QUEEN'S UNIVERSITY BELFAST

SCHOOL OF PHARMACY

ACTION REQUIRED: AN ANALYSIS OF MPHARM STUDENT PROTECTED CHARACTERISTICS DATA REVEALS FEMALES OUTPERFORM MALES

Lezley-Anne Hanna, Sharon Haughey, Paul McCague and Maurice Hall
School of Pharmacy, Queen's University Belfast

Aim and Method

To determine whether differences existed in QUB MPharm student progression and academic performance. Available de-identified data were requested and obtained from the University in November 2020 in relation to MPharm student degree classification and progression. Data from the last 3 academic years were included; analysis mainly took the form of descriptive statistics.

Table 1: Mean module assessment grade (%) for male and female students

Module code

2018	CHM1004	PLY1002	PMY1001	PMY1003	PMY1011	PMY1014	PMY1015	PMY2001	PMY2002	PMY2006	PMY2104	PMY2105	PMY3064	PMY3069	PMY3082	PMY3174	PMY3175	PMY3176	PMY4002	PMY4003	PMY4005	PMY4107	PMY4108
Female	72.2	53.7	56.5	62.9	62.3	71.9	60.9	70.3	58.4	60.0	58.2	55.1	78.7	67.1	68.8	67.2	65.0	66.8	67.6	77.8	70.6	70.5	71.0
Male	73.6	54.7	57.9	58.7	63.5	69.4	64.0	70.3	59.3	59.7	58.4	51.0	73.6	61.7	68.7	66.6	58.8	65.2	60.2	68.0	67.0	63.8	66.5
	-1.4	-0.9	-1.4	4.2	-1.2	2.5	-3.1	0.0	-0.9	0.3	-0.2	4.2	5.1	5.4	0.2	0.6	6.2	1.6	7.4	9.9	3.6	6.7	4.5

2019	CHM1004	PLY1002	PMY1001	PMY1003	PMY1011	PMY1014	PMY1015	PMY2001	PMY2002	PMY2006	PMY2104	PMY2105	PMY3082	PMY3176	PMY3177	PMY3178	PMY4002	PMY4003	PMY4005	PMY4107	PMY4108
Female	71.6	55.0	61.7	68.3	60.6	78.3	69.9	75.1	59.2	63.6	62.9	59.1	69.9	65.2	65.9	76.1	67.2	78.8	70.5	68.0	73.0
Male	71.0	54.7	59.1	65.1	61.0	74.4	69.0	72.4	57.6	60.1	58.6	53.6	64.0	65.0	61.3	71.0	61.7	71.2	69.2	60.5	65.0
	0.6	0.3	2.6	3.2	-0.4	3.9	0.9	2.7	1.6	3.4	4.4	5.5	5.9	0.1	4.7	5.2	5.4	7.6	1.3	7.4	8.1

2020	CHM1004	PMY1001	PMY1015	PMY1016	PMY1017	PMY2006	PMY2106	PMY2107	PMY3082	PMY3176	PMY3177	PMY3178	PMY4002	PMY4003	PMY4005	PMY4107	PMY4108
Female	69.0	60.0	67.8	56.8	77.3	67.0	71.5	57.9	68.0	63.9	66.6	77.3	65.0	79.3	71.0	83.5	73.2
Male	68.1	60.4	66.0	56.6	75.5	63.1	70.3	56.8	61.8	59.1	58.0	70.5	59.4	69.6	69.5	80.6	67.1
	0.9	-0.3	1.8	0.3	1.9	4.0	1.2	1.1	6.2	4.8	8.6	6.8	5.6	9.7	1.5	2.9	6.1

Table 2: Degree classifications for male and female students

	1st	%	2.1	%	2.2	%
2017-18	**58**	**48.7**	**50**	**42.0**	**11**	**9.2**
Female	50	54.3	38	41.3	4	4.3
Male	8	29.6	12	44.4	7	25.9
2018-19	**51**	**52.6**	**35**	**36.1**	**11**	**11.3**
Female	44	59.5	24	32.4	6	8.1
Male	7	30.4	11	47.8	5	21.7
2019-20	**58**	**56.3**	**36**	**35.0**	**9**	**8.7**
Female	45	66.2	21	30.9	2	2.9
Male	13	37.1	15	42.9	7	20.0

Student numbers were small for disability (1 in 2017/18 graduates, 3 in 2018/19 graduates and 6 in 2019/20 graduates), age outside the 18 to 20-year-old range, and race other than White or Asian

In all cohorts, a higher proportion of males were required to repeat modules than females

A greater proportion of females obtained a first class honours degree classification whereas a greater proportion of males were awarded a 2:2 degree (see Table 2)

Additional analysis (see Table 1) revealed that female mean module marks exceeded male marks in 51 of 61 modules over the 3 year period

Conclusions

An action plan has been developed to address this and includes increasing the number of male role models and support staff, having an emphasis on male mental health, including male student reflections in teaching, and ensuring there is a diverse range of appropriate teaching and assessment approaches.