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COLLEGE BOARD OF EXAMINERS
EXECUTIVE COMMITTEE

Equal Opportunities; an analysis of undergraduate student performance for cohorts entering the College between 2003 and 2009

Summary

1. This paper examines just some of the possible ways of measuring and monitoring student performance (specifically admissions in the form of cohort population, progression, withdrawal and final achievement) against selected equal opportunities factors. Given the staff resource available, it cannot possibly be a complete analysis but should be seen by the Committee as a potential starting point for further, more detailed, investigation. No attempt has been made to make 'statistically sound' conclusions as such work would require a trained statistician and, in any case, require a rather bigger sample than can be achieved in many of the appended figures.

2. There is little evidence of any inequality in College admissions insofar as they can be examined without data on applicants. The proportion of non-white, disabled, mature and male students is all constant or rising year on year so there is no obvious reason to believe that there is bias against any of these minorities. There is no reason to believe there is inequality in the performance of disabled students; and little reason to question the performance of mature entrants (especially given the low numbers of such students).

3. There are some inequalities visible between male and female students, in particular failure to progress from year 1 at the first attempt and greater likelihood of withdrawal owing to academic failure (both higher for male students). Classification profiles are also different; although this is more of a national trend than one specific to Royal Holloway. The poor performance of male Science students who completed in 2010 is also worthy of note.

4. Students from outside the EU perform significantly worse than their home or EU domiciled peers. This gap starts in year one (progression) and continues throughout students' programme of study to withdrawal and final classification. While many of the issues in first year progression can be attributed to language or adjustment problems, the fact that there is a large gap in final achievement must be worrying given the amount of support available to international students. The fact that most overseas students are non-white makes this an important equal opportunities issue.

5. There is also evidence of a significant gap in performance between UK-domiciled white students and those who declare themselves to be from an ethnic minority. This is particularly in evidence in progression from year 1 to year 2 (especially at attempt 1) and in final degree classification. Although previously it has been shown that this may be due to lower prior levels of achievement among non-white students, tariff scores are no longer

available to confirm this and, in any case, 'adding value' to students is a key component of equal access policies. There is also little or no sign of this performance gap narrowing over time so this should be of concern to College.

Introduction and methodology

6. This paper draws together information on student population, achievement and progression, mainly gathered from data used for the annual review of undergraduate programmes. It seeks to examine trends relating to ethnicity, gender, disability and age; factors which are, or will be, implicated in equal opportunities legislation. Data are also examined relating to students' domicile (or, more accurately, their fee-region- UK, Other EU and Overseas) since Equal Opportunities could equally well be applicable to students coming from overseas.

7. Data was used covering seven entry cohorts, 2003 to 2009, allowing for 5 cohorts that are likely to have fully completed their studies (this was also the case in the equivalent analysis in the last three years, CBEEC/07/49 and CBEEC/08/60 and CBEEC/09/68). Comparison with national data is almost impossible since there is no freely available data relating gender, ethnicity and disability to student progression and achievement. Taught postgraduate students will be analysed in a future report, once the outcomes for the 2009 cohort are known. Benchmark data showing the performance of the student population as a whole with respect to final classification, progression and withdrawal are also presented for reference purposes.

8. Generally speaking, the data are analysed only at the lowest level of a single cohort in the whole College (sometimes all 7 cohorts are combined to give a sufficient sample size to make conclusions meaningful). Some of the analysis is also extended to Faculty level; however note that in general, individual departments/subject areas contain too few minority students in the categories analysed (*eg* non-white, overseas or disabled students) for analysis at this level of detail to have any statistical validity. One could, of course, combine several cohorts, but with the smaller departments, this would still give insufficient students and also such an action removes the possibility to track trends over time. This paper therefore, in the main, discusses general trends in College-wide data and the Committee may wish to decide how best the analysis could be narrowed to individual faculties and departments that may be of particular interest. Conclusions in any case have to be tentative since only a full multi-variable analysis on a much larger sample of students could make them statistically sound.

Undergraduate student population

9. Fair admissions, which should be part of any equal opportunities analysis, are beyond the scope of this paper since relevant information on applicants (such as declared ethnicity) are not supplied by UCAS- the Banner system only holds such details for current and past students. Analysis in the past has therefore been confined to a brief discussion of the student population, which will at least track general trends in student admissions, even if it is not possible to calculate the actual applications to admissions ratio for students from ethnic minorities, those with disabilities *etc*.

10. Information on home students' tariff scores is no longer supplied to College by UCAS- the last entrants for which this was the case was the 2006 cohort. Data are now supplied as a list of actual qualifications and grades, containing up to 30 lines, and tariff scores are computed by HESA after College reports students to them. Although this gives more actual information to RHUL (and in many cases, departments make offers to students on the basis

of A-level scores rather than tariff points), it does mean that there is no longer a single quantity against which student progress can be measured against prior achievement. It would be possible to calculate students' tariff scores from the existing information held on Banner, but unless it would be useful in other ways, it is unlikely that the amount of staff time required to perform this task could be justified. No use has been made of tariff scores in this paper although information used in previous analyses has been alluded to.

11. The variation in the proportion of the student intake by their declared ethnicity is shown in Fig. 1a (note that throughout this report, 'White' refers to 'White', 'White- British', 'White- Scottish', 'White- Welsh', 'White- Irish' and 'Other White Background'; 'Unknown/Refused' refers to 'Information Refused' or 'Not Known'; 'Non-White' refers to all other responses). This is remarkably steady over the past 3 years with *ca* 60 % of students declaring themselves white and 10 % failing to disclose their ethnicity. This stability is mirrored in the proportion at Faculty level (Fig. 1b)- note that here, and in subsequent figures, students whose ethnicity is unknown have been omitted for the sake of clarity. At Faculty level, the percentage of non-white students in HSS has fallen slightly over the past 3-4 years but otherwise there is little change from year to year. The Arts Faculty contains predominantly white students and the other two faculties are more closely mixed.

12. Fig. 2a shows the distribution of new entrants by country of origin (more specifically, by fee-region). Again, this is fairly stable over the past 7 years, although the number of students from outside the EU has tended to fluctuate more than the number from within it. Over the past 10 years there has been a slow decrease in the number of home students, but this seems to have (at least temporarily) halted in the past couple of cohorts. Whether this is a function of the global economic situation (as was tentatively proposed in last year's analysis) is impossible to confirm.

13. Fig. 2b further breaks down this analysis by Faculty. It is interesting to note that recent fluctuations in the number of overseas students are closely mirrored by the numbers in HSS (which accounts for the majority of students in College originating from outside the EU). In 2007 and 2009, only just over half the new students in HSS originated from the UK- this will obviously present challenges, not least those caused by the presence of a large number of non-native speakers of English.

14. Fig. 3 shows that a significant proportion of students from outside the EU are non-white (approaching 90 % in some cohorts). This demonstrates why country of origin needs to be considered as an Equal Opportunities factor- circumstances that affect overseas students will affect non-white students disproportionally greatly. Students from the EU (but not from the UK) are mainly white on the whole (typically only *ca* 10 % declares themselves to be of ethnic minority origin). Over the past 7 years, the proportion of UK students who are non-white has increased to an appreciable degree (from *ca* 25 % to *ca* 30 %).

15. Fig. 4 shows the proportion of students who are 'mature' as defined by HESA criteria (*ie* over the age of 21 on entry). This varies little from year to year and represents only a small minority of the student population (5-7 %) which is in contrast to the rather higher value at Postgraduate level. The proportion of male entrants (Fig. 5a) is also fairly stable over time at *ca* 40 %. Fig. 5b shows that male students are in the minority in all faculties virtually every year, although the difference is only marginal in HSS and Science.

16. Fig. 6a shows the percentage of students with a declared disability which is generally *ca* 8-10 % in each cohort (although the value was rather lower in 2009). The breakdown of declared disabilities by cohort is shown in Fig. 6b (note that disabilities have been re-categorised by HESA since the equivalent analysis last year- for instance, 'Dyslexia' is no longer considered separately from 'Specific Learning Difficulty'. This category predominates in all cohorts and, if one excludes 'Other Disability', this is by a factor of 4 or 5 to one over the highest other category. It should also be noted here that the students listed as disabled on Banner are mainly those who declared themselves as such upon initial registration- students who subsequently register with the Educational Support Office may not have their learning difficulty recorded on the student records system for reasons of confidentiality.

17. Although, as previously stated, it is not possible to draw conclusions about the fairness of the College Admissions system from these data, the long-term stability of many factors (*eg* percentage of mature students, students with disabilities and male students) and the general increase in home students from ethnic minorities ought to leave few causes for concern.

Student benchmark data

18. Fig. 7 shows classification profiles for students completing their studies between 2006 and 2010 inclusive (note that data on final achievement are presented by classification year throughout this paper). The profiles are reasonably consistent over time, although in 2010, rather more students were awarded 1st and 2(ii) class degrees at the expense of the number of 2(i)s. In general, 11-13 % of students at Royal Holloway who complete their studies are awarded a 1st, 53-58 % a 2(i), 25-58 % a 2(ii) and the remainder a 3rd (the number of Pass degrees awarded is, to all intents and purposes, negligible).

19. Student progression will, in this paper, be represented by progress from Stage 1 to Stage 2 (since this is the year in which most students tend either to withdraw or require a second attempt). In all cases, students at 'Attempt zero' (*ie* those yet to make an attempt) are omitted. This will cause some distortion of values since these students (who may be Part-Time or have interrupted or deferred) would potentially add to the first-time pass rate (a key indicator of progression). First-year progression by cohort is shown in Fig. 8a and once can instantly note the much stronger performance of the two most recent cohorts, in contrast to students entering in 2006 and 2007. 87 % of students entering in 2009 progressed at the first attempt and most of the remaining students have a further attempt remaining and have yet to withdraw. It should also be noted here that the data used in this paper was obtained before the result of Year 1 September resits were made available on Banner; hence the relatively large number of students still Incomplete after one attempt. The overall pass rate (the sum of the bottom two bars) increased from 2007 to 2008 (to *ca* 94 %); obviously no conclusion can yet be drawn about the 2009 cohort on this score.

20. Figs. 8b-8d present similar data by Faculty. Progression rates are generally at least 5 % higher in Arts than in the other two faculties and this gap is maintained fairly consistently across each of the 7 cohorts under study. There is no obvious reason why this should be so although, when tariff scores were available for entrants, it was noted that UK students in Arts generally had higher levels of prior achievement than those in HSS and Science and this may well still be true. It is also the case that there are very few overseas students in Arts and these students may struggle especially in their First Year while they adjust to life in the UK and the language.

21. Fig. 9 breaks down reasons for withdrawal by cohort (in each case expressed as a percentage of students in that cohort who withdrew). By far the most common category is 'Unknown' which includes reasons such as 'Written off after Time' (students who are closed off in a tidying-up exercise), 'No Wish to Study' and 'Other Personal Reasons'. Typically 20-30 % of withdrawn students have failed academically (this is obviously not the case in the 2009 cohort where students have yet to use their second attempt). Given that, overall, only *ca* 10 % of students withdraw in each year, the absolute failure rate is very low; although equally some students who leave for other reasons may well have been in danger of failing had they continued.

Analysis of achievement and progression related to ethnic origin

22. Fig. 10a compares classification profiles for white and non-white students (omitting unknowns and non-declarers). There is a clear and consistent gap in achievement between the two groups, with white students being nearly twice as likely to be awarded a 1st class degree and non-white students nearly twice as likely to fail to gain a 'good' degree (*ie* 2(i) or higher). There has, however, been some improvement in the situation in the past year and it is to be hoped that this will continue.

23. In order to eliminate any effects from factors such as language problems which may be encountered by students who are from outside the EU (and who are predominantly non-white, *vide supra*), Fig. 10b repeats the analysis on students originating from the UK only. Here, although there is a performance gap visible, it is rather smaller than that shown in Fig. 10a and in some respects it appears to be narrowing- in particular the number of 1st class degrees awarded. However in 2010, the 2(i)/2(ii) ratio for non-white students was particularly unfavourable.

24. Fig. 11a shows first-year progression rates by declared ethnic origin and cohort demonstrating a clear difference between white and non-white students. Typically, the former are *ca* 10 % more likely to progress at the first attempt and 4-5 % more likely to progress overall. While it is encouraging that the large gap in the first figure is redeemed to some extent by performance at the second attempt, this is still rather worrying; more so when one considers that the situation has persisted for several years without improving.

25. Concentrating once more on UK-domiciled students (Fig. 11b), one can see that there is here rather less of a gap with white students being 5-7 % more likely to progress at attempt 1 and 2-3 % more likely overall. However, there are still cohorts with a particularly big gap- notably 2007; many of these students either completed their studies in 2010 or will complete in the next year. In previous year, when tariff score information was available, it was demonstrated that UK-domiciled non-white students started at RHUL with a significantly lower average level of prior achievement. There was also a fairly strong link between entry tariff score and first-year progression (as well as final degree classification). So, assuming the trend in prior achievement for non-white students is still in place, this observation may not be surprising. Nevertheless, it must remain of some concern.

26. Fig. 11c compares first-year progression by ethnicity and fee-region (collating all 7 cohorts in order to ensure that there are sufficient non-white students in the Other EU category). This shows that ***overall*** progression (sum of the bottom two bars) is very similar for white and non-white students originating in the EU but ***first time*** progression shows a fairly big gap (except, curiously, for students from other EU countries- although there are very few

non-white students here, even in 7 cohorts, so this may not have any real statistical significance).

27. Figs. 12a and 12b show withdrawal reasons for white and non-white students over 7 cohorts (ad Figs. 12c and 12d repeat the analysis for UK students only). Generally speaking, non-white students who withdraw are at least twice as likely to have done so due to academic failure as are white students. This observation must be tempered by the knowledge that there are relatively few students who withdraw each year and conclusions will lack statistical weight- although, equally, the trend repeats year on year and should not be ignored entirely.

Student achievement related to gender

28. Classification profiles by gender and classification year are displayed in Fig. 13. As in previous years, it is noted that, generally, male students are more likely to be awarded a 1st or a 2(ii) and less likely to be awarded a 2(i) than are female students. This is more or less in line with national benchmarks on degree classification and so not necessarily of concern- however, male students performed particularly badly in 2009-10 with only *ca* 60 % gaining a 'good' degree (for female students, the figure was over 70 %). This level of disparity has not been observed since 2007-8 (when the values were 62 % and 72 % respectively).

29. Differences in profile can, to some extent, be explained by the subjects that male and female students study. We have already seen (Fig. 5b) that in Arts there is a preponderance of female entrants whereas the other two cohorts are more evenly mixed. It is also true that, at national level, different subject areas produce different classification profiles. Fig. 14 compares male and female students in the same faculties that completed their degrees in 2009 and 2010. We can see a ***fair*** degree of similarity between the six pairs of profiles, although the performance of male Science students in 2010 is rather worrying with nearly half failing to gain a 2(i) or higher. It seems that this faculty is the cause of the overall poor performance of male students at College level in 2010 and this may well merit further investigation.

30. First-year progression by gender is compared in Fig. 15. There is a clear and consistent 5 % gap in progression at the first attempt which has typically been halved by the time overall progression is considered. When tariff scores were available for UK entrants, it was shown that female students had ***slightly*** better prior achievement, but this is a less tenable explanation than it was for students from ethnic minorities (*vide supra*). Most likely it is related to subject of study since students in Arts are significantly more likely to progress first time than are students in HSS and Science (see Figs. 8b to 8d).

31. Figs. 16a and 16b show withdrawal reasons by cohort and gender. As with ethnic minority students, academic failure is nearly twice as likely to be the cause of male students' withdrawals as it is for female students. This is probably unsurprising given the gender differences in progression rates, but is clearly still a concern.

Student achievement related to declared disability

32. Classification profiles for disabled and non-disabled students are shown in Fig. 17. All 5 completed cohorts have been included given the small number of students with a declared disability. There is little real difference between the two profiles, although disabled students are slightly less likely to achieve a 1st class degree- and commensurately more likely to be awarded a 2(i).

33. Similarly, first year progression (Fig. 18) shows little sign of any difference- there is a small gap at the first attempt which is almost entirely eliminated when considering overall progression. Withdrawal reasons (Fig. 19) also show few differences (especially in failure rate), although, possibly unsurprisingly, disabled students are significantly more likely to withdraw owing to ill-health.

34. It can be seen that there are no real concerns relating to the performance of disabled students relative to those without a declared disability; although the necessity of combining 7 cohorts to achieve a meaningful number of disabled students prevents trends across time being properly examined.

Student achievement related to age on entry

35. Classification profiles by age on entry are shown in Fig. 20 (again collating all 5 cohorts of complete students to ensure a sufficient number in the minority category- in this case students beginning their studies after their 21st birthday). A similar proportion of students are awarded 1st class degrees in both categories (if anything slightly more for the mature students); however the older entrants are rather more likely to be awarded a degree below a 2(i)- *ca* 40 % as opposed to *ca* 30 %.

36. Mature students also have a significantly lower chance of progressing from their first year, especially at the first attempt (Fig. 21); although students who withdraw do not seem to be any more likely than younger students to have done so owing to academic failure (Fig. 22). The very small number of older entrants in each cohort means that these data, although possibly concerning, should be treated with some caution.

Achievement related to student domicile (fee-region)

37. Although not specifically an equal opportunities issue, the large number of non-white students originating from outside the EU means that, indirectly, fee-region needs to be considered here. Figs. 23a and b show classification profiles by year and fee-region of origin. There is little or no difference in final achievement between UK students and those from other EU countries. However, students from outside the EU are between 1/3 and ½ as likely to be awarded a 1st and between 2 and 2.5 times as likely to fail to gain a 2(i) or higher- in 2009, nearly half of all such students was awarded a 2(ii).

38. Data by faculty (for the last two completed years' students combined) are presented in Fig. 24. Non-EU students in Arts appear to fare rather better (or at least less badly) than the other two faculties- but there are very few of these students anyway. The tiny proportion of overseas students who gain a 1st in HSS, together with the large number of 2(ii) and 3rds ought to be cause for concern. Students in Science from outside the EU also gain a low number of 'good' degrees, but at least there is a reasonable proportion that attains 1st class honours.

39. Fig. 25 shows first-year progression data by cohort and fee-region. Again we can see that students from within the EU perform only slightly worse than their home peers but that overseas students are up to (depending on cohort) 20 % less likely to progress first time and up to 5% less likely to progress overall. This latter value is encouraging as it implies that, to a large extent, poor performance is redeemed at attempt 2; but the first figure is very worrying, given that it seems to get worse over time rather than better.

40. Fig. 26 analyses reasons for withdrawals- once again, the profiles for home and EU students are similar and overseas students are a half again as likely to have withdrawn owing to academic failure. These facts are, to a large degree, explicable, since non-EU students are a lot less likely to have a good standard of English on arrival, will be further from their homes and, generally, experience a greater degree of 'culture shock' in studying in the UK. However, since most of these students are non-white, this is clearly an equal opportunities issue that needs to be addressed. Also, if language problems are a factor, it is worrying that the performance gap is not being closed by the time of final classification (given that the 1st year, which is obviously causing problems to overseas students at the first attempt) does not count towards this.

Andrew Graham
Academic Development Officer
9 November 2010

Figures

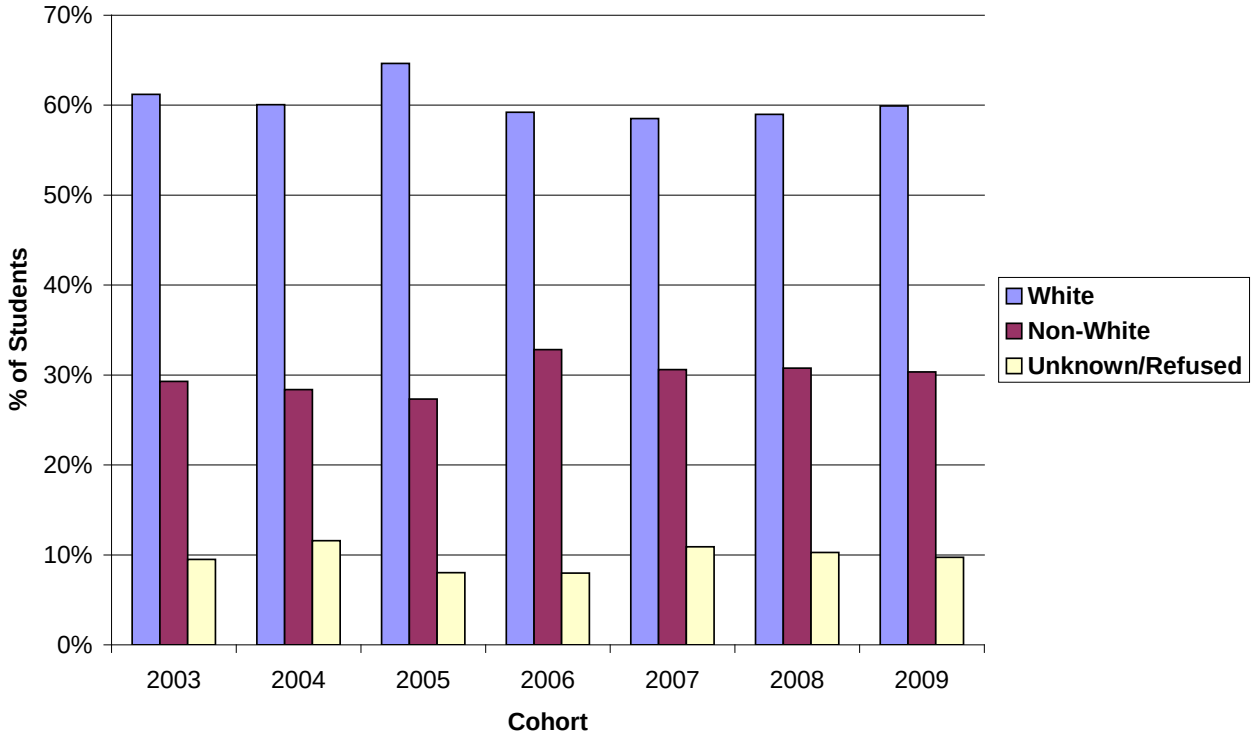

Fig. 1a: Percentage of entrants by declared ethnicity and cohort, 2003-2009.

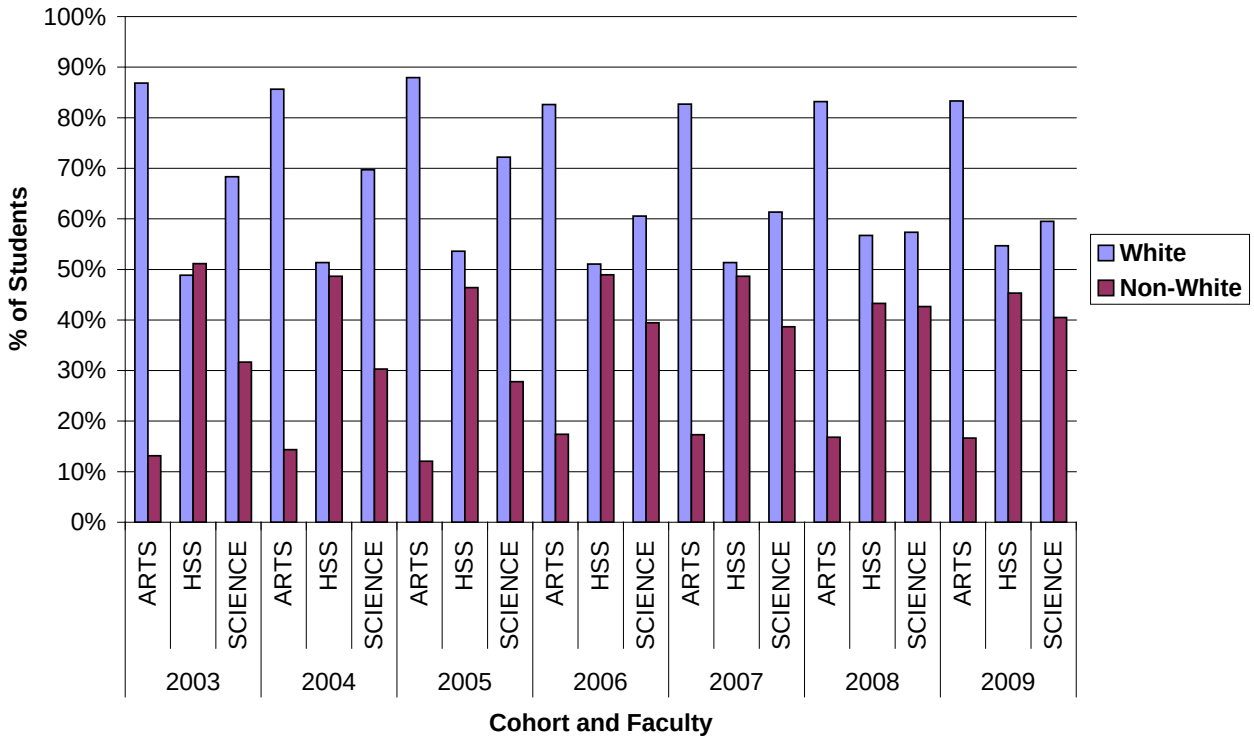

Fig. 1b: Percentage of entrants by declared ethnicity, faculty and cohort, 2003-2009. Entrants who failed to disclose their ethnicity are excluded.

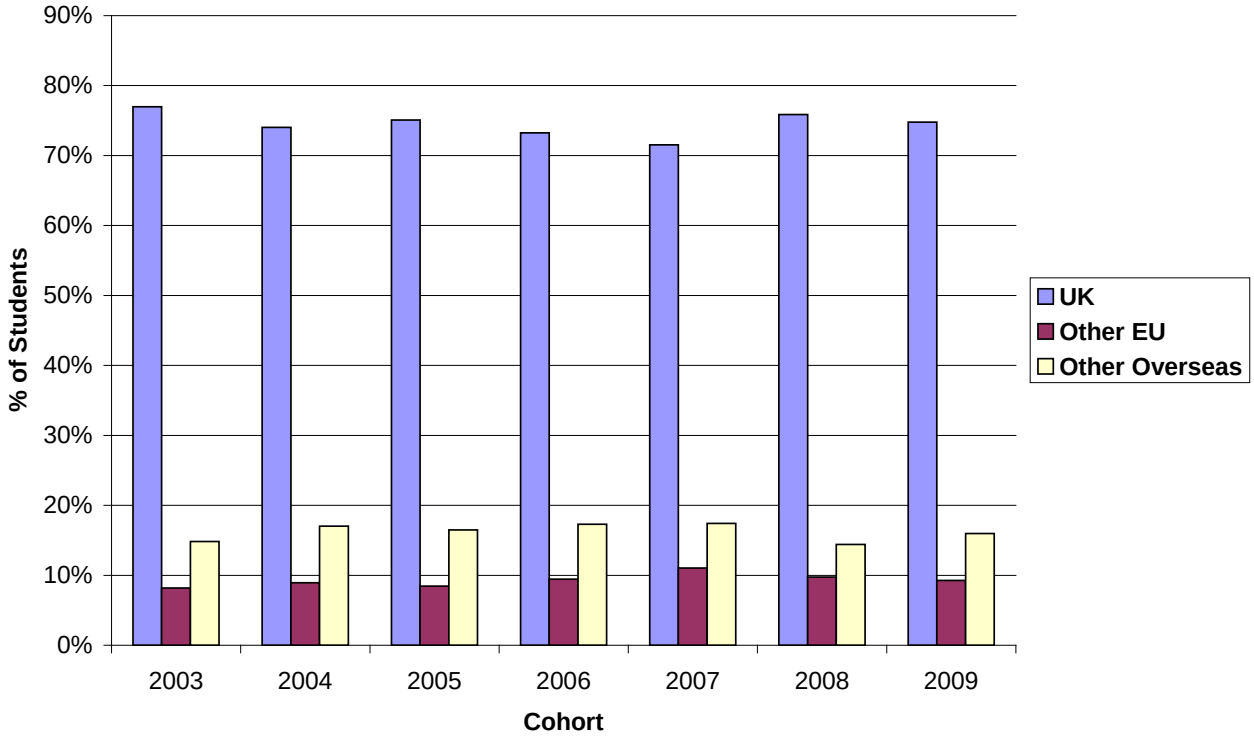

Fig. 2a: Percentage of entrants by fee-region and cohort, 2003-2009.

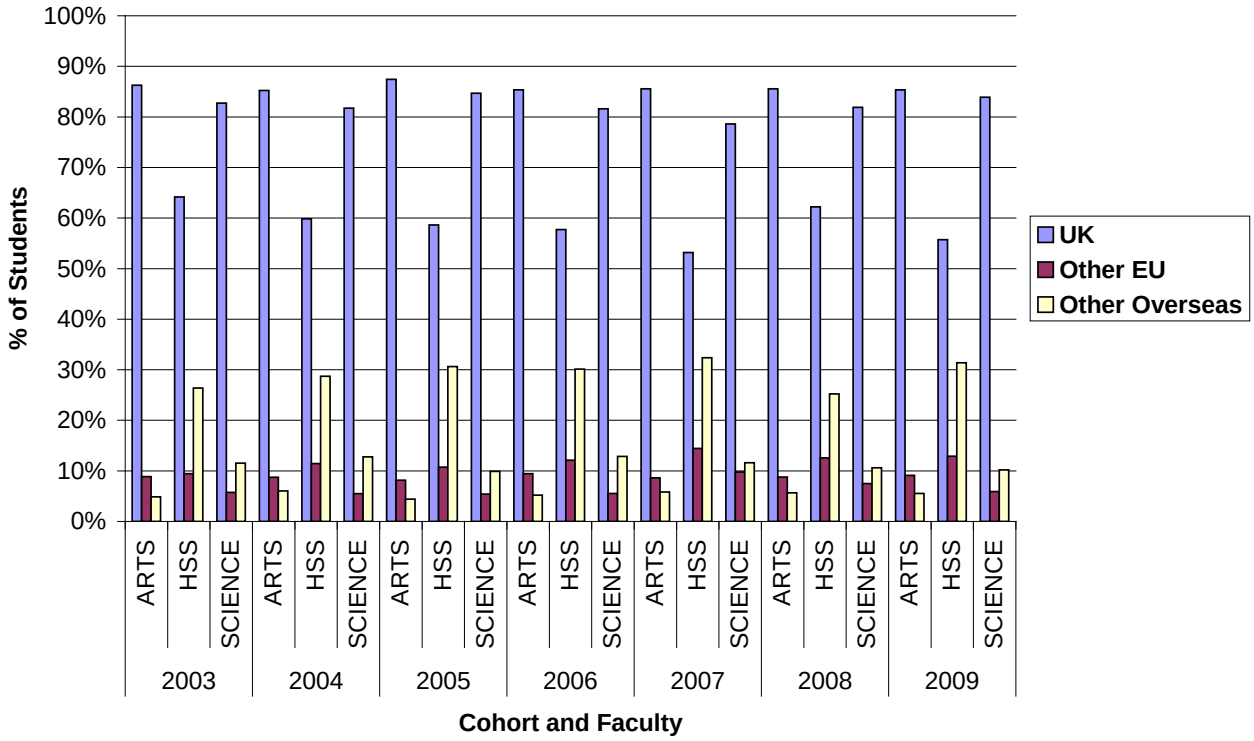

Fig. 2b: Percentage of entrants by fee-region, faculty and cohort, 2003-2009.

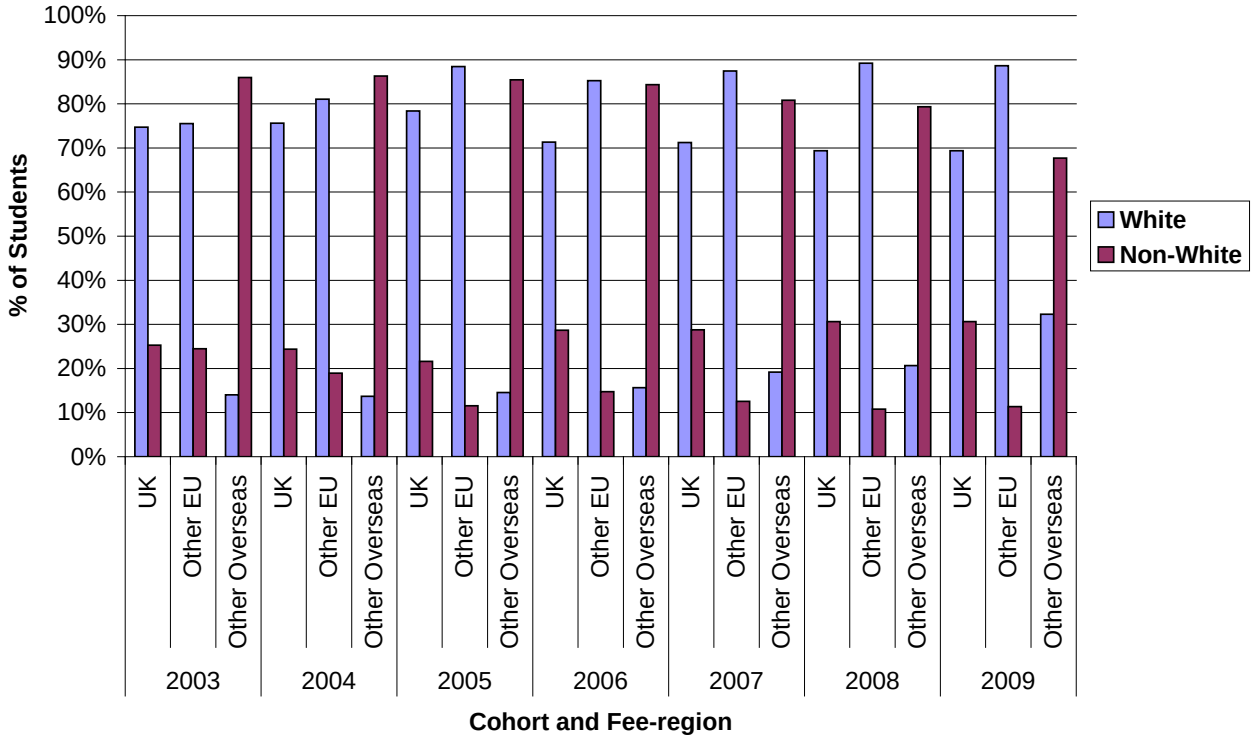

Fig. 3: Percentage of entrants by declared ethnicity, fee-region and cohort, 2003-2009. Entrants who failed to disclose their ethnicity are excluded.

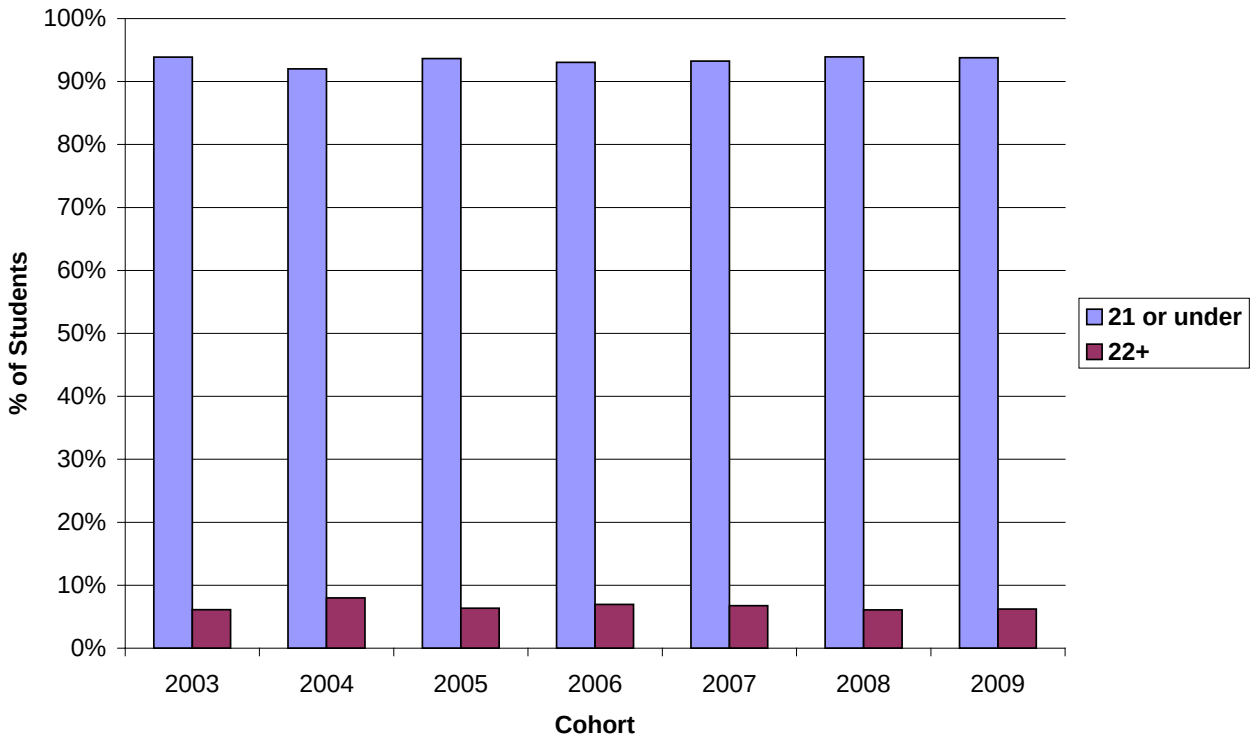

Fig. 4: Percentage of mature entrants by cohort, 2003-2008.

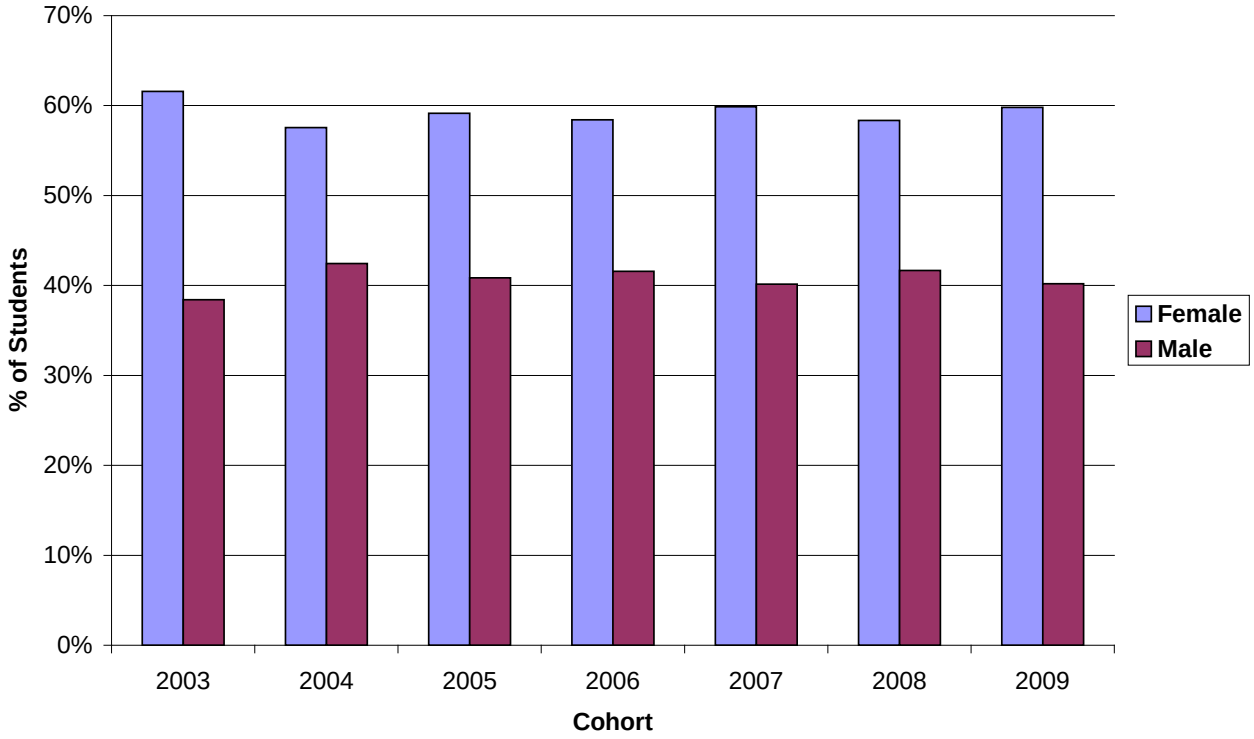

Fig. 5a: Percentage of entrants by gender and cohort, 2003-2009.

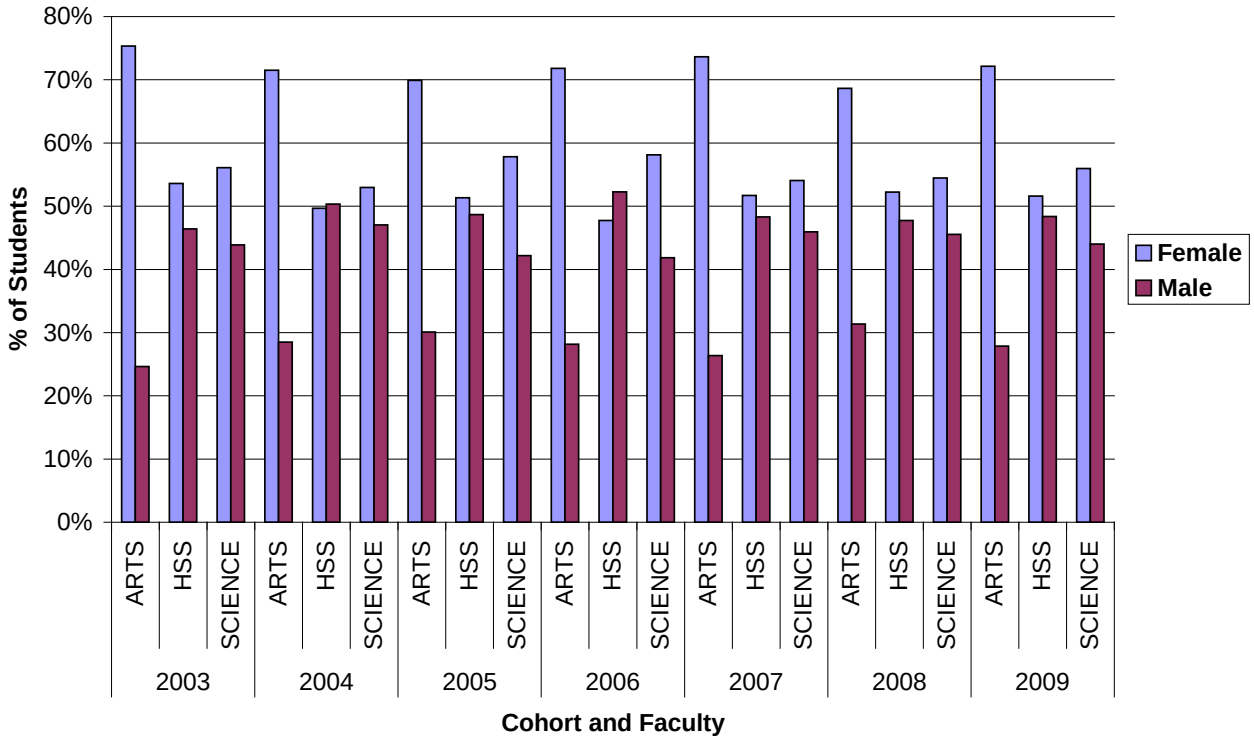

Fig. 5b: Percentage of entrants by gender, faculty and cohort, 2003-2009.

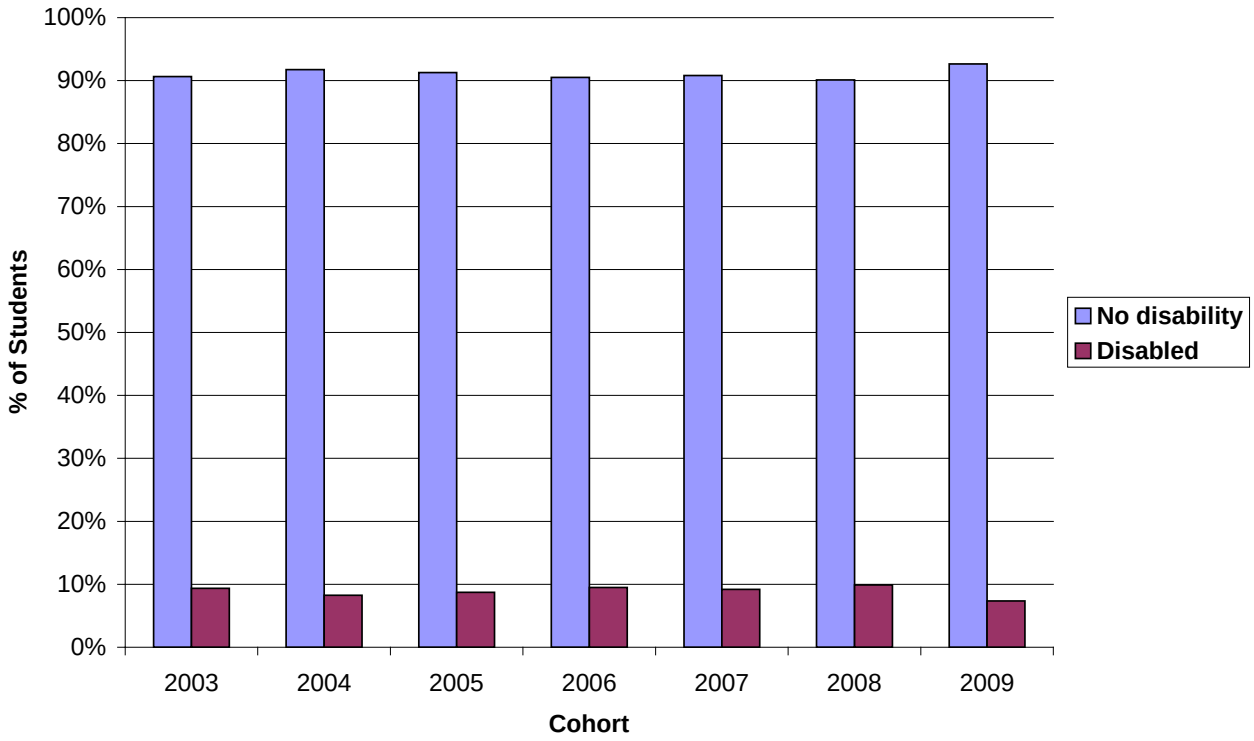

Fig. 6a: Percentage of students with a declared disability by cohort, 2003-2009.

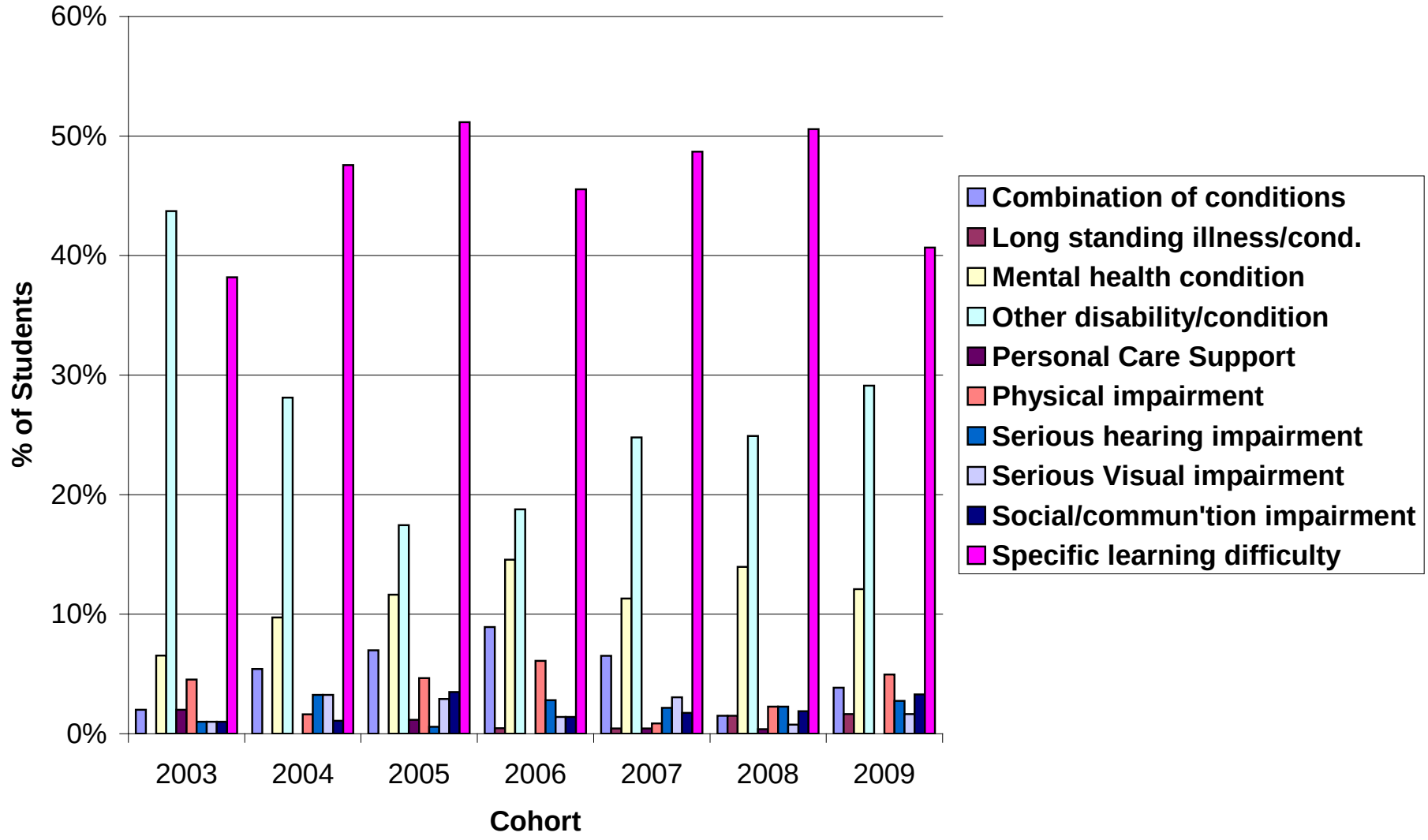

Fig. 6b: Percentage of entrants (as a percentage of those with a declared disability) by disability in cohorts 2003-2009.

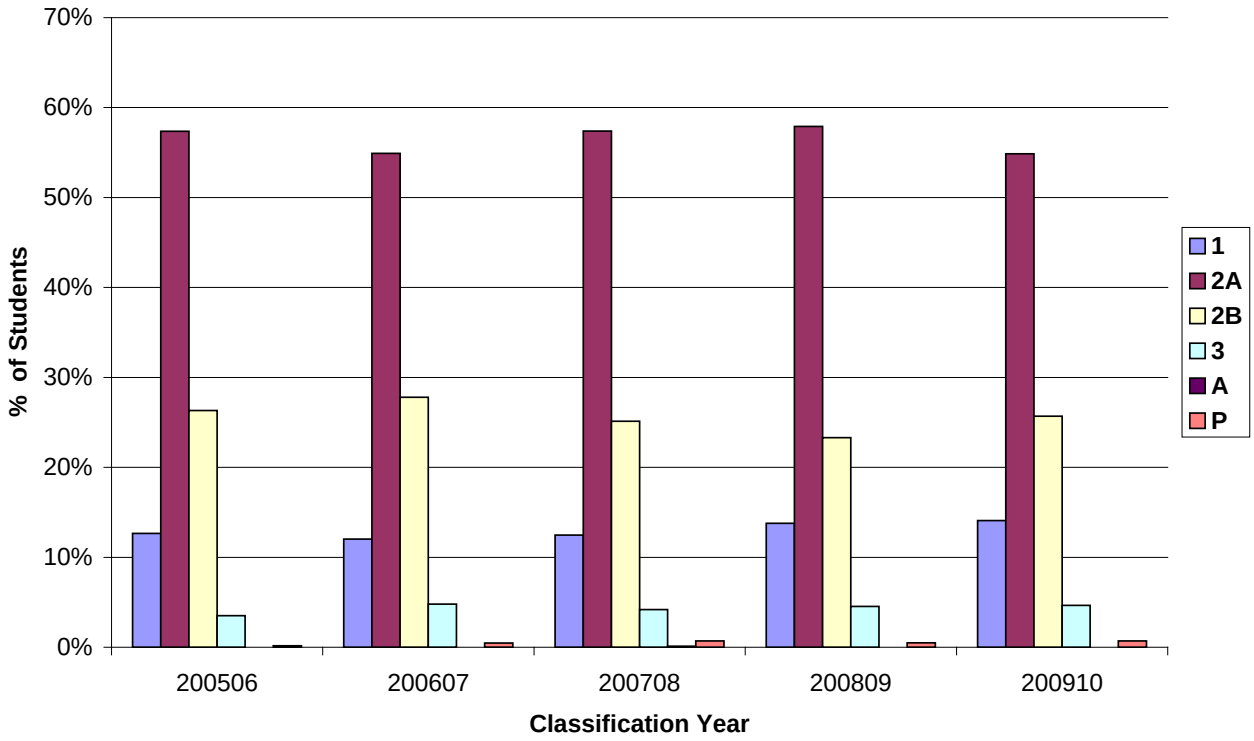

Fig. 7: Classification profiles for students completing their studies between 2006 and 2010.

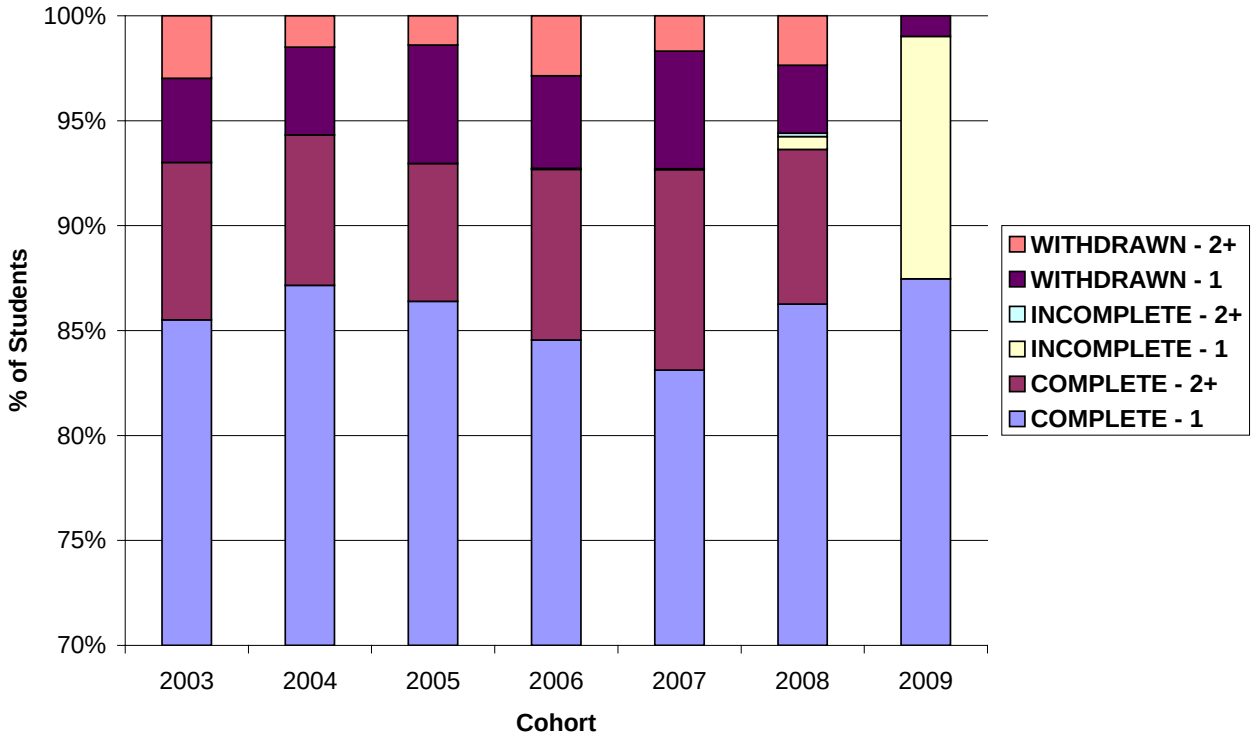

Fig. 8a: First-year progression rates by cohort. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

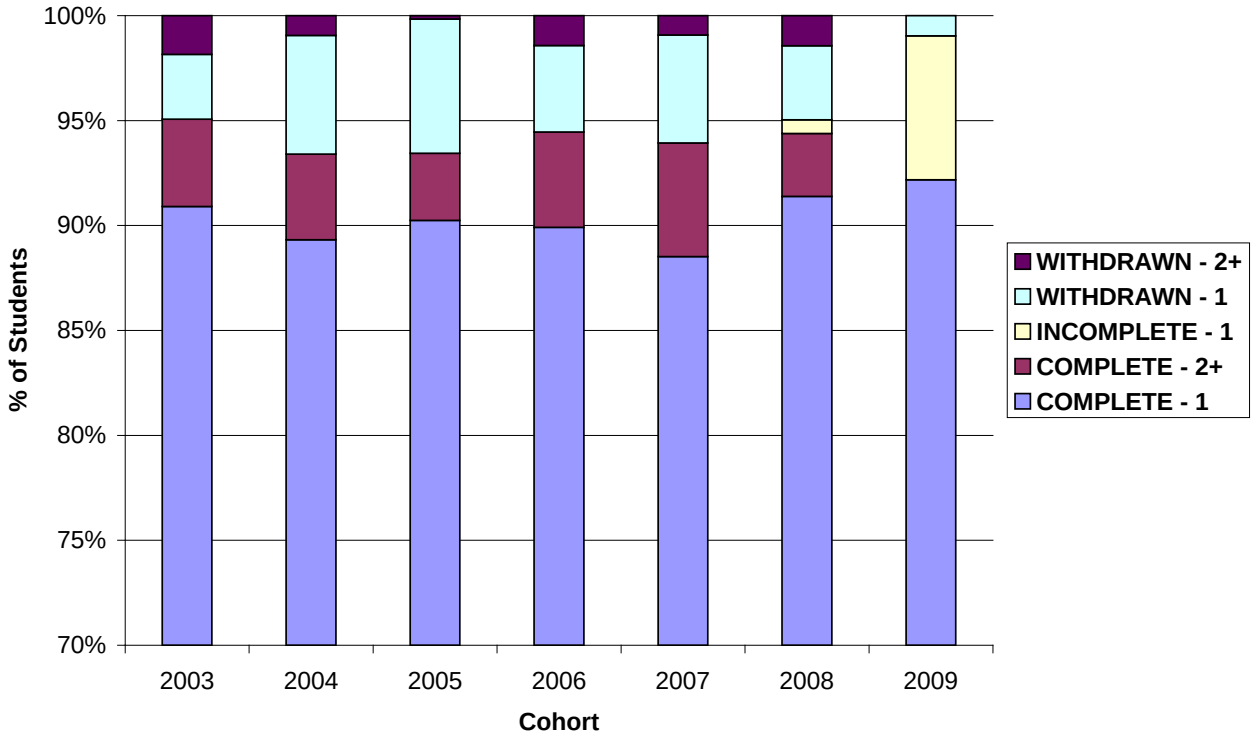

Fig. 8b: First-year progression rates by cohort ***for Faculty of Arts***. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

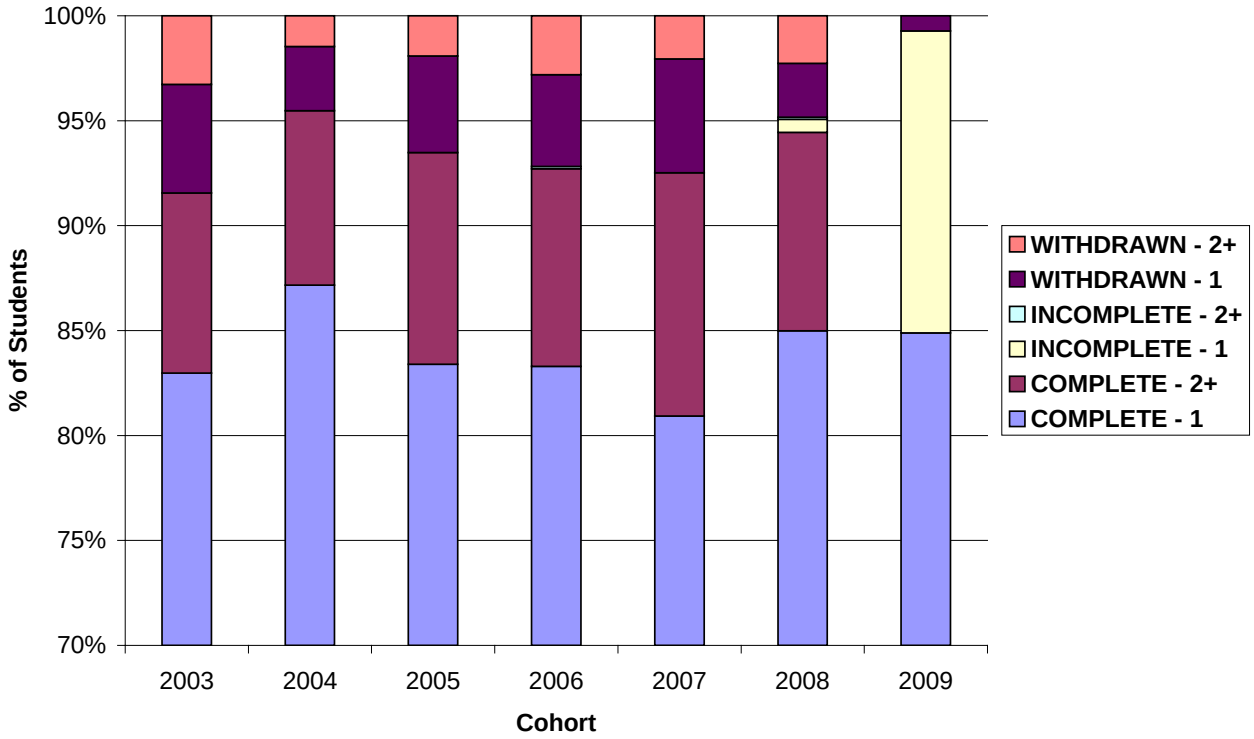

Fig. 8c: First-year progression rates by cohort ***for Faculty of HSS***. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

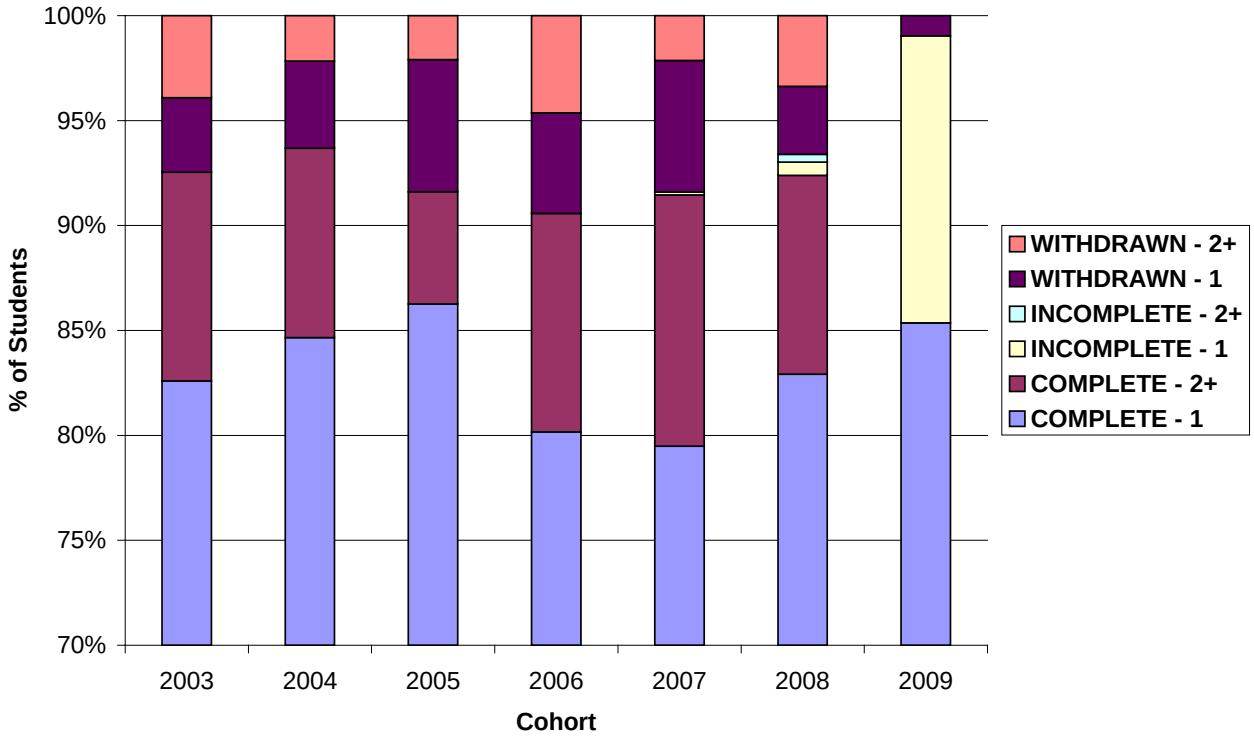

Fig. 8d: First-year progression rates by cohort ***for Faculty of Science***. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

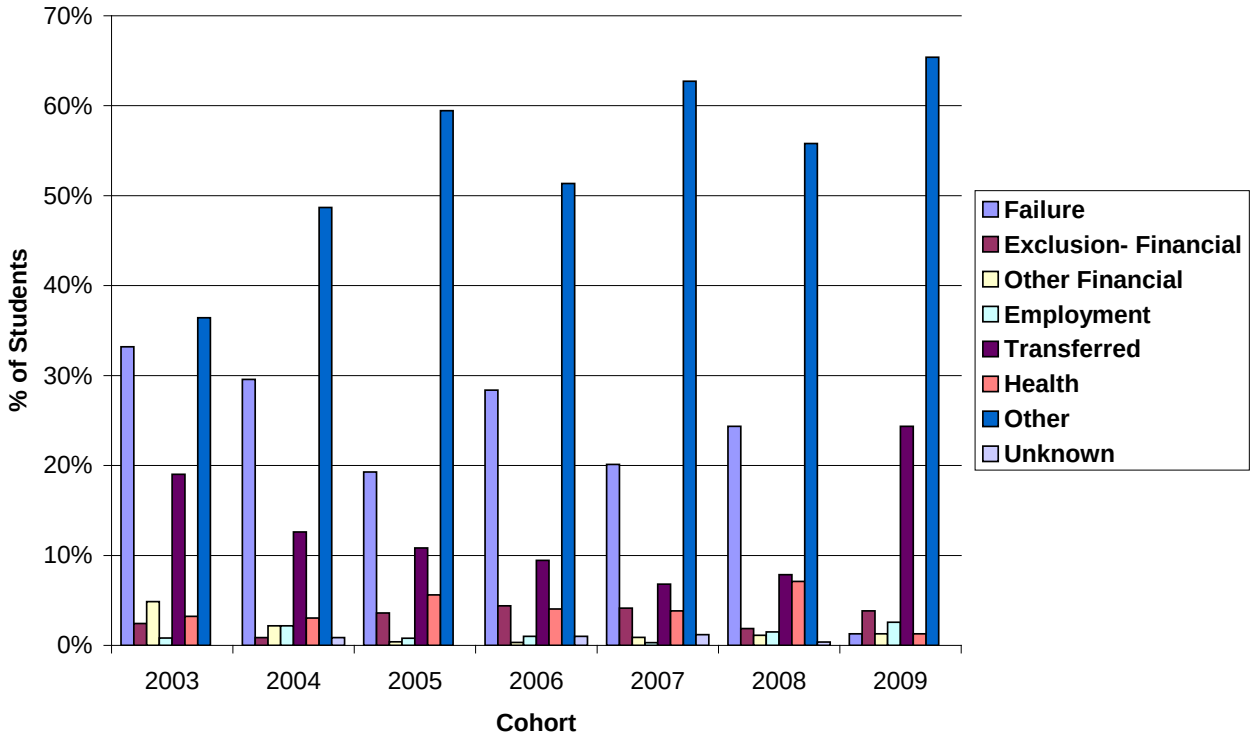

Fig. 9: Reasons for withdrawal (expressed as a percentage of students in the cohort who withdrew) for students entering between 2003 and 2009.

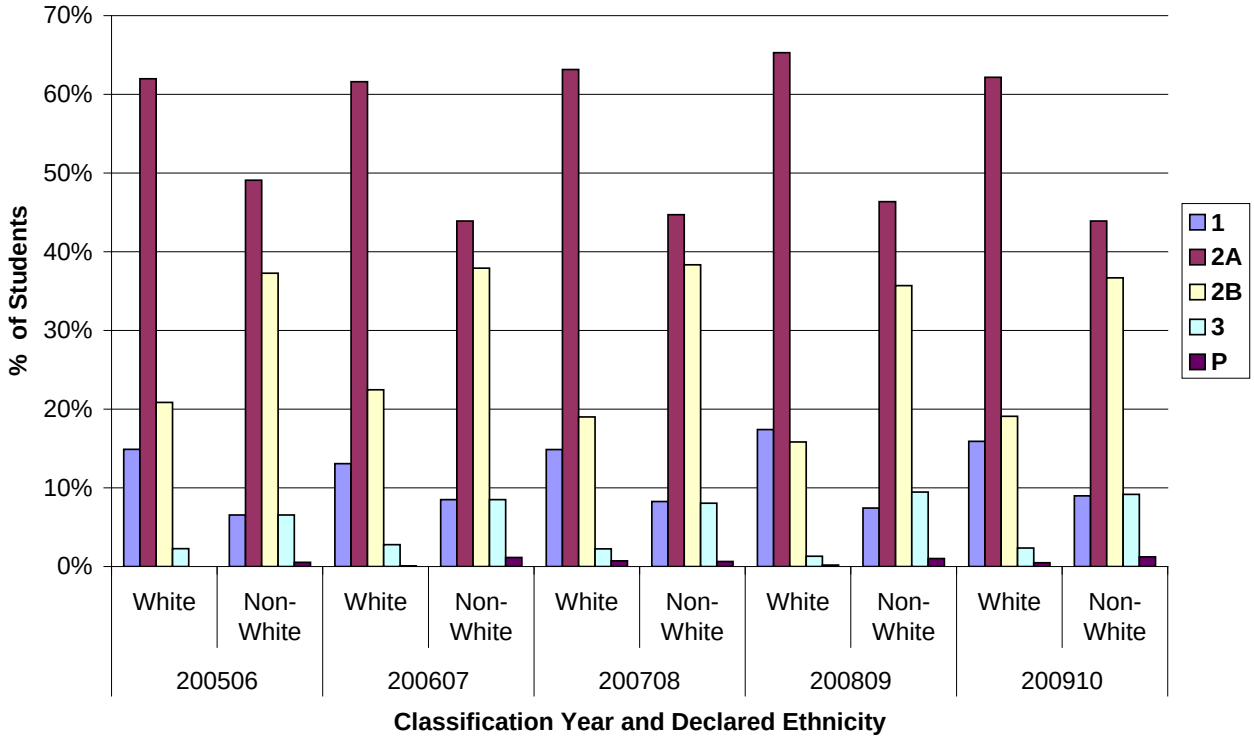

Fig. 10a: Classification profiles by year of completion, 2006-2010, and declared ethnicity. Students who failed to declare their ethnic origin are excluded.

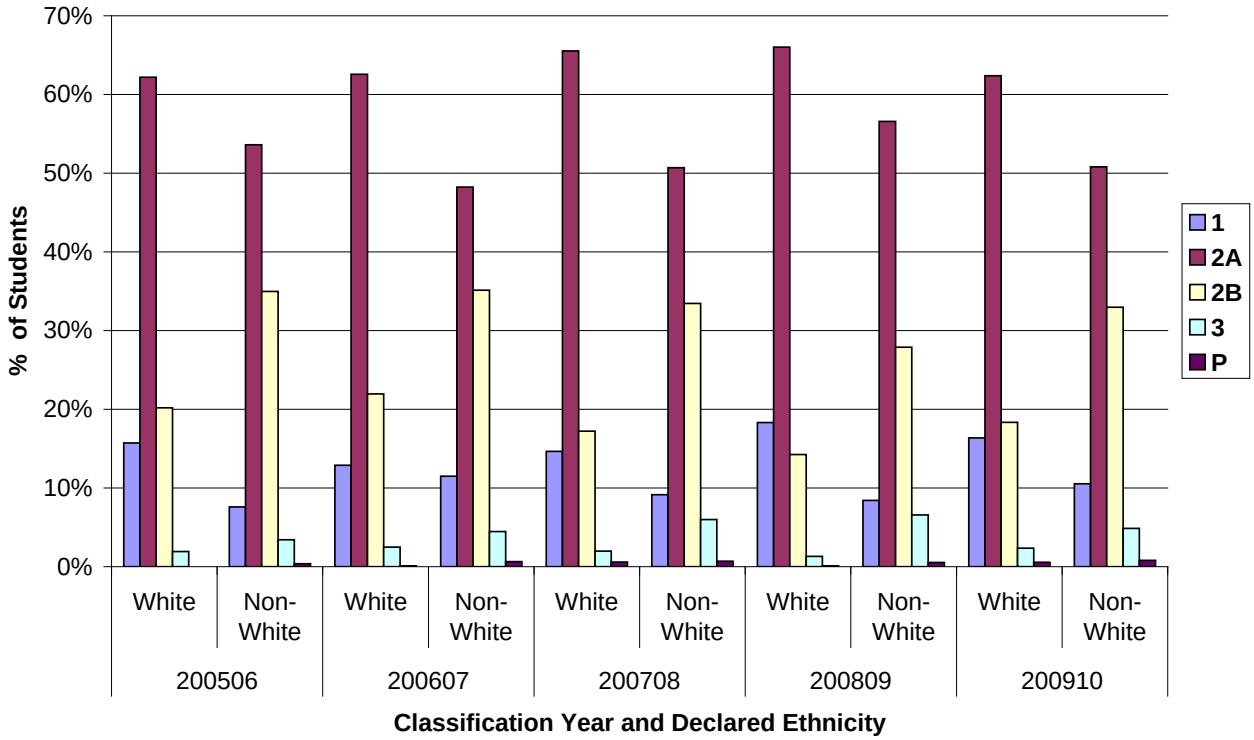

Fig. 10b: Classification profiles by year of completion, 2006-2010, and declared ethnicity for UK-domiciled students only. Students who failed to declare their ethnic origin are excluded.

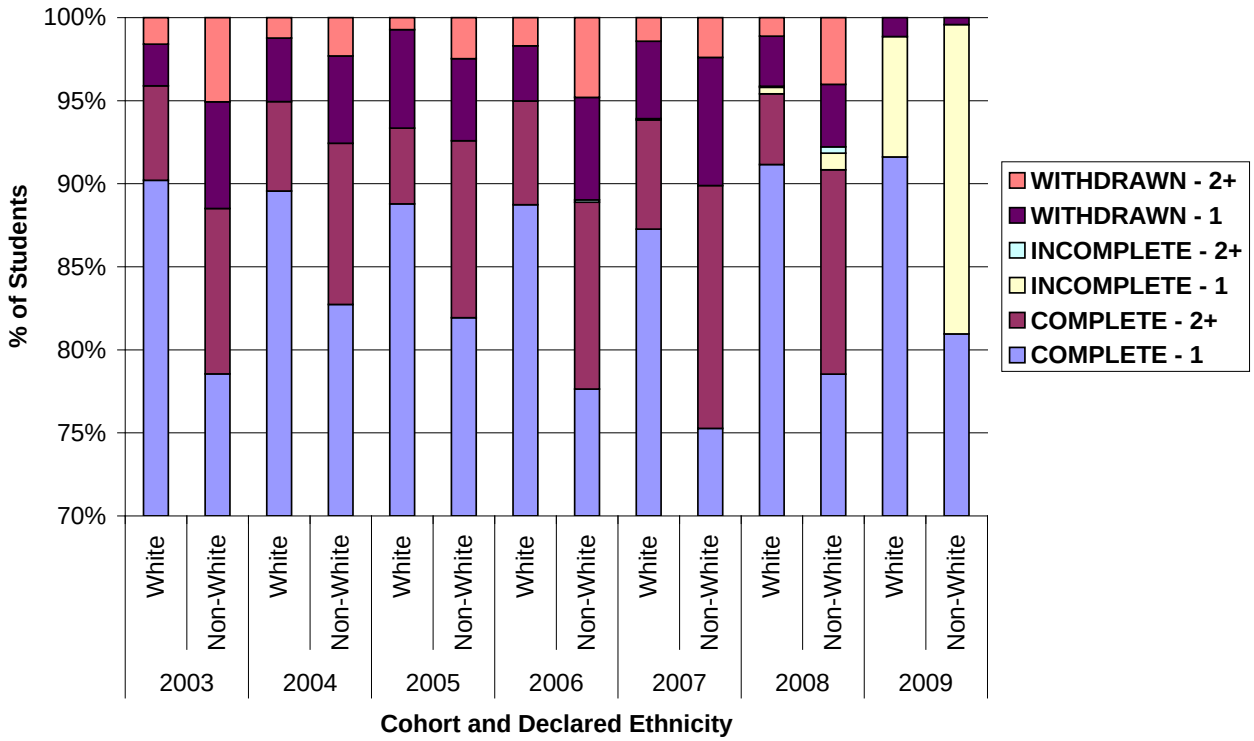

Fig. 11a: First-year progression rates by declared ethnicity and entry cohort, 2003-2010. Students who failed to declare their ethnic origin are excluded, as are students yet to make an attempt. Note break of scale on the y-axis.

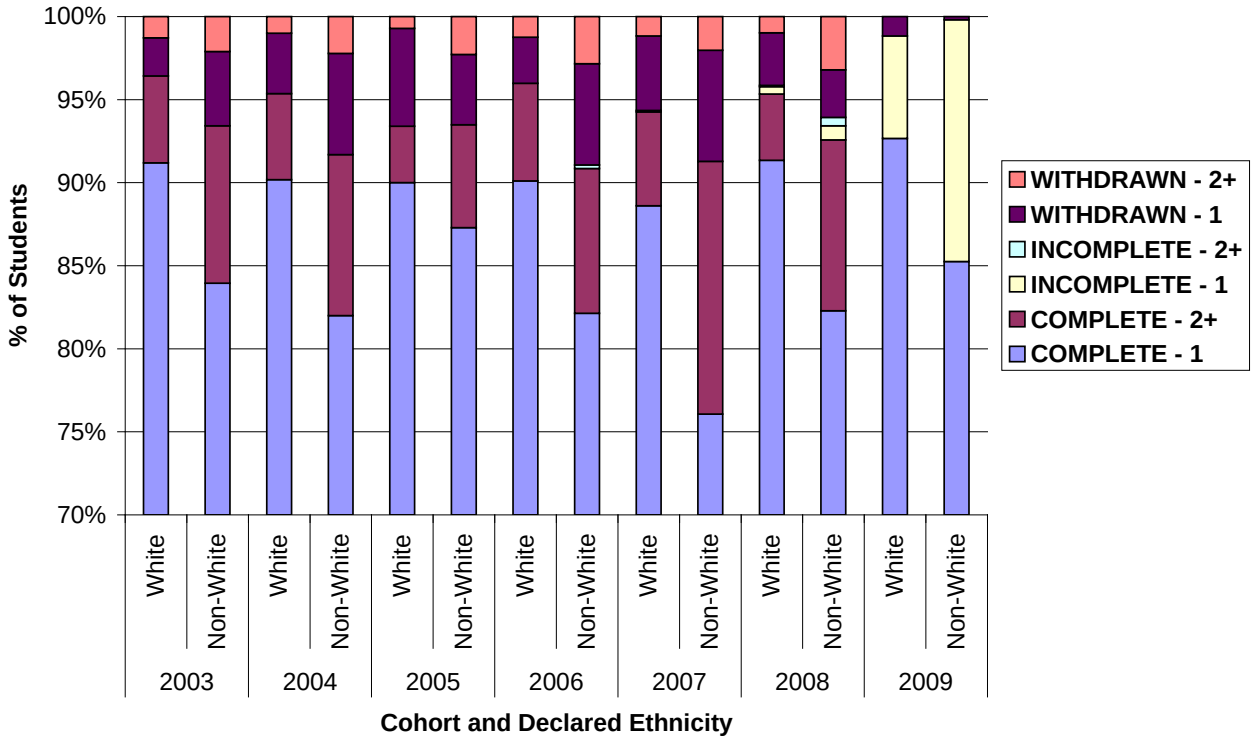

Fig. 11b: First-year progression rates by declared ethnicity and entry cohort, 2003-2010 for UK-domiciled students. Students who failed to declare their ethnic origin are excluded, as are students yet to make an attempt. Note break of scale on the y-axis.

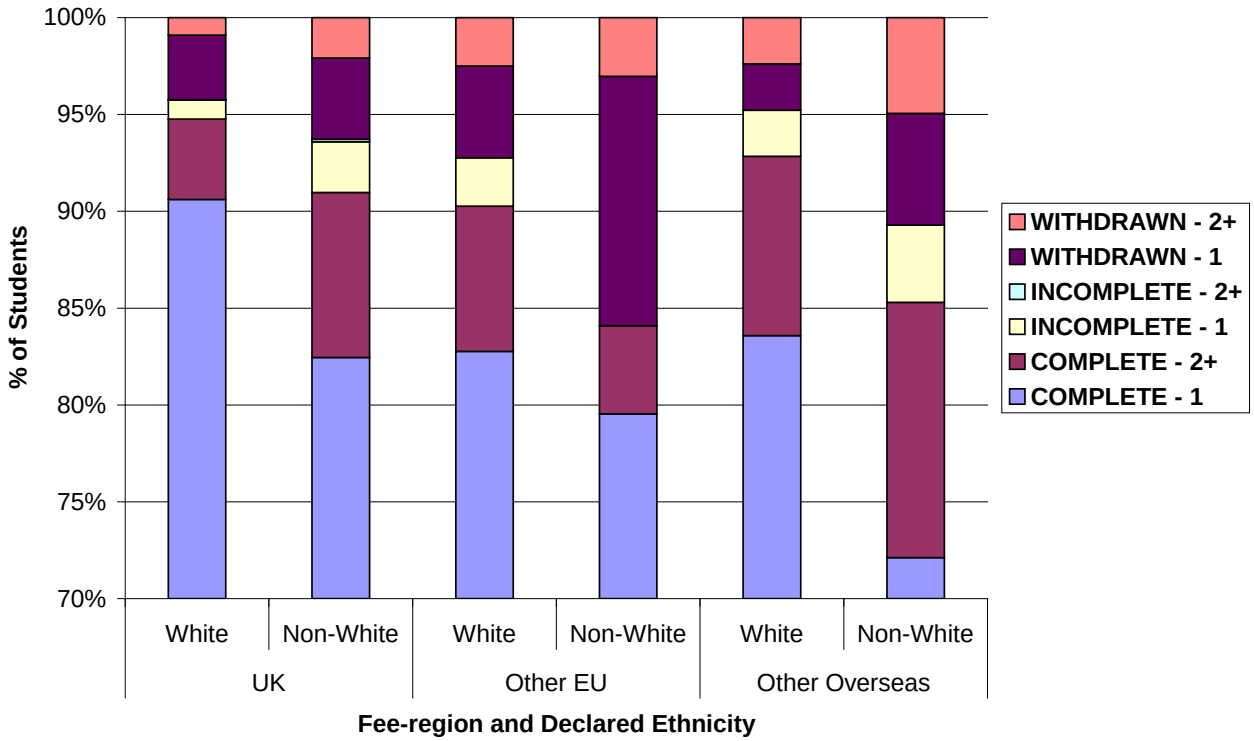

Fig. 11c: First-year progression rates by fee-region and declared ethnicity for cohorts 2003-2010 combined. Students who failed to declare their ethnic origin are excluded, as are students yet to make an attempt. Note break of scale on the y-axis.

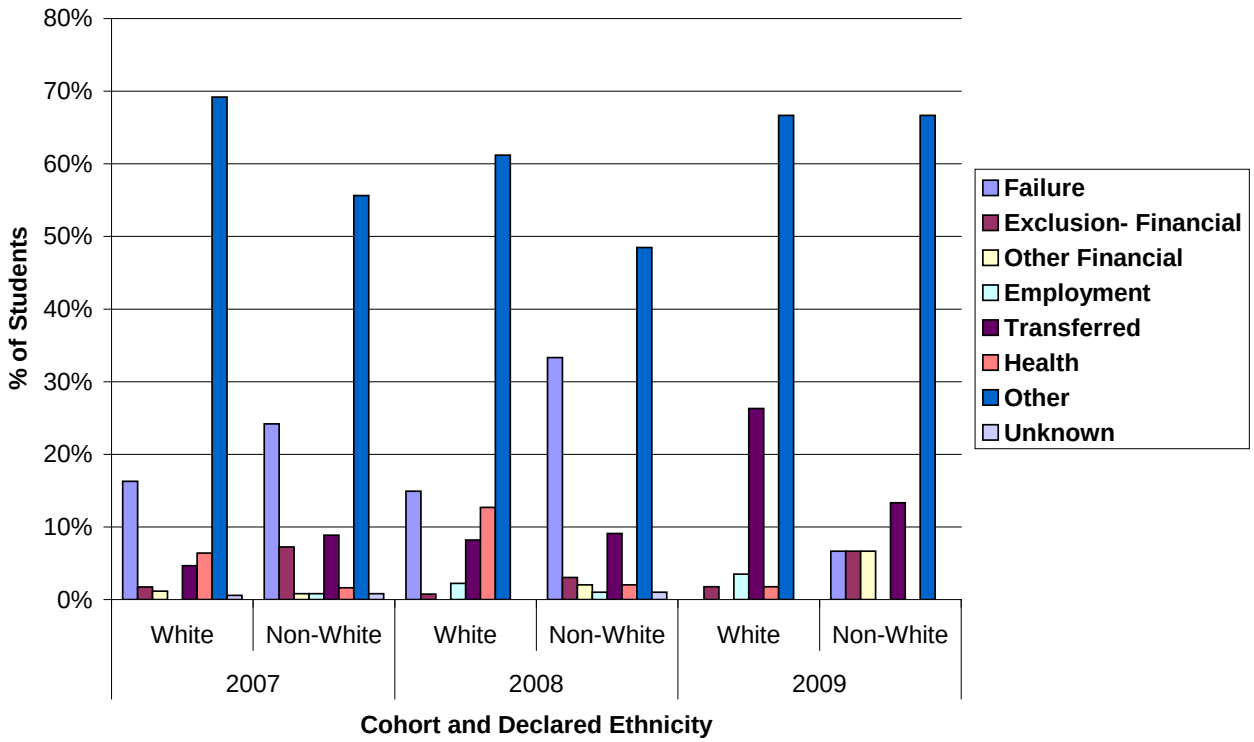

Fig. 12a: Reasons for withdrawal (expressed as a percentage of students in the cohort who withdrew) by declared ethnic origin for students entering between 2007 and 2009. Students who failed to declare their ethnicity are excluded.

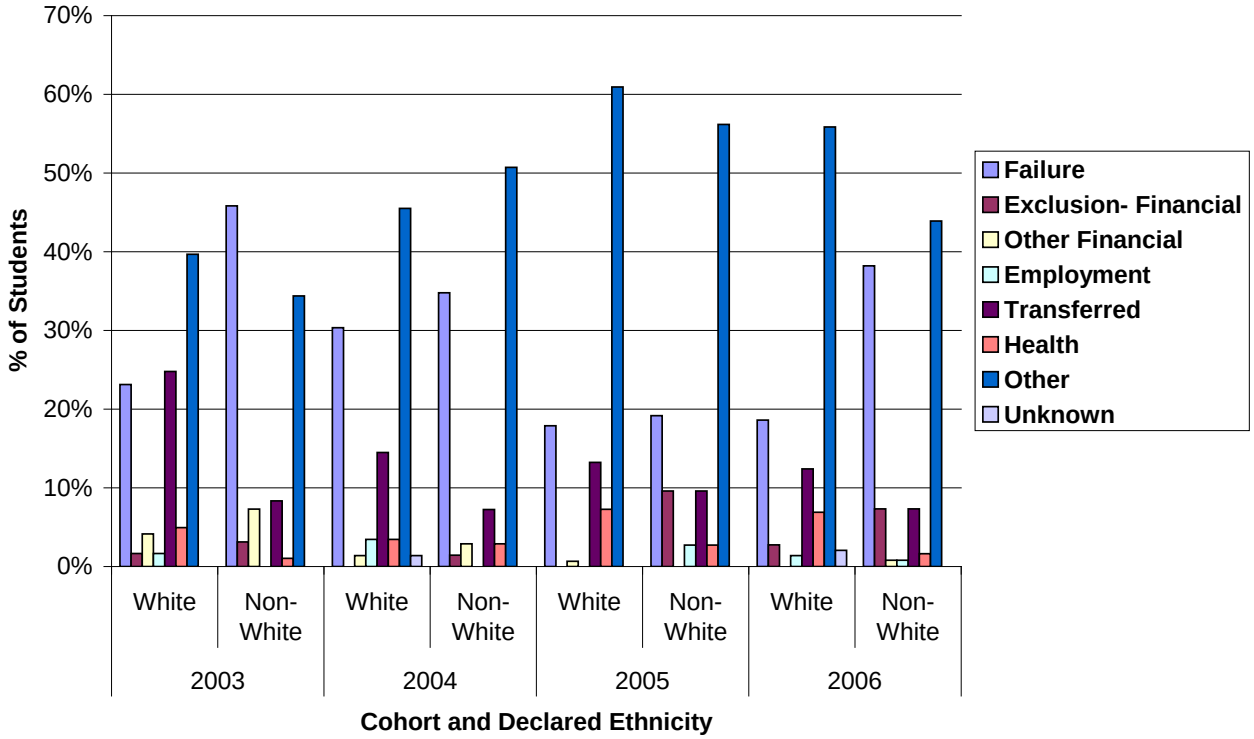

Fig. 12b: Reasons for withdrawal (expressed as a percentage of students in the cohort who withdrew) by declared ethnic origin for students entering between 2003 and 2006. Students who failed to declare their ethnicity are excluded.

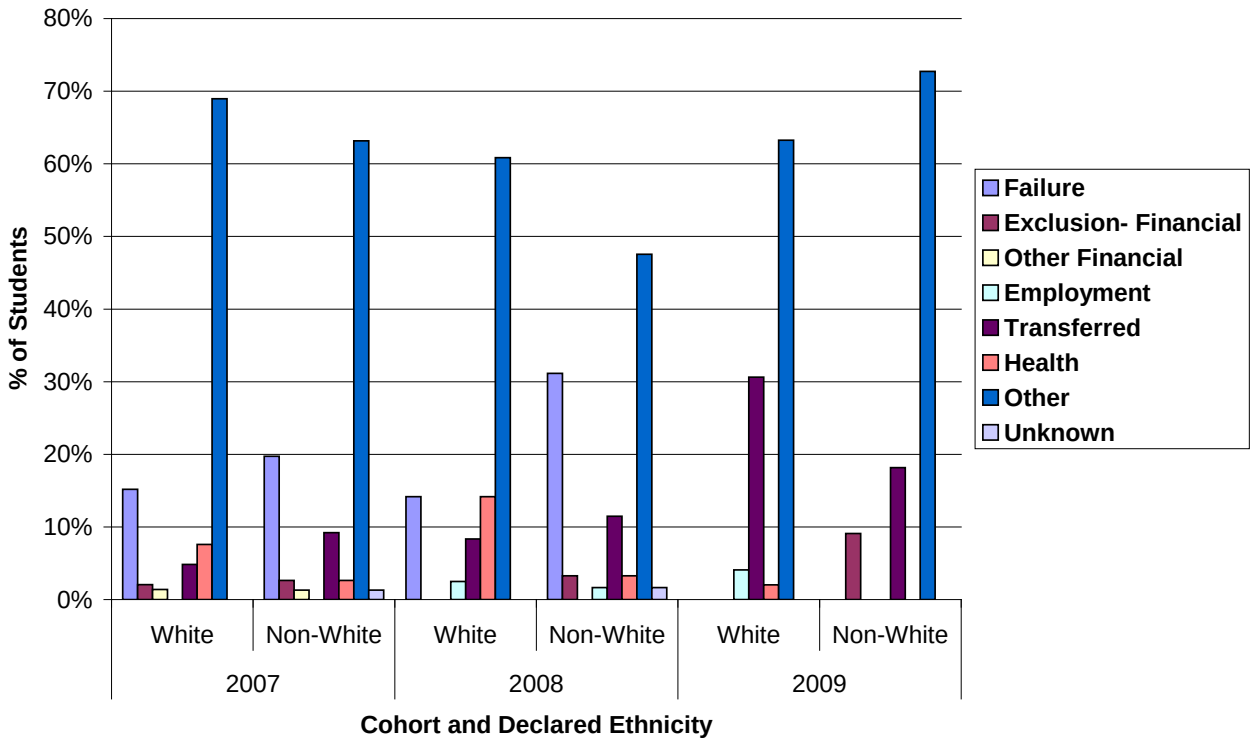

Fig. 12c: Reasons for withdrawal (expressed as a percentage of students in the cohort who withdrew) by declared ethnic origin for UK-domiciled students entering between 2007 and 2009. Students who failed to declare their ethnicity are excluded.

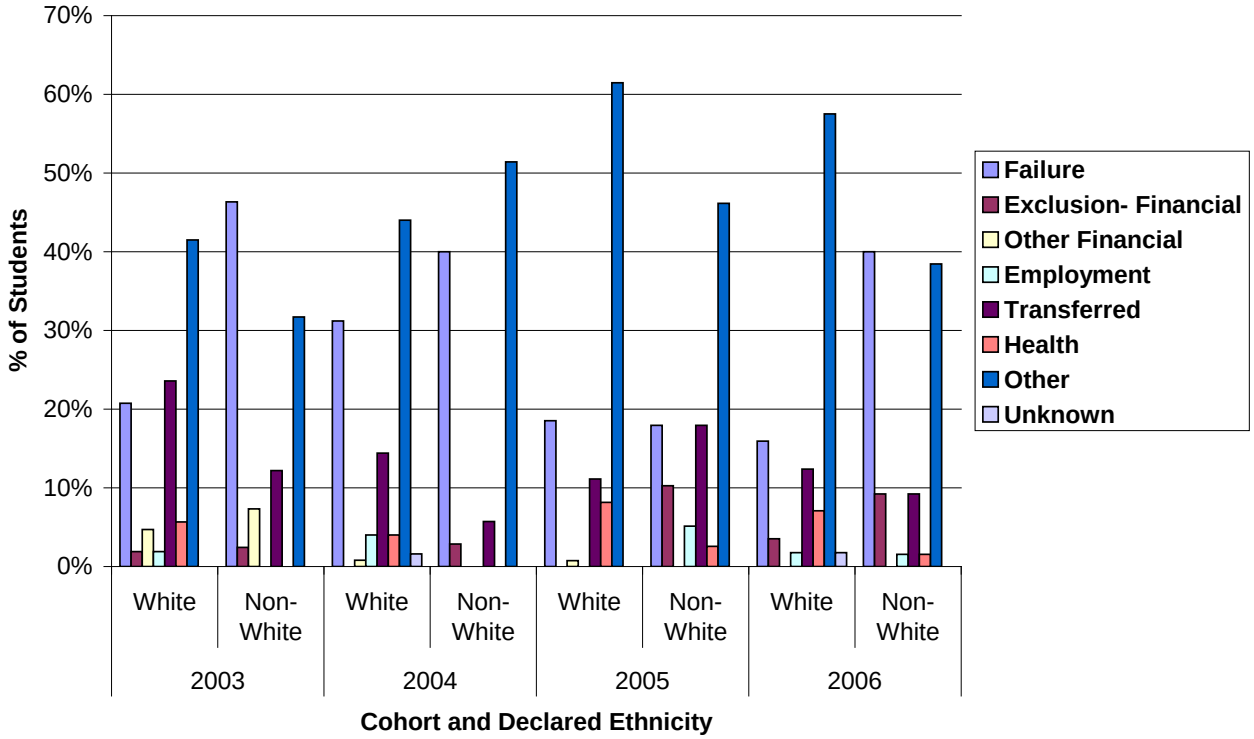

Fig. 12d: Reasons for withdrawal (expressed as a percentage of students in the cohort who withdrew) by declared ethnic origin for UK-domiciled students entering between 2003 and 2006. Students who failed to declare their ethnicity are excluded.

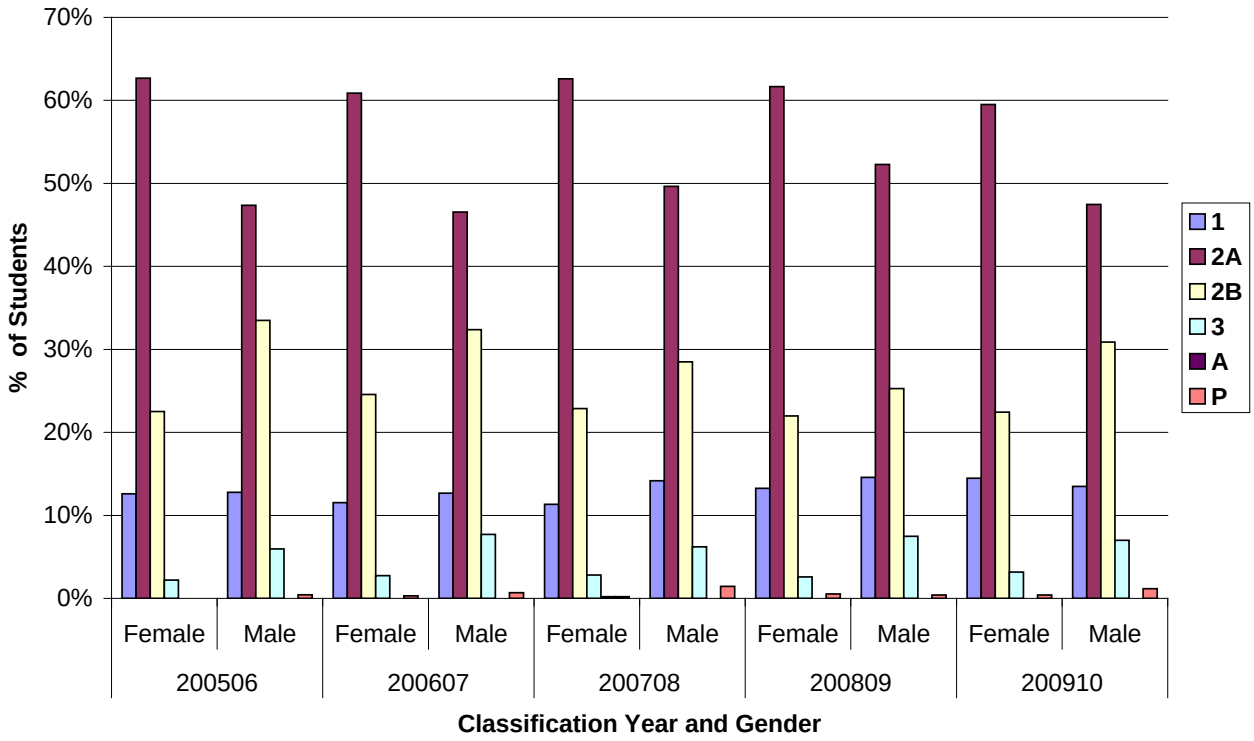

Fig. 13: Classification profiles by gender and classification year.

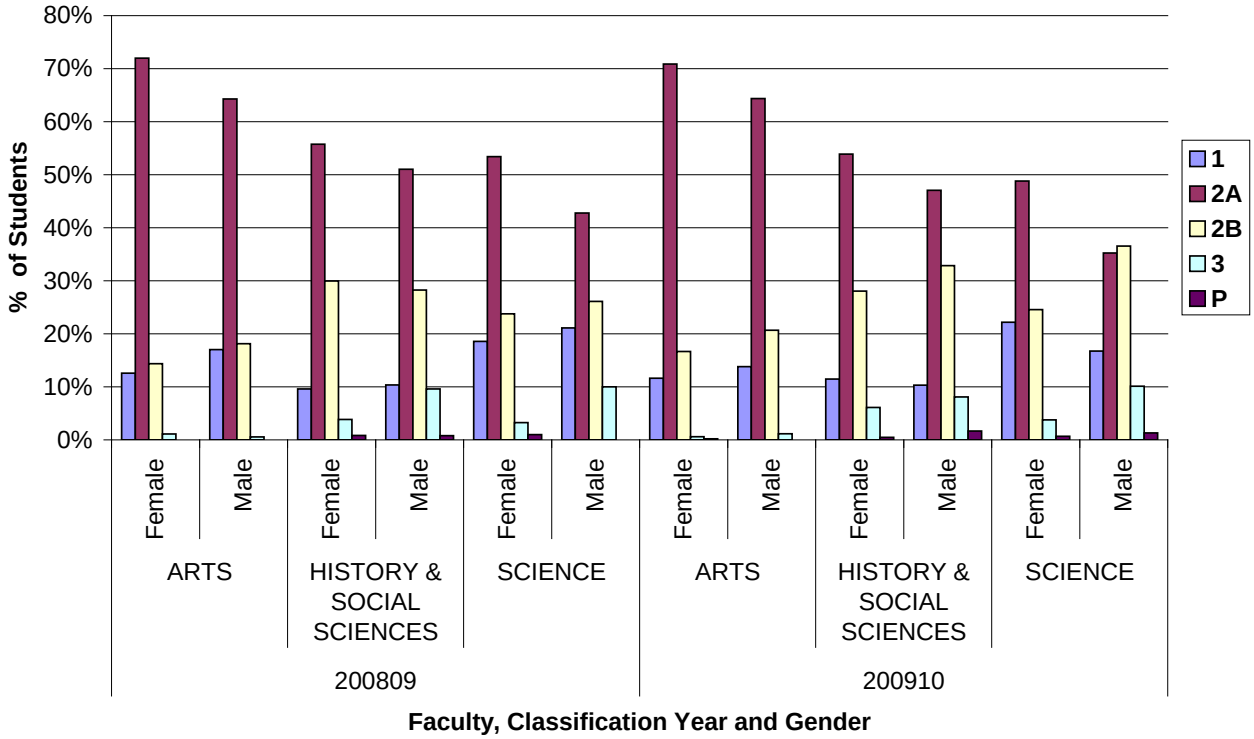

Fig. 14: Classification profiles by gender and faculty for students completing in 2009 and 2010.

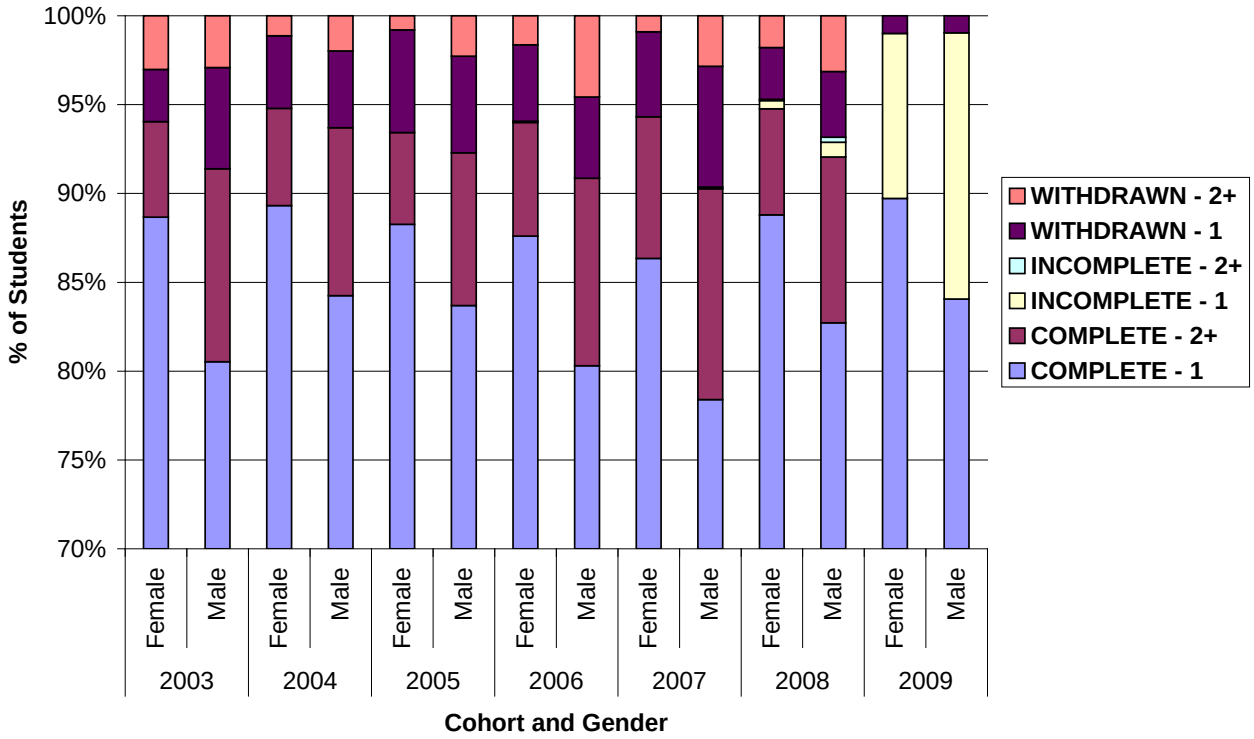

Fig. 15: First-year progression by gender and cohort, 2003-2009. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

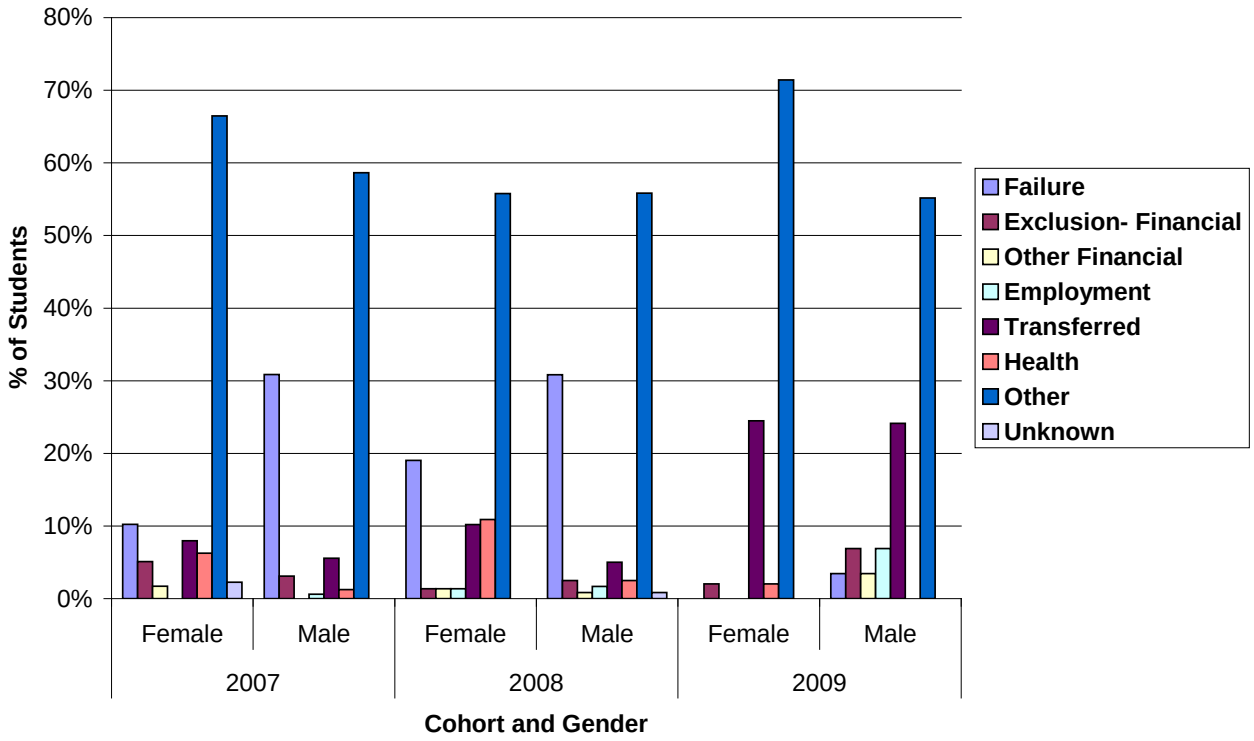

Fig. 16a: Reasons for withdrawal (expressed as a percentage of students in that cohort who withdrew) by gender and cohort, 2007-2009.

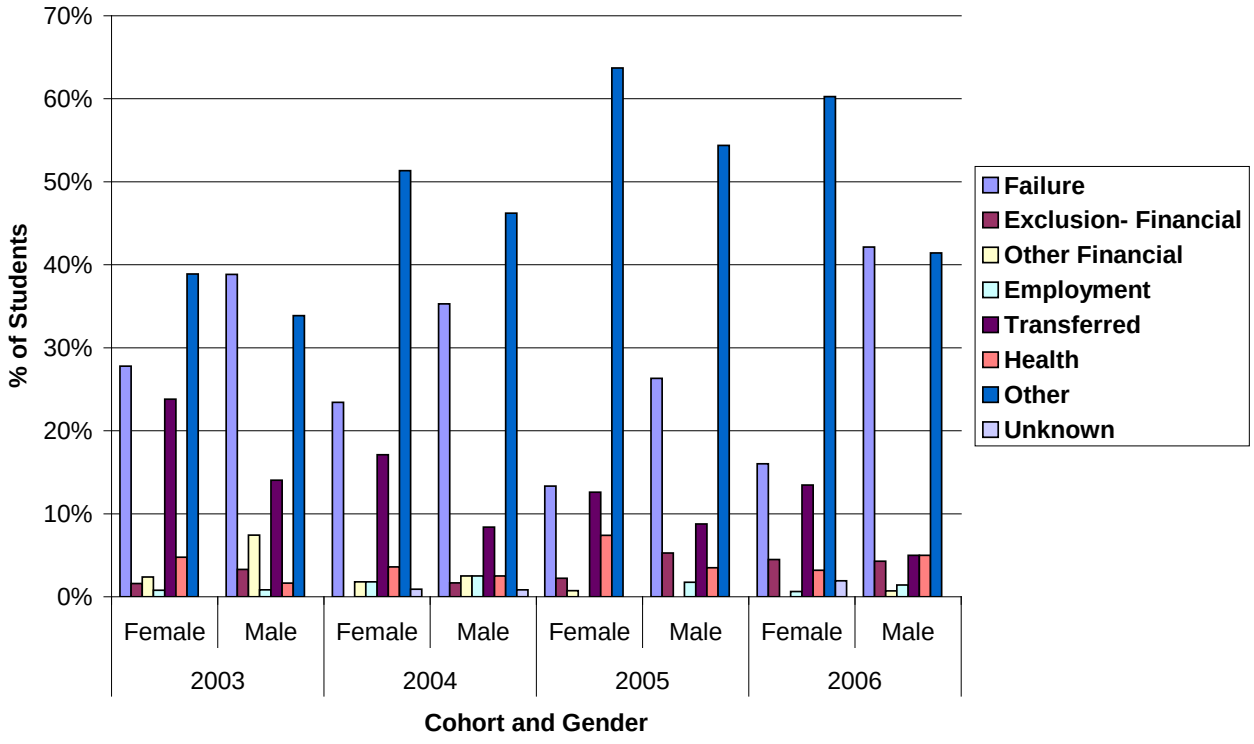

Fig. 16b: Reasons for withdrawal (expressed as a percentage of students in that cohort who withdrew) by gender and cohort, 2003-2006.

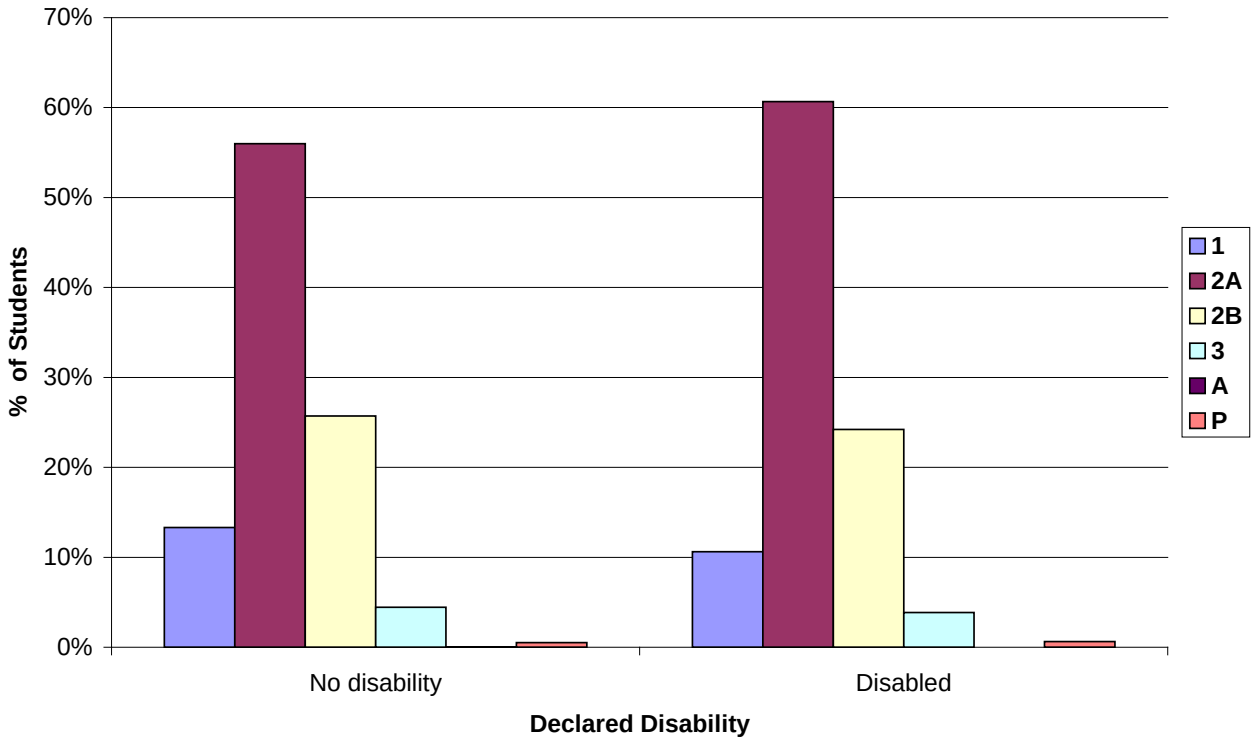

Fig. 17: Classification profiles for disabled and non-disabled students who completed their studies between 2006 and 2010.

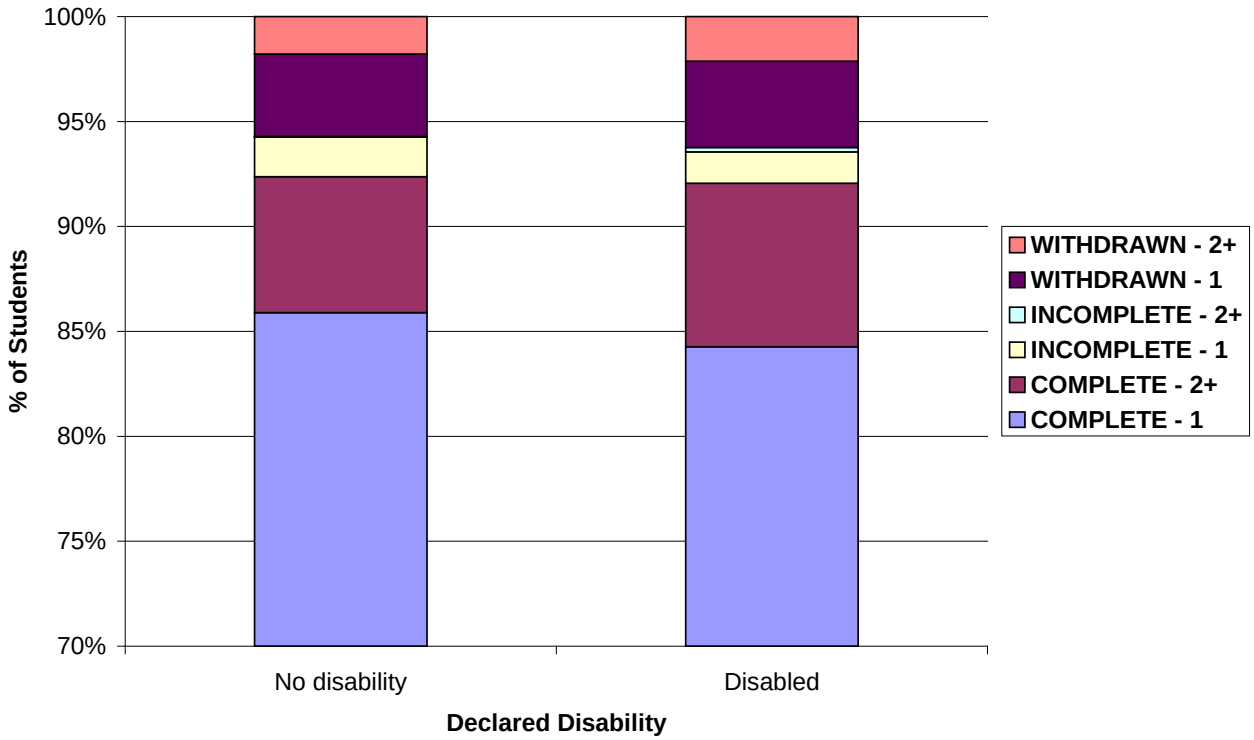

Fig. 18: First-year progression of disabled and non-disabled students in cohorts 2003-2009 combined. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

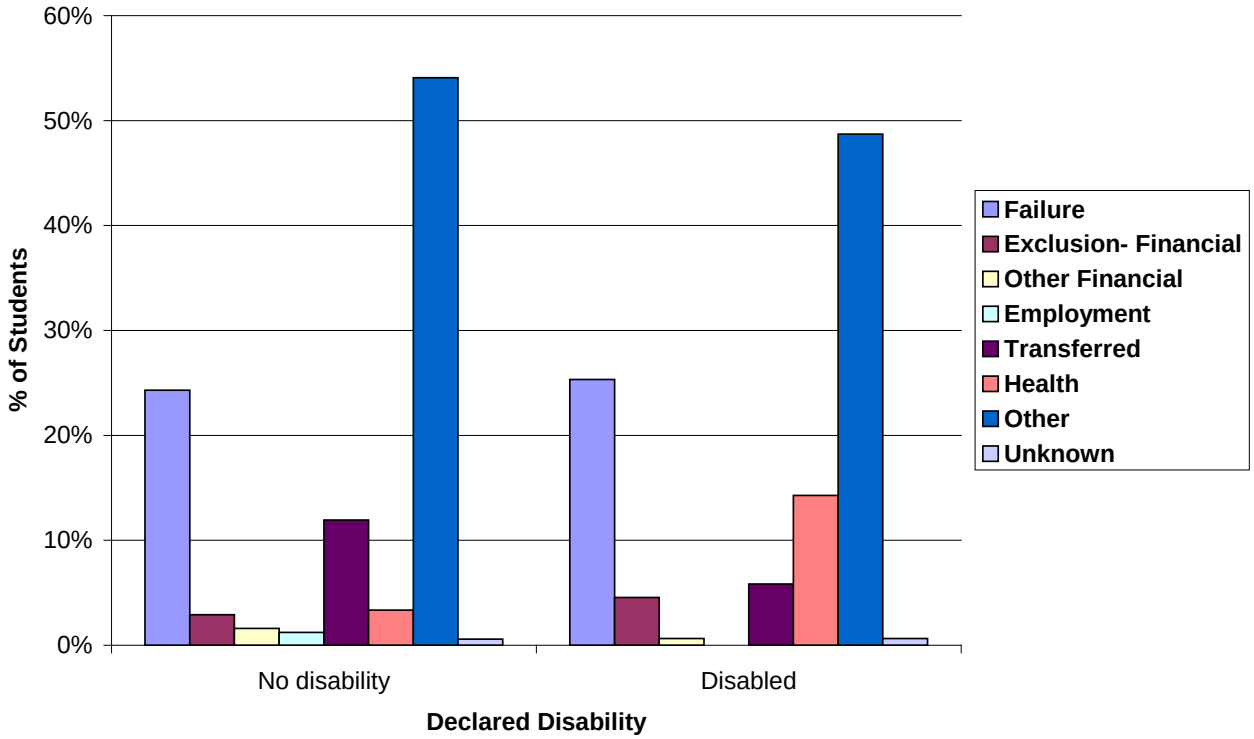

Fig. 19: Reasons for withdrawal (expressed as a percentage of the total number of students who withdrew) for disabled and non-disabled students in cohorts 2003-2009 combined.

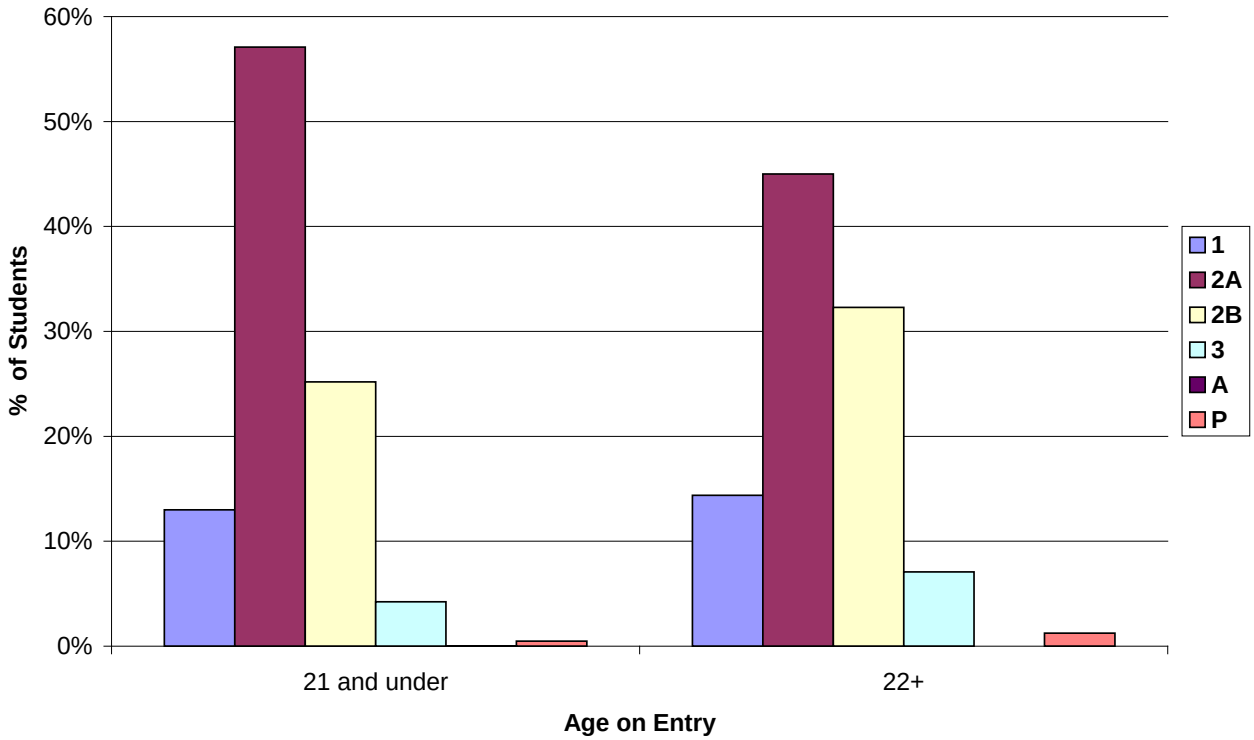

Fig. 20: Classification profiles for mature and non-mature entrants comparing all students who completed their studies between 2006 and 2010.

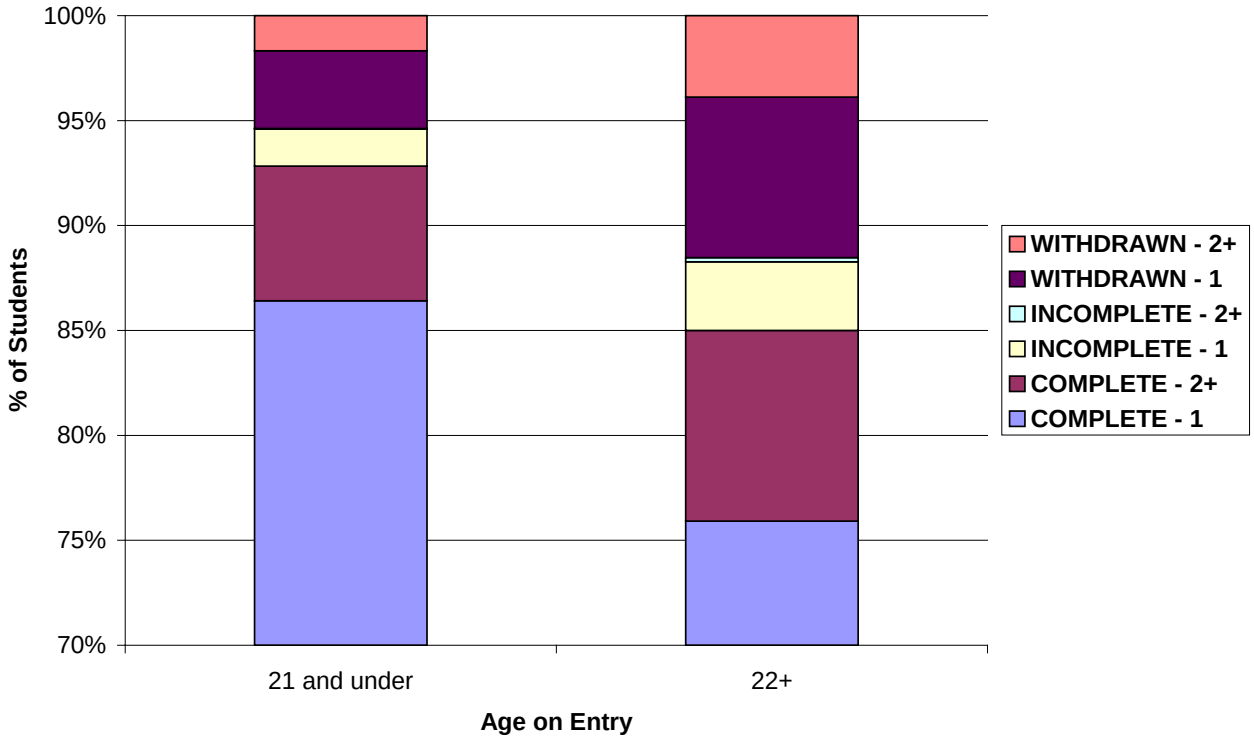

Fig. 21: First-year progression rates of mature and non-mature entrants from cohorts 2003-2009. Students yet to make an attempt are excluded. Note break of scale on the y-axis.

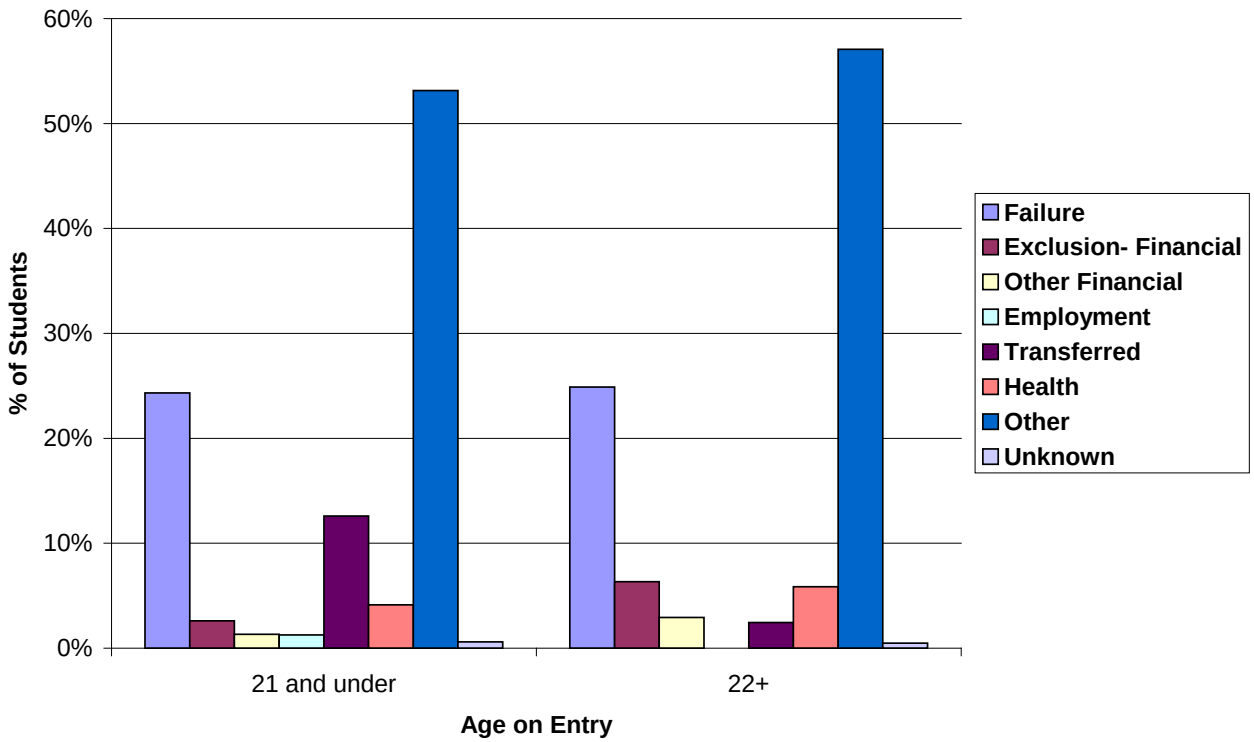

Fig. 22: Reasons for withdrawal (expressed as a percentage of the total number of students who withdrew) for mature and non-mature entrants in cohorts 2003-2009 combined.

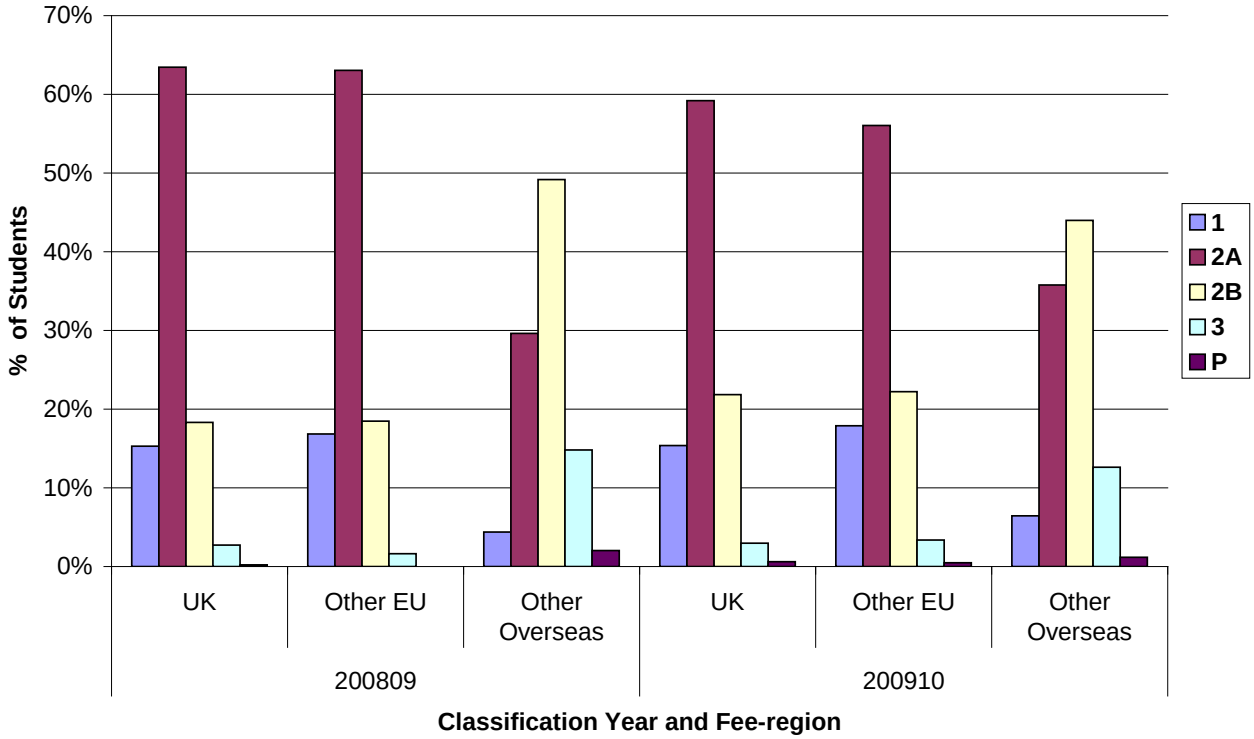

Fig. 23a: Classification profiles by fee-region for students completing their studies in 2009 and 2010.

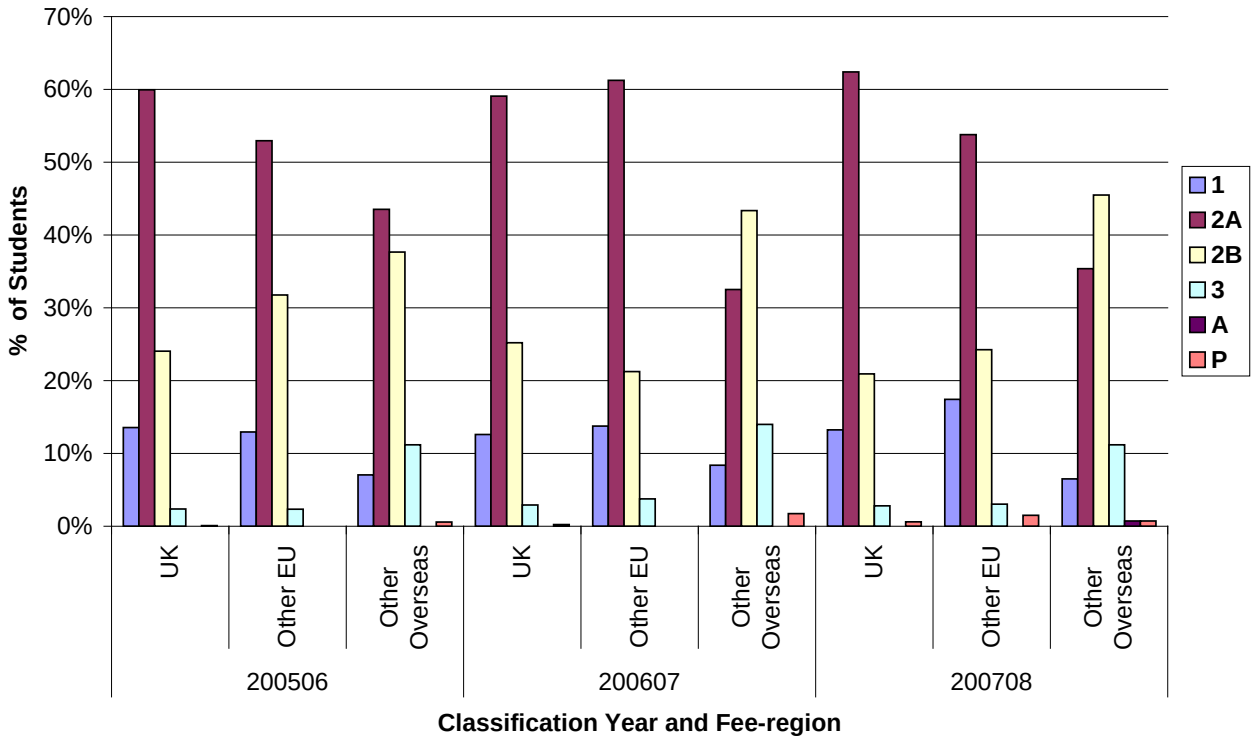

Fig. 23b: Classification profiles by fee-region for students completing their studies in 2006 to 2008.

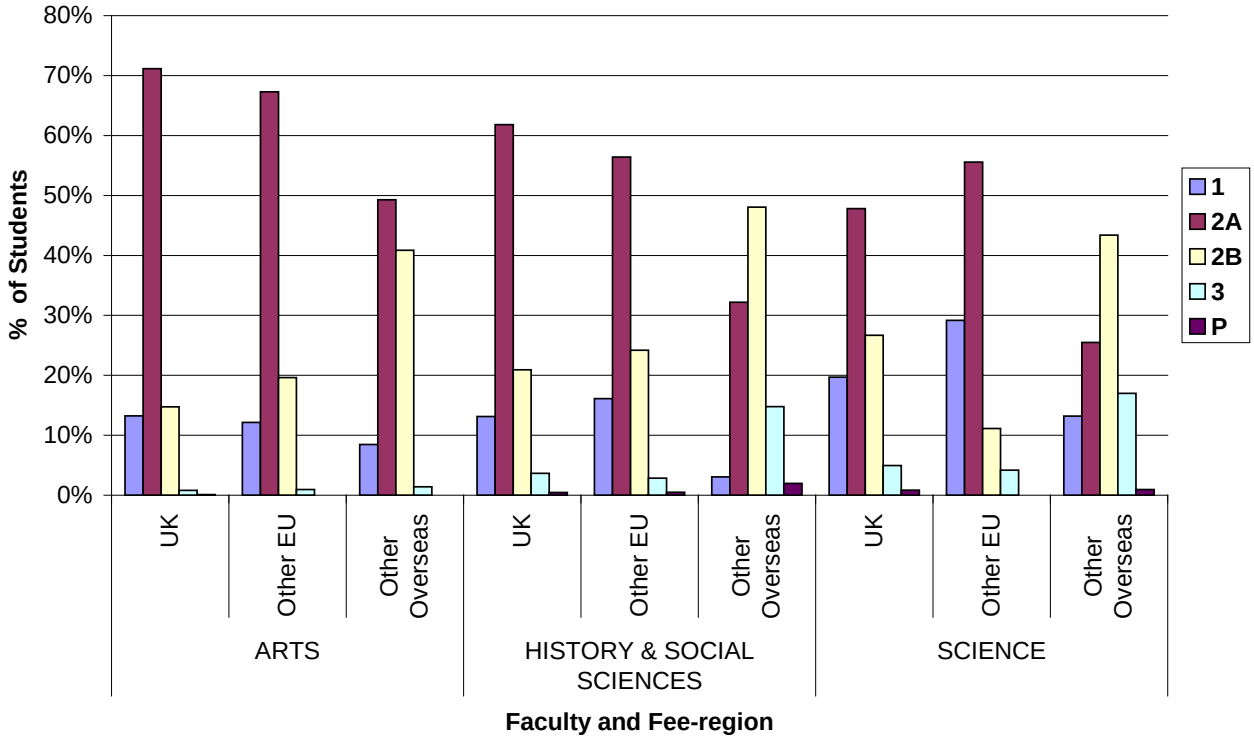

Fig. 24: Classification profiles by faculty and fee-region for students completing in 2009 and 2010 combined.

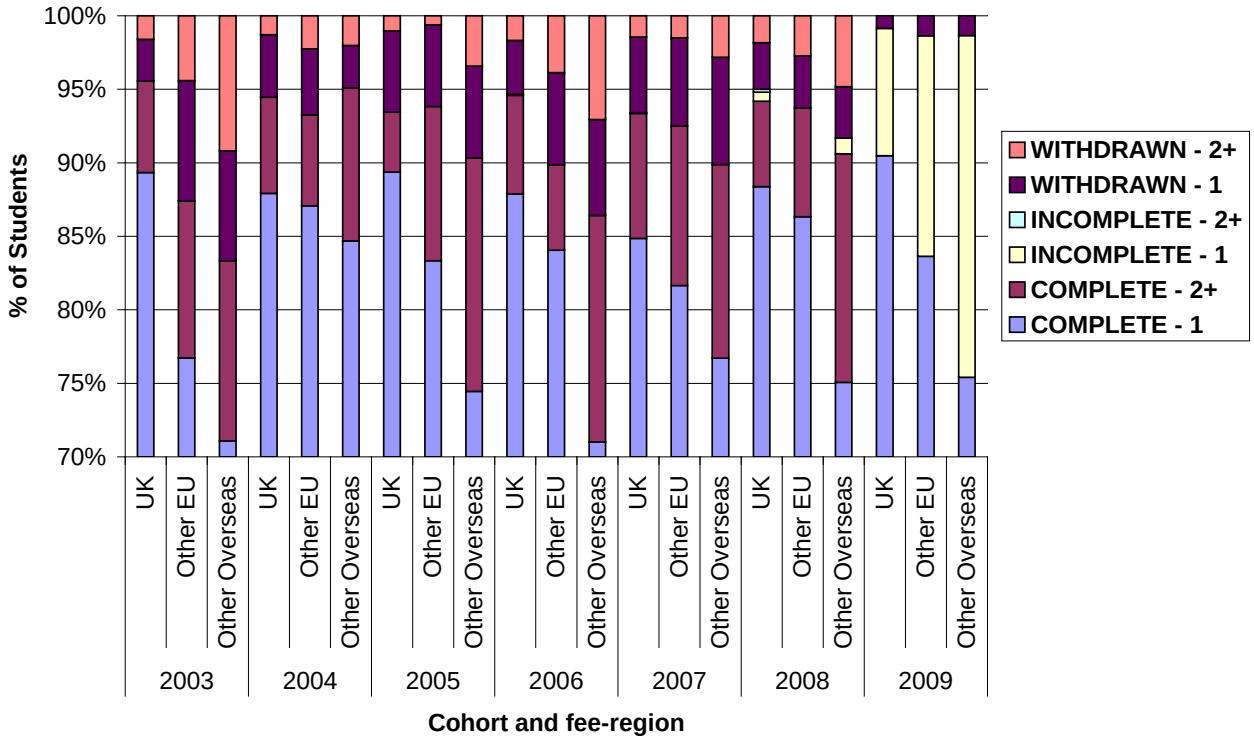

Fig. 25: First-year progression rates by cohort and fee-region. Students yet to make an attempt are excluded. Note break of scale on y-axis.

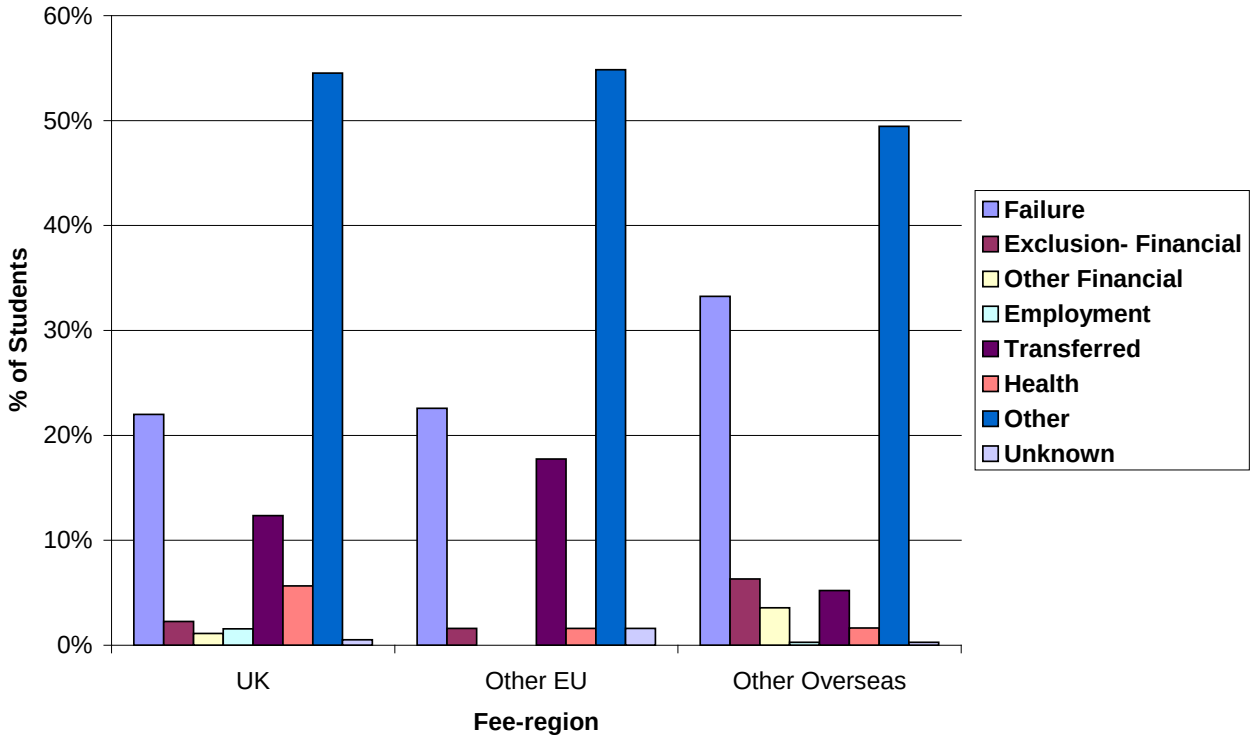

Fig. 26: Reasons for withdrawal (expressed as a percentage of students who withdrew) by fee-region for cohorts 2003-2009 combined.