Attracting diversity in Student Recruitment

Mission statement:
Through better understanding of the factors which drive UK undergraduate students to make gendered degree choices, our aim is to reduce gender-specific barriers and create a welcoming and inclusive institution where all students can make the course choices which benefit them most, regardless of their sex, background, or any other equality related factor.

Research:
Subject areas with more than 75% applications from one gender:
- Computer Sciences (86% male)
- Engineering (79% male)
- Subjects allied to Medicine (78% female)
- Veterinary Sciences, Agriculture and related (79% female)
- Technologies (89% female)

Applications by degree programme 2016

<table>
<thead>
<tr>
<th>Subject</th>
<th>Applications</th>
<th>Offer rate</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>89% male</td>
<td>2% higher for male applicants</td>
<td>81% male</td>
</tr>
<tr>
<td>Veterinary Medicine (undergraduate intake only)</td>
<td>81% female</td>
<td>considerably higher for female applicants</td>
<td>88% female</td>
</tr>
<tr>
<td>Primary Education (all 6 degree programmes)</td>
<td>89% female</td>
<td>equal for male and female applicants</td>
<td>90% female</td>
</tr>
<tr>
<td>History of Art</td>
<td>86% female</td>
<td>slightly higher for male applicants (3%)</td>
<td>86% female</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>97% female</td>
<td>4% higher for female applicants</td>
<td>93% female</td>
</tr>
<tr>
<td>Performance Costume</td>
<td>98% female</td>
<td>not relevant (so low male applications that a single offer to a male applicant makes offer rate much higher than for female applicants)</td>
<td>90% female (1 male student)</td>
</tr>
</tbody>
</table>

Degree programmes chosen for further investigation (data from 2015 cycle)

- Computer Science:
  - Applications from female students up from 9% to 14%, but stuck for past three years
  - Offer rates over past 5 years generally a little higher for women
  - Lots of female role models and support for female students in the department
  - Personal tutor “families” ensure all students have access to a same-sex tutor who they already know
  - Female students take a leading role as class reps and in clubs and organisations
  - Outreach effective but cannot extend far due to resource and distance constraints

- Art and Design programmes, possible actions:
  - Male only workshops to introduce range of Art and Design subjects
  - Using students and others to take information about the range of possible Art and Design subjects (and where they lead) into schools and colleges, with a particular focus on male role models
  - Improved IAG for Art and Design teachers
  - Materials to raise awareness of History of Art in Scottish secondary schools

- Graphic Design:
  - Analysis of why male applicants get fewer offers showed they were less likely to submit an online portfolio.

  Actions:
  - ECA session on portfolios at Teacher Conferences
  - Graphic Design in a Box project taking students into Edinburgh schools
  - ACES portfolio preparation sessions
  - Review of online portfolio submission

- Primary Education:
  - No further MA Primary Education programmes will start after September 2017.

- Teacher Conferences:
  - Presentation on the Attracting Diversity work and discussion on how these issues impact on schools, and how universities like Edinburgh can help tackle them.

Crack the Code – Mythbusting for girls
6-week project with S1-S3 girls coming to the University on Friday afternoons to find out more about computing as a subject, and to make a video to share their learning with others.

Friday sessions now completed. Video will be put together over the summer.

“For girls who want to do it but … feel they can’t because of stereotypes, don’t be stereotypical … be the weird one that wants to do computer science, because being weird is fine!” Ellie (S1)