Student Compendium 2019/20

UWE Bristol | University of the West of England

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University Analysis 2019/20

This report describes the student lifecycle for undergraduate home students according to protected characteristic and widening participation (WP) target group. It uses two data sets: a full student count of all students enrolled in each academic year and a set of KPI metrics broken down by WP group. N.B. Non-continuation data is not included as it was not available at the time of publication.

See pages 30-32 for an explanation of the acronyms and technical terms used in this report.

	Age	Disability	Ethnicity	Gender	LPN
Applications	The proportion of applicants who are mature (21+) has consistently **increased**.	The proportion of applicants who are disabled has **remained the same.**	The proportion of BAME applicants has consistently **increased.**	There are **equal proportions** of male and female applicants.	The proportion of LPN applicants has **decreased slightly** since last year.
Enrolments	The percentage of mature students enrolling is **increasing**.	The proportion of new disabled students has **decreased**.	The proportion of new students from a BAME background has **decreased**.	There are **equal proportions** of male and female enrolments.	The proportion of LPN students enrolling has **remained the same.**
Good Hons	Good honours rates are **lower** for mature students than for younger students. However the gap has reduced.	Good honours rates for disabled students are **lower** than non-disabled students. However the gap is closing.	There is a **large gap** between BAME and White students achieving good honours.	There are **nearly equal** proportions of male and female students achieving a good honours degree.	Good honours rates are **slightly lower** for LPN students than others.
Satisfaction	The satisfaction for mature students has **decreased** for the third year in a row.	Satisfaction for disabled students has **increased** since 2019 but is still lower than non-disabled students.	Satisfaction for Black & Asian students has **decreased,** but for other & unknown ethnicities has **increased.**	Satisfaction for female students has **decreased** for the third year in a row while it has increased for male students.	The proportion of LPN students who are satisfied has **decreased.**
Grad Outcomes	The proportion of mature graduates achieving a positive outcome is **higher** than young students.	The gap between disabled and non-disabled students has **reduced** in the past year, but overall satisfaction has decreased.	The proportion of BAME and White students achieving a positive outcome is **nearly equal**.	Positive outcomes are **nearly equal**. However, there is a higher percentage of males who are unemployed than females.	Positive outcomes are **nearly equal** between Q1-2 and Q3-5.

How should I use the Student Compendium?

The student compendium is primarily designed to meet the requirement of the public sector equality duty, in particular our duty 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 Low Participation Neighbourhoods (a measure of socio-economic inequality). This means that the compendium can also be used as a starting point to explore access, success and progression by demographic group, and 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 only a starting point, and UWE staff wishing to further explore student equality, diversity and inclusivity (EDI) data can look at the EDI pages on the Business Intelligence (BI) portal. Further guidance on working with EDI data can be found in the EDI student data intranet guide.

How does UWE Bristol support students from underrepresented backgrounds?

UWE Bristol has a long standing and recognised commitment to improving access and participation for students from underrepresented groups and promoting equality for both staff and students. This work includes diversifying our student body, as well as ensuring that all students have an equitable experience and equitable chance of success.

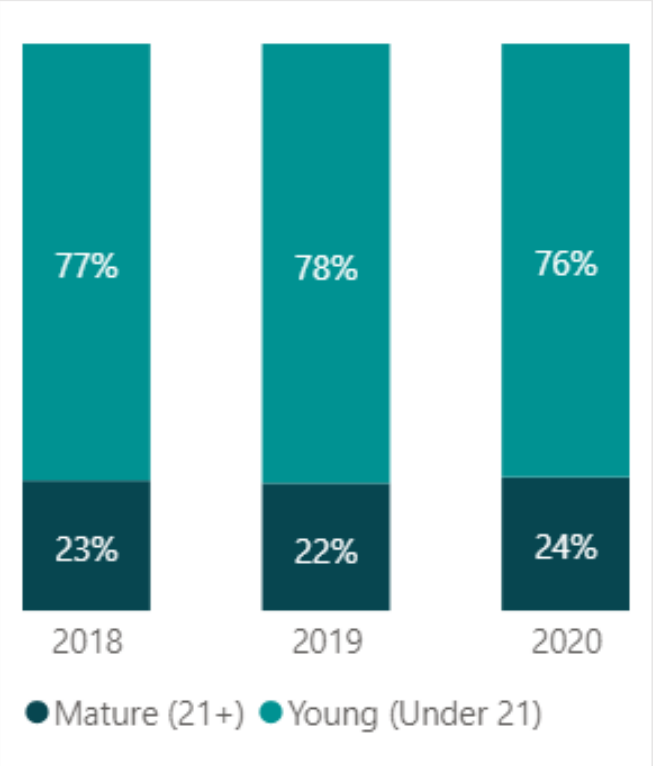
The aims of our Equality, Diversity and Inclusivity 2030 strategy are:

- 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 has links to our Access and Participation Plan, which provides further detail about how we are addressing gaps in student access, success and progression.

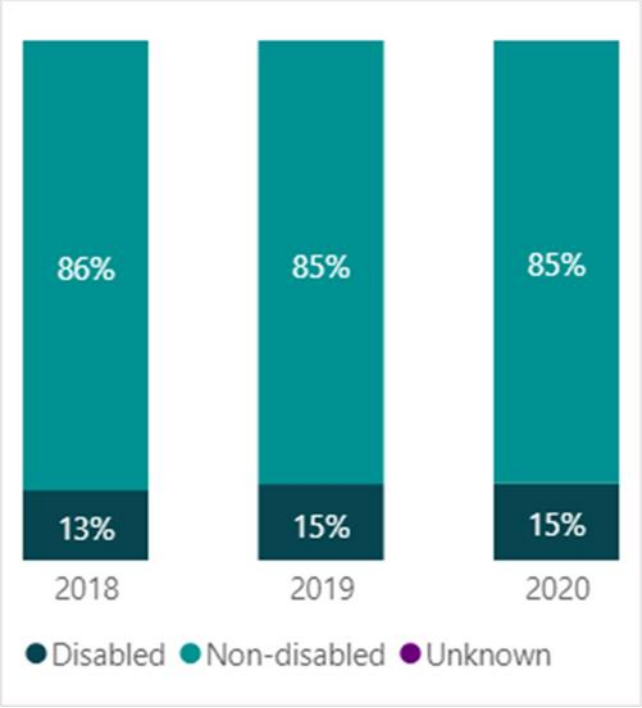
Who is applying to UWE Bristol?

Age

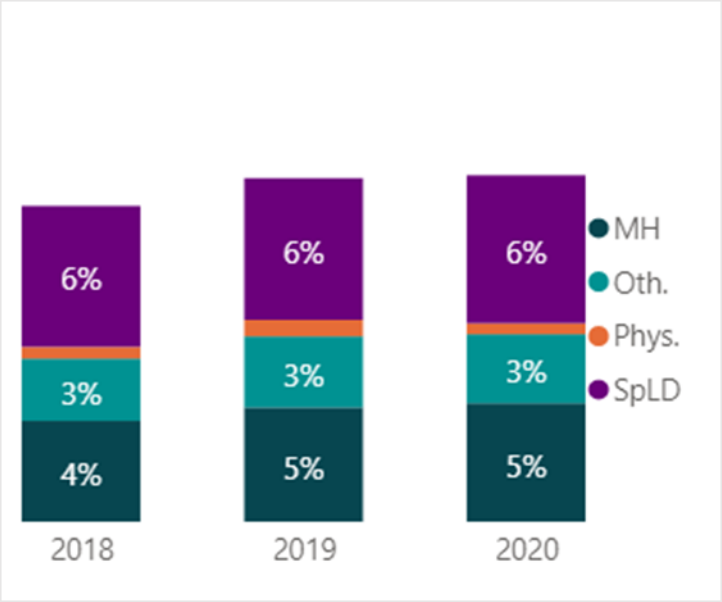


The proportion of applicants who are mature (21+) has consistently **increased**.

Disabled Status

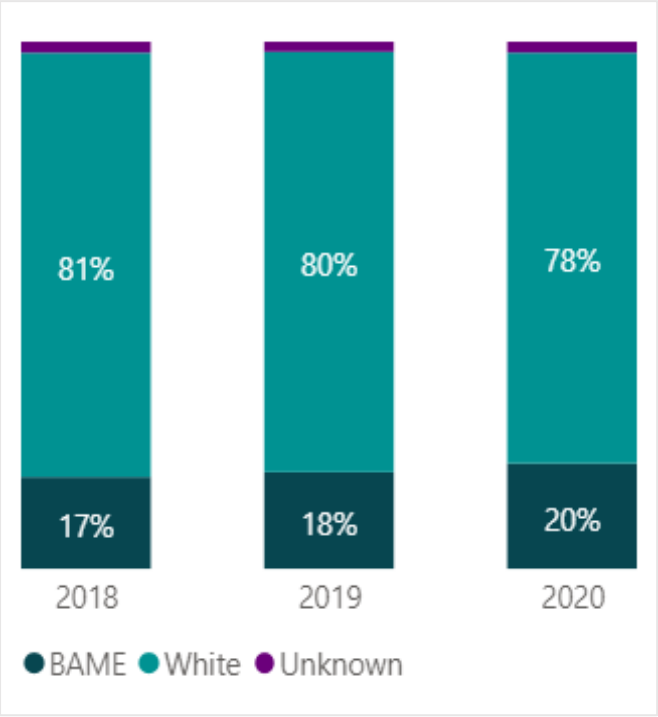


The proportion of applicants who are disabled has **remained the same.**

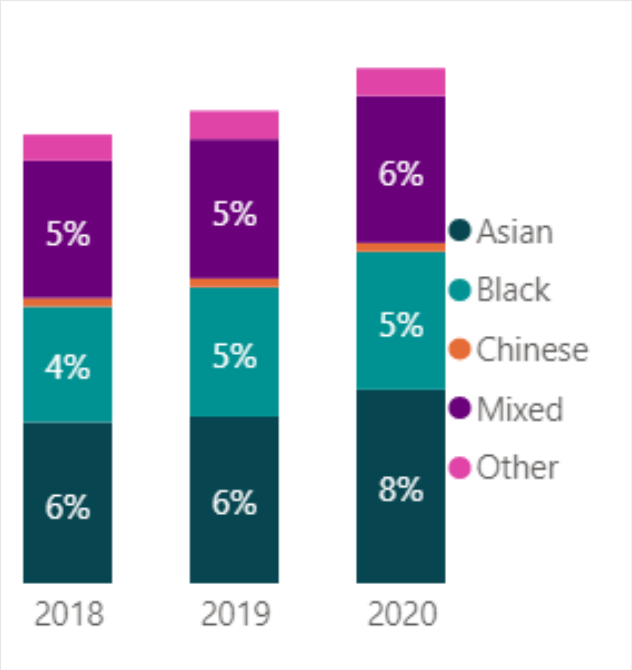


The proportion of applicants has **remained the same** for each condition, impairment or disability type.

Ethnicity

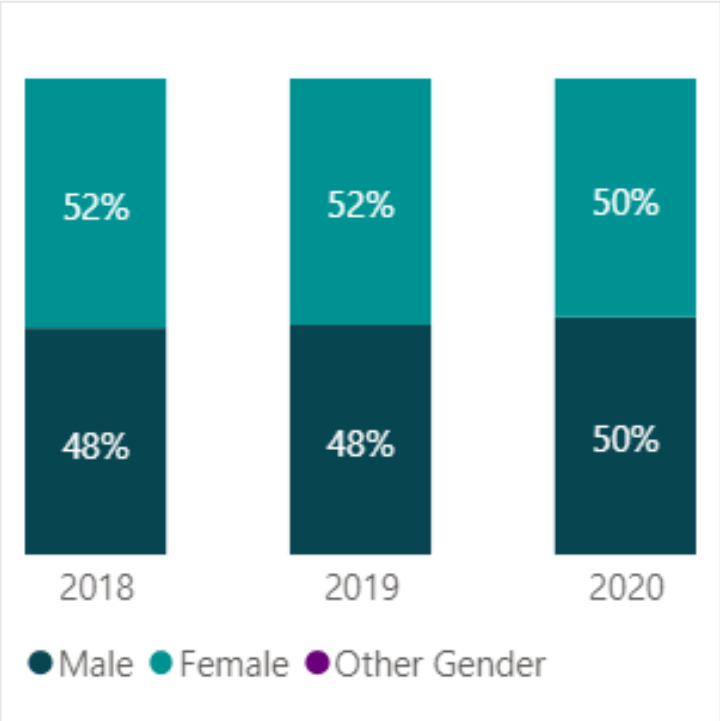


The proportion of applicants who are from a BAME background has consistently **increased.**



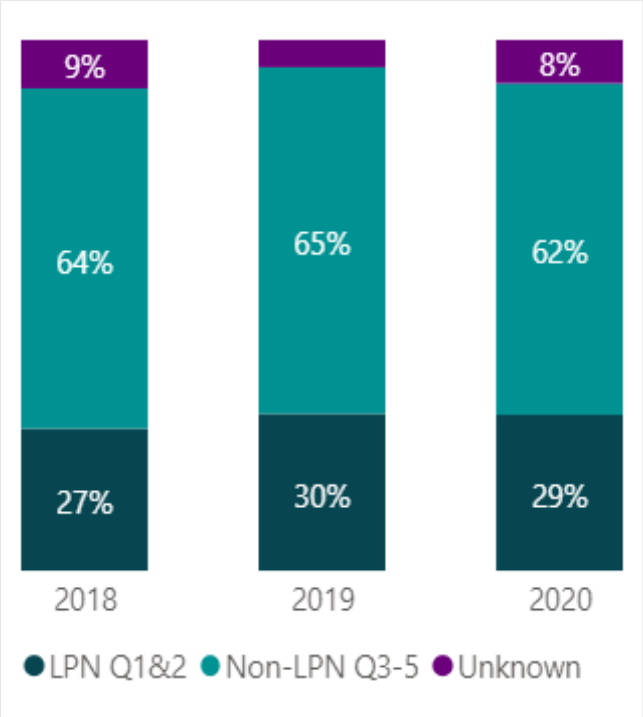
The proportion of applicants who are from an Asian or Mixed Heritage background has **increased.**

Gender

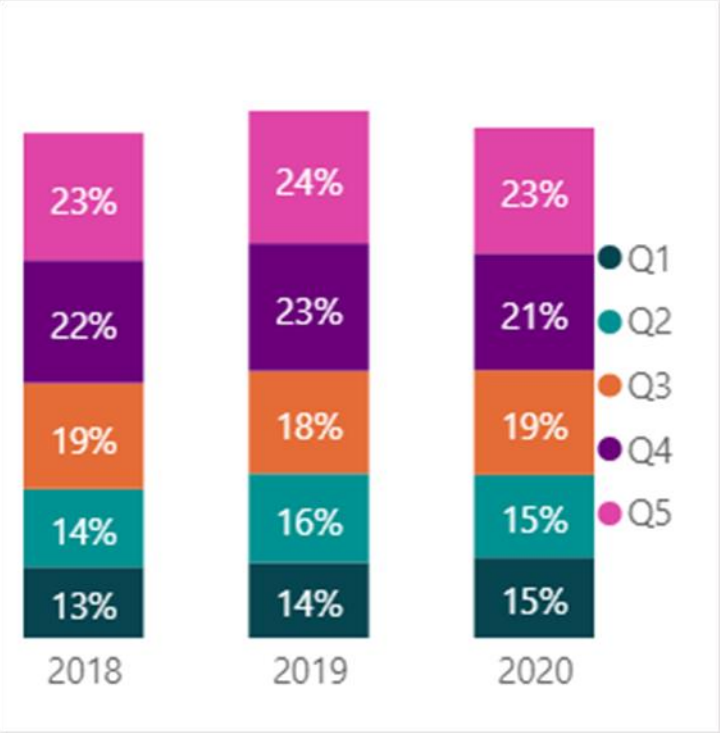


There are **equal proportions** of male and female applicants.

Low Participation Neighbourhoods

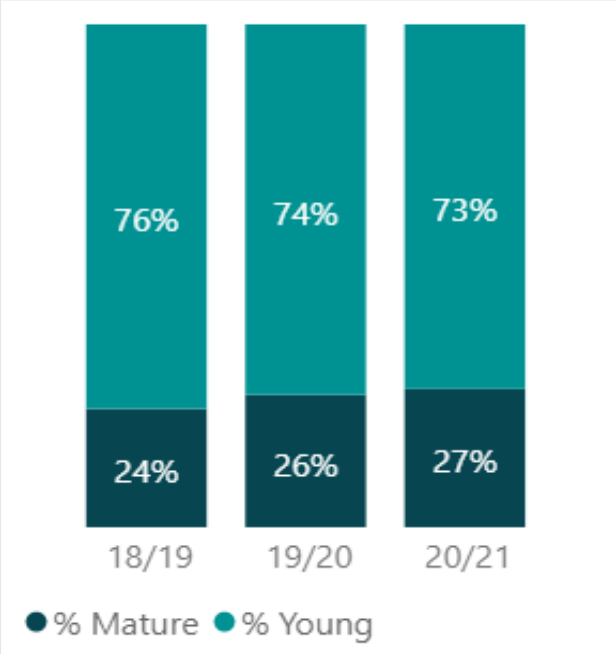


The proportion of applicants who are from Q1-2 has **decreased slightly** since last year but is higher than 2018.



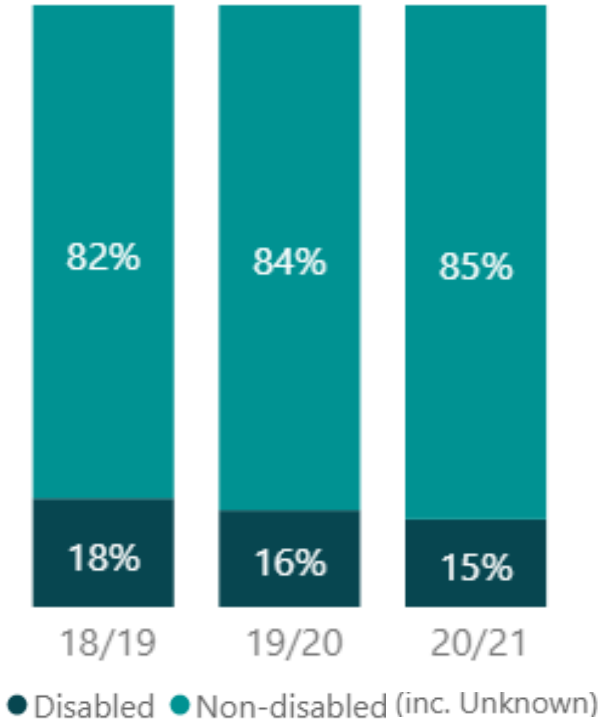
Who is enrolling at UWE Bristol?

Age

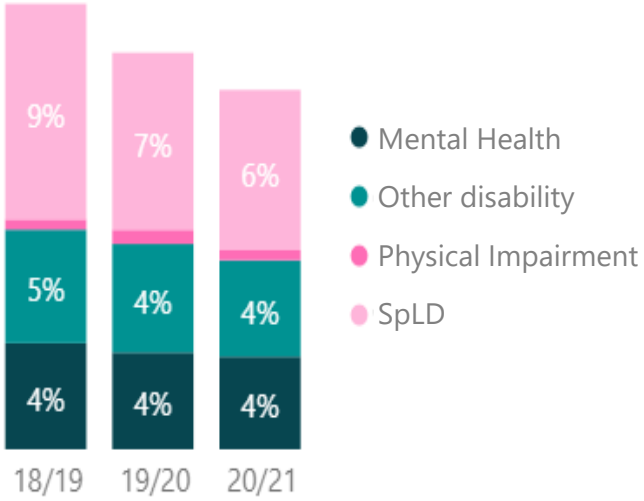


The percentage of mature students enrolling are **increasing**.

Disabled Status

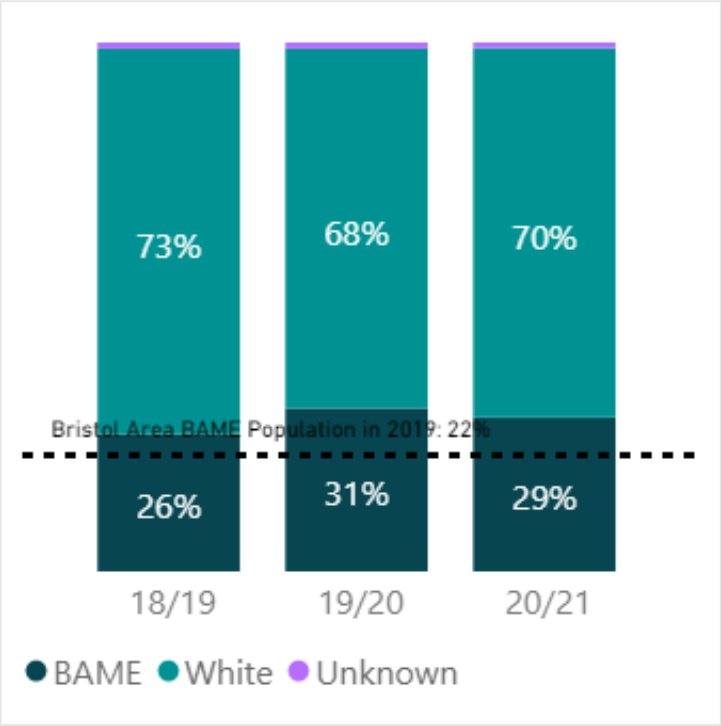


The proportion of new disabled students has **decreased.**

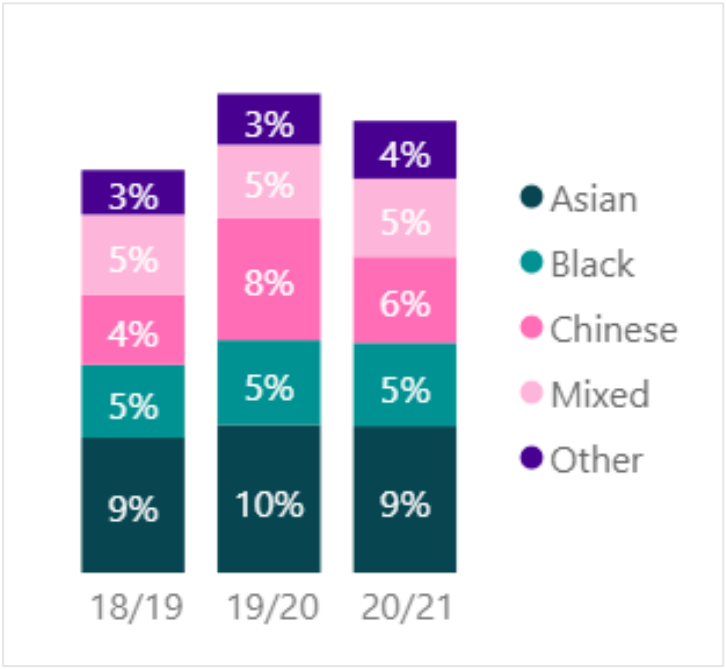


The proportion of new students with specific learning difficulties (SpLD) has **decreased.**

Ethnicity

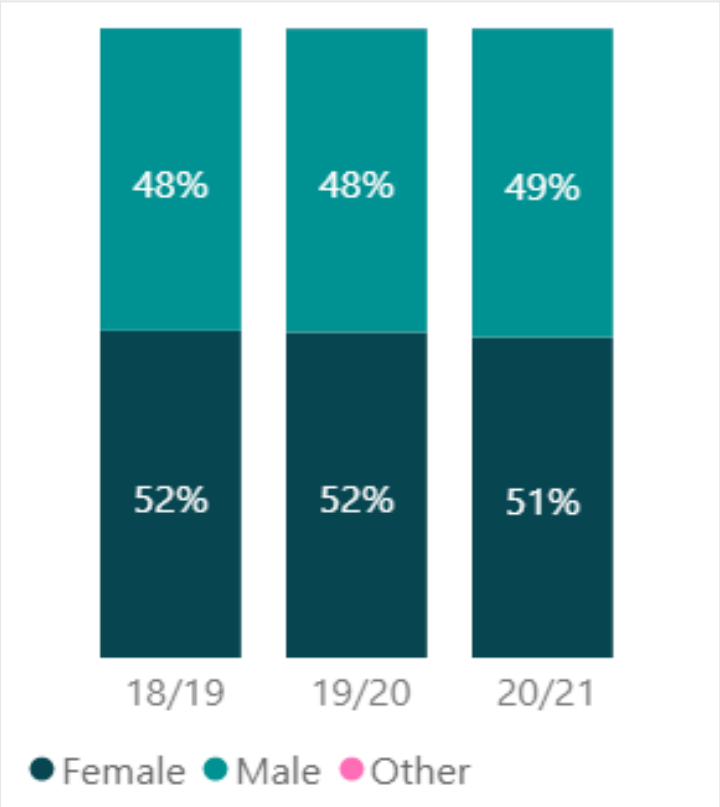


The proportion of new students from a BAME background has **decreased** (although it is higher than 2018/19).



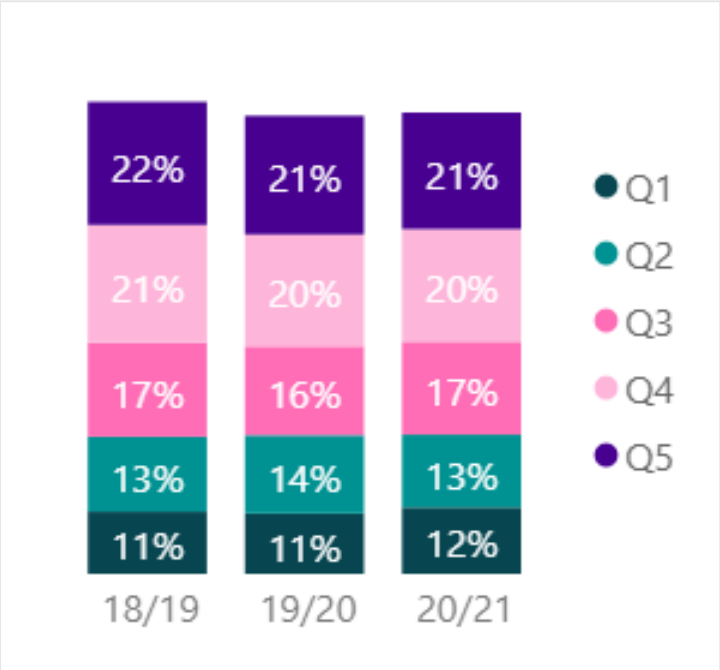
The proportion of new students from Asian and Chinese backgrounds has **decreased.**

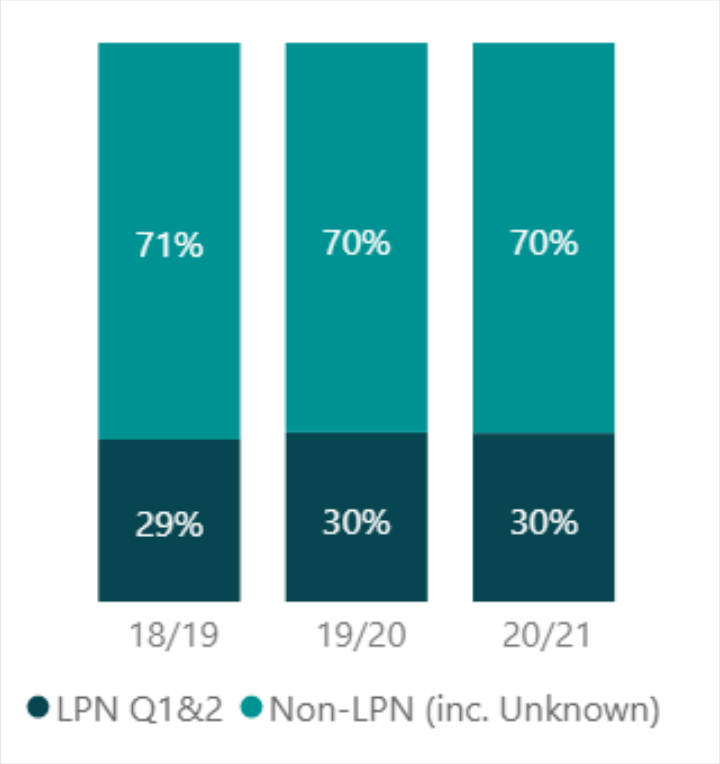
Gender



There are **nearly equal proportions** of male and female enrolments.

Low Participation Neighbourhoods





The proportion of enrolments has **remained the same** for low participation neighbourhoods.

Sexual Orientation

	18/19	19/20	20/21
Bisexual	4.6%	5.6%	6.2%
Gay Man	1.5%	1.2%	1.3%
Gay Woman/Lesbian	0.9%	0.9%	1.0%
Heterosexual	85.9%	85.3%	84.0%
Information Refused	6.1%	5.9%	6.1%
Other	1.0%	1.1%	1.4%

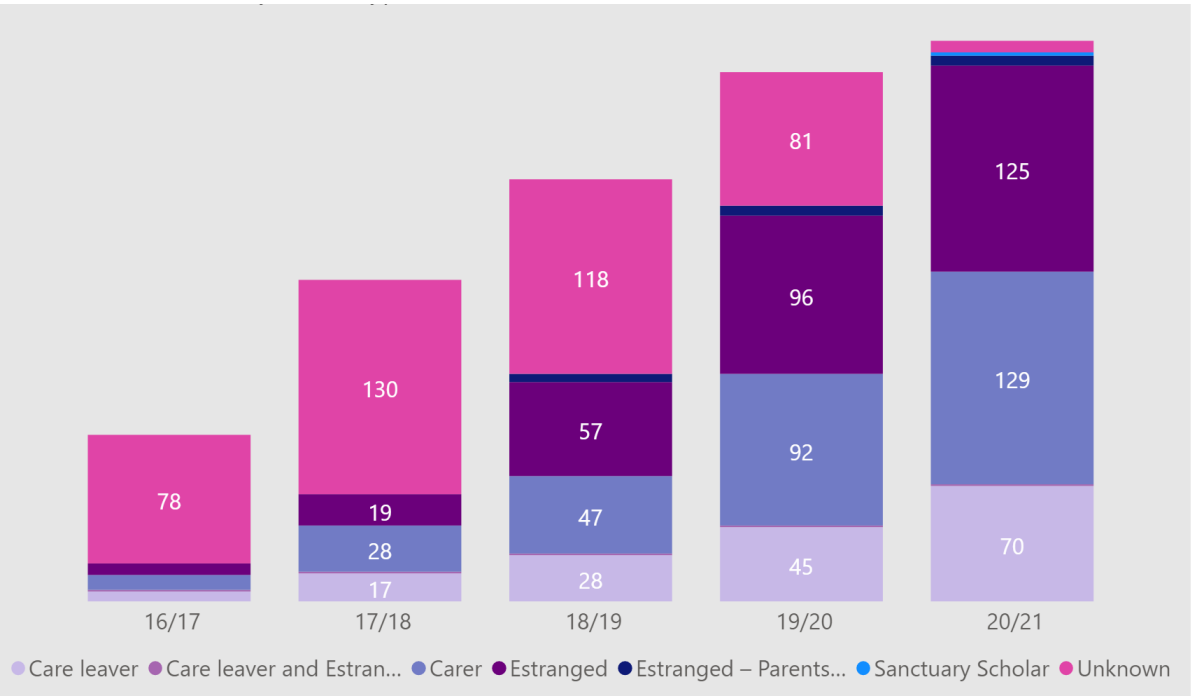
Trans Status

	18/19	19/20	20/21
Yes	0.4%	0.7%	0.6%
No	97.8%	97.5%	97.7%
Information Refused	1.7%	1.7%	1.6%

Religion and Belief

	18/19	19/20	20/21
Buddhist	0.5%	0.4%	0.6%
Christian	19.7%	20.4%	19.0%
Hindu	0.6%	0.9%	0.6%
Jewish	0.2%	0.2%	0.1%
Muslim	5.1%	5.9%	6.3%
No religion	66.6%	64.8%	65.4%
Sikh	0.5%	0.4%	0.4%
Spiritual	1.6%	1.6%	2.3%
Any other religion/belief	1.0%	1.1%	1.2%
Information refused	4.2%	4.2%	4.0%

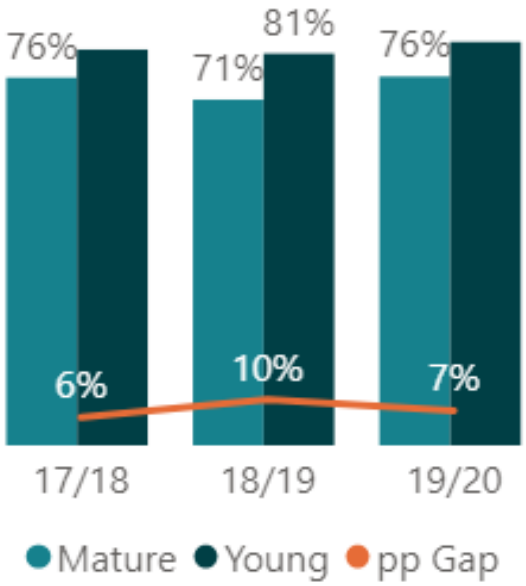
UWE Cares



The number of UWE Cares students has **increased** year on year since 2016/17.

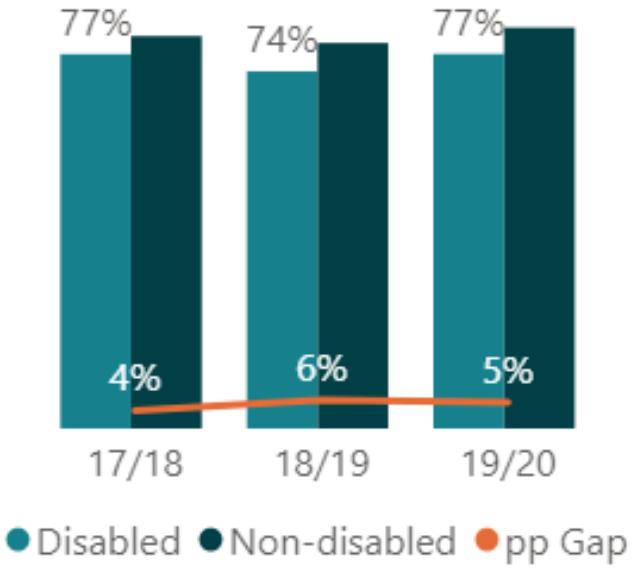
Who is achieving a Good Honours degree?

Age



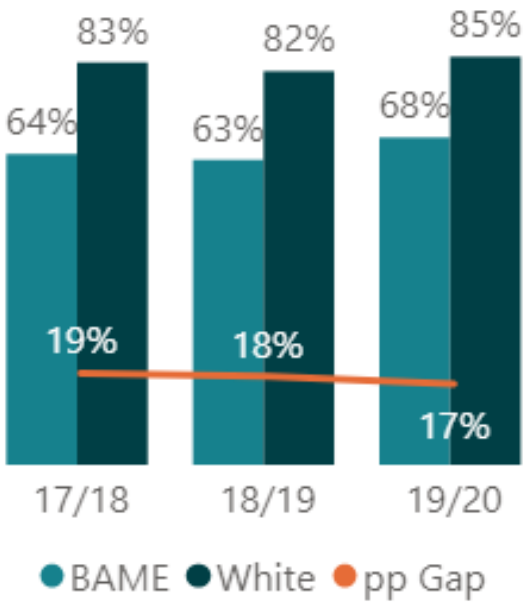
Good honours rates are **lower** for mature students than for younger students. However, the **gap has reduced**.

Disabled Status



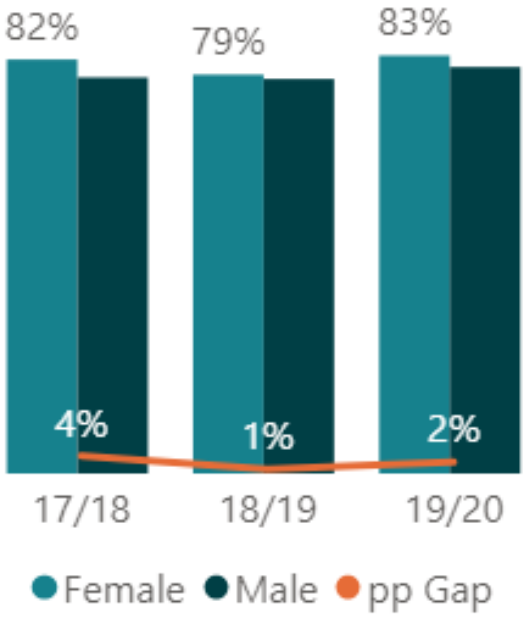
Good honours rates for disabled students are **lower** than non-disabled students. Although the **gap is decreasing**.

Ethnicity



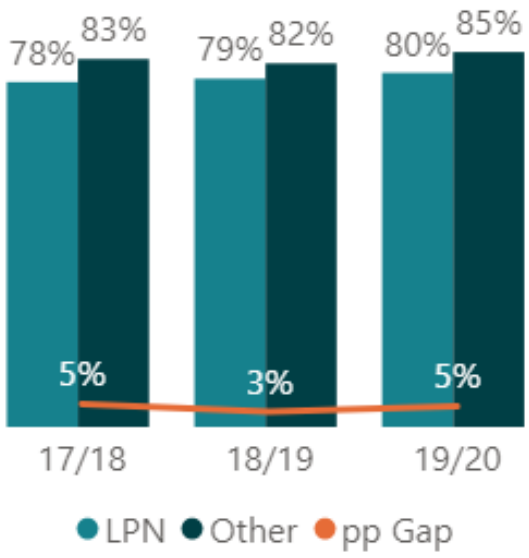
There is a **large gap** between BAME and White students achieving good honours.

Gender



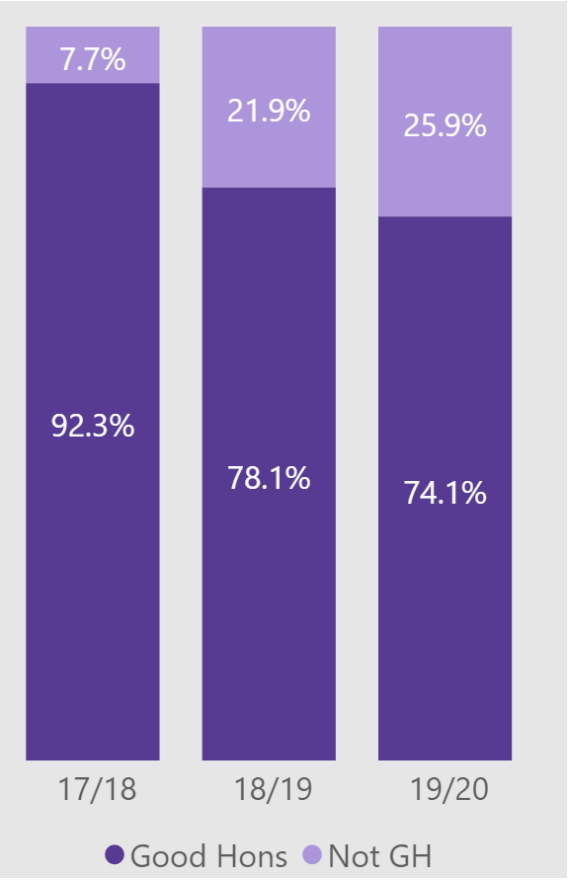
There are nearly **equal proportions** of male and female students achieving a good honours degree.

Low Participation Neighbourhoods



Good honours rates are **lower** for students who are from LPN than others. The gap has increased.

UWE Cares

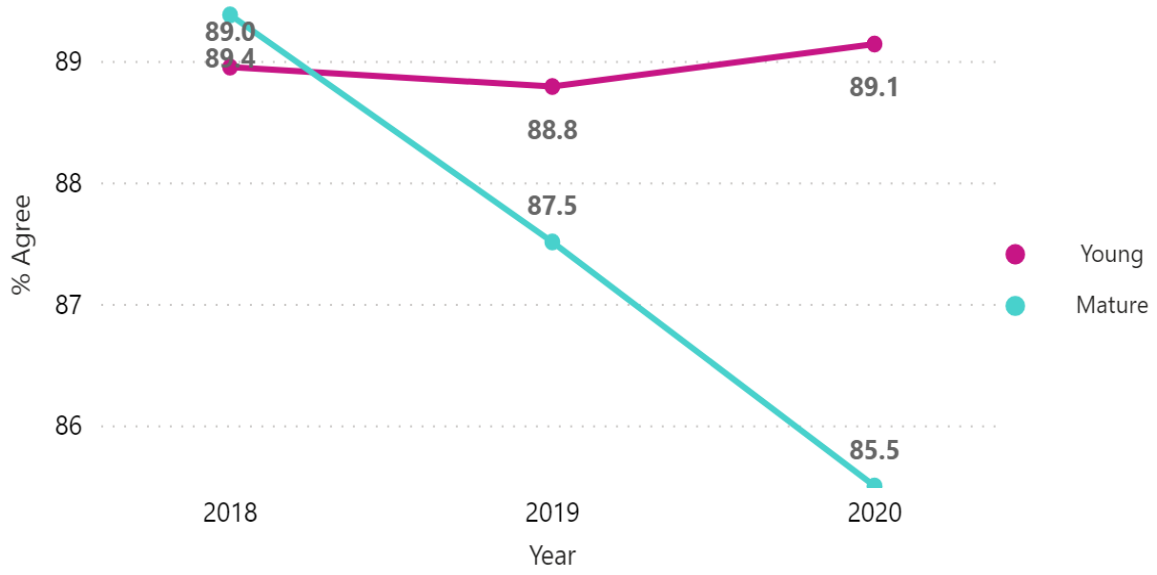


The proportion of UWE Cares students achieving a good honours degree has **decreased**.

How satisfied are students with their course?

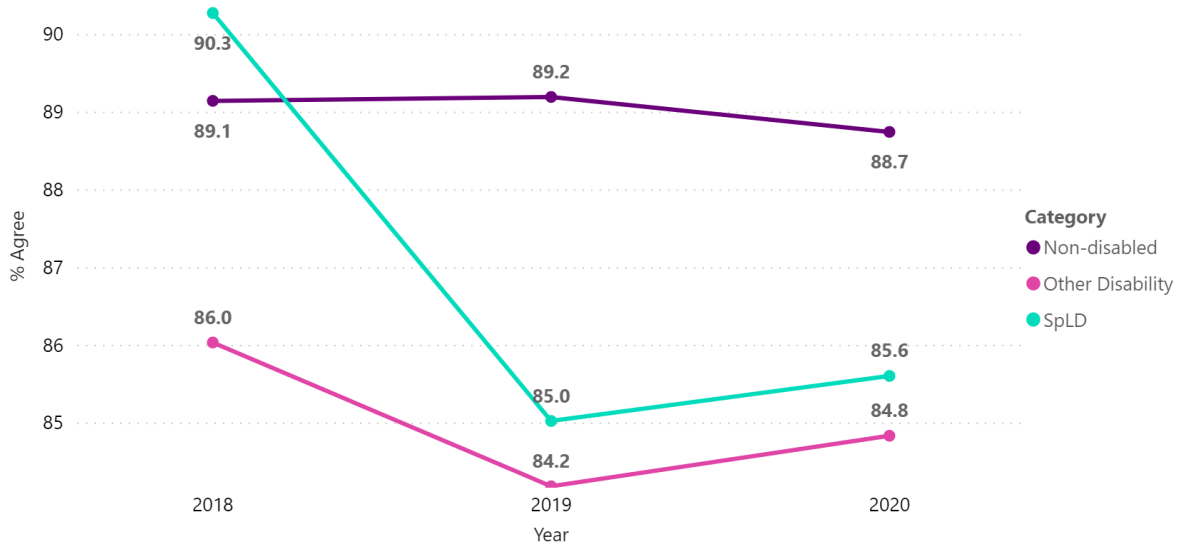
The following graphs show response rates to the National Student Survey statement “Overall, I am satisfied with the quality of the course”.

Age



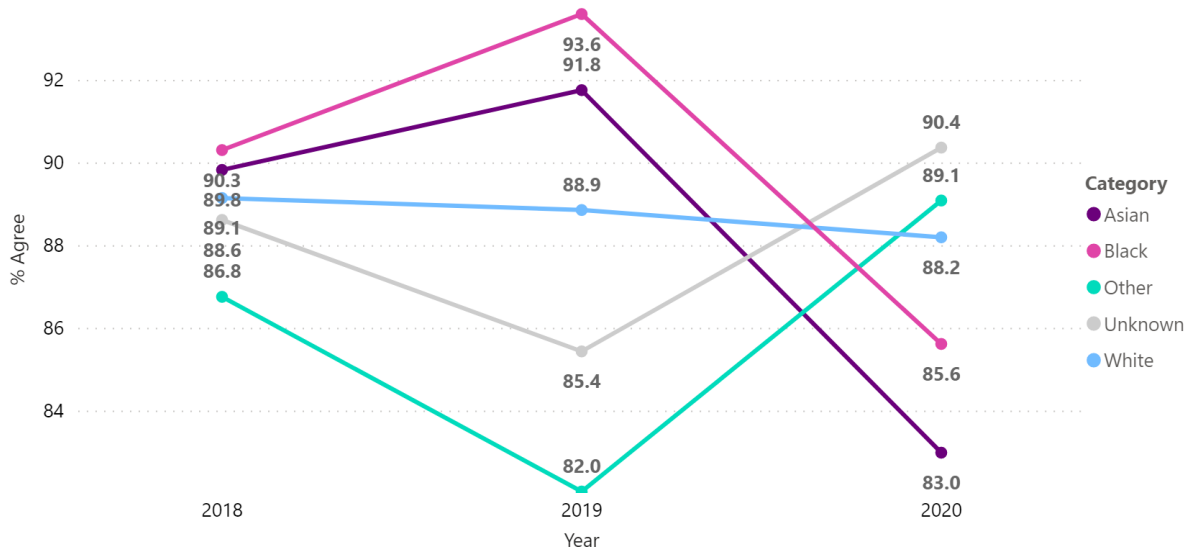
The satisfaction for mature students has **decreased** for the third year in a row.

Disability



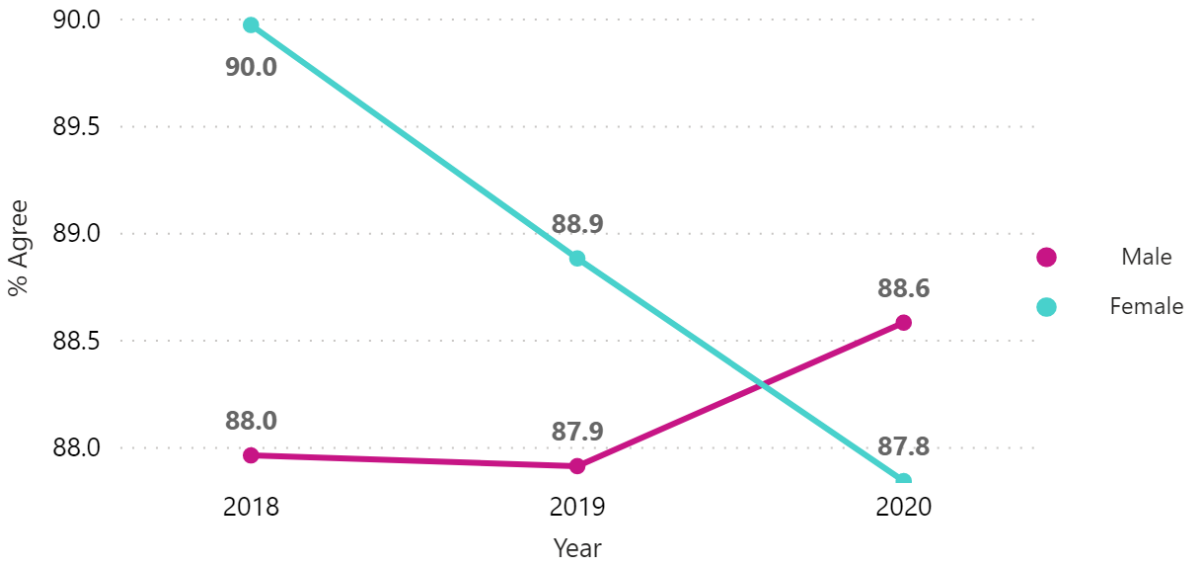
The satisfaction of disabled students has **improved** since 2019, but there is still a gap between disabled and non-disabled students.

Ethnicity



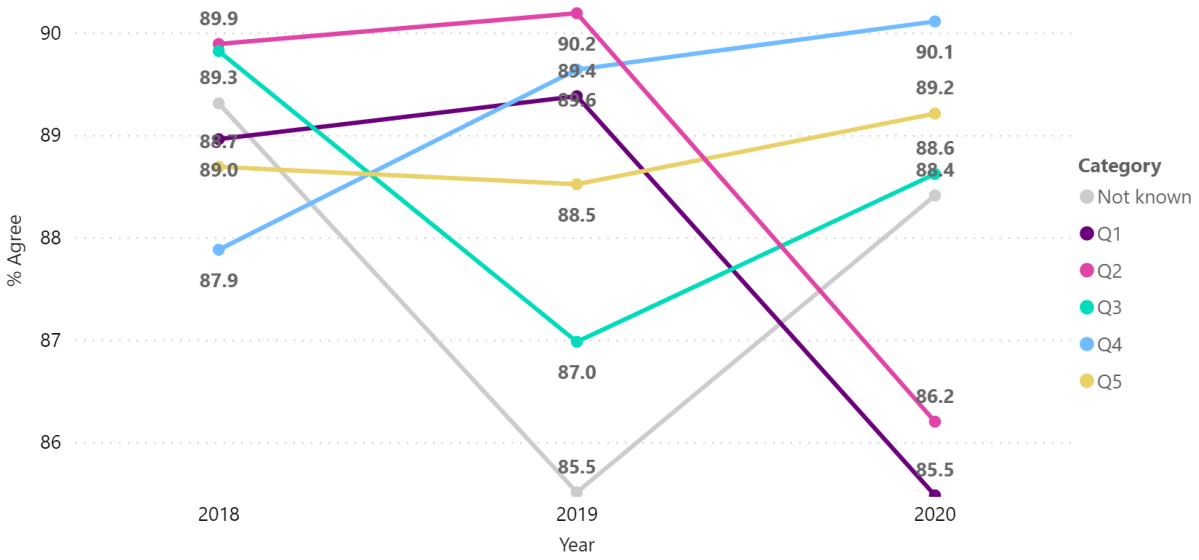
The proportion of satisfied Black and Asian students has **decreased**. However, the proportion of satisfied students of other and unknown ethnicities has **increased**.

Gender



The satisfaction for female students has **decreased** for the third year in a row while it has **increased** for male students.

Low Participation Neighbourhoods



Students from Q1 and Q2 are **less satisfied** with their course than 2019, but satisfaction has increased for the other quintiles.

What do our graduates go on to do?

Age

There is a **higher proportion** of mature graduates achieving a positive outcome than young students.

Disability

The gap between disabled and non-disabled students for positive outcomes has **reduced** in the past year. However, the overall percentage for both groups has decreased.

Ethnicity

The proportion of BAME and White students achieving a positive outcome is **nearly equal**.

Gender

The majority of metrics are **nearly equal**. However, there is a higher percentage of males who are unemployed than females.

Low Participation Neighbourhoods

The proportions of Q1-2 and Q3-5 students achieving a positive outcome are **nearly equal**.

Protected Characteristics and Target Groups

Definition of Terms

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

Disability: Students who disclose an impairment are recorded as 'Disabled', those who do not are recorded as 'Non-Disabled'. Students can apply for Disabled Student Allowance (DSA) at any point during their time at UWE, although changes to DSA from September 2015 have resulted in a changed support package.

Ethnicity: Students' ethnicity is reported here both as being either BAME (Black and Minority Ethnic), White or Unknown and only Home fee status students are included (i.e. not international students). In some instances, the BAME category is then broken down into broad ethnic groupings such as Black, Asian etc.

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

LPN: Using the HEFCE classification POLAR4 (Participation of Local Areas) data, young students are categorised as being either from an LPN postcode (an area of low participation in Higher Education) or not being from an LPN postcode. This categorisation is based on whether their home (i.e. not term time) postcode falls within a postcode that is within the bottom 40% nationally (i.e. in England) of postcodes for the proportion of young people progressing to university.

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

Sexual orientation: Students self-disclose their sexual orientation as being a bisexual person, gay man, gay woman/lesbian, heterosexual or other. There is also an option to refuse to provide 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, Any other religion/belief. There is also an option to refuse to provide this information.

UWE Cares: UWE Cares students are student carers, care leavers and estranged students. From 2020/21 UWE Cares also includes Sanctuary Scholars, who are refugee or asylum seeker students.

Data Population

The data within the report focuses on undergraduate students engaged in full time study at the University of the West of England who are either paying Home fees (i.e. not International students) or who are UK domiciled (it is likely that these populations are largely the same but different measures are used in various reports). The reasons for these criteria are twofold: firstly, this population makes up the significant proportion of our student cohort and secondly, these students' progression and experiences are more similar, allowing for comparison.

The student compendium uses our internal data, which may differ slightly to Office for Students (OfS) figures. They are different because the external dataset provided by OfS uses a different data analysis process and the resulting data will always be a year behind what we can produce internally.

Data Metrics

Applications

Application data includes applications to all undergraduate programmes (including through clearing and adjustment) that have gone through a standard UCAS linked application and are recorded on our student applicant database. The technical specification of this data is:

UK domicile, Full time study, undergraduate programmes, September intake only, all levels of entry, including admissions to all programmes each year (including those that were closed for recruitment the following year) and excluding applications to foundation degrees taught at UWE federation colleges.

Enrolments

Enrolment data is a count of all new, undergraduate students enrolling on their 1st year of study of a first degree at UWE. The technical specification of the enrolment data is:

UK domicile, Full time study, undergraduate programmes, September intake only, first year entry, new students only (i.e. not previously at UWE or in a foundation degree through a partnership agreement).

Satisfaction

The National Student Survey (NSS) is used as a measure of student satisfaction. The NSS is conducted annually by Ipsos MORI and gathers opinions from final year students about their Higher Education experiences. Data is publicly available in KIS datasets but universities have access to a larger data set containing their own students' responses broken down by some protected characteristics. This data is only available at university level. The technical specification of the NSS data on student satisfaction is:

Responses from UK domicile students who were in their final year of an undergraduate degree in 2019/20 and who were taught at UWE (i.e. not at a partner college).

Good Honours

Degree classification is summarised by Good Honours (considered a 1st or 2.1 degree). The students will have graduated in 2018/19. The technical specification of the Good Honours data set is:

UK domicile, Full Time students on undergraduate degrees, September entrants only, excluding UWE federation courses and Hartpury students.

Graduate Outcomes

All graduates who completed a course on or after 01/08/17 are asked to complete the Graduate outcome survey 15 months after they finish their studies. The technical specification of the Graduate Outcomes data set is:

UK domicile, Full Time students on undergraduate degrees.