

# Student Compendium

2023-24

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## UNIVERSITY ANALYSIS 2023/24

This report describes the student lifecycle for undergraduate home students according to protected characteristics and the widening participation (WP) target group. It uses two data sets: a full student count of students enrolled in each academic year and a set of KPI metrics broken down by WP group. See [page 8](#) and [page 9](#) for an explanation of the different data metrics and ratings used in this report, and [page 37](#) for the definition of terms.

|                  | Age   | Disability   | Ethnicity  | Gender   | IMD  |
|------------------|---|--|--|--|--|
| Application      | Mature applicants made up 13% last year, with a slight <b>increase</b> this year.    | Disabled applicants <b>increased</b> for the fourth consecutive year, rising by 2pp this year.    | Students from the Global Majority have applied slightly more to UWE, a one percentage point increase from the previous year.                            | Male applicants <b>decreased</b> by 1pp   | Applicants from IMD 1 & 2 areas make up 30% of all applicants, showing a 6pp <b>decrease</b> .    |
| Enrolment        | The percentage of new mature students slightly <b>decreased</b> .    | The percentage of new students declaring a disability slightly <b>decreased</b> .   | The percentage of new students from a Global Majority background has slightly <b>increased</b> .    | The percentage of new male students stayed the same; ‘Other’ slightly <b>increased</b>    | The percentage of new students from lower IMD backgrounds stayed <b>the same</b> .    |
| Non-continuation | Non-continuation rates <b>fell</b> by 2pp for both mature and young students.    | Non-continuation <b>fell</b> for both groups, with a larger drop for disabled students (3pp).   | Non-continuation rates slightly <b>decreased</b> for both Global Majority and White students.   | Non-continuation rates <b>fell</b> for both male and female, with a larger drop for male students   | Non-continuation rates <b>fell</b> for both lower (1–2) and higher (3–5) IMD areas, with a larger drop for lower IMD students (3pp)   |
| Good Honours     | Good honours rates <b>rose</b> by 3pp for mature students, narrowing the gap with young students by 3pp    | Good honours rates <b>fell</b> by 1pp for disabled students, widening the gap with non-disabled students by 1pp.    | Good honours rates and the gap between Global Majority and White students remained <b>unchanged</b> .   | The good honours gap between male and female students <b>decreased</b> by 3pp.    | The good honours gap between lower (1–2) and higher (3–5) IMD students slightly <b>increased</b> .    |
| Satisfaction     | Student satisfaction with teaching slightly <b>increased</b> for both young and mature students, with a larger rise for mature students.                                       | Satisfaction <b>dropped</b> slightly for students with cognitive or learning difficulties but <b>rose</b> for other disability groups, most notably by 3.6pp for students with other disabilities.  | Student satisfaction slightly <b>dropped</b> for Global Majority students but increased somewhat for White students.                                  | Student satisfaction has slightly <b>increased</b> for both male and female students.   | While students from IMD Q2 reported a slight <b>increase</b> in satisfaction with their course's teaching. Satisfaction among students from IMD Q1 has <b>declined</b> slightly.  |
| Graduate Outcome | Positive outcomes slightly decreased for young students but increased for mature students. Unemployment <b>fell</b> for mature students but rose slightly for young students.  | Positive outcomes have slightly <b>increased</b> for disabled students. More disabled students have gone on to professional work, but fewer to further study.                                       | Positive outcomes have slightly <b>decreased</b> for Global Majority students. Slightly more Global Majority students have gone on to study further.  | Positive outcomes slightly <b>decreased</b> for male students. More males are unemployed than females, and slightly more males continued to further study.  | Positive outcomes stayed <b>the same</b> except unemployment, which is higher for students from lower IMD areas compared to higher IMD areas.                                     |

## RAG RATING AND COLOURS

The metrics presented in this report are rated red, amber or green (RAG) and given a sad, neutral or happy face emoji based on the following criteria:

- Red/sad face emoji: a decrease of 3 percentage points (pp) or more for an underrepresented group, e.g. Global Majority student satisfaction decreasing by 6 pp; gap between young and mature applications widening by 3 pp.
- Amber/neutral face emoji: no change since the previous year or a change of 1-2 pp in either direction, e.g. non-continuation for disabled students has decreased by 1 pp; no change in male/female applications.
- Green/happy face emoji: an increase of 3 pp or more for an underrepresented group, e.g. Good Honours rate for mature students increases by 5 pp; IMD 1-2 graduate employment increases by 6 pp.

## HOW DOES UWE BRISTOL SUPPORT STUDENTS FROM UNDERREPRESENTED BACKGROUNDS?

UWE Bristol is deeply committed to diversity and equality. We have a long-standing and recognised commitment to improving access and participation for students from underrepresented groups. Our work includes diversifying our student body and ensuring that all students have an equitable experience and an equitable chance of success.

The aims of our Equality, Diversity and Inclusivity 2030 strategy are:

- a place where everyone can thrive and flourish
- having ambition for every student and member of staff
- valuing diversity.

Our Equality, Diversity and Inclusivity 2030 Strategy is available on the [UWE website](#). This page also includes links to our Access and Participation Plan, which provides further details about how we are addressing gaps in student access, success, and progression.

## DATA POPULATION

The data within the report is focused 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. While these populations are likely the same, we use different measures in various reports. The reasons for these criteria are twofold: firstly, this population constitutes a significant percentage of our student cohort, and secondly, the progression and experiences of these students are more similar, allowing for meaningful comparison.

The student compendium relies on our robust internal data, which may differ slightly from the figures provided by the Office for Students (OfS). These differences are due to the unique data analysis methodology employed by OfS, and the resulting data will always be a year behind our internally produced data. Our internal data, being more current and specific to our institution, is crucial for accurate reporting.

## DATA METRICS

### Applications

The application data provides insight into undergraduate programme applications. It includes all UK-domiciled, full-time undergraduate applications for September entry over the last three complete cycles, including clearing and adjustment. All data is from the UCAS-linked process and stored in our applicant database. It excludes foundation degrees at UWE federation colleges and programmes closed for recruitment the following year.

### Enrolments

Enrolment data counts all new UK-domicile, full-time undergraduate students starting first-year study at UWE Bristol in the three most recent academic years (September entry only). It excludes those previously at UWE or entering from partner foundation degrees.

### Non-continuation

Non-continuation measures student retention by comparing those fully registered 15 days after starting with those still enrolled one year later. Students active at the one-year point are considered continuing; inactive students are counted as non-continuing. This report covers the three most recent complete cycles for UK-domicile, full-time undergraduate September entrants, excluding UWE Federation courses

### 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 Key Information Sets (KIS) datasets, but universities have access to a larger dataset containing their own students' responses broken down by some protected characteristics. This data is only available at the university level. The technical specification of the NSS data on student satisfaction is:

Responses from UK domicile students who were in their final year of an undergraduate degree in 2023 and who were taught at UWE (i.e., not at a partner college).

### Good Honours

Good Honours refers to a 1st or 2:1 degree. This report shows the percentage of UK-domicile, full-time undergraduate September entrants achieving Good Honours over the past three academic years, excluding UWE Federation courses.

### Graduate Outcomes

Graduates who completed a course on or after 01/08/17 are surveyed 15 months after finishing. This report uses responses from UK-domicile, full-time undergraduate students who completed their final year in 2022/23.



## HOW SHOULD I USE THE STUDENT COMPENDIUM?

The primary purpose of the student compendium is to fulfil the public sector equality duty, specifically our obligation to “advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it”.

However, the scope of the compendium has been expanded to include characteristics that are not protected, but that relate to an underrepresented group, such as the Index of Multiple Deprivation (IMD—a measure of socio-economic inequality). This means that the compendium can also serve as a starting point to explore access, success, and progression by demographic group, and to understand where gaps in experience exist.

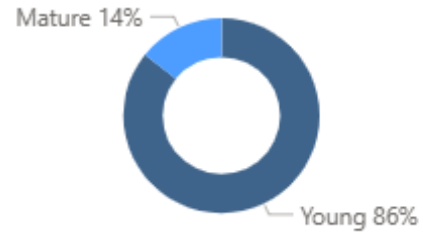
This report is designed to provide actionable evidence about our progress in equality, access and participation for students to date. The report is retrospective, reflecting on students from previous academic years. It is not designed to be a mechanism for summarising or assessing key performance indicators, but it is an opportunity to explore our student data.

The data in the student compendium is not the end, but the beginning. It serves as a starting point, and UWE staff wishing to explore further student equality, diversity, and inclusivity (EDI) data can refer to the [Performance and Analytics Portal](#). Further guidance on working with EDI data can be found in the [EDI Student Data Intranet Guide](#).

Who is applying to UWE Bristol?

## AGE AND DISABILITY

### AGE



The percentage of mature applicants last year was 13%, and the population has slightly **increased** this year.



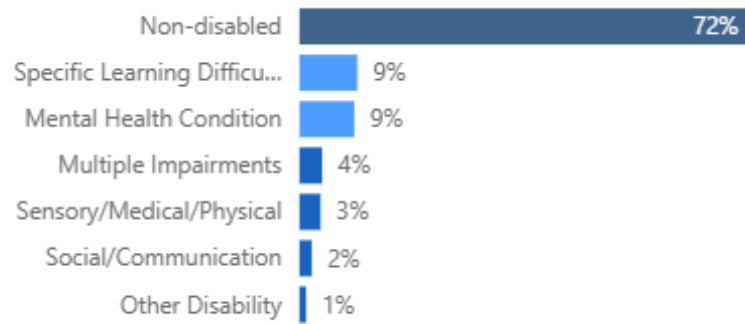
### DISABILITY



The number of disabled applicants has continued to **increase** for the fourth year in a row. Last year, it was 26%; this year it is 28%.



### DISABILITY (DETAILED)

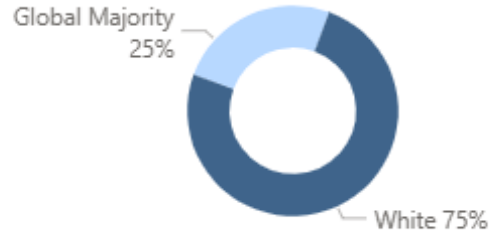


The percentage of applicants for more than one condition, impairment, or disability type has **increased** slightly.



## ETHNICITY, GENDER AND IMD

### ETHNICITY



Students from the Global Majority have applied slightly more to UWE, a one percentage point increase from the previous year.



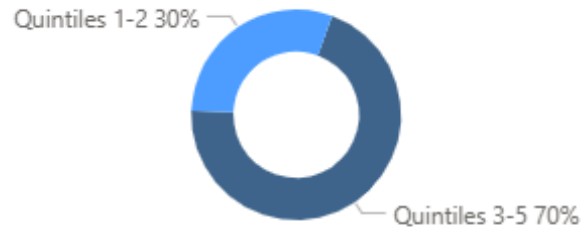
### GENDER



The percentage of Male applicants has decreased by 1pp.



### IMD

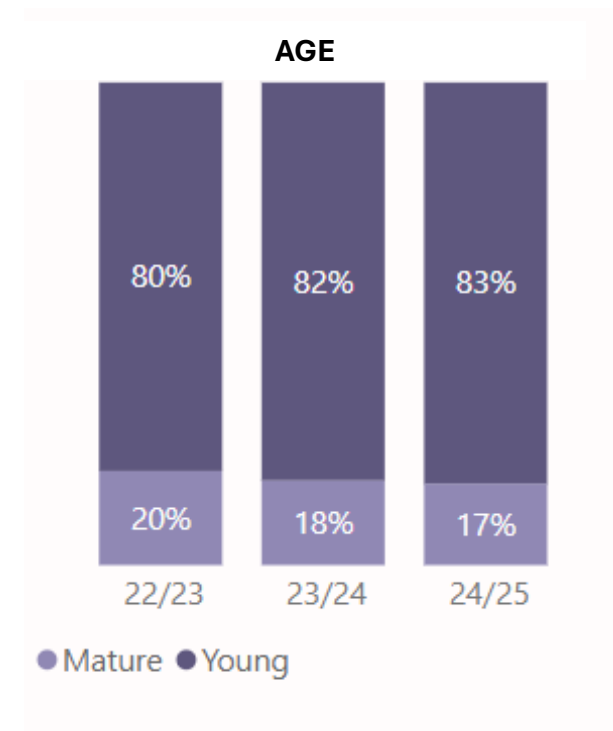
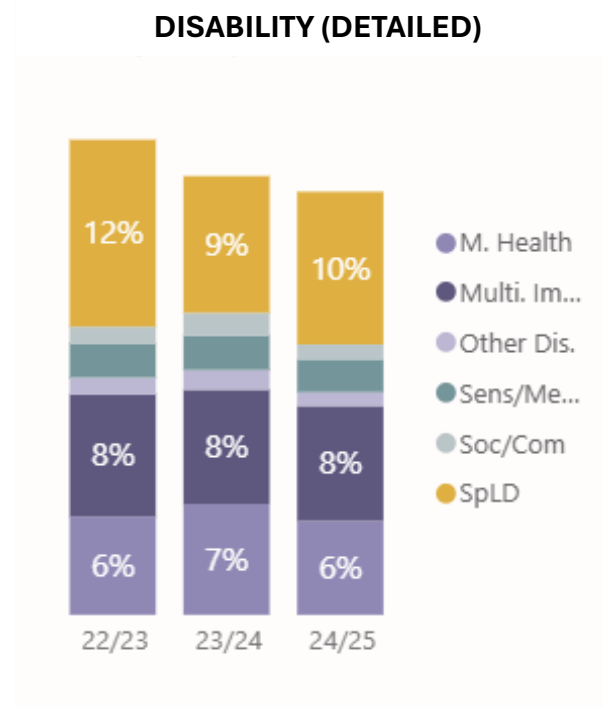
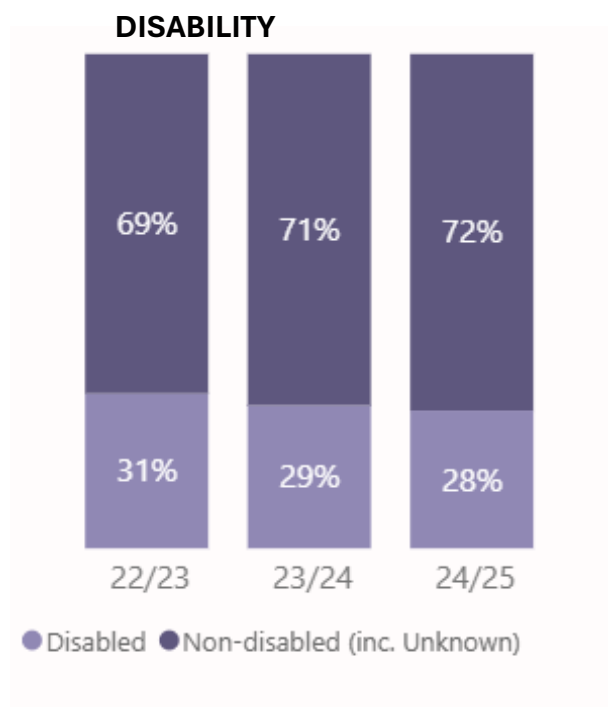


Applicants from lower IMD(1 and 2) backgrounds make up 30% of all applicants. This is 6pp lower than the previous year.



Who is enrolling at UWE Bristol?

## AGE AND DISABILITY



The percentage of new students who have declared a disability has **slightly decreased**.



The percentage of new students declaring a disability has **decreased** or **remained the same** for several types, except for SpLD, which has **increased slightly (1 pp)**.

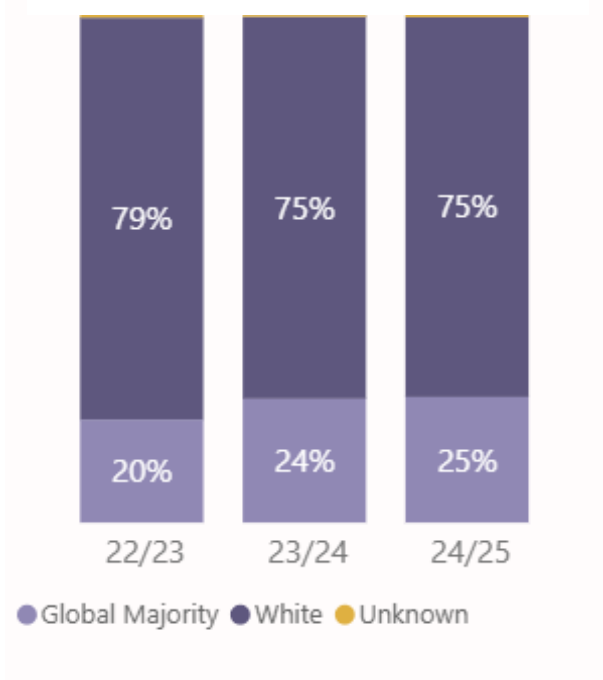


The percentage of new mature students has **slightly decreased**.



## ETHNICITY, GENDER AND IMD

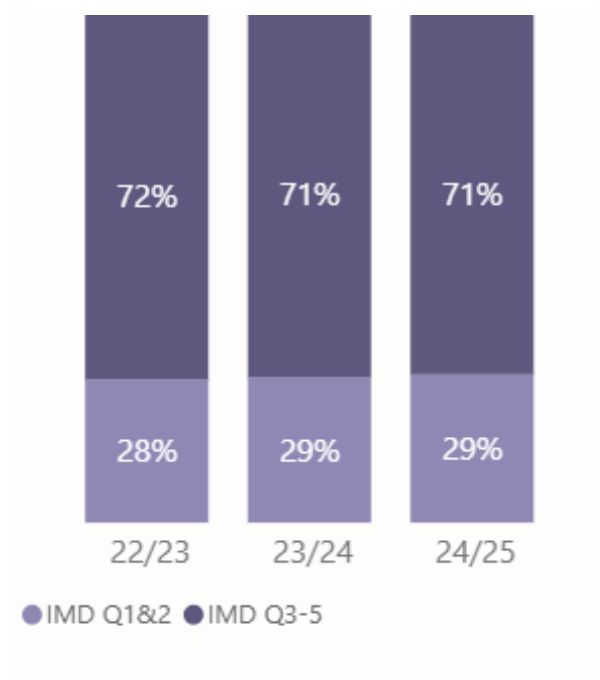
### ETHNICITY



The percentage of new students from a Global Majority background has **slightly increased**.



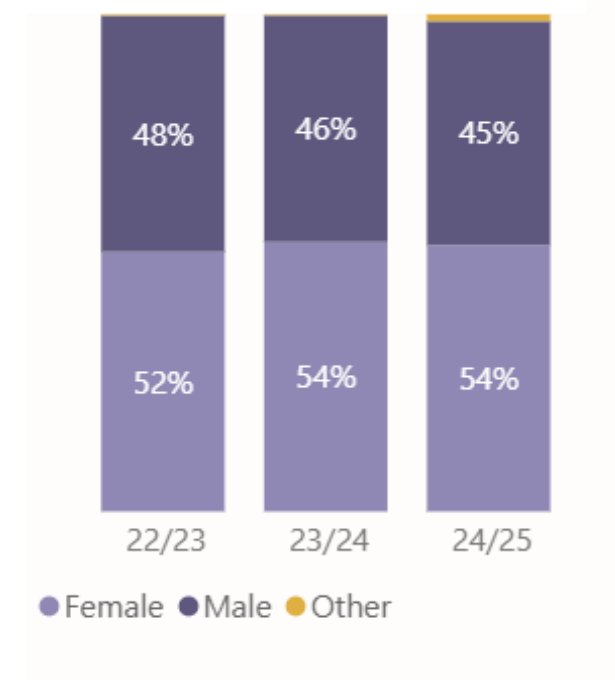
### IMD



The percentage of new students from a lower IMD background has **stayed the same**.



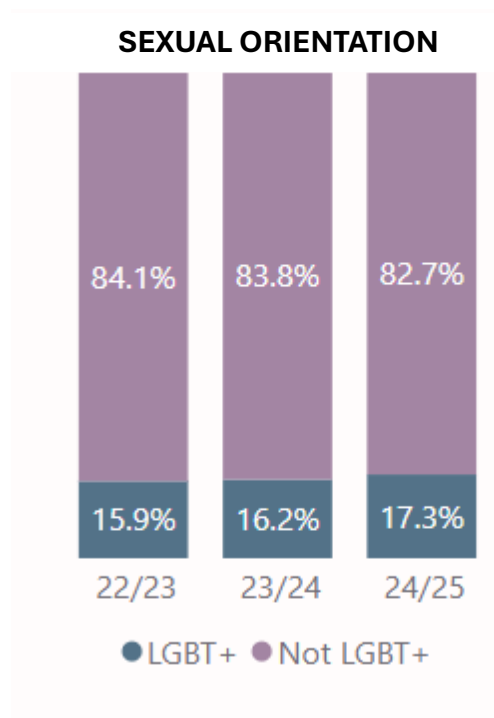
### GENDER



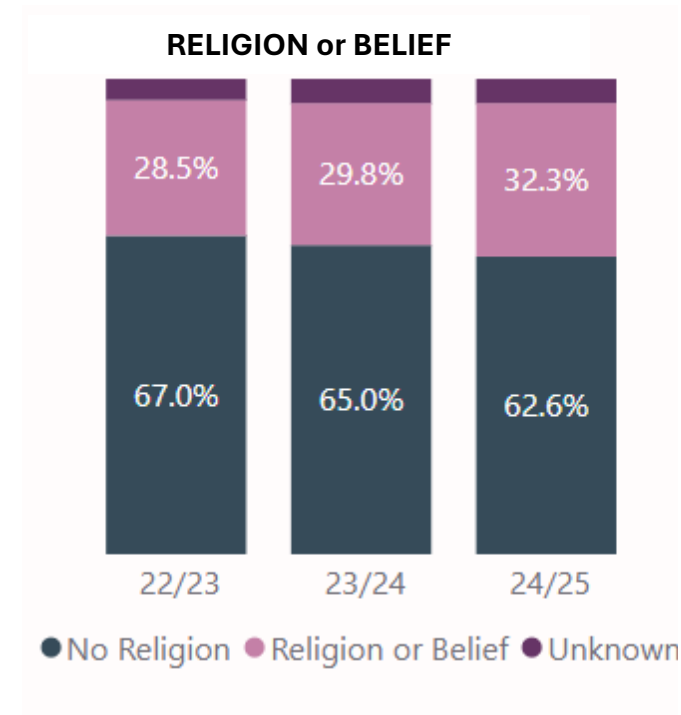
The percentage of new male students has **decreased slightly**, but “Other” has **slightly increased**.



## SEXUAL ORIENTATION AND RELIGION OR BELIEF



The percentage of new LGBT+ students has **slightly increased** for the third consecutive year.



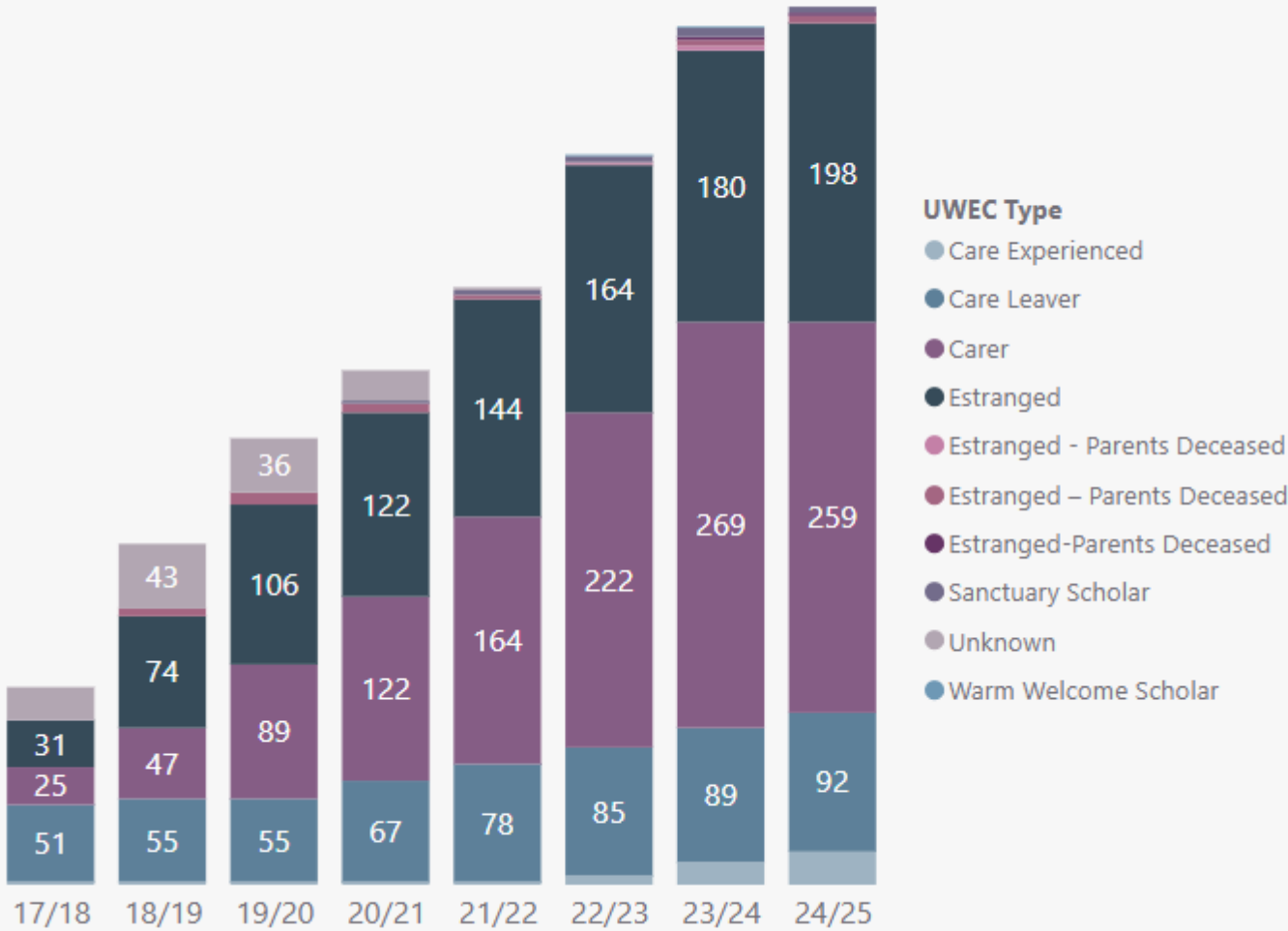
The percentage of students with a religion or belief has **increased** by 2.5pp.





# UWE CARES

Number of Students by UWEC Type



The number of new students has **slightly increased** for most UWE Cares Types. The **increase** has been steady for the past eight years.



## TRANS STATUS

| Year                                  |  | 22/23        |               | 23/24        |               | 24/25        |               |
|---------------------------------------|--|--------------|---------------|--------------|---------------|--------------|---------------|
| Does student identify as Transgender? |  | #            | %             | #            | %             | #            | %             |
| INFORMATION REFUSED                   |  | 127          | 2.0%          | 130          | 2.3%          | 102          | 1.9%          |
| N/A                                   |  | 6            | 0.1%          | 4            | 0.1%          | 1            | 0.0%          |
| NO                                    |  | 6,180        | 96.5%         | 5,474        | 96.0%         | 5,305        | 96.5%         |
| YES                                   |  | 88           | 1.4%          | 93           | 1.6%          | 89           | 1.6%          |
| <b>Total</b>                          |  | <b>6,401</b> | <b>100.0%</b> | <b>5,701</b> | <b>100.0%</b> | <b>5,497</b> | <b>100.0%</b> |

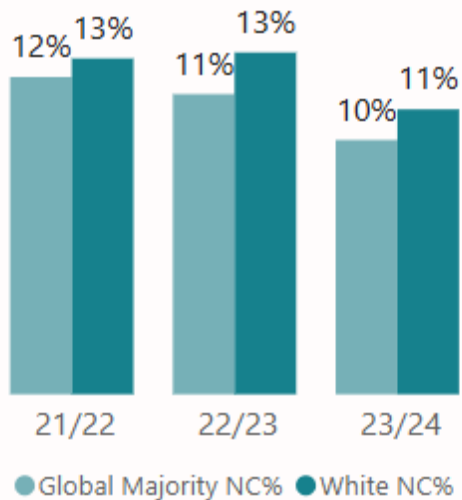
The percentage of new students who identify as Transgender has **remained the same**.



Which students do not continue with their programme?

## AGE, DISABILITY AND ETHNICITY

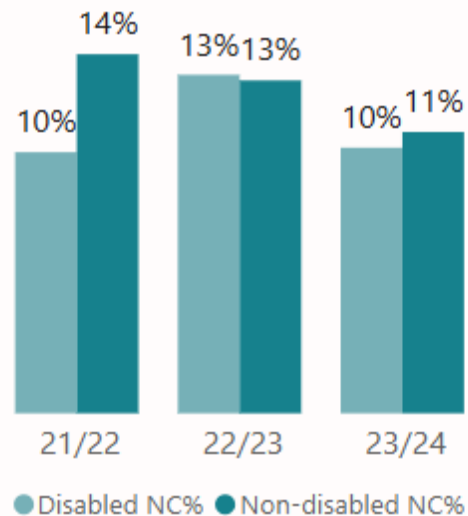
### ETHNICITY



Non-continuation rates for both Global Majority and White students have **slightly decreased**.



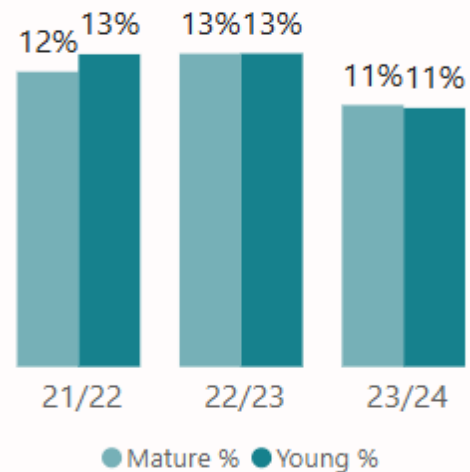
### DISABILITY



Non-continuation rates have **dropped** for both disabled and non-disabled students, but the rate has **fallen** more for disabled students (3pp)



### AGE

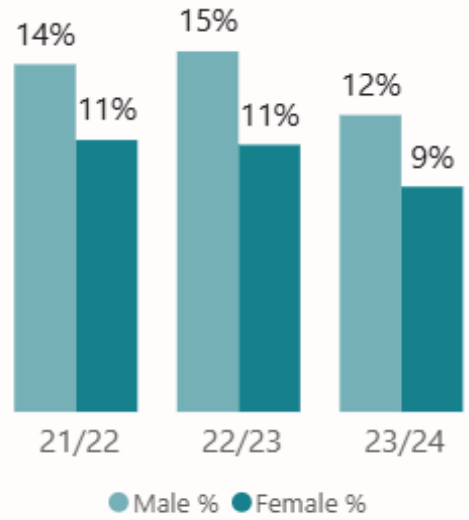


Non-continuation rates have **dropped** for both mature and young students by 2pp.



# GENDER AND IMD

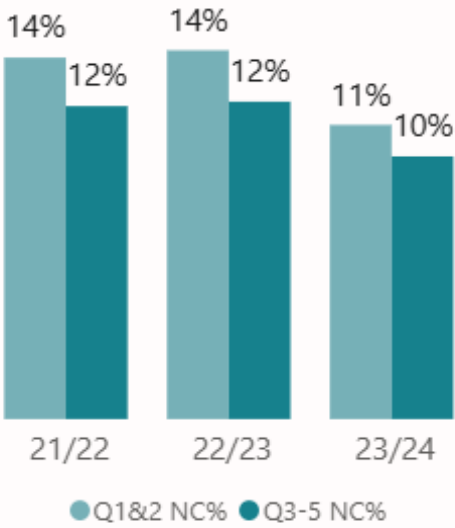
GENDER



Non-continuation rates have **dropped** for male and female students, but the rate has **fallen** more for male students (3pp).



IMD



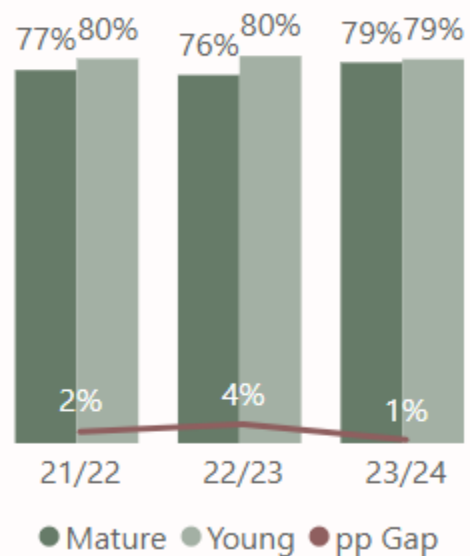
Non-continuation rates have **dropped** for students from both lower (1-2) and higher (3-5) IMD areas, but the rate has **fallen** more for students from lower IMD areas (3pp)



Who is awarded a Good Honours degree?

## AGE, DISABILITY AND ETHNICITY

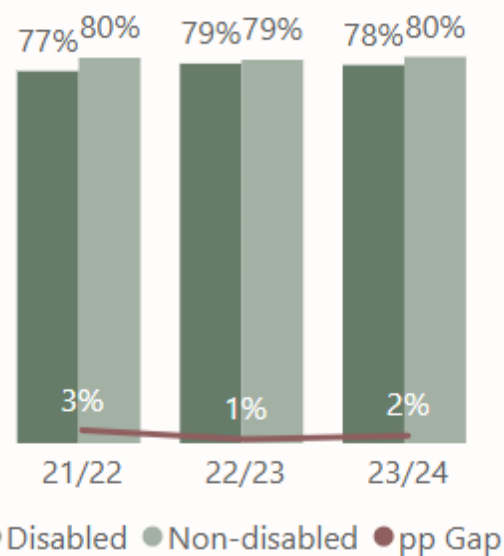
### AGE



Good honours rates have **increased** by 3pp for mature students, contributing towards a 3pp **decrease** in the good honours gap between young and mature students.



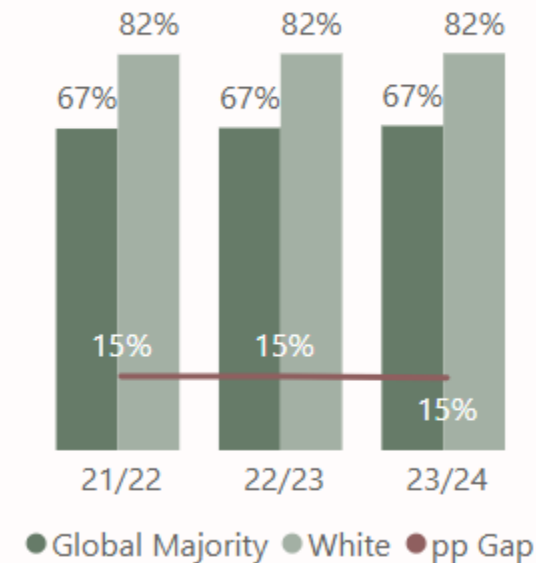
### DISABILITY



Good honours rates have **decreased** by 1pp for disabled students, contributing towards a 1pp **increase** in the good honours gap between disabled and non-disabled students.



### ETHNICITY

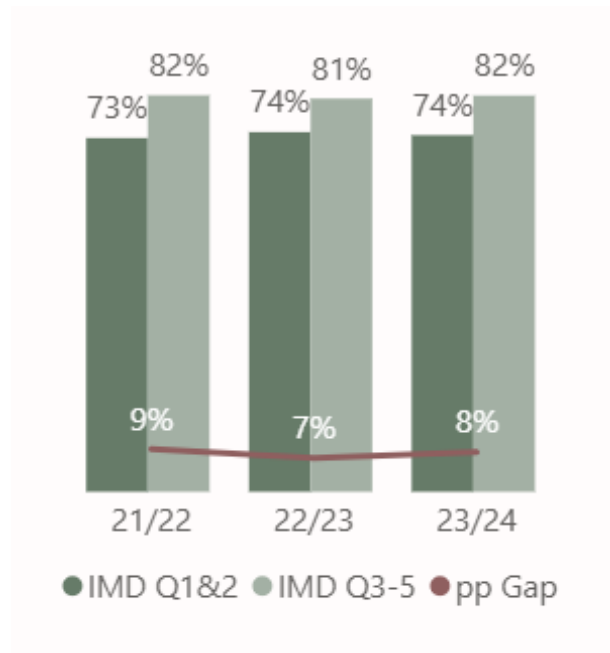


Good honours rate and the gap between Global Majority and White students have **remained the same**.



## GENDER, IMD AND UWE CARES

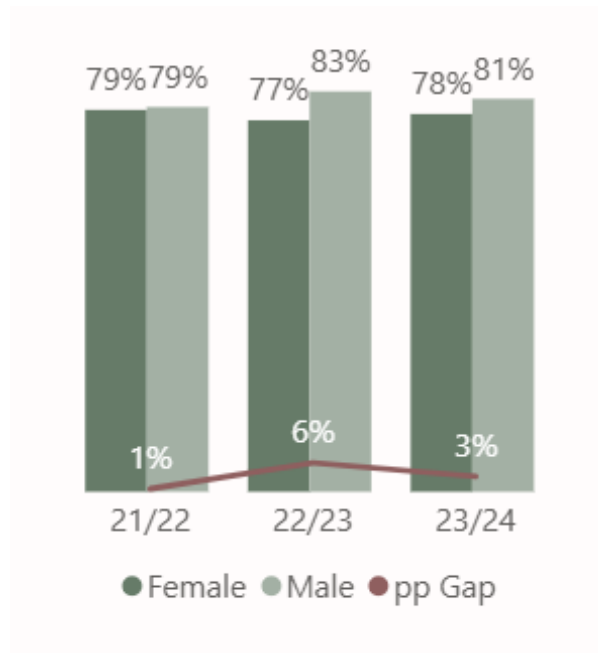
### IMD



The good honours gap has **slightly increased** between students from lower (1-2) and higher (3-5) IMD areas.



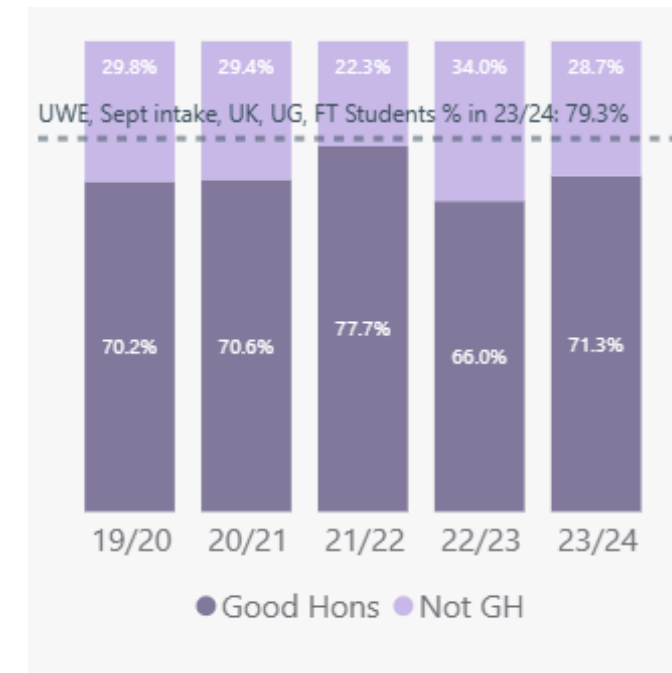
### GENDER



The good honours gap has **decreased** between male and female students by 3pp.



### UWE CARES



UWE Cares students who have received a good honours degree have **increased** by 5.3pp.

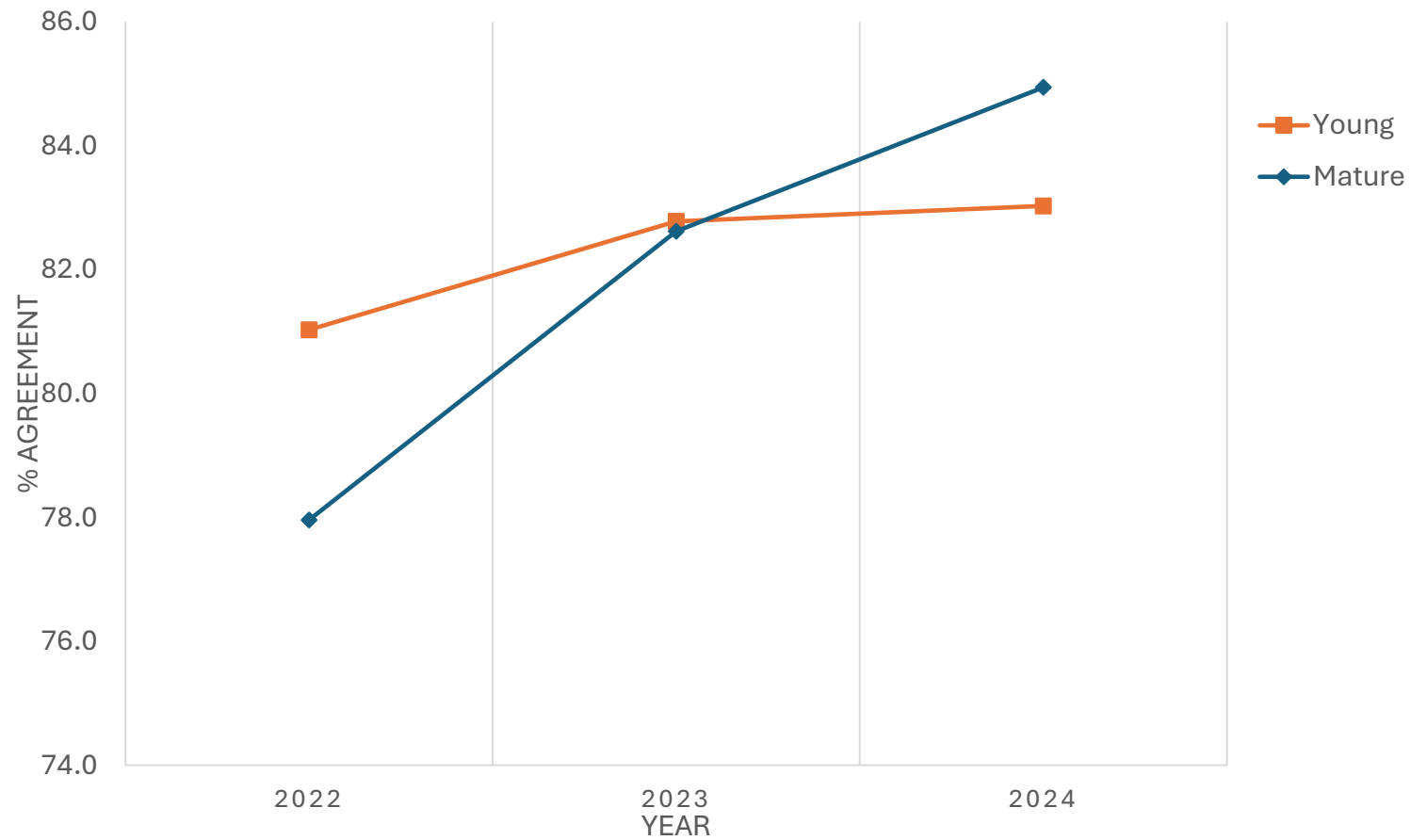




# How satisfied are students with the teaching course?

From 2023, the NSS no longer asks the "Overall, I am satisfied with the course quality" question, so for headline results, we are now using the "Teaching on my course" theme.

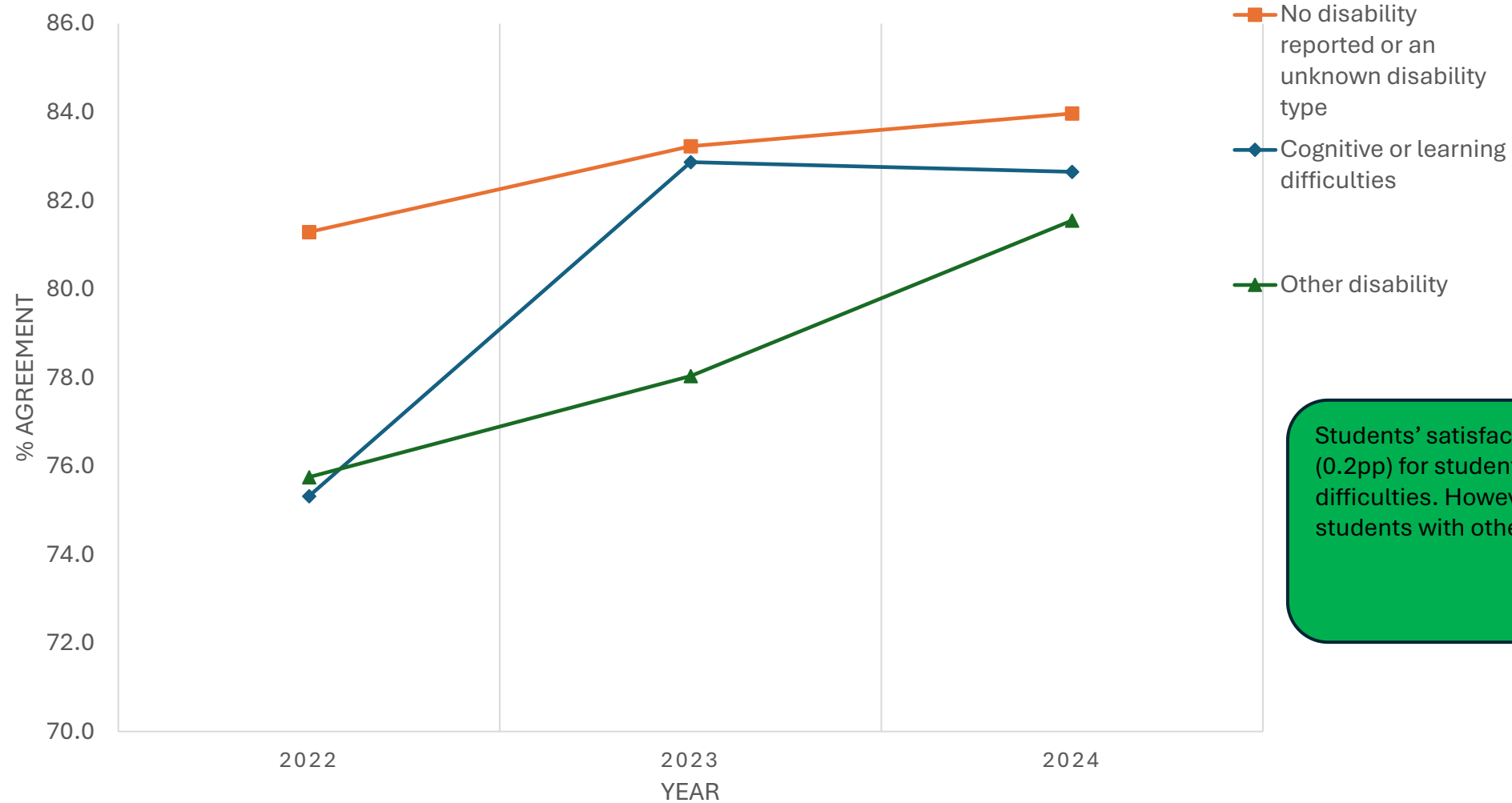
## AGE



Student satisfaction with the teaching on my course has slightly **increased** for both young and mature students. The **increase** is higher for mature students.



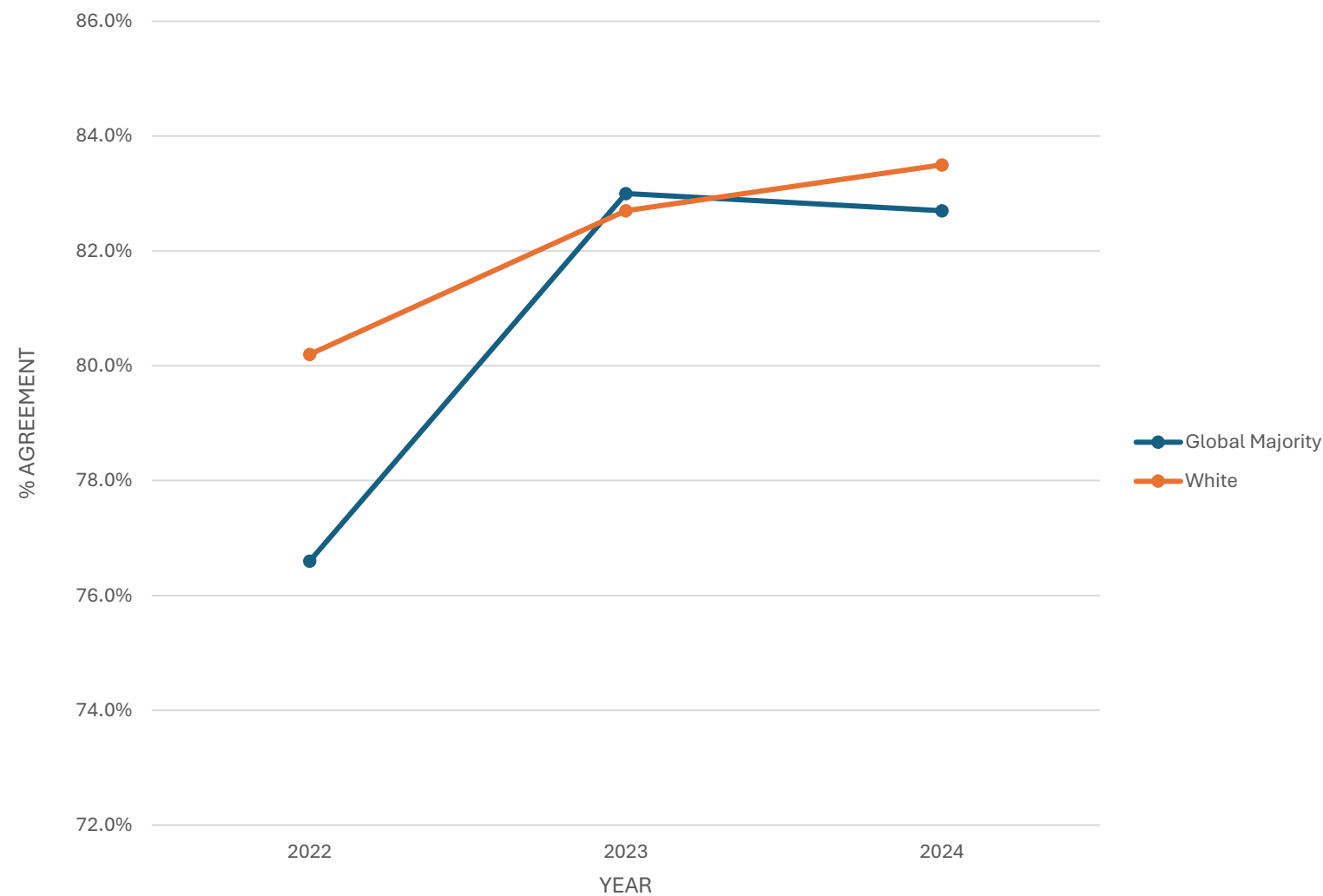
## DISABILITY



Students' satisfaction has **dropped slightly** (0.2pp) for students with Cognitive or learning difficulties. However, it has **increased** for students with other disabilities (3.6pp)



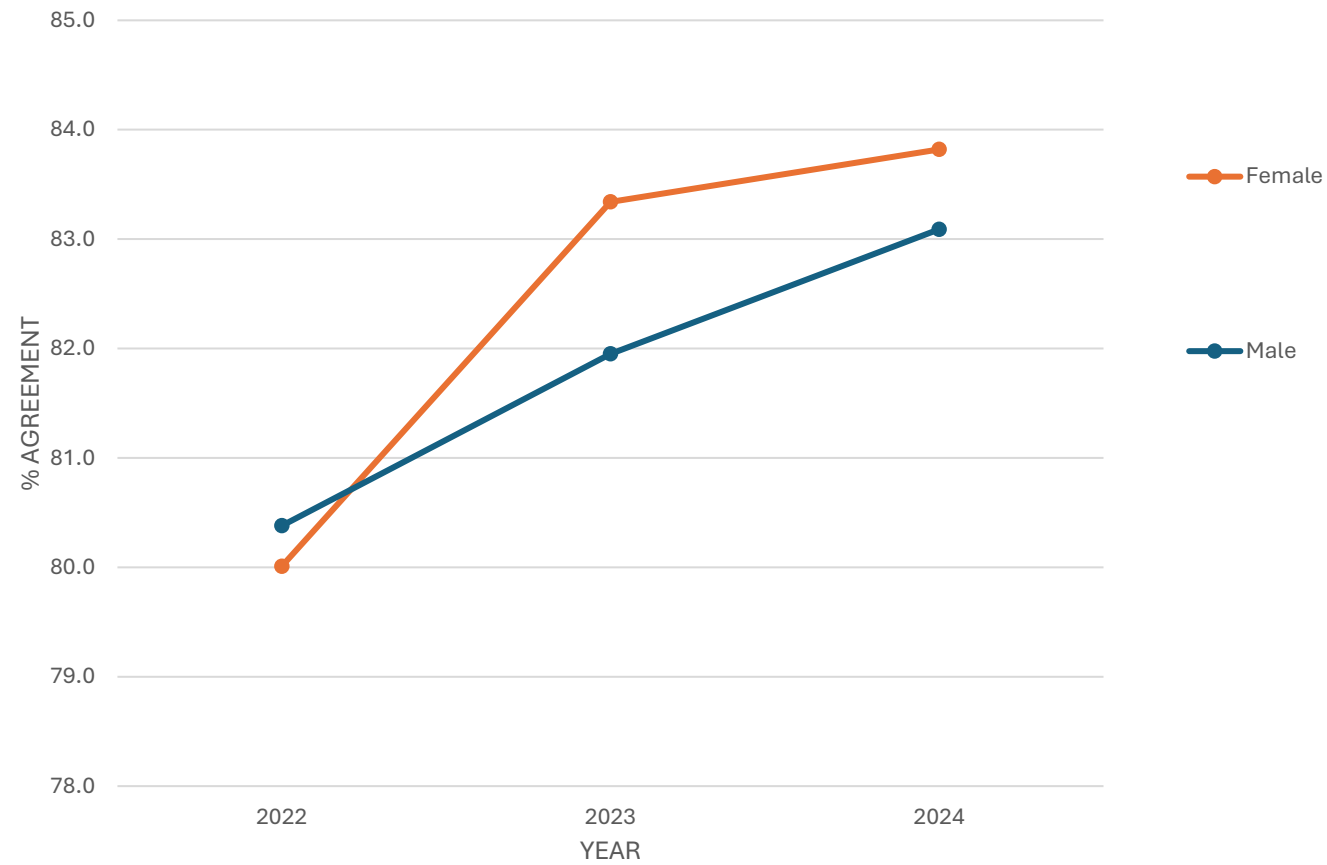
# ETHNICITY



Student satisfaction has slightly **dropped** for Global Majority students, while it has somewhat increased for **White** students.



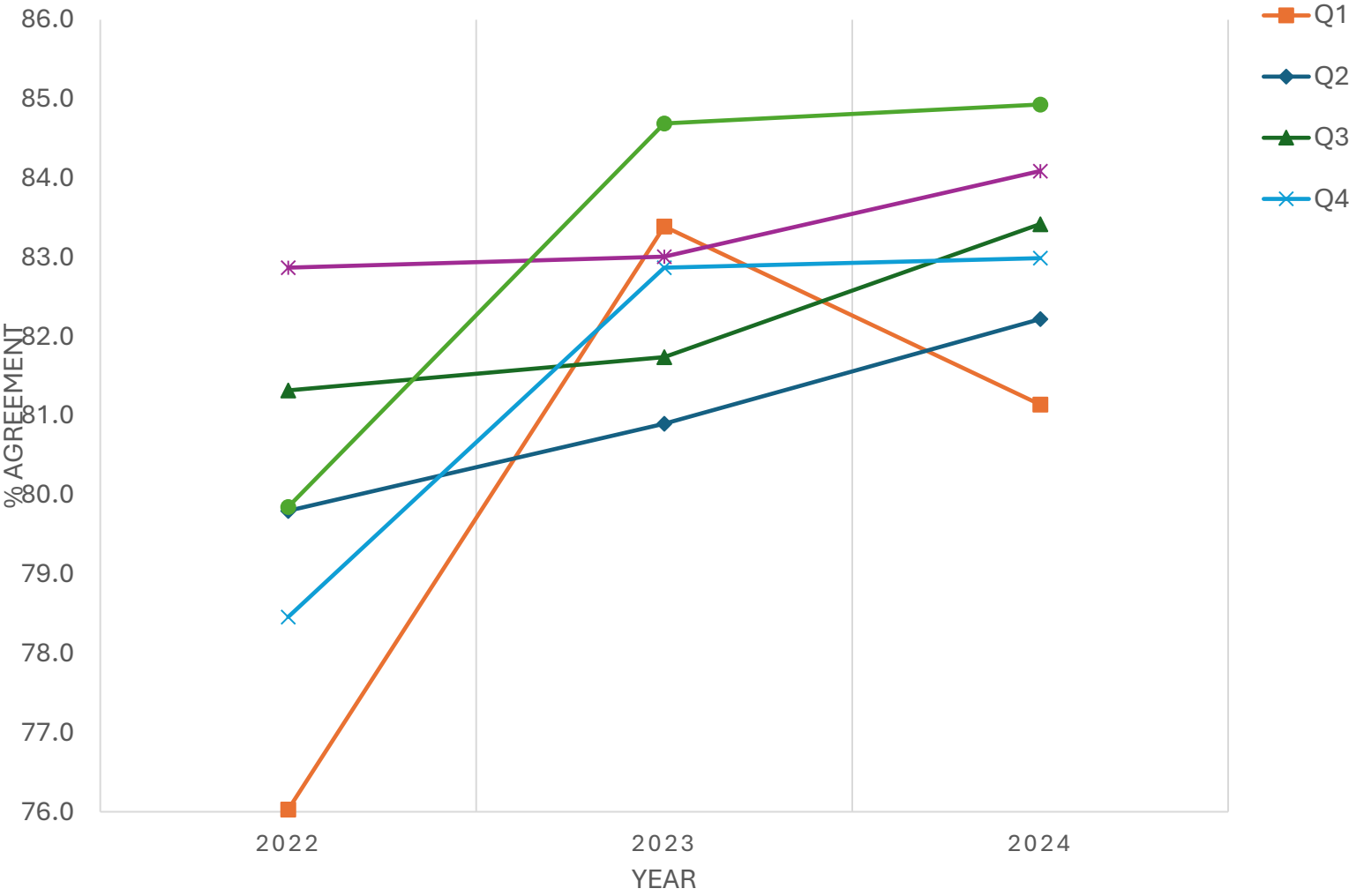
## GENDER



Student satisfaction has **slightly increased** for both male and female students.



IMD

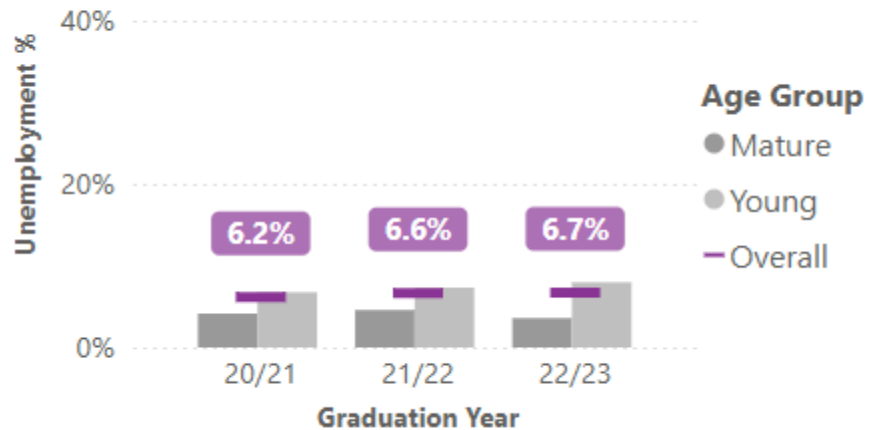
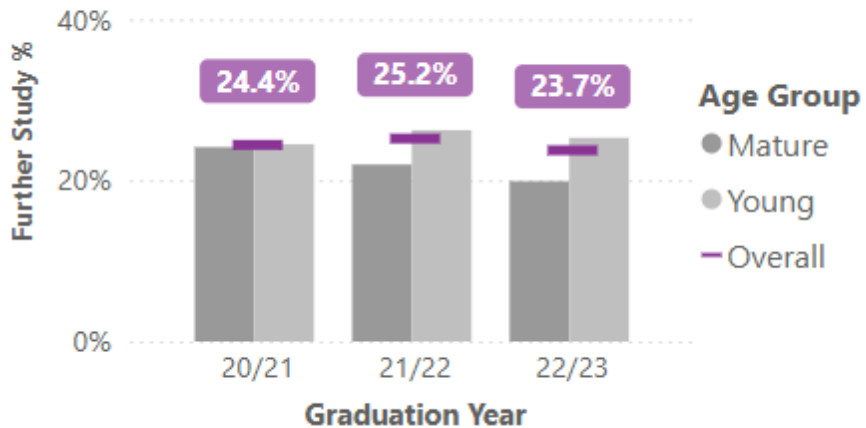
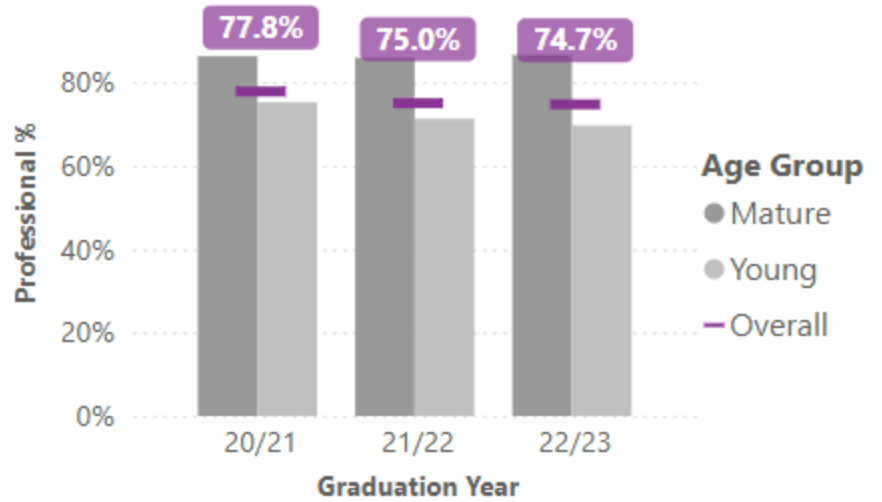
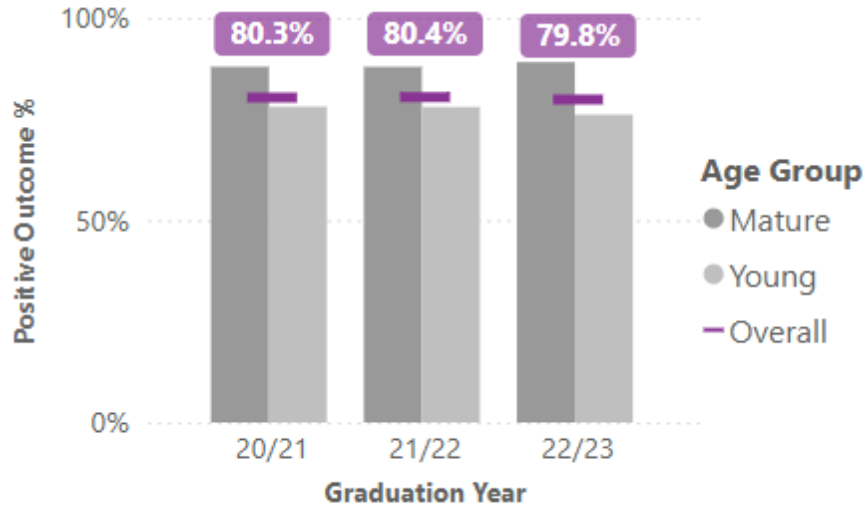


While students from IMD Quintile 2 reported a slight **increase** in satisfaction with their course's teaching, satisfaction among students from IMD Quintile 1 has **declined** slightly.



What do our graduates go on to do?

## AGE

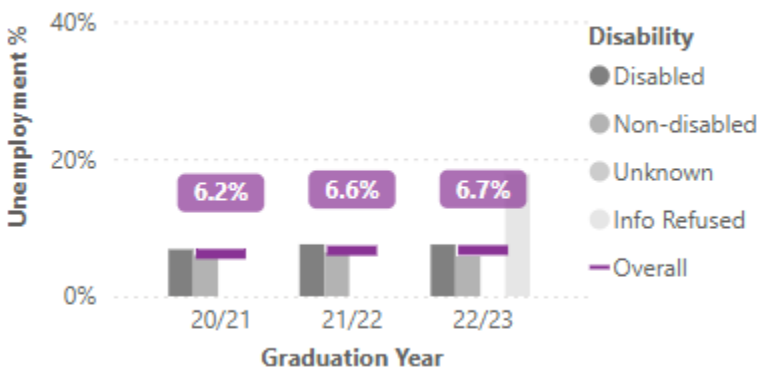
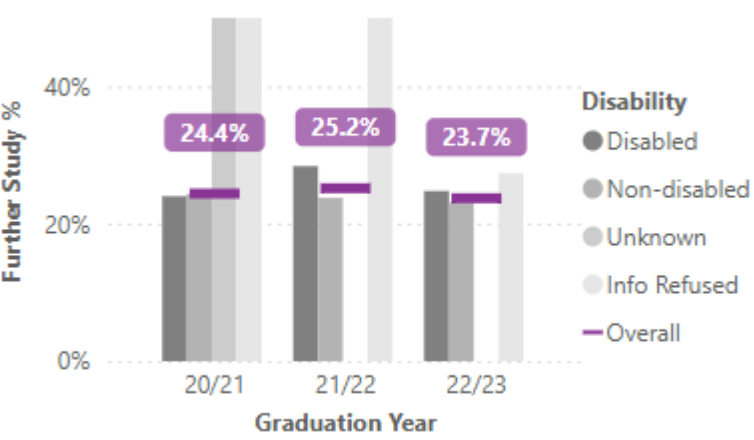
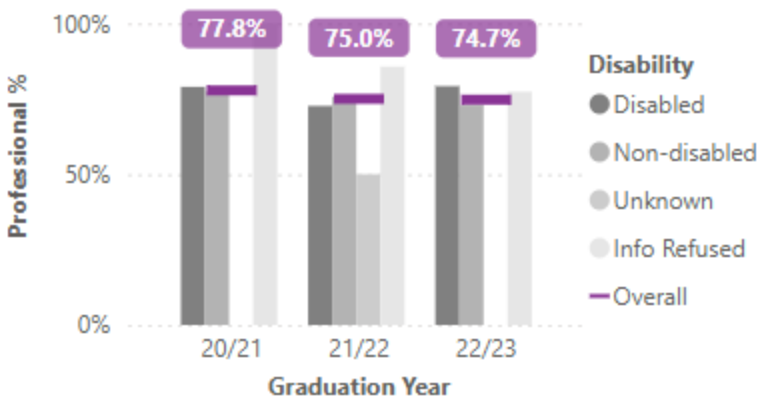
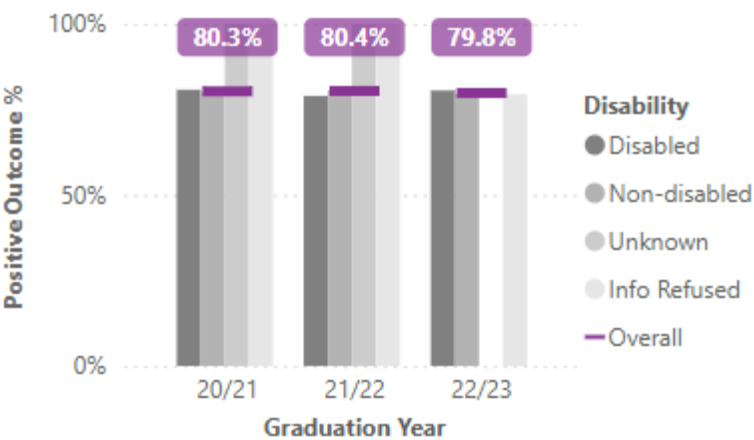


Positive outcomes have slightly decreased for young students but **increased somewhat** for mature students. Also, unemployment has **somewhat dropped** for mature students but increased slightly for young students.





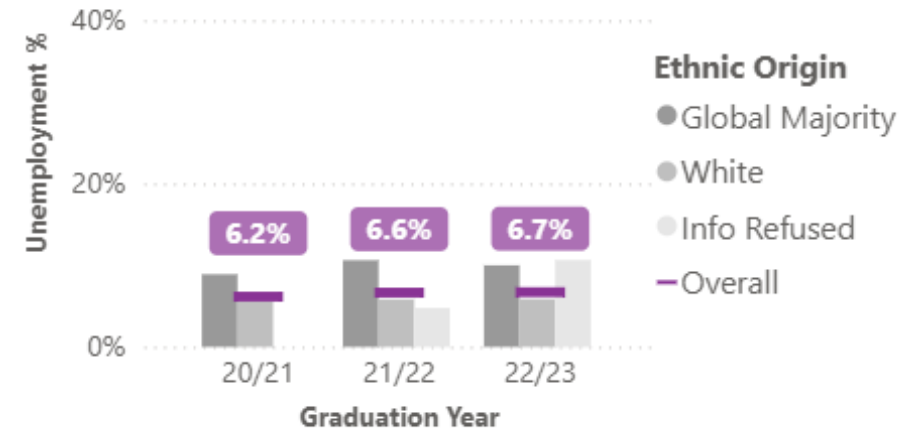
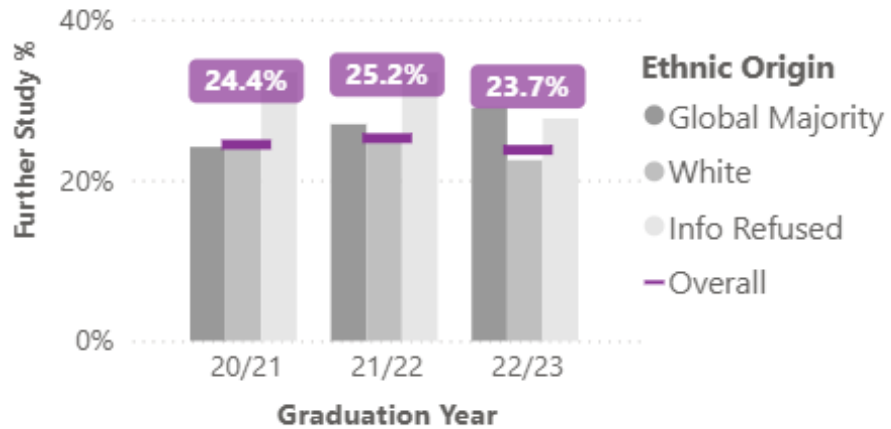
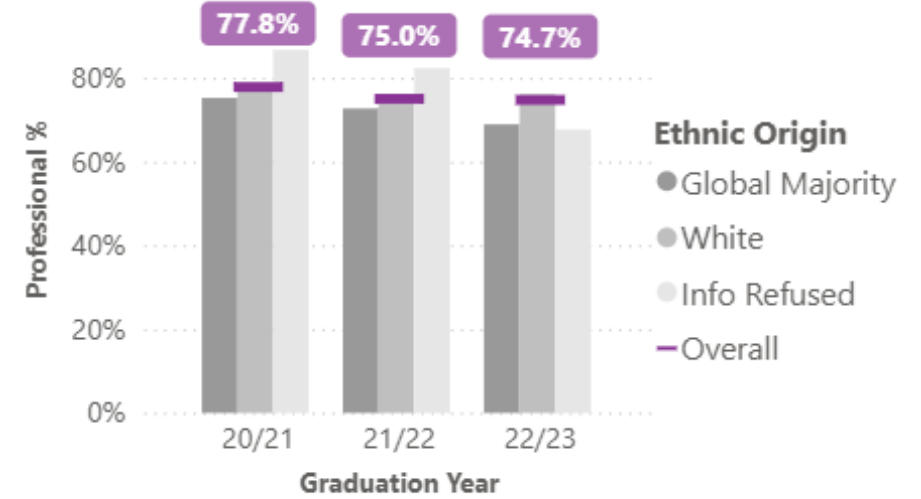
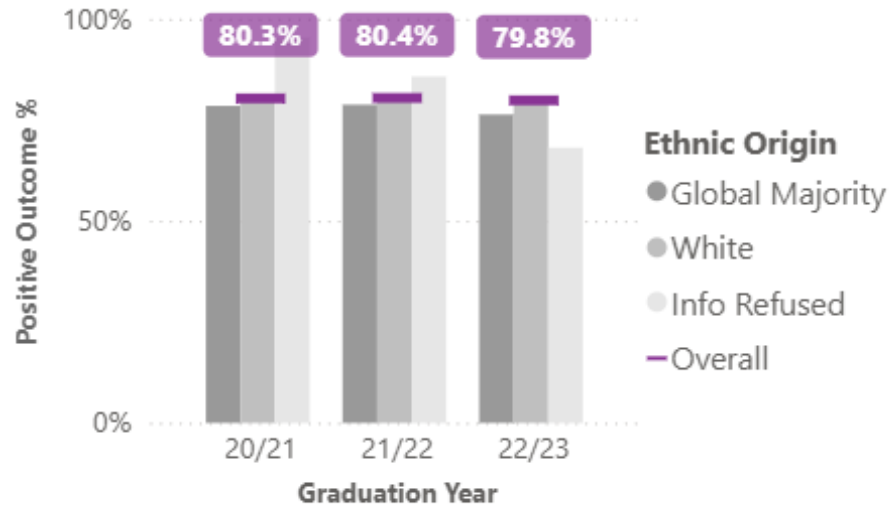
# DISABILITY



Positive outcomes have **slightly increased** for disabled students. More disabled students have gone on to professional work, but **fewer** to further study.



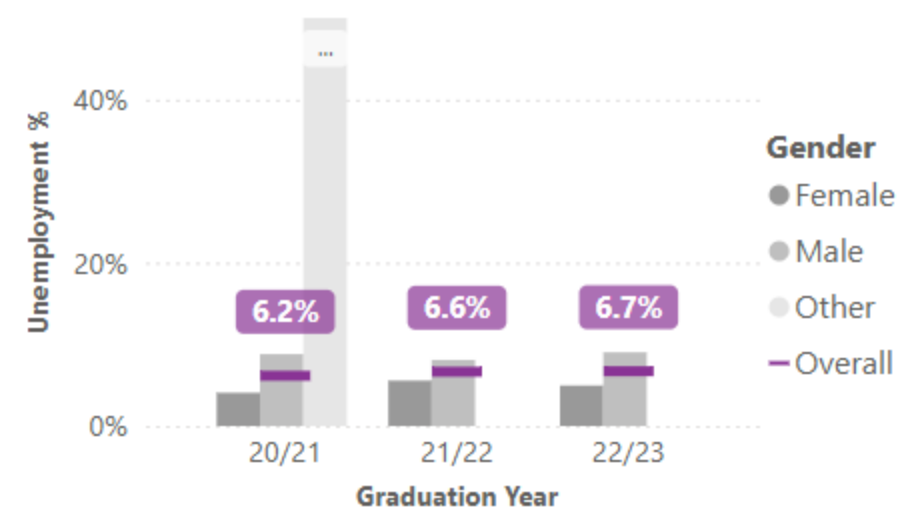
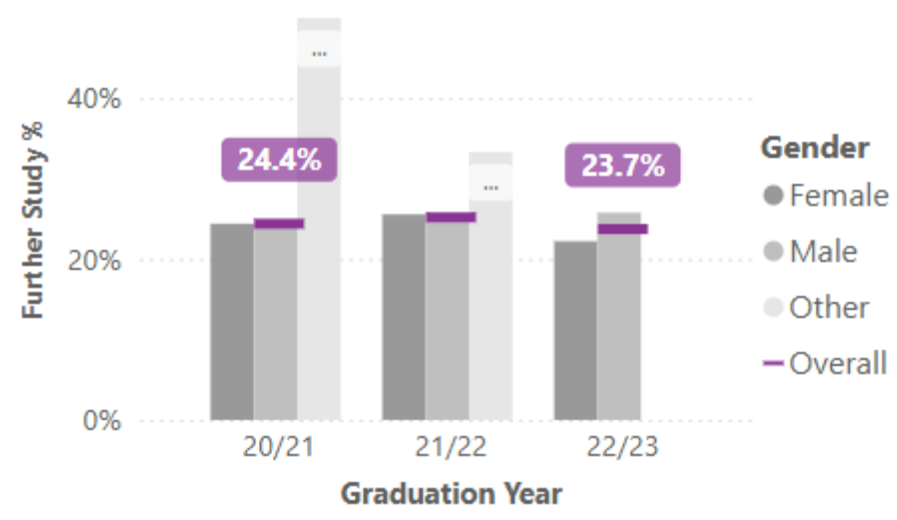
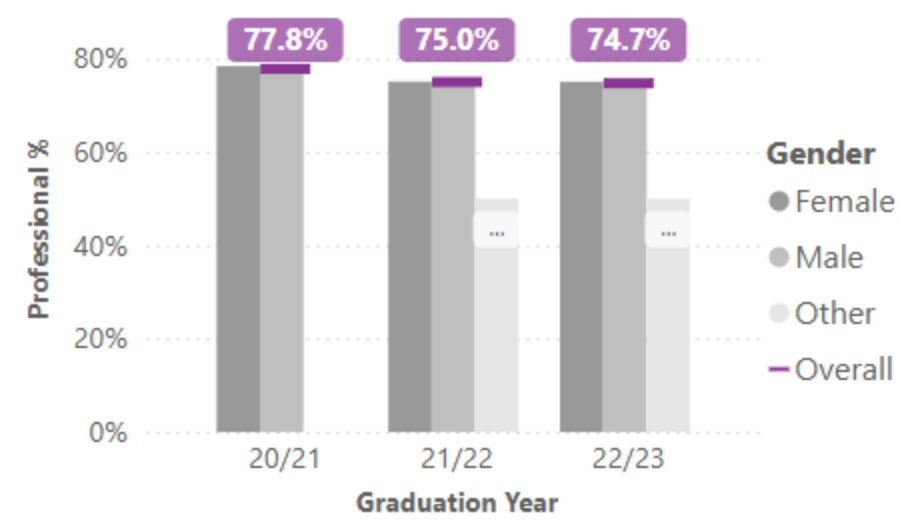
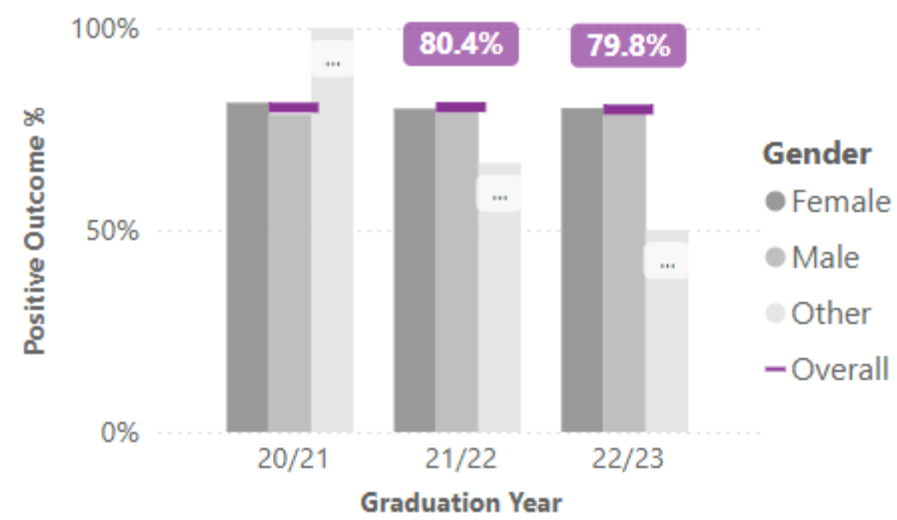
## ETHNICITY



Positive outcomes have **slightly decreased** for Global Majority students. **Slightly more** Global Majority students have gone on to study further.



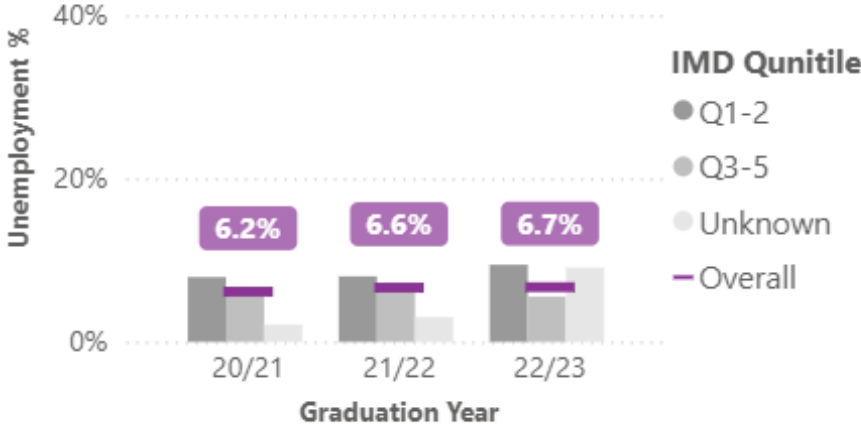
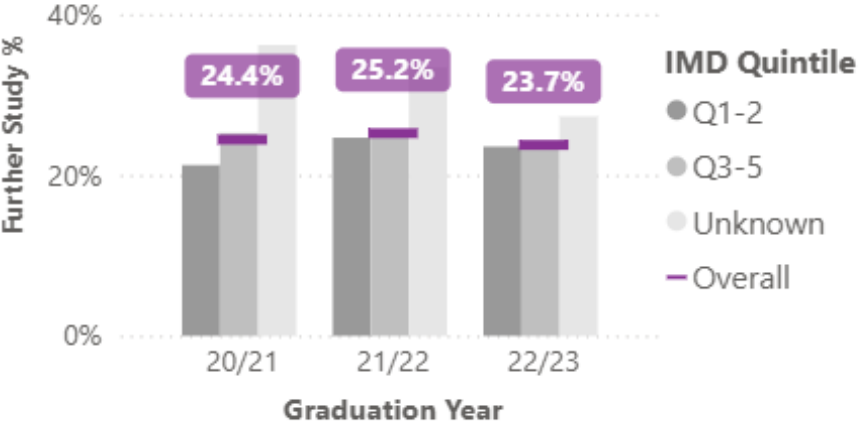
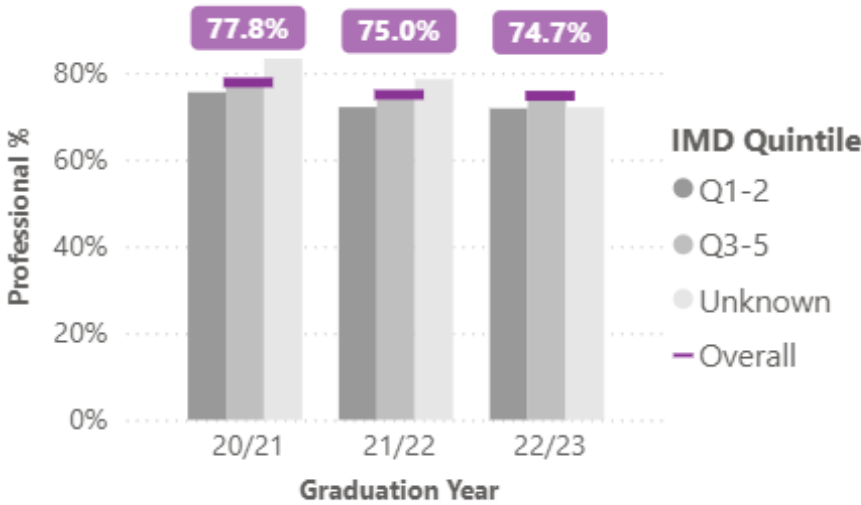
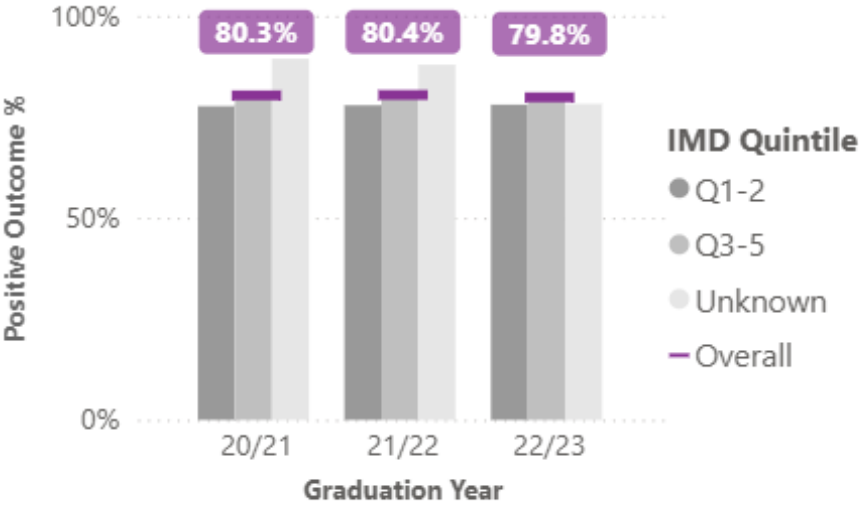
GENDER



Positive outcomes have **slightly decreased** for male students. More male students are unemployed than Female students, and **slightly more** male students, have gone on to study further.



# IMD



Positive outcomes have **merely remained** the same on all metrics except unemployment; students from lower IMD areas have a **higher** unemployment rate than students from higher IMD areas.



# 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'.

**Ethnicity:** Students' ethnicity is reported here as either Global Majority, White or Unknown. Global Majority refers to people who are Black, Asian, Chinese, of Multiple Heritage or individuals from other ethnic groups such as Romani/traveller or Arab. Due to the low number of individuals from some ethnic origins, it is more robust to group these together for data analysis. UWE Bristol acknowledges that society confers privilege on White people and creates barriers for many from Global Majority backgrounds, so it is helpful to group those who do not hold White privilege when we use data to describe the gap between that privilege and those barriers. Where available, data is further broken down by ethnic group, and any action taken from the data to address these gaps should be appropriately tailored to people from each ethnic group. Only Home fee status students are included (i.e., not international students).

**Gender:** Students self-disclose their gender as male or female. They can also disclose an indeterminate gender, which might correspond to a non-binary gender identity.

**Index of Multiple Deprivation (IMD).** The IMD is a measure of relative deprivation in England, produced by the Ministry of Housing, Communities and Local Government (MHCLG). Starting this year, the university will use the Index of Multiple Deprivation (IMD) as its primary measure of area-based disadvantage. IMD ranks areas in England from most to least deprived, and students are typically grouped into five quintiles, with Quintile 1 representing the most deprived areas and Quintile 5 the least.

**Trans status:** Students self-disclose whether they identify as transgender or not. There is also an option to decline providing this information.

**Sexual orientation:** Students self-disclose their sexual orientation as being bisexual, gay, lesbian, heterosexual or other. There is also an option to decline providing this information.

**Religious beliefs:** Students self-disclose their religious beliefs and are given the following options: Buddhist, Christian, Hindu, Jewish, Muslim, No religion, Sikh, Spiritual, or any other religion or belief. They can also refuse to provide this information.

**UWE Cares:** UWE Cares supports students who are carers, care leavers, and estranged students. It also includes Sanctuary Scholars, who are refugee or asylum seeker students.