

# Student Compendium 2020/21

# Contents

Student Compendium 2020/21 .....	1
Contents.....	2
University Analysis 2020/21 .....	4
How should I use the Student Compendium? .....	6
How does UWE Bristol support students from underrepresented backgrounds?.....	6
Who is applying to UWE Bristol?.....	6
Age .....	6
Disabled Status.....	6
Ethnicity .....	7
Gender .....	8
Low Participation Neighbourhoods.....	8
Who is enrolling at UWE Bristol? .....	10
Age .....	10
Disabled Status.....	10
Ethnicity .....	11
Gender .....	12
Low Participation Neighbourhoods.....	13
Sexual Orientation .....	14
Trans Status.....	14
Religion and Belief.....	14
UWE Cares .....	15
Which students do not continue with their programme? .....	16
Age .....	16
Disabled Status.....	16
Ethnicity .....	17
Gender .....	17
Low Participation Neighbourhoods.....	18
UWE Cares .....	18
Who is achieving a Good Honours degree? .....	19
Age .....	19
Disabled Status.....	19

Ethnicity .....	20
Gender .....	20
Low ParticipationNeighbourhoods .....	21
UWE Cares .....	22
How satisfied are students with their course?.....	23
Age .....	23
Disability.....	24
Ethnicity .....	25
Gender .....	26
Low ParticipationNeighbourhoods .....	27
What do our graduates go on to do?.....	28
Age .....	28
Disability.....	26
Ethnicity .....	27
Gender .....	28
Low Participation Neighbourhoods.....	29
Protected Characteristics and Target Groups .....	30
Definition of Terms .....	30
Data Population .....	31
Data Metrics.....	31
Applications.....	31
Enrolments.....	31
Satisfaction.....	31
Good Honours.....	32
Graduate Outcomes.....	32

# University Analysis 2020/21

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.

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 mature applicants has decreased. 	The overall proportion of disabled applicants has decreased. 	The proportion of applicants who are from a Black, Asian or Minority Ethnic background has decreased from 2020 to 2021. 	There is a slightly higher proportion of applicants who identify as female than male. 	The proportion of applicants who are from LPN has decreased since last year. 
Enrolments	The percentage of new mature students has decreased. 	The percentage of new disabled students has decreased. 	The proportion of new students from a Black, Asian or Minority Ethnic background has decreased. 	There has been a small increase in the percentage difference between male and female enrolments. 	The proportion of new students from LPN (Q1-2) has increased. 
Non-continuation	The non-continuation rate for mature students has increased, as has the gap between young and mature students. 	The non-continuation rate for disabled students is less than that of non-disabled students. 	The non-continuation rate for Black, Asian and Minority Ethnic students is less than that of White students. 	The non-continuation rate for male students is greater than that of female students. 	The non-continuation rate for LPN and other students is the same. 
Good Honours	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. The gap stayed the same this year. 	There is a large gap between Black, Asian and Minority Ethnic and White students achieving good honours, although the gap has decreased. 	There are nearly equal proportions of male and female students achieving a good honours degree. The gap has also decreased from last year. 	Good honours rates are lower for students who are from LPN than others. The gap has increased. 

Satisfaction	<p>The satisfaction for mature students has decreased for the third year in a row. 😞</p>	<p>The satisfaction of disabled students has decreased since 2020 and there is still a gap between disabled and non-disabled students. 😞</p>	<p>The proportion of satisfied students from all ethnicities has decreased. However, overall satisfaction for Asian and Black students was higher in 2021 than White students. Conversely, satisfaction for students from Mixed Heritage and Other ethnic backgrounds was lower than that of White students. 😞</p>	<p>The satisfaction for both female and male students has decreased, although the gap between the two groups has remained the same. 😞</p>	<p>Students from Q1 and Q2 are less satisfied with their course than students in quintiles 3–5. 😞</p>
Graduate Outcomes	<p>There is a higher proportion of mature graduates achieving a positive outcome than young students. 😊</p>	<p>The proportion of disabled students achieving a positive graduate outcome is slightly higher than the proportion of non-disabled students. 😊</p>	<p>The proportion of Black, Asian and Minority Ethnic students achieving a positive outcome is lower than the proportion of White students. The proportion of unemployed Black, Asian and Minority Ethnic graduates was greater than White graduates. 😞</p>	<p>Several metrics are nearly equal, but a slightly higher percentage of males are unemployed than females. 😞</p>	<p>The proportions of Q1-2 and Q3-5 students achieving a positive outcome are nearly equal. 😊</p>

## 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.

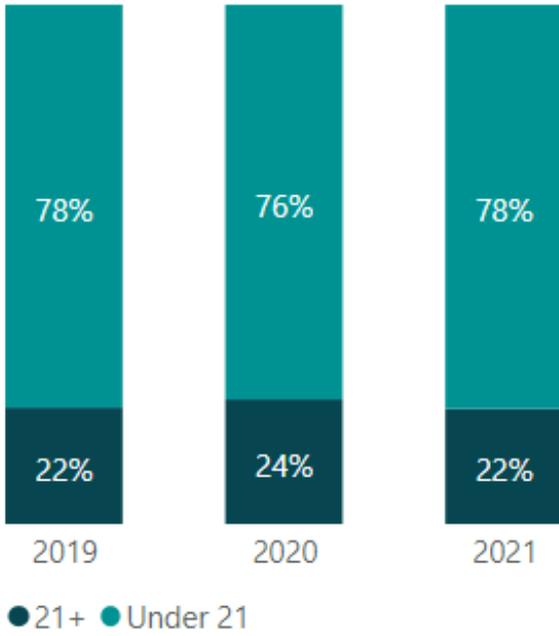
The aims of our Equality, Diversity and Inclusivity 2030 strategy are:

- 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?

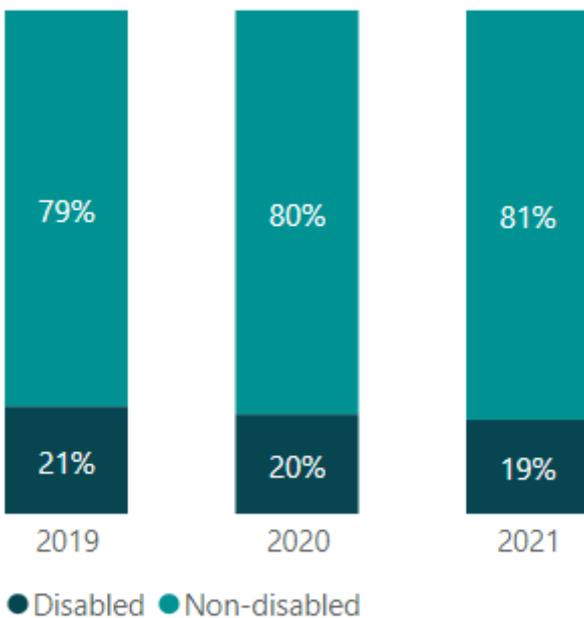
## Age



The proportion of mature applicants has **decreased**.



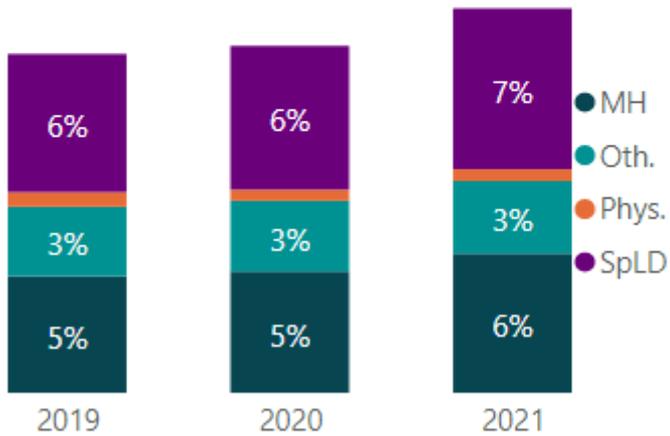
## Disabled Status



The overall proportion of disabled applicants has **decreased**.



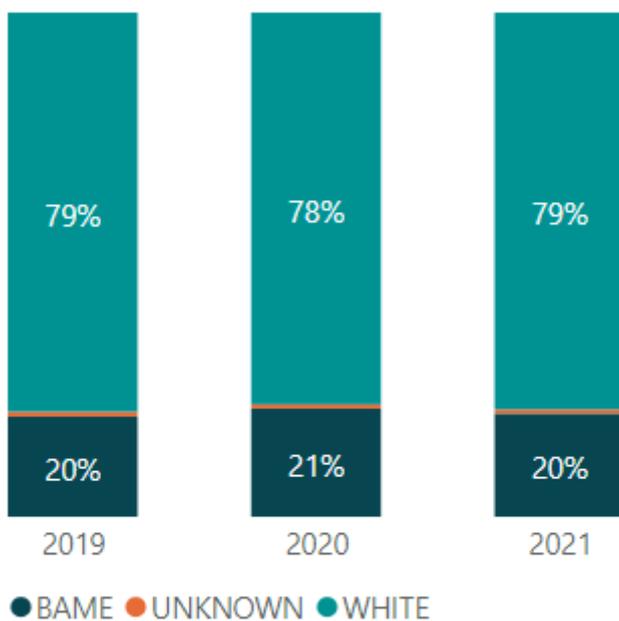
## Disability Groups (% of Total Apps)



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



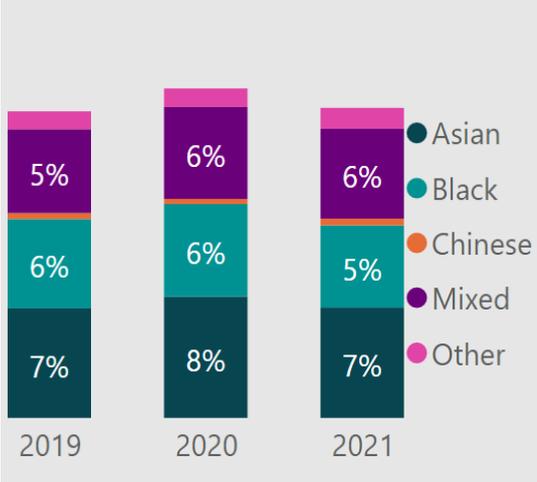
## Ethnicity



The overall proportion of Black, Asian and Minority Ethnic applicants has **decreased**.



BAME Breakdown (% of Total Apps)

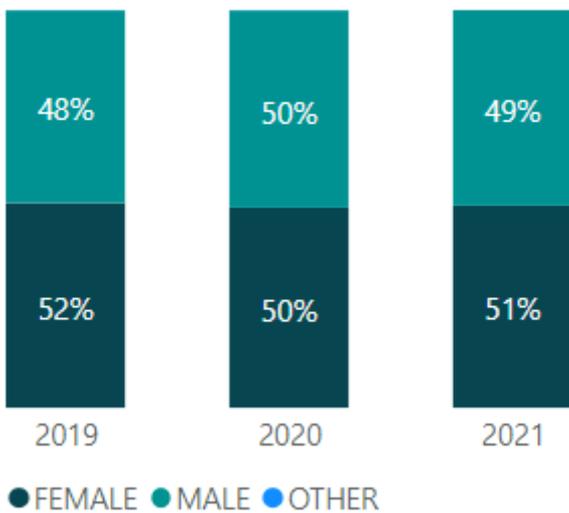


The proportion of applicants who are from a Black or Asian background has **decreased**, although the proportion from a Mixed Heritage background has **remained the same**.



## Gender

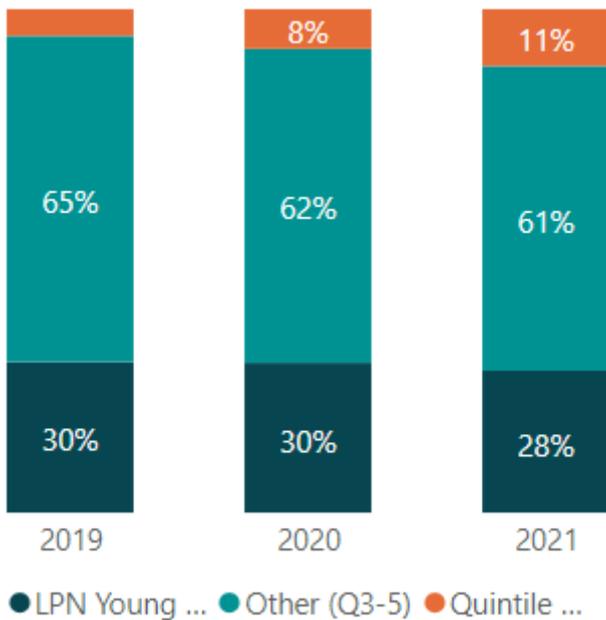
Gender Split (% of Total Apps)



There is a **slightly higher proportion** of applicants who identify as female than male.

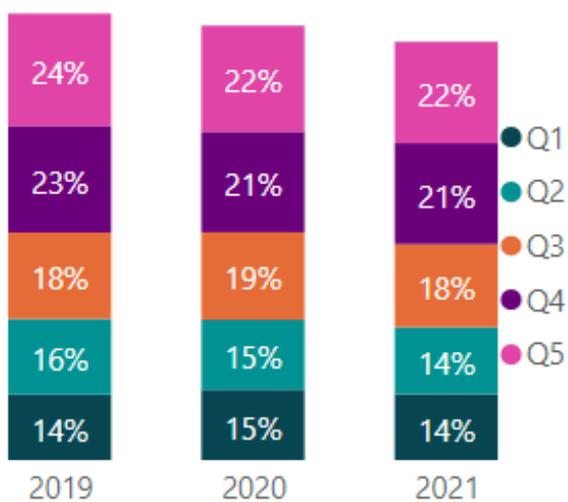


## Low Participation Neighbourhoods



The proportion of applicants who are from Q1-2 has **decreased** since last year.

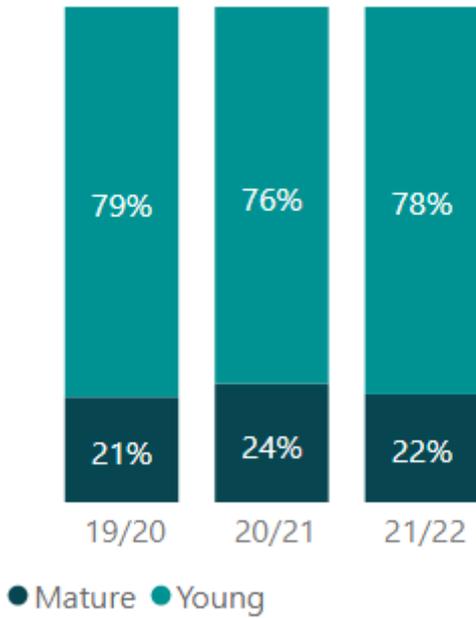
### POLAR4 Quintiles (% of Young ...



[Back to contents page](#)

# Who is enrolling at UWE Bristol?

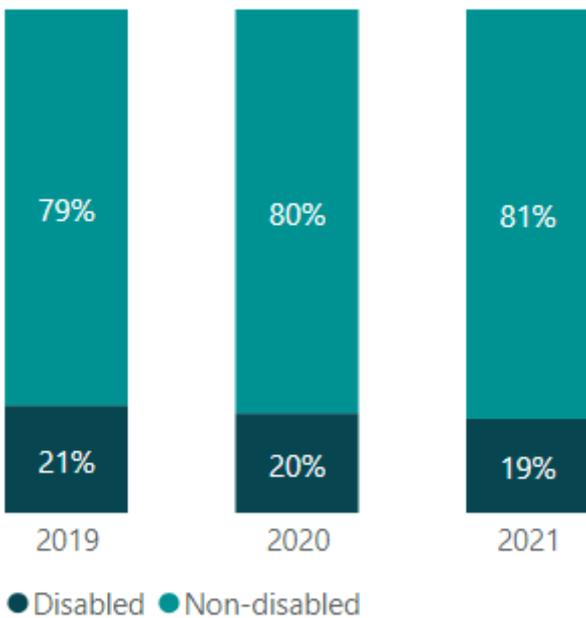
## Age



The percentage of new mature students has decreased.



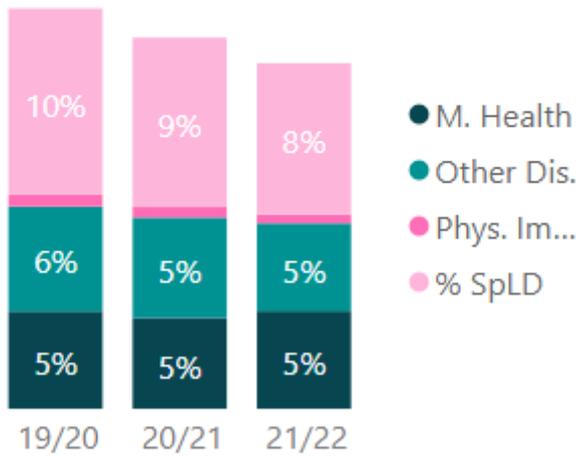
## Disabled Status



The percentage of new disabled students has decreased.



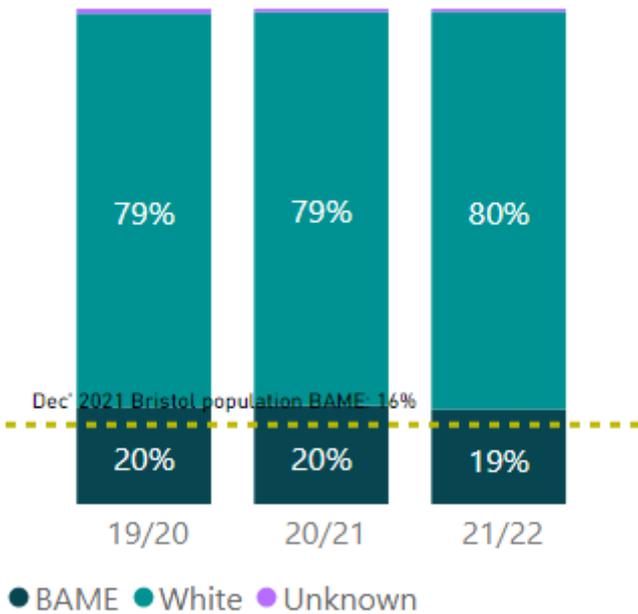
### Disability Groups (% of Total Enrols)



The proportion of new students with specific learning difficulties (SpLD) has **decreased**, whilst the other groups have remained the same.



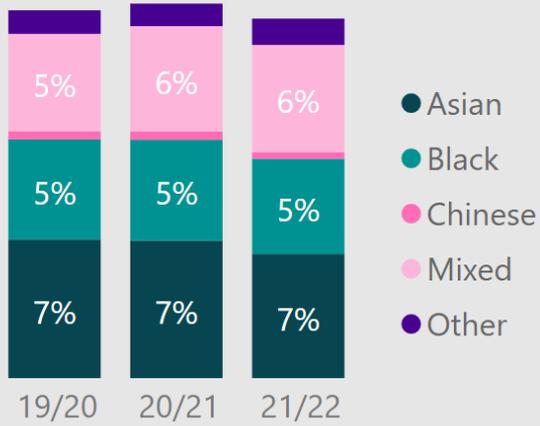
### Ethnicity



The proportion of new students from a Black, Asian or Minority Ethnic background has **decreased**.



BAME Breakdown (% of Total Enrols)



The proportion of new students from Asian, Black and Mixed Heritage backgrounds has **stayed the same.**



## Gender



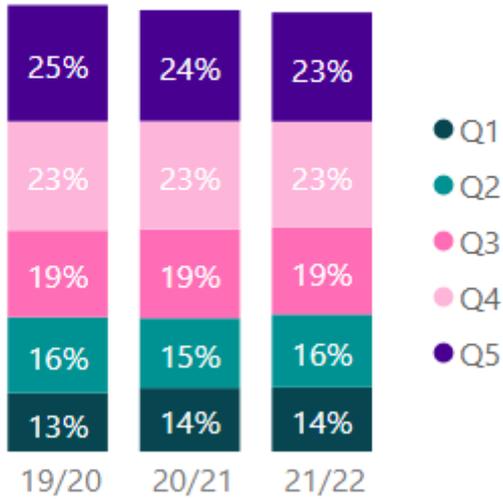
● Female ● Male ● Other

There has been a **small increase** in the percentage difference between male and female enrolments.



# Low Participation Neighbourhoods

POLAR4 Quintiles (% of Young ...



The proportion of new students from LPN (Q1-2) has **increased**.




● LPN Q1&2 ● Non-LPN (inc. Unknown)

## Sexual Orientation

	19/20	20/21	21/22
Bisexual	5.9%	6.6%	8.8%
Gay Man	1.2%	1.3%	1.4%
Gay Woman/Lesbian	0.9%	1.0%	1.1%
Heterosexual	84.7%	83.5%	80.6%
Information Refused	6.2%	6.2%	6.4%
Other	1.2%	1.5%	1.7%

## Trans Status

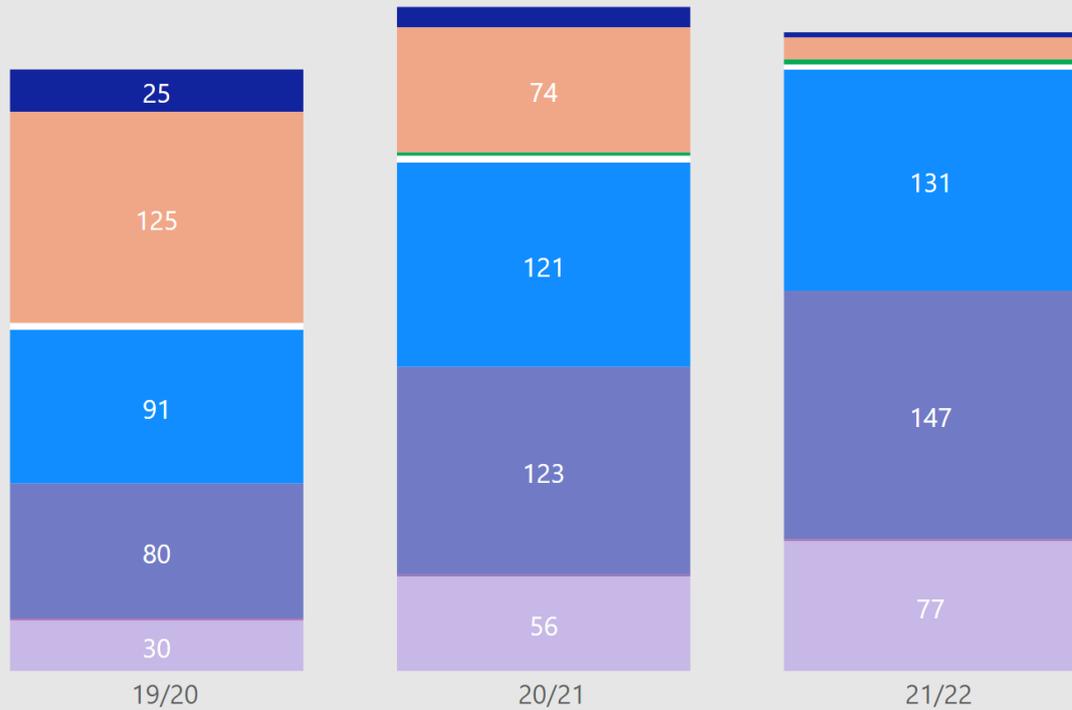
	19/20	20/21	21/22
Yes	0.7%	0.6%	0.8%
No	97.3%	97.7%	97.6%
Information Refused	1.8%	1.5%	1.5%

## Religion and Belief

	19/20	20/21	21/22
Any other religion/belief	1.2%	1.2%	1.1%
Buddhist	0.4%	0.6%	0.5%
Christian	20.1%	18.7%	17.6%
Hindu	0.9%	0.6%	0.6%
Jewish	0.2%	0.1%	0.2%
Muslim	5.9%	6.3%	5.6%
No religion	64.8%	65.6%	67.7%
Sikh	0.4%	0.4%	0.5%
Spiritual	1.6%	2.4%	2.5%
Information refused	4.4%	4.0%	3.8%

## UWE Cares

Number of Students by UWEC Type



● Care leaver ● Care leaver and ... ● Carer ● Estranged ● Estranged – P... ● Sanctuary Sc... ● Unknown ● Withdrawn

The number of new UWE Cares students **decreased** between 2019/20 and 2020/21 but is higher than in previous years.

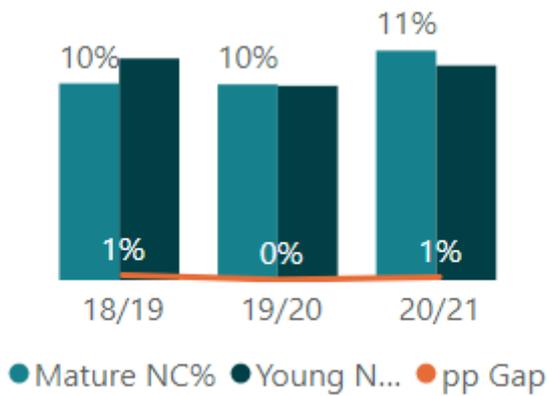


[Back to contents page](#)

# Which students do not continue with their programme?

## Age

Non-continuation Rate

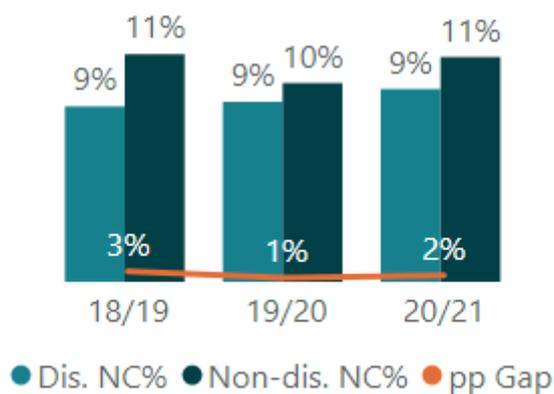


The non-continuation rate for mature students has **increased**, as has the gap between young and mature students.



## Disabled Status

Non-continuation Rate

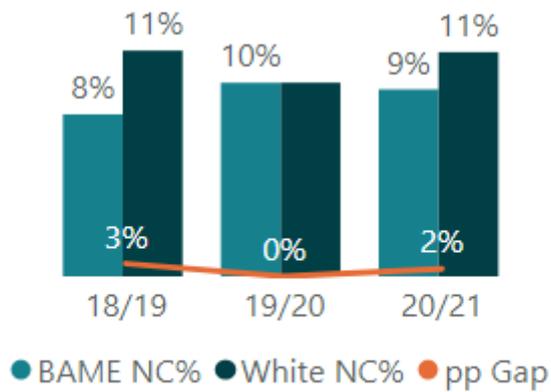


The non-continuation rate for disabled students is **less** than that of non-disabled students.



## Ethnicity

Non-continuation Rate

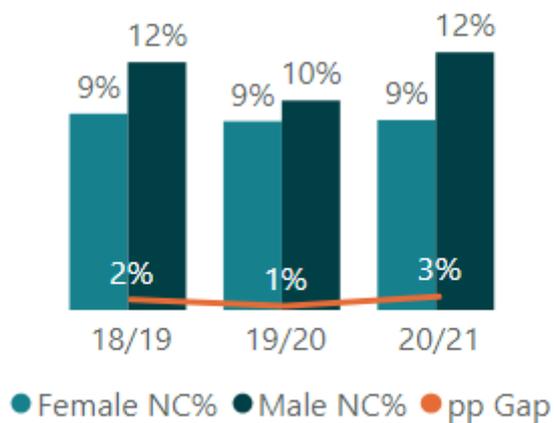


The non-continuation rate for Black, Asian and Minority Ethnic students is **less** than that of White students.



## Gender

Non-continuation Rate

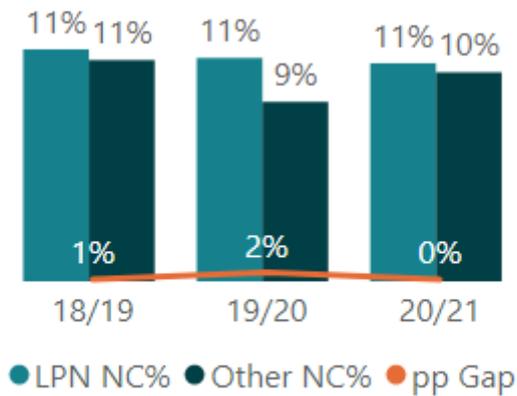


The non-continuation rate for male students is **greater** than that of female students.



## Low Participation Neighbourhoods

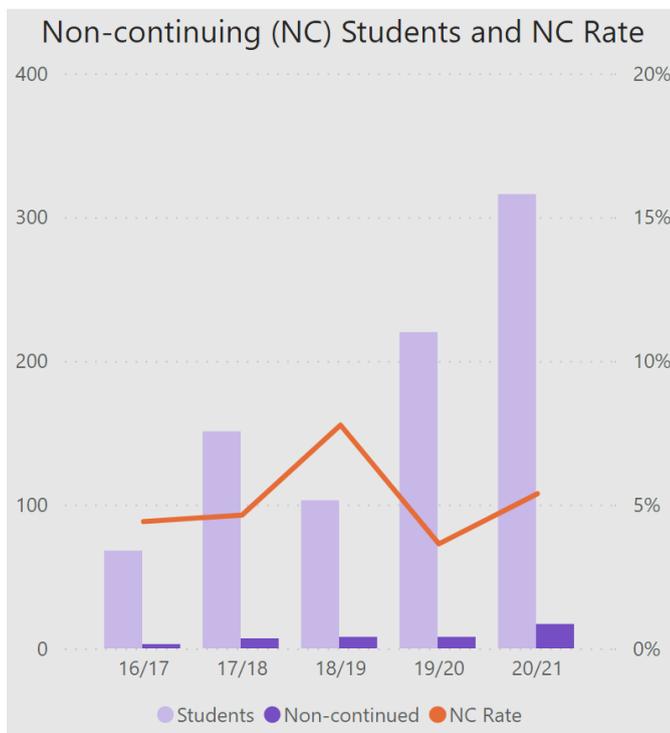
### Non-continuation Rate



The non-continuation rate for LPN and other students is **the same** (N.B. percentages are different due to rounding).



## UWE Cares



The non-continuation rate for UWE Cares students has **increased slightly** but is still much lower than the UWE average (11%).

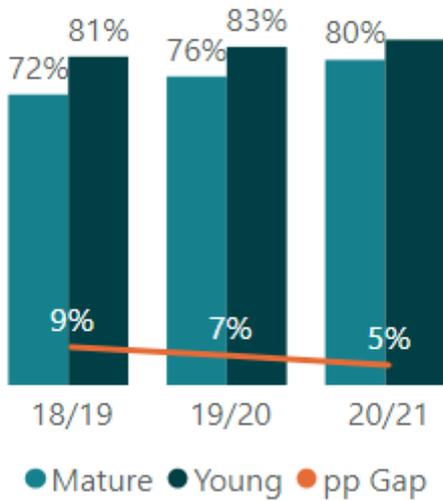


[Back to contents page](#)

# Who is achieving a Good Honours degree?

## Age

Good Honours Rate

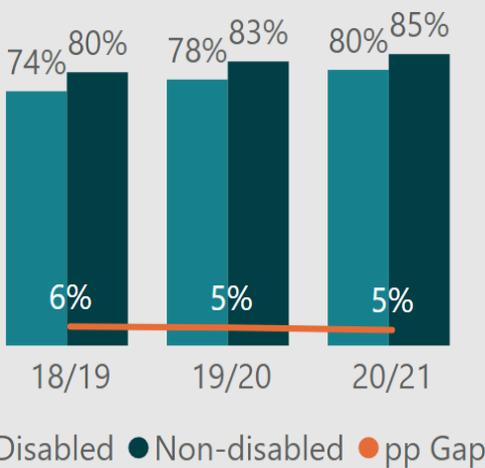


Good honours rates are **lower** for mature students than for younger students. However, the gap has reduced.



## Disabled Status

Good Honours Rate

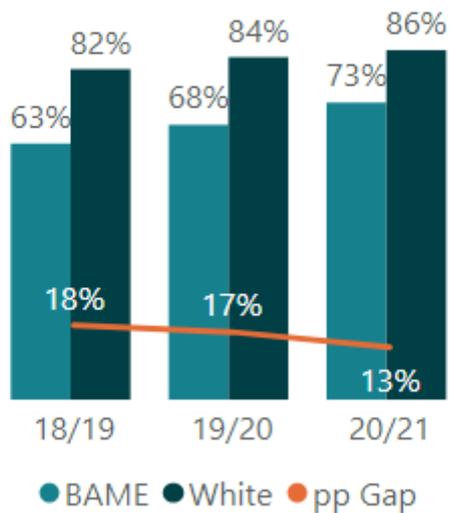


Good honours rates for disabled students are **lower** than non-disabled students. The gap stayed the same this year.



## Ethnicity

Good Honours Rate

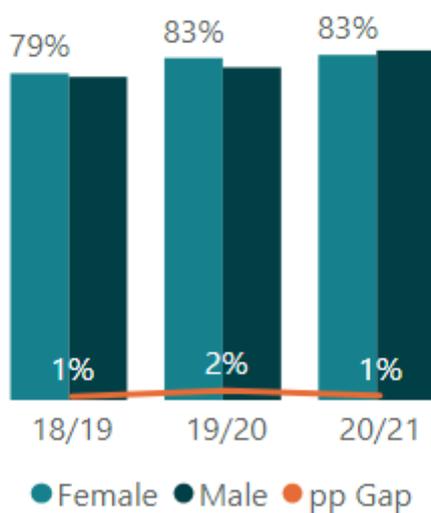


There is a large gap between Black, Asian and Minority Ethnic and White students achieving good honours, although the gap has **decreased**.



## Gender

Good Honours Rate

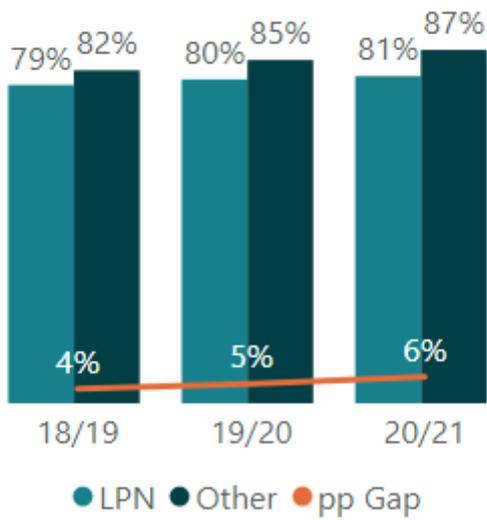


There are nearly equal proportions of male and female students achieving a good honours degree. The gap has also decreased from last year.



## Low Participation Neighbourhoods

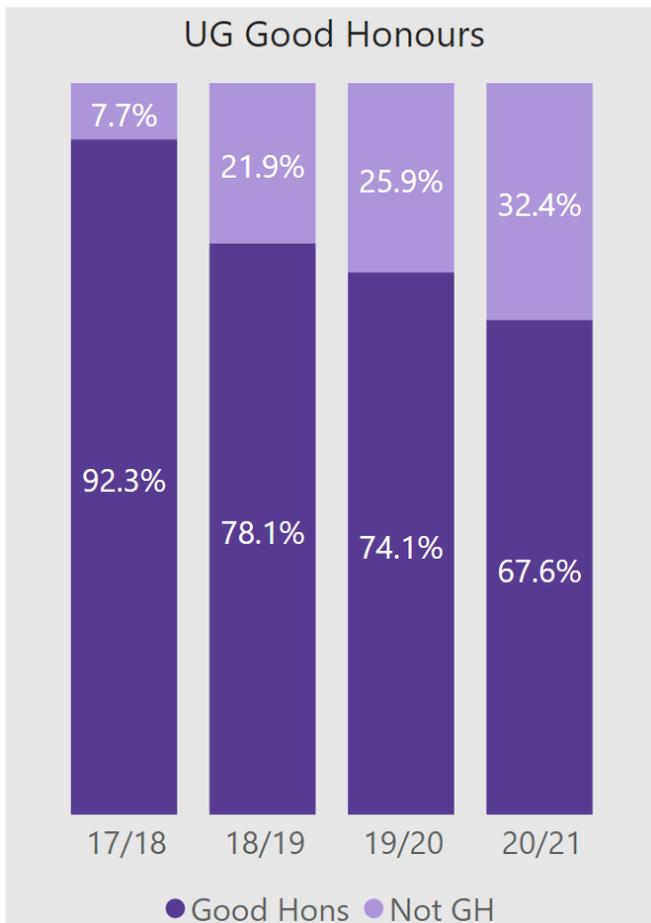
Good Honours Rate



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** for the third year in a row.



## 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”.

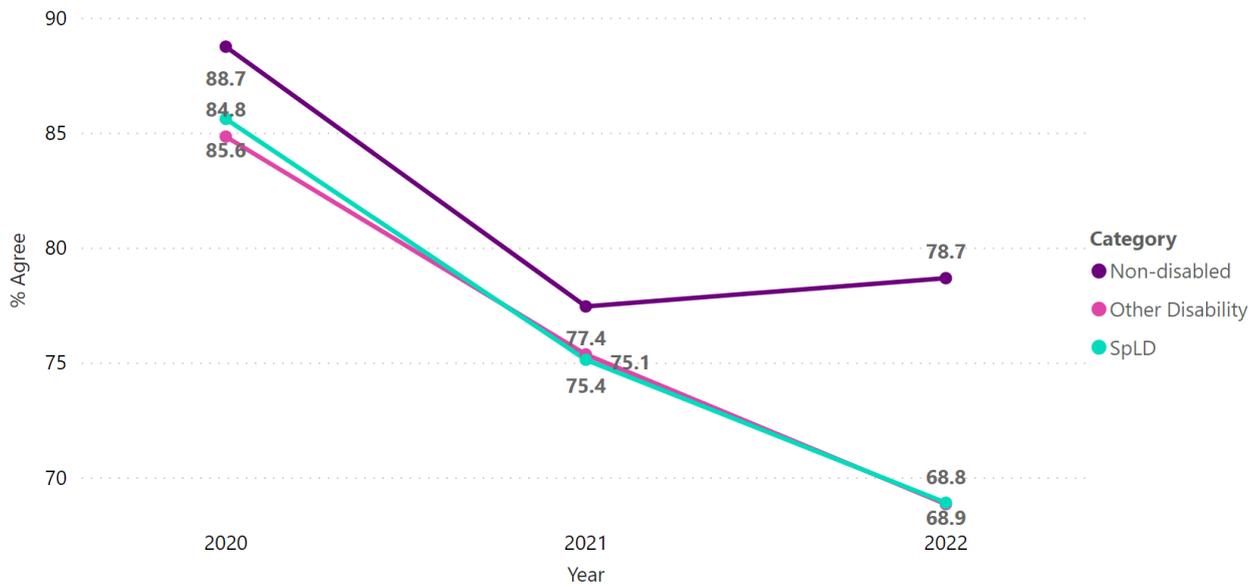
### Age



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



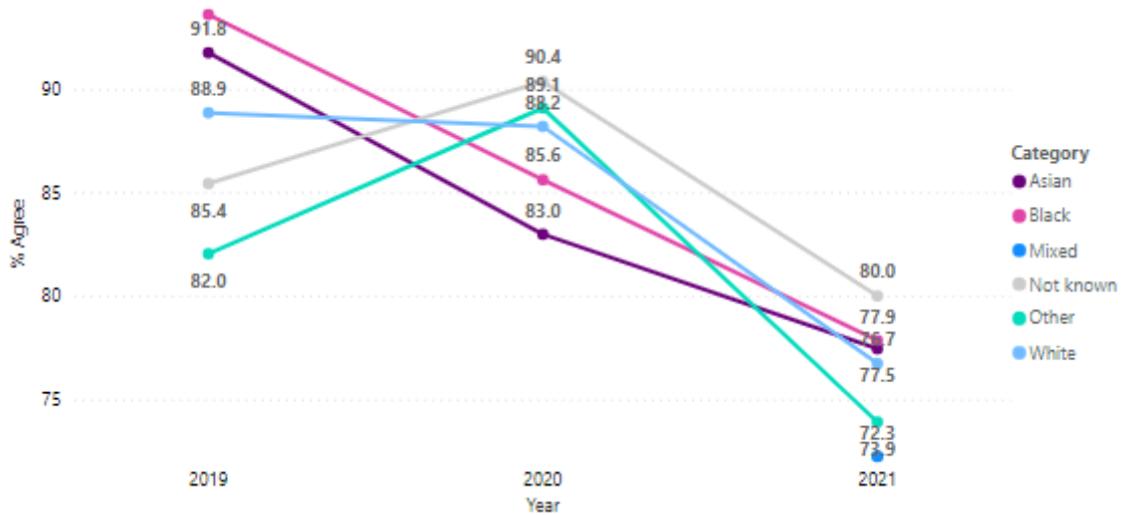
## Disability



The satisfaction of disabled students has **decreased** since 2020 and there is still a gap between disabled and non-disabled students.



## Ethnicity



The proportion of satisfied students from all ethnicities has **decreased**. However, overall satisfaction for Asian and Black students was higher in 2021 than White students. Conversely, satisfaction for students from Mixed Heritage and Other ethnic backgrounds was lower than that of White students.



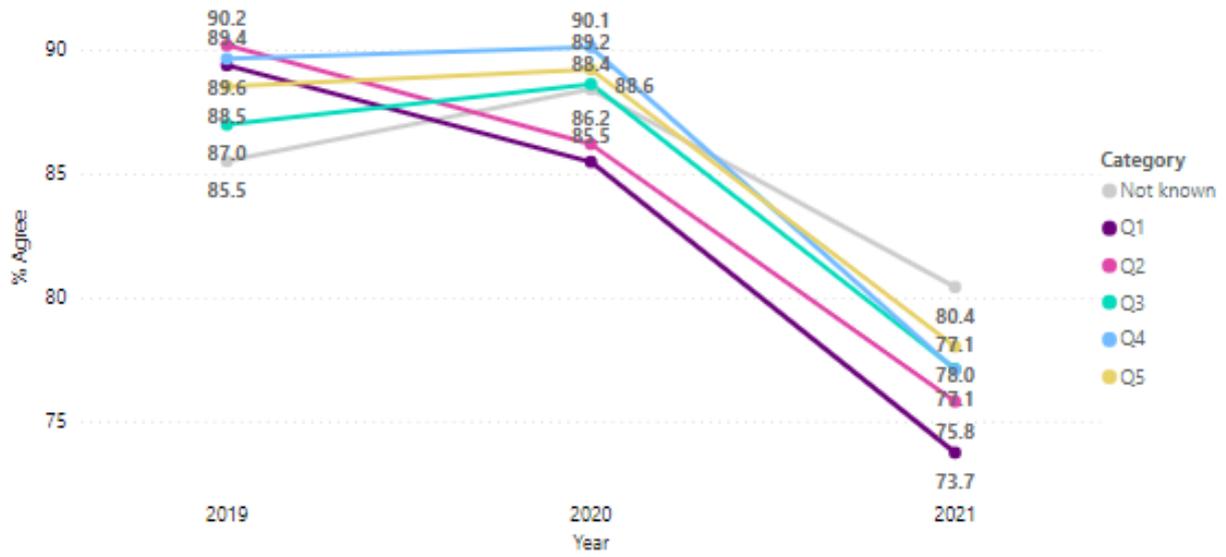
## Gender



The satisfaction for both female and male students has **decreased**, although the gap between the two groups has **remained the same**.



## Low Participation Neighbourhoods

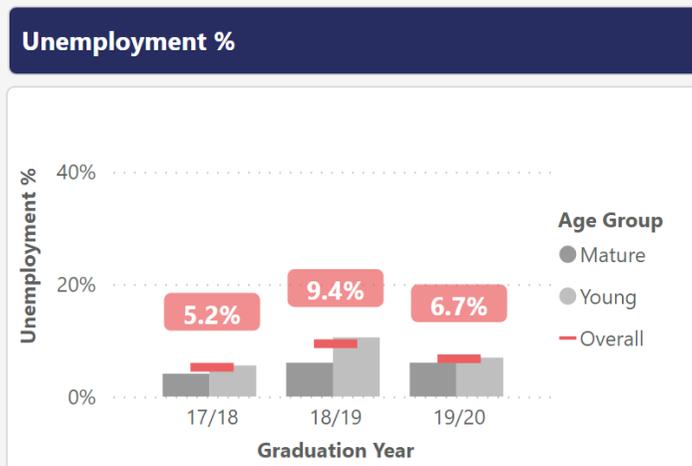
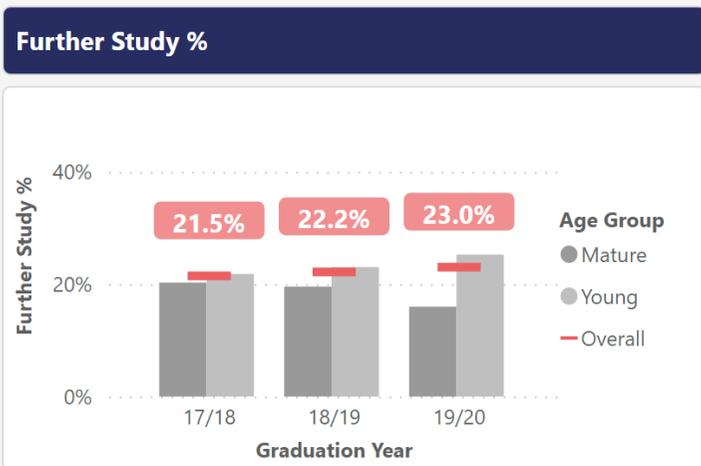
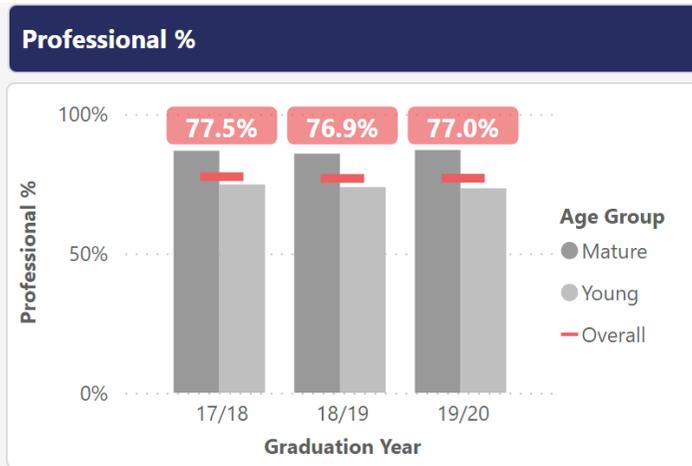
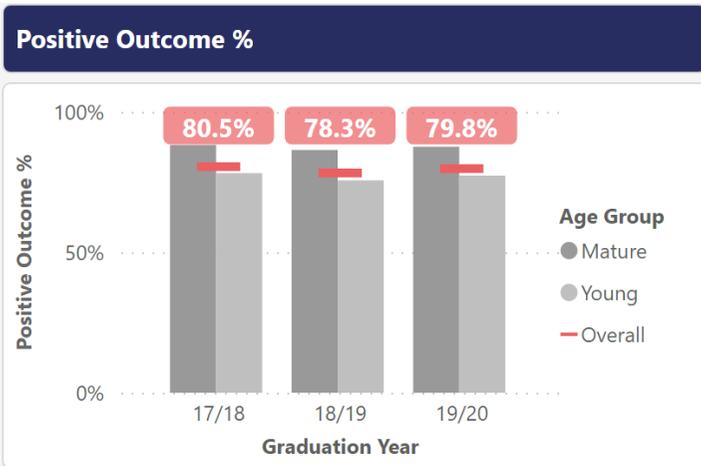


Students from Q1 and Q2 are **less satisfied** with their course than students in quintiles 3–5.



# What do our graduates go on to do?

## Age

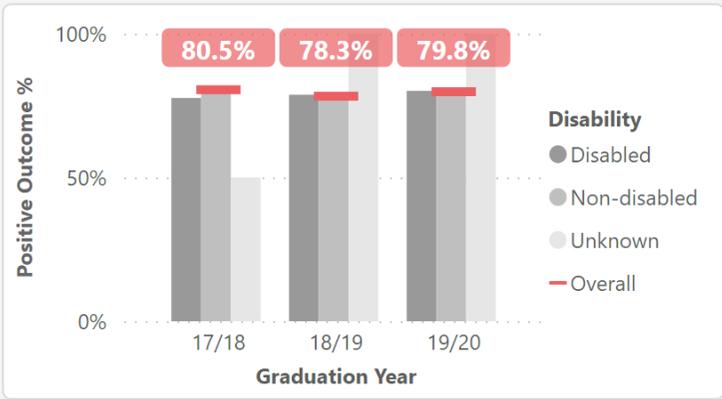


There is a **higher** proportion of mature graduates achieving a positive outcome than young students.

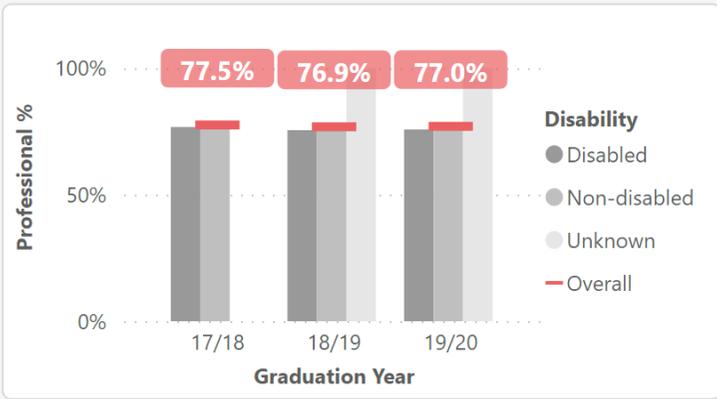


# Disability

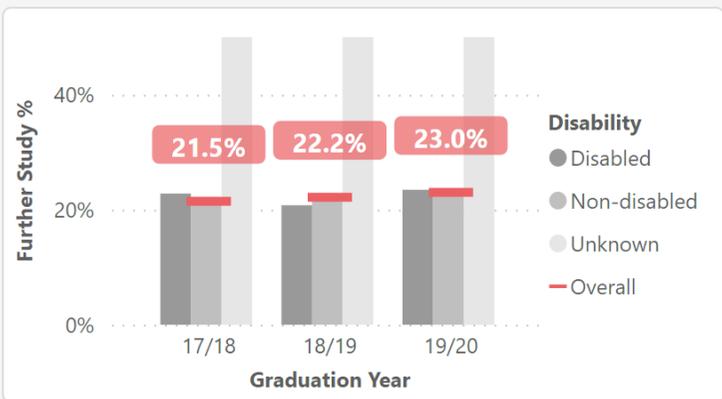
**Positive Outcome %**



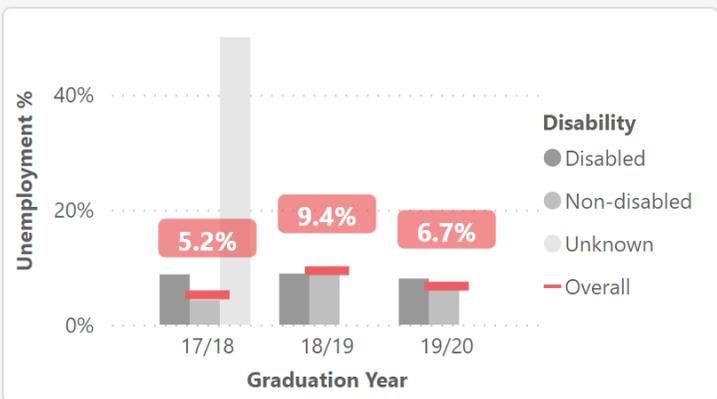
**Professional %**



**Further Study %**



**Unemployment %**

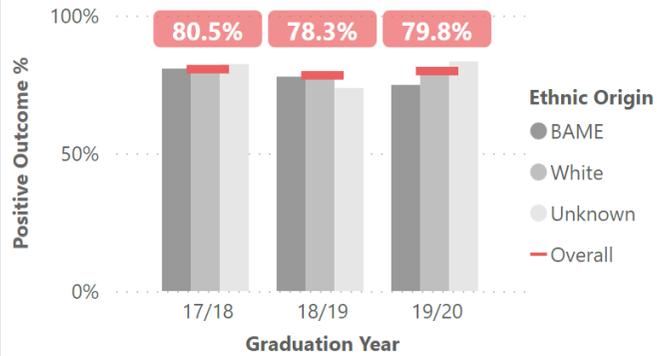


The proportion of disabled students achieving a positive graduate outcome is **slightly higher** than the proportion of non-disabled students.

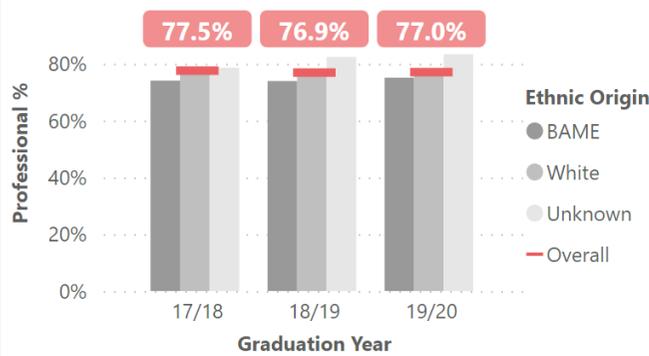


# Ethnicity

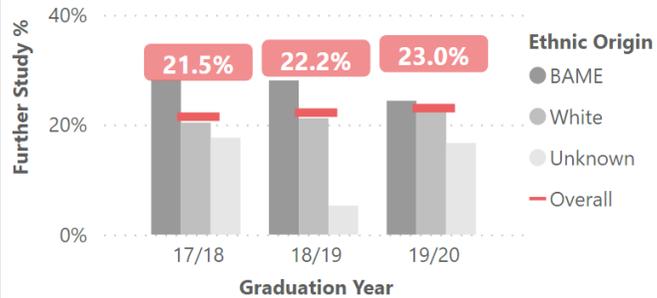
**Positive Outcome %**



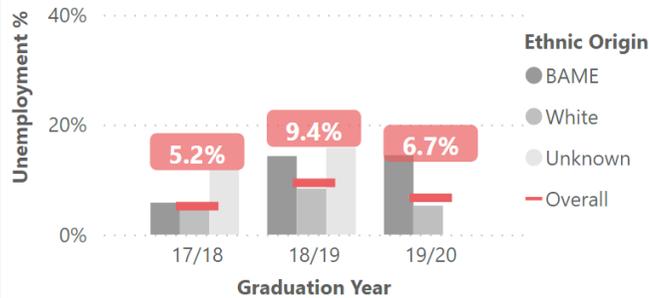
**Professional %**



**Further Study %**



**Unemployment %**

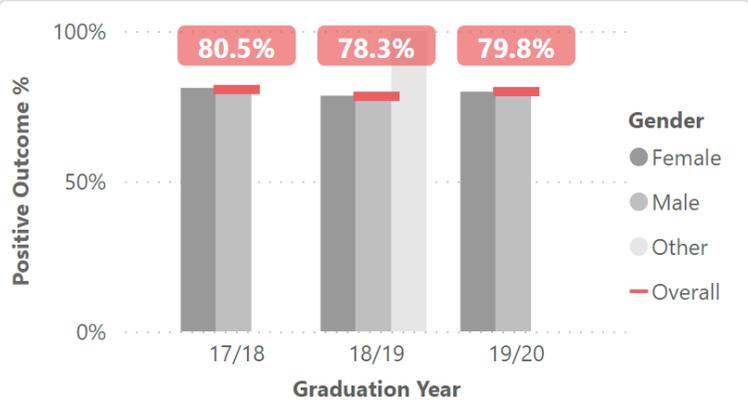


The proportion of Black, Asian and Minority Ethnic students achieving a positive outcome is **lower** than the proportion of White students. The proportion of unemployed Black, Asian and Minority Ethnic graduates was greater than White graduates.

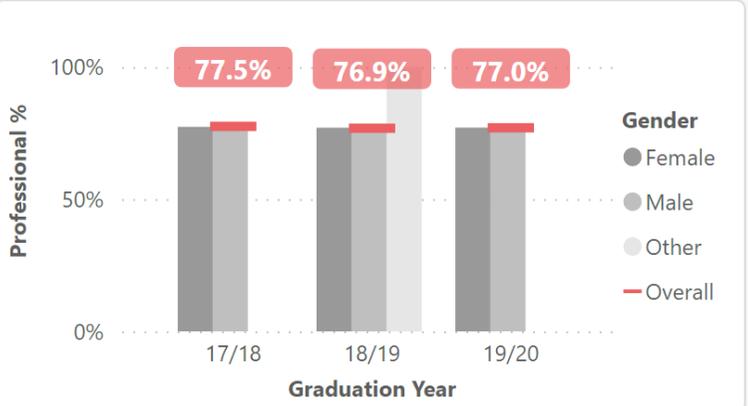


# Gender

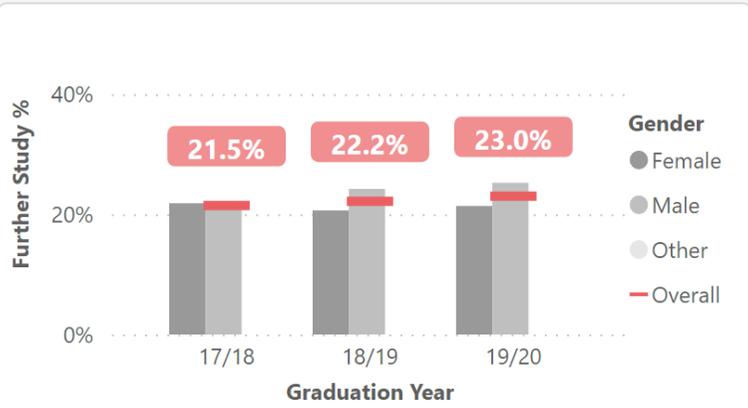
**Positive Outcome %**



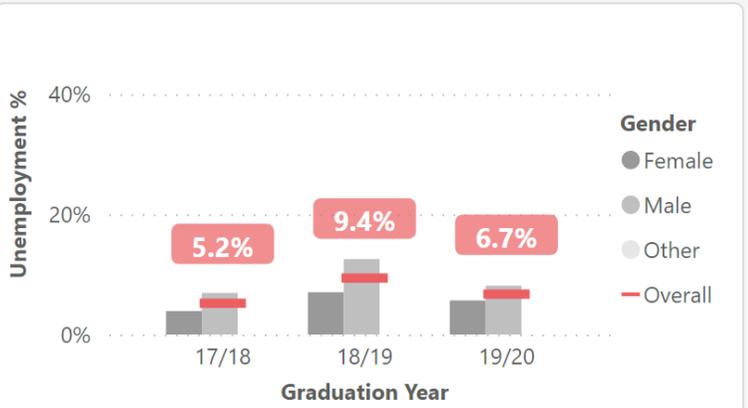
**Professional %**



**Further Study %**



**Unemployment %**

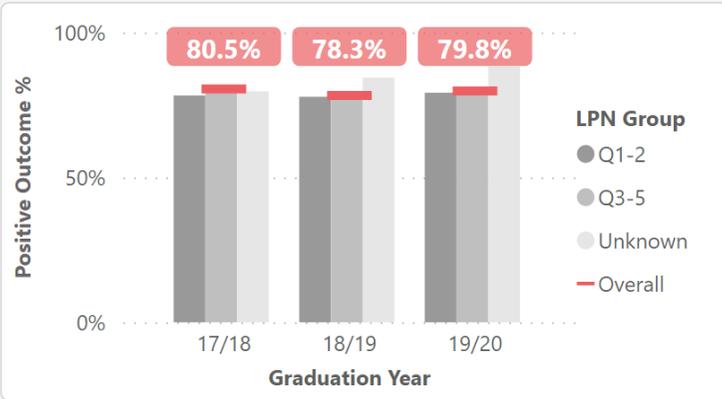


Several metrics are nearly equal. However, there is a slightly higher percentage of males who are unemployed than females.

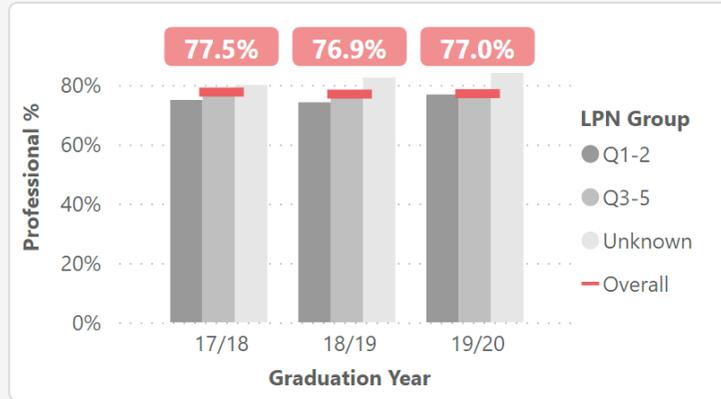


## Low Participation Neighbourhoods

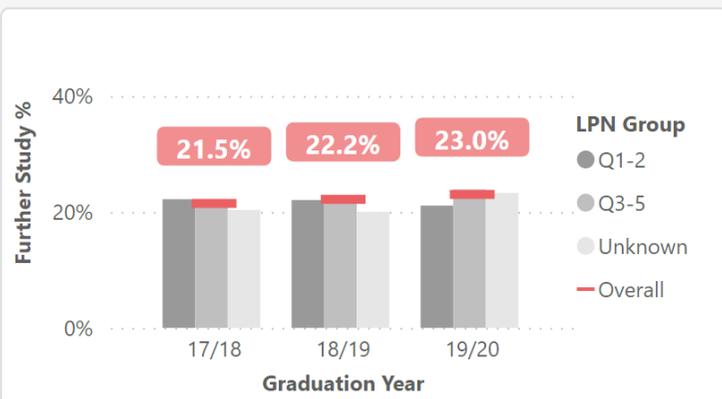
### Positive Outcome %



### Professional %



### Further Study %



### Unemployment %



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 Black, Asian and Minority Ethnic (BAME), White or Unknown. BAME refers to people who are Black, Asian, Chinese, Multiple Heritage or individuals from other ethnicity groups such as Romani/traveller or Arab.

Due to individual numbers from some ethnic origins being low, 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 Black, Asian and Minority Ethnic people, so it is useful to group together 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 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 Key Information Sets (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 2020/21 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 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 Outcomes 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.

[Back to contents page](#)