
STUDENT DATA ANALYSIS 2014-15

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EXECUTIVE SUMMARY: UNIVERSITY ANALYSIS

This suite of reports summarises and describes student lifecycle for undergraduate home students according to protected characteristic and WP target groups. It uses three main data sets: a full student count of all students enrolled in each academic year, a set of KPI metrics broken down by WP group or protected characteristic and a cohort analysis following a group of students who enrolled in first year in 2010-11 on 3 year degree programmes through the next few years of study. The main points to note include:

Over the three year period explored in this report (2012/13 to 2014/15), UWE Bristol has seen an overall decrease in student numbers; however, numbers of students in first year have increased suggesting decline is due to poor retention rather than falling recruitment.

Age

- More of the mature population has disclosed a disability than the young population. In particular, disclosure of mental health difficulties and learning difficulties are greater within the mature cohort.
- More mature students with a disability than young are in receipt of DSA.

- In all faculties, the proportion of mature students who are BME is higher than the proportion of young students who are BME and mature students are particularly more likely to be Black than young students.
- There is a greater gender imbalance within the mature population – nearly 21% more are female.
- The university recruits better from its mature pool of applicants, enrolling a greater proportion than young applicants.
- In the cohort analysis from years 1-2 (2010/11 to 2011/12), a greater proportion of mature students withdrew than young students.
- Young students were more satisfied with the university according to NSS results.
- Over the 3 year period, mature students have achieved comparatively fewer good honours whereas young students have achieved more.

Disability

- Around 14% of our students have disclosed a disability and this has been static over the three year period.
- Over the three year period, the greatest proportion of disclosed disabilities has been specific learning difficulties and the second most common is mental health difficulties.
- Chinese and Asian students with a disability are very unlikely to be in receipt of DSA.
- The disabled population shows no significant gender imbalance.
- From the cohort analysis we can see that in first year, disabled students who are not in receipt of DSA are significantly more likely to withdraw, and if they remain at UWE Bristol they make less progress, year upon year.
- Students with mental health difficulties are particularly less likely to make appropriate progress through their university career.
- Only 52% of students with a mental health difficulty graduated at the end of year 3.
- Disabled students were less satisfied with the organisation and management when analysing NSS results.
- Disabled students are less likely to have achieved good honours.
- Overall, disabled students are as likely as non-disabled to be in a positive graduate outcome.

Ethnicity (only considering home fee status students)

- Around 16% of UWE students consider themselves to be BME; both the absolute number of BME students and proportion has increased slightly over the three year period.
- Across the university there are a greater proportion of BME students in the male student population.
- Across the university there is a stronger conversion rate for BME students.
- Approximately 15% of the new first year intake was BME.
- Although BME students are as likely to remain at UWE from first to second year, they have lower progression rates throughout their studies.
- The cohort analysis suggests that in first year, there are slightly higher withdrawal rates for Black students but the average of the whole BME population shows similar rates of withdrawal to white population.
- Only 59% of the Black cohort has graduated at the end of year 3, compared to 83% of the white cohort.
- BME students are less likely to achieve good honours than a white student in 2014/15.
- Only 10% of BME students achieve a first.
- BME students are less likely to achieve a good graduate outcome. Asian students in particular had a very high level of unemployment post, graduation.

Gender

- Across the University we have equal numbers of male and female students; however there are wide variations between faculties. These variations largely follow national trends.
- There has been a decrease in male student numbers over the three year period.
- The gender imbalance is greater for students from LPN postcodes with more of these students being female rather than male.
- The university received more applications from female applicants. But the male conversion rate is slightly higher than female.
- Male students are more likely to withdraw at the end of first year and are more likely to not make appropriate progress or graduate at the end of year three.
- There was no gender difference in overall satisfaction according to NSS results.
- Over the three year period, female students achieve more good honours however; the gender gap has reduced significantly.

Low Participation Neighbourhood (LPN)

- Approximately 4% of all young students are from a LPN postcode area.
- Over the three year period, the number of young students from LPN has been slightly increasing.
- Overall, around 9% of all applications from young applicants in 2014/15 were from individuals living in LPN postcode areas.
- Young students from LPN postcodes are slightly more likely to drop out at the end of year 1.
- There is very little difference in their progression to graduation within 3 years in comparison to other young students
- Over the three year period, LPN Young have achieved less good honours however; they are achieving more firsts than other young students.

Other Characteristics

- 90% of applicants disclosed as being heterosexual and 3.5% of applicants defined themselves as being Lesbian/Gay or Bisexual.
- 60% of students defined themselves as having no religion. Of those who did report a religion or belief, 25% were Christian and 5% were Muslim.

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). There reports are not designed to be a mechanism for summarising or assessing key performance indicators bur rather, are an opportunity to explore our student data. The reports are as follows:

- **Annual Reports on Student Data**– high level, publicly available reports on our progress towards our key Widening Participation and Equalities duties
- **Faculty Student Data Reports** – detailed summary of key data sets for each faculty by target/protected characteristic groups for internal planning use
- **Detailed Student Data Reports** – further analysis by protected characteristic for internal planning

ABOUT THE DATA

UNIVERSITY INFORMATION

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

Faculty structure:

Faculty	Departments within Faculty
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; Biological, Biomedical and Analytical 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 and as such it is expected that the number of student in receipt of DSA increase as year of study increases. Individual disabilities are recorded at a grouped level within the student record system and here are presented in 3 broad categories that “Learning Difficulties”, “Mental Health” and “other Disabilities”

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). 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.

SUMMARY OF DATA

Table 1. Availability of data by protected characteristic

Characteristic	Notes
Age on entry	Data available throughout student record systems. Most of this report focuses on 14/15 data but consideration is also given to three year trends (2012/13 to 2014/15)
Gender/Sex	
Ethnicity	
Disability	
Gender identification	Application data available from 2014/15 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 – this is clearly signalled). 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.

Table 2. Breakdown of student population over 3 years (2012/13 to 2014/15) by level/ type of programme and mode of study

STUDENT DATA ANALYSIS 2014-15

UG/PGT	UK domiciled			Non UK domiciled		
	Full-time/Sandwich	Part-time	Total	Full-time/Sandwich	Part-time	Total
PGR	218	406	624	188	196	384
PGT	3132	4909	8041	2201	405	2606
UG	54028	2757	56785	6959	36	6995
Grand Total	57378	8072	65450	9348	637	9985

Table 2 shows that the total undergraduate population accounts for around 85% of our students – with most (80%) of these studying full-time. The proportion of non-UK domiciled students is low (13%) and they are twice as likely to be a final year direct entrant. Further analysis of non UK students will be undertaken separately from this set of analyses.

Table 3- Breakdown of student population by academic year and year of study for UK domiciled full time undergraduates

Study Year	12/13	13/14	14/15
0	176	234	271
1	5577	6138	6381
2	6706	5589	5749
3	5872	6163	5172
Total	18331	18124	17573

Table 3 shows fairly equal proportions of students across the 3 years of study with a small but rising number of students engaged in a year 0 (foundation year). UWE has seen an overall decrease in student numbers over this 3 year period; however, numbers of students in first year have increased suggesting the decline is due to poor retention rather than falling recruitment.

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 4 faculties plus Hartpury College – further analysis is then provided by the 4 faculties at a departmental level. A breakdown for Hartpury College is not provided in this report.

ENROLMENTS AND CONVERSION

Enrolment data is a count of all new, undergraduate students enrolling on their 1st year of study of a first degree at UWE. Comparing Enrolments with applications provides a rough measure of conversion and provides a useful way of measuring the relative progression into university of students with particular characteristics over time. Comparing changes to applications, enrolments or conversion rates can be misleading and various factors can affect one, two or all of these data sets. This report will highlight areas for future investigation rather than identifying causes.

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).

PROGRESSION

Progression of a cohort of undergraduate full time (not sandwich) students who began their studies in 2010/11 and should have completed a 3 year undergraduate degree in 2012/13 provides an opportunity to consider students' journeys from each year to year. The data considers 4 possible outcomes of each year included in the analysis:

- No HE – the student is no longer enrolled at UWE
- No Progression – the student is enrolled at UWE but remains at the same academic level as the previous year (i.e. is repeating modules or has changed course)
- Progression – the student has progressed to the next academic level
- Qualified- the student has left the cohort with a qualification

The technical specifications for the progression data are:

Home/EU fee status, new, full-time, first degree students who first enrolled in 2010/11. Students studying foundation years, integrated masters, or placement years are not included. The progression statuses are calculated from 2010/11 to 2011/12, and then calculated for all students still present in 2011/12 transitioning to 2012/13, and so on up to 2013/14. Students starting in 2010/11 on a three-year degree therefore, are tracked for up to five years.

Note that each progression year summarises just those students still present, e.g. for 2013_to_2014 only progression statuses for those students who have yet to drop out or graduate in preceding years are shown. Students restarting their studies (e.g. after a timeout) are not shown at the point they re-enrol, but their subsequent progression to the following years is shown.

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).

DEGREE CLASSIFICATION AND GOOD HONOURS

Degree classification is summarised by good honours (considered to be 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 2014/15

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.

OTHER CHARACTERISTICS- APPLICATION DATA

In 2013/14 UCAS began asking applicants to disclose additional pieces of information about their identity. The University received a summary of this information about students who applied and were accepted through the standard UCAS route which is reported below. We cannot see any information about students who did not enrols at UWE or who applied through a non UCAS route (e.g. international students, PGRs, PGTs, Undergraduates who applied directly to UWE) – this means we are reporting on around 63% of our undergraduates (4426 applicants in the 2014/15 year).

SEXUAL ORIENTATION

Table 4. Breakdown of applications in 2013/14 by sexual orientation

	Number	% of total
Bisexual person	60	1.4%
Gay man	38	0.9%
Gay woman / lesbian	23	0.5%
Heterosexual	3938	89.0%
Not known	332	7.5%

Table 4 shows that almost 90% of applicants disclosed as being heterosexual and 3.5% of applicants defined themselves as being Lesbian/Gay or Bisexual.

RELIGION OR BELIEF

Table 5. Breakdown of applications in 2013/14 by sexual orientation

	Number	% of total
Buddhist	28	0.6%
Christian	1106	25.0%
Hindu	26	0.6%
Jewish	7	0.2%
Muslim	198	4.5%
No religion	2682	60.6%
Sikh	28	0.6%
Spiritual	60	1.4%

Any other religion or belief	51	1.2%
Information refused / blank	240	5.4%

Table 5 shows that 60% of students defined themselves as having no religion. Of those who did report a religion or belief, 25% were Christian and 5% were Muslim.

STUDENT COMPLAINTS DATA

There were 34 stage two (formal) complaints in the year 2014/15 (down from 93 in 2013/14).

- This decrease in complaints may indicate a better student experience,
- Or it may indicate less widespread knowledge about how to make a complaint.
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Table 6. Breakdown of complaints by protected characteristic

	Number	Proportion of student population (%)
Total complaints	34	
Type of complainant		
Student	Data suppressed	
Parent/Family on behalf of student	Data suppressed	
Total Student Complaints	33	0.12%
Admissions applicant	Data suppressed (not included in figures below)	
Age		
Under 21	Data suppressed	Data suppressed
21 to 29	12	0.17%
30 to 39	9	0.33%
40 to 49	Data suppressed	Data suppressed
Over 50	5	0.70%
Level		
UG	19	0.09%
PG	14	0.23%
Disability		
No disability	25	0.10%
Learning disability including dyslexic	Data suppressed	Data suppressed
Mental health difficulties	Data suppressed	Data suppressed
Disability not listed	Data suppressed	Data suppressed
Multiple disabilities	Data suppressed	Data suppressed
Gender		
Male	12	0.10%
Female	21	0.14%

Ethnicity		
White	26	0.12%
Asian	Data suppressed	Data suppressed
Black	Data suppressed	Data suppressed
Chinese	Data suppressed	Data suppressed

BREAKDOWN OF USE OF WELLBEING SERVICE BY PROTECTED CHARACTERISTIC

In 2014/15 there were 1727 applications to use the wellbeing service (up from 1373 in 2013/14)

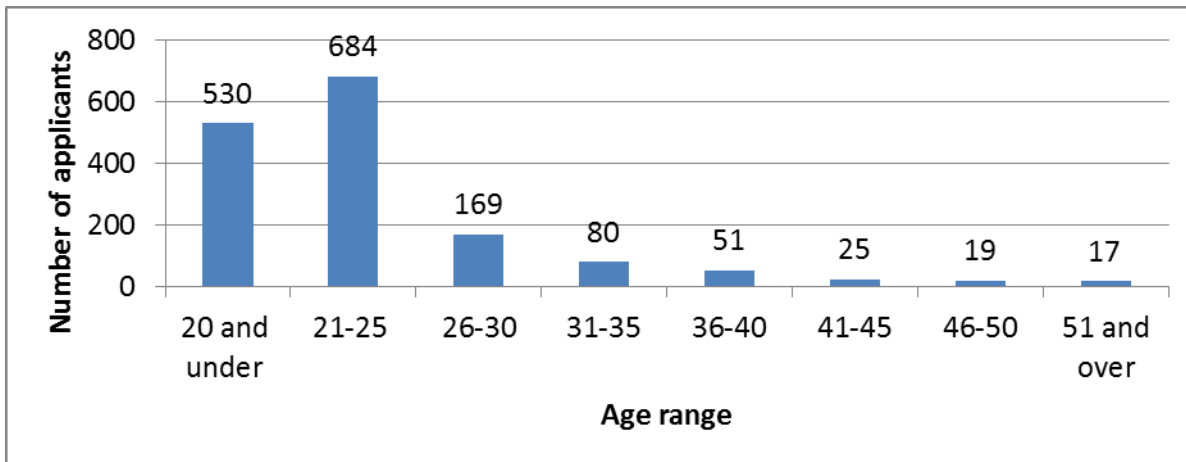


Figure 1. Breakdown of applications by age

Figure 1 shows that the greatest majority of applications was made by students who are between 21 and 25 years old. This data is not cross referenced by year of study so it is quite possible that a significant proportion of these students are young as they may have started higher education under the age of 21 and have accessed the wellbeing service after they turned 21.

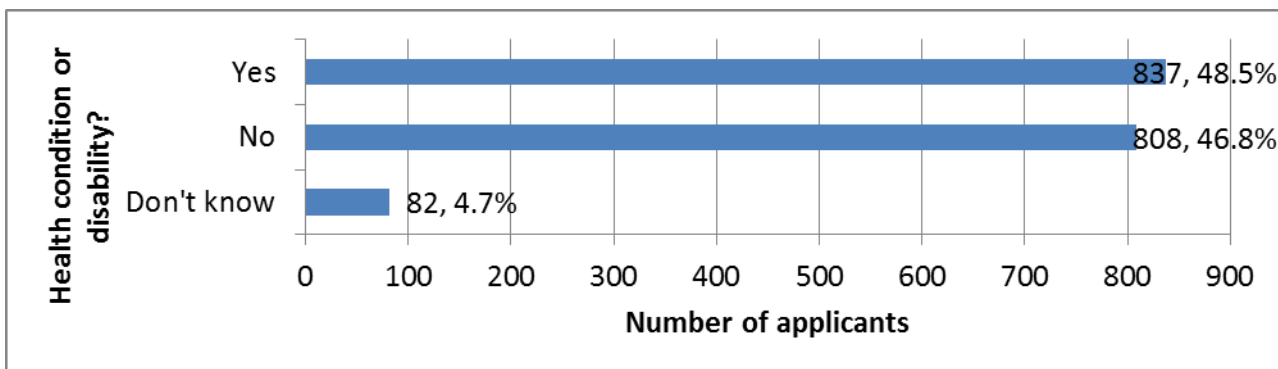


Figure 2. Breakdown of applications by disability

There is an almost equal split of students applying to use the wellbeing service who disclose a health condition or disability during their application – this data does not cross reference against student record data however

so we do not know whether they are also in receipt of DSA or have declared a disability formally to the university.

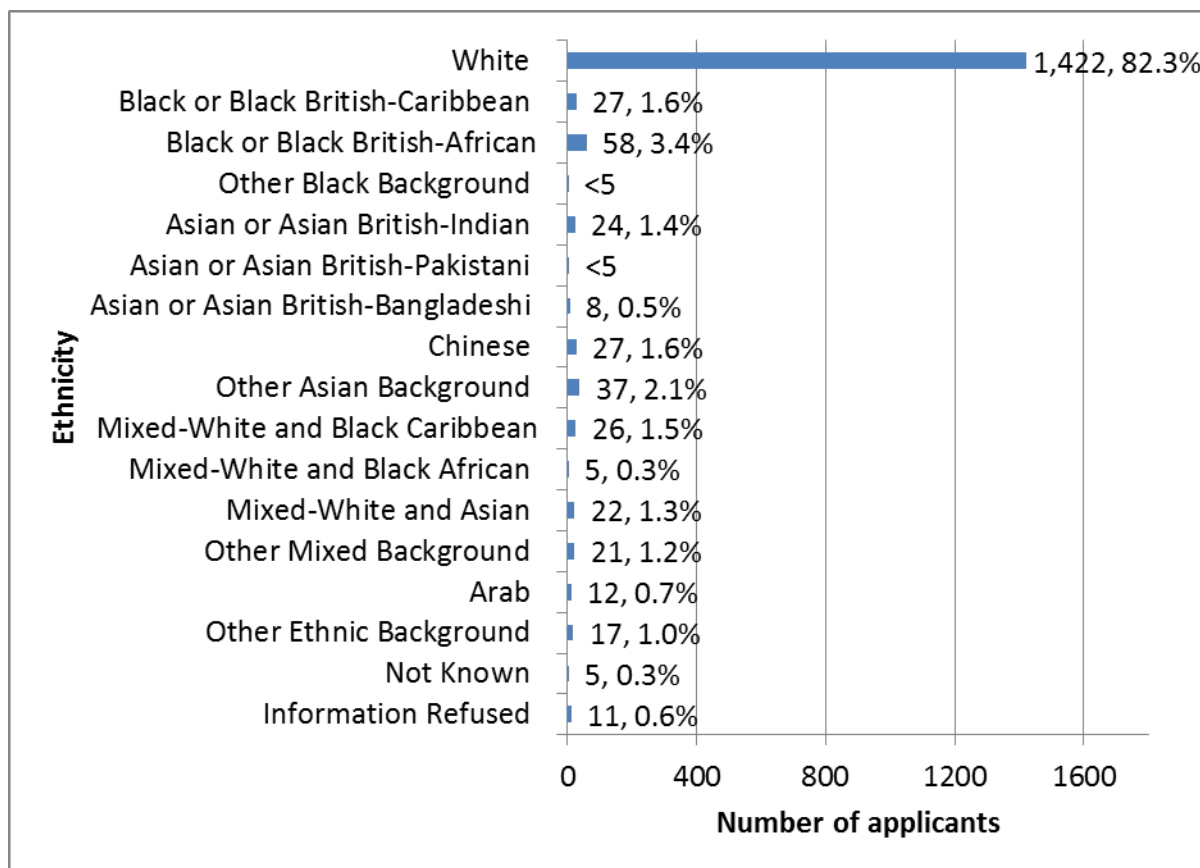


Figure 3. Breakdown of applications by ethnicity

Figure 3 shows that the greatest proportion of well being service users are white but of non white students Black or Black African students are the largest single group. This data does not separate home and international students but figure 4 below shows that over 90% of applicants were home fee status.

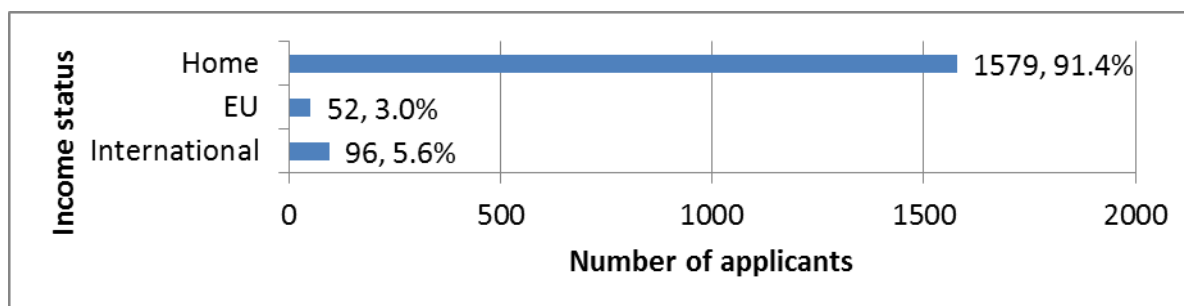


Figure 4. Breakdown of applications by fee status

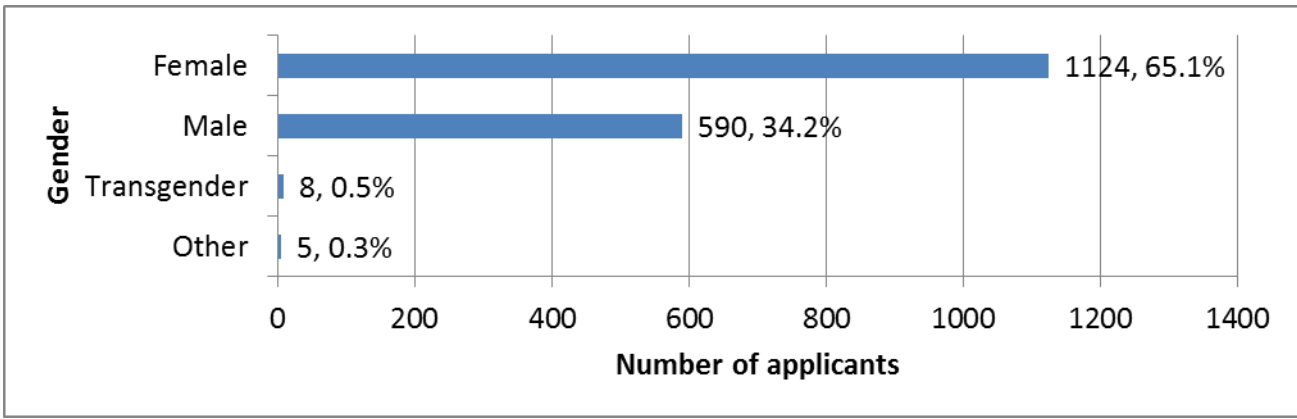


Figure 5. Breakdown of applications by Gender

Figure 5 shows that more female students applied to use the well being service than male students.

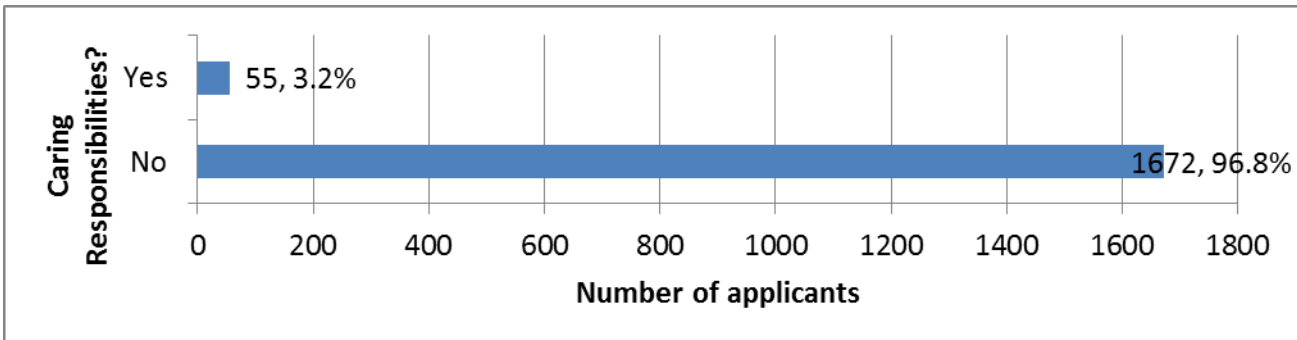


Figure 6. Breakdown of applications by caring responsibility

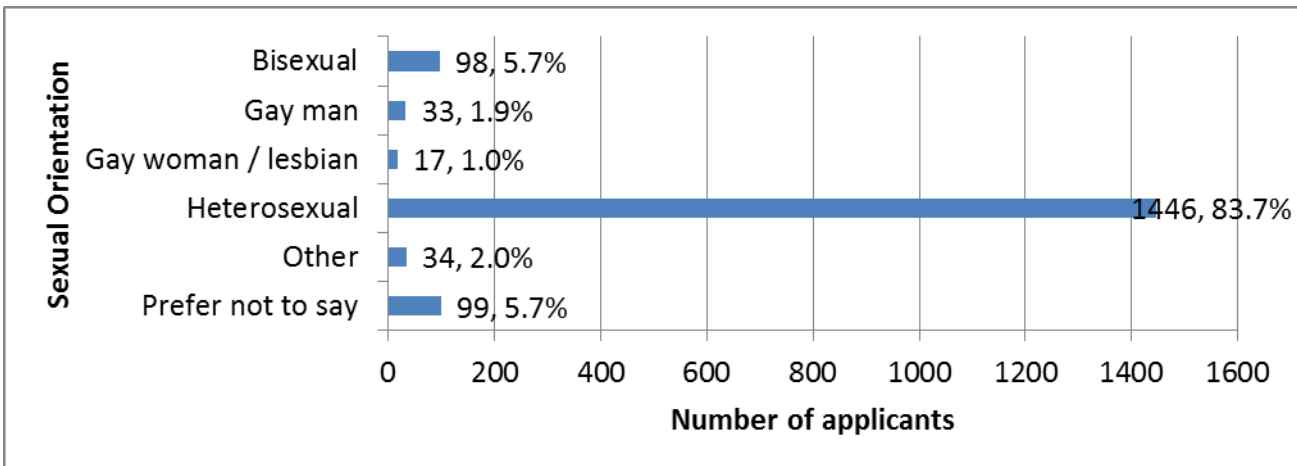


Figure 7. Breakdown of applications by sexual orientation