



University of the
West of England

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Equality Act 2010

Publication of Equality Information

Student Compendium 2013-2014

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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 the Equality and Diversity Unit
(equalityanddiversityunit@uwe.ac.uk).

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 (SES) 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 2015 to reflect student data for the academic year spanning September 2013 to August 2014. In a few of the data tables, we have more recent data and this will be reflected as 2014/2015 data.

Data sources and how reported

The data included in the 2014 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);
- HAS (Faculty of Health and Applied Sciences);
- 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, as 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 2014 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

3. 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.

Appendix 1. Student Demographics for Compendium 2013/14

All summaries show full-time, first degree, home/EU students

Applications

Group	2012	2013	2014	2012	2013	2014	Trend
Disability							
Disabled							
Student	2587	2679	2666	9.0%	9.1%	9.4%	
No Disability	26159	26895	25701	91.0%	90.9%	90.6%	
Grand Total	28746	29574	28367	100%	100%	100%	
Age							
21 and above	7060	6873	7100	24.6%	23.2%	25.0%	
Under 21	21686	22701	21267	75.4%	76.8%	75.0%	
Grand Total	28746	29574	28367	100%	100%	100%	
Gender							
Male	12657	12783	12241	44.0%	43.2%	43.2%	
Female	16089	16791	16126	56.0%	56.8%	56.8%	
Grand Total	28746	29574	28367	100%	100%	100%	

Ethnicity

Ethnicity data is not available for applications

New Enrolments

Group	12/13	13/14	14/15	12/13	13/14
Disability					
Disabled					
Student	631	716	579	12.0%	12.2%
No Disability	4634	5173	5708	88%	88%
Grand Total	5265	5889	6287	100%	100%
Age					
21 and above	1379	1460	1600	26.2%	24.8%
Under 21	3886	4429	4687	74%	75%
Grand Total	5265	5889	6287	100%	100%
Gender					
Male	2456	2791	2879	46.6%	47.4%
Female	2809	3098	3408	53%	53%
Grand Total	5265	5889	6287	100%	100%
Ethnicity					
BME	684	881	913	13.1%	15.0%
White	4554	4987	5210	87%	85%
Grand Total	5238	5868	6123	100%	100%

Withdrawals

Group		Difference	
Disability	Disabled	No Disability	
11/12	9.9%	11.3%	1.4%
12/13	11.2%	11.5%	0.3%
13/14	14.5%	12.2%	-2.3%
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Age	21 and above	Under 21	
11/12	10.1%	11.3%	1.2%
12/13	12.0%	11.3%	-0.7%
13/14	13.0%	12.4%	-0.6%
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Gender	Male	Female	
11/12	13.5%	8.8%	-4.7%
12/13	14.2%	8.9%	-5.3%
13/14	16.3%	9.0%	-7.3%
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Ethnicity	BME	White	
11/12	11.8%	11.0%	-0.9%
12/13	13.7%	11.0%	-2.7%
13/14	15.7%	11.8%	-3.8%

Good Honours

Group		Difference	
Disability	Disabled	No Disability	
11/12	63.1%	72.2%	-9.0%
12/13	69.5%	73.8%	-4.3%
13/14	72.4%	76.2%	-3.8%
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Age	21 and above	Under 21	
11/12	72.7%	70.8%	1.9%
12/13	73.5%	73.2%	0.3%
13/14	73.7%	76.4%	-2.6%
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Gender	Male	Female	
11/12	67.1%	74.4%	-7.2%
12/13	68.0%	77.5%	-9.5%
13/14	71.8%	79.0%	-7.2%
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Ethnicity	BME	White	
11/12	55.4%	73.1%	-17.7%
12/13	56.3%	75.4%	-19.1%
13/14	62.3%	77.4%	-15.1%