3% female). However, the percentage of females in Professional occupations exceeded that of males. (47.4% female and 42.3% male).'**<sup>3</sup>

<sup>3</sup> HESA (2016) *Destinations of Leavers from Higher Education 2014/15*. Available from: <https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2014-15/introduction>

