



University of the
West of England

University of the West of England

Equality Act 2010

Publication of Equality Information

Student Compendium 2012-2013

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University of the
West of England

If you have any ideas for how the Compendium might be improved or have any queries relating to the data and its analysis, please contact Valerie Russell Emmott in the Equality and Diversity Unit (equalityanddiversityunit@uwe.ac.uk).

Table of Contents

1. Promoting equality – an overview	p 4
2. Introduction to the report and metrics	p 5
3. Summary of main findings	p 11
4. Protected characteristics within the compendium	p 17
5. Student population overview	p 18
6. Appendices	p 20

1. Promoting equality – an overview

- UWE has a longstanding commitment to the promotion of equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff. In April 2012, we published our [Single Equality Scheme](#) covering the years 2012-15. The scheme was developed in consultation with students and staff and was informed by equality and diversity data. On an ongoing basis, we seek to mainstream and embed considerations of equality into our activities and decision-making through a range of means, including:
- Providing forums for feedback and consultation, including a University-wide Equality and Diversity Forum (EDF) composed of student and staff representatives from across the range of protected characteristics and chaired by the Vice Chancellor;
- Having an Equality Management Group (EMG) that monitors the implementation of the Single Equality Scheme and data to assess success and share best practice across the University;
- Having an Equality Analysis procedure (accompanied by guidance and training) for the development of all new policies and practices that are informed by data;
- Using equality and diversity data published annually for staff and students to identify potential issues, inform practice and develop appropriate interventions.

2. Introduction to the report and metrics

This report provides information on how UWE is meeting its responsibilities contained in the Equality Duty of the Equality Act 2010. It is published with regard to the specific duty to publish equality information to demonstrate compliance with the Equality Duty and to make this information publicly available. This report specifically provides statistical data on our students and is published every year in January. An equivalent report on university staff is published every year in April.

Dates

This report is being published in January of 2014 to reflect student data for the academic year spanning September 2012 to August 2013. In a few of the data tables, we have more recent data and this will be reflected as 2013/2014 data.

Data sources and how reported

The data included in the 2013 UWE Student Compendium is taken from internal statistics used by admissions and student support teams and by the senior management team to monitor progress and direct additional resources. We have also used UWE data reported in the HESA Performance Indicator to provide an additional measure of performance around disability. In

In addition, we have included national statistics taken from sources such as the 2011 National Census and comparative statistical data from higher education to provide context to our analysis.

Some of the data reported on below is provided at both university-wide level and faculty level.

Where faculty level data is provided, the following acronyms are used for UWE's four faculties:

- FET (Faculty for Environment and Technology);
- HLS (Faculty of Health and Life Sciences) *name changed to HAS in August 2013;*
- FBL (Faculty of Business and Law);
- ACE (Faculty of Art and Creative Industries and Education).

Student data is inherently complicated; students can be counted in a variety of ways and different populations of students are measured in different metrics of success across the university. In 2012, UWE decided to focus on our core student body in the Student Compendium. Undergraduate students engaged on full time study at UWE make up approximately 80% of our student body.

As in last year's compendium, we have decided not to include part-time students due the complex nature of part-time study and the relatively small number of students. Focusing on this core population in the 2013 Compendium enables us to better understand the experience of students with protected characteristics at key points in the student journey. It also provides an opportunity to identify areas for future in-depth analysis and research.

Metrics used in the Compendium

Applications

Application data includes applications to all programmes (including HEFCE-funded programmes, NHS funded programmes and Initial Teacher Training programmes) for the academic years 2011/12, 2012/13 and 2013/14. The application count is taken at the end of the admissions cycle and also includes clearing applications.

The Compendium focuses on applications for:

- Home/EU fee status students
- Full time study
- Undergraduate programmes
- September intake only (UWE also has a small January intake)
- All levels of entry
- Includes admissions to all programmes each year (including those that were closed for recruitment the following year)
- Excludes 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 in the academic years 2011/12, 2012/13 and 2013/14.

The compendium focuses on enrolments meeting the following criteria:

- Home/EU fee status students
- 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 at a UWE Federation College)

Conversion

Conversion is the calculation of the proportion of applications that result in an application. If 1000 students apply and 500 enrol the conversion rate can be said to be 50%.

Various factors can affect conversion rate; the popularity of a course can increase the competition for places driving the conversion rate higher, but, equally, applicants who are sure of their decision, and who feel supported, may be more likely to enrol resulting in a higher conversion rate.

Good Honours

Good Honours is defined as a 2.1 or 1st class degree. The data firstly counts the number of students achieving a degree of any level and then provides the proportion of this total that achieved 'Good Honours' within the academic years 2010/11, 2011/12 and 2012/13.

The compendium focuses on graduates that meet the following criteria:

- Full Time and Sandwich course students only
- Home/EU fee status students only
- September cohort only
- Not those studying at UWE Federation Colleges

Withdrawals

Withdrawals are defined as students withdrawing from their programme within their first year of study at UWE in the academic years 2010/11, 2011/12 and 2012/13.

The compendium focuses on withdrawals that meet the following criteria:

- First degree only
- Full time/sandwich courses
- Home/EU fee status
- September cohort only
- Not studying a Foundation Degree at a UWE Federation College
- Returning no shows (i.e. resitting first year but do not re-enrol) are included
- New 'no-shows' (i.e. those who complete the admissions cycle but do not enrol are NOT included)
- Internal transfers (i.e. students who withdraw from one programme and transfer to another UWE programme) are NOT included

Student Satisfaction

The National Student Survey (NSS) is used as a measure of student satisfaction. The NSS has been conducted annually by Ipsos MORI since 2005. It gathers opinions from final year students engaged in Higher Education about their experiences. Data is publicly available in KIS data sets but universities have access to a larger data set of their students' responses which allows the

information to be used to address any areas of concern. The NSS is a large survey containing questions relating to teaching and assessment, organisation and management, personal development, the student's union and also provides a measure of overall satisfaction. The compendium includes analysis of student satisfaction in the academic year 2012/2013.

The responses to the NSS are from:

- Students in their final year of undergraduate study in 2012/2013;
- Students who are 'taught at' UWE (i.e. not taught at a UWE Federation College).

The Student Experience Survey (SES) is an internal survey conducted at the same time as the NSS (January to April each year) but focused on students other than the NSS cohort. It asks broadly similar questions and presents the university with an opportunity to understand the concerns of a wider range of students. The data is used internally alongside the NSS dataset to inform planning.

The responses from the SES are from:

- Students in all years of undergraduate study in 2012/13
- Students who are 'taught' at UWE (i.e. not taught at a UWE Federation College)

Complaints

Data for complaints is provided by the university Complaints Manager. Data presented in this report is for stage two (formal) complaints with the latest data being for 2012/2013.

The cohort for this data includes all students.

3. Summary of main findings

Below are conclusions that have been drawn from analysis of the data that follows in the compendium, in the appendices. This year, we are trialling an approach to these headlines to help the reader more readily understand the nature of the changes they represent.

Key to symbols used: *some headlines may have more than one symbol*

✓ means the information is the same as last year or neutral impact;

- means that the information represents a negative picture or a decline;

+ means information representing a positive picture or an improvement.

AGE

+ Overall, attainment by mature students (over 21 years old) is identical to younger student attainment, with the exception of HAS where mature student attainment is 8% higher;

- Mature students were slightly less satisfied than those under 21 across most areas of the NSS, with a wider gap in the three questions to do with organisation and management. (*Appendix 5*)

- The proportion of all complaints received that were from mature students rose from 73% to 81%. (*Appendix 6*)

DISABILITY

-/+ The number of known disabled students enrolled declined from 751 in 2011/2012 to 568 in 2012/2013, representing 10.7% of all enrolments, which is still notably higher than the HE average of 7.5%¹ (*Appendix 2*)

+ The attainment gap between disabled and non-disabled students narrowed from 9% in 2012 to 5% in 2013. (*Appendix 3*)

-/+ Disabled students were once again less satisfied than non-disabled students, but this figure improved from 10% less satisfaction than non-disabled students in 2012, to a 5% gap this year. (*Appendix 5*)

+/- Disabled students' attainment gap has substantially reduced in all but one faculty.

¹ Source: Equality Challenge Unit report [Equality in Higher Education: Statistics Report 2013, Part Two: Students.](#)

✓ 20% of all complainants were known to have a disability - this is the same as in recent years.

(Appendix 6)

+ The number of full-time students in receipt of Disability Student Allowance (DSA) has increased by 285 and has proportionally gone from 6% to 7.6%.²

ETHNICITY

-/+ 686 BME students enrolled; a decrease of 101 students over the previous year but this represented a rise from 12.6% to 13.0% of all students. *(Appendix 2)*

- While the attainment gap between BME and white students is decreasing, at 19% it still remains significant with only 56% of BME students awarded good honours as compared to 75% for white students. *(Appendix 3)*

+ BME students continued to score, on average, slightly higher than white students on overall satisfaction, except in two categories. *(Appendix 5)*

² The proportion of undergraduate students in receipt of DSA is published annually for each institution by HESA (Higher Education Statistics Agency).

+ Since last year, each Faculty has seen a 1 -2% rise in the proportion of students from a BME background. (see Table 3 on page 21)

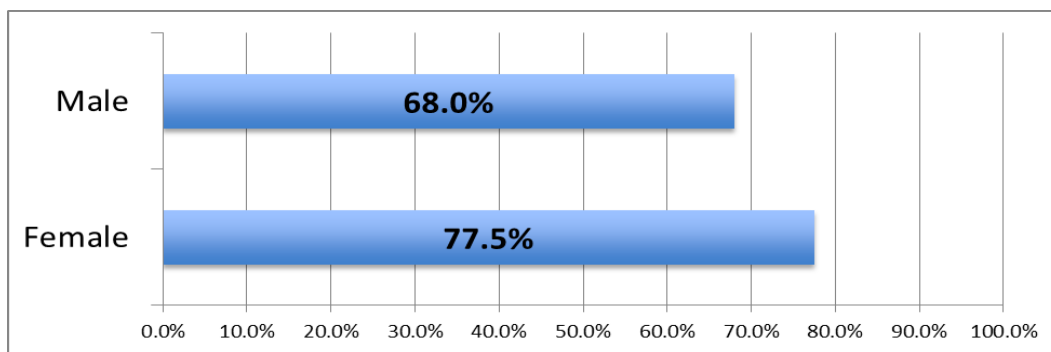
GENDER

+ 54% of all students who enrolled were female, up from 49.5% the previous year.

(Appendix 2)

- Conversion favoured male students as female students represented 56% of all applicants but only 53.4 of enrolments. (Appendix 1 and 2)

- Male students continue to be awarded fewer good honours than female students (see graph below), the gap is widening and their academic performance is improving at a slower rate than that of female students. (Appendix 3)



+ Male and female withdrawal numbers have decreased over time and the gap between female and male withdrawal has also reduced. (Appendix 4)

- Complaints by female students rose from 44% of all complainants to 60%; this is the worst proportion recorded in all the years since 2008/09. (*Appendix 6*)

NATIONALITY

✓ The mix of student population has proportionally shifted slightly in favour of more undergraduates and more home/EU students. (*Table 1*)

✓ The top four countries of origin among non-EU students are Malaysia, China/Tibet, Vietnam and Nigeria.

MIXED CHARACTERISTICS

✦ The satisfaction gaps of disabled (versus non-disabled) and mature students (versus under-21's) in the NSS has reduced. (*Appendix 5*)

- Satisfaction about the Student Union is low for all groups with the exception of international students. (*Appendix 5*)

- Satisfaction responses in the SES, which is focused on the learning experience, are lowest for male and BME students and students with a specific learning difficulty. (*Appendix 5*)

4. Protected Characteristics within the Compendium

The compendium provides analysis on each the following protected characteristics across the metrics set out above.

Age

Proportion of students who began study aged 21 or over is compared to the proportion that began studying under 21. We use the term “mature student” to refer to all those who began study aged over 21.

Disability

Proportion of students who self-disclosed a disability during the application process or during their studies is compared with those who did not self-disclose a disability. Further, the proportion of students in receipt of Disabled Student Allowance (DSA) as reported in the Higher Education Statistics Agency (HESA) Performance Indicator tables are listed. DSA reported data includes students on all years of study (whereas internal statistics measure particular years of study).

Ethnicity

The proportion of students self-reporting their ethnicity as being 'White', 'Black or Minority Ethnic (BME)' and the proportion for which we have no ethnicity data ('Not Known') is compared. Ethnicity data is only available from the point of enrolment, as UCAS do not provide the University with ethnicity data on applications.

Gender

Male and female student numbers are compared.

Other protected characteristics

For the year being analysed, we did not receive or collect data on the other protected characteristics.

5. Student population overview

UWE is the largest provider of higher education in the South West of England and had 25,404 students in 2012/13. Of those students 21,056 studied full-time, 4,348 studied part-time, 1,999 were International students, and 20,937 were undergraduates.

Table 1. Breakdown of student population by mode, level of study and fee status

Type of study		2012/13*		11/12
		Number of students	% total student population	% total student population
Mode of study	Full Time	21,056	83%	78%
	Part Time	4,348	17%	22%
Fee status	Home/EU	23,405	92%	90%
	International	1,999	8%	10%
Level of study	Undergraduate	20,937	82%	80%
	Postgraduate	4,467	18%	20%

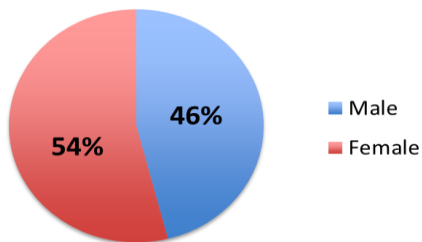
In 2012/13, the mix of student population proportionally shifted slightly in favour of more undergraduates and more home/EU students, while there was more marked shift toward full time study over the previous year.

* Data only shows students that have fully enrolled for 2012/13 for all years and levels of study, all income status's and all modes of attendance. It excludes partnership institutions, including Hartpury College.

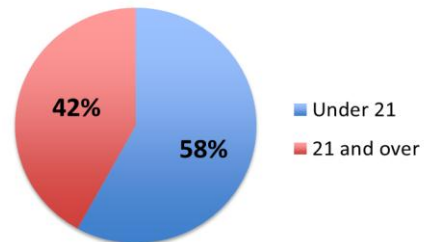
Table 2. Breakdown of student population by gender, age and ethnicity

Characteristic		2012/13		11/12
		Number of students	% of total student population	% of total student population
Gender	Male	12,389	46%	46%
	Female	14,781	54%	54%
Age (at point of entry)	Under 21	14,692	58%	56%
	21 and over	10,712	42%	44%
Ethnicity	White	19,115	80%	82%
	BME	4,520	19%	17%
	Unknown	301	1%	1%
Disability	Full Time students in receipt of DSA	1,450	7.6%	5.8%
	Part Time students in receipt of DSA	105	7.1%	5.5%

Gender



Age



Ethnicity

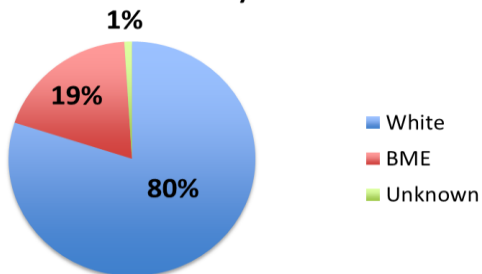
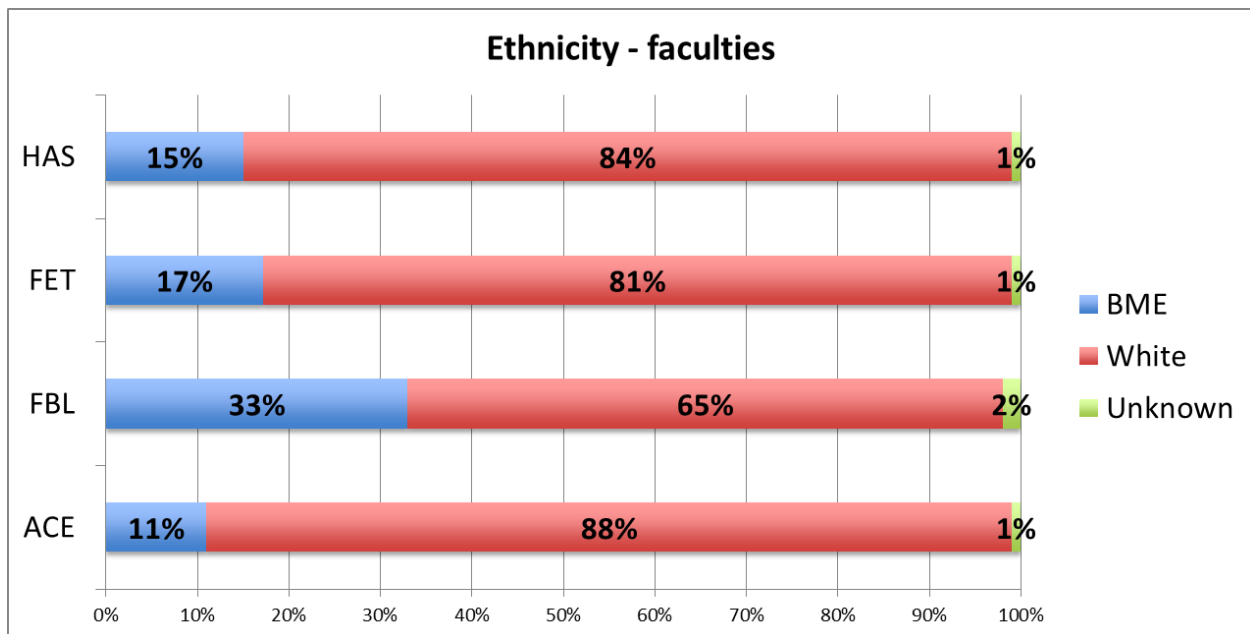


Table 3. Breakdown of ethnicity by Faculty in 2012/13

Ethnic origin	ACE		FBL		FET		HLS (<i>now HAS</i>)	
	Number	% of all students in faculty	Number	% of all students in faculty	Number	% of all students in faculty	Number	% of all students in faculty
BME	562	11%	1897	33%	981	17%	1080	15%
White	4700	88%	3757	65%	4613	81%	6046	84%
Unknown	54	1%	109	2%	70	1%	68	1%
Total	5316		5763		5664		7194	



For more information and details on the above Compendium, please see the Appendices which follow, and also refer to the UWE Single Equality Scheme on www.uwe.ac.uk.

Appendix 1. Application data* for the 2013/14 academic year

Last refresh date: 31 January 2014

Total UWE Application Count

	2011	2012	2013	% Var. '11 - '12	% Var. '12 - '13
Overall	34,063	28,697	29,525	-16%	3%

By Gender

Category	2011	2012	2013	% Var. '11 - '12	% Var. '12 - '13
Female	18,601	16,066	16,770	-14%	4%
Male	15,462	12,631	12,755	-18%	1%

% of Overall		
2011	2012	2013
55%	56%	57%
45%	44%	43%

By Disability

Category	2011	2012	2013	% Var. '11 - '12	% Var. '12 - '13
Disabled Student	2,708	2,578	2,669	-5%	4%
No Disability	31,355	26,119	26,856	-17%	3%

% of Overall		
2011	2012	2013
8%	9%	9%
92%	91%	91%

By Age Banding

Category	2011	2012	2013	% Var. '11 - '12	% Var. '12 - '13
Under 21	26400	21,680	22693	-18%	5%
21+	7663	7,017	6832	-8%	-3%

% of Overall		
2011	2012	2013
78%	76%	77%
22%	24%	23%

***Population:**

This report includes applications for UK full-time and part-time programmes with entry in 2011, 2012 and 2013 (including September and January intakes). The report displays applications counts as at the end of each admission cycle and also includes applications recruited through Clearing.

Included:

- Undergraduate and postgraduate taught applications
- Full-time and part-time
- All domiciles
- All levels of entry
- Applications for programmes open and closed for recruitment at the time of the last refresh date

Excluded:

- UWE Federation applications
- Overseas partnerships

Appendix 2. Enrolment data for 2013/14 academic year

STUDENT COMPENDIUM - ENROLMENTS - UWE OVERALL

Last Refresh Date: 31 January 2014

Data criteria: New, September entry students only. The report only includes students that have fully enrolled, and excludes all Federation and Partnership colleges, except Hartpur. However, UWE overall figure excludes Hartpur.

Mode of Attendance: Full-time/Sandwich

Income Status: Home/EU

Level: First Degree

Total UWE Student Count

	11/12	12/13	13/14	% Var. '11 - '12	% Var. '12 - '13
Overall	6,265	5,264	6,066	-16%	15%

By Gender

Category	11/12	12/13	13/14	% Var. '11 - '12	% Var. '12 - '13
FEMALE	3,106	2,809	3,204	-10%	14%
MALE	3,159	2,455	2,862	-22%	17%

% of Total UWE		
11/12	12/13	13/14
50%	53%	53%
50%	47%	47%

By Disability

Category	11/12	12/13	13/14	% Var. '11 - '12	% Var. '12 - '13
Disabled Student	751	568	623	-24%	10%
No Disability	5,514	4,696	5,443	-15%	16%

% of Total UWE		
11/12	12/13	13/14
12%	11%	10%
88%	89%	90%

ENROLMENTS – continued

By Age Banding

Category	11/12	12/13	13/14	% Var. '11 - '12	% Var. '12 - '13
Under 21	4,950	3,886	4,542	-22%	17%
21 and above	1,315	1,378	1,524	5%	11%

% of Total UWE		
11/12	12/13	13/14
79%	74%	75%
21%	26%	25%

By Ethnic Origin Group

Category	11/12	12/13	13/14	% Var. '11 - '12	% Var. '12 - '13
White	5,451	4,550	5,136	-17%	13%
BME	787	686	910	-13%	33%
Unknown	27	28	20	4%	-29%

% of Total UWE		
11/12	12/13	13/14
87%	86%	85%
13%	13%	15%
0%	1%	0%

Appendix 3. Good Honours Data for the 2012/13 academic year

STUDENT COMPENDIUM - GOOD HONOURS - UWE OVERALL

Last Refresh Date:	31 January 2014
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Criteria: Percentage of first class and upper second class degrees divided by total classified degrees. The dataset is restricted to first degree achievers and is based on September cohorts only. The report excludes all Federation and Partnership colleges, except Hartpury. However, please note that the UWE total excludes Hartpury.

Please note that the Good Honours KPI is measured using Full-time/Sandwich students only and includes both Home/EU & Overseas students.

Mode of Attendance: Full-time/Sandwich
Income Status: Home/EU

Total UWE Good Honours

	10/11		11/12		12/13	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Overall	4,363	65.5%	4,428	71.2%	4,542	73.2%

By Gender

	10/11		11/12		12/13	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
FEMALE	2,445	67.6%	2,494	74.4%	2,523	77.5%
MALE	1,918	62.9%	1,934	67.2%	2,019	68.0%

By Disability

	10/11		11/12		12/13	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Disabled Student	464	59.1%	459	63.2%	550	68.9%
No Disability	3,899	66.3%	3,969	72.2%	3,992	73.8%

By Age Banding

	10/11		11/12		12/13	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Under 21	3,376	65.1%	3,377	70.8%	3,479	73.2%
21 and above	987	66.9%	1,051	72.7%	1,063	73.5%

By Ethnic Origin Group

	10/11		11/12		12/13	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
White	3,914	67.8%	3,944	73.1%	4,029	75.4%
BME	427	45.2%	464	55.4%	491	56.2%
Unknown	22	54.5%	20	70.0%	22	59.1%

Appendix 4. Withdrawals Data for 2012/13 academic year

STUDENT COMPENDIUM - WITHDRAWALS - UWE OVERALL

Last Refresh Date: 31 January 2014

Criteria: Percentage of first year, first degree, September entrant students who withdrew during year one of their programme (including returning 'no shows'). The calculation excludes new 'no shows' (new students who fail to enrol), internal transfers and those accepting interim awards. The report excludes all Federation and Partnership colleges, except Hartpury. However, please note that the UWE total excludes Hartpury

Please note that the Withdrawals KPI is measured using Full-time/Sandwich First Degree students only and includes both Home/EU & Overseas students.

Mode of Attendance: Full-time/Sandwich

Income Status: Home/EU

Award Level: First Degree

UWE Overall - Withdrawals

	10/11		11/12		12/13	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
Overall	873	14.9%	729	11.0%	630	11.5%

By Gender

	10/11		11/12		12/13	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
FEMALE	362	12.3%	295	8.7%	253	8.9%

By Age Banding

	10/11		11/12		12/13	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
21 and above	176	15.0%	139	10.1%	148	12.0%

MALE	511	17.6%	434	13.5%	377	14.4%
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Under 21	697	14.9%	590	11.3%	482	11.4%
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By Disability

	10/11		11/12		12/13	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
Disabled Student	75	10.4%	83	10.2%	73	11.9%
No Disability	798	15.5%	646	11.1%	557	11.5%

By Ethnic Origin Group

	10/11		11/12		12/13	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
White	754	14.7%	628	10.9%	517	11.0%
BME	108	15.9%	99	11.8%	103	13.8%
Unknown	11	29.7%	2	7.7%	10	32.3%

Appendix 5. NSS and SES Data for the 2012/2013 academic year

	UWE overall	Male	Female	White	BME	Not known	No known Disability	A specific learning difficulty (e.g. dyslexia, dyspraxia or AD(H)D)	Disability (excl a specific learning difficulty)	UK	EU	Other	Young	Mature
National Student Satisfaction Survey														
Number of respondents	3662	1608	2054	3067	352	243	3227	282	153	3429	100	133	2664	998
% of all respondents		44%	56%	84%	10%	7%	88%	8%	4%	94%	3%	4%	73%	27%
The teaching on my course	88	87	89	88	87	87	88	86	86	88	89	85	88	87
Assessment and feedback	70	70	71	70	70	75	71	69	68	70	76	74	70	71
Academic support	80	80	80	80	81	79	80	77	78	80	80	79	80	79
Organisation and management	76	77	75	75	81	79	76	70	70	75	81	78	79	67
Learning resources	85	84	86	85	85	87	86	83	81	85	88	85	86	84
Personal development	81	80	82	81	84	83	82	79	78	81	86	81	82	80
Overall Satisfaction	86	85	87	86	88	85	87	82	82	86	90	82	87	82

	UWE overall	Male	Female	White	BME	Not known	No known Disability	A specific learning difficulty (e.g. dyslexia, dyspraxia or AD(H)D)	Disability (excl a specific learning difficulty)	UK	EU	Other	Young	Mature
UWE Student Experience Survey														
Number of respondents	3783	1343	2440	3045	712	26	3322	248	208	3256	165	362	2139	1644
% of all respondents		36%	64%	80%	19%	1%	88%	7%	5%	86%	4%	10%	57%	43%
Teaching and your course overall	78	76	78	78	78	65	78	73	77	78	79	77	77	78
Assessment and feedback overall	66	65	67	66	69	56	67	61	64	66	74	70	64	70
Support and personal development overall	66	66	67	66	67	59	67	64	68	66	71	66	67	65
Listening and enhancing your experience overall	52	49	54	52	53	48	53	50	49	51	61	54	52	52
Organisation, management and communication overall	72	71	72	71	74	68	72	66	68	71	76	73	71	72
Facilities supporting your experience overall	77	76	78	77	78	76	78	73	75	77	80	77	78	75
Overall, I am satisfied with the quality of the course	82	81	83	82	83	73	83	78	76	82	84	84	83	81

Appendix 6. Complaints data for the 2012/2013 academic year

There were 124 stage two (formal) complaints in the year 2012/2013.

	Number	Proportion of the enrolled student population (%)
Total complaints	124	0.46
Type Student Parent on behalf of student Staff, Public, Applicant	112 8 4 (not included in figures below)	
Gender Male Female	48 72	0.40 0.51
Age Under 21 22 to 29 30 to 39 40 to 49 Over 50	23 54 16 20 7	0.16 0.77 0.66 1.27 1.46
Level Postgraduate taught Postgraduate research Undergraduate Other	38 3 73 6	0.90 0.54 0.36 0.56
Ethnicity White Black Asian Chinese Other Prefer not to say	94 10 8 3 4 1	0.45 0.58 0.46 0.36 0.81 0.30
Disability No disability Dyslexic Wheelchair user/ mobility difficulties Mental health difficulties Unseen difficulties e.g. diabetes/asthma Multiple disabilities Disability not in list Deaf	94 9 1 5 3 2 3 1 2	0.40 1.47 1.23 2.12 1.24 1.21 1.80 1.54 2.27

Not known		
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Given the current low proportion of students who make a formal complaint, it is difficult to arrive at any meaningful conclusions. The majority of data is similar to previous years, with the exception of the more than doubling of complaints from female students (2011/12 figures were 40 male and 31 female complaints). The figure for the total number of complaints is higher than in 2011/12 however it is in line with earlier years.