
ETHNICITY – STUDENT DATA

CONTENTS

Executive Summary – Ethnicity	1
Student population analysis	2
Changes in the ethnicity breakdown of the student body over time.....	4
Understanding ethnicity with other protected characteristics	5
Age and ethnicity	5
Disability and ethnicity	6
Ethnicity and gender	7
Ethnicity and LPN	7
Student Metrics Analysis	8
Application and Conversion data.....	8
Enrolment data	10
Progression	11
Satisfaction	13
Good Honours and Degree Classification	13
Graduate outcomes	17

EXECUTIVE SUMMARY – ETHNICITY

This analysis only considers home fee status students (i.e. not international students)

- Around 16% of UWE students consider themselves to be BME; both the absolute number of BME students and proportion has increased slightly over the three year period.
- Across the university there are a greater proportion of BME students in the male student population.
- Across the university there is a stronger conversion rate for BME students.
- Approximately 15% of the new first year intake was BME.
- Although BME students are as likely to remain at UWE from first to second year, they have lower progression rates throughout their studies.
- The cohort analysis suggests that in first year, there are slightly higher withdrawal rates for Black students but the average of the whole BME population shows similar rates of withdrawal to white population.
- Only 59% of the Black cohort has graduated at the end of year 3, compared to 83% of the white cohort.
- BME students are less likely to achieve good honours than a white student in 2014/15.
- Only 10% of BME students achieve a first.
- BME students are less likely to achieve a good graduate outcome. Asian students in particular had a very high level of unemployment post, graduation.

STUDENT POPULATION ANALYSIS

Table 1 Breakdown of students by ethnicity

Faculty	BME			White			Unknown		
	12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	315	321	297	3591	3258	2997	20	13	11
Business and Law	713	737	799	3014	3077	2964	16	12	8
Environment and Technology	605	654	678	3484	3467	3321	17	17	17
Health and Applied Sciences	695	760	760	4597	4575	4429	18	15	12
University total	2328	2472	2534	14686	14377	13711	71	57	48

Table 1 shows that around 16% of UWE students consider themselves to be BME and that both the absolute number of BME students and proportion of BME students have increased slightly over the 3 year period (in 2012/13 BME students accounted for 14% of the population). Comparatively, the Equality Challenge Unit has reported a proportion of 18.4% in England in the 2013/14 academic year (when you exclude London where 46.2% of students studying are BME).¹ **Table 1** also shows significant variation within the university between faculties. There are significantly more BME students in FBL than in the other faculties. The growth in BME students over this period is due to both absolute increases in most faculties (with the exception of ACE where BME student numbers fell by 5% from 2012/13) and because of a decrease in White student numbers over the same period.

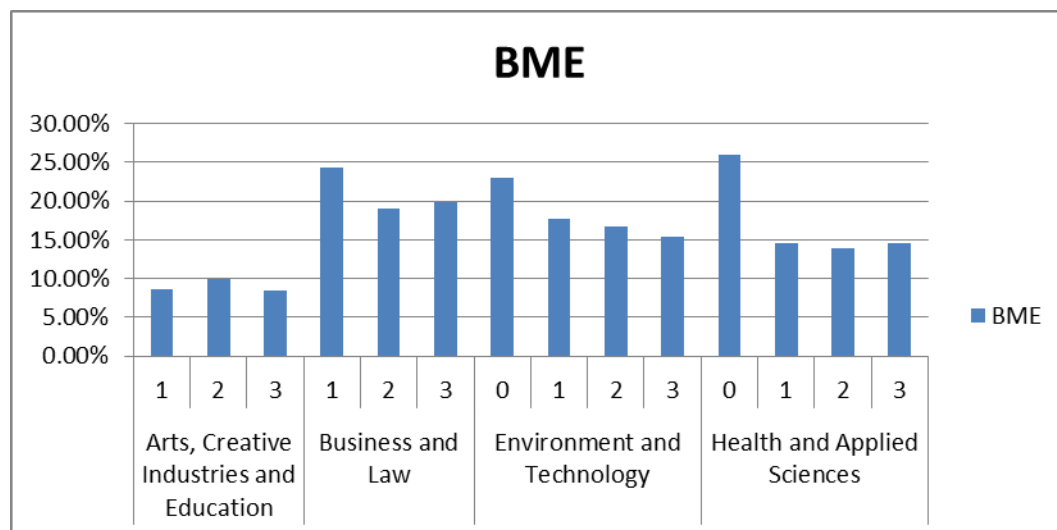


Figure 1 proportion of BME students within each faculty for each year of study

¹ Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p511

Figure 1 shows the proportion of BME students by year of study across each faculty. This shows that:

- In ACE, there are fewer BME students in year 3 – this is likely to be related to the slight changes in recruitment of BME Students described above.
- In FBL, we can see there are fewer BME students in year 2 and 3 in comparison to year 1.
- In FET we can see far greater proportions of BME students are in year 0 than in years 1-3.
- Similarly, in HAS, we can see significant numbers of BME students in year 0 but lower numbers in years 1-3.

Table 2 number of students within each department by ethnicity

Faculty	Department	BME			White			Unknown		
		12/13	13/14	14/15	12/13	13/14	14/15	12/13	13/14	14/15
Arts, Creative Industries and Education	Art and Design	93	96	85	921	864	811	9	4	3
	Arts and Cultural Industries	93	78	73	1075	861	729	4	4	2
	Education	65	54	56	815	747	650	4	1	1
	Film and Journalism	64	93	83	780	786	807	3	4	5
Business and Law	Accounting, Economics and Finance	231	254	248	701	733	698	6	3	1
	Business and Management	259	265	327	1650	1675	1690	5	6	5
	Law	223	218	224	663	669	576	5	3	2
Environment and Technology	Architecture and the Built Environment	153	163	159	975	951	874	5	3	4
	Computer Science and Creative Technologies	191	184	176	1008	1015	976	3	3	3
	Engineering, Design and Mathematics	167	206	233	758	804	813	4	5	4
	Geography and Environmental Management	94	101	110	743	697	658	5	6	6
Health and Applied Sciences	Allied Health Professions	60	69	73	645	641	650	3	2	2
	Biological, Biomedical and Analytical Sciences	210	260	226	927	973	840	3	4	2
	Health and Social Sciences	243	216	212	1678	1517	1379	11	8	5
	Nursing and Midwifery	182	215	249	1347	1444	1560	1	1	3

Table 2 shows us where there is greater variation within department by ethnic category across the faculties.

- In ACE, we can see that there are low proportions of BME students in all departments and that in most the proportion of BME students has been falling.

- In FBL, we can see that there have been increases in each department but there have been significant increases in Business and Management where BME student numbers have increased by 28% since 13/14.
- In FET, numbers of BME students has increased in all departments except Computer Science and Creative Technologies.
- In HAS, there have been large increases in Nursing and Midwifery, smaller increases in Allied Health and Biological and Biomedical and Analytical sciences. The proportion of Health and Social Sciences students who are BME have fallen over the 3 year period.

National Comparison: When looking to the wider sector, it is evident that patterns exist when assessing the ethnic composition of courses: overall in 13/14, a higher number of BME students were studying subjects across science, engineering and technology (48.6%) when compared to white students (44.7%). In contrast, only 9.2% of students studying historical and philosophical studies were BME.²

CHANGES IN THE ETHNICITY BREAKDOWN OF THE STUDENT BODY OVER TIME

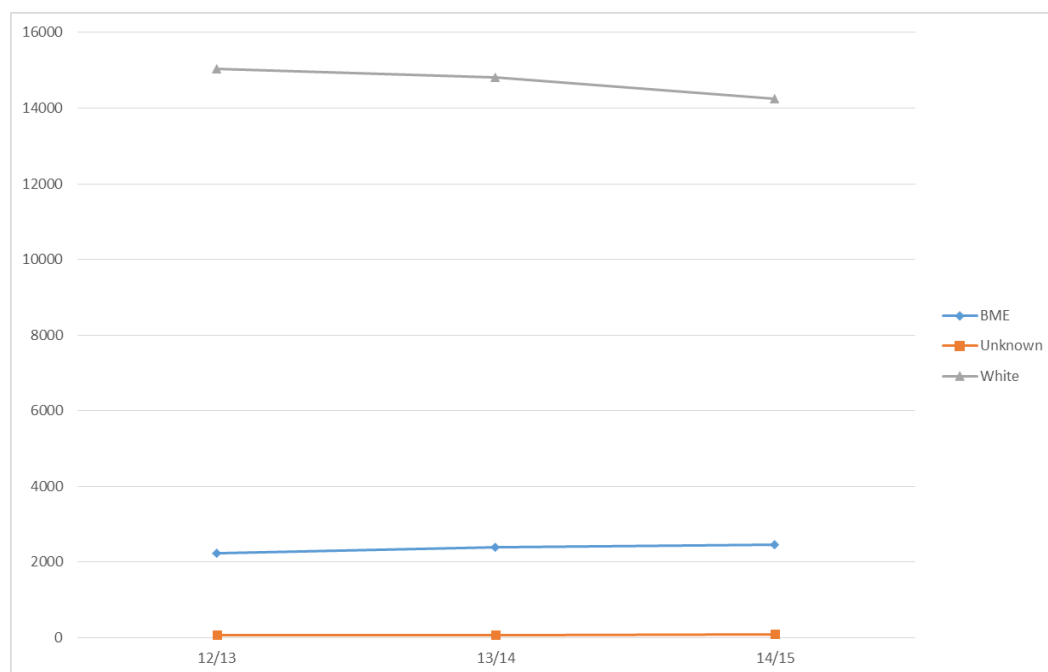


Figure 2 change in time of number of students broken down by ethnicity

The graph above shows that while White student numbers have been decreasing there has been a steady increase in BME numbers over the same period.

² Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p571

UNDERSTANDING ETHNICITY WITH OTHER PROTECTED CHARACTERISTICS

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

AGE AND ETHNICITY

Table 3 Age and ethnicity

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

Table 3 shows that overall a greater proportion of BME students are mature compared to young students however, there is a smaller proportion of Asian mature students than Asian young students. In particular, the mature student population is more likely to be Black.

Table 4 breakdown of students by faculty summarised by age and ethnicity

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

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

DISABILITY AND ETHNICITY

Table 5 breakdown of student numbers by disability and ethnicity and DSA status

Broad category		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
BME		813	6521	11.11%	14.97%	7.52%
	Asian	175	2031	2.32%	4.72%	4.67%
	Black	300	2300	4.12%	5.21%	9.11%
	Chinese	22	343	0.27%	0.79%	2.31%
	Mixed	277	1570	3.86%	3.61%	9.79%
	Other	39	277	0.53%	0.64%	7.96%
White	White	6528	36246	88.35%	84.72%	10.18%
Not Known	Not Known	45	131	0.54%	0.32%	10.31%

Table 5 shows that the rate of disability disclosure for Chinese students is particularly low. It also shows that a smaller proportion of BME students with a disability are in receipt of DSA than white students. Particularly, Chinese and Asian students with a disability are very unlikely to be in receipt of DSA.

Table 6 breakdown of students by faculty summarised by disability and ethnicity

		Disabled	Not disabled	Disabled	Not disabled	Disabled and DSA
Arts, Creative Industries and Education	BME	156	777	2.22%	1.82%	13.17%
	White	1576	8270	21.90%	19.49%	27.27%
	Unknown	13	31	0.19%	0.08%	11.82%
Business and Law	BME	178	2071	2.23%	4.54%	3.93%
	White	1168	7887	14.95%	17.52%	12.50%
	Unknown	1	35	0.01%	0.08%	8.88%
Environment and Technology	BME	175	1762	2.38%	4.01%	5.97%
	White	1656	8616	21.82%	20.05%	26.67%
	Unknown	24	27	0.24%	0.07%	11.22%
Health and Applied Sciences	BME	304	1911	4.28%	4.60%	10.60%
	White	2128	11473	29.68%	27.65%	8.33%
	Unknown	7	38	0.10%	0.09%	10.72%

Table 6 shows that in ACE, disabled students are more likely to be BME than non-disabled students however; they are half as likely to be in receipt of DSA. It also shows that most of the disabled students in FBL are white and that the small numbers of disabled students in FBL who are also BME are very unlikely to be in receipt of DSA. This is likely to be related to the ethnic composition of the faculty; as we saw in the previous table, Asian and Chinese students are least likely to be in receipt of DSA and these groups represent a significant proportion of the FBL, BME cohort. In FET, fewer of the disabled students are BME in comparison to the non-disabled students and those that are, are much less likely to be in receipt of DSA than white students. In HAS, disabled students are as likely to be BME or white and BME disabled students are more likely to be in receipt of DSA than white disabled students.

ETHNICITY AND GENDER

Table 7 breakdown of student numbers by ethnicity and gender

Broad category		Female	Male	Female	Male
BME		3616	3942	12.90%	14.73%
	Asian	1004	1221	3.58%	4.62%
	Black	1310	1364	4.67%	4.98%
	Chinese	146	224	0.52%	0.84%
	Mixed	997	964	3.56%	3.64%
	Other	159	169	0.56%	0.65%
White	White	23850	22386	86.74%	84.75%
Not Known	Not Known	98	136	0.37%	0.51%

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

		Female	Male	Female	Male
Arts, Creative Industries and Education	BME	636	297	8.76%	8.31%
	White	6568	3278	90.84%	91.23%
	Unknown	28	16	0.40%	0.47%
Business and Law	BME	955	1294	20.54%	18.95%
	White	3595	5460	79.20%	80.65%
	Unknown	11	25	0.26%	0.40%
Environment and Technology	BME	428	1509	18.77%	14.90%
	White	1821	8451	81.13%	84.66%
	Unknown	2	49	0.10%	0.44%
Health and Applied Sciences	BME	1515	700	13.52%	15.06%
	White	9649	3952	86.31%	84.39%
	Unknown	20	25	0.18%	0.55%

Across the University, there is a greater proportion of BME students in the male student population than the female student population. This is particularly true in FET where there is a 4pp difference between the female and male proportion of BME students.

ETHNICITY AND LPN

Table 9 breakdown of student numbers by ethnicity and LPN status for young students

Broad category		LPN	Not LPN	LPN	Not LPN
BME		1190	4414	22.31%	11.74%
	Asian	505	1405	9.57%	3.80%
	Black	371	1192	6.77%	3.07%
	Chinese	53	275	1.02%	0.73%
	Mixed	214	1335	4.07%	3.59%
	Other	47	207	0.88%	0.56%

White	White	4049	32315	77.49%	87.88%
Not Known	Not Known	11	138	0.20%	0.38%

Table 10 breakdown of student numbers by faculty for ethnicity and LPN status for young students

		LPN	Not LPN	LPN	Not LPN
Arts, Creative Industries and Education	BME	119	622	10.11%	8.04%
	White	1035	7097	89.80%	91.57%
	Unknown	1	29	0.09%	0.39%
Business and Law	BME	428	1500	35.54%	16.13%
	White	751	7685	63.90%	83.62%
	Unknown	7	21	0.56%	0.25%
Environment and Technology	BME	360	1172	29.15%	12.93%
	White	892	7591	70.85%	86.80%
	Unknown		26	0.00%	0.27%
Health and Applied Sciences	BME	264	953	20.02%	11.39%
	White	1051	7366	79.98%	88.31%
	Unknown		25	0.00%	0.30%

Table 10 shows that a greater proportion of students from LPN postcodes are BME – and there are a significant number of young Asian students from LPN postcodes. The pattern is similar across the university but most pronounced in FBL where over a 1/3 of the LPN student body is BME.

STUDENT METRICS ANALYSIS

APPLICATION AND CONVERSION DATA

Application data has only recently become available broken down by ethnicity – it is only available after the cycle has closed and is fairly limited. What follows is a breakdown of applicant information by broad ethnic groups and the proportion of the conversion rate of applications included in this dataset (i.e. not all applications).

Table 11 application numbers and proportion of total by broad ethnic category

University		White	BME	Unknown	% White	% BME	% Unknown
University		14,903	2,270	1,320	81%	12%	7%
ACE		4,328	427	438	83%	8%	8%
	Art and Design	1,507	157.00	70	87%	9%	4%
	Arts and Cultural Industries	1,299	115.00	204	80%	7%	13%
	Education	360	39.00	91	73%	8%	19%
	Film and Journalism	1,162	116.00	73	86%	9%	5%
FBL		3,031	600	459	74%	15%	11%
	Accounting, Economics and Finance	537	163	84	68%	21%	11%
	Business and Management	1,976	285	342	76%	11%	13%
	Law	518	152	33	74%	22%	5%
FET		4,173	705	212	82%	14%	4%

	Architecture and the Built Environment	321	172	50	59%	32%	9%
	Computer Science and Creative Technologies	1,090	204	55	81%	15%	4%
	Engineering, Design and Mathematics	1,927	249	78	85%	11%	3%
	Geography and Environmental Management	33	80	29	23%	56%	20%
HAS		3,371	538	211	82%	13%	5%
	Allied Health Professions	321	33	21	86%	9%	6%
	Biological, Biomedical and Analytical Sciences	1,090	233	69	78%	17%	5%
	Health and Social Sciences	1,927	255	117	84%	11%	5%
	Nursing and Midwifery	33	17	4	61%	31%	7%

Table 11 shows that approximately 12% of this set of applications (made to UCAS during the 2013/14 academic year for entry into the 14/15 academic year) was from BME students. There were differences across the faculties with the smallest proportion of applications to ACE being from BME students and the largest proportion of BME students applying in FBL. Looking at data from individual departments reveals the issues with this data set currently: for example, it only records just over 130 applications to Geography and Environmental Management, suggesting that many applicants to this department did not follow the particular application pathway prescribed by this dataset.

Table 12 Comparison of conversion rate by ethnicity across the university

		White Conversion	BME Conversion
ACE		20%	20%
	Art and Design	19%	35%
	Arts and Cultural Industries	22%	39%
	Education	26%	44%
	Film and Journalism	20%	20%
FBL		56%	45%
	Accounting, Economics and Finance	27%	48%
	Business and Management	25%	40%
	Law	29%	52%
FET		25%	40%
	Architecture and the Built Environment	24%	35%
	Computer Science and Creative Technologies	24%	34%
	Engineering, Design and Mathematics	30%	48%
	Geography and Environmental Management	23%	45%
HAS		25%	36%
	Allied Health Professions	16%	23%
	Biological, Biomedical and Analytical Sciences	31%	44%
	Health and Social Sciences	23%	32%
University		30%	39%

Table 12 shows that across the university there is a stronger conversion for BME students than for White students and that this is consistent across departments.

ENROLMENT DATA

Table 13 enrolment data broken down by ethnicity and department

		White	BME	Unknown	White %	BME %	Unknown %
University		5212	899	49	85%	15%	1%
ACE	Faculty total	1146	111	8	91%	9%	1%
	Art and Design	312	33	4	89%	9%	1%
	Arts and Cultural Industries	256	25		91%	9%	0%
	Education	219	24	1	90%	10%	0%
	Film and Journalism	359	29	3	92%	7%	1%
FBL	Faculty total	936	279	5	77%	23%	0%
	Accounting, Economics and Finance	186	80		70%	30%	0%
	Business and Management	589	124	5	82%	17%	1%
	Law	160	75		68%	32%	0%
FET	Faculty total	1094	224	5	83%	17%	0%
	Architecture and the Built Environment	274	39	3	87%	12%	1%
	Computer Science and Creative Technologies	330	59	1	85%	15%	0%
	Engineering, Design and Mathematics	297	90	1	77%	23%	0%
	Geography and Environmental Management	193	37		84%	16%	0%
HAS	Faculty total	1674	259	4	86%	13%	0%
	Allied Health Professions	226	25		90%	10%	0%
	Biological, Biomedical and Analytical Sciences	329	67	1	83%	17%	0%
	Health and Social Sciences	516	77	1	87%	13%	0%
	Nursing and Midwifery	603	90	2	87%	13%	0%

Table 13 shows that approximately 15% of the new first year intake was BME and there was variation across the university

- In ACE, there were generally fewer BME enrolments although Education had a slightly higher proportion than other departments.
- 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, however this was largely due to a high proportion of BME enrolments in Engineering, Design and Mathematics.
- In HAS, enrolments from BME students was lowest in Allied Health Professions and highest, in Biological and Biomedical Sciences.

PROGRESSION

Table 14 progression rates for full time (not sandwich course) home undergraduate students year by year through their course by ethnic origin group

Transition point	Ethnic origin group	Total #	No HE	No Progression	Progression	Qualified	No HE %	No Progression	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	BME	478	60	38	380		12.55%	7.95%	79.50%	0.00%
	White	3819	469	174	3175	1	12.28%	4.56%	83.14%	0.03%
Year 2 - 3 (2011 to 2012)	BME	419	16	35	368		3.82%	8.35%	87.83%	0.00%
	White	3350	220	136	2990	4	6.57%	4.06%	89.25%	0.12%
Year 3- 4 (2012 to 2013)	BME	406	24	57	43	282	5.91%	14.04%	10.59%	69.46%
	White	3142	163	188	170	2621	5.19%	5.98%	5.41%	83.42%
Year 4- 5 (2013 to 2014)	BME	102	21	21	8	52	20.59%	20.59%	7.84%	50.98%
	White	396	67	38	35	256	16.92%	9.60%	8.84%	64.65%

Table 14 shows that although BME students are as likely to remain at UWE in the transition from 1st to 2nd year they have lower progression rates each year throughout their studies. This means they are more likely to be repeating or referring modules and less likely to be making adequate academic progression throughout their course. They are considerably less likely to qualify at the end of year 3 (almost 14pp differential) and are still less likely to qualify in an additional year – in this year there is a large proportion of BME students who withdraw with no qualification (20%) – a further 20% remain at UWE but fail to make further academic progression in this 4th year of study.

Table 15 Progression rates for all Home undergraduate students, year by year, through their course by broad ethnic group

STUDENT DATA ANALYSIS 2014-15

Transition point	Broad ethnic group	Total #	Outcome							
			No HE	No Progression	Progression	Qualified	No HE %	No Progression %	Progression %	Qualified %
Year 1- 2 (2010 to 2011)	Asian	141	16	14	111		11.35%	9.93%	78.72%	0.00%
	Black	145	20	13	112		13.79%	8.97%	77.24%	0.00%
	Chinese	33	3	3	27		9.09%	9.09%	81.82%	0.00%
	Other	19	4	1	14		21.05%	5.26%	73.68%	0.00%
	White	3819	469	174	3175	1	12.28%	4.56%	83.14%	0.03%
	Mixed	140	17	7	116		12.14%	5.00%	82.86%	0.00%
Year 2 - 3 (2011 to 2012)	Asian	125	3	11	111		2.40%	8.80%	88.80%	0.00%
	Black	126	5	15	106		3.97%	11.90%	84.13%	0.00%
	Chinese	30	1	2	27		3.33%	6.67%	90.00%	0.00%
	Other	15	1	2	12		6.67%	13.33%	80.00%	0.00%
	White	3350	220	136	2990	4	6.57%	4.06%	89.25%	0.12%
	Mixed	123	6	5	112		4.88%	4.07%	91.06%	0.00%
Year 3- 4 (2012 to 2013)	Asian	122	8	22	14	78	6.56%	18.03%	11.48%	63.93%
	Black	123	10	23	18	72	8.13%	18.70%	14.63%	58.54%
	Chinese	29		4	4	21	0.00%	13.79%	13.79%	72.41%
	Other	14		1	1	12	0.00%	7.14%	7.14%	85.71%
	White	3142	163	188	170	2621	5.19%	5.98%	5.41%	83.42%
	Mixed	118	6	7	6	99	5.08%	5.93%	5.08%	83.90%
Year 4- 5 (2013 to 2014)	Asian	36	7	6	4	19	19.44%	16.67%	11.11%	52.78%
	Black	42	12	8	2	20	28.57%	19.05%	4.76%	47.62%
	Chinese	8	1	3		4	12.50%	37.50%	0.00%	50.00%
	Other	2		1	1		0.00%	50.00%	50.00%	0.00%
	White	396	67	38	35	256	16.92%	9.60%	8.84%	64.65%
	Mixed	14	1	3	1	9	7.14%	21.43%	7.14%	64.29%

Breaking this data down by broad ethnic group shows that these patterns are particularly pronounced for Black and Asian students, with only 59% of the Black cohort graduating at the end of year 3 in comparison to 83% of the white cohort. Further, while the BME group as a whole did not have particularly high withdrawal rates in first year, there were slightly higher rates of withdrawal among Black students.

SATISFACTION

Table 16 NSS satisfaction rates broken down by ethnicity

	Number of respondents	Response rate	The teaching on my course	Assessment and feedback	Academic support	Organisation and management	Learning resources	Personal development	Overall Satisfaction	Students Union
BME	697	72%	86	74	84	80	87	84	88	74
White	2789	77%	87	70	82	73	88	83	84	67
Unknown	11	79%	70	56	81	70	84	87	64	60

Table 16 shows that BME students rated their satisfaction with the university overall more highly than White students but were slightly less likely to complete the survey.

GOOD HONOURS AND DEGREE CLASSIFICATION

Table 17 good honours rates for the university by ethnicity over time

	12/13		13/14		14/15	
	Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
BME	462	56.49%	535	62.99%	475	61.89%
White	3575	78.01%	4010	78.53%	3254	79.44%
Unknown	19	63.16%	13	76.92%	15	66.67%

Table 17 shows a significant gap in good honours rates between BME and white students, a gap that has widened over the 3 year period. BME students are 18pp less likely to achieve good honours than a white student in 2014/15. This is a greater pp gap than the sector proportion which shows a 16pp gap (76.3% of white qualifiers received a first/2:1 compared with 60.3% of BME qualifiers).³

Table 18 degree classification rates for the university by ethnic grouping over time

	12/13								13/14								14/15								
	1st		U2		L2		3rd		1st		U2		L2		3rd		1st		U2		L2		3rd		
Row Labels	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
BME	45	9.13%	225	47.53%	17	37.45%	8	5.89%	30	13.64%	74	48.08%	18	34.09%	3	4.20%	22	11.07%	55	50.10%	244	15	33.01%	9	5.83%
White	90	22.67%	203	53.28%	83	21.39%	10	2.66%	103	23.97%	227	53.77%	85	19.94%	10	2.33%	90	25.57%	182	52.30%	68	19.43%	9	2.70%	
Unkown	5	23.81%	7	38.10%	5	28.57%	2	9.52%	3	23.08%	7	53.85%	3	23.08%		0.00%	2	7.41%	15	55.56%	8	29.63%	2	7.41%	

Table 18 shows that over the 3 year period white students are more than twice as likely to get a 1st, with only around 10% of BME students achieving this. Further, BME students are twice as likely to get a 3rd class degree. However, BME students have become slightly more likely to achieve a 2.1 (U2), with the rate increasing by 2.5pp whereas the rate for white students has stayed fairly static (decreasing by almost 1pp).

³ Equality in HE: statistical report 2015: part 2: students, Equality Challenge Unit, p655

Table 19 breakdown of good honours rate by ethnicity across faculties

		12/13		13/14		14/15	
	Row Labels	Enrols	Good Honours Rate	Enrols	Good Honours Rate	Enrols	Good Honours Rate
Arts, Creative Industries and Education	BME	85	68.15%	97	61.66%	75	73.33%
	White	1084	82.69%	1082	81.82%	865	79.58%
	Unknown	8	87.50%	3	100.00%	5	80.00%
Business and Law	BME	141	55.30%	169	62.47%	156	65.13%
	White	637	72.55%	794	77.27%	721	83.95%
	Unknown	4	18.92%	4	50.00%	3	33.33%
Environment and Technology	BME	100	48.00%	96	66.67%	94	57.45%
	White	717	74.32%	741	77.06%	566	80.04%
	Unknown	1	100.00%	1	100.00%	4	50.00%
Health and Applied Sciences	BME	135	56.66%	173	62.20%	150	55.62%
	White	1137	78.94%	1393	77.48%	1103	76.08%
	Unknown	6	52.38%	5	80.00%	3	100.00%

Table 19 shows the variation in good honours rates by faculty over the period. In ACE, the gap in 2014/15 decreased to only 6pp from nearly 20pp. In FBL the gap remains around 18pp. In FET there was a significant improving of BME good honours rates in 2013/14 but this has worsened again in 2014/15 with a gap of 23pp between BME and White students. In HAS, there is a gap of 20pp despite an increase in 2013/14.

Table 20 breakdown of degree classifications by ethnicity across the faculties

		1st		U2		L2		3rd	
		#	%	#	%	#	%	#	%
Arts, Creative Industries and Education	BME	11	13.92%	44	60.76%	17	21.52%	3	3.80%
	White	194	21.86%	494	57.96%	155	17.71%	22	2.47%
	Unknown	1	20.00%	3	60.00%	1	20.00%		0.00%
Business and Law	BME	20	12.14%	82	50.87%	47	32.95%	7	4.05%
	White	205	28.92%	400	54.52%	106	15.03%	10	1.53%
	Unknown		0.00%	1	33.33%	2	66.67%		0.00%
Environment and Technology	BME	8	8.08%	46	48.48%	37	39.39%	3	4.04%
	White	194	33.96%	259	45.73%	107	19.28%	6	1.02%
	Unknown		0.00%	2	50.00%	2	50.00%		0.00%
Health and Applied Sciences	BME	15	10.53%	68	46.05%	51	32.89%	16	10.53%
	White	271	24.17%	568	52.01%	232	20.96%	32	2.85%
	Unknown	1	33.33%	2	66.67%		0.00%		0.00%

Table 20 provides further evidence of differentials in degree outcome by ethnic grouping.

- In Ace, it is likely that the reduction in differential is due to an increase in the proportion of BME students achieving a 2.1 (U2) because in 2014/15 this was higher than for white students.

- In FBL, BME students had fairly similar rates of 2.2.s (U2) but were far less likely to achieve a 1st and conversely were more likely to achieve a 2.2. (L2) or a 3rd.
- In FET, only 8% of BME students achieved a 1st whereas they were 20pp more likely to achieve a 2.2 (L2).
- HAS had a similar pattern to FET, with only 10%of BME students achieving a 1st. In HAS, 10% of BME students achieved a 3rd; comparatively, only 3% of White students did.

GRADUATE OUTCOMES

Table 21 Graduate outcomes broken down by ethnicity

Ethnic Origin Group	Work + Work & Study	Work + Work & Study (Prof)	Prof %	KPI %	U/E %	Study %	R.R.%
BME	328	222	63.7%	65.9%	12.2%	22.2%	80.3%
ASIAN	139	90	66.2%	63.6%	11.1%	14.4%	87.7%
BLACK	131	95	73.1%	70.8%	8.9%	16.1%	78.8%
CHINESE	15	11	78.6%	78.3%	8.3%	29.2%	100.0%
OTHER	40	25	67.6%	66.7%	7.8%	13.7%	81.5%
UNKNOWN	3	1	33.3%	50.0%	25.0%	37.5%	53.3%
WHITE	2,783	2,004	72.8%	72.5%	4.4%	10.7%	85.8%

Prof = professional/ graduate level work and constitutes a 'good' outcome,
 KPI = our institutional KPI
 U/E = unemployed
 R.R. response rate

Table 21 shows that BME students are 8pp less likely to achieve a good graduate outcome than white students. There is considerable variation within the BME group with Asian and Other groups having the lowest levels of good graduate outcomes and professional level work. Asian students in particular had a very high level of unemployment post, graduation.