

Student Compendium

2024-25

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UNIVERSITY ANALYSIS 2024/25

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	The percentage of mature applicants has remained the same . 😐	The number of disabled applicants has remained the same at 28%. 😐	Applications from the Global Majority made up 26% of all applications, a 1pp increase from the previous year. 😐	The percentage of Male applicants has remained the same . 😐	Applicants from lower IMD(1 and 2) backgrounds make up 30% of all applicants. This has remained the same . 😐
Enrolment	The percentage of new mature students has significantly increased . 😊	The percentage of new students who have declared a disability has decreased by 3 percentage points . 😞	The percentage of new students from a Global Majority background has remained the same . 😐	The percentage of male students remains unchanged. 😐	The percentage of new students from a lower IMD background has slightly increased . 😐
Non-continuation	Non-continuation rates have dropped by 1 pp for both mature and young students. 😐	The non-continuation rate has remained the same for disabled students but has decreased by 2 pp for non-disabled students. 😐	The non-continuation rate for Global Majority students has remained unchanged , while it has decreased by 2 pp for White students. 😐	Non-continuation rates have remained the same for females, while decreasing by 2 pp for male students. 😐	Non-continuation rates have slightly decreased among students from both lower (1-2) and higher (3-5) IMD areas. 😐
Good Honours	Honours rates are merely unchanged ; the gap between mature and young students grew from 0.6pp to 1.4pp . 😐	Honours rates are the same for both groups , with a consistent gap over three years. 😐	The good honours rate for Global Majority students increased by 1 pp, narrowing the gap to 14%. 😐	The good honours gap has merely remained the same between male and female students. 😐	The honours gap between IMD areas has dropped from 9% to 7%. 😐
Satisfaction	Student satisfaction has increased more for mature students. Student satisfaction has increased more for mature students. 😊	Satisfaction with teaching in my course has improved across all disability categories, with the largest increase noted in the Other disability category, followed by cognitive and learning disabilities. 😊	Satisfaction among all the ethnic groups has either stayed the same or improved , with the largest increase among Other, Asian and White students. 😊	Both male and female students have reported increased satisfaction , with female students experiencing the greatest rise . 😊	Satisfaction levels have increased across all socio-economic quintiles , with notable rises in Q1 and Q5 , followed by Q2 . 😊
Graduate Outcome	Mature students see a 3 pp drop in positive outcomes and a doubled unemployment rate, but more are pursuing further studies. 😞	Outcomes for disabled students have decreased overall, with professional employment dropping 6.3 percentage points. 😞	Outcomes for Global Majority students have slightly declined in most areas , except for further study, where there has been a slight increase in progression. 😐	Male students' positive outcomes and professional employment have decreased by more than 3 percentage points . 😞	Outcomes in all areas have decreased for all students. However, it is slightly higher for students from lower-IMD areas, with the largest decrease in positive outcomes (3.4 pp). 😞

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 (APP), 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-domiciled students who were in their final year of an undergraduate degree in 2024 and 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-domiciled, full-time undergraduate students who completed their final year in 2023/24.

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.

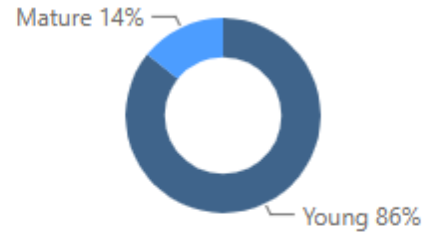
This report is designed to provide actionable evidence about our progress in equality, access and participation for students to date. The report is retrospective, reflecting on students from previous academic years. It is not designed to be a mechanism for summarising or assessing key performance indicators, 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 has **remained the same**.



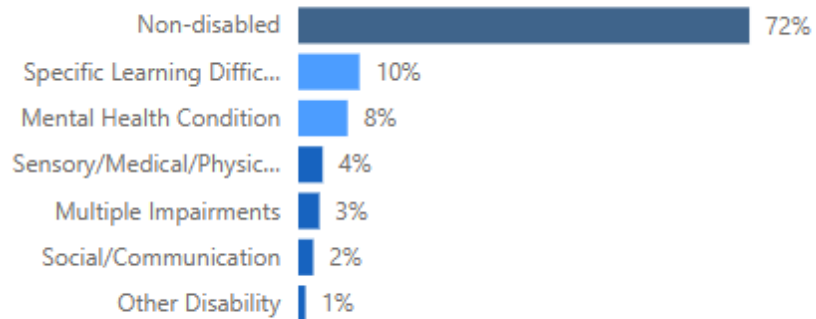
DISABILITY



The number of disabled applicants has **remained the same** at 28%.



DISABILITY (DETAILED)

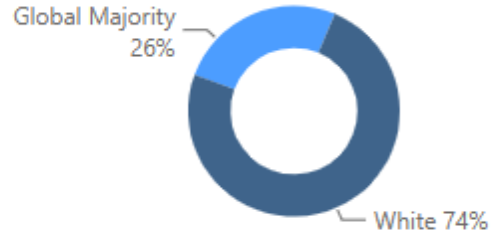


The percentage of applicants for more than one condition, impairment, or disability type has **decreased** slightly. However, SpLD has **slightly increased** from 9% to 10%.



ETHNICITY, GENDER AND IMD

ETHNICITY



Applications from the Global Majority made up 26% of all applications, a **1pp increase** from the previous year.



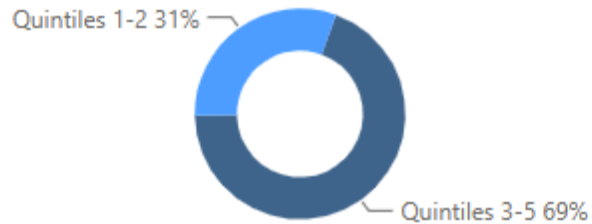
GENDER



The percentage of Male applicants has **remained the same.**



IMD

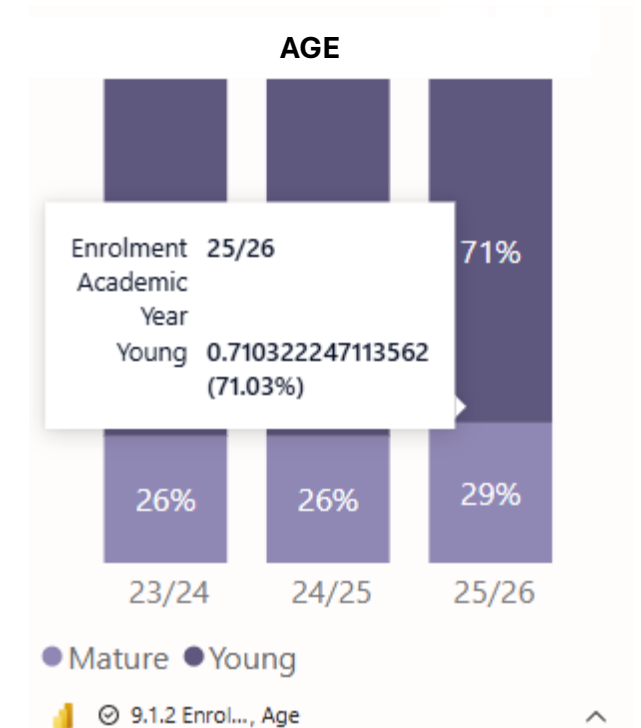
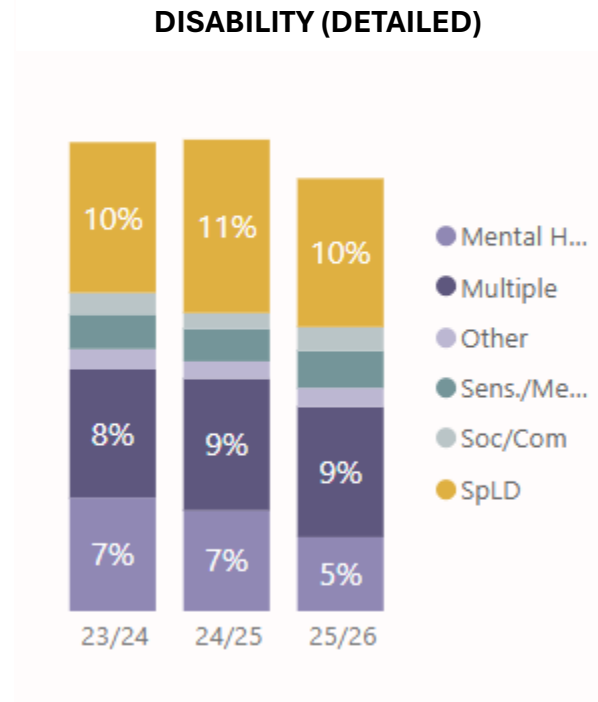
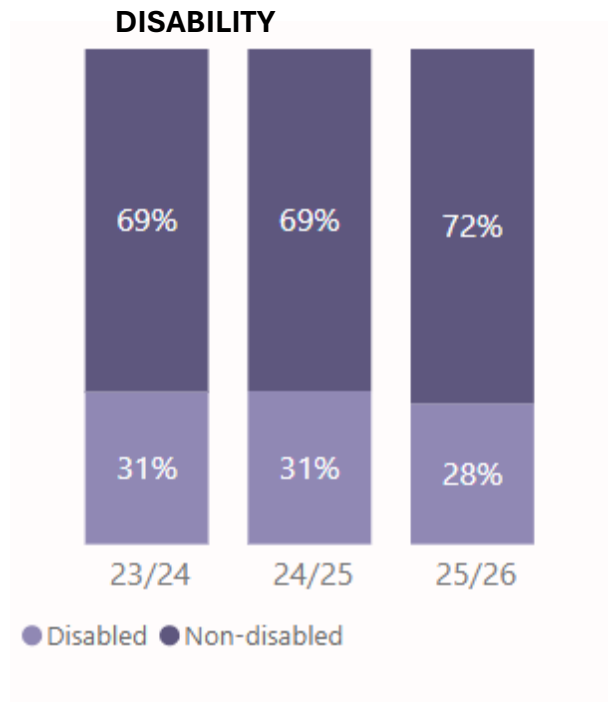


Applicants from lower IMD(1 and 2) backgrounds make up 30% of all applicants. This has **remained the same.**



Who is enrolling at UWE Bristol?

AGE AND DISABILITY



The percentage of new students who have declared a disability has **decreased by 3pp**.



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)** and mental health (2pp).

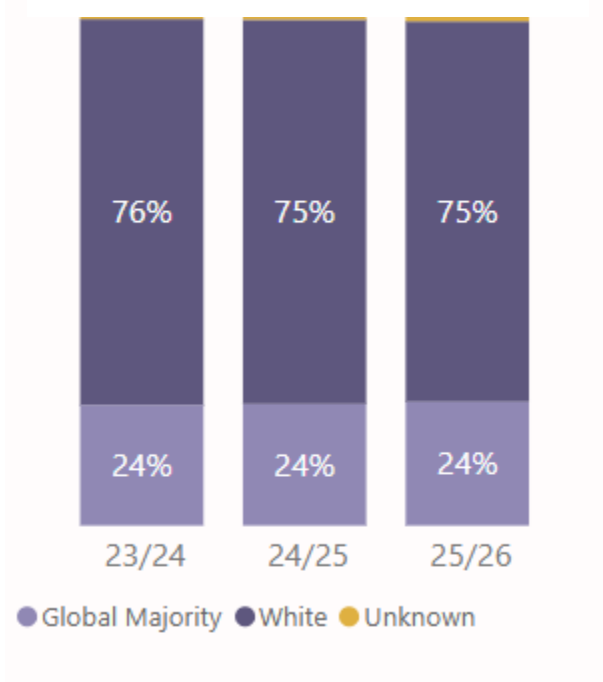


The percentage of new mature students has **significantly increased**.



ETHNICITY, GENDER AND IMD

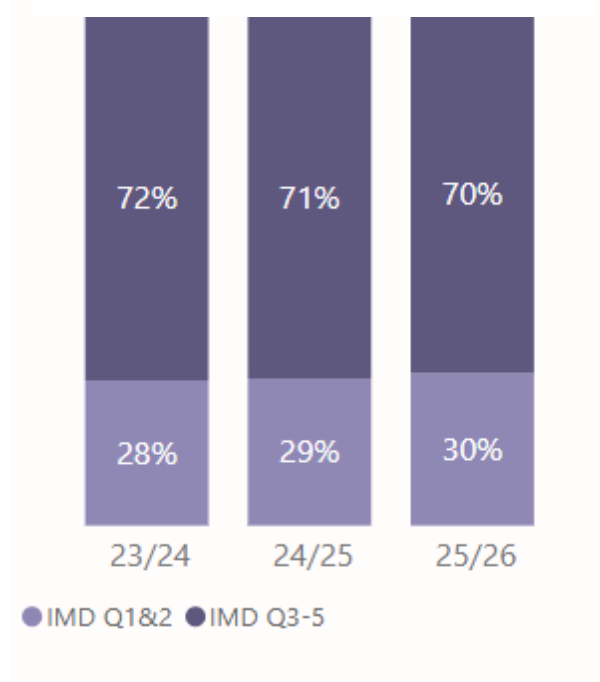
ETHNICITY



The percentage of new students from a Global Majority background has **remained the same**.



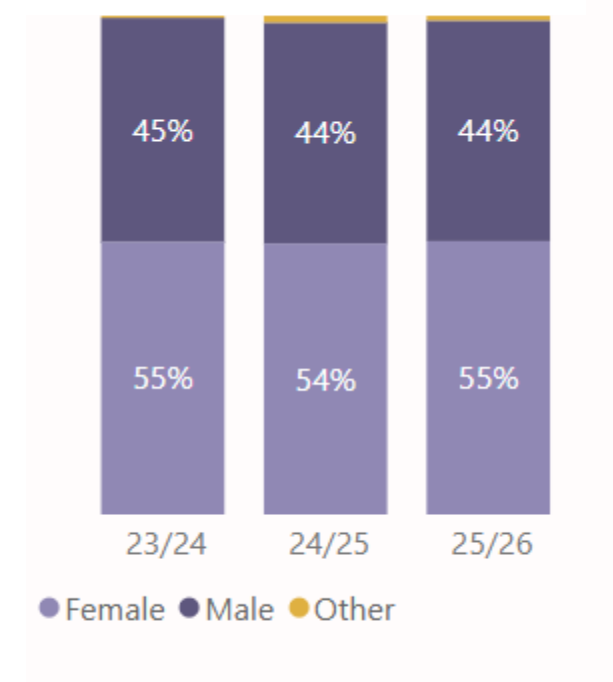
IMD



The percentage of new students from a lower IMD background has **slightly increased**.



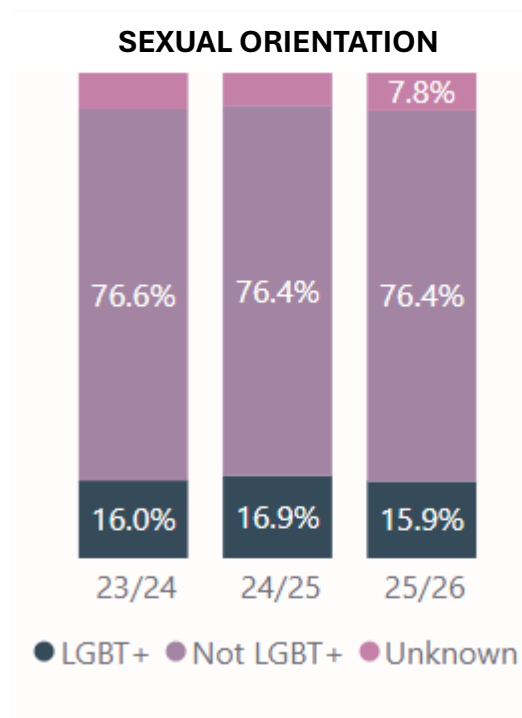
GENDER



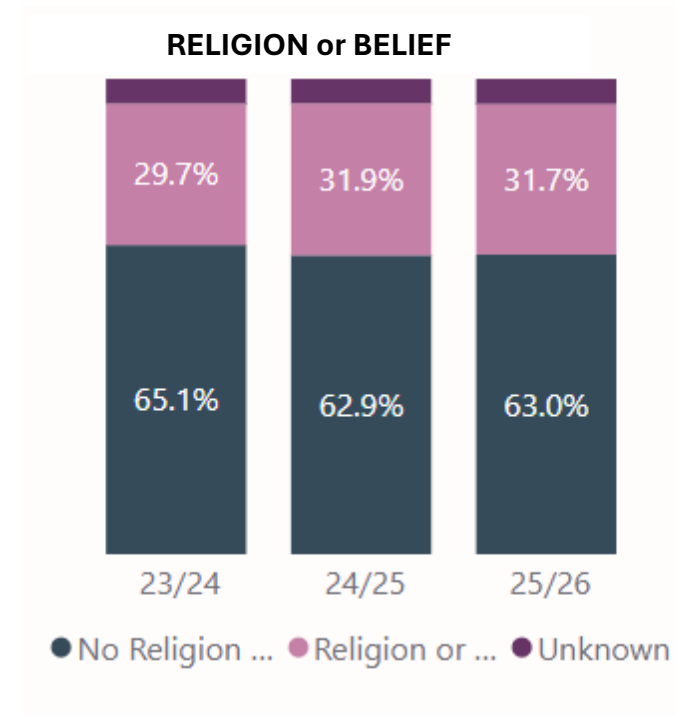
The percentage of new male students has **remained the same**, but the percentage of females has **increased slightly**.



SEXUAL ORIENTATION AND RELIGION OR BELIEF



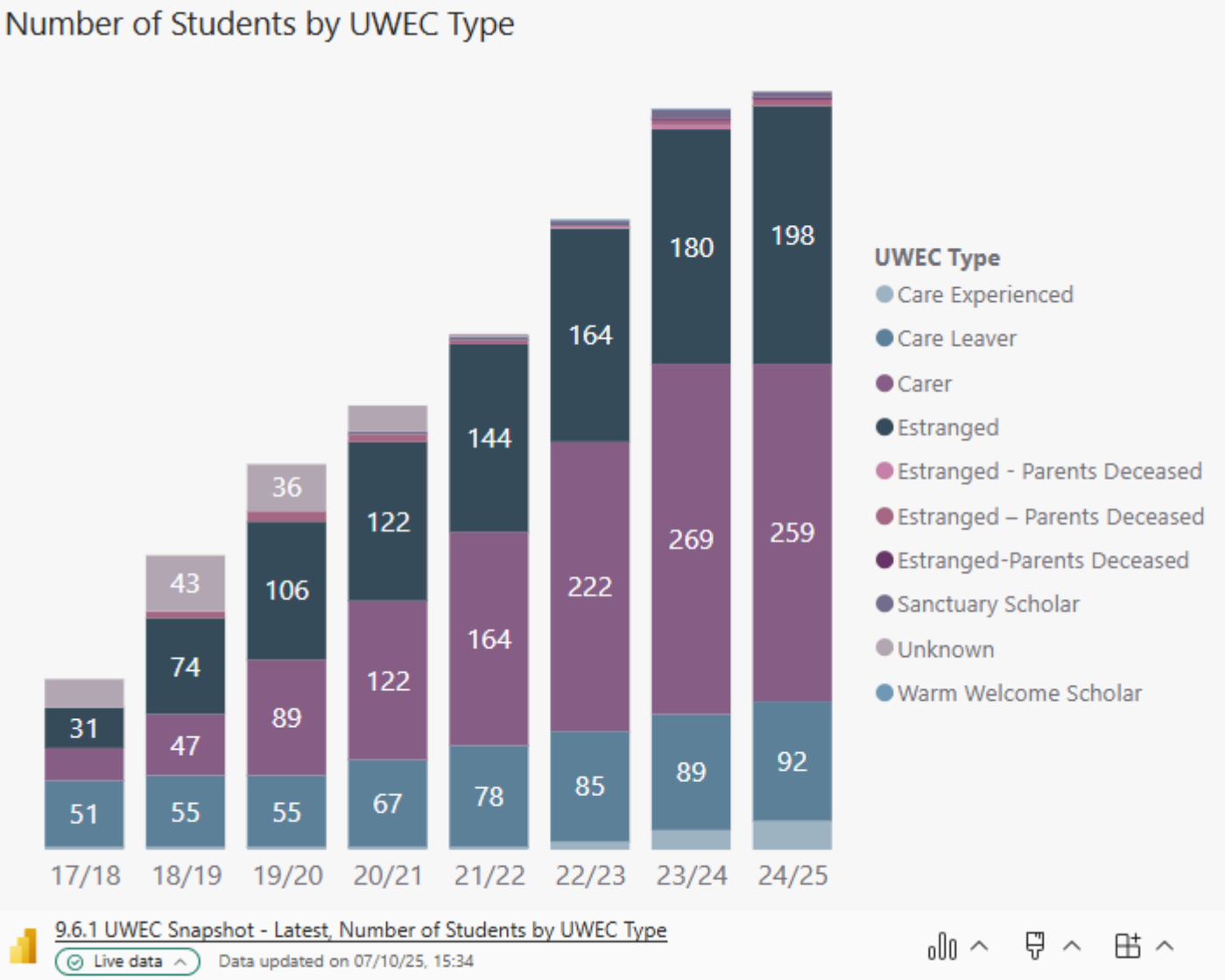
The percentage of new LGBT+ students has **slightly decreased**.



The percentage of students with a religion or belief has **merely remained the same**.



UWE CARES



Data not updated.

TRANS STATUS

Year	23/24		24/25		25/26	
Transgender Status	Count	%	Count	%	Count	%
No	5,315	95.9%	5,164	96.5%	4,776	96.0%
Unknown	136	2.5%	98	1.8%	114	2.3%
Yes	93	1.7%	91	1.7%	83	1.7%
Total	5,544	100.0%	5,353	100.0%	4,973	100.0%

9.2.1 LGBT+ and Religion Report - Latest, LGB Breakdown

Live data Data updated on 09/04/26, 14:37

o00 ^ ^ ^

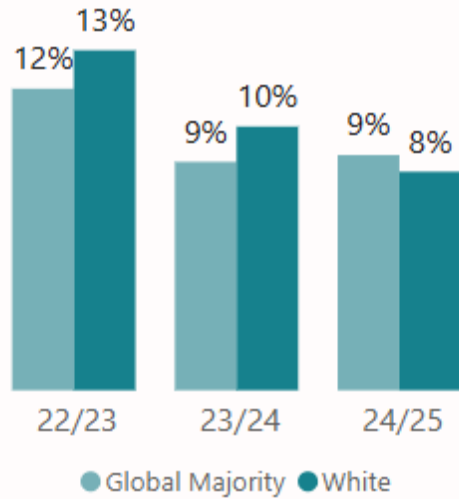
The percentage of new students who identify as Transgender has **remained the same.**



Which students do not continue with their programme?

AGE, DISABILITY AND ETHNICITY

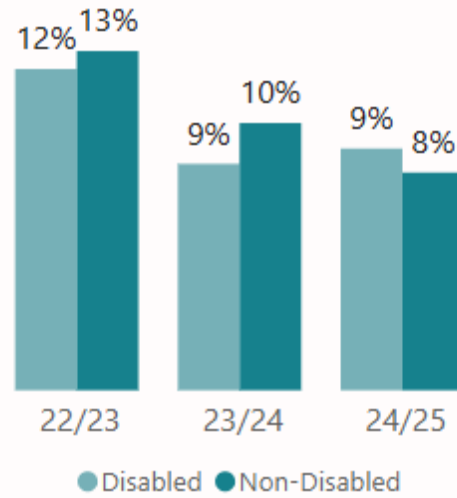
ETHNICITY



The non-continuation rate for Global Majority students has remained unchanged, while it has decreased by 2 pp for White students.



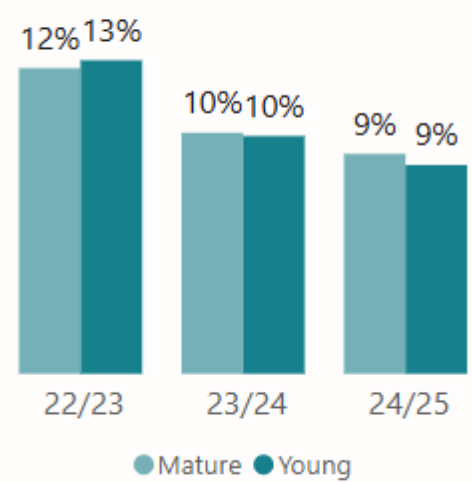
DISABILITY



The non-continuation rate has **remained the same** for disabled students but has **decreased by 2 pp** for non-disabled students.



AGE

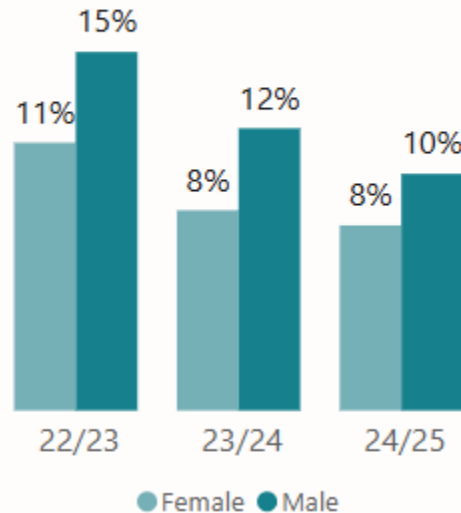


Non-continuation rates have **dropped** by 1 pp for both mature and young students.



GENDER AND IMD

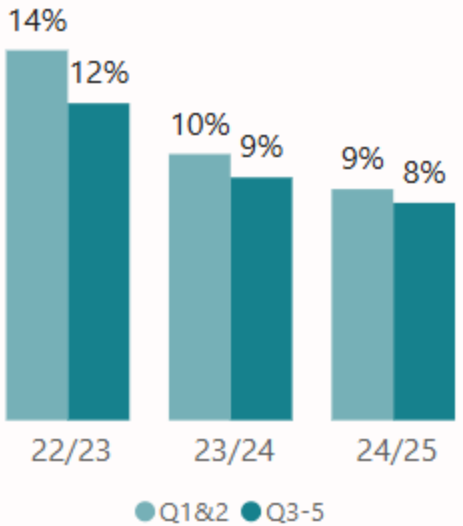
GENDER



Non-continuation rates have **remained the same** for females, while **decreasing by 2 pp** for male students.



IMD



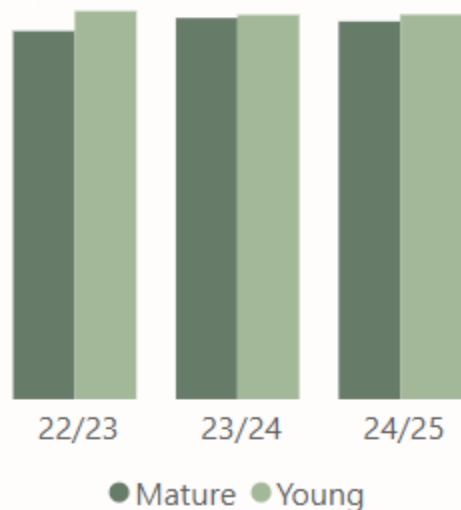
Non-continuation rates have slightly decreased among students from both lower (1-2) and higher (3-5) IMD areas.



Who is awarded a Good Honours degree?

AGE, DISABILITY AND ETHNICITY

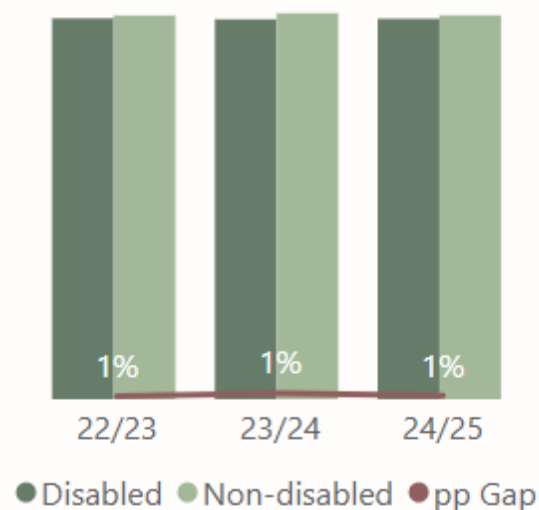
AGE



Good honours rates for both mature and young students have merely stayed the same. But the gap between the two groups has increased from 0.6% to 1.4%.



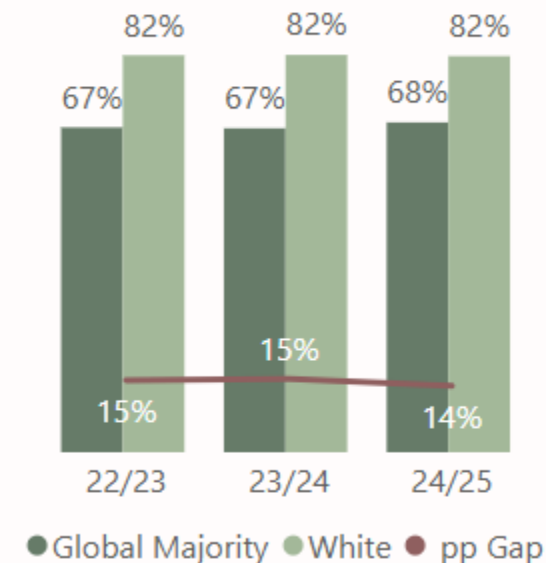
DISABILITY



Good honours rates have **remained the same** between the two groups, and the gap between disabled and non-disabled has been consistent in the past three years.



ETHNICITY

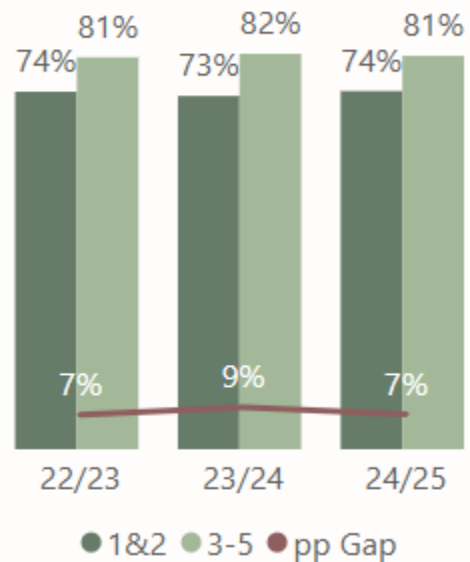


The good honours rate for Global Majority students has **increased by 1 pp**; for White students, it has **remained the same**. The gap has **decreased from 15% to 14%**.



GENDER, IMD AND UWE CARES

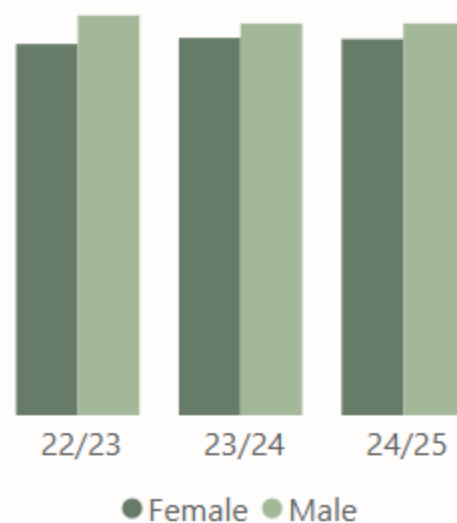
IMD



The good honours gap has **decreased** between students from lower (1-2) and higher (3-5) IMD areas from 9% to 7%.



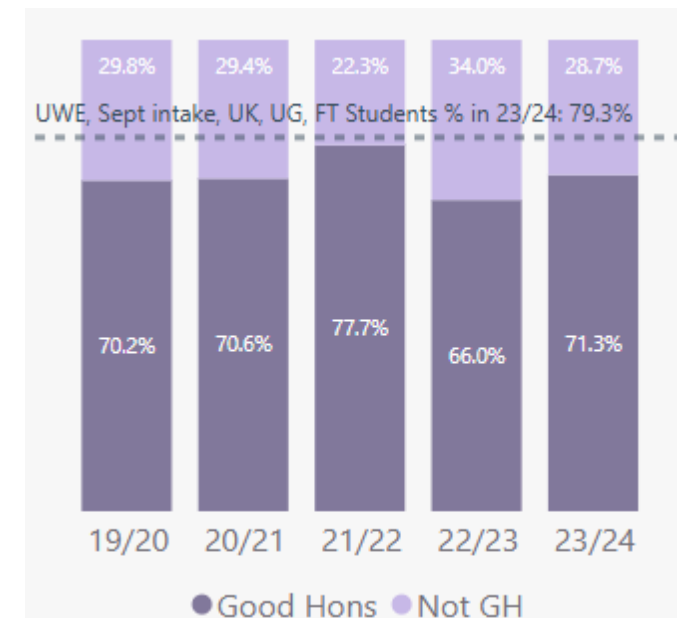
GENDER



The good honours gap has **merely remained the same** between male and female students.



UWE CARES

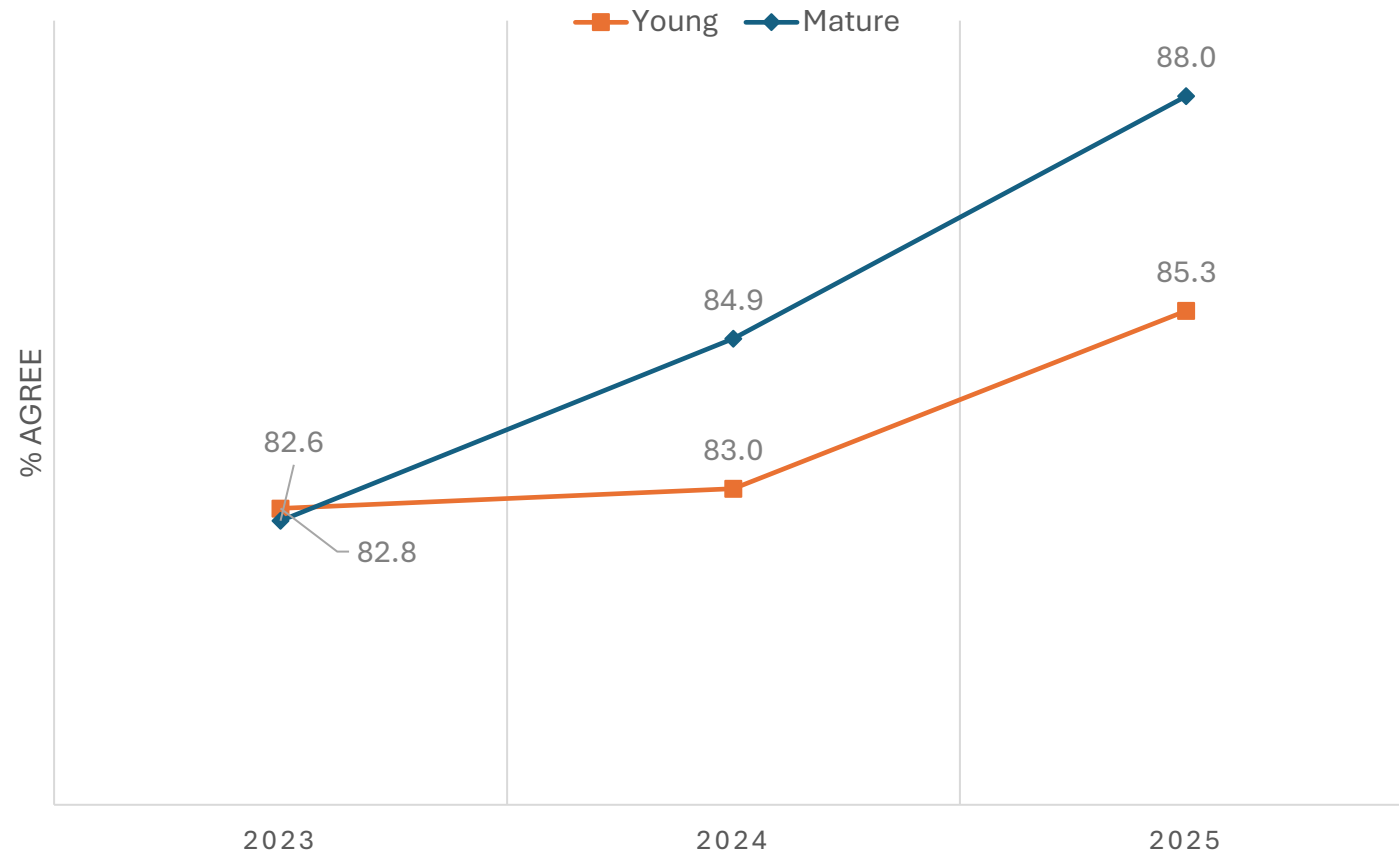


No recent data available

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.

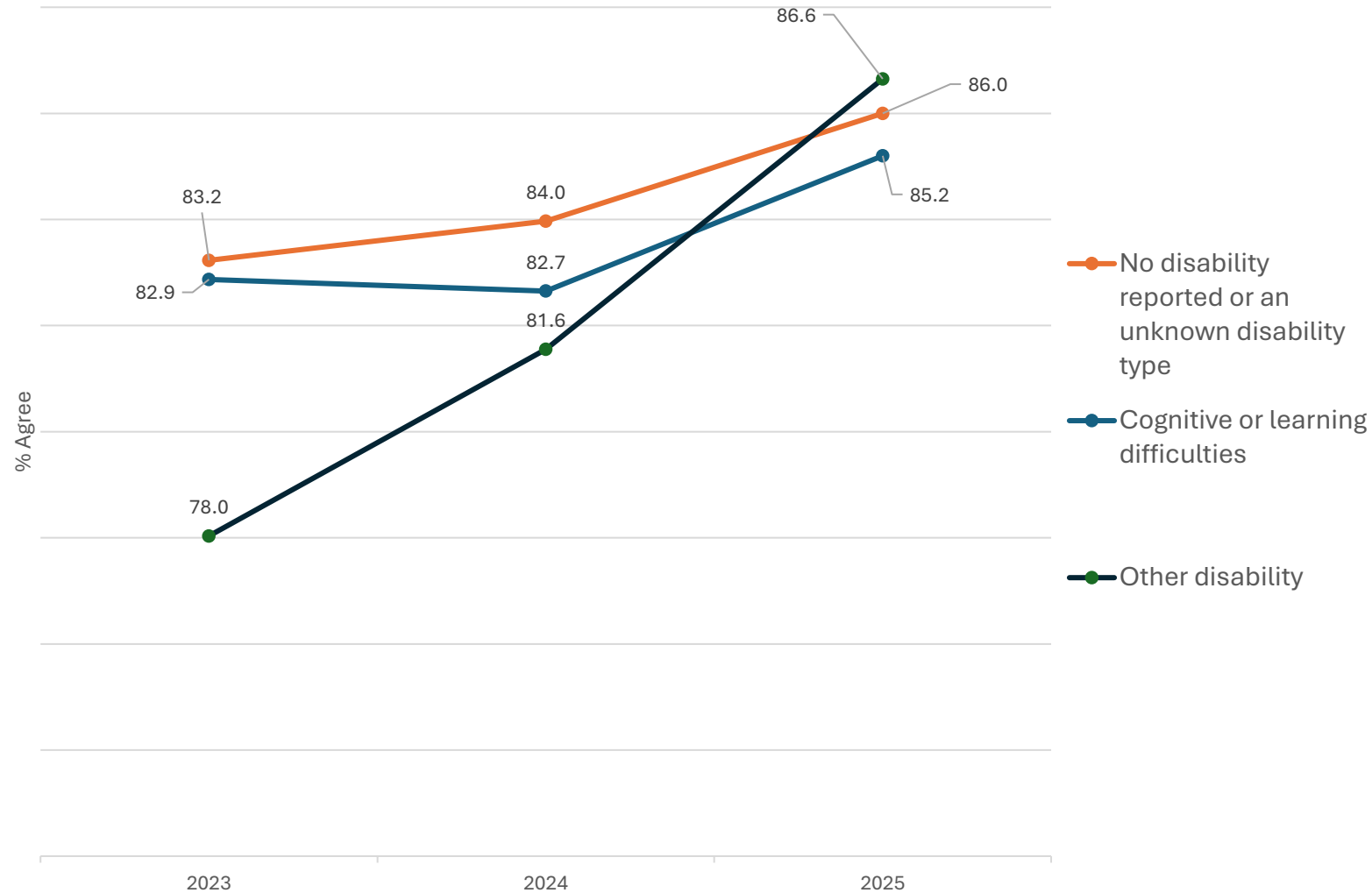
AGE



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



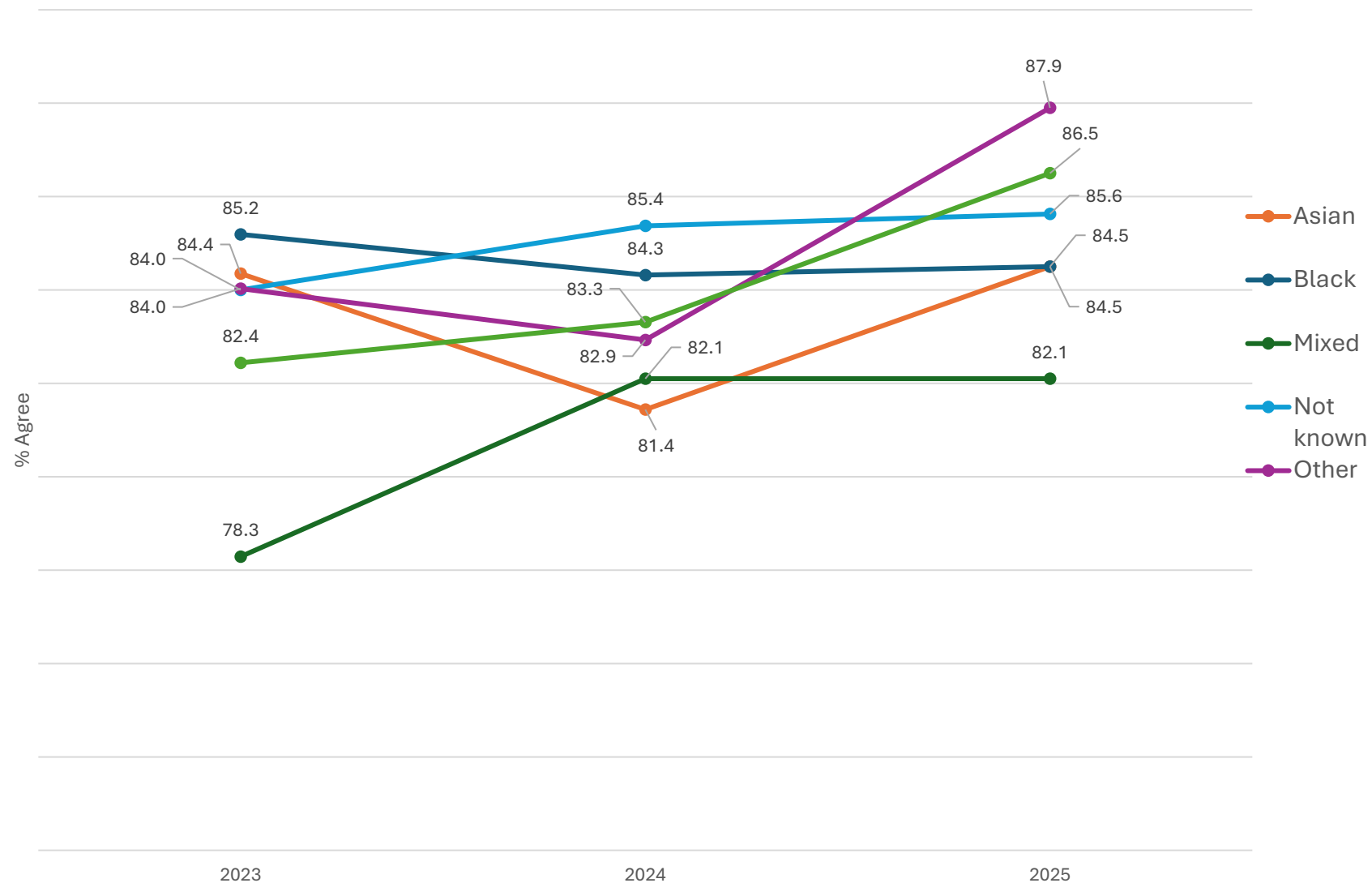
DISABILITY



Satisfaction with teaching in my course **has improved** across all disability categories, with **the largest increase** noted in the **Other disability** category, followed by cognitive and learning disabilities.



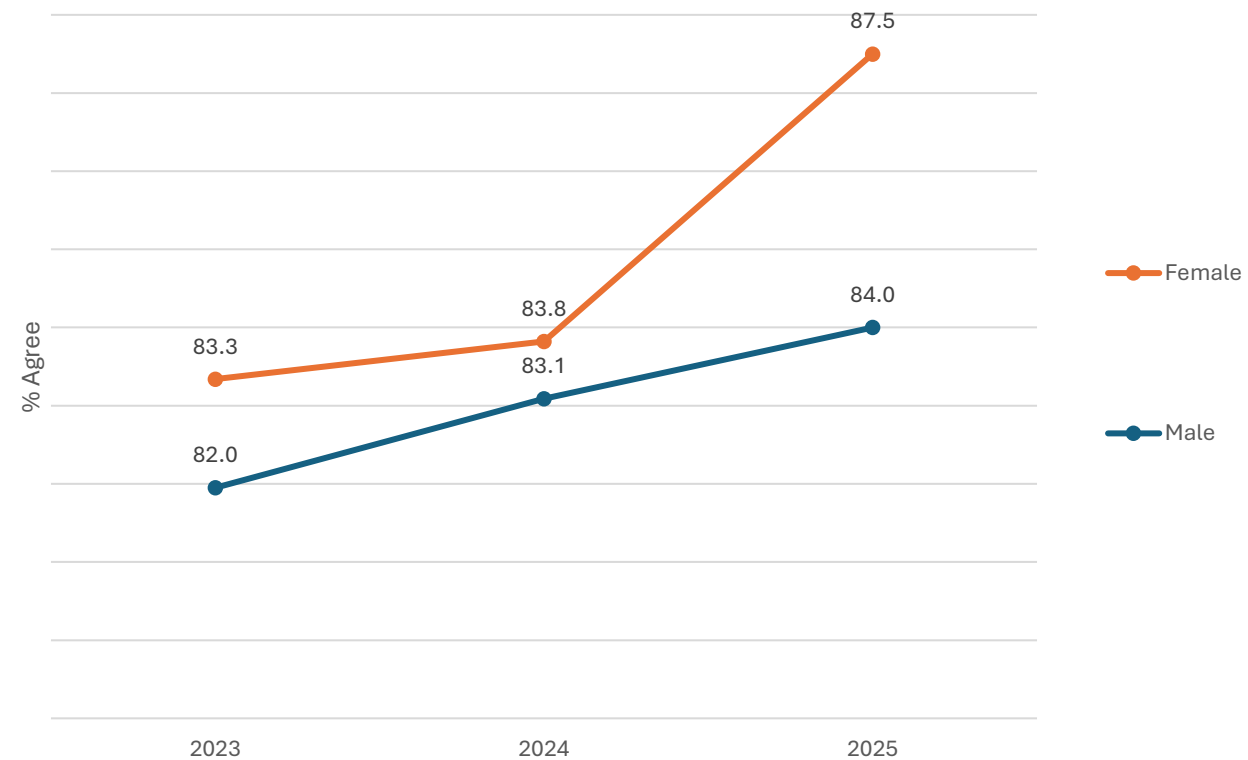
ETHNICITY



Satisfaction among all the ethnic groups has either **stayed the same or improved**, with the **largest increase among Other, Asian and White** students.



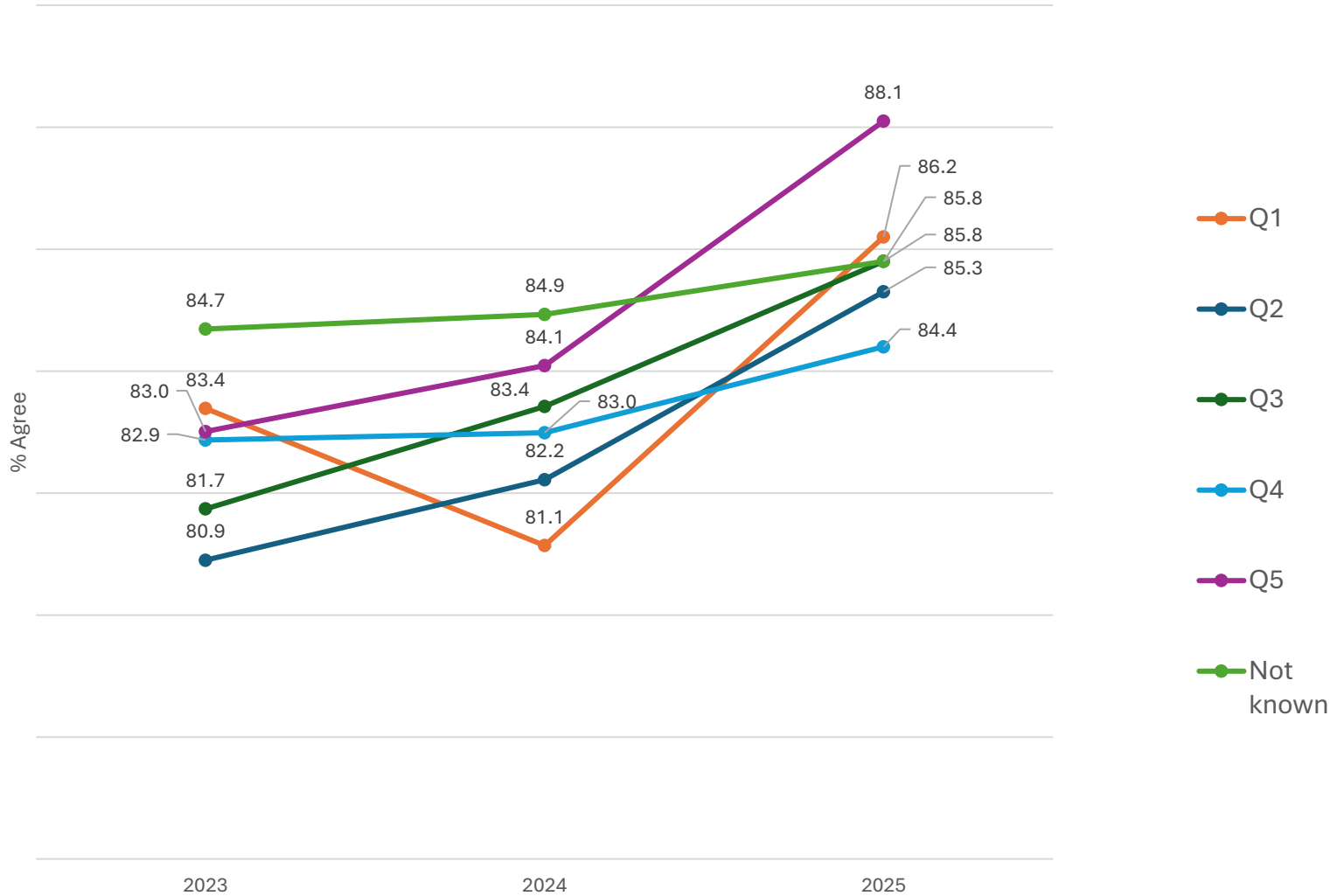
GENDER



Both male and female students have reported **increased satisfaction**, with **female** students experiencing the **greatest rise**.



IMD

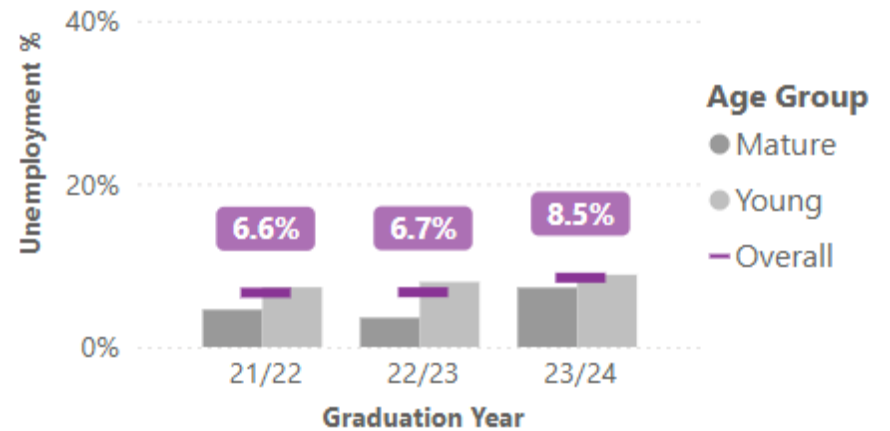
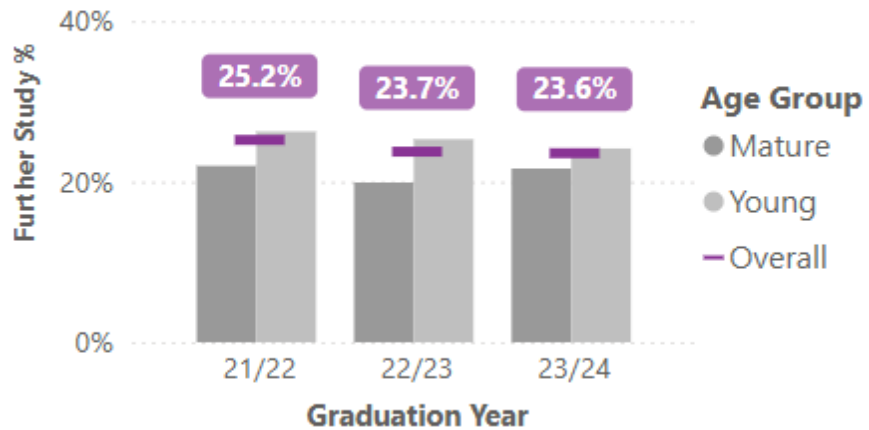
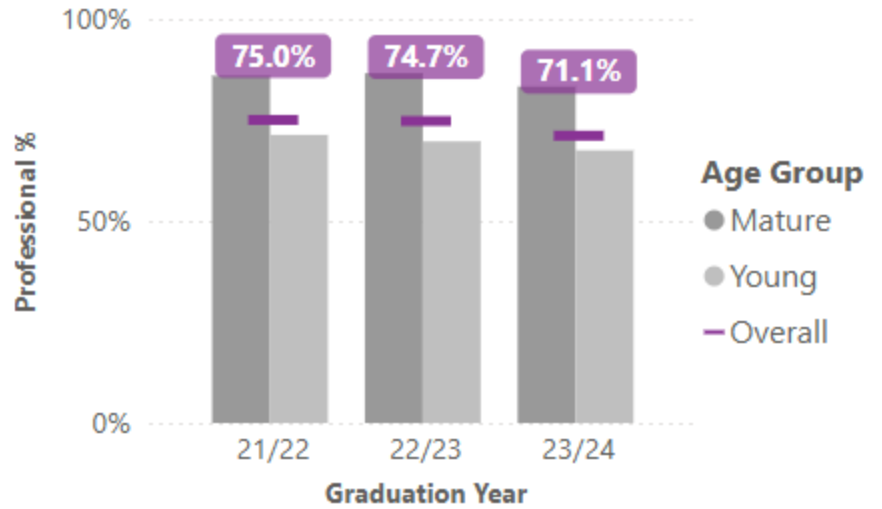
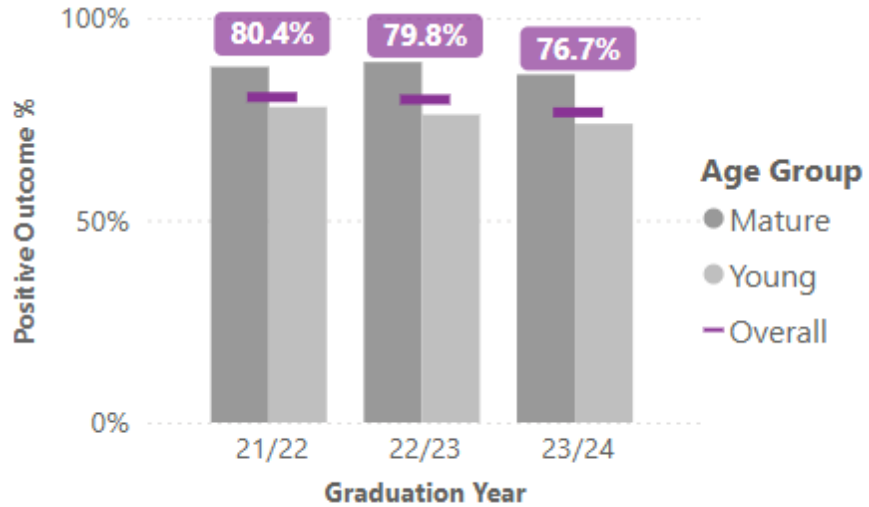


Satisfaction levels **have increased across all socio-economic quintiles**, with **notable** rises in **Q1** and **Q5**, and subsequently in **Q2**.



What do our graduates go on to do?

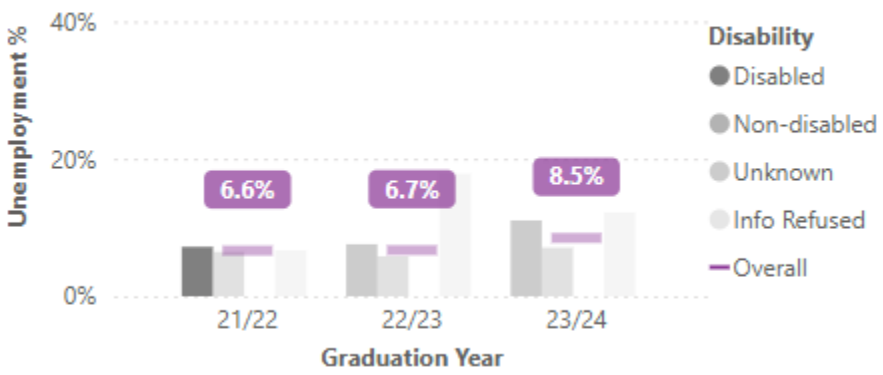
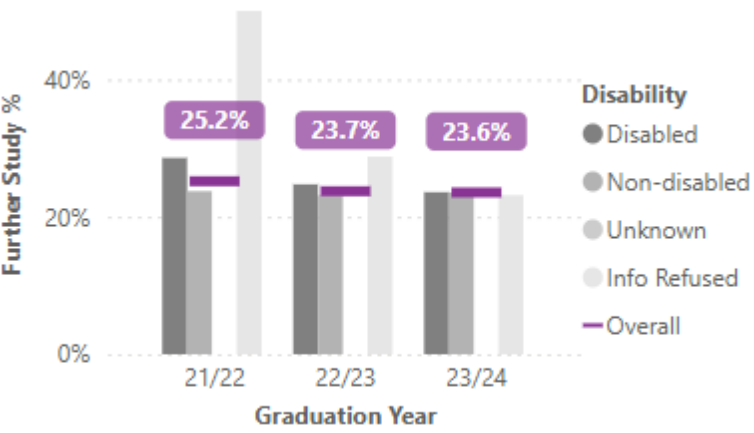
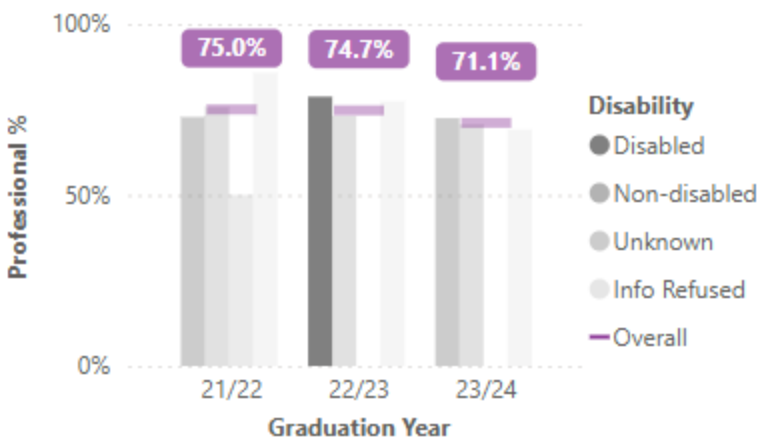
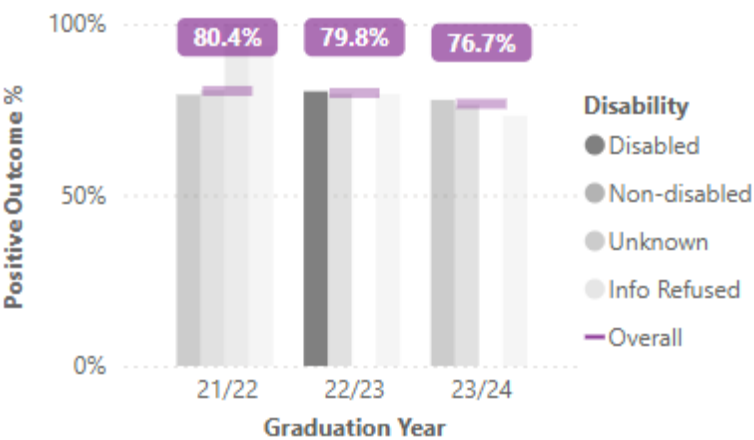
AGE



There is a drop across all categories for both groups, but the decrease is more than 3 pp for mature students in both positive and professional outcomes. The unemployment rate among mature students has doubled. However, slightly more mature students have gone on to further study.



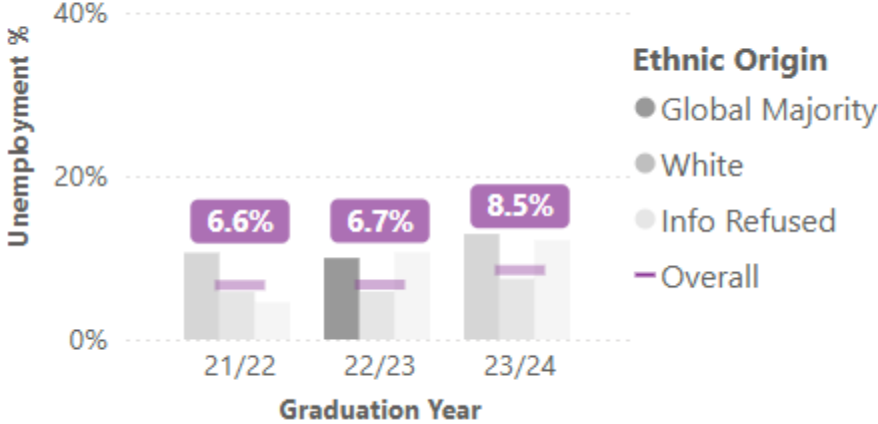
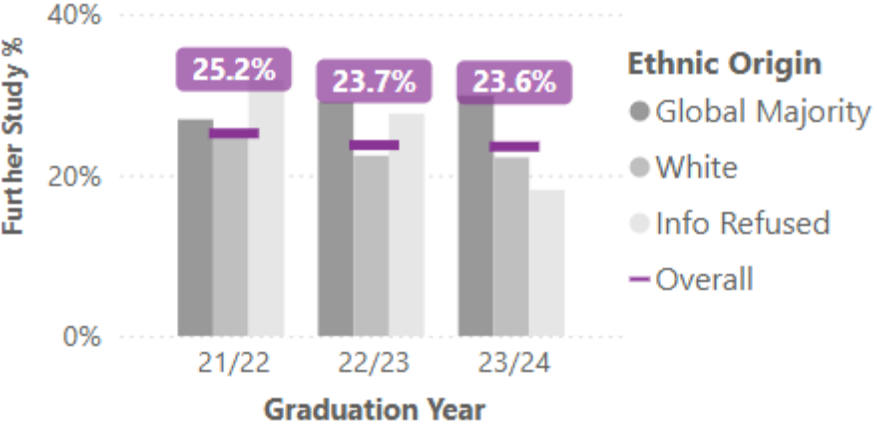
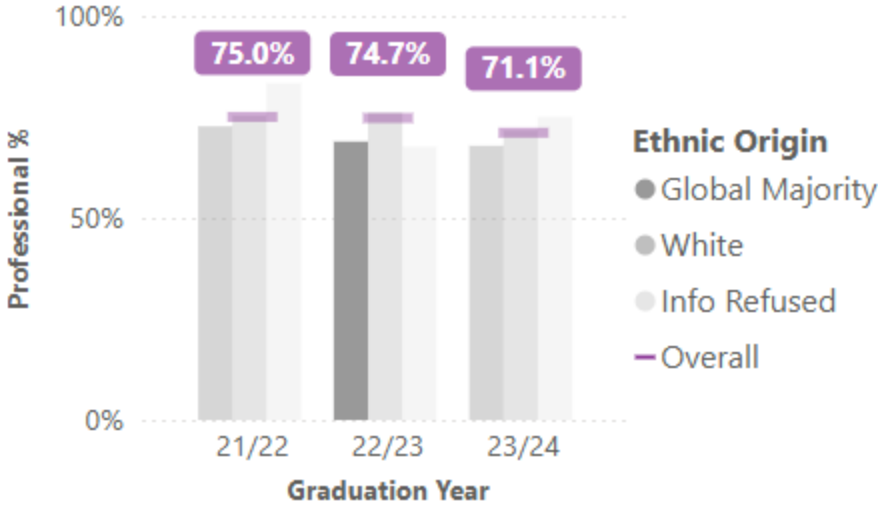
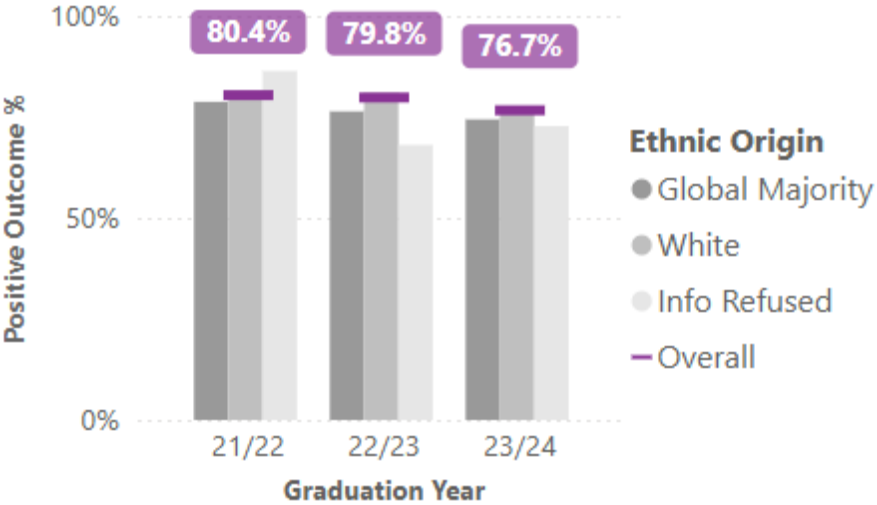
DISABILITY



Positive outcomes for disabled students **have decreased in all areas**, with a **significant decline** in professional employment (6.3 percentage points).



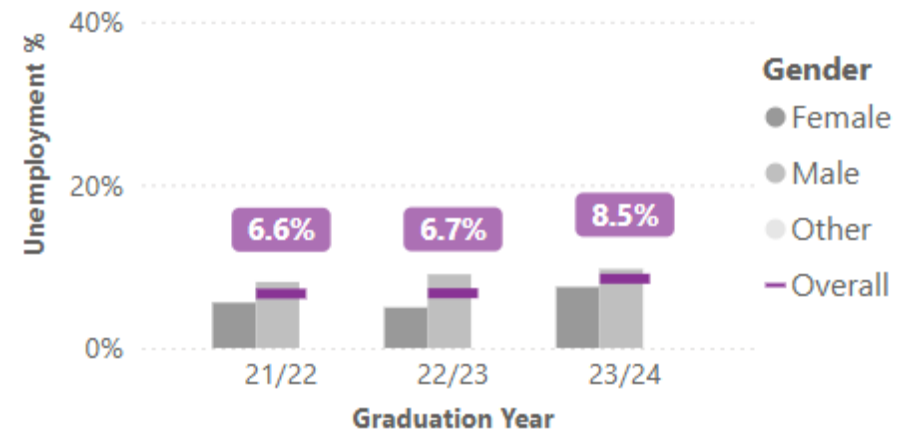
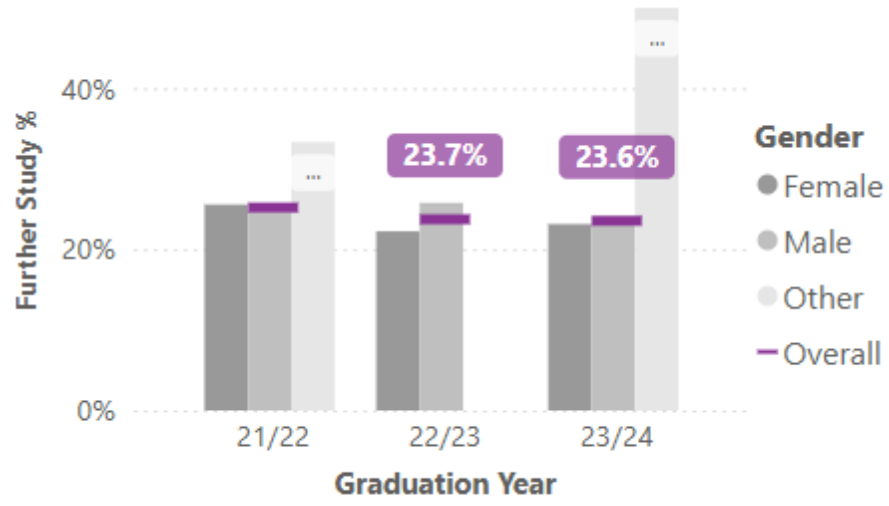
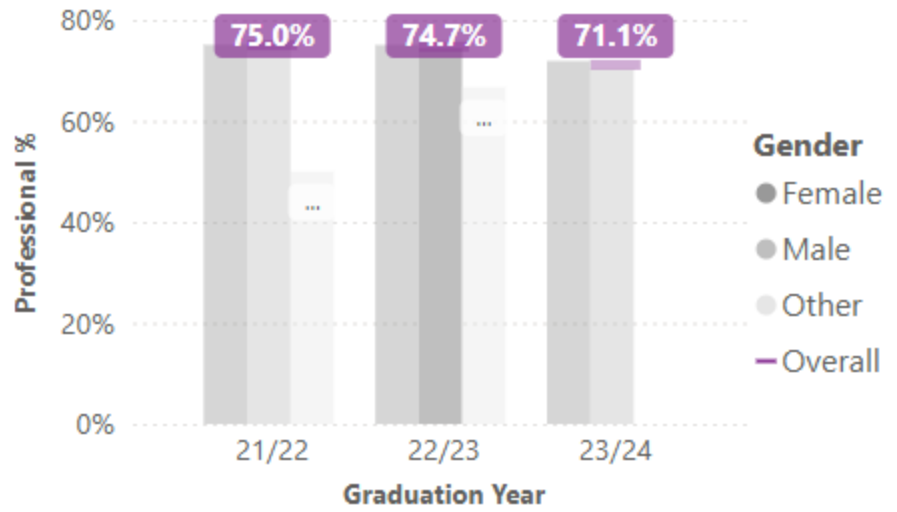
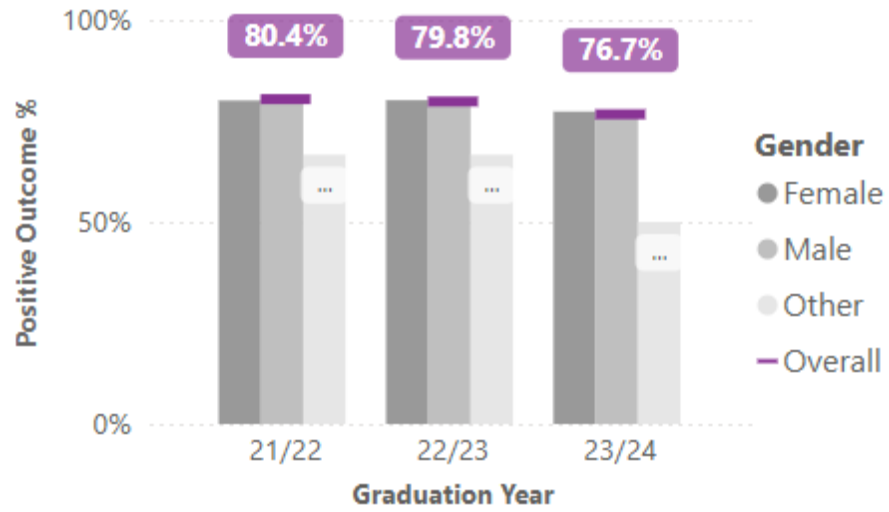
ETHNICITY



Outcomes for Global Majority students have slightly **declined in most areas**, except for further study, where there has been a **slight increase** in progression.

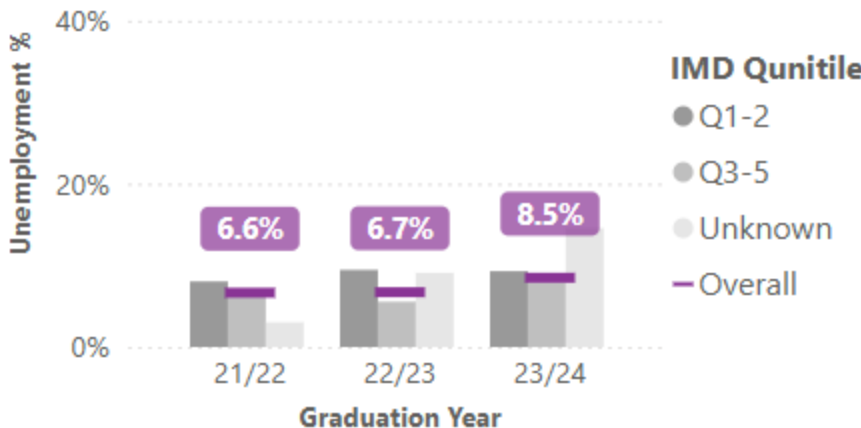
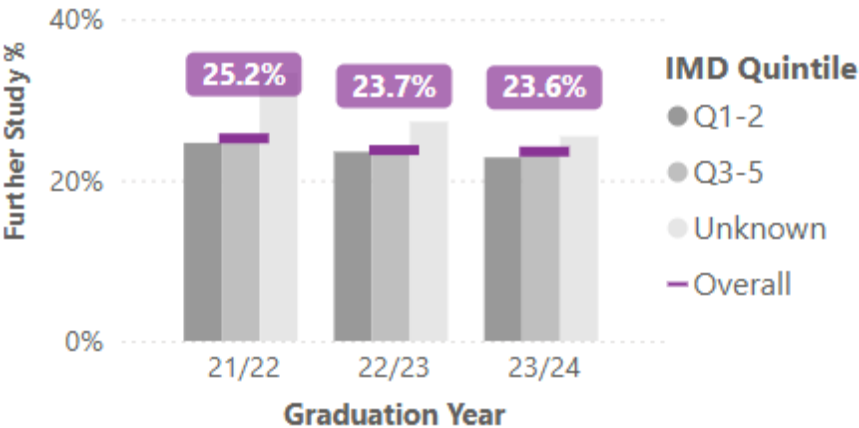
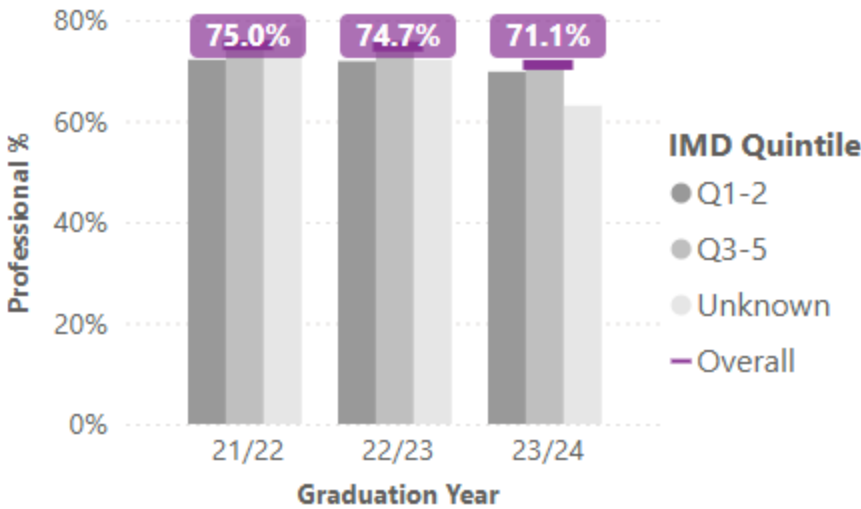
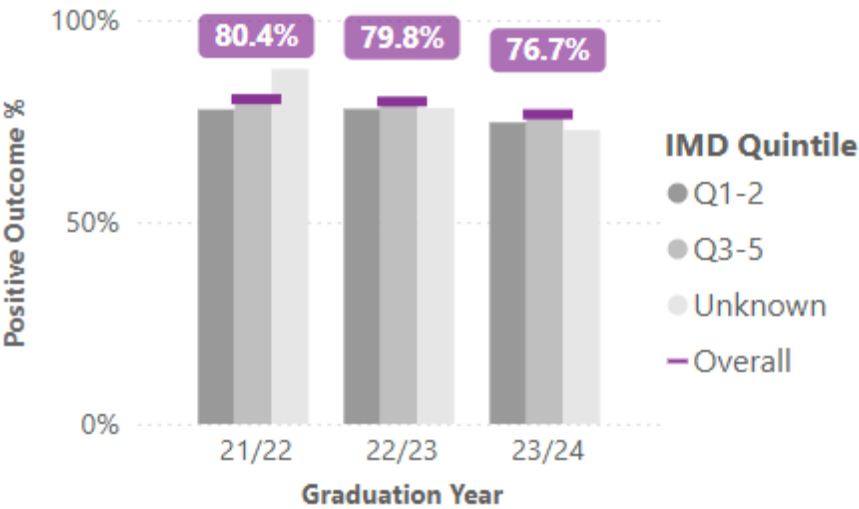


GENDER



Male students' positive outcomes and professional employment have **decreased by more than 3 percentage points**. Variation in the group "Other" is inconsistent. 😞

IMD



Outcomes in all areas have **decreased** for all students. However, it is slightly higher for students from lower-IMD areas, with the **largest decrease** in positive outcomes (3.4 pp).



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.