

# Equality Information: Student Data

## Participation and success of Equality & Diversity students at NTU: 2012/13 to 2016/17

### Introduction

This report provides an update of the participation and success trends of NTU's students with protected equality & diversity characteristics as well as those from low socio-economic groups for the period 2012/13 to 2016/17. There remains strong evidence that some groups of students had lower rates of progression and attainment. These findings are being addressed via NTU's 'Success for All' initiative.

### Methodology

Unless otherwise stated, the analysis in this report is taken from NTU's COGNOS five year enrolment extract, which is ultimately derived from the same data source as the University's annual monitoring reports provided to Schools.

Year one to year two undergraduate progression figures shown throughout this report are shown as simple binary outcomes (progressed or did not progress, excluding the few unknowns removed from the progression calculations), for the sake of brevity of presentation. Students not progressing include:

- Academic failure – students have not met the requirements of the first year and have effectively been withdrawn by the University following referral board decision. These typically represent about 25% of non-progressors.
- Repeating – students have not met the requirements of the first year but were permitted to repeat their first year of study following referral board decision. These typically represent about 30% of non-progressors.
- Withdrawn – students have withdrawn through their own volition, (e.g. personal reasons). These typically represent about 30% of non-progressors.
- Transfer – student has effectively withdrawn from their course although are still at NTU having transferred to a different course. These typically represent about 10% of non-progressors.
- Other – all other reasons. These typically represent about 6% of non-progressors.

The data analysis relating to progression focuses on full-time UCAS/GTTR students taking courses of greater than one year duration.

The data analysis relating to undergraduate attainment focuses on full-time students who have successfully completed their degree programme and received a degree classification of first class, 2:1, 2:2 or 3<sup>rd</sup> Class award.

### Structure of report

There are eight main sections to this report; gender, ethnicity, disability, age, widening participation, pre-entry qualification, home/overseas residency and religion or belief. Within each section, enrolment<sup>1</sup>, progression and attainment outcomes are reported. In all sections (except for home/overseas residency), progression and attainment figures

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<sup>1</sup> There are two main tables in each enrolment sub-section. The first table focuses on new undergraduate first degree entrants (and thus excludes repeating students) and is consistent with the University's annual monitoring reports. The second table focuses on the whole student body, including postgraduate and further education students.

exclude overseas students so as to reduce potential bias in the data. These are summarised in Appendices 1 (progression) and 2 (attainment). To enable comparisons with sector data, enrolment tables relating to first degree entrants *exclude* overseas students (although there are separate figures for overseas students in section 7). However, the second enrolment table in each section, which includes all programme levels to reflect the whole NTU student body, *includes* overseas students (apart from section 5 and 6 for WP and pre-entry qualifications respectively, data for which are not available for overseas students).

In previous versions of this report, applications and admissions data were also included. However, a separate more in-depth piece of research into potential bias in admissions has been undertaken and a separate paper issued to the Equality, Diversity and Inclusion Advisory Group and so the information has not been included in this report.<sup>2</sup>

## 1: Gender

### 1.1: Enrolments

**Table 1.1.1: UK domiciled NTU first degree UG new entrants by gender, 2011/12 to 2015/16**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female	2,976	54.7%	3,365	55.0%	3,887	56.1%	3,790	56.9%	3,779	55.2%
Male	2,463	45.3%	2,757	45.0%	3,040	43.9%	2,869	43.1%	3,064	44.8%
<b>Total*</b>	<b>5,439</b>	<b>100.0%</b>	<b>6,123</b>	<b>100.0%</b>	<b>6,929</b>	<b>100.0%</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

\* Includes unknown / other

Following a consistent increase in the proportion of new first degree entrants that were female over recent years, in 2016/17 the number of males increased whilst the number of females decreased. 55.2% of these UG students were female, compared with 56.9% the previous year. NTU's trends were very similar to the UK sector. The latest Equality Challenge Unit (ECU) data shows that (in 2015/16), across all UK HEIs, 56.0% of first degree UGs were female.

**Table 1.1.2: All 2016/17 NTU students by gender**

Programme Level	Female		Male		Total*	
	No.	%	No.	%	No.	%
FE	163	81.1%	38	18.9%	201	100.0%
NC	329	74.3%	114	25.7%	443	100.0%
PG	2,617	58.1%	1,873	41.6%	4,503	100.0%
PR	369	47.0%	412	52.5%	785	100.0%
UG	13,814	56.2%	10,768	43.8%	24,592	100.0%
<b>Grand Total</b>	<b>17,292</b>	<b>56.7%</b>	<b>13,205</b>	<b>43.3%</b>	<b>30,524</b>	<b>100.0%</b>

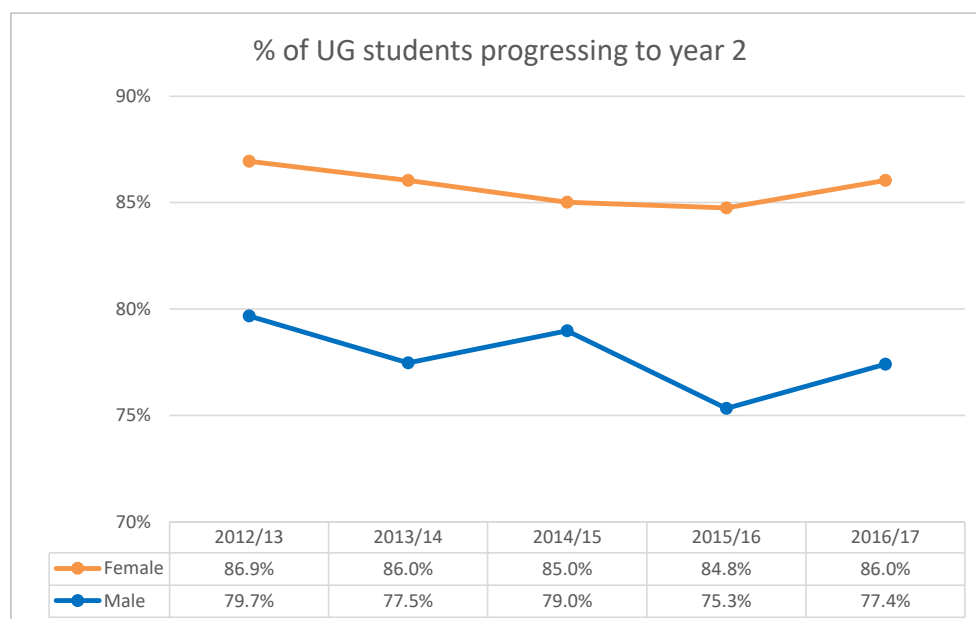
\* Includes unknown / other

When focusing on the whole student body, around 57% of NTU's 2016/17 students were female.

<sup>2</sup> This report found no evidence of any bias in NTU's centralised admissions processes.

## 1.2: Progression from year 1 of undergraduate study

**Figure 1.2.1: Progression to second year of study by gender**

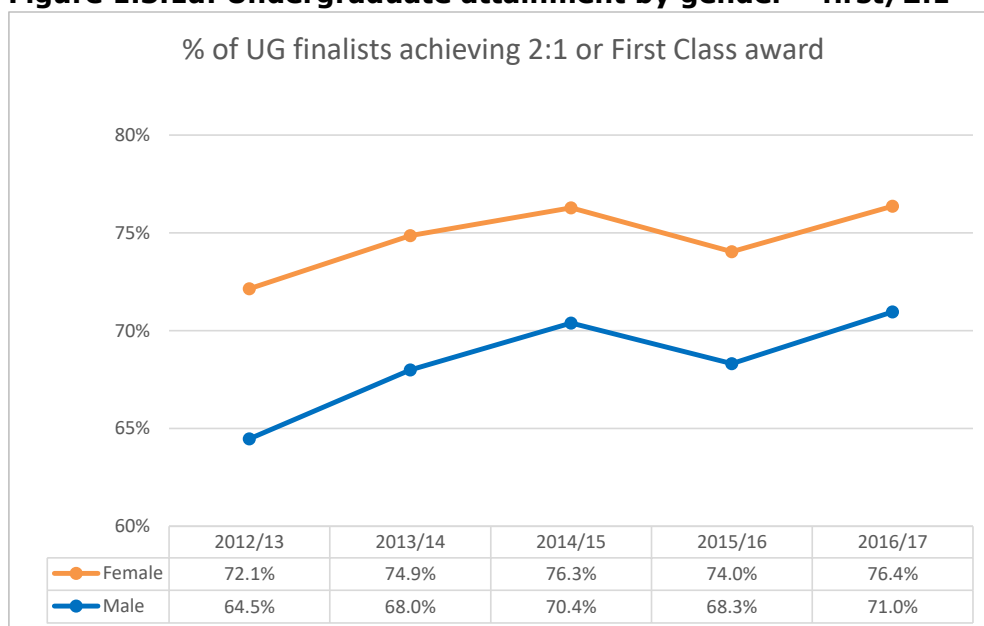


Over the period analysed, female students were significantly more likely to successfully progress to their second year of study than male students, which, as previous analysis testified, cannot be solely attributed to students' prior attainment. Male progression improved in 2016/17 and the gap reduced to 8.6 percentage points.

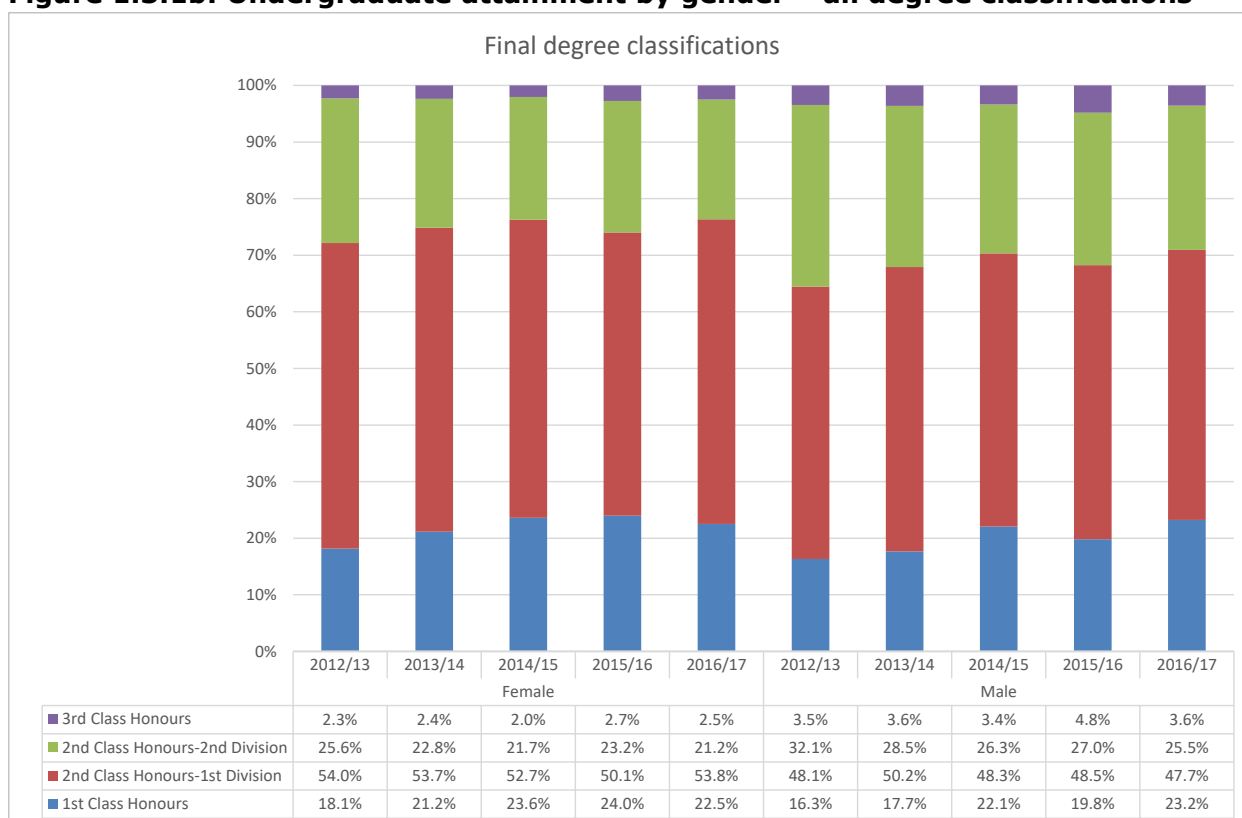
The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although the national data indicate a similar trend of male students being less likely to successfully progress through their course.

### 1.3: Undergraduate attainment

**Figure 1.3.1a: Undergraduate attainment by gender – first/2:1**



**Figure 1.3.1b: Undergraduate attainment by gender – all degree classifications**



Male students have consistently been less likely to achieve a First Class or 2:1 degree classification than their female counterparts. Previous analysis has shown that whilst, on average, females have higher pre-entry qualifications than males, this only partially explains the disparities in the final degree classifications, because, when controlling for the UCAS tariff, females continued to outperform males.

The 2015/16 first/2:1 attainment gap was 5.4 percentage points, which was the lowest over the last five years. The latest ECU published gap for the UK as a whole (for 2015/16) was 4.4 percentage points, which was slightly lower than the NTU gap for that year (5.7 % points).

## 2: Ethnicity

### 2.1: Enrolments

**Table 2.1.1: UK domiciled NTU first degree UG new entrants by ethnicity, 2012/13 to 2016/17**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Asian	626	11.6%	607	10.0%	646	9.3%	648	9.8%	634	9.3%
Black	434	8.0%	490	8.0%	535	7.7%	573	8.6%	583	8.6%
Chinese	44	0.8%	37	0.6%	43	0.6%	51	0.8%	35	0.5%
Mixed ethnicity	230	4.3%	285	4.7%	324	4.7%	325	4.9%	375	5.5%
Other ethnicity	37	0.7%	39	0.6%	45	0.7%	48	0.7%	37	0.5%
<b>White</b>	4,026	74.6%	4,638	76.1%	5,319	77.0%	4,998	75.2%	5,138	75.5%
<b>BME</b>	1,371	25.4%	1,458	23.9%	1,593	23.0%	1,645	24.8%	1,664	24.5%
<b>Total*</b>	<b>5,439</b>	<b>100.0%</b>	<b>6,123</b>	<b>100.0%</b>	<b>6,929</b>	<b>100.0%</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

\* Includes unknown

The proportion of 2016/17 UK domiciled new undergraduate entrants that were BME was 24.5%. According to ECU data, in 2015/16, 23% of UK students identified as BME.

**Table 2.1.2: All 2016/17 NTU students by ethnicity**

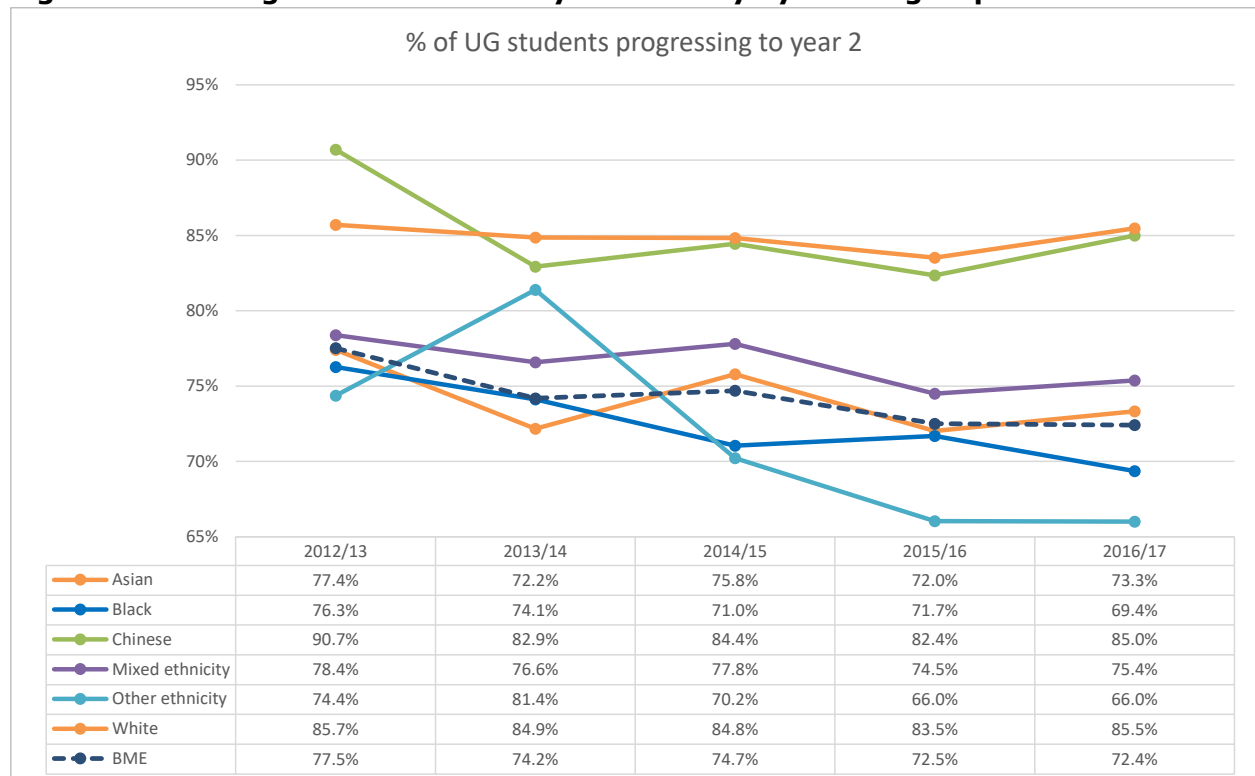
Programme Level	Asian		Black		Chinese		Mixed ethnicity		Other ethnicity		White		BME		Total*	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FE		0.0%		0.0%		0.0%	5	2.5%		0.0%		97.0%	6	3.0%	201	100.0%
NC	45	10.3%	25	5.7%	50	11.4%	17	3.9%	2	0.5%	300	68.3%	139	31.7%	443	100.0%
PG	859	19.3%	503	11.3%	349	7.8%	149	3.3%	23	0.5%	2,569	57.7%	1,883	42.3%	4,503	100.0%
PR	186	24.1%	89	11.5%	31	4.0%	38	4.9%	20	2.6%	409	52.9%	364	47.1%	785	100.0%
UG	2,567	10.5%	1,991	8.2%	832	3.4%	1,148	4.7%	162	0.7%	17,677	72.5%	6,700	27.5%	24,592	100.0%
<b>Grand Total</b>	<b>3,658</b>	<b>12.1%</b>	<b>2,608</b>	<b>8.6%</b>	<b>1,262</b>	<b>4.2%</b>	<b>1,357</b>	<b>4.5%</b>	<b>207</b>	<b>0.7%</b>	<b>21,150</b>	<b>69.9%</b>	<b>9,092</b>	<b>30.1%</b>	<b>30,524</b>	<b>100.0%</b>

\* Includes unknown

When taking account of all 2016/17 NTU students, 30.1% were BME. BME students were particularly well represented across postgraduate research and postgraduate taught courses.

## 2.2: Progression from year 1 of undergraduate study

**Figure 2.2.1: Progression to second year of study by ethnic group**

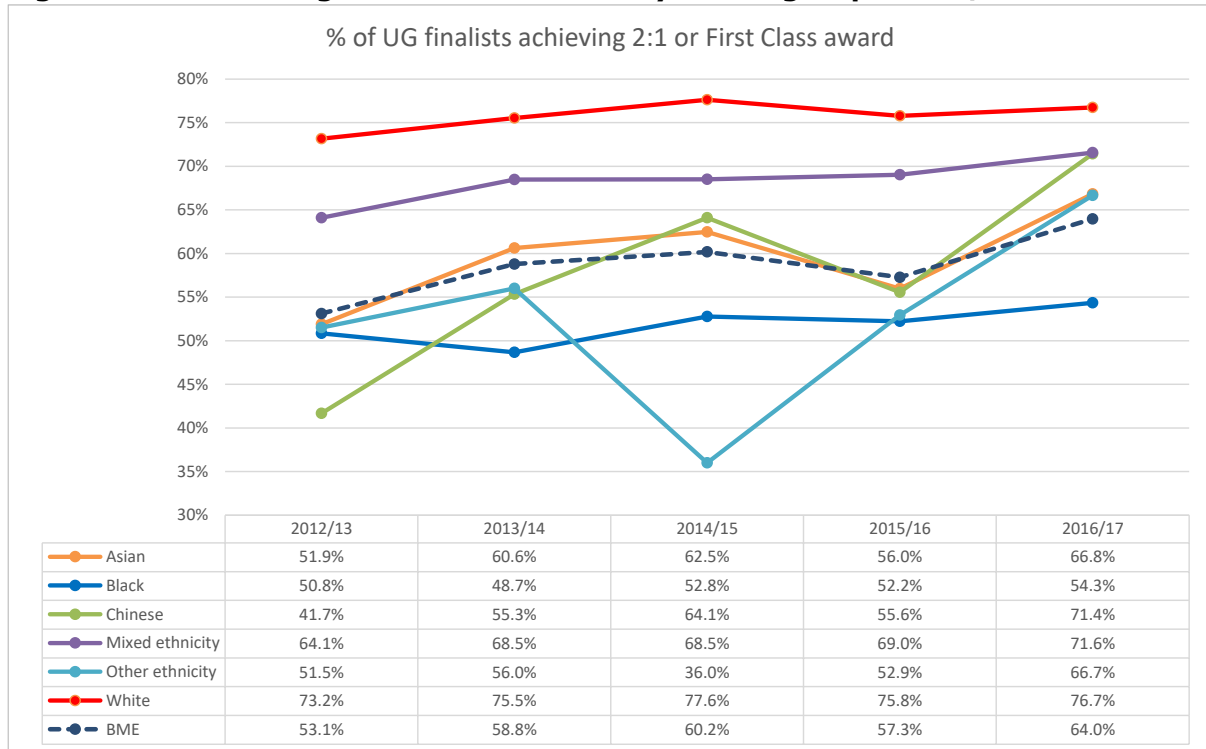


Over the five years, white students were significantly more likely to successfully progress to their second year of study than black, Asian and mixed ethnicity students. Previous analysis has shown that BME students, on average, had lower pre-entry qualifications than their white counterparts, but there was a disparity in progression rates even when adjusting for this prior attainment. In 2016/17, the progression rate for white students was 85.5% compared with 72.4% for BME students. Further disaggregation shows that other ethnicity (66%) and black students (69%) had the lowest progression rates. Over the five years, Chinese students had similarly high rates of progression to white students.

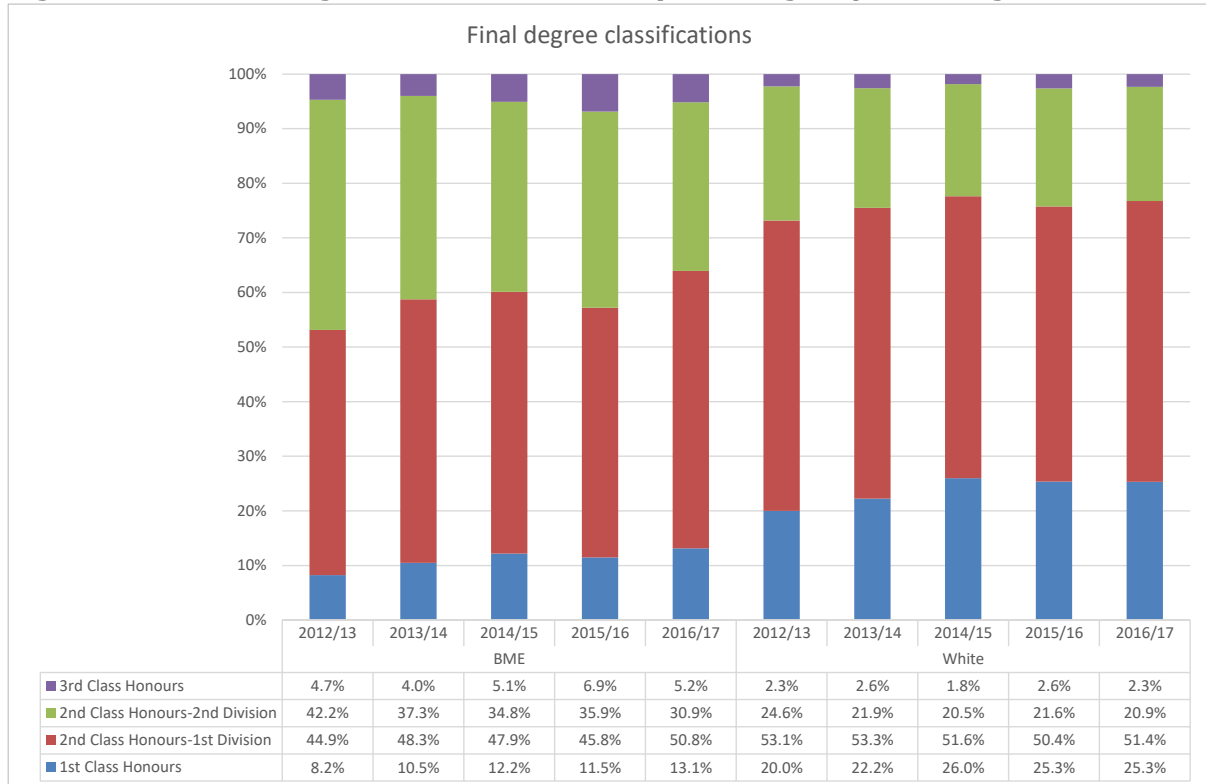
The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although the national data indicate a similar trend of BME students being less likely to successfully progress through their course.

### 2.3: Undergraduate attainment

**Figure 2.3.1a: Undergraduate attainment by ethnic group – first/2:1**



**Figure 2.3.1b: Undergraduate attainment by ethnic group – all degree classifications**



Black, Asian, Chinese, mixed ethnicity and other ethnicity students have been consistently less likely to achieve a 1st Class or 2:1 degree classification than their white counterparts. Black students have consistently had low rates of achievement in

comparison to other ethnic groups. In 2016/17, the ethnicity first/2:1 degree gap decreased to its lowest level of 12.8 percentage points. This is now lower than the sector wide gap. Indeed, according to the latest available data (2015/16) the ethnicity degree attainment gap in the UK was 15 percentage points.

The noted reduction in NTU's ethnicity attainment gap was predominantly a result of an improvement in the performance of Asian, Chinese and other ethnicity students. Whilst 54% of black students achieved a first/2:1, which was higher than any of the previous years, the extent of this improvement was smaller than the other ethnic groups. Therefore, the first:/2:1 degree gap between black and white students remained at over 22 percentage points.

### 3: Disability

#### 3.1: Enrolments

**Table 3.1.1: UK domiciled NTU first degree UG new entrants by disability, 2011/12 to 2015/16**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Disabled	461	8.5%	539	8.8%	638	9.2%	654	9.8%	754	11.0%
Not disabled	4,954	91.5%	5,568	91.2%	6,271	90.8%	5,998	90.2%	6,088	89.0%
<b>Total*</b>	<b>5,439</b>	<b>100.0%</b>	<b>6,123</b>	<b>100.0%</b>	<b>6,929</b>	<b>100.0%</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

\* Includes unknown

There has been a consistent increase in the proportion of NTU's first degree entrants known to have a disability over recent years; from 8.5% in 2012/13 to 11% in 2015/16. According to ECU data, in 2015/16, 14.2% of UK first degree students disclosed as disabled.

**Table 3.1.2: All 2016/17 NTU students by disability**

Programme Level	Disability		No disability		Total*	
	No.	%	No.	%	No.	%
FE	26	13.0%	174	87.0%	201	100.0%
NC	45	10.2%	398	89.8%	443	100.0%
PG	418	9.3%	4,084	90.7%	4,503	100.0%
PR	49	6.3%	735	93.8%	785	100.0%
UG	2,911	11.8%	21,671	88.2%	24,592	100.0%
<b>Grand Total</b>	<b>3,449</b>	<b>11.3%</b>	<b>27,062</b>	<b>88.7%</b>	<b>30,524</b>	<b>100.0%</b>

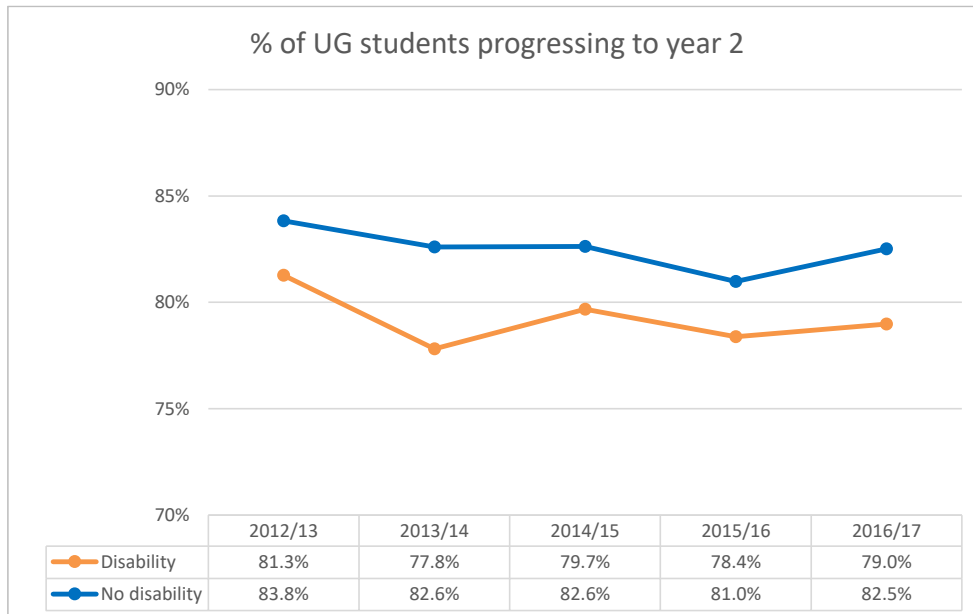
\* Includes unknown

Around 11% of the 2016/17 NTU student body were known to have a disability. Disabled students were particularly well represented across NTU's further education courses.



### 3.2: Progression from year 1 of undergraduate study

**Figure 3.2.1: Progression to second year of study by disability**

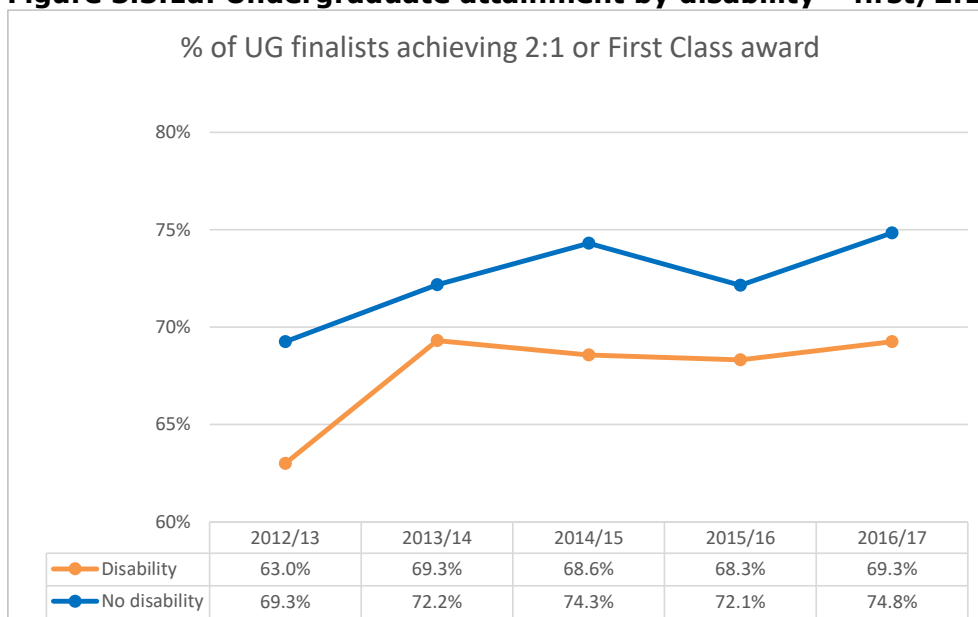


The progression rates of NTU’s disabled students have consistently been slightly lower than those of their non-disabled counterparts. In 2016/17, 79% of disabled students successfully progressed, compared with 82.5% of non-disabled students.

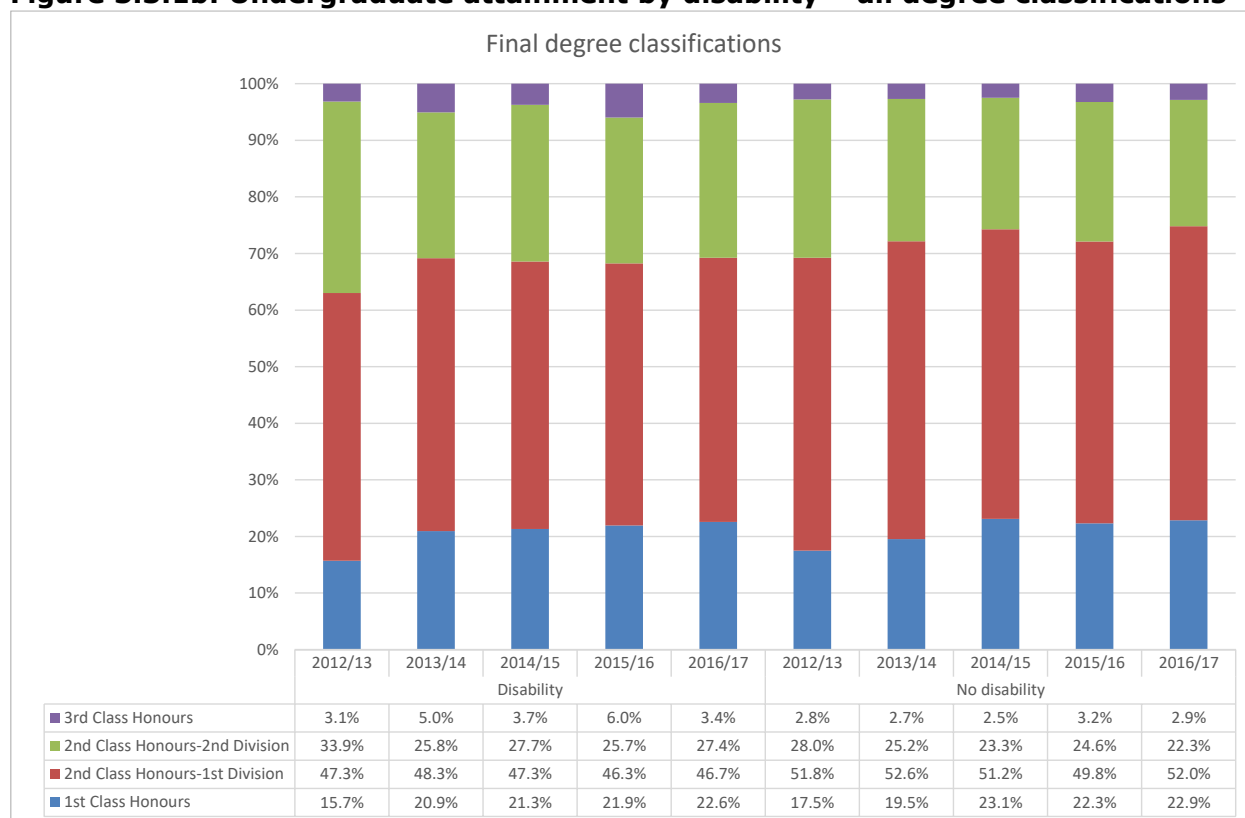
The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that disabled students are slightly less likely than non-disabled students to successfully progress through their course.

### 3.3: Undergraduate attainment

**Figure 3.3.1a: Undergraduate attainment by disability – first/2:1 degrees**



**Figure 3.3.1b: Undergraduate attainment by disability – all degree classifications**



In each of the last five years disabled students were less likely to achieve a first/2:1 degree than non-disabled students. In 2016/17 the gap was 5.6 percentage points, whilst the latest ECU data (for 2015/16) show a UK gap of 1.6 percentage points.

## 4: Age

### 4.1: Enrolments

**Table 4.1.1: UK domiciled NTU first degree UG new entrants by age group, 2011/12 to 2015/16**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mature	722	13.3%	744	12.2%	736	10.6%	810	12.2%	907	13.3%
Young	4,717	86.7%	5,379	87.8%	6,193	89.4%	5,852	87.8%	5,938	86.7%
<b>Total</b>	<b>5,439</b>	<b>100.0%</b>	<b>6,123</b>	<b>100.0%</b>	<b>6,929</b>	<b>100.0%</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

2016/17 saw an increase in the number and proportion of undergraduate entrants aged 21 and over.

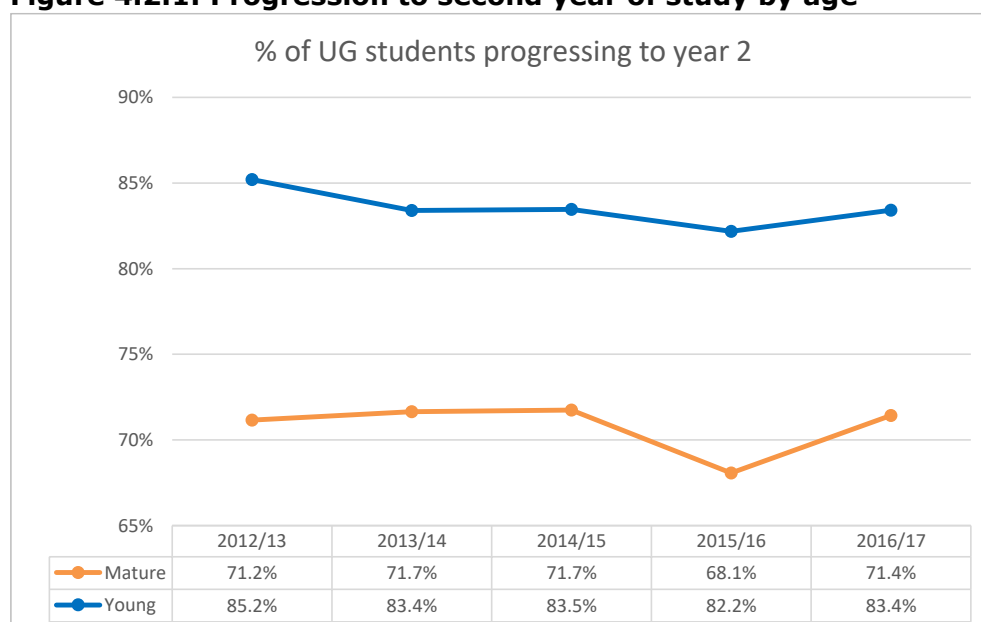
**Table 4.1.2: All 2015/16 NTU students by age group**

Programme Level	Mature		Young		Total	
	No.	%	No.	%	No.	%
FE	21	10.4%	180	89.6%	201	100.0%
NC	373	84.2%	70	15.8%	443	100.0%
PG	4,473	99.3%	30	0.7%	4,503	100.0%
PR	782	99.6%	3	0.4%	785	100.0%
UG	3,553	14.4%	21,039	85.6%	24,592	100.0%
<b>Grand Total</b>	<b>9,202</b>	<b>30.1%</b>	<b>21,322</b>	<b>69.9%</b>	<b>30,524</b>	<b>100.0%</b>

Around 30% of the NTU student body in 2016/17 were aged 21 and over on entry. As would be expected, this includes almost all postgraduates and the vast majority of non-credit bearing courses.

#### **4.2: Progression from year 1 of undergraduate study**

**Figure 4.2.1: Progression to second year of study by age**

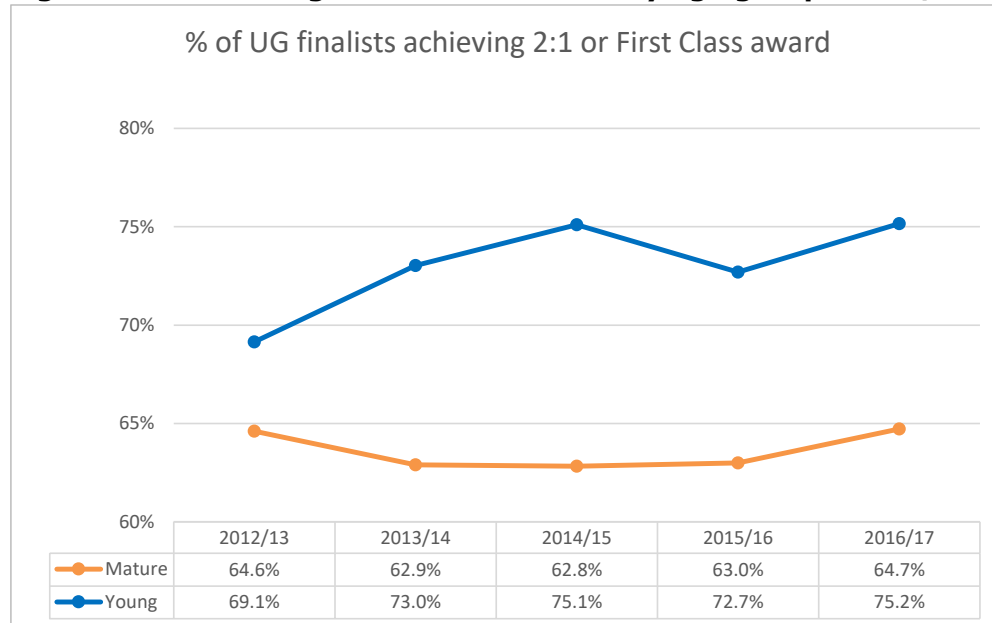


Over the five years, mature students were considerably less likely to successfully progress to their second year of study than young students. In 2016/17 83.4% of young entrants successfully progressed, compared with 71.4% of mature entrants.

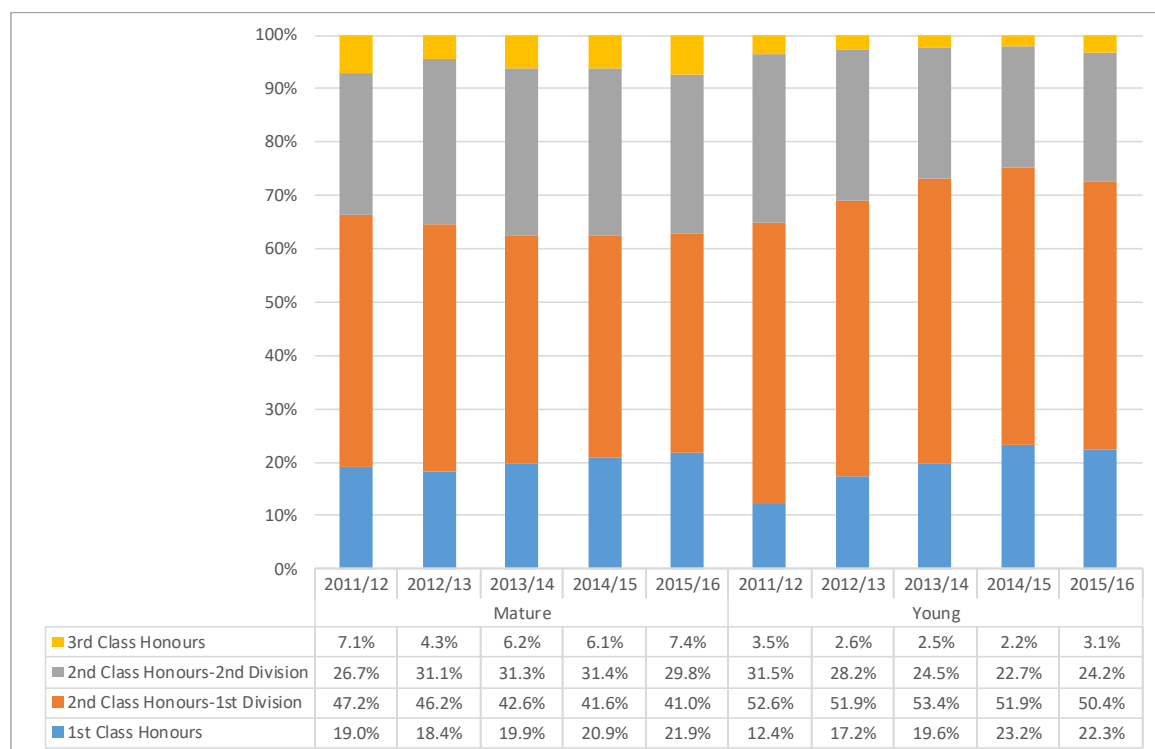
The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that mature students are considerably less likely than young students to successfully progress through their course.

### 4.3: Undergraduate attainment

**Figure 4.3.1a Undergraduate attainment by age group – first/2:1 degrees**



**Figure 4.3.1b Undergraduate attainment by age group – all degree classifications**



The percentage of young finalists achieving first/2:1 degrees has increased over the last five years, despite a dip in 2015/16. Mature students have consistently been less likely to achieve a first/2:1 degree, with 64.7% achieving this in 2016/17, compared with 75.2% of young students; a gap of 10.5 percentage points. According to ECU data, the latest UK-wide gap (in 2015/16) was 7.3 percentage points.

## 5: Widening Participation

### 5.1: Enrolments

**Table 5.1.1: UK domiciled NTU first degree UG new entrants by widening participation status, 2011/12 to 2016/17<sup>3</sup>**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
Not WP	3,526	75.4%	3,966	74.5%	4,605	75.1%	4,293	74.1%	4,325	73.8%
WP	1,149	24.6%	1,356	25.5%	1,528	24.9%	1,500	25.9%	1,534	26.2%
<b>Total*</b>	<b>4,717</b>	<b>100.0%</b>	<b>5,379</b>	<b>100.0%</b>	<b>6,193</b>	<b>100.0%</b>	<b>5,852</b>	<b>100.0%</b>	<b>5,938</b>	<b>100.0%</b>

\* Includes unknown

There has been a further increase in the proportion of NTU's young first degree entrants from disadvantaged WP neighbourhoods (based on ACORN classifications) over recent years, rising to 26.2% in 2016/17.

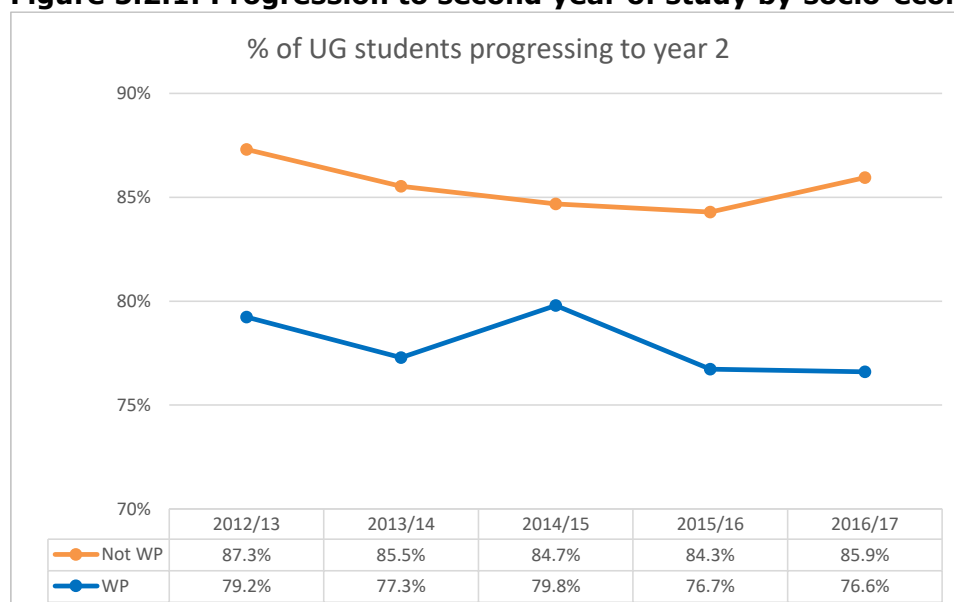
**Table 5.1.2: All 2015/16 NTU students by widening participation status<sup>4</sup>**

Programme Level	Not WP		WP		Total*	
	No.	%	No.	%	No.	%
FE	116	49	70.3%	29.7%	180	100.0%
UG	14,368	4,871	74.7%	25.3%	19,452	100.0%
<b>Grand Total</b>	<b>14,484</b>	<b>4,920</b>	<b>74.6%</b>	<b>25.4%</b>	<b>19,632</b>	<b>100.0%</b>

25% of NTU's young home 2015/16 students were from deprived WP neighbourhoods. WP students were particularly well represented across FE courses.

### 5.2: Progression from year 1 of undergraduate study

**Figure 5.2.1: Progression to second year of study by socio-economic group**



Over the five years, students from widening participation backgrounds were significantly less likely to successfully progress to their second year of UG study than students from

<sup>3</sup> Excludes mature students as these fall outside of the WP remit.

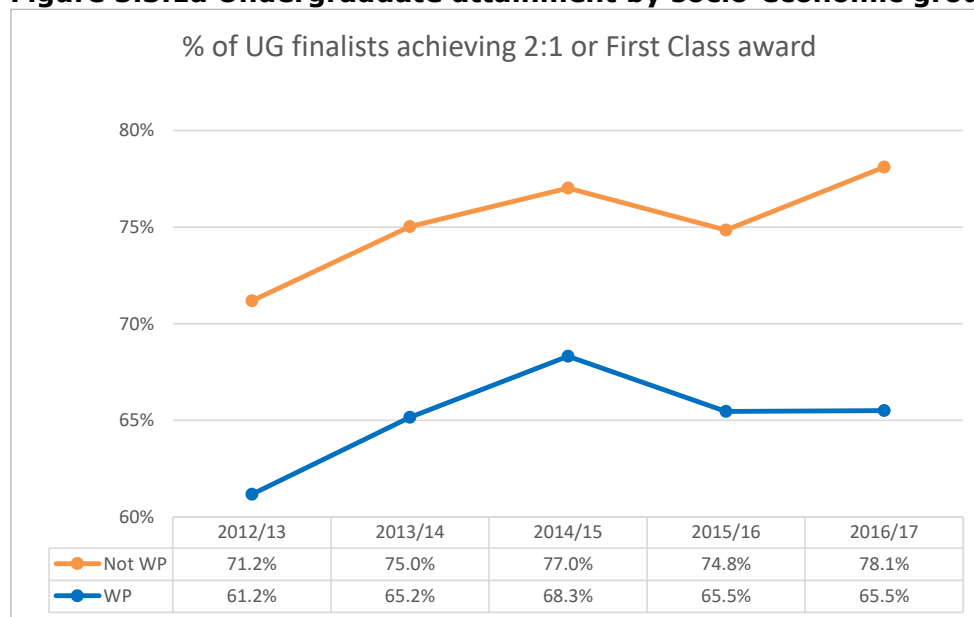
<sup>4</sup> Excludes mature students as these fall outside of the WP remit.

higher socio-economic backgrounds. Previous analysis has shown that this holds when controlling for entry characteristics. The 2016/17 socio-economic progression gap was 9.3 percentage points, which has increased compared with previous years.

The methodology for progression figures used by HESA differs to that used by NTU. Therefore, direct comparisons cannot be made with sector figures, although, consistent with NTU trends, national data indicate that students from low socio-economic backgrounds are less likely than their more advantaged counterparts to successfully progress through their course.

### **5.3: Undergraduate attainment**

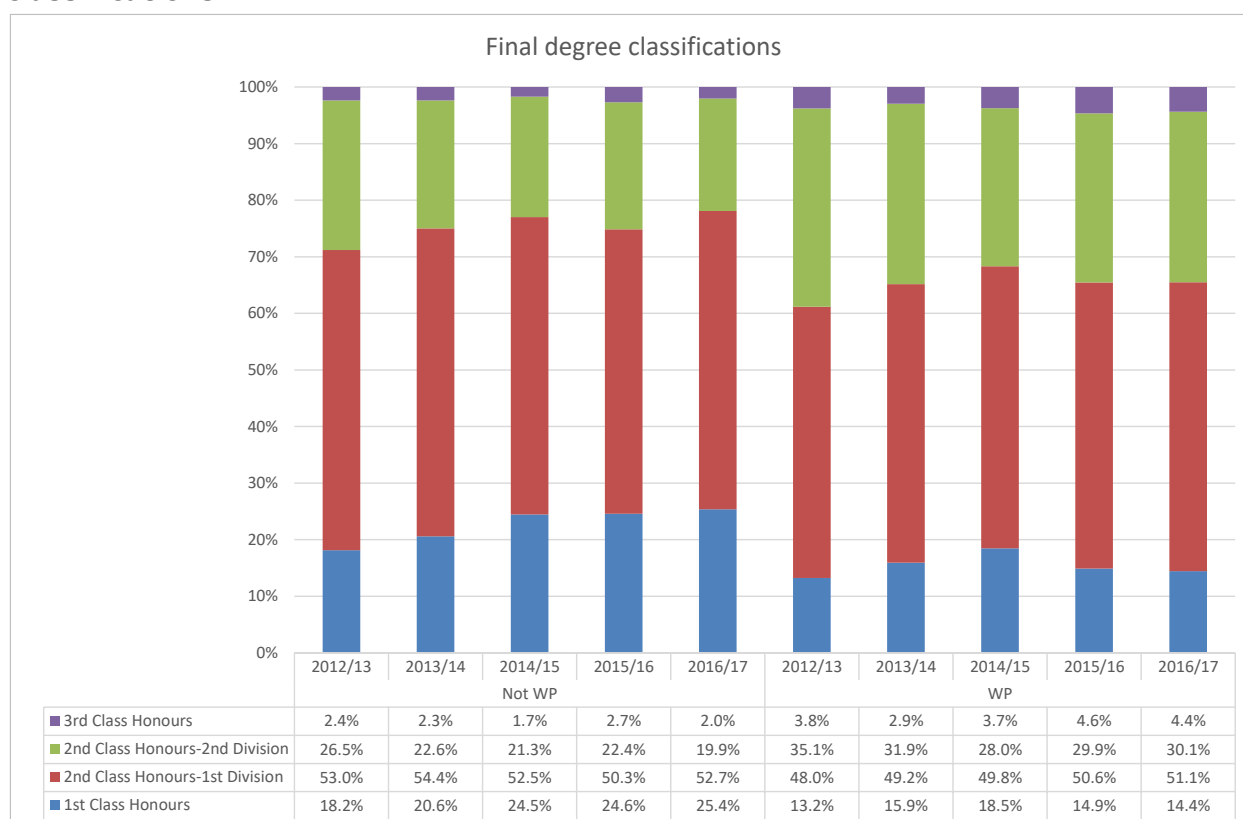
**Figure 5.3.1a Undergraduate attainment by socio-economic group – first/2:1 degrees**



Over the five years, students from low socio-economic backgrounds were consistently less likely to achieve a 1<sup>st</sup> Class or 2:1 degree than students from higher socio-economic backgrounds. Previous analysis has shown that this holds when controlling for entry characteristics (including pre-entry qualifications). The 2016/17 socio-economic first/2:1 degree gap was 12.6 percentage points, which represented an increase on the previous years.

It is not possible to directly compare this with national trends to due to lack of comparable data.

**Figure 5.3.1b Undergraduate attainment by socio-economic group – all degree classifications**



## **6: Pre-entry qualification route**

Whilst the pre-entry qualification route is not directly related to equality & diversity, certain E&D groups (notably male, BME and low socio-economic groups) disproportionately came to study undergraduate degrees at NTU via the BTEC qualification route. Through the Trent Institute for Learning & Teaching (TILT) BTEC Champions Group, NTU are seeking to narrow the student success gap between BTEC entrants and their A-Level counterparts. As BTEC entrants are disproportionately students that have lower rates of progression and attainment, pre-entry qualification route is included in this report as the success of BTEC entrants is inextricably linked with the 'success for all' agenda.

### **6.1: Enrolments**

**Table 6.1.1: UK domiciled NTU first degree UG new entrants by pre-entry qualification route, 2012/13 to 2016/17**

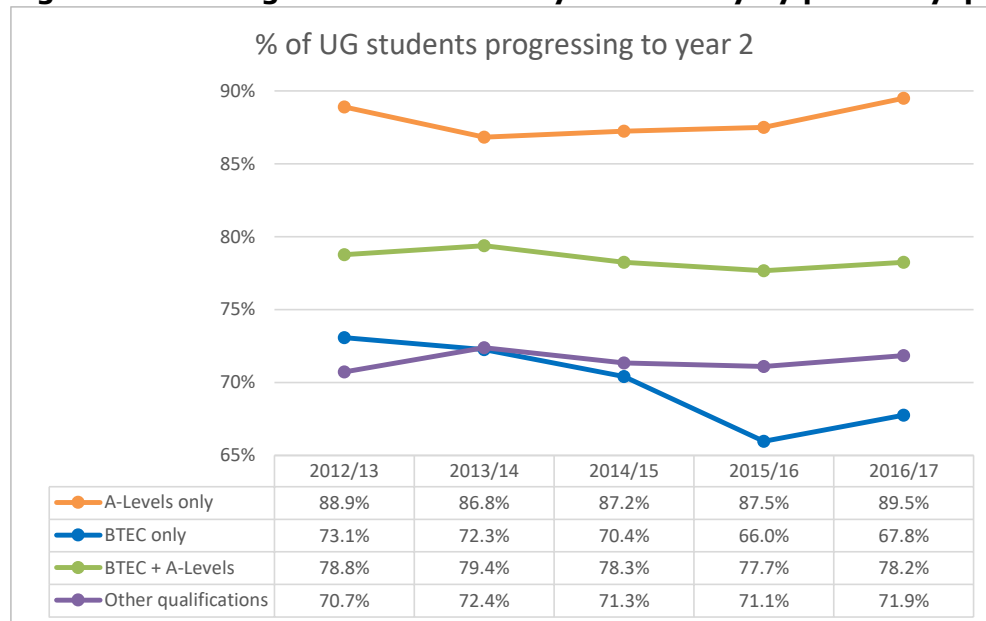
	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
A-Levels only	3,497	64.3%	3,790	61.9%	4,471	64.5%	3,702	55.6%	3,870	56.5%
BTEC only	550	10.1%	720	11.8%	904	13.0%	973	14.6%	1,076	15.7%
Mix of BTEC & A-Levels	488	9.0%	641	10.5%	907	13.1%	1,274	19.1%	1,338	19.5%
Other quals	904	16.6%	972	15.9%	647	9.3%	713	10.7%	561	8.2%
<b>Total</b>	<b>5,439</b>	<b>100.0%</b>	<b>6,123</b>	<b>100.0%</b>	<b>6,929</b>	<b>100.0%</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

There has been sustained growth in the number of NTU's first degree entrants entering via the BTEC qualification route. When including the combination of BTEC and A-Levels

(typically a BTEC National Diploma equivalent to two A-Levels plus one A-Level) and BTEC only (typically a BTEC Extended Diploma equivalent to three A-Levels), 35.2% of 2016/17 new undergraduates came via this route.

## 6.2: Progression from year 1 of undergraduate study

**Figure 6.2.1: Progression to second year of study by pre-entry qualification route**

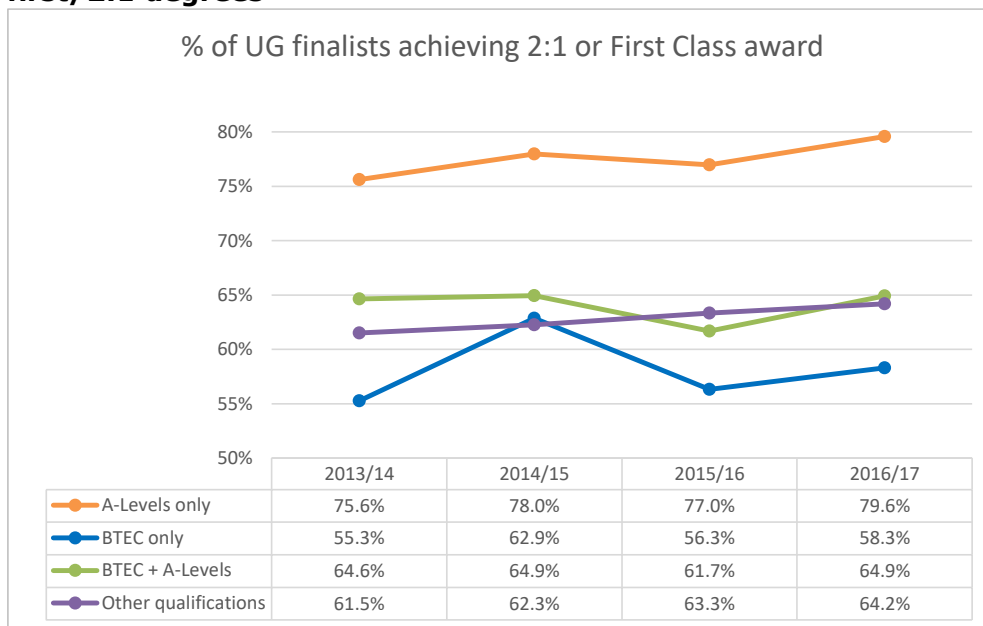


Over the last five years, students enrolling for NTU courses via the BTEC pre-entry qualification route were significantly less likely to successfully progress to their second year of study than students entering via the A-Level route. In 2016/17, 67.8% of BTEC only entrants progressed, compared with 89.5% of A-Level only entrants; a considerably gap of almost 22 percentage points. Students with a mixture of BTEC and A-Levels are more likely to progress than BTEC only students, but remain considerably lower than A-Level only entrants. It is not possible to compare this with national trends due to a lack of comparable data.

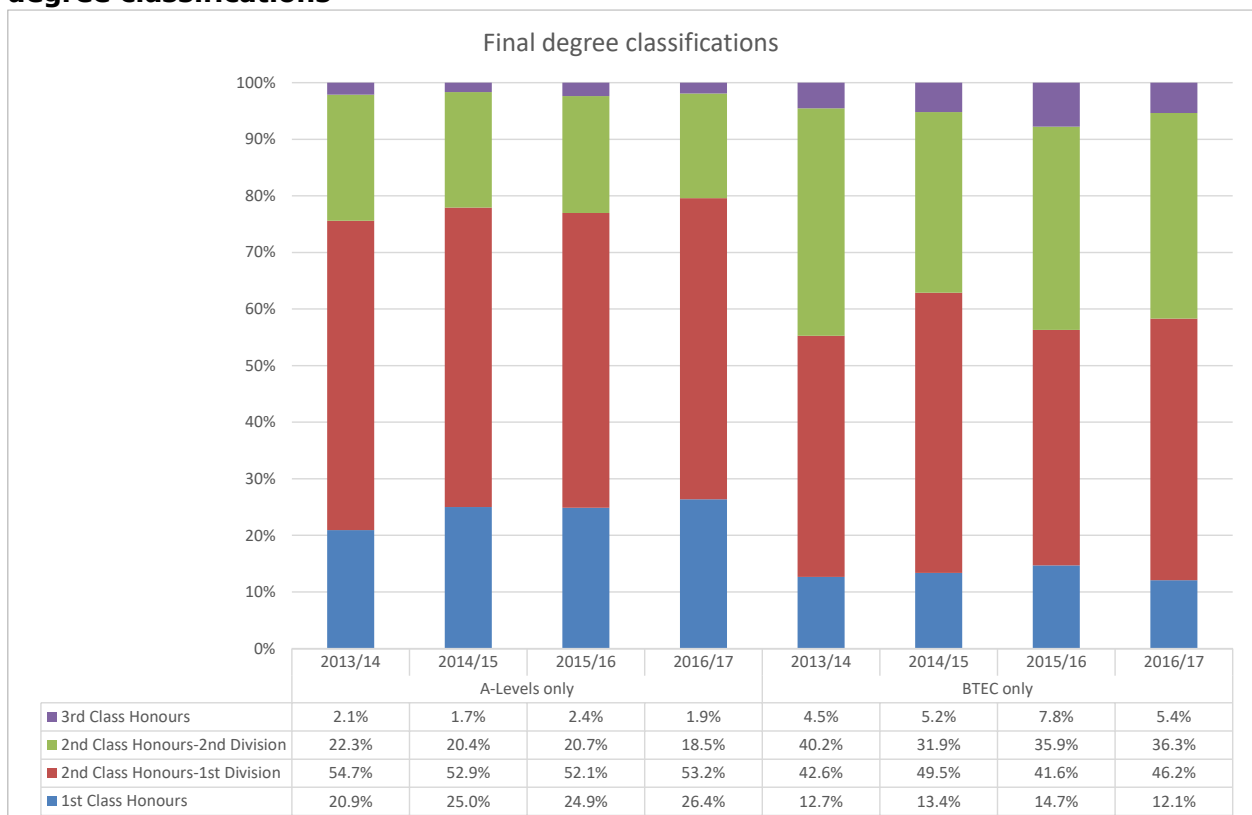


### 6.3: Undergraduate attainment

**Figure 6.3.1a Undergraduate attainment by pre-entry qualification route – first/2:1 degrees**



**Figure 6.3.1b Undergraduate attainment by pre-entry qualification route – all degree classifications**



Students who entered NTU via the BTEC only qualification route were considerably less likely to achieve a first/2:1 degree than A-Level only entrants. Again, the 'hybrid' students of BTEC + A-Level route fared better than BTEC only students but considerably

worse than A-Level only entrants. In 2016/17, 79.6% of A-Level only entrants achieved a 2:1/first, compared with 64.9% of BTEC + A-Level, 64.2% of other qualification and 58.3% of BTEC only routes respectively. It should be noted that these are average figures and some BTEC entrants achieve outstanding results. Indeed, in 2016/17, 12% of BTEC only entrants achieved a First Class award.

## **7 Home/Overseas Residency**

### **7.1 NTU enrolments**

**Table 7.1.1: NTU first degree UG new entrants by residency, 2012/13 to 2016/17**

	2012/13		2013/14		2014/15		2015/16		2016/17	
	No.	%	No.	%	No.	%	No.	%	No.	%
EU	151	2.4%	156	2.3%	122	1.6%	189	2.5%	229	3.0%
UK	5,439	88.1%	6,123	90.0%	6,929	92.2%	6,662	89.8%	6,845	90.2%
Non-EU Overseas	584	9.5%	524	7.7%	464	6.2%	564	7.6%	516	6.8%
<b>Total</b>	<b>6,174</b>	<b>100.0%</b>	<b>6,803</b>	<b>100.0%</b>	<b>7,515</b>	<b>100.0%</b>	<b>7,415</b>	<b>100.0%</b>	<b>7,590</b>	<b>100.0%</b>

The percentage of first degree entrants from non-EU overseas decreased in 2016/17 to 6.8%, whilst those from the EU increased to 3.0%.

**Table 7.1.2: All 2015/16 NTU students by residency**

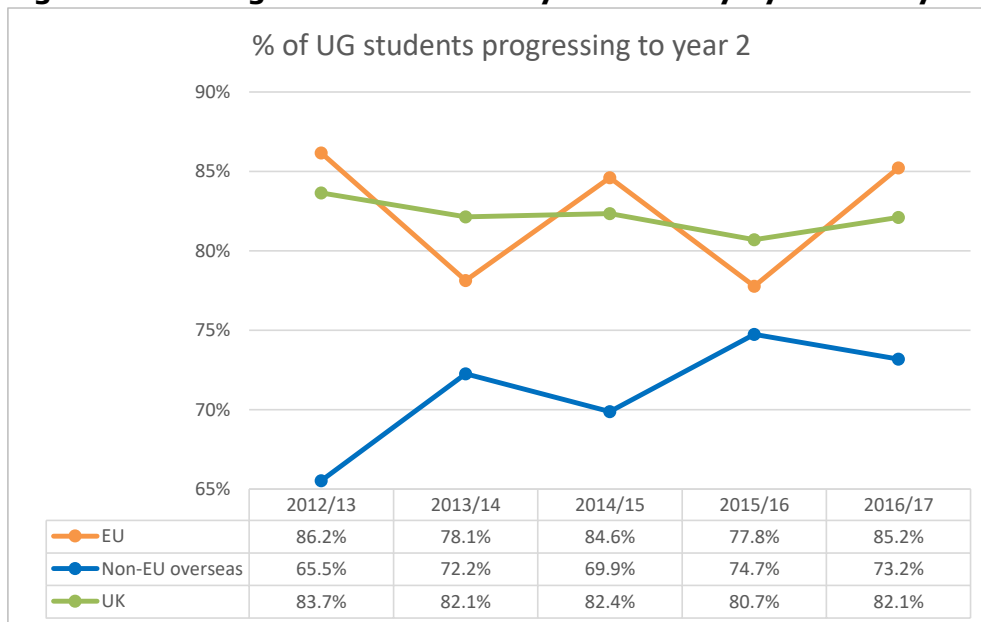
Programme Level	EU		UK		Non-EU Overseas		Total*	
	No.	%	No.	%	No.	%	No.	%
FE		0.0%	201	100.0%		0.0%	201	100.0%
NC	13	3.7%	325	93.7%	9	2.6%	443	100.0%
PG	254	5.6%	3,096	68.8%	1,153	25.6%	4,503	100.0%
PR	54	6.9%	418	53.2%	313	39.9%	785	100.0%
UG	794	3.2%	22,116	89.9%	1,682	6.8%	24,592	100.0%
<b>Grand Total</b>	<b>1,115</b>	<b>3.7%</b>	<b>26,156</b>	<b>86.0%</b>	<b>3,157</b>	<b>10.4%</b>	<b>30,524</b>	<b>100.0%</b>

\* Includes unknown

In 2016/17, 3.7% of the whole NTU student body were from the EU, whilst 10.4% were from other overseas territories. Overseas students were particularly well represented amongst postgraduate research and postgraduate taught courses.

## 7.2: Progression from year 1 of undergraduate study

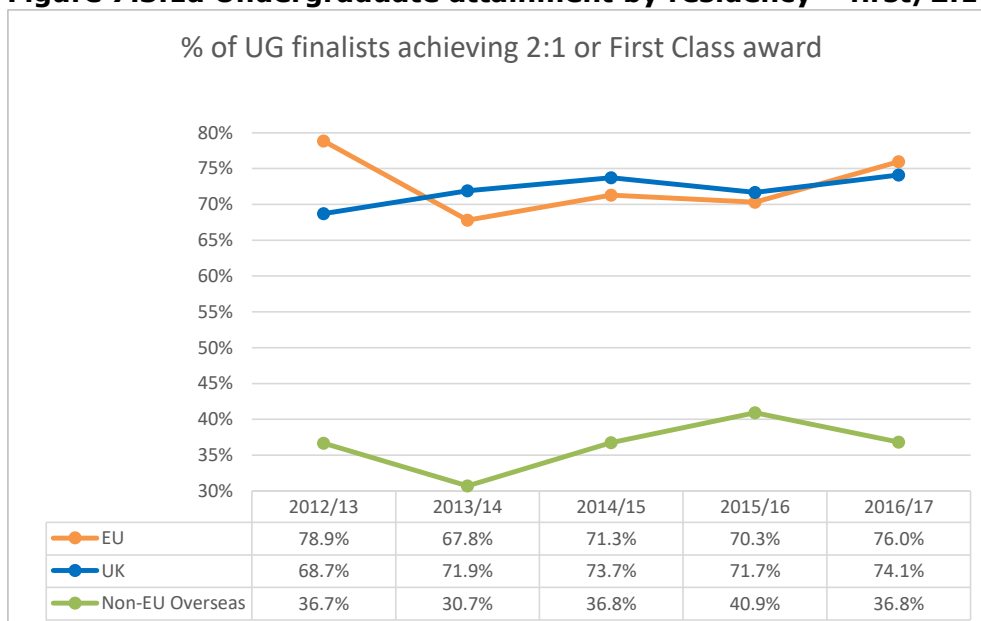
**Figure 7.2.1 Progression to second year of study by residency**



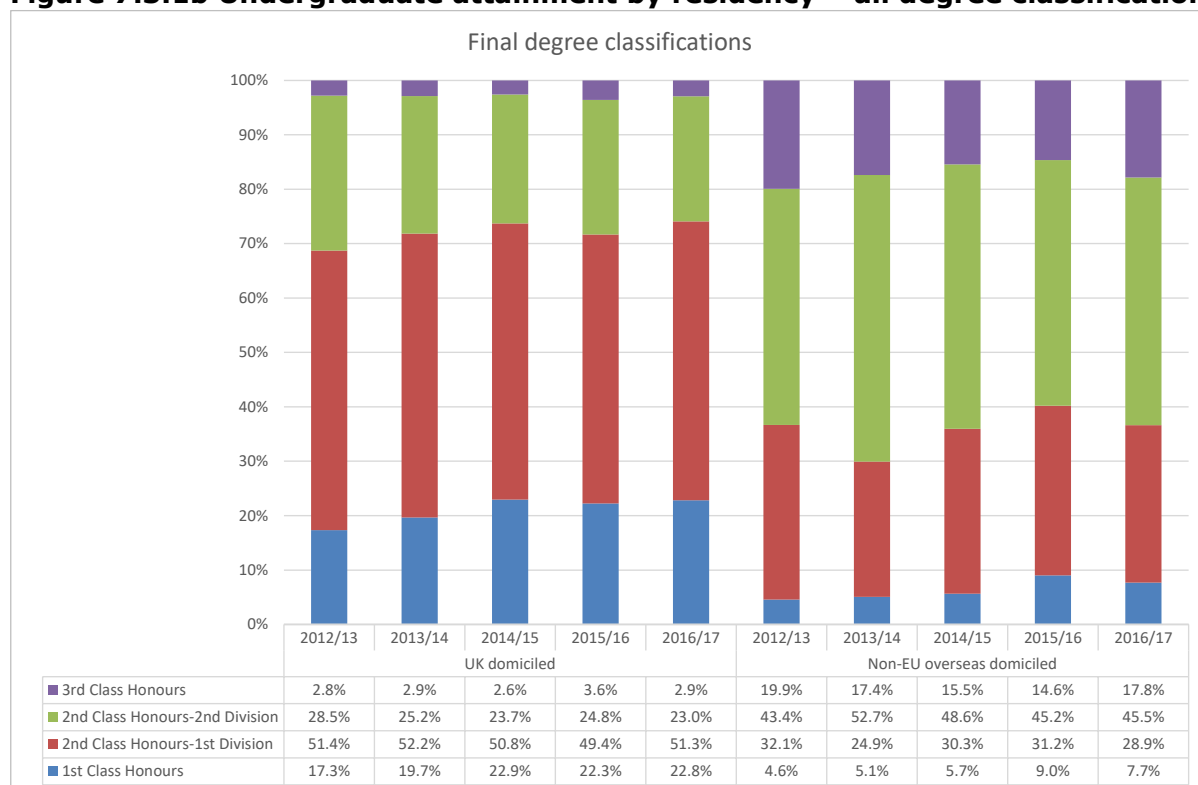
Non-EU overseas students have consistently had lower rates of progression than home students. Whilst the difference narrowed considerably in 2015/16, this reversed a little in 2016/17, with 73.2% of non-EU overseas students progressing compared with 82.1% of UK and 85.2% of EU domiciled. It is not possible to compare this with sector trends due to lack of comparable data.

## 7.3: Undergraduate attainment

**Figure 7.3.1a Undergraduate attainment by residency – first/2:1 degrees**



**Figure 7.3.1b Undergraduate attainment by residency – all degree classifications**



Over the five years, overseas students were significantly less likely to achieve a 1<sup>st</sup> Class or 2:1 degree than home or EU students. In 2016/17, the first/2:1 attainment gap between home and non-EU overseas students increased to over 37 percentage points; a result of a decrease in overseas student attainment rates coupled with an improvement in those of UK domiciled students.

## 8: Religion or belief

Data on student religion or belief became available from 2015/16. Religion is closely linked to ethnicity and statistical tests show that when ethnicity is taken into account there is no evidence that students with any particular religion or belief had lower rates of progression or attainment. However, the progression and attainment data has been included below for completeness sake.

### 8.1: Enrolments

**Table 8.1.1: NTU first degree UG new entrants by religion or belief, 2015/16**

	2015/16		2016/17	
	No.	%	No.	%
Any other religion or belief	46	0.7%	71	1.2%
Buddhist	22	0.3%	17	0.3%
Christian	2,014	31.4%	1,961	32.3%
Hindu	127	2.0%	107	1.8%
Jewish	113	1.8%	76	1.3%
Muslim	331	5.2%	343	5.7%
No religion or belief	3,576	55.7%	3,325	54.8%
Sikh	126	2.0%	128	2.1%
Spiritual	66	1.0%	42	0.7%
<b>Total*</b>	<b>6,662</b>	<b>100.0%</b>	<b>6,845</b>	<b>100.0%</b>

\* Includes unknown

54.8% of new first degree entrants had no religion or belief in 2015/16. The most populous student religion was Christianity (32.3%), followed by Islam (5.7%).

**Table 8.1.2 All 2016/17 NTU students by religion or belief<sup>5</sup>**

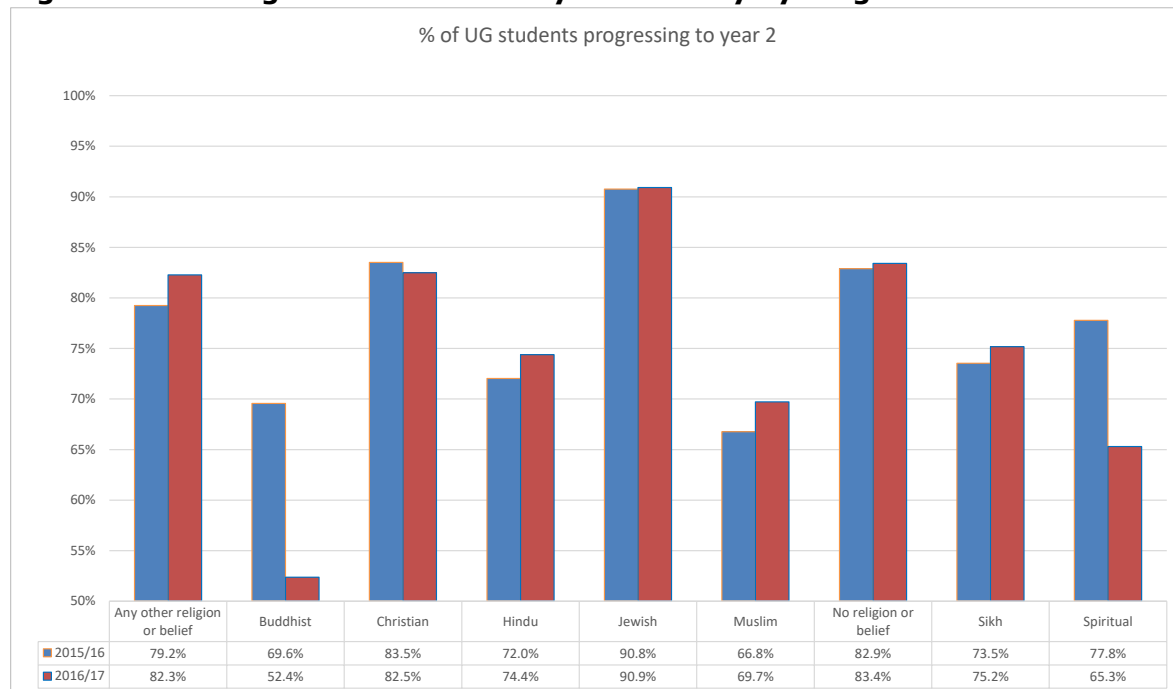
Religious Beliefs Desc	No.	%
Any other religion or belief	274	1.0%
Buddhist	272	1.0%
Christian	8,791	31.2%
Hindu	754	2.7%
Jewish	339	1.2%
Muslim	1,840	6.5%
No religion or belief	15,180	53.9%
Sikh	484	1.7%
Spiritual	231	0.8%
Unknown	2,359	
<b>Grand Total</b>	<b>30,524</b>	<b>100.0%</b>

Of the whole student body (including overseas) in 2016/17, 54% reported no religion or belief, 31% were Christian and 6.5% Muslim.

<sup>5</sup> Due to small numbers in some categories, programme level is not included.

## 8.2: Progression from year 1 of undergraduate study

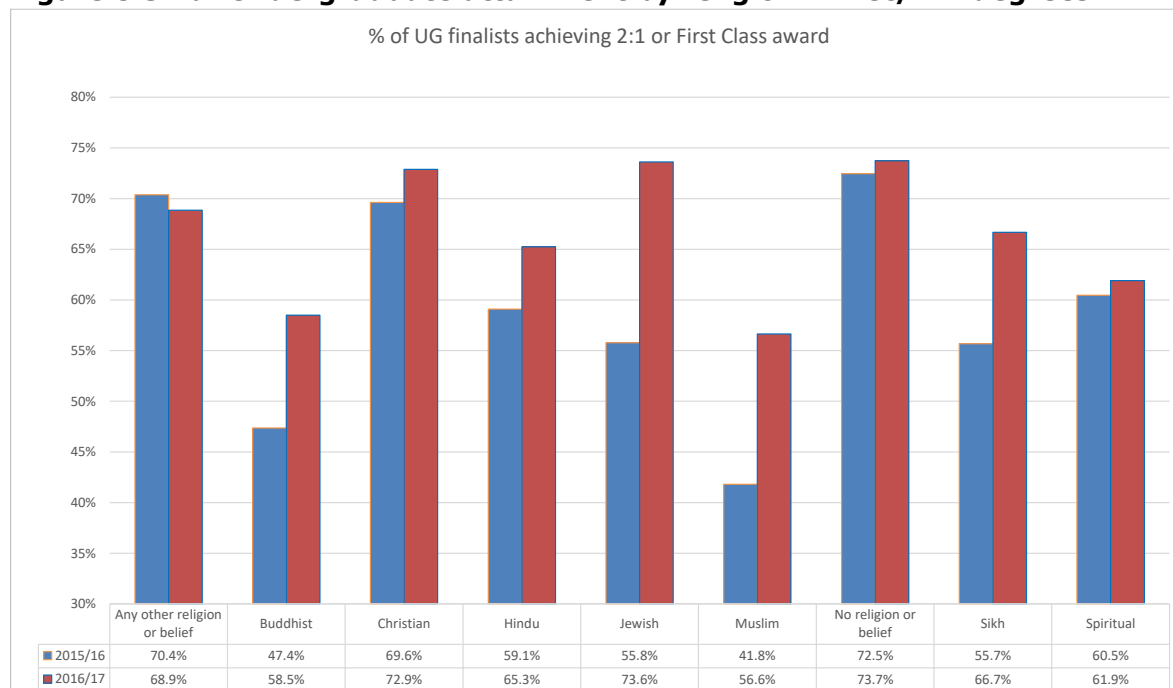
**Figure 8.2.1: Progression to second year of study by religion**



Jewish students consistently had the highest progression rates, followed by no religion or belief and those with Christian beliefs.

## 8.3: Undergraduate attainment

**Figure 8.3.1a: Undergraduate attainment by religion – first/2:1 degrees**



Reflecting progression trends, in 2016/17, Jewish, Christian and students with no religion or belief had the higher rates of 2:1/first degree classifications.



### Appendix 1: Percentage of students progressing from year one to year two by student group: Full-time NTU undergraduates (UCAS-GTTR, >1yr duration)

	Denominator***					Percentage progressing					Gap trend line
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17	
All NTU UG students	6,334	7,178	8,038	7,881	8,152	82.7%	81.5%	81.7%	80.3%	81.7%	
Male (UK domiciled)	2,661	3,031	3,324	3,125	3,425	79.7%	77.5%	79.0%	75.3%	77.4%	
Female (UK domiciled)	3,231	3,632	4,193	4,141	4,084	86.9%	86.0%	85.0%	84.8%	86.0%	
% Male / <b>Gender gap*</b>	45.2%	45.5%	44.2%	43.0%	45.6%	<b>7.3%</b>	<b>8.6%</b>	<b>6.1%</b>	<b>9.4%</b>	<b>8.6%</b>	
BME (UK domiciled)	1,490	1,623	1,798	1,818	1,881	77.5%	74.2%	74.7%	72.5%	72.4%	
White (UK domiciled)	4,356	5,021	5,700	5,431	5,589	85.7%	84.9%	84.8%	83.5%	85.5%	
% BME / <b>Ethnicity gap*</b>	25.5%	24.4%	24.0%	25.1%	25.2%	<b>8.2%</b>	<b>10.7%</b>	<b>10.1%</b>	<b>11.0%</b>	<b>13.1%</b>	
Disabled (UK domiciled)	518	595	733	731	866	81.3%	77.8%	79.7%	78.4%	79.0%	
Not disabled (UK domiciled)	5,351	6,052	6,758	6,520	6,641	83.8%	82.6%	82.6%	81.0%	82.5%	
% Disabled / <b>Disability gap*</b>	8.8%	9.0%	9.8%	10.1%	11.5%	<b>2.6%</b>	<b>4.8%</b>	<b>3.0%</b>	<b>2.6%</b>	<b>3.5%</b>	
Mature (UK domiciled)	652	709	715	758	819	71.2%	71.7%	71.7%	68.1%	71.4%	
Young (UK domiciled)	5,240	5,955	6,804	6,509	6,691	85.2%	83.4%	83.5%	82.2%	83.4%	
% Mature / <b>Age gap*</b>	11.1%	10.6%	9.5%	10.4%	10.9%	<b>14.0%</b>	<b>11.7%</b>	<b>11.7%</b>	<b>14.1%</b>	<b>12.0%</b>	
WP (ACORN - young, UK domiciled)	1,300	1,567	1,742	1,715	1,799	79.2%	77.3%	79.8%	76.7%	76.6%	
Not WP (ACORN - young UK)	3,892	4,325	5,000	4,729	4,803	87.3%	85.5%	84.7%	84.3%	85.9%	
% WP / <b>Socio-economic gap*</b>	25.0%	26.6%	25.8%	26.6%	27.2%	<b>8.1%</b>	<b>8.2%</b>	<b>4.9%</b>	<b>7.6%</b>	<b>9.3%</b>	
Other qual route	806	956	656	671	508	70.7%	72.4%	71.3%	71.1%	71.9%	
BTEC + A-Level route (UK)	532	723	1,007	1,392	1,549	78.8%	79.4%	78.3%	77.7%	78.2%	
BTEC only route (UK domiciled)	687	829	1,027	1,146	1,340	73.1%	72.3%	70.4%	66.0%	67.8%	
BTEC+ route**	1,219	1,552	2,034	2,538	2,889	75.6%	75.6%	74.3%	72.4%	73.4%	
A Level only route (UK domiciled)	3,867	4,156	4,829	4,058	4,113	88.9%	86.8%	87.2%	87.5%	89.5%	
% BTEC / <b>Pre-entry route gap*</b>	20.7%	23.3%	27.1%	34.9%	38.5%	<b>13.4%</b>	<b>11.3%</b>	<b>13.0%</b>	<b>15.1%</b>	<b>16.1%</b>	
EU	94	96	104	135	176	86.2%	78.1%	84.6%	77.8%	85.2%	
UK	5,892	6,664	7,519	7,267	7,510	83.7%	82.1%	82.4%	80.7%	82.1%	
Overseas - NTIC	216	254	193	254	259	63.9%	73.6%	69.4%	74.8%	71.8%	
Overseas - other	132	164	222	225	207	68.2%	70.1%	70.3%	74.7%	74.9%	
Overseas - All	348	418	415	479	466	65.5%	72.2%	69.9%	74.7%	73.2%	
% Overseas / <b>Residency gap*</b>	5.5%	5.8%	5.2%	6.1%	5.7%	<b>18.1%</b>	<b>9.9%</b>	<b>12.5%</b>	<b>6.0%</b>	<b>8.9%</b>	

\*Specifically, the % figure refers to the percentage point difference; \*\*Includes BTEC only and BTEC + A-Level routes; \*\*\*excludes unknown progression (<2%)



## Appendix 2: Percentage of students achieving 2:1 or First Class degree classification by student group: Full-time NTU undergraduates

	Denominator					Percentage good degree					Gap trend line
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17	
All NTU UG students	5,672	5,868	4,985	5,322	5,893	66.8%	69.1%	71.3%	69.8%	72.1%	
Male (UK domiciled)	2,317	2,309	1,972	2,004	2,273	64.5%	68.0%	70.4%	68.3%	71.0%	
Female (UK domiciled)	2,861	3,035	2,584	2,865	3,164	72.1%	74.9%	76.3%	74.0%	76.4%	
% Male / <b>Gender gap*</b>	44.7%	43.2%	43.3%	41.2%	41.8%	<b>7.7%</b>	<b>6.9%</b>	<b>5.9%</b>	<b>5.7%</b>	<b>5.4%</b>	
BME (UK domiciled)	1,141	1,128	1,002	1,074	1,121	53.1%	58.8%	60.2%	57.3%	64.0%	
White (UK domiciled)	3,986	4,185	3,516	3,783	4,303	73.2%	75.5%	77.6%	75.8%	76.7%	
% BME / <b>Ethnicity gap*</b>	22.3%	21.2%	22.2%	22.1%	20.7%	<b>20.0%</b>	<b>16.8%</b>	<b>17.4%</b>	<b>18.5%</b>	<b>12.8%</b>	
Disabled (UK domiciled)	446	518	455	603	709	63.0%	69.3%	68.6%	68.3%	69.3%	
Not disabled (UK domiciled)	4,732	4,826	4,101	4,265	4,728	69.3%	72.2%	74.3%	72.1%	74.8%	
% Disabled / <b>Disability gap*</b>	8.6%	9.7%	10.0%	12.4%	13.0%	<b>6.2%</b>	<b>2.9%</b>	<b>5.7%</b>	<b>3.8%</b>	<b>5.6%</b>	
Mature (UK domiciled)	486	601	511	508	547	64.6%	62.9%	62.8%	63.0%	64.7%	
Young (UK domiciled)	4,692	4,743	4,045	4,361	4,891	69.1%	73.0%	75.1%	72.7%	75.2%	
% Mature / <b>Age gap*</b>	9.4%	11.2%	11.2%	10.4%	10.1%	<b>4.5%</b>	<b>10.1%</b>	<b>12.3%</b>	<b>9.7%</b>	<b>10.4%</b>	
WP (ACORN - young, UK domiciled)	930	953	887	993	1,122	61.2%	65.2%	68.3%	65.5%	65.5%	
Not WP (ACORN - young UK)	3,727	3,748	3,125	3,320	3,718	71.2%	75.0%	77.0%	74.8%	78.1%	
% WP / <b>Socio-economic gap*</b>	20.0%	20.3%	22.1%	23.0%	23.2%	<b>10.0%</b>	<b>9.9%</b>	<b>8.7%</b>	<b>9.4%</b>	<b>12.6%</b>	
Other qual route		652	538	622	511		61.5%	62.3%	63.3%	64.2%	
BTEC + A-Level route (UK)		198	365	467	627		64.6%	64.9%	61.7%	64.9%	
BTEC only route (UK domiciled)		418	404	490	597		55.3%	62.9%	56.3%	58.3%	
BTEC+ route**		616	769	957	1,224		58.3%	63.8%	58.9%	61.7%	
A Level only route (UK domiciled)		4,076	3,249	3,290	3,703		75.6%	78.0%	77.0%	79.6%	
% BTEC / <b>Pre-entry route gap*</b>		11.5%	16.9%	19.7%	22.5%		<b>17.3%</b>	<b>14.1%</b>	<b>18.0%</b>	<b>17.9%</b>	
EU	123	146	108	128	129	78.9%	67.8%	71.3%	70.3%	76.0%	
UK	5,178	5,344	4,556	4,869	5,438	68.7%	71.9%	73.7%	71.7%	74.1%	
Overseas - NTIC	173	208	180	170	161	22.0%	20.2%	31.7%	34.7%	23.0%	
Overseas - other	198	170	141	155	165	49.5%	43.5%	43.3%	47.7%	50.3%	
Overseas - All	<b>371</b>	<b>378</b>	<b>321</b>	<b>325</b>	<b>326</b>	<b>36.7%</b>	<b>30.7%</b>	<b>36.8%</b>	<b>40.9%</b>	<b>36.8%</b>	
% Overseas / <b>Residency gap*</b>	6.5%	6.4%	6.4%	6.1%	5.5%	<b>32.1%</b>	<b>41.2%</b>	<b>37.0%</b>	<b>30.8%</b>	<b>37.3%</b>	

\*Specifically, the % figure refers to the percentage point difference; \*\*Includes BTEC only and BTEC + A-Level routes