

Student Data Analysis 2015/16

EXECUTIVE SUMMARY

Contents

EXECUTIVE SUMMARY: UNIVERSITY ANALYSIS	Page 3
AGE	Page 3
DISABILITY	Page 4
ETHNICITY	Page 5
GENDER.....	Page 6
LOW PARTICIPATION NEIGHBOURHOODS (LPN).....	Page 7
BACKGROUND	Page 8
ABOUT THE DATA.....	Page 8
PROTECTED CHARACTERISTICS AND WP TARGET GROUPS.....	Page 9
SUMMARY OF DATA	Page 10
DATA POPULATION.....	Page 10
DATA METRICS.....	Page 10
COMPARITIVE DATA SOURCES	Page 12

EXECUTIVE SUMMARY: UNIVERSITY ANALYSIS

This student compendium summarises and describes the student lifecycle for undergraduate home students according to protected characteristic and 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.

AGE

- Overall, in 15/16 the university received approximately $\frac{1}{4}$ of its applications from mature applicants.
- This figure is inflated by a very high proportion of mature applications in HAS, particularly in Nursing and Midwifery and Allied Health Professions.
- In 15/16, the university enrolled an identical proportion of mature students and again, this figure is inflated by Nursing and Midwifery where the conversion rate for mature students is the highest across the university (63%).
- Conversely, FBL enrol the lowest proportion of mature students, with Law enrolling the lowest proportion across the university (10%).
- In 15/16, the non-continuation rate is the same overall for mature students as it is for those who are under 21. However, when broken down by faculty, this varies: in FBL, the rate of non-continuation is higher for mature students whereas in HAS, it is lower (both rates are likely to have been affected by the difference in mature enrolment); across ACE and FET, non-continuation rates for mature students have fluctuated over time.
- Overall, mature students are less satisfied with the university; this is consistent across all measures of satisfaction; most notably, mature students have expressed low levels of satisfaction with the students' union and organisation and management.
- Over time, mature students have been consistently achieving good honours at a lower rate than young students have; since 14/15, a higher proportion of mature students have achieved a 2.2 or a third.
- Across the four faculties, there is variation in the rate of good honours achieved by mature students: over time, in ACE and FBL the proportion of mature students achieving good honours has increased whilst in HAS and FET, the proportion has decreased.
- 14/15 DLHE data highlights correlation between age and graduate outcomes: levels of professional level employment increased as age increased, with those who graduated over the age of 34 being largely in professional employment.

DISABILITY

- Across the university in 15/16, approximately 11% of applicants disclosed a disability.
- Applicants are less likely to disclose a disability in FBL: particularly in Accounting, Economics and Finance, where only 6% of applicants disclose a disability.
- Across the university, only 4% of disabled students were in receipt of DSA; this pattern was consistent across all four faculties. This represents a decrease in the proportion of disabled students in receipt of DSA since 13/14. This is likely due to changes to the DSA that took effect in 15/16¹.
- The highest proportion of enrolled disabled students are those that have disclosed learning difficulties, the lowest proportion being disabled students who have disclosed a physical disability. This pattern is consistent across all faculties.
- Over time, the proportion of disabled students enrolled at the university has gradually decreased; this is also consistent across all four faculties. The greatest decrease is evident in Law where over time, the proportion of disabled students has decreased by 7pp.
- Across the university, the non-continuation rate has improved for students with no disability, disabled students with DSA, and for disabled students where it is unknown whether they have DSA. The only group to see an increase in their rate of non-continuation in 15/16 are disabled students without DSA.
- Overall, in 15/16, disabled students expressed lower levels of satisfaction with the university than those with no disability.
- Students classed as 'other disability' reported the lowest level of satisfaction overall; however, when broken down by various measures of satisfaction, students classed as 'specific learning difficulties' were least satisfied with academic support.
- Over time, disabled students with DSA are more likely to achieve good honours; aside from in 14/15, these students have outperformed disabled students without DSA.
- Over time, disabled students are more likely to achieve a 2.2 and less likely to achieve a first; in 15/16, disabled students achieved a 2.1 at a slightly higher rate.
- Good honours rates achieved by disabled students have varied across the four faculties: notably, in FBL, the rate of good honours has increased over time for both disabled and non-disabled students; in particular, the rate for disabled students without DSA has increased significantly (28.2pp).
- Over time, there is significant variation in the rates of good honours achieved across all disabilities. The proportion of students with mental health difficulties achieving good honours has increased (7.6pp).
- Disabled students disclosing a learning difficulty achieved slightly better graduate outcomes than students with no disability did; they performed significantly better than

¹ UWE Bristol (2016) *Changes to DSA*. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>

disabled students who had disclosed an 'other disability'. Overall, disabled students are as likely as students with no disability to go on to further study.

ETHNICITY

- In 15/16, approximately 15% of the new first year intake was BME; this proportion has remained static since 13/14.
- Across the sector, whilst student numbers have declined overall there has been a steady increase in the proportion of BME students entering higher education.
- Over time, FBL have had the greatest proportion of BME enrolments and ACE have continued to have the lowest proportion; in FET, BME enrolments have fluctuated slightly above the institutional average and in HAS, they have fluctuated slightly below.
- Consistently across the university, the non-continuation rate for BME students has been higher than the non-continuation rate for white students; however, over time the gap has reduced. This trend is not consistent when broken down by faculty: the gap between BME and white students is most significant within FET and for BME students, remains the highest non-continuation rate across all four faculties (10.9%); within ACE and FBL, since 14/15 the non-continuation rate for white students has been higher than the rate for black students.
- Asian students rated their satisfaction with the university overall, more highly than other students did; however, they were also the least satisfied with teaching and least likely to have responded to the survey.
- The least satisfied with the university overall were Black students and in particular, they were least satisfied with learning resources and academic support.
- Our NSS data is representative of the sector overall. The Higher Education Policy Institute (HEPI) noted in 15/16, that black, Asian and Chinese students were generally the least satisfied and in particular, BME students consistently express low levels of satisfaction with teaching quality.
- In 15/16, there was an 18.3pp gap between the good honours rate achieved by BME students and the rate achieved by white students; this is a 3.2pp increase since 13/14.
- This compares to a sector-wide attainment gap of 15.3pp in 14/15, as noted by the Equality Challenge Unit.
- Since 13/14, BME students have consistently been achieving a third at nearly double the rate of white students; the gap between BME students and white students achieving a 2.1 has also widened.
- Over time, the rate of good honours achieved by Asian and Chinese students has increased but in 15/16, it is still lower than the university average; over time, black students are significantly achieving the lowest rate of good honours.

- BME students are less likely to achieve a good graduate outcome: less likely to achieve professional level employment and less likely to pursue further study.
- Across the sector, there is a pattern of disparity in graduate outcomes, split by ethnicity. HEFCE analysed the outcomes for cohorts starting in 06/07 and reported how black students were significantly below the sector-adjusted average for all graduate outcomes.

GENDER

- The university continues to receive more applications from female applicants and subsequently, continues to enrol more female students.
- The gender gap in recruitment is larger within certain faculties and departments: Engineering and Computer Science related programmes continue to recruit more male students; conversely, programmes across both Education and Nursing and Midwifery are predominantly female.
- This trend in recruitment is reflective of the sector; whilst student recruitment rates have fluctuated, the number of female entrants has consistently been higher than male entrants.
- In 15/16, the non-continuation rate for male students is higher than it is for female students. Over time, there has been a great deal of fluctuation in the rate of non-continuation for both genders but generally, most departments see a higher proportion of female students continuing to remain active in the university.
- Overall, male students are more satisfied with the university however, when results are broken down by the various measures of satisfaction, in isolation, female students appear more satisfied with the students' union and the quality of teaching.
- Female students have consistently achieved a higher rate of good honours than male students have. However, over time, the rate of good honours for male students has steadily improved.
- Graduate outcomes are generally more positive for female graduates: across the university, more female graduates are entering further study and slightly more are entering professional employment; furthermore, the rate of unemployment for male graduates is higher than it is for female graduates. Institutional patterns are typical of the sector: more female graduates are entering professional employment however; more male students are entering senior roles.

LOW PARTICIPATION NEIGHBOURHOODS (LPN)

- Across the university, approximately 14% of young applicants are from a Low Participation Neighbourhood (LPN).
- HAS receive a higher than average proportion of applications from young LPN applicants; in particular, in Nursing and Midwifery, 19% of applications are from young LPN applicants.
- Students from LPN postcodes account for around 13% of new entrants in 15/16 and are a slightly higher proportion of the new student population in ACE and HAS.
- The highest proportions of LPN students are in Education, Arts & Cultural Industries and Applied Sciences. Conversely, the lowest proportion of LPN students can be seen in Architecture and the Built Environment and Allied Health Professions
- According to HEFCE, in 15/16, the proportion of LPN students in higher education was 11%.
- Over time, the non-continuation rate for young LPN students has steadily increased but the non-continuation gap between young LPN and other students has reduced by 0.3pp.
- In FET, all departments have a greater proportion of young LPN students remaining active in the university than they do for other students. Since 14/15, in Architecture and the Built Environment, all enrolled young LPN students have remained active in the university.
- Students from an LPN background report slightly lower levels of satisfaction overall however, when broken down by various measures of satisfaction, there is less satisfaction with organisation and management. HEFCE have noted that across the sector, LPN graduates generally express similar levels of satisfaction as other students.
- The proportion of young LPN students achieving good honours has consistently remained lower than the proportion other students have achieved but over time, has increased by 0.3pp.
- Over time, the rate of firsts achieved by young LPN students has increased by 0.4pp however; the rate of 2.1s achieved by young LPN students has fluctuated and decreased by 0.1pp.
- Students from an LPN postcode area achieve graduate outcomes in line with the average of the young population

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 who are responsible for setting a clear direction for ensuring that we diversify our student body and ensure that all students have an equitable experience and that groups of students have equitable chances of succeeding. Equally, the university has a single equality scheme which sets out the strategic direction for mainstreaming and embedding equality in the core activities of the university. Both documents are developed in consultation with staff and students.

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

ABOUT THE DATA

The data provided is shown at university level and across faculties and departments. A summary of acronyms for faculties is shown below:

FACULTY	DEPARTMENTS WITHIN FACULTY 15/16
ACE (Arts, Creative Industries and Education)	Art and Design; Arts and Cultural Industries; Education; Film and Journalism
FBL (Business and Law)	Accounting, Economics and Finance; Business and Management; Law
FET (Environment and Technology)	Architecture and the Built Environment; Computer Science and Creative Technologies; Engineering, Design and Mathematics; Geography and Environmental Management
HAS (Health and Applied Sciences)	Allied Health Professions; Applied Sciences; Health and Social Sciences; Nursing and Midwifery

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.²

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 10% nationally (i.e. in England) of postcodes for the proportion of young people progressing to university.

² UWE Bristol (2016) *Changes to DSA*. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>

SUMMARY OF DATA

Availability of data by protected characteristic:

Characteristic	Notes
Age on entry	Data available throughout student record systems. Most of this report focuses on 15/16 data but consideration is also given to three year trends (13/14 to 15/16)
Gender/Sex	
Ethnicity	
Disability	
Gender identification	Application data available from 14/15 onwards; plans are in place to transfer this data to ISIS allowing reporting on current students from 16/17
Sexual Orientation	
Religion or belief	

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.

The UWE total data includes the four faculties and Hartpury College – further analysis is then provided by the four faculties, at departmental level. A breakdown for Hartpury College is not provided in this report.

Please note that application rates in 15/16 broken down by ethnicity were unavailable at the time of publishing; this data will be made available for the student compendium 16/17.

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).

Please note that the enrolment data used within this compendium is taken from a snapshot across the university in December 2015. This data set is refreshed annually and subject to change in order to take into account late amendments or necessary changes to the submitted data.

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 2014/15 and who were taught at UWE (i.e. not at a partner college).

GOOD HONOURS AND DEGREE CLASSIFICATION

Degree classification is summarised by good honours (considered a 1st or 2.1 degree) and then is further broken down to individual degree classifications in this data set. The students will have graduated in 15/16. 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 14/15 DLHE survey.

COMPARITIVE DATA SOURCES

Throughout this suite of reports, there are multiple references to sector-wide patterns and trends regarding the participation of WP groups in higher education and their associated outcomes. These national comparisons allow us to contextualise and better understand our student data; in some cases where we are outperforming or underperforming the sector averages, it may encourage further exploration and analysis. The sources that have been used within this suite of reports are below:

Published reports:

- Equality Challenge Unit (2016) *Equality in Higher Education: Students Statistical Report 2016*. Available from: <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>
- HEFCE (2016) *Higher Education in England 2016: Key Facts*. Available from: <http://www.hefce.ac.uk/pubs/year/2016/201620/>
- HEFCE (2016) *Graduate Satisfaction with Undergraduate Choices*. Available from: <http://www.hefce.ac.uk/pubs/year/2016/201628/>

- HEFCE (2013) *Higher Education and Beyond: Outcomes from full-time first degree study*. Available from: <http://www.hefce.ac.uk/pubs/year/2013/201315/>
- Neves, J and Hillman, N (2016) *Student Academic Experience Survey 2016*. Higher Education Policy Institute. Available from: <http://www.hepi.ac.uk/2016/06/09/hepi-hea-2016-student-academic-experience-survey/>

Websites (all accessed January 2017):

- HEFCE (2016) *Student Characteristics: Sex*. Available from: <http://www.hefce.ac.uk/analysis/HEinEngland/students/sex/>
- HEFCE (2016) *Differences in Employment Outcomes*. Available from: <http://www.hefce.ac.uk/analysis/employment/201011/>
- HEFCE (2016) *Student Characteristics: Social Background*. Available from: <http://www.hefce.ac.uk/analysis/HEinEngland/students/social/>
- HESA (2016) *Destinations of Leavers from Higher Education 2014/15*. Available from: <https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2014-15/introduction>
- UWE Bristol (2016) *Changes to DSA*. Available from: <https://intranet.uwe.ac.uk/sites/SAM/Pages/Changes-to-DSA.aspx>