

# Student Compendium 2016/17

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## University Analysis

This student compendium summarises and describes the student lifecycle for undergraduate home students according to protected characteristic and widening participation (WP) target group. It uses two main data sets: a full student count of all students enrolled in each academic year and a set of KPI metrics broken down by WP group.

See pages 19-21 for an explanation of the acronyms and technical terms used in this document.

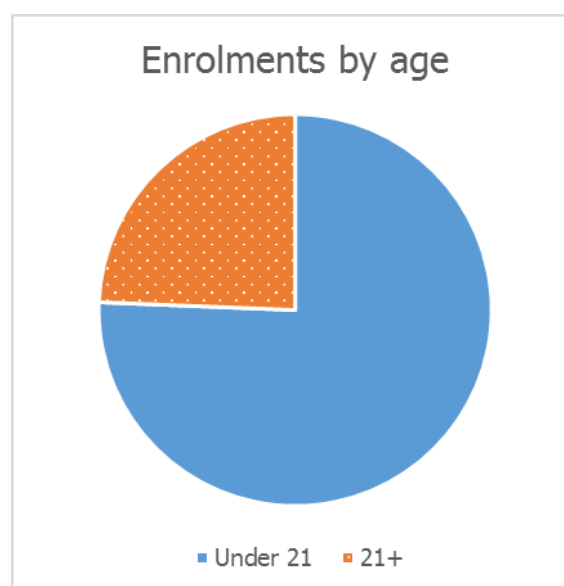
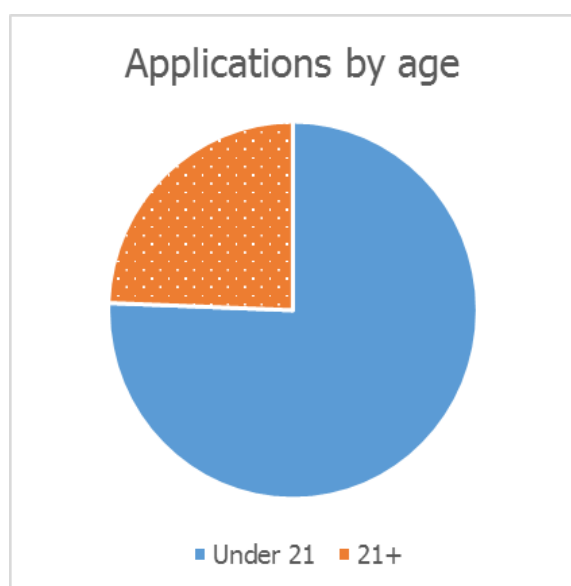
Age (mature vs young)	Disability (disabled vs non-disabled)	Ethnicity (BME vs white)	Gender (Male vs female)	Low Participation Neighbourhoods (LPN vs other young)
 Around 24% of enrolments and applications are from mature students – this is slightly above the sector but slightly down on last year	 Applications from disabled students increased to 11%, and 15.9% of new students have a disability – with learning difficulties being most prevalent	 15% of applicants and enrolments are from BME students – this is lower than the 22% sector average	 The proportion of female students has again increased, but we still have a greater proportion of male students than the sector average	 13.7% of students come from LPN, better than the sector average (12%). <b>However, The conversion rate for LPN students was lower this year.</b>
 Non-continuation rates for mature students are the lowest they have been for the past three years	 Disabled students are as likely to remain on their course as non-disabled students. Disabled students without DSA have higher rates of non-continuation (10%)	 BME students have slightly higher non-continuation rates but the gap has closed significantly due to increasing rates of non-continuation for White students	 Male students have higher non-continuation rates (3pp) and this gap is widening	 LPN students have higher rates of non-continuation than other young students. Their rate of non-continuation increased this year.
 Mature students were less likely to achieve Good Honours than young students – this gap widened this year	 There is no negative effect of disability on Good Honours rates – disabled students actually achieved more Good Honours than non-disabled students	 There is a significant gap for Good Honours, with BME students 21.4pp less likely to get a 1 <sup>st</sup> or 2.1. This gap closed by 3pp this year, but remains largest for Black students.	 Male students are 6pp less likely to achieve Good Honours than female students. This gap remains similar to last year	 LPN students are as likely to achieve Good Honours as other young students
 Mature satisfaction is lower than young students but improving	 Students with specific learning difficulties were highly satisfied with their support – this is a big improvement from last year where they had the lowest scores	 BME students' satisfaction rates were within a 2pp range of White students' rates for all measures.	 Male students were less satisfied than female students – this is the reverse of the situation last year	<i>Not measured in NSS</i>
 Mature students are more likely to be in graduate level employment, but less likely to progress to further study	 Students with learning difficulties are as likely to achieve a good graduate outcome. Students with other disabilities were less likely (73% vs 79%), and this was worse than the previous year by 1pp.	 There was only a 1pp difference between BME and White students' good graduate outcomes. <b>BME students were more likely to be unemployed.</b>	 Male and female students are equally likely to achieve good graduate outcomes. There were 4pp more male students doing further study. <b>Male students are more likely to be unemployed.</b>	 LPN students are as likely to secure a good graduate outcomes as other young students

# Age

## Applications and Enrolments

	<b>Under 21</b>	<b>21+</b>
<b>Applications</b>	20048	6465
<b>% Applications</b>	75.6%	24.4%
<b>Enrolments</b>	4477	1442
<b>% Enrolments</b>	75.6%	24.4%

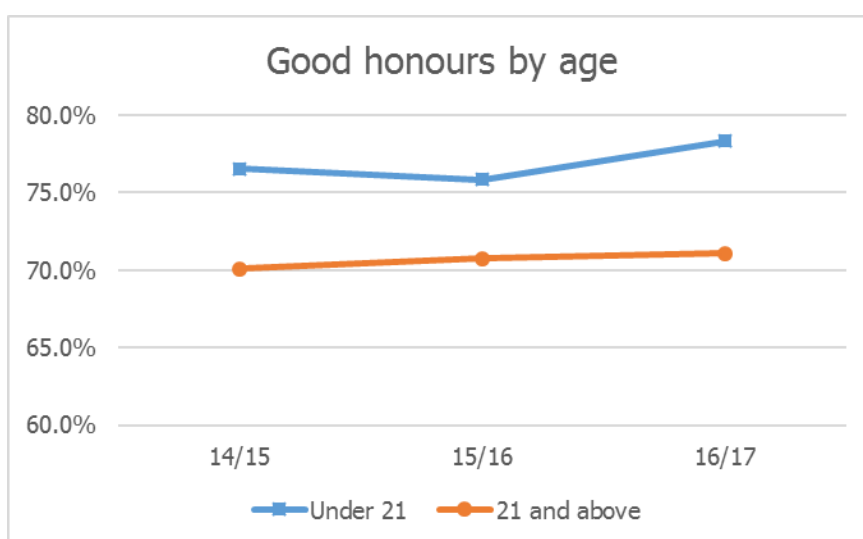
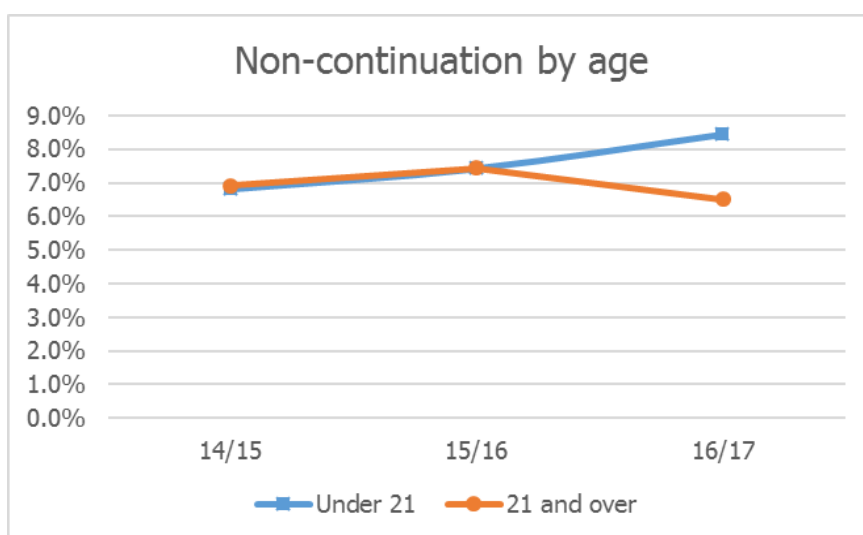
- In 2016/17 nearly a quarter of applications to UWE were made by mature students.
- The number of applications from mature students is less than last year. In addition, the number of applications from young students is higher in 2016/17 than last year.
- The combined effect of these two factors is that mature students represent a smaller proportion of applicants this year compared to 2015/16.
- In 2016/17 nearly a quarter of enrolments were mature students.
- The number of mature students enrolling at UWE in 2016/17 is similar to 2015/16, but the number of young students enrolling has increased.
- As a result the proportion of mature student enrolments has decreased slightly this year.
- The proportion of mature students enrolling at UWE (24.4%) was slightly greater than the national average of 22% (HESA, 2018).



## Non-continuation and Good Honours

	Under 21	21+
<b>Non-continuation</b>	349	86
<b>% Non-continuation</b>	8.4%	6.5%
<b>Good Honours</b>	3873	1290
<b>% Good Honours</b>	78.3%	71.1%

- In 2016/17 non-continuation rates were higher for young students than for mature students.
- Non-continuation rates for mature students are the lowest they have been for the past three years, but the highest for young students in the same period.
- In 2016/17 a greater proportion of young students achieved Good Honours than mature students, with a difference of 7.2pp.
- This has been the case for the past three years, but the gap between the two groups is the highest it has been in this time.



## Student Satisfaction

	No. of responses	Response rate	Teaching	Learning Opportunities	Assessment and feedback	Academic Support	Organisation and management	Learning Resources	Learning Community	Student Voice	Overall satisfaction
<b>Under 21</b>	2742	70%	86	86	74	84	80	88	83	75	89
<b>21+</b>	936	71%	88	89	76	84	78	89	84	75	87

- Overall, young students were slightly more satisfied with their university experience than mature students.
- However, overall mature student satisfaction in 2016/17 (87) was higher than in 2015/16 (83).
- Furthermore, for individual question categories the difference between scores for young and mature students is smaller than last year. In most cases this is due to an increase in the score for mature students, indicating greater satisfaction for this group.

## Graduate outcomes

	KPI %	Professional and managerial %	Study %	Self-employed/starting own business %	Unemployed %	Response rate %
<b>Under 25</b>	74%	74%	14%	4%	5%	86%
<b>25-34</b>	85%	87%	12%	4%	4%	80%
<b>Over 34</b>	92%	95%	9%	5%	4%	87%

Professional and managerial = graduate level work which constitutes a 'good' outcome.

KPI = our institutional KPI for good graduate outcomes

- Young students (those under 25, who would have started their course when they were under 21) were least likely to be in professional or managerial employment, but were most likely to be undertaking further study.
- Levels of professional level employment increased as age increased, with the vast majority of graduates over the age of 34 falling into this category.

## Disability

### Applications

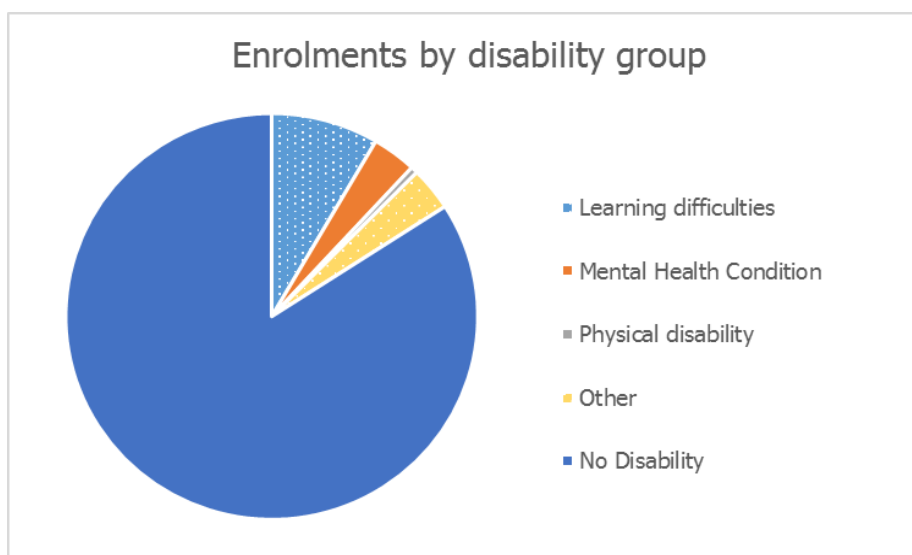
	Disabled Student	No Disability
<b>Applications</b>	2923	23590
<b>% Applications</b>	11%	89%

- In 2016/17, 11% of applications to UWE came from disabled students. This is a slightly greater proportion than in 2015/16, when 10% of applicants declared a disability.

### Enrolments

	Disabled with DSA	Disabled without DSA	Disabled DSA Unknown	No Disability
<b>Enrolments</b>	426	321	194	4,978
<b>% Enrolments</b>	7.2%	5.4%	3.3%	84.1%

	Learning difficulties	Mental Health Condition	Physical disability	Other	No Disability
<b>Enrolments</b>	499	205	32	205	4,978
<b>% Enrolments</b>	8.4%	3.5%	0.5%	3.5%	84.1%

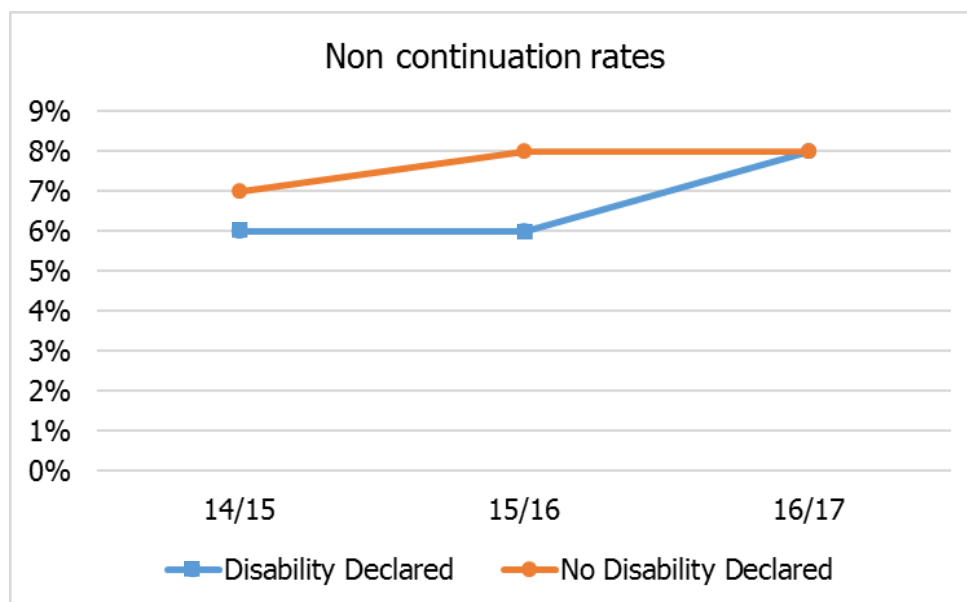


- The total proportion of disabled students enrolling at UWE in 2016/17 was 15.9%. This is the same proportion as in 2015/16.
- 7.2% of students enrolling at UWE in 2016/17 received DSA, compared to 4.0% in 2015/16.
- The highest proportion of enrolled disabled students are those that have disclosed learning difficulties (8.4%). The lowest proportion are disabled students who have disclosed a physical disability (0.5%).

## Non-continuation

	Disability Declared	No Disability Declared
<b>Non-continuation</b>	68	367
<b>% Non-continuation</b>	7.7	8

	Disabled DSA Unknown	Disabled with DSA	Disabled without DSA
<b>Non-continuation</b>	16	19	33
<b>% Non-continuation</b>	10.8%	4.4%	10.8%



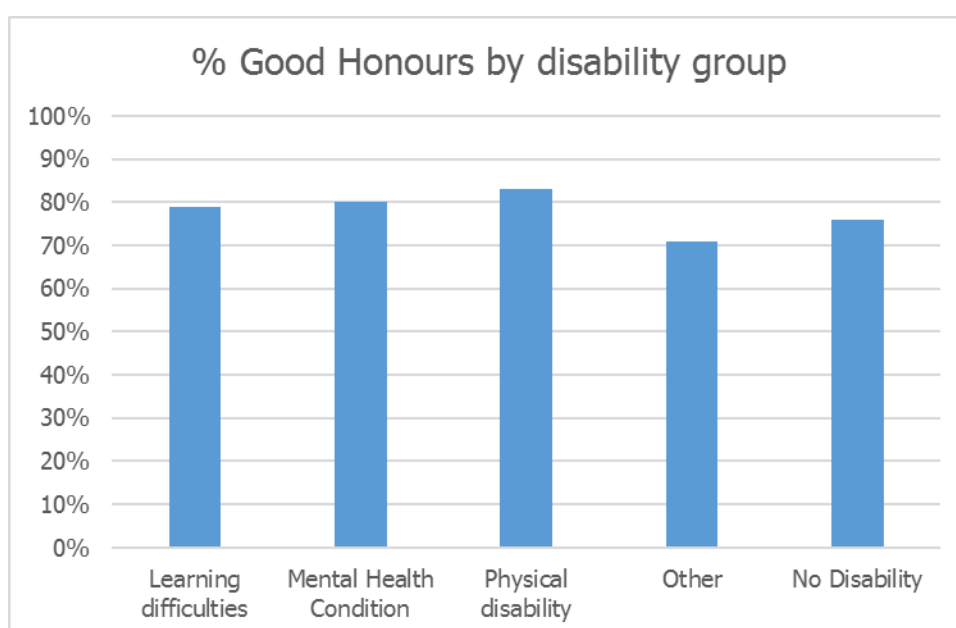
- Non-continuation rates for students declaring a disability are similar to those of students who did not declare a disability.
- However, over the past three years the proportion of disabled students not continuing on their course has increased slightly.
- Students with DSA are much more likely to continue with their course: 4.4% of disabled students with DSA did not continue in 2016/17 compared to 10.8% of disabled students without DSA.



## Good Honours

	<b>Learning difficulties</b>	<b>Mental Health Condition</b>	<b>Physical disability</b>	<b>Other</b>	<b>No Disability</b>
<b>Good Honours</b>	432	144	29	151	4,407
<b>% Good Honours</b>	79.4%	79.7%	82.8%	70.9%	76.3%

	<b>Disabled with DSA</b>	<b>Disabled without DSA</b>	<b>No Disability</b>
<b>Good Honours</b>	479	277	4,407
<b>% Good Honours</b>	78.2%	77.3%	76.3%



- Disabled students are slightly more likely to obtain Good Honours than students who have not declared a disability.
- Disabled students with DSA are slightly more likely to achieve Good Honours than both disabled students without DSA and students with no disability.
- Students with a physical disability were most likely to achieve Good Honours, whereas students with an 'other' type of disability were the least likely.

## Student satisfaction

	No. of responses	Response rate	Teaching	Learning Opportunities	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Learning Community	Student Voice	Overall satisfaction
<b>No Disability</b>	3181	70%	87	87	74	84	80	89	83	75	89
<b>Specific Learning Disability</b>	315	70%	88	90	77	86	79	88	84	77	88
<b>Other Disability</b>	182	72%	85	85	75	83	78	87	80	72	84

- Students with no disability are most satisfied overall with their university experience.
- Students with a specific learning disability are more satisfied than the other two groups in several categories. Of particular note is academic support, as last year this group had the lowest satisfaction score, whereas this year they had the highest.

## Graduate outcomes

	KPI %	Professional and managerial %	Study %	Self-employed %	Unemployed %	Response rate %
<b>No Disability</b>	79%	79%	13%	4%	4%	83%
<b>Learning Difficulty</b>	81%	81%	15%	6%	4%	88%
<b>Other Disability</b>	72%	73%	19%	5%	9%	87%

Professional and managerial = graduate level work which constitutes a 'good' outcome.

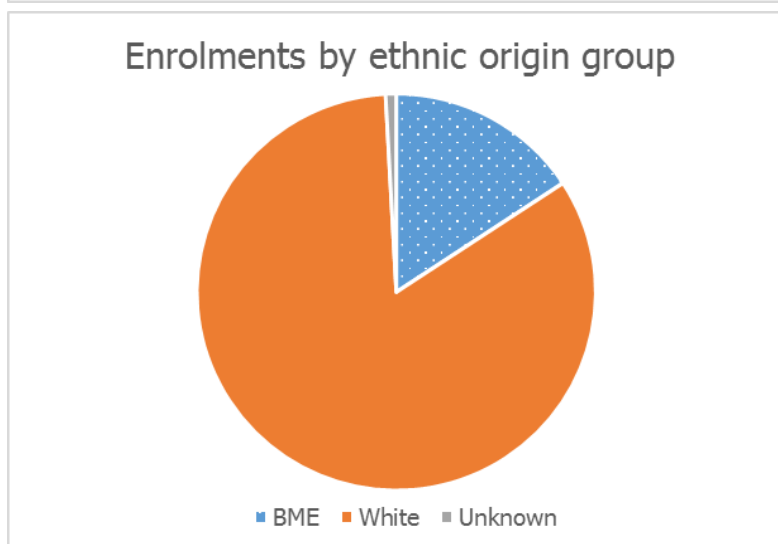
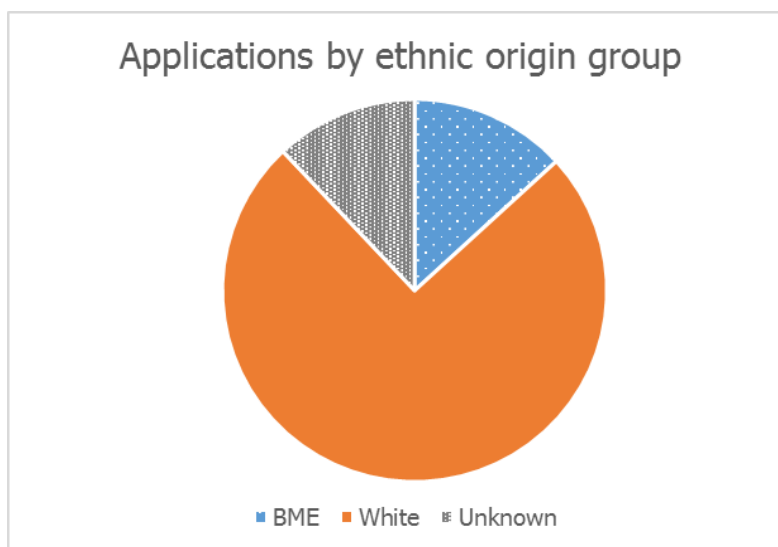
KPI = our institutional KPI for good graduate outcomes

- A slightly greater proportion of students with a learning difficulty achieved a 'good' outcome than students with no disability.
- The proportions of students with no disability and those with a learning difficulty who are in professional employment is the same as in the previous year.
- Students who had disclosed an 'other disability' performed significantly worse than both the other groups, with the proportion of these students in professional employment decreasing since last year by 1pp. This group was also more likely to be undertaking further study or unemployed.

## Ethnicity

### Applications and enrolments

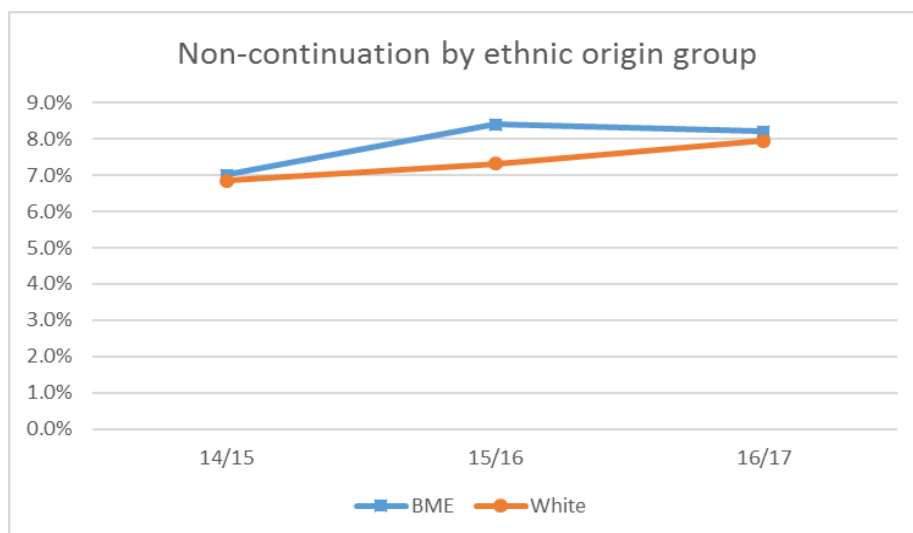
	<b>BME</b>	<b>White</b>	<b>Unknown</b>
<b>Applications</b>	3,497	19,828	3,188
<b>% Applications</b>	13.2%	74.8%	12.0%
<b>Enrolments</b>	932	4936	51
<b>% Enrolments</b>	15.8%	83.4%	0.9%



- In 2016/17 three quarters of applications to UWE came from White students. This is 1pp less than in 2015/16, with the proportion of applications from BME students staying the same at around 13%.
- The total proportion of students enrolling at UWE in 2016/17 who were BME was 15.8%, which is slightly higher than last year's figure of 15.0%.
- Nationally 77% of enrolments in 2016/17 were White students, with 22% of enrolments being BME students (HESA, 2018).

## Non-continuation

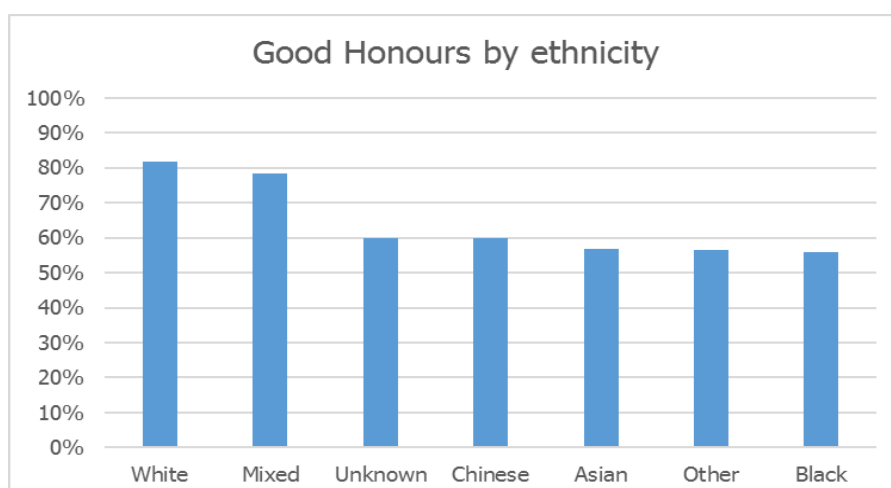
	<b>BME</b>	<b>White</b>	<b>Unknown</b>
<b>Non-continuation</b>	77	356	2
<b>% Non-continuation</b>	8.2%	7.9%	6.1%



- The gap between non-continuation rates for BME and White students has decreased since 2015/16. However, this is because the non-continuation rate for White students has increased, as opposed to a decrease in the BME non-continuation rate.

## Good Honours

	<b>BME</b>	<b>White</b>	<b>Unknown</b>
<b>Good Honours</b>	1254	3884	25
<b>% Good Honours</b>	60.4%	81.8%	60.0%



- There remains a significant gap in Good Honours rates between BME and White students, although this gap has closed by 3pp since 2015/16 to 21.4%.
- Good Honours rates are particularly low among Black and Asian students, and those of 'other' ethnicities.

## Student satisfaction

	No. of responses	Response rate	Teaching	Learning Opportunities	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Learning Community	Student Voice	Overall satisfaction
<b>Asian</b>	181	70%	85	86	71	82	84	88	84	77	89
<b>Black</b>	161	73%	88	90	75	84	81	91	83	78	87
<b>White</b>	2807	70%	88	87	76	85	80	89	84	75	89
<b>Other</b>	123	63%	81	85	73	81	77	88	79	71	84
<b>Not know</b>	406	73%	82	83	69	80	79	84	75	74	86

- Asian and White students had the highest overall satisfaction score, with students from an 'other' ethnic group having the lowest satisfaction score.
- Students from an 'other' ethnic group were also the least likely to respond to the survey, and they had the lowest satisfaction score in four categories.
- White students had the highest satisfaction score in five categories, Black students in four categories and Asian students in three categories (some categories had a joint highest group).
- Assessment and Feedback is the category with the lowest satisfaction score across all groups, as was the case in 2015/16.

## Graduate Outcomes

	KPI %	Professional and managerial %	Study %	Self-employed %	Unemployed %	Response rate %
<b>BME</b>	76%	78%	18%	4%	8%	80%
<b>White</b>	79%	79%	12%	4%	4%	85%

Professional and managerial = graduate level work which constitutes a 'good' outcome.

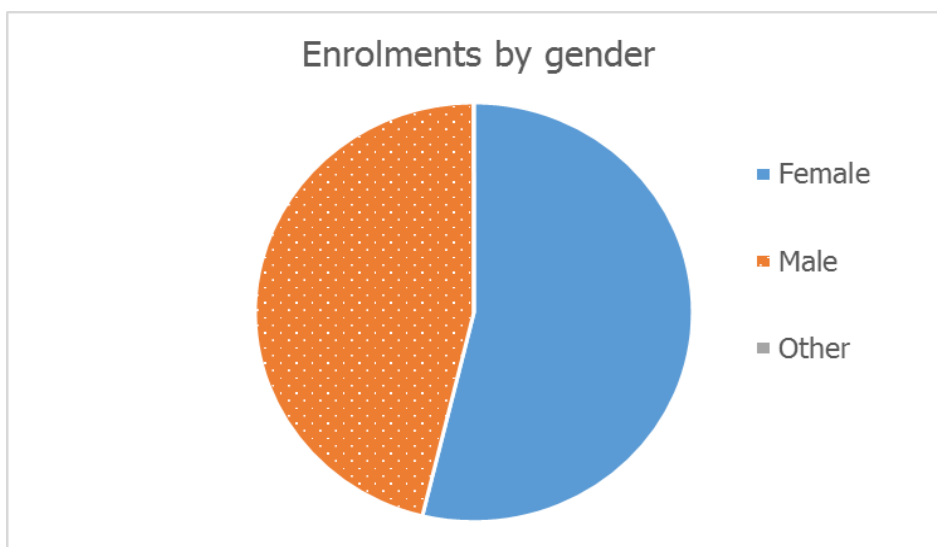
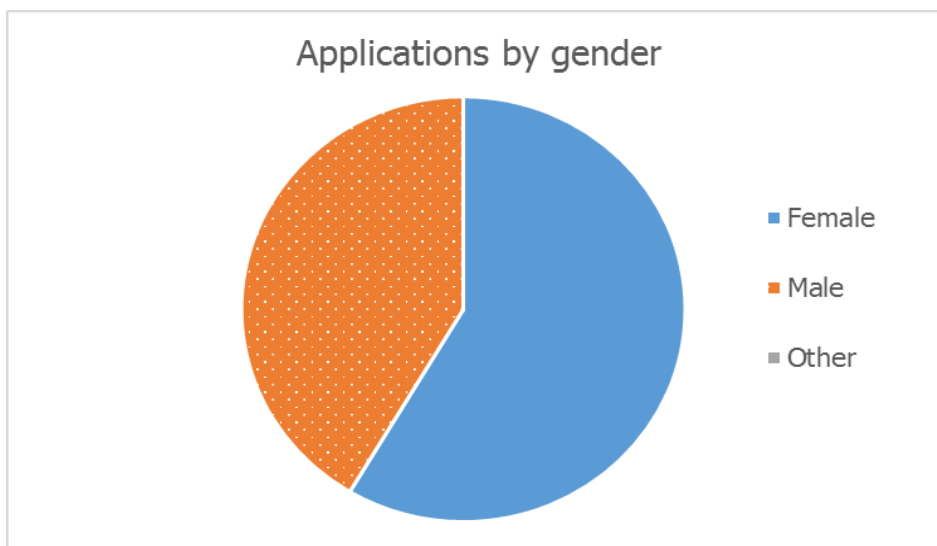
KPI = our institutional KPI for good graduate outcomes

- The gap between the proportion of BME and White students going into professional employment after graduating has closed considerably, with a difference of only 1pp this year compared to 2pp last year.
- However, BME students are still more likely to be unemployed.
- BME students are also more likely to be undertaking further study.

## Gender

### Applications and enrolments

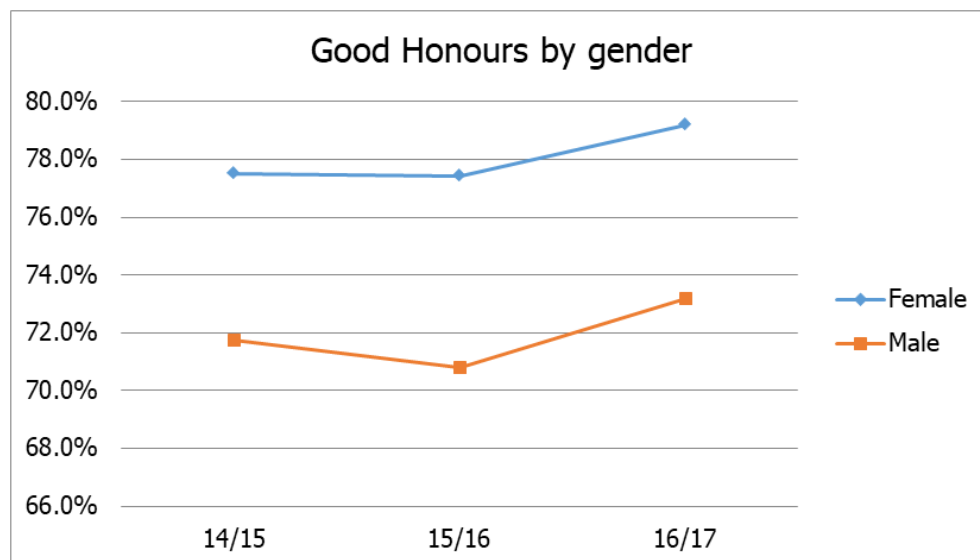
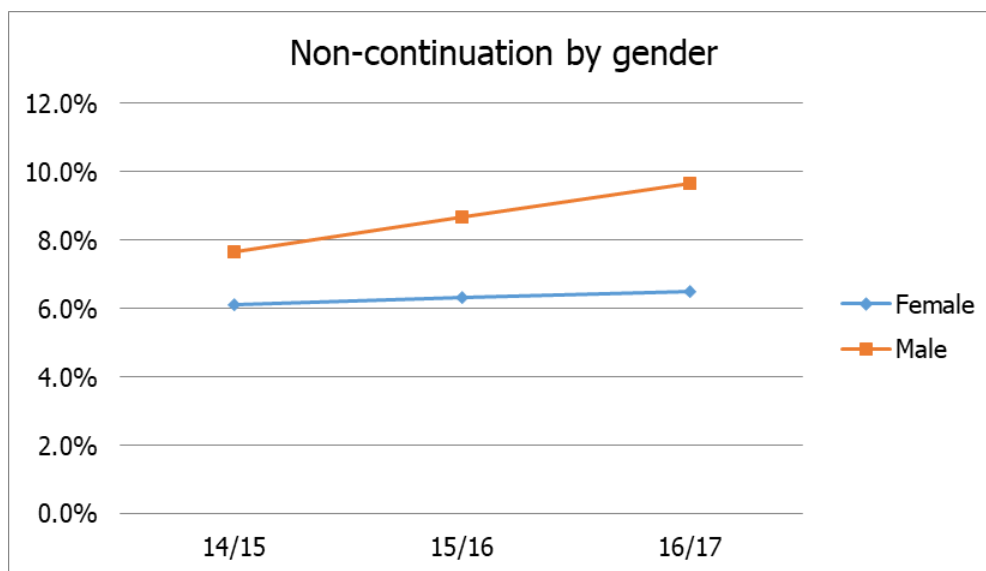
	Female	Male	Other
<b>Applications</b>	15527	10986	0
<b>% Applications</b>	58.6%	41.4%	0%
<b>Enrolments</b>	3184	2734	1
<b>% Enrolments</b>	53.8%	46.2%	0%



- In 2016/17 the university received a much greater number of applications from females than males, with 3 females applying for every 2 males.
- Consequently, females represented a greater proportion of enrolments in 2016/17.
- The gender gap for both applications and enrolments is slightly larger than last year, when females represented 56.8% of applications and 53.0% of enrolments.
- Nationally, 57% of students enrolling at university in 2016/17 were female (HESA, 2018). UWE therefore has a lower than average proportion of enrolments from female students.

## Non-continuation and Good Honours

	Female	Male
<b>Non-continuation</b>	188	247
<b>% Non-continuation</b>	6.5%	9.7%
<b>Good Honours</b>	2864	2299
<b>% Good Honours</b>	79.2%	73.2%



- Non-continuation rates for male students are higher than for females by over 3pp.
- Non-continuation rates for all students have risen over the past three years, but particularly so for male students. This has resulted in a widening gap between male and female students.
- Good Honours rates for male students are lower than for female students by 6pp.
- Over the past three years Good Honours achievement has increased for both male and female students, with the gap remaining steady at around 6pp.

## Student satisfaction

	No. of responses	Response rate	Teaching	Learning Opportunities	Assessment and feedback	Academic support	Organisation and management	Learning Resources	Learning Community	Student Voice	Overall satisfaction
<b>Female</b>	2074	72	88	88	76	84	80	90	84	76	90
<b>Male</b>	1604	68	85	85	73	84	79	86	82	72	87

- Overall, male students were less satisfied with their university experience than female students. The scores for male students were less than for females in every category except for academic support, where the scores were equal.
- This pattern was not seen last year, when male students had greater overall satisfaction than females and scored higher than female students in several categories.

## Graduate outcomes

	KPI %	Professional and managerial %	Study %	Self-employed %	Unemployed %	Response rate %
<b>Female</b>	80%	79%	13%	3%	3%	83%
<b>Male</b>	77%	79%	14%	6%	6%	85%

Professional and managerial = graduate level work which constitutes a 'good' outcome.

KPI = our institutional KPI for good graduate outcomes

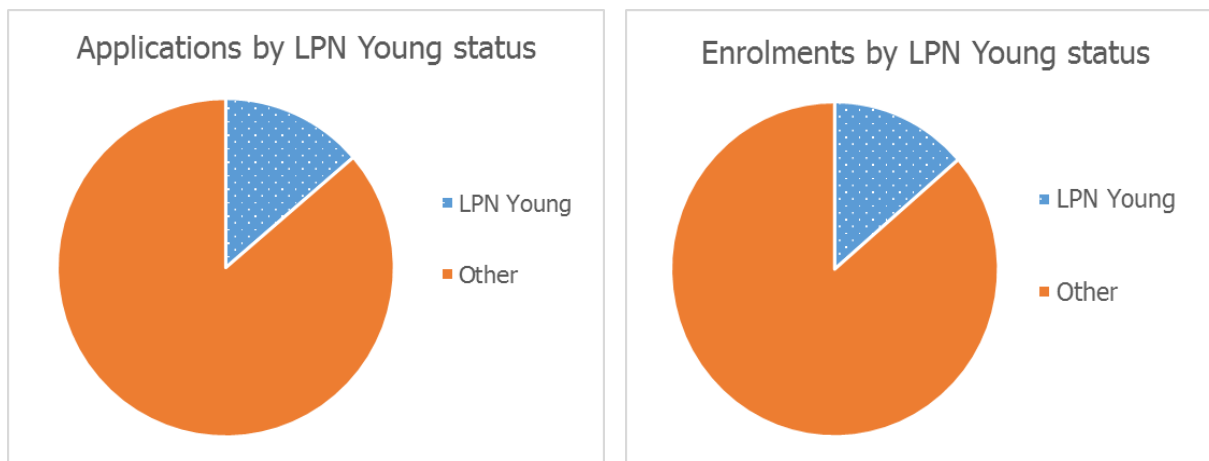
- Equal proportions of male and female students were in graduate level employment following graduation, and similar proportions were undertaking further study.
- The proportion of males in professional employment is 1pp greater than last year and the proportion in further study is 4pp greater.
- However, as was the case last year, a greater proportion of male students were unemployed or self-employed.



## Low Participation Neighbourhoods (LPN)

### Applications and enrolments

	LPN Young	Other
<b>Applications</b>	2,743	17,305
<b>% Applications</b>	13.7%	86.3%
<b>Enrolments</b>	610	3,867
<b>% Enrolments</b>	13.6%	86.4%

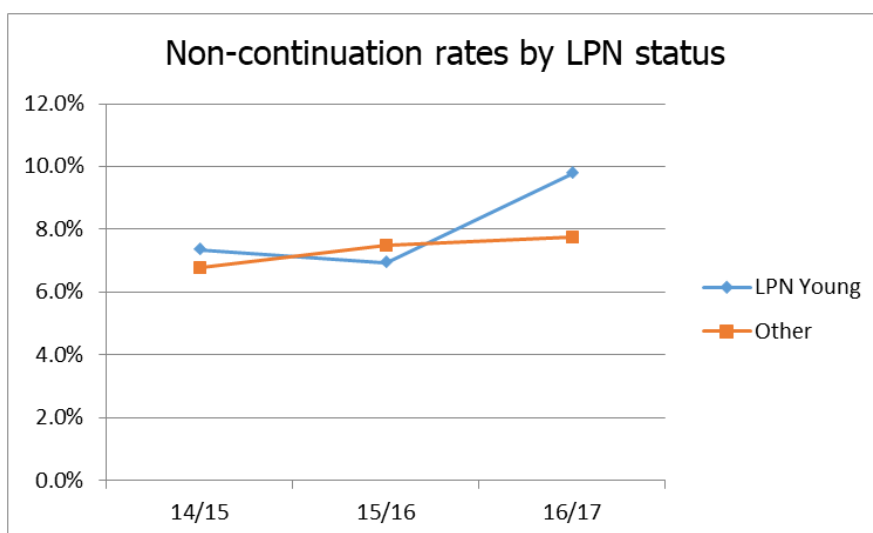


- In 2016/17, 13.7% of applications to UWE came from students living in Low Participation Neighbourhoods, and these students represented 13.6% of students enrolling at the university.
- A greater proportion of applications came from LPN students than in 2015/16, when 12.4% of applicants were LPN. The figure for enrolments in 2015/16 was 13.4%.
- Nationally, 12% of students enrolling at university in 2016/17 were from LPNs (HESA, 2018). UWE therefore attracts a greater than average number of these students.

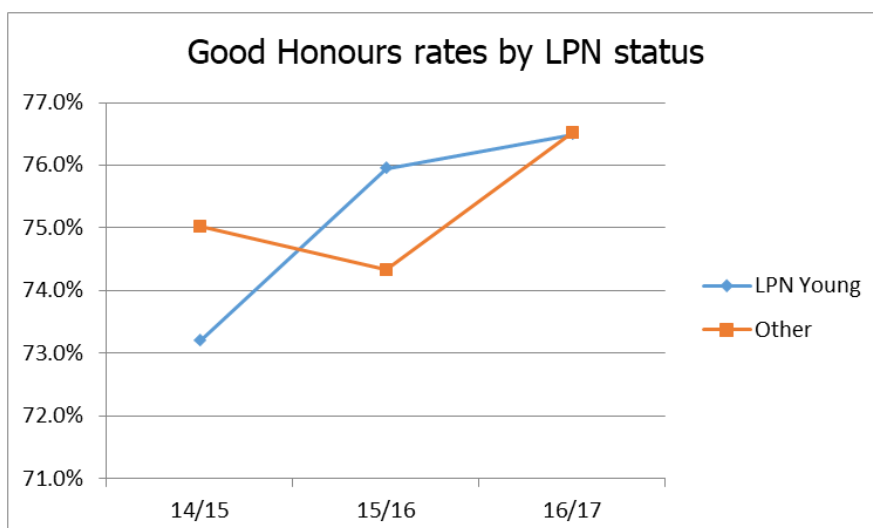
### Non-continuation and Good Honours

	LPN Young	Other
<b>Non-continuation</b>	60	375
<b>% Non-continuation</b>	9.8%	7.8%
<b>Good Honours</b>	438	4,725
<b>% Good Honours</b>	76.5%	76.5%

- Non-continuation rates for LPN Young students are higher than for other students by 2pp. Non-continuation rates for LPN Young students have risen considerably over the past three years, whereas non-continuation rates for other students have risen only slightly. As a result, the gap between the two groups has increased.



- In 2016/17 Good Honours rates for LPN Young students were the same as for other students.
- Over the past three years Good Honours achievement has increased for LPN Young students, but has fluctuated for other students.



## Graduate outcomes

	KPI %	Professional and managerial %	Study %	Self-employed %	Unemployed %	Response rate %
<b>LPN Young</b>	79%	79%	13%	4%	4%	82%
<b>Other</b>	78%	79%	13%	5%	4%	85%

Professional and managerial = graduate level work which constitutes a 'good' outcome.

KPI = our institutional KPI for good graduate outcomes

- Graduate outcomes for LPN students are almost identical to those of other students.
- The proportion of LPN students achieving a 'good' outcome has not changed since last year.

## Background

UWE Bristol has a long standing and recognised commitment to Widening Participation (WP) and promoting equality both for staff and students.

The university has a Widening Participation strategic committee which is responsible for setting a clear direction for our WP work. This includes diversifying our student body, as well as ensuring that all students have an equitable experience and equitable chance of success. In addition, the university has a single equality scheme which sets out the strategic direction for mainstreaming and embedding equality in its core activities.

This report is designed to provide actionable evidence about our progress in equality and widening participation for students to date. It is published annually (at the end of January) and is retrospective (reflecting on students from the previous academic year). It is not designed to be a mechanism for summarising or assessing key performance indicators, but it is an opportunity to explore our student data.

## Protected Characteristics and WP Target Groups

### Definition of Terms

**Age:** Young students are those who enter HE before the age of 21; mature students are those who enter HE, on or after 21.

**Disability:** Students who disclose a disability are recorded as 'Disabled' and 'Not Disabled'; students can apply for Disabled Student Allowance (DSA) at any point during their time at UWE although changes to DSA from September 2015 have resulted in a changed support package (UWE, 2016).

**Ethnicity:** Students' ethnicity is reported here both as being either BME, White or Unknown and only Home-fee status students are included (i.e. not international students). In some instances, the BME category is then broken down into broad ethnic groupings such as Black/Asian etc.

**Gender:** Students self-disclose their gender as being male or female. Students can also disclose an indeterminate gender.

**LPN:** Using the HEFCE classification POLAR3 (Participation of Local Areas) data, young students are categorised as being either from an LPN postcode (an area of low participation in Higher Education) or not being from an LPN postcode. This categorisation is based on whether their home (i.e. not term time) postcode falls within a postcode that is within the bottom 20% nationally (i.e. in England) of postcodes for the proportion of young people progressing to university.

## Other Protected Characteristics

This student compendium does not contain data on religious belief, sexual orientation and gender identity. Although the university collects this data, it is not currently available in a form that can be reported on. The university is currently working towards making this data available, and we intend to report on it in the next student compendium.

## Data Population

The data within the report focuses on undergraduate students engaged in full time study at the University of the West of England who are either paying Home fees (i.e. not International students) or who are UK domiciled (it is likely that these populations are largely the same but different measures are used in various reports). The reasons for these criteria are twofold: firstly, this population makes up the significant proportion of our student cohort and secondly, these students' progression and experiences are more similar, allowing for comparison.

## Data Metrics

### Applications

Application data includes applications to all undergraduate programmes (including through clearing and adjustment) that have gone through a standard UCAS linked application and are recorded on our student applicant database. The technical specification of this data is:

**Home/EU fee status, Full time study, undergraduate programmes, September intake only, all levels of entry, including admissions to all programmes each year (including those that were closed for recruitment the following year) and excluding applications to foundation degrees taught at UWE federation colleges.**

### Enrolments

Enrolment data is a count of all new, undergraduate students enrolling on their 1st year of study of a first degree at UWE. The technical specification of the enrolment data is:

**Home/EU fee status, Full time study, undergraduate programmes, September intake only, first year entry, new students only (i.e. not previously at UWE or in a foundation degree through a partnership agreement).**

### Non-Continuation

Non-continuation data monitors those students that are 'active' at university on the 1st December and then counts those who are no longer 'active' at the university on the following 1st December. The technical specification of the non-continuation data set is:

**Home/EU fee status, Full Time students on undergraduate degrees, September entrants only, excluding UWE Federation and partnership course and Hartpury students.**

### Satisfaction

The National Student Survey (NSS) is used as a measure of student satisfaction. The NSS is conducted annually by Ipsos MORI and gathers opinions from final year students about their Higher Education experiences. Data is publicly available in KIS datasets but universities have access to a larger data set containing their own students' responses broken down by some protected characteristics. This data is only available at university level. The technical specification of the NSS data on student satisfaction is:

**Responses from home fee status students who were in their final year of an undergraduate degree in 2015/16 and who were taught at UWE (i.e. not at a partner college).**

### Good Honours

Degree classification is summarised by Good Honours (considered a 1st or 2.1 degree). The students will have graduated in 16/17. The technical specification of the Good Honours data set is:

**Home/EU fee status, Full Time students on undergraduate degrees, September entrants only, excluding UWE federation courses and Hartpury students.**

### Graduate Outcomes

DLHE (Destinations of Leavers from Higher Education) is a national survey of university leavers, carried out approximately six months after graduation. Although we collect data for all students, data for league tables and comparisons against the market is limited to students meeting the following HESA criteria:

- full time/sandwich mode of attendance;
- UK domiciled;
- studying a first degree (normally all bachelor degrees)

Please note that the breakdowns of graduate outcomes included within this compendium have been taken from the 15/16 DLHE survey.

## References

HESA (2018) *Higher Education Student Statistics: UK, 2016/17 - Student numbers and characteristics*. Available from: <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/numbers>

UWE Bristol (2016) Changes to DSA. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>