

Student Compendium 2018/19















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University Analysis 2018/19

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 22-24 for an explanation of the acronyms and technical terms used in this document.

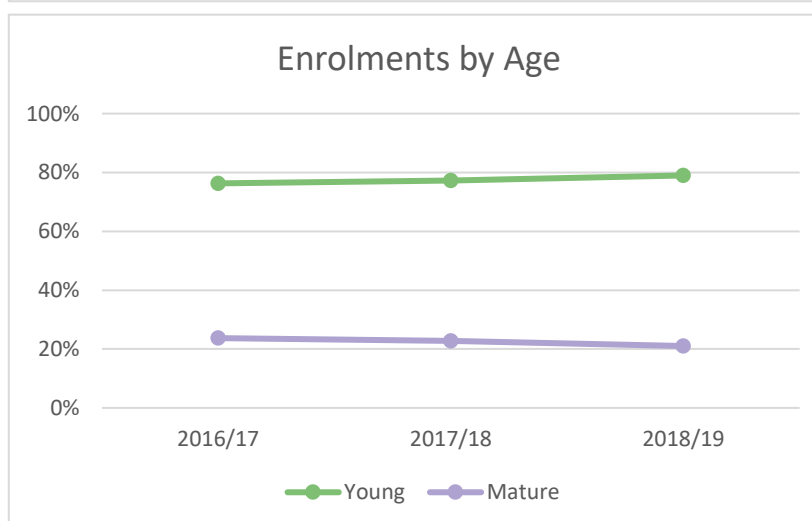
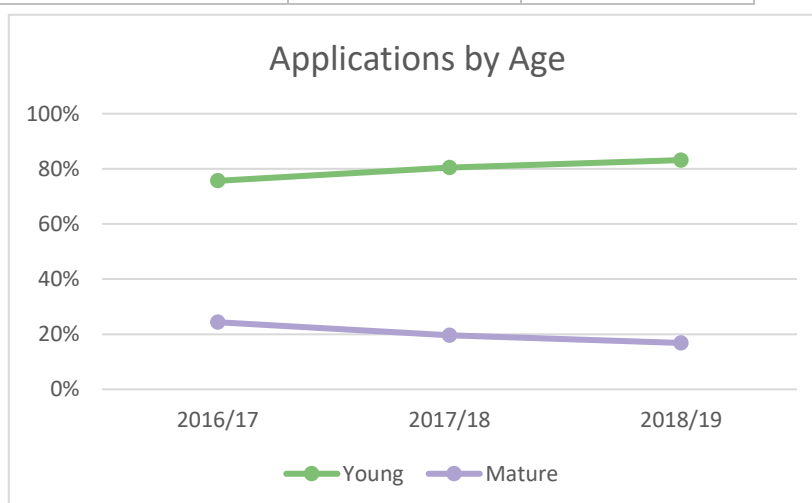
	Age (mature vs young)	Disability (disabled vs non-disabled)	Ethnicity (BAME vs white)	Gender (Male vs female)	Low Participation Neighbourhoods (LPN vs other young)
Applications and Enrolments	 Applications and enrolments from mature students have continued to decrease year-on-year since 2016/17.	 Applications from disabled students continue to increase but enrolments continue to decrease.	 Applications and enrolments from BAME students have increased over the past three years.	 The gender divide for both applications and enrolments is closing.	 Applications from LPN students are the same as last year, but the proportion of LPN students enrolling has increased.
Good Honours	 Good honours rates are lower for mature students than for young students and decreased between 2017/18 and 2018/19.	 Good honours rates for disabled students are 6.4pp below those of non-disabled students, and dropped between 2017/18 and 2018/19.	 There is a large gap between BAME and White students achieving good honours. A smaller proportion of BAME students achieved good honours in 2018/19 than in 2016/17.	 The gender gap for good honours is closing. The proportion of male students achieving good honours is increasing, but for female students it's decreasing.	 Good honours rates for LPN Young and Other Young students were almost identical. The proportion of LPN Young students achieving good honours has increased over the past three years.
Student Satisfaction	 Overall satisfaction is similar for mature and young students, and greater for mature students in several categories.	 Overall satisfaction for non-disabled students is much higher than for disabled students.	 Black and Asian students had the highest overall satisfaction, although students of other ethnicities had the lowest score.	 The gender gap for student satisfaction is narrowing, but female student satisfaction has decreased.	<i>Not measured in NSS</i>

Age

Applications and Enrolments

2018/19 Data

	Mature	Young
Applications	4933	24380
% Applications	16.8%	83.2%
Enrolments	1224	4598
% Enrolments	21.0%	79.0%

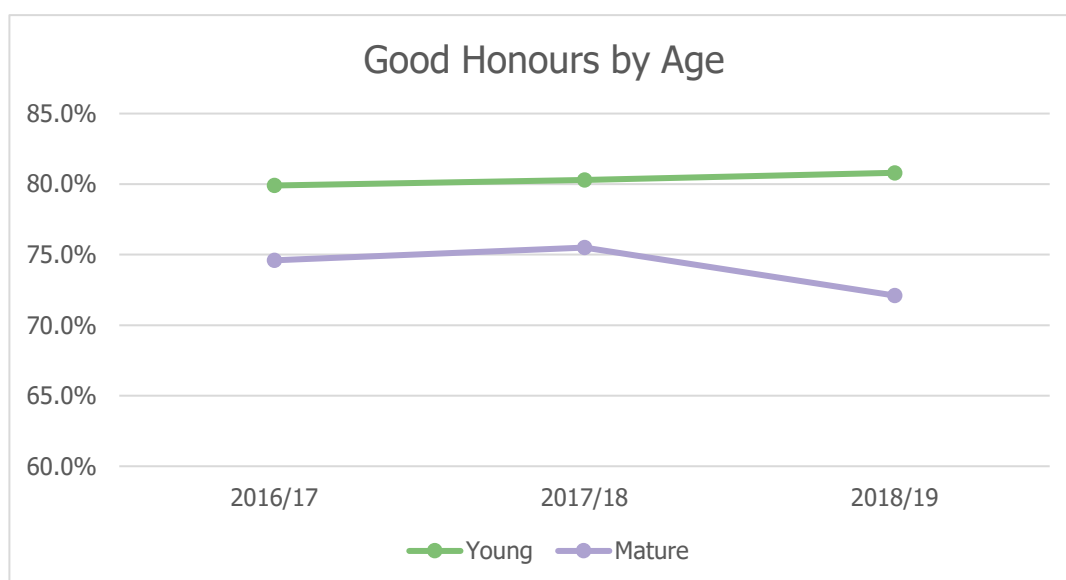


- There has been a year on year decrease in mature student applications. In 2018/19, 16.8% of applications were from mature students which is 3pp lower than in 2017/18 and 7pp lower than in 2016/17.
- There has been a year on year decrease in mature student enrolments from 24.0% in 2016/17 to 23% in 2017/18 and 21.0% in 2018/19.

Good Honours

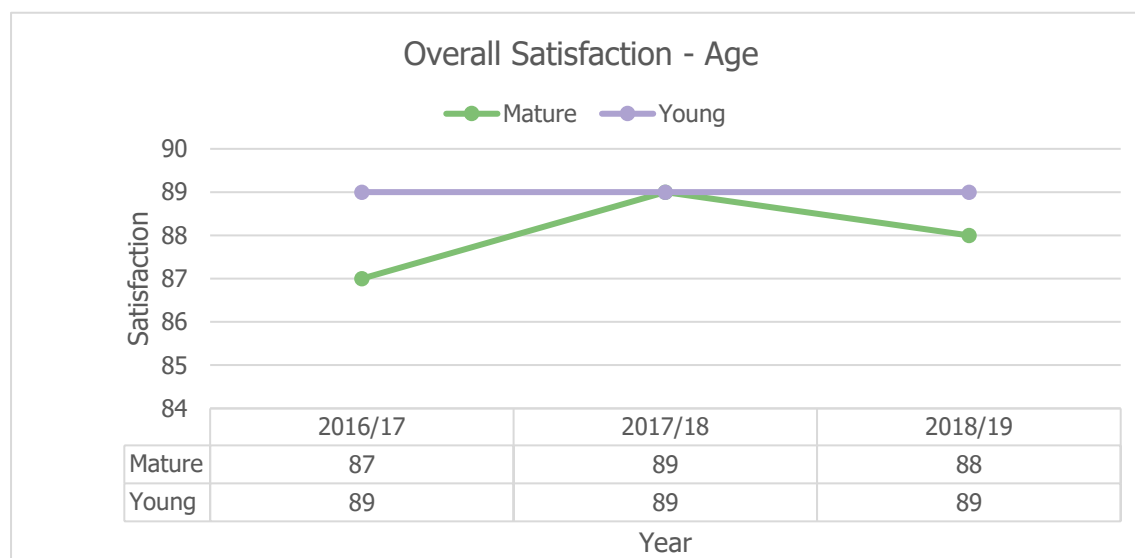
2018/19 Data

	Young	Mature
Good Honours	3,121	970
% Good Honours	80.8%	72.1%



- Achievement of good honours among young students has been greater than that of mature students for the past three years.
- The proportion of young students achieving good honours increased from 79.9% in 2016/17 to 80.8% in 2018/19.
- There was a small increase in good honours rates for mature students between 2016/17 and 2017/18 (74.6% to 75.5%) but this then dropped to 72.1% in 2018/19.

Student Satisfaction



Responses 2018/19 Data

	Mature	Young	Difference Mature - Young
No. of Responses	1017	2927	n/a
Response Rate	77%	82%	n/a
Teaching	87	87	0
Learning Opportunities	88	86	+2
Assessment and Feedback	79	76	+3
Academic Support	85	84	+1
Organisation and Management	78	81	-3
Learning Resources	91	90	+1
Learning Community	82	81	+1
Student Voice	82	81	+1
Overall Satisfaction	88	89	-1

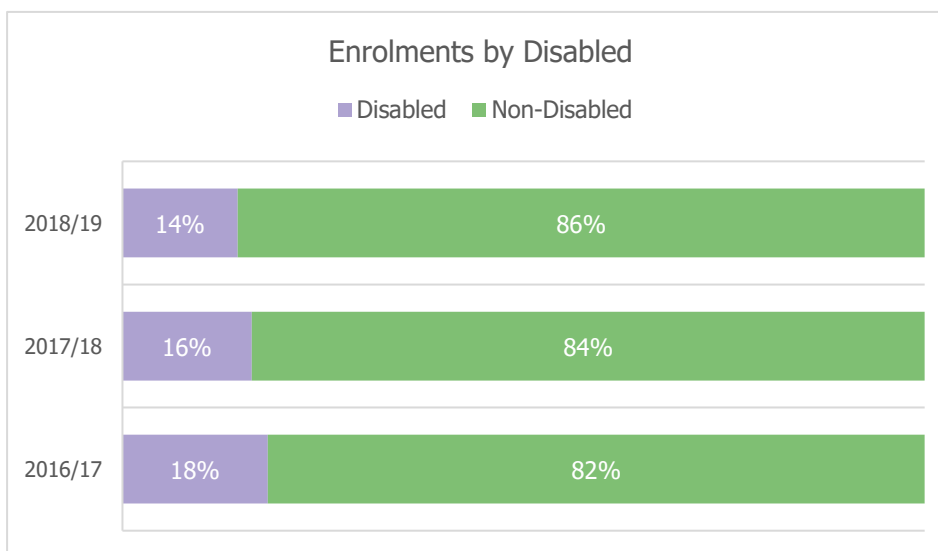
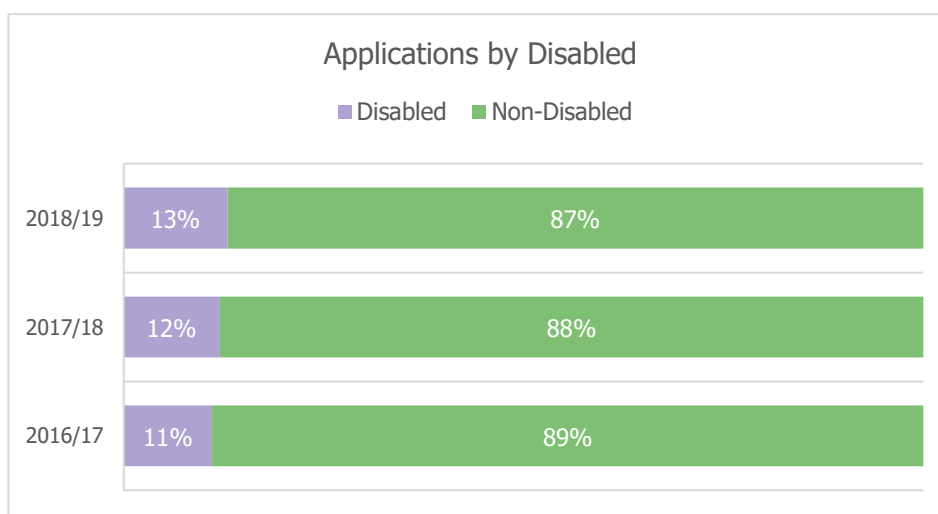
- Overall satisfaction among young students has remained at 89 for the past three years.
- Overall satisfaction among mature students has fluctuated slightly, increasing from 87 to 89 between 2016/17 and 2017/18 but then dropping to 88 in 2018/19.
- Looking at the individual categories, mature student satisfaction is higher than that of young students in all but two categories. The score for both groups is the same for 'Teaching' and mature satisfaction is three points less than for young students for 'Organisation and Management'.

Disabled

Applications and Enrolments

2018/19 data

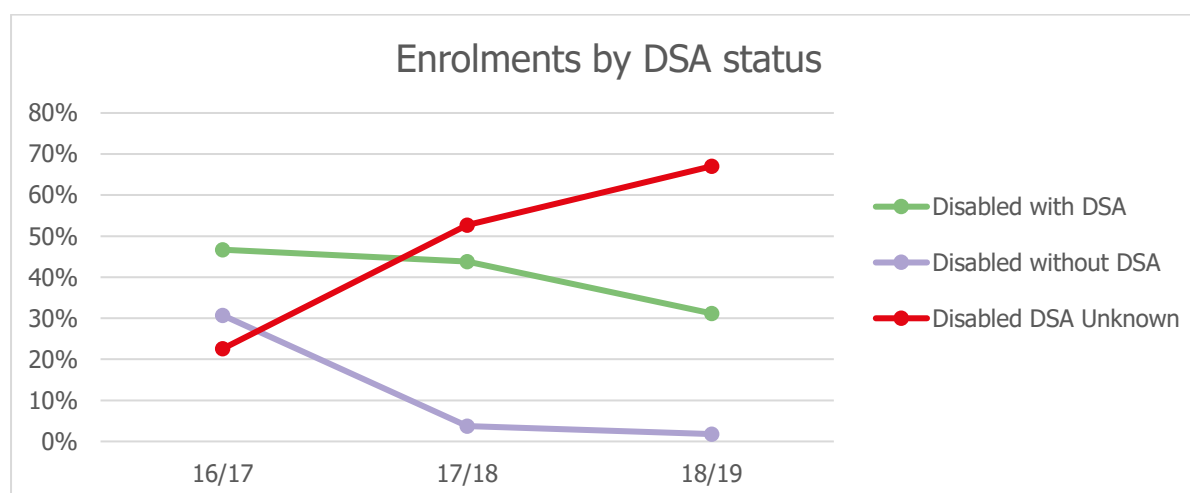
	Disabled	Non-Disabled
Applications	3796	25517
% Applications	13.0%	87.0%
Enrolments	837	4985
% Enrolments	14.4%	86.6%



- Applications from disabled students have increased by 1pp per year from 2016/17 to 2018/19.
- Enrolments of disabled students have decreased by 2pp per year from 2016/17 to 2018/19.

2018/19 data

	Disabled with DSA	Disabled without DSA	Disabled DSA Unknown
Applications	N/A	N/A	N/A
% Applications	N/A	N/A	N/A
Enrolments	261	15	561
% Enrolments	31.2%	2.8%	67.0%



- There has been a continual decline in the percentage of disabled students enrolled who receive disabled student allowance (DSA) from 47% in 2016/17 to 31% in 2018/19.

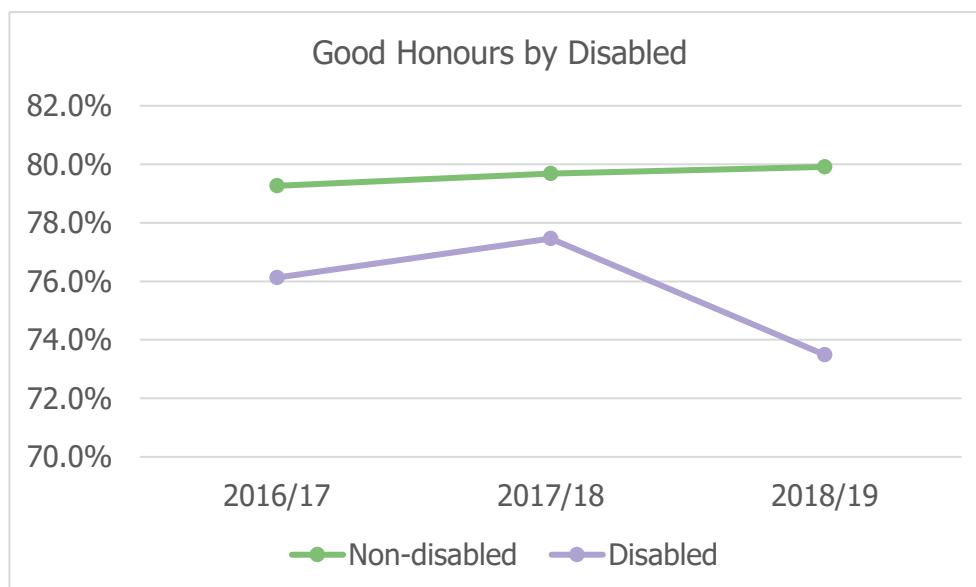
	Specific Learning Difficulties	Mental Health Condition	Other Impairment	Physical Impairment	No Impairment
Applications	634	354	349	46	27930
% Applications	2.2%	1.2%	1.2%	0.2%	95.3%
Enrolments	396	206	210	25	4985
% Enrolments	6.8%	3.5%	3.6%	0.4%	85.6%

- The vast majority of applicants disclosed no impairment. Of students who did disclose an impairment, the largest group was those with specific learning difficulties and the smallest was those with a physical impairment.
- As in 2017/18, the highest proportion of enrolled disabled students are those that have disclosed specific learning difficulties (6.8% in 2018/19). The lowest proportion are disabled students who have a physical impairment (0.4%).

Good Honours

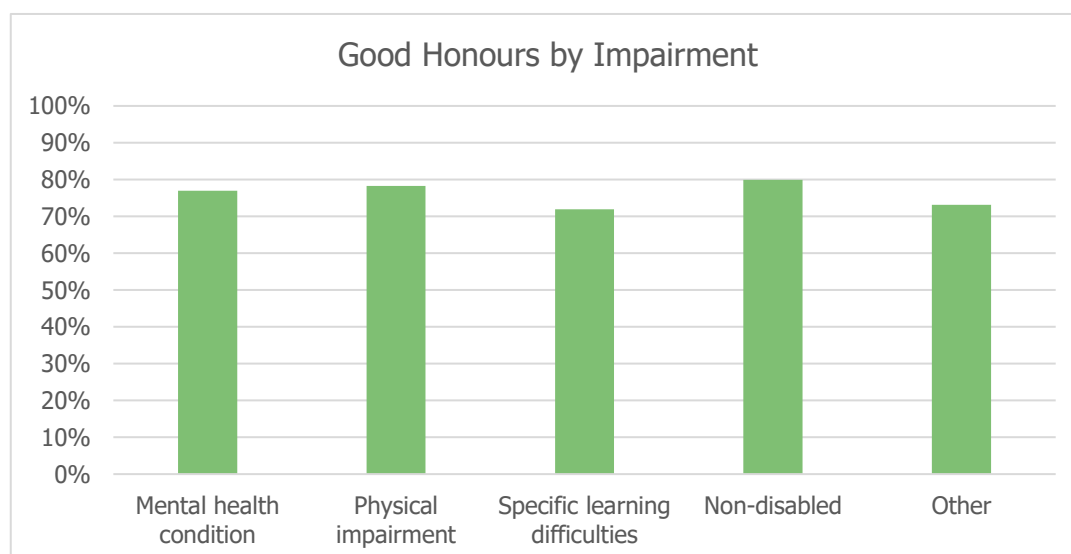
2018/19 data

	Disabled	Non-Disabled
Good Honours	729	3,362
% Good Honours	73.5%	79.9%



- The proportion of non-disabled students achieving good honours has steadily increased over the past three years, from 79.3% in 2016/17 to 79.9% in 2018/19.
- The proportion of disabled students achieving good honours rose between 2016/17 and 2017/18, but then dropped by 2pp between 2017/18 and 2018/19.

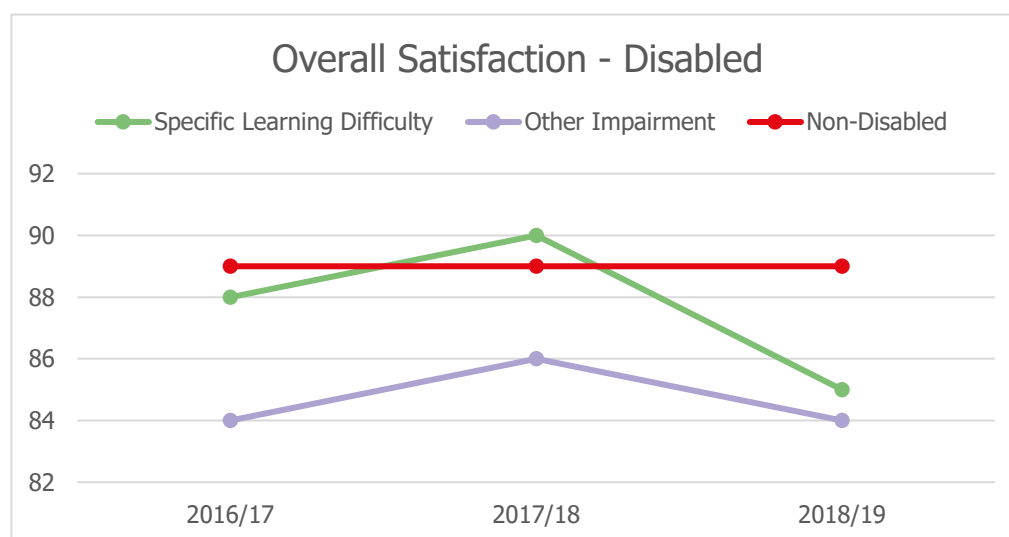
	Specific learning difficulties	Mental Health Condition	Other Impairment	Physical Impairment	Non-disabled
Good Honours	367	153	186	23	3,362
% Good Honours	71.9%	77.0%	73.1%	78.3%	79.9%



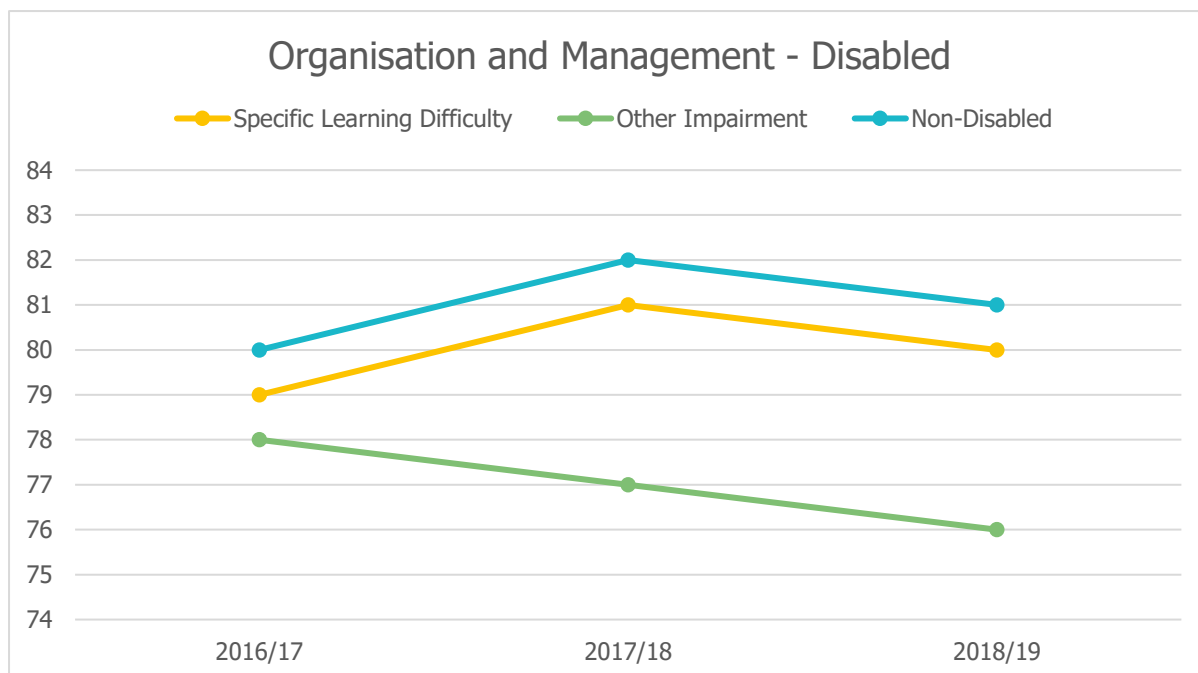
Student Satisfaction

Responses 2018/19 Data

	Specific Learning Difficulty	Other Impairment	Not Disabled	Difference SpLD – No Disability	Difference Other – No Disability
No. of Responses	309	319	3316	n/a	n/a
Response Rate	79%	80%	81%	n/a	n/a
Teaching	86	85	87	-1	-2
Learning Opportunities	86	85	87	-1	-2
Assessment and Feedback	80	74	77	+3	-3
Academic Support	84	83	85	-1	-2
Organisation and Management	80	76	81	-1	-5
Learning Resources	89	89	90	-1	-1
Learning Community	83	79	82	+1	-3
Student Voice	82	79	81	+1	-2
Overall Satisfaction	85	84	89	-4	-5



- Overall satisfaction among non-disabled students has remained steady over the past three years.
- However, for students with a specific learning difficulty and those with an 'other impairment', overall satisfaction has fluctuated. For both groups it rose between 2016/17 and 2017/18, but then dropped again between 2017/18 and 2018/19.



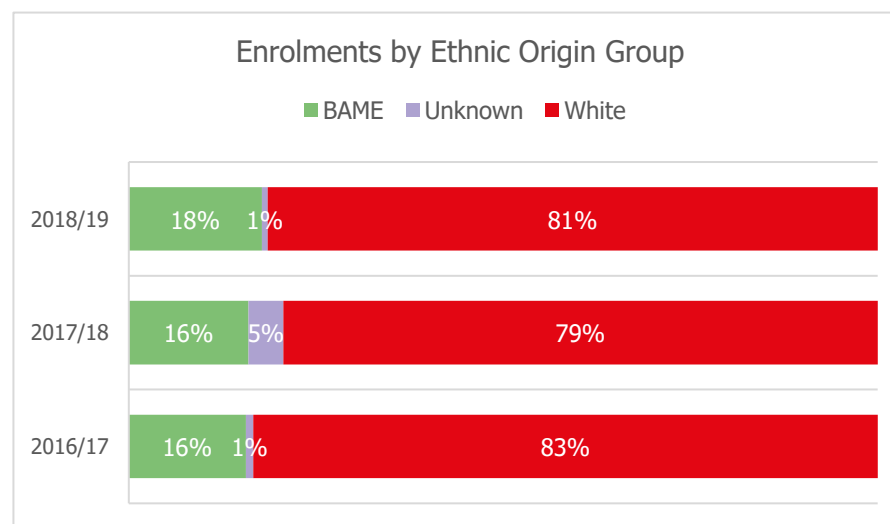
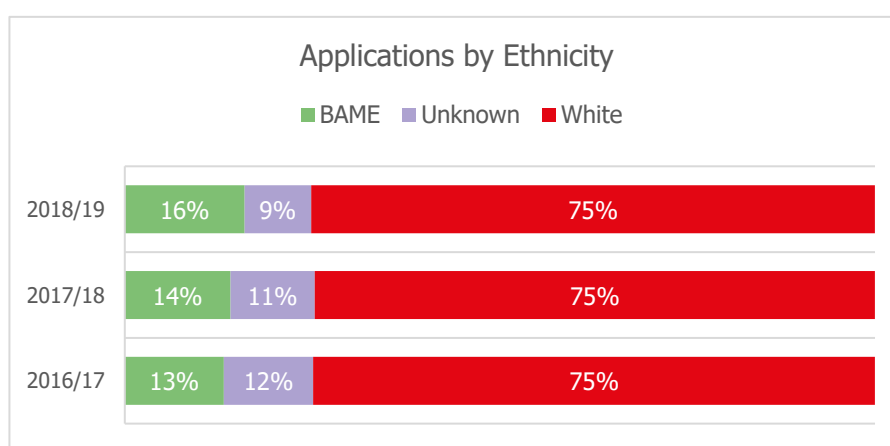
- Breaking the data down further by type of impairment, both students with a specific learning difficulty and those with an 'other impairment' have a lower score for overall satisfaction than non-disabled students.
- This is also the case for the majority of individual categories, with the exception of 'Assessment and Feedback', 'Learning Community' and 'Student Voice' for students with a specific learning difficulty. The largest gap is for 'Organisation and Management', with students with an 'other impairment' having a satisfaction rating five points lower than that of non-disabled students.

Ethnicity

Applications and Enrolments

2018/19 data

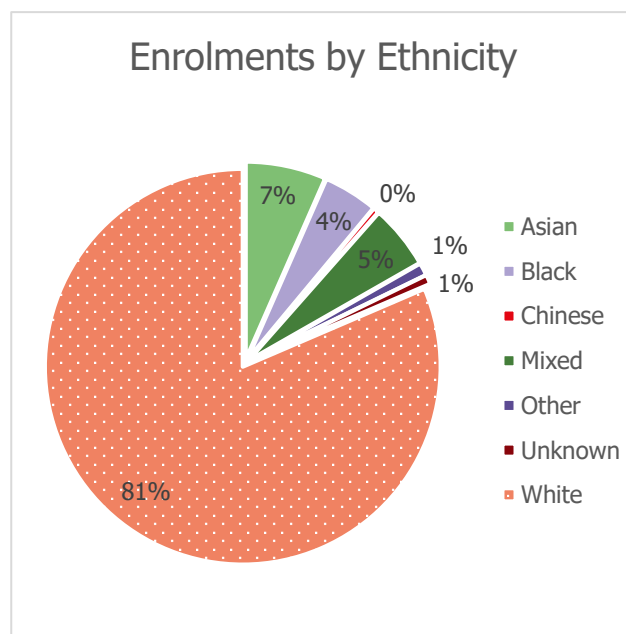
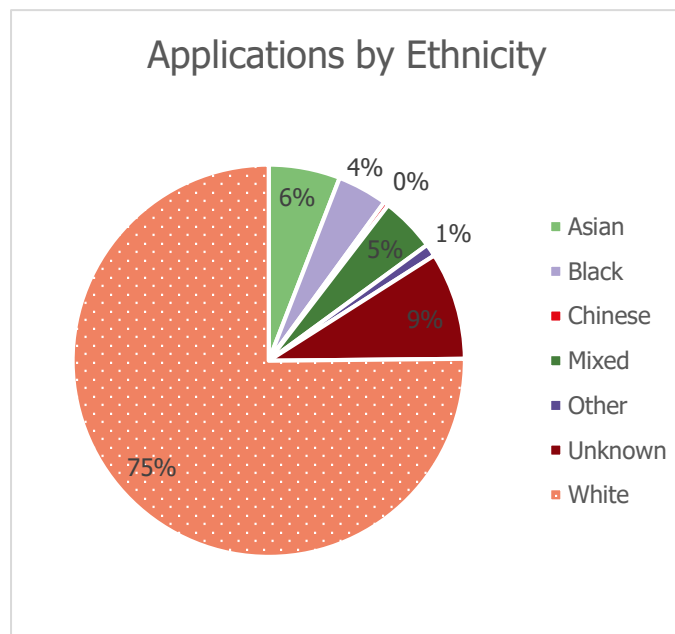
	BAME	White	Unknown
Applications	4686	22031	2596
% Applications	16.0%	75.2%	8.9%
Enrolments	1035	4742	45
% Enrolments	17.8%	81.4%	0.8%



- The proportion of applicants to UWE who identify as BAME has increased yearly since 2016/17, and in 2018/19 stood at 16.0%.
- Similarly, the proportion of BAME students enrolling at UWE has increased since 2016/17 to 17.8%.

2018/19 data

	Asian	Black	Chinese	Mixed	Other	Unknown	White
Applications	1726	1212	117	1327	304	2596	22031
% Applications	5.9%	4.1%	0.4%	4.5%	1.0%	8.9%	75.2%
Enrolments	383	260	27	305	60	45	4742
% Enrolments	6.6%	4.5%	0.5%	5.2%	1.0%	0.8%	81.4%

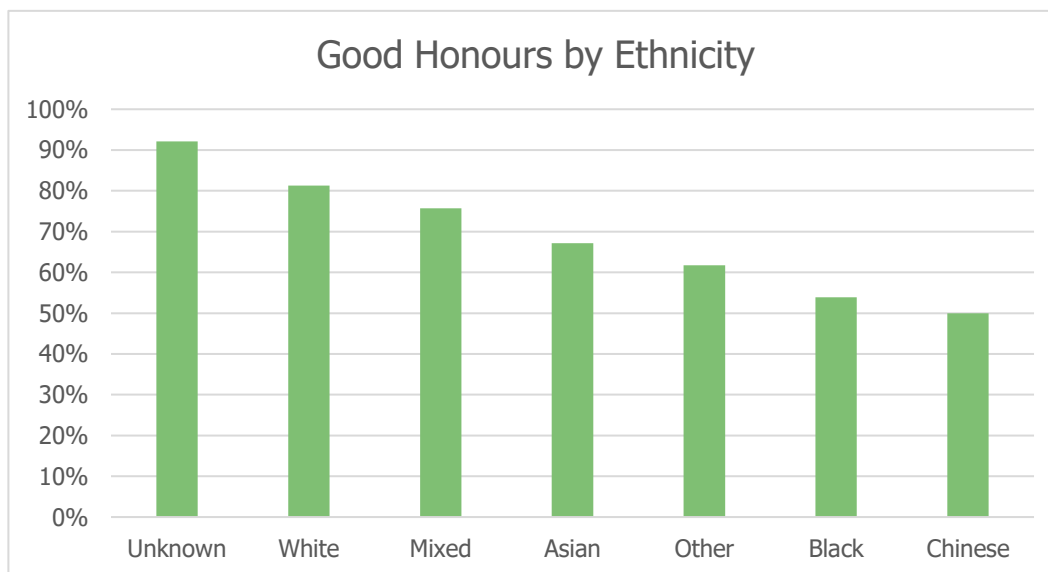
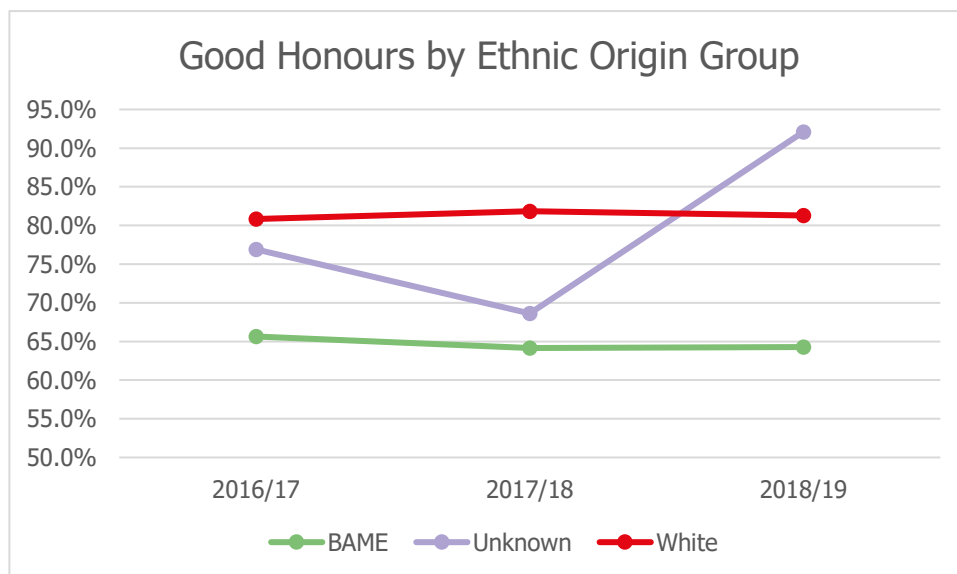


- Breaking the data down further, the largest group of applicants within the BAME category is Asian, followed by those of mixed heritage and then Black. This pattern is also seen in the enrolments data.
- Over the past three years the proportion of students from Asian backgrounds applying to and enrolling at UWE has increased slightly, as is also the case for those with mixed heritage.

Good Honours

2018/19 data

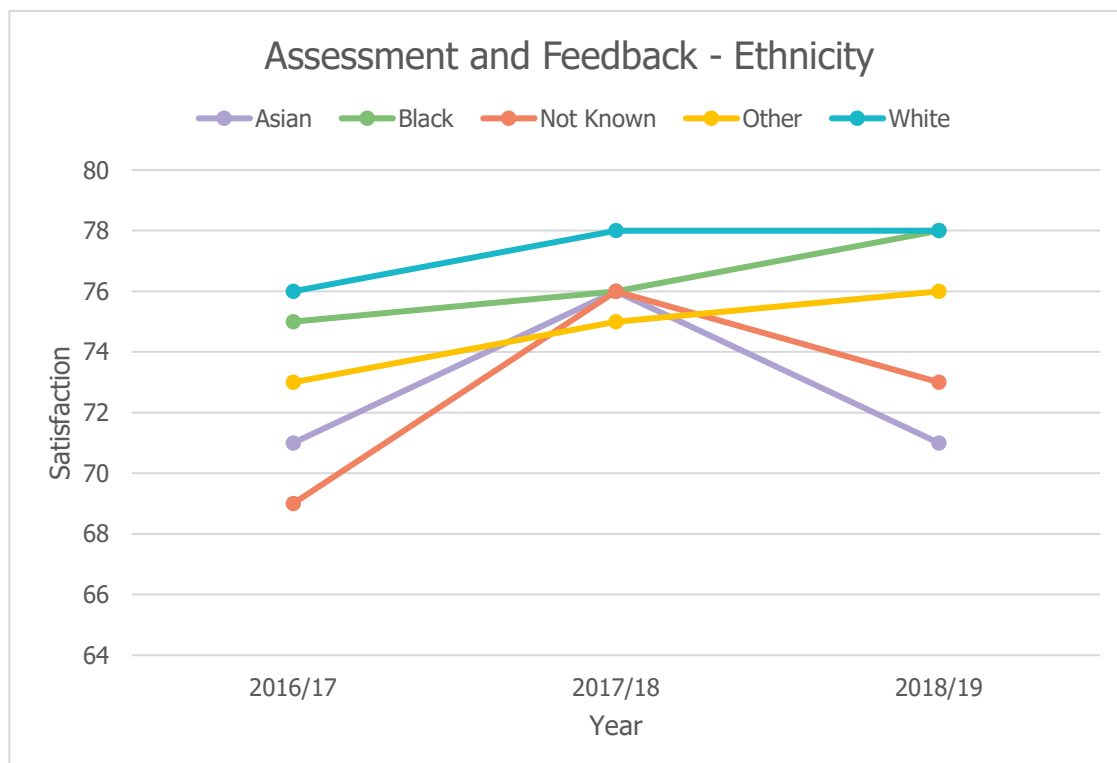
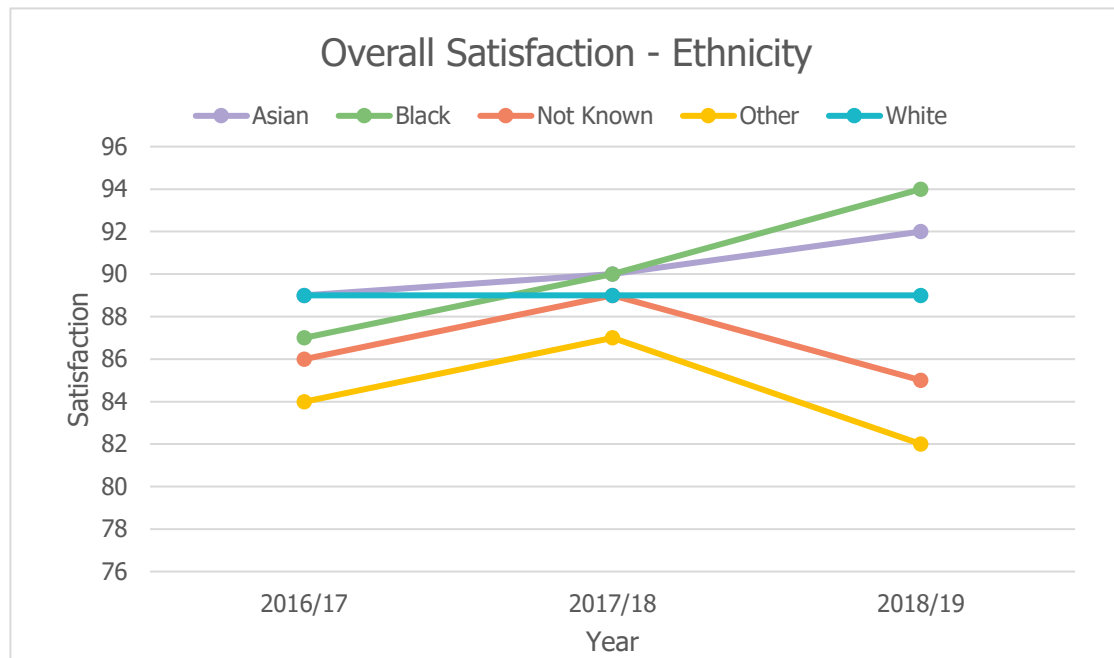
	BAME	Unknown	White
Good Honours	634	38	3,419
% Good Honours	64.3%	92.1%	81.3%



- There is a significant gap between the proportions of White and BAME students achieving good honours.
- Over the past three years the good honours rate for White students has remained fairly stable, but for BAME students it has dropped slightly from 65.6% in 2016/17 to 64.3% in 2018/19.
- Breaking the data down further, good honours rates are lowest for Chinese students at 50.0%, closely followed by Black students at 53.9%.

Student Satisfaction

Three-Year Trends



Responses 2018/19 Data

	Asian	Black	Not known	Other	White	Difference Asian - White	Difference Black - White	Difference Not known - White	Difference Other - White
No. of Responses	196	156	506	170	2916	n/a	n/a	n/a	n/a
Response Rate (%)	77%	75%	81%	75%	82%	n/a	n/a	n/a	n/a
Teaching	87	89	83	83	88	-1	+1	-5	-5
Learning Opportunities	86	91	85	83	87	-1	+4	-2	-4
Assessment and Feedback	71	78	73	76	78	-7	0	-5	-2
Academic Support	82	89	81	80	85	-3	+4	-4	-5
Organisation and Management	80	84	81	78	80	0	+4	+1	-2
Learning Resources	90	92	89	89	90	0	+2	-1	-1
Learning Community	82	80	77	78	82	0	-2	-5	-4
Student Voice	80	82	80	77	81	-1	+1	-1	-4
Overall Satisfaction	92	94	85	82	89	+3	+5	-4	-7

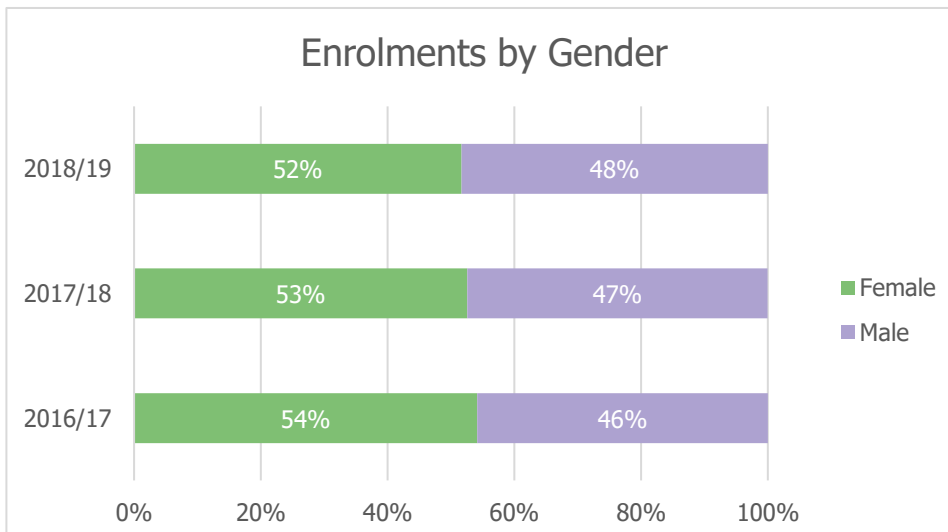
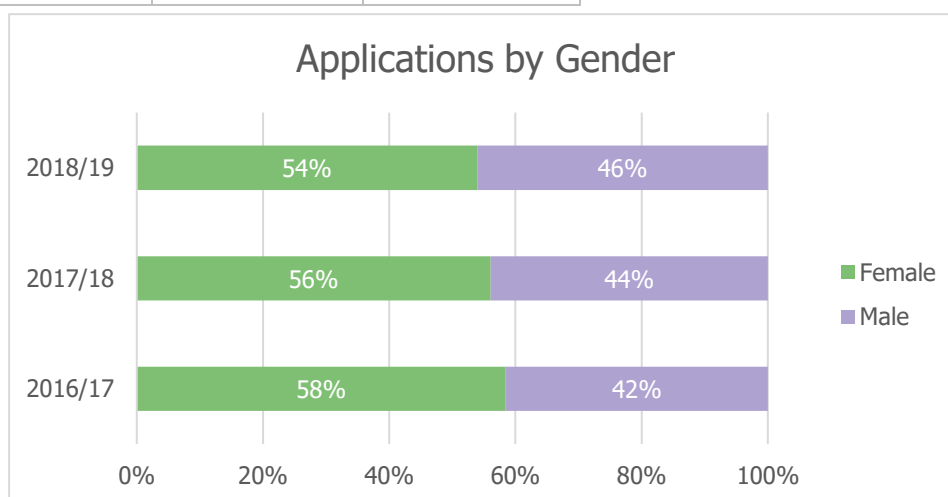
- Overall satisfaction was highest amongst Black students at 94, followed by Asian students at 92. It was lowest amongst students of other ethnicities at 82.
- There was a lot of variation in scores for individual categories. The lowest scores across the board were for 'Assessment and Feedback', with the least satisfied group being Asian students with a score of 71. This was seven points lower than the score for White students.
- Students were most satisfied with 'Learning Resources', with all groups having scores of 89 or above.

Gender

Applications and Enrolments

2018/19 data

	Female	Male
Applications	15813	13500
% Applications	54.0%	46.0%
Enrolments	3007	2815
% Enrolments	51.6%	48.4%

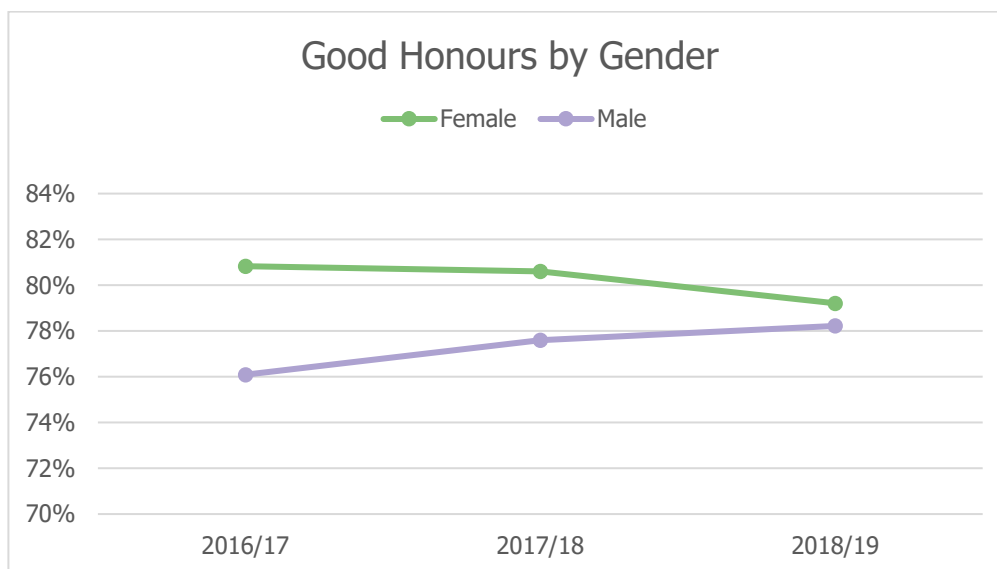


- In 2018/19 there was a greater proportion of female applicants than male, as has been the case for the past three years. However the gap is closing, and there was a better gender balance this year than in previous years.
- In 2018/19 a slightly greater proportion of students enrolling at UWE identified as female than male. This has been the case for the past three years, although as with applications the gap between the two groups has decreased.

Good Honours

2018/19 data

	Female	Male
Good Honours	2,246	1,844
% Good Honours	79.2%	78.2%

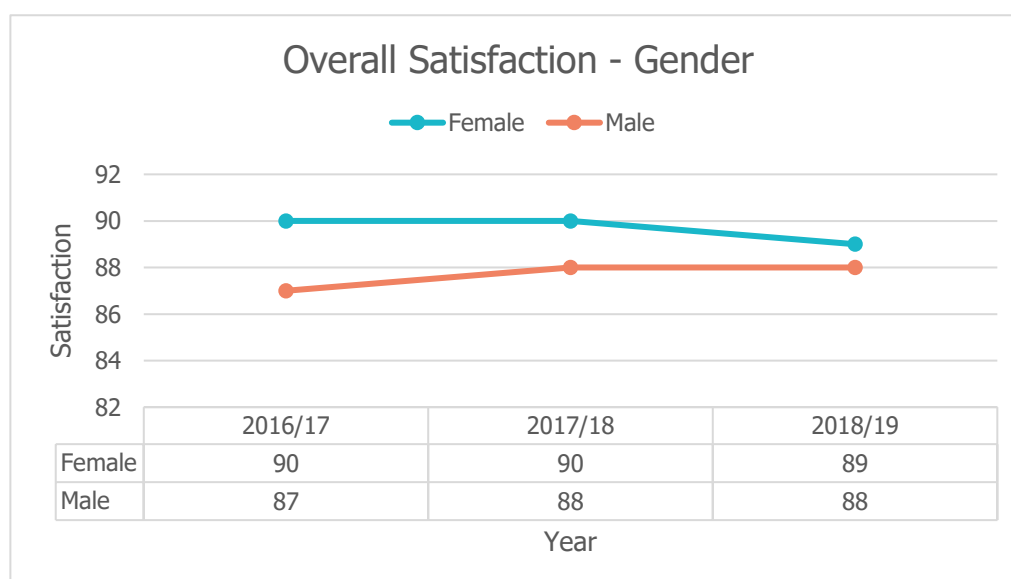


- In 2018/19, a greater proportion of female students achieved good honours than male students. This has been the case for the past three years, although the gap between the two groups is closing. This is both due to the proportion of male students getting good honours increasing, and the proportion of female students getting good honours decreasing.

Student Satisfaction

Responses 2018/19 Data

	Male	Female	Difference Male to Female
No. of Responses	1733	2210	n/a
Response Rate (%)	79	82	n/a
Teaching	87	87	0
Learning Opportunities	86	87	-1
Assessment and Feedback	77	77	0
Academic Support	86	83	+3
Organisation and Management	82	79	+3
Learning Resources	89	91	-2
Learning Community	81	82	-1
Student Voice	81	81	0
Overall Satisfaction	88	89	-1



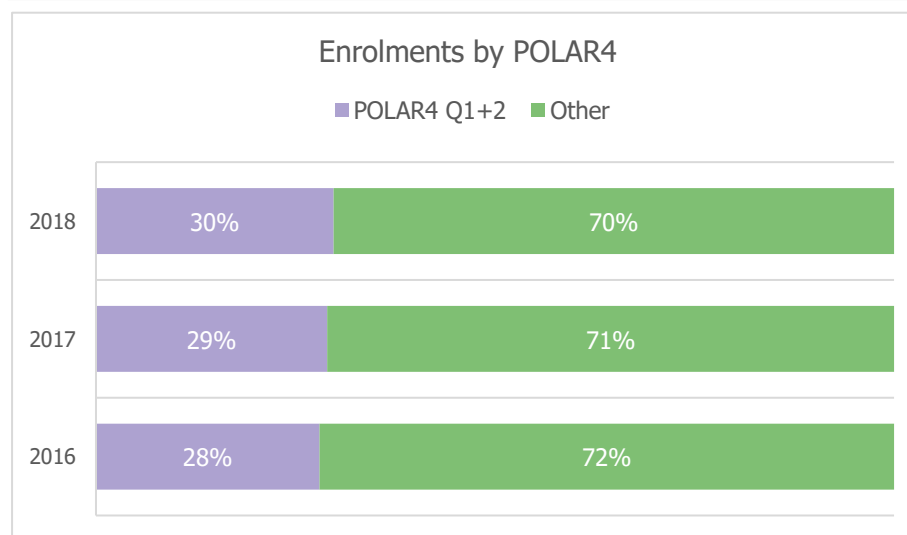
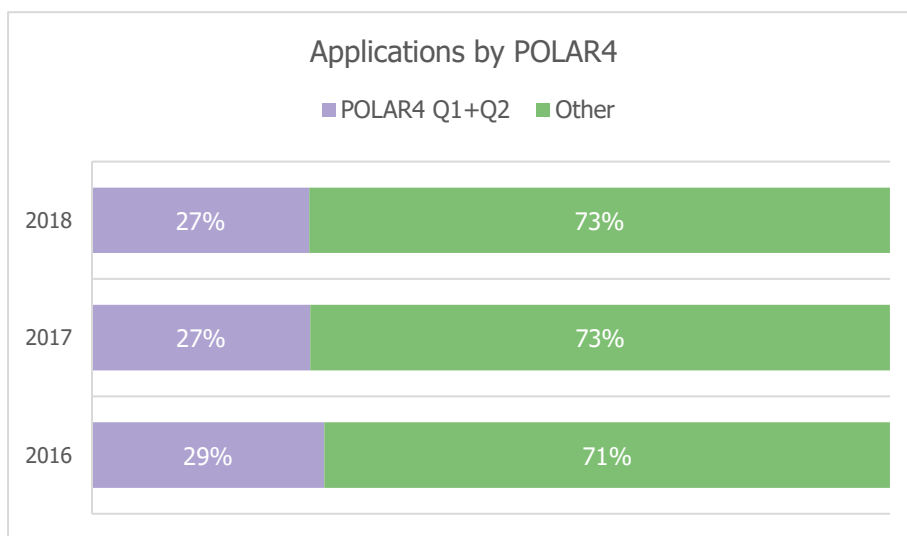
- There was little difference between male and female students with regards to overall satisfaction. Looking at the three year trend data, overall satisfaction among female students has decreased slightly, whereas overall satisfaction among male students has increased.
- There was some variation in the scores for individual categories, with male students more satisfied in some areas and female students more satisfied in others. The biggest differences were for 'Academic Support', and 'Organisation and Management'. Scores for male students were three points higher than for female students in both these categories.

Low Participation Neighbourhoods (LPN)

Applications and Enrolments

2018/19 data

	LPN 1&2	Other
Applications	6637	17743
% Applications	27.2%	73.8%
Enrolments	1369	3229
% Enrolments	30.0%	70.0%

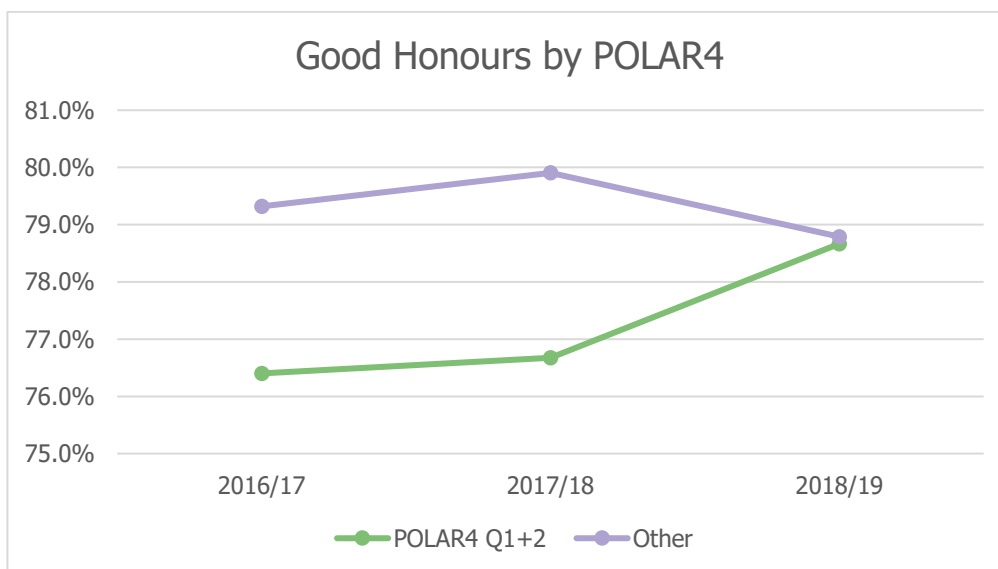


- The proportion of applicants from low participation neighbourhoods in 2018/19 is the same as in 2017/18.
- However, the proportion of LPN students enrolling at UWE has increased in the same time period, from 28.0% in 2016/17 to 30.0% in 2018/19.

Good Honours

2018/19 data

	LPN Young	Other young
Good Honours	765	3,326
% Good Honours	78.7%	78.8%



- In 2018/19, good honours rates for LPN Young and Other Young students were almost identical. Looking at the three year trend data, the proportion of LPN Young students achieving good honours has increased over the past three years, whereas the proportion of Other Young students achieving good honours has decreased slightly.

Background

UWE Bristol has a long standing and recognised commitment to improving access and participation for students from underrepresented groups, and promoting equality for both staff and students.

This work includes diversifying our student body, as well as ensuring that all students have an equitable experience and equitable chance of success.

This report is designed to provide actionable evidence about our progress in equality, access and 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 Target Groups

Definition of Terms

Age: Young students are those who enter higher education before the age of 21; mature students are those who enter higher education on or after the age of 21.

Disability: Students who disclose an impairment are recorded as 'Disabled', those who do not are recorded as 'Non-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.

Ethnicity: Students' ethnicity is reported here both as being either BAME (Black and Minority Ethnic), White or Unknown and only Home fee status students are included (i.e. not international students). In some instances, the BAME 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 which might correspond to a non-binary gender identity.

LPN: Using the HEFCE classification POLAR4 (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 40% nationally (i.e. in England) of postcodes for the proportion of young people progressing to university.

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

In previous years we have reported on two metrics that are not included in this report: non-continuation and graduate outcomes. Non-continuation is not included in this report because the data was not available by the publication date. Graduate outcomes used to be measured through the Destinations of Leavers of Higher Education (DLHE) survey. The DLHE survey was carried out 6 months after graduation, but has been replaced by the Graduate Outcomes survey, which will be carried out 15 months after graduation. The difference in timings has resulted in no data being available this year.

Last year we also reported on the following protected characteristics: religion and belief; sexual orientation and gender identity. The data for these characteristics was not available in time for publication, but will be included in the next update of the compendium.

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).

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 2018/19 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 18/19. 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.