

ROYAL HOLLOWAY
University of London

**COLLEGE BOARD OF EXAMINERS
EXECUTIVE COMMITTEE**

**Equal Opportunities; an analysis of taught postgraduate student performance for cohorts
2004 to 2008**

Summary

1. This paper examines only some of the possible ways of measuring and monitoring student admission, achievement and withdrawal relative to various equal opportunities factors at PGT level. Given the available data and staff resources, the methods used and the extent of analysis have to be limited. More detailed statistical information could only be provided by a trained statistician, and on generally larger samples of students than can be provided by a single year's intake at Royal Holloway. In many cases (for instance withdrawals), the number of students in the minority groups are so small that conclusions must be tentative at best.
2. This paper also only presents a starting point of the various factors that can be compared against one another. In particular, drilling down to faculty or departmental level has been avoided as far as possible, partly to prevent the amount of information presented from getting out of hand and partly to keep the number of students in the various minority categories at a statistically viable level. More detailed analysis of specific faculties, departments or even programmes might be of interest if directed towards areas that this general report has highlighted.
3. The paper confirms several of the trends that were outlined in previous reports; although given that several of these conclusions are arrived at by looking at 5 cohorts collated, this is probably not surprising given that many of the students analysed in each report are the same. The limitations of looking at PGT students are also exposed in that the only consistent measure of students' performance is to look at final outcomes. Analysis of withdrawals can be misleading, firstly because far fewer PGT students withdraw compared to students on UG programmes, and also because a vast majority do so without recording a particularly informative leave reason recorded on the student record system. Graphs have been drawn omitting these unknown leave reasons, but it must be appreciated that they thus represent fewer than 100 students in many cases.
4. There is little evidence of any inequality among students with disabilities or mature entrants (given the relatively small number of such students in the typical intake anyway); this is in line with conclusions made in previous years. There are also virtually no inequalities visible between male and female students (the former are slightly more likely to be awarded Distinctions and slightly more likely to withdraw), certainly fewer than are found at undergraduate level.

5. There is, however, strong evidence that students from ethnic minorities perform worse than their white counterparts. In general, non-white students are more likely to withdraw (although there is less of a gap than is found at undergraduate level)- this gap tends to fluctuate by cohort but is wider in 2008 than in the previous couple of cohorts. There were also a disproportionately high number of withdrawals among non-white UK students in 2008/9. Still more worryingly, white students who complete their programme are up to 4 times as likely to be awarded a Distinction as non-white students. Although this may be partially due to levels of prior achievement (which are hard to quantify at PGT level), this is still an area of serious concern. Lastly, non-white students who have withdrawn are twice as likely to have done so because they failed than are their white peers.
6. In terms of students' origins, students from outside the UK (in particular those from outside the EU), although they are only slightly more likely to withdraw, are much less likely to be awarded either a Merit or Distinction- most merely Pass. There are also higher levels of failure among these students. This is a matter of concern, both because a lot of these students are from ethnic minorities, but also because they are concentrated on a relatively small number of programmes, all of which are important sources of income for College.

Introduction and methodology

7. This paper, like its predecessors (CBEEC/07/48, CBEEC/08/09 and CBEEC/09/09) which each covered 5 cohorts of students, draws together information on student population and achievement gathered using the data set used in the Annual Review of taught Postgraduate programmes. It examines trends related to ethnicity, gender, disability and age on entry: factors which are, or will be, implicated in Equal Opportunities legislation. The effect of student domicile is also considered, since this is a factor related to some of the above. Admissions are beyond the scope of this paper since data on applicants' ethnicity, disability *etc* are not freely available- however, the College's PGT population year on year can be examined for possible trends in admissions.
8. For clarity, note that this report analyses postgraduate students studying at Masters level only. Thus, students on Graduate Diploma programmes (for example, those in Economics and Psychology) are omitted since these programmes are at final year undergraduate level, even though the students themselves may be postgraduates. Similarly, students on undergraduate MSci programmes are omitted even though the final year of these degrees are at Masters level. Students on MA/MMus/MBA/MSc programmes are all included, as are those studying for Postgraduate Diploma degrees. Students studying on CAPITAL or InsTIL, or at the University of London Institute in Paris have been omitted for convenience; as have students who studied the PGDip Asian Art since this programme has now been transferred to another institution. As with the similar papers on undergraduate student performance, head-counts are used rather than FTEs. Lastly note that, as with the undergraduate student analysis, students are grouped by *entry cohort*.
9. Since PGT programmes are, virtually without exception, single-stage, analysis of performance focuses on the outcome achieved by students at the end of their study and, to a lesser extent on analysis of the recorded reason for withdrawal for students who fail to complete (*ie* whether they failed or left for other reasons). The main exception to the single stage generalisation is the MSc Social Work which takes students two years to complete. It was hoped that progression from year 1 to year 2 could be tracked in this report; however, this was contingent on work on the Data Warehouse being completed by the Computer Centre. Development of this has now ceased owing to financial constraints and future data sets will be obtained directly from Banner.

This has therefore delayed detailed analysis of multi-stage PGT programmes. A similar comment applies to the correct and unambiguous identification of Part-Time students in the data set.

Benchmark student achievement data

10. Figs. 1a and b show the number and percentage of students obtaining the three possible positive outcomes for a PGT programme (*ie* Distinction, Merit and Pass) as well as those who withdrew and those who are still classified as Incomplete. This latter category covers several types of students, including those who failed to complete their programme at the first attempt, those who interrupted their studies, part-time students who have only completed one year of their degree, students who are studying MSc Social Work and only completed one year of this two year programme, and also students whose records are still open for various procedural reasons. A large number of these latter students (most of whom were written off after time) were closed off as part of the HESA return in Summer 2008, resulting in an exceptionally large number of Withdrawn students in the 2004 cohort; this blip will therefore be ignored in this paper. The large number of Incomplete students in the 2008 cohort is due to the other reasons listed above.
11. In order to remove this latter distortion, Fig. 1c shows similar data, but as a percentage of *completed* students in the cohort, omitting Incomplete students. It can be seen that the proportion of PGT students who leave without any award at all is fairly small; at below 10 % (much lower than the equivalent figure for Undergraduate students). The percentage of students gaining an award better than a Pass has steadily increased over the past few cohorts and now stands at almost 50 % of completed students. However, although this is obviously a positive step, it should also be noted that there are more Incomplete students in recent cohorts (and such students are more likely to withdraw as many of them have either interrupted or have failed assessments at the first attempt); also some programmes have added Merit and/or Distinction awards in recent years (this is now less of a factor since most students in recent cohorts now have access to all three outcomes on all programmes).
12. Outcomes by Cohort and Faculty are shown in Fig. 1d (again omitting Incomplete students for clarity). It is noteworthy that, although students in HSS are only slightly more likely than students in other faculties to withdraw, they are significantly more likely to be awarded a Pass rather than a Merit or Distinction. The reason for this appears to be the large number of students who are required to resit part of their assessment (and therefore not normally be eligible for an outcome higher than a Pass). For instance, in the 2007 cohort, more than 20 % of Full-time students did not complete until the 2008/9 academic year- and only a very small number of these achieved a Merit or Distinction. The figure in the other two faculties is significantly lower. More detailed conclusions on this point could only be drawn if a figure of number of attempts was used for PGT students- unfortunately this information is not available at present.
13. Fig. 2 analyses recorded reasons for students' withdrawals by cohort- expressed as a percentage of students in each cohort who withdrew without completing. The 2004 cohort is anomalous in the sense that so many incomplete students were closed off for the 2008 HESA return (*vide supra*) and appear as "Written off after time" (which is included under "Other or Unknown"). Similarly, the 2008 cohort has an extremely low number of failures- since many students who failed first time around are eligible to resit during the 2009/10 year. However, examining the other 3 cohorts shows two main items of note- the preponderance of withdrawing students for whom no specific leave reason is recorded, and the increasing percentage of academic failures over time. Both observations may be of concern, but especially the second one- the largest

numbers of academic failures are in HSS (specifically in Management) where a large proportion of College's ethnic minority and overseas students are located, making this fact an Equal Opportunities issue. However, it should also be born in mind that academic failures are relatively rare- 30 % of the less than 1 in 10 entrants who withdraw making an overall failure rate of below 3 %.

The PGT population

14. Figures 3 to 7 show a breakdown of the taught postgraduate population by the various categories that will be examined in this paper. Fig. 3a shows students by their fee-region: UK, EU or Overseas. The College PGT population has now stabilised at *ca.* 45:10:45 after several years of gradually increasing overseas numbers at the expense of home students (*cf* in 2001, 2/3 of PGT entrants were from the UK); the proportion of EU students has remained steady for many years. Fig. 3b shows the balance by Faculty where the rise and plateau in the percentage in overseas students in College is exactly mirrored in HSS. This is unsurprising given that this faculty has as many PGT students as the other two combined (*vide infra*). The proportion of overseas entrants in the other two faculties has actually fallen away over the past 2 intakes- this may be at least partially explained by the global economic situation which means overseas students are less able to afford high fees to come and study in the UK.
15. Fig. 4a breaks down the student intake by declared ethnicity (as with the analysis of Undergraduate students, "White" refers to White, White- British, Irish, Welsh or Scottish and Other White Background; "Unknown/Refused" groups all students whose ethnic origin is not recorded; and all other students are designated "Non-White"). Note the substantial number of unknowns in the 2004 cohort- a large number of these students were written off after time, in some cases having never enrolled at all so it is unsurprising that much personal detail about these individuals is lacking. The percentage of undeclared students has also shot up (almost doubled) in the most recent intake. The reason for this is unclear- however these unknown students are spread between fee-regions in approximately the same ratio as the student population as a whole. Taking this into account, it seems that the 2008 intake contained a majority of students who were white, which is a reversal of the trend of the previous few years. This is no doubt in part owing to the plateauing of the number of entrants from outside Europe, the majority of whom can be assumed to be non-white.
16. Fig. 4b demonstrates this assumption to be correct, showing declared ethnicity by fee-region and cohort, excluding non-declarers for clarity. This also shows a slightly worrying trend in that the number of non-white UK students has generally been in decline over the past 5 years. Coupled with a recent rise in the number of white overseas students, the ethnic make-up of the 2008 cohort overall is explained. Fig. 4c shows declared ethnicity against Faculty and cohort. Generally speaking, in all 3 faculties, the percentage of non-white students rises between 2004 and 2006 then falls away again; although this pattern is not exactly followed in Science. The trend is greatest in Arts where the proportion of non-white students has all but halved in two years.
17. Fig. 4d shows the number of students in each faculty by cohort. It is interesting to note how static the number of students in Arts has been over 5 years (although the *percentage* has fluctuated somewhat owing to the overall change in PGT intake over 5 years). The number of students in the other two faculties has changed much more radically from year to year- in particular in HSS where there was a large leap from 2005 to 2006 and a significant drop back in 2008. These observations are not so surprising as HSS (and to a lesser extent Science, in the form of MSc Information Security) is heavily subject to the volatile market of overseas

recruitment which, as has already been alluded to, is likely to be strongly affected by the global economic situation.

18. Fig. 5a shows percentage of entrants by gender. Unlike the Undergraduate population which barely changes by 2 % over 7 intakes (CBEEC/09/68), this fluctuates fairly significantly from year to year. Also, the UG population is consistently around 60 % female whereas this figure is between 43 and 52 % for PGT entrants. Figs. 5b and 5c show gender balance by cohort and either fee-region or faculty. Here one can see that there are considerable year-to-year fluctuations in the gender balance of each fee-region and each faculty and so it is not at all clear exactly why the College gender balance changes so much. Table 1 shows number of male and female students in each of the 2 most recent cohorts for selected programmes (those with

Count of SRN	SEX		COHORT	
	Female	Male	2007	2008
PROGRAMME TITLE	2007	2008	2007	2008
MA Asia Pacific Business	23	22	19	12
MA Creative Writing	9	16	8	7
MA Cultural Geography (Research)	1	2	3	2
MA Documentary by Practice	13	9	9	8
MA European Business	13	5	12	8
MA Feature Film Screenwriting	4	6	7	9
MA in History	18	6	16	5
MA Literatures of Modernity: Modernism, Postmodernism, Postcolonialism	11	6	4	5
MA Medieval Studies	10	12	6	4
MA Producing Film and Television	10	7	7	9
MA Screenwriting for TV and Film (Retreat option)	4	7	6	5
MA Shakespeare	4	6	3	1
MA Victorian Literature, Art and Culture		14		2
MBA International Management	25	14	29	13
MSc Bioinformatics and Post-Genomic Biology	4		2	
MSc Biological Sciences Research	8	3	5	4
MSc Business Information Systems	30	34	66	52
MSc Economics	2	2	6	5
MSc Environmental Diagnosis and Management	12	11	10	6
MSc Financial & Industrial Economics	8	11	14	11
MSc Information Security	18	24	96	89
MSc International Accounting	26	28	8	11
MSc International Management	45	48	44	37
MSc Petroleum Geoscience		11		9
MSc Petroleum Geoscience (Basin Evolution and Dynamics)	9	6	14	23
MSc Petroleum Geoscience (Tectonics)	2	5	1	1
MSc Quaternary Science	5	11	8	5
MSc Social Work	35	28	10	6
MSc Sustainability and Management	36	34	28	20
Postgraduate Diploma Cognitive Behavioural Therapy(IAPT Programme)		20		5
Postgraduate Diploma in Cognitive Behavioural Psychotherapy	13	17	11	8
Grand Total	398	425	452	382

Table 1: Number of students by gender in cohorts 2007 and 2008 for selected programmes.

significant numbers of students). The Female: Male ratio changed from 49:51 to 52:48 over these two cohorts which is a reasonably large change and one can see that fluctuations in certain programmes is primarily responsible for this (for instance the introduction of the new IAPT programme which mainly attracts female entrants, and also the significant drop in the percentage of male students on the MSc Information Security and MSc International Management).

19. Fig. 6a shows the percentage of ‘mature’ entrants (using the HESA definition of entry at 25 or over) by cohort. This has stabilised in recent years at *ca* 40 % after a clear downward trend over

previous years. The initial downward trend had clearly been due to the rise in the number of students in HSS which has a significantly higher proportion of ‘young’ entrants than the other two faculties (Fig. 6b); a proportion that has increased steadily over the past 7 years. The recent stabilisation in mature student numbers appears to be due to an increase in numbers in the other two faculties. There appears to be no discernable trend in the population of mature entrants by fee-region (Fig. 6c).

20. Fig. 7a shows that, as with undergraduates, very few students are declared disabled- in fact there are 7-8 % of disabled students in a typical undergraduate cohort and only 3-4 % in the PGT population. This figure is, of course, the number of students who *declare* a disability- whether the smaller number of formal examinations at PGT level causes fewer students with learning disabilities to declare them, or whether it is somehow a consequence of PGT students only spending one or two years studying, is unclear. Fig. 7b shows which disabilities are declared by these students- a large percentage are either specific learning difficulties or autistic spectrum disorder (which one predominates seems to fluctuate widely from year to year and may just be caused by classification differences); although unseen disability (which includes diabetes) is also fairly common. It is interesting to note the much greater incidence of declared disability among UK students as against overseas students (Table 2). Whether this is because overseas students are less likely to declare themselves disabled or because disabled students are less likely to study abroad is just a matter for speculation.

Count of SRN		Disability	
COHORT	FEE REGION	No Known Disability	Disabled
2004	UK	94.36%	5.64%
	Other EU	95.74%	4.26%
	Other Overseas	99.00%	1.00%
2005	UK	94.16%	5.84%
	Other EU	94.57%	5.43%
	Other Overseas	98.16%	1.84%
2006	UK	90.72%	9.28%
	Other EU	96.91%	3.09%
	Other Overseas	98.04%	1.96%
2007	UK	88.44%	11.56%
	Other EU	96.20%	3.80%
	Other Overseas	98.21%	1.79%
2008	UK	91.10%	8.90%
	Other EU	100.00%	0.00%
	Other Overseas	97.81%	2.19%

Table 2: Incidence of declared disability among PGT students by cohort and fee-region.

PGT student achievement related to ethnicity

21. Students’ outcomes by cohort and declared ethnicity (omitting students who failed to disclose their ethnicity) are shown in Fig. 8a; data for UK-domiciled students is displayed in Fig. 8b. Recent cohorts are rather distorted by the number of Incomplete students, so these are omitted in the equivalent Figs. 8c and d. Arguably the most important value is the percentage of students withdrawing. It appears that non-white students are rather more likely to withdraw than white students; however the gap is not so wide as is found at undergraduate level. The gap also seems to fluctuate year to year- in the 2007 cohort, non-white students were actually less likely to withdraw than were white students (in all 4 graphs). It appears that the 2008 cohort has

reversed this trend; however the picture is distorted here by the large number of Incomplete students, particularly among non-white UK students. All 2008 MSc Social Work students are Incomplete (as it is a 2 year programme) and a very large proportion of these are home students from ethnic minorities. It is probably premature therefore to draw any conclusions about the 2008 students; although Fig. 8d does indicate that a lot of UK non-white students have already withdrawn which is slightly worrying.

22. As well as looking at students completing their programme or withdrawing, it is instructive to examine what sort of final award was gained by students who did finish their studies successfully (using Figs. 8c and d). There is here a significant difference between white and non-white students, even excluding overseas students (which can be helpful as it partially eliminates other factors such as language difficulties- although it is true to say that many UK students may not be native English speakers either). In 2007, white students who completed were nearly 4 times as likely to be awarded a Distinction than were students from ethnic minorities and this gap is repeated in the students from 2008 that have completed so far. Although the situation is partially ameliorated by non-white students being more likely to achieve a Merit, this is still rather worrying. Even if students from ethnic minorities are just as likely to complete as their white peers, if they are being given lower awards, this is a clear cause for concern for College.
23. Performance may of course be affected by previous achievement, but it is much harder to quantify than it is at Undergraduate level where tariff scores are (or rather were) available. More than 75 % of Royal Holloway's PGT intake has a first degree (from an HEI either in the UK or abroad) and it is virtually impossible to make a simple quantification of what this means in terms of prior achievement. Even if first degree classes were readily available to analyse, the wide variety of universities attended in a huge range of countries would make the exercise futile.
24. Figs. 9a-c show achievement (omitting Incomplete students) by Faculty for UK, EU and Overseas students respectively. Cohorts 2004-8 have been combined to ensure there are enough students in most of the categories to make valid comparisons- although there are still very few non-white EU students or white Overseas students even with this collation. Focussing therefore primarily on UK students (Fig. 9a), one can immediately see that there is *relatively* little difference in achievement between white and non-white students- the pass rate is virtually identical, although white students are significantly more likely to be awarded a Distinction. In HSS, once again students are equally likely to withdraw whatever their ethnic background, but there is a great difference in achievement of those students who do complete- 47 % of white students but only 26 % of non-white students are awarded a Distinction or Merit. In Science, not only are white students who pass nearly twice as likely to be awarded one of the two higher grades, but non-white students are nearly twice as likely to withdraw (additionally, examining the reasons, a lot more of the latter have failed).
25. Since there is currently no available data on the number of attempts required to pass, and no concept of progression from stage to stage at PGT level (other than a very small number of programmes), the only other thing that can fruitfully be analysed is the recorded reason for withdrawal. Bearing in mind that only *ca* 10 % of students in a given year withdraw, all 5 cohorts have been combined to give some semblance of statistically significant sample and this is also the case for all subsequent withdrawal analyses. These data are presented in Figs. 10a and b (the latter being UK students only). Non-white students who withdraw are twice as likely to have done so owing to academic failure than are white students (in both figures). Although

the numbers involved are marginal in terms of statistical significance (Fig. 10a represents 138 students *in total* and Fig. 10b represents 50 students), this is quite a big gap. Putting this in perspective- in 2004-8 inclusive there were 10 academic failures among white students and 78 among non-white students.

26. Another possibly significant point is the much higher incidence of exclusion for financial debt among non-white students- 16 in total (as opposed to just 1 from among white students). This is possibly explained by a combination of two factors- the higher incidence of ethnic-minority students in the overseas, high fee-paying, intake and the possibility that there are more non-white UK students from poorer backgrounds.

Student achievement related to domicile

27. Fig. 11a shows students' achievement profiles by domicile (*ie* fee-region) and cohort. As there are relatively few EU students in a given cohort, the main point of comparison will be between UK and Overseas students. The first point to note is that withdrawal rates are very similar, wherever students are from- in fact EU students are less likely to withdraw than home students in all cohorts, and the same is true of Overseas students in many years. Data excluding Incomplete students is presented in Fig. 11b- this clearly demonstrates that, although students from outside the UK are just as likely to complete, they are less likely to be awarded a Merit or Distinction- this goes in the order UK > EU > Overseas in all cohorts, and the performance gap seems to widen in recent years
28. Although this is not specifically an Equal Opportunities issue, because most of the Overseas students are non-white (*vide supra*), it becomes one indirectly. This is also concerning given that non-EU students are concentrated in large numbers in a fairly small number of departments and on a small number of programmes.
29. Fig. 11c displays outcome by fee-region *and* Faculty, but combining all 5 cohorts to ensure sufficient students in all categories; Fig. 11d displays the same data but excluding Incompletes. As with similar analysis for declared ethnicity, differences are least apparent in Arts and most disparate in HSS (with Science showing differences, but not to such a great extent). For instance UK students in HSS are twice as likely as overseas students are to be awarded a Merit or Distinction.
30. Recorded reasons for withdrawal are compared in Fig. 12. Of those students who withdraw, 30 % of UK students do so because of academic failure; compared with 60 % of EU students and 80 % of those from outside the EU (NB these percentages exclude unknown leave reasons which otherwise swamp the graph). An idea of the actual numbers involved may be seen in Table 3.

Count of SRN	Fee-region Ethnicity						Grand Total
	UK		Other EU		Other Overseas		
Leave Reason	White	Non-white	White	Non-white	White	Non-white	
Academic failure	6	11	2	1	2	65	87
Transferred to other institution	5		1			2	8
Exclusion - Academic			1				1
Exclusion - Disciplinary			3			1	4
Exclusion for Financial Debt	1	7				9	17
Other Financial Reasons	9	2				2	13
Health	6					2	8
Other or Unknown	97	25	15	1	10	64	212
Grand Total	124	48	19	2	12	145	350

Table 3: Withdrawal reasons by fee-region and ethnicity for cohorts 2004-8 combined.

Student achievement related to gender

31. Fig.13a compares achievement of students by gender and cohort (the equivalent data without Incomplete students is shown in Fig. 13b). The differences between profiles in each cohort are not great, with similar withdrawal rates (there are some differences but it is not consistent as to which gender has a higher value). There is a slight tendency for male students to be more likely to be awarded a Merit or Distinction (this is similar to the analogous situation at undergraduate level where male students tend to be awarded 1st or 3rd class degrees), but the gap is not massive and the profiles in the 2007 and 2008 cohorts are clearly the most similar of the five sets.
32. We can compare like for like by adding in the Faculty of students (Fig. 13c), once again showing that there are very few gender differences across all faculties (especially bearing in mind there are relatively few male Arts and female Science students in a given cohort). Comparing reasons recorded for withdrawal (Fig. 14), it appears that female students are significantly more likely to have done so owing to academic failure than are male students (who in turn are more likely to have been excluded for financial debt). However, as with all such comparisons in this paper, one needs to bear in mind both that relatively few PGT students actually withdraw and that the vast majority do so for 'Unknown' reasons. This means a couple of students can make a large difference in percentage terms. This difference can probably therefore be dismissed.

Student achievement related to age on entry

33. Achievement measured against age on entry is shown in Figs. 15 a and b (the latter once again omitting Incomplete students). Mature entrants are much more likely to be Incomplete in the most recent cohorts, but this is almost certainly due to such students being more likely to be studying part-time. Mature entrants are also rather more likely to have withdrawn than students under 24, but tend to do better at the high end of the scale (in terms of numbers of Merits and Distinctions), so there are no major concerns in terms of achievement
34. Fig. 16 analyses withdrawal reasons and shows that mature entrants are in fact less likely to withdraw owing to academic failure than are 'normal' entrants. Since mature students are least likely to be found in HSS (Fig. 6b) and least likely to be from overseas (Fig. 6c), where there are most academic failures, this is probably unsurprising.

Student achievement related to declared disability

35. As there are so few declared disabled students at PGT level (Fig. 7a), all 5 cohorts have been combined when comparing achievement (Fig. 17a and b, the latter omitting Incomplete students). The number of withdrawals among disabled students is so small that a comparison of leave reasons would be meaningless. There are virtually no differences between the achievement profiles of the two student groups- disabled students are rather more likely to still be Incomplete but slightly less likely to withdraw.

Dr Andrew Graham
Academic Development Officer
24 February 2010

Figures

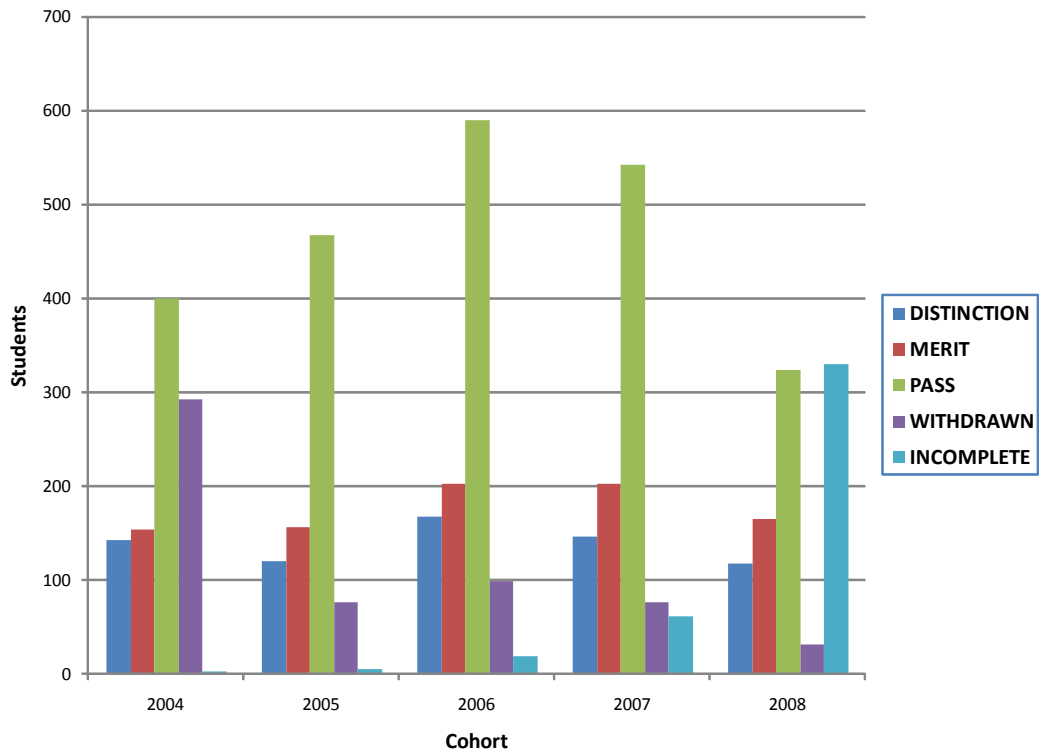


Fig. 1a: Outcomes for PGT students by cohort, 2004-2008.

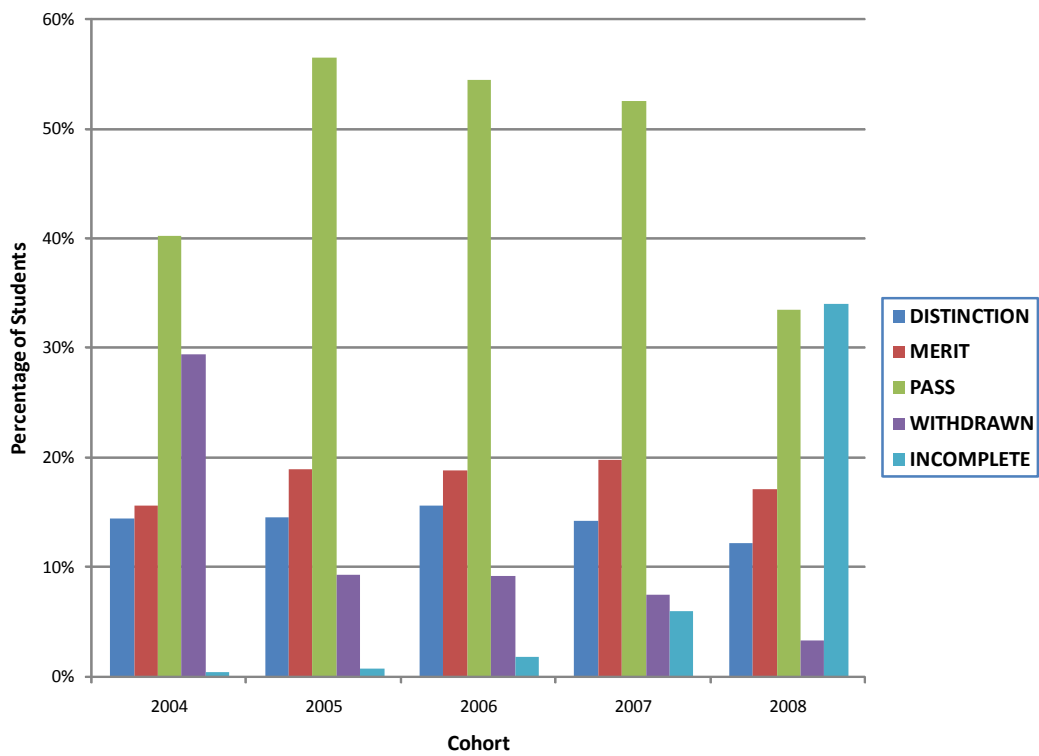


Fig. 1b: Outcomes for PGT students by cohort, 2004-2008, expressed as a percentage of students in the cohort.

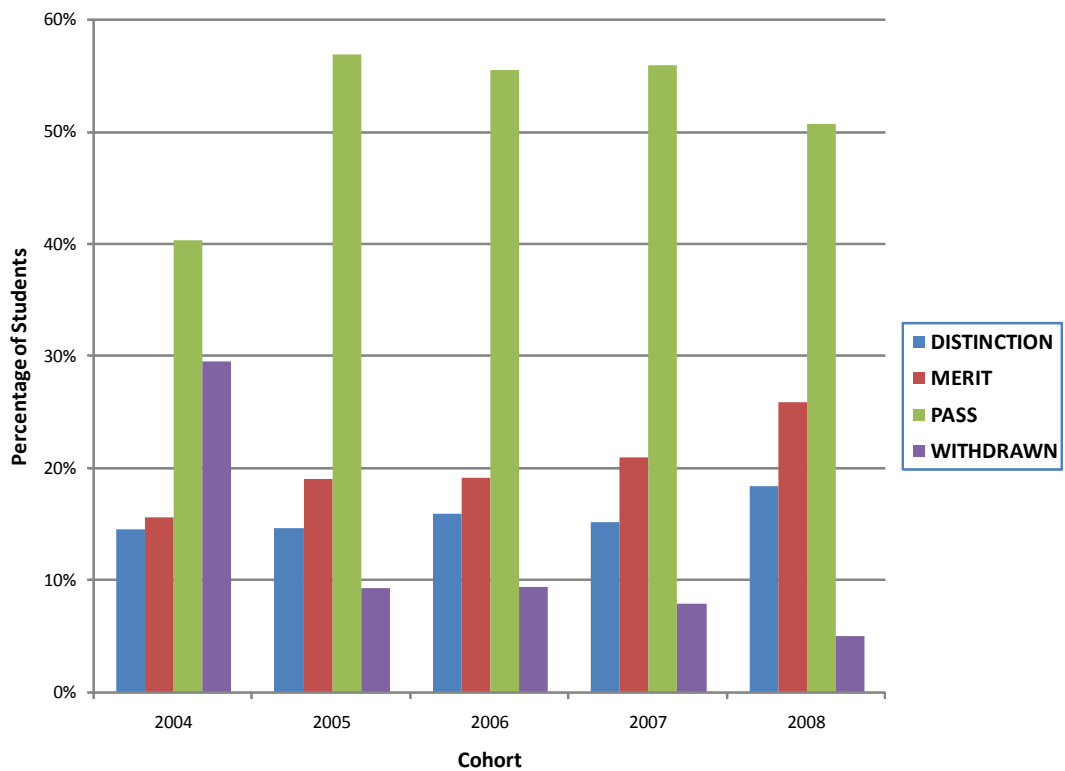


Fig. 1c: Outcomes for PGT students by cohort, 2004-2008, expressed as a percentage of *completed* students in the cohort.

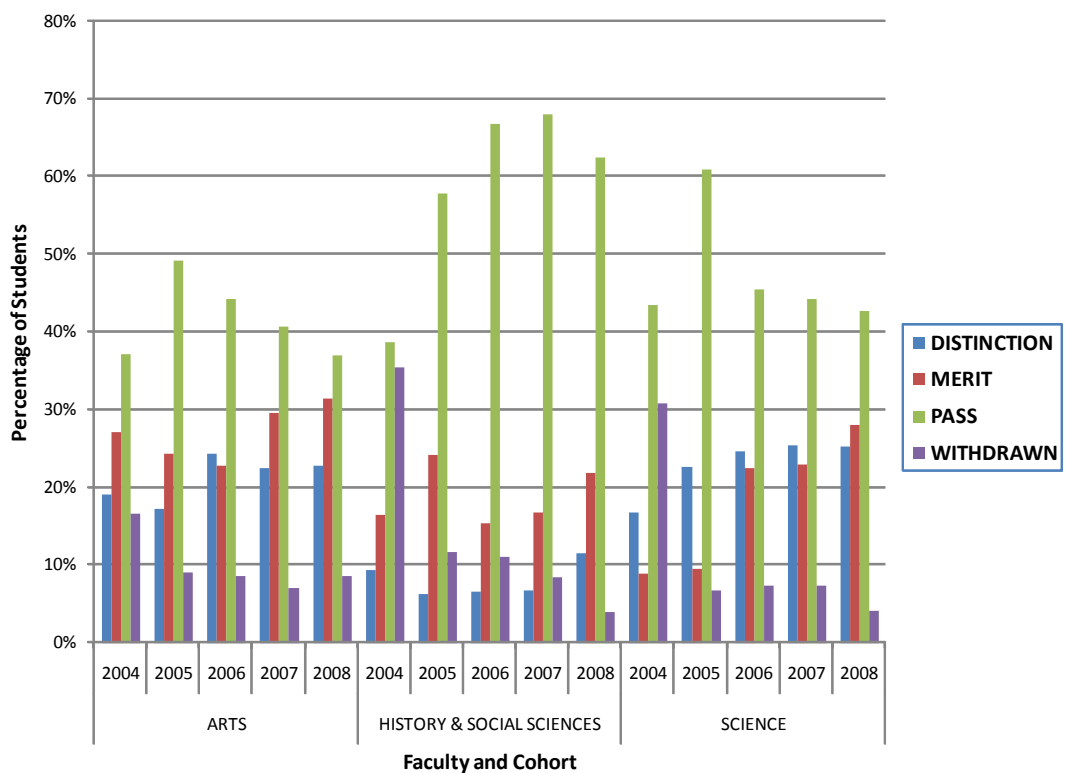


Fig. 1d: Outcomes by Faculty and cohort, 2004-8, expressed as a percentage of *completed* students in the cohort.

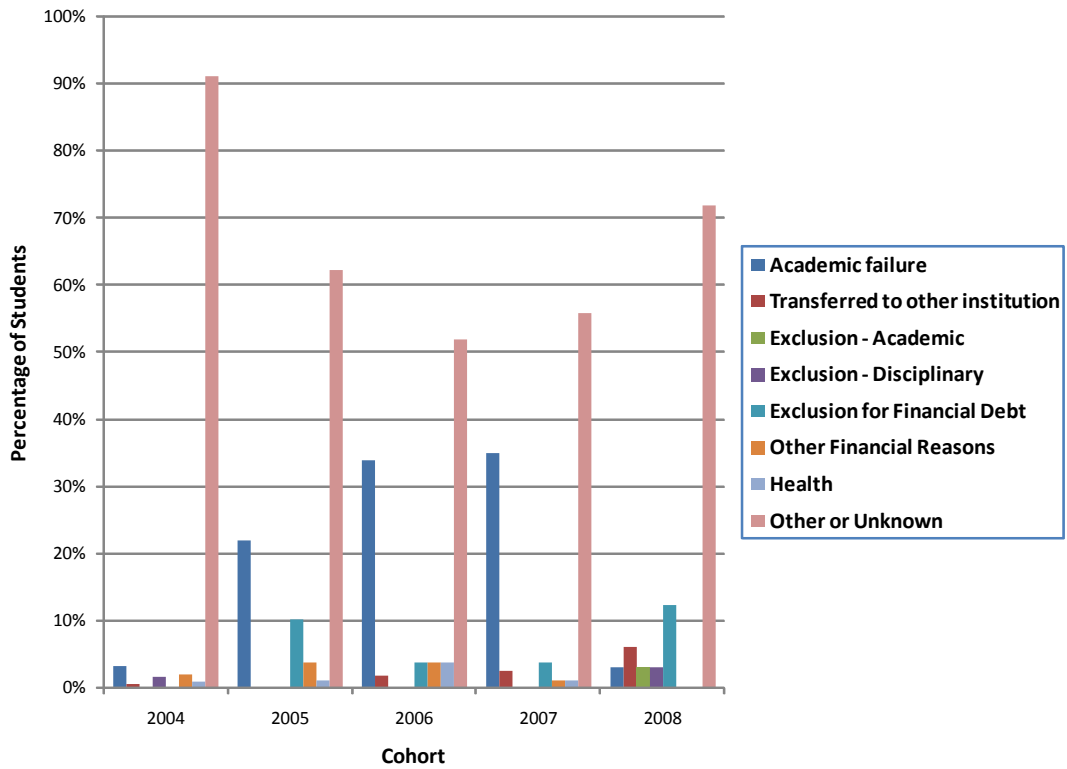


Fig. 2: Withdrawal reasons, expressed as a percentage of PGT students failing to complete their programme in each cohort, 2004-8.

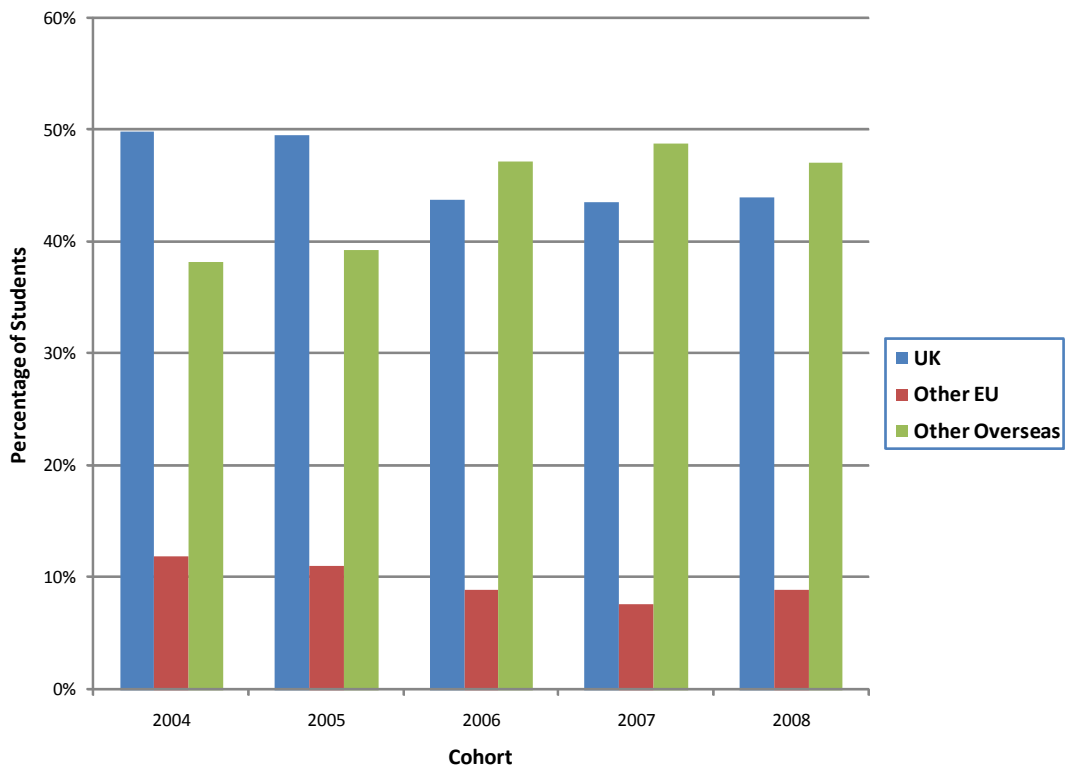


Fig. 3a: Fee-region of PGT students by cohort, 2004-2008.

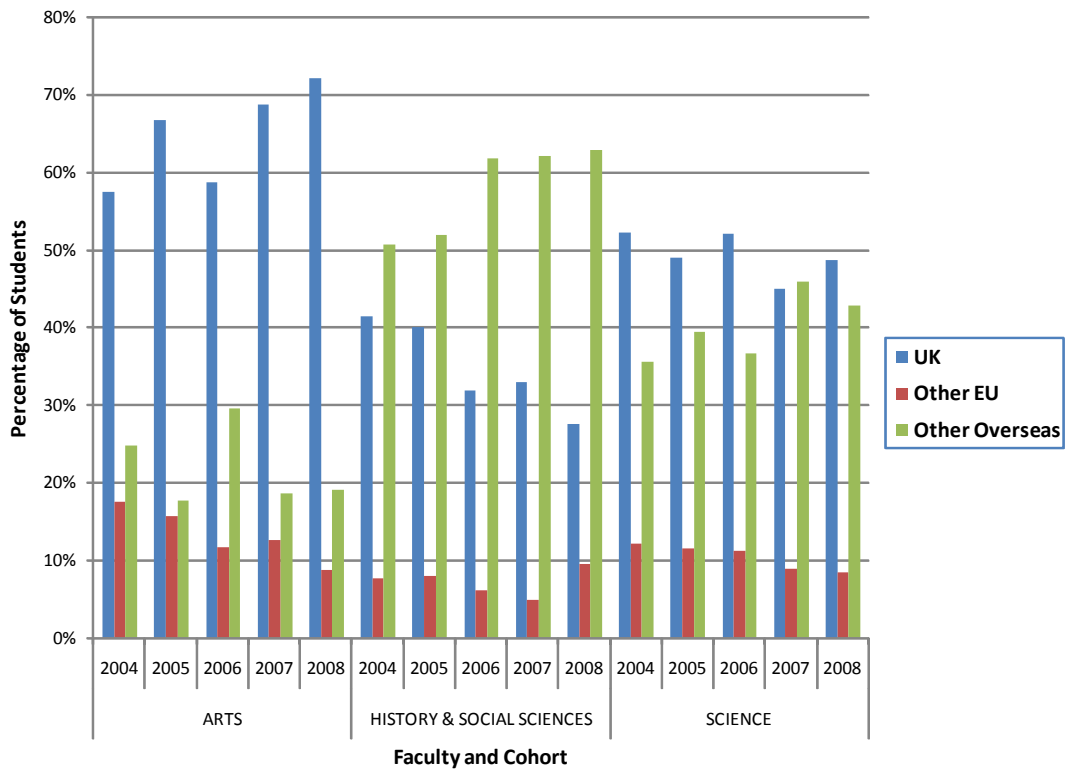


Fig. 3b: Fee-region of PGT students by cohort and Faculty, 2004-2008.

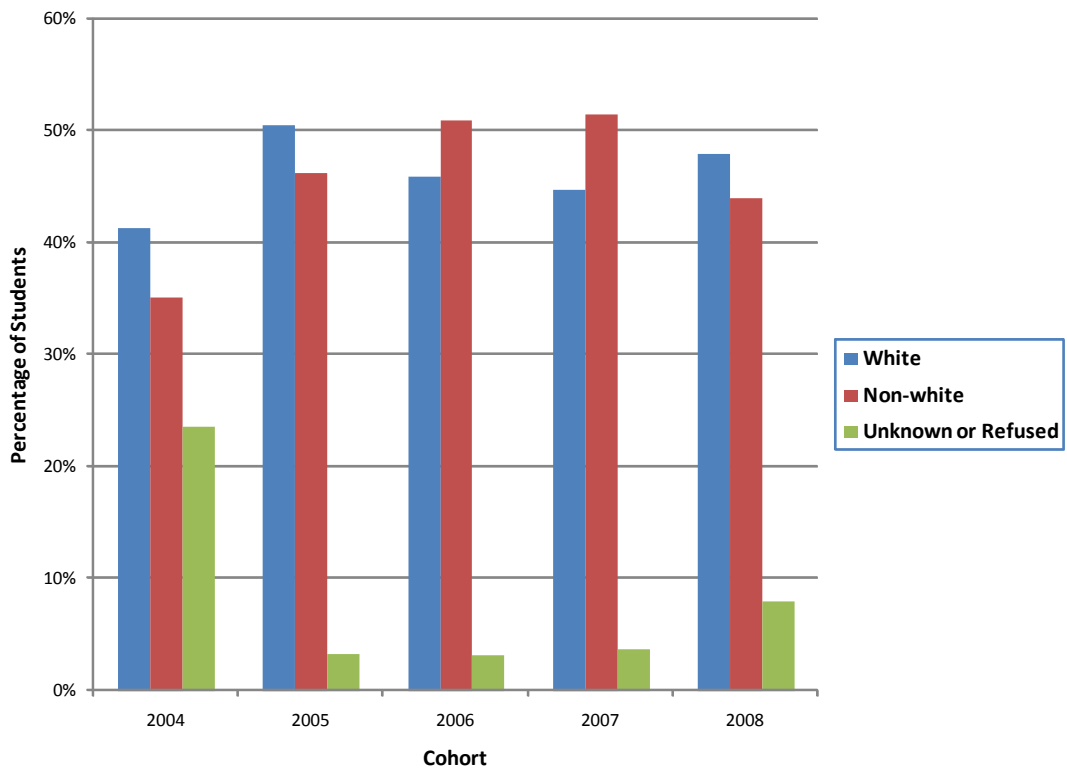


Fig. 4a: Declared ethnicity of PGT students by cohort, 2004-2008.

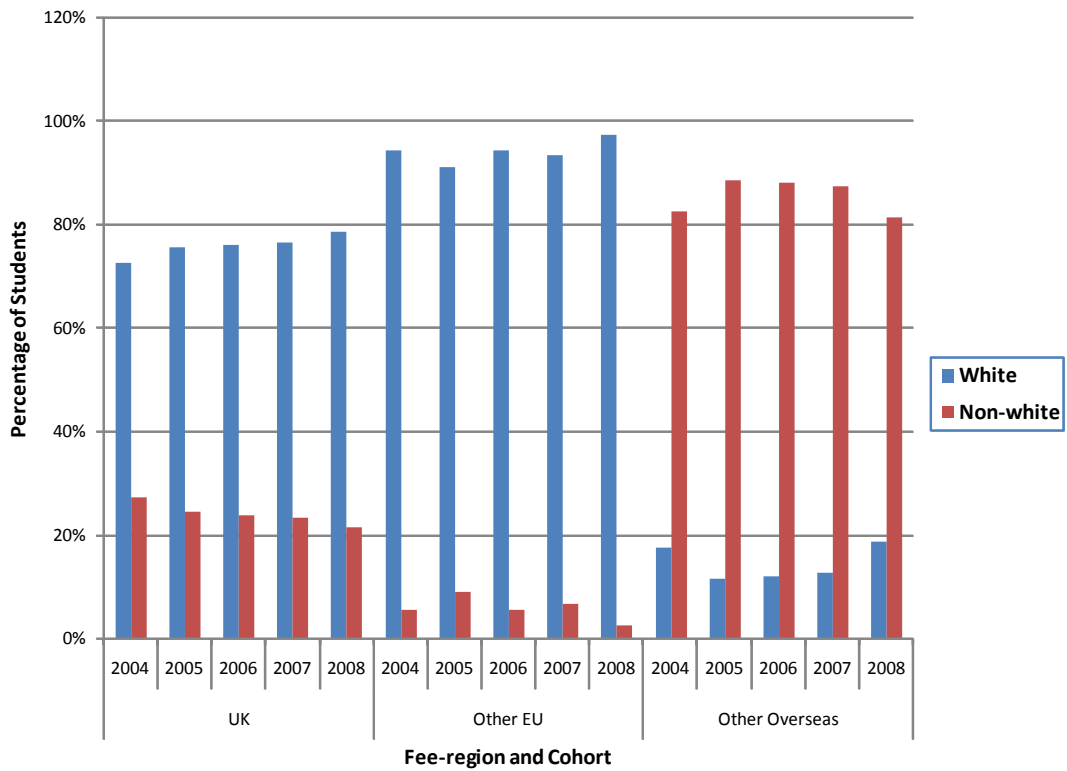


Fig. 4b: Ethnicity of PGT entrants by fee-region and cohort, 2004-2008. Students who failed to declare their ethnicity are excluded.

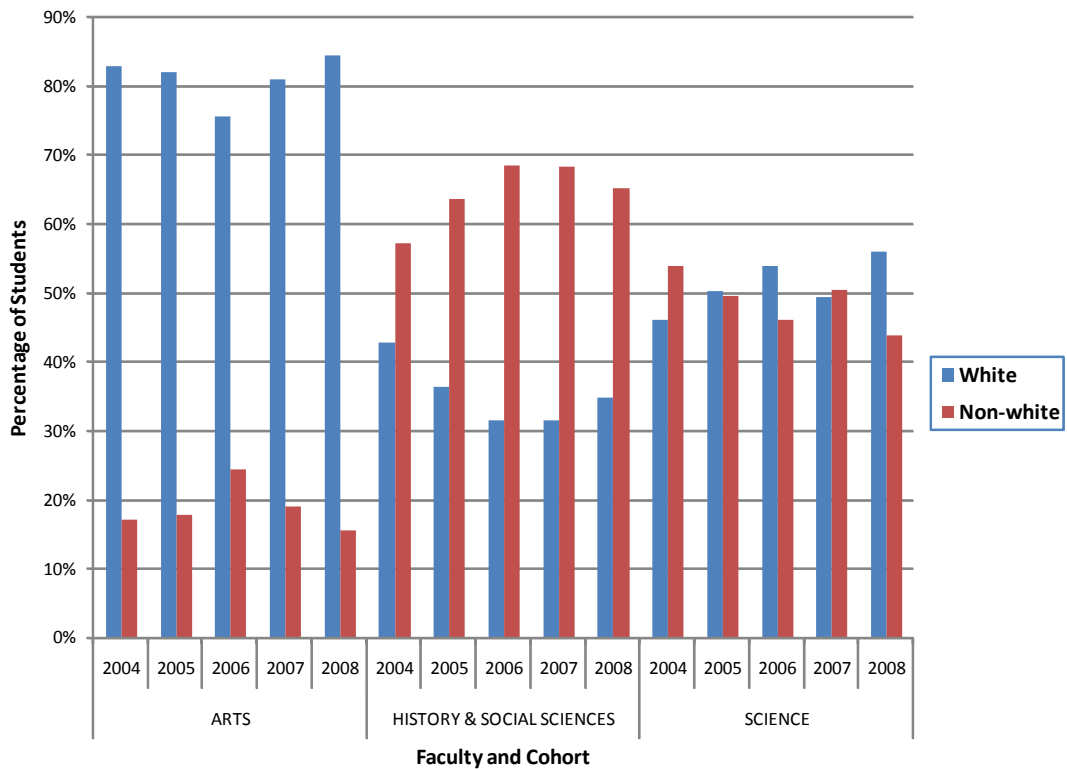


Fig. 4c: Ethnicity of PGT entrants by faculty and cohort, 2004-2008. Students who failed to declare their ethnicity are excluded.

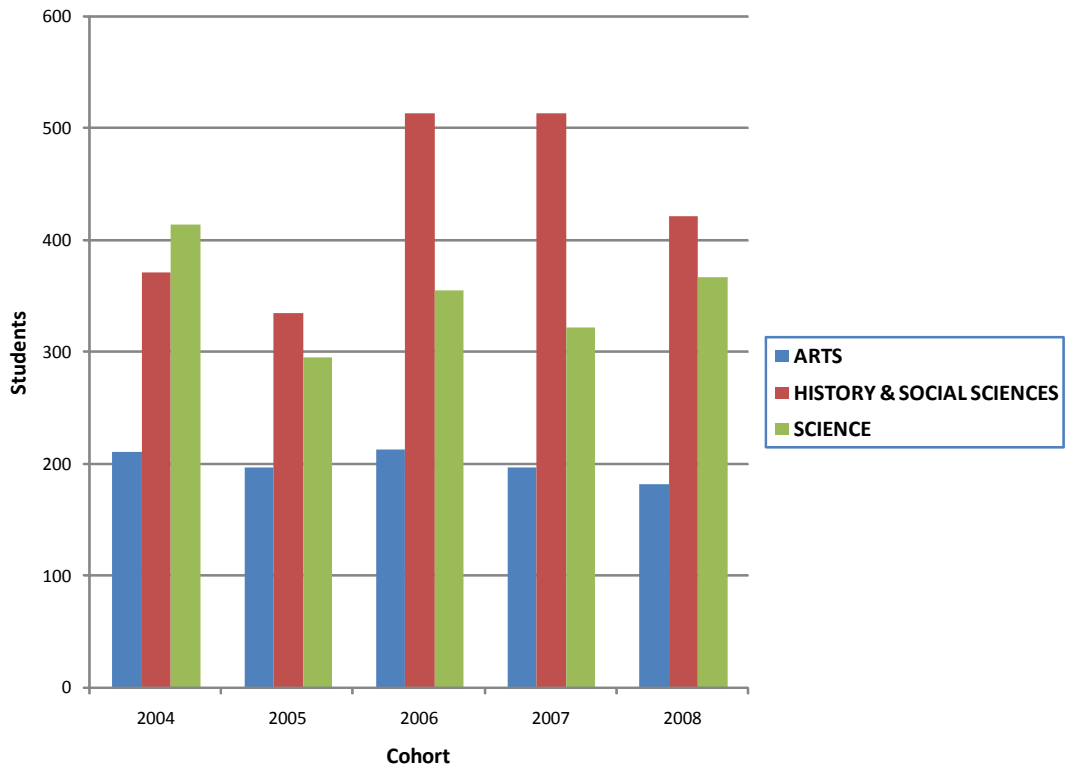


Fig. 4d: Number of students located in each faculty by cohort, 2004-2008.

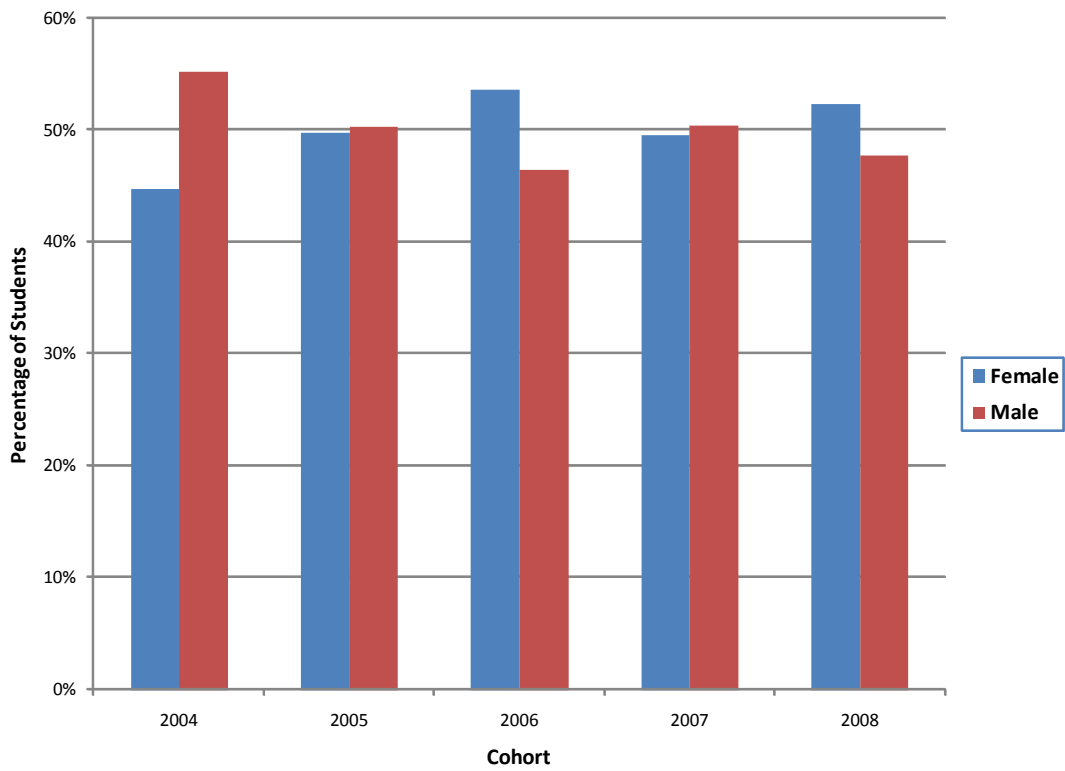


Fig. 5a: Gender of PGT entrants by cohort, 2004-2008.

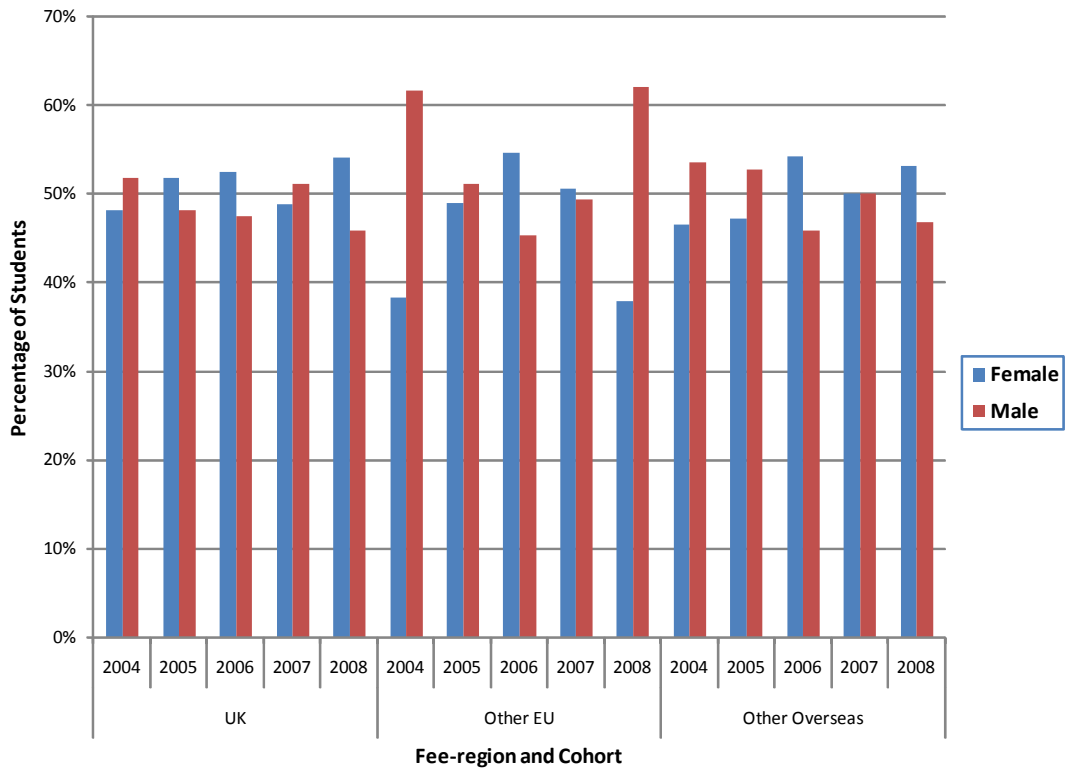


Fig. 5b: Gender of PGT entrants by fee-region and cohort, 2004-2008.

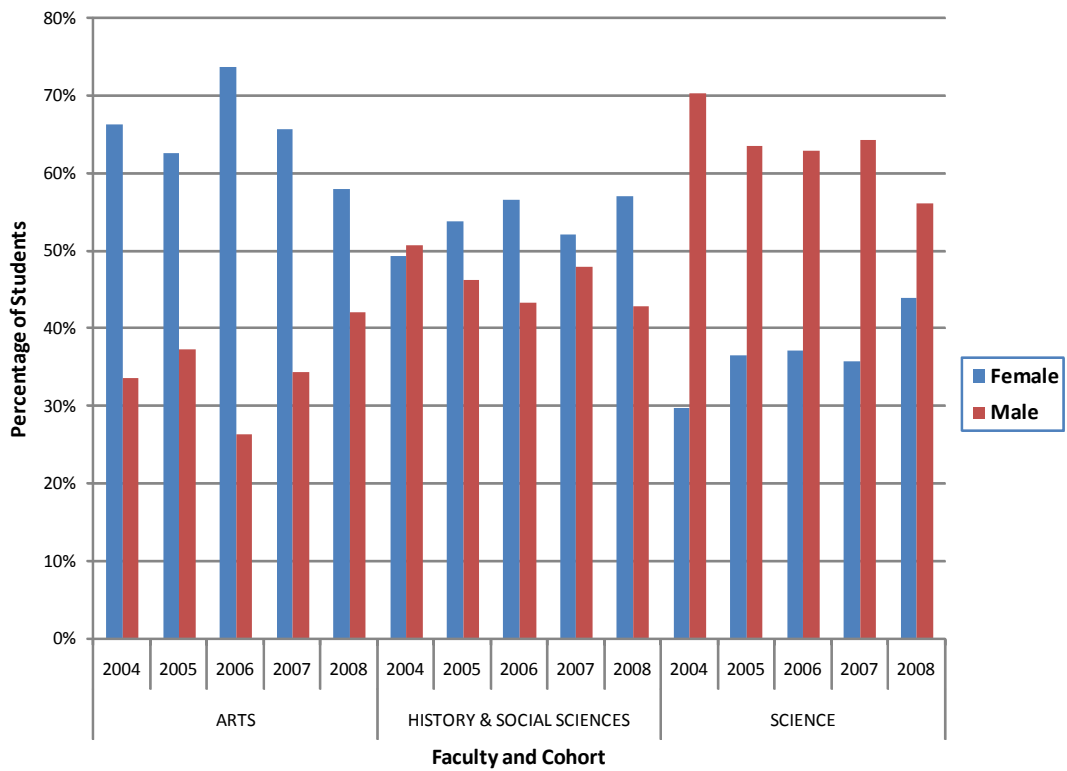


Fig. 5c: Gender of PGT entrants by faculty and cohort, 2004-2008.

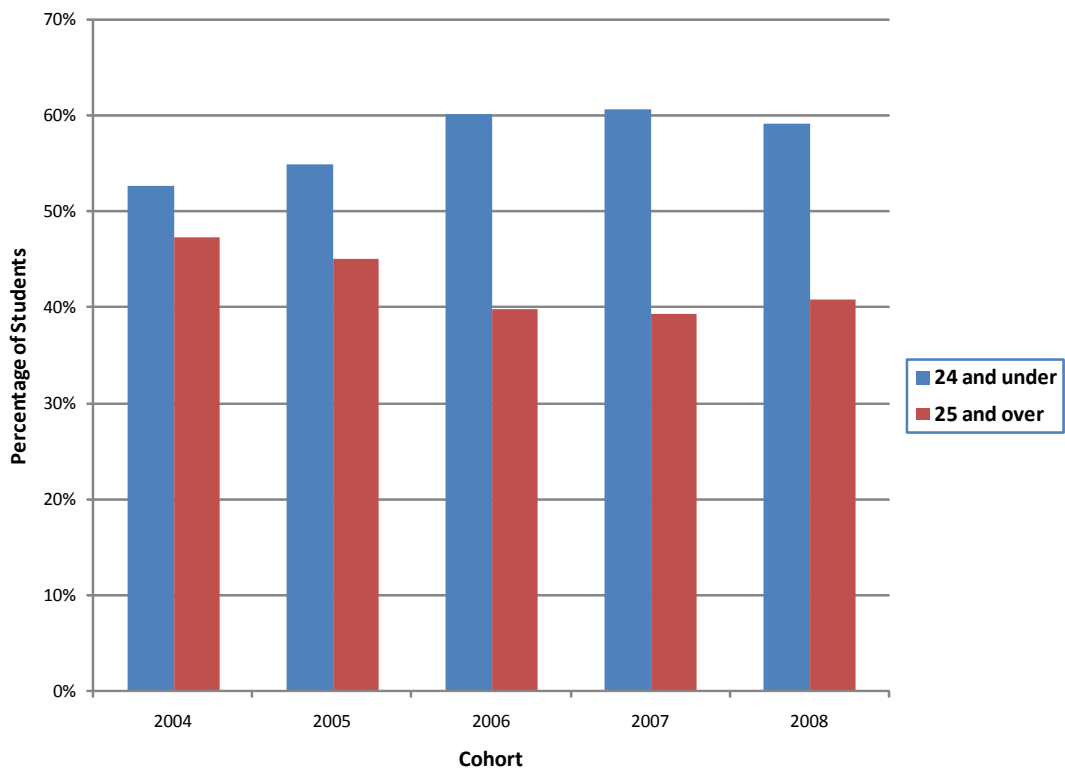


Fig. 6a: Percentage of PGT entrants under and over the age of 25 by cohort, 2004-2008.

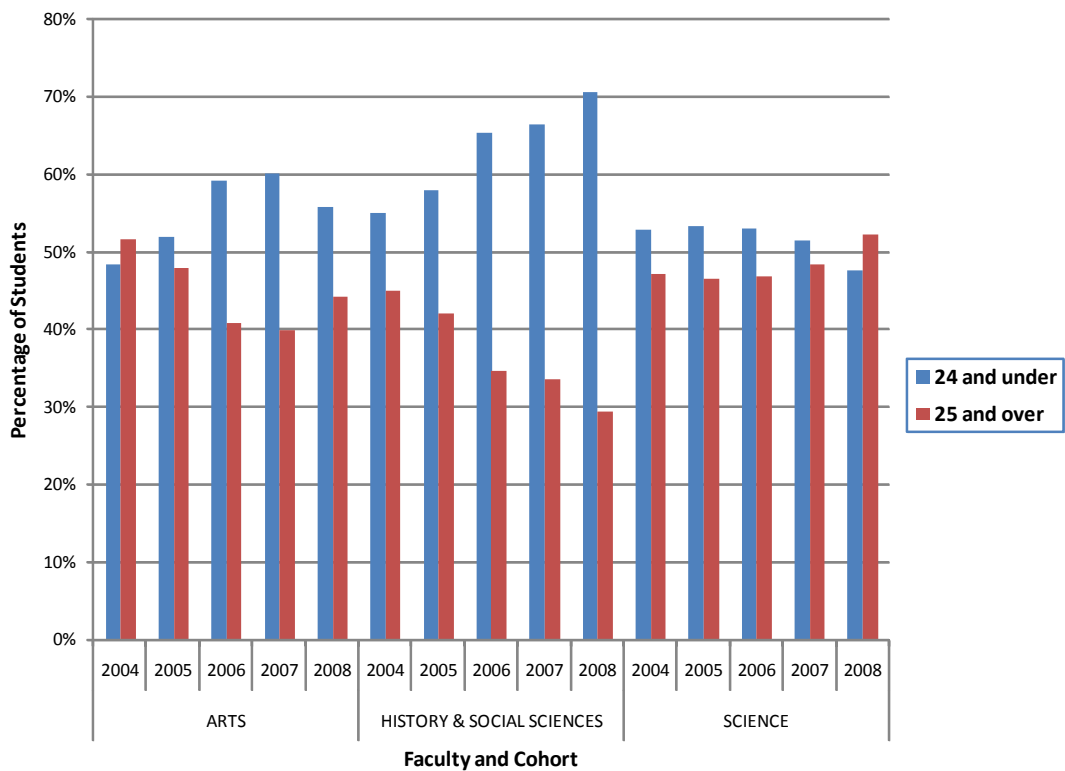


Fig. 6b: Percentage of PGT entrants under and over the age of 25 by faculty and cohort, 2004-2008.

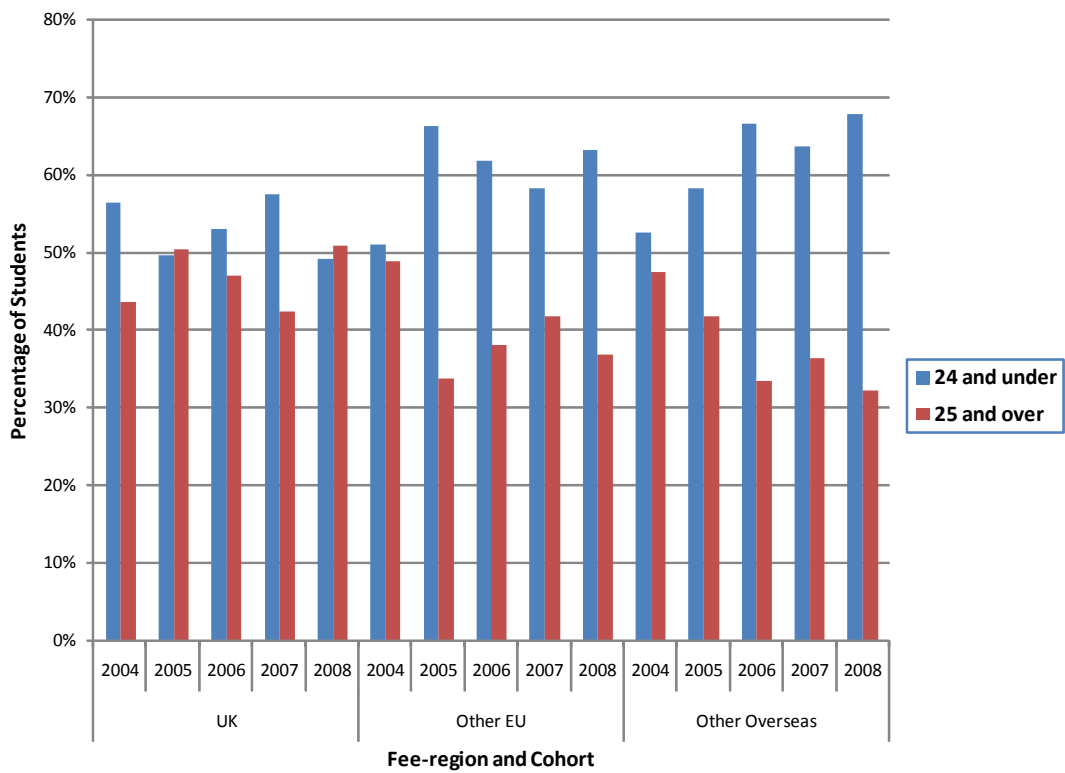


Fig. 6c: Percentage of PGT entrants under and over the age of 25 by fee-region and cohort, 2004-2008.

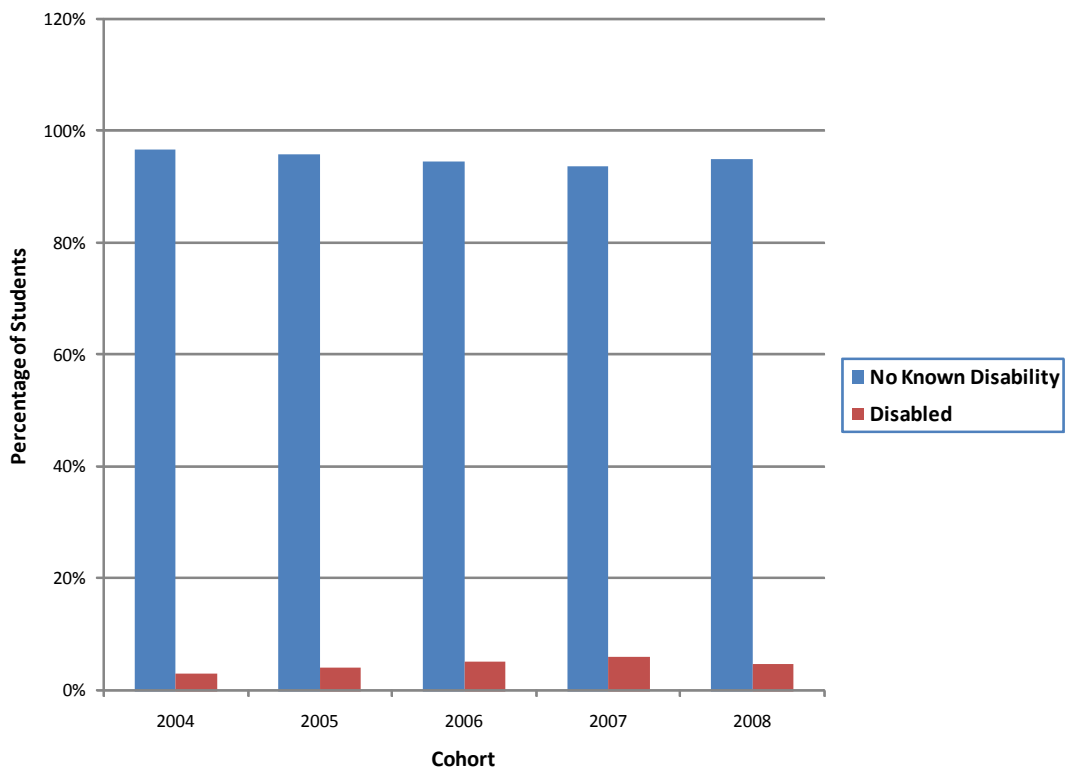


Fig. 7a: Percentage of PGT entrants declaring themselves disabled by cohort, 2004-2008.

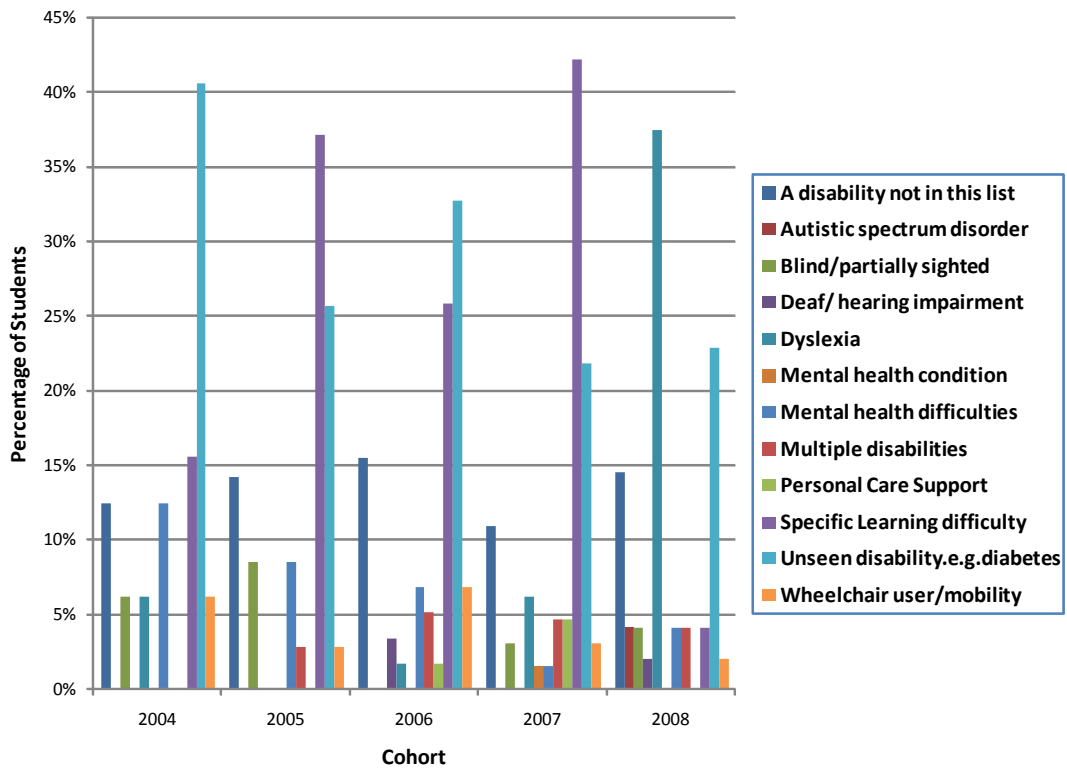


Fig. 7b: Breakdown of disabilities declared by PGT students in cohorts 2004-2008 expressed as a percentage of students in that cohort who declared themselves to be disabled.

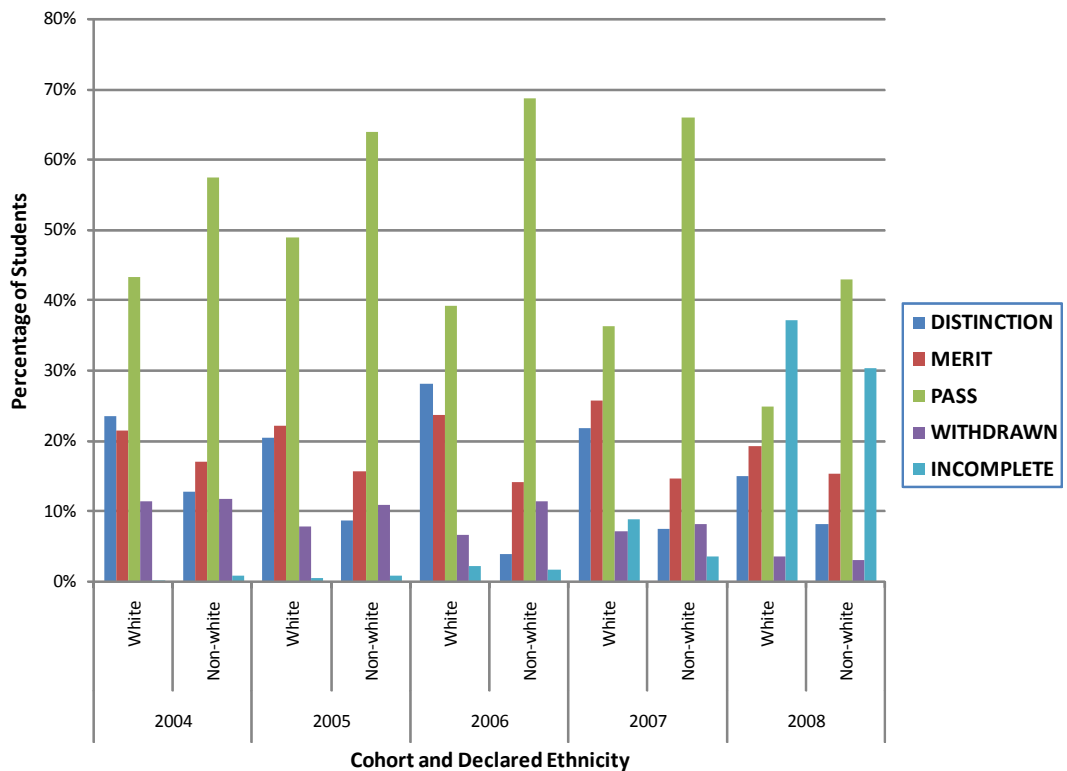


Fig. 8a: Outcome by ethnicity and cohort for PGT students, 2004-2008. Students who failed to declare their ethnicity are excluded.

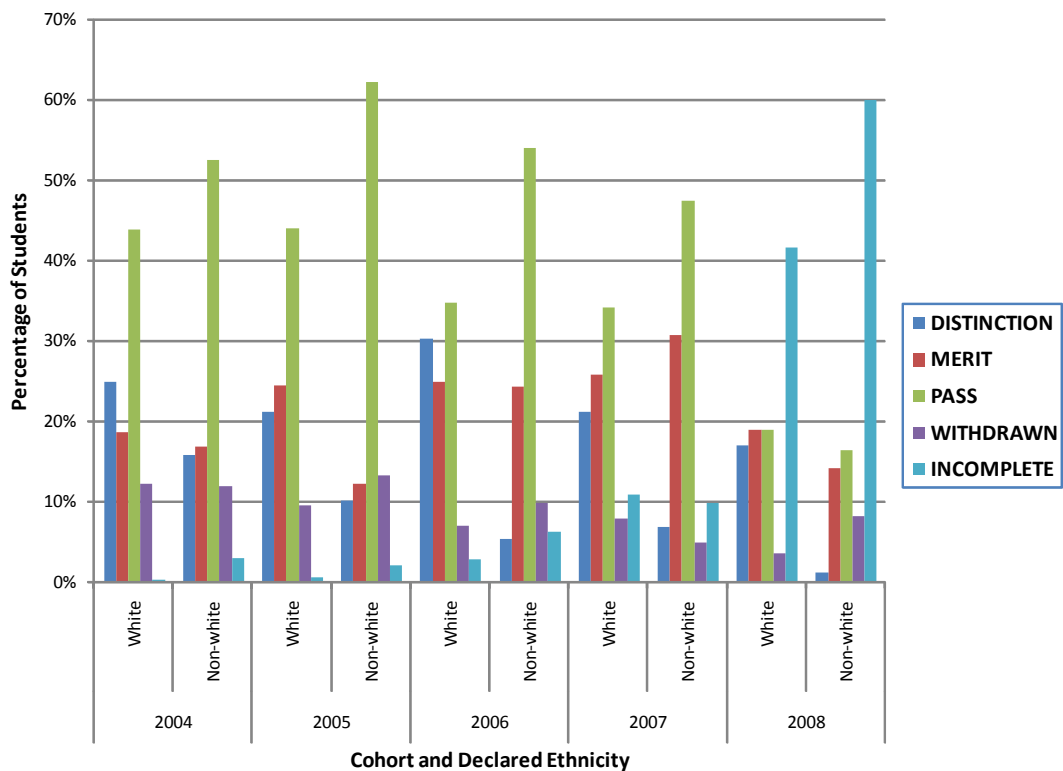


Fig. 8b: Outcome by ethnicity and cohort for UK-domiciled PGT students, 2004-2008. Students who failed to declare their ethnicity are excluded.

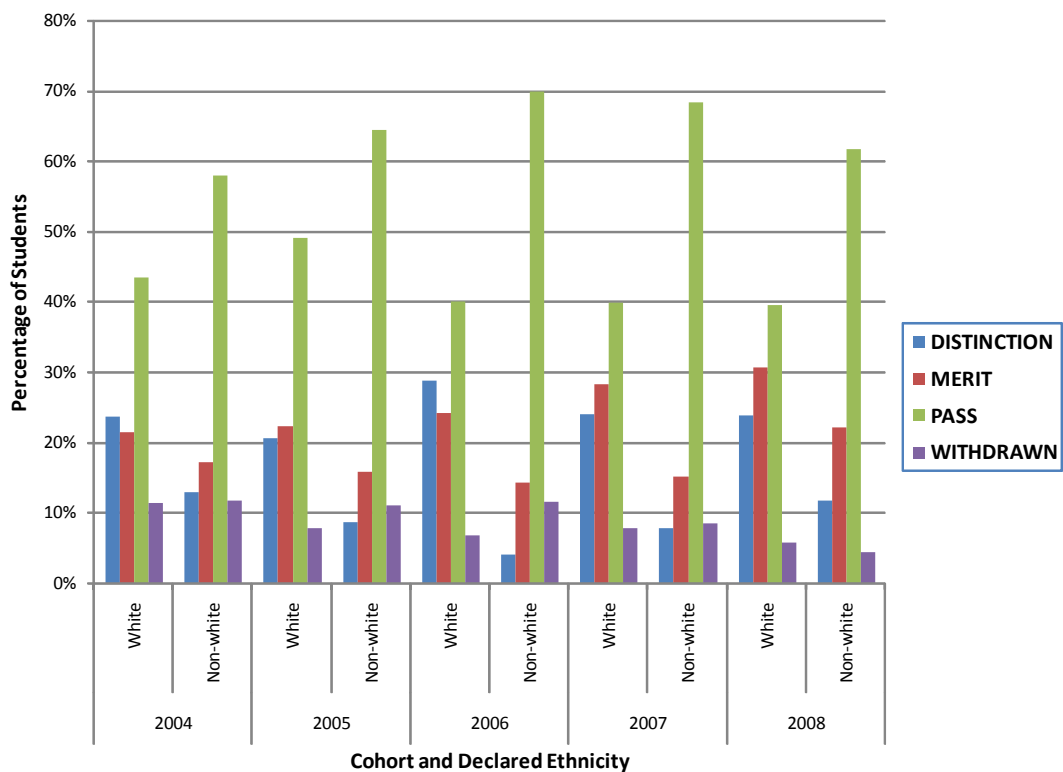


Fig. 8c: Outcome by ethnicity and cohort for PGT students, 2004-2008. Incomplete students and students who failed to declare their ethnicity are excluded.

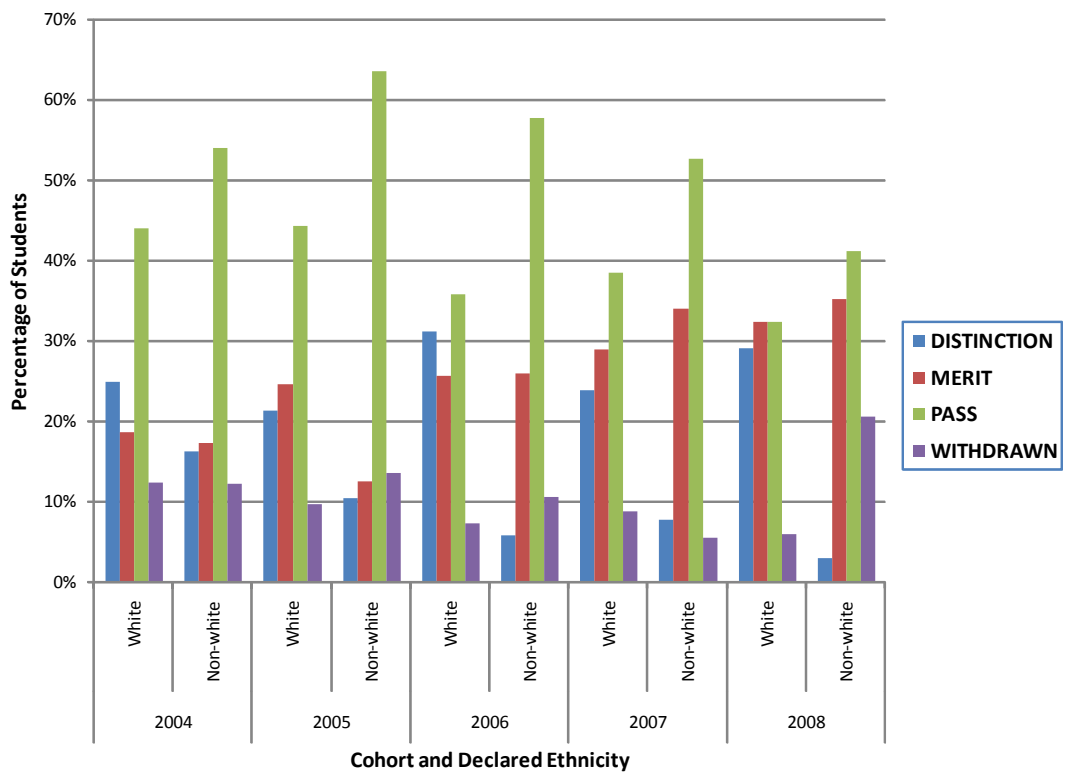


Fig. 8d: Outcome by ethnicity and cohort for UK-domiciled PGT students, 2004-2008. Incomplete students and students who failed to declare their ethnicity are excluded.

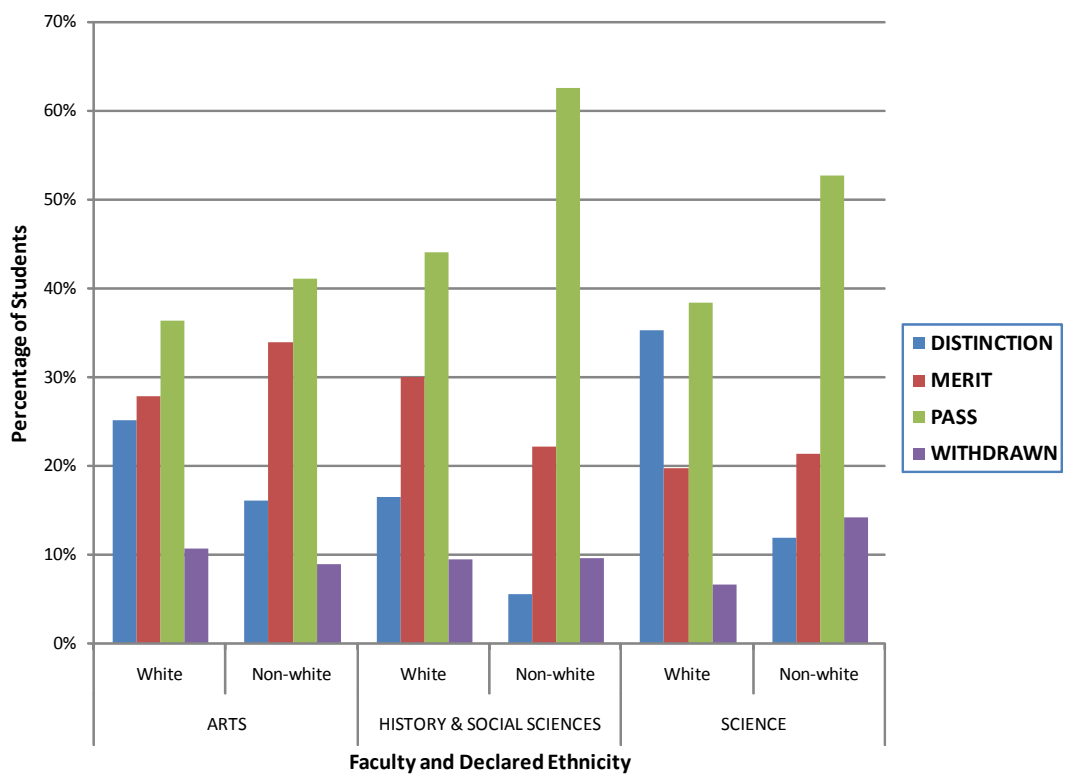


Fig. 9a: Outcome by ethnicity and Faculty for UK-domiciled PGT students in cohorts 2004-2008. Incomplete students and students who failed to declare their ethnicity are excluded.

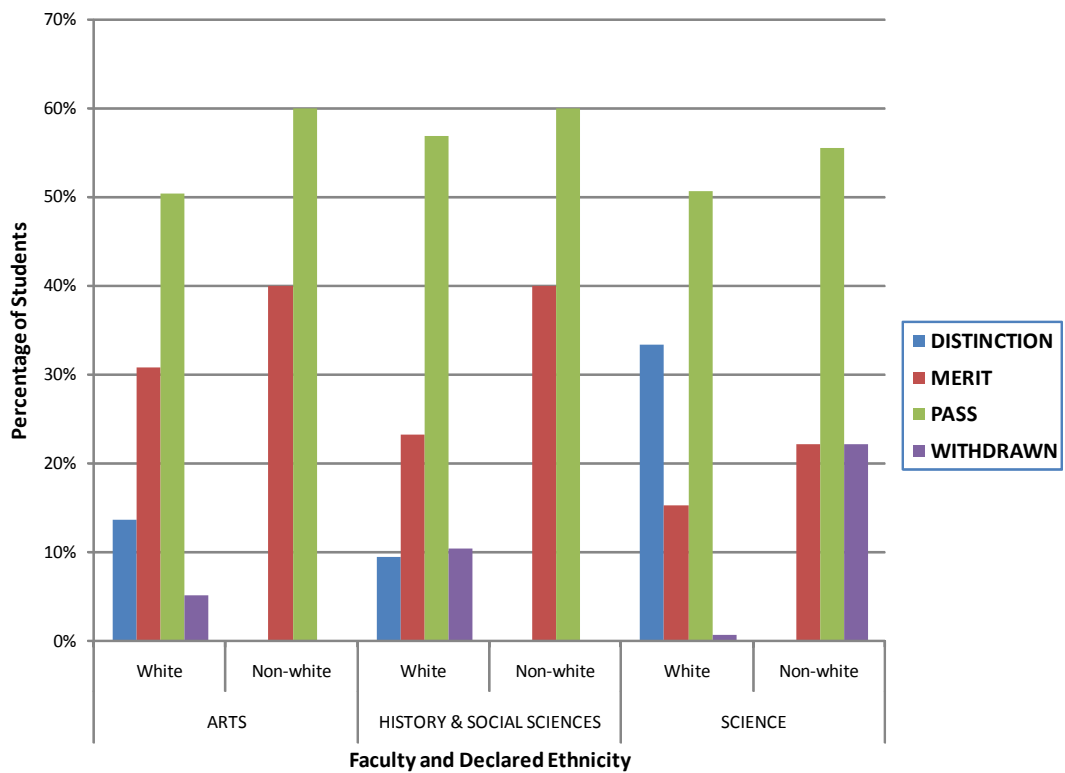


Fig. 9b: Outcome by ethnicity and Faculty for EU-domiciled PGT students in cohorts 2004-2008. Incomplete students and students who failed to declare their ethnicity are excluded.

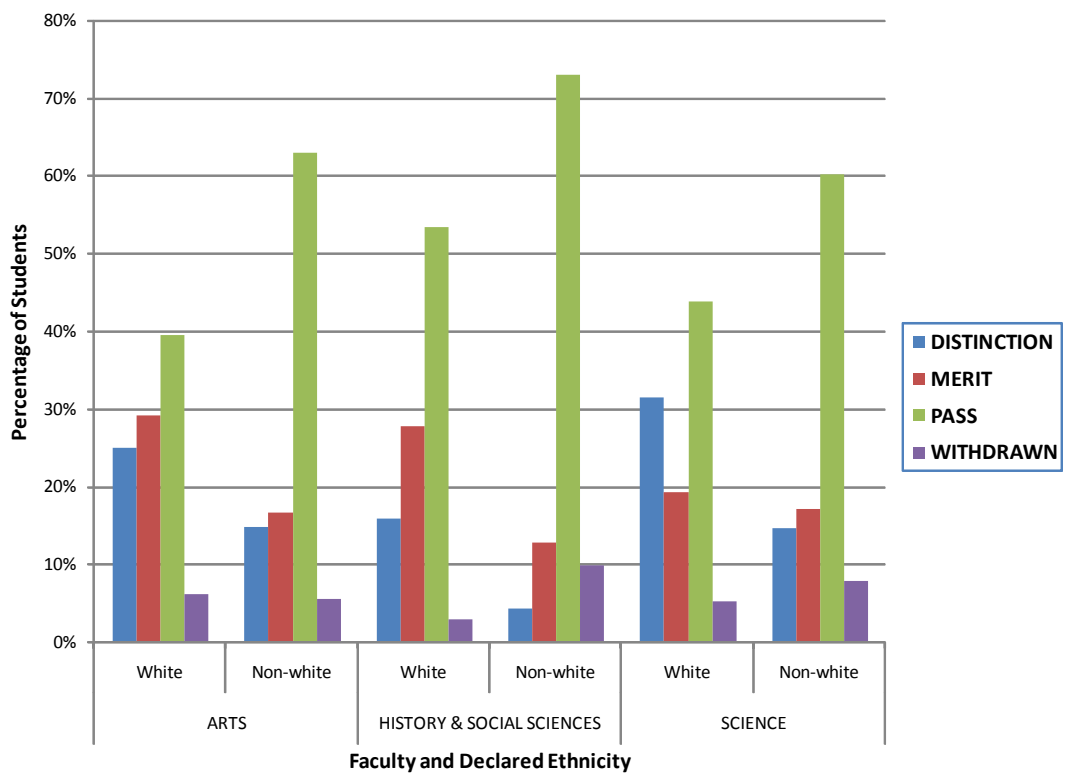


Fig. 9c: Outcome by ethnicity and Faculty for Overseas-domiciled PGT students in cohorts 2004-2008. Incomplete students and students who failed to declare their ethnicity are excluded.

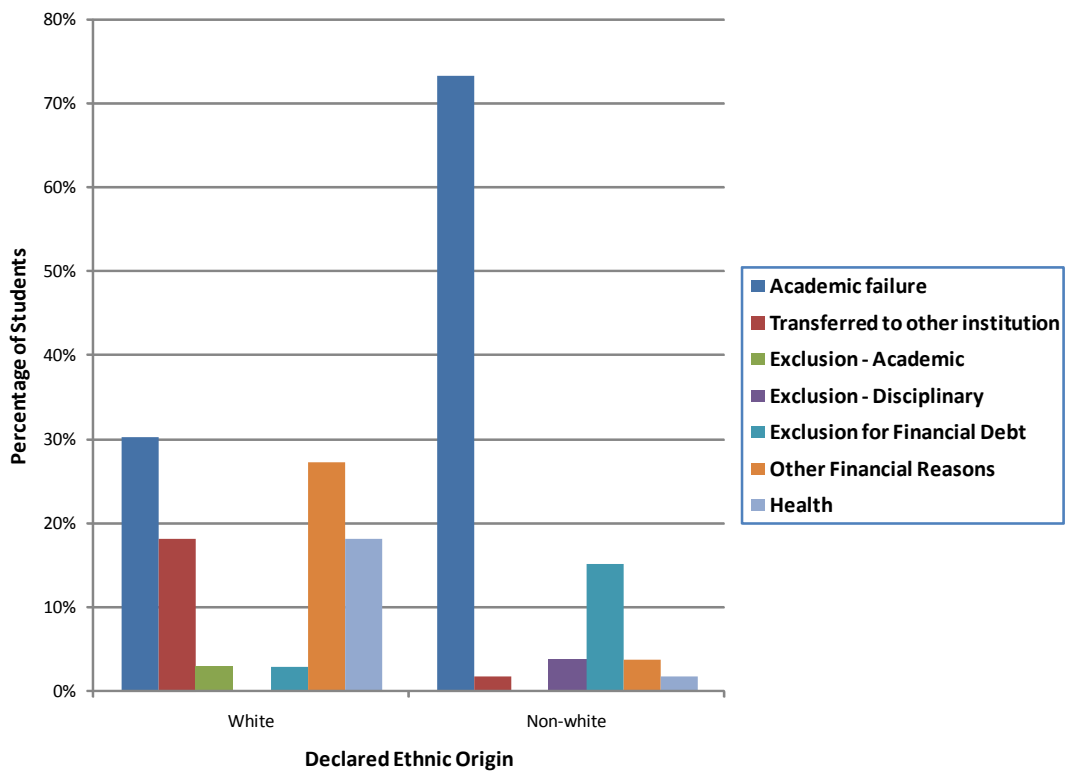


Fig. 10a: Withdrawal reasons by declared ethnicity for PGT students in cohorts 2004-8 combined. Students who failed to declare their ethnicity are excluded. Percentages are of students who withdrew and for whom a non-unknown withdrawal reason is recorded.

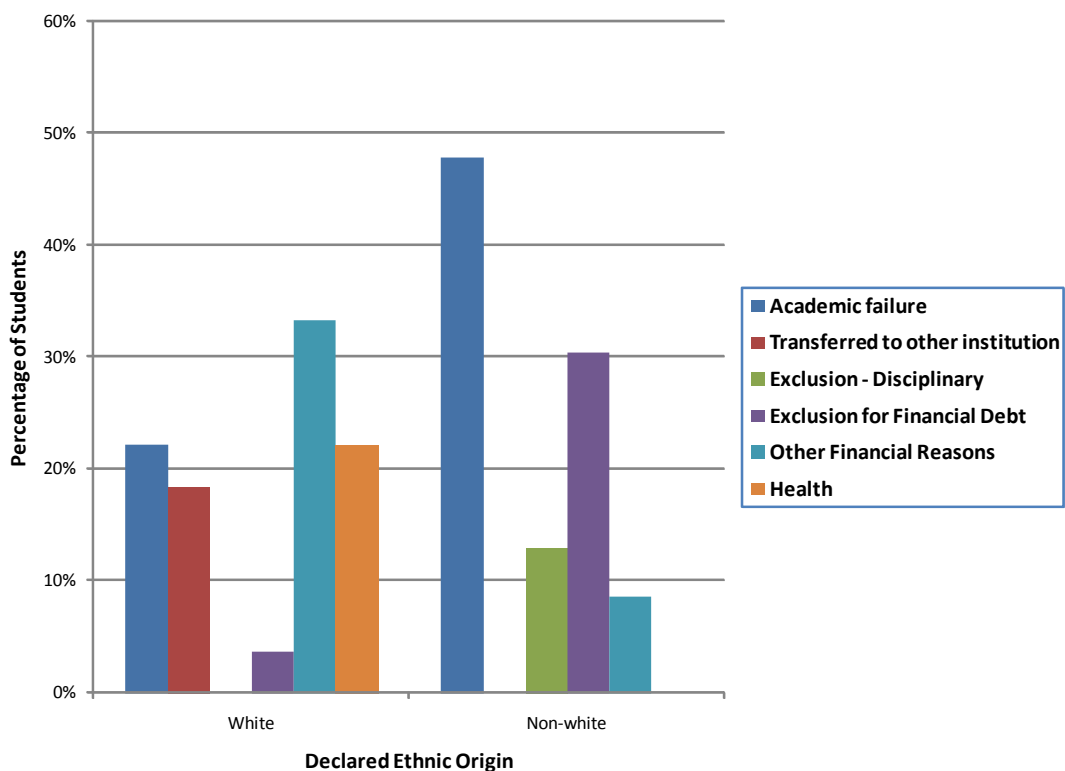


Fig. 10b: Withdrawal reasons by declared ethnicity for UK-domiciled PGT students in cohorts 2004-8 combined. Students who failed to declare their ethnicity are excluded. Percentages are of students who withdrew and for whom a non-unknown withdrawal reason is recorded.

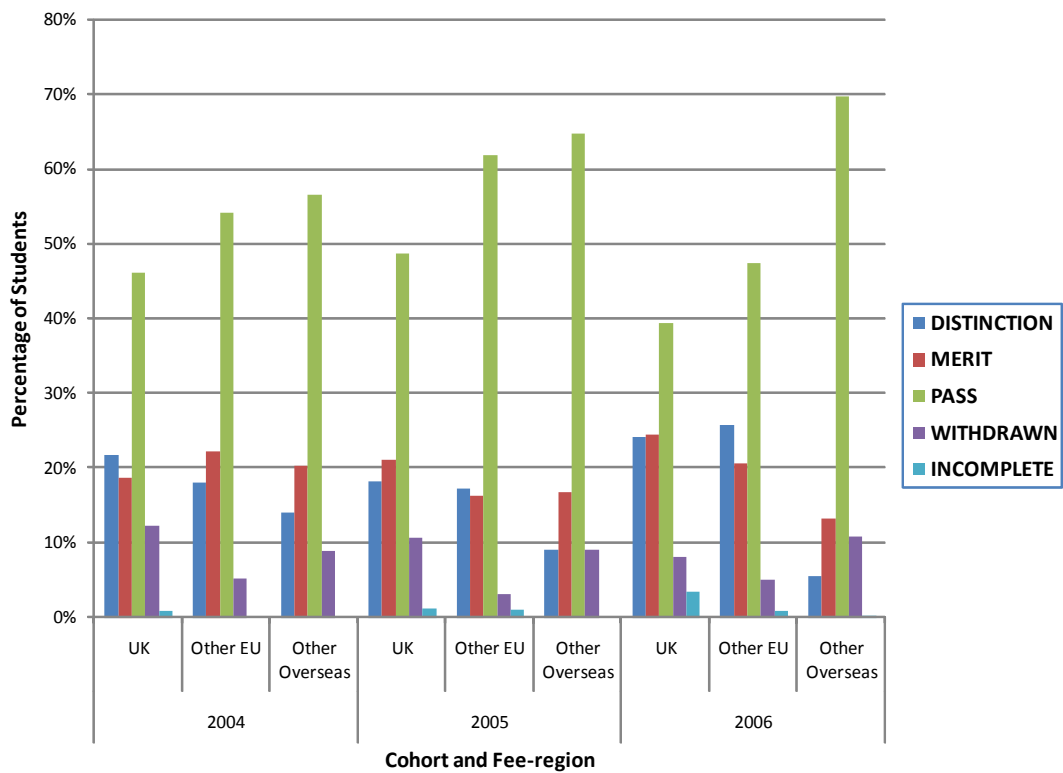


Fig. 11a: Outcome by fee-region for PGT students in cohorts 2004-2008.

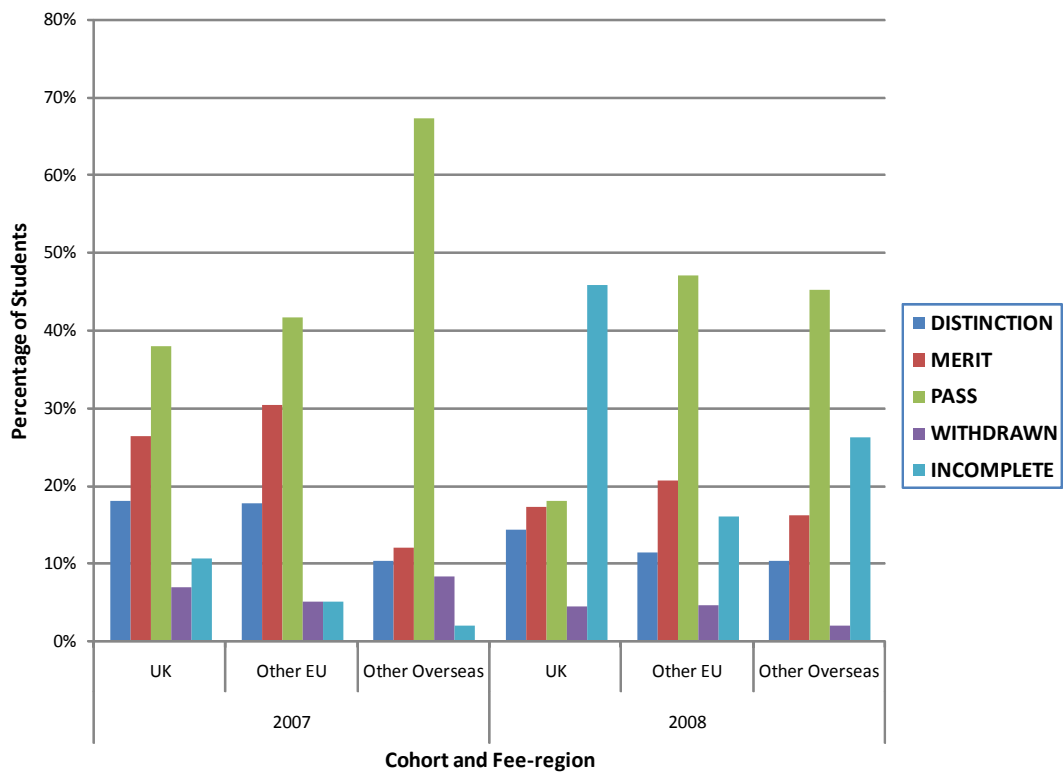


Fig. 11a (cont.): Outcome by fee-region for PGT students in cohorts 2004-2008.

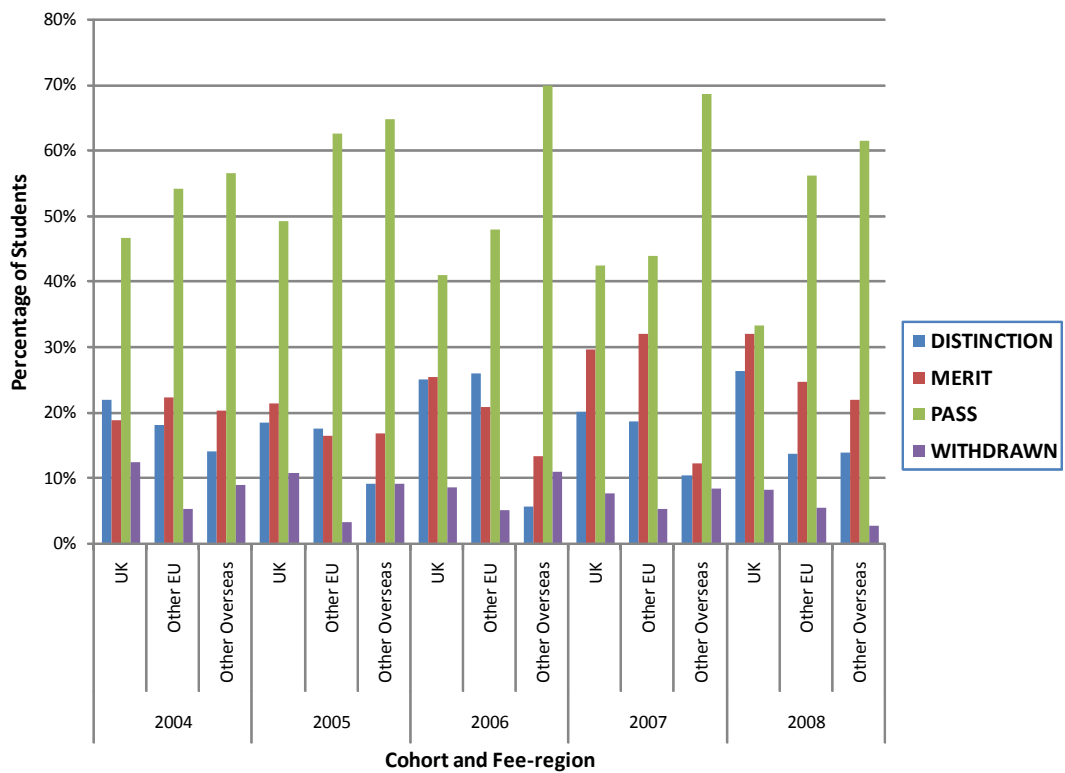


Fig. 11b: Outcome by fee-region for PGT students in cohorts 2004-8; Incomplete students are excluded.

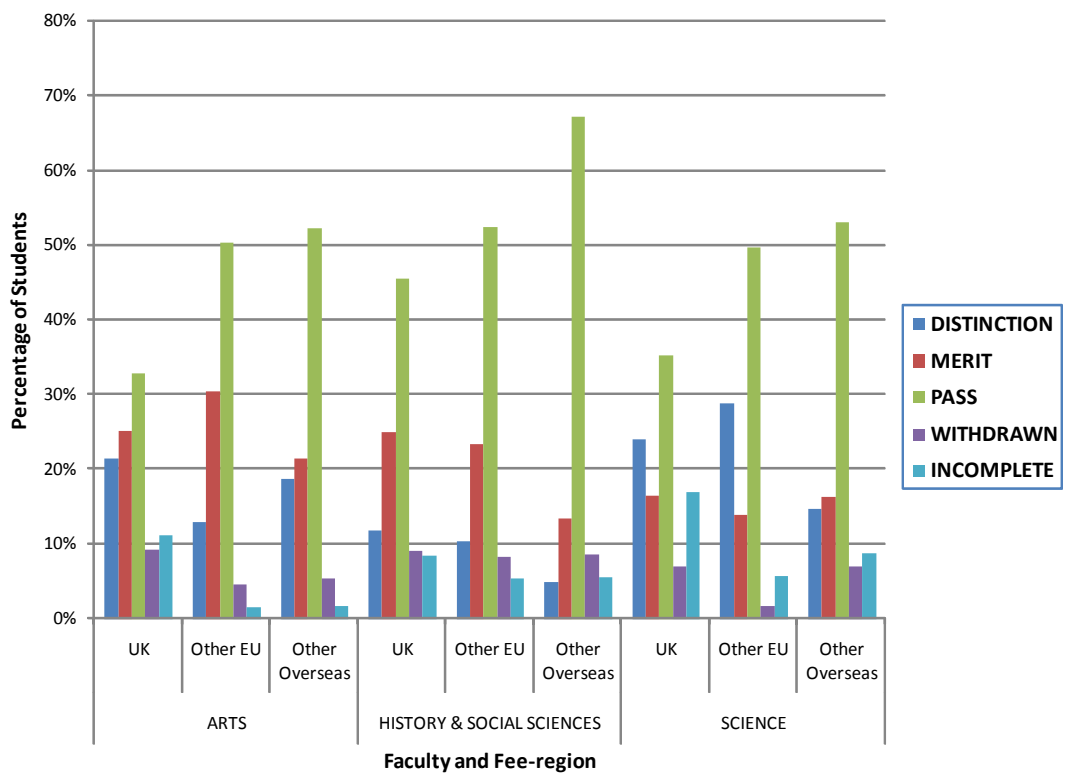


Fig. 11c: Outcome by Faculty and fee-region for PGT students in cohorts 2004-8 combined.

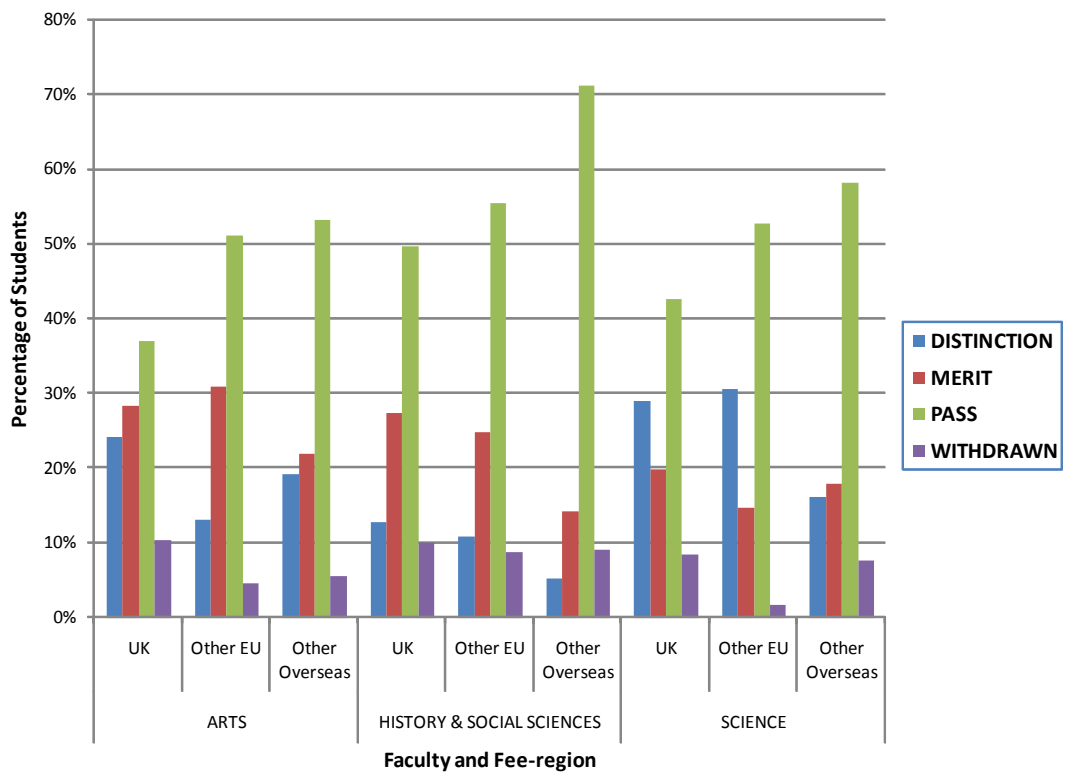


Fig. 11d: Outcome by Faculty and fee-region for PGT students in cohorts 2004-8 combined. Incomplete students excluded.

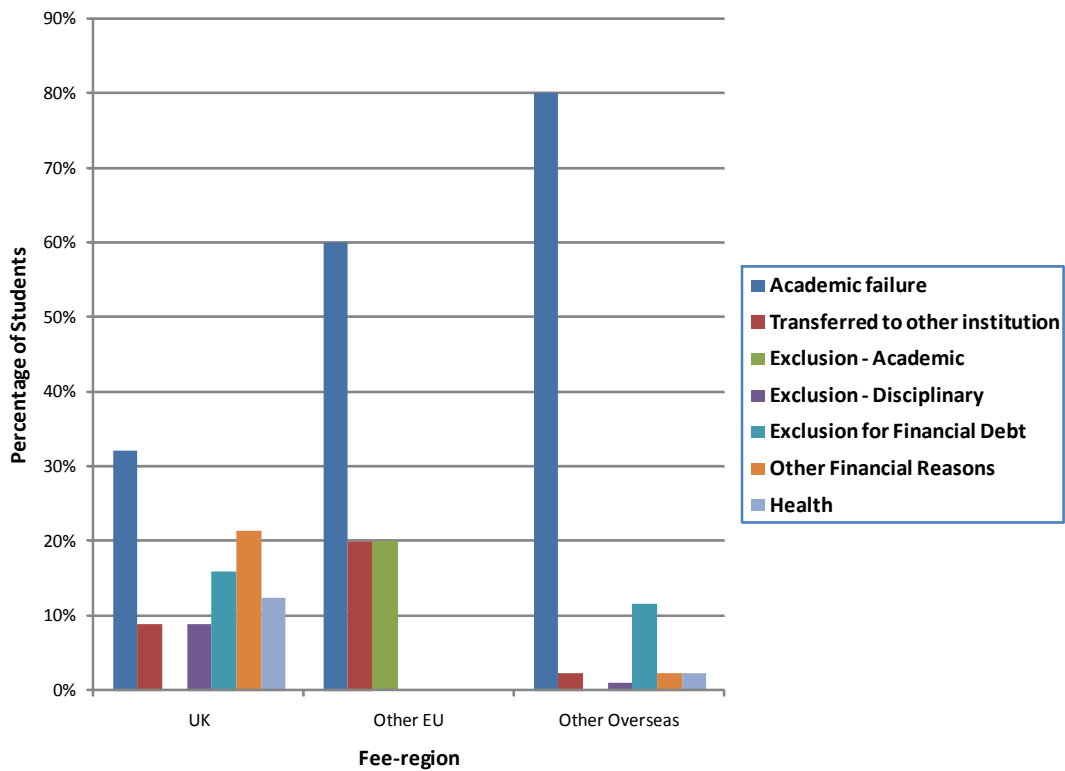


Fig. 12: Withdrawal reason by fee-region for PGT students in cohorts 2004-8 combined. Percentages are of students who withdrew and for whom a non-unknown leave reason is recorded.

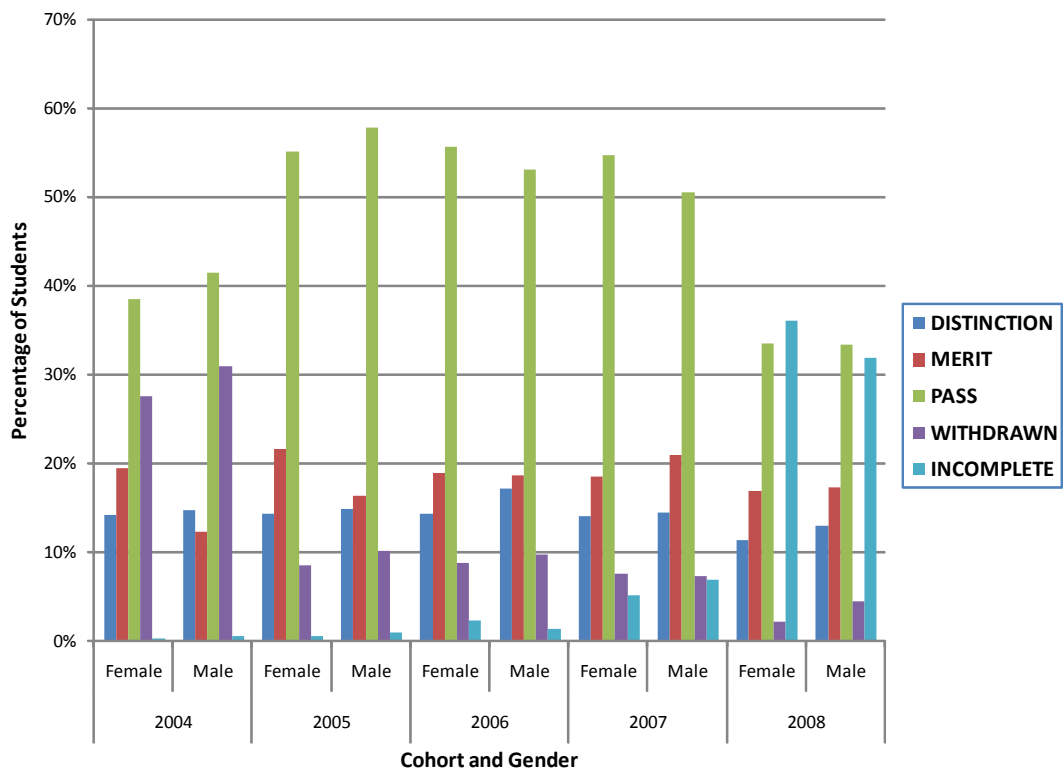


Fig. 13a: Outcome by gender and cohort for PGT students, 2004-8.

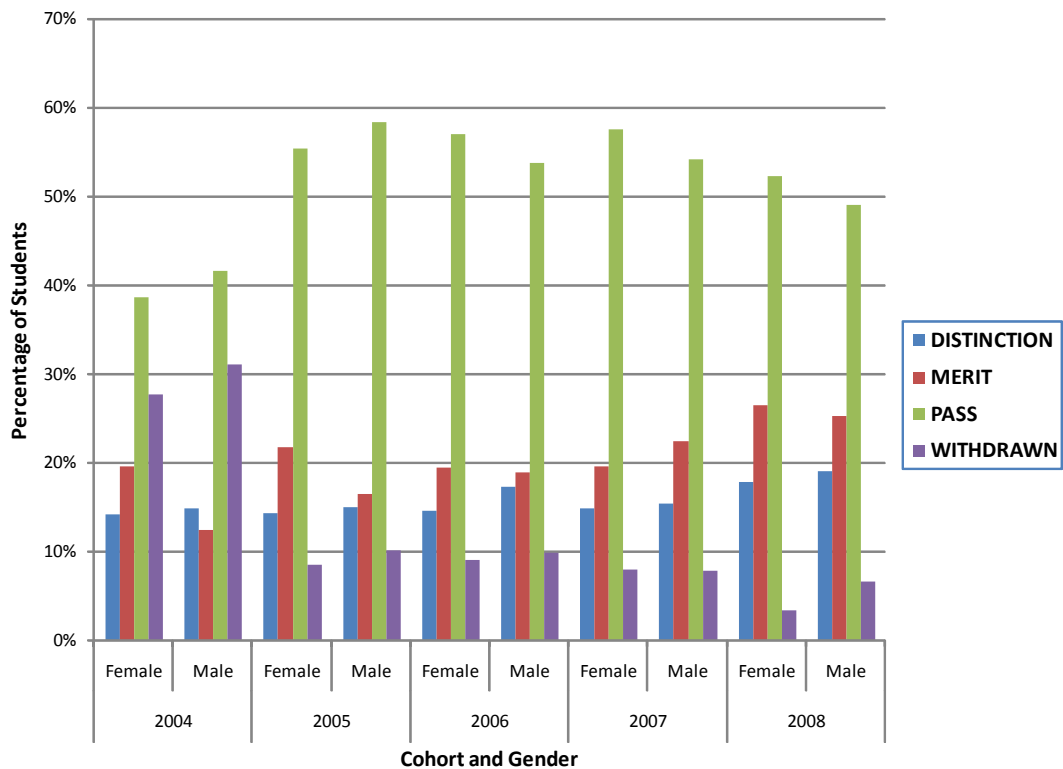


Fig. 13b: Outcome by gender and cohort for PGT students, 2004-8. Incomplete students omitted.

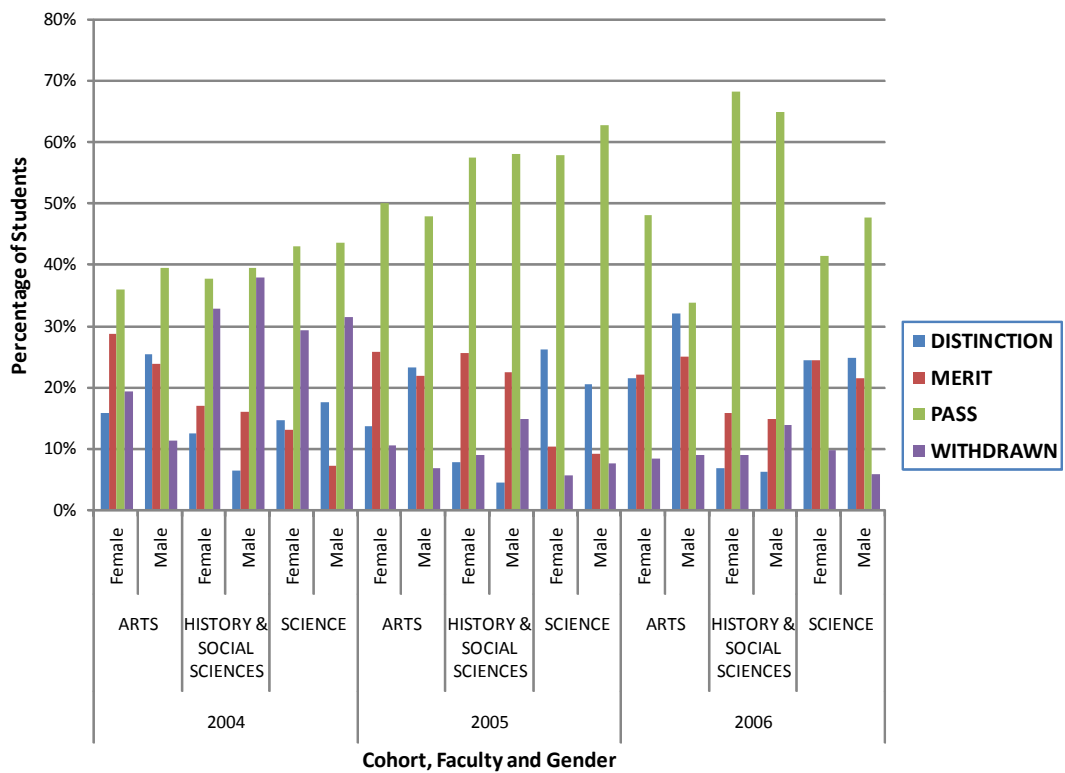


Fig. 13c: Outcome by Faculty, gender and cohort for PGT students, 2004-8. Incomplete students omitted.

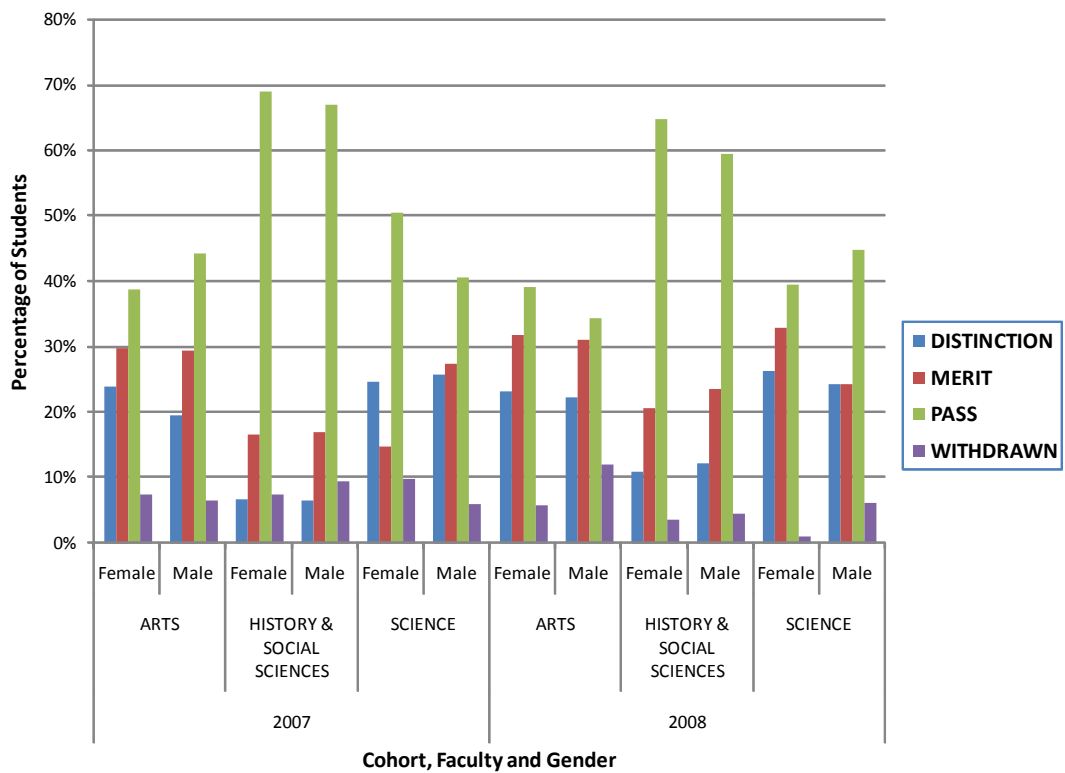


Fig. 13c (cont.): Outcome by Faculty, gender and cohort for PGT students, 2004-8. Incomplete students omitted.

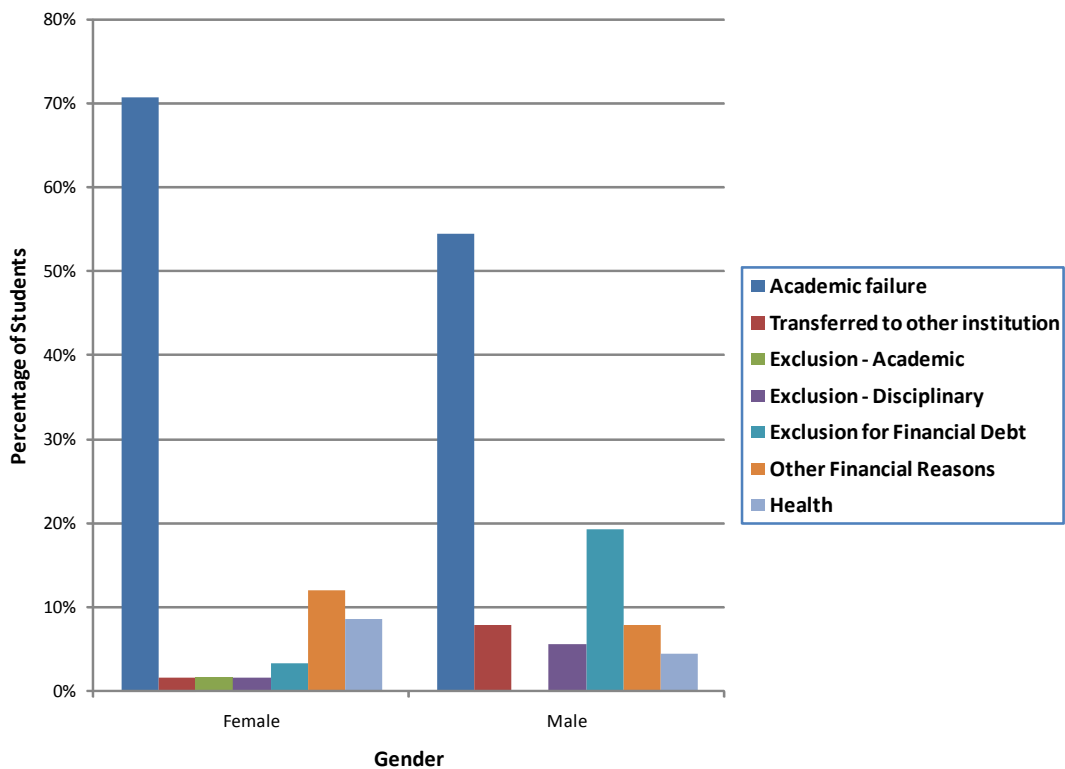


Fig. 14: Withdrawal reason by gender for PGT students in cohorts 2004-8 combined. Percentages are of students who withdrew and for whom a non-unknown leave reason is recorded.

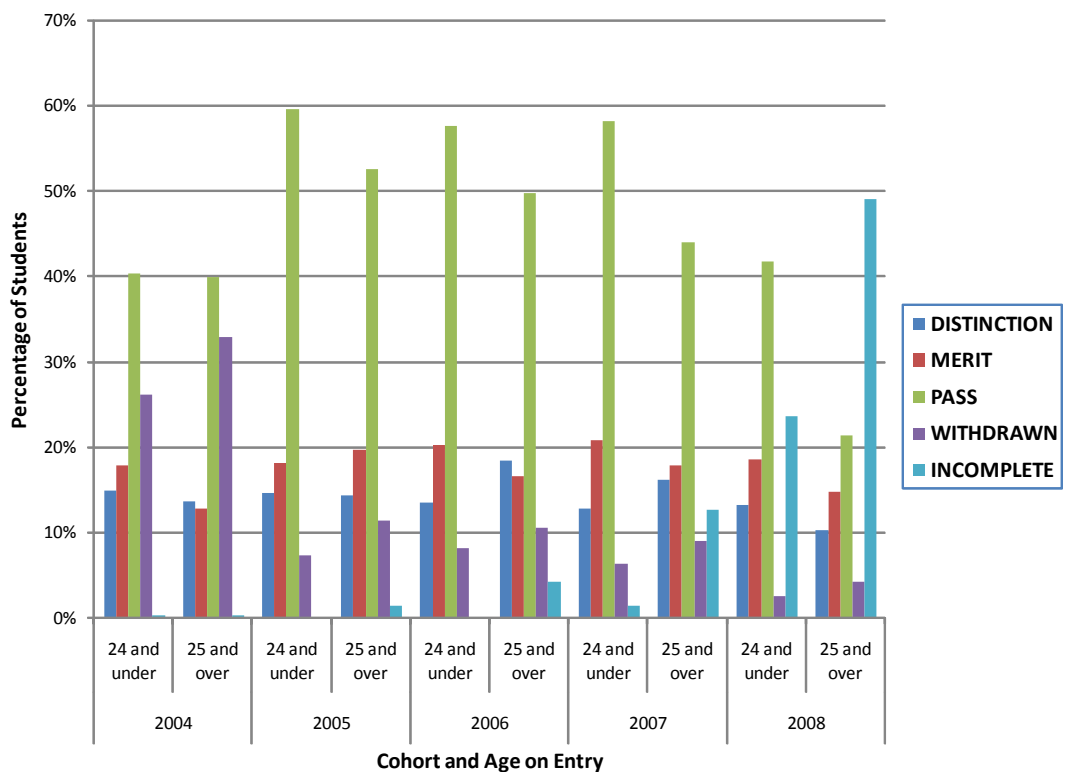


Fig. 15a: Outcome by age on entry for PGT students by cohort, 2004-8.

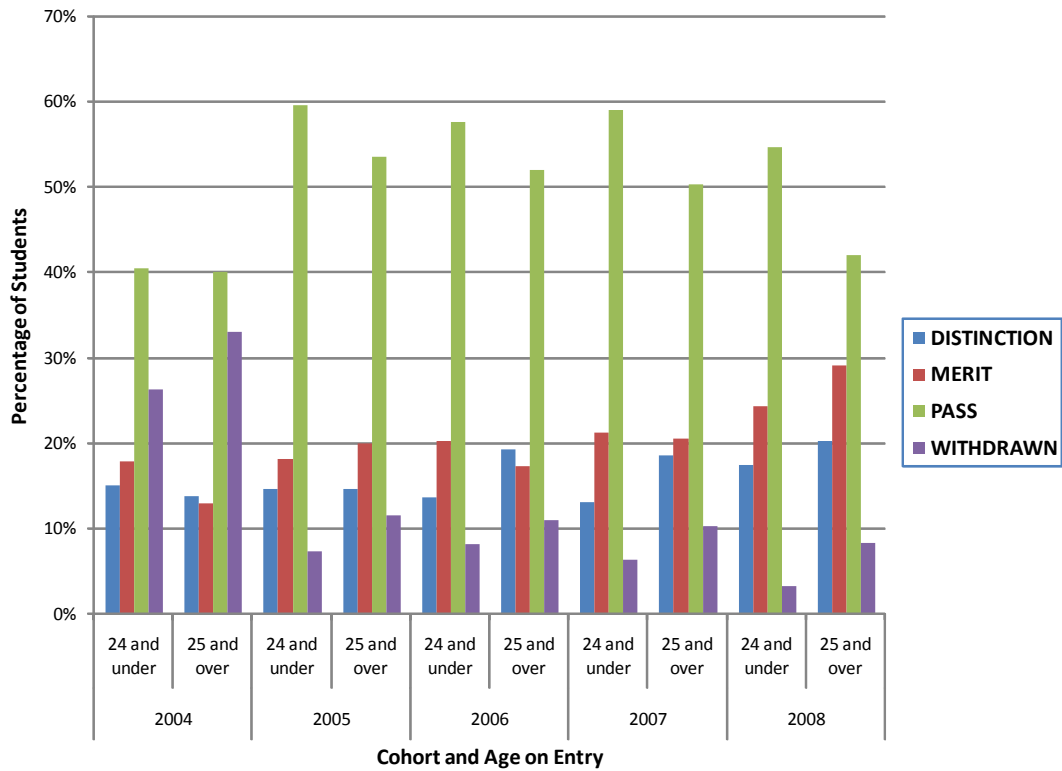


Fig. 15b: Outcome by age on entry for PGT students by cohort, 2004-8. Incomplete students omitted.

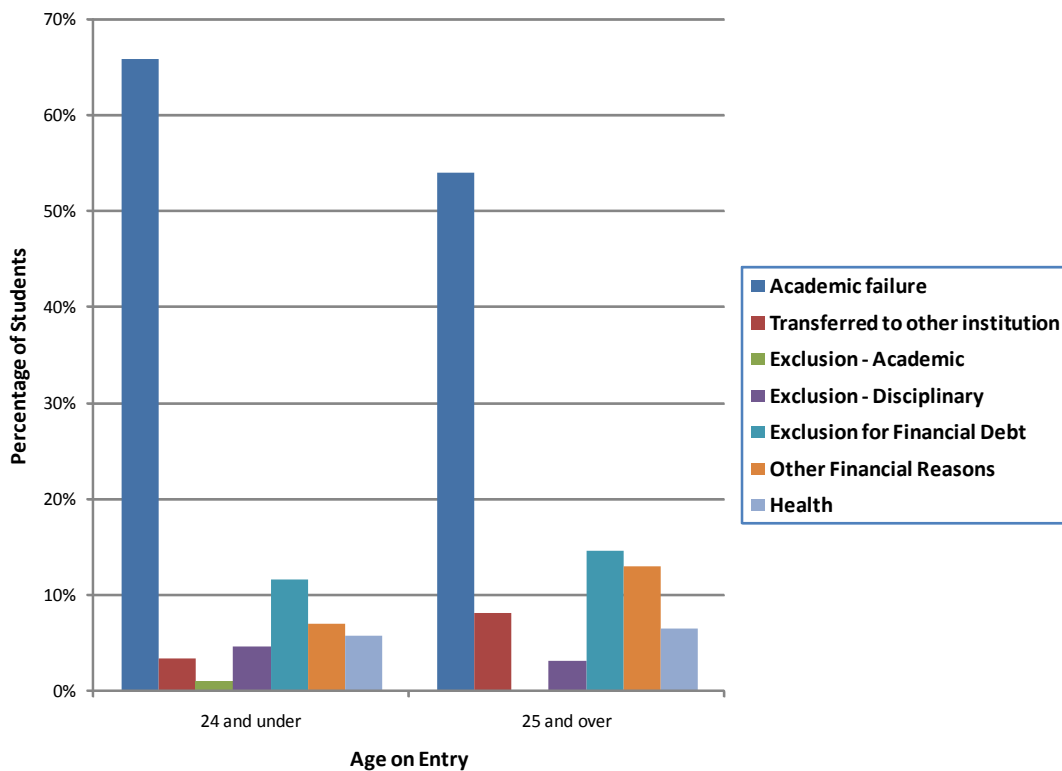


Fig. 16: Withdrawal reason by age on entry for PGT students in cohorts 2004-8 combined. Percentages are of students who withdrew and for whom a non-unknown leave reason is recorded.

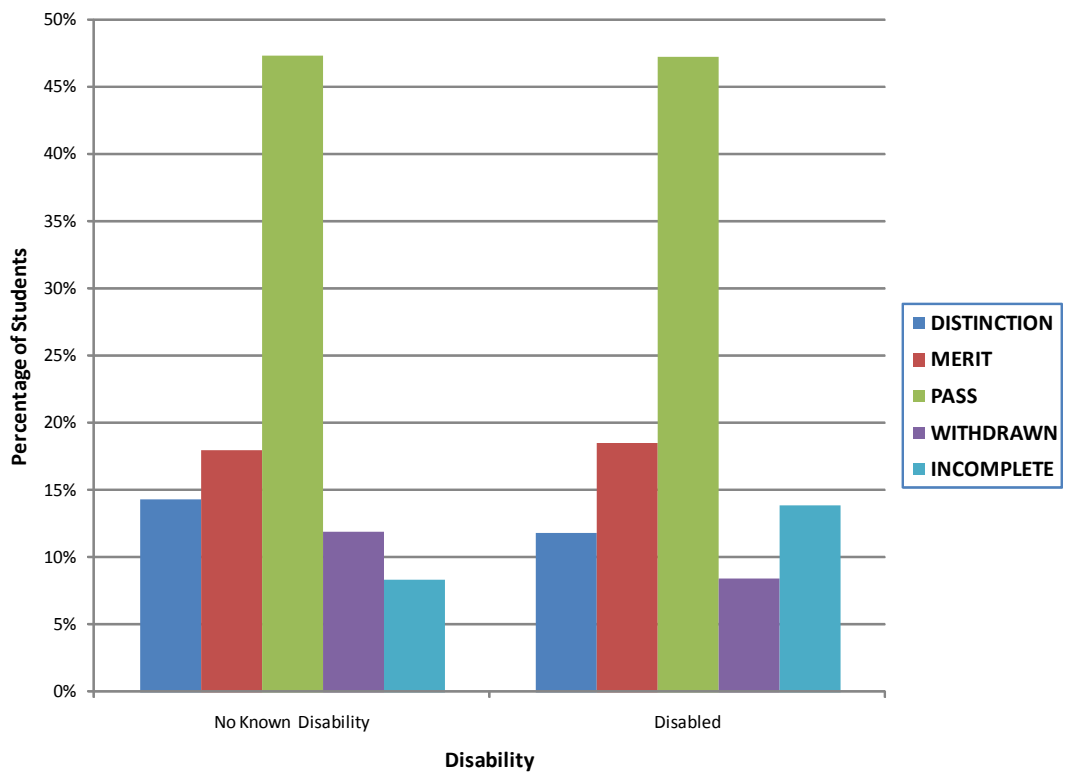


Fig. 17a: Outcomes by declared disability for PGT students in cohorts 2004-8 combined.

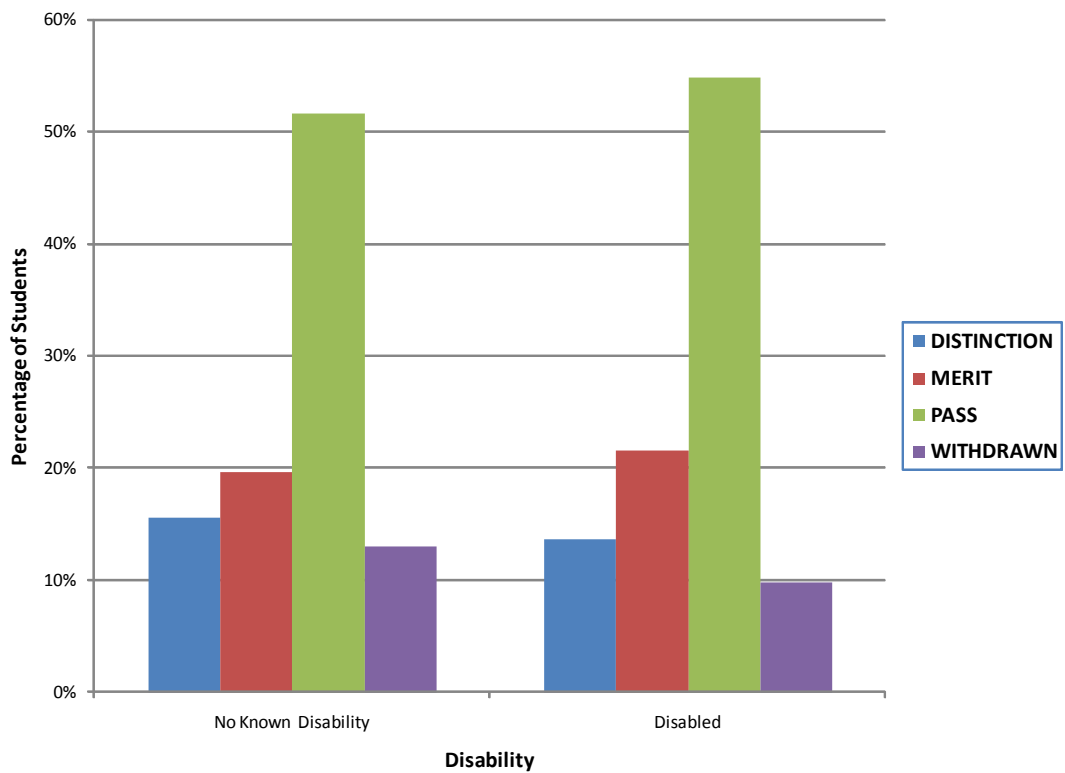


Fig. 17b: Outcomes by declared disability for PGT students in cohorts 2004-8 combined. Incomplete students omitted.